



**Faculty of Arts & Social Sciences**  
**Institute of Advanced Studies in Education**  
**(Deemed to be University)**

**Gandhi VidyaMandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)**  
e.mail. :mmv.iase@gmail.com, URL : iaseuniversity.org.in, Mob. No. 6377915040

## MINUTES OF THE BOARD OF STUDIES

Department of Geography

The meeting of Board of Studies was held on 09.04.2015 at University Conference hall following were present.

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|-------------------------|-----------------|
| 1. Om PrakashDube       | Chairman        |
| 2. Dr. SurendraPathak   | Internal Member |
| 3. Prof. Ahmed Ali      | External Member |
| 4. Dr. M.M. Sheikh      | External Member |
| 5. Dr. DevendraMuzalda  | Internal Member |
| 6. Shri. JitendraPareek | Invitee         |

The following agenda item were considered by the committee:

### Item I

Proposed year syllabus for B.A. (Geography), optional subject and Compulsory subject (Environmental Studies) for three year degree course B.A.

### Resolution

The committee members had a deliberation on the proposed syllabus and there was a suggestion to introduce the reference books. It was resolved that the syllabus be approved with the modifications suggested for B.A Geography.

The proposed syllabus of the Environmental Studies (B.A. Compulsory) was passed with no suggested modifications.

### Item II

Postgraduate syllabus was taken under minute consideration.

### Resolution

Few modifications and changes in references were suggested by the committee.

Item III

Ph.D. syllabus was taken into consideration.

Resolution

The proposed syllabus of the Ph.D. course work syllabus was passed with no suggested modifications.

(Dr. Avinash Pareek)

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Detailed Report

Item I

S. N.	Existing Syllabus	Proposed Syllabus	Remark
1	<p><b>B.A. First Year</b> <b>Paper I - PHYSICAL GEOGRAPHY</b></p> <p><b>Unit-1</b></p> <p>The nature and scope of Physical Geography. Interrelation of Physical Geography with other branches of earth sciences. Age of The earth; the geological time scale. The Origin of the earth: important theories Nebular, Tidal, planetesimal, Supernova, Ottosechmid</p> <p><b>Unit-2</b></p> <p>Earth's interior, Wegner's theory of Continental Drift: Plate Tectonics. Earth movements folds, and Faults origin of mountains and their types</p> <p><b>Unit-3</b></p> <p>Isostasy, earthquakes and volcanoes. Rock types, origin and composition of</p>	<p><b>B.A. First Year</b> <b>Paper I - PHYSICAL GEOGRAPHY</b></p> <p><b>Unit-1</b></p> <p>The Structure of Atmosphere, atmospheric energy, air temperature, Insolation Heat balance of the Earth.</p> <p><b>Unit-2</b></p> <p>Atmosphere moisture: Humidity, Evaporation, Condensation Precipitation: Formation Types, acid rain, world pattern of precipitaion, Atmospheric motion : Distribution of Atmospheric pressure, Forces Controlling motion of air vertical motion, Local Winds, jet Stream, Monsoon winds, EL Nino.</p> <p><b>Unit-3</b></p> <p>Fronts, airmasses and types, Depression, cyclones and Anti cyclones, Climatic Classification of Koppens and Thorwaites Hydrosphere.</p> <p><b>Unit-4</b></p>	

<p>rocks; weathering; formation of regolith and soils.</p> <p><b>Unit-4</b></p> <p>Geomorphie agents and processes: mass wasting. Evolution of landforms, concept of cycles of erosion, views of Davis and Penek, interruptions of cycles of erosion.</p> <p><b>Unit-5</b></p> <p>Fluvial, Arid, Glacial, Karst and Coastal landforms. Application of Geomorphology to human activities: settlements, transports, land use, mining, environmental hazards and resource evaluation.</p> <p><b>Suggested Readings :</b></p> <p>Kale V. and Gupta , a Element of Geomorphology , Oxford University press , Calcutta.  Monkhouse F.J.: Principal of physical Geomorphology. Hodder and Stoughton, London.  Sharma, H.S.: Tropical Geomorphology. Concept, New Delhi.  Singh ,S.: Geomorphology, Longmans, London.  Small .R.J.: The Study of Landlforms. McGraw Hill. New York.  Sparks, B.W.: Geomorphology Longmans, London.  Steers, J.A.: The UnstabalEarth . Some recent views in geography, Kalyanipuublishers , New Delhi.  Strahler, A. N. and Strahler , A.H. : Modern physical Geography : John Wiley &amp; Sons , Revised edition.  Thornbury , W.D.: principal of Geomorphology Wiley Eastern.  Wooldridge. S.W. and Morgan, R.S.: L the physical Basis of Geography-An Outline of Gemorphology, Longman</p>	<p>Nature and Scope of Oceanography, Oceanic water circulation, ocean battomrelief , distribution of temperature and salinity of oceanic water, and Horizontal and vertical distribution of temperature.</p> <p><b>Unit-5</b></p> <p>Circulation of oceanic water waves, Tides and Currents. Ocean deposits their sources and types. Corals and coral reefs: theories of coral reef formation, Atolls and coral island, ocean as a source of food and minerals with special reference to Indian ocean.</p> <p><b>Suggested Readings :</b></p> <p>Kale V. and Gupta , a Element of Geomorphology , Oxford University press , Calcutta.  Monkhouse F.J.: Principal of physical Geomorphology. Hodder and Stoughton, London.  Sharma, H.S.: Tropical Geomorphology. Concept, New Delhi.  Singh ,S.: Geomorphology, Longmans, London.  Small .R.J.: The Study of Landlforms. McGraw Hill. New York.  Sparks, B.W.: Geomorphology Longmans, London.  Steers, J.A.: The UnstabalEarth . Some recent views in geography, Kalyanipuublishers , New Delhi.  Strahler, A. N. and Strahler , A.H. : Modern physical Geography : John Wiley &amp; Sons , Revised edition.  Thornbury , W.D.: principal of Geomorphology Wiley Eastern.  Wooldridge. S.W. and Morgan, R.S.: L the physical Basis of Geography-An Outline of Gemorphology, Longman Green &amp; Co. London.  Wooldrige, S.W. The Geographer as</p>
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<p>Green &amp; Co. London.          Wooldrige, S.W. The Geographer as scientist Thomas Nelson and Sons Lt. London.          Dayal P; A Text book of Geomorphology. Shuksl Book depot Patna.          Drry, G.H.: The Face of the Earth, Penguins.          Emst, W.G. : Earth systems. Process and Issues. Cambridge University Press.          ICSSR : A survey of Research in Physical Geography. Concept. New Delhi.</p>	<p>sScientistThornasNelson and Sons Lt. London.          Dayal P; A Text book of Geomorphology. Shuksl Book depot Patna.          Drry, G.H.: The Face of the Earth, Penguins.          Emst, W.G. : Earth systems. Process and Issues. Cambridge University Press.          ICSSR : A survey of Research in Physical Geography. Concept. New Delhi.          Strahler, A.N. : Environmental Geo-Science, Hamilton Publishing, Santa Barbara.          Summerfield, M.A. : Global Geomorphology, Longman.          भौतिकभूगोल: सविन्द्र सिंह,          प्रयागप्रबल्लिकेशन, इलाहाबाद</p>
<p>2. <b>B.A. First Year Paper II</b>  <b>Resources and Environment</b>  <b>Books Recommended:</b>          1. Global Environment Outlook. Earthscan., London, 2000.          2. Janaki, V.A. : Economic Geography, Concept Publishing Co., New Delhi.          3. <del>Leong, G.C. and Morgen, G.C. : Human &amp; Economic Geography, Oxford University Press, London.</del>          4. वी.के. श्रीवास्तव : पर्यावरणीय भूगोल एवंपारिस्थितिकीविकास, वसुन्धराप्रकाशन          5. सविन्द्र सिंह : पर्यावरणीय भूगोल, प्रयागपुस्तकभवन, इलाहाबाद          6. कौशिक एस.डी. : संसाधन एवंपर्यावरणभूगोल, रस्तोगीप्रकाशन, मेरठ          7. जाट वी.सी.</p>	<p><b>B.A. First Year Paper II</b>  <b>Resources and Environment</b>  <b>Books Recommended:</b>          1. Global Environment Outlook. Earthscan., London, 2000.          2. Janaki, V.A. : Economic Geography, Concept Publishing Co., New Delhi.          3. वी.के. श्रीवास्तव : पर्यावरणीय भूगोल एवंपारिस्थितिकीविकास, वसुन्धराप्रकाशन          4. सविन्द्र सिंह : पर्यावरणीय भूगोल, प्रयागपुस्तकभवन, इलाहाबाद          5. बी.एस. नेगी : संसाधनभूगोल, रस्तोगीप्रकाशन, मेरठ          6. एच.एम. सक्सेना : पर्यावरणीय एवंपारिस्थितिकीभूगोल, राज. हिन्दीग्रथजकादमी          7. कौशिक एस.डी. : संसाधन एवंपर्यावरणभूगोल, रस्तोगीप्रकाशन.</p>



	<p>संसाधन  एवंपर्यावरणभूगोल, पंचशीलप्रकाशन,  जयपुर</p>	<p>मेरठ  8. जाट वी.सी.  संसाधन  एवंपर्यावरणभूगोल, पंचशीलप्रकाशन,  जयपुर</p>
3.	<p><b>B.A. -II Paper I</b></p> <p><b>HUMAN GEOGRAPHY</b></p> <p><b>Unit-1</b></p> <p>The Nature of geography-definition, scope and approach, objectives and relevance. Place of geography in the classification of sciences; geography and other disciplines.</p> <p><b>Suggested Readings :</b></p> <p>Contemporary American Geography; Routlege New Jersey.  Dikshit R.D. Geographical Thought—A eontextual History of Ideas. Prentice Hall of India Pvt. Ltd.  Dohrs. F.E. and Sommers, L.W. (sds.) Introduction to Geography, Thomas Y. Husain, Majid: Evolution of Geographical Thought, Rawat Publications, Jaipur.  James, P.E.: All Possivle Worlds: A History of Geographical Ideas. Sachin Publication , Jaipur  Johnston, P.J. and Claval, P. (eds.): Geography Since the Second Wold War. Croom Helm.  London/Bernes and Noble, N.J.  Jones, PA/:Fieldwork in Geography, Longmans.  Lownsborg. J.F. and Aldrich, F.T.: Introduction to Geographical Methods and Techniques, Charles Marrili, Columbus.  Minshull, R: The changing Nature of</p>	<p><b>B.A. -II Paper I</b></p> <p><b>HUMAN GEOGRAPHY</b></p> <p><b>Unit-1</b></p> <p>The Nature of geography-definition, scope and approach, objectives and relevance. Place of geography in the classification of sciences; geography and other disciplines. Geography as the study of environment; man-environment relationship.</p> <p><b>Suggested Readings :</b></p> <p>Contemporary American Geography; Routlege New Jersey.  Dohrs. F.E. and Sommers, L.W. (sds.) Introduction to Geography, Thomas Y. Crowell Co. Chicago.  Harvey. David: Explanation in Geography Edward-Arnold, London.  Holt-Jensen. A:Geography: Its History and Concepts, Longmans.  Husain, Majid: Evolution of Geographical Thought, Rawat Publications, Jaipur.  James, P.E.: All Possivle Worlds: A History of Geographical Ideas. Sachin Publication , Jaipur  Johnston, P.J. and Claval, P. (eds.): Geography Since the Second Wold War. Croom Helm.  London/Bernes and Noble, N.J.  Jones, PA/:Fieldwork in Geography, Longmans.  Lownsborg. J.F. and Aldrich, F.T.: Introduction to Geographical Methods and Techniques, Charles</p>

<p>Geography. Hutchinson University Library, London.          Wooldridge S.W.: The Geographer As Scientist, Thomas Nelson and Sons Ltd. London.          Bergwan, Edward E : Human Geography; Culture. Connections and landscape, Prentice Hall, New Jersey.          Carr, M : Patterns, Process and Change in Human Geography, MacMillan Education, London.          Fellman, J. L. : Human Geography – Landscapes of Human Activities. Brow and Benchman Pub; U.S.A.          Deblj H. J. : Human Geography Culture, Society and Space, John Wiley, New York.          Johnston, R.J. (editor). : Dictionary of Human.</p>	<p>Marrili, Columbus.          Minshull, R: The changing Nature of Geography. Hutchinson University Library, London.          Wooldridge S.W.: The Geographer As Scientist, Thomas Nelson and Sons Ltd. London.          Bergwan, Edward E : Human Geography; Culture. Connections and landscape, Prentice Hall, New Jersey.          Carr, M : Patterns, Process and Change in Human Geography, MacMillan Education, London.          Fellman, J. L. : Human Geography – Landscapes of Human Activities. Brow and Benchman Pub; U.S.A.          Deblj H. J. : Human Geography Culture, Society and Space, John Wiley, New York.          Johnston, R.J. (editor). : Dictionary of Human.</p>
<p>4. <b>B.A. -II Paper II</b></p> <p><b>Geography of Rajasthan</b></p> <p><b>Unit-1</b>          Geographical structure of Rajasthan—Location, relative position and Physical division, Climatic division, Drainage system—Distribution pattern of Soils and vegetation.</p> <p><b>Unit-2</b>          Cultural structure of Rajasthan—Population density, sex ratio, Literacy, Rural and Urban population. Tribal structure—Location and changes.</p> <p><b>Unit-3</b>          Transport—Sources of Transport in Rajasthan, Road Railway and Airways. Transport and major cities Jaipur, Udaypur, Jodhapur.</p> <p><b>Unit-4</b>          Economy—Agriculture: its type and regions, Distribution of main minerals and power Resources Importance of</p>	<p><b>B.A. -II Paper II</b></p> <p><b>Geography of Rajasthan</b></p> <p><b>UNIT – I</b>          Introduction: State building and administrative framework, Geological Structure Physiography of Rajasthan-Physical Division, Structure, Relief, Climate, Drainage pattern (System) Soils Natural Vegetation,</p> <p><b>UNIT-II</b>          Agricultural and Economic features of Rajasthan, Food and Commercial Crops Sources of Inigation. Animal and Dairy Development</p> <p><b>UNIT-III</b>          Energy and Power Resources-Hydro.Electric-Coal, Petroleum, Natural gas, Solar energy, Bio-gas Mineral's Resources and Industries.</p> <p><b>UNIT-IV</b>          Demographic Structure-Growth of Population, Distribution, Density, Rural-</p>



	<p>minerals and energy resources in economy.</p> <p><b>Unit-5</b>          Industry and Trade – Types of Industries –Importance of Small, cottage Industry and Large scale industries. Importance of changing world pattern of Industries: Trade structure of Rajasthan  <b>Suggested Readings :</b>          Mishra, V.C. : Geography of Rajasthan, National Book Trust, New Delhi.          एल.आर. भल्ला : राजस्थानकाभूगोल, कुलदीपप्रकाशन, अजमेर          एच.एम. सक्सेना : राजस्थानकाभूगोल, राजस्थानहिन्दीग्रंथअकादमी, जयपुर          एच.एस.शर्मा एवं एम.एल.शर्मा : राजस्थानकाभूगोल, पंचशीलप्रकाशन, जयपुर</p>	<p>Urban Population Commercial Structure: Bheel and Garasiya Development of Trade and Transport Influencing Factor's in Rajasthan.</p> <p><b>UNIT-V</b>          Physiographic Region of Rajasthan Detailed Study of Marusthali, Aravali, Hadoti Plateau and Bangar Area.</p> <p><b>Books Recommended:</b></p> <ol style="list-style-type: none"> <li>1. Mishra, V.C. : Geography of Rajasthan, National Book Trust, New Delhi.</li> <li>2. एल.आर. भल्ला : राजस्थानकाभूगोल, कुलदीपप्रकाशन, अजमेर</li> <li>3. एच.एम. सक्सेना : राजस्थानकाभूगोल, राजस्थानहिन्दीग्रंथअकादमी, जयपुर</li> <li>4. एच.एस.शर्मा एवं एम.एल.शर्मा : राजस्थानकाभूगोल, पंचशीलप्रकाशन, जयपुर</li> </ol>	
5.			
6.	<p><b>B.A. -III Paper I</b>  <b>Geography of India</b>  <b>Unit-1</b>          Locational Characteristics : Physical features; structure relief; physiography; Drainage system. Climate – origin of Monsoon:  <b>Unit-2</b>          Natural Recourses – Water Resource, Mineral Resource – Copper, Iron and Bauxite. Forest Recourses – Types and Distribution – pattern:  <b>Unit-3</b>          Power Recourse – Coal, Petroleum, Natural gas. Non-conventional sources of energy.  <b>Unit-4</b></p>	<p><b>B.A. -III Paper I</b>  <b>Geography of India</b>  <b>UNIT – I</b>          India in the context of the Southeast Asia; India: a land of diversities; unity within diversity. Major terrain elements of India and their role in shaping physical landscape of India. Drainage systems and their functional significance.  <b>UNIT – II</b>          Regional and seasonal variations in climate – the monsoon, western disturbance, norwesters climatic regions of India.          Soil types – their distribution and characteristics vegetations types and</p>	



Cultural landscape of India—Population and its characteristics. Indian economy—Indian Agriculture : characteristics, Impact of Green Revolution; major crops—Wheat, Rice, Cotton, Rubber, Sugarcane. Industrial Development—Iron and Steel Industry; cotton Industry its location and distribution.

**Unit-5**

International Trade—contemporary issues in relation to India; Regional disparity; impact of development on environment and Globalization.

**Suggested Readings :**

Deshpande C.D., India-A Regional interpretation, Northern book centre, New Delhi.

Government of India, India-Reference Annual 2002, Pub. Division, New Delhi.  
National Atlas of India, National Atlas and Thematic Mapping Organization pub. Kolkata.

Government of India, The Gazetteer of India; Vol. I & III, Div. New Delhi.  
Shfi, M Geography of South Asia Maemillan and Co. Kolkata.

Singh, R.L(ed) India—A Regional Geography, National Geographical Society of India, Varanasi.

Spate O.H.K. and A.T.A. Learmonth. India and Pakistan—Land, People and Economy, Methuen and Co. London.

their distributions. Forest the status of its use and need for conservation.

**UNIT – III**

Agriculture, irrigation and multi purpose projects. Geographical conditions, distribution and production of wheat, Rice, Sugarcane, cotton, coffee, tea. Fruits and vegetables etc.

**UNIT – IV**

Resources : Minerals – iron- ore, mica manganese and power- coal, petrol, hydro power, atomic energy, industries – iron and steel, textile, cement, chemical fertilizer, paper and pulp, transportation – railways, road, air and water.

**UNIT – V**

Changing nature of Indian economic – Agricultural growth during the plan period : green revolution vis – a – vis traditional framing, regionalisation of Indian agricultural. Agricultural regions and relevance in Agricultural development planning. Spatial distribution of population and density socio – economic implication of population explosion: urbanization

**Books Recommended:**

1. Khullar, D.R.: India:A Comprehensive Geography, Kalyani Publication, New Delhi.
2. Negi : Geography of India
3. Singh, R.L.(ed.) : India : A Regional Geography : National Geographical Society, India, Varansi.
4. Spate, O.H.K. and Learmonth, A.T.A. : India and Pakistan-Land, People and Economy, Methuen & Co.,

London.

5. वी.के.तिवारी :

		भारतकावृहत् भूगोल, हिमालय पब्लिकेशन 6. मामोरिया एवंजैन : भारतकावृहत् भूगोल, साहित्य भवन, आगरा 7. सुरेशचन्द्रबंसल : भारतकावृहत् भूगोल 8. चौहान वी.एस. एवं 9. अलकागौतम : भारतकावृहत् भूगोल, रस्तोगी, प्रकाशनमेरठ।
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Item II

S. N.	Existing Syllabus	Proposed Syllabus	Remark
1.	<p><b>M.A. (P) Paper I</b></p> <p><b>EVOLUTION OF GEOGRAPHICAL THOUGHT</b> <b>Unit -I</b></p> <p>Definition of geography. The nature and scope of geography (Basic concepts). Post war trends, inter-disciplinary trends, recent trends in geography.</p> <p><b>Unit-II</b></p> <p>Pre-scientific geographical ideas in ancient and medieval times : Indian influences. Geography of the Vedic age and Geography of Puranas : Sources of Puranic geography, Puranic continents and oceans, the mountain system and river system (first 4 chapters from Geography of Puranas by S.M.Ali). Development of Geography in India</p> <p><b>Unit -III</b></p> <p>Contribution by Greek, Roman and Arab Geographers. The emergence of scientific geography in the 18th and 19th centuries. Its place among other social sciences. Foundations of modern geography, contribution of German,</p>	<p><b>M.A. (P) Paper I</b></p> <p><b>EVOLUTION OF GEOGRAPHICAL THOUGHT</b> <b>Unit -I</b></p> <p>Definition of geography. The nature and scope of geography (Basic concepts). Post war trends, inter-disciplinary trends, recent trends in geography.</p> <p><b>Unit-II</b></p> <p>Pre-scientific geographical ideas in ancient and medieval times : Indian influences. Geography of the Vedic age and Geography of Puranas : Sources of Puranic geography, Puranic continents and oceans, the mountain system and river system (first 4 chapters from Geography of Puranas by S.M.Ali). Development of Geography in India</p> <p><b>Unit -III</b></p> <p>Contribution by Greek, Roman and Arab Geographers. The emergence of scientific geography in the 18th and 19th centuries. Its place among other social sciences. Foundations of modern geography, contribution of German,</p>	To be regularized from next academic year 2016-17



French, British and American schools, Humbolt and Ritter. Leaders of the first generation-Ratzel, Richthofen, Hettner, Contributions of Vidal-de-la-Blache and Jean Brunhes.

**Unit -IV**

Conceptual and methodological developments during the 20th century; changing paradigms; man and Environment, Areal differentiation and spatial organization. Dichotomies in Geography : Physical and Human Geography, Determinism and Possibilism, Neo-determinism, Regional and Systematic Geography, Qualitative and Quantitative Geography, Theoretical and Applied Geography, Analytical and Synthetical Geography, Reductionism and Holism.

**Unit -V**

Impact of Positivism, humanism, radicalism and behaviouralism in Geography. Positivism, Functionalism, Idealism, Realism and Postmodernism in Geography, Feministic perspective in Geography..

**Books Recommended :**

1. Adhikari, Sudepta :  
Fundamentals of Geographical Thought, Chaitany Publishing Hosue, Allahabad, 1992.
2. Ali, S.M. : The Geography of Puranas, Peoples Publishing House, Delhi 1966.
3. Dikshit, R.D. (ed.) : The Art & Science of Geography Integrated Readings, Prentice Hall of In New Delhi — 1994
4. Dikshit, R.D. : Geographical Thought — A contextual History of Ideas, Prentice Hall of India Pvt. Ltd
5. Jenson, A.H. : Geography : History and Cop. epts, 1988.
6. Hartshorne, Richard : Perspectives on the Nature of Geography, Rand McNally& Co., Chicago, 1959.
7. Harvey, M.E. and Holly :

French, British and American schools, Humbolt and Ritter. Leaders of the first generation-Ratzel, Richthofen, Hettner, Contributions of Vidal-de-la-Blache and Jean Brunhes.

**Unit -IV**

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1. Adhikari, Sudepta :  
Fundamentals of Geographical Thought, Chaitany Publishing Hosue, Allahabad, 1992.
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3. Dikshit, R.D. (ed.) : The Art & Science of Geography Integrated Readings, Prentice Hall of In New Delhi — 1994
4. Dikshit, R.D. : Geographical Thought — A contextual History of Ideas, Prentice Hall of India Pvt. Ltd
5. Jenson, A.H. : Geography : History and Cop. epts, 1988.
6. Hartshorne, Richard : Perspectives on the Nature of Geography, Rand McNally& Co., Chicago, 1959.



<p>Themes in Geographic Thought, Rawat Publications, Jaipur.</p> <p>8. Husain, Majid : Evolution of Geographical Thought, Rawat Publications, Jaipur.</p> <p>9. LalitaRana : Geographical Thought, Concept New Delhi, 2008.</p> <p>10. Minshul I, Roger : The Changing Nature of Geography, Hutchinson University Library, London, 1970.</p> <p>11. Saxena, D.P. : Regional Geography of Vedic India, Grantham Rambag, Kanpur.</p> <p>12. Wooldridge and East : The Spirit and Purpose of Geography, Hutchinson University Library, London, 1951</p> <p>13. हुसैनमाजिद : भौगोलिकविचारधाराओं का इतिहास, रावत पब्लिकेशन्स, जयपुर, 2008.</p> <p>14. जाटकी.सी. भौगोलिकविचारधाराओं का इतिहास रावत पब्लिकेशन्स, जयपुर, 2008.</p> <p>15. कौशिक, एस.डी. : भौगोलिकविचारधारा एवं विधितंत्र।</p> <p>16. जैन एस.एम. : भौगोलिकचिन्तन व विधि तंत्र, साहित्य भवन, आगरा।</p>	<p>7. Harvey, M.E. and Holly : Themes in Geographic Thought, Rawat Publications, Jaipur.</p> <p>8. Husain, Majid : Evolution of Geographical Thought, Rawat Publications, Jaipur.</p> <p>9. LalitaRana : Geographical Thought, Concept New Delhi, 2008.</p> <p>10. Minshul I, Roger : The Changing Nature of Geography, Hutchinson University Library, London, 1970.</p> <p>11. Saxena, D.P. : Regional Geography of Vedic India, Grantham Rambag, Kanpur.</p> <p>12. Wooldridge and East : The Spirit and Purpose of Geography, Hutchinson University Library, London, 1951</p> <p>13. हुसैनमाजिद : भौगोलिकविचारधाराओं का इतिहास, रावत पब्लिकेशन्स, जयपुर, 2008</p> <p>14. कौशिक, एस.डी. : भौगोलिकविचारधारा एवं विधितंत्र।</p> <p>15. जैन एस.एम. : भौगोलिकचिन्तन व विधि तंत्र, साहित्य भवन, आगरा।</p>	
<p>2. <b>M.A. (P) Paper II</b> <b>Physical Basis of Geography.</b></p> <p><b>Books recommended :</b></p> <p>1. Ahmad, E. : coastal Geomorphology of India, New Delhi.</p> <p>2. Steers, J.A. : Unstable Earth (Methuen and Co. London)</p> <p>3. Strahler, A.N. : Earth Sciences (Harper and Row Publicers, New Delhi)</p> <p>4. Strahler, A.N. : Modern Physical Geography (John Wiley and Sons, Inc. New York).</p> <p>5. Youg, A : Slopes.</p> <p>6. John, Pity ; Introduction to Geomorphology.</p> <p>7. Sharma, R.C. : Oceanography for Geographers (Chaitanya Publishers, Allahabad)</p> <p>8. Thornbury, W.D. : Principles of</p>	<p><b>M.A. (P) Paper II</b> <b>Physical Basis of Geography.</b></p> <p><b>Books recommended :</b></p> <p>1. Ahmad, E. : coastal Geomorphology of India, New Delhi.</p> <p>2. Steers, J.A. : Unstable Earth (Methuen and Co. London)</p> <p>3. Strahler, A.N. : Earth Sciences (Harper and Row Publicers, New Delhi)</p> <p>4. Strahler, A.N. : Modern Physical Geography (John Wiley and Sons, Inc. New York).</p> <p>5. Youg, A : Slopes.</p> <p>6. John, Pity ; Introduction to Geomorphology.</p> <p>7. Sharma, R.C. : Oceanography for Geographers (Chaitanya Publishers, Allahabad)</p> <p>8. Thornbury, W.D. : Principles of</p>	

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<p>3. <b>Principles &amp; Theory of Economic Geography</b></p> <p><b>Books recommended :</b></p> <p>1. Bengston, N.A. and Royen, M.V. : Fundamentals of Economic Geography, Prentice Hall, New York.</p> <p>2. Berry Con kling&amp;Ray : The Geography of Economic Systems, Prentice Hall.</p> <p>3. Dreze, J. and Sen, A. : Inida — Economic Development and Social Opportunity, Oxford University Press, New Delhi, 1996.</p> <p>4. Ghose, B.C. Industrial Location.</p> <p>5. Guha, J.L. &amp;Chattoraj, P.R. : A New Approach to Economic Geography. World Press, Kolkatta.</p> <p>6. Hartshorne. T.N. and Alexander, J.W. : Economic Geography, Prentice Hall, New Delhi, 2000.</p> <p>7. Kaswan, R.N. : Energy Resources &amp; Economic Development — A Study of Rajasthan, Concept Pub.Co. New Delhi, 1992.</p> <p>8. K.Siddartha : Economic Geography, Kisalaya Publication Pvt. Ltd. Noida, New Delhi.</p> <p>9. Renner, T.H. &amp;Other : World Economic Geography.</p> <p>10. Robartson, D. (ed.) : Globalization</p>	<p><b>Principles &amp; Theory of Economic Geography</b></p> <p><b>Books recommended :</b></p> <p>1. Bengston, N.A. and Royen, M.V. : Fundamentals of Economic Geography, Prentice Hall, New York.</p> <p>2. Berry Con kling&amp;Ray : The Geography of Economic Systems, Prentice Hall.</p> <p>3. Dreze, J. and Sen, A. : Inida — Economic Development and Social Opportunity, Oxford University Press, New Delhi, 1996.</p> <p>4. Ghose, B.C. Industrial Location.</p> <p>5. Guha, J.L. &amp;Chattoraj, P.R. : A New Approach to Economic Geography. World Press, Kolkatta.</p> <p>6. Hartshorne. T.N. and Alexander, J.W. : Economic Geography, Prentice Hall, New Delhi, 2000.</p> <p>7. Kaswan, R.N. : Energy Resources &amp; Economic Development — A Study of Rajasthan, Concept Pub.Co. New Delhi, 1992.</p> <p>8. K.Siddartha : Economic Geography, Kisalaya Publication Pvt. Ltd. Noida, New Delhi.</p> <p>9. Renner, T.H. &amp;Other : World Economic Geography.</p> <p>10. Robartson, D. (ed.) : Globalization</p>	



<p>and Environment. E. Elgar Co. U.K., 2001.</p> <p>11. Robinson. H. : Economic Geography, M.Sc. Donald London.</p> <p>12. Smith, David M. : Industrial Location : An Economic Geographical Analysis, II ed. Wiley, New York, 1981.</p> <p>13. Wheeler, J.O. : Economic Geography, John Willey, New York, 1995.</p> <p>14. Zimmermann, E.W.: World Resources and Industries, Harper and Co., New York.</p> <p>15. काशीनाथ सिंह, जगदीश सिंह : आर्थिकभूगोल के मूलतत्त्व, वसुन्धरा, प्रकाशनगोरखपुर</p> <p><del>16. जाटवी.सी. आर्थिकभूगोलपंचशीलप्रकाशनजयपुर.</del></p> <p>17. पुरुषोत्तवजैन : आर्थिकभूगोल, रस्तोगीप्रकाशन, मेरठ।</p> <p>18. बी.एस.नेगी : संसाधनभूगोल</p> <p>19. मोहम्मदहारून : आर्थिकभूगोल, वसुन्धराप्रकाशन, गोरखपुर।</p>	<p>and Environment. E. Elgar Co. U.K., 2001.</p> <p>11. Robinson. H. : Economic Geography, M.Sc. Donald London.</p> <p>12. Smith, David M. : Industrial Location : An Economic Geographical Analysis, II ed. Wiley, New York, 1981.</p> <p>13. Wheeler, J.O. : Economic Geography, John Willey, New York, 1995.</p> <p>14. Zimmermann, E.W.: World Resources and Industries, Harper and Co., New York.</p> <p>15. काशीनाथ सिंह, जगदीश सिंह : आर्थिकभूगोल के मूलतत्त्व, वसुन्धरा, प्रकाशनगोरखपुर</p> <p>16. पुरुषोत्तवजैन : आर्थिकभूगोल, रस्तोगीप्रकाशन, मेरठ।</p> <p>17. बी.एस.नेगी : संसाधनभूगोल</p> <p>18. मोहम्मदहारून : आर्थिकभूगोल, वसुन्धराप्रकाशन, गोरखपुर।</p>
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**Department of History**  
**Faculty of Arts & Social Sciences**  
**Institute of Advanced Studies in Education**  
**(Deemed to be University)**

**Gandhi Vidya Mandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)**

Minutes Of The Meeting Of The Board Of Studies Department Of History, Faculty Of Humanities & Social Sciences, Held On 11<sup>th</sup> April, 2015 At 11.15 P.M. In Conference Room, IASE (Deemed to be University), Sardarshahr following Members are Present-

1. Dr. Avinash Pareek	Chairperson
2. Prof. Ravindra kumar Sharma	External Member
3. Prof. S. K. Bhanot	External Member
4. Prof. Surendra Pathak	Internal Member
5. Dr. Jagdish Narayan Ojha	Internal Member
6. Prof. Pushpa Sharma	invite

**Note:** All Members are attend the meeting.

The following agenda item were considered by the committee:

➤ Item I

Proposed Syllabus for Combined M.Phil./ Ph.D Entrance Exam.

➤ Resolution

The committee members had a comprehensive discussion on the Combined Entrance Test for M.Phil./Ph. D – 2015-16 and it was resolved as the Two Books on Medieval History Recommended for updating the list of Recommended Books & Subsequently the syllabus is approved as proposed.

➤ Item II

Proposed syllabus for Ph. D course work exam.

➤ Resolution

The committee members had a deliberation on the proposed syllabus for Ph. D course work examination – 2015-16 and it was resolved as the Resources of a Ancient Indian History, Medieval & modern Indian History to be offered by Optional Groups for the Candidates & Subsequently the syllabus is approved with proposed Modification.

➤ Item III

Proposed syllabus the Annual Exam of M. Phil. (History)

➤ Resolution

Resolved that 20% Marks be Reserved for the Viva- Voice out of 100 Marks for the IV<sup>th</sup> Paper Dissertation & as the Such the syllabus is Approved as proposed.

➤ Item IV

The Proposed Semester Scheme for M. A. [History] for Session 2015-16 & 2016-17.

➤ Resolution

The committee had a deliberation on it and found the Syllabus Excellent & as such the Syllabus is Approved as proposed.

➤ Item-V.

Proposed Yearly Syllabus of M. A. History for the sessions 2015 to 2017.

➤ Resolution

The Committee Members had a Comprehensive discussion on all aspects & Subsequently the Syllabus is Approved as Proposed.

Item-VI

The Proposed Yearly Syllabus for the optimal (optional) Subject (HISTORY) for three Year Degree course B. A. for the session-2015-2018.

➤ Resolution

The committee had a deliberation on it and found the Syllabus up to the marks & as Such the Syllabus is Approved as proposed.

The Meeting ended with a vote of thanks to Chair.

\*The Committee Members had a deliberation on Proposed syllabus & there were a NO ANY CHANGES & SUGGESTIONS For B. A. [History] & it Was resolved as the Syllabus is Approved as Proposed.

➤ Detailed Report

• Item IV, V & VI

Note: Changes were done in the undergraduate / Post-graduate syllabus of the below-mentioned core courses. The core courses in which the changes were done:

S.N	Existing Syllabus	Proposed Syllabus	Remark
1.	<b>B. A. I<sup>st</sup> HISTORY</b> Paper-I: History of India From Earliest Times to 1206 A.D. Paper-II: Outline History of Modern World (1453A.D.-1950A. D.)	<b>B. A. I<sup>st</sup></b> Paper-I: History of India From Earliest Times to 1206 A.D. Paper-II: Outline History of Modern World (1453A.D. -1950A. D.)	The all committee members had a decide there are no any Suggestions & Changes Undergraduate Programme in History.
2.	<b>B. A. II<sup>nd</sup></b> Paper-I: Survey of Rajasthan History from Earliest Time to 1956 A.D. Paper-II: History of Medieval India (1206-1740 A. D.)	<b>B. A. II<sup>nd</sup></b> Paper-I: Survey of Rajasthan History from Earliest Time to 1956 A.D. Paper-II: History of Medieval India (1206-1740 A. D.)	
3.	<b>B. A. - III<sup>rd</sup></b> Paper-I: Modern Indian History (1740-1956 A.D.)	<b>B. A. - III<sup>rd</sup></b>	



	Paper-I: Foundation of Indian Culture	Paper -I: Modern Indian History (1740- 1956 A.D.)  Paper-II: Foundation of Indian Culture	
1.	<p align="center"><b>M. A. I<sup>st</sup> HISTORY</b></p> <p>MAHY-110: The Philosophy of history and Research MAHY-120: Twentieth Century World MAHY-130: Cultural Profile of India MAHY-140: i) History and Culture of Ancient Rajasthan (Earliest times to 1200 A.D.) ii) History of Rajasthan (A.D.1800-1956)</p> <p><b>M. A. Final HISTORY Group -'A'</b> MAHY-210: History of India up to c. A.D. 650 MAHY-220: History of India A.D. 650-1200 MAHY-230: Social &amp; Economic Life and Institutions of Ancient India Elements of Indian MAHY-240: Archaeology and Epigraphy: MAHY-250 i) History of ideas (Religious, Political and Social Ideas). (ii) Women in Indian History (iii) History of Indian Thought (iv) Dissertation</p>	<p align="center"><b>M. A. I<sup>st</sup> HISTORY [Semester Scheme] SEME-I</b></p> <p>MAH-101 : Political History Of Rajasthan (1200-1761 A.D.) MAH-102 : Cultural Profile Of India MAH-103: History Of Europe (1789-1870 A.D.) MAH-104: History Of Europe (1870-1919 A.D.)</p> <p align="center"><b>SEME-II</b></p> <p>MAH-201: International Relations (1919-1945 A.D.) MAH-202: Elements Of Indian Archeology MAH-203: History Of Ideas (Religious, Political And Social Ideas) MAH-204: Historical Application In Tourism (Rajasthan)</p> <p align="center"><b>SEME-III</b></p> <p>MAH-301: The Philosophy Of History And Research MAH-302: Women In Indian History MAH-303: Social And Economic History Of Modern India MAH-304: Social And Economic History Of Rajasthan (7th century A.D. To 1950 A.D.)</p> <p align="center"><b>SEME-IV</b></p> <p>MAH-401: Modern India And Its Institutions (1740-1857 A.D.) MAH-402: Modern India And</p>	<p>In This BOS Meeting Two types Syllabus are Proposed I] First Semester Scheme II] Annual Scheme All Members Discussed both types of Syllabus and Passed</p>

<p><b>Group -'B'</b></p> <p>MAHY-210: Polity and Economy of India (A.D.1200-1750)</p> <p>MAHY-220: Society and Culture of India (A.D. 1200-1750)</p> <p>MAHY-230: Medieval Rajasthan (A.D. 1400-1708)</p> <p>MAHY-240: The Art and Architecture of Medieval India (A.D. 1200-1700)</p> <p>MAHY-250: (i) History of ideas (Religious, Political and Social Ideas).  (ii) Women in Indian History  (iii) History of Indian Thought  (iv) Dissertation</p> <p><b>Group -'C'</b></p> <p>MAHY-210: Modern India and its institutions (1740-1857 A.D.)</p> <p>MAHY-220: Modern India and its institutions (1858-1919A.D.)</p> <p>MAHY-230: Modern India and its institutions (1919-1950A.D.)</p> <p>MAHY-240: Historical Application in Tourism (Rajasthan)</p> <p>MAHY-250:  (i) History of ideas (Religious, Political and Social Ideas).  (ii) Women in Indian History  (iii) Gandhian thought  (iv) Dissertation</p>	<p>Its Institutions (1858-1919 A.D.)</p> <p>MAH-403: Modern India And Its Institution (1919-1950 A.D.)</p> <p>MAH-404: Gandhian Thought Or  Dissertation</p>	
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<p style="text-align: center;"><b>M. A. I<sup>st</sup> HISTORY</b> <b>[Yearly]</b></p> <p>Paper-I: The Philosophy of history and Research  Paper-II: Twentieth Century World  Paper-III: Cultural Profile of India  Paper-IV  i) History and Culture of Ancient Rajasthan (Earliest times to 1200 A.D.)  ii) History of Rajasthan (A.D.1800-1956)</p> <p style="text-align: center;"><b>M.A. (Final)</b> <b>Group- 'A'</b></p> <p>Paper-V: History of India up to e. A.D. 650    Paper-VI: History of India A.D. 650-1200    Paper-VII: Social &amp; Economic Life and Institutions of Ancient India  Paper-VIII: Elements of Indian Archaeology and Epigraphy.    Paper-IX  i)-History of ideas (Religious, Political and Social Ideas).  (ii) Women in Indian History  (iii) History of Indian Thought  (iv) Dissertation</p> <p style="text-align: center;"><b>Group-'B'</b></p> <p>Paper-V: Polity and Economy of India (A.D.1200-1750)  Paper-VI: Society and Culture of India (A.D. 1200-1750)  Paper-VII: Medieval Rajasthan (A.D. 1400-1708)  Paper-VIII: The Art and Architecture of Medieval India (A.D. 1200-1700)  Paper-IX  i)-History of ideas (Religious, Political and Social Ideas).</p>	<p>Paper-I: The Philosophy of history and Research    Paper-II: Twentieth Century World  Paper-III: Cultural Profile of India  Paper-IV  i) History and Culture of Ancient Rajasthan (Earliest times to 1200 A.D.)    ii) History of Rajasthan (A.D.1800-1956)</p> <p style="text-align: center;"><b>Group- 'A'</b></p> <p>Paper-V: History of India up to E.A.D.650    Paper-VI: History of India A.D. 650-1200    Paper-VII: Social &amp; Economic Life and Institutions of Ancient India  Paper-VIII: Elements of Indian Archaeology and Epigraphy.    Paper-IX  i) History of ideas (Religious, Political and Social Ideas).  (ii) Women in Indian History  (iii) History of Indian Thought  (iv) Dissertation</p> <p style="text-align: center;"><b>Group-'B'</b></p> <p>Paper-V: Polity and Economy of India (A.D.1200-1750)  Paper-VI: Society and Culture of India (A.D. 1200-1750)  Paper-VII: Medieval Rajasthan (A.D. 1400-1708)  Paper-VIII: The Art and Architecture of Medieval India (A.D. 1200-1700)  Paper-IX  i) History of ideas (Religious, Political and Social Ideas).</p>	
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<p><b>Group-'C'</b>  Paper-V: Modern India and its Institutions (1740-1857 A.D.)  Paper-VI: Modern India and its Institutions (1857-1919 A.D.)  Paper-VII: Modern India and its Institutions (1919-1950 A.D.)  Paper-VIII: Historical Application in Tourism (Rajasthan)  Paper-IX:  (i) History of ideas (Religious, Political and Social Ideas);  (ii) Women in Indian History  (iii) Gandhian thought  (iv) Dissertation</p>	<p>(ii) Women in Indian History  (iii) History of Indian Thought  (iv) Dissertation</p> <p><b>Group-'C'</b>  Paper-V: Modern India and its Institutions (1740-1857 A.D.)  Paper-VI: Modern India and its Institutions (1857-1919 A.D.)  Paper-VII: Modern India and its Institutions (1919-1950 A.D.)  Paper-VIII: Historical Application in Tourism (Rajasthan)  Paper-IX:  (i) History of ideas (Religious, Political and Social Ideas),  (ii) Women in Indian History  (iii) Gandhian thought  (iv) Dissertation</p>	
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All the suggested [ UG / PG] changes are made and will be implemented from the academic session 2015-18 [UG], 2015-17 [PG].



Dr. Avinash Pareek

Chairman



History



**iase**  
UNIVERSITY

उच्च अध्ययन शिक्षण संस्थान मान्य विश्वविद्यालय,  
गां.वि.मं. सरदारशहर।

कला एवं सामाजिक विज्ञान संकाय  
उपस्थिति प्रपत्र

आज दिनांक 08.10.2016 को इतिहास विभाग की अध्ययन मण्डल की बैठक का आयोजन प्रातः 11:00 से आई.ए.एस.ई. मान्य विश्वविद्यालय के कॉन्फ्रेंस हॉल में किया गया जिसमें निम्नांकित सदस्य उपस्थित हुए।

	हस्ताक्षर
1. डा. अविनाश पारीक, विभागाध्यक्ष, इतिहास विभाग, आई.ए.एस.ई. मान्य विश्वविद्यालय।	अध्यक्ष 
2. प्रो. एस.के. मनोत, 1 बी-25, ब्यास कॉलोनी बीकानेर।	बाह्य सदस्य 
3. श्री पत्तीराम, सहायक आचार्य, इतिहास विभाग आई.ए.एस.ई. मान्य विश्वविद्यालय, गां.वि.मं., सरदारशहर।	आन्तरिक सदस्य 
4. डॉ. आनन्द श्रीवास्तव, सह आचार्य, बुनियादी शिक्षक प्रशिक्षण महाविद्यालय, गां.वि.मं., सरदारशहर।	आन्तरिक सदस्य 
5. डॉ. नरेन्द्र भट्ट, सहायक आचार्य, बुनियादी शिक्षक प्रशिक्षण महाविद्यालय, गां.वि.मं., सरदारशहर।	आन्तरिक सदस्य 
6. श्रीमती दीप्ति भारद्वाज, सहायक आचार्य, बुनियादी शिक्षक प्रशिक्षण महाविद्यालय, गां.वि.मं., सरदारशहर।	आन्तरिक सदस्य 

बैठक में निम्नांकित मुद्दों पर विचार किया जायेगा—

1. एम.ए. इतिहास, नियमित एवं दूरस्थ शिक्षा का प्रस्तावित वार्षिक पाठ्यक्रम।
2. बी.ए. इतिहास, नियमित एवं दूरस्थ शिक्षा का प्रस्तावित वार्षिक पाठ्यक्रम।
3. पीएच.डी. कॉर्स वर्क परीक्षा का प्रस्तावित वार्षिक पाठ्यक्रम।
4. पीएच.डी. प्रवेश परीक्षा का प्रस्तावित वार्षिक पाठ्यक्रम।

(डा. अविनाश पारीक) 08/10/16  
अधिष्ठाता

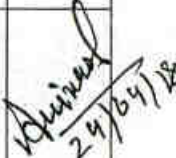

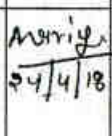
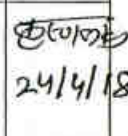


**Department of History**  
**Faculty of Humanities & Social Sciences**  
**Institute of Advanced Studies in Education**  
(Deemed to be University)

Gandhi Vidya Mandir, Sardarshahr - 331403 Distt. Churu (Rajasthan)


उपस्थिति प्रपत्र

आज दिनांक 24.04.2018 को इतिहास विभाग की अध्ययन मण्डल का आयोजन दोपहर: 01:15 से आई.ए.एस.ई. (मानित विश्वविद्यालय) के कॉन्फ्रेंस हॉल में किया गया। जिसमें निम्नलिखित सदस्य उपस्थित रहे।

क्र. सं.	नाम एवं पता	सदस्य	हस्ताक्षर
1.	डॉ. अविनाश पारीक विभागाध्यक्ष - इतिहास विभाग, आई.ए.एस.ई. (मानित विश्वविद्यालय), सरदारशहर। फोन नं. 9414840193, ई-मेल: avinash.pareek12@gmail.com	आन्तरिक सदस्य / अध्यक्ष	 24/04/18
2.	डॉ. मयंक गुप्ता, सहायक आचार्य, इतिहास विभाग, श्रीमती के.डी.जी.डी. मित्तल महिला पी.जी. महाविद्यालय, सरदारशहर, gmayankgupt@gmail.com, 9414430827,	बाह्य सदस्य	 24/4/18
3.	श्रीमती मरियम बानो सहायक आचार्य, इतिहास विभाग, एस.बी.डी. राजकीय स्नातकोत्तर महाविद्यालय, सरदारशहर मो. नं. - 9414512995	बाह्य सदस्य	 24/4/18
4.	डॉ. राजेन्द्र सिंह, सहायक आचार्य, इतिहास विभाग, आई.ए.एस.ई. (मानित विश्वविद्यालय), सरदारशहर। मो.नं. 9799430912 rsmemorialschool@gmail.com	आन्तरिक सदस्य	
5.	डॉ. कृष्ण लाल नाई, सहायक आचार्य, इतिहास विभाग, आई.ए.एस.ई. (मानित विश्वविद्यालय), सरदारशहर। मो.नं. 9784923166 krisnlalnai1234@gmail.com	आन्तरिक सदस्य	 24/4/18

बैठक में निम्नलिखित मुद्दों पर विचार किया गया।

1. बी.ए. इतिहास का प्रस्तावित वार्षिक पाठ्यक्रम।
2. एम.ए. इतिहास का प्रस्तावित वार्षिक पाठ्यक्रम।
3. पीएच.डी. कॉर्सवर्क परीक्षा का प्रस्तावित वार्षिक पाठ्यक्रम।
4. पीएच.डी. प्रवेश परीक्षा का प्रस्तावित वार्षिक पाठ्यक्रम।

  
(डॉ. अविनाश पारीक)  
विभागाध्यक्ष

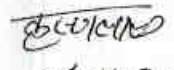



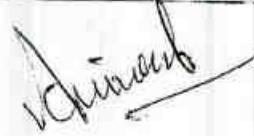
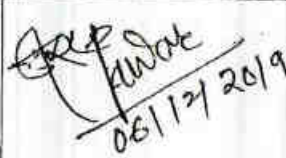




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आज दिनांक 06.12.2019 को इतिहास विभाग की अध्ययन मण्डल की बैठक का आयोजन दोपहर: 02:00 से आई.ए.एस.ई. मानित विश्वविद्यालय के कॉन्फ्रेंस हॉल में किया गया। जिसमें निम्नलिखित सदस्य उपस्थित रहे।

क्र.सं.	नाम एवं पता	सदस्यता	
1.	डॉ. कृष्ण लाल नाई विभागाध्यक्ष – इतिहास विभाग, आई.ए.एस.ई. (मानित विश्वविद्यालय), सरदारशहर।	अध्यक्ष	 06.11.2019
2.	श्रीमती मरियम बानो सहा. आचार्य, राजकीय एस.बी.डी. पी. जी. महाविद्यालय, सरदारशहर। फोन नं. 9414512995	बाह्य सदस्य	
3.	डॉ. मयंक गुप्ता सहा. आचार्य, श्रीमती कमलादेवी गौरीदत्त मित्रल महिला महाविद्यालय, सरदारशहर। 9414430827	बाह्य सदस्य	
4.	डॉ. के. रानी लक्ष्मी अधिष्ठाता/विभागाध्यक्ष – समाजशास्त्र विभाग, आई.ए.एस.ई. (मानित विश्वविद्यालय), सरदारशहर।	आन्तरिक सदस्य/अध्यक्ष	
5.	डॉ. अविनाश पारीक सहा. आचार्य, इतिहास विभाग, आई.ए.एस.ई. (मानित विश्वविद्यालय), सरदारशहर।	आन्तरिक सदस्य	
6.	डॉ. धर्मराज पंवार सहा. आचार्य, इतिहास विभाग, आई.ए.एस.ई. (मानित विश्वविद्यालय), सरदारशहर।	आन्तरिक सदस्य	 06/12/2019

बैठक में निम्नांकित मुद्दों पर विचार किया जायेगा-

1. एम.ए. इतिहास, नियमित शिक्षा का प्रस्तावित पाठ्यक्रम (सेमेस्टर मोड)।
2. बी.ए. इतिहास, नियमित शिक्षा का प्रस्तावित वार्षिक पाठ्यक्रम।
3. पीएच.डी. कोर्स वर्क परीक्षा का प्रस्तावित वार्षिक पाठ्यक्रम।

  
( डॉ. कृष्ण लाल नाई )  
विभागाध्यक्ष



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**Gandhi Vidya Mandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)**

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Minutes of the meeting of the board of studies department of history [bachelor of arts], faculty of humanities & social sciences, held on 8<sup>th</sup> October, 2016 at 11:00 p.m. in conference room, IASE (Deemed to be University), Sardarshahr following Members are Present-

- |                         |                 |
|-------------------------|-----------------|
| 1. Dr. Avinash Pareek-  | Chairperson,    |
| 2. Prof. S.K. Bhanot    | External Member |
| 3. Mr.Patti Ram         | Internal Member |
| 4. Dr. Anand Srivastava | Internal Member |
| 5. Dr. Narendra Bhatt   | Internal Member |
| 6. Mrs. Deepti Bhardwaj | Internal Member |

The following agenda item were considered by the committee:

➤ Item I

Proposed Syllabus for Combined M.Phil./ Ph.D Entrance Exam 2017.

➤ Resolution

The committee members had a comprehensive discussion on the Combined Entrance Test for M.Phil./Ph. D – 2017 and it was resolved as the syllabus is approved as proposed.

➤ Item II

Proposed syllabus for Ph. D course work exam 2016-17.

➤ Resolution

The committee members had a deliberation on the proposed syllabus for Ph. D course work examination – 2016-17 and it was resolved as the the syllabus is approved with proposed.

➤ Item III

Proposed Yearly Syllabus for M. A. History for the Two Years Degree Course Regular Mode 2016 to 2018, & Distance mode 2017-18.

➤ Resolution

The committee had a deliberation on it and it was Resolved that the Syllabus is Approved as proposed.

➤ Item IV

The Proposed Yearly Syllabus for the Optional Subject [History] for Three Years Degree Course B. A. Regular Mode-2016 to 2019 & Distance Mode- 2017 to 2019.

➤ Resolution

The committee had a deliberation on it and suggested to add more Reference Books. It was resolved the Syllabus is approved as proposed.

The Committee took note of this fact that the internal Sessional Marks [20 Marks ] introduce in B.A. & M.A. with Proper Division of Marks is a Prais worthy Practices.

The Meeting ended with a vote of thanks to Chair.

## Detailed Report

### Item- III & IV

Note: Changes were done in the undergraduate / Post-graduate syllabus of the below-mentioned core courses. The core courses in which the changes were done:

S.N	Existing Syllabus	Proposed Syllabus	Remark
1.	<p><b>B. A. I<sup>st</sup> HISTORY</b></p> <p>Paper-I: History of India From Earliest Times to 1206 A.D. Paper-II: Outline History of Modern World (1453A.D.-1950A.-D.)</p>	<p><b>B. A. I<sup>st</sup></b></p> <p>Paper-I: History of India From Earliest Times to 1206 A.D.</p> <p>Paper-II: Outline History of Modern World (1453A.D. -1950A. D.)</p>	<p><b>B. A. I<sup>st</sup></b></p> <p>Paper I, In This Papers Committee Members Recommended Reference Book Add- Book Name:- गिरिजा शंकर प्रसाद मिश्र-प्राचीन भारत का इतिहास, वी. डी. महाजन- प्राचीन भारत का इतिहास, रोमिला थापर- प्राचीन भारत, आर. एस. शर्मा-प्रारंभिक भारत का परिचय.</p>
2.	<p><b>B. A. II<sup>nd</sup></b></p> <p>Paper-I: Survey of Rajasthan History from Earliest Time to 1956 A.D. Paper-II: History of Medieval India (1206-1740 A. D.)</p>	<p><b>B. A. II<sup>nd</sup></b></p> <p>Paper- I: Survey of Rajasthan History from Earliest Time to 1956 A.D.</p>	<p><b>B. A. II<sup>nd</sup></b></p>
3.	<p><b>B. A. - III<sup>rd</sup></b></p> <p>Modern Indian History (1740-1956 A.D.) Foundation of Indian Culture</p>	<p><b>B. A. - III<sup>rd</sup></b></p> <p>Paper-II: History of Medieval India (1206-1740 A. D.)</p> <p>Paper-I: Modern Indian History (1740- 1956 A.D.) Paper-II: Foundation of Indian Culture</p>	<p><b>B. A. - III<sup>rd</sup></b></p> <p>Paper II, In This Papers Committee Members Recommended One Reference Book Add- Book Name:- सतीश चन्द्र- मध्यकालीन भारत, खण्ड 1, 2 लुकमचंद जैन- राजस्थान का इतिहास कला संस्कृति, एच. डी. सिंह एवं चित्रा- राजस्थान का इतिहास कला एवं संस्कृति</p>



	<p align="center"><b>M. A. I<sup>st</sup> HISTORY</b> <b>[Yearly]</b></p> <p>Paper-I: The Philosophy of history and Research  Paper-II: Twentieth Century World  Paper-III: Cultural Profile of India  Paper-IV  i) History and Culture of Ancient Rajasthan (Earliest times to 1200 A.D.)  ii) History of Rajasthan (A.D.1800-1956)</p> <p align="center"><b>M. A. II<sup>nd</sup> (Final) HISTORY</b> <b>Group- 'A'</b></p> <p>Paper-V: History of India up to e. A.D. 650  Paper-VI: History of India A.D. 650-1200  Paper-VII: Social &amp; Economic Life and Institutions of Ancient India  Paper-VIII: Elements of Indian Archaeology and Epigraphy.  Paper-IX  i) History of ideas (Religious, Political and Social Ideas).  (ii) Women in Indian History  (iii) History of Indian Thought  (iv) Dissertation</p> <p align="center"><b>Group-'B'</b></p> <p>Paper-V: Polity and Economy of India (A.D.1200-1750)  Paper-VI: Society and Culture of India (A.D. 1200-1750)  Paper-VII: Medieval Rajasthan (A.D. 1400-1708)  Paper-VIII: The Art and Architecture of Medieval India (A.D. 1200-1700)  Paper-IX  i) History of ideas (Religious,</p>	<p>Paper-I: Historiography, Concepts, Methods &amp; Tools  Paper-II: Twentieth Century World  Paper-III: Cultural Profile of India  Paper-IV  I) History and Culture of Ancient Rajasthan (Earliest times to 1200 A.D.)  II) History of Rajasthan (A.D.1800-1956)  III) Women In Indian History (NEW Paper STARTS)</p> <p align="center"><b>Group- 'A'</b></p> <p>Paper-V: History of India up to E.A.D.650  Paper-VI: History of India A.D. 650-1200  Paper-VII: Social &amp; Economic Life and Institutions of Ancient India  Paper-VIII: Elements of Indian Archaeology and Epigraphy.  Paper-IX  i) History of ideas (Religious, Political and Social Ideas).  (ii) History of Indian Thought  (iii) Dissertation</p> <p align="center"><b>Group-'B'</b></p> <p>Paper-V: Polity and Economy of India (A.D.1200-1750)  Paper-VI: Society and Culture of India (A.D. 1200-1750)</p>	<p>The all committee members had a decide there are no any Suggestions &amp; Changes Post-Graduate Programme in History.</p>
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	<p>Political and Social Ideas)-</p> <p>(ii) Women in Indian History</p> <p>iii) History of Indian Thought</p> <p>(iv) Dissertation</p> <p><b>Group-'C'</b></p> <p>Paper-V: Modern India and its Institutions (1740-1857 A.D.)</p> <p>Paper-VI: Modern India and its Institutions (1857-1919 A.D.)</p> <p>Paper-VII: Modern India and its Institutions (1919-1950 A.D.)</p> <p>Paper-VIII: Historical Application in Tourism (Rajasthan)</p> <p>Paper-IX:</p> <p>(i) History of ideas (Religious, Political and Social Ideas).</p> <p>(ii) Women in Indian History</p> <p>(iii) Gandhian thought</p> <p>(iv) Dissertation</p>	<p>Paper-VII: Medieval Rajasthan (A.D. 1400-1708)</p> <p>Paper-VIII: The Art and Architecture of Medieval India (A.D. 1200-1700)</p> <p>Paper-IX</p> <p>i) History of ideas (Religious, Political and Social Ideas).</p> <p>ii) History of Indian Thought</p> <p>(iii) Dissertation</p> <p><b>Group-'C'</b></p> <p>Paper-V: Modern India and its Institutions (1740-1857 A.D.)</p> <p>Paper-VI: Modern India and its Institutions (1857-1919 A.D.)</p> <p>Paper-VII: Modern India and its Institutions (1919-1950 A.D.)</p> <p>Paper-VIII: Historical Application in Tourism (Rajasthan)</p> <p>Paper-IX:</p> <p>(i) History of ideas (Religious, Political and Social Ideas).</p> <p>(ii) Gandhian thought</p> <p>(iii) Dissertation</p>	
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All the suggested [ UG / PG ] changes are made and will be implemented from the academic session 2016-19 [UG], 2016-18 [PG].



Dr. Avinash Pareek

Chairman /HOD/ Dean



**Faculty of Arts & Social Sciences**  
**Institute of Advanced Studies in Education**  
**(Deemed to be University)**

Gandhi Vidya Mandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)  
e.mail. : mmv.iase@gmail.com, URL : iaseuniversity.org.in, Mob. No. 6377915040

**Minutes of Board of Studies**  
**Department of Hindi**

On **07.10.2016** the Board of Studies Meeting (Hindi) was conducted in the Department of Hindi (Faculty of Humanities and Social Sciences) at 11: 15 a.m.

The following members were present in the meeting:

- |                         |                 |
|-------------------------|-----------------|
| 1. Dr. Avinash Pareek   | Chairperson     |
| 2. Dr. Shyama Purohit   | External Member |
| 3. Dr. Pushpa Barthawal | External Member |
| 4. Dr. Manish Verma     | Internal Member |
| 5. Dr. Kanchan Sharma   | Internal Member |
| 6. Dr. Raj Kumar Mali   | Internal Member |

The following agenda item were considered by the committee:

**Item I**

The syllabus of B.A. Hindi Compulsory was proposed for the academic year 2016-17.

**Resolution**

The proposed syllabus was passed without any changes.

**Item II**

The syllabus of B.A. Hindi for three year degree course for the academic year 2016-17 was proposed.

**Resolution**

The syllabus was passed after the minute consideration by the committee without any changes.



### **Item III**


The M.A. in Hindi syllabus for the two year post-graduate course for the academic year 2016-17 was proposed.

### **Resolution**

After the minute consideration of committee, few changes were suggested as follows:

1. The paper "भाषा विज्ञान एवं हिन्दी भाषा" should be introduced as VII paper
2. In paper VI "आधुनिक काव्य" should be introduced
3. The paper V should be changed to "गद्य साहित्य"

The meeting ended with the vote of thanks.

  
(Dr. Avinash Pareek)  
Dean



**Faculty of Arts & Social Sciences**  
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**Gandhi Vidya Mandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)**  
e.mail. : mmv.iase@gmail.com, URL : iaseuniversity.org.in, Mob. No. 6377915040

## MINUTES OF THE BOARD OF STUDIES

Department of Geography

The meeting of Board of Studies was held on 10.10.2016 at University Conference hall at 11:00am. The Following were present.

- |                       |                 |
|-----------------------|-----------------|
| 1. Dr. Avinash Pareek | Chairman        |
| 2. Prof. Ahmed Ali    | External Member |
| 3. Dr. M.M. Sheikh    | External Member |
| 4. Dr. Sunil Kumar    | Internal Member |

The following agenda item were considered by the committee:

Item I

Proposed year syllabus for B.A. (Geography), optional subject and Compulsory subject (Environmental Studies) for three year degree course B.A.

Resolution

The committee members had a deliberation on the proposed syllabus and there was a suggestion to introduce the reference books. It was resolved that the syllabus be approved with the modifications suggested.

The proposed syllabus of the Environmental Studies (B.A. Compulsory) was passed with no suggested modifications.

Item II

Postgraduate syllabus was taken under consideration.

Resolution


Few modifications and changes in references were suggested by the committee.

Item III

Ph.D. syllabus was taken into consideration.

Resolution

The proposed syllabus of the Ph.D. course work syllabus was passed with no suggested modifications.

  
 (Dr. Avinash Pareek)  
 Dean

Detailed Report

Item I

S. N.	Existing Syllabus	Proposed Syllabus	Remark
1	<p><b>B.A.I, PAPER-I</b> <b>PHYSICAL GEOGRAPHY</b></p> <p><b>Unit-1</b> The Structure of Atmosphere, atmospheric energy, air temperature, Insolation Heat balance of the Earth.</p> <p><b>Unit-2</b> Atmosphere moisture: Humidity, Evaporation, Condensation Precipitation: Formation Types, acid rain, world pattern of precipitation, Atmospheric motion: Distribution of Atmospheric pressure, Forces Controlling motion of air vertical motion, Local Winds, jet Stream, Monsoon winds, EL Nino.</p> <p><b>Unit-3</b> Fronts, airmasses and types, Depression, cyclones and Anti cyclones, Climatic Classification of Koppens and Thorwaites Hydrosphere.</p> <p><b>Unit-4</b> Nature and Scope of Oceanography, Oceanic water circulation, ocean bottom relief, distribution of temperature and salinity of oceanic water, and Horizontal</p>	<p><b>B.A.I, PAPER-I</b></p> <p style="text-align: center;"><b>UNIT – I</b></p> <p>(a) Origin of the Earth : Nebular hypothesis, Tidal hypothesis, Big Bang Theory.</p> <p>(b) Physical and Chemical State of the interior of the Earth, Structure and Zones.</p> <p>(c) Alfred Wegener's theory of continental drift.</p> <p>(d) Plate tectonics.</p> <p>(e) Isostasy</p> <p>(f) Theories of mountains building – Joly, Kober and Holmes.</p> <p style="text-align: center;"><b>UNIT – II</b></p> <p>(a) Rocks – Their types and characteristics.</p> <p>(b) Weathering and soil formation.</p> <p>(c) Earth movements- Diastrophism – faults and folds.</p> <p>(d) Earthquake</p> <p>(e) Volcanicity – causes and land forms.</p> <p style="text-align: center;"><b>UNIT – III</b></p>	<p>To be regularized from next academic year 2017-18</p>



and vertical distribution of temperature.

#### Unit-5

Circulation of oceanic water waves, Tides and Currents. Ocean deposits their sources and types. Corals and coral reefs: theories of coral reef formation, Atolls and coral island, ocean as a source of food and minerals with special reference to Indian Ocean.

#### Suggested Readings :

Kale V. and Gupta, a Element of Geomorphology, Oxford University press, Calcutta.

Monkhouse F.J.: Principal of physical Geomorphology. Hodder and Stoughton, London.

Sharma, H.S.: Tropical Geomorphology. Concept, New Delhi.

Singh, S.: Geomorphology, Longmans, London.

Small R.J.: The Study of Landforms. McGraw Hill. New York.

Sparks, B.W.: Geomorphology Longmans, London.

Steers, J.A.: The Unstable Earth. Some recent views in geography, Kalyani publishers, New Delhi.

Strahler, A. N. and Strahler, A.H. : Modern physical Geography : John Wiley & Sons, Revised edition.

Thornbury, W.D.: principal of Geomorphology Wiley Eastern.

Wooldridge, S.W. and Morgan, R.S.: The physical Basis of Geography An Outline of Geomorphology, Longman Green & Co. London.

Wooldridge, S.W. The Geographer as Scientist Thomas Nelson and Sons Lt. London.

Dayal P: A Text book of Geomorphology. Shukla Book depot Patna.

Dry, G.H.: The Face of the Earth,

- (a) Cycle of Erosion - Davis and Penck.
- (b) Fluvial land forms.
- (c) Karst land forms
- (d) Glacial land forms
- (e) Aeolian land forms
- (f) Coastal land forms

#### UNIT - IV

- (a) Composition and Layers of atmosphere.
- (b) Insolation and heat budget.
- (c) Temperature.
- (d) pressure and winds.
- (e) Jet stream.
- (f) air masses and fronts.
- (g) Cyclones - Tropical and temperate.
- (h) Climatic types, W.Koepfen's climatic Classification.

#### UNIT - V

- (a) Relief features of ocean floor.
- (b) Distribution of temperature and salinity in oceanic water.
- (c) Ocean current & Tides.
- (d) Marine deposits.
- (e) Coral reefs and Atolls : Types and their origin according to Darwin, Murry and Daly.

#### Books Recommended:

1. Singh, Savindra : Physical Geography, Prayag Pustak Bhawan,
2. Steers, J.A. : The Unstable Earth, Kalyani Publishers, New Delhi.
3. Thurman, H.B. : Introductory Oceanography, Charles Webber, E.Merrill Publishing Co.,
4. सविन्द्र सिंह : भौतिक भूगोल प्रयाग पुस्तक भवन, इलाहाबाद
5. वी.एस.चौहान : भौतिक

<p>Penguins. Emst, W.G. : Earth systems. Process and Issues. Cambridge University Press. ICSSR : A survey of Research in Physical Geography. Concept. New Delhi. Strahler, A.N. : Environmental Geo-Science. Hamilton Publishing, Santa Barbara. Summerfield, M.A. : Global Geomorphology. Longman. भौतिक भूगोल: सविन्द्र सिंह, प्रथम प्रबल्केशन, इलाहाबाद</p>	<p>भूगोल, रस्तोगी प्रकाशन, मेरठ 6. गौतम अलका : भौतिक भूगोल, रस्तोगी प्रकाशन, मेरठ</p>	
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Item II

S.N.	Existing Syllabus	Proposed Syllabus	Remark
1.	<p>M.A.(P) EVOLUTION OF GEOGRAPHICAL THOUGHT</p> <p><b>Books Recommended :</b></p> <ol style="list-style-type: none"> <li>Adhikari, Sudepta : Fundamentals of Geographical Thought, Chaitany Publishing Hosue, Allahabad, 1992.</li> <li>Ali, S.M. : The Geography of Puranas, Peoples Publishing House, Delhi 1966.</li> <li>Dikshit, R.D. (ed.) : The Art &amp; Science of Geography Integrated Readings, Prentice Hall of In New Delhi — 1994</li> <li>Dikshit, R.D. : Geographical Thought — A contextual History of Ideas, Prentice Hall of India Pvt. Ltd</li> <li>Jenson, A.H. : Geography : History and Cop. epts, 1988.</li> <li>Hartshorne, Richard : Perspectives on the Nature of Geography, Rand Mc Nally &amp; Co., Chicago, 1959.</li> <li>Harvey, M.E. and Holly : Themes in Geographic Thought, Rawat Publications, Jaipur.</li> <li>Husain, Majid :</li> </ol>	<p>M.A.(P) EVOLUTION OF GEOGRAPHICAL THOUGHT</p> <p><b>Books Recommended :</b></p> <ol style="list-style-type: none"> <li>Adhikari, Sudepta : Fundamentals of Geographical Thought, Chaitany Publishing Hosue, Allahabad, 1992.</li> <li>Ali, S.M. : The Geography of Puranas, Peoples Publishing House, Delhi 1966.</li> <li>Dikshit, R.D. (ed.) : The Art &amp; Science of Geography Integrated Readings, Prentice Hall of In New Delhi — 1994</li> <li>Dikshit, R.D. : Geographical Thought — A contextual History of Ideas, Prentice Hall of India Pvt. Ltd</li> <li>Jenson, A.H. : Geography : History and Cop. epts, 1988.</li> <li>Hartshorne, Richard : Perspectives on the Nature of Geography, Rand Mc Nally &amp; Co., Chicago, 1959.</li> <li>Harvey, M.E. and Holly : Themes in Geographic Thought, Rawat Publications, Jaipur.</li> </ol>	<p>To be regularized from next academic year 2015-16</p>

<p>Evolution of Geographical Thought, Rawat Publications, Jaipur.</p> <p>9. Lalita Rana : Geographical Thought, Concept New Delhi, 2008.</p> <p>10. Minshul I, Roger : The Changing Nature of Geography, Hutchinson University Library, London, 1970.</p> <p>11. Saxena, D.P. : Regional Geography of Vedic India, Grantham Rambag, Kanpur.</p> <p>12. Wooldridge and East : The Spirit and Purpose of Geography, Hutchinson University Library, London, 1951</p> <p>13. हुसैन माजिद : भौगोलिक विचारधाराओं का इतिहास, रावत पब्लिकेशन्स, जयपुर, 2008</p> <p>14. कौशिक, एस.डी. : भौगोलिक विचारधारा एवं विधितंत्र।</p> <p>15. जैन एस.एम. : भौगोलिक चिन्तन व विधि तंत्र, साहित्य भवन, आगरा।</p>	<p>8. Husain, Majid : Evolution of Geographical Thought, Rawat Publications, Jaipur.</p> <p>9. Lalita Rana : Geographical Thought, Concept New Delhi, 2008.</p> <p>10. Minshul I, Roger : The Changing Nature of Geography, Hutchinson University Library, London, 1970.</p> <p>11. हुसैन माजिद : भौगोलिक विचारधाराओं का इतिहास, रावत पब्लिकेशन्स, जयपुर, 2008</p> <p>12. कौशिक, एस.डी. : भौगोलिक विचारधारा एवं विधितंत्र।</p> <p>13. जैन एस.एम. : भौगोलिक चिन्तन व विधि तंत्र, साहित्य भवन, आगरा।</p>	
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**Board of Studies**  
**(Education)**  
**Meeting No. 28**

**Dated 05 March, 2016**

**Minutes of the Meeting**

**Institute of Advanced Studies in Education**  
**(Deemed to be University)**

Gandhi Vidya Mandir, Sardarshahr – 331403

Phone: 01564-220025, 223642, 223054

On 5th March 2016, the 28th meeting of the Board of Studies (Education) was held in the Conference Hall of deemed to be University under the chairmanship of Dr. Sarita Sharma. The following members attended the meeting:

<b>Sr. No.</b>	<b>Member</b>	<b>Designation</b>
1.	Dr. Sarita Sharma	Dean – Education
2.	Prof. Kanchan Sharma	HoD Education
3.	Prof. B.L. Jain	External Member
4.	Prof. Manisha Verma	Internal Member
5.	Dr. Lokesh Sharma	Internal Member
6.	Dr. Rajesh Tripathi	Internal Member
7.	Smt. Dipti Bhardwaj	Internal Member
8.	Dr. Anand Srivastava	Internal Member

Following agenda items were considered by the committee:-

### **Item I**

To consider the Ph.D. course work syllabus for the session - **2016-17**

### **Resolution**

The Ph.D. course work syllabus was approved with following corrections.

<b>S.N.</b>	<b>Existing Syllabus</b>	<b>Proposed Syllabus</b>	<b>Remark</b>
1	Ph.D. Course Work 2012 Sub : Education Paper I: Research Methodology : 50 Marks Paper II: Subject paper – I : 50 Marks Paper III : Subject paper – II : 50 Marks Paper IV: Review of literature : 50 Marks	Ph.D. Course Work 2016 Sub : Education Paper I: Research Methodology : 50 Marks Group I : Paper-II & III 1. Paper-II : Qualitative Research 50 Marks 2. Paper-III : Analyzing & Reporting Qualitative Research 50 Marks Or	New Syllabus with scheme of Ph.D.  Course was approved

Paper-I—Research Methodology

Unit-1

1. Introduction to Research Methodology: Meaning, Objectives, Significance, Types
2. Research Problem: Definition, testing and procedures

Unit-2

1. Hypothesis: Definition, testing and procedures
2. Research Design/Plan: Meaning, need and features, Basic principle of experimental signs

Unit-3

1. Data collection/data analysis: Tools for data collection
2. Statistical Applications: Mean, Median, Mode, Mean Deviation & Standard deviation, correlation and Regression, Probability distributions, chi-square test, z test, t test, two sample t test, paired-t test

Unit-4

1. Report Writing: Types of Reports, Research Report Format, Referencing, Bibliography, Appendices
2. Computer Applications: Fundamentals of computers, Operating systems, use of software (MS-Office, SPSS)

Unit-5

1. Safety and safety measures: Introduction, safety of individuals/laboratory/community/environment
2. Code of Ethics/ethics of research/good laboratory practices: IPR and record keeping/archives

Group II : Paper-II & III

1. Paper-II : Quantitative Research 50 Marks

Paper-III Analyzing & Reporting Quantitative Research 50 Marks

Paper IV: Pilot Study and Review of Literature 50 Marks

**Paper-I – Research Methodology**

Unit – I:

- 1.1 Classification of researches in education
- 1.2 Need, Utility and Importance of research in education.
- 1.3 1.2 Classification of Research in education-
  - 1.2.1 Philosophical, Historical, Descriptive Experimental, Case Study
  - 1.2.2 Context of Qualitative and Quantitative researches.
  - 1.2.3 Interdisciplinary & Mix Research

Unit-2: Sequential stages in the research process with the purpose of each stage in the case of Qualitative and Quantitative researches

- 2.1 Formulation of Research problem
- 2.2 Research objectives
- 2.3 Research questions- Descriptive questions, correlational questions and causal questions.
- 2.4 Purposes of Literature review for Qualitative research, and Quantitative research.
- 2.5 Research designs: Experimental and survey-longitudinal and cross sectional which includes variables and indicators definition

Unit-3 Development of research tools

- 3.1 Development of research tools
- 3.2 Pilot testing/ tryout: main purposes- suitability of tools to provide required information,
- 3.3 Data collection
- 3.4 Data analysis and data validation
- 3.5 Format of Research report

Unit- 4: Research tools-Main features and typical weaknesses

- Questionnaires
- Psychological tests
- Scales
- 4.4 Interviews
- 4.5 Observations

Unit-5 Construction and standardization of Psychological tests

- 5.1 Types of tools and procedure of their administration
- Methods of item analysis: Davis and Stanley methods for estimation of difficulty value and discriminating power and also using these as criteria of accepting items in the finalization of tools
- Validity- content validity, Criterion-related



**Paper – II DEVELOPMENT OF RESEARCH TOOL**

**UNIT – I: Research tools-**

Meaning, Need, Importance, of Tool. Characteristics of good research tools. Types of Research Tools; Observation, Questionnaire, Psychological Test, Rating scale, Check list and Attitude scale.

**UNIT – II: Theory of Tool Construction –**

Principles and step of construction of different tests and their uses in research. Psychological tools – Meaning, Types and Administration procedure. Item Analysis – Difficulty value and Discriminative power; Methods of Item Analysis; Criteria of selecting and Rejecting Items including Davis and Stanley Methods of item analysis

**UNIT – III: Standardization of Research Tools –**

Standardization of Research Tools – Concept of norms or standardisation of research tools; Need of standardisation or developing Norms; Types of Norms – computation and interpretation; Test manual and its need.

**UNIT – IV – Reliability & Validity-**

Concept of Reliability; Methods of Reliability including factors affecting Reliability index; Reliability indices for various types of research tools. Concept of Validity; Types of Validity; Methods of estimating Validity indices; Factors influencing Validity index – Relationship with Reliability.

**UNIT – V – Psychological Test-**

Meaning, concept and Nature of Psychological Test – Need and Importance of Psychological Test in Research. – Diagnostic and Remedial Test. Various types of test-intelligence, aptitudes, interests, creativity and personality.

validity, and construct validity; and different methods of estimating reliability, usability  
5.4 Factors affecting indicators of validity and reliability

**Assignments:-**

Critical review of any one research project/Work /book with regard to - Title or statement of the problem - Approach/Design - Research Hypothesis/Research Questions - Sampling - Tools - Statistical Techniques, finding and further action plan.

**Paper – II- Qualitative Educational Research**

**Unit I: Introduction to Qualitative Research**

Meaning, concept and types of Qualitative Research. Qualitative Research: Characteristics, issues, concerns & major approaches Relevance of Qualitative Research in education. Qualitative Research in education: Retrospect and prospect. Themes of Qualitative Research & research question.

**Unit II- Qualitative Taxonomies**

Meaning, Concept and description of Narrative research Phenomenology Ethnography Grounded theory Case study Action research

**Unit III- Types of Qualitative research**

Meaning, Concept and basic steps in conducting research- Basic qualitative/Interpretive research, Content & Semiotics analysis, Historical research, Critical research, Feminist, Participatory research.

**Unit IV- Data Analysis in Qualitative Research**

Characteristics and applications Criticism of historical data Coding of qualitative data – Axial coding, Selective coding Methods of qualitative data analysis – content analysis, logical and inductive analysis, illustrative method; analogies. Meta analysis & Triangulation of data.

**Unit V- Reporting and Evaluation in Qualitative Research**

Concept and Meaning of Evaluation or Analyzing of Data in Qualitative Research Strategies of data Interpretation in Qualitative Research Concept and meaning of reporting of the data in Qualitative Research Steps of preparing a report of the data in Qualitative Research

**Practicum/Field work**

Plan & preparation of Qualitative Research

proposal.

Identify qualitative research problems and develop a research synopsis in the format prescribed by the university.

## **Paper– II Quantitative Educational Research**

### Unit I: Introduction to Quantitative Research

Quantitative Research: Meaning, concept, steps and characteristics. Nature, scope and trends of quantitative research Relevance of Quantitative Research in education. Research Data: Sources and Collection. Sources of educational data: Individual, Institutions, Documents, Census, Journals, Books, Schools of thought etc.

### Unit II- Tool, Techniques & Sampling

Techniques and Tools of data collection: Observation, interview, questionnaire, scales, inventory, checklist. Diagnostic & Remedial Test. Various types of test- Intelligence, Aptitudes, Interests, Creativity and Personality. Sampling techniques: Concept, need, probability and non-probability samples, sampling errors and their control.

### Unit III- Quantitative Methods of Research

Experimental Research: Meaning, concept, Nature of experimental research, Variables in experimental research independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables. Descriptive studies: assessment, evaluation, and research. Follow-up study and The post Hoc fallacy Ex-post facto research.

### Unit IV- Quantitative Research Designing:

Experimental Research designs: Single-Group Pre-test-Post-test Design, Pre-test-Post-test Control-Group Design, Post-test only Control-Group Design, and Factorial Design Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time-Series Design Non- Experimental Research Simple cases of Casual-Comparative and Correlational research; necessary conditions for causation Techniques of control: matching, holding the extraneous variable constant and statistical control Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives Descriptive, Predictive and Explanatory.

### Unit V- Data Analysis in Quantitative Research

Student's Distribution & homogeneity of variances  
Analysis of Variances: Concept and procedure.  
Partial and multiple Correlation Multiple



**PAPER – III TEACHER EDUCATION,  
ADMINISTRATION & PLANNING**

**UNIT – I: Concept of Teacher Education –**

- a. – Meaning of Teacher Education and teacher training in the emerging context.
- b. – Historical perspective Recommendations of various Commissions on Teacher Education;
- c. – Need of Teacher education and its scope. Objectives of teacher education.

**UNIT – II : Types of Teacher Education Programmes & Agencies –**

- a. – In-service & Pre-service Teachers education
- b. – Distance Education & Teachers education
- c. – Orientation & Refresher Course

— Role of different Agencies in Teacher Education – District Level, State Level, National Level, International Level.

**UNIT – III : Educational Administration –**

- a. – Development of Modern Concept of Educational Administration from 1900 to present.
- b. – Human Relation Approach to Administration.
- c. – System Approach specific trends in Educational Administration.
- d. – Leadership in Educational Administration

**UNIT – IV : – Educational Planning & Supervision –**

- a. – Meaning, Need and Purpose of Educational Planning & Supervision.
- b. – Approaches to Educational Planning.
- c. – Perspective & Institutional Planning;
- d. – Supervision as Process, Function & Service activity.
- Modern Supervision.

**UNIT – V : Educational Evaluation System –**

- a. – Meaning, Need and Purpose of Evaluation.
- b. – Continuous & Comprehensive Evaluation System.
- c. – Grading System.
- d. – Semester System.
- e. – Evaluation System of Teacher Education in Various Countries (India, UK & USA)

regression and their use in educational research. Research report of Quantitative Research

Practicum/field work-

Plan & preparation of Qualitative Research proposal. Identify qualitative research problems and develop a research synopsis in the format prescribed by the university.

**Paper – III- Analyzing and Reporting Of Quantitative Research**

**Unit – 1 Quantitative Analysis Approach:**

Definition the problems, Developing a Model/design, acquiring Input data, Developing a solution, testing the solution, analyzing the results.

**Unit -2 Quantitative Research Plan:**

Suggestions for deriving hypothesis; Inductive and deductive. Characteristics of a usable hypothesis. Testing the Hypothesis. Tentative Research Plan Pilot Study

**Unit-3 Organizing & Summarizing data:-**

Scales of Measurement. Organizing Research data: Graphic presentation, Measurement of Central Tendency, Variability and Relative Position Normal Curve Correction Meta Analysis Using the Computer for data analysis

**Unit-4 Sampling and Inferential Statistics:-**

Sampling – Meaning, Rationale types and steps Concept of Sampling Error:-Strategy of Inferential Statistic: Null hypothesis, Type I & Type II Errors, Level of Significance Determine the Appropriate Sample Size:- Power

**Unit-5 General Strategy of Statistical Tests:-**

T- test: Independent samples, dependent samples Analysis of Variance: Multifactor analysis of variance chi-square tests of significance Analysis of Covariance

Assignment-

Make a proposal of Pilot study related to the topic in which synopsis was made, after execution, analyses, get finding and conclusion, write a report on your mini-research.

Note- Report of pilot study will be present or exhibit during contact programme.

**Paper – III- Analyzing and Reporting of Qualitative Research**



		<p><b>Unit – 1 Qualitative research plan:</b></p> <p>Research problem, choosing a problem, sampling, data collection, Ethical considerations in qualitative research.</p> <p><b>Unit -2 Analyzing qualitative research:</b></p> <p>Data analyzing. Familiarizing and organizing. Coding and Reducing. Interpretation &amp; Representation</p> <p><b>Unit-3 Reporting qualitative research:-</b></p> <p>Abstract (2) Introduction (3) Research design (4) Methods, Site and sample Selection (5) Finding (6) Interpretation &amp; Implications (7) Reference (8) Appendix.</p> <p><b>Unit-4 Technology in qualitative analysis:-</b></p> <p>Meaning, concept &amp; its use of - CAQDAS ATLAS. Ti QSR NVIVO Hyper Research</p> <p><b>Unit-5 Rigor in qualitative research:-</b></p> <p>Credibility      Transferability      Dependability Conformability Evaluating qualitative reports</p> <p><b>Assignment-</b></p> <p>Make a proposal of Pilot study related to the topic in which synopsis was made, after execution, analyses, get finding and conclusion, write a report on your mini-research.</p> <p><b>PAPER – IV Pilot Study and Review of Literature</b></p> <p>Practicum 50 Total Marks 50</p>	
	<p><b>PAPER – IV Review of Literature</b> Internal Assessment-50 Max. Marks-50</p>		

## Item II

Curriculum of B.Ed & M.Ed was Proposed for Consideration.

### Resolution

Both the curriculum were approved after a few minor corrections in text. Typo errors were also removed.

### Item III

The structure of co-curricular activities for B.Ed, M.Ed and Shiksha Shastri Course was Proposed.

### Resolution

Resolved to accept the suggested distribution of marks for co-curricular activities.

### Detailed Report

S.N.	Existing Syllabus	Proposed Syllabus	Remark
1	B.Ed. CCA 1 Cultural activities 2 Literal activities 3 Shramdan activities 4 Library activities 5 Sports and Games activities	B.Ed. CCA 1 Cultural activities: 05 2 Literal activities 05 3 Shramdan activities 05 4 Library activities 05 5 Sports and Games activities 05 Total 25 marks	Weightage for each activity added
	Prayer, Yoga, meditation & festival etc.	Prayer, Yoga, meditation & festival etc. 25 Marks	
2	M.Ed. CCA 1 Cultural activities 2 Literal activities 3 Shramdan activities 4 Library activities 5 Sports and Games activities	M.Ed. CCA 1 Cultural activities 05 2 Literal activities 05 3 Shramdan activities 05 4 Library activities 05 5 Sports and Games activities 05 Total 25 marks	Weightage for each activity added
	Prayer, Yoga, meditation & festival etc.	Prayer, Yoga, meditation & festival etc. 25 Marks	
3	SHIKSHA SHASTRI CCA 1 Cultural activities 2 Literal activities 3 Shramdan activities 4 Library activities 5 Sports and Games activities	SHIKSHA SHASTRI CCA 1 Cultural activities 05 2 Literal activities 05 3 Shramdan activities 05 4 Library activities 05 5 Sports and Games activities 05 Total 25 marks	Weightage for each activity added
	Prayer, Yoga, meditation & festival etc.	Prayer, Yoga, meditation & festival etc. 25 Marks	

  
Dr: Sarita Sharma  
(Chairperson/Dean)



**Faculty of Arts & Social Sciences**  
**Institute of Advanced Studies in Education**  
**(Deemed to be University)**

Gandhi Vidya Mandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)  
e.mail : mmv.iase@gmail.com, URL : iaseuniversity.org.in, Mob. No. 6377915040

**MINUTES OF THE BOARD OF STUDIES**

The meeting of Board of Studies was held on 26 February, 2017 at the Conference Hall of the University at 11.00 am.

The following members were present:

- |                         |                 |
|-------------------------|-----------------|
| 1. Dr. O.P. Jangir      | Chairperson     |
| 2. Prof. K.R. Chaudhary | External Member |
| 3. Pro. Anil Gupta      | External Member |
| 4. Mr. Alok Prajapat    | External Member |
| 5. Mr. Ekant Sharma     | External Member |

The following agenda items were considered by the committee:

**Item I**

Yearly syllabus for compulsory Computer in B.A. & B.Com for three year degree course for the academic year 2017-19 was proposed.

**Resolution:**

Under the minute consideration of the committee the syllabus was passed with no suggestions/changes.

Meeting ended with a vote of thanks to the chair.

  
(Dr. Avinash Pareek)  
Dean





# Faculty of Arts & Social Sciences Institute of Advanced Studies in Education (Deemed to be University)

Gandhi Vidya Mandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)  
e.mail. : mmv.iase@gmail.com, URL : iaseuniversity.org.in, Mob. No. 6377915040

## MINUTES OF THE BOARD OF STUDIES

The meeting of Board of Studies was held on 7 January, 2017 at the University Conference Hall at 12.30 pm. The following members were present.

- |                            |                 |
|----------------------------|-----------------|
| 1. Dr. Avinash Pareek      | Chairperson     |
| 2. Mr. Naveen Pareek       | External Member |
| 3. Mr. Pramod Kumar Pandia | Internal Member |
| 4. Dr. Sahab Ram           | Internal Member |

The following agenda items were considered by the committee:

### Item I:

Yearly syllabus for B.A. I<sup>st</sup> Year (Compulsory) English for the academic year 2017-18 was proposed.

### Resolution:

Few modifications are suggested which are below mentioned:

1. Section A of the academic year 2016-17 syllabus was changed into Section C of the academic year 2017-18
2. Section B of the academic year 2016-17 syllabus was changed into Section A of the academic year 2017-18
3. Section C of the academic year 2016-17 syllabus was changed into Section B of the academic year 2017-18
4. Few modifications were suggested in Sec D in reference section.

S. No.	Existing Syllabus	Proposed Syllabus	Remark
1	<p><b>Section - D</b> <b>Written Composition</b></p> <ul style="list-style-type: none"><li>• Precise Writing [5 Marks]</li><li>• Paragraph Writing [5 Marks]</li><li>• Letter Writing(Formal and Informal)[5 Marks]</li><li>• Report Writing[5 Marks]</li></ul> <p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"><li>1. Murphy, Raymond: Intermediate English Grammar ( CUP)</li><li>2. Huddleston Rodney : English Grammar: An Outline (CUP)</li></ol>	<p><b>Section - D</b> <b>Written Composition</b></p> <ul style="list-style-type: none"><li>• Precise Writing [5 Marks]</li><li>• Paragraph Writing [5 Marks]</li><li>• Letter Writing(Formal and Informal)[5 Marks]</li><li>• Report Writing[5 Marks]</li></ul> <p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"><li>1. Murphy, Raymond: Intermediate English Grammar ( CUP)</li><li>2. Huddleston Rodney : English Grammar: An Outline (CUP)</li></ol>	Section A of syllabus 2016-17 changed into Section C of 2018-21

	3. Greenbaum, Sidney: The Oxford English Grammar (OUP) 4. <del>Kamlesh S. Bhatt (Trinity): Impressions - An Approach to English</del>	3. Greenbaum, Sidney: The Oxford English Grammar (OUP)	
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Meeting ended with a vote of thanks to the chair.



(Dr. Avinash Pareek)  
Dean



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**MINUTES OF THE BOARD OF STUDIES**

Department of Sociology

The meeting of Board of Studies was held on 10.01.2017 at University Conference hall at 11:30 a.m. following were present.

- |                          |                 |
|--------------------------|-----------------|
| 1. Dr. Avinash Pareek    | Chairperson     |
| 2. Dr. Anand Srivastava  | Internal Member |
| 3. Dr. Lokesh Sharma     | Internal Member |
| 4. Ms. Alpana Sharma     | Internal Member |
| 5. Dr. B.L. Tak          | External Member |
| 6. Shri. Jitendra Pareek | Invitee         |

The following agenda item were considered by the committee:

Item I

Proposed yearly syllabus for Optional Subject (Sociology) for three years Bachelor of Arts (B.A.) Degree Course.

Resolution

The changes were suggested in the reference section of B.A. (Sociology) First Year Syllabus, optional subject.

The topic co-relation was added in the Unit V of the Paper I of B.A. Second Year Syllabus.

Detailed Report

  
(Dr. Avinash Pareek)

Dean



Item I

S.N.	Existing Syllabus	Proposed Syllabus	Remark
1	<p><b>B.A. First Year</b>  <b>Paper I - Principles of Sociology</b>  <b>References:</b></p> <ol style="list-style-type: none"> <li>1. Bottomore, T.B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India)</li> <li>2. Harlambos, M. 1998. Sociology: themes and perspective. New Delhi: Oxford University Press.</li> <li>3. Inkeles, Alex.1987 What is Sociology? New Delhi: Prentice-hall of India.</li> <li>4. Jayaram, N. 1988. Introductory sociology, Madras: Macmillan India.</li> <li>5. Johnson, Harry M. 1995. Sociology: A systematic introduction, New Delhi: Allied publishers.</li> <li>6. Schaefer, Richard T. and Robert P. Lamm. 1999. Sociology. New Delhi: Tata-McGraw Hill.</li> <li>7. Ram Ahuja, Sociology.</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Bottomore, T.B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin(India)</li> <li>2. Davis Kingsley: Human Society (Hindi Edition)</li> <li>3. Harlambos, M. 1998. Sociology: themes and perspective. New Delhi: Oxford University Press.</li> <li>4. Inkeles, Alex.1987 What is Sociology? NewDelhi:Prentice-hall of India.</li> <li>5. Jayaram, N. 1988. Introductory sociology, Madras: Macmillan India.</li> <li>6. Johnson, Harry M. 1995. Sociology: A systematic introduction, New Delhi: Allied publishers.</li> <li>7. Maclver and Page: Society (Available in Hindi Edition)</li> <li>8. Schaefer, Richard T. and Robert P. Lamm. 1999. Sociology. New Delhi: Tata-McGraw Hill.</li> <li>9. Ram Ahuja, Sociology.</li> </ol>	References are suggested
	<p><b>Paper II - Indian Society</b>  <b>References:</b></p> <ol style="list-style-type: none"> <li>1. Ahuja Ram. : Indian Social system, Jaipur, Rawat.</li> <li>2. Bose, N.K. 1967. : Culture and Society in India, Bombay: Asia Publishing House.</li> <li>3. Bose, N.K. 1975. : Structure of Hindu Society, New Delhi.</li> <li>4. Dube, S.C. 1990. : Society in India (New Delhi: National Book trust)</li> <li>5. Dube, S.C. 1958. : India's Changing Villages (London: Routledge and Kegan Paul)</li> <li>6. Lannoy, Richard, 1971 : The</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Ahuja Ram. : Indian Social system, Jaipur, Rawat.</li> <li>2. Bose, N.K. 1967. : Culture and Society in India, Bombay: Asia Publishing House.</li> <li>3. Bose, N.K. 1975. : Structure of Hindu Society, New Delhi.</li> <li>4. Dube, S.C. 1990. : Society in India (New Delhi: National Book trust)</li> <li>5. Dube, S.C. 1995. : Indian Village (London: Routledge)</li> <li>6. Dube, S.C. 1958. : India's Changing Villages (London:</li> </ol>	References are suggested

	<p>Speaking Tree: A study of Indian Society and Culture (Delhi: Oxford University Press)</p> <p>7. Srinivas, M.N. 1980. : India: Social structure (New Delhi Hindustan Publishing Corporation).</p> <p>8. Srinivas, M.N.1963. : Social Change in Modern India (California, Berkeley: University of California Press)</p>	<p>Routledge and Kegan Paul)</p> <p>7. Karve, Irawati, 1961. : Hindu Society: An Interpretation (Poona Deccan College).</p> <p>8. Lannoy, Richard, 1971 : The Speaking Tree: A study of Indian Society and Culture (Delhi: Oxford University Press)</p> <p>9.Mandelbaum,D.G.1971: Society in India (Bombay: Popular Prakashan)</p> <p>10. Srinivas, M.N. 1980. : India: Social structure (New Delhi Hindustan Publishing Corporation).</p> <p>11. Srinivas, M.N.1963. : Social Change in Modern India (California, Berkeley: University of California Press)</p> <p>12. Singh, Yogendra, 1973 : Modernization of Indian Tradition (Delhi Thomson Press )</p> <p>13. Uberoi, Patricia, 1993: Family, Kinship and Marriage in India (New Delhi: Oxford University Press)</p>	
	<p><b>B.A. Second Year</b>  <b>Paper I - Social Research And Statistics</b>  <b>Unit – V</b>          Tabular presentation of Data, Graphical representation of data. Measurement of central tendency- Mean, Median, Mode</p>	<p><b>Unit – V</b>          Tabular presentation of Data, Graphical representation of data. Measurement of central tendency- Mean, Median, Mode, Rho Correlation (Rank).</p>	<p>In Unit V Correlation is added</p>



**Dr. Avinash Pareek**  
**(Chairperson/Dean)**



# **Board of Studies (Education)**

## **Meeting No. 29**

**Dated 26 July, 2017**

# **Minutes of the Meeting**

**Institute of Advanced Studies in Education  
(Deemed to be University)**

Gandhi Vidya Mandir, Sardarshahr – 331403

Phone: 01564-220025, 223642, 223054



On 26th July 2017, the 29th meeting of the Board of Studies (Education) was held in the EDUSAT, Basic Teachers' Training College, Sardarshahr under the chairmanship of Prof. Manisha Verma the following members attended the meeting are as under&

<b>Sr. No.</b>	<b>Member</b>	<b>Designation</b>
1.	Prof. Manisha Verma	Dean – Education
2.	Dr. Sarita Sharma	HoD Education
3.	Prof. B.L. Jain	External Member
4.	Dr. Rajesh Tripathi	Internal Member
5.	Smt. Dipti Bhardwaj	Internal Member
6.	Dr. Anand Srivastav	Internal Member
7.	Dr. Narendra Bhatt	Special Invitee

Following agenda item were considered.

#### **Item I**

To consider the proposed Syllabus of B.A.B.Ed. and B.Sc.B.Ed. Programme designed according to gazatte notification of NCTE.

#### **Resolution**

Following new syllabus of B.A.B.Ed. and B.Sc.B.Ed. was approved without any Correction/suggestion.

<b>S.N.</b>	<b>Existing Syllabus</b>	<b>Proposed Syllabus</b>	<b>Remark</b>
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1	B.A.B.Ed. & BSc. B.Ed	<p style="text-align: center;">B.A.B.Ed. &amp; BSc. B.Ed <b>BSED (FOUR YEAR COURSE)</b></p> <p>The course of study shall extend over a period of four years as an integrated course in Science, Education, General Hindi, General English and Environmental Education leading to the composite degree of BSED.</p> <p><b>A. Eligibility</b></p> <p>Candidates who have passed Senior Secondary 10 +2 examination or any other examination recognized board with at least 50% marks in the aggregate are eligible for admission to the course.</p> <p style="text-align: center;">Or</p> <p>The Institute will regulate admission through selection on the basis of marks in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the state or NCTE and the University and in accordance with the state quota as decided.</p> <p>Candidate will be eligible for admission to Physical Science (PCM) Group if she/he has qualified qualifying examination with Physics, Chemistry and Mathematics or Statistics and for admission to Biological Science (CBZ) Group if she/he has qualified qualifying examination with Physics, Chemistry and Biology or Biotechnology.</p> <p><b>B. Reservation</b> - Reservation of seats for SC/ST/OBC and Handicapped will be as per existing Rajasthan Govt. /Central Govt. /University rules.</p> <p><b>C. Admission Procedure for BSED-</b> Admission shall be made on merit on the basis of marks obtained in the qualifying Examination and/or in the entrance examination or any other selection process as per policy of the State Government and the University.</p> <p><b>D. Duration and Working Days - Duration</b> The BSED Programme shall be of duration of four Academic Years, which can be completed in a Maximum of five Years from the date of the admission to the programme.</p> <p><b>Working Days</b></p> <ul style="list-style-type: none"> <li>• There shall be at least Two Hundred fifty (250) Working Days each year exclusive of the period of examination and admission.</li> <li>• Institution shall work for a minimum of thirty six hours a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.</li> <li>• The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.</li> </ul> <p><b>E. Objectives of BSED</b></p> <ul style="list-style-type: none"> <li>• The objectives of this programme is to prepare teachers from upper primary to middle level (Classes VI-VIII) &amp; Secondary Level (Classes IX-X) pre-service teacher education program are to enable the prospective teacher to –</li> <li>• Understand nature of education and pedagogic processes through enriched experiences. Contribute to fillup the gap between theory and practice by dovetailing both appropriately.</li> <li>• Interactive processes wherein group reflection, critical thinking and meaning making will be encouraged.</li> <li>• Understand various educational issues in the context of diverse socio- cultural &amp; Multilingual Indian Society.</li> <li>• Enable them to face the challenging of social, political and</li> </ul>	B.A.B.Ed. & BSc. B.Ed programme approved
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technological issues.

- Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues.
- Describe teaching learning process in the classroom and various factors that influence it.
- Understand various level learners, their needs, and interest and peculiar problems and motivate them for learning.
- Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
- Develop and select tests, evaluate and keep records of student's progress – cognitive as well as non-cognitive.
- Adopt and develop enrichment learning & instructional material in subject areas.
- To develop problem solving ability through action research.
- Foster skills and attitude for involving the Community as an educational partner and use society resources in education.
- Become self-regulated learners; develop professional commitment and work as responsible professionals.
- Become aware about human values and gender, school and society.
- To prepare the students to further their education in graduate school and/or directly pursue productive professional careers in the private, state, federal, or educational sectors.
- Enable the students to demonstrate possession and application of higher-level learning skills in critical thinking and problem solving as applied to science issues.
- To enable the students to effectively apply the scientific method.
- Enable to work both on cross-disciplinary teams and function independently as specialists in a science or technical field.
- Demonstrate broad knowledge and technical skills in at least one area of science, and a basic understanding of science disciplines.
- Develop, apply, integrate and generate scientific knowledge in professional contexts to analyse challenges and to develop effective solutions
- Demonstrate understanding of the importance of science to the human endeavour.
- Work and learn both independently and collaboratively to encompass diverse abilities and perspectives, exercise personal, professional and social responsibility as a global citizen.

**The syllabus of this course comprises of the following –**

**F. Course Design:** The syllabus of this course comprises of the following

**(a) Perspectives in Education – Course**

- Course - Childhood, Growing Up & Learning.
- Course - Educations in Contemporary India.
- Course - Teaching and Learning.
- Course - Gender, School and Society
- Course - Knowledge and Curriculum
- Course - Creating an Inclusive School



**(b) Curriculum and Pedagogic Studies –**

- Course - Yoga for Holistic Health
- Course - (I&II) Pedagogy of School Subject
- Course - Assessment for Learning

**(c) Engagement with the Field – the Self, the Child, Community and School** - Task and assessment that run through all the courses as indicated in the year wise distribution of the syllabus.

- School Internship

**(d) Specialization courses** will be offered in areas such as given below or an additional pedagogy course (In another course at the secondary level or the same course at the high secondary level):-

- Health & Physical Education
- Educational aspects of The Geeta
- Environmental Studies
- Chetna Vikas Moolya Shiksha

Or

- Advance study of CVMS

**(e) Core Courses**

- Physics
- Chemistry
- Botany
- Zoology
- Mathematics

**(f) Compulsory Course**

- English
- Hindi
- ICT in Education
- Environmental Studies

**G. COURSES OF STUDY AND SCHEME OF EVALUATION****FIRST YEAR – I**

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
Course-1/ BSED110	Gen. English (compulsory)	70	30	-	100
Course-2/ BSED-120	Childhood, Growing up & learning	70	30	-	100
Course-3/ BSED-130	Education in Contemporary India	70	30	-	100
Course-4/ BSED-140	Yoga for Holistic Health	35	15	-	50
Course-5/ BSED-150	Chetna Vikas Mulya Shiksha (Specialization)	35	15	-	50
Course-6/ BSED-160	Content: (PCB & PCM)				
BSED160 a I	1. Physics I	40	10	50	150
BSED160 a II	2. Physics II	40	10		
BSED160 b I	3. Chemistry I	40	10	50	150
BSED160 b II	4. Chemistry II	40	10		

BSED160 c I	5. Zoology I	40	10	50	150
BSED160 c II	6. Zoology II	40	10		
BSED160 d I	7. Botany I	40	10	50	150
BSED160 d II	8. Botany II	40	10		
BSED160 c I	9. Mathematics I	60	15		150
BSED160 c II	10. Mathematics II	60	15		
	CCA				25
	Prayer, Yoga, meditation & festival etc				25
<b>Total</b>					<b>800</b>

\*Marks of Compulsory Subject Shall Not be Added in the Total Marks.

**SECOND YEAR –II**

Course Code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
Course-1/ BSED-210	Gen. Hindi (compulsory)	70	30	-	100
Course-2/ BSED-220	Knowledge & Curriculum	70	30	-	100
Course-3/ BSED -230	Teaching & Learning	70	30	-	100
Course-4/ BSED-240-a or Course-4/ BSED-240-b	Chetna Vikas Mulya Shiksha(Specialization) Or Health & Physical Education	35	15		50
Course – BSED-250	<b>Content: (BCZ &amp; PCM)</b>				
BSED250 a I	1. Physics I	40	10	50	200
BSED250 a II	2. Physics II	40	10		
BSED250 a III	3. Physics III	40	10		
BSED250 b I	4. Chemistry I	40	10	50	200
BSED250 b II	5. Chemistry II	40	10		
BSED250 b III	6. Chemistry III	40	10		
BSED 250 c	7. Zoology	40	10		20

I	y I			50	0
BSED 250 c II	8. Zoology II	40	10		
BSED250 c III	9. Zoology III	40	10		
BSED250 d I	10. Botany I	40	10	50	200
BSED250 d II	11. Botany II	40	10		
BSED250 d III	12. Botany III	40	10		
BSED250 e I	13. Mathematics I	60	7		200
BSED250 e II	14. Mathematics II	60	7		
BSED250 e III	15. Mathematics III	60	6		
	CCA				25
	Prayer, Yoga, meditation & festival etc				25
<b>Total</b>					<b>900</b>

\*Marks of Compulsory Subject Shall Not be Added in the Total Marks .

**THIRD YEAR –III**

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
BSED-350	ICT in Education	70	30		100
BSED-351	Gender, School & Society	35	15		50
BSED-352	Creating an Inclusive School	35	15		50
BSED-353-a or BSED-353-b	Chetna Vikas Mulya Shiksha (Specialization) Or Educational aspects of Geeta	35	15		50
BSED-354	<b>Pedagogy of school subject</b>				
BSED35 4-I	Mathematics	35	15		50
BSED35 4-II	General Science	35	15		50
BSED35 4-III	Chemistry	35	15		50
BSED35 4-IV	Biology	35	15		50
BSED35 4-V	Physics	35	15		50
Course –	Content: (BCZ & PCM)				



BSED-355 a I	1. Physic s I	40	10	50	150
BSED-355 a II	2. Physic s II	40	10		
BSED-355 b I	3. Chemi stry I	40	10	50	150
BSED-355b II	4. Chemi stry II	40	10		
BSED-355 c I	5. Zoolo gy I	40	10	50	150
BSED-355 c II	6. Zoolo gy II	40	10		
BSED-355 d I	7. Botan y I	40	10	50	150
BSED-355 d II	8. Botan y II	40	10		
BSED-355 e I	9. Mathe matics I	60	15		150
BSED-355e II	10. Mathe matics II	60	15		
	CCA				25
	Prayer, Yoga, meditation & festival etc				25
	<b>Internship (4 WEEKS)</b>				50
<b>Total</b>					<b>800</b>

\*Marks of Compulsary Subject Shall Not be Added in the Total Marks .

**Internship (4 Weeks) Included in Total Marks.**

**FOURTH YEAR –IV**

Course code	Title of the course	EVALUATION			
		Ext ern al	Inte rnal	Prac tical	Total
BSED-450	Environmental Studies	70	30	-	100
BSED-451	Assessment for Learning	70	30	-	100
BSED-452-a or BSED-452-b	Chetna Vikas Moolya Shiksha(Speciali zation) Or Agriculture	35	15	-	50
BSED-453	<b>Pedagogy of school subject</b>			-	
BSED-453 I	Mathematics	35	15	-	50
BSED-453 II	General Science	35	15	-	50
BSED-453 III	Chemistry	35	15	-	50

BSED-453 IV	Biology	35	15	-	50
BSED-453 V	Physics	35	15	-	50
Course –	Content: (PCB & PCM)			-	
BSED-454 a I	Physics I	40	10	50	100
BSED-454 b I	Chemistry I	40	10	50	100
BSED-454 c I	Zoology I	40	10	50	100
BSED-454 d I	Botany I	40	10	50	100
BSED-454 e I	Mathematics I	80	20	-	100
	CCA			-	25
	Prayer, Yoga, meditation & festival etc			-	25
BSED-455	<b>Internship (16 weeks)</b>				200
<b>Total</b>					<b>800</b>

#### SCHOOL INTERNSHIP

As the title suggests, in this component of the programme, the student-teachers are actually placed in a school for duration of four and sixteen weeks, in two time slots. Initially, they will be attached to particular School for four weeks as 'school attachment'.

This shorter period is to provide them adequate exposure to have a 'feel' of dealing with teaching-Learning.

A time gap after this school attachment will provide opportunity to student-teachers to share experiences, reflect, clarify several things with teacher educators and internalize them.

After about four weeks, they will go for 'school placement' of sixteen weeks. During this period, their role in the school is something like an 'apprentice' and its specific contours need to be worked out by course faculty.

They will be engaged in the school functioning in all its aspects.

#### MAIN OBJECTIVE

- Student teacher will be enable to reflect on their practice, and learn to adapt and modify their visualisation/implementation towards betterment of student learning; involve in various school activities and processes in order to gain a 'feel' of the multiple roles of a teacher.
- Develop understanding of the 'school culture'; and learn to reflect upon, consolidate and share their school experiences; and to recognize one's own development as a teacher.
- To provide multiple components of field learning getting to know the school, observing children, observing teaching and learning in real classroom contexts & practicing teaching.
- To developing capacities to think with educational theories and applying concept in concrete teaching – learning situations, managing classroom learning, evaluating learners and providing feedback, learning to work with colleagues, reflecting on one's own professional practice are drawn upon to provide appropriate

learning experiences for the student teacher that is critical to the education of teachers.

- To undertake responsibility for planning and implementation of learning situations for specific units of study, in the context of their school.

#### INSTRUCTION

Student teacher with supervision of their teacher educator must actively engaged in all the school activities at least their internship, (from school management, PTM (MNC) to classroom management)

Phase-I internship of third year = 50 marks

Phase-II internship of fourth year = 200 marks

Total Marks of Internship = 250 marks

#### Phase-I : Internship (4 weeks)

	Assessment is based on the following activities –	
Planning	Content Analysis and mode of transaction (Assignment in teaching subject)	5
	Creating and maintaining teaching learning material for the school (which can become valuable resource for the regular teachers of the school). a) TLM in any teaching subject	5+5 =10
	Make lesson plan using 10- different methods in which 5 must involve, student could develop their own method (fusion based) with the help on teacher educator.	5
Planning & Execution	Identify a problem of action research and draft proposal on it.	5
	*Innovative Micro Teaching (5 Skills) ( Teaching Subjects at secondary to senior secondary level)	5
Execution	One week, regular observation of regular teacher (at the beginning of practice teaching.)	5
	Delivery of Four lessons based on model of teaching. (After each lesson of practice teaching student teacher need to discuss with subject teacher on their pedagogy and new practices it must be seconded.)	5
Assessment & Evaluation	Draft a report based on: - continuously and comprehensively evaluating students' learning for feedback into curriculum and pedagogic practice.	5
Regularity and involvement in different school activities	Observation of day-to-day * school activities and report of an in- depth study of four activities.	5



\* Note: Any of the above activity may be replaced as per the need of the course

**SUGGESTED SCHOOL ACTIVITIES:-**

**Select any one activity from each group given below:-**

**A Group :-**

- Organization of cultural activities,
- Organization of literary activities
- Organization of games/sports.
- Framing of time table.
- Water resource management through traditional methods.
- Prepare a report after interview of effective/good teachers.

**B Group :-**

- Attending and organizing morning assembly
- Maintenance of classroom discipline
- Review of School Records
- Guidance and Counseling
- Gardening

**C Group :-**

- Organizing science fair, exhibition, science club, nature study
- Maintenance of School library
- Maintenance of School laboratories.
- Health and hygiene.
- Study on role of community for school improvement
- School mapping

**D Group :-**

- Sensitization for environmental problems.
- Cleaning campaigning in school.
- School climate/Environment (any one aspect)
- Voluntary services.
- Mass awareness of social evils and taboos.
- Any other activity/s decided by the institute.

**Internship (16 weeks)**

**TEACHING PRACTICE AND PRACTICAL WORK**

Planning & Execution	Preparation, administration & analysis of diagnostic test (s) followed by remedial teaching any selected lesson.	10
Execution	Execution of action research project	10
	Observation and preparation of report	10
	Working with community project of social welfare.	10

	(submission of report)	
	Exhibition of TLM in school prepared by student teacher	10
	Regular classroom teaching delivery of 70 lessons	5+5=10
Assessment & Evaluation	Two Criticism Lesson in teaching subject	10+10=20
	5 Lessons to be observe by teacher educator.	5+5=10
	Final Lesson (External evaluation)	50
Regularity & involvement in different school activities	Student teachers function in liaison with the regular teachers in the school in all day-to-day functioning along with teaching-learning by mentor teachers	05
	Participating in various 'out of classroom activities' in school	5
	Organizing events	10
	Participation in any two co-curricular activity and preparation of report	10
	Study (and preparation) of school calendar, time table, assessment schedule, library and laboratory.	5
	Portfolio, including detailing of teaching-learning plans, resources used, assessment tools, student observations and records.	10
	ions of work done by the students during the internship programme.(Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors)	05
	Preparation and maintenances of feedback diary	10
	A journal by student teacher in which he/she records one's experiences, observations, and reflections.	10
	<b>TOTAL MARKS</b>	<b>200</b>

**Examination & Evaluation:-**

S.N	Course	Distribution of
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S. No.	Courses	Marks
1	Perspectives in Education	500
2	Curriculum and Pedagogic Studies	200
3	Specialization	200
4	Engagement with the Field – Internship	250
5	Core Courses	1650
6	Compulsory course	-
7	Internship (16weeks)	200
8	CCA , Prayer and Yoga	200
	<b>TOTAL</b>	<b>3200</b>

Successful candidates will be awarded division on the basis of the aggregate marks of all the Core Courses, Pedagogy Courses and perspective Courses

Successful candidates will be awarded division on the basis of the aggregate marks of all the Core Courses, Pedagogy Courses and perspective Courses As per the following:

- **First Division            60% or more**
- **Second Division    50% or more (but less than 60%)**
- **Third Division        40% or more in theory (but less than 50%)**

**Note -**

The minimum pass marks in each year examination shall be 40% for each theory paper & practicum and 50% for internship in teaching separately.

Candidates can apply for Re-evaluation in any of the theory courses as per rules stipulated by the University for BSEDdegree. Changes in Statutes/ Ordinances/ Rules/ Regulations/ Syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the University determines otherwise, comply with any change that applies to years she/he has not completed at the time of change.

**Notes**

There shall be a University examination at the end of each year as per details of the scheme of examination.

A candidate will be permitted to appear in the annual examination only if he/she has pursued a regular course of study and attended at least 80% of the classes for all the course work and practicum and 90% for school internship.

A candidate shall be admitted to the next higher class only if s/he passes his/her Part I/ Part II / Part III Examination as per rules mentioned herein after.

In order to qualify for BSEDdegree a candidate should obtain a minimum of 40% marks in theory and practical and 50% for internship in teaching separately, wherever applicable in each subject in each year of the course and 40% marks in Pre Internship in III Year and also in Internship in Teaching in the Fourth Year.



In Part I, there will be two core courses; compulsory course is General Hindi/ General English , ICT in Education and Environmental Education. In order to pass, a candidate must secure atleast 40% marks in each Compulsary course. However, the marks obtained in these papers will not be taken into account for awarding the division. In case a candidate fails in the compulsory course, s/he has to clear the same in consequent year.

The minimum pass marks in the supplementary examination shall be the same as prescribed for the main examination for internship may pass % shall be 50% separately for internship. i.e. (250)

**Rules & Regulation:-**

Final examination is dividing in to two parts external and internal in all the courses, except the courses having practical exams. Internal assignment will be included one 5 marks test and any two assignments in course having 100 marks and one assignment of the course having 50 marks given to the courses.

The candidate who has passed any year of BSED programme after taking supplementary examination will be awarded minimum pass marks in the concerned subject irrespective of marks actually obtained in the supplementary examination.

A candidate who fails in 50% courses or less than 50% courses in first year of the programme will be eligible to take admission in second year and give the supplementary examination in the course(s) in which s/he fails along with subsequent examination and get two more chances for clearing this course. In second year, if a candidate is fail, she/he has only one more chance to qualify the exam. Non-appearance or absence from the examination of this paper will be counted as a chance.

If a student is fail more than 50% courses in first year, he/she has to appear as ex- student in next subsequent year.

A candidate who fails in one or two courses in any year of the programme will be eligible to take the supplementary examination in the course(s) in which s/he fails and get two more chances for clearing this course either along with the supplementary examination in next subsequent year. Non-appearance or absence from the examination of this paper will be counted as a chance.

In case the candidate is not able to pass supplementary examination in two subsequent years, s/he can appear only as an ex-student in all courses again at the main examination of the next subsequent year. s/he will not be required to appear in practical(s) if s/he has already cleared the same and have to pay extra one third fee as ex-student. A candidate shall be deemed to be an ex-student if s/he completed a regular course of study at the Institute and fulfilled the required attendance and appeared in University examination but failed or did not take the examination.

A candidate who fails in the practical/theory/field work of a course at the main examination shall be required to appear only in the corresponding practical/ theory of the supplementary examination.

A candidate who appears for the supplementary examination may take provisional admission to the next higher class at his/her own risk. Such a candidate will, however, be allowed to appear in the University examination of the next higher class course to his/her passing the supplementary examination, fulfilling the attendance requirement as a regular candidate and completion of courses of study as per scheme of examination. If a candidate getting supplementary does not take provisional admission to the next higher class by the notified last date of admission and passes the supplementary examination at a later stage, s/he will not be admitted to the next higher class. However, such a candidate may take admission to the next higher class in the next academic session.

A candidate who fails in more than two courses (except General Hindi/General English/ Environmental studies and ICT in Education) in any year of the course shall be declared failed and will not be promoted to the next class. Such a candidate will be permitted to appear at the main examination of the subsequent year in all the courses only as an ex-student.

Candidate who fails in more than two courses but passes in practical he/she will be required to appear again in all the courses (theory) except practical only as an ex-student.

A candidate will be given a maximum of three chances at the main examination and the corresponding supplementary examination in any year of the course. If he/she does not pass the examination even thereafter, s/he will not be eligible for readmission to any year of the programme.

**Pedagogical course** – Learning to function as a teacher will be conducted in two phases, Phase I (Pre internship) of 50 marks and phase II (Internship in Teaching) of 200 marks will be conducted in B.Sc., BSED Programme in Part III and IV respectively.

If a candidate fails in the Learning to function as a teacher (Pre-Internship/Internship in Teaching) or is unable to complete Pre-Internship/Internship in teaching but passes in all other subjects he/she will be required to repeat the complete Pre-Internship/Internship in Teaching' in the next academic session along with regular candidates. Division will be awarded to the successful candidates only after the Part IV examination and on the basis of cumulative total of marks obtained in all the four years of the course in all the subjects including Internship in Teaching but excluding the core subjects i.e., General Hindi/General English, and Environmental studies.

#### **B.A.B.Ed (Four year course)**

The course of study shall extend over a period of four years as an integrated course in Social Science; Language, Education, General Hindi, General English and Environmental Studies leading to the composite degree of B.A.B.Ed

#### **A. Eligibility**

Candidates who have passed Senior Secondary 10 +2 examination or any other examination recognized board with at least 50% marks in the aggregate are eligible for admission to the course.

The Institute will regulate admission through selection on the basis of marks in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the state or and the University and in accordance with the state quota as decided.

#### **B. Reservation**

Reservation of seats for SC/ST/OBC and Handicapped will be as per existing Rajasthan Govt. /Central Govt. /University rules.

#### **C. Admission Procedure for BA.B.Ed.**

Admission shall be made on merit on the basis of marks obtained in the qualifying Examination and/or in the entrance examination or any other selection process as per policy of the State Government and the University.

#### **D. Duration and Working Days**

##### **Duration**

The B.A.B.Ed. Programme shall be of duration of four Academic Years, which can be completed in a Maximum of five Years.

##### **Working Days**

- There shall be at least Two Hundred fifty Working Days each year exclusive of the period of examination and admission.
- Institution shall work for a minimum of thirty six hours a week, during which physical presence in the institution of all the



teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

- The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

#### **E. Objectives of B.A. B.Ed**

- The objectives of this programme is to prepare teachers from upper primary to middle level (Classes VI-VIII) & Secondary Level (Classes IX-X) pre-service teacher education program are to enable the prospective teacher to Understand nature of education and pedagogic processes through enriched experiences.
- Contribute to fill up the gap between theory and practice by dovetailing both appropriately.
- Interactive processes wherein group reflection, critical thinking and meaning making will be encouraged.
- Understand various educational issues in the context of diverse socio- cultural & Multilingual Indian Society.
- Enable them to face the challenging of social, political and technological issues.
- Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues.
- Describe teaching learning process in the classroom and various factors that influence it.
- Understand various level learners, their needs, and interest and peculiar problems and motivate them for learning.
- Conduct Pedagogical content analysis in course areas and use it for facilitating learning in the classroom.
- Develop and select tests, evaluate and keep records of student's progress – cognitive as well as non-cognitive.
- Adopt and develop enrichment learning & instructional material in course areas.
- To develop problem solving ability through action research.
- Foster skills and attitude for involving the Community as an educational partner and use society resources in education.
- Become self-regulated learners; develop professional commitment and work as responsible professionals.
- Become aware about human values and gender, school and society.

**The syllabus of this course comprises of the following –**

#### **F. Course Design:**

The syllabus of this course comprises of the following –

##### **a) Perspectives in Education – Course**

- Course - Childhood Growth, Liv & Learning



- Course - Educations in Contemporary India.
- Course - Teaching and Learning.
- Course - Genders, School and Society
- Course - Knowledge and Curriculum
- Course - Creating an Inclusive School

**(b) Curriculum and Pedagogic Studies –**

- Course - Yoga for Holistic Health
- Course - (I & II) Pedagogy of School Subject
- Course - Assessments for Learning

**(c) Engagement with the Field – the Self, the Child, Community and School**

Task and assessment that run through all the courses as indicated in the year wise distribution of the syllabus.

- School Internship

**(d) Specialization courses** will be offered in areas such as given below or an additional pedagogy course (In another course at the secondary level or the same course at the high secondary level):-

- Health & Physical Education
- Educational aspects of The Geeta
- Environmental Studies
- Chetna Vikas Mulya Shiksha

**(e) Core Courses**

- Hindi
- History
- Geography
- Political Science
- Sanskrit

**(f) Compulsory Course**

- English
- Hindi
- ICT in Education
- Environmental Studies

**G. COURSES OF STUDY AND SCHEME OF EVALUATION**

**FIRST YEAR –I**

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
Course-1/ B.A.B.ED. -110	Gen. English (compulsory)	70	30	-	100

Course-2/ B.A.B.ED. -120	Childhood, Growing up & learning	70	30	-	100
Course-3/ B.A.B.ED. -130	Education in Contemporary India	70	30	-	100
Course-4/ B.A.B.ED. -140	Yoga for Holistic Health	35	15	-	50
Course-5/ B.A.B.ED. -150	Chetna Vikas Moolya Shiksha (Specialization)	35	15	-	50
Course-6/ B.A.B.ED. -160	Content:				
B.A.B.ED. -160 a I	1. Hindi I	60	15	-	150
B.A.B.ED. -160 a II	2. Hindi II	60	15		
B.A.B.ED. -160 b I	3. Histor y I	60	15	-	150
B.A.B.ED. -160 b II	4. Histor y II	60	15		
B.A.B.ED. -160 c I	5. Geogr aphy I	40	10	50	150
B.A.B.ED. -160 c II	6. Geogr aphy II	40	10		
B.A.B.ED. -160 d I	7. Politi cal Sc I	60	15	-	150
B.A.B.ED. -160 d II	8. Politi cal Sc II	60	15		
B.A.B.ED. -160 e I	9. Sansk rit I	60	15	-	150
B.A.B.ED. -160 e II	10. Sansk rit II	60	15		
B.A.B.ED. -160 f I	11. Sociol ogy I	60	15	-	150
B.A.B.ED. -160 f II	12. Sociol ogy II	60	15		
B.A.B.ED. -160 g I	13. Englis h Lit. I	60	15	-	150
B.A.B.ED. -160 g II	14. Englis h Lit. II	60	15		
B.A.B.ED. -160 h I	15. Music - I	40	10	50	150
B.A.B.ED. -160 h II	16. Music - II	40	10		
	CCA				25
	Prayer, Yoga, meditation & festival etc				25
<b>Total</b>					<b>800</b>

\*Marks of compulsory subjects shall not be added in the total marks

SECOND YEAR -II

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
Course-1/ B.A.B.E D.-210	Gen. Hindi (compulsory)	70	30	-	100
Course-2/ B.A.B.E D.-220	Knowledge & Curriculum	70	30	-	100
Course-3/ B.A.B.E D.-230	Teaching & Learning	70	30	-	100
Course-4/ B.A.B.E D.-240 (A/B)	Chetna Vikas Moolya Shiksha(Specialization) Or Health & Physical Education	35	15		50
Course - 250	Content:				
B.A.B.E D.-250 a I	Hindi Literature I	60	15	-	150
B.A.B.E D.- 250 a II	Hindi Literature II	60	15		
B.A.B.E D.- 250 b I	History I	60	15	-	150
B.A.B.E D.- 250 b II	History II	60	15		
B.A.B.E D.- 250 c I	Geography I	40	10	50	150
B.A.B.E D.- 250 c II	Geography II	40	10		
B.A.B.E D.- 250 d I	Political Sc I	60	15	-	150
B.A.B.E D.- 250 d II	Political Sc II	60	15		
B.A.B.E D.- 250 e I	Sanskrit I	60	15	-	150
B.A.B.E D.- 250 e II	Sanskrit II	60	15		
B.A.B.E D.-250 f I	Sociology I	60	15	-	150
B.A.B.E D.-250 f II	Sociology II	60	15		
B.A.B.E D.-250 g I	English Lit. I	60	15	-	150
B.A.B.E D.-250 g II	English Lit. II	60	15		



B.A.B.E D.-160 h I	Music - I	40	10	50	150
B.A.B.E D.-160 h II	Music - II	40	10		
	CCA				25
	Prayer, Yoga, meditation & festival etc				25
<b>Total</b>					<b>750</b>

\*Marks of compulsory subjects shall not be added in the total marks

**THIRD YEAR –III**

Course code	Title of the course	EVALUATION			
		Externa l	Interna l	Practica l	Tota l
B.A.B.ED.- 350	ICT in Education	70	30	-	100
B.A.B.ED.- 351	Gender, School & Society	35	15	-	50
B.A.B.ED.- 352	Creating an Inclusive School	35	15	-	50
B.A.B.ED.- 353	Chetana Vikas Moolya Shiksha or Educational aspects of Geeta	35	15	-	50
B.A.B.ED.- 354	Pedagogy of school course I			-	
B.A.B.ED.- 354 I	Hindi	35	15	-	50
B.A.B.ED.- 354 II	Sanskrit	35	15	-	50
B.A.B.ED.- 354 III	English	35	15	-	50
B.A.B.ED.- 354 IV	Social Studies	35	15	-	50
B.A.B.ED.- 354 V	Civics	35	15	-	50
B.A.B.ED.- 354 VI	History	35	15	-	50
B.A.B.ED.- 354 VII	Economics	35	15	-	50
B.A.B.ED.- 354 VIII	Geography	35	15	-	50

B.A.B.ED.- 354 XI	Art	35	15	-	50
B.A.B.ED.- 354 XII	Computer Science	35	15	-	50
Course – 355	<b>Content:</b>				
B.A.B.ED.- 355 a I	Hindi Literature-I	60	15	-	150
B.A.B.ED.- 355 a II	Hindi Literature II	60	15		
B.A.B.ED.- 355 b I	History I	60	15	-	150
B.A.B.ED.- 355 b II	History II	60	15		
B.A.B.ED.- 355 c I	Geography I	40	10	50	150
B.A.B.ED.- 355 c II	Geography II	40	10		
B.A.B.ED.- 355 d I	Political Sc I	60	15	-	150
B.A.B.ED.- 355 d II	Political Sc II	60	15		
B.A.B.ED.- 355e I	Sanskrit I	60	15	-	150
B.A.B.ED.- 355 e II	Sanskrit II	60	15		
B.A.B.ED.- 355 f I	Sociology I	60	15	-	150
B.A.B.ED.- 355 f II	Sociology II	60	15		
B.A.B.ED.- 355 g I	English Lit. I	60	15	-	150
B.A.B.ED.- 355 g II	English Lit. II	60	15		
B.A.B.ED.- 355 h I	Music - I	40	10	50	150
B.A.B.ED.- 355 h II	Music - II	40	10		
	CCA			-	25
	Prayer, Yoga, meditation & festival etc			-	25
B.A.B.ED.- 355	Internship ( 4 Weeks)			50	50
Total				-	<b>800</b>

\*Marks of compulsory subjects shall not be added in the total marks  
Internship (4 Weeks) Included in total marks

**FOURTH YEAR –IV**

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
B.A.B.ED.-450	Environmental Studies	70	30		100
B.A.B.ED.-451	Assessment for Learning	70	30		100
B.A.B.ED.-452	Chetna Vikas Moolya Shiksha or Agriculture	35	15		50
B.A.B.ED.-453	Pedagogy of school Subjects				
B.A.B.ED.-453 I	Hindi	35	15		50
B.A.B.ED.-453 II	Sanskrit	35	15		50
B.A.B.ED.-453 III	Social Studies	35	15		50
B.A.B.ED.-453 IV	Civics	35	15		50
B.A.B.ED.-453 V	History	35	15		50
B.A.B.ED.-453 VI	Economics	35	15		50
B.A.B.ED.-453 VII	Geography	35	15		50
B.A.B.ED.-453 VIII	Computer Science	35	15		50
B.A.B.ED.-453 IX	Sociology	35	15		50
B.A.B.ED.-453 X	English	35	15		50
B.A.B.ED.-453 XI	Music	35	15		50
	CCA				25
	Prayer, Yoga, meditation & festival etc				25
	Internship (16 weeks)				200
<b>Total</b>					<b>500</b>

\*Marks of compulsory subjects shall not be added in the total marks  
Internship (16 Weeks) Included in total marks



Successful candidates will be awarded division on the basis of the aggregate marks of all the Core Courses, Pedagogy Courses and perspective Courses

Successful candidates will be awarded division on the basis of the aggregate marks of all the Core Courses, Pedagogy Courses and perspective Courses

As per the following:		
I.	First Division	60% or more
II.	Second Division	50% or more (but less than 60%)
III.	Third Division	40% or more in theory (but less than 50%)

**Note:-**

**It is mandatory to attend a seven days workshop on chetna vikas mulya shiksha to qualify first year examination.**

The minimum pass marks in each year examination shall be 40% for each theory paper & practicum and 50% for internship in teaching separately.

Candidates can apply for Re-evaluation in any of the theory courses as per rules stipulated by the University for B.Sc.B.A.B.Ed. Degree. Changes in Statutes/ Ordinances/ Rules/ Regulations/ Syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the University determines otherwise, comply with any change that applies to years she/he has not completed at the time of change.

There shall be a University examination at the end of each year as per details of the scheme of examination.

- A. candidate will be permitted to appear in the annual examination only if he/she has pursued a regular course of study and attended at least 80% of the classes for all the course work and practicum and 90% for school internship.
- B. candidate shall be admitted to the next higher class only if s/he passes his/her Part I/ Part II / Part III Examination as per rules mentioned herein after.

In order to qualify for B.A.B.Ed. Degree a candidate should obtain a minimum of 40% marks in theory and practical and 50% for internship in teaching separately, wherever applicable in each subject in each year of the course and 40% marks in Pre Internship in III Year and also in Internship in Teaching in the Fourth Year.

In Part I, there will be two core courses; compulsory course is General Hindi/ General English, ICT in Education and Environmental Education. In order to pass, a candidate must secure atleast 40% marks in each core course. However, the marks obtained in these papers will not be taken into account for awarding the division. In case a candidate fails in the compulsory course, s/he has to clear the same in consequent year.

The minimum pass marks in the supplementary examination shall be the same as prescribed for the main examination.

25 marks are allotted to Prayer, Yoga & meditation out of which 10

marks will be given to attendance of regular classes and 10 marks to attendance of yoga and meditation. 5 marks will be given to performance of yoga.

Marks of yoga and meditation are as per following: -

Marks of attendance in regular classes and yoga classes will be allotted as per following-

Attendance range ( in percentage)	Marks of regular classes	Marks of Yoga classes
80 or below	0	0
81- 85	2	2
86- 90	4	4
91- 95	6	6
96- 98	8	8
99- 100	10	10

25 Marks of CCA will be given on the bases of attendance, performance and report writing of the activities. Marks distribution of CCA as per given below –

Co- curricular activities i.e cultural, Literary, Library, Sports, Shramdan each activity carry 5 marks.

**Time Allocation-**

- Six days per week and 35 weeks per year .Each period is of an hour and the classroom engagement is spread across 10:30 am to 4:30 pm with a break of 55 minutes for lunch. Yoga session at 6.00 to 7.00 AM.

**Rules & Regulation:-**

- Final examination is dividing in to two parts external and internal in all the courses, except the courses having practical exams. Internal assignment will be included one 5 marks test and any two assignments in course having 100 marks and one assignment of the course having 50 marks given to the courses.
- The candidate who has passed any year of B.A.B.Ed programme after taking supplementary examination will be awarded minimum pass marks in the concerned course irrespective of marks actually obtained in the supplementary examination.
- A candidate who fails in 50% courses or less than 50% courses in first year of the programme will be eligible to take admission in second year and give the supplementary examination in the course(s) in which s/he fails along with subsequent examination and get two more chances for clearing this course. In second year, if a candidate is fail, she/he has only one more chance to qualify the exam. Non-appearance or absence from the examination of this paper will be counted as a chance.

If a student is fail more than 50% courses in first year, he/she has to appear

as ex- student in next subsequent year.

- In case the candidate is not able to pass supplementary examination in two subsequent years, s/he can appear only as an ex-student in all courses again at the main examination of the next subsequent year. She will not be required to appear in practical(s) if s/he has already cleared the same and have to pay extra one third fee as ex-student. A candidate shall be deemed to be an ex-student if s/he completed a regular course of study at the Institute and fulfilled the required attendance and appeared in University examination but failed or did not take the examination.
- A candidate who fails in the practical/theory/field work of a course at the main examination shall be required to appear only in the corresponding practical/ theory of the supplementary examination.
- A candidate who appears for the supplementary examination may take provisional admission to the next higher class at his/her own risk. Such a candidate will, however, be allowed to appear in the University examination of the next higher class course to his/her passing the supplementary examination, fulfilling the attendance requirement as a regular candidate and completion of courses of study as per scheme of examination. If a candidate getting supplementary does not take provisional admission to the next higher class by the notified last date of admission and passes the supplementary examination at a later stage, s/he will not be admitted to the next higher class. However, such a candidate may take admission to the next higher class in the next academic session.
- A candidate who fails in more than two courses (except General Hindi/General English/ Environmental studies and ICT in Education) in any year of the course shall be declared failed and will not be promoted to the next class. Such a candidate will be permitted to appear at the main examination of the subsequent year in all the courses only as an ex-student.

Candidate who fails in more than two courses but passes in practical he/she will be required to appear again in all the courses (theory) except practical only as an ex-student.

- A candidate will be given a maximum of three chances at the main examination and the corresponding supplementary examination in any year of the course. If he/she does not pass the examination even thereafter, s/he will not be eligible for readmission to any year of the programme.
- Pedagogical course – Learning to function as a teacher will be conducted in two phases. Phase I (Pre internship) of 50 marks and phase II (Internship in Teaching) of 300 marks will be conducted in B.A.B.Ed. Programme in Part III and IV respectively. If a candidate fails in the Learning to function as a



		<p>teacher (Pre-Intern - ship/Internship in Teaching) or is unable to complete Pre-Internship/Internship in teaching but passes in all other courses he/she will be required to repeat the complete Pre-Internship/ Internship in Teaching' in the next academic session along with regular candidates.</p> <ul style="list-style-type: none"> <li>• Division will be awarded to the successful candidates only after the Part IV examination and on the basis of cumulative total of marks obtained in all the four years of the course in all the courses including Internship in Teaching but excluding compulsory courses i.e., General Hindi/General English, ICT in Education and Environmental studies .</li> </ul> <p>A candidate should have to qualify pre-internship of third year for promotion in fourth year. Without qualifying pre internship s/he will not eligible for internship of fourth year.</p>	
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## Item II

Proposal for conversion of B.Ed., M.Ed. and Shiksha Shastri two year programme from choice based credit system and semester system to annual examination system.

## Resolution

Annual examinations system of B.Ed., M.Ed. and Shiksha Shastri was approved as per following table.

S.N	Existing Syllabus	Proposed Syllabus	Remark
1	<p><del>B. ED. (TWO-YEAR-COURSE) Rules for Admission in B. Ed. (Two Year Course) Semester System Eligibility —Candidates with at least 50% Marks either in Bachelor Degree and/or in Master Degree in Science/Social Sciences/Humanities, Bachelor in Engineering of Technology with specialization in Science and Mathematics with 55% Marks or any other Qualification equivalent</del></p>	<p>B. ED. (TWO YEAR COURSE) Rules for Admission in B. Ed. (Two Year Course) Annual System Eligibility <b>Rules for Admission in B. Ed. (Two Year Course)</b> <b>A. Eligibility</b> Candidates with at least 50% Marks either in Bachelor Degree and/or in Master Degree in Science/Social Sciences/Humanities, Bachelor in Engineering of Technology</p>	<p>Shiksha Shastri course has been already closed from 2017-18</p>

thereto, are eligible for admission to the programme.

#### **B. Reservation**

-Reservation of seats for SC/ST/OBC and Handicapped will be as per existing Rajasthan Govt. /Central Govt. /University rules.

#### **C. Admission Procedure for B. Ed.**

-Admission shall be made on merit on the basis of marks obtained in the qualifying Examination and/or in the entrance examination or any other selection process as per policy of the State Government and the University.

#### **D. Duration and Working Days**

##### **-Duration**

The B.Ed. Programme shall be of duration of Two Academic Years, which can be completed in a Maximum of Three Years from the date of the admission to the programme.

##### **-Working Days**

- There shall be at least Two Hundred Working Days each year exclusive of the period of examination and admission.
- Institution shall work for a minimum of thirty six hours a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

#### **E. Objectives of B. Ed.**

- The objectives of this programme is to prepare teachers from upper primary to middle level (Classes VI-VIII), Secondary Level (Classes IX-X) & Senior Secondary Level (Classes XI-XII) pre-service teacher education program are to enable the prospective teacher to –
- Understand nature of education and pedagogic processes through enriched experiences.
- Contribute to fillup the gap between theory and practice by dovetailing both appropriately.
- Interactive processes wherein group reflection, critical thinking and Meaning making will be encouraged.
- Understand various educational issues in the context of diverse socio-cultural & Multilingual Indian Society.
- Enable them to face the challenging of social, political and technological issues.
- Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues.
- Describe teaching learning process in the classroom and various factors that influence it.
- Understand various level learners, their needs, and interest and peculiar problems and motivate them for learning.
- Plan and organize classroom through learners' centred techniques of instruction for inclusive education & effective whole classroom instruction.
- Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
- Effective use and utilization of Information

with specialization in Science and Mathematics with 55% Marks or any other Qualification equivalent thereto, are eligible for admission to the programme.

#### **B. Reservation**

Reservation of seats for SC/ST/OBC and Handicapped will be as per existing Rajasthan Govt. /Central Govt. /University rules.

#### **C. Admission Procedure for B. Ed.**

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- Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues.
- Describe teaching learning process in the classroom and various factors that influence it.
- Understand various level learners, their needs, and interest and peculiar problems and motivate them for learning.
- Plan and organize classroom through learners' centred techniques of instruction for inclusive education & effective whole classroom instruction.
- Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
- Effective use and utilization of Information Communication Technology resources, on-line as well as off line for day-to-day classroom teaching, remedial instruction and for providing challenging learning to the precious.
- Develop and select tests, evaluate and keep records of student's progress – cognitive as well as non-cognitive.
- Adopt and develop enrichment learning & instructional material in subject areas.
- To develop problem solving ability through action research.
- Foster skills and attitude for involving the Community as an educational partner and use society resources in education.



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- Develop and select tests, evaluate and keep records of student's progress — cognitive as well as non-cognitive.
- Adopt and develop enrichment learning & instructional material in subject areas.
- To develop problem-solving ability through action research.
- Foster skills and attitude for involving the Community as an educational partner and use society resources in education.
- Become self-regulated learners; develop professional commitment and work as responsible professionals.
- To make them comfort with content and pedagogical effective use and utilization of ICT.
- To enable to critical analyse the various evaluation tools to serve CCE.
- Reflective teacher practice and interface with societal resources.
- Become aware about human values and gender, school and society.

#### **F. Course Design:**

The syllabus of this course comprises of the following —

##### **(a) Perspectives in Education — Course**

1. Course -1 Childhood, Growing Up & Learning.
2. Course -2 Educations in Contemporary India.
3. Course -3 Teaching and Learning.
4. Course -6 Gender, School and Society
5. Course -8 Knowledge and Curriculum
6. Course -10 Creating an Inclusive School

##### **(b) Curriculum and Pedagogic Studies —**

7. Course -4 Yoga for Holistic Health
8. Course -5 Understanding disciplines & subjects
9. Course -7(a & b) Pedagogy of School Subject
10. Course -9 Assessment for Learning
11. Course -11 Optional Courses

Optional courses will be offered in areas such as given below or an additional pedagogy course (In another subject at the secondary level or the same subject at the high secondary level):-

- Open & Distance Learning
- Guidance & Counseling
- Health & Physical Education
- Value Education
- Educational aspects of The Geeta
- Gandhian thoughts of Education
- Environmental Education
- Chetna Vikas Mulya Shiksha

##### **(c) Engagement with the Field — the Self, the Child, Community and School**

Task and assessment that run through all the courses as indicated in the year wise distribution of the syllabus.

- School Internship
- Course on enhancing professional capacities (EPC)  
Course EPC1 : Reading & Reflecting on Texts.

- Become self-regulated learners; develop professional commitment and work as responsible professionals.
- To make them comfort with content and pedagogical effective use and utilization of ICT.
- To enable to critical analyse the various evaluation tools to serve CCE.
- Reflective teacher practice and interface with societal resources.
- Become aware about human values, yoga for holistic health and gender, school and society.

#### **F. Course Design:**

The syllabus of this course comprises of the following —

##### **a) Perspectives in Education — Course**

- Course -1 Childhood, Growing Up & Learning.
- Course -2 Educations in Contemporary India.
- Course -5 Teaching and Learning.
- Course -10 Gender, School and Society
- Course - 6 Knowledge and Curriculum
- Course -11 Creating an Inclusive School

##### **b) Curriculum and Pedagogic Studies —**

- Course - 3 Yoga for Holistic Health
- Course - 4 Understanding disciplines & subjects
- Course - 8 & 9 Pedagogy of School Subject
- Course - 7 Assessment for Learning
- Course - 12 Optional Courses

Optional courses will be offered in areas such as given below or an additional pedagogy course (In another subject at the secondary level or the same subject at the high secondary level):-

- Open & Distance Learning
- Guidance & Counseling
- Health & Physical Education
- Value Education
- Educational aspects of The Geeta
- Gandhian thoughts of Education
- Environmental Education
- Chetna Vikas Mulya Shiksha
- c) Engagement with the Field — the Self, the Child, Community and School**
- Task and assessment that run through all the courses as indicated in the year wise distribution of the syllabus.
- School Internship
- Course on enhancing professional capacities (EPC)
- Course EPC1 : Reading & Reflecting on Texts.
- Course EPC2 : Drama & Art in Education
- Course EPC3 : Understanding the self.
- Course EPC4 : Critical Understanding of ICT.



\*Course EPC2 : Drama & Art in Education  
Course EPC3 : Understanding the self  
Course EPC4 : Critical Understanding of ICT.

\* For internship one credit will be equal to 24 hours.

\* Practicum of any course includes internal assessment of practical/field work/session etc.

\* Assessment of internship may be internal as well as external.

**Note:**

1- Engagement with the field: Tasks and Assignments of Courses 6, 8 B, 10 & 11.

2- Optional Courses can be from any one given in above table or can also be an Additional Pedagogy Course (for a school subject other than that chosen for Course 7 (a&b) at the secondary level, or the same school subject at the higher secondary level). Such candidate shall be required to undergo practice teaching by conducting 20 lessons and 01 criticism in a school allotted by the college in place of practicum.

**SCHOOL INTERNSHIP**

As the title suggests, in this component of the programme, the student teachers are actually placed in a school for duration of four and sixteen weeks, in two time slots. Initially, they will be attached to particular School for four weeks as 'school attachment'.

This shorter period is to provide them adequate exposure to have a 'feel' of dealing with teaching-learning.

A time gap after this school attachment will provide opportunity to student teachers to share experiences, reflect, clarify several things with teacher educators and internalize them.

After about four weeks, they will go for 'school placement' of sixteen weeks. During this period, their role in the school is something like an 'apprentice' and its specific contours need to be worked out by course faculty.

They will be engaged in the school functioning in all its aspects.

**MAIN OBJECTIVE**

- Student teacher will be able to reflect on their practice, and learn to adapt and modify their visualisation/implementation towards betterment of student learning; involve in various school activities and processes in order to gain a 'feel' of the multiple roles of a teacher.
- Develop understanding of the 'school culture'; and learn to reflect upon, consolidate and share their school experiences; and to recognize one's own development as a teacher.
- To provide multiple components of field learning getting to know the school, observing children, observing teaching and learning in real classroom contexts & practicing teaching.
- To developing capacities to think with educational theories and applying concept in concrete teaching-learning situations, managing classroom learning, evaluating learners and providing feedback, learning to work with colleagues, reflecting on one's own professional practice are drawn upon to provide appropriate learning experiences for the student teacher that is critical to the education of teachers.
- To undertake responsibility for planning and implementation of learning situations for specific units of study, in the context of their school.

**INSTRUCTION:**

Student teacher with supervision of their teacher educator must actively engaged in all the school activities at least their internship, (from school management, PTM (MNC) to classroom management)

Total Marks of Internship = 250 marks

**Internship(16weeks)**

**TEACHING PRACTICE AND PRACTICAL WORK**

**G: Notes –**

- It is mandatory to attend a seven days workshop on Chetna Vikas Mulya Shiksha to qualify first year examination.
- There shall be a university examination at the end of each year as per details of the scheme of examination.
- Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
- In order to qualify for B.Ed degree a candidate should obtain a minimum of 40% marks in theory and practical and 50% for internship in teaching separately.
- The candidate who has passed any year of B.Ed programme after taking supplementary examination will be awarded minimum pass marks in the concerned subject irrespective of marks actually obtained in the supplementary examination.
- A candidate who fails in 50% courses or less than 50% courses in first year of the programme will be eligible to take admission in second year and give the supplementary examination in the course(s) in which s/he fails along with subsequent examination and get two more chances for clearing this course. In second year, if a candidate is fail, she/he has only one more chance to qualify the exam. Non-appearance or absence from the examination of this paper will be counted as a chance.
- If a student is fail more than 50% courses in first year, he/she has to appear as ex- student in next subsequent year.
- If a student is fail more then two courses he/she has to appear as ex- student in next subsequent year.
- In case the candidate is not able to pass supplementary examination in next subsequent years, she/he can appear only as an ex-student in all courses again at the main examination of the next subsequent year, she/he will not be required to appear in practical(s) if she/he has already cleared the same and have to pay extra one third fee as ex-student. A candidate shall be deemed to be an ex-student if she/he completed a regular course of study at the Institute and fulfilled the required attendance and appeared in University examination but failed or did not take the examination.
- A candidate who fails in the practical/theory/field work of a course at the main examination shall be required to appear only in the corresponding practical/ theory of the supplementary examination.
- To pass a course a candidate have to pass theory & practicum examination separately.
- Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for B.Ed. degree.
- Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.
- Teaching Subjects means a subject offered by a candidate at his Bachelor's or Master's Degree examination either as a compulsory subject or as an



Phase-I pre-internship of first semester = 25 marks  
 Phase-II Pre-internship of second semester = 25 marks  
 Phase-I Internship of third semester = 150 marks  
 Phase-I internship of fourth semester = 50 marks.

**SUGGESTED SCHOOL ACTIVITIES:-**

Select any one activity from each group given below:-

**A-Group**

- Organization of cultural activities.
- Organization of literary activities.
- Organization of games/sports.
- Framing of time-table.
- Water resource management through traditional methods.
- Prepare a report after interview of effective/good teachers.

**B-Group**

- Attending and organizing morning assembly
- Maintenance of classroom discipline
- Review of School Records
- Guidance and Counseling
- Gardening

**C-Group**

- Organizing science fair, exhibition, science club, nature study
- Maintenance of School library
- Maintenance of School laboratories.
- Health and hygiene.
- Study on role of community for school improvement
- School mapping

**D-Group**

- Sensitization for environmental problems.
- Cleaning-campaigning in school.
- School climate/Environment (any one aspect)
- Voluntary services.
- Mass awareness of social evils and taboos.

Any other activity/s decided by the institute

**H. Notes -**

1. There shall be a university examination at the end of each semester as per details of the scheme of examination.
2. Candidates who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
3. The minimum pass marks in each year or semester examination shall be 40% for each theory paper & practicum and 50% for internship in teaching separately.
4. A candidate who fails only in one course / internship in first year or semester of the programme will be eligible to take the examination in that course / internship as the case may be, in which he/she fails along with the next semester.
5. To pass a course a candidate have to pass theory & practicum examination separately.
6. A candidate who fails only in one subject in second year of the course will be allowed to appear as an ex-student in that part of the subject in which

optional subject or a subsidiary subject provided that the candidate studied it for at least two years and took university examination each year but shall not include such subject as were studied by him only for a part of Bachelor's degree course.

- Only such candidate shall be allowed to offer Social Sciences for B.Ed. Examination as have taken their Bachelor's Degree with any two subjects of History, Political Science, Public Administration, Economics, Geography, Sociology, Psychology and Philosophy.
- A person having Bachelor's degree in Agriculture will be allowed to offer General Science and Biology for B.Ed. Examination, General Science may be allowed to be offered by a candidate possessing a degree of B.Ed. (Home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) any one subject of Life Sciences i.e. Biology or Botany or Zoology.
- A candidate who has offered Political Science or Public Administration at his Bachelors' or Masters' Degree examination shall be deemed eligible to offer Civics as a teaching subjects in the B.Ed. Examination.

H. Bachelor in Engineering or Technology with specialization in Science and Mathematics with 55% Marks or any other Qualification equivalent there to, are eligible to offer Science and Mathematics as teaching subject.

**Evaluation : Rules & Regulations**

- Final examination is dividing in to two parts external and internal in all the courses, except the courses having practical exams. Internal assignment will be included one 5 marks test and any two assignments in course having 100 marks and one assignment of the course having 50 marks given to the courses.
- The Degree will be awarded to a student who completes the total available course allotted for the whole programme.
- To pass the degree course, a student shall have to get minimum aggregate 40% marks in each course and 50% in practicum.
- The student will be finally declared as failed if she/he does not pass in all courses within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time.
- Year: Each year will consist of 32-36 weeks of academic work equivalent to 200 actual teaching days. The year may be scheduled from July to June.
- Successful candidates will be awarded division on the basis of the aggregate marks of all the Courses.
- Successful candidates will be awarded division on the basis of the aggregate marks of all Courses as per the following:
 

i.	Division	First
		60% or more
ii.	Division	Second
	(but less than 60%)	48% or more
iii.	Division	Third
	(but less than 48%)	40% or more
- Division will be awarded to the successful candidates at the end of Second year examination on the basis of cumulative total of marks obtained in the two years of the Programme in all the courses/papers including learning to function as a teacher (School Internship). Division in theory and practical/learning to function as a teacher (school Internship) will be awarded separately.
- Candidates can apply for Re-evaluation in any of the theory courses as per rules stipulated by the University for B.Ed degree. Changes in Statutes/ Ordinances/ Rules/ Regulations/ Syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the University

he/she fails at the subsequent examination.

7. A candidate will be given a maximum of two chances to pass the examination after the main exam in any year/semester of the course. If he/she does not pass the examination even after two more chances he/she will not be eligible for B.Ed. degree.

8. Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for B.Ed. degree.

Changes \_\_\_\_\_ in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.

• Teaching Subjects means a subject offered by a candidate at his Bachelor's or Master's Degree examination either as a compulsory subject or as an optional subject or a subsidiary subject provided that the candidate studied it for at least two years and took university examination each year but shall not include such subject as were studied by him only for a part of Bachelor's degree course.

• Only such candidate shall be allowed to offer Social Studies for B.Ed. Examination as have taken their Bachelor's Degree with any two subjects of History, Political Science, Public Administration, Economics, Geography, Sociology, Psychology and Philosophy.

• A person having Bachelor's degree in Agriculture will be allowed to offer General Science and Biology for B.Ed. Examination. General Science may be allowed to be offered by a candidate possessing a degree of B.Ed. (Home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) any one subject of Life Sciences i.e. Biology or Botany or Zoology.

• A candidate who has offered Political Science or Public Administration at his Bachelors' or Masters' Degree examination shall be deemed eligible to offer Civics as a teaching subjects in the B.Ed. Examination.

#### I. Evaluation

##### Rules & Regulations

- The Degree will be awarded to a student who completes the total available credits allotted for the whole programme.
- To pass the degree course, a student shall have to get minimum aggregate 40% marks (E and above on grade point scale) in each course and 50% in practicum.
- Post graduate student will deliver lessons at 10+2 level on the basis of their PG subject and graduate students may offer secondary level classes.
- Students who have failed semester-end exam may reappear for the semester-end examination only twice in subsequent period. The student will be finally declared as failed if she/he does not pass in all credits within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time.
- A student cannot register for the third semester, if she/he fails to complete 50% credits of the total credits expected to be ordinarily completed within

determines otherwise, comply with any change that applies to years she/he has not completed at the time of change.

- No candidate shall be allowed to appear at B.Ed examination unless he/she has attended 75% of the periods devoted to co-curricular activities e.i. shramdan, library, cultural, sports and literacy.

25 marks are allotted to Prayer, Yoga & meditation out of which 10 marks will be given to attendance of regular classes and 10 marks to attendance of yoga and meditation. 5 marks will be given to performance of yoga.



two semesters.

- While marks will be given for all examinations, they will be converted into grades. The semester end grade sheets will have only grades and final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points).
- Definitions of Key Words:
- Choice Based Credit System (CBCS): The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).
- Course: Usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/tutorials/laboratory work/ field work/ outreach activities/project work/vocational training/viva/seminars/term papers/assignments/presentations/self-study, etc. or a combination of some of these.
- Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
- Credit Point: It is the product of grade point and number of credits for a course.
- Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
- Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal points.
- Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.
- Letter Grade: It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.
- Programme: An educational programme leading to an award of a Degree, diploma or certificate.
- Semester Grade Point Average (SGPA): It is a measure of performance of work done in a semester. It is a ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

Semester: Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.

**Note-**

- A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.
- For non credit courses 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the

letter grade and this will not be counted for the computation of SGPA/CGPA.

- The formula for conversion of Grade Point Average (GPA) into the Final Grade:
- Following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):
- The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student.
- $SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$
- Where  $C_i$  is the number of credits of the  $i$ -th course and  $G_i$  is the grade point scored by the student in the  $i$ -th course.

The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$CGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

Course	Credit	Grade letter	Grade point	Credit Point (Credit x Grade)
1	4	A	8	4 X 8 = 32
2	4	B+	7	4 X 7 = 28
3	4	B	6	4 X 6 = 24
4	4	O	10	4 X 10 = 40
<b>Total</b>	<b>16</b>			<b>124</b>
<b>SGPA (S<sub>i</sub>)</b>				<b>7.75</b>

• 'B' Grade is equivalent to at least 60% of the marks as per circular No. UGC D.O.No.1-11201-1(Secy) dated January 20, 2011.

- There will be only final compilation and moderation at GPA (Final) level done at the Department, while declaring the result the existing relevant ordinances are applicable. There is also a provision for verification and revaluation in case of verification. The existing rules will be applicable. The revaluation result will be adopted if there is a change of at least 10 % marks and in the grade of the course.

Grade Improvement Programme will be implemented at the end of the academic year. A student can opt for the grade improvement programme only after the declaration of final semester examination.

M.Ed. (Curriculum Studies)

### Preamble

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The

### M.Ed. (Annual System)

#### Preamble

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialization either in elementary education (up to class VIII) or in secondary education (classes IX-X)



completion of the programme shall lead to M.Ed. degree with specialization either in elementary education (up to class VIII) or in secondary education (classes VI-XII).

#### **Aims of the Programme:-**

2-year M.Ed. Programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas, and also develop research capacities, leading to specialization in either elementary education or secondary education.

To develop in prospective teacher educators skills related to independent study of literature, research, academic writing, professional communication and team work. It should also endeavour to develop in the future practitioners a deep and critical awareness of professional ethics and an ability to critically engage in and reflect on practice.

#### **Duration**

The M.Ed. programme shall be of duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer should be used for field attachment/practicum/other activities.

#### **Working Days**

There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five of six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of students shall be 80% for theory Courses and Practicum, and 90% for Field Attachment.

#### **Eligibility**

a). Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks of an equivalent grade in the following programmes:

I. — B.Ed.

IV. — D.El.Ed. with an undergraduate degree (with 50% marks in each).

b). — Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central Government/State Government whichever is applicable.

#### **Admission procedure:**

As per the policy & direction of the state government.

#### **Objectives of the Programme:**

- Professional preparation of teacher educators who would be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers.
- To specialize in one or the other of such areas as curriculum, pedagogy and assessment; policy and economics; leadership, administration and organization; elementary education; secondary education; and the like.
- To provide coherent perspective — socio-historical, political-economic, philosophical, — and psychological aspects
- Student will be able to make critical reflection on aspects that go beyond theory courses such as self-development for mental and physical well-being through modalities such as yoga, etc.
- To understand and practice to logical balance between theory and field exposure.
- To presuppose on the part of the teacher both

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J. B.Ed.

K. B.A./B.Ed./B.Sc. B.Ed

L. B.El.Ed.

M. D.El.Ed. with an undergraduate degree (with 50% marks in each).

b) Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central Government/State Government whichever is applicable.

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As per the policy & direction of the state government.

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- Student will be able to make critical reflection on aspects that go beyond theory courses such as self-development for mental and physical well-being through modalities such as yoga, etc.
- To understand and practice to logical balance between theory and field exposure.
- To presuppose on the part of the teacher both professional skills as well as conceptual and theoretical perspectives to locate these.
- To prepare teacher educators; however in the current developing scenario in education it should also cater



professional skills as well as conceptual and theoretical perspectives to locate these.

- To prepare teacher educators; however in the current developing scenario in education it should also cater adequately to academic pursuits like curriculum and textbook development, research, policy analysis, and educational administration.
- Service provided with a relationship characterized by desire to help and with a sense of integrity, and authorized by an institutional body.
- To provide general perspective on society, social needs and concerns and well-being of human beings will also be essential to be an educator.
- A wider understanding of human knowledge, an idea of epistemic structure of disciplines other than one's own also will be necessary for a teacher educator to situate her own work in the curriculum, and educational perspective.
- In depth and breadth of understanding education of teacher educators will have to match with liberal studies otherwise it would be restrictive and further development of knowledge by the teacher educator himself/herself will be impaired.
- To provide disciplinary knowledge that is supposed to form an adequate perspective on education itself often approached in a manner that pulls the student in different directions and rather than helping in the formation of a coherent understanding leads to fragmentation and confusion.
- To provide training in pedagogy of school subjects, which itself requires a deeper engagement with the epistemological bases of the cognate disciplinary areas.
- To develop understanding on professional status of teaching and other supportive processes like educational administration, curriculum design, textbook development, educational evaluation and so on.
- To develop ability to acknowledge, apply, refine & modify the contributions of various foundational areas in the perspective building exercise.
- To Synthesis the academic knowledge of prospective teacher educator.
- To develop competency of problem solving & to face the future challenges in teacher education.
- Use advance pedagogies and classroom techniques.
- Research orientated and solves their education problem through research.
- To internalize the working of teacher training institution.
- To develop insight into the working of training college.
- To create an interface of theory and practice.

To enhance practical competence of M.Ed students regarding various function of teaching, management & organization of activities.

M.Ed programme has 80 credits in total: 44 for core courses, 20 credits for specializations, 8 credits for field-internship (4 credits in a teacher education institution and 4 in the area of specialization), and 8 credits for research leading to dissertation.

The taught courses will also have practicum component. Each credit in a taught course is equated to one hour of teaching or two hours of seminars/ group work/ laboratory work/ field work/ workshop per week for 16 weeks. Thus, 4 credit course entails 4 hours of regular teaching per week or as much as 8 hours of teaching and other programme activities. While conceptualizing the credits the Choice Based Credit System (CBCS) proposed by UGC should be adopted.

#### **Instruction for the programme:**

M.Ed. programme should have a provision for regular field visits of students across the semesters. A day in every week

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To enhance practical competence of M.Ed students regarding various function of teaching, management & organization of activities.

#### **Instruction for the programme :**

- M.Ed. programme should have a provision for regular field visits of students across the year. A day in every week may be reserved for this purpose. Field visit is visualized as a space where practicum for various courses could be organized. It should provide school experience opportunities (preferably in the first year) that have sufficient rigor to enable the student to understand school practice from a broader/holistic perspective of that informs teacher education (i.e. it should not be repetition of the school experience in first degree in education – and should weave in the broader perspective of teacher education).
- Internship should be organized in a way that it involves engagement with teacher education institutions for all students, and field experience associated with the specialization that a student chooses.

Since the M.Ed. programme structure proposed in this report is hinged on schools and teacher education institutions (and other sites) based activities, the M.Ed. calendar should be developed keeping in mind the schedule of these institutions.

#### **Evaluation, Rules & Regulations:-**

- Final examination is dividing in to two parts external and internal in all the courses, except the courses having practical exams. Internal assignment will be included one 5 marks test and any two assignments in course having 100 marks and one assignment of the course



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● Elective First Theme: Curriculum & Pedagogy

1. Advance Curriculum Theory (4 credits)

Advance Level subject pedagogy (4 credits)

Elective second Theme: Education policy, economics and planning Elementary/secondary school level.

1. Advanced course in economics of education at Elementary/Secondary level (4 credits)

Issues, Planning and Policies of Education at Elementary/Secondary level (4 credits)

Elective third theme: Educational management, administration, leadership and planning (12 credits)

1. Education management and Planning of Elementary/secondary school level. (4 credits)

2. Educational administration of Elementary/secondary school level. (4 credits)

3. Towards Academic leadership at Elementary/secondary school level. (4 credits)

Or

Any two of these any one at Elementary/Secondary level

1. Inclusive education (2 credits)

2. ICT (2 credits)

3. Physical & health education at Elementary/secondary school level. (2 credits)

Peace education Elementary/secondary school level. (2 credits)

#### Special Notes –

There shall be a university examination at the end of each semester as per details of the scheme of examination

Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.

The minimum pass marks in each year or semester examination shall be 40% for each theory paper and practicum and 50% for internship in teaching separately. The candidate will have to pass each theory paper and practicum separately.

1. A candidate who fails only in one course / internship in first year or semester of the programme will be eligible to take the examination in that course / internship as the case may be, in which he/she fails along with the next semester.

To pass a course a candidate have to pass theory &

having 50 marks given to the courses.

- The Degree will be awarded to a student who completes the total available course allotted for the whole programme.
- To pass a course a candidate has to pass internal and external part of the theory examination separately.
- The student will be finally declared as failed if she/he does not pass in all courses within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time.
- Year: Each year will consist of 30-36 weeks of academic work equivalent to 200 actual teaching days. The year may be scheduled from July to June.
- Successful candidates will be awarded division on the basis of the aggregate marks of all Courses As per the following:
 

i.	First Division	60% or more
ii.	Second Division	48% or more (but less than 60%)
iii.	Pass	45% or more (but less than 48%)
- Candidates can apply for Re-evaluation in any of the theory courses as per rules stipulated by the University for M.Ed degree. Changes in Statutes/ Ordinances/ Rules/ Regulations/ Syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the University determines otherwise, comply with any change that applies to years she/he has not completed at the time of change.

#### Promotion:-

- The maximum span period of the program is three years from the date of registration in the program. The minimum marks for passing the examination for each year shall be 50% in each practicum/field work 40% in end year Examination of each theory paper, 50% in training and project, and 45% in the aggregate of all the subjects (theory, practicum/field work I and internship) of the year.
- A student will be permitted to attend the classes of the second year immediately after the examination of the first year examination, as the case may be, provided he/she has appeared in the first /second year examination, respectively.
- To be eligible for promotion to the second year of the program a student must have successfully cleared at least half of the total subjects including practicum/field work of the second year taken together.
- A candidate who has secured minimum marks to pass in each paper but has not secured the minimum marks required to pass in the aggregate for the year concerned may take re-examination in not more than two papers to obtain the aggregate percentage required to pass the year. The candidate will have to pay the requisite examination fee in order to be eligible for re-examination. In this case the marks secured by the candidate in the earlier examination in the paper concerned will be cancelled.
- A candidate will have to pass minimum 50% of the aggregated courses of first year of the programme for promotion in second year of the programme or a candidate who has passed 50% of the aggregated courses of first year will be eligible to promote in second year and give the supplementary examination in the course(s) in which s/he fails along with subsequent examination and get two more chances for clearing this course.

#### Special Notes –

2. It is mandatory to attend a seven days workshop on Chetna Vikas Mulya Shiksha to quality first year



practicum examination separately

A candidate who fails only in one subject in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.

1. A candidate will be given a maximum of two chances to pass the examination after the main in any year/semester of the course. If he/she does not pass the examination even after two more chances he/she will not be eligible for M.Ed. degree.

Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for the M.Ed. degree.

Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.

#### Evaluation, Rules & Regulations :-

- A student cannot register for the third semester, if she/he fails to complete at least 50% credits in each previous semester separately.
- The Degree will be awarded to a student who completes the total available credits allotted for the whole programme.

While marks will be awarded for all examinations, they will be converted into grades. The semester-end grade sheets will have only grades and final grade sheets and transcripts shall have grade points average.

#### Definitions of Key Words:

**Choice Based Credit System (CBCS):** The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).

**Course:** Usually referred to as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise of lectures/tutorials/laboratory work/field work/outreach activities/project work/vocational training/viva/seminars/term papers/assignments/presentations/self-study etc. or a combination of some of these.

**Credit Based Semester System (CBSS):** Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.

**Credit-Point:** It is the product of grade point and number of credits for a course.

**Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.

**Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal points.

**Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale

**Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters: O, A+, A, B+, B, C, P and F.

**Programme:** An educational programme leading to an award of a Degree, diploma or certificate.

examination.

3. There shall be a university examination at the end of each year as per details of the scheme of examination.
4. Candidates, who represent their institute/university/state/nation in recognized sports/games/ cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
5. The minimum pass marks in each examination shall be 40% for each theory paper and 50% in each internship and dissertation. The candidate will have to pass internal and external part of theory course separately.
6. A candidate who fails in 50% courses or less than 50% courses in first year of the programme will be eligible to take admission in second year and give the supplementary examination in the course(s) in which s/he fails along with subsequent examination and get two more chances for clearing this course. In second year, if a candidate is fail, she/he has only one more chance to qualify the exam. Non-appearance or absence from the examination of this paper will be counted as a chance.
7. If a student is fail more than 50% courses in first year, he/she has to appear as ex-student in next subsequent year.
8. In case the candidate is not able to pass supplementary examination in two subsequent years, she/he can appear only as an ex-student in all courses again at the main examination of the next subsequent year. She/ he will not be required to appear in practical(s) if she/he has already cleared the same and have to pay extra one third fees as ex-student. A candidate shall be deemed to be an ex-student if s/he completed a regular course of study at the Institute and fulfilled the required attendance and appeared in University examination but failed or did not take the examination.
9. To pass a course a candidate has to pass theory & practical examination separately.
10. Candidates can apply for re-evaluation in any of the theory course as per rules stipulated by the University for the M.Ed. degree.

Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.



~~Semester Grade-Point Average (SGPA): It is a measure of performance of work done in a semester. It is a ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.~~

~~Semester: Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.~~

~~Note-~~

~~A student obtaining Grade F shall be considered failed and will be required to reappear in the examination~~

~~For non-credit courses 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA~~

~~The formula for conversion of Grade-Point Average (GPA) into the Final Grade:~~

- ~~• Following procedure to compute the Semester Grade-Point Average (SGPA) and Cumulative Grade-Point Average (CGPA):~~

~~The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e~~

$$\text{SGPA (Si)} = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

~~Where  $C_i$  is the number of credits of the  $i$ th course and  $G_i$  is the grade point scored by the student in the  $i$ th course.~~

~~The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e:~~

~~'B' Grade is equivalent to atleast 60% of the marks as per circular No.UGC-D.O.No.F-1-11201-4(SocY) dated January 20, 2014.~~

- ~~• There will be only final compilation and moderation at GPA (Final) level done at the Department, while declaring the result the existing relevant ordinances are applicable. There is also a provision for verification and revaluation in case of verification. The existing rules will be applicable. The revaluation result will be adopted if there is a change of at least 10% marks and in the grade of the course.~~

~~For grade improvement a student must reappear for semester-end examination. These courses will be from the parent department. Grade Improvement Programme will be implemented at the end of the academic year. A student can opt for the grade improvement programme only after the declaration of final semester examination.~~

*Notll*  
Prof. Manisha Verma  
(Chairperson/Dean)



**Faculty of Humanities & Social Sciences**  
**Institute of Advanced Studies in Education**  
**(Deemed to be University)**

Gandhi VidyaMandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)  
e.mail. :mmv.iase@gmail.com, URL : iaseuniversity.org.in, Mob. No. 6377915040

**Minutes of Board of Studies**  
**Department of Hindi**

On **26.04.2018** the Board of Studies Meeting (Hindi) was conducted in the Conference Hall of the University (Institute of Advanced Studies in Education (Deemed to be University) at 11: 15 a.m.

**The following members were present in the meeting:**

- |                       |                        |
|-----------------------|------------------------|
| 1. Dr. KalpanaMourya  | <b>Chairperson</b>     |
| 2. Dr. ShyamaPurohit  | <b>External Member</b> |
| 3. Dr. AvinashPareek  | <b>Special Invitee</b> |
| 4. Dr. Manish Verma   | <b>Internal Member</b> |
| 5. Dr. Kanchan Sharma | <b>Internal Member</b> |
| 6. Dr. Raj Kumar Mali | <b>Internal Member</b> |
| 7. Dr. RanjitaBaid    | <b>Internal Member</b> |

The following agenda item were considered by the committee:

**Item I**

The Ph.D. Entrance Test and Course Work syllabus for Hindi was proposed.

**Resolution**

The Ph.D. Entrance test syllabus was passed without any resolution.

The Ph.D. coursework syllabus was suggested to be divided into four papers, each of 50 marks. The three papers (I, II and III) should be written and the paper IV should be in dissertation form.

**Item II**

The two year syllabus of M.A. in Hindi for the academic year 2018-19 was proposed.

### Resolution

The papers of two year post graduate course syllabus was taken under minute consideration and below-mentioned suggestions were recommended:

1. In second paper of the M.A. Previous syllabus in Unit IV नन्ददुलारेवाजपेयी was added.
2. In fourth paper of the M.A. Previous syllabus in Unit III मीरामुक्तावलीनरोत्तमदास के 50 पद was added instead of मीरापदावली के 50 पद

### Item III

The B.A. Compulsory and three year degree course in B.A. Hindi was proposed.

### Resolution

The internal assessment was suggested to be added in both the courses, B.A. and M.A in Hindi.

The meeting ended with the vote of thanks.

(Dr. Avinash Pareek)  
Dean

### Detailed Report

#### Item I

पत्र संख्या	प्रश्न पत्र का नाम	आन्तरिक मूल्यांकन	सैद्धान्तिक लिखित परीक्षा	कुल अंक	न्यूनतम पास अंक	व्याख्यान प्रति व्याख्यान एक घंटा
प्रश्न पत्र प्रथम	अनुसंधान : प्रविधि और प्रक्रिया		50	50	20	28
प्रश्न पत्र द्वितीय	साहित्य की सैद्धान्तिकी भारतीय तथा पाश्चात्य		50	50	20	28
प्रश्न पत्र	हिन्दी का मध्यकालीन भक्तिसाहित्य		50	50	20	28



तृतीय						
प्रश्न	साहित्य समीक्षा	50		50	24	60
चतुर्थ						

### Item II

क्र.सं	वर्तमानपाठ्यक्रम	प्रस्तावितपाठ्यक्रम	टिप्पणी
1	<p><b>एम.ए. पुवार्द्ध</b></p> <p><b>द्वितीय प्रश्न पत्र –साहित्य शास्त्र : भारतीय एवंपाश्चात्य</b></p> <p>इकाई- 4</p> <p>(क) आलोचना पद्धतियाँ-मनोविश्लेषणात्मक, मार्क्सवादी, अस्तित्ववादी, नईसमीक्षा, स्वच्छन्दतावादी।</p> <p>(ख) आधुनिकहिन्दीआलोचना-प्रमुख विशेषताएँ, हिन्दी के प्रमुख आलोचकऔरउनकामौलिकअवदान।</p> <p>रामचन्द्र भुक्ल- रसदृष्टिऔरलोकमंगल की अवधारणा।</p> <p>हजारीप्रसाद द्विवेदी - सांस्कृतिक ऐतिहासिकआलोचना।</p> <p>डॉ. रामविलास शर्मा - मार्क्सवादीआलोचना (समाजशास्त्रीय)।</p> <p>डॉ. नगेन्द्र- रसवादीआलोचना।</p> <p><b>चतुर्थप्रश्न पत्र – मध्यकालीनकाव्य</b></p> <p>इकाई- 3</p> <p>मीरांपदावली (प्रथम 50 छंद)- सं. षम्भूसिंहमनोहर-मीरामुक्तावलीनरोत्तमदासरवामी</p> <p>मीरा की भक्तिभावना, प्रेमसाधना, गीतिकाव्य औरमीरां, मीरां-काव्य मेंलोकतत्त्व, मीरां के आराध्य कास्वरूप, विरह-भावना, मीरांकाव्य मेंवेदना की</p>	<p><b>एम.ए. पुवार्द्ध</b></p> <p><b>द्वितीय प्रश्न पत्र –साहित्य शास्त्र : भारतीय एवंपाश्चात्य</b></p> <p>इकाई- 4</p> <p>(क) आलोचना पद्धतियाँ-मनोविश्लेषणात्मक, मार्क्सवादी, अस्तित्ववादी, नईसमीक्षा, स्वच्छन्दतावादी।</p> <p>(ख) आधुनिकहिन्दीआलोचना-प्रमुख विशेषताएँ, हिन्दी के प्रमुख आलोचकऔरउनकामौलिकअवदान।</p> <p>रामचन्द्र भुक्ल - रसदृष्टिऔरलोकमंगल की अवधारणा।</p> <p>हजारीप्रसाद द्विवेदी - सांस्कृतिक ऐतिहासिकआलोचना।</p> <p>आचार्यनंददुलारीवाजपेयी-स्वच्छन्दतावादी-सौष्ठववादी (जोड़ा गया)</p> <p>डॉ. रामविलास शर्मा - मार्क्सवादीआलोचना (समाजशास्त्रीय)।</p> <p>डॉ. नगेन्द्र - रसवादीआलोचना।</p> <p><b>चतुर्थप्रश्न पत्र – मध्यकालीनकाव्य</b></p> <p>इकाई- 3</p> <p>मीरांमुक्तावली (प्रथम 50 छंद)-नरोत्तमदास (जोड़ी गई)</p> <p>मीरा की भक्तिभावना, प्रेमसाधना, गीतिकाव्य औरमीरां, मीरां-काव्य मेंलोकतत्त्व, मीरां के आराध्य कास्वरूप, विरह-भावना, मीरांकाव्य मेंवेदना की मार्मिकअभिव्यक्ति,</p>	<p>सुझावों के अनुसारबदव अवकिए गए।</p>

	मार्मिकअभिव्यक्ति, सौन्दर्य, निरूपण, काव्य सीशठव।	सौन्दर्य, निरूपण, काव्य सीशठव।	
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**Department of History**  
**Faculty of Humanities & Social Sciences**  
**Institute of Advanced Studies in Education**  
**(Deemed to be University)**

**Gandhi Vidya Mandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)**

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Minutes of the meeting of the board of studies department of history, faculty of humanities & social sciences, held on 24nd April, 2018 at 01.15 p.m. in conference room, IASE (Deemed to be University), Sardarshahr following Members are Present-

1. Dr. Avinash Pareek	Chairperson
2. Dr. Mayank Gupta	External Member
3. Smt. Mariyam Bano	External Member
4. Dr. Krishan Lal Nai	Internal Member

**Note:** All Members are attend the meeting.

The following agenda item were considered by the committee:

**Item I**

Proposed Syllabus for Ph.D Entrance Test-2018.

**Resolution**

The committee members had a comprehensive discussion on the Entrance Test for Ph. D – 2018 and it was resolved as the syllabus is approved as proposed.

**Item II**

Proposed syllabus for Ph. D course work exam (2018-19).

**Resolution**

The committee members had a deliberation on the proposed syllabus for Ph. D course work examination – 2018-19 and it was resolved as the syllabus is approved as proposed.

**Item III**

Proposed Yearly syllabus for M.A (History) for two year degree course-2018-20.

**Resolution**

The Committee Members had a deliberation on Proposed syllabus & there were a Suggestions to modify the Content as Mentioned Below:

- I. It was resolved that the Topic on Sufism (UNIT-II), Mewad Painting (UNIT-IV), be added & Topic on Banabhatta ( UNIT-III ), be deleted from the Paper III (M.A. I Year).



- II. It was resolved that the Topic on Maratha Expansion (UNIT-I), be added to the paper IV (II) (M.A. I Year).
- III. The Topic on Role Of Women in Freedom Movement be introduced in Lieu of various Approaches about Women- Liberal, Marxist, Socialist & Radical to the UNIT-I of the Paper IV (III), UNIT-I, ( M. A. I Year).
- IV. It was resolved that the Topic on Master Suryan Sen Of Bengal (UNIT-I) be added to the paper VII (M.A. II Year).

The committee had a deliberation on the above Items & It was resolved that the Syllabus be approved as Proposed.

#### Item IV

The Proposed Yearly Syllabus for the optimal Subject (HISTORY) for three Year Degree course B. A. 2018-21.

#### Resolution

The committee had a deliberation on it and resolved as the Syllabus is approved as proposed.

The Meeting ended with a vote of thanks to Chair.

#### Detailed Report

#### Item III & IV

Note: Changes were done in the undergraduate / Post-graduate syllabus of the below-mentioned core courses. The core courses in which the changes were done:

S.N	Existing Syllabus	Proposed Syllabus	Remark
1.	<b>B. A. I<sup>st</sup> HISTORY</b> Paper-I: History of India From Earliest Times to 1206 A.D. Paper-II: Outline History of Modern World (1453A.D. -1950A. D.)	<b>B. A. I<sup>st</sup></b> Paper-I: History of India From Earliest Times to 1206 A.D. Paper-II: Outline History of Modern World (1453A.D. -1950A. D.)	
2.	<b>B. A. II<sup>nd</sup></b> Paper-I: Survey of Rajasthan History from Earliest Time to 1956 A.D. Paper-II: History of Medieval India (1206-1740 A. D.)	<b>B. A. II<sup>nd</sup></b> Paper-I: Survey of Rajasthan History from Earliest Time to 1956 A.D. Paper-II: History of Medieval India (1206-1740 A. D.)	<b>B. A. II<sup>nd</sup></b> Paper II, In This Papers Committee Members Recommended One Reference Book Add- Book Name:- सतीश चन्द्र- मध्यकालीन भारत, खण्ड 1. 2.
3.	<b>B. A. - III<sup>rd</sup></b> Paper-I: Modern Indian History (1740-1956 A.D.) Paper-II: Foundation of Indian Culture	<b>B. A. III<sup>rd</sup></b> Paper-I: Modern Indian History (1740- 1956 A.D.) Paper-II: Foundation of Indian Culture	<b>B. A. III<sup>rd</sup></b> Paper-I, All Members are given the Suggestions add One Recommended Book Name:- Ramlakhn Shukal -Adhunik Bharat.

			Paper -II, All Members are given the Suggestions add One Recommended Book Name:- ए. एल. बाशग- अदभूत भारत.
1.	<p align="center"><b>M. A. HISTORY</b> <b>Previous</b></p> <p>Paper-I: Historiography, Concepts, Methods, and Tools.</p> <p>Paper-II: Twentieth-century World</p> <p><b>Paper-III: Cultural Profile of India</b></p> <p><b>UNIT-II</b> Buddhism, Life and Teachings; Contribution of Buddhism to Indian Culture; Jainism Life and Teachings; Contribution of Jainism to Indian Culture. Main Currents of medieval Bhakti Movements; Contribution of Islam to Indian Culture.</p> <p><b>UNIT-III</b> Literary Scenario: Vedic literature, Ramayan, Mahabharata and Puranas; Representative Literary Figures of India -Kalidas, Banbhhatta, Tulsi and Tagore.</p> <p><b>Unit-IV</b> Evolution of Cave architecture, Stupas. Main features of Gandhara and Mathura art, Temple art and architecture of Gupta age; Evolution of Nagara and Dravid temple styles, Kishangarh Painting.</p> <p><b>Paper-IV Either (I)</b> : History and Culture of Ancient Rajasthan (Earliest times to 1200 A.D.)</p> <p><b>Paper-IV Either (II)</b> : History of Rajasthan A. D. 1800-1956</p> <p><b>UNIT-V<sup>th</sup></b> Establishment of responsible government in States of Jodhpur, Jaipur, Bikaner and Mewar. Integration of Princely States of Rajputana.</p> <p><b>Paper-IV Either (III)</b> : Women in Indian History</p> <p><b>UNIT- I</b> Sources of Study - Archival and non-archival: Govt. files, Census reports, private papers, auto-biographies. Various approaches about women- Liberal, Marxist, Socialist, &amp; Radical.</p> <p align="center"><b>M. A. Final Group-[A]</b></p> <p><b>Paper-V:</b> History of India Up to E. A. D. 650.</p> <p><b>Paper-VI:</b> History of India A.D.</p>	<p align="center"><b>M. A. HISTORY</b> <b>Previous</b></p> <p>Paper-I: Historiography, Concepts, Methods, and Tools.</p> <p>Paper-II: Twentieth century World</p> <p><b>Paper-III: Cultural Profile of India</b></p> <p><b>UNIT-II</b> Buddhism, Life and Teachings; Contribution of Buddhism to Indian Culture; Jainism Life and Teachings; Contribution of Jainism to Indian Culture. Main Currents of medieval Bhakti Movements; Contribution of Islam to Indian Culture.</p> <p><b>UNIT-III</b> Literary Scenario: Vedic literature, Ramayan, Mahabharata and Puranas; Representative Literary Figures of India -Kalidas, Tulsi and Tagore.</p> <p><b>Unit-IV</b> Evolution of Cave architecture, Stupas. Main features of Gandhara and Mathura art, Temple art and architecture of Gupta age. Evolution of Nagara and Dravid temple styles, Kishangarh Painting.</p> <p><b>Paper-IV Either (I)</b> : History and Culture of Ancient Rajasthan (Earliest times to 1200 A.D.)</p> <p><b>Paper-IV Either (II)</b> : History of Rajasthan- A. D. 1800-1956</p> <p><b>UNIT-V<sup>th</sup></b> Establishment of responsible government in States of Jodhpur, Jaipur, Bikaner and Mewar. Integration of Princely States of Rajputana.</p> <p><b>Paper-IV Either (III)</b> : Women in Indian History</p> <p><b>UNIT- I</b> Sources of Study - Archival and non-archival: Govt. files, Census reports, private papers, auto-biographies. Various approaches about women- Liberal, Marxist, Socialist, &amp; Radical.</p> <p align="center"><b>M. A. Final Group-[A]</b></p> <p><b>Paper-V:</b> History of India Up to E. A. D. 650.</p>	<p>All Members are give the Suggestions add In This Paper the Sufism's Contributions in Indian Culture.</p> <p>Paper-III : All Members are give the Suggestion Remove the BANBHATT Biographer of Harshawardhana.</p> <p>All Members are give the Suggestion Add Mewar, Rajput Painting this Chapter</p> <p>In this BOS Meeting All Members are give the Suggestion Add <u>Maratha Expansion</u> in Paper IV Either [II] History of Rajasthan- A.D. 1800-1956 <b>UNIT-V<sup>th</sup></b> &amp; <b>Paper-IV Either (III)</b> : Women in Indian History- Chapter - I, Remove <u>Various approaches about women- Liberal, Marxist, Socialist, &amp; Radical</u> &amp; Add <u>Role of Women in the Freedom Movement</u></p>



<p>650-1200</p> <p>Paper – VII : Social &amp; Economic life And Institutions of Ancient India</p> <p>Paper – VIII : Elements Of Indian Archaeology and Epigraphy.</p> <p>Paper – IX : [1] History of Ideas (Religious, Political, Social Ideas) This paper is compulsory for all Groups [2] History of Indian Thought [3] Dissertation</p> <p><b>M. A. Final Group-[B]</b></p> <p>Paper – V: Polity And Economy of India (A.D. 1200-1750)</p> <p>Paper – VI: Society and Culture of India (A.D.1200-1750)</p> <p>Paper – VII: Medieval Rajasthan (A.D.1400-1708)</p> <p>Paper – VIII: The Art And Architecture of Medieval India (A.D.1200-1700) .</p> <p>Paper – IX: [1] History of Ideas (Religious, Political, Social Ideas ) This paper is compulsory for all Groups [2] History of Indian Thought [3] Dissertation</p> <p><b>M. A. Final Group-[C]</b></p> <p>Paper – V: Modern India and Its Institutions (1740-1857 A.D.)</p> <p>Paper – VI: Modern India and Its Institutions (1858-1919 A.D.)</p> <p>Paper – VII: Modern India and Its Institutions (1919-1950 A.D.)</p> <p><b>Unit-I</b> The Non-cooperation, Civil Disobedience and Quit India Movements, Role of the Revolutionaries with special reference to Chandra Shekhar and Bhagat Singh.</p>	<p>Paper –V: History of India A.D. 650-1200</p> <p>Paper –VII : Social &amp; Economic life And Institutions of Ancient India</p> <p>Paper –VIII: Elements Of Indian Archaeology and Epigraphy.</p> <p>Paper–IX: [1] History of Ideas (Religious, Political, Social Ideas ) This paper is compulsory for all Groups [2] History of Indian Thought [3] Dissertation</p> <p><b>M. A. Final Group-[B]</b></p> <p>Paper –V: Polity And Economy of India (A.D. 1200-1750)</p> <p>Paper –VI: Society and Culture of India (A.D.1200-1750)</p> <p>Paper–VII: Medieval Rajasthan (A.D.1400-1708)</p> <p>Paper–VIII: The Art And Architecture of Medieval India (A.D.1200-1700)</p> <p>Paper –IX: [1] History of Ideas (Religious, Political, Social Ideas ) This paper is compulsory for all Groups [2] History of Indian Thought [3] Dissertation</p> <p><b>M. A. Final Group-[C]</b></p> <p>Paper–V: Modern India and Its Institutions (1740-1857 A.D.)</p> <p>Paper–VI: Modern India and Its Institutions (1858-1919 A.D.)</p> <p>Paper–VII: Modern India and Its Institutions (1919-1950 A.D.)</p> <p><b>Unit-I</b> The Non-cooperation, Civil Disobedience and Quit India Movements, Role of the Revolutionaries with special</p>	<p>In this BOS Meeting All Members are give the Suggestion Add master <b>Suray Sen Of Bangal</b> Paper- VII, Unit – I.</p>
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	<p><del>Paper VIII: Historical Application in Tourism (Rajasthan)</del></p> <p><del>Paper IX:</del>  <del>[1] History of Ideas (Religious, Political, Social Ideas ) This paper is compulsory for all Groups</del>  <del>[2] History of Indian Thought</del>  <del>[3] Dissertation</del></p>	<p>reference to Chandra Shekhar and Bhagat Singh.</p> <p>Paper- VIII: Historical Application in Tourism (Rajasthan)</p> <p>Paper –IX:  [1] History of Ideas (Religious, Political, Social Ideas ) This paper is compulsory for all Groups  [2] History of Indian Thought  [3] Dissertation</p>	
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All the suggested [ UG / PG] changes are made and will be implemented from the academic session 2018-21 [UG], 2018-20 [PG].



Dr. Avinash Pareek

Chairman/ HOD/ Dean



**Faculty of Humanities & Social Sciences**  
**Institute of Advanced Studies in Education**  
**(Deemed to be University)**

Gandhi VidyaMandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)  
e.mail. :mmv.iase@gmail.com, URL : iaseuniversity.org.in, Mob. No. 6377915040

## MINUTES OF THE BOARD OF STUDIES

Department of Geography

The meeting of Board of Studies was held on 18 April, 2018 at the University Conference Hall at 12.30 pm. The following were present OmPrakashDube Chairman

- |                             |                 |
|-----------------------------|-----------------|
| 1. Dr. Sunil Kumar          | Chairperson     |
| 2. Dr M.M. Shekh            | External Member |
| 3. DrAvinashPareek          | Internal Member |
| 4. MrGajender Singh Rathore | Internal Member |
| 5. Shri. JitendraPareek     | Invitee         |

The following agenda item were considered by the committee:

Item I

Undergraduate syllabus was taken into minute consideration.

Resolution

Proposed year syllabus for B.A. (Geography), optional subject and Compulsory subject (Environmental Studies) for three year degree course B.A.

The proposed syllabus of the Environmental Studies (B.A. Compulsory) was passed with no suggested modifications.

  
(Dr. AvinashPareek)

Dean

Item II

Postgraduate syllabus was taken under consideration.

Resolution

Few modifications and changes in references were suggested buy the committee.

Item III

Ph.D. syllabus was taken into consideration.

Resolution

The proposed syllabus of the Ph.D. course work syllabus was passed with no suggested modifications.

Item IV

Ph.D. entrance exam pattern decided.

Resolution

New entrance test pattern was proposed.

Detailed Report

Item I

S.N.	Existing Syllabus	Proposed Syllabus	Remark
2.	<b>M.A.(P)</b> <b>Physical Basis of Geography.</b> <b>Books recommended :</b> 1. Ahmad, E. : coastal Geomorphology of India, New Delhi. 2. Steers, J.A. : Unstable Earth (Methuen and Co. London) 3. Strahler, A.N. : Earth Sciences (Harper and Row Publicers, New Delhi) 4. Strahler, A.N. : Modern Physical Geography (John Wiley and Sons, Inc. New York). 5. Youg, A : Slopes. 6. John, Pity : Introduction to Geomorphology. 7. Sharma, R.C. : Oceanography for Geographers (Chaitanya Publishers, Allahabad) 8. Thornbury, W.D. : Principles of Geomorphology : (John Wiley, New York)	<b>M.A.(P)</b> <b>Physical Basis of Geography.</b> <b>Books recommended :</b> 1. Ahmad, E. : coastal Geomorphology of India, New Delhi. 2. Steers, J.A. : Unstable Earth (Methuen and Co. London) 3. Strahler, A.N. : Earth Sciences (Harper and Row Publicers, New Delhi) 4. Strahler, A.N. : Modern Physical Geography (John Wiley and Sons, Inc. New York). 5. Youg, A : Slopes. 6. John, Pity ; Introduction to Geomorphology. 7. Sharma, R.C. : Oceanography for Geographers (Chaitanya Publishers, Allahabad) 8. Thornbury, W.D. : Principles of Geomorphology : (John Wiley, New York)	To be regularized from next academic year 2018-19



	<p>9. Lobeck, A.K. : Geomorphology : (McGraw Hill Book Co. New York)</p> <p>10. Von-Engelin, O.D. : Geomorphology (Macmillan, New York).</p> <p>11. King and Embleton, C.A.M. : Glacial and Peri-Glacial Geomorphology (Arnold)</p> <p>12. सविन्द्र सिंह : भौतिकभूगोलवसुन्धराप्रकाशन, गोरखपुर।</p> <p>13. कौशिक, एस.डी. : भू-आकृतिविज्ञान, रस्तोगीप्रकाशन, मेरठ।</p> <p>14. नेगी, वी.एस. : भू-आकृतिविज्ञान, रस्तोगीप्रकाशन, मेरठ।</p>	<p>9. Lobeck, A.K. : Geomorphology : (McGraw Hill Book Co. New York)</p> <p>10. Von-Engelin, O.D. : Geomorphology (Macmillan, New York).</p> <p>11. King and Embleton, C.A.M. : Glacial and Peri-Glacial Geomorphology (Arnold)</p> <p>12. सविन्द्र सिंह : भौतिकभूगोलवसुन्धराप्रकाशन, गोरखपुर।</p> <p>13. कौशिक, एस.डी. : भू-आकृतिविज्ञान, रस्तोगीप्रकाशन, मेरठ।</p> <p>14. नेगी, वी.एस. : भू-आकृतिविज्ञान, रस्तोगीप्रकाशन, मेरठ।</p>	
4.			
8	<p><b>M.A.(F)</b></p> <p><b>Population Geography</b></p> <p><b>Books Recommended :</b></p> <ol style="list-style-type: none"> <li>1. Clarks : Population Geography.</li> <li>2. Johnes : A Population Geography.</li> <li>3. Trewarth : A Geography of Population.</li> <li>4. Woods- Population Analysis in Geography.</li> <li>5. Woods- Theoretical Population Geography.</li> <li>6. BeanijenGarnier - Geography of Population.</li> <li>7. Zelinsky : A prologue to population Geography.</li> <li>8. Wilson- Population Geography.</li> <li>9. Chandra- Population Geogaphy.</li> <li>10. Davis- The Population of India and Pakistan.</li> <li>11. Clarks (ed.) : Geography of Population.</li> <li>12. Schnell &amp; Monmonier : The study of population - Elements Patterns and Processes.</li> <li>13. Dyson and Crook : India's Demography.</li> <li>14. Rees and Wilson : Spatial Population Analysis.</li> <li>15. Pacione : Population Geography - Problems and prospects.</li> <li>16. एस.डी. मोंथे : जनसंख्या भूगोल</li> </ol>	<p><b>M.A.(F)</b></p> <p><b>Population Geography</b></p> <p><b>Books Recommended :</b></p> <ol style="list-style-type: none"> <li>1. Clarks : Population Geography.</li> <li>2. Johnes : A Population Geography.</li> <li>3. Trewarth : A Geography of Population.</li> <li>4. Woods- Population Analysis in Geography.</li> <li>5. Woods- Theoretical Population Geography.</li> <li>6. BeanijenGarnier - Geography of Population.</li> <li>7. Zelinsky : A prologue to population Geography.</li> <li>8. Wilson- Popalaton Geography.</li> <li>9. Chandra- Population Geogaphy.</li> <li>10. Davis- The Population of India and Pakistan.</li> <li>11. Clarks (ed.) : Geography of Population.</li> <li>12. Schnell &amp; Monmonier : The study of population - Elements Patterns and Processes.</li> <li>13. Dyson and Crook : India's Demography.</li> <li>14. Rees and Wilson : Spatial Population Analysis.</li> <li>15. Pacione : Population Geography - Problems and prospects.</li> </ol>	

8.	<p style="text-align: center;"><b>CLIMATOLOGY</b></p> <p><b>Suggested Readings</b></p> <ol style="list-style-type: none"> <li>1. Barry, R.G. and Chorley P.J. : Atmosphere: Whether and Climate, Routledge, London and New York.</li> <li>2. Critchfield, J.H.: General Climatology. Prentice Hall, India, New Delhi.</li> <li>3. Lydolph, P.E. : The climate of the Earth. Rowman.</li> <li>4. Fein, J.S. and stephens, P.N. Monsoons. Wiley Interscience.</li> <li>5. India Met. Deptt. : Climatological Tables of Observatories in India, Govt. of India.</li> <li>6. <del>डी.एस. लाल : अंतरिक्ष विज्ञान</del></li> </ol>	<p style="text-align: center;"><b>CLIMATOLOGY</b></p> <p><b>Suggested Readings</b></p> <ol style="list-style-type: none"> <li>1. Barry, R.G. and Chorley P.J. : Atmosphere, Whether and Climate, Routledge, London and New York.</li> <li>2. Critchfield, J.H.: General Climatology. Prentice Hall, India, New Delhi.</li> <li>3. Lydolph, P.E. : The climate of the Earth, Rowman.</li> <li>4. Fein, J.S. and stephens, P.N. Monsoons. Wiley Interscience.</li> <li>5. India Met. Deptt. : Climatological Tables of Observatories in India, Govt. of India.</li> </ol>	
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**Faculty of Humanities & Social Sciences**  
**Institute of Advanced Studies in Education**  
**(Deemed to be University)**

**Gandhi Vidya Mandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)**  
e.mail. : mmv.iase@gmail.com, URL : iaseuniversity.org.in, Mob. No. 6377915040

## MINUTES OF THE BOARD OF STUDIES

Department of Sociology

The meeting of Board of Studies was held on 27.04.2018 at University Conference hall at 11:30 a.m. following were present.

- |                          |                 |
|--------------------------|-----------------|
| 1. Dr. Avinash Pareek    | Chairperson     |
| 2. Dr. Anand Srivastava  | Internal Member |
| 3. Ms. Alpana Sharma     | Internal Member |
| 4. Dr. B.L. Tak          | External Member |
| 5. Shri. Jitendra Pareek | Invitee         |

The following agenda item were considered by the committee:

### Item I

Proposed yearly syllabus for Optional Subject (Sociology) for three years Bachelor of Arts (B.A.) Degree Course.

### Resolution

The changes were suggested as following:

1. Few topics should be obliterated in the syllabus of B.A. III<sup>rd</sup> Year
2. Few modifications were suggested in B.A. II<sup>nd</sup> Year

### Item II

Proposed yearly syllabus for M.A.

### Resolution

The modifications suggested by the members were as follows:

1. **Social Anthropology was added as Paper IV (B) instead of Paper IX (B)**
2. **Addition of Paper Industrial Sociology as Paper VII (B)**



3. **Optional Paper Sociological Statistics was obliterated**
4. The topic **Alienation** under the **Paper Sociology of Religion** was added under the heading of **Karl Marx in Paper VI - Social Thinkers**
5. The maximum marks for the Paper IX (I) Dissertation was increased from 80 to 100.

  
(Dr. Avinash Pareek)

Dean

**Detailed Report**

Item I

S.N.	Existing Syllabus	Proposed Syllabus	Remark
1	<p><b>B.A. III rd year</b></p> <p><b>Paper - I Social Thinker</b></p> <p style="text-align: center;"><b>Unit II</b></p> <p>Durkheim: Social Fact, Division of Labor, Suicide</p> <p>Max Weber: Bureaucracy, Religion and Capitalism, <del>Social Action.</del></p> <p style="text-align: center;"><b>Unit IV</b></p> <p>M. N. Srinivas: Sanskritization, westernization, dominant caste.</p> <p>Radha Kamal Mukherjee: Social Values, Theory of Social Science.</p>	<p><b>B.A. III rd year</b></p> <p><b>Paper - I Social Thinkers</b></p> <p style="text-align: center;"><b>Unit II</b></p> <p>Durkheim: Social Fact, Division of Labor, Suicide</p> <p>Max Weber: Bureaucracy, Religion and Capitalism</p> <p style="text-align: center;"><b>Unit IV</b></p> <p>M. N. Srinivas: Sanskritization, westernization, dominant caste.</p> <p>Radha Kamal Mukherjee: Social Values, <u>Social Ecology</u>, Theory of Social Science.</p>	<p>The Social Action of Max Weber was obliterated from the syllabus</p> <p>Social Ecology of R.K. Mukerjee was added</p>

Item II

S.N.	Existing Syllabus	Proposed Syllabus	Remark
1	<p><b>M.A.</b></p> <p><b>Paper - VI Social Thinker</b></p> <p><b>Unit- I</b></p> <p>Karl Marx : Class – Struggle, Dialectical Materialism, Historical Materialism</p>	<p><b>M.A.</b></p> <p><b>Paper - VI Social Thinker</b></p> <p><b>Unit- I</b></p> <p>Karl Marx : Class – Struggle, Dialectical Materialism, Historical Materialism, Alienation</p>	<p>The topic Alienation was added</p>



**Dr. Avinash Pareek**

**(Chairperson/Dean)**



**Faculty of Humanities & Social Sciences**  
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संस्कृत विभाग

अध्ययन मण्डल बैठक 30/04/2018 का विवरण

संस्कृत विभाग की अध्ययन मण्डल की बैठक का आयोजन समय 1:00 बजे से उच्च अध्ययन शिक्षण संस्थान(मानित विश्वविद्यालय) के मानविकी एवं सामाजिक विज्ञान संकाय में किया गया जिसमें निम्नलिखित सदस्य उपस्थित रहे।

- |                           |               |
|---------------------------|---------------|
| 1 डॉ. अविनाश पारीक        | अधिष्ठाता     |
| 2 डॉ. कविता शर्मा         | बाह्य सदस्य   |
| 3 डॉ. कंचन शर्मा          | आन्तरिक सदस्य |
| 4 श्री मान पुराराम मेघवाल | आन्तरिक सदस्य |

इस बैठक में जो निर्णय लिया गया इसका विवरण निम्न प्रकार से है—

मुद्दा न. 1

बीए वैकल्पिक विषय संस्कृत के लिए तीन साल के डिग्री कोर्स (2018—2019—2019—20) और (2020—21) के लिए वार्षिक सिलेबस का सूझाव बैठक के समक्ष प्रस्तुत किया गया

समाधान

समिति के सदस्यों ने प्रस्तावित पाठ्यक्रम पर विचार-विमर्श किया और पाठ्यक्रम को बिना किसी संशोधनों के साथ बीए प्रथम वर्ष में प्रस्तावित किया गया।

मुद्दा न. 2

स्नातकोत्तर पूर्वार्ध और उत्तरार्ध संस्कृत दो साल के डिग्री पाठ्यक्रम (2018—19) और (2019—20) के लिए वार्षिक पाठ्यक्रम का प्रस्ताव पारित किया गया।

समाधान

समिति के सदस्यों ने प्रस्तावित पाठ्यक्रम पर विचार-विमर्श किया और पाठ्यक्रम को बिना किसी संशोधनों के साथ स्नातकोत्तर पूर्वार्ध और उत्तरार्ध संस्कृत में प्रस्तावित किया गया।

अध्यक्ष की अनुमति से बैठक समाप्त हुई

(डॉ. कं. रानी लक्ष्मी)  
अधिष्ठाता





# **Board of Studies (Education)**

## **Meeting No. 30**

**Dated 02May, 2018**

## **Agenda**

**Institute of Advanced Studies in Education  
(Deemed to be University)**

Gandhi Vidya Mandir, Sardarshahr – 331403

Phone: 01564-220025, 223642, 223054

On 2<sup>nd</sup> May 2018, the 30<sup>th</sup> meeting of the Board of Studies (Education) was held in the EDUSAT, Basic Teachers' Training College, Sardarshahr under the chairmanship of Prof. Manisha Verma the following members attended the meeting are as under-

<b>Sr. No.</b>	<b>Member</b>	<b>Designation</b>
1.	Prof. Manisha Verma	Dean – Education
2.	Prof. B.L. Jain	External Member
3.	Dr. Sarita Sharma	HoD Education
4.	Dr. Narendra Bhatt	Internal Member
5.	Dr. Pramod Kumar Pandia	Internal Member
6.	Dr. Anand Srivastav	Internal Member
7.	Dr. Kanchan Sharma	Internal Member
8.	Dr. Ranjeeta Baid	Internal Member
9.	Mrs Dipti Bhardwaj	Internal Member

Following agenda items were discussed in the meeting:-

### **Agenda :**

#### **Item – 1**

Proposal for two short term certificate courses namely Creative Writing in English and Spoken English and ICT Skills.

#### **Résolution**

Following two certificate courses were accepted and forwarded to Academic Council for final approval.

<b>S.N.</b>	<b>Existing Syllabus</b>	<b>Proposed Syllabus</b>	<b>Remark</b>
1		<p><b>Creative Writing in English</b>            Paper Code: WEC 02 Max. Marks: 100            Credit-4 Min. Marks: 40  <b>Learning Outcome:</b> Upon Completion of this course the students will be able to:</p> <ul style="list-style-type: none"> <li>• Use a variety of accurate sentence structures.</li> </ul>	Two Certificate Course Approved

		<ul style="list-style-type: none"> <li>• Understand comprehension passages in better way to know the aesthetic writing.</li> <li>• Recognize and demonstrate use of appropriate Vocabulary, style &amp; Tone in formal or informal letters.</li> <li>• Understand the various Concept &amp; Nature of report writing.</li> <li>• Produce a well organized academic essay.</li> <li>• Explore the depth of Contemporary Indian Writing style &amp; Patten in English.</li> </ul> <p><b>General Principle of Writing:-</b></p> <ul style="list-style-type: none"> <li>• Do's and don'ts of effective writing</li> <li>• E-mail and modern writing</li> <li>• Styles of writing</li> </ul> <p><b>Aesthetic Writing:-</b></p> <ul style="list-style-type: none"> <li>• Poem composition / Rhyme</li> <li>• Story writing</li> <li>• Novel writing</li> <li>• Any piece of writing that pleases the reader</li> </ul> <p><b>Letter Writing:-</b></p> <ul style="list-style-type: none"> <li>• Types of letter writing:- formal and informal</li> <li>• Formal Letters: - A letter to editor, bank manager, a collector, a principal, a businessman etc.</li> <li>• Informal Letters:- A letter to parents, friends, pen friend, E-mail friend, maintaining the theme appropriate to relations</li> </ul> <p><b>Report and Essay writing:-</b></p> <ul style="list-style-type: none"> <li>• Report for publication in the news paper such as accident, a sports match, a political rally, a social event like fair, farewell party, cultural events etc.</li> <li>• Report by a school captain, Monitor, class teacher, Principal on a relevant theme.</li> <li>• Essay on the topics such as: - Favorite book, TV serial, Sports, Importance of Books, Educational tours, Science: A boon or A bane etc.</li> </ul> <p><b>Reference :</b></p> <ul style="list-style-type: none"> <li>• Bhatnagar R.P. New Directions in English Language Teaching. Pointer Publishers, Jaipur.</li> <li>• Kleiser, G. (2010): Stand and Letters, A.P.H. Publishing Corporation. New Delhi</li> <li>• Martin &amp; When (2019). High School English Grammar &amp; Composition, New Delhi S. Chand And Company Pvt. Ltd.</li> <li>• Pandey, S.K. Teaching Communication, Commonwealth Publishers. New Delhi</li> <li>• Roberts, E.V. Writing Themes About Literature, Englewood Cliffs, New Jersey.</li> <li>• Shankar. G. (1997) English Grammar &amp; Composition. Arya Book Depot. New Delhi.</li> </ul> <p style="text-align: center;"><b>Spoken English and ICT Skills</b></p> <p><b>Paper Code: SEC 03    Max. Marks: 100</b>  <b>Credit – 4            Min. Marks: 40</b></p> <p><b>Learning Outcomes:</b> Upon Completion of this Course the student will be able to:-</p> <ul style="list-style-type: none"> <li>• Understand that what the basic verb patterns are.</li> <li>• Understand the mechanism of speech &amp; Produce English sound correctly or pronounce English with appropriate stress &amp; intonation.</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Acquire new vocabulary &amp; identified from the assigned text.</li> <li>• Develop &amp; Exhibit &amp; accurate sense of self.</li> <li>• Choose the appropriate ICT Tool with its concept for the relevant context.</li> <li>• To develop the strategies to work with other to achieve specific goals.</li> </ul> <p><b>Pronunciation and Functional Grammar:-</b></p> <ul style="list-style-type: none"> <li>• Difficult words to pronounce such as: - Psychology, Pneumonia, handsome, sandwich.</li> <li>• Used Verb:- Use to (Noun &amp; Verb)</li> <li>• vowels and consonant letters in English</li> <li>• Stress and intonation: Tense, Voice, Narration, Transformation, Conjunction etc.</li> </ul> <p><b>Vocabulary:-</b></p> <ul style="list-style-type: none"> <li>• Glossary on business, sports, stationery, utensil, spices, names of body parts, names of vegetables, names of fruits, diseases, agriculture equipment, kitchen accessories, professions etc.</li> </ul> <p><b>Life situation:-</b></p> <ul style="list-style-type: none"> <li>• Spoken English in Life situations such as: - a public place like schools/colleges/universities/government office, Vegetable market, wedding ceremony, hospitals, while travelling by bus/train, water supply office, electricity board office, parlor saloon etc.</li> <li>• Other Occasion: - talking to stranger /principal/teacher/government officers/leaders/colleagues etc.</li> </ul> <p><b>ICT Skills:-</b></p> <ul style="list-style-type: none"> <li>• Concept and utility of ICT skills in spoken English</li> <li>• Domains of ICT: - Internet, E-mail, Dictionaries, Thesis and Reference books, Thesaurus, Phonetics etc.</li> </ul> <p><b>Reference:</b></p> <ul style="list-style-type: none"> <li>• Aggarwal, R (2003). Effective Communication skill. Sublime Publication, Jaipur.</li> <li>• Atwood, F.b. (1992). The Cambridge guide to literature in English, New York, U.S.A : the Press syndicate of the university of Cambridge.</li> <li>• Grellet, F. (1981). Developing Reading skill A Practical guide to reading Comprehension exercise. Cambridge University Press.</li> <li>• Kulshrest, S.P : Educational Technology &amp; ICT. R. Ial Book Depo. Meerut (U.P)</li> <li>• Leech &amp; Svartvik : A Communicative Grammar of English. Pearson India, New Delhi.</li> <li>• Martin &amp; Wren (2019). High school English grammar &amp; Composition, New Delhi : S. Chand and Company Pvt. Ltd.</li> </ul>	
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**Item – 2**

Proposal on weightage to marks of optional courses for B.A.B.Ed. and course content for B.Sc.B.Ed.

### Résolution

The committee members discussed and approved the scheme of evaluation of B.A.B.Ed. the marks.

The aggregate marks be increase from 50 to 75 and then the external marks be set 60 and internal marks 15. According to following table :

S.N	Existing Syllabus						Proposed Syllabus						Re ma rk
	Course code	Title of the course	EVALUATION				Course code	Title of the course	EVALUATION				
Exter nal			Inte rnal	Pract ical	Tot al	Exter nal			Intern al	Pract ical	Total		
BA . B.E d.	FIRST YEAR -I						FIRST YEAR-I						
	Course -1/ B.A.B. ED.- 110	Gen. English (compulsory)	80	20	-	40 0	Course- 1/ BABED -110	Gen. English (compulsor y)	70	30	-	100	
	Course -2/ B.A.B. ED.- 120	Childhood, Growing up & learning	70	30	-	10 0	Course- 2/ BABED -120	Childhood, Growing up & learning	70	30	-	100	
	Course -3/ B.A.B. ED.- 130	Education in Contempor ary India	70	30	-	10 0	Course- 3/ BABED -130	Education in Contempor ary India	70	30	-	100	
	Course -4/ B.A.B. ED.- 140	Yoga for Holistic Health	35	15	-	50	Course- 4/ BABED -140	Yoga for Holistic Health	35	15	-	50	
	Course -5/ B.A.B. ED.- 150	Chetna Vikas Moolya Shiksha (Specializat ion)	35	15	-	50	Course- 5/ BABED -150	Chetna Vikas Moolya Shiksha (Specializat ion)	35	15	-	50	
	Course -6/ B.A.B. ED.- 160	Content:					Course- 6/ BABED -160	Content:					
	B.A.B. ED.- 160 a I	1. Hin di I	80	20		20 0	BABED -160 a I	15. Hindi Litrat ure I	60	15		150	
	B.A.B. ED.- 160 a	2. Hin di II	80	20			BABED -160 a II	16. Hindi Litrat ure II	60	15			
							BABED -160 b I	17. Histo ry I	60	15		150	
						BABED	18. Histo	60	15				

II						
B.A.B. ED.-160 b I	3. History I	80	20			200
B.A.B. ED.-160 b II	4. History II	80	20	-		200
B.A.B. ED.-160 c I	5. Geography I	60	45		50	200
B.A.B. ED.-160 c II	6. Geography II	60	45			200
B.A.B. ED.-160 d I	7. Political Science I	80	20			200
B.A.B. ED.-160 d II	8. Political Science II	80	20			200
B.A.B. ED.-160 e I	9. Sanskrit I	80	20			200
B.A.B. ED.-160 e II	10. Sanskrit II	80	20			200
B.A.B. ED.-160 f I	11. Sociology I	80	20			200
B.A.B. ED.-160 f II	12. Sociology II	80	20			200
B.A.B. ED.-160 g I	13. English Lit. I	80	20			200
B.A.B. ED.-160 g II	14. English Lit. II	80	20			200
	CCA					25
	Prayer, Yoga, meditation & festival etc					25
<b>Total</b>						<b>1850</b>

SECOND YEAR -II

-160 b II	ryII					
BABED -160 c I	19. Geography I	40	10		50	150
BABED -160 c II	20. Geography II	40	10			150
BABED -160 d I	21. Political Science I	60	15			150
BABED -160 d II	22. Political Science II	60	15			150
BABED -160 e I	23. Sanskrit Litrat ure I	60	15			150
BABED -160 e II	24. Sanskrit Litrat ure II	60	15			150
BABED -160 f I	25. Sociology I	60	15			150
BABED -160 f II	26. Sociology II	60	15			150
BABED -160 g I	27. English Litrat ure I	60	15			150
BABED -160 g II	28. English Litrat ure II	60	15			150
BABED -160 h I	29. Music - I	40	10		50	150
BABED -160 h II	30. Music - II	40	10			150
	CCA					25
	Prayer, Yoga, meditation & festival etc					25
<b>Total</b>						<b>800</b>

SECOND YEAR-II



Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
Course-1/ B.A.B .ED.- 210	Gen. Hindi (compulsory)	80	20	-	100
Course-2/ B.A.B .ED.- 220	Knowledge & Curriculum	70	30	-	100
Course-3/ B.A.B .ED.- 230	Teaching & Learning	70	30	-	100
Course-4/ B.A.B .ED.- 240 (A/B)	Chetna Vikas Moolya Shiksha(Specialization) Or Health & Physical Education	35	15		50
Course-250	Content:				
B.A.B .ED.- 250 a I	Hindi Literature I	80	20		200
B.A.B .ED.- 250 a II	Hindi Literature II	80	20		
B.A.B .ED.- 250 b I	History I	80	20		200
B.A.B .ED.- 250 b II	History II	80	20		
B.A.B .ED.- 250 c I	Geography I	60	15		200
B.A.B .ED.- 250 c II	Geography II	60	15	50	
B.A.B .ED.- 250 d I	Political Sc I	80	20		200
B.A.B .ED.- 250 d II	Political Sc II	80	20		
B.A.B .ED.- 250 e I	Sanskrit I	80	20		200

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
Course-1/ BABE D-210	Gen. Hindi (compulsory)	70	30	-	100
Course-2/ BABE D-220	Knowledge & Curriculum	70	30	-	100
Course-3/ BABE D-230	Teaching & Learning	70	30	-	100
Course-4/ BABE D-240	Health & Physical Education	35	15		50
Course-250	Content:				
BABE D-250 a I	Hindi Literature I	60	15		150
BABE D-250 a II	Hindi Literature II	60	15		
BABE D-250 b I	History I	60	15		150
BABE D-250 b II	History II	60	15		
BABE D-250 c I	Geography I	40	10	50	150
BABE D-250 c II	Geography II	40	10		
BABE D-250 d I	Political Science I	60	15		150
BABE D-250 d II	Political Science II	60	15		
BABE D-250 e I	Sanskrit Literature I	60	15		150
BABE D-250 e II	Sanskrit Literature II	60	15		
BABE D-250 f I	Sociology I	60	15		150
BABE D-250 f II	Sociology II	60	15		
BABE D-250 g I	English Literature I	60	15		150
BABE D-250 g II	English Literature II	60	15		

B.A.B. .ED.- 250 e II	Sanskrit II	80	20		
B.A.B. .ED.- 250 f I	Sociology I	80	20	-	200
B.A.B. .ED.- 250 f II	Sociology II	80	20		
B.A.B. .ED.- 250 g I	English Lit. I	80	20	-	200
B.A.B. .ED.- 250 g II	English Lit. II	80	20		
	CCA				25
	Prayer, Yoga, meditation & festival etc				25
<b>Total</b>					<b>180 0</b>

#### THIRD YEAR –III

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
B.A.B. ED.- 350	ICT in Education	80	20	-	400
B.A.B. ED.- 351	Gender. School & Society	70	30	-	400
B.A.B. ED.- 352	Creating an Inclusive School	400	30	-	400
B.A.B. ED.- 353	Chetana Vikas Moolya Shiksha or Educational aspects of Geeta	35	15	-	50
B.A.B. ED.- 354	Pedagogy of school course I			-	
B.A.B. ED.- 354 I	Hindi	35	15	-	50
B.A.B. ED.- 354 II	Sanskrit	35	15	-	50
B.A.B. ED.- 354 III	English	35	15	-	50
B.A.B. ED.- 354 IV	Social Studies	35	15	-	50
B.A.B. ED.-	Civics	35	15	-	50

BABE D-160 h I	Music – I	40	10	50	150
BABE D-160 h II	Music – II	40	10		
	CCA				25
	Prayer, Yoga, meditation & festival etc				25
<b>Total</b>					<b>750</b>

#### THIRD YEAR –III

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
BABED -350	ICT in Education	70	30	-	100
BABED -351	Gender. School & Society	35	15	-	50
BABED -352	Creating an Inclusive School	35	15	-	50
BABED -353	Educational aspects of Geeta (Special)	35	15	-	50
BABED -354	Pedagogy of school course			-	
BABED -354 I	Hindi	35	15	-	50
BABED -354 II	Sanskrit	35	15	-	50
BABED -354 III	English	35	15	-	50
BABED -354 IV	Social Studies	35	15	-	50
BABED -354 V	Civics	35	15	-	50
BABED -354 VI	History	35	15	-	50





B.A.B. ED.- 355 g I	English-Lit-I	80	20	-	20
B.A.B. ED.- 355 g II	English-Lit-II	80	20	-	20
	CCA			-	25
	Prayer, Yoga, meditation & festival etc			-	25
B.A.B. ED.- 355	Internship ( 4 Weeks)			50	50
Total				-	23 50

**FOURTH YEAR -IV**

Course code	Title of the course	EVALUATION			
		Ext ern al	Int ern al	Pr act ic al	Tot al
B.A.B.E D.-450	Environmental Studies	80	20		100
B.A.B.E D.-451	Assessment for Learning	70	30		100
B.A.B.E D.-452	Chetna Vikas Moolya Shiksha or Agriculture	35	15		50
B.A.B.E D.- 453	Pedagogy of school Subjects Part - II				
B.A.B.E D.- 453 I	Hindi	35	15		50
B.A.B.E D.- 453 II	Sanskrit	35	15		50
B.A.B.E D.- 453 III	English	35	15		50
B.A.B.E D.- 453 IV	Social Studies	35	15		50
B.A.B.E D.- 453 V	Civics	35	15		50
B.A.B.E D.- 453 VI	History	35	15		50
B.A.B.E D.- 453 VII	Economics	35	15		50
B.A.B.E D.- 453 VIII	Geography	35	15		50
B.A.B.E, D.-453 IX	Arts	35	15		50
B.A.B.E D.- 453	Computer Science	35	15		50

**FOURTH YEAR -IV**

Course code	Title of the course	EVALUATION			
		Ext ern al	Int ern al	Pr act ic al	Tot al
BABED- 450	Environmental Studies	70	30		10 0
BABED- 451	Assessment for Learning	70	30		10 0
BABED- 452	Agriculture (Special)	35	15		50
BABED- 453	Pedagogy of school Subjects				
BABED- 453 I	Hindi	35	15		50
BABED- 453 II	Sanskrit	35	15		50
BABED- 453III	Social Studies	35	15		50
BABED- 453 IV	Civics	35	15		50
BABED- 453 V	History	35	15		50
BABED- 453 VI	Geography	35	15		50
BABED- 453 VII	Computer Science	35	15		50
BABED- 453 VIII	English	35	15		50
BABED- 453 IX	Music	35	15		50

X						Course – 455	<b>Content:</b>				
	CCA				25						
	Prayer, Yoga, meditation & festival etc				25	BABED-455 a 1	Hindi Literature	60	15	-	75
	Internship (16 weeks)				200	BABED-455 b 1	History	60	15	-	75
<b>Total</b>					<b>1000</b>	BABED-455 c 1	Geography	40	10	25	75
						BABED-455 d 1	Political Science	60	15	-	75
						BABED-455 e 1	Sanskrit Literature	60	15	-	75
						BABED-455 f 1	Sociology	60	15	-	75
						BABED-455 g 1	English Literature	60	15	-	75
						BABED-455 h 1	Music	40	10	25	75
							CCA				25
							Prayer, Yoga, meditation & festival etc				25
							Internship (16 weeks)				200
						<b>Total</b>					<b>675</b>

*Manish*  
 Prof. Manisha Verma  
 (Chairperson/Dean)



# **Board of Studies (Education)**

## **Meeting No. 31**

**Dated 15 September, 2018**

## **Agenda**

**Institute of Advanced Studies in Education  
(Deemed to be University)**

Gandhi Vidya Mandir, Sardarshahr – 331403

Phone: 01564-220025, 223642, 223054





		<ul style="list-style-type: none"> <li>• Address current social problems through theoretically-informed recommendations.</li> <li>• Demonstrate the utility of the sociological perspective for their lives as well as for the community as a whole.</li> <li>• Identify the basic institutions of the current society and their functions.</li> <li>• Make out the role of sociology in policy development and social action.</li> </ul> <p><b>Note : The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts- Part A and Part B having 6 and 2 marks respectively. Candidate has to answer part A in about 5 pages and part B in about one page.</b></p> <p style="text-align: center;"><b>Unit I</b></p> <p>Meaning, nature and scope of Sociology, the Sociological perspective, Sociology and other Social Sciences, the scientific and humanistic orientations to Sociological study.</p> <p style="text-align: center;"><b>Unit II</b></p> <p>Basic concepts: Society, Community, Institution, Association, Group, Social Structure, Culture, Status and Role.</p> <p style="text-align: center;"><b>Unit III</b></p> <p>The Individual and Society, Society and Socialization - meaning, stages, agencies and theories, relation between Individual and Society, Social Control: Norms, Values and Sanctions, Social Stratification and Mobility - meaning, forms and theories</p> <p style="text-align: center;"><b>Unit IV</b></p> <p>Social Change - Meaning and type: Evolution and Revolution, Progress and development - factors of Social Change- Theories of Ogburn, Sorokin, and Karl Marx.</p> <p style="text-align: center;"><b>Unit V</b></p> <p>The uses of Sociology: Introduction to Applied Sociology, Sociology and Social Problems, Sociology and Social Change, Sociology and Social Policy and Action.</p> <p><b>References</b></p> <ul style="list-style-type: none"> <li>• Bottomore, T.B. (1972). <i>Sociology: A guide to problems and literature</i>. Bombay: George Allen and Unwin(India)</li> <li>• Bushee, F. A. (1923). <i>Principles of sociology</i>. H. Holt.</li> <li>• Clow, F. R. (1920). <i>Principles of sociology with educational applications</i>. Macmillan.</li> <li>• Dua, V. (1974). Religion, Politics and History in India: Collected Papers in Indian Sociology.</li> <li>• Giddings, F. H. (1896). <i>The principles of sociology: An analysis of the phenomena of association and of social organization</i>. Macmillan.</li> <li>• Giddings, F. H. (2004). <i>The Principles of Sociology</i>. Genesis Publishing Pvt Ltd.</li> <li>• Harlambois, M. 1998. Sociology: themes and perspective, New Delhi: Oxford University Press.</li> <li>• Inkeles, Alex. (1987). What is Sociology? New Delhi: Prentice-hall of India.</li> <li>• Jayaram, N. 1988. Introductory sociology, Madras: Macmillan India.</li> <li>• Lieten, K. (1987). Indian Sociology.</li> <li>• Parasar, A. (2013). Sociology of Law-the Indian Context. <i>Societas/Communitas</i>, (15 (1)), 137-151.</li> <li>• Ross, E. A. (1920). <i>The principles of sociology</i>. Century Company.</li> <li>• Sharma, R. K. (1996). <i>Fundamentals of sociology</i>. Atlantic Publishers &amp; Dist.</li> <li>• Spencer, H. (1895). <i>The principles of sociology</i> (Vol. 6). Appleton.</li> <li>• Turner, J. H. (2012). <i>Theoretical principles of sociology. Volume 3: Mesodynamics</i> (Vol. 3). Springer Science &amp; Business Media.</li> </ul> <p style="text-align: center;"><b>B.A.BED - I (SOCIOLOGY) PAPER – II</b>  <b>INDIAN SOCIETY</b>  <b>CODE: BABED- 160 (II)</b></p> <p><b>Max. Marks: 75</b> <span style="float: right;"><b>External : 60</b></span></p>
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	<p>Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)</p> <p><b>Learning outcomes:-</b>  After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop a broad understanding of Indian society and intercultural diversity through cultural immersion.</li> <li>• Deepen the knowledge about the basic concepts of Indian social structure foundation.</li> <li>• Identify the uniqueness of Indian society and their functional role.</li> <li>• Develop a working knowledge of structure and composition of rural-urban dichotomy structure of Indian society.</li> <li>• Recognize the roots of the Indian culture and societal change throughout several social processes.</li> </ul> <p><b>Note : The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts– Part A and Part B having 6 and 2 marks respectively. Candidate has to answer part A in about 5 pages and part B in about one page.</b></p> <p style="text-align: center;"><b>Unit I</b></p> <p>Cultural and Ethnic Diversity Language, Caste, Religion -concept, religious beliefs and practices and Cultural patterns.Unity in Diversity -structural unity of Indian society.</p> <p style="text-align: center;"><b>Unit II</b></p> <p>Concepts of Varna, Ashram, Karma and Purshartha.</p> <p style="text-align: center;"><b>Unit III</b></p> <p>Basic Institutions of Indian society: Caste, Kinship, Family, Marriage. Caste and Class: meaning, features and changing dimensions.</p> <p style="text-align: center;"><b>Unit IV</b></p> <p>The structure and composition of Indian Society: Villages, Towns, Cities, Rural-Urban linkages, Tribes, Weaker Sections, Dalits, Women and Minorities, Population profile and related issues.</p> <p style="text-align: center;"><b>Unit V</b></p> <p>Processes of Social Change, Sanskritisation, Westernization, Modernization and Urbanization.Planned Change &amp; transformation in India.</p> <p><b>References</b></p> <ul style="list-style-type: none"> <li>• Bayly, C. A. (1986). The Origins of swadeshi (home industry): cloth and indian society. <i>The social life of things: Commodities in cultural perspective</i>, 285-321.</li> <li>• Bayly, C. A. (1988). <i>Rulers, townsmen and bazaars: North Indian society in the age of British expansion, 1770-1870</i> (No. 28). CUP Archive.</li> <li>• Bayly, C. A.&amp; Bayly, C. A. (1987). <i>Indian society and the making of the British Empire</i> (Vol. 1). Cambridge University Press.</li> <li>• Bayly, S. (2004). <i>Saints, goddesses and kings: Muslims and Christians in South Indian society, 1700-1900</i> (Vol. 43). Cambridge University Press.</li> <li>• Beteille, A. (1992). Caste and Family: In representations of Indian society. <i>Anthropology Today</i>, 8(1), 13-18.</li> <li>• Bose, N.K. 1967. : Culture and Society in India, Bombay:Asia Publishing House.</li> <li>• Carman, J. B., &amp; Marglin, F. A. (Eds.). (1985). <i>Purity and auspiciousness in Indian society</i> (Vol. 43). Brill.</li> <li>• Carman, J. B., &amp; Marglin, F. A. (Eds.). (1985). <i>Purity and auspiciousness in Indian society</i> (Vol. 43). Brill.</li> <li>• Dube, S.C. 1990. : Society in India (New Delhi: National Book trust)</li> <li>• Dube, S.C. 1995. : Indian Village (London: Routledge)</li> <li>• Karve, Irawati, 1961. : Hindu Society: An Interpretation (Poona Deccan College).</li> <li>• Lannoy, Richard, 1971 : The Speaking Tree: A study of Indian Society and Culture (Delhi: Oxford University Press)</li> <li>• Oommen, T. K. (2005). <i>Crisis and contention in Indian society</i>. SAGE</li> </ul>	
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		<p>Publications India.</p> <ul style="list-style-type: none"> <li>• Sharma, R. K. (2004). <i>Indian society, institutions and change</i>. Atlantic Publishers &amp; Dist.</li> <li>• Sharma, R. S., &amp; Sharma, R. S. (2003). <i>Early medieval Indian society: a study in feudalisation</i>. Orient Blackswan.</li> <li>• Singer, M. B., &amp; Cohn, B. S. (Eds.). (1970). <i>Structure and change in Indian society</i> (Vol. 47). Transaction Publishers.</li> </ul> <p>Uberoi, Patricia. 1993: <i>Family, Kinship and Marriage in India</i> (New Delhi: Oxford University Press)</p> <p style="text-align: center;"><b>B.A, B.ED- II (SOCIOLOGY) PAPER – I</b> <b>SOCIAL RESEARCH AND STATISTICS</b> <b>CODE: BABED- 250 (1)</b></p> <p><b>Max. Marks: 75</b> <span style="float: right;"><b>External : 60</b></span> Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included) Learning outcomes:- After completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between the objective and subjective social reality</li> <li>• Compare the different social research methods and application of most appropriate methodology for doing social research</li> <li>• Formulate the methods of data collection and their transcription for analysis of the current social veracity</li> <li>• Discuss the principles and strategies of sample selection, data collection, analysis and to conclude through proper methodological indentation</li> <li>• Use the statistics for analyzing the collected data to envisage the current social reality</li> </ul> <p>Be able to demonstrate quantitative literary seeding and understanding Research literature</p> <p><b>Note : The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts– Part A and Part B having 6 and 2 marks respectively. Candidate has to answer part A in about 5 pages and part B in about one page.</b></p> <p style="text-align: center;"><b>Unit – I</b></p> <p>Social Research and Social Survey- Meaning, Nature, Stages and types.</p> <p style="text-align: center;"><b>Unit – II</b></p> <p>Data, Forms and Sources. Hypothesis, Concept, type and Sources.</p> <p style="text-align: center;"><b>Unit – III</b></p> <p>Techniques of Data Collection : Observation, Interview, Schedule &amp; Questionnaire. Questionnaire Construction</p> <p style="text-align: center;"><b>Unit – IV</b></p> <p>Sampling - Concept, type , importance and limitations. Case Study Method.</p> <p style="text-align: center;"><b>Unit – V</b></p> <p>Tabular presentation of Data, Graphical representation of data. Measurement of central tendency- Mean, Median, Mode, R, Rho Correlation (Rank).</p> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Argyrous, G. (1997). <i>Statistics for social research</i>. Macmillan International Higher Education.</li> <li>• Champion, D. J. (1970). <i>Basic statistics for social research</i>. Scranton: Chandler Publishing Company.</li> <li>• Cramer, D. (1998). <i>Fundamental statistics for social research: step-by-step calculations and computer techniques using SPSS for Windows</i>. Psychology Press.</li> <li>• Hanneman, R. A., Kposowa, A. J., &amp; Riddle, M. D. (2012). <i>Basic statistics for social research</i> (Vol. 38). John Wiley &amp; Sons.</li> <li>• Healey, J. F. (2012). <i>The essentials of statistics: A tool for social research</i>. Nelson Education.</li> <li>• Healey, J. F. (2014). <i>Statistics: A tool for social research</i>. Cengage Learning.</li> <li>• Levin, J. (2006). <i>Elementary statistics in social research</i>. Pearson Education India.</li> <li>• Wright, S. R. (1979). <i>Quantitative methods and statistics: A guide to social research</i> (Vol. 9). Sage.</li> </ul>
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**B.A,BED- II (SOCIOLOGY) PAPER – II**  
**SOCIAL PROBLEMS IN CONTEMPORARY INDIAN SOCIETY**  
**CODE: BABED- 250 (II)**

**Max. Marks: 75**

**External : 60**

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

**Learning outcomes:-**

After the completion of the course, the students will be able to:

- Think critically and ingeniously about the society and social issues
- Develop the sociological knowledge and skills to identify the current social issues
- Demonstrate sociological understandings of social phenomena
- Apply sociological concepts and theories to the existent world and ultimately to their everyday lives

**Note : The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts- Part A and Part B having 6 and 2 marks respectively. Candidate has to answer part A in about 5 pages and part B in about one page.**

**Unit – I**

Social Problem: meaning, concept and types. Crime and Delinquency: meaning, causes, types, theories and remedies.

**Unit – II**

Population Problem, Population Education and programmes of control. Population Control -measures, causes for success and failure.

**Unit – III**

Problem of Youth, Drug Abuse and AIDS, Problems of Women in India. Women Empowerment, Infanticides.

**Unit – IV**

Poverty, Unemployment and Illiteracy :causes forms and remedies. Human rights and Social Problems.

**Unit – V**

Social Problems of special groups in India-The Scheduled castes, Scheduled Tribes and Other Backward classes.Problems of Minorities and Communalism.

**References:**

- Ahuja, R. (1992). *Social problems in India*. Rawat publications.
- Bahl, V. (1997). Relevance (or irrelevance) of subaltern studies. *Economic and Political Weekly*, 1333-1344.
- Beteille, A. (1974). *Six essays in comparative sociology*. Delhi; New York: Oxford University Press.
- Beteille, A. (1991). The reproduction of inequality: Occupation, caste and family. *Contributions to Indian sociology*, 25(1), 3-28.
- Beteille, A. (1992). *The backward classes in contemporary India*. Delhi: Oxford University Press.
- Guha, Ranjit, 1991. : Subaltern Studies, New York: Oxford University Press.
- Kothari, Rajni (Ed) 1973. : Caste in Indian Politics Madan, G.R.: Social Problems in India. Madan, T.N. 1991. : Religion in India, New Delhi, Oxford University Press

Stratification, Social. "Caste and Other Inequalities-Essays in Inequality." Delhi: Manohar (1979).

**B.A, B.ED- III (SOCIOLOGY) PAPER – I**  
**SOCIAL THINKERS**  
**(CODE: BABED- 355 F I)**

**Maximum Marks: 75**

**External: 60**

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

**Learning Outcomes:-**

After completion of the course, students will be able to:

- Explain the systematic explanations of social phenomena through the lens of diverse thinkers reflection which will power their abstract explanations to predict the social events better
- Provide a framework to analyze the diverse selection of social phenomena of the humans throughout the world in a testable and probabilistic manner



		<ul style="list-style-type: none"> <li>• <b>Develop their competencies in social theory analysis at micro, meso and macro level</b></li> <li>• <b>Analyze and evaluate how the theories are impacted by social and historical conditions through cross-cultural variations</b></li> </ul> <p style="text-align: center;"><b>Unit I</b></p> <p>August Comte: Law of three stages, Positivism, Hierarchy of sciences.  Hebert Spencer: Organic theory of society, social evolution, types of society.</p> <p style="text-align: center;"><b>Unit II</b></p> <p>Durkheim: Social Fact, Division of Labor, Suicide  Max Weber: Bureaucracy, Religion and Capitalism.</p> <p style="text-align: center;"><b>Unit III</b></p> <p>Karl Marx: Class-struggle, Dialectical Materialism, Historical Materialism.  Parsons: Structuralism, social action, institutionalization.</p> <p style="text-align: center;"><b>Unit IV</b></p> <p>M. N. Srinivas: Sanskritization, westernization, dominion caste.  Radha Kamal Mukherjee: Social Values, Social Ecology, Theory of Social Science.</p> <p style="text-align: center;"><b>Unit V</b></p> <p>G.S. Ghurye : Caste, Class and Occupation, Social Tension.</p> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Raymond Aron: Main Currents in sociological Thought, Vol. I &amp; II.</li> <li>• Berlin, I. (2013). <i>Russian thinkers</i>, Penguin UK.</li> <li>• Devine, E., Held, M., Vinson, J., &amp; Walsh, G. (Eds.). (1983). <i>Thinkers of the twentieth century: a biographical, bibliographical and critical dictionary</i>. Macmillan.</li> <li>• Harjeet Singh : Frontiers of Social Sciences. 70 / Syllabus / B.A. Part – III</li> <li>• Sturrock, J. (1998). <i>The Word from Paris: Essays on Modern French Thinkers and Writers</i>. Verso.</li> <li>• Hearnshaw, F. J. C. (1923). <i>Social and Political Ideas of Some Great Medieval Thinkers</i> (p. 216). London.</li> <li>• R.K. Mukherji : Sociology and Indian Society I.C.S.S.R : Vol. I to IV.</li> <li>• G.S. Ghurye : Caste Class &amp; Occupation.</li> <li>• Singh Harjeet : Frontiers of Social Sciences</li> </ul> <p style="text-align: center;"><b>B.A,B.ED.- III (SOCIOLOGY) PAPER – II</b>  <b>SOCIAL ANTHROPOLOGY</b>  <b>(CODE: B.Ed- 355 (II))</b></p> <p><b>Maximum Marks: 75</b> <span style="float: right;"><b>External:60</b></span>  Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)</p> <p><b>Learning Outcomes:-</b>  After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Employ the anthropological thinking to describe how the individuals' life experiences are widely shaped by social structures</li> <li>• Describe how evolutionary and historical processes have shaped primates that leads to the behavioral and cultural diversity exist in the present society</li> <li>• Depict how the cultural systems construct social reality in a different way for an assortment of human groups.</li> <li>• Discuss human diversity from the point of cultural diversity and respect</li> <li>• Identify the social problems of the tribal communities in India and the legitimate social, economic and political rationales behind it</li> </ul> <p style="text-align: center;"><b>Unit I</b></p> <p>Social Anthropology: Meaning, Definition, Nature and Scope.</p> <p style="text-align: center;"><b>Unit II</b></p> <p>Social Structure: Marriage, Family &amp; Kinship.</p> <p style="text-align: center;"><b>Unit III</b></p> <p>Culture: Concept, theories of Cultural-growth, Magic and Religion.</p>	
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		<p style="text-align: center;"><b>Unit IV</b> Primitive Political System, Primitive Economic System.</p> <p style="text-align: center;"><b>Unit V</b></p> <p>Problems of Tribes in India, Tribes in Rajasthan: Bhils, Meenas and Garasiyas.</p> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Ardener, E. (Ed.). (2013). <i>Social anthropology and language</i>. Routledge.</li> <li>• Bloch, M. (Ed.). (2013). <i>Marxist analyses and social anthropology</i> (Vol. 2). Routledge.</li> <li>• Cheater, A. P. (2003). <i>Social anthropology: an alternative introduction</i>. Routledge.</li> <li>• Eggan, F. (1954). Social anthropology and the method of controlled comparison. <i>American Anthropologist</i>, 56(5), 743-763.</li> <li>• Evans-Pritchard, E. E. (2013). <i>Social anthropology</i>. Routledge.</li> <li>• Fox, R. 1967. Kinship and marriage. <i>Harmondsworth, Eng.: Penguin</i>.</li> <li>• Fox, R., &amp; Robin, F. (1983). <i>Kinship and marriage: An anthropological perspective</i> (No. 50). Cambridge University Press.</li> <li>• Hendry, J. (1999). <i>An introduction to social anthropology: Other people's worlds</i>. Macmillan International Higher Education.</li> <li>• Nadel, S. F. (2013). <i>The foundations of social anthropology</i>. Routledge.</li> <li>• Pfaffenberger, B. (1992). Social anthropology of technology. <i>Annual review of Anthropology</i>, 21(1), 491-516.</li> <li>• Pocock, D. (1975). <i>Understanding Social Anthropology: Revised Edition</i>. A&amp;C Black.</li> <li>• Robin, F. (1967). Kinship and marriage.</li> <li>• Stocking, G. W. (1995). <i>After Tylor: british social anthropology, 1888-1951</i> (Vol. 150). Madison: University of Wisconsin Press.</li> <li>Wissler, C. (1929). An introduction to social anthropology.</li> </ul> <p style="text-align: center;"><b>B.A.B.Ed.- I</b> <b>ENGLISH LITERATURE</b> <b>Poetry and Drama PAPER -I</b> <b>(BABED-160 g I)</b></p> <p><b>MAX MARKS:- 75</b> <span style="float: right;"><b>EXTNRAL -60</b></span></p> <p>INTERNAL-15( In which two tests of 7.5-7.5 Marks each are included)</p> <p><b>Learning outcomes:-:</b> Upon completion of this course. The Student will be able to :</p> <ul style="list-style-type: none"> <li>• Recognize poetry from a variety of cultures, language &amp; historical periods.</li> <li>• develop their critical thinking skill and enhance their writing potential</li> <li>• String tensing skill of note making, summarizing &amp; their writing</li> <li>• understanding tests with specific Sefence to genres, forms and literary teams.</li> <li>• Interpreting and appreciating the selected texts from the genres of poetry and drama</li> <li>• Recognizing the rhythms, metrics and other music aspects of poetry</li> </ul> <p style="text-align: center;"><b>Unit -I</b></p> <ul style="list-style-type: none"> <li>• William Shakespeare -       <ul style="list-style-type: none"> <li>○ My mistress 'eyes are nothing like</li> <li>○ Shall I Compare there</li> </ul> </li> <li>• John Donne       <ul style="list-style-type: none"> <li>○ Go and catch a falling star</li> <li>○ The sunne rising</li> </ul> </li> </ul> <p style="text-align: center;"><b>Unit -II</b></p> <ul style="list-style-type: none"> <li>• James Thomson- Autumn</li> <li>• George. G Byron</li> </ul>
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- There is pleasure in the pathless wood
- She walk in Beauty

**Unit –III**

- John Milton
  - On his blindness
  - On his 23th birthday
- John Keats
  - Bright star
  - On First looking into chapmen's homer

**Unit –IV**

- William Shakespeare- The Merchant of Venice

**Unit –V**

- Literary History - Renaissance, Reformation, Restoration, Neo classical age.
- Literary teams – Sonnet, lyric, simile, metaphor, Personification, Alliteration, Hyperbole pun, Comedy, Tragedy, Rhyme, Etc.

**Reference –**

- Abrams, M. H. (2005). *A glossary of literary terms*. New delhi: Macmillan.
- Abrams, M. H. & Harpham, G. G. (2018). *A glossary of literary terms* (eleventh ed.). new delhi: cengage learning india pvt.ltd.
- Baldick, C. (2015). *the oxford dictionary of literary Terms*. united kingdom: oxford university press.
- Bate, & jonathan. (2010). *English literary:-A very short introduction*. New delhi: oxford university press.
- Daiches, D. (2010). *A critical history of English literary* (Vols: 1,2). New delhi: supernova publisher.
- Evans, I. (2011). *A short history of english literary*. uk: New penguin,oxford university press.
- Hudson, W. H. (2012). *An introduction to the study of literature*. New delhi: Maple press.
- Hudson, W. H. (2012). *An outline history of english literature*. New delhi: maple press.
- Long, W. J. (2015). *english literature*. New delhi: Rama brothers india educational publishers.
- Naik, M. K. (1982). *A history of indian english literature*. New delhi: Rabindra Bhawan.
- Prasad, B. (1999). *A background to the study of english literature*. New delhi: Macmillan.
- Thakar, D. A. (2008). *A concise history of english literature*. Patna: Bharti Bhawan.
- Trivedi, R. D. (2018). *A compendious history of english literature*. U.P: Vikas publishing house pvt.Ltd.

**B.A.BED- I English Literature**

**Prose and fiction Paper-II**

(BABED-160 g II)

**MAX MARKS 75**

**EXTNRAL -60**

INTERNAL- (In which two tests of 7.5-7.5 Marks each are Included)

**Learning out comes:-** Upon completion of this course. The Student will be able to :

- Recognize poetry from a variety of cultures, language & historical periods.
- Broaden their vocabularies and literary thinking and gitical stalls

		<ul style="list-style-type: none"> <li>• Interpreting and appreciating the selected texts from the genres of poetry and drama</li> <li>• Write Focused analytical essays in clean grammatical prose</li> <li>• Strengthening the aesthetic sense &amp; Develop global competencies for successful life.</li> </ul> <p style="text-align: center;"><b>Unit-I</b></p> <p>Fancis bacon -of studies  Richard Steele -The spectator chub  J.Addison - Meditation in west minster abbey</p> <p style="text-align: center;"><b>Unit-II</b></p> <p>C. Lamb - Dream children  R.I. Stevenson - The Ideal house  B. Russell - Machines and Emotions  Virginia Woolf - Profession for Women</p> <p style="text-align: center;"><b>Unit-III</b></p> <p>Oscar Wilde - The model millionaire  K. Mansfield - A cup of tea  R. Tagor - Living or Dead  H. Munro (Saki) - The open window</p> <p style="text-align: center;"><b>Unit-IV</b></p> <p>Charles Dickens - Oliver twist</p> <p style="text-align: center;"><b>Unit-V</b></p> <p>Literary History-Elizabethan Prose, History of English Novel, 18<sup>th</sup> Century Prose  Literary Terms-Myth, Fable, Plot, Climax, Catastrophe metre, Soliloquy.</p> <p><b>Reference --</b></p> <ul style="list-style-type: none"> <li>• Abrams, M. H. (2005). <i>A glossary of literary terms</i>. new delhi: Macmilan.</li> <li>• Abrams, M. H., &amp; Harpham, G. G. (2018). <i>A glossary of literary terms</i> (eleventh ed.). new delhi: cengage learning india pvt.Ltd.</li> <li>• Baldick, C. (2015). <i>the oxford dictionary of literary Terms</i>. united kingdom: oxford university press.</li> <li>• Bate, &amp; jonathan. (2010). <i>English literary:-A very short introduction</i>. New delhi: oxford university press.</li> <li>• Daiches, D. (2010). <i>A critical history of English literary (Vols. 1,2)</i>. New delhi: supernova publisher.</li> <li>• Evans, I. (2011). <i>A short history of english literary</i>. uk: New penguin,oxford university press.</li> <li>• Hudson, W. H. (2012). <i>An introduction to the study of literature</i>. New delhi: Maple press.</li> <li>• Hudson, W. H. (2012). <i>An outline history of english literature</i>. New delhi: maple press.</li> <li>• Long, W. J. (2015). <i>english literature</i>. New delhi: Rama brothers india educational publishers.</li> <li>• Naik, M. K. (1982). <i>A history of indian english literature</i>. New delhi: Rabindra Bhawan.</li> <li>• Prasad, B. (1999). <i>A background to the study of english literature</i>. New delhi: Macmillan.</li> <li>• Thakar, D. A. (2008). <i>A concise history of english literature</i>. Patna: Bharti Bhawan.</li> </ul> <p>Trivedi, R. D. (2018). <i>A compendious history of english literature</i>: U.P: Vikas publishing house pvt.Ltd.</p> <p style="text-align: center;"><b>B.A, BED - II</b>  <b>ENGLISH LITERTURE-Poetry and Drama PAPER -I</b>  <b>(BABED.-250 g 1)</b></p> <p style="text-align: center;"><b>Max Marks:- 75</b> <span style="float: right;"><b>Extrenal -60</b></span></p> <p style="text-align: right;"><b>Internal-15</b></p> <p>(In which two tests of 7.5-7.5 Marks each are Included)</p> <p><b>Learning out comes:-:</b> Upon completion of this course. The Student will be able to :</p> <ul style="list-style-type: none"> <li>• Recognize poetry from a variety of cultures, language &amp; historical periods.</li> <li>• develop their critical thinking skill and enhance their writing potential</li> <li>• String tensing skill of note making, summarizing &amp; their writing</li> </ul>
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		<ul style="list-style-type: none"> <li>• Understanding texts with specific reference to genres, forms and literary terms.</li> <li>• Interpreting and appreciating the selected texts from the genres of poetry and drama</li> <li>• Recognizing the rhythms, metrics and other music aspects of poetry</li> </ul> <p style="text-align: center;"><b>Unit-I</b></p> <ul style="list-style-type: none"> <li>• Thomas quay - An Elegy written in a country churchyard</li> <li>• William Collins - ode to evening</li> </ul> <p style="text-align: center;"><b>Unit-II</b></p> <ul style="list-style-type: none"> <li>• William Blake - London</li> <li>• William words worth - the world is too much with us -The solitary reaper</li> </ul> <p style="text-align: center;"><b>Unit-III</b></p> <ul style="list-style-type: none"> <li>• P.B Shelly -Ode to the west wind – Englandin 1819</li> <li>• John beat - Ode to autumn</li> </ul> <p style="text-align: center;"><b>Unit –IV</b></p> <ul style="list-style-type: none"> <li>• William Shakespeare – Othello</li> </ul> <p style="text-align: center;"><b>Unit-V</b></p> <p>Literary History -Victorian poetry, modern poetry, Pre pedantic period, Romantism</p> <p>Literary Terms - Dramatic Monologue, Ballad, Ode, Free Verse, Blank verse, Irony, Soliloquy, elegy, plot, catharsis etc</p> <p><b>References -</b></p> <ul style="list-style-type: none"> <li>• Abrams, M. H. (2005). <i>A glossary of literary terms</i>. new delhi: Macmillan.</li> <li>• Abrams, M. H., &amp; Harpham, G. G. (2018). <i>A glossary of literary terms</i> (eleventh ed.). new delhi: cengage learning india pvt.ltd.</li> <li>• Baldick, C. (2015), <i>the oxford dictionary of literary Terms</i>. united kingdom: oxford university press.</li> <li>• Bate, &amp; jonathan. (2010). <i>English literary:-A very short introduction</i>. New delhi: oxford university press.</li> <li>• Daiches, D. (2010). <i>A critical history of English literary (Vols. 1,2)</i>. New delhi: supernova publisher.</li> <li>• Evans, I. (2011). <i>A short history of english literary</i>. uk: New penguin,oxford university press.</li> <li>• Hudson, W. H. (2012). <i>An introduction to the study of literature</i>. New delhi: Maple press.</li> <li>• Hudson, W. H. (2012). <i>An outline history of english literature</i>. New delhi: maple press.</li> <li>• Long, W. J. (2015). <i>english literature</i>. New delhi: Rama brothers india educational publishers.</li> <li>• Naik, M. K. (1982). <i>A history of indian english literature</i>. New delhi: Rabindra Bhawan.</li> <li>• Prasad, B. (1999). <i>A background to the study of english literature</i>. New delhi: Macmillan.</li> <li>• Thakar, D. A. (2008). <i>A concise history of english literature</i>. Patna: Bharti Bhawan.</li> <li>• Trivedi, R. D. (2018). <i>A compendious history of english literature</i>. U.P: Vikas publishing house pvt.Ltd.</li> <li>• Wolfreys, Julian(2012) <i>the English literature companion</i>, New York, Palgrave MacMillan</li> </ul> <p style="text-align: center;"><b>B.A,B.ED- II</b>  <b>English literature – Proseand Fiction</b>  <b>Paper-II</b>  <b>(BABED.-250 g II)</b></p> <p style="text-align: center;"><b>Max Marks:- 75</b> <span style="float: right;"><b>Extrenal -60</b> <b>Internal-15</b></span></p> <p>(In which two tests of 7.5-7.5 Marks each are Included)</p> <p><b>Learning out comes:-</b> Upon completion of this course. The Student will be able to :</p>
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	<ul style="list-style-type: none"> <li>• Recognize poetry from a variety of cultures, language &amp; historical periods.</li> <li>• Broaden their vocabularies and literary thinking and critical skills</li> <li>• Interpreting and appreciating the selected texts from the genres of poetry and drama</li> <li>• Write Focused analytical essays in clean grammatical prose</li> <li>• Strengthening the aesthetic sense &amp; Develop global competencies for successful life.</li> </ul> <p style="text-align: center;"><b>Unit-I</b></p> <ul style="list-style-type: none"> <li>• E.V. Lucas - Third thoughts</li> <li>• G.K. Chesterton - On the pleasures of no longer being very young</li> <li>• A.G Gardiner - On superstitions</li> </ul> <p style="text-align: center;"><b>Unit-II</b></p> <ul style="list-style-type: none"> <li>• Huxley - Selected Snobberies</li> <li>• Hilaire Belloc - In Praise of Ignorance</li> <li>• O'Henry - The Gift of the magi</li> </ul> <p style="text-align: center;"><b>Unit-III</b></p> <ul style="list-style-type: none"> <li>• Jonathan swift - On style</li> <li>• Nathaniel Hawthorne - Dr. Heidegger's Experiment</li> <li>• R. k Narayan - Under the banyan tree,</li> </ul> <p style="text-align: center;"><b>Unit-IV</b></p> <ul style="list-style-type: none"> <li>• Charles Dickens - A Tale of two Cities.</li> </ul> <p style="text-align: center;"><b>Unit-V</b></p> <ul style="list-style-type: none"> <li>• Literary History - Victorian novel, Victorian prose.</li> <li>• Literary terms - Stream of consciousness Novel, Element of Story, Scientific fiction.</li> </ul> <p><b>References</b></p> <p>Abrams, M. H. (2005). <i>A glossary of literary terms</i>. new delhi: Macmillan.</p> <p>Abrams, M. H., &amp; Harpham, G. G. (2018). <i>A glossary of literary terms</i> (eleventh ed.). new delhi: cengage learning india pvt.ltd.</p> <p>Baldick, C. (2015). <i>the oxford dictionary of literary Terms</i>. united kingdom: oxford university press.</p> <p>Bate, &amp; jonathan. (2010). <i>English literary:-A very short introduction</i>. New delhi: oxford university press.</p> <p>Daiches, D. (2010). <i>A critical history of English literary</i> (Vols. 1,2). New delhi: supernova publisher.</p> <p>Evans, I. (2011). <i>A short history of english literary</i>. U.K: New penguin, oxford university press.</p> <p>Hudson, W. H. (2012). <i>An introduction to the study of literature</i>. New delhi: Maple press.</p> <p>Hudson, W. H. (2012). <i>An outline history of english literature</i>. New delhi: maple press.</p> <p>Long, W. J. (2015). <i>english literature</i>. New delhi: Rama brothers india educational publishers.</p> <p>Naik, M. K. (1982). <i>A history of indian english literature</i>. New delhi: Rabindra Bhawan.</p> <p>Prasad, B. (1999). <i>A background to the study of english literature</i>. New delhi: Macmillan.</p> <p>Thakar, D. A. (2008). <i>A concise history of english literature</i>. Patna: Bharti</p>
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Trivedi, R. D. (2018). *A compendious history of english literature*. U.P: Vikas publishing house pvt.Ltd.

Wolfeys, Julian(2012) *the English literature companion*, New York, Palgrave MacMillan

**B.A,BED III PAPER -I**  
**ENGLISH LITERATURE -Poetry and Drama**  
(BABED355gI)

**Maximum Marks: 75** **External: 60**  
Internal:15 Marks (in which two tests of7.5-7.5 marks each are included)

**Learning out comes:-:**

- Upon completion of this course. The Student will be able to :
- Recognize poetry from a variety of cultures, language & historical periods.
- develop their critical thinking skill and enhance their writing potential
- String tensing skill of note making, summarizing & their writing
- understanding tests with specific Sefence to genres, forms and literary teams.
- Interpreting and appreciating the selected texts from the genres of poetry and drama
- Recognizing the rhythms, metries and other music aspects of poetry

**Unit- I**

- A. Tennyson - Ulysses
- Robert Browning - My last Duches
- Matthew Arnold - Dover Beach

**Unit-II**

- G.M. Hopkins - The Sea and the sky land
- Robert frost - Birches
- T.S Eliot - Preludes

**Unit-III**

- Dylan Thomas - Fern Hill
- Nissim Ezekiel - Night of the Scorpion
- A.k.Ramanujan - Ecology
- Toru Dutt - Our Casuarinas tree

**Unit-IV**

- Jane Austen -Pride &Prejudice
- William Shakespeare - Macbeth

**Unit-V**

Literary History Renaissance In Indian, Anglo Indian & Indo Anglican writing, the preset age etc

Literary Terms Dramatic monologue, paradox, Antithesis symbolism, onomatopocia, allegory, short story, Essay, Navel, Satire, etc.

**B.A PART -III Paper-II**  
**English literature- Prose and fiction**  
(BABED:-355 g II)

**Maximum Marks: 75**  
External: 60  
Internal: 15 Marks (in which two tests of7.5-7.5 marks each are included)

**Learning out comes:-:** Upon completion of this course. The Student will be able to :

- Recognize poetry from a variety of cultures, language & historical periods.
- Broaden their vocabularies and literary thinking and gitical stalls
- Interpreting and appreciating the selected texts from the genres of poetry and drama
- Write Focused analytical essays in clean grammatical prose
- Strengthening the aesthetic sense & Develop global competencies for successful life.



		<p><b>Unit-I</b></p> <p>Ruskin Bond – The meeting Pool  J.B priestly – On getting off to sleep  Ivor Brown – A sentimental journey</p> <p><b>Unit-II</b></p> <p>Joyce Cary – Growing Up  Aruna Roy – Tuned into the voice of the deprived  Manoher malgaonkar – upper division love</p> <p><b>Unit-III</b></p> <p>Raja Rao – A client  Mulk raj Annand – The Barber's Trade Union  Khushuwant singh – karma</p> <p><b>Unit-IV</b></p> <p>Munshi Prem chand – Godan  R.k. Narayan – The guide</p> <p><b>Unit-V</b></p> <p>Literary History -twentieth century English literate the present age, modernism,  Literary Terms -Imagism, symbolism, Antithesis, characterization, Epilogue, Fiction, paradox etc.  <b>Reference –</b></p> <ul style="list-style-type: none"> <li>• Abrams , M.H.A Glossary of literary terms , MacMillan; New Delhi2005</li> <li>• Bate, Jonathan, English literary: A Vary short Introduction, New Delhi; oxford University press. 2010</li> <li>• Daiches, David A GiticalHistory of English literary vol-1 ,2 new Delhi: supernova publisher</li> <li>• Evans I For A short History of English literary. New Penguin 2011</li> <li>• Hudson , W.H An introduction to the study of Literature, New Delhi Maple Press,2012</li> <li>• Hudson , W.H An outline History of English literature, new Delhi ,Maple press 2012</li> <li>• Prasad, B.A Background to the study of English literature Delhi Macmillan. 1999.</li> <li>• Thakur, D.A Concise History of English Patra: Bhanti bhawan 2008</li> </ul> <p>Wolfreys, Julian the English literature companion , New York, Palgrave MacMillan 2012</p>	
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## Item- 2

Proposal on suggestive course content for pedagogy courses of B.Ed. and promotion rules for M.Ed. programme.

### Resolution

The committee members allowed for some modification in the mantioned subject's content as well as relevant units.

It is recommended that promotion rules should be given along with Evaluation, Rules & Regulations in M.Ed., B.Ed. programme and examination scheme of B.A.B.Ed. programme should be corrected and redesigned according to following table :

S.N.	Existing Syllabus	Proposed Syllabus	Remark
1 B.Ed	<p align="center"><b>Pedagogy of Mathematics (CODE: BED-180XI)</b></p> <p>Maximum Marks: 5 External: 35 Marks Internal: 15 Marks</p> <p><b>Learning Outcomes:- After completion of the course, student-teachers will be able to:-</b></p> <ol style="list-style-type: none"> <li>1. Develop insight into the meaning, nature, scope and objective of mathematics education;</li> <li>2. Learn important mathematics; mathematics is more than formulas and mechanical procedures;</li> <li>3. See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on;</li> <li>4. Pose and solve meaningful problems;</li> <li>5. Appreciate the importance of mathematics laboratory in learning mathematics;</li> <li>6. Stimulate curiosity, creativity and inventiveness in mathematics;</li> <li>7. Develop competencies for teaching-learning mathematics through various measures.</li> </ol> <p><b>Unit 1: Nature and Scope of Mathematics</b></p> <ol style="list-style-type: none"> <li>1. Meaning and building blocks of mathematics, the nature of mathematical propositions, truth values, compound propositions; Truth tables; open sentences; truth sets; Venn diagram; logically valid conclusions; Use of quantifiers; implications necessary and sufficient conditions; A mathematical theorem and its variants converse, inverse and contra positive, proofs and types of proofs; Difference between proof and verification; Deductive nature of mathematics; History of mathematics with special emphasis on teaching of mathematics; contribution of Indian experience variables identified by Birkhoff and their relation, three aesthetics of precision and beauty in mathematics; scope of mathematics.</li> </ol> <p><b>Practicum/Field Work</b></p> <ol style="list-style-type: none"> <li>1. Study learning difficulties of students of primary to secondary level.</li> <li>2. Prepare a model of Venn diagram or Pythagoras theorem.</li> </ol> <p><b>Unit 2: Aims and Objectives of Teaching School Mathematics</b></p> <ol style="list-style-type: none"> <li>1. Need for establishing general objectives of teaching mathematics study of the aims and general objectives of teaching mathematics Vis-a-Vis the objectives of school education; writing specific objectives and teaching points of various content areas in mathematics like algebra, geometry, trigonometry, etc.</li> </ol> <p><b>Practicum/Field Work</b></p> <ol style="list-style-type: none"> <li>1. Draft a report on role of mathematics Teachers' association and its utility for rural teacher. After report writing conducts an awareness programme in rural area (or lab school) under mathematics teachers association.</li> </ol> <p><b>Unit 3: ICT &amp; Materials in Teaching-learning of Mathematics</b></p> <p>Use of ICT: Video clips, Power points presentations, films etc.</p> <p>Planning, preparation and presentation of Instructional Material:</p> <p>Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual</p>	<p align="center"><b>Pedagogy of Mathematics (CODE: BED-180XI)</b></p> <p>Maximum Marks: 50 External: 35 Marks</p> <p><b>Learning outcome:</b> After completion of the course, student-teachers will be able -</p> <ul style="list-style-type: none"> <li>• Develop insight into the meaning, nature, scope and objective of mathematics education.</li> <li>• Learn important mathematics; mathematics is more than formulas and mechanical procedures.</li> <li>• See mathematics as something to talk about, to communicate through, to discuss among them-selves to work together on; Pose and solve meaningful problems.</li> <li>• Appreciate the importance of mathematics laboratory in learning mathematics;</li> <li>• Stimulate curiosity, creativity and inventiveness in mathematics.</li> <li>• Develop competencies for teaching-learning mathematics through various measures.</li> </ul> <p><b>Unit -I Nature and Scope of Mathematics</b></p> <ul style="list-style-type: none"> <li>• Meaning, Nature and Scope of Mathematics teaching.</li> <li>• History of mathematics teaching and contribution of mathematician with reference to - Bharkaracharya, Aryabhata, Ramangjan, Euclid, Pythagores.</li> <li>• Importance of Aims and Objectives of Mathematics Teaching.</li> <li>• Nature of mathematical propositions, truth values, compound propositions.</li> </ul> <p><b>Practicum/Field Work</b></p> <ul style="list-style-type: none"> <li>• Prepare a model of Pythagoras Theorem/Cube, Cuboid, and Cone etc.</li> </ul> <p><b>Unit -II Aims and Objectives of Teaching School Mathematics</b></p> <ul style="list-style-type: none"> <li>• Nature of concepts, concept formation and concept assimilation, concept mapping.</li> <li>• Aims and general objectives of teaching mathematics, Bloom's Digital Taxonomy, Vis-a-Vis the objectives of school education; writing specific objectives and teaching points of various content areas in mathematics like algebra, geometry, trigonometry, etc.</li> <li>• Approaches to teaching of mathematics - Analytic, Synthetic, Inductive-Deductive, Heuristic, Concept mapping, Project and Laboratory; using various techniques of teaching mathematics viz, oral, written, drill, assignment, supervised study and programmed learning.</li> </ul> <p><b>Practicum/Field Work</b></p> <ul style="list-style-type: none"> <li>• Draft a report on role of mathematics Teachers' association and its utility for rural teacher. After report writing conducts an awareness programme in rural area (or lab school) under mathematics teachers association.</li> </ul> <p><b>Unit - III ICT &amp; Materials in Teaching-learning of Mathematics</b></p> <ul style="list-style-type: none"> <li>• Use of ICT: Video clips, Power points presentations, films etc.</li> </ul>	<p>The committee members discussed the pedagogy of Mathematics and physics courses of B.Ed syllabus given on page No. 67 &amp; 80. It is recommended to modified the course content of unit- II &amp; V suggested by the subject experts.</p>



aids, CDs, multimedia and internet; case study approach

#### Practicum/Field Work

Prepare and present a lesson through power point presentation on any topic of your choice. Organize maths fair with the help of school students.

Make five different teaching materials using different type of teaching aids (e. I, chart, atlas, model & PowerPoint, etc) at school level.

#### Unit 4: Teaching-learning Resources in Mathematics

1. Nature of concepts, concept formation and concept assimilation, moves in teaching a concept defining, stating necessary and/or sufficient condition, giving examples accompanied by a reason, Comparing and contrasting, giving counter examples, non-examples, planning and implementation of strategies in teaching a concept like teaching of algebra, geometry, trigonometry, mensuration, etc., problem posing and solving, discovering or exploring various options for solving the problems, formulation of conjecture and generalizations through several illustrations; difference between teaching of mathematics and teaching of science.

#### Practicum/Field Work

1. Using low-cost material – preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cuboids, cylinder, cone, sphere, conic sections, etc.

Encouraging learner to examine a variety of methods of assessment in mathematics so as to assess creativity, problem-solving and experimentation/activity performance; appreciating evaluation through overall performance of the child; self and peer evaluation.

#### Unit 5: Assessment and Evaluation

1. Meaning, concept and construction of Achievement test, diagnostic and remedial test.
2. Blue print: Meaning, concept, need and construction.
3. Open-book tests: Strengths and limitations
4. Continuous and Comprehensive Evaluation (CCE).
5. Characteristics of Assessment in Mathes: Types of questions – best suited – for examining/assessing/aspect of Mathes ; Question for testing quantitative skills, Questions for testing qualitative Analyses; Open-ended questions.

#### Practicum/Field Work

1. Construction, administration and interpretation of an achievement test of any standard of school.
2. Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure
3. Mark the student with less than 60% in Mathematics, diagnose the difficulties and give appropriate remedial measure.

#### Reference :

1. शर्मा, परशुराम त्रिवेदी, शिल्पा (2009) "गणित शिक्षण विधियों" साहित्यागार चोड़ा रास्ता, जयपुर
2. मंगल, एस.के. (2005) "गणित शिक्षण" आर्य बुक
3. शर्मा, एच.एस. (2005) "गणित शिक्षण" सधा प्रका
4. नेगी, जे.एस. (2007) "गणित शिक्षण" विनोद पुस्त
5. सिंह,मोहन कुमार (2010) "गणित शिक्षण आयुजिन

- Dale cone of experiences, Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks, using audio-visual aids, CDs, multimedia and internet; case study approach.

#### Practicum/Field Work

- Prepare and present a lesson through power point presentation on any topic of your choice. Organize maths fair with the help of school students.
- Make five different teaching materials using different type of teaching aids at school level.

#### Unit -IV Teaching-learning Resources in Mathematics

- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.
- Mathematics laboratories, online resources. Unit and lesson plan.

#### Practicum/Field Work

- Using low-cost material – preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cuboids, cylinder, cone, sphere, conic sections, etc.
- Encouraging learner to examine a variety of methods of assessment in mathematics so as to assess creativity, problem-solving and experimentation/activity performance; appreciating evaluation through overall performance of the child; self and peer evaluation.

#### Unit -V Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic test and remedial teaching.
- Blue print: Meaning, concept, need and construction.
- Continuous and Comprehensive Evaluation; Meaning, concept, importance and limitations.

#### Practicum/Field Work

- Construction, administration and interpretation of an achievement test of any standard of school.
- Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.
- Mark the student with less than 60% in Mathematics, diagnose the difficulties and give appropriate remedial measure.

#### Reference

- शर्मा, परशुराम एवं त्रिवेदी, शिल्पा (2009). गणित शिक्षण विधियों. साहित्यागार चोड़ा रास्ता: जयपुर.
- मंगल, एस.के. (2005). गणित शिक्षण. आर्य बुक डिपो, नई दिल्ली.
- शर्मा, एच.एस. (2005). गणित शिक्षण. सधा प्रकाशन मन्दिर, आगरा.
- नेगी, जे.एस. (2007). गणित शिक्षण. विनोद पुस्तक मन्दिर, आगरा.



<p>नई दिल्ली-02 6- कुलश्रेष्ठ, अरुण कुमार (2013) "गणित शिक्षण" आर.लाल.बुक</p> <p style="text-align: center;"><b>Pedagogy of Physics (Code: 200XVI)</b></p> <p>Maximum Marks: 50 External: 35 Marks Internal: 15 Marks</p> <p><b>Learning outcomes:</b> After completion of the course, student-teachers will be able to:-</p> <ol style="list-style-type: none"> <li>1. Gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning.</li> <li>2. Appreciate that science is a dynamic and expanding body of knowledge;</li> <li>3. Appreciate the fact that every child possesses curiosity about his/her natural surroundings;</li> <li>4. Identify and relate everyday experiences with learning physical science;</li> <li>5. Appreciate various approaches of teaching-learning of physical science;</li> <li>6. Understand the process of science and role of laboratory in teaching-learning situations;</li> <li>7. Use effectively different activities/demonstrations/laboratory experiences for teaching-learning of physical science;</li> <li>8. Integrate in physical science knowledge with other school subjects;</li> </ol> <p><b>Unit 1: Nature and Scope of Physics</b></p> <ol style="list-style-type: none"> <li>1. Nature, Scope, Meaning, Concept, Needs, aims, objective and Importance of physical Science Teaching.</li> <li>2. Correlation of physical Science with other School Subjects</li> <li>3. Multiple perspectives/ plurality of approaches for constructing explanations and arguments.</li> <li>4. Science as a domain of enquiry; as a dynamic and expanding body of knowledge; Science as a process of constructing knowledge; Science as interdisciplinary area of learning (Thermodynamics, Biomolecules, Surface Chemistry, etc.); Facts, concepts, principles, laws and theories—their characteristics in context of physical science (citing examples for each)</li> </ol> <p><b>Practicum/Field Work</b></p> <ol style="list-style-type: none"> <li>1. Write a report on physical issues and concerns of the present-day, after analysis of News from News Papers, TV, and Radio etc.</li> <li>2. Observation, recording and interpretation of physical and social features and phenomena of your area / district / city);</li> <li>3. Identify and interpretate news related to positive social changes or initiation for improvement of physical environment.</li> </ol> <p><b>Unit 2—Teaching-learning of Physics</b></p> <ol style="list-style-type: none"> <li>1. Developing scientific attitude and scientific temper. Nurture the natural curiosity, aesthetic senses and creativity in Science (secondary stage)/ Physics and Chemistry (higher secondary stage); Acquire the skills to understand the method and process of science/physical science that lead to</li> </ol>	<p>• सिंह,योगेश कुमार (2010). गणित शिक्षण आधुनिक पद्धतियाँ. ए.पी.एच. पब्लिशिंग कॉरपोरेशन: नई दिल्ली-02. कुलश्रेष्ठ, अरुण कुमार (2013). गणित शिक्षण. आर.लाल.बुक डिपो: मेरठ</p> <p style="text-align: center;"><b>Pedagogy of Physics (Code:BED-180 XVI)</b></p> <p>Maximum Marks: 50 External: 35 Marks Internal: 15 Marks</p> <p><b>Learning outcome:</b> After completion of the course, student-teachers will be able -</p> <ul style="list-style-type: none"> <li>• Gain insight on the meaning and nature of Physics science for determining aims and strategies of teaching-learning.</li> <li>• Identify and relate everyday experiences with learning Physics;</li> <li>• Appreciate various approaches of teaching-learning of Physics;</li> <li>• Use effectively different activities/demonstrations/laboratory experiences for teaching-learning of Physics;</li> <li>• Integrate in Physics knowledge with other school subjects;</li> </ul> <p><b>Unit -I Nature and Scope of Physics</b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept, Nature, Scope, Needs, Aims, Objective and Importance of Physics Teaching.</li> <li>• Correlation of Physics with other School Subjects.</li> <li>• Ohm's law, Magnetic field, reflecting in of light, Refraction of light.</li> </ul> <p><b>Practicum/Field Work</b></p> <ul style="list-style-type: none"> <li>• Write a report on physical issues and concerns of the present-day, after analysis of News from News Papers, TV, and Radio etc.</li> <li>• Observation, recording and interpretation of physical and social features and phenomena of your area / district / city).</li> <li>• Identify and interpretate news related to positive social changes or initiation for improvement of physical environment.</li> <li>• Prepare a practical file after conducting any two experiments on Ohm's Law/ reflection of light etc.</li> </ul> <p><b>Unit -II Teaching-learning of Physics</b></p> <ul style="list-style-type: none"> <li>• Scientific attitude and scientific methods: concept, components and steps.</li> <li>• Aims and general objectives of teaching physics, Bloom's Digital Taxonomy, Vis-a Vis the objectives of school education; writing specific objectives.</li> <li>• Team teaching, project method, problem solving method, Inductive deductive, investigatory approach, concept mapping and experiential learning in Physics: Facilitating learners for self-study.</li> </ul> <p><b>Practicum/Field Work</b></p> <ul style="list-style-type: none"> <li>• Prepare a lesson plan based on team teaching and execute it in school.</li> <li>• Role playing activities in relation to solving problems of everyday life.</li> <li>• Practical work with the help of low cost material in schools.</li> <li>• Make any two teaching aids with the help</li> </ul>
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<p>exploration, generation and validation of knowledge in science/physical science; Relate Science/Physics and Chemistry education to the environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society; Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment, Solving problems of everyday life; Know the facts and principles of science/physics and chemistry and its applications consistent with the stages of cognitive development of learners</p> <p><b>Practicum work:-</b></p> <ol style="list-style-type: none"> <li>1. Role playing activities in relation to solving problems of everyday life.</li> <li>2. Practical work with the help of low cost material in schools.</li> <li>3. Development of a science kit with the help of low cost material.</li> </ol> <p><b>Unit 3—ICT &amp; Materials in Teaching-learning of Physics</b></p> <ol style="list-style-type: none"> <li>1. Use of ICT: Video clips, Power points presentations, films etc.</li> <li>2. Planning, preparation and presentation of Instructional Material.</li> <li>3. Techniques: Using textbooks and atlas as a part of oral lessons; non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.</li> </ol> <p><b>Practicum work:-</b></p> <ol style="list-style-type: none"> <li>1. Field projects related to physical science to develop knowledge of scientific methods in learners.</li> <li>2. Group discussion in peer groups, on the problems related to physical sciences.</li> </ol> <p><b>Unit 4—Teaching-learning Resources in Physics</b></p> <ol style="list-style-type: none"> <li>1. People as resource: the significance of oral data.</li> <li>2. Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.</li> <li>3. Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.</li> <li>4. Various teaching aids, audio-visuals, online resources.</li> </ol> <p><b>Practicum/Field Work</b></p> <ol style="list-style-type: none"> <li>1. Make five different teaching materials using different type of teaching aids (e. I. chart, atlas, model &amp; PowerPoint, etc) at school social science subject.</li> <li>2. Conduct a training program on use of digital library especially for secondary sources and reference material, such as dictionaries and encyclopedias.</li> <li>3. Going beyond the textbook; Getting children to craft little nuggets of History from primary sources. Observation of skills relating to primary and secondary data; Observing coins, inscriptions (if available); the material remains of the past and visuals; Helping children to read passages from primary sources; Thinking about what all these</li> </ol>	<p>of low cost material.</p> <p><b>Unit -III ICT &amp; Materials in Teaching-learning of Physics</b></p> <ul style="list-style-type: none"> <li>• Use of ICT: Video clips, Power points presentations, films etc.</li> <li>• Dale cone of experience, Planning, preparation and presentation of Instructional Material.</li> <li>• Techniques: Using textbooks, using audio-visual aids, CDs, multimedia and internet; and online recourses.</li> </ul> <p><b>Practicum/Field Work</b></p> <ul style="list-style-type: none"> <li>• Field projects related to Physics to develop knowledge of scientific methods in learners.</li> <li>• Group discussion in peer groups, on the problems related to Physics.</li> <li>• Make a lesson plan based on power point presentation and execute it in school.</li> </ul> <p><b>Unit -IV Teaching-learning Resources in Physics</b></p> <ul style="list-style-type: none"> <li>• Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.</li> <li>• Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.</li> <li>• Various teaching aids, audio-visuals, online recourses.</li> <li>• Lesson plan and unit plan.</li> </ul> <p><b>Practicum/Field Work</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program on use of digital library especially for secondary sources and reference material, such as dictionaries and encyclopedias.</li> <li>• Observation of skills relating to primary and secondary data;</li> </ul> <p><b>Unit - V Assessment and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Meaning, concept and construction of Achievement test, diagnostic test and remedial teaching.</li> <li>• Blue print: Meaning, concept, need and construction.</li> <li>• Continuous and Comprehensive Evaluation: Meaning, concept, importance and limitations.</li> </ul> <p><b>Practicum/Field Work</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> <li>• Mark the student with less than 60% in physics, diagnose the difficulties and give appropriate remedial measure.</li> </ul> <p><b>Reference</b></p> <ul style="list-style-type: none"> <li>• Mangal, S.K (2005). Teaching of Physics. Arya book depot: New Delhi.</li> <li>• Joshi, S.R (2008). Teaching of science. A.P.H publishing corporation: New Delhi.</li> <li>• Das, R.C, (2000). Science teaching in schools. Sterling Publishers private limited: New Delhi.</li> <li>• Prasad, J. (1999). Practical aspects in teaching of science. Kanishka publisher: New Delhi.</li> </ul>	
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<p>sources might or might not reveal. Prepare a report on entire activity.</p> <p><b>Practicum work:-</b></p> <ol style="list-style-type: none"> <li>1. Debate on merits and demerits of school curriculum of physical science.</li> <li>2. Workshop on Trends in Science curriculum.</li> <li>3. Analyse physical science textbooks in the light of the syllabus and from the perspective of the child.</li> </ol> <p><b>Unit 5: Assessment and Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Characteristics of Assessment in Physics: Types of questions best suited for examining/assessing/ aspect of Physics; Questions for testing quantitative skills; Questions for testing qualitative Analyse; Open-ended questions:</li> <li>2. Meaning, concept and construction of Achievement test, diagnostic and remedial test.</li> <li>3. Blue print: Meaning, concept, need and construction.</li> <li>4. Open-book tests: Strengths and limitations</li> <li>5. Continuous and Comprehensive Evaluation (CCE) in Physics.</li> </ol> <p><b>Practicum/Field Work</b></p> <ol style="list-style-type: none"> <li>1. Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>2. Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> <li>3. Mark the student with less than 60% in physics, diagnose the difficulties and give appropriate remedial measure.</li> </ol>	<ul style="list-style-type: none"> <li>• Nanda, V.K. (1997). Science education today. Anmol publications Pvt. Ltd.: New Delhi.</li> <li>• Bhan, Suraj Prakash. (2006). Teacher training. Lotus press: New Delhi.</li> <li>• राठी, मुदित. (2006). भौतिक विज्ञान शिक्षण. शिक्षा प्रकाशन: जयपुर.</li> <li>• भट्टाचार्य, ए.वी. (2000). भौतिक विज्ञान शिक्षण. सूर्य पब्लिकेशन्स: मेरठ.</li> <li>• नेगी, जे.एस. (2008). भौतिक विज्ञान शिक्षण. विनोद पुस्तक मन्दिर: अजमेर.</li> <li>• शर्मा, आर.सी. (2007). आधुनिक विज्ञान शिक्षण. धनपतराय पब्लिशिंग कम्पनी (प्र.) लि.</li> <li>• सिंह, विजयपाल (2005-06). भौतिक विज्ञान शिक्षण. राधा प्रकाशन मन्दिर: आगरा-02.</li> <li>• त्यागी, एस.के. (2000). भौतिक विज्ञान शिक्षण. साहित्य प्रकाशन: आगरा.</li> </ul>	
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 Prof. Manisha Verma  
 (Chairperson/Dean)





**Board of Studies**  
**(Education)**

**Meeting No. 32**

**Dated 26 November, 2018**

**Institute of Advanced Studies in Education**  
**(Deemed to be University)**

Gandhi Vidya Mandir, Sardarshahr – 331403

Phone: 01564-220025, 223642, 223054

On 26 November 2018, the Meeting No. 32 of the Board of Studies (Education) was held in the EDUSAT, Faculty of Education, IASE (Deemed to be University), GVM, Sardarshahr under the chairmanship of Prof. Manisha Verma, Dean (Education).

The following members attended the meeting are as under–

<b>Sr. No.</b>	<b>Member</b>	<b>Designation</b>
1.	Prof. Manisha Verma	Dean – Education
2.	Prof. B.L. Jain	External Member
3.	Dr. Sarita Sharma	Member (HoD Education)
4.	Dr. Anand Srivastav	Internal Member
5.	Dr. Ranjita Baid	Internal Member
6.	Dr. Rajkumar Mali	Internal Member
7.	Mr. Kumar Gaurav	Internal Member

The following agenda items were considered by the committee:

**Item 1-**

The Proposal of Justification of marks distribution of CCA, prayer & yoga in B.Ed., M.Ed., B.A.B.Ed. & B.Sc. B.Ed. Syllabus.

**Resolution**

Marks distribution for various activities of CCA is approved as per following table :

S.N.	Existing Syllabus	Proposed Syllabus	Remark																					
1		<p>Marks of yoga and meditation are as per following:</p> <p>-</p> <p>Marks of attendance in regular classes and yoga classes will be allotted as per following-</p> <table border="1"> <thead> <tr> <th>Attendance range ( in percentage)</th> <th>Marks of regular classes</th> <th>Marks of Yoga classes</th> </tr> </thead> <tbody> <tr> <td>80 or below</td> <td>0</td> <td>0</td> </tr> <tr> <td>81- 85</td> <td>2</td> <td>2</td> </tr> <tr> <td>86- 90</td> <td>4</td> <td>4</td> </tr> <tr> <td>91- 95</td> <td>6</td> <td>6</td> </tr> <tr> <td>96- 98</td> <td>8</td> <td>8</td> </tr> <tr> <td>99- 100</td> <td>10</td> <td>10</td> </tr> </tbody> </table> <p>25 Marks of CCA will be given on the bases of attendance, performance and report writing of the activities. Marks distribution of CCA as per given below –</p> <p>Co- curricular activities i.e cultural, Literary, Library, Sports, Shramdan each activity carry 5 marks.</p>	Attendance range ( in percentage)	Marks of regular classes	Marks of Yoga classes	80 or below	0	0	81- 85	2	2	86- 90	4	4	91- 95	6	6	96- 98	8	8	99- 100	10	10	<p>Incorporation of marks distribution of CCA, prayer &amp; yoga as per given in previous syllabus of B.Ed. (session 2017-19).</p>
Attendance range ( in percentage)	Marks of regular classes	Marks of Yoga classes																						
80 or below	0	0																						
81- 85	2	2																						
86- 90	4	4																						
91- 95	6	6																						
96- 98	8	8																						
99- 100	10	10																						

### Item 2-

Proposal of the course of studies and evaluation of B.Sc.B.Ed. & B.A.B.Ed. programme.

### Resolution

Re-appropriation of the marks is approved as per following table :



S.N	Existing Syllabus	Proposed Syllabus	Remark																																																																																																																																																								
1.	<b>G. COURSES OF STUDY AND SCHEME OF EVALUATION</b> <b>FIRST YEAR –I</b> <table border="1"> <thead> <tr> <th rowspan="2">Course code</th> <th rowspan="2">Title of the course</th> <th colspan="4">EVALUATION</th> </tr> <tr> <th>External</th> <th>Internal</th> <th>Practical</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Course-1/ B.A.B .ED.- 110</td> <td>Gen. English (compulsory)</td> <td>80</td> <td>20</td> <td>-</td> <td></td> </tr> <tr> <td>Course-2/ B.A.B .ED.- 120</td> <td>Childhood, Growing up &amp; learning</td> <td>70</td> <td>30</td> <td>-</td> <td></td> </tr> <tr> <td>Course-3/ B.A.B .ED.- 130</td> <td>Education in Contemporary India</td> <td>70</td> <td>30</td> <td>-</td> <td></td> </tr> <tr> <td>Course-4/ B.A.B .ED.- 140</td> <td>Yoga for Holistic Health</td> <td>35</td> <td>15</td> <td>-</td> <td></td> </tr> <tr> <td>Course-5/ B.A.B .ED.- 150</td> <td>Chetna Vikas Moolya Shiksha (Specialization)</td> <td>35</td> <td>15</td> <td>-</td> <td></td> </tr> <tr> <td>Course-6/ B.A.B .ED.- 160</td> <td>Content:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>B.A.B .ED.- 160 a I</td> <td>1. Hindi I</td> <td>80</td> <td>20</td> <td>-</td> <td>200</td> </tr> <tr> <td>B.A.B .ED.- 160 a II</td> <td>2. Hindi II</td> <td>80</td> <td>20</td> <td>-</td> <td></td> </tr> <tr> <td>B.A.B .ED.- 160 b I</td> <td>3. History I</td> <td>80</td> <td>20</td> <td>-</td> <td>200</td> </tr> <tr> <td>B.A.B .ED.- 160 b II</td> <td>4. History II</td> <td>80</td> <td>20</td> <td>-</td> <td></td> </tr> <tr> <td>B.A.B .ED.- 160 c</td> <td>5. Geography</td> <td>60</td> <td>45</td> <td>50</td> <td>200</td> </tr> </tbody> </table>	Course code	Title of the course	EVALUATION				External	Internal	Practical	Total	Course-1/ B.A.B .ED.- 110	Gen. English (compulsory)	80	20	-		Course-2/ B.A.B .ED.- 120	Childhood, Growing up & learning	70	30	-		Course-3/ B.A.B .ED.- 130	Education in Contemporary India	70	30	-		Course-4/ B.A.B .ED.- 140	Yoga for Holistic Health	35	15	-		Course-5/ B.A.B .ED.- 150	Chetna Vikas Moolya Shiksha (Specialization)	35	15	-		Course-6/ B.A.B .ED.- 160	Content:					B.A.B .ED.- 160 a I	1. Hindi I	80	20	-	200	B.A.B .ED.- 160 a II	2. Hindi II	80	20	-		B.A.B .ED.- 160 b I	3. History I	80	20	-	200	B.A.B .ED.- 160 b II	4. History II	80	20	-		B.A.B .ED.- 160 c	5. Geography	60	45	50	200	<b>G. COURSES OF STUDY AND SCHEME OF EVALUATION</b> <b>FIRST YEAR –I</b> <table border="1"> <thead> <tr> <th rowspan="2">Course code</th> <th rowspan="2">Title of the course</th> <th colspan="4">EVALUATION</th> </tr> <tr> <th>External</th> <th>Internal</th> <th>Practical</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Course-1/ B.A. B.ED -110</td> <td>Gen. English (compulsory)</td> <td>70</td> <td>30</td> <td>-</td> <td>100</td> </tr> <tr> <td>Course-2/ B.A. B.ED -120</td> <td>Childhood, Growing up &amp; learning</td> <td>70</td> <td>30</td> <td>-</td> <td>100</td> </tr> <tr> <td>Course-3/ B.A. B.ED -130</td> <td>Education in Contemporary India</td> <td>70</td> <td>30</td> <td>-</td> <td>100</td> </tr> <tr> <td>Course-4/ B.A. B.ED -140</td> <td>Yoga for Holistic Health</td> <td>35</td> <td>15</td> <td>-</td> <td>50</td> </tr> <tr> <td>Course-5/ B.A. B.ED -150</td> <td>Chetna Vikas Moolya Shiksha (Specialization)</td> <td>35</td> <td>15</td> <td>-</td> <td>50</td> </tr> <tr> <td>Course-6/ B.A. B.ED -160</td> <td>Content:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>B.A. B.ED -160 a I</td> <td>1. Hindi I</td> <td>60</td> <td>15</td> <td>-</td> <td>150</td> </tr> <tr> <td>B.A. B.ED -160 a II</td> <td>2. Hindi II</td> <td>60</td> <td>15</td> <td>-</td> <td></td> </tr> <tr> <td>B.A. B.ED -160 b I</td> <td>3. History I</td> <td>60</td> <td>15</td> <td>-</td> <td>150</td> </tr> <tr> <td>B.A. B.ED -160 b II</td> <td>4. History II</td> <td>60</td> <td>15</td> <td>-</td> <td></td> </tr> <tr> <td>B.A. B.ED -160</td> <td>5. Geography I</td> <td>40</td> <td>10</td> <td>50</td> <td>150</td> </tr> </tbody> </table>	Course code	Title of the course	EVALUATION				External	Internal	Practical	Total	Course-1/ B.A. B.ED -110	Gen. English (compulsory)	70	30	-	100	Course-2/ B.A. B.ED -120	Childhood, Growing up & learning	70	30	-	100	Course-3/ B.A. B.ED -130	Education in Contemporary India	70	30	-	100	Course-4/ B.A. B.ED -140	Yoga for Holistic Health	35	15	-	50	Course-5/ B.A. B.ED -150	Chetna Vikas Moolya Shiksha (Specialization)	35	15	-	50	Course-6/ B.A. B.ED -160	Content:					B.A. B.ED -160 a I	1. Hindi I	60	15	-	150	B.A. B.ED -160 a II	2. Hindi II	60	15	-		B.A. B.ED -160 b I	3. History I	60	15	-	150	B.A. B.ED -160 b II	4. History II	60	15	-		B.A. B.ED -160	5. Geography I	40	10	50	150	<p>The syllabus contain discrepancies or mistakes on page no. 4 of the both syllabus which removed. The marks of all subjects of core courses done equal.</p>
Course code	Title of the course			EVALUATION																																																																																																																																																							
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B.A. B.ED -160 a I	1. Hindi I	60	15	-	150																																																																																																																																																						
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I	I						c I						
B.A.B .ED.- 160 c II	6. Geo grap hy II	60	15				B.A. B.ED .-160 c II	6. Geogra phy II	40	10			
B.A.B .ED.- 160 d I	7. Poli tical Sc I	80	20	-	200		B.A. B.ED .-160 d I	7. Politica I Sc I	60	15	-	15 0	
B.A.B .ED.- 160 d II	8. Poli tical Sc II	80	20				B.A. B.ED .-160 d II	8. Politica I Sc II	60	15			
B.A.B .ED.- 160 e I	9. San skrit I	80	20	-	200		B.A. B.ED .-160 e I	9. Sanskri t I	60	15	-	15 0	
B.A.B .ED.- 160 e II	10. San skrit II	80	20				B.A. B.ED .-160 e II	10. Sanskri t II	60	15			
B.A.B .ED.- 160 f I	11. Soci olog y I	80	20	-		200	B.A. B.ED .-160 f I	11. Sociolo gy I	60	15	-	15 0	
B.A.B .ED.- 160 f II	12. Soci olog y II	80	20	-			B.A. B.ED .-160 f II	12. Sociolo gy II	60	15	-		
B.A.B .ED.- 160 g I	13. Eng lish Lit. I	80	20			200	B.A. B.ED .-160 g I	13. English Lit. I	60	15	-	15 0	
B.A.B .ED.- 160 g II	14. Eng lish Lit. II	80	20				B.A. B.ED .-160 g II	14. English Lit. II	60	15			
	CCA							CCA					25
	CCA						25	Prayer, Yoga, meditation & festival etc					25
	Prayer, Yoga, meditation & festival etc						25						65 0
<b>Total</b>							<b>1850</b>	<b>Total</b>					<b>650</b>
							*Marks of compulsory subjects shall not be added in the total marks						

SECOND YEAR –II

SECOND YEAR –II

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
Course-1/ B.A.B .ED.- 210	Gen. Hindi (compulsory)	80	20	-	100
Course-2/ B.A.B .ED.- 220	Knowledge & Curriculum	70	30	-	100
Course-3/ B.A.B .ED.- 230	Teaching & Learning	70	30	-	100
Course-4/ B.A.B .ED.- 240 (A/B)	Chetna Vikas Moolya Shiksha(Specialization) Or Health & Physical Education	35	15		50
Course- 250	Content:				
B.A.B .ED.- 250 a I	Hindi Literature I	80	20		200
B.A.B .ED.- 250 a II	Hindi Literature II	80	20		
B.A.B .ED.- 250 b I	History I	80	20		200
B.A.B .ED.- 250 b II	History II	80	20		
B.A.B .ED.- 250 c I	Geography I	60	15	50	200
B.A.B .ED.- 250 c II	Geography II	60	15		
B.A.B .ED.- 250 d I	Political Sc I	80	20		200

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
Course-1/ B.A. B.E D.- 210	Gen. Hindi (compulsory)	70	30	-	100
Course-2/ B.A. B.E D.- 220	Knowledge & Curriculum	70	30	-	100
Course-3/ B.A. B.E D.- 230	Teaching & Learning	70	30	-	100
Course-4/ B.A. B.E D.- 240 (A/B )	Chetna Vikas Moolya Shiksha(Specialization) Or Health & Physical Education	35	15		50
Course- 250	Content:				
B.A. B.E D.- 250 a I	Hindi Literature I	60	15		150
B.A. B.E D.- 250 a II	Hindi Literature II	60	15		
B.A. B.E D.- 250 b I	History I	60	15		150
B.A. B.E D.- 250 b II	History II	60	15		
B.A. B.E D.- 250	Geograph y I	40	10	50	150



B.A.B .ED.- 250 d II	Political Sc II	20	20		
B.A.B .ED.- 250 e I	Sanskrit I	80	20	-	20 0
B.A.B .ED.- 250 e II	Sanskrit II	80	20		
B.A.B .ED.- 250 f I	Sociology I	80	20		20 0
B.A.B .ED.- 250 f II	Sociology II	80	20		
B.A.B .ED.- 250 g I	English Lit. I	80	20		20 0
B.A.B .ED.- 250 g II	English Lit. II	80	20		
	CCA				25
	Prayer, Yoga, meditation & festival etc				25
<b>Total</b>					<b>18 00</b>

### THIRD YEAR –III

Course	Title	EVALUATION
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c I					
B.A. B.E D.- 250 e II	Geograph y II	40	10		
B.A. B.E D.- 250 d I	Political Sc I	60	15	-	150
B.A. B.E D.- 250 d II	Political Sc II	60	15		
B.A. B.E D.- 250 e I	Sanskrit I	60	15	-	150
B.A. B.E D.- 250 e II	Sanskrit II	60	15		
B.A. B.E D.- 250 f I	Sociology I	60	15		150
B.A. B.E D.- 250 f II	Sociology II	60	15		
B.A. B.E D.- 250 g I	English Lit. I	60	15		150
B.A. B.E D.- 250 g II	English Lit. II	60	15		
	CCA				25
	Prayer, Yoga, meditation & festival etc				25
<b>Total</b>					<b>600</b>

\*Marks of compulsory subjects shall not be added in the total marks

### THIRD YEAR –III

Cours	Title of the	EVALUATION
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code	of the course	External	Internal	Practical	Total	e code	course	External	Internal	Practical	Total
B.A.B. ED.-350	ICT in Education	80	20	-	100	B.A.B. ED.-350	ICT in Education	70	30	-	100
B.A.B. ED.-351	Gender School & Society	70	30	-	100	B.A.B. ED.-351	Gender, School & Society	35	15	-	50
B.A.B. ED.-352	Creating an Inclusive School	70	30	-	100	B.A.B. ED.-352	Creating an Inclusive School	35	15	-	50
B.A.B. ED.-353	Chetana Vikas Moolya Shiksha or Educational aspects of Geeta	35	15	-	50	B.A.B. ED.-353	Chetana Vikas Moolya Shiksha or Educational aspects of Geeta	35	15	-	50
B.A.B. ED.-354	Pedagogy of school course I			-		B.A.B. ED.-354	Pedagogy of school course I			-	
B.A.B. ED.-354 I	Hindi	35	15	-	50	B.A.B. ED.-354 I	Hindi	35	15	-	50
B.A.B. ED.-354 II	Sanskrit	35	15	-	50	B.A.B. ED.-354 II	Sanskrit	35	15	-	50
B.A.B. ED.-354 III	English	35	15	-	50	B.A.B. ED.-354 III	English	35	15	-	50
B.A.B. ED.-354 IV	Social Studies	35	15	-	50	B.A.B. ED.-354 IV	Social Studies	35	15	-	50
B.A.B. ED.-354 V	Civics	35	15	-	50	B.A.B. ED.-354 V	Civics	35	15	-	50
B.A.B. ED.-354 VI	History	35	15	-	50	B.A.B. ED.-354 VI	History	35	15	-	50
B.A.B. ED.-354 VII	Economics	35	15	-	50	B.A.B. ED.-354 VII	Economics	35	15	-	50
						B.A.B. ED.-354 VIII	Geography	35	15	-	50
						B.A.B. ED.-354 XI	Art	35	15	-	50
						B.A.B. ED.-354 XII	Computer Science	35	15	-	50
						Course -	Content:				

B.A.B. ED.- 354 VIII	Geography	35	15	-	50	355						
B.A.B. ED.- 354 XI	Art	35	15	-	50	B.A.B .ED.- 355 a I	Hindi Literature I	60	15	-	150	
B.A.B. ED.- 354 XII	Computer Science	35	15	-	50	B.A.B .ED.- 355 a II	Hindi Literature II	60	15			
Course - 355	<b>Content:</b>					B.A.B .ED.- 355 b I	History I	60	15	-	150	
B.A.B. ED.- 355 a I	Hindi Literature I	80	20	-	20 0	B.A.B .ED.- 355 b II	History II	60	15			
B.A.B. ED.- 355 a II	Hindi Literature II	80	20			B.A.B .ED.- 355 c I	Geography I	40	10	50	150	
B.A.B. ED.- 355 b I	History I	80	20			B.A.B .ED.- 355 c II	Geography II	40	10			
B.A.B. ED.- 355 b II	History II	80	20	-	20 0	B.A.B .ED.- 355 d I	Political Sc I	60	15	-	150	
B.A.B. ED.- 355 c I	Geography I	60	15	50	20 0	B.A.B .ED.- 355 d II	Political Sc II	60	15			
B.A.B. ED.- 355 c II	Geography II	60	15			B.A.B .ED.- 355 e I	Sanskrit I	60	15	-	150	
B.A.B. ED.- 355 d I	Political Sc I	80	20			B.A.B .ED.- 355 e II	Sanskrit II	60	15			
B.A.B. ED.- 355 d II	Political Sc II	80	20	-	20 0	B.A.B .ED.- 355 f I	Sociology I	60	15	-	150	
B.A.B. ED.- 355 e I	Sanskrit I	80	20			B.A.B .ED.- 355 f II	Sociology II	60	15			
B.A.B. ED.- 355 e II	Sanskrit II	80	20	-	20 0	B.A.B .ED.- 355 g I	English Lit. I	60	15	-	150	
B.A.B. ED.- 355 f I	Sociology I	80	20			B.A.B .ED.- 355 g II	English Lit. II	60	15			
B.A.B. ED.- 355 f II	Sociology II	80	20	-	20 0		CCA			-	25	
							Prayer, Yoga, meditation			-	25	



II					
B.A.B. ED.- 355 g I	Englis h Lit. I	80	20	-	20 0
B.A.B. ED.- 355 g II	Englis h Lit. II	80	20		
	CCA			-	25
	Prayer, Yoga, medita tion & festival etc			-	25
B.A.B. ED.- 355	Interns hip ( 4 Weeks )			50	50
Total				-	23 50

Internship (4 Weeks) Included in total marks

#### FOURTH YEAR –IV

Course code	Title of the course	EVALUATION			
		Exter nal	Inter nal	Pract ical	To tal
B.A.B. ED.- 450	Environm ental Studies	80	20		40 0
B.A.B. ED.- 451	Assessme nt for Learning	70	30		10 0
B.A.B. ED.- 452	Chetna Vikas Moolya Shiksha or Agricultur e	35	15		50
B.A.B. ED.- 453	Pedagogy of school Subjects				
B.A.B. ED.- 453 I	Hindi	35	15		50
B.A.B. ED.- 453 II	Sanskrit	35	15		50
B.A.B. ED.- 453 III	Social Studies	35	15		50

	& festival etc				
B.A.B .ED.- 355	Internship ( 4 Weeks)			50	50
Total				-	650

\*Marks of compulsory subjects shall not be added in the total marks

Internship (4 Weeks) Included in total marks

#### FOURTH YEAR –IV

Course code	Title of the course	EVALUATION			
		Ext erna l	Inte mal	Prac tical	To tal
B.A. B.ED. -450	Enviro nmenta l Studies	70	30		10 0
B.A. B.ED. -451	Assess ment for Learnin g	70	30		10 0
B.A. B.ED. -452	Chetna Vikas Moolya Shiksha or Agricul ture	35	15		50
B.A. B.ED. -453	Pedago gy of school Subject s				
B.A. B.ED.	Hindi	35	15		50

B.A.B. ED.- 453 IV	Civics	35	15		50	- 453 I						
B.A.B. ED.- 453 V	History	35	15		50	B.A. B.ED. - 453 II	Sanskrit	35	15			50
B.A.B. ED.- 453 VI	Economics	35	15		50	B.A. B.ED. - 453 III	Social Studies	35	15			50
B.A.B. ED.- 453 VII	Geography	35	15		50	B.A. B.ED. - 453 IV	Civics	35	15			50
B.A.B. ED.- 453 VIII	Computer Science	35	15		50	B.A. B.ED. - 453 V	History	35	15			50
B.A.B. ED.- 453 IX	Sociology	35	15		50	B.A. B.ED. - 453 VI	Economics	35	15			50
B.A.B. ED.- 453 X	English	35	15		50	B.A. B.ED. - 453 VII	Geography	35	15			50
	CCA				25	B.A. B.ED. - 453 VIII	Computer Science	35	15			50
	Prayer, Yoga, meditation & festival etc				25	B.A. B.ED. - 453 IX	Sociology	35	15			50
	Internship (16 weeks)				200	B.A. B.ED. - 453 X	English	35	15			50
<b>Total</b>					<b>1000</b>		CCA					25
							Prayer, Yoga, meditation & festival etc					25
							Internship (16 weeks)					200
							<b>Total</b>					<b>450</b>

\*Marks of compulsory subjects shall not be added in the total marks  
Internship (16 Weeks) Included in total marks

Item – 3

Proposal of mentorship of pupil teachers of education faculty.

### Resolution

The mentorship of at least two students assigned to Each pupil teacher for Lab school & the performance of pupil teacher will be assess under internal examination as practicum or field work.

S.N.	Existing Syllabus	Proposed Syllabus	Remark
1.	-	Each pupil teacher of education faculty be assign mentorship of at least two students of Lab school so that they take responsibility of holistic development of students assigned to him/her. For this the pupil teacher performance will be assess under internal examination as practicum or field work.	The mentorship of at least two students assigned to Each pupil teacher for Lab school & for this the pupil teacher performance will be assess under internal examination as practicum or field work.

  
**Prof. Manisha Verma**  
(Chairperson/Dean)





**Faculty of Humanities & Social Sciences  
Institute of Advanced Studies in Education  
(Deemed to be University)**

**Gandhi Vidya Mandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)**  
e.mail. : mmv.iase@gmail.com, URL : iaseuniversity.org.in, Mob. No. 6377915040

**Minutes of Board of Studies**

**Department of Hindi**

On **02.12.2019** the Board of Studies Meeting (Hindi) was conducted in the Department of Hindi (Faculty of Humanities and Social Sciences) at 11: 00 a.m.

**The following members were present in the meeting:**

- |                        |                        |
|------------------------|------------------------|
| 1. Dr. K. Rani Lakshmi | <b>Dean</b>            |
| 2. Dr. Kalpana Mourya  | <b>Chairperson</b>     |
| 3. Ajit Modi           | <b>Internal Member</b> |
| 4. Ms. Lalita Sharma   | <b>Internal Member</b> |
| 5. Ms. Ekta            | <b>Internal Member</b> |

The following agenda item were considered by the committee:

**Item I**

The three year degree course B.A. syllabus for Hindi was proposed.

**Resolution**

Few modifications were suggested as follows:

1. In second yearsyllabus of B.A. Hindi the paper II "नाटक एवं एकांकी" in Unit I नाटक हस्तिनापुर (डॉ. नंदकिशोर आचार्य) was changed into आधे-अधुरे (मोहन राकेश) नाटक

**Item II**

The CBCS syllabus of Hindi (two years/four semesters) post graduate degree course for the academic year 2020-21 was proposed

**Resolution**

The CBCS syllabus of Hindi (two years/four semesters) post graduate degree course for the academic year 2020-21 was passed with no modifications.

**Item III**

The B.A. Compulsory and three year degree course in B.A. Hindi was proposed.

## Resolution

The B.A. Compulsory of Hindi syllabus was passed with no modifications.

## Item IV

The Ph.D. course work syllabus was proposed.

## Resolution

The same syllabus was taken under minute consideration and passed with no changes and modifications.

The meeting ended with the vote of thanks.



(Dr. K. Rani Lakshmi)

Dean

## Detailed Report

### Item I

क्र. सं.	वर्तमान पाठ्यक्रम	प्रस्तावित पाठ्यक्रम	टिप्पणी
1	<b>बी.ए. द्वितीय वर्ष</b> द्वितीय प्रश्नपत्र : नाटक एवं एकांकी इकाई - 1 नाटक - हस्तिनापुर - नन्दकिशोर आचार्य, सम्बेदी प्रकाशन, बीकानेर	<b>बी.ए. द्वितीय वर्ष</b> द्वितीय प्रश्नपत्र : नाटक एवं एकांकी इकाई - 1 आधे-अधूरे - मोहन राकेश, राधाकृष्ण प्रकाशन, नई दिल्ली।	नाटक : हस्तिनापुर को हटाकर नाटक : आधे-अधूरे लागू किया गया।



**Faculty of Humanities & Social Sciences  
Institute of Advanced Studies in Education  
(Deemed to be University)**

**Gandhi Vidya Mandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)**  
e.mail. : mmv.iase@gmail.com, URL : iaseuniversity.org.in, Mob. No. 6377915040

## MINUTES OF THE BOARD OF STUDIES

### Department of Geography

The meeting of Board of Studies was held on 06-12-2019 at the Department of Geography at 02.00 pm.  
The following were present:

- |                              |                 |
|------------------------------|-----------------|
| 1. Dr. Sunil Kumar           | Chairperson     |
| 2. Shri Kamal Kant Suthar    | External Member |
| 3. Shri Himanshu Grover      | Internal Member |
| 4. Mr Gajender Singh Rathore | Internal Member |
| 5. Dr. K. Rani Lakshmi       | Internal Member |

#### **Item : 1**

Proposed yearly syllabus for Optional subjects (Geography) for three year degree course B.A. (2021,2022,23)

**Resolution** The members of the committee had a deliberation on the proposed syllabus and It was resolved that the syllabus be approved.

#### **Item : 2**

Proposed yearly syllabus for Compulsory subject (Environmental Studies) for three year degree courses B.A. Regular 2020-2021.

**Resolution** : The proposed syllabus of the Environmental Studies (B.A. Compulsory) was passed with no suggested modifications.

**Item : 3** Proposed CBCS syllabus for M.A- (Geography) for the sessions 2020-22.

**Resolution** The members of the committee had a comprehensive discussion on all aspects of CBCS pattern and add Skill courses. It was resolved that the syllabus be approved with the modifications suggested.



Item : 4

Proposed syllabus for Ph.D. course work exam. 2020-21.

Resolution The members of the committee had a deliberation on the proposed syllabus for Ph.D course work exam-2020-21 . The proposed syllabus of the Ph.D. course work syllabus was passed with no suggested modifications.



(Dr. K. Rani Lakshmi)

Dean

Detailed Report

Item I

S. N.	Existing Syllabus	Proposed Syllabus	Remark
2.	<p><b>B.A. I, PAPER-II</b></p> <p><b>Resources and Environment</b></p> <p><b>Books Recommended:</b></p> <ol style="list-style-type: none"><li>1. Global Environment Earthscan., London, 2000.</li><li>2. Janaki, V.A. Economic Geography, Publishing Co., New Delhi.</li><li>3. वी.के.श्रीवास्तव : पर्यावरणीय भूगोल पारिस्थितिकी विकास, वसुन्धरा प्रकाशन</li><li>4. सविन्द्र सिंह : पर्यावरणीय भूगोल, प्र पुस्तक भवन, इलाहाबाद</li><li>5. बी.एस.नेगी : संसाधन भूगोल, रस्तो प्रकाशन, मेरठ</li><li>6. एच.एम.सक्सेना : पर्यावरणीय पारिस्थितिकी भूगोल, राज.हिन्दी अकादमी</li><li>7. कौशिक एस.डी. : संसाधन एवं भूगोल, रस्तोगी प्रकाशन, मेरठ</li><li>8. जाट की.सी. : संसाधन एवं भूगोल, पंचशील प्रकाशन, जयपुर</li></ol>	<p><b>B.A. I, PAPER-II</b></p> <p><b>Resources and Environment</b></p> <p><b>Books Recommended:</b></p> <ol style="list-style-type: none"><li>1. Chatterjee, S.R., (1984) , Economic Geography of Asia, Allied Book Agency, Calcutta.</li><li>2. Morgan, W.B. and R.J.C. Munton,, (1997), Agricultural Geography, Methuen, London.</li><li>3. Robinson, H., (1982), Economic Geography, MacDonald and Evans,.</li><li>4. Rostow, W.W. (1960), The Stages of Economic Growth, Cambridge University Press, London.</li><li>12. Borton, I. and R.W. Kates. (1984) Readings in Resource Management and Conservation, University of Chicago Press, Chicag.</li><li>13. श्रीवास्तव वी.के. चंराव, बी.पी., (2000) आर्थिक भूगोल के मूलतत्व (वसुन्धरा प्रकाशन, गोरखपुर)।</li><li>14. जैन, हरकचंद (2000) सैद्धान्तिक आर्थिक भूगोल (कमलेश प्रकाशन,</li></ol>	To be regularized from next academic year 2020-21

		भीलवाड़ा)। 15. रजा, एम सिंह, ए. (2002) संसाधन भूगोल। 16. नेगी, बी.एस., (2000) संसाधन भूगोल। 17. सिंह एवं सिंह, (2001) आर्थिक और संसाधन भूगोल, 18. कौशिक, एस.डी. (2001) संसाधनभूगोल	
3.	<b>B.A. II, PAPER-I HUMAN GEOGRAPHY</b>  <b>Suggested Readings :</b>  Contemporary American Geography; Routledge New Jersey: Dohrs. F.E. and Sommers, L.W. (eds.) Introduction to Geography, Thomas Y. Crowell Co. Chicago. Harvey. David: Explanation in Geography Edward Arnold, London. Holt-Jensen, A: Geography: Its History and Concepts, Longmans. Husain, Majid: Evolution of Geographical Thought, Rawat Publications, Jaipur. James, P.E.: All Possible Worlds: A History of Geographical Ideas. Sachin Publication, Jaipur Johnston, P.J. and Claval, P. (eds.): Geography Since the Second World War, Croom Helm. London/Bernes and Noble, N.J. Jones, P.A.: Fieldwork in Geography, Longmans. Lownsburg, J.F. and Aldrich, F.T.:	<b>B.A. II, PAPER-I HUMAN GEOGRAPHY</b>  <b>Books Recommended:</b> 1. Fellman, J.L. (2014): Human Geography-Landscape of Human Activities, Brown and Benchman Pub., USA. 2. De Blij H.J. (2003): Human Geography, Culture, Society and Space John Wiley, New York. 3. MkW- dkSf' kd ¼2007½% ekuo Hkwksy ds l jy fl)kUr] jLrksxh ifCyds' kUl] esjB 4. fo' oukFk f}osnh , oa dUukSft;k ¼2010½% ekuo Hkwksy ds fl)kUr] fdrkc egy] bykgkckn 5. vgen uQh1 ¼2002½% ekuo Hkwksy jLrksxh ifCyds' kUl] esjB	

	<p>Introduction — to — Geographical Methods and Techniques, Charles Marrili, Columbus.</p> <p>Minshull, R: The changing Nature of — Geography. — Hutchinson University Library, London.</p> <p>Wooldridge S.W.: The Geographer As Scientist, Thomas Nelson and Sons Ltd. London.</p> <p>Bergwan, Edward E : Human Geography; Culture, Connections and landscape, Prentice Hall, New Jersey.</p> <p>Carr, M : Patterns, Process and Change in Human Geography, MacMillan Education, London.</p> <p>Fellman, J. L. : Human Geography —Landscapes of Human Activities. Brow and Benchman Pub., U.S.A.</p> <p>Deblij H. J. : Human Geography Culture, Society and Space, John Wiley, New York.</p> <p>Johnston, R.J. (editor). : Dictionary of Human.</p>		
4.			
5.	<p><b>B.A. III, PAPER-I</b></p> <p><b>Regional Geography</b></p> <p><b>Books Recommended:</b></p> <ol style="list-style-type: none"> <li>1. G.B.Crassey : Geography of China</li> <li>2. Shaw, F.B. : Anglo America- A Regional Geography, John willey and Co. New York.</li> <li>3. Stamp, L.D. : Africa, John willey and Sons, New York.</li> <li>4. Trewartha, G.T. : Japan, The University of Wisconsin.</li> <li>5. बनवारी लाल : उत्तरी अमेरिका का भूगोल एल.आर.भल्ला : प्रादेशिक भूगोल, कुलदीप पब्लिकेशन्स, अजमेर</li> </ol>	<p><b>B.A. III, PAPER-I</b></p> <p><b>Regional Geography</b></p> <p><b>Books Recommended:</b></p> <ol style="list-style-type: none"> <li>6. G.B.Crassey(1947) : Geography of China</li> <li>7. Shaw, F.B.(1991): Anglo America- A Regional Geography, John willey and Co. New York.</li> <li>8. Stamp, L.D. (1986): Africa, John willey and Sons, New York.</li> <li>9. Trewartha, G.T. (1945): Japan, The University of Wisconsin.</li> <li>10. बनवारी लाल (2012) : उत्तरी अमेरिका का भूगोल एल.आर.भल्ला (2008) : प्रादेशिक भूगोल, कुलदीप पब्लिकेशन्स, अजमेर</li> </ol>	



Item II

S. N.	Existing Syllabus	Proposed Syllabus	Remark
1.	<p><b>M.A.(P)</b></p> <p><b>EVOLUTION OF GEOGRAPHICAL THOUGHT</b> <b>Unit-I</b></p> <p>Definition of geography. The nature and scope of geography (Basic concepts). Post war trends, inter-disciplinary trends, recent trends in geography.</p> <p><b>Unit-II</b></p> <p>Pre-scientific geographical ideas in ancient and medieval times : Indian influences. Geography of the Vedic age and Geography of Puranas : Sources of Puranic geography, Puranic continents and oceans, the mountain system and river system (first 4 chapters from Geography of Puranas by S.M.Ali). Development of Geography in India</p> <p><b>Unit-III</b></p> <p>Contribution by Greek, Roman and Arab Geographers. The emergence of scientific geography in the 18th and 19th centuries. Its place among other social sciences. Foundations of modern geography, contribution of German, French, British and American schools, Humbolt and Ritter. Leaders of the first generation- Ratzel, Richthofen, Hettner, Contributions of Vidal de la Blache and Jean Brunhes.</p> <p><b>Unit-IV</b></p> <p>Conceptual and methodological developments during the 20th century; changing paradigms; man and Environment, Areal differentiation and spatial organization. Dichotomies in Geography : Physical and Human Geography, Determinism and Possibilism, Neo-determinism, Regional and Systematic Geography, Qualitative and</p>	<p><b>M.A.(P)</b></p> <p><b>ADVANCED PHYSICAL GEOGRAPHY</b> <b>PAPER- I (MAGY 101)</b></p> <p>Unit 1 : Interior of the earth, Isostasy, Continental drift, plate tectonics, Earth movements: folding and faulting;</p> <p>Unit 2 : Work of sub-aerial denudation: Erosional and depositional work of rivers, winds, glaciers, Karst topography</p> <p>Unit 3 : Heat balance of the earth and distribution of temperature, distribution of atmospheric pressure and winds; fronts; climatic classification- Koppen</p> <p>Unit 4 : Oceanography : Ocean bottom relief, ocean currents, coral reefs, tides</p> <p><b>RECOMMENDED READINGS</b></p> <ol style="list-style-type: none"> <li>1. Critchfield : (1976) General climatology,</li> <li>2. Davis, W.M., : (1973) Geographical Essays: 2<sup>nd</sup> ed,</li> <li>3. Jeffereys, H. : (1963) The earth,</li> <li>4. Jenkins, J.T. : , (1978) A Text-Book of Oceanography</li> <li>5. Miller, A.A. : (1953) Climatology,</li> <li>6. Monkhouse, F.J. : (1964).The principal of Physical Geography,</li> </ol>	<p>To be regularized from next academic year 2015-16</p>

Quantitative Geography, Theoretical and Applied Geography, Analytical and Synthetical Geography, Reductionism and Holism.

**Unit-V**

Impact of Positivism, humanism, radicalism and behaviouralism in Geography, Positivism, Functionalism, Idealism, Realism and Postmodernism in Geography, Feministic perspective in Geography.

**Books Recommended :**

1. ——— Adhikari, Sudepta :  
Fundamentals of Geographical Thought, Chaitany Publishing House, Allahabad, 1992.
2. ——— Ali, S.M. : The Geography of Puranas, Peoples Publishing House, Delhi 1966.
3. ——— Dikshit, R.D. (ed.) : The Art & Science of Geography Integrated Readings, Prentice Hall of In New Delhi — 1994
4. ——— Dikshit, R.D. :  
Geographical Thought — A contextual History of Ideas, Prentice Hall of India Pvt. Ltd
5. ——— Jenson, A.H. : Geography : History and Concepts, 1988.
6. ——— Hartshorne, Richard :  
Perspectives on the Nature of Geography, Rand McNally & Co., Chicago, 1959.
7. ——— Harvey, M.E. and Holly :  
Themes in Geographic Thought, Rawat Publications, Jaipur.
8. ——— Husain, Majid : Evolution of Geographical Thought, Rawat Publications, Jaipur.
9. ——— Lalita Rana :  
Geographical Thought, Concept New Delhi, 2008.
10. ——— Minshul I, Roger : The Changing Nature of Geography, Hutchinson University Library, London, 1970.
11. ——— Saxena, D.P. : Regional

7. Murray, J. : (1981). The ocean,
8. Patterson, S. : (2009) .Introduction to meteorology,
9. Kaushik, S.D. : (1983) Bhu-Akriti-Vigyan, Rustogi. & Co., Meerut,
10. SavindraSingh : (1976) Bhu-Akriti-Vigyan, Tara Publication, Varanasi,
11. Dayal, P. : (1982) Bhu-AkritiVigyan, Shukla Book Depot, Patan,

**M.A.(P)**

**EVOLUTION OF GEOGRAPHICAL THOUGHT  
PAPER- II (MAGY 102)**

Unit I: Contribution of Greek and Roman geographers

Unit II: Arab scholars, the dark age in geography Recent trends in Geography

Unit III: Main characteristics and contributions of different schools- German, French, American and

British school

Unit IV: The study of man- land relationship; modern theme in geographical thought- positivism, idealism, Marxism, radicalism, behaviorism and humanism; Concept of areal differentiation

**Recommended Readings:-**

1. Ali, S.M.: (1983) Geography of Puranas.
2. Bunbury, E.H.:(1955) A History of Ancient Geography, (in two volumes).
3. Chatterjee S.P.:(1964) 50 years of Science in India, Development of Geography, Indian Science Congress Association.
4. Dickinson: (1964) Makers of Modern Geography.



	<p>Geography of Vedic India, Grantham Rambag, Kanpur.</p> <p>12. Wooldridge and East: The Spirit and Purpose of Geography, Hutchinon University Library, London, 1951</p> <p>13. हुसैन मजिद : भौगोलिक विचारधाराओं का इतिहास, सबल पब्लिकेशन्स, जयपुर, 2008</p> <p>14. कौशिक, एस.डी. : भौगोलिक विचारधारा एवं विधितंत्र।</p> <p>15. जैन एस.एम. : भौगोलिक चिन्तन व विधि तंत्र, साहित्य भवन, आगरा।</p>	<p>5. Dickson and Howarth:(2016) The Makers of Geography.</p> <p>6. East and Wooldridge:(1990) The Sprit and purpose of Geography.</p> <p>7. Freeman:(1971) A Hundred years of Geography.</p> <p>8. James , P.E. :(1980) All possible World A study of Geographical ideas, Indian Edition, Sachin Publication, Delhi</p> <p>9. Sykes, P:(1954) A History of Exploration, routledge and Kegan Paul, London.</p> <p>Tylor, G. (ed.):(1964) Geography in the 29 Century Wooldridge: Geographers as a Scientist.</p>	
2.	<p><b>M.A.(P)</b></p> <p><b>Physical-Basis-of-Geography.</b></p> <p><b>Unit-I</b></p> <p>Introduction to Physical Geography, Definition, Recent Trends in Physical Geography, Models and systems in Physical Geography. Geomorphology: Zonnig of the earths interior. Thermal state of interior : Endogenetic forees, Mountain building theories, (Kober, jeffreys, Joly, Holms, Wegener and Plate tectonics), Volcanic activity and Earth quakes, Isostasy,</p> <p><b>Unit-II</b></p> <p>Denudation types of Weathering : Physical and Chemical Weathering; factors attecting weathering processes. Rivers and Drainage basins : Work of rivers, classification of valleys, Drainage pattern, Drainage basin and rnomphometry, baseline changes, Glacial and Peri-glacial landforms. Desert and tropical landforms; process of desertification. Coastal Features, Factors affecting coast and shoreline processes. Cliffs and platforms, coastal classification. Karst and limestone topography. Landscape development,</p>	<p><b>M.A.(P)</b></p> <p><b>FUNDAMENTALS OF AGRICULTURAL GEOGRAPHY PAPER III (MAGY 103)</b></p> <p>Unit I:- The nature, subject matter and progress in agricultural geography, approaches: Commodity, systematic, regional.</p> <p>Unit II:- Selected agricultural concepts and their measurement – intensity of cropping ,degree of commercialization, diversification and specialization, efficiency and productivity.</p> <p>Unit III:- Land-use survey and classificati on (British and</p>	



reconstruction of landscape, cyclic (Davis, Penck, King) and non-cyclic (Hacks) development of Landscape.

#### Unit-III

Climatology : The structure of Atmosphere, Atmospheric energy, air temperature, heat balance, Layered structure of atmosphere and characteristics of each layer, Moisture in the Atmosphere, humidity and its expression, Evaporation and condensation, adiabatic non-adiabatic processes, stability and instability, Precipitation, Thunderstorms, World precipitation pattern.

#### Unit-IV

Air motion, Pressure variations, Pressure belts, forces governing air movement, upper air motion, General circulation, the planetary wind system, the mechanism of the circulation, surface features and circulation, Fronts, air masses and types, Depression, cyclones (Tropical and extra-tropical) and anticyclones, Climatic types : Koppen's, Thornthwaite's schemes of climatic classification.

#### Unit-V

Soil and Vegetation : Soil genesis, classification and distribution, biotic succession and major biotic regions of the world with special reference to ecological aspects of savannah and monsoon biomes. Oceanography Oceanic water circulation, Ocean bottom relief, horizontal and vertical distribution of temperature, ocean deposits, origin and impact of ocean currents, Tides and tidal theories, theories of coral reef formation, atolls and coral islands, marine resources biotic, mineral and energy resources and their utilization.

#### Books recommended :

1. — Ahmad, E. : coastal Geomorphology of India, New Delhi.
2. — Steers, J.A. : Unstable Earth (Methuen and Co. London)
3. — Strahler, A.N. : Earth Sciences (Harper and Row Publishers, New Delhi)
4. — Strahler, A.N. : Modern Physical Geography (John Wiley and Sons, Inc. New York)
5. — Youg, A. : Slopes.

Indian),  
Land  
capability  
classificati  
on (U.S.  
and  
Britain).

Unit IV:- A critical evaluation of the classification of world agriculture with special reference to Whittlesey, New perspectives in agriculture : contract farming , agri- business and food security.

M.A.(P)

#### RECOMMENDED READINGS :

1. Hussain, M.,(1996) systematic Agricultural geography, Rawat Publications, Jaipur.
2. Ilbery, B.W.,(1985) Agricultural Geography ,Oxford university press ,oxford.
3. Singh, J and Dhillon, S.S.,(1984) Agricultural geography TATA McGraw Hill ,New delhi.
4. Singh ,Jasbir: (2003)Agricultural geography ,3<sup>rd</sup> edition, Oxford ,new delhi.
5. Symons ,L.,(1967) Agricultural Geography ,G.Bells ,London.
6. Alexander, j.w., (1968) economic geography ,prentice Hall.
7. Gosal, G.S. and Krishan, Gopal, (1984 ) Regional disparities in levels of socio-economic development in Punjab, Vishal publications, kurukshetra,.

<p>6. — John, Pity ; Introduction to Geomorphology.</p> <p>7. — Sharma, R.C. : Oceanography for Geographers (Chaitanya Publishers, Allahabad)</p> <p>8. — Thornbury, W.D. : Principles of Geomorphology : (John Wiley, New York)</p> <p>9. — Lobeck, A.K. : Geomorphology : (McGraw Hill Book Co. New York)</p> <p>10. — Von-Engelin, O.D. : Geomorphology (Macmillan, New York)</p> <p>11. — King and Embleton, C.A.M. : Glacial and Peri-Glacial Geomorphology (Arnold)</p> <p>12. — सविन्द्र सिंह : भौतिक भूगोल बसुन्धरा प्रकाशन, गोरखपुर।</p> <p>13. — कौशिक, एस.डी. : भू-आकृति विज्ञान, रस्तोगी प्रकाशन, मेरठ।</p> <p>14. — नेगी, बी.एस. : भू-आकृति विज्ञान, रस्तोगी प्रकाशन, मेरठ।</p>	<p>8. Grigg D.B., (1978) The Agricultural systems of the world : An evolutionary approach, Cambridge university press ,Cambridge.</p> <p><b>M.A.(P)</b></p> <p><b>SOCIAL AND CULTURAL GEOGRAPHY PAPER- IV (MAGY 104)</b></p> <p>Unit 1 : Nature, scope and contents of cultural geography; Evolution of cultural geography; Environment, culture and resources; Techniques and methods in cultural geography; Man's role as socio-cultural agent</p> <p>Unit 2 : Analysis of world population in terms of ethnic, religious and language groups; World pattern of literacy</p> <p>Unit 3 : Cultural regionalization of the world : A Study of the Culture, World with special reference to new world revolution – Polar World; European Worlds, American World</p> <p>Unit 4 : Dry World, Oriental World, African World and Pacific World</p> <p><b>RECOMMENDED READINGS</b></p> <ol style="list-style-type: none"> <li>1. Carter, G.F. :(1968) Man and Land – Cultural Geography, Holt, Rinehart &amp; Winstom, Inc. New York.</li> <li>2. De Blij, Harm, J.:(1974) Man Shapes the Earth – Topical Geography, Hamilton Publication Company, Santa</li> </ol>	
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		<p>Barbara, California.</p> <ol style="list-style-type: none"> <li>3. De Blij, Harm, J.:(1977) Human Geography- Culture, Society and Space, John Wiley and Sons, Inc., New York.</li> <li>4. Dicken, S.N. and Pitts, F.R.:(1970) Introduction to Cultural Geography- A Study of Man and His Environment, Exrox College Publishing, Waltnam, Massachusetts.</li> <li>5. Dohrs, F.E. :(1967) Cultural Geography – Selected Readings, Dun-Donnelly Publishing Corporation, New York.</li> <li>6. Eidt. R.C.,(1977) Singhj K.N. and Rana, P.B. Singh (ed.) : Man Culture and Settlement, Kalyani Publishers, New York.</li> <li>7. Haggett, P. : (1975)Geography A Modern Synthesis, Harper and Row, New York.</li> <li>8. Jones E. (ed.) : ( 1975) Readings in Social Geography, Oxford University Press, London.</li> <li>9. Jordon, T.G. and Rowtree, L. : (1976)The Human Mosaic – A Thematic Introduction in Cultural Geography7, Canfield Press, Harper and Row, New York</li> <li>10. Kariel H.G. and Kariel, P.F. :(1972) Explorations in Social Geography, Addison-Wesley Publishing Company, Inc. Reading, Massachusetts,</li> <li>11. Kotars, John, F., and John, D. Nysteen ; (1974)Geography The Study of Location, Cultural and Enviornment, jMcGraw Hill Book Company, New York,</li> <li>12. Phillbrick, A.K. : (1967)The Human World, John Wiley and</li> </ol>	
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		<p>Sons. Inc., New York.</p> <p>13. Raitz, Kari, B. :(1975) Cultural Geography on Topographic Maps, Hamilton Publishing Company, Santa Barbara, California.</p> <p>14. Rolstlung, F. :(1963) Outline of Cultural Geography, California Book Company Berkely, California.</p> <p>15. Russel, R.J.F.B. Kniffen and E.L. Pruitt ;(1969) Culture Worlds, the Max Million Company Ltd., London,</p> <p>16. Saure, Carl O. : (1970) Agricultural Origins and Dispersal, The Domestication of Animals and Foods Stuffs, The M.L.T. Press, Massachuseets.</p> <p>17. Sopher, David E.:(1967) Geography of Religions : Foundations of Cultural Geography Series, Prentice Hall Inc., Englewool Cliffs, New Jersey.</p> <p>18. Spencer, E; &amp; W.L. Thomas: (1971)Asia, East by South – A Cultural Geography Jon Wiley &amp; Sons, Inc. New York.</p>	
3.	<p><b>M.A.(P)</b></p> <p><b>Principles &amp; Theory of Economic Geography</b></p> <p><b>Unit-I</b> Meaning, nature, scope and methods of economic geography, relation of economic geography with economics and other branches of social sciences, concept of economy, simple model of economy. Ennvironmental relations of economy. Spatial structure of economy.</p> <p><b>Unit-II</b> Types of agriculture : Whittlesey's classification of agricultural regions and</p>	<p><b>M.A.(P)</b></p> <p><b>CARTOGRAPHY</b> <b>PAPER V: (MAGY 105)</b> <b>Unit I:</b> Laboratory Test: Scheme and nomenclature of Survey of India topographical maps.</p> <p><b>Unit II:</b> Profiles: Meaning and usefulness of profile in studying landforms, types of profiles: Serial, Superimposed,</p>	

special study of subsistence agriculture, tropical — plantation, — Mediterranean agriculture, mixed farming, stock raising and its products, concept and techniques of delimitation of agricultural regions, Crop combination — and — diversification. — Von Thunen's model of agriculture location and its modifications.

#### Unit-III

Classification — of — industries; — Resource based and footloose industries. Theories of Industrial Location — Weber, Losch and Isard. Case studies of selected industries — iron and steel, cotton textile, chemical fertilizers, paper and pulp, oil refining and petrochemical.

#### Unit-IV

Spatial distribution of energy. Sources of power — coal, petroleum, hydroelectricity and atomic power. Nature of world trade. Decision making process — A behavioural approach.

#### Unit-V

Location and interaction in a simplified economic landscape. Spatial variation in transport — cost — accessibility — and connectivity; — Spatial — variation — in production — cost. Demand — scale — and agglomeration; — Concept — of — economic region and techniques of delimitation of economic — regions, — and — economic nalization of India.

#### Books recommended :

1. — Bengston, N.A. and Royen, M.V. : Fundamentals of Economic Geography, Prentice Hall, New York.
2. — Berry Con kling & Ray : The Geography of Economic Systems, Prentice Hall.
3. — Dreze, J. and Sen, A. : Inida — Economic Development and Social Opportunity, Oxford University Press, New Delhi, 1996.
4. — Ghose, B.C. Industrial Location.
5. — Guha, J.I. & Chattoraj, P.R. : A New Approach to Economic Geography, World Press, Kolkatta.
6. — Hartshorne, T.N. and Alexander, J.W. : Economic Geography, Prentice

composite, projected.

**Unit III:** Map Projections; Projections and their classification; simple conical equal area (Lambert's

Projection), Bonne's Projection, Mercators; Gnomonic Zenithal (Polar and Equatorial cases), Orthographic Zenithal (Polar and Equatorial cases).

**Unit IV:** Statistical Methods: Classification and Tabulation of Statistical data, Frequency Distribution and graphs, Measures of Central tendency (Arithmetic mean, geometric mean, median and mode).

#### RECOMMENDED READINGS

1. Monkhouse, FJ and Wilkinson, H.R. : (1972) Maps and Diagrams, Methuen & Co., London.
2. Raisze, E. : (1960) General Cartography, McGraw Hill, New York.
3. Strees, J.A. : (2009) Maps Projections
4. Gregory, S : (1971) Statistical Methods and the Geographers, Methuen & Co., London.
5. Singh R.L. : (1979) Elements of Practical Geography, Kalyani Publishers, new Delhi.
6. Singh R. and Kanujia, L.R.S. : (1987) Map Work and Practical Geography, Allahabad
7. Robinson, A.H. : (1960) Elements of Cartography, Chapman and Hall, London.

Lawrence, G.R.P. : (1971) Cartographic methods, Methuen & Co., London.

**M.A.(P)**

**SKILL COURSE – I (MAGY101)  
BASIC SKILLS IN GEOGRAPHY**

<p>Hall, New Delhi, 2000.</p> <p>7. — Kaswan, R.N. : Energy Resources &amp; Economic Development — A Study of Rajasthan, Concept Pub.Co. New Delhi, 1992.</p> <p>8. — K.Siddartha : Economic Geography, Kisalaya Publication Pvt. Ltd. Noida, New Delhi:</p> <p>9. — Renner, T.H. &amp; Other : World Economic Geography.</p> <p>10. — Robartson, D. (ed.) : Globalization and Environment. E. Elgar Co. U.K., 2001.</p> <p>11. — Robinson. H. : Economic Geography, M.Sc. Donald London.</p> <p>12. — Smith, David M. : Industrial Location : An Economic Geographical Analysis, II ed. Wiley, New York, 1981.</p> <p>13. — Wheeler, J.O. : Economic Geography, John Willey, New York, 1995.</p> <p>14. — Zimmermann, E.W. : World Resources and Industries, Harper and Co., New York.</p> <p>15. — काशीनाथ सिंह, जगदीश सिंह : आर्थिक भूगोल के मूल तत्त्व, बसुन्धरा प्रकाशन मोरखपुर</p> <p>16. — पुरुषोत्तम जैन : आर्थिक भूगोल, रस्तोगी प्रकाशन, मेरठ।</p> <p>17. — बी.एस.नेगी : संसाधन भूगोल</p> <p>18. — मोहम्मद हारून : आर्थिक भूगोल, बसुन्धरा प्रकाशन, मोरखपुर।</p>	<p><b>Objectives: To develop an understanding of Basic Skills in Geography</b></p> <p><b>Syllabus content-</b></p> <p><b>Unit I:</b> Electromagnetic Spectrum , Aerial Photographic And Satellite Image Interpretation, Digital Cartography.</p> <p><b>Unit II:</b> Meaning, Components and Importance of GIS; Meaning and Concept of Remote Sensing (RS) ;Data models: Raster and Vector.</p> <p><b>Unit III:</b> Geological time scale, Highland and Lowland Regions , Tropical Deserts, Rainfall and its Types , Western Disturbances, Social Forestry , Temperate Grasslands</p> <p><b>Unit IV:</b> Shape &amp; Size of Earth: Geoid, Spheroid and Ellipsoid , Concept of Coordinate System, Albedo, Green House Effect, ENSO</p> <p><b>Books Recommended</b></p> <p><b>Singh, R.L and Rana,</b> P.B..(2002)Elements of Practical Geography.Kalayani Publishers, NewDelhi.</p> <p><b>Khullar, D.R..(2000) Essentials of Practical Geography.</b>New Academic Publishing Company,Jalandhar.</p> <p><b>Guha, P.K.(2008).Remote Sensing for the Beginner.</b>East West Press Pvt. Ltd. New Delhi.</p> <p><b>Panda, B.C..(2005) Remote Sensing—Principles and Applications.</b> Viva</p>	
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		Books Pvt. Ltd., NewDelhi. <b>Compbell, J.(1989) Introduction to Remote Sensing.</b> Guilford, New York.	
4.	<p><b>M.A.(P)</b></p> <p><b>Geography of Environment</b> <b>Unit-I</b> Concept of environment, meaning, nature and scope of Environmental Geography. Concept of ecology and eco-system— definition and elements, energy flow in eco-system, productivity in eco-system. Eco-cycles, Types of eco-system.</p> <p><b>Unit-II</b> Man-Environment ——— relationships. Perception of environment and its quality. Degradation of environment, Development vis-a-vis ecological crisis. Population, resources — and ecological — crisis, Environment and quality of life.</p> <p><b>Unit-III</b> Environmental hazards and problem of pollution, Water, Air, Noise, Soil and Radioactive ——— causes, impact and measures of control with Indian examples. Unit — IV Environmental Management — Management of forest, soil, wildlife, energy — and — mineral — resources, environmental education, monitoring and mapping. conservation — of — natural resources.</p> <p><b>Unit-V</b> Ecological — planning — for — sustainable development — in — India. Environmental policies and programmes International and National) Environmental — problems — and planning in India.</p> <p><b>Books Recommended :</b> 1. ——— Batel, B.(ed.): Management of Environment, Wiby Eastern Ltd., New Delhi, 1980. 2. ——— Brij Gopa I: Elements of Ecology. 3. ——— Centre of Science &amp; Environment : The State of India Environment : A Citizen's Report, 1982, 1985, New Delhi. 4. ——— B.B.S. Kapoor, Ahmed Ali et al.:</p>	<p><b>M.A.(F)</b></p> <p><b>ENVIRONMENT GEOGRAPHY</b></p> <p><b>PAPER- VI (MAGY 201)</b> Unit 1: Environmental Geography: Definition, Nature, And Scope. Unit 2: Biosphere and Its Component; Concept of Ecology, Human Ecology And Ecosystem.  Unit 3: Biodiversity and Its Conservation, Concept of Biomes, Sustainable Development  Unit 4: Environment Pollution (Water, Air, Noise And Soil), Environmental Problems: Green House Effect, Ozone Deflection, Global Warming and Its Management</p> <p><b>RECOMMENDED READINGS</b></p> <ol style="list-style-type: none"> <li>1. Anderson, M.R.: (1995)Geography of Living Things.</li> <li>2. Clark, G.R.: (1958)The study of Soils in the field.</li> <li>3. Densereau, P.:(1959) Biogeography and Ecological Perspective.</li> <li>4. Hall, A.D. &amp; Russel, P.J.:(2007) Social Conditions and plant Growth.</li> <li>5. Robinson, G.W.: (1936)Soils</li> </ol>	

<p>Current Environmental Issues, Madhu Publications, Bikaner.</p> <p>5. ———— Desh Bandhu (ed.) : Environmental Management, Indian Environmental Society, New Delhi.</p> <p>6. ———— Gupta and Gurjar : Sustainable Development, Rawat Pub., Jaipur.</p> <p>7. ———— Kaswan N.R. : Man and Environment (Hindi), Malik &amp; Co. Jaipur, 1999.</p> <p>8. ———— P.D. Sharma, Ecology &amp; Environment, Rastogi Publications, Meerut, 2010.</p> <p>9. ———— Peter Cotgreave &amp; Irwin Forseth : Introductory Ecology, Blackwell Science Ltd, 2002.</p> <p>10. ———— Savinder Singh : Geography of Environment, Alla habad.</p> <p>11. ———— Singh &amp; Singh (ed.) : Geography of Environment, Concept, New Delhi.</p> <p>12. ———— Strahler, A.N. : Geography and Man's Environment, John Willey, New York, 1976.</p> <p>13. ———— सविन्दर सिंह : पर्यावरण भूगोल, प्रयाग पुस्तक भवन, इलाहाबाद, 1994</p> <p>14. ———— वी.के.श्रीवास्तव : पर्यावरण भूगोल एवं पारिस्थितिकी, वसुन्धरा प्रकाशन, गोरखपुर।</p> <p>15. ———— एच.एम.सक्सेना : पर्यावरण एवं पारिस्थितिकी भूगोल, राज. हिन्दी ग्रंथ अकादमी, जयपुर।</p>	<p>6. Jones, R.L. : (2013) Biogeography -Structure, Process, Pattern and Change with Biosphere, Hulton Educational Publication Ltd., Amersham, Bucks.</p> <p><b>M.A.(F)</b></p> <p><b>URBAN GEOGRAPHY PAPER VII (MAGY 202)</b></p> <p>Unit-1: Meaning, scope and methods of approach in urban geography, origin and growth of cities from the earliest to the modern times, forces and processes of urban growth, Theories of urban Structure</p> <p>Unit-2: Urban morphology and land use pattern, City retail structure and delimitation of CBD, Residential land use, urban population, Characteristics,</p>	
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		<p>Functional Classification of towns</p> <p>Unit-3: Location, spacing and size of towns, urban hierarchy; The Central Place Theory, Rank- size rule, Growth Pole Theory</p> <p>Unit-4: Urban sphere of Influence- Methods and criteria of delimitation, Rural- urban fringe, Elements And principles of town planning, Law of Garden City.</p> <p><b>RECOMMENDED READINGS</b></p> <ol style="list-style-type: none"> <li>1. Abercrombie, P.: (1961) Town and Country Planning, Oxford University Press, London.</li> <li>2. Alam, S.M. : (1965) Hyderabad- Secunderabad(Twin-cities) – A Study in Urban Geography, Allied Publishers, Bombay.</li> <li>3. Bartholomew, H. : (1932) Urban Landuse, Harwad University Press, Harward.</li> <li>4. Berry B.J. L. &amp; A. Pred (1961) Central Place Studies-Bibliography of Theory Applications, Regional Science Research Institute, Philadelphia.</li> <li>5. Chorley, R.J. &amp; P. Hagget (1968) Socio-Economic Models in Geography(Part II and III or Models in Geography)</li> </ol>	
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		<p>Methuen, London.</p> <ol style="list-style-type: none"> <li>6. Dickinson, R.E. (1964) The West European City, Rutledge and Kegan Paul, London.</li> <li>7. Gallion, A.B. &amp; S.E. Isner (1965) : The Urban Pattern, City Planning and Design Van Nostrand, Princeton, New Jersey.</li> <li>8. Garnier, B.J. &amp; G. Chabot (1967) Urban Geography, Longmans Green and Co. Ltd., London.</li> <li>9. Ghose, M.: (1972) Calcutta – A study in Urban Growth Dynamics.</li> <li>10. Jackson, J.N.: (1954) Surveys for Town and Country Planning, Hutchinson University Syracuse, N.Y.</li> <li>11. Jonson, J.N.: (1967) Urban Geographhy- An Introductory Analysis, Pergamon Press.</li> <li>12. Mayer, H.M. and Kohn, O.P.(ed.) (1959) Readings in Urban Geography, University of Chicago Press, Chicago.</li> <li>13. Humford, L.: (1966) The city in History, Pehcan.</li> <li>14. Norgorg, K (ed.) : (1975) Proceedings of I.G.U. Symposium on Urban Geography, John Wiley &amp; Sons.</li> <li>15. Putnom, R.G. FJ – Taylor and P.G. Kettle (ed.) : 1970A Geography of Urban Place Methuen, London.</li> <li>16. Robson, B.T. : (1963) Urban Growth, Methuen, Lodnon.</li> <li>17. Singh, R.L. : (1965) Banaras – A Study in Urban Geography, Nand Kishore &amp; Sons, Banaras</li> <li>18. Singh O.P. : (1979) Urban Geography (in Hindi), Tara Publishers, Varanasi.</li> <li>19. Smailes, A.E. : (1961) The Geography of Town, Hutchinson University Press, London.</li> <li>20. Taneja, K.L. : (1971) Morphology of Indian Cities,</li> <li>21. Taylor, T. : (1961) Urban Geography, Methuen, London.</li> </ol>	
5.	<p><b>M.A.(F)</b></p> <p><b>Advanced Geography of India</b></p> <p><b>Unit—I</b></p>	<p><b>M.A.(F)</b></p> <p><b>ECONOMIC AND RESOURCES GEOGRAPHY</b></p>	

Physiography and drainage systems, soils, vegetation. Climate and its regional variations; Origin and mechanism of India monsoon; Schemes of natural, physiography and climatic classifications. Identification of drought and flood-prone areas.

#### Unit—II

Resources : Conservation and utilization of land, mineral, water, biotic and marine resources. Agriculture, Agroclimatic regions; landuse pattern, green revolution and its impact on Indian agriculture. Agriculture infrastructure irrigation fertilizers and seeds. Dry zone agriculture.

#### Unit—III

Mineral—Iron ore, copper, coal, Aluminum, Bauxite, Jink and Power—Petroleum, hydropower, nuclear resources. Factors of Industrial localization, classification of industries. Major industries—iron and steel, cotton, textile, cement, fertilizer, paper and pulp and sugar industries.

#### Unit—IV

Tribal areas and their problems. Population distribution, density and growth, population problems and policies. Study of the network of roadways, railways, airways and waterways. Regional disparities in social and economic development in India.

#### Unit—V

Geographical study of Rajasthan under the following heads—Relief, climate, vegetation, soils, agriculture development, irrigation, mineral and power resources industrial development. Physiographic division & Rajasthan State (1) Marusthali (2) Aravalli (3) Hadoti Plateau (4) Bangar

#### Books Recommended :

1. Chatterji, S.B. : Climatology of India, Calcutta University, Calcutta.
2. Choudhary, M.R. : Indian Industries—Development and Location.
3. Dreze, Jean and Amariya Sen (ed.) : India : Economic Development and Social Opportunity, Oxford University Press, New Delhi.
4. Galyan and Sengupta : Economic Regions and Regionalization in India.
5. Govt. of India : Five Year Plans of India.
6. Govt. of India : National Atlas of India, NATMO Publication, Calcutta.
7. Govt. of India : The Gazetteer of India, Vol. I&II, Publication Division, New Delhi.
8. India Year Book (Latest Edition) : Publication Division, Delhi.
9. Irrigation Atlas of India.
10. Khular, D.R. : Geography of India.
11. Kumar, L.S.S. and Others : Agriculture in India—Vol. I&II, Asia Publishing House,

#### PAPER-VIII (MAGY 203)

Unit I: Factors affecting Production, Consumption and distribution of Principal raw materials

Unit II: Sectors of economy-primary, secondary and tertiary, quaternary; Agricultural Regions of the world; Von Thunen's model and its modifications

UNIT III: Definition and Concept of Resources, Classification of Resources

UNIT IV: Conservation and Management of Natural Resources: Meaning and Concept of conservation of Natural Resources, Resources Conservation and Management Methods of Natural resources: Soil Resource, Water Resource, Problems of Natural Resource Management in India

#### Recommended Readings:-

5. Chatterjee, S.R., Economic Geography of Asia, Allied Book Agency, Calcutta, 1984.
6. Morgan, W.B. and R.J.C. Munton, Agricultural Geography, Methuen, London, 1997.
7. Robinson, H., Economic Geography, MacDonald and Evans, 1982.
8. Rostow, W.W., The Stages of Economic Growth, Cambridge University Press, London, 1960.
13. Borton, I. and R.W. Kates. (1984) Readings in Resource Management and Conservation, University of Chicago Press, Chicag, 1989.
14. श्रीवास्तव वी.के. एवंराव, वी.पी., आर्थिकभूगोल के मूलतत्व (वसुन्धराप्रकाशन, गोरखपुर)।

	<p>Bombay.</p> <p>12. Kundu, A. Raza Moonis : Indian Economy—The Regional Dimension, Spectrum Publishers, New Delhi.</p> <p>13. Misra, V.C.: Geography of Rajasthan, National Book Trust, New Delhi.</p> <p>14. Puri, G.S.: Indian Forest Ecology, Oxford Book Stationery Co.</p> <p>15. S.P. Roy Choudhary : Land and Soil, National Book Trust, New Delhi.</p> <p>16. Shurma, T.C. and Coutino, O.: Economic and Commercial Geography of India, Vikas Publishing House, New Delhi.</p> <p>17. Singh, R.L.: India—A Regional Geography, N.G.S.I., Varanasi.</p> <p>18. Spate, O.H.K. and Learmonth, A.T.A.: India and Pakistan—Land, People and Economy, Methuen &amp; Co., London.</p> <p>19. Tiwari, R.C.: Geography of India.</p> <p>20. पणोरिया, बसुर्मान : भारत का वृहत भूगोल, साहित्य भवन, पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स प्रा. लि., अमरावती।</p> <p>21. बसंत, एस.सी. : भारत का वृहत भूगोल, गीनगीरी प्रकाशन, मेरठ</p> <p>22. शर्मा, एच.एस. एवं शर्मा, एम.एल. : राजस्थान का भूगोल, पब्लिशर्स प्रकाशन, जयपुर।</p> <p>23. शर्मा श्रीकमल, हिन्दी प्रकाशक, श्रीपाल, फय प्रवेश</p>	<p>15. जैन, हरकचन्द . सैद्धान्तिक आर्थिक भूगोल (कमलेश प्रकाशन, भीलवाड़ा) . 2000 ।</p> <p>16. रजा, एमण एवं सिंह, ए., संसाधनभूगोल . 2002 ।</p> <p>17. नेगी, वी.एस., संसाधनभूगोल 2000 ।</p> <p>18. सिंह एवं सिंह, आर्थिक और संसाधन भूगोल, 2001 ।</p> <p>19. कौशिक, एस.डी संसाधन भूगोल . 2001 ।</p>	
6.	<p><b>M.A.(F)</b></p> <p><b>Urban Geography</b></p> <p><b>Unit—I</b></p> <p>Aims and scope of urban geography. Factors affecting the growth of towns during Neolithic period, Greek and Roman Period, Dark Ages, Medieval period, Renaissance period, Industrial Revolution and Modern times. Chief characteristics of the towns of each period.</p> <p><b>Unit—II</b></p> <p>Trends of urbanization in the world. Urbanization in India since 1901 and its problems. Census of India, Definitions of urban centres. Chief characteristics of modern town, City Conurbation, Metropolis and Megalopolis. Spatial pattern and distribution of urban centres : types of cities, central places, transport foci and centre of specialized services.</p> <p><b>Unit—III</b></p> <p>Classification of cities based on functions, Urban Rank-size relationship, Primate city, The Basic and Non-Basic concept of urban economic functions and its application. Urban hierarchy based on functions, Christaller's central place theory, August Losch's theory of</p>	<p><b>M.A.(F)</b></p> <p><b>GEOGRAPHY OF TOURISM</b> <b>PAPER – IX (MAGY 204)</b></p> <p>Unit 1 : Tourism : Growth of travel through the ages, growth and development of modern tourism International organizations and tourism</p> <p>Unit 2 : Elements of Tourism : Economic and social significance of tourism, Domestic and Foreign tourism, Tourism transport and accommodation</p> <p>Unit 3 : Tourism in India : A land</p>	



market-centres.

#### Unit—VI

Urban Morphology. Unplanned and planned growth of town : Urban plans, Morphology of Indian cities. Functional Structure of towns, Chief characteristics of C.B.D., Residential areas, Manufacturing areas and other functional areas. Theories and Models of urban structure.

#### Unit—V

Centrifugal and centripetal forces in urban geography. Development of suburbs, rural-urban fringe, satellite town, ring towns, Sphere of urban influence (Umiland) and its delimitation.

Principles of Town Planning—Preparation of a Master Plan, Study of Master Plans of Jaipur, Bikaner, Sriganaganagar and Churu, Principles of regional planning.

#### Books Recommended :

1. Alam, S.M.: Hyderabad and Secunderabad, Twin City, Asia Publishing House, Bombay.
2. Carter : The Study of Urban Geography, Edward Arnold, London.
3. Chorley, R.J.O., Haggett, P. (ed.) : Models in Geography, Methuen, London.
4. Dickinson, R.E.: City Region and Regionalism, Routledge and Kegan Paul, London.
5. Gibbs, J.P.: Urban Research Methods, Van Nostrand Co, Inc., Princeton, New Jersey.
6. Govt. of Rajasthan : Master Plan of Jaipur, Bikaner, Sriganaganagar and Churu.
7. Johnson, R.H. : Urban Geography.
8. Mandal, R.B.: Urban Geography—A Textbook, Concept Publishing Co., New Delhi.
9. Meyer, H.M., Kohn, C.F.: Readings in Urban Geography, University of Chicago Press, Chicago.
10. Mumford, L.: Culture of Cities, McMillan & Co., London.
11. N.V. Savani : Urbanization and Urban India, Asia Publishing House, Bombay.
12. Northan, R.C.: Urban Geography, John Wiley and Sons, New York.
13. Singh, R.L.: Bangalore—An Urban Survey, National Geographical Society of India, B.H.U. Varanasi.
14. Singh, K. and Steinberg, F. (ed.) : Urban Indian in Crisis, New Age Interns, New Delhi.
15. Singh, R.L.: Banaras—A Study in Urban Geography, Students Friends, Allahbad.
16. Smailes, A.F.: The Geography of Towns, Hutchinson, London.
17. Taylor, G.: Urban Geography, Mathuen and Co., London.
18. Tewari, Vinod K., Jay A., Weinstein, V.L.S.

for all seasons; places of tourist interest, Cultural tourism, Problems and facilities, Role of Indian Tourism Development Corporation

Unit 4 : Tourism in Rajasthan : Salient Features of desert and wild life of Rajasthan, Survey of the places of tourist interest; Cultural Heritage of Rajasthan, Fairs and Festivals, A study of internal and foreign tourist influx

#### RECOMMENDED READINGS

Robinson, J.H. :2001 A Geography of Tourism, Macdonald and Evans Ltd.,

Bhatia, A.K. : 1982 Tourism Development: Principles and Practices, Sterling Publishers, New Delhi.

Nagi, J.N. : 1989 Tourism and Hostelling: A worldwide Industry, Gitanjali Publishing House, New Dehli.

Robinson, H. : 1976 Geography and Tourism, Macdonald and Evans, New York

Bhatia, A.K. : 1972 Tourism in India-History and Development, Sterling Publishers, New Delhi ,

Ram Acharya :2013 Tourism in India, National Publishers, New Delhi,  
DassManoj : 2010 India- A Tourist Paradise, Sterling Publishers, New Delhi,

Crowthor, Geoff Raj Prakash and Wheeler Tony:2014 India- A Travel- Survival Kit

	<p>Prakasa Rao : Indian Cities : Ecological Perspective.</p> <p>19. जोशी, आर.एल. : नगरीय भूगोल, राज. हिन्दी ग्रंथ अकादमी, जयपुर</p> <p>20. अमरप्रकाश सिंह : नगरीय भूगोल</p> <p>21. बंसल : नगरीय भूगोल, गीनानी प्रकाशन, मेरठ</p> <p>22. राव, बी.पी. : नगरीय भूगोल, बसुधरा प्रकाशन, योरेखपुर</p>	<p>Lonely Plant Publications, Australia.</p> <p>Dharampal :Idia 1972 - The Land People, National Book Trust, New Delhi.</p> <p>Rathore, G.S. :1986, Marwar Ki SanskraticDharohar, SudhaPrakashan, Jodhpur.</p>	
7.	<p><b>M.A.(F)</b></p> <p><b>Agricultural Geography (Elements &amp; Applied)</b></p> <p><b>Unit – I</b></p> <p><b>Elements of Agricultural Geography :</b>          Concept of agricultural origin and dispersal: Development of agriculture through the ages in important agricultural areas of the world: Trends and practices.          Factors affecting agriculture : Physical – Relief, climate, soil, water, storage etc. Social-land ownership and size of holdings: Economic input of human and animal power, irrigation, and fertilizers, mechanizations etc. Others : Financial Management, market system, transport, trade etc.</p> <p><b>Unit – II</b></p> <p><b>Water :</b> Water resources, quality of water for irrigation, water quality criteria, various methods of irrigation and their comparative advantages. Soil and water balance. Types of agriculture – Whittlesey’s classification of agricultural regions and special study of shifting cultivation, plantation agriculture, Mediterranean, Collective and state farming; extensive and intensive agriculture, dry farming and their characteristics.</p> <p><b>Unit – III</b></p> <p><b>Applied Agricultural Geography :</b>          Agricultural Land use : Concept, history of agricultural land use surveys, principles, objectives, policies and planning and land use surveys. Land classification: need and basis of land classification. British Pattern, American pattern, Indian pattern, Irish pattern, Land use data: Sources, types of mapping and problems.</p>	<p><b>M.A.(F)</b></p> <p><b>CARTOGRAPHY AND PROJECT /INSTRUMENTAL SURVEY OF A REPUTED INSTITUTE/ GEOGRAPHICAL TOUR PAPER – X (MAGY 205)</b></p> <p><b>Unit I:</b> Laboratory Test: Interpolation of contours, methods of determination of intervisibility.</p> <p><b>Unit II:</b> Measures of dispersion: (Quartiles mean deviation and standard deviation), Variability Indices</p> <p><b>Unit III:</b> Morphometric Analysis: Drainage density, stream length, stream orders and confluences;</p> <p><b>Unit IV:</b> Map Projections: Sinusoidal (Normal and Interrupted), Mollweide (Normal and Interrupted), Choice of Projections</p> <p><b>PROJECT REPORT /GEOGRAPHICAL TOUR</b>          The project will be selected by candidates in consultation with the Head of the Department and the study report, duly approved by the teacher(s) concerned, is to be submitted along with the Practical Record.</p> <p>The geographical tour and study</p>	



**Unit—IV**

Models in agricultural land use : concept, need and principles. Von Thunen's Agricultural Location Theory and its recent modifications, Coleman's model. Preparation and planning of a detailed proforma for land use surveys.

**Unit—V**

**Measurements of the level of agricultural development** : Concept and methodology—Agricultural regionalization—Concept, methods of delimitation (including statistical methods).

Crop ranking, crop combination—regions—meaning and methodology. (Detailed study of Kendal, Weaver, Doi and S.M. Rafiullah), Cropping Intensity, Crop diversification—methods and deductions.

Agricultural efficiency—concept—methods of measurement. Nutrition and balance sheet. Crop land use and deficiency diseases.

**Note** : the candidates are expected to make field studies. A field trip be organized for land use survey of a village. A question be asked in examination.

**Books Recommended :**

1. Ali Mohammed : Dynamics of Agriculture Development in India, Concept Publication Co., Delhi.
2. Ali Mohammed : Situation of agriculture, Food and Nutrition in Rural India, Concept Publishing Co., Delhi.
3. Greger, H.P. : Geography of Agriculture, Prentice Hall, New York
4. Grigg, D.B. : The Agricultural Systems of the World, Cambridge University Press, New York
5. Hartshorn, T.A. and Alexander, J.W. : Economic Geography, Prentice Hall, New Delhi
6. I.C.A.R. : Soil and Water Conservation Research
7. I.C.A.R. : Soil Conservation in India.
8. Kostrowicki, J. : World Types of Agriculture, Polish Academy, Warsaw.
9. Morgan, W.B. and Norton, R.J.C. : Agricultural Geography, Methuen, London.
10. Nour Mohammed : Agriculture Land use in India, Inter-India Public, Delhi.
11. Nour Mohammed : New Dimension in Agricultural, Concept, New Delhi.
12. Sachchidananda : Social Dimensions of Agricultural Development, National Publishing House, Delhi.
13. Shafi M. : Agriculture Geography.
14. Singh, J. and Dhillon, S.S. : Agricultural

and field tour or execution of typical areas with particular attention to anyone of the following aspects: Structure, terrain and geomorphology; Drainage and river valley development; Vegetation forms, Agricultural Industrial land use; Communication, Regional synthesis and analysis of physical and cultural landscape

**RECOMMENDED READINGS**

1. Monkhouse, J and Wilkinson, H.R.:(2011) Maps and Diagrams, Methuen & Co., London
2. Raisze, E. : (1960)General Cartography, McGraw Hill, New York.
3. Strees, J.A.: 2009Maps Projections.
4. Gregory, S : 1971Statistical Methods and the Geographers, Methuen & Co., London.
5. Singh R.L. : 1979Elements of Practical Geography, Kalyani Publishers, new Delhi,
6. Robinson, A.H. : 1989, Elements of Cartography, Chapman and Hall, London
7. Lawrence, G.R.P. : 1971Cartographic methods, Methuen & Co., London
8. Singh R. and Kanujia, L.R.S. 1979: Map Work and Practical Geography, Allahabad,

**M.A.(F)**

**BASICS IN GEOGRAPHY  
SKILL COURSE II (MAGY206)**

**Unit I: Elementary knowledge of Remote**



	<p>Geography, Tata-McGraw-Hill Pub., New Delhi</p> <p>15. Stamps, L.D. : The Land of Britain, Its Use and Misuse, Longman, London</p> <p>16. Symon-Leslie : Agricultural Geography, G. Bell and Sons Ltd., London</p> <p>17. Tarrant, J.R. Agricultural Geography, Wiley, New York</p> <p>18. प्रमिला कुमार : कृषि भूगोल, प्रथमप्रवेश हिन्दी ग्रंथ अकादमी</p> <p>19. ब्रजभूषण सिंह — कृषि भूगोल, गोरखपुर</p> <p>20. माजिद हुसैन : कृषि भूगोल</p>	<p>Sensing, GIS, GPS and Satellite Imagery, Directions:</p> <p>Cardinal Directions, Primary Inter-Cardinal, and Secondary Inter-Cardinal.</p> <p><b>Unit II:</b> Geographic Locations: Continents and Oceans; Nation-State Capitals, Metropolitan Cities of the World, Mountains and Rivers.</p> <p><b>Unit III:</b> Motions of Earth: Rotation and Revolution of Earth and their effects, Dimension of Earth, Shape &amp; Size, Geoids, Spheroid and Ellipsoid.</p> <p><b>Unit IV:</b> Locational system, dates and time: Latitude, Longitude and Graticule; Time Zones and International Date Line</p> <p><b>Books recommended</b></p> <p><b>Gautam, Alka</b> 2004 <b>Climatology and Oceanography</b>. Rastogi Publication- Meerut, UP..</p> <p><b>Singh, Savindera</b> 2009 <b>Physical Geography</b>. Vasundhra Publications, Gorkhpur, UP.</p> <p><b>Goh Cheng Leong</b> 1995 <b>Certificate Physical and Human Geography</b>, Oxford University press, New Delhi,.</p>	
8.	<p><b>M.A.(F)</b></p> <p><b>Remote sensing and G.I.S.</b></p> <p><b>Unit—I</b></p> <p>Historical development of remote sensing as a technology—Relevance of remote sensing in geography—concepts and basics—Energy source, energy and radiation principles, energy interactions in the atmosphere and earth surface features. Remote sensing systems—</p>	<p><b>M.A.(F)</b></p> <p><b>RESEARCH METHODOLOGY</b> <b>PAPER XI (MAGY 301)</b></p> <p>Unit 1:- Problem Of</p> <p>Geographical Research, Identification Of Problems Of Regional</p>	

<p>Platforms, Sensors and radiation records.</p> <p style="text-align: center;"><b>Unit—II</b></p> <p>Air-photos and photogrammetry : Elements of photographic system : Type, scales and ground coverage, resolution, radiometric characteristics, films, filters, aerial cameras, film exposures, geometric fundamentals of photogrammetry : elements of vertical photographs, relief displacement, image parallax, stereoscopic, orthophotos airphoto interpretation : shape, size, pattern, tone, texture, shadows, site advantage and limitation.</p> <p style="text-align: center;"><b>Unit—III</b></p> <p>Satellite Remote Sensing : History and development of various types of satellite and space programme. Image processing : types of imagery, techniques of visual interpretation, ground verification, transfer of interpreted thematic information of base maps digital processing : rectification and resolution, Image enhancement contrast manipulation, classification supervised and unsupervised, Post-classification analysis. Remote sensing and its comparison with map.</p> <p style="text-align: center;"><b>Unit—IV</b></p> <p>Applications : Air Photo and image interpretations and mapping forest and wild life, mines &amp; Geology, Geomorpho. Landuse and land cover soil, land evaluation, weather studies, water resources, hazard management and environmental management.</p> <p style="text-align: center;"><b>Unit—V</b></p> <p>GIS—Introduction, definition &amp; scope, its application in various field &amp; planning.</p> <p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. American Society of Photogrammetry : Manual of Remote Sensing, ASP, Falls Church, V.A., 1983, Vol.II.</li> <li>2. Barrett, E.C. and L.E. Curtis : Fundamentals of Remote Sensing and Air Photo Interpretation, Macmillan, New York.</li> <li>3. Burrough P.A. : Principles of Geographic Information Systems for Land Resource Assessment, Oxford University Press, New York.</li> <li>4. Campbell, J. : Introduction to Remote Sensing, Guilford, New Your.</li> <li>5. Curran, Paul J. : Principles of Remote Sensing, Longman, London.</li> <li>6. Gautam, N.C. : SPGU, Technology of Geography, N.R.S.A., Hyderabad.</li> <li>7. Hord, R.M. : Digital image processing of remotely sensed data, Academic, New York.</li> <li>8. Luder, D. : Aerial Photography</li> </ol>	<p>and</p> <p>Systematic Geography.</p> <p>Nature And Source Of</p> <p>Data To Be Used</p> <p>Hypothesis, Models</p> <p>Unit 2:- Preparation of Research</p> <p>Project and Report</p> <p>Writing, Cartographic</p> <p>Representation Of</p> <p>Agricultural, Transport,</p> <p>Marketing And Industrial</p> <p>Data.Selected Techniques</p> <p>Of Spatial Analysis,</p> <p>Methods Of</p> <p>Measurement Of</p> <p>Concentration And</p> <p>Dispersion Of Economic</p> <p>Activities</p> <p>Unit3:- Nearest Neighbor Analysis With</p> <p>Examples, Regional Interaction Analysis</p> <p>Unit4:- Regional population</p> <p>analysis – population</p> <p>projection, population</p> <p>migration projection,</p> <p>network analysis with</p> <p>examples. Delimiting urban</p> <p>and market spheres of</p> <p>influence.</p> <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. David Unwin : 1981 Introductory Spatial Analysis, Methuen, London.</li> <li>2. Gregory, S. : 1978 Statistical Methods And The Geographer, Langman ,</li> </ol>	
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<p>Interpretation : Principles and Application, McGraw Hill, New York.</p> <p>9. Mark, S. Monmonier : Computer Assisted Cartography, Prentice Hall, Englewood Cliff, New Jersey.</p> <p>10. Pratt, W.K. Digital image processing, wiley, New York.</p> <p>11. Rao, D.P. (eds.) : Remote Sensing for Earth Resources, Association of Exploration geophysicist, Hyderabad.</p> <p>12. Singh, S. : Remote Sensing Technology, AS Publication, Jodhpur.</p> <p>13. Star, J. and Estes, J.: Geographic Information Systems : An Introduction, Prentice Hall, Englewood Cliff, New Jersey.</p> <p>14. Thomas M. Lillesand and Ralph W. Kefer : Remote Sensing and Image interpretation, John wiley &amp; sons, New York.</p> <p>15. Wolf Paul, K.: Elements of Photogrammetry, McGraw Hill Book Co.</p>	<p>London.</p> <p>3. Mahmood.A. : 1978 Statistical Methods In Geographical Studies, Delhi,.</p> <p>4. MaruceYeats : 1997 An Introduction To Quantitative Analysis In Human Geogra.Phy. Mcgraw Hill New York,.</p> <p>5. Peter Haggett, Andrew 1978: Location Methods Vol.I And II Edward Arnold, London ,.</p> <p><b>M.A.(F)</b></p> <p><b>GEOGRAPHY OF POPULATION PAPER- XII (MAGY 302)</b></p> <p>Unit 1 : Nature And Scope Of Population Geography; Major Population Theories</p> <p>Unit 2 : Components Of Population Growth, Trends And Factor Affecting Fertility, Mortality</p> <p>and Migration In The World; Laws Of Migration And Theories</p> <p>Unit 3 : Population Structure Of India And Its Characteristics; Sex And Age Structure, Fertility And Mortality; Distribution, Density And Growth Of Population In India; Population Problems And Policies</p> <p>Unit 4 : Distribution, Density And Growth Of Population In India; Population Problems And Policies</p> <p><b>RECOMMENDED READINGS</b></p> <p>Asha, A. Bhide and Mrs. Tara Kimitkar 1991, : Principles of Population Studies; Himalaya Publishing House, Girgaon, Bombay,.</p> <p>Ashish Bose &amp; D. Gupta : (1998) Population Studies in India, Vikas Publishing House,</p>
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		<p>Ansari Road, New Delhi,.</p> <p>Agarwal, S.N. : (1998) India's Population Problems, Tata McGraw Hill, New Delhi.</p> <p>Chandra Shekar : (1987) Infant Mortality, Population Growth and Family Planning in India, London,</p> <p>Mehta, B.C. : (2001) Regional Population Growth : A Case Study of Rajasthan, Research Books, Tilak Nagar, Jaipur ,</p> <p>Lal, S.K. &amp;Nahar, U.R.:(1994), Higher Education of SC &amp; ST in Rajasthan, Jain Sons Publication, New Delhi ,.</p> <p>Purohit B.D.&amp;S.D.(1990), Hand Book of reservation for SC&amp; ST, jain sons publication,New Delhi.</p> <p>Singh,munshihardaya: (1981), The castes of manivar, census report of 1891, book treasure, Sojati gate jodhpur</p>	
8	<p><b>M.A.(F)</b></p> <p><b>Population Geography</b> <b>Unit-I</b> Definition and scope of Population Geography; Theory in Population Geography-Malthusian, Neo-Malthusian and optimum Population theory and Biological Population Theory; Types of Data and Population census with special reference to the Indian census.</p> <p><b>Unit-II</b> Density and Distribution factors affecting population distribution in the world in the world. Measures of population density; Measures of dispersal and concentration of population and population potential. Demographic transition.</p> <p><b>Unit-III</b> The Growth of population, world patterns of fertility and mortality. Age and Sex composition, Marital status, Families and households, Language and literacy, Religious</p>	<p><b>M.A.(F)</b></p> <p><b>APPLIED GEOMORPHOLOGY</b> <b>PAPER-XIII (MAGY303)</b> Unit 1 : Earth as a member of the solar system; main theories regarding the origin of the Earth,</p> <p>distribution of land and sea; Isostasy and its bearing on surface configuration, Materials of the earth's crust: Minerals and rocks, classification of fold.</p> <p>Unit 2 : Geological structure : Dip, Strike, Folds, formation of the earth's crust, joints, faults,</p> <p>tensional and compression forces</p>	

<p>composition of population, Economic composition of population.</p> <p><b>Unit – IV</b></p> <p>Primary occupations, manufacturing industry, Transport, Trade and service etc. Rural and urban population and urbanization. Internal and international migration behavioral migration studies.</p> <p><b>Unit – V</b></p> <p>The Growth of India's Population, The death rate and birth rate in India, density and distribution of population in India, Is India over populated? Age and sex composition in India's population, Urbanization in India. Occupational composition and internal Migrations.</p> <p>Economic composition of India's population; Internal migration in India. The Population policy of Govt. of India.</p> <p><b>Books Recommended :</b></p> <ol style="list-style-type: none"> <li>1. Clarks : Population Geography.</li> <li>2. Johnes : A Population Geography.</li> <li>3. Trewarth : A Geography of Population.</li> <li>4. Woods : Population Analysis in Geography.</li> <li>5. Woods : Theoretical Population Geography.</li> <li>6. Beunijen Garnier : Geography of Population.</li> <li>7. Zelinsky : A prologue to population Geography.</li> <li>8. Wilson : Population Geography.</li> <li>9. Chandra : Population Geograph.</li> <li>10. Davis : The Population of India and Pakistan.</li> <li>11. Clarks (ed.) : Geography of Population.</li> <li>12. Schnell &amp; Monmonier : The study of population Elements Patterns and Processes.</li> <li>13. Dyson and Crook : India's Demography.</li> <li>14. Rees and Wilson : Spatial Population Analysis.</li> <li>15. Pacione : Population Geography — Problems and prospects.</li> <li>16. ए.पी. सिंह : जनसंख्या भूगोल</li> </ol>	<p>and topographic effects, Geographical time scale: Basis of division, standard time scale and the Indian equivalence.</p> <p>Unit 3 : Landforms : Classification into first, second and third order, Constructional and destructional land forms and Geomorphic process : Weathering, rivers, groundwater, wind, glacier, waves, currents.</p> <p>Unit 4 : Cycle concept in geography- development of the fluvial cycle in young, mature and old stages, interruptions of the fluvial cycle and their consequences, Davisian and Walter Penck system; Geomorphic cycle in deserts, limestone area, glaciated lands, volcanic plains and platueaus, domes and mountains;</p> <p><b>RECOMMENDED READINGS</b></p> <ol style="list-style-type: none"> <li>1. Thornbury, W. D.: (2011) Principles of Geomorphology, John Wiley and Sons, New York.,</li> <li>2. Chorley, R. J., Schumm, S.A. and Sugden, D. E.(1984): Geomorphology, Methuen, London.</li> <li>3. Kale, V. S. and Gupta, A.: (2011) Introduction to Geomorphology, Orient Longman, Calcutta.</li> <li>4. Savindra Singh: ( 2011) Geomorphology, Prayag Pustak Bhawan, Allahabad</li> <li>5. Spark B. W.: (1972) Geomorphology, Longman, New York</li> </ol>	
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		<p>6. Steers, A.(1958). The Unstable Earth, Methuen, London</p> <p>7. Ollier, C. D. (1981)Tectonics and Landforms, Longman , London</p> <p>8. Strahler A. H and Strahler, A. N.(1992) Modern Physical Geography, John Wiley, New York:</p> <p>9. Wooldridge and Morgan: (1978) Geomorphology</p> <p>10. Holmes(1989) Physical Geology</p> <p>11. Fairbridge, R. W. (1968):Encyclopedia of Geomorphology, Reinholdts, New York.</p>	
8.	<p><b>M.A.(F)</b></p> <p><b>CLIMATOLOGY</b></p> <p><b>Unit-I</b></p> <p>Nature and scope of climatology and its relationship with meteorology. Composition, mass and structure of the atmosphere. Isolation, Heat balance of the earth, green house effect, vertical and horizontal distribution of temperature.</p> <p><b>Unit-II</b></p> <p>Atmospheric motion : forces controlling motion of air vertical motion and vorticity, local wind, jet-stream, general circulation in the atmosphere. Atmospheric moisture: Humidity, evaporation, condensation, precipitation : types, acid rain, world pattern of precipitation.</p> <p><b>Unit-III</b></p> <p>Tropical, temperature and high latitude weather systems — concept of air masses and atmospheric disturbances, ocean atmospheric interation — El Nino, Southern oscillation (ENSO) and La Nina. Monsoon winds, norwesters and cyclones tropical and temperate phenomena, climate of India and its controls; Western disturbances.</p> <p><b>Unit-IV</b></p> <p>Climatic Classification of Koppen, and Thornthwaite, Major climates of the world — tropical, temperate desert and mountain climate.</p> <p>Climatic changes Evidences, possible causes; global warming, environmental impacts and society's response.</p> <p><b>Unit-V</b></p> <p>Applied climatology : Data collection, archiving, accessing, interpretation and</p>	<p><b>M.A.(F)</b></p> <p><b>GEOINFORMATICS</b></p> <p><b>PAPER-XIII (MAGY303)</b></p> <p><b>Unit1: Remote sensing techniques:</b></p> <p>meaning and scope,</p> <p>development; types of imagery;</p> <p>Elements of interpretation, Digital cartography.</p> <p><b>Unit 2 : Development of</b></p> <p>air photo</p> <p>interpretation</p> <p>techniques</p> <p>elements</p> <p>interpretation</p> <p>Identification and</p> <p>mapping of</p> <p>natural and</p> <p>cultural</p> <p>landscape</p> <p><b>Unit 3 : Fundamental of aerial</b></p> <p>photography system: types of</p> <p>photography, types of Stereosopes;</p> <p>coverage and vision; geometry of</p>	



<p>generation of climatic information specially for water balance studies, soils, agriculture activities, house types and health:</p> <p><b>Suggested Readings</b></p> <ol style="list-style-type: none"> <li>1. Barry, R.G. and Chorley P.J. : Atmosphere, Weather and Climate, Routledge, London and New York.</li> <li>2. Critchfield, J.H.: General Climatology, Prentice Hall, India, New Delhi.</li> <li>3. Lydolph, P.E. : The climate of the Earth, Rowman.</li> <li>4. Fein, J.S. and Stephens, P.N. Monsoons: Wiley-Interscience.</li> <li>5. India Met. Deptt. : Climatological Tables of Observatories in India, Govt. of India.</li> <li>6. टी.एस. सास - जलवायु विज्ञान</li> </ol>	<p>aerial photographs, photographic Resolution, parallax equation, flight planning, stereoscopic parallax</p> <p>Unit 4 : Fundamental of digital image processing; geographic information system; Application of remote sensing in geography</p> <p><b>RECOMMENDED READINGS</b></p> <p>Burrough; P.A. : 1986 Principles of Geographical Information Systems for Land Resources Assessment, Oxford University, Clarendon Press, Chouhan, T.S. and K.N. Joshi Applied Remote Sensing and Photo-Interpretation, VigyanPrakashan, Jodhpur, 1955 Colwell, Robert, N. : 1983 Manual of Remote Sensing, I &amp; II editions, Vol. I &amp; II, American Society of Photogrammetry,</p> <p>Jensen, J.R. : 1986 Introductory Digital Image Processing : A Remote Sensing Perspective, Prentice Hall, new Jersey,</p> <p>Lillesand, T.M. and Kiefer, R.W. : 1987 Remote Sensing and Image Interpretation, II edition, John Wiley and sons,</p> <p>Wolf, Paul, K. : 1974 Elements of Photogrammetry (with air photo-interpretation and remote sensing) McGraw Hill Book co.,</p> <p>Karani, P.J. : 1985 Remote Sensing, ELBS. London,</p> <p>Gautam, N.C. : 1994 SPGU Technology of</p>	
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Geography, NRSA, Hyderabad,

Survey of India: 1972 Photogrammetry :  
Chapter Twelve, S.O.I., Dehradun,

Singh.S. : 1996 Remote Sensing  
Technology, Scientific Publishers, Jodhpur,

**M.A.(F)**

**GEOGRAPHY OF ARID LANDS**

**PAPER-XIII (MAGY303)**

Unit 1: Meaning and causes of  
aridity; Indices of  
Aridity; Climate;  
Topography, Soils,  
Water resources and  
Minerals of the Arid  
lands of the world

Unit 2: Desertification: Extent of  
desertification in the world; causes of  
desertification:

Parameters of desertification  
measures to control  
desertification

Unit 3: Detailed study of arid regions of  
Israel and Egypt with reference to  
Physiography, Soil,

Agriculture, Irrigation and land  
reclamation

Unit 4: Great Indian Desert: Origin,  
Physiography, Climate,  
Agriculture, Irrigation,  
Livestock rising and population

**ECOMMENDED READINGS**

1. Amiran, D.H.K. & Wilson, A.W.  
(ed.) : (1973) Coastal Deserts-  
Their Natural and Human  
Environments, The University of  
Arozona Press, Tucson,
2. Arnon, I : (1972) Crop Production  
in Dry Regions; Vols. I & II, Leond  
and Hill, London,

3. Bhandari, M.M.: (1978) Flora of the Indian Desert, Scientific Publishers, Jodhpur,
4. Biswas, M.R. & Biswas, A.X. : ( 1982) Desertification, Pergamon Press, New York,
5. Chouhan, T.S. : (1997) Desertification in the World and its Control, Scientific Publishers, Jodhpur,
6. Drengel, H.E. : (1983) Desertification of Arid Lands, Harwood Academic Publishers,
7. Goudie, A. & J. Wilkinson: (1977) , The Warm Desert Environment, Cambridge University Press, Cambridge,
8. Hills, E.S.(ed.): ( 1966) Arid Lands, UNESCO. London,
9. Hillel, D. : (1982) Negev Land, Water and Life in a Desert Environment, Praeger, N.Y. .
10. Heathcote: (1964) Arid Lands- Their Uses and Abuses, Longmans.
11. ICAR: (1977) Desertification and its Control, New Delhi,
12. Jeans, D.N.(1978) : Australia-A Geography, Routledge and Kegan Paul, London,
13. Mann, H.S. (ed.) ( 1980) Arid Zone Research and Development, Scientific Publishers, Jodhpur,
14. Matlook, W.G.: (1981) Realistic Planning for Arid Lands, Harwood Academic Pub.
15. Mann, H.S.(ed.) (1981): Scientific Reviews on Arid Zone Research, Scientific Publishers, Jodhpur,
16. Meginnies, W.G., B.J. Godman and F. Paylore( 1968): Deserts of the World, University of Arizona Press,
- 17- Ministry of Food and Agriculture (1967) : Proceedings of the symposium on the Problems of Indian Arid Zone, New Delhi,

FUNDAMENTALS OF INDUSTRIAL GEOGRAPHY

PAPER-XIV(MAGY304)



		<p>Unit 1 : Contents and scope of industrial geography: Locations of Industry: Factors of industrial location, Theories and concepts of industrial location- the least cost school, the market area school, the marginal location school and the behavioural school</p> <p>Unit 2 : The location pattern of selected industries: iron and steel, cotton textile, pulp and paper  industry, petroleum refining, machinery and machine tools</p> <p>Unit 3 : The Locations pattern of selected industries: automobile industry, ship building industry,  cement industry, aluminum industry</p> <p>Unit 4 : Manufacturing in selected regions: Kwanto plain, the Ural Region, the ruhr Basin, the New  England Region, Bengal Bihar Industrial Belt</p> <p><b>TEXT BOOKS</b></p> <ol style="list-style-type: none"> <li>1. Reley R.C. : (1984) Industrial Geography, Charto and Winpuls, London</li> <li>2. Smith, Daird, M. (1998): Industrial Location, Wiley and Sons, New York</li> <li>3. Miller, E.W. (1985): A geography of Manufacturing Prentice Hall, New Jersey</li> <li>4. Jorred, A.R. (2003): A Geography of Manufacturing, MacDonald and Evans Ltd. , London</li> <li>5. Hunter, H.L. and Writght, A.J. 1969: Factors of Industrial Location in Ohio, Columbus,</li> <li>6. Choudhary, M.R. 1978: Indian</li> </ol>	
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		<p>Industries Development and Location, Calcutta,</p> <ol style="list-style-type: none"> <li>7. Jarret, H.R. 1964: Geography Manufacturing, MacDonald and Evans Ltd. London,</li> <li>8. Pounds, N.I.G. (2009): The Geography of Iron and Steel</li> <li>9. Smith W. (1996): Geography of Location of Industry, Liverpool</li> <li>10. Thoman, R.S. and Paltoth, D.H. ,(1964): Focus on Geographic Activity, New York</li> <li>11. Mountjoy, A.C. (1963) : Industrialization and Underdeveloped Counties, London,</li> <li>12. Howver, E.M. (1948): The Location of Economic Activity, London,</li> <li>13. Alexander, J.W. (1963) : Economic Geography, Prentice Hall, New Jersey,</li> <li>14. Alexanderson, G. (1967) : Geography of Manufacturing, Prentice Hall, New Jersey,</li> </ol> <p>Bos, H.C.: (1965): Spatial Dispersion Activity, University Press, Rootterdam,</p> <p><b>LAND USE PLANNING AND RURAL DEVELOPMENT</b></p> <p><b>M.A.(F)</b></p> <p><b>PAPER-XIV (MAGY304)</b></p> <p>Unit 1 :Geography and rural development; Agricultural Geography and rural development;Agricultural location theory, Rural land use; Agricultural, pastoral and forestry landuse competition. Land use and landscape, Approaches to rural development, growth centre approach, infrastructure reformist</p> <p>Unit 2 : Rural settlement, Housing, population and employment, rural transport, service provision, derivation, recreation, health nutrition</p> <p>Unit 3 :Rural planning and land</p>	
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		<p>management; Resource development and integrated rural development; Crop and soil management, livestock range and management; Water management, Ecological management, desertification – monitoring and control</p> <p>Unit 4 : Rural development in Rajasthan; Major tools and techniques, Rural development schemes – Irrigation and land development schemes; Drought prone areas schemes, Desert Development programme ; integrated rural development in Rajasthan, Tribal areas development: Watershed development</p> <p><b>REFERENCE READING</b></p> <ol style="list-style-type: none"> <li>1. Allan J.A. ; (1980) : Remote Sensing in Landuse Studies, Geography.</li> <li>2. Tewari, A.K. (1988) : (ed.) : Desertification : Monitoring and Control, Scientific Pubs., Jodhpur,</li> <li>3. Anderson, J.R.L.J. (1977) : Hardarkar: Agricultural Decision Analysis, Ames: Iowa State University Press,</li> <li>4. Andrease, B.( 1981) : Farming Development and Space – World Agricultural Geography, New York: Water Gryter,</li> <li>5. Morgan, W.B. and R.J.G. Munom (1971): Agricultural Geography, Methuen, London,</li> <li>6. Pacione, M.(1984) : Rural Geography, Parpur Clarks, (Ed.) and Row - Register of Research in Rural</li> <li>7. Geography, Licester (1981) : Rural Geography Study Group,</li> <li>8. BOwier, I.R. : (1987) : Agricultural Geography – Profess in Human</li> </ol>	
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		<p>Geography.</p> <ol style="list-style-type: none"> <li>9. Newbury, P.A.R.P. (1980): Geography of Agriculture Machonald and Evans, plymouth,</li> <li>10. Grigg, D.B. (1974): The Agricultural Systems of the World, Cambridge university Press,</li> <li>11. Grigg, D.B. (1984) : An Introduction of Agricultural Geography, Hutchinson, London,</li> <li>12. Jones, A : (1975) : Rural Housing – The Agricultural Tied College, Bell, London,</li> <li>13. Lassey, W.R. (1973) : Planning in Rural Environment, McGraw hill, New York,</li> <li>14. Lavety, P. (ed.) (1974) ; Recreational Geography, David and Charles, Newton Abbot,</li> <li>15. Regions and Homes (ed.), (1981) : Oxford, Pergamon,</li> <li>16. Menab, A. : ( 1984) Integrated Rural Development, Gloucester Collage of Arts,</li> </ol> <p><b>M.A.(F)</b>  <b>QUANTITATIVE TECHNIQUES IN GEOGRAPHY</b>  <b>PAPER-XIV (MAGY304)</b></p> <p>Unit 1: Use of quantitative methods in Geography, Classification and tabulation of statistical data; Frequency distribution and graphs; Lorenz curve</p> <p>Unit 2 : Simple and multiple correlation: Linear and non-linear regression; Residuals from regression:  Significance tests; Chi-square test; students't' test</p> <p>Unit 3 : Sampling and its objective; Sampling techniques and their application to geographical problems; Measures of central tendency and measures of dispersion</p> <p>Unit 4 : Multivariate analysis: Principal component analysis; Theory of probability</p>	
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and normal

frequency distribution

**RECOMMENDED READINGS**

1. Bunge, W.( 1973) : Theoretical Geography and Studies in Geography, Ser, C. General and mathematical Geography, No. 1, Department of Geography, University of Lund, C.W.K. Gleerup, Lund,
2. Cole, J.P. and Kin, C.A.M. (1968) : Quantitative Geography, Wiley,
3. Dalton, R. and others (1972) : Correlation Techniques in Geography, George Phillip & Sons Ltd. London,
4. Dixon, C. and B. Lech (1978) : sampling Methods for Geographical Research, CAMOG 17, Geo Abstracts, University of East Angila, Norwich, U.K.,
5. Duncan, O.D. (1961) : Statistical Geography- Problems in Analysing Areal Data.
6. Elhance, D.N. (1962) : fundamentals of Statistics, KitabMahal, Allahabad,
7. Fesguon, R. (1981) : Linear Regress Geography, CATMOG, 15, Geo Abst University of East Angila,
8. Gregory, S. (1978) : Statistical Methods and the Geographers, Longman, London,
9. King, L.J. (1960) : statistical Analysis n Geography, Prentice Hall,
10. Monkhouse, F.J. and Wilkson, H.R. (1980) : Maps and Diagrams, B.I. Publication, Bombay,
11. Toyne, P. and Peter, T. Newby (1976) : Techniques in Human Geography, Macmillan, London,
12. Yeastes, M. (1974) : An Introduction to Quantitative Anlysis in Human Geography,

MacGraw hillBook Company ,  
New York

13. Mohammed, A. (1977) : Statistical Methods in Geography, Rajesh Publications, New Delhi,
14. David Ebon (1980) : Statistics in Geogrphahy- A Practical Approach,

**M.A.(F)**

**CARTOGRAPHY AND SURVEYING**

**PAPER –XV (MAGY 305)**

**Unit I:** Representation of geographical data by means of Graphs (Simple, Compound, Smoothed, Cumulative, Frequency and Triangular).

**Unit II:** Diagrams (Bar and Pie diagrams; Proportional bars, Circles, Spheres and Cubes) and Interpretation and construction of Climatic Maps :Choroschematic, Choropleth and Isopleths maps, Dot maps.

**Unit III:** Interpretation and construction of Climatic graphs: Rainfall distribution, variability, intensity and duration, hythe graph, Climograph, Wind direction diagram, dispersion diagrams, Accessibility.

**Unit IV:** Surveying: Small Geographical surveys of given areas by Theodolite (verniner scale), Planetable and Prismatic compass. Leveling; Principles



and method;  
Contouring of small  
areas through Dumpy  
level and Clinometers  
(Indian pattern)

**Books recommended**

1. Singh, R.L. (ed.) (1966): Applied Geography, Proc. Summer School.
2. Stride, M. (ed.) (1966): La Geographic Appique Dans Le Mondel, Applied Geography in the World, Proc Prague Meeting
3. I.G.U. (1969) : Commission on Applied Geography, Czechoslovak Academy of Science, Prague,
4. Sarfalvi, B. (1969) : Research Problems in Hungarian Applied Grography, Academia Kiado, Budapest,
5. Applied Science and Development (Published under the revised title Applied Geography and Developme since Vol. 18(1980),,

Geoforum ( 1970) : Journal of Physical, Human and Regional Geography, Pergamon press ltd. , Oxford.,, A quarterly journal beginning with Vol. I,

**INTRODUCTION TO FIELDWORK IN GEOGRAPHY**

**SKILL COURSE –III (MAGY303)**

**Unit I:** Definition, Need and Objectives of field work in Geography.

**Unit II:** Methods and Techniques, Stages and Equipments of field work in Geography.

**Unit III:** Major Problems or Limitations of field work in Geography, Preparation of Project Report

**Unit IV:** Socio- Economic Field Survey of the Selected Localities

**Books recommended**

1. Singh, Gopal. (2012) : Map Work

		<p><b>and Practical Geography.</b>Reprinted.Vikas Publishing House, PvtLtd. Noida, UP..</p> <ol style="list-style-type: none"> <li>2. <b>Singh, R.L and Rana, P.B.</b> (2002) : <b>Elements of Practical Geography.</b>Kalayani Publishers, NewDelhi..</li> <li>3. <b>Khullar, D.R. (2000) :</b> <b>Essentials of Practical Geography.</b>New Academic Publishing Company,Jalandhar.</li> <li>4. <b>Guha, P.K. (2008) :</b> <b>Remote Sensing for the Beginner.</b>East West Press Pvt. Ltd. New Delhi..</li> <li>5. <b>Lunsbury J.F. and Aldrich, F.T. (1979) :</b> <b>Introduction to Geographic Field Methods and Techniques.</b>Charles E (1995) : Mercill Publishing Company, Columbus.</li> </ol> <p><b>M.A.(F)</b>  <b>REGIONAL PLANNING AND DEVELOPMENT PAPER – XVI (MAGY 401)</b>  <b>Unit – I:</b> Regional concept in Geography, merits and limitations for application to regionalplanning and development; changing concept of the region</p> <p><b>Unit-II:</b> Indicators of development and disparities - case study of India. Regional developmentstrategies</p> <p><b>Unit- III:</b> Short- term and long term planning in a national context. Regional development inIndia - problems and</p>	
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prospects..

**Unit- IV:** Planning process - sectoral, temporal and spatial dimensions, Concept of Multi-level

planning : Decentralized planning; Peoples participation in the planning process;

**Books Recommended :**

1. Abler, R. et.al (1971) : Spatial Organisation : The Geographer's View of the World, Prentice Hall, Englewood Cliffs, N.J.,
2. Bhat, L.S. : (1973) Regional Planning in India, Statistical Publishing Society, Calcutta,
3. Bhat, L.S. (1976) : Micro-Level Planning : A Case Study of Karnal Area, Haryana, K.B. Publications, New Delhi,
4. Chorley, R.J. & Hagget, P. (1967) : Models in Geography, Methuen, London,
5. Christaller, W. (1966) : Central Places in Southern Germany, Translated by C.W. Baskin, Prentice Hall, Englewood Cliffs, New Jersey,
6. Friedmann, J. & Alonso, W. (1966) : Regional Development Policy - A Case Study of Venezuela, M.I.T. Press Cambridge, Mass,
7. Friedmann, J. & Alonso, W (1967) : Regional Development and Planning - A Reader, M.I.T. Press Cambridge, Mass,
8. Glikson, Arthur ( 1955) : Regional Planning and Development, Netherlands Universities Foundation for International Co-operation, London,
9. Gosal, G.S. & Krishan, G. (1984) : Regional Disparities in Levels of Socio-Economic Development in Punjab, Vishal Publications, Kurukshetra,
10. Govt. of India, Planning Commission (1961)- Third Five Year Plan, Chapter on Regional



		<p>Imbalances in Development, New Delhi,</p> <ol style="list-style-type: none"> <li>11. Indian Council of Social Science Research (1972)- Survey of Research in Geography, Popular Prakashan, Bombay,</li> <li>12. Johnson, E.A.J. (1970): The Organisation of Space in Developing Countries, Harward University Press, Cambridge,</li> <li>13. Misra, R.P. &amp; Others (eds.): (1974) Regional Development Planning in India - A Strategy, Institute of Development Studies, Mysore</li> <li>14. Mitra,A. (1965): Levels of Regional Development, Census of India, Vol.I,P: (I) and (II) New Delhi</li> <li>15. Mydral, G (1957): Economic Theory and under Development Regions Gereldworth, London,</li> <li>16. Nangia, Sudesh (1976): Delhi Metrololitan Region, Rajesh Publication, Delhi,</li> <li>17. Richardson, H.W. (1969): Regional Economics, Weidenfeld and Nicolson, London,</li> <li>18. Sundaram, K.V. (ed.): (1985) Geography and Planning, Essays in Honour of V.L.S. PrakasaRao, Concept Publishing Co., New Delhi,</li> <li>19. Tarlok Singh (1974): India's Development Experience, McMillan, New Delhi, India,</li> <li>20. RazaMoonis (ed.) (1988) : Regional Development, Heritage Publishers, Delhi</li> <li>21. Mishra, R.P. et.al (1980) : Multi - Level Planning, Heritage Publishers, Delhi,</li> </ol> <p><b>M.A.(F)</b></p> <p><b>ADVANCED GEOGRAPHY OF INDIA PAPER-XVII (MAGY 402)</b></p> <p>Unit 1 : Terrain units of India( Northern Mountain Region) and their characteristics; Drainage systems; Origin and Mechanism of Indian</p>	
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		<p>Monsoon; Climatic divisions</p> <p>Unit 2 : Population-growth, distribution and density; Population problems and policies; Agriculture-main characteristic and problems, Agricultural regions; Major Irrigation schemes-Damodar, BhakraNagal and Chamal</p> <p>Unit 3 : Major minerals (Iron-ore, Manganese, Mica and Copper,) and Power Resources (Coal, Petroleum, Hydro-electricity and Nuclear)- their distribution, reserves, production and conservation</p> <p>Unit 4 : Transportation and trade-different modes and their functional significance; International trade composition and trends; planning regions of India</p> <p><b>RECOMMENDED READINGS</b></p> <ol style="list-style-type: none"> <li>1. Choudhary, M.R (1976). : An Economic Geography of India, Oxford and IBH Publishing Co., New Delhi,</li> <li>2. Chouhan, T.S. (1997) : Bharat KaBhugol, VigyanPrakashan, Jodhpur,</li> <li>3. Nag. Pub. And S. Sengupta (1992) :Geography of India, Concept Publishing Co., New Delhi,</li> <li>4. Sharma T.C. : and O. Coutinho (1993): Economic and Commercial Geography Geography of India, Vikash Publishing Pvt. Ltd. , New Delhi,</li> <li>5. Singh J. (1995) : India-A Comprehensive Sysmatic Geography, GyanodayaPrakashan, 234, Daudpur,</li> </ol>	
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- Gorakhpur,
6. Spate, O.H.K. and A.T.A. Learmouth (1967) : India, Pakistan and Ceylon, Methuen & Co., London,
  7. Ramamoory and Gopalkrishan (1996) : Geography of India, Jawahar Publishers and Distributors, New Delhi,
  8. Tirtha, R. (1996) : Geography of India, Rawat Publication, Jaipur,
  9. Sharma, R.C (1992) . : Reading in General Geography and Geography of India, Jawahar Publishers and Distributors, New Delhi,
  10. Mamoria, C.B. (1986) : Economic and Commercial Geography of India, shiva lap Agarwal& Co., Agra,
  11. Despande, C.D. (1996) : India- A Regional Synthesis, new Delhi,
  12. Tiwari, R.C.( 2003) : Geography of India, PrayagPustakBhawan, Allahabad,

**M.A.(F)**

**CLIMATOLOGY AND METEOROLOGY  
PAPER-XVIII (MAGY403)**

Unit 1 : Construction and use of chief meteorological instruments, physical process of atmosphere, radiation and head balance; condensation, stability and instability

Unit 2 : Origin, Characteristics and transformation of air masses, fronts and cyclones, general circulation of atmosphere, weather forecasting, classification of climates

Unit 3 : Modification of atmosphere by surface features; evidence of climatic changes during geological and historical



times and critical assessment of such evidences

Unit 4 : Reaction of man to climatic environment, modification of terrestrial climates by human agency

**Recommended Readings**

1. Conard, V. and Plok, L.W.(2008) : Methods in Climatology
2. Finch. V.C., Trewartha, G.T., Shearer and Candle (2003) : Eklementary Meteorology
3. Geiger, H. (1996) : The Climate Near the Ground
4. Haynes, B.G. (1969) : Techniques of Observing the Weather
5. Hole, P.X. (1978) : The Restless Atmosphere
6. Kendrew, W.G. (1996) : Climatology
7. Middleton, W.G. (1987): Meteorological Instruments
8. Miller, A.A. (1968) Climatology
9. Petterson, S. (1987): Introduction to Meteorology
10. Petterson, S. 1999: Weather Analysis and Forecasting
11. Richi, H. (1987) : Tropical Meteorology

**M.A.(F)**

**FUNDAMENTALS OF NATURAL HAZARDS AND DISASTER MANAGEMENT**

**PAPER-XVIII (MAGY403)**

**UNIT-I: Basic Concept :**

Hazards,  
Vulnerability, Risk  
and Disaster;  
Classification/Types  
of Hazards/Disasters;

		<p>Evolution of Disaster Studies and its Current Status</p> <p><b>UNIT-II: Geo-Physical/Tectonic Disasters:</b>  Earthquake, Landslide and Avalanche;  Hydrological Disasters: Flood, Cloud burst, Drought and desertification, Cyclone; Human Made Disasters: Chemical Disaster, Nuclear Disaster</p> <p><b>UNIT-III: Regional Dimension of Hazards/Disasters in India.</b>  Earthquakes in India, Landslides in India, Drought in India; Disasters in Himachal Pradesh,</p> <p><b>UNIT-IV: Disaster Management: Pre-disaster phase, Emergency phase and Post-disaster phase;</b>  Disaster Management Mechanism in India: Disaster Management Agencies</p> <p style="text-align: right;"><b>R ecommen ded Readings:</b></p> <ol style="list-style-type: none"> <li>1. Alexander, D. E.: (1993). Natural Disasters. London: University College London Press and; Dordrecht and Boston: Kluwer Academic Publishers,</li> <li>2. Alexander, D. E.: (2000). Confronting Catastrophe: New Perspectives on Natural Disasters. Harpenden, U.K: Terra Publishing,</li> <li>3. Allan, S., Adam, B. and Carter, C. (eds): (2000). Environmental Risks and the Media, Routledge, London,</li> <li>4. Ahmed, Shaikftikhar: (2008) .Disaster Management in the</li> </ol>	
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- Wake of a Flood, Twenty First Century Publications, Patiala,
5. Blaikie, P. and Others: (1994) .At Risk: Natural Hazards, People's Vulnerability, and Disasters,Routledge, London,
6. Birkmann, J.:( 2006) :.Measuring Vulnerability to Natural Hazards: Towards Disaster Resilient Societies. US: United Nations University Press,
7. Hyndman, D. and D. Hyndman.: (2009) : .Natural Hazards and Disasters. 2nd edition. USA, Belmont: Brooks/Cole,
8. Burton, I., Kates, R.W. and White, G.F.: (1993) .Environment as Hazard, 2nd edition, Guilford Press, New York,
9. Hewitt, K.: Regions of Risk: (1997) : A Geographical Introduction to Disasters, Longman, London,
10. Kasperson, J.X., Kasperson, R.E. and Turner, B. L.: Regions at Risk: (1995) : .Comparisons of Threatened Environments, United Nation University Press, Tokyo,

**M.A.(F)  
DISSERTATION  
PAPER-XVIII (MAGY403)**

On an approved topic Dissertation of around 100 pages, typed on thesis size paper with double spacing, complete with maps and diagrams, must be submitted, in duplicate, to the Head of the Department before the commencement of theory examination of the session. The topic and the supervisor of the dissertation will be selected by the candidates securing 55% or above marks in M.A. (semester I and II) Geography will be eligible for offering the paper of dissertation. Evaluation of dissertation will be done by two external examiners and average marks will be awarded. There will be no Viva- voce examination



		<p><b>M.A.(F)</b></p> <p><b>PAPER-XIX(GEC404)</b></p> <p><b>(A)ADVANCED OCEANOGRAPHY</b></p> <p>Unit I: Origin of ocean basins – Bottom Reliefs of Atlantic, Indian and pacific oceans, Temperature, salinity and density distribution</p> <p>Unit II:Tides: Origin, time differences, types and theories of tides, Oceanic waves and tsunamis</p> <p>Unit 3 : Ocean currents: Origin and distribution, Marine deposits and coral reefs, Climatic and eustatic changes</p> <p>Unit 4 : Marine resources – Biotic, minerals and energy resources; Pollution of ocean waters: Causes and Results</p> <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Pinet, P. R.:(2009) Invitation to Oceanography, Jones and Bartlett Publishers, Boston ,</li> <li>2. Gross, G. M.: (1990)Oceanography, Macmillan Publication, New York</li> <li>3. Garrison, T.: (1993)Oceanography –An Invitation to Marine Science, Wadsworth Publication Co., California</li> <li>4. Stowe, K. S.: (1979)Ocean Science, John Wiley and Sons, New York</li> <li>5. Thurman, H. V. and Trujillo, A. P.: (1997)Introductory Oceanography, Prentice Hall, New Jersey</li> </ol>	
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6. Joseph, W. S. and Parish, H. I.:(1974)  
Introductory Oceanography, McGraw  
Hill,Tokyo

**M.A.(F)**

**GEOGRAPHY OF ENERGY RESOURCES  
PAPER-XIX (MAGY404)**

Unit I : Energy Resources:

An introduction,  
Definitions, Types,  
Energy for  
livelihood and  
energy for activity,  
Concept of primary  
and secondary  
energy sources

Unit II :Energy development and  
environment: Issue related to energy use  
and

environment, case studies of  
developed (Japan and U.K.) and  
developing countries ( South  
Asia Except India)

Unit III: Energy in India:-Sectoral  
and temporal pattern of  
energy consumption in  
agriculture,transport,  
industries and Energy  
needs

Unit IV: Energy Conservation,  
methods of energy  
conservation; traditional  
vs. modern,  
energymanagement and  
sustainable development;  
potential zones of energy  
conservation.

**Recommended Readings:**

1. Blowers, Andrews, '(1993) : Planning for  
a sustainable Environment,' Earthscan  
Publication, London.
2. Chapman, J.D, ( 1989) :  
.Geography and Energy:  
Commercial energy systems and  
National Policies, Longman

		<p>Scientific &amp; Technical Publication, USA,</p> <p>3. Essam EL. Hinnawi: (1978) : .The Environmental Impacts of Productions and use of Energy: Nairobi</p> <p>4. Goldemberd, Jose: (1996) : Energy environment and Development; Earthscan publications, U.K.,</p> <p>5. Ion, D.C. :(1980) : .Availability of World Energy Resources, Great and Tretnon Ltd. London,</p> <p>6. Kursunoglu, B.N. et.al. (ed.): (1982) : A Global View of Energy: Lexington Books,</p> <p>7. Mahajan, V.S. (ed.): (1991) : National Energy, Policies, Crisis and Growth: Ashish Publication, New Delhi,</p> <p>8. O 'Dell, P.R : (1977) : .Energy Needs and Resources, McMillan, London,</p> <p>9. Pachauri, R.K. (ed.) (1985) : .Energy Policy in India An Interdisciplinary Analysis, Mac Millian, London,</p> <p>10. Planning Commission (1997) : Ninth Five Year Plan, New Delhi,.</p> <p>11. Read, P: (1994) : 'Responding to Global Warming: the Technology, Economics and Politics of SustainableEnergy; Zed book Ltd., London and New Jersey,</p> <p>12. Schumacher, D: (1985) : Energy Crisis or Opportunity: An Introduction to Energy Studies: Mac Millian, London</p> <p>13. Soussan, J: (1988) ,: ' Primary Resources and Energy in the Third World', Routledge Publications,London,</p> <p><b>M.A.(F)</b></p> <p><b>PAPER- XIX (MAGY404)</b> <b>ADVANCED SYSTEMATIC AND REGIONAL GEOGRAPHY U.S.A.</b> Unit I : Physiographic regions, Soil , Natural Vegetation</p> <p>Unit II: Agriculture Crops: Corn, Cotton, Wheat, Agriculture Belts; Minerals: Iron</p>
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Ore, and

Atomic Minerals

Unit III: Power resources: Coal, Petroleum and Hydroelectricity, Location and distribution of

Industries:Iron and Steel, Cotton Textile, Automobile; Transport: Inland Waterways

Unit IV : A detailed study of Major Geographical Regions

#### RECOMMENDED READINGS

1. Atwood,E(ed.): (1938) : The Physiographic Provinces of North America ,
2. Fenneman, N.M.: (1928) : Physiography of Wstern United States ,
3. Green, C.M. : (2006) : American Agriculture,
4. Loomix, F.B.: (1921) :.Physiography of the United States ,
5. Monkhouse, FJ & H.R. Cair, 2003.North America, Longman,
6. Peterson, J.H.: (1996) : North America, London,
7. White, C.L. and Foscue, F.J.( 1957 ) : Regional Geography of Anglo-America Watson, W.: North America, Methuen, London University Library, London,
8. Ullman, E.L. : (1998) American Geography: Inventory and Prospects, James and C.F. Jones (editors),
9. Kuhn, T.E. : (1962) Public Enerprise, Economic and Transport problems, University of California Press,
10. Ministry of Transport : (1967) Battered use of Town Roads, HMSA. London,
11. Bingham, T. : (1998)

Transportation – Principles and Problems McGraw Hill, New York, M.A.(F)

**CARTOGRAPHY AND SCIO-ECONOMIC SURVEY OF VILLAGE**

**PAPER-XX (MAGY 405)**

**Unit I:** Graphs showing pressure and relative humidity conditions, interpretation of air photos: Simple photo-interpretation with the help of pocket and mirror stereoscope as applied in identification and analysis of feature of landforms; geographic units, settlements, communication, vegetation and land use

**Unit II:** Numerical exercises pertaining to the aerial photographs; Calculation of flying height, number of strips of aerial photographs in given area, Fundamentals of digital image processing.

**Unit III:** Geographic information systems (GIS); Applications of remote sensing in Geography, Digital cartography, mapping organizations and services- survey of India, NATMO, NRSA ,state organizations.

**Unit IV:** Statistical Techniques: correlation, Spearman's rank correlation and Karl Parsons product moment correlation, Simple linear, regression, residual from regression, Chi-square test and student 't' Test

**SOCIO-ECONOMIC SURVEY OF A VILLAGE**

Particular focus will be on population density, distribution, Caste Structure, Literacy Rate, and Creed work

force, Land holding ratio, occupation structure, income gap, poverty analysis etc. ( For every 15 students one teacher shall accompany the group).

**TEXT BOOKS**

1. Monkhouse, F.J. & Wilkerson, H.R. : (1977) : Maps and Diagrams, Methuen and Co. London
2. Raisz, E. : General Cartography, McGraw, Methuen and Co.,
3. Gregory, S. : (1971) : Statistical Methods and the Geographers, Methuen and Co.,
4. Kanetkar, T.P. : (1998) : Surveying and Leveling, Parts I and II

**RECOMMENDED READINGS**

4. Robinson, A.H. (1997) : Elements of Cartography, Chapman and Hall, London
5. Dickinson, G.C. : (1973) : Statistical Mapping and the Presentation of Statistics, Edward and Arnold,
6. Lawrence, G. RY. : (1971) Cartographic Methods, Methuen,
7. Lewis, P. : (1977) : Maps and Statistics, Methuen,
8. Sharma, J.P. :(1983) : Prayogic Bhoogol, Rastogi & Co. Meerut,
9. Unwin, D.J. and J.A. Dawson (1986) : Computer Programming for Geographers, Longman,
10. Zuylen Van : (1985) : Computer Assistant Cartography, N.Y. ,

**M.A.(F)**

**SKILL COURSE IV  
(MAGY404): ENVIRONMENTAL  
DEGRADATION, NATURAL HAZARDS AND THEIR  
MITIGATION**

**Unit I: Environmental issues:**

Depletion of ozone Layer, Ecological significance of ozone, protection of ozone layer; Acid rain-causes and effects.



		<p><b>Unit II:</b> Global warming: Concept, Causes and effects of global warming</p> <p><b>Unit III:</b> Natural Hazards and their Mitigation: Meaning and Types of hazards-Earthquake, cyclones, cloud Burst, Tsunami, Flood, Avalanches and their mitigation Strategies</p> <p><b>Unit IV:</b> Environmental pollution: Air pollution, water pollution, soil pollution, noise pollution.</p> <p><b>Books Recommended</b></p> <ol style="list-style-type: none"> <li>1. <b>Singh, Savindra .</b> (2012) : <b>Environmental Geography.</b> Reprinted. Prayag Pustak Bhawan, Allahabad</li> <li>2. <b>Gauta, Alka .</b> (2010) <b>Environmental Geography.</b> Sharda Pustak Bhawan, Allahabad, UP.</li> <li>3. <b>Shitole, G.Y.</b> (2012) : <b>Environmental Degradation Issues and Challenges.</b> Serials Publications, New Delhi</li> <li>4. <b>Khullar, D.R. .</b> (2009) : <b>India: A Comprehensive Geography.</b> Kalyani Publisher, New Delhi</li> </ol>	
1.	<p><b>Ph.D.</b></p> <p><b>Research Methodology</b></p> <p><b>Unit - 1</b></p> <p><b>1. Introduction to Research Methodology:</b> Meaning, Objectives, Significance of research, Types methods &amp; research methodology.</p> <p><b>2. Research Problem:</b> Definition,</p>	<p><b>Ph.D.</b></p> <p><b>Research Methodology</b></p> <p><b>Unit - 1</b></p> <p><b>1. Introduction to Research Methodology:</b> Meaning, Objectives, Significance of research, Types methods &amp; research methodology.</p> <p><b>2. Research Problem:</b> Definition,</p>	

<p>nature of research problem and procedures</p> <p style="text-align: center;"><b>Unit-2</b></p> <p><b>1. Hypothesis:</b> Definition, type of hypothesis, Objectives of hypothesis, significance of hypothesis testing and procedures of hypothesis.</p> <p><b>2. Research Design/Plan:</b> Meaning, need and features, Basic principle of experimental signs</p> <p style="text-align: center;"><b>Unit-3</b></p> <p><b>1. Data collection/data analysis:</b> Type of data, source of data, Tools for data collection, Methods of data collection.</p> <p><b>2. Statistical Applications:</b> Mean, Median, Mode, Mean Deviation &amp; Standard deviation, Correlation and Regression, Probability distributions ,chi square test, z test, t test, two sample t test, paired-t test</p> <p style="text-align: center;"><b>Unit- 4</b></p> <p><b>1. Report Writing:</b> Types of Reports, Research Report Format, Referencing, Bibliography, Appendices</p> <p><b>2. Computer Applications:</b> Fundamentals of Computers, Operating systems, use of software (MS-Office,SPSS)</p> <p style="text-align: center;"><b>Unit-5</b></p> <p><b>1. Safety and safety measures:</b> Introduction, safety of individuals/laboratory/community/Environment. Social Research in Geography survey and personal interview, Geographic Research Problems. Applied aspects of</p>	<p>nature of research problem and procedures</p> <p style="text-align: center;"><b>Unit-2</b></p> <p><b>1. Hypothesis:</b> Definition, type of hypothesis, Objectives of hypothesis, significance of hypothesis testing and procedures of hypothesis.</p> <p><b>2. Research Design/Plan:</b> Meaning, need and features, Basic principle of experimental signs</p> <p style="text-align: center;"><b>Unit-3</b></p> <p><b>1. Data collection/data analysis:</b> Type of data, source of data, Tools for data collection, Methods of data collection.</p> <p><b>2. Statistical Applications:</b> Mean, Median, Mode, Mean Deviation &amp; Standard deviation, Correlation and Regression, Probability distributions ,chi square test, z test, t test, two sample t test, paired-t test</p> <p style="text-align: center;"><b>Unit- 4</b></p> <p><b>1. Report Writing:</b> Types of Reports, Research Report Format, Referencing, Bibliography, Appendices</p> <p><b>2. Computer Applications:</b> Fundamentals of Computers, Operating systems, use of software (MS-Office,SPSS)</p> <p style="text-align: center;"><b>Unit-5</b></p> <p><b>1. Safety and safety measures:</b> Introduction, safety of individuals/laboratory/community/Environment. Social Research in Geography survey and personal interview, Geographic Research Problems. Applied aspects of</p>	
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	<p>Geographical research problems.</p> <p><b>2.Code of Ethics/ethics of research/good laboratory practices: IPR and record keeping/archives</b></p> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Methodology of Research in Social Sciences by O. R. Krishnaswamy and M. Rangnatham Himalaya publication House, 2005, ISBN: 8184880936</li> <li>2. .Research Methodology: Methods and Techniques by C. R. Kothari, New Age International Publishers, ISBN:81-224-1522-9</li> <li>3. Statistical Methods for Research Workers by Fisher R. A., Cosmo Publications, New Delhi ISBN:81-307-0128- 6</li> <li>4. Design and Analysis of Experiments by Montgomery D.C. (2001), John Wiley, ISBN: 0471260088</li> <li>5. SPSS online manual</li> <li>6. MINITAB online manual</li> </ol>	<p>Geographical research problems.</p> <p><b>2.Code of Ethics/ethics of research/good laboratory practices: IPR and record keeping/archives</b></p> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Methodology of Research in Social Sciences by O. R. Krishnaswamy and M. Rangnatham Himalaya publication House, 2005, ISBN: 8184880936</li> <li>2. .Research Methodology: Methods and Techniques by C. R. Kothari, New Age International Publishers, ISBN:81-224-1522-9</li> <li>3. Statistical Methods for Research Workers by Fisher R. A., Cosmo Publications, New Delhi ISBN:81-307-0128- 6</li> <li>4. Design and Analysis of Experiments by Montgomery D.C. (2001), John Wiley, ISBN: 0471260088</li> <li>5. SPSS online manual</li> <li>6. MINITAB online manual</li> </ol>	
2.	<p style="text-align: center;"><b>Ph.D.</b></p> <p style="text-align: center;"><b>Geography Course Work Paper - II</b></p> <p style="text-align: center;"><b>Unit - 1</b></p> <p><b>Geomorphology</b> : Fundamental concepts; Factors controlling landform development, Endogenetic and Exogenetic forces; Denudation process, weathering and erosion; Geosynclines, mountain building, continental drift and plate tectonics; Concept of geomorphic cycle; Landforms associated with fluvial, glacial, arid, coastal and karst cycles, Slope forms and processes,</p>	<p style="text-align: center;"><b>Ph.D.</b></p> <p style="text-align: center;"><b>Geography Course Work Paper - II</b></p> <p style="text-align: center;"><b>Unit - 1</b></p> <p><b>Geomorphology</b> : Fundamental concepts; Factors controlling landform development, Endogenetic and Exogenetic forces; Denudation process, weathering and erosion; Geosynclines, mountain building, continental drift and plate tectonics; Concept of geomorphic cycle; Landforms associated with fluvial, glacial, arid, coastal and karst cycles, Slope forms and processes,</p>	



<p>Environmental and Applied Geomorphology.</p> <p style="text-align: center;"><b>Unit - II</b></p> <p><b>Climatology</b> : Composition and structure of the atmosphere; Heat budget of the earth; Distribution of temperature; Atmospheric pressure and general circulation of winds; Monsoon and jet stream; Stability and instability of the atmosphere, Air-masses, Fronts, temperate and tropical cyclones; Types and distribution of precipitation, Classification of world climates; Koppen's and Thornthwaite's schemes, Hydrological Cycle; Global warming.</p> <p style="text-align: center;"><b>Unit - III</b></p> <p><b>Oceanography</b> : Origin of Ocean basins; Bottom relief of Indian, Atlantic and Pacific Oceans; Ocean deposits; Coral reefs; Temperature and salinity of the oceans; Density of sea water; Tides and ocean currents; Sea-level changes.</p> <p><b>Bio-Geography</b> : Physical factors influencing world distribution of plants and animals; forms and functions of ecosystem : Forest, grassland, marine and mountain ecosystem; Bio-diversity and its depletion through natural and man induced causes; Conservation and management of ecosystems; Environmental hazards and problems of pollution; Ozone depletion.</p> <p style="text-align: center;"><b>Unit - IV</b></p> <p><b>History of Geographic Thought</b> : General character of Geographic knowledge during the ancient and medieval period; Foundations of Modern Geography, Contribution of</p>	<p>Environmental and Applied Geomorphology.</p> <p style="text-align: center;"><b>Unit - II</b></p> <p><b>Climatology</b> : Composition and structure of the atmosphere; Heat budget of the earth; Distribution of temperature; Atmospheric pressure and general circulation of winds; Monsoon and jet stream; Stability and instability of the atmosphere, Air-masses, Fronts, temperate and tropical cyclones; Types and distribution of precipitation, Classification of world climates; Koppen's and Thornthwaite's schemes, Hydrological Cycle; Global warming.</p> <p style="text-align: center;"><b>Unit - III</b></p> <p><b>Oceanography</b> : Origin of Ocean basins; Bottom relief of Indian, Atlantic and Pacific Oceans; Ocean deposits; Coral reefs; Temperature and salinity of the oceans; Density of sea water; Tides and ocean currents; Sea-level changes.</p> <p><b>Bio-Geography</b> : Physical factors influencing world distribution of plants and animals; forms and functions of ecosystem : Forest, grassland, marine and mountain ecosystem; Bio-diversity and its depletion through natural and man induced causes; Conservation and management of ecosystems; Environmental hazards and problems of pollution; Ozone depletion.</p> <p style="text-align: center;"><b>Unit - IV</b></p> <p><b>History of Geographic Thought</b> : General character of Geographic knowledge during the ancient and medieval period; Foundations of Modern Geography, Contribution of</p>
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	<p>German, French, British and American schools; Conceptual and methodological developments during the 20th century; Changing paradigms; man and Environment, Determinism and possibilism; Areal differentiation and spatial.</p> <p style="text-align: center;"><b>Unit - V</b></p> <p><b>Population Geography</b> : Nature, Scope, Subject matter and recent trends; Patterns of world distribution, growth and density of population; Policy issues Patterns and processes of migration, Demographic transition; Population-resource regions.</p>	<p>German, French, British and American schools; Conceptual and methodological developments during the 20th century; Changing paradigms; man and Environment, Determinism and possibilism; Areal differentiation and spatial.</p> <p style="text-align: center;"><b>Unit - V</b></p> <p><b>Population Geography</b> : Nature, Scope, Subject matter and recent trends; Patterns of world distribution, growth and density of population; Policy issues Patterns and processes of migration, Demographic transition; Population-resource regions.</p>	
3.	<p style="text-align: center;"><b>Ph.D.</b></p> <p style="text-align: center;"><b>Geography Course Work Paper – III</b></p> <p style="text-align: center;"><b>Unit - I</b></p> <p><b>Economic Geography</b> : Location of economic activities and spatial organization of economics, Classification of economics, Sectors of economy : primary, secondary, tertiary and quaternary; Natural resources; Renewable and non-renewable, Conservation of resources.</p> <p><b>Agricultural Geography</b> : Concept and techniques of delimitation of agricultural regions, Measurement of agricultural productivity and efficiency; Crop combination and diversification; Von Thunen's Model; Agricultural systems of the world.</p> <p style="text-align: center;"><b>Unit - II</b></p> <p><b>Regional Planning</b> : Regional concept in Geography; its application to</p>	<p style="text-align: center;"><b>Ph.D.</b></p> <p style="text-align: center;"><b>Geography Course Work Paper – III</b></p> <p style="text-align: center;"><b>Unit - I</b></p> <p><b>Economic Geography</b> : Location of economic activities and spatial organization of economics, Classification of economics, Sectors of economy : primary, secondary, tertiary and quaternary; Natural resources; Renewable and non-renewable, Conservation of resources.</p> <p><b>Agricultural Geography</b> : Concept and techniques of delimitation of agricultural regions, Measurement of agricultural productivity and efficiency; Crop combination and diversification; Von Thunen's Model; Agricultural systems of the world.</p> <p style="text-align: center;"><b>Unit - II</b></p> <p><b>Regional Planning</b> : Regional concept in Geography; its application to</p>	



planning regions; Concept of planning region; Regional hierarchy, Types of regions and Methods of regional delineation; Conceptual and theoretical framework of Regional planning; Regional planning in India; Concept of development; Indicators of development; Regional imbalances.

**Unit - III**

**Geography of India :** Physiographic divisions, Climate : Its regional variations; Vegetation types and vegetation regions; Major soil types; Coastal and Marine resources; water resources; Irrigation; agriculture; Agroclimatic regions Mineral and power resources; major industries and industrial regions; Population distribution and growth; Settlement patterns; Regional disparities in social and economic development.

**Unit - IV**

**Cartography :** Map as a tool in Geographical studies; Types of maps : Techniques for the study of spatial patterns of distribution; Single purpose and composite maps; Choropleth; Isopleth and Chorochromatic maps and pie diagrams; Mapping of location-specific data; Accessibility and flow maps.

Remote sensing and computer application in mapping; Digital mapping; Geographic Information System (GIS), Thematic maps.

**Statistical Methods :** Data sources and types of data; Statistical diagrams, study of Frequency distribution and cumulative frequency : Measures of central tendency; Selection of class

planning regions; Concept of planning region; Regional hierarchy, Types of regions and Methods of regional delineation; Conceptual and theoretical framework of Regional planning; Regional planning in India; Concept of development; Indicators of development; Regional imbalances.

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<p>intervals for mapping; Measures of dispersion (Simple index of dispersion) and concentration (Bernard's index of concentration; Standard deviation; Lorenz Curve; Methods of measuring associations among different attributes; Simple and Multiple correlation; Regression.</p>	<p>intervals for mapping; Measures of dispersion (Simple index of dispersion) and concentration (Bernard's index of concentration; Standard deviation; Lorenz Curve; Methods of measuring associations among different attributes; Simple and Multiple correlation; Regression.</p>
<p><b>Unit - V</b></p>	<p><b>Unit - V</b></p>
<p>Meaning and Significance of research, Types and objective of research, Research process, research approaches, defining the research problems, problems of geographic research; formulation of research schemes; role and significance of research bodies and funding agencies to assist research design; hypothesis; theory and scientific law; preparing a research project; writing a research report.</p>	<p>Meaning and Significance of research, Types and objective of research, Research process, research approaches, defining the research problems, problems of geographic research; formulation of research schemes; role and significance of research bodies and funding agencies to assist research design; hypothesis; theory and scientific law; preparing a research project; writing a research report.</p>
<p><b>Books Recommended</b></p>	<p><b>Books Recommended</b></p>
<p><b>Geomorphology</b></p>	<p><b>Geomorphology</b></p>
<p>Agrawal, A. et al. : The Citizen's Fifth Report. Centre for Science and Environment, New Delhi, 1999.</p>	<p>Agrawal, A. et al. : The Citizen's Fifth Report. Centre for Science and Environment, New Delhi, 1999.</p>
<p>Ahmed, E. : Coastal Geomorphology of India, New Delhi.</p>	<p>Ahmed, E. : Coastal Geomorphology of India, New Delhi.</p>
<p>Cotton, C.A. : Geomorphology, John Willey &amp; Sons, New York.</p>	<p>Cotton, C.A. : Geomorphology, John Willey &amp; Sons, New York.</p>
<p>Dayal, P. : A Textbook of Geomorphology, Shukla Book Depot, Patna, 1996.</p>	<p>Dayal, P. : A Textbook of Geomorphology, Shukla Book Depot, Patna, 1996.</p>
<p>Holmes, A. : Principles of Physical Geology, Nelson, 1978.</p>	<p>Holmes, A. : Principles of Physical Geology, Nelson, 1978.</p>

Jefferys, H. : The Earth - Its Origin, History and Physical Constitution.	Jefferys, H. : The Earth - Its Origin, History and Physical Constitution.
Kale, V. and Gupta, A. : Element of Geomorphology, Oxford University Press, Calcutta, 2001.	Kale, V. and Gupta, A. : Element of Geomorphology, Oxford University Press, Calcutta, 2001.
King and Embleton, C.A.M. : Glacial and Pre-Glacial Geomorphology, Edward Arnold, London, 1975.	King and Embleton, C.A.M. : Glacial and Pre-Glacial Geomorphology, Edward Arnold, London, 1975.
Lobeck, A.K. : Geomorphology, McGraw Hill Book Co., New York, 1939.	Lobeck, A.K. : Geomorphology, McGraw Hill Book Co., New York, 1939.
Monkhouse, F.J. : Principles of Physical Geography, Hodder and Stoughton, London, 1960.	Monkhouse, F.J. : Principles of Physical Geography, Hodder and Stoughton, London, 1960.
Pitty, A.F. : Introduction of Geomorphology, Methuen, London, 1974.	Pitty, A.F. : Introduction of Geomorphology, Methuen, London, 1974.
Sharma, R.C. and Vatal M. : Oceanography for Geographers, Chetanya Publishing House, Allahabad, 1970	Sharma, R.C. and Vatal M. : Oceanography for Geographers, Chetanya Publishing House, Allahabad, 1970
Singh, S. : Geomorphology, Prayag Publication, Allahabad, 1988	Singh, S. : Geomorphology, Prayag Publication, Allahabad, 1988
Singh, Savindra : Physical Geography, Prayag Pustak Bhawan, Allahabad.	Singh, Savindra : Physical Geography, Prayag Pustak Bhawan, Allahabad.
Small, R.J. : The Study of Landforms, McGraw Hill, New York, 1985	Small, R.J. : The Study of Landforms, McGraw Hill, New York, 1985
Streers, J.A. : The Unstable Earth, Kalyani Publishers, New Delhi.	Streers, J.A. : The Unstable Earth, Kalyani Publishers, New Delhi.
Strahler, A.N. : and Strahler, A.H. Modren Physical Geography, John Wiley, Revised Edition, 1992.	Strahler, A.N. : and Strahler, A.H. Modren Physical Geography, John Wiley, Revised Edition, 1992.
Strahler, A.N. : Earth Science, Harper	Strahler, A.N. : Earth Science, Harper

	<p>and Row Publishers, New York.</p> <p>Thornbury, W.D. : Principles of Geomorphology, John Willey, New York, 1960</p> <p>Thurman, H.B. : Introductory Oceanography, Charels Webber, E.Merril Publishing Co. 1984.</p> <p>Sheikh M.M. &amp; Ojha A. : Geography Question Bank, R.K. Book, New Delhi (2015)</p> <p>Sharma C.L. : सामाजिक अनुसंधान एवं सर्वेक्षण पद्धतियां, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।</p>	<p>and Row Publishers, New York.</p> <p>Thornbury, W.D. : Principles of Geomorphology, John Willey, New York, 1960</p> <p>Thurman, H.B. : Introductory Oceanography, Charels Webber, E.Merril Publishing Co. 1984.</p> <p>Sheikh M.M. &amp; Ojha A. : Geography Question Bank, R.K. Book, New Delhi (2015)</p> <p>Sharma C.L. : सामाजिक अनुसंधान एवं सर्वेक्षण पद्धतियां, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।</p>	
4.	<p><b>Ph.D.</b></p> <p><b>PAPER – IV</b></p> <p>Review of literature.</p>	<p><b>Ph.D.</b></p> <p><b>PAPER – IV</b></p> <p>Review of literature.</p>	





**Faculty of Humanities & Social Sciences  
Institute of Advanced Studies in Education  
(Deemed to be University)**

**Gandhi Vidya Mandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)**  
e.mail. : mmv.iase@gmail.com, URL : iaseuniversity.org.in, Mob. No. 6377915040

**अध्ययन मण्डल की बैठक का विवरण**

**संस्कृत विभाग**

अध्ययन मण्डल बैठक 06/12/2019 का विवरण

1 संस्कृत विभाग की अध्ययन मण्डल की बैठक का आयोजन समय 2:30 बजे से उच्च अध्ययन शिक्षण संस्थान(मानित विश्वविद्यालय) के मानविकी एवं सामाजिक विज्ञान संकाय के संस्कृत विभाग में किया गया जिसमें निम्नलिखित सदस्य उपस्थित रहे।

- |                          |               |
|--------------------------|---------------|
| 1 प्रो. के. रानी लक्ष्मी | अधिष्ठाता     |
| 2 डॉ. कंचन शर्मा         | बाह्य सदस्य   |
| 3 सूदर्शन गोयल           | बाह्य सदस्य   |
| 4 निधि सोनी              | आन्तरिक सदस्य |

इस बैठक में जो निर्णय लिया गया इसका विवरण निम्न प्रकार से है—

1 मुद्दा:—बी ए प्रथम वर्ष, द्वितीय वर्ष, तृतीय वर्ष का पाठ्यक्रम यथावत् रहेगा।

समाधान:—बी ए प्रथम वर्ष, द्वितीय वर्ष, तृतीय वर्ष का पाठ्यक्रम यथावत् रखने का प्रस्ताव सर्वसम्मति से पारित किया गया।

2 मुद्दा:—एम. ए. का पाठ्यक्रम सेमेस्टर पाठ्यक्रम के रूप में प्रस्तावित किया गया जिसके अन्तर्गत कौशल विकास के पाठ्यक्रमों को मान्यता प्रदान करने की विस्तृत पाठ्ययोजना को स्वीकृति प्रदान की गयी।

समाधान:—बैठक में हुई चर्चा के अनुसार स्नातकोत्तर संस्कृत का पाठ्यक्रम सेमेस्टर पाठ्यक्रम के रूप में प्रस्तावित किया गया जिसके अन्तर्गत कौशल विकास के पाठ्यक्रमों को मान्यता प्रदान करने की विस्तृत पाठ्ययोजना को स्वीकृति प्रदान की गयी थी उसकी पालना करते हुए सर्वसम्मति से प्रस्ताव पारित किया गया।

3 मुद्दा:— इसके साथ विस्तृत अंक योजना का उल्लेख करने का प्रस्ताव प्रस्तावित हुआ।

समाधान:— बैठक में हुई चर्चा के अनुसार विस्तृत अंक योजना का उल्लेख करने के प्रस्ताव को स्वीकृत करते हुए इसे सर्वसम्मति से पारित किया गया।

(डॉ. के. रानी लक्ष्मी)  
अधिष्ठाता

क्र. सं.	मौजूदा पाठयक्रम	प्रस्तावित पाठयक्रम	टिप्पणी
1	<p><b>इकाई-1</b></p> <p>निम्नलिखित सूक्त अध्ययन के लिये निर्धारित हैं तथा आचार्य सायण सहित दयानन्द, सातवलेकर आदि के भाष्यों का ज्ञान अपेक्षित है-</p> <p>(अ) ऋग्वेद - 1. अग्नि (1/1), 2. सूर्य (1/115), 3. रुद्र (2/33), 4. सवित्ता (4/35), 5. विश्वामित्र नदी संवाद (3/33), 6. उपस (3/61), 7. (10/34), 9. पुरुष (10/90), 10. हिरण्यगर्भ (10/121), 11. वाक सूक्त (10/125), 12. नासदीयसूक्त (10/129)</p> <p>16 अंक</p> <p>1 दो श्लोकों की हिन्दी में व्याख्या</p> <p>8-अंक</p> <p>2 अग्नि, रुद्र, उपस, अक्ष एवं वाक सूक्त में से एक मन्त्र की संस्कृत में व्याख्या - 4 अंक</p> <p>(आ) पदपाठ (ऋग्वेद के निर्धारित सूक्तों में से किसी एक मन्त्र का पदपाठ) - 4 अंक</p> <p><b>इकाई-2</b></p> <p>(अ) यजुर्वेद का 34वां अध्याय (शिवसंकल्पसूक्त)</p> <p>8-अंक</p> <p>(आ) अथर्ववेद - 1. मेधाजवनम् (1/1), 2. शालानिर्माणम् (3/12), 3. सप्तसभ (7/12), 4. भूमिसूक्त (12/1, 1 से 15 मंत्र), 5. कालसूक्त (19/53)</p> <p>8-अंक</p> <p><b>इकाई-3:</b> कठोपनिषद् (सीता प्रेस गोरखपुर)</p> <p><b>इकाई-4:</b> निरुक्त - प्रथम एवं द्वितीय अध्याय</p> <p>16 अंक</p> <p><b>इकाई-5:</b> वैदिक साहित्य का इतिहास</p> <p><b>द्वितीय प्रश्नपत्र - तलित साहित्य तथा साहित्यशास्त्र</b></p> <p><b>इकाई-1</b> दूत काव्य - मेघदूत (कालिदास)</p> <p><b>इकाई-2</b> रूपक - मृच्छकटिकम् (सूद्रक)</p> <p><b>इकाई-3</b> गद्य काव्य - कादम्बरीकथामुख (बाणभट्ट) विश्वामिहरी वर्णन से लेकर शबरचरित्रवर्णनम् सकल्लेन सैन्धेनानुगम्यमानः शनैः शनैरभिमत दिगन्तरमयासीत् तत्र का अंश</p>	<p><b>एमए संस्कृत प्रथम सेमेस्टर</b> न्याय एवं वेदान्त</p> <p><b>इकाई-1</b> तर्क भाषा (केशव मिश्र) शास्त्र की त्रिविध प्रवृत्तियां, कारण, कारण एवं अन्यथासिद्ध, प्रमाण स्वरूप एवं तदभव प्रत्यक्ष</p> <p><b>इकाई-2</b> तर्कभाषा (केशव मिश्र) अनुमान, उपमान एवं शब्द, अर्थापत्ती एवं अनुपलब्धि का स्वरूप तथा तथा तद् विषयक विप्रतिपत्तियों का निरास, प्रमाण्यवाद, प्रमेय निरूपण, आत्मा, दुःख एवं अपवर्ग के साथ सभी प्रमेय, संशय, प्रयोजन, दृष्टांत, सिद्धांत, अवयव, तर्क, निर्णय, वाद, जल, वितन्डा एवं हेत्वाभास।</p> <p><b>इकाई-3</b> वेदांतसार (सदानंद) अधिकारी निरूपण, वेदांत, अनुबंध चतुष्टय निरूपण, आरोप, अज्ञान का स्वरूप एवं अज्ञान की शक्तियां, पंचनिरूपण-जाग्रदादि तीनों अवस्थाओं एवं शरीर में व्याप्त पंचकोशोपेत अज्ञान की समस्ती एवं व्यष्टि तथा तदुपहित चैतन्य का निरूपण सृष्टि प्रक्रिया एवं पंचीकरण।</p> <p>पुराण, भगवत, विष्णु एवं विष्णुधर्मोत्तर</p> <p><b>इकाई-1</b> भागवत पुराण, 10/29-30</p> <p><b>इकाई-2</b> विष्णुपुराण: 1/1-5</p> <p><b>इकाई-3</b> विष्णुधर्मोत्तरपुराण 3/30-34</p> <p><b>मेघदूत एवं उत्तररामचरितम्</b></p> <p><b>इकाई-1</b> मेघदूत: (पूर्वमेघ, उत्तरमेघ)</p> <p><b>इकाई-2</b> उत्तररामचरित, (प्रथम से तृतीय अंक तक)</p> <p><b>इकाई-3</b> उत्तररामचरित, (चतुर्थ से सप्तम अंक तक)</p> <p><b>वैदिक साहित्य</b></p> <p><b>इकाई-1</b> निम्नलिखित सूक्त अध्ययन के लिये निर्धारित हैं तथा आचार्य सायण सहित दयानन्द, सातवलेकर आदि के भाष्यों का ज्ञान अपेक्षित है-(अ) ऋग्वेद - 1. अग्नि (1/1), 2. सूर्य (1/115), 3. रुद्र (2/33), 4. हिरण्यगर्भ (10/121), 5. नासदीयसूक्त (10/129)</p> <p><b>इकाई-2</b> (आ) पदपाठ (ऋग्वेद के निर्धारित सूक्तों में से किसी एक मन्त्र का पदपाठ)</p> <p><b>इकाई-3</b> (अ) यजुर्वेद का 34वां अध्याय (शिवसंकल्पसूक्त)</p> <p><b>धर्मशास्त्र एवं ज्योतिष</b></p> <p><b>इकाई-1</b> धर्मशास्त्र का इतिहास, धर्मशास्त्र के आचार्य मेघा तिथि ज्ञानेश्वर लक्ष्मीधर जीमूतवाहन, देवन भट्ट चंद्रेश्वर माधवाचार्य वाचस्पति मिश्र कमलाकर भट्ट रघु वदन मिश्र, रघुनवदन।</p> <p><b>इकाई-2</b> धर्म शास्त्र का इतिहास, धर्मशास्त्र के प्रमुख</p>	<p>पर- ता- वत पाठ यक म सत्र 202 0- 21 से प्र- ता- वत कि या जा येग ।</p>

<p>पठनीय है।</p> <p><b>इकाई-4</b> साहित्यदर्पण (आचार्य विश्वनाथ) — प्रथम एवं द्वितीय परिच्छेद — 16 अंक</p> <p><b>इकाई-5</b> साहित्यदर्पण तृतीय परिच्छेद 1 से 20वीं कारिका तक एवं चतुर्थ परिच्छेद।</p> <p><b>तृतीय प्रश्नपत्र — भारतीय दर्शन</b></p> <p><b>इकाई-1</b> — ईश्वरकृष्ण — सांख्यकारिका (मौल्यभास्कराचार्य सहित)</p> <p><b>इकाई-2</b> — केशवमिश्रतर्कभाष्य (प्रत्यक्ष प्रमाण पर्यन्त)</p> <p><b>इकाई-3</b> — केशव मिश्र — तर्कभाष्य (अनुमान प्रमाण से प्रामाण्यवाद पर्यन्त)</p> <p><b>इकाई-4</b> — सदानन्द — वेदान्तसार</p> <p><b>इकाई-5</b> भातञ्जलयोगसूत्र — (समाधि पाद) चतुर्थ प्रश्नपत्र — व्याकरण तथा भाषा विज्ञान</p> <p><b>इकाई-1</b> लघुसिद्धान्तकौमुदी (बरदराज) — अजन्त प्रकरण</p> <p><b>इकाई-2:</b> लघुसिद्धान्तकौमुदी (बरदराज) — हलन्त प्रकरण</p> <p><b>इकाई-3:</b> लघुसिद्धान्तकौमुदी (बरदराज) — समास प्रकरण</p> <p><b>इकाई-4</b> वैयाकरणसिद्धान्तकौमुदी कारक प्रकरण</p> <p><b>इकाई-5</b> भाषा विज्ञान (क) सामान्य प्रश्न, (ख) टिप्पणी</p> <p>एम.ए. संस्कृत (उत्तरार्द्ध) परीक्षा पंचम प्रश्नपत्र — निबन्ध, व्याकरण एवं अनुवाद</p> <p><b>इकाई-1</b></p> <p>निबन्ध _____ _____</p> <p>16 अंक</p> <p><b>इकाई-2</b> महाभाष्य (परमहंसदास)</p> <p>_____</p> <p>16 अंक</p> <p><b>इकाई-3</b></p>	<p>सिद्धांत— वर्णाश्रम, संस्कार स्त्रियों की स्थिति श्रोतयाग, राजधर्म, दंड व्यवस्था, धर्मशास्त्र विषयक आधुनिक अध्ययन।</p> <p><b>इकाई-3</b> भारतीय ज्योतिष का इतिहास, विस्तृत अंक विभाजन 1 पंचांग परिचय— तिथि, वार, नक्षत्र, योग, करण, तिथिवृद्धि एवं तिथिक्षय, नवग्रहों का स्वरूप, द्वादश राशियों का स्वरूप। 2 फलादेश का सामान्य सिद्धान्त 3 उत्तरभारतीय जन्मकुण्डली के आधार पर बारह भावों के फलादेश। 4 पंचधा मैत्री 5 हस्तरेखा विज्ञान (प्रथम खण्ड)</p> <p><b>भाषा विज्ञान एवं निरुक्त</b></p> <p><b>इकाई-1</b> भाषा विज्ञान एवं अन्य भाषाएँ भाषा विज्ञान (क) भाषाविज्ञान — रूपरेखा, क्षेत्र, भाषा की उत्पत्ति तथा विकास, उच्चारण संस्थान, ध्वनियों — स्वरतथा व्यञ्जन</p> <p><b>इकाई-2(ख)</b> ध्वनि-परिवर्तन के कारण व दिशाएँ, ध्वनि-नियम, भाषाओं का वर्गीकरण (भारोपीय भाषापरिवार के संदर्भ में), अर्थविज्ञान-अर्थ-परिवर्तन के कारण</p> <p><b>इकाई-3(ख)</b> ध्वनि-परिवर्तन के कारण व दिशाएँ, ध्वनि-नियम, भाषाओं का वर्गीकरण (भारोपीयभाषापरिवारकेसंदर्भमें)अर्थविज्ञान-अर्थ-परिवर्तन के कारण</p>
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लघुसिद्धान्तकौमुदी — कृदन्त (कृत्य, पूर्वकृदन्त एवं उत्तरकृदन्त)

#### इकाई-4

लघुसिद्धान्तकौमुदी (तद्धित एवं स्त्रीप्रत्यय)  
अपत्याधिकार, शैथिक, ठग्याधिकार, भवनार्थक एवं  
मत्वर्थीय प्रकरण

(ख) लघुसिद्धान्तकौमुदी स्त्रीप्रत्यय

4+4 = 16

अंक

#### इकाई-5

अनुवाद

(क) दो अवतरण को प्रस्तुत कर उनमें से एक अवतरण का संस्कृत में अनुवाद करवाया जाना अपेक्षित है।

(ख) 10 में से किन्हीं 5 संस्कृत वाक्यों में अशुद्धि शोधन।

इकाई-1 निबन्ध

कम से कम 10 निबन्ध विषय दिये जाने चाहिये, जिनमें सभी वर्गों (अ, आ, इ, ई) के विषयों (वैदिक साहित्य, ललित साहित्य, भारतीय दर्शन, इतिहास पुराण, व्याकरण तथा आधुनिक संस्कृत साहित्य) पर प्रत्येक में से कम से कम दो विषयों पर निबन्ध पूछा जाना चाहिए, जिनमें छात्र को यथेष्ट एक विषय पर निबन्ध लिखना अपेक्षित है।

इकाई-2 महाभाष्य (परम्पराह्निक)

इकाई-3 लघुसिद्धान्तकौमुदी — कृदन्त कृत्य,  
पूर्वकृदन्त एवं उत्तरकृदन्त)

इकाई-4 (क) लघुसिद्धान्तकौमुदी (तद्धित प्रकरण)

— अपत्याधिकार, शैथिक, ठग्याधिकार,

भवनार्थक एवं मत्वर्थीय प्रकरण

(ख) लघुसिद्धान्तकौमुदी स्त्रीप्रत्यय

इकाई-5 अनुवाद

(क) दो अवतरणों को प्रस्तुत कर उनमें से एक अवतरण का संस्कृत में अनुवाद करवाया जाना अपेक्षित है।

(ख) 10 में से किन्हीं 5

संस्कृत वाक्यों में अशुद्धि शोधन।

षष्ठ प्रश्नपत्र — (क) शास्त्रीय साहित्य एवं काव्य

इकाई-1

वक्रोक्तिजीवितम् (प्रथम उन्मेष)

इकाई-2

काव्यमीमांसा (एक से पांच अध्याय)

इकाई-3

कौटिल्य का अर्थशास्त्र (प्रथम अधिकरण)

इकाई-4

हर्षचरितम् (पञ्चमोच्छ्वास)

इकाई-5

कादम्बरी (महाश्वेता वृत्तान्त)

अथवा

षष्ठ प्रश्नपत्र (ख) आधुनिक साहित्य

इकाई-1

दिवेकानन्दविजयम् (श्रीधर भारकर वर्णकर) 1 से  
5 अंक

16 अंक

इकाई-2

दिवेकानन्दविजयम् (श्रीधर भारकर वर्णकर) 6 से  
10 अंक

16 अंक

इकाई-3

शिवसजविजयम् (प्रथम विराम का प्रथम निश्वास)

16 अंक

इकाई-4

मधुच्छन्दा (डा. हरिसाम आचार्य) एवं विद्याधर  
नीतिरत्नम् (पं. विद्याधरशास्त्री)

इकाई-5

निर्धारित कवियों का सामान्य अध्ययन

भट्ट मधुसूतनाथ शास्त्री, पं. विद्याधर शास्त्री, श्री  
मणिससम शर्मा, श्री नित्यानन्द शास्त्री, प्रो.  
श्रीनिवास रथ, नवल किशोर कांकर, प्रो. अगिराज  
राजेन्द्र मिश्र, डॉ. हरिसाम आचार्य, श्री कलानाथ  
शास्त्री, पं. श्रीराम दवे, पद्म शास्त्री, पं. विश्वनाथ  
मिश्र (निबन्धकार), प्रो. सधावल्लभ त्रिपाठी,  
मिथिल शर्मा नवरत्न, भट्ट एवं श्री गिरधारी लाल  
शर्मा

षष्ठ प्रश्नपत्र (ग) लघुसोध प्रबन्ध (Case Study)  
(नियमित छात्रों के लिये)

वर्ग 'अ' साहित्य

<p>सप्तम प्रश्नपत्र — संस्कृत काव्यशास्त्र इकाई-1</p> <p>काव्य प्रकाश — प्रथम, द्वितीय एवं तृतीय उल्लास</p> <p>————— 16 अंक</p> <p style="text-align: center;"><b>इकाई-2</b></p> <p>काव्य प्रकाश — चतुर्थ, पञ्चम एवं षष्ठ उल्लास</p> <p>————— 16 अंक</p> <p style="text-align: center;"><b>इकाई-3</b></p> <p>काव्य प्रकाश — सप्तम (रसदोष मात्र) एवं अष्टम उल्लास</p> <p>————— 16 अंक</p> <p style="text-align: center;"><b>इकाई-4</b></p> <p>ध्वन्यालोक — प्रथम उद्योत</p> <p>————— 16 अंक</p> <p style="text-align: center;"><b>इकाई-5</b></p> <p>काव्यशास्त्र के प्रमुख चिन्तक, ग्रन्थ एवं सम्प्रदाय अष्टम प्रश्नपत्र — नाटक एवं नाट्यशास्त्र नाटक</p> <p style="text-align: right;">————— इकाई-1</p> <p>भवभूति — उत्तररामचरितम्</p> <p>————— 16 अंक</p> <p style="text-align: center;"><b>इकाई-2</b></p> <p>भट्टनासायण — देवीसंहारनाटकम्</p> <p>16 अंक</p> <p style="text-align: right;">————— इकाई-3</p> <p>नाटकों से सामान्य प्रश्न</p> <p>—————</p> <p style="text-align: center;"><b>इकाई-4</b></p> <p>(अ) भरतनाट्यशास्त्रम् — अध्याय 1-2 मात्र</p> <p>—————</p>	
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(ब) भरतनाट्यशास्त्रम् — अध्याय 6

इकाई-5

धनञ्जय — दशरूपकम् (प्रथम एवं तृतीय प्रकाशे)  
नवम प्रश्नपत्र — (क) प्राचीन काव्य

इकाई-4

शिशुपालवधम् — माघ (प्रथम सर्ग)

16 अंक

इकाई-2

विक्रमांकदेवचरितम् — विल्हण (प्रथम सर्ग)

16 अंक

इकाई-3

नैषधीयचरितम् — श्रीहर्ष (प्रथम सर्ग)

16 अंक

इकाई-4

चम्पू भारतम् — अनन्तमह (प्रथम रत्नक)

इकाई-5

निर्धारित पाठ्यग्रन्थों में से एक सामालोचनात्मक  
प्रश्न

अथवा

नवम प्रश्नपत्र — (ख) विशेष कवि अध्ययन  
— भास

इकाई-1:

(क) प्रतिमा नाटकम्

(ख) 1. पंचसत्रम् 2. कर्णभारम्

16 अंक

इकाई 2.

प्रतिज्ञायौगन्धरायणम्

16 अंक

इकाई 3.

भास का जन्म स्थान, समय निर्धारण, भास नाटकचक्र के नाटककार की समस्या का प्रश्न, महाभारत एवं कृष्णकथाभित रूपकों की समीक्षा (वस्तु, नेता एवं रस)

इकाई 4.

लोक कथा एवम् उदयन कथाभित नाटकों की समीक्षा

इकाई 5.

भास की नाट्यशैली, अलंकार योजना, प्रकृति चित्रण, तत्कालीन सामाजिक स्थिति, सुभाषित, भास का प्रभाव  
नवम प्रश्नपत्र (ग) विशेष कवि अध्ययन —  
कालिदास

इकाई 1.

(क) कुमारसंभवम् (पंचम सर्ग)

8 अंक

(ख) रघुवंशम् (चतुर्दश सर्ग)

8 अंक

इकाई 2.

(क) मालविकाग्निमित्रम्

8 अंक

(ख) ऋतुसंहारम् (प्रथम एवं षष्ठ सर्ग)

8 अंक

सामान्य प्रश्न

**इकाई-3:**

स्थितिकाल, जन्मस्थान, रचनायें, कालिदासकालीन  
धार्मिक, सामाजिक, राजनैतिक तथा सांस्कृतिक  
स्थिति

16-अंक

**इकाई-4:**

कालिदास की नाट्यकला (वस्तु, नेता और रस)  
16-अंक

**इकाई-5:**

कालिदास के गीतिकाव्य एवं महाकाव्यों की  
साहित्य-शास्त्रीय समीक्षा (सौन्दर्य-वर्णन, ऋतु  
वर्णन, प्रकृति-वर्णन, विलाप-वर्णन, रस एवं  
अलंकार-आदि)  
वर्ग 'ब' वैदिक साहित्य

सप्तम प्रश्नपत्र — संहिता पाठ

**इकाई-1:**

ऋग्वेद-मण्डल 1/115, 5/1, 7/95, 10/71,  
10/117, 10/151, 10/169, 10/184, 10/190

16-अंक

**इकाई-2:**

अथर्ववेद-अधोलिखित सूक्त मात्र निर्धारित हैं  
16-अंक

काण्ड सूक्त 1-5-2-28, 33-3-12, 16-4-30-8-9-9:  
9 (1 से 14 मंत्र, अरण्य, बामरस) 11-4 (प्राण) 5  
(ब्रह्मचारी) 19-52, 53

**इकाई-3:**

वाजसनेयी संहिता-अध्याय 1 एवं 36

16

अंक

**इकाई-4:**

सायण कृत : ऋग्वेदभाष्य भूमिका

16-अंक

इकाई-5



सायण कृत : ऋग्वेदभाष्य भूमिका  
अष्टम प्रश्नपत्र — ब्राह्मण, उपनिषद्  
तथा वैदिक सहायक ग्रन्थ  
इकाई-1:

ऐतरेय ब्राह्मण प्रथम पंजिका प्रथम अध्याय —  
16 अंक

इकाई-2:

शतपथ ब्राह्मण — (माध्यन्दिन) काण्ड 1 अध्याय 1  
16 अंक

इकाई-3:

यास्क निरुक्त 7 एवं 10 अध्याय मात्र  
16 अंक

इकाई-4:

ऋग्वेदप्रतिशाख्य 1 एवं 2 पटल  
16 अंक

इकाई-5:

छान्दोग्योपनिषद् अध्याय प्रथम

नवम प्रश्नपत्र — वैदिक धर्म का  
तुलनात्मक विवेचन एवं देवशास्त्र  
इकाई-1:

वैदिक धर्म का तुलनात्मक विवेचन एवं देवशास्त्र  
इकाई-2:

प्रमुख वैदिक भाष्यकार — सायण, यास्क, महीधर,  
महर्षि अरविन्द, बालगंगाधर तिलक,  
दयानन्द,

इकाई-3:

प्रमुख वैदिक भाष्यकार पं. मधुसूदन ओझा,

मैक्समूलर, वेबर, मैकडोनल, हिटली, ग्रिफिथ,  
जैकोबी, विंटरनिट्स  
16-अंक

ईकाई-4

16-अंक

बृहद्देवता (प्रथम अध्याय)

ईकाई-5 16-अंक

बृहद्देवता (प्रथम अध्याय)

वर्म 'स' दर्शनशास्त्र

सप्तम प्रश्नपत्र न्याय और वैशेषिक दर्शन

इकाई-1:

न्यायसूत्र (वात्स्यायनभाष्य सहित) प्रथम अध्याय

16-अंक

इकाई-2:

प्रसरत्पादभाष्य (प्रारम्भ से बुद्धिनिरूपण तक)

16-अंक

इकाई-3:

न्यायसिद्धान्तमुक्तावली (प्रत्यक्ष खण्ड)

16-अंक

इकाई-4:

न्यायसिद्धान्तमुक्तावली (अनुमान खण्ड)

16-अंक

इकाई-5:

न्यायसिद्धान्तमुक्तावली (शब्द खण्ड)

अष्टम प्रश्नपत्र सांख्य योग मीमांसा  
दर्शन

इकाई-1:

सांख्यकारिका (सांख्यतत्त्वकौमुदी सहित) 1 से 30 कारिका

16-अंक

इकाई-2:

योगसूत्र (समाधिपाद) व्यासभाष्य तथा तत्त्ववैशारदी सहित

16-अंक

**इकाई-3:**

योगसूत्र (सातनपाद) (ग्यासभाष्य तथा तत्त्ववैशारदी सहित)

16 अंक

**इकाई-4:**

जैमिनिस्मृत-शाबरभाष्य (तर्कपाद)

16 अंक

**इकाई-5**

जैमिनिस्मृत-शाबरभाष्य (तर्कपाद)

नवम प्रश्नपत्र अद्वैतवेदान्तदर्शन

**इकाई-1:**

ब्रह्मसूत्र-चतुःसूत्री (शांकरभाष्य सहित)

16-अंक

**इकाई-2:**

ब्रह्मसूत्र-द्वितीय अध्याय का द्वितीय पाद

(शांकरभाष्य सहित) 16 अंक

**इकाई-3:**

ब्रह्मसूत्र-द्वितीय अध्याय का द्वितीय पाद

(शांकरभाष्य सहित) 16 अंक

**इकाई-4**

प्रमुख वैदिक भाष्यकार

16 अंक

**इकाई-5**

प्रमुख वैदिक भाष्यकार

वर्ग 'द' व्याकरणशास्त्र

सप्तमप्रश्नपत्र-वैयाकरणसिद्धान्तकौमुदी

**इकाई-1:**

सिद्धान्त कौमुदी-संज्ञा, परिभाषा एवं संधि

प्रकरण

16 अंक

**इकाई-2:**

सिद्धान्त कौमुदी-सुबन्त प्रकरण



अंक

**इकाई-3:**

सिद्धान्त कौमुदी अदादिगण (पङ्क्त्यंश को छोड़कर) 16 अंक

**इकाई-4:**

सिद्धान्त कौमुदी अदादिगण से बुरादिगण (पङ्क्त्यंश को छोड़कर) 16 अंक

**इकाई-5**

सिद्धान्त कौमुदी अदादिगण से बुरादिगण (पङ्क्त्यंश को छोड़कर)

अष्टम प्रश्नपत्र प्रक्रिया एवं दर्शन  
नवम प्रश्नपत्र व्याकरणदर्शन

**इकाई-1:**

वाक्यपदीय (ब्रह्मकाण्ड) स्वोपज्ञटीका सहित  
कारिका 1-43

16 अंक

**इकाई-2:**

वाक्यपदीय (ब्रह्मकाण्ड) स्वोपज्ञटीका सहित  
कारिका 44-106 तक

16 अंक

**इकाई-3:**

वाक्यपदीय (ब्रह्मकाण्ड) स्वोपज्ञटीका सहित  
कारिका 107-156 तक

16 अंक

**इकाई-4:**

वैयाकरण भूषणसार (आत्वर्थ निरूपण)

16 अंक

**इकाई-5:**

वैयाकरण भूषणसार (स्फोटनिर्णय)

		<p>एम. ए. संस्कृत द्वितीय सेमेस्टर  भारतीय दर्शन सांख्य एवं मीमांसा  इकाई-1 सांख्यकारिका (ईश्वर कृष्ण), दुःखवाद, प्रमाण, सत्कार्यवाद, प्रकृति का स्वरूप, सिद्धि एवं गुण, पुरुष का स्वरूप एवं सिद्ध, सिद्ध प्रकृति या भौतिक सर्ग एवं प्रत्यय सर्ग सूक्ष्म शरीर, बन्धन एवं मोक्ष  इकाई-2 अर्थसंग्रह (लौगाक्षिभास्कर) धर्म, भावना, वेद की अपौरुषेयता, विविध, गुण विधि और विशिष्ट विधि उत्पत्ति विधि, विनियोग विधि, प्रयोग विधि, अधिकारिक विधि  इकाई-3  अर्थ संग्रह (लौगाक्षिभास्कर) अव, नामदेव, निषेध एवं अर्थवाद, अपूर्व विधि और नियम विधि, परी सांख्यिकी विधि और प्रवृत्त के शेष भाग का अध्ययन  साहित्यदर्पण  इकाई-1 साहित्य दर्पण (प्रथम एवं द्वितीय परिचय) काव्य</p>

		<p>प्रयोजन, काव्य स्वरूप, काव्य लक्षण एवं तत्संबंधी विप्रतिपत्तियों का निरास, गुण, दोष स्वरूप</p> <p><b>इकाई-2</b> वाक्यवतदभेद, पद, शब्दव्यापार।</p> <p><b>इकाई-3</b> साहित्यदर्पण (तृतीय परिच्छेद) निरूपण विभाग, आलंबन, उद्दीपन, भावाभास, अनुभव, व्यभिचारी भाव, स्थाई भाव, रसाभाव, साहित्यदर्पण (तृतीयपररच्छेद): रसिनरूपण, विभाव (आलम्बन, उद्दीपन, पररभाषाम्), भावाभास।</p> <p><b>यजुर्वेद अर्थवेद एवं प्रातिशाख्य</b></p> <p><b>इकाई-1</b> यजुर्वेद-अध्याय 1 एवं 2 <b>इकाई-2</b> अर्थवेद - 1.2 (पर्जन्य), 1-29 (राष्ट्राभिवर्धन), 2.27 (औषधी), 3.17 (सीता), 10.2 (केन), 12.1 (भूमि), 953 (काल) <b>इकाई-3</b> वाजसनेयिप्रातिशाख्य अध्याय 1 अध्याय 2 एवं 3</p> <p><b>व्याकरण एवं निबंध</b></p> <p><b>इकाई-1</b> लघुसिद्धान्त कौमुदी (क) लघुसिद्धांत कौमुदी (तद्धित प्रकरण) अपत्याधिकार, शैषिक, ठगाधिकार, भवनार्थक, एवं मत्वर्थीय प्रकार, <b>इकाई-2</b> (ख) लघुसिद्धांत कौमुदी - स्त्री प्रत्यय (क) दो अवतरणों को प्रस्तुत कर उनमें से, क अवतरण का संस्कृत में अनुवाद कराया जाना अपेक्षित है।</p> <p><b>इकाई-3</b> निबन्ध (वेद, दर्शन, साहित्य, धर्मशास्त्र, ज्योतिष व व्याकरण सम्बन्धी विषयों पर)</p> <p><b>मनुस्मृति</b> <b>इकाई-1</b> मनुस्मृति (कुल्लूकभट्ट सम्मत व्याख्यान) अध्याय 2 अध्याय 6</p> <p><b>इकाई-2</b> मनुस्मृति (कुल्लूकभट्टसम्मत व्याख्यान) अध्याय 7 एवं 9 श्लोक 1-102</p> <p><b>इकाई-3</b> मनुस्मृति (कुल्लूकभट्ट सम्मत व्याख्यान) अध्याय 12</p> <p><b>साहित्य: मृच्छकटिकम् एवं नैषध</b></p> <p><b>इकाई-1</b> मृच्छकटिकम् (प्रथम अंक से तृतीय अंक तक)</p> <p><b>इकाई-2</b> मृच्छकटिकम् (पंचम अंक षष्ठम अंक दशम अंक शेष अंकों का परिचय)</p> <p><b>इकाई-3</b> नैषधीयचरितम् प्रथम सर्ग (पदमसं. 1-35)</p>
		<p><b>एमए संस्कृत तृतीय सेमेस्टर</b></p> <p><b>MASN- 301</b> सिद्धांत कौमुदी कृदंत एवं संस्कृत व्याकरण शास्त्र का इतिहास</p> <p><b>इकाई-1</b> सिद्धांत कौमुदी, कृदंत प्रकरण, पूर्व कृदंत, उत्तर कृदंत (उणादि रहित)</p> <p><b>इकाई-2</b> संस्कृत व्याकरण शास्त्र का इतिहास, पाणिनि पूर्व व्याकरण आचार्यों का योगदान, मुनित्रय पाणिनि कात्यायन पतंजलि का काल एवं योगदान।</p> <p><b>इकाई-3</b></p>



		<p>संस्कृत व्याकरण शास्त्र का इतिहास, अष्टाध्यायी की वृत्ति, परंपरा, पाणिनी व्याकरण में प्रक्रिया ग्रंथों का योगदान, पाणिनि परंपरा के दार्शनिक आचार्य भर्तृहरि, भक्तों जी दीक्षित, भट्ट, नागेश आदि।</p> <p><b>MASN- 302 भारतीय दर्शन का सर्वेक्षण</b></p> <p><b>इकाई-1</b> सर्वदर्शन संग्रह- चार्वाक मत एवं जैन मत</p> <p><b>इकाई-2</b> भारतीय दर्शन का आलोचनात्मक सर्वेक्षण: भारतीय दर्शन के प्रमुख विचारणीय पक्षों का आलोचनात्मक अध्ययन- आत्मा एवं परमात्मा, (ईश्वर) कार्य कारण सिद्धांत, मोक्ष, कर्म एवं पुनर्जन्म, प्रमाण, प्रामाण्यवाद एवं ख्यातिवाद आदि।</p> <p><b>इकाई-3</b> भारतीय दर्शन का आलोचनात्मक सर्वेक्षण प्रमुख भारतीय दार्शनिक मतों सांख्य, योग, न्याय, वैशेषिक, मीमांसा, वेदांत का ऐतिहासिक सर्वेक्षण। भारतीय दर्शन के प्रमुख आचार्य जैमिनि, बादरायण, कपिल, पतंजलि, गौतम, कणाद, शंकर और वाचस्पति मिश्र तथा उनके अवदानों का परिचय।</p> <p><b>MASN- 303 नाट्यशास्त्र एवं ध्वन्यालोक</b></p> <p><b>इकाई-1</b> नाट्यशास्त्र, अभिनवभारती, संवत व्याख्यान षष्ठ व्याख्यान रस विषयक प्रश्न, स्थायी भाव, संचारीभाव, सात्विकभाव, नाट्याश्रित अभिनयधर्मी, वृत्तिप्रवृत्ति, नाट्यसिद्धि, स्वर, गान, आतोघ।</p> <p><b>इकाई-2</b> नाट्यशास्त्र, अभिनवभारती, व्याख्यान सम्मत अष्टाध्यायी रससूत्र, रससूत्र पर विभिन्न आचार्यों के मत तथा अभिनवगुप्त के द्वारा उनका खंडन मूलरूप से चार प्रकार के रस का उद्भव व रसों की संख्या</p> <p><b>इकाई-3</b> ध्वन्यालोक, (लोचनसंवत व्याख्यान) ध्वनिस्वरूप एवं आनंद वर्धन की स्थापना, ध्वनि सिद्धांत की भूमिका, सहृदय का स्वरूप, ध्वनि विरोधी मत एवं उनका खंडन, वचन, प्रतिमान, अर्थ विविध ध्वनि, वस्तु, अलंकार एवं रस ध्वनि का काव्यात्मत्व।</p> <p><b>MASN- 304 काव्यप्रकाश</b></p> <p><b>इकाई-1</b> काव्य-प्रयोजन, काव्यहेतु, काव्यलक्षण (पूर्वाचार्यों के मतों की समीक्षा के साथ), काव्यभेद, शब्दार्थस्वरूप एवं भेद, तात्पर्यार्थ अभीहिता अन्वयवाद एवं अन्विता अभिधानवाद, अभिधा, व्यापार, संकेतग्रह-सिद्धान्त एवं विविध शास्त्रीय मत।</p> <p><b>इकाई-2</b> लक्षणास्वरूप एवं भेद, मुकुलभट्टकालक्षणा विषयक मत एवं ताटस्थ सिद्धांत न्याय का अनुव्यवसाय सिद्धांत, मीमांसा का ज्ञातता सिद्धांत, लक्षणामूलाव्यञ्जना, अभिधामूलाव्यञ्जना, आर्थव्यञ्जना एवं उसके भेद, लक्षणामूलध्वनि एवं उसके भेद, अभिधा मूला ध्वनि एवं उसके भेद</p> <p><b>इकाई-3</b> असंलक्ष्यक्रमरसाकदध्वनि, रसस्वरूप,</p>
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		<p>भरतकारससूत्रएवंउसकीप्रमुखव्याख्याए –उत्पत्तिवाद, अनुमितवाद, भुक्ति वाद अभिव्यक्ति,(दार्शनिक पृष्ठभूमि के साथ),रस की अलौकिकता शृंगाराकदनवरसोंकारस्वरूप, स्थाईभाव, रसाभासएवंभावभास,ध्वनि के अन्य भेद, मम्मटीयध्वनि, वेदों की गणना में प्राप्त त्रुटि एवं ध्वनि भेदों की सही संख्या।</p> <p><b>MASN- 305काव्यप्रकाश</b></p> <p><b>इकाई-1</b> गुणीभूतव्यङ्ग्यकेभेद, व्यञ्जनाकीअपरिहार्यता, विभिन्न ध्वनि भेदों में व्यंजनों की अनिवार्यता, मीमांसा मतों का निराकरण, व्यंजना साधन में अन्य विमतियों का निराकरण, काव्य दोष के सामान्य लक्षण, रस दोष एवं उसके अपवाद एवं परिहार।</p> <p><b>इकाई-2</b> गुण स्वरूप, अलंकार स्वरूप, गुण अलंकार भेद निर्णय, वामन, आनंद वर्धन, मम्मट एवं भट्ट उदभट्ट के गुण अलंकार भेद विषयक मतों की समीक्षा, गुण भेद, माधुर्य और एवं प्रसाद, वामन के 10 गुणों का गुणसूत्र में अंतर भाव।</p> <p><b>इकाई-3</b> वक्रोक्ति एवं उसके भेद अनुप्रास व उसके भेद वृत्ति, अनुप्रास में गुण, वृत्ति, प्रीति आदि का समन्वय नियम श्लेष एवं उसके भेद शब्द श्लेष में भिन्नता।</p> <p><b>MASN- 306दशरूपक एवं संस्कृत काव्यशास्त्र का सर्वेक्षण</b></p> <p><b>इकाई-1</b> दशरूपक ग्रंथ का प्रयोजन, रूपक के भेद, रूप के भेदकतत्व, वस्तु का स्वरूप एवं भेद, अर्थ प्रकृतिया, कार्य अवस्थाएं संधियां, अर्थोपक्षेपक, नायक के गुण, नायक के प्रकार, नायिका के भेद, नायक के सहायक एवं नायिका की सहायिकाएं, नाट्य वृत्तियां, व्रतियों के विषय में उदभव आदि के मत का निराकरण एवं अवशिष्ट भाग का अध्ययन</p> <p><b>इकाई-2</b> रस योजना, रसयोजनाकेअंग व्यभिचारी भाव स्थाई भाव भाव के विरोध विरोध के विचार नाट्य में शांत रस का निषेध, स्थायीभाव तथा रस का काव्य से संबंध, रस का आश्रय भव्य भावक सिद्धांत, रस की प्रक्रिया तथा स्वरूप एवं अवशिष्ट भाग का अध्ययन।</p> <p><b>इकाई-3</b> अलंकार सिद्धांत, गुण रीति सिद्धांत, ध्वनि सिद्धांत, रस सिद्धांत, वक्रोक्ति सिद्धांत एवं औचित्य सिद्धांत।</p>	
	<p><b>एमए संस्कृत चतुर्थ सेमेस्टर</b> <b>MASN- 401व्याकरण</b> समास प्रकरण (लघुसिद्धान्तकौमुदी) कारक प्रकरण (सिद्धान्तकौमुदी)</p> <p><b>MASN- 402 अद्वैतवेदान्तदर्शन</b> ब्रह्मसूत्र-द्वितीय अध्याय का द्वितीय पाद</p>	<p><b>एम. ए. संस्कृत चतुर्थ सेमेस्टर</b> <b>MASN- 401व्याकरण सिद्धांत कौमुदी समास</b> <b>इकाई-1</b> समास प्रकरण (लघुसिद्धान्तकौमुदी)अव्ययीभाव, तत्पुरुष <b>इकाई-2</b> समास प्रकरण (सिद्धान्तकौमुदी)सिद्धान्तकौमुदीरू समास-प्रकरण, बहुव्रीहि से अलुक समास <b>इकाई-3</b></p>	

<p>(शांकरभाष्य सहित) वेदान्तपरिभाषा (प्रत्यक्ष परिच्छेद) भारतीय दर्शन का सामाजिक परिप्रेक्ष्य <b>MASN- 403 वैशेषिक एवं मीमांसा दर्शन</b> सांख्यकारिका(सांख्यतत्त्वकौमुदीसहित)1 से कारिका सांख्यकारिका(सांख्यतत्त्वकौमुदीसहित)31 से 72 कारिका योगसूत्र(समाधिपाद)व्यासभाष्यतथातत्त्ववैशारदीसहित <b>MASN- 404 प्राचीन संस्कृत साहित्य</b> विक्रमोदेवचरितम् (प्रथम सर्ग विल्हण) शिशुपालवध (प्रथम एवं द्वितीय सर्ग) कौटिल्य अर्थशास्त्र (विनयाधिकारिक प्रथम अधिकरण) <b>MASN- 405 नाटक एवं काव्यशास्त्र</b> उत्तररामचरितम् ाष्वाल्य काव्यशास्त्र का इतिहास, विरेचन सिद्धान्त, अनुकरण सिद्धान्त उदात्तीकरण, अभिव्यक्तिवाद रस, शीति औचित्य, यक्रोक्ति, ध्वनि एवं अलंकार सम्प्रदाय का परिचय <b>MASN- 406 गद्य पद्य चम्पु</b> हर्षचरितम् (पंचमोच्छ्वास) कुमारसंभवम् (पंचम सर्ग) बुद्धचरितम् (प्रथम सर्ग) <b>MASN- 407 मीमांसा एवं काश्मीरशैव दर्शन</b> परमार्थसार (सम्पूर्ण) अर्थसंग्रह (सम्पूर्ण)</p>	<p>सन्धि प्रकरण (स्वर एवं व्यंजन) <b>MASN- 402 आपस्तम्बधर्मसूत्र एवं धर्मशास्त्र का इतिहास</b> <b>इकाई-1</b> आपस्तम्बधर्मसूत्र (प्रथम प्रश्न एवं द्वितीय प्रश्न) <b>इकाई-2</b> धर्म शास्त्र का इतिहास, धर्मशास्त्र के आचार्य मेघा तिथि, विज्ञान ईश्वर, लक्ष्मीधर, जीमूत वाहन, देवगढ़ भट्ट, चंदेश्वर माधवाचार्य, वाचस्पति मिश्र, कमलाकर भट्ट, मित्रमिश्र, रघुनंदन <b>इकाई-3</b> धर्म शास्त्र का इतिहास, धर्मशास्त्र के प्रमुख सिद्धांत, वर्ण, आश्रम, संस्कार, स्त्रियों की स्थिति, श्रौतयाग, राजधर्म, दंड व्यवस्था, धर्मशास्त्र विषयक आधुनिक अध्ययन (स्वातंत्र्योत्तरकाल)। <b>MASN- 403 न्यायसिद्धांतमुक्तावली</b> <b>इकाई-1</b> कारिका 128 एवं गद्यांश भाग विशेषताएं मंगलवार ईश्वर सिद्धि सब पदार्थ निरूपण, सामान्य निरूपण, विशेष निरूपण, समवाय निरूपण, अभाव चतुष्टय <b>इकाई-2</b> कारिका 2746 एवं गद्यांश विशेषताएं कारकत्रैविध्य, अन्यथासि द्धवर्णनपृथ्वी, जल, तेज, वायु, आकाश, काल एवैदिककानिरूपण <b>इकाई-3</b> कारिका 47-50 विशेषता आत्म तत्त्व सिद्धि <b>MASN- 404 योगसूत्र एवं गौडपादकारिका</b> <b>इकाई-1</b> योगसूत्र, समाधि पाद, चित्तभूमियाँ, चित्तवृत्तियाँ, प्रमाण-मीमांसा, वृत्ति निरोध के उपाय, ईश्वर का स्वरूप, सम्प्रज्ञात समाधि एवं एवं असम्प्रज्ञात समाधि, केवल्य स्वरूप एवं शेष भाग का अध्ययन। <b>इकाई-2</b> योगसूत्र, केवल्यपाददृष्टिचवधसिद्धियाँ, जाल्यन्तर, परिणाम, निर्माण, चित्त, चतुर्विध कर्म, जीवन मुक्ति, धर्ममेघ समाधि, केवल्य स्वरूप एवं शेष भाग का अध्ययन। <b>इकाई-3</b> गौडपादकारिका का आगमप्रकरण (माण्डूक्योपनिषद्के मूलमन्त्रोंके साथ) तथा वैतथ्यप्रकरण। <b>MASN- 405 रामायण एवं महाभारत</b> <b>इकाई-1</b> रामायण-अयोध्याकाण्ड (18, 19, 100, 112, 118 अध्याय) <b>इकाई-2</b> रामायण-किष्किंधाकांड (अध्याय 3) रामायण-सुन्दरकाण्ड (36, 51, 52, 53, 54 अध्याय) रामायण-युद्धकाण्ड (67, 73, 74, 90, 107, 108 अध्याय) <b>इकाई-3</b> महाभारत- विराट पर्व (अध्याय 34-38) महाभारत- शांतिपर्व (अध्याय 248, 250), अनुशासनपर्व(अध्याय 1) <b>MASN- 406 आधुनिक संस्कृत गद्य पद्य</b></p>
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		<p>इकाई-1 पद्मिनी. प्रथम प्रकाश, 1-4विकास</p> <p>इकाई-2 स्वामी विवेकानंदचरित्र, अष्टम सर्ग</p> <p>इकाई-3 स्वामी विवेकानंद चरित्र 10 सर्ग</p> <p>MASN- 407आधुनिक संस्कृत रूपक</p> <p>इकाई-1 अनारकली(1-5)</p> <p>इकाई-2 अनारकली(6-10)</p> <p>इकाई-3 तंडुलप्रस्थीयम् (1-7)</p>	
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**Department of History**  
**Faculty of Humanities & Social Sciences**  
**Institute of Advanced Studies in Education**  
**(Deemed to be University)**

**Gandhi Vidya Mandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)**

Minutes of the meeting of the board of studies department of history, faculty of humanities & social sciences, held on 06 December, 2019 at 12:15 p.m. in conference room, IASE (Deemed to be University), Sardarshahr following Members are Present-

1. Prof. K. Rani Lakshmi	Dean, FHSS
2. Dr. Krisn Lal Nai	HOD, Dept. of History
3. Dr. Mayank Gupta	External Member
4. Smt. Mariyam Bano	External Member
5. Dr. Avinash Pareek	Internal Member
6. Dr. Dharmraj Shivaji Pawar	Internal Member

**Note:** All Members are attend the meeting.

The following agenda item were considered by the committee:

➤ Item I

Proposed Syllabus for Ph.D Entrance Test-2020-2021

➤ Resolution

The committee members has a comprehensive discussion on the Entrance Test for Ph. D – 2020-2021 and it was resolved as the syllabus is approved as proposed.

➤ Item II

Proposed syllabus for Ph. D course work exam (2020-21).

➤ Resolution

The committee members had a deliberation on the proposed syllabus for Ph. D course work examination – 2020-21 and it was resolved as the syllabus is approved as proposed.

➤ Item III

Proposed Semester Scheme syllabus for M.A (History) for two year degree course Regular mode divided into Four Semesters. The Examination for the degree of Master of Arts shall consist of two parts with Semester System.

- I. M. A. Semester- I & II, 2020-21
- II. M. A. Semester- III & IV, 2021-22

➤ Resolution

The Committee Members had a deliberation on Proposed syllabus & there were a NO ANY CHANGES & SUGGESTIONS & it Was resolved as the Syllabus is Approved as Proposed.

➤ Item IV

The Proposed Yearly Syllabus for the optimal (optional) Subject (HISTORY) for three Year Degree course B. A. 2020-23

➤ Resolution

The committee had a deliberation on it and resolved as the Syllabus is Approved as proposed.

The Meeting ended with a vote of thanks to Chair.

### Detailed Report

#### Item III & IV

Note: Changes were done in the undergraduate / Post-graduate syllabus of the below-mentioned core courses. The core courses in which the changes were done:-

S.N	Existing Syllabus	Proposed Syllabus	Remark
1.	<p><b>B. A. I<sup>st</sup> HISTORY</b></p> <p>Paper –I: History of India From Earliest Times to 1206 A.D. Paper –II: Outline History of Modern World (1453A.D.-1950A. D.)</p>	<p><b>B. A. I<sup>st</sup></b></p> <p>Paper –I: History of India From Earliest Times to 1206 A.D. Paper-II: Outline History of Modern World (1453A.D. -1950A. D.)</p>	The all committee members had a decide there are no any Suggestions & Changes Undergraduate Programme in History.
2.	<p><b>B. A. II<sup>nd</sup></b></p> <p>Paper-I: Survey of Rajasthan History from Earliest Time to 1956 A.D. Paper-II: History of Medieval India (1206-1740 A. D.)</p>	<p><b>B. A. II<sup>nd</sup></b></p> <p>Paper –I: Survey of Rajasthan History from Earliest Time to 1956 A.D. Paper –II: History of Medieval India (1206-1740 A. D.)</p>	
3.	<p><b>B. A. - III<sup>rd</sup></b></p> <p>Paper-I: Modern Indian History (1740-1956 A.D.) Paper-II: Foundation of Indian Culture</p>	<p><b>B. A. III<sup>rd</sup></b></p> <p>Paper –I: Modern Indian History (1740- 1956 A.D.) Paper –II: Foundation of Indian Culture</p>	



<p>1.</p>	<p style="text-align: center;"><b>M. A. HISTORY</b> <b>Previous [Annual Scheme]</b></p> <p>MAHY-110: Paper-I: Historiography, Concepts, Methods, and Tools.</p> <p>MAHY-120 : Twentieth century World</p> <p>MAHY-130 : <b>Cultural Profile of India</b></p> <p>MAHY-140 [1]History and Culture of Ancient Rajasthan (Earliest times to 1200 A.D.) [2]History of Rajasthan A. D. 1800-1956. [3]Women in Indian History</p> <p style="text-align: center;"><b>M. A. Final Group-[A]</b></p> <p>MAHY-210- Polity And Economy of India (A.D. 1200-1750).</p> <p>MAHY-220: Society and Culture of India (A.D.1200-1750)</p> <p>MAHY-230 : Medieval Rajasthan (A.D.1400-1708)</p> <p>MAHY 240 : The Art And Architecture of Medieval India (A.D.1200-1700)</p> <p>MAHY-250- [1] History of Ideas (Religious, Political, Social Ideas) This paper is compulsory for all Groups [2]History of Indian Thought [3]Dissertation</p> <p style="text-align: center;"><b>M. A. Final Group-[B]</b></p> <p>MAHY 210 : Polity And Economy of India (A.D. 1200-1750)</p> <p>MAHY 220: Society and Culture of India (A.D.1200-1750)</p> <p>MAHY-230: Medieval Rajasthan (A.D.1400-1708)</p> <p>MAHY 240 : The Art And Architecture of Medieval India (A.D.1200-1700)</p>	<p style="text-align: center;"><b>M. A. HISTORY</b> <b>[ SEME- I ]</b></p> <p>Core course-MAHY-101 : Historiography, Concepts, Methods, and Tools.</p> <p>Core course-MAHY-102 : Twentieth century World</p> <p>Core course-MAHY-103; <b>Cultural Profile of India</b></p> <p>Core course-MAHY-104 : Political History of Rajasthan 1200-1761 A.D.</p> <p>Skill course-I: Elements of Indian Archaeology And Epigraphy or Swayam Course</p> <p style="text-align: center;"><b>SEME-II</b></p> <p>Core course-MAHY-201: History Of Europe (1789-1870 A.D.)</p> <p>Core course-MAHY-202: History Of Europe (1870-1919 A.D.)</p> <p>Core course-MAHY- 203: International Relations (1919-1945 A.D.)</p> <p>Core course-MAHY-204: History And Culture Of Ancient Rajasthan (Earliest Times To 1200 A.D.) Skill course-II: Women In Indian History</p> <p style="text-align: center;"><b>SEME-III</b></p> <p>Core course-MAHY-301: Social And Economic History of Modern India</p> <p>Core course-MAHY-302: Social And Economic History of Rajasthan (7<sup>th</sup> Century A.D. to 1950 A.D.)</p> <p>Ele.-I MAHY-303-A:</p> <p>[A] History of Rajasthan (1800-1956 A.D.)</p>	<p>All Committee Members had decide end of the Annual Scheme &amp; Start Semester Scheme in M. A. [History]</p>
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<p>MAHY-250: [1] History of Ideas (Religious, Political, Social Ideas) This paper is compulsory for all Groups [2] History of Indian Thought [3] Dissertation</p> <p><b>M. A. Final Group-[C]</b> MAHY-210 : Modern India and Its Institutions (1740-1857 A.D.)</p> <p>MAHY-220 : Modern India and Its Institutions (1858-1919 A.D.)</p> <p>MAHY-230 : Modern India and Its Institutions (1919-1950 A.D.)</p> <p>MAHY-240: <del>Historical Application in Tourism (Rajasthan)</del></p> <p>MAHY-250: [1] History of Ideas (Religious, Political, Social Ideas) This paper is compulsory for all Groups [2] History of Indian Thought [3] Dissertation</p>	<p>B] Social And Economic Life And Institutions of Ancient India.</p> <p>[C] Society of Culture of India (A. D. 1200-1750)</p> <p>Ele.-II MAHY-304-A</p> <p>[A] History of India Upto E.A.D.650</p> <p>[B] History of India A.D.650-1200</p> <p>[C] Modern India And its Institutions 1740-1857A.D.</p> <p>Skill Cour.-III: Local Village History or Swayam Course</p> <p style="text-align: center;">SEME- IV</p> <p>Core course-11 MAHY-401: Modern India and Its Institutions (1858-1919 A.D.)</p> <p>Core course-12 MAHY-402: Modern India and Its Institutions (1919-1950 A.D.)</p> <p>Elective-I MAHY-403-A :</p> <p>[A] Social And Economic Life And Institutions of Ancient India. [B] Art and Architecture of Medieval India (A. D. 1200-1700) [C] Medieval Rajasthan A.D.1400-1708.</p> <p>Elective-II MAHY- 404 -A :</p> <p>[A] History of Ideas (Religious, Political, and Social Ideas) [B] Gandhian Thought [C] Polity and Economy of India A.D. 1200-1750.</p> <p>Skill Course-IV: Historical Application in Tourism (Rajasthan)</p>
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All the suggested [ UG / PG] changes are made and will be implemented from the academic session 2020-2023 [UG], 2020-2022 [PG].

Dr. Krisn Lal Nai  
Head Dept. of History



Prof. K. Rani Lakshmi  
Dean FHSS



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Gandhi Vidya Mandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)

**MINUTES OF THE BOARD OF STUDIES**

The meeting of Board of Studies was held on 09 December, 2019 at the Seminar Hall of at 02:00 p.m. the following members are present:

1. Prof. K. Rani Lakshmi            Dean (FHSS) / HoD (Department of Sociology)  
Faculty of Humanities & Social Sciences
2. Dr. Subhas Chandra Sharma External Member, Assistant Professor  
Srimati Kamala Devi Gauridutta Mittal Girls' College, Sardarshahr
3. Ms. Deepika Singh            Internal Member, Assistant Professor, (Dept. of Sociology)

The following items on the agenda were considered by the committee:

Item 1

Proposed syllabus for PhD Coursework 2020

Resolution:-

The committee members had an intensive and comprehensive discussion on the coursework syllabus for PhD 2020-21 and it was resolved as the syllabus is approved as proposed without ANY CHANGES/SUGGESTIONS.

Item 2

Proposed Semester scheme Syllabus for M.A. for two year degree course divided into four semesters. The examination for the degree of Master of Arts shall consist of two parts with semester system:

- i. M.A. Semester I and II, 2020-21
- ii. M.A. Semester III and IV, 2021-22

Resolution:-

The committee members had a deliberation on proposed syllabus and there were a NO ANY CHANGES/SUGGESTIONS and it was resolved as the syllabus is approved as proposed.

Item 3

The proposed yearly syllabus for the optimal subject (Sociology) with learning outcomes and reference book list for three year degree course B.A. 2020-23

Resolution:-

The committee had a deliberation on it and resolved as the syllabus is approved as proposed.

The meeting ended with a vote of thanks to the chair.

(Dr. K. Rani Lakshmi)





# **Board of Studies**

**(Education)**

**Meeting No. 33**

**Dated 15 May, 2019**

**Institute of Advanced Studies in Education**

**(Deemed to be University)**

Gandhi Vidya Mandir, Sardarshahr – 331403

Phone: 01564-220025, 223642, 223054

On 15 May 2019, the meeting No. 33 of the Board of Studies (Education) was held in the EDUSAT, Faculty of Education, IASE (Deemed To Be University), GVM, Sardarshahr under the chairmanship of Prof. Manisha Verma (Dean), the following members attended the meeting are as under-

Sr. No.	Member	Designation
1.	Prof. Manisha Verma	Dean – Education
2.	Prof. R. K. Srivastav	External Member
3.	Dr. Anand Srivastav	Member (HoD Education)
4.	Dr. Ranjita Baid	Member
5.	Sh. Puraram Meghwal	Member

The following agenda items were considered by the committee:

#### Item -1

The Proposal of justification of marks distribution of CCA, prayer & yoga in B.Ed., M.Ed., B.A.B.Ed. & B.Sc. B.Ed. syllabus.

#### Resolution

The committee members have approved all the proposed marks distribution in the syllabus of CCA, prayer & yoga in B.Ed., M.Ed., B.A.B.Ed. & B.Sc. B.Ed.

S.N.	Existing Syllabus	Proposed Syllabus	Remark
	B.Ed. CCA	B.Ed. allotted CCA	Marks Weightage for each activity added
	1 Cultural activities	1 Cultural activities:	05
	2 Literal activities	2 Literal activities	05
	3 Shramdan activities	3 Shramdan activities	05
	4 Library activities	4 Library activities	05
	5 Sports and Games activities	5 Sports and Games activities	05
		Total 25 marks	

Prayer, Yoga, meditation & festival etc. M.Ed. CCA 1 Cultural activities 2 Literal activities 3 Shramdan activities 4 Library activities 5 Sports and Games activities Prayer, Yoga, meditation & festival etc.	Prayer, Yoga, meditation & festival etc. 25 Marks M.Ed. CCA 1 Cultural activities 05 2 Literal activities 05 3 Shramdan activities 05 4 Library activities 05 5 Sports and Games activities 05 Total 25 marks	Weightage for each activity added
BA B.Ed/B.Sc B.Ed CCA 1 Cultural activities 2 Literal activities 3 Shramdan activities 4 Library activities 5 Sports and Games activities Prayer, Yoga, meditation & festival etc.	Prayer, Yoga, meditation & festival etc. 25 Mark BA B.Ed/B.Sc B.Ed CCA 1 Cultural activities 05 2 Literal activities 05 3 Shramdan activities 05 4 Library activities 05 5 Sports and Games activities 05 Total 25 marks	
	Prayer, Yoga, meditation & festival etc. 25 Marks	Weightage for each activity added

## Item – 2

Proposal of the course content of B.Sc.B.Ed. and B.A.B.Ed. syllabus.

## Resolution

The committee member have accepted all the purposed changes in the syllabus of B.Sc.B.Ed. and B.A.B.Ed as per following table.

S.N.	Existing Syllabus	Proposed Syllabus	Remark
	Course - 1 (CODE: BSCBED110) GENERAL ENGLISH COURSE CONTENT:	Course - 1 (CODE: BSCBED110) GENERAL ENGLISH COURSE CONTENT:	Sub-heading should be given to unit



<p><b>Unit I:</b></p> <ul style="list-style-type: none"> <li>• Tenses</li> <li>• English sound &amp; phonetic symbols</li> <li>• Determinar</li> <li>• Preposition</li> <li>• Models</li> </ul> <p>Unit II-</p> <ul style="list-style-type: none"> <li>• Reading Comprehension and types of text</li> <li>• Questions based on a passage from the prescribed text to test the candidate 's comprehension and vocabulary</li> <li>• Questions based on an unseen passage to test the candidate 's comprehension and vocabulary</li> </ul> <p><b>UNIT III</b></p> <ul style="list-style-type: none"> <li>• John Milton- on his blindness</li> <li>• William Blake- to the evening star</li> <li>• Alfred lord Tennyson- break,break,break</li> <li>• Charls Lamb- A bachelor's complaint against the behaviour of married people</li> <li>• John Boynton Priestley-on getting off to sleep</li> </ul> <p><b>UNIT IV-</b></p> <ul style="list-style-type: none"> <li>• Summary writing</li> <li>• Précis writing</li> <li>• Letter/Application writing</li> <li>• Report Writing</li> </ul> <p><b>UNIT V-</b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Notice</li> <li>• Invitation</li> <li>• <b>E.mail</b></li> <li>•</li> </ul> <p><b><u>Practicum/Field Work (any two of the following)</u></b></p> <ul style="list-style-type: none"> <li>• Discuss in groups how the role of English language has changed in the twenty-first century.</li> <li>• Keeping in view the topics given in this unit,prepare a questionnaire. Interview ten people and write a report on 'English Language in India'.</li> <li>• Do a survey of five schools in your neighbourhood to find out the level of Introduction of English</li> <li>• Materials (textbooks) used in the classroom</li> <li>• Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.</li> </ul>	<p><b>Unit I:Grammar</b></p> <ul style="list-style-type: none"> <li>• Tenses</li> <li>• English sound &amp; phonetic symbols</li> <li>• Determinar</li> <li>• Preposition</li> <li>• Models</li> </ul> <p>Unit II- <b>reading &amp; comprehension</b></p> <ul style="list-style-type: none"> <li>• Reading Comprehension and types of text</li> <li>• Questions based on a passage from the prescribed text to test the candidate 's comprehension and vocabulary</li> <li>• Questions based on an unseen passage to test the candidate 's comprehension and vocabulary</li> </ul> <p><b>UNIT III Poetry &amp; Prose</b></p> <ul style="list-style-type: none"> <li>• John Milton- on his blindness</li> <li>• William Blake- to the evening star</li> <li>• Alfred lord Tennyson- break,break,break</li> <li>• Charls Lamb- A bachelor's complaint against the behaviour of married people</li> <li>• John Boynton Priestley-on getting off to sleep</li> </ul> <p><b>UNIT IV-Written Composition</b></p> <ul style="list-style-type: none"> <li>• Summary writing</li> <li>• Précis writing</li> <li>• Letter/Application writing</li> <li>• Report Writing</li> </ul> <p><b>UNIT V- Enhancing writing abilities</b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Notice</li> <li>• Invitation</li> <li>• <b>E.mail</b></li> </ul> <p><b><u>Practicum/Field Work (any two of the following)</u></b></p> <ul style="list-style-type: none"> <li>• Discuss in groups how the role of English language has changed in the twenty-first century.</li> <li>• Keeping in view the topics given in this unit,prepare a questionnaire. Interview ten people and write a report on 'English Language in India'.</li> <li>• Do a survey of five schools in your neighbourhood to find out the level of Introduction of English</li> <li>• Materials (textbooks) used in the classroom</li> </ul>	<p>I to V of B.A.B.Ed./ B.Sc.B.Ed. compulsory paper English.</p>
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		<ul style="list-style-type: none"> <li>Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.</li> </ul>	
<p><b>B.A.B.ED. - I (Hindi) PAPER – II</b> द्वितीय प्रश्न पत्र – कथा साहित्य (CODE: BABED- 160 a II) इकाई-1</p> <p>उपन्यास – स्वप्नमयी विष्णु प्रभाकर, वाणी प्रकाशन-दिल्ली</p>	<p><b>B.A.B.ED. - I (Hindi) PAPER – II</b> द्वितीय प्रश्न पत्र – कथा साहित्य (CODE: BABED- 160 a II) इकाई-1</p> <p>उपन्यास – पूल पौधो पर - गोविन्द मिश्र, वाघ देवी प्रकाशन वीकानेर</p>		<p>Addition of Novel in Hindi Ist Year Paper II of B.A.B.Ed. Programme.</p>
<p><b>CC-4 BOTANY</b> <b>CC-4(I) PAPER –I: Diversity of Seed Plants</b> (CODE: BSED250 d I)</p> <p><b>Unit – I</b></p> <ul style="list-style-type: none"> <li>Characteristics of seed plants; evolution of the seed habit; seed plants with fruits (angiosperms) and without fruits (gymnosperm), fossil and living seed plants; fossil gymnosperms.</li> </ul> <p><b>Unit – II</b></p> <ul style="list-style-type: none"> <li>Angiosperms: Origin and evolution; primitive angiosperms, diversity in plant forms-annuals, biennials and perennials; convergence of evolution of tree habit in gymnosperms, monocotyledons and dicotyledons, trees-largest and longest lived seed plants.</li> </ul> <p><b>Unit –III</b></p> <ul style="list-style-type: none"> <li>General features of gymnosperms, distribution and their classification; morphology and anatomy of vegetative and reproductive parts and life cycle of <i>Cycas</i>.</li> </ul> <p><b>Unit – IV</b></p> <ul style="list-style-type: none"> <li>Morphology and anatomy of vegetative and reproductive parts and life cycle of <i>Pinus</i> and <i>Ephedra</i>. Economic importance of gymnosperms</li> </ul> <p><b>Unit – V</b></p> <ul style="list-style-type: none"> <li>Significance of seed – suspended animation; ecological adaptation; unit of genetic recombination and replenishment; dispersal strategies. Vegetative propagation – Natural and Artificial</li> </ul> <p><b>CC-4 (II) PAPER – II:</b> <b>Systematics of Angiosperms</b> (CODE: BSED250 d II)</p> <p><b>Unit – I</b></p> <ul style="list-style-type: none"> <li>Angiosperm taxonomy: Brief history,</li> </ul>	<p><b>CC-4 BOTANY</b> <b>CC-4(I) PAPER –I: Diversity of Seed Plants</b> (Gymnosperm &amp; angiosperm and plant breeding) (CODE: BSCBED250 d I)</p> <p><b>Unit – I</b></p> <ul style="list-style-type: none"> <li>Characteristics of seed plants; (Gymnosperm &amp; Angiosperm), Homospory, Heterospory &amp; orgion of Seed Plants; Fossil and Living seed Plants; Fossil Gymnosperms.(williamsonia)</li> </ul> <p><b>Unit – II</b></p> <ul style="list-style-type: none"> <li>Angiosperms: Origin and Evolution; Primitive Angiosperms, Diversity in Plant Forms-annuals, Biennials and Perennials; Convergence of Evolution of Tree Habit inGymnosperms, Monocotyledons and di-cotyledons, Trees-Largest and Longest-LivedSeed Plants.</li> </ul> <p><b>Unit –III</b></p> <ul style="list-style-type: none"> <li>General features of Gymnosperms, Distribution and Their Classification; Morphology and Anatomy of Vegetative and Reproductive Parts and Life Cycle of <i>Cycas</i>.</li> </ul> <p><b>Unit – IV</b></p> <ul style="list-style-type: none"> <li>Morphology and Anatomy ofVegetative and reproductive Parts and life cycle of <i>Pinus</i> and <i>Ephedra</i>, Economic importance of Gymnosperms</li> </ul> <p><b>Unit – V</b></p> <ul style="list-style-type: none"> <li>Principles ofPlant breeding, Methods ofBreeding Introduction and Acclimatisation, Selection(mass, pureline, and clonal), Hybridizaion, pedi-gree analysis, Hybrid vigour, use of mutation and Polyploidy in</li> </ul>		<p>In B.Sc.B.Ed. course code 4 I Botany Paper I Diversity of seed plants, Paper II- systematics of Angiosperms diversity of cryptogams . Paper III botany plant cell biology, genetics &amp; Biostatical,</p>



<p>aims and fundamental concepts of artificial, natural and phylogenetic system of classification, Bentham &amp; Hooker, Engler &amp; Prantle and Hutchinson, system of classification.</p> <ul style="list-style-type: none"> <li>Herbarium; Tools and techniques, important herbaria and botanical gardens of India and their importance.</li> </ul> <p><b>Unit – II</b></p> <ul style="list-style-type: none"> <li>Botanical Nomenclature: Principles and rules of ICBN, type of concept, taxonomical categories, principle of priority, identification keys, floras.</li> </ul> <p><b>Unit – III</b></p> <ul style="list-style-type: none"> <li>Diversity of flowering plants as illustrated by members of the families –Brassicaceae, Malvaceae, Rutaceae, Fabaceae (Lotoidae, Caesalpinoidae, Mimosoidae) Apiaceae.</li> </ul> <p><b>Unit – IV</b></p> <ul style="list-style-type: none"> <li>Diversity of Flowering plants as illustrated by members of the families – Acanthaceae Apocynaceae, Asclepiadaceae, Asteraceae, Solanaceae, Lamiaceae.</li> </ul> <p><b>Unit –V</b></p> <ul style="list-style-type: none"> <li>Diversity of flowering plants as illustrated by members of the families – Annonaceae, Amaranthaceae, Cucurbitaceae, Euphorbiaceae, Liliaceae, Poaceae.</li> </ul> <p><b>Paper II: Diversity of Cryptogams (Bryophytes &amp;Pteridophytes) (BSED160 d II)</b></p> <p><b>Unit- I</b></p> <ul style="list-style-type: none"> <li>General characters, distribution, origin of the land habit in plants, classification, Evolutionary trends in thallus and sporophyte development; Alternation of generations; classification; and Economic importance of Bryophytes.</li> </ul> <p><b>Unit- II</b></p> <ul style="list-style-type: none"> <li>Structure, reproduction, and evolutionary significance of following genera: Hepaticopsida – <i>Riccia Marchantia</i></li> <li>Anthocerotopsida – <i>Anthoceros</i> Bryopsida - <i>Funaria</i></li> </ul> <p><b>Unit-III</b></p> <ul style="list-style-type: none"> <li>General characters, distribution, classification, stelar evolution, heterospory and origin of seed habit, and life cycles in pteridophytes.</li> <li>Structure, reproduction and evolutionary significance of the following genera: <i>Psilotum; Lycopodium</i></li> </ul>	<p>breeding.</p> <p><b>CC-4 (II) PAPER – II: Systematics of Angiosperms (CODE: BSCBED250 d II)</b></p> <p><b>Unit – I</b></p> <ul style="list-style-type: none"> <li>Angiosperm taxonomy: Brief history, aims and fundamental concepts of artificial, natural and phylogenetic system of classification, Bentham &amp; Hooker, Engler &amp; Prantle and Hutchinson, system of classification.</li> <li>Herbarium; Tools and techniques, important herbaria and botanical gardens of India and their importance.</li> </ul> <p><b>Unit – II</b></p> <ul style="list-style-type: none"> <li>Botanical Nomenclature: Principles and rules of ICBN, type of concept, taxonomical categories, principle of priority, identification keys, floras.</li> </ul> <p><b>Unit – III</b></p> <ul style="list-style-type: none"> <li>Diversity of flowering plants as illustrated by members of the families –Rutaceae, Fabaceae (Lotoidae, Caesalpinoidae, Mimosoidae) Apiaceae.</li> </ul> <p><b>Unit – IV</b></p> <ul style="list-style-type: none"> <li>Diversity of Flowering plants as illustrated by members of the families –Apocynaceae, Asclepiadaceae, Asteraceae, Solanaceae, Lamiaceae.</li> </ul> <p><b>Unit –V</b></p> <ul style="list-style-type: none"> <li>Diversity of flowering plants as illustrated by members of the families – Cucurbitaceae, Euphorbiaceae, Liliaceae, Poaceae.</li> </ul> <p><b>Paper II: Diversity of Cryptogams (Bryophytes &amp;Pteridophytes) and Palaeobotany. (BSCBED160 d II)</b></p> <p><b>Unit- I</b></p> <ul style="list-style-type: none"> <li>General characters, distribution, origin of the land habit in plants, classification, Evolutionary trends in thallus and sporophyte development; Alternation of generations; classification; and Economic importance of Bryophytes.</li> </ul> <p><b>Unit- II</b></p> <ul style="list-style-type: none"> <li>Structure, reproduction, and evolutionary significance of following genera: Hepaticopsida – <i>Riccia Marchantia</i></li> <li>Anthocerotopsida – <i>Anthoceros</i> Bryopsida - <i>Funaria</i></li> </ul> <p><b>Unit-III</b></p> <ul style="list-style-type: none"> <li>General characters, distribution, classification, stelar evolution, heterospory and origin of seed habit,</li> </ul>	
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<p><b>Unit- IV</b></p> <ul style="list-style-type: none"> <li>Structure, reproduction and evolutionary significance of the following genera: <i>Selaginella</i>; <i>Equisetum</i>; <i>Pteris</i> and <i>Marsilea</i>.</li> </ul> <p><b>Unit- V</b></p> <ul style="list-style-type: none"> <li>Geological time scale, fossils and fossilization processes, significance of fossils. Study of the following form genera of fossils</li> <li><i>Rhynia</i></li> <li><i>Calamites</i></li> <li><i>Glossopteris</i></li> </ul> <p style="text-align: center;"><b>CC-4(III) PAPER – III: Plant Cell Biology Genetics (CODE: BSED250 d III)</b></p> <p><b>Unit – I</b></p> <p>Ultrastructure of cell and cell organelles; Cell wall, Plasma membrane, Golgi Complex, endoplasmic reticulum, Lysosomes, Ribosomes, peroxisomes, vacuoles, mitochondria, chloroplast, nucleus.</p> <p><b>Unit – II</b></p> <p>Chromosome organization; Structure/Morphology, centromere and telomere; chromosome aberrations – deletions, duplication, inversions and translocations; Variations in chromosome number – aneuploidy, euploidy, sex chromosomes.</p> <p>Cell division; Cell cycle and Mitosis and meiosis.</p> <p><b>Unit – III</b></p> <p>Nuclear and extra nuclear genetic material; DNA structure; replication; DNA protein interaction; nucleosome model; genetic code; satellite and repetitive DNA; mitochondrial and plastid DNA; plasmid; gene mapping</p> <p><b>Unit – IV</b></p> <p>Gene expression; Structure of gene; transfer of genetic information; proteins, structure and classification; transcription; translation; regulation of gene expression in prokaryotes and eukaryotes.</p> <p><b>Unit – V</b></p> <p>Genetic inheritance: Mendelism, Mendal's law of inheritance, Linkage and crossing over; allelic and non-allelic interactions.</p>	<p>and life cycles in pteridophytes.</p> <ul style="list-style-type: none"> <li>Structure, reproduction and evolutionary significance of the following genera: <i>Psilotum</i>; <i>Lycopodium</i></li> </ul> <p><b>Unit- IV</b></p> <ul style="list-style-type: none"> <li>Structure, reproduction and evolutionary significance of the following genera: <i>Selaginella</i>; <i>Equisetum</i>; <i>Pteris</i> and <i>Marsilea</i>.</li> </ul> <p><b>Unit- V</b></p> <ul style="list-style-type: none"> <li>Geological time scale, fossils and fossilization processes; significance of fossils. Study of the following form genera of fossils</li> <li><i>Rhynia</i></li> <li><i>Calamites</i></li> </ul> <p style="text-align: center;"><b>CC-4(III) PAPER – III: Plant Cell Biology Genetics and biostastics (CODE: BSCBED250 d III)</b></p> <p><b>Unit – I</b></p> <ul style="list-style-type: none"> <li>Ultrastructure of cell and cell organelles; Cell wall, Plasma membrane, Golgi Complex, endoplasmic reticulum, Lysosomes, Ribosomes, peroxisomes, vacuoles, mitochondria, chloroplast, nucleus.</li> </ul> <p><b>Unit – II</b></p> <ul style="list-style-type: none"> <li>Chromosome organization; Structure/Morphology, centromere and telomere; chromosome aberrations – deletions, duplication, inversions and translocations; Variations in chromosome number – aneuploidy, euploidy, sex chromosomes.</li> <li>Cell division; Cell cycle and Mitosis and meiosis.</li> </ul> <p><b>Unit – III</b></p> <ul style="list-style-type: none"> <li>Nuclear and extra nuclear genetic material; DNA structure; replication; DNA protein interaction; nucleosome model; genetic code; satellite and repetitive DNA; mitochondrial and plastid DNA; plasmid; gene mapping</li> </ul> <p><b>Unit – IV</b></p> <ul style="list-style-type: none"> <li>Gene expression; Structure of gene; transfer of genetic information; proteins, structure and classification; transcription; translation; regulation of gene expression in prokaryotes and eukaryotes.</li> </ul> <p><b>Unit – V</b></p>
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Genetic variations: Mutations - spontaneous and induced; transposable genetic elements; DNA damage and repair.

**CC – 3 ZOOLOGY  
DEVELOPMENTAL BIOLOGY AND  
APPLIED ZOOLOGY  
(CODE: BSED-355 c 1)**

**Unit - I Gametogenesis and Early Development**

**Gametogenesis** –Differentiation of spermatozoa and oocyte in mammals (2); Different types of eggs, classification based on amount and distribution of yolk (Deutoplasm)

**Fertilization** –approach of gamete, interaction of gametes, monospermy, polyspermy;

Parthenogenesis and its significance (3)

**Cleavage** –Theories and laws of cleavages (1); Types of cleavages–holoblastic, meroblastic, radial, spiral, discoidal, superficial; planes of cleavages – meridional, vertical, equatorial, latitudinal; factors influencing cleavage (2); Fate maps of blastula of Frog and chick

**Genetic control:** Genetic control of development and differentiation - Nucleo-cytoplasmic interaction in the development of *Acetabularia*; Concept of homeo-box and homeotic genes; Trans-determination

**Unit- II Development of Frog and Regeneration**

**Gastrulation** – Morphogenetic movement of cells, mechanism of gastrulation and change in cell shape

**Neurulation** –Formation, position and fate of three germinal layers, role of microtubules and microfilaments in neurulation

**Organizer phenomenon** –Organizer concept of Spemann, chemical nature and distribution of inductors – competence, determination and differentiation ; Outline of organogenesis (2); metamorphosis of tadpole (2).

- Genetic inheritance: Mendelism, Mendal's law of inheritance, Linkage and crossing over; allelic and non-allelic interactions.
- Genetic variations: Mutations - spontaneous and induced; transposable genetic elements; DNA damage and repair.
- Mean, mode, median,  $\chi^2$  test, standard deviation, standard error

**CC – 3 ZOOLOGY  
DEVELOPMENTAL BIOLOGY AND  
APPLIED ZOOLOGY  
(CODE: BSCBED-355 c 1)**

**Unit - I Gametogenesis and Early Development**

- **Concepts and scope of developmental biology**

- **Gametogenesis** –Differentiation of spermatozoa and oocyte in mammals; Different types of eggs, classification based on amount and distribution of yolk

- **Fertilization** –approach of gamete, interaction of gametes, monospermy, polyspermy; Parthenogenesis and its significance

- **Cleavage** –Theories and laws of cleavages; Types of Cleavages–Holoblastic, Meroblastic, Radial, Spiral, Discoidal, Superficial; planes of Cleavages – Meridional, Vertical, Equatorial, Latitudinal; Factors influencing Cleavage; Fate maps of Blastula of Frog and chick

- **Genetic control:** Genetic control of development and differentiation - Nucleo-cytoplasmic interaction in the development of *Acetabularia*; Concept of Homeo-box and Homeotic genes; Trans-determination

**Unit- II**

- **Gastrulation** – Morphogenetic movement of cells, mechanism of gastrulation and change in cell shape

- **Neurulation** –Formation, position and fate of three germinal layers, role of microtubules and microfilaments in neurulation

- **Organizer phenomenon** –Organizer concept of Spemann, chemical nature and distribution of inductors –



<p><b>Regeneration:</b> Regeneration in different animals, morpholaxis and epimorphosis; regeneration in <i>Dugesia</i> and salamander; Factors influencing regeneration (3).</p> <p><b>Unit- III Development of Chick and Mammal</b> Development of Chick : Overview of early development; formation of primitive streak and germinal layers (2); Salient features of chick embryos of 13 hrs, 19 hrs, 24 hrs, 33 hrs and 48 hrs of incubation (3); Comparative account of development of a) heart, b) kidney, c) Gonads and their ducts in Frog and chick (3)</p> <p><b>Foetal membranes</b> – Development, Structure and functions of a) amnion; b) chorion; c) yolk sac; d) allantois (2)</p> <p><b>Placenta in mammals</b> – Structure, classification, physiology and hormonal control of placenta (2)</p> <p><b>Unit – IV Applied Zoology</b> <b>Beneficial Animals</b> : basic principals of practices in culturing of i) Silk worms (sericulture); ii) Bees (Apiculture); iii) Aquaculture – Fish, Prawn and Shellfish; Importance of dairy (6) <b>Harmful Animals</b> : Pests – Morphology; Life Cycle; Damages caused and control measures of common insect pests of Stored food grains &amp; crops, nematode pests of crops, insects vectors (each to) (3); Control – Biological Controls and Integrated Pest Management (IPN) (3)</p> <p style="text-align: center;"><b>CC – 3 ZOOLOGY</b> <b>CC – 3 (I)-PAPER I : CHORDATA</b> <b>(CODE: BSED250 c I)</b></p> <p><b>UNIT – I</b> An outline classification of chordates up to orders but up to subclasses only in case of protochordate groups and mammals. Comparative anatomy of vertebrates from an evolutionary point of view of the following— Integument including structure and development placoid scales, Feathers and here. Heart and Aortic arches. Kidney and associated Urinogenital ducts.</p> <p><b>Unit- II</b></p>	<p>Competence, Determination and Differentiation; Outline of organogenesis; Metamorphosis of tadpole.</p> <ul style="list-style-type: none"> <li><b>Regeneration:</b> Regeneration in different animals, morpholaxis and epimorphosis; regeneration in <i>Dugesia</i> and salamander; Factors influencing regeneration.</li> </ul> <p><b>Unit- III Development of frog upto tadpole stage</b></p> <ul style="list-style-type: none"> <li>Metamorphosis of Tadepole</li> <li>Embryogenesis of chick upto Nearerakation</li> <li>Extra Embryonic Membranes of Chick.</li> </ul> <p><b>Unit – IV</b></p> <ul style="list-style-type: none"> <li><b>Placenta in Mammals</b> –Structure, Classification, Physiology and Hormonal control of Placenta (2)</li> <li>Teratogenesis aqing and Senescence.</li> </ul> <p><b>Unit-V Applied Zoology</b></p> <ul style="list-style-type: none"> <li><b>Beneficial animals:</b> Basic principles of practices in culturing of (i) silkworms(Sericulture), (ii) Bees (Apiculture), (iii) Aquaculture – Fish, Prawn and Shell fish; Importance of diary</li> <li><b>Harmful animals:</b> Pests -morphology, life cycle, damages caused and control measures of common insect pests of stored food grains and crops, nematode pests of crops, insect vectors (each two); Control – biological control and integrated pest management (IPM).</li> </ul> <p style="text-align: center;"><b>CC – 3 ZOOLOGY</b> <b>CC – 3 (I) -PAPER I: CHORDATA</b> <b>(CODE: BSCBED250 c I)</b></p> <p><b>UNIT – I</b></p> <ul style="list-style-type: none"> <li>An outline classification of chordates up to orders but up to subclasses only in case of protochordate groups and mammals.</li> <li>Habit and habitat, structure, reproduction (excluding development) and affinities to following types:-</li> <li>Hemichordate: <i>Balanoglossus</i></li> <li>Urochordata: <i>Herdmania</i>, ascidian tadpole larva and its metamorphosis.</li> <li>Cephalochordata: <i>Amphioxus</i></li> <li>Agnatha: <i>Petromyzon</i> (including its affinities)</li> </ul> <p><b>Unit- II</b></p>	<p>course code – 3 Zoology, Paper I Development al biology and applied zoology, CC-3 Zoology</p> <p>paper I chordata course content updated as per requirement</p>
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<p>Habit and habitat, structure, reproduction (excluding development) and affinities to following types:-  Hemichordate: <i>Balanoglossus</i>  Urochordata: <i>Herdmania</i>, ascidian tadpole larva and its metamorphosis.  Cephalochordata: <i>Amphioxus</i></p> <p><b>Unit-III</b>  Habit, habitat, structure (morphology, digestive system, respiratory system, blood vascular system, urinogenital system nervous system (central and peripheral) of the following types:  Agnatha: <i>Petromyzon</i> (including its affinities)  Pisces: <i>Seoliodon</i> (including sense organs)  Scales and fins of fishes</p> <p><b>Unit- IV</b>  Habit, habitat, structure (morphology, digestive system, respiratory system, blood vascular system, nervous system (central and peripheral) and urinogenital system of the following types –  <i>Amphibia: Rana tigrina</i>  <i>Reptilia: Varanus Monitor</i>  Poisonous and non – poisonous snakes, poison apparatus and biting mechanism, First – Aid of snake bite.  Parental Care in Amphibia</p> <p><b>Unit- V</b>  Habit, habitat, structure, morphology, digestive system, respiratory system, blood vascular system, system nervous system (central and peripheral) and urinogenital system of the following types:-  Aves: <i>Columba</i>  Mammalia: <i>Rabbit</i>.  Origin of birds, migration &amp; flight adaptation of birds.</p>	<ul style="list-style-type: none"> <li>• Classification of vertebrates poisonous and non-poisonous snakes biting mechanism, basic plan of skull, types in reptiles, jaw suspension appendicular skeleton</li> </ul> <p><b>Unit-III</b></p> <ul style="list-style-type: none"> <li>• Habit, habitat, structure (morphology, digestive system, respiratory system, blood vascular system, urinogenital system nervous system (central and peripheral) of the following types:</li> <li>• Comparative anatomy of vertebrates from an evolutionary point of view of the following:</li> <li>• Integument including structure and development of placoid scales, feathers and hair.</li> <li>• Alimentary canal</li> <li>• Respiratory system</li> <li>• Heart and aortic arches.</li> <li>• Kidney and associated urinogenital ducts</li> </ul> <p><b>Unit- IV</b></p> <ul style="list-style-type: none"> <li>• Habit, habitat, structure (morphology, digestive system, respiratory system, blood vascular system, nervous system (central and peripheral) and urinogenital system of the following types –</li> <li>• Pisces: <i>scoliodon</i></li> <li>• <i>Amphibia: frog</i></li> <li>• <i>Reptilia: uremastix</i></li> <li>• Parental care in Amphibia.</li> </ul> <p><b>Unit- V</b></p> <ul style="list-style-type: none"> <li>• Habit, habitat, structure, morphology, digestive system, respiratory system, blood vascular system, system nervous system (central and peripheral) and urinogenital system of the following types:-</li> <li>• Aves: <i>Columba</i></li> <li>• Mammalia: <i>Rabbit</i>.</li> <li>• Origin of birds, migration &amp; flight adaptation of birds.</li> </ul>
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### Item -3

Proposal of the syllabus of Music for incorporation in B.A. B.Ed. Programme.

### Resolution

The syllabus of music for incorporation in B.A.B.Ed programme is approved.

S.N.	Existing Syllabus	Proposed Syllabus	Remark
		<p><b>B.A.B.ED- I (Music)</b> प्रश्न पत्र प्रथम भारतीय संगीत (कंठ एवं वाद्य) (CODE: BABED- 160 H I)</p> <p>MAX MARKS 50    EXTNRAL -40 INTERNAL-10 (In which two tests of 5-5 Marks each are Included) अधिगम सम्प्राप्तियां</p> <ul style="list-style-type: none"><li>• विद्यार्थियों को संगीत का मानव जीवन में योगदान समझ में आया और संगीत का अध्यात्म से सम्बन्ध भी स्पष्ट हुआ।</li><li>• संगीत में लय ताल और स्वर के सामंजस्य को स्पष्ट किया जायेगा।</li><li>• ताल पक्ष में विद्यार्थियों को विभिन्न तालों के टेके याद करवाये जायेंगे जैसे- तीनताल, दादरा, रूपक, कहरवा, एकताल आदि।</li><li>• राग भैरव, अहिर भैरव, यमन में छोटा ख्याल (बन्दिचे) तैयार करवाई जायेगी जिससे विद्यार्थियों का लय पक्ष और सुर मजबूत होगा।</li><li>• रागों के समय को रागों के स्वरों के चलन के आधार पर परिवर्तित होता है जिससे विद्यार्थियों को सुरों के चलन के साथ सम्बन्ध स्पष्ट किया जायेगा।</li></ul> <p><b>इकाई 1</b></p> <ul style="list-style-type: none"><li>• निम्नलिखित रागों का शास्त्रीय विवरण एवं तुलनात्मक अध्ययन (1) यमन (2) भूपाली (3) भैरव (4) झमाज (5) वृन्दावली सारं (6) दुर्गा (7) हिण्डोल (8) छायानट (9) कामोद</li><li>• पाठ्यक्रम की बंदिशों/गतों को स्वरलिपि सहित लिखना।</li></ul> <p><b>इकाई- 2</b></p> <p>निम्नलिखित तालों का टेका, दुगुन,</p>	<p>Core – Course music implemented for B.A.B.Ed.</p>

		<p>वीगुन सहित लिखना।  (1) त्रिताल (2) एक ताल (3) चौताल (4) दादरा (5) कहरवा  निम्नलिखित की परिभाषाएँ :-  मीड, घरीट, कृन्तन, कण,  जमजमा, झाला, मुरकी, आलाप, तान  इकाई- 3</p> <ul style="list-style-type: none"> <li>• नाद, श्रुति, स्वर, सप्तक, राग, थाट, जाति, लय, ताल, पूर्वांग, उत्तरांग,</li> <li>• वादी, संवादी, अबुवादी, विवादी, वर्ण, अलंकार, आरोह, अवरोह, पकड़</li> </ul> <p>इकाई- 4</p> <ul style="list-style-type: none"> <li>• लोक संगीत की परिभाषा, विशेषताएं, वर्गीकरण (राजस्थानी लोक संगीत के विशेष संदर्भ में)</li> <li>• निम्नलिखित गीत प्रकारों की जानकारी :- खयाल, ध्रुपद, धमार, गत (मसीतखानी एवं रजाखानी), तराना</li> </ul> <p>इकाई- 5</p> <ul style="list-style-type: none"> <li>• निम्नलिखित संगीतकारों जीवन परिचय एवं संगीत के क्षेत्र में योगदान :- अमीर खुसरो, रवामी हरिदास, पं० रविशंकर, पं० भीमसेन जोशी</li> <li>• निम्नलिखित की प्रारंभिक जानकारी :-</li> <li>• नाद, सांगीतिक और असांगीतिक ध्वनि, तारता, तीव्रता, प्रबलता या नाद का छोटा बड़ापन, नाद की जाति या गुण, कम्पन्न गति, आवृत्ति अन्तराल,</li> </ul> <p><b>B.A.B.ED- I (Music) प्रश्न पत्र द्वितीय भारतीय संगीत (कंठ एवं वाद्य)  (CODE: BABED- 160 H II)  MAX MARKS 50</b></p> <p>EXTNRAL -40  INTERNAL-10 ( In which two tests of 5-5 Marks each are Included)  अधिगम सम्प्राप्तियां</p> <ul style="list-style-type: none"> <li>• विभिन्न प्रकार की रागों को विद्यार्थियों द्वारा तैयार करने से विद्यार्थियों में स्वरताल और लय का विकास होगा।</li> <li>• स्वर और श्रुतियों का अन्तर स्पष्ट होगा</li> <li>• ताल और लय के बोध से विभिन्न प्रकार की तालों को पहचानने का ज्ञान विकसित होगा।</li> </ul>
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		<ul style="list-style-type: none"> <li>• रागों के बोध से स्वरों के चलन का ज्ञान होगा जिनसे विद्यार्थियों को स्वयं नई कम्पोजिषन बनाने का बोध होगा।</li> <li>• ध्रुपद धमार आदि षैलियों का ज्ञान होगा।</li> </ul> <p style="text-align: center;"><b>इकाई- 1</b></p> <ul style="list-style-type: none"> <li>• संगीत के उद्भव की विभिन्न मान्यताओं का प्रारम्भिक अध्ययन।</li> <li>• संगीत की हिन्दुस्तानी पद्धति के समय सिद्धान्त का अध्ययन।</li> </ul> <p style="text-align: center;"><b>इकाई- 2</b></p> <ul style="list-style-type: none"> <li>• विष्णु दिगंबर पलुस्कर एवं विष्णु नारायण भातखंडे द्वारा निर्मित स्वरलिपि पद्धतियों का अध्ययन</li> <li>• डायटोनिक स्केल, टोन, सेमी टोन, मेजर टोन, माइवर टोन</li> </ul> <p style="text-align: center;"><b>इकाई- 3</b></p> <ul style="list-style-type: none"> <li>• हिन्दुस्तानी संगीत पद्धति के चालीस सिद्धान्त</li> <li>• हारमनी और मेलोडी</li> </ul> <p style="text-align: center;"><b>इकाई- 4</b></p> <ul style="list-style-type: none"> <li>• निम्नलिखित नृत्यों की जानकारी - कथक, भरत नाट्यम, मणिपुरी, ओडिसी</li> <li>• निम्नलिखित वाद्यों की बनावट एवं उपयोगिता- सितार, तानपूरा, तबला, हारमोनियम</li> </ul> <p style="text-align: center;"><b>इकाई- 5</b></p> <ul style="list-style-type: none"> <li>• जीवन में संगीत का महत्त्व</li> <li>• संगीत की गुरुशिष्य परम्परा एवं संस्थागत शिक्षा प्रणाली</li> <li>• संगीत एवं रोजगार</li> <li>• फिल्म संगीत पर शास्त्रीय संगीत का प्रभाव</li> </ul> <p style="text-align: center;"><b>B.A.- I (Music)</b>  <b>प्रायोगिक प्रश्न पत्र</b>  <b>भारतीय संगीत (कंठ एवं वाद्य)</b>  Hours- 100 Hours MM -50</p> <ul style="list-style-type: none"> <li>• निम्नलिखित रागों का अध्ययन :-  (1) यमन (2) भूपाली (3) भैरव (4) खमाज (5) वृन्दावनी सारंग (6) दुर्गा (7) हिण्डोल (8) छायानट (9) कामोद</li> </ul> <p>(अ) पाठ्यक्रम के किसी एक राग में</p>
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		<p>विलंबित एवं मध्यलय ख्याल/गत, तान/तोड़ों सहित (ब) सभी रागों में लक्षण गीत, सरगम गीत</p> <p>निम्नलिखित तालों का अध्ययन :-</p> <p>(1) त्रिताल (2) एक ताल (3) चौताल (4) दादरा (5) कहरवा</p> <ul style="list-style-type: none"> <li>थाट बिलावल, खमाज एवं कल्याण के स्वरों में 5-5 अलंकार श्याम पट्ट पर लिखी हुई कोई स्वरलिपि गाने अथवा बजाने की क्षमता</li> <li>निम्नलिखित रागों का अध्ययन : (1) यमन (2) भूपाली (3) भैरव (4) खमाज (5) वृन्दावनी सारंग (6) दुर्गा (7) हिण्डोल (8) छायावट (9) कामोद</li> </ul> <p>(अ) उपरोक्त रागों में से दो विलंबित ख्याल/मसीतखानी गत तान/तोड़ों के सहित (ब) कोई तीन रागों में मध्यलय ख्याल / रजाखानी गत तान एवं तोड़ों के सहित (बिन्दु संख्या अ के अतिरिक्त)</p> <ul style="list-style-type: none"> <li>एक ध्रुपद अथवा धमार दुगुन एवं चौगुन की लय सहित / त्रिताल के अतिरिक्त किसी अन्य ताल में मध्यलय की एक गत (वाद्य यंत्र के विद्यार्थियों के लिए)</li> <li>दुमरी / तराना / भजन / गजल / लोकगीत / देशभक्तिगीत प्रार्थना/घुन (वाद्य यंत्र के विद्यार्थियों के लिए)</li> <li>पाठ्यक्रम की निम्न तालों को हाथ पर ताली एवं खाली उनकी दुगुन एवं चौगुन सहित प्रस्तुत करने का अभ्यास 10 (1) त्रिताल (2) एक ताल (3) चौताल (4) दादरा (5) कहरवा</li> </ul>	
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Manish  
Prof. Manisha Verma

(Chairperson/Dean)



# Faculty of Humanities & Social Sciences Institute of Advanced Studies in Education (Deemed to be University)

Gandhi Vidya Mandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)  
e.mail. : mmv.iase@gmail.com, URL : iaseuniversity.org.in, Mob. No. 6377915040

## MINUTES OF THE BOARD OF STUDIES

The online meeting of Board of Studies was held on 24.08.2020 at the Dean's Chamber, Faculty of Humanities and Social Sciences through Zoom App from 02:30 p.m. to 04:00 p.m. following members were present virtually:

- |                               |                 |
|-------------------------------|-----------------|
| 1. Dr. Avinash Pareek         | Chairman        |
| 2. Prof. (Dr.) K.Rani Lakshmi | Internal Member |
| 3. Dr. Kalpana Mourya         | Internal Member |
| 4. Dr. KrisnLal Nai           | Internal Member |
| 5. Dr. Sunil Kumar            | Internal Member |
| 6. Ms. Nidhi Soni             | Internal Member |
| 7. Dr. M.M. Sheikh            | External Member |
| 8. Ms. Anju Choudhary         | External Member |
| 9. Dr. Sahab Ram Kumawat      | Invitee         |
| 10. Dr. Kanchan Sharma        | Invitee         |

The following agenda item were considered by the committee:

### Item I

Undergraduate syllabus of the core courses was taken into minute consideration with special reference to the End Term Paper (Internship).

### Resolution

The changes were suggested in the syllabus of Internship.

### Item II

Proposal was asked for suggesting the collaborating bodies.

### Resolution

Few suggestive collaborative institutions are suggested.

### Item III

Mark scheme distribution and presentation in mark sheet was discussed.

### Resolution

The marking scheme and awarding format was approved by the committee.



## Detailed Report

### Item I

Note: Changes were done in the undergraduate second year syllabus of the below-mentioned core courses. The core courses in which the changes were done:

1. Geography
2. History
3. Hindi
4. Sanskrit
5. Sociology

### HISTORY

S.N	Existing Syllabus	Proposed Syllabus	Remark
1	<p><b>B.A.- II (Geography)</b> <b>Paper I: Human Geography</b> UNIT – I</p> <p>Definition, Nature Scope and Branches of Human Geography, Principles and Approaches of Human Geography, <del>man</del> <b>Environment – relationship: Determinism, Possibilism and Neo-Determinism, Dualism in Geography-Systematic/Regional, Physical/Human.</b></p> <p>UNIT-II</p> <p>Division of Mankind into racial Groups-Human Races-Their Characteristics and Distribution. Tribal Groups in the world and India Primary Economic Activities of Human-food collection, Hunt, Hearing, Fishries and Shifting Agriculture.</p> <p>UNIT-III</p> <p>Human Adaptation to the environment:</p>	<p>UNIT – I</p> <p>Definition, Nature Scope and Branches of Human Geography, Principles and Approaches of Human Geography</p> <p>UNIT-II</p> <p>Division of Mankind into racial Groups-Human Races-Their Characteristics and Distribution. Tribal Groups in the world and India Primary Economic Activities of Human-food collection, Hunt, Hearing, Fishries and Shifting Agriculture.</p> <p>UNIT-III</p> <p>Human Adaptation to the environment:</p>	<p>Few chapters were reduced in the first paper by keeping the quality of the paper to reduce the load of the students. The students will attempt the Term End Paper (Internship for 6 months)</p>

	<ol style="list-style-type: none"> <li>1. Cold Region-Eskimo.</li> <li>2. Hot Region- Bushman, Beduin</li> <li>3. Plateau- Gonds, Masai.</li> <li>4. Mountain-Gujjars</li> <li>5. Iane Region- Bheel, Santhal its Social and Economic Activities.</li> </ol> <p>UNIT-IV</p> <p>Distribution and Growth of Population: world Distribution Pattern-Physical economic and Social factors influencing. Special distribution- Concept of over population, under population and optimum population Internal and International migration of population.</p> <p>UNIT-V</p> <p>Population region of India: Dynamic, evaluative and development alienated, over population problem of India and its Solution, India's Population programe and policies.</p>	<ol style="list-style-type: none"> <li>1. Cold Region-Eskimo,</li> <li>2. Hot Region- Bushman, Beduin</li> <li>3. Plateau- Gonds, Masai.</li> </ol> <p>UNIT-IV</p> <p>Distribution and Growth of Population: world Distribution Pattern-Physical economic and Social factors influencing.</p> <p>UNIT-V</p> <p>Special distribution - Concept of over population, under population and optimum population Internal and International migration of population.</p>	
	<p><b>B.A.- II (GEOGRAPHY)</b></p> <p><b>Paper II Geography of Rajasthan</b></p> <p><b>UNIT - I</b></p> <p>Introduction: State building and administrative framework, Geological Structure Physiography of Rajasthan-Physical Division, Structure, Relief, Climate, Drainage pattern (System) Soils Natural Vegetation</p>	<p><b>UNIT - I</b></p> <p>Introduction: State building and administrative framework, Geological Structure Physiography of Rajasthan-Physical Division.</p> <p><b>UNIT-II</b></p>	<p>Few chapters were reduced in the first paper by keeping the quality of the paper to reduce the load of the</p>

	<p><b>UNIT-II</b></p> <p>Agricultural and Economic features of Rajasthan, Food and Commercial Crops Sources of Inigation. Animal and Dairy Development</p> <p><b>UNIT-III</b></p> <p>Energy and Power Resources- Hydro, Electric-Coal, Petroleum, Natural gas, Solar energy, Bio-gas Mineral's Resources and Industries.</p> <p><b>UNIT-IV</b></p> <p>Demographic Structure Growth of Population, Distribution, Density, Rural-Urban Population Commercial Structure: Bheel and Garasiya Development of Trade and Transport Influencing Factor's in Rajasthan.</p> <p><b>UNIT-V</b></p> <p>Physiographic Region of Rajasthan Detailed Study of Marusthali, Aravali, Hadoti Plateau and Bangar Area</p>	<p>Rajasthan: Climate, Drainage pattern (System) Soils Natural Vegetation</p> <p><b>UNIT-III</b></p> <p>Energy and Power Resources- Hydro. Electric-Coal, Petroleum.</p> <p><b>UNIT-IV</b></p> <p>Agricultural and Economic features of Rajasthan, Food and Commercial Crops Sources of Inigation. Animal and Dairy Development</p> <p><b>UNIT-V</b></p> <p>Demographic Structure- Distribution, Density, Rural-Urban Population Commercial Structure: Bheel and Garasiya Development of Trade and Transport Influencing Factor's in Rajasthan.</p>	<p>students. The students will attempt the Term End Paper (Internship for 6 months)</p>
2	<p><b>B.A.- II (HISTORY)</b></p> <p><b>Paper I</b></p> <p><b>History of Medieval India (1206-1740 A.D.)</b></p> <p><b>UNIT - I</b></p> <p>Sources of Medieval Indian History, Establishment of Turkish Rule in India. Qutubuddin Aibak, Iltutmish, Razia and Balban, Khaljiimperialism.Expansion in Rajputana and Deccan,</p>	<p><b>UNIT - I</b></p> <p>Sources of Medieval Indian History, Establishment of Turkish Rule in India. Qutubuddin Aibak, Iltutmish, Razia and Balban, Khaljiimperialism.Expansion in Rajputana and Deccan</p>	<p>Few chapters were reduced in the first paper by keeping the quality of the paper to reduce the load</p>



	<p><del>Administrative and economic regulations and their impact on the State and people.</del></p> <p><b>UNIT – II</b></p> <p>Innovations under Muhammed Tughlaq, Religious policy and public works of Firuz Tughlaq, Timur's Invasion, Sikandar Lodi, formation of vijaynagar Empire and Bahamani Kingdom and cause of their decline. <del>Social and Economic condition during Sultanate period.</del></p> <p><b>UNIT – III</b></p> <p>Political condition of India on the eve of Babur's invasion, <del>his role in the establishment of the Mughal Empire,</del> Humayun's early difficulties and causes of his failure. Shershah – Expansion of his empire and administration, <del>political unification,</del> Expansion and consolidation of the Mughal Empire under Akbar.</p> <p><b>UNIT - IV</b></p> <p>Nurjahan's role in the Mughal court. Shahjhan – Golden Period Aurangzeb's policy towards Rajput and Deccan. Religious policy of the Mughal's. <del>Shivaji and his conquests,</del> Causes of downfall of the Mughal Empire.</p> <p><b>UNIT - V</b></p> <p>Nature of Mughal State, Agrarian system, Mansabdari system Foreign Trade and Commerce, <del>Social condition of the people</del></p>	<p><b>UNIT – II</b></p> <p>Innovations under Muhammed Tughlaq, Religious policy and public works of Firuz Tughlaq, Timur's Invasion, Sikandar Lodi, formation of vijaynagar Empire and Bahamani Kingdom and cause of their decline.</p> <p><b>UNIT – III</b></p> <p>Political condition of India on the eve of Babur's invasion, Humayun's early difficulties and causes of his failure. Shershah – Expansion of his empire and administration, Expansion and consolidation of the Mughal Empire under Akbar.</p> <p><b>UNIT - IV</b></p> <p>Nurjahan's role in the Mughal court. Shahjhan – Golden Period Aurangzeb's policy towards Rajput and Deccan. Religious policy of the Mughal's. Causes of downfall of the Mughal Empire.</p> <p><b>UNIT - V</b></p> <p>Nature of Mughal State, Agrarian system, Mansabdari system Foreign Trade and Commerce</p>	<p>of the students. The students will attempt the Term End Paper (Internship for 6 months)</p>
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<p><b>B.A.- II (HISTORY)</b>  <b>Paper II - Survey of Rajasthan History from the Earliest Times to 1956 A.D.</b></p> <p><b>UNIT - I</b>  Main Sources of History of Rajasthan, An outline of Proto-Historic Rajasthan with special reference to Kalibanga, Ahar and Bairath, Outline of MatsyaJanapad, Origin of Rajputs and Prithvi Raj Chauhan-III.</p> <p><b>UNIT - II</b>  Features of Feudalism in Rajput States, changes in the position of the Rajput Nobility under British Paramourncy, Maldeo, Rise of Marwar. <del>Fort Architecture with special reference to Chittor, Ranthambore and Amber.</del></p> <p><b>UNIT - III</b>  The policy of Collaboration and Resistance of the Rajput States with special reference to Man Singh of Amer, Rai Singh of Bikaner, <del>Jaswant Singh and Durgadas of Marwar.</del> MaharanaSanga, MaharanaPratap and Swai Jai Singh-II.</p> <p><b>UNIT - IV</b>  Causes and results of Maratha penetration in Rajputana; Circumstances and consequences of the treaties of 1818 with special reference to Mewar, Marwar and Kota. <del>Uprising of 1857 in Rajasthan Causes and results.</del> Cause of political awakening in Rajasthan.</p> <p><b>UNIT - V</b></p>	<p><b>UNIT - I</b>  Main Sources of History of Rajasthan, An outline of Proto-Historic Rajasthan with special reference to Kalibanga, Ahar and Bairath, Outline of Matsya Janapad</p> <p><b>UNIT - II</b>  Features of Feudalism in Rajput States, changes in the position of the Rajput Nobility under British Paramourncy, Maldeo, Rise of Marwar.</p> <p><b>UNIT - III</b>  The policy of Collaboration and Resistance of the Rajput States with special reference to Man Singh of Amer, Rai Singh of Bikaner, MaharanaSanga, MaharanaPratap and Swai Jai Singh-II.</p> <p><b>UNIT - IV</b>  Causes and results of Maratha penetration in Rajputana; Circumstances and consequences of the treaties of 1818 with special reference to Mewar, Marwar and Kota. Cause of political awakening in Rajasthan.</p>	<p>Few chapters were reduced in the first paper by keeping the quality of the paper to reduce the load of the students. The students will attempt the Term End Paper (Internsh ip for 6 months)</p>
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	<p>Peasant Movement in Bilolia and Tribal Movements under Govindgiri and Motilal Tejawat. Contribution of Prajamandals in the Freedom Movement with special reference to Bharatpur, Jaipur and Marwar. Formation of Rajasthan in 1948-1956 A.D.</p>	<p><b>UNIT – V</b> Peasant Movement in Bilolia and Tribal Movements under Govindgiri and Motilal Tejawat. Contribution of Prajamandals in the Freedom Movement, Formation of Rajasthan in 1948-1956 A.D.</p>	
<p>3.</p>	<p><b>B.A.- II (HINDI)</b> <b>Paper I- रीति कालीन काव्य</b> <b>इकाई- 1</b></p> <p>1. <b>केशव</b> : रामचन्द्रिका-गणेश वन्दना, सरस्वती वन्दना, श्रीराम वन्दना, अवधपुरी शोभा वर्णन, सीता-स्वयम्बर, परशुराम संवाद, वन में राम, भरत-कैकेयी संवाद, लक्ष्मण-क्रोध, पंचवटी वर्णन, सिया हरण, अशोक वाटिका में रावण-सीता, सीता के विरह में राम दशा, रावण-हनुमान संवाद, लंका दहन, अंगद-रावण संवाद, सीता की अग्नि-परीक्षा, रामराज्य वर्णन।</p> <p>2. <b>बिहारी</b> : दोहे- मेरी भव बाधा हरी, सीस मुकुट कटि काछनी, मोर मुकुट की चन्द्रिकनु, सोहत ओढ़े पीत पट, तजि तीरथ, अधर धरत हरि, कीने हूँ कोटिन, अजौं तर्प्यौना, तो पर वारीं, बतरस-लालच, नेह न नैनजी, केसरि कै सरि, या अनुरागी चित्त, डीठि न परतु, अंग अंग नग, लिखन बैठि जाकी, दृग उरझत, मानहु बिधि तन, सघन कुंज छाया, माल लाल बेंदी, इत आवति चलि, रनित भृंग घंटावली, कहलाने एकत बसत, अरुन सरोरुह कर, ज्यौं व्हैहौं त्यों, करौ कुवत जगु, कब को टेरत, थोरेई गुन रीझते, स्वारथु सुकृत न, करि फलेल को, जिन दिन देखे, कौन भांति रहि, कहत नटत रीझत, नेह न नैननु, नहिं परागु, मंगल बिन्दु सुरंग, दीरघ साँस न लेहु, पत्रा</p>	<p><b>इकाई- 1</b></p> <p>1. <b>केशव</b> : रामचन्द्रिका-गणेश वन्दना, सरस्वती वन्दना, श्रीराम वन्दना, अवधपुरी शोभा वर्णन, सीता-स्वयम्बर, परशुराम संवाद, वन में राम, भरत-कैकेयी संवाद, लक्ष्मण-क्रोध, पंचवटी वर्णन, सिया हरण, अशोक वाटिका में रावण-सीता, सीता के विरह में राम दशा, रावण-हनुमान संवाद, लंका दहन, अंगद-रावण संवाद, सीता की अग्नि-परीक्षा, रामराज्य वर्णन।</p> <p>2. <b>बिहारी</b> : दोहे- मेरी भव बाधा हरी, सीस मुकुट कटि काछनी, मोर मुकुट की चन्द्रिकनु, सोहत ओढ़े पीत पट, तजि तीरथ, अधर धरत हरि, कीने हूँ कोटिन, अजौं तर्प्यौना, तो पर वारीं, बतरस-लालच, नेह न नैनजी, केसरि कै सरि, या अनुरागी चित्त, डीठि न परतु, अंग अंग नग, लिखन बैठि जाकी, दृग उरझत, मानहु बिधि तन, सघन कुंज छाया, माल लाल बेंदी, इत आवति चलि, रनित भृंग घंटावली, कहलाने एकत बसत, अरुन सरोरुह कर, ज्यौं व्हैहौं त्यों, करौ कुवत जगु, कब को टेरत, थोरेई गुन रीझते, स्वारथु सुकृत न, करि फलेल को, जिन दिन देखे, कौन भांति रहि, कहत नटत रीझत, नेह न नैननु, नहिं परागु, मंगल बिन्दु सुरंग, दीरघ साँस न लेहु, पत्रा ही तिथि, तो लग या, तन्त्री नाद कवित्त-रस, कनक कनक तै, नर की अरु, मरत प्यास</p>	<p>Few chapters were reduced in the first paper by keeping the quality of the paper to reduce the load of the students. The students will attempt the Term End Paper (Internship for 6 months)</p>



<p>ही तिथि, तो लग या, तन्त्री नाद कवित्त-रस, कनक कनक तै, नर की अरु, मरत प्यास पिंजरा, इही आस</p> <p>अटक्यौ रहत, लिखन बैठि जाकी, कंचन तन धन, आवत जात न जानिए, पावस निसी।</p> <p>2. देव ————— छंद — सुनि के धुनि चातक मोरनि की, सोवत तैं सखी जाय्यो नहीं,</p> <p>सपने में गई देखन हौं सुनि, ता दिन तैं अति व्याकुल है तिय बाल खतान में</p> <p>बाल कौ बोल मोर ही मौन में भावतो आवत, एक तुही वृषभानु सुता अरु, ससहैं</p> <p>मुससुर सिद्ध समाज, आपुस मैं रस मैं रहसैं, सुख सेज के मंदिर ते मुरमंदिर,</p> <p>श्रीबिधि बानी जु वेद बखानी, जब ते कुँवर कान्ह सबरी कलानिधान, श्रीशि सिद्धि</p> <p>रहति रहसि हँसि हँसि उठैं, आई बरसाने ते बोलाई वृषभानुसुता, सधिका कान्ह को</p> <p>भ्यान धरै पावरनि ते पावड़े परे है पुर पौरि लग, सावन मास सखीन मैं सुन्दरि,</p> <p>मन्दिर तैं निकसी बनि ज्यौं ससि, खोरि लौ खेलन आवतियेन लौ, धार मैं धाड़</p> <p>बैसी निधार तैं, सावरो रूप रह्यो भरि बैनन, प्रेम कहानिन सो पहिले, आँखिन आँखि</p> <p>लगाये रहैं, साँसन ही सों समीय गयो, एकै अभिलाष लाल लाख भाँति लेखियत,</p> <p>कोऊ कही कुलटा, बरुनी बधबर से गूदरी पलक दोऊ, झहरि झहरि डीनी बूँदनि परित मानो।</p> <p style="text-align: center;"><b>इकाई- 2</b></p> <p>4. पदमाकर : ऋतु वर्णन - कूलन में, केलिन, कछारन में, औरै भाँति कुजन</p> <p>में, चंचला चमार्क, आयी हौ खेलन फाग, सीज ब्रज चंद पै चली, झिलक</p> <p>झकोर रहै, आपहि आपपै रुसि रही; आज</p>	<p>पिंजरा, इही आस</p> <p>अटक्यौ रहत, लिखन बैठि जाकी, कंचन तन धन, आवत जात न जानिए, पावस निसी।</p> <p style="text-align: center;"><b>इकाई- 2</b></p> <p>4. पदमाकर : ऋतु वर्णन - कूलन में, केलिन, कछारन में, औरै भाँति कुजन में; चंचला चमार्क; आयी हौ खेलन फाग; सीज ब्रज चंद पै चली; झिलक</p> <p>झकोर रहै; आपहि आपपै रुसि रही; आज बरसाने की नबेली अलबेली बधू।</p>
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<p>बरसाने की नवेली अलबेली बधू।</p> <p>रस निरूपण – ऐसी न देखी सुनी सजनी; ए हो नंदलाल ऐसी।</p> <p>फुटकर – तीर पर तरनि-तनूजा, गोकुल के कुल को, फहरे निसान दिसानि,</p> <p>सिर कटहिं, एकै गहि भाले, किलकिलकत चंडी, कामद कला-निधान, सूरत के साह कहै, पुच्छन के स्वच्छ, पारावार-पार-लौं।</p> <p>भक्ति – देवनर किन्नर, राम को नाम जपो, भूख लगे तब देत है भोजन, भोग में रोग वियोग संयोग में, या जग जानकी-जीवन, मीठो महा मिसिरी तैं, जोग जप सन्ध्या, काम बस सूपनखा, गंगा के चरित्र, सुखद सुहाई।</p> <p><b>5. सेनापति</b> – श्लेष वर्णन – दीक्षित परससाम, मूढन कौं अगम, दोष सौं मलीन; सारंग धुनि सुनावै, लाह सौं लसति नम; लीने सुधराई संग, सोहति बहुत भौंति; प्रीतम तिहारे अनगन, बदन सरोरुह के संग, बानरन सखै तोरि।</p> <p>शृंगार वर्णन – अंजन सुरंग जीते खंजन; हिय हरि लेत हैं, केसरि निकारै;</p> <p>मधुर अपोल बोल, हित सौं निरखि हैंसे; रूप कै सिद्धावत ही, रोस करै तोरसैं;</p> <p>मालती की माल तेरे, कौहु तुव ध्यान करै; चंद बुति मंद कीने।</p> <p>ऋतु वर्णन (प्रीष्म, वर्षा, शरद, शिशिर, वसन्त)</p> <p>प्रीष्म – वरख को तरनि, वर्षा – दामिनी दमक;</p> <p>शरद – पाबस निकारस, शिशिर – सिसिर में ससि, वसन्त – बरन बरन तरु फूले।</p> <p>समायग वर्णन – सुर तरु सार की, कंज के समान, धाता जाहि गावै, माई ऋतुसानन सुनाई, सकल सुरेस, तौरयी है पिनाक।</p> <p><b>6. महाकवि भूषण :</b></p> <p>गणेश स्तवन – अकथ अपार भवपंथ के।</p> <p>राजवंश-वर्णन – राजत है दिनराज;</p>	<p>रस निरूपण – ऐसी न देखी सुनी सजनी; ए हो नंदलाल ऐसी।</p> <p>फुटकर – तीर पर तरनि-तनूजा, गोकुल के कुल को, फहरे निसान दिसानि,</p> <p>सिर कटहिं, एकै गहि भाले, किलकिलकत चंडी, कामद कला-निधान, सूरत के साह कहै, पुच्छन के स्वच्छ, पारावार-पार-लौं।</p> <p>भक्ति – देवनर किन्नर, राम को नाम जपो, भूख लगे तब देत है भोजन, भोग में रोग वियोग संयोग में, या जग जानकी-जीवन, मीठो महा मिसिरी तैं, जोग जप सन्ध्या, काम बस सूपनखा, गंगा के चरित्र, सुखद सुहाई।</p> <p><b>6. महाकवि भूषण :</b></p> <p>गणेश स्तवन – अकथ अपार भवपंथ के।</p> <p>राजवंश-वर्णन – राजत है दिनराज, महाकीर ता बंस में, ता कुल में नृपवृंद;</p> <p>सदा दान किखान में; तातैं सरजा विरद भो; भूषन भनि ताके भयो; दसरथ राजाराम भो; दक्खिन के सब।</p> <p>शिवा-प्रशस्ति – त्रिभुवन भहिं परसिद्ध, सिवराज साहिसुत सध्यनित; सीय संग सोभित सुलच्छन, सुंदरता गुरूता प्रभुता भनि; तेरौ तेज सरजा, वेद राखे</p> <p>बिदित; इंद्र जिमि जुंभ पर; चढ़त तुरंग चतुरंग, छूटत कमान बान; गरुड को दावा, ऊंचे घोर मंदर के; मुंड कटत कहूँ रुंड।</p> <p>छत्रसाल-पराक्रम – भुज भुजगेस की वै; राजत अखंड</p>
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<p>महावीर ता बंस में, ता कुल में नृपवृद्ध, सदा दान किखान में, तातें सरजा बिरद भो, भूषन भनि ताके भयी, दसरथ राजा राम भो, दच्छिन के सब।</p> <p>शिवा-प्रशस्ति - त्रिभुवन भहि परसिद्ध; सिवराज साहिसुत राध्यनित, सीय</p> <p>संग सोमित सुलच्छन, सुंदरता गुरुता प्रभुता भनि, तेरी तेज सरजा, वेद राखे</p> <p>विदित; इंद्र जिमि जूम पर; चढत तुरंग चतुरंग; छूटत कमान बान; गरुड को दावा; ऊँचे घोर मंदर के; मुंड कटत कहूँ रुंड।</p> <p>छत्रसाल-पराक्रम - भुज भुजगोस की वै; राजत अखंड</p> <p><b>इकाई- 3</b></p> <p><b>7. घनानन्द</b> : कवि-प्रशस्ति - प्रेम सदा अति ऊँची लहे।</p> <p>प्रेम-पीर-वर्णन - वहै मुसक्यानि; भोर तैं साँझ लौं, सोएँ न सोयबो;</p> <p>निस-द्योंस खरी; तब तौ छबि पीवत; रावरे रूप की रीति अनूप; जेतौ घट सोधौं; तब वै सहाय</p> <p>हाय; चोप चाह चावनि; नेह-निधान सुजान समीप; चंद चकोर की चाह करै; हिये मैं जु आरति;</p> <p>दिननि के फेर साँ, कौन की सरन जैये; घनआनंद प्यारे सुजान सुनौं; जिन आँखिन; पूरन प्रेम को मंत्र; भए अति नितुर;</p> <p>मीत सुजान अनीत करौ जिन; पहले अपनाय सुजान सनेह; तेरे देखिबे कों;</p> <p>अति सूधो सनेह को; कित को ढरि गौं; आँ जौ न देखै; इत बाँट परी सुधि;</p> <p>अन्तर मैं बासी पै; सुनि री सजनी; बैरी वियोग की हूकनि;</p> <p><b>8. गिरधर</b> : कविराय - कुण्डलियां : पुत्र प्राणते अधिक है, रही न रानी कैकयी, चिन्ता ज्वाल शरीर की, दाडिम के घोखे गयो, भूलो चातक आइकै, सोना लादन</p>	<p><b>इकाई- 3</b></p> <p><b>7. घनानन्द</b> : कवि-प्रशस्ति - प्रेम सदा अति ऊँची लहे।</p> <p>प्रेम-पीर-वर्णन - वहै मुसक्यानि; भोर तैं साँझ लौं, सोएँ न सोयबो;</p> <p>निस-द्योंस खरी; तब तौ छबि पीवत; रावरे रूप की रीति अनूप; जेतौ घट सोधौं; तब वै सहाय</p> <p>हाय; चोप चाह चावनि; नेह-निधान सुजान समीप; चंद चकोर की चाह करै; हिये मैं जु आरति;</p> <p>दिननि के फेर साँ, कौन की सरन जैये; घनआनंद प्यारे सुजान सुनौं; जिन आँखिन; पूरन प्रेम को मंत्र; भए अति नितुर;</p> <p>मीत सुजान अनीत करौ जिन; पहले अपनाय सुजान सनेह; तेरे देखिबे कों;</p> <p>अति सूधो सनेह को; कित को ढरि गौं; आँ जौ न देखै; इत बाँट परी सुधि;</p> <p>अन्तर मैं बासी पै; सुनि री सजनी; बैरी वियोग की हूकनि;</p> <p><b>8. गिरधर</b> : कविराय - कुण्डलियां : पुत्र प्राणते अधिक है, रही न रानी कैकयी, चिन्ता ज्वाल शरीर की, दाडिम के घोखे गयो, भूलो चातक आइकै, सोना लादन पिव गये, मोती लादन पिव गये, दौलत पाय न कीजिये,</p>	
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<p>पिव गये, मोती लादन पिव गये, दौलत पाय न कीजिये, गुण के गाहक सहस</p> <p>नर, साँई सब संसार में, पीवै नीर न सरवरौ, नारा कहै नदीन सन, मूसा कहै</p> <p>बिलार सौं, कौवा कहे मराल से, प्रीति कीजिये बडेन सौं, बड़े वडेन की ऐसि ही, बीती ताहि बिसार दे, साँई नदी समुद्र को, साँई समय न चूकिये, नयना</p> <p>जब परवश भये, बानी मात्र जगत सब, बानी विषय न करि सकै, खल सज्जन दो जगत में, चिदविलास परपंच यह, राम तुही तुहि कृष्ण है।</p> <p><b>9. रज्जब :</b> पद : औधू अकल अनूप अकेला, मन की प्यास प्रचंड न जाई, गुरु प्रसाद अगम गति पावै, संतो मगन भया मन मेरा, आरती तुम ऊपरि तेरी।</p> <p>साखी : जन रज्जब गुरु की, माया पानी दूध मन, घटा गुरु आपोज की, सेवक कुंभ कुंभार, घट दीपक बाती पवन, दरपन में सब देखिये, साधू सदनि पधारतै, नान्हौ सौ नान्हें हुए, रज्जब की अरदास यह, सब घटघटा समानि, रज्जब बूंद समंद की, पतिव्रता के पीव बिन, हरि दरिया में मीन मन, नर निरवैरी होत ही, औगुण ढाकै और के, शील रहै सुमिरण गहै, अपना पड़ता आप ही, ज्यूँ सुन्दरि सर न्हावतौ, निहकामी सेवा करै, रामनौव निजनाव गति।</p> <p style="text-align: center;"><b>इकाई- 4</b></p> <p>रीति कालीन काव्य का इतिहास, परिस्थितियाँ, नामकरण, प्रवृत्तियाँ, प्रमुख धाराएँ एवं प्रमुख कवि।</p> <p style="text-align: center;"><b>इकाई- 5</b></p> <p><b>काव्य शास्त्र :-</b> काव्य के लक्षण, काव्य के हेतु, काव्य प्रयोजन (संक्षिप्त परिचय) नायक-नायिका भेद।</p> <p><b>प्रमुख छन्द :-</b> दोहा चौपाई, कुंडलियाँ, कवित्त, गीतिका, हरिगीतिका, रोला, उल्लाला, मलिनी, सवैया, उल्लाला, मलिनी, सवैया, द्रुतविलम्बित।</p>	<p>गुण के गाहक सहस</p> <p>नर, साँई सब संसार में, पीवै नीर न सरवरौ, नारा कहै नदीन सन, मूसा कहै</p> <p>बिलार सौं, कौवा कहे मराल से, प्रीति कीजिये बडेन सौं, बड़े वडेन की ऐसि ही, बीती ताहि बिसार दे, साँई नदी समुद्र को, साँई समय न चूकिये, नयना</p> <p>जब परवश भये, बानी मात्र जगत सब, बानी विषय न करि सकै, खल सज्जन दो जगत में, चिदविलास परपंच यह, राम तुही तुहि कृष्ण है।</p> <p style="text-align: center;"><b>इकाई- 4</b></p> <p>रीति कालीन काव्य का इतिहास, परिस्थितियाँ, नामकरण, प्रवृत्तियाँ, प्रमुख धाराएँ एवं प्रमुख कवि।</p> <p style="text-align: center;"><b>इकाई- 5</b></p> <p><b>काव्य शास्त्र :-</b> काव्य के लक्षण, काव्य के हेतु, काव्य प्रयोजन (संक्षिप्त परिचय) नायक-नायिका भेद।</p> <p><b>प्रमुख छन्द :-</b> दोहा चौपाई, कुंडलियाँ, कवित्त, गीतिका, हरिगीतिका, रोला, उल्लाला, मलिनी, सवैया, द्रुतविलम्बित।</p>	
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<b>B.A.- II (HINDI)</b>		Few chapters were reduced in the first paper by keeping the quality of the paper to reduce the load of the students. The students will attempt the Term End Paper (Internship for 6 months)
<b>Paper I- नाटक एवं एकांकी</b>		
इकाई - 1	इकाई - 1	
नाटक हस्तिनापुर _____ नन्दकिशोर आचार्य, वाग्देवी प्रकाशन, बीकानेर	नाटक आधे-अधुरे मोहन राकेश ए राधा कृष्ण प्रकाशन, नई दिल्ली.	
इकाई - 2	इकाई - 2	
नाटक मुक्तिपथ - रवि चतुर्वेदी, श्याम प्रकाशन, जयपुर	नाटक मुक्तिपथ - रवि चतुर्वेदी, श्याम प्रकाशन, जयपुर	
इकाई - 3	इकाई - 3	
एकांकी	एकांकी :-	
एक तोला अफीम की कीमत -रामकुमार वर्मा	एक तोला अफीम की कीमत -रामकुमार वर्मा	
साहब को जुकाम है -उपेन्द्रनाथ 'अश्क'	साहब को जुकाम है -उपेन्द्रनाथ 'अश्क'	
परदे के पीछे -उदयशंकर भट्ट	परदे के पीछे -उदयशंकर भट्ट	
मकड़ी का जाला _____ जयदीशचन्द्र माथुर		
अदृश्य आदमी की आत्महत्या _____ विपिन अग्रवाल		
बहुत बड़ा सबाल _____ मोहन राकेश		
इकाई - 4	इकाई - 4	
साँबे के कीड़े _____ भुवनेश्वर	काल पुरुष और अजंता की नर्तकी -लक्ष्मीनारायण लाल	
काल पुरुष और अजंता की नर्तकी -लक्ष्मीनारायण लाल	हरी घास पर क्षण भर -सुरेन्द्र वर्मा	
हरी घास पर क्षण भर -सुरेन्द्र वर्मा	समरथ को नहीं दोष गुसाई -सफदर हाशमी	
समरथ को नहीं दोष गुसाई -सफदर हाशमी		
यहीं रोना मना है _____ ममता कालिया		
अमरजोत _____		

लक्ष्मीनारायण रंगम			
इकाई - 5	इकाई - 5	इकाई - 5	इकाई - 5
हिन्दी नाटक एवं एकांकी का उद्भव एवं विकास तथा नाटक एवं एकांकी का तात्विक अध्ययन।	हिन्दी नाटक एवं एकांकी का उद्भव एवं विकास तथा नाटक एवं एकांकी का तात्विक अध्ययन।		
4. B.A.- II (SANSKRIT) Paper I- नाटक छन्द संस्कृत साहित्य का इतिहास इकाई-1 नाटक से व्याख्या (अभिज्ञानशाकुन्तलम्) (क) दो श्लोको की संस्कृत में व्याख्या (ख) सामान्य प्रश्न  इकाई-2 नाटक से व्याख्या (अभिज्ञानशाकुन्तलम्) (क) दो श्लोको की हिन्दी में व्याख्या (ख) सामान्य प्रश्न  इकाई-3 छंद (अभिज्ञानशाकुन्तलम् में प्रयुक्त सभी छन्द)  इकाई-4 : व्याकरण  (क) कृत प्रत्य प्रकरण से निर्धारित प्रत्यय - तव्यत्, अनीयर्, क्त, क्तवत्, <del>सत्, सानच्, हुमन्, स्मप्</del> इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान (ख) तद्धित- मतुप्, इन्, ठक्, <del>त्त्स्</del> इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान (ग) स्त्रीप्रत्यय- <del>डीप्, डीम्</del> टाप् इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान  इकाई-5 संस्कृत साहित्य का इतिहास (क) वीर काव्य, <del>इतिहासिक काव्य</del> , नाटक	B.A.- II (SANSKRIT) Paper I- नाटक छन्द संस्कृत साहित्य का इतिहास इकाई-1 नाटक से व्याख्या (अभिज्ञानशाकुन्तलम्) प्रथम एवं द्वितीय अध्याय  इकाई-2 नाटक से व्याख्या (अभिज्ञानशाकुन्तलम्) तृतीय एवं चतुर्थ अध्याय (क) दो श्लोको की हिन्दी में व्याख्या (ख) सामान्य प्रश्न  इकाई-3 छंद (अभिज्ञानशाकुन्तलम् में प्रयुक्त सभी छन्द)  इकाई-4 : व्याकरण  (क) कृत प्रत्य प्रकरण से निर्धारित प्रत्यय - तव्यत्, अनीयर्, क्त, क्तवत्, इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान (ख) तद्धित- मतुप्, इन्, ठक् इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान (ग) स्त्रीप्रत्यय- टाप् इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान  इकाई-5 संस्कृत साहित्य का इतिहास (क) वीर काव्य, नाटक में से सामान्य प्रश्न		



<p>में से सामान्य प्रश्न</p> <p>(ख) <del>मीलिकाव्य</del> गद्यकाव्य, एवं कथा साहित्य में से सामान्य प्रश्न</p>	<p>(ख) गद्यकाव्य, एवं कथा साहित्य में से सामान्य प्रश्न</p>	
<p><b>B.A.- II (SANSKRIT)</b></p> <p><b>Paper II- वैदिक साहित्य एवं व्याकरण</b></p> <p>इकाई-1</p> <p>ऋक्सूक्त - ऋग्वेद के निम्नलिखित सूक्त</p> <p>अग्नि (1:1) बृहस्प (1:26) <del>सूर्य (1:116)</del> विष्णु (1:154) इन्द्र (2:12) <del>प्रजामपति (10:121) संज्ञान (10:101)</del></p> <p>(क) ऋक्सूक्त ऋग्वेद के दो मंत्रों का अनुवाद</p> <p>(ख) निर्धारित किसी एक सूक्त का हिन्दी में सार</p> <p>इकाई-2</p> <p>ईशावास्योपनिषद् - यजुर्वेद का 40वां अध्याय</p> <p>(क) दो मंत्रों की व्याख्या</p> <p>(ख) सामान्य प्रश्न</p> <p>इकाई-3</p> <p>गद्य साहित्य - शुकनासोपदेश (कादम्बरीत)</p> <p>(क) दो गद्यांशों का हिन्दी में अनुवाद</p> <p>(ख) निर्धारित अंश से सामान्य प्रश्न</p> <p>इकाई-4</p> <p>वाच्य - (कर्तृवाच्य, कर्मवाच्य, भाववाच्य)</p> <p>वाच्यों का सामान्य ज्ञान एवं वाच्य परिवर्तन</p> <p>इकाई-5</p> <ol style="list-style-type: none"> <li>1. कर्तुरीप्सिततमं कर्म</li> <li>2. कर्मणि द्वितीया</li> <li>3. अकथितंच</li> <li>4. अधि-शीङ् स्थाऽऽसां कर्म</li> </ol>	<p><b>B.A.- II (SANSKRIT)</b></p> <p><b>Paper II- वैदिक साहित्य एवं व्याकरण</b></p> <p>इकाई-1</p> <p>ऋक्सूक्त - ऋग्वेद के निम्नलिखित सूक्त</p> <p>अग्नि (1:1) इन्द्र (2:12) विष्णु (1:154)</p> <p>(क) ऋक्सूक्त ऋग्वेद के दो मंत्रों का अनुवाद</p> <p>(ख) निर्धारित किसी एक सूक्त का हिन्दी में सार</p> <p>इकाई-2</p> <p>ईशावास्योपनिषद् - यजुर्वेद का 40वां अध्याय</p> <p>(क) दो मंत्रों की व्याख्या</p> <p>(ख) सामान्य प्रश्न</p> <p>इकाई-3</p> <p>गद्य साहित्य - शुकनासोपदेश (कादम्बरीत)</p> <p>(क) दो गद्यांशों का हिन्दी में अनुवाद</p> <p>(ख) निर्धारित अंश से सामान्य प्रश्न</p> <p>इकाई-4</p> <p>वाच्य - (कर्तृवाच्य, कर्मवाच्य, भाववाच्य)</p> <p>वाच्यों का सामान्य ज्ञान एवं वाच्य परिवर्तन</p> <p>इकाई-5</p> <ol style="list-style-type: none"> <li>1. कर्तुरीप्सिततमं कर्म</li> <li>2. कर्मणि द्वितीया</li> <li>3. अकथितंच</li> <li>4. अधि-शीङ् स्थाऽऽसां कर्म</li> </ol>	

5.	उपान्वध्याङ्वसः	5.	उपान्वध्याङ्वसः
6.	अभितः परितः समया-निकषा-हा प्रतियोगेऽपि	6.	अभितः परितः समया-निकषा-हा प्रतियोगेऽपि
7.	अतराऽन्तरेण युक्ते	7.	अतराऽन्तरेण युक्ते
8.	साधकतमं करणम्	8.	साधकतमं करणम्
9.	सयुक्तेऽप्रधाने	9.	सयुक्तेऽप्रधाने
10.	येनाङ्गविकारः	10.	येनाङ्गविकारः
11.	इत्थंभूतलक्षणे	11.	इत्थंभूतलक्षणे
12.	कर्मणा यमभिप्रैति स सम्प्रदानम्	12.	कर्मणा यमभिप्रैति स सम्प्रदानम्
13.	रुचयर्थानां प्रीयमाणः	13.	रुचयर्थानां प्रीयमाणः
14.	ध्रुवं-द्रुहेष्यासूयार्थानां	14.	ध्रुवं-द्रुहेष्यासूयार्थानां
15.	चतुर्थी सम्प्रदाने	तचतुर्थी सम्प्रदाने	
16.	प्रतिपदिकार्थं लिङ्गपरिमाणवचन —(यं प्रति कोपः मात्रे प्रथमा)		
17.	नमः स्वरित्—स्वाहा—स्वधाऽलं —वषट्—योमञ्च		
18.	ध्रुवमपायेऽप्रादानम्		
19.	आपादाने पञ्चमी		
20.	भीत्रार्थानां भयहेतुः		
21.	वारणार्थानामीषित		
22.	षष्ठी शेषे प्रतियोगेऽपि		
23.	षष्ठी हेतु प्रयोगे		
24.	आध्यासेऽधिकरणम्		
25.	सप्तम्यधिकरणे च		
26.	सप्तम्यधिकरणे च		

	<p>27. तस्य च भावेन भावसंज्ञकम्</p> <p>28. तस्य निर्धारणम्</p> <p>29. पञ्चमी विभक्तेः</p> <p>चार पदों का समास विग्रह तथा समास नाम प्रष्टव्य है।</p> <p>(ख) चार सूत्रों की सौदाहरण व्याख्या</p>		
5.	<p><b>B.A.- II (SOCIOLOGY)</b></p> <p><b>Paper I- Social Research And Statistics</b></p> <p><b>Unit – I</b></p> <p>Social Research and Social Survey: Meaning, Nature, Stages and Types.</p> <p><b>Unit – II</b></p> <p>Data: Forms and Sources; Hypothesis; Concept: Types and Sources.</p> <p><b>Unit – III</b></p> <p>Techniques of Data Collection: Observation, Interview, Schedule and Questionnaire; <b>Questionnaire-Construction.</b></p> <p><b>Unit – IV</b></p> <p>Sampling: Concept, Type, <b>Importance</b> and Limitations; <b>Case Study Method.</b></p> <p><b>Unit – V</b></p> <p>Tabular Presentation of Data; Graphical representation of Data; Measurement of Central Tendency: Mean Median, Mode; <b>and Standard Deviation.</b></p>	<p><b>Unit – I</b></p> <p>Social Research and Social Survey: Meaning, Nature, Stages and Types.</p> <p><b>Unit – II</b></p> <p>Data: Forms and Sources; Hypothesis; Concept: Types and Sources.</p> <p><b>Unit – III</b></p> <p>Techniques of Data Collection: Observation, Interview, Schedule and Questionnaire</p> <p><b>Unit – IV</b></p> <p>Sampling: Concept, Type, and Limitations</p> <p><b>Unit – V</b></p> <p>Tabular Presentation of Data; Graphical representation of Data; Measurement of Central Tendency: Mean Median, Mode</p>	<p>Few chapters were reduced in the first paper by keeping the quality of the paper to reduce the load of the students. The students will attempt the Term End Paper (Internship for 6 months)</p>
	<b>B.A.- II (SOCIOLOGY)</b>		Few chapters



	<p><b>Paper II - Social Problems In Contemporary Indian Society</b></p> <p><b>Unit – I</b> Social Problem: Meaning, Concept and Types; Crime and Delinquency: Meaning, Causes, Types, <del>Theories</del> and Remedies.</p> <p><b>Unit – II</b> Population Problem; Population Education and Programs; Population Control: <del>Measures</del>, Causes For Success And Failure.</p> <p><b>Unit – III</b> Problem of Youth: Drug Abuse and AIDS; Problems of Women in India; <del>Women Empowerment</del>.</p> <p><b>Unit – IV</b> Poverty, Unemployment and Illiteracy: Causes, Forms and Remedies; Human Rights <del>and Social Problems</del>.</p> <p><b>Unit – V</b> Social Problems In India: The Scheduled Castes, Scheduled Tribes And Other Backward Classes; Problems of Minorities <del>and Communalism</del>.</p>	<p><b>Unit – I</b> Social Problem: Meaning, Concept and Types; Crime and Delinquency: Meaning, Causes, Types, and Remedies.</p> <p><b>Unit – II</b> Population Problem; Population Education and Programs; Population Control: Causes For Success And Failure.</p> <p><b>Unit – III</b> Problem of Youth: Drug Abuse and AIDS; Problems of Women in India</p> <p><b>Unit – IV</b> Poverty, Unemployment and Illiteracy: Causes, Forms and Remedies; Human Rights</p> <p><b>Unit – V</b> Social Problems In India: The Scheduled Castes, Scheduled Tribes And Other Backward Classes; Problems of Minorities</p>	<p>were reduced in the first paper by keeping the quality of the paper to reduce the load of the students. The students will attempt the Term End Paper (Internship for 6 months)</p>
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Item II

Few changes were suggested in the End Term Paper (Internship) by the committee

S.N.	Proposed Syllabus	Changes Suggested in Proposed Syllabus	Remark
1	<p><b>Department of History:</b></p> <p>Cultural Study of Historical Places, Survey of Archaeological Places, Protection and Preservation of</p>	<p><b>Department of History:</b></p> <p>Cultural Study of Historical Places, Survey of Archaeological Places, Protection and Preservation of Traditional Water Conservation</p>	<p><b>Suggested Collaborative Bodies:</b></p> <p>1. <b>Bharukha Charitable</b></p>

<p>Traditional Water Conservation Sources, Study of Folk Lore and Culture, Study of Artifacts, Exploration of new Historical Sites and Architectures, Maintenance and Management of Archives, Coin Collection and Preservation, Development of Locale Museum, Preservation of Old Historical Written Data, Training in Local Handicraft etc.,</p>	<p>Sources, Study of Folk Lore and Culture, Study of Artifacts, Exploration of new Historical Sites and Architectures, Maintenance and Management of Archives, Coin Collection and Preservation, Development of Locale Museum, Preservation of Old Historical Written Data, Training in Local Handicraft, Research Activities in Preservation of Historical Data, Historical Content Development and Writing, Rewriting History for School Students etc.,</p>	<p><b>Trust</b>  <b>2. Urmul Trust</b>  <b>3. Murrakkka Foundation</b>  <b>4. Nagarshari</b></p>
<p><b>Department of Geography:</b></p> <p>Traditional Water Conservation Practices, Awareness Program for Agriculture Industry, Geographical Study of Locale, Geographical Survey of Locality, GIS Technology Training, Ecological Development Enhancement Activities, <del>Study</del> <del>on</del> <del>Groundwater</del> <del>management</del>, Organic Farming, Pest Control Management, Innovative Techniques for Low-Cost Farming etc.,</p>	<p><b>Department of Geography:</b></p> <p>Traditional Water Conservation Practices, Awareness Program for Agriculture Industry, Geographical Study of Locale, Geographical Survey of Locality, GIS Technology Training, Ecological Development Enhancement Activities, Organic Farming, Pest Control Management, Innovative Techniques for Low-Cost Farming, Health Management, Zilla Udhyog, Small Scale Industries, Documentation of SSI, Water Quality Management etc.,</p>	

All the suggested changes are made and will be implemented from the academic session 2020-21.

  
 (Dr. Avinash Pareek)  
 Dean



**Faculty of Humanities & Social Sciences**  
**Institute of Advanced Studies in Education**  
**(Deemed to be University)**

**Gandhi Vidya Mandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)**  
e.mail. : mmv.iase@gmail.com, URL : iaseuniversity.org.in, Mob. No. 6377915040

**अध्ययन मण्डल की बैठक का विवरण**

**संस्कृत विभाग**

अध्ययन मंडल की बैठक 18 / 05 / 2020 का विवरण

संस्कृत विभाग की अध्ययन मंडल की बैठक का आयोजन समय 9:00 बजे से 10:30 बजे तक ऑनलाइन जूम एप पर किया गया जिसमें निम्नलिखित सदस्य उपस्थित रहे।

- |                                |             |
|--------------------------------|-------------|
| 1 प्रोफेसर के. रानी लक्ष्मी    | अधिष्ठाता   |
| 2 प्रोफेसर महानंद झा           | बाह्य सदस्य |
| 3 डॉ. मूलचंद बाह्य सदस्य       |             |
| 4 डॉ. कंचन शर्मा आन्तरिक सदस्य |             |
| 5 निधि सोनी आन्तरिक सदस्य      |             |

इस बैठक में जो निर्णय लिया गया उसका विवरण निम्न प्रकार से है—

**1 मुद्दा: 1—**कोविड-19 जैसे वायरस के विषय में सत्रीय कार्य में इसकी अंक योजना का उल्लेख करने का प्रस्ताव प्रस्तावित हुआ।

**समाधान:—**बैठक में हुई चर्चा के अनुसार सत्रीय कार्य के अर्न्तगत इसकी अंक योजना का उल्लेख करने का प्रस्ताव सर्वसम्मति से प्रस्तावित हुआ। पाठ्यक्रम में कोविड-19 को केवल बीए प्रथम वर्ष में प्रायोगिक (सत्रीय कार्य) के रूप में रखा जाना प्रस्तावित।

**2 मुद्दा:—2** 2 सप्ताह में 1 दिन कोविड-19 जैसे वायरस के विषय में विद्वानों के द्वारा व्याख्यान ऑनलाइन या वीडियो एवं व्याख्यान ऑफलाइन देने का प्रस्ताव प्रस्तावित।

**समाधान:—**बैठक में हुई चर्चा के अनुसार सप्ताह में 1 दिन कोविड-19 जैसे वायरस के विषय में विद्वानों के द्वारा व्याख्यान ऑनलाइन या वीडियो एवं व्याख्यान ऑफलाइन देने का प्रस्ताव सर्वसम्मति से प्रस्तावित हुआ।

इस प्रकार बैठक में यह सभी सशोधन प्रस्तावित हुए व बैठक सुबह 9:00 बजे से 10:30 बजे तक चली।

(डॉ. के. रानी लक्ष्मी)  
अधिष्ठाता



1 मुद्दा

S.N.	मीजुदा सेलेबस	प्रस्तावित सेलेबस	टिप्पणी
1	<p>सत्रीय कार्य में विद्यमान अंक योजना 20 अंक</p> <p><b>Important points to be noted:</b></p> <ul style="list-style-type: none"> <li>The theory question paper will consist of Five Sections.</li> <li>Theory (External) – 80</li> <li>Internal Sessional Marks (Internal) – 20</li> </ul> <p>(Division of Sessional: Assignments – 10, 2 Terminal Test- 05, Attendance- 03, Co-curricular Activity- 02)</p> <ul style="list-style-type: none"> <li>Every subject paper has five (5) units, and every unit covers two (2) marks. A sessional work is to be done on every unit <b>(2X5= 10 marks)</b></li> <li>Two terminal Tests <b>(2½X2 = 05 marks)</b></li> <li>Attendance of Theory/Practical Classes - <b>03 marks</b> (76%-84% - 01 mark) (85%-93% - 02 marks) (93%-100% - 03 marks)</li> <li>Co-curricular Activities</li> </ul>	<p>सत्रीय कार्य में विद्यमान अंक योजना 20 अंक</p> <p><b>Important points to be noted:</b></p> <ul style="list-style-type: none"> <li>The theory question paper will consist of Five Sections.</li> <li>Theory (External) – 80</li> <li>Internal Sessional Marks (Internal) – 20</li> </ul> <p>(Division of Sessional: Assignments – 10, 2 Terminal Test- 05, Attendance- 03, Co-curricular Activity- 02)</p> <ul style="list-style-type: none"> <li>Every subject paper has five (5) units, and every unit covers two (2) marks. A sessional work is to be done on every unit <b>(2X5= 10 marks)</b></li> <li>Two terminal Tests <b>(2½X2 = 05 marks)</b></li> <li>Attendance of Theory/Practical Classes - <b>03 marks</b> (76%- 84% - 01 mark) (85%-93% - 02 marks) (93%-100% - 03 marks)</li> <li>Co-curricular Activities <b>02 marks</b> Cultural &amp; Literary (01 mark)</li> </ul>	

<p><b>02</b></p> <p><b>marks</b></p> <p>Cultural &amp; Literary</p> <p>(01 mark)</p> <p>Games &amp; Sharmdaan</p> <p>(01 mark)</p> <p>Total Marks – 600 (Six Optionals Papers : 100 Marks Each)</p> <ul style="list-style-type: none"> <li>• Pass Marks – 36 percent.</li> <li>• Mandatory to pass the Internal and External (Written Exam) separately, Obtaining 36 Percent Marks.</li> </ul> <p>In the Paper I and II the minimum marks for Passing the examination are 58 for External Exam and 14 marks for Internal Examination .This is applicable on the optional subjects of B.A Part I,II and III.</p>	<ul style="list-style-type: none"> <li>• Games &amp; Sharmdaan</li> </ul> <p><b>Assignments – 10</b></p> <p>1 कोविड-19 को केवल बीए प्रथम वर्ष में प्रायोगिक(सत्रीय कार्य) के रूप में रखा जाना प्रस्तावित हुआ</p>
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2 मुद्दा:-

क्रम स.	मौजूदा सेलेबस	प्रस्तावित सेलेबस	टिप्पणी
2	-	2 सप्ताह में 1 दिन कोविड-19 जैसे वायरस के विषय में विद्वानों के द्वारा व्याख्यान ऑनलाइन या वीडियो एवं व्याख्यान ऑफलाइन देने का प्रस्ताव प्रस्तावित।	



**Faculty of Humanities & Social Sciences  
Institute of Advanced Studies in Education  
(Deemed to be University)**

Gandhi VidyaMandir, Sardarshahr – 331403 Distt. Churu (Rajasthan)  
e.mail. :mmv.iase@gmail.com, URL : iaseuniversity.org.in, Mob. No. 6377915040

**MINUTES OF THE BOARD OF STUDIES**

**Department of Geography, IASE Deemed University, GVM, Sardarshahr**

The meeting of Board of Studies was held on 12 March, 2020 at the Department of Geography at 12.30 pm. The following members were present.

- |                               |                 |
|-------------------------------|-----------------|
| 1. Dr. Sunil Kumar            | Chairperson     |
| 2. Dr. K Rani Laxmi           | Dean            |
| 3. Mr. Kamal Kant Suthar      | External Member |
| 4. Mr. Gajender Singh Rathore | Internal Member |
| 5. Mr. Himanshu Grover        | Internal Member |

The following agenda items were considered by the committee:

**Item – 1**

Proposed syllabus for PG DIPLOMA IN GEOINFORMATIONS

**Resolution**

The committee members had a comprehensive discussion on the DIPLOMA IN GEOINFORMATIONS – 2020-21 and there was a suggestion to add more reference books. It was resolved that the syllabus be approved as proposed.

**Item -2**

Proposed syllabus for CERTIFICATE IN GIS 2020-21

**Resolution**

The committee members had a deliberation on the proposed syllabus for CERTIFICATE IN GIS 2020-21 the syllabus be approved with the modifications suggested.

**Item -3**

Proposed yearly syllabus of DIPLOMA IN GEOINFORMATIONS 2020-21.

**Resolution**

The committee members had a comprehensive discussion on all aspects DIPLOMA IN GEOINFORMATIONS 2020-21 the syllabus be approved with the modifications suggested.

**Item 4**

Proposed yearly syllabus for CERTIFICATE IN GIS AND REMOTE SENSING 2020-21

**Resolution**

The committee members had a deliberation on the proposed syllabus CERTIFICATE IN GIS AND REMOTE SENSING 2020-21 the syllabus be approved with the modifications suggested.



**Item 5**

Proposed yearly syllabus for CERTIFICATE IN LIDAR 2020-21

**Resolution**

The committee members had a deliberation on the proposed CERTIFICATE IN LIDAR 2020-21 the syllabus be approved with the modifications suggested.

**Item 6**

Proposed yearly syllabus for CERTIFICATE IN DIGITAL PHOTOGRAMMETRY, 2020-21

**Resolution**

The committee members had a deliberation on the proposed CERTIFICATE IN DIGITAL PHOTOGRAMMETRY, 2020-21 the syllabus be approved with the modifications suggested

**Item 7**

Proposed yearly syllabus for CERTIFICATE IN DRONE, 2020-21

**Resolution**

The committee members had a deliberation on the proposed CERTIFICATE IN DRONE, 2020-21 the syllabus be approved with the modifications suggested

(Dr. K. Rani Lakshmi)

Dean

S.L.	Course Name	Duration	Qualification	Fee in Rs.
1-	PG DIPLOMA IN GEOINFORMATIONS	One Year	Graduate	69000
2-	CERTIFICATE IN GIS	Six Month	12	55000
3-	DIPLOMA IN GEOINFORMATIONS	Six Month	12	55000
4-	CERTIFICATE IN GIS AND REMOTE SENSING	Six Month	12	55000
5-	CERTIFICATE IN LIDAR	Three Month	12	35000
6-	CERTIFICATE IN DIGITAL PHOTOGRAMMETRY,	Three Month	12	35000
7-	CERTIFICATE IN DRONE	One Month	12	35000

Meeting ended with a vote of thanks to the chair.

(Dr. SUNIL KUMAR)  
Chairperson/Head

S.No	Date of BoS (Year wise)	Programme/Course	Revisions
1	11-Apr-15	PhD, M.Phil, M.A., B.A. (History)	1. Combined Syllabus of M.Phil, Ph.D., M.A. and B.A.
2	9-Apr-15	PhD, M.A., B.A. (Geography & Environmental Studies)	2. Semester Scheme for M.A. for session 2015-16 and 2016-17
3	8-Oct-16	PhD, M.Phil, M.A., B.A. (History)	Revised Syllabus
4	10-Jan-17	PhD, M.Phil, M.A., B.A. (History)	Revised Syllabus
5	24-Apr-18	PhD, M.Phil, M.A., B.A. (History)	Revised Syllabus
6	10-Oct-16	PhD, M.A., B.A. (Geography & Environmental Studies)	Ph.D. Entrance test - Suggestion to add more reference
7	7-Jan-17	General English	Book and unit V add more content
8	18-Apr-18	PhD, M.A., B.A. (Geography & Environmental Studies)	Revised Syllabus
9	6-Dec-19	PhD, M.A., B.A. (Geography & Environmental Studies)	Suggested to Change paper II in Lieu of th Structural and Dynamic Geomorphology M.A. Previous
10	12-Mar-20	P.G. Diploma in Geoinformation, and Certificate Course	Proposed CBCS Syllabus in M.A. and B.A. Ph.D Revised Syllabus
11	21-Mar-20	M.A. Geography	Proposed syllabus P.G. Diploma in Geoinformation, and Certificate Course
12	13-Mar-20	Certificate	Proposed Syllabus For M.A. (C.B.C.S.) add Paper Medical Geography
13	7-Oct-16	M.A., B.A. (Hindi & Hindi Cmprehensive)	Proposed Skill course Syllabus
14	26-Apr-18	M.A., B.A. (Hindi & Hindi Cmprehensive)	Revised Syllabus
15	2-Dec-19	Ph.D, M.A., B.A. (Hindi & Hindi Cmprehensive)	Revised Syllabus
16	17-May-20	M.A., B.A.	Revised Syllabus and Prosed Ph.D Course Work
17	10-Jan-17	B.A. Sanskrit	Prosed M.A. & B.A. Corona Paper
18	6-Dec-19	M.A., B.A. Sanskrit	Proposed Sanskrit for three year degree course
19	10-Jan-17	B.A. Sociology	Proposed CBCS Syllabus in M.A.
20	27-Apr-18	M.A., B.A. Sociology	Proposed Sociology for three year degree course
21	9-Dec-19	Ph.D, M.A., B.A. Sociology	Prosed M.A. & B.A.
22			Prosed CBCS Syllabus in M.A.



**Board of Studies**  
**(Education)**  
**Meeting No. 36**

**Dated 24 August, 2020**

**Agenda**

**Institute of Advanced Studies in Education**  
**(Deemed to be University)**

Gandhi Vidya Mandir, Sardarshahr – 331403

Phone: 01564-220025, 223642, 223054



Minutes of the meeting of the Borad of Studies in Education, held on 24th August, 2020 at 12 : 30 pm in the online platform of with zoom ID meeting ID : 258 600 1259 Passcode : 987654 with recording procedure.

The following members attended the meeting:

<b>Sr. No.</b>	<b>Member</b>	<b>Designation</b>
1	Prof. Manisha Verma	Dean – Education
2	Prof. R.K.Srivastva	External Member
3	Prof. B.L. Jain	External Member
4	Dr. Anand Srivastava	HoD Education
5	Dr. Sarita Sharma	Internal Member
6	Dr. Sahab Ram Kumawat	Internal Member
7	Dr. Rajeeta Baid	Internal Member
8	Dr. Pura Ram Meghwal	Internal Member
9	Prof. Kanchan Sharma	Special Invitee
10	Dr. Kailash Pareek	Special Invitee

Following agenda item were considered by the committee of BOS for further action:-

### **Item I**

Proposal for inclusion of one paper in each content subject in integrated B.A. B.Ed. (BA IV year)

### **Resolution**

One paper in following content subject in integrated B.A. B.Ed. (BA IV Year) is approved.

Hindi Literature  
History  
Geography  
Political Science  
संस्कृत  
Sociology  
English Literature  
Music

<b>S.N.</b>	<b>Existing Syllabus</b>	<b>Proposed Syllabus</b>	<b>Remark</b>
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1

B.A. B.ED., (B.A. IV year)

B.A. B.ED., (B.A. IV year)

**B.A.B.Ed.- IV**  
**Hindi Literature**  
**Paper code: BABED-455 a 1**  
 भाषा साहित्य एवं शिक्षा

Maximum Marks: 75 Theory: 60 Internal: 15

All courses  
 approved by  
 the committee

अधिगम सम्प्राप्तियाँ:-

1. विद्यार्थी भाषा अध्यापण एवं संरचना से अवगत हो सकेंगे।
2. विद्यार्थी भाषा की प्रकृति एवं उसकी शिक्षा में भूमिका को जान सकेंगे।
3. विद्यार्थी भाषा के परिप्रेष्य के सन्दर्भ में विभिन्न आयुओं की संस्कृतियों एवं नीतियों को समझ सकेंगे।
4. विद्यार्थी भाषा की आधारभूत भाषायी दक्षताओं और कौशलों का विकास कर अपनी भाषा कौशल को समुन्नत बना सकेंगे।
5. विद्यार्थी भाषागत सम्प्रेषण एवं सूचना तकनीकी में वर्तमान परिस्थितियों में नवाचारों का प्रयोग कर पारंगत हो सकेंगे।

इकाई 1 : भाषा एवं पाठ्यक्रम

- भाषा के पाठ पाठ्यक्रम
- बहुभाषा एक संपदा के रूप में
- भाषा एवं संवार भाषा एवं सीखना
- भाषा एवं पहचान

इकाई 2 : भाषा साहित्य एवं सौंदर्यशास्त्र

- भाषा, साहित्य एवं सौंदर्यशास्त्र
- भाषा एवं संस्कृति
- भाषा एवं लिंग
- भाषा एवं सत्ता
- भाषागत अधिकार एवं अल्पसंख्यक भाषाएँ

इकाई 3 : अध्ययन का पाठ्यक्रम, पाठ्यविवरण, पाठ्यपुस्तक और सम्प्रेषण तकनीकी

- अध्ययन का पाठ्यक्रम एवं पाठ्यविवरण का विकास
- माध्यमिक स्तर के वर्तमान पाठ्यविवरण का समीक्षात्मक अध्ययन
- भाषा की पाठ्यपुस्तक की विशेषताएँ, अतिरिक्त पाठ्यपुस्तक, टीचर टैडबुक (शिक्षक सहायिका), वर्क बुक, पाठ्यपुस्तक विवेचना।
- भाषा एवं सम्प्रेषण, प्रभावी सम्प्रेषण कि मुख्य तत्व,

इकाई 4 : विभिन्न नीतियों एवं कमीशनों में भाषा

- विभिन्न कमीशन, कमीटियों, नीतियों एवं स्वतंत्रता उपरान्त राष्ट्रीय पाठ्यचर्चा दरतावेज (एन.सी.एफ.) में भाषा की चर्चा एवं महत्व, मुदलिकार कमीशन, कोठारी कमीशन (पाठ्यशास्त्र एवं राष्ट्रीय विकास) 1964-66, एन.सी.एफ - 1975, 1988, राष्ट्रीय पाठ्यक्रम अध्ययन पाठशाला शिक्षा 2000, एन.सी.एफ. - 2005, शिक्षा पर राष्ट्रीय नीति 1986; नई शिक्षा नीति 2020 में भाषा के प्रावधान तीन भाषायी फार्मूला (त्रिभाषा सूत्र), अल्पसंख्यक भाषाओं का प्रावधान।

इकाई 5 : क्रियात्मक हिंदी

- नोट्स लेना : नोट्स बनाना, निबंध लेखन, सारांश लेखन, रिपोर्ट-लेखन, रेडियो और टेलीविजन के लिए पटकथा लिखना, विज्ञापन लिखना, नोटिस लिखना, पत्र लेखन, सभावाक्य गुण, संपाद (हायलींग) लेखन, सामूहिक चर्चा (ग्रुप डिस्कशन), प्रस्तुतिकरण गुण, परिचय (मायोडाटा) लेखन

टाजकेशनल मोडालिटीस)

लेक्चर/संपर्क कालांश, बातचीत/मिलकर काम करना एवं constructivist approach(कन्स्ट्रक्टिविस्ट एप्रोच), परिस्थितियों उत्पन्न करके उनके द्वारा पढ़ाना

- अध्यापकीय अभ्यास (शिक्षकीय/प्रैक्टिस) विद्यार्थी समूह में कार्य करेंगे लेक्चर/संपर्क कालांश में अर्जित ज्ञान पर एवं उसके व्यावहारिक विदुओं पर कार्य करेंगे। समूह में पढ़ाना (Peer group Teaching)को बढ़ावा दे सकते हैं। कठिन विषय वस्तु को शिक्षण के दौरान सूलना सकते हैं।

**मूल्यांकन (रूपात्मकता और तौर-तरीका)**

- अंत में होने वाली परीक्षा 60 अंकों की होगी। हर एक इकाई 12 अंकों की होगी।
- दो प्रयोगात्मक परीक्षाएँ एक मौखिक प्रस्तुतिकरण और एक लिखित प्रयोगात्मक परीक्षा। हर एक परीक्षा 5 अंकों की होगी।

नोट: एक समीक्षात्मक प्रश्न प्रत्येक इकाई से पेपर में पूछा जाएगा जो 12 अंकों का होगा। सुझाव

**सन्दर्भ ग्रन्थ सूची :**

- पाल, आर. ए. (2002). *हिन्दी शिक्षण*, जयपुर: अरिहत शिक्षा प्रकाशन.
- नौड, राधेश्याम (1998). *हिन्दी शिक्षण*, जयपुर: अरिहत शिक्षा प्रकाशन.
- एन.सी.ई.आर.टी. (2005) *राष्ट्रीय पाठ्यग्राम रूपरेखा-2005* नई दिल्ली: एन.सी.ई.आर.टी.
- लाल, रमन विहारी (2001). *हिन्दी शिक्षण*, मेरठ: आर.लाल बुक डिपो.
- एम.एच.आर.डी (1986). *राष्ट्रीय शिक्षा नीति*, नईदिल्ली : भारत सरकार शिक्षा.

सचदेवा और शर्मा (2016). सूचना, संचार एवं तकनीकी, पटियाला: दृष्टन्टी फर्स्ट सेंचुरी पब्लिकेशन।

**B.A.B.Ed.- IV**

**History  
HISTORY OF INDIAN ECOLOGY AND  
ENVIRONMENT**

**(Paper code: BABED-455 b 1)**

**Maximum Marks: 75**

Internal: 15 Marks

(Internal marks in which two tests of 7.5-7.5 marks each are included)

**Learning outcomes: - Students will be able to**

- To understand ecology and environment of ancient India.
- To know the role of environment in rise of Magadha empire.
- To study the Ecology and Environment during the medieval India
- To know the Geographical zones of ancient Rajasthan.
- To study the promotion of eco-tourism in Rajasthan

**UNIT - I**

Understanding ecology and environment- meaning, context and significance.Expansion of Agriculture.Harappa cities-ecosystem and environmental factors.Indus and Sarswati rivers.

**UNIT - II**

Rise of Magadha empire – role of environment. Ecological and environmental awareness during Mauryan, Post-Mauryan and Gupta periods.

**UNIT - III**

Issues of Ecology and Environment during the period of Delhi Sultanate and in Mughal age. Promotion of eco-tourism like developing hill stations, wild life sanctuaries etc. Chipko



movement.

#### UNIT - IV

Eco-system of Kalibanga, Ahar and Ganeswar culture. Geographical zones of ancient Rajasthan (forests, mountains, desert). Flow of Vedik Saraswati river in Rajasthan and its disappearance.

#### UNIT - V

Role of folk deities and cults of Rajasthan in environment preservation. Environmental Management in Rajasthan. Promotion of eco-tourism in Rajasthan: wild life sanctuaries- Ranthambore, Sariska, Ghana Bird Sanctuary.

#### Books Recommended:

1. Gopal, I. & Srivastava, V.C. (2014). *History of agriculture in India*, Munsiram Manoharlal Pub. Pvt. Ltd.
2. Randhava, M.S. (1980). *A history of agriculture in India*. New Delhi: India Council of Agriculture Research.
3. Law, B.C. (1976). *Historical geography of ancient India*. Delhi: Ess Ess publication.
4. Butzer, K.W. (1966). *Environment and Archaeology*. Chicago: University of Chicago Press Book.

Chang, K.C. (1968). *Settlement archaeology*. Palo Alto Calif: National Press Books.

#### B.A.B.Ed.- IV Geography

#### Fundamental of Remote Sensing & GIS

Paper code: BABED-455 c 1

Maximum Marks: 75 External: 40

Practical :25 Internal: 10Marks

(in which two tests of 5-5 marks each are included)

#### Learning Outcomes:

- The Students will be able to demonstrate knowledge of the foundations and theorems of geographic information system (GIS) and use the tools and methods of (GIS)
- Students will be familiar with modern techniques in geography.
- Students will be prepared to apply their skill in professional careers.
- Students will demonstrate their competence to work individually and as a team to develop and present a client-driven GIS solution.
- Students will demonstrate their knowledge of Physical geography and the methods and techniques for observing, Measuring, recording and reporting on geographic phenomena.

#### Unit-I Aerial Photography

Introduction to Aerial Photographs: their advantages and types.

Elements of aerial Photo interpretation.

#### **Unit-II Remote Sensing**

Introduction to Remote Sensing; Electromagnetic spectrum, Stages in remote sensing, type of satellites.

#### **Unit-III Imageries and Mapping**

Types of Imageries and their application in various fields such as agriculture, Environment and resource mapping.

#### **Unit-IV GIS (Geographical Information System)**

Introduction to Geographical Information System: Definition, purpose, advantages and software and hardware requirements.

#### **Unit-IV Application of GIS**

Application of GIS in various fields of geography: agriculture, Settlements, Roads, Waterbodies.

#### **References :**

1. Albert, D. P., Gesler, W. M., & Levergood, B. (Eds.). (2000). *Spatial analysis, GIS and remote sensing: Applications in the health sciences*. CRC Press.
2. Delaney, J., & Van Niel, K. (1999). *Geographical information systems: an introduction* (pp. 194-194). Oxford, UK: Oxford University Press.
3. Foody, G. M., & Atkinson, P. M. (Eds.). (2003). *Uncertainty in remote sensing and GIS*. John Wiley & Sons.
4. Green, D. R. (Ed.). (2000). *GIS*. CRC Press.
5. Jha, M. K., & Peiffer, S. (2006). *Applications of remote sensing and GIS technologies in groundwater hydrology: past, present and future* (p. 201). Bayreuth: BayCEER.
6. Li, Z., Chen, J., & Baltasvias, E. (Eds.). (2008). *Advances in photogrammetry, remote sensing and spatial information sciences: 2008 ISPRS congress book* (Vol. 7). CRC Press.
7. Liu, J. G., & Mason, P. J. (2009). *Essential image processing and GIS for remote sensing*.
8. Longley, P., & Batty, M. (2003). *Advanced spatial analysis: the CASA book of GIS*. ESRI, Inc.
9. Lunetta, R. S., & Lyon, J. G. (Eds.). (2004). *Remote sensing and GIS accuracy assessment*. CRC press.
10. Mesev, V. (2008). *Integration of GIS and remote sensing* (Vol. 19). John Wiley & Sons.
11. Reddy, M. A., & Reddy, A. (2008). *Textbook of remote sensing and geographical information systems* (pp. 4-4). Hyderabad: BS publications.
12. Sample, A. (Ed.). (1994). *Remote sensing and GIS in ecosystem management*. Island Press.
13. Skidmore, A. (Ed.). (2017). *Environmental modelling with GIS and remote sensing*. CRC Press.
14. Vincent, R. K. (1997). *Fundamentals of geological and environmental remote sensing* (Vol. 366). Upper Saddle River, NJ: Prentice Hall.
15. Weng, Q. (2010). *Remote sensing and GIS integration: theories, methods, and applications*. New York: McGraw-Hill.
16. Weng, Q., & Quattrochi, D. A. (Eds.). (2018). *Urban remote sensing*. CRC press.
17. Wulder, M. A., & Franklin, S. E. (Eds.). (2006). *Understanding forest disturbance and spatial pattern: remote sensing and GIS approaches*. CRC Press.

**PAPER II: GEOGRAPHY PRACTICAL**

Contact Hours: 2 periods per Week

Maximum Marks: 25 Examination

Duration: 4 Hours

1. Lab work (written - 4 hours duration) (3 problems out of 4 problems) 10
2. Record work and viva voce 5
3. Field survey and Viva voce 10

**Total 25**

**Content:**

1. Maps: History, techniques and preparation.
2. Theoretical basis of nearest neighbour analysis; practical exercise on nearest neighbours' analysis, Network analysis, locational analysis of urban centres, coefficient of variation.
3. Air photo interpretation and exercise on the determination of height; knowledge of stereoscopic vision, interpretation and identification of cultural and physical features on aerial photography.
4. Remote sensing and GIS: Historical development, types of satellite and space programmes of India, GIS: importance and its application in regional planning.
5. Use and application of Indian clinometer in small area survey; use of dumpy level and contouring.

**BOOKS RECOMMENDED**

1. Mishra, R.P. – Fundamental of Cartography, Macmillan, New Delhi
2. Sarkar, A.K. - Practical Geography – A systematic approach, Oriented Longman Calcutta

Singh, R.L. Singh – Elements of Practical Geography, Kalyani Pub., New Delhi  
Khan, Z.A. – Text Book of Practical Geography, Concept, New Delhi

**B.A.B.Ed.-IV**

**Political Science**

**HUMAN RIGHTS: THEORY AND PRACTICE**

Paper code: BABED-455 d I

Maximum Marks: 75

Internal: 15 Marks

(in which two tests of 7.5-7.5 marks each are included)

**Learning outcomes:**

The students will be able to:

- Acquire the capacity of distinguished human rights prospective in different ideological framework.
- Acquaint themselves with socio-political history of Human rights.
- Understand the Human Rights dimension of certain concepts, such as Liberty, Justice etc.
- Understand the world wide concern of Human rights as evinced through Universal proclamation of Human rights.
- Appreciate and evaluate the institutional legal arrangement for the protection of human rights in India.
- Appreciate and analyses the social economic environment for human rights in India as also the relevant social issues associated with Human rights.



- Understand and appreciate specific context of women, children as regards the Human rights.
- Appreciate the role of civil society institutions for the protection of Human rights.

#### CONTENT

##### UNIT I

Human Rights : Meaning and Nature, characteristics of Human Rights, relationship of Human Rights with social and Human Values.

##### UNIT II

Socio-Political History of Human Rights : State, Civil Society, Liberty, Equality and Justice with special relationship to human rights.

##### UNIT III

International Conventional and Human Rights : With special reference to Universal Declaration 1948. United Nations and Human rights.

##### UNIT IV

Human Rights And Indian Constitution Preamble, Fundamental Rights, Direction Principles and Fundamental duties, NHRC : Composition and Working Process.

##### UNIT V

Human Rights in Reference to Changing Human Society Changing social customs with special reference to dowry and female fortitude. Increasing women rights. Child labour, Rights of the aged, Education as a tool of mind.

#### References :-

1. An-Na'im, A. A. (Ed.). (1995). *Human rights in cross-cultural perspectives: A quest for consensus*. University of Pennsylvania Press.
2. Bajaj, M. (2011). *Schooling for social change: The rise and impact of human rights education in India*. A&C Black.
3. Basu, D. D., Banerjee, B. P., & Massey, A. K. (2003). *Human rights in constitutional law*. Wadhwa & Company.
4. Cook, R. J. (Ed.). (2012). *Human rights of women: National and international perspectives*. University of Pennsylvania Press.
5. Desai, A. R. (Ed.). (1986). *Violation of democratic rights in India*. Popular Prakashan.
6. Dwivedi, O. P., & Rajan, V. J. (Eds.). (2016). *Human rights in postcolonial India*. Routledge.
7. Gewirth's (1983). *Human Rights: Essays on Justification and Applications*. Chicago: University of Chicago Press,
8. Johari, J. C. (1996). *Human Rights and New World Order: Towards Perfection of the Democratic Way of Life*. Anmol Publications.
9. Kaushik, S. (Ed.). (1985). *Women's Oppression: Patterns and Perspectives*. Vikas Pub.
10. Kaushik, V. K. (1997). *Women's Movements and Human Rights*. Pointer Publishers.
11. Reichert, E. (Ed.). (2007). *Challenges in human rights: A social work perspective*. Columbia University Press.

Subramanian, S. (1997). *Human rights: International challenges* (Vol. 1). Manas Publications.

**B.A.B.Ed.- IV**

संस्कृत

Paper code: BABED-455 e I

प्रश्न पत्र- भाषा दक्षता संवर्धन

Maximum Marks: 75 Theory: 60 Internal: 15

अधिगम सम्प्राप्तियार्थी :

- संस्कृत भाषायां दक्षता प्राप्तुम्।
- संस्कृत भाषा माध्यमेन छात्रेषु भाषा भाव नैपुण्यम्।
- भाषा, भावानुभूति, भावगाभीर्यं च समायातीति।
- भाषा व्याकरण, साहित्याध्ययने रुचि वर्धनाय।
- संस्कृत समाख्ये संस्कृत लेखने समर्था भविष्यति।
- भाषाया उत्पत्ति, महत्त्वं च ज्ञास्यन्ति।
- स्वनात्मक, कार्यम् कुर्वन्।

इकाई-1

संस्कृत साहित्य परिचय.

- भाषायाः उत्पत्ति, महत्त्वं, उपयोगिता च।
- संस्कृत साहित्यस्य परिघयात्मक इतिहासः।
- वैदिक लौकिकश्च।

इकाई-2

अनुप्रयुक्त व्याकरणम्

- वर्णोच्चारण स्थानानि प्रयत्नानि च।
- कारक प्रकरणम् उपपद विभक्तिश्च।
- अच् हल्, विसर्ग सन्धि।
- समास ज्ञानम्, प्रत्यय ज्ञानम्, अव्यय पदानि

इकाई-3

स्वनात्मक कार्यम्

- संकेताधारित अनीपचारिक पत्रम्
- संकेताधारित संवाद लेखनम्, अनुच्छेद लेखनम्
- विज्ञाधारित वर्णनम् अथवा लघु कथा लेखनम्

इकाई-4

भाषाई त्रीशल

- भाषाई कौशल (श्रवण, वाचन, पठन लेखनश्च)
- जनसंचारस्य परंपरागत माध्यमम्
- प्रयोजनागुलक लेखनम्
- रिपोर्ताज, यात्रावृत्त, डायरी लेखनश्च।

इकाई-5 भाव्द धातु रूपविव ।

- अकारान्त पुल्लिङ्ग, स्त्रीलिङ्ग, नपुंसकलिङ्गश्च।
- सर्वनाम शब्द (पुल्लिङ्ग, स्त्रीलिङ्ग, नपुंसक लिङ्गश्च)।
- धातु रूपा (परस्मैपद, आत्मनेपद, उभयपदी च)
- लट्, लङ्, लृट्, लोट्, लिङ् लकार (पठ, क्रीड गम्, पा, जि, ध् दश्, नी, नम्, पच्, भज, इत्यादि धातुरूपाः पचम लकारे)

सन्दर्भ सूची-

- प्रवेश, (2015), संस्कृत भारती, समरसता, भवनम्, भारतमाता मन्दिर, सुभाषनगर, अजयमेरु (राज.)
- चौधरी, अर्कनाथ (1997) व्याख्याकार, वैयाकरण सिद्धान्त कौमुदी, जगदीश संस्कृत पुस्तकालय, जयपुर
- नीरत, विकास शर्मा (2000) विविधा, हंस प्रकाशन, जयपुर
- वक्कर नौदियाल हस (2006) वृहद अनुवाद चन्द्रिका, मोतीलाल बनारसी दास, बंगलो रोड नई दिल्ली
- चौधरी, अर्कनाथ (2007) लघु सिद्धान्त कौमुदी, जगदीश संस्कृत पुस्तकालय, जयपुर
- कार्थीक जय प्रकाश (2001) संस्कृत ज्ञानोदय, गौतम त्रदर्स, कानपुर
- शास्त्री, कलाधर (2012), मौढा रासा जयपुर
- लोढा मनोज एवं कुंजन, (2018), संवाद सेतु, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर।

B.A.B.Ed.- IV

Sociology

Gender and Society

(Paper code: BABED-455 f1)

**Maximum Marks: 75 External: 60 Internal: 15 Marks**  
(in which two tests of 7.5-7.5 marks each are included)

**Objectives:**

The course has a three-fold aim.

- Firstly, it takes students through a gendered reading of both classics and contemporary texts in sociology and anthropology.
- Secondly, it focuses on specific and substantive concerns in gender studies.
- The course then integrates these discussions to forward its third outcome, namely, to acquaint students with older and current debates and new areas of research in the field.

**Learning Outcomes:**

After completion of the course, the students will be able to:

- Define gender from sociological perspective
- Differentiate between sex, gender and sexuality
- Identify gender as a social construct
- Explain the gender of politics in micro and macro social settings

**Unit I**

Gender in Sociological Analysis: Approaches to the Study of Gender; Gender Studies as a Critique of Ethnography and Theory

**Unit II**

Gender and Relevant Theories; Wave of Feminism; Post-Feminism and Current Debates

**Unit III**

Reproduction, Sexuality and Ideology: Biology and Culture; Concepts of Male and Female; Life Cycle

**Unit IV**

Family, Work and Property: Production and Reproduction; Work and Property; Family and Household

**Unit V**

The Politics of Gender: Complementarity, Inequality, Dependence, Subordination; Feminist Politics

**References:**

- 1) Mead, M. 1935. *Sex and Temperament in Three Primitive Societies*, New York: William Morrow.
- 2) Engels, F. 1972. *The Origin of the Family, Private Property and, the State*, London: Lawrence and Wishart.
- 3) De Beauvoir, S. 1983. *The Second Sex*, Harmondsworth: Penguin. (Book Two).
- 4) Rosaldo, M.Z. and L. Lamphere (ed.). 1974.



*Women, Culture and Society*, Stanford: Stanford University Press. (Articles by Rosaldo, Chodorow, Ortner; other articles may be used for illustration).

- 5) Reiter, R. R. (ed.). 1975. *Towards an Anthropology of Women*, New York: Monthly Review Press, (Articles by Draper and Rubin; other articles may be used for illustration).
- 6) Barrett, M. 1980. *Women's Oppression Today*, London: Verso. (Chapters 1 to 4, and 6).
- 7) MacCormack, C. and M. Strathern (ed.). 1980 *Nature, Culture and Gender*, Cambridge: Cambridge University Press. (Chapter 1).
- 8) Douglas, M. 1970. *Purity and Danger*, Harmondsworth: Penguin. (Chapter 9).
- 9) Yalman, N. 1963. "On the Purity of Women in the Castes of Ceylon and Malabar", *Journal of the Royal Anthropological Institute*, pp. 25-58.
- 10) Hershman, P. 1977. "Virgin and Mother" in I.M. Lewis (ed.), *Symbols and Sentiments: Cross-Culture Studies in Symbolism*, London: Academic Press.
- 11) Vatuk, S. 1982. "Purdah Revisited: A Comparison of Hindu and Muslim Interpretations of the Cultural Meaning of Purdah in South Asia", in H. Papanak and G. Minault (eds.), *Separate World: Studies of Purdah in South Asia*, Delhi: Chanakya.
- 12) Boserup, E. 1974. *Women's Role in Economic Development*, New York: St. Martin's Press. (Part I).
- 13) Meillassoux, C. 1981. *Maidens, Meals and Money*, Cambridge: Cambridge University Press. (Part I).
- 14) Young, K. C. Wolkowitz and R. McCullagh (eds.), 1981. *Of Marriage and the Market: Women's Subordination in International Perspective*, London: CSE Books, (Articles by O. Harris, M. Molyneux).
- 15) Hirschon, R. 1984. "Introduction: Property, Power and Gender Relations" in R. Hirschon (ed.), *Women and Property. Women as Property*, Beckenham: Croom Helm.
- 16) Uberoi, J. P. S. 1961. "Men, Women and Property in Northern Afghanistan" in S.T. Lokhandawala (ed.), *India and Contemporary Islam*, Simla: Indian Institute of Advanced Study, Pp. 398-415.
- 17) Sharma, U. 1980. *Women, Work and Property in North West India*, London: Tavistock.
- 18) Ardener, E. 1975. "Belief and the Problem of

Women” and “The Problem Revisited”, in S. Ardener (ed.), *Perceiving Women*, London: Malaby Press.

19) Leacock, E. 1978. “Women’s Status in Egalitarian Societies: Implications for Social Evolution”, *Current Anthropology*, 19(2), pp. 247-75.

20) Rogers, S.C. 1975. “Female Forms of Power and the Myth of Male Dominance: A Model of Female/Male Interaction in Peasant Societies”, *American Ethnologist*, 2(4), pp. 727-56.

Jaggar, A. 1983. *Feminist Politics and Human Nature*, Brighton: The Harvester Press.

**B.A.B.Ed.- IV**

**English Literature**

**Paper code: BABED-455 g I**

**Enhancing Language Proficiency**

Maximum Marks: 75 External: 60 Internal: 15

**Learning outcomes:**

Students will be enabled to:

- Develop the conceptual understanding and framework of the nature of language.
- Develop the conceptual understanding of communication skills in English language.
- To Train student-teachers the basic language skills (LSRW).
- Develop a skill of performing arts in English language.
- Develop the conceptual understanding of the ICT and self-development through language.
- Enhance the basic language skills.
- Enhance communication skills.
- Enhance language proficiency skills.

**Course Contents:**

**UNIT I: Understanding Language**

- Concept, structure, nature, scope and functions of language.
- Role of dialect, register, and standard and non – standard language.
- Role of spoken and written language.
- Role of sounds and script

**UNIT II. Enhancing Basic Language Skills**

- Concept, nature, types, elements and functions of basic language skills (LSRW).
- Role of language skills in questioning and responding (answering/replying).
- Essay writing, letter writing, summary writing, note –making, note –taking, report writing, notice writing, email –writing, CV/resume writing, group discussion, presentations,

**UNIT III. Enhancing Communication Skills**

- Concept, types of communication, animal and human communication, Verbal and non-verbal communication.
- Role of Paralinguistic features in communication
- Communication skills
- Elements of effective communication
- Removing barriers to communications
- Role of proper pronunciation and punctuations in communication

**Unit – IV: Phonology & Morphology**

- Phonemes/ Sounds of English, The Physiology of Speech, Place and Manner of Articulation, description of Vowels and Consonants, Phonemes and Allophones,
  - Phonemes of British R.P. and Phonemes of GIE, Syllable, Word Stress, Weak Forms, Sentence Stress- Division and groups, Intonation
- Morphology**
- Structure of Words, Concept of Morpheme/ Allomorph, Types of Morpheme, Processes of Word Formation

**UNIT V: ICT, Language and Self-development**

- Concept, scope, nature, types and functions of ICT
- Role of ICT in teaching
- Role of language in developing social sensitivity and awareness in students
- Techniques of developing personality and self-confidence of teachers

**Modes of Learning Engagement**

Workshop, Seminar, Group discussion, mock session, reading and writing assignments, role play, acting, simulations, exhibition, mime, presentations, debates, extempore speech, critical reading, PPP, etc. Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

**Tutorials/ Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

**Reference:**

1. Bailey, K. M., & Nunan, D. (2005). Practical English language teaching: speaking.
2. Bala subramaniam, T. (1981). *A textbook of English Phonetics for Indian Students* (Macmillan).
3. Bansal, R.K. and J.B. Harrison (1972). *Spoken English for India*, New Delhi: Orient Longman.
4. Beck, A., Bennett, P., & Wall, P. (2005). *AS communication studies: the essential introduction*. Psychology Press.
5. Beck, A., Bennett, P., & Wall, P. (Eds.). (2004). *Communication studies: The essential resource*. Psychology Press.
6. Braine, G. (Ed.). (2013). *Non-native educators in English language teaching*. Routledge.
7. Chambers, A., Conacher, J. E., & Littlemore, J. (Eds.). (2004). *ICT and language learning*. A&C Black.
8. Edge, J. (1993). *Essentials of English language teaching*. London: longman.
9. Hargie, O. (2006). Skill in practice: An operational model of communicative performance. *The handbook of communication skills*, 3, 37-70.
10. Hargie, O. (2006). Skill in theory: Communication as skilled performance. *The handbook of communication skills*, 3, 7-36.
11. Harmer, J. (2001). *The practice of English language teaching*. longman.
12. Johnston, B. (2003). *Values in English language teaching*. Routledge.
13. Kenning, M. (2007). *ICT and language learning: From print to the mobile phone*. Springer.



14. Leech, G.N. (1983). *Principles of Pragmatics*. London, Longman.
15. Quirk, R.S. Greenbaum (1973). *A University Grammar of English*, London: Longman
16. Rosengren, K. E. (1999). *Communication: an introduction*. Sage.
17. Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching*. Macmillan Education.
18. Seely, C. B. (2000). James M. Wilce, Eloquent in trouble: The poetics and politics of complaint in rural Bangladesh. (Oxford studies in anthropological linguistics, 21). Oxford & New York: Oxford University Press, 1998.
19. Ur, P. (2012). *A course in English language teaching*. Cambridge University Press.

**B.A.B.Ed.- IV**

Music

भारतीय संगीत (कठ एवं वाद्य)

**Paper code: BABED-455 h I**

Maximum Marks:50 External :40 Practical: 25

Internal 10 Marks (in which two test of 5&5 marks each are included)

अधिगम संप्राप्तियां—

- विद्यार्थियों को किसी भी एक राग में विलंबित लय में बड़ा ख्याल एवं तराना करवाया जाएगा।
- संगीत एक संस्कारकैसे है यह सिखाया जाएगा।
- संगीत के उपज प्राकृतिक और अप्राकृतिक रूप से कैसे हो सकती है समझाया जाएगा।
- लयकारी का जीवन में क्या महत्व है समझाया जाएगा।
- मानव द्वारा निर्मित संसाधन से कैसे संगीत उत्पन्न किया जा सकता है सिखाया जाएगा।

( इकाई-1)

1. निम्नलिखित रागों का शास्त्रीय एवं तुलनात्मक अध्ययन

(1) मैरवी

(2) गुजरी तोड़ी

(3) पूरिया घनाश्री

(4) कौशिक ध्वनी

(5) श्री

(6) जोग

(7) धारेश्वरी

(8) अमोगी कान्हडा

2. पाठ्यक्रम की वदियों को लयबद्ध लिखना

( इकाई-2)

1. रागश्री में रचित कोई एक छोटा ख्याल जो 10 मात्रा में हो

2. राग यमन में बड़ा ख्याल जो 48 मात्रा में निबंद हो।

(इकाई-3)

1. भारतीय संगीत का मानव जीवन में प्रभाव और

		<p>2. एक सफल कलाकार के गुण तथा अवगुण, पहचान और अवगुण निराकरण। (इकाई 4)</p> <p>1.पंडित भातखंडे द्वारा संगीत व्यवस्था</p> <p>2. राग रस एवं ताल रस</p> <p>(इकाई-5)</p> <p>भारतीय संगीत और योग</p> <p>संगीत के अंतर्गत कल्पना वशानुक्रम</p> <p>संदर्भ ग्रंथ –</p> <ul style="list-style-type: none"> <li>• क्रमिक पुस्तक मालिका भाग 1 2 3 4 पंडित विष्णु नाशरण भातखंडे</li> <li>• संगीताजलि भाग 1 2 3 4 5 और 6 –पंडित जामनाशरण ठाकुर।</li> <li>• शितार मलिक का संगीत कार्यालय (हाथरस)</li> <li>• विष्णु दिगंबर पलुस्कर पंडित विनय चंद्र मोदगले</li> </ul> <p>संगीत मंजूषा प्रोफेसर इंदुपती धर्यवती प्रायोगिक संगीत भारतीय संगीत (कठ एवं वाद्य)</p> <p>प्रायोगिक :- अधिकतम अंक- 25</p> <ol style="list-style-type: none"> <li>1. तीन ताल में कोई टुकड़ा-5</li> <li>2. ताल गत ताल में एक बंदिश-5</li> <li>3. ताल एक ताल में कोई गत -10</li> <li>4. राग का वर्गीकरण एवं पहचान-05</li> </ol>	
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## Item II

Proposal for remove due to repetition of options in specialization subject in integrated BA.B.Ed. & B.Sc. B.Ed. (from I to IV year)

## Resolution

Resolved to accept the proposal without any correction.

S.N.	Existing Syllabus	Proposed Syllabus	Remark																
1	<p>B.A.B.ED. &amp; B.Sc. B.Ed , Specialization Subject</p> <p><b>FIRST YEAR –I</b></p> <table border="1" data-bbox="175 1668 774 1998"> <thead> <tr> <th>Course code</th> <th>Title of the course</th> </tr> </thead> <tbody> <tr> <td>Course-1/ B.A.B.ED.-110</td> <td>Gen. English (compulsory)</td> </tr> <tr> <td>Course-2/ B.A.B.ED.-120</td> <td>Childhood, Growing up &amp; learning</td> </tr> <tr> <td>Course-3/ B.A.B.ED.-130</td> <td>Education in Contemporary India</td> </tr> </tbody> </table>	Course code	Title of the course	Course-1/ B.A.B.ED.-110	Gen. English (compulsory)	Course-2/ B.A.B.ED.-120	Childhood, Growing up & learning	Course-3/ B.A.B.ED.-130	Education in Contemporary India	<p>B.A.B.ED. &amp; B.Sc. B.Ed , Specialization Subject</p> <p><b>FIRST YEAR-I</b></p> <table border="1" data-bbox="798 1668 1412 1998"> <thead> <tr> <th>Course code</th> <th>Title of the course</th> </tr> </thead> <tbody> <tr> <td>Course-1/ BABED-110</td> <td>Gen. English (compulsory)</td> </tr> <tr> <td>Course-2/ BABED-120</td> <td>Childhood, Growing up &amp; learning</td> </tr> <tr> <td>Course-3/ BABED-130</td> <td>Education in Contemporary India</td> </tr> </tbody> </table>	Course code	Title of the course	Course-1/ BABED-110	Gen. English (compulsory)	Course-2/ BABED-120	Childhood, Growing up & learning	Course-3/ BABED-130	Education in Contemporary India	
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Course-3/ BABED-130	Education in Contemporary India																		

Course-4/ B.A.B.ED.-140	Yoga for Holistic Health
Course-5/ B.A.B.ED.-150	Chetna Vikas Moolya Shiksha (Specialization)
Course-6/ B.A.B.ED.-160	Content:

#### SECOND YEAR-II

Course code	Title of the course
Course-1/ B.A.B.ED.-210	Gen. Hindi (compulsory)
Course-2/ B.A.B.ED.-220	Knowledge & Curriculum
Course-3/ B.A.B.ED.-230	Teaching & Learning
Course-4/ B.A.B.ED.-240 (A/B)	Chetna Vikas Moolya Shiksha(Specialization) Or Health & Physical Education
Course - 250	Optional Subjects

#### THIRD YEAR -III

Course code	Title of the course
B.A.B.ED.-350	ICT in Education
B.A.B.ED.-351	Gender, School & Society
B.A.B.ED.-352	Creating an Inclusive School
B.A.B.ED.-353	Chetana Vikas Moolya Shiksha or Educational aspects of Geeta
B.A.B.ED.-354	Pedagogy of school course I

#### FOURTH YEAR -IV

Course code	Title of the course
B.A.B.ED.- 450	Environmental Studies
B.A.B.ED.- 451	Assessment for Learning
B.A.B.ED.- 452	Chetna Vikas Moolya Shiksha or Agriculture
B.A.B.ED.- 453	Pedagogy of school Subjects

Course-4/ BABED-140	Yoga for Holistic Health
Course-5/ BABED-150	Chetna Vikas Moolya Shiksha (Specialization)
Course-6/ BABED-160	Content:

#### SECOND YEAR-II

Course code	Title of the course
Course-1/ BABED-210	Gen. Hindi (compulsory)
Course-2/ BABED-220	Knowledge & Curriculum
Course-3/ BABED-230	Teaching & Learning
Course-4/ BABED-240	Health & Physical Education
Course - 250	Optional Subjects

#### THIRD YEAR -III

Course code	Title of the course
BABED-350	ICT in Education
BABED-351	Gender, School & Society
BABED-352	Creating an Inclusive School
BABED-353	Educational aspects of Geeta (Special)
BABED-354	Pedagogy of school course I

#### FOURTH YEAR -IV

Course code	Title of the course
BABED-450	Environmental Studies
BABED-451	Assessment for Learning
BABED-452	Agriculture (Special)
Course -455	<b>Content:</b>

### Item III



- Proposal of starting 5 certificate course as a skill based certificate course.

## Resolution

Resolved to approve the proposed following certificate courses without any change.

- 1 Certificate Course of Medicinal Plants Cultivation
- 2 Certificate Course of Biofertilizer Production & Management
- 3 Certificate Course of Livestock Management and Dairy Production
- 4 Certificate Course of Plant Propagation & Nursery Management
- 5 Certificate course of Yoga Trainer

S.N.	Existing Syllabus	Proposed Syllabus	Remark
1		<p align="center"><b>Certificate Course of Medicinal Plants Cultivation</b> Code - SCC-04 Course Design: Credits-24</p> <p>Maximum Marks: 100 <span style="float:right">Total Hours: 100</span> Theory Marks: 40 <span style="float:right">Lectures: 36 hrs.</span> Practical Marks: 60 <span style="float:right">Tutorials: 00 hrs.</span> Remedial: 04 hrs. <span style="float:right">Field Work/Practicum: 60 hrs.</span></p> <p>For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 00 hrs., Field work: 15 hrs., Remedial: 01 hrs.</p> <p><b>Learning outcomes:</b> <b>After completion of this course students will be able to-</b></p> <ol style="list-style-type: none"> <li>1. Identify, classify and implement the knowledge of medicinal plants in their daily life.</li> <li>2. Use knowledge and practices of improved cultivation techniques, varieties of economically important medicinal crops in their personal and professional life.</li> <li>3. Understand essential parameters has to be taken as prerequisite of cultivation.</li> <li>4. Establish small scale industries of Medicinal plants.</li> <li>5. Selection the medicinal plants according to climate and handle marketing aspects &amp; services</li> </ol> <p><b>UNIT -I : Fundamentals of Medicinal Plant:</b></p> <ul style="list-style-type: none"> <li>• Medicinal Plant: Meaning, definition, concept, importance and properties.</li> <li>• Medicinal plants of Thar Desert: Types, Properties and utility.</li> <li>• Principle and Technique for Herbs Identification</li> <li>• Herbal medicines, Pharmacopoeia, non- pharmacopoeia or synthetic drugs</li> <li>• Spices with special to India, and Medicinal value of Spices.</li> </ul> <p><b>Practicum / Field work:</b></p> <ul style="list-style-type: none"> <li>➤ Identify various type of medicinal plants of your region and make a comprehensive report with diagram and specimen.</li> <li>➤ Conduct a survey-based research on use of various spices and their effect on health.</li> </ul> <p><b>UNIT -II: Prerequisite of Medicinal Plants Cultivation:</b></p> <ul style="list-style-type: none"> <li>• Genetically modified drugs and their advantage and disadvantages</li> <li>• Soil Microorganisms,</li> <li>• Land Preparation</li> <li>• Water Management</li> <li>• Establishment of green house</li> <li>• Use of Organic fertilizers, Vermicompost and their application</li> <li>• Selection criteria of seeds and Plant propagation</li> </ul> <p><b>Practicum / Field work:</b></p> <ul style="list-style-type: none"> <li>➤ Prepare a field or a small area for cultivation of medicinal plant and make a report on soil, available water and micro-organism after a lab testing.</li> <li>➤ How do you select appropriate compost and fertilizers for maximum production? make a report after its practical implementation.</li> </ul> <p><b>UNIT -III: Cultivation of Medicinal Plants:</b></p> <ul style="list-style-type: none"> <li>• Improved cultivation techniques of economically important medicinal plants with their economics.</li> <li>• Endangered plant species of medicinal values and their cultivation</li> <li>• Crop rotation &amp; intercropping.</li> <li>• Greenhouse, Poly house and glass house in the cultivation of medicinal plants</li> <li>• Harvest of Medicinal and Aromatic Plant crops, Diseases Protection</li> </ul> <p><b>Practicum / Field work:</b></p>	

- Visits to Green house, Poly house and glass house for the cultivation of medicinal plants and select any one method for your cultivation give justification of the selection.
- Cultivate at least four different types of medicinal plants.

**UNIT -IV: Post Harvesting Process**

- Post-harvest processing techniques and various methods of distillation of herbal plants. Technique of storage of essential oils and medicinal herbs.
- Use of aromatic oils – description, fragrance in cosmetics, extraction from plant parts – processing – methodologies and procedures, use of Aroma chemicals for value addition, Marketing aspects of essential oils, medicinal herbs and their global status, Weeding, their preservation, package and sale.
- Diseases and Pest affecting Medicinal and Aromatic Plant Crops, their control,

**Practicum / Field work:**

- Prepare a survey report after field visit on marketing of medicinal herbs.
- Preservation, package and sale of cultivated Medicinal Plants or aroma oil.

**References :**

1. Ahmad, I., Aqil, F., & Owais, M. (Eds.). (2006). *Modern phytomedicine: Turning medicinal plants into drugs*. John Wiley & Sons.
2. Batugal, P. A., Kanniah, J., Sy, L., & Oliver, J. T. (2004). *Medicinal Plants Research in Asia-Volume I: The Framework and Project Workplans*. Bioversity International.
3. Bhattacharjee, S. K. (2000). *Handbook of medicinal plants*. Aavishkar Publishers.
4. Eisenman, S. W., Zaurov, D. E., & Struwe, L. (Eds.). (2012). *Medicinal plants of central Asia: Uzbekistan and Kyrgyzstan*. Springer Science & Business Media.
5. Jain, S. K. (1968). *Medicinal plants* (pp. 1-216). National Book Trust, India.
6. Khare, C. P. (2008). *Indian medicinal plants: an illustrated dictionary*. Springer Science & Business Media.
7. Kumar, N. J. B. M. (2006). *Introduction to spices, plantation crops, medicinal and aromatic plants*. Oxford and IBH Publishing.
8. Kurian, A., & Sankar, M. A. (2007). *Medicinal plants* (Vol. 2). New India Publishing.
9. Moore, M. (1989). *Medicinal plants of the desert and canyon west*. UNM Press.
10. Oztekin, S., & Martinov, M. (2014). *Medicinal and aromatic crops: harvesting, drying, and processing*. CRC Press.
11. Panda, H. (2002). *Medicinal plants cultivation & their uses*. Asia Pacific Business Press Inc..
12. Panda, H. (2004). *Handbook On Medicinal Herbs With Uses: Medicinal Plant Farming, Most Profitable Medicinal Plants in India, Medicinal Plants Farming in India, Plants Used in Herbalism, Medicinal Herbs You Can Grow, Medicinal Herbs and Their Uses, Medicinal Herbs, Herbal & Medicinal Plants, Growing Medicinal Herb, Most Profitable Medicinal Herbs Growing With Small Investment, Herbal Medicine Herbs*. Asia Pacific Business Press Inc..
13. Ramawat, K. G. (Ed.). (2009). *Desert plants: biology and biotechnology*. Springer Science & Business Media.
14. Warriar, P. K. (1993). *Indian medicinal plants: a compendium of 500 species* (Vol. 5). Orient Blackswan.

**Certificate Course of Biofertilizer Production & Management**

Code - SCC-05

Course Design: Credits-24

Maximum Marks: 100

Theory Marks: 40

Practical Marks: 60

Remedial: 04 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs., Tutorial: 00 hrs., Field work: 15 hrs., Remedial: 01 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 00 hrs.

Field Work/Practicum: 60 hrs.

**Learning outcomes: After completion the course students will be enabled:**

- To learn about crop production applicable to wide range of different products and applications.
- To skill the production of biofertilizer which are used in the India.
- To Develop strategic planning methods for an agricultural business
- To apply the knowledge in agriculture life and business.

**Unit-I Soil Management**

- Physical & Chemical Properties of Soils
- Soil Testing Methods
- Sustainable Soil Management
- Acidity and Alkalinity

**Practicum :**

- **Testing** :Soil testing, Water testing, Soil Management techniques



#### Unit-II Biofertilizer

- Organic Sprays and Dusts.
- Introduction to Biofertilizers
- Types of biofertilizers
- Advantages of biofertilizers over chemical fertilizers
- Introduction to Biopesticides
- Biochemical Applications
- Types of biopesticides and their function

#### Practicum :

- Vermiculture : Composition, Preparation and Packaging
- Biopesticides : Composition, Preparation and Packaging

#### Unit-III : Production techniques

- Media preparation and staining techniques
- Mass scale production
- Scale up and formulation

#### Practicum:

- Diseases Identification and treatment
- Biofertilizer Production

#### Unit-IV Field applications

- Preparation of carrier based biofertilizers
- Natural Pest and Disease Control.
- Field application techniques HPLC

#### Practicum:

- Uses of Biofertilizers
- Marketing Skills

#### References :

1. Board, N. I. I. R. (2004). *The complete technology book on bio-fertilizer and organic farming*. National Institute of Industrial Re.
2. Kannaiyan, S. (Ed.). (2002). *Biotechnology of biofertilizers*. Springer Science & Business Media.
3. Kaushik, B. D., Kumar, D., & Shamim, M. (Eds.). (2019). *Biofertilizers and Biopesticides in Sustainable Agriculture*. CRC Press.
4. Mohammadi, K., & Sohrabi, Y. (2012). Bacterial biofertilizers for sustainable crop production: a review. *ARN J Agric Biol Sci*, 7(5), 307-316.
5. Panda, H. (2011). *Manufacture of biofertilizer and organic farming*. Asia Pacific Business Press Inc.
6. Rai, M. (Ed.). (2006). *Handbook of microbial biofertilizers*. CRC Press.
7. Rao, N. S. S. (1982). *Biofertilizers in agriculture*. AA Balkema.
8. Reddy, M. S., Ila, R. I., & Faylon, P. S. (Eds.). (2014). *Recent advances in biofertilizers and biofungicides (PGPR) for sustainable agriculture*. Cambridge Scholars Publishing.

#### Certificate Course of Livestock Management and Dairy Production

Code - SCC-06

Course Design: Credits-24

Maximum Marks: 100

Theory Marks: 40

Practical Marks: 60

Remedial: 04 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 00 hrs.

Field Work/Practicum: 60 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 00 hrs., Field work: 15 hrs., Remedial: 01 hrs.

**Learning Outcomes of the course:** After completion the course students will be able to-

- To enhance the knowledge and understanding of the animal behaviour and applied effectively in practice.



- To develop the skills artificial insemination techniques in cattle.
- To understand inbreeding and crossbreeding effects related to production and conservation of species
- To understand and appreciate the complexities in sourcing raw milk from a multitude of sources, various decisions, checks and balances the process involves.

#### Unit-I

- Livestock farming
- Reproduction cycle
- Basic anatomy of the female reproductive system in cattle.
- Basic technique of artificial insemination.
- Process of handling and thawing frozen semen.
- Basics of the estrous cycle and synchronization.
- Heat detection systems.
- Reproductive cell
- Insemination equipment and technology
- Management of unproductive animals

#### Practicum:

- Artificial Insemination Techniques
- Artificial Insemination Process and application

#### Unit-II : Breeding

- Fertilization
- Gestation
- Heredity
- Breeds
- Types of breeding
- Breeding policy
- Animal identification
- Data recording
- Performance monitoring
- Reproductive disorders

#### Practicum:

- Breeding Processing
- Performance monitoring chart & observation
- Data record management

#### Unit-III : Dairy Farming

- Feed and fodder management
- Difference indigenous and exotic breeds
- High milk yielding varieties
- Selection of cattle
- Differentiate Healthy and sick animals
- Accommodation needs of livestock
- Healthy animal parameters
- Waste handling

#### Practicum:

- Animal Feeding
- Processing for selecting healthy cattle

#### Unit-IV: Product management

- Suitable Environments
- Essential Supplements
- Milking activities & Procedures
- Preservation and Products

- Mastitis Disease and precautions
- Milking machine
- Animal health management
- Dairy farming
- Hydroponics
- Designing and planning a commercial dairy farm
- Use of software for accurate analysis

**Practicum:**

- Dairy Products Processing
- Preservation and Marketing of dairy products
- Use of appropriate Software for analysis

**References:**

1. Andrews, A. H., Blowey, R. W., Boyd, H., & Eddy, R. G. (Eds.). (2008). *Bovine medicine: diseases and husbandry of cattle*. John Wiley & Sons.
2. Bender, A. E. (1978). *Food processing and nutrition*. Academic Press Inc. (London) Ltd..
3. Blowey, R. W. (1999). *A veterinary book for dairy farmers* (No. Ed. 3). Farming Press.
4. Brand, A., Noordhuizen, J. P. T. M., & Schukken, Y. H. (1996). *Herd health and production management in dairy practice*. Wageningen Pers.
5. dos Reis Coimbra, J. S., & Teixeira, J. A. (Eds.). (2016). *Engineering aspects of milk and dairy products*. CRC Press.
6. Herman, H. A. (1981). *Improving cattle by the millions. NAAB and the development and worldwide application of artificial insemination*. University of Missouri Press..
7. Herman, H. A., Mitchell, J. R., & Doak, G. A. (1994). *The artificial insemination and embryo transfer of dairy and beef cattle: A handbook and laboratory manual* (No. 636.08245 H551a). Illinois, US: Interstate Publishers.
8. Manafi, M. (Ed.). (2011). *Artificial insemination in farm animals*. BoD–Books on Demand.
9. Moran, J. (2009). *Business management for tropical dairy farmers*. Landlinks Press.
10. Muehlhoff, E., Bennett, A., & McMahon, D. (2013). *Milk and dairy products in human nutrition*. Food and Agriculture Organization of the United Nations (FAO).
11. Noakes, D. E., Parkinson, T. J., & England, G. C. (2018). *Arthur's Veterinary Reproduction and Obstetrics-E-Book*. Elsevier Health Sciences.
12. Papademas, P. (Ed.). (2014). *Dairy Microbiology: A Practical Approach*. CRC Press.
13. Perry, E. J. (1960). The artificial insemination of farm animals. *The artificial insemination of farm animals.*, (3rd rev. ed).
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16. Rosenthal, I. (1991). *Milk and dairy products. Properties and processing*. VCH Verlagsgesellschaft mbH.
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18. Saarela, M. (Ed.). (2007). *Functional dairy products*. Elsevier.
19. Salisbury, G. W., VanDemark, N. L., & Lodge, J. R. (1978). *Physiology of reproduction and artificial insemination of cattle* (No. Ed. 2). WH Freeman and Company.
20. Schellander, K., Pell, J., Schmoll, F., & Brem, G. (1995). Artificial insemination in cattle with DNA-treated sperm. *Animal biotechnology*, 6(1), 41-50.
21. Tamime, A. Y. (Ed.). (2009). *Milk processing and quality management*. John Wiley & Sons.
22. Tamime, A. Y. (Ed.). (2009). *Milk processing and quality management*. John Wiley & Sons.

**Certificate Course of Plant Propagation & Nursery Management**

Code - SCC-07

Course Design: Credits-24

Maximum Marks: 100

Theory Marks: 40

Practical Marks: 60

Remedial: 04 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 00 hrs., Field work: 15 hrs., Remedial: 01 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 00 hrs.

Field Work/Practicum: 60 hrs.

**Learning outcomes of the course:** After completion the course students will be able to-



- To develop skills and knowledge about plant propagating different types of plants by seed, cuttings, budding and grafting, separation, division and layering in a commercially viable way.
- To develop skills and knowledge about tools, equipment & growing structures used in a nursery for plant production & Nursery Management.
- To develop general skills in horticultural practices and plant identification.
- To develop entrepreneurial skills required to run a small-scale commercial nursery.

#### Unit-I Plant Propagation

- Sexual and asexual methods of propagation, advantages and disadvantages.
- Propagation Structures: Mist chamber, humidifiers, greenhouses, glasshouses, poly-houses, nursery (tools and implements), use of growth regulators in seed and vegetative propagation, methods and techniques of cutting, layering, grafting and budding physiological & bio chemical basis of rooting, factors influencing rooting of cuttings and layering, graft incompatibility.
- Selection and maintenance of mother trees, collection of scion wood stick, scion-stock relationship, and their influences.

#### Practicum:

- Vegetative Propagation Techniques:
  - a. Asexual reproduction-importance, advantages
  - b. Propagation through stolons, runners, offsets, bulbs, corms, rooted crowns, division, cuttings layering

#### Unit-II Plants in Nursery

- Use of plants in Nursery
- Insect/pest/disease control in nursery.
- Nursery registration act.

#### Practicum:

- Nursery :
  - a. Gardening
- Plants :
  - I. Grafting and budding
  - II. Root stock-scion relationship
  - III. Top working
  - IV. Special practices in nursery management
- Case Study (*Case study & project report*)

#### Unit-III Fundamentals of Nursery

- Introduction to nursery
- Germination of seeds
- Seed dormancy and viability
- Establishment of Nursery

#### Practicum:

- Seed Propagation
  - (i) Seed as propagule
  - (ii) Germination of seeds
  - (iii) Seed dormancy and viability
  - (iv) Seed production- method of collection, processing, etc.
  - (v) Seed treatment
  - (vi) Classes of seed
  - (vii) Seed testing
  - (viii) Commercial vegetable seedling production

#### Unit-IV Applications of Nursery Management

- Seed production- method of collection, processing, etc.
- Factors affecting plant growth
- Plant growth regulators
- landscaping
- Knowledge about flowering plants their cultivation.

#### Practicum

- Marketing Skills:
  - I. Small Scale Project management and appraisal – market, technical, social, financial analysis
  - II. Market Management – concept planning for marketing target marketing and competitive strategy

#### References:

1. Arbury, J. (1997). *The complete book of plant propagation*. Taunton Press.
2. Beeton, M. (1888). *The Book of Household Management...* Ward, Lock, & Company.
3. Beyl, C. A., & Trigiano, R. N. (Eds.). (2016). *Plant propagation concepts and laboratory exercises*. CRC press.



4. Brunner, J. F., Willett, M. J., & Warner, G. M. (1993). Orchard pest management: a resource book for the Pacific Northwest.
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7. Hartmann, H. T., & Kester, D. E. (1975). *Plant propagation: principles and practices*. Prentice-Hall.
8. Hay, S. (2007). *Essential Nursery Management: A Practitioner's Guide*. Routledge.
9. Hvoslef-Eide, A. K., & Preil, W. (Eds.). (2005). *Liquid culture systems for in vitro plant propagation*. Springer Science & Business Media.
10. Ismi, S., Sutarmat, T., Giri, N. A., Rimmer, M. A., Knuckey, R. M., Berding, A. C., & Sugama, K. (2012). Nursery management of grouper: a best-practice manual. *Nursery management of grouper: a best-practice manual*.
11. Macdonald, B. (1986). *Practical woody plant propagation for nursery growers, volume 1*. Timber press.
12. Mason, J. (Ed.). (2004). *Nursery management*. Landlinks Press.
13. Sadek, E., & Sadek, J. (2004). *Good practice in nursery management*. Nelson Thornes.
14. Sadhu, M. K. (1989). *Plant propagation*. New Age International.
15. Sharma, R. R., & Srivastav, M. (2004). *Plant propagation and nursery management*. IBDC Publishers.
16. Thompson, P. (1989). *Creative propagation: a grower's guide*. Portland: Timber Press.

#### Certificate Course of Yoga Trainer

Code - SCC-08

Course Design: Credits-24

Maximum Marks: 100

Theory Marks: 40

Practical Marks: 60

Remedial: 04 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 00 hrs.

Field Work/Practicum: 60 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 00 hrs., Field work: 15 hrs., Remedial: 01 hrs.

**Learning outcomes:** After completion the course students will be able to-

- To practices asanas and techniques that are traditional and have evolved over centuries in India.
- To gain knowledge of anatomy and physiology, we will go deeper into the execution and alignment of asanas.
- To understand the philosophy of Yoga to transcend asanas and to understand the real purpose of Yoga.
- To focus on Pranayama, Mantras and Meditation to reach and experience the subtle aspects of Yoga practice.
- To apply their gain knowledge in their professional yoga training.

#### Unit-I Yoga introduction and Philosophy

- Yoga Philosophy, Ideas and Hypothesis
- Introduction to Yoga and Yogic Practices.
- Introduction to Hatha Yoga.
- Introduction to important Hatha Yoga Texts with special reference to Hatha Yoga Pradipika and Gheranda Samhita.
- Introduction to Patanjali Yoga Sutras.

#### Practicum:

- Surya Namaskar (Sun Salutation)
- Asanas
  - Knowledge of selected postures and demonstrated ability to perform these postures – meditative and cultural (dynamic and static versions).
  - Selected psychophysical and conceptual techniques pioneered by The Yoga Institute.

#### Unit-II Yoga anatomy

- Bhavas of the Buddhi – Basis of Yoga Education
- Introduction to Anatomy and Physiology
- Fundamentals of human anatomy and physiology.
- Introduction to Human Systems, Yoga and Health
- Yoga for wellness – prevention and promotion of positive health
- Yoga and stress management.
- Diet and Nutrition for Yoga

#### Practicum:

- Diet and Nutrition

- Well beingness skills
- Prepare a chart of human system for wellness

#### Unit-III Pranayama and Meditation

- Shatkarma
- Pranayama techniques
- Art of sequencing and improvisation
- Meditation (Dhyana).

#### Practicum:

- Practices of following techniques: Sahajbhava Asanas, Shat Karmas, Pranayamas
- Knowledge, teaching, and demonstrated ability to select Pranayamas.
- Practices leading to Meditation

#### Unit-IV Postures and Techniques

- Postures with their Sanskrit Names and terminology proper alignment, variations, modifications with ability to minimize the risk of injuries and Hands-on adjustments
- Confidence-building through teaching-practice
- Qualities of a yoga teacher and ethical guidelines
- Suitable Environment for yoga practices

#### Practicum:

- Postures skills
- Communication and Teaching Practice
  - Understanding and practice of basic skills of public speaking.
  - Familiarity and demonstration ability to apply teaching methods.

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*Manish*  
Prof. Manisha Verma

(Chairperson/Dean)



# **Board of Studies**

**(Education)**

**Meeting No 34**

**Dated 25 February, 2020**

**Institute of Advanced Studies in Education**

**(Deemed to be University)**

Gandhi Vidya Mandir, Sardarshahr – 331403

Phone : 01564-220025, 223642, 223054



On 25 February 2020, the meeting no. 34 of the Board of Studies (Education) was held in the EDUSAT, Faculty of Education, IASE (Deemed To Be University), GVM, Sardarshahr under the chairmanship of **Prof. Manisha Verma, (Dean)**, Education the following members attended the meeting are as under-

Sr. No.	Member	Designation
1.	Prof. Manisha Verma	Dean – Education
2.	Prof. R.K. Srivastav	External Member
3.	Dr. Sarita Sharma	Member
4.	Dr. Puraram Meghwal	Member
5.	Dr. Ranjeeta Baid	Member

The following agenda item were considered by the committee:

#### Item – 1

Proposal of the syllabus of M.Ed. programme designed according to CBCS.

#### Resolution

The Designed Curriculum according to CBCS of M.Ed. programme approved as per following table

S.N.	Existing Syllabus	Proposed Syllabus	Remark
	<p><b>Preamble</b>  <del>The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialization either in elementary education (up to class VIII) or in secondary</del></p>	<p><b>Preamble</b>            The Master of Education (M.Ed.) Programmed is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialization either in elementary education (up to class VIII) or in secondary education (classes IX-X).</p> <p><b>Aims of the Programme -</b></p>	

<p>education (classes IX-X).</p> <p><b>Aims of the Programme:-</b> 2-year M.Ed. Programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas, and also develop research capacities, leading to specialization in either elementary education or secondary education.</p> <p>To develop in prospective teacher educators skills related to independent study of literature, research, academic writing, professional communication and team work. It should also endeavour to develop in the future practitioners a deep and critical awareness of professional ethics and an ability to critically engage in and reflect on practice.</p> <p><b>Duration</b> The M.Ed. programme shall be of duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer break should be used for field attachment/practicum/other activities.</p> <p><b>Working Days</b> There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty-six hours in a week (five of six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students. The minimum attendance of students shall be 80% for theory Courses and Practicum, and 90% for Field Attachment.</p> <p><b>Eligibility</b></p> <p>a) Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes:-</p> <ol style="list-style-type: none"> <li>I. B.Ed.</li> <li>II. B.A., B.Ed. /B.Sc. B.Ed.</li> <li>III. B.El.Ed.</li> <li>IV. D.El.Ed. with an undergraduate degree (with 50% marks in each).</li> </ol> <p>b) Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central Government/State Government whichever is applicable.</p> <p><b>Admission procedure:</b> As per the policy &amp; direction of the state government.</p>	<p>Two-year M.Ed. Programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas, and also develop research capacities, leading to specialization in either elementary education or secondary education.</p> <p>To develop in prospective teacher educators' skills related to independent study of literature, research, academic writing, professional communication and team work. It should also endeavour to develop in the future practitioners a deep and critical awareness of professional ethics and an ability to critically engage in and reflect on practice.</p> <p><b>Duration</b> The M.Ed. programme shall be of duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. 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D.El.Ed. with an undergraduate degree (with 50% marks in each).</li> </ol> <p>d) Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central Government/State Government whichever is applicable.</p> <p><b>Admission procedure:</b> As per the policy &amp; directions of the state government.</p> <p><b>Objectives of the Programme:</b></p> <ul style="list-style-type: none"> <li>• Professional preparation of teacher educators who would be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers.</li> <li>• To specialize in one or the other of such areas as – curriculum, pedagogy and assessment; policy and economics; leadership, administration and organization; elementary education; secondary education; and the like.</li> <li>• To provide coherent perspective – socio-historical, political-economic, philosophical, and psychological aspects.</li> <li>• To understand and practice to logical balance between theory and field exposure.</li> <li>• To presuppose on the part of the teacher both professional skills as well as conceptual and theoretical perspectives to locate these.</li> </ul>
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<p><b>Objectives of the Programme:</b></p> <ul style="list-style-type: none"> <li>Professional preparation of teacher educators who would be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers.</li> </ul> <p>To specialize in one or the other of such areas as— curriculum, pedagogy and assessment; policy and economics; leadership, administration and organization; elementary education; secondary education; and the like.</p> <ul style="list-style-type: none"> <li>To provide coherent perspective— socio-historical, political-economic, philosophical, and psychological aspects</li> <li>Student will be able to make critical reflection on aspects that go beyond theory courses such as self-development for mental and physical well-being through modalities such as yoga, etc.</li> <li>To understand and practice to logical balance between theory and field exposure.</li> <li>To presuppose on the part of the teacher both professional skills as well as conceptual and theoretical perspectives to locate these.</li> <li>To prepare teacher educators; however in the current developing scenario in education it should also cater adequately to academic pursuits like curriculum and textbook development, research, policy analysis, and educational administration.</li> <li>Service provided with a relationship characterized by desire to help and with a sense of integrity, and authorized by an institutional body.</li> <li>A wider understanding of human knowledge, an idea of epistemic structure of disciplines other than one's own also will be necessary for a teacher educator to situate her own work in the curriculum, and educational perspective.</li> <li>In depth and breadth of understanding education of teacher educators will have to match with liberal studies otherwise it would be restrictive and further development of knowledge by the teacher educator himself/herself will be impaired.</li> <li>To provide disciplinary knowledge that is supposed to form an adequate perspective on education itself often approached in a manner that pulls the student in different directions and rather than helping in the formation of a coherent understanding leads to fragmentation and confusion.</li> <li>To provide training in pedagogy of school subjects, which itself requires a deeper engagement with the</li> </ul>	<ul style="list-style-type: none"> <li>A wider understanding of human knowledge, an idea of epistemic structure of disciplines other than one's own also will be necessary for a teacher educator to situate her own work in the curriculum, and educational perspective.</li> <li>To provide disciplinary knowledge that is supposed to form an adequate perspective on education itself often approached in a manner that pulls the student in different directions and rather than helping in the formation of a coherent understanding leads to fragmentation and confusion.</li> <li>To provide training in pedagogy of school subjects, which itself requires a deeper engagement with the epistemological bases of the cognate disciplinary areas.</li> <li>To develop understanding on professional status of teaching and other supportive processes like educational administration, curriculum design, textbook development, educational evaluation and so on.</li> <li>To develop ability to acknowledge apply, refine &amp; modify the contributions of various foundational areas in the perspective building exercise.</li> <li>To Synthesis the academic knowledge of prospective teacher educator.</li> <li>To develop competency of problem solving &amp; to face the future challenges in teacher education.</li> <li>Use advance pedagogies and classroom techniques.</li> <li>Research orientated and solves their education problem through research.</li> <li>To internalize the working of teacher training institution and develop insight into the working of training college.</li> </ul> <p>To enhance practical competence of M.Ed students regarding various function of teaching, management &amp; organization of activities.</p> <p><b>Programme Outcome (POs):</b></p> <ul style="list-style-type: none"> <li>Student will be able to become an effective School Teachers, Educational Researchers, Teacher Educators and Educational Leaders so as to achieve the excellence in teaching, research and innovation with Indian ethos.</li> <li>Student will be competent to transfer the knowledge and understanding of Teaching Learning Process in the field and will also able to development of skills, organization and management of school system as well as to develop subject content and curriculum and maintain professional ethics and attitude towards teaching as a 'noble profession'.</li> <li>Student will become a teacher educators who will be cater adequately to academic pursuits like curriculum and textbook development, research, policy analysis, and educational administration which are essential in the current developing scenario of education.</li> <li>Students will be able to provide their service with a relationship characterized by desire to help and with a sense of integrity, and authorized by an institutional body.</li> </ul> <p><b>Programme Specific Outcomes (PSOs):</b>  <b>On completion of M.Ed programme the Student teacher will be able:</b></p> <ul style="list-style-type: none"> <li>To make critical reflection on aspects that go beyond theory courses such as self-development for mental and physical well-being through modality such as yoga, etc.</li> <li>To modify curriculum and instruction based on the individual needs of their students.</li> <li>To use assessment of their students' learning and their</li> </ul>
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<p>epistemological bases of the cognate disciplinary areas.</p> <ul style="list-style-type: none"> <li>• To develop understanding on professional status of teaching and other supportive processes like educational administration, curriculum design, textbook development, educational evaluation and so on.</li> <li>• To develop ability to acknowledge, apply, refine &amp; modify the contributions of various foundational areas in the perspective building exercise.</li> <li>• To Synthesis the academic knowledge of prospective teacher-educator.</li> <li>• To develop competency of problem solving &amp; to face the future challenges in teacher education.</li> <li>• Use advance pedagogies and classroom techniques.</li> <li>• Research orientated and solves their education problem through research.</li> <li>• To internalize the working of teacher training institution.</li> <li>• To develop insight into the working of training college.</li> <li>• To create an interface of theory and practice.</li> </ul> <p>To enhance practical competence of M.Ed students regarding various function of teaching, management &amp; organization of activities</p>	<p>own teaching to design future planning and teaching.</p> <ul style="list-style-type: none"> <li>• To relate and deliver oral and written communication based on sound educational theory and research in guiding the instruction of diverse students and/or for public education leadership.</li> <li>• To evaluate and formulate education plans based on research and knowledge of legal requirements outlined in federal legislation, current issues, and/or public education stakeholders.</li> <li>• To synthesize, evaluate, and refine information from an information base of scholarly resources.</li> <li>• To evaluate and articulate responses to moral, ethical, legal, and professional challenges from the perspective of an educational leader, and/or advocate for learners who are exceptional. To employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state, and federal goals.</li> <li>• To work individually and collaboratively for research based change and innovation in Education.</li> <li>• To facilitate the social and civic development of their students.</li> <li>• To work collaboratively with colleagues and community to ensure quality of instructional programs of schools elementary (up to VIII), or, secondary and senior secondary (IX to XII).</li> <li>• Actively work as professional teacher educators who would be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers.</li> </ul> <p>M.Ed programme has 85 credits in total: 44 for core courses, 20 credits for specializations, 8 credits for field internship (4 credits in a teacher education institution and 4 in the area of specialization), and 8 credits for research leading to dissertation and 5 credits for co-curricular activities, attendance of prayer, yoga etc. The taught courses will also have practicum component. Each credit in a taught course is equated to one hour of teaching or two hours of seminars/ group work/ laboratory work/ field-work/ workshop per week for 16 weeks. Thus, a 4-credit course entails 4 hours of regular teaching per week or as much as 8 hours of teaching and other programme activities. While conceptualising the credits the Choice Based Credit System (CBCS) proposed by UGC should be adopted.</p> <p><b>The Department of Education shall offer one skill course per semester from the list of skill courses approved for the Department.</b></p> <ul style="list-style-type: none"> <li>• <b>Elective First- Theme: Curriculum, Pedagogy and assessment (12 credits)</b> <ol style="list-style-type: none"> <li>1. Advance Curriculum Theory (4 credits)</li> <li>2. Advance Level subject pedagogy (4 credits)</li> <li>3. SWAYAM course related to Curriculum/ Pedagogy/ Assessment (4 credits)</li> </ol> </li> <li>• <b>Elective second –Theme: Education policy, Economics and Planning Elementary/ Secondary School level.</b> <ol style="list-style-type: none"> <li>1. Advanced course in economics of education at Elementary/Secondary level (4 credits)</li> <li>2. Issues, Planning and Policies of Education at Elementary/Secondary level (4 credits)</li> </ol> </li> </ul>
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		<p>3. Swayam course related to any sub theme-(4 credits)</p> <ul style="list-style-type: none"> <li>• Strategy planning</li> <li>• Budget preparation</li> <li>• Policy analysis</li> <li>• Education policy</li> </ul> <p>• <b>Elective Third-Theme: Educational Management, Administration, Leadership and Planning (12 credits)</b> (Select any three courses out of four given below)</p> <ol style="list-style-type: none"> <li>1. Education management and Planning of Elementary/ secondary school level. (4 credits)</li> <li>2. Educational administration of Elementary/ secondary school level. (4 credits)</li> <li>3. Towards Academic leadership at Elementary/ secondary school level. (4 credits)</li> <li>4. SWAYAM course related to theme</li> </ol> <p style="text-align: center;"><b>Or</b></p> <p><b>Any two of these: any one at Elementary/Secondary level</b></p> <ol style="list-style-type: none"> <li>1. Inclusive Education (2 credits)</li> <li>2. ICT (2 credits)</li> <li>3. Physical &amp; Health Education at Elementary/ Secondary School Level. (2 credits)</li> </ol> <p>Peace Education Elementary/ Secondary School Level. (2 credits)</p> <p><b>Guideline for Choice Based Credit System (CBCS) –</b></p> <ol style="list-style-type: none"> <li>1. The Degree will be awarded to a student who completes a total of 85 Credits in a minimum of two years taking the courses per Semester.</li> <li>2. Each paper (except Tool Courses) will be of 4 credits, the Evaluation of which will be decided by the teacher educator. Each 4 credits course will have 100 marks.</li> <li>3. Credit: 4 means {Lecturer per week: 2 (one hour each) = 2 credits</li> <li>4. Tutorial per week: 2 (one hour each) = 1 credit</li> <li>5. Field work/practicum per week: 4 (one hour each) = 1 credit</li> <li>6. To pass the degree course, a student shall have to get minimum aggregate 40% marks (E and above on grade point scale) in each course and 50% in practicum.</li> <li>7. Students who have failed semester-end exam may reappear for the semester-end Examination only twice in the subsequent period. The student will be finally declared as failed if s/he does not pass in all credits within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time.</li> <li>8. A student cannot register for the third semester, if s/he fails to complete 50% credits of the total credits expected to be ordinarily completed within two Semesters.</li> <li>9. While marks will be awarded for all examinations, they will be converted into grades. The semester end grade sheets will have only grades and final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points).</li> <li>10. Definitions of Key Words:</li> <li>11. Choice Based Credit System (CBCS): The CBCS provides</li> </ol>
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choice for students to select the prescribed Courses (Core, Elective or Minor or Soft Skill Courses).

12. Course: Usually referred to as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise of lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/ viva/ seminars/ term papers/ assignments/ presentations/ self-study etc. or a combination of some of these.
13. Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
14. Credit Point: It is the product of grade point and number of credits for a course.
15. Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
16. Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student.
17. In various courses in all semesters and the sum of the total credits of all courses in all semesters. It is expressed up to two decimal points.
18. Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.
19. Letter Grade: It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.
20. Programme: An educational programme leading to an award of a Degree, diploma or certificate.
21. Semester Grade Point Average (SGPA): It is a measure of performance of work done in a semester. It is a ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
22. Semester: Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.

**Skill Course Evaluation: Based on his/her performance and hands on practice, the respective Department shall declare the result as "Satisfactory" or "Non-Satisfactory"; each student need to get a minimum of three "Satisfactory" declaration for the course completion.**

**Table 1: Grades and Grade Points**

S. No.	Letter Grade	Meaning	Marks in Percentage	Grade Point
1	'O'	Outstanding	> 95 %	10
2	'A+'	Excellent	90 to less than 95 %	9
3	'A'	Very Good	85 to less than 90	8



			%	
4	'B+'	Good	80 to less than 85 %	7
5	'B'	Above Average	75 to less than 80 %	6
6	'C'	Average	70 to less than 75 %	5
7	'P'	Pass	65 to less than 70 %	4
8	'F'	Fail	60 to less than 65 %	0
9	'Ab'	Absent	55 to less than 60 %	0

- i. A student obtaining Grade F in a paper shall be considered failed and will be required to reappear in the University End Semester examination.

**Computation of SGPA and CGPA:**

- The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.-

$$SGPA (Si) = \frac{\sum (Ci \times Gi)}{\sum Ci}$$

S.N o.	Course	Credit	Grade letter	Grade point	Credit Point
1	Course 1	4	B	6	4 x 6 = 24
2	Course 2	4	B+	7	4X7=28
3	Course 3	4	B	6	4X6=24
4	Course 4	4	O	10	4X10=40
5	Course TC	2	A	8	2X8= 16
6	CCA	2	0	10	2X10=20
	Total	20			24+28+24+40+16+20 =152

The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.-

$$CGPA = \frac{\sum (Ci \times Si)}{\sum Ci}$$

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

**Illustration for SGPA**

**NOTE: TC Means Tool course and CCA is co-curricular activities.**

Thus,  $SGPA = 152/20 = 7.6$

**Illustration for CGPA**

	Semester- I	Semester- II	Semester- III	Semester- IV
Credit	20	23	24	18
SGPA	7.6	7.55	8	7.5

$$CGPA = (20 \times 7.6 + 23 \times 7.55 + 24 \times 8 + 18 \times 7.5) / 96$$

		<p style="text-align: center;"><math>652.65/85 = 7.67</math> <math>666/96 = 6.94</math></p> <p><b>Course Evaluation (Evaluation of the Students)</b>  <b>Attendance</b> – Each student will have to attend a minimum of 75% prayer and yoga classes. A student having less than 75% attendance will not be allowed to appear in the End-Semester Examination (ESE). Attendance marks will be awarded by following the system proposed below:  Those having 75% attendance and greater than that will be awarded marks as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Percentage</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>13 mark</td> </tr> <tr> <td>81% to 85%</td> <td>16 marks</td> </tr> <tr> <td>86 to 90%</td> <td>19 marks</td> </tr> <tr> <td>91% to 95%</td> <td>22 marks</td> </tr> <tr> <td>96% and above</td> <td>25 marks</td> </tr> </tbody> </table> <p>Each student's cumulative attendance shall be displayed in the Department Notice Board every month with a copy to the Dean Education.  Any grievance received in the Department from student shall be placed before the <b>Grievance Redressal Committee</b> with adjudicated comments. Each component marks will be added making it rounding as per norms.</p>	Percentage	Marks	75% to 80%	13 mark	81% to 85%	16 marks	86 to 90%	19 marks	91% to 95%	22 marks	96% and above	25 marks	
Percentage	Marks														
75% to 80%	13 mark														
81% to 85%	16 marks														
86 to 90%	19 marks														
91% to 95%	22 marks														
96% and above	25 marks														

### Item – 2

Proposal of the compulsory environmental education course in integrated B.A.B.Ed. and B.Sc.B.Ed. programme.

### Resolution

Environmental education Course is recommended as a compulsory course in integrated B.Ed. programmes. (B.Sc.B.Ed. and B.A.B.Ed.)

S.N.	Existing Syllabus	Proposed Syllabus				Remark	
		<b>FOURTH YEAR –IV B.A. B.Ed.</b>					
		Course code	Title of the course	EVALUATION			
				External	Internal	Practical	
						Total	
		BABED-450	Environmental Studies	70	30		100
		BABED-451	Assessment for Learning	70	30		100
		BABED-452	Agriculture (Special)	35	15		50
		Course –455	<b>Content:</b>				
		BABED-455 a I	Hindi Literature	60	15	-	75

BABED- 455 b I	History	60	15	-	75
BABED- 455 c I	Geography	40	10	25	75
BABED- 455 d I	Political Science	60	15	-	75
BABED- 455e I	Sanskrit Literature	60	15	-	75
BABED-455 f I	Sociology	60	15	-	75
BABED-455 g I	English Literature	60	15	-	75
BABED-455 h I	Music	40	10	25	75
BABED- 453	Pedagogy of school Subjects				
BABED- 453 I	Hindi	35	15		50
BABED- 453 II	Sanskrit	35	15		50
BABED- 453III	Social Studies	35	15		50
BABED- 453 IV	Civics	35	15		50
BABED- 453 V	History	35	15		50
BABED- 453 VI	Geography	35	15		50
BABED- 453 VII	Computer Science	35	15		50
BABED- 453 VIII	English	35	15		50
BABED-453 IX	Music	35	15		50
	CCA				25
	Prayer, Yoga, meditation & festival etc				25
	Internship (16 weeks)				200
<b>Total</b>					<b>725</b>

#### FOURTHYEAR –IV B.Sc. B.ED.

Course code	Title of the course	EVALUA
		External
BSCBED-450	Environmental Studies	70
BSCBED-451	Assessment for Learning	70
BSCBED-452	Agriculture	35
BSCBED-453	<b>Pedagogy of school subject</b>	
BSCBED-453 I	Mathematics	35



	BSCBED-453 II	General Science	35	15
	BSCBED-453 III	Chemistry	35	15
	BSCBED-453 IV	Biology	35	15
	BSCBED-453 V	Physics	35	15
	Course –	Content: (PCB & PCM)		
	BSCBED-454 a I	Physics I	40	10
	BSCBED- 454 b I	Chemistry I	40	10
	BSCBED- 454 c I	Zoology I	40	10
	BSCBED- 454 d I	Botany I	40	10
	BSCBED- 454 e I	Mathematics I	80	20
		CCA		
		Prayer, Yoga, meditation & festival etc		
	BSCBED- 455	<b>Internship (16 weeks)</b>		
	<b>Total</b>			

### Item – 3

Proposal of Skill Courses in M.Ed programme.

### Resolution

The Skill courses were approved as per following table with given marks distribution

S.N.	Existing Syllabus	Proposed Syllabus	Max. Marks				Remark
		<b><u>Skill courses are open for any one either he/she is student or not of the department. Student can select any one skill course given below:</u></b>					
		<b>Course &amp; Course Code</b>	<b>Name of Course</b>	<b>Ext.</b>	<b>Int.</b>	<b>Prac.</b>	<b>Total</b>
		Course – 1/ SC 310	Inclusive Education	70	30	-	<b>100</b>

	Course – 2/ SC 320	Physical & Health Education	70	30	-	<b>100</b>
	Course – 3/ SC 330	Information and Communication Technology in Education	70	30		
	Course – 4/ SC 340	Teacher Education for Peace & Harmony	70	30	-	<b>100</b>
	Course – 5/ SC 350	Guidance & Counselling	70	30	-	<b>100</b>
	Course – 6/ SC 360	Chetna Vikas Mulya Shiksha	70	30		25

#### Item – 4

Proposal of the incorporation to tree plantation programme in CCA.

#### Resolution

Weightage of 5 Marks out of 25 marks of CCA given to tree plantation is approved as per following table :

S.N.	Existing Syllabus	Proposed Syllabus	Remark
		<b>Special Notes –</b> <ol style="list-style-type: none"> <li>1. It is mandatory to attend a seven days workshop on Chetna Vikas Mulya Shiksha to qualify the programme of M.Ed or the degree of M.Ed. will be provided to those students who have attended at least one seven days workshop on Chetna Vikas Mulya Shiksha along with one <b>Tree plantation</b> and nurture throughout two years.</li> <li>2. There shall be a university examination at the end of each semester as per details of the scheme of examination.</li> <li>3. Candidates, who represent their institute/university/state/nation in recognized sports/games/ cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the</li> </ol>	

concerned organizing authority and on the basis of the recommendations of the head of the institute.

4. The minimum pass marks in each examination shall be 40% for each theory paper and 50% in each internship and dissertation. The candidate will have to pass internal and external part of theory course separately.
5. A candidate who fails in 50% courses or less than 50% courses in any semester of the programme will be eligible to take admission in next subsequent semester and give the supplementary examination in the course(s) in which s/he fails along with subsequent examination and get two more chances for clearing this course. In fourth semester, if a candidate is fail, she/he has only one more chance to qualify the exam. Non-appearance or absence from the examination of this paper will be counted as a chance.
6. In case the candidate is not able to pass supplementary examination in two subsequent semesters, she/he can appear only as an ex-student in all courses again at the main examination of the next subsequent semester. She/ he will not be required to appear in practical(s) if she/he has already cleared the same and have to pay extra one third fees as ex-student. A candidate shall be deemed to be an ex-student if s/he completed a regular course of study at the Institute and fulfilled the required attendance and appeared in University examination but failed or did not take the examination.
7. To pass a course a candidate has to pass theory & practical examination separately.
8. Candidates can apply for re-evaluation in any of the theory course as per rules stipulated by the University for the M.Ed. degree.

Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.

  
Prof. Manisha Verma

(Chairperson/Dean)





**Board of Studies**  
**(Education)**  
**Meeting No. 35**

**Dated 22 May, 2020**

**Agenda**

**Institute of Advanced Studies in Education**  
**(Deemed to be University)**

Gandhi Vidya Mandir, Sardarshahr – 331403

Phone: 01564-220025, 223642, 223054

Minutes of the meeting of the Borad of Studies in Education, held on 22th may, 2020 at 11 : 00 am in the online platform of with zoom app.

The following members attended the meeting are as under:

<b>Sr. No.</b>	<b>Member</b>	<b>Designation</b>
1	Prof. Manisha Verma	Dean – Education
2	Prof. R.K.Srivastva	External Member
3	Prof. B.L. Jain	External Member
4	Dr. Anand Srivastava	HoD Education
5	Dr. Sarita Sharma	Internal Member
6	Dr. Rajeeta Baid	Internal Member
7	Dr. Pura Ram Meghwal	Internal Member
8	Dr. Sahab Ram Kumawat	Special Invitee
9	Prof. Kanchan Sharma	Special Invitee
10	Dr. Praveen Sharma	Special Invitee

Following agenda item were considered by the committee of BoS:-

Agenda :

### **Item I**

Proposal for incorporating the awareness about Covid-19 for couse 1 & 3 in B.Ed. Course.

### **Resolution**

Resolved to accept the suggested changes in reference to Covid-19 in the syllabus of B.Ed. as per following table :

<b>S.N.</b>	<b>Existing Syllabus</b>	<b>Proposed Syllabus</b>	<b>Remark</b>
1	B.Ed. Course - I Childhood, Growing up Learning (CODE: B.Ed-110)	B.Ed. Course - I Childhood, Growing up Learning (CODE: BED-110) UNIT – IV Personality and Hygiene	

2	<p><b>UNIT – IV Personality and Hygiene:</b></p> <ul style="list-style-type: none"> <li>• Mental health &amp; Hygiene: Meaning, Concept and Factors affecting mental Health &amp; Hygiene.</li> <li>• Development of Good mental Health, characteristics of mentally healthy teacher, to improve mental health of teachers.</li> <li>• Personal and environmental hygiene, Family and school health/prevention of accident, Health information, disease prevention.</li> <li>• Personality: Meaning, theories and assessment, adjustment and its mechanism, maladjustment.</li> </ul> <p><b>Practicum/Field Work</b></p> <ul style="list-style-type: none"> <li>• Examine the personal, domestic and physical hygiene of school of student.</li> <li>• Conduct an awareness program in school by the pupil teacher on physical and mental health after getting training on prayer, yoga and meditation.</li> </ul> <p style="text-align: center;"><b>Course – 3</b> <b>Yoga for Holistic Health</b> <b>(CODE: B.Ed-130)</b></p> <p><b>UNIT – V Instrument of Yoga</b></p> <ul style="list-style-type: none"> <li>• Inner instrument to self awareness : Antah Karana (Sankhya philosophy)</li> <li>• Different Asanas and Pranayam to promote a sound Physical and mental health.</li> <li>• Dhyana and its therapeutic value.</li> <li>• Selected ways of Dhyana.</li> </ul> <p><b>Practicum/Field Work</b></p> <ul style="list-style-type: none"> <li>• Practice dhyana for five minute to students before teaching and learning analyse its impact on their performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health &amp; Hygiene: Meaning, Concept and Factors affecting mental Health &amp; Hygiene.</li> <li>• Development of Good mental Health, characteristics of mentally healthy teacher, to improve mental health of teachers.</li> <li>• Personal and environmental hygiene, Family and school health/prevention of accident, Health information, disease prevention.</li> <li>• Personality: Meaning, theories and assessment, adjustment and its mechanism, maladjustment.</li> <li>• The Psychological Disorders during Quarantine and Isolation.</li> </ul> <p><b>Practicum/Field Work</b></p> <ul style="list-style-type: none"> <li>• Examine the personal, domestic and physical hygiene of school of student.</li> <li>• Conduct an awareness program in school by the pupil teacher on physical and mental health after getting training on prayer, yoga and meditation.</li> <li>• Conduct a Study in your Society selecting any two Psychological variables (Stress, Mental Health, Tension, Conflict, Anxiety, Depression, Self-Stem etc.).</li> </ul> <p style="text-align: center;"><b>Course – 3</b> <b>Yoga for Holistic Health</b> <b>(CODE: B.Ed-130)</b></p> <p><b>UNIT – V Instrument of Yoga</b></p> <ul style="list-style-type: none"> <li>• Inner instrument to self-awareness : Antah Karana (Sankhya philosophy)</li> <li>• Different Asanas and Pranayam to promote a sound Physical and mental health.</li> <li>• Dhyana and its therapeutic value.</li> <li>• Selected ways of Dhyana.</li> <li>• Awareness of COVID - 19: Mechanism during Quarantine and Home Isolation.</li> </ul> <p><b>Practicum/Field Work</b></p> <ul style="list-style-type: none"> <li>• Practice dhyana for five minute to students before teaching and learning analyses its impact on their performance.</li> <li>• Conduct a Mechanism strategy of Yoga for Quarantine and Isolate people and prepare a Report of Yoga Asana special for Isolate people.</li> </ul>	
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## Item II

Proposal for incorporating the awareness aspects about Covid-19 for course 6 in M.Ed. Course.

## Resolution

Resolved to accept the suggested changes in reference to Covid-19 in the syllabus of M.Ed. as per following table :

S.N.	Existing Syllabus	Proposed Syllabus	Remark
1	<p>M.Ed.</p> <p style="text-align: center;"><b>Sociological Foundation of Education</b> <b>Course -6</b> <b>Code: M.ED.-160</b></p> <p><b>Unit- II: Contexts of Socialization</b></p> <ul style="list-style-type: none"> <li>• Concept of socialization: family and adult-child relationships; parenting, child rearing practices.</li> <li>• Theory of Socialization</li> <li>• Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement, being out of school, average learner</li> </ul>	<p>M.Ed.</p> <p style="text-align: center;"><b>Sociological Foundation of Education</b> <b>Course -6</b> <b>Code: M.ED.-160</b></p> <p><b>Unit- II- Contexts of Socialization</b></p> <ul style="list-style-type: none"> <li>• Concept of socialization: family and adult-child relationships; parenting, child rearing practices.</li> <li>• Theory of Socialization</li> <li>• Effect of Epidemic CORONA on relationship and social institutions.</li> <li>• Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early</li> </ul>	



<ul style="list-style-type: none"> <li>Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.</li> <li>Social, economic and cultural differences in socialization: implications for inclusion.</li> </ul> <p><b>Practicum / Field Work:-</b></p> <ul style="list-style-type: none"> <li>Select a psychological tool of socialization and apply on at least 10 orphans and 10 students with parents to find out the result, if there is a difference, suggest proper remedial.</li> <li>List the first actions you would take to improve the effectiveness of a typical elementary /high school. Defend your list. How do your proposals reflect research on school effectiveness? How do they reflect your personal philosophy?</li> </ul> <p><b>Unit- III: Education as a means of social change</b></p> <ul style="list-style-type: none"> <li>Concept and implications of social change</li> <li>Education for emotional &amp; social Integration.</li> <li>Education for Nationalism and International understanding</li> <li>Meaning and need of Equality of Education opportunity and Social Justice with special reference with Indian Society</li> <li>Education of Socially, Economically under-developed society.</li> <li>De-Schooling</li> </ul> <p><b>Practicum / Field Work:-</b></p> <ul style="list-style-type: none"> <li>Prepare portfolio through an analysis of unusually effective schools of those whose students achieve more than students with similar social background at most other schools. What are the characteristics or correlates of these unusually effective schools? Searching the Internet for "effective schools" will give you access to sites that focus on effective schools.</li> <li>Conduct a seminar on Education for emotional &amp; social Integration.</li> </ul>	<p>childhood to adolescence.</p> <ul style="list-style-type: none"> <li>Social, economic and cultural differences in socialization: implications for inclusion.</li> </ul> <p><b>Practicum / Field Work:</b></p> <ul style="list-style-type: none"> <li>Select a psychological tool of socialization and apply on at least 10 orphans and 10 students with parents to find out the result, if there is a difference, suggest proper remedial.</li> <li>Conduct a debate on Social changes after epidemic CORONA.</li> </ul> <p><b>Unit- III- Education as a means of social change</b></p> <ul style="list-style-type: none"> <li>Concept and implications of social change</li> <li>Education for emotional &amp; social Integration.</li> <li>Education for Nationalism and International understanding</li> <li>Meaning and need of Equality of Education opportunity and Social Justice with special reference with Indian Society</li> <li>Education of Socially, Economically under-developed society.</li> <li>De-Schooling and Change in schooling after COVID-19.</li> </ul> <p><b>Practicum / Field Work:</b></p> <ul style="list-style-type: none"> <li>Prepare portfolio through an analysis of unusually effective schools of those whose students achieve more than students with similar social background at most other schools. What are the characteristics or correlates of these unusually effective schools? Searching the Internet for "effective schools" will give you access to sites that focus on effective schools.</li> <li>Conduct a seminar on Education for emotional &amp; social Integration.</li> <li>Conduct a Seminar on Schooling system after COVID-19.</li> </ul>	
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### Item III

Proposal for incorporating the Structural Awareness about Covid- 19 as an optional subject in M.Ed. Course.

### Resolution

Resolved to accept the suggested changes in reference to Covid-19 in the syllabus of M.Ed. as per following table :

S.N.	Existing Syllabus	Proposed Syllabus	Remark
1		M.Ed.  <b>Pandemic Management</b> <b>Code- SC -370</b>  Max Marks- 100 Marks External: 70 Mark	Experts suggestion of change nomenclature of structural

Internal: 30 Mark

**Learning Outcomes:** After completion of the course students will be able to :-

- Understand natural history of virus transmission, prevention and diagnostics.
- Develop an understanding clinical characterization of virus.
- Understand local national and regional needs and produce.
- Develop guidelines and standard operating procedures to operational epidemic mitigation mechanism.
- Understand impact of covid-19 on water sector, food safety, food security and air pollution and its prevention measures.
- Understand crisis management.
- To maintain social and physical distance
- Understand changes in mode of curriculum and transmission of knowledge
- To identify the changes in schooling system.
- Create sensitivity about maintaining social and physical distance and personal hygiene.
- Understand impact of covid-19 on unemployment & Industries.
- Identify the role of stakeholder during the crisis
- Develop a counselling and social supports

**Unit –I- Historical and Political Aspect of Pandemic**

- History of Epidemic disease.
- Impact of Epidemic disease on society.
- Role of government in Epidemic disease(Systematic historical perspective of government to handle the situation)
- Law and order situation during of Epidemic disease in the world.

**Assignment/Practicum:**

- Create a historical timeline on Epidemic disease
- Prepare a report on indigenous treatment therapy of India to control epidemic.

**Unit – II- Science of CORONA Virus**

- Introduction & Structure of Corona Virus.
- Beta Corona Virus Similarities and dissimilarities of Sars Covid-2 & MersCov.
- Mode of Transmission Pathogenicity.
- Diagnostic, prevention and treatment of Covid-19.
- Chemical and equipment for prevention
- Development and discovery of vaccine and treatment of pandemics (with special reference to Ayurveda)
- Personal hygiene and sanitization.

**Assignment/Practicum:**

- Prepare a poster on prevention mechanism of virus
- Conduct an awareness program or support system during this crisis.
- Prepare a report on prevention or protection guideline suggested by ICMR or WHO.

**Unit-III- the Socio-Economic effect of Covid-19**

- Social structure and social institutions-Marriage family, transport and market
- Social and physical Distancing, Home isolation/ quarantine, concept, needs, and output.
- Effect of (Covid-19) on water sector, food safety, food security and air pollution and its prevention measures
- On employment & economy
- Role of indigenous economy in recovering India post corona crisis

**Assignment/Practicum:**

- Conduct a pilot study on impact of covid-19 in your area
- Present a report on civilian behaviors changes

**Unit-IV- Impact of COVID-19 on education system**

- Mode of curriculum and transmission of knowledge
- Changes in educational administration and management co-ordination
- Impact on classroom environment and platforms
- Changes the role of teacher as facilitators
- Assessment and evaluation process
- Impact on schooling system (Formal and Non-formal)

**Assignment/Practicum:**

- Conduct a survey-based study among teachers impact of covid-19 on their teaching behaviors
- Prepare a comparative report on impact of Covi-19 on teaching-learning process

**Unit-V- Epidemic Crisis Management**

awarentss  
about covid 19  
to pandemic  
management



- Role of WHO and Support system
- Counselling and social support during epidemic
- Role of Media: Print, Visual and Social Media
- Role of stakeholder during this crisis
  - ICMR
  - Ministry of Home affairs
  - Role of state
  - NGOs

**Practicum/Field Work (any two):**

- Conduct a survey in your society changes in psychological variables
- Prepare a report on your institutions' responsibilities and duties performed

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## Item IV

To amend language and partical content in Integrated B.A. B.Ed. and B.Sc. B.Ed. (I to IV year)

## Resolution

The suggested changes are approved in various courses as per following table.

S.N.	Existing Syllabus	Proposed Syllabus	Remark
1	<p><b>B.A.B.ED- I (SOCIOLOGY) PAPER – I</b></p> <p><b>PRINCIPLES OF SOCIOLOGY</b></p> <p>Learning out comes:-</p> <ul style="list-style-type: none"> <li>• Student able to identify themselves as a human being</li> <li>• Able to understand the into personal relationships in the social institutions</li> <li>• Obtain sociological knowledge of con-aver and develop the ability to think critically about them.</li> <li>• Explain Prouses of socialization operates in different societies and cultures</li> <li>• Describe cross-cultural differences and universal question concerning stratification</li> </ul> <p><b>B.A.BED - I (SOCIOLOGY) PAPER – II</b></p> <p><b>INDIAN SOCIETY</b></p> <p>Learning out comes-</p> <ul style="list-style-type: none"> <li>• Explain the major methods and concepts used in the systematic study of society</li> <li>• Referring various social structures in societies and methods, degrees of social stratification.</li> <li>• Covering the major social groups that function in society including racial and ethnic groups.</li> <li>• Focusing the sole of gender in society.</li> </ul> <p>Studying how the tools of analysis and methods of sociology are applicable to work and involvement in thin community</p> <p><b>B.A. B.ED- II (SOCIOLOGY) PAPER – I</b></p> <p><b>SOCIAL RESEARCH AND STATISTICS</b></p> <p>Learning out comes:-</p> <ul style="list-style-type: none"> <li>• Articulate logic of scientific thinking in the social science about social issues.</li> <li>• Demonstrate Research competence by conducting a simple quantitative study via a class projects using existing data source or simple data collection on.</li> </ul>	<p><b>B.A.B.Ed.- I (SOCIOLOGY) PAPER – I</b></p> <p><b>PRINCIPLES OF SOCIOLOGY</b></p> <p>After completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the social problems and issues from sociological perspective.</li> <li>• Address current social problems through theoretically-informed recommendations.</li> <li>• Demonstrate the utility of the sociological perspective for their lives as well as for the community as a whole.</li> <li>• Identify the basic institutions of the current society and their functions.</li> <li>• Make out the role of sociology in policy development and social action.</li> </ul> <p><b>B.A.BED - I (SOCIOLOGY) PAPER – II</b></p> <p><b>INDIAN SOCIETY</b></p> <p>Learning outcomes:-</p> <p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop a broad understanding of Indian society and intercultural diversity through cultural immersion.</li> <li>• Deepen the knowledge about the basic concepts of Indian social structure foundation.</li> <li>• Identify the uniqueness of Indian society and their functional role.</li> <li>• Develop a working knowledge of structure and composition of rural-urban dichotomy structure of Indian society.</li> </ul> <p>Recognize the roots of the Indian culture and societal change throughout several social processes.</p> <p><b>B.A. B.ED- II (SOCIOLOGY) PAPER – I</b></p> <p><b>SOCIAL RESEARCH AND STATISTICS</b></p> <p>Learning outcomes:-</p> <p>After completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between the objective and subjective social reality</li> <li>• Compare the different social research methods and application of most appropriate methodology for</li> </ul>	

- Use and explain measurement models in social Research and analysis
- Use SPSS to conduct statistical and Psychometric analysis of data.

Be able to demonstrate quantitative literary seeding and understanding Research literature

**B.A,BED- II (SOCIOLOGY) PAPER – II**  
**SOCIAL PROBLEMS IN CONTEMPRORY INDIAN SOCIETY**

Learning out comes:-

- Identify the social problems
- Discuss how social problems defined and they differ from personal issues.
- Explain the nature and causes of social problems of social problems of society
- Framing Research questions relating to human their experience.

Detail the theatrical and policy implications of social problems:

**B.A, B.ED- III (SOCIOLOGY) PAPER – I**

**SOCIAL THINKERS**

Learning Outcome :-

- Demonstrate understanding o sociology theoretical Perspectives and core ideas.
- Showing the social construction of Reality
- Changes in the causes of social structure.
- Knowing the causes of social stratification and inequality.
- Focusing the theory on Ethical Reasoning, Major Themes and issues in selected examples of contemporary sociological theory.

Articulate and apply contemporary sociological use and theory

**B.A,B.ED.- III (SOCIOLOGY) PAPER – II**

**SOCIAL ANTHROPOLOGY**

Learning Outcome :-

- Analyzing evolutionary and historical processes have shaped primates and human ancestors lead to biological, behavioral, and cultural diversity seen in the present.
- Summing up the cultural systems contract reality differently for various human groups
- Thinking to describe how an individual's life experiences are shaped by social structures and categories C ex. Sac class, gender, sexuality,
- Understanding Cross cultural comparison on holism, evolutionary theory and the uses of each.

doing social research

- Formulate the methods of data collection and their transcription for analysis of the current social veracity
- Discuss the principles and strategies of sample selection, data collection, analysis and to conclude through proper methodological indentation
- Use the statistics for analyzing the collected data to envisage the current social reality

Be able to demonstrate quantitative literary seeding and understanding Research literature

**B.A,BED- II (SOCIOLOGY) PAPER – II**

**SOCIAL PROBLEMS IN CONTEMPRORY INDIAN SOCIETY**

Learning outcomes:-

After the completion of the course, the students will be able to:

- Think critically and ingeniously about the society and social issues
- Develop the sociological knowledge and skills to identify the current social issues
- Demonstrate sociological understandings of social phenomena

Apply sociological concepts and theories to the existent world and ultimately to their everyday lives

**B.A,B.ED.- III (SOCIOLOGY) PAPER – II**

**SOCIAL ANTHROPOLOGY**

Learning Outcomes:-

After the completion of the course, students will be able to:

- Employ the anthropological thinking to describe how the individuals' life experiences are widely shaped by social structures
- Describe how evolutionary and historical processes have shaped primates that leads to the behavioral and cultural diversity exist in the present society
- Depict how the cultural systems construct social reality in a different way for an assortment of human groups
- Discuss human diversity from the point of cultural diversity and respect

Identify the social problems of the tribal communities in India and the legitimate social, economic and political rationales behind it



\*Knowledge of the History of anthropology (theoretical approaches) and the major current issues in the sub disciplines

### B.Sc. B.Ed. I year Mathematics

CC-5 (II) Paper-II :Vector Geometry and Linear Algebra

(BSED160 e II)

#### Unit-3

- General equation of second degree, tracing of conics, polar equation a conic, sphere, cone and cylinder.

B.A., B.Ed. III year, Hindi literature

इकाई - 2

नाखून — आचार्य हजारीप्रसाद द्विवेदी

B.Sc. B.Ed. I year Zoology

CC-3 ZOOLOGY

(BSED160 c I)

B.Sc. B.Ed. III year Zoology

Unit—III Development of frog upto tadpole stage

- Embryogenesis of chick upto neurulation
- Extra embryonic membranes of chick

B.Sc. B.Ed. III year Zoology

Unit - IV

- Placenta in mammals — Structure, classification, physiology and hormonal control of placenta (2)

Parthenogenesis, teratogenesis aging and senescence

B.Sc. B.Ed. III year -ICT in Education

(CODE: BSED 350)

Maximum Marks: 100

Internal: 30 Marks (in which two test of 5-5 marks each are included)

### B.Sc. B.Ed. I year Mathematics

CC-5 (II) Paper-II:Vector Geometry and Linear Algebra

(BSCBED160 e II)

#### Unit-3

- General Equation of Second Degree, Polar Equation a Conic, Sphere, Cone and Cylinder,

B.A., B.Ed. III year, Hindi literature

इकाई-2

नाखून क्यों बढ़ते हैं? — आचार्य हजारीप्रसाद द्विवेदी

B.Sc. B.Ed. I year Zoology

CC-3 ZOOLOGY

Non-Chordata

(BSCBED160 c I)

B.Sc. B.Ed. III year Zoology

Unit – III Green house effect and global warming

- Depletion of ozone layer.
- Natural Disaster – Earthquake, Tsunami
- Natural Resources and conservation – Non-Renewable and Renewable
- Biomagnifications

B.Sc. B.Ed. III year Zoology

Unit –IV Introduction and history of Ethology

- Behavior: - Innate (tropism, Texas, reference instincts) and Acquired (learning and reasoning)
- Motion: Classification of directional movements: - kinesis, tropism & taxes
- Communication: - Definition, types of signal (touch, sound, Chemical, and visual); metacommunication) phenomenon

Societies: characteristics and advantage with special reference to honey bee, and monkey

B.Sc. B.Ed. III year -ICT in Education ICT in Education

(CODE: BSCBED350)

Maximum Marks: 100

Unit- I



<p style="text-align: center;"><b>ICT in Education</b></p> <p style="text-align: center;"><b>Unit - I</b></p> <p>Computer Fundamentals:- Introduction to Information Technology, Generation of Computers, Types of computers: Micro, Mini, Mainframe, Super, Architecture of Computer System: CPU, ALU Primary Memory: RAM, ROM, Cache memory, Secondary Memories, Input/Output device, Pointing device, Number System (binary, octal, decimal and hexadecimal) and their conversions, Logic gates, Languages: machine, assembly and high level languages including 3GL, 4GL. <del>Concept of Operating System, need and types of operating systems: batch, single user, multiprocessing, and time sharing, introduction to Unix/Linux, Windows and its simple commands.</del></p> <p style="text-align: center;"><b>Unit – III</b></p> <p>Multimedia technology Introducing framework for multimedia devices, image compression standards, JPEG, MPEG, MIDI formats.</p> <p>Database Management System : Data, files and records, information database, creation of a database file, inserting, deletion and updating of records, modifying structure, editing and browsing of records, searching, sorting and indexing of records.</p> <p><del>Type of networks, LAN, MAN and WAN, concept of topology, bridges, routers, gateways, modems, ISDN leased lines, teleconferencing and videoconferencing.</del></p> <p style="text-align: center;"><b>Unit – V</b></p> <p>Internet: Concept, email services, www, web browsers, search engines, simple programs in HTML, type of HTML document, documents structures: element, type and character formatting, tables, frames and forms, E-mail.</p> <p>E-Commerce: Concept of e-commerce, benefits and growth of e-commerce, e-commerce categories, e-Governance, EDI, electronic funds transfer on EDI networks Electronic payment system.</p>	<p>Computer Fundamentals:-Introduction to InformationTechnology, Generation of Computers, Types of computers: Micro, Mini, Mainframe, Super, Architecture of Computer System: CPU, ALU Primary Memory: RAM, ROM, Cache memory, Secondary Memories, Input/Output device, Pointing device, Number System (binary, octal, decimal and hexadecimal) and their conversions, Logic gates, Languages: machine, assembly and high level languages including 3GL, 4GL.</p> <p style="text-align: center;"><b>Unit – III</b></p> <p>Multimedia technology Introducing framework for multimedia devices, image compression standards, JPEG, MPEG, MIDI formats.</p> <p>Database Management System: Data, files and records, information database, creation of a database file, inserting, deletion and updating of records, modifying structure, editing and browsing of records, searching, sorting and indexing of records.</p> <p style="text-align: center;"><b>Unit - IV</b></p> <p>Concept of Operating System,need and types of operating systems: batch, single user, multiprocessing, and time sharing, introduction to Unix/Linux, Windows and its simple commands.</p> <p>Type of networks, LAN, MAN and WAN, concept of topology, bridges, routers, gateways, modems, ISDN leased lines, teleconferencing and videoconferencing.</p> <p style="text-align: center;"><b>Unit – V</b></p> <p>Internet: Concept, email services, www, web browsers, search engines, simple programs in HTML, type of HTML document, documents structures: element, type and character formatting, tables, frames and forms, E-mail.</p> <p>E-Commerce: Concept of e-commerce, benefits and growth of e-commerce, e-commerce categories, e-Governance, EDI, electronic funds transfer on EDI networks Electronic payment system.</p>
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## Item V

Proposal for incorporating the certificate course of vermicultural.

## Resolution

The Certificate Course of Vermiculture is accepted with all relevant suggestion as per following table.

S.N.	Existing Syllabus	Proposed Syllabus	Remark
		<p>Certificate course-Vermiculture</p> <p style="text-align: center;"><b>FUNDAMENTALS OF VERMICULTURE</b></p> <p><b>Paper Code: VMC 01</b> <span style="float: right;"><b>Max Marks: 35</b></span></p> <p><b>Paper Title: Fundamentals of Vermiculture Min. Marks: 12</b></p> <p><b>Learning outcomes:</b></p> <p><b>After completion of this course students will be able to-</b></p> <ol style="list-style-type: none"> <li>1. The student will be able to know the biology of the earth worm and will be able to identify various species.</li> <li>2. He will be having a knowledge of various types of vermi beds available in India</li> <li>3. The candidate will be able to produce vermicompost at its own and may earn his livelihood</li> <li>4. He will be able to do the marketing of the vermicompost and worms</li> <li>5. By using the vermicompost he will be able to do organic farming</li> </ol> <p><b>UNIT I:</b> Earthworms – Taxonomic position and diversity; types – morphological and ecological grouping – Epigeic species, Endogeic species and Anecics; Ecological roles and economic importance of earthworms – need for earthworm culture.</p> <p><b>UNIT II:</b> Vermiculture – definition, scope and importance; common species for culture; Environmental requirements; culture methods – worm – breeding techniques; indoor and out door cultures - monoculture and polyculture – relative merits and demerits; Windows Method-Process – advantages.</p> <p><b>UNIT III</b> Applications of vermiculture – Vermiculture Bio-technology, vermi-composting, use of vermicastings in organic farming/horticulture, earthworms for management of municipal/selected biomedical solid wastes; as feed/bait for capture/culture fisheries; forest regeneration.</p> <p><b>UNIT IV</b> Marketing the products of vermiculture – quality control, market research, marketing techniques – creating the demand by awareness and demonstration, advertisements, packaging and transport, direct marketing.</p> <p><b>UNIT V</b></p>	



Future perspectives – Predator / pathogen control in wormeries; Potentials and constraints for vermiculture in India.

### **PRACTICAL / INTERNAL ASSESSMENT**

**Max. Marks: 15**

Study of Systematic position, habit, habitat and external features of *Eisenia fetida* & Study of Life Cycle. Preparation of Vermiculture, Maintenance & study of climatic condition. Harvesting and packing, transport & storage of vermin-compost and separation of life stages.

Credit: 2

Examination: 2 hrs

Practical Examination: 2 hrs

Duration of the course 3 months

#### **Reference: -**

1. G. Tripathi, 2003, Vermiresource Technology, Discovery Publishing House New Delhi
2. Sultan Ahmed Ismail, 2005. The Earthworm Book, Second Revised Edition. Other India Press, Goa, India.
3. Bhatnagar & Patla, 2007 Earthworm vermiculture and vermin-composting
4. Appelhof, M. (1980). Celloquium of Soil Zoology, EPA, USA: 157-160
5. Darwin, C. (1881). The formation of vegetable mould through the action of worms, with observation of their habits (Murray, London): 326
6. Gaddie, R.E. (1980). News week. 67-68
7. Hapse, P.G. Murkute, S.B. and Zende, N.A. (1993). Effect of vermicompost on sugarcane yield and sugar recovery. 10th annual state level sugarcane development workshop on low cost technology for cane and sugar production organized by V.S.F. Manjari (BK) on 9-10 July, 1993
8. Jadhav, A.D. (1996). Effect of FYM and vermicompost on the yield of rice (*Oryza sativa* Linn.) and physico-chemical properties of lateritic soil of Konkan. M.Sc. (Agri.) Thesis, K.V.K. Dapoli
9. Jadhav V.S. (1995). Studies on the physico-chemical changes during humification of organic residues as influenced by earthworms. M.Sc. (Agri.) Thesis submitted to Konkon Krishi Vidyapeeth, Dapoli
10. Kadam, R.G. (2000) Effect of vermicompost with and without inorganic fertilizers on yield, quality and mineral nutrition of cowpea-cowpea cropping sequence. M.Sc. (Agri.) Thesis submitted to Dr. Balasaheb Swant Konkon Krishi Vidyapeeth, Dapoli
11. Mba. C.C. (1978) Z. Pflzeuernache Bodenk. 141: 453-478

Vasanthi, D. and Kumaraswamy, K. (1999). Efficacy of vermicompost to improve soil fertility and rice yield. J. Indian Soc. Soil Sci. 47(2): 268-272



## Item VI

### Proposal of starting M.A. Education course

#### Resolution

Resolved to approval the M.A. Education Course as per following table :

S.No	Existing Syllabus	Proposed Syllabus	Remark																																																																																																																								
1		<p><b>M.A. Education</b> <b>Semester –I</b></p> <table border="1"> <thead> <tr> <th rowspan="2">Course &amp; Course Code</th> <th rowspan="2">Name of Course</th> <th colspan="4">Max. Marks</th> <th rowspan="2">Allocation of hours</th> <th rowspan="2">Credit</th> </tr> <tr> <th>External</th> <th>Internal</th> <th>Practicum</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Course – 1 MA-110</td> <td>Psychology of learning and development</td> <td>70</td> <td>30</td> <td>-</td> <td>100</td> <td>100</td> <td>4</td> </tr> <tr> <td>Course – 2 MA-120</td> <td>Historical, Political &amp; Economic Foundations of Education</td> <td>70</td> <td>30</td> <td>-</td> <td>100</td> <td>100</td> <td>4</td> </tr> <tr> <td>Course – 3 MA-130</td> <td>Educational Studies</td> <td>70</td> <td>30</td> <td>-</td> <td>100</td> <td>100</td> <td>4</td> </tr> <tr> <td>Course – 4 MA-140</td> <td>Introduction to Educational Research</td> <td>70</td> <td>30</td> <td>-</td> <td>100</td> <td>100</td> <td>4</td> </tr> <tr> <td>Course – 5 MA-150</td> <td>Communication and Expository writing</td> <td></td> <td>25</td> <td>-</td> <td>25</td> <td>25</td> <td>1</td> </tr> <tr> <td>Course – 6 MA-160</td> <td>Self-Development</td> <td></td> <td>25</td> <td>-</td> <td>25</td> <td>25</td> <td>1</td> </tr> <tr> <td>Total</td> <td></td> <td>280</td> <td>170</td> <td>-</td> <td>450</td> <td>450</td> <td>18</td> </tr> </tbody> </table> <p><b>Semester –II</b></p> <table border="1"> <thead> <tr> <th rowspan="2">Course &amp; Course Code</th> <th rowspan="2">Name of Course</th> <th colspan="4">Max. Marks</th> <th rowspan="2">Allocation of hours</th> <th rowspan="2">Credit</th> </tr> <tr> <th>External</th> <th>Internal</th> <th>Practicum</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Course –1 MA-170</td> <td>Philosophical Foundations of Education</td> <td>70</td> <td>30</td> <td>-</td> <td>100</td> <td>100</td> <td>4</td> </tr> <tr> <td>Course –2 MA-180</td> <td>Sociological foundations of Education</td> <td>70</td> <td>30</td> <td>-</td> <td>100</td> <td>100</td> <td>4</td> </tr> <tr> <td>Course –3 MA-190</td> <td>Curriculum Studies</td> <td>70</td> <td>30</td> <td>-</td> <td>100</td> <td>100</td> <td>4</td> </tr> <tr> <td>Course –4 MA-200-I</td> <td>Pre-service &amp; In-service Teacher Education</td> <td>70</td> <td>30</td> <td>-</td> <td>100</td> <td>100</td> <td>4</td> </tr> <tr> <td>Course –5 MA-210</td> <td>Dissertation</td> <td>25</td> <td>25</td> <td>-</td> <td>50</td> <td>50</td> <td>2</td> </tr> </tbody> </table>	Course & Course Code	Name of Course	Max. Marks				Allocation of hours	Credit	External	Internal	Practicum	Total	Course – 1 MA-110	Psychology of learning and development	70	30	-	100	100	4	Course – 2 MA-120	Historical, Political & Economic Foundations of Education	70	30	-	100	100	4	Course – 3 MA-130	Educational Studies	70	30	-	100	100	4	Course – 4 MA-140	Introduction to Educational Research	70	30	-	100	100	4	Course – 5 MA-150	Communication and Expository writing		25	-	25	25	1	Course – 6 MA-160	Self-Development		25	-	25	25	1	Total		280	170	-	450	450	18	Course & Course Code	Name of Course	Max. Marks				Allocation of hours	Credit	External	Internal	Practicum	Total	Course –1 MA-170	Philosophical Foundations of Education	70	30	-	100	100	4	Course –2 MA-180	Sociological foundations of Education	70	30	-	100	100	4	Course –3 MA-190	Curriculum Studies	70	30	-	100	100	4	Course –4 MA-200-I	Pre-service & In-service Teacher Education	70	30	-	100	100	4	Course –5 MA-210	Dissertation	25	25	-	50	50	2	
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Course –6 MA-220	Internship in TEI (3-weeks)		100	-	100	100	4
<b>Total</b>		305	245	-	550	550	22

### Semester –III

Course & Course Code	Name of Course	Max. Marks				Allocation of hours	Credit
		External	Internal	Practicum	Total		
Course – 1 MA-230 S	Institutional Planning & Management at Secondary level	70	30	-	100	100	4
Course – 2 MA-240 S	Issues, Curriculum & Assessment	70	30	-	100	100	4
Course – 3 MA-250 S	Advance educational research	70	30	-	100	100	4
Course – 4 MA-260 S	Perspectives, Research and Issues in Teacher Education	70	30	-	100	100	4
Course – 5 MA-270 S	Dissertation	25	25		50	50	2
Course – 6 MA-280 S	Academic writing		25			50	2
Course – 7 MA-289 S	Internship(in School) (4-weeks)		100		100	144	4
<b>Total</b>		305	270	-	550	644	24

### Semester –IV

Course & Course Code	Name of Course	Max. Marks				Allocation of hours	Credit
		External	Internal	Practicum	Total		
Course – 1 MA-300	Curriculum, Pedagogy and assessment	70	30	-	100	100	4
Course – 2 MA-310 or Course – 2 c	Education policy, economics and planning	70	30	-	100	100	4
Course – 2 c MA-310 SW	Swayam Course related to any one sub theme (for elementary to secondary)	-	-	-	100	100	4
MA-310 SW I	Strategy planning						
MA-310 SW II	Budget preparation						
MA-310 SW III	Policy analysis						
Course – 3 MA -320	Educational management, administration, leadership and planning	70	30	-	100	100	4
Course – 4 MA-340	Dissertation	50	50	-	100	100	4
Course – 5 MA-350	Environmental Studies	35	15	-	50	50	2
<b>Total</b>		260	140	-	550	550	22

  
 Prof. Manisha Verma  
 (Chairperson/Dean)