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## SEMESTER - II

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### SOCIAL AWARENESS ACTIVITIES (SA-1):

Marks: 50 (ESE: 1.5 Hrs = 30; IA = 20)

Pass Marks: = 20

(Credits: 02) Theory: 20 periods of 01 Hr. each  
Activities/Practical work/Field work: 10 periods of 02 Hr. each

**Instruction to Question Setter for  
Internal Assessment (20 marks):**

1. The student evaluation consists of attendance, one internal test, and a set of out-of-class activities.
2. In-class Test: The test will consist of multiple-choice and/or short answer (2-3 sentences) questions. This test will be conducted after covering 50% of the course.
3. The test will be of 5 marks. It will be mandatory to appear in the written test and activities for evaluation of a total of 20 marks.
4. Out-of-class Activities: Each of the 10 activities specified in the syllabus will receive full marks if turned in. The usual deliverable is a short report. Each activity will count the same.
5. The elements of evaluation will carry the following weights in computing the final course grade: Attendance: 5 marks, Internal Test: 5 marks; Out-of-class activities: 10 marks total, 1 mark per activity. Total internal assessment counts for 20 marks

**End Semester University Examination (ESE 30 marks):**

1. There will be **Objective type test** consisting of questions of 1 mark each.
2. There will be 30 questions in the first paper of SA-1 of 2 credits in Semester-II.
3. The End Semester Examination (ESE) of 30 marks in Semester-II (SA-1) will be of 1.5 Hrs.
4. Examinees are required to mark their answer on **OMR Sheet** provided by the University.

**Summary of Evaluation Pattern:**

<b>Total</b>	<b>50</b>
End Semester Examination	30
Out of Class Activities	10
Internal Test	5
Attendance	5

**Course Learning Outcomes:**

This course is designed:

1. to develop students' awareness of the challenges society faces today.
2. to improve students' knowledge and skills to navigate such challenges, including those related to gender and women empowerment, road safety, water, sanitation and hygiene, and environmental sustainability.
3. to describe the benefits of democracy and how the Indian Constitution and institutions support it.
4. to enable students to understand what democracy is and what it requires of them.
5. to improve civic engagement among young people by highlighting their duties and motivating them to get informed, vote, and participate.
6. to prepare the learners for their roles and responsibilities as effective citizens of a democratic society.
7. to encourage students to actively learn about topics by participating in out-of-class activities tied closely to the theory covered in the class.

**Course Content:**

**PART I**

**UNIT I: General Social Awareness**

**(5 Lectures + 4 Activities)**

1. Introduction
2. Gender and women empowerment
3. Activity: Survey to understand challenges faced by working women
4. Road Safety
5. Activity: Road safety report using information from news articles
6. Water, sanitation and hygiene (WASH)
7. Activity: Effectiveness of government programs in addressing WASH challenges
8. Environmental sustainability
9. Activity: Environmental sustainability policies and their compliance

## PART 2

### UNIT II: Introduction to Civics

(4 Lectures + 1 Activity)

1. What is democracy?
2. Benefits of democracy
3. Civic institutions
4. Democracy through history
5. Activity: Pick one major foreign country and study using resources available online how it has transitioned from autocracy to democracy, or vice versa

### UNIT III: Democracy in India

(2 Lectures + 2 Activities)

1. India and democracy
2. Activity: Watch Samvidhan episode 1
3. Elections in India
4. Activity: Survey friends and family about their opinions on democratic systems

### UNIT IV: Alternatives to Democracy

(2 Lectures)

1. What is life like under authoritarianism? Experiences from other countries
2. How democracies die: signs and symptoms

### UNIT V: Your citizen duties and plan

(5 Lectures + 3 Activities)

1. Persuading fellow citizens to turn out to vote
2. Activity: Create a motivational slogan to inspire others to vote and try it out
3. Defending democratic values everywhere
4. Activity: Register to obtain a voter ID + reading multiple sources of news
5. Identifying fake news and misinformation
6. Democracy in depth: Partnership vs. majoritarian democracy
7. Democracy in depth: Arguments for and against democracy
8. Activity: debate the merits and downsides of different forms of democracy with a friend

## INTERNAL ASSESSMENTS

1. Internal Assessment Test (5 marks)
2. Out-of-class activities evaluation (10 marks)

### Reference Books:

1. Baluja, Ramesh. 2022. *Road Traffic Legislation – India*. New Delhi: Institute of Road Traffic Education.
  2. Bandyopadhyay, Arnab, Jan Erik Nora, Dipan Bose, Krishnan Srinivasan, John Henry Faber Woodrooffe, Nitika Surie, and Anthony G. Bliss. 2020. *Delivering Road Safety in India: Leadership Priorities and Initiatives to 2030*. Washington, DC: World Bank Group.
  3. Campbell, David E., Meira Levinson, and Frederick M. Hess, eds. 2012. *Making Civics Count: Citizenship Education for a New Generation*. Cambridge, MA: Harvard Education Press.
  4. Kashyap, Subhash Chandra. 2024. *Our Constitution*. 5th ed. New Delhi: National Book Trust, Ministry of Education, Government of India. (Hindi edition: *Hamara Samvidhan*.)
  5. Korbey, Holly. 2019. *Building Better Citizens: A New Civics Education for All*. Lanham, MD: Rowman & Littlefield.
  6. Mehta, Balwant, and I. C. Awasthi. 2019. *Women and Labour Market Dynamics: New Insights and Evidences*. Singapore: Springer Nature.
  7. National Council of Educational Research and Training. 2025. *Democratic Politics – I and II: Textbook in Political Science for Class IX and X*. Reprint 2025–26. New Delhi: NCERT.
  8. Nath, KallolJit, and Veerappan P. Sharma, eds. 2017. *Water and Sanitation in the New Millennium*. New Delhi: Springer India.
  9. Rajagopalan, Raghavachari. 2015. *Environmental Studies: From Crisis to Cure*. 3rd ed. New Delhi: Oxford University Press.
  10. Sen, Amartya. 1981. *Poverty and Famines: An Essay on Entitlement and Deprivation*. Oxford: Clarendon Press.
  11. Sen, Amartya. 1999. *Development as Freedom*. New York: Alfred A. Knopf.
  12. World Bank. 2023. *Global Water Security and Sanitation Partnership: Annual Report 2023*. Washington, DC: World Bank.
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## SOCIAL AWARENESS ACTIVITIES (SA-2):

Marks: 50 (ESE: 1.5 Hrs = 30; IA = 20)

Pass Marks: = 20

(Credits: 02) Theory: 20 periods of 01 Hr. each  
Activities/Practical work/Field work: 10 periods of 02 Hr. each

### Instruction to Question Setter for Internal Assessment (20 marks):

6. The student evaluation consists of attendance, one internal test, and a set of out-of-class activities.
7. In-class Test: The test will consist of multiple-choice and/or short answer (2-3 sentences) questions. This test will be conducted after covering 50% of the course.
8. The test will be of 5 marks. It will be mandatory to appear in the written test and activities for evaluation of a total of 20 marks.
9. Out-of-class Activities: Each of the 10 activities specified in the syllabus will receive full marks if turned in. The usual deliverable is a short report. Each activity will count the same.
10. The elements of evaluation will carry the following weights in computing the final course grade: Attendance: 5 marks, Internal Test: 5 marks; Out-of-class activities: 10 marks total, 1 mark per activity. Total internal assessment counts for 20 marks

### End Semester University Examination (ESE 30 marks):

5. There will be **Objective type test** consisting of questions of 1 mark each.
6. There will be 30 questions in the first paper of SA-2 of 2 credits in Semester-II.
7. The End Semester Examination (ESE) of 30 marks in Semester-II (SA-2) will be of 1.5 Hrs.
8. Examinees are required to mark their answer on **OMR Sheet** provided by the University.

### Summary of Evaluation Pattern:

<b>Total</b>	<b>50</b>
End Semester Examination	30
Out of Class Activities	10
Internal Test	5
Attendance	5

### Course Learning Outcomes:

This course is designed:

1. to develop students' awareness of the challenges society faces today.
2. to improve students' knowledge and skills to navigate such challenges, including those related to gender and women empowerment, road safety, water, sanitation and hygiene, and environmental sustainability.
3. to enable students understand the common addiction risks youth face.
4. to enable students to understand causes and consequence of drug-abuse, internet and gaming addictions.
5. to improve understanding of laws, regulations and resources related to these risks among youth.
6. to prepare the learners for their roles and responsibilities in minimizing costs of such risks on the society.
7. to encourage students to actively learn about topics by participating in out-of-class activities tied closely to the theory covered in the class.

### Course Content:

#### **PART I**

#### **UNIT I: General Social Awareness**

**(5 Lectures + 4 Activities)**

1. Introduction
2. Gender and women empowerment
3. Activity: Survey to understand challenges faced by working women
4. Road Safety
5. Activity: Road safety report using information from news articles
6. Water, sanitation and hygiene (WASH)
7. Activity: Effectiveness of government programs in addressing WASH challenges
8. Environmental sustainability
9. Activity: Environmental sustainability policies and their compliance

## PART 2

### UNIT II: Understanding Drug Abuse and Addiction

(4 Lectures + 1 Activity)

1. Concepts and overview of drug abuse
2. Signs and symptoms of drug abuse
3. Commonly abused drugs and their effects
4. Problems of drug abuse in Jharkhand
5. Activity: Summarize 2 recent news articles about drug-related problems in Jharkhand

### UNIT III: Causes and Consequences of Drug Abuse

(4 Lectures + 1 Activity)

1. Causes of drug abuse
2. Consequences of drug abuse
3. Identifying and Understanding Drug Abuse in Specific / Vulnerable Population
4. Out-of-class activity: Watch the assigned video on identifying and understanding drug abuse in youth and highlight three significant lessons

### UNIT IV: Prevention and Management Strategies

(3 Lectures + 2 Activities)

1. Prevention of drug abuse
2. Management of drug abuse
3. Activity: Familiarize yourself with resources for drug abuse prevention
4. Success stories of recovery
5. Activity: Design anti-drug poster or slogan aimed at prevention

### UNIT V: Mental Health and Other Addictions

(2 Lectures + 2 Activities)

1. Mental Health and well being
2. Internet Addiction: Concepts and types
3. Activity: Review usage statistics from own phone or that of friend or relative; count number of times friend or relative checks phone per day
4. Gambling addiction
5. Activity: Watch assigned video on gambling risk

## INTERNAL ASSESSMENTS

1. Internal Assessment Test (5 marks)
2. Out-of-class activities evaluation (10 marks)

### Reference Books:

1. Baluja, Ramesh. 2022. *Road Traffic Legislation – India*. New Delhi: Institute of Road Traffic Education.
  2. Bandyopadhyay, Arnab, Jan Erik Nora, Dipan Bose, Krishnan Srinivasan, John Henry Faber Woodrooffe, Nitika Surie, and Anthony G. Bliss. 2020. *Delivering Road Safety in India: Leadership Priorities and Initiatives to 2030*. Washington, DC: World Bank Group.
  3. Ciccarelli, S. K., & White, J. N. 2018. *Psychology* (5th South Asian ed.). Pearson Education.
  4. Ghuman, Ranjit Singh, Jatinder Singh, and Gurinder Kaur. 2023. *Dynamics of Drug Addiction and Abuse in India*. New Delhi: Routledge India.
  5. Mehta, Balwant, and I. C. Awasthi. 2019. *Women and Labour Market Dynamics: New Insights and Evidences*. Singapore: Springer Nature.
  6. Nath, Kalloljit, and Veerappan P. Sharma, eds. 2017. *Water and Sanitation in the New Millennium*. New Delhi: Springer India.
  7. National Council of Educational Research and Training. 2006. *Introduction to Psychology*. Psychology – Class XI. National Council of Educational Research and Training.
  8. National Council of Educational Research and Training. 2007. *Psychology (Applied Aspects)*. Psychology – Class XII. National Council of Educational Research and Training.
  9. Sen, Arun Kumar. 1999. *Drug Abuse and Youth*. New Delhi: Gyan Publishing House.
  10. Sharma, Rajeev, and Yogita Bansal. 2017. *Drug Abuse: Problem, Management and Prevention*. New Delhi: RD Publications.
  11. United Nations Office on Drugs and Crime. 2024. *World Drug Report 2024*. New York: United Nations.
  12. World Bank. 2023. *Global Water Security and Sanitation Partnership: Annual Report 2023*. Washington, DC: World Bank.
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