

Government General Degree College, Kalna-I
Department of Sanskrit
Course Structure under CCFUP (NEP 2020)
for
Semester-II

B.A. 3 year UG Honours with Sanskrit Major and History/ Education / Philosophy Minor

Sl. No.	Course Name	Paper
1	Major/Ds Course	SANS2011: Sanskrit Drama
2	Skill Enhancement Course (SEC)	SANS2051:Critical survey of Sanskrit Literature
3	Minor Course	EDU2021: Educational Psychology (if you chose Education as your Minor) or HIST2021:History of India (550 CE to 1206 CE) (if you chose History as your Minor) or PHIL2021: Philosophy: Indian and Western—II (if you chose Philosophy as your Minor)
4	Multidisciplinary Course	Environmental Science ENVSC 2031:Biodiversity Conservation & Ecotourism
5	Ability Enhancement Course (AEC)	ENGL2041: Functional English
6	Value Added Course(VAC)	CVA2061:Health & Wellness,Yoga Education, Sports & Fitness

B.A. 4 year UG Honours with Sanskrit Major and History/ Education / Philosophy/Bengali Minor

Sl. No.	Course Name	Paper
1	Major/Ds Course	SANS 2011: Sanskrit Drama
2	Skill Enhancement Course (SEC)	SANS 2051:Critical survey of Sanskrit Literature
3	Minor Course	EDU 2021:Educational Psychology (if you chose Education as your 2 nd Minor) or HIST 2021: History of India (550 CE to 1206 CE) (if you chose History as your 2 nd Minor) or PHIL2021: Philosophy: Indian and Western—II (if you chose Philosophy as your 2 nd Minor) or BENG 2021: বাংলা সাহিত্যের ইতিহাস: প্রাচীন ও মধ্যযুগ (if you chose Bengali as your 2 nd Minor)
4	Multidisciplinary Course	Computer Science COMP 2032:Introduction to Internet
5	Ability Enhancement Course (AEC)	ENGL2041: Functional English
6	Value Added Course (VAC)	CVA2061:Health & Wellness,Yoga Education, Sports & Fitness

Sanskrit Major
Course Code: SANS2011
Course Title: Sanskrit Drama
Total Credits: 04 (3-1-0)
Full Marks = 75

Distribution of Marks: 60 (Theory) + 15 (Internal)

COURSE OBJECTIVES:

Students will require to analyse the creations of great dramatist like Bhāsa, Aśvaghōṣa, Kālidāsa, Śūdraka, Viśākhadatta, Śrīharṣa, Bhavabhūti, Bhaṭṭanārāyaṇa etc.
 Students will have to analyse the inner message of the drama Abhijñānaśakuntalam. .

LEARNING OUTCOMES:

Students will acquire basic knowledge of Sanskrit Literature.
 The dramatists like Bhāsa, Aśvaghōṣa, Kālidāsa, Śūdraka, Viśākhadatta, Śrīharṣa, Bhavabhūti, Bhaṭṭanārāyaṇa etc. will be known to the students and their creations will behighlighted.
 They will be able to know the philosophical outlook of Kalidasa through the dramaAbhijñānaśakuntalam.
 They will be able to gain different knowledge regarding the then society and culture .have the knowledge of poetic excellence reflected in Sanskrit Literature.

Section	Topic	Classes			Allotted Marks
		Lecture	Tutorial	Total	
A	History of Sanskrit Literature (Drama) - Bhāsa, Aśvaghōṣa, Kālidāsa, Śūdraka, Viśākhadatta, Harṣadeva, Bhavabhūti, Bhaṭṭanārāyaṇa, Rājśekhara, Murāri, Jayadeva, Śrikr̥ṣṇa Mīśra)	13	7	20	20
B	Abhijñānaśakuntalam	32	8	40	40

SUGGESTED READINGS:

- A History of Indian literature** by M. Winternitz, The University of Calcutta.
A Concise History of Sanskrit literature by Gourinath Sastri. MLBD.
History of classical Sanskrit literature by M. Krishnamachariar, MLBD.
Ṣaṃskṛta Vāṃmayasya Itihāsa by Dhirendranath Bandyopadhyay, Sanskrit Pustak Bhandar.
Ṣaṃskṛta Sāhitya kā Itihāsa (in Hindi) by Vacaspati Gairola, Chowkhamba, Vidya Bhawan .
Abhijñānaśakuntalam of Kālidāsa by Anil Chandra Bose (Ed.), Sanskrit Book Depot.
Abhijñānaśakuntalam of Kālidāsa edited by Satya Narayana Chakraborty, Sanskrit Pustak Bhandar.

Skill Enhancement Course
Course Code: SANS2051
Title of the Course: Critical Survey of Sanskrit Literature
Full Marks 50

COURSE OBJECTIVES:

Students will have to understand the Indian Society and Culture through the Vedic Literature and the Purāṇa.

Students will have to know the causes of the origin of different types of grammar.

They will have to recognize the ancient grammarians and their creations.

They will have to acquire knowledge of different philosophical thoughts.

LEARNING OUTCOMES:

Students will be able to understand the culture and society reflected in the Vedic Literature and also in the Purāṇas.

They will be able to know the origin of different types of grammar.

They will be able to understand the philosophical thoughts of different sections of Philosophy.

Section	Topic	Classes			Allotted Marks
		Lecture	Tutorial	Total	
A	Vaidika Sāhitya (General structure of Vedic literature, Different theories on the age of the Vedas, Dialogue hymns of the Ṛgveda, Brāhmana literature, Āranyaka literature, Fundamental doctrines of the Upaniṣads, Six Vedaṅgas).	10	5	15	10
B	Purāṇa (Definition of Purāṇa, Contents, Mahāpurāṇa, Upapurāṇa)	6	4	10	10
C	History of Sanskrit Grammar (Pre - Pāṇinian Grammar, Pāṇini, Kātyāyana, Patañjali, , Vāmana- Jayāditya, Bhattoji Dīkṣita, Nāgesa Bhaṭṭa, Kalāpa Vyākaraṇa, Cāndra Vyākaraṇa, Jainendra Vyākaraṇa, Sāraswata Vyākaraṇa, Mugdhabodha Vyākaraṇa, Bhartṛhari.	7	3	10	10
D	History of Indian Philosophy (General Introduction to Āstika and Nāstika Philosophy)	7	3	10	10

SUGGESTED READINGS:

Veder Paricaya, Yogiraj Basu, K L Pharma. Ltd.

Vaidika Sāhityer Rūparekhā by Smt. Shanti Bandyopadhyaya, Sanskrit Pustak Bhandar.

Vedamīmāṃsā (3 parts) by Anirban, Sanskrit College.

Vaidika Sāhitya kā Itihāsaḥ (in Hindi) by Prof. Parashnath Dwivedi, Chaukhamba Surbharati Prakashan.

Vaidika Sāhitya aur Saṃskṛti (in Hindi) by Baladev Upadhyaya, Sharada Mandir, Kashi.

Saṃskṛta Sāhityer Itihāsa by Dhirendranath Bandyopadhyay, Paschimbanga Rajya Pustak Parsat.

Saṃskṛta Sāhityer Itihāsa by Devkumar Das, Sadesh.

Saṃskṛta Sāhitya kā Itihāsa by Baladev Upadhyaya, Sharada Mandir, Kashi.

Saṃskṛta Sāhityer Itihāsa by Gopendu Mukhopadhyay, United Book Agency.

Veder Debatā o Kṛṣṭikāla by Yogeshchandra Roy Vidyanidhi, Sanskrit book depot.

Saṃskṛta Vāṃmayasya Itihāsa by Dhirendranath Bandyopadhyay, Sanskrit Pustak Bhandar.

Purāṇaprabeśa by Girindra Shekhar Basu, Vivekananda Book Centre.

Purāna Parikramā o Prabandha by Uday Chandra Bandopadhyay, Sanskrit bookdepot.

Purāṇa Vimarśaḥ by Baladev Upadhyaya, Chaukhamba Vidyabhavan.

Vyākaraṇa Darśaner Itihāsa by Gurupada Halder, Sanskrit Pustak Bhandar.

Vyākaraṇaśāstretihāsaḥ by Lokmoni Dahal, Bhartiya Vidya Prakashan.

Vyākaraṇaśāstretihāsaḥ by Brahmananda Tripathi. Chaukhamba Surabharati Prakashan.

Bhāratīya Darśana by Samarendra Bhattacharya, Bengal Book Syndicate.

Bhāratīya Darśana by Debabrata Sen, Paschimbanga Rajya Pustak Parsat.

Bhāratīya Darśaner Rūparekhā by Dr. Amit Bhattacharya-Sanskrit Book Depot.

Bhāratīya Darśana by Nirodbaran Chakraborty, The Dhaka Students' Library.

Bhāratīya Darśana Samagra by Acharya Jyoti Sengupta, Sanskrit Book Depot.

Education (Minor)
Course Code: EDUC2021
Course: Educational Psychology
Full Marks: 75 (Theory: 60 + IA: 15), LH: 60 hrs]

COURSE OBJECTIVES:

1. Develop a comprehensive understanding of the field of educational psychology, including its meaning, nature, and scope.
2. Explore the relationship between education and psychology, and how psychological principles can inform educational practices.
3. Familiarize with the various research methods used in educational psychology and develop skills in conducting educational research.
4. Understand the concept of growth and development and its significance in the context of child development.
5. Identify and analyze the different stages of child development, including infancy, childhood, and adolescence.
6. Examine the various aspects of child development, including physical, intellectual, emotional, and social aspects.
7. Gain knowledge about personality development and understand the factors that influence its development.
8. Explore different approaches to understanding personality, such as types and traits.
9. Recognize and appreciate the individual differences among learners and understand their implications for education.

Unit	Topic	No of Lecture
Unit I	<ul style="list-style-type: none"> • Educational Psychology: Meaning, Nature and Scope • Relation between Education and Psychology • Methods of Educational Psychology 	12
Unit II	<p>Growth and Development: Meaning and Concepts.</p> <ul style="list-style-type: none"> • Stages of Development of a Child: Infancy, Childhood and Adolescence. • Aspects of Child Development : Physical, Intellectual, Emotional, Social 	12
Unit III	<p>Personality: Concept and definition.</p> <ul style="list-style-type: none"> • Development of Personality. • Types and Traits Approaches to Personality. • Individual Differences: Concepts and Types. • Causes of Individual Differences. 	12
Unit IV	<p>Intelligence: Concept and Definition.</p> <ul style="list-style-type: none"> • Theories of intelligence: Two-factor, Group-factors and Structure of Intellect. • Intelligence Test: Verbal, Non-verbal test and their uses. 	12

Unit V	<p>Learning: Meaning & Nature.</p> <ul style="list-style-type: none"> • Factors associated with learning. • Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning. • Learning relation to; Attention, Interest, Maturation and Motivation. 	12
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SUGGESTED REFERENCE:

Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.

Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.

Choube, S.P. & Choube. (1996). Educational Psychology and Experiments. Himalay Publishing House, New Delhi.

Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.

Mathur, S.S. Educational Psychology. Binod Pustak Mandir, Agra.

Woolfolk, A.E. (2011) Educational Psychology. Sterling Kinderslay (India) Pvt. Ltd.

Philosophy (Minor)

Course Code: PHIL2021

Course : Philosophy: Indian and Western—II

[4 Cr, Full Marks: 75 (Theory: 60 + IA: 15), LH: 60 hrs]

Unit	Topic	No of Lecture
Unit I	<ul style="list-style-type: none"> • Nyāya–Vaiśeṣika : pramāṇas (pratyakṣa, anumāna, upamāna and śabda), saptapadārtha • Sāṃkhya: Concepts of puruṣa and prakṛti, satkāryavāda, pariṇāmavāda • Yoga :cittavṛttinirodha, aṣṭāṅgayoga 	15
Unit II	<ul style="list-style-type: none"> • Mīmāṃsā: pramāṇas • AdvaitaVedānta: Brahman, jīva, jagat 	15
Unit III	<ul style="list-style-type: none"> • Critical theory of Kant • Theories of Causation : Regularity theory and Entailment theory 	15
Unit IV	<ul style="list-style-type: none"> • Theories of Evolution 	15

RECOMMENDED TEXTS :

M. Hiriyanna: Outlines of Indian Philosophy

SāyanaMādhavācārya :Sarvadarśanasamgraha

S. C. Chatterjee& D. M. Dutta :An Introduction to Indian Philosophy

Haridas Bandyopadhyay :Bhāratīya Darśaner Marmakathā

F. Copleston : A History of Philosophy

Hospers: Philosophical Analysis

Falkenberg : History of Western Philosophy

Sibapada Chakraborty : General Philosophy

History (Minor)
Course Code: HIST2021
Course: History of India (550 CE to 1206 CE)
[4 Cr, Full Marks: 75 (Theory: 60 + IA: 15), LH: 60 hrs]

Unit	Topic	No of Lecture
Unit I	Emergence of New Powers and the Age of Decentralisation <ul style="list-style-type: none"> Decline of the Gupta Power and the emergence of new powers in the 2nd half of the 6th Century C.E Pushyabhuti Dynasty and Kanyakubja – State, Society and Culture during the period of Harsha. Maukharis of Kanauj Sasanka, the King of Gauda – Political achievements and administration. 	12
Unit II	Decentralisation and emergence Regional Powers <ul style="list-style-type: none"> North-Western India: Dynasties of Kashmir – Arab invasion of Sindh – Shahi dynasty of Punjab – Their Political and Cultural achievements. North-Eastern India : Anarchy in Bengal after Sasanka – The Palas – The Senas – Dynasties of Kalinga – their Political and Cultural achievements 	12
Unit III	Emergence of Regional Powers in Central and Northern India <ul style="list-style-type: none"> Origin of the Rajputs : Various theories – Pratiharas – Gahadavalas – Chahamanas – Chandella – Kalachuri – Paramara – their political and cultural achievements 	12
Unit IV	Regional Powers of the Deccan and South India <ul style="list-style-type: none"> Chalukyas of Vatapi – Origin – History – Art and Architecture Rashtrakutas of Manyakheta – History – interference in North Indian politics – Religion – Art and architecture Pallavas of Kanchi – History – Art and Architecture Cholas of Tanjore – History – Administration – Art and Architecture 	12
Unit V	Decline of Rajputs and north India until 1206 CE <ul style="list-style-type: none"> Tripartite Struggle Fall of Rajput Power and the coming of the Arabs and Turks Culture of Pre-Medieval India Society and Religion till 12th century Architecture, Sculpture and paintings till 1206 CE 	12

SUGGESTED READINGS:

- R.C.Majumdar, H.C.Raychaudhuri, K.K.Datta , An Advanced History of India
R.C.Majumdar and A.D Pusalkar (ed.), The History of Indian People, Vol V & VI
K.A.Nilkanta Sastri, History of South India (From Pre-historic times to the Fall of Vijaynagar), OUP, 1955
A.K.Majumdar, A Concise History of Ancient India, Vol I (1977) and Vol.II(1980),Delhi
B.D.Chattopadhyaya, The Making of Early Medieval India, Delhi, 1994
R.S.Sharma, Early Medieval Indian Society – A study in Feudalisation, Calcutta, 2001
Romila Thapar, A History of India, Vol I, Harmondsworth, 1974
Upinder Singh, A History of Early Medieval India, From Stone Age to Early Medieval India

Bengali (Minor for B.A. 4 year UG Honours with Sanskrit Major Students)

Course Code: BENG2021

Course: বাংলা সাহিত্যের ইতিহাসঃ প্রাচীন ও মধ্যযুগ

Full Marks: 75

Objective of the Course:

এই কোর্সের উদ্দেশ্য হল বাংলা ভাষা ও সাহিত্যের প্রাগাধুনিক কালের ধারাবাহিক ইতিহাস সম্পর্কে শিক্ষার্থীদের অবহিত করা। এই কোর্সের মাধ্যমে শিক্ষার্থী বাংলা সাহিত্যের প্রাচীন ও মধ্য যুগের বাংলা সাহিত্য সম্পর্কে সামগ্রিক ধারণা লাভের পাশাপাশি প্রাচীন ও মধ্য যুগের বাংলা সাহিত্যের প্রধান প্রধান ধারা, প্রধান প্রধান কাব্য ও প্রতিনিধি স্থানীয় কবি/সাহিত্যিকদের পরিচয় লাভ করবে।

বাংলা সাহিত্যের ইতিহাসঃ প্রাচীন ও মধ্যযুগ

একক ১ (Lecture Hour: 15)

বাংলা সাহিত্যের ইতিহাসের যুগবিভাগ সংক্রান্ত ধারণা, প্রাচীন ও আদি-মধ্যযুগের বাংলা সাহিত্য (চর্যাগীতি, শ্রীকৃষ্ণকীর্তন), অনুসারী সাহিত্য (রামায়ণ, মহাভারত)

একক ২ (Lecture Hour: 15)

চৈতন্য জীবনী ও বাংলা সাহিত্যে চৈতন্য প্রভাব (বৃন্দাবন দাস, কৃষ্ণদাস কবিরাজ); বৈষ্ণব পদাবলী ও তার প্রধান প্রধান কবি (বিদ্যাপতি, চণ্ডীদাস, গোবিন্দদাস, জ্ঞানদাস)

একক ৩ (Lecture Hour: 15)

মনসামঙ্গল, চণ্ডীমঙ্গল ও ধর্মমঙ্গলের কাহিনিপরিচয় ও প্রধান প্রধান কবি (বিজয়গুপ্ত, কেতকাদাস, ক্ষেমানন্দ, মুকুন্দ চক্রবর্তী, ঘনরাম চক্রবর্তী,) শিবায়ন (রোমেশ্বর ভট্টাচার্য), ভারতচন্দ্রের কাব্যপরিচয় ও অনন্যদামঙ্গল কাব্য

একক ৪ (Lecture Hour: 15)

প্রণয়োপাখ্যান (আলাওল, দৌলত কাজী) নাথধর্ম ও সাহিত্যের সংক্ষিপ্ত পরিচয়, ময়মনসিংহ গীতিকা, শক্তিসাধনা ও শান্তসাহিত্য (রামপ্রসাদ, কমলাকান্ত)

Outcome of the course:

এই কোর্সটি পড়ার ফলে শিক্ষার্থী বাংলা সাহিত্যের প্রাচীন ও মধ্যযুগের লক্ষণ, বৈশিষ্ট্য, কবি ও কাব্য সম্পর্কে সামগ্রিক ধারণা লাভ করল।

সাহায্যকারী গ্রন্থঃ

১। বাংলা সাহিত্যের ইতিহাস – সুকুমার সেন

২। বাংলা সাহিত্যের ইতিবৃত্ত- অসিতকুমার বন্দ্যোপাধ্যায়

৩। বাংলা সাহিত্যের রূপরেখা – গোপাল হালদার

৪। বাংলা সাহিত্যের ইতিকথা- ভূদেব চৌধুরী

Multidisciplinary Course
Environmental Science [For 3 year course]
Course Code: ENVSC 2031

Course: Biodiversity Conservation & Ecotourism
[3 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]

LEARNING OBJECTIVES

- Concept of biodiversity
- Factors affecting biodiversity
- Understanding the major conservation policies
- Getting knowledge on ecotourism with home-stay tourism approach

LEARNING OUTCOME

- Understand the concepts of biodiversity and conservation
- Understand the factors impacting biodiversity loss in India and the World
- Major conservation strategies taken in India
- Ideas on ecotourism with special emphasis on home-stay tourism

Unit 1: Biodiversity & its distribution (Lectures – 15)

- **Definition & Concept of biodiversity**
- **Levels and types of biodiversity**
- **Biodiversity in India and the World**
- **Biodiversity hotspots and Megadiversity countries**

Unit 2: Threats to biodiversity: (Lectures – 10)

- **Types & causes of biodiversity loss**
- **Land use and Land cover changes**
- **Commercial exploitation of species, invasive species, fire, disaster and climate change**

Unit 3: Conservation policies (Lectures – 10)

- **Importance & major policies – in situ and ex situ conservation**
- **Major protected areas; National & International instruments for biodiversity conservation;**
- **Role of traditional knowledge for conservation;**
- **Community-based conservation, concept of Zoo management**

Unit 4: Tourism & Leisure (Lectures – 10)

- **Types of Tourism**
- **Ecotourism – Concept, Growth and Developments**
- **Impacts and management of ecotourism**
- **Home stay tourism**

SUGGESTED READINGS

1. Gore, A. 2009. Our Choice: A Plan to Solve the Climate Crisis, Rodale Books
2. Girardet, H. 2007. Surviving the Century: Facing Climate Chaos and Other Global Challenges, Earth Scan
3. Plimer, I. 2005. Heaven and Earth: Global Warming – The Missing Science, Connor Court Publishing.

4. Thunberg, G. 2022. The Climate Book, Penguin Random House.
5. World Meteorological Organization (2012). Greenhouse Gas Bulletins.
6. Lawson, N. 2008. An Appeal to Reason: A Cool Look at Global Warming, Overlook Duckworth (UK).
7. Cambridge University (2013). Climate Change: Action, Trends and Implications for Business. IISD, UNITAR & UNEP (2009).
8. IEA Training Material: Vulnerability and Climate Change Impact Assessment for Adaptation.
9. IPCC (2013). Climate Change 2013. The Physical Science Basis - Summary for Policymakers.
10. OECD (2009): Guidance on Integrating Climate Change Adaptation into Development Co-operation. 11. UNEP (2009). Climate Change Science Compendium

Multidisciplinary Course/ Interdisciplinary Course [For 4year course]

COMP 2032: Introduction to Internet

[3 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]

Unit	Topic	No of Lecture
I	<ul style="list-style-type: none"> • Introduction : Evolution of Internet, concept of Intranet and Internet, Applications of Internet • Types of Connectivity such as dial – up, leased, VSAT. etc., • Internet Server and Clients module in various Operating Systems 	5
II	<ul style="list-style-type: none"> • Usenet and Internet Relay Chart • Introduction to World Wide Web: Evolution of WWW, Basic Features, • WWW Browsers, WWW servers, HTTP & URL's 	5
III	<ul style="list-style-type: none"> • WWW Browsers: Basic features, Bookmarks, history. Progress indicators, Personalization of Browsers, • Printing displayed pages and forms, Saving Web pages, Netscape Communicators, Internet Explorer, • Search and Downloads. 	5
IV	<ul style="list-style-type: none"> • Search Engines: Technology overview • Popular Search Engines. • How to register a website in search engine. 	5
V	<ul style="list-style-type: none"> • Internet Security: Overview of Internet Security threats, Firewalls, Introduction to AAA 	5
VI	<ul style="list-style-type: none"> • HTML Unit-I: Introduction Unit-II: The Basics The Head, the Body Colors, Attributes Lists, ordered and unordered Unit-III: Links Introduction Relative Links, Absolute Links Link Attributes Using the ID Attribute to Link Within a Document Unit-IV: Images Putting an Image on a Page Using Images as Links Putting an Image in the Background Unit V: – Tables Creating a Table Table Headers Captions Spanning Multiple Columns Styling Table 	20

SUGGESTED REFERENCE:

1. Internetworking with TCP/IP – by D.E.Comer, PHI
2. Introduction to HTML and CSS -- O'Reilly

Ability Enhancement Course (AEC)

English

Course Code : ENGL2041

Course : Functional English

[2 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 30 hrs]

COURSE OBJECTIVE: The importance of functional English at the present moment cannot be over-emphasized. Recognizing this importance, the course seeks to acquaint students with the various uses of English in today's world, with particular focus on developing one's conversational and writing skills together with the ability to comprehend English speech and writing.

Topic

- What is functional English? (LH: 1)
- Aims and objectives of functional English (LH: 1)
- Functional English and formal English/ literary English (LH: 1)
- Types and modes of Communication (LH: 1) Language of communication (LH: 1)
- Conversational skills (LH: 1)
- Verbal and Non-verbal communication(LH: 1)
- Personal, social and business communication (LH: 1)
- Understanding English language films, songs, documentaries, news bulletins, sports commentaries (LH: 4)
- Comprehension skills (LH: 2)
- Paraphrasing difficult passages (LH: 2)
- Analysis and Interpretation (LH: 1)
- Writing for classified advertisements (LH: 2)
- Using idioms and phrases (LH: 2)
- One-word substitution (LH: 1)
- Figures of speech: simile, metaphor, irony, personification, hyperbole (LH: 3)
- Reading online content (LH: 1) George Bernard Shaw: "Spoken English and Broken English" (LH: 4)

COURSE OUTCOME: Besides developing the student's ability to comprehend the English that one hears and reads, the course will also enhance the student's skills at using English in speech and in various forms of writing. Thus, the course shall fulfil to a large extent an intensely felt need in today's professional world.

RECOMMENDED READINGS:

- Graham Lock, Functional English Grammar: An Introduction for Second Language Learners (Cambridge University Press, 1996).
- Bikram K Das, Functional Grammar and Spoken and Written Communication in English: Student-friendly Edition(Orient Blackswan, 2006).
- Ramzi Marrouchi, Functional English for Potential Achievers (Scholars' Press, 2020).
- Caroline Coffin, Ann Hewings and Kieran O'Halloran (eds.), Applying English Grammar: Functional and Corpus Approaches (Routledge, 2014).
- Cortland L. Bovee and John V. Thill, Business Communication Essentials (Pearson Prentice Hall, 2010).
- Vathana Fenn, R. Brindha and P. Suganya, English Workbook: Business English and Functional English (Cengage Learning India, 2016).
- MatthukuttyM. Monippally, Business Communication: From Principles to Practice (McGraw Hill, 2013).
- Girish Jain and Manzoor Moideen,Decoding Communication: A Complete Handbook for Effective Communication (Notion Press, 2021).
- Ben Francis and Dilys Parkinson, Oxford Idioms: Dictionary for Learnersof English (Oxford, 2006).
- T. Sriraman (ed.), Macmillan College Prose (Laxmi Publications, 2015)

Value Added Course (VAC)**Course Code: CVA2061****Course: Health & Wellness, Yoga Education, Sports and Fitness****[4 Cr, Full Marks: 100 (60 +20+20= 100), LH: 60 hrs]**

Unit	Topic	No of Lecture
Unit I	<ul style="list-style-type: none"> • Concepts of Wellness and Illness • Concept of health (Modern and Ancient View); • Concept of Wellness and Illness (Modern and Ancient View); • Concept of Body (Pancha Kosha according to Taittiriya Upanisada); • Potential causes of illness according to Yoga Vasishtha-Concept of Adhi and Vyadhi and their consequences on the body 	15
Unit II	<ul style="list-style-type: none"> • Yogic Concept on Holistic Health • Total Human Development through Yogic practices for Pancha Kosha (Annamaya Kosha, Pranamaya Kosha, Manomaya Kosha, Vijnanamaya Kosha and Ananda Maya Kosha) and its integration with Ashtanga • Yoga of Patanjali. 	15
Unit III	<ul style="list-style-type: none"> • Yoga as Preventive Health Care • Concept of stress according to modern science and yoga; • Stress as the cause for illness; • Role of Yoga in • Stress Management: Holistic approach of catering to moderation in eating (yogic Diet), Sleeping (rhythm of the nature), Working (the sense of duty as per BG), Entertainment (moderation), Change in life style 	15
Unit IV	<ul style="list-style-type: none"> • Asana • Pranayama: Anulome-Vilome, Suryabhidana, Chancrabhedana, Ujjai, Sitali • Meditation: A-U-M Meditation, Yog Nidra 	30

REFERENCE BOOKS:

1. Ajith 'Yoga Pravesh' Rastrotana Paruhad Bangalore.
2. Bachelor of Sports Management Syllabus (Revised) 2008.
3. B. C. Rai Health Education and Hygiene, Published by Prakashana Kendra, Lucknow.
4. B.K.S. Iyenger 'Yoga The Path of Holistic Health', Dorling Kindersley, Delhi 2001.
5. Dixit Suresh (2006) Swasthya Shiksha Sports Publication, Delhi.
6. Puri, K. Chandra, S.S (2005) Health and Physical Education, New Delhi, Surjeet Publication.
7. A Text Book on Physical Education & Health Education Fitness, Wellness and Nutrition, Dr. A. K. Uppal, Dr. P. P. Ranganathan.
8. Warner W. K. Oeger & Sharon A. Hoeger, Fitness & Wellness, Morton Publishing Co., 1990
9. Robert Malt. 90 day Fitness Plan, D. K. Publishing, Inc. 95, Madison Avenue, New York 2001.

