



MANIPUR UNIVERSITY
CANCHIPUR : IMPHAL

OFFICE ORDER NO/563

Dated the 16th September, 2026

No. MU/MDS/VAC/FYUP/MU/: In anticipation of the approval of the next Academic Council, the Vice-Chancellor, on the recommendation of the UG Syllabus Drafting Committee, is pleased to approve the following courses as the pool of Value-Added Courses (VACs) for the 3rd semester under FYUP. Students of the 3rd semester (FYUP) must take at least one course from either of the two categories mentioned below. Students may also opt for equivalent/similar courses offered through SWAYAM or other UGC-approved MOOCs, subject to the approval by the University and the affiliated colleges concerned, and such credits shall be duly recognized under the Academic Bank of Credits (ABC). The detailed syllabi and course structures are given in ANNEXURE.

Value-Added Course (VAC) (2 credits)

Category	Name of the Course(s)	Course Code(s)
Understanding India	1. Constitution and Democratic Values	VAC50UNI101(T)25
	2. Understanding the Indian Constitution and Judiciary	VAC50UNI102(T)25
Indian Knowledge Systems	1. Fundamentals of Indian Knowledge System	VAC50IKS101(T)25
	2. Contributions of Indian Knowledge System	VAC50IKS102(T)25
	3. Traditional Knowledge System of Manipur	VAC50IKS103(T)25

(Prof. M. Premjit Singh)
Registrar

Copy to:

1. A.R. to the Vice-Chancellor, MU
2. Deans, School of Studies, MU
3. Controller of Examinations, MU
4. Heads of Departments, MU
5. Principals of affiliated colleges, Manipur
6. Office Order Book
7. Relevant File

Course Title: Constitution and Democratic Values

Course code: VAC50UNI101(T)25

Course Objective : This course introduces the students the contemporary India rooted in historical evolution, national development goals and constitutional framework. It focuses on constitutional values, fundamental rights, duties and the founding ideals of the Indian Republic. It aims at fostering appreciation of constitutional values and preparing the students for active and responsible citizenship in a democratic society.

Course Learning Outcomes : After the course the students will :

- understand contemporary India rooted in historical evolution, national development goals and constitutional framework.
- aware of constitutional values, fundamental rights and duties as the citizens of the democratic republic.
- develop a sense of active and responsible citizenship in a democratic society

Detailed Syllabus Content

Unit	Unit Name	Detailed Syllabus	Credit
I	Constitution of India	Basic ideals of India's freedom struggle, Constituent Assembly, Preamble, Secularism and Socialism	1 (15 hrs)
II	Rights and Duties of the Citizens	Fundamental Rights, Directive Principles of State Policy and Fundamental Duties	1 (15 hrs)

Reading List

- Acharya, A. (2012). *Citizenship in a globalizing world*. Pearson India.
- Bakshi, P. M. (2017). *The Constitution of India*. LexisNexis.
- Basu, D. D. (2013). *An introduction to the Constitution of India*. LexisNexis.
- Granville, A. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
- Jalal, N. G., & Mehta, P. B. (Eds.). (2013). *The Oxford Companion to Politics in India*. Oxford University Press.
- Kashyap, S. C. (2019). *Constitution of India: A Handbook for Students*. Vitasta Publishing.
- Kothari, R. (2017). *Politics in India*. Hyderabad : Orient BlackSwan.
- Singh, M. P., & Roy, H. (Eds.). (2008). *Indian Political System*. Manak Publications.

Course Title: Understanding the Indian Constitution and Judiciary
Course code: VAC50UNI102(T)25

Course Objective

This course is to provide the significance of Indian constitution; it is just to understand the basic features of constitution. And Indian Judiciary System.

Course Learning Outcome

After completion of this course the students can :

- Explain the meaning, importance, and functions of a constitution in a democratic society.
- Describe the historical process and sources of the making of the Indian Constitution.
- Identify and discuss the salient features of the Indian Constitution.
- Examine the structure and functioning of the Indian judicial system.
- Explain the composition, jurisdiction, and powers of the Supreme Court and High Courts.

Detailed Syllabus Content

Unit- 1: Constitution – Structure and Principles: Meaning and importance of Constitution; (15 hours)

Making of Indian Constitution – Sources;

Salient features of Indian Constitution

Unit – II: The Judiciary (15 hours)

Features of judicial system in India;

Supreme Court –Structure and jurisdiction;

High Court – Structure and jurisdiction

Reading list

- Basu, D. D. (2018). *Introduction to the Constitution of India* (23rd ed.). LexisNexis.
- Basu, D. D. (2015). *Bharatada Samvidhana Parichaya*. LexisNexis Butterworths Wadhwa.
- Constitution of India. (n.d.). National Portal of India.
https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf
- Merunandan, K. B. (2017). *Bharatada Samvidhana: Ondu Parichaya*. Meragu Publications.
- Pandey, J. N. (2018). *The Constitutional Law of India* (55th ed.). Central Law Agency.
- Pylee, M. V. (2017). *India's Constitution* (16th ed.). S. Chand Publishing.

Course Title: Fundamentals of Indian Knowledge System

Course code: VAC50IKS101(T)25

Nature of Course	Value Added Course (VAC)				
Course Code	VAC50IKS101(T)25				
Course Title	Fundamentals of Indian Knowledge System				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	2	2	0	0	2
Course Audience	Students pursuing a FYUP				
Proposed by (for Non-Core courses)	Centre for Indian Knowledge System, Manipur University				
Pre Requisites (if any)					
Skill Training Required (if any)					
Pre-Requisite Course Required (if any)					
Faculty Eligibility and Specialization (if any)					

Course Objective (Summary)

- 1) Design to present an overall foundational course in Indian Knowledge System of indigenous people and communities of India to all the students relevant to the UG programme.
- 2) Encouraged all the students who are enrolled in the four-year UG programmes to take an adequate number of courses in Indian Knowledge System so that the total credits of the courses taken in Indian Knowledge System amount to at least five per cent of the total mandated credits.

Course Learning Outcomes: Upon completion of the course the learners will be able to -

1.	CLO 1: To integrated students with Indian culture and civilization including traditional knowledge system prevalent in ancient India and at present.
2.	CLO 2: To give the understanding of concept, meaning and fundamentals of Indian Knowledge System.
3.	CLO 3: Students will be able to learn different schools of thought, centers of learning, and views of life and state administration.

Unit	Unit Name	Detailed Syllabus	Credit/Hours
I	Indian Knowledge System (IKS)	Concept and definition of Indian knowledge system, characteristic and scope, importance of traditional knowledge, colonial impacts on Indian knowledge system and need for revivalism.	6 hrs
II	Foundation of Indian Knowledge System	The 14 branches of learning (Caturdasa Vidyasthna) : 4 Vedas (Rig Veda, Sama Veda, Yajur Veda, Atharva Veda); 6 Vedanga (Siksa, Vakarana, Nirukta, Chanda, Jyotisa, Kalpa); 4 Upangas (Puranas, Nyaya, Mimamsa, Dharma Shastra)	6 hrs
III	Schools of Thoughts	Orthodox (Astika Darshana) – Samkhya, Nyaya, Vaishesika, Yoga, Purvamimamsa and Uttaramimamsa; Heterodox (Nastika) – Jainism, Buddhism and Carvaka; Purusartha – Dharma, Artha, Kama and Moksa; Arthashastra – Yogaksem, Saptanga, Sadguna, Raja Dharma, Rajamandala.	6 hrs
IV	Centres of Learning	Major educational institutions–Gurukul system, Pathshalas, Takshashila (Taxila) University, Nalanda University, Vikramasila University, Vallabhi University	6 hrs
V	Indian Aesthetics	Prominent works in Indian Classical Literature, six limbs in Indian Aesthetics, ancient music and musical instruments, ancient dance and drama, ancient art forms.	6 hrs

Suggested Readings

- 1) Bora, M.C. (2023). *Foundation of Bhartiya Knowledge Systems*. Khanna Publishing House.
- 2) Jha, A. (2024). *Traditional Knowledge System in India*. Atlantic Publisher & Distributors (P) Ltd.
- 3) Kapoor, K. & Kumar, S. A. (2005). *Indian Knowledge System*, Vol. 1. Shimla: D. K. Print World Ltd.
- 4) Mahadevan, B. et al. (2022). *Introduction to Indian Knowledge System: Concepts and Applications*. New Delhi: PHI Learning.

- 5) Rao, N. (1970). *The four values in Indian Philosophy and Culture*. Mysore: University of Mysore.
- 6) Shantha, N. (2008). *Echoes of Ancient Indian Wisdom*. New Delhi: Hindology Books.
- 7) The Ramakrishna Mission. (1958). *The Cultural Heritage of India*, Vol. I. Kolkata: Ramakrishna Mission Institute of Culture.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Quizzes

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	CLO1	CLO2	CLO3
CO1										
CO2										
CO3										
CO4										
CO5, etc.										

3: High, 2: Medium, 1: Low, 0: No correlation

Assessment Methods

- Oral and written examinations
- Closed-book and open-book tests,
- Problem-solving exercises,
- Seminar and presentations,
- Interactive sessions.
- End Semester Examination

Course Title: Contributions of Indian Knowledge System

Course code: VAC50IKS102(T)25

Nature of Course	Value Added Course (VAC)				
Course Code	VAC50IKS102(T)25				
Course Title	Contributions of Indian Knowledge System				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	2	2	0	0	2
Course Audience	Students pursuing a FYUP				
Proposed by (for Non-Core courses)	Centre for Indian Knowledge System, Manipur University				
Pre Requisites (if any)					
Skill Training Required (if any)					
Pre-Requisite Course Required (if any)					
Faculty Eligibility and Specialization (if any)					

Course Objective (Summary)

- 1) Course aims to fulfil the need of globalization that has created an outburst in the demand for Indian Knowledge System and Traditional Knowledge System for the welfare of humanity and society, acted as a source of sustainability and development, and preserve cultural heritage.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	CLO 1: Enrich students with the knowledge of art and creative practices, skills and values in ancient Indian Knowledge System
2.	CLO 2: To understand the contributions of ancient Indian Knowledge System and tradition to modern science and technology.
3.	CLO 3: Gathering the deeply rooted knowledge of science, technology and well-being of the Ancient India.
4.	CLO 4: Find out the various aspects of management of Indian Knowledge System including documentation and conservation.

Unit	Unit Name	Detailed Syllabus	Credit/Hours
I	Science and Technology	Occupational skills on metals and metalworking (64 Kalas); town planning, temple architecture, Vastu Sastra; great mathematicians of India and their contributions; Indian astronomy, calendar system, astronomical instruments – Jantar Mantar	6 hrs
II	Humanities & Social Sciences	Human Society (Pancha-mahabhutas), the communication between body, mind and health; the roots of sorrow, suffering and salvation	6 hrs
III	Human Health	Ayurveda for life, health and wellbeing, introduction to Yoga (Raja yoga, Astang Yoga, Gyan Yoga)	6 hrs
IV	Influence to Other World	Contributions of Indian Knowledge System to Middle East, South Asian Countries, Southeast Asia, China and Japan	6 hrs
V	Management of Indian Knowledge System	Documentation and preservation of IKS, approaches and strategies for protection and conservation, conservation and management of nature and bio-resources	6 hrs

Suggested Readings

- 1) Auboyer, J. (1994). *Daily life in ancient India from approximately 200 BC to AD 700*. Delhi: Munshiram Manoharlal Publication.
- 2) Bal, R.S., Jha, G.N., Umesh, K. S. & Mishra, D. (2012). *Science and technology in ancient Indian texts*. Delhi: DK Print World Limited.
- 3) Balachandra, R.S. (1994). *Indian mathematics and astronomy: Some landmarks*. Bangalore: Jnana Deep Publication.
- 4) Banerji, S. C. (1997). *Society in ancient India: Evolution since the Vedic times based on Sanskrit, Pali, Pakrit and other classical sources (Reconstructing Indian history and culture, No.1)*. Delhi: D.K. Print World.
- 5) Bhardwaj, H.C & Sharma, V.L. (1997). *Technology, tools and appliances*. Allahabad: Shilpi Publication.

- 6) Banerji, S. C. (1997). *Society in ancient India: Evolution since the Vedic times based on Sanskrit, Pali, Prakrit and other classical sources (Reconstructing Indian history and culture, No.1)*. Delhi: D.K. Print World.
- 7) Bhardwaj, H.C & Sharma, V.L. (1997). *Technology, tools and appliances*. Allahabad: Shilpi Publication.
- 8) Bhardwaj, H.C. (1979). Aspects of ancient Indian technology. Bag, A.K. (ed.). *History of Technology, Vol.1*. Delhi: Motilal Banarsidass Publishing House.
- 9) Chakrabarti, D.K. (1992). *The early use of iron in India*. Delhi/New York: Oxford University Press.
- 10) Derry, T.K. & Williams, T.I. (1960). *A short history of technology*. Great Britain: Oxford at the Clarendon Press.
- 11) Hegde, K.T.M. (1991). *An introduction to ancient metallurgy*. Geological Society of India.
- 12) Jaggi, O.P. (1969). Dawn of Indian technology. *History of technology in India, Vol. 1*, Bag, A.K. (ed.). Delhi: Indian National Science Academy.
- 13) Kochhar, R.K. & Narlikar, J.V (1993). *Astronomy in India: Past, present & future*. IUCAA, Pune and IIA, Bangalore.
- 14) Kosambi, D.D. (1970). *The culture & civilization of ancient India in historical outline*. Delhi: Vikas Publishing House.
- 15) Raina, D. (2003). *Images and contexts: The historiography of science in India*. Delhi: Oxford University Press.
- 16) Ramdhoni, R. (2018). *Ancient Indian culture and civilisation*. Delhi: Star Publication Pvt. Ltd.
- 17) Ray, A. & Bagchi, S.K. (1986). *Technology in ancient and medieval India*. Delhi: Sundeep Prakashan.
- 18) Sankalia, H.D. (1970). *Some aspects of prehistoric technology in India*. New Delhi: Indian National Science Academy.
- 19) Saraswati, T.A. (2017). *Geometry in ancient and medieval India*. Motilal Banarsidass Publication.
- 20) Vaishnavi, S. (2025). *The art of Avadhana: Unveiling the secrets of human attention and memory*. IKS Division, Ministry of Education, Government of India.
- 21) Vishnu, S.B.B. (2015) *Vedic science and history - Ancient Indian's contribution to the Modern World*. Gosai Publication.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Short answer type questions
- Long answer type questions
- Objective type questions
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- Quizzes

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	CLO1	CLO2	CLO3
CO1										
CO2										
CO3										
CO4										
CO5, etc.										

3: High, 2: Medium, 1: Low, 0: No correlation

Assessment Methods

- Oral and written examinations
- Closed-book and open-book tests,
- Problem-solving exercises,
- Seminar and presentations,
- Interactive sessions.
- End Semester Examination

Course Title: Traditional Knowledge System of Manipur

Course code: VAC50IKS103(T)25

Nature of Course	Value Added Course (VAC)				
Course Code	VAC50IKS103(T)25				
Course Title	Traditional Knowledge System of Manipur				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	2	2	0	0	2
Course Audience	Students pursuing a FYUP				
Proposed by (for Non-Core courses)	Centre for Indian Knowledge System, Manipur University				
Pre Requisites (if any)					
Skill Training Required (if any)					
Pre-Requisite Course Required (if any)					
Faculty Eligibility and Specialization (if any)					

Course Objective (Summary)

- 1) The main objective of the course lies on the importance of delivering fundamental justice and safeguard the traditional knowledge of indigenous people and tribal communities.
- 2) Provide a platform to all the UG students to study and learn the un-explored areas of Traditional Knowledge System of Manipur which has been ignored in the map of Indian Knowledge System and now begin to appreciate the cultural heritage of Manipur.
- 3) The course enables to provide the developmental solutions with low cost and resource use, adapt to the environmental variability and response to emergencies and catastrophes in flexible and multifunctional ways.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	CLO 1: Understanding the cognitive ideas of traditional knowledge, traditional beliefs and practices, health and well-being, sustainability and development etc. of Manipur
2.	CLO 2: Learn to appreciate the tangible and intangible cultural heritage of Manipur.
3.	CLO 3: Increase the ability to preserve and conserve with the deep understanding of vibrant culture.

Unit	Unit Name	Detailed Syllabus	Credit/Hours
I	Sources of Cognitive Ideas	Manuscripts, oral sources, colonial accounts, archaeological sources	6 hrs
II	Traditional Beliefs and Practices	Marriage, birth and death, taboos, folklore and folk tales	6 hrs
III	Health and Well Being	Traditional games – Sagol-Kangjei, Mukna Kangjei, Mukna, Yubi-Lakpi, Thang-Ta; Traditional medicine and healing practices	6 hrs
IV	Cultural Heritage	Tangible and intangible cultural heritage, traditional art and crafts (iron smelting, pottery making, basketry, textiles and method of dyeing), salt making practices, culinary arts	6 hrs
V	Sustainability and Development	Wet rice cultivation, Jhum cultivation, preservation and protection of sacred landscapes.	6 hrs

Suggested Readings

- 1) Bhagyachandra, S.L. (1987). *A critical study of the religious philosophy of the Meitei before the advent of Vaisnavism in Manipur*. Imphal: The Paradise Publishing House.
- 2) Budha, S. W. (1992). *Indigenous Games of the Meitei (Meiteishingi Mashanashing)*. Imphal: Wangkheimayum Publication
- 3) Danisana, R. K. (2012). *Manipuri dances (A panorama of Indian culture)*. Rajesh Publications.
- 4) Ghosh, G.K. & Ghosh, S. (2003). *The crafts of Manipur*. Calcutta: Firma KLM Private Limited.
- 5) Gourchandra, M. (1997). *Manipurda Yotshung Yotsa (Traditional Iron Smelting and Forging in Manipur)*. Kakching: Peoples' Museum.
- 6) Gourchandra, M. (2002). *Meitrabakki Puwarida Kakching (Kakching in the History of Meitrbak)*. Kakching: Peoples' Museum.
- 7) Gourchandra, M. (2005). *Manipurda Erat Thounirolga Loinarakpa Hidaklol (Monograph on ritual hymns & chants of Manipur as sources of information on medicinal plants)*. Kakching: Times Offset Printers.
- 8) Government of Manipur. *Documentation and Research of Tangible and Intangible Heritage of Manipur*.
- 9) Hodson, T.C. (1908). *The Meithei*. Government of Eastern Bengal and Assam

- 10) Jhaljit, R.K. (1976, 1987). *A History of Manipuri Literature. Vol. 1 and 2.*
- 11) Kamal, S. (1985). *Sagol Kangjei Amasung Meitrabakit Mukta Kangjei.*
- 12) Kirti, S.M. (1988). *Religion and Culture of Manipur.* Delhi: Manas Publication.
- 13) Kirti, S.M. (1993). *Folk Culture of Manipur.* Delhi: Manas Publication.
- 14) Koireng, S. A., Rajketan, Ch. & Thangjam, H. (2014). *Knowing Manipur from the endogenous perspective – Oral source, traditional practices and belief, traditional administration and justice, Vol. I.* Centre for Manipur Studies, Manipur University.
- 15) Koireng, S.A., Amol, S. & Sushma, Ph. (2014). *Knowing Manipur from the endogenous perspective – Traditional knowledge and Economic System, British Colonialism and Resistance, Vol. II.* Centre for Manipur Studies, Manipur University.
- 16) Kulachandra, B. (1981). *Yumsharol. Yoirel Loishang.*
- 17) Kunjeswori, D.L. (2017). *Archaeology of Manipur.* Delhi: Rajesh Publication.
- 18) Laishram, B. (1974). *Pushirol Shidahidak.* Manipur Geeta Press.
- 19) Lightfoot, L. (1958). *Dance-Rituals of Manipur, India: An introduction to Meitei Jagoi.* Hong Kong: The Standard Press Ltd.
- 20) Naorem, N.S., Oinam, R.S. (2025). Traditional knowledge of iron metallurgy in North-East India, with reference to Manipur: A historical and technological perspective. *Indian J Hist. Sci.* 60, 382–392. <https://doi.org/10.1007/s43539-025-00188-x>
- 21) Nilabir, S. (2004). *Erat ThouramThounirol Lairik – A book on cyclical rites and rituals of Sanamahi religion.*
- 22) Nilakanta, S.E. (1993). *Fragments of Manipuri Culture.* New Delhi: OMSONS Publications.
- 23) Parrat, S.N. (1974). *The religion of Manipur: Beliefs, rituals and historical development.* Calcutta: Printers Corner Private Ltd.
- 24) Rajkumari, T., & Dar. A, (2024). *Indigenous Games and Sports of Northeast-Eastern India in National and International Arena: Highlighting the Development of Polo and Thang-Ta.* Library Progress International, 44(3), 12143-12150.
- 25) Shimrah, K. (2016). The social structure of Tangkhul Naga.
- 26) Singh, H.B., Singh, R.S., & Sandhu, J.S. (2023). *Herbal medicine of Manipur: A colour encyclopaedia.* Daya Publishing House.
- 27) Wangkhemcha, T. (1996). *Loutarol.* P.S Printing and Stationery.
- 28) Yumnam, T. (1976). *Khenchonglon (Astronomy).*

Note: Suggested readings are not limited to the list mentioned above, other related books, and references may also be concerned as reading material for this course.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
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CO1										
CO2										
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CO5, etc.										

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Assessment Methods

- Oral and written examinations
 - Closed-book and open-book tests,
 - Problem-solving exercises,
 - Seminar and presentations,
 - Interactive sessions.
 - End Semester Examination
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