



Value Added Course (VAC) to be offered as a Compulsory Component of the Five Year Integrated Master's Programme (FYUGP + 1 Year Masters), Majuli University of Culture, Majuli, Assam

Preamble

As per the NEP 2020, “given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

For the purpose of developing holistic individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education.”

In pursuance of the above statement and as suggested in the UGC's Curriculum and Credit Framework for Undergraduate Programmes for inclusion of 6-8 credit courses on Value Added components common for all UG students, the following syllabi are prescribed for the 1st and 2nd semester classes of the Four Year Under Graduate Programme (FYUGP) of the Majuli University of Culture, Majuli, Assam.

These courses intend to inculcate or strengthen certain values in the minds of the students, which help them to grow and establish themselves in the bigger societies as a person with certain values like health and wellness, good citizenship, compassion, concerned to social and community issues, environment, etc.

(1)

COURSE TITLE: UNDERSTANDING INDIA

Nature of Course: Value Added Course (VAC)

Code: VAC 1

(To be offered in Semester I)

Total Credit: 2

Distribution of Marks: 40 (End-Sem) +10 (In-Sem) =50

Objectives:

The objective of the paper is to have a thorough as well as a comprehensive understanding about India, its cultural development through art and architecture, religions and philosophies of ancient India. The paper also deals with various constituent assembly debates along with the formation of the Indian Constitution.

Course Contents:

Topic		Credit		
Unit-1		Lecture	Tutorial	
		Marks Distribution: 13		
1.1	The idea of Bharatvarsha; Ancient Indian literature- Sanskrit, Pali, Prakrit, Tamil	2	1	
1.2	Scientific literature and development of science in Ancient India	2	1	
1.3	Religions and philosophies of ancient India-Vedic, Buddhism, Jainism	2	1	
1.4	Education and educational Institutions in Ancient India	2	1	
Unit- 2		Marks Distribution: 13		
2.1	Art and architecture of ancient India (An overview)	2	1	
2.2	Art and architecture of Medieval India (An overview)	2	1	
2.3	Medieval Bhakti Movement and The Sufi Tradition (An overview)	2	1	
Unit- 3:		Marks Distribution: 14		
3.1	Main currents of Indian National Movement-Growth and development of Indian nationalism and Indian national	3	1	

3.2	movement-Independence Building a framework of the newnation Making of the IndianConstitution	2	1
3.3	Basic features of Indian constitution: Basic Structure Doctrine, Fundamental rights and duties, Directive principles, Federal Structure, Independence of Judiciary and the Parliamentary system	2	

MODES OF IN-SEMESTER ASSESSMENT:

(10 Marks)

- One Internal Examination -
- Others (Any one) -
 - Group Discussion
 - Seminar presentation on any of the relevant topics
 - Debate

05 Marks

05 Marks

Learning Outcome:

- To have an understanding on history and culture of ancient India.
- The students will be acquainted with the literature, philosophy, art and architectural developments in India during the period concerned.
- The students will also get to know about their constitutional rights and duties.

Suggested Readings:

- A.L. Basham, The Wonder that Was India, Picador India, 1971
 - R.S.Sharma, India's Ancient Past, New Delhi, OUP, 2007
 - Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
 - Satish Chandra, History of Medieval India, Arihant Publication, 2020
- Durga Das Basu, Introduction to the Constitution of India, Lexis Nexis, 2018

(2)

COURSE TITLE : HEALTH AND WELLNESS
Nature of Course : Value Added Course (VAC)
Code : VAC 1 (To be offered in Semester I)
Total Credit : 2

Distribution of Marks: 40 (End-Sem) +10 (In-Sem) =50

COURSE OBJECTIVES:

- To introduce the learners to the concept of health and wellness and its relevance in daily life.
- To introduce the learners to the relation between mind-body and its relevance.
- To introduce learners to importance and promotion of life skills for well-being.

UNITS	CONTENTS	L	T	P
1 (20 Marks)	<p>INTRODUCTION TO HEALTH & WELLNESS</p> <ul style="list-style-type: none"> • Definition of health- WHO definition • Importance of health in everyday life • Components of health- physical, social, mental, spiritual and its relevance • Concept of wellness, Determinants of wellness • Mental Health & wellness • Helping self and others for health and wellness through different media • Sports and Theatre for Health 	12	02	02
2 (20 Marks)	<p>HEALTH AND WELL-BEING</p> <ul style="list-style-type: none"> • Mind- Body connection in health- concept and relation • Implications of mind-body connections. • Wellbeing- why it matters? • Life-skills, health and wellbeing • Personal, interpersonal and social life for health and wellness 	12	02	02
Total		24	04	04

MODES OF IN-SEMESTER ASSESSMENT

10 Marks

- One Internal Examination -
- Others (Any one)
 - Group Discussion
 - Seminar presentation on any of the relevant topics
 - Debate

05 Marks

05 Marks

LEARNER OUTCOMES

After completion of this course the learner will be able to:

- explain the concept and nature of health, wellness and its various implications
- demonstrate adequate knowledge on well-being and promotion of healthy behaviour.
- exercise exemplary behaviour in personal, interpersonal and social life by earning expected knowledge of life skills.

SUGGESTED READINGS

1. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK:Routledge.
2. Forshaw, M. (2003). *Advanced psychology: Health psychology*. London: Hodder andStoughton.
3. Hick, J.W. (2005). *Fifty signs of Mental Health. A Guide to understanding mental health*.Yale University Press.
4. Buno, Edward. D. (2004). *How to Have a Beautiful Mind*, Vermilion.

(3)

Title of the Course : ENVIRONMENTAL STUDIES
Course Code : VAC3 (to be offered in Semester II)
Nature of the Course : Value Added Course (VAC)
Total Credits 02

Distribution of Marks : 40 (End-Sem.) + 10 (In-Sem.)

COURSE OBJECTIVES:

1. To understand the various environmental challenges faced by world.
2. To create a sense of how to be more responsible towards the environment.
3. To provide fundamental knowledge of environmental science and its importance in present day context.
4. To develop strategies for the development of environmental degradation

UNITS	CONTENTS	L	T	P	Total Hours
1 (10 Mark)	ENVIRONMENTAL STUDIES 1.1 Nature, Scope and importance of environmental Studies. 1.2 Climate change, causes, societal impacts, adaptation 1.3 Sustainable development and living	6	1		7
2 (10 Mark)	2.1 Understanding Bio-diversity and its importance for Sustainable Living 2.2. Biodiversity of North East India 2.3. Biodiversity conservation policies and measures	6	1		7
3 (10 Mark)	ENVIRONMENTAL DEGRADATION 2.1 Land degradation: Causes and consequences. 2.2 Exploitation of surface and ground water, 2.3 Air pollution: anthropogenic causes, impact on health, agriculture, climate, hydrology	6	1		7

4 (10 Mark)	ENVIRONMENTAL CASE STUDIES AND COMMUNITY BASED ACTIVITIES (Based on Practical Experiences, students will prepare a Case Study / project Report on any of the following areas). 3.1 Wildlife- Bio-diversity, wetland management 3.2 Waste Management; Solid waste, urban waste, industrial waste and pollution; 3.3 Water management 3.4 Air pollution management 3.5 Energy management 3.6 Man and Animal Conflict 3.7 TKS and Bio-diversity conservation			7	10
	Total	18	3	7	28

- Internal Examination in the mode of Case Study/ Project Report - 10 Mark
on Unit 4

LEARNING OUTCOMES: After successful completion of this course students will be able to understand: to come up with using ethical reasoning for decision making and frame ethical issues as well as operationalize ethical choices. The course integrates various facets of human values and environment.

SUGGESTED READINGS:

1. Brunner R.C., 1989, *Hazardous Waste Incineration*, McGraw Hill Inc. 480p
2. Jadhav, H & Bhosale, V.M. 1995. *Environmental Protection and Laws*. Himalaya Pub. House, Delhi 284 p.
3. Mckinney, M.L. & School, R.M. 1996. *Environmental Science systems & Solutions*, Web enhanced edition. 639p.
4. Odum, E.P., Odum, H.T., and Andrews, J. (1971). *Fundamentals of Ecology*. Saunders, Philadelphia, USA
5. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 8th Edition. Wiley Publishing, USA.
6. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. Chapter 1 (Page: 3-28)

<p>(4)</p> <p>NAME OF THE COURSE: YOGA</p> <p>Nature of Course: Value Added Course (VAC)</p> <p>Course Code: (to be offered in Semester II)</p> <p>Total Credit: 2 (Theory 1+ Practical 1) (L=14 hours; P=28 hours)</p> <p>Distribution of Marks: 40 (End-Sem) + 10 (In-Sem) = 50</p>			
Learning Objectives:			
<ul style="list-style-type: none"> • To increase the knowledge of the students about Yoga and to make students aware about the holistic development through Yoga. • To give a glimpse of ancient Yoga Philosophy. • To provide a practical knowledge on different yogic practices. • To inform the students the importance of Yoga in their day-today life 			
Learning Outcomes:			
<ul style="list-style-type: none"> • Students gain good knowledge on the concept of yoga. • Students know about the scientific benefits of various yogic practices • Students can perform practical skills proficiently • Students gain an awareness about the value of health & wellness through yoga • Makes the students more enthusiastic about further study/research in the field of yoga 			
<p>Theory</p> <p>1 Credit (15 hours)</p>			
Unit	Topic	Contact Hours	Marks
I	<p>Introduction to Yoga:</p> <p>i. Meaning and definitions of Yoga</p> <p>ii. History of Yoga</p> <p>iii. Importance of Yoga as art, science and philosophy</p>	5	6
II	<p>Philosophical Perspective of Yoga:</p> <p>i. Yoga in Bhagavad Gita: Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga</p> <p>ii. The ‘Yoga Sutras’ in general; its significance in life.</p> <p>iii. Limbs/parts of yoga (Astanga Yoga) according to the ‘Yoga Sutras’</p> <p>iv. Concept of Ishwara; Ishwara in Yoga Philosophy</p>	5	8
III	<p>Yogic Practices for Health & Wellness:</p> <p>i. Asana, its classification and effects</p> <p>ii. Pranayama, its types and effects</p> <p>iii. Kriya, Mudra and Bhandha: Procedure and Effects</p> <p>iv. Dhyana and its significance in human life</p>	4	7
IV	<p style="text-align: center;">PRACTICAL</p> <p style="text-align: center;">(30 HOURS)</p> <p>i. Suryanamskara – (12 counts)</p> <p>ii. Asana</p> <p>a) Standing: -Tadasana, Ardhakatichakrasana, Ardhashakrasana, Trikonasana, Utkatasana, Padahastasana, Vrikshasana</p>		15

	<p>b) Sitting: - Vajrasana, Padmasana, Bhadrasana, Siddhasana, Goumukhasana, Paschimottanasana, Shashankasana, Ardhamatsyendrasana, Simhasana, Ustrasana</p> <p>c) Lying Supine Position: - Shavasana, Setubandhasana, Chakrasana, Sarvangasana, Halasana, Karnapidasana, ViparitNaukasana, Matsyasana</p> <p>d) Lying Prone Position - Makarasana, Bhujangasana, Shalabhasana, Dhanurasana, Naukasana</p> <p>iii. Pranayama Nadishodhana, Suryabhedana, Chandrabhedana, Ujjai, Shitali, Sitkari, Bhastrika, Bhramari</p> <p>iv. Bandh & Mudra Jalndharabandha, Uddiyanbandha, Moolabandha, Yogamudra, Viparitkarnimudra, Shambhavimudra, Yonimudra, Mahavedhamudra</p> <p>v. Dhyana and its forms</p>		
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	<p>Modes of Assessment (In -Semester):</p> <p>a) Unit Test b) Class seminar presentation/Group discussion c) Seasonal Examination (Theory and Practical) d) Attendance and regularity e) Observation record during practical</p>		
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<p>Reference Books:</p> <ul style="list-style-type: none"> • Holistic Approach of Yoga- G. Shankar: Aditya Publishers • Patanjali's Yoga Sutra – Translation and Commentary-Dr. P.V. Karambelkar: Lonavla • Guidelines to Yogic Practices – M.L. Gharote: Lonavla • Yoga and Indian Philosophy – Karel Werner: Motilal Banarsidass • Yoga: The Path to Holistic Health- B.K.S. Iyengar: Dorling Kindersley Limited 			
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NAME OF THE COURSE: Basics Understanding of Mati Akhora
Nature of Course: Value Added Course (VAC)
Course Code: (to be offered in Semester II)
Total Credit: 2 (Theory 1+ Practical 1) (L=14 hours; P=28 hours) Distribution of
Marks: 40 (End-Sem) + 10 (In-Sem) = 50
Course Code : 315202

Course Objectives:

To provide the basic knowledge of *Mati Akhora*, not only as a prerequisite for *Sattriya Dance*, but also as an effective practice for good health similar to *Yoga* and other modern acrobatic exercises.

Course Outcomes: After the completion of the course

1. Learners will be able to know about the history of Sattriya
2. Learners will be able to know basics of Sattriya Dance
3. Learners will be able to know the practical aspect of Sattriya dance

Course Contents and Distribution of Learning Hours

Part I (Theory)

Unit	Content	Hour	Marks
1	Mahapurush Srimanta Sankaradeva, Sri Sri Madhabdeva, Sattras and Sattriya Dance	6	14
2	Mati Akhora- Meaning, types. Its implications on health.	2	8
3	Hastas- Types and its application in dance	2	8

Part II (Practical)

Unit	Content	Hour	Marks
1	Practical knowledge of <i>Mati Akhora</i>	25	30
2	Practical knowledge of <i>Hastas</i> - Types and Its application in dance	10	20

References:

1. Neog, Maheswar (ed): Sattriya Dances of Assam and their Rhythm. Publication Board of Assam, Guwahati.
2. Mahanta, Jagannath: The Sattriya Dance of Assam An Analytical and Critical Study. Sattriya Kendra of Sangeet Natak Akademi, New Delhi.
3. Saikia, Gobinda.: Sattriya Nriyar Ruprekha, Rina Saikia. Guwahati
4. Borah, Karuna. Sattriya Nritya Rup Darsan. Grantha Publication, Jorhat.
5. Kandali , Mallika: Mati Akhara The Grammar of Sattriya Dance, LBS Publication, Guwahati,2023
6. Nritya Kala Prasanga Aru Sattriya Nritya, 2007