List of Programme having Choice Based Credit System (CBCS)

Programme Code	Programme name	Year of Introduction	Status of implemetation of CBCS / elective course system (Yes/No)
Ph.D.	Ph.D.	1991	Yes
D.Litt.	D.Litt.	1991	Yes
MAJACRAPR	M.A in Jainology and Comparative R	1990	Yes
MAPKTR	M.A.Prakrit	1991	YES
MASKTR	M.A.Sanskrit	2007	YES
MAHINDIR	M.A. Hindi	2015	YES
MAYASOLR	MA Yoga and Science of Living	1991	Yes
MSWR	Master of Social Work	1996	Yes
MAENGR	M A English	2008	YES
MANVPR	M.A. in Nonviolence and Peace	1991	YES
MAPOLSCR	M.A. in Political Science	2012	YES
BEDR	B.Ed.	2005	Yes
MEDR	M.Ed.	2007	Yes
BABEDR	B.A.-B.Ed.	2016	Yes
BSCBEDR	B.Sc.-B.Ed.	2016	Yes
BCOMR	B.COM	2004	YES
BAR	B.A.	1998	YES
BSCR	B.Sc.	2017	YES

Registrar
Jain Vishva Bharati Institute
Ladnun-341306
Rajasthan (India)

Minutes of Academic Council

S. No.	Particular
1.	for Adopting CBCS
2.	Starting of M.A. in Hindi Programme
3.	Starting of B.A.-B.Ed and B.Sc.-B.Ed Programme
4.	Starting of B.Sc.

The Specific Matter regarding above are highlighted.

जैन विश्वभारती संस्थान, लाडनूं – 341 306 (राजस्थान)

(विश्वविद्यालय अनुदान आयोग अधिनियम 1956 की धारा 3 के अर्न्तगत मान्य विश्वविद्यालय घोषित)

दिनांक 21 फरवरी, 2015 को आयोजित विद्या परिषद की बैठक का कार्यवृत्त

दिनांक 21 फरवरी, 2015 को प्रातः 10.30 बजे माननीया कुलपति समणी चारित्रप्रज्ञा जी की अध्यक्षता में कुलपति कान्फ्रेंस हॉल में विद्या परिषद की बैठक का आयोजन किया गया, जिसमें निम्नलिखित सदस्यों ने भाग लिया:

1.	समणी चारित्रप्रज्ञा, कुलपति	अध्यक्षा
2	प्रो. समणी चैतन्य प्रज्ञा	सदस्य
3.	प्रो. दामोदर शास्त्री	सदस्य
3.	प्रो. जे.पी.एन.मिश्रा	सदस्य
4.	प्रो. आर.बी.एस. वर्मा	सदस्य
5.	प्रो. बनवारीलाल जैन	सदस्य
6.	प्रो. रेखा तिवारी	सदस्या
5.	प्रो. आनन्दप्रकाश त्रिपाठी	सदस्य
6.	डॉ. समणी मल्लीप्रज्ञा	सदस्या
7.	प्रो. बच्छराज दूगड़	सदस्य
9.	डॉ. समणी सत्य प्रज्ञा	सदस्या
10.	डॉ. बिजेन्द्र प्रधान	सदस्य
11.	डॉ. मनीष भटनागर	सदस्य
12.	डॉ. जुगलकिशोर दाधीच	सदस्य
13.	डॉ. शशिबाला सिंह	सदस्य
14.	प्रो. ओ.पी.पाण्ड़ेय	सदस्य
16.	प्रो. अशोक बापना	सदस्य
17.	प्रो. राजुल भार्गव	सदस्या
18.	प्रो. एस.पी.दुबे	सदस्य
19.	प्रो. एस. सी. राजोरा	सदस्य
20.	प्रो. एन. कृष्णास्वामी	विशेष आमंत्रित
21.	प्रो. अनिल धर	कुलसचिव एवं गैर सदस्य सचिव

सर्वप्रथम माननीया कुलपति महोदया द्वारा बैठक में आगन्तुक समस्त महानुभावों का स्वागत किया गया। इसके पश्चात् बैठक की कार्यवाही प्रारम्भ की गई।

(01) **गत बैठक की कार्यवाही की सम्पुष्टि।**
(Approval of minutes of the 28th Meeting held on January 25, 2014)
सदन द्वारा दिनांक 25 जनवरी, 2014 के बैठक के कार्यवृत्त की सम्पुष्टि की गई।

(02) **चोइस बेसड़ क्रेडिट सिस्टम लागू करने की अनुमति।**
(Approval for adoption of Choice Based Credit System)
कुलसचिव ने विद्या परिषद को यह जानकारी दी की माननीया कुलपति महोदया ने प्रो. आर.बी. एस. वर्मा को विश्वविद्यालय अनुदान आयोग द्वारा निर्धारित दिशा–निर्देशों के अनुसार संस्थान के समस्त स्नातक/स्नातकोत्तर/डिप्लोमा/सर्टिफिकेट पाठ्यक्रमों हेतु Choice Based Credit System का प्रारूप बनाकर देने का दायित्व दिया था। इस प्रारूप को अनुमोदन हेतु विद्या परिषद के समक्ष प्रस्तुत किया गया। इस विषय पर विचार–विमर्श के पश्चात् विद्या परिषद द्वारा इसे स्वीकृति प्रदान की गई।

(03) निम्नलिखित विभागों /महाविद्यालयों में अध्ययन मंड़ल द्वारा पारित संशोधित/नवीन पाठ्यक्रमों एवं उनसे सम्बन्धित बिन्दुओं पर विचार–विमर्श एवं अनुमोदन –
(Discussion and approval recommended syllabus (amended/new) by Board of Studies of their respective departments) –

(i) जैन विद्या एवं तुलनात्मक धर्म दर्शन विभाग (Dept. of Jainology and Comparative Religion & Philosophy)

विभागाध्यक्षा प्रो. समणी चैतन्यप्रज्ञा ने विद्या परिषद को यह जानकारी दी की एम.ए. के स्नातकोत्तर पाठ्यक्रम में अध्ययन मण्ड़ल की बैठक में पारित प्रस्ताव के अनुसार आंशिक परिवर्तन किया गया है तथा आगामी सत्र से विभाग में C.B.C.S. प्रणाली लागू की जाएगी। विद्या परिषद द्वारा इसे स्वीकृति प्रदान की गई।

(ii) संस्कृत एवं प्राकृत विभाग (Dept. of Sanskrit and Prakrit)

इस विभाग के विभागाध्यक्ष प्रो. दामोदर शास्त्री ने सदन को यह जानकारी दी की एम.ए. संस्कृत एवं प्राकृत के पाठ्यक्रमों में अध्ययन मण्ड़ल द्वारा पारित प्रस्ताव के अनुसार आंशिक परिवर्तन किया गया है। इस सन्दर्भ में प्रो. बच्छराज दूगड़ का विचार था कि एम. ए. संस्कृत प्रथम सत्र के तृतीय पत्र का नाम ''संस्कृत काव्य साहित्य'' के स्थान पर ''जैन संस्कृति एवं साहित्य'' किया जाये। इस सन्दर्भ में यह विचार आया कि विभागाध्यक्ष प्रो. एस.पी.दुबे से इस सन्दर्भ में विचार–विमर्श कर आवश्यक संशोधन कर लेवे, इस सम्बन्ध में विद्या परिषद ने अंतिम निर्णय लेने हेतु माननीया कुलपति महोदया को अधिकृत किया।

इसके अतिरिक्त प्रो. आनन्दप्रकाश त्रिपाठी ने सदन के समक्ष यह प्रस्ताव रखा कि अध्ययन मण्ड़ल की बैठक एम.ए. हिन्दी का पाठ्यक्रम पारित करवा लिया गया है, इस सम्बन्ध में विचार आया कि पाठ्यक्रम में हिन्दी उपन्यास एवं हिन्दी कहानी का पाठ्यक्रम अलग–अलग करना चाहिए। विद्या परिषद द्वारा पाठ्यक्रम में आवश्यक परिवर्तन के साथ इसे स्वीकृत किया गया कि इसे प्रारम्भ करने से पूर्व विश्वविद्यालय अनुदान आयोग को सूचना एवं आवश्यक कार्यवाही हेतु भिजवाया जाए। आगामी सत्र से एम.ए. संस्कृत, प्राकृत एवं हिन्दी से C.B.C.S. प्रणाली लागू करने की भी जानकारी सदन को दी गई।

प्रो. दामोदर शास्त्री, विभागाध्यक्ष ने विभाग के नामकरण में परिवर्तन करने का सुझाव सदन के समक्ष रखा। सदन ने इस विषय पर काफी विचार–विमर्श के पश्चात् विभाग का नाम **''प्राच्य विद्या एवं भाषा विभाग''** रखने की स्वीकृति प्रदान की।

(iii) जीवन विज्ञान प्रेक्षाध्यान एवं योग विभाग (Dept. of Science of Living Preksha Meditation and Yoga)

इस विभाग के विभागाध्यक्ष प्रो. जे.पी.एन. मिश्रा ने एम.ए./एम.एस.सी. जीवन विज्ञान प्रेक्षाध्यान एवं योगा के पाठ्यक्रमों में अध्ययन मण्ड़ल द्वारा पारित आवश्यक संशोधनों एवं आगामी सत्र से विभाग में C.B.C.S. प्रणाली लागू करने की जानकारी सदन के समक्ष रखी, जिसे विद्या परिषद द्वारा सर्व–सम्मति से स्वीकृति प्रदान की गई।

इसके अतिरिक्त विभागाध्यक्ष ने विभाग का नामकरण परिवर्तन किये जाने का प्रस्ताव सदन सदन के समक्ष रखा, जिसे विद्या परिषद द्वारा स्वीकृत किया गया। आगामी सत्र से विभाग का नाम **''योग एवं जीवन विज्ञान प्रेक्षाध्यान विभाग'' "Department of Yoga and Science of Living"** होगा।

(iv) अहिंसा एवं शांति विभाग (Dept. of Non-Violence & Peace)

विभाग के विभागाध्यक्ष प्रो. अनिल धर ने M.A. in Non-violence and Peace एवं M.A. in Political Science, B.A. (NVP स्नातक स्तर पर) M.Phil (NVP) के पाठ्यक्रमों में अध्ययन मण्ड़ल द्वारा संशोधित पारित पाठ्यक्रम को विद्या परिषद के समक्ष रखा एवं आगामी सत्र से विभाग में C.B.C.S. प्रणाली लागू करने की जानकारी सदन को दी, जिसे विद्या परिषद द्वारा सर्व–सम्मति से स्वीकृति प्रदान की गई।

(v) समाज कार्य विभाग (Dept. of Social Work)

विभागाध्यक्ष प्रो. आर.बी.एस. वर्मा ने समाज कार्य विभाग के अध्ययन मण्ड़ल द्वारा स्वीकृत समाज कार्य विभाग के वर्तमान पाठ्यक्रम में कुछ संशोधन एवं आगामी सत्र से विभाग में C.B.C.S. प्रणाली लागू करने की जानकारी सदन को दी। जिसे विद्या परिषद द्वारा सर्व–सम्मति से पारित किया गया।

(vi) शिक्षा विभाग (Department of Education)

विभागाध्यक्ष प्रो. बनवारीलाल जैन ने सदन को बताया कि आगामी सत्र से बी.एड़ एवं एम. एड़ का पाठ्यक्रम दो वर्ष का हो गया है। उपरोक्त पाठ्यक्रम NCTE के Frame Works के अनुसार किये जाने के बारे में जानकारी दी। इस सन्दर्भ में यह निर्णय लिया गया कि विभाग द्वारा अध्ययन मण्ड़ल की बैठक में पाठ्यक्रम तैयार कर लिया जाए तथा इसे लागू करने के लिए विद्या परिषद ने माननीया कुलपति महोदय को अधिकृत किया।

(vii) अंग्रेजी विभाग (Department of English)

अंग्रेजी विभाग की विभागाध्यक्षा प्रो. रेखा तिवारी ने एम.ए. अंग्रेजी के पाठ्यक्रम में अध्ययन मण्ड़ल द्वारा पारित संशोधनों की जानकारी के साथ आगामी सत्र से C.B.C.S प्रणाली लागू करने की जानकारी सदन को दी। सदन में क्रेड़िट सिस्टम समान नहीं होने के सम्बन्ध में सदस्यों द्वारा प्रश्न उठाया गया । काफी विचार–विमर्श के पश्चात् यह निर्णय लिया गया कि समस्त पेपरों में क्रेड़िट सिस्टम में समानता होनी चाहिए।

(viii) आचार्य कालू कन्या महाविद्यालय (Acharya Kalu Kanya Mahavidyalaya)

आचार्य कालू कन्या महाविद्यालय की प्राचार्या डॉ. समणी मल्लीप्रज्ञा जी ने आगामी सत्र से अध्ययन मण्डल द्वारा पारित बी.ए./बी.काम. के पाठ्यक्रमों में परिवर्तन की जानकारी के साथ स्नातक स्तर पाठ्यक्रमों में से C.B.C.S प्रणाली लागू करने की जानकारी सदन को दी।

इसके अतिरिक्त आगामी सत्र से बैंकिग का एक वर्षीय डिप्लोमा पाठ्यक्रम प्रारम्भ करने की जानकारी सदन को दी। उपरोक्त दोनो प्रस्ताव विद्या परिषद द्वारा सर्व–सम्मति से पारित किए गये।

(ix) दूरस्थ शिक्षा (Distance Education)

- दूरस्थ शिक्षा निदेशालय के प्रो. आनन्दप्रकाश त्रिपाठी ने अध्ययन मण्ड़ल द्वारा पारित एम.ए. राजनीति विज्ञान का पारित पाठ्यक्रम दूरस्थ शिक्षा से प्रारम्भ करने की जानकारी सदन को दी। इस सम्बन्ध में यह विचार आया कि "जैन संस्कृति एवं जीवन मूल्य" के स्थान पर "जैन राजनेतिक विचार एवं जीवन मूल्य" अधिक उपयुक्त होगा। विद्या परिषद द्वारा आगामी सत्र से इस पाठ्यक्रम को प्रारम्भ करने की स्वीकृति प्रदान की गई।

- प्रो. त्रिपाठी ने वर्तमान में संचालित बी.पी.पी. पाठ्यक्रम को इसी सत्र से वर्धमान महावीर खुला विश्वविद्यालय, कोटा द्वारा संचालित पाठ्यक्रम (पांच पत्रों – सामान्य हिन्दी, सामान्य अंग्रेजी, प्रारम्भिक गणित, सामाजिक विज्ञान, सामान्य विज्ञान) के अनुसार परिवर्तन कर लागू करने का प्रस्ताव सदन के समक्ष रखा। उन्होंने यह भी बताया कि इससे संस्थान, वर्धमान महावीर खुला विश्वविद्यालय, कोटा के अनुसार माध्यमिक शिक्षा बोर्ड, अजमेर से अनुमति लेकर बी.पी.पी. को 10+2 के समकक्ष करने की अनुमति ले सकता हैं। विद्या परिषद द्वारा आगामी सत्र से इस पाठ्यक्रम को प्रारम्भ करने की स्वीकृति प्रदान की गई।

- बी.पी.पी. कोर्स करने के पश्चात् संस्थान से बी.ए. पाठ्यक्रम में प्रवेश लेने की समय सीमा एक वर्ष से बढ़ाकर तीन वर्ष करने की भी स्वीकृति प्रदान की गई।

- सदन में सर्वसम्मिति से यह भी निर्णय लिया गया कि बी.पी.पी. के कोर्स को संस्थान में सिद्धान्तः 10+2 के समकक्ष माना जा सकता है। इस हेतु विभिन्न न्यायालयों के निर्णयों को प्राप्त करने का प्रयास किया जायेगा।

- प्रो. त्रिपाठी ने दूरस्थ शिक्षा निदेशालय द्वारा वर्तमान में संचालित समस्त उपाधि पाठ्यक्रमों में विद्यार्थियों को दिये जाने वाले दो सत्रीय कार्य के स्थान पर एक सत्रीय कार्य किये जाने का प्रस्ताव सदन के समक्ष रखा जिसे विद्या परिषद द्वारा स्वीकृति प्रदान की गई।

(04) **सी.आई.ए. प्रणाली में सुधार हेतु अनुमति।**
(Approval for modification in C.IA. System)

माननीया कुलपति महोदया की दिनांक 07 जनवरी, 2015 को आयोजित समस्त विभागाध्यक्षों की बैठक में संस्थान में संचालित समस्त पाठ्यक्रमों में C.I.A. System में परिवर्तन के सम्बन्ध में लिये गये निर्णय की जानकारी दी जिसके अनुसार समस्त पाठ्यक्रमों में अंकों का विभाजन निम्न प्रकार से रहेगा :

अ.	प्रार्थना, ध्यान, एवं कक्षाओं में उपस्थिति	10 अंक
ब.	मिड़– टर्म टैस्ट	10 अंक
स.	विभागीय सेमीनार प्रस्तुति	05 अंक
द.	असाईन्मेंट	05 अंक
	कुल	**30 अंक**

विद्या परिषद द्वारा इस निर्णय को स्वीकृति प्रदान की गई।

(05) माननीया कुलपति महोदया ने विद्या परिषद के समक्ष प्रो. फूलचंद जैन, वाराणसी को जैन विद्या एवं तुलनात्मक धर्म दर्शन विभाग में एवं प्रो. अशोक बापना, जयपुर को अहिंसा एवं शांति विभाग में ऐमरिट्स प्रोफेसर के मनोनयन का प्रस्ताव रखा। इस प्रस्ताव को विद्या परिषद द्वारा सर्व सम्मति से स्वीकृत किया गया।

अन्त में अध्यक्ष के प्रति धन्यवाद ज्ञापन के साथ बैठक समाप्त हुई।

(प्रो. अनिल धर)
कुलसचिव एवं गैर सदस्य सचिव

जैन विश्वभारती संस्थान लाडनूँ – 341 306(राजस्थान)

(विश्वविद्यालय अनुदान आयोग अधिनियम 1956 की धारा 3 के अर्न्तगत घोषित मान्य विश्वविद्यालय)

दिनांक 09 मार्च, 2013 को आयोजित विद्या परिषद की बैठक का कार्यवृत्त

जैन विश्वभारती संस्थान की विद्या परिषद की बैठक का आयोजन दिनांक 09 मार्च, 2013 को माननीया कुलपति महोदया समणी चारित्रप्रज्ञा जी की अध्यक्षता में कुलपति कान्फ्रेंस हॉल में किया गया, जिसमें निम्नलिखित महानुभावों ने भाग लिया :

1.	समणी चारित्रप्रज्ञा	कुलपति एवं अध्यक्षा
2.	प्रो. दामोदर शास्त्री	सदस्य
3.	डॉ. ऋजु प्रज्ञा	सदस्या
4.	प्रो. जे.पी.एन. मिश्रा	सदस्य
5.	प्रो विद्या राव	सदस्या
6.	डॉ बी एल जैन	सदस्य
7.	प्रो. रेखा तिवारी	सदस्या
8.	डॉ. आनन्द प्रकाश त्रिपाठी	सदस्य
9.	समणी डॉ. मल्ली प्रज्ञा	सदस्या
10.	समणी डॉ संगीत प्रज्ञा	सदस्या
11.	डॉ रविन्द्र सिंह राठौड़	सदस्य
12.	श्री युवराज सिंह खंगारोत	सदस्य
13.	डॉ. बिजेन्द्र प्रधान	सदस्य
14.	डॉ सरोज राय	सदस्या
15.	श्री संजय गोयल	सदस्य
16.	प्रो. आर. आर. सिंह	सदस्य
17.	प्रो. एन. एल कल्ला	सदस्य
18.	प्रो. राजेन्द्र मिश्रा	सदस्य
19.	प्रो. मथुरेश्वर पारीक	सदस्य
20.	प्रो. धरमचन्द जैन	सदस्य
21.	प्रो. सागरमल जैन	विशेष आमंत्रित
22.	प्रो. कृष्णास्वामी	विशेष आमंत्रित
23.	डॉ गौरव बिस्सा	विशेष आमंत्रित
24.	प्रो. जे.एस. शेखावत	विशेष आमंत्रित
25.	सुश्री वीणा जैन	विशेष आमंत्रित
26.	परमेश्वर शर्मा	कुलसचिव – गैर सदस्य सचिव

सर्वप्रथम माननीया कुलपति महोदया द्वारा बैठक में आगन्तुक महानुभावों का स्वागत किया। इसके पश्चात् कुलसचिव महोदय ने बैठक की कार्यवाही प्रारम्भ की :

1. **गत बैठक की कार्यवाही की सम्पुष्टि :**

   विद्या परिषद द्वारा दिनांक 21 फरवरी, 2012 की बैठक के कार्यवृत्त की सम्पुष्टि की गई। इस सन्दर्भ में प्रो. सागरमल जैन का सुझाव था कि गत बैठक में प्राकृत भाषा का पाठ्यक्रम दूरस्थ शिक्षा निदेशालय के द्वारा प्रारम्भ करने के सम्बन्ध में विचार किया गया था, परन्तु इसको कार्यवृत्त में सम्मिलित नहीं किया गया हैं।

   उनका यह भी विचार था जैन विश्वभारती संस्थान को गैर पारम्परिक विषयों में अपने उद्देश्यों के अनुरूप अध्ययन एवं शोध कार्य करना चाहिए। जैन विद्या, प्राकृत, के क्षेत्र में शोध कार्य करने की अनेक संभावनाए भी है, इस कार्य हेतु जैन शोध संस्थानों को अन्य विश्वविद्यालयों की भांति जैन विश्वभारती संस्थान को भी उन्हें मान्यता देने पर विचार करना चाहिए। इस सम्बन्ध में माननीया कुलपति महोदया ने कहा कि विश्वविद्यालय अनुदान आयोग द्वारा शोध नियमावली 2009 के अनुसार अन्य शोध संस्थानों के Faculty को रिसर्च Guide नहीं बनाया जा सकता। संवैधानिक तौर पर अन्य शोध संस्थानों को Affiliate भी नहीं कर सकते। उनके साथ MOU किया जा सकता है ताकि शैक्षणिक गतिविधियों का विकास हो। उन्होंने भारत सरकार के मानव संसाधन मंत्रालय की टॉस्क फोर्स कमेटी के सदस्यों के साथ आयोजित बैठक की जानकारी देते हुए कहा कि हमें इन विषयों में ही शोध कार्यो पर विशेष रूप से ध्यान देना होगा और संस्थान द्वारा जो भी शोध कार्य हों वे गुणवत्ता पूर्ण एवं प्रायोगिक हो।

2. **विगत बैठक में लिये गये निर्णयों की अनुपालना :**

   विद्या परिषद द्वारा गत बैठक में लिये गये निर्णयों की अनुपालना सम्बन्धी प्रगति विवरण को सर्व–सम्मति से पारित किया गया।

3. **निम्नलिखित विभागों/महाविद्यालयों के अध्ययन मण्ड़लों द्वारा पारित संशोधित/नवीन पाठ्यक्रमों एवं उनसे सम्बन्धित बिन्दुओं पर विचार–विमर्श एवं अनुमोदना :**

   1. **जैन विद्या एवं तुलनात्मक धर्म तथा दर्शन विभाग :**

      विभागाध्यक्ष प्रो. दामोदर शास्त्री ने सदन के समक्ष विभाग के पाठ्यक्रमों में कोई परिवर्तन नहीं करने की सूचना दी एवं अध्ययन मण्डल में आगामी तीन वर्षो के लिए किन्हीं दो बाह्य विशेषज्ञों के नाम सुझायें जो निम्नांकित हैः

      1. प्रो. धर्मचन्द जैन, अध्यक्ष, संस्कृत विभाग, जयनारायण व्यास संस्थान, जोधपुर
      2. डॉ. धर्मेन्द्र जैन, विकास अधिकारी (प्राकृत) राष्ट्रिय संस्कृत संस्थान (जयपुर परिसर) जयपुर

      इसके अतिरिक्त अध्ययन मण्ड़ल में दर्शन विषय से सम्बन्धित किन्हीं दो बाह्य विशेषज्ञों को भी सम्मिलित करने का सुझाव भी आया, जो निम्नांकित हैः

      1. प्रो. अम्बिकादत्त शर्मा, दर्शन विभाग, सागर संस्थान, सागर (म.प्र.)
      2. प्रो. जटाशंकर तिवारी, दर्शन विभाग, इलाहाबाद संस्थान, इलाहाबाद (उ.प्र.)

विद्या परिषद द्वारा उपरोक्त नामों को अध्ययन मण्ड़ल में सम्मिलित करने की स्वीकृति सर्व–सम्मति से प्रदान की गई।

2. **संस्कृत एव प्राकृत विभाग :**

विभागाध्यक्षा डॉ. समणी ऋजुप्रज्ञा ने सदन को बताया कि विभाग द्वारा संस्कृत के पाठ्यक्रम में अध्ययन मण्ड़ल की दिनांक 09.03.2013 को आयोजित बैठक में लिए गये निर्णय के अनुसार एम.ए. संस्कृत सेमेस्टर (द्वितीय) के पाठ्यक्रम के पेपर पांच एवं सात में आंशिक परिवर्तन किया गया है, जिसे सर्व–सम्मति से विद्या परिषद द्वारा स्वीकृति प्रदान की गयी।

इसके अतिरिक्त विभागाध्यक्षा ने विभाग द्वारा आगामी सत्र से विभाग के अन्तर्गत एम.ए. हिन्दी विषय के पाठ्यक्रम को प्रारम्भ करने के सन्दर्भ में दिनांक 09.03.2013 को आयोजित अध्ययन मण्ड़ल की बैठक में पारित पाठ्यक्रम को सदन के समक्ष प्रस्ताव रखा।

इस सन्दर्भ में प्रो. जे.पी.एन. मिश्रा का विचार था कि विश्वविद्यालय अनुदान आयोग से इस विषय को प्रारम्भ करने की अनुमति ली जाय। इस सन्दर्भ में प्रो. राजेन्द्र मिश्रा, प्रो. नन्दलाल कल्ला का सुझाव था कि भारत के अन्य संस्थानों/विश्वविद्यालयों में अलग से हिन्दी विभाग नहीं हैं और विश्वविद्यालय किसी भी विभाग के अन्तर्गत यह विषय संचालित कर सकता है, उन्होंने महर्षि दयानन्द सरस्वती विश्वविद्यालय, अजमेर आदि का उदाहरण भी दिया। इसी क्रम में डॉ. आनन्दप्रकाश त्रिपाठी का विचार था कि विद्या परिषद की गत बैठक में अहिंसा एवं शांति विभाग के अन्तर्गत एम.ए. राजनीति विज्ञान, जैन विद्या एवं तुलनात्मक धर्म दर्शन विभाग के अन्तर्गत एम.ए.दर्शन, जीवन विज्ञान प्रेक्षाध्यान विभाग के अन्तर्गत एम.ए. Clinical Psychology आदि पाठ्यक्रमों को संचालित करने का निर्णय लिया गया था तथा उपरोक्त पाठ्यक्रम पिछले सत्र से प्रारम्भ भी कर दिये गये है। अतः इसी प्रकार संस्कृत एवं प्राकृत विभाग से एम.ए. हिन्दी का पाठ्यक्रम प्रारम्भ किया जा सकता है।

काफी विचार–विमर्श के पश्चात् यह निर्णय लिया गया कि इस विषय को प्रारम्भ करने से पूर्व विश्वविद्यालय अनुदान आयोग के नियमों का अनुसरण कर लिया जाए। विद्या परिषद द्वारा सैद्धान्तिक रूप से इस पाठ्यक्रम को प्रारम्भ करने की स्वीकृति प्रदान की गई।

3. **अहिंसा एवं शांति विभाग :**

विभागाध्यक्ष प्रो. बच्छराज दूगड़ अनुपस्थित थे। उनकी अनुपस्थिति में उनके विभाग के सदस्य डॉ. रविन्द्रसिंह राठौड़ ने सदन को बताया कि उनके विभाग में संचालित पाठ्यक्रमों में कोई परिवर्तन इस बार नहीं किया गया है।

4. **जीवन विज्ञान, प्रेक्षाध्यान एवं योग विभाग :**

विभागाध्यक्ष प्रो. जे.पी.एन. मिश्रा ने त्रैमासिक योग प्रमाण पत्र पाठ्यक्रम की प्रस्तावना रखी जिसमें एक सैद्धान्तिक एवं दो प्रायोगिक प्रश्न पत्र होंगे। प्रायोगिक प्रत्र में आसन, प्राणायाम, शुद्धि क्रिया और ध्यान के विभिन्न प्रयोगों का अभ्यास कराया जायेगा। इस सम्बन्ध में विद्या परिषद ने सैद्धान्तिक रूप से स्वीकृति प्रदान कर दी परन्तु ये सुझाव दिया कि पाठ्यक्रम समिति की बैठक बुलाकर इसे आगामी बैठक में प्रस्तुत किया जायें।

5. **समाज कार्य विभाग :**

विभागाध्यक्ष प्रो. विद्या राव ने सदन को जानकारी दी कि विभाग के पाठ्यक्रम में कोई परिवर्तन नहीं किया गया है। इस सन्दर्भ में प्रो. आर.आर. सिंह का सुझाव था कि गत बैठक में जो चार नये डिप्लोमा कोर्स को प्रारम्भ करने की स्वीकृति प्रदान की गयी थी, उन्हें वर्तमान स्थिति को मध्य–नजर रखते हुए सुचारू रूप से संचालित करने में कठिनाई है। अतः इस पर विचार किया जाना चाहिए।

6. **शिक्षा विभाग :**

विभागाध्यक्ष डॉ. बी.एल. जैन ने सदन को बताया कि बी.एड़ के पाठ्यक्रम में अध्ययन मण्ड़ल की बैठक में लिए गए निर्णायानुसार पाठ्यक्रम में आंशिक परिवर्तन किया गया है। इस सन्दर्भ में प्रो. आर. आर. सिंह का सुझाव था कि Special Education को भी पाठ्यक्रम में एक विषय के रूप में सम्मिलित किया जाए। विभागाध्यक्ष डॉ. बी.एल. जैन ने कहा कि ये पाठ्यक्रम से जुड़ा है। जिसे विद्या परिषद द्वारा सर्व–सम्मति से पारित किया गया।

7. **अंग्रेजी विभाग :**

विभागाध्यक्षा डॉ. रेखा तिवाड़ी ने सदन के समक्ष एम.ए. अंग्रेजी के पाठ्यक्रम में अध्ययन मण्ड़ल द्वारा आयोजित बैठक में लिए गए निर्णय के अनुसार आंशिक परिवर्तन की जानकारी दी। काफी विचार विमर्श के बाद निर्णय किया गया कि साहित्य और भाषा का संविभाग कोर्स में होना चाहिए।

8. **दूरस्थ शिक्षा निदेशालय :**

निदेशक डा. आनन्दप्रकाश त्रिपाठी ने दूरस्थ शिक्षा निदेशालय के अर्न्तगत Preksha Life Skill Progrmme Certificate Course आगामी सत्र से संचालित करने के लिए अध्ययन मण्ड़ल द्वारा पारित प्रस्ताव सदन के समक्ष रखा। जिसे सदन द्वारा सर्व–सम्मति से पारित किया गया।

इसके अतिरिक्त बी.पी.पी. पाठ्यक्रम से उत्तीर्ण विद्यार्थियों का हमारे संस्थान में स्नातकोत्तर पाठ्यक्रमों में प्रवेश की पात्रता नहीं होने के सम्बन्ध में विचार–विमर्श हुआ। विद्या परिषद ने यह निर्णय लिया कि इसके लिए एक समिति का गठन किया जाए, कमेटी के गठन हेतु माननीया कुलपति महोदया को अधिकृत किया गया। यह कमेटी विभिन्न विश्वविद्यालयों के नियमों का अवलोकन करेंगी तथा इस सन्दर्भ में अपने सुझाव कुलपति महोदया को प्रस्तुत करेंगी।

9. **आचार्य कालू कन्या महाविद्यालय :**

प्राचार्या डॉ. समणी मल्लीप्रज्ञा जी ने सदन को महाविद्यालय के अर्न्तगत विभिन्न अध्ययन मण्ड़लों द्वारा लिए गये निर्णयों की जानकारी सदन को दी तथा निम्नलिखित पाठ्यक्रमों को आगामी सत्र 2013–14 से संचालित करने का प्रस्ताव रखा :

1. भूगोल विषय,
2. बी. सी. ए.,
3. एक वर्षीय डिप्लोमा राजभाषा,
4. बी. कॉम. (सेमेस्टेर V & VI) में Revised पाठ्यक्रम

5. B. Lib. को नियमित पाठ्यक्रम के रुप में एवं जैन संस्कृति एवं इतिहास : एक परिचय पत्र लागू करने की स्वीकृति।

6. स्नातक स्तर के पाठ्यक्रमों में निम्नलिखित अनिवार्य फाउन्डेशन कोर्स –

- Semester I — General English
- Semester II — Jain Culture
- Semester III — General Hindi
- Semester IV — Environment
- Semester V — Foundation Course in IT / अहिंसा और शांति
- Semester VI — Preksha Life Skill

उपरोक्त पाठ्यक्रमों को विद्या परिषद द्वारा सर्व–सम्मति से पारित किया गया।

10. परीक्षा विभाग :

1. परीक्षा नियमावली के सन्दर्भ में परीक्षा नियंत्रक सुश्री वीणा जैन ने सदन को बताया कि संस्थान में स्नातकोत्तर स्तर पर सेमेस्टर प्रणाली समाजकार्य विभाग में सत्र 2008–2009 से तथा अन्य स्नातकोत्तर विभागों में सत्र 2009–2011 से तथा स्नातक स्तर पर सत्र 2011–12 से लागू कर दिया गया है। दिसम्बर 2011 तक लागू स्नातकोत्तर स्तर के सभी सेमेस्टरस् का परीक्षा परिणाम पूर्व में अपनाई जाने वाली परीक्षा नियमावली के तहत घोषित किया जाता रहा है, परन्तु स्नातक स्तर पर भी सेमेस्टर लागू किए जाने के बाद आवश्यकता महसूस की गई कि स्नातक एवं स्नातकोत्तर, दोनों स्तरों पर सेमेस्टर प्रणाली के लिए पृथक रूप से विस्तृत परीक्षा नियमावली बना ली जाए। इसके लिए एक कमेटी का गठन कुलपति महोदया द्वारा किया गया था। इस कमेटी ने अन्य विश्वविद्यालयों का सन्दर्भ लेते हुए स्नातक एवं स्नातकोत्तर दोनों स्तरों पर लागू किये जाने हेतु परीक्षा नियमावली का एक प्रारूप परीक्षा विभाग में विद्या परिषद की संस्तुति हेतु भेजा गया। इस आशय के साथ कि स्नातकोत्तर स्तर पर चलने वाली नियमावली के सन्दर्भ में इसे पूर्ण रूप से और देख लिया जाए और इसे विद्या परिषद की बैठक में प्रस्तुत किया जाये।

   इन प्रारूपों के आधार पर अधिकृत स्वीकृति के पश्चात् स्नातक एवं स्नातकोतर दोनों स्तरों पर 2012 का परीक्षा परीणाम घोषित किया गया।

   इस सेमेस्टर परीक्षा प्रणाली के अनुसार एक उपनियम की और ध्यान आकर्षित करते हुए सदन को बताया गया कि प्रत्येक विद्यार्थी को CIA (Continuous Internal Assessment) में तथा सेमेस्टर के अन्त में होने वाली लिखित परीक्षा में पृथक–पृथक उत्तीर्ण होना आवश्यक है। यदि कोई विद्यार्थी CIA में अनुत्तीर्ण होता है और सेमेस्टर लिखित परीक्षा में उर्त्तीण होता है तो उसे सम्बन्धित पत्र में अनुत्तीर्ण माना जाएगा। इस नियम के तहत माह अप्रेल, 2012 एवं दिसम्बर 2012 का परीक्षा परिणाम घोषित कर दिया गया। माह दिसम्बर 2012 की परीक्षा के तहत कुछ विद्यार्थियों ने सेमेस्टर परीक्षा उत्तीर्ण कर ली परन्तु CIA में उत्तीर्णांक प्राप्त न करने की वजह से परीक्षा परिणाम उस पत्र में अनुत्तीर्ण घोषित कर दिया गया।

इस सन्दर्भ में परीक्षा नियंत्रक ने सदन के समक्ष यह प्रस्तुत किया कि CIA में अनुत्तीर्ण परन्तु अगले सेमेस्टर में प्रोन्नत विद्यार्थी गत CIA की पूर्ति कैसे करेंगें? क्या CIA में पृथक रूप से उत्तीर्ण होने के स्थान पर CIA और सेमेस्टर लिखित परीक्षा दोनों के अंक मिलाकर उत्तीर्ण माना जाए या उसकी पूर्ति CIA के निर्धारित Assignment, Tutorial, Mid-Term Test, आदि Components के आधार पर करवाई जाए और इसे उत्तीर्ण करना अनिवार्य हो।

सदन के कुछ सदस्यों ने अवगत कराया कि CIA परीक्षा का महत्त्वपूर्ण अंग है। पृथक रूप से उत्तीर्ण होना ही चाहिए। स्नातक एवं स्नातकोतर दोनों स्तरों पर अन्य विश्वविद्यालयों में संचालित नियमों के आलोक में अपने सेमेस्टर प्रणाली के तहत परीक्षा के अलग से नियम बना लिये जायें। इसके लिये सदन ने कुलपति महोदया को एक कमेटी बनाने के लिए अधिकृत किया तथा यह भी अधिकृत किया कि जो भी नियम बने उसे सदन की स्वीकृति मान ली जाए तथा विद्या परिषद की अगली बैठक में सूचित कर दिया जाए।

2- परीक्षा नियंत्रक ने सदन के समक्ष यह प्रस्तुत किया कि प्रत्येक विषय / पत्रों के लिए बुलाए गए अध्ययन मंडल के सदस्यों द्वारा यदि परीक्षकों का पैनल तैयार किया जाता है तो प्रत्येक विषय / पत्रों के विशेषज्ञों का पैनल विस्तृत रूप से तैयार हो सकता है। इस प्रस्ताव की स्वीकृति सदन ने दी।

3- परीक्षा नियंत्रक ने सदन के समक्ष जिज्ञासा व्यक्त कि क्या परीक्षा मण्डल का गठन किया जाना अपेक्षित है। सदन ने वर्तमान में चलने वाली प्रणाली के बारे में पूछा तो बताया गया कि विभागाध्यक्षों द्वारा भेजे जाने वाले पैनल को परीक्षा विभाग द्वारा गोपनीय रूप से कुलपति महोदया को प्रस्तुत किया जाता है, कुलपति महोदया उसमें से चयन करती है और यदि चाहे तो गत पैनल में से भी कुछ नाम जोड़ सकती हैं। सदन के सदस्यों की राय थी कि प्रायः यही प्रणाली और जगह भी इसी प्रकार लागू है अतः परीक्षा बोर्ड की अपेक्षा नहीं है।

4. अन्य विषय :

1. माननीया कुलपति महोदया ने सदन के समक्ष निम्नांकित विद्वानों को **Emeritus Professor/Visiting Professor** के रूप में मनोनीत करने का प्रस्ताव रखा –

S.No.	Name of Person	Post	Department
1.	Prof. Sagar Mal Jain, Shajapur	Emeritus Professor	Jainology
2.	Prof. Krishnaswamy, Banglore	Emeritus Professor	English
3.	Prof. Rajendra Mishra, Shimla	Emeritus Professor	Sanskrit & Prakrit
4.	Prof. R. R. Singh, New Delhi	Emeritus Professor	Social Work
5.	Prof. Mathurshewar Pareek, Jaipur	Emeritus Professor	Education
6.	Dr Anupam Jain, Indore	Visiting Professor	Jainology

सदन ने सर्व सम्मति से प्रस्ताव को स्वीकृति प्रदान की।

2. प्रो. आर.आर. सिह ने विश्वविद्यालय के विकास हेतु यह सुझाव दिया कि भारत सरकार की 12वीं पंचवर्षीय योजना और विश्वविद्यालय अनुदान आयोग के उच्च शिक्षा के आधार पर जैन विश्वभारती संस्थान को अपनी पंचवर्षीय योजना की रूपरेखा तैयार करनी चाहिए।

   शोध कार्य के लिए Inter Disciplinary Research Center की स्थापना करने तथा इस सेन्टर के अन्तर्गत निम्न तीन प्रकार के शोध कार्य करने का सुझाव भी दिया:

   1. दर्शन एवं कार्य शोध (Philosophy and Action Research)
   2. विज्ञान एवं समाज (Science & Society)
   3. समाज विकास (In Social Development Action Oriented Research)

3. प्रो. राजेन्द्र मिश्रा का सुझाव था कि संस्थान के गैर पारम्परिक विषयों के विभागों को समृद्ध करने हेतु संस्थान में अच्छे विद्वानों की नियुक्ति होनी चाहिए तथा गुणवत्तापूर्ण शोध कार्यो पर हमें विशेष रूप से ध्यान देना चाहिए।

4. प्रो. जे.पी.एन. मिश्रा एवं अन्य सदस्यों का सुझाव था कि बैठक से पूर्व विचारणीय बिन्दु एवं उससे सम्बन्धित प्रपत्र सभी सदस्यों को भिजवाने की व्यवस्था होनी चाहिए ताकि सभी सदस्य उनका अध्ययन कर बैठक में अपने विचार प्रकट कर सकें।

अंत में कुलसचिव महोदय द्वारा कुलपति महोदया एवं अन्य सभी सदस्यों के प्रति धन्यवाद ज्ञापित किया गया तथा बैठक समाप्ति की घोषणा की गई।

Samani Charitra Pragya

(समणी चारित्र प्रज्ञा)
अध्यक्षा

जैन विश्वभारती संस्थान, लाडनूं – 341 306 (राजस्थान)

(विश्वविद्यालय अनुदान आयोग अधिनियम 1956 की धारा 3 के अर्न्तगत मान्य विश्वविद्यालय घोषित)

दिनांक 27 अप्रैल, 2016 को आयोजित विद्या परिषद की बैठक का कार्यवृत्त

दिनांक 27 अप्रैल, 2016 को अपरान्ह् 02.30 बजे माननीया कुलपति समणी चारित्रप्रज्ञा जी की अध्यक्षता में कुलपति कान्फ्रेंस हॉल में विद्या परिषद की बैठक का आयोजन किया गया, जिसमें निम्नलिखित सदस्यों ने भाग लियाः

01	समणी चारित्रप्रज्ञा, कुलपति	अध्यक्षा
02	प्रो. दामोदर शास्त्री	सदस्य
03	प्रो. आर.बी.एस. वर्मा	सदस्य
04	प्रो. बनवारीलाल जैन	सदस्य
05	प्रो. रेखा तिवारी	सदस्या
06	प्रो. आनन्दप्रकाश त्रिपाठी	सदस्य
07	डॉ. समणी मल्लीप्रज्ञा	सदस्या
08	डॉ. बिजेन्द्र प्रधान	सदस्य
09	डॉ. मनीष भटनागर	सदस्य
10	डॉ. जुगलकिशोर दाधीच	सदस्य
11	डॉ. सत्यनारायण भारद्वाज	सदस्य
12	प्रो. ओ.पी.पाण्ड़ेय	सदस्य
13	प्रो. एस. सी. राजोरा	सदस्य
14	प्रो. शरद राजीमवाल	विशेष आमंत्रित
15	डॉ. योगेश कुमार जैन	विशेष आमंत्रित
16	डॉ. विवेक माहेश्वरी	विशेष आमंत्रित
17	प्रो. अनिल धर	कुलसचिव एवं गैर सदस्य सचिव

सर्वप्रथम माननीया कुलपति महोदया द्वारा बैठक में आगन्तुक समस्त महानुभावों का स्वागत किया गया। इसके पश्चात् बैठक की कार्यवाही प्रारम्भ की गई।

(01) **गत बैठक की कार्यवाही की सम्पुष्टि।**
(Approval of minutes of the 29th Meeting held on February 21, 2015)
सदन द्वारा दिनांक 21 फरवरी, 2015 के बैठक के कार्यवृत्त की सम्पुष्टि की गई।

(02) **निम्नलिखित विभागों /महाविद्यालयों में अध्ययन मंड़ल द्वारा पारित संशोधित/नवीन पाठ्यक्रमों एवं उनसे सम्बन्धित बिन्दुओं पर विचार–विमर्श एवं अनुमोदन –**
(Discussion and approval recommended syllabus (amended/new) by Board of Studies of their respective departments) –

(i) जैन विद्या एवं तुलनात्मक धर्म दर्शन विभाग (Dept. of Jainology and Comparative Religion & Philosophy)

(1) एम. ए. पाठ्यक्रम में त्रैमासिक प्रमाण–पत्र पाठयक्रम प्रारम्भ करने के सम्बन्ध में :

इस संदर्भ में यह निर्णय लिया गया कि क्योंकि त्रैमासिक प्रमाण–पत्र प्रारम्भ करने से पूर्व विभाग के अध्ययन–मण्डल की पाठ्यक्रम स्वीकृति आवश्यक है। अतः इसे अध्ययन–मण्डल से पारित करवा के आगामी बैठक में पुनः प्रस्तुत किया जाये एवं इससे सेमेस्टर सिस्टम को हटाया जाना अपेक्षित है।

(2) स्नातकोत्तर पाठ्यक्रम में किये गये आंशिक परिवर्तनों की स्वीकृति :

डॉ योगेश जैन ने सदन को बताया कि अध्ययन–मण्डल की स्वीकृति पश्चात् स्नातकोत्तर पाठ्यक्रम में निम्नलिखित आंशिक परिवर्तन किये जाने की स्वीकृति हेतु प्रस्तुत :

- Sem. II/Paper III – Tibetan Religion has been added with Chinese and Japanese Religions
- Sem. II/Paper II- The Book Karma Prakriti is replaced with Tattvarthsutra, ch 8.
- The Book Karmagranth of Mishrimalji is replaced with Karmagranth translated by Pt. Sukhlal Sanghvi
- Sem. IV/Paper IX – The word "Inscription" has been added to the title of the paper "Manuscriptology". Now it is Manuscriptology and Inscriptions.
- The Brahmi Script also will be taught in this paper.

इसे विद्या परिषद् द्वारा स्वीकृति प्रदान की गई।

(3) निम्नलिखित प्रपोजल स्वीकृति हेतु प्रस्तुत :

डॉ. एन. एल. कछारा को मानद् डी लिट की उपाधि

आचार्य नन्दीघोषसूरी को पीएच. डी. की मानद उपाधि

इस सम्बन्ध में निर्णय लिया गया कि क्योंकि ये प्रस्ताव विद्या परिषद के अधिकार क्षेत्र से बाहर है। अतः इस प्रस्ताव को उचित एवं सक्षम मंच के माध्यम से प्रस्तुत किया जाये, तब तक इस पर किसी प्रकार का निर्णय न लिया जाये।

(4) एमिरिट्स प्रोफेसर के नियुक्ति के सम्बन्ध में :

विभाग द्वारा निम्नलिखित विद्वानों को एमिरिट्स प्रोफेसर के रूप में नियुक्ति प्रदान करने हेतु पूर्व में प्रस्ताव रखा गया था, जिसे कुलपति महोदया ने स्वीकृति प्रदान की थी तथा इस विद्या परिषद् से इसकी अनुमोदना प्रस्तावित की जिसे विद्या परिषद् द्वारा स्वीकृति प्रदान की गयी :

1. नारायण लाल कछारा
2. प्रो. नरेन्द्र भण्डारी
3. प्रो. कौशल प्रसाद मिश्रा
4. प्रो. सुरेन्द्र सिंह पोखरणा
5. प्रो. भागचन्द जैन भास्कर

(5) शोध परियोजना मे फैलोशिप प्रदान करने के सम्बन्ध में :

विभाग द्वारा संचालित भगवान महावीर अर्न्राष्ट्रीय शोध केन्द्र के अन्तर्गत संचालित विभिन्न परियोजनाओं में शोधार्थियों को निम्नलिखित फैलोशिप प्रदान करने का प्रस्ताव रखा गया :

- सीनियर स्कोलर रिसर्च फैलोशिप
- जूनियर रिसर्च फैलोशिप
- पोस्ट डॉक्टोरल फैलोशिप

इस संबंध में यह निर्णय लिया गया कि फैलोशिप के नामांकरण में परिवर्तन किया जाये जैसे जूनियर फैलोशिप / जूनियर रिसर्च एसोसियट्, सीनियर फैलोशिप / सीनियर रिसर्च एसोसियट् एवं डॉक्टर फैलोशिप रखा जा सकता है। इस संबंध में यह भी निर्णय लिया कि उपरोक्त फैलोशिप प्रदान करने के लिए विभाग विभिन्न वित्तीय संस्थाओं / अनुदानदाताओं के माध्यम से दी जाने की स्वीकृति प्राप्त कर इसे योजना एवं निगरानी

समिति तथा प्रबंध मण्डल की स्वीकृति हेतु प्रस्तुत करें। इसके अतिरिक्त उक्त फैलोशिप विशिष्ठ रूप से जैनविद्या आदि से संबंधित प्रतीत हो, उस हेतु इस के नाम पर पुनः विचार करें।

(ii) प्राच्य विद्या एवं भाषा विभाग (Dept. of Prachya Vidya Evam Bhasha)

(1) संस्कृत–प्रमाणपत्र (छः माही पाठ्यक्रम) की स्वीकृति

(2) त्रैमासिक प्राकृत–प्रमाणपत्र पाठ्यक्रम की स्वीकृति

(3) एम.ए. (संस्कृत) में ऐच्छिक प्रश्नपत्रों में वर्ग 'द' के रूप में कालूव्याकरण की स्वीकृति

प्रो. दामोदर शास्त्री ने सदन को बताया कि उपरोक्त पाठ्यक्रम अध्ययन–मण्डल से पारित है। अतः विद्या परिषद द्वारा इन पाठ्यक्रमों को प्रारम्भ करने की स्वीकृति प्रदान की गई।

(iii) योग एवं जीवन–विज्ञान विभाग (Dept. of Yoga and Science of Living)

(1) दो प्रमाण–पत्रों पाठ्यक्रम (अ. प्रेक्षा–ध्यान तथा ब. योग) जयपुर केन्द्र पर प्रारम्भ करने की स्वीकृति हेतुः

इस संबंध में विद्या परिषद ने समयावधि में कमी करने सुझाव देते हुए पाठ्यक्रम को संचालित करने की स्वीकृति प्रदान की गई।

(2) एमिरिट्स प्रोफेसर के नियुक्ति के सम्बन्ध में :

विभाग द्वारा निम्नलिखित विद्वानों को एमिरिट्स प्रोफेसर के रूप में नियुक्ति प्रदान करने हेतु प्रस्ताव रखा गया :

1. डॉ. अरविन्द माथुर, प्रोफेसर एवं पूर्व–प्राचार्य, डॉ एस.एन. मेडिकल कॉलेज, जोधपुर
2. प्रो. के.के. शर्मा, पूर्व–कुलपति, महर्षि दयानन्द सरस्वती विश्वविद्यालय, अजमेर

विभाग द्वारा उपरोक्त विद्वानों एमिरिट्स प्रोफेसर के रूप में नियुक्ति प्रदान करने का प्रस्ताव रखा गया जिसे विद्या परिषद द्वारा सर्वसम्मिति से पारित किया गया।

(3) विजिटिंग प्रोफेसर के नियुक्ति के सम्बन्ध में :

विभाग द्वारा डॉ. के. आर. हल्दिया, डीएमआरसी, जोधपुर को विजिटिंग प्रोफेसर के रूप में नियुक्ति प्रदान करने प्रस्ताव रखा गया जिसे विद्या परिषद द्वारा सर्वसम्मिति से पारित किया गया।

(4) प्रेक्षा–ध्यान को दस दिवसीय क्रेश कोर्स प्रारम्भ करने की स्वीकृति हेतु :

इस क्रेश कोर्स को विद्या परिषद द्वारा सर्वसम्मिति से पारित किया गया।

(iv) अहिंसा एवं शांति विभाग (Dept. of Non-Violence & Peace)

(1) एमिरिट्स प्रोफेसर के नियुक्ति के सम्बन्ध में :

विभाग द्वारा निम्नलिखित विद्वानों को एमिरिट्स प्रोफेसर के रूप में नियुक्ति प्रदान करने हेतु पूर्व में प्रस्ताव रखा गया था, जिसे कुलपति महोदया ने स्वीकृति प्रदान की थी तथा इस विद्या परिषद् से इसकी अनुमोदना प्रस्तावित की जिसे विद्या परिषद् द्वारा स्वीकृति प्रदान की गयी

1. डॉ. नरेश दाधीच, पूर्व कुलपति, वर्धमान महावीर खुला विश्वविद्यालय, कोटा
2. प्रो. सतीश रॉय, विभागाध्यक्ष / निदेशक, गान्धी अध्ययन केन्द्र, बनारस हिन्दू विश्वविद्यालय, बनारस

विभागाध्यक्ष प्रो अनिल धर ने सदन को बताया कि विभाग में अहिंसा एवं शांति में एम. फिल. का पाठ्यक्रम संचालित है इसी तरह विभाग में छात्रों की मांग के अनुसार एम. फिल. राजनीति विज्ञान का पाठ्यक्रम प्रारम्भ करने की स्वीकृति चाही। इस संबंध में विद्या परिषद् द्वारा यह निर्णय लिया गया कि इस पाठ्यक्रम को अध्ययन–मण्डल द्वारा पारित करवाकर

कुलपति को निर्णय लेने हेतु अधिकृत किया गया। प्रो. अनिल धर के व्यक्तिगत सुझावानुसार अहिंसा एवं शांति एम.फिल. को अधिक सशक्त एवं प्रमोट किया जाना चाहिये। इसके अतिरिक्त, विभाग द्वारा जयपुर में 'Creative Nonviolent leadership' का एक सप्ताह का कोर्स प्रारम्भ करने की स्वीकृति प्राप्त की।

(v) समाज कार्य विभाग (Dept. of Social Work)

विभाग द्वारा प्रो. एस.आर. बिल्लोरे, भोपाल को एमिरिट्स प्रोफेसर के रूप में नियुक्ति प्रदान करने हेतु पूर्व में प्रस्ताव रखा गया था, जिसे कुलपति महोदया ने स्वीकृति प्रदान की थी तथा इस विद्या परिषद् से इसकी अनुमोदना प्रस्तावित की जिसे विद्या परिषद् द्वारा स्वीकृति प्रदान की गयी :

(vi) शिक्षा विभाग (Department of Education)

विभागाध्यक्ष प्रो. बनवारीलाल जैन ने सदन को बताया कि आगामी सत्र से विभाग में बी.ए.–बी.एड. / बी.एससी.–बी.एड इन्टीग्रेटेड़ पाठ्यक्रम संचालित किया जायेगा। बी.ए.–बी.एड. का पाठ्यक्रम की रूपरेखा अध्ययन–मण्डल की बैठक में पारित करवा लिया गया है। एवं बी.एससी.–बी.एड. के पाठ्यक्रम के संदर्भ में यह निर्णय लिया गया कि उपरोक्त पाठ्यक्रम को अध्ययन–मण्डल से पारित करवाकर कुलपति की स्वीकृति हेतु प्रस्तुत किया जाये। सर्वसम्मिति से इस निर्णय को पारित किया गया।

(vii) अंग्रेजी विभाग (Department of English)

विभाग द्वारा प्रो. शरद राजीमवाला, जोधपुर को एमिरिट्स प्रोफेसर के रूप में नियुक्ति प्रदान करने प्रस्ताव रखा गया जिसे विद्या परिषद द्वारा सर्वसम्मिति से पारित किया गया।

(viii) आचार्य कालू कन्या महाविद्यालय (Acharya Kalu Kanya Mahavidyalaya)

आचार्य कालू कन्या महाविद्यालय द्वारा प्रस्तावित विचारणीय बिन्दुओं पर पूर्व बैठक में ही स्वीकृति प्रदान कर दी गई थी। अतः इस संबंध में कोई विचार नहीं किया गया ।

(ix) दूरस्थ शिक्षा (Distance Education)

(1) एम.ए./एम.एस.सी. योग एवं जीवन–विज्ञान

(2) एम.ए. जैन विद्या, तुलनात्मक धर्म तथा दर्शन

प्रो. आनन्द प्रकाश त्रिपाठी ने सदन को बताया कि उपरोक्त दोनों प्रस्तावों में अध्ययन–मण्डल से पारित करवाकर आंशिक परिवर्तन किया गया है।

उपरोक्त दोनों प्रस्ताव को विद्या परिषद द्वारा सर्व–सम्मिति से पारित किए गए।

अन्त में माननीया कुलपति महोदया ने अपने कार्यकाल की समाप्ति की सूचना सदन को देते हुए सभी सदस्यों के प्रति उनके सहयोग के लिए आभार ज्ञापित किया। विद्या परिषद के सभी सदस्यों ने कुलपति महोदया के भावी जीवन के लिए अपनी शुभकामनाऐं प्रस्तुत की।

अध्यक्ष के प्रति धन्यवाद ज्ञापन के साथ बैठक समाप्त हुई।

(प्रो. अनिल धर)
कुलसचिव एवं गैर सदस्य सचिव

जैन विश्वभारती संस्थान, लाडनूं – 341 306 (राजस्थान)

(विश्वविद्यालय अनुदान आयोग अधिनियम 1956 की धारा 3 के अर्न्तगत मान्य विश्वविद्यालय घोषित)

दिनांक 29–30 अप्रैल, 2017 को आयोजित विद्या परिषद की बैठक का कार्यवृत्त

दिनांक 29–30 अप्रैल, 2017 को माननीय कुलपति महोदय प्रो. बच्छराज दूगड़ की अध्यक्षता में कुलपति कॉन्फ्रेंस हॉल में विद्या परिषद की बैठक का आयोजन किया गया, जिसमें निम्नलिखित सदस्यों ने भाग लिया–

1.	प्रो. बच्छराज दूगड़, कुलपति	अध्यक्ष
2	प्रो. नलिन कुमार शास्त्री	सदस्य
3.	प्रो. आर.एस. यादव	सदस्य
4.	प्रो. के.एन. व्यास	सदस्य
5.	प्रो. समणी ऋजु प्रज्ञा	सदस्य
6.	प्रो. आनन्दप्रकाश त्रिपाठी	सदस्य
7.	प्रो. अनिल धर	सदस्य
8.	प्रो. बनवारीलाल जैन	सदस्य
9.	डॉ. बिजेन्द्र प्रधान	सदस्य
10.	डॉ. समणी संगीत प्रज्ञा	सदस्य
11.	डॉ. समणी श्रेयस प्रज्ञा	सदस्य
12.	डॉ. अमिता जैन	सदस्य
13.	डॉ. रविन्द्रसिंह राठौड़	सदस्य
14.	डॉ. प्रद्युम्नसिंह शेखावत	सदस्य
15.	डॉ. युवराजसिंह खंगारोत	सदस्य
16.	डॉ. सत्यनारायण भारद्वाज	सदस्य
17.	डॉ. गोविन्द सारस्वत	सदस्य
18.	प्रो. दामोदर शास्त्री	विशेष आमंत्रित
19.	डॉ. जुगलकिशोर दाधीच	विशेष आमंत्रित
20.	डॉ. योगेश जैन	विशेष आमंत्रित
21.	डॉ. जितेन्द्र कुमार वर्मा	विशेष आमंत्रित
22.	श्री विनोद कुमार कक्कड़	कुलसचिव एवं गैर सदस्य सचिव

सर्वप्रथम माननीय कुलपति महोदय द्वारा विद्या परिषद् के नवीन सदस्यों एवं बैठक में भाग लेने वाले समस्त सदस्यों का स्वागत किया गया। दो दिवसीय बैठक में मुख्य रूप से नवीन परीक्षा–स्वरूप, प्रोफेसर एमेरिटस, शोध–परियोजना नियमावली, नवीन पाठ्यक्रम प्रारम्भ करने, पूर्व पाठ्यक्रमों में आवश्यक संशोधन, शुल्क–योजना में परिवर्तन, पाठ्यक्रमों एवं परीक्षा–आयोजना में लचीलापन (flexibility) आदि विविध विषयों पर विस्तृत चर्चा की गई एवं आवश्यक सुझावों के साथ स्वीकृतियाँ प्रदान की गईं। बैठक की कार्यवाही का विवरण निम्न प्रकार है–

(01) अनुपस्थित सदस्यों के अवकाश की स्वीकृति
(Granting of Leave of Absence)

विद्या परिषद् के सदस्यों प्रो. मुनि महेन्द्र कुमार, प्रो. समणी चैतन्य प्रज्ञा, प्रो. समणी कुसुम प्रज्ञा एवं डॉ. समणी रोहिणी प्रज्ञा की बैठक में अनुपस्थिति की स्वीकृति प्रदान की गई।

(02) गत बैठक की कार्यवाही की सम्पुष्टि।
(Approval of minutes of the 30th Meeting held on 27th April, 2016)

सदन द्वारा दिनांक 27 अप्रैल, 2016 के बैठक के कार्यवृत्त की सम्पुष्टि की गई।

(03) निम्नलिखित विभागों /महाविद्यालय में अध्ययन मण्डल द्वारा पारित संशोधित/नवीन पाठ्यक्रमों एवं उनसे सम्बन्धित बिन्दुओं पर विचार–विमर्श एवं अनुमोदन –
(Discussion and approval of recommended syllabus (amended/new) by Board of Studies of their respective departments)–

(A) परीक्षा प्रारूप एवं नियम

सर्वप्रथम सभी विभागों के स्नातकोत्तर पाठ्यक्रमों हेतु अध्ययन मण्डल से अनुमोदित नवीन परीक्षा–स्वरूप को विद्या परिषद् के समक्ष प्रस्तुत किया गया, जिसके अनुसार संबंधित प्राध्यापक द्वारा ही प्रश्न–पत्र तैयार कर इकाई–परीक्षाओं का आयोजन किया जाएगा एवं पूर्ण पारदर्शिता एवं ईमानदारी से उसका मूल्यांकन किया जाएगा। पारदर्शिता एवं ईमानदारी के मूल्यांकन हेतु समय–समय पर बाह्य परीक्षकों के प्रश्न–पत्रों से भी परीक्षा–आयोजना करवाई जाएगी। यह परीक्षा प्रणाली आगामी सत्र 2017–18 से लागू होगी।

विद्या परिषद् के सभी सदस्यों द्वारा इस नवीन परीक्षा–प्रणाली की प्रशंसा की गई एवं इसे अति नवीन एवं प्रभावी बताया गया, जिसमें भारतीय एवं विदेशी दोनों परीक्षा–प्रणालियों का समायोजन है। नवीन शिक्षण–पद्धतियों के अनुसार इसे और अधिक प्रभावी बनाने हेतु सभी पाठ्यक्रमों की परीक्षा–प्रणाली में निम्न सुझावों के समावेश के साथ विद्या परिषद द्वारा इसे स्वीकृति प्रदान की गई–

- स्नातकोत्तर पाठ्यक्रमों हेतु प्रत्येक सेमेस्टर में दो बार Unit End Test आयोजित किया जाएगा। Unit End Test में एक साथ दो इकाइयों की परीक्षा आयोजित की जायेगी। इसके अंक–विभाजन का प्रारूप निम्न प्रकार होगा–

Unit End Test	CIA	Term Paper
60	20	20

- स्नातकोत्तर पाठ्यक्रमों हेतु विद्यार्थियों द्वारा Term Paper में प्रस्तुत की जाने वाली रिपोर्ट Smart Board पर प्रस्तुत की जाए एवं इस हेतु Smart Board के उपयोग में विद्यार्थियों को दक्ष बनाने हेतु एक कार्यशाला का भी आयोजन किया जाए।
- स्नातकोत्तर स्तर पर "Core-Foundation" के रूप में विद्यार्थी को प्रथम सेमेस्टर में Introduction to Jainism एवं द्वितीय सेमेस्टर में 7 वैकल्पिक पत्र–Value Education and Spirituality; Information Technology and Computer Application; The Use of English; Nonviolence and Peace; Preksha Meditation and Self-Management; Introduction to Prakrit; Social Work: Themes and Practice उपलब्ध होंगे, जिनमें से विद्यार्थी किसी एक पत्र का चयन करेगा। विद्यार्थी जिस विभाग का होगा उस विभाग के वैकल्पिक–पत्र का चयन नहीं कर सकेगा। इसी प्रकार जैन विद्या के स्नातकोत्तर विद्यार्थियों को "Core-Foundation" के रूप में प्रथम सेमेस्टर में "Nonviolence and Peace" तथा द्वितीय सेमेस्टर में 6 वैकल्पिक पत्र–Value Education and Spirituality; Information Technology and Computer Application; The Use of English; Preksha Meditation and Self-Management; Introduction to Prakrit; Social Work: Themes and Practice उपलब्ध होंगे, जिनमें से विद्यार्थी किसी एक पत्र का चयन कर सकेगा।
- सभी विभागों के स्नातकोत्तर पाठ्यक्रमों के लघु शोध–प्रबन्ध पत्र में लघु शोध–प्रबन्ध हेतु 60 अंक एवं मौखिकी परीक्षा हेतु 40 अंक निर्धारित किये गये। उत्तीर्णांक हेतु सामूहिक रूप से न्यूनतम 50 प्रतिशत अंक प्राप्त करने अनिवार्य होंगे। मौखिक परीक्षा में उपस्थिति अनिवार्य होगी।
- स्नातक एवं स्नातकोत्तर पाठ्यक्रमों हेतु उत्तीर्णांक प्रत्येक पत्र हेतु 36 प्रतिशत एवं सभी पत्रों हेतु सामूहिक रूप से 40 प्रतिशत होंगे।
- उत्तीर्णांकों में किये गए नवीन परिवर्तनों के अनुरूप CGPA की ग्रेडिंग 36–49% से प्रारम्भ होगी।
- संस्थान द्वारा Provisonal Merit List ही जारी की जाएगी। पूनर्मुल्यांकन के बाद बढ़े अंकों का प्रभाव Merit List पर नहीं पड़ेगा।
- विद्यार्थी को प्रत्येक सेमेस्टर के न्यूनतम 50 प्रतिशत पत्रों में उत्तीर्ण होने पर ही अगले सेमेस्टर में प्रोन्नत किया जाएगा। पत्रों की संख्या विषम होने की स्थिति में 50 प्रतिशत पत्रों की गणना पत्रों

की संख्या में 1 अतिरिक्त पत्र जोड़कर की जाएगी, जैसे–5 पत्रों की स्थिति में विद्यार्थी को न्यूनतम 3 पत्र एवं 7 पत्रों की स्थिति में न्यूनतम 4 पत्र उत्तीर्ण करने पर ही आगामी सेमेस्टर में प्रोन्नत किया जाएगा।

- विद्यार्थियों को अधिकतम 2 अंकों का अनुग्रह (Grace) केवल अन्तिम परीक्षा–परिणाम में उत्तीर्ण होने हेतु प्रदान किया जा सकेगा। इसी प्रकार श्रेणी सुधार हेतु भी अधिकतम 2 अंकों का अनुग्रह (Grace) प्रदान किया जा सकेगा। अन्तिम परिणाम में उत्तीर्ण होने हेतु एवं श्रेणी सुधार हेतु संयुक्त अनुग्रह (Grace) अधिकतम 2 अंकों का ही प्रदान किया जाएगा।
- स्नातक एवं स्नातकोत्तर विद्यार्थियों को सभी पत्र उत्तीर्ण करने हेतु अधिकतम 2 वर्ष का अतिरिक्त समय दिया जाएगा एवं उनकी परीक्षा आयोजना परीक्षा–काल के दौरान लागू नवीन पाठ्यक्रम एवं परीक्षा–योजना के अनुरूप ही होगी।
- किसी कारणवश किसी सेमेस्टर की परीक्षा में सम्मिलित न हो पाने वाले विद्यार्थियों को आगामी सेमेस्टर में सम्मिलित होने की स्वीकृति नहीं होगी एवं वंचित रहे सेमेस्टर की परीक्षाएं आगामी वर्ष में उस सेमेस्टर की परीक्षा–आयोजना के साथ ही देनी होंगी।
- अगर विद्यार्थी स्नातक एवं स्नातकोत्तर स्तर के किसी भी पत्र, जिसमें सैद्धान्तिक एवं प्रायोगिक दोनों का समावेश है; की प्रायोगिक परीक्षा में अनुत्तीर्ण होता है तो वह विद्यार्थी केवल उसी पत्र में अनुत्तीर्ण माना जाएगा एवं ऐसी अवस्था में विद्यार्थी को उस पत्र की सैद्धान्तिक एवं प्रायोगिक दोनों परीक्षाएं पुनः देनी होंगी।

(B) विभिन्न विषयों के पाठ्यक्रम

(i) जैन विद्या एवं तुलनात्मक धर्म दर्शन विभाग (Dept. of Jainology and Comparative Religion & Philosophy)

विभागाध्यक्ष प्रो. समणी ऋजुप्रज्ञा ने विद्या परिषद को यह जानकारी दी की एम.ए. के स्नातकोत्तर पाठ्यक्रम में अध्ययन मण्डल की बैठक में पारित प्रस्ताव के अनुसार आंशिक परिवर्तन किया गया है। विद्या परिषद् के सदस्यों द्वारा अध्ययन मण्डल द्वारा अनुमोदित संशोधनों पर विचार किया गया एवं पाठ्यक्रम में अन्य आवश्यक संशोधनों हेतु भी कई सुझाव प्रदान किये। पाठ्यक्रम में सभी आवश्यक संशोधनों को शामिल किये जाने के सुझाव के साथ विद्या परिषद द्वारा इसे स्वीकृति प्रदान की गई।

विभागाध्यक्ष द्वारा एम.ए. जैनविद्या एवं तुलनात्मक धर्म तथा दर्शन के पाठ्यक्रम में सेमेस्टर–3 के प्रथम पत्र में 'न्यायावतार' नामक मूल ग्रंथ के स्थान पर 'प्रमाण–मीमांसा' को शामिल किये जाने का अध्ययन–मण्डल द्वारा स्वीकृत प्रस्ताव रखा, जिसे विद्या परिषद् द्वारा स्वीकृति प्रदान की गई।

विभागाध्यक्ष ने अध्ययन मण्डल की संस्तुति के आधार पर आगामी सत्र से विभाग के अन्तर्गत निम्नलिखित नवीन अल्पावधि पाठ्यक्रमों (MOOC – Massive Open Online Courses) को प्रारम्भ किये जाने का प्रस्ताव रखा–

- जैन ज्योतिष (Jain Astrology)
- जैन जीवनशैली एवं पर्यावरण (Jain Lifestyle and Environment)
- प्रबन्धन : जैन प्रणाली (Jain System of Management)
- पाण्डुलिपि विज्ञान (Manuscriptology)
- विवाह–पूर्व परामर्श (Pre-Marriage Counselling)

विभागाध्यक्ष द्वारा स्नातकोत्तर पाठ्यक्रमों हेतु अध्ययन मण्डल से अनुमोदित नवीन परीक्षा–स्वरूप को विद्या परिषद् के समक्ष प्रस्तुत किया, जिसे सदन द्वारा सभी स्नातकोत्तर पाठ्यक्रमों हेतु सुझाये गए आवश्यक एवं समान संशोधनों के समावेश के साथ स्वीकृति प्रदान की।

विभागाध्यक्ष द्वारा विद्या परिषद् के सदस्यों के समक्ष आगामी सत्र (2017–18) हेतु विभागीय Academic Calendar प्रस्तुत किया, जिसे विद्या परिषद् के सदस्यों द्वारा स्वीकृति प्रदान की गई।

(ii) प्राच्य विद्या एवं भाषा विभाग (Dept. of Prachya Vidya Evam Bhasha)

विभागाध्यक्ष डॉ. समणी संगीत प्रज्ञा ने सदन को यह जानकारी दी की एम.ए. संस्कृत, प्राकृत एवं हिन्दी के पाठ्यक्रमों में अध्ययन मण्डल द्वारा आंशिक परिवर्तन किया गया है। विद्या परिषद् के सदस्यों द्वारा अध्ययन मण्डल द्वारा अनुमोदित संशोधनों पर विचार–विमश कर स्वीकृति प्रदान की। सदस्यों द्वारा एम.ए. प्राकृत में लघु शोध–प्रबन्ध को अनिवार्य पत्र के रूप में लागू किये जाने एवं पाली–साहित्य को Elective Papers में शामिल किये जाने अथवा पूर्णतः हटा दिये जाने का सुझाव दिया गया। प्रो. के.एन. व्यास द्वारा शोध–प्रविधि पत्र के शीर्षकों में विषय की आवश्यकता के अनुसार बदलाव किये जाने का सुझाव दिया, जिसे सदन ने स्वीकृति प्रदान की।

विभागाध्यक्ष द्वारा अध्ययन–मण्डल द्वारा अनुमोदित संस्कृत एवं प्राकृत के त्रैमासिक प्रमाण–पत्र पाठ्यक्रमों में किये गये संशोधनों को प्रस्तुत किया गया। सदन ने इन पाठ्यक्रमों में व्याकरण आदि का अधिक समावेश न कर सामान्य व्यक्ति को संस्कृत एवं प्राकृत भाषा में संभाषण हेतु सक्षम बनाने की दृष्टि से पाठ्यक्रम में आवश्यक संशोधनों का सुझाव दिया। इन त्रैमासिक प्रमाण–पत्र पाठ्यक्रमों में प्रवेश हेतु अर्हता के लिए 10वीं उत्तीर्ण अथवा न्यूनतम 18 वर्ष उम्र का निर्धारण किया गया।

विभागाध्यक्ष द्वारा स्नातकोत्तर पाठ्यक्रमों हेतु अध्ययन मण्डल से अनुमोदित नवीन परीक्षा–स्वरूप को विद्या परिषद् के समक्ष प्रस्तुत किया, जिसे विद्या परिषद के सदस्यों ने सदन द्वारा सभी स्नातकोत्तर पाठ्यक्रमों हेतु सुझाये गए आवश्यक एवं समान संशोधनों के समावेश के साथ स्वीकृति प्रदान की।

विभागाध्यक्ष द्वारा विद्या परिषद् के सदस्यों के समक्ष आगामी सत्र (2017–18) हेतु विभागीय Academic Calendar प्रस्तुत किया, जिसे विद्या परिषद् र द्वारा स्वीकृति प्रदान की गई।

(iii) योग एवं जीवन विज्ञान विभाग (Dept. of Yoga and Science of Living)

विभाग के विभागाध्यक्ष डॉ. प्रद्युम्नसिंह शेखावत ने एम.ए./एम.एस.सी. योग एवं जीवन विज्ञान के पाठ्यक्रम में अध्ययन मण्डल द्वारा स्वीकृत आवश्यक संशोधनों की जानकारी सदन के समक्ष रखी। विद्या परिषद् के सदस्यों द्वारा अध्ययन मण्डल द्वारा अनुमोदित संशोधनों पर विचार–विमर्श कर अन्य आवश्यक संशोधनों हेतु भी कई सुझाव प्रदान किये–

- यदि किसी सेमेस्टर में कोई आनुप्रायोगिक पाठ्यक्रम शामिल किया जाता है तो यह आवश्यक रूप से सुनिश्चित किया जाए कि उस आनुप्रायोगिक पाठ्यक्रम से संबंधित सैद्धान्तिक पाठ्यक्रम भी उसी सेमेस्टर में अथवा उससे पूर्व के किसी सेमेस्टर में शामिल किया गया हो।
- Dietetics एवं Nutrition पत्र को वैकल्पिक पत्रों की सूची में शामिल किया जाए अथवा 'प्रेक्षाध्यान एवं स्वास्थ्य–प्रबन्धन' पत्र में समायोजित किया जाए।
- 'Introduction of Ayurveda' पत्र के स्थान पर किसी अन्य उपयोगी पत्र को प्रतिस्थापित किया जाए।

विभागाध्यक्ष द्वारा स्नातकोत्तर पाठ्यक्रमों हेतु अध्ययन मण्डल से अनुमोदित नवीन परीक्षा–स्वरूप को विद्या परिषद् के समक्ष प्रस्तुत किया, जिसे सदन द्वारा सभी स्नातकोत्तर पाठ्यक्रमों हेतु सुझाये गए आवश्यक संशोधनों तथा योग एवं जीवन–विज्ञान विभाग के पाठ्यक्रम के लिए निम्नलिखित विशेष संशोधनों के समावेश के साथ स्वीकृति प्रदान की–

- जीवन विज्ञान विभाग के प्रायोगिक पत्र में विद्यार्थी को उत्तीर्ण होने हेतु न्यूनतम 50 प्रतिशत अंक अर्जित करने होंगे एवं इस पत्र में अनुत्तीर्ण होने वाला विद्यार्थी उस सम्पूर्ण पत्र में अनुत्तीर्ण माना जाएगा।

विभागाध्यक्ष द्वारा विद्या परिषद् के सदस्यों के समक्ष आगामी सत्र (2017–18) हेतु विभागीय Academic Calendar प्रस्तुत किया गया, जिसे विद्या परिषद् के सदस्यों द्वारा स्वीकृति प्रदान की गई।

(iv) अहिंसा एवं शांति विभाग (Dept. of Non-Violence & Peace)

प्रभारी विभागाध्यक्ष डॉ. रविन्द्रसिंह राठौड़ ने एम.ए. अहिंसा एवं शांति तथा एम.ए. राजनीति विज्ञान के अध्ययन मण्डल द्वारा अनुमोदित पाठ्यक्रमों को विद्या परिषद के समक्ष प्रस्तुत किया। विद्या

परिषद् के सदस्यों द्वारा अध्ययन मण्डल द्वारा अनुमोदित संशोधनों पर विचार–विमर्श कर कई सुझाव प्रदान किये–

- सदन ने माननीय कुलपति महोदय से प्राप्त सुझावानुसार एम.ए. अहिंसा एवं शांति; तथा राजनीति विज्ञान के पाठ्यक्रमों में प्रथम एवं द्वितीय सेमेस्टर में सम्मिलित 'Project & Practical' पत्र को हटाकर इसके स्थान पर प्रथम सेमेस्टर में 'Basic Principals of Gandhian Thought' एवं द्वितीय सेमेस्टर में 'Political Sociology' पत्रों को शामिल किये जाने की अनुशंसा की, वहीं एम.ए. राजनीति विज्ञान के तृतीय पत्र में 'Project & Practical' पत्र के स्थान पर 'Federalism and Union State Relations in India' पत्र को लागू किये जाने की अनुशंसा की, जिसे सदन ने सर्वस्वीकृति प्रदान की, जिसे सदन ने सर्वस्वीकृति प्रदान की।
- पाठ्यक्रम में प्रो. आर.एस. यादव के सुझावानुसार अहिंसा एवं शांति; तथा राजनीति विज्ञान में वर्तमान में सम्मिलित एवं प्रचलित नवीन सिद्धान्तों, विचारों, नवीन सन्दर्भ पुस्तकों को शामिल किये जाने एवं शीर्षकों में आवश्यक सामान्य बदलावों के समावेश के साथ स्नातकोत्तर पाठ्यक्रमों हेतु विद्या परिषद् ने स्वीकृति प्रदान की।

विभागाध्यक्ष द्वारा स्नातकोत्तर पाठ्यक्रमों हेतु अध्ययन मण्डल से अनुमोदित नवीन परीक्षा–स्वरूप को विद्या परिषद् के समक्ष प्रस्तुत किया, जिसे सदन द्वारा सभी स्नातकोत्तर पाठ्यक्रमों हेतु सुझाये गए आवश्यक संशोधनों तथा अहिंसा एवं शांति विभाग के पाठ्यक्रमों के लिए निम्नलिखित अतिरिक्त आवश्यक संशोधनों के समावेश के साथ स्वीकृति प्रदान की–

- अहिंसा एवं शांति विभाग में प्रायोगिक पत्र "Training in Nonviolence" में विद्यार्थी को उत्तीर्ण होने हेतु न्यूनतम 50 प्रतिशत अंक अर्जित करने होंगे एवं इस पत्र में अनुत्तीर्ण होने वाला विद्यार्थी उस सम्पूर्ण पत्र में अनुत्तीर्ण माना जाएगा अर्थात् उसे उस पत्र की सैद्धान्तिक और प्रायोगिक दोनों परीक्षाएं पुनः देनी होंगी।

विभागाध्यक्ष द्वारा विद्या परिषद् के सदस्यों के समक्ष आगामी सत्र (2017–18) हेतु विभागीय Academic Calendar प्रस्तुत किया गया, जिसे विद्या परिषद् के सदस्यों द्वारा स्वीकृति प्रदान की गई।

(v) समाज कार्य विभाग (Dept. of Social Work)

विभागाध्यक्ष डॉ. बिजेन्द्र प्रधान ने एम.ए. समाजकार्य के पाठ्यक्रम में अध्ययन मण्डल द्वारा पारित आवश्यक संशोधनों की जानकारी सदन के समक्ष रखी, जिसमें मुख्य रूप से सेमेस्टर–3 के चतुर्थ पत्र के शीर्षक ''Employee Welfare and Social Security'' को ''Labour Welfare and Social Security'' के रूप में परिवर्तित करने एवं अधिकांश विश्वविद्यालयों में वर्तमान में लागू परम्परा के अनुसार विद्यार्थियों को चतुर्थ सेमेस्टर के स्थान पर द्वितीय सेमेस्टर के पश्चात् Block Placement हेतु भेजे जाने के सुझाव थे। इसके अतिरिक्त अध्ययन मण्डल द्वारा कुछ पत्रों में भी संक्षिप्त संशोधन सुझाये गए। विद्या परिषद् ने पाठ्यक्रम हेतु अध्ययन मण्डल द्वारा अनुमोदित संशोधनों को स्वीकृति प्रदान की।

विभागाध्यक्ष ने स्नातकोत्तर पाठ्यक्रमों हेतु अध्ययन मण्डल से अनुमोदित नवीन परीक्षा–स्वरूप को विद्या परिषद् के समक्ष प्रस्तुत किया, जिसे सदन द्वारा सभी स्नातकोत्तर पाठ्यक्रमों हेतु सुझाये गए आवश्यक संशोधनों तथा समाजकार्य के पाठ्यक्रम के लिए निम्नलिखित विशेष संशोधनों के समावेश के साथ स्वीकृति प्रदान की–

- Field Work Practicum (Internal+External) में उत्तीर्ण होने हेतु प्रत्येक विद्यार्थी को न्यूनतम 50 प्रतिशत अंक आवश्यक रूप से अर्जित करने होंगे एवं Field Work Practicum में अनुत्तीर्ण होने पर विद्यार्थी को सम्पूर्ण पाठ्यक्रम में अनुत्तीर्ण माना जाएगा।
- Field Work हेतु अधिकतम 200 अंकों का निर्धारण किया गया, जिसमें से बाह्य परीक्षक के पास 160 अंक (120 अंक Viva-voce + 40 अंक Compiled Report) एवं संबंधित Supervisor के पास 40 अंक का मूल्यांकन होगा।

विभागाध्यक्ष द्वारा विद्या परिषद् के सदस्यों के समक्ष आगामी सत्र (2017–18) हेतु विभागीय Academic Calendar प्रस्तुत किया गया, जिसे विद्या परिषद् के सदस्यों द्वारा स्वीकृति प्रदान की गई।

(vi) शिक्षा विभाग (Department of Education)

विभागाध्यक्ष प्रो. बनवारीलाल जैन द्वारा शिक्षा विभाग के बी.एड., एम.एड., बी.ए.–बी.एड., बी.एससी.–बी.एड. पाठ्यक्रमों में अध्ययन मण्डल द्वारा पारित संशोधनों की जानकारी सदन के समक्ष प्रस्तुत की गई। विद्या परिषद् के सदस्यों द्वारा अध्ययन मण्डल द्वारा अनुमोदित संशोधनों पर विचार–विमर्श कर उन्हें एवं निम्न कतिपय नवीन निर्णयों के साथ स्वीकृति प्रदान की गई–

- शिक्षा विभाग के सभी पाठ्यक्रमों हेतु NCTE द्वारा निर्धारित Framework की पूर्ण रूप से अनुपालना की जाए।
- एम.एड. की परीक्षा–आयोजना आगामी सत्र (2017-18) से नवीन परीक्षा–प्रणाली के आधार पर आयोजित की जाए, जो आगामी सत्र के प्रवेशार्थियों पर ही लागू होगी।
- एम.एड. के EPC (Enhancement Professonal Capacity) पत्रों को पाठ्यक्रम से हटाया जाए एवं उनके स्थान पर Core Foundation पत्र के रूप में स्नातकोत्तर हेतु निर्धारित पत्रों को ही रखा जाए।
- बी.ए.–बी.एड., बी.एससी.–बी.एड. एवं बी.एड. पाठ्यक्रमों में Core Foundation पत्र के रूप में प्रथम सेमेस्टर में "Introduction to Jainism" एवं तृतीय सेमेस्टर में "Yoga and Preksha Meditation" तथा "Critical Understanding of ICT" दो अनिवार्य पत्र (50–50 अंक) रखे जाएंगे।
- बी.एससी.–बी.एड. के विद्यार्थी जिन्होंने वर्तमान सत्र (2016–17) में प्रथम सेमेस्टर में "Yoga and Preksha Meditation" एवं "Value Education" पत्र की परीक्षाएँ दी हैं, उनके लिए तृतीय सेमेस्टर में "Introduction to Jainism" एवं "Critical Understanding of ICT" दो अनिवार्य–पत्र (50–50 अंक) के रूप में परीक्षाएँ आयोजित की जाएँ।
- बी.ए.–बी.एड., बी.एससी.–बी.एड. एवं बी.एड. पाठ्यक्रमों में प्रथम सेमेस्टर के पत्र ''Preksha Meditation and Yoga Education'' को हटाया गया, क्योंकि इसे तृतीय सेमेस्टर में Core-Foundation में ''Yoga and Preksha Meditation'' अनिवार्य पत्र के रूप में जोड़े जाने की अनुशंसा की गई है।
- बी.ए.–बी.एड., बी.एससी.–बी.एड. एवं बी.एड. पाठ्यक्रमों में Internship का समय अधिक होने के कारण प्रत्येक सेमेस्टर के पाठ्यक्रमों को 22 क्रेडिट के स्थान पर 20 क्रेडिट में परिवर्तित किया जाए।

विभागाध्यक्ष द्वारा शिक्षा विभाग के पाठ्यक्रमों हेतु अध्ययन मण्डल से अनुमोदित परीक्षा–स्वरूप को विद्या परिषद् के समक्ष प्रस्तुत किया गया, जिसे सदन द्वारा सभी स्नातकोत्तर पाठ्यक्रमों हेतु सुझाये गए आवश्यक संशोधनों तथा शिक्षा विभाग के पाठ्यक्रमों के लिए निम्नलिखित अतिरिक्त सुझावों के समावेश के साथ स्वीकृति प्रदान की–

- शिक्षा संकाय के सभी पत्रों में Internship में उत्तीर्ण होने हेतु विद्यार्थी को न्यूनतम 50 प्रतिशत अंक अर्जित करने अनिवार्य होंगे एवं Internship में अनुत्तीर्ण होने पर विद्यार्थी को उस पूरे पत्र में अनुत्तीर्ण माना जाएगा।
- स्नातक स्तर पर विज्ञान संकाय के प्रत्येक विषय के 3 पत्रों हेतु पृथक्–पृथक् सैद्धान्तिक परीक्षाओं का आयोजन किया जाए एवं प्रत्येक पत्र के लिए 20 अंकों (कुल 60 अंक) का निर्धारण किया जाए।
- स्नातक स्तर पर विज्ञान संकाय के विषयों हेतु अंकों का विभाजन निम्न प्रकार होगा–

Theory	CIA	Practical
60	15	25

विभागाध्यक्ष द्वारा विद्या परिषद् के सदस्यों के समक्ष आगामी सत्र (2017–18) हेतु विभागीय Academic Calendar प्रस्तुत किया गया, जिसे विद्या–परिषद् के सदस्यों द्वारा स्वीकृति प्रदान की।

(vii) अंग्रेजी विभाग (Department of English)

विभागाध्यक्ष डॉ. गोविन्द सारस्वत ने एम.ए. अंग्रेजी के पाठ्यक्रम में अध्ययन मण्डल द्वारा पारित संशोधनों की जानकारी प्रदान की, जो निम्नानुसार थी–

- प्रथम सेमेस्टर के द्वितीय पत्र "Literature for Human Values" को पाठ्यक्रम से हटाया गया एवं तृतीय पत्र "Selections from Chaucer to Blake" को द्वितीय पत्र में "Poetry: Chaucer to Milton" शीर्षक से एवं चतुर्थ पत्र "Wordsworth to Eliot" को द्वितीय सेमेस्टर के द्वितीय पत्र "Communication and References Skills" को हटाकर उसके स्थान पर "British Poetry: Romantic Victorian and Modern" शीर्षक से जोड़ा गया। तृतीय पत्र में "Indian English Poetry" एवं चतुर्थ पत्र में "Literary Criticism: Ancient" नामक नवीन पत्र जोड़े गए।
- द्वितीय सेमेस्टर में तृतीय पत्र में "Literature for Indian Values" पत्र के साथ नवीन पत्र "Drama" वैकल्पिक पत्र के रूप में जोड़ा गया एवं चतुर्थ पत्र "New Literature in English" की पाठ्यसामग्री को तृतीय एवं चतुर्थ सेमेस्टर के पाठ्यक्रम में संबंधित साहित्य के पत्रों के साथ समायोजित की गई एवं इसके स्थान पर "Literary Criticism" नामक नवीन पत्र जोड़ा गया।
- तृतीय सेमेस्टर के प्रथम पत्र "Career Communication Skills" को हटाकर इसके स्थान पर "American Literature" नामक नवीन पत्र एवं द्वितीय पत्र की इकाई "Jawaharlal Nehru – The Discovery of India" को हटाकर इसके स्थान पर "Age of Blindness / Andha Yuga – Dharamveer Bharti" को जोड़ा गया।
- तृतीय सेमेस्टर के तृतीय पत्र "Translation – Theory and Practice" को पंचम पत्र में प्रथम वैकल्पिक पत्र के रूप में जोड़ा गया एवं तृतीय पत्र के रूप में "Literary Criticism" नामक नवीन पत्र को जोड़ा गया।
- तृतीय सेमेस्टर के चतुर्थ पत्र के द्वितीय वैकल्पिक पत्र "Indian Classics in Translation" की प्रथम इकाई "Bharta: Natya Shastra (Chapter-1)" को द्वितीय सेमेस्टर के पंचम पत्र में समायोजित किया गया एवं द्वितीय इकाई "Shudrak: Mrichhkatikam" को द्वितीय सेमेस्टर के चतुर्थ पत्र में समायोजित किया गया।
- तृतीय सेमेस्टर के चतुर्थ पत्र के दोनों वैकल्पिक पत्रों के स्थान पर निम्न दो नवीन पत्रों को सम्मिलित किया गया–
    - "World Classics in Translation" पत्र के स्थान पर "Fiction"
    - "Indian Classics in Translation" पत्र के स्थान पर "Fiction : Indian"
- तृतीय सेमेस्टर के पंचम पत्र के प्रथम वैकल्पिक पत्र "Indian Writing in English Novels & Short Stories" को शीर्षक परिवर्तित कर तृतीय सेमेस्टर के चतुर्थ पत्र में द्वितीय वैकल्पिक पत्र "Fiction : Indian" के रूप में जोड़ा गया।
- तृतीय सेमेस्टर के पंचम पत्र में द्वितीय वैकल्पिक पत्र "Indian Writing in English: Poetry" के स्थान पर चतुर्थ सेमेस्टर के द्वितीय पत्र "English Language Teaching" को जोड़ा गया।
- चतुर्थ सेमेस्टर के प्रथम पत्र "English in India" को हटाकर इसके स्थान पर चतुर्थ सेमेस्टर के तृतीय पत्र की पाठ्यसामग्री को रूपान्तरित कर "Contemporary Critical Theory" नामक नवीन शीर्षक के रूप में जोड़ा गया एवं द्वितीय पत्र के रूप में "African Writing in English" नवीन पत्र को जोड़ा गया।
- चतुर्थ सेमेस्टर के तृतीय पत्र "Literary Theories" के स्थान पर "Contemporary Poetry" नामक नवीन पत्र को जोड़ा गया।
- चतुर्थ सेमेस्टर के चतुर्थ पत्र में प्रथम वैकल्पिक पत्र "Literature of Protest in India" के स्थान पर "Post Colonial Literature" एवं द्वितीय वैकल्पिक पत्र "Folk Literature of India" के स्थान पर "Literature of the Protest" नामक नवीन पत्र को जोड़ा गया, जिसमें प्रथम वैकल्पिक पत्र "Literature of Protest in India" की दो इकाइयों "Om Prakash Valmiki: Joothan" एवं "Faustina Soosairaj Bama: Sangati" को भी समायोजित किया गया।

इसके अतिरिक्त विभागाध्यक्ष ने पाठ्यक्रम में किये गये संक्षिप्त बदलावों की जानकारी सदन के समक्ष प्रस्तुत की। विद्या परिषद् के सदस्यों ने अध्ययन मण्डल द्वारा अनुमोदित संशोधनों पर विचार–विमर्श कर पाठ्यक्रम में अन्य आवश्यक संशोधनों हेतु निम्नलिखित सुझाव प्रदान किये गए–

- तृतीय सेमेस्टर के द्वितीय पत्र में से हटाई गई "Jawaharlal Nehru – The Discovery of India" इकाई को चतुर्थ सेमेस्टर के चतुर्थ पत्र "Post Colonial Literature" में समायोजित किया जाए।
- चतुर्थ सेमेस्टर के तृतीय पत्र में 'Snow Man' कविता को हटाया जा सकता है एवं कमलादास की किसी एक कविता को शामिल किया जा सकता है।
- पाठ्यक्रम में प्रत्येक सेमेस्टर के अंत में दी गई सन्दर्भ पुस्तकों की सूची प्रत्येक संबंधित पत्र के अंत में दी जाए।

विद्या परिषद् के सदस्यों द्वारा अध्ययन मण्डल द्वारा अनुमोदित संशोधनों हेतु सदन द्वारा प्रदत्त नवीन सुझावों के समावेश के साथ स्वीकृति प्रदान की गई।

विभागाध्यक्ष ने स्नातकोत्तर पाठ्यक्रमों हेतु अध्ययन मण्डल से अनुमोदित नवीन परीक्षा–स्वरूप को विद्या परिषद् के समक्ष प्रस्तुत किया, जिसे विद्या परिषद के सदस्यों ने सदन द्वारा सभी स्नातकोत्तर पाठ्यक्रमों हेतु सुझाये गए आवश्यक एवं समान संशोधनों के समावेश के साथ स्वीकृति प्रदान की।

विभागाध्यक्ष द्वारा विद्या परिषद् के सदस्यों के समक्ष आगामी सत्र (2017–18) हेतु विभागीय Academic Calendar प्रस्तुत किया गया, जिसे विद्या परिषद् के सदस्यों द्वारा स्वीकृति प्रदान की गई।

(viii) आचार्य कालू कन्या महाविद्यालय (Acharya Kalu Kanya Mahavidyalaya)

महाविद्यालय की प्रभारी प्राचार्या डॉ. अमिता जैन द्वारा सत्र 2017–18 में महाविद्यालय में स्नातक स्तर पर विज्ञान संकाय प्रारम्भ किये जाने एवं इस हेतु बी.एससी.–बी.एड. में संचालित बी.एससी. के पाठ्यक्रम को ही लागू किया जाने तथा कला एवं वाणिज्य संकाय के पाठ्यक्रमों में अध्ययन मण्डल द्वारा पारित संशोधनों तथा कला संकाय में नवीन विषय 'राजस्थानी साहित्य' को जोड़े जाने की जानकारी सदन के समक्ष प्रस्तुत की। विद्या परिषद् के सदस्यों द्वारा अध्ययन मण्डल द्वारा अनुमोदित संशोधनों पर विचार–विमर्श कर कुछ नवीन संशोधन भी सुझाए। विद्या परिषद् द्वारा निम्न निर्णयों के साथ सभी आवश्यक संशोधनों एवं विज्ञान संकाय प्रारम्भ किये जाने हेतु स्वीकृति प्रदान की गई–

- कला संकाय के किसी भी वैकल्पिक–पत्र का न्यूनतम 15 विद्यार्थियों द्वारा चयन किये जाने पर ही सत्र में उस वैकल्पिक–पत्र का अध्यापन करवाया जाएगा। संस्थान के केवल Core विषयों–जैन विद्या; संस्कृत; प्राकृत; अहिंसा एवं शांति; तथा योग एवं जीवन–विज्ञान हेतु यह नियम लागू नहीं होगा। यही व्यवस्था विज्ञान संकाय पर भी लागू होगी।
- कला संकाय के सेमेस्टर–6 में 'हिन्दी साहित्य' विषय के पत्र का शीर्षक 'प्रयोजनमूलक हिन्दी एवं अनुवाद' को अध्ययन मण्डल द्वारा 'हिन्दी भाषा एवं काव्यांग विवेचन' शीर्षक के रूप में परिवर्तित किये जाने हेतु अनुमोदित किया गया, जिसे विद्या परिषद् द्वारा परिवर्तित न करते हुए पूर्ववत 'प्रयोजनमूलक हिन्दी एवं अनुवाद' रखे जाने का निर्णय लिया।
- वाणिज्य संकाय के सेमेस्टर–5 के द्वितीय पत्र का शीर्षक "Industrial Law" को अध्ययन मण्डल द्वारा "Economical Law" शीर्षक के रूप में परिवर्तित किये जाने का अनुमोदन किया, जिसे विद्या परिषद् ने परिवर्तित करते हुए "Industrial and Economical Law" किये जाने का निर्णय लिया।
- विज्ञान संकाय के प्रत्येक विषय के 3 पत्रों हेतु पृथक्–पृथक् सैद्धान्तिक परीक्षाओं का आयोजन किया जाए एवं प्रत्येक पत्र के लिए 20 अंकों (कुल 60 अंक) का निर्धारण किया जाए।
- विज्ञान संकाय के विषयों हेतु अंकों का विभाजन निम्न प्रकार होगा–

Theory	CIA	Practical
60	15	25

प्राचार्या द्वारा विद्या परिषद् के सदस्यों के समक्ष आगामी सत्र (2017–18) हेतु विभागीय Academic Calendar प्रस्तुत किया, जिसे विद्या परिषद् के सदस्यों द्वारा स्वीकृति प्रदान की गई।

(ix) दूरस्थ शिक्षा (Distance Education)

- दूरस्थ शिक्षा निदेशालय के निदेशक प्रो. आनन्दप्रकाश त्रिपाठी ने अध्ययन मण्डल द्वारा पारित संशोधनों की जानकारी सदन को दी। प्रो. नलिन शास्त्री द्वारा सत्रीय–कार्य हेतु प्रस्तावित नई प्रणाली को और अधिक प्रभावी बनाने के लिए पाठ्यक्रम के प्रत्येक पत्र में से 15 निबन्धात्मक प्रश्नों का चयन कर विद्यार्थियों को उसी चयनित समूह में से अपनी रुचि के स्नातक स्तर पर 3 एवं स्नातकोत्तर स्तर पर 4 प्रश्न हल करने हेतु संस्थान की वेबसाईट पर अपलोड करवाने का सुझाव दिया, जिसे विद्या परिषद् द्वारा स्वीकृत किया गया।
- बी.पी.पी. के नवीन संशोधित पाठ्यक्रम में दो पत्रों के स्थान पर पांच पत्रों के समावेश को स्वीकृति प्रदान की गई। पूर्व पाठ्यक्रम की परीक्षा आयोजना के नियमानुसार यदि विद्यार्थी अपने दोनों पत्रों में अनुत्तीर्ण रहता था तो उसे आगामी वर्ष में सभी प्रश्न–पत्रों की पुनः परीक्षा देनी होती थी, जबकि वर्तमान संशोधित पाठ्यक्रम में पांच पत्र हैं अतः विद्यार्थी के उत्तीर्ण पत्रों को आगामी वर्ष में भी उत्तीर्ण मानते हुए सिर्फ अनुत्तीर्ण पत्रों हेतु ही पुनः परीक्षा दिये जाने का प्रस्ताव रखा गया, जिसे विद्या परिषद् द्वारा सर्वसम्मति से पारित किया गया।
- निदेशक प्रो. आनन्दप्रकाश त्रिपाठी ने विद्यार्थी द्वारा परीक्षा–परिणाम की घोषणा तक सत्रीय कार्य जमा नहीं करवा पाने की स्थिति में विद्यार्थी को सत्रीय कार्य जमा करवाने हेतु कुछ दिवस का अन्तिम अवसर दिये जाने का प्रस्ताव रखा गया, एतदर्थ विद्यार्थी का परीक्षा परिणाम रोककर विद्यार्थी को सत्रीय कार्य जमा करवाने हेतु अन्तिम अवसर के रूप में परीक्षा परिणाम की घोषणा से अधिकतम 45 दिन का समय दिये जाने की सदन द्वारा स्वीकृति दी गई। सदन द्वारा रोके जाने वाले परीक्षा परिणामों को "RW" (Result Withheld – Due to Assignment) के रूप में दर्शाये जाने का निर्णय लिया गया।
- स्नातक एवं स्नातकोत्तर पाठ्यक्रमों हेतु उत्तीर्णांक प्रत्येक पत्र हेतु 36 प्रतिशत एवं सभी पत्रों हेतु सामूहिक रूप से 40 प्रतिशत होंगे।

(x) शोध (Research)

सहायक शोध–निदेशक डॉ. जितेन्द्र वर्मा द्वारा सदन को जानकारी प्रदान की गई कि संस्थान द्वारा अपनी शोध–नियमावली में नवीन UGC Research Regulation 2016 एवं यूजीसी के शोध संबंधी सभी आवश्यक नियमों को भी शामिल किया गया है एवं इनकी पूर्ण अनुपालना की जा रही है। नये शोध नियमों के अनुसार RAC (Research Advisory Committee) का गठन किया गया है एवं Research Regulation 2009 के अनुसार आयोजित किये जाने वाले Course Work की परीक्षा–आयोजना में संबंधित विभाग के विषय का एक प्रश्न–पत्र भी शामिल किया गया है।

- RET परीक्षा में पूर्व में उत्तीर्णांक 55 प्रतिशत अंक थे, जिसे संशोधित कर वर्तमान में उत्तीर्णांक 50 प्रतिशत अंक को स्वीकृति प्रदान की गई।
- अहिंसा एवं शांति विभाग में पी–एच्.डी. शोधार्थियों हेतु अहिंसा एवं शांति विषय की वार्षिक फीस 10,000/– एवं राजनीति विज्ञान विषय की वार्षिक फीस 15,000/– तथा योग एवं जीवन विज्ञान विभाग में पी–एच्.डी. शोधार्थियों हेतु नवीन वार्षिक फीस 15,000/– किये जाने का प्रस्ताव रखा गया।
- शोध हेतु विभागवार पूर्व प्रस्तावित विषयों के अतिरिक्त निम्नलिखित नवीन विषयों को Allied विषय के रूप में शामिल किये जाने का प्रस्ताव रखा गया–
  - जैनविद्या एवं तुलनात्मक धर्म तथा दर्शन विभाग–हिन्दी एवं राजस्थानी
  - प्राच्य विद्या एवं भाषा विभाग–अपभ्रंश तथा हिन्दी विषय से पीएच्.डी. हेतु–हिन्दी, राजस्थानी
  - अहिंसा एवं शांति विभाग–मूल्य शिक्षा, शांति शिक्षा, हिन्दी, इतिहास तथा लोक प्रशासन
  - जीवन विज्ञान विभाग–शिक्षा, संस्कृत, समाजशास्त्र तथा शारीरिक शिक्षा
  - समाज कार्य विभाग–मानवाधिकार, लैंगिक अध्ययन, समाजशास्त्र, ग्रामीण विकास तथा मानव संसाधन प्रबंधन।
- शोध–निर्देशक के रूप में डॉ. समणी हिमप्रज्ञा एवं डॉ. गोविन्द सारस्वत की स्वीकृति प्रदान की गई।

सदन ने प्रस्तावित एम.फिल./पीएच.डी. अध्यादेश–2016 के बिन्दु–21 (Unfair Means and Plagiarism) हेतु माननीय कुलपति महोदय को स्थाई समिति (Standing Committee) के निर्माण

हेतु अधिकृत किया गया। सदन द्वारा नवीन शोध–नियमानुसार विश्वविद्यालय में सभी पूर्णकालिक शोधार्थियों से Stamp Paper पर किसी अन्य स्थान पर कार्य न करने की Undertaking लेने का सुझाव दिया गया। विद्या परिषद् के सदस्यों द्वारा प्रस्तावित नवीन शोध अध्यादेश–2016 को उपरोक्त सभी परिवर्तनों के समावेश के साथ स्वीकृति प्रदान की गई।

(04) संस्थान के MOA में निर्दिष्ट विद्या परिषद् के संगठन में बिन्दु संख्या–9 की अनुपालना में (तीन सदस्य जो संस्थान के शैक्षणिक सदस्य नहीं होंगे एवं विद्या–परिषद् द्वारा उनके विशेष ज्ञान के आधार पर नियुक्त किये जाएँगे) पूर्व में नियुक्त तीनों विद्वानों का द्विवर्षीय कार्यकाल पूर्ण होने पर विद्या परिषद् द्वारा उनके स्थान पर निम्न तीन विद्वानों को आगामी दो वर्ष हेतु विद्या–परिषद् सदस्य के रूप में नियुक्त किये जाने की स्वीकृति प्रदान की गई–

1. प्रो. के.एस. भारती, नागपुर, महाराष्ट्र
2. प्रो. भागचन्द जैन 'भास्कर', नागपुर, महाराष्ट्र
3. प्रो. ए.के. मलिक, जोधपुर

(05) अहिंसा एवं शांति विभाग में राजनीति विज्ञान के प्राध्यापकों हेतु निम्न प्रकार पदों की स्वीकृतियां प्रदान की गईं–

- आचार्य (Professor)–01
- सह–आचार्य (Associate Professor)–01
- सहायक–आचार्य (Assistant Professor)–02

(06) प्राच्य विद्या एवं भाषा विभाग में संस्कृत प्राध्यापक (सहायक–आचार्य) पद की स्वीकृति प्रदान की गई।

(07) संस्थान में शिक्षा विभाग में वर्तमान में संचालित बी.एससी.–बी.एड. पाठ्यक्रम एवं आचार्य कालू कन्या महाविद्यालय में नवीन सत्र से विज्ञान संकाय प्रारम्भ किया जा रहा है, अतः इस हेतु निम्न पदों की नवीन स्वीकृतियां प्रदान की गईं–

- गणित–01
- भौतिक विज्ञान–01
- रसायन विज्ञान–01
- जीव–विज्ञान–01
- वनस्पति–शास्त्र–01

(08) भौतिक विज्ञान, रसायन विज्ञान, जीव–विज्ञान एवं वनस्पति–शास्त्र की प्रयोगशालाओं में तकनीकी सहायक के पदों हेतु भी स्वीकृति प्रदान की गई।

(09) विद्या परिषद के सदस्यों द्वारा माननीय कुलपति महोदय को प्रश्न–पत्र निर्माण, उत्तर–पुस्तिका जांच एवं परीक्षा–परिणाम तैयार किये जाने की प्रक्रिया हेतु विभिन्न विशेषज्ञों के नामों के निर्धारण हेतु निर्णायक के रूप में अधिकृत किया गया।

(10) सदन के समक्ष माननीय कुलपति महोदय के निर्देशन में बनाई गईं निम्न नवीन नियमावलियाँ/मार्गदर्शिकाएँ प्रस्तुत की गईं–Guidelines for Emeritus Professorship, Guidelines for Research Projects एवं Guidelines for Honoris Causa। विद्या परिषद के सदस्यों द्वारा माननीय कुलपति महोदय के इस कार्य की सराहना की गई एवं इन्हें लागू किये जाने हेतु स्वीकृति प्रदान की गई।

(11) विभिन्न विभागों में प्रवेश हेतु निर्धारित की गई Intakes की संख्या में निम्न प्रकार संशोधन किया गया–

- सभी स्नातकोत्तर विषय (समाजकार्य, योग एवं जीवन विज्ञान और राजनीतिशास्त्र को छोड़कर) – 15
- M.A./M.Sc. in Yoga and SOL – 35
- M.A. in Political Science – 25
- MSW – 50
- MA in English – 15
- B.Com. – 60
- B.Sc. – 40
- सभी विभागों में संचालित सभी Diploma एवं PG Diploma – 15
- Certificate Course in Journalism & Mass Media – 30
- Certificate Course in Office Automation and Internet – 30

जिस हेतु विद्या परिषद के सदस्यों द्वारा स्वीकृति प्रदान की गई।

(12) कुलसचिव महोदय द्वारा परीक्षा–आयोजना की विभिन्न प्रक्रियाओं हेतु दिये जाने वाले विभिन्न पारिश्रमिक को संशोधित किये जाने का प्रस्ताव रखा गया। इस हेतु विद्या–परिषद् के सदस्यों द्वारा अन्य विश्वविद्यालयों में दिये जाने वाले पारिश्रमिक के अनुरूप संशोधित किये जाने हेतु कुलपति महोदय को अधिकृत किया।

(13) सदन के समक्ष उत्तीर्ण/अनुत्तीर्ण के निर्धारण हेतु उपयोग किये जाने वाले सेमेस्टर समाप्ति परीक्षा के अंकों के साथ सतत् आंतरिक मूल्यांकन (CIA) के अंकों को जोड़कर उत्तीर्ण/अनुत्तीर्ण घोषित किये जाने का प्रस्ताव रखा गया, जिसे विद्या–परिषद ने स्वीकृत प्रदान की।

(14) सदन द्वारा विभिन्न पाठ्यक्रमों की फीस में की गई वृद्धियों हेतु स्वीकृति प्रदान की गई।

(15). सदन द्वारा प्रतिमाह विभिन्न विभागों में प्रसिद्ध विषय–विशेषज्ञों को आमंत्रित कर अतिथि–व्याख्यान आयोजित करवाने का सुझाव दिया गया।

(16) प्रोफेसर दामोदर शास्त्री द्वारा संस्थान के प्रकाशनों की गुणवत्ता में और अधिक सुधार एवं प्रकाशन से पूर्व प्रकाशन सामग्री में भाषा की अशुद्धियों एवं सामग्री में तथ्यों की प्रामाणिकता की जांच हेतु विशेषज्ञों से पुनरावलोकन करवाने का सुझाव दिया गया।

(17) विद्या–परिषद के सदस्यों द्वारा दूरस्थ शिक्षा के ऐसे पाठ्यक्रमों, जिनकी पाठ्यसामग्री अभी तक संस्थान द्वारा तैयार नहीं की गई है, यथाशीघ्र पाठ्यसामग्री के निर्माण करवाने एवं पूर्व निर्मित सामग्री का विषय–विशेषज्ञों से पुनरावलोकन करवाकर आवश्यक संशोधन करवाने का सुझाव दिया गया।

(18) कुलसचिव महोदय ने विद्यार्थियों को समय–समय पर दी जाने वाली Fellowship और Medals के संबंध में सदन के दिशा–निर्देशन हेतु अनुरोध किया गया। विद्या–परिषद् के सदस्यों का मत था कि इस संबंध में नियमों का प्रारूप तैयार किया जाए और अनुमोदन के लिए विद्या–परिषद् की अगली बैठक में प्रस्तुत किया जाए।

(19). कुलसचिव महोदय ने संस्थान के शैक्षणिक मानकों में निर्देश, मूल्यांकन और सुधार की विधि के सन्दर्भ में सदन के विचार–विमर्श एवं दिशा–निर्देशन हेतु अनुरोध किया। सदन ने संस्थान द्वारा समय–समय पर शैक्षणिक मानकों के मूल्यांकन एवं सुधार हेतु किये जाने वाले प्रयासों को संतोषप्रद बताया एवं इस हेतु किये जाने वाले प्रयासों को सतत जारी रखने के निर्देश दिये।

(20) सदन द्वारा नवीन नियमित पाठ्यक्रमों हेतु भी शीघ्रातिशीघ्र पाठ्यसामग्री का निर्माण करवाने की सलाह दी गई।

अंत में माननीय कुलपति महोदय के प्रति धन्यवाद ज्ञापन के साथ बैठक समाप्ति की घोषणा की गई।

(विनोद कुमार कक्कड़)
कुलसचिव एवं गैर सदस्य सचिव

जैन विश्वभारती संस्थान, लाडनूं – 341 306 (राजस्थान)

दिनांक 21 फरवरी, 2015 को आयोजित विद्या परिषद की बैठक का कार्यवृत्त

दिनांक 21 फरवरी, 2015 को प्रातः 10.30 बजे माननीया कुलपति समणी चारित्रप्रज्ञा जी की अध्यक्षता में कुलपति कान्फ्रेंस हॉल में विद्या परिषद की बैठक का आयोजन किया गया, जिसमें निम्नलिखित सदस्यों ने भाग लिया:

1.	समणी चारित्रप्रज्ञा, कुलपति	अध्यक्षा
2.	प्रो. समणी चैतन्य प्रज्ञा	सदस्य
3.	प्रो. दामोदर शास्त्री	सदस्य
3.	प्रो. जे.पी.एन.मिश्रा	सदस्य
4.	प्रो. आर.बी.एस. वर्मा	सदस्य
5.	प्रो. बनवारीलाल जैन	सदस्य
6.	प्रो. रेखा तिवारी	सदस्या
5.	प्रो. आनन्दप्रकाश त्रिपाठी	सदस्य
6.	डॉ. समणी मल्लीप्रज्ञा	सदस्या
7.	प्रो. बच्छराज दूगड़	सदस्य
9.	डॉ. समणी सत्य प्रज्ञा	सदस्या
10.	डॉ. बिजेन्द्र प्रधान	सदस्य
11.	डॉ. मनीष भटनागर	सदस्य
12.	डॉ. जुगलकिशोर दाधीच	सदस्य
13.	डॉ. शशिबाला सिंह	सदस्य
14.	प्रो. ओ.पी.पाण्डेय	सदस्य
16.	प्रो. अशोक बापना	सदस्य
17.	प्रो. राजुल भार्गव	सदस्या
18.	प्रो. एस.पी.दुबे	सदस्य
19.	प्रो. एस. सी. राजोरा	सदस्य
20.	प्रो. एन. कृष्णास्वामी	विशेष आमंत्रित
21.	प्रो. अनिल धर	कुलसचिव एवं गैर सदस्य सचिव

सर्वप्रथम माननीया कुलपति महोदया द्वारा बैठक में आगन्तुक समस्त महानुभावों का स्वागत किया गया। इसके पश्चात् बैठक की कार्यवाही प्रारम्भ की गई।

(01) **गत बैठक की कार्यवाही की सम्पुष्टि।**
(Approval of minutes of the 28th Meeting held on January 25, 2014)
सदन द्वारा दिनांक 25 जनवरी, 2014 के बैठक के कार्यवृत्त की सम्पुष्टि की गई।

(02) **चोइस बेसड क्रेडिट सिस्टम लागू करने की अनुमति।**
(Approval for adoption of Choice Based Credit System)
कुलसचिव ने विद्या परिषद को यह जानकारी दी की माननीया कुलपति महोदया ने प्रो. आर.बी. एस. वर्मा को विश्वविद्यालय अनुदान आयोग द्वारा निर्धारित दिशा–निर्देशों के अनुसार संस्थान के समस्त स्नातक/स्नातकोत्तर/डिप्लोमा/सर्टिफिकेट पाठ्यक्रमों हेतु Choice Based Credit System का प्रारूप बनाकर देने का दायित्व दिया था। इस प्रारूप को अनुमोदन हेतु विद्या परिषद के समक्ष प्रस्तुत किया गया। इस विषय पर विचार–विमर्श के पश्चात् विद्या परिषद द्वारा इसे स्वीकृति प्रदान की गई।

(03) **निम्नलिखित विभागों /महाविद्यालयों में अध्ययन मंड़ल द्वारा पारित संशोधित/नवीन पाठ्यक्रमों एवं उनसे सम्बन्धित बिन्दुओं पर विचार–विमर्श एवं अनुमोदन –**
(Discussion and approval recommended syllabus (amended/new) by Board of Studies of their respective departments) –

(i) **जैन विद्या एवं तुलनात्मक धर्म दर्शन विभाग (Dept. of Jainology and Comparative Religion & Philosophy)**

विभागाध्यक्षा प्रो. समणी चैतन्यप्रज्ञा ने विद्या परिषद को यह जानकारी दी की एम.ए. के स्नातकोत्तर पाठ्यक्रम में अध्ययन मण्ड़ल की बैठक में पारित प्रस्ताव के अनुसार आंशिक परिवर्तन किया गया है तथा आगामी सत्र से विभाग में C.B.C.S. प्रणाली लागू की जाएगी। विद्या परिषद द्वारा इसे स्वीकृति प्रदान की गई।

(ii) **संस्कृत एवं प्राकृत विभाग (Dept. of Sanskrit and Prakrit)**

इस विभाग के विभागाध्यक्ष प्रो. दामोदर शास्त्री ने सदन को यह जानकारी दी की एम.ए. संस्कृत एवं प्राकृत के पाठ्यक्रमों में अध्ययन मण्ड़ल द्वारा पारित प्रस्ताव के अनुसार आंशिक परिवर्तन किया गया है। इस सन्दर्भ में प्रो. बच्छराज दूगड़ का विचार था कि एम. ए. संस्कृत प्रथम सत्र के तृतीय पत्र का नाम "संस्कृत काव्य साहित्य" के स्थान पर "जैन संस्कृति एवं साहित्य" किया जाये। इस सन्दर्भ में यह विचार आया कि विभागाध्यक्ष प्रो. एस.पी.दुबे से इस सन्दर्भ में विचार–विमर्श कर आवश्यक संशोधन कर लेवे, इस सम्बन्ध में विद्या परिषद ने अंतिम निर्णय लेने हेतु माननीया कुलपति महोदया को अधिकृत किया।

इसके अतिरिक्त प्रो. आनन्दप्रकाश त्रिपाठी ने सदन के समक्ष यह प्रस्ताव रखा कि अध्ययन मण्ड़ल की बैठक एम.ए. हिन्दी का पाठ्यक्रम पारित करवा लिया गया है, इस सम्बन्ध में विचार आया कि पाठ्यक्रम में हिन्दी उपन्यास एवं हिन्दी कहानी का पाठ्यक्रम अलग–अलग करना चाहिए। विद्या परिषद द्वारा पाठ्यक्रम में आवश्यक परिवर्तन के साथ इसे स्वीकृत किया गया कि इसे प्रारम्भ करने से पूर्व विश्वविद्यालय अनुदान आयोग को सूचना एवं आवश्यक कार्यवाही हेतु भिजवाया जाए। आगामी सत्र से एम.ए. संस्कृत, प्राकृत एवं हिन्दी से C.B.C.S. प्रणाली लागू करने की भी जानकारी सदन को दी गई।

प्रो. दामोदर शास्त्री, विभागाध्यक्ष ने विभाग के नामकरण में परिवर्तन करने का सुझाव सदन के समक्ष रखा। सदन ने इस विषय पर काफी विचार–विमर्श के पश्चात् विभाग का नाम **"प्राच्य विद्या एवं भाषा विभाग"** रखने की स्वीकृति प्रदान की।

(iii) **जीवन विज्ञान प्रेक्षाध्यान एवं योग विभाग (Dept. of Science of Living Preksha Meditation and Yoga)**

इस विभाग के विभागाध्यक्ष प्रो. जे.पी.एन. मिश्रा ने एम.ए./एम.एस.सी. जीवन विज्ञान प्रेक्षाध्यान एवं योगा के पाठ्यक्रमों में अध्ययन मण्ड़ल द्वारा पारित आवश्यक संशोधनों एवं आगामी सत्र से विभाग में C.B.C.S. प्रणाली लागू करने की जानकारी सदन के समक्ष रखी, जिसे विद्या परिषद द्वारा सर्व–सम्मति से स्वीकृति प्रदान की गई।

इसके अतिरिक्त विभागाध्यक्ष ने विभाग का नामकरण परिवर्तन किये जाने का प्रस्ताव सदन सदन के समक्ष रखा, जिसे विद्या परिषद द्वारा स्वीकृत किया गया। आगामी सत्र से विभाग का नाम **"योग एवं जीवन विज्ञान प्रेक्षाध्यान विभाग" "Department of Yoga and Science of Living"** होगा।

(iv) **अहिंसा एवं शांति विभाग (Dept. of Non-Violence & Peace)**

विभाग के विभागाध्यक्ष प्रो. अनिल धर ने M.A. in Non-violence and Peace एवं M.A. in Political Science, B.A. (NVP स्नातक स्तर पर) M.Phil (NVP) के पाठ्यक्रमों में अध्ययन मण्ड़ल द्वारा संशोधित पारित पाठ्यक्रम को विद्या परिषद के समक्ष रखा एवं आगामी सत्र से विभाग में C.B.C.S. प्रणाली लागू करने की जानकारी सदन को दी, जिसे विद्या परिषद द्वारा सर्व–सम्मति से स्वीकृति प्रदान की गई।

Old Syllabus

Semester – I

Course Code – JCRP-01

Jain History and Culture

Marks 100

Unit-I Jain History

- Antiquity of Jainism
- Jainism in Pre-historical Age (from *Lord Rishabh* to *Lord Arishtanemi)*
- Jainism in Historical Age (from Lord *Parshva* to *Lord Mahaveer*)

Unit –II Jain History

- Jainism after *Lord Mahaveer* (*Ganadharas, Acharyas*)
- Jain Religious School (*Shwetamber and Digamber*)
- Jain Religion in Different Regions of India & Abroad

Unit – III Jain Culture

- Characteristics of Jain Culture
- Jain Rituals

Unit – VI Jain Culture

- Jain Festivals and Places of Pilgrimage
- Jain Art and Architecture

ESSENTIAL READING

- Acharya Mahaprajna, *Jain Darshan Manan Aur Mimansa*, Adarsh Sahitya Sangh, Churu, 1977, (p. 1-84)
- Shastri, Kailashchandra, *Jain Dharm*, Bharatvarshiya Digamber Jain Sangh, Mathura, UP, 1985. (Chap. – 1, 4, 5, 6 and the part of Chap. 7 – p. 337 – 365)
- Jain, Jyoti Prasad, *Religion and Culture of the Jains*, Bharatiya Gyanpeeth, 1999 (Chap. – 1 to 3 and 7 to 9)
- Bhaskar, Bhagchand Jain, *Jain Dharma ka Maulik Itihas* Samyakgyan Pracharak Mandal, Jaipur. Vol 1 & 2.

REFERENCE BOOKS

- Jain, Balbhadra, *Jain dharma ka Saral Parichay*, Kundkund Bharati New Delhi Veer Nirvan Samvat 2537
- Jain, Vrishabh Prasad (ed), *Jain Dharma Parichay*, Bharatiya Gyanpeeth, Delhi 2012.
- Jain, Hiralal, *Bharatiya Sanskriti mein Jain Dharma Ka Yogadan*, Madhypradesh Shasan Sahitya Parishad, Bhopal, 1962.
- Barvalia Gunavant (ed.), *Development and Impact of Jainism in India and Abroad*, Arham Spiritual Centre, Mumbai, 2013
- Jain, Rameshchandra, *Jain Parva*, Jain Vidya Sanstha Mahavirji, 1996
- Banerjee, S.R. "*Jainism in Different States of India*", Jain Bhavan, Calcutta, 2001.
- Jain, Jyoti Prasad, *"The Jaina Sources of the History of Ancient India"* Cultural Contribution of the Jaina, Munshiram, Manoharlal Publisher Delhi, 1964, pp.229-254.
- Muni Amit, "Tirtheshwar" Muni Mayaram Sambodhi Prakashan, Pitampura, Delhi-85

New Syllabus after CBCS

Semester – I Core Compulsory Paper

Course Code – JCRP-01

Jain History and Culture

Marks 100 **Credit-4**

Unit-I Jain History

- Antiquity of Jainism
- Jainism in Pre-historical Age (from *Lord Rishabh* to *Lord Arishtanemi)*
- Jainism in Historical Age (from Lord *Parshva* to *Lord Mahaveer*)

Unit –II Jain History

- Jainism after *Lord Mahaveer* (*Ganadharas, Acharyas*)
- Jain Religious School (*Shwetamber and Digamber*)
- Jain Religion in Different Regions of India & Abroad

Unit – III Jain Culture

- Characteristics of Jain Culture
- Jain Rituals

Unit – VI Jain Culture

- Jain Festivals and Places of Pilgrimage
- Jain Art and Architecture

ESSENTIAL READING

- Acharya Mahaprajna, *Jain Darshan Manan Aur Mimansa*, Adarsh Sahitya Sangh, Churu, 1977, (p. 1-84)
- Shastri, Kailashchandra, *Jain Dharm*, Bharatvarshiya Digamber Jain Sangh, Mathura, UP, 1985. (Chap. – 1, 4, 5, 6 and the part of Chap. 7 – p. 337 – 365)
- Jain, Jyoti Prasad, *Religion and Culture of the Jains*, Bharatiya Gyanpeeth, 1999 (Chap. – 1 to 3 and 7 to 9)
- Bhaskar, Bhagchand Jain, *Jain Dharma ka Maulik Itihas* Samyakgyan Pracharak Mandal, Jaipur. Vol 1 & 2.

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- Jain, Vrishabh Prasad (ed), *Jain Dharma Parichay*, Bharatiya Gyanpeeth, Delhi 2012.
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- Muni Amit, "Tirtheshwar" Muni Mayaram Sambodhi Prakashan, Pitampura, Delhi-85

Old Syllabus

Semester – I

Course Code – JCRP-02

Jain Metaphysics

Marks 100

Unit - I : Concept of Reality, Quality and Mode

- Nature of Sat (Reality)
- Concept of Guna and Paryaya (Quality and Mode)
- Relation in Dravya, Guna and Paryaya (Substance-Quality and Mode)

Unit - II : Medium of Motion, Rest and Space

- Nature of Dharmastikaya (Medium of Motion)
- Nature of Adharmastikaya (Medium of Rest)
- Nature of Akashastikaya (Space)

Unit - III : Concept of Jain Cosmos, Time and Matter

- Jain *Loka* (Cosmos)
- Nature of *Kala* (Time)
- Nature of *Pudgalastikaya* (Matter)

Unit - IV : Concept of Atom and Soul

- Nature of *Paramanu* (Atom)
- Laws of Bondage of *Paramanu*
- Nature of *Jivastikaya* (Soul) and its Types

ESSENTIAL READING

- *Panchastikaya*, Acharya Kundkund, verse- 1-104, Shree Paramshrut Prabhavak Mandal, Aagas
- *Tattvarth Vartikam*, (chap-5) Acharya Aklanka, Bhartiya Gyanpeeth, New Delhi

New Syllabus after CBCS

Semester – I Core Compulsory Paper

Course Code – JCRP-02

Jain Metaphysics

Marks 100 **Credit-4**

Unit - I : Concept of Reality, Quality and Mode

- Nature of Sat (Reality)
- Concept of Guna and Paryaya (Quality and Mode)
- Relation in Dravya, Guna and Paryaya (Substance-Quality and Mode)

Unit - II : Medium of Motion, Rest and Space

- Nature of Dharmastikaya (Medium of Motion)
- Nature of Adharmastikaya (Medium of Rest)
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- *Tattvarth Vartikam*, (chap-5) Acharya Aklanka, Bhartiya Gyanpeeth, New Delhi

REFERENCE BOOKS

- **Astronomy and Cosmology**, Laxmichand Jain, Rajasthan Prakrit Bharati Sansthan, Jaipur, 1983
- **Concept of Matter in Jain Philosophy**, J.C.Sikdar, Parswanath Vidhyapeeth, Varanasi, First edn.1987
- **Theory of Relativity in Jain Philosophy**, J.C. Sikdar, Parswanath Vidhyapeeth, Varanasi, First edn.1987

Old Syllabus

Semester – I

Course Code – JCRP-03

Jain Ethics

Marks 100

Unit - I : Basics of Jain Ethics

- Introduction to Jain Ethics
- Three Jewels (Triratna)
- Nine Categories of Truth (Tattvas)
- Source of Jain Ethics (Digamber and Shwetamber Literature of Ethics)

Unit – II : *Shramanachar*

- Categories of Ascetics (*Shraman*)
- Five Great Vows, Comportment and Control (Five *Mahavratas, Samiti and Gupti*)
- 22 Types of Hardships (*Parishaha*)

Unit – III : *Shravakachar*

- Twelve Vows of Lay Follower
- Eleven Kinds of Intensive Discipline (*Pratima*)
- Art of Dying in Jain Tradition (*Samlekhana, Santhara*)
- Six Essentials (*Shadavashyaka*)

Unit – IV : Jain Ethical Principles

- Ten types of Righteousness
- Compassion and Charity (*Karuna and Dana*)
- Environmental Ethics in Jainism
- Anuvrat Movement : Its Philosophy & Practice

ESSENTIAL READING

- Purusharth Siddhyupaya (The Sacred Books of the Jains, Volume -4), Acharya Amritchandra, Abhinandan Prasad Jindal, Lucknow, 1933
- Purusharth Siddhyupaya, (in hindi), Acharya Amritchandra, Tr. by Br. Yashpal Jain, Pandit Todermal Smarak Trust, Jaipur, 2010
- Upasakadasha, Ist chapter, Ed. By Acharya Mahapragya, Jain Vishav Bharati, Ladnun.

New Syllabus after CBCS

Semester – I Core Compulsory Paper

Course Code – JCRP-03

Jain Ethics

Marks 100 **Credit-4**

Unit - I : Basics of Jain Ethics

- Introduction to Jain Ethics
- Three Jewels (Triratna)
- Nine Categories of Truth (Tattvas)
- Source of Jain Ethics (Digamber and Shwetamber Literature of Ethics)

Unit – II : *Shramanachar*

- Categories of Ascetics (*Shraman*)
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- Twelve Vows of Lay Follower
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- Purusharth Siddhyupaya, (in hindi), Acharya Amritchandra, Tr. by Br. Yashpal Jain, Pandit Todermal Smarak Trust, Jaipur, 2010
- Upasakadasha, Ist chapter, Ed. By Acharya Mahapragya, Jain Vishav Bharati, Ladnun.

REFERENCE BOOKS

- **Jain Achar Mimansa, Sadhvi Piyushprabha**, Jain Vishva Bharati, Ladnun, 2005
- **Jain Philosophy and Practice-2**, Jaina Education Committee, NC (USA), 2005
- **Shadavasyaka**, Sadhvi Kanchan Kumari, Jain Vishva Bharati, Ladnun, 2011

New Syllabus after CBCS

Semester – I Core Elective Paper

Course Code – JCRP-04

Method of Translation and Interpretation

Marks 100 **Credit-4**

Unit I- Intro to *Anuyogadwar*

- The Author of the Text
- The Commentaries of the Text
- The Subject matter of the Text

[Ch. 01 of the Book Method of Teaching, Translation, interpretation and Analysis]

Unit II- Introduction to *Anuyogad*

- *Aprthaktvanuyoga* : Method of Interdisciplinary Studies
- *Prathaktvanuyoga* : Method of Specialization
- *Anuyoga*: Method of Introduction, Translation and Analysis

[Ch. 02 of the Book Method of Teaching, Translation, interpretation and Analysis]

Unit III- *Upakrama*: Method of Textual Introduction

- External Textual Introduction

  [*Nama, Sthapana, Drvya, Kala, Kshetraa and Bhava*]
- Internal Textual Introduction

  [*Anupurvi, Nama, Pramana, Vaktavyata, Arthadhikara, Samavatara*]

  [Ch. 03 of the Book Method of Teaching, Translation, interpretation and Analysis]

Unit IV- Method Translation Interpretation and Analysis

- *Nikshepa:* Method of Translation and Theory of Word Meaning

  [Ch. 13-618, 619, 696,709 of *Anuyogadwar Sutra*]

  [Ch. 04 of the Book Method of Teaching, Translation, interpretation and Analysis]
- *Naya:* Method of Interpretation and Theory of Perspectiul Truth

  [Ch. 11-554-557, 13-715 of *Anuyogadwar Sutra*]

  [Ch. 05 of the Book Method of Teaching, Translation, interpretation and Analysis]
- *Anugama:* Method of Analysis

  [Ch. 4-121, 5-165, 6-206, 13-710-14 of *Anuyogadwar Sutra*]

  [Ch. 06 of the Book Method of Teaching, Translation, interpretation and Analysis]

ESSENTIAL READING

- *Anuyogadwar Sutra*
- Muni Amrit Kumar, Method of Teaching, Translation, interpretation and Analysis.

New Syllabus after CBCS

Semester – I Core Compulsory Paper

Course Code – JVBF-05

Value Education and Spirituality

Marks 100 **Credit-4**

Objectives

- To understand the need of value oriented education.
- To understand the process of contemplation for value development.
- To understand the non-violence and culture of peace.
- To understand the cardinal principles of Jainism.

Unit-I Value Education

- Challenges of Modern Education system and need of value education.
- Values-meaning, definitions, different views and classifications of values.
- Social duties, Responsibilities and Human Rights.

Unit- II Socio Ethical Life Style:

- Social Ethics and Jain Concepts.
- Panch Mahavrat- Ahimsa, Satya, Achorya, Bmrahmcharya & Aparigrah.
- Tri Ratna- Samyak Darshan, Gyana & Charitra.
- Anekantvada

Unit – III Development of Social Harmony.

- Peace and Its Relevance in social harmony.
- Social Harmony through Conflict Management.
- Training in Non-violence.

Unit-IV Enhancement of Values in behavior-

- Development of Moral Values: Contemplation of honesty, self-discipline and Non-violence
- Contemplation of mental balance, will power and patience for development of mental values.
- Development of Emotional & Spiritual Values.

Reference Books

- Structure of Values, Mukharjee RK (1955).
- Devatma' Value Education: 4 supplements to present education. Arora K. NCET, New Delhi 1999.
- Helping students ascend the steps of value education. A. Dutta. (2004)
- Values and Ethics in School Education, Luther, M. (2001) New Delhi Mc Grow Hill.
- Value Development in Higher Education, Mukhopadhya M. (Eds.) 2004)
- Human Values and Education-Rahul, S.P. (1986) Sterling New Delhi.
- Education in Human Values. Saraf (1999) Vikash Publication, New Delhi.
- अमूर्त चिन्तन– आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं 2001
- Value Education: Theory and Practice, Dr. N.L. Gupta, Krishna Brothers, Ajmer, 1986.
- गांधी दर्शन शांति मानवाधिकार, प्रो. अनिल धर, जैन विश्व भारती संस्थान, लाडनूं।
- विश्वशांति एवं अहिंसा प्रशिक्षण, डॉ. बच्छराज दूगड़, जैन विश्व भारती संस्थान, लाडनूं 2001
- जैन धर्म में अहिंसा, वशिष्ठ नारायण सिंहा, वाराणसी।
- जैनदर्शन मनन और मीमांसा– आचार्य महाप्रज्ञ, आदर्श साहित्य संघ, चूरू।

Old Syllabus

Semester – II

Course Code – JCRP-04

Jain Meditation and Yoga

Marks 100

Unit I- Jain System of Yoga and Meditation

- Historical development of Yoga
- Jain Yoga in canonical period
- Source of Yoga

Unit II- Jain System of Yoga and Meditation

- Haribhadra Eight Drshtis
- Salamban and Niralamban Dhyan
- Preksha dhyan

Unit III- Types of Meditation

- Four type of meditation
  Aart, Raudra, dharma and Shukla Dhyan

Unit IV- Meditation system in different religion

- Astanga Yoga
- *Astangika marga*

ESSENTIAL READING

- Dhyan Shatak of Haribhadrasuri, ed by Balchandra Siddhant Shastri, Veer Seva Mandir, Delhi, 1976.

REFERENCE BOOKS

- Jain Yoga Granth Chatushtay of Acharya Haribhadrasuri, ed.by Shastri, Chhaganlal, Muni Shree Hazarimal Smriti Prakashan, Beawar, 1981.
- Manonushasanam of Acharya Tulsi, Jain Vishva Bharati, Ladnun, 1996
- Yuvacharya Mahaprajna, Jaina Yoga, Adarsh Sahitya Sangh, Churu, 1997
- Acharya Mahaprajna, Introduction to Preksha Meditation, Jain Vishva Bharati, Ladnun, [1st edn. 1990], 2nd edn. 1992.
- Acharya Mahaprajna. Prekshadhyan: Siddhant Aura Prayoga, Jain Vishva Bharati, Ladnun, [1st edn. 1990], 2nd edn. 1992.
- Acharya Mahaprajna, Preksha Dhyan: Theory and Practice, Jain Vishva Bharati Institute, Ladnun.
- Bandoba Dige, Arhatdas, Jain Yoga ka Alochanatmak Adhyayan, Sohanlal Jaindharma Pracharak Samiti, Amritsar, 1981.

New Syllabus after CBCS

Semester – II Core Paper

Course Code – JCRP-06

Jain Epistemology

Marks 100 **Credit-4**

Paper I

Unit I - Jain Epistemology (Introduction)

- Origin and Development of Jain Epistemology
- Relation between Knowledge and Object
- Sources of Knowledge (Senses, Mind, Soul)
- Sources of Jain Epistemology

Unit II - Indirect **Knowledge**

- Concept and Types of Perverted Knowledge and Intuitive Knowledge
- *Mati Gyan* (Perceptual Knowledge)
- *Shrut Gyan* (Verbal Knowledge)

Unit III- Direct Knowledge

- Avadhi Gyan (Clairvoyance)
- *Manah paryava Gyan* (Mind Reading Knowledge)

Unit IV- Direct knowledge

- *Keval Gyan* (Omniscience)
- *Keval Gyan- Keval darshan type and relation*

ESSENTIAL READING

- Nandi, ed. by Acharya Mahaprajna, Jain Vishva Bharati, Ladnun, 1987.
- Nandi, ed. by Amarmuni, Beawer
- Gyanmimansa, sadhvi Shrutyasha, JVB, Ladnun
- Jaindarshan manan aur Mimansa, Acharya Mahaprajna, Adarsh Sahitya sangh, Churu
- Pravachansar, Acharya Kundakunda, Pandit Todarmal Smarak Trust, Jaipur

Old Syllabus

Semester – II

Course Code – JCRP-05

Jain Epistemology

Marks 100

Unit I - Jain Epistemology (Introduction)

- Origin and Development of Jain Epistemology
- Relation between Knowledge and Object
- Sources of Knowledge (Senses, Mind, Soul)
- Sources of Jain Epistemology

Unit II - Indirect **Knowledge**

- Concept and Types of Perverted Knowledge and Intuitive Knowledge
- *Mati Gyan* (Perceptual Knowledge)
- *Shrut Gyan* (Verbal Knowledge)

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- *Manah paryava Gyan* (Mind Reading Knowledge)

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- *Keval Gyan- Keval darshan type and relation*

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- Nandi, ed. by Acharya Mahaprajna, Jain Vishva Bharati, Ladnun, 1987.
- Nandi, ed. by Amarmuni, Beawer
- Gyanmimansa, sadhvi Shrutyasha, JVB, Ladnun
- Jaindarshan manan aur Mimansa, Acharya Mahaprajna, Adarsh Sahitya sangh, Churu
- Pravachansar, Acharya Kundakunda, Pandit Todarmal Smarak Trust, Jaipur

New Syllabus after CBCS

Semester – II Core Paper

Course Code – JCRP-07

Jain Theory of Karma

Marks 100 **Credit-4**

Unit - I : Introduction to Karma

- Origin and Development of theory of Karma
- Concept of Karma in Jain Philosophy
- Causes of Karmic Bondage and liberation
- Source of Karma

Unit - II: Nature of Karma Bondage

- Materiality of Karma and Consciousness
- Karmic bondage and its process
- Different stages of karma
- The inter relation of karma soul
- Ten States of Karma
- Five Samvaya

Unit - III : Destructive and Non Destructive Karma

- Eight type of karma- meaning of Destructive and Non-destructive
- Four destructive karma
- Four Non-destructive karma

Unit- IV- Theory of Gunasthana

- Inter relation of karma theory and the doctrine of Gunasthan
- The concept of Bondage and in different Gunasthan
- The concept of Udirana and Uday in different Gunasthana
- Different question of karmic function society

ESSENTIAL READING

- Karmagranth, Translated by Pandit Sukhlal Singhvi
- Tattvarthsutra of Acharya Umasvati, Paramashruta Prabhavaka Mandala, Agas, Gujarat, 1992, (Chapter 8)

Gommatar Karmakanda, Achary Kundkunda, Paramshrut Prabhavak mandal Agas.

Old Syllabus

Semester – II

Course Code – JCRP-06

Jain Theory of Karma

Marks 100

Paper II

Unit - I : Introduction to Karma Credit-01

- Origin and Development of theory of Karma
- Concept of Karma in Jain Philosophy
- Causes of Karmic Bondage and liberation
- Source of Karma

Unit - II: Nature of Karma Bondage Credit-01

- Materiality of Karma and Consciousness
- Karmic bondage and its process
- Different stages of karma
- The inter relation of karma soul
- Ten States of Karma
- Five Samvaya

Unit - III : Destructive and non Destructive Karma Credit-01

- Eight type of karma- meaning of Destructive and non destructive
- Four destructive karma
- Four non destructive karma

Unit- IV- Theory of Gunasthana

- Inter relation of karma theory and the doctrine of Gunasthan
- The concept of Bondage and in different Gunasthan
- The concept of Udirana and Uday in different Gunasthana
- Different question of karmic function society

ESSENTIAL READING

- Karmagranth
- Tattvarthsutra of Acharya Umasvati, Paramashruta Prabhavaka Mandala, Agas, Gujarat, 1992, (Chapter 8)

Gommatar Karmakanda, Achary Kundkunda, Paramshrut Prabhavak mandal Agas.

New Syllabus after CBCS

Semester – II Core Paper

Course Code – JCRP-08

Introduction to Asian Religions

Marks 100 **Credit-4**

Unit I-

- Introduction to Comparative Religion [Nature, Aim and Objective]
- Hinduism
- Buddhism
- Jainism

Unit II -

- Zoroastrianism
- Judaism
- Christianity

Unit III-

- Islam
- Sikhism

Unit IV-

- Japanese
- Chinese
- Tibetan Religion

ESSENTIAL READING

- Tiwari Kedarnath, *Comparative Religion*, Pub. by MLBD, Delhi, 1990

REFERENCE BOOKS

- Huston Smith, **World Religion**, Harperone, Anniversary Edition, 2009
- Raju Karam Singh, **World Religion**, Gurunanak Dev University, Amritsar
- John W. Waterhouse Zoroastrianism, Book tree publication 2006

New Syllabus after CBCS

Semester – II Core Elective Paper-I

Course Code – JCRP-09

Jain Meditation and Yoga

Marks 100 **Credit-4**

Paper IV

Unit I- Jain System of Yoga and Meditation

- Historical development of Yoga
- Jain Yoga in canonical period
- Source of Yoga

Unit II- Jain System of Yoga and Meditation

- Haribhadra Eight Drshtis
- Salamban and Niralamban Dhyan
- Preksha dhyan

Unit III- Types of Meditation

- Four type of meditation
  Aart, Raudra, dharma and Shukla Dhyan

Unit IV- Meditation system in different religion

- Astanga Yoga
- *Astangika marga*

ESSENTIAL READING

- Dhyan Shatak of Haribhadrasuri, ed by Balchandra Siddhant Shastri, Veer Seva Mandir, Delhi, 1976.

REFERENCE BOOKS

- Jain Yoga Granth Chatushtay of Acharya Haribhadrasuri, ed.by Shastri, Chhaganlal, Muni Shree Hazarimal Smriti Prakashan, Beawar, 1981.
- Manonushasanam of Acharya Tulsi, Jain Vishva Bharati, Ladnun, 1996
- Yuvacharya Mahaprajna, Jaina Yoga, Adarsh Sahitya Sangh, Churu, 1997
- Acharya Mahaprajna, Introduction to Preksha Meditation, Jain Vishva Bharati, Ladnun, [1st edn. 1990], 2nd edn. 1992.
- Acharya Mahaprajna. Prekshadhyan: Siddhant Aura Prayoga, Jain Vishva Bharati, Ladnun, [1st edn. 1990], 2nd edn. 1992.
- Acharya Mahaprajna, Preksha Dhyan: Theory and Practice, Jain Vishva Bharati Institute, Ladnun.
- Bandoba Dige, Arhatdas, Jain Yoga ka Alochanatmak Adhyayan, Sohanlal Jaindharma Pracharak Samiti, Amritsar, 1981.

New Syllabus after CBCS

Semester – II Core Elective Paper-II

Course Code – JCRP-09

Comparative Religion

Marks 100 **Credit-4**

Paper IV

Unit I- Elements of Religion

- Meaning of Religion
- Difficulty in the study of comparative Religion
- Religion As '*Mana*'

Unit II - Practical Aspect of Religion- I

- Primitive Man and his Religion
- Life, Death and Destiny in Early Faith and Culture

Unit III- **Practical Aspect of Religion- II**

- Nonviolent Culture
- Vegetation culture and fertility

Unit IV- Myth Tradition

- Myths and its role in life
- Myths of Death and rebirth
- Myths of magic

ESSENTIAL READING

- Eliade, Mircea. Patterns in Comparative Religion. tr. by Rosemary Sheed. Lincoln and London: University of Nebraska Press, 1996. (page-1-33)

Reference books

- Tiwari, Kaidar Nath. Comparative Religion. Delhi: Motilal Banarasidass Publishers, 1983.
- Eric. J. Sharpe, Comparative Religion: A History, London : Gernald Duckworth and Company, 2nd edn. 1986.
- Magic, Science and Religion (page-1-99)

New Syllabus after CBCS

Semester – II Foundation Paper

Course Code – JVBF-10

Informational Technology and Computer Application

Marks 100 **Credit-4**

The main objectives of this course are;

- It will expose the students to the fundamentals of the IT.
- Students will be having the introductory knowledge of the MS-Windows
- Practically students will be able to use MS-PowerPoint, MS-Word, MS-Excel and create their own blog.

Course Contents (Term End Theory Exam):

Unit I: Introduction to Computers and Windows

- Application of Computers
- Block Diagram of Computer
- Input and Output devices
- Types of software
- Introduction to Operating system: Windows
- Functions of operating system
- How you can Fast your Computer or Maintenance of computer

Unit II: Concept of MS Word and MS Excel and its application

- MS Word Window Layout
- Creating and Formatting Documents
- Editing Documents
- Working with Tables.
- Mail Merge, Macro Recording, Thesaurus, Printing Document (How to Use Page-Setup Before Printing)
- Introduction to Excel and its Applications
- Concept of workbook and worksheet
- Layout of Worksheets
- Use of basic formula and functions
- Sorting, Filtering and charts
- Report Generation (Pivot Table)
- Security or Protecting Worksheets

Unit III: Introduction & Application of MS-PowerPoint

- PowerPoint Slide Creation
- Slide Layout

- Views
- Adding content to slide- Text, Graphics, Sound, Video
- Applying Slide Transition
- Custom Animation
- Slide Show
- Working With Image or ClipArt (how you edit clipart image)

Unit IV: Internet

- Introduction to internet
- ISP (Internet Services Providers)
- About Modem, Type of Internet Connection
- Web browser – its functions
- Concept of search engine, What is surfing
- Social Networking site/How to pay online bill/How to book tickets online/How to use Paytm
- Website and its types
- Searching, downloading and uploading
- Basic concepts of sending and receiving E-mail
- Blog uses and creation of blog
- How to Create Simple web page (or Personal web page)

Course Contents (Practical) :

- Creating document in MS-Word like Advertisement, Letter, Tables, Charts etc.
- Creation of Simple Worksheet like Mark sheet, Pay slip using MS-Excel.
- Creation of Power Point Presentation on various themes.

Outcome:

- Students will apply the knowledge of IT practically in their day-to-day life.
- Students will be able to create well-formatted documents, attractive presentations and calculation part through excel.
- Students will be able to create their own blog.

Reference Books/Website

1. http://www.tutorialspoint.com/computer_fundamentals/index.htm
2. http://www.gcflearnfree.org/office
3. Fundamentals of computers (English) Ist Edition by Reema Thareja, Oxford University Press, 2014
4. Introduction to Computer by Peter Norton, Tata Mc Graw hill
5. Introduction to Computer by Gary B Shelly

Old Syllabus

Semester – III

Course Code – JCRP-07

Jain Shwetamber Literature

Unit – I Introduction to Canonical and Exegetical work

- ***Acharanga Sutra***
  - Soul
  - Rebirth
  - Six kinds of living beings (*shadajivanikaya*)
  - Non-violence (*Ahimsa*)

Unit – II *Sutrakritanga Sutra*

- Bondage and Release from it
- *Pancha Mahabhutavada*
- *Ekatmavada, Niyativada, Jagat Kartrivada*
- *Avatarvada, Agyanvada*

Unit-III- Bhagawati Sutra

- Karmavedana and Nirjara
- Kanksha Mohaniya Karma
- Mind-body Relation

ESSENTIAL READING

- Selected Portion of *Acharanga, Sutrakritanga and Bhagavati Sutra*

[Chapter -1 of *Acharanga and Sutrakritanga Sutra, Bhagavati* – Uddeshak 1,3 and 6 (sutra 312 and 313].

New Syllabus after CBCS

Semester – III Core Paper

Course Code – JCRP-11

Jain Logic

Marks 100 **Credit-4**

Paper -I

Unit I-Introduction to Logic

- Origin and Development of *Nyaya*
- Introduction of Jain *Nyaya*
- Source of *Nyaya*

Unit II- Introduction to Text

- Introduction of Author
- Contribution of Jain Acharya to Jain Logic

Unit III- Components of Jain Logic [text based]

- *Pramana* (Organ of valid Knowledge)
- *Pratyaksh*
- *Paroksh*

Unit IV- Components of Jain Logic [text based]

- *Prameya* (Object of Knowledge)
- *Pramiti* (Knowledge of object)
- *Pramata* (Knower)

ESSENTIAL READING

- Pramanamimans of Acharya Hemachandra, Sarasvati Pustak Bhandar, Ahmedabad, 1989

REFRENCE BOOK

- Kothiya, Darabarilal, Jaina Nyaya ki Bhumika, Mahavirji, Jain Vidya Sansthan, Shri Digamber Jain Atishaya Ksetra, 1995
- Shastri, Kailashachandra. Jaina Nyaya, Bharatiya Gyanpeeth, Delhi, 1989
- Acharya Mahaprajna. New Dimensions in Jain Logic, Jain Vishva Bharati, Ladnun, 1984
- Nyaya-Dipika of Abhinava Dharmabhusana Yati, (Part I: Chapter 1, 2), Pratibha Prakashan, Delhi, 2001
- Pariksha Mukh of Acharya Manikyanandi, Prachaya Sraman Bharati, Mujaffar Nagar
- Jain, Dharam chand, "Baudh Praman Mimamsa ki Jain Dristi Se Samiksha, Parshvanath Vidyapeeth, Varanasi, 1995

Old Syllabus

Semester – III

Course Code – JCRP-08

Jain Digamber Literature

Unit-I - Introduction of Text, Author and Commentator
- Introduction of Samaysar
- Introduction of Acharya KundaKunda
- Introduction of Acharya Amritchadra

Unit-II - Subject matter of *Samaysar with commentary,* Verse 1 to 38.
- Mangalacharan and its importance
- Nature of Soul
- Nature of Jiva and Ajiva

Unit-III- Introduction of Text, Author and Commentator
- Introduction of Satkhandagam and Sat Prarupana
- Introduction of Acharya Dharsena,
- Introduction of Bhutabali and Pushpadant

Unit-IV- Subject matter of *Sat Prarupana* Sutra–Sutra1 to 177
- Mangalacharan
- Spiritual Stage of Soul (Gunasthan)
- Spiritual Stage in Investigation stage (Marganasthan)

ESSENTIAL READING
- *Samaysar* of Acharya Kundkund, Pandit Todarmal Smarak Trust, Jaipur
- *Samaysar* of Acharya Kundkund, English tr. by Jethala Zaveri and Muni Mahendra Kumar, Jain Vishva Bharati University, 2009.
- *Sat Prarupana Sutra* of Acharya Pushpadant, ed. by kailashchandra Shastri, Ganeshprasad Varni Granthmala Prakashan, 1971.
- *Shatkhandagam* of Acharya Pushpadant and Bhootbali, Saprarupana -1 (Enunciation of Existence -1), English tr. by Nandlal Jain, ed. by Ashok Kumar Jain, Phoolchand Shastri Foundation, Roorkee, 2004.

New Syllabus after CBCS

Semester – III Core Paper

Course Code – JCRP-12

Anekantvada, Syadvad and Saptabhangi

Marks 100 **Credit-4**

Paper II

UnitI-: Introdution to *Anekant*
- Concept of *Anekant*
- Concept of *Syadvada* and *Saptabhangi*
- Concept of *Naya* and its types
- Concept of *Nikshape* and its types

Unit II- Historicity of *Anekantavada* I
- Concept of *Anekanta* in Different Schools
- Historical Development of concept of *Naya*
- Historical Development of *Anekanta* and *Syadvada*
- Contribution of *Acharya Siddhasena* to Jain Philosophy

Unit III- Aspect of *Anekantavada* II
- Identity-cum-difference of Soul and Matter
- General and Particular Nature of an object
- Four-dimensional Approach of Knowing Reality : Substance, Space, Time and Mode
- Wider Applications of *Anekant.*

Unit IV- *Saptabhangi* (Seven fold predication)
- Doctrine of Sevenfold Predication and it's types.
- Eightfold Criteria of *Naya* and *Pramana Saptabhangi*
- Why only Sevenfold Predication
- *Svarupa* and *Pararupa* of an Object

ESSENTIAL READING
- *Sanmati Tarka* of Siddhasena (only I kanda), Hindi tr. by Shantilal M. Jain. Gyanodaya Trust, Ahmedabad, 1963
- *Saptabhangitarangini* of Vimaldas (प्रथम-द्वितीय भंग पर्यन्त), Hindi tr. By Thakur Prasad, Shri Paramshrut Prabhavak Mandal, Shrimad Rajchandra Ashram, Agas 1977

REFRENCE BOOK
- Matilal, B.K., The Central Philosophy of Jainism (Anekantavad), L.D. Institute of Indology, Ahmedabad, 1981
- Mookerjee S., The Jaina Philosophy of Non-Absolutism, Motilal Banarsidas, Delhi, 1944/1978
- Sadhvi, Muditayasha, Darsana ka Naya Prasthan, Jain Vishva Bharati, Ladnun, 2004

Old Syllabus

Semester – III

Course Code – JCRP-09

Anekantvada, Naya and Nikshepa

Marks 100

UnitI-: Introdution to *Anekant*

- Concept of *Anekant*
- Concept of *Syadvada* and *Saptabhangi*
- Concept of *Naya* and its types
- Concept of *Nikshape* and its types

Unit II- Historicity of *Anekantavada* I

- Concept of *Anekanta* in Different Schools
- Historical Development of concept of *Naya*
- Historical Development of *Anekanta* and *Syadvada*
- Contribution of *Acharya Siddhasena* to Jain Philosophy

Unit III- Aspect of *Anekantavada* II

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- Eightfold Criteria of *Naya* and *Pramana Saptabhangi*
- Why only Sevenfold Predication
- *Svarupa* and *Pararupa* of an Object

ESSENTIAL READING

- *Sanmati Tarka* of Siddhasena (only I kanda), Hindi tr. by Shantilal M. Jain. Gyanodaya Trust, Ahmedabad, 1963
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- Matilal, B.K., The Central Philosophy of Jainism (Anekantavad), L.D. Institute of Indology, Ahmedabad, 1981
- Mookerjee S., The Jaina Philosophy of Non-Absolutism, Motilal Banarsidas, Delhi, 1944/1978
- Sadhvi, Muditayasha, Darsana ka Naya Prasthan, Jain Vishva Bharati, Ladnun, 2004

New Syllabus after CBCS

Semester – III Core Paper

Course Code – JCRP-13

Jain Philosophy of Language

Marks 100 **Credit-4**

Unit-I

- Philosophy of Language: Jain, Indian and Western perspective
- *Sfotavada* and its Criticism
- *Apohavada* and its Criticism
- *Abhihitanvayavada* and its Criticism

Unit-II

- Philosophy of Language in *Avashyak Niryukti* [Verse 5-11 with commentary]

Unit-III

- Origin of Language
- Types of Language

Unit-VI

- Philosophy of Word: Jain Perspective
- Philosophy of Sentence: Jain Perspective
- Word Meaning on the basis of *Naya* and *Nikshepa*

ESSENTIAL READING

1. Sagarmal, Jain. Jaina Bhasa Darshan. Delhi: Bhogilal Leherchand Institute of Indology, 1986.
2. Avashyak Niryukti of Acharya Haribhadra, Acharya Shri Sohanlal Jain Granth Prakashan, Ambala City-134003 (Haryana)
3. Visesavasyaka Bhasya of Jinabhadragani (Verse 250-300). Hindi tr. Acharya Shri Subhadra Muni, Edt. By Prof. Damodar Shastri, Muni Mayaram Sambodhi Prakashan, Pritampura, Delhi, 2009

REFERENCE BOOKS

- Mishra Kailashpati**,** Bhartiya Bhasha Darshan, Kala Prakashan, Varanasi, 1996.
- India's Language Philosophy, N.Krisnaswamy, Sunita Mehta, R.V. Ram, Dorling Kindersley (India) Pvt. Ltd., 2013

Old Syllabus

Semester – III

Course Code – JCRP-10

Philosophy of Language

Marks 100

Unit-I

- Philosophy of Language: Jain, Indian and Western perspective
- *Sfotavada* and its Criticism
- *Apohavada* and its Criticism
- *Abhihitanvayavada* and its Criticism

Unit-II

- Philosophy of Language in *Avashyak Niryukti* [Verse 5-11 with commentary]

Unit-III

- Origin of Language
- Types of Language

Unit-VI

- Philosophy of Word: Jain Perspective
- Philosophy of Sentence: Jain Perspective
- Word Meaning on the basis of *Naya* and *Nikshepa*

ESSENTIAL READING

1. Sagarmal, Jain. Jaina Bhasa Darshan. Delhi: Bhogilal Leherchand Institute of Indology, 1986.
2. Avashyak Niryukti of Acharya Haribhadra, Acharya Shri Sohanlal Jain Granth Prakashan, Ambala City-134003 (Haryana)
3. Visesavasyaka Bhasya of Jinabhadragani (Verse 250-300). Hindi tr. Acharya Shri Subhadra Muni, Edt. By Prof. Damodar Shastri, Muni Mayaram Sambodhi Prakashan, Pritampura, Delhi, 2009

New Syllabus after CBCS

Semester – III Core Elective Paper-I

Course Code – JCRP- 14

Indian Philosophy

Marks 100 **Credit-4**

Unit I- Saddarshan Samucchaya

- Introduction to Indian Philosophy
- Buddhist Philosophy (First Adhikar)

Unit II- Saddarshan Samucchaya

- Nyaya Philosophy (Second Adhikar)
- Sankhya Philosophy (Third Adhikar)

Unit III- Saddarshan Samucchaya

- Jain Philosophy (Fourth Adhikar)

Unit IV- Saddarshan Samucchaya

- Vaisheshika Philosophy (Fifth Adhikar)
- Mimansa Philosophy (Sixth Adhikar)
- Charvak Philosophy (Sixth Adhikar)

ESSENTIAL READING

- Shaddarshan Samucchaya, Haribhadra Suri, Bhartiya Gyan Peeth Prakashan, Delhi, 1997

Old Syllabus

Semester – III

Course Code – JCRP-11

Research Methodology

Marks 100

Unit I- Introduction of Research

- Nature of Social Research
- Descriptive Research
- Data Collection
- Research Problem
- Hypotheses
- Variable and their Control

Unit II- Types of Research

- Psychological Research
- Experimental Research
- Historical Research
- Methodological Research
- Action Research
- Field Research

Unit III- Method of Research

- Scientific Method
- Observation Method
- Interview Method
- Questionnaire
- Case study

Unit IV- Method of Research

- Sampling
- Data collection
- Data analysis
- Conclusion
- Bibliography
- Footnotes

ESSENCIAL READING

1. Basotia, G. R., and K.K. Sharma, Research Methodology, 2002, Mangaldeep Publication, Jaipur.
2. Shrivastava, D.N. Anusandhan Vidhiyan, Sahitya Prakashan, Agra.
3. MLA, Research Methodology

New Syllabus after CBCS

Semester – III Core Elective Paper-II

Course Code – JCRP-14

Western Philosophy

Marks 100 **Credit-4**

Paper IV

Unite -I Introduction to Western Philosophy

- Definition of Philosophy and Divisions of Western Philosophy
- Greek Philosophy (Pre-Socratic) (Brief introduction) Thales, Anaximander, Anaximenes Pythagoras, Heraclitus, Empedocles, Anaxagoras

Greek Philosophy

- **Socrates :** The Method of Socrates & his Epistemology
- **Aristotle :** The Theory of Casualty & its four kinds, the Concept of Substance & Form

Unite II- Modern Philosophy

Rene Descartes:

- The Method of Descartes, Cogito Ergo Sum
- Dualism, Mind-body relation, Interaction of Thought and Extension

Gottfried Wilhelm Leibnitz

- The Doctrine of Substance & Nature of Monads
- Pre-established Harmony of Mind & Matter

Unit III- Modern Philosophy

John Locke

- Refutation of Innate Ideas and The Epistemology of Locke
- Kinds & Limits of Knowledge

George Berkley

- Refutation of Abstract Ideas Theory of knowledge
- The Idealism of Berkeley (Subjective Idealism)

Unit IV- Modern Philosophy

David Hume

- Basis of Hume's Philosophy,
- Hume's Substance - an Idle Fiction of Imagination
- Hume's Scepticism

Immanuel Kant

- Copernican Revolution
- Relation of Criticism with Empiricism and Rationalism
- Discovery of Pure Concepts or Categories

Old Syllabus

Semester – III

Course Code – JCRP-12

Jain Logic

Marks 100

Unit I-Introduction to Logic

- Origin and Development of *Nyaya*
- Introduction of Jain *Nyaya*
- Source of *Nyaya*

Unit II- Introduction to Text

- Introduction of Author
- Contribution of Jain Acharya to Jain Logic

Unit III- Components of Jain Logic [text based]

- *Pramana* (Organ of valid Knowledge)
- *Pratyaksh*
- *Paroksh*

Unit IV- Components of Jain Logic [text based]

- *Prameya* (Object of Knowledge)
- *Pramiti* (Knowledge of object)
- *Pramata* (Knower)

ESSENTIAL READING

- Pramanamimans of Acharya Hemachandra, Sarasvati Pustak Bhandar, Ahmedabad, 1989

REFRENCE BOOK

- Kothiya, Darabarilal, Jaina Nyaya ki Bhumika, Mahavirji, Jain Vidya Sansthan, Shri Digamber Jain Atishaya Ksetra, 1995
- Shastri, Kailashachandra. Jaina Nyaya, Bharatiya Gyanpeeth, Delhi, 1989
- Acharya Mahaprajna. New Dimensions in Jain Logic, Jain Vishva Bharati, Ladnun, 1984
- Nyaya-Dipika of Abhinava Dharmabhusana Yati, (Part I: Chapter 1, 2), Pratibha Prakashan, Delhi, 2001
- Pariksha Mukh of Acharya Manikyanandi, Prachaya Sraman Bharati, Mujaffar Nagar
- Jain, Dharam chand, "Baudh Praman Mimamsa ki Jain Dristi Se Samiksha, Parshvanath Vidyapeeth, Varanasi, 1995

New Syllabus after CBCS

ESSENTIAL READING

- Y. Masih, A Critical History of Western Philosophy, MLBD, Delhi 2010
  या. मसीह, पाश्चात्य दर्शन का समीक्षात्मक इतिहास, MLBD, Delhi, 1994

REFERENCE BOOKS

- Bertrand Russell, **A History of Western Philosophy**, Simon & Schuster, New York, 1972
- Badrinath Singh, **Pascatiya Darshan,** Students Friends & Co., Varanasi, 1992
- Chandradhar Sharma, **Pascatiya Darshan**, Motilal Banaras Das, Delhi
- Shobha Bharat, **Pascatiya Darshan**, University Book House, Jaipur.

Old Syllabus

New Syllabus after CBCS

Semester – III Core Open Elective

Course Code – JCRP-15

INTRODUCTION TO JAINISM

Marks 100 **Credit-4**

Unit I: Jain History

1. Antiquity of Jainism (*Risabha and Mahavira*)
2. Time cycle
3. Jain religious Schools, Orders, and Sects
4. Jain Festival
5. Jain Literature

Unit II: Jain Metaphysics

6. Concept of Reality
7. Cosmology: Jain Perspective
8. The Nine Truths of Classical Jainism
9. Jain life style
10. Salvation and way of it

Unit III: Jain Principal

11. Non-violence
12. Non-possession
13. Non-absolutism

Unit IV: Jain Principal

14. Syadvada
15. Karmavada
16. Jain Meditation

Reference Books

- Acharya Mahaprajna. Jaina Darsana: Manana Aura Mimamsa, Adarsh Sahitya Sangh, Churu,
- Jain Dharma, By Pt. Kailash Chand Jain
- Jain Darshan, By Pt. Kailash Chand Jain
- Shastri Nemichandra, Tirthankara Mahaveer aura Unki Acharya Parampara, Vol.-I., Prachya Shramana Bharati, Mujaffar Nagar, U.P.
- Jain itihas aura sanskriti,By Dr Samani Riju Prajna, JVBU, Ladnun
- Jain Tattva mimansa aura Achara Mimansa, By Dr Samani Riju Prajna, JVBU, Ladnun

Old Syllabus

Semester – IV

Course Code – JCRP-13

Comparative Religion

Marks 100

Unit I- Elements of Religion

- Meaning of Religion
- Difficulty in the study of comparative Religion
- Religion As '*Mana*'

Unit II - Practical Aspect of Religion- I

- Primitive Man and his Religion
- Life, Death and Destiny in Early Faith and Culture

Unit III- **Practical Aspect of Religion- II**

- Nonviolent Culture
- Vegetation culture and fertility

Unit IV- Myth Tradition

- Myths and its role in life
- Myths of Death and rebirth
- Myths of magic

ESSENTIAL READING

- Eliade, Mircea. Patterns in Comparative Religion. tr. by Rosemary Sheed. Lincoln and London: University of Nebraska Press, 1996. (page-1-33)

Reference books

- Tiwari, Kaidar Nath. Comparative Religion. Delhi: Motilal Banarasidass Publishers, 1983.
- Eric. J. Sharpe, Comparative Religion: A History, London : Gernald Duckworth and Company, 2nd edn. 1986.
- Magic, Science and Religion (page-1-99)

New Syllabus after CBCS

Semester – IV Core Paper

Course Code – JCRP-16 &17

Dissertation

Marks 100 Credit-04

[Theory 50+Viva voce 50]

- Dissertation should be based on Syllabus.
- Dissertation should be according to the Research Methodology
- Dissertation should carry at least 80 to 100 typed pages
- Dissertation should be submitted in two copies.

Old Syllabus

Semester – IV

Course Code – JCRP-14

Indian Philosophy

Marks 100

Paper IV

Unit I- Saddarshan Samucchaya

- Introduction to Indian Philosophy
- Buddhist Philosophy (First Adhikar)

Unit II- Saddarshan Samucchaya

- Nyaya Philosophy (Second Adhikar)
- Sankhya Philosophy (Third Adhikar)

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- Vaisheshika Philosophy (Fifth Adhikar)
- Mimansa Philosophy (Sixth Adhikar)
- Charvak Philosophy (Sixth Adhikar)

ESSENTIAL READING

- Shaddarshan Samucchaya, Haribhadra Suri, Bhartiya Gyan Peeth Prakashan, Delhi, 1997

New Syllabus after CBCS

Semester – IV Core Paper

Course Code – JCRP-18

Classics of Jain Philosophy - Saman Suttam

Marks 100 **Credit-4**

Unit I- Source of Illumination (Verse 1-191)

- Precepts on the Auspicious
- Precepts on the Transmigratory Cycles
- Precepts on the Religion
- Precepts on the Vigilance

Unit II- Path of Liberation (Verse 192-587)

- Precepts on the Path of Liberation
- Precepts on Spiritual Realization
- Precepts on Obligatory Duties
- Precepts on Spiritual Progress

Unit III- Path of Liberation (Verse 192-587)

- Precepts on Fundamental
- Precepts on Substance
- Precepts on Universe

Unit IV- Theory of Relativity (Verse 660-756)

- Precepts on Non-absolutism
- Precepts on Valid Knowledge
- Precepts on View point
- Precepts on Installation

ESSENTIAL READING

- Saman Suttam of Sri Jinendra Varni ed. By Prof Sagarmal Jain, Pub. By Bhagwan Mahavir Memorial Samiti, New Delhi. 1999

Old Syllabus

Semester – IV

Course Code – JCRP-15

Western Philosophy

Marks 100

Unite -I Introduction to Western Philosophy

- Definition of Philosophy and Divisions of Western Philosophy
- Greek Philosophy (Pre-Socratic) (Brief introduction) Thales, Anaximander, Anaximenes Pythagoras, Heraclitus, Empedocles, Anaxagoras

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- **Socrates :** The Method of Socrates & his Epistemology
- **Aristotle :** The Theory of Casualty & its four kinds, the Concept of Substance & Form

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Immanuel Kant

- Copernican Revolution
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  या. मसीह, पाश्चात्य दर्शन का समीक्षात्मक इतिहास, MLBD, Delhi, 1994

New Syllabus after CBCS

Semester – IV Core Elective Paper-I

Course Code – JCRP-19

Manuscriptology

Marks 100 **Credit-4**

Unit I-Ancient Document of a Country:

- Manuscripts, Inscriptions, coins, Plates, Plaques, Tablets and other varieties.
- Definition of a Manuscript audits comparison with other documents.
- Importance of Manuscripts.

Unit II- Description of Manuscripts:

- Physical description of MSS, such as birch-bank (Bhinja plats), palm leaves (Tadapatra), country - made paper (Kagaj), cotton cloths (Pata, patika, karpaskapata), Bricks, Wooden bond (Phalaka), Skin (Pusta), Metals (Gold, Silver, Copper), Stones.
- Identification of scripts and languages.
- Brahmi Script
- Writing material: Lekhana (Styles), ink, pen and tools.
- Writer or scribe-qualifications or qualities of the writer scribal errors or mistakes.
- Beginning end, colophon, post-colophon, date, size extent, c plate/incomplete, marginal notes (scholia)

Unit III- History of the Study of the Manuscripts.

- Beginning of the MSS collection with particular reference to India.
- Institutions which started collection MSS.
- Institutions which started publishing ancients text based on MSS : the Asiatic Society, Agamodaya Samiti, Nirnaya Sagar Press, Handbook of Oriental Series and many others.

Unit IV-Ancient Document of a Country :

- Collection of MSS, selection of reading noting of variants emendations,
- Different edited text as examples : (A) three reconsisons of the Ramayans-Northern, Southern and western. (B) Critical edition of the Mahabharat. (C) Critical edition of the Puranas (D) Three reconsions of the Sakuntala - Northern, Southern and Bengal € Stenkonow - Karpuramanjari (F) Pancatantra problem: F Edgeton - Pancatantra reconstructer, Hertel Pancatantra.

नोटः विभाग द्वारा प्रत्येक वर्षो में पृथक-पृथक पाण्डुलिपि का चयन पाठ्यक्रम के रूप में किया जायेगा। जिसमें से कुल 35 गााथओं के अंश को पाठ्यक्रम में सम्मिलित किया जायेगा।

Old Syllabus

Semester – IV

Course Code – JCRP-16

Dissertation

Marks 100

[Theory 50+Viva voce 50]

- Dissertation should be based on Syllabus.
- Dissertation should be according to the Research Methodology
- Dissertation should carry at least 80 to 100 typed pages
- Dissertation should be submitted in two copies.

New Syllabus after CBCS

Semester – IV Core Elective Paper-II

Course Code – JCRP-19

Research Methodology

Marks 100 **Credit-4**

Unit I- Introduction of Research

- Nature of Social Research
- Descriptive Research
- Data Collection
- Research Problem
- Hypotheses
- Variable and their Control

Unit II- Types of Research

- Psychological Research
- Experimental Research
- Historical Research
- Methodological Research
- Action Research
- Field Research

Unit III- Method of Research

- Scientific Method
- Observation Method
- Interview Method
- Questionnaire
- Case study

Unit IV- Method of Research

- Sampling
- Data collection
- Data analysis
- Conclusion
- Bibliography
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1. Basotia, G. R., and K.K. Sharma, Research Methodology, 2002, Mangaldeep Publication, Jaipur.
2. Shrivastava, D.N. Anusandhan Vidhiyan, Sahitya Prakashan, Agra.
3. MLA, Research Methodology

REFERENCE BOOKS

- Iina O ligari, Research Project Karne k liye Avasyaka Marga Darshan, Sage Bhasha, London, 2017
- D.R. Bhandari, Anusandhan Padhati ki vivecana, Rajsthani Grantagar, Jodhpur, 1992
- Viney Mohan Sharma, Shodh Pravidhi, National Publishing House, 1973
- J.K. Nayak & Priyanka Singh, Fundamentals of Research Methodology Problems & prospects, SSDN Publishers & Distributers, New Delhi, 2017

New Syllabus after CBCS

Semester – IV Core Open Elective Paper

Course Code – JCRP-20

Science and Spirituality in Jainism

Marks 100 **Credit-4**

Unit-I Concept of matter in Jainism and Science

- Introduction to matter
- Characteristics of matter
- Theory of atoms
- Matter and Energy

Unit-II Jain Biology

- Characteristic of Life
- Classification of living beings

Unit-III Jain Biology

- Jain Botany
- Biologist vis a vis Scriptures

Unit IV- **Scientific Interpretations of Jain doctrines**

- Jain cosmology (scientific interpretations)
- Time and Space in Jainism & Science
- Concept of Direction

ESSENTIAL READING

1. N.L. Jain, Scientific Contents of Jain Canons
2. Muni Mahendrakumara, Jain Biology, Ladnun, Rajasthan, India: Jain Vishva Bharati University, 2008.

Reference Books

1. Zaveri, J.S. & Muni Mahendra Kumar. Microcosmology: Atom in Jain Philosophy and Modern Science, Ladnun: Jain Vishva Bharati Institute. IInd revised edn. 1991.
2. Sikdar, J.C. Concept of Matter in Jain Philosophy. Varanasi: PVRI. 1987.
3. M. R. Gelra, Science and Jainism, Ladnun: Jain Vishva Bharati Institute, 2007.

संस्कृत एवं प्राकृत विभाग
जैन विश्वभारती संस्थान, लाडनूं (राजस्थान)
पाठ्यक्रम समिति : 03 फरवरी, 2015

बैठक–वृत्त

आज दिनांक 03.02.2015 को संस्कृत एवं प्राकृत विभाग के अन्तर्गत प्राकृत पाठ्यक्रम समिति की बैठक आयोजित की गई। इस बैठक में निम्नलिखित सदस्य उपस्थित थे–

1. प्रो. दामोदर शास्त्री – अध्यक्ष
2. प्रो. ऋषभ चन्द जैन 'फौजदार' – बाह्य विषय विशेषज्ञ (प्राकृत)
3. प्रो. विश्वनाथ मिश्रा – प्रोफेसर
4. प्रो. समणी कुसुम प्रज्ञा – प्रोफेसर
5. डॉ. समणी ऋजु प्रज्ञा – सह–आचार्य
6. डॉ. समणी संगीत प्रज्ञा – सह–आचार्य
7. डॉ. सत्यनारायण भारद्वाज – सहायक आचार्य
8. समणी भास्कर प्रज्ञा – सहायक आचार्य
9. डॉ. सुनीता इन्दौरिया – सहायक आचार्य

इस बैठक के अन्तर्गत बाह्य एवं स्थानीय विद्वानों के द्वारा प्राकृत–संस्कृत का पाठ्यक्रम जो कि समन्वित (Intigrated) रूप में था और Semester पद्धति से संचालित था, उस पाठ्यक्रम को पृथक्–पृथक् करते हुए CBCS पद्धति के अनुसार किया गया है। सभी के सुझावों के आधार पर निम्नलिखित निर्णय लिये गये, जो इस प्रकार हैं–

- सेमेस्टर प्रणाली में एक से चार सेमेस्टर में कुल 16 पत्र थे, जो CBCS Pattern में बढकर 20 हो गये।
- CBCS Pattern में प्रत्येक पत्र को 4 इकायों में बांटा गया।
- सेमेस्टर प्रणाली में लिखित परीक्षा 75 अंकों की तथा CIA 25 अंकों का था, जो CBCS Pattern में 70 तथा 30 अंकों का किया गया।
- CBCS Pattern में विद्यार्थियों को ऐच्छिक पत्र के चुनाव के लिये अधिक पत्र दिये गये।

सभी के अमूल्य सुझावों के साथ प्राकृत के एम.ए. पाठ्यक्रम को निम्नलिखित रूप में स्वीकृत किया गया–

Semester I		
Sr. No.	**Name of Course (Old Syllabus)**	**Name of Course (New Syllabus)**
1.	Veda	प्राकृत भाषा एवं साहित्य का इतिहास
2.	Jain Canon	प्राकृत व्याकरण, छन्द एवं अलंकार शास्त्र
3.	Sanskrit Grammar and Sanskrit	अर्द्धमागधी आगम साहित्य

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	Philology	
4.	Jain Philosophical Literature	शौरसेनी साहित्य
5.	-	प्राकृत आचारपरक साहित्य
6.	-	आगमिक व्याख्या साहित्य
7.	-	संस्कृत साहित्य
8.	-	मूल्यपरक शिक्षा
Semester II		
9.	Logic and Philosophical Literature	प्राकृत साहित्य–प्रथम भाग
10.	Prakrit Grammar and Prakrit Philology	नाटक और सट्टक साहित्य
11.	Sanskrit Kāvya Literature	आगमिक दार्शनिक साहित्य
12.	Prakrit Kāvya Literature	शौरसेनी साहित्य
13.	-	प्राकृत आचारपरक साहित्य
14.	-	आगमिक व्याख्या साहित्य
15.	-	संस्कृत साहित्य
16.	-	कम्प्यूटर अनुप्रयोग
Semester III		
17.	Ardhamāgadhī Philosophical Literature	प्राकृत अभिलेख
18.	Śaurasenī Philosophical Literature	अपभ्रंश साहित्य
19.	Prakrit Dramas	प्राकृत कथा एवं चम्पू साहित्य
20.	Alaṅkāra, Deśīnāmamālā and Prosody	प्राकृत दार्शनिक साहित्य
21.	-	शौरसेनी साहित्य
22.	-	प्राकृत आचारपरक साहित्य
23.	-	आगमिक व्याख्या साहित्य
24.	-	संस्कृत साहित्य
Semester IV		
25.	Inscription	प्राकृत साहित्य–भाग 2
26.	Buddhist (Pali) Literature	शोध–प्रविधि एवं पाण्डुलिपि विज्ञान

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27.	Apabhraṃśa Language and Literature	लघुशोध प्रबन्ध अथवा पालि साहित्य
28.	History of Prakrit Literature and Unseen Essays OR Dissertation	भक्ति एवं मुक्तक साहित्य
29.	-	शौरसेनी साहित्य
30.	-	प्राकृत आचारपरक साहित्य
31.	-	आगमिक व्याख्या साहित्य
32.	-	संस्कृत साहित्य

(प्रो. दामोदर शास्त्री)
विभागाध्यक्ष

प्रतिलिपि –

1. वरिष्ठ निजी सहायक, कुलपति
2. निजी सहायक, कुलसचिव

Scanned with CamScanner

Department of Prakrit and Sanskrit

Jain Vishva Bharati Institute, Ladnun

Syllabus (M.A. Prakrit)

(2014-15 & 2015-16)

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2.	Jain Canon	प्राकृत व्याकरण, छन्द एवं अलंकार शास्त्र	05
3.	Sanskrit Grammar and Sanskrit Philology	अर्द्धमागधी आगम साहित्य	06
4.	Jain Philosophical Literature	शौरसेनी साहित्य	08
5.	-	प्राकृत आचारपरक साहित्य	09
6.	-	आगमिक व्याख्या साहित्य	09
7.	-	संस्कृत साहित्य	10
8.	-	मूल्यपरक शिक्षा	11
Semester II			
9.	Logic and Philosophical Literature	प्राकृत साहित्य–प्रथम भाग	12
10.	Prakrit Grammar and Prakrit Philology	नाटक और सट्टक साहित्य	13
11.	Sanskrit Kāvya Literature	आगमिक दार्शनिक साहित्य	14

12.	Prakrit Kāvya Literature	शौरसेनी साहित्य	15
13.	-	प्राकृत आचारपरक साहित्य	15
14.	-	आगमिक व्याख्या साहित्य	16
15.	-	संस्कृत साहित्य	16
16.	-	कम्प्यूटर अनुप्रयोग	17
Semester III			
17.	Ardhamāgadhī Philosophical Literature	प्राकृत अभिलेख	20
18.	Śaurasenī Philosophical Literature	अपभ्रंश साहित्य	21
19.	Prakrit Dramas	प्राकृत कथा एवं चम्पू साहित्य	21
20.	Alaṅkāra, Deśīnāmamālā and Prosody	प्राकृत दार्शनिक साहित्य	22
21.	-	शौरसेनी साहित्य	22
22.	-	प्राकृत आचारपरक साहित्य	23
23.	-	आगमिक व्याख्या साहित्य	23
24.	-	संस्कृत साहित्य	24
Semester IV			
25.	Inscription	प्राकृत साहित्य–भाग 2	24
26.	Buddhist (Pali) Literature	शोध–प्रविधि एवं पाण्डुलिपि विज्ञान	25

27.	Apabhraṃśa Language and Literature	लघुशोध प्रबन्ध अथवा पालि साहित्य	26
28.	History of Prakrit Literature and Unseen Essays OR Dissertation	भक्ति एवं मुक्तक साहित्य	27
29.	-	शौरसेनी साहित्य	28
30.	-	प्राकृत आचारपरक साहित्य	28
31.	-	आगमिक व्याख्या साहित्य	29
32.	-	संस्कृत साहित्य	29

Department of Prakrit and Sanskrit

Jain Vishva Bharati Institute, Ladnun

Syllabus (M.A. Prakrit)

(2014-15 & 2015-16)

Semester I	
Old Syllabus - 2014-15 (Semester Pattern)	**New Syllabus - 2015-16 (CBCS Pattern)**
Paper I Veda CREDIT - 4 **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** 1. **Ṛgveda** **25** • Agnisūkta 1/1 • Rudrasūkta 2/33 • Viśvāmitra – Nandī saṃvāda 3/33 • Uṣas 4/51 • Aśvinau 7/71 • Varuṇa 7/86 • Akṣa (Kitava) 10/34 • Vāgāmbhṛṇī 10/125 • Nāsadīyasūkta 10/129 • Indrasūkta (entire) **2. Yajurveda** **30** • Vājasaneyī Saṃhitā : Ā Brāhmaṇ…….. 22/22 • Vājasaneyī Saṃhitā, Rudrādhyāya 16/1-14	**अनिवार्य पत्र (CORE PAPER)** **PAPER CODE - PKT 101** **प्रथम पत्र : प्राकृत भाषा एवं साहित्य का इतिहास** **क्रेडिट–4** पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA) **इकाई–1:** प्राकृत भाषा की उत्पत्ति, प्राकृत बोली एवं भाषा के रूप में **इकाई–2:** प्राकृतों के प्रकार, संस्कृत एवं प्राकृत में सम्बन्ध **इकाई–3:** आगम साहित्य का इतिहास, प्राकृत व्याकरण साहित्य का इतिहास **इकाई–4:** प्राकृत महाकाव्यों का इतिहास, प्राकृत कथा साहित्य का इतिहास

• Taittirīya Saṃhitā : Adhyāya 31, sūtra 10 - 22 • Śatarudrīya 5/1-14 • Śivasaṃkalpasūtra – 34/1-6 (Śatarudrīya -1/5-10) **3. Atharvaveda** **20** • Sāmanasyasūtra 3/30 • Bhūmisūkta 12/1 **Books Recommended for Texts and General Studies** 1. Vaidika Sūktasaṃgraha. Ed by Prabhamadhuri and Dulichand, Mahalaxmi Prakashan, Agra 2. Ṛgbhāṣya saṃgraha.Ed by Devraj Chanana 3. Ṛgvedabhāṣya. Swami Dayananda 4. Ṛksūkta saṃgraha. Haridatta Shastri and Krishnakumar, Sahitya Bhandar, Meerut. 5. Vedic Reader. Macdonnel 6. New Vedic selections. Tailang and Chaube 7. Yajurveda. Jagadishlal Shastri 8. Atharvaveda with Sāyaṇa bhāṣya. 9. Rudrāṣṭādhyāyī with Sāyaṇabhāṣya. 10. Vaidika Saṃgraha. Krishnalal, Eastern Book Linkers, Delhi 11. Veda Sañcayanam. Yadunandan Mishra Vaidika svarabodha. Brijbihari Chaube	
Paper II Jain Canon CREDIT – 4 **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** **1. Ācārāṅgasūtra –** Ch 1 and 9 **30** **2. Nāyādhammakahāo –** Ch 5 **15** **3. Ṣaṭkhaṇḍāgama –** Jīvasthāna, Satprarūpaṇā, **30**	**अनिवार्य पत्र (CORE PAPER)** **PAPER CODE - PKT 102** **द्वितीय पत्र : प्राकृत व्याकरण, छन्द एवं अलंकार शास्त्र** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** प्राकृत हेमशब्दानुशासनम्– प्रथम एवं द्वितीय पाद

part-1, Vol.-1, Book-1, Sūtra 1-46 **Books Recommended for Texts and General Studies** 1. Aṅgasuttāṇi, part – 1. Jain Vishwa Bharati, Ladnun, 1974 2. Ācārāṅga Bhāṣya. Bhāṣyakāra Ācārya Mahāprajña, Tr. Muni Dulharāj, Jain Vishva Bharati University, Ladnun, 1994. 3. The Ācārāṅgasūtra : The first śrutaskandha. Ed W.Schubring, Leipzig 4. The Ācārāṅgasūtra: The whole text with the commentaries of Śīlāṅkasūri, Jinahaṃsa and Pārśvacandra & Bhadrabāhu's Niryukti, published by Ray Dhanapat Singh Bahadur, Calcutta 5. Jainasūtras:Part I: (The Ācārāṅgasūtra).Tr into English by H.Jacobi, SBE (Vol.22) 6. The Doctrines of the Jainas: (Die lehre der Jainas Berlin,1935),W. Schubring, MLBD, Delhi. 7. Ṣaṭkhaṇḍāgama of Puṣpadanta-Bhūtavalī with the Dhavalā commentary of Vīrasenacārya,Part I, Vol.I (Sat prarūpaṇā). Ed Hiralal Jain, Jaina Saṃskṛti Saṃrakṣaka Saṅgha, Solapur, 2000. 8. Shastri, Balchand. Ṣaṭkhṇḍāgama parīśīlana, Bhāratīya Jñānapīṭha, New Delhi, 1987. 9. Shastri, Jagadish Chandra. Prākṭta Sāhitya kā Ītihāsa, Chaukhamba Vidya Bhawan, Varanasi,1961. 10. Shastri, Nemichandra. Prākṛta Bhāṣā evaṃ Sāhitya kā Ālocanātmaka Ītihāsa, Tara Prakashan, Varanasi, 1965. 11. Malvania, Dalsukh. Āgam Yug kā Jain Darśan, Agra 12. Jaina Sāhitya kā Bṛhad Itihāsa (Vol.3). Parshwanatha Vidyashrama Shodh Sansthan, Varanasi	**इकाई–2:** प्राकृत हेमशब्दानुशासनम्– तृतीय एवं चतुर्थ पाद **इकाई–3:** प्राकृत पेंगलम–गाहा, विग्गाहा, दोहा, रोला, चौबोला, रड्डा, छप्पईया, घत्ता, चौपईया, पज्झातिका **इकाई–4:** अलंकारदप्पण–सम्पूर्ण
Paper III **Sanskrit Grammar and Sanskrit Philology** **CREDIT - 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** **Sanskrit Grammar 35**	**अनिवार्य पत्र (CORE PAPER)** **PAPER CODE - PKT 103** **तृतीय पत्र : अर्द्धमागधी आगम साहित्य** **क्रेडिट–4**

- Siddhānta Kaumudī – From beginning to Visarga sandhi prakaraṇa
- Siddhānta Kaumudī – Kāraka prakaraṇa

Sanskrit Philology **40**

Books Recommended for Texts and General Studies

- The Background of Sanskrit – Sanskrit as a member of the Indo-European family of Languages, Type of Sanskrit language, Location of Sanskrit, Sanskrit vs Indo-Aryan and its division.
- Pre-history of Sanskrit – What is Indo-European? Type of IE, Different names of IE, Classification of Indo-European.
- History of Old Indo Aryan (Sanskrit) – Origin and Development of Old Indo- Aryan [IE and IIr origin, Different stages of OIA, OIA and spoken Sanskrit, Influence of Prakrit].
- Phonology – Sound system [Vowels, Consonants, and Conjuncts].
- Morphology – Declension of Nouns [Number, Gender, Cases, Case-terminations] Adjective [Comparative degree, Superlative degree, Double Superlative, Numerals – Cardinals and Ordinals, Multiplicatives, Collective, Numeral adverbs, Distributive] Verb [Finite – Primary Conjugation – Present stem-system, Perfect stem-system, Aorist stem-system, Future stem-system, Formation of the Moods, Secondary Conjugation, Non-Finite] Indeclinables [Adverb, Preposition, Conjunction, Interjection].
- A Hand Book of Sanskrit Philology: S.R. Banerjee, Sanskrit Book Depot, Calcutta, 1987.
- Bhāṣā vijñāna – Bholanath Tiwari, Kitab Mahal, Allahabad, 1977.
- Bhāṣā vijñāna – Kapil Dev
- Sāmānya bhāṣāvijñāna – Baburam Saxena
- Saṃskṛta kā bhāṣāvijñāna – Rajkishor Sinha
- Siddhānta kaumudī – Gopal Dutt Pandeya
- Siddhānta kaumudī – Arkanath Choudari

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1: आचारांग–प्रथम श्रुतस्कन्ध : अध्याय 1

इकाई–2: आचारांग–प्रथम श्रुतस्कन्ध : अध्याय 9

इकाई–3: उत्तरज्झयणाणि–अध्याय 1 और 9

इकाई–4: दशवेआलियं–अध्याय 1–3

संदर्भ ग्रन्थ

- उत्तराध्ययनसूत्र, हिन्दी अनुवादक : आचार्यश्री सुभद्र मुनि, मुनि मायाराम, सम्बोधि प्रकाशन, पीतमपुरा, दिल्ली–110034
- श्रीदशवैकालिकसूत्र (बालोपयोगी संस्करण), सम्पादक : आचार्यश्री सुभद्र मुनि, प्रकाशक–मुनि मायाराम सम्बोधि प्रकाशन, पीतमपुरा, दिल्ली–110034

Paper IV
Jain Philosophical Literature

CREDIT – 4

Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)

- Nandīsūtra - Prakaraṇa 2,3,4 **25**
- Tattvārthasūtra – Ch. 1,2,5 **25**
- Dravyasaṃgraha – Entire **25**

Books Recommended for Texts and General Studies

1. Tattvārthasūtra, Phoolchand Shastri, Ganeshvarni Digambar Jain Shodh Sansthan, Varanasi, 2nd edition, 1991.
2. Tattvārthasūtra, Sukhlal Sanghvi, Krishnachandra Shastri, Dalsukh Malvania, Mohanlal Deepchand Choksi, Mumbai, 1996.
3. Tattvārthasūtra (Umāsvāti), Vivecaka Upadhyayshri Kewalmuni, ed. Shrichand Surana, Shri Jain Diwakar, Sahityapeeth, Indore,1987.
4. Nandisūtra, Ācārya Tulsī and Ācārya Mahāprajña, Jain Vishva Bharati, Ladnun, 1997.
5. Nandisūtra, Muni Paraskumar, Akhila Bhāratavarṣīya sādhumārgī Jaina saṅgha, Sailana, 1996.
6. Dravyasaṃgraha: Text edited with the commentary, Introduction, English translation and notes by S.C. Ghosal, Arrah, 1917 (SBJ. No.1).
7. Studies in Jain Philosophy, Nathmal Tatia, PVRI, Varanasi.
8. Studies of Jainism, T.G. Kalghatgi, Jaipur, 1983.
9. Sarvārthasiddhi of Pūjyapāda, Edited and translated by Phoolchand Siddhantashastri, Bharatiya Jnanapith, 1971.

ऐच्छिक पत्र (ELECTIVE PAPER)

PAPER CODE - PKT 104

समूह–अ

चतुर्थ पत्र : शौरसेनी साहित्य

क्रेडिट–4

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1: समयसार– जीवाजीव अधिकार, गाथा 1–34

इकाई–2: समयसार– जीवाजीव अधिकार, गाथा 35–68

इकाई–3: पंचास्तिकाय–गाथा 1–26

इकाई–4: पंचास्तिकाय–गाथा 27–52

	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - PKT 104** **समूह–ब** **चतुर्थ पत्र : प्राकृत आचारपरक साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** मूलाचार–गाथा 502–550 **इकाई–2:** मूलाचार–गाथा 551–600 **इकाई–3:** मूलाचार–गाथा 601–650 **इकाई–4:** मूलाचार–गाथा 651–692
	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - PKT 104** **समूह–स** **चतुर्थ पत्र : आगमिक व्याख्या साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** निर्युक्ति व्याख्या साहित्य का इतिहास

	इकाई–2: भाष्य व्याख्या साहित्य का इतिहास **इकाई–3:** चूर्णि व्याख्या साहित्य का इतिहास **इकाई–4:** टीका या वृत्ति और टब्बा व्याख्या साहित्य का इतिहास
	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - PKT 104** **समूह–द** **चतुर्थ पत्र : संस्कृत साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** संस्कृत साहित्य का उद्‌भव व विकास, आदिकाव्य रामायण, महाभारत, पुराणसाहित्य **इकाई–2:** संस्कृत महाकाव्य, महान् कवि , संस्कृत नाटक, विख्यात नाटककार **इकाई–3:** संस्कृत गद्य साहित्य, गीतिकाव्य **इकाई–4:** संस्कृत कथा साहित्य, चम्पूकाव्य

आधारभूत कोर्स (FOUNDATION COURSE)

PAPER CODE - JVB 105

पंचम पत्र : मूल्यपरक शिक्षा

क्रेडिट–4

Paper V
Value Education

Marks 70+30

Objectives

1. To understand the need of value oriented education.
2. To understand the process of contemplation for value development.

Unit-I Value Education

Education- meaning, definitions, objectives and curriculum formation.

Problems of modern education.

Values- meaning, definitions, different views and classifications of values.

Need of value education.

Unit-II Value Education and Science of Living

Moral values development through contemplation: honesty, self-discipline and non- violence.

Mental values development through contemplation: mental balance, will power and patience.

Emotional and spiritual values development through contemplation: tolerance, fearlessness and modesty.

Unit-III Cardinal Principles and Virtues of Life

	Concept of Nonviolence Concept & Non possession Ten Virtues **Unit-IV** **Spiritual Way of Living** Jain way of life Code of Conduct of House Holder Ascetic Code of Conduct Jain Path of Libration **Reference Books** 1. समाज शास्त्र - आर. एन. मुखर्जी, वी. अग्रवाल एवं नीना मल्होत्रा, विवेक प्रकाशन, दिल्ली, १९८८। 2. संस्कृति की रूपरेखा - डॉ. हरद्वारीलाल शर्मा, मानसी प्रकाशन, ३२ कैलाशपुरी, मेरठ, १९८५। 3. अमूर्त चिन्तन - आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं, २००१। 4. जैनदर्शन मनन और मीमांसा, आचार्य महापज्ञ, आदर्श साहित्य संघ चूरू। 5. Teaching Methods for Yoga Practices: Dr M.L. Gharote and Dr S.K. Ganguly, Kaivalyadham Samiti, Lanavla, 2001. 6. Value Education: Theory and Practice, Dr. N. L. Gupta, Krishna Brothers, Ajmer, 1986.
Semester - II	
Paper V **Logic and Philosophical Literature** **CREDIT -4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)**	अनिवार्य पत्र **(CORE PAPER)** **PAPER CODE - PKT 201** षष्ठ पत्र : प्राकृत साहित्य–प्रथम भाग क्रेडिट–4

• Tarkasaṃgraha – Pratyakṣa (with Dīpikā) **35** • Brahmasūtra – Ch. I (sūtra – 1-4 with Śāṃkarabhāṣya) **20** • Yogasūtra of Patañjali - Chapter I, Samādhipāda, sūtra 1-51 **20** **Books Recommended for Texts and General Studies**	**पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** सेतुबन्ध– प्रथम आश्वास (प्रवरसेनविरचित) **इकाई–2:** कंसवहो–प्रथम सर्ग (रामपाणीवाद रचित) **इकाई–3:** कंसवहो–द्वितीय सर्ग (रामपाणीवाद रचित) **इकाई–4:** वज्जालग्गम्–सज्जणवज्जा (सज्जन पद्धति)
Paper VI **Prakrit Grammar and Prakrit Philology** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** **Prakrit Grammar** **35** • Siddha-Hema-Śabdānuśāsanam – Ch. VIII, Pāda – 1-2 **Prakrit Philology** **40** • **Introduction** - Prakrit – Its etymology and different meanings; Origin of Prakrit from Indo-European to Vedic through Indo Iranian; Development of Prakrit – Its historical formation; A Comparison between Vedic, Prakrit, Pali and Aśokan Inscription; Periods of Prakrit; Dialects and Sub-dialects of Prakrit; Documents of Prakrit; Classification of Prakrit; Characteristic features of Prakrit including dialects and sub-dialects; History of Prakrit	**अनिवार्य पत्र (CORE PAPER)** **PAPER CODE - PKT 202** **सप्तम पत्र : नाटक और सट्टक साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** मृच्छकटिकम्–अंक 1–5 **इकाई–2:** मृच्छकटिकम्–अंक 6–10 **इकाई–3:** कर्पूरमंजरी–अंक 1–2 **इकाई–4:** कर्पूरमंजरी–अंक 3–4

Philology; Contribution of Prakrit to New-Indo Aryan with special reference to Rajasthani. • **Phonology** - The Sound system of Prakrit; Development of Sanskrit sounds in Prakrit and sources of Prakrit sounds; Nature of Quality and Quantity of Prakrit; Influence of Accent on Prakrit; Treatment of Anusvāra, Anunāsika and Visarga in Prakrit; Sandhi; Phonological behavior of sounds, such as, Assimilation, Dissimilation, Metathesis etc. • **Morphology** – Origin of Prakrit Case-termination; Different declensional form, such as, a, ā, i, u etc.; Origin of pronominal declension; Adjectives, Verbal system – Root, Person, Number, Voice, Augment, Reduplication, Tense, Stem-system, Personal-terminations; Conjugation; Adverb; Preposition; Conjunction; Interjection. **Books Recommended for Texts and General Studies**	
Paper VII **Sanskrit Kāvya Literature** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** • Dūtakāvya – Meghadūta (I Part) **20** • Kādambarī – Kathāmukha **30** • Sanskrit Gadyamritam **25** **Books Recommended for Texts and General Studies**	**अनिवार्य पत्र (CORE PAPER)** **PAPER CODE - PKT 203** **अष्टम पत्र : आगमिक दार्शनिक साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** उत्तराध्ययनसूत्र–अध्याय 28 **इकाई–2:** सूत्रकृतांग–प्रथम श्रुतस्कन्ध : अध्याय 1 **इकाई–3:** राजप्रश्नीयसूत्र–सूत्र 723–743 **इकाई–4:** राजप्रश्नीयसूत्र–सूत्र 744–764

Paper VIII **Prakrit Kāvya Literature** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** • Setubandha – First Canto **30** • Kuvalayamālā – Paragraph 1-12 **20** • Vajjālaggam - (soyāra, gāhā, kava, sajjana, dujjana, mitta)Total verses 1-72 **25** **Books Recommended for Texts and General Studies**	**ऐच्छिक पत्र (ELECTIVE PAPER)** **PAPER CODE - PKT 204** समूह–अ नवम पत्र : शौरसेनी साहित्य क्रेडिट–4 पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA) **इकाई–1:** बृहदद्रव्यसंग्रह– गाथा 1–33 **इकाई–2:** बृहदद्रव्यसंग्रह– गाथा 34–58 **इकाई–3:** प्रवचनसार– ज्ञानाधिकार, गाथा 1–68 **इकाई–4:** प्रवचनसार– ज्ञानाधिकार, गाथा 69–92
	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - PKT 204** समूह–ब नवम पत्र : प्राकृत आचारपरक साहित्य क्रेडिट–4 पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA) **इकाई–1:** नियमसार– अधिकार 1–6 **इकाई–2:** नियमसार– अधिकार 7–12

	इकाई–3: प्रश्नव्याकरण–अध्याय 5–8 **इकाई–4:** प्रश्नव्याकरण–अध्याय 9–10
	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - PKT 204** **समूह–स** **नवम पत्र : आगमिक व्याख्या साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** आवश्यक निर्युक्ति– गाथा 1–65 **इकाई–2:** आवश्यक निर्युक्ति– गाथा 66–112 **इकाई–3:** आवश्यक निर्युक्ति– गाथा 113–136 **इकाई–4:** आवश्यक निर्युक्ति– गाथा 137–180
	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - PKT 204** **समूह–द** **नवम पत्र : संस्कृत साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** लघुसिद्धान्तकौमुदी (वरदराज–कृत), संज्ञा एवं सन्धि प्रकरण **इकाई–2:** विभक्त्यर्थ प्रकरण, स्त्रीप्रत्यय प्रकरण **इकाई–3:** तद्धित प्रकरण **इकाई–4:** कृदन्त प्रकरण

आधारभूत कोर्स (FOUNDATION COURSE)

PAPER CODE - JVB 201

दशम पत्र : कम्प्यूटर अनुप्रयोग

क्रेडिट–4

Informational Technology and Computer Application

Marks 100 [CIA- 70+ 30 CIA] Credit-4

The main objectives of this course are;

- It will expose the students to the fundamentals of the IT.
- Students will be having the introductory knowledge of the MS-Windows
- Practically students will be able to use MS-PowerPoint, MS-Word, MS-Excel and create their own blog.

Course Contents (Term End Theory Exam):

Unit I: Introduction to Computers and Windows

- Application of Computers
- Block Diagram of Computer
- Input and Output devices
- Types of software
- Introduction to Operating system: Windows
- Functions of operating system
- How you can Fast your Computer or Maintenance of computer

	Unit II: Concept of MS Word and MS Excel and its application • MS Word Window Layout • Creating and Formatting Documents • Editing Documents • Working with Tables. • Mail Merge, Macro Recording, Thesaurus, Printing Document (How to Use Page-Setup Before Printing) • Introduction to Excel and its Applications • Concept of workbook and worksheet • Layout of Worksheets • Use of basic formula and functions • Sorting, Filtering and charts • Report Generation (Pivot Table) • Security or Protecting Worksheets **Unit III: Introduction & Application of MS-PowerPoint** • PowerPoint Slide Creation • Slide Layout • Views • Adding content to slide- Text, Graphics, Sound, Video • Applying Slide Transition • Custom Animation • Slide Show

	• Working With Image or ClipArt (how you edit clipart image) **Unit IV: Internet** • Introduction to internet • ISP (Internet Services Providers) • About Modem, Type of Internet Connection • Web browser – its functions • Concept of search engine, What is surfing • SoCIAl Networking site/How to pay online bill/How to book tickets online/How to use Paytm • Website and its types • Searching, downloading and uploading • Basic concepts of sending and receiving E-mail • Blog uses and creation of blog • How to Create Simple web page (or Personal web page) **Course Contents (Practical) :** • Creating document in MS-Word like Advertisement, Letter, Tables, Charts etc. • Creation of Simple Worksheet like Mark sheet, Pay slip using MS-Excel. • Creation of Power Point Presentation on various themes. **Outcome:** • Students will apply the knowledge of IT practically in their day-to-day life. • Students will be able to create well-formatted documents, attractive

	presentations and calculation part through excel. • Students will be able to create their own blog. **Reference Books/Website** 1. http://www.tutorialspoint.com/computer_fundamentals/index.htm 2. http://www.gcflearnfree.org/office 3. Fundamentals of computers (English) Ist Edition by Reema Thareja, Oxford University Press, 2014 4. Introduction to Computer by Peter Norton, Tata Mc Graw hill 5. Introduction to Computer by Gary B Shelly
Semester - III	
Paper IX **Ardhamāgadhī Philosophical Literature** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** • Praśnavyākaraṇa – Ch. 6,9,10 **25** • Sūtrakṛtāṅga – Śrutaskandha I, Ch. I **25** • Rājapraśnīya (Sūtra 723 - 764) **25** **Books Recommended for Texts and General Studies**	**अनिवार्य पत्र (CORE PAPER)** **PAPER CODE - PKT 301** **एकादश पत्र : प्राकृत अभिलेख** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** ब्राह्मी एवं खरोष्ठी लिपि और उसका विकास, प्राचीन कालदर्शक विधियों का सामान्य परिचय **इकाई–2:** प्राकृत अभिलेखों का सामान्य अध्ययन, अशोक के अभिलेख–पंचम शिलालेख : गिरनार, शहबाजगढ़ी, धौली **इकाई–3:** अशोक के अभिलेख–सप्तम स्तम्भलेख **इकाई–4:** हाथीगुम्फा अभिलेख

Paper X **Śaurasenī Philosophical Literature** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** • Pravacanasāra – Jñānādhikāra **25** • Pañcāstikāya – Verses – 1-52 **25** • Bhagavatī Ārādhanā – Verses 1-75 **25** **Books Recommended for Texts and General Studies**	**अनिवार्य पत्र (CORE PAPER)** **PAPER CODE - PKT 302** **द्वादश पत्र : अपभ्रंश साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** णायकुमारचरिउ– संधि 1, 2 **इकाई–2:** णायकुमारचरिउ– संधि 3 **इकाई–3:** पउमचरिउ– संधि 21 **इकाई–4:** पउमचरिउ– संधि 22
Paper XI **Prakrit Dramas** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** • Mṛcchakaṭikam (Only Prakrit portion) **45** • Karpūramañjarī **30** **Books Recommended for Texts and General Studies**	**अनिवार्य पत्र (CORE PAPER)** **PAPER CODE - PKT 303** **त्रयोदश पत्र : प्राकृत कथा एवं चम्पू साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** समराइच्चकहा– प्रथम भव **इकाई–2:** समराइच्चकहा– द्वितीय भव **इकाई–3:** कुवलयमालाकहा– गद्यांश 1–6 **इकाई–4:** कुवलयमालाकहा– गद्यांश 7–12

Paper XII **Alaṅkāra, Deśīnāmamālā and Prosody** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** • **Alaṃkāradappaṇa** (upamā, rūpaka, anuprāsa, atiśaya, virodha, saṃśaya, vibhāvanā, anumāna, utprekṣā, nidarśanā, yamaka, vyatireka) **25** • **Deśīnāmamālā** – Ch. I (Deśī verses only) **30** • **Prākṛtapaiṅgalam** (Following metres) **20** gāhā, viggāhā, dohā, rolā, caübolā, raḍḍā, caüpaïyā, ghattā, chappaya, pajjhaṭikā **Books Recommended for Texts and General Studies**	**अनिवार्य पत्र (CORE PAPER)** **PAPER CODE - PKT 304** **चतुर्दश पत्र : प्राकृत दार्शनिक साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** सावयपण्णत्ति (आ. हरिभद्ररचित), गाथा 1–105 **इकाई–2:** सावयपण्णत्ति (आ. हरिभद्ररचित), गाथा 106–208 **इकाई–3:** सावयपण्णत्ति (आ. हरिभद्ररचित), गाथा 209–311 **इकाई–4:** सावयपण्णत्ति (आ. हरिभद्ररचित), गाथा 312–401
	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - PKT 305** **समूह–अ** **पंचदश पत्र : शौरसेनी साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** षट्खण्डागम–जीवस्थान–सत्प्ररूपणाद्वार, धवला टीका सहित, प्रथम सूत्र **इकाई–2:** षट्खण्डागम–जीवस्थान–सत्प्ररूपणाद्वार, धवला टीका सहित, सूत्र सं. 2 से 23 तक **इकाई–3:** बारस अणुवेक्खा– गाथा 1–50 **इकाई–4:** बारस अणुवेक्खा– गाथा 51–91

	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - PKT 305** **समूह–ब** **पंचदश पत्र : प्राकृत आचारपरक साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** समणसुत्तं चयनिका, गाथा 1–50 **इकाई–2:** समणसुत्तं– चयनिका, गाथा 51–100 **इकाई–3:** अष्टपाहुड चयनिका– गाथा 1–50 **इकाई–4:** अष्टपाहुड चयनिका– गाथा 51–100
	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - PKT 305** **समूह–स** **पंचदश पत्र : आगमिक व्याख्या साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** विशेषावश्यक भाष्य– ज्ञानप्रकरण, गाथा–1–78 **इकाई–2:** विशेषावश्यक भाष्य– ज्ञानप्रकरण, गाथा–79–170 **इकाई–3:** विशेषावश्यक भाष्य– ज्ञानप्रकरण, गाथा–176–240 **इकाई–4:** विशेषावश्यक भाष्य– ज्ञानप्रकरण, गाथा–241–303

	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - PKT 305** **समूह–द** **पंचदश पत्र : संस्कृत साहित्य** **इकाई–1:** साहित्यदर्पण (विश्वनाथ कवि रचित) – प्रथम परिच्छेद **इकाई–2:** साहित्यदर्पण (विश्वनाथ कवि रचित) – द्वितीय परिच्छेद **इकाई–3:** उत्तररामचरितम् (प्रथम अंक), भवभूतिरचित **इकाई–4:** कादम्बरी (शुकनाशोपदेश), बाणभट्टरचित
Semester - IV	
Paper XIII **Inscription** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** • **General Study of Inscriptions** **20** • **Aśokan Inscriptions** **25** • Fifth Edict - Girnar, Shabazgarhi, Dhauli • Seventh Pillar Edict • **Hāthigumphā Inscription** **20**	**अनिवार्य पत्र (CORE PAPER)** **PAPER CODE - PKT 401** **षोडश पत्र : प्राकृत साहित्य–भाग 2** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** पउमचरियं (विमलसूरिकृत)– द्वितीय उद्देशक (सेणियचिंताविहाणो) गाथा 1–60 **इकाई–2:** पउमचरियं (विमलसूरिकृत)– द्वितीय उद्देशक (सेणियचिंताविहाणो) गाथा

• **Kharoṣṭhī Inscription** **10** **Books Recommended for Texts and General Studies**	61–119 **इकाई–3:** गउडवहो–गाथा 1–35 **इकाई–4:** गउडवहो–गाथा 36–68
Paper XIV **Buddhist (Pali) Literature** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** • **Prakrit Dhammapada** (apramāda varga) **15** • **Pali Jātaka -** Suṃsumāra**,** Sīhacamma, Matakabhatta**,** Bāveru, Makhādeva **20** • **Pali Dhammapada –** Verses (49, 266, 267, 393, 394, 395, 176, 252, 240, 71, 5, 210, 80, 81, 14, 222, 308, 103, 41, 148, 60, 277, 278, 279, 190, 191, 192, 387, 18) **15** • **Buddhist Hybrid Sanskrit –** Lalitavistara – Parivarta III **25** **Books Recommended for Texts and General Studies**	**अनिवार्य पत्र (CORE PAPER)** **PAPER CODE - PKT 402** **सप्तदश पत्र : शोध–प्रविधि एवं पाण्डुलिपि विज्ञान** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** शोध का परिचय, शोध–प्रविधि का परिचय, शोध प्रविधि के प्रकार (ऐतिहासिक, तुलनात्मक, भाषात्मक एवं सामाजिक प्रविधि) **इकाई–2:** शोध–क्षेत्र, शोध–रूपरेखा, सामग्री संकलन, पाद टिप्पण, डाइक्रिटिकल चिन्ह, उपसंहार, संदर्भ ग्रंथ–सूची एवं परिशिष्ट का निर्माण **इकाई–3:** पाण्डुलिपि विज्ञान–लक्षण, आधार–साम्रगी, लेखन–साम्रगी एवं पाण्डुलिपियों का रख–रखाव **इकाई–4:** भाषा और लिपि की पहचान, क्षेत्रगत–कालगत परिचय एवं पाण्डुलिपि–संपादन का ज्ञान

Paper XV

Apabhraṃśa Language and Literature

CREDIT – 4

Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)

- **Apabhraṃśa Literature**
- Ṇāyakumāracariu – Sandhi 1, 2 **30**

1. Apabhraṃśa grammar 45

- Siddha-Hema-Śabdānuśāsanam – Ch.IV. Sūtra 329 – 446

Books Recommended for Texts and General Studies

अनिवार्य पत्र (CORE PAPER)

PAPER CODE - PKT 403

अष्टादश पत्र : लघुशोध प्रबन्ध

क्रेडिट–4

पूर्णांक : 100 (50 लघुशोध प्रबन्ध + 20 मौखिकी परीक्षा + 30-CIA)

लघुशोध प्रबन्ध

अथवा

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

अनिवार्य पत्र (CORE PAPER)

PAPER CODE - PKT 403

अष्टादश पत्र : पालि साहित्य

क्रेडिट–4

पूर्णांक : 100 (50 लघुशोध प्रबन्ध + 30 मौखिकी परीक्षा + 30-CIA)

इकाई–1: प्राकृत धम्मपद–अप्रमाद वर्ग : गाथा 1–18

इकाई–2: पालि जातक–सुंसुमार जातक, सिंहचम्प जातक, मतकभत्त जातक

इकाई–3: पालि जातक–बाभेरू जातक, मखादेव जातक

इकाई–4: ललितविस्तर–तृतीय परिवर्त

Paper XVI

History of Prakrit Literature and Unseen Essays

CREDIT – 4

Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)

History of Prakrit Literature **50**

- Canonical Literature – Śvetāmbara and Digambara
- Commentary Literature – Niryukti, Bhāṣya, Cūrṇi,etc.
- Prakrit Rāmāyaṇa and Mahābhārata
- Prakrit Kāvya – Epics, Historical kāvya, Lyrics, Satire, Stotra and Kośa Literature
- Prakrit Narative Literature (kathā and carita)
- Prakrit Prose and Campū Literature
- Prakrit Saṭṭaka
- Prakrit Grammatical Literature
- Prakrit Lexicons
- Prakrit Rhetorics and Metre
- Prakrit Philosophical Literature
- Prakrit Scientific Literature

Essay writing in Prakrit based on the contents of Semester III and IV **25**

Books Recommended for Texts and General Studies

OR

Dissertation

अनिवार्य पत्र (CORE PAPER)

PAPER CODE - PKT 404

एकोनविंशति पत्र : भक्ति एवं मुक्तक साहित्य

क्रेडिट–4

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1: दस भक्ति (आ. कुन्दकुन्दकृत)

इकाई–2: गाथा सप्तशती, प्रथम शतक, गाथा 1–30

इकाई–3: गाथा सप्तशती, प्रथम शतक, गाथा 31–60

इकाई–4: गाथा सप्तशती, प्रथम शतक, गाथा 61–101

	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - PKT 405** **समूह–अ** **विंशति पत्र : शौरसेनी साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** भगवती आराधना– गाथा 1–20 **इकाई–2:** भगवती आराधना– गाथा 21–40 **इकाई–3:** भगवती आराधना– गाथा 41–60 **इकाई–4:** भगवती आराधना– गाथा 61–70
	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - PKT 405** **समूह–ब** **विंशति पत्र : प्राकृत आचारपरक साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** प्रवचनसार (आ. कुन्दकुन्दकृत) – चारित्राधिकार, गाथा 1–37 **इकाई–2:** प्रवचनसार (आ. कुन्दकुन्दकृत) – चारित्राधिकार, गाथा 38–70 **इकाई–3:** दर्शनसार (आ. देवसेनकृत)–गाथा 1–53 **इकाई–4:** दर्शनसार (आ. देवसेनकृत)–गाथा 54–115

	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - PKT 405** **समूह–स** **विंशति पत्र : आगमिक व्याख्या साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** आचारांगभाष्य – प्रथम अध्याय, प्रथम एवं द्वितीय श्रुतस्कन्ध **इकाई–2:** आचारांगभाष्य – प्रथम अध्याय, तृतीय एवं चतुर्थ श्रुतस्कन्ध **इकाई–3:** आचारांगभाष्य – प्रथम अध्याय, पंचम एवं षष्ठ श्रुतस्कन्ध **इकाई–4:** आचारांगभाष्य – प्रथम अध्याय, सप्तम श्रुतस्कन्ध
	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - PKT 405** **समूह–द** **विंशति पत्र : संस्कृत साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** मेघदूत (पूर्वमेघ), कालिदासकृत

	इकाई–2: शिशुपालवध (प्रथम सर्ग) माघकविरचित **इकाई–3:** किरातार्जुनीयम् (प्रथम सर्ग), भारविरचित **इकाई–4:** नैषधीयचरितम् (प्रथम सर्ग), श्री हर्षरचित

- सेमेस्टर प्रणाली में एक से चार सेमेस्टर में कुल 16 पत्र होते थे, जो CBCS Pattern में बढकर 20 हो गये।
- CBCS Pattern में प्रत्येक पत्र को 4 इकायों में बांटा गया।
- सेमेस्टर प्रणाली में लिखित परीक्षा 75 अंकों की तथा CIA 25 अंकों का था, जो CBCS Pattern में 70 तथा 30 अंकों के हो गये।
- CBCS Pattern में विद्यार्थियों को ऐच्छिक पत्र के चुनाव के लिये अधिक पत्र दिये गये।

संस्कृत एवं प्राकृत विभाग
जैन विश्वभारती संस्थान, लाडनूं (राजस्थान)
पाठ्यक्रम समिति : 03 फरवरी, 2015

बैठक–वृत्त

आज दिनांक 03.02.2015 को संस्कृत एवं प्राकृत विभाग के अन्तर्गत संस्कृत पाठ्यक्रम समिति की बैठक आयोजित की गई। इस बैठक में निम्नलिखित सदस्य उपस्थित थे–

1. प्रो. दामोदर शास्त्री – अध्यक्ष
2. प्रो. रमेश चन्द भारद्वाज – बाह्य विषय विशेषज्ञ (संस्कृत)
3. प्रो. विश्वनाथ मिश्रा – प्रोफेसर
4. प्रो. समणी कुसुम प्रज्ञा – प्रोफेसर
5. डॉ. समणी ऋजु प्रज्ञा – सह–आचार्य
6. डॉ. समणी संगीत प्रज्ञा – सह–आचार्य
7. डॉ. सत्यनारायण भारद्वाज – सहायक आचार्य
8. समणी भास्कर प्रज्ञा – सहायक आचार्य
9. डॉ. सुनीता इन्दौरिया – सहायक आचार्य

इस बैठक के अन्तर्गत बाह्य एवं स्थानीय विद्वानों के द्वारा प्राकृत–संस्कृत का पाठ्यक्रम जो कि समन्वित (Intigrated) रूप में था और Semester पद्धति से संचालित था, उस पाठ्यक्रम को पृथक्–पृथक् करते हुए CBCS पद्धति के अनुसार किया गया है। सभी के सुझावों के आधार पर निम्नलिखित निर्णय लिये गये, जो इस प्रकार हैं–

- सेमेस्टर प्रणाली में एक से चार सेमेस्टर में कुल 16 पत्र थे, जो CBCS Pattern में बढकर 20 हो गये।
- CBCS Pattern में प्रत्येक पत्र को 4 इकायों में बांटा गया।
- सेमेस्टर प्रणाली में लिखित परीक्षा 75 अंकों की तथा CIA 25 अंकों का था, जो CBCS Pattern में 70 तथा 30 अंकों का किया गया।
- CBCS Pattern में विद्यार्थियों को ऐच्छिक पत्र के चुनाव के लिये अधिक पत्र दिये गये।

सभी के अमूल्य सुझावों के साथ संस्कृत के एम.ए. पाठ्यक्रम को निम्नलिखित रूप में स्वीकृत किया गया–

Semester I		
Sr. No.	**Name of Course (Old Syllabus)**	**Name of Course (New Syllabus)**
1.	Veda	वैदिक साहित्य
2.	Jain Canon	व्याकरण एवं भाषाविज्ञान
3.	Sanskrit Grammar and Sanskrit	संस्कृत काव्य साहित्य

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	Philology	
4.	Jain Philosophical Literature	संस्कृत काव्य साहित्य
5.	-	भारतीय दर्शन
6.	-	प्राकृत साहित्य
7.	-	सांख्ययोग दर्शन
8.	-	कालुव्याकरण
9.		मूल्यपरक शिक्षा
Semester II		
10.	Logic and Philosophical Literature	दार्शनिक साहित्य
11.	Prakrit Grammar and Prakrit Philology	काव्यशास्त्रीय सिद्धान्त
12.	Sanskrit Kāvya Literature	संस्कृत नाटक व नाट्यशास्त्र
13.	Prakrit Kāvya Literature	भारतीय दर्शन
14.	-	प्राकृत साहित्य
15.	-	सांख्ययोग दर्शन
16.	-	कालुकौमुदी व्याकरण
17.	-	कम्प्यूटर अनुप्रयोग
Semester III		
18.	Alankāraśāstra (Literary Theory and Criticism)	संस्कृत व्याकरण
19.	Dramaturgy	संस्कृत गद्य साहित्य
20.	Mahākāvya	उपनिषद् व वेदान्त साहित्य
21.	Dramatic Literature	संस्कृत कथा साहित्य
22.		भारतीय दर्शन
23.		प्राकृत साहित्य
24.		सांख्ययोग दर्शन
25.		कालुकौमुदी व्याकरण
Semester IV		
26.	Nyāya, Sāṃkhya, Vedānta Philosophy	संस्कृत नीतिपरक साहित्य

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27.	Jaina and Bauddha Philosophy	संस्कृत साहित्य का इतिहास
28.	History of Literature	शोधप्रविधि
29.	Essays and Unseen Passages OR Dissertation	संस्कृत स्मृति साहित्य अथवा लघु शोधप्रबन्ध
30.	-	भारतीय दर्शन
31.	-	प्राकृत साहित्य
32.	-	सांख्ययोग दर्शन
33.	-	कालुकौमुदी व्याकरण

(प्रो. दामोदर शास्त्री)
विभागाध्यक्ष

प्रतिलिपि –

1. वरिष्ठ निजी सहायक, कुलपति
2. निजी सहायक, कुलसचिव

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Department of Prakrit and Sanskrit

Jain Vishva Bharati Institute, Ladnun

Syllabus (M.A. Sanskrit)

(2014-15 & 2015-16)

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2.	Jain Canon	व्याकरण एवं भाषाविज्ञान	05
3.	Sanskrit Grammar and Sanskrit Philology	संस्कृत काव्य साहित्य	06
4.	Jain Philosophical Literature	संस्कृत काव्य साहित्य	06
5.	-	भारतीय दर्शन	08
6.	-	प्राकृत साहित्य	09
7.	-	सांख्ययोग दर्शन	09
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12.	Sanskrit Kāvya Literature	संस्कृत नाटक व नाट्यशास्त्र	14
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18.	Alankāraśāstra (Literary Theory and Criticism)	संस्कृत व्याकरण	21
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20.	Mahākāvya	उपनिषद् व वेदान्त साहित्य	22
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26.	Nyāya, Sāṃkhya, Vedānta Philosophy	संस्कृत नीतिपरक साहित्य	26

27.	Jaina and Bauddha Philosophy	संस्कृत साहित्य का इतिहास	27
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Department of Prakrit and Sanskrit

Jain Vishva Bharati Institute, Ladnun

Syllabus (M.A. Sanskrit)

(2014-15 & 2015-16)

Semester I

Old Syllabus - 2014-15 (Semester Pattern)	New Syllabus - 2015-16 (CBCS Pattern)
Paper I Veda CREDIT - 4 **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** 1. **Ṛgveda** **25** • Agnisūkta 1/1 • Rudrasūkta 2/33 • Viśvāmitra – Nandī saṃvāda 3/33 • Uṣas 4/51 • Aśvinau 7/71 • Varuṇa 7/86 • Akṣa (Kitava) 10/34 • Vāgāmbhṛṇī 10/125 • Nāsadīyasūkta 10/129 • Indrasūkta (entire) **2. Yajurveda** **30** • Vājasaneyī Saṃhitā : Ā Brāhmaṇ…….. 22/22 • Vājasaneyī Saṃhitā, Rudrādhyāya 16/1-14	**अनिवार्य पत्र (CORE PAPER)** **PAPER CODE - SKT 101** **प्रथम पत्र : वैदिक साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1: (ऋग्वेद)** अग्निसूक्त–4 / 2 इन्द्रसूक्त–2 / 12 पुरुषसूक्त–10 / 90 हिरण्यगर्भसूक्त–10 / 121 **इकाई–2: (ऋग्वेद व यजुर्वेद)** वागम्भृणी (वाक्) सूक्त, ऋग्वेद 10 / 125 नासदीय सूक्त–ऋग्वेद, 10 / 129 शिवसंकल्प सूक्त–यजुर्वेद 34 / 1–6 आब्रह्मन् सूक्त, यजुर्वेद 22 / 22

• Taittirīya Saṃhitā : Adhyāya 31, sūtra 10 - 22 • Śatarudrīya 5/1-14 • Śivasaṃkalpasūtra – 34/1-6 (Śatarudrīya -1/5-10) **3. Atharvaveda** **20** • Sāmanasyasūtra 3/30 • Bhūmisūkta 12/1 **Books Recommended for Texts and General Studies** 1. Vaidika Sūktasaṃgraha. Ed by Prabhamadhuri and Dulichand, Mahalaxmi Prakashan, Agra 2. Ṛgbhāṣya saṃgraha.Ed by Devraj Chanana 3. Ṛgvedabhāṣya. Swami Dayananda 4. Ṛksūkta saṃgraha. Haridatta Shastri and Krishnakumar, Sahitya Bhandar, Meerut. 5. Vedic Reader. Macdonnel 6. New Vedic selections. Tailang and Chaube 7. Yajurveda. Jagadishlal Shastri 8. Atharvaveda with Sāyaṇa bhāṣya. 9. Rudrāṣṭādhyāyī with Sāyaṇabhāṣya. 10. Vaidika Saṃgraha. Krishnalal, Eastern Book Linkers, Delhi 11. Veda Sañcayanam. Yadunandan Mishra Vaidika svarabodha. Brijbihari Chaube	**इकाई–3:** **(अथर्ववेद व ब्राह्मण)** सांमंनस्य सूक्त, अथर्ववेद 3/20 भूमिसूक्त, अथर्ववेद, 12/1 ऐतरेय ब्राह्मण 33/3/1–5 **इकाई–4:** **(वैदिक साहित्य–परिचय)** वेद महत्त्व, काल–निर्धारण, संहिता साहित्य, शाखाएं, वैदिक–देवता, वैदिक प्रमुख छन्द, वेदांग साहित्य–सामान्य परिचय **संदर्भ ग्रन्थ** ऋक्सूक्तसंग्रह, डॉ. हरिदत्त शास्त्री व डॉ. कृष्णकुमार, साहित्य भण्डार, सुभाष बाजार, मेरठ–2 वैदिक संग्रह, डॉ. कृष्णलाल, ईस्टर्न बुक लिंकर्स, दिल्ली वेदसंचयनम्, डॉ. यदुनन्दन मिश्र, चौखम्बा विद्याभवन, वाराणसी The New Vedic Selection (Pt.I), Dr. B.B. Chaubey, Bhartiya Vidya Prakashan, Varanasi-Delhi शुक्लयजुर्वेदीय रुद्राष्टाध्यायी, डॉ. ब्रह्मानन्द त्रिपाठी संस्कृत साहित्य का इतिहास (वैदिक खण्ड), डॉ. प्रीतिप्रभा गोयल, राजस्थानी ग्रन्थागार, जोधपुर (राजस्थान)
Paper II Jain Canon CREDIT – 4 **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** **1. Ācārāṅgasūtra –** Ch 1 and 9 **30** **2. Nāyādhammakahāo –** Ch 5 **15**	**अनिवार्य पत्र (CORE PAPER)** **PAPER CODE - SKT 102** **द्वितीय पत्र : व्याकरण एवं भाषाविज्ञान** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** भाषाविज्ञान, स्वरूप, महत्त्व, व्याकरण आदि से सम्बन्ध, भाषा व बोली,

3. Ṣaṭkhaṇḍāgama – Jīvasthāna, Satprarūpaṇā, part-1, Vol.-1, Book-1, Sūtra 1-46 **30**

Books Recommended for Texts and General Studies

1. Aṅgasuttāṇi, part – 1. Jain Vishwa Bharati, Ladnun, 1974
2. Ācārāṅga Bhāṣya. Bhāṣyakāra Ācārya Mahāprajña, Tr. Muni Dulharāj, Jain Vishva Bharati University, Ladnun, 1994.
3. The Ācārāṅgasūtra : The first śrutaskandha. Ed W.Schubring, Leipzig
4. The Ācārāṅgasūtra: The whole text with the commentaries of Śīlāṅkasūri, Jinahaṃsa and Pārśvacandra & Bhadrabāhu's Niryukti, published by Ray Dhanapat Singh Bahadur, Calcutta
5. Jainasūtras:Part I: (The Ācārāṅgasūtra).Tr into English by H.Jacobi, SBE (Vol.22)
6. The Doctrines of the Jainas: (Die lehre der Jainas Berlin,1935),W. Schubring, MLBD, Delhi.
7. Ṣaṭkhaṇḍāgama of Puṣpadanta-Bhūtavalī with the Dhavalā commentary of Vīrasenacārya,Part I, Vol.I (Sat prarūpaṇā). Ed Hiralal Jain, Jaina Saṃskṛti Saṃrakṣaka Saṅgha, Solapur, 2000.
8. Shastri, Balchand. Ṣaṭkhṇḍāgama parīśīlana, Bhāratīya Jñānapīṭha, New Delhi, 1987.
9. Shastri, Jagadish Chandra. Prākṭta Sāhitya kā Ītihāsa, Chaukhamba Vidya Bhawan, Varanasi,1961.
10. Shastri, Nemichandra. Prākṛta Bhāṣā evaṃ Sāhitya kā Ālocanātmaka Ītihāsa, Tara Prakashan, Varanasi, 1965.
11. Malvania, Dalsukh. Āgam Yug kā Jain Darśan, Agra
12. Jaina Sāhitya kā Bṛhad Itihāsa (Vol.3). Parshwanatha Vidyashrama Shodh Sansthan, Varanasi

भाषा–उत्पत्ति के सिद्धान्त, प्राच्य भारतीय भाषाविज्ञान–विद्।

इकाई–2:

भाषाओं के विविध वर्ग, भारत–यूरोपीय परिवार, भारत–ईरानी परिवार, आर्यपरिवार के दो समूह, शतम्–केंतुम, वैदिक व लौकिक संस्कृत।

इकाई–3:

वाणी के परा, पश्यन्ती आदि भेद, ध्वनिविमर्श, ध्वनियंत्र, ध्वनि–वर्गीकरण, ध्वनिपरिवर्तन, ध्वनि–नियम, अर्थविचार एवं उसकी दिशा।

इकाई–4:

भाषा की विकासशीलता और उसके कारण, प्राच्य भारतीय आर्यभाषाओं का विकास–क्रम, वैदिक व लौकिक संस्कृत, उच्चारण–स्थानों एवं आभ्यन्तर व ब्राह्य प्रयत्नों के आधार पर संस्कृत ध्वनि–समूह का वर्गीकरण, पाणिनि आदि मुनित्रय, पाली–प्राकृत भाषाएं–सामान्य स्वरूप, भेद–प्रभेद।

संदर्भ ग्रन्थ

- भाषा विज्ञान एवं भाषा शास्त्र, कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी
- संस्कृतभाषाविज्ञानम्, चक्रवर्तीश्री रामाधीन चतुर्वेदी, चौखम्बा विद्या भवन, वाराणसी
- भाषाविज्ञान, डॉ. भोलानाथ तिवारी, किताब महल, इलाहाबाद
- सामान्य भाषाविज्ञान, डॉ. बाबूराम सक्सेना, हिन्दी साहित्य सम्मेलन, प्रयाग (उ.प्र.)

Paper III
Sanskrit Grammar and Sanskrit Philology
CREDIT - 4

Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)

अनिवार्य पत्र (CORE PAPER)
PAPER CODE - SKT 103
तृतीय पत्र : संस्कृत काव्य साहित्य
क्रेडिट–4

Sanskrit Grammar **35**

- Siddhānta Kaumudī – From beginning to Visarga sandhi prakaraṇa
- Siddhānta Kaumudī – Kāraka prakaraṇa

Sanskrit Philology **40**

Books Recommended for Texts and General Studies

- The Background of Sanskrit – Sanskrit as a member of the Indo-European family of Languages, Type of Sanskrit language, Location of Sanskrit, Sanskrit vs Indo-Aryan and its division.
- Pre-history of Sanskrit – What is Indo-European? Type of IE, Different names of IE, Classification of Indo-European.
- History of Old Indo Aryan (Sanskrit) – Origin and Development of Old Indo- Aryan [IE and IIr origin, Different stages of OIA, OIA and spoken Sanskrit, Influence of Prakrit].
- Phonology – Sound system [Vowels, Consonants, and Conjuncts].
- Morphology – Declension of Nouns [Number, Gender, Cases, Case-terminations] Adjective [Comparative degree, Superlative degree, Double Superlative, Numerals – Cardinals and Ordinals, Multiplicatives, Collective, Numeral adverbs, Distributive] Verb [Finite – Primary Conjugation – Present stem-system, Perfect stem-system, Aorist stem-system, Future stem-system, Formation of the Moods, Secondary Conjugation, Non-Finite] Indeclinables [Adverb, Preposition, Conjunction, Interjection].
- A Hand Book of Sanskrit Philology: S.R. Banerjee, Sanskrit Book Depot, Calcutta, 1987.
- Bhāṣā vijñāna – Bholanath Tiwari, Kitab Mahal, Allahabad, 1977.
- Bhāṣā vijñāna – Kapil Dev
- Sāmānya bhāṣāvijñāna – Baburam Saxena
- Saṃskṛta kā bhāṣāvijñāna – Rajkishor Sinha
- Siddhānta kaumudī – Gopal Dutt Pandeya
- Siddhānta kaumudī – Arkanath Choudari

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

मेघदूत (पूर्वमेघ), कालिदासकृत

इकाई–2:

शिशुपालवध (प्रथम सर्ग) माघकविरचित

इकाई–3:

किरातार्जुनीयम, (प्रथम सर्ग), भारवि–रचित

इकाई–4:

नैषधीयचरितम् (प्रथम सर्ग), श्री हर्षरचित

Paper IV
Jain Philosophical Literature

CREDIT – 4

Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)

- Nandīsūtra - Prakaraṇa 2,3,4 **25**
- Tattvārthasūtra – Ch. 1,2,5 **25**
- Dravyasaṃgraha – Entire **25**

Books Recommended for Texts and General Studies

1. Tattvārthasūtra, Phoolchand Shastri, Ganeshvarni Digambar Jain Shodh Sansthan, Varanasi, 2nd edition, 1991.
2. Tattvārthasūtra, Sukhlal Sanghvi, Krishnachandra Shastri, Dalsukh Malvania, Mohanlal Deepchand Choksi, Mumbai, 1996.
3. Tattvārthasūtra (Umāsvāti), Vivecaka Upadhyayshri Kewalmuni, ed. Shrichand Surana, Shri Jain Diwakar, Sahityapeeth, Indore,1987.
4. Nandisūtra, Ācārya Tulsī and Ācārya Mahāprajña, Jain Vishva Bharati, Ladnun, 1997.
5. Nandisūtra, Muni Paraskumar, Akhila Bhāratavarṣīya sādhumārgī Jaina saṅgha, Sailana, 1996.
6. Dravyasaṃgraha: Text edited with the commentary, Introduction, English translation and notes by S.C. Ghosal, Arrah, 1917 (SBJ. No.1).
7. Studies in Jain Philosophy, Nathmal Tatia, PVRI, Varanasi.
8. Studies of Jainism, T.G. Kalghatgi, Jaipur, 1983.
9. Sarvārthasiddhi of Pūjyapāda, Edited and translated by Phoolchand Siddhantashastri, Bharatiya Jnanapith, 1971.

(छात्र को अ, ब, स –इन तीन वर्गों में से किसी एक वर्ग का चयन करना होगा। प्रथम सत्र में जो वर्ग चयनित होगा, वही आगे के सत्रों में भी ग्राह्य होगा)

ऐच्छिक पत्र (ELECTIVE PAPER)

PAPER CODE - SKT 104

चतुर्थ पत्र : (अ– वर्ग) भारतीय दर्शन

क्रेडिट–4

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

न्यायसिद्धान्तमुक्तावली (विश्वनाथ पंचानन भट्टाचार्यकृत), प्रत्यक्ष खण्ड, कारिका–1–34

इकाई–2:

न्यायसिद्धान्तमुक्तावली– प्रत्यक्ष खण्ड, कारिका–35–65

इकाई–3:

न्यायसिद्धान्तमुक्तावली, शब्द खण्ड, कारिका–81 (लक्षणा निरूपण तक

इकाई–4:

न्यायसिद्धान्तमुक्तावली, शब्दखण्ड, कारिका–82–84

	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - SKT 104** **चतुर्थ पत्र : (ब– वर्ग) प्राकृत साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** प्राकृत व्याकरण (हेमचन्द्रकृत) (प्रथम पाद) **इकाई–2:** प्राकृत व्याकरण (हेमचन्द्रकृत) (द्वितीय पाद) **इकाई–3:** प्राकृत व्याकरण (हेमचन्द्रकृत) (तृतीय पाद) **इकाई–4:** प्राकृत व्याकरण (हेमचन्द्रकृत) (चतुर्थ पाद)
	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - SKT 104** **चतुर्थ पत्र : (स– वर्ग) सांख्ययोग दर्शन** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** सांख्यतत्त्वकौमुदी (वाचस्पति मिश्र) (कारिका 1–8 तक) **इकाई–2:** सांख्यतत्त्वकौमुदी (वाचस्पति मिश्र) (कारिका 9–21 तक) **इकाई–3:** सांख्यतत्त्वकौमुदी (वाचस्पति मिश्र) (कारिका 22–48 तक) **इकाई–4:** सांख्यतत्त्वकौमुदी (वाचस्पति मिश्र) (कारिका 49–72 तक)

	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - SKT 104** **चतुर्थ पत्र : (द– वर्ग) कालुव्याकरण** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** (कालूकौमुदी–) • **प्रथम इकाई** – सन्धि एवं अव्यय प्रकरण • **द्वितीय इकाई** – युस्मदस्मत्प्रकरण • **तृतीय इकाई** – स्यादि प्रकरण, सू. 98–184 • **चतुर्थ इकाई** – स्यादि प्रकरण,सू.185–267
	आधारभूत कोर्स (FOUNDATION COURSE) **PAPER CODE - JVB 105** **पंचम पत्र : मूल्यपरक शिक्षा** **क्रेडिट–4** **Paper V** **Value Education** Marks 70+30 **Objectives** 1. To understand the need of value oriented education. 2. To understand the process of contemplation for value development.

Unit-I Value Education

Education- meaning, definitions, objectives and curriculum formation.

Problems of modern education.

Values- meaning, definitions, different views and classifications of values.

Need of value education.

Unit-II Value Education and Science of Living

Moral values development through contemplation: honesty, self-discipline and non- violence.

Mental values development through contemplation: mental balance, will power and patience.

Emotional and spiritual values development through contemplation: tolerance, fearlessness and modesty.

Unit-III Cardinal Principles and Virtues of Life

Concept of Nonviolence

Concept & Non possession

Ten Virtues

Unit-IV Spiritual Way of Living

Jain way of life

Code of Conduct of House Holder

Ascetic Code of Conduct

Jain Path of Libration

Reference Books

1. समाज शास्त्र - आर. एन. मुखर्जी, वी. अग्रवाल एवं नीना मल्होत्रा, विवेक प्रकाशन, दिल्ली, १९८८।
2. संस्कृति की रूपरेखा - डॉ. हरद्वारीलाल शर्मा, मानसी प्रकाशन, ३२ कैलाशपुरी, मेरठ,

	१९८५। 3. अमूर्त चिन्तन – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं, २००१। 4. जैनदर्शन मनन और मीमांसा, आचार्य महापज्ञ, आदर्श साहित्य संघ चूरू। 5. Teaching Methods for Yoga Practices: Dr M.L. Gharote and Dr S.K. Ganguly, Kaivalyadham Samiti, Lanavla, 2001. 6. Value Education: Theory and Practice, Dr. N. L. Gupta, Krishna Brothers, Ajmer, 1986.
Semester - II	
Paper V **Logic and Philosophical Literature** **CREDIT -4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** • Tarkasaṃgraha – Pratyakṣa (with Dīpikā) **35** • Brahmasūtra – Ch. I (sūtra – 1-4 with Śāṃkarabhāṣya) **20** • Yogasūtra of Patañjali - Chapter I, Samādhipāda, sūtra 1-51 **20** **Books Recommended for Texts and General Studies**	**अनिवार्य पत्र (CORE PAPER)** **PAPER CODE - SKT 201** **षष्ठ पत्र : दार्शनिक साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** षड्दर्शन समुच्चय (हरिभद्रकृत) : प्रारम्भ से बौद्धमत पर्यन्त **इकाई–2:** षड्दर्शन समुच्चय (हरिभद्रकृत) : नैयायिक व सांख्य मत **इकाई–3:** षड्दर्शन समुच्चय (हरिभद्रकृत) : जैन मत **इकाई–4:** षड्दर्शन समुच्चय (हरिभद्रकृत) : वैशेषिक, मीमांसक व चार्वाक मत **संदर्भ ग्रन्थ** • षड्दर्शन समुच्चय (हरिभद्रकृत), भारतीय ज्ञानपीठ, दिल्ली

Paper VI
Prakrit Grammar and Prakrit Philology
CREDIT – 4

Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)

Prakrit Grammar **35**

- Siddha-Hema-Śabdānuśāsanam – Ch. VIII, Pāda – 1-2

Prakrit Philology **40**

- **Introduction** - Prakrit – Its etymology and different meanings; Origin of Prakrit from Indo-European to Vedic through Indo Iranian; Development of Prakrit – Its historical formation; A Comparison between Vedic, Prakrit, Pali and Aśokan Inscription; Periods of Prakrit; Dialects and Sub-dialects of Prakrit; Documents of Prakrit; Classification of Prakrit; Characteristic features of Prakrit including dialects and sub-dialects; History of Prakrit Philology; Contribution of Prakrit to New-Indo Aryan with special reference to Rajasthani.
- **Phonology** - The Sound system of Prakrit; Development of Sanskrit sounds in Prakrit and sources of Prakrit sounds; Nature of Quality and Quantity of Prakrit; Influence of Accent on Prakrit; Treatment of Anusvāra, Anunāsika and Visarga in Prakrit; Sandhi; Phonological behavior of sounds, such as, Assimilation, Dissimilation, Metathesis etc.
- **Morphology** – Origin of Prakrit Case-termination; Different declensional form, such as, a, ā, i, u etc.; Origin of

अनिवार्य पत्र (CORE PAPER)
PAPER CODE - SKT 202
सप्तम पत्र : काव्यशास्त्रीय सिद्धान्त
क्रेडिट–4

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1: साहित्यदर्पण (विश्वनाथ कवि रचित) – प्रथम परिच्छेद

इकाई–2: साहित्यदर्पण (विश्वनाथ कवि रचित) – द्वितीय परिच्छेद

इकाई–3: काव्यप्रकाश (मम्मट रचित) : प्रथम उल्लास

इकाई–4: काव्यप्रकाश (मम्मट रचित) : द्वितीय–तृतीय उल्लास

संदर्भ ग्रन्थ–

1. साहित्य दर्पण, व्याख्याता– डॉ. निरूपण विद्यालंकार, साहित्य भण्डार, मेरठ
2. काव्यप्रकाश, आचार्य विश्वेश्वर, (सं.) डॉ. नरेन्द्र, ज्ञानमण्डल लिमिटेड, वाराणसी
3. साहित्य दर्पण, व्याख्याकार, श्रीरामचरण तर्कवागीश भट्टाचार्य, पंकज पब्लिकेशन्स, नई दिल्ली।
4. साहित्य दर्पण, संपादक– पं. शालिग्राम शास्त्री, मोतीलाल बनारसीदास प्रकाशन
5. साहित्य दर्पण, लक्ष्मी टीका युक्त, चौखम्बा सुरभारती प्रकाशन, वाराणसी
6. साहित्य दर्पण, व्याख्याकार– आचार्य लोकमणि दाहल

pronominal declension; Adjectives, Verbal system – Root, Person, Number, Voice, Augment, Reduplication, Tense, Stem-system, Personal-terminations; Conjugation; Adverb; Preposition; Conjunction; Interjection. **Books Recommended for Texts and General Studies**	
Paper VII **Sanskrit Kāvya Literature** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** • Dūtakāvya – Meghadūta (I Part) **20** • Kādambarī – Kathāmukha **30** • Sanskrit Gadyamritam **25** **Books Recommended for Texts and General Studies**	**अनिवार्य पत्र (CORE PAPER)** **PAPER CODE - SKT 203** **अष्टम पत्र : संस्कृत नाटक व नाट्यशास्त्र** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** दशरूपक (धनंजयकृत) : प्रथम प्रकाश नाट्यलक्षण, रूप–रूपक, नृत्य–नृत्त, अवस्थापंचक, पंच अर्थ–प्रकृतियां, सन्धि, सन्धिभेद, सन्धि–अंग **इकाई–2:** दशरूपक (धनंजयकृत) : चतुर्थ प्रकाश विभाव–अनुभाव–आलम्बन–उद्दीपन, व्यभिचारी भाव, स्थायीभाव, रसाभास **इकाई–3:** उत्तररामचरित (भवभूति कृत) : प्रथम अंक **इकाई–4:** उत्तररामचरित (भवभूति कृत) : द्वितीय अंक **संदर्भ ग्रन्थ–** 1. उत्तररामचरित, रमाशंकर त्रिपाठी, कृष्णदास अकादमी, वराणसी। 2. दशरूपकम्, व्याख्याकार–राजबली पाण्डेय, उर्मिला पब्लिकेशन्स, दिल्ली। 3. Natyashastra with Abhinavbharati-revised and critically edited by Prof. V.M. Kulkarni & Prof. Tapasvi Nandi Published by oriental

	institute, Vadodara. 4. Natyashastra Edited by R.S. Nagar, Parimal Publication, Delhi. 5. नाट्यशास्त्रम्, अभिनवभारतीसाहितम्। 6. दशरूपकम्, संपादन– डॉ. श्रीनिवास शास्त्री, साहित्य भण्डार, मेरठ 7. दशरूपकम्, व्याख्याकार– डॉ. भोलाशंकर व्यास, चौखम्बा विद्याभवन, वाराणसी 8. नाट्यशास्त्रम्–संपा. एवं व्या.– श्री बाबुलाल शुक्ल, चौखम्बा संस्कृत संस्थान, वाराणसी
Paper VIII **Prakrit Kāvya Literature** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** • Setubandha – First Canto **30** • Kuvalayamālā – Paragraph 1-12 **20** • Vajjālaggam - (soyāra, gāhā, kava, sajjana, dujjana, mitta)Total verses 1-72 **25** **Books Recommended for Texts and General Studies**	**ऐच्छिक पत्र (ELECTIVE PAPER)** **PAPER CODE - SKT 204** **नवम पत्र : (अ– वर्ग) भारतीय दर्शन** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** स्याद्वादमंजरी (मल्लिषेणसूरि कृत) : श्लोक 1–10 **इकाई–2:** स्याद्वादमंजरी (मल्लिषेणसूरि कृत) : श्लोक 11–15 **इकाई–3:** प्रमाण मीमांसा, प्रथम अध्याय, प्रथम आह्निक : सूत्र 1–19 **इकाई–4:** प्रमाण मीमांसा, प्रथम अध्याय, प्रथम आह्निक : सूत्र 20–42 **संदर्भ ग्रन्थ** स्याद्वादमंजरी, हिन्दी अनु. डॉ. जगदीशचन्द्र जैन, परमश्रुतप्रभावकमण्डल, श्रीमद् राजचन्द्र आश्रम, अगास (गुजरात)

ऐच्छिक पत्र (ELECTIVE PAPER)

PAPER CODE - SKT 204

नवम पत्र : (ब– वर्ग) प्राकृत साहित्य

क्रेडिट–4

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

भाषाओं का वर्गीकरण, भारतीय आर्यभाषाएं, प्राकृत भाषाएं, पालि एवं अशोक की धर्मलिपियां, अर्धमागधी–शौरसेनी आदि प्राकृतें

इकाई–2:

अर्धमागधी आगम साहित्य, तीन वाचनाएं, द्वादशांग, उपांग, छेदसूत्र, मूलसूत्र

इकाई–3:

श्वेता. आगम व्याख्यासाहित्य, निर्युक्ति, चूर्णि, भाष्य, टीका, शौरसेनी आगम साहित्य–षट्खण्डागम, कसायपाहुड़, आचार्य कुन्दकुन्द की कृतियां, भगवती आराधना, मूलाचार, कार्तिकेयानुप्रेक्षा

इकाई–4: प्राकृत कथा साहित्य, चरित साहित्य, काव्य साहित्य

संदर्भ ग्रन्थ

- प्राकृत साहित्य का इतिहास, डॉ. जगदीशचन्द्र जैन, चौखम्बा विद्या भवन, वाराणसी
- प्राकृत भाषा और साहित्य का आलोचनात्मक इतिहास, डॉ. नेमिचन्द्र शास्त्री,
- तारा पब्लिकेशन्स, वाराणसी

	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - SKT 204** **नवम पत्र : (स– वर्ग) सांख्ययोग दर्शन** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** योगसूत्र (पतंजलिकृत), व्यासभाष्य सहित (प्रथम पाद) **इकाई–2:** योगसूत्र (पतंजलिकृत), व्यासभाष्य सहित (द्वितीय पाद) **इकाई–3:** योगसूत्र (पतंजलिकृत), व्यासभाष्य सहित (तृतीय पाद) **इकाई–4:** योगसूत्र (पतंजलिकृत), व्यासभाष्य सहित (चतुर्थ पाद)
	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - SKT 204** **नवम पत्र : (द– वर्ग) कालुकौमुदी व्याकरण** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** (कालूकौमुदी–) • **प्रथम इकाई** – भ्वादि गण • **द्वितीय इकाई** – अदादि गण, दिवादि गण • **तृतीय इकाई** – स्वादि गण, तुदादि गण • **चतुर्थ इकाई**– रूधादि प्रकरण, तनादि प्रकरण, क्र्यादि प्रकरण

	संदर्भ ग्रंथ– 1. मुनि चौथमल्ल विरचित, कालुकौमुदी, आदर्श साहित्य संघ, सरदारशहर 2. श्रीभिक्षुशब्दानुशासनम्, सूत्रकार– मुनि चौथमल, वृत्तिकार–पण्डित रघुनन्दन, सं. मुनि राजेन्द्रकुमार, आदर्श साहित्य संघ, चूरू
	आधारभूत कोर्स (FOUNDATION COURSE) **PAPER CODE - JVB 205** **दशम पत्र : कम्प्यूटर अनुप्रयोग** **क्रेडिट–4** **Informational Technology and Computer Application** **Marks 100 [CIA- 70+ 30 CIA] Credit-4** The main objectives of this course are; • It will expose the students to the fundamentals of the IT. • Students will be having the introductory knowledge of the MS-Windows • Practically students will be able to use MS-PowerPoint, MS-Word, MS-Excel and create their own blog. **Course Contents (Term End Theory Exam):** **Unit I: Introduction to Computers and Windows** • Application of Computers • Block Diagram of Computer • Input and Output devices

	• Types of software • Introduction to Operating system: Windows • Functions of operating system • How you can Fast your Computer or Maintenance of computer **Unit II: Concept of MS Word and MS Excel and its application** • MS Word Window Layout • Creating and Formatting Documents • Editing Documents • Working with Tables. • Mail Merge, Macro Recording, Thesaurus, Printing Document (How to Use Page-Setup Before Printing) • Introduction to Excel and its Applications • Concept of workbook and worksheet • Layout of Worksheets • Use of basic formula and functions • Sorting, Filtering and charts • Report Generation (Pivot Table) • Security or Protecting Worksheets **Unit III: Introduction & Application of MS-PowerPoint** • PowerPoint Slide Creation • Slide Layout • Views

	• Adding content to slide- Text, Graphics, Sound, Video • Applying Slide Transition • Custom Animation • Slide Show • Working With Image or ClipArt (how you edit clipart image) **Unit IV: Internet** • Introduction to internet • ISP (Internet Services Providers) • About Modem, Type of Internet Connection • Web browser – its functions • Concept of search engine, What is surfing • SoCIAl Networking site/How to pay online bill/How to book tickets online/How to use Paytm • Website and its types • Searching, downloading and uploading • Basic concepts of sending and receiving E-mail • Blog uses and creation of blog • How to Create Simple web page (or Personal web page) **Course Contents (Practical) :** • Creating document in MS-Word like Advertisement, Letter, Tables, Charts etc. • Creation of Simple Worksheet like Mark sheet, Pay slip using MS-Excel.

	• Creation of Power Point Presentation on various themes. **Outcome:** • Students will apply the knowledge of IT practically in their day-to-day life. • Students will be able to create well-formatted documents, attractive presentations and calculation part through excel. • Students will be able to create their own blog. **Reference Books/Website** 1. http://www.tutorialspoint.com/computer_fundamentals/index.htm 2. http://www.gcflearnfree.org/office 3. Fundamentals of computers (English) Ist Edition by Reema Thareja, Oxford University Press, 2014 4. Introduction to Computer by Peter Norton, Tata Mc Graw hill 5. Introduction to Computer by Gary B Shelly
Semester - III	
Paper IX **Alankāraśāstra (Literary Theory and Criticism)** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** • Kāvyaprakāśa – Ullāsa 1 **20** • Rasagangadhara – Ānana-1(upto śabdaguṇa-lakṣaṇa) **35** • Sāhityadarpana – Pariccheda 1,2 **20** **Books Recommended for Texts and General Studies**	**अनिवार्य पत्र (Core Paper)** **PAPER CODE - SKT 301** **एकादश पत्र : संस्कृत व्याकरण** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** लघुसिद्धान्तकौमुदी (वरदराज–कृत), सन्धि प्रकरण **इकाई–2:** विभक्त्यर्थ प्रकरण, स्त्रीप्रत्यय प्रकरण

	इकाई–3: तद्धित प्रकरण **इकाई–4:** कृदन्त प्रकरण
Paper X **Dramaturgy** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** • Nāṭyaśāstra – Ch.17 **35** • Daśarūpaka – Chapter 1 and 4 **40** **Books Recommended for Texts and General Studies**	**अनिवार्य पत्र (Core Paper)** **PAPER CODE - SKT 302** **द्वादश पत्र : संस्कृत गद्य साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** कादम्बरी (बाणभट्ट–कृत), कथामुख, प्रारम्भ से चाण्डालकन्या आगमन तक **इकाई–2:** चाण्डाल कन्या का राजसभा प्रवेश से लेकर राजा का सभामण्डप में प्रवेश होने तक **इकाई–3:** राजा का राजसभामण्डप में विराजमान होने से लेकर शुकजन्मवर्णन तक **इकाई–4:** प्रभातवर्णन से लेकर कथामुख की समाप्ति तक
Paper XI **Mahākāvya** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** • Naiṣadhīyacaritam – Canto I **35** • Śiśupālavadham - Canto I **40** **Books Recommended for Texts and General Studies**	**अनिवार्य पत्र (Core Paper)** **PAPER CODE - SKT 303** **त्रयोदश पत्र : उपनिषद् व वेदान्त साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** ब्रह्मसूत्र, शांकरभाष्य, चतुःसूत्री, प्रथम व द्वितीय सूत्र **इकाई–2:** तृतीय व चतुर्थ सूत्र (शांकर भाष्य),

	इकाई–3: ईशोपनिषद्, केनोपनिषद् (मूल मात्र), **इकाई–4:** कठोपनिषद्, मुण्डकोपनिषद् (मूल मात्र)
Paper XII **Dramatic Literature** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** • Mṛcchakaṭikam (Act 1-4) **40** • Uttararāmacaritam (Act 1 and 2) **35** **Books Recommended for Texts and General Studies**	**अनिवार्य पत्र (Core Paper)** **PAPER CODE - SKT 304** **चतुर्दश पत्र : संस्कृत कथा साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** शिवराजविजय (पं. अम्बिकादत्त व्यास) प्रथम विराम, प्रथम निश्वास **इकाई–2:** शिवराजविजय (पं. अम्बिकादत्त व्यास) प्रथम विराम, द्वितीय निश्वास **इकाई–3:** शिवराजविजय (पं. अम्बिकादत्त व्यास) प्रथम विराम, तृतीय निश्वास **इकाई–4:** शिवराजविजय (पं. अम्बिकादत्त व्यास) प्रथम विराम, चतुर्थ निश्वास
	ऐच्छिक पत्र (Elective Paper) **PAPER CODE - SKT 305** **पंचदश पत्र : (अ– वर्ग) भारतीय दर्शन** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** न्यायदर्शन (गौतम न्यायसूत्र), वात्स्यायन भाष्यसहित, प्रथमाध्याय – प्रथम आह्निक, प्रमेय प्रकरण तक

	इकाई–2: प्रथमाध्याय, प्रथम आह्निक के न्यायपूर्णांगलक्षण प्रकरण से लेकर द्वितीय आह्निक तक **इकाई–3:** वैशेषिक दर्शन– प्रशस्तपादभाष्य प्रारम्भ से लेकर गुणनिरूपण में विभाग–निरूपण पर्यन्त **इकाई–4:** गुणनिरूपण में परत्व–निरूपण से लेकर समवाय–निरूपण पर्यन्त
	ऐच्छिक पत्र (Elective Paper) **PAPER CODE - SKT 305** **पंचदश पत्र : (ब– वर्ग) प्राकृत साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** आचारांग सूत्र, (प्रथम श्रुतस्कन्ध), प्रथम एवं नवम अध्ययन **इकाई–2:** ज्ञाताधर्मकथा, पंचम अध्ययन **इकाई–3:** षट्खण्डागम– धवला टीका सहित जीवस्थान–सत्प्ररूपणा प्रथम सूत्र **इकाई–4:** षट्खण्डागम– धवला टीका सहित जीवस्थान–सत्प्ररूपणा अनुयोगद्वार, द्वितीय सूत्र से 23 सूत्र तक **संदर्भ ग्रन्थ** • आयारो (प्रथम श्रुतस्कन्ध), संपा, विवेचक : मुनि नथमल, जैन विश्वभारती प्रकाशन, लाडनूं (राज.), • षट्खण्डागम (धवला टीका सहित), पुस्तक–1, खण्ड–1, भाग–1,

	संपा. स्व. डॉ. हीरालाल जैन एवं डॉ. ए. एन. उपाध्ये, जैन संस्कृति संरक्षक संघ, संतोष भवन, फलटन गली, शोलापुर–2 (महा.), • नायाधम्मकहाओ, संपा. आचार्यश्री महाप्रज्ञ, जैन विश्वभारती, लाडनूं (राज.),
	ऐच्छिक पत्र (Elective Paper) **PAPER CODE - SKT 305** **पंचदश पत्र : (स– वर्ग) सांख्ययोग दर्शन** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** सांख्यप्रवचन भाष्य, प्रथम अध्याय **इकाई–2:** सांख्यप्रवचन भाष्य, द्वितीय अध्याय **इकाई–3:** सांख्यप्रवचन भाष्य, तृतीय अध्याय **इकाई–4:** सांख्यप्रवचन भाष्य, चतुर्थ अध्याय
	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - SKT 305** **पंचदश पत्र : (द– वर्ग) कालुव्याकरण** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** (कालूकौमुदी–) **प्रथम इकाई** – आख्यात प्रकरण, चुरादि गण, नामधातु प्रक्रिया

	द्वितीय इकाई –कण्ड्वादि गण, ञिन्नन्त प्रक्रिया, यङन्त प्रक्रिया **तृतीय इकाई** –सन्नन्त प्रक्रिया, यङ्लुङन्त प्रक्रिया, प्रत्ययमाला प्रकरण, पदव्यवस्था प्रक्रिया, भावकर्म प्रक्रिया, कर्मकर्तृ प्रक्रिया, विभक्त्यर्थ प्रक्रिया **चतुर्थ इकाई** –पदव्यवस्था प्रक्रिया, भावकर्म प्रक्रिया, कर्मकर्तृ प्रक्रिया, विभक्त्यर्थ प्रक्रिया
Semester - IV	
Paper XIII **Nyāya, Sāṃkhya, Vedānta Philosophy** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** Nyāya - Tarkabhāṣā of Keśavamiśra – Upto prāmāṇyavāda **25** Sāṃkhya - Sāṃkhyakārikā of Īśvarakṛṣṇa – 1-30 **25** Vedānta – Vedāntasāra of Sadānanda – Entire **25** **Books Recommended for Texts and General Studies**	**अनिवार्य पत्र (Core Paper)** **PAPER CODE - SKT 401** **षोडश पत्र : संस्कृत नीतिपरक साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** नीतिशतक (भर्तृहरिरचित) (1–55 श्लोक), **इकाई–2:** नीतिशतक, 56–115 श्लोक **इकाई–3:** विष्णुशर्मकृत पंचतन्त्र (लब्धप्रणाश, चतुर्थ तन्त्र), **इकाई–4:** विष्णुशर्मकृत पंचतन्त्र (अपरीक्षितकारक, पंचमतन्त्र),

Paper XIV **Jaina and Bauddha Philosophy** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** • Jaina – Jaina Siddhānta Dīpikā – Prakāśa 1-2 **20** • Pramāna prameyakalikā (Entire) **30** • Bauddha - Nyāyabinduprakaraṇam (pratyakṣa, sūtra 1-21) **25** **Books Recommended for Texts and General Studies**	**अनिवार्य पत्र (Core Paper)** **PAPER CODE - SKT 402** **सप्तदश पत्र : संस्कृत साहित्य का इतिहास** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** संस्कृत साहित्य का उद्भव व विकास, आदिकाव्य रामायण, महाभारत, पुराणसाहित्य **इकाई–2:** संस्कृत महाकाव्य, महान् कवि, संस्कृत नाटक, विख्यात नाटककार **इकाई–3:** संस्कृत गद्य साहित्य, गीतिकाव्य **इकाई–4:** संस्कृत कथा साहित्य, चम्पूकाव्य
Paper XV **History of Literature** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** • History of Literature – Veda, Rāmāyaṇa, Mahābhārata, Purāṇa, Kāvya **20**	**अनिवार्य पत्र (Core Paper)** **PAPER CODE - SKT 403** **अष्टादश पत्र : शोधप्रविधि** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** शोध : स्वरूप–परिचय, (Introduction : Research), वर्णनात्मक शोध (Descriptive Research), शोध के प्रकार (Types of Research),

• History of Grammar – Prātiśākhya, Trimuni-Vyākaraṇa, Navya-Vyākaraṇa **15** • History of Indian Philosophy – Cārvāka, Buddhist, Jain, ṣaḍdarśana **20** • History of Kāvyaśāstra – Rasa, Dhvani, Vakrokti, Rīti, Alaṃkāra, Aucitya **20** **Books Recommended for Texts and General Studies**	ऐतिहासिक, तुलनात्मक, भाषात्मक, सामाजिक शोध, प्रविधिपरक शोध, कार्यपरक शोध, **इकाई–2:** शोध–समस्या का चयन (Selection of Research Problem), परिकल्पना (Hypothesis), शोध–क्षेत्र (Area of Research), शोध रूपरेखा (Synopsys), **इकाई–3:** शोधविधियां (Methods of Research), वैज्ञानिक विधि, निरीक्षणात्मक विधि साक्षात्कार विधि प्रश्नपरक विधि संस्कृत साहित्य में काल निर्धारण की समस्या एवं समाधान समालोचनात्मक संस्करण निर्माझा के सिद्धान्त(महाभारत अथवा रामायण में प्रयुक्त सिद्धान्त) **इकाई–4:** वैयक्तिक व एकल अध्ययन (Case Study), प्रतिदर्श–प्रतिचयन (Sampling), सामग्री या आंकड़ों का संग्रहण व निरीक्षण (Collection & Analysis of Data) पादटिप्पण (Foot Notes), डाइक्रिटिकल मार्क (Diacritical Marks), उपसंहार (Conclusion), सन्दर्भ ग्रन्थ सूची (Bibliography), परिशिष्ट निर्माण (Appendix),

Paper XVI **Essays and Unseen Passages** **CREDIT – 4** **Full Marks: 100 (75 written Examination + 25 Continuous Internal Assessment)** • **Essay writing** **25** (in Sanskrit based on the contents of semester III and IV) • **Rendering (From Sanskrit to Prakrit and Vice-versa) 15** • **Translation (From Sanskrit to Hindi or English) 10** • **Précis writing (in Sanskrit) 15** • **Amplification (in Sanskrit) 10** **Books Recommended for General Studies** **OR** **Dissertation**	**अनिवार्य पत्र (Core Paper)** **PAPER CODE - SKT 404** **एकोनविंशति पत्र : संस्कृत स्मृति साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** मनुस्मृति (प्रथम अध्याय) **इकाई–2:** मनुस्मृति (द्वितीय अध्याय) **इकाई–3:** मनुस्मृति (तृतीय अध्याय) **इकाई–4:** मनुस्मृति (चतुर्थ अध्याय) **अथवा** **लघु शोधप्रबन्ध** **पूर्णांक : 100 (50 लघुशोध लेखन परीक्षा + 20 CIA+20 Viva-voce)**
	ऐच्छिक पत्र (Elective Paper) **PAPER CODE - SKT 405** **विंशति पत्र : (अ– वर्ग) भारतीय दर्शन** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)**

	इकाई–1: जैन तर्कभाषा (उपा. यशोविजयकृत), (प्रमाणपरिच्छेद), **इकाई–2:** जैन तर्कभाषा, (नय व निक्षेप परिच्छेद) **इकाई–3:** स्याद्वादमंजरी (आ. मल्लिषेणकृत), (कारिका 1–10) **इकाई–4:** स्याद्वादमंजरी (कारिका 11–19)
	ऐच्छिक पत्र (Elective Paper) **PAPER CODE - SKT 405** **विंशति पत्र : (ब– वर्ग) प्राकृत साहित्य** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** सावयपण्णत्ति (आ. हरिभद्रकृत), (1–105 गाथा) **इकाई–2:** सावयपण्णत्ति (आ. हरिभद्रकृत), (106–208 गाथा) **इकाई–3:** सावयपण्णत्ति (आ. हरिभद्रकृत), (209–311 गाथा) **इकाई–4:** सावयपण्णत्ति (आ. हरिभद्रकृत स्वोपज्ञवृत्ति सहित), (312–401 गाथा) **संदर्भ ग्रन्थ** • सावयपण्णत्ति, (हरिभद्रीय स्वोपज्ञवृत्ति सहित), संपा, पं. बालचन्द्र शास्त्री, भारतीय ज्ञानपीठ प्रकाशन, दिल्ली–वाराणसी

	ऐच्छिक पत्र (Elective Paper) **PAPER CODE - SKT 405** **विंशति पत्र : (स– वर्ग) सांख्ययोग दर्शन** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** **इकाई–1:** सांख्यप्रवचन भाष्य, पंचम अध्याय (1–60 सूत्र) **इकाई–2:** सांख्यप्रवचन भाष्य, पंचम अध्याय (61–129 सूत्र) **इकाई–3:** सांख्यप्रवचन भाष्य, षष्ठ अध्याय (1–31 सूत्र) **इकाई–4:** सांख्यप्रवचन भाष्य, षष्ठ अध्याय (32–60 सूत्र)
	ऐच्छिक पत्र (ELECTIVE PAPER) **PAPER CODE - SKT 405** **विंशति पत्र : (द– वर्ग) कालुव्याकरण** **क्रेडिट–4** **पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)** (कालूकौमुदी–) • **प्रथम इकाई** – कृदन्त प्रकरण, सू. 494–560 • **द्वितीय इकाई** – कृदन्त प्रकरण, सू. 571–645 • **तृतीय इकाई** – उणादि प्रकरण • **चतुर्थ इकाई** – उत्तरकृदन्त प्रकरण

- सेमेस्टर प्रणाली में एक से चार सेमेस्टर में कुल 16 पत्र होते थे, जो CBCS Pattern में बढकर 20 हो गये।
- CBCS Pattern में प्रत्येक पत्र को 4 इकायों में बांटा गया।
- सेमेस्टर प्रणाली में लिखित परीक्षा 75 अंकों की तथा CIA 25 अंकों का था, जो CBCS Pattern में 70 तथा 30 अंकों के हो गये।
- CBCS Pattern में विद्यार्थियों को ऐच्छिक पत्र के चुनाव के लिये अधिक पत्र दिये गये।

जैन विश्व भारती संस्थान, लाडनूं
संस्कृत प्राकृत विभाग

एम.ए. हिन्दी अध्ययन मण्डल की बैठक

आज दिनांक 9 मार्च, 2019 को प्रातः 10.00 बजे विभागाध्यक्ष, संस्कृत प्राकृत विभाग के कक्ष में एम. ए. हिन्दी के अध्ययन मण्डल की एक बैठक आयोजित हुई जिसमें निम्न सदस्य उपस्थित हुए–

1.	प्रो.नन्दलाल कल्ला, जोधपुर	बाह्य सदस्य
2.	प्रो. आनन्द प्रकाश त्रिपाठी, सागर	बाह्य सदस्य
3.	डॉ. समणी ऋजु प्रज्ञा	विभागाध्यक्ष
4.	डॉ. ममता खाण्डल	सदस्य
5.	डॉ. प्रियंका कुमारी	सदस्य

इस बैठक में पत्राचार से चल रहे एम.ए. हिन्दी पाठ्यक्रम को एम. ए. हिन्दी नियमित पाठ्यक्रम को सेमेस्टर के अनुसार प्रस्तुत करते हुए निम्न निर्णय लिए गए–

1. पाठ्यक्रम दो वर्ष का होगा।
2. प्रत्येक वर्ष दो समेस्टर इस प्रकार चार सेमेस्टर का पाठ्यक्रम होगा।
3. प्रत्येक सेमेस्टर में चार पेपर्स इस प्रकार कुल 16 पेपर्स होंगे।
4. संस्थान के नियमानुसार प्रत्येक पत्र 100 अंक के होंगे जिसमें 75 अंक वार्षिक परीक्षा 25 अंक आन्तरिक मूल्यांकन के होंगे।
5. अन्तिम सेमेस्टर में एक पत्र लघु शोध प्रबन्ध का होगा जिसमें 50 अंक लघु शोध प्रबन्ध, 25 अंक मौखिकी परीक्षा एवं 25 अंक आन्तरिक मूल्यांकन के होंगे।
6. विद्या परिषद की स्वीकृति हेतु पाठ्यक्रम की प्रति संलग्न है।

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Department of Prakrit and Sanskrit

Jain Vishva Bharati Institute, Ladnun (Rajasthan)

Syllabus of Hindi - 2015

पाठ्यक्रम के उद्देश्य –

1. विद्यार्थियों को प्राचीन एवं मध्यकालीन हिन्दी साहित्य से परिचित करवाना।
2. विद्यार्थियों को हिन्दी गद्य, साहित्य एवं लोक साहित्य से अवगत करवाना।
3. विद्यार्थियों को भारतीय एवं पाश्चात्य काव्य से अवगत करवाना।
4. विद्यार्थियों को जैन संस्कृति और जीवन मूल्यों से परिचित करवाना।
5. विद्यार्थियों को भाषा विज्ञान से परिचित करवाना एवं हिन्दी भाषा के स्वरूप एवं उसके विविध रूपों का ज्ञान करवाना।
6. विद्यार्थियों को पत्रकारिता के क्षेत्र का समग्र ज्ञान कराना।
7. विद्यार्थियों को प्रयोजन मूलक हिन्दी एवं अनुवाद विज्ञान के क्षेत्र से अवगत करवाना।
8. विद्यार्थियों को को हिन्दी उपन्यास, कहानी, नाटक आदि गद्य विधाओं की समग्र जानकारी प्रदान करना।
9. विद्यार्थियों को आधुनिक हिन्दी काव्य की विस्तार पूर्वक जानकारी प्रदान करना।

पाठ्यक्रम की उपलब्धियां :

1. विद्यार्थी पाठ्यक्रम वर्णित कवियों से प्रेरणा लेकर स्वयं काव्य रचना हेतु प्रयास कर सकेंगे।
2. विद्यार्थी हिन्दी की विभिन्न गद्य शैलियों से परिचित हो सकेंगे।
3. विद्यार्थी काव्यशास्त्रीय अध्ययन में रूचि ले सकेंगे।
4. विद्यार्थी हिन्दी की आलोचना विद्या से रूबरू हो सकेंगे।
5. विद्यार्थी आदिकालीन एवं मध्यकालीन साहित्य के महत्व को जान सकेंगे।
6. विद्यार्थी पाठ्यक्रम वर्णित सभी आधुनिक कवियों के काव्य से परिचित हो सकेंगे।
7. विद्यार्थी भाषा विज्ञान के स्वरूप, संरचना एवं महत्व को जान सकेंगे।
8. विद्यार्थी लोक संस्कृति के माध्यम से लोक साहित्य एवं लोक अवधारणा को समझ सकेंगे।
9. विद्यार्थी हिन्दी के भौगोलिक विस्तार से अवगत हो सकेंगे।
10. विद्यार्थी अनुवाद के स्वरूप क्षेत्र एवं सीमाओं से परिचित हो सकेंगे।
11. विद्यार्थी कामकाजी हिन्दी को जानकर उनका दैनिक जीवन में उपयोग कर सकेंगे।

Semester- I

Paper code	Name of Paper	Max. Marks	Written Exam	CIA	Credit
Core Paper					
MAH 101	Hindi Sahitya ka Itihas	100	70	30	4
MAH 102	Hindi Kavita : Udbhava aur Vikas	100	70	30	4
MAH 103	Anoodit Bhartiya Upanyas	100	70	30	4
Elective Paper					
MAH 104	Group A Vigyapan evam Jansmpark Group B Jansanchar : Avadharna evam Vikas Group C Tulnatmak Sahitya : Siddhant evam Vikas	100	70	30	4
Foundation Paper					
MAH 105	Value Education	100	70	30	4
	Total Marks and Credit	**500**	**350**	**150**	**20**

Semester- II

Paper code	Name of Paper	Max. Marks	Written Exam	CIA	Credit
Core Paper					
MAH 201	Adhunik Hindi Kavita	100	70	30	4
MAH 202	Sahitya Shastra : Bharteeya evam Pashchatya	100	70	30	4
MAH 203	Hindi Kahani	100	70	30	4
Elective Paper					
MAH 204	Group A Meedia ki Achar Sanhita Group B Jansanchar : Mudrit Madhyam Group C Adhunik Bharatiya Kavita	100	70	30	4

Foundation Paper					
MAH 205	Computer Application	100	70	30	4
	Total Marks and Credit	**500**	**350**	**150**	**20**

Semester- III

Paper code	Name of Paper	Max. Marks	Written Exam	CIA	Credit
Core Paper					
MAH 301	Hindi Alochana	100	70	30	4
MAH 302	Natak evam Rangmanch	100	70	30	4
MAH 303	Anuvad Siddhanta	100	70	30	4
MAH 304	Hindi Bhasha - Itihas, Svaroop aur uska Samajshastra	100	70	30	4
Elective Paper					
MAH 305	Group A Patakatha Lekhan aur Film Nirman Group B Jansanchar : Redio evam Telivision Group C Loksahitya	100	70	30	4
	Total Marks and Credit	**500**	**350**	**150**	**20**

Semester- IV

Paper code	Name of Paper	Max. Marks	Written Exam	CIA	Credit
Core Paper					
MAH 401	Hindi Bhasha Shikshan	100	70	30	4
MAH 402	Hindi Gadya ke Vibhinna Roop	100	70	30	4
MAH 403	Hindi Sahitya aur Cinema	100	70	30	4
MAH 404	Ashu Anuvad				

Elective Paper						
MAH 405	Group A Sahitya evam Kala Roop Group B Jansanchar : Internet aur Web Patrakarita	100	70	30		4
	Group C Loksanchar or Dissertation	100	70 50	30 30	20 Viva-voce	4
Total Marks and Credit		**500**	**350**	**150**		**20**
Grand Total of Marks and Credit		**2000**	**1400**	**600**		**80**

हिन्दी

एम.ए. सेमेस्टर–प्रथम

अनिवार्य पत्र (CORE PAPER)

Paper Code - MAH 101

प्रथम पत्र : हिन्दी भाषा और साहित्य का इतिहास

क्रेडिट–4

उद्देश्य –

1. अपभ्रंश से लेकर हिन्दी के वर्तमान स्वरूप तक हिन्दी की विकास यात्रा का परिचय;
2. बोलियाँ, लिपि और मानकीकरण सहित हिन्दी के प्रसार का लेखाजोखा;
3. आदिकाल से आधुनिक काल तक के हिन्दी साहित्य का इतिहास का परिचयात्मक अवलोकन।
4. विद्यार्थियों का हिन्दी की ऐतिहासिक पृष्ठयभूमि से परिचय करवाना।

उपलब्धियां–

1. विद्यार्थी हिन्दी की ऐतिहासिक पृष्ठयभूमि से परिचित हो सकेंगे।
2. विद्यार्थी हिन्दी की आधारभूत जानकारी प्राप्त कर सकेंगे।
3. विद्यार्थी हिन्दी के भौगोलिक विस्तार से अवगत हो सकेंगे।

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

हिन्दी साहित्य का आदिकाल

डिंगल, अवहट्ट और अपभ्रंश, अपभ्रंश में उपलब्ध काव्य

काव्य भाषा के रूप में अवधी और ब्रज भाषाओं का विकास

इकाई–2:

हिन्दी साहित्य का पूर्व मध्यकाल

बोलियाँ, लिपि और मानकीकरण

हिन्दी प्रसार के आंदोलन, राजभाषा, विविध प्रयोग

इकाई–3:

हिन्दी साहित्य का मध्यकाल

आदिकाल एवं पूर्व मध्यकाल

मध्यकाल– संत काव्य, सूफी काव्य, कृष्ण काव्य, राम काव्य

रीतिकाल

इकाई–4:

हिन्दी का आधुनिक काल

हिन्दी गद्य का उद्‌भव एवं विकास

समकालीन परिदृश्य

संदर्भ ग्रन्थ

1. भारत के प्राचीन भाषा परिवार और हिन्दी : रामविलास शर्मा
2. भारत की भाषा समस्या : रामविलास शर्मा
3. हिन्दी भाषा का संक्षिप्त इतिहास : भोलानाथ तिवारी
4. हिन्दी भाषा का इतिहास : धीरेन्द्र वर्मा
5. हिन्दी भाषा : स्वरूप और विकास : कैलाशचन्द्र भाटिया
6. हिन्दी भाषा : हरदेव बाहरी
7. भाषा और बोली : एक संवाद : आर.के. अग्निहोत्री

हिन्दी

एम.ए. सेमेस्टर–प्रथम

अनिवार्य पत्र (CORE PAPER)

Paper Code - MAH 102

द्वितीय पत्र : हिन्दी कविता : उद्‌भव एवं विकास

क्रेडिट–4

उद्देश्य –

1. हिन्दी की आदिकालीन, भक्तिकालीन और रीतिकालीन काव्य प्रवृत्तियों से अवगत करवाना;
2. तत्कालीन प्रमुख कवियों और उनकी कृतियों का परिचय देना;
3. पाठ्य और पाठ्येतर कृतियों के संदर्भ में विद्यार्थियों में रूचि पैदा करना और उनमें समीक्षा–आलोचना की क्षमता विकसित करना।

उपलब्धियां–

1. विद्यार्थी विभिन्न कवियों की लेखन शैली से परिचित होकर अपना मत प्रस्तुत कर सकेंगे।
2. विद्यार्थी पाठ्यक्रम वर्णित कवियों से प्रेरणा लेकर स्वयं काव्य रचना हेतु प्रयास कर सकेंगे।

पूर्णांक : पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1: आदिकालीन काव्य

बीसलदेव रासो–नरपतिनाल्ह

रूप वर्णन–विद्यापति

इकाई–2: पूर्व मध्यकालीन काव्य (निर्गुण)

नागमती वियोग खंड (पद्‌मावत)–मलिक मोहम्मद जायसी,

कबीर–पद संख्या– 160, 163, 166, 167, 168, 175, 176, 183, 190, 191, 199, 201, 209, 212, 224, 237, 247, 250, 253

इकाई–3: पूर्व मध्यकालीन काव्य (सगुण)

सूरदास–पद संख्या– 01, 02, 09, 22, 24, 28, 34, 39, 41, 52, 57, 62, 64, 85, 92, 95, 97, 99, 100

मीरा–मीरा पदावली के पहले 20 पद

इकाई–4: उत्तर मध्यकालीन काव्य

बिहारी–बिहारी रत्नाकर के पद– 1, 5, 12, 14, 15, 19, 26, 31, 32, 38, 48, 57, 60, 62, 63, 66, 77, 84, 87, 93

घनानन्द–घनानन्द कवित्त छंद संख्या 1 से 20 तक

संदर्भ ग्रन्थ

कबीर– हजारीप्रसाद द्विवेदी

कबीर का रहस्यवाद–रामकुमार वर्मा

गोस्वामी तुलसीदास–रामचंद्र शुक्ल

घनानंद काव्य और आलोचना–किशोरीलाल

जायसी ग्रंथावली–रामचंद्र शुक्ल (सं.)

जायसी–विजयदेव नारायण साही

बिहारी की वाग्विभूति–विश्वनाथप्रसाद मिश्र

मीरा का काव्य–विश्वनाथ त्रिपाठी

सूरदास–रामचंद्र शुक्ल

सूर साहित्य–हजारीप्रसाद द्विवेदी

हिन्दी

एम.ए. सेमेस्टर–प्रथम

अनिवार्य पत्र (CORE PAPER)

Paper Code - MAH 103

तृतीय पत्र : अनूदित भारतीय उपन्यास

क्रेडिट–4

उद्देश्य–

1. विद्यार्थियों को हिन्दी की उपन्यास विधा से परिचय करवाना।
2. विद्यार्थियों को निबंध विधा के महत्व एवं निबंध कला से परिचय करवाना।
3. विद्यार्थियों को हिन्दी कहानी विधा की समग्र जानकारी प्रदान करना।

उपलब्धियां–

1. विद्यार्थी हिन्दी की विभिन्न गद्य शैलियों से परिचित हो सकेंगे।
2. विद्यार्थी स्वयं हिन्दी गद्य में रूचि लेंगे एवं लेखन कला हेतु प्रेरित होंगे।

पूर्णांक : पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

उपन्यास विधा का उद्‌भव और विकास

उपन्यास के उदय की पृष्ठभूमि और कारक

भारत में उपन्यास का विकास और विविध रूप

इकाई–2:

प्रमुख उपन्यासों का अध्ययन–1

गोरा–रवीन्द्रनाथ ठाकुर

छः बीघा जमीन–फ़कीर मोहन सेनापति

इकाई–3:

प्रमुख उपन्यासों का अध्ययन–2

मछुआरे–तकषी शिवशंकर पिल्लै

संस्कार–यू.आर. अनंतमूर्ति

इकाई–4:

प्रमुख उपन्यासों का अध्ययन–3

समय सरगम–कृष्णा सोवती

पचपन खम्भे लाल दीवारें–उषा प्रियंवदा

संदर्भ ग्रन्थ

उपन्यास का उदय–आयन वाट, हरियाणा साहित्य अकादमी, चंडीगढ़

उपन्यास और लोक जीवन–राल्फ फॉक्स, पी.पी.एन., नई दिल्ली

उपन्यास का सिद्धान्त–जार्ज लूकाच, मैक्मिलन इंडिया लिमिटेड, नई दिल्ली

भारतीय साहित्य–स्थापनाएँ एवं प्रस्तावनाएँ– के. सच्चिदानंदन, राजकमल, नई दिल्ली

नोट–छात्र को अ, ब और स –इन तीन समूहों में से किसी एक समूह का चयन करना होगा। प्रथम सेमेस्टर में जो समूह चयनित होगा, वही आगे के सेमेस्टर में भी ग्राह्य होगा

हिन्दी

एम.ए. सेमेस्टर–प्रथम

ऐच्छिक पत्र (ELECTIVE PAPER)

Paper Code - MAH 104

समूह अ

चतुर्थ पत्र : विज्ञापन एवं जनसंपर्क

क्रेडिट–4

उद्देश्य–

1. विज्ञापन और जनसंपर्क के सैद्धान्तिक पक्ष, पृष्ठभूमि और विकास का ज्ञान;
2. विज्ञापन और जनसंपर्क के व्यवहारिक पक्षों का अध्ययन;
3. विज्ञापन और जनसंपर्क में लेखन, ब्रांड और ब्रांड पोजिशनिंग आदि की जानकारी।

उपलब्धियां–

1. विद्यार्थी विज्ञापन और जनसंपर्क के सैद्धान्तिक पक्ष, पृष्ठभूमि और विकास के ज्ञान के माध्यम से रोजगार प्राप्त कर सकता है।
2. विद्यार्थी विद्यार्थी विज्ञापन और जनसंपर्क के माध्यम से कला कौशल में निष्णात हो सकेगा।

पूर्णांक : पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

विज्ञापन और जनसंपर्क

पृष्ठभूमि और विकास

वर्तमान परिदृश्य

इकाई–2:

विज्ञापन और जनसंपर्क मीडिया बदलाव

विज्ञापन का भाषा संसार

जनसंपर्क आधुनिक दृष्टि

इकाई–3:

विज्ञापन और जनसंपर्क रोजगार दृष्टि

विविध स्वरूप और रोजगार के अवसर

विविध संभावनाएँ, ब्रांडिंग (छवि निर्माण)

इकाई–4:

व्यावहारिक पक्ष

विज्ञापन तैयार करना, छायांकन, संपादन

कापी राइटिंग, डिजाइन, भाषा तथा सम्प्रेषण

संदर्भ ग्रन्थ

विज्ञापन व्यवसाय एवं कला–रामचंद्र तिवारी, आलेख प्रकाशन, दिल्ली

जनसंपर्क प्रबंधन–कुमुद शर्मा, ज्ञानगंगा प्रकाशन, दिल्ली

आधुनिक विज्ञापन–प्रेम पातंजलि, वाणी प्रकाशन

प्रयोजनमूलक हिन्दी–माधव सोनटक्के

हिन्दी

एम.ए. सेमेस्टर–प्रथम

ऐच्छिक पत्र (ELECTIVE PAPER)

Paper Code - MAH 104

समूह ब

चतुर्थ पत्र : जनसंचार : अवधारणा एवं विकास

क्रेडिट–4

उद्देश्य–

1. संचार की अवधारणा एवं सिद्धान्तों का परिचय;
2. भारत में जनसंचार माध्यमों के विकास का परिचय;
3. संचार माध्यमों के प्रबंधन और आर्थिक पक्ष एवं नवीनतम परिवर्तनों की जानकारी देना।

उपलब्धियां –

1. संचार की अवधारणा एवं सिद्धान्तों का परिचय प्राप्त कर विद्यार्थी उसका उपयोग अपने जीवन में कर सकेगा।
2. जनसंचार माध्यमों की जानकारी से विद्यार्थी रोजगार प्राप्त कर सकता है।
3. जनसंचार माध्यमों के द्धारा सम्पूर्ण विश्व की जानकारी कम समय में हो सकती है।

पूर्णांक : पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1: जनसंचार परिचय एवं सिद्धान्त

जनसंचार प्रक्रिया के मूलतत्त्व

जनसंचार की अवधारणाएं एवं प्रकार्य : प्रमुख सैद्धांतिकियाँ

इकाई–2: भारत में संचार माध्यमों का विकास

प्रिंट : प्रथम चरण–सुधार युग, द्वितीय चरण–स्वाधीनता–स्वदेशी–संघर्ष, तृतीय चरण–1947 के बाद विकास की समस्याएं

रेडियो : प्रथम चरण–आजादी से पूर्व, द्वितीय चरण–आजादी के बाद की समस्याएँ

टी.वी. व इंटरनेट : प्रथम चरण–विकासमूलक, द्वितीय चरण–भूमण्डलीकरण और तीसरा चरण–भूमण्डलीकरण और व्यावसायिकता, साइबर स्पेस और जनसंचार

इकाई–3: जनसंचार और समाज

जनसंचार और राजनीति, सामाजिक विकास और जनसंचार

जनसंचार के प्रभाव और उनका अध्ययन, विशेष अभियान, संचार शोध के अन्य पक्ष

इकाई–4: जनसंचार : उद्योग के रूप में

आर्थिकी प्रिंट की आर्थिकी का चक्र : प्रसारण संख्या–पाठक संख्या के इलेक्ट्रॉनिक माध्यमों माध्यमों के स्वामित्व का रूप, क्रास ओनरशिप कन्वर्जेन्स, एफ.डी.आई. प्रवेश

संदर्भ ग्रन्थ

संचार माध्यमों का वर्ग चरित्र–रमेंड विलियम्स

पूंजीवाद और सूचना युग–मैक्चेस्नी वुड (संपादक)

संस्कृति विकास और संचार क्रांति–पी.सी. जोशी

हिन्दी पत्रकारिता–कृष्णबिहारी मिश्र

भारतीय समाचार पत्रों का इतिहास–जेफ्री रोबिन्स

हिन्दी

एम.ए. सेमेस्टर–प्रथम

ऐच्छिक पत्र (ELECTIVE PAPER)

Paper Code - MAH 104

समूह स

चतुर्थ पत्र : तुलनात्मक साहित्य : सिद्धान्त और प्रविधि

क्रेडिट–4

उद्देश्य–

1. तुलनात्मक साहित्य सिद्धान्तों और अध्ययन प्रविधि का आधारभूत ज्ञान।
2. भारतीय साहित्य परम्परा के साथ साथ अन्य परम्परा का ज्ञान करवाना।
3. तुलनात्मक साहित्य सिद्धान्तों और अध्ययन को भलिभांति समझकर, स्वनिर्णय करना।

उपलब्धियां –

1. विद्यार्थी का बौद्धिक विकास होगा।
2. सही गलत के निर्णय में उपयोगी।
3. तुलनात्मक साहित्य से विद्यार्थी अनुवाद की प्रक्रिया समझ सकता है।

पूर्णांक : पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

तुलनात्मक साहित्य परिचय

तुलनात्मक साहित्य अवधारणात्मक परिप्रेक्ष्य, विकास और विविध संप्रदाय

तुलनात्मक साहित्य अध्ययन के उपादान एवं प्रविधि

इकाई–2:

तुलनात्मक साहित्य अध्ययन के आयाम–1

साहित्यिक इतिहास लेखन

काव्य रूप

इकाई–3:

तुलनात्मक साहित्य अध्ययन के आयाम–2

कथ्य मीमांसा

अभिग्रहण

इकाई–4:

तुलनात्मक साहित्य अध्ययन के आयाम–3

तुलनात्मक साहित्य और भारतीय साहित्य

तुलनात्मक साहित्य के नए आयाम अंतर अनुशासनिकता एवं अनुवाद अध्ययन

संदर्भ ग्रन्थ

तुलनात्मक साहित्य–नगेन्द्र (सं.)

तुलनात्मक साहित्य : भारतीय परिप्रेक्ष्य–इन्द्रनाथ चौधुरी

Comparative literature: Theory and Practice - Amiya Dev and Sisir Kumar Das, IIAS, Shimla

Comparative literature : A Critical Introduction-Susan Bassnett, Blackewill

Death of a discipline-Gayatri Chakrovorty Spivak, Seagull Books, Calcutta.

हिन्दी

Semester – I Core Foundation Paper

Course Code – JVB 101 Value Educatin

[CIA- 30, Writen 70]

Marks 100 **Credit-4**

Objectives

1. To understand the need of value oriented education.
2. To understand the process of contemplation for value development.

Outcome

1. Student make the life easier by moral education.
2. To make strong nation by moral education

Marks 70+30

Unit-I Value Education

Education- meaning, definitions, objectives and curriculum formation.

Problems of modern education.

Values- meaning, definitions, different views and classifications of values.

Need of value education.

Unit-II Value Education and Science of Living

Moral values development through contemplation: honesty, self-discipline and non-violence.

Mental values development through contemplation: mental balance, will power and patience.

Emotional and spiritual values development through contemplation: tolerance, fearlessness and modesty.

Unit-III Cardinal Principles and Virtues of Life

Concept of Nonviolence

Concept & Non possession

Ten Virtues

Unit-IV Spiritual Way of Living

Jain way of life

Code of Conduct of House Holder

Ascetic Code of Conduct

Jain Path of Libration

Reference Books

1. समाज शास्त्र - आर. एन. मुखर्जी, वी. अग्रवाल एवं नीना मल्होत्रा, विवेक प्रकाशन, दिल्ली, १९८८।
2. संस्कृति की रूपरेखा - डॉ. हरद्वारीलाल शर्मा, मानसी प्रकाशन, ३२ कैलाशपुरी, मेरठ, १९८५।
3. अमूर्त चिन्तन - आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं, २००१।
4. जैनदर्शन मनन और मीमांसा, आचार्य महापज्ञ, आदर्श साहित्य संघ चूरू।
5. Teaching Methods for Yoga Practices: Dr M.L. Gharote and Dr S.K. Ganguly, Kaivalyadham Samiti, Lanavla, 2001.
6. Value Education: Theory and Practice, Dr. N. L. Gupta, Krishna Brothers, Ajmer, 1986.

हिन्दी

एम.ए. सेमेस्टर–द्वितीय

अनिवार्य पत्र (CORE PAPER)

Paper Code - 201

षष्ठ पत्र : आधुनिक हिन्दी कविता

क्रेडिट–4

उद्देश्य–

1. आधुनिक हिन्दी काव्य का ऐतिहासिक पक्ष, प्रवृत्तियां और रचनाकारों की जानकारी;
2. इस कालखंड के प्रमुख रचनाकारों और उनकी कृतियां;
3. आधुनिक हिन्दी के विभिन्न पक्षों और रचनाकारों सम्बन्धित आलोचनात्मक दृष्टि।

उपलब्धियां–

1. आधुनिक हिन्दी काव्य का ऐतिहासिक पक्ष, प्रवृत्तियां और रचनाकारों की जानकारी प्राप्त हुई।
2. इस कालखंड के प्रमुख रचनाकारों और उनकी कृतियों का परिचय प्राप्त हुआ।
3. आधुनिक हिन्दी के विभिन्न पक्षों और रचनाकारों सम्बन्धित आलोचनात्मक दृष्टि प्राप्त हुई।

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

आधुनिक काल

भारतेन्दु हरिश्चन्द्र

मैथिलीशरण गुप्त

इकाई–2:

छायावाद

जयशंकर प्रसाद–'कामायनी चिंता और श्रद्धा सर्ग

सूर्यकान्त त्रिपाठी निराला–राम की शक्ति पूजा, अनामिका

महादेवी वर्मा–निशा को धो देता राकेश, मधुर–मधुर मेरे दीपक जल, मैं नीर भरी दुख की बदली मोम सा तन सब आँखों के आँसू उजले

इकाई–3:

प्रगतिवादी काव्य

नागार्जुन–बादल को घिरते देखा है

मुक्तिबोध–चाँद का मुँह टेढ़ा है, अंधेरे में

अज्ञेय–असाध्य वीणा, आँगन के पार द्वार

रघुवीर सहाय–रामदास, आत्महत्या के विरूद्ध, अधिनायक, हिन्दी, समाधि

धूमिल–मोचीराम, संसद से सड़क तक

इकाई–4:

वर्तमान परिदृश्य

राजेश जोशी

अरुण कमल

संदर्भ ग्रन्थ

निराला की साहित्य साधना : डॉ. रामविलास शर्मा

मुक्तिबोध रचनावली : डॉ. नेमीचन्द जैन

अज्ञेय की काव्य तितीर्षा : नन्दकिशोर आचार्य

रघुवीर सहाय की कविता : सुरेश शर्मा

हिन्दी

एम.ए. सेमेस्टर–द्वितीय

अनिवार्य पत्र (CORE PAPER)

Paper Code - 202

सप्तम पत्र : साहित्य शास्त्र : भारतीय एवं पाश्चात्य

क्रेडिट–4

उद्देश्य–

1. साहित्य शास्त्र के विभिन्न सैद्धान्तिक पक्ष;
2. भारतीय साहित्य शास्त्र के सिद्धान्त एवं विद्वानों का परिचय;
3. पाश्चात्य साहित्य शास्त्र के सिद्धान्त एवं विद्वानों का परिचय।

उपलब्धियां–

1. साहित्य शास्त्र के विभिन्न सैद्धान्तिक पक्ष के माध्यम से विद्यार्थी साहित्य शास्त्र का ज्ञान कर सकेगा।
2. भारतीय साहित्य शास्त्र के सिद्धान्त एवं विद्वानों का परिचय प्राप्त कर सकेगा।
3. पाश्चात्य साहित्य शास्त्र के सिद्धान्त एवं विद्वानों का परिचय प्राप्त करने के साथ–साथ तुलनात्मक दृष्टि विकसित हो सकेगी।

पूर्णांक : पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

भारतीय साहित्य चिन्तन–1

भारतीय साहित्य चिन्तन परम्परा का ऐतिहासिक विकास

अलंकार, रीति और वक्रोक्ति

इकाई–2:

भारतीय साहित्य चिन्तन–2

ध्वनि

रस

इकाई–3:

पाश्चात्य साहित्य चिन्तन–1

अरस्तू अनुकरण, विरेचन, त्रासदी

लोंजाइनस उद्दात, कॉलरिज कल्पना

इकाई–4:

पाश्चात्य साहित्य चिन्तन–2

रिचर्ड्स मूल्य और काव्यभाषा, इलियट परम्परा, निर्वैयक्तिकता और वस्तुनिष्ठता

रूसी रूपवाद और नई समीक्षा, संरचनावाद, उत्तरसंरचनावाद और विखंडनवाद

संदर्भ ग्रन्थ

प्राचीन भारतीय साहित्य मीमांसा एक आकलन–अशोक रा. केलकर, राजकमल

भारतीय साहित्य शास्त्र–गणेश त्र्यंबक देशपांडे

भारतीय काव्य शास्त्र–उदयभानु सिंह (सं.)

पाश्चात्य काव्य शास्त्र–देवेन्द्रनाथ शर्मा

संरचनावाद, उत्तरसंरचनावाद और प्राच्य काव्य शास्त्र–गोपीचन्द्र नारंग

हिन्दी

एम.ए. सेमेस्टर–द्वितीय

अनिवार्य पत्र (CORE PAPER)

Paper Code - 203

अष्टम पत्र : हिन्दी कहानी

क्रेडिट–4

उद्देश्य–

1. हिन्दी कहानी के आरंभ से लेकर उसके वर्तमान स्वरूप तक का विकास;
2. हिन्दी कहानी की प्रमुख प्रवृत्तियाँ और रचनाकारों का ज्ञान;
3. हिन्दी कहानी की वर्तमान स्थिति और प्रवृत्तियाँ।

उपलब्धियां–

1. हिन्दी कहानी के आरंभ से लेकर उसके वर्तमान स्वरूप तक की विकास यात्रा को हृदयंगम करना।
2. हिन्दी कहानी की प्रमुख प्रवृत्तियाँ और रचनाकारों का ज्ञान प्राप्त हुआ।
3. हिन्दी कहानी की वर्तमान स्थिति और प्रवृत्तियों के माध्यम से कहानी लेखन की प्रवृत्ति का विकास।

पूर्णांक : पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

उद्देश्य

4. हिन्दी कहानी के आरंभ से लेकर उसके वर्तमान स्वरूप तक का विकास;
5. हिन्दी कहानी की प्रमुख प्रवृत्तियाँ और रचनाकारों का ज्ञान;
6. हिन्दी कहानी की वर्तमान स्थिति और प्रवृत्तियाँ।

इकाई–1:

हिन्दी कहानी

हिन्दी कहानी का उद्‌भव एवं विकास

हिन्दी कहानी के विभिन्न आन्दोलन

इकाई–2:

प्रेमचन्द युग

उसने कहा था–चन्द्रधर शर्मा गुलेरी

पूस की रात–प्रेमचंद

इकाई–3:

प्रेमचंदोत्तर युग और वर्तमान दौर

पुरस्कार : जयशंकर प्रसाद, पाजेब, जैनेन्द्र कुमार, रोज अज्ञेय

पिता– ज्ञानरंजन, तिरिछ–उदयप्रकाश, त्रिशंकु मनुभंडारी

यह अंत नहीं–ओमप्रकाश

इकाई–4:

हिन्दी महिला कहानीकार

एक और देवदास–मालती जोशी, लाल गुलाब–महरुनिशा परवेज

यहां कमलिनी खिलती है–मृदुला गर्ग, आजादी– ममता कालिया

संदर्भ ग्रन्थ–

1. नई कहानी : संवेदना और शिल्प, राजेन्द्र यादव
2. हिन्दी कहानी : प्रक्रिया और पाठ, सुरेन्द्र तिवारी
3. हिन्दी कहानी : अन्तरंग पहचान, डॉ. रामदरश मिश्र
4. कहानी, नई कहानी, डॉ. नामवर सिंह

हिन्दी

एम.ए. सेमेस्टर–द्वितीय

ऐच्छिक पत्र (ELECTIVE PAPER)

Paper Code - 204

समूह अ

नवम पत्र : मीडिया की आचार संहिता

क्रेडिट–4

उद्देश्य–

1. पत्रकारिता और पत्रकारों के दायित्व और उनके आचरण के आदर्श और यथार्थ;
2. पत्रकारिता से जुड़े प्रमुख कानून और प्रेस परिषद् की भूमिका;
3. बदलते परिदृश्य में नए कानून और आचार संहिता की चुनौतियाँ।

उपलब्धियां–

1. पत्रकारिता और पत्रकारों के दायित्व और उनके आचरण के आदर्श और यथार्थ रूप को ग्रहण करना।
2. पत्रकारिता से जुड़े प्रमुख कानून और प्रेस परिषद् की भूमिका का ज्ञान करना।
3. बदलते परिदृश्य में नए कानून और आचार संहिता की चुनौतियों की जानकारी प्राप्त करना।

पूर्णांक : पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

मीडिया की आचार संहिता

अवधारणा और उद्देश्य

अभिव्यक्ति की स्वतंत्रता और संवैधानिक परिप्रेक्ष्य

इकाई–2:

आचार संहिता के अन्य पहलू

पत्रकारों के दायित्व और आचार संहिता

अखबारों, रेड़ियो और टेलीविजन की पत्रकारिता का फर्क और आचार संहिता

इकाई–3:

भारतीय प्रेस कानून

भारतीय प्रेस परिषद् और संभावित मीडिया परिषद्

प्रेस और मीडिया से सम्बन्धित अन्य कानून

इकाई–4:

वर्तमान परिप्रेक्ष्य

साइबर पत्रकारिता और कानून

सूचना का अधिकार और आचार संहिता की चुनौतियाँ

संदर्भ ग्रन्थ

प्रेस विधि एवं अभिव्यक्ति स्वातंत्र्य–डॉ. हरिबंश दीक्षित

पत्रकारिता की लक्ष्मण रेखा–आलोक मेहता

प्रेस विधि–डॉ. नन्दकिशोर त्रिखा

हिन्दी

एम.ए. सेमेस्टर–द्वितीय

ऐच्छिक पत्र (ELECTIVE PAPER)

Paper Code - 204

समूह ब

नवम पत्र : जनसंचार : मुद्रित माध्यम

क्रेडिट–4

उद्देश्य–

1. पत्रकारिता का परिचय और समाचार के तत्त्वों, स्रोत और समाचार लेखन की संरचनाओं और विविध रूपों की जानकारी;
2. समाचार एवं अन्य सामग्री का संपादन और समाचार रिपोर्टिंग के क्षेत्रों और लेखन के प्रकारों आदि का ज्ञान;
3. समाचार, फीचर, समीक्षा आदि के लेखन के अभ्यास।

उपलब्धियां–

1. पत्रकारिता का परिचय और समाचार के तत्त्वों, स्रोत और समाचार लेखन की संरचनाओं और विविध रूपों की जानकारी के साथ–साथ समाचारों की संवेदनशीलता का ग्रहण।
2. समाचार एवं अन्य सामग्री का संपादन और समाचार रिपोर्टिंग के क्षेत्रों और लेखन के प्रकारों आदि का ज्ञान करते हुए समाचार के महत्त्व को प्रतिपादित किया जा सकेगा।
3. समाचार, फीचर, समीक्षा आदि के लेखन का अभ्यास।

पूर्णांक : पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1: पत्रकारिता का इतिहास

वैश्विक एवं भारतीय पत्रकारिता का विकास, समाचार की अवधारणा और उसके तत्त्व

समाचार लेखन और संकलन और समाचार एजेंसियां, समाचार संगठनों के ढांचे

इकाई–2:

संपादन

संपादक और उप संपादक के काम और दायित्व

शैली पुस्तिका, विभिन्न विधाएं और उनकी संरचना

इकाई–3:

रिपोर्टिंग

रिपोर्टिंग के क्षेत्र, रिपोर्टर के गुण, रिपोर्टिंग में सावधानियाँ

संपर्क, स्रोत, साक्षात्कार, पत्रकारों की भूमिका और दायित्व

इकाई–4:

पत्रकारिता के अन्य पक्ष

पत्रिकाएं और पत्रकारिता के प्रकार, टेब्युलाइड

फीचर लेखन, फिल्म, कला, रंगमंच और पुस्तक समीक्षा, स्तम्भ लेखन आदि

संदर्भ ग्रन्थ

पत्रकारिता का बृहद् इतिहास–डॉ. अर्जुन तिवारी, वाणी प्रकाशन, दिल्ली

हिन्दी पत्रकारिता एवं जनसंचार–आलोक दत्त ठाकुर, वाणी प्रकाशन, दिल्ली

पत्रकारिता : परिवेश एवं प्रवृत्तियां–डॉ. पृथ्वीनाथ पाण्डेय

हिन्दी पत्रकारिता संदर्भ एवं स्वरूप–विनय गोदरे, वाणी प्रकाशन, दिल्ली

हिन्दी

एम.ए. सेमेस्टर–द्वितीय

ऐच्छिक पत्र (ELECTIVE PAPER)

Paper Code - 204

समूह स

नवम पत्र : आधुनिक भारतीय कविता

क्रेडिट–4

उद्देश्य–

1. विशिष्ट आधुनिक भारतीय कविताओं का अध्ययन और तुलनात्मक विवेचन।
2. आधुनिक भारतीय कविता का आधारभूत परिचय।
3. समसामयिक विषयों को लेकर कविता लेखन का अभ्यास करना।

उपलब्धियां–

1. विशिष्ट आधुनिक भारतीय कविताओं का अध्ययन और तुलनात्मक विवेचन किया गया।
2. आधुनिक भारतीय कविता का आधारभूत परिचय प्राप्त हुआ।
3. समसामयिक विषयों को लेकर कविता लेखन का अभ्यास करवाया गया।

पूर्णांक : पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

भारतीय कविता में आधुनिकता

भारतीय कविता में आधुनिक प्रवृत्तियों का आरंभ और उसका रूपांतरण

प्रमुख प्रवृत्तियां, आंदोलन, वैचारिक आधार

इकाई–2:

प्रमुख भारतीय कवि–1

रवीन्द्रनाथ ठाकुर (बंगला)

सुब्रमण्यम भारती (तमिळ)

इकाई–3:

प्रमुख भारतीय कवि–2

कुमारनाशान (मलयालम)

कुसुमाग्रज (मराठी)

इकाई–4:

प्रमुख भारतीय कवि–3

उमाशंकर जोशी (गुजराती)

फ़िराक गोरखपुरी (उर्दू)

संदर्भ ग्रन्थ–

1. उर्दू साहित्य का इतिहास, एजाज हुसैन, अंजुमन तरम्मी ए उर्दू अलीगढ़

हिन्दी

एम.ए. सेमेस्टर–द्वितीय

आधारभूत प्रश्न–पत्र (FOUNDATION PAPER)

JVB 201

दशम पत्र : कम्प्यूटर अनुप्रयोग

क्रेडिट–4

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

Objectives:

- It will expose the students to the fundamentals of the IT.
- Students will be having the introductory knowledge of the MS-Windows
- Practically students will be able to use MS-PowerPoint, MS-Word, MS-Excel and create their own blog.

Outcome:

- Students will apply the knowledge of IT practically in their day-to-day life.
- Students will be able to create well-formatted documents, attractive presentations and calculation part through excel.
- Students will be able to create their own blog.

Course Contents (Term End Theory Exam):

Unit I: Introduction to Computers and Windows

- Application of Computers
- Block Diagram of Computer
- Input and Output devices
- Types of software
- Introduction to Operating system: Windows
- Functions of operating system
- How you can Fast your Computer or Maintenance of computer

Unit II: Concept of MS Word and MS Excel and its application

- MS Word Window Layout
- Creating and Formatting Documents
- Editing Documents

- Working with Tables.
- Mail Merge, Macro Recording, Thesaurus, Printing Document (How to Use Page-Setup Before Printing)
- Introduction to Excel and its Applications
- Concept of workbook and worksheet
- Layout of Worksheets
- Use of basic formula and functions
- Sorting, Filtering and charts
- Report Generation (Pivot Table)
- Security or Protecting Worksheets

Unit III: Introduction & Application of MS-PowerPoint

- PowerPoint Slide Creation
- Slide Layout
- Views
- Adding content to slide- Text, Graphics, Sound, Video
- Applying Slide Transition
- Custom Animation
- Slide Show
- Working With Image or ClipArt (how you edit clipart image)

Unit IV: Internet

- Introduction to internet
- ISP (Internet Services Providers)
- About Modem, Type of Internet Connection
- Web browser – its functions
- Concept of search engine, What is surfing
- SoCIAl Networking site/How to pay online bill/How to book tickets online/How to use Paytm
- Website and its types
- Searching, downloading and uploading
- Basic concepts of sending and receiving E-mail
- Blog uses and creation of blog
- How to Create Simple web page (or Personal web page)

Course Contents (Practical) :

- Creating document in MS-Word like Advertisement, Letter, Tables, Charts etc.
- Creation of Simple Worksheet like Mark sheet, Pay slip using MS-Excel.
- Creation of Power Point Presentation on various themes.

Reference Books/Website

1. http://www.tutorialspoint.com/computer_fundamentals/index.htm
2. http://www.gcflearnfree.org/office
3. Fundamentals of computers (English) Ist Edition by Reema Thareja, Oxford University Press, 2014
4. Introduction to Computer by Peter Norton, Tata Mc Graw hill
   Introduction to Computer by Gary B Shelly

हिन्दी

एम.ए. सेमेस्टर–तृतीय

अनिवार्य पत्र (CORE PAPER)

Paper Code -301

एकादश पत्र : हिन्दी आलोचना

क्रेडिट–4

उद्देश्य–

1. हिन्दी आलोचना की पद्धतियां और विकास को जानना।
2. इस युग के प्रमुख रचनाकारों का परिचय प्राप्त करते हुए उनकी आलोचनात्मक दृष्टि का परिचय प्राप्त करना।
3. समकालीन आलोचनात्मक साहित्य का परिचय प्राप्त करना।

उपलब्धियां–

1. हिन्दी आलोचना की पद्धतियां और विकास को जानते हुए शोधपरक दृष्टि विकसित हुई।
2. इस युग के प्रमुख रचनाकारों का परिचय प्राप्त करते हुए उनकी आलोचनात्मक दृष्टि का परिचय प्राप्त कर उनके साहित्य के माध्यम से नई दृष्टि का विकास किया गया।
3. समकालीन आलोचनात्मक साहित्य का परिचय प्राप्त कर समसामयिक विषयों पर लेखन कार्यों को प्रोत्साहित किया गया।

पूर्णांक : पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

आलोचना स्वरूप एवं पद्धति

हिन्दी आलोचना का विकास

हिन्दी आलोचना की पद्धतियां

इकाई–2:

हिन्दी के प्रमुख आलोचक–1

रामचन्द्र शुक्ल और उनके आलोचनात्मक प्रतिमान

हजारी प्रसाद द्विवेदी और नंददुलारे वाजपेयी

इकाई–3:

हिन्दी के प्रमुख आलोचक–2

राम विलास शर्मा

नामवर सिंह, विजयदेव नारायण साही

इकाई–4:

समकालीन आलोचना परिदृश्य

दलित एवं आदिवासी आलोचना

स्त्रीवादी आलोचना

संदर्भ ग्रन्थ–

1. आधुनिक हिन्दी आलोचना के बीज शब्द– बच्चन सिंह, राधा कृष्ण प्रकाशन, दरियागंज, दिल्ली
2. आधुनिक हिन्दी आलोचना, इन्द्रनाथ महान
3. नयी समीक्षा के प्रतिमान, डॉ. निर्मला जैन, नेशनल पब्लिशिंग हाउस, नई दिल्ली
4. दलित साहित्य का सौन्दर्य शास्त्र, ओम प्रकाश वाल्मीकी, राधाकृष्ण प्रकाशन, दिल्ली

हिन्दी

एम.ए. सेमेस्टर–तृतीय

अनिवार्य पत्र (CORE PAPER)

Paper Code -302

द्वादश पत्र : नाटक और रंगमंच

क्रेडिट–4

उद्देश्य–

1. रंगमंच के महत्त्व को प्रतिपादित करना।
2. नाटक और रंगमंच के इतिहास और विकास को समझना।
3. प्रमुख रंगमंच के विशेषज्ञों के बारे में जानकारी करना।

उपलब्धियां–

1. रंगमंच के महत्त्व को प्रतिपादित करते हुए रोजगार की संभवनाओं की तलाश की गई।
2. नाटक और रंगमंच के इतिहास और विकास को समझते हुए रंगमंच की बारीकियों से अवगत कराया गया।
3. प्रमुख रंगमंच के विशेषज्ञों के बारे में जानकारी करते हुए उनके अनुभवों को आत्मसात करने का प्रयास किया गया।

पूर्णांक : पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

आरंभिक काल

पारम्परिक रंगमंच का स्वरूप

भारतेन्दु हरिश्चन्द्र

इकाई–2:

हिन्दी रंगमंच का इतिहास

हिन्दी रंगमंच के विभिन्न रूप एवं विकास

पृथ्वीराज कपूर, राधेश्याम कथावाचक, आगाहश्र कश्मीरी, बेताब, भिखारी ठाकुर

इकाई–3:

आज़ादी के बाद का दौर

जयशंकर प्रसाद

मोहन राकेश, धर्मवीर भारती

इकाई–4:

वर्तमान परिदृश्य

जगदीशचन्द्र माथुर, लक्ष्मीनारायण लाल, लक्ष्मीनारायण मिश्र

सुरेन्द्र वर्मा, भीष्म साहनी

प्रभाकर श्रोत्रिय, त्रिपुरारी शर्मा

संदर्भ ग्रन्थ–

1.हिन्दी नाटक, बच्चनसिंह, राधाकृष्ण प्रकाशन, नई दिल्ली

2. रंगदर्शन, नेमिचन्द जैन, राधाकृष्ण पब्लिकेशन, नई दिल्ली

3. नाट्य–दर्पण, मोहन राकेश, राजकमल प्रकाशन, दिल्ली

4. हिन्दी नाटक का आत्म संघर्ष, किश ोर रस्तोगी, लोक भारती प्रकाशन, दिल्ली

5. बीसवीं सदी में हिन्दी नाटक और रंगमंच, गिरीश रस्तोगी, भारतीय ज्ञानपीठ, दिल्ली

हिन्दी

एम.ए. सेमेस्टर–तृतीय

अनिवार्य पत्र (CORE PAPER)

Paper Code -303

त्रयोदश पत्र : अनुवाद सिद्धान्त

क्रेडिट–4

उद्देश्य–

1. अनुवाद की अवधारणा, विकास एवं सिद्धान्तों का परिचय;
2. अनुवाद के लिए आवश्यक यंत्रों, तकनीकों एवं कौशल का परिचय;
3. अनुवाद के विभिन्न प्रकारों एवं नवीनतम परिवर्तनों की जानकारी देना।

उपलब्धियां–

1. अनुवाद की अवधारणा, विकास एवं सिद्धान्तों का परिचय प्राप्त करते हुए अनुवाद की गंभीरता को समझा गया।
2. अनुवाद के लिए आवश्यक यंत्रों, तकनीकों एवं कौशल का परिचय प्राप्त किया गया।
3. अनुवाद के विभिन्न प्रकारों एवं नवीनतम परिवर्तनों की जानकारी दी गई।
4. अनुवाद कौशल को विकसित करते हुए रोजगारोन्मुख किया गया।

पूर्णांक : पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1: अनुवाद अध्ययन इतिहास

इतिहास और पृष्ठभूमि, अनुवाद अध्ययन का इतिहास, अनुवाद की राजनीति

आधुनिक अनुवाद कर्म, अनुवाद प्रक्रिया, भाषिक विश्लेषण, अंतरण और पुनर्गठन, अनुवाद, रूपान्तरण और मिश्रण के नए रूप

इकाई–2: अनुवाद–सिद्धान्त

स्रोत भाषा की अवधारणा और तैयारी, लक्ष्य भाषा की अवधारणा और तैयारी

समतुल्यता एवं अन्य अवधारणाएं

इकाई–3: अनुवाद के औजार

शब्दकोश की भूमिका, पारिभाषिक शब्दावली की समस्या

यांत्रिक अनुवाद, कम्प्यूटर अनुवाद

इकाई–4:

विशेषीकृत अनुवाद

साहित्यिक अनुवाद

वैज्ञानिक अनुवाद, समाज विज्ञान का अनुवाद

संदर्भ ग्रन्थ

अनुवाद कला–डॉ. एन.ई. विश्वनाथ अय्यर

अनुवाद का भाषिक सिद्धान्त–जे.सी. कैटपफोर्ड

अनुवाद विज्ञान : सिद्धान्त एवं अनुप्रयोग–डॉ. नगेन्द्र

अनुवाद : सिद्धान्त और समस्याएं–डॉ. रवीन्द्रनाथ श्रीवास्तव

अनुवाद : सिद्धान्त और प्रयोग–जी. गोपीनाथन

वैज्ञानिक साहित्य के अनुवाद की समस्याएं–डॉ. भोलानाथ तिवारी

बैंकों में अनुवाद की समस्याएं–भोलानाथ तिवारी, श्रीनिवास द्विवेदी

प्रशासन में राजभाषा हिन्दी–डॉ. कैलाशचन्द्र भाटिया

पश्चिम में अनुवाद–कला के मूल स्रोत–डॉ. गार्गी गुप्त, विश्वनाथ गुप्त

हिन्दी

एम.ए. सेमेस्टर–तृतीय

अनिवार्य पत्र (CORE PAPER)

Paper Code -304

चतुर्दश पत्र : हिन्दी भाषा इतिहास, स्वरूप और उसका समाज शास्त्र

क्रेडिट–4

उद्देश्य–

1. भाषा, संप्रेषण और भाषा के घटकों का अध्ययन करना;
2. भाषा और समाज, बहुभाषिकता एवं भाषा नियोजन के विभिन्न पहलुओं का अध्ययन;
3. भाषा विज्ञान के विभिन्न अध्ययन क्षेत्रों का परिचय करवाना।

उपलब्धियां–

1. भाषा, संप्रेषण और भाषा के घटकों का अध्ययन करते हुए भाषा के महत्त्व को प्रतिपादित किया गया।
2. भाषा और समाज, बहुभाषिकता एवं भाषा नियोजन के विभिन्न पहलुओं का अध्ययन करते हुए भाषाओं का तुलनात्मक अनुशीलन किया गया।
3. भाषा विज्ञान के विभिन्न अध्ययन क्षेत्रों के द्वारा भाषा के महत्त्व को प्रतिपादित किया गया।

पूर्णांक : 100 पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

भाषा की प्रकृति और संरचना

भाषा और संप्रेषण, मानवेतर संप्रेषण और मानव–संप्रेषण

भाषा–व्यवस्था, लांग और परोल, भाषा व्यवहार

इकाई–2:

भाषा के घटक

ध्वनि, शब्द, रूप, वाक्य, प्रोक्ति, संवाद

सार्वभौमिक व्याकरण

इकाई–3:

भाषा और समाज

भाषा और समाज का अंतस्सम्बन्ध, भाषाई विविधता और सामाजिक संदर्भ

भारत के भाषा परिवार, भारत की भाषाएं, भारतीय बहुभाषिकता, भाषा और जैंडर

इकाई–4:

भाषा नियोजन

मानकीकरण और आधुनिकीकरण

राजभाषा, विधि, वाणिज्य और शिक्षा में भाषा प्रयोग

संदर्भ ग्रन्थ

भाषा विज्ञान के सिद्धान्त और हिन्दी भाषा–द्वारका प्रसाद सक्सेना, मीनाक्षी प्रकाशन, दिल्ली

प्रयोजनमूलक हिन्दी सिद्धान्त और प्रयोग–दंगल झालटे, वाणी प्रकाशन, दिल्ली

भारतीय भाषा विज्ञान–आचार्य किशोरीदास बाजपेयी, वाणी प्रकाशन, दिल्ली

भाषाविज्ञान की भूमिका–देवेन्द्रनाथ शर्मा, राधाकृष्ण प्रकाशन, दिल्ली

भाषा और समाज–रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली

हिन्दी

एम.ए. सेमेस्टर–तृतीय

ऐच्छिक पत्र (ELECTIVE PAPER)

Paper Code -305

समूह अ

पंचदश पत्र : पटकथा लेखन और फिल्म निर्माण

क्रेडिट–4

उद्देश्य–

1. पटकथा लेखन और फिल्म निर्माण की जानकारी दी जाएगी;
2. हिन्दी सिनेमा के विकास और उसके सौन्दर्य शास्त्र से अवगत कराया जाएगा;
3. पटकथा लेखन और फिल्म निर्माण के सम्बन्धों के अध्ययन के लिए प्रेरित किया जाएगा।

उपलब्धियां–

1. पटकथा लेखन और फिल्म निर्माण की जानकारी दी गई।
2. हिन्दी सिनेमा के विकास और उसके सौन्दर्य शास्त्र से अवगत कराया गया।
3. पटकथा लेखन और फिल्म निर्माण के सम्बन्धों के अध्ययन के लिए प्रेरित किया गया।
4. रोजगार के अवसरों को प्राप्त किया गया।

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

पटकथा लेखन

पटकथा का स्वरूप, पटकथा के मूल तत्त्व

पटकथा के प्रकार्य एवं विषय वस्तु–पटकथा का द्वन्द्व

इकाई–2:

पटकथा प्रगत अध्ययन

कहानी (स्टोरी लाइन), संवाद लेखन

फिल्म रूपांतरण, शूटिंग स्क्रिप्ट

इकाई–3:

फिल्म निर्माण

कथा का फिल्मांकन और संपादन

कैमरा, उसका महत्त्व और सिनेमा

इकाई–4:

फिल्म पटकथा, साहित्य और संस्कृति

साहित्य और फिल्म का सौन्दर्य बोध

फिल्म में शिल्प एवं अन्य पक्ष

संदर्भ ग्रन्थ

पटकथा लेखन एक परिचय–मनोहरश्याम जोशी, राजमकल प्रकाशन, दिल्ली

कथा–पटकथा–मन्नु भंडारी, राजमकल प्रकाशन, दिल्ली

मीडिया लेखन–सुमित मोहन, वाणी प्रकाशन, दिल्ली

हिन्दी

एम.ए. सेमेस्टर–तृतीय

ऐच्छिक पत्र (ELECTIVE PAPER)

Paper Code -305

समूह ब

पंचदश पत्र : जनसंचार : रेडियो एवं टेलीविजन

क्रेडिट–4

उद्देश्य–

1. रेडियो और टेलीविजन के विकास एवं अन्य पक्षों का अध्ययन;
2. इन माध्यमों में संचार के विभिन्न विधाओं का परिचय एवं अध्ययन;
3. समाचार और अन्य कार्यक्रमों का अभ्यास।

उपलब्धियां–

1. रेडियो और टेलीविजन के विकास एवं अन्य पक्षों का अध्ययन किया गया।
2. इन माध्यमों में संचार के विभिन्न विधाओं का परिचय एवं अध्ययन करते हुए उनका उपयोग करना सुनिश्चित किया गया।
3. समाचार और अन्य कार्यक्रमों का अभ्यास करने के उपरान्त रोजगार प्राप्ति की संभावना बढ़ी है।

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

रेडियो का विकास

विश्व और भारत में रेडियो का विकास एवं उसकी विभिन्न प्रौद्योगिकियाँ

रेडियो कार्यक्रम निर्माण की पद्धतियाँ

इकाई–2:

रेडियो समाचार और अन्य कार्यक्रम

रेडियो की विभिन्न विधाएँ और उनका उपयोग

सामुदायिक रेडियो के लिए कार्यक्रम निर्माण

इकाई–3:

टेलीविजन का विकास

विश्व और भारत में टेलीविजन का विकास एवं उसकी विभिन्न प्रौद्योगिकियाँ

टेलीविजन कार्यक्रम निर्माण की पद्धतियाँ

इकाई–4:

टेलीविजन समाचार और अन्य कार्यक्रम

टेलीविजन के विभिन्न कार्यक्रम और उनका निर्माण

टेलीविजन समाचार के विभिन्न पक्षों की जानकारियाँ और समाचार सम्बन्धी अभ्यास

संदर्भ ग्रन्थ

टेलीविजन की कहानी–श्याम कश्यप एवं मुकेश कुमार

आकाशवाणी समाचार की दुनिया–संजय कुमार (सं.), प्रभात प्रकाशन

हिन्दी

एम.ए. सेमेस्टर–तृतीय

ऐच्छिक पत्र (ELECTIVE PAPER)

Paper Code -305

समूह स

पंचदश पत्र : लोक साहित्य

क्रेडिट–4

उद्देश्य–

1. लोक साहित्य के तत्त्वों और प्रकार की जानकारी दी जाएगी;
2. लोक साहित्य के विकास और उसके सौन्दर्यशास्त्र से अवगत कराया जाएगा;
3. राजस्थान के लोक साहित्य के अध्ययन के लिए प्रेरित किया जाएगा।

उपलब्धियां–

1. लोक साहित्य के तत्त्वों और प्रकार की जानकारी के माध्यम से लोकसंस्कृति को जीवित रखने का प्रयास किया गया।
2. लोक साहित्य के विकास और उसके सौन्दर्यशास्त्र से अवगत कराते हुए उसके महत्त्व को प्रतिपादित किया गया।
3. राजस्थान के लोक साहित्य के अध्ययन के लिए प्रेरित किया गया एवं राजस्थान की सांस्कृतिक विरासत को अक्षुण्ण बनाने के लिए विद्यार्थियो को प्रेरित किया गया।

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

लोक साहित्य : एक अवधारणात्मक परिचय

परिभाषा, स्वरूप एवं प्रकार

लोक साहित्य के संकलन–संरक्षण की समस्याएँ और समाधान

लोक साहित्य का अन्य समाज विज्ञानों से सम्बन्ध

लोक संस्कृति

इकाई–2:

लोक गीत

स्वरुप एवं वर्गीकरण

लोक गीत और संस्कृति

इकाई–3:

लोक कथा और लोक गाथा

स्वरुप एवं वर्गीकरण

राजस्थान की प्रमुख लोक गाथाएँ

इकाई–4:

लोक नाट्य

हिन्दी लोक नाट्य की परम्परा और प्रभाव

राजस्थान के प्रमुख लोक नाट्य

संदर्भ ग्रन्थ

लोक साहित्य विज्ञान–डॉ. सत्येन्द्र

परम्परा, इतिहास बोध और संस्कृति–श्यामाचरण दुबे

लोक साहित्य की भूमिका–डॉ. कृष्णदेव परमार

लोक साहित्य की भूमिका–रवीन्द्र भ्रमर

लोक साहित्य एवं संस्कृति, दिनेश्वर प्रसाद, लोक भारती पब्लिकेशन, दिल्ली

हिन्दी

एम.ए. सेमेस्टर–चतुर्थ

अनिवार्य पत्र (CORE PAPER)

Paper Code -401

षोडश पत्र : हिन्दी भाषा–शिक्षण

क्रेडिट–4

उद्देश्य–

1. भाषा शिक्षण के विभिन्न पक्षों और भाषा सीखने–सिखाने में उनके प्रभावों;
2. भाषा शिक्षण में भाषा वैज्ञानिक ज्ञान की आवश्यकता;
3. भाषा शिक्षण की विभिन्न विधियां और पाठ नियोजन का महत्त्व।

उपलब्धियां–

1. भाषा शिक्षण के विभिन्न पक्षों और भाषा सीखने–सिखाने का प्रयास किया गया।
2. भाषा शिक्षण में भाषा वैज्ञानिक ज्ञान की आवश्यकता पर बल दिया गया।
3. भाषा शिक्षण की विभिन्न विधियां और पाठ नियोजन का महत्त्व प्रतिपादित करते हुए राष्ट्रीय भाषा के महत्त्व को प्रतिपादित किया गया।

पूर्णांक : 100 (60 लिखित परीक्षा + 20 CIA+20 टर्म पेपर)

इकाई–1:

भाषाविज्ञान और भाषा–शिक्षण

अनुप्रयुक्त भाषाविज्ञान और भाषा–शिक्षण, भाषा विशेष का व्याकरण और शैक्षिक व्याकरण

भाषा–अर्जन, भाषा अधिगम और भाषा–शिक्षण

इकाई–2:

भाषा–शिक्षण और भाषा

मातृभाषा–संकल्पना, अर्थ और महत्त्व, मातृभाषा–शिक्षण के उद्देश्य, अन्य भाषा;

द्वितीय भाषाः संकल्पना, अर्थ और महत्त्व, द्वितीय भाषा–शिक्षण के उद्देश्य

मातृभाषा तथा द्वितीय भाषा के अधिगम और शिक्षण में आधारभूत भिन्नताएं

विदेशी भाषा, विदेशी–भाषाः संकल्पना, अर्थ और महत्त्व, माध्यम के रूप में भाषा

इकाई–3:

पाठ–नियोजनः सिद्धान्त और प्रक्रिया

पाठ–नियोजन का अर्थ और महत्त्व, पाठ–नियोजन की आवश्यकता

पाठ–नियोजन की तकनीक, पाठ के प्रकार, पाठ–संकेत–निर्माण की प्रारंभिक आवश्यकताएं

दैनिक पाठ–योजना, विविध पाठों के पाठ–नियोजन की प्रक्रिया

इकाई–4:

भाषा–शिक्षण की अन्य प्रमुख विधियाँ

व्याकरण–अनुवाद विधि, प्रत्यक्ष विधि

संरचना–विधि तथा श्रवण–भाषण–विधि, अन्य भाषा–शिक्षण की समन्वित विधि

संदर्भ ग्रन्थ

भारत के प्राचीन भाषा परिवार और हिंदी– रामविलास शर्मा

भारत की भाषा समस्या– रामविलास शर्मा

हिन्दी भाषा का संक्षिप्त इतिहास– भोलानाथ तिवारी

भाषाशास्त्र की रूपरेखा–उदय नारायण तिवारी

भाषा; हिन्दी अनुवाद–लैनर्ड ब्लूम फील्ड

भाषा विज्ञान की भूमिका–देवेन्द्रनाथ शर्मा

भाषा विज्ञान–भोलानाथ तिवारी

अनुप्रयुक्त भाषा विज्ञान : सिद्धान्त और प्रयोग–रवीन्द्रनाथ श्रीवास्तव

हिन्दी भाषा का इतिहास–धीरेन्द्र वर्मा

हिन्दी भाषा : स्वरूप और विकास– कैलाशचन्द्र भाटिया

हिन्दी शब्दानुशासन–किशोरीदास वाजपेयी

हिन्दी व्याकरण–कामता प्रसाद गुरु

हिन्दी भाषा–हरदेव बाहरी

हिन्दी भाषा – संरचना के विविध आयाम–रवीन्द्रनाथ श्रीवास्तव

भाषा और बोली : एक संवाद–आर.के. अग्निहोत्री

भाषा बहुभाषिकता और समाज–आर.के. अग्निहोत्री

हिन्दी

एम.ए. सेमेस्टर–चतुर्थ

अनिवार्य पत्र (CORE PAPER)

Paper Code -402

सप्तदश पत्र : कथेतर गद्य विधाऐं

क्रेडिट–4

उद्देश्य–

1. विभिन्न गद्य रूपों का परिचय;
2. इन विधाओं के रचनाकारों और उनकी रचनाओं का अध्ययन;
3. इन विधाओं में विद्यार्थियों को लेखन के अभ्यास कराना।

उपलब्धियां–

1. विभिन्न गद्य रूपों का परिचय प्राप्त करते हुए उनके महत्त्व को प्रतिपादित किया गया।
2. इन विधाओं के रचनाकारों और उनकी रचनाओं का अध्ययन करवाया गया।
3. इन विधाओं में विद्यार्थियों को लेखन के अभ्यास करवाया गया।

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

निबंध

भारतेन्दु हरिश्चन्द्र, बालकृष्ण भट्ट, महावीर प्रसाद द्विवेदी

रामचन्द्र शुक्ल, निराला, हजारीप्रसाद द्विवेदी, विद्यानिवास मिश्र, कुबेरनाथ राय

इकाई–2:

आत्मकथा एवं जीवनी

पांडेय बेचनशर्मा उग्र, हरिवंशराय बच्चन, प्रभा खेतान, ओमप्रकाश वाल्मीकि

हंस का आत्मकथांक राजेन्द्र प्रसाद, मोहनदास नैमिशराय, चंद्रकिरण सौनरिक्सा

इकाई–3:

संस्करण एवं रिपोतार्ज

महादेवी वर्ता, रामवृक्ष बेनीपुरी, काशीनाथ सिंह, सआदत हसन मंटो

रवीन्द्र कालिया, जानकीवल्लभ शास्त्री, फणीश्वरनाथ रेणु, अज्ञेय, धर्मवीर भारती

इकाई–4:

यात्रा वृत्तांत, पत्र–साहित्य

राहुल सांकृत्यायन, अज्ञेय, निर्मल वर्मा, कृष्णनाथ, मोहन राकेश

प्रेमचंद, मुक्तिबोध, नागार्जुन, रामविलास शर्मा, केदारनाथ अग्रवाल, जानकीवल्लभ शास्त्री

संदर्भ ग्रन्थ–

1. कथेतर, माधव हाड़ा

हिन्दी

एम.ए. सेमेस्टर–चतुर्थ

अनिवार्य पत्र (CORE PAPER)

Paper Code -403

अष्टादश पत्र : हिन्दी साहित्य और सिनेमा

क्रेडिट–4

उद्देश्य–

1. हिन्दी साहित्य और सिनेमा की जानकारी दी जाएगी;
2. हिन्दी सिनेमा के विकास और उसके सौन्दर्य शास्त्र से अवगत कराया जाएगा;
3. एनिमेशन और डिजिटल सिनेमा और साहित्य के सम्बन्धों के अध्ययन के लिए प्रेरित किया जाएगा।

उपलब्धियां–

1. हिन्दी साहित्य और सिनेमा की जानकारी दी गई।
2. हिन्दी सिनेमा के विकास और उसके सौन्दर्य शास्त्र से अवगत कराया गया।
3. एनिमेशन और डिजिटल सिनेमा और साहित्य के सम्बन्धों के अध्ययन के लिए प्रेरित किया गया तथा रोजगार प्राप्ति की दिशा में विद्यार्थियों को प्रेरित किया गया।

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

साहित्य और सिनेमा के अंतस्सम्बन्ध

हिन्दी सिनेमा का विकास

सिनेमा का सौन्दर्य शास्त्र

इकाई–2:

सिनेमा के सामाजिक सरोकार

सिनेमा के विविध पहलू–सामाजिक चेतना, आंचलिक हिन्दी सिनेमा

मुम्बइया सिनेमा और समानान्तर सिनेमा

इकाई–3:

हिन्दी की साहित्यिक कृतियों का फिल्मांकन

साहित्यिक कृतियों पर बनी फिल्मों की केस स्टडी

तीसरी कसम, आपका बंटी आदि

इकाई–4:

एनिमेशन और डिजिटल सिनेमा

लोक कथाओं और महाकाव्यों पर आधारित लघु फिल्में और एनिमेशन

वर्तमान परिप्रेक्ष्य

संदर्भ ग्रन्थ–

1. हिन्दी सिनेमा का समाजशास्त्र, जबरीमल पारख, नई दिल्ली
2. पटकथा लेखन : एक परिचय, मनोहर श्याम जोशी, राजकमल प्रकाशन, दिल्ली
3. भारतीय सिने सिद्धान्त, अनुपम ओझा, राधाकृष्ण, पब्लिकेशन दरियागंज, दिल्ली

हिन्दी

एम.ए. सेमेस्टर–चतुर्थ

अनिवार्य पत्र (CORE PAPER)

Paper Code -404

एकनविशंति पत्र : आशु अनुवाद

क्रेडिट–4

उद्देश्य–

1. आशु अनुवाद के विभिन्न पक्षों और सिद्धान्तों से परिचित करवाना;
2. आशु अनुवाद के विभिन्न प्रकारों के स्वरूप, महत्त्व और प्रणाली से अवगत करवाना;
3. विभिन्न प्रकार के आशु अनुवादों का अभ्यास करवाना।

उपलब्धियां–

1. आशु अनुवाद के विभिन्न पक्षों और सिद्धान्तों से परिचित करवाया गया।
2. आशु अनुवाद के विभिन्न प्रकारों के स्वरूप, महत्त्व और प्रणाली से अवगत करवाते हुए उसके महत्त्व को प्रतिपादित किया गया।
3. विभिन्न प्रकार के आशु अनुवादों का अभ्यास करवाया गया।

पूर्णांक : 100 (60 लिखित परीक्षा + 20 CIA+20 टर्म पेपर)

इकाई–1: आशु अनुवाद का सामान्य परिचय

आशु अनुवाद की प्रकृति और विशेषताएं

आशु अनुवाद के विभिन्न सिद्धान्त

इकाई–2: समानान्तर आशु अनुवाद

समानान्तर आशु अनुवाद की प्रकृति और प्रक्रिया

समानान्तर आशु अनुवाद की तैयारी एवं अन्य महत्त्वपूर्ण पक्ष

इकाई–3: क्रमिक आशु अनुवाद

क्रमिक आशु अनुवाद की प्रकृति और प्रक्रिया

क्रमिक आशु अनुवाद की तैयारी एवं अन्य महत्त्वपूर्ण पक्ष

इकाई–4: आशु अनुवाद के साधन और अभ्यास

आशु अनुवाद के साधन

आशु अनुवाद की विभिन्न स्थितियों के अभ्यास

संदर्भ ग्रन्थ

व्यावहारिक अनुवाद–एन.ई. विश्वनाथ अय्यर, प्रतिभा प्रतिष्ठान, दिल्ली

अनुवाद सिद्धान्त–भोलानाथ तिवारी

आधुनिक हिन्दी विविध आयाम–कृष्ण कुमार गोस्वामी, आलेख प्रकाशन

अनुवाद विज्ञान की भूमिका–कृष्ण कुमार गोस्वामी, राजकमल प्रकाशन

हिन्दी

एम.ए. सेमेस्टर–चतुर्थ

ऐच्छिक पत्र (ELECTIVE PAPER)

Paper Code -405

समूह अ

विंशति पत्र : साहित्य एवं कला रूप

क्रेडिट–4

उद्देश्य–

1. हिन्दी साहित्य और विविध कला रूपों के अंतस्संबंधों की जानकारी दी जाएगी;
2. साहित्य की निर्मिति और विश्लेषण में विविध कलाओं की भूमिका से अवगत करवाया जाएगा।

उपलब्धियां–

1. हिन्दी साहित्य और विविध कलाओं के अन्तर्सम्बन्धों को उद्‌घाटित किया गया।
2. साहित्य की निर्मिति और विश्लेषण में विविध कलाओं की भूमिकाओं पर प्रकाश डाला गया।

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1: साहित्य और कलाओं का अंतस्संबंध

विविध कलाओं और साहित्य के अंतस्संबंध का आधार

साहित्य और कला–अनुवाद के प्रमुख सिद्धान्त

इकाई–2:

साहित्य और संगीत

साहित्य और संगीत का अंतःसम्बन्ध

साहित्य में संगीत की भूमिका एवं महत्त्व

इकाई–3:

साहित्य और नृत्य

साहित्य और नृत्य कला का अंतःसम्बन्ध

साहित्य में नृत्य कला की भूमिका एवं मूल्यांकन

इकाई–4:

साहित्य और चित्र

साहित्य एवं चित्रकला में अंतःसम्बन्ध

साहित्य में चित्रकला का महत्त्व

संदर्भ ग्रन्थ

भारतीय कला दृष्टि–अज्ञेय (सं.)

कला अनुभव–हिरियन्ना

भारतीय सौन्दर्य सिद्धान्त की नयी परिभाषा–सुरेन्द्र एस बारलिगे

सहृदय–विद्यानिवास मिश्र

लालित्य तत्त्व–हजारी प्रसाद द्विवेदी

रंग भाषा–गिरीश रस्तोगी

भारतीय संगीत का इतिहास–जयदेव सिंह

हिन्दी

एम.ए. सेमेस्टर–चतुर्थ

ऐच्छिक पत्र (ELECTIVE PAPER)

Paper Code -405

समूह ब

विंशति पत्र : इण्टरनेट और वेब पत्रकारिता

क्रेडिट–4

उद्देश्य–

1. साइबर मीडिया का विकास और उसकी संभावनाओं की जानकारियां दी जाएंगी;
2. ऑन लाइन संपादन, ई अखबार, वेब रेडियो, वेब पर टेलीविजन पत्रकारिता जैसे क्षेत्रों का अध्ययन किया जाएगा;
3. साइबर पत्रकारिता के आर्थिक एवं प्रबंध सम्बन्धी पक्षों और कानूनों की चर्चा की जाएगी।

उपलब्धियां–

1. साइबर मीडिया का विकास और उसकी संभावनाओं की जानकारी के साथ उसके महत्त्व को प्रतिपादित किया गया।
2. ऑन लाइन संपादन, ई अखबार, वेब रेडियो, वेब पर टेलीविजन पत्रकारिता का दैनिक जीवन में उपयोग सुनिश्चित किया गया।
3. साइबर पत्रकारिता के आर्थिक एवं प्रबंध सम्बन्धी पक्षों और कानूनों की चर्चा के साथ उसके रोजगार प्राप्ति के पक्ष को भी निर्देशित किया गया।

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

नव माध्यम और वेब पत्रकारिता का परिचय

इंटरनेट एवं मोबाइल आधारित पत्रकारिता का परिचय एवं संभावनाएं

सोशल नेटवर्किंग, ट्वीट, मोबाइल समाचार और वाणिज्य

इकाई–2:

वेब पत्रकारिता के विभिन्न पहलू

ऑन लाइन पत्रकारिता और ई समाचार पत्र

ब्लॉग लेखन, ई प्रकाशन एवं ई संपादन

इकाई–3:

वेब पत्रकारिता का तकनीकी पक्ष

ऑन लाइन संपादन

वेब रेडियो और वेब टेलीविजन

इकाई–4:

साइबर मीडिया का प्रबन्ध और अर्थशास्त्र

वेब पोर्टल एवं अन्य मीडिया का प्रबन्ध

साइबर मीडिया के संचालन का आर्थिक पक्ष, आय एवं मानव संसाधन

संदर्भ ग्रन्थ

इंटरनेट पत्रकारिता–सुरेश कुमार, तक्षशिला प्रकाशन, दिल्ली

हाइपर टेक्स्ट, वर्चुएल रियेल्टी और इंटरनेट–जगदीश्वर चतुर्वेदी, अनामिका प्रकाशन, दिल्ली

सूचना प्रौद्योगिकी और समाचार पत्र–रवीन्द्र शुक्ला, राजकमल प्रकाशन, दिल्ली

हिन्दी

एम.ए. सेमेस्टर–चतुर्थ

ऐच्छिक पत्र (ELECTIVE PAPER)

Paper Code -405

समूह स

विंशति पत्र : लोक संचार

क्रेडिट–4

उद्देश्य–

1. लोक संचार के विभिन्न रूपों और उनके विकास की जानकारी दी जाएगी;
2. आधुनिक जनसंचार में लोक संचार की भूमिका से अवगत करवाया जाएगा।

उपलब्धियां–

1. लोक संचार के विभिन्न रूपों और उनके विकास की जानकारी दी गई।
2. आधुनिक जनसंचार में लोक संचार की भूमिका से अवगत कराया गया।

पूर्णांक : 100 (70 लिखित परीक्षा + 30 CIA)

इकाई–1:

लोक संचार

अवधारणा और ऐतिहासिक पृष्ठभूमि

लोक संचार के विभिन्न तत्त्व

इकाई–2:

भारतीय समाज और लोक संचार

समाजों में लोक संचार की भूमिका

समाजों में लोक संचार का महत्त्व

इकाई–3:

लोक संचार का बदलता स्वरूप

आधुनिक मीडिया और लोक संचार

लोक संचार की भाषा

इकाई–4:

लोक संचार और लोक संस्कृति

लोक संचार का लोक संस्कृति से सम्बन्ध

लोक संचार का महत्त्व एवं भूमिका

संदर्भ ग्रन्थ–

1. आज का मीडिया, संपादक– शंभुनाथ, वाणी प्रकाशन, नई दिल्ली

2. संस्कृति विकास और संचार क्रान्ति, पूरणचन्द जोशी, ग्रंथ शिल्पी प्रकाशन, नई दिल्ली

अथवा

लघु शोध प्रबन्ध

क्रेडिट–4

उद्देश्य–

1. शोध से परिचय करवाना।
2. शोध की विभिन्न विधियों का परिचय करवाना।
3. शोध का मार्ग प्रशस्त करना।
4. भाषा एवं लिपि का ज्ञान करवाना।

उपलब्धियां–

1. विद्यार्थी शोध के क्षेत्र में कार्य कर सकता है।
2. शोध की विभिन्न विधियों के माध्यम से कम समय एवं कम खर्च में शोध किया जा सकता है।
3. शोध के माध्यम से हमारी साहित्यिक एवं सांस्कृतिक धरोवर को सुरक्षित किया जा सकता है।

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DEPARTMENT OF YOGA & SCIENCE OF LIVING

JAIN VISHVA BHARATI INSTITUTE, LADNUN

Minutes of the Meeting of Board of Studies

A meeting of the BOS of the department was held on January 31, 2015 in the department in which following members were present:

1. Prof J.P.N. Mishra	Chairmen
2. Dr Samani Malli Prajna	Member
3. Dr Hemlata Joshi	Member
4. Dr Y.S. Khangarot	Member
5. Dr P.S. Shekhawat	Member
6. Dr Samani Shreyas Prajna	Member
7. Dr Vivek Maheshwari	Member
8. Prof Suresh Barnwal	External Expert
9. Prof Rita Bhalla	External Expert

In this meeting syllabus of two years PG programme in Yoga & Science of Living, which was reconstructed as per choice based credit system pattern, was placed before the members for detail discussion and approval. The modified syllabus was approved along with under mentioned comments:

1. The new syllabus is as per UGC guidelines provided for CBC system.

2. The whole syllabus has been divided in four semesters. The first semester contains three core compulsory courses, one core elective course and one foundation course having four credit each. The second semester contains three core compulsory courses, one core elective course and one foundation course having four credit each. The third semester contains three core compulsory and two core elective courses. In the fourth semester also contains three core compulsory and two core elective courses.

3. Each course has been provided with four credits making semester wise total of 20 credits and the total programme has been allotted 80 credits.

4. Each course will be of 100 marks divided in two parts i.e. 70 marks for semester end examination and 30 marks for comprehensive continuous assessment.

5. The division of marks for practical course has been further sub divided and detail is given along with course.

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DEPARTMENT OF YOGA & SCIENCE OF LIVING

JAIN VISHVA BHARATI INSTITUTE, LADNUN

Minutes of the Meeting of Board of Studies

A meeting of the BOS of the department was held on February 28, 2017 in which following members were present:

1. Dr P.S. Shekhawat	Chairmen
2. Dr Samani Shreyas Prajna	Member
3. Dr Hemlata Joshi	Member
4. Dr Y.S. Khangarot	Member
5. Dr Vivek Maheshwari	Member
6. Dr Ashok Bhaskar	Member
7. Prof. Suresh Lal Barnwal	External Expert

In this meeting syllabus of two years PG programme in Yoga & Science of Living, was revised as per choice based credit system pattern and new exam pattern. The exiting syllabus revised by faculty members of department was placed before the members for detail discussion and approval. The modified syllabus was approved along with under mentioned comments:

1. In Semester I following modifications in different courses were done-
   - Introduction of yoga was renamed as Foundation of Yoga and minor changes were also done in each unit in view of syllabus provided by UGC NET.
   - Unit II of Course titled 'Foundation of Yoga' is replaced with Different Traditions of Yoga.
   - Minor corrections were done in Course titled Applied Human Anatomy and Physiology and was suggested to include this course in Core Elective instead of Core Compulsory.
   - Course titled 'Human Consciousness and Parapsychology' and 'Self-Management and Preksha Meditation' remains same without any change.
2. In Semester II following modifications in different courses were done-

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(2)

6. The suggestions given by the board members has been entered in the enclosed copy of the syllabus which is duly signed by all the members.

Signature of the members present:

1. Prof J.P.N. Mishra 31/1/15
2. Dr Samani Malli Prajna malli P. 31/1/15
3. Dr Hemlata Joshi
4. Dr Y.S. Khangarot
5. Dr P.S. Shekhawat
6. Dr Samani Shreyas Prajna
7. Dr Vivek Maheshwari
8. Prof Suresh Barnwal 31/01/15
9. Prof Rita Bhalla 31/1/15

Meeting was over with the thanks to chair and all the members.

31/1/15

(Prof J P N Mishra)
HOD

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- No change was suggested in Course titled 'Basic Elements of Science of Living'.
- Minor corrections were there in course titled 'Applied Psychology'.
- Only few corrections were suggested in course titled 'Samkhya, Shaiv, Jaina and Bauddha Yoga'.
- Course titled 'Panch Kosh, Shat Chakra and Kundalini' was deleted from programme because major part of this paper was covered in other courses.

3. In Semester III following modifications in different courses were done-
   - The course titled 'Patanjal Yoga and Hath Yoga' was splited into two courses titled 'Hath Yoga and Patanjal Yoga'.
   - Course titled 'Basic Elements of Preksha Meditation' remains as it is without any change. Similarly course titled 'Alternative Therapies' also remained unchanged.
   - There were minor correction in course titled 'Abnormal Psychology'.
   - The board suggested that the course titled 'Dietetics and Nutrition' will be under Core Compulsory as this is an integral part of yoga teaching. So it is placed under Core Compulsory from Core Elective.
4. In Semester IV following modifications in different courses were done-
   - The course titled 'Naturopathy' was sifted from Core Compulsory to Core Elective and a new course titled 'Basic Yogic Texts' was introduced as Core Compulsory.
   - Few corrections like Yoga concept of health and disease were added in course titled 'Health Management and Preksha Meditation-Yoga'.
   - Unit I and II of course titled 'Applied Psychology, Rehabilitation and Preksha Meditation-Yoga' was changed.
   - Other courses of this semester remain unchanged.
5. The Practical course of each semesters were also changed according to nature and requirement of that semester's theory courses.
6. Inter semester reshuffled some courses were done according to need and nature of subject in accordance with newly formed syllabus of UGC NET & Proposed syllabus of MA/MSc Yogic Science by expert committee formed by MHRD.
7. Each course has been provided with four credits making semester wise total of 20 credits and the total programme has been allotted 80 credits.

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8. Each theory course will be of 100 marks divided in three parts i.e. 60 marks for two unit tests 20 marks for term paper and 20 marks for continuous internal assessment. Detailed examination scheme is also attached with this.
9. Each Practical course will be of 100 marks divided in two parts i.e. 80 marks for Viva-voce, demonstration and file work. 20 marks for continuous internal assessment.
10. Dissertation will be of 100 marks divided into two parts i.e. 50 marks for Dissertation evaluation and 50 marks for Viva-voce.

The suggestions given by the board members has been entered in the enclosed copy of the syllabus which is duly signed by all the members.

Signature of the members present:

1. Dr P.S. Shekhawat	Chairman	
2. Dr Samani Shreyas Prajna	Member	
3. Dr Hemlata Joshi	Member	
4. Dr Y.S. Khangarot	Member	
5. Dr Vivek Maheshwari	Member	
6. Dr. Ashok Bhaskar	Member	
7. Prof Suresh Lal Barnwal	External Expert	

Meeting was over with the thanks to chair and all the members.

28/2/17

(Dr. Pradyumna Singh Shekhawat)
HOD

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जैन विश्वभारती विश्वविद्यालय
लाडनूं–341306

JAIN VISHVA BHARATI UNIVERSITY
LADNUN-341 306 (Rajasthan)

Syllabus
M.A. / M.Sc. in
Science of Living, Preksha Meditation & Yoga
(Semester I to IV)

Syllabus
M.A. / M.Sc. inYoga and Science of Living

(As per choice based credit system)

JAIN VISHVA BHARATI INSTITUTE

(Deemed-to-be University)

LADNUN-341 306 (Rajasthan)

Credits

1. One theory period of 4 hrs. per weak over a semester.
2. One Practical period of 8 hrs. Per weak over a semester.
3. Each course having 4 credits.
4. Whole programme will be of 80 credits (20 credit per semester)

Programme and specific outcomes.

PO1- Yoga and science of Living knowledge – apply the knowledge of yoga, Preksha meditation, science of Living, applied psychology and physiology, value education naturopath and other alternative therapies.
PO2- Analysis of problems- Identify different problems of the field and apply specific solutions according to the need of hour.
PO3- Therapy – apply the skills of yoga and different therapies on difficult life style disorders, psycho-physiological disorders and different diseases.
PO4- conduct research – using the existing knowledge and literature can conduct the different literacy and empirical researches in the field of yoga and science of living for the welfare of society and nation.
PO5- mange projects- apply the knowledge to formulate and manage the different projects related to applied fields of yoga and alternative therapies.
PO6- Yoga centers and camps- Conduct Yoga camps in different regions and also ale to operate Yoga centers, wellness clubs and studios.
PO7- Ethics- apply ethical principles and commit to professional ethics and responsibilities and norms of therapy and yoga practices.
PO8- Life Long learning- According to the need of hour, engage his self independed and life long learning in contact to change in technology and methods of treatment.

Titles of Theory Papers and Practicals

1st Semester

Paper-I	Basic Elements of Science of Living	100 (75*+25**)
Paper-II	Traditional Yoga Schools and Yogacharyas	100 (75*+25**)
Paper-III	Applied Human Anatomy and Physiology-I	100 (75*+25**)
Paper-IV	Applied Psychology and Science of Living	100 (75*+25**)
Paper-V	Practical	
a.	Yoga and Meditation	100 (75*+25**)
b.	Experiments of Psychology	50 (40*+10**)
	Total =	**550**

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SEMESTER-I

COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT	TOTAL CREDIT
MYS101	Foundation of Yoga	**Core Compulsory**	4	**20**
MYS102	Basic Elements of Preksha Meditation		4	
MYS103	Practice of Yoga and Preksha Meditation (Practical)		3	
MYS104	Experiments of Physiology (Practical)		1	
MYS105	Applied Human Anatomy and Physiology	**Core Elective (Any One)**	4	
MYS106	Alternative Therapies			
JVB101	Jainology	**Foundation Course**	4	

Semester- I
Paper- I
Basic Elements of Science of Living

M.M. 75

Objectives:

1. To understand the historical background & development of Science of Living.
2. To introduce the basic elements of Science of Living.
3. To understand the theoretical & practical aspects of Non-Absolutism, *Anuvarta* & Non-Violence.

Unit-I

Historical background, nature, definitions, perspectives, aims and objectives.

Fundamental elements of life and Science of Living: body, breath, vital force, mind, *bhav*, conciousness and *karma*.

Unit-II

Relation of Science of Living with other education systems.

Fields, characteristics, basic assumptions and challenges of Science of Living.

Unit-III

Non-absolutism (*Anekant*) – Theory and process.

Concept and training of Non-violence (Change of heart, percepectives, life style and systems).

Semester – I
MYS101 : Foundation of Yoga (Core Compulsory)
M.M. 100(CIA-20+UT-60+TP-20)

Objectives

1. To understand the basic concept of Yoga.
2. To understand the traditional Yoga Schools.
3. To understand the different meditation systems and renowned *Yogacharyas*.

Unit-I Yoga

Origin, History, meaning, Development, definition and types *(Gyan, Bhakti, Karma, Mantra, Laya & Raj Yoga)*.

Introducation of Shad darshan with special refrences to sankhya and yog darshan.

Unit-II Yoga in Different Traditions - I

Introducation to – yoga in smiriti aagam and tantra (kundalini, effect of kundalini, shakti, shat chaktra.), yoga in narad bhakti sutra.

Unit-III Yoga in Different Traditions – II

Introduction to Tantra Yoga – Nature of Tantra, Origination and Types; components of Kundalini; Naad, Bindu and Kala; Naad Rahasya.

Introduction to Jain Yoga – Philosophy of Yoga (Ashrav, Samvar & Nirjara),

types of meditation (Arth dhyan, Rodra dhyan, Dharm dhyan, Sukla dhyana)

Introduction to Boddha Yoga – Philosophical basis, Arya Satya and Meditation.

Unit-IV Different Meditation Systems & Yogacharyas

Unit-IV

Vrat and *Anuvrat* movement.

Mind,mind and Science of Living, problems of mind and mental health.

Unit-V

Levels of consciousness, differences between mind and psyche.
Nature and importance of psychic-*samadhi*, stages of *samadhi*,*samadhi* and purification of psyche.

संदर्भ ग्रंथ :–

1 जीवन विज्ञान की रूपरेखा– मुनि धर्मेश, जैन विश्वभारती संस्थान, 2002, द्वितीय संस्करण
2 जीवन विज्ञान शिक्षक संदर्शिका– मुनि किशनलाल, जैन विश्व भारती, 2006
3 चित्त और मन– आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, 2005,छठा संस्करण
4 जीवन विज्ञान शिक्षा का नया आयाम– आचार्य महाप्रज्ञ, तुलसी अध्यात्म नीडम् प्रकाशन, लाडनूं, 1998, तृतीय संस्करण
5 अनेकान्त है तीसरा नेत्र– आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, 1997, तृतीय संस्करण

Different Meditation Systems: Introduction to Transcendental, Vippasna, Savita dhyanYoga Nidra, Osho Dhyan, Zen Meditation and Sahaj Yoga.

Yogacharyas: Life philosophy and thoughts on Yoga of Swami Shivananda, Swami Satyanand Saraswati, Maharshi Aurobindo, Swami Kuvalyanand, **T.** Krishnacharya and Swami Rama.

Course Outcomes

CO1 – describe the basic concept of Yoga.
CO2 – Differentiate between different traditions of Yoga
CO3- Identify different types of mediation.
CO4- Describe the difference in different tradition and types of Yoga and meditation.
CO5- Apply the knowledge of different Yogacharyas in solving the present era problems.

Reference Books

1 योगांक, गीता प्रेस, गोरखपुर, वि. सं. 2062।
2 उपनिषदों में योग विज्ञान – आचार्य पूर्णचंद पंत, 2002।
3 जैन योग – आचार्य महाप्रज्ञ, आदर्श साहित्य संघ प्रकाशन, चूरू, 2000।
4 सांख्यकारिका – डॉ. राकेश शास्त्री, प्रकाशक – संस्कृत ग्रन्थागार, दिल्ली, 2004
5 भारतीय दर्शन – डॉ. न.कि. देवराज, उत्तरप्रदेश, हिन्दी संस्थान, लखनऊ, तृतीय संस्करण, 1983
6 श्रीमद्भागवतगीता, गीता प्रेस, गोरखपुर, वि. सं. 2062 ।
7 श्रीमद्भागवतगीता – श्री श्रीमद् ए.सी. भक्तिवेदान्त स्वामी प्रभुपाद, भक्ति वेदान्त बुक ट्रस्ट।
8 Yoga Tradition - Feuerstein George, Motilal Banarasidas Publications, Delhi, 2002.
9 बौद्धदर्शन मीमांसा –आचार्य बलदेव उपाध्याय, चौखंबा विद्या भवन वाराणसी, 1999 (पंचम संस्करण)।
10 बौद्ध धर्म दर्शन – आचार्य नरेन्द्र देव, मोतीलाल बनारसी दास पब्लिशर्स प्रा.लि., दिल्ली, 1956 (प्रथम सं.)।
11 Gherand Samhita – Swami Digambarji and Dr. M. L. Ghorote, Kaivalyadham S.M.Y.M. Samiti, Lonavla.
12 Hathpradipika by Svatmaram - Swami Digambarji and Ptambar Jha, Kaivalyadham S.M.Y.M. Samiti, Lonavla.
13 Shiv Samhita – Swami Maheshananda and Dr. B. R. Sharma, Kaivalyadham S.M.Y.M. Samiti, Lonavla.

Semester-I
Paper-II
Traditional Yoga-Schools and Yogacharyas

M.M. 75

Objectives:

4. To introduce the traditional Yoga Schools.
5. To introduce the famous *Yogacharyas*.

Unit-I Yoga: Origin, meaning, definition and types.
Yoga in *Veda* and *Geeta*: An Introduction.

Unit-II Shaiv Yoga: Philosophical basis, traditional life style, types and steps of *sadhana*, needs of *sadhana*, abilities of *sadhak* and levels of *sadhana*.

Unit-III Jain Yoga: Philosophical basis, definitions of meditation, types of meditation and *Bhavana* Yoga.

Unit-IV Bauddh Yoga: Philosophical basis, *Arya Satya*, *Ashtang Marg*, Trancendance, physical obstacles, object of meditation, nature of *sadhak* and favorable environment of *sadhana*.

Unit-V Yogacharyas: Swami Vivekananda, Swami Shivananda, Maharshi Aurobindo and Acharya Mahaprajna: Their life philosophy and thoughts on Yoga.

Semester – I
MSY102: Basic Elements of Preksha Meditation
(Core Compulsory)

M.M. 100(CIA-20+UT-60+TP-20)

Objectives

1. To understand historical development of Preksha Meditation.
2. To understand the main components, spiritual-scientific perspective, purpose and benefits of Preksha Meditation.
3. To introduce the practicals & process of Preksha Meditation.

Unit-I **Preksha Meditation - I**

Preksha Meditation: history, nature, *upsampada* and benefits.
Introduction of main, supportive and specific components of Preksha Meditation.
Kayotsarga (Relaxation with self awareness): purpose, spiritual and scientific perspective, technique and benefits.

Unit-II **Preksha Meditation - II**

Internal trip (*Antaryatra*): purpose, spiritual and scientific perspectives, technique and benefits.
Perception of Breathing: purpose, spiritual and scientific perspectives, types, techniques and benefits.

Unit-III **Preksha Meditation - III**

Perception of Body: purpose, spiritual and scientific perspectives, technique and benefits.
Perception of Psychic Centres: purpose, spiritual and scientific perspectives, technique and benefits.

संदर्भ ग्रंथ :–

1. जैन योग : आचार्य महाप्रज्ञ, आदर्श साहित्य संघ प्रकाशन, चूरू, 2000
2. महावीर की साधना का रहस्य : आचार्य महाप्रज्ञ, तुलसी अध्यात्म नीडम् प्रकाशन, 1985, चतुर्थ संस्करण
3. योग तत्वांक : गीताप्रेस, गोरखपुर, वि.सं. 2048
4. श्रीमद्भागवतगीता, गीता प्रेस, गोरखपुर, वि. सं. 2062
5. श्रीमद्भागवतगीता : श्री श्रीमद् ए.सी. भक्तिवेदान्त स्वामी प्रभुपाद, भक्ति वेदान्त बुक ट्रस्ट,
6. ऋषभ और महावीर : आचार्य महाप्रज्ञ, जैन विश्व भारती, 2004
7. महाप्रज्ञ जीवन दर्शन : मुनि श्री धनंजय कुमार, आदर्श साहित्य संघ प्रकाशन, चूरू, 1996, द्वितीय संस्करण
8. Yoga Tradition: Feuerstein George, Motilal Banarasidas Publications, Delhi, 2002
9. बौद्ध धर्म दर्शन : आचार्य नरेन्द्र देव, मोतीलाल बनारसी दास पब्लिशर्स प्रा. लि., दिल्ली, प्र. सं., 1956

Unit-IV Preksha Meditation - IV

Principle of psychic colour: feeling, psychic colour, aura and colour therapy.

Psychic Colour Mediation (*Leshya Dhyan*): purpose, spiritual and scientific perspectives, technique and benefits.

Contemplation (*Anupreksha*): purpose, spiritual and scientific perspectives, technique and benefits.

Course Outcomes

CO1- Introduce the Preksha mediation in general perception of breathing.

CO2- Describe the spiritual – scientific approach to main components of P.M. like internal trip and perception of breathing.

CO3- To understand the perception of study and its technique and psychic-centers and its scientific background.

Co4- To know and practice of psychic colors and its practice with contemplation.

Reference Books

1 प्रेक्षा पुष्प – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं, 2003 ।

2 अपना दर्पण अपना बिम्ब – युवाचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, 1991।

3 जीवन विज्ञान की रूपरेखा – मुनि धर्मेश, जैन विश्व भारती प्रकाशन, लाडनूं, 1996।

4 जीवन विज्ञान, प्रेक्षाध्यान एवं योग – संपा. समणी डॉ. मल्लीप्रज्ञा, जैन विश्वभारती विश्वविद्यालय, 2009।

5 Mirror of the Self – Acharya Mahaprajna, Jain Vishva Bharati Prakashan, Ladnun (Rajasthan), 1995.

6 Preksha Dhyana – Theory & Practice, Acharya Mahaprajna, Jain Vishva Bharati Prakashan, Ladnun (Rajasthan), 1994.

Semester- I
Paper- III
Applied Human Anatomy and Physiology- I

M.M. 75

Objectives:

1. To understand the fundamental principles of physiological function of human body systems.
2. To understand the functional interrelationship of human physiology and Preksha Meditation.

Unit – I **Human Body Organisation:**
Levels of body organisation; basic structure and functions of cell and tissue; organisation of musculoskeletal system.

Unit – II **Control System of Human Body:**
Basic structure and functions of Nervous System- Brain and Spinal Chord; Autonomic Nervous System; organisation and function of Endocrine Glands; effect of Preksha Meditation on function of Brain and Endocrine Glands.

Unit –III **Maintenance System of Human Body:**
Basic structure and functions of Respiratory System; Respiratory process and respiratory capacities; effect of Preksha Meditation on respiratory system.

Unit – IV **Maintenance System of Human Body:**
Basic structure and functions of digestive system; Alimentary canal and accessory digestive organs; process of digestion; effect of Preksha Meditation on digestion.

Unit – V **Nutrition:**
Macro and Micro nutrients, their source and function; energy requirement; balanced diet; Vegetarianism verses nonvegetarianism; Fasting-types and benefits.

Semester – I
Core Compulsory
MYS103 : Practice of Yoga and Preksha Meditation (Practical)

M.M. 75 (CIA-15+Practical and Viva-voce-60)

1. Yogic Exercises and Asanas:

i. Yogic exercises for whole body.
Asanas in Lying Position: *Uttanpadasana, Pawan Muktasana, Makrasana, Shalabhasana, Urdhvamukhasvanasana.*
ii. **Asanas in Sitting Position:** *Vajrasana, Shashankasana, Supta-Vajrasana, Janushirasana, Padmasana, Vakrasana.*
iii. **Asanas in Standing Position:** *Tadasana, Padhastasana, Hastisundikasana*, Parsvakonasana

2. Surya Namaskar

3. Pranayam: *Anulom-vilom, Bhramari*

4. Mudra: *Viparit Karni Mudra and Maha Mudra.*

5. Preksha Meditation and Contemplation (Anupreksha) :

i. Meditation: Preparatory Process, Kayotsarga (Relaxation), Internal Trip, Perception of Breathing, Perception of Centre of Enlightenment, Closing Process and Sampurana Kayotsarga (Complete Relaxation).
ii. Contemplation: Forbearance, Modesty.

6. Shat Karma: *Jal Neti, Ruber Neti, Kapal Bhati.*

संदर्भ पुस्तकें :–

1. Arya, S.D.: Aahar aur Poshahar, Rajasthan Hindi Academy, Jaipur.
2. Bijlani, R.L. and Manchanda, S.K.: The Human Machine; National Book Trust, New Delhi.
3. Gopalan, C., et. Al: Nutritive value of Indian foods; National Institute of Nutrition (ICMR), Hyderabad.
4. Guyton, A.C.: Basic Human Physiology-normal function and mechanism of disease; W.B. Saunders Comp., London.
5. Tortora, G.J. and Anagnostokas, N.P.: Principles of Anatomy and Physiology (VIII ed.); Harper and Row Publishers, N.Y..
6. Yuvacharaya Mahaprajana: Preksha Dhyan: Theory and Practice, 1993, Tulsi Adhyatma Needam, Jain Vishva Bharati, Ladnun (Raj.).
7. Zaveri, J.S.: Human Body (Part III), Health Care, Jain Vishva Bharati, Ladnun (Raj.).
8. Zaveri, J.S.: Human Body - Design, function and development, Today and tomorrow's Printer and Pub., Jaipur.
9. Zaveri, J.S.: Health care for people nearing old age. (1993), JVB, Ladnun (Raj.)
10. ओझा, आर. के. : शारीरिक मनोविज्ञान (प्रथम संस्करण 1989) ह. प्र. भार्गव प्रकाशन, आगरा।
11. वर्मा, पी. एवं पाण्डेय, के : शरीर क्रिया विज्ञान (प्रथम संस्करण 1992), बिहार हिन्दी ग्रंथ अकादमी, पटना।
12. वन्दना जैन : मानव शरीर क्रिया विज्ञान (2002) नाकोडा पब्लिकेशन हाऊस, जयपुर।

Course Outcomes

CO1- To practice of whole body with special exercises in different position.
CO2- Expertise in Surya Namaskar.
CO3 – Understand process and practice of Pranayam.
CO4- Knowing different madras for health.
CO5- A. Practice and learn to health P.M.
B. Practice the complete relaxation.
C. To understand propose of contemplation.
D. To develop the therapeutic approach.

Reference Books

1 तुम स्वस्थ रह सकते हो – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं।
2 प्रेक्षाध्यान : आसन–प्राणायाम – मुनि किशनलाल, जैन विश्व भारती प्रकाशन, लाडनूं।
3 प्रेक्षाध्यान : यौगिक क्रियाऐं – मुनि किशनलाल, बी. जैन पब्लिशर्स (प्रा. लि.), नई दिल्ली।
4 प्रेक्षाध्यान प्रयोग पद्वति – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं।
5 अमूर्त चिन्तन – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं।
6 आसन प्राणायाम मुद्रा बंध – स्वामी सत्यानन्द सरस्वती, योग पब्लिकेशन ट्रस्ट, मुंगेर, 2008।
7 Asana – Swami Kuvalayananda. Kaivalyadham SMYM samiti, Lonavala (India), .
8 Pranayam – Swami Kuvalayananda. Kaivalyadham SMYM samiti, Lonavala (India), 2005 (10ed.) .
9 Integrated Approach of Yoga Therapy for Positive Health – Nagarathna, R. & Nagendra, H.R. – Swami Vivekanand Yoga Prakashan, Bangalore, 2001.
10 Gherand Samhita – Swami Digambarji and Dr. M. L. Ghorote, Kaivalyadham S.M.Y.M. Samiti, Lonavla.

Hathpradipika by Svatmaram - Swami Digambarji and Ptambar Jha, Kaivalyadham S.M.Y.M. Samiti, Lonavla

Semester– I
Paper- IV
Applied Psychology and Preksha Meditation -Yoga

M.M. 75

Objectives:

1. To understand the applied psychology and main theories of personality.
2. To understand the Psychological tests and their utility.

Unit-I Applied Psychology and Personality:

Applied Psychology: meaning, definitions and fields.
Personality: meaning, definitions and determinentes.

Unit-II Theories of Personality:

Kretschmer and Sheldon theories, Acharya Maha pragya's theory on basis of *Leshya*. Moslow's need theory of personality.
Psychoanalytic theory of Freud.

Unit-III Development of Personality and Psychological Tests:

Development of personality through Preksah Meditation -Yoga.
Psychological tests: meaning, definitions and aims of psychological tests.
Some important tests for assessing personality and psychological problems.

Unit-IV Perception & Cognition:

Percetion: definition and nature, laws of perceptual organization.
Cognition: meaning and definitoin, cognition change through Preksah Meditation -Yoga.

Unit-V Developmental Problems and Preksha Meditation -Yoga:

Developmental problems at child hood and adolescent stage and their solution through Preksah Meditation- Yoga.
Problems of adulthood & old stage and their solutions through Preksah Meditation- Yoga.

Semester – I
Core Compulsory
MYS104 : Experiments of Physiology (Practical)

M.M. 25 (CIA-05+Practical and Viva-voce-20)

1. Measurement of Blood Pressure.
2. Spirometry.
3. Experiments through Polyrite.

Course Outcomes

1. Expatriation in testing of blood, pressure blood sugar
2. Measure breathing capacity and examine the effect of pranayama.
3. To learn how to operate different physiological machines.

Reference Books

1 The Human Machine - Bijlani, R.L. and Manchanda, S.K.; National Book Trust, New Delhi.
2 Basic Human Physiology-Normal Function and Mechanism of Disease - Guyton, A.C.; W.B. Saunders Comp., London.
3 Principles of Anatomy and Physiology - Tortora, G.J. and Anagnostokas, N.P.; Harper and Row Publishers, N.Y.
4 Human Body - Design, Function and Development - Zaveri, J.S., Today and tomorrow's Printer and Pub., Jaipur.
5 शरीर क्रिया विज्ञान – वर्मा, पी. एवं पाण्डेय, के., बिहार हिन्दी ग्रंथ अकादमी, पटना, 1992 (प्र.सं.)।
6 मानव शरीर क्रिया विज्ञान – वन्दना जैन, नाकोडा पब्लिकेशन हाऊस, जयपुर, 2002।

संदर्भ पुस्तकें :–

1 भार्गव महेश : मनोवैज्ञानिक परिक्षण एवं मापन, हरप्रसाद भार्गव शैक्षिक प्रकाशक, 4/230 कचहरी घाट, आगरा, 1991

2 डी. एन. श्रीवास्तव : व्यक्तित्व का मनोविज्ञान, विनोद पुस्तक मन्दिर, आगरा, 2005

3 एलिजाबेथ बी. हरलोक : विकास मनोविज्ञान भाग I एवं II, दिल्ली विश्वविद्यालय, दिल्ली, 2000

4 प्रीति वर्मा एवं डी. एन. श्रीवास्तव : आधुनिक प्रयोगात्मक मनोविज्ञान, विनोद पुस्तक मन्दिर, आगरा, 1991 (दसवां संस्करण)

5 जरशिल्ड. ए. टी. : किशोर मनोविज्ञान, बिहार हिन्दी ग्रन्थ अकादमी, पटना, 1997

Semester-I
Paper-V
Practical

Part A: Yoga and Meditation
M.M. 75

(65*+10)**

1. Yogic Exercises and Asanas: **Marks 30**

I. Yogic exercises for whole body.

II. Asanas in Laying Position: *Uttanpadasana, Pawan Muktasana, Makrasana, Shalabhasana.*

III. Asanas in Sitting Position: *Vajrasana, Shashankasana, Supta-Vajrasana, Janushirasana, Padmasana.*

IV. Asanas in Standding Position: *Tadasana, Padhastasana, Hastisundikasana*.

2. Pranayam: *Chandrabhedi*, *Suryabhedi*.

3. Meditation and Contemplation:

I. Meditation: Preparatory process, Relaxation, Internal trip, Ending process.

II. Contemplation: Forbearance, Modesty.

4. Shat Karma: *Jal neti*, *Ruber neti*.
5. Naturopathy: *Patti* (Hot-Cold).

Semester-I
MYS105: Applied Human Anatomy and Physiology
(Core Elective)
M.M. 100(CIA-20+UT-60+TP-20)

Objectives

3. To understand the fundamental principles of physiological function of human body systems.
4. To understand the functional interrelationship of human physiology and Preksha Meditation.

Unit – I **Organization of Human Body: Cell & Tissues** **Marks 05**

Basic Structure and Function of cell and tissue.
Type of muscles
Structure of Muscles
Functions of Muscles
Effect of Yoga on Muscular system.

Unit – II **Musclo-Skeletan System** **Marks 15**

Basic structure and Functions of Bones
General Organization of Skeletan System
Joint – Structure and Types
Digestive- Excreatory system – Anatomy and physiology of digestive system and Uredogenital system (Skin, Kindey, Formation of Urin; Male & Female Reproductive system)

Unit –III **Cardio-Pulmonary System** **Marks 10**

Structure & functions of blood
Structure & functions of heart and blood vessels
Effect of Yoga & Preksha Meditation on Cardiopulmonay System.
Structure & functions of respiratory system
Mechanism of Respiration
Effect of Yoga & Preksha Meditation on respiratory system.

Part B: Experiments of Psychology

(Any Four)

M.M. 40 (30*+10**)

1. Polyrite recording.
2. Measurement of intelligence: verbal & non-verbal.
3. Measurement of anxiety.
4. Measurement of Frustration.
5. Measurement of adjustment.
6. Assessment of personality.

* Awards for practical viva-voce

** Awards for file work

संदर्भ ग्रन्थ :–

1. आचार्य महाप्रज्ञ : तुम स्वस्थ रह सकते हो, जैन विश्व भारती प्रकाशन, लाडनूं।
2. मुनि किशनलाल : प्रेक्षाध्यान : आसन–प्राणायाम, जैन विश्व भारती प्रकाशन, लाडनूं।
3. मुनि किशनलाल : प्रेक्षाध्यान : यौगिक क्रियाऐं, बी. जैन पब्लिशर्स (प्रा. लि.), नई दिल्ली।
4. आचार्य महाप्रज्ञ : प्रेक्षाध्यान प्रयोग पद्वति, जैन विश्व भारती प्रकाशन, लाडनूं।
5. आचार्य महाप्रज्ञ : भीतर की ओर, जैन विश्व भारती प्रकाशन, लाडनूं।
6. आचार्य महाप्रज्ञ : प्रेक्षाध्यान : सिद्धान्त और प्रयोग, जैन विश्व भारती प्रकाशन, लाडनूं।
7. आचार्य महाप्रज्ञ : अमूर्त चिन्तन, जैन विश्व भारती प्रकाशन, लाडनूं।
8. साध्वी शुभयशा : भीतर का रोग भीतर का ईलाज, जैन विश्व भारती प्रकाशन, लाडनूं।
9. जिन्दल, राकेश : प्राकृतिक आयुर्विज्ञान, आरोग्य सेवा प्रकाशन, मोदी नगर, उत्तरप्रदेश।
10. समणी मल्लिप्रज्ञा : जीवन विज्ञान, प्रेक्षाध्यान एवं योग, जैन विश्वभारती विश्वविद्यालय, लाडनूं, 2009

Unit – IV Neuro-Endocrine System

Basic organization of Nervous system
Structure and functions of brain and spinal cord
Structure and functions of endocrine glands
Hormones and their mechanism of action
Effect of Yoga & Preksha meditation on Brain & Endocrine System.
Immune system- Camponent, functions and process of Immunity

Course Outcomes

CO 1. Understand basic elements of human anatomy and physiology.
CO 2. Bain the knowledge of system of body in respect of Yoga and P.M.
CO 3. Develop the scientific research approach to P.M.
CO 4. For be their understanding the P.M. to study the nero endocrine system and Immune system.

Reference Books

7 The Human Machine - Bijlani, R.L. and Manchanda, S.K.; National Book Trust, New Delhi.
8 Basic Human Physiology-Normal Function and Mechanism of Disease - Guyton, A.C.; W.B. Saunders Comp., London.
9 Principles of Anatomy and Physiology - Tortora, G.J. and Anagnostokas, N.P.; Harper and Row Publishers, N.Y.
10 Human Body - Design, Function and Development - Zaveri, J.S., Today and tomorrow's Printer and Pub., Jaipur.
11 शरीर क्रिया विज्ञान – वर्मा, पी. एवं पाण्डेय, के., बिहार हिन्दी ग्रंथ अकादमी, पटना, 1992 (प्र.सं.)।
12 मानव शरीर क्रिया विज्ञान – वन्दना जैन, नाकोडा पब्लिकेशन हाऊस, जयपुर, 2002।

Semester-I

MYS106 : Alternative Therapies (Core Elective)

M.M. 100(CIA-20+UT-60+TP-20)

Objectives

1. To understand the process of rehabilitation.
2. To understand the applications of Preksha Meditation & Yoga in different fields of applied psychology.

Unit-I Acupressure

Introduction and history.
Principles of acupressure.
Causes of disease and its treatment.
Reflex points.

Unit-II Magnet Therapy

History of magnet therapy, Types of magnet, Properties of magnet.
Principles of magnet therapy.
Magnetized water, Magnetized oil.
Method of application, duration, time and precautions for application of magnet and Benefits of magnet therapy.

Unit-III Reiki

History and Introduction, principles of Reiki treatment.
Seven laws of Reiki healing and three degrees.
Treatment guidelines, precautions and hand positions.

Unit-IV Aroma Therapy

History and Introduction of Aroma therapy.
Principles of application- absorption through skin and lungs, sense of smell and mind.

Property of oils, types of essential oils, methods of extraction and blending.

Course Outcomes

CO 1. Develop the skill of acupressure to heal the potions.
CO 2. Improve the health though magnet therapy.
CO 3. Heal the different discuses with practice of Reiki.
CO 4. Understand the Aroma therapy to reduce the Mental Problems.

Reference Books

1 Aroma Therapy-Massage with essential oils-Christine Wildwood; Element Books Ltd., 1991.
2 Complete Aromatherapy Handbook-Susanne & Fischer-Rizzi; Health Harmony Publication, 1998.
3 Magnet Dowsing or The Magnet Study of Life- B. Bhattacharyya, Firma KLM Pvt. Ltd. Calcullta, 1997.
4 Reiki for first aid – Walter Lubeck, Health and Harmony an imprint of B. Jain Publishers, Pvt. Ltd., New Delhi, 1998
5 एक्युप्रेशर : प्राकृतिक उपचार – अत्तर सिंह, एक्युप्रेशर हेल्थ सेन्टर, चण्डीगढ़, 2005।
6 अरोमा थेरेपी (सुवासित–तैलीय चिकित्सा प्रणाली) – गरिमा संजय, बी.जैन प्रकाशन, नई दिल्ली, 1998।
7 रैकी (कर–स्पर्श द्वारा स्वास्थ्य) – जीयस जे. मॉरीश एवं विलियम आर. मॉरीश, बी.जैन प्रकाशन, नई दिल्ली, 1997।
8 रेकी (उपचारकारी स्पर्श) – बोडो जे. बाग्निसकी एवं शलीला शरामोन, बी.जैन प्रकाशन, नई दिल्ली, 1999।
9 चुम्बक चिकित्सा का सरल अध्ययन – एन.टी. सन्तवानी, अनुवादक – प्रताप सिंह रावत, बी.जैन प्रकाशन, नई दिल्ली, 2000।
10 चुम्बक चिकित्सा – हीरा लाल बंसल एवं रघुनाथ शरण बंसल, बी.जैन प्रकाशन, नई दिल्ली, 1994।

Semester – I
Foundation Course
JVB101: Value Education
M.M. 100(CIA-20+UT-60+TP-20)

Objectives

1. To understand the need of value oriented education.
2. To understand the process of contemplation for value development.

Unit-I Value Education

Education- meaning, definitions, objectives and curriculum formation.
Problems of modern education.
Values- meaning, definitions, different views and classifications of values.
Need of value education.

Unit-II Value Education and Science of Living

Moral values development through contemplation: honesty, self-discipline and non- violence.
Mental values development through contemplation: mental balance, will power and patience.
Emotional and spiritual values development through contemplation: tolerence, fearlessness and modesty.

Unit-III Conceptual tenets of Jainism-I

Concept of Nonviolence
Concept & Non possession
Concept of Non absolutism
Concept of syadvad

Unit-IV Conceptual tenets of Jainism-II

Concept & Vrata

Concept of liberty
Jain way of life
Concept of Triratna

Reference Books

1. समाज शास्त्र – आर. एन. मुखर्जी, वी. अग्रवाल एवं नीना मल्होत्रा, विवेक प्रकाशन, दिल्ली, 1988।
2. संस्कृति की रूपरेखा – डॉ. हरद्वारीलाल शर्मा, मानसी प्रकाशन, 32 कैलाशपुरी, मेरठ, 1985।
3. अमूर्त चिन्तन – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं, 2001।
4. Teaching Methods for Yoga Practices: Dr M.L. Gharote and Dr S.K. Ganguly, Kaivalyadham Samiti, Lanavla, 2001.
5. Value Education: Theory and Practice, Dr. N. L. Gupta, Krishna Brothers, Ajmer, 1986.

2nd Semester

Paper-I	Basic Elements of Preksha Meditation.	100 (75*+25**)
Paper-II	System & Components of Yoga	100 (75*+25**)
Paper-III	Applied Human Anatomy and Physiology-II	100 (75*+25**)
Paper-IV	Applied Psychology, Rehabilitation and Science of Living	100 (75*+25**)
Paper-V	Practical	
a.	Yoga and Meditation	100 (75*+25**)
b.	Experiments of Physiology	50 (40*+10**)
	Total =	**550**

SEMESTER-II

COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT	TOTAL CREDIT
MYS201	Basic Yoga Texts	**Core Compulsory**	4	**20**
MYS202	Basic Elements of Science of Living		4	
MYS203	Practice of Yoga and Preksha Meditation (Practical)		3	
MYS204	Psychological Assessments (Practical)		1	
MYS205	Applied Psychology	**Core Elective (Any One)**	4	
MYS206	Samkhya, Shaiv, Jaina and Bauddh Yoga			
JVBF201	Value Education and Spirituality	**Foundation Course (Any One)**	4	
JVBF202	Information Technology and Computer Application			
JVBF203	Nonviolence & Peace			
JVBF204	The Use of English			
JVBF205	Social Work: Theams and Practice			
JVBF206	Preksha Meditation & Self Management			

Note: One credit equal to 25 marks.

Semester- II
Paper- I
Basic Elements of Preksha Meditation

M.M. 75

Objectives:

1. To introduce historical development of Preksha Meditation.
2. To introduce the main components, spiritual-scientific perspective, purpose and results of Preksha Meditation.
3. To introduce the practicals & process.

Unit-I

Preksha Meditation: history, nature, *upsampada* and results.

Basic introduction of supportive and specific components of Preksha Meditation.

Unit-II

Basic introduction of main components of Preksha Meditation.

Kayotsarga (Relaxation with self awareness): purpose, spiritual and scientific perspective, technique and benefits.

Unit-III

Internal trip (*Antaryatra*): purpose, spiritual and scientific perspectives, techniques and benefits. Vital energy (*Pran*), *Tejoleshya* and awakning of *Kundalini*.

Perception of Breathing: purpose, spiritual and scientific perspectives, types, techniques and benefits.

Semester – II
Core Compulsory
MYS201 : Basic Yoga Texts
M.M. 100(CIA-20+UT-60+TP-20)

Objectives

1. To acquire detailed knowledge of Panch kosh and shat chakra.
2. To understand basic principles of kundalini.

Unit-I **Introduction to the Yoga Upanishad I**

Kathopanishad, Taittiriyopanishad, Shwetashatarapanishad, Kenopanishad.

Unit-II **Introduction to the Yoga Upanishad II**

Yoga Kundalyopanishad, Dhyanbindopanishad, Nadabindopanishad, Yogatattvapanishad

Unit–III **Introduction to the Hathayoga Texts**

Hathapradipika, Hatharatnawali, Gheranda Samhita, Siddha-siddhant Paddhati

Unit-IV **Introduction to the Jnana & Bhakti Yoga Texts**

Bhagwadgita, Yoga Vashishtha, Narada Bhakti Sutra, Shandilyabhakti Sutra

Course Outcomes

CO 1. Study the different Yogaprishad for deep understanding of Yoga.
CO 2. To understand the text of Hatha Pradipika in detail and other for knowledge.
CO 3. To acquire the knowledge of Asana and Pranayam Bandth and mudra based on original text.
CO 4. To introduce different types of Yoga text.

Unit-IV

Perception of Body: purpose, spiritual and scientific perspectives, techniques and benefits.
Perception of Psychic Centres: purpose, spiritual and scientific perspectives, techniques and benefits.

Unit-V

Psychic Colour Medition (*Leshya Dhyan*): purpose, spiritual and scientific perspectives, techniques and benefits.
Principle of *psychic colour*, *psychic colour* and emotions, *psychic colour* and aura, colour therapy.
Contemplation (*Anupreksha*): purpose, spiritual and scientific perspectives, technique and benefits.

संदर्भ ग्रंथ :–

1. आचार्य महाप्रज्ञ : प्रेक्षा पुष्प, जैन विश्व भारती प्रकाशन, लाडनूं, 2003
2. अपना दर्पण अपना बिम्ब–युवाचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, 1991
3. जीवन विज्ञान की रूपरेखा, मुनि धर्मेश, जैन विश्व भारती, लाडनूं, 1996
4. जीवन विज्ञान, प्रेक्षाध्यान एवं योग, संपा. समणी डॉ. मल्लीप्रज्ञा, जैन विश्वभारती विश्वविद्यालय.

5- Mirror of the Self-AcharyaMahaprajna, JVBI, 1995
6- Preksha Dhyana: Theory & Practice- Acharya Mahaprajna, Jain Vishva Bharati Prakashan, 1994, Ladnun (Rajasthan).

Reference Books

1 Kathopanishad
2 Taittiriyopanishad
3 Shwetashatarapanishad
4 Kenopanishad
5 Yoga Kundalyopanishad
6 Dhyanbindopanishad
7 Nadabindopanishad
8 Yogatattvapanishad
9 Gherand Samhita – Swami Digambarji and Dr. M. L. Ghorote, Kaivalyadham S.M.Y.M. Samiti, Lonavla.
10 Hathpradipika by Svatmaram - Swami Digambarji and Ptambar Jha, Kaivalyadham S.M.Y.M. Samiti, Lonavla.
11 Shiv Samhita – Swami Maheshananda and Dr. B. R. Sharma, Kaivalyadham S.M.Y.M. Samiti, Lonavla.
12 Siddha-siddhant Paddhati
13 Bhagwadgita
14 Yoga Vashishtha
15 Narada Bhakti Sutra
16. Shandilyabhakti Sutra

Semester-II
Paper-II
Systems and Components of Yoga

M.M. 75

Objectives:

1. To introduce the limbs of Yoga.
2. To introduce the Yoga systems.

Unit-I

Patanjal Yoga Darshan-I: Philosophical aspects.
Definition of Yoga, states and *vritti* of Psyche, *Samadhi* and types of *Samadhi* according to *Patanjal Yoga Darshan*.

Unit-II

Patanjal Yoga Darahsan-II: obstruction and its solution, *Pancha Klesh*, limbs of Yoga.

Unit-III

Hath Yoga: philosophical aspects.
Shat Karma, *Aasana*, *Pranayama*, *Mudra* and *Bandh*: An Introduction according to *Hatha Yoga*.

Unit-IV

Shat Karma, Aasana, Pranayama, Mudra and Bandh: scientific aspects, process and results.

Semester – II
Core Compulsory
MYS202 : Basic Elements of Science of Living
M.M. 100(CIA-20+UT-60+TP-20)

Objectives

4. To understand the historical background & development of Science of Living.
5. To introduce the basic elements of Science of Living.
6. To understand the theoretical & practical aspects of Non-Absolutism, *Anuvarta* & Non-Violence.

Unit-I **Science of Living - I**

Historical background, nature, definitions, perspectives, aims and objectives.
Fundamental elements of life: body, breath, *prana*, mind, *bhav*, *karma* and consciousness.
Relation of Science of Living with other education systems.

Unit-II **Science of Living - II**

Fields, characteristics, educational philosophy of Science of Living, and need of Science of Living.
Science of Living in school education: curriculum and learning achievements.
Teaching methods of Science of Living, teaching material and evaluation.

Unit-III ***Anekant* and Non-violence**

Non-absolutism (*Anekant*) – Theory and process.

Unit-V

Manonushasanam: *Vayu* (pran) –nature, types, way of control (vijay) and benefits of retention of *Vayu*. Mind: nature, types, ways of purification of mind.
Different meditation systems: introduction of *Transcedental Meditation*,*Vipasyana* and *Zen Meditation*.

संदर्भ ग्रंथ :–

1. पातंजल योग दर्शन : आचार्य ब्रह्मलीन, चौखम्भा संस्कृत प्रतिष्ठान, दिल्ली, 2003
2. हठयोग प्रदीपिका : स्वात्माराम योगेन्द्र, वेंकटेश्वर प्रेस, बम्बई–4, 1985
3. मनोनुशासनम् : आचार्य तुलसी, आदर्श साहित्य संघ पब्लिकेशन्स, चूरू, 1995 (पंचम संस्करण)
4. प्रेक्षा अनुप्रेक्षा : आचार्य तुलसी, आदर्श साहित्य संघ पब्लिकेशन्स, चूरू, 1995 (चतुर्थ संस्करण)
5. योग तत्वांक–गीताप्रेस, गोरखपुर, वि. सं. 2048
6. मुक्ति के चार सोपान : स्वमी सत्यानन्द सरस्वती, योग संस्थान, मुंगेर (बिहार)
7. Yoga Tradition: Feuerstein George, Motilal Banarsidas Publications, Delhi, 2002.

Concept and training of Non-violence (emotional transformation, change of perspectives, life style and system).

Unit-IV Anuvrat

Anuvrat : Vratas and *Anuvratas*- meaning and definition, directive principles of anuvratas and their application. Anuvrat movement: philosophical basis and historical background, code of conduct of anuvratas and classified anuvratas.

Course Outcomes

CO 1. To understand the basic elements of life for development of balanced personality.
CO 2. Apply the science of living as a new dimension of education to complete the purpose to education.
CO 3. Develop the open madness, self-control and nonviolent personality for healthy society.
CO 4. Enrich the value in mankind by practicing anuvrats that's small vows.

Reference Books

6 जीवन विज्ञान की रूपरेखा – मुनि धर्मेश, जैन विश्वभारती संस्थान, 2002 (द्वितीय सं.)।
7 जीवन विज्ञान शिक्षक संदर्शिका – मुनि किशनलाल, जैन विश्व भारती, 2006 ।
8 चित्त और मन – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, 2005 (षष्ठ सं.)।
9 जीवन विज्ञान शिक्षा का नया आयाम – आचार्य महाप्रज्ञ, तुलसी अध्यात्म नीडम् प्रकाशन, लाडनूं, 1998 (तृतीय सं.)।
10 अनेकान्त है तीसरा नेत्र – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, 1997 (तृतीय सं.)।

Semester- II
Paper- III
Applied Human Anatomy and Physiology - II

M.M. 75

Objectives:

1. To understand the fundamental principle of anatomy and physiology of human body.
2. To acquint with basic principles of Preksha Meditation in relation to physiology of human body.

Unit - I **Maintenance System of Human Body:**
Cardiovascular system- Basic structure and functions of heart and blood; Role of Preksha Meditation in maintenance of heart rate, blood pressure and blood quality.

Unit -II **Maintenance System of Human Body:**
Excretory system- Basic structure and functions of Kidney; Process of urine formation.

Unit -III **Maintenance System of Human Body:**
Lymphatic system- Organisation of lymphatic system, lymph tissue, lymph nodes; Immunity-general and acquired (T cell and B cell immunity); Effect of Preksha Meditation-Yoga on immunity.

Unit - IV **Learning, Memory & Emotion:**
Concepts and physiological basis of learning, memory and emotion; Effect of Preksha Meditation-Yoga on these phenomenom.

Unit - V **Research Methodology in Reference to Preksha Meditation:**
Methodology for evaluation of physiological changes after practices of Preksha Meditation- Yoga; Components and utility.

Semester – II
Core Compulsory
MYS203 : Practice of Yoga and Preksha Meditation (Practical)
M.M. 75 (CIA-15+ Practical and Viva-Voce-60)

1. Revision of all practices undertaken in semester-I.

2. Yogic Exercises and Asana:

i. Yogic exercises for abdomen and respiration.
ii. Asana in Lying Position: *Sarvangasana, Halasana, Matsyasana, Bhujangasana, Dhanurasana.*
iii. Asana in Sitting Position: *Paschimottanasana, Ushtrasana, Yoga Mudra, Ardha-Matsyendrasana, Marichasana, Malasana.*
iv. Asana in Standing Position: *Vrikshasana, Vatayanasana, Trikonasana, Veerasana.*

1. **Pranayam**: *Chandra Bhedi, Surya Bhedi*
2. **Mudra:** Shanmukhi Mudra, Tadagi Mudra.

5. Preksha Meditation and Contemplation (Anupreksha):

i. Meditation: Four steps and Perception of Body.
ii. Contemplation (Anupreksha): Adjustment, Fearlessness.

6. **Shat Karma:** *Sutra neti, Kunjal.*

Course Outcomes

CO 1. Learn and solve the particular problem of organs of body by yogic exercise.
Expatriation in advanced asanas.
CO 2. Practice and experience of pranayama. Understand different madras for healing.
CO 3. Practice P.M. and contemplation. Peace of mind and values.
CO 4. Practice the different types of shatkarma for detoxification of your body.

संदर्भ पुस्तकें :–

1 Arya, S.D.: Aahar aur Poshahar (2nd edition, 1986), Rajasthan Hindi Academy, Jaipur.
2 Bijlani, R.L. and Manchanda, S.K.: The Human Machine (Ist edition, 1985); National Book Trust, New Delhi.
3 Gopalan, C., et. Al, Nutritive value of Indian foods (3rd edition,2001); National Institute of Nutrition (ICMR), Hyderabad.
4 Guyton, A.C.: Basic Human Physiology-normal function and mechanism of disease(4th edition, 1981), W.B. Saunders Comp., London.
5 Tortora, G.J. and Anagnostokas, N.P.: Principles of Anatomy and Physiology (VIII ed.,) (1990); Harper and Row Publishers, N.Y..
6 Yuvacharaya Mahaprajana: Preksha Dhyan: Theory and Practice, 1993, Tulsi Adhyatma Needam, Jain Vishva Bharati, Ladnun (Rajasthan).
7 Zaveri, J.S.: Human Body (Part III), Health Care, Jain Vishva Bharati, Ladnun (Rajasthan) (1993).
8 Zaveri, J.S.: Human Body-Design, function and development, 1991, Today and tomorrow's Printer and Pub., Jaipur.
9 Zaveri, J.S.: Health care for people nearing old age (1993), Jain Vishva Bharati,Ladnun.
10 ओझा, आर. के. : शारीरिक मनोविज्ञान (प्रथम संस्करण 1989), ह.प्र. भार्गव प्रकाशन, आगरा।
11 वर्मा, पी. एवं पाण्डेय, के. : शरीर क्रिया विज्ञान (प्रथम संस्करण 1992), बिहार हिन्दी ग्रंथ अकादमी, पटना।
12 वन्दना जैन : मानव शरीर क्रिया विज्ञान (2002), नाकोडा पब्लिकेशन हाऊस, जयपुर।

Reference Books

1 तुम स्वस्थ रह सकते हो – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं।
2 प्रेक्षाध्यान : आसन–प्राणायाम – मुनि किशनलाल, जैन विश्व भारती प्रकाशन, लाडनूं।
3 प्रेक्षाध्यान : यौगिक क्रियाऐं – मुनि किशनलाल, बी. जैन पब्लिशर्स (प्रा. लि.), नई दिल्ली।
4 प्रेक्षाध्यान प्रयोग पद्वति – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं।
5 अमूर्त चिन्तन – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं।
6 आसन प्राणायाम मुद्रा बंध – स्वामी सत्यानन्द सरस्वती, योग पब्लिकेशन ट्रस्ट, मुंगेर, 2008।
7 Gherand Samhita – Swami Digambarji and Dr. M. L. Ghorote, Kaivalyadham S.M.Y.M. Samiti, Lonavla.
8 Hathpradipika by Svatmaram - Swami Digambarji and Ptambar Jha, Kaivalyadham S.M.Y.M. Samiti, Lonavla.
9 Shiv Samhita – Swami Maheshananda and Dr. B. R. Sharma, Kaivalyadham S.M.Y.M. Samiti, Lonavla.
10 Asana – Swami Kuvalayananda. Kaivalyadham SMYM samiti, Lonavala (India), .
11 Pranayam – Swami Kuvalayananda. Kaivalyadham SMYM samiti, Lonavala (India), 2005 (10ed.) .
12 Integrated Approach of Yoga Therapy for Positive Health – Nagarathna, R. & Nagendra, H.R. – Swami Vivekanand Yoga Prakashan, Bangalore, 2001.

Semester– II
Paper- IV
Applied Psychology, Rehabilitation and Preksha Meditation-Yoga

M.M. 75

Objectives:

1. To understand the process of rehabilitation.
2. To understand the applications of Preksha Meditation & Yoga in different fields of human being.

Unit-I Rehabilitation and Preksha Meditation-Yoga:

Crime: definitions, types and causal factors.
Rehabilitation of criminals through Preksha Meditation- Yoga.

Unit-II Human Skills and Preksha Meditation-Yoga:

Intelligence: definition, principles, measurement of Intelligence and types of
Intelligence test.
Development of human skills through Preksha Meditation-Yoga.

Unit-III Drug and Drug Addiction:

Nature, definitions and causal factors of addiction .
Types and ingradients of drugs, effects of drug addiction.

Unit-IV De-addiction and Preksha Meditation & Yoga:

Concept and theories of de-addiction.
Different preventive measures of de-addiction including Preksha Meditation-Yoga with scientific studies.

Semester – II
Core Compulsory
MYS204 : Psychological Assessments (Practical)

M.M. 25 (CIA-05+ Practical and Viva-Voce-20)

1. Measurement of Neurosis
2. Assessment of Personality
3. Assessment of Physical & Mental Health
4. Assessment of Cognitive Style
5. Measurement of Forgiveness
6. Measurement of Ego
7. Measurement of Emotional Maturity
8. Assessment of Intelligence
9. Measurement of Frustration
10. Measurement of Fear

Unit-V Orgnizational problems and Preksha Meditation-Yoga:

Organization – meaning, concept, problems of organization - Job satisfaction,

Job analysis, Leadership, Fatigue, Accidents and their solutions through Preksha Meditation-Yoga.

संदर्भ ग्रंथ :–

1. Drug Abbuse and Society: Prashant Saroj Ashish Publishing House, New Delhi, 1993.
2. भारतीय सामाजिक समस्याएं : डॉ. जी. आर. मदन, विवेक प्रकाशन, नई दिल्ली 1994
3. अपराध चिकित्सा : श्रीभगवान दास केला, भारतीय ग्रन्थमाला, वाराणसी, 1950
4. अहिंसा के अछूते पहलू : आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं, 1989
5. प्रेक्षाध्यान नशा मुक्ति : मुनि किशनलाल, शुभकरण सुराणा, बी. जैन पब्लिशर्स (प्रा.) लिमिटेड, 1999 (द्वितीय संस्करण)

Awards for practical viva-voce

Awards for file records

Course Outcomes

1. Learn the measurement of psychological factors.
2. To measure the different aspects of personality.
3. To assess the health factors.
4. To study the effect of P.M. on psychosomatic problems.

Reference Books

1. परीक्षण एवं परीक्षण – राणा प्रताप सिंहा, मोतीलाल बनारसीदास, दिल्ली।
2. आधुनिक प्रयोगात्मक मनोविज्ञान – प्रीति वर्मा एवं डी.एन. श्रीवास्तव, विनोद पुस्तक मन्दिर, आगरा।

Semester-II
Paper-V
Practical

Part A: Yoga and Meditation

(65*+10)**

1. Yogic Exercises and Asanas:

v. Yogic exercises for abdomen and respiration.

vi. Asanas in Laying Position: *Sarvangasana, Halasana, Matsyasana, Bhujangasana, Dhanurasana.*

vii. Asanas in Sitting Position: *Paschimottanasana, Ushtrasana, Yoga Mudra, Ardha-Matsyendrasana.*

viii. Asanas in Standding Position: *Vrikshasana, Vatayanasana, Trikonasana.*

2. Pranayam: *Kapal Bhanti, Anulom-Vilom.*

3. Meditation and Contemplation:

iii. Meditation: perception of breathing, perception of center of enlightment.

iv. Contemplation: Adjustment, Fearlessness.

4. Shat Karma: *Sutra neti, Kunjal.*

5. Naturopathy: Steam bath.

Part B: Experiments of Physiology

(30*+10)**

1. Measurement of Hemoglobin in sample serum.
2. Measurement of PEFR and PIFR by Peak Flow Meter.
3. Measurement of Blood Pressure.
4. Estimation of Blood Glucose (Random).

* Awards for practical viva-voce

** Awards for file work

Semester – II
Core Elective
MYS205 : Applied Psychology
M.M. 100(CIA-20+UT-60+TP-20)

Objectives

3. To understand the applied psychology and main theories of personality.
4. To understand the Psychological tests and their utility.

M.M. 75

Marks 30

Unit-I **Applied Psychology**

Meaning and definition of Applied Psychology.
Fields and objectives of Applied Psychology
Importance of Preksha Meditation – Yoga in Applied Psychology

Unit-II **Perception and Cognition**

Marks 05

Perception: meaning and nature of perceptual process, laws of perceptual organization.

Marks 15

Cognition**:** meaning of cognition, meaning and nature of thinking**.**
Cognition change through Preksha-Meditation-Yoga

Unit-III **Intelligence and Creativity**

Marks 10

Intelligence: meaning and nature of intelligence, theories of intelligence (Spearman, Thurston and Guilford);

M.M. 40

Creativity: meaning and nature, relationship between creativity & intelligence.
Measuring intelligence: Binet test, Bhatia battery, Wechsler scales, Verbal test of intelligence and Passi Usha test of creativity.

Unit-IV **Personality**

Personality: meaning, definition and dimensions.

संदर्भ ग्रन्थ :–

1. आचार्य महाप्रज्ञ : तुम स्वस्थ रह सकते हो, जैन विश्व भारती प्रकाशन, लाडनूं, द्वि.सं. 2002
2. मुनि किशनलाल : प्रेक्षाध्यान : आसन–प्राणायाम, जैन विश्व भारती प्रकाशन, लाडनूं, 2003
3. मुनि किशनलाल : योगासन, बी. जैन पब्लिशर्स (प्रा. लि.), नई दिल्ली, 2004
4. मुनि किशनलाल : प्रेक्षाध्यान : यौगिक क्रियाऐं, बी. जैन पब्लिशर्स (प्रा. लि.), नई दिल्ली, 2005
5. आचार्य महाप्रज्ञ : प्रेक्षाध्यान प्रयोग पद्वति, जैन विश्व भारती प्रकाशन, लाडनूं, 1999 अष्ठम संस्करण
6. आचार्य महाप्रज्ञ : भीतर की ओर, जैन विश्व भारती प्रकाशन, लाडनूं 2001
7. आचार्य महाप्रज्ञ : प्रेक्षाध्यान : सिद्धान्त और प्रयोग, जैन विश्व भारती प्रकाशन, लाडनूं, 2003
8. आचार्य महाप्रज्ञ : अमूर्त चिन्तन, जैन विश्व भारती प्रकाशन, लाडनूं, 2001
9. साध्वी शुभयशा : भीतर का रोग भीतर का ईलाज, जैन विश्व भारती प्रकाशन, लाडनूं, 2008
10. जिन्दल, राकेश : प्राकृतिक आयुर्विज्ञान, आरोग्य सेवा प्रकाशन, मोदी नगर, उत्तरप्रदेश, 2004–2005

Approaches of personality.
Acharya Mahapragya's theory of personality (Leshya and Integrated Personality Theory and Scientifico-spiritual personality).
Determinants of personality – biological and psychological.
Development of personality through Preksha Meditation-Yoga.

Course Outcomes

CO 1. Understand the applied psychology and its field. Study the role of P.M. and yog in the field of applied psychology.
CO 2. Describe the perception and cognition. With practice of P.M. improve the quality of perception and cognition.
CO 3. Gain the knowledge of intelligence and creativity.
CO 4. Understand the different dimension of personality. To develop spirito- scientific personality through P.M.

Reference Books

1 Psychology in Physiotherapy Practice – Malini Srivastava, Ahuja Publishing House, Delhi, 2009.
2 Introducation to Psychology – Hilgard, Atkinson and Atkinson, Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi, 1975
3 मनोवैज्ञानिक परीक्षण एवं मापन – भार्गव महेश, हरप्रसाद भार्गव शैक्षिक प्रकाशक, 4/230 कचहरी घाट, आगरा, 1991 ।
4 व्यक्तित्व का मनोविज्ञान – डी. एन. श्रीवास्तव, विनोद पुस्तक मन्दिर, आगरा, 2005 ।
5 विकास मनोविज्ञान भाग I एवं II – एलिजाबेथ बी. हरलोक, दिल्ली विश्वविद्यालय, दिल्ली, 2000 ।
6 आधुनिक प्रयोगात्मक मनोविज्ञान – प्रीति वर्मा एवं डी. एन. श्रीवास्तव, विनोद पुस्तक मन्दिर, आगरा, 1991 (दशम सं.)।
7 किशोर मनोविज्ञान – जरशिल्ड. ए. टी., बिहार हिन्दी ग्रन्थ अकादमी, पटना, 1997 ।
8 उच्चतर सामान्य मनोविज्ञान – अरूण कुमार सिंह, मोतीलाल बनारसीदास, नई दिल्ली, 2011 ।

Semester – II
Core Elective
MYS206 : Samkhya, Shaiv, Jaina and Bauddha Yoga
M.M. 100(CIA-20+UT-60+TP-20)

Objectives

1. To understand the traditional yoga schools.
2. To understand fundamental principles of different yoga systems.

Unit-I Samkhya Yoga

Meaning, Introduction and purpose of Samkhya Yoga; types of *Dukh*; *Tatva Mimansa-Purush, Prakriti and Srishthy Prakriya*; *Satkaryavad* and *Praman Mimansa*.

Unit-II Shaiv Yoga

Philosophical basis, traditional life style, types and steps of *sadhana*, needs of *sadhana*, abilities of *sadhak* and levels of *sadhana*.

Unit-III Jain Yoga

Philosophical basis, definitions of meditation in Jain texts, types of meditation in Jain texts and *Bhavana* Yoga.

Unit-IV Bauddh Yoga

Philosophical basis, *Arya Satya*, *Ashtangic Marg*, Transcendence, physical obstacles, object of meditation, nature of *sadhak* and favorable environment of *sadhana*.

Course Outcomes

CO 1. Study the different schools of traditional yoga
Acquire the knowledge of samkhya yoga and its different aspects.
CO 2. Study the philosophical basis of Shaiv yoga and its practice.
CO 3. Understand the using of meditation in based on Jain texts.

CO 4. To understand types of mediations in Bauddha Yoga and different aspects of sadhana.

Reference Books

1 योगांक, गीता प्रेस, गोरखपुर,।
2 जैन योग – आचार्य महाप्रज्ञ, आदर्श साहित्य संघ प्रकाशन, चूरू, 2000।
3 सांख्यकारिका – डॉ. राकेश शास्त्री, प्रकाशक – संस्कृत ग्रन्थागार, दिल्ली, 2004
4 भारतीय दर्शन – डॉ. न.कि. देवराज, उत्तरप्रदेश, हिन्दी संस्थान, लखनऊ, तृतीय संस्करण, 1983
5 Yoga Tradition - Feuerstein George, Motilal Banarasidas Publications, Delhi, 2002.
6 बौद्धदर्शन मीमांसा –आचार्य बलदेव उपाध्याय, चौखंबा विद्या भवन वाराणसी, 1999 (पंचम संस्करण)।
7 बौद्ध धर्म दर्शन – आचार्य नरेन्द्र देव, मोतीलाल बनारसी दास पब्लिशर्स प्रा.लि., दिल्ली, 1956 (प्रथम सं.)।

3rd Semester

Paper-I	Human Consciousness and Yoga	100 (75*+25**)
Paper-II	Value Education and Science of Living	100 (75*+25**)
Paper-III	Science of Living and Health Education	100 (75*+25**)
Paper-IV	Research Methodology	100 (75*+25**)
Paper-V	Practical	
a.	Yoga and Meditation	100 (75*+25**)
b.	Experiments of Physiology	50 (40*+10**)
	Total =	**550**

SEMESTER-III

COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT	TOTAL CREDIT
MYS301	Hath Yoga	**Core Compulsory**	4	**20**
MYS302	Self Management and Preksha Meditation		4	
MYS303	Practice of Yoga and Preksha Meditation (Practical)		3	
MYS304	Practice of Naturopathy (Practical)		1	
MYS305	Abnormal Psychology	**Core Elective (Any Two)**	4	
MYS306	Naturopathy			
MYS307	Dietetics and Nutrition			

Note: One credit equal to 25 marks

Semester- III
Paper-I
Human Consciousness and Yoga

M.M. 75

Objectives:

1. To understand the elements of life in context to Indian Psychology.
2. To introduce the Parapsychology & ESP.

Unit-I

Human Consciousness: concept, meaning, definitions, consciousness in Indian and western philosophy.

Unit-II

Quantum theory of consciousness, physiological and psychological basis of human consciousness.

Concept of spirituo–scientific personality in vision of Acharya Mahaprajna.

Unit-III

Indian Psychology: nature, possibility and branches.

Concept of body, vital force, sensory organs, mind, intelligence and *karma* in Indian psychology.

Unit-IV

Parapsychology: brief history, possibilities, its correlation with spiritual believes, past birth and re-birth.

Unit-V

Supernormal cognition or E.S.P.: clairvoyance, telepathy, psychometery, precognition, psycho-kinesiss. Development of E.S.P. through Yoga.

Semester – III
Core Compulsory
MYS301 : Hatha Yoga
M.M. 100(CIA-20+UT-60+TP-20)

Unit I- Introduction to Hatha Yoga Texts

Introduction to Hatha Yoga and Hatha Yoga Texts. Siddhasiddhanta paddhati, Hatha Pradeepika, Gheranda Samhita, Hatha Ratnavali and Shiva Samhita. Aim & objectives, misconceptions about Hatha Yoga, prerequisites of Hatha Yoga (dasha yama and dasha niyama), Sadhaka and Badhaka tattvas in Hatha Yoga; Concept of Ghata, Ghatashuddhi, Concept and importance of Shodhana kriyas in Hatha Yoga; Importance of Shodhana kriyas in health and disease; Concept of Mattha, Mitaahara, Rules & Regulations to be followed by Hatha Yoga Sadhakas

Unit II- Asanas in Hatha Texts

Definition, pre requisites and special features of Yoga-asana; Asanas in Hatha Pradeepika, Hatha Ratnavali, Gheranda Samhita; Benefits, precautions, and contraindications of different Asanas;

Unit III- Pranayama in Hatha Texts

Concept of Prana & Ayama, Pranyama; Pranayama its phases and stages; Prerequisites of Pranayama in Hatha Yoga Sadhana; Pranayama in Hatha Pradeepika, Hatha Ratnavali & Gheranda Samhita; Benefits, precautions and contraindications of Pranayama.

Unit IV- Bandha, Mudra and other practices

Concept, definition of Bandha and Mudras, in Hatha Pradeepika, Hatha Ratnavali and Gheranda Samhita; Benefits, precautions and contraindications. Concept, definition, benefits and Techniques of Pratyahara, Dharana and Dhyana in Gheranda Samhita; Concept and benefits of Nada and Nadanusandhana in Hatha Pradeepika, Four Avasthas (stages) of Nadanusandhana; Relationship between Hatha Yoga and Raja Yoga; Goal of Hatha Yoga. Relevance of Hatha Yoga in contemporary times.

संदर्भ ग्रंथ :–

1. भारतीय मनोविज्ञान : डॉ. सीताराम जायसवाल, आर्य बुक डिपो, दिल्ली, 1992

2. परामनोविज्ञान : डॉ. कीर्तिस्वरूप रावत, नेशनल पब्लिशिंग हाऊस, नई दिल्ली, 1984
3. मानव चेतना का स्वरूप : भूमित्र देव, अनामिका प्रकाशन, दिल्ली, 1995
4. भारतीय मनोविज्ञान : डॉ. जगदीशचन्द्र विद्यालंकार, राधा पब्लिकेशन्स, नई दिल्ली, 1990
5. Rao, K.R. (2010). Yoga & Parapsychology-Empirical Research and Theoretical Studies. Motilal Banarasidas (Pub.), New Delhi.

Course Outcomes

CO 1. Understand the different aspects of Hatha Yoga.
Develop the analytic approach through study of different Hatha texts.
CO 2. To gain theoretical and practical knowledge of different Assans.
CO 3. A gain the knowledge of pranayama in special aspect of hatha Yoga.
CO 4. To gain knowledge of Bandh Mudras and other practice of for healing and develop spirituality.

Semester- III
Paper-II
Value Oriented Education and SOL

M.M. 75

Objectives:

1. To understand the need of value oriented education and indianization of present education system.
2. To understand the need of SOL and it's teaching methods.

Unit-I

Education- meaning, definitions. characteristics of educational process and SOL.

Education- objectives, curriculum, teaching methods and discipline.

Unit-II

Need of indianization of Indian education and harmonious personality development through SOL.

Value- concept, definitions, different views and classifications.

Unit-III

Value oriented education theory- Humanism: concept, history, characteristics, objectives and remedy of SOL.

Value inculcator educationist- Vivekanand, Aurobindo, Taugore, Acharya Tulsi and Acharya Mahaprajna.

Unit-IV

Value oriented education, moral education, health education and yoga education: concept and views of different education commissions.

Need of SOL and elements of SOL education.

Unit-V

SOL in school education: curriculum and learning achievements.

Teaching methods of SOL, teaching material and evluation.

Semester – III
Core Compulsory
MYS302 : Self Management and Preksha Meditation
M.M. 100(CIA-20+UT-60+TP-20)

Objectives

1. To understand the basic concepts of Self-Management.
2. To understand the role of Preksha Meditation-Yoga in improving human abilities.

Unit-I Self Management

Self-Management: concept, meaning, basis, need and key points for Self-Management. Technique of Self-Management (Mapping the Life), Self-Management and Preksha Meditation.

Goal setting and its achievement: meaning, need, types, characteristics, reasons for lack of goal orientation, process of goal achievement through Preksha Meditation-Yoga.

Unit-II Emotion, Time and Stress Management

Feeling and Emotion: Feeling- Definition and nature, types of feeling, distinction between feeling and sensation; Emotion- Meaning nature and types bodily changes in emotion, theories of emotion (James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Cognitive-Appraisal theory and Lindsley Activation Theory), management of emotions through Preksha Meditation-Yoga.

Time Management: meaning, timewasters, time analysis & time management by Preksha Meditation-Yoga.

Stress Management: meaning, definitions, approaches, types, causative factors of stress & stress management through Preksha Meditation-Yoga.

Unit-III Promoting Individual Capabilities - I

Memory: meaning, definition, types, elements, process & training of memory; memory development and Preksha Meditation-Yoga.

संदर्भ ग्रंथ :–

1. शिक्षा दर्शन : डॉ. रामशकल पाण्डेय, अग्रवाल पब्लिकेशन्स, आगरा, 2008.
2. जीवन विज्ञान की रूपरेखा : मुनि धर्मेश, जैन विश्वभारती संस्थान, लाडनूं, 2002.
3. जीवन विज्ञान शिक्षक–प्रशिक्षक डायरी : मुनि किशनलाल, जैन विश्वभारती संस्थान, लाडनूं, 2002.

Self-confidence: meaning, nature, method of analysis of self confidence, sources of self confidence. Development of self confidence through Preksha Meditation-Yoga.

Unit-IV Promoting Individual Capabilities - II

Will power and Imagination power: meaning, importance, types & development of will power and imagination power through Preksha Meditation-Yoga.

Communication Skill: meaning, objectives, elements, factors, principle of communications process, types, basic elements & development of communication skill through Preksha Meditation-Yoga.

Course Outcomes

CO 1. To understand the technique of self-management.
to learn the process of goal achive the through P.M.

CO 2. Acquire the knowledge of emotions, stress and manage them through P.M.

CO 3. To develop the different capabilities and practice to develop them for better confidence.

CO 4. Promote communication skill, will power and imagination power for innovative ideas

Reference Books

1 प्रेक्षाध्यान : व्यक्तित्व विकास – मुनि धर्मेश, जैन विश्व भारती प्रकाशन, लाडनूं, 2005।

2 Development Thy Self - Bajrang Jain and Kavita Saraogi, B. Jain Publishers (P.) Ltd., New Delhi-55.

3 जीत आपकी – शिव खेड़ा, मैकमिलन एण्ड कम्पनी, दिल्ली, 1988।

4 स्व प्रबन्धन में जीवन विज्ञान – मुनि धर्मेश एवं डॉ. बी.पी. गौड़, दूरस्थ शिक्षा निदेशालय, जैन विश्वभारती संस्थान, लाडनूं, 2001।

5 सरल सामान्य मनोविज्ञान – अरूण कुमार सिंह एवं आशीष कुमार सिंह, मोतीलाल बनारसी दास, दिल्ली 2002 (तृतीय संस्करण)।

6 आधुनिक सामान्य मनोविज्ञान – अरूण कुमार सिंह एवं आशीष कुमार सिंह, मोतीलाल बनारसी दास, दिल्ली 2003 (तृतीय संस्करण)।

7 आधुनिक सामान्य मनोविज्ञान – डॉ. आर.एन. सिंह, विनोद पुस्तक मन्दिर, आगरा, 2007 (तृतीय संस्करण)।

Semester- III
Paper- III
Health and Preksha Meditation-Yoga

M.M. 75

Objectives:

1. To understand the role of Preksha Meditation-Yoga in the promotion of physical, mental and emotional health.
2. To understand the models of Preksha Meditation-Yoga therapy in managing various psychosomatic diseases.

Unit-I **Concept of Health:**
Definition and dimensions of health; determinants of health; environment and health.

Unit-II **Health Education:**
Definition and dimensions of health education; community health education; role of Preksha Meditation-Yoga in promotion of health.

Unit-III **Preksha Meditation-Yoga Management of Physical Diseases:**
Principles of causative factors, symptoms and Preksha Meditation-Yoga management of Physical weakness, Gastritis, Back Pain, Insomnia, Liver Disease (Jaundice), Psytica and Arthritis.

Unit-IV **Preksha Meditation-Yoga Management of Physical and psychosomatic diseases:**
Causative factors, symptoms and Preksha Meditation-Yoga management of Coronary Artery Disease, Hypertension, Anemia, Asthma and Peptic Ulcer.

Unit-V **Symptoms, causative factors and Preksha Meditation-Yoga Management of critical diseases:**
Diabetes, Cancer and AIDS; Fatal effects of alcoholism, Smoking & Drugs and prevantion through Preksha Meditation-Yoga.

Semester – III
Core Compulsory
MYS303 : Practice of Yoga and Preksha Meditation (Practical)

M.M. 75 (CIA-15+ Practical and Viva-Voce-60)

1. Revision of all practices undertaken in previous semesters.

2. Yogic Exercises and Asana:

i. Yogic exercises for vertebral column.
ii. Asanas in Lying Position: *Hridyastambhasana, Naukasana*.
iii. Asanas in Sitting Position: *Swastikasana, Sidhasana*, Badhakanasana.
iv. Asanas in Standing Position: *Garudasana, Madhyapadshirasana*.
v. Advance Asanas: Hansasana, *Hanuman Asana, Titibhasana, Shirshasana*.

3. Surya Namaskar with Mantra

4. Pranayam: *Shitali, Ujjai*.

5. Mudra: Vajroli Mudra & Mahabhedh Mudra

6. Bandh: *Moolbandh, Jalandharbandh, Uddiyanbandh*, Jivhabandh, Mahabandh.

7. Preksha Meditation and Contemplation (Anupreksha):

i. Meditation: Four Steps and Perception of Psychic Centers.
ii. Contemplation (Anupreksha) : Honesty, Self-discipline.

8. Mantras:

Arham, Om, Om aing Om namah, Om hansah, Om hrim namo loe savva sahunam, Ram, Hoom.

9. Shat Karma: *Dand Dhauti, Shankh Prakshalan*.

Course Outcomes

CO 1. Gain the experience of regular practice of previous exercise.
CO 2. Develop the skill of exercise for back Problem.

संदर्भ पुस्तकें :–

1. Mishra J.P.N.: Preksha Yoga for common Elements (3rd edition, 2003), B. Jain Publishers, New Delhi.
2. Nagrathna, R., Nagendra, H.R. and Monro, R.: Yoga for Common Elements (1st edition, 1994), Gaia Books Ltd. London.
3. Rand, W.L.: REIKI- The Healing Touch (1st edition, 1995), B. Jain Publisher Pvt. Ltd., New Delhi.
4. Acharya Mahapragya: Preksha Dhyan: Theory and Practice, Jain Vishva Bharati Publication, 1994 (3rd edition), Ladnun.
5. जिन्दल, राकेश : प्राकृतिक आयुर्विज्ञान, आरोग्य सेवा प्रकाशन, 1993
6. ओझा, राजकुमार एवं भार्गव, महेश : शारीरिक मनोविज्ञान (प्रथम संस्करण), हरप्रकाश भार्गव प्रकाशन, आगरा
7. वर्मा, प्रमिला एवं पाण्डेय, कान्ति : शरीर क्रिया विज्ञान (प्रथम संस्करण, 1992), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली
8. सिंह, अत्तर : एक्यूप्रेशर– प्राकृतिक चिकित्सा, बी. जैन पब्लिशर्स प्राइवेट लिमिटेड, 1990, नई दिल्ली
9. धर्मेश मुनि : जीवन विज्ञान की रूपरेखा, 2004 जैन विश्व भारती, लाडनूं
10. युवाचार्य महाप्रज्ञ : अमृतपिटक, जैन विश्व भारती, लाडनूं, द्वि. सं. 2002.

CO 3. Advance practice of Pranayam Mudra and Bandh for complete health.
CO 4. Practice the perception of psychic centers and contemplation for desired personality
CO 5. To solve the disease with the practice of special mudras.
CO 6. Learn the advance types of Shatkarma

Reference Books

1 तुम स्वस्थ रह सकते हो – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं।
2 प्रेक्षाध्यान : आसन–प्राणायाम – मुनि किशनलाल, जैन विश्व भारती प्रकाशन, लाडनूं।
3 प्रेक्षाध्यान : यौगिक क्रियाऐं – मुनि किशनलाल, बी. जैन पब्लिशर्स (प्रा. लि.), नई दिल्ली।
4 प्रेक्षाध्यान प्रयोग पद्वति – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं।
5 अमूर्त चिन्तन – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं।
6 मंत्र एक समाधान – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं,, 2004 (तृतीय सं.)।
7 आसन प्राणायाम मुद्रा बंध – स्वामी सत्यानन्द सरस्वती, योग पब्लिकेशन ट्रस्ट, मुंगेर, 2008।
8 Gherand Samhita – Swami Digambarji and Dr. M. L. Ghorote, Kaivalyadham S.M.Y.M. Samiti, Lonavla.
9 Hathpradipika by Svatmaram - Swami Digambarji and Ptambar Jha, Kaivalyadham S.M.Y.M. Samiti, Lonavla.
10 Shiv Samhita – Swami Maheshananda and Dr. B. R. Sharma, Kaivalyadham S.M.Y.M. Samiti, Lonavla.
11 Asana – Swami Kuvalayananda. Kaivalyadham SMYM samiti, Lonavala (India), .
12 Pranayam – Swami Kuvalayananda. Kaivalyadham SMYM samiti, Lonavala (India), 2005 (10ed.) .
13 Integrated Approach of Yoga Therapy for Positive Health – Nagarathna, R. & Nagendra, H.R. – Swami Vivekanand Yoga Prakashan, Bangalore, 2001.

Semester- III
Paper- IV
Research Methodology

M.M. 75

Objectives:

1. To understand the nature and steps of scientific research.
2. To understand the process of sampling, collection and analysis of data for research.

Unit-I **Scientific Research:**

Definitions, characteristics and types of research.
Steps of scientific research**.**

Unit-II **Problem, Hypothesis and Variables:**

Problem, definitions, statement of problem, classification of research problem.
Hypothesis: definitions, classification and formulation of hypothesis.
Variables: definition, classification and control of variables.

Unit-III **Sample & Research Design:**

Sample: meaning, sample and sampling, aims, limitation essentials of good sample, sampling methods.
Research Design: definition, purpose of design, different type of designs.

Unit-IV **Methods of Research & Data Collection:**

Field and laboratory experimental research.
Action research, Interview method.

Unit-V **Data Collection & Report Writing:**

Data Collection: coding, tabulating, statistical presentation, and analysis of data.
Report Writing: scientific process of report writing.

Semester – III
Core Compulsory
MYS304 : Practice of Naturopathy (Practical)
M.M. 25 (CIA-05+ Practical and Viva-Voce-20)

Part B: Alternative Therapies

Practic of Panch Mahabhuta Introduction of tools and their application.

Course Outcomes

CO 1. Introduce of the panch mahabhoot and its application

Reference Books

1 Aahar aur Poshaahar - Arya, S.D., Rajasthan Hindi Academy, Jaipur, 1986 (2nd edition).
2 Scientific Nature Cure – Hiralal, Gandhi Samarak Prakritik Chikitsa Parishad, New Delhi.
3 Yogic & Naturopathic Treatment for Common Aliments , Central Council for Research in Yoga & Naturopathy, New Delhi.
4 Science of Natural Life – Ganga Prasad Gaur and Rakesh Jindal, Arogya Sewa Prakashan, ModiNagar.
5 प्राकृतिक आयुर्विज्ञान – जिन्दल, राकेश; आरोग्य सेवा प्रकाशन, 1993।

संदर्भ पुस्तकें :–

1. डी.एन. श्रीवास्तव, सामाजिक एवं मनोवैज्ञानिक अनुसंधान, साहित्य प्रकाशन, आगरा, 2002.
2. पारस नाथ राय एवं चांद भटनागर : अनसंधान–परिचय, लक्ष्मीनारायण अग्रवाल, आगरा प्रकाशन, 1985 (पंचम संस्करण).
3. Fred N. Kerlinger: Foundations of Behavioural Research, Surjeet Publications, 7-K. Kolhapur Road, Kamla Nagar, Delhi, 1983 (2nd edition).
4. Gaur, B.P.: Personality and Transcendental Meditation, Jainsons Publication, New Delhi, India, 1994.
5. Kenneth S. Borden's/Bruce. B. Abbott, Research Design and Methods, Mountain View, California, 1988.
6. M.R. D'Amato: Experimental Psychology: Methodology Psychophysics and Learning, Tata McGrow Hills Publicizing Co. Ltd. New Delhi, 2006.

Semester-III
Paper-V
Practical

Part A: Yoga and Meditation

(65*+10)**

1. Yogic Exercises and Asanas:

vi. Yogic exercises for vartibral column.
vii. Asanas in Laying Position: *Hridyastambhasana, Naukasana*.
viii. Asanas in Sitting Position: *Swastikasana, Sidhasana*.
ix. Asanas in Standding Position: *Garudasana, Madhyapadshirasana*.
x. Advance Asanas: Hansasana, *Hanuman Asana, Titibhasana, Shirshasana*.

2. Pranayam: *Shitali, Ujjai*.

3. Bandh: *Moolbandh, Jalandharbandh, Uddiyanbandh*.

4. Meditation and Contemplation:

iii. Meditation: Perception of body, Perception of psychic centers.
iv. Contemplation: Honesty, Self-discipline.

5. Mantras:

Arham, Om, Om em Om namah, Om hansah, Om hrim namo loe savva sahunam, Ram, Hoom.

6. Shat Karma: *Vastra dhauti, Ardha shankh prakshalan*.

7. Naturopathy: Solar bath.

Part B: Experiments of Physiology

(30*+10)**

Semester – III
Core Elective
MYS305 : Abnormal Psychology
M.M. 100(CIA-20+UT-60+TP-20)

M.M. 75

Objectives

1. To understand the concept of abnormal behaviour and mental disorders.
2. To understand the nature, symptoms and etiology neuroses and psychoses.
3. To understand the management of abnormal behaviour through Preksha Meditation and Yoga.

Unit-I

Marks 25

Nature and criteria to abnormal behaviour.
Characteristics of abnormal behaviour.
Approaches of abnormal behaviour.
Determinants of abnormal behaviour: Biological and Psycho-social.

Marks 05

Marks 05

Unit-II **Neuroses**

Marks 15

Nature of neuroses.
Introduction of neurotic patterns: anxiety, phobia, obsession–compulsion, Hysteria and depression.

Marks 05

Treatment of neuroses through Preksha Meditation- Yoga

Unit-III **Neurological Disorders**

Marks 05

Headaches- Migraine, Tension Headache; Cerebro Vascular accidents: epilepsy; Pain; Artonomic dysfunctions; Parkinson disease. Management of Neurological disorders through Preksha Meditation- Yoga.

Marks 05

M.M. 40

To study and practice the etiology, pathology and Preksha Meditation-Yoga Management of the following diseases:-

A. Physical weakness, Gastritis, Back Pain & Insomnia.
B. Arthritis, Coronary Artery Disease, Hypertension, Asthma and Peptic ulcer.
   Diabetes, Cancer and AIDS.

* Awards for practical viva-voce
** Awards for file work

संदर्भ ग्रन्थ :–

1. आचार्य महाप्रज्ञ : तुम स्वस्थ रह सकते हो, जैन विश्व भारती प्रकाशन, लाडनूं, द्वि. सं.2002
2. मुनि किशनलाल : प्रेक्षाध्यान : आसन–प्राणायाम, जैन विश्व भारती प्रकाशन, लाडनूं, 2003
3. मुनि किशनलाल : प्रेक्षाध्यान : यौगिक क्रियाऐं, बी. जैन पब्लिशर्स (प्रा. लि.), नई दिल्ली, 2005
6. आचार्य महाप्रज्ञ : प्रेक्षाध्यान प्रयोग पद्वति, जैन विश्व भारती प्रकाशन, लाडनूं, 1999 (अष्टम संस्करण)
7. आचार्य महाप्रज्ञ : भीतर की ओर, जैन विश्व भारती प्रकाशन, लाडनूं, 2001
8. आचार्य महाप्रज्ञ : प्रेक्षाध्यान : सिद्धान्त और प्रयोग, जैन विश्व भारती प्रकाशन, लाडनूं, 2003
9. आचार्य महाप्रज्ञ : अमूर्त चिन्तन, जैन विश्व भारती प्रकाशन, लाडनूं, 2001
10. साध्वी शुभयशा : भीतर का रोग भीतर का ईलाज, जैन विश्व भारती प्रकाशन, लाडनूं, 2008
11. जिन्दल, राकेश : प्राकृतिक आयुर्विज्ञान, आरोग्य सेवा प्रकाशन, मोदी नगर, उत्तरप्रदेश, 2004–2005
12. समणी मल्लिप्रज्ञा : जीवन विज्ञान, प्रेक्षाध्यान एवं योग, जैन विश्वभारती विश्वविद्यालय, लाडनूं, 2009
13. आचार्य महाप्रज्ञ : मंत्र एक समाधान, जैन विश्व भारती प्रकाशन, लाडनूं, तृतीय संस्करण, 2004

Unit-IV **Schizophrenia and Paranoid Disorder**

Clinical symptoms of Schizophrenia
Types of Schizophrenia
Nature of Paranoid Disorder
Types of Paranoid Disorder

Course Outcomes

CO 1. Gain the knowledge of abnormal behavior and mental disorders.
CO 2. Understand the problem of neuroses and its types and solution through P.M.
CO 3. Study neurological disorder and control through Yoga and Preksha Meditation.
CO 4. Understand the problem of schizophrenia and its types

Reference Books

1 Abnormal Psychology: James D. Page; Tata McGraw Hill Publishing Com., New Delhi.
2 Abnormal Psychology- The problem of maladaptive behaviour: Irwin G. Sarason & Barbara R. Sarason; Pearson Education Inc. & Dorling Kindersley Publishing Inc. South Asia.
3 Abnormal Psychology and Modern Life- James C. Coleman; Taraporevala Sons, Mumbai.
4 Abnormal Psychology- Jafar Mahmud; A.P.H. Publishing Corporation, New Delhi.
5 Abnormal Psychology: An Integrative Approach- David H. Barlow & V. Mark Durand; Cengage Learning India Pvt., New Delhi.
6 असामान्य व्यवहार – पी.डी. मिश्रा एवं बीना मिश्रा, उत्तरप्रदेश, हिन्दी संस्थान, लखनऊ।
7 आधुनिक असामान्य मनोविज्ञान – अरूण कुमार सिंह, मोतीलाल बनारसीदास, दिल्ली।
8 असामान्य मनोविज्ञान – आर.के. ओझा, हरप्रसाद भार्गव प्रकाशन, आगरा।

Semester – III
Core Elective
MYS306 : Naturopathy
M.M. 100(CIA-20+UT-60+TP-20)

Objectives

1 To understand basic principles of Naturopathy.
2 To understand modes of Naturopathy treatements.

Unit-I **Introduction of Naturopathy**

Definition
History of naturopathy
Introduction of panchmahabhuta (five elements)
Basis Principles of Naturopathy

Unit-II **Water element and Hydrotherapy**

Types of water
Application of water for treatment in diffrent ways
Types of bath – Hip, tub, spine, steam, stiz and hand foot bath.
Types of bandages
Anima

Unit-III **Air and Eather element & Their Therappy**

Elements of air and soil
Treatment by air and eather element: walk, air bath, swar vigyan
Massage and types of massage
Different types of exercise (walking and Breathing)
Treatment by ether element: relaxation and sleep
Fasting: definition, scientific fasting, methods of fasting and crisis management in fasting; Difference between fasting & starvation

Unit-IV **Sun and Earth Element & Their Therapy**

Introduction of solar system & Light
Types of Sun Bath; Preparation of Oil, Water and Food
Types of Hot water Baths
Qualities & types of earth
Applications of mud therapy

Course Outcomes

CO 1. Understand the basic principles of naturopathy.
CO 2. Develop the skill in the water therapy and its types.
CO 3. Gain the knowledge of air and earth elements and their therapy
CO 4. Use the sun therapy for healing

Reference Books

6 Aahar aur Poshaahar - Arya, S.D., Rajasthan Hindi Academy, Jaipur, 1986 (2nd edition).
7 Scientific Nature Cure – Hiralal, Gandhi Samarak Prakritik Chikitsa Parishad, New Delhi.
8 Yogic & Naturopathic Treatment for Common Aliments , Central Council for Research in Yoga & Naturopathy, New Delhi.
9 Science of Natural Life – Ganga Prasad Gaur and Rakesh Jindal, Arogya Sewa Prakashan, ModiNagar.
10 प्राकृतिक आयुर्विज्ञान – जिन्दल, राकेश; आरोग्य सेवा प्रकाशन, 1993।

Semester – III

Core Elective

MYS307 : Dietetics and Nutrition

M.M. 100(CIA-20+UT-60+TP-20)

Objectives

1. To understand the concepts of nutrition.
2. To understand about nutrients and their role in maintaining health.

Unit-I Introduction of Nutrition

Basics Concept and Dimensions of Food & Nutrition
Nutrients: types and characteristics
Sources and functions of nutrients (Macro & Micro Nutrients)
Water and electrolyte balance

Unit-II Nutrition and Health

Protein energy mal nutrition.
Health and nutritional care.
Yogic Concepts of diet and its relevance in lifestyle management.
Mitahara.

Unit-III Nutritional Requirements

Nutrition in normal infants.
Nutrition in children.
Nutrition in adults.
Nutrition in old age.
Nutrition in pregnant and lactating worker

Unit-IV Nutrition and Diet

Nutrient intake and diet planning.
Diet and therapeutic nutrition.

Vegetarian vs. Non vegetarian diet.
Energy Requirement & Expenditure
Factors affecting BMR.

Course Outcomes

CO 1. Know the basic concept of nutrition
CO 2. Gain the knowledge of relation between nutrition and health
Understand the concept of Yogic diet for betterment of life.
CO 3. Study the requirement as a nutrition
CO 4. Plan the diet and nutrition for different aspect of health and age.

Reference Books

1 A Text book of Nutrition- Chintapalli Vidya; Discovery Publishing House, New Delhi.
2 Nutrition and Health Promotion- Bhavana Sabarwal; Commonwealth Publisher, New Delhi.
3 Teaching Health and Nutrition- R.I. Reddy; Commonwealth Publisher, New Delhi.
4 Advanced Text Book of Food and Nutrition (vol. I & II) - M. Swaminathan; Bangalore Printing & Publishing Co. Ltd., Bangalore.

4th Semester

Paper-I	Clinical Psychology and Science of Living	100 (75*+25**)
Paper-II	Applied Value Education and Science of Living	100 (75*+25**)
Paper-III	Indian Therapy Syatems and Science of Living	100 (75*+25**)
Paper-IV	Self Management and Science of Living	100 (75*+25**)
Paper-V	Practical	
a.	Yoga and Meditation	100 (75*+25**)
b.	Experiments of Psychology	50 (40*+10**)
	Dissertation	100
	Total =	**650**

Grand Total (Semester 1+2+3+4)	**2300**

* Awards for Theory & Practical Examination
** Awards for Continuous Internal Assessment

SEMESTER-IV

COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT	TOTAL CREDIT
MYS401	Patanjal Yoga	**Core Compulsory**	4	**20**
MYS402	Health Management and Preksha Meditation-Yoga		4	
MYS403	Practice of Yoga & Preksha Meditation (Practical)		4	
MYS405	Applied Psychology, Re-habilitation and Preksha Meditation-Yoga	**Core Elective (Any One)**	4	
MYS406	Human Consciousness and Parapsychology			
MYS407	Research Methodology	**Core Elective (Any One)**	4	
MYS408	Dissertation			

Note: One credit equal to 25 marks.

Semester- IV
Paper- I
Clinical Psychology and Preksh Meditation-Yoga

M.M. 75

Objectives:

1. To understand principles of clinical psychology.
2. To understand clinical aspects of mental disorders and its management by Preksh Meditation-Yoga.

Unit-I **Clinical Psychology and Psychosomatic Disorders:**

Clinical Psychology: nature and application of clinical psychology. General symptoms of mentally disordered person.

Psychosomatic disorders: definition, symptoms, types, etiology, treatment through Preksh Meditation-Yoga.

Unit-II **Personality disorders and Neurosis:**

Personality Disorders: etiology, specific symptoms, reactions, sturring, nail biting, ticks, neurosis, compulsive-gamblings. Treatment of personality disorders through Preksh Meditation-Yoga.

Neurosis: basic nature of specific nutritive patterns, general causative factors, etiology and treatments through Preksh Meditation-Yoga.

Unit-III **Neurosis: Anxiety and Phobia:**

Anxiety Neurosis: kinds of anxiety, symptoms, etiology and treatment through SOL.

Phobia: Fear and phobia, etiology, types and treatment through Preksh Meditation-Yoga.

Unit-IV **Neurosis: Obsessive Compulsive & Hysteria:**

Obsessive-Compulsive disorder: varieties, symptoms, etiology and treatment through Preksh Meditation-Yoga.

Hysteria Neurosis: symptoms, etiology, kinds of hysteria and treatment through SOL.

Semester – IV
Core Compulsory
MYS401 : Patanjala Yoga
M.M. 100(CIA-20+UT-60+TP-20)

Unit I-Introduction

Yoga, it's meaning & purpose & Nature of Yoga; Concept of Chitta, Chitta-Bhumis, Chitta-Vrittis, Chitta-Vritti nirodhopaya Abhyasa and Vairagya as the tools Chitta-Vikshepas (Antarayas), Chitta-prasadanam, Prakriti and its evolutes.

Unit II- SAMADHI PADA

Types and nature of Samadhi: Ritambharaprajna and Adhyatmaprasada; Samprajnata, Asamprajnata, Sabeeja & Nirbeeja Samadhi, Difference between Samapattis and Samadhi; Concept of Ishvara and qualities of Ishvara.

Unit III- SADHANA PADA

Concept of Kriya Yoga of Patanjali, theory of Kleshes; Concept of Dukhavada; Drishyanirupanam, Drasthanirupanama, PrakritiPurushaSamYoga; Brief Introduction to Ashtanga Yoga; Concept of Yama, Niyama, Asana, Pranayama, Pratyahara and their usefulness in ChittavrittinirodhopayaH.

Unit IV- VIBHUTI & KAIVALYA PADA

Introduction of Dharana, Dhyana and Samadhi, Samyama and Siddhis; Four types of Karmas; Concept of Vasana; Vivek Khyati Nirupanam, Kaivalya.- Nirvachana.

Course Outcomes

CO 1. Understand the original yoga text of patanjali.
To understand the meaning and pursue of yoga in special contacts of yoga sutra
CO 2. To study the samadhipaad and is types
CO 3 Gain the knowledge of sadhana paad and its practice
CO 4. Apure the knowledge of bibhuti and kaivalya paad through text

Unit-V **Psychosis & Clinical Tests:**

Psychosis: Schrezophrenia- symptoms, etiology and treatment through Preksh Meditation-Yoga.

Delusion: symptoms, etiology and treatment through Preksh Meditation- Yoga.

Clinical Tests: case history and tests measuring of neurosis and other mal-functions.

संदर्भ पुस्तकें :–

1. अरुण कुमार सिंह : नैदानिक मनोविज्ञान, मोतीलाल बनारसी दास प्रकाशन, नई दिल्ली, 2004
2. अरुण कुमार सिंह : आधुनिक असमान्य मनोविज्ञान, मोतीलाल बनारसी दास प्रकाशन, नई दिल्ली, 2004
3. एच. के. कपिल, अपसामान्य, मनोविज्ञान्, हरप्रसाद भार्गव पुस्तक प्रकाशन, आगरा, 1984
4. जय गोपाल त्रिपाठी : असमान्य मनोविज्ञान, हरप्रसाद भार्गव पुस्तक प्रकाशन, आगरा, 1989–90 (नवम संस्करण)
5. Colman, J.C. : Abnormal Psychology and Modern Life, D.B. Tarapore Vales Sons & Co. Pvt. India, 1981 (6^{th} edition)
6. Gaur, B.P. : Personality and Transcendental Meditation, Jainsons Publication, New Delhi, India, 1994.
7. Page, J.D. : Abnormal Psychology, Tata Mc Grow hill. Publishing Co. Ltd., New Delhi, 32^{nd} edition,2006.
8. Sarasan, I.G. & Sarasan, B.R.: Abnormal Psychology, Pearson Education, Inc. and Darling Kindersey Publishing Inc., 2007.

Semester- IV
Paper- II
Applied Value Education & Science of Living

M.M. 75

Objectives:

1 To understand the role of SOL in the development of values and constructions of healthy soceity.

2 To understand and practice the process of the development of values through SOL education.

Unit-I

Society: conept, meaning, chareceristics, importance, and remedy through SOL.

Socialization: concept, nature, strategy and SOL.

Unit-II

Social Control & Social Change: concept, process, and role of SOL in social control

& change.

Indian Culture: chareceristics, present crisis, and prevention through SOL.

Unit-III

Indian Political System: present discrepancy and prevention through SOL.

Environment: meaning, definitions, pollution and prevention through SOL.

Unit-IV

Moral values development through contemplation: honesty, self-discipline, non- violence, non-acquisitiveness.

Mental values development through contemplation: mental balance, will power, patience.

Unit-V

Imotional and spiritual values development through contemplation: tolerence, fearlessness, modesty, freedom from religios fanticism.

Semester – IV
Core Compulsory
MYS402 : Health Management and Preksha Meditation-Yoga
M.M. 100(CIA-20+UT-60+TP-20)

Objectives

3. To understand the role of Preksha Meditation-Yoga in the promotion of physical, mental and emotional health.
4. To understand the models of Preksha Meditation-Yoga therapy in managing various psychosomatic diseases.

Unit-I Concept of Health

Definition; determinants of health; environment and health; Individual and social hygiene; Role of Preksha Meditation-Yoga in promotion of health, Yogic Concept of Health and Disease: Concept of Adhi, Vyadhi, Upadhi

Unit-II Preksha Meditation-Yoga Management of Physical Diseases

Principles of causative factors, symptoms and Preksha Meditation-Yoga management of cervical Spondilitis, Gastritis, Back Pain, Insomnia, Psytica and Arthritis.

Unit-III Preksha Meditation-Yoga Management of Life style disorders

Causative factors, symptoms and Preksha Meditation-Yoga management of Coronary Artery Disease, Hypertension, Obesity and Asthma.

Unit-IV Symptoms, causative factors and Preksha Meditation-Yoga Management of critical diseases

Diabetes, Cancer and AIDS; Fatal effects of alcoholism, Smoking & Drugs and their prevention through Preksha Meditation-Yoga.

संदर्भ ग्रंथ :–

1. समाज शास्त्र : आर. एन. मुखर्जी, वी. अग्रवाल एवं नीना मल्होत्रा, विवेक प्रकाशन, दिल्ली, 1988
2. संस्कृति की रूपरेखा : डॉ. हरद्वारीलाल शर्मा, मानसी प्रकाशन, 32 कैलाशपुरी, मेरठ,1985
3. अमूर्त चिन्तन : आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं, 2001.

Course Outcomes

CO 1. Develop the concept of health and role of P.M.
CO 2. Manage the physical diseases through the practice of Preksha therapy
CO 3. Understand the systems and scientific causes of disorders and their management
CO 4. Study the critical diseases and prevent through yoga and P.M.

Reference Books

1 Preksha Yoga for Common Elements - Mishra J.P.N.; B. Jain Publishers, New Delhi, 2003 (3rd ed.).
2 Yoga for Common Elements - Nagrathna, R.; Nagendra, H.R. and Monro, R.; Gaia Books Ltd. London, 1994 (1st ed.).
3 Preksha Dhyan: Theory and Practice - Acharya Mahapragya, Jain Vishva Bharati Publication, Ladnun, 1994 (3rd ed.).
4 प्राकृतिक आयुर्विज्ञान – जिन्दल, राकेश; आरोग्य सेवा प्रकाशन, 1993।
5 एक्यूप्रेशर–प्राकृतिक चिकित्सा – सिंह, अत्तर; बी. जैन पब्लिशर्स प्रा.लि., 1990, नई दिल्ली।
6 अमृतपिटक – युवाचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं, 2002 (द्वितीय सं.)।

Semester- IV
Paper- III
Indian Therapy Systems

M.M. 75

Objectives:

1. To understand the concept of mind-body communication.
2. To understand the principles and application of Naturopathy.

Unit-I **Psychophysiology:**

Meaning, nature, principles, fields and importance.

Unit-II **Naturopathy:**

History and basic principles of naturopathy; dimensions and types of naturopathy.

Unit-III **Hydrotherapy:**

Importance of water, effects of varying hot water on body, methods of hydrotherapy.

Unit-IV **Soil , Sun, Ether and Air therapy:**

Principles and importance of these therapies; types and processes of mud therapy, sunrays therapy, eather therapy and air therapy.

Unit-V **Traditional Indian Therapy:**

Basic principles of Ayurved- *Tridosh* (*Vat*, *Pitta and Kaf*); types and processes of ayurvedic therapy.

Semester – IV
Core Compulsory
MYS403 : Practice of Yoga and Preksha Meditation (Practical)

M.M. 75 (CIA-15+ Practical and Viva-Voce-60)

1. Revision of all practices undertaken in previous semesters.

2. Asana

i. Asanas in Lying Position: *Setubandhasana, Chakrasana*.
ii. Asanas in Sitting Position: *Brahmacharyasana, Baddha-Padmasana*, Merudandasana, Akarna Dhanurasana
iii. Asanas in Standing Position: *Mahavirasana, Surya Namaskar*.
iv. Advance Asana: *Mayurasana, Chakrasana (Standing), Vrishchikasana, Natrajasana.*

3. Pranayam

Bhastrika, Shitkari, Sadanta

4. Mudra: *Khechari Mudra & Nabho Mudra*

5. Preksha Meditation and Contemplation (Anupreksha)

i. Meditation: Four Steps and Perception of psychic colours.
ii. Contemplation (Anupreksha): Mental balance, Patience.
iii. Jeevan vigyan in prayer assembly.

6. Mantras

Lam lam lam lam, Lrim lrim, Hram, Hrim, Hraum, Kshaip om swaha, Om shante prashante sarwa krodhopshamani swaha.

7. Hast Mudras

Vayu mudra, Aakash mudra, Soonya mudra, Prithvi mudra, Surya mudra, Varun mudra, Pran mudra, Apan-vayu mudra, Shankh Mudra, Shivling Mudra, Apan Mudra, Surbhi Mudra, Mrigi Mudra.

संदर्भ पुस्तकें :–

1. Arya, S.D.: Aahar aur Poshahar (2nd editin, 1986), Rajasthan Hindi Academy, Jaipur.
2. Bijalani, R.L. and Manchanda, S.K.: The Human Machine (1st edition,1985); National Book Trust, New Delhi.
3. Gopalan, C., et. Al.: Nutritive Value of Indian Foods (3rd edition, 2001); National Institute of Nutrition (ICMR), Hyderabad.
4. Guyton, A.C.: Basic Human Physiology-normal function and mechanism of disease (4th edition, 1981), W.B. Saunders Comp., London.
5. Tortora, G.J. and Angnostokas, N.P.: Principles of Anatomy and Physiology (VIII ed.) (1990); Harper and Row Publishers, N.Y..
6. Yuvacharya Mahaprajna: Preksha Dhyan: Theory and Practice, 1993, Tulsi Adhyatma needam, Jain Vishva Bharati, Ladnun (Rajasthan).
7. Zaveri, J.P.: Human Body (Part III), Health Care, Jain Vishva Bharati, Ladnun (Rajasthan) (1993).
8. Zaveri, J.S.: Human Body-Design, Function and Development, 1991, Today and Tomorrow's Printer and Pub., Jaipur.
9. Zaveri, J.S.: Health Care for People Nearing Old Age (1993), JVB, Ladnun (Rajasthan)
10. ओझा, आर.के. : शारीरिक मनोविज्ञान (प्रथम संस्करण 1992), हरप्रकाश भार्गव प्रकाशन, आगरा।
11. वर्मा, प्रमिला एवं पाण्डेय, कान्ति : शरीर क्रिया विज्ञान (प्रथम संस्करण 1992), बिहार हिन्दी अकादमी, पटना

वन्दना जैन : मानव शरीर क्रिया विज्ञान (2002), नाकोडा पब्लिकेशन्स हाऊस, जयपुर।

8. Shat Karma

Dand dhauti, Shankh prakshalan.

Course Outcomes

CO 1. Gain the experience though regular practice of Asans
CO 2. Learn and teach the practice of pranyam and mudra for healing
CO 3. Develop the skill of yoga teacher
CO 4. Apply the different mudra for dieses

Refrences

1 तुम स्वस्थ रह सकते हो – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं।
2 प्रेक्षाध्यान : आसन–प्राणायाम – मुनि किशनलाल, जैन विश्व भारती प्रकाशन, लाडनूं।
3 प्रेक्षाध्यान : यौगिक क्रियाऐं – मुनि किशनलाल, बी. जैन पब्लिशर्स (प्रा. लि.), नई दिल्ली।
4 प्रेक्षाध्यान प्रयोग पद्वति – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं।
5 अमूर्त चिन्तन – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं।
6 मंत्र एक समाधान – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं, 2004 (तृतीय सं.)।
7 आसन प्राणायाम मुद्रा बंध – स्वामी सत्यानन्द सरस्वती, योग पब्लिकेशन ट्रस्ट, मुंगेर, 2008।
8 Gherand Samhita – Swami Digambarji and Dr. M. L. Ghorote, Kaivalyadham S.M.Y.M. Samiti, Lonavla.
9 Hathpradipika by Svatmaram - Swami Digambarji and Ptambar Jha, Kaivalyadham S.M.Y.M. Samiti, Lonavla.
10 Shiv Samhita – Swami Maheshananda and Dr. B. R. Sharma, Kaivalyadham S.M.Y.M. Samiti, Lonavla.
11 प्राकृतिक आयुर्विज्ञान – जिन्दल, राकेश; आरोग्य सेवा प्रकाशन, 1993।

Semester IV
Paper IV
Self-Management and Preksha Meditation - Yoga

M.M. 75

Objectives:

1. To understand the basic concept of Self-Management.
2. To understand the role of Preksha Meditation - Yoga in improving human abilities.

Unit-I

Self-Management: concept, meaning, basis, nature and need.
Different dimensions of self-management.

Unit-II

Emotion and Emotional Management: meaning, salient features, identifing emotions, refining of emotions, expression of emotions, management of emotions through Preksha Meditation-Yoga.

Goal setting and its achievement: meaning, need, types, characterisics, reasons for lack of goal orientation, practical exercises of goal achievement, process of goal achievemet through Preksha Meditation-Yoga.

Unit-III

Time Management: meaning, timewasters, time analysis & time management by Preksha Meditation-Yoga.

Stress Management: meaning, definitions, approaches of stress, types, factors & stress management through Preksha Meditation-Yoga.

Unit-IV

Development of Memory Power: meaning, definition, types, elements, process & training of memory; memory development and Preksha Meditation-Yoga.

Development of Self-confidence: meaning, nature, method of analysis of self confidence, sources of self confidence. Development of self confidence through Preksha Meditation-Yoga.

Semester – IV

Core Elective

MYS405 : Applied Psychology, Rehabilitation and Preksha Meditation-Yoga

M.M. 100(CIA-20+UT-60+TP-20)

Objectives

1. To understand the process of rehabilitation.
2. To understand the applications of Preksha Meditation & Yoga in different fields of applied psychology.

Unit-I Introducation of Behaviour

Psychology as a science of Behaviour: Defination of Behaviour, Psychic forces and Human behavior, Behaviour and Consciousness; Psychological basis of behavior.

Unit-II Rehabilitation and Preksha Meditation-Yoga

Crime: definitions, types and important causative factors.
Nature, definitions and important causative factors of addiction.
effects of drug addiction.
Rehabilitation Through Preksha Meditation - Yoga

Unit-III Organizational problems and Preksha Meditation-Yoga

Organization – meaning, concept, problems of organization - Job satisfaction,
job analysis, leadership, fatigue, accidents and solution of organizational problems through Preksha Meditation and Yoga

Unit-V

Development of Will power and Imagination power: meaning, importance, types & development of will power and imagination power through Preksha Meditation-Yoga.

Development of Communication Skill: meaning, objectives, elements, factors, principle of communications process, types, basic elements & development of communication skill through Preksha Meditation-Yoga.

संदर्भ ग्रंथ :–

1. प्रेक्षाध्यान : व्यक्तित्व विकास : मुनि धर्मेश, जैन विश्व भारती प्रकाशन, लाडनूं, 2005
2. Development Thy Self : Bajrang Jain and Kavita Saraogi, B. Jain Publishers (P.) Ltd., New Delhi-55.
3. You Can Win : शिव खेड़ा, मैकमिलन एण्ड कम्पनी, दिल्ली, 1988.
4. स्व प्रबन्धन में जीवन विज्ञान : मुनि धर्मेश एवं डॉ. बी.पी. गौड़, दूरस्थ शिक्षा निदेशालय, जैन विश्वभारती संस्थान, लाडनूं, 2001.

Unit-IV Developmental Problems and Preksha Meditation-Yoga

Developmental problems at child hood and adolescent stage and their solution through Preksah Meditation- Yoga. Problems of adulthood & old stage and their solutions through Preksah Meditation- Yoga.

Course Outcomes

CO 1. Understand the science of behavior
CO 2. Understand the concept of rehabilitations and solution through P.M.
CO 3. Address the organizational problems and mange through P.M.
CO 4. Study the developmental stages of human living and culture and control their problem through P.M.

Reference Books

1 Drug Abuse and Society - Prashant Saroj Ashish Publishing House, New Delhi, 1993.
2 भारतीय सामाजिक समस्याएं – डॉ. जी. आर. मदन, विवेक प्रकाशन, नई दिल्ली 1994।
3 अपराध चिकित्सा – श्रीभगवान दास केला, भारतीय ग्रन्थमाला, वाराणसी, 1950।
4 अहिंसा के अछूते पहलू – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं, 1989।

प्रेक्षाध्यान नशा मुक्ति – मुनि किशनलाल, शुभकरण सुराणा, बी. जैन पब्लि□र्स प्रा. लि., 1999 (द्वितीय सं.)।

Semester-IV
Paper-V
Practical

Part A: Yoga and Meditation

(65*+10)**

1. Asanas:

v. Asanas in Laying Position: *Setubandhasana, Chakrasana*.
vi. Asanas in Sitting Position: *Brahmacharyasana, Baddha-Padmasana*.
vii. Asanas in Standding Position: *Mahavirasana, Surya Namaskar*.
viii. Advance Asanas: *Mayurasana, Chakrasana (Standing), Vrishchikasana, Natrajasana.*

2. Pranayam: *Bhastrika, Shitkari*.

3. Meditation and Contemplation:

iv. Meditation: Perception of psychic colours, Complete Relaxation.
v. Contemplation: Mental balance, Patience.
vi. Jeevan vigyan in prayer assembly.

4. Mantras: *Lam lam lam lam, Lrim lrim, Hram, Hrim, Hraum, Kshaip om swaha,*
Om shante prashante sarwa krodhopshamani swaha.

5. Hast Mudras:

Vayu mudra, Aakash mudra, Soonya mudra, Prithvi mudra, Surya mudra, Varun mudra, Pran mudra, Apan-vayu mudra.

6. Shat Karma: *Dand dhauti, Shankh prakshalan*.

7. Naturopathy: Mud therapy.

Semester – IV
MYS406 : Human Consciousness and Parapsychology (Core Elective)

M.M. 75 **M.M. 100(CIA-20+UT-60+TP-20)**

Marks 35

Objectives

3. To understand the elements of life in context to Indian Psychology.
4. To understand the concepts and principles of Parapsychology & ESP.

Unit-I **Human Consciousness I**

Concept, meaning, definitions of consciousness; Human consciousness in Indian philosophy.

Marks 05

Unit-II **Human consciousness II**

Marks 15

Physiological and psychological basis of human consciousness.

Promotion of human consciousness through Preksha Meditation-Yoga.

Unit-III **Indian Psychology**

Marks 05

Nature, scope and branches.

Concept of body (sthool, sukshma and karman), Panch kosh, Prana, sensory organs, mind, intelligence and *karma* in Indian psychology.

Marks 05

Unit-IV **Parapsychology**

Marks 05

Brief history, scope, Past birth and re-birth.

Part B: Experiments of Psychology

(30*+10)**

To evaluate the effects of Preksha Meditation-Yoga on following variables (Any two):

1. ANS functions.
2. Verbal and non verbal intelligence.
3. Anxiety
4. Frustration.
5. Adjustment.
6. Personality.

* Awards for practical viva-voce

** Awards for file work

संदर्भ ग्रन्थ :–

1. आचार्य महाप्रज्ञ : तुम स्वस्थ रह सकते हो, जैन विश्व भारती प्रकाशन, लाडनूं, द्वि. सं. 2002
2. मुनि किशनलाल : प्रेक्षाध्यान : आसन–प्राणायाम, जैन विश्व भारती प्रकाशन, लाडनूं, 2003
3. मुनि किशनलाल : प्रेक्षाध्यान : यौगिक क्रियाऐं, बी. जैन पब्लिशर्स (प्रा. लि.), नई दिल्ली, 2005
4. आचार्य महाप्रज्ञ : प्रेक्षाध्यान प्रयोग पद्वति, जैन विश्व भारती प्रकाशन, लाडनूं, 1999 (अष्टम संस्करण)
5. आचार्य महाप्रज्ञ : भीतर की ओर, जैन विश्व भारती प्रकाशन, लाडनूं, 2001
6. आचार्य महाप्रज्ञ : प्रेक्षाध्यान : सिद्धान्त और प्रयोग, जैन विश्व भारती प्रकाशन, लाडनूं, 2003
7. आचार्य महाप्रज्ञ : अमूर्त चिन्तन, जैन विश्व भारती प्रकाशन, लाडनूं, 2001
8. जिन्दल, राकेश : प्राकृतिक आयुर्विज्ञान, आरोग्य सेवा प्रकाशन, मोदी नगर, उत्तरप्रदेश, 2004–2005

M.M. 40

Supernormal cognition or Extra Sensory Perception: clairvoyance, telepathy, psychometory, precognition, psycho-kinesis. Development of Extra Sensory Perception through Preksha Meditation-Yoga.

Course Outcomes

CO 1. Study the Indian phycology and concept of conciseness

CO 2. Understand psychological bas of human conciseness and promotion through P.M.

CO 3. Understand the elements of life in regard of Indian psychology

CO 4. Study the concept of Para- psychology and develops the extra sensory perception through P.M.

Reference Books

1 भारतीय मनोविज्ञान – डॉ. सीताराम जायसवाल, आर्य बुक डिपो, दिल्ली, 1992।

2 परामनोविज्ञान – डॉ. कीर्तिस्वरूप रावत, नेशनल पब्लिशिंग हाऊस, नई दिल्ली, 1984।

3 मानव चेतना का स्वरूप – भूमित्र देव, अनामिका प्रकाशन, दिल्ली, 1995।

4 भारतीय मनोविज्ञान – डॉ. जगदीशचन्द्र विद्यालंकार, राधा पब्लिकेशन्स, नई दिल्ली, 1990।

5 Yoga & Parapsychology-Empirical Research and Theoretical Studies - Rao, K.R., Motilal Banarasidas (Pub.), New Delhi, 2010.

6 मानव चेतना – डॉ. ईश्वर भारद्वाज, सत्यम् पब्लिशिंग हाउस, नई दिल्ली, 2011 (प्रथम सं.)।

Semester – IV

Core Elective

MYS407 :Research Methodology

M.M. 100(CIA-20+UT-60+TP-20)

Objectives

3. To let understand the nature and steps of scientific research.
4. To let understand the process of sampling, collection and analysis of data for research.

Unit-I Scientific Research

Definitions, characteristics and types of research.
Steps of scientific research**.**

Unit-II Problem, Hypothesis and Variables

Problem, definitions, statement of problem, classification of research problem.
Hypothesis: definitions, classification and formulation of hypothesis, characteristics of good hypothesis.
Variables: definition, classification and control of variables.

Unit-III Sample & Research Design

Sample: meaning, sample and sampling, aims, limitation essentials of good sample, sampling methods.
Research Design: definition, purpose of design, different types of designs (one group pretest-post test design, correlation design, randomized post test control group design, pretest posttest control group design).

Unit-IV Methods of Research, Data Collection & Research Writing

Field and laboratory experimental research
Action research, Interview and questionnaire method.

Report writing: scientific process of report writing, characteristics of an ideal report.
Introduction of SPSS

Course Outcomes

CO 1. Study the nature and steps of scientific research
CO 2. Understand the various aspects of research
CO 3. Gain the knowledge of sampling and research design
CO 4. Understand the analysis of data and results.

Reference Books

7. सामाजिक एवं मनोवैज्ञानिक अनुसंधान – डी.एन. श्रीवास्तव, साहित्य प्रकाशन, आगरा, 2002।
8. अनुसंधान–परिचय – पारस नाथ राय एवं चांद भटनागर, लक्ष्मीनारायण अग्रवाल, आगरा प्रकाशन, 1985 (पंचम सं.)।
9. Foundations of Behavioural Research - Fred N. Kerlinger, Surjeet Publications, 7-K. Kolhapur Road, Kamla Nagar, Delhi, 1983 (2nd edition).
10. Personality and Transcendental Meditation - Gaur, B.P., Jainsons Publication, New Delhi, India, 1994.
11. Research Design and Methods - Kenneth S. Borden's; Bruce. B. Abbott, Mountain View, California, 1988.
12. Statistics in Psychology and Education – Henry E. Garrett and R.S. Woodworth, David Mckay company. Inc., New York, 1981.

Semester – IV
Core Elective
MYS408 : Dissertation

M.M. 100 (50+50)

Students will be required to undertake a minor research project of either theoretical or experimental nature under the guidance of a faculty member of the Department and submit its report in three copies comprising minimum 50 pages in a format provided by the Department. This will be called as Dissertation. It will carry 100 marks. 50 marks will be allotted for its evaluation by external examiner and 50 marks will be for viva-voce to be conducted jointly by external and internal examiners. The topic of dissertation will be provided to the students by the Department.

Course Outcomes

To develop the capability of higher research

DEPARTMENT OF SOCIAL WORK

Jain Vishva Bharati Institute

(Declared as deemed-to-be University Under section 3 of the UGC act, 1956)

Ladnun- 341306 (Rajasthan), India

Date: 20/01/2015

Meeting of Board of Studies

A Meeting of Board of Studies of Department of Social Work was held to-day i.e. 20.01.2015 at 10:30 P.M. in the Department of Social Work. The following were present:

1. Prof. R.B.S. Verma (Chairman)
2. Prof. Sanjai Bhatt (External Expert)
3. Dr. B. Pradhan (Member)
4. Mr. Jitendra Verma (Member)
5. Ms. Jyoti Swami (Member)

The Following resolutions and ordinances were passed:

1. The course structures of courses M.S.W., PG Diplomas in Corporate Social Responsibility, Human Resource Management, Counseling and Communication and Gender Empowerment based of Choice Based Credit System were approved and will be taught from the session 2015-16. (Course Structure and Syllabus is attached as Annexure I, II, III, IV and V)
2. The General Ordinances of Choice-Based Credit System and Comprehensive Continuous Assessment were also approved.
3. The course structure and ordinances of UG Programme based of Choice Based Credit System were also approved. (Annexure VI)
4. It was also resolved that PG Diploma Courses namely PG Diploma in Corporate Social Responsibilities (CSR) , PG Diploma in Human Resource Management (HRM), PG Diploma in Counseling and Communication (PGDCC) and PG Diploma in Gender Empowerment (GE) may be run through Distance mode, provided it must be conducted and monitored by Department of Social Work, since these are practice-based courses.

The meeting ended with a vote of thanks to members

Chairman, Board of Studies

Master of Social Work

Distribution of Papers, Marks and Credits

Semester-I

Course Code	Title of Course	Unit End Test	Term Paper	CIA	Total	Credit
Core-Compulsory						
MSW101	Social Science Concepts for Social Workers	60	20	20	100	4
MSW102	Social Work : Nature and Development	60	20	20	100	4
MSW103	Human Psychology and Social Environment	60	20	20	100	4
MSW104	Field Practicum	120+40=160 (Viva-Voce+ Compiled Report)		40	200	8
Elective Courses (Choice of One Course)						
MSW105	Social Inclusion and Vulnerability	60	20	20	100	4
OR						
MSW106	Life Skills Education	60	20	20	100	4
Foundation Course						
JVB101	Introduction of Jainism	60	20	20	100	4
Total Marks & Credit					**700**	**28**

Semester-II

Course Code	Title of Course	Unit End Test	Term Paper	CIA	Total	Credit
Core-Compulsory						
MSW201	Working with Individuals and Groups	60	20	20	100	4
MSW202	Working with Communities	60	20	20	100	4
MSW203	Social Welfare Administration and Social Action	60	20	20	100	4
MSW204	Field Practicum & Block Placement	120+40=160 (Viva-Voce+ Compiled Report		40	200	8
Open Elective and Interdisciplinary Courses (Choice of One Course for MSW)						
MSW205	Human Rights, Social Justice and Social Work Practice	60	20	20	100	4
OR						
MSW206	Management of Development Organizations	60	20	20	100	4
OR						
MSW207	Self-Management & Prekhasha Meditation	60	20	20	100	4
Foundation Course (Kindly Select One Course from Following except paper No. JVB 206)						
JVB201	The Use of English	60	20	20	100	4
JVB202	Basic Elements of Preskhsha Mediation	60	20	20	100	4
JVB203	Foundation Course of Non Violence and Peace	60	20	20	100	4
JVB204	Value Education	60	20	20	100	4
JVB205	Computer Application	60	20	20	100	4
JVB206	Social Work: Themes and Practice	60	20	20	100	4
JVB207	Introduction to Prakrit	60	20	20	100	4
Total Marks & Credit					**700**	**28**

Semester-III

Course Code	Title of Course	Unit End Test	Term Paper	CIA	Total	Credit
Core-Compulsory						
MSW301	Social Work Research and Statistic	60	20	20	100	4
MSW302	Social Policy, Planning and Development	60	20	20	100	4
MSW303	Filed Practicum	120+40=160 (Viva-Voce+ Compiled Report)		40	200	8
Elective Courses						
Group A						
MSW304	Labour Welfare and Social Security	60	20	20	100	4
MSW305	Trade Union and Industrial Relations	60	20	20	100	4
Group B						
MSW306	Livelihood and Development	60	20	20	100	4
MSW307	Rural Society and Panchayat Raj Institutions	60	20	20	100	4
Group C						
MSW308	Gender, Family and Social Work	60	20	20	100	4
MSW309	Women Empowerment in India	60	20	20	100	4
Group D						
MSW310	Health and Medical Social Work	60	20	20	100	4
MSW311	Psycho-Somatic Factors of Health	60	20	20	100	4
Total Marks & Credit					**600**	**24**

Semester-IV

Course Code	Title of Course	Unit End Test	Term Paper	CIA	Total	Credit
Core-Compulsory						
MSW 401	Integrated Social Work Practice	60	20	20	100	4
MSW 402	Social Problems and Social Legislations	60	20	20	100	4
MSW 403	Field Practicum	120+40=160 (Viva-Voce+ Compiled Report)		40	200	8
MSW 404	Dissertation	60 (Dissertation Examination)		40 (Internal)	100	4
Elective Courses						
Group A						
MSW 405	Human Resource Management	60	20	20	100	4
MSW 406	Labour Legislations in India	60	20	20	100	4
Group B						
MSW 407	Urbanisation and Community Development	60	20	20	100	4
MSW408	Urban Planning and Development	60	20	20	100	4
Group C						
MSW 409	Child Welfare and Development	60	20	20	100	4
MSW 410	Youth Development and Welfare of Aged	60	20	20	100	4
Group D						
MSW 411	Mental Health and Psychiatric Social Work	60	20	20	100	4
MSW 412	Mental and Personality Disorders	60	20	20	100	4
Total Marks & Credit					**700**	**28**
Grant Total Marks & Credit					**2700**	**108**

Choice of Papers

These papers will be offered to Students as per their Choice and Merit.

Course Structure:

1. **No. of Papers per semester:** There will be 5 (five) theory papers, each semester and one Field Work Practicum.

2. **Elective Papers:** Each student will have to select in the beginning of the Third and Fourth semester any one group from among the Elective Papers offered in the Semester.

3. **Dissertation**: Each student has to write a dissertation. Dissertation work shall start in the beginning of the 4th semester. The minimum passing marks will be 50% aggregate

Semester –I

SW 101 SOCIO-ECONOMIC AND POLITICO-ECOLOGICAL CONCEPTS FOR SOCIAL WORKERS (OLD 2014-15)

COURSE OBJECTIVES:-

1. Develop understanding about basic sociological concepts.
2. Understand concepts related to polity.
3. Familiarize with basic concepts of economics relevant to social work
4. Develop knowledge about ecology.

COURSE CONTENT:-

Unit-1 Basic Sociological Concepts: society, community, social group, institution, culture, social organization, social disorganization, social capital, social relationship, social stratifiction, caste, class, social contral and social change.

Unit-2 Basic Political Science Concepts: state, nation –state, welfare state, liberty, equality, rights and human rights, justice and social justice, power, authority and legitimacy, Ideologies: socialism, capitalism, mixed economy, sarvodaya, antydaya, etc., civil society and local self governance.

Unit-3 Basic Economics Concepts: economy, market and its effect on society, factors of production, demand , supply, price, wage, work and labor, public goods, property: common and private, unemployed, migration, liberalization, privatization, globalization, and structural adjustment.

Unit-4 Basic Concepts in Ecology: eco-system, biosphere, biodiversity, natural resources, environment, human ecology, social and political ecology, ecological economics, Mahavira'sperpective on economic living and non living beings and their relationships,

Unit-5 Concept of Deep ecology, Deep ecology and spirituality , ecology and Jainism, ecology and Gandhi religion, bioethics and deep ecology and their implications for social work practice.

SW 101: Social Science Concepts for Social Workers (Revised as CBCS Pattern 2015-16)

Objectives:

1. Developing understanding about basic Sociological Concepts.
2. Understanding of Concepts related to polity.
3. Familiarizing with basic concepts of Economics relevant to Social Work
4. Development of Knowledge about Ecology.

Course Content:

Unit -1: Sociological Concepts

Society, Community, Social Group, Institution, Culture, Social Organization, Social Disorganization, Social Capital, Social Relationship, Social Stratification, Caste, Class, Social Control and Social Change.

Unit -2: Concepts of Economics

Economy, Market and its Effect on Society, Factors of Production, Demand, Supply, Price, Wage, Work and Labor, Public Goods, Property: Common and Private, Unemployed, Migration, Liberalization, Privatization, Globalization, and Structural Adjustment.

Unit -3: Political Science Concepts

State, Nation-State, Welfare State, Liberty, Equality, Rights And Human Rights, Justice and Social Justice, Power, Authority and Legitimacy, Ideologies: Socialism, Capitalism, Mixed Economy, Sarvodaya, Antyodaya, etc., Civil Society and Local Self Governance.

Unit -4: Ecological Concepts

Eco-System, Biosphere, Diversity, Natural Resources, Environment, Human Ecology, Social and Political Ecology, Deep Ecology, Mahavira's Perspective on Economic Living and Non-Living Beings and Their Relationships.

SW 102 – HUMAN GROWTH AND DEVELOPMENT (OLD 2014-15)

COURSE OBJECTIVES:

1. Develop a holistic understanding of the nature and bases of human growth and behaviour and factors affecting them.
2., Gain understanding of developmental tasks and the needs during various stages of life and changes during adulthood and later years of life cycle.
3. Acquire knowledge and holistic understanding of the various schools of thought on human behaviour.
4. Understand own stage in the light of knowledge thus gained.
5. Apply knowledge of growth and behaviour in social work practice.

COURSE CONTENT:

Unit -1 Life span perspective, interactional or systems approach to studying human development; Nature and principles of growth and human development; Determinants of human development: Heredity, Ecology and Environment; Social Institutions and Culture.

Unit-2 Stages of development - their needs, tasks, problems; perspectives on gender; and available institutions for providing services: prenatal, infancy, childhood, adolescence, adulthood, middle age, old age & death; Understanding the Indian concept of life span stages.

Unit-3 Theories of Human Development: Psychosexual Theory; Psychosocial Theory; Learning Theories, Theory of Cognitive Development, Motivation.

Unit-4 Theories of personality development: Behaviour and Learning theories, Humanistic theories, Indian theories-Samkhyayoga. Meaning of normal and abnormal behaviour: Types, causes and manifestations of abnormal behaviour, Application to Social Work Practice.

Unit-5 Psycho-social bases of behaviour: social perception, values, attitudes; prejudices, stereotypes and discrimination: ; Gender, Social customs, traditions, values in parenting and child rearing practices; deprivation and development during stages of the life span.

SW 102: Social Work: Nature and Development (Revised as CBCS Pattern 2015-16)

Objectives:

1. Knowledge about concepts related to professional social work.
2. Familiarize students with historical evolution of professional social work in India and global context.
3. Knowledge about core values and philosophy of professional social work.
4. Develop insights about and approaches to social work practice.

Course Contents:

Unit -1: Professional Social Work: Conceptual Understanding

Professional Social Work and its Relationship with Charity, Social Service, Shramdan, Voluntary Action, Social Reform, Social Exclusion, Social Movement and Spirituality.

Social Work Concepts: Social Service, Social Welfare, Social Development, Empowerment, Advocacy, Social Security, Social Justice, Social Policy and Social Change.

Unit -2: Professional Social Work: Historical Roots

Roots of Professional Social Work (America, Africa, Europe, Australia and Asia).

Origin and Development of Professional Social Work in India.

Associations of Professional Social Work.
Professional Social Work: Objectives, Methods and Core Skills.
International Social Work.

Unit -3: Professional Social Work: Philosophical Base

Influence of Western Philosophy on the Development of Professional Social Work.
Gandhian Philosophy of Professional Social Work.
Contributions of Ambedkar and Jyoti-Ba-Phule to Social Work Philosophy.

Unit -4: Nature and Approaches

Values and Generic Principles of Professional Social Work.
Ethics of Professional Social Work Practice.
Approaches to Social Work Practice
Systems and Ecological Perspectives to Social Work Practice.

SW 103 – POPULATION, POVERTY AND ENVIRONMENT (OLD 2014-15)

COURSE OBJECTIVES:

1. Understand the characteristics and determinants of population growth.
2. Understand the inter-linkage between population, poverty and environment.
3. Analyze the dynamics between the state, market and society in the utilization and management of natural resources.
4. Develop social work practice perspectives in activities related to population, poverty and environment.

COURSE CONTENT:

Unit-1 Characteristics of population: Determinants of Population Growth, Global Concerns.Characteristic of Indian Population, Family Size, Planning, Methods, Programmes.Population Policy and its Evolution; Initiatives of the State and Civil Society

Unit-2 Population and Environment: interrelatedness of human life, living organisms, environment and natural resources, Current issues of environment, environmental degradation, projects and displacement; Environmental movements in India.

Unit-3 Poverty: Meaning, Concept and Measures; Poverty: Social, Political, Economic, Ecological, and Human dimensions;Population and Poverty, Environment and Poverty, Poverty in India - a structural problem: causes, effects and implications; entitlement approach to reducing poverty, Policies and Programmes.

Unit-4 Natural resources and diversity: concept and meaning; Utilization and management of forests, land, water, air, energy sources; Pollution: sources, treatment, prevention (soil, water, air, noise); Waste-matter: disposal, recycling, renewal, problems, issues.

Unit-5 Role of governments, NGOs and People's initiatives for environment protection and livelihood security; Environment Protection Laws: forest conservation, water pollution, unplanned urbanization. Social, Cultural and institutional issues vis-à-vis role of Social Workers.

SW 103: Human Psychology and Social Environment (Revised as CBCS Pattern 2015-16)

Objectives:

1. Learning about the major concepts and theoretical perspectives in psychology.
2. Understanding the nature and development of human behavior in socio-culture concept.
3. Enabling Students to understand the different theories.

4. Imparting concepts related to social psychology.

Course Contents:

Unit -1: Foundations of Psychology and Human Growth

Cognitive Development: Basic Concepts and Theories.

Life Span Perspective of Human Development; Development Tasks and Hazards in Various Life Stages.

Social, Emotional and Cognitive Development during Different Developmental Stages.

Unit -2: Human Personality and Psychological Disorders

Personality: Definition, Concept and Theories.

Psychological Disorders and Positive Health.

Stress: Causal Factors and Management.

Unit -3: Therapeutic Approaches

Psycho analytic Therapy

Behavior Therapy

Cognitive Behavior Therapy

Client-Centred Therapy

Cognitive Therapies

Indigenous Therapies

Bio-Feedback therapy.

Unit -4: Social Psychology

Social Psychology: Nature, Scope Methods of studying Social Behavior.

Social Perception, Scheme, Schematic Processing, Attribution.

Attitude: Nature, Formation and Measurement.

Public Opinion, Prejudices, Biases and Stereotypes.

Leadership, Group Think, Crowd and Mob Behavior.

SW 104 – SOCIAL WORK PROFESSION: HISTORY, PHILOSOPHY AND FIELDS (OLD 2014-15)

COURSE OBJECTIVES:

1. Understand the philosophy and evolution of concepts in the field of social welfare in national and international context.
2. Appreciate the development of various perspectives in social work.
3. Understand the growth of profession of social work with reference to values, knowledge, skills.
4. Appreciate the various approaches in professional social work and its expanding field.
5. Reflect upon own values vis-à-vis that of social work profession.

COURSE CONTENT:

Unit-1 Basic Concepts : Social service, social services, social welfare, social welfare services, social work, human & social capital, social action, social reform, social security, social work intervention. Welfare vs. development orientation in social work. Philosophy and Values of social work.Evolution of Social Work in, U.K., U.S.A. and India; Traditional vs. professional social work; Ideological perspectives: charity, philanthropy, humanitarian, humanistic-rationalistic, radical, human rights and social inclusion;

Unit-2 Assumptions of social work; Social Work Goals - ameliorative, remedial, rehabilitative, promotional, developmental and transformational. Characteristic features of professional social work; regulatory mechanisms in social work. Social Work Components: Principles, Values (intrinsic vs. instrumental), Process, Phases, Methods, Skills & techniques.Interplay of

various systems in social work practice - client system, target system, change agent system, and action system.

Unit-3 Influence of Social thinkers and social scientists in the development of social work.Contribution of social sciences theory and research to social work and vice versa. Perspectives in social work practice: Integrated Social Work practice, Ecological perspective in social work, System theory and Radical theory, Feminist theory, Existential theory and Rational Emotive theory, Marxian theory, Gandhian theory, and Rights perspective.Approaches to Social Work: psycho-dynamic, problem-solving, inter-actionist, integrated.

Unit-4 Social Work Settings – Institutional and Non-institutional. Fields of social work-I: Family and Child Welfare, Community Development, School Social Work.

Unit-5 Fields of social work-II: Labour Welfare, Health and Mental Health Social Work, Correctional Social Work. Roles of Social Worker – educator, guide, facilitator, enabler, planner, catalyst, mediator, advocate, confronter, change-agent, system-linkage. Applicability of the principles of social work in practice.

SW 104 (I): Social Inclusion and Vulnerability (Revised as CBCS Pattern 2015-16)

Objectives:

1. Understand concept of social inclusion.
2. Know the concept of Vulnerability.
3. Examination of institutional mechanism available for different vulnerable groups.
4. Develop Knowledge and skills for the just and inclusive social order.

Course Contents:

Unit –1: Social Exclusion and Inclusion

Concept, Dimensions, Mechanisms and Factors. Social Inclusion: Meaning and Measures

Unit-2: Initiatives and Role of Social Worker

Government and Civil Society Initiatives for Social Inclusion.

Role of Social Worker in Promoting Social Inclusion.

Unit –3: Vulnerability

Vulnerability: Meaning, Forms, Problems and Importance in Social Work

Unit-4: Issues Related to Vulnerability

Issues Faced by Dalits, Tribal, OBC, Minorities, Women, Differently abled persons, Unorganized Workers, Child Workers and Displaced Persons.

SW 104 (II): Life Skill Education (Revised as CBCS Pattern 2015-16)

Objectives

1. Provide knowledge about life skills
2. Impart knowledge about basic life skill for day to day living.
3. Knowing about life skill psychology.
4. Knowledge about health and life skill education.

Contents

Unit-1: Introduction to Life Skills

Definition and Importance of Life Skills,

Nature of Life Skill: Genetic, Problem Specific and Area Specific Livelihood Skills, Survival Skills and Life Skills, Life Skills Training.

Unit-2: Life Skill Psychology

Social Psychology and life Skills Education the self: Self-Presentation and Introspection Social Perception and Attitudes
Group Dynamics and Social influence, Social Relations

Unit-3: Core Life Skills

Social Skills and Negotiation Skills: Self-Awareness, Empathy, Communication and Interpersonal Relations.
Thinking Skills: Creative, Critical Thinking, Problem Solving, Decision Making.
Coping Skills: Coping with Emotions and Stress.

Unit-4: Health and Life Skill Education

Health: Concept, Types and Components of Physical Fitness.
Health Benefits Effect of Exercise of Body Systems.
Concept of Food and Nutrition: Balanced Diet, Vitamins, Malnutrition, Deficiency Diseases, Determining Calorie Intake, Role of Diet and Exercise, Safety Education.

SW 105 – WORKING WITH INDIVIDUALS AND FAMILIES (OLD 2014-15)

Course Objectives:

1. Understand social casework as a method of social work and appreciate its relevance in social work practice.
2. Appreciate the values and principles of working with individuals and families.
3. Acquire knowledge of different models of treatment, enhancing problem solving and growth enhancing skills and utilizing them selectively.
4. Develop skills in motivational interviewing, counseling, therapeutic intervention and recording.
5. Promote positive attitude towards growth enhancing and problem solving approach.

Course content:

Unit – I A brief introduction of the individual and family. Social Casework: nature, definition and objectives, historical development, and its relation to other methods of social work; Contributions of Mary Richmond, Florence Hollis, H.H. Perlman in social casework. Components of social casework: person, problem, place & process.

Unit – II Types of Clients: Voluntary & involuntary, hard-to-reach, target & tangential. Principles of social casework with illustrations. Phases of social casework: Initial phase, appraisal or assessment phase, helping phase, termination & evaluation phase. Importance of follow-up in social casework.Application of social casework principles in social work.

Unit – III Helping techniques: interviewing & collateral contacts, home-visits, supportive techniques, motivational interviewing, networking & referral, environmental modification. Client-Worker Relationship; Transference & counter-transference and their significance in casework practice. Recording in Social Casework– process and types; Use of casework records as tool of intervention.

Unit – IV Models of Casework Practice: [a] Social diagnostic (Richmond), [b] Supportive and modificatory (Hamilton), [c] Problem solving (Perlman), [d] Crisis intervention (Rappaport), [e] Classified treatment method (Florence Hollies), [f] Competency-based appraoch (Elleen Grabrill)

Unit – V Counselling in social casework. Indian tradition of working with individuals: Family, purohit, kul guru, Gram Devta, illustrations from Ramayan, Mahabharat, life of Lord Buddha, and Gandhi; Role of dialogue. Influence of cultural factors on social casework practice.

In CBCS Pattern: Paper 105 has been removed

SW 201 – WORKING WITH GROUPS (OLD 2014-15)

Course Objectives:

1. Acquire knowledge and understanding about individual, family and group dynamics, stage of individual and group development.
2. Develop skills of group formation, and understand concept of social group work.
3. Understanding group process, effective use of programme media and programme planning.
4. Acquire knowledge and understanding about group dynamics, different models of growth, enhancing problem solving skills.
5. Develop appreciation and skills of working with groups as an effective method of social work intervention.

Course Content:

Unit-I A brief introduction of individual and group, concept of group: definition, types, characteristics, life as a process of adjustment within different types of groups.

Unit-II Concept of social group work: meaning and definition, characteristics, principles, philosophy, scope and objectives, historical development, As a method of social work.

Unit-III Social group work process: intake, study, objectives, assessment, stages of group development, evaluation and termination, concept of programme : meaning, definition, types, programme planning and implementation, use of programme media.

Unit-IV Group dynamics: determinants, indicators and outcomes, leadership, support and conflict, decision making, different models of social group work.

Unit-V Core skills in social group work: communication, listening, analytical thinking and leadership, technique of working with groups, recording & records in group, workers' relationship with group, concept of group therapy: need, meaning, definition, types.

SW 201: Working With Individuals and Groups. (Revised as CBCS Pattern 2015-16)

Objectives:

1. Introduction of historical background, nature, principles and components of Social Case Work and Group Work.
2. Understanding of process involved in the application of these methods in diverse settings.
3. Development of skills and attitudes to work with individuals and groups.
4. Enhancement of competencies to critically analyze the problems related to individuals and groups.

Course Content:

Unit –1: Working With Individuals: An Introduction

Case Work: Definition and Historical Development and Importance of Case Work in Social Work.

Maladjustment, Philosophical Assumptions, Case Work Values and Concepts of Adjustment and Maladjustment.

Principles of Case Work.

Approaches to Case Work: Diagnostic, Functional, Problem Solving, Task Centered Case Work and Radical Case Work.

Case Work: Process, Components and Phases of Intervention.

Unit –2: Application of Case Work and Counseling

Case Work Tools: Interview, Home Visits, Observation, Listening, Communication Skills, Rapport Building.

Steps, Techniques and Skills for Effective Case Work Practice.

Case Work Practice with Different Client Group Settings.

Counseling, Case Work and Case Study: Similarities and Differences.

Case Work Recording: Types and Format.

Unit –3: Understanding Groups and Group Behavior

Group Behavior and Social Attitudes

Group Dynamics and Making of Social Groups

Group Behavior and Communication within Group

Leadership, Decision Making and Sub Group Formation.

Unit –4: Working with Groups

Group Work: Definition, Historical Development, Objectives, Scope, Philosophy, Principles, Skills, Tools Techniques, Roles and Functions of Group Worker.

Group Work Process:

Therapeutic Approaches.'Group Therapy', Transactional Analysis and Gestalt Therapy.

Group Work in Diverse Settings Recording in Group Work.

Recording in Group Work

SW 202 – WORKING WITH COMMUNITIES (OLD 2014-15)

COURSE OBJECTIVES:

1. Acquire knowledge of community and community power dynamics.
2. Appreciate understanding of the concepts relevant to community organization as a method of intervention.
3. Develop skills in the use of various approaches, techniques and models of community organization.
4. Promote attitudes conducive to participatory practice in community development.

COURSE CONTENT:

Unit-1 Basic concepts: Community; rural, urban and tribal communities; community work; caste, class; local self-governance; community power dynamics; community development.

Unit-2 Community Organization: Concept, principles, techniques, scope and models. Indigenous approaches to community organisation: Sarvodaya and Bhoodan. Recording in Community Organization.

Unit-3 Community Development Programmes and Panchayati Raj System. People's participation: concept and types, Its relevance to the concept of empowerment and democratic decentralisation.

Unit-4 Grassroots governance & community work, Good practices of community work – Case illustrations, Social thrust of community engagements by NGOs – health, education, gender, micro-finance, environment, etc.

Unit-5 Community work and change, community work as inclusive and emancipatory practice, community work with people on the margins – Dalits, minorities and tribals.Participation, empowerment and capacity building through community work.

SW202: Working with Communities. (Revised as CBCS Pattern 2015-16)

Objectives:

1. Develop a Conceptual understanding of community and community power dynamics.

2. Develop understanding of Community Organization as a method of Social Work.
3. Develop Skills in the use of various techniques and models of Community Organization.
4. Promote attitude Conducive to participatory practice in practice of Community Organization.

Course Contents:

Unit –1: Community

Concept, Types-Rural, Urban, Tribal, Slum, Migrant and Marginalized, Community Power Structure, Dynamics.

Unit –2: Community Organization

Concept, Principles, Techniques, Skills, Assumptions, Models, Strategies, Indigenous Approaches to Community Organization: Sarvodaya, Gandhian Re-construction, Bhoodan and Gramdan.

Unit –3: Role of Social Worker/External Agent in the Process of Community Organization

Community Leader: Traditional vs. Modern, Formal us Informal, Qualities of a Community Leadership,Community Development: Concept and Importance. Difference with Community Organization.

Recording in Community Organization.

Unit –4: Participatory Techniques in Development

Concept of PLA, PRA and PPA and Limitations of Participatory Methods.

SW 203 – SOCIAL WORK RESEARCH AND STATISTICS (OLD 2014-15)

COURSE OBJECTIVES:

1. Develop appreciation of the scientific method, its characteristics and significance in Social Work Research.
2. Develop skills in the selection and formulation of research problems.
3. Understand different research designs, their elements and variations.
4. Develop skills in the selection & use of different tools of data collection, processing and analysis, and the use of appropriate statistical methods and report writing.
5. Inculcate attitude of scientific enquiry and objectivity.

COURSE CONTENT:

Unit - 1 Meaning and purpose of research. Scientific method: meaning, assumptions and steps; Ethics in Research. Research in social sciences and in social work - scope and limitations. Construct & Concept; variables and indicators; Hypothesis, attributes of a sound hypothesis. Types of research: qualitative and quantitative; pure, applied, action, evaluation. Social survey and case study.

Unit - 2 Research design: need, importance and steps. Selection and delimitation of the problem, objectives, working definition. Sources and types of data.Methods and tools of data collection; participatory methods; Sampling: meaning and need; types of sampling — probability and non-probability.

Unit - 3 Types of designs: qualitative and quantitative, descriptive, exploratory, experimental, cross sectional, ex–post facto.Research project: planning, scheduling, budgeting and recruitment & training of staff.

Unit - 4 Nature, importance and scope of statistics and statistical methods; Classification of data, coding and tabulation; diagrammatic and graphic representation of data. Descriptive statistics: Proportions, percentages and ratios; Measures of central tendency - mean, median and mode.

Unit - 5 Measures of dispersion - range, mean deviation, standard deviation.Inferential statistics: Parametric and Non-parametric techniques; Measures of association: correlation - Spearman's Rho, the Pearman's 'r'.Tests of significance. Chi-square, t-test (independent and related), Mann-Whitney (U) and Wilcoxon signed rank test.Interpretation of data, report writing.

SW 203: Social Welfare Administration and Social Action (Revised as CBCS Pattern 2015-16)

Objectives:

1. Understand administration as method of Social Work
2. Acquire knowledge about the basic principles and processes of administration
3. Develop an understanding of social action as a method of Social Work.
4. Impart knowledge about approaches and techniques of social action.

Course Contents:

Unit –1: Social Welfare Administration

Meaning, Definitions, Scope, Process and Skills, Social Welfare Administration in Government and Non-Government Organizations

Social Welfare Administration and related concepts: Social Administration, Social-Service Administration, Social Security Administration, Welfare Administration, Social Work Administration, Social Agency Administration and Public Administration, Social Development Administration and Business Administration.

Unit –2: Elements of Administration

Policy Making, Planning, Organizing, Staffing, Directing, Coordination, Reporting, Budgeting, Communication, Reporting and Cost-Benefit Analysis.

Unit –3: Policies and Programmes

Regarding Welfare and Development of Weaker and VulnerableSections of Society.Administration of Social Welfare Department at Central Level, Central Social Welfare Board, Fund Raising and Problems of Voluntary Organization.

Unit –4: Social Action

Concept, Objectives, Models, Principles and Strategies.

Mobilization and Organization of People.Social Advocacy and Conscientisation.Paulo Friersian and Gandhian Approach to Social Action.

SW 204 – SOCIAL WELFARE ADMINISTRATION AND SOCIAL ACTION (OLD 2014-15)

COURSE OBJECTIVES:-

1. Acquire Knowledge about the basic principles and processes of administration in social work Practice.
2. Gain competence in the administration of social welfare and development .
3. Understand the concepts relevant for application of social work in responding to the critical realities of society.
4. Appraise and develop skills in the use of various approaches and techniques relevant to social action.

COURSE CONTENT:-

Unit-1:- Social welfare administration : concept, need, scope and functions, distinction of social welfare administration with related concepts: social administration, public administration, business administration and social service administration and development administration. Approaches to social administration: weberian, classical, behavior, systems, structural, and functional.

Unit-2:- Elements of administration : Policy making, planning, organizing, staffing, directing, coordination, budgeting and accounting, and reporting. Social welfare administrative structure at different levels: central, state of Rajasthan and local municipality and panchayat.

Unit-3:- Legislation relating to organization and management of non–governmental and non-profit organization: Societies Registration Act, 1860, Rajasthan Societies Registration Act, 1958, organization registered under section 25 of Companies Act, 1956, Indian Trusts Act, 1882, Registration of welfare agencies laws and policy.

Unit-4:- Social Action: concept, objectives, principles, methods, models, tactics and strategies, process of social action.

Unit-5:- Social advocacy and conscientisation: concept and methods, Paulo Frierian and Gandhian approach to social work, role and importance of some social movement in social action: Telengana, Naxabbari, Chipko, Narmadi Bachao Andolan, India Against Corruption and other contemporary movements.

SW 204 (I): Human Rights, Social Justice and Social Work Intervention as Tools (Revised as CBCS Pattern 2015-16)

Objectives:

1. Understand Concept of Human Rights and Theories
2. Know about instruments of Human Rights
3. Know the Concept of Social Justice
4. Familiarize with instruments of Social Justices

Unit –1: Human Rights: Theoretical Introduction

Human Rights: Concept, Theories and Principles

Unit -2: Instruments of Human Rights

UN Declaration of Human Rights, Human Rights and Indian Constitution, Human Rights Act-1993, National Human Rights Commission and State Human Rights, Commission.Social Work and Human Rights.

Unit – 3: Social Justice: Conceptual Introduction

Social Justice: Concept, Philosophy, Features and Forms

Instruments of Social Justice: Constitutional Base of Social Justice, Positive and Protective Discrimination, Public Interest Litigation, Legal Literacy, Free Legal and Rights to Information.

Unit-4: Social Work Intervention as tools

Child, Youth, Elderly, Women Empowerment, Disability, Natural Resource Management. SC/STC and Weaker Section.

SW 204 (II) Management of Development organization (Revised as CBCS Pattern 2015-16)

Objectives

1. Provide an understanding about development organization.
2. Knowledge about information of development Organization.
3. Impart Knowledge about resource mobilization.
4. Know about project and reporting

Contents

Unit-I Introduction to development Organisation

Development Organisation : concept importance and definition

Types of Development Organization: Civil Society, Organization, Community-based Organization, People's Organization, Voluntary Organization, Non-profit Organizations. Changing context of Development Organization.

Unit-II Formation of Development Organization:

Organizational planning, Development of Vision, Mission, Goals, Objective and Structure, legislative Framework, Societies Registration Act 1860, Public Trust Act 1882, Section 25 of Companies Act 1956, Income Tax Act (12A, 80G), 2012

Unit-III Resource Modulation for Development organization

Fund Raising: Principles, Sources, Methods and Implications, Foreign Funding of Development Organizations Transparency, Accountability and Legitimacy of Development Organization

Unit-IV Project and Reporting

Project: Importance, Meaning and Concept,
Phases of Project: Conceptualization, Formulation, Operation, and Termination,
Concepts of Project Monitoring and Evaluation,
Writing the Project Report.

SW 205 – ETHICO-SPIRITUAL APPROACHES TO SOCIAL WORK (OLD 2014-15)

COURSE OBJECTIVES:

1. Discuss the world views of major religions and their perception of relations between man, society and the cosmos.
2. Identify ethical and spiritual values in world religions and highlight their contribution to social service.
3. Orient students on the social and spiritual contributions of saint poets/reformers.
4. Understand the Indian tradition of social service.
5. Reflect on own values and attitude with regard to these approaches and their relevance to social work practice.

COURSE CONTENT:

Unit - 1 Nature and meaning of religion: characteristic of science and religion; religion ethics and spirituality; influence of religion on individual, group and society; religious movements.

Unit - 2 Human and his relationship with God. Nature, origin and destiny of human soul. Theory of Karma, cycle of rebirth, concept of cosmos, religious practice in Hinduism, Jainism, Buddhism, Christianity, Islam and Sikhism.

Unit - 3 Values: nature, origin, types, theories and functions: meaning and concepts of ethics; ethical and religious values: social service in Hinduism, Jainism, Buddhism, Christianity, Islam and Sikhism.

Unit - 4 Contribution of Ram Mohan Roy, Vivekanand, Dayanand Saraswati, Gandhi, Mother Teresa, Acharya Tulsi.

Unit - 5 Socio-cultural and political context and origin of bhakti movements, ethical, religious and social philosophies of saint poets- Tulsidas, Sant Kabir, Surdas.Self realization to person on ethics and spiritual values perspective rights. Evolution of human rights and rights-based approaches in modern times.

In CBCS Pattern: Paper 205 has been removed

SW 301 – SOCIAL PROBLEMS AND SOCIAL LEGISLATIONS (OLD 2014-15)

Course Objectives:

1. Understand the nature and concept of social problems as indices of social disorganization/pathology/social legislation.

2. Develop capacity to analyse problems, identify causative factors and assess their magnitude.
3. Develop understanding of contemporary national problems.
4. Understanding role and importance of social legislation in dealing with social problems, social concerns and social issues.
5. Understand the role of social work professionals in the organization and delivery of services and implementation of legislation.

Course Content:

Unit-1 Concept of social organization and disorganization, social change and social pathology. Concept of anomie, alienation, deviance and cultural lag. Social services: concept, nature and scope.

Unit-2 Individual pathology: concept of impairment, handicap and disability: Alcoholism, concept of substance-abuse: meaning, definition, cause, effects and prevention, Suicide: concept, cause and effect.

Unit-3 National problems: concept, cause, effect and solution; infant and child mortality and morbidity, poverty and inequality, problem of unemployment, problem of environment, dowry, castism, beggary, disaster and terrorism, juvenile offenders.

Unit-4 Social legislation: Meaning & concept, rational, historical perspective & effectiveness, legislations pertaining to social problems and issues like prevention of Immoral traffic Act 1986, juvenile justice Act 1986, marriage, divorce, succession, dowry, RTI, domestic violence and prevention of violence against women.

Unit-5 Role of social workers and NGOs in redressal of violation of rights, solution of problems of dowry, foeticide, domestic violence, terrorism, consumer protection, youth unrest and violence.

SW 301: Social Work Research and Statistics (Revised as CBCS Pattern 2015-16)

Objectives:

1- Develop an understanding of scientific method and significance in Social Work Research.
2- Understand major research strategies, meaning, scope and importance of Social Work Research.
3- Develop an ability to see the linkages between practice, research, theory and their role in enriching one another.
4- Understand nature, method of statistics and its importance in Social Work Research.

Course Contents:

Unit -1: Social Research: Concept and Types.

Social Research: Meaning and Purpose: Scientific Method: Meaning, Characteristics, Steps and use, Social Work Research: Concept, Meaning, Definition, Nature, Purpose and Scope.

Steps in Social Work Research, Qualitative and Quantitative Research.Participatory Research.

Unit -2: Hypothesis, Research Design, Sampling and Data Sources

Hypothesis: Meaning, Concept, Types and Signification

Research Design: Significance, Meaning, Concept and Types.

Sampling: Significance, Meaning, Concept and Types

Sources of Data: Primary & Secondary

Unit -3: Methods, Tools, Techniques and Report Writing.

Methods of Data Collection: Interview, Observation and Case Study.

Tools of Data Collection: Interview Guide, Interview Schedule, Observation Guides and Questionnaire.
Scaling Techniques: Meaning and Types.
Processing of Data, Analysis and Interpretation of Data.
Report Writing and Presentation: Graphical and Tabular.

Unit -4: Statistics and Research

Statistics: Meaning, Concept, Importance & Scope
Measures of Central Teaching: Mean, Median and Mode.
Measures of Desperation: Range, Mean Deviation and Standard Deviation
Correlation, Chi- Square Test and t-Test, Use and limitations of Statistics in Social Work.

SW 302 – DEVELOPMENT COMMUNICATION AND EXTENSION (OLD 2014-15)

COURSE OBJECTIVES :

1. Understand the concept and uses of various forms of communication.
2. Understand the role of development communication in social work.
3. Build a positive climate for social change through communication.
4. Appreciate the concept and principles of extension.
5. Develop skills for effective communication and extension

COURSE CONTENT :

Unit – I Communication: concept, evolution, sources, methods and contents; communication with and between individuals; communication and power structure. Forms and types of communication: traditional and modern; role of print and electronic media in development communication.

Unit – II Communication models; Communication Network: nature, types and processes; Functions of mass communication; public speaking.

Unit – III Development communication: concept and characteristics. Use of IEC, ICT and functional literacy in social work. Language and culture, cultural pluralism and its implications for mass communication. Barriers in communication. Tenets for effective communication.

Unit - IV National Extension Services: concept, characteristics, philosophy, principles and steps in extension; extension techniques and methods. Diffusion of innovation in extension. Kheda approach and grassroots communication movements in India.

Unit – V Need for training personnel; structure of extension education curriculum relating to the changing levels of extension training, motivation & training needs at different levels.

SW 302: Social Policy, Planning and Development (Revised as CBCS Pattern 2015-16)

Objectives

1. Develop critical understanding of nature and sources of social policy and planning.
2. Study of social policies, plans and programmes so as to be able to interpret, enforce and challenge them.
3. Gain Knowledge of policy analysis and the policy formulation process.
4. Develop insight into and appreciation of the reliance of social policy and social development to social work practical as also sustainable development.

Course Contents:

Unit-1: Social Policy

Meaning, Concept, Objectives, Scope and Models.

Process of Social Policy Formulation, Social Policy and Constitution.

Unit-2: Social Planning

Meaning, Concept, Objectives, Scope and Models.
Inter-relationship Between Policy Planning and Development.
Social Planning under Five Year Plans, Machinery and Process of Social Planning in India.

Unit-3: Important Social Policies

Social Policy Related to Women, Children, Youth, Aged, Education, Health, Housing and Family Welfare.
Social Planning and Social Change, Major Pit-Falls in Social Planning in India.

Unit-4: Development

Meaning, Concept, Criteria.
Factors of Development: Economic, Social, Cultural and Political.
Models of Development: Capitalism, Socialism and Mixed Economy.
Social Development: Concept: Dimensions, Strategies & Indicators.
Sustainable Development, Millennium Development Goals (MDGs)

SW 303 – VIOLENCE, CONFLICT RESOLUTION AND PEACE (OLD 2014-15)

COURSE OBJECTIVES:

1. Develop a micro and macro perspective on violence, conflict and peace.
2. Identify and analyze the factors that disturb peace at local, social and national levels.
3. Identify means and measures to deal with conflict and violence.
4. To identify and work as per peace building mechanism at local, national and global levels.

COURSE CONTENT:

Unit – 1 Concepts of Violence; Riot, Feud, Rebellion, Genocide, and Pogrom; Conflict - Meaning and Nature, Bases, Sources and Types; Inherent and Contingent Theories;Concept of Peace and Peacelessness in the West and in the East : Greek, Christianity, Islam, Hinduism, Jainism, Buddhism, Gandhian.

Unit – 2 Individual and Family Tension, Caste Tension, Communal Tension and Riots, Conflict over sharing and claiming natural resources, Political Conflicts and Upheavals, Student Unrest, Industrial Unrest, Tribal Unrest, Peasant Revolt, Naxalism, Terrorism, Mass Crime and Violence, Wars.

Unit – 3 Historical, Political and Cultural Roots Conflicts; Elements in Human Nature, Conflict as a basic social process, Historical Prejudices, Structural Injustice, Oppression and Exploitation, Increasing Inequalities, Disparities and Poverty, technological change, communalism, fundamentalism, regionalism, localism.

Unit – 4 Precipitating Factors, Actors and Stages of conflict in Spatial-Temporal Perspective Stages of conflict, actors involved – timing, targets, setting, Conflict audit-steps, processes and implications. Situation of Violence and Conflict and the Affected People: Conflict induced Trauma and Social Work Interventions.

Unit – 5 Relaxation (Kayotsarga), Preksha Meditation, Anupreksha (Therapeutic Thinking)The Principles of Peaceful co-existence, Satyagraha, Sarvodaya and Non-violence-Panchsheel,Peace Building: role of U.N.O./Security Council and other peace organizations, role of voluntary organizations, role of Human Rights Commission.

In CBCS Patter paper 303 has been removed and replaced as field work practicum

Group-A

304 A(I) SOCIAL WORK WITH SENIOR CITIZENS (OLD 2014-15)

Course Objectives:

1. Understand the concept and phenomenon of aging in the life.
2. Develop awareness of the historical evaluation of the problem of the aged in India.
3. Understand the problems faced in Indian society.
4. Develop an attitude of respect for this stage of life and belief in its potentialities in professional social work practice.

Course Content :

Unit - 1 Concept of aging; ageing as a golden period of life, pain and agony. Definition of the aged Concept of Geriatrics, Gerontology and senior citizens. Perception of the role of the aged in India and in a changing socio-economic structure Biological and physical aspects of ageing. Social aspects: changing roles and functions in the family and society. Psychological aspects: self image of the aged and the significant others; self esteem. Economic aspects

Unit-2 Family and its role in the promotion of physical, mental and emotional health of the aged. Society and the aged; identification of their potentialities.

Unit-3 Service for the aged: Government and non-governmental, institutional and non-institutional Counselling for the old age and family members, mobile health services, recreation centres, senior citizens clubs and day care centres, Institution for the aged; need and problems of institutionalization, types, Integration of the aged with the other sections.

Unit-4 Legislation pertaining to the aged; pension, Provident fund, Social security and other statutory provisions. Gaps in legislation; social work with the aged-need and areas of practice. Role of N.G.O.

Unit-5 Home/family based services, emergency response systems : Helpline, Peer Counseling, Community Services; multi service day care centres, information & referral services.Social Work interventions in Hospice & Palliative care.

SW 304(A-I): Employee Welfare and Social Security (Revised as CBCS Pattern 2015-16)

Objectives:

1. Knowledge about concept and importance of Labour Welfare.
2. Acquaint to various agencies of labour welfare.
3. Give Working Knowledge about Social Security Laws.
4. Explain the importance and concept of Social Security.

Course Contents:

Unit –1: Labour Welfare

Concept, Importance, objectives, Scope, Philosophy and Principles. Approaches to Labour Welfare.

Historical Development of Labour Welfare in India.

Status and Duties ofLabour Welfare Officer in India.

Unit –2: Constitution and Legal Framework Regarding Labour Welfare

Legal Framework Regarding Labour Welfare: Constitutional Provisions, Labour Welfare Provisions in Factories, Mines and Plantations.

Agencies of Labour Welfare: Role of State, Employer and Trade Union in Promotion of Labour Welfare.
Programmes and Policies of Labour Welfare in India.

Unit –3: Social Security

Concept, Importance and Forms, Policies, Programmes and Perspectives of Social Security in India
The Workmen Compensation Act, 1923

Unit-4: Social Security Laws

The Employees State Insurance Act, 1948, the Employees Provident Fund and Miscellaneous Provisions Act, 1952.The Maternity Benefit Act, 1961, the Unorganized Workers Social Security Act, 2008.

(II) SOCIAL WORK IN EDUCATION (OLD 2014-15)

COURSE OBJECTIVES :

1. Develop understanding of education as social system for socialization and development of individual personality and its role as agent of development of society.
2. Develop appreciation of different approaches to education: philosophical, methodological and organizational, and education policy.
3. Develop understanding of the problems of learning, character formation and personality development at the level of the individual learner and at the system level of education.
4. Develop ability to analyze, understand and intervene in the problem areas of education.
5. Appreciate education as a basic human need and right and its role in performance of life tasks.
6. Understand the government and voluntary approaches towards education.

COURSE CONTENT:

Unit – I Meaning and definition of education – education as a process of drawing out the best in individuals, concept and scheme of education: Goals of education: The present Indian formal and non-formal educational system: Goals, programmes, and regulatory mechanism. Review and analysis of the educational system in India in the context of Indian realities-low literacy, low school enrolment, dropouts, wastage, stagnation and irrelevance of education to future life tasks and opportunities for placement in life.

Unit – II Components in education – the learner, the teacher, the curriculum, methodology, school organization, infrastructure; evaluation in methods, procedures issues and problems related to them. Alternative approaches to education: open learning system, basic education, Paulo Freire and de-schooling society concept; non-formal education for children and adults; continuing education. Values in education and value education- meaning, contents.

Unit – III Non-formal and continuing education : meaning and scope, their relevance to the inadequacies of the prevailing formal education system; major concepts and approaches in non-formal education ; functional literacy; adult education; continuing education. Important non-formal continuing educational programme; components of non-formal education: the learner, educator and techniques for effective learning; socio-economic, physical and cultural factors influencing the adult learner; role of non-formal educator.

Unit - IV Basic principles and methods underlying planning and implementing non-formal & continuing education programme. Social work perspective for

work in the educational system-goals, use of differential strategies of intervention and work with different target groups. Involvement of the community in the schools and college system, community school.

Unit – V Role and function as of social worker as a change agent. Interdisciplinary approach in the field of education and working as a team member.Organization of a school social work programme.Problems faced. Counseling in educational setting.

SW 304 (A-II): Trade Union and Industrial Relations (Revised as CBCS Pattern 2015-16)

Objectives:

1. Know about the concept trade union and its role in industrial organization.
2. Acquaint to trade union leadership.
3. Give knowledge about concept and importance of industrial relations.
4. Provide knowledge about collective bargaining and redressal of industrial conflict.

Course Contents:

Unit –1: Trade Union: Conceptual Introduction

Concept, Objectives, Functions. History of Trade Union Movement in India, Trade Union Leadership. Theories, Legal Provisions and Organization.

Unit –2: Industrial Relations

Concept, Objectives, Scope, Approaches, Determinants and Reflectors.
The Industrial Disputes Act, 1947.

Unit –3: Collective Bargaining

Definition, Objectives, Principles, Forms, Methods and Theories.
Legal Framework of Collective Bargaining.

Unit –4: Industrial Conflict

Meaning, Approaches and Style of Managing Industrial Conflict. Grievance: Meaning, Grievance Procedure. Workers, Participation: Concept and Practices. Trusteeship: Concept and its Influence on Industrial Relations in India Changing Socio-economic Scenario and Industrial Relations in India.

304 A (III) SOCIAL WORK AND DISASTER MANAGEMENT (OLD 2014-15)

COURSE OBJECTIVES:

1. Develop understanding of disaster & disaster management.
2. Acquire a critical perspective of the policy framework, institutional structures & programme for disaster management in India.
3. Understand the process & techniques of empowering communities in disaster preparedness & mitigation.
4. Learn the nature & scope of psychosocial care in disaster management.

COURSE CONTENT:

Unit – I Disaster related concepts & definitions, Hazard, Risk, Vulnerability & Disaster; different forms of natural & man made disasters. Impact of disasters, Physical, Economic, Political, Psychosocial, Ecological & Others, developmental aspects of disasters. Vulnerability factors enhancing vulnerability to natural & man-made disasters; regional vulnerability; Vulnerable groups & communities. Hazard, Risk & Vulnerability with special emphasis on participation tools & techniques.

Unit – II Disaster Management cycles, its components, paradigmatic shift in disaster management, Integration of disaster management & development planning. Disaster management policy & programmes in India, National Disaster Management Framework. Administrative, Institutional structure for

Disaster Management. Techno-legal Framework. Stakeholder participation in Disaster Management.

Unit – III Information, Education & Communication in Disaster Management. Capacity building of communities with Special emphasis on vulnerable communities/groups. Community based disaster preparedness (CBOP) & management (CBDM) – Components; Preparation of CBDP plan, community based risk management & response plans; building disaster resilient communities. Community participation in managing & mitigating disasters.

Unit – IV Coordinating search & rescue; relief mobilization & management; evacuation & camp management. Contingency planning & crisis management. Rapid health assessment & emergency health management. Restoration & rehabilitation interventions, livelihood security & social justice concerns in disaster recovery & reconstruction, compensation & related issues in disaster management.

Unit – V Mental health consequences of disaster; grief reactions, Post-traumatic stress disorders. Principles & techniques of psycholosocial care in post disaster situations. Specific psychosocial needs of vulnerable groups like Children, Women, Older persons & persons with disability. Post trauma care & counseling including grief counseling with survivors. Social care of orphans, disabled & those facing destitution.

In CBCS paper 304 A (III) Has been removed

Group-B

SW 304 B (I) EMPLOYEE WELFARE IN INDUSTRIAL ORGANIZATION AND SOCIAL SECURITY (OLD 2014-15)

COURSE OBJECTIVES :

1. Develop understanding about employee welfare, its philosophy and development.
2. Gain Knowledge about legislative measures, policies and programmes of employee welfare.
3. Acquiant with concept, forms and system of social security.
4. Understand legislative frame work of social security.

COURSE CONTENT:

Unit-1 :- Employee Welfare : concept, need, scope, philosophy, principles, approaches and theories. Quality of work life, Historical development of employee welfare in India.

Unit-2:- Constitutional and legal safeguards for employee welfare in India. Employee welfare policies and measures, Worker's education. Labour welfare Officer : role and functions, Employee counseling

Unit-3:- Employee Welfare / Wellness : policies and programmes, management of welfare, health and safety, fringe benefits.

Unit-4:- Social Security : concept and related terms such as social services, social welfare services, social justice. Forms of social security, Social security system in India: polices and programmes.

Unit-5:- Social Security legislation: The Workmen's Compensation Act, 1923, Employees State Insurance Act, 1948, The Employees Provident Fund Act, 1948, The Payment of Gratuity Act, 1972, and Maternity Benefit Act, 1972.

SW 304 (B-I): Livelihood and Development (Revised as CBCS Pattern 2015-16)

Objectives:

1. Overview of the concept of livelihood and related issues.
2. Understand policy initiatives and their implication for/impact on livelihoods of vulnerable populations.
3. Understand the role of professional for sustainable livelihoods.
4. Inculcate attitudes and skills appropriate to meet the challenge and secure livelihood to large poor Populations.

Course Contents:

Unit-1: Livelihood

Concept,Meaning and Indicators Livelihood Resources; Right and Entitlementsof Livelihoods: Conditions, Opportunities, Problems and Prospects.

Unit-2: Grass-Root Initiatives

Self Help Group, Micro-Finance, Micro-Credit, Micro-Enterprise, Livelihood and Gender Mainstreaming, Impact of Globalization and Climate Change on Livelihood.

Unit-3: Livelihood Mapping

Tools, Techniques and Subsector Analysis.

Livelihood Analysis: Portfolio, Sustainability, Stakeholder analysis, Market linkages.

Livelihoods Promotion by Different Agencies, livelihood Programs in India.Challenges in Livelihood Promotion.

Unit-4: Governance Issues

Planning and Implementation of Programs and Projects.

Social Work intervention: Replication of Best Practices, Social Audit, Micro and Micro Level Development Planning Role of Social Worker in Promotion of Sustainable Livelihood.

SW 304 B (II) ORGANIZATIONAL BEHAVIOR AND INDUSTRIAL RELATIONS
(OLD 2014-15)

COURSE OBJECTIVES:-

1. Develop understanding of different aspects of organizational behavior.
2. Acquire knowledge about psychological aspects of industrial organization.
3. Know about industrial relations and industrial disputes and their handling procedure.
4. Understand industrial democracy and collective bargaining

COURSE OBJECTIVES:-

Unit-1 Organizational Behavior: Meaning, importance and scope, personality, learning, perception, attitude, values and ethics aspects, work culture.

Unit-2 Industrial Psychology : Meaning and scope, fatigue, boredom, accidents, Job satisfaction, employee morale, group dynamics, leadership, occupational stress and its management.

Unit-3 Industrial Relations: Concept, objectives, scope, approaches, determinants and reflectors, status of industrial relations in India, corporate social responsibility.

Unit-4 Industrial disputes: Concept, causes and effects, grievance handling procedure, Industrial Disputes Act, 1947, The Industrial Employment (standing orders) Act, 1946.

Unit-5 Collective Bargaining: Concept, objectives, principles, forms, methods and theories, Industrial democracy : Concept and importance, worker participation in management, management of industrial conflicts.

SW 304 (B-II): Rural Society &Panchayati Raj Institution. (Revised as CBCS Pattern 2015-16)

Objectives:

1. Develop an understanding about rural Communities.
2. Gain Knowledge about Panchayati Raj Institutions.
3. Know about the Involvement of People in rural reconstruction.
4. Develop an understanding to relate the role of Panchayati Raj Institutions with Rural Reconstruction.

Course Contents:

Unit -1: Rural Community and Institutions

Indian Rural Community: Concept, Characteristics, Nature and Significance.
Rural Social Institutions: Joint Family and Caste Problems and Challenges faced by Rajasthan Rural Community, Emerging Rural Elite in Indian Village Community.

Unit –2: Panchayat Raj Institutions

Pachayati Raj Institutions: Evolutions, Concept and Significance
Functional Aspect of Panchayati Raj Institutions: Financial, Political and Administrative.
Problems faced by Panchayati Raj Institutions in Rajasthan.

Unit –3: Panchayat Raj Systems

Gram Sabha: Concept, Significance, Structure, functions and powers of Gram Sabha,
Village Panchayat: KshetraPanchayat and ZilaPanchayat

Unit –4: Social Work Intervention and Community Participation.

Social Work Intervention and Panchayati Raj Institutions. Role of Social Worker in Mobilizing People Participation for Strengthening Functional aspect of Panchayati Raj Institution:
Community Participation: Meaning and Importance.
Community Awareness: Importance, Objectives and Means.

Group-C

SW 304 C (I) HEALTH AND MEDICAL SOCIAL WORK (OLD 2014-15)

COURSE OBJECTIVES:-

1. Understand Concept of health as important aspect of social and human development
2. Develop understanding of health care services and programmes in the country.
3. Gain knowledge about community health interventions.
4. Familiarize about relevance, domain and nature of social work practice in different health settings.

COURSE CONTENT:-

Unit-1: Health: Concept, components, dimensions and determinants, indicators of health status of people, Diseases: common communicable and non-communicable diseases: symptoms, causes and prevention. Epidemiology of communicable diseases.

Unit-2 Health Care Services in India : Structure and functions, primary healthcare: concept, issues of availability, affordability and accessibility to health care services in india. Health planning and policy, National Health Policy and health planning in five years plans. National Rural Health Mission (NRHM), Health care services in Rajasthan.

Unit-3 Reproductive and Child Health: Concept, components and strategies. Occupational health and diseases, Public health: meaning, scope and approaches, public health administration at central level and in Rajasthan.

Unit-4 Community Health: Concept, scope, philosophy and programmes. Community needs assessment, developing mechanism for people's participation. School health services, health insurance system.

Unit-5 Historical development of social work practice in health care. Community based social work approaches to health and diseases. Role of medical social work. Social work practice in institutional health services: Behavior modification, support techniques, social assistance, facilitation, counseling, rehabilitation

SW 304 (C-I): Gender, Family and Social Work (Revised as CBCS Pattern 2015-16)

Objectives:

1. Understand gender as a social construct and its application to understand various Social Phenomena.
2. Develop familiarity with Social problem related to gender.
3. Acquaint with the policies, programmes and services related to Gender and family.
4. Develop Social Work practice skills of working with family and gender related problems.

Course Contents:

Unit –1: Gender Related Concepts

Basic Concepts:Sex, Gender, Gender Stereotypes, Gender Bias, Feminism.
Patriarchy:Meaning, Concept and Social Structure.

Unit –2: Expression of Gender Disparity & Violence

Gender Disparity:Education, Health, Property, Employment and Livelihood.
Gender Based Violence: Domestic Violence, Female Feticide and infanticide and sexual exploitation. Gender Based Crime: Women Trafficking, Rape, Child Marriage, Doury Death.

Unit –3: Family Types & Problems

Family:Meaning, Concept, Nature, Types, Functions and Patterns.
Family Problems: Concept, Types, Causes and Consequences.
Family as a Client System.
Family Counseling and family Court.

Unit –4: Intervention and Social Work Practice

Intervention: Legal Measures, Social Welfare Services and Government and Non-Government initiatives.
Role of Social Worker in Helping Family: Scope and Significance of Gender Sensitivity In the Social Work Practice. Relevance of Gender Studies in Social Work.

SW 304 C (II) PSYCHO –SOMATIC FACTORS OF HEALTH (OLD 2014-15)

COURSE OBJECTIVES:-

1. Develop understanding about psycho-somatic factors of health
2. Gain knowledge about psycho-somatic diagnosis and medicines
3. Know about importance of national health programs
4. Familiarize about overall health care system in India.

COURSE CONTENT:-

Unit-1 Psycho –Somatic Factors of Illness: Concept and meaning, Psycho-Somatic diagnosis : meaning and importance, steps in psycho-Somatic diagnosis. Diagnosis aids Psycho somatic medicines: importance, types, methods of application, common physical diseases and role of medical social worker.

Unit-2 Health care system in India: structure and effectiveness, health care system in Rajasthan. Changing concept of health care. Health care services: Public and Private Hospital as social system and its role in health care.

Unit-3 Various Health Related Committee: Bhore committee, Mudaliar committee, Chadda committee, Mukherjee committee, Kartar Singh committee, Srivastava committee, National Health Programmes in India: Malaria Eradication Progame, T.B, STD, HIV/AIDS central programmes and Immunization programme.

Unit-4 Health Extension Services: Concept and principles, health education. Relationship of yoga and health. Application of yoga in the treatment of physical diseases like highblood pressure, diabetes, jaundice , T.B. etc.

Unit-5 Importance of social work in medicine and public health, Role of social workers in institutional health care team : Principles and functions. Family interventions, psycho –educational and supportive intervention. Social skills training: activities of daily living and vocational skills training, Theraputic community. Psychiatric rehabitation

SW 304 (C-II): Women Empowerment in India (Revised as CBCS Pattern 2015-16)

Objectives:

1. Gain insight into the concept of women empowerment.
2. Familiarize the status and role of women in India.
3. Understand constitutional and legal safeguards available to women.
4. Know the legislations pertaining to women empowerment.

Course Contents:

Unit-1: Women Empowerment

Women Empowerment: Meaning, Concept, Definitions, status and Role of Women in India and Rajasthan: Historical and Contemporary Perspectives – Paradigm Shift from Welfare to Right Based Approach.

Unit –2: Legislative Provisions

Legislation Pertaining to Women: Dowry Prohibition Act, Immoral Traffic Prevention Act, Indecent Representation of Women Act, Medical Termination of Pregnancy Act, Domestic Violence Act, Parental Diagnostic Act and Sexual Harassment Act.

Unit –3: Policies and Programmes for Empowerment

Women Empowerment: Policies and programs in India and Rajasthan.
Institutional Interventions: National and State Commissions for Women, RastriyeMahilaKosh, Crime Against Women Cell, Family Court, Family Counseling Centers and Sexual Harassment Committee at Work Place.

Unit –4: Women Empowerment and Social Work.

Status and Civil Society Initiatives for Women Empowerment. Role of Family Counseling Centers in Empowerment, Social Work Intervention and women Empowerment, Social Work Practice as Advocacy and Capacity Building for promoting Gander Equality.

Group-D

SW 304 D (I) GENDER, FAMILY AND SOCIAL WORK (OLD 2014-15)

COURSE OBJECTIVES:-

1. Understand gender as a social construct and its application to understand various social phenomena.
2. Develop familiarity with the current social problems related to gender and development
3. Understand family as a social system and factors affecting family functioning
4. Acquaint with the policies, programmes and services related to family
5. Develop skills of working with family systems

COURSE CONTENT:-

Unit -1 Basic concepts: Feminism, Woman/Gender, Sexual division of labour;Gender as a social construct, Gender identity, equity, equality and discrimination; Patriarchy - Social structure and social institutions, Feminism: Major feminist thoughts.

Unit -2 Expressions of Gender disparity: Education, health, property, employment and livelihood, decision making, feminization of poverty;Manifestations of gender based violence: Domestic violence, trafficking in women and children, rape, female feticide and infanticide, child marriage.

Unit -3 Family: Nature, types and functions, developmental stages and family patterns, Family dynamics and family interaction patterns, Family functioning: concept and variables, Systems theory framework in understanding family, Families in transition in India.

Unit -4 Family problems: types, causes and consequences;Family violence: nature, types, causative factors;Family as a client system: skills and techniques in working with families; Family crises and intervention;Family counseling and family therapy; family court.

Unit - 5 Persons with disability, family and social work intervention;Role of young family members in the care of the elderly;Fatherhood and child care in family;Government policies and welfare schemes / programmes for family support services;Concerns of the Indian family and the Civil society initiatives;Role of social worker in helping the family.

SW 304(D-I): Health and Medical Social Work (Revised as CBCS Pattern 2015-16)

Course Objectives:

1. Understand Concept of health as important aspect of social and human development
2. Develop understanding of health care services and programmes in the country.
3. Gain knowledge about community health interventions.
4. Familiarize about relevance, domain and nature of social work practice in different health settings.

Course Contents:

Unit-1: Health: Concept, components, dimensions and determinants, indicators of health status of people, Diseases: common communicable and non-communicable diseases: symptoms, causes and prevention. Epidemiology of communicable diseases.

Unit-2: Health Care Services in India : Structure and functions, primary healthcare: concept, issues of availability, affordability and accessibility to health care services in india. Health planning and policy, National Health Policy and health planning in five years plans. National Rural Health Mission (NRHM), Health care services in Rajasthan.

Unit-3: Reproductive and Child Health: Concept, components and strategies. Occupational health and diseases, Public health: meaning, scope and approaches, public health administration at central level and in Rajasthan.

Unit-4: Community Health: Concept, scope, philosophy and programmes. Community needs assessment, developing mechanism for people's participation. School health services, health insurance system. Role of medical social work

SW 304 D (II) WOMEN EMPOWERMENT IN INDIA (OLD 2014-15)

COURSE OBJECTIVES:-

1. Gain insight into the concept of women empowerment

2. Familiarise the status and role of women in India
3. Understand constitutional and legal safeguards available to women
4. Know the legislations, pertaining to women empowerment.

COURSE CONTENT:-

Unit-1 Women Empowerment : Meaning, definition, characteristics and areas. Strategies and approaches to women empowerment, gender equality through women's empowerment.

Unit-2 Status and Role of Women in India: Historical and contemporary perspectives, status and role of women in Rajasthan, women's movement in national and international context. Paradigm shift from welfare to right based approach.

Unit-3 Constitutional Provisions, legislative safeguards: Dowry Prohibition Act, Immoral Traffic Prevention Act, Indecent Representation of women Act, Medical Terminate of Pregnancy Act, Domestic Violence Act, Prenatal Diagnostic Techniques Act.

Unit-4 Policies and Programmes related to Women in India. Institutional provisions of women: National Commission for Women, as well as of Rajasthan, Rashitrya Mahila Kosh, Crime Against Women Cell, Family Court, Family Counseling Centers and Crisis Intervention Centers. State and Civil Society initiatives for women: UNO, Millennium Development Goals.

Unit-5 Social work intrvention with women welfare, development and empowerment: methods, strategies and models, advocacy and capacity building, strategies for promoting gender. Role of social workers in the field of women welfare and development.

SW 304 (D-II): Psycho –Somatic Factors of Health (Revised as CBCS Pattern 2015-16)

Course Objectives:

1. Develop understanding about psycho-somatic factors of health
2. Gain knowledge about psycho-somatic diagnosis and medicines
3. Know about importance of national health programs
4. Familiarize about overall health care system in India.

Course Contents:

Unit-1: Psycho –Somatic Factors of Illness: Concept and meaning, Psycho-Somatic diagnosis : meaning and importance, steps in psycho-Somatic diagnosis. Diagnosis aids Psycho somatic medicines: importance, types, methods of application, common physical diseases and role of medical social worker.

Unit-2: Various Health Related Committee: Bhore committee, Mudaliar committee, Chadda committee, Mukherjee committee, Kartar Singh committee, Srivastava committee, National Health Programmes in India: Malaria Eradication Progame, T.B, STD, HIV/AIDS central programmes and Immunization programme.

Unit-3: Health Extension Services: Concept and principles, health education. Relationship of yoga and health. Application of yoga in the treatment of physical diseases like highblood pressure, diabetes, jaundice , T.B. etc.

Unit-4: Importance of social work in medicine and public health, Role of social workers in institutional health care team : Principles and functions. Family interventions, psycho –educational and supportive intervention. Social skills training: activities of daily living and vocational skills training, Theraputic community. Psychiatric rehabitation.

SW 401 – SOCIAL POLICY AND SOCIAL DEVELOPMENT (OLD 2014-15)

COURSE OBJECTIVES:

1. Develop critical understanding of the nature and sources of social policy
2. Develop ability to examine the major political ideologies as influencing social policy, planning and social development, strategies and actions.
3. Understand the concept, content and process of social development.
4. Develop capacity to identify linkages between social needs, problems, social development issues, social policy and programmes, and skills for analysis.
5. Develop insight into and appreciation of the relevance of social policy and social development to social work practice as also sustainable development.

COURSE CONTENT:

Unit – I Meaning, concept and scope of social policy; Objectives of social policy; sources & models of social policy; Process of social policy formulation and influencing factors. Social policy perspectives in five year plans; Millennium Development Goals (MDGs).

Unit – II Values and social policy: equality, liberty and justice as the cardinal principles of social policy; Framework for analysis & evaluation of social policy in Indian perspective; Evolution of social policy in India; Distinction between social and economic policy.

Unit – III Sectors of social policy and their implementation — health, education, population, social welfare (old age, women, children). Policy for the Voluntary Sector.Social planning: Concept and meaning of planning and social planning; relationship between policy, planning and development. Social intervention at the macro and micro levels;

Unit – IV Development and under-development: meaning, concept and criteria; Factors of development - economic, social, cultural, psychological and political ; ideology and development; Models of development: Capitalism, Socialism, Mixed Economy; Historical experience of development process; Strategies of Development.People's organisations and development.

Unit – V Social Development: meaning, concept, dimensions, strategies & indicators. Values in Social Development: participatory approach, empowerment; role of State.Sustainable development: Meaning & concept, evolution, components, factors, innovative approaches.'Our Common Future' and sustainable development. Gandhian approach to development; Human Development approach; Global efforts for human development. Limits to growth. Growth with Equity; Role & scope for social work practice to impact social policy and social development.

SW 401: Integrated Social Work Practice (Revised as CBCS Pattern 2015-16)

Objectives:

1. Understand the prospective of integrated Social Work.
2. Enhance the capacity and skill of utilizing the integrated approach to solve human problems.
3. Develop an understanding about units of intervention-individual, group, family, neighbourhood, community, organization and political agencies as part of Social System.
4. Develop Self-awareness in one's role as a change agent and assume responsibility for self-learning and growth.

Course Contents:

Unit –1: Social System Theory and Common Base of Social Work Practice

Social System: Concept and Characteristics.

Contribution of System Theory.Ecological Theory and Eco-Systems Approach.
Common Base of Social Work Practice: Meaning and Need of Integrated Approach.
Phases of Integrated Approach: Initial, Middle and Concluding.
Units of Social Work Intervention: Dynamics and Interplay Therein (Individual, Family, Group, Community, Organization and Environment: Physical Social and Cultural)

Unit –2: Social Work Practice Systems

Social Work Practice Systems, Client System, the Charge Agent System, The Action System, The Target System Individual and Multi-Purpose System (Family, Groups, Communities and Organizations) and Environmental Social System, Integrating Micro, Meso and Macro Level Practice.

Unit –3: The Social Work Process

The Social Work Process: The Action System; Initiating Contact, Collection of Facts, Assessment, Planning, Negotiation of Contract Direct Practice Actors Indirect Practice Actors, Evaluation, Termination. Selective Use of Collaborative, Bargaining, Conflictive, Motivations, Resistant and Influencing Interventors.

Unit –4: Planned Change and Role of Integrated Practice :

The Process of Planned Change: Information Collection, Editing and Analysis, Prioritization, Intervention, Networking, Marketing and Evaluation.
Roles in Integrated Practice: Direct Provision of Services, System Leveling, Maintenance, Enhancement and Development, Change Agent, Researcher and Research Consumers, Case Management, Roles and Tasks in Case of Integrated Social Work Practice.

SW 402 – INTEGRATED SOCIAL WORK PRACTICE (OLD 2014-15)

COURSE OBJECTIVES:

1. Understand the perspective of integrated social work and develop an appreciation of work with various units of intervention-individual, group, family, neighbourhood, community, organisation and political agencies as part of the social system.
2. Develop appreciation of the process of identification of problem, process of work and location of tasks for problem solving and growth enhancement.
3. Enhance the capacity and skill of utilising the integrated approach to solve human problems.
4. Develop capacity to identify the goals of the profession, understand the conflict of values and develop skills to use strategies to overcome them.
5. Develop self-awareness in one's role as a change agent and assume responsibility for self-learning and growth.

COURSE CONTENT:

Unit – I Historical evolution of social work from charity to helping, enabling, and empowering profession.Evolution of the various methods in social work and the limitations of methods-specialisation. Common base of social work practice; Meaning, concept & need for integrated approach.Contribution of intra and inter-disciplinary content; correlating knowledge and practice.Context and culture specific practice.Phases of integrated approach – initial, middle and concluding (termination).

Unit – II Contribution of systems theory, ecological theory and the eco-systems approach. Concept & characteristics of social systems, units of social work intervention, dynamics and interplay between Units (individual, family, groups, communities, organisations and environment – physical, social and cultural). Holistic, Interactional and transactional approaches for integrated social work practice. Nature of social work practice – direct and indirect.

Unit – III Social work practice systems: client system, change agent system; action system, target system - individual, multi-person system (family, groups, communities and organisations) and environmental social system. Integrating micro, meso, and macro level practice; Dynamics of relationship among systems and levels.

Unit – IV The social work process - the action system: initiating contact, collection of facts, assessment, planning, negotiation of contract, direct practice actions, indirect practice actions, evaluation and termination.Selective use of collaborative, bargaining, conflictual, motivational, resistant and influencing interventions.

Unit – V Emerging challenges, roles and tasks in light of integrating social work practice; The process of planned change: information collection, editing and analysis, prioritization, intervention, networking, monitoring and evaluation. Roles in integrated practice: direct provision of services, system-leveling, maintenance, enhancement and development, change agent, researcher and research consumer; intra and inter-disciplinary approach to eclectic practice, Case management and working in inter-disciplinary teams and collaborative practice;Application of integrated social work in field practicum.

SW 402: Social Problems and Social Legislations (Revised as CBCS Pattern 2015-16)

Objectives:

1. Familiarize with Concepts related to social problem.
2. Develop understanding of contemporary Indian social problems.
3. Knowing about social legislations specially against social problems.
4. Understand the role of Social Works in redresal of Social Problems.

Unit – 1: Concepts Related To Social Problem

Social Problem: Concept, Causes and Effects, Social Organization, Social Disorganization, Anomie, Social Deviance, Alienation, Organized Crime, Violence and Cultural Lag.

Unit –2: Contemporary Problems in India-I

Corruption, Beggary, Prostitution, Substance Abuse, Poverty, Unemployment, Castesun and Communalism, Disaster and Displacement.

Unit –3: Contemporary Social Problems in India-II

Problem of HIV/AIDS, Inter-Generation Conflict, Terrorism, Violation of Human Rights, Problems Related to Environment, Domestic Violence, Child Abuse and Cyber Crime.

Unit –4: Social Legislations and Social Work Practice

Social Legislations: Meaning and Scope, Constitutional and Legislative Provisions Against Domestic Violence, Dowry, Sexual Harassment, Rape, Child Abuse, Feticide and Infanticide.

Role of Social Workers and NGO's in Redressal of Social Problems.

SW 403 – DISSERTATION

OR

SOCIAL INCLUSION, SOCIAL JUSTICE AND SOCIAL WORK (OLD 2014-15)

COURSE OBJECTIVES:

1. Understand concepts and dynamics of social exclusion, social justice and social inclusion.
2. Critically examine institutionalised mechanisms available for different vulnerable groups

3. Understand social situations, protective and promotive programmes for specific vulnerable groups
4. Develop knowledge and skills required in working for a just and inclusive social order.
5. Develop appropriate attitudes and commitment required to work for a just and equitable society.

COURSE CONTENT :

Unit-1 Concept and dimensions of social exclusion; mechanisms and factors of social exclusion; meaning of social inclusion; measures, concept of discrimination and exclusion; government and civil society initiatives for social inclusion. Social planning as a form of inclusive practice.

Unit-2 Vulnerablitiy: meaning and forms; Problems and issues faced by vulnerable and marginalized sections/groups in Indian society: Dalits, tribals, OBC, minorities and women; people with disability, child workers, domestic workers, and sex workers, bonded labour, migrant workers, displaced persons, senior citizens, people living with HIV/AIDs,Human rights violations of vulnerable sections

Unit-3 Social Justice: meaning, philosophy, features and forms; Manifestations of social injustice in the Indian context: Exclusion, oppression and marginalization; Social Justice as a core value of social work profession; Development with justice

Unit-4 Instruments of social justice: Constitutional base of social justice, positive and protective discrimination; Indian legal system and its operational instruments – IPC, Cr.PC, CPC; Legal and public advocacy, PIL, legal literacy, free legal aid, RTI Civil society as pressure groups: case illustrations. Statutory bodies/organs for justice – National and State Commissions for Women, Minorities, Scheduled Castes, Scheduled Tribes and Human Rights

Unit-5 Critical analysis of the redressal mechanisms for vulnerable and marginalized sections; Approaches of intervention: policy initiatives, legislative, programmes and schemes, empowerment, advocacy and civil society initiatives, emancipatory and spiritual.Social work practice with vulnerable populations. Role of professional social workers and Mass Media in promoting social justice and social inclusion. Development of sensitivity and empathetic attitudes towards vulnerable populations.

SW 403: Field Practicum and Block Placement (Revised as CBCS Pattern 2015-16)

SW 404 & SW 405 CHOICE (TWO PAPERS FROM THE SAME GROUP OF SEMESTER III) (OLD 2014-15)

SW 404 & SW 405 (I) SOCIAL WORK WITH DIFFERENTLY ABLED (OLD 2014-15)

COURSE OBJECTIVES:

1. Understand issues & concerns related to persons with disability & their caregivers.
2. Critically appraise theoretical & conceptual perspective with regard to disability as also research evidence in order to make effective assessment, decisions & interventions.
3. Facilitate the integration of theoretical concepts & social work tasks in field practice under different auspices.

COURSE CONTENT:

Unit - 1 Definitions : Impairment, disability & handicap. Models of disability. The charity model, bio-centric model, functional model & human rights model. Incidence & prevalence of disability; national & international perspectives. Disability classification, causes, needs & problems.

Unit-2 Societal attitude toward persons with disability (PWD). Stigma, discrimination oppression & social exclusion. Psychosocial factors & coping with disability. Human rights violations & protection of rights.

Unit-3 Critical analysis of various legislations (RCI Act, PWD Act & National Trust Act). Existing services & programmes for persons with disabilities, Role of government & NGOs. Disability Movement: historical perspective, national & international milestones from welfare to right based approach, PWD as consumer. Mainstreaming; philosophy & strategies. Inclusive education, Models of inclusive education.

Unit-4 Prevention of disabilities at primary, secondary & tertiary level. Rehabilitation services for the PWD (Educational, vocational, economic & social). Multidisciplinary framework of disability work. Roles & functions of professionals. Community based rehabilitation; philosophy; approaches & programmes.

Unit-5 Social work intervention for prevention & rehabilitation. Disability counseling components and approaches. Institutional & non institutional & communal settings. Influencing societal attitudes; empowerment ideology as social intervention. Networking & advocacy approaches, strategies & processes.

SW 404: dissertation (Revised as CBCS Pattern 2015

SW 405(A-I): Human Resource Management (Revised as CBCS Pattern 2015-16)

Objectives:

1. Impart knowledge about concept, principles and functions of HRM.
2. Develop Competence among students regarding Human Resource Management Issues.
3. Providing knowledge regarding wage and salary administration.
4. Impart knowledge about the disciplinary procedure of organization.

Course Contents:

Unit –1: Human Resource Management

Definition, Significance, Evolution, Philosophy, Objectives, Scope, Principles and Functions, Qualities of HRM Functionary.

Unit –2: Human Resource Planning and Development

Forecasting Requirement, Sources of Manpower Supply, Recruitment and Selection, Induction and Placement, Transfer, Promotion, Training and Development.

Unit –3: Job Analysis and Performance Appraisal

Job Evaluation, Performance appraisal: Objectives, Methods, Performance Counseling and Potential Appraisal, Wage and Salary Administration.

Unit –4: Discipline: Concept and Purpose

Employee Discipline and Disciplinary Procedure, Industrial Social Work, Emerging Perspective on Human Resource Management.

SW 405 A (II) MANAGEMENT OF NON-PROFIT ORGANIZATION AND SOCIAL ENTERPRIZES (OLD 2014-15)

COURSE OBJECTIVES:

1. Develop an understanding of the conceptual framework of NPOs and social enterprise development.
2. Appreciate the structural and functional aspects of NPOs and social enterprises.
3. Familiarise with the policy framework in relation to NPOs and social enterprises.
4. Develop appropriate skills and aptitude for the management of NPOs and social enterprises with innovations.
5. Develop an understanding of the process involved in the designing of development projects and social enterprises.

COURSE CONTENT:

Unit-1 State, Market and Civil Society in Context : Roles, functions and practices; Concept of NPO : Meaning, Definition; Types of NPOs - similarities & differences, emerging trends; NPO-Government interface. Organisational structure and governance systems; Organisational design; Concept of Management : Meaning, Definition and Types.

Unit-2 Social Entrepreneurship, Self Help Group, primary co-operatives, Micro-credit, micro-finance, Micro-insurance, Micro-enterprise. Enterprise Management and Scaling-up; Historical evolution of the credit sector.

Unit-3 Policy of Government of India for the voluntary organization; Mechanisms and processes involved in micro-credit & micro-finance; concept of micro-credit institutions; Informal Credit Markets and financial institutions. Problems and challenges associated with the micro-finance sector

Unit-4 Organization and function - Capacity, capability enhancement and training; Liaisoning and networking, MIS; Resources and finance – Resource mobilization, Budgeting, accounting and auditing, management and maintenance of records.

Unit-5 Project formulation and designing of development projects and enterprises; Role of social worker in social enterprise development and NPOs.Role of key institutions like NABARD, SIDBI, KVIC, Rashtriya Mahila Kosh (RMK) in promotion of social enterprises. Case studies of leading NPOs and successful social enterprises.

SW 405(A-II): Labour Legislations in India. (Revised as CBCS Pattern 2015-16)

Objectives:

1. Providing working knowledge of Labour Laws
2. Explain Concept and need for labour legislation.
3. Discuss Main Provisions of important Acts related to labour legislation.
4. Know about International Labour Organization.

Course Content:

Unit –1: Labour Legislation

Need, Concept and Sources, International Labour Organization: Structure and Functioning.

Impact of ILO on Indian Labour Legislation.

Unit –2: Labour Legislation in Factories, Mines and Plantations Factories Act, 1948

Mines Act, 1952, Plantations Labour Act, 1951, Industrial Employment Standing Orders, Act, 1946.

Unit –3: Legislation Dealing with Wages, Bonus, Migrant and Child Labour

Payment of Wages Act, 1936, Minimum Wages Act, 1948, Payment of Bons Act, 1965.
Inter-State Migrant Workmen (Regulation of Employment and Conditions of Services). Act,1979.Child Labour (Prohibition and Regulation) Act, 1986.

Unit –4: Other Important LabourLegislations

Building and Other Construction Workers (Regulation of Employment and Conditions of Service) Act, 1996, Equal Remuneration Act, 1948.
Contract Labour (Regulation and Abolition) Act, 1970.

SW 405 A (III) SOCIAL DEFENSE AND CORRECTIONAL SERVICES (OLD 2014-15)

COURSE OBJECTIVES:

1. Develop understanding of the concept & philosophy of social defence & correctional services.
2. Develop practice skills in prevention, correction & rehabilitation work in social defence.
3. Understand the philosophy approaches & relevance of community based programes in social defence.

COURSE CONTENT:

Unit - 1 Crime: concept, causation & its relation to social problems. Theories of crime & punishment. Changing dimension of crime. Correctional services: concept, philosophy & changing perspectives.

Unit-2 Social defence, concept, philosophy & changing dimensions. Children in need of care & protection, juveniles in conflict with law, street & working children, older persons, offenders. Crimes against children, women & older persons. Alcoholism & drug abuse.

Unit-3 Introduction to Indian Penal Code, Criminal Procedure Code & Indian Evidence Act. Narcotic Drugs & Psychotropic Substances Act 1986, Prisons Act, Prisoners Act. Criminal Justice system: components, process & perspectives – Police, prosecution, Judiciary & correctional institutions.

Unit-4 **(A),** Institutional Correctional Services-structures, functions & limitations, Prisons, observation homes, Children homes.2., Special homes, Beggar homes, Rescue homes, Dropin shelters.3., Short stay homes, Protective homes, Half-way homes, De-addiction centres etc.**(B), Non-Institutional Services**1., Probation & Parole2., Community correction Programmes.3., Community based programmes4., After-care, intensive after care, reintegration & follow up.

Unit-5 Victimnology: Study of victims of crime.Victim compensation, victim support services. Concept of Restorative Justice. Application of UN standards, Human Rights Perspective & early detection approach to prevention of crime.

In CBCS: Paper SW 405 A (III) has not been included

SW 405 (Bi) HUMAN RESOURCE MANAGEMENT (OLD 2014-15)

COURSE OBJECTIVES:-

1. Develop a general perspective on management of industrial organization.
2. Understand a holistic perspective of human resource management and human resource development.
3. Familiarize with HR information system and HRD interventions.
4. Develop an understanding of enhancement of competences of HR professionals.

COURSE CONTENT:-

Unit-1:- Fundamentals of Management: Concept of management, Principles, theories and approaches, types of management: multi-nationals, trusts, cartels, cooperatives, public undertakings.

Unit-2:- Human Resource Management: Concept, scope, philosophy, objectives, evolution, approaches, structure and functions.

Unit-3:- Strategic Human Resource Management, talent acqisition, talent retention, compensation management, corporate ethics and values, competences of HR professionals in a strategic human resource management scenario. Application of human resource information system.

Unit:-4:- Human Resource Development : Concept, need, scope, and approaches. HRD sub-systems. HRD for organizational effectiveness, training and development, HRD interventions , Performance management, Measuring HR: the need for measuring HR. HR as strategic partner.

Unit-5:- HR auditing : effectiveness index, key indicators, management objectives, organizational development, local quality management and employee competency development.

SW 405(B-I):Urbanization and Community Development (Revised as CBCS Pattern 2015-16)

Course Objectives:

1. Know about issues related to urbanization
2. Understand about concept, objectives and approaches to community development
3. Acquaint with urban growth, management and urban poor
4. Acquire knowledge of local self-governance.

Course Contents:

Unit-1: Urbanization

Concept, Causes and Consequences of Urban Poverty and Livelihood Issues. Migration: Concept and Issues, Slums and Housing, Natural Resource Management in Communities.

Unit-2: Urban Growth Management

Meaning, Approaches, Strategies of Local Economic Development, Core Areas of Urban Development: Informal Economy, Self-Employment, Unorganized Sector and Entrepreneur Development, Issues of Urban Space, Housing and Right to Shelter.

Unit-3: Community Development and Urban Local Self Governance

Definition, Objectives, Approaches, Historical Development, Types of Community Development: Urban, Rural and Tribal.

Concept and Significance, Constitutional and Legal Status, Structure and Functions of Nagar Nigam, Nagar Palika, Nagar Mahapalika, Town Area and Cantonment Board.

SW 405(B-II): LABOUR PROBLEMS AND LABOUR LEGISLATION IN INDIA (OLD 2014-15)

COURSE OBJECTIVES:-

1. Identify and analyses labor problems
2. Know about concept, need and development of labor legislation
3. Understand different labour legislations
4. Familiarize with labour organizations

COURSE CONTENT:-

Unit-1 Labour Problems: Problems of organized and unorganized labour, labour migration, indebtedness, absenteeism, labour turnover, alcoholism, housing, livelihood, emerging challenges for social workers in industry.

Unit-2 Labour legislation: Concept, need, scope and development, Inter relationship between labour legislation and other social legislation, International Labour Organization (ILO): structure and functions. Impact of ILO on labour legislation in India.

Unit-3 The Factories Act,1948 ; Mines Act, 1952, Plantations labour Act, 1951, Contract labour (Regulation) Act, 1970.

Unit-4 The Payment of Wages Act, 1936, Minimum Wages Act, 1948, Payment of Bonus Act, 1965, Payment of Gratuity Act, 1972, Equal Remuneration Act, 1976.

Unit-5 Labour Organization : Need, types and role responsibilities, problems, and impact of globalization on labour organizations. The Trade Union Act, 1926, Industrial disciplinary procedure.

SW 405(B-II): Urban Planning and Development (Revised as CBCS Pattern 2015-16)

Course objectives:

1. Gain Knowledge about urban planning
2. Develop an understanding of urban development in India
3. Enhance sincerity and commitment towards development of urban poor
4. Develop necessary skills for urban community development

Course Contents:

Unit-1: Urban Planning

Concept, Need, Historical Background, Approaches and Problems, Master Plan: Contents, Methods and Techniques.

Unit-2: Urban Development

Concept, Features, Objectives, Historical Background and Process. National Urban Renewal Mission: Vision, Scope and Status.

Unit-3: Policies and Programmes and Social Work Practice

Structure and Functions, District Urban Development Authority (DUDA): Structure and Functions Programmes of Urban Development in Rajasthan

Unit-4: People's Participation

People's Participation in Urban Development, Role of Social Action and Advocacy in Urban Development, (For Public Distribtuion System, Right to Information, Right to Education and Acceptability), Initiatives of Civil Society Organization for Urban Community Development.

SW 405(C-I): MENTAL HEALTH AND PSYCHIATRIC SOCIAL WORK (OLD 2014-15)

COURSE OBJECTIVES:-

1. Understand concept and dimensions of mental health.
2. Develop an understanding of psychiatry.
3. Understand the relevance, nature and types of social work inventers in psychiatric settings.
4. Develop skills and attitudes required for the practice of Psychiatric Social Work

COURSE CONTENT:-

Unit-1:- Normal Behavior: Meaning and characteristics, Abnormal Behavior: Meaning, Characteristics and diagnosis. Classification of abnormal behavior, theories and models of abnormal behavior: psycho-social, behavior, humanistic and psycho-analytic.

Unit-2:- Mental Health: Meaning and characteristics, Community Mental Health, Biological, Psychological and sociological approaches to mental illness, Mental health services in India and Rajasthan, Law and mental Health.

Unit-3:- Psychiatry : Meaning, nature, scope and importance, social psychiatry and community psychiatry. Development of psychiatry. Psychiatry and social work.

Unit-4:- Psychiatric Social Work: Concept and historical development. Social work intervention as psychiatric social work. Practice of psychiatric social work: role and functions.

Unit-5:- Psychiatric Social Worker: Importance and role in the field of mental health as a member of psychiatric team. Psychiatric rehabilitation.

SW 405(C-I): Child Welfare and Development (Revised as CBCS Pattern 2015-16)

Objectives:

1. Understand the significance of child development and right of children.
2. Gain knowledge about legal safeguards related to children.
3. Familiarize with policies, programmes and services related to children.
4. Develop skills of working with children.

Course Contents:

Unit –1: Child Welfare: Child Welfare: Concept, Need, Significance, Philosophy and Issues. Needs of Children: Pysical, Psychological, Social and Emotional Problems in the Fulfillment of Different Needs.

Unit –2: Child Development and Problems

Child Development: Meaning and Significance, Child Care: Concept, Philosophy and Services.

Children in Vulnerable Situation: Children with Disabilities, Trafficking of children, Street and Working Children and Child Prostitution.

Unit-3: Legislative FrameworkRights of the Children: United Nations Convention on the Rights of Children.

Constitutional Provisions Regarding Children.

Juvenile Justice Act, Child Labour Act (Prohibition and Regulation) Act, Child Development and Protection Policies and Programmes in India.

Unit-4: Children and Social Work Practice

Social Work Intervention in the Field of Child Welfare Development and Protection Role of Social Worker in Different Settings of Child Welfare Development and Protection.

SW 405 C (II) MENTAL AND PERSONALITY DISORDERS (OLD 2014-15)

COURSE OBJECTIVES:-

1. Gain Knowledge about different types of psychotic and psycho-neurotic disorders.
2. Know about personality disorders.
3. Understand the relevance of social work interventions in mental health.
4. Develop an integrated approach to social work practice in the field of mental health.

Unit-1:- Psychotic Disorders: Classification and symptoms of psychosis, Schizophrenic reaction, paranoid reaction, manic–defensive reaction, affective psychotic reaction and other psychotic reactions, Epilepsy: symtoms, diagnosis, treatment and prevention. Treatment of Psychotic disorders and role of psychiatric social worker.

Unit-2:- Psychoneurotic Disorders: Anxiety, neurosis, fatigue syndromes, hysterical reactions, phobia reaction, obsessive-complulsive reaction and neurotic depression, treatment of psychoneurotic disorders and role of psychiatric social worker.

Unit-3:- Personality Disorders: Meaning and nature of personality disorder, problems in diagnosis of personality disorders.

Unit-4:- Types of Personality Disorders: Schizoid, schioztypal, narcissistic, anti-social, borderline, avoidance, dependent, obsessive and compulsive.

Unit-5:- History of social work practice in mental Health, Social work applications in mental health: Concepts, principles and approaches of community organization in mental health. Intersectoral collaboration and NGO involvement in mental health, social support strategies: Event centered and Network centered.

SW 405(C-II): Youth Development and Welfare of the Aged (Revised as CBCS Pattern 2015-16)

Objectives:

1. Develop an understanding of youth and aged.
2. Sanitization about issues related to youth and aged.
3. Develop concern and Interest in working with youth and aged.
4. Enhancement of skills for identification of needs and intervention for welfare and development of youth and aged.

Course Contents:

Unit – 1: Youth

Youth: Concept, Characteristics, Needs and Problems of Urban and Rural youth. Emerging Pattern of youth, Culture in Contemporary Indian Society and Inter Generation Conflicts.

Unit –2: Programmes and Policies

National Youth Policy, National Commission on youth, Institutional Interventions: Nehru Yuva Kendra (NYK), NCC, NSS, Employment and Guidance. Youth Welfare Programmes.

Unit -3: Aged and Policies

Aged: Concept and Meaning, Problems of the Aged: Social, Emotional, Physical and Adjustmental.

New Perspectives on the Care of the Aged.National Policy and Legislative Provisions for the Aged.

Unit-4: Welfare Services and Aged

Services for the Aged: Agencies and Institutional., Government and Non Government, Counseling for Aged., Home and Family Based Services, Information and Referral Services, Mobile Health Services, Senior Citizens Clubs, Day Care Center, Helpline, Role of Social Worker for the Welfare of Aged.

SW 405(D-I): (I) CHILD WELFARE AND DEVELOPMENT (OLD 2014-15)

Objectives:-

1. Understand the significance of child development and rights of children
2. Gain knowledge about the legal safeguards related to children
3. Familiarize with policies, programmes and services related to children
4. Develop skills of working with children

Course –Content:-

Unit-1:- Child Welfare and Development: Need, concept, dimensions and issues. Needs of children: Physical, psychological, social, emotional, mental and health related child right : concept, and importance.

Unit-2:- Philosophy of child welfare and development, Historical development of child welfare and development status of children in India. Demographic profile, education, health, nutrition and protection. Child care: concept, philosophy, services, emerging need and programmes early childhood care and development.

Unit:-3:- Constitutional provisions for children, National policy on children, International perspectives and U.N convention of children, Legal provision related to feticide, adoption, foster care, guardianship, child marriage and child labour. Programmes related to child welfare and development.

Unit-4:- Children in vulnerable situation: Children with disabilities, trafficking of children, street and working children, child prostitution, children of migrant families. Children as victims of war, terrorism, communal violence, natural disaster and displacement. Child labour : status, causes and consequences.

Unit-5:- Social work intervention in the field of child welfare and development, Role of social worker in different settings of child welfare and development.

SW 405(D-I): Mental Health and Psychiatric Social Work (Revised as CBCS Pattern 2015-16)

Course Objectives:

1. Understand concept and dimensions of mental health.
2. Develop an understanding of psychiatry.
3. Understand the relevance, nature and types of social work inventers in psychiatric settings.
4. Develop skills and attitudes required for the practice of Psychiatric Social Work.

Course Content:

Unit-1: Normal Behavior: Meaning and characteristics, Abnormal Behavior: Meaning, Characteristics and diagnosis. Classification of abnormal behavior, theories and models of abnormal behavior: psycho-social, behavior, humanistic and psycho-analytic.

Unit-2: Mental Health: Meaning and characteristics, Community Mental Health, Biological, Psychological and sociological approaches to mental illness, Mental health services in India and Rajasthan, Law and mental Health.

Unit-3: Psychiatry : Meaning, nature, scope and importance, social psychiatry and community psychiatry. Development of psychiatry.Psychiatry and social work.

Unit-4: Psychiatric Social Work: Concept and historical development. Social work intervention as psychiatric social work. Practice of psychiatric social work: role and functions.

SW 405(D-II): YOUTH DEVELOPMENT AND WELFARE OF THE AGED (OLD 2014-15)

COURSE OBJECTIVES:-

1. Develop an understanding of the social system that affects the function of youth and aged.
2. Sensitization about issues related to youth and aged.
3. Develop concern and interest in working with youth and aged.
4. Enhancement of skills for identification of needs and intervention for welfare and development of youth and aged.

COURSE CONTENT:-

Unit-1:- Youth : Concept and characteristics, inter generation conflict, needs and problems of youth in rural and urban areas, youth unrest and crime.

Unit-2:- National policy for youth in India, National commission on youth : structure and functions. Youth welfare and development programmes in India, Nehru Yuva Kendra, NCC, NSS, and other such programe, Career counseling and guidance with youth.

Unit-3:- Concepts of aged, geriatrics, gerontology and senior citizens, Biological and physical aspects of ageing, Social Aspects: changing roles and functions in the family and society. Psychological aspects: self image of aged and self esteem. Economic aspects.

Unit-4:- Demographic characteristics of aged, family and its role in the promotion of physical, mental and emotional health of aged, Identification of the potentialities of aged. Integration of aged with other sections of society, National Policy on Aged. Legislative Provisions for Aged.

Unit-5:- Services for the Aged: Govt and non-governmental, institutional and non-institutional, counseling for the old age, Peer-counseling home and family based services, information and referral services, mobile-health services, recreation centres, senior citizens clubs, day care centres, helpline, social work with the aged : need and areas of practice, Role of NGOS.

SW 405 (D-II): Mental and Personality Disorders (Revised as CBCS Pattern 2015-16)

Course Objectives:

1. Gain Knowledge about different types of psychotic and psycho-neurotic disorders.
2. Know about personality disorders.
3. Understand the relevance of social work interventions in mental health.
4. Develop an integrated approach to social work practice in the field of mental health.

Course Content:

Unit-1: Psychotic Disorders: Classification and symptoms of psychosis, Schizophrenic reaction, paranoid reaction, manic–defensive reaction, affective psychotic reaction and other psychotic reactions, Epilepsy: symtoms, diagnosis, treatment and prevention. Treatment of Psychotic disorders and role of psychiatric social worker.

Unit-2: Psychoneurotic Disorders: Anxiety, neurosis, fatigue syndromes, hysterical reactions, phobia reaction, obsessive-complulsive reaction and neurotic depression, treatment of psychoneurotic disorders and role of psychiatric social worker.

Unit-3: Personality Disorders: Meaning and nature of personality disorder, problems in diagnosis of personality disorders.

Unit-4: Types of Personality Disorders: Schizoid, schioztypal, narcissistic, anti-social, borderline, avoidance, dependent, obsessive and compulsive Social work applications in mental health.

GROUP - E

(I) URBANIZATION AND COMMUNITY DEVELOPMENT (OLD 2014-15)

COURSE OBJECTIVES:-

1. Know about issues related to urbanization
2. Understand about concept, objectives and approaches to community development
3. Acquaint with urban growth, management and urban poor
4. Acquire knowledge of local self governance.

COURSE CONTENT:-

Unit-1:- Urbanization : Causes and consequences of urbanization, urban poverty and livelihood issues. Migration : issues and result developments, slums and housing, natural resource management in communities.

Unit-2:- Urban growth management: meaning, approaches, strategies of local economic development, core areas of urban development : informal economy, self employment, unorganized sector and entrepreneur development, issues of urban space, housing and right to shelter.

Unit-3:- Community Development : definition, objectives, approaches, historical development, types of community development : urban, rural and tribal.

Unit-4:- Urban local self governance: Concept and significance, constitutional and legal status, structure and functions of Nagar Nigam, Nagar Palika, Nagar Mahapalika, Town Area and Cantonment Board.

Unit-5:- Urban Poor: Present status and characteristics, challenges for the urban poor: food security, housing, health, education and social security, Impact globalization and urbanization on the urban poor.

(II) URBAN PLANNING AND DEVELOPMENT (OLD 2014-15)

Course objectives:-

1. Gain Knowledge about urban planning
2. Develop an understanding of urban development in India
3. Enhance seniority and commitment towards development of urban poor
4. Develop necessary skills for urban community development

Course Content:-

Unit:-1 :- Planning : Concept, objectives and planning process, Rural urban continuum, Quality of life in urban community, changes in urban community and emerging mode of urban life.

Unit-2:- Urban Planning: Concept, need , historical background, approaches and problems, Master Plan: contents, methods and techniques.

Unit-3:- Urban development : Concept , features, objectives, historical background and process. 74^{th} constitutional amendment and role of urban local bodies, National Urban Renewal Mission : Vision, scope and status.

Unit-4:- Policies and Programmes of urban renewal state urban development authority (SUDA) : Structure and functions, District Urban Development Authority (DUDA): structure and functions programmes of urban development in Rajasthan.

Unit-5:- People’s participation in urban development, role of social action and advocacy in urban development (for public distribution system, right to information, right to education and acceptability), Initiatives of civil society organization for urban community development.

Group E not included in CBCS Pattern 2015-16

Date: 30/10/2014

Department of English
Jain Vishva Bharati Institute Ladnun

BOARD OF STUDIES
INFORMATION

The Board of Studies Meeting of the Department of English was held on 30/10/2014 in the Chamber of Head of the Department. The BOS had a thorough discussion about the **Credit Based System** and its implementation. The BOS approved of the existing syllabus after certain modifications. The following members were present in the Meeting:

1. Prof. Rekha Tiwari (Chairperson)
2. Prof. Rajul Bhargava, (External Member)
3. Prof. SK Agarwal (External Member)
4. Mr Pramod Saini (Internal Member)
5. Dr Sanjay Goyal (Secretary)

(Prof. Rekha Tiwari)
Head, Department of English
JVBI

Copies to:
1. All Concerned Persons
2. Sr. P.A. to V/C, JVBI
3. P.A. to Registrar, JVBI

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Jain Vishva Bharati Institute, Ladnun
Department of English

Board of Studies

The meeting of the Board of Studies of the Department of English took place on 11-02-2015 in the HOD's chamber. The Following Members were present in the meeting:

1. Prof. Rekha Tiwari (Chairperson)
2. Prof. Rajul Bhargava (External Member)
3. Prof. SK Agarwal (External Member)
4. Mr Pramod Saini (Internal Member)
5. Dr Sanjay Goyal (Secretary)

The minutes of the meeting are given below

The members discussed in detail the syllabuses of the Post Graduate and Under Graduate programmes keeping in view the changes required for the choice based credit system. It was decided that in the first two semesters there should be four core compulsory courses and one foundation course. Each of them should be of four credits. In this way a student can earn forty credits in first two semesters. In the next two semesters there should be three or four core compulsory courses and two/one elective course. Each will help the students to earn forty credits in two semesters (semester third and fourth). It was decided that looking to number of students and teachers in the department there cannot be many electives given. No change was suggested in the existing syllabus for the students studying in second and fourth semesters. The reframed syllabus on the bases of choice based credit system is attached for information.

The objectives of the various courses are to acquaint the learners with the different genres of English literature of different periods and different countries. The courses aim at increasing the linguistic competence of the learners and to improve their knowledge of various communication skills.

The content of the various courses is comprised of the literary works of writers from across the globe. It contains the elements of culture and values.

The methodology adopted would be according to the level of the learners. There would not be a single method but efforts will be made to clarify each point in the best possible way. The learners would be encouraged to visit the library, read reference books and search the internet for enhancing their knowledge. The teachers would take the feedback of the students at every step. There would be seminars and paper presentation in department to encourage the learners to be good at speaking English and build up their confidence.

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Old Syllabus

M.A. English
Syllabus – 2013-2014
Semester I

75 +25 (CIA)

1.1 The Use of English

i. Basic Sentence Patterns and Transformation 15
ii. Time, Tense and Concord 15
iii. Notions and Concepts 15
iv. Basics of Writing
(Essay, Paragraph, Letter, Theme & Précis writing) 15
v. Idiomatic use of English 15

1.2 Literature for Human Values

i. Rajaji – Ramayana 15
ii. Radhakrishnan - Indian Religious Thought 15
iii. R. K. Narayana - Waiting for Mahatama 15
iv. Bhisam Sahini - Tamas 15
v. Khalil Gibran - The Prophet 15

1.3 From Chaucer to Blake

i. Bacon: Of Studies, Of Revenge, Of Adversity 15

ii. Milton: Lycidas, L'Allegro, On his 24th Birthday, 15

iii. Shakespeare: The Merchant of Venice 15

iv. Swift: The Bee and Spider Episode from Battle of the Books 15

v. Blake: London, Chimney Sweep, Tyger 15

1.4 Wordsworth to Eliot

i **Romantic Poetry**
i. 1 Wordsworth: Solitary Reaper
i. 3 Keats: Ode to Autumn, Ode to a Gracian urn
i. 4 Shelley: Ode to Skylark, Stanzas written near Naples in dejection

ii **Lamb** 15

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New Syllabus after CBCS

M.A. English
Syllabus – 2015-2016
Semester I

MAE101 The Use of English **Credits 4**

Unit-1 Basic Sentence Patterns and Transformation
Unit-2 Time, Tense and Concord
Unit-3 Notions and Concepts
Unit-4 Basics of Writing
(Essay, Paragraph, Letter, Theme & Précis writing)

MAE102 Literature for Human Values **Credits 4**

Unit-1 Rajaji – Ramayana
Unit-2 Radhakrishnan - Indian Religious Thought
Unit-3 Bhisam Sahini - Tamas
Unit-4 Khalil Gibran - The Prophet

MAE103 Selections From Chaucer to Blake **Credits 4**

Unit-1 (A) Chaucer : Two Portraits From Canterbury Tales (Prioress+Parson) 20
(B) Bacon : of Studeis, of Adversity 15
Unit-2 Shakespeare: The Merchant of Venice 20
Unit-3 (A) Milton Lycidas, On his 24th Birth Day 15

(B) Selections From Milton & Blake
Unit-4 Selections From Swift & Pope
(A) The Bee and Spider Episode from Battle of the Books
(B) Pope : Rape of the lock canto one

MAE104 Wordsworth to Eliot **Credits 4**

Unit-1 **Selections From Romantic Poerty** 20
(A) Wordsworth: Solitary Reaper
(B) Keats: Ode to Autumn
(C) Shelley: Ode to Skylark
Unit-2 **Victorian Poetry**
(A) Tennyson: The Lotus Eaters Ulysses 20
(B) Browning Porpheria's Lovers
Unit-3 **Selections From Prose & Fiction**
(A) Lamb: Dream Children: A Reverie 30
(B) Dickens Oliver Twist
Unit-4 **Modern Poetry**

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New Syllabus after CBCS

(A) Yeats: Broms Head
(B) Eliot: Love Song of J:Alfred Prufrock

MAE105 Foundation Course : Value Education **Credits 4**

Books Recommended:

1. English for Competitive Examination – Prof. R. P. Bhatnagar
2. Modern English – Prof. N. Krishnaswamy
3. A Practical English Grammar – A. J. Thomson & A. V. Martinet
4. The History of English Literature – Edward Albert – OUP
5. Study Writing – Hamp-Lyons/Heasley – CUP
6. A guide To Patterns and Usage in English – A. S. Hornby (CUP)

Books for Reference:

1. Literary Criticism – Wimsatt & Brooks
2. New Insights in R. K. Narayan - M. K. Bhatnagar
3. New Variations in Ramayana – Sahitya Academy I & II
4. The Concepts of Ramayana – Motilal Banarsi Das
5. Indian Philosophy - Das Gupta
6. University Grammar of English – R. Quirk and Sidney Greenbaum
7. A Communicative Grammar of English – Leech and Svrtvik
8. ABC of common Errors in English – Nigel Turton, Macmillan
9. English Phrasal Verbs in Use-Mccarthy and O'Dell (CUP)
10. English Idioms in Use - Mccarthy and O'Dell (CUP)
11. The History of English Literature – Hudson
12. History of English Literature- Pramod Nayar
13. Pelican Guide to English Literature- Boris Ford (V. 1-7)

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Old Syllabus

Semester II

2.1 Introduction to Modern Linguistics 75+25 (CIA)

i. **Key Concepts of Linguistics** (Langue, Parole, Syntagmatic, Paradigmatic, Diachronic, Synchronic, Prescriptive, Descriptive) 10

ii. **Varieties of Language** (Dialect, Register, Pidgin, Creole, Standard and non-standard, Code-switching and Code-mixing) 20

iii. **Phonology and Phonetics** (details description of English Consonants and Vowels) 15

iv. **Morphology and Word-formation** (free and bound and derivational and inflectional morphemes) 15

v. **Syntax and Semantics** (Phrase and Clause Structure, Connotative and Denotative meaning) 15

2.2 Communication and References Skills {40+35 (Practical)}

i. Listening, and Speaking Skills 20

ii. Reading Skills and Vocabulary 15

iii. Study Skills (Note taking and Note making) 15

iv. Documentation and Editing Skills 10

v. Use of Multimedia (e-mail, web page, blog writing and Social networking) 15

2.3 Literature for Indian Values

i. Khuswant Singh – India, An Introduction 15

ii. Acharya Mahapragya and Abdul Kalam– The Family and the Nation 15

iii. Acharya Tulsi – World Peace & Non-violence 15

iv. Acharya Mahapragya – Non-violence & Its Many Facets 15

v. Essays: (i) What India can teach us: Max Müller
(ii) Buddha and Jesus: Swami Vivekanand

2.4 New Literatures in English

i. Australian: Patric White: 2 POEMS none 15

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New Syllabus after CBCS

Semester II

MAE201 Introduction to Modern Linguistics **Credits 4**

Unit-1 **Key Concepts of Linguistics** (Langue, Parole, Syntagmatic, Paradigmatic, Diachronic, Synchronic, Prescriptive, Descriptive)

Unit-2 **Varieties of Language** (Dialect, Register, Pidgin, Creole, Standard and non-standard, Code-switching and Code-mixing)

Unit-3 **(A)Phonology and Phonetics** (details description of Consonants and vowels)
(B) Morphology and Word-formation (free and bound and derivational and inflectional morphemes)

Unit-4 **Syntactic Structures** (Phrase and Clause Structures)

MAE202 Communication and References Skills **Credits 4**

Unit-1 Listening, and Speaking Skills

Unit-2 Reading Skills and Vocabulary

Unit-3 Study Skills (Note taking and Note making & Editing Skills)

Unit-4 Use of Multimedia (e-mail, web page, blog writing and Social networking)

MAE203 Literature for Indian Values **Credits 4**

Unit-1 Khuswant Singh – India, An Introduction

Unit-2 Acharya Tulsi – World Peace & Non-violence

Unit-3 Acharya Mahapragya – Non-violence & Its Many Facets

Unit-4 Essays: (i) What India can teach us: Max Muller
(ii) Buddha and Jesus: Swami Vivekanand
Family + Nation

MAE204 New Literatures in English **Credits 4**

Unit-1 Australian: Patric White: A Day of Writing

Unit-2 Canadian Literature: Margret Atwood: Surfacing

Unit-3 African Literature: Achebe: Things Fall Apart

Unit-4 Black Literature: Toni Morrison: The Bluest Eye

MAE205 Foundation Course : Computer Skills **Credits 4**

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ii. 1 Lamb: Dream Children: A Reverie,

iii **Victorian Poetry** and Fiction — 15

iii. 1 Tennyson: The Lotus Eaters

IV **Victorian Fiction** — 15

iv. 1 Dickens: A Tale of Two Cities

V **Modern Poetry** — 15

v. Love Song of J Alfred Prufrock

vi. 1 Yeats: ~~Nineteen Hundred and Nineteen~~ Bronze Head

1.5 Seminar/Library

Books Recommended:

1. English for Competitive Examination – Prof. R. P. Bhatnagar
2. Modern English – Prof. N. Krishnaswamy
3. A Practical English Grammar – A. J. Thomson & A. V. Martinet
4. The History of English Literature – Edward Albert – OUP
5. Study Writing – Hamp-Lyons/Heasley – CUP
6. A guide To Patterns and Usage in English – A. S. Hornby (CUP)

Books for Reference:

1. Literary Criticism – Wimsatt & Brooks
2. New Insights in R. K. Narayan - M. K. Bhatnagar
3. New Variations in Ramayana – Sahitya Academy I & II
4. The Concepts of Ramayana – Motilal Banarsi Das
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11. The History of English Literature – Hudson
12. History of English Literature- Pramod Nayar
13. Pelican Guide to English Literature- Boris Ford (V. 1-7)
14.

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New Syllabus after CBCS

Books Recommended:

1. Word Power Made Easy-Norman Lewis (Goyal Saab)
2. Study Listening – Lynch (CUP)
3. Study Speaking – Anderson, MacLean & Lynch (CUP)
4. An Outline of Literature – John Drinkwater
5. Modern Linguistics – N. Krishnaswamy
6. Linguistics – Jean Aitchison
7. Linguistics – Robinson (Longman, London)
8. Study Skills – Wallace – CUP

Book for Reference:

1. Telephoning in English – Jean Naterop & Rod Revell (CUP)
2. Literary Criticism – Wimsatt & Brooks
3. The Hostory of English Literature-Hudson
4. Rhetoric-Warren and Brooks
5. The History of English Literature. Penguin India VIII Volume
6. Current English for colleges – Prof. N. Krishnaswamy & Sriraman
7. Creative English for Communication – Prof. N. Krishnaswamy & Sriraman
8. Public Speaking for Success – Dale Carnidge P
9. Exploring Spoken English – Mccarthy (CUP)
10. Language and Linguistics – John Lyons
11. English and Soft Skills-Dhanavel – Orient Blackswan

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Old Syllabus

ii. Canadian Literature: Margret Atwood: Surfacing 15

iii. African Literature: Achebe: Things Fall Apart 15

iv. Black Literature: Toni Morrison: The Bluest Eye 15

v. India Folk Literature 15

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Old Syllabus

Books Recommended:

1. Word Power Made Easy-Norman Lewis (Goyal Saab)
2. Study Listening – Lynch (CUP)
3. Study Speaking – Anderson, MacLean & Lynch (CUP)
4. An Outline of Literature – John Drinkwater
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6. Linguistics – Jean Aitchison
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3. The Hostory of English Literature-Hudson
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8. Public Speaking for Success – Dale Carnidge P
9. Exploring Spoken English – Mccarthy (CUP)
10. Language and Linguistics – John Lyons
11. English and Soft Skills-Dhanavel – Orient Blackswan

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Old Syllabus

Semester III

3.1 Career Communication Skills — 75+25 (CIA) / 30+40

i. Resume Writing — 15
ii. Interview Skills — 15
iii. Presentation Skills(including power point presentation) — 15
iv. Group Discussion — 15
v. Personality Development — 15

3.2 Modern Indian Literature

i. Mulk Raj Anand – Coolie — 15
ii. Raja Rao – KanthaPura — 15
iii. RK Narayan – Malgudi Days — 15
iv. J. Lahiri – The Name Sake — 15
v. Kiran Desai- The Inheritance of Loss / Amitav Ghosh : The Shadow Lines — 15

3.3 Modern Indian Classics

i. Rabindranath Tagore – Gitanjali — 15
ii. Mahatma Gandhi – My Experiments with Truth — 15
iii. Jawaharlal Nehru - The Discovery of India — 15
iv. Acharya Tulsi – On Contemporary Problems — 15
v. Acharya Mahapragya – Jeevan Vigyan — 15

3.4 Translation – Theory and Practice (An Introduction)

i. Theory of Translation
ii. History of Translation (Nida, Pike, Catford) : East and West — 15
iii. Translation during the pre-colonial period (Anuvad) — 15
iv. Translation practice – I — 15
v. Translation practice – II — 15

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New Syllabus after CBCS

Semester III

Core Comp. 3

MAE301 Career Communication Skills — **Credits 4**

Unit-1 Resume Writing
Unit-2 Interview Skills
Unit-3 Presentation Skills(including power point presentation)
Unit-4 Group Discussion

MAE302 Modern Indian Classics — **Credits 4**

Unit-1 Mahatma Gandhi – My Experiments with Truth
Unit-2 Jawaharlal Nehru - The Discovery of India
Unit-3 Acharya Tulsi – On Contemporary Problems
Acharya Mahapragya – Jeevan Vigyan

MAE303 Translation - Theory and Practice — **Credits 4**

Unit-1 Theories of Translation
Unit-2 History of Translation (Nida, Pike, Catford)
Unit-3 Translation practice-I
Unit-4 Translation practice-II

Core Elec. 2

MAE304 (A) World Classics in Translation — **Credits 4**

Unit-1 Homer : Trojan Horse (Iliad)
Unit-2 Sophocles : Oedipus Rex
Unit-3 Ovid : Metamorphosis
Unit-4 Dante : Inferno Book-1

Or

(B) Indian Classics in Translation

Unit-1 Bharta : Natya Shastra Chapter-1
Unit-2 Shudrak : Mrichhkatikam
Unit-3 Premchand : Godan
Unit-4 U.R. Ananthmoorthy : Sanskar

MAE305 (A) Indian Writing in English Novels & Short Stories — **Credits 4**

Unit-1 Mulk Raj Anand : Untouchable
Unit-2 Amitav Ghosh : The Shadow Lines
Unit-3 J. Lahiri : The Name Sake
Unit-4 Shashi Desh Pande : The Dark Holds No Terror

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Old Syllabus

Books Recommended

1. English for Competitive Exams – R. P. Bhatnagar
2. How to win friends and influence people – Dale Carnidge
3. Translation Studies – Sussan Bassnet (Routledge)
4. Theory of Translation – Catford
5. How to Prepare for Group Discussion and Interview – Hari Prasad- Tata Mcgraw Hill
6. Rethinking Translation- Sanjay Goyal (Ed.)

Books for Reference

1. Modern applied Linguistics – N. Krishnaswami etal
2. Translation and Translating – Roger Bell
3. Post Colonial Translation – Theory and Practice – Harish Trivedi and Sussan Bassnet (Routledge)
4. Literary Criticism – Wimsatt & Brooks
5. IELTS_IV Cambridge University Press
6. TOEFL – Barrons
7. English and Soft Skills – Dhanavel-Orient Blackswan
8. Group Discussion and Interview-Competition Success Review

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New Syllabus after CBCS

Or

(B) Indian Writing in English : Poetry

Unit-1 Tagore : Gitanjali
Unit-2 Imtiaz Dharkar: Purdah-1
Unit-3 Kamla Das : Two Poems (Summer in Calcutta, My Grandmother's House)
Unit-4 Arun Kolatkar : Two Poems (The Bus, Chaitnya)

Books Recommended

1. English for Competitive Exams – R. P. Bhatnagar
2. How to win friends and influence people – Dale Carnidge
3. Translation Studies – Sussan Bassnet (Routledge)
4. Theory of Translation – Catford
5. How to Prepare for Group Discussion and Interview – Hari Prasad- Tata Mcgraw Hill

Books for Reference

1. Modern applied Linguistics – N. Krishnaswami etal
2. Translation and Translating – Roger Bell
3. Post Colonial Translation – Theory and Practice – Harish Trivedi and Sussan Bassnet (Routledge)
4. Literary Criticism – Wimsatt & Brooks
5. IELTS_IV Cambridge University Press
6. TOEFL – Barrons
7. English and Soft Skills – Dhanavel-Orient Blackswan
8. Group Discussion and Interview-Competition Success Review

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Old Syllabus

Semester IV

4.1 English Language Teaching **75+25 (CIA)**

i. Basic Principles of Language Teaching -Selection, Gradation, Presentation and Testing
10 → 25
ii. Approaches, Methods and Techniques
iii. Teaching Spoken English
15 → 15
iv. Teaching Grammar & Vocabulary 15
v. Teaching Prose and Poetry 10

4.2 English in India

I **The Exploration and Transpiration Phase**
Macauley's Minutes summary 15

ii **The Consolidation Phase : The Grand Design**
Vivekananda-speech in the Parliaments of Religion 15

iii **The Dissemination Phase** (Sarojini Naidu- Village Song, Awake)
15 →

iv **The Identity Phase**
(The Song of India -V K Gokak) 15

v **The Globalization Phase** (Bhagat: What Young India Wants)
15

4.3 Literary Theories

i. Indian Aesthetics : Rasa & Dhvani
15
ii. Structuralists & Post –Modernists Theories
15
iii. Psycho-analysis: Freud & Lacan 15
iv. Reader Response Theory 15
v. Socio Cultural Theories
15

4.4 Dissertation 50+50 (Viva)

New Syllabus after CBCS

Semester iv

Core Comp.3

MAE401 English in India **Credits 4**

i The Exploration and Transpiration Phase

Macauley's Minutes summary

II The Consolidation Phase : The Grand Design

Vivekananda-Speech in the Parliaments of Religion

III The Identity Phase

(The Song of India- V K Gokak)

IV The Globalization Phase (Bhagat :What Young India Wants)

MAE402 English Language Teaching **Credits 4**

I Basic Principles of Language Teaching – Selection, Gradation, Presentation and Testing

II Approaches, Methods and Techniques

III Teaching Spoken English, Grammar and Vocabulary

IV Teaching Prose and Poetry

MAE403 Literary Theories **Credits 4**

I Structuralists and Post-structuralists Theories.

II Psycho-analysis: Freud and Lacan

III Reader Response Theory

IV Socio Cultural Theories.

Core Elec. 2

MAE 404 (A) Literature of Protest in India **Credits 4**

I Mulj Raj Anand : Coolie.

Old Syllabus

The Student has to choose a topic from the syllabus. He has the freedom to pursue of his interest with in the frame work of the syllabus.

4.5 Seminar/ Library Work 02

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New Syllabus after CBCS

II Bhimrao Ambedkar: The Annihilation of Cast.

III Om Prakash Vlmiki: Joothan.

IV: Faustina Soosairaj Bama : Sangati.

404(B) Folk Literature of India

I Sahitya Acdemy : Four Texts

II Folk Tales From Raj Laxmi : Four Texts

III Anantmoorthy : Folk Tales from India.

IV Folk Tales of Rajasthan (Pabuji, Vijaydan Detha)

MAE 405 Dissertation 50+50 (Viva) Credits 4

The student has to choose a topic from the syllabus. He has the freedom to pursue the topic of his interest within the framework of the syllabus.

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Old Syllabus

Book Recommended

1. Teaching English – N. Krishnaswamy etal. I – Macmillan
2. Teaching English – Mohammad Aslam – Foundation
3. Contemporary Literary Theory - N. Krishnaswamy et al – Macmillan
4. Indian Aesthetics – Seturaman - Macmillan
5. The Story of English in India - N. Krishnaswamy, Lalitha Krishnaswamy, Cambridge
6. Beginning Theory- Peter Berry
7. Chetan Bhagat- What Young India Wants
8. V K Gokak- The Golden Treasury of Indo-Anglian Poetry
9. Vivekananda Speech in the Parliament of Religions
10. Sarojini Naidu- Poems

Books for Reference:

1. Modern Applied Linguistics – N. Krishnaswamy et al – Macmillan
2. Teaching English under Difficult Circumstances – Forester (Longman)
3. Literary Criticism – Seturaman– Macmillan
4. Introducing Applied Linguistics – Pit Corder
5. Teaching of Structure Words – Hornby – CUP
6. Teaching English – Methods and Approaches – Richards & Rogers – CUP
7. The Politics of Indians English - N. Krishnaswamy - OUP

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New Syllabus after CBCS

Seminar/ Library Work

Book Recommended

1. Teaching English – N. Krishnaswamy etal. I – Macmillan
2. Teaching English – Mohammad Aslam – Foundation
3. Contemporary Literary Theory - N. Krishnaswamy et al – Macmillan
4. Indian Aesthetics – Seturaman - Macmillan
5. The Story of English in India - N. Krishnaswamy, Lalitha Krishnaswamy, Cambridge
6. Beginning Theory- Peter Berry
7. Chetan Bhagat- What Young India Wants
8. V K Gokak- The Golden Treasury of Indo-Anglian Poetry
9. Vivekananda Speech in the Parliament of Religions
10. Sarojini Naidu- Poems

Books for Reference:

1. Modern Applied Linguistics – N. Krishnaswamy et al – Macmillan
2. Teaching English under Difficult Circumstances – Forester (Longman)
3. Literary Criticism – Seturaman– Macmillan
4. Introducing Applied Linguistics – Pit Corder
5. Teaching of Structure Words – Hornby – CUP
6. Teaching English – Methods and Approaches – Richards & Rogers – CUP
7. The Politics of Indians English - N. Krishnaswamy - OUP

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Department of Non-violence and Peace
Jain Vishva Bharati University, Ladnun (Rajasthan)

Proceedings of the Meeting of Board of Studies held on 18 February, 2015

A meeting of Board of Studies was held in the Department of Non-violence and Peace in the Academic Block to ponder over and decide the CBCS in MA (NVP/Pol.Sc.), M.Phil and B.A (NVP) .

Following were present :

1. Prof. B.L. Fadia
2. Prof. M.D. Thomas
3. Prof. P.S. Bhati
4. Dr. Kanta Kataria
5. Prof. B.R. Dugar
6. Prof. Anil Dhar
7. Dr. Samani Satya Prajna
8. Dr. Jugal Kishore Dadhich
9. Dr. Samani Rohini Prajna
10. Dr. Ravindra Singh Rathore

1. The syllabus of B.A. (NVP) M.A. (NVP), M.A. (Political Science), M.Phil (NVP) were revised in the light of CBCS and after deliberation the nomenclature and credits are approved as under :
2. The nomenclature of the papers will be as under:

Common Core Papers

Semester-I **20 Credit**

Philosophy of Non-Violence and Peace
Political and Social Concepts
Human Rights and Human Security
Political Economy
Project work/Practical

Semester-II **20 Credit**

Contemporary Political and Social Issues
Conflict Resolution
Social and Political Thought of Mahatma Gandhi
Panchayati Raj and Rural Development
Project work/Practical

M.A. In Non-violence and Peace

Semester-III **20 Credit**

Peace Education
Environmental Ethics and Sustainable Development
Training in Non-violence
Relative Economics

Semester-IV : **20 Credit**

Peace Organizations and Movements
Research Methodology
Dissertation

M.A. in Political Science

Semester-III **20 Credit**

Western Political Thought
Indian Political Thought
Indian Government and Politics
International Relations and Contemporary Issues
Project work/Practical

Semester IV **20 Credit**

Comparative Politics
Research Methodology
Dissertation

Elective Paper for NVP

Gandhian Economics

Application in Nonviolence

Conflict Resolution with reference to India

Peace Ambassador - Gandhi, Acharya Shri Mahaprajna, Martin Luthar King-USA, Ikeda-Japan

Elective Paper for Political Science

Contemporary Political Theory
State Politics in India
Theory of Public Administration
Electoral Politics in India

The Meeting ended with the vote of thanks to the Chair.

(Prof. M.D. Thomas) (Prof. B.L. Fadia) (Prof. P.S. Bhati)

(Dr. Kanta Kataria) (Prof. B.R. Dugar) (Prof. Anil Dhar)

(Dr. Samani Satya Prajna) (Dr. Jugal Kishore Kadhich)

(Dr. Samani Rohini Prajna) (Dr. Ravindra Singh Rathore)

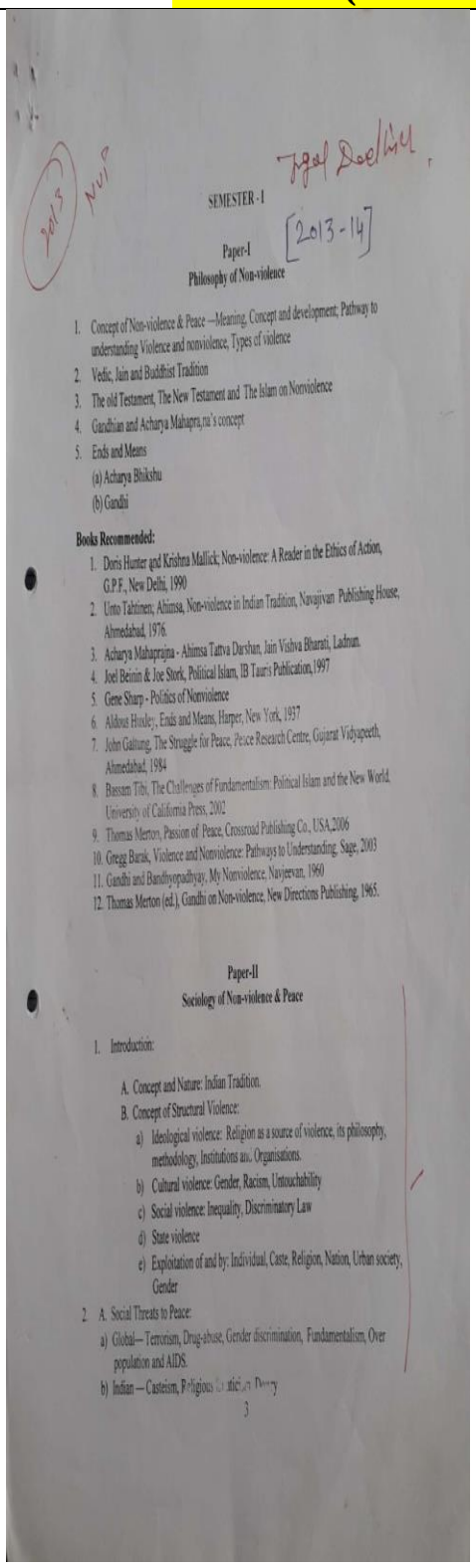
Summary of Program (Department OF Nonviolence and Peace)

Old Syllabus	New Syllabus based on CBCS	
Semester I (MA in Nonviolence)		
Philosophy of Non-violence	**CORE COMPULSORY** **NVP-01 Philosophy of Non-violence**	
02Political and Social Concepts	**NVP-02Political and Social Concepts**	
Human Rights and Human Security	**NVP-03** **Project work/Practical**	
Political Economy	**CORE ELECTIVE PAPER** **NVP-04(i) Human Rights and Human Security**	
	NVP-04 **(ii) Political Economy**	
	FOUNDATION COURSE **PAPER-IV** **JVBF -05 Value Education and Spirituality**	

Semester-II (MA in Nonviolence)		
06 Contemporary Political and social Issues	**CORE COMPULSORY NVP 06 Contemporary Political and social Issues**	
Conflict Resolution	**NVP-07 Conflict Resolution**	
Economics and Political Thoughts of Mahatma Gandhi	**NVP-08 Project work/Practical**	
Panchayati Raj and Rural Development	**CORE ELECTIVE NVP-09 (i) Social and Political Thoughts of Mahatma Gandhi**	
	NVP-09 (ii) Panchayati Raj and Rural Development	
	JVBF-10 Foundation Course (Compulsory)	

Semester-III (Nonviolence and Peace)		
Peace Education	**CORE COMPULSORY** **NVP-11 Peace Education**	
Environmental Ethics and Sustainable Development	**NVP-12** **Environmental Ethics and Sustainable Development**	
Training in Nonviolence	**NVP-13 Training in Nonviolence**	
Relative Economics	**NVP-14 Project /Practical and Viva-Voce**	
	CORE ELECTIVE **NVP-15(i)** **Relative Economics**	
	PAPER-II **NVP-15 (ii)** **Gandhian Economics**	

SEMESTER-IV (Nonviolence and Peace)		
Peace Organisation and Movements	**CORE COMPULSORY** **NVP-16 Peace Organisation and Movements**	
17 Research Methodology	**NVP-17 Research Methodology**	
18 Dissertation and Viva-Voce	**NVP-18 Dissertation and Viva-Voce**	
Optional Paper of Sem III and SEM IV **Disastaer Management** **Peace Studies and Disarmament** **Case Studies** **Social Work**	**CORE ELECTIVE** **NVP-19 (i)** **Conflict Resolution With Special Reference the India**	
	NVP-19(ii) **Peace Ambassador**	

Old Syllabus	New Syllabus based on CBCS
Semester I (Nonviolence and Peace)	
	CORE COMPULSORY PAPER-I Philosophy of Non-violence 1. Concept of Non-violence & Peace - Meaning, Concept and development, Types and Nature of Violence. 2. Vedic, Jain and Buddhist Tradition. 3. The old Testament, The New Testament and The Islam on Nonviolence. 4. Gandhian and AcharyaMahaprajna's concept. Books Recommended : 1. Doris Hunter and Krishna Mallick; Non-violence : A Reader in the Ethics

SEMESTER - I

Paper-I

Philosophy of Non-violence

1. Concept of Non-violence & Peace —Meaning, Concept and development; Pathway to understanding Violence and nonviolence, Types of violence
2. Vedic, Jain and Buddhist Tradition
3. The old Testament, The New Testament and The Islam on Nonviolence
4. Gandhian and Acharya Mahaprajna's concept
5. Ends and Means
   (a) Acharya Bhikshu
   (b) Gandhi

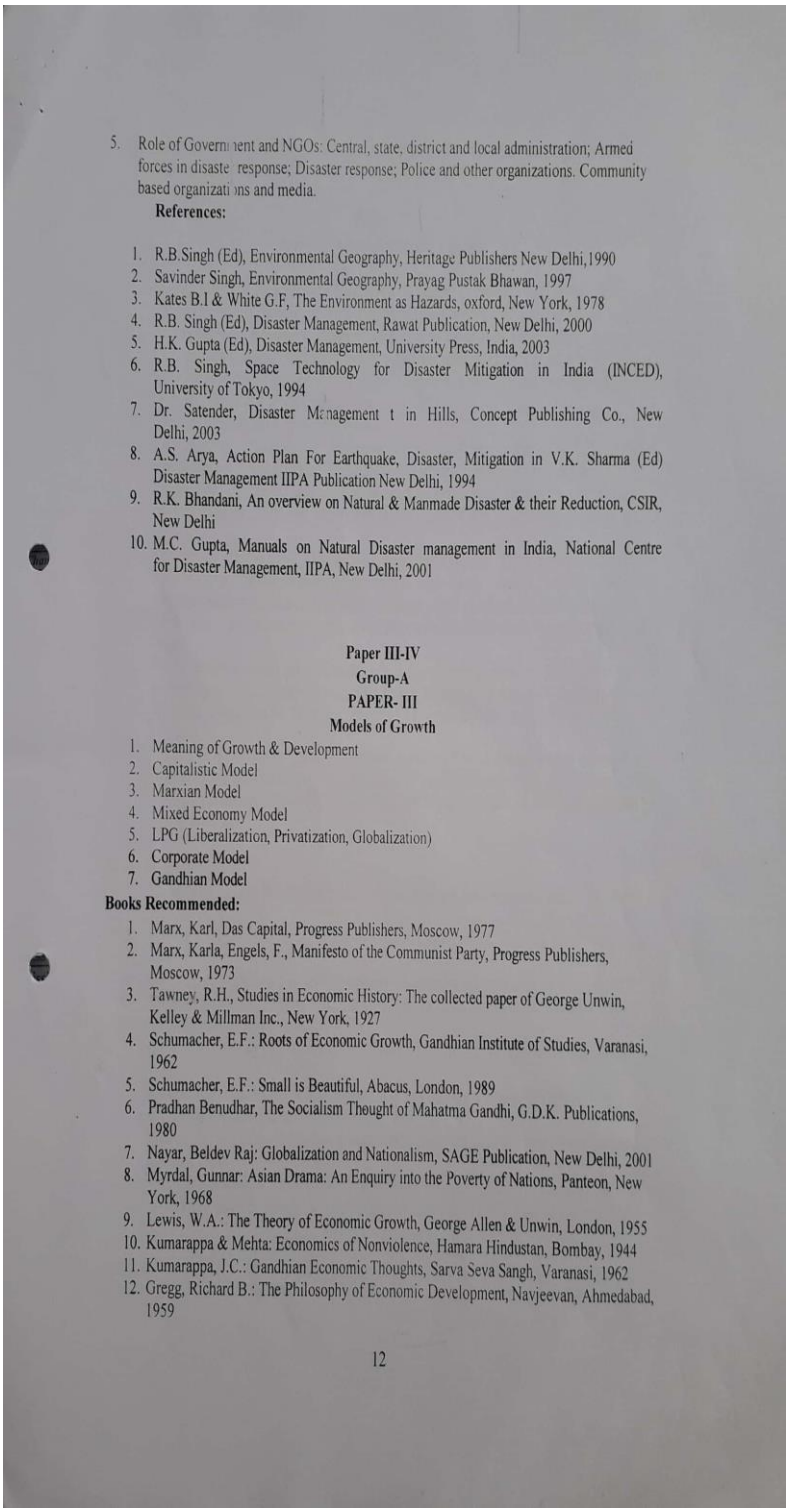
Books Recommended:

1. Doris Hunter and Krishna Mallick; Non-violence: A Reader in the Ethics of Action, G.P.F., New Delhi, 1990
2. Unto Tahtinen; Ahimsa, Non-violence in Indian Tradition, Navajivan Publishing House, Ahmedabad, 1976.
3. Acharya Mahaprajna - Ahimsa Tattva Darshan, Jain Vishva Bharati, Ladnun.
4. Joel Beinin & Joe Stork, Political Islam, IB Tauris Publication,1997
5. Gene Sharp - Politics of Nonviolence
6. Aldous Huxley, Ends and Means, Harper, New York, 1937
7. John Galtung, The Struggle for Peace, Peace Research Centre, Gujarat Vidyapeeth, Ahmedabad, 1984
8. Bassam Tibi, The Challenges of Fundamentalism: Political Islam and the New World, University of California Press, 2002
9. Thomas Merton, Passion of Peace, Crossroad Publishing Co., USA,2006
10. Gregg Barak, Violence and Nonviolence: Pathways to Understanding, Sage, 2003
11. Gandhi and Bandhyopadhyay, My Nonviolence, Navjeevan, 1960
12. Thomas Merton (ed.), Gandhi on Non-violence, New Directions Publishing, 1965.

Paper-II

Sociology of Non-violence & Peace

1. Introduction:
   A. Concept and Nature: Indian Tradition.
   B. Concept of Structural Violence:
      a) Ideological violence: Religion as a source of violence, its philosophy, methodology, Institutions anc. Organisations.
      b) Cultural violence: Gender, Racism, Untouchability
      c) Social violence: Inequality, Discriminatory Law
      d) State violence
      e) Exploitation of and by: Individual, Caste, Religion, Nation, Urban society, Gender
2. A. Social Threats to Peace:
   a) Global—Terrorism, Drug-abuse, Gender discrimination, Fundamentalism, Over population and AIDS.
   b) Indian—Casteism, Religious [illegible]



5. Role of Government and NGOs: Central, state, district and local administration; Armed forces in disaste response; Disaster response; Police and other organizations. Community based organizati ns and media.

References:

1. R.B.Singh (Ed), Environmental Geography, Heritage Publishers New Delhi,1990
2. Savinder Singh, Environmental Geography, Prayag Pustak Bhawan, 1997
3. Kates B.I & White G.F, The Environment as Hazards, oxford, New York, 1978
4. R.B. Singh (Ed), Disaster Management, Rawat Publication, New Delhi, 2000
5. H.K. Gupta (Ed), Disaster Management, University Press, India, 2003
6. R.B. Singh, Space Technology for Disaster Mitigation in India (INCED), University of Tokyo, 1994
7. Dr. Satender, Disaster Management t in Hills, Concept Publishing Co., New Delhi, 2003
8. A.S. Arya, Action Plan For Earthquake, Disaster, Mitigation in V.K. Sharma (Ed) Disaster Management IIPA Publication New Delhi, 1994
9. R.K. Bhandani, An overview on Natural & Manmade Disaster & their Reduction, CSIR, New Delhi
10. M.C. Gupta, Manuals on Natural Disaster management in India, National Centre for Disaster Management, IIPA, New Delhi, 2001

Paper III-IV
Group-A
PAPER- III
Models of Growth

1. Meaning of Growth & Development
2. Capitalistic Model
3. Marxian Model
4. Mixed Economy Model
5. LPG (Liberalization, Privatization, Globalization)
6. Corporate Model
7. Gandhian Model

Books Recommended:

1. Marx, Karl, Das Capital, Progress Publishers, Moscow, 1977
2. Marx, Karla, Engels, F., Manifesto of the Communist Party, Progress Publishers, Moscow, 1973
3. Tawney, R.H., Studies in Economic History: The collected paper of George Unwin, Kelley & Millman Inc., New York, 1927
4. Schumacher, E.F.: Roots of Economic Growth, Gandhian Institute of Studies, Varanasi, 1962
5. Schumacher, E.F.: Small is Beautiful, Abacus, London, 1989
6. Pradhan Benudhar, The Socialism Thought of Mahatma Gandhi, G.D.K. Publications, 1980
7. Nayar, Beldev Raj: Globalization and Nationalism, SAGE Publication, New Delhi, 2001
8. Myrdal, Gunnar: Asian Drama: An Enquiry into the Poverty of Nations, Panteon, New York, 1968
9. Lewis, W.A.: The Theory of Economic Growth, George Allen & Unwin, London, 1955
10. Kumarappa & Mehta: Economics of Nonviolence, Hamara Hindustan, Bombay, 1944
11. Kumarappa, J.C.: Gandhian Economic Thoughts, Sarva Seva Sangh, Varanasi, 1962
12. Gregg, Richard B.: The Philosophy of Economic Development, Navjeevan, Ahmedabad, 1959

of Action, G.P.F., New Delhi, 1990.

2. Unto Tahtinen; Ahimsa, Non-violence in Indian Tradition, Navajivan Publishing House, Ahmedabad, 1976.
3. AcharyaMahaprajna - *Ahimsa TattvaDarshan*, Jain VishvaBharati, Ladnun.
4. Joel Beining& Joe Stork, Political Islam, IB Tauris Publication, 1997.
5. Gene Sharp - Politics of Non-violence.
6. Aldous Huxley, Ends and Means, Harper, New York, 1937.
7. John Galtung, The Struggle for Peace,

	Peace Research Centre, Gujarat Vidyapeeth, Ahmedabad, 1984. 8. BassamTibi, The Challenges of Fundamentalism : Political Islam and the New World, University of California Press, 2002. 9. Thomas Merton, Passion of Peace, Crossroad Publishing Co., USA, 2006. 10. Gregg Barak, Violence and Non-violence: Pathways to Understanding, Sage, 2003. 11. Gandhi and Bandhyopadhyay, My Non-violence Navjeevan, 1960. 12. Thomas Merton

	(ed.), Gandhi on Non-violence, New Directions Publishing, 1965.
	Projectwork/Practical A. Project field work (to be decided by Department) B. Practical : Relaxation, Deep Breathing, Auto Suggestion, Constitution.
	CORE ELECTIVE PAPER **PAPER-I** **Human Rights and Human Security** 1. Historical, Political, and Philosophical foundation

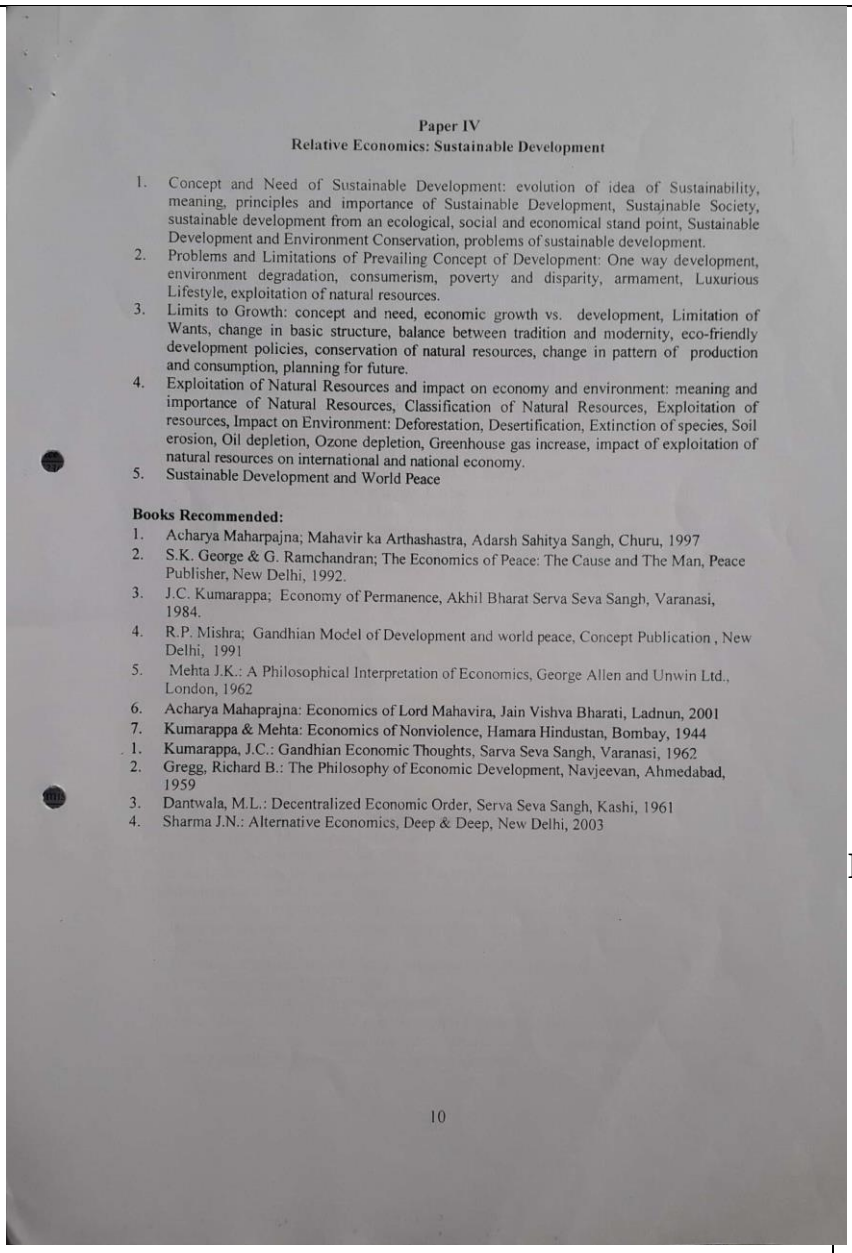
	2. U.N. and Human Rights; Three Generation of Human Rights- Right to Peace, Right to Development and Right to Share the Common Heritage of Humankind. 3. Human Rights in India: Present Scenario 4. Human Security: Meaning and Scope, Threats: Terrorism, Structure violence, State violence safeguards to human security.
	PAPER-II **Political Economy** **1.** Ancient Indian Economic Thoughts,Models of Growth. **2.** Capitalism, Communism and Mixed Economy

	3. Gandhian and Alternative Economics **4.** Relative Economics and Economic Reforms **Books Recommended:** 1. Sharma, J.N.: Altermative Economics, Deep and Deep, New Delhi, 2012 2. Sharma, J.N. and B.R. Dugar, Relative Economics, Deep and Deep, New Delhi, 2010. 3. Kane, P.V.: History of Dharmashastra, Bhandarkar Oriental Research Institute, Pune, 1968. 4. Kumarappa, Bharatan, Capitalism,

	Socialism or Villagism, Varanasi SarvaSevaPrakashan, Varanasi, 1965 5. Lewis, W.A.: The Theory of Economic Growth, George Allen &Unwin, 1955 6. Marx, Karl, Das Capital (3 Vols.), Progress Publishers, Moscow, 1977. 7. Schumancher, E.F., Small is Beautiful, Abacus, London, 1989. 8. Mehta J.K., Philosophical Interpretation of Economics, George Allen &Unwin, London, 1962. 9. Kumarappa, J.C., The Economy of Permanence,

	SarvaSevaSanghPrakashan, Varanasi,1984. 10. Diwan, Romesh, and Mark Lutz, Essays in Gandhian Economics, Gandhi Peace Foundation, New Delhi, 1985.
	FOUNDATION COURSE **PAPER-IV** **Value Education and Spirituality** **1. Value** Concept, Definitions, Different views and Classifications. **2. Education** Objectives, Curriculum, Teaching methods and Discipline. **3. Value Oriented Education Theory**

	Humanism- Concept, History, Characteristics, Value Inculcator Educationist- Vivekanand, Aurobindo, Taugore, AcharyaTulsi and AcharyaMahaprajna . 4. **Value Oriented Education, Moral Education** Concept and Views of Different Education Commissions.
Semester-II **(Nonviolence and Peace)**	



Paper IV
Relative Economics: Sustainable Development

1. Concept and Need of Sustainable Development: evolution of idea of Sustainability, meaning, principles and importance of Sustainable Development, Sustainable Society, sustainable development from an ecological, social and economical stand point, Sustainable Development and Environment Conservation, problems of sustainable development.
2. Problems and Limitations of Prevailing Concept of Development: One way development, environment degradation, consumerism, poverty and disparity, armament, Luxurious Lifestyle, exploitation of natural resources.
3. Limits to Growth: concept and need, economic growth vs. development, Limitation of Wants, change in basic structure, balance between tradition and modernity, eco-friendly development policies, conservation of natural resources, change in pattern of production and consumption, planning for future.
4. Exploitation of Natural Resources and impact on economy and environment: meaning and importance of Natural Resources, Classification of Natural Resources, Exploitation of resources, Impact on Environment: Deforestation, Desertification, Extinction of species, Soil erosion, Oil depletion, Ozone depletion, Greenhouse gas increase, impact of exploitation of natural resources on international and national economy.
5. Sustainable Development and World Peace

Books Recommended:

1. Acharya Maharpajna; Mahavir ka Arthashastra, Adarsh Sahitya Sangh, Churu, 1997
2. S.K. George & G. Ramchandran; The Economics of Peace: The Cause and The Man, Peace Publisher, New Delhi, 1992.
3. J.C. Kumarappa; Economy of Permanence, Akhil Bharat Serva Seva Sangh, Varanasi, 1984.
4. R.P. Mishra; Gandhian Model of Development and world peace, Concept Publication , New Delhi, 1991
5. Mehta J.K.: A Philosophical Interpretation of Economics, George Allen and Unwin Ltd., London, 1962
6. Acharya Mahaprajna: Economics of Lord Mahavira, Jain Vishva Bharati, Ladnun, 2001
7. Kumarappa & Mehta: Economics of Nonviolence, Hamara Hindustan, Bombay, 1944
1. Kumarappa, J.C.: Gandhian Economic Thoughts, Sarva Seva Sangh, Varanasi, 1962
2. Gregg, Richard B.: The Philosophy of Economic Development, Navjeevan, Ahmedabad, 1959
3. Dantwala, M.L.: Decentralized Economic Order, Serva Seva Sangh, Kashi, 1961
4. Sharma J.N.: Alternative Economics, Deep & Deep, New Delhi, 2003

10

CORE COMPULSORY

Paper-I

Contemporary Political and social Issues Political Corruption; Criminalization of Politics

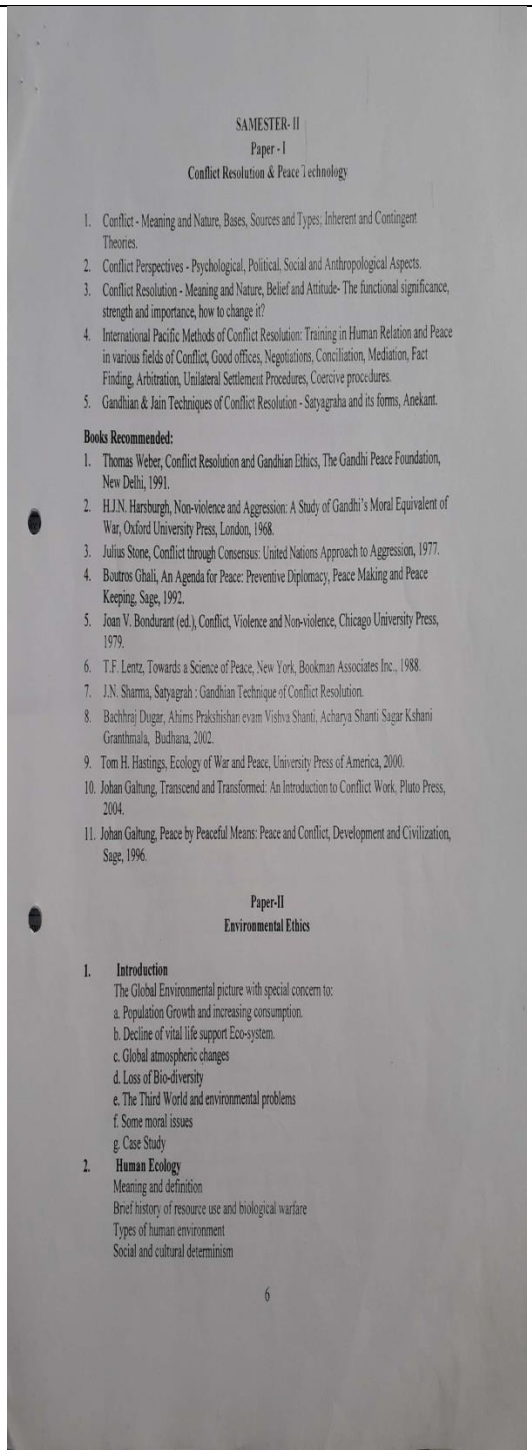
1. Empowerment of Weaker Sections
2. Regionalism, Communalism
3. Casteism, Reservation

Books Recommended:

1. Sharma J.N. Power, Politics and Corruption, Deep and Deep, New Delhi-2004
2. Vittal N., Corruption in India, Academic Foundations, New Delhi, 2003
3. Singh N.K., The Politics of Crime

	and Corruption, Harper Collins Publishers, New Delhi, 1999 4. SushellaBhan (ed.), Criminalization of Politics, Shiptra, New Delhi, 1995 5. M.N. Srinivas; Social Change in Modern India, Orient Longman, New Delhi, 1984 6. Smelser, Neirl J.: The Faces of Terrorism, Princtun University Press, New Jersey, 2007 7. Dershowitz, Alan M.: Why Terrorism Works, Yale University Press, London, 2002 8. Kothari Rajani, (ed.) Caste in Indian Politics, Orient

	Longman, New Delhi, 1970 9. Kothari Rajani, Politics in India, Orient Blackswan, New Delhi, 1970



SAMESTER- II

Paper - I

Conflict Resolution & Peace Technology

1. Conflict - Meaning and Nature, Bases, Sources and Types; Inherent and Contingent Theories.
2. Conflict Perspectives - Psychological, Political, Social and Anthropological Aspects.
3. Conflict Resolution - Meaning and Nature, Belief and Attitude- The functional significance, strength and importance, how to change it?
4. International Pacific Methods of Conflict Resolution: Training in Human Relation and Peace in various fields of Conflict, Good offices, Negotiations, Conciliation, Mediation, Fact Finding, Arbitration, Unilateral Settlement Procedures, Coercive procedures.
5. Gandhian & Jain Techniques of Conflict Resolution - Satyagraha and its forms, Anekant.

Books Recommended:

1. Thomas Weber, Conflict Resolution and Gandhian Ethics, The Gandhi Peace Foundation, New Delhi, 1991.
2. H.J.N. Harsburgh, Non-violence and Aggression: A Study of Gandhi's Moral Equivalent of War, Oxford University Press, London, 1968.
3. Julius Stone, Conflict through Consensus: United Nations Approach to Aggression, 1977.
4. Boutros Ghali, An Agenda for Peace: Preventive Diplomacy, Peace Making and Peace Keeping. Sage, 1992.
5. Joan V. Bondurant (ed.), Conflict, Violence and Non-violence, Chicago University Press, 1979.
6. T.F. Lentz, Towards a Science of Peace, New York, Bookman Associates Inc., 1988.
7. J.N. Sharma, Satyagrah : Gandhian Technique of Conflict Resolution.
8. Bachhraj Dugar, Ahims Prakshishan evam Vishva Shanti, Acharya Shanti Sagar Kshani Granthmala, Budhana, 2002.
9. Tom H. Hastings, Ecology of War and Peace, University Press of America, 2000.
10. Johan Galtung, Transcend and Transformed: An Introduction to Conflict Work, Pluto Press, 2004.
11. Johan Galtung, Peace by Peaceful Means: Peace and Conflict, Development and Civilization, Sage, 1996.

Paper-II

Environmental Ethics

1. **Introduction**
   The Global Environmental picture with special concern to:
   a. Population Growth and increasing consumption.
   b. Decline of vital life support Eco-system.
   c. Global atmospheric changes
   d. Loss of Bio-diversity
   e. The Third World and environmental problems
   f. Some moral issues
   g. Case Study
2. **Human Ecology**
   Meaning and definition
   Brief history of resource use and biological warfare
   Types of human environment
   Social and cultural determinism

6

PAPER-II

Conflict Resolution

PAPER-II

Conflict Resolution

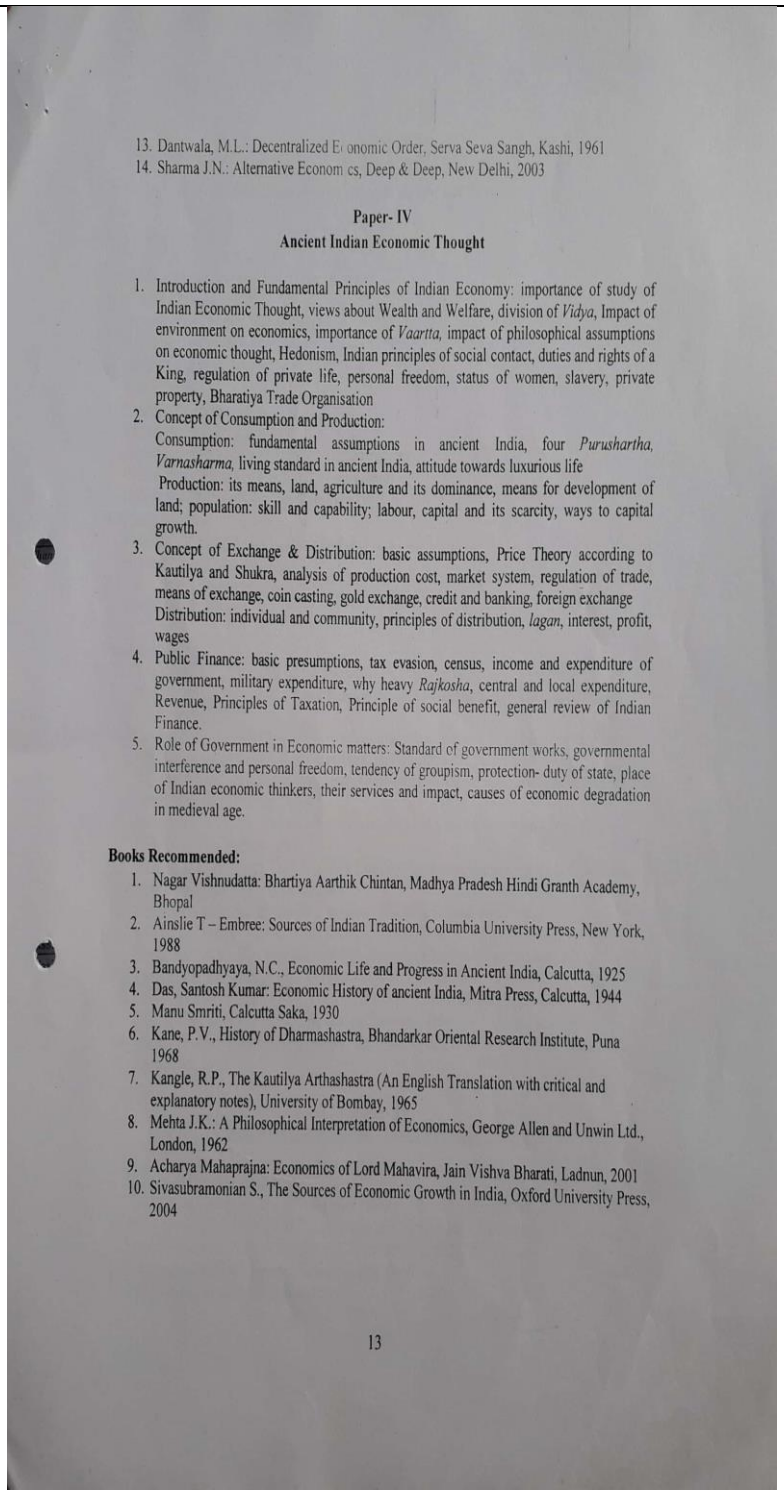
1. Conflict-Meaning and Nature, Bases, Sources and Types; Inherent and Contingent Theories.
2. Conflict Resolution - Meaning and Nature, Belief and Attitude - The functional Significance, strength and importance, how to change it?
3. International Pacific Methods of Conflict Resolution: Training in Human Relation and Peace in Various fields of Conflict, Good

	offices, Negotiations, Coniliation, Mediation, Fact Finding, Arbitration, Unilateral Settlement Procedures, Coercive Procedures. 4. Agencies of Conflict Resoltion : Shanti Sena;Gandhian& Jain Techniques of Conflict Resolution: Satyagraha and its forms Anekant. **Books Recommended :** 1. Thomas Weber, Conflict Resolution and Gandhian Ethics, The Gandhi Peace Foundation, New Delhi, 1991 2. H.J.N. Harsburgh,

	Non-Violence and Aggression: A Study of Gandhi's Moral Equivalent of War, Oxford University Press, London, 1968 3. Julius Stone, Conflict through Consensus: United Nations Approach to Aggression, 1977 4. Boutros Ghali, An Agenda for Peace: Preventive Diplomacy, Peace Making andPeace Keeping, Sage, 1992 5. Joan V. Bondurant (ed.), Conflict, Violence and Non-violence, Chicago University Press, 1979 6. T.F. Lentz, Towards

	a Science of Peace, New York, Bookman Associates Inc.,1988 7. J.N. Sharma, Satyagrah :Gandhian Technique of Conflict Resolution. 8. BachhrajDugar, Ahimsa PrakshishanevamVishva Shanti, Acharya Shanti SagarKshaniGranthmata, Budhana, 2002 9. Tom H. Hastings, Ecology of War and Peace, University Press of America, 2000 10. Johan Galtung, Transcend and Transformed : An

	Introduction to Conflict Work, Pluto Press, 2004 11. Johan Galtung, Peace by Peaceful Means : Peace and Conflict, Development and Civilization, Sage, 1996
	PAPER-III **Projectwork/Practical**
	CORE ELECTIVE PAPER **Paper-I** **Social and Political Thoughts of Mahatma Gandhi CORE ELECTIVE Foundations and Basics :** Foundations of Gandhi's Political Thought, Non-violence: Concepts, Meaning and Contemporaty Relevance, Truth



13. Dantwala, M.L.: Decentralized Economic Order, Serva Seva Sangh, Kashi, 1961
14. Sharma J.N.: Alternative Economics, Deep & Deep, New Delhi, 2003

Paper- IV
Ancient Indian Economic Thought

1. Introduction and Fundamental Principles of Indian Economy: importance of study of Indian Economic Thought, views about Wealth and Welfare, division of *Vidya*, Impact of environment on economics, importance of *Vaartta,* impact of philosophical assumptions on economic thought, Hedonism, Indian principles of social contact, duties and rights of a King, regulation of private life, personal freedom, status of women, slavery, private property, Bharatiya Trade Organisation
2. Concept of Consumption and Production:
   Consumption: fundamental assumptions in ancient India, four *Purushartha, Varnasharma,* living standard in ancient India, attitude towards luxurious life
   Production: its means, land, agriculture and its dominance, means for development of land; population: skill and capability; labour, capital and its scarcity, ways to capital growth.
3. Concept of Exchange & Distribution: basic assumptions, Price Theory according to Kautilya and Shukra, analysis of production cost, market system, regulation of trade, means of exchange, coin casting, gold exchange, credit and banking, foreign exchange
   Distribution: individual and community, principles of distribution, *lagan,* interest, profit, wages
4. Public Finance: basic presumptions, tax evasion, census, income and expenditure of government, military expenditure, why heavy *Rajkosha*, central and local expenditure, Revenue, Principles of Taxation, Principle of social benefit, general review of Indian Finance.
5. Role of Government in Economic matters: Standard of government works, governmental interference and personal freedom, tendency of groupism, protection- duty of state, place of Indian economic thinkers, their services and impact, causes of economic degradation in medieval age.

Books Recommended:

1. Nagar Vishnudatta: Bhartiya Aarthik Chintan, Madhya Pradesh Hindi Granth Academy, Bhopal
2. Ainslie T – Embree: Sources of Indian Tradition, Columbia University Press, New York, 1988
3. Bandyopadhyaya, N.C., Economic Life and Progress in Ancient India, Calcutta, 1925
4. Das, Santosh Kumar: Economic History of ancient India, Mitra Press, Calcutta, 1944
5. Manu Smriti, Calcutta Saka, 1930
6. Kane, P.V., History of Dharmashastra, Bhandarkar Oriental Research Institute, Puna 1968
7. Kangle, R.P., The Kautilya Arthashastra (An English Translation with critical and explanatory notes), University of Bombay, 1965
8. Mehta J.K.: A Philosophical Interpretation of Economics, George Allen and Unwin Ltd., London, 1962
9. Acharya Mahaprajna: Economics of Lord Mahavira, Jain Vishva Bharati, Ladnun, 2001
10. Sivasubramonian S., The Sources of Economic Growth in India, Oxford University Press, 2004

13

and its Contemporary Relevance

1. **Means and Ends and Satyagraha**

   Doctrine of Ends and means:Satyagraya : Meaning, Methods, Scope and Significance and Satyagraha
2. **State and Democracy**
   State, Democratic Decentralization, Parliamentary Democracy and Panchayat Raj
3. **Concepts and Assessment**
   Views on Sovereignty and Freedom, Spiritualization of Politics. Rights and DutiesAssessment of Gandhi's Political Thought

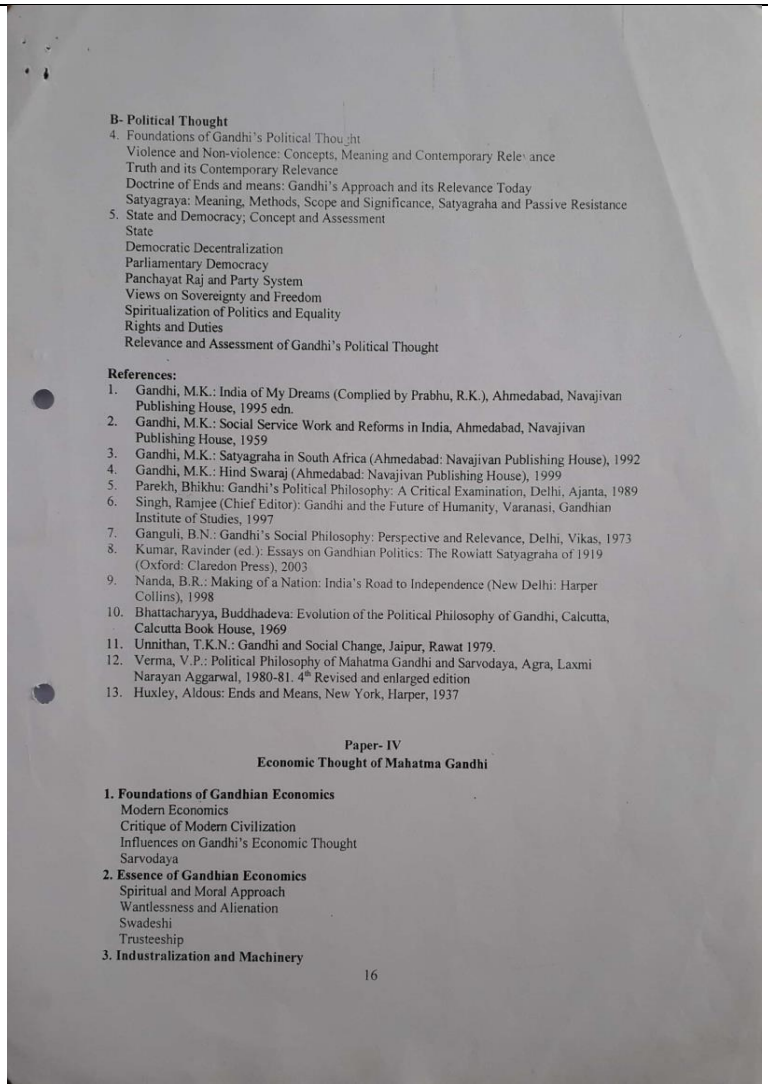
Recommended Books:

1. Bondurant, Joan V. : Conquest of Violence. The Gandhian Philosophy of

	Conflict, Bombay, Oxford University, Press,1959 2. Ghandhi, M.K.: Satyagraha in South Africa (Ahmedabad : Navajivan Publishing House), 1999 3. Ghandhi, M.K.: Hindi Swaraj (Ahmedabad : Navajivan Publishing House), 1999 4. Ghandhi, M.K.: India of My Dreams (Compiled by Prabhu, R.K.), Ahmedabad, Navajivan Publishing House, 1995. 5. Gandhi, M.K. : Panchayati Raj (Ahmedabad :

	Navajivan Publishing House), 1959 6. Mishra, Anil Dutta and Yadav, Sushma :Sociao-Political Thought of Gandhi, New Delhi, Concept Publishing Company, 2005. 7. Parekh, Bhikhu : Gandhi's Political Philosophy : A Critical Examination, Delhi, Ajanta, 1989 8. Singh, Ramjee : The Relevance of Gandhian of Gandhian Thought, New Delhi, Classical Publishing Co., 1993 9. Verma, V.P. : Political Philosophy of Mahatma Gandhi

	andSarvodaya, Agra, Laxmi Narayan Aggarwal, 1980-81, 4th Revised and enlarged edition 10. Kumar, Ravinder (ed.) : Essay on Gandhian Politics : The Rowlatt Satyagraha of 1919 (Oxford : Claredon Press), 2003 11. Nanda, B.R. : Making of a Nation : India's Road to Independence (New Delhi : Harper Collins), 1998 12. Bhattacharyya, Buddhadeva : Evolution of Political Philosophy of Gandhi, Calcutta, Calcutta Book House, 1969

	13. Huxley, Aldous : Ends and Means, New York, Harper, 1937
	**PAPER-II** **Panchayati Raj and Rural Development** 1. Meaning and Genesis of Panchayati Raj.; Pnachayati Raj after Independence 2. 73rd Consitution Amendment Act, 1992; Panchayati Raj in Rajasthan 3. Meaning, Need and Concept of Rural Development. 4. Administration and Implementation of Rural Development Programme, Mahatma Gandhi

B- Political Thought

4. Foundations of Gandhi's Political Thought
   Violence and Non-violence: Concepts, Meaning and Contemporary Relevance
   Truth and its Contemporary Relevance
   Doctrine of Ends and means: Gandhi's Approach and its Relevance Today
   Satyagraya: Meaning, Methods, Scope and Significance, Satyagraha and Passive Resistance
5. State and Democracy; Concept and Assessment
   State
   Democratic Decentralization
   Parliamentary Democracy
   Panchayat Raj and Party System
   Views on Sovereignty and Freedom
   Spiritualization of Politics and Equality
   Rights and Duties
   Relevance and Assessment of Gandhi's Political Thought

References:

1. Gandhi, M.K.: India of My Dreams (Complied by Prabhu, R.K.), Ahmedabad, Navajivan Publishing House, 1995 edn.
2. Gandhi, M.K.: Social Service Work and Reforms in India, Ahmedabad, Navajivan Publishing House, 1959
3. Gandhi, M.K.: Satyagraha in South Africa (Ahmedabad: Navajivan Publishing House), 1992
4. Gandhi, M.K.: Hind Swaraj (Ahmedabad: Navajivan Publishing House), 1999
5. Parekh, Bhikhu: Gandhi's Political Philosophy: A Critical Examination, Delhi, Ajanta, 1989
6. Singh, Ramjee (Chief Editor): Gandhi and the Future of Humanity, Varanasi, Gandhian Institute of Studies, 1997
7. Ganguli, B.N.: Gandhi's Social Philosophy: Perspective and Relevance, Delhi, Vikas, 1973
8. Kumar, Ravinder (ed.): Essays on Gandhian Politics: The Rowlatt Satyagraha of 1919 (Oxford: Claredon Press), 2003
9. Nanda, B.R.: Making of a Nation: India's Road to Independence (New Delhi: Harper Collins), 1998
10. Bhattacharyya, Buddhadeva: Evolution of the Political Philosophy of Gandhi, Calcutta, Calcutta Book House, 1969
11. Unnithan, T.K.N.: Gandhi and Social Change, Jaipur, Rawat 1979.
12. Verma, V.P.: Political Philosophy of Mahatma Gandhi and Sarvodaya, Agra, Laxmi Narayan Aggarwal, 1980-81. 4th Revised and enlarged edition
13. Huxley, Aldous: Ends and Means, New York, Harper, 1937

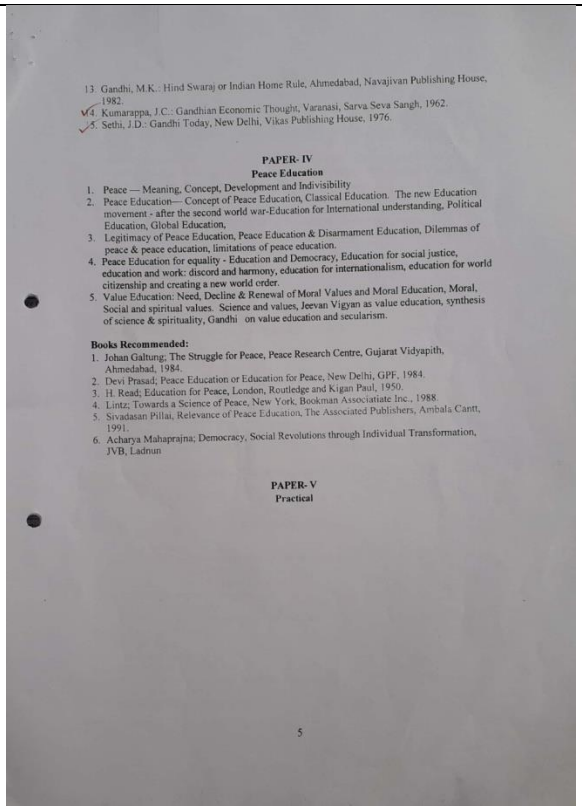
Paper- IV
Economic Thought of Mahatma Gandhi

1. Foundations of Gandhian Economics
   Modern Economics
   Critique of Modern Civilization
   Influences on Gandhi's Economic Thought
   Sarvodaya
2. Essence of Gandhian Economics
   Spiritual and Moral Approach
   Wantlessness and Alienation
   Swadeshi
   Trusteeship
3. Industralization and Machinery

	National Employment Guarantee Act **Books Recommended** 1. Bhat : New Panchayati Raj System, Jaipur, Printwell, 1995. 2. Chaturvedi, T.N. : Panchayati Raj., New Delhi, Indian Institute of Public Administration, 1981 3. Gandhi, M.K. : Panchayati Raj, Ahmedabad, Navajivan, 1959 4. Maddick, Henry : Panchayati Raj, Local Government in India, London, Longman, 1970 5. Mishra, S.N. & others : New Panchayati Raj in

	Action, Delhi, Mittal Publications, 2000 6. Raj Singh (ed.) : New Panchayati Raj, New Delhi, Anmol Publications, 2000 7. Reddy, G.Ram (ed.) Patterns of New Panchayati Raj, in India, Delhi, Macmillan, 1977 8. Singh, S.S. & Mishra Suresh : Legislative Framework of New Panchayati Raj, in India, New Delhi, Interllectual Publication, 1993 9. Desai, A.R. : Rural Sociology in India, Popular Prakashan, Bombay, 1978 10. Maheshwari, S.R. :

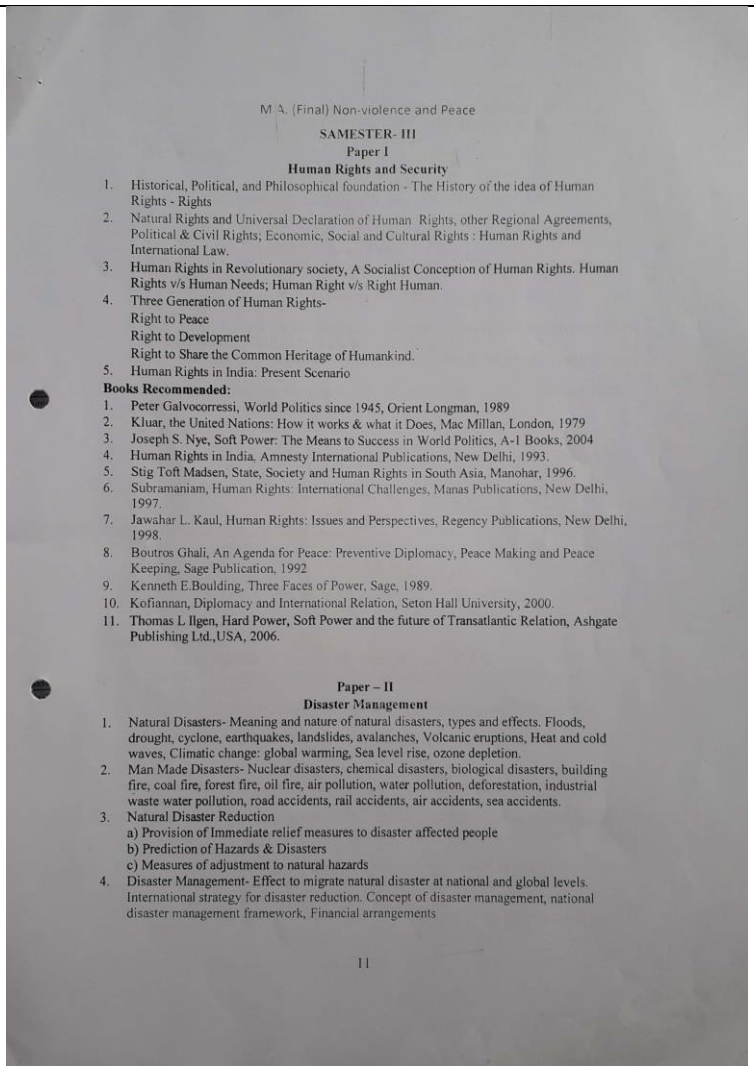
	Rural Development in India - A Public Policy Approach, Sage Publication, New Delhi, 1995. 11. Lavania, M.M. and Jain, Shashi, K. : GraminSamajShastra, Research Publications, Jaipur (Hindi) 12. Desai, A.R. : History of Rural Development in India 13. Desai, A.R. : Rural India in Transition 14. Desai, Vasant : Rural Development: Policies and Programmes, New Delhi, Sage, 1984 15. Sharma : GraminSamajShastra, Jaipur

	PAPER-III **Foundation Course** **(Compulsory)** A. Information Technology and Computer Application
Semester-III(NVP) **(Nonviolence and Peace)**	
 13. Gandhi, M.K.: Hind Swaraj or Indian Home Rule, Ahmedabad, Navajivan Publishing House, 1982. 14. Kumarappa, J.C.: Gandhian Economic Thought, Varanasi, Sarva Seva Sangh, 1962. 15. Sethi, J.D.: Gandhi Today, New Delhi, Vikas Publishing House, 1976. **PAPER- IV** **Peace Education** 1. Peace — Meaning, Concept, Development and Indivisibility 2. Peace Education— Concept of Peace Education, Classical Education. The new Education movement - after the second world war-Education for International understanding, Political Education, Global Education, 3. Legitimacy of Peace Education, Peace Education & Disarmament Education, Dilemmas of peace & peace education, limitations of peace education. 4. Peace Education for equality - Education and Democracy, Education for social justice, education and work: discord and harmony, education for internationalism, education for world citizenship and creating a new world order. 5. Value Education: Need, Decline & Renewal of Moral Values and Moral Education, Moral, Social and spiritual values. Science and values, Jeevan Vigyan as value education, synthesis of science & spirituality, Gandhi on value education and secularism. **Books Recommended:** 1. Johan Galtung; The Struggle for Peace, Peace Research Centre, Gujarat Vidyapith, Ahmedabad, 1984. 2. Devi Prasad; Peace Education or Education for Peace, New Delhi, GPF, 1984. 3. H. Read; Education for Peace, London, Routledge and Kigan Paul, 1950. 4. Lintz; Towards a Science of Peace, New York, Bookman Associatiate Inc., 1988. 5. Sivadasan Pillai, Relevance of Peace Education, The Associated Publishers, Ambala Cantt, 1991. 6. Acharya Mahaprajna; Democracy, Social Revolutions through Individual Transformation, JVB, Ladnun **PAPER- V** **Practical** 5	**CORE COMPULSORY** **PAPER-I** **Peace Education** 1. Peace - Meaning, Concept, Development and Indivisibility, Peace Education - Concept of Peace Education, education for International understanding, Political Education, Global Education. 2. Legitimacy of Peace

	Education, Peace Education & Disarmament Education, Dilemmas of limitations of peace education. 3. Peace Education for equality - Education and Democracy, Education for social justice, education and work: education for world citizenship and creating a new world order. 4. Value Education : Need, Decline & Renewal of Moral Values and Moral Education, Moral, Social and spiritual values. Science and values, JeevanVigyan as

	value education synthesis of science & spirituality, Gandhi on value education. **Books Recommended:** 1. Johan Galtung : The Struggle for Peace, Peace Research Centre, Gujarat Vidyapith, Ahmedabad, 1984 2. Devi Prasad; Peace Education or Education for Peace, New Delhi, GPF, 1984 3. H. Read; Education for Peace, London, Routledge and Kigan Paul, 1950 4. Lintz; Towards a Science of Peace, New York, Bookman Associatiate Inc., 1988

	5. SivadasanPillai, Relevance of Peace Education, The Associated Publishers, AmbalaCantt, 1991 6. AcharyaMahaprajna, Democracy, Social Revolutions through Individual Transformation, JVB



M.A. (Final) Non-violence and Peace

SAMESTER- III

Paper I

Human Rights and Security

1. Historical, Political, and Philosophical foundation - The History of the idea of Human Rights - Rights
2. Natural Rights and Universal Declaration of Human Rights, other Regional Agreements, Political & Civil Rights; Economic, Social and Cultural Rights : Human Rights and International Law.
3. Human Rights in Revolutionary society, A Socialist Conception of Human Rights. Human Rights v/s Human Needs; Human Right v/s Right Human.
4. Three Generation of Human Rights-
   Right to Peace
   Right to Development
   Right to Share the Common Heritage of Humankind.
5. Human Rights in India: Present Scenario

Books Recommended:

1. Peter Galvocorressi, World Politics since 1945, Orient Longman, 1989
2. Kluar, the United Nations: How it works & what it Does, Mac Millan, London, 1979
3. Joseph S. Nye, Soft Power: The Means to Success in World Politics, A-1 Books, 2004
4. Human Rights in India. Amnesty International Publications, New Delhi, 1993.
5. Stig Toft Madsen, State, Society and Human Rights in South Asia, Manohar, 1996.
6. Subramaniam, Human Rights: International Challenges, Manas Publications, New Delhi, 1997.
7. Jawahar L. Kaul, Human Rights: Issues and Perspectives, Regency Publications, New Delhi, 1998.
8. Boutros Ghali, An Agenda for Peace: Preventive Diplomacy, Peace Making and Peace Keeping, Sage Publication, 1992
9. Kenneth E.Boulding, Three Faces of Power, Sage, 1989.
10. Kofiannan, Diplomacy and International Relation, Seton Hall University, 2000.
11. Thomas L Ilgen, Hard Power, Soft Power and the future of Transatlantic Relation, Ashgate Publishing Ltd.,USA, 2006.

Paper – II

Disaster Management

1. Natural Disasters- Meaning and nature of natural disasters, types and effects. Floods, drought, cyclone, earthquakes, landslides, avalanches, Volcanic eruptions, Heat and cold waves, Climatic change: global warming, Sea level rise, ozone depletion.
2. Man Made Disasters- Nuclear disasters, chemical disasters, biological disasters, building fire, coal fire, forest fire, oil fire, air pollution, water pollution, deforestation, industrial waste water pollution, road accidents, rail accidents, air accidents, sea accidents.
3. Natural Disaster Reduction
   a) Provision of Immediate relief measures to disaster affected people
   b) Prediction of Hazards & Disasters
   c) Measures of adjustment to natural hazards
4. Disaster Management- Effect to migrate natural disaster at national and global levels. International strategy for disaster reduction. Concept of disaster management, national disaster management framework, Financial arrangements

PAPER-II

Environmental Ethics and Sustainable Development

Environmental Ethics and Sustainable Development

1. **Human Ecology**

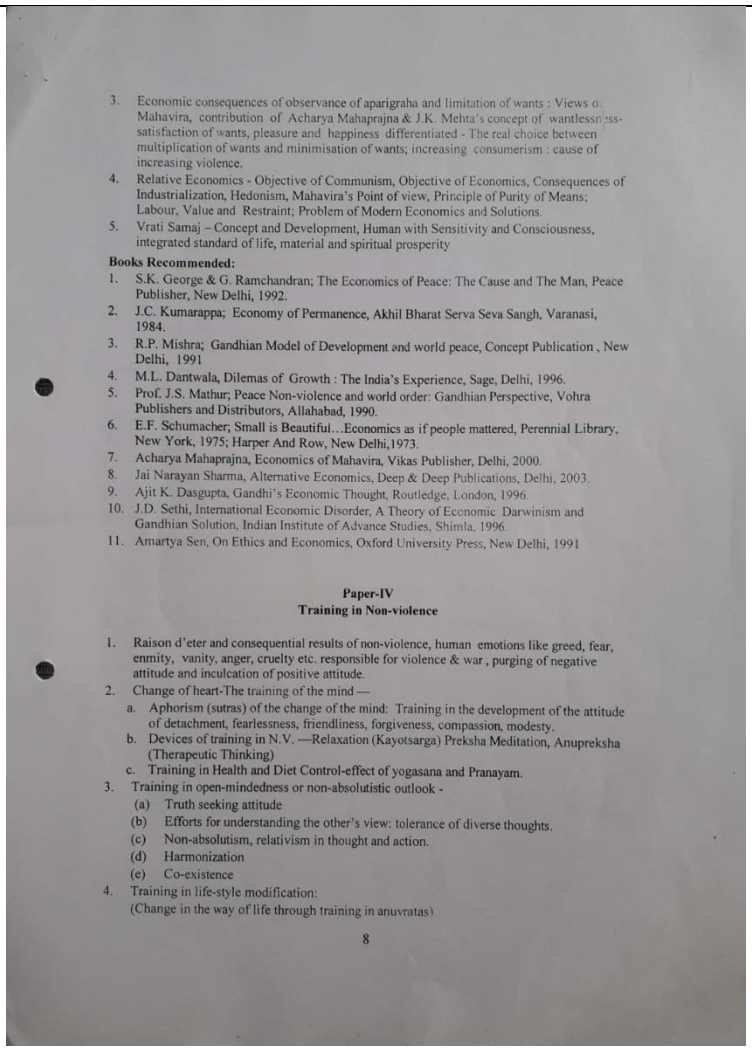
   Man and Environment relationship, Hunting and food gathering period, Domestication of animals and pastrolism, Domestication of Plants and agriculture period, science, technology and Industrial period, changing human nature and future of men.

2. **Factors of Environmental**

	Degradation Industrialisation, Deforestation, Urbanisation.Over population, Energy crisis, Techological Hazards, Exploitation of Resources. 3. **Environmental Ethics** Religious Perspective : Vedic, Buddhist, Jain and Gandhian 4. **Environmental Movements** Chipko, Appiko, Save Narmada, Tihri Dam. **Books :** 1. R.P. Mishra (ed.); Environment Ethics, Gandhi Bhavan, New Delhi, 1993. 2. O.P. Dwivedi (ed.);

	World Religion and The Environmental, Gitanjali Publishing House, New Delhi, 1989. 3. LaeeqFutchally; Our Environment , NBT, New Delhi, 1994. 4. Brain Knapp (it. al.); Challenge of the Human Environment, Lovqman, London, 1989. 5. Edward Goldsmith; The Great U-Turns : De-industrializing Society, Essays on Ecology, Ashish Publishing House, New Delhi, 1992. 6. M. Bannucci; Ecological Readings in The veda, O.K. Print

	World, New Delhi, 1994. 7. Vandana Shiva (ed.); Ecology and The Poltics of Survival : Conflicts over Natural Resources in Indian; United Nation University Press & Sage Publications, New Delhi, 1991.



3. Economic consequences of observance of aparigraha and limitation of wants : Views o Mahavira, contribution of Acharya Mahaprajna & J.K. Mehta's concept of wantlessn ss- satisfaction of wants, pleasure and happiness differentiated - The real choice between multiplication of wants and minimisation of wants; increasing consumerism : cause of increasing violence.
4. Relative Economics - Objective of Communism, Objective of Economics, Consequences of Industrialization, Hedonism, Mahavira's Point of view, Principle of Purity of Means; Labour, Value and Restraint; Problem of Modern Economics and Solutions.
5. Vrati Samaj – Concept and Development, Human with Sensitivity and Consciousness, integrated standard of life, material and spiritual prosperity

Books Recommended:

1. S.K. George & G. Ramchandran; The Economics of Peace: The Cause and The Man, Peace Publisher, New Delhi, 1992.
2. J.C. Kumarappa; Economy of Permanence, Akhil Bharat Serva Seva Sangh, Varanasi, 1984.
3. R.P. Mishra; Gandhian Model of Development and world peace, Concept Publication , New Delhi, 1991
4. M.L. Dantwala, Dilemas of Growth : The India's Experience, Sage, Delhi, 1996.
5. Prof. J.S. Mathur; Peace Non-violence and world order: Gandhian Perspective, Vohra Publishers and Distributors, Allahabad, 1990.
6. E.F. Schumacher; Small is Beautiful…Economics as if people mattered, Perennial Library, New York, 1975; Harper And Row, New Delhi,1973.
7. Acharya Mahaprajna, Economics of Mahavira, Vikas Publisher, Delhi, 2000.
8. Jai Narayan Sharma, Alternative Economics, Deep & Deep Publications, Delhi, 2003.
9. Ajit K. Dasgupta, Gandhi's Economic Thought, Routledge, London, 1996.
10. J.D. Sethi, International Economic Disorder, A Theory of Economic Darwinism and Gandhian Solution, Indian Institute of Advance Studies, Shimla, 1996.
11. Amartya Sen, On Ethics and Economics, Oxford University Press, New Delhi, 1991

Paper-IV
Training in Non-violence

1. Raison d'eter and consequential results of non-violence, human emotions like greed, fear, enmity, vanity, anger, cruelty etc. responsible for violence & war , purging of negative attitude and inculcation of positive attitude.
2. Change of heart-The training of the mind —
   a. Aphorism (sutras) of the change of the mind: Training in the development of the attitude of detachment, fearlessness, friendliness, forgiveness, compassion, modesty.
   b. Devices of training in N.V. —Relaxation (Kayotsarga) Preksha Meditation, Anupreksha (Therapeutic Thinking)
   c. Training in Health and Diet Control-effect of yogasana and Pranayam.
3. Training in open-mindedness or non-absolutistic outlook -
   (a) Truth seeking attitude
   (b) Efforts for understanding the other's view: tolerance of diverse thoughts.
   (c) Non-absolutism, relativism in thought and action.
   (d) Harmonization
   (e) Co-existence
4. Training in life-style modification:
   (Change in the way of life through training in anuvratas)

8

PAPER-III

Training in Nonviolence

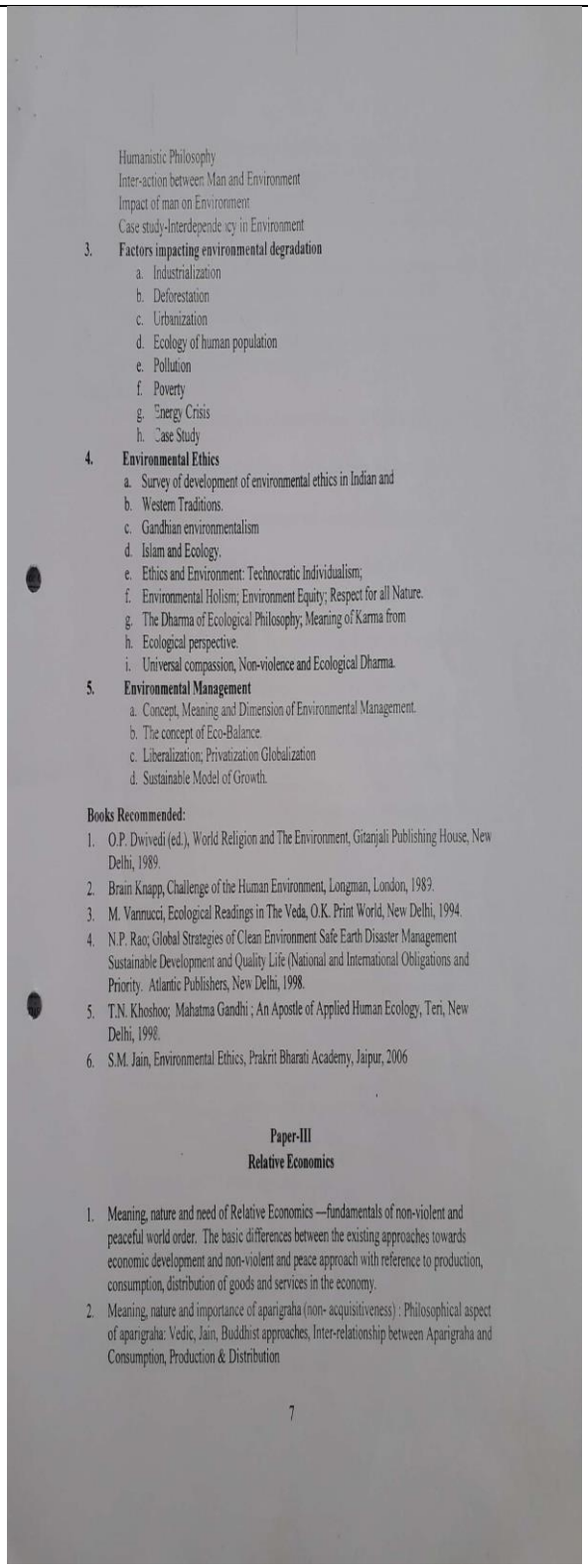
Training in Nonviolence

1. Raison d'eter and consequential results of non-violence, human emotions like greed, fear, enmity, vanity, anger, cruelty etc.
2. Change of heart - The training of the mind-
   (a) Aphorism (sutras) of the change of the mind: Training in the development of the attitude of detachment, fearlessness, friendliness, forgiveness, compassion, modesty.

	(b) Devices of training in N.V. - Relaxation (Kayotsarga) Preksha Meditation, Anupreksha (Therapeutic Thinking) 3. Training in open-mindedness or non-absolutistic outlook- (a) Truth seeking attitude (b) Non-absolutism, relativism in thought and action. (c) Harmonization (d) Co-existence 4. Training in life-style modification;- Training to inculcate the values of renunciation (visarjana) non-

	acquisitiveness. **Books Recommended:** 1. AcharyaTulsi; The Anuvrat Movement for moral Awakening, JVB, Ladnun, 1993 2. AcharyaMahaprajna; Democracy, Social Revolutions through Individual Transformation, JVB, Ladnun 3. AcharyaMahaprajna, AhimaaurAnuvrat, Jain VishvaBharati Institute, Ladnun 4. Erikshon, Gandhi's Truth on the Origins of Militant Non-violence, Faber & Faber, London, 1970 5. Muni Sukhlal, Training in Non-violence (Part-I-V), RashtriyaAnuvratShikshakSansad, Rajsamand,

	2006 6. B.R. Dugar, Ahimsa PrakshishanevamVishvashanti, Acharya Shanti SagarChhaniGranthmala, Budhana, 2002 7. Tom Hastings, Power: Non-violent Transformation from the Transpersonal to the Transnational, Halmiton Books, 2005 8. Johan Galtung, Peace by Peaceful Means: Peace andConflict, Development and Civilization, Sage, 1996



Humanistic Philosophy
Inter-action between Man and Environment
Impact of man on Environment
Case study-Interdependency in Environment

3. **Factors impacting environmental degradation**
   a. Industrialization
   b. Deforestation
   c. Urbanization
   d. Ecology of human population
   e. Pollution
   f. Poverty
   g. Energy Crisis
   h. Case Study
4. **Environmental Ethics**
   a. Survey of development of environmental ethics in Indian and
   b. Western Traditions.
   c. Gandhian environmentalism
   d. Islam and Ecology.
   e. Ethics and Environment: Technocratic Individualism;
   f. Environmental Holism; Environment Equity; Respect for all Nature.
   g. The Dharma of Ecological Philosophy; Meaning of Karma from
   h. Ecological perspective.
   i. Universal compassion, Non-violence and Ecological Dharma.
5. **Environmental Management**
   a. Concept, Meaning and Dimension of Environmental Management.
   b. The concept of Eco-Balance.
   c. Liberalization; Privatization Globalization
   d. Sustainable Model of Growth.

Books Recommended:

1. O.P. Dwivedi (ed.), World Religion and The Environment, Gitanjali Publishing House, New Delhi, 1989.
2. Brain Knapp, Challenge of the Human Environment, Longman, London, 1989.
3. M. Vannucci, Ecological Readings in The Veda, O.K. Print World, New Delhi, 1994.
4. N.P. Rao; Global Strategies of Clean Environment Safe Earth Disaster Management Sustainable Development and Quality Life (National and International Obligations and Priority. Atlantic Publishers, New Delhi, 1998.
5. T.N. Khoshoo; Mahatma Gandhi ; An Apostle of Applied Human Ecology, Teri, New Delhi, 1998.
6. S.M. Jain, Environmental Ethics, Prakrit Bharati Academy, Jaipur, 2006

Paper-III
Relative Economics

1. Meaning, nature and need of Relative Economics —fundamentals of non-violent and peaceful world order. The basic differences between the existing approaches towards economic development and non-violent and peace approach with reference to production, consumption, distribution of goods and services in the economy.
2. Meaning, nature and importance of aparigraha (non- acquisitiveness) : Philosophical aspect of aparigraha: Vedic, Jain, Buddhist approaches, Inter-relationship between Aparigraha and Consumption, Production & Distribution

CORE ELECTIVE

PAPER-I

Relative Economics

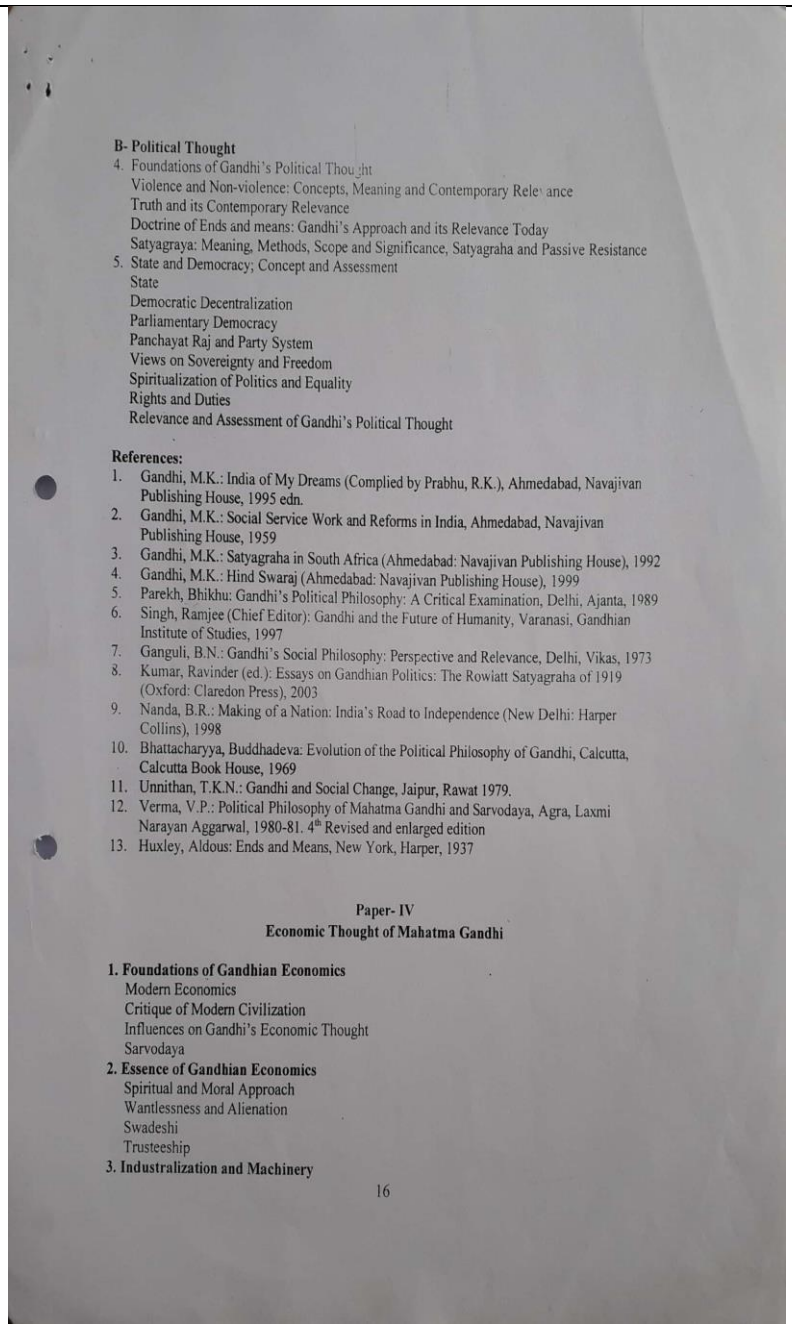
1. Meaning, Nature and need of Relative Economics - The basic differences between the existing approaches towards economic development and non-violent and peace approach with reference to production, consumption, distribution of goods and services in the economy.
2. Meaning, nature and importance of aparigraha (non-acquisitiveness) : Philosophical aspect of aparigraha: Vedic, Jain,

	Buddhist approaches, Inter-relationship between Aparigraha and Consumption, Production & Distribution. 3. Economic consequences of observance of aparigraha andlimitation of wants : Views of Mahavira, contribution of AcharyaMahaprajna & J.K. Mehta's concept of wantlessness-satisfaction of wants, pleasure and happiness differentiated-The real choice between multiplication of wants and minimisation of wants;

	4. Relative Economics- Objective of Communism, Objective of Economics, Consequences of Industrialization, Mahavira's Point of view, Principle of Purity of Means; Problem of Modern Economics and Solutions. **Books Recommended :** 1. S.K. George & G. Ramchandran; The Economics of Peace : The Cause and The Man, Peace Publisher, New Delhi,1992 2. J.C. Kumarappa, Economy of Permancence, Akhil Bharat ServaSevaSangh, Varanasi, 1984

	3. R.P. Mishra; Gandhian Model of Development and world peace, Concept Publication, New Delhi, 1991 4. M.L. Dantwala, Dilemas of Growth: The India's Experience, Sage, Delhi, 1996 5. Prof. J.S. Mathur; Peace Non-violence and world order: Gandhian Perspective, Vohra Publishers and Distributors, Allahabad, 1990 6. E.F. Schumacher, Small is Beautiful...Economics as if people mattered, Perennial Library, New York, 1975, Harper And Row, New Delhi, 1973

	7. AcharyaMahaprajna, Economics of Mahavira, Vikas Publisher, Delhi, 2000 8. Jai Narayan Sharma, Alternative Economics, Deep & Deep Publications, Delhi, 2003 9. Ajit K. Dasgupta, Gandhi's Economic Thought, Routledge, London, 1996 10. J.D. Sethi, International Economic Disorder, A theory of Economic Darwinism and Gandhian Solution, Indian Institute of Advance Studies, Shimal, 1996. 11. AmartyaSen, On Ethics and Economics, Oxford University Press,



B- Political Thought

4. Foundations of Gandhi's Political Thought
   Violence and Non-violence: Concepts, Meaning and Contemporary Relevance
   Truth and its Contemporary Relevance
   Doctrine of Ends and means: Gandhi's Approach and its Relevance Today
   Satyagraya: Meaning, Methods, Scope and Significance, Satyagraha and Passive Resistance
5. State and Democracy; Concept and Assessment
   State
   Democratic Decentralization
   Parliamentary Democracy
   Panchayat Raj and Party System
   Views on Sovereignty and Freedom
   Spiritualization of Politics and Equality
   Rights and Duties
   Relevance and Assessment of Gandhi's Political Thought

References:

1. Gandhi, M.K.: India of My Dreams (Complied by Prabhu, R.K.), Ahmedabad, Navajivan Publishing House, 1995 edn.
2. Gandhi, M.K.: Social Service Work and Reforms in India, Ahmedabad, Navajivan Publishing House, 1959
3. Gandhi, M.K.: Satyagraha in South Africa (Ahmedabad: Navajivan Publishing House), 1992
4. Gandhi, M.K.: Hind Swaraj (Ahmedabad: Navajivan Publishing House), 1999
5. Parekh, Bhikhu: Gandhi's Political Philosophy: A Critical Examination, Delhi, Ajanta, 1989
6. Singh, Ramjee (Chief Editor): Gandhi and the Future of Humanity, Varanasi, Gandhian Institute of Studies, 1997
7. Ganguli, B.N.: Gandhi's Social Philosophy: Perspective and Relevance, Delhi, Vikas, 1973
8. Kumar, Ravinder (ed.): Essays on Gandhian Politics: The Rowlatt Satyagraha of 1919 (Oxford: Claredon Press), 2003
9. Nanda, B.R.: Making of a Nation: India's Road to Independence (New Delhi: Harper Collins), 1998
10. Bhattacharyya, Buddhadeva: Evolution of the Political Philosophy of Gandhi, Calcutta, Calcutta Book House, 1969
11. Unnithan, T.K.N.: Gandhi and Social Change, Jaipur, Rawat 1979.
12. Verma, V.P.: Political Philosophy of Mahatma Gandhi and Sarvodaya, Agra, Laxmi Narayan Aggarwal, 1980-81. 4th Revised and enlarged edition
13. Huxley, Aldous: Ends and Means, New York, Harper, 1937

Paper- IV

Economic Thought of Mahatma Gandhi

1. Foundations of Gandhian Economics
   Modern Economics
   Critique of Modern Civilization
   Influences on Gandhi's Economic Thought
   Sarvodaya
2. Essence of Gandhian Economics
   Spiritual and Moral Approach
   Wantlessness and Alienation
   Swadeshi
   Trusteeship
3. Industralization and Machinery

16

New delhi, 1991

PAPER-II

Gandhian Economics

1. The Philosophical Basis of Economic Thought of Gandhi.
2. The Substance of Economic Approach.
3. The concept of Trusteeship.
4. Economic Ideas and their present Relevance.

Books :-

1. Atkinson, Anthony C., *The Economics of Inequality*, Oxford University Press, London, 1975.
2. Baran, Paul, *Political Economy of Growth*, Monthly Review Press, New

York, 1957.

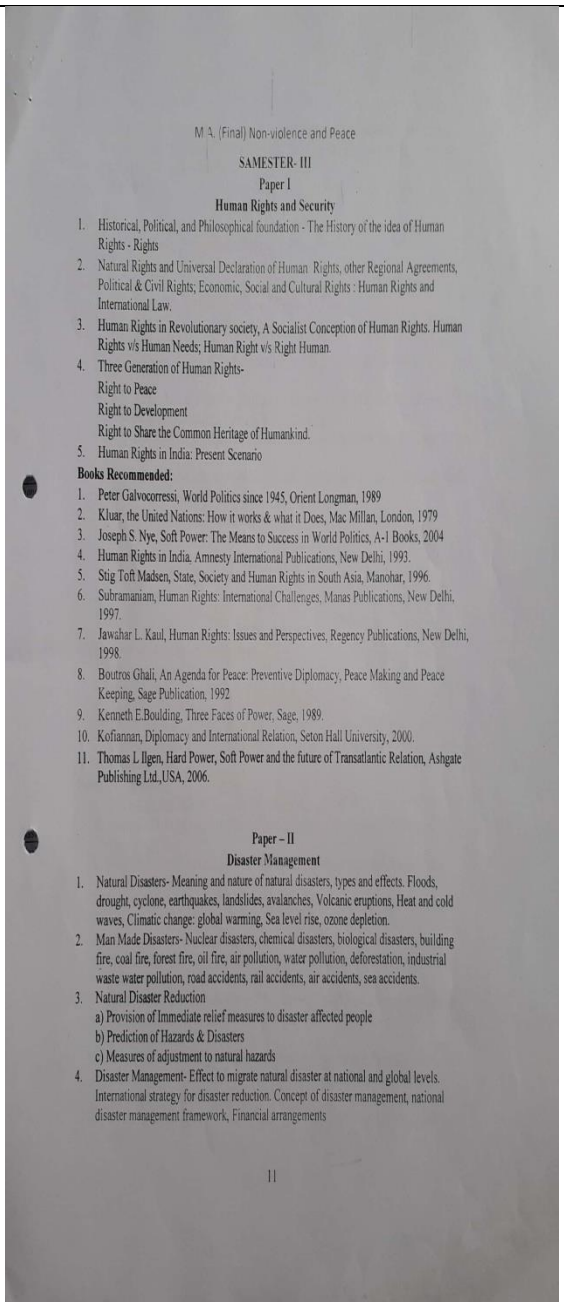
3. Boulding, Kenneth E., in Sidney Hood (ed.) *Human Values and Economic Policy*, New York University Press, New York, 1967.
4. Collard, David, *Altruism and Economy : A Study in Non-Selfish Economics*, Oxford University Press, New York, 1978.
5. Das, Amritananda, *Foundations of Gandhian Economics*, St. Martin's Press, New York, 1979.
6. Datta, Amlan, "Aspects of Gandhian Economic Thought" in Sibnarayan Ray

	(ed.) *Gandhi, India, and the World,* Temple University Press, Philadelphia, 1970. 7. Desai, Suresh, "The Role of Price System in Gandhian Economics" *Gandhi Marg*, March, pp. 673-685, 1981. 8. ------- and Dennis Livingston, *AlternativeDevelopment Strategies and Appropriate Technology : Science Policy for an Equitable Word Order,*Pergamon Press, Elmsford, New York, 1979. 9. ------- andSushilaGidwani, "Elements in Gandhian

Economics" *Gandhi Marg*, Vol. 1, August, pp. 248-258, 1979.

10. ------- "Towards an Economics of Human Development and the Gandhian Concept of Swadeshi" *Gandhi Marg*, April, pp. 5-15, 1981a.
11. ------- Review of *Foundation of Gandhian Economics by Amritananda Das*, Journal of Developing Areas, 15 April, pp. 514-515, 1981b.
12. Dutt, R.C., *The Economic History of India*, Republished by

	Government of India, 1963. 13. Fisher, Louis (ed.), *The Essential Gandhi*, Vintage Books,1962. 14. Hollis, M., and E. Nell, *The Rational Economic Man*, Cambridge University Press, New York, 1975. 15. Mathur, J.S. (ed.) n.d.*The Economic Thought of Mahatma Gandhi.* MeLaughlin, Elizabeth T., *Ruskin and Gandhi*, Associated University Press, London, 1974.
SEMESTER-IV **(Nonviolence and Peace)**	



M.A. (Final) Non-violence and Peace

SAMESTER- III

Paper I

Human Rights and Security

1. Historical, Political, and Philosophical foundation - The History of the idea of Human Rights - Rights
2. Natural Rights and Universal Declaration of Human Rights, other Regional Agreements, Political & Civil Rights; Economic, Social and Cultural Rights : Human Rights and International Law.
3. Human Rights in Revolutionary society, A Socialist Conception of Human Rights. Human Rights v/s Human Needs; Human Right v/s Right Human.
4. Three Generation of Human Rights-
   Right to Peace
   Right to Development
   Right to Share the Common Heritage of Humankind.
5. Human Rights in India: Present Scenario

Books Recommended:

1. Peter Galvocorressi, World Politics since 1945, Orient Longman, 1989
2. Kluar, the United Nations: How it works & what it Does, Mac Millan, London, 1979
3. Joseph S. Nye, Soft Power: The Means to Success in World Politics, A-1 Books, 2004
4. Human Rights in India. Amnesty International Publications, New Delhi, 1993.
5. Stig Toft Madsen, State, Society and Human Rights in South Asia, Manohar, 1996.
6. Subramaniam, Human Rights: International Challenges, Manas Publications, New Delhi, 1997.
7. Jawahar L. Kaul, Human Rights: Issues and Perspectives, Regency Publications, New Delhi, 1998.
8. Boutros Ghali, An Agenda for Peace: Preventive Diplomacy, Peace Making and Peace Keeping, Sage Publication, 1992
9. Kenneth E.Boulding, Three Faces of Power, Sage, 1989.
10. Kofiannan, Diplomacy and International Relation, Seton Hall University, 2000.
11. Thomas L Ilgen, Hard Power, Soft Power and the future of Transatlantic Relation, Ashgate Publishing Ltd.,USA, 2006.

Paper – II

Disaster Management

1. Natural Disasters- Meaning and nature of natural disasters, types and effects. Floods, drought, cyclone, earthquakes, landslides, avalanches, Volcanic eruptions, Heat and cold waves, Climatic change: global warming, Sea level rise, ozone depletion.
2. Man Made Disasters- Nuclear disasters, chemical disasters, biological disasters, building fire, coal fire, forest fire, oil fire, air pollution, water pollution, deforestation, industrial waste water pollution, road accidents, rail accidents, air accidents, sea accidents.
3. Natural Disaster Reduction
   a) Provision of Immediate relief measures to disaster affected people
   b) Prediction of Hazards & Disasters
   c) Measures of adjustment to natural hazards
4. Disaster Management- Effect to migrate natural disaster at national and global levels. International strategy for disaster reduction. Concept of disaster management, national disaster management framework, Financial arrangements

11

CORE COMPULSORY PAPER-I

Peace Organization and Movements

1. **International Organisation**
   Emergence of International Organisation- League of Nations, Permanent Court of International Justice, UNO-parliament of mankind and world peace, SIPRI.
2. **SAARC :**
   Genesis, Objective and Significant, Recent Trends in International Relations.
3. **Indian Peace Movement**
   GandhainMovements : Non Co-

	operation and Civil DisobedienceAnand Van, 4. **Western Peace Movement :** Historical Perespective, Peace Movement in Italy, Peace Movement of Pugwash and American Civil Rights Movements. **Books Recommended:** 1. HohanGaltung; The Struggle for Peace, Peace Research Centre, Gujarat Vidyapith, Ahmedabad, 1984. 2. Devi Prasad; Peace Education or Education for Peace, New Delhi, GPF, 1984. 3. H. Read; Education for Peace, London,

	Rutledge and Kigan Paul, 1950. 4. Lintz; Towards a Science of Peace, New York, Bookman Associatiate Inc., 1988. 5. SivadasanPillai, Relevance of Peace Education, TheAssiciated Publishers, AmbalaCantt, 1991. 6. AcharyaMahaprajna ; Democracy, Social Revolutions through Individual Transformation, JVB, Ladnun. 7. J.D. Sethi; Gandhian Critique of Western Peace Movements, Chanakya Publication, Delhi,

	1989. 8. David R. Weber (ed.); Civil Disobedience in America- A Documentay History, Ithaca, Cornel University Press, 1978. 9. Nicholas Gillett, Men against war, Gandhi Book House, Delhi 10. N. Radhakrishnan (ed.); Multiple Strems of Peace Movement, G.R. Institute of Non-violence, Adur, 1986. 11. P.N. Chopra, India's Major Nonviolent Movements, British, Secret Reports, Vision Books, Delhi, 1979.

Analytical Problem Solving Approach (Notably of John Burton)
Game Theory
Gandhian Techniques of Non-violent Action

3. Conflicts in Indian Society
Communal
Caste
Gender
Economic

4. Agencies of Conflict Resolution
Peace Keeping
Peace Making
Adjudication
Shanti Sena

References:

1. Bondurant, J.V.: Conquest of Violence, O.U.P., Bombay, 1959.
2. Burton, John, (ed.): Conflict Resolution and Preventive Human Needs T Martin Press, 1990.
3. Conlon, D.E.: The Meditation-Intervention, discussion-Towards an Inte Negotiation Journal, Vol. 4, No.2 of 1988, pp 143-148.
4. Galtung, Johan: Institutionalized Conflict Resolution-A Theoretical Para Peace Research, 1965, pp 348-395.
5. Khanna, D.D. & Kueck Gert W. (eds.): Conflict Resolution, Human Rig New Delhi: Shipra Publications, 2003.
6. Kriesberg, Louis: Social Conflicts, Englewood Cliffs, Prentice Hall, 198
7. Kulkarni, V.B.: Conflict in Indian Society, Bombay Bhartiya Vidya Bha
8. Shridharani, K.L.: War Without Violence, Bombay, Bhardiya Vidya Bha
9. Thakur, Ramesh: International Conflict Resolution, West View, 1998.
10. Burton, J.W.: Gloval Conflict, Wheatsheef, London, 1984.
11. Chernyak, Yefim: Ambient Conflicts, Progress Press, 1987.
12. Weber, Thomas: Conflict Resolution & Gandhian Ethics, New Delhi, Ga Foundation, 1991.

Group- C
Paper- III
Social and Political Thought of Mahatma Gandhi

A- Social Thought:

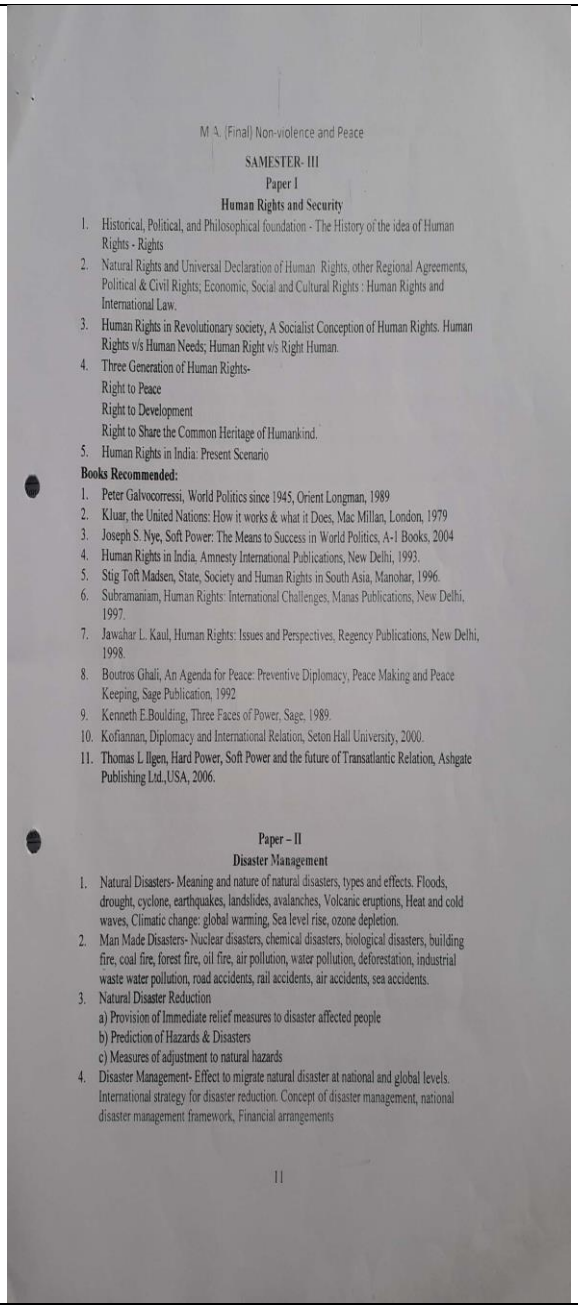
1. Fundamental Principles: Individual and Society, Social Justice, Sarvoda
   Drive against Social Evils, Views on Varnashrama Dharma, Caste Syste
   Prohibition
2. Women's Problems and Empowerment
   Dowry system and Child Marriage
   Widowhood, Purdah System, Divorce
   Domestic Violence
   Women's Empowerment: The Challenges and Application
3. Social and Communal Harmony
   Class Struggle and Class Co-operation
   Communal Harmony
   Social Harmony
   An Assessment of Gandhi's Social thought Today

PAPER-II

1. **Research Methodology**
   Concept and Meaning of Peace Research - Empirical Research in the field of Non-violence and Peace Objectives of Peace Research - Need for Peace Research.
2. Hypotheses : Formulation of Research Problem and Design
3. Methods of Data Collection : Observation, Interviews, Questionnaire; Sampling
4. Data Processing and Analysis; Tasks and Problems of Peace Research in India

	Books Recommended: 1. Pauline V. Young, Scientific Social Surveys and Research, Prentice-Hall, 1966 2. Johan Galtung, Peace Research Methodology, Gandhi Marg, Special Issue on Peace Research, Gandhi Peace Foundation, New Delhi 3. Russell A. Jones Research Methods in Social and Behavioural Sciences, Sinauer Associates, 1985 4. JuergenDedring: Recent Advances in Peace Research, Sage, 1976 5. A.K. Bose, Peace

	Research and Peace Action, Gandhi Peace Foundation, 1972 6. Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations, University of Chicago Press, 2007 7. Karl WolfganagDeutch, Peace Research : The Need, The Problems and the Prospects, University of Michigan, 2007 8. Sugata Das Gupta, Social Science : Research Methodology 9. Sugata Das Gupta, Problems of Peace Research

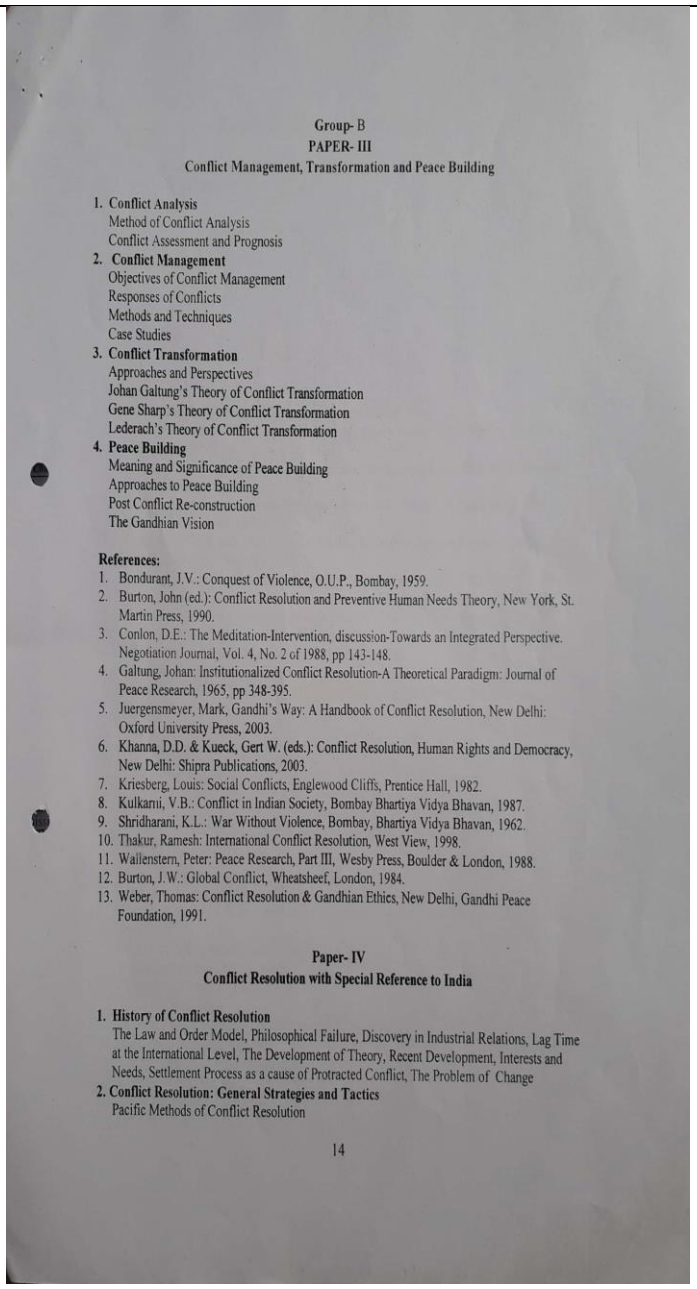
	PAPER-III **Dissertation and Viva-Voce**
 M.A. (Final) Non-violence and Peace SAMESTER- III Paper I **Human Rights and Security** 1. Historical, Political, and Philosophical foundation - The History of the idea of Human Rights - Rights 2. Natural Rights and Universal Declaration of Human Rights, other Regional Agreements, Political & Civil Rights; Economic, Social and Cultural Rights : Human Rights and International Law. 3. Human Rights in Revolutionary society, A Socialist Conception of Human Rights. Human Rights v/s Human Needs; Human Right v/s Right Human. 4. Three Generation of Human Rights- Right to Peace Right to Development Right to Share the Common Heritage of Humankind. 5. Human Rights in India: Present Scenario **Books Recommended:** 1. Peter Galvocorressi, World Politics since 1945, Orient Longman, 1989 2. Kluar, the United Nations: How it works & what it Does, Mac Millan, London, 1979 3. Joseph S. Nye, Soft Power: The Means to Success in World Politics, A-1 Books, 2004 4. Human Rights in India. Amnesty International Publications, New Delhi, 1993. 5. Stig Toft Madsen, State, Society and Human Rights in South Asia, Manohar, 1996. 6. Subramaniam, Human Rights: International Challenges, Manas Publications, New Delhi, 1997. 7. Jawahar L. Kaul, Human Rights: Issues and Perspectives, Regency Publications, New Delhi, 1998. 8. Boutros Ghali, An Agenda for Peace: Preventive Diplomacy, Peace Making and Peace Keeping, Sage Publication, 1992 9. Kenneth E.Boulding, Three Faces of Power, Sage, 1989. 10. Kofiannan, Diplomacy and International Relation, Seton Hall University, 2000. 11. Thomas L Ilgen, Hard Power, Soft Power and the future of Transatlantic Relation, Ashgate Publishing Ltd.,USA, 2006. **Paper – II** **Disaster Management** 1. Natural Disasters- Meaning and nature of natural disasters, types and effects. Floods, drought, cyclone, earthquakes, landslides, avalanches, Volcanic eruptions, Heat and cold waves, Climatic change: global warming, Sea level rise, ozone depletion. 2. Man Made Disasters- Nuclear disasters, chemical disasters, biological disasters, building fire, coal fire, forest fire, oil fire, air pollution, water pollution, deforestation, industrial waste water pollution, road accidents, rail accidents, air accidents, sea accidents. 3. Natural Disaster Reduction a) Provision of Immediate relief measures to disaster affected people b) Prediction of Hazards & Disasters c) Measures of adjustment to natural hazards 4. Disaster Management- Effect to migrate natural disaster at national and global levels. International strategy for disaster reduction. Concept of disaster management, national disaster management framework, Financial arrangements 11	**CORE ELECTIVE** **PAPER-I** **Conflict Resolution With Special Reference the India** **1. Conflict Perspective** Anthropological, Social and Political Aspect. **2. Gandhian and Jain Techniques of Conflict Resolution** Satyagraha and its forms, Anekant. **3. Conflict Resolution (Pre independence)** Case Study

	ofGandhian Applied Satyagraha 4. **Conflict Resolution (Post Independence)** Case Study, Chambal Dacoit Surrender, Anuvrat movement, Anti corruption Moment, **Books :-** 1. Conquest of Violence, TheGandhian Philosophy of Conflict, Joan, V. Bondurant, Berkelay and Losangels, University of Calofornia Press, 1967. 2. Chipko: India's Civilisational Response to the Forest Crisis,

	Vandana Shiva, JayantoBandhyopadhyay, INTACH, New Delhi, 1986. 3. Exploring Gandhi, ManmohanChoudhary, The Gandhi Peace Foundation, New Delhi, 1989 4. Gandhi and Gandhism, B.P. Sitarammaiyya, Kitabistan Allahabad, 1942 5. Gandhi and the Nuclear Age, Arne Naess, The Bed, Minister Press, Tatawa, 1965. 6. Gandhi the Man, EdnathEaswaran, Nilgiri press, Box 477, Petaluma, California 94953, 1978 7. Ladnun Declaration,

	Anuvrat Global Organiation, Bajaj Nagar, Jaipur, 1989. 8. Marx, Gandhi and socialism Ram ManoharLohia, RammannoharLohia SamtaVidyalaya Nyasa, Hydrabad, 1973 9. Politics of the J.P. Movement, R. Barik, Radiant Publishers, New Delhi 1977. 10. Peace Has No Alternative, M.S. Gorbachev, Patriot Publisher, New Delhi, 1986 11. Selected Works of Jaiprakash Narayan, Asia Publishing House, London, 1964 12. Selection

	FromVinobha, VishwanathTandon, SarvaSevaSanghPrakashan, Rajghat Varanasi, 1981. 13. Stride Towards Freedom, MarthinLutehr King Jr, Victor Gollancz Ltd., London, 1959. 14. Vinobha and his Mission, Suresh Ram AkhilBharatiSarvaSangh, Rajghat, Kashi, (India), 1962



Group- B

PAPER- III

Conflict Management, Transformation and Peace Building

1. **Conflict Analysis**
   - Method of Conflict Analysis
   - Conflict Assessment and Prognosis
2. **Conflict Management**
   - Objectives of Conflict Management
   - Responses of Conflicts
   - Methods and Techniques
   - Case Studies
3. **Conflict Transformation**
   - Approaches and Perspectives
   - Johan Galtung's Theory of Conflict Transformation
   - Gene Sharp's Theory of Conflict Transformation
   - Lederach's Theory of Conflict Transformation
4. **Peace Building**
   - Meaning and Significance of Peace Building
   - Approaches to Peace Building
   - Post Conflict Re-construction
   - The Gandhian Vision

References:

1. Bondurant, J.V.: Conquest of Violence, O.U.P., Bombay, 1959.
2. Burton, John (ed.): Conflict Resolution and Preventive Human Needs Theory, New York, St. Martin Press, 1990.
3. Conlon, D.E.: The Meditation-Intervention, discussion-Towards an Integrated Perspective. Negotiation Journal, Vol. 4, No. 2 of 1988, pp 143-148.
4. Galtung, Johan: Insitutionalized Conflict Resolution-A Theoretical Paradigm: Journal of Peace Research, 1965, pp 348-395.
5. Juergensmeyer, Mark, Gandhi's Way: A Handbook of Conflict Resolution, New Delhi: Oxford University Press, 2003.
6. Khanna, D.D. & Kueck, Gert W. (eds.): Conflict Resolution, Human Rights and Democracy, New Delhi: Shipra Publications, 2003.
7. Kriesberg, Louis: Social Conflicts, Englewood Cliffs, Prentice Hall, 1982.
8. Kulkarni, V.B.: Conflict in Indian Society, Bombay Bhartiya Vidya Bhavan, 1987.
9. Shridharani, K.L.: War Without Violence, Bombay, Bhartiya Vidya Bhavan, 1962.
10. Thakur, Ramesh: International Conflict Resolution, West View, 1998.
11. Wallenstern, Peter: Peace Research, Part III, Wesby Press, Boulder & London, 1988.
12. Burton, J.W.: Global Conflict, Wheatsheef, London, 1984.
13. Weber, Thomas: Conflict Resolution & Gandhian Ethics, New Delhi, Gandhi Peace Foundation, 1991.

Paper- IV

Conflict Resolution with Special Reference to India

1. **History of Conflict Resolution**
   - The Law and Order Model, Philosophical Failure, Discovery in Industrial Relations, Lag Time at the International Level, The Development of Theory, Recent Development, Interests and Needs, Settlement Process as a cause of Protracted Conflict, The Problem of Change
2. **Conflict Resolution: General Strategies and Tactics**
   - Pacific Methods of Conflict Resolution

PAPER-II

Peace Ambassador

A. Indian Ambassador

1. Gandhi, Vinobha, Jaiprakash Narayan, AcharyaTulsi
2. SunderlalBahuguna, Anna Hazare

B. International Ambassador

3. Martin Luthar King, Herny David Thoro, John Galtung
4. Gene Sharp, MalalaUsuf Jai, Dio Tolstoy

Books :-

1. Conquest of Violence, TheGandhian Philosophy of Conflict, Joan. V.

	Bondurant, Berkelay and Losangels, University of Calofornia Press, 1967 2. Chipko : India's Civilisational Response to the Forest Crisis, Vandana Shiva, JayantoBandhyopadhyay, INTACH, New Delhi, 1986 3. Exploring Gandhi, ManmohanChoudhary, The Gandhi Peace Foundation, New Delhi, 1989 4. Gandhi and Gandhiism, B.P. Sitarammaiyya, Kitabistan Allahabad, 1942 5. Gandhi and the Nuclear Age, Arne

	Naess, The Bed, Minister Press, Tatawa, 1965 6. Gandhi the Man, EdnathEaswaran, Nilgiri press, Box 477, Petaluma, California 94953, 1978 7. Ladnun Declaration, Anuvrat Global Organization, Bajaj Nagar, Jaipur, 1989 8. Marx, Gandhi and Socialism, Ram MnoharLohia, RammanoharLohia SamtaVidyalaya Nyasa, Hydrabad, 1973 9. Politics of the J.P. Movement, R. Barik, Radiant Publishers, New

	Delhi, 1977 10. Peace Has No Alternative, M.S. Gorbachev, Patriot Publishere, New Delhi, 1986 11. Selected Works of Jaiprakash Narayan, Asia Publishing House, London, 1964 12. Selection From Vinobha, VishwanathTandon, SarvaSevaSanghPrakashan, Rajghat, Varanasi, 1981 13. Stride Towards Freedom, Marthin Luther King Jr., Victor Gollancz Ltd., London, 1959 14. Vinobha and his Mission, Suresh Ram

	AkhilBharatiSarva Sangh, Rajghat, Kashi (India), 1962 15. War without Violence, K. Shridharani, BartiyaVidyaBhawan, Bombay, 1962

Department of Non-violence and Peace
Jain Vishva Bharati University, Ladnun (Rajasthan)

Proceedings of the Meeting of Board of Studies held on 18 February, 2015

A meeting of Board of Studies was held in the Department of Non-violence and Peace in the Academic Block to ponder over and decide the CBCS in MA (NVP/Pol.Sc.), M.Phil and B.A (NVP) .

Following were present :

1. Prof. B.L. Fadia
2. Prof. M.D. Thomas
3. Prof. P.S. Bhati
4. Dr. Kanta Kataria
5. Prof. B.R. Dugar
6. Prof. Anil Dhar
7. Dr. Samani Satya Prajna
8. Dr. Jugal Kishore Dadhich
9. Dr. Samani Rohini Prajna
10. Dr. Ravindra Singh Rathore

1. The syllabus of B.A. (NVP) M.A. (NVP), M.A. (Political Science), M.Phil (NVP) were revised in the light of CBCS and after deliberation the nomenclature and credits are approved as under :
2. The nomenclature of the papers will be as under:

Common Core Papers

Semester-I **20 Credit**

Philosophy of Non-Violence and Peace
Political and Social Concepts
Human Rights and Human Security
Political Economy
Project work/Practical

Semester-II **20 Credit**

Contemporary Political and Social Issues
Conflict Resolution
Social and Political Thought of Mahatma Gandhi
Panchayati Raj and Rural Development
Project work/Practical

M.A. In Non-violence and Peace

Semester-III **20 Credit**

Peace Education
Environmental Ethics and Sustainable Development
Training in Non-violence
Relative Economics

Semester-IV : **20 Credit**

Peace Organizations and Movements
Research Methodology
Dissertation

M.A. in Political Science

Semester-III **20 Credit**

Western Political Thought
Indian Political Thought
Indian Government and Politics
International Relations and Contemporary Issues
Project work/Practical

Semester IV **20 Credit**

Comparative Politics
Research Methodology
Dissertation

Elective Paper for NVP

Gandhian Economics

Application in Nonviolence

Conflict Resolution with reference to India

Peace Ambassador - Gandhi, Acharya Shri Mahaprajna, Martin Luthar King-USA, Ikeda-Japan

Elective Paper for Political Science

Contemporary Political Theory
State Politics in India
Theory of Public Administration
Electoral Politics in India

The Meeting ended with the vote of thanks to the Chair.

(Prof. M.D. Thomas) (Prof. B.L. Fadia) (Prof. P.S. Bhati)

(Dr. Kanta Kataria) (Prof. B.R. Dugar) (Prof. Anil Dhar)

(Dr. Samani Satya Prajna) (Dr. Jugal Kishore Kadhich)

(Dr. Samani Rohini Prajna) (Dr. Ravindra Singh Rathore)

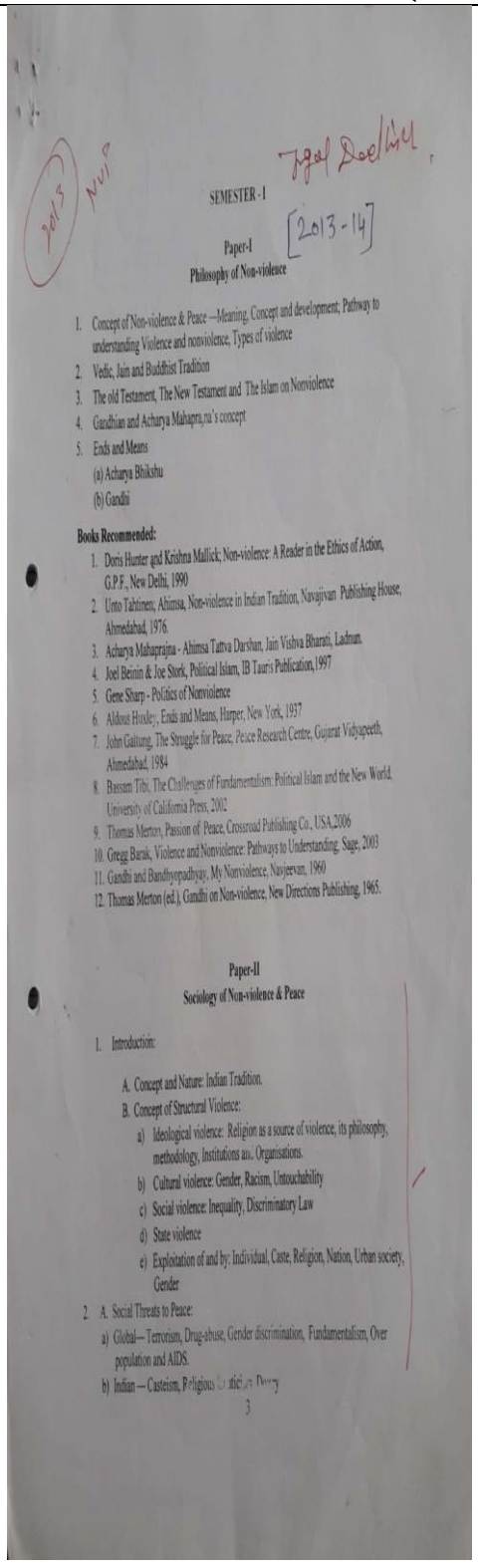
Summary of Program (Department OF Nonviolence and Peace)

Old Syllabus	New Syllabus based on CBCS	Page NO.
Semester I (MA in Political Science)		
Philosophy of Non-violence	**CORE COMPULSORY** **NVP-01 Philosophy of Non-violence**	
02Political and Social Concepts	**NVP-02Political and Social Concepts**	
Human Rights and Human Security	**NVP-03** **Project work/Practical**	
Political Economy	**CORE ELECTIVE PAPER** **NVP-04(i) Human Rights and Human Security**	
	NVP-04 **(ii) Political Economy**	
	FOUNDATION COURSE **PAPER-IV** **JVBF -05 Value Education and Spirituality**	

Semester-II (MA in Political Science)		
06 Contemporary Political and social Issues	**CORE COMPULSORY NVP 06 Contemporary Political and social Issues**	
Conflict Resolution	**NVP-07 Conflict Resolution**	
Economics and Political Thoughts of Mahatma Gandhi	**NVP-08 Project work/Practical**	
Panchayati Raj and Rural Development	**CORE ELECTIVE NVP-09 (i) Social and Political Thoughts of Mahatma Gandhi**	
	NVP-09 (ii) Panchayati Raj and Rural Development	
	JVBF-10 Foundation Course (Compulsory)	

SAMESTER – III (Political Science)		
Western Political Thought	**CORE COMPULSORY** **POL-11 Western Political Thought**	
Indian Political Thought	**POL-12 Indian Political Thought**	
Indian Govt and Administraion	**POL-13 International Relations and Contemporary Political Issues**	
International Politics	**POL-14 Project Work/Practical**	
	Core Elective **POL-15 (i)** **Contemporary Political Theory**	
	POL-15(ii) **State Politics in India**	

Semester – IV (Political Science)		
Comparative Politics	**POL-16 Comparative Politics**	
Research Methodology	**POL-17 Research Methodology**	
DISSERTATION and Viva VOCE	**POL-18 DISSERTATION and Viva VOCE**	
	Elective Paper POL-19(i) Theory of Public Administration	
	POL-19 (ii) Electoral Politics in India	

Old Syllabus	New Syllabus based on CBCS
Semester I (Political Science)	
	CORE COMPULSORY PAPER-I Philosophy of Non-violence 1. Concept of Non-violence & Peace - Meaning, Concept and development, Types and Nature of Violence. 2. Vedic, Jain and Buddhist Tradition. 3. The old Testament, The New Testament and The Islam on Nonviolence. 4. Gandhian and AcharyaMahaprajna's concept. Books Recommended : 1. Doris Hunter and Krishna Mallick; Non-violence : A Reader in the Ethics

SEMESTER - I

Paper-I

Philosophy of Non-violence

1. Concept of Non-violence & Peace —Meaning, Concept and development; Pathway to understanding Violence and nonviolence, Types of violence
2. Vedic, Jain and Buddhist Tradition
3. The old Testament, The New Testament and The Islam on Nonviolence
4. Gandhian and Acharya Mahaprajna's concept
5. Ends and Means
   (a) Acharya Bhikshu
   (b) Gandhi

Books Recommended:

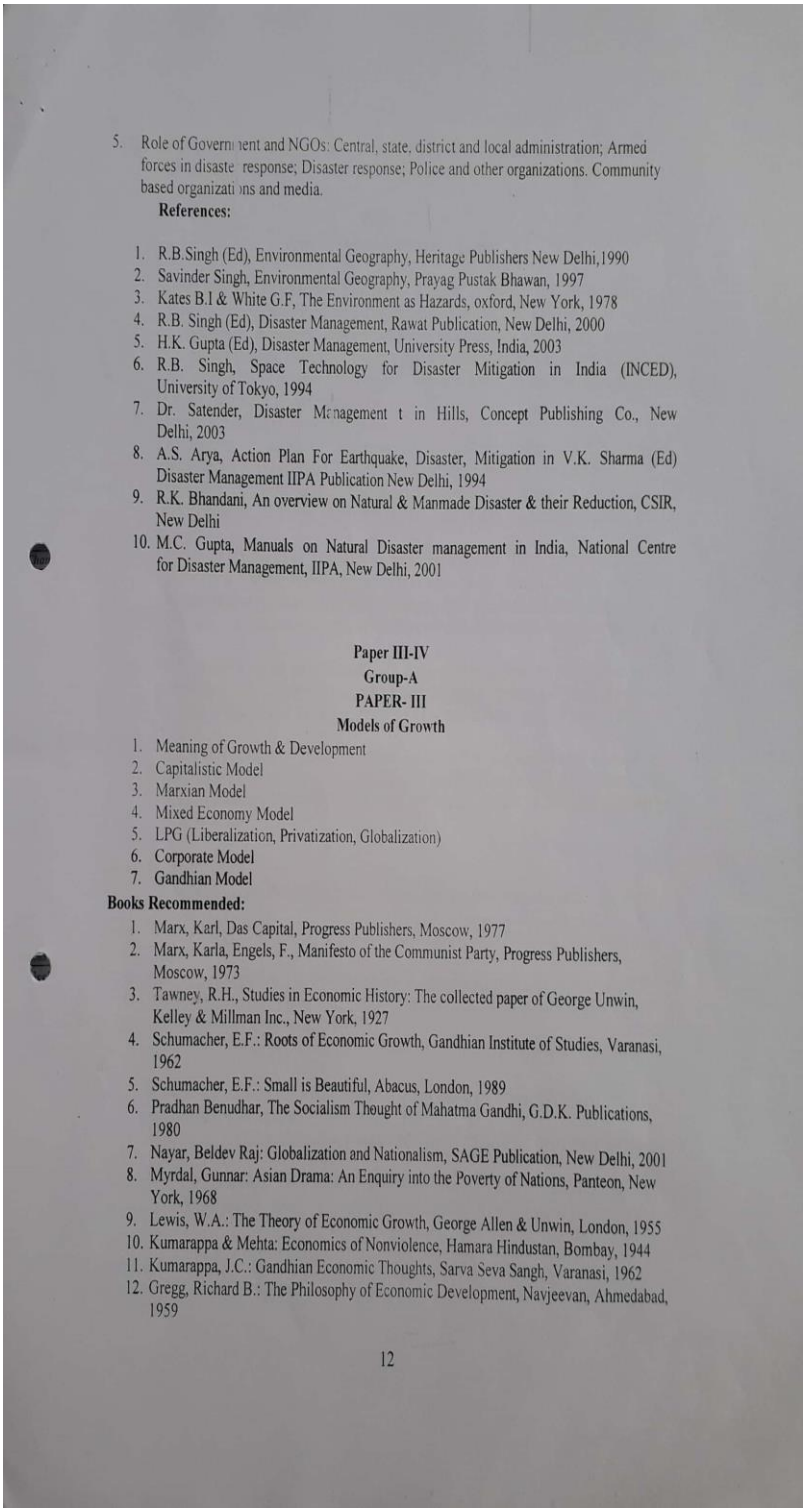
1. Doris Hunter and Krishna Mallick; Non-violence: A Reader in the Ethics of Action, G.P.F., New Delhi, 1990
2. Unto Tahtinen; Ahimsa, Non-violence in Indian Tradition, Navajivan Publishing House, Ahmedabad, 1976.
3. Acharya Mahaprajna - Ahimsa Tattva Darshan, Jain Vishva Bharati, Ladnun.
4. Joel Beinin & Joe Stork, Political Islam, IB Tauris Publication,1997
5. Gene Sharp - Politics of Nonviolence
6. Aldous Huxley, Ends and Means, Harper, New York, 1937
7. John Galtung, The Struggle for Peace, Peace Research Centre, Gujarat Vidyapeeth, Ahmedabad, 1984
8. Bassam Tibi, The Challenges of Fundamentalism: Political Islam and the New World. University of California Press, 2002
9. Thomas Merton, Passion of Peace, Crossroad Publishing Co., USA,2006
10. Gregg Barak, Violence and Nonviolence: Pathways to Understanding. Sage, 2003
11. Gandhi and Bandhyopadhyay, My Nonviolence, Navjeevan, 1960
12. Thomas Merton (ed.), Gandhi on Non-violence, New Directions Publishing, 1965.

Paper-II

Sociology of Non-violence & Peace

1. Introduction:
   A. Concept and Nature: Indian Tradition.
   B. Concept of Structural Violence:
      a) Ideological violence: Religion as a source of violence, its philosophy, methodology, Institutions and Organisations.
      b) Cultural violence: Gender, Racism, Untouchability
      c) Social violence: Inequality, Discriminatory Law
      d) State violence
      e) Exploitation of and by: Individual, Caste, Religion, Nation, Urban society, Gender
2. A. Social Threats to Peace:
   a) Global— Terrorism, Drug-abuse, Gender discrimination, Fundamentalism, Over population and AIDS.
   b) Indian — Casteism, Religious [illegible] Poverty

3



5. Role of Government and NGOs: Central, state, district and local administration; Armed forces in disaste response; Disaster response; Police and other organizations. Community based organizati ons and media.

References:

1. R.B.Singh (Ed), Environmental Geography, Heritage Publishers New Delhi,1990
2. Savinder Singh, Environmental Geography, Prayag Pustak Bhawan, 1997
3. Kates B.I & White G.F, The Environment as Hazards, oxford, New York, 1978
4. R.B. Singh (Ed), Disaster Management, Rawat Publication, New Delhi, 2000
5. H.K. Gupta (Ed), Disaster Management, University Press, India, 2003
6. R.B. Singh, Space Technology for Disaster Mitigation in India (INCED), University of Tokyo, 1994
7. Dr. Satender, Disaster Management t in Hills, Concept Publishing Co., New Delhi, 2003
8. A.S. Arya, Action Plan For Earthquake, Disaster, Mitigation in V.K. Sharma (Ed) Disaster Management IIPA Publication New Delhi, 1994
9. R.K. Bhandani, An overview on Natural & Manmade Disaster & their Reduction, CSIR, New Delhi
10. M.C. Gupta, Manuals on Natural Disaster management in India, National Centre for Disaster Management, IIPA, New Delhi, 2001

Paper III-IV
Group-A
PAPER- III
Models of Growth

1. Meaning of Growth & Development
2. Capitalistic Model
3. Marxian Model
4. Mixed Economy Model
5. LPG (Liberalization, Privatization, Globalization)
6. Corporate Model
7. Gandhian Model

Books Recommended:

1. Marx, Karl, Das Capital, Progress Publishers, Moscow, 1977
2. Marx, Karla, Engels, F., Manifesto of the Communist Party, Progress Publishers, Moscow, 1973
3. Tawney, R.H., Studies in Economic History: The collected paper of George Unwin, Kelley & Millman Inc., New York, 1927
4. Schumacher, E.F.: Roots of Economic Growth, Gandhian Institute of Studies, Varanasi, 1962
5. Schumacher, E.F.: Small is Beautiful, Abacus, London, 1989
6. Pradhan Benudhar, The Socialism Thought of Mahatma Gandhi, G.D.K. Publications, 1980
7. Nayar, Beldev Raj: Globalization and Nationalism, SAGE Publication, New Delhi, 2001
8. Myrdal, Gunnar: Asian Drama: An Enquiry into the Poverty of Nations, Panteon, New York, 1968
9. Lewis, W.A.: The Theory of Economic Growth, George Allen & Unwin, London, 1955
10. Kumarappa & Mehta: Economics of Nonviolence, Hamara Hindustan, Bombay, 1944
11. Kumarappa, J.C.: Gandhian Economic Thoughts, Sarva Seva Sangh, Varanasi, 1962
12. Gregg, Richard B.: The Philosophy of Economic Development, Navjeevan, Ahmedabad, 1959

12

of Action, G.P.F., New Delhi, 1990.

2. Unto Tahtinen; Ahimsa, Non-violence in Indian Tradition, Navajivan Publishing House, Ahmedabad, 1976.
3. AcharyaMahaprajna - *Ahimsa TattvaDarshan*, Jain VishvaBharati, Ladnun.
4. Joel Beining& Joe Stork, Political Islam, IB Tauris Publication, 1997.
5. Gene Sharp - Politics of Non-violence.
6. Aldous Huxley, Ends and Means, Harper, New York, 1937.
7. John Galtung, The Struggle for Peace, Peace Research Centre, Gujarat Vidyapeeth,

	Ahmedabad, 1984. 8. BassamTibi, The Challenges of Fundamentalism : Political Islam and the New World, University of California Press, 2002. 9. Thomas Merton, Passion of Peace, Crossroad Publishing Co., USA, 2006. 10. Gregg Barak, Violence and Non-violence: Pathways to Understanding, Sage, 2003. 11. Gandhi and Bandhyopadhyay, My Non-violence Navjeevan, 1960. 12. Thomas Merton (ed.), Gandhi on Non-violence, New Directions Publishing, 1965.

	Projectwork/Practical A. Project field work (to be decided by Department) B. Practical : Relaxation, Deep Breathing, Auto Suggestion, Constitution.
	CORE ELECTIVE PAPER **PAPER-I** **Human Rights and Human Security** 1. Historical, Political, and Philosophical foundation 2. U.N. and Human Rights; Three Generation of Human Rights- Right to Peace, Right

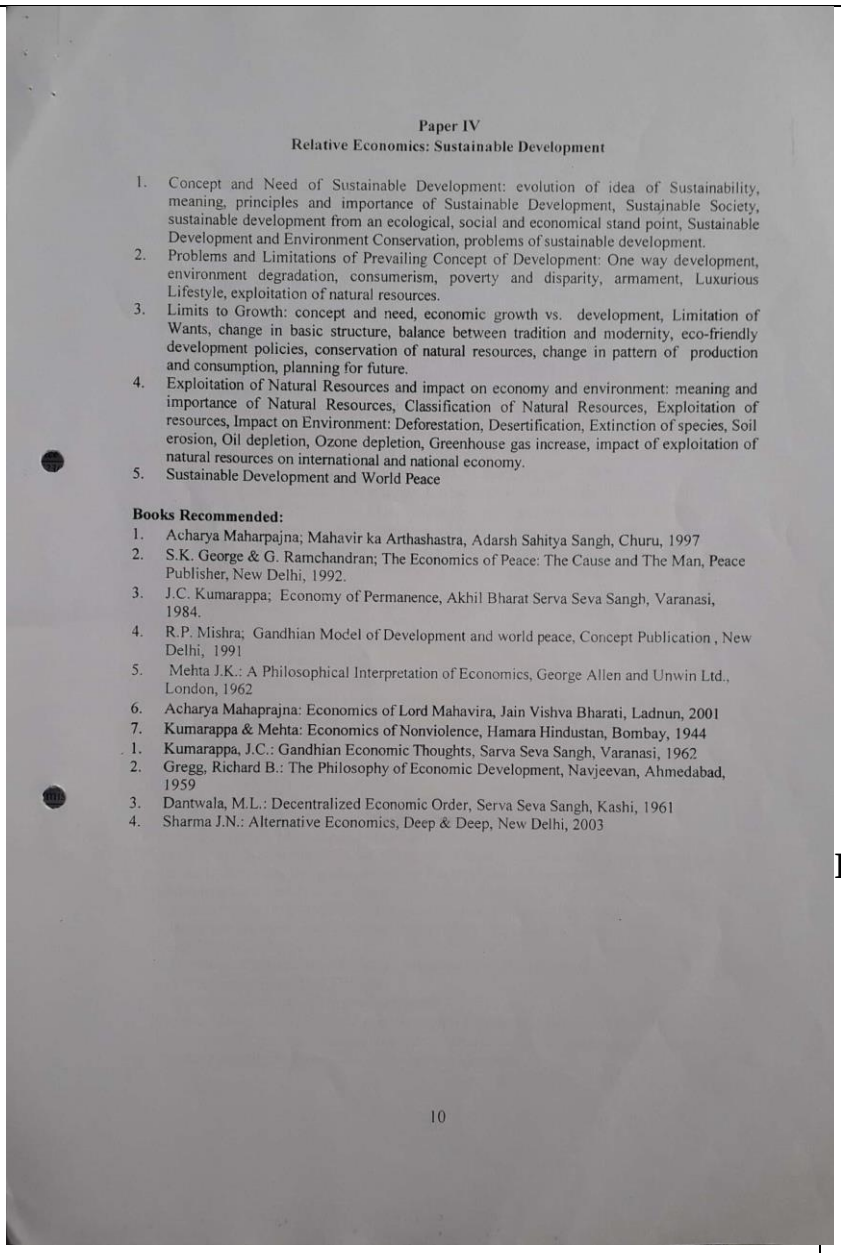
	to Development and Right to Share the Common Heritage of Humankind. 3. Human Rights in India: Present Scenario 4. Human Security: Meaning and Scope, Threats: Terrorism, Structure violence, State violence safeguards to human security.
	PAPER-II **Political Economy** **1.** Ancient Indian Economic Thoughts,Models of Growth. **2.** Capitalism, Communism and Mixed Economy **3.** Gandhian and Alternative Economics **4.** Relative Economics and Economic

	Reforms **Books Recommended:** 1. Sharma, J.N.: Altermative Economics, Deep and Deep, New Delhi, 2012 2. Sharma, J.N. and B.R. Dugar, Relative Economics, Deep and Deep, New Delhi, 2010. 3. Kane, P.V.: History of Dharmashastra, Bhandarkar Oriental Research Institute, Pune, 1968. 4. Kumarappa, Bharatan, Capitalism, Socialism or Villagism, Varanasi SarvaSevaPrakashan, Varanasi, 1965 5. Lewis, W.A.: The Theory of Economic

	Growth, George Allen &Unwin, 1955 6. Marx, Karl, Das Capital (3 Vols.), Progress Publishers, Moscow, 1977. 7. Schumancher, E.F., Small is Beautiful, Abacus, London, 1989. 8. Mehta J.K., Philosophical Interpretation of Economics, George Allen &Unwin, London, 1962. 9. Kumarappa, J.C., The Economy of Permanence, SarvaSevaSanghPrakashan, Varanasi,1984. 10. Diwan, Romesh, and Mark Lutz, Essays in Gandhian Economics, Gandhi

	Peace Foundation, New Delhi, 1985.
	FOUNDATION COURSE **PAPER-IV** **Value Education and Spirituality** **1. Value** Concept, Definitions, Different views and Classifications. **2. Education** Objectives, Curriculum, Teaching methods and Discipline. **3. Value Oriented Education Theory** Humanism-Concept, History, Characteristics, Value Inculcator Educationist-Vivekanand, Aurobindo, Taugore, AcharyaTulsi and

	AcharyaMahaprajna. 4. **Value Oriented Education, Moral Education** Concept and Views of Different Education Commissions.
Semester-II **(Political Science)**	



Paper IV
Relative Economics: Sustainable Development

1. Concept and Need of Sustainable Development: evolution of idea of Sustainability, meaning, principles and importance of Sustainable Development, Sustainable Society, sustainable development from an ecological, social and economical stand point, Sustainable Development and Environment Conservation, problems of sustainable development.
2. Problems and Limitations of Prevailing Concept of Development: One way development, environment degradation, consumerism, poverty and disparity, armament, Luxurious Lifestyle, exploitation of natural resources.
3. Limits to Growth: concept and need, economic growth vs. development, Limitation of Wants, change in basic structure, balance between tradition and modernity, eco-friendly development policies, conservation of natural resources, change in pattern of production and consumption, planning for future.
4. Exploitation of Natural Resources and impact on economy and environment: meaning and importance of Natural Resources, Classification of Natural Resources, Exploitation of resources, Impact on Environment: Deforestation, Desertification, Extinction of species, Soil erosion, Oil depletion, Ozone depletion, Greenhouse gas increase, impact of exploitation of natural resources on international and national economy.
5. Sustainable Development and World Peace

Books Recommended:

1. Acharya Maharpajna; Mahavir ka Arthashastra, Adarsh Sahitya Sangh, Churu, 1997
2. S.K. George & G. Ramchandran; The Economics of Peace: The Cause and The Man, Peace Publisher, New Delhi, 1992.
3. J.C. Kumarappa; Economy of Permanence, Akhil Bharat Serva Seva Sangh, Varanasi, 1984.
4. R.P. Mishra; Gandhian Model of Development and world peace, Concept Publication , New Delhi, 1991
5. Mehta J.K.: A Philosophical Interpretation of Economics, George Allen and Unwin Ltd., London, 1962
6. Acharya Mahaprajna: Economics of Lord Mahavira, Jain Vishva Bharati, Ladnun, 2001
7. Kumarappa & Mehta: Economics of Nonviolence, Hamara Hindustan, Bombay, 1944
1. Kumarappa, J.C.: Gandhian Economic Thoughts, Sarva Seva Sangh, Varanasi, 1962
2. Gregg, Richard B.: The Philosophy of Economic Development, Navjeevan, Ahmedabad, 1959
3. Dantwala, M.L.: Decentralized Economic Order, Serva Seva Sangh, Kashi, 1961
4. Sharma J.N.: Alternative Economics, Deep & Deep, New Delhi, 2003

10

CORE COMPULSORY

Paper-I

Contemporary Political and social Issues Political Corruption; Criminalization of Politics

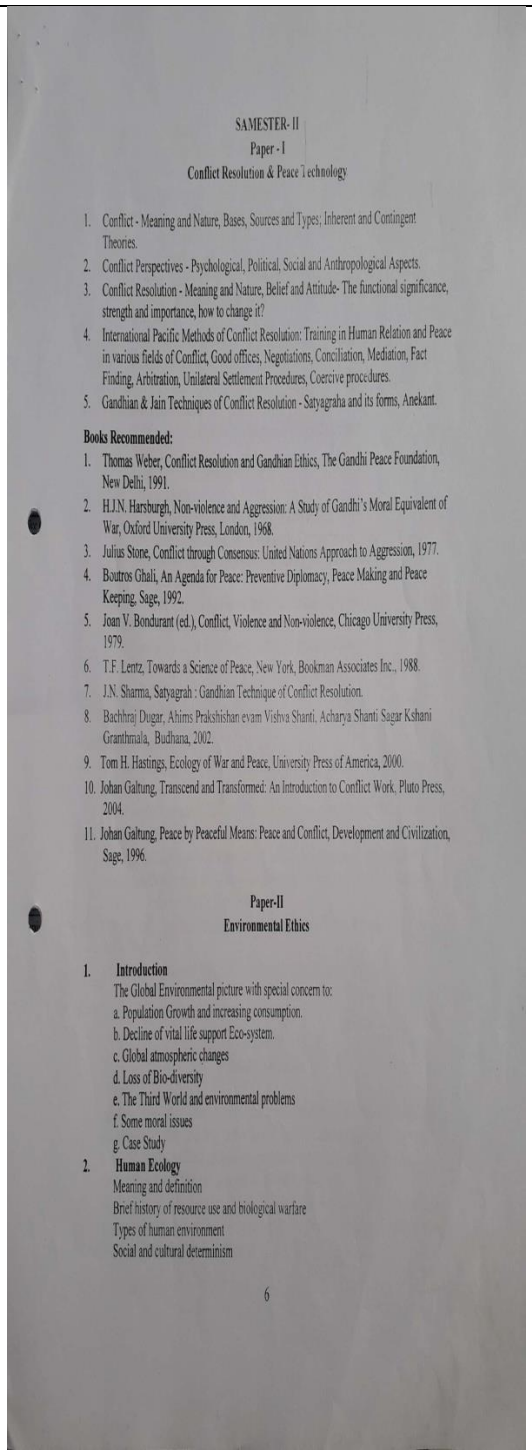
1. Empowerment of Weaker Sections
2. Regionalism, Communalism
3. Casteism, Reservation

Books Recommended:

1. Sharma J.N. Power, Politics and Corruption, Deep and Deep, New Delhi-2004
2. Vittal N., Corruption in India, Academic Foundations, New Delhi, 2003
3. Singh N.K., The Politics of Crime and Corruption, Harper

	Collins Publishers, New Delhi, 1999 4. SushellaBhan (ed.), Criminalization of Politics, Shiptra, New Delhi, 1995 5. M.N. Srinivas; Social Change in Modern India, Orient Longman, New Delhi, 1984 6. Smelser, Neirl J.: The Faces of Terrorism, Princtun University Press, New Jersey, 2007 7. Dershowitz, Alan M.: Why Terrorism Works, Yale University Press, London, 2002 8. Kothari Rajani, (ed.) Caste in Indian Politics, Orient Longman, New Delhi, 1970

	9. Kothari Rajani, Politics in India, Orient Blackswan, New Delhi, 1970



SAMESTER- II

Paper - I

Conflict Resolution & Peace Technology

1. Conflict - Meaning and Nature, Bases, Sources and Types; Inherent and Contingent Theories.
2. Conflict Perspectives - Psychological, Political, Social and Anthropological Aspects.
3. Conflict Resolution - Meaning and Nature, Belief and Attitude- The functional significance, strength and importance, how to change it?
4. International Pacific Methods of Conflict Resolution: Training in Human Relation and Peace in various fields of Conflict, Good offices, Negotiations, Conciliation, Mediation, Fact Finding, Arbitration, Unilateral Settlement Procedures, Coercive procedures.
5. Gandhian & Jain Techniques of Conflict Resolution - Satyagraha and its forms, Anekant.

Books Recommended:

1. Thomas Weber, Conflict Resolution and Gandhian Ethics, The Gandhi Peace Foundation, New Delhi, 1991.
2. H.J.N. Harsburgh, Non-violence and Aggression: A Study of Gandhi's Moral Equivalent of War, Oxford University Press, London, 1968.
3. Julius Stone, Conflict through Consensus: United Nations Approach to Aggression, 1977.
4. Boutros Ghali, An Agenda for Peace: Preventive Diplomacy, Peace Making and Peace Keeping, Sage, 1992.
5. Joan V. Bondurant (ed.), Conflict, Violence and Non-violence, Chicago University Press, 1979.
6. T.F. Lentz, Towards a Science of Peace, New York, Bookman Associates Inc., 1988.
7. J.N. Sharma, Satyagrah : Gandhian Technique of Conflict Resolution.
8. Bachhraj Dugar, Ahims Prakshishan evam Vishva Shanti, Acharya Shanti Sagar Kshani Granthmala, Budhana, 2002.
9. Tom H. Hastings, Ecology of War and Peace, University Press of America, 2000.
10. Johan Galtung, Transcend and Transformed: An Introduction to Conflict Work, Pluto Press, 2004.
11. Johan Galtung, Peace by Peaceful Means: Peace and Conflict, Development and Civilization, Sage, 1996.

Paper-II

Environmental Ethics

1. **Introduction**
   The Global Environmental picture with special concern to:
   a. Population Growth and increasing consumption.
   b. Decline of vital life support Eco-system.
   c. Global atmospheric changes
   d. Loss of Bio-diversity
   e. The Third World and environmental problems
   f. Some moral issues
   g. Case Study
2. **Human Ecology**
   Meaning and definition
   Brief history of resource use and biological warfare
   Types of human environment
   Social and cultural determinism

PAPER-II

Conflict Resolution

PAPER-II

Conflict Resolution

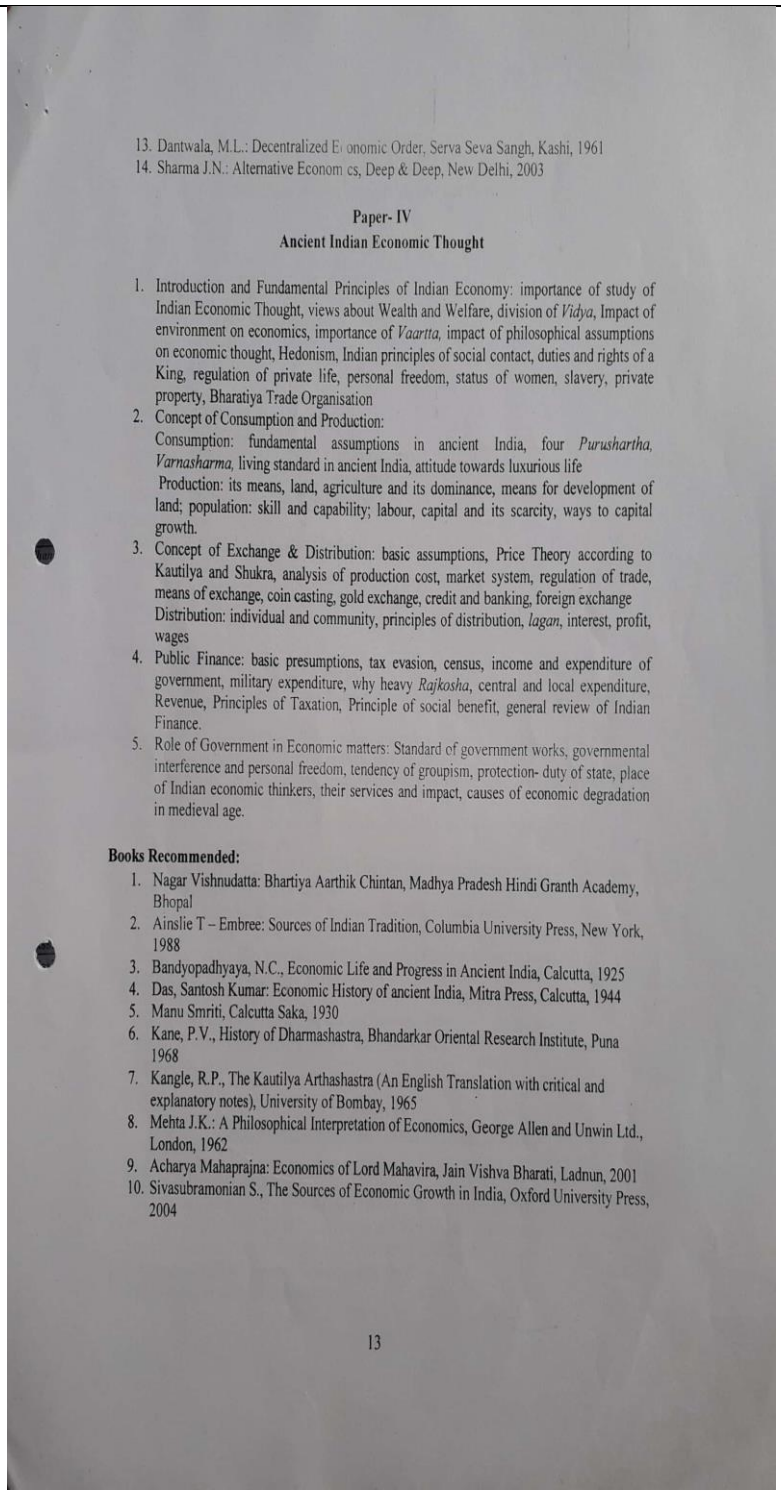
1. Conflict-Meaning and Nature, Bases, Sources and Types; Inherent and Contingent Theories.
2. Conflict Resolution - Meaning and Nature, Belief and Attitude - The functional Significance, strength and importance, how to change it?
3. International Pacific Methods of Conflict Resolution: Training in Human Relation and Peace in Various fields of Conflict, Good offices, Negotiations, Coniliation,

	Mediation, Fact Finding, Arbitration, Unilateral Settlement Procedures, Coercive Procedures. 4. Agencies of Conflict Resoltion : Shanti Sena;Gandhian& Jain Techniques of Conflict Resolution: Satyagraha and its forms Anekant. **Books Recommended :** 1. Thomas Weber, Conflict Resolution and Gandhian Ethics, The Gandhi Peace Foundation, New Delhi, 1991 2. H.J.N. Harsburgh, Non-Violence and Aggression: A Study of Gandhi's Moral Equivalent of War, Oxford University Press, London, 1968

	3. Julius Stone, Conflict through Consensus: United Nations Approach to Aggression, 1977 4. Boutros Ghali, An Agenda for Peace: Preventive Diplomacy, Peace Making andPeace Keeping, Sage, 1992 5. Joan V. Bondurant (ed.), Conflict, Violence and Non-violence, Chicago University Press, 1979 6. T.F. Lentz, Towards a Science of Peace, New York, Bookman Associates Inc.,1988 7. J.N. Sharma, Satyagrah :Gandhian Technique of Conflict Resolution. 8. BachhrajDugar,

	Ahimsa PrakshishanevamVishva Shanti, Acharya Shanti SagarKshaniGranthmata, Budhana, 2002 9. Tom H. Hastings, Ecology of War and Peace, University Press of America, 2000 10. Johan Galtung, Transcend and Transformed : An Introduction to Conflict Work, Pluto Press, 2004 11. Johan Galtung, Peace by Peaceful Means : Peace and Conflict, Development and Civilization, Sage, 1996
	PAPER-III

	Projectwork/Practical
	CORE ELECTIVE PAPER **Paper-I** **Social and Political Thoughts of Mahatma Gandhi CORE ELECTIVE Foundations and Basics :** Foundations of Gandhi's Political Thought, Non-violence: Concepts, Meaning and Contemporaty Relevance, Truth and its Contemporary Relevance 1. **Means and Ends and Satyagraha** Doctrine of Ends and means:Satyagraya : Meaning, Methods, Scope and Significance and Satyagraha 2. **State and Democracy** State, Democratic Decentralization, Parliamentary Democracy and Panchayat Raj



13. Dantwala, M.L.: Decentralized Economic Order, Serva Seva Sangh, Kashi, 1961
14. Sharma J.N.: Alternative Economics, Deep & Deep, New Delhi, 2003

Paper- IV
Ancient Indian Economic Thought

1. Introduction and Fundamental Principles of Indian Economy: importance of study of Indian Economic Thought, views about Wealth and Welfare, division of *Vidya*, Impact of environment on economics, importance of *Vaartta*, impact of philosophical assumptions on economic thought, Hedonism, Indian principles of social contact, duties and rights of a King, regulation of private life, personal freedom, status of women, slavery, private property, Bharatiya Trade Organisation
2. Concept of Consumption and Production:
   Consumption: fundamental assumptions in ancient India, four *Purushartha, Varnasharma,* living standard in ancient India, attitude towards luxurious life
   Production: its means, land, agriculture and its dominance, means for development of land; population: skill and capability; labour, capital and its scarcity, ways to capital growth.
3. Concept of Exchange & Distribution: basic assumptions, Price Theory according to Kautilya and Shukra, analysis of production cost, market system, regulation of trade, means of exchange, coin casting, gold exchange, credit and banking, foreign exchange
   Distribution: individual and community, principles of distribution, *lagan*, interest, profit, wages
4. Public Finance: basic presumptions, tax evasion, census, income and expenditure of government, military expenditure, why heavy *Rajkosha*, central and local expenditure, Revenue, Principles of Taxation, Principle of social benefit, general review of Indian Finance.
5. Role of Government in Economic matters: Standard of government works, governmental interference and personal freedom, tendency of groupism, protection- duty of state, place of Indian economic thinkers, their services and impact, causes of economic degradation in medieval age.

Books Recommended:

1. Nagar Vishnudatta: Bhartiya Aarthik Chintan, Madhya Pradesh Hindi Granth Academy, Bhopal
2. Ainslie T – Embree: Sources of Indian Tradition, Columbia University Press, New York, 1988
3. Bandyopadhyaya, N.C., Economic Life and Progress in Ancient India, Calcutta, 1925
4. Das, Santosh Kumar: Economic History of ancient India, Mitra Press, Calcutta, 1944
5. Manu Smriti, Calcutta Saka, 1930
6. Kane, P.V., History of Dharmashastra, Bhandarkar Oriental Research Institute, Puna 1968
7. Kangle, R.P., The Kautilya Arthashastra (An English Translation with critical and explanatory notes), University of Bombay, 1965
8. Mehta J.K.: A Philosophical Interpretation of Economics, George Allen and Unwin Ltd., London, 1962
9. Acharya Mahaprajna: Economics of Lord Mahavira, Jain Vishva Bharati, Ladnun, 2001
10. Sivasubramonian S., The Sources of Economic Growth in India, Oxford University Press, 2004

13

3. **Concepts and Assessment**
   Views on Sovereignty and Freedom, Spiritualization of Politics. Rights and DutiesAssessment of Gandhi's Political Thought

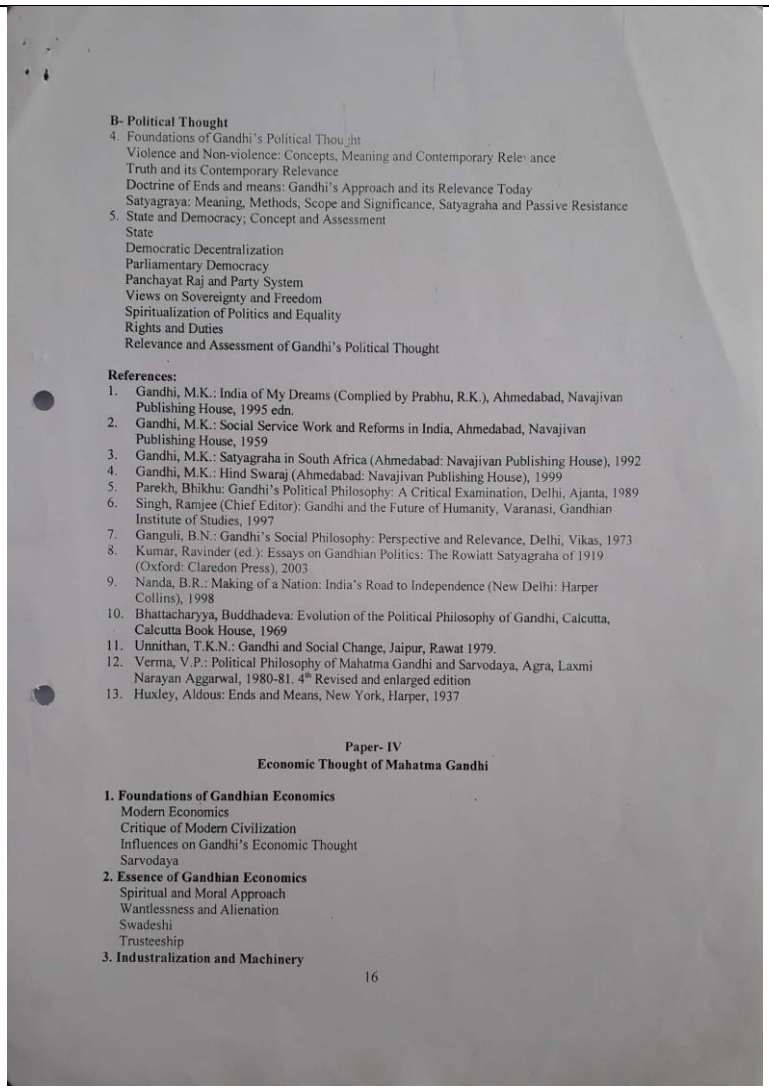
Recommended Books:

1. Bondurant, Joan V. : Conquest of Violence. The Gandhian Philosophy of Conflict, Bombay, Oxford University, Press,1959
2. Ghandhi, M.K.: Satyagraha in South Africa (Ahmedabad : Navajivan Publishing House), 1999
3. Ghandhi, M.K.: Hindi Swaraj (Ahmedabad : Navajivan Publishing House),

	1999 4. Ghandhi, M.K.: India of My Dreams (Compiled by Prabhu, R.K.), Ahmedabad, Navajivan Publishing House, 1995. 5. Gandhi, M.K. : Panchayati Raj (Ahmedabad : Navajivan Publishing House), 1959 6. Mishra, Anil Dutta and Yadav, Sushma :Sociao-Political Thought of Gandhi, New Delhi, Concept Publishing Company, 2005. 7. Parekh, Bhikhu : Gandhi's Political Philosophy : A Critical

	Examination, Delhi, Ajanta, 1989 8. Singh, Ramjee : The Relevance of Gandhian of Gandhian Thought, New Delhi, Classical Publishing Co., 1993 9. Verma, V.P. : Political Philosophy of Mahatma Gandhi andSarvodaya, Agra, Laxmi Narayan Aggarwal, 1980-81, 4th Revised and enlarged edition 10. Kumar, Ravinder (ed.) : Essay on Gandhian Politics : The Rowlatt Satyagraha of 1919 (Oxford : Claredon Press), 2003 11. Nanda, B.R. : Making of a Nation : India's Road to

	Independence (New Delhi : Harper Collins), 1998 12. Bhattacharyya, Buddhadeva : Evolution of Political Philosophy of Gandhi, Calcutta, Calcutta Book House, 1969 13. Huxley, Aldous : Ends and Means, New York, Harper, 1937



B- Political Thought

4. Foundations of Gandhi's Political Thought
   Violence and Non-violence: Concepts, Meaning and Contemporary Relevance
   Truth and its Contemporary Relevance
   Doctrine of Ends and means: Gandhi's Approach and its Relevance Today
   Satyagraya: Meaning, Methods, Scope and Significance, Satyagraha and Passive Resistance
5. State and Democracy; Concept and Assessment
   State
   Democratic Decentralization
   Parliamentary Democracy
   Panchayat Raj and Party System
   Views on Sovereignty and Freedom
   Spiritualization of Politics and Equality
   Rights and Duties
   Relevance and Assessment of Gandhi's Political Thought

References:

1. Gandhi, M.K.: India of My Dreams (Complied by Prabhu, R.K.), Ahmedabad, Navajivan Publishing House, 1995 edn.
2. Gandhi, M.K.: Social Service Work and Reforms in India, Ahmedabad, Navajivan Publishing House, 1959
3. Gandhi, M.K.: Satyagraha in South Africa (Ahmedabad: Navajivan Publishing House), 1992
4. Gandhi, M.K.: Hind Swaraj (Ahmedabad: Navajivan Publishing House), 1999
5. Parekh, Bhikhu: Gandhi's Political Philosophy: A Critical Examination, Delhi, Ajanta, 1989
6. Singh, Ramjee (Chief Editor): Gandhi and the Future of Humanity, Varanasi, Gandhian Institute of Studies, 1997
7. Ganguli, B.N.: Gandhi's Social Philosophy: Perspective and Relevance, Delhi, Vikas, 1973
8. Kumar, Ravinder (ed.): Essays on Gandhian Politics: The Rowiatt Satyagraha of 1919 (Oxford: Claredon Press), 2003
9. Nanda, B.R.: Making of a Nation: India's Road to Independence (New Delhi: Harper Collins), 1998
10. Bhattacharyya, Buddhadeva: Evolution of the Political Philosophy of Gandhi, Calcutta, Calcutta Book House, 1969
11. Unnithan, T.K.N.: Gandhi and Social Change, Jaipur, Rawat 1979.
12. Verma, V.P.: Political Philosophy of Mahatma Gandhi and Sarvodaya, Agra, Laxmi Narayan Aggarwal, 1980-81. 4th Revised and enlarged edition
13. Huxley, Aldous: Ends and Means, New York, Harper, 1937

Paper- IV
Economic Thought of Mahatma Gandhi

1. Foundations of Gandhian Economics
   Modern Economics
   Critique of Modern Civilization
   Influences on Gandhi's Economic Thought
   Sarvodaya
2. Essence of Gandhian Economics
   Spiritual and Moral Approach
   Wantlessness and Alienation
   Swadeshi
   Trusteeship
3. Industralization and Machinery

PAPER-II

Panchayati Raj and Rural Development

1. Meaning and Genesis of Panchayati Raj.; Pnachayati Raj after Independence
2. 73rd Consitution Amendment Act, 1992; Panchayati Raj in Rajasthan
3. Meaning, Need and Concept of Rural Development.
4. Administration and Implementation of Rural Development Programme, Mahatma Gandhi National Employment Guarantee Act

Books Recommended

1. Bhat : New Panchayati Raj

	System, Jaipur, Printwell, 1995. 2. Chaturvedi, T.N. : Panchayati Raj., New Delhi, Indian Institute of Public Administration, 1981 3. Gandhi, M.K. : Panchayati Raj, Ahmedabad, Navajivan, 1959 4. Maddick, Henry : Panchayati Raj, Local Government in India, London, Longman, 1970 5. Mishra, S.N. & others : New Panchayati Raj in Action, Delhi, Mittal Publications, 2000 6. Raj Singh (ed.) : New Panchayati Raj, New Delhi, Anmol Publications, 2000 7. Reddy, G.Ram (ed.)

	Patterns of New Panchayati Raj, in India, Delhi, Macmillan, 1977 8. Singh, S.S. & Mishra Suresh : Legislative Framework of New Panchayati Raj, in India, New Delhi, Interllectual Publication, 1993 9. Desai, A.R. : Rural Sociology in India, Popular Prakashan, Bombay, 1978 10. Maheshwari, S.R. : Rural Development in India - A Public Policy Approach, Sage Publication, New Delhi, 1995. 11. Lavania, M.M. and Jain, Shashi, K. : GraminSamajShastra, Research Publications, Jaipur

	(Hindi) 12. Desai, A.R. : History of Rural Development in India 13. Desai, A.R. : Rural India in Transition 14. Desai, Vasant : Rural Development: Policies and Programmes, New Delhi, Sage, 1984 15. Sharma : GraminSamajShastra, Jaipur
	PAPER-III **Foundation Course (Compulsory)** A. Information Technology and Computer Application

SAMESTER – III (Political Science)	
	CORE COMPULSORY **PAPER I** **Western Political Thought** **Western Political Thought** **Unit I** Plato – Theory of Justice and the concept of Ideal State Aristotle – As the first scientific Political Thinker – views on Classification of States. **Unit II** Church and State Controversy – Main Political Ideas of St. Augustine and St.Thomas Aquinas, Machiavelli as the first modern Political Thinker. **Unit III** Hobbes- Sovereignty, Locke- Nature of State and Rousseau-Social Contract as the contractualist Political Thinkers. **Unit IV** Bentham as Utilitarian

	Political Thinker, His views on Law and Representative Government ; J. S. Mill's modification in Bentham's Utilitarianism, Karl Marx – His Main Political ideas with reference to Dialectical materialism, Economic interpretation of History, Theory of class struggle & Theory of Surplus value. **Recommended Readings:-** 1. Sabine : A History of Political Theory 2. Barker : Plato and His Predecessors 3. Dunning : History of Political Theory (3 vols.) 4. Hearnshaw : Some Medieval Thinkers 5. Maxey : Political Philosophy 6. Allen : A History of Political Thought in 16th Century

	7. Vaughan : Studies in Political Philosophy (vols. I and II) 8. Harman : Political Thought from Plato to the Present 9. Davidson : Political Thought in England – The Utilitarians 10. Michael Oakeshott : Political and Social Doctrines of Contemporary Europe 11. Subrata Mukherjee &SushilaRamaswamy : A History of Political Thought – Plato to Marx (Prentice Hall of India, New Delhi.) 12. बी. एल फड़िया, पाश्चात्य राजनीतिकचिन्तनकाइतिहास, साहित्य भवनपब्लिकेशस, आगरा
	PAPER II **Indian Political Thought** **Unit I** Political idea's of Manu &Kautilya Raja Ram Mohan Roy – Political ideas

	and evaluation. **Unit II** Swami Dayanand – His Political ideas, Dayanand and Indian Nationalism. GopalKrishanGokhle – Political ideas and evaluation. BalGangadharTilak – His ideas on Nationalism and Swarajya. **Unit III** SirSayeed Ahmed Khan – His main Political ideas. Mahtama Gandhi – Views about State, Democracy. **Unit IV** B. R. Ambedkar His main Political ideas; Ram manoharLohiya – Main Political ideas. **Recommended Readings :-** 1. डॉ0 विश्वनाथप्रसादवर्मा–आधुनिकभारतीय राजनीतिकचिन्तन 2. डॉ0 पुरषोतमनागर–आधुनिकभारतीय

	सामाजिकऔरराजनीतिकचिन्तन 3. डॉ0 परमात्माषरण–प्राचीनभारतीय राजनीतिकचिन्तन 4. डॉ0 मधुकर श्यामचतुर्वेदी–प्रमुख भारतीय राजनीतिकविचारक 5. डॉ0 पुखराजजैन–भारतीय राजनीतिकचिन्तन 6. Jayaswal, Hindu Polity (E.H) 7. Verma V. P. : Modern Indian Political Thought 8. J. Bandhopadhyaya, Social and Political Thought of Gandhi, Bombay, Allied, 1969. 9. K. Damodaran, Indian Thought : A Critical Survey, London, Asia Publishing House, 1967. 10. U. N. Goshal, A History of Indian Political ideas, London, Oxford University Press, 1959. 11. V. R. Mehta, Foundations of Indian Political Thought, New Delhi, Manohar, 1992. 12. T. Pantham, and K. Deustch

	(eds.) Political Thought in Modern India, New Delhi, Sage, 1986.
	PAPER III **International Relations and Contemporary Political Issues** **Unit I** Factors leading to the end of Cold War; Contemporary Issues in Post – Cold War period. The Concept of Non – Alignment Movement and Its Relevance. **Unit II** The United Nations – Structure, Role and Achievements; Regional Organisations : ASEAN and

	European Union. **Unit III** Key Issues in North – South Relationship; Liberalisation, Privatisation and Globalisation; Human Rights and Terrorism. **Unit IV**India's Role in International Affairs : Basic Features & Emerging trends in India's Foreign Policy ; India's relations with the U.S.A., China and Pakistan. **Recommended Readings –** 1. Chalres, P. Schlechar : International Relations 2. Hans J. Morgenthau : Politics Among Nations 3. Holsti : International

	Politics 4. Jemes N. Rosenau : International Politics and Foreign Policy 5. John Herz : International Politics in the Atomic Age 6. Mahendra Kumar : Theoretical Aspect of International Politics 7. Norman Palmer and Howard Perkins : International Relations – The World Community in Transition 8. Organsk : World Politics 9. Quincy Wright : The Study of International Relations 10. James N. Rosenau : The Scientific study of foreign Policy.(France Pinter, London, Nichols , Publishers, New York.) 11. J. Frankel, The Making of Foreign Policy, London, OxfordUniversity Press,

	1963. 12. J. A. Tickner, Gendering World Politics : Issues and Approaches in the Post Cold War Era, New York, ColumbiaUniversity Press, 2001. 13. J. Anderson, C. Brook and A. Cockrane (eds.), A Global World ? Re-ordering Political Space, OxfordUniversity Press, 1995. 14. M. Albrow and E. King (eds.), The Global Age, Cambridge, Polity, 1996. 15. शर्माप्रभूदत : अन्तराष्ट्रीय राजनीति की पृष्ठभूमि 16. महेन्द्रकुमार : अन्तराष्ट्रीय राजनीति के सैद्धान्तिकपक्ष 17. बी. एल फड़िया, अन्तराष्ट्रीय संबंध, साहित्य भवनपब्लिकेशस, आगरा

	Papaer IV **Project Work/Practical**
	Core Elective **PAPER I** **Contemporary Political Theory** **Unit I** Nature and Significance of Political Theory; Importance of the Classical Tradition, Genesis of New Political Science, Increasing trends towards Empirical Political Theory **Unit II** The Behavioural and Post Behavioural Movement in Political Theory **Unit III** Different interpretation in Political Theory, Limitations of the Classical Tradition, Nature of

	Revival of Political Theory, **Unit IV** Recent Trends in Political Theory – Modernity, Post Modernity, Green Political Theory and Feminism. **Recommended Readings** – 1. Bhati, P. S. : The Normative Tradition in Political Theory 2. Brecht : Political Theory 3. Charlesworth : Contemporary Political Analysis 4. Dante Germino : Beyond Ideology of Political Theory 5. Johari J. C. : Contemporary Political Theory (E & H) 6. Lasswell& Kaplan : Power and Society – A

	framework of Political Inquiry 7. Rathore, L.S. : In Defence of Political Theory 8. Robert Dahl : Modern Political Analysis 9. S. P. Verma : Modern Political Theory (H. and E.) 10. A. Cobban, 'The Decline of Political Theory', Political Science Quarterly, 1953, LXVIII, pp. 321-337. 11. F. Fukuyama, The End of History and the Last Man, Harmondsworth, Penguins, 1992. 12. D. Germino, Beyond Ideology : The Revival of Political Theory, New York, Harper and Row, 1967. 13. लक्ष्मण सिंह राठौड़ : राजनीतिकसिद्धान्त–बौद्धिक शैलियॉ 14. एस.पी.

	वर्मा–आधुनिकराजनीतिकसिद्धान्त 15. जे. सी. जौहरी–समकालिकराजनीतिकसिद्धान्त 16. बी. एल फड़िया, पाश्चात्य (समकालीन) राजनीतिकसिद्धांत, साहित्य भवनपब्लिकेशस, आगरा
	PAPER II **State Politics in India** **Unit I** Theoretical framework for the study of State politics within the framework of the Indian Constitution; Evolution of States in India ; Linguistic States and the States Reorganisation ; **Unit II** Socio – Economic determinants of State Politics; Practice and Patterns of State politics; Emerging trends in State

	Politics in India. **Unit III** State Government : The office of the Governor – Mode of Appointment, Powers and functions; Role of Governor in State Politics and Constitutional position. **Unit IV** The office of the Chief Minister; Powers and functions and emerging role in State Politics; The Council of Ministers in State Politics; The State Legislature – Its organisation, functions and emerging role in State Politics; **Recommended Readings -** 1. Ashok Chanda : Federalism in India : A Study of Union – State Relations 2. BaldevrajNayar : Minority Politics in Punjab 3. B. L. Panagariya : State Politics in India

	4. Bombwall, K. R. : The Foundations of Indian Federalism 5. Hardgrave : The Dravidian Movement 6. IqbalNarain (ed.) : State Politics in India 7. I. N. Tewari : State Politics in India 8. Kamal, K. L. : Spotlight on Rajasthan Politics 9. Menon, V. P. : The Story of Integration of Indian States 10. Myron Weiner and John Osgood Field (eds.) : Electoral Politics in the Indian States (4 vols.) 11. Paul Brass : Functional Politics in an IndianState 12. Paul Wallace and Surendra Chopra (eds.) : Political Dynamics of Punjab (4 vols.) 13. Richard Sission : The Congress Party in Rajasthan : Political Integration and

	InstitutionBuilding in an IndianState 14. Santhanam : Union-State Relations in India 15. SudhaPai : State Politics – New Dimensions 16. Weiner, Myron (ed.) : State Politics in India 17. पुखराजजैन एवंबी. एल फड़िया, भारतीय शासन एवंराजनीति, साहित्य भवनपब्लिकेशस, आगरा
Semester – IV (M.A. in POL)	
	PAPER I **Comparative Politics** **Unit I** Nature and Scope of Comparative Politics : Traditional and Modern Perspectives; Comparative Method; Constitution and Constitutionalism. **Unit II** Major approaches in comparative politics; Political System Approach : Political Sociology, Structural-functionalism, **Unit III** Political Modernization, Political Development and Political Culture and Political

	Approaches. **Unit IV**Forms of Governments : Leading Classification of Government (both traditional and modern) and their evolution; **Recommended Readings** 1. Allen Ball : Modern Government and Politics 2. C. F. Strong : Modern Constitutions. 3. C. J. Friederich : Constitutional Government and Democracy 4. D. E., Apter, The Politics of Modernization, Chicago, University of Chicago Press, 1965. 5. D. Engels and S. Marks (eds.), Contesting Colonial Hegemony, State and Society in Africa and India, London, I. B. Tauris, 1994 6. G. A. Almond, and J. S. Coleman, The Politics of the Developing Areas, Princeton NJ, Princeton University Press, 1960. 7. G. A. Almond, and S. Verba, The Civic Culture: Political Attitudes and Democracy in Five Nations, Princeton, NJ, Princeton University Press, 1963. 8. G. A. Almond (eds.), The Civic Culture Revisited, Boston, Little Brown, 1989. 9. G. A. Almond, Comparative Politics Today : A World View, 7th edn., New York, London, Harper/Collins, 2000. 10. H. Eekstein & David Apter : Comparative Politics :: A Reader 11. Herman Finer : Theory and Practice of Modern Governments 12. Jean Blondel : An introduction to Comparative Government 13. J. E. Goldthrope, The Sociology of Post-Colonial Societies : Economic Disparity, Cultural Diversity and Development, Cambridge, CambridgeUniversity Press, 1966. 14. L. Diamond (ed.), Political Culture and Democracy in Developing Countries,

	Boulder Coloardo, Lynne Rienner, 1993. 15. S. E. Finer : Comparative Government. 16. Wheare : Modern Constitutions 17. प्रभुदत शर्मा : तुलनात्मक राजनीतिक संस्थाएं 18. सी.बी. गैना : तुलनात्मक राजनीति एवं राजनीतिक संस्थाएं 19. जे.सी. जौहरी : तुलनात्मक राजनीति
	PAPER II **Research Methodology** **Unit I** Meaning and Nature of Research: Role of Research in Social Science with special reference to Political Science. **Unit II** Techniques of Data Collection: Observation, Questionnaire and Scheduled, Interview, Case Study method. **Unit III** Data Analysis and Presentation: Coding, Tabulation, Interpretation; General principles and techniques of Scaling; Techniques of Report Writing.

	Unit IV Sampling and Statistical Techniques : Meaning, uses, and types of Sampling; Basic Statistics; Frequency, Distribution, Average (Mean, Mode, Median) *Recommended Readings -* 1. Allen, Edwards : Statistical Methods for the Behavioural Scientists 2. Cohen, Morries and Nagel, Ernest : Introduction of Logic and Scientific Method 3. Dahl, Robert : Modern Political Analysis 4. Dorndusoh and Sohmid : A Primer of Social Statistics 5. Downio and Health : Basic Statistical Methods 6. Goode and Hatt : Methods in Social Research 7. Jahoda and others : Research Methods in

	Social Science 8. Madge, John : The Tools of Social Sciences
	Paper III **DISSERTATION and VIVA VOCE** Dissertation may be offered the IV Semester in M. A. Final Examinationby the candidates who have secured at least 55% marks at the M. A. Previous Examination. The topics of Dissertation shall be allotted to the candidates by the Department/Supervisor and the candidate is supposed to work under the guidance of one of the allotted faculty members of the Department. The dissertation shall carry 100 marks (70+30 Viva=100)
	Core Elective **PAPER I**

	Theory of Public Administration **Unit I** Basic Premises : Meaning, Scope, Nature & importance of Public Administration; New Public Administration. **Unit II** Theories of Organisation : Scientific Management; The Bureaucratic theory, The Classical Theory, **Unit III** The Human Relations theory, Behavioural Approach, Systems Approach, **Unit IV** Principles of Organisation : Formal and

	Informal Organisation, Hierarchy, Span of Control, Unity of Command, Coordination, Centralisation and Decentralisation. **Recommended Readings :-** 1. Avasthi&Maheshwari : Public Administration (Hindi & English) 2. Bhattachary ,Mohit : New Horizons of Public Administration 3. Gladden : Essentials of Public Administration 4. Gorwala : Report on the Public Administration of India 5. Government of India : Fifth Central pay Commission Report Vol. I, II & III. 6. Henry, Nicholos : Public Administration and Public

	Affairs. 7. Paul Appleby : Report on the Public Administration of India 8. Sharma, M. P. : Public Administration : Theory and Practice (English and Hindi) 9. White, L. D. : Introduction to the study of Public Administration 10. Willoughby : Principles of Public Administration 11. बी. एल फड़िया, लोकप्रशासन, साहित्य भवनपब्लिकेशस, आगरा
	PAPER II **Electoral Politics in India** **Unit I** Electoral System in India since 1950, Election Commission of India: Powers, Functions and

	Emerging Role; **Unit II** Electoral Politics and LokSabha Elections – with special reference to 16thLokSabha Elections; **Unit III** Electoral Politics and VidhanSabha Elections - with special reference to the VidhanSabha Elections conducted recently in various states; Role of Election Commission in conducting elections. **Unit IV** Defects and Reforms of the Electoral Process: Code of Conduct for Free and Fair Elections,

	Determinants of Voting Behavior. *Recommended Readings -* 1. P. Brass, Caste, Faction and Party in Indian Politics, vols. 2, Delhi, Chanakya Publications, 1984-1985. 2. P. Brass, Factional Politics in a IndianState : The Congress Party in Uttar Pradesh, Berkeley, University of California Press, 1966. 3. M. L. Franda and P.Brass (eds.), Radical Politics in South Asia, CambridgeMassachusetts, MIT, 1973. 4. R. Kothari, “The Congress System Revisited : A Decennial Review”, Asian Survey, 14/12, 1974.

	5. R. Kothari, Party System and Election Studies, Bombay, Asia Publishing House, 1967. 6. S. Kochanek, The Congress Party of India : The Dynamics of One Party Democracy, Princeton : PrincetonUniversity Press, 1968. 7. B. Sengupta, Communism in Indian Politics, New York, ColumbiaUniversity Press, 1972. 8. B. Sengupta, CPI-M: Promises, Prospects and Problems, New Delhi, Young Asia, 1979. 9. M. Weiner, Party Politics in India, PrincetonNJ, PrincetonUniversity Press, 1957. 10. M. Weiner, PartyBuilding in a New Nation : The Indian National Congress,

	Chicago, University of Chicago Press, 1967. 11. V. Grover (ed.), Election and Politics in India, New Delhi, Deep and Deep, 1989. **12.** M. D. Palmer, Elections and Political Development : The South Asian Experience, New Delhi, Vikas, 1976.

...ांक दिनांक 20/7/15 को BOS एवं संकायाध्यक्ष की बैठक Prof. B.L. Jain की अध्यक्षता में हुई गयी। बैठक में निम्न बिन्दुओं पर चर्चा की गयी -

1. B.Ed. (द्विवर्षीय) एवं M.Ed. (द्विवर्षीय) पाठ्यक्रम पर विचार विमर्श कर अन्तिम रूप दिया गया।
2. B.Ed एवं M.Ed. के पाठ्यक्रम में सेमेस्टर के क्रेडिट निर्धारण को सहमति प्रदान करते हुए यह अभिशंसा की गयी की राज्य सरकार की प्रवेश प्रक्रिया शीघ्र पूर्ण होती है तो NCTE के दिशानिर्देशानुसार कक्षा दिवस के पश्चात ही परीक्षा कराये जाने का प्रस्ताव पारित हुआ है।
3. पाठ्यक्रम के लागू होने के बाद अन्तिम ऑनलाईन कॉपियाँ आने पर पुनः BOS की बैठक बुलाकर पाठ्यक्रम की समीक्षा किये जाने की अभिशंसा की जाती है।
4. नये पाठ्यक्रम की सुविधा में परिवर्तन के अनुसार परीक्षा विभाग अपने विभाग में संशोधन करने की अभिशंसा की जाती है।
5. बी.एड एवं एम.एड के प्रायोगिक एवं मौखिक परीक्षा के अन्तर्गत पैनल HOD एवं आन्तरिक / अन्य परीक्षक परीक्षक के रूप में काम करेंगे।

P.T.O

6 बी. एड. के दोनों विषयों की परीक्षा पूर्ववत विभागाध्यक्ष एवं एक बाह्य परीक्षक के द्वारा की जायेगी। इस प्रकार दोनों विषयों की परीक्षा करवाये जाने का प्रस्ताव प्रस्तुत है।

7 पोस्ट इन्टर्नशिप की परीक्षा विभागाध्यक्ष एवं आन्तरिक / संस्था प्रधान / उसके द्वारा नामित व्यावसायी द्वारा की जा सकेगी।

8. एम. एड. लघु शोध प्रबन्ध की वाचु-परीक्षा बाह्य परीक्षक एवं विभागाध्यक्ष एवं सम्बन्धित शोध निदेशक के द्वारा की जाने की अनुशंसा की जाती है।

9 M.Ed. की ISB की परीक्षा विभागाध्यक्ष एवं आन्तरिक परीक्षक / बाह्य परीक्षकों के द्वारा की जाने की अनुशंसा की जाती है।

10. बी. एड. एवं एम. एड. का द्विवर्षीय पाठ्यक्रम NCTE के द्वारा दी गयी गाइड लाइन के अनुसार बनाया गया है।

उपस्थित सदस्यगण

प्रो. गोपीनाथ शर्मा
प्रो. अशोक सिडाना
प्रो. मधुरेश्वर पारीक
प्रो. सुरेन्द्र सहारण —
प्रो. बी. एल जैन
डा. मंजीत भटनागर 20.11.15
डा. बी. प्रधान 20/11/15
डा. विष्णु कुमार
डा. सरोज राय
डा. अमिता जैन

20/11/15

डा. गिरिराज गोचर
डॉ. अजय सिंह
डा. अदिति गौतम
डा गिरधारी लाल शर्मा

OLD Syllabus

Bachelor of Education (B.Ed.)

PART-I:THEORY PAPERS

		Theory	CIA	Total
(I)Core Papers				
I	Education and Emerging Indian Society	75	25	**100**
II	Psychological foundations of Education	75	25	**100**
III	School Management and Problems of Education	75	25	**100**
IV	Educational Technology and its Application	75	25	**100**
(II) Methods of Teaching				
	Paper V and VI any two school Subjects based on the two main Subjects offered at graduation level			
	Method- 1	75	25	**100**
	Method-2	75	25	**100**
(iii) Specialization papers (two)				
Paper- VII (any one out of five)				
(50 Theory +25 Practical)		75	25	**100**
Paper –VIII				
(50 Theory + 25 Practical)		75	25	**100**

New Syllabus

Bachelor of Education (B.Ed.)

Semester I

Distribution of Papers, Marks and Credit

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED-01	CC - 01	Course -01	Childhood and Growing Up	70	30	100	4
BED-02	CC - 02	Course -02	Contemporary India and Education	70	30	100	4
BED-03	CC -03	Course -03	Language across the Curriculum	70	30	100	4
BED-04	CC -04	Course -04	Understanding Discipline and Subjects	70	30	100	4
BED-05	CC -05	**Practical E P C - I**	Reading and Reflecting on Texts	35 **Practical & Viva-voce**	15	50	2
BED-06	CF -01	**Practical E P C - II**	Preksha Meditation & Yoga Education	35 **Practical & Viva-voce**	15	50	2
BED-07	CF -02	**Practical E P C - III**	Value Education	35 **Practical & Viva-voce**	15	50	2
		Total		**385**	165	550	22

PART- II SCHOOL EXPERIENCES **Marks**

I Micro teaching-5 skills (5 days)
(each skill of 4 marks) 20

II Regular practice teaching including Unit-test
(Each subject of 30 marks) 60

III Criticism lessons

(each subject of 10 marks) 20

IV Observation
(a) Criticism Lesson
(b) Demonstration
(c) Ordinary Lesson 5

V Teaching Aids(two in each method subject) 5

VI Physical Education participation 5

Open air Session /SUPW camp and community service (With training Science of Living the students and Community 25

VII Cultural and Literary activities 10

VIII off Camps Programme/ Block Teaching 25

IX Educational Tour

Internal assessment (Total Marks) 200
External Examination 100
(Final lessons)

(External Examination will be held in both teaching Subjects each of 50 marks.)

Overall Evaluation;

Continuous evaluation based on day-today activities.

B.ED
Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 201	Assessment for Learning	**CC**	**4**	**30**	**70**	**100**
BED 202	Learning and Teaching	**CC**	**4**	**30**	**70**	**100**
BED 203	Pre-Internship	**CC**	**4**	100 Pre Internship		**100**
BED 204	Hindi	Pedagogy of a school subject Any two **CE**	**4**	**30**	**70**	**100**
BED 205	English					
BED 206	Sanskrit					
BED 207	History					
BED 208	Civics					
BED 209	Social Science					
BED 210	Economics					
BED 211	Geography					
BED 212	Home Science					
BED 213	Chemistry					
BED 214	Physics					
BED 215	Mathematics					
BED 216	General Science	**CE**	**4**	**30**	**70**	**100**
BED 217	Biology					
BED 218	Commercial Practice					
BED 219	Book-keeping					
		Total	**20**	**120**	**380**	**500**

B. Ed.
Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 301	Post Internship	**CC**	**16**	**160 Internship+ Practical (Final Lesson in two school subjects)**	**120+120=240**	**400**
JVB 301	Critical Understanding of ICT	**FC**	**2**	**15 Practical**	**35**	**50**
JVB 302	Yoga and Preksha Meditation	**FC**	**2**	**15 Practical**	**35**	**50**
		Total	**20**	**30**	**470**	**500**

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 401	Gender, School and Society	CC	4	30	70	100
BED 402	Reading& Reflecting on Texts (EPC)	CC	2	15	35 Practical &Viva-Voce	50
BED 403	Drama & Arts in Education (EPC)	CC	2	15	35 Practical &Viva Voce	50
BED 404	Knowledge and Curriculum (part-A)	Any one CC	4	30	70	100
BED 405	Knowledge and Curriculum (part-B)					
BED 406	Creating an Inclusive school	CC	4	30	70	100
BED 407	Optional Course 1. Environmental Education	Any one CE	4	30	70	100
BED 408	2. Health and Physical					
BED 409	3. Guidance and Counseling					
BED 410	4. Distance Education					
BED 411	5. Additional Course (Any one) 5.1 Hindi					
	5.2 English					
	5.3 Sanskrit					
	5.4 History					
	5.5 Civics					
	5.6 Social Science					
	5.7 Economics					
	5.8 Geography					
	5.9 Home Science					
	5.10 Chemistry					
	5.11 Physics					
	5.12 Mathematics					
	5.13 General Science					
	5.14 Biology					
	5.15 Commercial Practice					
	5.16 Book-keeping					
		Total	**20**	**150**	**350**	**500**

PAPER – 1
EDUCATION AND EMERGING INDIAN SOCIETY

Objective-

1. To enable the Prospective teachers to understand the concept and nature of philosophy and Sociology and role of home, school and Community
2. To enable the Prospective teacher to understand the purpose, functions and role of education in nation building.
3. To enable the prospective teacher to have knowledge of the Indian education system as it has evolved from the past, as it is today.
4. To enable the prospective teacher to understand the concept, principles of sustainable development and core concept of thinkers.

UNIT- I : Meaning of Education

a. Concept
b. Nature
c. Function
d Aims of Education
e. Role of Education in nation building

UNIT-II:Principle of Education Philosophical

a. Nature of Education philosophy, Branch of Philosophy, Implication for Education
b. Idealism
c. Naturalism
d. Pragmatism
e. Geeta and Jain Philosophy

UNIT-III:Historical Perspective of Education

a. Ancient period-(2500 BC - 1200 AD)
b. Medieval period- (1200-1757)
c. British period- (1757-1947)
d. Modern period -
   Education policies Commission – Radhakrishnan Commission(1948)
   Mudaliyer Commission (1952)
   Kothari Commission (1964)
e. Education policies
   –First Education policies (1968)
   New Education policies (1986)
   Revised new Education policies (1992)
f. National Curriculum Frame Work 2005 & 2009 (School Education)

UNIT-IV : Sociological of Education

a. Education of Sociology
b. Social Change
c. Social mobility
d. Social order
e. Education and culture

Semester - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED101	Chidhood and Growing Up	**CC**	4	30	70	100

Objectives:

- Teacher trainees can aware about concept, methods & applications of Educational Psychology.
- To aware the trainees about concept and developmental dimensions of childhood.
- Trainees got informed about imagination, creativity & interests at school level.
- To know the related problems of Adolescence & remedies through Guidance & Counselling services.
- To aware about the process of human development
- To build sensitivity towards childrens' needs and capabilities within their socio-cultural context

Course Contents:

UNIT-I Educational Psychology and Development

a) Educational Psychology : Concept, Methods & Applications
b) Implications of Educational Psychology:Teachers, Curriculum, Class-room Situations
c) Indian Psychology : Concept and its implication
d) Growth & Development
e) Cognitive development:- Piaget & Bruner

UNIT-II Childhood and Its Development

a) Childhood : Its concept & characteristics
b) Childhood : Physical, Mental, Emotional, Social & Moral Development
c) Childhood : Dimensions to fostering Imagination, Memory & Creativity
d) Childhood : Activities for Personality Development
e) Childhood : Language Development

a. Ganadhipati Tulsi
b. Acharya mahapraja
c. Mahatma Gandhi
d. Swami Vivekananda
e. J.Krishanmurti

Assignment works :- (Any one of the following)

- Write the educational and philosophical contribution of any one thinker.
- Discuss and prepare a term paper how can we inculcate values in the present system of education.
- Prepare a term paper of Universalisation of Education.
- Write a message of different factors affecting social change.
- Prepare a structure of education since an ancient period to the present time.

Practical Work: Conduct (Any one of the following)

The Concept of education and emerging Indian society as relevant to school children's.

- Developing moral attitude through self management.

Terminal Test

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UNIT-III Adolescence and Its Development

a) Adolescence : Its Meaning & Characteristics
b) Adolescence : Physical, Emotional, Social, Spiritual & Moral Development
c) Adolescence : Fostering Thinking, Reasoning & Problem- solving abilities
d) Adolescence : Activities for Personality Development
e) Adolescence : Related Problems & Remedies
f) Guidance & Counselling services in schools

UNIT-IV Learner : Psychological Dimensions & New Trends

a) Personality : Concept, Types & Measurement
b) Intelligence & Multiple Intelligence : Meaning, Theories & Measurement
c) Creativity : Meaning, Development & Measurement
d) Adjustment : Concept, Process & Mechanism
e) Mental Health : Concept, Components & Scope

Assignment & Practical Works: (Any Two)

- Prepare a short term project to enhance Imagination, Creativity and Memory for school level students
- Prepare, administer and interpret a Case study/ Questionnaire related to problems of adolescence
- One Assignment Workrelated to topics in above unit
- Organize various Guidance and Counseling campaign for secondary level students
- Administer, Score and interpret a standardized psychological test related to personality/Intelligence/ Creativity/ Mental Health/Adjustment
- Prepare a Survey report related to various psychological dimension, problems and related remedies for school students

Learning Outcomes: After completion of this course students would able to:

- ❖ Utilize the knowledge of Educational Psychology for school education.
- ❖ Apply the concept of Growth & Development in teaching field.
- ❖ Plan various activities to fostering imagination, creativity & interests at school level.
- ❖ Know about various aspects related to Cognitive, Emotional & Social development of learner.
- ❖ Diagnose related problems of Adolescence & remedies through Guidance & Counselling services

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PAPER II
PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
Objectives:

The Student Teacher will be able:

1. To know the meaning Nature and Scope of Educational Psychology
2. To know a few methods of Education Psychology.
3. To know the utility of Education Psychology for the teacher
4. To know the concept and the Principle of Growth and Development
5. To know various Development aspects of an adolescent viz Physical, Social and Emotional Development
6. To know about the western and Indian concepts of Personality and their Determinants.
7. To know about the Personality and the Mental Health of the adolescents.
8. To know about the Concept of Learning, Learning Styles and Learning Skills.
9. To know a few Statistical devices and Techniques will help them to statistically analysis and interpret the data pertaining to the Students.

UNIT - I

a. Educational Psychology- Its Meaning, Methods, Scope, Functions and Applications.
b. Implications of Educational Psychology for teacher, Curriculum, Class-Room Situations and learner Development
c. Heredity and Environment
d. Growth and Development–Meaning, Principles (Physical, Social, Mental and Emotional development)
e. Piaget and Bruner

UNIT - II

a. Learning - Its Meaning, Factors, Nature, Methods.
b. Theories of Learning - Trial and Error, Gestalt, Classical Conditioning, Operant Conditioning.
c. Transfer of Learning- Meaning, Factors and Its implications for Teacher.
d. Motivation – Meaning and Role in the Process of Learning, Maslow's Self – Actualization.
e. Social Learning (Bandura)

UNIT - III

a. Personality- Its Meaning, Factors, Types, Methods.
b. Intelligence- Meaning, Theories, Measurements and Role in Learning
c. Creativity- Meaning, Components, Development and Measurement.
d. Creative Thinking
e. Concept Formation

UNIT - IV

a. Individual Differences- Meaning, Causes and their Educational Implications.
b. Gifted, Delinquent, Physically disabled, Slow Learners Children
c. Adjustment - Concept, Mechanism, Process.
d. Mental Health
e. Reasoning

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED102	Contemporary India and Education	**CC**	4	30	70	100

Objectives:

- ❖ To know the concept and nature of Educaiton.
- ❖ To know the social mobility and social skill.
- ❖ To understand the various committee and commission.
- ❖ To educate about the recent policies of Education.

Course Contents:

Unit-I Concept and Nature of Education

a) Education : Concept, Nature, Objectives and Functions
b) Role and problems of education in nation building
c) Current educational provisions of education in India (One year)
d) Educational thoughts of Indians thinkers (Vivekanand and Mahatma Gandhi)

Unit-II Social Aspects of Education

a) Sociology in education : Concept, Functions and Contribution
b) Social change : Meaning, Definition, Factors and Effects of Education
c) Social mobility
d) Education and culture
e) Role of education in development of social skills.

Unit-III Progressive Development of Education in Terms of Commissions and Committees

a) Characteristics of ancient, medieval and british period of education.
b) Radhakrishna Commission of Education (1948)
c) Mudaliyer Commission of Education (1952)
d) Kothari Commission of Education(1964)
e) National education policy (1968 and 1986)
f) Revised national education policy (1992)

UNIT - V

a. Importance and Uses of Educational Statistics
b. Mean, Median and Mode
c. Percentile and Percentile Ranks
d. Standard Deviation
e. Correlation, Its Interpretation, Rank Difference Correlation

(A) Assignment Work:

Two term paper on the topic related with the unit

(B) Practical Work

Psychological Testing: Each Student-Teacher shall be required to administer, score and Interpret two Psychological Test and report these.

(C) Terminal Test

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Unit : IV Programmes for Education

a) Issues and problems in prevailing education system at National and State level
b) Right to Education Act 2009
c) Sarva Shiksha Abhiyan and Mid day Meal Programme
d) Rashtriya Madhyamik Shiksha Abhiyan
e) Education as related to social equity and equality of educational opportunities

Assignment & Practical Works: (Any Two)

- Write the educational contribution of Any one Indian Thinker.
- Prepare a Assignment Workon how we can inculcate values in the present system of education.
- Prepare a structure of education since ancient period to present time.
- Concept of education in Emerging Indian Society as relevant to school children's
- Development of moral attitude through self management

Learning Outcomes: After completion of this course students would able to:

- ❖ Know social aspects of education and develop educational perspective.
- ❖ Solve prevailing problems of education in India.
- ❖ Understand the purpose, function and Role of education in nation building.
- ❖ Understand knowledge of the Indian education system as it has evolved from the past, as it is today.
- ❖ Understand the concept, principle of sustainable development and core concept of educational thinkers.
- ❖ Know social equity and equality of educational opportunities.

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PAPER-III

SCHOOL MANAGEMENT AND PROBLEMS OF EDUCATION

Objectives:-

1. The prospective teachers will be able to understand the concept of school organization and management.
2. The prospective teachers will be able to understand principle underlying the following
   (i) Institutional planning
   (ii) Programmes for personal and school health.
3. The Prospective teacher will be able to.
   (i)Understand school and classroom management.
   (ii)Identify the different managerial component which is essential to run the schools.
4 The prospective teachers will able to draw principles of effective organization of;
   (i) School Plan
   (ii) Maintenance activities
5 The prospective teachers will be able to
   (i) Act as an organizer and manager of curricular and co-curricular activities.
   (ii) To develop knowledge of the role of different Apex Educational institutions in India.

UNIT-I : **Educational Administration and Educational management**

(a)Concept, need, Characteristics, Principles of Educational Administration and Educational management.

(b)Concept of Authority, delegation of power

(c)Centralization and decentralization

(d)Classroom Management

(e)Total Quality of Management (TQM)

UNIT- II : Role of Headmaster and Teacher

(a)As a Academician

(b)Providing value based Education

(c)Democratic - Leadership

(d)Organizing Co-curricular activities

(e)Role model ,Preceptor, Friend, Philosopher and Guide

(f)Right to Education 2009 (Role of Teacher)

UNIT-III : Facilities of Services and problems of schools

(a)Building, Equipment, Laboratory, Library, Hostel- their maintenance and mobilizing these resources.

(b) Time Table

(c) School Record,

(d) Students Discipline, Promotion

(e) Assignment, Academic testing,

Problems of Indian Education

(a) Language controversy

(b) Education and secularism

(c) Indianization of education

(d) Moral and value education

Semester - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED103	Language Across the curriculum	**CC**	4	30	70	100

Objectives:

- To understand the various mode of language like reading, wirting, speaking and listining.
- To develop the skill of oral and written language.
- To acquainte with the idea of composition and art of writing i.e. letter, paragraph, application etc.
- To develop the Vocabulary Building and Language Problems & its Remedies
- To develop the vocabulary and language proficiency and related remedies.

Course Contents:

Unit -I Language acquisition and development

a) Language : Concept, Meaning and Nature
b) Language usages : Written, Oral, Role Playing with Communication
c) 3 Language Policy : First (Mother tongue)
   : Second (Foreign language)
   : Third (Religious or classical language)
d) Language development : From childhood to Adult stages

Unit -II Language Skills

a) Reading : Silent reading vs Rapid reading, News Paper, Journal, Books
b) Narrative Text vs. Expository text
c) LSRW (Listening, Speaking, Reading, Writing)
d) Note making and creative writing (Essay, Application, Letter, Paragraph)

Unit -III Language & Classroom Interaction

a) Expression : Public Speech, Lecture, Debating
b) Multilingualism in classroom
c) Summarizing and Reflection
d) Errors and Correction of Language in class

Unit-IV Vocabulary Building and Language Problems & its Remedies

a) New Structure and building of vocabulary
b) Learning new vocabulary and Diagnostic Language Errors
c) Language Phonemes & Identification of Sound Errors
d) Remedial Programme for Language Development

(e) Vocationalisation of education

UNIT-V :Role of Apex institutions at National and State level

(a) MHRD, NCTE, UGC
(b)CBSE,CABE(Central Advisory Board of Education),
(c) NIEPA, NCERT
(d) SIERT, DIET
(e) CTE, IASE
(f) NAAC

(A) Assignment:- Any one of the following

- Preparation an Institutional plan including different activities of secondary school
- Study of any one significant problem of a secondary school. Prepare report detail its possible causes and solutions.
- Planning co-curricular activities of secondary school.

(B) Practical Works: Any one of the following

- Prepare a Case study report of the school.
- Critically evaluate of the different activities of any one school.

(C) Terminal Test

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Assignment & Practical Works: (Any Two)

- Write Any one Assignment Work
- Identify speech defect in classroom teaching
- Prepare a Report on Creative Writing
- Prepare a C.D. on communication (30 minutes)

Learning Outcomes: After completion of this course students would able to:

- Understand the nature and use of language.
- Develop the idea of Multilingualism in class room teaching.
- Create the sense of language and its flavor.
- Inculcate language skills among trainees.
- Evaluate skills creative writing and expression.
- Acquire the idea of composition and art of writing i.e. letter, Paragraph, application etc.
- Develop ornamental use of vocabulary in different curriculum.

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PAPER IV

EDUCATION TECHNOLOGY AND ITS APPLICATION

Objectives:

1. Student teacher will be able to explain the concept of Educational Technology its type and Application.
2. Student teacher will be able to know the process of learning and role of Educational Technology.
3. Student teacher will be able to understand teaching skills.
4. Student teacher will be able to understand Computer System and its working.
5. Student teacher will be able to understand the concept of Internet and Multimedia.

UNIT-I : Education Technology

a.Concept of Educational Technology -Scope and its role in Educational Practices.

b.Types of Educational Technology - Teaching Technology, Instructional Technology and Behavioral Technology. (Meaning, Characteristics, Basic assumptions and Content)

c. Concept of Communication - Elements of Communication, Communication Skills, Teaching Learning process as the process of Communication

d. System Approach in Education

e. Computer Aided Instruction CAI

UNIT-II : Teaching, Instruction, Training and Learning

a. Concept of Teaching, Instruction, Training and Learning, Relationship Between Teaching and Learning.

b. Nature of Teaching and Maxims of Teaching.

c. Content Analysis.

d. Taxonomy of Educational Objectives by bloom with Special reference to cognitive domain.

e. Strategies of Teaching – Group Discussion, Panel Discussion, Team Teaching, Programmed instruction (Concept, Organization, Merits and Limitations), Computer assisted Instruction CAI.

UNIT-III : Teaching Skills:

a. Micro Teaching Meaning, Need and Concept, Micro teaching Cycle.

b. Meaning and Concept of Teaching Skills.

c. Skills of Questioning, Probing, Illustration reinforcement, Stimulus variation and using black Board (Concept, Components and Observation schedule).

d. Concept steps and Signification of Glaser teaching Model.

e. Flanders Interaction Analysis Category System. (FIACS)

UNIT-IV : Computer Fundamental:

a. Introduction Evolution, Characteristics and use of Computer, Classification and block diagram.

b. Concept of Hardware and Software, Hardware input and output devices, Storage devices.

c. Operating System, Functions and Types – Windows, Accessories, Explorer, File Manager.

d. MS Office: MS Word: Text Management and printing.

e. MS Excel : To support data base and graphs, Power Point: Slide show and Presentation.

f. Introduction to Internet – E-mail, Search, Engines, World wide Web.

Semester - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED 104	Understanding Discipline and Subjects	Any one **CE**	**4**	**30**	**70**	**100**
BED 105	Innovative Methods					

BED 104 : Understanding Discipline and Subjects

Objectives:

- To make aware the students about the diciplines and its characteristics.
- To give Introduction of Kalidas, Tulsidas and Shakespeare
- To understand the scientific idea of science education.
- To apply the thought of social science language in their day to day life.

Course Contents:

Unit- I Language and Disciplines

a) Meaning of discipline
b) Characteristics of a discipline
c) Inter- disciplinary approach

Unit- II Language and Disciplines

a) History of language development (Hindi, Sanskrit and English)
b) Language technology
c) Language lab
d) Phonetics science
e) Introduction of Kalidas, Tulsidas and Shakespeare

Unit- III Social Science and Discipline

a) History and game cricket
b) History of woman empowerment
c) New trends cultural in society
d) Political socialization
e) Article of democratic problems (Terrorism, corruption &kola-Brokers)

Unit- IV Science and Disciplines

a) Life sketch of scientists (Dalton, Rutherford, Newton, Mendal and Homi Jahangir Bhabha)
b) Science and sound
c) Nutrition and balanced diet
d) Human diseases
e) Electricity and light

Assignment & Practical Works: (Any Two)

- Write Any one Assignment Work.
- Write a short note on Importance of Language in teacher.
- Read and review an article.
- Prepare a report on creative writing.

UNIT - V : Action Research

a. Meaning, Definition and Types of Research
b. Concept, Need and Importance of Action Research
c. Steps of Action Research
d. Design of Action Research

(A) Assignment Work:

a. One term Paper on any topic related with the above unit.
b. Preparation of Instructional material to be used during Teaching.

(B) Practical Work :

a. Prepare transparencies on any one topic
b. Computer Practical Work related with the unit four.

(C)TerminalTest

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Learning Outcomes: After completion of this course students would able to:

- ❖ Understand language of various discipline.
- ❖ Develop expression of various language areas.
- ❖ Acquire scientific study of language phonetics.
- ❖ Know the scientific idea of science education.
- ❖ Apply the thought of social science language in their day today life.
- ❖ Develop interdisciplinary approach of language (Hindi/Sanskrit/English).

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हिन्दी शिक्षण

पेपर पांचवा एवं छठवां

उद्देश्य

1. भाषा संरचना में हिन्दी भाषा तत्वों का ज्ञान देना।
2. श्रवण, भाषण, वाचन एवं लेखन संबंधी भाषायी कौशलों का ज्ञान देना।
3. माध्यमिक स्तर के निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण, समीक्षा एवं कुशलता का विकास।
4. इकाई दैनिक व सूक्ष्म पाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान कराना।
5. हिन्दी भाषा शिक्षण की प्रणालियों के उपयोग का ज्ञान देना।
6. हिन्दी की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण की संस्थितियों का ज्ञान देना।
7. हिन्दी भाषा शिक्षण में दष्श्य–श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
8. प्रश्न पत्र के निर्माण का ज्ञान देना।
9 निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरुप, महत्व एवं उपयोग का ज्ञान देना।
10. मातृ भाषा एवं राष्ट्रभाषा के रुप में हिन्दी की स्थिति से अवगत कराना।

इकाई प्रथम

1. मातृ भाषा राष्ट्रभाषा के रुप में हिन्दी शिक्षण की स्थिति
2. मातृ भाषा शिक्षण के सिद्धान्त और उद्देश्य
3. पाठ्यपुस्तक का अर्थ, परिभाषा, अच्छी पाठ्यपुस्तकों के गुण और दोष
4. हिन्दी शिक्षण में दृश्य श्रव्य उपकरण
5. हिन्दी शिक्षण में पुस्तकालय एवं वाचनालय का महत्व

इकाई द्वितीय

भाषा का वैज्ञानिक स्वरुप तथा भाषा कौशलों के विकास हेतु निम्नांकित पक्षों के स्वरुप का शिक्षणः

1. वर्ण विचार
2. शब्द विचार
3. वाक्य विचार
4. श्रवण, उच्चारण तथा वर्तनी
5. वाचन (सस्वर एवं मौन वाचन), अभिव्यक्ति (लिखित एवं मौखिक)

इकाई तृतीय

हिन्दी शिक्षण में विभिन्न विधाओं का शिक्षण व पाठ योजना निर्माण

1. गद्य शिक्षण
2. पद्य शिक्षण
3. व्याकरण शिक्षण
4. नाटक शिक्षण
5. रचना शिक्षण (पत्र, निबन्ध एवं कहानी)

हिन्दी शिक्षण की विभिन्न विधियों का अध्ययन

1. प्रायोजना विधि
2. पर्यवेक्षित तथा निर्देशित स्वाध्याय विधि
3. अभिक्रमित अनुदेशन विधि
4. हरबर्टीय पद्धति
5. भाषा प्रयोगशाला

Semester - I

BED 105 : Innovative Methods

Objectives:

- To introduce students about the concepts of innovations in teaching.
- To understand the idea of various subject methods.

Course Contents:

Unit- I Concept of Innovation.

a) Innovation : Meaning, Definition
b) Characteristics of Innovation
c) Methods : concept, Objective
d) Meathods Characteristics and Utility

Unit- II Methods of Social science

a) Time line method
b) Source method
c) Biographical method
d) Socialized Recitation method

Unit- III Methods of Science

a) Demonstration method
b) Experimental/ Laboratoury method
c) Heuristic method
d) Project method

Unit- IV Methods of Language

a) Lecture method
b) Inductive and Deductive
c) Supervised study method
d) Brain Storming

Assignment & Practical Works: (Any Two)

- Write Any one Assignment Work
- Write a short note on Importance of Language in teacher
- Read and review an article
- Prepare a report on creative writing

इकाई पंचम

1. मूल्यांकन का सम्प्रत्यय
2. पाठान्तर्गत एवं पाठोपरान्त मूल्यांकन
3. इकाई योजना एवं प्रश्न पत्र निर्माण
4. उपचारात्मक एवं निदानात्मक परीक्षण

सत्रीय कार्य:–किसी एक विषय पर :–

1. विषयवस्तु की किसी एक विधा पर सैद्धान्तिक कार्य करना।
2. हिन्दी शिक्षण की किसी एक विधा पर पाठयोजना का निर्माण तथा उसके लाभ, हानि, विशेषताएं बताना।
3. भाषा शिक्षण संबंधी समस्याओं का चयन तथा उसके समाधान बताइये।
4. माध्यमिक स्तर की पाठ्यपुस्तक की समीक्षा तथा आलोचना करना।

व्यावहारिक कार्य: किसी एक विषय पर प्रायोगिक कार्य करना :–

1. उच्चारण शिक्षण की तालिका ट्रांसपेरेन्सी पर तैयार करें।
2. वर्तनी शिक्षण की तालिका ट्रांसपेरेन्सी पर तैयार करें।

आंतरिक मूल्यांकन

संदर्भ साहित्य

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Learning Outcomes: After completion of this course students would able to:

- ❖ Develop knowledge of various innovative methods.
- ❖ Understand the idea of methods.

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PAPER –V & VI

METHODS OF TEACHING ENGLISH

Paper- Content -cum- Methodology of teaching English as a second language.

Objectives

1. To enable the student-teachers to develop their own skills of listening, speaking, reading and writing required for effective teaching of English at different school stages.
2. To enable the student-teachers to acquire a knowledge of the objectives of teaching English as second language .
3. To enable them to develop a good understanding of the principles of language teaching .
4. To enable them to develop their own linguistic, grammatical and communicative competence within the prescribed range.
5. To enable them to critically review different approaches to and methods of teaching English as a second language.
6. To enable student-teacher to teach basic language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
7. To enable the student -teachers to prepare lesson plans on different and prescribed aspects of English as a second language.
8. To enable them to choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English.
9. To enable them to use various techniques of testing English as a second language and develop remedial material and conduct remedial teaching.

Course content

UNIT I : English grammar and usage:

(a)Sentence patterns: - Concept, Types.

(b)Verb patterns: - Concept, Types, Modal Auxiliaries.

(c)Tenses: Concept, Types.

(d)Voice change: Active vs. Passive voice

(e)Question Tag.

UNIT-II : Place, importance and objectives of English as a second language

(a)Pre- Independence and post independence period.

(b) As a Second language in our school curriculum.

(c)As a library language and window on the world.

(d)As a medium of instruction and official Language.

(e)Aims and objectives of English as a second language at primary and secondary levels.

UNIT-III : Approaches and Methods of English Teaching

(a) Grammar-cum-Translation method.

(b) Direct Method

(c) Structural Approach, Situational Approach

(d) Bilingual method, Communicative Approach

(e) CALL (Computer Assisted Language Learning) and CALT (Computer Assisted Language Teaching)

Semester - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB101	Introduction to Jainism	**FC**	**4**	**30**	**70**	**100**

Objectives:

- To understanding about Jain Ethics & Conduct.
- To acquire knowledge of Jain way of life.

Course Contents:

Unit I: Jain History

1. Antiquity of Jainism (*Risabha and Mahavira*)
2. Time cycle
3. Jain religious Schools, Orders, and Sects
4. Jain Festival
5. Jain Literature

Unit II: Jain Metaphysics

1. Concept of Reality
2. Cosmology: Jain Perspective
3. The Nine Truths of Classical Jainism
4. Jain life style
5. Salvation and way of it

Unit III: Jain Principal

1. Non-violence
2. Non-possession
3. Non-absolutism

Unit IV: Jain Principal

1. Syadvada
2. Karmavada
3. Jain Meditation

Learning Outcomes: After completion of this course students would able to:

- Develop understanding about Jainisim and its ethics & conduct.
- Acquire knowledge of Jain way of life.

Unit-IV:Detailed study vs.Non Detailed Study

(a) Teaching of Prose and Poetry teaching.

(b) Teaching of non detailed Study.

(c) Teaching skills:-

- Listening skills
- Reading skills
- Model Reading, Individual Reading, Silent Reading
- Writing skills

  (a)Guided/Control Composition

  (b)Free Composition
- Speaking skills

(d) Lesson Planning, Unit Plan, Blue Print

(e) Teaching lexical items vs. Structural items.

UNIT - V : Evaluation in English and Speech System in English

(a) Teaching Aids in English (Audio, Visual Audio- Visual, O.H.P., L.C.D.)

(b) Diagnostic Evaluation and Remedial instruction in English Teaching.

(c) Types of Test in English Teaching: - Subjective vs. Objectives types.

(d) Organs of Speech, Elements of Speaking.

(e) Phonology (Sound System: Vowel, Diphthongs, and Consonants) Analysis of text book, Quality of a good text book.

Assignment Work (Any one)

- Review of a English text-book.
- List of structural items included in the text-book at the secondary stage.
- Preparation of 5 word cards, 5 picture cards and 5 puzzles.
- Preparation of 20 English test items.

Practical works: (Any one)

- Prepare an audio cassette relating to English pronunciation.
- Prepare a list of the problems in English teaching.
- Prepare a case study report relating to the improvisation of low cost teaching aids in English language teaching.

Terminal Test

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पेपर – पंचम एवं षष्टम्

संस्कृत शिक्षण

उद्देश्य –

1. माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
2. तृतीय भाषा शिक्षण के आधारभूत सिद्वान्तों का विकास करना।
3. संस्कृत शिक्षण के उद्देश्यों का निर्धारण कर सकना एवं उनके व्यावहारिक परिवर्तन हेतु प्रयास कर सकना।
4. संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण का विकास कर सकना।
5. विभिन्न के सफल अध्ययन हेतु विभिन्न विधियों का प्रयोग कर सकना।
6. संस्कृत भाषा शिक्षण में दृश्य–श्रव्य साम्रगी का निर्माण एवं प्रयोग कर सकना।
7. संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण कर सकना एवं कौशलाधारित परीक्षण कर सकना।
8. संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान कर सकना।

इकाई प्रथम

संस्कृत व्याकरण एवं प्रयोग–

1. शब्दरुप (अकारान्त, इकारान्त, उकारान्त, ऋकारान्त, सर्वनाम तथा संख्यावाची एक से सौ तक तथा हजार)
2. धातुरुप (भू,पठ,हस्,चल्,पा,गम्,सेव्,अस्,कथ्,स्था,लभ् आदि)
3. संधि
4. समास
5. कारक

इकाई द्वितीय

1. तृतीय भाषा के शिक्षण सिद्धान्त
2. तृतीय भाषा के रूप में संस्कृत शिक्षण के उद्देश्य
   क. उच्च प्राथमिक स्तर पर
   ख. माध्यमिक स्तर पर
   ग. उच्च माध्यमिक स्तर पर
3. भाषायी कौशल शिक्षण–
   क. श्रवण कौशल
   ख. भाषण/कथन कौशल
   ग. पठन कौशल
   घ. लेखन कौशल
4. संस्कृत भाषा का महत्व
5. भाषा प्रयोगशाला

इकाई तृतीय

संस्कृत शिक्षण की विधियों का अध्ययन

1. प्रत्यक्ष विधि
2. संग्रन्थन विधि
3. सम्प्रेषण विधि
4 आगमन निगमन विधि
5. संस्कृत शिक्षण की पारम्परिक एवं आधुनिक विधियां

इकाई चतुर्थ

संस्कृत शिक्षण की विधाओं का अध्ययन व पाठ योजना निर्माण

1. गद्य शिक्षण
2. पद्य शिक्षण
3. व्याकरण शिक्षण
4. नाटक शिक्षण
5. रचना शिक्षण (निबन्ध, पत्र, कहानी)

Semester - II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED201	Assessment for Learning	**CC**	4	30	70	100

Objectives:

- To describe the role of assessment in education.
- To distinguish among measurement, assessment and evaluation.
- To explain different forms of assessment that aid student learning.
- To use wide range of assessment tools, techniques and construct these appropriately.
- To evolve realistic, comprehensive and dynamic assessment procedures.
- To calculate item difficulty and discrimination power of a test item.
- To prepare a good achievement test on any school subject.
- To realize the importance of continuous and comprehensive evaluation in the process of students learning.

Course Contents :

Unit I - Assessment and Evaluation in Education

a) Concept of measurement, assessment and evaluation
b) Types,Need, scope and relevance of evaluation
c) Principles of assessment and evaluation
d) Test, scale and measurement
e) Types of scale : nominal, ordinal, interval and ratio

Unit II -Tools and Techniques of Assessment and Evaluation

a) Characteristics of a good measuring instrument
b) Achievement test: steps of construction of achievement test – Teacher made and Standardized test
c) Types of test items and its construction : subjective test items and objectives test item
d) Diagnostic test construction and preparation of remedial materials
e) Analysis of test items – item difficulty level and item discrimination power

Unit III -Trends in Assessment

a) Continuous and Comprehensive Evaluation
b) Marking system vs Grading system
c) Semester system (C B C S) Chioce Based Credit System
d) Open book examination and question bank

इकाई पंचम्

1. तृतीय भाषा शिक्षण में दृश्य–श्रव्य सामग्री
2. तृतीय भाषा के रुप में संस्कृत में मूल्यांकन
3. प्रश्न पत्र निर्माण (ब्लू प्रिंट)
4. निदानात्मक एवं उपचारात्मक शिक्षण
5. इकाई योजना

सत्रीय कार्यः–किसी एक विषय पर सत्रीय कार्य करना–

1. विषय वस्तु की किसी एक विधा पर सत्रीय कार्य करना।
2. माध्यमिक स्तर की एक संस्कृत पाठ्यपुस्तक की समीक्षा।

व्यावहारिक कार्यः–किसी एक विषय पर व्यावहारिक कार्य करना–

1. संग्रन्थन उपागम पर आधारित अभ्यास कार्य (पांच तालिका)
2. रचना पाठ के लिये पांच चित्रों का निर्माण।
3. व्याकरण के किसी एक विषय पर श्रृंखला अभिक्रम की ट्रांसपेरेन्सी तैयार कीजिये।
4. उच्चारण सुधार हेतु पांच अभ्यास तालिका की ट्रांसपेरेन्सी तैयार कीजिये।

आंतरिक परीक्षा

संदर्भ साहित्य :

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Unit IV - Basic Statistics in Evaluation

a) Measure of Central Tendency:
   - Mean
   - Median
   - Mode

b) Measure of variability
   - Range
   - Quartile Deviation
   - Average Deviation
   - Standard Deviation

Assignment & Practical Works: (Any Two)

- Prepare an achievement test of any school subject of secondary school.
- Write one Assignment Workwith in the content
- Construct a remedial material for school students in any content problems.
- Select, analyses and try- out a sample tool/test with item discrimination power.

Learning Outcomes: After completion of this course students would able to:

- ❖ Describe the role of assessment in education.
- ❖ Distinguish measurement, assessment and evaluation.
- ❖ Explain different forms of assessment that aid student learning.
- ❖ Use wide range of assessment tools, techniques and construct these appropriately.
- ❖ Evolve realistic, comprehensive and dynamic assessment procedures.
- ❖ Calculate item difficulty and discrimination power of a test item.
- ❖ Prepare a good achievement test on any school subject.
- ❖ Realize the importance of continuous and comprehensive evaluation in the process of students learning.

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PAPER – V &VI

METHODS OF TEACHING SOCIAL SCIENCE

Objectives:-

1. To enable the Student teacher to appreciate the need for learning social studies.
2. To help them to understand the place of social studies in the secondary school curriculum.
3. To develop the skills in student – teachers to select and apply appropriate methods and evaluate social studies.
4. To enable the student – teachers to critically examine the social studies syllabus and text books.
5. To develop the classroom skills needed for teaching of social studies.
6. To develop the ability to organize co-curriculum activity and utilize community resources for promoting social science learning.
7. To acquire the ability to develop instructional support materials.

UNIT-I : Meaning Nature and scope of Social Science

a Historical development of social studies- modern concept, nature and scope.

b. Importance of teaching Social Studies at different levels of Secondary.

c. Correlation of Social Studies with other School Subject.

d. Aims and objectives of teaching social studies at different Level. (Primary, Secondary, and senior secondary)

UNIT-II : Social Studies Curriculum Principles of designing a good Curriculum.

a. Different approaches to organizing Social Studies
   - Chronological
   - Biographical
   - Topical
   - Concentric

b. Characteristics of good Text book

c. Role playing

d. Planning a Social Studies Room

UNIT-III : Method and planning in Social Studies Teaching

a. Story telling Biographical, Problem Solving, Project, Socialized recitation Source method

b. Team Teaching and Simulated teaching

c. Planning for teaching of Social Studies
   - Annual Plan
   - Unit Plan
   - Lesson Plan

d. Social Studies teacher – Quality, functions, and Professional growth of social science teacher.

UNIT-IV Use of Instructional material for teaching of Meaning

a. Black-board, Map, Graphs, Time Chart, Models, Slides, Films, Coins, and Puppet.

b. Slide projector, Epidiascope film projector .Tape recorder, radio, T.V.

c. Computer assisted teaching

d. Importance

Semester-II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED202	Learning and Teaching	**CC**	4	30	70	100

Objectives:

- ❖ To acquire the basic knowledge of learning and Teaching.
- ❖ To understand the implications of educaiton.
- ❖ To develop various methods of teaching.
- ❖ To understand the various application of educaiton.

Course Contents:

Unit -I Basics of Learning

a) Learning : Concept, Nature and Characteristics
b) Factors Affecting Learning
c) Laws and Types of Learning
d) Cognitive Learning- Peaget, Bruner
e) Transfer of Learning

Unit-II : Theories of Learning and their Educational Implications.

a) Trial and Error theory
b) Classical conditioning theory
c) Operant conditioning theory
d) Insight theory of Learning
e) Social Learning theroy (Bandura)

Unit-III Concept variables and models of Teaching

a) Teaching : concept, Nature and characteristers
b) Variables of Teaching and their functions
c) Factors Affecting Teaching and Teaching process
d) Relationship between teaching and Learining
e) Teaching model- concept, functions, sources and elements

Unit-IV Theories and Application of Teaching

a) Levels of Teaching - memory, understanding and Reflective
b) Teaching theories-concept, need, types and utility
c) Analyzing Teaching in Deverse classrooms
d) Teaching as a complex activity
e) Teaching as a profession

UNIT-V : Evaluation in Social Studies.

a. Concept of Evaluation.
b. Importance and Purpose of Evaluation in Social Studies
c. Different type of test their merits and limitation (Essay type, short answer and objective type).
d. Blue- print Construction test paper.
e. Construction of achievement test in Social Studies

Assignment work – Any one of the following

- Studying historical monuments available locally and writing report on it.
- Prepare a scrape book on any social issue.
- Studying any social problem and write a report of the same.
- Two Abreacts of articles published in Newspapers/Journals on current social issues.

Practical work - Any one of the following

- Prepare a lesson plan using local/community resources as teaching aids (Fair, Festival, Person, Place etc.)
- Case Study of any N.G.O. working locally.
- Critical appraisal of social Study syllabus of Secondary level.
- Writing film script

Terminal Test

Reference

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- Bining ,A.C. and Brining, D.H." Teaching the social study in Secondary school, Mc Graw Hill Company , New York, 1952
- Bhattacharya and Daqi, D.R. " Teaching of Social Study in Indian School, " Acharya Book Depot, Baroda, 1966.
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- सिंह रामपाल, सामाजिक अध्ययन का शिक्षण' लक्ष्मी नारायण अग्रवाल, आगरा, 1998
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Assignment & Practical Works: (Any Two)

- One Assignment Work on any topic related with above Unit.
- One Practical Work on any topic related with above Unit.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire knowledge and understanding of learning and Teaching.
- ❖ Understand the theories of learning.
- ❖ Develop the skill of active engagement of students in teaching learning activity.
- ❖ Investigate differences and connections between learning in school and learning outside school.
- ❖ Inculcate the knowledge of teaching and its process.
- ❖ Understand learners, learning process and school.

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3. Browne, J.D. (1970), Development of Educational Technology in college of Education, councils in Education Press.
4. Cooper, I.M. (1960), Classroom Teaching Skills, D.C. Heathco, Toronto, 1960.
5. Coulson, J. E. (1962), Programme Learning and Computer Based Instruction, Wiley, New York.
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14. Rajaraman, V, Computer programming in pascal, Prentice Hall of India, New Delhi.
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20. पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
21. मंगल, एस.के., (2008), शिक्षा मनोविज्ञान, प्रिंटिर्स हॉल ऑफ इण्डिया प्राइवेट, नई दिल्ली.
22. वर्मा, प्रीति, श्रीवास्तव डी.एन., (2008), आधुनिक सामान्य मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा.
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24. शर्मा गणपतराम, व्यास हरिश्चन्द्र, (2007), अधिगम–शिक्षण और मनोसामाजिक आधार, राजस्थान ग्रन्थ अकादमी, जयपुर.
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PAPER – V &VI

METHODS OF TEACHING GENERAL SCIENCE

Objective:

After completing the programme the student teachers will be:

1. Able to appreciate the contribution of eminent Indian Scientists in connection with the development of the subject.
2. Familiar with the Aims & objectives of the subjects in relation to present needs of the society and education policies of India.
3. Able to plan curriculum at secondary & senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situations.
4. To prepare an efficient General Science teacher.
5. The content of this paper will introduce the prospective teacher with proper methodology to deal with the content which us to be handled by her as teacher in secondary and higher secondary school.
6. Develop their essential skill for practicing.
7. Develop their skill necessary for preparing international accessories.
8. Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.
9. Develop a broad understanding of the principles and procedures used in modern science education.

Course Content

UNIT:-I Concept of General Science

(a) Science and its nature

(b) Correlation of science with other subjects of school

(c) Method of inquiring influence on man and environment

(d) General Science and its importance in school curriculum

(e) Eminent Indian scientists.

UNIT:- II Aims and Objectives

(a) Objectives of teaching General Sciences

(b) Writing objectives in behavioral forms.

(c) Unit plan

(d) Daily lesson plan.

(e) Principle of curriculum construction in General science.

UNIT:III Methods of teaching General science

(a) Lecture method,

(b) Demonstration method,

(c) Project method

(d) Problems solving method,

(e) Heuristic method.

UNIT:IVInstructional materials and Resources

(a)Identifying and developing instruction and support material for General Science Teaching

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED 203	Pre-Internship	**CC**	**4**	100 Pre Internship		**100**

Pre-internship distribution (4 Weeks)

Objectives:

- To acquire the knowledge of internship.
- To understand skill focused teaching.
- To develop ability of comprehensive school teaching.
- To understand and organize various school activities.

Sr. No. Contents

1. **Skills Fouced Teaching**
   - Introduction
   - Questioning
   - Black Board
   - Reinforecement
   - Stumulus Variation
   - Communication
   - Personality Development etc.
2. **Comprehensive School Teaching**
   - Demsstration Lesson Plan
   - Lesson based on Various Approaches Method, such as --
     - Co-operative Learning
     - Activities Based Apprach
     - Team Teaching
     - Project Method
     - Brain Storming
     - Task Based
     - Programme Instruction etc.

3. Unit Plan, Blue Print, Achivement Test and Use of Teaching Aids
4. School Activities
   - Physical
   - Cultural
   - Leteraty
   - Yoga Exceress

(b)The role of laboratory,

(c)Types of practical work in general science.

(d)Text book of secondary science, Science club, Science fair,

(e)Chart, film-strip, Television and model in teaching General science.

UNIT:-V Evaluation and Growth in General Science

(a)Concept, Importance and purpose of Evaluation.

(b)Different type of test their merits and limitations.

(c)Blue print and contruction of test paper.

(d)Diagnostic and remedical test.

(e)Science teacher and their professional growth.

Assignment work: - any two

(a)Make a list of Practicals related to secondary science curriculum

(b)Essay related on any topic of this paper.

(c)Preparation on of comprehensive field trip plan group of twenty students.

(d)Preparation a plans of science laboratory for 20 students.

(e)Make a list of local resources useful in teaching General Science and prepare a lesson plan using some of them.

Practical work:—

Make a visit to any senior secondary science laboratory of a school and prepare a report.

Terminal Test:-

Book for study and Reference

- Dass- R.C.: Teaching Science in India, Sterling Publications Pvt. Limited, New Delhi, 1986
- Dass- R.C.: Science Teaching in Schools, Sterling Publications Pvt. Limited, New Delhi, 1985
- Gupta Nirmal" Method of Teaching Science", Rastogi and Company Meerut, 1967
- Heiss Obrun and Hffman: Modern Science Teaching. The Macmillan Company, New York 1961
- Kohil, V.K.: Teaching of Science, Krishna Brothers ChownTanda
- NCERT: General Science, Handbook of activities Class-VI-VIII
- Sood, J.K.: New Direction in Science Teaching" Kohli PubUcation Chandigarh, 1989.
- Thurber & Cullette; Teaching Science in Today's School, Prentice Hall, New Delhi, 1996.
- Thurber, W. A. & Cullette, A.T.; Teaching Science in Today's Secondary Schools, Prentice Hall, New Delhi, 1967
- UNESCO: Source Book of Science Teaching
- Vaida N: The impact of science Teaching
- Westway, F.W.: Scientific Teaching

Learning Outcomes: After completion of this course students would able to:

- Acquire the knowledge of internship.
- Understand skill focused teaching.
- Develop ability of comprehensive school teaching.
- Understand and organize various school activities

PAPER -V & VI
METHODS OF TEACHING MATHEMATICS
Course objectives

To enable the pupil teacher to:

1. Understand and appreciate the uses and significance of mathematics in daily life.
2. Learn successfully various approaches of teaching mathematics and to use them judiciously.
3. Know the methods of planning instruction for the classroom.
4. Prepare curricular activities and organize the library and book in It as per the needs.
5. Appreciate and organize activities to develop aesthetics of mathematics.
6. Obtain feedback both about teaching as well as students learning
7. To enable them to enrich and refresh their knowledge to content in mathematics.
8. To give them competence in teaching different topic effectively.

COURSE CONTENT

Unit -1 concept, meaning and objectives of mathematics:

(a) Concept, Meaning and Nature of Mathematics.

(b) History of Mathematics

(c) Contribution of Indian and Western Mathematics with reference to Bhaskarachrrya, Aryabhatta, Ramanujan, Euclid, Pythagoras etc.

(d) Aims and objectives of Teaching Mathematics.

(e) Bloom's Taxonomy relating to the Teaching objectives in Mathematics.(Cognitive, Affective, Psychomotor Domain)

Unit 2 : Methods and Approaches of teaching mathematics:-

(a) Inductive vs. Deductive

(b) Analytical vs. Synthetical

(c) Heuristic, Project, Drill, assignment and supervised study.

(d) Lesson Planning, Unit Plan, Yearly Plan, and Blue Print in Mathematics teaching.

(e) Audio Visual Teaching aids in Mathematics, Improvising Low cost teaching aids in Mathematics.

Unit 3 Curriculum of teaching mathematics:-

(a)Principles and rationale of Curriculum development for the secondary and sr. secondary level.

(b)Recent trends in Mathematics Curriculum.

(c)Critically Evaluation of existing Mathematics Curriculum prescribed by Rajasthan Board of Secondary Education and C.B.S.E. at different levels.

(d)Teaching of Arithmetic, Algebra, and Geometry.

(e)Text book in Mathematics, Quality of a good text book in Mathematics.

Unit 4 : Innovative techniques in teaching mathematics

(a) Using Mathematics as a game for recreation.

(b) Organizing Quiz programmes and magic square.

(c) Improving skills in answering puzzles and reasoning.

(d) Developing Math's laboratory.

(e) Mathematical practice or drill work.

Semester-II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED 204	Hindi	Pedagogy of a school subject (Any two) **CE**	**4**	**30**	**70**	**100**

Objectives:

- भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान प्रदान करना।
- श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
- माध्यमिक स्तर के निर्धारित पाठयक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास कराना।
- इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान कराना।
- हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान कराना।
- हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान कराना।
- प्रश्न पत्र के निर्माण का ज्ञान देना।
- निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान देना।
- मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।

विषय वस्तु :

इकाई : प्रथम – भाषा के विविध स्वरूप एवं सामान्य अवबोध

(अ) मातृभाषा, राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
(ब) मातृभाषा शिक्षण के उद्देश्य एवं सिद्धान्त
(स) हिन्दी शिक्षण में पुस्तकालय एवं वाचनालय का महत्त्व
(द) पाठ्यपुस्तक का अर्थ, परिभाषा, अच्छी पाठ्यपुस्तक के गुण–दोष

इकाई : द्वितीय – भाषा का वैज्ञानिक स्वरूप तथा भाषा कौशलों के विकास हेतु निम्नांकित पक्षों के स्वरूप का शिक्षण

(अ) वर्ण विचार, शब्द विचार, वाक्य विचार
(ब) श्रवण, उच्चारण एवं वर्तनी
(स) वाचन (सस्वर एवं मौन वाचन),
(द) अभिव्यक्ति (लिखित एवं मौखिक)

Unit 5 Evaluation in teaching mathematics

(a) Diagnostic Evaluation in Mathematics.

(b) Remedial and enrichment programmes with respect to syllabus at upper primary, Secondary and Sr. Secondary stages in the state.

(c) Academic testing –Objective vs. Subjective type test

(d) Process of obtaining feed back and evaluation in Mathematics in terms of cognitive, affective and psychomotor behavioral development.

(e)Preparation of standardized vs. Teacher made test in Mathematics.

Assignment work: - Any one of the following

1. Preparation of detail plan about
   (i) Development of Mathematics lab or
   (ii) Mathematics Club.

Prepare an article related to general mathematical topic other than B.Ed be useful for creating mathematical interest such and mathematical puzzles, Magic, Square, Vedic mathematics etc.

3. Prepare a Brief History of two mathematicians specially emphasized that How these Mathematicians contribute in the field of mathematics.

Practical work: - Any one of the following

1. Prepare a case study of slow learner in mathematics
2. Prepare a case study of gifted child in mathematics.

3. Observation of mathematics class room teaching in any secondary school prepare a list of errors committed by student then prepare a diagnostics then remedial teaching.

Terminal Test:-

References :

- Aggarwal S.M. Mathematics, Dhanpat Rai and Sons. Delhi.
- Aiyangar and Kuppuswami, N. "A teaching of mathematics in the new education Universal Publication
- Butler and Wren, The teaching of Secondary Mathematics, Me Graw Hill Book Company
- Jagadguru Swami, Sri Bharti Krisna Tirthji Vedic mathematics, Moti Lal Banarsids Publisher Delhi.
- Kapur, J.N., Modem mathematics for teachers, Arya Book Depot, New Delhi
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- Shanti Narayan, Modern Abstract Algebra. S Chand & Co. New Delhi.
- Kapoor and Saxena Mathematical Statistic, S.Chand & Co. New Delhi

इकाई : तृतीय – हिन्दी शिक्षण में विभिन्न विधाओं का शिक्षण एवं मूल्यांकन

(अ) गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण

(ब) रचना शिक्षण (पत्र, निबन्ध, कहानी)

(स) विभिन्न विधाओं पर पाठ योजना निर्माण

(द) इकाई योजना एवं नील पत्र निर्माण

(य) मूल्यांकन (सम्प्रत्यय, पाठान्तर्गत एवं पाठोपरान्त मूल्यांकन)

इकाई : चतुर्थ – हिन्दी शिक्षण की विभिन्न विधियों का अध्ययन

(अ) अभिक्रमित अनुदेशन विधि

(ब) आगमन–निगमन विधि

(स) दल शिक्षण

(द) हरबर्टीय पद्धति

(य) प्रायोजना विधि

(र) पर्यवेक्षित तथा निर्देशित स्वाध्याय विधि

सत्रीय कार्य – (किसी दो विषय पर)

- भाषा शिक्षण सम्बन्धी समस्याओं का चयन तथा उसके समाधान का उपाय खोजना।
- हिन्दी शिक्षण में सत्रीय प्रपत्र अथवा प्रश्न पत्र हल करना।
- माध्यमिक स्तर की पाठ्यपुस्तक अथवा किन्ही दो विशिष्ट लेखों की समीक्षा करना
- किन्हीं पाँच विद्यार्थियों की लेखन सम्बन्धी अशुद्धियों का निदान एवं उपचार (कक्षा 8 से 10वी)।
- हिन्दी विषय की किसी भी विधा पर पी.पी.टी. पर पाठयोजना तैयार करवाना।

Learning Outcomes:

- ❖ भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान प्राप्त कर सकेंगे।
- ❖ श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का प्राप्त कर सकेंगे।
- ❖ माध्यमिक स्तर के निर्धारित पाठयक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास कर सकेंगे।
- ❖ इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान प्राप्त कर सकेंगे।
- ❖ प्रश्न पत्र के निर्माण का ज्ञान प्राप्त कर सकेंगे।
- ❖ निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान प्राप्त कर सकेंगे।
- ❖ मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत हो सकेंगे।

सन्दर्भ ग्रन्थ सूची :

1. अवधेश अरूण, (2001), हिन्दी भाषा का स्वरूप, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
2. ओड, एल.के (1982), हिन्दी शिक्षण में त्रुटि, निदान एवं उपचार, वनस्थली विद्यापीठ।
3. कक्षा 6 से 12 वीं तक की एन.सी.ई.आर.टी. की हिन्दी विषय की विभिन्न पाठ्य पुस्तकें।
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PAPER V & VI
METHODS OF TEACHING HISTORY
Objectives:-

1. To enable the Student teacher to understand the nature, scope and importance of learning history at secondary.
2. Understand the aim and objectives of teaching history at different levels of the secondary stage.
3. To develop knowledge about the basic principle governing the construction of history curriculum and develop the ability history curriculum and develop the ability to organize Co-curricular activities and community resources for promoting history learning.
4. To develop classroom skills needs for applying different methods and approaches of teaching history at the secondary stage.
5. To develop the skill to plan for instruction and the instructional support , materials.
6. To develop the skill needed for diagnostic testing and remedial teaching.

COURSE CONTENT

UNIT-I Meaning, Nature and scope of History

a. Concept of teaching History.
b. Importance of teaching history at different levels of Secondary Stage.
c. Importance of studying local history with reference to national integration and international understanding.
d. Correlation of history with other School Subject.
e. Aims and objectives of Teaching at the Secondary Stage.

UNIT-II : Curriculum of Teaching History

a Principle of Curriculum Teaching History.
b. Different approaches to Organizing history Curriculum
(i) Chronological
(ii)Biographical
(iii)Topical
(iv)Concentric

Characteristics of good Text book
d. Role playing
e. Planning a history room

UNIT-III Methods and planning in Teaching History.

a. Story telling, Biographical, Problem Solving, Project, Socialized recitation, Source method
b. Team Teaching and Simulated teaching
c. Planning for teaching of History
(i) Unit plan
(ii) Lesson
d. History teacher – Quality, functions.
e. History teacher- Professional growth in changing.

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED 205	English	Pedagogy of a school subject Any two **CE**	**4**	**30**	**70**	**100**

Objectives:

- To know about various basics of grammer.
- To explain the place of English language in India.
- To describe English as a Second language in the multi -lingual country like India.
- To explain different methods of teaching English.
- To develop the lesson and its planning.
- To apply different teaching skills in the class room.

Course contents:

Unit- I Basic English Grammar & it's Application

a) Parts of speech
b) sentence pattern, Types
c) Tense and verb patterns
d) Preposition
e) Voice change

Unit - II Place, importance and objectives of English as a second language:-

a) Importance of English language: comprehension of English and mother tongue based learning.
b) Position of English: Pre & post Independence in India.
c) Status of English in Indian school curriculum
   - Second language
   - First language
d) English language teaching: problems & issues
   - Library language
   - Window on the world
   - Medium of instruction
e) Aims and objectives teaching English at different levels.

Unit- III Methods, Approaches and Strategies and Lesson Planning:

a) Grammar-cum-Translation method
b) Direct method , Audio- lingual and Bilingual method

UNIT-IV Use of Instructional material for teaching of History.

a. Meaning of Teaching Aids
b. Black-board, Map, Graphs, Time chart, Models, Slides, Films, Coins, Puppet.
c. Slide projector, epidiascope film projector, Tap recorder, radio, T.V.
d. Computer assisted teaching
e. Importance of Teaching Aids

UNIT-V Evaluation outcomes of History teaching:

a. Concept of Evaluation.
b. Importance and Purpose of Evaluation in History.
c. Different type of test their merits and limitation. (Essay type, short answer and objective type)
d. Blue-print Construction test paper.
e. Construction of achievement test in History.

Assignment work– Any one of the following

- Critical appraisal of any one of the history text books prescribed for the Secondary level.
- Historical study of a place of local important
- An essay on study of a museum.
- An essay on any current issue.

Practical work- Any one of the following

- Preparing a scrap-book on any one aspect of history and culture.
- Report writing of a freedom fighter/ Social work and the Historical Personality of 20th Centuary at your locality based on Interview.

Terminal Test:-

References :

- Ballard Martin; New movement in the study of teaching of history, Western printing service, London.
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- Carr, E.H.; What is History ?
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- Gunning, Dennis; The Teaching of History, Goom Helm Ltd., London, 1978
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- Incorporated Association; The Teaching of history, Cambridge University Press of assistant masters in secondary school.

c) Structural approach and Communicative approach
d) Collaborative learning and Dramatization.
e) Unit plan and Micro plan,Lesson planning ,Blue print and Achievement test

Assignment & Practical Works: (Any Two)

- List of structural items included in the text book at the secondary stage.
- Preparation of 5 word cards, 5 Picture cards and 5 puzzles.
- Enlist 50 innovative words with lexical interpretation.
- Prepare an audio/video recording for English Pronunciation

Learning Outcomes: After completion of this course students would able to:

- Know about various basic application of grammar
- Explain the place of English language in India.
- Describe English as a Second language in the multi -lingual country like India.
- Explain different methods of teaching English.
- Apply different teaching skills in the class room.
- Lesson plan, micro lesson plan, TLM (Teaching Learning Materials) for teaching English as a second Language.

References :

1. Bansal, R.K. and Harrison, J.B. (1972), Spoken English for Indians, Madras : Orient Longman Ltd.
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10. Paliwal, A.K. (1998), English Language Teaching, Jaipur: Surbhi Publication.
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16. Venkateshwaran, S. (1995), Principles of Teaching English. Dehli: Vikas Publishing House Pvt. Ltd.
17. Willis, Jane (1997), Teaching English through English, O.U.P.

PAPER -V & VI

METHODS OF TEACHING GEOGRAPHY

Objectives

To enable the student-teachers to:-

1. Understand the modern concept of Geography.
2. Understand the aims and objectives of teaching Geography.
3. Prepare yearly plan, unit plan, lesson plan for different classes.
4. Prepare maps and charts to illustrate the content of different classes and use them effectively.
5. Critically evaluate the existing school syllabus and review the text book of Geography.
6. Apply appropriate method and techniques of teaching to particular topics at different levels.
7. Arrange field trips and local surveys.
8. Prepare achievement test and diagnostic test, administration of the test, analysis of results, make suggestion for remedial teaching.

COURSE CONTENT

Unit-I Concept and Objectives

a) Development of Geography, Modern concept and new trends of Geography.
   - Its place in schools curriculum.
   - Its importance in day to day life and International understanding

b) Correlation of Geography with other school subjects.

c) Teaching objectives of Geography at different levels- Primary, Upper Primary secondary and Higher Secondary.

UNIT-II Curriculum planning and Teachin Methods in Geography

a) Principles of curriculum construction in Geography and its critical appraisal

b) Basic Principles for selection and organization of content according to learners level.

c) Co-curricular activities in Geography, study of home region, Organization of field trips and excursion, Geography museum and library.

d) Evaluation of text book in Geography.

e) Story telling, Regional Method, Demonstration method, laboratory, inductive and Deductive method. Descriptive and Comparative method (Problem Solving, project and Supervised study method). Approaches- Field trips, visit labs, use of local resources in teaching of Geography.

U**NIT-III : Planning for teaching and role of teacher**

a) Annual plan,
b) Unit plan
c) Daily lesson plan
b) Qualities of Teachers
e) Role and professional growth of Geography teacher

UNIT-IV : Use of Instructional Material

a) Audio-Visual Equipment:- use of Slide Projector, OHP, Epidiascope, Television and computer in Geography

b) Teaching aids of Various kinds. Their effective use in class room (Models maps, pictures, sketches, diagrams, film, film strips. Atlas, Slides transparencies etc.,

c) Geography room/laboratory. Importance of lab work, equipment and apparatus.

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 206	Sanskrit	Pedagogy of a school subject Any two **CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
- ❖ तृतीय भाषा शिक्षण के आधारभूत सिद्वान्तों का विकास करना।
- ❖ संस्कृत शिक्षण के उद्देश्यों का निर्धारण एवं व्यावहारिक परिवर्तन हेतु प्रयास करना।
- ❖ संस्कृत भाषा के विभिन्न कौशलों का पृथ्क एवं समन्वित शिक्षण का विकास करना।
- ❖ विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों का प्रयोग करना।
- ❖ संस्कृत भाषा शिक्षण में दृश्य–श्रव्य साम्रगी का निर्माण एवं शिक्षण में प्रयोग करना।
- ❖ संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण करना एवं कौशलाधारित परीक्षण करना।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान करना।

विषय वस्तु :

इकाई – प्रथम –संस्कृत शिक्षण के सिद्धान्त, कौशल व उद्देश्य

(अ) संस्कृत भाषा शिक्षण का महत्त्व एवं उपयोगिता

(ब) संस्कृत शिक्षण के सिद्धान्त एवं सूत्र

(स) संस्कृत शिक्षण के उद्देश्य एवं अपेक्षित व्यवहारगत परिवर्तन

(द) भाषायी कौशल शिक्षण – श्रवण, कथन, पठन एवं लेखन

(य) संस्कृत शिक्षण में दृश्य–श्रव्य सामग्री

इकाई – द्वितीय – व्याकरण का सामान्य ज्ञान

(अ) शब्द रूप – अकारान्त, इकारान्त, उकारान्त

(ब) धातु रूप – भू, पठ्, हस्, पा, गम्, सेव्, कथ्, लभ् (लट्, लोट्, लड्., लृट, विधिलिड्. लकारों में)

(स) संधि –

- अच् सन्धि – इकोयणचि, एचोऽयवायाव :, अकः सवर्णे दीर्घः, आदगुणः वृद्धिरेचि
- हल् सन्धि – स्तोः श्चुनॉश्चुः, झलां जशोऽन्ते, यरोऽनुनासिकेऽनुनासिको वा, तोर्लिः
- विसर्ग सन्धि – ससजुषोरूः, हशि च, रो रि, विसर्जनीयस्य सः

(द) समास – अव्ययीभाव समास, तत्पुरूष समास, कर्मधारय समास, द्विगु समास, द्वन्द्व समास, बहुव्रीहि समास, इनका सामान्य परिचय एवं समास विग्रह

UNIT-V Evaluation

a) Evaluation of achievements in Geography.
b) Construction of achievement test.
   i) Different types of tests, their merits and limitations, (Essay type. short, answer and objective type.)
   ii)Blue- Print, preparation of question paper and item analysis.

Assignment Work - Any one of the following :

1. Prepare a scrap book on Geographical articles and news.
2. Preparation of maps, charts and models for physical Geography
3. Develop some lesson plan based on new methods and approaches.
4. Write one or two article or abstract related to the current issues of Geography
5. Critical appraisal of geography syllabus at secondary level.
6. Construction of objective type test items.

Practical Work - Any one of the following :

1. Collection of news paper cuttings related to Geographical issues.
2. Prepare a bibliography of reference books on the topics prescribed in Geography syllabus.
3. Practical demonstration of the ability to use some weather instruments.
4. Prepare a report on visit to some place of Geographical interest.

Terminal Test :

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- Bamard, Principles and Practical of Teaching Geography.
- Broadman, David; New Directions in Geography Education, Fehur Press, London, 1985
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इकाई – तृतीय – संस्कृत शिक्षण की विभिन्न विधाओं का अध्ययन एवं पाठयोजनाएँ

(अ) गद्य शिक्षण
(ब) पद्य शिक्षण
(स) व्याकरण शिक्षण
(द) रचना शिक्षण (पत्र, निबन्ध, कहानी)

इकाई – चतुर्थ – संस्कृत शिक्षण की विधियों का अध्ययन एवं मूल्यांकन

(अ) संस्कृत शिक्षण की विधियों का अध्ययन
- प्रत्यक्ष विधि
- संग्रन्थन विधि
- आगमन निगमन विधि
- विश्लेषणात्मक विधि
- अनुवाद विधि/भण्डारकर विधि

(ब) इकाई योजना
(स) ब्लू प्रिंट एवं प्रश्न पत्र निर्माण

सत्रीय कार्य : (किसी दो विषय पर)

- माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक की समीक्षा करना।
- किसी एक वर्ष का प्रश्नपत्र हल करना।
- किसी एक विधा पर शैक्षिक पाठ्यक्रम का आलेखन।
- रचना पाठ के लिए पाँच चित्रों का निर्माण।
- उच्चारण सुधार हेतु पाँच अभ्यास तालिकाओं का निर्माण।
- संग्रन्थन विधि पर पाठयोजना तैयार करना।

Learning Outcomes:

- माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास कर सकेंगे।
- तृतीय भाषा शिक्षण के आधारभूत सिद्वान्तों का विकास कर सकेंगे।
- संस्कृत शिक्षण के उद्देश्यों का निर्धारण एवं व्यावहारिक परिवर्तन हेतु प्रयास कर सकेंगे।
- संस्कृत भाषा के विभिन्न कौशलों का पृथ्क एवं समन्वित शिक्षण का विकास कर सकेंगे।
- विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों का प्रयोग कर सकेंगे।
- संस्कृत भाषा शिक्षण में दृश्य–श्रव्य साम्रगी का निर्माण एवं शिक्षण में प्रयोग कर सकेंगे।
- संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण करना एवं कौशलाधारित परीक्षण कर सकेंगे।
- संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान कर सकेंगे।

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PAPER -V & VI

METHODS OF TEACHING ECONOMICS

Objectives

1. To help the students to acquire the basic understanding in the field of Economics.
2. To enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
3. To develop the ability, to evaluate the present curriculum in Economics at the secondary level.
4. To develop the ability to organize group activities and projects in the subject.
5. To develop the ability to use of various methods of teaching Economics.
6. To enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
7. To develop in the students appropriate attitudes towards the country's Economy.
8. To develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
9. To develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of.
10. To develop in the students an ability to conduct various surveys in Economics and organize field trips.
11. To enable the student-teachers to prepare unit plan, lesson plan and related teaching learning strategies.
12. To enable the student teachers to review the text book of Economics.

COURSE CONTENT

UNIT-I : Concept of Economics

a) The place of Economics in school curriculum.
b) Aims and objectives of teaching Economics at the secondary level
c) Instructional objectives behavioural objectives, measurable and non-measurable objectives; behavioural statements of objectives for various learning points and lessons.

UNIT-II :

(a) Principles and approaches to framing syllabus and its critical appraisal at secondary level.

(b) Curriculum Planning and activities.

(c) Evaluation of text-books in Economics at the school level:
   a) Criteria of good text-book
   b) Assignments, Exercises, Glossary and summary in the text.

UNIT-III : Methods of teaching Economics:

a) Lecture method.
b) Project and Problem solving method.
c) discussion method.
d) Inductive and Deductive method.
e) Auto educative method.

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 207	History	Pedagogy of a school subject Any two **CE**	**4**	**30**	**70**	**100**

Objectives:

- To understand the aim and objectives of teaching history at different levels of the secondary stage.
- To apply different approch to organize history
- To understand the types of evaluation of teaching history
- To develop classroom skills to apply different methods and approaches of teaching history at the secondary stage.
- To develop the skill to plan for instruction and the instructional support materials.
- To develop the skill related to diagnostic testing and remedial teaching.

Course Contents:

Unit- I Meaning, Nature and Curriculum of Teaching History

a) Concept and Objective of Teaching History of the Secondary Stage.
b) Correlation of History with other school subject.
c) Principle of Curriculum Teaching History.
d) Different Approach to Organizing History Curriculum, Chronological , Biographical, Topical , Concentric.

Unit- II Methods and planning in Teaching History

a) Lesson plan and Unit plan
b) Story Telling, Biographical, Source, Time-line, Supervised, and Project Method
c) History Teacher-professional growth in change's
d) Teaching Aids- meaning, Type's and importance

Unit- III Evaluation of Teaching History

a) Concept of Evaluation
b) Purpose of Evaluation in Teaching History
c) Types of Evaluation (Essay Types, short Answer Types and Objective Types)
d) Blue-Print & Construction of Achievement Test in History

f) Techniques of Economics teaching.

UNIT-IV : Planning for teaching and role of teacher and teaching aids

(i)(a) Purpose of lesson planning.
(b) Unit and Daily lesson plannings
(c) Formulation of objectives in terms of learning Experiences,
(d) Teacher's role and attitude

(ii) Maxims and principles of class-room teaching.

(iii) Class-room observation.

(iv)Black-board, maps. Graphs, Slides & Transparency.

(v) Audio-visual aids, Slide Projector, Overhead Projector, LCD etc.

UNIT-V : Evaluation in Economics.

a) Importance and concept of Evaluations,
b) Evaluation devices- Essay type. Short answer Type and Objectives Type Test.
c) Preparation, Administration and scoring of unit test.

Assignment Work-

- Preparation of four teaching aids related to subject.

Practical - Any one of the following :

1. Review of two published papers related to subject.
2. Review of a text-book at school level.

Terminal Test :

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Unit- IV Innovative Methods in Teaching History

a) Programmed instruction method.
b) Team-Teaching
c) Panel discussion
d) Field trip

Assignment & Practical Works: (Any Two)

- Historical study of a place of Local Important
- An Essay on any current Issue
- Critical Appraisal of any of the History Text books Prescribed for the Secondary level
- Preparing a Scrap-book on Any one aspect of History and Culture
- Report writing of a freedom fighter/Social work and the Historical Personality of 20th Century at your locality based on interview
- One Assignment Workon any topic related with above Unit.

Learning Outcomes: After completion of this course students would able to:

- Understand the nature, scope and importance of learning history at secondary.
- Explain aim and objectives of teaching history at different levels of the secondary stage.
- Develop knowledge about the basic principles governing the construction of history curriculum and develop the ability history curriculum
- Organize Co-curricular activities and community resources for promoting history learning.
- Develop classroom skills needs for applying different methods and approaches of teaching history at the secondary stage.
- Understand the skill to plan for instruction and the instructional support , materials.
- Develop the skill needed for diagnostic testing and remedial teaching.

References:

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2. Burshon W.H., (Mathuen 1963), Principles of History Teaching, Chapter 1&10
3. Clarke F. (Oxford-1929), Foundation of History Teaching, Chapter 2
4. Drummond H. A., (Harrap-1929), History in Schools, Chapter 2&3
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10. जोशी दिनेशसिंह, मेहता चतरसिंह (2007), शिक्षक प्रशिक्षण के सिद्धान्त और समस्याएं, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2007
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PAPER V & VI

METHODS OF TEACHING PHYSICS

Objectives:

After completing the programme the student teacher will be:

1. able to appreciate the contribution of eminent physicist in connection with the development of the subject.
2. Familiar with the aims and objectives of the subject in relation to the present need of the society and educational policies of India.
3. able to plan curriculum at the secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situations.
4. able to develop scientific attitude and provide training in scientific method to their students.
5. skilled in writing the objectives in behavioral terms, content analysis and content mapping.
6. able to develop yearly plan, unit plan and lesson plan .
7. able to plan, equip and organize physics practical in the lab.
8. able to use various methods and with appropriateness of content, level and classroom situations.
9. able to use method most appropriate to asses the progress and achievement of the pupil and thus prepare appropriate tests for the purpose. (both theoretical and practical physics.)

COURSE CONTENT

UNIT - I : Nature Scope and Curriculum

(a)Nature of Science and Physics, major milestones in the development of Physics.

(b)Objectives and values of teaching physics at Secondary and Senior Secondary level (Specially in the light of National Education policies.)

(c)Concept of curriculum, place of physics in Secondary /Sr. Secondary level curriculum, Selection and organization of content and experience.

(d)Correlation of physics with other school subjects and its role in daily life.

(e)Critical appraisal of the prescribed syllabus of Physics (at Senior Secondary, Secondary level for Rajasthan and CBSE board)

UNIT- II : Planning for Instruction & role of teachers

(a)Writing of objectives in behavioral terms, content analysis,

(b)Developing yearly, unit & daily lesson plan and concept mapping.

(c)Qualities and responsibilities of physics teacher.

(d)Teacher's role in training students in scientific method and in develop scientific attitude

(e)Creativity among students.

UNIT - III : Methods and Approaches of Teaching Physics

(a)Demonstration method, laboratory method, approach, heuristic Inductive– deductive approach.

(b)Project-method, Problem solving method, Assignment Method.

(c)Developing Lesson plan based on above methods.

(d)Multi- sensory aids in teaching of physics like chart, model, Modern electronic resources like- overhead projector; LCD Projector.

(e)Computers and their use in individualized and large group classroom instruction.

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 208	Civics	Pedagogy of a school subject Any two **CE**	**4**	**30**	**70**	**100**

Objectives:

- To explain the role of civics to promote International Understanding.
- To understand Planning-Annual Plan, Unit Plan, & Daily Lesson Plan.
- To prepare different methods of teaching civics.
- To apply various Fndamental Principal of Formulation Curriculum in Civics
- To develop competencies related toteaching of civics.

Course Contents:

Unit- I Theoritical Perspective of Civics Teaching

a) Meaning & Development of Civics.
b) Nature, Scope & Developing Critical Thinking about Civics.
c) Role of Civics in Promoting International Understanding.
d) Aims & Objectives of Civics Teaching at Different Levels - Primary, Upper Primary. Secondary & High Secondary.

Unit- II Planning of teaching & Evaluation

a) Planning-annual Plan, Unit Plan, & Daily Lesson Plan.
b) Audio Visual Aids.
c) Inovation
d) Evaluation (different types of test, setting, question paper, blue print, scoring key).

Unit- III Methods of teaching Civics

a) Lecture Method
b) Project Method
c) Problem Solving Method
d) Programme Learning
e) Team Teaching
f) Discussion Method, Demonstration

UNIT - IV: Physics lab and Institutes

(a) Planning and equipping physics laboratory

(b) Organizing practical work.

(c) Improvised apparatus – meaning, importance and limitations of improvisation. Process of designing improvised apparatus

(d) Co-curricular activities like science clubs, science fairs and field trips.

(e) Role of state and national level institutes and laboratories (DST, ISRO, Solar Observations etc.) in promoting science education.

UNIT - V : Evaluation and Physics

(a) Type of Test items.

(b) Construction of various test items.

(c) Preparation of blue print and achievement test.

(d) Diagnosis and remedial teaching in Physics.

(e) Evaluation and Practical Work.

Assignment Work: Any one of the following

1. Planning of an out of class activity to use local environment to teach Physics.
2. Life sketch of any two modern Physicists.
3. Preparation of scrap book containing original scientoon (Scientific cartoon) / stories/ latest articles / feature/play / interview report (any two) useful for teaching of Physics.
4. Essay related to any topic prescribed in the paper.

Practical Work: Any one of the following

1. Case study of any one Senior Secondary lab of physics.
2. Conducting and reporting three experiments useful at Secondary and Senior Secondary level, (Other then those in Syllabus)
3. Description of design of any three improvised apparatus.

Terminal Test

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- Nanda V.K, Science Education Today
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- Prasad, Janardan Practical Aspects in Teaching of Science
- Richardson, S.; Science Teaching in Secondary Shools, Prentice Hall U.S.A., 1957
- Sharma, R;C.; Teaching of Science Dhanpat Rai and Sons, Delhi, 1971
- Thurber, W. & A.Collett; Teaching Science in today's Secondary Schools, Boston Allyan & Bacon Inc. New York, 1959.

Unit- IV Curriculum Planning & Activities

a) Selection & Organization Content at Various Levels

b) Fundamental Principal of Formulation Curriculum in Civics

c) Charactristics of a good Text Book

d) Planning a Civics Studies Room

Assignment & Practical Works: (Any Two)

- Write an essay on any political problem.
- One Assignment Worksolve.
- A critical study of Any one aspect of the constitution or one of its amendments.
- Make five different teaching materials using different type of teaching aids.
- Make charts on fundamental rights & duties.
- Prepare a scrap book on any political issue

Learning Outcomes: After completion of this course students would able to:

- Understand the role of civics.
- Understand the Planning of teaching & Evaluation.
- Prepare Fundamental Principal of Formulation Curriculum.
- Develop competencies in teaching of civics.

References :

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PAPER -V & VI

METHODS OF TEACHING - CHEMISTRY

Course Objective

1. Developing a broad understanding of the principles and procedures used in modem science specially in chemistry.
2. Develop essential skill for practicising modern science education.
3. Develop skills necessary for preparing international accessories.
4. Develop understanding of aims and objectives of chemistry.
5. Develop ability to evaluate critically the existing syllabus of science.
6. To Prepare achievement test and diagnostic test.
7. To enable him to organize co-curricular activities related to science.
8. To enable pupil teacher to appreciate,the contribution of world scientist in connection with historical development of chemistry.

COURSE CONTENT

UNIT-1

Nature of science: nature of chemistry, importance of chemistry in daily life, correlation of chemistry with other subjects, scientific attitude, scientific literacy, eminent world scientst in the area of chemistry like Dalton, Einstein, Neil Borh, Rutherford, Marry Qurry, Dr. Jatkar, Globalisation and chemistry,

UNIT-II : Curriculum planning and activities;

a. Place of chemistry in school curriculum, Values of teaching chemistry.

b. Principles of developing chemistry curriculum and factors effecting the selection and organization of chemistry curriculum.

c. adapting the curriculum to local needs approach to curriculum organization viz indivilized, interdicriplinary, social issues oriented and psychological approaches.

d. modern trends in chemistry curriculum CBA, CHEM Study, Unffleld O and A level

e. Critical appracial of syllabus of science with reference to chemistry prescribed by state board.

UNIT-III : Methods and approaches of teaching

a) Lecture cum Demonstration method (Inductive and deductive method)

b) Project method

c) Scientific method

d) Heuristic method

e) Team Teaching

f) Panel discussion. Seminars and workshop laboratory method.

UNIT-IV

a) Planning for teaching and role of teachers. Annual plan, Content analysis, Pedogogical analysis.

b) Inquiry model of teaching lesson plan and level plan -iiagian and Brunerian approach-behaviourist contribution.

c) Reading material - Text Book, Journal, Handbook, Science Library.

d) Teaching aid-Bulletin Board, Flannel Board tilmstrips, Transparency, OHP, Direct Projector LCD Panel, Non-formal approaches- field trips

e) Laboratory- Lay out plans, equipments, furniture, maintenance of records, repair, care and improvisation of apparatus, Safety measures in laboratory,

UNIT-V

Evaluation - Criteria of good evaluation concept of evaluation, types of test items objective, short answer,essay type their merits and demerits, Blue Print for a unit test.

Achievement and diagnostic test - Try out and item analysis.

Assignment Work :

1. 3 experiments for Class IX & X

Practical Work :

1. Preparing a short programme of linear and Branched Programme learning

Terminal Test :

References :

- Arnold Alkott & Bolton M.S.; Chemistry Today
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PAPER V & VI

METHODS OF TEACHING BIOLOGY

Objectives:-

1. To develop in the pupil teacher scientific attitude and understanding of nature and importance of biological science and their correlation with other subject.
2. To make familiar with aims and objectives of the subject in relation to present need of Indian society & objectives of general education.
3. To make him realize the essential unity between laboratory work and theoretical background of the subject.
4. To enable him to utilize effectively the instructional material in teaching biology
5. To enable him to construct test items to measure objectives belonging to various cognitive levels.
6. To enable him to identify specific learning difficulties in biology provide. Suitable remedial individual instructions

Course Content

UNIT-I Nature and concepts of Biology Teaching

a) Nature and meaning of Biological Sciences
b) Importance of Biology Teaching
c) Correlation of Biology with other subject
d) Eminent Indian Scientists
e) Aims and objective of Biology Teaching

UNIT-II Curriculum Planning

(a)Concepts of curriculum
(b)Principle of curriculum
(c)Criteria for designing a Biological curriculum
(i) Individualized
(ii) Interdisciplinary
(iii) Social issues orientate
(iv) Approach related with Biology practical
(d) Biology - Text Book
(e) Curriculum Study (BSCS- Biological Science Curriculum Study)

UNIT-III Methods of Biology Teaching

(a) Lecture methods
(b) Demonstration method
(c) Laboratory method
(d) Heuristic method
(e) Project method

UNIT-IV : Planning for teaching and Role of Bio-Teacher

(a)Concept of Planning and various steps of planning unit and lesson plan
(b)Professional growth role of Biology teacher
(c)Co-curricular activities in Biology
-Fields Trips and use of Community resource.

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 209	Social Science	Pedagogy of a school subject Any two **CE**	**4**	**30**	**70**	**100**

Objectives:

- To enable the students to understand the meaning of social science and correlate with modern social science .
- To understand the different approaches and organizing Social Science
- To prepare students for panel discussion , seminar and workshop
- To enable the student – teacher to critically examine the social science syllabus and text books.
- To develop the classroom skills and use of techniques for teaching of social science.
- To develop the ability to organize co-curricular activities and utilize community resources for promoting social science learning.

Course Contents:

Unit -I Meaning nature and scope of social science

a) Historical Development of Social Science
b) Modern Concept, Nature and Scope of Social Science
c) Importance of Teaching Social Science at Different Levels of Secondary
d) Correlation of Social Science with Other School Subject
e) Aims and Objectives of Teaching Social Science at Different Level

Unit -II Social Science Curriculum Principles of Designing a Good Curriculum and Planning in Social Science Teaching

a) Different Approaches to Organizing Social Science
   - Chronological
   - Biographical
   - Concentric
b) Characteristics of Good Text Book
c) Planning a Social science Room
d) Social Studies Teacher – Quality, Functions and Professional Growth of Social Science Teacher
e) Planning for Teacher of Social science
   - Annual plan

-Organization and importance of Co-curricular activities

(d)Science Club, and Science Fair

(e)Multi-Sensory Aids – Chart, models, Bulletin Boards, Flannel-Board, Overhead- Projector, Transparencies, Slide, Slides Projector, T.V. Radio etc.

UNIT- V : Evaluation in Biology

(a)Concept of measurement and Evaluation

(b) Criteria of good Evaluation , merits and Demerits of Evaluation

(c) Type of Items.

(d) Preparation of Blue Prints of unit plan

(e) Diagnostic and remedial test

Assignment work: - Any one of the following

- Preparation of comprehensive field trip plan for group of twenty students.
- Design and Describe two low cost teaching models and prepare a Radio or Television script.
- Prepare a plan of science laboratory for 20 Students.
- Make a list of practical related to secondary school in biology teaching.

Practical work: - Any one of the following

- Preparation of Herbarium of scrap book.
- Make a list of local resources useful in teaching biology and prepare a lesson plan using some of them.
- Preparing transparencies on any unit of biological sciences.

Terminal Test

References :

- Bruner jean, Teaching Biology, Macmillon Publication, London, 1987
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- Unit plan
- Lesson plan

Unit - III Methods of Teaching Social Science

a) Story telling, Biographical, Socialized Recitation, Source method, Problem solving Method, Project method.

b) Team Teaching

c) Panel Discussion , Seminar and Workshop

d) Field Trips

e) Programmed Instruction

Unit - IV Use of Instruction Material and Evaluation in the Social Science

a) Audio- Visual Equipment :- Use of Slide Projector OHP, Epidiascope, Television and Computer.

b) Teaching Aids of Various kinds, their Effective Use in Class Room (Models, Black-board, Map, Graphs, Time Chart , Films, Coins and Puppet .

c) Concept, Importance and Purpose of Evaluation in Social Studies.

d) Construction of Blue Print and Achievement Test in Social Science

Assignment & Practical Works: (Any Two)

- Studying historical monuments available locally and writing report on it
- Prepare a scrape book on any social issue
- Studying any social problem and write a report of the same
- Two abstracts of articles published in news papers journal on currents social issues
- Assignment Workany two topic
- Prepare a lesson plan using local/ community resources as teaching aids (fair, festival ,person, place etc.)
- Construction , administration and interpretation an achievement test of any ;standard of school
- Make 2 different teaching materials using different type of teaching (e.i. Charts, at as model & power point etc) at school social science subject
- Write film script

Learning Outcomes: After completion of this course students would able to:

- Understand the need for learning social science .
- Understand the place of social science in the secondary school curriculum.
- Develop the skills in student – teachers to select and apply appropriate methods and evaluate social science.
- Critically examine the social science syllabus and text books.
- Develop the classroom skills needed for teaching of social science.
- Develop the ability to organize co-curriculum activity and utilize community resources for promoting social science learning.
- Acquire the ability to develop instructional support materials.
- Review the text –book of social science (secondary level).

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PAPER -V & VI

METHODS OF TEACHING CIVICS

Objectives

The Student teacher will be able to :-

1. Understand the concept, nature and scope of civics.
2. Understand the aims and objectives of teaching civics
3. Understand the principles of curriculum development & characteristics of a good text book.
4. Apply appropriate methods and techniques of teaching civics.
5. Develop competencies in teaching civics
6. Use different instructional materials for effective teaching of civics.
7. Acquire knowldege of various evaluation procedure.

COURSE CONTENT

UNIT-I : Concept of Civics teaching

a) The Concept and development of Civics

b) Importance in Present time, nature, scope and new trends

c) Developing critical thinking about civics

d) Aims and objectives of teaching civics at different levels (Elementary, Upper Primary, Secondary and Sr. Secondary)

e) Role of civics in promoting, international understanding.

UNIT-II : Curriculum Planning and Activities

a) Selection and organization content at various levels (Elementary, Upper Primary, Secondary and Senior Secondary level)

b) Fundamental Principles of formulation curriculum in civics and critical appraisal of the existing syllabus

c) Characteristics of a good text book

UNIT-III : Methods & Approaches of Teaching

a. Lecture, Story telling , Problems Solving, Project, Supervised Study, discussion
b. Techniques- questioning, interview
c. Planning and organization of field trips, Mock session, election, use of community resources.

UNIT-IV : Planning for teaching and role of Teacher and Teaching aids

a) Planning-Annual plan. Unit Plan and Daily lesson Plan.
b) Qualities, role and professional growth of civics teacher.
c) Black board, Maps, Graphs/Time charts, Slides, Transparency
d) Audio visual aids: Slide projector. Overhead Projector, Projector.

UNIT-V : Evaluation

a) Importance and purpose of evaluation
b) Different type of tests, their merits and limitation (Essay type short answer and objectives type)
c) Setting question paper, blue print scoring key.
d) Construction of achievement test in civics.

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 210	Economics	Pedagogy of a school subject Any two **CE**	**4**	**30**	**70**	**100**

Objectives:

- To help the students to acquire the basic understanding in the field of Economics.
- To enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- To develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- To develop the ability to organize group activities and projects in the subject.
- To develop the ability to use of various methods of teaching Economics.
- To enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- To develop in the students appropriate attitudes towards the country's Economy.
- To develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- To develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10.To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- To enable the student-teachers to prepare unit plan, lesson plan and related teaching learning strategies.
- To enable the student teachers to review the text book of Economics

.

Assignment Work : Any one of the following :

- Write comments on the role of a teacher to prepare students for responsible citizenship.
- A survey of any institution of local self government
- Write an essay on any political problem.
- A critical study of any one aspect of the constitution or one of its amendments.

Practical Work - Any one of the following:

- Prepare a scrap book on any political issue.
- Write an essay on how to organize programmes through co-curricular activities to strengthen and promote international understanding.

Terminal Test :

References:

- Agarwal, J.C.; Teaching of Social studies, Vikas Publishing House, New Delhi
- Agarwal, N. N. et. al.; Principles of Political Science, 6th Edition, Ramchand and Company, New Delhi, 1978
- Bhatt B.D., Sharma; Educational Teachnology Kanishka Publishing House, Delhi
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- Finer; Teaching Techniques in Social Studies, Bank Street Publications, New York, 1953
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- White, F. M.; Teaching of Modern Civics, Vikas Publishing House, New Delhi, 1955

Course Contents:

UNIT-I Concept of Economics

a) The Place of Economics in School Curriculum.
b) Aims and Objectives of Teaching Economics at the Secondary Level
c) Instructional Objectives, Behavioural Objectives, Measurable and Non-measurable Objectives, Behavioural Statements of Objectives for Various Learning Points and Lessons.

UNIT-II Principle of Curriculum Planning

a) Principles and Approaches to Framing Syllabus and its Critical Appraisal at Secondary Level.
b) Curriculum Planning and Activities.
c) Evaluation of Text-books in Economics at the School Level:
   - Criteria of Good Text-book
   - Assignments, Exercises, Glossary and Summary in the Text
d) Maxims and Principles of Class-room Teaching.
e) Class-room Observation.

UNIT-III Planning and Methods of Teaching Economics

a) Lecture Method.
b) Project and Problem Solving Method.
c) Discussion Method.
d) Inductive and Deductive Method.
e) Unit and Daily Lesson Plannings
f) Teacher's Role and Attitude

UNIT-IV Instruction Material and Evaluation in Economics

a) Black-board, Maps. Graphs, Slides & Transparency, Audio-visual Aids, Slide Projector, Overhead Projector, LCD etc.
b) Importance and Concept of Evaluations,
c) Evaluation Devices- Essay type. Short answer Type and Objectives Type Test.
d) Blu Print
e) Preparation, Administration and Scoring of Unit Test.

Assignment & Practical Works: (Any Two)

- Preparation of two teaching aids related to subject. (PPT Transparency)
- Review of two published papers related to subject.
- Review of a text-book at school level.

Learning Outcomes: After completion of this course students would able to:

- Explain the basic of Economics.
- Understand the aims and objectives of teaching Economics at the secondary school stage.
- Develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- Organize group activities and projects in the subject.
- Use of various methods of teaching Economics.
- Acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- Appropriate attitudes towards the country's Economy.
- Adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- Framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of.
- Prepare unit plan, lesson plan and related teaching learning strategies.
- Review the text book of Economics.

References :

1. Arora, P. N.; Evaluation in Economics, NCERT, New Delhi, 1985
2. Arora, P. N. & Shori, J. P.; Open Book Examination Questions in Economics, NCERT, New Delhi, 1986
3. Bining and Bining, Teaching of Social studies in secondary schools.
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PAPER V & VI

BOOK KEEPING

Objective: To enable the student teacher to:

1. Acquire the basic understand of teaching of Book Keeping
2. Develop the ability to plan curriculum and instruction in Book- Keeping at school level.
3. Develop the ability to critically evaluate the existing school curriculum of Book Keeping.
4. Impart knowledge of the methods and devices of teaching Book Keeping and to develop the skill of using the same.
5. Apply appropriate methods and devices of teaching particular topics for Book Keeping.
6. Prepare achievement and diagnostic tests.
7. Develop necessary skills in preparation of using various teaching aids.

UNIT - I

(a) Meaning and scope of Book- Keeping and Accountancy. Its value and importance in Social life.
(b) Aims and objectives of teaching Book-Keeping and Accountancy at Senior Secondary level.

UNIT - II

(a) Unit plan and daily Lesson Plan
(b) Teachers role and attitude
(c) Maxims and principle of classroom teaching
(d) Classroom observation.

UNIT - III

(a) Teaching approaches of Book- Keeping and Accountancy.
(b) Journal approach, Ledger approach
(c) Cash Book approach, Equation approach
(d) Various methods of teaching Book- Keeping and Accountancy with special reference to modern methods of teaching. Project Problem solving. Lecture –cum- demonstration methods.
(e) Techniques and devices of teaching Book – Keeping and Accountancy.

UNIT - IV

(a) Principles and approaches of framing syllabus and its critical appraisal at Senior Secondary level.
(b) Text Book-Keeping and Accountancy their importance. Criteria for selection of text book. Reference books and journal.

UNIT - V

(a) Evaluation of student's performance.
(b) Audio-visual aids in teaching Book-Keeping and Accountancy Computer. (Tally) Internet.

Assignment Work:-

Content related to subject topic

Practical Work:-

Any one Subject topic

Terminal Test:-

References :-

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 211	Geography	Pedagogy of a school subject Any two **CE**	**4**	**30**	**70**	**100**

Objectives:

- To understand the modern concept of Geography.
- To prepare yearly plan, unit plan, lesson plan for different classes.
- To prepare maps and charts to illustrate the content of different classes and use them effectively.
- To critically evaluate the existing school syllabus and review the text book of Geography.
- To apply appropriate method and techniques of teaching to particular topics at different levels.
- To arrange field trips and local surveys.

Course Contents:

Unit- I Concept and Objectives

a) Development of Geography, Modern concept and new trends of Geography.
   - Its place in schools curriculum.
   - Its importance in day to day life and International understanding
b) Correlation of Geography with other school subjects.
c) Teaching objectives of Geography at different levels- Primary, Upper Primary secondary and Higher Secondary.

UNIT- II Curriculum planning in Geography

a) Principles of curriculum construction in Geography and its critical appraisal
b) Basic Principles for selection and organization of content according to learners level.
c) Co-curricular activities in Geography, study of home region, Organization of field trips and excursion, Geography museum and library.
d) Evaluation of text book in Geography.

U**NIT- III Methods, Planning for teaching and role of teacher**

a) Annual plan,
b) Unit plan ethods,
c) Daily lesson plan
d) Story telling, Regional Method, Demonstration method, laboratory, inductive and Deductive method. Descriptive and Comparative method (Problem Solving, project and

- Vermain A Musselma and J.Marshall Hanna: Teaching Book-Keeping and Accountancy, Gregg Pub., Div., Me Graw Hill Book Co. Inc. New York.
- Williams: Principles of Teaching applied in Book-Keeping and Accounts Sir lsaac Pitaman. London.
- Selby: The teaching of Book- Keeping
- Tonne: Pohem and Freeman : Method of teaching Business Subject. Gregg Pub... Dir., Mc Graw Hill vBook Co., Inc. New York.
- Harvey: Ways to teach Book – Keeping and Accounting.
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- Gupta and Gupta: Intermediate Book-Keeping and Accounts. Agra Book Store. Agra (Hindi and English Version)
- J.N.Vaish : Book- Keeping and Accounts. Part 1 and 2 (Hindi and English version)
- Parikh. Dr. A.K.M.: Lesson Planning in Indian school. Sbda Sanchar. Ajmer.
- सिंह एवं सिंह : वाणिज्य शिक्षण
- जैन.के.सी. एसः वाणिज्य शिक्षण

e) Qualities, Role and professional growth of Geography teacher

UNIT-IV Use of Instructional Material and Evaluation inGeography

a) Audio-Visual Equipment:- use of Slide Projector, OHP, Epidiascope, Television and computer in Geography

b) Teaching aids of Various kinds. Their effective use in class room (Models maps, pictures, sketches, diagrams, film, film strips. Atlas, Slides transparencies etc., Geography room/laboratory. Importance of lab work, equipment and apparatus.

c) Evaluation of achievements in Geography.

d) Construction of achievement test.
   - Different types of tests, their merits and limitations, (Essay type. short, answer and objective type.)
   - Blue- Print, preparation of question paper and item analysis.

Assignment & Practical Works: (Any Two)

- Prepare a scrap book on Geographical articles and news.
- Preparation of maps, charts and models for physical Geography
- Develop some lesson plan based on new methods and approaches.
- Write one or two article or abstract related to the current issues of Geography
- Critical appraisal of geography syllabus at secondary level.
- Construction of objective type test items.
- Collection of news paper cuttings related to Geographical issues.
- Prepare a bibliography of reference books on the topics prescribed in Geography syllabus.
- Practical demonstration of the ability to use some weather instruments.
- Prepare a report on visit to some place of Geographical interest.

Learning Outcomes: After completion of this course students would able to:

- Understand the modern concept of Geography and its correlation with other school subjects.
- Explain co-curriculam activities in geography.
- Prepare various teaching plances.
- Exlain different teaching aids.

References :

1. Arora, A. K. (1976), The TEaching of GEography, Prakash Brothers, Jallandhar
2. Bamard, Principles and Practical of Teaching Geography.
3. Broadman, David (1985), New Directions in Geography Education, Fehur Press, London
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5. Hall, David . (1976), Geography and Geography Teacher, Unwin Education Books, London
6. Huckle, J. . (1983), Geographicla Education Reflection and Action, Oxford Press, London
7. Macnee, E.A. . (1937), Suggestion for the Teaching of Geography in India- London, Oxford University Press
8. Morrey, D. C. . (1972), Basic Geography, Heinemann Education Books, London
9. Rao, M.S., Teaching of Geography.
10. Scarfe, N.V. . (1995), A Handbook for Geography Teachers, London Methurn & Co.
11. Source Book for the Teaching Geography- UNESCO Publication.
12. UNESCO; New Source Book for Teaching Geography
13. Verma, O. P. . (1984), Geography Teaching, Sterling Publications Ltd., New Delhi
14. Walford, Rex . (1981), Signposts for GEography Teaching, Longman, London

PAPER V & VI

COMMERCIAL PRACTICE

Objectives- The Student - teacher will be able to:

1. Help the students to acquire the basic understanding in the field of Commerce education.
2. Develop the ability to plan curriculum and instructions in Commerce at School level.
3. Develop the ability to critically evaluate existing school syllabus and text book.
4. Impart knowledge about the methods and devices of teaching Commerce and to develop the skill of using the same.
5. Develop the ability of preparing an achievement test.
6. Develop Commercial efficiency among students.

UNIT - I : Concept of teaching Commercial

a. Meaning, Nature and scope of Commerce education.
b. Aims, objectives and values of teaching commerce at Senior Secondary Level.
c. The place of Commerce in Education.

UNIT - II : Methodology of teaching

a. Unit Plan and Daily Lesson Plan
b. Maxims of teaching.
c. Classroom observation

UNIT-III : Modern Concept Commercial Practice

a. Modern methods of teaching Commerce :
   - Project Method
   - Problem solving Method
   - Analytic & Synthetic Method
   - Socialised Recititation Method
b. Devices of teaching Commerce.
c. A critical estimate of present syllabus in Commerce at Senior Secondary level.

UNIT - IV : Instructional material for

a. Importance of proper equipment and material for effective instruction.
b. Criteria for selection of instructional material and equipment.
c. Different audio-visual equipment and material used Commerce Education.
d. Evaluation of text book in Commerce at Senior Secondary level.

UNIT - V : Evaluation Commercial Practice

a. Qualities of Commerce teacher, role and professional growth of Commerce teacher.
b. Evaluation in Commerce Importance, type of tests-essay, short answer and objective type.

Assignment Work

Content Related Subject Topic

Practical Work

Any one Subject topic

Terminal Test

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 212	Home Science	Pedagogy of a school subject Any two **CE**	**4**	**30**	**70**	**100**

Objectives:

- To understand the Concept, Nature and Scope of Home science.
- To provide knowledge related to pedagogical concept like aims, objectives, approaches, methods, blue print and assessment.
- To stimulate curiosity and creativity for application of different methods according to learning situations.
- To develop attitude towards skill development, application of new trends and use of information technology to enhance productivity of teaching.

Course Contents:

Unit- I Theoritical Perspective of Home Science

a) Concept, Nature and Scope of Home science
b) Correlation of Home science with other school subjects in context of resolving problems related to family and community
c) Vocational skill Development through Home science teaching
d) Aims and objectives of Home science teaching

Unit- II Planning, Curriculum & Evaluation

- Planning : Concept, Types and Significance
- Criteria of Curriculum Development : Individualized, Interdisciplinary and Special issue oriented
- E- resources in Home science : Fashion blog, Nutritional remedies, Blogs, Specific institute related to textile, designing & health
- Co- curricular activities : Group Discussion, Exhibition, Excursion etc
- Blue print construction, Continuous & Comprehensive Evaluation in Home science

Unit- III Approaches and methods : Concept, Process, Scope and limitations :

a) Constructivist approach
b) Problem solving method
c) Project method
d) Experimental method
e) Dalton method and Dramatization

Reference:-

- Roo.Seema: Teaching of Commerce, Anmol Publication Pvt. Ltd., 1995.
- Jain KCS: Vanyjaya Shikhan(Hindi) General Academy, Jaipur. 1986.
- Gortside . L. Teaching Business subjects, The Modern Approach made and printed in Great Britain by the Garden Press Ltd., Leteworth, Hert Fordshire, year 1970.
- .Neeb. W.B. : Modern Business Practice, The Ryerson Press. Toronto, 1965.
- Khan, M.S. : The Teaching of Commerce, Sterling Publishers(P) Ltd. Jullundar-3
- Singh, I.B. : Vanijaya Ka Adhyayan, Laxmi Narayan Aggarwal, Agra. 1968.
- BHorali Devadas: Commerce Education in India, D.K. Publisher Distributors (P) Ltd. New Delhi. 1988.
- Rai. B.C.: Method of Teaching Commerce, Prakashan Kendra, Lucknow. 1986
- सिंह एवं सिंह : वाणिज्य शिक्षण

Unit- IV Measurement and Evaluation

a) Concept of Measurement and Evaluation
b) Criteria of good Evaluation
c) Preparation of Blue Print
d) Dignostic test and Remedial learning material
e) Continuous and Comprehensive Evaluation

Assignment & Practical Works: (Any Two)

- Prepare a survey report for vocational skill development through Home science at college level
- Experimental works in food/clothing/textiles/household gadgets in context of teaching and learning
- Visit to Health centre/ Community service centre/ schools/ colleges/ NGO and prepare a file with report
- Construct a project related to recent problem in local area
- Develop a diagnostic test for students and plan remedial works for them
- Prepare two lesson plan based on Constructivist/ experimental approach for students

Learning Outcomes: After completion of this course students would able to:

- Organize co- curricular activities like Group Discussion, Exhibition, Excursion etc. at school level.
- Stimulate curiosity and creativity for application of different methods according to learning situations.
- Develop attitude towards skill development, application of new trends and use of information technology to enhance productivity of teaching.

Analyze school syllabus of the subject in relation to its applicability in local situations

References:

1. Asthana S.R. (2007), Grih Vigyan Ka Adhyapan, Laxminarayan Agarwal Prakashan, Agra.
2. Dass, R.R. and Ray, Binita (1979), Teaching of Home Science, Sterling Publisher Pvt. Ltd., New Delhi.
3. Jha, J.K. (2001), Encyclopedia of Teaching of Home Science, (Vol. I & II), Anmol Publication, New Delhi
4. Lakshmi, K. (2006), Technology of Teaching of Home Science, Sonati Publisher, New Delhi
5. Nibedita, D. (2004), Teaching of Home Science, Dominant Publisher, New Delhi
6. Shah, A. et al (1990), Fundamentals of Teaching Home Science, Sterling Publisher Pvt. Ltd., New Delhi.

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8. Sherry, G.P. avum Saran, D.P., Grih Vigyan Shikshan, Vinod Pustak Mandir, Agra.
9. Sukhia, S.P. avum Mahrotra (2009) Grih Vigyan, Haryana Sahitya Academy, Chandigarh
10. कुमारी, विमलेश (2007), गृह विज्ञान शिक्षण, डिस्कवरी पब्लिशिंग हाउस, नई दिल्ली
11. शर्मा, श्रीमती राजकुमारी व तिवारी, श्रीमती अंजना (2006), गृह विज्ञान शिक्षण, राधा प्रकाशन मंदिर, आगरा

PAPER V & VI
METHODOLOGY OF HOME SCIENCE TEACHING
OBJECTIVES :-
To enable student teacher to :-

1. Understand the nature and importance of home science its correlation with other subjects.
2. Understand aims and objectives of the subject.
3. Realize the essential unit between laboratory work and theoretical background of the subjects.
4. Analyze school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
5. Utilize effectively the instructional material in teaching Home Science.
6. Construct test items to measure objectives belonging to various cognitive levels.

HOME SCIENCE TEACHING :

Unite - I

(a) Meaning and concept of Home Science.
(b) Nature of Contents in Home Science and correlation of Home Science with other school subjects.
(c) Importance of Home Science Teaching of Sr. Secondary level.
(d) Purposes of Home Science Teaching.
(e) Formulating Instructional objectives (Cognitive, Affective, psychoimotor aspects)

Unite - II Methods of Home Science Teaching

(a) Teacher centered - Lecture, Demonstration, Team Teaching
(b) Student centered -
- ❒ Problem solving,
- ❒ Project
- ❒ Experimental method

(c) Group Centered -
- ❒ Field trip
- ❒ Work shop
- ❒ Discussion

Unite - III Methods of Home Science Teaching

(a) Concept of a planning for Home Science Teaching
(b) Kinds of planning for teaching -
- ❒ Lesson,
- ❒ Unit
- ❒ Yearly plan

(c) Importance and advantage for planning of unit and lesson plan
(d) Difference between Unit and Lesson plan.
(e) Qualities & Role of Home Science teacher.

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 213	Chemistry	Pedagogy of a school subject Any two **CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ To develop a broad understanding of the principles and procedures used in moden science specially in chemistry.
- ❖ To develop essential skill for practicising modern science education.
- ❖ To understand aims and objectives of chemistry.
- ❖ To gain ability for critically evaluate the existing syllabus of science.
- ❖ To prepare achievement test and diagnostic test.
- ❖ To enable him to organize co-curricular activities related to science.
- ❖ To appreciate the contribution of world scientist in connection with historical development of chemistry.

Course Contents:

UNIT-I Nature and Scope

a) Nature of Science and Chemistry, Importance of Chemistry in Daily Life, Correlation of Chemistry with Other Subjects
b) Values of Teaching Chemistry
c) Scientific Attitude, Scientific Literacy
d) Eminent World Scientist in the Area of Chemistry Like Dalton, Einstein, Neil Borh, Rutherford, Marry Quarry.
e) Globalisation and Chemistry

UNIT-II Curriculum planning and activities

a) Place of Chemistry in School Curriculum, Principles of Developing Chemistry Curriculum
b) Modern Trends in Chemistry Curriculum, Reading Material - Text Book, Journal, Handbook, Science Library
c) Critical Appraisal of Syllabus of Science with Reference to Chemistry Prescribed by State Board of Secondary Education

UNIT-III Methods and approaches of teaching

a) Lecture cum Demonstration Method (Inductive and deductive method), Project Method, Scientific Method, Heuristic Method

Unit - IV

(a) Specific use of the following - Audio Visual aids in teaching of Home Science.
(b) Laboratory (Location, Building)
(c) Chart, Diagrams, Black Board, reference books,
(d) Graphs, Radio, T.V., magazines
(e) Computer

Unit - V

(a) Concept, Principles, basis and measures to improve a syllabus
(b) Role of textbook board.
(c) Concept of Measurement of Evaluation.
(d) Criteria of good evaluation merits and limitation of evaluation.
(e) Preparation of Blueprint test.

Sessional Work

Any two of the following :

1. Preparation of visual aids for Home Science teaching.
2. Critical appraisal of existing Home Science curriculum of Sr. Secondary class.
3. Writing of on any topic based on the contents of the above units.

TERMINAL TEST

References :-

1. Dass, R.R. and Ray, Benita, Teaching of Home Science, sterling publisher Pvt. Ltd., New Delhi.
2. Agrawal Laxsminaran on study of Home Science
3. Sari, G.P. Home management
4. Sukhya, S.P. and mahalotra, Home Science, Haryana literary Academy Chandigarh.
5. Chandra, Arvind, Shah Anupama and Joshi, Uma fundamentals of Home Science Teaching, sterling publishers New Delhi, 1989.
6. Devdas, Rajamal, P. - Teaching of Home Science in school, All India Council for secondary education. New Delhi, 1958

c) Panel Discussion. Seminars and Workshop Laboratory Method.
d) Teaching aid-Bulletin Board, Flannel Board, Filmstrips, Transparency, OHP, Direct Projector LCD Panel, Non-formal Approaches- field trips
e) Laboratory- Lay out Plans, Equipments, Furniture, Maintenance of Records, Repair, Care and Improvisation of Apparatus, Safetymeasures in Laboratory

UNIT-IV

a) Planning for Teaching and Role of Teachers. Annual Plan, Content analysis, Pedogogical Analysis
b) Inquiry Model of Teaching Lesson Plan and Level Plan Piagian and Brunerian Approach- Behaviourist Contribution
c) Evaluation - Criteria of good Evaluation Concept of Evaluation, Types of Test Items : Objective, Short Answer, Essay Type, their Merits and Demerits, Blue Print for a Unit Test
d) Achievement and Diagnostic Test

Assignment & Practical Works: (Any Two)

- Make a list of practicals related to secondary science curriculum
- Essay related to any topic of the paper
- Make a list of local resources useful in teaching chemistry to the students of vv Secondary class
- Make a visit any senior secondary science laboratory of a school and prepare a report.
- Make a presentation based on any above topic.

Learning Outcomes: After completion of this course students would able to:

- Understanding Importance of Chemistry and correlate it with other subjects
- Acquient with the Modern Trends in Chemistry.
- Gain ability for critically evaluate the existing syllabus of science.
- Prepare achievement test and diagnostic test.
- Oorganize co-curricular activities related to science

References :

1. Dass- R.C. (1985), Science Teaching in Schools, Sterling Publications Pvt.Limited, New Delhi.
2. Gupta Nirmal (1967), Method of Teaching Science, Rastogi and Company Meerut.
3. Joshi S. R. (2005), Teaching of Science, APH Publishing Corporation, New Delhi.
4. Mittal A. (2004), Teaching of Chemistry, APH Publishing Corporation, New Delhi.

5. Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
6. NCERT: General Science, Handbook of activities Class-VI-VIII
7. Sood, J. K. (1989), New direction in Science teaching, Kohli Publication, Chandigarh.
8. Yadav M. S.,(2000), Modern methods of teaching science, Anmol Publications Pvt. Ltd. New Delhi.
9. अग्रवाल वी. पी., सिडाना के., पारीक के, (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर
10. कुलश्रेष्ठ पी. के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. नेगी जे. एस., नेगी आर, (2000), रसायन विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
12. रावत डी. एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
13. शर्मा एस. आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
14. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
15. श्रीमाली एन. के., भूषण ए., रिहानी आई, (2007), विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

SPECIALIZATION PAPER- VIIA

ENVIRONMENTAL EDUCATION

Objectives :

To enable the prospective teachers to :

1. Understand the problems concerning environment through multi disciplinary approach.
2. Make the students in the schools environmentally conscious.
3. Develop in them the skill of planning and organizing ecological activities in the schools so that the children be equipped to play their part in protection and enrichment of environment.
4. To create environment consciousness among the adult learners.
5. Use different techniques and materials for the effective dissemination of environmental information.
6. Conduct local surveys, arrange field trips, environmental games and hobbies.

UNIT- I : Basic Environment

(a) Definition, Scope and importance.
(b) Concept of Eco- system: Definition, structure, function & Types.
(c) Need for public awareness.
(d) Inter- dependence in environment.

UNIT-II : Natural Resources

(a) Renewable and Non- Renewable resources.
(b) Natural Resources and associated problems.
(c) Equitable use of resources for sustainable life styles.
(d) Bio-diversity- Classification; value of bio-diversity;
(e) Threat to bio-diversity, - Habitat loss; poaching of wild life; man and wild life conflict.

UNIT III Environmental hazards and pollution

(a) Factors leading to environmental degradation- Population explosion; Deforestation; Indurtrialization, urbanization
(b) Pollution- Air, Water, Noise, soil and Nuclear pollutions, waste disposal:
(c) Global issues- Global warming; climate change; hole in ozone layer; sea level rise.
(d) Case studies

UNIT-IV : Environmental protection

(a) Environmental Movement- A survey of history of environ-mental movement in India and abroad.
(b) International efforts on environment – The stock holm conference 1972, Brundtland commission 1983; Rio- summit- 1992 (Earth summit); Kyoto conference and pacts on global warming, 1997.
(c) Environmental protection in India-Constitution of India on environment; Environmental protection Acts.

UNIT-V : Environmental Education

(a) Objective of environmental education.
(b) Need for environmental education.
(c) Multi-disciplinary nature of environmental studies curriculum development.
(d) Sustainable development- concept and need for sustainable development; Role of government and non-governmental agencies.

Assignment work: - any one of following

- Study on any one environmental problem. The report on the study must include efforts of the pupil/teacher in developing awareness among people about the environmental problem.

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 214	Physics	Pedagogy of a school subject Any two **CE**	**4**	**30**	**70**	**100**

Objectives:

- To appreciate the contribution of eminent physicist in connection with the development of the subject.
- To familiar with the aims and objective of the subject in relation to the present need of the society and educational policies of India.
- To plan curriculum at the secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situation.
- To develop scientific attitude and provide training in scientific method to their student.
- To write objectives in behavioural term content analysis and content mapping .
- To develop yearly plan, unit plan and lesson plan.
- To plan, equip and organize physics practical in the laboratory.
- To use various methods with appropriateness of content, level and classroom situation.
- To prepare test paper for theory and practical work.

Course Contents:

Unit- I Nature Scope & Curriculum

a) Nature of science and physics, major milestones in the development of physics
b) Aims, objectives and values of teaching physics at secondary and senior secondary level
c) Concept of curriculum place of physics in secondary/sr. secondary level curriculum, selection and organization of content and experience
d) Correlation of physics with other school subjects and its role in daily life
e) Critical appraisal of the prescribed syllabus of physics (at senior secondary, secondary level of Rajasthan and CBSE board)

- Prepare a plan to teach environment education to the adults.

Practical work: - any one of following

- Prepare a plan to tackle anyone of the following environmental issues
  - Waste Management
  - Forests and their conservation.
  - Wildlife and its conservation.
- Prepare a scrap book of an environmental articles and news

Terminal Test

Reference::

Center, E.W. (1977) : Environmental Impact Assessment, MC Graw Hill Co., New York.

- Fedron, E. (1980) Man and Nature, Progress Publishers, Moscow.
- Gupta, V.K. (1998) : Environmental Education, New Academic Publishing House, Mai Hiran Gate, Jallandhar.
- Kormondy, E., (1991) : concept of Ecology, Prentice Hall of India, New Delhi.
- Odem, E.P. (1975) : Ecology, Oxford and IBH Publishing Co., New Delhi.
- Plamer J. & N. Philips (1994) : The Handbook of Environmental Education, Routledge, London & New York.
- Purdom, P.W. & Anderson, S.H. (1980) : Environmental Science, Charles E. Merril Publishing Co., Columbus Ship.
- Saxena, A.B. (1966) : Education for the Environmental Concerns, Implications and Predices, Radha Publication, New Delhi.
- Sharma, P.D. (1993) : Environmental Biology, Rastogi & Co., Meerut.
- Sharma, R.C. & Tan, M.C. (eds) (1990) : Source Book of Environmental Education for Secondary School Teachers, UNESCO, Bangkok.
- UNESCO (1977) : Trends in Environmental Education, UNESCO, Paris.

Unit- III Methods and Approaches of Teaching Physics

a) Demonstration method, Heuristic method, Inductive-Deductive method.
b) Laboratory method, Project method, problem solving method, assignment method.
c) Multi sensory aids in teaching of physics like chart, model modern electronic resources like; LCD projector, OHP and ICT
d) Co-curricular activities like science club, science fairs and field trip.
e) Role of state and national level institutes and laboratories(DST, ISRO, solar observatories etc.) in promoting science education.

Unit- IV Evaluation

a) Types of test items.
b) Construction of various test items.
c) Preparation of blue print and achievement test.
d) Diagnosis and remedial teaching in physics, enrichment material.
e) Evaluation and practical work in physics.

Assignment & Practical Works: (Any Two)

- Planning of an out of class activity to use local environment to teach physics.
- Life sketch of any two modern physicists.
- Essay related to a topic prescribed in the paper .
- Case study of Any one senior secondary lab of physics.
- Conducting and reporting three experiments useful at secondary level.
- Description of design of any improvised apparatus.

Learning Outcomes: After completion of this course students would able to:

- Appreciate the contribution of eminent physicist in connection with the development of the subject.
- Understand with the aims and objective of the subject in relation to the present need of the society and educational policies of India.
- Plan curriculum at the secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situation.
- Develop scientific attitude and provide training in scientific method to their student.
- Write objectives in behavioural term content analysis and content mapping .
- Develop yearly plan, unit plan and lesson plan.
- Plan, equip and organize physics practical in the laboratory.
- Use various methods with appropriateness of content, level and classroom situation

References :

1. Joshi S. R. (2005) Teaching of Science, APH Publishing Corporation, New Delhi.
2. Maitre, K. (1991), Teaching of Physics, Discovery Publishing House, New Delhi.
3. Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
4. Sharma, R;C. (1971), Teaching of Science Dhanpat Rai and Sons, Delhi.
5. Sood, J. K. (1989), New direction in Science teaching, Kohli Publication, Chandigarh.
6. Vaidya, N. (1970), The impact of science Teaching, Oxford & IBH Publishing Company, New Dehli.
7. Yadav M. S., Modern methods of teaching science, Anmol Publications Pvt. Ltd. New Delhi.
8. अग्रवाल वी. पी., सिडाना के., पारीक के, (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर
9. कुलश्रेष्ठ पी. के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
10. त्यागी एस.के. (2000), भौतिक विज्ञान शिक्षण साहित्य प्रकाशन, आगरा
11. नेगी जे. एस., (2007), भौतिकी शिक्षण, विनोद पुस्तक मंदिर, आगरा
12. रावत डी. एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
13. शर्मा एस. आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
14. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
15. श्रीमाली एन. के., भूषण ए., रिहानी आई, (2007), विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

SPECIALIZATION PAPER- VII B

HUMAN RIGHT NON-VIOLENCE & PEACE EDUCATION

Objectives:-

1. To Develop the understanding and awareness of human rights, duties and co-existence of all living beings.
2. To make teachers to believe that alternative and less destructive measures does exit to eradicate the social evils.
3. To help them to understand the methodology of behavioural modification through training in non-violence.
4. To enable the teacher student to identify and understand the role of peace education vis-à-vis the aim of transforming the prevalent society in a peaceful state.
5. To acquaint them with the various perspective of environment ethics and help them to reframe their life style for a harmonious relation with nature.

Course Contents

UNIT- I: Human Right

a. Conceptual Development of Human Right.
b. Political, Civil, Economic, Social and Cultural Rright.
c. Indian Perspective of Right and Duties.
d. Problem of Violation of Human Right.
e. Right to peace, Development, Share the Heritage.

UNIT-II: Non-violence and Peace

a. Conceptual Development.
b. Vedic, Jain, Buddhist & Gandhian Tradition.
c. Non-violence in Practice-Respects for all living beings, cruelty against animals, Animal rights and Non-Violence.
d. Non- violence Resistant with examples of victory without violence.

UNIT-III: Training in Non-violence

a. Conceptual development and necessity.
b. Change in Heart: Training of Mind, Change in attitude: Training in open mindedness.
c. Change in life style, Training in life style modification and Training for change in the system.
d. Training for pure Employment.
e. Conflict & Conflict Management.

UNIT-IV: Peace Education

a. Concept of Peace Education.
b. Development.
c. Peace Education and Disarmament Education for a new world order.
d. Legitimacy and limitation of peace Education.
e. Peace Education and Education for Peace.

UNIT-V : Environmental Ethics

a. Relation between Human and Nature
b. Different perspective
c. Environmental Movements.
d. Environmental Legislation.
e. Environmental Ethics : Vedic, Jain, Buddh, Gandhi

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED 215	Mathematics	Pedagogy of a school subject Any two **CE**	**4**	**30**	**70**	**100**

Objectives:

- To understand and appreciate the uses and significance of Mathematics in daily life
- To learn various approaches of teaching mathamethics and use them judiciously.
- To know the methods of planning instruction for the classroom.
- To prepare curricular activities and organize the mathematics Laboratory.
- To appreciate and organize activities to develop aesthetics of mathematics.
- To give competence in teaching different mathematics topic effectively

Course Contents:

Unit- I Concept meaning and objectives of mathematics.

a) Concept, meaning and nature of mathematics
b) History of mathematics
c) Contribution of Indians and western mathematics.
d) Aims and objectives of teaching mathematics
e) Blooms taxonomy relating to the teaching objectives in mathematics (cognitive Affective, psychomotor domain)

Unit- II Methods and approaches of teaching mathematics.

a) Inductive vs. Deductive
b) Analytical vs. synthesis
c) Heuristic, Project, drill, assignment and supervised study, Laboratory method.
d) Lesson planning, Unit plan and Yearly plan for mathematics teaching.
e) Audio visual teaching aids in mathematics (Chart, Model, OHP, LCD, ICT), Improvising Low cost teaching aids in mathematics.

Unit- III Planning for instruction and curriculum.

a) Curriculum development principle for the secondary and senior secondary level.
b) Teaching of Arithmetic, algebra and Geometry
c) Text book in mathematics, Quality of good book in mathematics.
d) Critically evaluation of existing mathematics syllabus prescribed by Rajasthan Board of Secondary Education and C.B.S.E. at different levels.
e) Using mathematics as a game for recreation, organizing Quiz programmes, magic square, answering puzzle and reasoning.

Assignment work:-

- Preparation of one plan of Training on 'Non-violence and peace Education' or An essay on 'Conflict Management by giving examples of any conflict'

Practical work:-

- Organise a training of changing attitude for secondary school students. Organise a training programme on life style modification.

Terminal Test

References :

- Jawahar L. Kaul, Human Rights : Issues and Prospectives, Regency Publications, New Delhi, 1998.
- Human Rights in India, Amnesty International Publications, New Delhi, 1993.
- Prof. Raja Mutthirulandi, Human Rights, Soorya Pathippakalm, Tiruchirappalli, 1998.
- Doris Hunter and Krishna Mallick, Non-violence : A Reader in the Ethics of Action, G.P.F., New Delhi, 1990.
- Devi Prashad, Peace Education or Education for Peace, GPF, New Delhi, 1984.
- Acharya Mahaprajna, Democracy, Social Revolution through Individual Transformation, JVB, Ladnun.
- Acharya Mahaprajna, Ahimsa ke Achhoote Pahloo, JVB, Ladnun, 1998.
- R.P. Mishra, Environmental Ethics, Gandhi Bhawan, New Delhi, 1993.
- Talesra, pancholy Human Rights Education (Edited) and Nagda, Regency Publication, New Delhi - 2001
- Talesra and Pancholy, Human Rights and Education (Hindi) Ankur Pub., Udaipur, 2003

Unit- IV Evaluation in teaching mathematics:

a) Academic testing – objective vs. subjective type test.
b) Diagnostic evaluation in mathematics.
c) Preparation of blue print and achievement test.
d) Preparations of standardized vs. teacher made test in mathematics.
e) Process of obtaining feedback and evaluation in mathematics in term of teaching objectives.

Assignment & Practical Works: (Any Two)

- Preparation of detailed plan about development of mathematics laboratory or mathematics club.
- Life sketch of any two Mathematicians.
- Essay related to a topic prescribed in above paper.
- Prepare a case study of slow learner in mathematics or gifted child in mathematics.
- Observation of mathematics classroom teaching in any secondary school and then prepare a diagnostic and remedial teaching plan.

Learning Outcomes: After completion of this course students would able to:

- Understand and appreciate the uses and Significance of Mathematics in daily life
- Use various approaches of teaching mathamethics and use them judiciously.
- Understand the methods of planning instruction for the classroom.
- Prepare curricular activities and organize the mathematics Laboratory.
- Appreciate and organize activities to develop aesthetics of mathematics.
- Give competence in teaching different mathematics topic effectively

References :

1. Kumar S., Ratnalikar D. N. (2003), Teaching of mathematics, Anmol Publications Pvt. Ltd. New Delhi.
2. Mustafa M. (2004), Teaching of mathematics, New trends and innovations, Deep and Deep Publications Pvt. Ltd., New Delhi.
3. Wadhwa S., (2000), Modern methods of teaching mathematics, Sarup and sons, New Delhi.
4. Yadav S. (2007), Teaching of mathematics, Vinod Pustak Mandir, Agra.
5. जैन, एस. एल. (2007), गणित शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
6. नेगी जे. एस. (2006), गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा
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SPECIALIZATION PAPER- VII C

NON-FORMAL EDUCATION

Course Content

UNIT - I: The Concept of Non-Formal Education (NFE):

a. Meaning and Definition
b. Characteristics and Importance
c. Aims and Scope Non-Formal Education.
d. Difference between Formal, Informal and Non-Formal Education.

UNIT-II: Process, Function, Agencies and Organization of Non-Formal Education:

a. Process of Non-Formal Education – Its need for personal, Family, Social and National Improvement
b. Function of Non-Formal Education with special reference to all round development of ruler people.
c. Agency of Non-Formal Education.
d. Organization of Non-Formal Education.

UNIT-III: Historical Prospective and Bases of Non-Formal Education

a. Brief Historical survey of Non-Formal Education in Rajasthan and India.
b. Philosophy of Non-Formal Education.
c. Psychological base of Non-Formal Education.
d. Sociological base of Non-Formal Education.

UNIT- 4: Curriculum and Method of Non-Formal Education:

a. Bases of Curriculum
b. Principle of Curriculum Construction.
c. General Method of NFE: Conservation and Group Discussion, Picture reading Methods and Play way Method.
d. Modern Method of NFE: Story telling, Observation, Questioning and Experimental Method.

UNIT -5 Evaluation and Non-Formal Education:

a. Meaning and Importance of Evaluation in Non-Formal Education.
b. Aims of Evaluation in Non-Formal Education.
c. Different types of Test.
d. Monitoring of Programme: Integrated Evaluation, Educational Evaluation.

Assignment work –

Describe the functions of non-formal education on the basis of your village experience.

Practical work: - any one of the following.

1. Prepare and teach five lessons in the class of non-formal education students.
2. Prepare and teach five lessons to the adults who are illiterate.

Terminal Test:-

References :

- Chatar Singh Mehta (Sampadan) anopcharic siksha Ke Aayam, Ajmer, Mishra Bros.
- Ivan illich : Deschooling Society Penguin, London, 1972.
- Reimer : The school is Dead, Penguin London 1972.
- Report of the National Seminar on Non-Formal Education, Department of Education, South Gujarat University, Surat, 1980.

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 216	General Science	Pedagogy of a school subject Any two **CE**	**4**	**30**	**70**	**100**

Objectives:

- To develop the knowledge about science and its nature.
- To acquire the knowledge about contribution of eminent Indian scientists.
- To aware about the aims, objectives and construction of curriculum.
- To develop understanding aout co-curricular activities, methods of teaching and preparation of test paper.

Course Contents:

UNIT- I Concept and Nature of General Science

a) Science : concept, nature and scope
b) Correlation of science with other subjects
c) General Science and its importance in school curriculum.
d) Inquring influence of science on man and environment.
e) Scientist and their professional achivement.

UNIT- II Aims Objectives and Curriculum

a) Writing aims and objectives in behavioural term.
b) Developing yearly, unit and daily lesson plan.
c) Principle of curriculum construction in General Science.
d) Teachers role in training students in scientific method and scientific attitude.
e) Professional growth of General Science teacher.

UNIT-III Methods of Teaching General Science

a) Lecture method, Demonstration method
b) Inductive-deductive method
c) Project method, problem solving method
d) Laboratory method, Assignment method
e) Heuristic method

- Shah, A.B. & Bhan, S. : Non-Formal Education and the NAEP, Delhi, Oxford University, Press 1980
- Shah, G.B. : Future of a place called School Teacher To-day, July-Sept., 1983.
- Talesra, Hemlata : Non Formal Education, Himanshu Pub., New Delhi, 1978.

UNIT- IV Activities and Evaluation

a) Science laboratory
b) Teaching aids in General science- OHP, LCD Projector , Television.
c) Co curricular activities, Science club, Science fair
d) Evaluation : concept and importance
e) Preparation of blue print and test paper construction.

Assignment & Practical Works: (Any Two)

- Make a list of practicals related to secondary science curriculum.
- Essay related to one topic prescribe in the paper.
- Preparation of a comprehensive field trip to plan for a group of twenty students.
- Make a list of local resources useful in teaching general science to the students.
- Make a visit at any senior secondary science laboratory of a school and prepare a report.
- Conducting and reporting three experiments useful at secondary level.
- Make a presentation based on any above topic.

Learning Outcomes: After completion of this course students would able to:

- Contribution of eminent Indian scientists in connection with the development of the subject.
- Familiar with the aims and objectives of the subject in relation to present needs of the society and education policies in India.
- Plan curriculum at secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situations.
- Identify proper methodology to deal with the content which is to be handled by him as teacher in secondary and higher level.
- Develop a broad understanding of the principles and procedures used in modern science education.
- Prepare test paper for evaluation.

References :

1. Dass- R.C. (1985), Science Teaching in Schools, Sterling Publications Pvt. Limited, New Delhi.
2. Dass- R.C. (1986), Teaching Science in India, Sterling Publications Pvt. Limited, New Delhi.
3. Gupta Nirmal (1967), Method of Teaching Science, Rastogi and Company Meerut.
4. Joshi S. R. (2005), Teaching of Science, APH Publishing Corporation, New Delhi.
5. Mittal A. (2004), Teaching of Chemistry, APH Publishing Corporation, New Delhi.

6. Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
7. NCERT: General Science, Handbook of activities Class-VI-VIII
8. Sood, J. K. (1989), New direction in Science teaching, Kohli Publication, Chandigarh.
9. Yadav M. S.,(2000), Modern methods of teaching science, Anmol Publications Pvt. Ltd. New Delhi.
10. अग्रवाल वी. पी., सिडाना के., पारीक के, (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर
11. कुलश्रेष्ठ पी. के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
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SPECIALIZATION PAPER- VII D POPULATION EDUCATION

Objectives:-

Students will be able to:

1. Understand the meaning scope and importance of population education.
2. Understand the meaning factors and impact of standard of life.
3. Understand the need and means of population control.
4. Understand the role of different agencies in the population education.

UNIT-I : Population Education:-

a. Meaning and defination,
b. Scope, need and importance of Population education,
c. Role and purpose of population education as integral part of education.
d. Population of India in a world perspective: Concept of population; Theories of Population, Under Population; Growth, Distribution and density of population, Over Population with demographic data of India in world perspective.

UNIT- II : Standard of Living and the Quality of Life:

a. Food and nutrition, health-hygiene, Sanitation; Housing, clothing; Education travel, Leisure, Employment, income, consumption;
b. Ethics and aesthetics; Different aspect and their inter relationship with example and illustration from India and abroad,
c. Population and India's Development Endeavor, population growth and production with special reference to National Income,
d. The impact of development of family life on society, Culture and Personality.

UNIT-III: Population Control and Planning India's Population Policy

a. The role of society and the formation of public opinion favorable for population Control,
b. Role and responsibility of family and individual; A small family unit for healthier, happier and better homes,
c. Improved standard of living; better quality of life.
d. Population Equilibrium: Emergency and long measures role of Population Education

UNIT - IV : Emergence of Population Education:

a. Action taken for Population Education (Historical Background),
b. Introduction of Population Education in school; Colleges and teacher education institution,
c. Role of Different Agencies and Organization, Home, School, Community;
d. Government (Population policies and programmed voluntary Agencies; Mass media.

UNIT-V : Teacher of Population Education

a. Teacher of Population Education:
b. His Preparation, qualities,
c. Role of teacher education.
d. Education Activities for population Education: Extension lectures, Debates, Survey, Games, Exhibition, Dramas, Meeting with parents: Preparation of aids, etc.

Assignment work: – any one of the following

1. Study the causes of population problem and write a report of the same.
2. Write one essay on any topic of population.

Practical work: -

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 217	Biology	Pedagogy of a school subject Any two **CE**	**4**	**30**	**70**	**100**

Objectives:

- To acquire the knowledge of nature and scopes of Biology.
- To develop understanding the principles of curriculum, planning and E-resources in Biology.
- To develop awareness about various approches and innovative methods of Biological science for effective teaching learning process.
- To develop knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
- To aware about construction of blue print, dignostic test and remedial self learning material and conduct CCE procedure.

Course Contents:

Unit- I Theoritacl Perspective of Biology

a) Meaning , Nature and Scope of Biological science and its branches
b) Historical Dvelopment of Biological science
c) Development of values through Biology teaching
d) Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge
e) Developing and significance of Scientific Temper through activities
f) Aims and Objectives of Biological teaching
g) Writing Objectives in Behavioral terms and Content analysis

Unit- II Curriculum and Planning

a) Concept and principles of curriculum
b) Models and approaches related to curriculum organization
c) Recent curriculum innovations in context of National Curriculum Framework (NCF)
d) Planning : Concept, Types and Importance
e) Co- Curricular activities- Excursion, Science fair, Science club
f) E-resources in Biology : Biology blog, E-learning, Useful links and websites etc.

References :

- मलैया, के.सी. , शर्मा रमा –जनसंख्या शिक्षा, विनोद पुस्तक मन्दिर, आगरा
- चंदेल, पी.एस. –जनसंख्या शिक्षा, विनोद पुस्तक मन्दिर, आगरा
- Chandel N.P.N./ Kumar Nand Vijay -Population Education, Vinod Pustak Mandir, Agra

Unit- III Methods and Approaches

a) Herbertian & Constructivist approach (Five 'E' model)
b) Co- operative learning approach
c) Inquiry training model & its application
d) Problem solving approach
e) Inductive and Deductive methods
f) Multisensory Teaching aids- Low cost models, L.C.D. Projector, Poster making, Concept map etc.

Unit- IV Measurement and Evaluation

a) Concept of Measurement and Evaluation
b) Criteria of good Evaluation
c) Preparation of Blue Print
d) Dignostic test and Remedial lerning material
e) Continuous and Comprehensive Evaluation in biology

Assignment & Practical Works: (Any Two)

- Construct, administer and interpret an achievement/diagnostic test and resolving related problems through remedial measure too
- Prepare the Concept map related to school level teaching and demonstrate them to learndifferent contents in classroom
- Prepare the report on environmental problems in local area and resolving issues through scientific project.
- Poster Presentation/ Drama on various issues related to community awareness about biodiversity/ environmental problems/ waste management.
- Organization of exploratory activities to develop scientific attitude and temper

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire the knowledge of nature and scopes of Biology.
- ❖ Understand the principles of curriculum, planning and E-resources in Biology.
- ❖ Know and apply the various approches and innovative methods of Biological science for effective teaching learning process.
- ❖ Apply knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
  Construct blue print, dignostic test and remedial self learning material and conduct CCE procedure

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2 Grear, T. L., The Teaching of Biology in Secondary Schools.
3 Joshi, S. R. (2005), Teaching of Science, A.P.H. Publishing Corporation, New Delhi.
4 Lakshmi, Gade Bhuvneswara, Rao Digumarti Bhaskara, (2004) , Method of Teaching Life Science, Discovery Publishing House, New Delhi.
5 Mohan, Radha (2007), Innovative Science Teaching, Prentice Hall of India, (p) Ltd., New Delhi.
6 Singh, Yogesh Kumar & Nath, Ruchika (2005), Teaching of General Science, A.P.H. Publishing Publishing Corporation, New Delhi.
7 Sood, J. K. (1987), Teaching of Life Science, Kohali Publishers, Chandigarh.
8 Yadav, M. S. (2000), Modern methods of Teaching Science, Anmol Publishers, Delhi.
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16 श्रीमाली, नंदकिशोर (2007), विज्ञान शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

SPECIALIZATION PAPER- VII E
GUIDANCE AND COUNSELING

Objective: - To enable the student teachers to-

1. Understand the basic concept, nature and scope of educational and vocational guidance.
2. Understand the aims and objectives of educational and vocational guidance.
3. Understand the importance of educational and vocational guidance in the present national scenario.
4. Understand the role and responsibilities of guidance workers in School.
5. Understand the nature and types of guidance services with reference to School Education.

UNIT-I : Concept of Guidance and Counselling

- Meaning, Nature and Types of Guidance
- Meaning, Nature and Types of Counselling
- Distinction between Guidance and Counseling.

UNIT-II : Importance of Guidance

Aims and Principles of guidance, Importance of guidance in Schools. for individuals and for society.

UNIT-III : Area of guidance

Area of guidance, Educational Guidance, Vocational Guidance. Personal Guidance, Development Guidance, Psychology of careers. Concept of Vocational development and Careers Patterns.

UNIT-IV : Guidance in Present context

Guidance Implications in the current Indian Scenario, Education and Guidance, Democracy and Guidance, Individual Difference and Guidance.

UNIT- V : Guidance Services

Introduction to Guidance Services: Individual Inventory Service, Cumulative Record, Information Service, Follow up Service, Group Guidance in the school programme, Role & Responsibilities of guidance worker in Schools.

Assignment work:-

Evolution an educational Programme Guidance and curriculum Approach.

Practical work: -

Write one essay and two abstract.

Terminal Test:-

References :

- Erickson, Clifford E., A Basic Tent for Guidance Workers N.Y. Prentice, Hill Inc. 1947.
- Frolic Clifford P: Guidance Service in smaller schools New York Mc. Hill Book Co.1950.
- Hop pock: Group Guidance , Principles , Techniques and Evaluation.
- Strang Ruth: The Role of teacher in Personal work , New York, Teachers College, Columble University, 1993.
- Super Donald: Appraising Vocational Fitness New York, Harper and Brothers, 1947.
- Chaturvedi, Ramesh, 2007, Educational and Vocational Guidance and Counseling, Crescent Publishing Corporation, New Delhi

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 218	Commercial Practice	Pedagogy of a school subject Any two **CE**	**4**	**30**	**70**	**100**

Objectives:

- To acquire the basic understanding in the field of commerce education.
- To develop the ability to plan curriculum and instructions in commerce at school level.
- To develop the ability to critically evaluate existing school syllabus and text book.
- To impart knowledge about the methods and devices of teaching commerce and to develop the skill of using the same.
- To dvelop the ability of preparing an achievement test.
- To develop commercial efficiency among students

Course Contents:

Unit - I Concept of teaching commerce

a) Meaning, nature and scope of commerce education.
b) Aims, objectives and values of teaching commerce at senior secondary level.
c) The place of commerce in education.
d) Qualities of commerce teacher , role and professional growth.

Unit - II Planning of Teaching Commerce

a) Unit plan and daily lesson plan.
b) Maxims of teaching.
c) Devices of teaching commerce.
d) Classroom observation

Unit -III Methodology of Teaching Commerce

Modern Methods of Teaching Commerce :

- Analytic & Synthetic method
- Socialised Recititation Method
- Team teaching
- Programmed instruction method
- Project Method

- Sharma, Sita Ram, 2005. Evaluation of Educational and Vocational Guidance, ABD Publishers, Jaipur
- Sharma, Yogendra K., 2005, Principles of Educational and Vocational Guidance. Kanishka Publishers, New Delhi
- सिंह, रामपाल; उपाध्याय, राधावल्लभ, 2004, शैक्षिक एवं व्यावसायिक निर्देशन, विनोद पुस्तक मंदिर, आगरा
- भाटिया, के. के., 2006, मार्गदर्शन तथा परामर्श के सिद्धान्त, कल्याणी पब्लिशर्स, नई दिल्ली
- जायसवाल, सीताराम, 2006, शिक्षा में निर्देशन और परामर्श, विनोद पुस्तक मंदिर, आगरा
- शर्मा, आर. ए., चतुर्वेदी, शिखा, 2009,शैक्षिक एवं व्यायसायिक निर्देशन एवं परामर्श, आर. लाल बुक डिपो, मेरठ

Unit - IV Instructions Material and Evaluation in Commerce Education

a) Importance of teaching aids for effective instruction commerce education.
b) Different audio-visual equipment and material used commerce education.
c) Evaluation in commerce importance, type of tests essay, short answer and objective type.
d) Blue print.
e) Construction of Achievement Test.

Assignment & Practical Works: (Any Two)

- Content Related subject topic
- Preparation any two teaching aids (Model, P.P.T.,

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire the basic understanding in the field of commerce education.
- ❖ Develop the ability to plan curriculum and instructions in commerce at school level.
- ❖ Develop the ability to critically evaluate existing school syllabus and text book.
- ❖ Apply impart knowledge about the methods and devices of teaching commerce and to develop the skill of using the same.
- ❖ Prepare an achievement test.
- ❖ Usw commercial efficiency among students.

References :

1. Bhorali devadas (1988) commerce education in india, D.K. publisher distributors (p) Ltd. New delhi
2. Gortside .L. (1970), Teaching business subject, the modern approach made and printed in great Britain by the Garden press Ltd. Leteworth , Hert ford shire
3. Jain KCS (1986), Vanyjaya shikhan (Hindi) general academy
4. Khan , M.S., The teaching of commerce, sterling publishers (p) Ltd. Jullundar -3
5. Neeb W.B. (1965), modern business practice, The Ryerson press Toronto
6. Rai B.C. 1986 method of teaching commerce, prakashan Kendra luck now
7. Rao seema (1995), Teaching of commerce, anmol publication Pvt.
8. Singh , I. B. vanijaya ka adhyayan laxmi narayan aggarwal, agra
9. सिंह एवं सिंह : वाणिज्य शिक्षण

PAPER VIII SPECIALIZATION

(COMPULSORY PAPER) SCIENCE OF LIVING YOGA AND PREKSHA MEDITATION

OBJECTIVES:

To enable the prospective teachers –

1. To comprehend as well as experience how 'Preksha Dhyan, Jeevan Vigyan' and Yoga is necessary for development of integrated personality through attitudinal change and behavioral modification.
2. To comprehend as well as experience that education should necessarily not only I.Q. but also E.Q. & S.Q.
3. To comprehend as well as experience that basically education should ensure that the student must be able to live a truly peaceful, happy and healthy life individually and also lead a life infused with love, altruism, duty-boundedness, integrity etc. in family, society along with national and international fields.
4. To imbibe spiritual, moral, social, emotional and mental values in one's own life and in the students of the school where she would be a model teacher.
5. To attain perfect physical, mental, emotional and spiritual health together with social health.
6. To undergo the experience of the effects of the exercises in Preksha Dhyan, Jeevan Vigyan & Yoga, skillfully.
7. To teach efficiently Jeevan Vigyan in schools, colleges and any educational institute.

Course content

Unit – I : Meaning, Objective Types and Technique of Preksha Dhyan and Yoga

Unit – II : Spiritual basis (S.Q) and need of Kayotsarga, Shvasa-Preksha, Sharir Preksha, Chaitnya Kendra Preksha, Leshya-Dhyan and Anupreksha.

Unit – III : Science of Living as New Dimension of Education

a. Basis aim of Education and how to fulfil though SOL
b. Evolution of Jeevan and its core elements
c. Historical background, definition] objective in general, and objective for students up to Sr. Sec. Level

Unit IV

a. Value Education for Teachers, Parents & Students 16 Values inculcation process
b. Concept of Anger, Ego Fear etc. And their removal (E.Q)

Unit V

a. Curriculum of Jeevan in School, Prayer Assembly, Class-room.
b. 12 Units of Jeevan Vigyan (Learning)

Assignment Work : Two term paper on the Topic related with the unit

PracticalWork: Yogic Exercise,Mudra, Asans,Kayotsrag,Values in culcation-contemplation (Anupreksha),Prayer Activities

Terminal Test

Books

A Text Books

- प्रेक्षाध्यान : सिद्धान्त और प्रयोग, लेखक : आचार्य महाप्रज्ञ, सम्पादक : मुनि किशन लाल, शुभकरण सुराना
- जीवन विज्ञान : शिक्षा का नया आयाम, लेखक : आचार्य महाप्रज्ञ
- जीवन विज्ञान : स्वस्थ समाज रचना का संकल्प, लेखक : आचार्य महाप्रज्ञ
- Science of Living, Ed. Muni Mahendra Kumar

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 219	Book-keeping	Pedagogy of a school subject Any two **CE**	**4**	**30**	**70**	**100**

Objectives:

- To acquire the basic understanding of teaching of Book–keeping and Accountancy.
- To develop the ability to plan curriculum and instruction in Book-keeping and Accountancy.
- To develop the ability to critically evaluate the existing school curriculum of Book–Keeping.
- To impart knowledge of the methods and devices of teaching Book–keeping and to develop the skill of using the same.
- To give information about appropriate methods and devices of teaching particular topics for book–keeping.
- To develop necessary skill in preparation of using various teaching aids.

Course Contents:

Unit- I Meaning and scope of Book–keeping and Accountancy

a) Meaning and scope of book–Keeping and Accountancy. it's value and Importance in Social Life.
b) Aims and objectives of teaching Book-keeping and accountancy at senior secondary level.
c) Teachers Role and Attitude.

Unit - II Planning of Teaching Book-keeping and Accountancy

a) Unit plan
b) Lesson plan
c) Annual plan
d) Maxims and principle of classroom teaching
e) Classroom observation

- प्रेक्षाध्यान प्रयोग पद्धति – लेखक : आचार्य महाप्रज्ञ
- प्रेक्षाध्यान : आसन प्राणायाम, मुनि किशनलाल
- प्रेक्षाध्यान : यौगिक क्रियाएं, मुनि किशनलाल
- जीवन विज्ञान : मूल्यपरक शिक्षा का एवं अभिनव प्रयोग – मुनि धर्मेश
- प्रेक्षाध्यान : शरीर विज्ञान, श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार
- प्रेक्षाध्यान : स्वास्थ्य विज्ञान (भाग 1,2), श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार
- तुम स्वस्थ रह सकते हो, लेखक – आचार्य महाप्रज्ञ

सन्दर्भ पुस्तक :

- जीवन विज्ञान की रूपरेखा, लेखक : मुनि धर्मेश कुमार
- प्रेक्षाध्यान : व्यक्तित्व विकास, लेखक : मुनि धर्मेश कुमार
- Preksha Meditation : Therapeutic Thinking by Arun Zaveri
- जीवन विज्ञान : शिक्षक प्रशिक्षक मार्गदर्शिका– मुनि किशनलाल
- प्रेक्षा संदर्शिका – मुनि धर्मेशकुमार
- अमूर्त चिन्तन : आचार्य महाप्रज्ञ
- नया मानव : नया विश्व – आचार्य महाप्रज्ञ
- परिवार के साथ कैसे रहें ? – आचार्य महाप्रज्ञ
- जीवन विज्ञान शिक्षक निर्देशिका – मुनि किशनलाल

Unit- III Teaching Approches and methods of Teaching Book-keeping and Accountancy

a) Teaching Approches of Book-keping and Accoutancy
b) Journal Approch, Ledger Approch
c) Cash book Approch, Equation approch
d) Text book–keeping and accountancy their importance Criteria for selection of text book. Reference book and Journal.
e) Various methods of teaching book-keeping and accountancy – project, problems solving, Lecture-cum-demonstration method, team Teaching Program learning method.

Unit- IV Instruction Material and Evaluation in Book-keeping and Accountancy

a) Audio-visual aids in teaching Book-Keeping and accountancy computer. (tally) Internet
b) Evaluation of students performance
c) Blue Print
d) Construction of Achievement Test

Assignment & Practical Works: (Any Two)

- Content related to subject topic
- Any one subject topic

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire the basic understand of teaching of Book–keeping and Accountancy.
- ❖ Develop the ability to plan curriculum and instruction in Book-keeping and Accountancy.
- ❖ Critically evaluate the existing school curriculum of Book–Keeping.
- ❖ Impart Knowledge of the methods and devices of teaching Book–keeping and to develop the skill of using the same.
- ❖ Apply appropriate methods and devices of teaching particular topics for Book – Keeping.
- ❖ Prepare achievement and diagnostic Tests.
- ❖ Develop necessary skill in preparation of using various teaching aids.

References :

1. Agarwal. J.C.: Teaching of Commerce.
2. Boynton Lewwis D: Methods of teaching Book –Keeping. South Western publication Co. Cincinnanti. Ohio.
3. Gupta and Gupta: Intermediate Book-Keeping and Accounts. Agra Book Store. Agra (Hindi and English Version)

4. Harvey: Ways to teach Book – Keeping and Accounting.
5. J.N.Vaish : Book- Keeping and Accounts. Part 1 and 2 (Hindi and English version)
6. Parikh. Dr. A.K.M.: Lesson Planning in Indian school. Sbda Sanchar. Ajmer.
7. Selby: The teaching of Book- Keeping
8. Tonne: Pohem and Freeman : Method of teaching Business Subject. Gregg Pub... Dir., Mc Graw Hill Book Co., Inc. New York.
9. Vermain A Musselma and J.Marshall Hanna: Teaching Book-Keeping and Accountancy, Gregg Pub., Div., Me Graw Hill Book Co. Inc. New York.
10. Williams: Principles of Teaching applied in Book-Keeping and Accounts Sir lsaac Pitaman. London.

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED301	Post Internship distribution	**CC**	16	160 Intership+120+120=240 Practical (Two Subjects final lesson)		400

Objectives:

- To develop unit plan and lesson plan
- To write objective in behavioural terms
- To observe the lessons of the school teachers.
- To prepare schedule of various activities for studetns.
- To organize different co-curricular activities in the school.
- To prepare blue pring and test paper for different classes.

Post Internship distribution (16 Weeks)

Sr. No.	Contents
1.	Regular Practice Teaching including - Unit Plan and Blue Print (At least Each Subject of 25 lessons)
2.	Observation
3.	**Block Teaching** o School Admission o Time Table o Morning Assembly o Classroom Management o Organization of Various Activities o Physical Activities o Cultural Activities o Literary Activities o Yoga Exercies o Field Trips/Picnic o Counducting of Meeting o Maintenance of Garden/School o Action Research o Preparation of Register o Liberary Management o Other Work of School o Swachhata Abhiyan

- S. U. P. W.
- Education Tour

Final Lesson (Two teaching subject)

Learning Outcomes: After completion of this course students would able to:

- Develop unit plan and lesson plan
- Write objective in behavioural terms
- Observe the lessons of the school teachers.
- Prepare schedule of various activities for studetns.
- Organize different co-curricular activities in the school.
- Prepare blue pring and test paper for different classes.

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
JVB 301	Critical Understanding of ICT	**FC**	**2**	**15 Practical**	**35**	**50**

Objectives:

- To explain the concept of ICT in education.
- To develop skills in using MS Office applications for education.
- To use internet efficiently to access information and communicate with others.
- To understand the applications of E-learning in education.

Course Contents:

Unit - I MS Office

a) MS- word (Text management)
b) Power Point (Preparation of Slide)
c) Smart Class
d) E - Learning

Unit - II Internet and Multimedia

a) E-mail, Chat
b) Searching, Downloding and Uploding
c) Multimedia and its Education Uses.
d) Mobile Banking

Assignment & Practical Works: (Any Two)

- Prapare one Assignment Workon any topic related to above units.
- Prepare power point presentation on Any one topics related to School content/ B.Ed. Syallbus.

Learning Outcomes: After completion of this course students would able to:

- Explain the concept of ICT in education.
- Develop skills in using MS Office applications for education.
- Use internet efficiently to access information and communicate with others.
- Understand the applications of E-learning in education.

References:

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2. Coulson, J. E. (ed); Programme Learning and Computer Based Instruction, Wiley, New York, 1962
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Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
JVB 302	Yoga and Preksha Meditation	**FC**	**2**	**15 Practical**	**35**	**50**

Objectives:

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

अधिगम की उपलब्धि

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

विषयवस्तु :

इकाई–1 योग के प्रयोग

(अ) योग : अर्थ, परिभाषा, अष्टांग योग की उपयोगिता

(ब) आसन : सूर्यनमस्कार,(अर्थ, प्रक्रिया एवं लाभ) ताड़ासन, पाद्हस्तासन, गरूड़ासन, जानुशिरासन, वक्रासन, वज्रासन, पद्मासन, उत्तानपादासन, पवनमुक्तासन, भुजगांसन, शलभासन,(स्थिति, विधि, लाभ)

(स) प्राणायाम : सूर्यभेदी, चन्द्रभेदी,व अनुलोम विलोम

(द) मुद्रा : ज्ञान मुद्रा,वीतराग मुद्रा

(य) बन्ध : मूलबन्ध, उड्डियानबन्ध व जालधंर बन्ध

इकाई–2 प्रेक्षाध्यान

(अ) प्रेक्षाध्यान का इतिहास, अर्थ एवं उद्देश्य

(ब) प्रेक्षाध्यान के सहायक अंगो का सक्षिप्त परिचय एवं महत्व

(स) कायोत्सर्ग, अर्न्तयात्रा, श्वास प्रेक्षा एवं ज्योतिकेन्द्र प्रेक्षा (प्रयोग, अभिव्यक्ति एवं प्रस्तुति)

(द) प्रेक्षाध्यान के मुख्य चरणों का संक्षिप्त परिचय

सत्रीय कार्य :(कोई एक)

- ▪ विषय से सम्बन्धित कोई एक टर्म पेपर तैयार करना।
- ▪ सूर्य नमस्कार की विभिन्न स्थितियों का प्रदर्शन।

Learning Outcomes:

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

संन्दर्भ ग्रन्थ सूची :

1. अमूर्त चिन्तन : आचार्य महाप्रज्ञ
2. जीवन विज्ञान की रूपरेखा, लेखक : मुनि धर्मेश कुमार
3. जीवन विज्ञान शिक्षक निर्देशिका – मुनि किशनलाल

4. जीवन विज्ञान : मूल्यपरक शिक्षा का एवं अभिनव प्रयोग – मुनि धर्मेश
5. जीवन विज्ञान प्रेक्षाध्यान एवं योग : समणी मल्लि प्रज्ञा
6. जीवन विज्ञान : शिक्षा का नया आयाम, लेखक : आचार्य महाप्रज्ञ
7. जीवन विज्ञान : शिक्षक प्रशिक्षक मार्गदर्शिका– मुनि किशनलाल
8. जीवन विज्ञान : स्वस्थ समाज रचना का संकल्प, लेखक : आचार्य महाप्रज्ञ
9. नया मानव : नया विश्व – आचार्य महाप्रज्ञ
10. परिवार के साथ कैसे रहें ? – आचार्य महाप्रज्ञ
11. प्रेक्षाध्यान प्रयोग पद्धति – लेखक : आचार्य महाप्रज्ञ
12. प्रेक्षाध्यान : आसन प्राणायाम, मुनि किशनलाल
13. प्रेक्षाध्यान : सिद्धान्त और प्रयोग, लेखक : आचार्य महाप्रज्ञ, सम्पादक : मुनि किशन लाल, शुभकरण सुराना
14. प्रेक्षाध्यान : यौगिक क्रियाएं, मुनि किशनलाल
15. प्रेक्षाध्यान : शरीर विज्ञान, श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार
16. प्रेक्षाध्यान : स्वास्थ्य विज्ञान (भाग 1,2), श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार 'तुम स्वस्थ रह सकते हो, लेखक – आचार्य महाप्रज्ञ
17. प्रेक्षाध्यान : व्यक्तित्व विकास, लेखक : मुनि धर्मेश कुमार
18. प्रेक्षा संदर्शिका – मुनि धर्मेशकुमार
19. Preksha Meditation : Therapeutic Thinking by Arun Zaveri
20. Science of Living, Ed. Muni Mahendra Kumar

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 401	Gender, School and Society	CC	4	30	70	100

Objectives:

- To understand the modern concept of society, organization & gender sensitivity.
- To aware about the dimension of development of school administration.
- To develop basic understanding & familiarity with key concept, society, social problem, social relationship and new trends
- To develop knowledge of the role of different NGO & organizations.

Course Contents:

Unit- I Role of Society & Organization in Gender sensitivity

a) Gender Equity : Concept, Needs, Problem and solution
b) Nature of Society
c) Women Commission
d) Right to Education

Unit- II Dimensions of Development of School

a) Administration – Structure of Centre and State education.
b) Head-Master – Merits, work, duties and leadership
c) Ideal Teacher – Personality and Qualification
d) Modern school , Library, Laboratory, and Hostel
e) Outline of co-curricular activities in school

Unit- III Present Education & Society

a) Role of education in different Areas (Family, school, and society).
b) Present Social Problems (unemployment, Students indiscipline, Poverty, Illiteracy, Health & Nutrition)Concept, cause, and Solution
c) Education and Society Relationship

Unit- IV Role of organization in Gender sensitivity, society, and school

a) NGO – (meaning and Role)
b) Role of present Social – worker
c) Government Planning
d) Role of Religious Organization

Assignment & Practical Works: (Any Two)

- Study of any one significant problem of a secondary school and prepare report detail – it's possible causes and solutions.
- Solve any one Assignment Work.

- Critically evaluate of the different activities of any one school.
- Case study of any N.G.O working in local area.

Learning Outcomes: After completion of this course students would able to:

- Sensitize students about different social & national level problems at school level.
- Remedies regarding gender discrimination, government schemes and Right to Education.
- Implement their knowledge to plan community awareness programmes to sensitize weaker section of society.
- Understanding relationship between education and society as well as NGO's.
- Utilize their administrative skill to manage different administrative activities at school level.

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6. वशिष्ठ, के. के. (1985), विद्यालय संगठन एवं भारतीय समाज की शिक्षा की समस्याएं, लायक बुक डिपो, मेरठ
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10. वास्तव अजना (2016),महिला शिक्षा तथा कानून राखी प्रकाशन आगरा 2016

website

1. www.gender.com.ac.uk.
2. www.genderstuddies.org.
3. www.genderparddigm.com./publication/html

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 402	Reading& Reflecting on Texts (EPC)	CC	2	15	35 Practical &Viva-Voce	50

Objectives:

- To develop basic Communication Skills.
- To promote Creative Writing among students.
- To acquire the knowledge of art of Speaking.

Course Contents:

Unit- I Reading Comprehension

a) Explain with stage of any self expression of any one guest.
b) Enlist errors in reading among school students.
c) Review of any one books with reading.
d) Write the educational essence of any five stories and morale thought with reading.

Unit- II Writing composition & Action Plan

a) Recite 10 poem / verse/ stanza and write it.
b) Prepare an action plan and organize accordingly.
c) Proof reading.
d) Prepare list of innovative vocabulary for speaking. (50 words).

Learning Outcomes: After completion of this course students would able to:

- Understnd Communication Skills.
- Promote Creative Writing among students
- Explain the art of speaking

Assignment & Practical Works: (Any Two)

- One Assignment Work on any topic related to above units.
- Prepare a plan and organize any two activities related to above units.
- Demonstrate different type of speaking.
- To identify the causes of ineffective speech and remedies for it.

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 403	Drama and Arts in Education (EPC)	**CC**	**2**	**15**	**35 Practical and Viva-voce**	**50**

Objectives:

- To develop skills of role playing and acting.
- To acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

Course Contents:

Unit- I Write a Drama Script

a) Prepare a Drama for any Social issues (Class VI to XI)
b) Role playing for different scene of Drama
c) To know different types of Drama

Unit- II Fine Arts, materials and its relevancy (Any two works)

a) Mehendi, Drawing
b) Rangoli/Model Preparation
c) Poster Painting

Learning Outcomes: After completion of this course students would able to:

- Develop skills of role playing and acting.
- Acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

Assignment & Practical Works: (Any Two)

- Prepare any one Assignment Work related to above units.
- Plan and organize any two activities related to above units.
- Prepare Arts and crafts with un usual material
- Prepare Fine Arts with paper
- Hand made Architecture
- Soft toys (Teddy bear)
- Dance Art
- Fine Arts/ Painting
- Skill of Playing musical instrument
- Food Shef
- Handicraft

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 404	Knowledge and Curriculum (part-A)	**CC** Any one	**4**	**30**	**70**	**100**
BED 405	Knowledge and Curriculum (part-B)					

BED 404 : Knowledge and Curriculum (part-A)

Objectives:

- To know the concept objective and principles of curriculum.
- To develop the idea and bases of curriculum.
- To understand various types of curriculum.

Course Contents:

Unit- I Knowledge and Curriculum Concept

a) Knowledge : Concepts, Characteristics, Sources of Acquiring, Methods of Acquiring
b) Curriculum: Meaning, Definition, Characteristics, Aims Importance
c) Difference between old and new concepts of curriculum
d) Principle of curriculum construction and Knowledge

Unit- II Bases of curriculum

a) Sociological bases
b) Scientific bases
c) Philosophical bases
d) Psychological bases

Unit- III Types of curriculum

a) Activity centred and life centred curriculum
b) Subject centred and core centred
c) Experience centred and work based curriculum
d) Hidden Curriculum

Unit- IV National curriculum

a) Concept and Characteristics of National curriculum
b) Curriculum reform in India
c) NCF-2005 (School education)
d) NCFTE-2009(Teacher education)

Assignment & Practical Works: (Any Two)

- One Assignment Work on the topic related with the unit.
- Preparation of any one Assignment Work on curriculum .
- Review of present curriculum (Optional subject related)
- Curriculum framework for 10th class.

Learning Outcomes: After completion of this course students would able to:

- Understand the concept, objective and principles of curriculum.
- Develop the idea and bases of curriculum.
- Evaluate the relevancy of curriculum.
- Describe various approaches to curriculum construction.

Referances :

1. अग्निहोत्री, रवीन्द्र , आधुनिक भारतीय शिक्षा
2. अग्निहोत्री, रवीन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, रिसर्च पब्लिकेशन
3. अग्निहोत्री, रवीन्द्र (2007), आधुनिक भारतीय शिक्षा और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
4. ओड, एल. के., शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
5. गुप्ता, एस. पी. (2005), भारतीय शिक्षा का अतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड़, इलाहाबाद
6. त्यागी, निरंजन, माध्यमिक विद्यज्ञलयों में पाठ्यक्रम शिक्षण, हिन्दी ग्रन्थ अकादमी
7. पाण्डेय, बृजेश (2002), पाठ्यक्रम अनुदेशन, भारतीय आधुनिक शिक्षा,
8. पाठक, पी. डी. (1995), भारतीय शिक्षा और उसकी समस्याएँ
9. यादव, सियाराम संगीता, सिन्धू पूनम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा
10. यादव, संगीता, सिन्धू पूनम (2014), पाठ्यक्रम विकास और अनुदेशन, अर्जुन पब्लिशिंग हाऊस, 4837/24, प्रहलाद गली, अंसारी रोड़, दरियागंज, नई दिल्ली–2
11. रावत, प्यारेलाल, प्राचीन एवं आधुनिक भारतीय शिक्षा का इतिहास, भारत पब्लिकेशन, आगरा
12. सक्सैना, एन. आर. स्वरूप, शिक्षा सिद्धान्त, सूर्या पब्लिकेशन, आर. एल. कुक डिपो, मेरठ
13. सिंह, कर्ण (2006), भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर
14. सिंघल, महेशचन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
15. National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
16. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi

BED 405 : Knowledge and Curriculum (part-B)

Objectives:

- To develop ideas of philosophical bases of curriculum
- To various Sociological bases of curriculum
- To develop various psychological bases of curriculum
- To develop Educational New Trends of curriculum

Course Contents:

Unit- I Philosophical bases of curriculum development

a) Idealism, Naturalism, Pragmatism and curriculum
b) Jain philosophy , Geeta Philosophy , Buddhism Philosophy and curriculum
c) M. K. Gandhi, Vivekanand , R. N. Tagore and curriculum

Unit- II Sociological basis of curriculum development

a) Social change and curriculum
b) Social Mobility and curriculum
c) Social development and curriculum
d) Culture and curriculum

Unit- III Psychological bases of curriculum development

a) Structruralism and curriculum
b) Behaviourism and curriculum
c) Associationism and curriculum
d) Gestaltism and curriculum

Unit- IV Educational New Trends of curriculum

a) Skill and curriculum
b) Values and curriculum
c) NCF-2005(School Education)
d) NCFTE-2009(teacher Education)

Assignment & Practical Works: (Any Two)

- Preparation of One Assignment Work.
- One abstracts of Educational New trends article published in some standard Journals
  - Preparation of curriculum Design (any subject related)
  - Curriculum frame work for B.Ed. programme.

Learning Outcomes: After completion of this course students would able to:

- Describe various philosophical bases of curriculum
- Understand various Sociological bases of curriculum
- Acquire various psychological bases of curriculum
- Develop Educational New Trends of curriculum

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6. यादव, सियाराम संगीता, सिन्धू पूनम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा
7. यादव, संगीता, सिन्धू पूनम (2014), पाठ्यक्रम विकास और अनुदेशन, अर्जुन पब्लिशिंग हाऊस, 4837/24, प्रहलाद गली, अंसारी रोड़, दरियागंज, नई दिल्ली–2
8. रावत, प्यारेलाल, प्राचीन एवं आधुनिक भारतीय शिक्षा का इतिहास, भारत पब्लिकेशन, आगरा
9. सक्सैना, एन. आर. स्वरूप, शिक्षा सिद्धान्त, सूर्या पब्लिकेशन, आर. एल. कुक डिपो, मेरठ
10. सिंघल, महेशचन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
11. सिंह, कर्ण (2006), भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर
12. National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
13. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 406	Creating an Inclusive school	CC	4	30	70	100

Objectives:

- To develop the understanding of the concept and philosophy of inclusive education in the context of education for all.
- To identify and address diverse needs of all learners
- To familarize with the trends and issues in inclusive education
- To develop an attitude to foster inclusive education
- To develop and understanding of the role of facilitators in inclusive education
- To prepare teachers for inclusive schools

Course Contents:

Unit- I Introduction to Inclusive Education

a) Meaning, Objective , Need and Types of Inclusive Education
b) Principles of Inclusive Education
c) Soluation and challenge of Inclusive Education
d) ICT Material of Inclusive Education

Unit- II Legislation, Emerging Issues and Role of Agencies in Inclusive Education

a) Legislation for inclusive education- National policy of disabilities 2006
b) Sarva Shiksha Abhiyan (2002)
c) NGO
d) RTE-2009

Unit- III Exceptional Child and Special Educational

a) Exteptional Child : Meaning and Types
b) Mentally Retared Child
c) Physically Handicapped Child
d) Hearing Impaired Child
e) Visually Handicapped Child
f) Emotionally Disturb Child

Unit- IV Special Educational Need (SEN) of learners in Inclusive School

a) Speech Defective Childern
b) Language Handicapped Child
c) Learning Disadvantage Child

d) Parents of Exceptional Childern
e) Guidance of Exceptional Childern
f) Special School (Building Co-curricular Activities)

Assignment & Practical Works: (Any Two)

- One Assignment Work
- Write a One Article of Disabilities Child
- Case study of disabilities child
- Write a report of evaluation process in inclusive school

Learning Outcomes: After completion of this course students would able to:

- Understand of the concept and philosophy of inclusive education in the context of education for all.
- Identify and address diverse needs of all learners
- Describe the trends and issues in inclusive education
- Apply the attitude to foster inclusive education
- Develop and understanding of the role of facilitators in inclusive education
- Prepare teachers for inclusive schools

Suggested Readings:

1. Ahuja.A, Jangira, N.K. (2002) : "Effective Teacher Training, Co-operative Learnin Based pproach", National Publishing House, 23 Daryaganj, New delhi-02
2. Sharma, P.L. (1990), Teacher Handbook on IED, Helping Children with Special Needs NCERT, Publication Delhi
3. UNESCO (1989), UN Convention on the Right of the Child, UNESCO
4. UNESCO (2006), UN Convention on the Right of Persons with Disabilities.
5. UNESCO (2009), Policy Guideline on Inclusion in Education UNESCO
6. कुशवाहा, पुष्पलता, एवं सक्सैना, कनक (2006)., शैक्षिक प्रबन्धन एवं विद्यालय संगठन, आस्था प्रकाशन, जयपुर
7. परवीन, आबिदा (2013), शिक्षण एवं अधिगम के मनो–सामाजिक आधार, आस्था प्रकाशन, जयपुर
8. बघेला, एच.एस. (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान प्रकाशन, जयपुर
9. बिन्दु आभारानी, सक्सैना, स्वाति (2008), विशिष्ट बालक, अग्रवाल पब्लिकेशन्स, आगरा
10. योगेन्द्रजीत, भाई (2008), शिक्षा में नवाचार और नवीन प्रवृत्तियाँ, विनोद पुस्तक मंदिर, आगरा
11. सुखिया, एस.पी. (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
12. हन्फी, ऐम.ए. एवं हन्फी एस.ए. (2009), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, विनोद पुस्तक मंदिर, आगरा, जयपुर

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 407	Optional Course 1. Environmental Education	Any one CE	4	30	70	100

BED 407 : Environmental Education

Objectives:

- To understand the problems of concerning environment through multi disciplinary approach.
- To develop the skill of planning and organizing ecological activities in the schools.
- To create consciousness about environment among the adult learners.
- To give information on different techniques and materials for the affective dissemination of environmental information.

Course Contents:

UNIT- I Concept Of Environment

a) Meaning , Scope, Importance
b) Eco-System – Charecteristic Qualities
c) Inter- Dependence In Environment
d) Natural Resources
e) Bio-Diversity – Scope & Threats, Preservation

UNIT- II Environmental Education

a) Meaning, Importance and Objective
b) Scope of Environmental Education
c) Need for Public Awareness as a subject
d) Muti-disciplenary Nature of Environmental Studies Curriculum Development

UNIT- III Environmental Hazards and Pollution

a) Air Pollution
b) Water Pollution
c) Soil Pollution
d) Noise Pollution

UNIT- IV Global Issues and Environmental Conservation

a) Global Issuse (Global Warming, Climate Change, Deplition of Ozone Leyer and Energy Crisis)

b) Different Aspects Related To Environmental Conservation.
c) Environmental Preservation &Improvement (At National & International Level)
d) National Environment Policy

Assignment & Practical Works: (Any Two)

- Study on Any one environmental problems. The report on the study must include efforts of the pupil / teacher in developing awareness among people about the environmental problems.
- Prepare a plan to teach environment at education to the adults.
- One Assignment Work solve.
- Prepare a scrap book of an environmental articles and news.
- Conduct environmental competition for local school student.

Learning Outcomes: After completion of this course students would able to:

- Students are able to understand the problems concerning environment through multi disciplinary approach.
- Students are able to develop the skill of planning and organizing Ecological activities in the schools so the children can equipped to play their part in protection and enrichment of environment.
- Students are able to create Environment Consciousness among the adult learners.
- Students are able to use different Techniques and materials for the affective Dissemination of Environmental information.
- Students are able to conduct local surveys,arrange field trips Environmental games and hobbies

संदर्भ ग्रन्थ सूची :

1. उपाध्याय, राधावल्लभ, (2008), पर्यावरण शिक्षा, विनोद पुस्तक मंदिर, आगरा
2. गुप्ता, चाँदमल, शर्मा, रेनू (2008), पर्यावरण शिक्षा, आस्था प्रकाशन, जयपुर
3. गोयल, एम. के. (2008), पर्यावरण शिक्षा, विनोद पुस्तक मंदिर, आगरा
4. बरौलिया, ए., पर्यावरणीय शिक्षा के नये आयाम, राधा प्रकाशन मन्दिर, आगरा
5. बरौलिया, ए. पराशर, राधिका एवं दुबे, श्री कृष्ण, पर्यावरण शिक्षा के नये आयाम, राधा प्रकाशन मंदिर, आगरा
6. राजस्थान पाठ्यपुस्तक मण्डल की कक्षा 11 से 12 तक की पुस्तकें
7. रावत, कमलेश, पर्यावरण शिक्षा, अलका पब्लिकेशन्स, अजमेर
8. श्री वास्तव, पंकज (2007), पर्यावरण शिक्षा, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी,

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 408	2. Health and Physical	Any one CE	4	30	70	100

Objectives:

- To develop the organic system of the body.
- Development of understanding and appreciation of the techniques and strategies of sports
- To develop correct health habits.
- Attainment of knowledge of proper health procedure as related with physical exercise.
- The physical education program will allow the students to participate in developmentally appropriate activities.

Course Contents:

Unit- I Concept of Health Education

a) Meaning of Health education.
b) Environmental factor which promote and affect In Health.
c) Importance and objective of Health education.
d) General Exercises in school.

Unit- II Environment and Science of Living and Yoga

a) Importance of water to life and our environment.
b) Science of Living and yoga.
c) Role of Individual in improvement of sports environment.
d) Physical and physiological benefits of exercise on children.

Unit- III Physical Education, Balanced Diet and First Aid

a) Meaning and Importance of physical Education
b) Balanced Diet and Nutrition : Macro and Micro Nutrients
c) First Aid

Unit- IV History of Volleyball & Kabbadi

a) Historical Development of Volleyball
b) Measurement and Rule of Volleyball
c) Historical Development of Kho-Kho
d) Measurement and Rule of Kabbadi

Assignment & Practical Works:

- Write a Term paper on a topic given in the course
- Skill of any one Team Game of choice from the given List

Learning Outcomes: After completion of this course students would able to:

- Develop the organic system of the body.
- Understand and appreciation of the techniques and strategies of sports
- Aware about correct health habits.
- Attain knowledge of proper health procedure as related with physical exercise.

Suggested Readings:

1. Thorburn, M. (2000), Physical Education-Intermediate Course Notes, Leckie & Lechie Publisher.
2. कमलेश एवं संगरल, शारीरिक शिक्षा में शिक्षण विधियां, विनोद पब्लिकेशन, लुधियाना।
3. पाराशर, गीता एवं कुमार सुनील (2014), स्वास्थ्य शिक्षा तथा मनोरंजन।
4. सफाया, आर. के. स्वास्थ्य एवं शारीरिक शिक्षा, विनोद पब्लिकेशन, लुधियाना।
5. सिंह, बलदेव, स्वास्थ्य एवं शारीरिक शिक्षा, विनोद पब्लिकेशन, लुधियाना।
6. सिंह, परमजीत, राठौड़, भूपेन्द्र सिंह, बार्थोनिया, माया, खान, एम. ए. (2007), शारीरिक एवं स्वास्थ्य शिक्षा, कक्षा–9 माध्यमिक शिक्षा बोर्ड, राजस्थान अजमेर।

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 409	3. Guidance and Counseling	Any one CE	4	30	70	100

Objectives:

- To educateion about the basics concept, nature and scope of Educational and Vocational guidance.
- To understand the aims objective of educational and vocational guidance.
- To make enable about the importance of educational and vocational guidance.
- To give knowledge of role and responsibilities of guidance workers in school.
- To understand the nature and types of guidance service & with reference to school education.
- To understand the concept, nature and types of counseling.

Course Contents:

Unit- I Basics of Guidance

a) Meaning and Nature of Guidance.
b) Aims and Principles of Guidance.
c) Types of Guidance
d) Importance of Guidance in schools for individual and for society.
e) Process of Guidance.

Unit- II Basics of Counseling

a) Meaning, Nature and Principles of counseling
b) Types of Counseling.
c) Distinction between Guidance and Counseling.
d) Role and Responsibilities of Guidance workers in school.
e) Qualities of a good guidance programme.

Unit- III Area of Guidance

a) Educational guidance
b) Vocational guidance
c) Personal guidance
d) Guidance Implication in the current Indian scenario.
e) Problems of guidance in India.

Unit- IV Guidance Services

a) Introduction to Guidance Services.
b) Individual Inventory Service
c) Information Service
d) Cumulative Record
e) Placement Services
f) Follow up Service

Assignment & Practical Works: (Any Two)

- Prepare a term paper on any topic of Educational, Vocational or Personal guidance
- Write an article on current educational problems, providing the solution.
- Observe an educational or co-curricular activity in a school or college and provide guidance for the improvement.
- Case study of two special children.

Learning Outcomes: After completion of this course students would able to:

- Understand the basic concept, Nature and scope of Educational and Vocational guidance.
- Describe aims objective of educational and vocational guidance.
- Understand importance of educational and vocational guidance.
- Identify nature and types of guidance service & with reference to school education.
- Understand the concept, nature and types of counseling.

Suggested Readings:

1. Bansal, Aarati (2007), Educational and Vocational Guidance, Sublime Publication, Jaipur
2. Chaturvedi, Ramesh, (2007), Educational and Vocational Guidance and Counseling, Crescent Publishing Corporation, New Delhi.
3. Nayak A. K., Rao V. K. (2007), Guidance and Career Counseling, APH Publishing Corporation, New Delhi.
4. Sharma, Shashi Prabha (2005), Career Guidance and Counseling (Principles and Technique), Kanishka Publishers, New Delhi.
5. Sharma, Sita Ram (2005), Evolution of Educational and Vocational Guidance, ABD Publishers, Jaipur.
6. Sharma, Yogendra K. (2005), Principles of Educational and Vocational Guidance. Kanishka Publishers, New Delhi.
7. Vashist, S. R. (2001), Methods of Guidance, Anmol Publication, Pvt. Ltd., N. Delhi
8. जायसवाल, सीताराम (2006), शिक्षा में निर्देशन एवं परामर्श, विनोद पुस्तक मंदिर, आगरा

9. भाटिया, के. के., (2006), मार्गदर्शन एवं परामर्श के सिद्धान्त, कल्याणी पब्लिशर्स, नई दिल्ली
10. शर्मा, आर. ए.,चतुर्वेदी, शिखा (2009), शैक्षिक एवं व्यवसायिक निर्देशन एवं परामर्श, आर. लाल. बुक डिपो, मेरठ
11. सिंह, रामपाल, उपाध्याय, राधावल्लभ (2004), शैक्षिक एवं व्यवसायिक निर्देशन, विनोद पुस्तक मंदिर, आगरा

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 410	4. Distance Education	Any one CE	4	30	70	100

Objectives:

- To provide an effective alternative path to wider opportunities in education and especially in higher education.
- To provide an efficient and less expensive education.
- To provide education facilities to all qualified and willing persons.
- To provide opportunities of academic pursuits to educate citizens willing to improve their standard of knowledge.
- To provide education facilities to those individuals who look upon education as a life-long activity.

Course Contents:

Unit-I Theoretical Prospective of Distance Education

a) Meaning and Definition of Distance Education.
b) Characteristics of Distance Education
c) Distance education as a discipline.
d) Need for establishing Distance Education as a discipline.

Unit-II Scenario of Distance Education Institutes

a) State wise situation of Distance Education Institutes in India.
b) Objectives of Indira Gandhi National Open University.
c) Main Theoretical Bases of Distance Education.
d) Theory of Independent study by CHARLES WEDEMEYER.

Unit-III Essential Elements of Developing in Distance Education

a) Essential Elements of Developing curriculum in Distance education.
b) Different services provided by Sanchar Kendra IGNOU.
c) Non- Print Instructional media in Distance Education: Educational RADIO.
d) Major educational Television projects in Distance education.

Unit-IV Counseling for Distance Learners

a) Organizing counseling Services for Distance Learners.
b) Various Types of Tele - Conferencing.
c) Format of the Text in Distance Education.
d) Distance Learners and Counseling

Assignment & Practical Works:

- Write any one term paper on a topic with in the content.
- Make the list of Distance Education programme of various universities in India.

Learning Outcomes: After completion of this course students would able to:

- Provide an effective alternative path to wider opportunities in education and especially in higher education.
- Understand an efficient and less expensive education.
- Explain education facilities to all qualified and willing persons.
- Identify the opportunities of academic pursuits to educate citizens willing to improve their standard of knowledge.

Suggested Readings:

1. Datt, Ruddar (1985), Distance Education in India, Open School, New Delhi
2. Hillard, R. I., Writing for T.V. and Radio, N.Y. Hastings House
3. Parmaji, S. (1984), Distance Education, Sterling Publication, New Delhi
4. यादव, सियाराम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.1 Hindi	Any one CE	4	30	70	100

Objectives:

- ❖ काव्य के विभिन्न घटक तत्त्वों का ज्ञान देना।
- ❖ काव्य के घटक तत्त्व रस, छन्द, अलंकारों का ज्ञान प्रदान करना।
- ❖ काव्य के गुण : माधुर्य, ओज, प्रसाद का ज्ञान देना।
- ❖ हिन्दी की शिक्षण विधियों का ज्ञान देना।
- ❖ हिन्दी के विभिन्न व्याकरणीय घटकों का ज्ञान देना।
- ❖ व्याकरण के घटक अनुवाद, संज्ञा, सर्वनाम, कारक, सन्धि, समास एवं विशेषण का ज्ञान देना।
- ❖ सूक्ष्म शिक्षण के विभिन्न कौशलों की जानकारी देना।
- ❖ हिन्दी के विभिन्न कवियों, लेखकों के उपन्यासों, कहानियों, रचनाओं का ज्ञान प्रदान करना।

विषय वस्तु:

इकाई : प्रथम – काव्य के घटक तत्त्व

(अ) काव्य के गुण : माधुर्य, ओज एवं प्रसाद

(ब) अलंकार – शब्दालंकार, अर्थालंकार, श्लेष, यमक, अनुप्रास, उपमा, रूपक, उत्प्रेक्षा, मानवीकरण, अतिशयोक्ति, विभावना, भ्रान्तिमान।

(स) रस का स्वरूप, रस के अवयव, श्रृँगार रस, हास्य रस, करूण रस, रौद्र रस, वीर रस, भयानक रस, वीभत्स, अद्‌भुत रस, शान्त रस, वात्सल्य रस, भक्ति रस।

(द) छन्द–दोहा, चौपाई, कवित्त, सोरठा एवं सवैया।

इकाई : द्वितीय – शिक्षण विधियों का परिचय

(अ) सूक्ष्म शिक्षण – सम्प्रत्यय एवं प्रमुख कौशलों का परिचय।

(ब) वाचन विधि

(स) व्याख्या विधि

(द) अनुवाद विधि

इकाई : तृतीय – व्याकरणीय घटक

(अ) अनुवाद : अर्थ एवं प्रकार

(ब) शब्द शक्तियों के भेद, उदाहरण

(स) संज्ञा, सर्वनाम एवं कारक का अर्थ एवं प्रकार

(द) सन्धि, समास एवं विशेषण का अर्थ एवं प्रकार

इकाई – चतुर्थ – हिन्दी साहित्यकारों का संक्षिप्त परिचय एवं उनका विशिष्ट अवदान :–

(अ) तुलसीदास,सूरदास, कबीरदास एवं रसखान

(ब) प्रेमचन्द, जयशंकर प्रसाद, हजारी प्रसाद द्विवेदी, मन्नू भंडारी

(स) महादेवी वर्मा, सूर्यकान्त त्रिपाठी निराला

(द) रामधारीसिंह दिनकर, हरिवंशराय बच्चन

सत्रीय कार्य (निम्न में से कोई दों)

- कक्षा सातवीं की पुस्तक 'बाल–महाभारत' अथवा कक्षा आठवीं की पाठ्य पुस्तक 'भारत की खोज' की समीक्षा करना।
- हिन्दी विषय की वर्तमान स्थिति की दशा एवं दिशा पर रिपोर्ट लिखना।
- अपनी पसन्द की कोई पांच–पांच कहानी अथवा कविताओं का संकलन करना एवं उनका प्रस्तुतिकरण।
- माध्यमिक या उच्च माध्यमिक की हिन्दी विषय की पाठ्य पुस्तक में विभिन्न कहानियों का नाट्य रूपान्तरण करना।
- 'हमारा संकलन' स्क्रेप बुक/पुस्तिका का निर्माण करना, जिसमें विभिन्न समाचारपत्रों, पत्रिकाओं, प्रमुख महापुरूषों, प्रसिद्ध लेखकों, कवियों, कवयित्रियों, प्रसिद्ध खिलाड़ियों व अन्य प्रसिद्ध व्यक्तियों के जीवन परिचय एवं विशेष उपलब्धि का सचित्र वर्णन।

Learning Outcomes:इस पाठ्यक्रम के पूरा होने के बाद छात्र शिक्षक सक्षम होगा।

- ❖ काव्य के विभिन्न घटक तत्त्वों का ज्ञान प्राप्त कर सकेंगे।
- ❖ काव्य के घटक तत्त्व रस, छन्द, अलंकारों का ज्ञान प्राप्त कर सकेंगे।
- ❖ काव्य के गुण : माधुर्य, ओज, प्रसाद का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी की शिक्षण विधियों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी के विभिन्न व्याकरणीय घटकों का ज्ञान प्राप्त कर सकेंगे।
- ❖ व्याकरण के घटक अनुवाद, संज्ञा, सर्वनाम, कारक, सन्धि, समास एवं विशेषण का ज्ञान प्राप्त कर सकेंगे।
- ❖ सूक्ष्म शिक्षण के विभिन्न कौशलों की जानकारी प्राप्त कर सकेंगे।
- ❖ हिन्दी के विभिन्न कवियों, लेखकों के उपन्यासों, कहानियों, रचनाओं का ज्ञान प्राप्त कर सकेंगे।

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3. कक्षा 6 से 12 वीं तक की एन.सी.ई.आर.टी. की हिन्दी विषय की विभिन्न पाठ्य पुस्तकें।
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Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.2 English	Any one CE	4	30	70	100

Objectives:

- To acquire the knowledge of Phonetics and its uses through different organs of speech
- To develop Understanding of English text
- To apply the Content knowledge through preparing lesson plan in English Language
- To explain the idea of assessment of English teaching
- To describe the Knowledge of diagnostic test and Remedial instruction in English teaching

Course Contents:

Unit- I Language production and phonology

a) Language acquisition
b) Organs of speech
c) Elements of Speaking
d) Phonology sound system: Vowel, Diphthongs and Consonants)

Unit -II Understanding Language Text

a) Text book Vs Reference books
b) Analysis of a Text book
c) Quality of good text book

Unit-III Lesson plan and teaching learning materials (TLM)

a) Strategies : Language games, Puzzles, role playing.
b) Teaching Aids in English:(Audio ,Visual, Audio- Visual)
c) Use of LCD ,OHP, Linguaphone , online Classes, Hand outs

Unit-IV Assessment of English Language

a) Diagnostic Evaluation
b) Remedial instruction
c) Errors in English (Oral vs. Witten)
d) Types of test in English teaching(Subjective Vs Objective types)

Assignment & Practical Works: (Any Two)

- Review of a English Text book
- Prepare a PPT on any topic of English teaching for Secondary School.
- Prepare a PPT on any topic of English teaching for Secondary school.
- Prepare some Phonological words in each Sound in English.(Vowels (12), Diphthongs (8) and Consonants (24)

Learning Outcomes: After completion of this course students would able to:

- Acquire the knowledge of Phonetics and its uses through different organs of speech
- Develop Understanding of English text
- Apply the Content knowledge through preparing lesson plan in English Language
- Explain the idea of assessment of English teaching
- Describe the Knowledge of diagnostic test and Remedial instruction in English teaching

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.2 English	Any one CE	4	30	70	100

Objectives:

- To acquire the knowledge of Phonetics and its uses through different organs of speech
- To develop Understanding of English text
- To apply the Content knowledge through preparing lesson plan in English Language
- To explain the idea of assessment of English teaching
- To describe the Knowledge of diagnostic test and Remedial instruction in English teaching

Course Contents:

Unit- I Language production and phonology

e) Language acquisition
f) Organs of speech
g) Elements of Speaking
h) Phonology sound system: Vowel, Diphthongs and Consonants)

Unit -II Understanding Language Text

d) Text book Vs Reference books
e) Analysis of a Text book
f) Quality of good text book

Unit-III Lesson plan and teaching learning materials (TLM)

d) Strategies : Language games, Puzzles, role playing.
e) Teaching Aids in English:(Audio ,Visual, Audio- Visual)
f) Use of LCD ,OHP, Linguaphone , online Classes, Hand outs

Unit-IV Assessment of English Language

e) Diagnostic Evaluation
f) Remedial instruction
g) Errors in English (Oral vs. Witten)
h) Types of test in English teaching(Subjective Vs Objective types)

Assignment & Practical Works: (Any Two)

- Review of a English Text book
- Prepare a PPT on any topic of English teaching for Secondary School.

- Prepare a PPT on any topic of English teaching for Secondary school.
- Prepare some Phonological words in each Sound in English.(Vowels (12), Diphthongs (8) and Consonants (24)

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire the knowledge of Phonetics and its uses through different organs of speech
- ❖ Develop Understanding of English text
- ❖ Apply the Content knowledge through preparing lesson plan in English Language
- ❖ Explain the idea of assessment of English teaching
- ❖ Describe the Knowledge of diagnostic test and Remedial instruction in English teaching

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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.3 Sanskrit	Any one CE	4	30	70	100

Objectives:

- ❖ विद्यालयी बालकों में व्याकरण की सामान्य जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का निदान करना।
- ❖ संस्कृत महाकाव्यों, गद्यकाव्यों, नाट्यकाव्यों का ज्ञान प्राप्त करना।
- ❖ हिन्दी वाक्यों का संस्कृत भाषा में अनुवाद कर सकने की योग्यता का विकास करना।
- ❖ संस्कृत विद्यालयों के पाठ्यक्रम का समीक्षात्मक मूल्यांकन करना।

विषयवस्तु :

इकाई – प्रथम – संज्ञा, प्रत्यय, उपसर्ग एवं अवयवों का ज्ञान।

a) संज्ञा प्रकरण – उच्चारणस्थानानि प्रयत्नाः (आभ्यन्तर, बाह्य), अल्पप्राणः, महाप्राणः, घोषः।
b) प्रत्यया – क्त, क्तवतु, शतृ, शानच, तुमुन्, अनीयर, ण्वुल, क्त्वा, ल्यप्, तरप्, तमप्।
c) अव्ययानां प्रयोग – उच्चैः, पुनः, शनैः, नमः, खलु, धिक्, प्रातः, कदा, विना, श्व, ह्यः।
d) उपसर्गा – प्र, परा, अप्, सम, दुर्, आ, अति, प्रति, सु, परि, अधि।

इकाई – द्वितीय – कारक, छन्द एवं अलंकारों का सामान्य ज्ञान।

a) कारक – प्रातिपादिकार्थ लिङ्ग–परिमाण–वचन मात्रे प्रथमा। कर्तुरीप्सिततमं कर्म, अभितः परितः। समयानिकषा हा प्रतियोगेऽपि। कर्तृकरणयोस्तृतीया, येनाङ्गविकार। कर्मणा यमभिप्रैति स संप्रदानम, रूच्यर्थानां–प्रीयमाणः, क्रुधद्रुहेर्ष्यासूयार्थानां यं प्रति कोपः। ध्रुवमपायेऽपादानम्, भीत्रार्थानां भयहेतुः।, आधारोऽधिकरणम्, यतश्चनिर्धारणम्। षष्ठीशेषे, कर्तृकर्मणोः कृतिः।
b) छन्दा – अनुष्टुप्, आर्या, इन्द्रवज्रा, उपेन्द्रवज्रा, वसन्ततिलका, मन्दाक्रान्ता, शार्दूलविक्रीडितम्।
c) अलंकार – अनुप्रास, यमकम्, उपमा, रूपकम्, सन्देह, दृष्टान्त, अतिशयोक्ति, वक्रोक्ति, उत्प्रेक्षा।

इकाई – तृतीय – भारतीय संस्कृति एवं संस्कृत रचनाकारों का संक्षिप्त परिचय।

a) भारतीय संस्कृति – वर्ण व्यवस्था, आश्रम व्यवस्था एवं षोड्श संस्कार।
b) महाकाव्य कवि – भारवि, श्रीहर्ष एवं बाल्मीकि।
c) गद्य काव्य कवि – दण्डी एवं बाणभट्ट।
d) नाट्य कवि – कालिदास एवं भवभूति।

इकाई – चतुर्थ – शिक्षण विधियाँ।

a) दण्डान्वय विधि
b) खण्डान्वय विधि
c) स्वाध्याय निर्देशित पद्धति
d) स्पष्टीकरण विधि

सत्रीय कार्य एवं प्रायोगिक कार्य– (किसी दो विषय पर)

- कक्षा 10 की संस्कृत पाठ्यपुस्तक की समीक्षा करना।
- पाठ्यक्रम के किसी एक इकाई के एक प्रकरण को विस्तार से समझाइये।
- कक्षा 8 की पाठ्यसामग्री से कठिन शब्दों की सूची तैयार करना एवं उनका अर्थ ग्रहण (कम से कम 30 शब्द)।
- 20 श्लोकों का कंठस्थीकरण।
- संस्कृत में मानव शरीर के अंगों के नाम।
- किन्हीं 15 घरेलू सामग्रियों के संस्कृत में नाम।

Learning Outcomes:

- ❖ विद्यालयी बालकों में व्याकरण की सामान्य जानकारी एवं उनके प्रयोग की दक्षता का विकास कर सकेंगे।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का निदान कर सकेंगे।
- ❖ संस्कृत महाकाव्यों, गद्यकाव्यों, नाट्यकाव्यों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी वाक्यों का संस्कृत भाषा में अनुवाद कर सकने की योग्यता का विकास कर सकेंगे।
- ❖ संस्कृत विद्यालयों के पाठ्यक्रम का समीक्षात्मक मूल्यांकन कर सकेंगे।

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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.4 History	Any one CE	4	30	70	100

Objectives:

- To understand ancient history on the basis of political, social and economic conditions.
- To develop the idea of Vedic Jainism, Buddhism & Shaivism religious.
- To acquire Knowledge of medieval periods in respect of temple, forts and bhakti movement.
- To evaluate the historical perspective modern India i.e. 1857 movement, gandhian politics.

Course Contents:

Unit- I Concept and Revolution of National Freedom

a) Concept of History
b) Main places of Sindhu-Ghati sabbhyata (Harappa, mohen- jodora , kalibanga, lothal)
c) Revolution of National Freedom (Revolution of Asahayog Andolen, Bharat Chhodo Andolen, Savinay Avagya Andolen
d) The Russian Revolution of 1917

Unit- II Historical perspectives of ancient period.

a) Political and economic history from the mauryan to the gupta period.
b) Issue in social history, Including caste and class.
c) A history of Vedic & Jainism Religious. (A brief review).
d) A history of Shaivism & Buddhism religious. (A brief review).

Unit- III Historical perspectives of medieval and modern India.

a) Structure of agrarian relation in the 16^{th} 17^{th} centuries.
b) Architecture & political system during Vijay nagar period.
c) Ideas and practices of the bhakti-sufi saints.
d) Medieval society through travelers account's.(Alberuni & Ibn-batuta)

Unit- IV Historical perspectives of modern India.

a) East India Company, Revenue Settlement's.
b) Representations of 1857.
c) The Nature of Gandhian politics.
d) Industrial revolution.

Assignment & Practical Works: (Any Two)

- Archaeological report on a main site.
- Historical story(Two)
- Planning, organization and report writing on seminar.
- Picture of 1857 (Scrab-Book)
- Prepare a Historical model/Historical Democracy

Learning Outcomes: After completion of this course students would able to:

- Understand ancient history on the basis of political, social and economic conditions.
- Develop the idea of Vedic Jainism, Buddhism & Shaivism religious.
- Acquire Knowledge of medieval periods in respect of temple, forts and bhakti movement.
- Evaluate the historical perspective modern India i.e. 1857 movement, gandhian politics.

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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.5 Civics	Any one CE	4	30	70	100

Objectives:

- To identify political views among students.
- To acquaint the content knowledge of political science.
- To comprehend the dynamic political status and issues of our country.
- To develop reasoning ability among students for various competitive exam.
- To enable the pupil teacher to review the text-book of civics content (Secondary level).

Course Contents:

Unit- I Political Thought

a) Socialism
b) Marxism
c) Gandhism
d) Dr.Bheem Rao Ambedakar

Unit- II Indian Constitution & Political Involvement

a) Indian Constitution
b) Democracy
c) Political Group
d) Political socialization

Unit- III Political Problems and Organization

a) Terrorism, political crime, corruption
b) International organization (DAKSHE, SARK, U.N.O.)
c) Election commission of India
d) NCW (National commission for women)

Unit- IV Current Political Scenario

a) Recent governing member and central, state level ministry
b) Fundamental rights and duties
c) Lok Sabha, Rajya Sabha, Vidhan Sabha, Vidhan Parishad
d) President, Prime Minister, Governor, Chief Minister

Assignment & Practical Works: (Any Two)

- One Assignment Worksolve class 11 & 12
- Write an essay on any political problem.
- Study the causes of political problem and write a report of the same.
- Write an essay, story; poem can be created to tell moral values to litigants.
- Prepare scrap book of political news.
- Write any two abstracts related to political issues.

Learning Outcomes: After completion of this course students would able to:

- Identify political views among students.
- Acquaint the content knowledge of political science.
- Comprehend the dynamic political status and issues of our country.

- ❖ Develop reasoning ability among students for various competitive exam.
- ❖ Enable the pupil teacher to review the text-book of civics content (Secondary level).

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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.6 Social Science	Any one CE	4	30	70	100

Objectives:

- To understand Social Science on the basis of political, social and economic conditions.
- To develop the idea of Society, Social group, Community Marriage.
- To acquire Knowledge of Indian Social Problems (Culture, Castiesm, Communalism, Poverty, Corruption)
- To evaluate the Indian Social Issue.

Course Contents:

Unit-1 Meaning and Concept of Sociology

a) Development of Sociology
b) The meaning of Sociology
c) Subject matter of Sociology
d) Sociology and Social Science

Unit -II Society

a) Society - Meaning and Need
b) Social group- Meaning and Types [Primary and Secondary]
c) Community- Meaning, Characteristics Concept of community
d) Marriage- Aims and Types of Hindu marriage

Unit -III Social Change in Indian Society

a) Social change
b) Family
c) Cast and class- meaning and Changes in Caste and Class
d) Regionalism

Unit -IV Indian Social Problems

a) Culture-definition, Characteristics, Lack of Culture
b) Communalism
c) Poverty
d) Corruption

Assignment & Practical Works: (Any Two)

- Write an article on current Social issue.
- Prepare Assignment Workany two subject topic.
- Prepare a case study of Any one local problem.

Learning Outcomes: After completion of this course students would able to:

- Understand Social Science on the basis of political, social and economic conditions.
- Develop the idea of Society, Social group, Community Marriage.
- Acquire Knowledge of Indian Social Problems (Culture, Castiesm, Communalism, Poverty, Corruption)
- Evaluate the Indian Social Issue.

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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.7 Economics	Any one CE	4	30	70	100

Objectives:

- To help the students to acquire the basic understanding in the field of Economics.
- To enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- To develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- To develop the ability to organize group activities and projects in the subject.
- To develop the ability to use of various methods of teaching Economics.
- To enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- To develop in the students appropriate attitudes towards the country's Economy.
- To develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- To develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10. To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- To enable the student-teachers to prepare unit plan, lesson plan and related teaching learning strategies.
- To enable the student teachers to review the text book of Economics.

Course Contents:

Unit- I Meaning and Concept of Micro and Macro Economics

a) Micro Economics
b) Macro Economics
c) Concept of National Income

Unit- II Demand and Supply and Money

a) Basic concept of Demand and supply
b) Consumer Equilibrium
c) Definition of Money, Its Function
d) Functions of Commercial Bank
e) Functions of Central Bank

Unit- III Indian, Foreign Trade and Economics Planning

a) Indian Foreign Trade - Direction and Trends
b) Concept of Globalization, Privatization and Liberalization
c) Economic Planning in India

d) Poverty in India
e) Unemployment in India

Unit- IV Method and Evaluation in Economics

a) Programmed Instruction Methods
b) Team Teaching
c) Computer assisted Instruction (CAI)
d) Lecture cum Demonstration Method
e) Evaluation in Economics

Assignment & Practical Works:

- Preparation a Assignment Works Any one subject topic.
- Review of two published papers related to subject

Learning Outcomes: After completion of this course students would able to:

- Help the students to acquire the basic understanding in the field of Economics.
- Enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- Develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- Enable ability to organize group activities and projects in the subject.
- Understand to use of various methods of teaching Economics.
- Enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- Develop in the students appropriate attitudes towards the country's Economy.
- Develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- Develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10. To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- Prepare unit plan, lesson plan and related teaching learning strategies.
- Review the text book of Economics.

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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one)5.8 Geography	Any one CE	4	30	70	100

Objectives:

- To understand the modern concept of Geography.
- To understand the aims and objectives of teaching Geography.
- To prepare yearly plan, unit plan, lesson plan for different classes.
- To prepare maps and charts to illustrate the content of different classes and use them effectively.
- To critically evaluate the existing school syllabus and review the text book of Geography.
- To apply appropriate method and techniques of teaching to particular topics at different levels.
- To arrange field trips and local surveys.
- To prepare achievement test and diagnostic test, administration of the test, analysis of results, make suggestion for remedial teaching.

Course Contents:

Unit- I Motion of the Earth

a) Latitudes, Longitudes
b) Interior of the Earth
c) Origin of continents and oceans, sudden movements
d) Atmosphere, Composition, Insulation, Pressure belts, winds
e) Ocean Currents and Tides

Unit- II Indian Geography

a) Physical features
b) Climate
c) Natural vegetation
d) Drainage
e) Agriculture

Unit-III Rajasthan Geography

a) Physical features
b) Climate
c) Natural vegetation
d) Drainage
e) Agriculture

Unit- IV Practical Work in Geography

a) Definition, Scope and Development of Cartography
b) Technique, Materials, Tools of Map Making
c) Map
d) Scale
e) Representation of Statistical Data

Assignment & Practical Works:

- Assignment Workany two topic subject related
- Any two map making

Learning Outcomes: After completion of this course students would able to:

- Understand the modern concept of Geography.
- Describe aims and objectives of teaching Geography.
- Pprepare yearly plan, unit plan, lesson plan for different classes.
- Prepare maps and charts to illustrate the content of different classes and use them effectively.
- Critically evaluate the existing school syllabus and review the text book of Geography.
- Apply appropriate method and techniques of teaching to particular topics at different levels.
- Arrange field trips and local surveys.
- Prepare achievement test and diagnostic test, administration of the test, analysis of results, make suggestion for remedial teaching.

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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.9 Home Science	Any one CE	4	30	70	100

Objectives:

- To understand the Concept, Nature and scope of Home Science.
- To explore different ways of creating learning situations for different concepts of Home Science.
- To facilitate the development of scientific attitude in learner.
- To provide the knowledge related to Home management, Budgeting, Textile and Fashion as well as common health problems etc.
- To ensure the application of knowledge to resolve nutritional, health and resources related problems through Home Science
- To stimulate curiosity, skills and creativity in Home Science.

Course Contents:

Unit- I Development and Childhood Care

a) Home Science Education : Meaning, Definition & Scope, History and Objectives
b) Concept of Human Development & Growth
c) Life span stages and Types of Development
d) Reproductive health and Child Care

Unit- II Nutrients and Dietary Management

a) Food : Definition, functions and classification
b) Nutrients and their composition, sources and functions
c) Balanced diet with nutrition for pregnancy and different stages of development
d) Methods of cooking for healthy food
e) Dietary management during different diseases

Unit- III Resource Management and Clothing

a) Resource Management, Budgeting, Saving and Investment in family
b) Fibers - types and properties, Yarn construction, Marketing, Principles of clothing construction
c) Preparation of fabrics Cutting-Layout, Pinning, Marking and Cutting
d) Fashion Terminology and Fashion cycle

Unit- IV Housing and Women

a) House planning and furnishing
b) Financial and legal consideration for housing
c) Consumer Aids and consumer protection
d) Women Empowerment : Guidance and Counseling ; Welfare Organizations

Assignment & Practical Works: (Any Two)

- Data collection for various problems in local community like as nutritional, health issues, consumer awareness and Women Empowerment etc

- Prepare and implement a project related to various community problems
- Plan and organize an exhibition related to Handicrafts, latest fashionable costumes
- Make and demonstrate dye samples/block printing samples/knitting and embroidery
- Prepare and perform a drama (group) related to local issues and awareness

Learning Outcomes: After completion of this course students would able to:

- Understand the Concept, Nature and scope of Home Science.
- Explore different ways of creating learning situations for different concepts of Home Science.
- Facilitate the development of scientific attitude in learner.
- Provide the knowledge related to Home management, Budgeting, Textile and Fashion as well as common health problems etc.
- Ensure the application of knowledge to resolve nutritional, health and resources related problems through Home Science
- Stimulate curiosity, skills and creativity in Home Science

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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.10 Chemistry	Any one CE	4	30	70	100

Objectives:

- To gain the knowledge of Chemistry for secondary and senior secondary level.
- To improve the various skills of student teachers in practical work.
- To understand the practical and theoretical description of various content.
- To solve different problems related with the content of chemistry.
- To know importance and use of course content.
- To plan, equip and organize chemistry practical in the laboratory.
- To use various methods with appropriateness of content, level and class room situations.
- To develop scientific attitude and provide training in scientific method to their students.

Course Contents:

Unit- I Chemical Properties

a) Chemical Equation
b) Chemical Equilibrium
c) Types of Chemical Reactions
d) Acid and Base
e) Chemical Change

Unit- II Metal and Non Metals

a) Metal
b) Nonmetal
c) Chemical Properties of Metal
d) Hydrogen
e) Water

Unit- III Carbon

a) Bonding in Carbon
b) Saturated and Unsaturated Carbon Compound
c) Nomenclature of Carbonic Compound
d) Chemical Properties of Carbon Compound
e) Coal and Petroleum

Unit- IV Periodic Table

a) Periodic Table and Atoms
b) Atoms and Molecules
c) Atomic Mass and Mole Concept
d) Atomic Models
e) Isotopes and Isobars

Assignment & Practical Works: (Any Two)

- Preparation of a term paper based on any above topic.
- Solve an examination question paper.
- Make a presentation based on any above topic.
- Conducting and reporting three experiments useful at secondary level.

Learning Outcomes: After completion of this course students would able to:

- Gain the knowledge of Chemistry for secondary and senior secondary level.
- Improve the various skills of student teachers in practical work.
- Understand the practical and theoretical description of various content.
- Solve different problems related with the content of chemistry.
- Know importance and use of course content.
- Plan, equip and organize chemistry practical in the laboratory.
- Use various methods with appropriateness of content, level and class room situations.
- Develop scientific attitude and provide training in scientific method to their students

.Suggested Readings:

1. रसायन विज्ञान, (2014) भाग–1, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
2. रसायन विज्ञान, (2014) भाग–2, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
3. रसायन विज्ञान, (2014) भाग–1, कक्षा 12 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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5. विज्ञान, (2014) कक्षा 8 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
6. विज्ञान, (2014) कक्षा 9 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
7. विज्ञान, (2014) कक्षा 10 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
8. अग्रवाल वी. पी., सिडाना के., पारीक के, (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर
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10. नेगी जे. एस., नेगी आर, (2000), रसायन विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. रावत डी. एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
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13. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.11 Physics	Any one CE	4	30	70	100

Objectives:

- To gain the knowledge of concepts of physics.
- To improve the various skills of student teachers in practical work.
- To understand the practical and theoretical description of various content.
- To able for solving different problems related with the content of physics.
- To plan, equip and organize physics practical in the laboratory.

Course Contents:

Unit- I Electric field

a) Electric charge
b) Conductor and non conductor
c) Charge through induction
d) Characteristics of electric charge
e) Coulomb's law

Unit- II Optics

a) Mirror reflection, refraction
b) Spherical mirror
c) Total internal reflection
d) Lens
e) Power of lens

Unit- III Characteristics of matter

a) Elasticity of solids
b) Stress
c) Pressure
d) Viscosity
e) Surface energy and surface tension

Unit- IV Gravitation and Energy

a) Gravitation
b) Work
c) Energy
d) Power
e) Sound

Assignment & Practical Works: (Any Two)

- Preparation of a term paper based on any above topic.
- Solve an examination question paper.
- Make a presentation based on any above topic.

Learning Outcomes: After completion of this course students would able to:

- Gain the knowledge of physics for secondary and senior secondary level.
- Improve the various skills of student teachers in practical work.
- Understand the practical and theoretical description of various content.
- Solve different problems related with the content of physics.
- Plan, equip and organize physics practical in the laboratory

Suggested Readings:

1. भौतिकी, (2014) भाग 1, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
2. भौतिकी, (2014) भाग 2, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
3. भौतिकी, (2014) भाग 1, कक्षा 12 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
4. भौतिकी, (2014) भाग 2, कक्षा 12 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
5. विज्ञान, (2014) कक्षा 8 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
6. विज्ञान, (2014) कक्षा 9 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
7. विज्ञान, (2014) कक्षा 10 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.12 Mathematics	Any one CE	4	30	70	100

Objectives:

- To gain the knowledge of Mathematics.
- To know different methods for solve mathematical problems.
- To understand the mathematics formulas and use them appropriately.
- To solve various types of mathematical problems

Course Contents:

Unit- I Number System

a) Irrational numbers
b) Real numbers and their decimal expansions
c) Operation on real numbers
d) Laws of exponents for real number
e) Fundamental theorem of arithmetic

Unit- II Plane Geometry

a) Angles and lines at a point
b) Angles made by a transversal with two lines
c) Classification of triangles on the basis of sides and angles
d) Square, Rectangle and Circle
e) Congruence of triangles

Unit- III Algebra

a) Linear equations (in two variables)
b) Polynomials in one variable
c) Zeros of a polynomial
d) Factorization of polynomial
e) Quadratic equation

Unit- IV Trigonometry

a) Introduction
b) Trigonometric ratio
c) Trigonometric ratio of various angles
d) Surface area
e) Statistics –mean, mode , median

Assignment & Practical Works: (Any Two)

- Preparation of a term paper based on any above topic
- Solve an examination question paper
- Make a presentation based on any above topic.

Learning Outcomes: After completion of this course students would able to:

- Gain the knowledge of Mathematics.
- Know the different methods for solve mathematical problems.
- Understand the mathematics formulas and use them appropriately.
- Solve various types of mathematical problems

Suggested Readings:

1. गणित, (2014), कक्षा 7 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
2. गणित, (2014), कक्षा 8 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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5. गणित, (2014), कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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7. जैन, एस. एल. (2007), गणित शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
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9. रावत एम. एस. (1960), अग्रवाल एम. बी. एल., गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा
10. सिंह एस. (2005), गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.13 General Science	Any one CE	4	30	70	100

BSE 710 : 5.**4. General Science**

Objectives:

- To develop knowledge of General Science for secondary and Senior Secondary level
- To improve various skills of student teachers in practical work
- To understand the practical and theoretical description of various content
- To solve different problems related with the content of science
- To make student teachers to know importance and use of course content
- To plan, equip and organize physics practical in the laboratory.
- To use various methods with appropriateness of content, level and class room situation.
- To develop scientific attitude and provide training in scientific method to their students.

Course Contents:

Unit- I Matter in Our Surroundings

a) Matter
b) States of matter
c) Change in state of matter
d) Mixture and solution
e) Physical and chemical changes

Unit- II Atoms and Molecules

a) Laws of chemical combination
b) Molecule
c) Atom
d) Chemical formula
e) Mole concept

Unit- III Motion

a) Displacement
b) Velocity
c) Acceleration
d) Force
e) Laws of motion

Unit- IV Atomic Structure

a) Atomic structure
b) Chemical bonding (Ionic bond and covalent bond)
c) IUPAC nomenclature
d) Periodic table
e) Acid - base concept

Assignment & Practical Works: (Any Two)

- Preparations of term paper based on any above topic
- Solve an examination question paper
- Make a presentation based on any above topic
- Conducting and reporting three experiments based on above topics.

Learning Outcomes: After completion of this course students would able to:

- Gain the knowledge of General Science for secondary and Senior Secondary level
- Improve various skills of student teachers in practical work
- Understand the practical and theoretical description of various content
- Different problems related with the content of science
- Make student teachers to know importance and use of course content
- Plan, equip and organize physics practical in the laboratory.
- Use various methods with appropriateness of content, level and class room situation.
- Develop scientific attitude and provide training in scientific method to their students.

Suggested Readings:

1. भौतिकी, (2014) भाग 1, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
2. भौतिकी, (2014) भाग 2, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
3. रसायन विज्ञान, (2014) भाग–1, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
4. रसायन विज्ञान, (2014) भाग–2, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
5. विज्ञान, (2014) कक्षा 8 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
6. विज्ञान, (2014) कक्षा 9 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
7. विज्ञान, (2014) कक्षा 10 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
8. अग्रवाल वी. पी., सिडाना के., पारीक के, (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर
9. कुलश्रेष्ठ पी. के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
10. रावत डी. एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. शर्मा एस. आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
12. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.14 Biology	Any one CE	4	30	70	100

Objectives:

- To understand the various concepts related to Biology.
- To facilitate the development of Scientific Temper in learner.
- To provide critical and analytical knowledge to student teacher.
- To enhance creativity, skillfulness and teaching abilities among trainees to teach the school level students.
- To develop the skills related to problem solving, critical analysis and awareness to solve various health problems of community.
- To stimulate curiosity, application of knowledge and constructive thinking among the student teacher for whole biosphere.

Course Contents:

Unit- I Growth and Development

a) Cell structure and cell cycle (Mitosis, Meiosis).
b) Tissues : Types and functions, Internal structure of Monocot and Dicot root, Secondary Growth process, Tissue culture
c) Taxonomy of plants, Structure of flower, Floral formula & Floral diagram.
d) Photosynthesis: Pigment, Light & Dark reaction, C3 and C4 cycle, Calvin cycle & affecting factors, Crassulacean acid Metabolism

Unit- II Reproduction and Genetics

a) Reproduction : Types, System, Procedure and Reproductive health issues in animals
b) Genetics and Evolution: Molecular basis, Mendelism, Gene cloning, Gene transfer
c) Embryology - Stages and Growth, Organogenesis and Test tube baby
d) Biotechnology : Recombinant DNA technology, Gene mapping

Unit- III Physiology and Regulation

a) Respiration : Types, System and process in animals, Glycolysis, Kerb cycle, Oxidative phosphorylation and Fermentation
b) Human physiology : Various system, Related process (Digestion, Circulation, Excretion)
c) Regulation in Animals : Nervous system, Endocrine system

Unit- IV Biodiversity and New Trends

a) Neo Darwinism, Palentogical & Morphological evidences, Hardy-winberg law.
b) Biodiversity and Ecology : Types of pollution, Global Warming, Alnino effect, Ecological Pyramids, Bio-geo-chemical cycles
c) Community and Diseases : Malaria, AIDS, Polio, Cancer, malnutrition etc
d) New Trends and contribution of Eminent Indian Scientist in Biology

Assignment & Practical Works: (Any Two)

- Preparation of planning with concept mapping and teaching learning process belongs to five topics in any above unit
- Solve an examination question paper
- Make a power point presentation based on any above topic in units
- Prepare a report related to diseases in local area and organize a awareness campaign in school

Learning Outcomes: After completion of this course students would able to:

- Understand the various concepts related to Biology.
- Facilitate the development of Scientific Temper in learner.
- Provide critical and analytical knowledge to student teacher.
- Enhance creativity, skillfulness and teaching abilities among trainees to teach the school level students.
- Develop the skills related to problem solving, critical analysis and awareness to solve various health problems of community.
- Stimulate curiosity, application of knowledge and constructive thinking among the student teacher for whole biosphere.

Suggested Readings:

1. Gregaire, L., Gallagher, P. (1992), Life Science, SMD Educational, Publishers, Leiden, The Netherlands.
2. Nair, P. K. G., Hegde, M. J., Prabhu, S. G. (1998), A Text book of Biology (Vol.2), Himalaya Publishing House, Mumbai
3. Naumov, D. (1987) , Zoology, Mir Publishers, Moscow
4. Rajendra, K., D' Silva Precilla., Dernandes, Anita (2004), Biology, Boscos Publications, Mangalore
5. Scott, Peter Physiology and Behaviour of Plants, John Wiley & Son's Ltd. West Sussex, England.
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7. शुक्ल, बी. आर. के. व रस्तोगी, सुधा (1994), मानव उद्विकास, सुलभ प्रकाशन, लखनऊ

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.15 Commercial Practice	Any one CE	4	30	70	100

Objectives:

- To help the students to acquire the basic understanding in the field of commerce education.
- To develop the ability to sensitize and equip student teachers to handle issues related to business organization and concerns in responsible manner.
- To impart knowledge about the methods and devices of teaching.
- To develop the ability to plan curriculum and instructions in commerce at school level.
- To develop commercial efficiency among students.

Course Contents:

Unit- I Business Organization

a) Nature and aims of Business organization.
b) Forms of business organization, public private and global.
c) Business service and emerging modes of business.
d) Social and economic issues and concerns of the present day Indian society.
e) Business organization, finance and types of business.

Unit- II Nature of Management

a) Meaning and nature of management
b) Level of management
c) Co-ordination
d) Principle of management

Unit- III Environment of Business Organization

a) Meaning and importance of environment of business organization.
b) Planning-meaning, importance and process
c) Organization-concept, importance and types
d) Staffing, need, process, Resource

Unit- IV Direction

a) Concept and importance of direction
b) Supervision
c) Motivation
d) Leadership
e) Communication
f) Control

Assignment & Practical Works:

- Content related to subject topic.
- Analysis two or article from news paper, T.V., Radio or Journal related business organization and management.

Learning Outcomes: After completion of this course students would able to:

- ❖ Able to help the students to acquire the basic understanding in the field of commerce education.
- ❖ Develop the ability to sensitize and equip student teachers to handle issues related to business organization and concerns in responsible manner.
- ❖ Impart knowledge about the methods and devices of teaching.
- ❖ Develop the ability to plan curriculum and instructions in commerce at school level.
- ❖ Develop commercial efficiency among students

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1. Marvin Philip (971), Multiplying Management Effectiveness American Management Association, U.S.A.
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3. Prasad, L.M. (2005), Principles and Practice of Management, Sultan Chand & Sons, New Delhi
4. Tripathi, P.C. (2005)] Personal Management and Industrial Relation, Sultan Chand & Sons, New Delhi
5. अग्रवाल, अग्रवाल, कोठारी (2006–07), वित्तीय प्रबन्धन, रमेश बुक डिपो, जयपुर
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9. शर्मा, एन.एन., शर्मा, आर.के, गुप्ता शशी के. (2006), वित्तीय प्रबन्धन, कल्याणी पब्लिशर्स, लुधियाना
10. साध्वी, मोहन कुमारी, साध्वी प्रेमलता (2004) व्यवसाय प्रबन्धन के सूत्र और आचार्य भिक्षु की मर्यादाएं, आदर्श साहित्य संघ प्रकाशन, चुरू

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.16 Book-keeping	Any one CE	4	30	70	100

Objectives:

- To acquire the basic understand of teaching of Book–keeping and Accountancy.
- To develop the ability to plan curriculum and instruction in Book-keeping and Accountancy.
- To develop the ability to critically evaluate the existing school curriculum of Book–keeping.
- To impart knowledge of the methods and devices of teaching Book–keeping and to develop the skill of using the same.
- To apply appropriate methods and devices of teaching Particular topics for Book–keeping.
- To prepare achievement and diagnostic Tests.
- To develop necessary skill in preparation of using various teaching aids.

Course Contents:

Unit- I Meaning and concept of Book-keeping and Accountancy

a) Meaning and Theory Base of Book-keeping and Accountancy
b) Recording of Business Transactions
c) Bank Reconciliation statement: need and Preparation
d) Trial balance and Rectification of Errors
e) Depreciation, Provision and Reserves
f) Bill of Exchange.

Unit- II Company Accounts

a) Meaning, characteristics, classification of company
b) Capital structure of a company
c) Disclosure of share capital in company's balance sheet
d) Issue of shares, process of issue of shares
e) Debenture-issue and redemption

Unit- III Financial Statements of a Company

a) Meaning, nature, objectives and type of financial statements
b) Characteristics, importance, and format of balance sheet
c) Analysis of financial statements
d) Accounting ratios
e) Cash flow statement

Unit- IV Accounting for Partnership

a) Meaning and basic concepts
b) Reconstitution of partnership-Admission of partner
c) Reconstitution of partnership-Death and retirement of partner
d) Dissolution of partnership firm

Assignment & Practical Works:

- Content related to subject topic.
- Analysis news items from news Paper, T. V, Radio etc to write a report on Accountancy / banking related issues and concern of the present day Indian Society.

Learning Outcomes: After completion of this course students would able to:

- ❖ Able to acquire the basic understand of teaching of Book–keeping and Accountancy.
- ❖ Develop the ability to plan curriculum and instruction in Book-keeping and Accountancy.
- ❖ Develop the ability to critically evaluate the existing school curriculum of Book–keeping.
- ❖ Impart knowledge of the methods and devices of teaching Book–keeping and to develop the skill of using the same.
- ❖ Able to apply appropriate methods and devices of teaching Particular topics for Book–keeping.
- ❖ Prepare achievement and diagnostic Tests.
- ❖ Apply necessary skill in preparation of using various teaching aids.

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1. Jain, Khandelwal, Pareek (2009), Book-keeping and Accountancy, Ajmera Book Company, Jaipur
2. Jain, S.P. Narang L.K. (2005), Cost Accountancy, Kalyani Publishers, New Delhi
3. Maheshwari, S. N., Maheshwari S. K. (2008), Problem and Solution in Advanced Accountancy, Vikas Publishing House Private Limited Noida, U.P.
4. Maheshwari, S. N., Maheshwari S. K. (2008), Problem and Solution in Advanced Accountancy Vol. II, Vikas Publishing House Private Limited Noida, U.P.
5. Shukla, M.C. Grewal, T.S. Gupta S.C. (2000) Advanced Accountancy, Vol. I, S. Chand & Company, New Delhi
6. ओसवाल, मंगल, बिदावत (2010), उच्च स्तरीय लागत समस्याएँ, रमेश बुक डिपो, जयपुर
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9. जैन, खण्डेलवाल, पारीक, दवे (2009), वित्तीय लेखांकन एवं निर्णयन, अजमेरा बुक कम्पनी, जयपुर
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11. शर्मा, जांगीड़, अग्रवाल, माथुर, सुथार, सक्सैना, गुजराल (2011–12), वित्तीय लेखांकन,आर.बी. डी. पब्लिकेशन, जयपुर
12. शुक्ला, एम.सी. ग्रेवाल, टी. एस., गुप्ता एम.पी., अग्रवाल बी. एम., एडवांस एकाउण्टेन्स, एस. चन्द एण्ड कम्पनी लि. नई दिल्ली

Old Syllabus
M.Ed. (Master of Education)
A full time, One Academic Year Programme
(Only for Women)
FIRST SEMESTER

Paper	Course Title	Marks In		
		Theory	Continuous and Compressive Internal Assessment	Total
I.	Philosophical foundations of Education	75	25	100
II.	Methodology of Educational Research and Statistics	75	25	100
III.	Teaching component and practical	50Theory+25 Viva-Voce = 75	25	100
IV.	Specialization Ist	75	25	100

SECOND SEMESTER

Paper	Course Title	Marks In		
		Theory	Continuous and Compressive Internal Assessment	Total
V	Sociological foundations of Education	75	25	100
VI	Psychological Foundations of Education	75	25	100
VII	Specialization IInd	75	25	100
VIII	Dissertation & Viva-voce	50 Dissertation +25 Viva-Voce= 75	25	100

New Syllabus
Master of Education (M.Ed.)
Two Year Regular Programme, Semester I
Distribution of Papers, Marks and Credit

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 101	Psychology of Learning and Development	CC	4	20	60	20	100
MED 102	History and Political Economy	CC	4	20	60	20	100
MED 103	Education Studies	CC	4	20	60	20	100
MED 104	Introduction to Research Method	CC	4	20	60	20	100
MED 105	Communication and Expository Writing & Self Development (ISB)	CC	2	50 Practical & Viva-Voce			50
JVB 101	Introduction to Jainism	FC	4	20	60	20	100
Total			**22**	**100**	**350**	**100**	**550**

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 201	Philosophy of Education	CC	4	20	60	20	100
MED 202	Sociology of Education	CC	4	20	60	20	100
MED 203	Teacher Education - I	CC	4	20	60	20	100
MED 204	Dissertation (ISB)	CC	2	50 Practical & Viva-Voce			50
MED 205	Internship in T E I	CC	4	Internship 100			100
JVB 201	Value Education and Spirituality	FC Any one	4	20	60	20	100
JVB 202	Informational Technology and Computer Application						
JVB 203	Preksha Meditation and Self Management						
JVB 204	The Use of English						
JVB 205	Non-Violence and Peace						
JVB 206	Social Work :Themes & Practice						
JVB 207	Introduction to Prakrit						
Total			**22**	**80**	**390**	**80**	**550**

M. Ed.

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 301	Research Methods and Advanced Statistics	CC	4	20	60	20	100
MED 302	Curriculum Studies	CC	4	20	60	20	100
MED 303	Dissertation **(ISB)**	CC	2	50 Practical & Viva-Voce			50
MED 304	Internship	CC	4	100 Internship			100
MED 305	**Specialization on course I** **Area A** Elementary Education - I	(Any one) CE	4	20	60	20	100
MED 306	**Area B** Secondary & Senior Secondary Education - I						
MED 307	**Specialization on course II** **Area A** Elementary Education - II	(Any one) CE	4	20	60	20	100
MED 308	**Area B** Secondary & Senior Secondary Education -II						
		Total	**22**	**80**	**390**	**80**	**550**

M. Ed.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 401	Teacher Education - II	CC	4	20	60	20	100
MED 402	Academic Writing (ISB)	CC	2	50 Practical & Viva-Voce			50
MED 403	Dissertation	CC	4	100 **(Dissertation-60+Viva-Voce-40)**			100
MED 404	**Specialization on courses - I** **Area (a) : Educational Administration and Managements** Principles of Educational Administration and Management	Choose any one area which will comprise of three papers CE	4	20	60	20	100
MED 405	**Area (b) Educational Technology** Principles of Educational Technology						
MED 406	**Area (c) Measurement and Evaluation** Principles of Measurement and Evaluation						
MED 407	**Specialization on courses - II** **Area (a) : Educational Administration and Managements** Educational Administration and Management Practice	Choose any one area which will comprise of three papers CE	4	20	60	20	100
MED 408	**Area (b) Education Technology** Innovative Methods and Techniques in Educational Technology						
MED 409	**Area (c) Measurement and Evaluation** Tools and Techniques of Evaluation in Education						

MED 410	**Specialization on courses - III** **Area (a) : Educational Administration and Management** Modern Trends in Educational Administration and Management	Choose any one area which will comprise of three papers CE	4	20	60	20	100
MED 411	**Area (b) Education Technology** Educational Technology and Computer Application						
MED 412	**Area (c) Measurement and evaluation** New Trends in Educational Assessment and Statistics						
		Total	**22**	**800**	**390**	**80**	**550**

Paper-I : Philosophical Foundations of Education

COURSE OBJECTIVES :

1. To enable the student to understand the nature and functions of philosophy of education
2. To acquaint the learner with the logical analysis, interpretation and synthesis of various concepts and philosophical assumptions about educational phenomena.
3. To enable the students to understand about the critical appraisal of contributions made to education by prominent educational thinkers- Indian and western.
4. To develop the ability to make comparison between different philosophies and their educational implications.
5. To develop the capacity to do independent thinking and a deeper insight into the philosophical roots of educational problems.
6. To stimulate the students to have their own independent and consistent view point of a philosophy of education and issues.

Course Content:

Unit : I	**Philosophical Foundations of Education :** a) Nature of Philosophy b) Relationship of Education and Philosophy c) Branches of Philosophy, Metaphysics, epistemology and axiology and their implication for education d) Modern Concept of Philosophy : Analysis – Logical analysis, Logical empiricism and Positive relativism (Morris L. Brigge)
Unit : II	**Indian Schools of Philosophy** a) Sankhya b) Vedanta c) Buddhism d) Jainism e) Islamic Traditions with special reference to the concept of knowledge, reality, values and their educational implications.
Unit : III	**Philosophical Contribution and values of –** a) Acharya Tulsi b) Acharya Mahaprajana c) Acharya Mahasraman d) National values as enshrined in the Indian Constitution and their educational implication

Semester - I

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 101	Psychology of Learning and Development	**CC**	4	20	60	20	100

Objectives:

- To understand the concept and process of Educational Psychology.
- To understand relationship between Education and Psychology.
- To understand the teaching learning process, cognitive process and intelligence.
- To understand and asses personality, learning and classroom implications and management.
- To acquaint the learner with the process and assessment of creativity, adjustment and mental problems.

Course Contents:

Unit -I Educational Psychology and Development of Learning

a) Educational Psychology : Concept, Nature, characteristics and methods
b) Process of Growth and Development : Physical, Intellectual, Emotional and Social
c) Development of Concept formation, Logical Reasoning, Problem solving and creative thinking, Language development
d) Individual differences – determinants, role of heredity and environment, Implications of Individual differences for organizing educational programmes

Unit -II Learning

a) Concept, factors and theories of Learing : E.L. Thorndike, Pavlov, B.F. Skinner, Kohler
b) Constructivism & Learning
c) Cognition and Learning : Tolman, Hull, Lewin
d) Transfer of Learning and its theories

Unit -III Intelligence, Creativity and Motivation

a) Concept, theories, types and assessment of Intelligence
b) Concept, components to fostering creativity and creative thinking
c) Motivation: Concept and theories
d) Cognitive Development : Piaget, Bruner, Gagne, Ausubel
e) Psychology for Gifted and Slow Learners

Unit : IV	**Western Philosophical Foundations of Education:** a) Idealism b) Realism c) Naturalism d) Pragmatism e) Existentialism f) Marxism with special reference to the concept of knowledge, reality, values and their educational implications for aims, contents and methods of education.
Unit : V	**Contribution of Indian Educational Thinkers :** a) Vivekanand b) R.N. Tagore c) Mahatma Gandhi d) Aurbindo

Sessional Work :

1. Preparation of one term paper
2. Three abstracts of Philosophical article published in some standard journals.

Books Recommended :

- Brigge, Morris-L. Educational Philosophies for Teachers, Charles E Merril Publishing Co., Columbus
- Brubacher, John S, Moderh Philosophies of Education, Mc Grawkill Book company Inc, New York
- Butler J. Donald, Four Philosophies and their practices in Education and religion Harper & Row, New York.
- Kneller, George F., Introduction to philosophy of Education, John wiley and Sons, Inc., New York.
- Ozman, Howard A., & Craver, Samuel M., Philosophical Foundations of Education. Allyn & Bascon, Boston.
- Premnath, Bases of Education, S. Chand and Co., Delhi
- Ross, Tames S. Grounal work of Educationa Theory, Oxford University of London Press Ltd. London
- Rusk, Robert R., Philosophical Bases of Education, University of London Press Ltd., London
- Wongp. G Max. Philosophies of Education, sterting Publishers, New Delhi.
- Buch, M.B. : A survey of Research in Education, CASE, Baroda, Vol. I,II,III, IV.
- Chaurasta G.: New Dra in Teacher Education, Sterling Publishers, New Delhi, 1967.
- Hallard. F.H. : Teaching the teacher-trends in teacher education. George Allen & Unwin Ltd., London, 1971.

Unit -IV Personality, Adjustment and Mental Problems

a) Personality-Type and Trait theories & its measurement
b) Mental Health and hygiene-process of adjustment, conflicts and defence mechanism
c) Sex education

Term Paper: (Any one)

- Administer any one standardized Psychological Test
- Prepare any two term paper based on the Psychological content in the syllabus
- Prepare a psychological test
- Prepare a report on contribution of any two psychologists

Learning Outcomes: After completion of this course students would able to:

- Describe the concept and process of Educational Psychology.
- Understand Cognition and Learning.
- Explain the concept, components to fostering creativity and creative thinking.
- Understand about the mental health and hygiene-process of adjustment, conflicts and defence mechanism.

Suggested Reading:

1. यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण–अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
2. वर्मा, प्रीति, श्रीवास्तव डी.एन., (2008), आधुनिक सामान्य मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा
3. भटनागर, सुरेश (2008), शिक्षा मनोविज्ञान तथा शिक्षण शास्त्र,, विनोद पुस्तक मन्दिर, आगरा
4. शर्मा, जे.डी. (2008), मनोविज्ञान की पद्धतियां एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
5. मंगल, एस.के., (2008), शिक्षा मनोविज्ञान, प्रिंटिस हॉल ऑफ इण्डिया प्राइवेट, नई दिल्ली
6. अस्थाना, बिपिन, अस्थाना श्वेता, (2007), मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, विनोद पुस्तक मंदिर, आगरा
7. पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
8. गुप्ता, एस.पी., गुप्ता अलका, (2007), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
9. पाठक, पी. डी, (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा.
10. शर्मा, गणपतराम, व्यास हरिश्चन्द्र, 2007, अधिगम–शिक्षण और मनोसामाजिक आधार, राजस्थान ग्रन्थ अकादमी, जयपुर.
11. भाटिया, के. के., (2006), शिक्षण अधिगम प्रक्रिया का मनोविज्ञान, कल्याणी पब्लिशर्स, लुधियाना
12. अरोड़ा रीता, मारवाह सुदेश, (2006), शिक्षा मनोविज्ञान एवं सांख्यिकी, शिक्षा प्रकाशन, जयपुर
13. अस्थाना, मधु एवं वर्षा, किरन बाला (2012) व्यवक्तित्व मनोविज्ञान, मोतीलाल बनारसीदास, वाराणसी, 221009
14. श्री वास्तव डी.एन. एवं श्री वास्तव वी.एन. (2015) आधुनिक विकासात्मक मनोविज्ञान, श्रीविनोद पुस्तक मंदिर आगरा

- Mehta, C.S. and Joshi, D.C.: Principles and Problems of Teacher Education. Rajasthan Hindi Granth Academy, Jaipur, 1973.
- Mukherjee, S.N. : Education of Teachers in India. (Vol. I) S. Chand & Com. Delhi 1968.
- Srivastava,R.C. : Theory and Practice : Teacher Education in India, Chug Publications. Allahabad, 1973
- शुक्ला आर. एस, : शिक्षक शिक्षा दशा एवं दिशाएं।
- Stones, E & Maris,S. : Teaching Practice-Problems and Perspectives, Methuem of Com. London.
- Passi, B.K. & Shah, M.M. : Micro-Teaching in Teacher Education, CASE, Baroda.
- Promila Sharma, Preblems of Education, Kul Bhushan Nangia APH Publishing caroporation, 2007
- J.C. Aggarawal, Development of Education system in India, Shipra Publications Vikas Marg, Shakarpur Delhi, 2004
- Yogendra K. Sharma, Sociological Philosophy of Education, Kanishka Publisher Distributars, Ansari Road, Daryaganj, 2002/2003
- R.S. Panday, Principles of Education, Vinod Pustak Mandir, Agra
- ओड, के. लक्ष्मीलाल, 2008, शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिन्दी ग्रन्थ अकादमी,
- पाण्डेय, रामशक्ल, 2008 शिक्षा दर्शन, अग्रवाल पब्लिकेशन्स, निर्भय नगर, गैलाना रोड, आगरा
- पाण्डेय, रामशक्ल, कपूर बीना, 2007 शिक्षा के दार्शनिक आधार, प्रकाशन विनोद पुस्तक मंदिर आगरा
- त्यागी जी.एस. डी. 2007, शिक्षा के दार्शनिक एवं सामाजिक आधार, विनोद पुस्तक मंदिर,आगरा
- भाटिया के. के., 2006, शिक्षा का दर्शनशास्त्रीय स्वरूप, कल्याणी पब्लिशर्स, लुधियाना
- पाठक पी. डी., त्यागी जी. एस. डी., 2005, शिक्षा के दार्शनिक सिद्धान्त, विनोद पुस्तक मंदिर,आगरा

15. विद्यालंकार, जगदीश (1990), भारतीय मनोविज्ञान, राधा पब्लिकेशन्स
16. पाण्डेय, के.पी, (1985), मनोविज्ञान और शिक्षा में सांख्यिकी, दुआबा हाऊस, दिल्ली
17. स्कीनर, सी. ई., (1972), शिक्षा मनोविज्ञान के तत्त्व, उत्तरप्रदेश हिन्दी ग्रंथ अकादमी, लखनऊ
18. Murlidhar Dash (2004), Eucational Phychology, Deep & Deep Publication, New Delhi
19. Philip G. Zimbardo (1985), Psychology and life, Stanford University, Harper collins, XIIth Edition,
20. Richard H. Price, Mitebell crlicksten Dajd L. Horton (1982), Principles of psychology, University of
21. B. Kuppuswamy (1972), Advanced Educational Psychology : Sterling Publishers (p) Ltd.
22. Bruce Joyce and Morsha Well (1972), Model of Teaching: Prentice Hall International, Inc. London (Chapter 20 Particularly)
23. Jhohn P. Dececo (1968), The Psychology of Learning and Instruction, Prentice Hall India
24. Morris L. Bigge and Maurice P. Haunt (1962), Psychologial Foundation of Education,
25. S. S. Chauhan, Advanced Educational Psychoogy, Vikas Publications
26. Bigge and Hunt : Foundation of Educational Psychology
27. Lay Cook : Educational Psychology.
28. Maryland Ronald Basiloy, University of Michigan, B S college Publishing, New York
29. K.C. shukla, Tara Chand, Practical Psychology, Commonweath Publishers, New Delhi
30. Philip Gammage, Reutledge and Kegan Paul, Teacher and Pupil: Some Socio-Psychological Aspects

SEMESTER - I

Paper-II : Methodology of Educational Research and Statistics

Course Objectives :

1. To develop and understanding about the concept of research in Education and its significance.
2. To develop skill in preparing a good research plan.
3. To develop insight into different types of research in education.
4. To develop scientific attitude.
5. To develop understanding about the use of different types of tools and techniques.
6. To plan for different types of research design.
7. To develop skill in analyzing quantitative and qualitative plan.
8. To appraise critically completed research study.

Course Content:

Unit : I	**Concept of Educational Research :** a) Meaning, Nature and Scope of Educational Research b) Need and Propose c) Scientific Inquiry and Theory Development d) Some emerging trends in research – fundamental, Applied and Action Research e) Formulation of Research problem. f) Criteria and Sources for identifying the problems
Unit : II	**Major Approach of Educational Research:** a) Descriptive Research b) Ex – Post facto Research c) Experimental Research (Laboratory and Field) d) Field Study e) Historical Research f) Survey Research

Semester - I

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 102	History and Political Economy	**CC**	4	20	60	20	100

Objectives:

- To deliver the Knowledge of the Indian Education System - past and today
- To help the student to acquire the basic understanding in the field of Economy
- To develop an ability to Conduct Various sureys in Economies and organize Field trips
- To understand the Concept , Scope & nature of Political Science

Course Contents:

Unit- I Historical prospective of Education

a) Ancient Period - (2500BC-1200AD)
b) Maderial period - (1200-1757)
c) British period - (1757-1947)
d) Contributation of Indian Educational thinkers (Vivekananda, Mahatma Gandhi)

Unit- II Political Ideology and Education

a) Democracy – Meaning, Values, Main Features of Democratic Education
b) World Problems and Terrorism – Cause, Impact on Society and Remedies through Education
c) Relationship between Politics & Education in India
d) Education for Protection of Human Rights

Unit- III Economics of Education

a) Meaning, Scope, Importance of Economies of Education
b) Role of education in economic development
c) Education as an investment and consumption
d) Education policies for SC/ST/OBC/Minority/Women's/ Tribes,/Disabled.

Unit : III	**Sample and Data Collection** a) Sample - Concept of Sample and Population. b) Various Methods of Sampling c) Characteristics of a good Sample. d) Data collection (primary, secondary)
Unit : IV	**Hypotheses and Tools** a) Hypotheses : Concept difference with assumptions, Nature, Various Types of Hypotheses. b) Tool and techniques c) Characteristics of a good research tool d) Type of research tools and techniques and their uses - Observation, Interview, Questionnaire, Tests, Scales, Projective and sociometric technique
Unit : V	**Analysis Data :** a) Descriptive and Inferential Statistics. The null hypothesis, test of significance, types of error, one-tailed and two-tailed tests. b) The t-test c) The F-test (one-way and Anova) d) Non-parametric tests (Chi-square test) e) Biserial, point-biserial, tertrachoric and phi-coefficient of correlation f) Partial and multiple correlation

Sessional Work :

1. Review of (M. Ed.) Dissertation.
2. Preparation of Research Design.

Books Recommended :

- Anastasi, A (1982), Psychological Testing, Mac Millan , New York.
- Best J.W. and Kohn, J.V. (1986) Research in Education, New Delhi, Prentice Hall.
- Blacock, H.M. and Blocock, A.B. (1971) Methodology in Social Research, London: Mc. Graw Hill.
- Cohen, L. and dMencion, L (1994); Research methods in Education, London: Roulledge
- Corey, S.M. (1953) Action Research to Improve School Practice, New York; Bureau of Publications, Columbia University.
- Edward, A.L. (1969), Techniques of Attitude Scale Constriction, Bombay: Vakil Fetter and Simons.

Unit- IV Impact of Economic Political Ideology on Education

a) Impact of individualism
b) Impact of Socialism, Secularism
c) Impact of Vocationalism
d) Significance of Educational Economic Development.

Term Paper: (Any one)

- Prepare a Structure of Education Since an Ancient Period to the Present Time.
- Classification of moral Duties and fundamental rights (Prepare a Structure).
- Prepare one term paper on topic.
- Case Study Of Economically under developed Student.
- Report on fund to education in present five year plan.

Learning Outcomes: After completion of this course students would able to:

- ❖ Explain the Prospective Teacher of the Indian Education System.
- ❖ Understand Indian Economy.
- ❖ Conduct Various sureys in Economies and organize Field trips
- ❖ Describe the Concept , Scope & nature of Political Science

Suggested Reading:

1. पाण्डेय, रामशक्ल (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
2. शर्मा, ओ. पी., गुप्ता शोभा (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
3. त्रिपाठी, शालिग्राम (2008), शिक्षा सिद्धान्त, कनिष्क पल्बिशर्स डिस्ट्रीब्यूटर्स, अंसारी रोड़, नई दिल्ली
4. पाठक, पी. डी. (2008), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा
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13. Durkhem, S. (1956), Education and Sociology of Education, New York : The Free Press of Glenoce.

SEMESTER-I

Paper III : Teaching Component and Practical

Course Objectives

1. To understand various skills of teaching and different competencies for a teacher for effective classroom teaching.
2. To understand about the various aspects of supervision and feed back.
3. Various innovative instructional methods usued in teacher education programme.
4. To undergo the experience of the effects of the exercises in Preksha Dhyan, Jeevan Vigyan &Yoga, skillfully.
5. To teach efficiently Jeevan Vigyan in schools, college and any educational institute.

Course Content :

Unit - I	**Micro Teaching & Lesson Plan** a) Micro teaching Meaning, Objective, Need and Micro teaching cycle b) Teaching skills Introduction , Questioning, reinforcement, Stimulus variation and using black board (Concept, Components and observation schedule)
Unit II	**Unit and daily lesson plan** a) Unit plan concept and utility b) Daily Lesson Plan Meaning, concept and application
Unit III	**Innovation** a) Innovation – Practices in student teaching b) Seminar, Workshop, Panel Discussion **c)** Block Teaching, Open Air, Educational Tour, Community Camp
Unit - IV	**Teaching Method** a) Project Method b) Supervised Method c) Programme Instruction d) Team Teaching **e)** Explain Method
Unit - V	**Life Science, Meditation and Yoga** a) Introduction, Background, Meaning, Definition, b) Application of SOL in School

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 103	Education Studies	**CC**	4	20	60	20	100

Objectives:

- To enable the students to understands the meaning concepts, aims and objectives of education
- To acquaint the learners with the role of family , society and school
- To acquaint the learners with the current problems of Indian education
- To enable the learners to understand the role of NCERT, NCTE, UGC , NIEPA etc.
- To acquaint the students with the objectives, curriculum and examination system of pre-primary, secondary stages of education

Course Contents:

Unit- I Meaning, Concept and Function of Education

a) Meaning, Concept of Education.
b) Aims and Objectives of Education.
c) Function of Education.
d) Role of family, Society and school in Education.

Unit- II Education development in India

a) Radha Krishnan commission (1948-49).
b) Secondary education Mudaliar Commission (1952-1953).
c) Kothari education commission (1964-1966).
d) National Education policy (1986).
e) Modification of New Education policy (1992).

Unit- III Agencies of education

a) National council for Teacher Education (NCTE).
b) National Council of Educational Research and Training (NCERT).
c) University Grants Commission (UGC).
d) College teacher for Education (CTE).

Unit- IV Current Problems

a) Women Empowerment.
b) Human Rights in Education.
c) Peace education.
d) Values Education.

Sessional Work

1) Supervision of B. Ed. Micro Teaching lesson (at least three lessons)
2) Supervision of B. Ed. Practice lesson (at least five lessons)
3) Prepare a plan for executing and reporting on any one of innovative instructional methods like seminar, workshop, Panel discussion etc.
4) B. Ed. Lesson taught (at least two lessons)
5) Yogic Exercises, Mudras, Asans Prayer activity, Preksha Dhyan 4 steps

Books Recommended

- शुक्ला सर. एस. 2005, शैक्षिक तकनीकि के मूल तत्त्व एवं प्रबन्ध, धनपतराय पब्लिशिंग कम्पनी, दिल्ली
- वर्मा जे. पी., शैक्षिक प्रबन्धन, 2007, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
- जोशी दिनेशसिंह, मेहता चतरसिंह, 2007, शिक्षक प्रशिक्षण के सिद्धान्त और समस्याएं, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
- शर्मा ओ. पी. गुप्ता शोभा, 2008, उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
- बघेला, एच. एस., 2007, शैक्षिक एवं उदयमान भारतीय समाज, राजस्थान प्रकाशन
- जीवन विज्ञान, प्रेक्षाध्यान एवं योग, डॉ. समणी मल्लि प्रज्ञा, जैन विश्वभारती, लाडनूं
- शिक्षा दर्शन एवं मूल्य विकास, डॉ. समणी मल्लि प्रज्ञा, जैन विश्वभारती, लाडनूं
- जीवन–विज्ञान : शिक्षा का नया आयाम, आचार्य महाप्रज्ञ
- जीवन–विज्ञान : स्वस्थ समाज रचना, आचार्य महाप्रज्ञ
- जीवन–विज्ञान की रूपरेखा, मुनि धर्मेश कुमार
- जीवन–विज्ञान : शिक्षक प्रशिक्षक मार्गदर्शिका, मुनि किशनलाल
- Science of Living, Ed. Muni Mahendra Kumar.

Term Paper : (Any one)

- Three abstract of Educational articles published in some standard journals.
- Make a presentaiton based on any one topic of the course.
- Any one education studies through survey method in the society.

Learning Outcomes: After completion of this course students would able to:

- Explain Education Meaning and its Concept
- Understand various commission and education policies.
- Acquaint the learners with the current problems of Indian education
- Acquent to various agencies of education in India.
- Understand current problem of society.

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2. रूहेला, सत्यपाल (2006), विकासोन्मुख भारतीय समाज में शिक्षक और शिक्षा, विनोद पुस्तक मंदिर, आगरा।
3. शर्मा, ओ. पी., गुप्ता, शोभा (2006), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा।
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Semester I (Paper IV) : Principles of Educational Administration and Management

Course Objectives:

On completion of the course the students teachers will be able to:

1. To identify the need, scope, purpose and principles of Educational Management & Administration.
2. To develop an insight into the perspectives of management theories in light of practices in education.
3. Understand issues related to planning, process, innovations, leadership & models of management & administration.
4. To develop the skills in planning and using a variety of administrative stratagies.
5. Reflect on the conflict and stresses in educational organisation and techniques of managing these.

Course Content :

Unit-I	**Educational Administration and Management:** a) Concept, Nature, Scope and development of administration and management. b) Difference between educational administration and educational management. c) Modern development d) Scientific Management Approach. e) Human Relations Approach. f) Social Science Approach g) Integrated/Situational Approach h) Scientific Principles of Management - PERT, CPM, PPBS System Approach
Unit-II	Main theories of educational management a) Decision making theory of Griffiths b) Role of Conflict theory of Getzel c) Organisation equilibrium theory
Unit-III	Educational Organization a) Meaning and Nature of Educational Organisation b) Basic Principles of Organization

Semester I

Course code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 104	Introduction to Research Method	**CC**	4	20	60	20	100

Objectives:

- To develop and understanding about the concept of research in Education and its relevancy.
- To develop skill in preparing a good research proposal and research design.
- To include the idea of different bases of research in the field of Education.
- To impart the sense of scientific attitude in research.
- To understand about the use of different types of research tools and techniques.
- To develop skill in analyzing quantitative and qualitative research .
- To appraise critically about research work in Education field.

Course Contents:

Unit-I Concept of Education at Research

a) Meaning ,Nature ,Scope, Needs & Purpose of Educational Research
b) Types of Research : Fundamental/ Basic, Applied and Action Research
c) Formulation of Research Problems and questions
d) Area for identify Research Problems(Philosophical, Sociological, Psychological and new Trends)
e) Framing Hypothesis

Unit- II Research Method in Education

a) Scientific Inquiry and Experimental method
b) Descriptive Research Method
c) Historical Research Method
d) Field Survey and Field Notes
e) Ex- post- Facto Research/ Causal - Comparative Research
f) Ethnography Research Methods
g) Pilot Study

Unit-IV	**Educational Leadership and Decision Process** a) Concept, Types and Styles of Educational Leadership b) Modern models of Leadership: (a) Ohieo State (b) Managerial greid model (c) Likert leadership model c) Concept, Types and Styles of decision making d) Decision process and principles of effective decision making e) Models of decision making process
Unit-V	**Educational Planning, Performance and Resource management** a) Concept and need nature of educational planning b) Methods, types & different approaches to educational planning c) Planning process & Institutional planning d) Nature, types and need for resources in education e) Role of various agencies in quality assurance and maintainance of resources in education

Sessional work:

1. Preparation of questionnaire for micro-level educational survey & its administration.
2. Case studies of school educatin Act of states with better results at secondary/senior secondary levels.
3. Abstracts of two recent articles related to educational administration and management.

Books Recommendation :

- Ananta Arts Salman Taufik and Susanne Yosephine, Financial aspect of Human Development : A case study in Indonesia. UNDP, New York.
- Arora, Ramesh K. (ed.), 1979 Perspective in Administrative Theory, Associated, New Delhi,.
- Banerjee, Shyamal, 1984, Principles and Practice of Management, Oxford & IBH. Pub. Co. New Delhi.
- Barhey, John A. 1956 – Administration as Educational Leadership, Staandard University press, California
- Compbell R.F. John E. Corabally and John A. 1962, Introduction to Educational Administration. Allyanand Bacon, Boston.

Unit-III Literature Study

a) Concept ,Needs and objectives of Literature Study
b) Sources of Literature
c) Types of Literature (Indian & Abroad)
d) Rationale of the Literature of Study
e) Research Variables

Unit-IV Sample and Data Collection

a) Concept of Sample, Statistics, Population and Parameter
b) Characteristics a good sample
c) Types of Sampling (Random, Stratified, Cluster, Purposive, Quota. Snow-ball, Multi - stages sampling.
d) Tools and Techniques of Data Collection : Questionaire, Observation, Rating Scale. Check-List , Interview Schedule, Task- Analysis, Focus-Group Design, Socio-Metric- Techniques
e) Research Report writing and bibiography Reference/ style of writing

Term paper: (Any one)

- Write one term paper.
- Prepare a Research based Article of any problems of Education.
- Prepare a Research Design / Research proposal with Reference to Current Educational problems.
- Construct a Literature Review/ book Review of any reference.

Learning Outcomes: After completion of this course students would able to:

- Understand various types of research and formulation of research problems.
- Explain scientific inquiry and various research methods.
- Understand the concept, source and types of literature.
- Understand the quality of sample data and its uses with different techniques

Suggested Reading:

1. गुप्ता एस.पी. (2011), अनुसंधान संदर्शिका, सम्प्रत्यय, कार्यविधि एवं प्रविधि, शारदा पुस्तक भवन, इलाहाबाद।
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3. गुप्ता एस.पी. एवं अलका गुप्ता (2010), आधुनिक मापन एवं मूल्यांकन, परिवर्धित संस्करण, शारदा पुस्तक भवन, इलाहाबाद।
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5. कौल, लोकेश, (2009), शैक्षिक अनुसंधान की कार्य प्रणाली, तृतीय पुर्नमुद्रण, विकास पब्लिशिंग हाउस प्रा. लि., नई दिल्ली।

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- Choudhary, Namita Roy, 200, Management in Education. APH Publishing Co. Borlation, New Delhi-1.
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- Kapur, MM, 1985- Institutional Planning- Concepts process and techniques. NCERT Publication. May.
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- Sharma. R.C. 1968, Theory in Educational Administration. NCERT. New Delhi
- Shri Prakash, Educational Planning,Gyan Pub.House
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- Talesra Hemlata and others, 1997, Educational management Innovative Global Patterns. Regency Pub. New Delhi..
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- Tarachand and Ravi Prakash (Eds), 1997, Advanced Educational Administration, Kanishka Pub., New Delhi.

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10. त्रिवेदी, आर. एन. डी. पी., शुक्ला (2004), रिसर्च मैथोडॉलोजी, कॉलेज बुक डिपो, नई दिल्ली।
11. त्रिपाठी, लाल बचन (2002), मनोवैज्ञानिक अनुसंधान पद्धतियां, तृतीय संस्करण, एच. पी. भार्गव बुक हाउस, आगरा।
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13. गैरिट, हेनरी ई. (1989), शिक्षा और मनोविज्ञान में सांख्यिकीय, ग्यारहवां हिन्दी संस्करण, कल्याणी पब्लिशर्स, लुधियाना।
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- Vroom, V.H. and Yetten, 1973 P.W. Leadership and Decision Making, University Press, Pittsburgh.
- मोहन्ती जे. शैक्षिक प्रबन्धन एवं प्रशासन, दीप एवं दीप पब्लिकेशन, नई दिल्ली

गुप्ता एल.डी. उच्च शैक्षिक प्रशासन, हरियाणा साहित्य अकादमी, चंडीगढ़

25. Ferguson, G.A. (1971), Statistical Analysis in Psychology and Education, Kogakusna, Tokyo : McGraw-Hill.
26. Garrett, H.E. (1971), Statistical in Psychology and Education, New Delhi: Paragon International Publisher.
27. Garrett, H.E. (1966), Statistical in Psychology and Education (Page 491) Vokels Feffers and Simons Ltd., Bombay
28. Kerlinger, Fredan N. (1964), Foundations of Behavioral Research (Page 741) Holt Rinhert and Winston, New Yourk
29. Anderson, R.I., and T.A. Banerot (1952), Statistical Theory of Research, New York, Mc Graw Hill Book Company.

Semester I (Paper IV) : Foundation and organization of Teacher Education

Course Objectives :

1. To acquaint the students with the concept, objectives and principles of Teacher education with its historical perspectives.
2. To acquaint the students with the problems and issues related to the Teacher Education.
3. To acquaint the students-teacher with essentials of Teacher Education.
4. To enable the students to understand about the development of teacher education curriculum in India, various organizational, patterns in India.
5. To understand various skills of teaching, teaching models and different competencies for a teacher for effective classroom teaching.
6. To understand about the various aspects of supervision and feed back.

Course Content:

Unit : I	Teacher education: meaning, nature, scope aims and objectives of Teacher education. Teacher education: A Historical perspective pre and post independence era. Recommendations of various commissions and committees for teacher education.
Unit : II	Teaching as a profession : Role and the responsibility of teacher's, professional organizations. Professional Organizations of teachers vertical and horizontal.
Unit : III	Teacher education curriculum at the Different stages (primary and secondary), a critical appraisal of B.Ed./M.A(Education). Syllabus of some Indian universities (Part time and full time), B.Ed./MA (Education). and correspondence course.
Unit : IV	Significance of in service education programme in India-various agencies at national and state level and their role with reference to quality control in teacher education.
Unit : V	Academic and administrative control on teacher education institutions. Competency based teacher education - quality assurance in service and pre-service teacher education, curricular reform and evaluation system.

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 105	Communication and Expository Writing & Self Development (ISB)	CC	2	50 Practical & Viva-Voce			50

Objectives:

- To develop effective communication
- To develop expository writing
- To develop self development and confidence
- To devlop self values

UNIT-I Communication and Expository writing

1. Concept and process of communication
2. Effective communication
3. Barrier in communication
4. Precise writing of three article
5. Writing article on current problem

UNIT II : Self Development

1. Identification of self values developed in your life.
2. Inculcate humanitarian values through yoga and Preksha dhyan.
3. Self introspection and extrospection.
4. Enlist good conduct of any five great personalities and compare them with your conduct.
5. Prepare self appraisal report.
6. Write cognitive, affective and psycho motor behavioral changes through self appraisal report.

Term Paper: (Any one)

1. Writing in communication
2. Style of writing
3. Mode of Communication

Sessional Work :

1. Prepare a paper based on latest rules and regulations of a related agencies of education.
2. Supervision of B.Ed. practice lessons at least ten lessons of a student and prepare a report.

Books Recommended :

- Hallard, F.H., 1971 : Teaching the Teacher-Trends in Teacher Education, George Allen and Unwin Ltd., London.
- Mukherjee, S.N. 1968 : Education of Teachers in India (Vol. I). S. Chand & Co. Delhi,
- Stinnet. T.M., 1965 : The Profession of Teaching, Prentice Hall of India Pvt. Ltd. New Delhi,
- Willey, F.T. and Meddision. R.B. 1971 : An Inquiry into Teachers Training. University of London Press Ltd., London
- Lomax Donald. E., 1973 : The Education of Teachers in Britain, John Wiley & Sons, London
- Teacher Education in Asia : A Regional Survey, Regional Office Education in Asia, 1970.
- Shrivastava. R.C. and Bose. K. 1973 : Theory and Practice-Teacher Education in India. Chug Publication, Allahabad..
- Mehta C.S. and Joshi. D.C. 1973 : Principles and Problems of Teacher Education, Rajasthan Hindi Granth Academy, Jaipur
- जोशी दिनेश सिंह, मेहता चतरसिंह, 2007 शिक्षक प्रशिक्षण के सिद्धान्त एवं समस्याएं राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर,
- भट्टाचार्य जे.सी., 2007 अध्यापक शिक्षा, अग्रवाल पब्लिकेशन्स, आगरा,
- सिंह, मयाशंकर, 2007, अध्यापक शिक्षा गुणात्मक विकास अध्ययन पब्लिशर एण्ड डिस्ट्रीव्युटर, दिल्ली,

4. Concept, characteristics and needs of self.
5. Self mental ability (Memory, imagination and Reflection) practice for fostering these activities.

Semester I (Paper IV): Principles of Educational Technology

Course Objectives :

1. To acquaint the students with the concept, definition and role of educational technology.
2. To acquaint the students with the system approach, communication process and content analysis.
3. To enable the students to understand about the principles of programmed learning.
4. To acquaint the student about the role of instructional technology.
5. To acquaint the student about the teaching model.

Unit : I	a) Educational Technology: Concept, its definition, nature, scope b) Forms of educational technology: teaching technology, instructional technology and behaviour technology c) Approaches of educational technology: Hardware and Software
Unit-II	a) System approach -defination, charecteristics, elements, education as a system. b) communication in education, communication process, types, communication in teaching learning c) Comparative study of memory, understanding and reflective level of teaching
Unit-III :	a) Content analysis b) Criterion reference test and norm referenced test c) Distance Education: Concept, needs, advantages & Limitations
Unit-IV	a) Programmed Learning: Meaning, characteristics, principles b) Types of programmed learning: Linear, branching, mathetics c) Advantages and limitations of programmed learning
Unit-V	a) Teaching Models: Concept, characteristics b) Glasser's Basic Training Model c) Concept Attainment Model

Semester-I

Course code	**Course Title**	**Course Categery**	**Credit**	**CIA**	**Unit End Test**	**Term Paper**	**Total**
JVB 101	Introduction to Jainism	FC	4	20	60	20	100

Objectives:

- To understand the Jain History and Literature
- To understand the Jain Metaphysics and Jain Life Cycle
- To understand the Nn-violence and Jain Karmavda

Unit I: Jain History

1. Antiquity of Jainism (*Risabha and Mahavira*)
2. Time cycle
3. Jain religious Schools, Orders, and Sects
4. Jain Festival
5. Jain Literature

Unit II: Jain Metaphysics

1.Concept of Reality
2.Cosmology: Jain Perspective
3.The Nine Truths of Classical Jainism
4.Jain life style
5.Salvation and way of it

Unit III: Jain Principal

1.Non-violence
2.Non-possession
3.Non-absolutism

Unit IV: Jain Principal

1. Syadvada
2. Karmavada
3. Jain Meditation

Sessional Work :

1. Preparation and administration of programmed learning materials (at least 20 frames) or Development of a computer programme on a topic.
2. Preparation of any two low cost teaching aid.

Books Recommended :

- Dale, E. (Ed.), 1973; Audio-Visual Methods in Teaching (Revised Edition) N.Y. Holt Rinehart and Winston Inc..
- Green, E.J, 1960. : The Learning Process & Programmed Instruction. NY.Holt, 1968, Rinehart & Winston Inc.
- Knork, F.G. and Childs, T: Instructional Technology: A book of Readings, N.Y. Holt, Rinehart & Winston Inc.
- Nickson. M.: Educational Technology Technology: A Systematic Approah for Teachers. London, Wardlock Educational 1981
- Thomas, C.A., 1963 : Programmed Learning in Perspective-Aguide to programme writing, Banking Essex, Adelphi.
- Sampath, K. PainiselvamA.and Santhanam, 1981 S: Introduction to Educational Technology New Delhi, Sterling (P) Ltd..
- Theory Research & Application AddisonWEsley Publishing Co. Reading Messachusetts, Lonson,.
- Buch,M.B. & Santhanam M.R. : Communication in Class Room CASE Baroda.
- Sharma, R.A., 1980 : Technology of Teaching, Meerut, International Publishing House, (Also available in Hindi)
- सिंह, कर्ण, 2007–08, शैक्षिक तकनीकी एवं प्रबन्ध, लखीमपुर – खीरी, गोविन्द प्रकाशन
- शर्मा, संदीप एवं पारीक, अलका, 2007, शैक्षिक तकनीकी एवं कक्षा–कक्ष प्रबन्ध, जयपुर : शिक्षा प्रकाशन
- कुलश्रेष्ठ, एस.पी., 2004–05, शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर आगरा
- अग्रवाल जे. सी., 2007, शैक्षिक तकनीकी तथा प्रबंध के मूलतत्त्व, विनोद पुस्तक मंदिर आगरा
- माथुर, डॉ. एस. एस. शिक्षण कला एवं शैक्षिक तकनीकी, विनोद पुस्तक मंदिर, आगरा
- मित्तल, डॉ. सन्तोष, 2008, शैक्षिक तकनीकी एवं कक्षा कक्ष प्रबंध, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर.

Learning Outcomes: After completion of this course students would able to:

- Understanding about Jainisim and its ethics & conduct.
- Acquire knowledge of Jain way of life.

Reference Books

- Acharya Mahaprajna. Jaina Darsana: Manana Aura Mimamsa, Adarsh Sahitya Sangh, Churu,
- Jain Dharma, By Pt. Kailash Chand Jain
- Jain Darshan, By Pt. Kailash Chand Jain
- Shastri Nemichandra, Tirthankara Mahaveer aura Unki Acharya Parampara, Vol.-I., Prachya Shramana Bharati, Mujaffar Nagar, U.P.
- Jain itihas aura sanskriti,By Dr Samani Riju Prajna, JVBU, Ladnun
- Jain Tattva mimansa aura Achara Mimansa, By Dr Samani Riju Prajna, JVBU, Ladnun

Semester I (Paper-IV):Principle of Measurement and Evaluation

Course Objective :

(i) To enable the students to understude the meaning and basic concepts of measurments and Evaluation.

(ii) To enable the students to differentiate between measurement and evaluation.

(iii) To acquaint the students with new trends in examination reforms.

(iv) To develop critical thinking the students to understand the process of test development and their standardization.

Course Content :

Unit : I	**Concept of Measurement and Evaluation** a) Measurment: Physical Vs. psychological and Educational Measurement b) Differentiate between Measurment and assessment c) Types of Evaluation *Placement Evaluation *Formative Evaluation *Summative Evaluation *Diagnostic Evaluation *Prognostic Evaluation
Unit : II	**Measurment of Learning and Achievement** a) Norm-referenced test VS. criterion reference Test b) Scale,Test,T-score,Z-score c) Construction of an Achievement Test *Blue print *Try out of the test *Item-analysis *Difficulty Level, Discrimination Power Index
Unit : III	Standardization of Education Test a) Standardization Procedures for a test administration, Scoring and Reporting b) Teacher made Test VS. Standardised Test c) Quality of a good Test ❖ Validity ❖ Reliability ❖ Objectivity ❖ Norms

Unit : IV	**Assessment of validity , reliability of Norms** a) Concept definition of validity,reliability of norms b) Typts of validity,reliability of norms c) Determining degree of reliability of validity d) Factors affecting validity and reliability e) Relationship between validity and reliability
Unit : V	**New Treads in Educational Evaluation** a) Grading system Vs. marking system b) Continuous and comprehensive Evaluation c) Question bank and examination reforms d) use of computer in evaluation e) semester system and credit form

Sessional Work :

(Any two)

(1) Construct, Try out and item analysis of a teacher made test.

(2) Calculating Reliability of a test with using any methods.

(3) Establishing validity of a test with using any methods

Books Recommendation :

- Anastasi,A: 'psychological Testing',Macmillan New Delhi.(1970)
- Grounlund,N.E.: 'Measurement and exaluation in Teaching Macmillan co.(1968)
- Gailford,J.P.& Frutcher,B: Fundamental Statistics in psychology and education MC Graw-Hill Kagakush Ltd.(1970)
- Ferguson , George A: Statistical Analiysis in Psychology and Education. MC-Graw Hill Kegakusha Ltd.
- Bloom,B.S.: Taxonomy of Objectives "Cognitive Domain",Logman,New York.(1956)
- Cronbach,L.J, Essential psychological Testing, New York: Harper,(1960)

SEMESTER-II

Paper-I : Sociological Foundations of Education

Course Objectives :

1. To enable the students to develop on global perspective and help in solving the prevailing problems of education in India.
2. To enable the student to understand concept and process of Educational Sociology, Social Organisation and Social Sub-system
3. To enable the student to understand relationship between education and social sub-system and education and social change.
4. To enable the student to know issues of equality, excellence and inequalities in education

Course Content :

Unit : 1	a) Relationship of Sociology and Education b) Meaning and Nature of Educational Sociology and Sociology of education c) Education as a social subsystem - specific characteristics.
Unit : II	a) Education and the home b) Education and the Community with special reference to Indian Society c) Education modernization d) Education and Politics e) Education and Religion f) Education and Culture g) Education and Democracy
Unit : III	a) Socialization of the child b) Meaning and Nature of social change c) Constraints on social change in India (caste, ethnicity, class, language, religion, regionalism.)
Unit : IV	a) Education as related to social stratification and Social mobility b) Education as a related to social equity and equality of educational opportunities
Unit : V	a) Education of the socially and economically disadvantaged section of the society with special reference to scheduled castes and scheduled tribes, women and rural population b) Present Emerging Indian Society

Semester II

Course code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED201	Philosophy of Education	**CC**	4	20	60	20	100

Objectives

1. To enable the student to understand the nature and functions of philosophy of education
2. To acquaint the learner with the logical analysis, interpretation and synthesis of various concepts and philosophical assumptions about educational phenomena.
3. To develop the ability to make comparison between different philosophies and their educational implications.
4. To stimulate the students to have their own independent and consistent view point of a philosophy of education and issues.

Course Contents:

Unit- I Philosophical Foundation of Education

a) Meaning and Nature of Philosophy.
b) Relationship of Education and Philosophy.
c) Branches of Philosophy - Metaphysics, Epistemology, Axiology and their implication for Education.
d) National Values as enshrined in the Indian Constitution and their educational implication.

Unit- II Indian Schools of Philosophy

a) Sankhya educational philosophy.
b) Vedanta educational philosophy.
c) Geeta and Upnishad educational philosophy.
d) Buddhism and Jainism educational philosophy.

Unit- III Philosophical Contribution of Indian Educational thinkers

a) Swami Vivekanand
b) Ravindra Nath Tagore
c) Mahatma Gandhi
d) Maharshi Arvind
e) Acharya Tulsi, Acharya Mahapragya & Acharya Mahasraman

Sessional Work

a) Preparation of one Sociological term paper.
b) Three abstracts of Sociological article published in some standard journals.

Books Recommended

- Crowin, R.G., A Sociology of Education, Engineering Patterns of class, Status and Power in the public school, New York: Appleton-Century Crofts, 1965.
- Durkheim, E. Education and Sociology of Education, New York: The Free Press of Glenoce, 1956.
- Gore, M.S., et al. Papers in the Sociology of Education in India, New Delhi, NCERT, 1967
- Hanseu, D.A. et. Al, On Education : Sociological Perspective. New York : John Wiley and Sons, 1967. John Wiley and Sons, 1965.
- Kneller , G. F., Education Anthropology, New York,
- पाण्डेय रामशक्ल, 2008, उभरते हुए भारतीय समाज में शिक्षा, प्रकाशन विनोद पुस्तक मंदिर आगरा,
- शर्मा, ओ.पी., गुप्ता शोभा, 2008 उभरते हुए भारतीय समाज में शिक्षा, प्रकाशन विनोद पुस्तक मंदिर आगरा
- त्रिपाठी, शालिग्राम, 2008, शिक्षा सिद्धान्त, कनिष्क पब्लिशर्स डिस्ट्रीब्यूटर्स, अंसारी रोड नई दिल्ली,
- पाठक पी.डी.,2008, भारतीय शिक्षा और उसकी समस्याएं, विनोद पुस्तक मंदिर आगरा,
- एच.एस. बघेला, 2007, शैक्षिक एवं उदीयमान भारतीय समाज, राजस्थान प्रकाशन,
- सिन्हा मंजरी, सिन्धू आई.एस., 2006/2007 विकासोन्मुख भारतीय समाज में शिक्षा तथा शिक्षक की भूमिका, विनोद पुस्तक मंदिर आगरा,
- औदिच्य हिमांशु, 2007 शिक्षा और उदीयमान भारतीय समाज, आस्था प्रकाशन,
- पाठक एवं त्यागी, 2008 शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर,
- पाण्डेय, रामशकल, 2007 शिक्षा के मूल सिद्धान्त, विनोद पुस्तक मंदिर आगरा,
- सरयू चौबे, 2005, शिक्षा के समाज शास्त्रीय आधार, विनोद पुस्तक मंदिर आगरा,
- त्यागी जी.एस. डी. 2007, शिक्षा के दार्शनिक एवं सामाजिक आधार, विनोद पुस्तक मंदिर,आगरा

Unit- IV Western Philosophical Foundation of Education

a) Idealism
b) Naturalism
c) Pragmatism
d) Realism e)Existentialism

Term Paper : (Any one)

- Preparation of one term paper with PPT.
- Three abstracts of Philosophical article published in some standard journals.
- Make a presentation based on any one topic of the course.

Learning Outcomes: After completion of this course students would able to:

1. Understand the nature and functions of philosophy of education
2. Acquaint the learner with the logical analysis, interpretation and synthesis of various concepts and philosophical assumptions about educational phenomena.
3. Critical appraisal of contributions made to education by prominent educational thinkers- Indian and western.
4. Develop the ability to make comparison between different philosophies and their educational implications.
5. Do independent thinking and a deeper insight into the philosophical roots of educational problems.
6. Stimulate the students to have their own independent and consistent view point of a philosophy of education and issues.

Refereences:

- ओड, के. लक्ष्मीलाल (2008), शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
- पाण्डेय, रामशक्ल (2008), शिक्षा दर्शन, अग्रवाल पब्लिकेशन्स, निर्भय नगर, गैलाना रोड, आगरा
- पाण्डेय, रामशक्ल, कपूर बीना (2007), शिक्षा के दार्शनिक आधार, प्रकाशन विनोद पुस्तक मंदिर, आगरा
- त्यागी, जी.एस.डी. (2007), शिक्षा के दार्शनिक एवं सामाजिक आधार, विनोद पुस्तक मंदिर, आगरा
- भाटिया, के. के. (2006), शिक्षा का दर्शनशास्त्रीय स्वरूप, कल्याणी पब्लिशर्स, लुधियाना
- पाठक, पी. डी., त्यागी जी. एस. डी. (2005), शिक्षा के दार्शनिक सिद्धान्त, विनोद पुस्तक मंदिर,आगरा
- Brigge, Morris-L. Educational Philosophies for Teachers, Charles E Merril Publishing Co., Columbus
- Brubacher, John S, Moderh Philosophies of Education, Mc Grawkill Book company Inc, New York
- Butler J. Donald, Four Philosophies and their practices in Education and religion Harper

SEMESTER-II

Paper-II : Psychological Foundations of Education

Course Objectives :

- To enable the students to understand the teaching learning process, cognitive process and intelligence.
- To enable the learner to understand and asses personality learning and classroom implications and management.
- To acquaint the learner with the process and assessment of creativity, adjustment and mental problems.
- To enable the student to understand concept and process of Educational Psychology.
- To enable the student to understand relationship between education and Psychology.

Course Content:

Unit : I	**Educational Psychology and Development of Learning:** e) Concept, Nature, characteristics and methods of study Educational Psychology f) Process of Growth and Development : Physical, Intellectual, Emotional and Social g) Development of Concept formation, Logical Reasoning, Problem solving and creative thinking, Language development h) Individual differences – determinants: role of heredity and environment Implications of Individual differences for organizing educational programmes
Unit : II	Learning: e) Concept, factors and theories of Learing : E.L. Thorndike, Pavlov, B.F. Skinner. f) Insightful Learning g) Cognition and Learning : Tolman, Hull, Lewin h) Transfer of Learning and its theories
Unit : III	Intelligence, Creativity and Motivation : f) Concept, theories, types and assessment of Intelligence. g) Concept, components for fostering creativity, creative thinking. h) Motivation: concept and theories

Semester II

Course code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED202	Sociology of Education	**CC**	4	20	60	20	100

Objectives:

5. To develop on global perspective and help in solving the prevailing problems of education in India.
6. To understand concept and process of Educational Sociology, Social Organization and Social Sub-system
7. To understand relationship between education and social sub-system and education and social change.
8. To know issues of equality, excellence and inequalities in education.
9. To know the constraints of society in India.

Course Contents:

Unit: I Sociology and Education.

d) Education and Sociology
e) Meaning and Nature of Educational Sociology
f) Sociology of education
g) Education as a social subsystem
h) Education in present Emerging Indian Society

Unit: II Sociological Impact/Agencies of Education.

a) Education and the family
b) Education and the Community
c) Education and modernization
d) Education and Culture
e) Education and Democracy

Unit-IV	**Personality, Adjustment and Mental Problems :** d) Personality-type and trait theories-measurement of personality e) Mental Health and hygiene-process of adjustment, conflicts and defense mechanism, mental hygiene and mental health, f) sex education
Unit-V	**Applied Educational Psychology :** a) Cognitive Development : Piaget, Bruner, Gagne b) Psychology for Gifted and Slow Learners

Sessional Work :

a) Administer any two standardized Psychological Test

b) Prepare any two term paper based on the Psychological content.

Books Recommended :

- Jhohn P. Dececom Prentice Hall, 1968, The Psychology of Learning and Instructin, India.
- C.M. Flaming Methuen, 1968 (3rd edition) Teaching : A Psychological Analysis, and Co. Ltd. London.
- Philip Gammage, Reutledge and Kegan Paul. Teacher and Pupil: Some Socio-Psychological Aspects
- Morris L. Bigge and Maurice P. Haunt, 1962, Psychologial Foundation of Education,
- B. Kuppuswamy, 1972 Advanced Educational Psychology : Sterling Publishers (p) Ltd.
- Bruce Joyce and Morsha Well, 1972] Model O Teaching: Prentice Hall International,Inc. London (Chapter 20 Particularly)
- S.S. Chauhan, Advanced Edu. Psychoogy : Vikas Publications.
- Bigge and Hunt : Foundation of Education Psychology
- Lay Cook : Educational Psychology.
- Philip G. Zimbardo] 1985, Psychology and life, , stanfard University, Harper collins, XIIth Edition,
- Richard H. Price, mitebell crlicksten Dajd L. Horton, 1982, Principles of psychology, University of Maryland Ronald Basiloy, University of Michigan (BS college Publishing, New York
- Murlidhar Dash, 2004 Eucationa Phychology, , Deep & Deep Publication, New Delhi

Unit: III Social Change and Mobility

a) Socialization of the child

b) Social change - Meaning and nature

c) Social stratification

d) Social mobility

e) Social Control

Unit-IV Sample and Data Collection

f) Concept of Sample, Statistics, Population and Parameter

g) Characteristics a good sample

h) Types of Sampling (Random, Stratified, Cluster, Purposive, Quota. Snow-ball, Multi - stages sampling.

i) Tools and Techniques of Data Collection : Questionaire, Observation, Rating Scale. Check-List , Interview Schedule, Task- Analysis, Focus-Group Design, Socio-Metric- Techniques

j) Research Report writing and bibiography Reference/ style of writing

Term paper: (Any one)

- Write one term paper.
- Prepare a Research based Article of any problems of Education.
- Prepare a Research Design / Research proposal with Reference to Current Educational problems.
- Construct a Literature Review/ book Review of any reference.

Learning Outcomes: After completion of this course students would able to:

- Understand various types of research and formulation of research problems.
- Explain scientific inquiry and various research methods.
- Understand the concept, source and types of literature.
- Understand the quality of sample data and its uses with different techniques

Suggested Reading:

- गुप्ता एस.पी. (2011), अनुसंधान संदर्शिका, सम्प्रत्यय, कार्यविधि एवं प्रविधि, शारदा पुस्तक भवन, इलाहाबाद।
- गुप्ता, अलका (2011), शैक्षिक संतुष्टि, प्रथम संस्ककरण, शारदा पुस्तक भवन, इलाहाबाद।
- गुप्ता एस.पी. एवं अलका गुप्ता (2010), आधुनिक मापन एवं मूल्यांकन, परिवर्धित संस्करण, शारदा पुस्तक भवन, इलाहाबाद।
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- सरयू चौबे (2005), शिक्षा के समाज शास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
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- Kneller , G. F. (1965), Education Anthropology, John Wiley and Sons, New York.
- Durkheim, E. (1965), Education and Sociology of Education, The Free Press of Glenoce, New York.

Semester II: (Paper III) : Educational Administration and Management Practices

Course Objectives :

1. To aeguaint the knowledge of different Educational administrative structare in India.
2. To know about various procedceres of educational supervision and co-ordination.
3. To develop understanding of the concept, and forms of educational management.
4. To gain knowledge about the concept and principles of Financial management.
5. To assess the understanding about different contemporary Trends in Educational management.

Course Content :

Unit : I	**Educational administrative structure in India** a) level : Panchayat & Zillaparishad, District, State, Central b) Control and Pressures on Educational Administration
Unit : II	**Educational Supervision and Co-ordination** a) Concept, need, scope of Supervision b) Procedure & Process of Supervision c) Review and feedback in Supervision d) Co-ordination - Concept, need, scope
Unit : III	**Communication in Educational Administration and Management** a) Concept, need, scope b) Types and forms c) Process and Function d) Delimitation
Unit : IV	**Educational Financial Management** a) Concept, need, scope, Types b) Principles of Financial Management **c)** Budget: Concept, Need, Process, Types

Semester II

Course code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED203	Teacher Education - I	**CC**	4	20	60	20	100

Objectives:

- To acquaint the concept, objectives and principles of Teacher education with its historical perspectives.
- To acquaint the problems and issues related to the Teacher Education.
- To acquaint essentials of Teacher Education.
- To understand about the development of teacher education curriculum in India, various organizational, patterns in India.
- To understand about the various aspects of supervision and feed back.

Course Content:

Unit- I Concept and Structure of Teacher Education.

a) Meaning, Nature and Scope of the Teacher Education.
b) Aims and Objectives of Teacher education at different level.
c) Need and Importance of Teacher education.
d) Type of Teacher education institution.
e) Research in Teacher education.
f) Issues and Problems of Teacher education.

Unit- II Historical development of teacher education in India.

a) Vedic period
b) Buddha period
c) Muslim period
d) British period
e) After Independence

Unit : V	**Contemporary Trends in Educational Management** a) TQM (Total Quality Management) b) SWOT Analysis c) Time Management d) Stress Management

Sessional Work :

Any Two :

a) Prepare a case study report of the organizational climate of a School.

b) Prepare a Financial Budget report of a particular School.

c) Prepare a Two term paper of the content

Books recommended

- Ayer, Fred. C: Fundamentals of instructional Supervision. Harper and Brothers, New York, 1954.
- Balsara, Maitreya, New Educational Policy and Development Challenge. Kanishka Publishers, Distributors, New Delhi, 1996.
- Briggs Thomas H. and Justman, Hoseph, Improving Instruction through Supervision, MacMillan & Co., New York. 1955.
- Campbell. R.F. Greeg. Russel. T., Administrative Behaviour in Education, Harper and Brothers, New York, 1957.
- Choudhary, Namita Roy, Management in Education, A.P.H. Pub. Corporation, New Delhi 2000.
- Delors Jacquas, Education for the 21st Century: Issues and Prospects. UNCESCO. Parts 1998
- Daresh, J.C. & M.A. Playko, Aspiring and Practising Principles Perceptions of Critical Skills for beginning leaders, Journal of Educational Administration, 32 (3) : 34-45, 1994.
- Durbin, Andrew J., The practice of Supervision-Achieving results through people, second edition, University Book Stall, New Delhi, 1988.
- Ellio Zapulla, Evaluating Administrative performance: Current trends and techniques, Star Pub. California 1983.
- Fernandez, Patnayak and Others (ed.) Human Skills, Himalaya Pub. House, Delhi, 2000.

Unit- III Teacher Education as a profession.

a) Teaching as a profession

b) Professional growth of teacher education

c) Quality of teacher education institute.

d) Teacher's professional organizations.

e) Curriculum at the different stages of teacher education.

Unit- IV Pre Service and In Service teacher education

a) Need of Pre-service Teacher education different level

b) Need of In-service Teacher education different level.

c) Various programmes of in-service teacher education (Orientation and refresher course for teachers).

d) Role of different institutions for pre-service and in service teacher education.

e) Role of distance education pre-service and in-service teacher education programme.

Term paper :(Any one)

- One term paper on any topic related with the about unit.
- A review of a research Article in teacher Education and write Implication for Practitioner.
- Supervision of B. Ed. practice lesson at least ten lesson of students and prepare a report.
- Make a presentation based on any one topic of the above course.

Learning Outcomes: After completion of this course students would able to:

1. Acquaint with the concept, objectives and principles of Teacher education with its historical perspectives.
2. Understand problems and issues related to the Teacher Education.
3. Acquaint with essentials of Teacher Education.
4. Development of teacher education curriculum in India, various organizational, patterns in India.
5. Explain the various aspects of supervision and feed back.

References:

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- अग्निहोत्री, रविन्द (2007), आधुनिक भारतीय शिक्षा की समस्याएं और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।

- Hall, Richard H.,organizations, Structure and Process, Prentice Hall Inc. New Jersey, 1977.
- Hicks J.J. Educational Supervision Principles and Practices of Effective Supervision. The Ronald Press, New York, 1960.
- John. A Rameseyer & others, Factors affecting Administration, Ohio University, Columbus, 1955.
- Kapoor,Shashi, Human Resource Development & Training-In Practice, Pub. By Infinity Books, New Delhi, 1999.
- Kaushik Vijaya Kumar & S.R. Sharma, Education and Human Resource Development, Anmol Pub. New Delhi, 1997
- Kerry T. and A. Murdoch. Educational Managers as leaders : Some thoughts on the context of the Changing nature of schools, School Organization, 13 (3) 221-230.
- Martin John. Rich. Conflict and Decision analyzing Educational issues. Harper & Row pub. 1972.
- Mukhopadhyay, M. Shiksha Mein Sumpurna Gunvatia Prabandhan, NIEPA, New Delhi.
- Nwankwo, John I Educational Administration, Theory and Practice, Vikas Pub. House, New Delhi, 1982.
- Ownes, Rubert G. Organizational Behaviour in Education Massachusetts. Allyn & Bacon. Boston, 1991
- Ranganathavi, Snehlata, Educational Reform and Planning Challenge. Kanishka Pub. New Delhi 1996.
- Sapra,C.L. Towards 2000 and Beyond : Preparation of Educational Managers.
- Srivastava, H.S. Managing Stress, Ocean Books Pvt. Ltd. New Delhi, 1998.
- Sayles Leonard R. Strauss George, Managing Human Resources, Prentice Hall, Inc. New Jersey, 1977.
- Sundar Ram D. (ed.) Dynamics of District Admnistration- A New Perspective, Kanishka Pub. 1996.
- Tanner, C. Kenneth, Willams Eart J. Educational Planning and Decision making, Lexington Books Massachusetts, 1981.
- Tead Ordway,The Art of Administration, McGraw hill BookCo., New York, 1950.
- Timer Thomas B., Kirp David, L. Managing Educational Excellence, The Faner Press Philadelphia, 1988.
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- भट्टाचार्य जे.सी. (2007), अध्यापक शिक्षा, अग्रवाल पब्लिकेशन्स, आगरा।
- रूहेला, एस. पी. (2007), विकासोन्मुख भारतीय समाज में शिक्षण और शिक्षा, अग्रवाल पब्लिकेशन, आगरा
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- Hallard, F. H. (1971), Teaching the Teacher-Trends in Teacher Education, George Allen and Unwin Ltd., London.
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- Ynn. J. Minner G.W., Theory and practice of supervision. Doad, mead & Co. New York, 1961.
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- वर्मा जे. पी शैक्षिक प्रबन्धन, 2007, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
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- सिंह रामपाल, शर्मा मदनमोहन, सेवानी अशोक, 2007, शैक्षिक प्रबन्धन एवं विद्यालय संगठन, विनोद पुस्तक मंदिर, आगरा
- पाण्डेय रामशक्ल, 2007, शैक्षिक नियोजन और वित्त प्रबन्धन, विनोद पुस्तक मंदिर, आगरा
- घेला एच. एस., 2007, शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान प्रकाशन, जयपुर
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Semester II (Paper-III) :Student Teaching and Innovative Practices in Teacher Education

Course Objectives :

To enable the students to understand about the-

1. Concept, aims and organizing the student teaching
2. Place of practice teaching and its principles in teacher education.
3. Various patterns of student teaching, their methods of organization and evaluation.
4. Various techniques and methods of evaluation of student teaching.
5. Various innovative instructional methods used in teacher education programme.
6. The latest researches done in the field of teacher education and student teaching.

Course Content :

Unit : I	**Student teaching and its pattern:** a) Concept, objectives and principles of organizing student teaching. b) Internship, pre internship, post-internship, Block-Teaching.
Unit : II	**Training in Teaching skills** a) Developing of teaching Model. b) Identification of core teaching skills. c) Micro teaching programme for training of teaching skill. d) Supervision for training in teaching skills.
Unit : III	**Techniques of Evaluation** a) Present methods of assessment, observation scheme its preparation. b) Various observational techniques-quantitative and qualitative evaluation through observation and feed back.

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 204	Dissertation (ISB)	CC	2	50 Practical & Viva-Voce			50

Objectives:

- To develop the research design
- To develop various research steps
- To understand the various research methods and techniques

Research design (Quantitative)

1. Selection of research problem
2. Review of related literature
3. Definition of related concepts
4. Objectives of research
5. Formation of hypothesis
6. Limitation of research
7. Research methodology and design
   - 7.1 Selection of Research method
   - 7.2 Population, sample and sampling
   - 7.3 Variable
   - 7.4 Selection of tools and techniques
   - 7.5 Statistical methods
8. Procedure of Data collection, classification and tabulation
9. Importance of the study

Learning Outcomes: After completion of this course students would able to:

- Develop the research design
- Understand various research steps
- Explain the various research methods and techniques

References

- Classification of chapter.

Unit : IV	**Different Roles of planners and Problems in practice teaching programme.** a) Planners, supervisors and student teachers b) Co-operating schools, Demonstration schools and practicing schools. c) Planning the practice teaching programme d) Maintenance of School records of student performance.
Unit : V	**Innovation in Teacher Education:** a) Innovative practices in student teaching b) Teachers classroom behaviour : Teacher effectiveness: Classroom in interaction, verbal and non verbal stimulation techniques and interaction. c) Latest researches in the field of teacher education and student teaching in India and abroad.

Sessional Work :

Report on the following:

a) Developing and teaching of two skills through Simulated Teaching.
b) One term paper on any topic related with the about unit.

Books Recommendation :

- Edmund. J. King, 1970 : The Teacher Education, Holt Rinehart Winston, London,.
- Teaching with Teachers : Trends in Teachers Education George Allien & Unwin Ltd., 1971
- Austin, 'D' Souze, J.H. : Training for Teaching in India and England
- Pires, S.A. 1958 : Better Teacher Education, Delhi University, Delhi,.
- Rugg. H., 1952 : Training of Teachers, Harper Bros.,
- Robert. S. : The Psychology of Training, Methuen& Co., London
- Stones. E. & Moris. S. : Teaching Practice Problems and Perspectives, Methuen & Co. London.
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- जोशी दिनेश सिंह, 2007, मेहता चतरसिंह, शिक्षक प्रशिक्षण के सिद्धान्त एवं समस्याएं राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर,
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Semester II (Paper III) : Instrumental Process of Educational Technology

Course Objectives :

1. To develop the knowledge of Educational Technology among students
2. To know various instructional objectives of teaching
3. To acquire the knowledge of various software methods and techniques of teaching
4. To understand the use of computer based teaching programme
5. To help the students to understand the hardware approach and its use in the classroom teaching.

Course Content :

Unit : I	a) Role of Educational Technology: Instructional process. Teaching and instruction, components of instructional process, objectives, content, method, b) Formulation of instructional objectives: Behavioural superification entering and terminal behaviour. Objective in the three domains of behaviour (cognitive, affective and Psychomotor).
Unit : II	a) Methods and media : Criteria for selection of methods and media, multimedia approach to instruction, instructional techniques : panel discussion, team teaching, brain storming and tutorial.
Unit : III	a) Instructional techniques involving students activities role playing, library work, field work. b) Communication media in education, mass media, T.V., Radio, Computer and other accessories.
Unit : IV	a) Classroom Interaction analysis, techniques of Encoding and Decoding procedure interaction models.

Semester II

Course code	Course Title	Course Categery	Credit	CIA	Unit End Test	Term Paper	Total
MED205	Internship in T E I	**CC**	4	100 Internship			100

Objectives:

- To understand the function of college
- To develop research steps

Internship in Teacher Education Institute

1. Understanding the Admission Process
2. Analysis of Time table
3. Morning Assembly
4. Class Management
5. Various Co-curriculum Activities.
6. Study departmental Meeting
7. Study the Library Process of the Institute Education.
8. Prepare an Action Research on any New Educational Problems
9. Regulation 2014 (B.Ed, M.Ed, B.Sc-B.Ed and B.A- B.Ed) Any One Report

Learning Outcomes: After completion of this course students would able to:

- Understand the function of school.
- Develop various research steps
- Explain the various research methods and techniques

Unit : V	Computer based programme a) Micro teaching b) Simulation. c) Computer assisted Instruction (CAI) and computer assisted Learning (CAL)

Sessional Work :

1. Preparation of one Radio, T.V., Video, CD Lesson Script.
2. Preparation of two computer based micro-lessons on any two skill.

Books Recommendation :

- Cassire. Henry R., 1962 : Television Teaching Today Paris, UNESCO
- Philips, Lewis: Educational Television Guide Book N.Y. : Mc.Graw
- Hillard R.I. : Writing for T.V. and Radio N.Y.Hastings House
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- शर्मा, संदीप एवं पारीक, अलका, 2007, शैक्षिक तकनीकी एवं कक्षा–कक्ष प्रबन्ध, जयपुर : शिक्षा प्रकाशन
- कुलश्रेष्ठ, एस.पी., 2004–05, शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर आगरा

Semester II (Paper III) : Evolution Technique and Tools in Education

Course Objective :

1. To enable the student to process and interpret Students performance through various types of Test
2. To acquint the knowledge of preparing tools link Cheek list,rating scales,questionaires etc.
3. To develop understanding about various Evaluation procedures
4. To obtain the knowledge of objectives in evaluation
5. To Know preparation of achievement and diagnostic tests and complete question paper.

Course Content :

Unit : I	**Role of Testing of Non-Testing Teachniques in educational Evaluation** a) Purpose and Function of Testing in School b) Interpretation of Row Score to Standard Score c) Types of psychological T ❖ Questionnaires ❖ Check list ❖ Rating Scale ❖ Interest inventories ❖ Sociometric techniques ❖ Interview Schedule
Unit : II	**Taxonomy of Evaluation and Objectives** a) B.S.Bloom's Taxonomy of Objectives -Cognitive Domain -Affective Domain -psychomotor Domain b) Oral Test vs. Written Test c) Speed Test vs. Speeded Test d) Objective vs. Subjective Test e) Objective based Evaluation Procedure

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
JVB 201	Value Education and Spirituality	FC Any one	4	20	60	20	100

Objectives:

- ❖ To understand the need of value oriented education.
- ❖ To understand the process of contemplation for value development.
- ❖ To understand the non-violence and culture of peace.
- ❖ To understand the cardinal principles of Jainism.

Unit-I Value Education

- Challenges of Modern Education system and need of value education.
- Values-meaning, definitions, different views and classifications of values.
- Social duties, Responsibilities and Human Rights.

Unit- II Socio Ethical Life Style:

- Social Ethics and Jain Concepts.
- Panch Mahavrat- Ahimsa, Satya, Achorya, Bmrahmcharya & Aparigrah.
- Tri Ratna- Samyak Darshan, Gyana & Charitra.
- Anekantvada

Unit- III Development of Social Harmony.

- Peace and Its Relevance in social harmony.
- Social Harmony through Conflict Management.
- Training in Non-violence.

Unit-IV Enhancement of Values in behavior-

- Development of Moral Values: Contemplation of honesty, self-discipline and Non-violence
- Contemplation of mental balance, will power and patience for development of mental values.
- Development of Emotional & Spiritual Values.

Unit : III	**Measurement of Psychological Trait** a) Intelligence test b) Personality Inventories c) Attitude Scale (Likert and thruston Scale) d) Measurement of creativity (Verbal vs Non-verbal)
Unit : IV	**Diagnostic Test of Remedial Instruction** a) Needs of Educational Diagnosis in Elementary and Secondary schools b) Purpose of Diagnostic Test c) Remedial Instruction: Concept, procedure, needs
Unit : V	**Uses and Limitations of Test Norms** a) Item Analysis -Purpose b) Discrimination Power & Difficulty Index-methods of calculation c) Distractor Factor and its needs in a test d) Types of Norms: Age,Grade, Percentile, T and Z Score norms e) Types of Scale *Cardinal Scale *ordinal Scale *Interval Scale *Ratio Scale

Sessional Work

(any two)

a) Prepare any one questionnaire for a test.

b) Develop a Cheek List or Interriew Schedule.

Write any two term paper in the content

Books Recommendation :

- Adams G.S, (1964/1966) : Measurement and Evaluation in Education,psychology and uidance, Hott Rinehart and Winston,New York
- Anastasi ,A: psychological Testing (3rd Edition) Macmillan ,New York,1968

Learning Outcomes: After completion of this course students would able to:

- Understand the need of value oriented education.
- Discuss the process of contemplation for value development.
- Explain the non-violence and culture of peace.
- Understand the cardinal principles of Jainism.

Suggested Reading

- Structure of Values, Mukharjee RK (1955).....
- Devatma' Value Education: 4 supplements to present education. Arora K. NCET, New Delhi 1999.
- Helping students ascend the steps of value education. A. Dutta. (2004)
- Values and Ethics in School Education, Luther, M. (2001) New Delhi Mc Grow Hill.
- Value Development in Higher Education, Mukhopadhya M. (Eds.) 2004)
- Human Values and Education-Rahul, S.P. (1986) Sterling New Delhi.
- Education in Human Values. Saraf (1999) Vikash Publication, New Delhi.
- Value Education: Theory and Practice, Dr. N.L. Gupta, Krishna Brothers, Ajmer, 1986.
- अमूर्त चिन्तन– आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं 2001
- गांधी दर्शन शांति मानवाधिकार, प्रो. अनिल धर, जैन विश्व भारती संस्थान, लाडनूं।
- विश्वशांति एवं अहिंसा प्रशिक्षण, डॉ. बच्छराज दूगड़, जैन विश्व भारती संस्थान, लाडनूं 2001
- जैन धर्म में अहिंसा, वशिष्ठ नारायण सिंहा, वाराणसी।
- जैनदर्शन मनन और मीमांसा– आचार्य महाप्रज्ञ, आदर्श साहित्य संघ, चूरू।
- अहिंसा दर्शन, डॉ. अनेकान्त कुमार जैन, श्री लालबहादुरशास्त्री सं. विद्यापीठ, नई दिल्ली।

- Dayton,c, 1970 :The Dosign of Educational Expetiments, MC Graw Hill,New Yoek,
- Edwards, 1970 A.L: Techniques of Allitude Scale Construction ,Mc Graw Hill,New York,
- Fergusan ,George, 1971 A:Statistical Analysis in Psychology and Education (3rd Edition), Mc.Graw hill,New Delhi,
- Freeman, F.S., 1962 :Theory and Practice of Psychological Testing, Oxford and I.B.H. Publication company, New Delhi (3rd Edition)
- Grounland, N.E; 2003 Educational Measurement & Assessment in Education, Macmillan co. (8th Edition),
- Numally Jum,C, 1964: Educational Measurment and Evaluation, MC Graw Hill Bool Company New York,
- Vernon ,P.E., 1965 : The Measurement of Abilities, University of London Press Ltd.

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
JVB 202	Informational Technolog y and Computer Application	FC Any one	4	20	60	20	100

Objectives:

- To understand the value of Information Technology.
- To understand the computer application.

Course Contents (Term End Theory Exam):

Unit I: Introduction to Computers and Windows

- Application of Computers
- Block Diagram of Computer
- Input and Output devices
- Types of software
- Introduction to Operating system: Windows
- Functions of operating system
- How you can Fast your Computer or Maintenance of computer

Unit II: Concept of MS Word and MS Excel and its application

- MS Word Window Layout
- Creating and Formatting Documents
- Editing Documents
- Working with Tables.
- Mail Merge, Macro Recording, Thesaurus, Printing Document (How to Use Page-Setup Before Printing)
- Introduction to Excel and its Applications
- Concept of workbook and worksheet
- Layout of Worksheets
- Use of basic formula and functions

- Sorting, Filtering and charts
- Report Generation (Pivot Table)
- Security or Protecting Worksheets

Unit III: Introduction & Application of MS-PowerPoint

- PowerPoint Slide Creation
- Slide Layout
- Views
- Adding content to slide- Text, Graphics, Sound, Video
- Applying Slide Transition
- Custom Animation
- Slide Show

Working With Image or ClipArt (how

Unit IV: Internet

- Introduction to internet
- ISP (Internet Services Providers)
- About Modem, Type of Internet Connection
- Web browser – its functions
- Concept of search engine, What is surfing
- Social Networking site/How to pay online bill/How to book tickets online/How to use Paytm
- Website and its types
- Searching, downloading and uploading
- Basic concepts of sending and receiving E-mail
- Blog uses and creation of blog
- How to Create Simple web page (or Personal web page)

Course Contents (Practical) :

- Creating document in MS-Word like Advertisement, Letter, Tables, Charts etc.
- Creation of Simple Worksheet like Mark sheet, Pay slip using MS-Excel.
- Creation of Power Point Presentation on various themes.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquient the fundamentals of the IT.
- ❖ Understand MS-Windows
- ❖ Familiar with MS-PowerPoint, MS-Word, MS-Excel and create their own blog.

Suggested Reading/Website

1. http://www.tutorialspoint.com/computer_fundamentals/index.htm
2. http://www.gcflearnfree.org/office
3. Fundamentals of computers (English) Ist Edition by Reema Thareja, Oxford University Press, 2014
4. Introduction to Computer by Peter Norton, Tata Mc Graw hill
5. Introduction to Computer by Gary B Shelly

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
JVB 203	Preksha Meditation and Self Management	FC Any one	4	20	60	20	100

Objectives:

- To understand historical development of Preksha Meditation.
- To understand the components, spiritual-scientific basis, objectives and benefits of Preksha Meditation.
- To introduce the practicals & process of Preksha Meditation.
- **Unit-I Preksha Meditation - I**
- Preksha Meditation: nature, *upsampada*, main, supportive and specific components.
- *Kayotsarga* (Relaxation with self awareness): objectives, spiritual and scientific basis and benefits.
- Internal Trip (*Antaryatra*): objectives, spiritual and scientific basis and benefits.
- **Unit-II Preksha Meditation – II**
- Perception of Breathing: objectives, spiritual and scientific basis, types and benefits.
- Perception of Body: objectives, spiritual and scientific basis and benefits.
- **Unit-III Preksha Meditation - III**
- Perception of Psychic Centres: objectives, spiritual and scientific basis and benefits.
- Psychic Colour Mediation (*Leshya Dhyan*): objectives, spiritual and scientific basis and benefits.
- Contemplation (*Anupreksha*): objectives, spiritual and scientific basis and benefits.
- **Unit-IV Self Management through Preksha Meditation**
- Personality development and Preksha Meditation.
- Health management and Preksha Meditation.
- Stress Management and Preksha Meditation.
- Memory and Preksha Meditation.
- Time management and Preksha Meditation.
- Emotional management and Preksha Meditation.

Learning Outcomes: After completion of this course students would able to:

- ❖ Describe the general concept of Preksha Meditation and the components of it.
- ❖ Practice and instruct the method of Preksha Meditation.
- ❖ Describe spiritual and scientific basis of each component of Preksha Meditation.
- ❖ Identify the benefits of Preksha Meditation practice.
- ❖ Understand the mechanism of personality development through Preksha Meditation.
- ❖ Develop Preksha Meditation module for self management.

SUGGESTED READING

1. प्रेक्षा पुष्प – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं, 2003।
2. अपना दर्पण अपना बिम्ब – युवाचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, 1991।
3. प्रेक्षाध्यान : सिद्धात और प्रयोग – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं।
4. प्रेक्षाध्यान : व्यक्तिव विकास – मुनि धर्मेश, जैन विश्व भारती प्रकाशन, लाडनूं।
5. जीवन विज्ञान की रूपरेखा – मुनि धर्मेश, जैन विश्व भारती प्रकाशन, लाडनूं, 1996।
6. जीवन विज्ञान, प्रेक्षाध्यान एवं योग – संपा. समणी डॉ. मल्लीप्रज्ञा, जैन विश्वभारती विश्वविद्यालय, 2009।
7. Mirror of the Self – Acharya Mahaprajna, Jain Vishva Bharati Prakashan, Ladnun (Rajasthan), 1995.
8. Preksha Dhyana – Theory & Practice, Acharya Mahaprajna, Jain Vishva Bharati Prakashan, Ladnun (Rajasthan), 1994.

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
JVB 204	The Use of English	FC Any one	4	20	60	20	100

Objectives:

- To help them learn how to form correct sentences.
- To acquaint them with various types of sentence.
- To enable then to express their ideas using English correctly.
- To enrich their vocabulary.
- To help their transform sentences in different ways.

Course Description: The Use of English is a course designed to familiarize the students with basic tenants of English language comprising both grammar and composition.

Unit I: Basic Sentence Patterns and Transformation.

Unit II: Time, Tense and Concord.

Unit III: Voice, Narration and Modal Auxiliaries.

Unit IV: Writing Skills. (Letter, Application, Précis, Report and Essay Writing.)

Learning Outcomes: After studying this course/paper the learners will certainly be able to wake correct sentences.

- The learners can differentiate between sentences in active and passive voice , direct and indirect speech .
- The learners can use tenses correctly.
- They will be able to use modal verbs appropriately.
- They will learn how to write letters, applications and paragraphs/essays.
- By doing this practice their vocabulary and writing skill will improve.
- If they speak and write English correctly their confidence will increase.

SUGGESTED READING

- Green, David. ***Contemporary English Grammar Structure and Composition***. Laxmi Publications; Second edition (2015)
- Hornby, A.S. ***A guide to Patterns and Uses*****.** Oxford University Press, New Delhi.
- Swan, Michael**. *Practical English Grammar*.** Oxford University Press, New Delhi.
- Harit, S.K. ***Communication Skills and English Grammar*****.** Associated Book Company, Jodhpur.
- Krishnaswamy, N. ***Modern English: A Book of Grammar, Usage and Composition*****.** Laxmi Publications.

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
JVB 205	Non-Violence and Peace	FC Any one	4	20	60	20	100

Objectives:

- To understand the philosophical and historical development of non-violence.
- To understand the components and teachniques of training in Non-violence.
- To know about conflicts and its solution.
- To know about applied aspects of non-violence
- To understand environmental issue and way out
- To make a common mindset for world peace.

Unit- I **Violence: Concept, types, impact**

Non-violence- Philosophical and Historical Interpretation, Applied aspect, Training in Non-violence

Unit-II **Conflict – Cause, Forms, Impact**

Conflict Resolution-Diplomatic, Gandhian and Anekantik Techniques.

Unit-III **Human Nature Relationship**

Environmental Problems.

Ethical Aspects.

Unit – IV **World Peace**

Threat to Global Peace

Initiative For Peace Making

Learning Outcomes: After completion of this course students would able to**:**

- ❖ The subject of non-violence and peace are relevant in this present era. In this course we will be aware of the various types of violence and non-violence.
- ❖ The applied form of non-violence and training in nonviolence are the significant characteristics of this programme.
- ❖ Conflicts are the part of life, with this programme student will be aware of various types of conflict and their resolution through diplomatic, Gandhian and Anekantik Technique. We are living in nature and our survival depends only on the well-being of nature. Now the globe is converted in a village, and our reach to any part of world is very easy. But, at the same time there several threats what world peace is facing students will becomes aware of the threats to world peace and initiatives of peace making.

SUGGESTED READING

- विश्वशांति एवं अहिंसा प्रशिक्षण– प्रो. बच्छराज दूगड़,
- गांधी दर्शन, शांति एवं मानवाधिकार, डॉ. अनिलधर, जैनविश्वभारती संस्थान, लाडनूँ
- पर्यावरण अध्ययन, डॉ. सतिन्द्र सिंह
- Anekant the Third Eye, Acharya Mahapragya.
- Towards a Nonviolent Future, S.L. Gandhi(Ed.), Anuvibha, Jaipur, 2015
- Peace Studies, The Discipline and Dimensions Ashu Pasricha, 2003

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
JVB 206	Social Work :Themes & Practice	FC Any one	4	20	60	20	100

Objectives:

- To acquire a clear understanding of Social Work Concept
- To gain knowledge about Social Work Practice Methods.
- To Understand Scope and Settings of Social Work Practice

Unit -I : Concept of Social Work

Social Work: Concept, Objectives, Nature and Scope, Basic Concepts of Social Work: Social Security, Social Reform, Social Service and Social Development, Social Sciences and Social Work.

Unit-II : Practice Methods of Social Work - I

Social Case Work: Meaning, Objectives and Principles, Social Group Work: Meaning, Objectives, Principles and Skills, Community Organisation: Meaning, Objectives and Principles

Unit-III : Practice Methods of Social Work – II

Social Welfare Administration: Meaning, Principles and Agencies, Social Work Research: Meaning, Objectives and Steps, Social Action: Meaning and Strategies

Unit-IV Social Work Settings and Scope

Scope of Social Work Practice: Children, Youth, Women, Aged, Weaker Section

Social Work Practice with Different Settings: Health Care, Industrial, Educational, Correctional

Learning Outcomes: After completion of this course students would able to**:**

- Acquire a clear understanding of Social Work Concept
- Gain knowledge about Social Work Practice Methods.
- Understand Scope and Settings of Social Work Practice

Suggested Readings:

1. डॉ. सिंह, सुरेन्द्र, मिश्र पी.डी., समाज कार्य, इतिहास दर्शन प्रणालियां, न्यू रॉयल बुक कम्पनी,, लखनऊ, 2004।

2. मदन, जी.आर., समाज कार्य, विवेक प्रकाशन, दिल्ली, 1996।
3. डॉ. कुमार, गिरीश, समाज कार्य का क्षैत्र, महात्मा गांधी मार्ग, लखनाऊ, यू.पी., 1996
4. शास्त्री, राजाराम, समाज कार्य, उत्तर प्रदेश हिन्दी विकास संस्थान, हिन्दी भवन , महात्मागांधी मार्ग, लखनऊ, 1989।
5. कृपालसिंह सूदन, समाजकार्य सिद्धान्त एवं अभ्यास, नव ज्योती सिमिरन पब्लीकेशन, लखनऊ, 2004
6. मिर्जा आर. अहमद, समाजकार्य : दर्शन एवं प्रणालियां, उत्तर प्रदेश हिन्दी विकास संस्थान, लखनऊ, 1990
7. सुरेन्द्र सिंह एवं आर.बी.एस.वर्मा : समाज कार्य के क्षेत्र, यू रॉयल बुक कम्पनी, लखनऊ, 2002.
8. Healy, Karen Social Work Practices, London: Sage Publications.2000
9. Surendra Singh and others (2013): Encyclopedia of Social Work in India (Five Volumes).

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
JVB 207	Introduction to Prakrit	FC Any one	4	20	60	20	100

उद्देश्य–

1. विद्यार्थियों का प्राकृत भाषा का सामान्य परिचय करवाना।
2. प्राकृत साहित्य का सामान्य परिचय करवाना।
3. आगमों में प्रमुख उत्तराध्ययनसूत्र के माध्यम से आगमों की शैली एवं व्यावहारिक पक्ष का अध्ययन करवाना।

नोटः प्रत्येक इकाई 15 अंक की है।

इकाई – प्रथम : उत्तराययन सूत्र – अध्याय 1 (गाथा 1–20)

इकाई – द्वितीय : उत्तराययन सूत्र – अध्याय 1 (गाथा 25–48)

इकाई – तृतीय : प्राकृत भाषा का सामान्य परिचय

प्राकृत की उत्पत्ति एवं विकास, प्रमुख प्राकृतों की सामान्य विशेषताएँ (मागधी, अर्द्धमागधी, शौरसेनी, महाराष्ट्री एवं अपभ्रंश)

इकाई – चतुर्थ : प्राकृत साहित्य का इतिहास

श्वेताम्बर एवं दिगम्बर आगम साहित्य, प्राकृत काव्य (महाकाव्य, खण्डकाव्य, ऐतिहासिक काव्य) कथा एवं चरित साहित्य, प्राकृत गद्य एवं चम्पू साहित्य, प्राकृत सट्टक एवं प्राकृत व्याकरण साहित्य।

उपलब्धियाँ–

1. इससे विद्यार्थियों का प्राकृत भाषा का ज्ञान होगा।
2. प्राकृत साहित्य की जानकारी के साथ–साथ जैन आगमिक परम्परा का भी ज्ञान होगा।
3. हमारी संस्कृति से विद्यार्थी परिचित होगी।

संदर्भ ग्रंथ :

1. उत्तरज्झयणाणि – हिन्दी अनुवाद एवं व्याख्या साहित, संपादक आचार्यश्री महाप्रज्ञ, जैन विश्व भारती, लाडनूं
2. प्राकृत भाषा एवं साहित्य का आलोचनात्मक इतिहास, नेमिचन्द शास्त्री, तारा प्रकाशन, वाराणसी
3. प्राकृत साहित्य का इतिहास, डॉ. जगदीश चन्द्र जैन, चौखम्बा प्रकाशन, वाराणसी
4- Introduction to Prakrit, A.C. Woolner
5- History of Prakrit Literature, Hardev Bahar

Semester III

Course code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED301	Research Methods and Advanced Statistics	**CC**	4	20	60	20	100

Objectives:

- To convey the essential characteristics of a set data by representing in tabular and graphical forms.
- To compute relevant measures of average and measures of variation.
- To spell out the characteristics of normal probability of distribution.
- To examine relationship between and among different types of variables of a research study.
- To calculate the Significant between two sets of independent and correlated samples.
- To test the hypotheses based on sample Statistics.

Course Contents:

Unit -I Introduction to Educational Statistics

a) Concept of Statistics (Meaning , Needs and Importance.)
b) Data- types, Sources of Educational Data.
c) Scales of measurement –Nominal, Ordinal, Interval and Ratio.

Unit-II Descriptive Statistics

a) Measure of Central Tendency :
   - Mean
   - Median
   - Mode
b) Measure of Variability
   - Range
   - Average Deviation (AD)
   - Quartile Deviation (QD)
   - Standard Deviation (SD)
c) Measure of Relative Positions
   - Percentile & Percentile Rank
   - Quartile
   - Decile’s
   - Standard Score (Z) and T- Score

Unit- III Test Construction and Data Analysis

a) Research Tool : Teacher Made and Standardized
b) Standardization Procedures of Test.
   - Reliability
   - Validity
c) Graphical representation of Data
   - Histogram
   - Frequency Polygon
   - Ogive
   - Pie-chart
d) NPC (Normal Probability Curve)
e) Skewness and Kurtosis
f) SPSS in Research

Unit- IV Inferential Statistics

a) Sampling Error, Level of Significance and Null Hypothesis.
b) Type –I Error, and Type-II Error
c) Testing of Hypothesis(one-tail and Two- tail)
d) Parametric- Test
   - T-test
   - F/ANOVA test (One way, Two way ANOVA)
   - ANCOVA (Analysis of Co-Variance)
e) Non- Parametric test
   - Chi – Square(x^2) Test and its uses
   - U- Test
   - Sign test, Rank test and Median Test
f) Correlation : Concept and Type
   - Rank- order Correlation
   - Product- Movement Correlation

Term Paper : (Any One)

- Write any one term paper with examples and soluation.
- Calculate Reliability and Validity of any Teacher made test.
- Prepare a calculation sheet on SPSS Package.

NOTE- Calculator allowed in Examination

Learning Outcomes: After completion of this course students would able to:

- ❖ Convey the essential characteristics of a set data by representing in tabular and graphical forms.
- ❖ Compute relevant measures of average and measures of variation.

- Spell out the characteristics of normal probability of distribution.
- Examine relationship between and among different types of variables of a research study.
- Calculate the Significant between two sets of independent and correlated samples.
- Test the hypotheses based on sample Statistics.

Suggested Reading :

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Semester III

Course code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED302	Curriculum Studies	**CC**	4	20	60	20	100

Objectives:

- To define Curriculum and its concept
- To identity the components of Curriculum
- To describe the various Principles of Curriculum Construction
- To describe various approaches to curriculum construction
- To explain and compare various types of curriculum
- To describe various guiding principles for selection and organization of Learning Experiences
- To differentiate Formative and Summative Evaluation
- To explain various tools used in Curriculum Evaluation

Course Contents :

Unit -I Meaning and Concept of Knowledge and Curriculum Development :-

a) Define Knowledge and Curriculum
b) Concept of Curriculum : Official Curriculum and Hidden Curriculum.
c) Components of Curriculum : Objectives, Content, Learning Experiences and Evaluation.
d) Bases of Curriculum Development : Philosophical, Sociological and Psychological.
e) New Trends in Curriculum Development : -
    - NCF 2005 for School Education.
    - NCFTE 2009 for Teacher Education.

Unit-II Curriculum Development and Design

a) Basic principles of curriculum development
b) Models of curriculum development : -
    - Scientific technical models and non - scientific non - technical models, system analysis
    - Sylor, Alexander and Lewis: administrative model (Deductive model)
    - Taba model (Inductive model/ Grassroots model)

- Tyler model

c) Types of Curriculum Design :
   - Child Centered /Learner Centered
   - Activity Centered
   - Community Centered
   - Experience Centered
   - Problem Centered and Core curriculum
   - Spiral Curriculum
   - Designing with Local Specific need Curriculum

Unit -III Curriculum Implementation

a) Rationale of Curriculum Development
b) Role of State for Making Curriculum
c) Curriculum as Process and Practice
d) Relation Ship between Power, Ideology and Curriculum
e) Differentiate between Curriculum and Syllabus

Unit-IV Curriculum Evaluation

a) Concept and purpose
b) Types of curriculum Evaluation:
   - Formative
   - Summative
c) Assessment criterion of curriculum:
   - Time
   - Local need
   - Relevancy
   - Cost and design of tools

Term Paper : (Any one)

- Prepare one term paper with related to content.
- Construct any one curriculum model with in the content.

Learning Outcomes: After completion of this course students would able to:

- ❖ Define Curriculum and its concept
- ❖ Identity the components of Curriculum
- ❖ Describe the various Principles of Curriculum Construction
- ❖ Apply various approaches to curriculum construction
- ❖ Explain and compare various types of curriculum

- ❖ Describe various guiding principles for selection and organization of Learning Experiences
- ❖ Differentiate Formative and Summative Evaluation
- ❖ Explain various tools used in Curriculum Evaluation

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10. सक्सैना, एन. आर. स्वरूप, शिक्षा सिद्धान्त, सूर्या पब्लिकेशन, आर. एल. कुक डिपो, मेरठ

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 303	Dissertation **(ISB) Research design (Quantitative)**	CC	2		Practical & Viva-Voce	50	50

Objectives:

- To understand the Research Desing and its quantitative
- To understand various Research Method

Selection of research problem

1. Background and rationale
2. Review of related literature
3. Definition of related concepts
4. Objective of research
5. Importance of research
6. Limitation of research
7. Research method
8. Sources of data
9. Collection of data
10. Criticism of Data
11. Interpretation of data

Learning Outcomes: After completion of this course students would able to:

- Understand various research design
- Describe the quantitative methods

References -

Classification of chapter.

Semester III

Course code	Course Title	Course Categery	Credit	CIA	Unit End Test	Term Paper	Total
MED304	Internship	**CC**	4	100 Internship			100

Internship Work (4 Week)

Objective:

- To know various teaching methods and their use in classes
- To prepare innovative lesson on different methods

Class Teaching in B.Ed./B.A.-B.Ed./B.Sc.-B.Ed./B.A./B.Sc. College

- Class Supervision
- Morning Assembly
- Prepare Innovate lesson (any four methods)

Learning Outcomes: After completion of this course students would able to:

- Understand various teaching methods used in class
- Prepare the innovative lesson on different methods

Semester III

Course code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED305	**Any one Area Specialization on course I** Area A Elementary education I	**CE**	4	20	60	20	100

Objectives:

- To understand the concept and History of Primary Education.
- To understand the problems of Primary Education.
- To understand the curriculum, evaluation pattern and different activities of Primary Education.
- To understand the recent plans or scheme of central and state govt. for Primary Education.
- To provide the solution of different problems of Primary Education.

Course Contents:

Unit - I History of Primary Education

a) Concept of Primary Education.
b) Primary Education : Origin and Development.
c) Compulsory Primary Education : History and Development
d) Objective of Primary Education

Unit - II Problems of Primary Education

a) Wastage and Staganation
b) Single Teacher School
c) School Building and Other Facilities
d) Lack of Proper Guidance

Unit - III Activities in Primary Education

a) Right to Education Act - 2009 : Review
b) Review the Recent Curriculum of Primary Education
c) Recent Evaluation System of Primary Education
d) Different Activities Organized in Primary Education

e) Unit - IV Recent Govt. Schemes for Primary Education

a) Provisions for Primary Education in Recent Five Year Plan
b) Recent Rules and Provision of State Govt. for Primary Education
c) Measures of Quality Enhancement in Primary Education
d) Organization and Execution of Mid-day-meal Programme

Term Paper : (Any one)

- Prepare a term paper on a given topic of your syllabus.
- Review any two recent articles on Primary Education.
- Observe a Primary School, prepare detail report and suggest the solution of its problems.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the concept and History of Primary Education.
- ❖ Describe the problems of Primary Education.
- ❖ Understand curriculum, evaluation pattern and different activities of Primary Education.
- ❖ Acquient with recent plans or scheme of central and state govt. for Primary Education.
- ❖ Provide the solution of different problems of Primary Education

References:

1. Dash, B. N. (2014), History of Education in India, Dominant Publishers & Distributors, New Delhi
2. पारीक, मथुरेश्वर, सिडाना, अशोक (2008), भारतीय शिक्षा की समस्याएँ एवं नई प्रवृत्तियाँ, शिक्षा प्रकाशन, जयपुर।
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Semester III

Course code	Course Title	Course Categery	Credit	CIA	Unit End Test	Term Paper	Total
MED306	**Area B** Secondary and Senior Secondary Education I	**CE**	4	20	60	20	100

Objectives:

- To acquire necessary knowledge, skills and attitudes for the development of the self and the nation.
- To promote positive environmental and health practice.
- To enhance enjoyment in learning.
- To developmentally Society, Morality, Physically and Spirituality.
- To develop into a responsible and socially well adjusted person.

Course Contents:

Unit - I Secondary Educations : Before and After

a) Introduction of Secondary Education.
b) Secondary Education before Independence.
c) Secondary Education after Independence.
d) Development of Secondary Education.

Unit - II Problems & Their Solution of Secondary Education

a) Aimlessness, Student Indiscipline.
b) Dearth of Money, Absence of Community Life.
c) Defective curriculum and Examination System.
d) Immense increase in Non Government School.

Unit - III Objective of Secondary Education

a) Secondary Education Commission 1952-53.
b) Education Commission 1964-66.
c) Reasons & Purposes for setting up the education Commission.

d) Education Policy after independence.

Unit - IV Suggestion & Recommendation of the Commission

a) Education structure and standards.
b) Equalization of Educational Opportunities.
c) School curriculum and Science Education.
d) Teaching Methods, Guidance & Evaluation.

Term Paper : (Any one)

- Write a term paper on a topic given in course.
- Prepare a structure of different policy.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire necessary knowledge, skills and attitudes for the development of the self and the nation.
- ❖ Promote positive environmental and health practice.
- ❖ Enhance enjoyment in learning.
- ❖ Explain developmentally Society, Morality, Physically and Spirituality.
- ❖ Develop into a responsible and socially well adjusted person.

References:

1. अग्निहोत्री रविन्द्र (2007), आधुनिक भारतीय शिक्षा : समस्याएँ और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
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Semester III

Course code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED307	**Any one Area Specialization on course II Area A** Elementary Education II	**CE**	4	20	60	20	100

Objectives:

- To develop knowledge and understanding of the elementary education, its need and significance.
- To acquaint the students with the quality concern and administration of elementary education at different levels.
- To understand the policy perspective on ECCE in India and world.
- To develop insight for quality dimensions i.e. curriculum, pedagogy and programmes for elementary education.
- To develop skills for research and evaluation in ECCE and training.

Course Contents:

Unit -I Early childhood care : Policies and perspectives

a) Early childhood care and Education : Concept, Objectives, Need and Significance
b) Historical perspective and basic provision for childern & schools
c) ECCE : Indian and Global perspectives in light of recent reports
d) ECCE : Basic administrative structure and quality concern in USA, UK & India

Unit -II Curriculum and Pedagogy

a) Curriculum for Elementary Education : Characteristics and Importance
b) Types of Curriculum : Montessori, Kindergarten and Balwari
c) Curricular approaches & principles : Activity based, Child centered, Inclusive using Story telling, Role play, Puppetry, Musical and Rhythmic exercises etc.

Unit - III Programmes and Strategies

a) Administration and Rote of NCERT, SIERT and DIET for ECCE

b) Panchayatiraj and Community involvement in planing and management for elementary education
c) Rote and services of NGO's like Bharati Foundation and Azim premji foundation
d) National and State level programmes for Girl childhood Education, Residential schools for girls and teacher empowerment

Unit -IV Training, Research and Evaluation

a) Need and Significance of personnel involved in ECCE
b) Status & Nature of Training programmes : pre-service and in-service- critical evaluation, issues and problems
c) Areas of research studies in Elementary Education and problem solving through Action Research
d) Recent trends in elementary education for training & skill development

Term Paper : (Any one)

- Study and prepare a report on present status of Elementary Education at State/Regional/ District level.
- Reflection on literature on quality concern and service of one western country (through Internet and Journals etc.)
- Review of past two years innovative programmes in Elementary Education

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop knowledge and understanding of the elementary education, its need and significance.
- ❖ Acquaint the students with the quality concern and administration of elementary education at different levels.
- ❖ Understand the policy perspective on ECCE in India and world.
- ❖ Develop insight for quality dimensions i.e. curriculum, pedagogy and programmes for elementary education.
- ❖ Develop skills for research and evaluation in ECCE and training.

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Semester III

Course code	Course Title	Course Categery	Credit	CIA	Unit End Test	Term Paper	Total
MED308	**Area B** Secondary and Senior Secondary Education II	**CE**	4	20	60	20	100

Objectives:

- To acquire necessary knowledge, skills and attitudes for the development of the self and the nation.
- To promote positive environmental and health practice.
- To enhance enjoyment in learning.
- To developmentally Society, Morality, Physically and Spirituality.
- To develop into a responsible and socially well adjusted person.

Course Contents:

Unit - I Teacher Education for Secondary and Higher Secondary Level

a) Teacher Education for Secondary Level.
b) Teacher Education for Higher Secondary Level.
c) Teacher Education for Higher Secondary Level -Vocational System.

Unit - II In Service Teacher Education & Methods

a) In Service Teacher Education for Secondary Level .
b) Methods of in-service Teacher Education for Secondary Level.
c) Board of Education, Rajasthan.
d) CBSE

Unit - III Curriculum , Control, Administration, Examination, Evaluation of Secondary Education

a) Curriculum of Secondary Education.
b) Co-curriculum activites in secondary education
c) Role of ICT for secondary education
d) Control and Administration of Secondary Education.
e) Examination, Evaluation in Secondary Education.

Unit - IV Vocationalisation, Expansion of Secondary Education

a) Vocationalisation of Secondary Education

b) Type of secondary schools.
c) Expansion of Secondary Education.
d) Quality of secondary education institutions
e) Career counseling at secondary schools

Term Paper : (Any One)

- Write a term paper on a topic given in the course.
- Critically evaluate of the teaching methods of any one school.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire necessary knowledge, skills and attitudes for the development of the self and the nation.
- ❖ Promote positive environmental and health practice.
- ❖ Enhance enjoyment in learning.
- ❖ Developmentally Society, Morality, Physically and Spirituality.
- ❖ Develop into a responsible and socially well adjusted person

References:

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9. पाण्डेय, रामशकल, भारतीय शिक्षा की समस्यायें, आगरा।
10. मलैया, विद्यावती, भारतीय शिक्षा की समस्याएँ एवं प्रवृत्तियाँ, मैकमिलन कम्पनी ऑफ इण्डिया, दिल्ली।
11. मिश्रा, रेणु, मूल्यपरक शिक्षा, राजस्थान बोर्ड शिक्षण पत्रिका, खण्ड 44–45, अंक – 3–4।
12. रावत, प्यारे लाल, प्राचीन व आधुनिक भारतीय शिक्षा का इतिहास, भारत पब्लिकेशन्स, आगरा।
13. रावत, प्यारे लाल, भारतीय शिक्षा का इतिहास, रामप्रसाद एण्ड सन्स, आगरा।
14. सिंघल, महेश चन्द्र, भारतीय शिक्षा की वर्तमान समस्या, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
15. सैयेदन, के. जी., शिक्षा शास्त्र (साइंस ऑफ ऐजूकेशन), राजकमल प्रकाशन, दिल्ली।

16. अग्निहोत्री रविन्द्र, भारतीय शिक्षा की वर्तमान समस्या, रिसर्च पब्लिकेशन्स, दिल्ली।
17. ओड, एल. के., शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
18. कबीर, हुमायूँ, स्वतंत्र भारत में शिक्षा, राजपाल एण्ड सन्स, दिल्ली।

Semester IV

Course code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 401	Teacher Education-II	**CC**	4	20	60	20	100

Objectives:

1. To acquaint the concept, aims and organizing the student teaching
2. To understand the place of practice teaching and its principles in teacher education.
3. To know various patterns of student teaching, their methods of organization and evaluation.
4. To understand various skills of teaching, teaching models and different competencies for a teacher for effective classroom teaching.
5. To understand various techniques and methods of evaluation of student teaching.
6. To know various innovative instructional methods used in teacher education programme.
7. To know latest researches done in the field of teacher education and student teaching.

Course Contents:

Unit- I Student Teaching and its Pattern

a) Concept of student teaching.
b) Objectives of student teaching.
c) Scope and importance of student teaching.
d) Problems of Student teaching in institutions preparing teachers.
e) Practice teaching and off campus programme.

Unit- II Training in Teaching Skills

a) Teaching models (concept attainment & inquiry training model, garjiya model)
b) Microteaching programme for training of teaching skill
c) Lesson plan for student teacher
d) Planning the practice teaching programme
e) Supervision of practice teaching programme

Unit- III Instruction Methods and Agencies of Teacher Education and Teacher Behavior

a) Instruction methods in teacher education (seminars, workshop, Panel discussion)
b) Role of Nation level agencies of teacher education (NCTE, NUEPA, NCERT, UGC, NAAC)
c) Role of State level agencies of teacher education (SCERT, IASE, CTE, DIET)
d) Maintenance of school records of student performance
e) Teacher behavior (flanders interaction)

Unit-IV Evaluations of Teacher Education Programme

a) Concept of evaluations in teacher education programme
b) Importance of evaluation in education
c) Types of evaluations
d) Internship programme

Term Paper :(Any one)

- One term paper on any topic related with the about unit.
- Prepare a report on latest rules & regulation of any one educational agency.
- Study of the annual reportSCERT/NCERT/RIE to identify various programmes for professional development of teacher education.

Learning Outcomes: After completion of this course students would able to:

- Acquaint the concept, aims and organizing the student teaching
- Understand the place of practice teaching and its principles in teacher education.
- Know various patterns of student teaching, their methods of organization and evaluation.
- Understand various skills of teaching, teaching models and different competencies for a teacher for effective classroom teaching.
- Understand various techniques and methods of evaluation of student teaching.
- Know various innovative instructional methods used in teacher education programme.
- Know latest researches done in the field of teacher education and student teaching.

References:

1. सेन, अमृत (2008), अध्यापक शिक्षा, इंडियन पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, नई दिल्ली।
2. अग्निहोत्री रविन्द्र (2007), आधुनिक भारतीय शिक्षा की समस्याएँ और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
3. जोशी दिनेश सिंह (2007), मेहता चतरसिंह, शिक्षक प्रशिक्षण के सिद्धान्त एवं समस्याएं राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।

4. रूहेला, एस. पी. (2007), विकासोन्मुख भारतीय समाज में शिक्षण और शिक्षा, अग्रवाल पब्लिकेशन, आगरा।
5. सिंह, मयाशंकर (2007), अध्यापक शिक्षा गुणात्मक विकास अध्ययन पब्लिशर एण्ड डिस्ट्रीव्युटर, दिल्ली।
6. Lomax Donald. E. (1973), The Education of Teachers in Britain, John Wiley & Sons, London
7. Shrivastava. R. C. and Bose. K. (1973), Theory and Practice-Teacher Education in India. Chug Publication, Allahabad.
8. Willey, F.T. and Meddision. R.B. (1971), An Inquiry into Teachers Training. University of London Press Ltd., London
9. Hallard, F. H. (1971), Teaching the Teacher-Trends in Teacher Education, George Allen and Unwin Ltd. London.
10. Edmund. J. King (1970), The Teacher Education, Holt Rinehart Winston, London,.
11. Mukherjee, S.N. (1968), Education of Teachers in India (Vol. I). S. Chand & Co. Delhi
12. Stinnet. T.M. (1965), The Profession of Teaching, Prentice Hall of India Pvt. Ltd. New Delhi
13. Pires, S.A. (1958), Better Teacher Education, Delhi University, Delhi
14. Rugg. H. (1952), Training of Teachers, Harper Bros.
15. Rugg. H. (1952), Training of Teachers, Harper Bros.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 402	Academic Writing (ISB)	CC	2	50 Practical & Viva-Voce			50

Objective:

7. To develop the academic writing
8. To develop research work writing
9. To participate in seminar and workshop

UNIT I General Writing

a) Prepare a base review (any reference book)
b) Script/Story (Drama)
c) Prepare two content lesson of B. Ed. syllabus. (any two)

UNIT II Research Work Writing

a) Prepare an Article on current topic.
d) Present a Seminar paper (National/State/International)
e) Prepare a desertation summary

Learning Outcomes: After completion of this course students would able to:

10. Write on research
11. Understand the concept of seminar and workshop

Term Paper : (Any one)

Prepare a term paper on any topic related with above unit.

1. Lomax Donald. E. (1973), The Education of Teachers in Britain, John Wiley & Sons, London
2. Shrivastava. R. C. and Bose. K. (1973), Theory and Practice-Teacher Education in India. Chug Publication, Allahabad.
3. Willey, F.T. and Meddision. R.B. (1971), An Inquiry into Teachers Training. University of London Press Ltd., London
4. Hallard, F. H. (1971), Teaching the Teacher-Trends in Teacher Education, George Allen and Unwin Ltd. London.

5. Edmund. J. King (1970), The Teacher Education, Holt Rinehart Winston, London,.
6. Mukherjee, S.N. (1968), Education of Teachers in India (Vol. I). S. Chand & Co. Delhi
7. Stinnet. T.M. (1965), The Profession of Teaching, Prentice Hall of India Pvt. Ltd. New Delhi
8. Pires, S.A. (1958), Better Teacher Education, Delhi University, Delhi

Semester IV

Course code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 403	Dissertation	**CC**	4	100 **(Dissertation-60+Viva-Voce-40)**			100

Objective:

12. To prepare for practical work
13. To get the knowledge of field work and related problems.

Dissertation: Each candidate for the M.Ed. degree is required to investigate a research problem in the field of education and submit a dissertation embodying the results of his/her investigation.

Viva-Voce Board : The Viva-Voce board will consist of the following two persons:

- The External Examiner
- The Head of the Department

Learning Outcomes: After completion of this course students would able to:

- ❖ Do practical work independently
- ❖ Understnd and knowledge of field work problems

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 404	**Specialization on courses - I** **Area (a) : Educational Administration and Managements** Principles of Educational Administration and Management	Choose any one area which will comprise of three papers CE	4	20	60	20	100

Objectives:

1. To develop the fundamental perspective of the theoritical tenants of administration and management.
2. To understand the relationship between educational administration and human relations to enhance the effectiveness of organization.
3. To know and analyze the causes and types of role conflicts in organization and resolve them.
4. To be acquainted with the procedure of decision making and scientific management.
5. To make the students with new trends and techniques of educational management.

Course Contents:

Unit -I Educational Administration and Management

a) Concept, Nature, Scope and Development of Administration and Management.
b) Historical Development and Contribution.
c) Modern Development : Scientific Management Approach, System Approach, Situational Approach.
d) Competency Concept of Graft, Administrative Behaviour - Halpin

Unit -II Educational Organization

a) Meaning and principles of Educational Organization.
b) Organizational Behaviour & Climate - Maslow's theory of needs and job satisfaction.
c) Organizational Development : Structural patterns, Analysis of factors affecting the organization.

Unit -III Educational Leadership and Decision Process

a) Concept, Types and Styles of Educational Leadership.
b) Models of Leadership : Ohieo State model, Managerial Greid Model.
c) Concept, Types and styles of Decision making.
d) Models and Process of Decision making.

Unit -IV Educational schemes and agencies

a) Educational Administration Policies : Post 1986 Development.
b) Centrally sponsered schemes and Role of state level Educational Administration.
c) Various agencies related to Educational Administration at state and National level and their functions.

Term Paper : (Any one)

1. Prepare a report on recent state/central level schemes related to education and their administration.
2. Prepare a report on any agency related to educational administration at state/National level and its major functions.
3. Prepare ppts on historical development and important contribution related to principles of educational administration and management.
4. Prepare ppts on survey report related to organizational climate of any educational institute and their related remedies.

Learning Outcomes: After completion of this course students would able to:

1. Develop the fundamental perspective of the theoretical tenants of administration and management.
2. Understand the relationship between educational administration and human relations to enhance the effectiveness of organization.
3. Know and analyze the causes and types of role conflicts in organization and resolve them.
4. Acquainted with the procedure of decision making and scientific management.
5. Make the students with new trends and techniques of educational management

References:

1. मिश्रा महेन्द्रकुमार, (2008), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, यूनिवर्सिटी बुक हाऊस (प्रा.) लि., जयपुर
2. सुखिया उस. पी. (2008), विद्यालय प्रशासन, संगठन एवं स्वास्थ्य शिक्षा, विनोद पुस्तक मंदिर आगरा
3. प्रसाद केशव, (2008), विद्यालय व्यवस्था, विनोद पुस्तक मंदिर आगरा
4. वर्मा, जे. पी. (2007), शैक्षिक प्रबन्धन, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।

5. ओड, एल. के. (2007), शैक्षिक प्रशासन, राजस्थान हिन्दी ग्रन्थ अकादमी,जयपुर।
6. सिंह मया शंकर, (2007), शैक्षिक प्रबंधन एवं शिक्षण तकनीकी, अध्ययन पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नई दिल्ली
7. सिडाना अशोक शर्मा, अंजलि, (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, शिक्षा प्रकाशन, जयपुर
8. सिंह रामपाल, शर्मा मदनमोहन, सेवानी अशोक, (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, विनोद पुस्तक मंदिर, आगरा
9. पाण्डेय रामशक्ल, (2007), शैक्षिक नियोजन और वित्त प्रबन्धन, विनोद पुस्तक मंदिर, आगरा
10. बघेला एच. एस., (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान प्रकाशन, जयपुर
11. सिंह रामपाल, (2005), विद्यालय प्रबंधन एवं शिक्षा की समस्याएं, विनोद पुस्तक मंदिर आगरा
12. मोहन्ती, जै. शैक्षिक प्रबन्धन एवं प्रकाशन, दीप एवं दीप पब्लिकेशन, नई दिल्ली।
13. गुप्ता, एल. डी. उच्च शैक्षिक प्रशासन, हरियाणा साहित्य अकादमी, चण्डीगढ़।
14. Pandya, S. R. (2001), Administration and Management of Education, Himalaya Publishing House, Delhi
15. Tarachand and Ravi Prakash (1997), Advanced Educational Administration, Kanishka Pub., New Delhi.
16. Chandrasekaran, Premila (1994), Educational Planning and Management, Sterling Publishers, New Delhi
17. Compbell, R. F., John E. Coorabally and John A. (1962), Introduction to Educational Administration, Allyanand Bacan, Boston.
18. Griffiths, David (1959), Administrative Theory, Appletion Century Crafts. Inc. New York.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 405	**Area (b) Educational Technology** Principles of Educational Technology	Choose any one area which will comprise of three papers CE	4	20	60	20	100

Objectives:

- To acquaint the students with the concept, definition and Scope of educational technology.
- To acquaint the students with the system approach, communication process and content analysis.
- To enable the students to understand about the principles of programmed learning.
- To acquaint the student about the role of instructional technology.
- To acquaint the student about the teaching model.

Course Contents:

Unit - I Concept of Educational Technology

d) Educational Technology: Concept, its definition, nature, scope.
e) Forms of educational technology: teaching technology, instructional technology and behavior technology.
f) Approaches of educational technology: Hardware Software and System approach.

Unit-II Communication & its Process

d) Communication in education, communication process, types, communication in teaching learning.
e) Comparative study of memory, understanding and reflective level of teaching.
f) Content analysis.

Unit- III Models of Teaching Technology

d) Teaching Models: Concept, characteristics.
e) Glasser's Basic Training Model.

f) Creativity Teaching Model.

Unit-IV Programme Learning Approaches

d) Programmed Learning: Meaning, characteristics, principles.
e) Types of programmed learning: Linear and branching.
f) Advantages and limitations of programmed learning.

Term Paper : (Any one)

- Preparation and administration of programmed learning materials (at least 20 frames) or Development of a computer programme on a topic.
- Preparation of any two low cost teaching aid/ PPT Preparation

Learning Outcomes: After completion of this course students would able to:

6. Understand with the concept, definition and Scope of educational technology.
7. Explain system approach, communication process and content analysis.
8. Describe about the principles of programmed learning.
9. Understnad about the role of instructional technology.
10. Acquaint about the teaching model.

Suggested Reading:

- मित्तल, सन्तोष (2008), शैक्षिक तकनीकी एवं कक्षा कक्ष प्रबंध, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
- सिंह, कर्ण (2008), शैक्षिक तकनीकी एवं प्रबन्ध, लखीमपुर – खीरी, गोविन्द प्रकाशन।
- अग्रवाल जे. सी. (2007), शैक्षिक तकनीकी तथा प्रबंध के मूलतत्त्व, विनोद पुस्तक मंदिर, आगरा।
- शर्मा, संदीप एवं पारीक, अलका (2007), शैक्षिक तकनीकी एवं कक्षा–कक्ष प्रबन्ध, जयपुर : शिक्षा प्रकाशन।
- कुलश्रेष्ठ, एस.पी. (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा।
- Sampath, K. PainiselvamA.and Santhanam (1981), Introduction to Educational Technology New Delhi, Sterling (P) Ltd..
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- Dale, E. (Ed.) (1973), Audio-Visual Methods in Teaching (Revised Edition) N.Y. Holt Rinehart and Winston Inc..
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- Green, E.J.(1960),The Learning Process & Programmed Instruction. NY.Holt, 1968, Rinehart & Winston Inc.
- Buch,M.B. & Santhanam M.R. : Communication in Class Room CASE Baroda.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 406	**Area (c) Measurement and Evaluation** Principles of Measurement and Evaluation	Choose any one area which will comprise of three papers CE	4	20	60	20	100

Objectives:

- To understand the meaning and basic concepts of measurments and Evaluation.
- To differentiate between measurement and evaluation.
- To acquaint the students with new trends in examination reforms.
- To develop critical thinking the students to understand the process of test development and their standardization.

Course Contents :

Unit : I Concept of Measurement and Evaluation

d) Measurment: Physical vs. Psychological and Educational Measurement
e) Differentiate between Measurment and Assessment
f) Types of Evaluation
   - Placement Evaluation
   - Formative Evaluation
   - Summative Evaluation
   - Diagnostic Evaluation
   - Prognostic Evaluation

Unit : II Measurment of Learning and Achievement

d) Norm-referenced Test vs. criterion reference Test
e) Scale,Test,T-score,Z-score
f) Construction of an Achievement Test
   - Blue print
   - Try out of the test
   - Item-analysis
   - Difficulty Level, Discrimination Power Index

Unit : III Standardization of Test

d) Standardization Procedures for a test administration, Scoring and reporting
e) Teacher made Test vs. Standardised Test
f) Quality of a good Test
   - ❖ Validity
   - ❖ Reliability
   - ❖ Objectivity
   - ❖ Norms

Unit : IV Assessment of Validity , Reliability and Norms

f) Concept, definition of validity, reliability and norms
g) Types of validity, reliability and norms
h) Determining degree of reliability and validity
i) Factors affecting validity and reliability
j) Relationship between validity and reliability

Term Paper : (Any one)

- Construct, Try out and done item analysis of a teacher made test.
- Calculating Reliability of a test with using any methods.
- Establishing validity of a test with using any methods

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the meaning and basic concepts of measurments and Evaluation.
- ❖ Differentiate between measurement and evaluation.
- ❖ Acquaint the students with new trends in examination reforms.
- ❖ Develop critical thinking the students to understand the process of test development and their standardization.

Suggested Reading:

- Ferguson , George A.(1971), Statistical Analiysis in Psychology and Education. MC-Graw Hill Kegakusha Ltd.
- Anastasi, A. (1970), psychological Testing, Macmillan New Delhi.
- Gailford,J.P.& Frutcher,B (1970), Fundamental Statistics in psychology and education MC Graw-Hill Kagakush Ltd.
- Grounlund, N. E. (1968) Measurement and exaluation in Teaching Macmillan co.
- Cronbach, L. J. (1960), Essential psychological Testing, New York: Harper
- Bloom,B.S. (1956), Taxonomy of Objectives "Cognitive Domain", Logman,New York.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 407	**Specialization on courses - II** **Area (a) : Educational Administration and Managements** Educational Administration and Management Practice	Choose any one area which will comprise of three papers CE	4	20	60	20	100

Objectives:

- To acquaint the knowledge of different Education Administrative Structure in India.
- To know about various procedures of Educational Supervision an Co-ordination.
- To develop understanding of the concept and forms of Educational Management.
- To gain knowledge about the concept and principal of Financial Management.
- To assess the understanding about different Contemporary Trends in Educational Management.

Course Contents:

Unit- I Educational Administrative Structure in India

a) Concept, need, Characteristics, Principles, Functions, Scope, Educational administration and Educational Management.
b) Level : Panchayat and Zilla Parishad, District.
c) Level : State and Central
d) Control and Pressures on Educational Administration.

Unit- II Educational Supervision and Co-ordination

a) Concept, need, Scope of Supervision
b) Procedure and Process of Supervision
c) Co-ordination - Concept, Need, Scope

Unit- III Communication in Educational Administration and Management

a) Concept, need, scope
b) Types and forms

c) Process and Function
d) Delimitation

Unit- IV Educations Financial Management and Contemporary Trends in Educational Management

a) Concept, need, scope, Types, Principles Financial Management.
b) Budget, Concept, need, types, process.
c) T.O.M. Total Quality Management.
d) Time Management

Sessional Works: (Any one)

- Prepare a case study report of the organizational climate of a school.
- Prepare a financial budget report of a particular school.
- Prepare a two term paper of the content P.P.T.
- Abstracts of two recent articles related to Educational Administration and Management.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquaint the knowledge of different Education Administrative Structure in India.
- ❖ Know about various procedures of Educational Supervision an Co-ordination.
- ❖ Develop understanding of the concept and forms of Educational Management.
- ❖ Gain knowledge about the concept and principal of Financial Management.
- ❖ Assess the understanding about different Contemporary Trends in Educational Management

References:

- ➢ मिश्रा महेन्द्रकुमार (2008), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, यूनिवर्सिटी बुक हाऊस (प्रा.) लि., जयपुर
- ➢ सुखिया उस. पी. (2008), विद्यालय प्रशासन, संगठन एवं स्वास्थ्य शिक्षा, विनोद पुस्तक मंदिर आगरा
- ➢ प्रसाद केशव (2008), विद्यालय व्यवस्था, विनोद पुस्तक मंदिर आगरा
- ➢ सिंह मया शंकर (2007), शैक्षिक प्रबंधन एवं शिक्षण तकनीकी, अध्ययन पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नई दिल्ली
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Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 408	**Area (b) Education Technology** Innovative Methods and Techniques in Educational Technology	Choose any one area which will comprise of three papers CE	4	20	60	20	100

Objectives:

- To understand the idea of Methods, Techniques and Models of Teaching Technology.
- To develop knowledge of Various Teaching Methods and Techniques.
- To acquire the knowledge of new trends in teaching technology.
- To apply teaching for effective and innovative class room teaching.

Course Contents:

Unit - I Concept of Innovation and Objective

a) Innovation : Meaning, Definition and Characteristics.
b) Methods : Concept, Characteristics and Utility.
c) Components of Instructional Process: Objectives, Concept and Methods.
d) Formulation objective domains of behaviour :
    - Cognitive
    - Affective
    - Psychomotor

Term paper : (any one)

a) Write any two term paper in the content
b) Prepare any one questionnaire for a test.
c) Develop a Cheek List or Interriew Schedule.

Learning Outcomes: After completion of this course students would able to:

- Understand the process and performance through using various types of test items.
- Acquint the knowledge of preparing tools link Check list, Rating scales, Questionaires etc.
- Develop understanding about various Evaluation procedures
- Obtain the knowledge of objectives in Evaluation

- ❖ Know preparation of achievement and diagnostic tests and complete question paper.

Suggested Reading:

- ➢ Grounland, N.E. (2003), Educational Measurement & Assessment in Education, Macmillan co. (8th Edition)
- ➢ Fergusan, George (1971), A Statistical Analysis in Psychology and Education (3rd Edition), Mc.Graw hill,New Delhi
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Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 410	**Specialization on courses - III** **Area (a) : Educational Administration and Management** Modern Trends in Educational Administration and Management	Choose any one area which will comprise of three papers CE	4	20	60	20	100

Objectives:

- To develop an insight into modern perpectives and trends of Educational Administration and Management.
- To acquire the knowledge of Educational Management at different levels through scientific management.
- To develop the managerial skills through data analysis, planning proposals and decision making process.
- To develop knowledge of accreditation process, finance management and its application.
- To understand the planning procedure, human resource management and some new trends.

Course Contents:

Unit- I Educational Management and Its Levels

a) Educational Management - Concept, Scope and Characteristics of good management
b) Difference between Educational Administration and Education Management
c) Management at different levels - Elementary, Secondary and Higher Education
d) Scientific Management through PERT, CPM and PPBS

Unit - II Resource Management

a) Resources : Types, Scope and Need in Organization
b) Human resource management : Staff recruitment and cadre management policies and practices
c) Performance appraisal, Grievance redressal mechanism & Teacher's union
d) Conflict Management : Types of Conflict, Getzel's theory and Conflict management

Unit - III Planning and Financial Management

a) Educational planning : Concept, Types and Approches

b) Appraisal and Analysis of Educational Data, formulation of policy and planning proposal
c) Finance Management : Process of financing, Types of Educational Expenditure, Monitoring, Accounting and Auditing
d) Resource Mobilization & Finance, Project Analysis, Criteria for allocation of funds

Unit - IV Evaluation and Accreditation

a) Evaluation of Educational Management : Summative & Formative
b) Accreditation & Appraisal of Institute : Objective, Guidelines & Types
c) Administration - plan & non plan schemes and provisione at centeral and state level
d) Educational management information system (EMIS), Project management information system (PMIS)

Term Paper : (Any one)

- Prepare a report related to performance appraisal of any educational administrative unit.
- Prepare a review report for educational Programmes at state level.
- Prepare a critical report for human resouce development programmes in any organization.
- Prepare PPTs related to summative and formative evaluation structures of educatinal management evaluation.
- Prepare PPTs for monitoring and auditing related to observation for finacial management.

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop an insight into modern perpectives and trends of Educational Administration and Management.
- ❖ Acquire the knowledge of Educational Management at different levels through scientific management.
- ❖ Develop the managerial skills through data analysis, planning proposals and decision making process.
- ❖ Develop knowledge of accreditation process, finance management and its application.
- ❖ Understand the planning procedure, human resource management and some new trends

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Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 411	**Area (b) Education Technology** Educational Technology and Computer Application	Choose any one area which will comprise of three papers CE	4	20	60	20	100

Course Contents:

Unit - I I C T in Education

a) ICT : Concept, Characteristics, Importance
b) Challenges for ICT
c) Multimedia Approaches :
   - Video conferencing
   - Online classes
   - Smart Classes

Unit - II Introduction to Computers and Windows Operating System

a) Introduction to Computers
   - Definition , Application & Block Diagram of Computer
   - Computer Memory, Hardware &Software
   - I/O Devices
b) Introduction to Windows OS
   - Features of Windows OS
   - Basic Components of Windows OS- Desk Top, Task Bar, System Tray, Icons, Control Panel, File & Folder Management

Unit - III Introduction to MS-Word & Ms-Power Point

a) Introduction to MS-Word
   - An overview of the basics of word processing
   - Editing and Formatting Documents
   - Use spell check , grammar check & Thesaurus
   - Creating Tables

- Introduction to Ms-PowerPoint
- Creating an effective presentation using power point

Unit - IV Introduction to MS-Excel & Internet

a) Introduction to MS-Excel
   - Creating an excel worksheet
   - Using formula & functions
   - Creating Charts & Graphs

b) Introduction to Internet
   - Introduction to Internet, Web Browser and Search Engine
   - Surfing the Net using search engines and download
   - Email

Term Paper : (Any one)

- Write one term paper.
- Prepare a P P T lesson with any concept of this paper.

Learning Outcomes: After completion of this course students would able to:

- Aware of various ICT trends.
- Use computer for their studies and get the general introduction about windows operating system.
- Create presentation and use MS Word for their text formatting
- Know how to create simple marksheet and will be able to use Internet for their study purpose.

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3. Sharma, R.A. (1980), Technology of Teaching, Meerut, International Publishing House, (Also available in Hindi)
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16. Freeman, F.S. (1962), Theory and Practice of Psychological Testing, Oxford and I.B.H. Publication company, New Delhi (3rd Edition)

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Unit End Test	Term Paper	Total
MED 412	**Area (c) Measurement and evaluation** New Trends in Educational Assessment and Statistics	Choose any one area which will comprise of three papers CE	4	20	60	20	100

Objectives:

- To grasp the holistic idea about Educational Assessment.
- To enhance skill of new trends in education.
- To apply and diagnose the learning errors of evaluation.
- To develop the knowledge and basic use of statistics in education.
- To create innovation in examination system (CBCS).

Course Contents:

Unit - I New Trends in Education

a) Grading System Vs. Marking System.
b) Continuous and Comprehensive Evaluation (CCE)
c) Question Bank and Examination Reforms.
d) Use of Computer in Evaluation and open book system of Examination.
e) Semester System and Choice Based Credit System. (CBCS)

Unit - II Diagnostic Test and Remedial Instruction

a) Needs of Educational Diagnosis in Elementary and Secondary Schools.
b) Purpose of Diagnostic Test
c) Preparation Diagnostic Test
d) Remedial Instruction : Concept, Procedure and Needs.
e) Preparation of Remedial Test

Unit - III Measure of Central Tendency

a) Mean and its uses
b) Median and its uses
c) Mode of and uses

Unit - IV Measure of Variability

a) Range
b) Quartile Deviation
c) Average Deviation
d) Standard Deviation

Term Paper : (Any one)

- Prepare a diagnostic test or remedial material.
- Write a short notes about new trends of Evaluation in Education.
- Collection and prepare a question bank (minimum five years).
- Choose a problem and calculate Mean, Median, Mode and Standard in the same problems.

Learning Outcomes: After completion of this course students would able to:

- Grasp the holistic idea about Educational Assessment.
- Enhance skill of new trends in education.
- Apply and diagnose the learning errors of evaluation.
- Develop the knowledge and basic use of statistics in education.
- Ceate innovation in examination system (CBCS).

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1. National Council of Educational Research and Training (2008). Source Book on Assessment for class I-V: Social Science. New Delhi: NCERT
2. Cooper, D. (2007), Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson.
3. Earl, L.M. (2006), Assessment of Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, Clifornia: Corwin Press.
4. National Council of Educational Research and Training (2006). Position paper: Examination Reform. New Delhi: NCERT
5. Banks, S.R. (2005), Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
6. National Council of Educational Research and Training (2005), National Curriculum Framework, 2005. New Delhi: NCERT
7. Gronlund, N.E. (2003), Assessment of Student Achievement. Boston: Allyn & Bacon.
8. Kaplan, R.M. & SaccuzzoD.P. (2000), Psychological Testing, Principles, Application& Issues. California: Wordsworth.
9. Linn, R.L. & Gronlund, N.E. (2000), Measurement and Assessment in Teaching. London: Merrill Prentice Hall.

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15. Blooms, B.S. (1956), Taxonomy of Educational Objective. New York: Longman Green and Company.

Syllabus

DEPARTMENT OF EDUCATION

Bachelor of Arts-Bachelor of Education
(B.A- B. Ed.)

Four Years Integrated Regular Programme

"A" Grade by NAAC & "A" Category by MHRD

Jain Vishva Bharati Institute
(Deemed to be University under section 3 of UGC Act, 1956)
Ladnun-341306 (Raj.)

2017 **Price: Rs.**

Bachelor of Arts-Bachelor of Education (B.A- B.ED.)

Four Years Integrated Regular Programme

Jain Vishva Bharati Institute has launched a Bachelor of Education programme recognized by NCTE. The first session started from July 2005 and B.A. B.Ed programme has started from October 2016. The programme places specific emphasis on meditation as a tool to enhance learning skills and I.Q. This programme is also the first national teachers training programme to offer study in Education for Sustainable Development. Innovative syllabus and enthusiastic faculty work towards not only training the teachers but also assisting them with campus recruitment. Jain Vishva Bharati Institute is looking forward to train a new class of future generation teachers.

1. Introduction :

Enlightened, emancipated and empowered teachers lead communities and nation towards better and higher quality of life. Teachers are expected to create social cohesion, national integration and learning society. They disseminate knowledge and also generate new knowledge therefore, it becomes essential for any nation to give necessary professional inputs to its teachers. Jain Vishva Bharti Institute pursues the curriculum for its pre-service teacher training programme for women candidates who are far behind but can lead the whole nation. This will is a special programme focussed with a strong foundation in Science of Living. The candidates are encouraged to flourish an environment that promotes value and technology based society.

Duration: The B.A. B.Ed programme is full time four years Integrated programme.

Eligibility: A candidate who has passed senior secondary from any recognized Board and qualified entrance test conducted as per guideline of State Government.

Objectivess:

- To give the subject knowledge of graduation level.
- To develop professionalism in teacher Education Programme.
- To motivate creative thinking and work among teacher trainees.
- To foster moral, social character and spiritual values of trainees.
- To develop Inter-relationship among Department, School and Society.
- To develop cognitive, Affective and Psycho-motor domain of the teacher trainees
- To promote for future Prospective, Employability and Skill based Teacher Training
- To develop Self Evaluation, Positive Attitude and self confidence
- To apply educational innovation and new strategies of the Teacher Education and trainees.

Scheme of Examination

1. Hindi/English shall be medium of instruction of examination.
2. Examination shall be conducted at the end of each semester as per the academic/ examination calendar notified by the Institute.
3. Each Theory paper will be valued as per marks division given in the prospectus which will include semester end Theory exam. Practical (wherever applicable) and continuous internal assessment (CIA).

4. CIA will include the following components :
    - Attendance regularity 10 marks
    - Class Tests 05 marks
    - Assignments 10 marks
    - Class Presentation/Seminar 05 marks

    Total 30 marks

For UG students to pass a semester, a student has to secure a minimum of 40% marks in aggregate and minimum of 36% marks in individual theory papers. A student has to pass in written examination.

Evaluation Panel:

CIA Concerned Two Subject teacher nominated by the HOD of the Department.

Internship Evaluation Panel:

- Pre-Internship and Post Internship
    - HOD of the concerned Department
    - Departmental Supervisor/School Head Master/Principal of the School/Nominated School Teacher

Final Lesson Panel: (Two Teaching Subject)

- HOD of the concerned Department
- Internal/External Subject Expert

EPC Evaluation Panel:

Theory/Practical and viva-voce Examination Panel will be :

- HOD of the concerned Department.
- Internal Subject Expert.

(B.A. - B.E.d.)

Semester I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 101	Childhood and Growing Up	**CC**	**4**	**30**	**70**	**100**
BAE 101	Hindi Literature	**Any Three CE**	**4**	**30**	**70**	**100**
BAE 102	English Literature					
BAE 103	Sanskrit Literature					
BAE 104	History	**CE**	**4**	**30**	**70**	**100**
BAE 105	Political Science					
BAE 106	Sociology					
BAE 107	Geography	**CE**	**4**	**30**	**50+20 (Only Geography Practical) 70**	**100**
BAE 108	Economics					
BAE 109	Home Science					
JVB 101	Introduction to Jainism	**FC**	**4**	**30**	**70**	**100**
		Total	**20**	**150**	**350**	**500**

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 201	Assessment For Learning	**CC**	**4**	**30**	**70**	**100**
EDU 202	Learning And Teaching	**CC**	**4**	**30**	**70**	**100**
BAE 201	Hindi Literature	**Any Three CE**	**4**	**30**	**70**	**100**
BAE 202	English Literature					
BAE 203	Sanskrit Literature					
BAE 204	History	**CE**	**4**	**30**	**70**	**100**
BAE 205	Political Science					
BAE 206	Sociology					
BAE 207	Geography	**CE**	**4**	**30**	**50+20 (Only Geography Practical) 70**	**100**
BAE 208	Economics					
BAE 209	Home Science					
		Total	**20**	**150**	**350**	**500**

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 301	Understanding Discipline and Subjects	Any one **CE**	**4**	**30**	**70**	**100**
EDU 302	Innovative Methods					
BAE 301	Hindi Literature	**Any Three CE**	**4**	**30**	**70**	**100**
BAE 302	English Literature					
BAE 303	Sanskrit Literature					
BAE 304	History	**CE**	**4**	**30**	**70**	**100**
BAE 305	Political Science					
BAE 306	Sociology					
BAE 307	Geography	**CE**	**4**	**30**	**50+20 (Only Geography Practical) 70**	**100**
BAE 308	Economics					
BAE 309	Home Science					
JVB 301	Critical Understanding of ICT	**FC**	**2**	**15** Practical	**35**	**50**
JVB 302	Yoga and Preksha Meditation	**FC**	**2**	**15** Practical	**35**	**50**
		Total	**20**	**150**	**350**	**500**

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 401	Gender, School and Society	**CC**	**4**	**30**	**70**	**100**
EDU 402	Reading and Reflecting on Texts (EPC)	**CC**	**2**	**15**	**35 Practical & Viva-Voce**	**50**
EDU 403	Drama and Arts in Education (EPC)	**CC**	**2**	**15**	**35 Practical & Viva-Voce**	**50**
BAE 401	Hindi Literature	**Any Three CE**	**4**	**30**	**70**	**100**
BAE 402	English Literature					
BAE 403	Sanskrit Literature					
BAE 404	History	**CE**	**4**	**30**	**70**	**100**
BAE 405	Political Science					
BAE 406	Sociology					
BAE 407	Geography	**CE**	**4**	**30**	**50+20 (Only Geography Practical) 70**	**100**
BAE 408	Economics					
BAE 409	Home Science					
		Total	**20**	**150**	**350**	**500**

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 501	General English	**CC**	**4**	**30**	**70**	**100**
EDU 502	Contemporary India and Education	**CC**	**4**	**30**	**70**	**100**
BAE 501	Hindi Literature	**Any Three CE**	**4**	**30**	**70**	**100**
BAE 502	English Literature					
BAE 503	Sanskrit Literature					
BAE 504	History					
BAE 505	Political Science	**CE**	**4**	**30**	**70**	**100**
BAE 506	Sociology					
BAE 507	Geography				**50+20 (Only Geography Practical) 70**	
BAE 508	Economics	**CE**	**4**	**30**		**100**
BAE 509	Home Science					
		Total	**20**	**150**	**350**	**500**

Semester VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 601	General Hindi	**CC**	**4**	**30**	**70**	**100**
EDU 602	Pre- Internship	**CC**	**4**	**100** Pre- Internship		**100**
BAE 601	Hindi Literature	**Any Three CE**	**4**	**30**	**70**	**100**
BAE 602	English Literature					
BAE 603	Sanskrit Literature					
BAE 604	History					
BAE 605	Political Science	**CE**	**4**	**30**	**70**	**100**
BAE 606	Sociology					
BAE 607	Geography				**50+20 (Only Geography Practical) 70**	
BAE 608	Economics	**CE**	**4**	**30**		**100**
BAE 609	Home Science					
		Total	**20**	**120**	**380**	**500**

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 701	Creating and Inclusive Education	**CC**	**4**	**30**	**70**	**100**
EDU 702	Language Across the Curriculum	**CC**	**4**	**30**	**70**	**100**
BAE 701	Hindi	Pedagogy of a School Subject **Any two CE**	**4**	**30**	**70**	**100**
BAE 702	English					
BAE 703	Sanskrit					
BAE 704	History					
BAE 705	Civics					
BAE 706	Social Science					
BAE 707	Economics					
BAE 708	Geography	**CE**	**4**	**30**	**70**	**100**
BAE 709	Home Science					
BAE 710	**Optional Course** Environmental Education	**Any one CE**	**4**	**30**	**70**	**100**
BAE 711	Health and Physical					
BAE 712	Guidance and Counseling					
BAE 713	Distance Education					
BAE 714	**5. Additional Course (Any one)** 5.1 Hindi					
	5.2 English					
	5.3 Sanskrit					
	5.4 History					
	5.5 Civics					
	5. 6 Social Science					
	5.7 Economics					
	5.8 Geography					
	5.9 Home Science					
		Total	**20**	**150**	**350**	**500**

Semester VIII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU-801	Knowledge and Curriculum (Part-A)	Any one **CC**	**4**	**30**	**70**	**100**
EDU-802	Knowledge and Curriculum (Part-B)					
EDU-803	Post Internship	**CC**	**16**	**160 Internship+ 120+120=240 Practical (Two Subjects final lesson)**		**400**
		Total	**20**	**30**	**470**	**500**

EPC- Enhancing Professional Capacities
CIA-Continuous Internal Assessment
CC- Core Compulsory
CE - Core Elective
EC-Elective course
FC- Foundation Course

Semester I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU101	Childhood and Growing Up	**CC**	**4**	**30**	**70**	**100**

Objectives:

- Teacher tainees can aware about concept, methods & applications of Educational Psychology.
- To aware the trainees about concept and developmental dimensions of childhood.
- Trainees got informed about imagination, creativity & interests at school level.
- To know the related problems of Adolescence & remedies through Guidance & Counselling services.
- To aware about the process of human development
- To build sensitivity towards childrens' needs and capabilities within their socio-cultural context

Course Contents:

UNIT-I Educational Psychology and Development

a) Educational Psychology : Concept, Methods & Applications
b) Implications of Educational Psychology:Teachers, Curriculum, Class-room Situations
c) Indian Psychology : Concept and its implication
d) Growth & Development
e) Cognitive development:- Piaget & Bruner

UNIT-II Childhood and Its Development

a) Childhood : Its concept & characteristics
b) Childhood : Physical, Mental, Emotional, Social & Moral Development
c) Childhood : Dimensions to fostering Imagination, Memory & Creativity
d) Childhood : Activities for Personality Development
e) Childhood : Language Development

UNIT-III Adolescence and Its Development

a) Adolescence : Its Meaning & Characteristics
b) Adolescence : Physical, Emotional, Social, Spiritual & Moral Development
c) Adolescence : Fostering Thinking, Reasoning & Problem- solving abilities
d) Adolescence : Activities for Personality Development
e) Adolescence : Related Problems & Remedies
f) Guidance & Counselling services in schools

UNIT-IV Learner: Psychological Dimensions & New Trends

a) Personality : Concept, Types & Measurement
b) Intelligence & Multiple Intelligence : Meaning, Theories & Measurement
c) Creativity : Meaning, Development & Measurement
d) Adjustment : Concept, Process & Mechanism
e) Mental Health : Concept, Components & Scope

Assignment & Practical Work (Any Two)

- Prepare a short term Project to enhance Imagination, Creativity and Memory for school level students
- Prepare, administer and interpret a Case study/ Questionnaire related to problems of adolescence
- One Assignment Work related to topics in above unit
- Organize various Guidance and Counseling campaign for secondary level students
- Administer, Score and interpret a standardized psychological test related to personality/Intelligence/ Creativity/ Mental Health/Adjustment
- Prepare a Survey report related to various psychological dimension, problems and related remedies for school students

Learning Outcomes: After completion of this course students would able to:

- ❖ Utilize the knowledge of Educational Psychology for school education.
- ❖ Apply the concept of Growth & Development in teaching field.
- ❖ Plan various activities to fostering imagination, creativity & interests at school level.
- ❖ Know about various aspects related to Cognitive, Emotional & Social development of learner.
- ❖ Diagnose related problems of Adolescence & remedies through Guidance & Counselling services.

Suggested Readings:

1. Backett Chris (2004), Human Growth & Development, Sage Publication
2. Das, J. P. (1998), The Working Mind : An Introduction to Psychology, Sage Publication.
3. Chomskey, N. (1968), Language and Mind, Harcourt Brace, Jovanobich.
4. Singh Indramani & Parasuraman, Raja (1998) Human Cognition - A Multi Disciplinary Perspective, Sage Publication.
5. Baddeley, A. D. (1996) Human Memory : Theory and Practice, Washington, DC : Psychology Press.
6. Gruneberg, M. M.; Marris, P.E. & Skyes, R.N. (1998) (Eds) Practical aspects of memory; Current research and issues (Vol.2) John Wiley, New York.
7. Brown J. (1976), Recall and recognition, London.
8. Piaget, J. (1970), Science of Education and The Psychology of child, New York : Orion Press.
9. Hurlock, Elizabeth B. (2007), Child Development, Tata Mc Grow-Hill Publishing Company Ltd. New Delhi
10. गुप्ता, एस.पी., गुप्ता, अलका, (2007), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
11. पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
12. मंगल, एस.के.,(2008),शिक्षा मनोविज्ञान, प्रिंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड,नई दिल्ली
13. मूरजानी जानकी, नारंग, दर्शन कौर एवं मणिका मोहन, बाल विकास का मनोविज्ञान, अपोलो प्रकाशन, जयपुर
14. यादव, सियाराम, (2008),अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
15. शर्मा, जे.डी., (2008), मनोविज्ञान की पद्धतियाँ एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
16. श्रीवास्तव, प्रमिला, (2008), बाल विकास एवं शिक्षा संदर्शिका, कनिष्क पब्लिशर्स, नई दिल्ली

Semester I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 101	Hindi Literature **(प्राचीन एवं मध्यकालीन काव्य)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. प्राचीन एवं भक्तिकालीन काव्य एवं कवियों से परिचित करवाना।
2. साहित्य के विभिन्न रूपों की जानकारी प्रदान करना।
3. विभिन्न साहित्यकारों की काव्यशैलियों से परिचित करवाना।

इकाई I

1. आदिकालः परिस्थितियाँ, नामकरण, प्रथम कवि, प्रथम रचना प्रमुख काव्य धाराएं उनकी सामान्य प्रवृतियाँ,
2. भक्तिकाल का सामान्य परिचय, प्रेरक परिस्थितियां, प्रमुख काव्य धाराएं एवं उनकी प्रवृतियां

इकाई II

1. ढोला मारू रा दूहाः– सामान्य परिचय, काव्यगत विशेषताएं, संकलित दोहे– 26 से 50 दोहे (ढोला मारू रा दूहा– सं. रामसिंह, सूर्यकरण पारीक, नरोत्तमदास स्वामी, नागरी प्राचारिणी सभा काशी से)
2. हिन्दी काव्य संग्रह–सं. हेमराज मीणा, मीरा सरीन, केन्द्रीय हिन्दी संस्थान आगरा से
   क. कबीर के निर्धारित पद–1–8, साखियां–1–15
   ख. कबीर का काव्यगत विशेषताएं, समाज सुधारक रूप

इकाई III

हिन्दी काव्य संग्रह–सं. हेमराज मीणा, मीरा सरीन, केन्द्रीय हिन्दी संस्थान आगरा से निर्धारित काव्यांश

1. नागमती वियोग खण्ड–जायसी
2. विनय के पद, भ्रमरगीत–सूरदास
3. भरत महिमा–तुलसीदास
4. जायसी, सूरदास और तुलसीदास ˙ की काव्यगत विशेषताएं

इकाई IV

हिन्दी काव्य संग्रह–सं. हेमराज मीणा, मीरा सरीन, केन्द्रीय हिन्दी संस्थान आगरा से निर्धारित काव्यांश

1. मीरा के पद 1–11
2. रसखान के सवैया 1–13
3. मीरा एवं रसखान की काव्यगत विशेषताएं

उपलब्धियाँ–

1. प्राचीन हिन्दी साहित्य का ज्ञान प्राप्त करेगें।
2. भक्तिकालीन साहित्य से प्रेरणा प्राप्त कर जीवन में आध्यात्मिक मार्ग पर अग्रसर होंगे।
3. विभिन्न साहित्यकारों की लेखनशैली से परिचित होकर स्वयं की लेखन शैली विकसित कर सकेंगे।
4. प्राचीन एवं भक्तिकालीन साहित्य की जानकारी प्राप्त कर भावी प्रतियोगिता परीक्षाओं के लिये स्वयं को तैयार कर सकेंगे।

पाठ्यपुस्तक/संदर्भ ग्रंथ

1. 1. हिन्दी साहित्य का इतिहास– संपादक डॉ नगेन्द्र,डॉ हरदयाल मयूर पेपर बैक्स नोएडा।
2. हिन्दी साहित्य का इतिहास–आचार्य रामचंद्र शुक्ल नागरी प्रचारिणी सभा काशी।
3. हिन्दी साहित्य की भूमिका–आचार्य हजारी प्रसाद द्विवेदी, हिन्दी ग्रंथ रत्नाकर मुंबई।
4. कबीर ग्रथावली संपादक श्यामसुंदरदास
5. जायसी –पद्मावत, संपादक, आचार्य रामचन्द्र शुक्ल
6. मीरा ग्रंथावली संपादक कल्याण सिंह शेखावत

7. रसखान ग्रंथावली संपादक विधानिवास मिश्र
8. सूरदास – संपादक – आचार्य रामचन्द्र शुक्ल
9. गोस्वामी तुलसीदास – रामचन्द्र शुक्ल
10. कबीर – हजारी प्रसाद द्विवेदी

Semester I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 102	English Literature **(Poetry and Drama)**	**Any Three CE**	**4**	**30**	**70**	**100**

Objectives:

1. **To enable the students to know about Elizabethan and Romantic Poetry.**
2. **To make them aware about Indian Poetry.**
3. **To make them familiar with the dramatic art.**
4. **4-To acquaint them with some literary terms and Figures of Speech of these genres.**

Unit I: One Act Plays

A- Bishop's Candlesticks- NormanMckinnell

B- The Dear Departed- Stanley Hongton

Unit II: English and Indian-English Poems

A-All the World Is a Stage- William Shakespeare.

B- Death the Leveler- James Shirley.

C-The Solitary Reaper- William Wordsworth.

D- Where the Mind is Without Fear- Rabindranath Tagore.

E- Indian Weavers- Sarojini Naidu.

Unit III: Play- Tughlaq- GirishKarnad.

Unit IV: Literary Terms and Figures of Speech:

Alliteration, Simile, Metaphor, Pun, Personification, Paradox, Oxymoron, Antithesis, Heroic Couplet, Transferred Epithet, Sonnet, Lyric, Ballad, And Rhyme.

Outcomes:

1-The students can understand poetry, One-Act Play and Drama.

2-They can learn the difference between the Figures of Speech and Literary Terms.

Suggested Reading :

1. Abrams, M.H. Glossary of Literary Terms. India, Macmillan Publishers, 2000.
2. Prasad, B. A Background to the Study of English Literature. Macmillan, 2004.
3. Paper-I: Poetry and Drama, Jain Vishva Bharti Institute, Ladnun, 2016.
4. Poet's Pen: (Ed.) Homi p Dustoor. Oxford University Press.
5. Tughlaq- GirishKarnad. Oxford University Press. New Delhi.
6. Contemporary Indian poetry in English: (Ed.) Saleem Peerandina. MacMillan, New Delhi.

Semester I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 103	Sanskrit Literature **(संस्कृत व्याकरण एवं साहित्य)** **(लघुसिद्धांत कौमुदी)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. स्वरों एवं व्यंजनों का सामान्य ज्ञान करवाना।
2. शब्दों की सन्धि एवं सन्धि विच्छेद का अभ्यास करवाना।
3. लघु कथाओं से संस्कृत भाषा का अभ्यास करवाना।

1. लघुसिद्धांत कौमुदी

संज्ञा, संधि, सुबन्त प्रकरण (अजन्त पुल्लिंग तक) सूत्र (1–215)

2. रचनानुवाद कौमुदी (पाठ 1 से 10)

3. सुप्रभातम्

4. अभिधान चिन्तामणि छठां काण्ड (श्लोक 1 से 30)

उपलब्धियाँ–

1. स्वरों के ज्ञान से उच्चारण शुद्धि होगी।
2. संस्कृत भाषा को बोलने व समझने का अभ्यास होगा।
3. लेखन कला का विकास होगा।

पाठ्युस्तक / संदर्भ ग्रंथ–

1. लघु सिद्धान्त कौमुदी, श्रीवरदराजकृत, संपादक–महेश सिंह, कुशवाहा, चौखम्बा विद्या भवन, दिल्ली।
2. रचनानुवाद कौमुदी, डॉ. कपिलदेव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी।
3. सुप्रभातम्, आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं।
4. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी।
5 संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे।

Semester I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 104	History **(प्राचीन भारत का इतिहास)** **(प्रारंभ से 1206 ई. तक)**	**Any Three** **CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. विद्यार्थियों को प्राचीन भारतीय इतिहास का ज्ञान प्रदान करना।
2. विभिन्न कलाओं की मुख्य विशेषताओं से परिचित करवाना।
3. विद्यार्थियों के प्राप्त इतिहास के ज्ञान को प्रतियोगी परिक्षाओं के लिये उपयोगी बनाना।

इकाई–1

प्राचीन भारतीय इतिहास की जानकारी के प्रमुख स्त्रोत–पुरातात्विक, साहित्यिक एवं विदेशी यात्रियों के वृत्तान्त। जैन स्त्रोत–आगम ग्रन्थ। सिन्धुघाटी सभ्यता–खोज, विस्तारक्षेत्र, कालक्रम, नगर योजना, आर्थिक स्थिति, सामाजिक स्थिति एवं पतन।

इकाई –2

वैदिक सभ्यता–ऋग्वैदिक काल एवं उत्तरवैदिक काल–मूल निवास, स्थान, राजनैतिक, आर्थिक एवं सामाजिक स्थिति। सोलह महाजनपदों का उदय। मौर्य वंश–चन्द्रगुप्त मौर्य का उदय एवं उपलब्धियां, अशोक का धम्म, मौर्य प्रशासन, मौर्य साम्राज्य का पतन।

इकाई–3

सातवाहन वंश–गौतमी पुत्र शातकर्णी की उपलब्धियाँ। कुषाण वंश–कनिष्क प्रथम की उपलब्धियाँ। सातवाहन–कुषाणकालीन सांस्कृतिक अध्ययन। गुप्तवंश–जानकारी के स्त्रोत, राजनीतिक इतिहास एवं प्रशासन।

इकाई–4

गुप्तकालीन संस्कृति (इतिहास का स्वर्णकाल)–कला, साहित्य, एवं विज्ञान की उन्नति। गुप्तोत्तर भारत–हर्षवर्धन की राजनीतिक एवं सांस्कृतिक उपलब्धियां। राजपूत राज्यों के पतन के उत्तरदायी कारण।

उपलब्धियाँ–

1. विद्यार्थी गौरवशाली प्राचीन भारतीय इतिहास को जान पायेंगे।
2. स्थापत्य कला का तुलनात्मक अध्ययन कर पायेंगे।
3. इतिहास का ज्ञान प्राप्त कर प्रतियोगी परीक्षाओं में सफलता प्राप्त कर पायेंगे।

पुस्तक / संन्दर्भ ग्रंथः

1. झा, द्विजेन्द्र एवं के.एम., श्रीमाली–प्राचीन भारत का इतिहास, कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली।
2. शर्मा, कृष्णगोपाल, शर्मा, मुरारीलाल एवं जैन, हुकुमचंद–भारत का इतिहास, अजमेरा बुक कम्पनी।
3. पाण्डे, डॉ. विमल चन्द्र–प्राचीन भारत का राजनीतिक एवं सांस्कृतिक इतिहास, सेन्ट्रल पब्लिशिंग हाऊस, इलाहाबाद।
4. थापर, रोमिला–भारत का इतिहास, राजकमल प्रकाशन, नई दिल्ली।
5. श्रीवास्तव, कृष्णचन्द्र–प्राचीन भारत का इतिहास तथा संस्कृति, यूनाईटेड बुक डिपो, इलाहाबाद।
6. Basham, A.L. – A cultural history of India.
7. Kosambi, D.D. – An Introduction to the study of Indian History

Semester I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 105	Political Science **(राजनीति विज्ञान के मूल आधार)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. विद्यार्थियों को राजनीति विज्ञान के आधारभूत सिद्धान्तों की जानकारी देना।
2. विद्यार्थियों को राजनीति विज्ञान की विभिन्न अवधारणाओं से परिचित करवाना।
3. विद्यार्थियों की प्रतियोगी परीक्षाओं में तर्क शक्ति बढ़ाना।

इकाई–1

राजनीति विज्ञान का पारम्परिक एवं अभिनव दृष्टिकोण, व्यवहारवाद एवं उत्तर–व्यावहारवाद।

इकाई–2

राज्य : प्रकृति, राज्य का सावयव सिद्धान्त, लोक कल्याणकारी राज्य की अवधारणा।

इकाई–3

राजनीतिक व्यवस्था, राजनीतिक विकास, राजनीतिक आधुनिकीकरण, राजनैतिक दल, दबाव समूह, प्रतिनिधित्व के सिद्धान्त।

इकाई–4

राजनीतिक विचारधाराएँ : उदारवाद, आदर्शवाद, मार्क्सवाद, लोकतांत्रिक समाजवाद एवं अराजकतावाद।

उपलब्धियाँ–

1. विद्यार्थी राजनीति विज्ञान के आधारभूत सिद्धान्तों को जान सकेंगे।
2. विभिन्न अवधारणाओं के तुलनात्मक अध्ययन से वैज्ञानिक दृष्टिकोण का विकास कर सकेंगे।
3. परम्परागत एवं आधुनिक राजनीतिक सिद्धान्तों की जानकारी प्राप्त कर सकेंगे।

पाठ्यपुस्तकें / संदर्भ ग्रंथ–

1. G. Catlin : A Study of the Principles of Politics, London and New Tork, Oxford University Press, 1930.
2. Sir, E. Barker : Principles of Social and Political Theory, Calcutta, Oxford University, Press, 1976
3. M. Carnoy : The State and Political Theory, Princeton NJ, Princenton University, Press, 1984.
4. N.P. Barry : Introduction to Modern Political Theory, London, Macmillan, 1995
5. आर.सी. अग्रवाल–राजनीति शास्त्र के मूल आधार, एस. चांद एण्ड कम्पनी, नई दिल्ली।
6. ए.सी. कपूर–राजनीति विज्ञान के सिद्धान्त, एस. चांद एण्ड कम्पनी, नई दिल्ली।
7. बी.आर. पुरोहित–राजनीति विज्ञान के मूल सिद्धान्त, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
8. पुखराज जैन–राजनीति के मूल आधार, साहित्य भवन पब्लिकेशन्स, आगरा।
9. बी.एल. फड़िया–राजनीति विज्ञान के मूल आधार, कॉलेज बुक हाउस, जयपुर।

Semester I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 106	Sociology **(Principales of Sociology)**	Any Three **CE**	**4**	**30**	**70**	**100**

Objectives:

- To enable the students to understand the meaning, nature and origion of sociology.
- To acquaint the learners with the concept of culture, society, community, institution, social structure.
- To enable the lerners to understnad the dynamics in sociology.
- To enable the learners to understand the theories of social change.

Unit - I Introduction to Sociology

- ❖ Origin of Sociology
- ❖ The Meaning and Nature of Sociology.
- ❖ The Sociological PerspEctive, The Scientific and Humanistic PersoEctive Study.
- ❖ The use of Sociology, Introduction of Applied Sociology

Unit - II Basic Concepts in Sociology

- ❖ Basic Concept : Culture, Society, Community, Institution, Association, Socila Stucture, Social Group, Status and Role

Unit - III Dynamics in Sociology

- ❖ Socialization - Meaning and Theories (Sigmund freud, G. H. Mead)
- ❖ Relation between Individual and Society
- ❖ Social Stratification : Meaning and Forms and Theories (Functional and Marxist)
- ❖ Social Mobility : Meaning and Forms

Unit - IV Theories of Social Change

- ❖ Social Control : Norms/Values, Types and Agency
- ❖ Social Change : Meaning and Type (Linear and Cyclical)
- ❖ Social Change : Theories of Ogburn, Sorokin and Karl Marx

Learning Outcomes: After completion the course student would be able to:

- Understand the meaning, nature and origion of sociology.
- Acquaint the learners with the concept of culture, society, community, institution, social structure.
- Learn the dynamics in sociology.
- Understand the theories of social change.

Reference :

1. आहुजा, राम एवं आहुजा, मुकेश 2008, समाजशास्त्र विवेचना एवं परिप्रेक्ष्य, पावत पब्लि. जयपुर,
2. दोषी, एस.एल. एवं जैन, पी. सी., 2006, समाजशास्त्र, नई दिशाएँ, जयपुर, रावत पब्लिकेशन्स,
3. सिंघी, नरेन्द्र कुमार एवं गोस्वामी, वसुधाकर 2007, समाजशास्त्र विवेचन, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
4. सिंह, जे.पी. 2008, समाजशास्त्र : अवधारणाएँ एवं सिद्धान्त, प्रेंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड, नई दिल्ली

5. सिंह, जे.पी. 2008, आधुनिक भारत में सामाजिक परिवर्तन, प्रेंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड, नई दिल्ली
6. Beteille, Andre Zooz : Sociology : Esay on Approach and Method, New Delhi, OUP
7. GiddensAnthony 2005, Sociology, London, Polity Press.
8. Rawat, H.K. 2007, Sociology, Basic Concepts, Rawat Publications, Japur
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10. Schaefer, Richard T. and Rober P. Lamm 1999, Sociology, New Delhi, Tata Mac Graw Hill.

Semester I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 107	Geography **(Physical Geography)**	Any Three **CE**	**4**	**30**	**50+20 (Practical) 70**	**100**

Objectives:

1. To make aware of physical Geography in Detail.
2. Knowledge about interior layers of Earth.
3. Deep Knowledge about all the layers of Atmosphere.

Unit-I

a. Definition and scope of physical Geography.
b. Origin of the earth: Tidal Hypothesis of James Jeans and Big Bang theory.
c. Interior of the earth: Structure, Composition & Zones.
d. Origin of the continent and oceans: Wegner's Theory of Continental drift and Plate tectonics.

Unit- II

a. Theories of mountain building: Geosynclines Origin Theory of Kober.
b. Isostasy: Concept and Views of Airy and Pratt.
c. Weathering: Physical, Chemical and Biological
d. Drainage pattern and Cycle of erosion: Davis & Penck.

Unit - III

a. Composition and Structure of the atmosphere.
b. Atmospheric temperature: Insulation and heat budget.
c. Air masses: Source region and classification of air masses.
d. Climate Classification by W. Koppen.

Unit - IV

a. Relief of the Ocean basins.
b. Distribution of Temperature and Salinity of oceans.
c. Ocean Currents and Tides.
d. Coral reefs: Conditions of growth, types and origin according to Darwin and Murray.

PRACTICAL

a. Scale: Plain, Diagonal, Comparative.
b. Enlargement, Reduction & Combination of maps.
c. Representation of Relief.
d. Weather Instruments: Thermometer, Barometer, Hygrometers, Rain gauge & Wind vane.
e. Weather symbols and interpretation of Indian weather maps.
f. Chain tape survey.

Learning Outcomes: After completion the course student would be able to:

1. Knowledge about three branches of physical Geography: Geomorphology, Climatology and Oceanography.
2. Get Aware about the reasons of many natural disasters & knowledge to overcome that.
3. Get aware about the atmosphere in which they are living.

Reference:

1. सविन्द्रसिंह : भौतिक भूगोल, वसुन्धरा प्रकाशन, गोरखपुर
2. शर्मा एच.एस. : ''भौतिक भूगोल'' पंचशील प्रकाशन, जयपुर
3. चतुर्भुज मामोरिया एवं जैन : भौतिक भूगोल एवं जीव मण्डल, साहित्य भवन आगरा
4. वीरेन्द्र सिंह चौहान : भौतिक भूगोल, रस्तोगी पब्लिकेशन्स, मेरठ

5. उपाध्याय एल.एन. : भौतिक भूगोल, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

Semester I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 108	Economics **(Salient Features of Indian Economy)**	Any Three **CE**	**4**	**30**	**70**	**100**

Objectives:

- To enable the students teacher to acquire the basic understanding in the field of Economics.
- To enable the students teacher to acquire the Indian Economics.
- To enable the students teacher to understand the main features of Indian agriculture.
- To enable the students teacher to understnad the need for industrialisation in India.

Unit - I Introduction of Indian Economy

- Characterstics of Indian Economy
- Problems of poverty and inequality
- Human resourse - population growth and population policy

Unit - II Main features of Indian agriculture

- Factors affEctin croping pattern and productivity in India.
- RECent measures for agricultureal development relating to irrigation.
- Finance and marketing green revolation: New agriculture strategy and modernisation of agriculture.

Unit - III Need for Industrialisation in India

- Small scale and cottage industries problems and measures for the their development
- Industrial and licensing policies in India
- Funcation of the Reserve Bank of India

Unit - IV Changes in Indian Economy

- Major changes in India's commodity export and imports since 1951 with regard to value
- Composition and dirEction, liberalization and Economic reforms.
- Main heads of revennue and items of expenditure of central goverment.

Learning Outcomes: After completion the course student would be able to:

- Acquire the basic understanding in the field of Economics.
- Understand the Indian Economics.
- Understand the main features of Indian agriculture.
- Understnad the need for industrialisation in India.

Reference:

1. रूद्रदत्त एवं के. पी. एस. सुन्दरम : भारतीय अर्थव्यवस्था (हिन्दी एवं अंग्रेजी) एस. चन्द, नई दिल्ली
2. लक्ष्मी नारायण, नाथुरामका : भारतीय अर्थ व्यवस्था, रमेश बुक डिपो, जयपुर

3. Mishra, S. K. and Puri, V. K. : Indian Economy, Himalya Publishing House, N. Delhi
4. Agarwal, A. N., Indian Economy, Vikas Publishing Co. N. Delhi
5. Goverment of India Economic Survey (Hindi & English)
6. Goverment of India : Five Year Plan (Latest)

Semester I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 109	Home Science **(Food and Nutrition)**	Any Three **CE**	**4**	**30**	**70**	**100**

Objective:

- Concept and classification of food, nutrients, vitamins and energy metabolism.
- Meal planning for families and individuals.
- Nutritional requirements, related problems and need based dietary guidelines.
- Methods of cooking, their advantages & disadvantages and effect on nutritive value and improving methods to maintain nutritional quality of foods.
- Difference between normal and therapeutic nutrition.
- Recommended dietary allowances and their effect on health.

Unit - I Nutrition and Energy Metablism

a) Concept and Types of Nutrition
b) Classification and Functions of Food
c) Functions , sources, Effect of deficiency & Daily allowances of :
Macro nutrients: Carbohydrates, Proteins & Fats
Micro Nutrients: Minerals, Calcium, Iron, Iodine, Fluorine, Vitamins
d) Energy Metabolism: Measurement of Energy, BMR and factors affecting BMR, Energy requirement and factors affecting energy requirement, Water Balance

Unit - II Food, Diet and Dietary Guidlines

a) Basic terminology used in food preparation
b) Basic Food Groups, Food Composition, Nutritional Contribution & Selection Factors for the following : Cereals & Millets, Pulses, Fruits, Vegetables, Milk & Milk Products, Nuts & Oil seeds, Meat, Fish & Poultry, Eggs, Sugars, Condiments & Spices
c) Role of Beverages and appetizers in diet : a) Stimulating b) Refreshing c) Nutrition
d) Meal planning: Goals, Factors & Significance
e) Nutritional requirements, related problems and dietary guidelines for: Pregnancy, Lactation, Infancy, Childhood, Adolescents, Adults and Elderly person

Unit - III Cooking and Nutritional Quality

a) Methods of cooking, their advantages & disadvantages and effect on nutritive value-
Retention of Nutritive value of foods during preparation, Food Adulteration –
meaning & common adulterants in food, Food poisoning

b) Improving Nutritional Quality of Foods: Germination, Fermentation, Supplementation, Substitution, Fortification & Enrichment
c) Role of Conveniences food : Ready to use foods, Protein Supplements

Unit - IV Therapeutic Nutrition and related problems

a) Therapeutic Nutrition: Modification of normal diet to therapeutic diet
b) Dietary management for obesity, underweight, diseases of the gastrointestinal tract-Diarrhorea, Constipation, Indigestion, Fever, Jaundice, Diabetes, Hypertension
c) Nutritional problems of public health importance and their management: Protein Energy Malnutrition, Anemia, Flurosis, Vitamin A deficiency, Iodine deficiency disorder

Practicals

Methods of cooking

- Preparation of any four dishes using the following methods:
  Boling, Steaming, Simmering, Frying (Shallow and deep), Baking, Roasting
- Preparation of Beverages, Cereal cookery, Legumes and pulses, Dry and baked vegetables, milk and milk products, Soups, salads
- Savory food preparation and sweets

Learning Outcomes: After completion the course student would be able to:

- Classification of food, nutrients, vitamins and energy metabolism.
- Explain Meal planning for families and individuals.
- Understand Nutritional requirements, related problems and need based dietary guidelines.
- Explain Methods of cooking, their advantages & disadvantages and effect on nutritive value and improving methods to maintain nutritional quality of foods.
- Difference between normal and therapeutic nutrition.
- Recommended dietary allowances and their effect on health.

References Books:

1. Srilakshmi, B. (2011) Dietetics, New Age International Publishers, New Delhi
2. Srilakshmi, B. Food Science, New Age International Publishers, New Delhi
3. Swaminathan, MS(2010) Aahar evam Poshan, NR Brothers, My Hospital Marg, Indore
4. Bamji MS, Krishnaswamy K, Brahman GNV (2009) Text book of Human Nutrition, 3rd Edition, Oxford and IBH publishing co. pvt. Ltd.
5. Chadha R and Mathur P (2015) Nutrition: A Lifecycle Approach, Orient Black Swan, Delhi
6. Wardflaw and Insel MG, Insel PM (2004) Perspectives in Nutrition, Mosby
7. Khanna K, Gupta S, Seth R, Mehna R, Rekhi T (2004) The Art and Science of Cooking: A practical manual, Elite Publishing House Pvt. Ltd.

Semester I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
JVB 101	Introduction to Jainism	**FC**	**4**	**30**	**70**	**100**

Objectives:

- To understanding about Jain Ethics & Conduct.
- To acquire knowledge of Jain way of life.

Unit I: Jain History

1. Antiquity of Jainism (*Risabha and Mahavira*)
2. Time cycle
3. Jain religious Schools, Orders, and Sects
4. Jain Festival
5. Jain Literature

Unit II: Jain Metaphysics

6. Concept of Reality
7. Cosmology: Jain Perspective
8. The Nine Truths of Classical Jainism
9. Jain life style
10. Salvation and way of it

Unit III: Jain Principal

11. Non-violence
12. Non-possession
13. Non-absolutism

Unit IV: Jain Principal

14. Syadvada
15. Karmavada
16. Jain Meditation

Learning Outcomes: After completion of this course students would able to:

- Develop understanding about Jainisim and its ethics & conduct.
- Acquire knowledge of Jain way of life.

Reference Books

- Acharya Mahaprajna. Jaina Darsana: Manana Aura Mimamsa, Adarsh Sahitya Sangh, Churu,
- Jain Dharma, By Pt. Kailash Chand Jain
- Jain Darshan, By Pt. Kailash Chand Jain
- Shastri Nemichandra, Tirthankara Mahaveer aura Unki Acharya Parampara, Vol.-I., Prachya Shramana Bharati, Mujaffar Nagar, U.P.
- Jain itihas aura sanskriti,By Dr Samani Riju Prajna, JVBU, Ladnun

- Jain Tattva mimansa aura Achara Mimansa, By Dr Samani Riju Prajna, JVBU, Ladnun

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 201	Assessment For Learning	**CC**	**4**	**30**	**70**	**100**

Objectives:

- To describe the role of assessment in education.
- To distinguish among measurement, assessment and evaluation.
- To explain different forms of assessment that aid student learning.
- To use wide range of assessment tools, techniques and construct these appropriately.
- To evolve realistic, comprehensive and dynamic assessment procedures.
- To calculate item difficulty and discrimination power of a test item.
- To prepare a good achievement test on any school subject.
- To realize the importance of continuous and comprehensive evaluation in the process of students learning.

Course contents:

Unit I - Assessment and Evaluation in Education

a) Concept of measurement, assessment and evaluation
b) Types,Need, scope and relevance of evaluation
c) Principles of assessment and evaluation
d) Test, scale and measurement
e) Types of scale : nominal, ordinal, interval and ratio

Unit II -Tools and Techniques of Assessment and Evaluation

a) Characteristics of a good measuring instrument
b) Achievement test: steps of construction of achievement test – Teacher made and Standardized test
c) Types of test items and its construction : subjective test items and Objectivess test item
d) Diagnostic test construction and preparation of remedial materials
e) Analysis of test items – item difficulty level and item discrimination power

Unit III -Trends in Assessment

a) Continuous and Comprehensive Evaluation
b) Marking system vs Grading system
c) Semester system (C B C S) Chioce Based Credit System
d) Open book examination and question bank

Unit IV - Basic Statistics in Evaluation

a) Measure of Central Tendency:
    - Mean
    - Median
    - Mode

b) Measure of variability
- Range
- Quartile Deviation
- Average Deviation
- Standard Deviation

Assignment & Practical Work (Any Two)
- Prepare an achievement test of any school subject of secondary school.
- Write two Assignment Work with in the content
- Construct a remedial material for school students in any content problems.
- Select, analyses and try- out a sample tool/test with item discrimination power.

Learning Outcomes: After completion of this course students would able to:
- Describe the role of assessment in education.
- Distinguish measurement, assessment and evaluation.
- Explain different forms of assessment that aid student learning.
- Use wide range of assessment tools, techniques and construct these appropriately.
- Evolve realistic, comprehensive and dynamic assessment procedures.
- Calculate item difficulty and discrimination power of a test item.
- Prepare a good achievement test on any school subject.
- Realize the importance of continuous and comprehensive evaluation in the process of students learning.

References:

1. Agrawal, J C. (1997), Essential of Examination System, Evaluation, Test and Measuremrnt. New Delhi: Vikas Publishing House Pvt. Lt..
2. Banks, S.R. (2005), Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
3. Blooms, B.S. (1956), Taxonomy of Educational Objectives. New York: Longman Green and Company.
4. Cooper, D. (2007), Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson.
5. Earl, L.M. (2006), Assessment of Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, California: Corwin Press.
6. Gronlund, N.E. (2003), Assessment of Student Achievement. Boston: Allyn & Bacon.
7. Kaplan, R.M. & SaccuzzoD.P. (2000), Psychological Testing, Principles, Application& Issues. California: Wordsworth.
8. Linn, R.L. & Gronlund, N.E. (2000), Measurement and Assessment in Teaching. London: Merrill Prentice Hall.
9. Noll, N.H. S cannell, D.P. & Craig, RC. (1979), Introduction to Educational Measurement. Boston: Houghton Miffin.
10. Macmillan, J.H. (1997), Classroom Assessment, Principles and Practice for EffEctive Instruction. Boston: Allyn and Bacon.
11. Hopkins, KD. (1998). Educational and Psychological Measurement and Evolution. Boston: Allyn and Bacon.
12. Chohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996), Psychological testing and Assessment. An Introduction to the Test and Measurement. California: Mayfield Publishing Co.

13. National Council of Educational Research and Training (2005), National Curriculum Framework, New Delhi: NCERT
14. National Council of Educational Research and Training (2006). Position paper: Examination Reform. New Delhi: NCERT
15. National Council of Educational Research and Training (2008). Source Book on Assessment for class I-V: Social Science. New Delhi: NCERT

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 202	Learning And Teaching	**CC**	**4**	**30**	**70**	**100**

Objectives:

- To acquire the basic knowledge of learning and Teaching.
- To understand the implications of educaiton.
- To develop various methods of teaching.
- To understand the various application of educaiton.

Course Contents:

Unit -I Basics of Learning

a) Learning: concept, Nature and characteristics.
b) Factors Affecting Learning.
c) Laws and Types of Learning.
d) Cognitive Learning- Peaget, Bruner.
e) Transfer of Learning

Unit-II : Theories of Learning and their Educational Implications.

a) Trial and Error theory.
b) Classical conditioning theory.
c) Operant conditioning theory.
d) Insight Theory of Learning.
e) Social Learning theroy (Bandura)

Unit-III Concept variables and models of Teaching

a) Teaching: concept, Nature and characteristers.
b) Variables of Teaching and their functions.
c) Factors Affecting Teaching and Teaching process.
d) Relationship between teaching and Learining.
e) Teaching model- concept, functions, sources and elements.

Unit-IV Theories and Application of Teaching

a) Levels of Teaching - memory, understanding and ReflEctive.
b) Teaching theories-concept, need, types and utility.
c) Analyzing Teaching in Deverse classrooms.

d) Teaching as a complex activity.

e) Teaching as a profession.

Assignment & Practical Work

- One Assignment Work on any topic related with above Unit.
- One Practical Work on any topic related with above Unit.

Learning Outcomes: After completion of this course students would able to:

- Acquire knowledge and understanding of learning and Teaching.
- Understand the theories of learning.
- Develop the skill of active engagement of students in teaching learning activity.
- Investigate differences and connections between learning in school and learning outside school.
- Inculcate the knowledge of teaching and its process.
- Understand learners, learning process and school.

References:

1. Baron, R.A., and Byrne D., (2002), Social Psychology, (10th Ed.), Prentice Hall of India Private Limited, New Delhi.
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4. Cooper, I.M. (1960), Classroom Teaching Skills, D.C. Heathco, Toronto, 1960.
5. Coulson, J. E. (1962), Programme Learning and Computer Based Instruction, Wiley, New York.
6. Domain Book - I (1956), McKay, New York.
7. Gross, Richard (2003), Key studies in Psychology (IV Ed.), Hedder & Stoughton.
8. Khanna, S.D. and etal. (1984), Technology of Teaching and Teacher Behaviour, Vth edition, Doaba house, Delhi.
9. Kulkarni, S.S. (1986), Introduction to Educational Technology, Oxford and IBH publishing co.
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20. पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
21. मंगल, एस.के., (2008), शिक्षा मनोविज्ञान, प्रिंटिर्स हॉल ऑफ इण्डिया प्राइवेट, नई दिल्ली.
22. वर्मा, प्रीति, श्रीवास्तव डी.एन., (2008), आधुनिक सामान्य मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा.
23. यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद

24. शर्मा गणपतराम, व्यास हरिश्चन्द्र, (2007), अधिगम–शिक्षण और मनोसामाजिक आधार, राजस्थान ग्रन्थ अकादमी, जयपुर.
25. शर्मा, जे.डी. (2008), मनोविज्ञान की पद्धतियां एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
26. सुरेश भटनागर, (2008), शिक्षा मनोविज्ञान तथा शिक्षण शास्त्र,, विनोद पुस्तक मन्दिर, आगरा,

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 201	Hindi Literature **कथा साहित्य (उपन्यास एवं कहानी)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. विद्यार्थियों को नवीन गद्य विधा, उपन्यास एवं कहानी से परिचित कराना।
2. विद्यार्थियों में कहानी लेखन कौशल विकसित करना।
3. विद्यार्थियों को गद्य समीक्षा कौशल में निपुण बनाना।

इकाई I

1. हिन्दी गद्य साहित्य का उद्‌भव एवं विकास
2. उपन्यास एवं कहानी विधा का उद्‌भव एवं विकास तथा प्रमुख गद्य विधाओं का सामान्य परिचय
3. प्रमुख उपन्यासकार एवं कहानीकार तथा उनकी प्रमुख रचनाएँ

इकाई II

1. गबन(उपन्यास) प्रेमचन्द–अरिहन्त प्रकाशन सोजतीगेट जोधपुर

इकाई III

निर्धारित कहानियाँ–

1. परदा– यशपाल
2. इनाम – जैनेन्द्र कुमार
3. सेव और देव– अज्ञेय

इकाई IV

निर्धारित कहानियाँ–

1. परमात्मा का कुत्ता – मोहन राकेश
2. बिरादरी बाहर – राजेन्द्र यादव
3. उसने कहा था – पं. चंद्रधर शर्मा गुलेरी
4. परिन्दे – निर्मल वर्मा

उपलब्धियाँ–

1. विद्यार्थी उपन्यास एवं कहानी साहित्य की विस्तृत जानकारी प्राप्त कर विभिन्न लेखन शैलियों से परिचित होंगे।
2. विद्यार्थी स्वयं कहानी लेखन का अभ्यास कर सकेंगे।

पाठ्यपुस्तक / संदर्भग्रंथ

1 कथा संचय, सं. दुर्गा प्रसाद अग्रवाल, यूनिवर्सिटी बुक हाउस, नई दिल्ली
2 हिन्दी उपन्यासः लक्ष्मीसागर वार्ष्णेय, राधाकृष्ण प्रकाशन नई दिल्ली
3 हिन्दी कहानीः स्वरूप और संवेदना–राजेन्द्र यादव, नेशनल पब्लिशिंग हाउस नई दिल्ली
4 कहानीः नई कहानी– नामवरसिंह, लोकभारती प्रकाशन, इलाहाबाद
5 हिन्दी साहित्य का इतिहास नगेन्द्र मयूर पेपर बैक्स नोएडा
6 हिन्दी कहानीः अन्तरंग पहचान रामदरश मिश्र नेशनल पब्लिशिंग हाउस नई दिल्ली
7 हिन्दी उपन्यासः एक अंतर्यात्रा– रामदरश मिश्र राजकमल प्रकाशन नई दिल्ली

8 कथाकार वृंदावन लाल वर्मा– शशिभूषण सिंहल, हरियाणा साहित्य अकादमी चंडीगढ़

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 202	English Literature (**Prose and Fiction**)	**Any Three CE**	**4**	**30**	**70**	**100**

Objectives:

1. To enable the students to compose stories.
2. To make them familiar with prose and Narrative art.
3. To acquaint them with some literary terms of these genres.

Unit I: Short Stories

A. The Refugee- Pearl S. Buck.
B. The Luncheon- William Somerset Maugham.
C. The Babus of Nayanjore- Rabindranath Togore.
D. The Axe- R.K. Narayan.

Unit II: English Essays

A. OfStudies- Francis Bacon.
B. Dream Children: A Reverie- Charles Lamb
C. On National Prejudices- Oliver Goldsmith
D. On the Pleasures of No Longer Being Very Young- G.K. Chesterton.

Unit III: Novel- Animal Farm.

Unit IV: Literary Terms and Figures of Speech:

Essay, Elements of Short Story, Myth, Legend, Folk Tale, Aphoristic Style,

Outcomes:

1. The students can understand Essay, Short Story and Novel.
2. They can learn the difference between the Figures of Speech and Literary Terms.

Suggested Reading:

1. Abrams, M.H. Glossary of Literary Terms. India, Macmillan Publishers, 2000.
2. Prasad, B. A Background to the Study of English Literature. Macmillan, 2004.
3. A Choice of Short Stories. (Ed.) Shakti Batra. OUP, New Delhi.
4. Forms of English Prose. Oxford University Press, New Delhi.
5. Animal Farm. George Orwell. Orient Longman.

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 203	Sanskrit Literature (संस्कृत व्याकरण एवं साहित्य) (लघु सिद्धांत कौमुदी)	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. शब्दों के स्त्रिलिंगी प्रत्ययों का ज्ञान करवाना।
2. अव्ययों का ज्ञान करवाना।
3. शेमुषी में व्याकरण एवं साहित्य का समन्वयात्मक ज्ञान करवाना।

इकाई–1 लघु सिद्धांत कौमुदी

1. सुबन्त (अजन्त स्त्रीलिंग से सुबन्त तक)
2. अव्यय प्रकरण (सू. 216–372)
3. स्त्री प्रकरण (सू. 1244–1272)

इकाई–2 रचनानुवाद कौमुदी (पाठ 11 से 20)

इकाई–3 शेमुषी, छन्द एवं अलंकार

1. अनुवाद
2. लघुत्तरात्मक प्रश्न
3. श्लोक रचना

   चयनित छन्द– अनुष्टुप, इन्द्रव्रजा, उपेन्द्रव्रजा, शिखरिणी

   चयनित अलंकार– अनुप्रास, यमक, श्लेष, उपमा एवं दृष्टान्त

इकाई–4 अभिधान चिन्तामणि (श्लोक 31 से 60)

1. दो श्लोक पूर्ति
2. दो शब्दों के संस्कृत में पर्यायवाची
3. पांच शब्दों के अर्थ

उपलब्धियाँ–

1. स्त्रिलिंग शब्दों के निर्माण की प्रक्रिया का ज्ञान होगा।
2. अव्ययों का सामान्य ज्ञान होगा।
3. सरल संस्कृत संभाषण का अभ्यास होगा।

पाठ्य पुस्तक/संदर्भ ग्रंथ :

1. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक–महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
2. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी
3. शेमुषी, युवाचार्य महाश्रमण, जैन विश्व भारती, लाडनूं
4. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी
5. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे
6. संस्कृत वाक्य रचना बोध, लेखक–आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
7. सरल वाक्य रचना बोध, मुनि श्री श्रीचंद, जैन विश्व भारती, लाडनूं
8. अनुवाद चन्द्रिका, डॉ. ब्रह्मानंद त्रिपाठी, चौखम्बा प्रकाशन, वाराणसी
9. व्याकरण रचनानुवाद, डॉ. बाबूराम त्रिपाठी, महालक्ष्मी प्रकाशन, आगरा
10. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 204	History **(भारतीय संस्कृति के मूलाधार)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. विद्यार्थियों को भारतीय संस्कृति की विशेषताओं से परिचित करवाना।
2. बौद्ध एवं जैन धर्म के सिद्धान्तों एवं शिक्षाओं को समझाना।
3. वर्ण, आश्रम, पुरुषार्थ, संस्कार आदि के महत्त्व को समझाना।
4. कालिदास, तुलसीदास, राजाराममोहनराय, महात्मा गांधी, आचार्य तुलसी, आदि की उपलब्धियों से परिचित करवाना।

इकाई–1

भारतीय संस्कृति की मुख्य विशेषताएं, सिंधु धर्म की मुख्य विशेषताएं, भगवान महावीर का जीवन परिचय एवं प्रमुख शिक्षायें, महात्मा गौत्तम बुद्ध का जीवन एवं शिक्षाएं। वैदिक धर्म की मुख्य विशेषताएं।

इकाई–2

वर्ण व्यवस्था, आश्रम व्यवस्था, पुरुषार्थ चतुष्टय, 16 संस्कार–उपनयन एवं विवाह संस्कार के विशेष संदर्भ में, प्राचीन काल में शिक्षा के केन्द्र– तक्षशिला और नालन्दा। रामायण एवं महाभारतकालीन भारतीय संस्कृति।

इकाई–3

कालीदास एवं तुलसीदास का जीवन एवं उनकी रचनाएँ। सैन्धवकालीन कला की प्रमुख विशेषताएं, मौर्यकालीन कला की मुख्य विशेषताएं, गुप्तकालीन मन्दिर स्थापत्य कला एवं प्रमुख मंदिर, जैन कला की विशेषताएं।

इकाई–4

भक्ति आंदोलन और उसका भारतीय संस्कृति पर प्रभाव, महात्मा गांधी का अहिंसा एवं सत्याग्रह की विचारधारा। आचार्य तुलसी का जीवन परिचय एवं उनके सामाजिक, सांस्कृतिक विचारों का योगदान।

उपलब्धियाँ

1. विद्यार्थी भारतीय संस्कृति की विशेषताओं को समझकर उनको आत्मसात् कर अपने व्यक्तित्व का विकास कर सकेंगे।
2. बौद्ध और जैन धर्म की शिक्षाओं को समझकर उनको अपने जीवन में अपनाकर अपने व्यक्तित्व का विकास एवं आदर्श समाज की स्थापना में योगदान कर पायेंगे।
3. कालिदास, तुलसीदास, राजाराममोहनराय, आचार्य तुलसी, रविन्द्रनाथ टैगोर आदि के जीवन से प्रेरणा प्राप्त कर पायेंगे।

पाठ्यपुस्तक/संदर्भ ग्रंथ :

1. भारतीय संस्कृति के मूलाधार–शर्मा एवं व्यास, पंचशील प्रकाशन, जयपुर
2. भारतीय संस्कृति का इतिहास–कालीशंकर
3. भारतीय कला–के.डी. वाजपेयी
4. भारतीय कला–वासुदेव शरण अग्रवाल, पृथ्वी प्रकाशन, वाराणसी
5. भारतीय संस्कृति–एस.एल. नागौरी, बोहरा प्रकाशन, जयपुर

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 205	Political Science **(प्रतिनिधि भारतीय राजनीतिक विचारक)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. विद्यार्थियों को प्राचीन भारतीय राजनैतिक विचारकों की विचारधाराओं से अवगत करवाना।
2. विभिन्न विचारकों के दर्शन की प्रासंगिकता को समझाना।
3. विभिन्न विचारकों का तुलनात्मक अध्ययन कर विद्यार्थियों को नये आयाम देना।

इकाई–1 मनु, कौटिल्य

इकाई–2 राजाराम मोहन राय, स्वामी दयानन्द सरस्वती

इकाई–3 गोपाल कृष्ण गोखले, बाल गंगाधर तिलक

इकाई–4 मोहनदास करमचन्द गांधी, जवाहरलाल नेहरू, डॉ. भीमराव अम्बेडकर

उपलब्धियाँ–

1. विद्यार्थी प्राचीन विचारकों के दर्शन को जान पायेंगे।
2. विद्यार्थी प्राचीनकाल से लेकर आधुनिक काल तक विभिन्न विचारधाराओं का अध्ययन कर सकेंगे।
3. विद्यार्थी प्राचीन राज व्यवस्था एवं आधुनिक राज–व्यवस्था का तुलनात्म्क अध्ययन कर सकेंगे।

पाठ्यपुस्तक / संदर्भ ग्रन्थः

1. J. Bandhopadhyaya: Social and Political Thought of Gandhi, Bomby Alieid, 1969.
2. Jayaswal: Hindu Policy
3. Sharma R.S. : Political Ideas and Institutions in Ancient India.
4. Ghosal: History of Indian Political Ideas.
5. Verma V.P. : Modern Indian Poliltical Ideas.
6. K. Damodrarn: Indian Thought - A critical Survey, London, Asia Publishing House.
7. विश्वनाथ प्रसाद वर्मा–आधुनिक भारतीय राजनीतिक चिन्तन
8. पुरुषोत्तम नागर–आधुनिक भारतीय सामाजिक और राजनीतिक चिन्तन
9. परमात्मा शरण–प्राचीन भारतीय राजनीतिक चिन्तन
10. पुखराज जैन–भारतीय राजनीतिक चिन्तन

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 206	Sociology **(Indian Society)**	**Any Three CE**	**4**	**30**	**70**	**100**

Objectivess:

- To enable the learners to sociological understanding of Indian Society.
- To enable the learners to understand the structure and compositions of Indian Society.
- To enable the learners to understand the basic Institutions of Indian Society
- To enable the learners to understand challange and problems in Indian Society

Unit - I Sociological Understanding of Indian Society

a) Textual and Field-view Traditions : G.S. Ghurge and M.N. Srinivas
b) Civilization and the Marxiam Tradition : N.K. Bose and D.P. Mukerji
c) Concept of Varna, Ashram, Dharma, Karma and Pursharth
d) Cultural and Ethnic Diversity : Histotically Embedded Diversity in RespEct of Language and Religious Beliefs

Unit - II The Structure and Compositions of Indian Society

a) Rural, Urban, Tribe
b) Rural-Urban Linkages
c) Weaker Section
d) Dalits Women and Minoroties

Unit - III Basic Institutions of Indian Society

a) Family
b) Marriage
c) Kinship
d) Cast and Class : Meaning, Features
e) Processes of Social Change : Sanskritization

Unit - IV Challenge and Problem Before Indian Society

a) Casteism
b) Communication
c) Regionalism
d) Crime Against Women and Chidrens

Learning Outcomes: After completion of this course students would able to:

- Explain sociological understanding of Indian Society.
- Understand the structure and compositions of Indian Society.
- Understand the basic Institutions of Indian Society
- Understand challange and problems in Indian Society

Reference :

1. Ahuja Ram,1993, Indian Social System, Rawat Publications, Jaipur
2. Ahuja Ram 2002, Society and Society in India, Asia, Publishing House, Bombay
3. Ahuja Ram 2014, Social Problems in India, Rawat Publications, Jaipur
4. Atal Yogesh 2008, Changing Indian Society, Rawat Publications, Jaipur

5. Sharma K.L. 2007, Indian Social Structure and Change, Rawat Publications, Jaipur
6. आहुजा, राम 2009, भारतीय सामाजिक व्यवस्था, रावत पब्लिकेशन्स, जयपुर
7. दोषी, एस.एल. 2009, भारतीय सामाजिक विचारक, रावत पब्लिकेशन्स, जयपुर
8. शर्मा के. एल. 2006, भारतीय सामाजिक संरचना एवं परिवर्तन, रावत पब्लिकेशन्स, जयपुर
9. दोषी, एस.एल. एवं जैन पी.सी. 2002, भारतीय समाज, नेशनल पब्लिकेशन्स हाउस, जयपुर
10. पटेल, तुलसी 2011, भारत में परिवार : संरचना एवं व्यवहार, रावत पब्लिकेशन्स, जयपुर

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 207	Geography **(Geography of Rajasthan)**	**Any Three CE**	**4**	**30**	**50+20 (Practical) 70**	**100**

Objectivess:
- ❖ Giving Deep Knowledge about climate conditions of Rajasthan.
- ❖ Knowledge about human resources of Rajasthan.
- ❖ Knowledge regarding industries of Rajasthan.

Unit-I
a) Physiographic division of Rajasthan.
b) Climate
c) Drainage System
d) Natural vegetation

Unit-II
a) Soils of Rajasthan
b) Agriculture: Type and Distribution of major crops
c) Irrigation: Indira Gandhi Canal Project Chambal valley Project, Mahi Bajaj Sagar Project.
d) Tourism in Rajasthan.

Unit- III
a) Drought and Desertification
b) Industries: Textile, Sugar, Cement, Marble and Granite, Fertilizers, Zinc and Copper Smelting,
c) Power & Energy resource
d) Trade & Transport Development of Tourism.

Unit- IV
a) Population - number, growth, rural and urban male and female population, literacy status, occupational structure.
b) Schedule tribes- Bhils, Meena and Garasias
c) Settlement Pattern - Type and Building Materials.
d) Rural/Urban Settlement Patterns.

Practical
- Representation of statistical data though diagrams: Multiple Bar Diagram, Simple Pyramid Diagrams : REctangular Diagram, Wheel or Pie-Diagram, Spherical Diagrams, Play lineargraph, Climograph.
- Measures of Central Tendency : Arithmetic mean, mode, median (Direct Method)

Objectivess: After completion the course student would be able to:
- ❖ Expalin the climate conditions of Rajasthan.

- ❖ Understand about human resources of Rajasthan.
- ❖ Describe industries of Rajasthan.

Suggested **Reading:**

- T.S. Chouhan, राजस्थान का भूगोल, श्री उदयराम चौहान, विज्ञान प्रकाशन, नागौरियों का बास, गली नं. 01, जोधपुर
- R.L. Bhalla, राजस्थान का भूगोल, कुलदीप पब्लिकेशन, जयपुर।
- R.K. Gurjar, इन्दिरा गांधी नहर क्षेत्र का भूगोल, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
- Dr. H.M Saksena,(2015) राजस्थान का भूगोल राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 208	Economics (Economics Theory)	**Any Three CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ The enable the student to understand the Micro and Macro Economics
- ❖ The enable the student to understand the methods of Economics Analysis
- ❖ The acquaint the learner with the logical analysis, Interpretation of Demand, production and market

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Unit-I Economics

a) A logic of Choice, Positive and Normative approaches
b) Macro and Micro Economics
c) Methods of Economics Analysis - Inductive and Deductive: Statics and Dynamics

Unit-II Theory of Demand

a) Law of Demand
b) Utility Approach, Indifference Curve approach
c) Elasticity of Demand : Price, Income and Cross Elasticity
d) Revenue : Total Marginal and Average
e) Consumer's Surplus

Unit-III Theory of Production

a) Introduction, Laws of Returns to Factors and Returns to Scale
b) Cost-short-run and long run
c) Concept of Isoquants, Isocosts and Production Possibility Curves

Unit-IV Market

a) The commodity Market- Market Demand and Market Supply, Price and put determination in perfact comptition
b) Simple and Discriminatory Monopoly, Monopolistic Competition, Chamberlin's Group Equilibrium
c) The Factor Market - Marginal Productivity Theory of Distribution
d) Rent-RECardian, Quasi-Rent and Modern Theories
e) Profit : Dynamic Risk and Uncertainty Theories
f) Wages : Meaning, Nominal and Real/Wage Rate Modern Theory of Wages

References:

1. Seth, M.L., Principles of Economics,
2. Samuelson and Norrdhaus : Economics, Latast English and Hindi Edition
3. Hal, R. Varion : Intermediate MicroEconomics, W W Norton and Co. Fifth Edition
4. D. Salvator : Micro Economics, Harper Colline
5. Ahuja H.L., Advanced Economics Theory; S.Chand and Company, New Delhi
6. Left Witch, R. H.; Price system and Resource Allocation holt, Reinhart and Winston, 3rd Edition (Hindi & English)
7. आहुजा, एच, एल. उच्चतर आर्थिक सिद्धान्तए एस, चाँद एण्ड कम्पनी, नई दिल्ली
8. नाथुरामका, लक्ष्मीनारायण रू व्याप्ति अर्थशास्त्र, रमेश बुक डिपो, जयपुर

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 209	Home Science **(Family Resource Management)**	**Any Three CE**	**4**	**30**	**70**	**100**

Objectivess:

- To understand the meaning of resources management and concepts related to management.
- To apply managerial process to management of time, energy and money.
- To understand saving investment and credit pattern of family.
- To increase awareness about consumer problems, rights, responsibilities & protEction laws.

Unit I Housing

a) Housing and Family: Functions, needs & scope.
b) Principles of house planning: aspEct, prospEct, grouping of room, roominess, privacy, orientation, flexibility, aesthetics Economy, ventilation services
c) Site selEction: Vegetation- size, soil type drainage, orientation
d) Kitchen planning: planning, importance of counters, storage and heights

Unit II Interior designing

a) Principles and elements of arts and design as related to interior dEcoration with spECific reference to color and light
b) Floor dEcoration with use of elementary art, Table setting & etiquettes
c) Furniture: Types of furniture, selEction, use and care
d) Flower DEcoration: Basic equipments, vases and containers preparing plant material, shaping an arrangement

Unit III Resource management

a) Meaning, definition and importance of home management
b) Process of management : Planning, organization, implementation, controlling and evaluation
c) Introduction to motivational factor: Meaning and types of values, goals, standards, dECision making
d) Time management: Time cost, time norms, peak loads, work curve and rest periods, process of managing time
e) Energy management: Process, body mEChanics, work simplification, Ergonomics

Unit IV Consumer problems and Waste management

a) Consumer problems, rights and responsibilities
b) Seeking redress to consumer problems with spECial reference to consumer courts
c) Household waste & its management by 3R
d) SelEction and care of household equipment related to waste management
e) Swachh Bharat Abhiyaan: Goals, significance and programmes in reference to waste management

Assignment Work (Any one)

- To prepare a Project report related to techniques of waste management.
- To prepare a file related to patterns and furnishing of interior designing.
- To prepare a scrap book related to flower dEcoration and kitchen planning models.
- To prepare a Project report on different approaches of resource management.

Learning Outcomes: After completion of the course student would be able to:

- ❖ Understand the meaning of resources management and concepts related to management.
- ❖ Managerial process to management of time, energy and money.
- ❖ Understand saving investment and credit pattern of family.
- ❖ Increase awareness about consumer problems, rights, responsibilities & protEction laws.

References:

1. Agarwal, S. (2009) Grih prabandh Manual, Shivam book house, Jaipur
2. Birrel Verla Leone (1967) Colour and Design, A Basic text (Vol. I & II)
3. Bryan, Lawson (1980) How designer think, ArchitEctural press Ltd.
4. David H, Bangs Jr. The market planning guide, Gougotera publishing 3rd Ed.
5. Don, Wellers(1974) Who buys- A study of the consumer
6. Donnelly JH, Gibson JL and Ivancevich JM(1995) Fundamental of Management, Chicago
7. Kale MG (1998) Management and human resources

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 301	Understanding Discipline and Subjects	Any one **CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ To make aware the students about the diciplines and its characteristics.
- ❖ To give Introduction of Kalidas, Tulsidas and Shakespeare
- ❖ To understand the scientific idea of science education.
- ❖ To apply the thought of social science language in their day to day life.

Course Contents:

Unit- I Language and Disciplines

a) Meaning of discipline
b) Characteristics of a discipline
c) Inter- disciplinary approach

Unit- II Language and Disciplines

a) History of language development (Hindi, Sanskrit and English)
b) Language technology
c) Language lab
d) Phonetics science
e) Introduction of Kalidas, Tulsidas and Shakespeare

Unit- III Social Science and Discipline

a) History and game cricket
b) History of woman empowerment
c) New trends cultural in society
d) Political socialization
e) Article of democratic problems (Terrorism, corruption &kola-Brokers)

Unit- IV Science and Disciplines

a) Life sketch of scientists (Dalton, Rutherford, Newton, Mendal and Homi Jahangir Bhabha)
b) Science and sound

c) Nutrition and balanced diet
d) Human diseases
e) Electricity and light

Assignment & Practical Works : (Any Two)

- Write Any one Assignment Work
- Write a short note on Importance of Language in teacher
- Read and review an article
- Prepare a report on creative writing

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand language of various discipline.
- ❖ Develop expression of various language areas.
- ❖ Acquire scientific study of language phonetics.
- ❖ Know the scientific idea of science education.
- ❖ Apply the thought of social science language in their day today life.
- ❖ Develop interdisciplinary approach of language (Hindi/Sanskrit/English).

References :

1. Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc Graw Hill Publising House co. Ltd.
2. Richards, J.C. of Rodgers, T.S. (2009), Approachas and Methods in Language Teaching, Cambrige, C.U.P.
3. अंग्रेजी पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
4. विज्ञान पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
5. संस्कृत पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
6. सामाजिक अध्ययन पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
7. हिन्दी पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 302	Innovative Methods	Any one **CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ To introduce students about the concepts of innovations in teaching.
- ❖ To understand the idea of various subject methods.

Course Contents:

Unit- I Concept of Innovation.

d) Innovation : Meaning, Definition
e) Characteristics of Innovation
f) Methods : concept, Objectives
g) Meathods Characteristics and Utility

Unit- II Methods of Social science

f) Time line method
g) Source method
h) Biographical method
i) Socialized RECitation method

Unit- III Methods of Science

f) Demonstration method
g) Experimental/ Laboratoury method
h) Heuristic method
i) Project method

Unit- IV Methods of Language

f) LEcture method
g) Inductive and Deductive
h) Supervised study method
i) Brain Storming

Assignment & Practical Works : (Any Two)

- Write any one Assignment Work
- Write a short note on Importance of Language in teacher
- Read and review an article
- Prepare a report on creative writing

Learning Outcomes: After completion of this course students would able to:

- Develop knowledge of various innovative methods.
- Understand the idea of methods.

Suggested Readings:

1. सिंह, कर्ण, (2008), शैक्षिक तकनीकी एवं प्रबन्ध, लखीमपुर – खीरी, गोविन्द प्रकाशन
2. शर्मा, संदीप एवं पारीक, अलका (2007), शैक्षिक तकनीकी एवं कक्षा–कक्ष प्रबन्ध, शिक्षा प्रकाशन, जयपुर
3. कुलश्रेष्ठ, एस.पी. (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा
4. Hillard R.I. (1973),Writing for T.V. and Radio N.Y.Hastings House
5. Philips, Lewis (1971), Educational Television Guide Book N.Y. : Mc.Graw
6. Cassire. Henry R. (1962), Television Teaching Today Paris, UNESCO

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 301	Hindi Literature (रीतिकालीन काव्य)	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. विद्यार्थियों को रीतिकालीन काव्य से परिचित करवाना।
2. विद्यार्थियों को विभिन्न कवियों की काव्यशैली की जानकारी देना।
3. विद्यार्थियों को विभिन्न कवियों की भाषाशैली से परिचित करवाना।

इकाई I

1. रीतिकालः परिस्थितियाँ नामकरण, रीतिकालीन साहित्य का वर्गीकरण, प्रमुख प्रवृत्तियां, प्रमुख रचनाकार एवं उनकी रचनाएं

इकाइ II

- रीतिरस तरंगिणीः ऑक्सफोर्ड बुक डिस्ट्रीब्यूटर्स, जयपुर निर्धारित कवि एवं काव्यांश

क. केशवदास–1. सरस्वती वंदना 2. रामवंदना 3. पंचवटी वर्णन 4. हनुमान लंका गमन 5. सीतादर्शन 6. सीता हनुमान संवाद 7. हनुमान रावण संवाद 8. हनुमान रामचर्चा 9. रामरावण युद्ध 10. रावण वध

ख. बिहारी – दोहे (1, 3, 10, 11, 14, 16, 22, 27, 29, 32)

2. निर्धारित कवियों की काव्यगत विशेषताएं

इकाई III

- रीतिरस तरंगिणीः ऑक्सफोर्ड बुक डिस्ट्रीब्यूटर्स, जयपुर निर्धारित कवि एवं काव्यांश

क. घनानंद – सुजान प्रेम

ख. देव– जीवन सार सुधा

ग. सेनापति– ऋतुवर्णन, श्लेषवर्णन, श्रृगांर वर्णन

2. निर्धारित कवियों की काव्यगत विशेषताएं

इकाई IV

- रीतिरस तरंगिणीः ऑक्सफोर्ड बुक डिस्ट्रीब्यूटर्स, जयपुर निर्धारित कवि एवं काव्याशं

1. क. भूषण–शिवाजी का शौर्य,छत्रसाल प्रताप

ख. मतिराम–दानवीर महिमा, भक्तिभाव,प्रकृतिवर्णन

ग. वृंद–सतसई

2. निर्धारित कवियों की काव्यगत विशेषताएं

उपलब्धियाँ–

1. विद्यार्थी विभिन्न कवियों की लेखनशैली से परिचित होकर अपना मत प्रस्तुत कर सकेंगे।
2. विद्यार्थी रीतिकालीन काव्य का परिचय प्राप्त कर स्वयं काव्य रचना का प्रयास कर सकेंगे।

पाठ्यपुस्तक/संदर्भ ग्रंथः–

1. रीतिरस तरंगिणी, ऑक्सफोर्ड बुक डिस्ट्रीब्यूटर्स, जयपुर
2. रीतिकाव्य की भूमिका–डॉ नगेन्द्र नेशनल पब्लिशिंग हाउस, नई दिल्ली
3. हिन्दी साहित्य का वृहद इतिहास (16 खण्ड) संपादक डॉ नगेन्द्र प्रचारिणी सभा काशी
4. हिन्दी साहित्य की भूमिका–आचार्य हजारी प्रसाद द्विवेदी हिन्दी ग्रंथ रत्नाकर, मुंबई
5. हिन्दी साहित्य का अतीत(भाग 2) –आचार्य विश्वनाथ प्रसाद मिश्र वाणी प्रकाशन नई दिल्ली
6. हिन्दी साहित्य का इतिहास; रीतिकाल–आचार्य रामचन्द्र शुक्ल नागरी प्रचारिणी सभा काशी

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 302	English Literature **(Poetry and Drama)**	**Any Three CE**	**4**	**30**	**70**	**100**

Objectives:

1- To enable the students to compose poems.

2- To make them familiar with Romantic and Victorian Poetry, Indian Poetry and Drama.

3- To acquaint them with some literary terms of these genres.

Unit I: Indian Poetry

A- Night of the Scorpion: Nissim Ezekiel.

B- Servants: Gieve Patel.

C- A Bomb Site: AdilJussawala.
D- The Queen's Rival: Sarojini Naidu.

Unit II: English Poetry

A- Elegy Written in a Country Churchyard: Thomas Gray.
B- The World is too Much With Us: William Wordsworth.
C- Dover Beach: Matthew Arnold.
D- Prospice: Robert Browning.
E- Crossing the Bar: Alfred Lord Tennyson.

Unit III: Drama: As you Like It- William Shakespeare.

Unit IV: Literary Terms: Elegy, Sonnet, Ode, Epic, Dramatic Monologue, Comedy, Soliloquy, Aside.
A Social and Literary Background to the Writers Prescribed.

Outcomes:

1- The students can understand the changing nature of Literature through ages.
2- They will become familiar with various forms of verse and dramatic art.

Suggested Reading:

1. Abrams, M.H. Glossary of Literary Terms. India, Macmillan Publishers, 2000.
2. Prasad, B. A Background to the Study of English Literature. Macmillan, 2004.
3. Poet's Pen. Homi p. Dustoor. Oxford University Press, New Delhi.
4. Paper I (Poetry) Jain Vishva Bharti University, Ladnun.
   As You Like It. William Shakespeare.

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 303	Sanskrit Literature **संस्कृत व्याकरण एवं साहित्य (लघुसिद्धान्त कौमुदी)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. नाटक एवं महाकाव्य की शैली का अवबोध करवाना।
2. कारक से शब्दरूप की विभक्तियों का ज्ञान करवाना।
3. समास के द्वारा शब्दों के निर्माण की विधि सिखाना।

इकाई 1. लघुसिद्धांतकौमुदी

क. कारक प्रकरण (सूत्र 888 से 903 तक)
ख. समास प्रकरण (सूत्र 904 से 993 तक)
ग. तद्धित प्रकरण (चातुरर्थिका तक) (सूत्र 994 –1064 तक)

इकाई 2. रचनानुवाद कौमुदी (पाठ 21 से 30)

इकाई 3. रघुवंशम् (द्वितीय सर्ग) एवं स्वप्नवासदत्तम्

रघुवंशम् – 1. चरित्र चित्रण 2. श्लोकार्थ

स्वप्नवासदत्तम् – 1. चरित्र चित्रण 2. अनुवाद 3. कथा सारांश

इकाई–4. अभिधान चिन्तामणि (छठा काण्ड, श्लोक 61 से 90)

उपलब्धियाँ–

1. नाटक पठन से संभाषण कला का ज्ञान होगा।
2. विभक्ति संबंधी ज्ञान में अशुद्धि नहीं रहेगी।
3. श्लोक रचना आदि में समास का कार्यकारी ज्ञान होगा।

पाठ्य पुस्तक/संदर्भ ग्रन्थः

1. स्वप्नवासदत्तम्, महाकवि भास, व्याख्याकार डॉ. रूपनारायण त्रिपाठी, हंसा प्रकाशन, जयपुर, 2006
2. रघुवंशम् द्वितीय सर्ग–महाकवि कालिदास संपादक–डॉ. रविकान्तमणि, हंसा प्रकाशन, जयपुर, 2007
3. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक–महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
4. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी
5. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी
6. लघु सिद्धान्त कौमुदी, महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
7. लघु सिद्धान्त कौमुदी, टीकाकार–राजेन्द्र चौधरी, रामनारायण वेणीप्रसाद, इलाहाबाद
8. लघु सिद्धान्त कौमुदी, भैमी व्याख्या, आचार्य भीमसेन शास्त्री
9. रचनानुवाद कौमुदी, डॉ. कपिलदेव द्विवेदी आचार्य, विश्वविद्यालय प्रकाशन, वाराणसी
10. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे
11. कालू कौमुदी, मुनि चौथमल, जैन विश्व भारती, लाडनूं

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 304	History **(मध्यकालीन भारत का इतिहास)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. मध्यकालीन भारत के इतिहास से परिचित करवाना।
2. अकबर की महानता से परिचित करवाना।
3. मुगलकालीन कला से परिचित करवाना।

इकाई–I

भारत में तुर्की साम्राज्य की स्थापना–कुतुबुद्दीन ऐबक, इल्तुतमिश, रजिया। दिल्ली सल्तनत में बलबन की महत्त्वपूर्ण उपलब्धियाँ एवं योगदान, अलाउद्दीन खिलजी–साम्राज्य विस्तार, प्रशासनिक नीति, बाजार नियन्त्रण प्रणाली एवं जनता पर प्रभाव।

इकाई II

मोहम्मद बिन तुगलक की नवीन योजनाएं एवं प्रभाव, फिरोज तुगलक की धार्मिक एवं सार्वजनिक नीति, दक्षिण भारत में विजयनगर साम्राज्य का उत्थान, उपलब्धियां एवं पतन। सल्तनतकालीन प्रशासन।

इकाई III

मुगल साम्राज्य की स्थापना–बाबर, हुमाँयु। शेरशाह सूरी का उत्कर्ष एवं प्रशासन प्रबंध। अकबर–साम्राज्य विस्तार, सुदृढ़ीकरण, राजपूत नीति, धार्मिक नीति का मूल्यांकन।

इकाई IV

मुगल दरबार में नूरजहां जुन्टा गुट की भूमिका। औरंगजेब की राजपूत नीति, दक्षिण नीति एवं असफलता के कारण। शिवाजी का उत्कर्ष एवं शासन प्रबंध।

मुगलकालीन–स्थापत्य कला, शासन प्रबंध एवं पतन के कारण।

उपलब्धियाँ–

1. विद्यार्थी मध्यकालीन भारतीय इतिहास के प्राप्त ज्ञान का उपयोग प्रतियोगी परीक्षाओं में कर पायेंगे।
2. विद्यार्थी मुगलकालीन संस्कृति, शासन प्रबंध आदि से परिचित हो पायेंगे।
3. मुगल कला के विश्लेषणात्मक अध्ययन से विद्यार्थियों में कला के तुलनात्मक अध्ययन की क्षमता बढेगी।

पाठ्यपुस्तक/सन्दर्भ ग्रंथः

1. सेंगर, शैलेन्द्र– मध्यकालीन भारत का इतिहास, अटलांटिक पब्लिशर्स, जयपुर, 2005
2. भार्गव, डॉ. वी.एस.–मध्यकालीन भारतीय इतिहास, रिसर्च पब्लिकेशन, जयपुर।
3. वर्मा, हरिश्चन्द्र–मध्यकालीन भारतीय इतिहास, भाग–1 एवं 2, हिन्दी माध्यम कार्यान्वयन निदेशालय, नई दिल्ली।
4. गुप्ता व पेमाराम–मध्यकालीन भारत का इतिहास, क्लासिक पब्लिकेशन हाउस, जयपुर

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 305	Political Science **(प्रमुख राजनीतिक व्यवस्थायें)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. विद्यार्थियों को विश्व के प्रमुख संविधानों की जानकारी देना।
2. विद्यार्थियों को संघात्मक एवं एकात्मक संविधानों से अवगत कराना।
3. लिखित एवं अलिखित संविधानों के बारे में बताना।
4. विद्यार्थियों की प्रतियोगी परीक्षाओं में तर्क शक्ति बढ़ाना।

इकाई I

ब्रिटेन का संविधान–प्रमुख विशेषताएं, संवैधानिक परम्परायें (अभिसमय) सम्राट एवं राजमुकुट, मन्त्रिमण्डल एवं प्रधानमंत्री, स्पीकर का पद, संसद–कॉमन सभा एवं लार्ड सभा

इकाई II

संयुक्त राज्य अमेरिका संविधान–प्रमुख विशेषताएं, शक्ति पृथक्करण का सिद्धांत, अमेरिकी संघ व्यवस्था, राष्ट्रपति का पद, कांग्रेस–प्रतिनिधि सभा एवं सीनेट, सर्वोच्च न्यायालय

इकाई III

स्विस संविधान–प्रमुख विशेषताएं, मौलिक अधिकार एवं स्विस संघ व्यवस्था, संसद, संघीय परिषद्, संघीय सर्वोच्च न्यायालय, प्रत्यक्ष प्रजातंत्र।

इकाई IV

जनवादी चीन का संविधान–प्रमुख विशेषताएं, राष्ट्रीय जन कांग्रेस, राष्ट्रपति एवं राज्यपरिषद्, चीन का साम्यवादी दल।

उपलब्धियाँ–

1. विद्यार्थी विभिन्न देशों के संविधानों को विस्तृत रूप से जान सकेंगे।
2. विभिन्न देशों के संविधानों का तुलनात्मक अध्ययन कर सकेंगे।
3. परम्परागत एवं आधुनिक संविधानों के दृष्टिकोण को समझ सकेंगे।
4. विभिन्न संविधानों में संशोधनों की जानकारी प्राप्त कर सकेंगे।

पाठ्यपुस्तक / संदर्भ ग्रन्थः

1.Ogg & Zink : Modern Foreign Governments.
2. Menelly : Contemporary Government Japan. Houghton Muffin,1963
3. V.D. Mahajan : Modern Constitutions.
4. H. Finer : Theory and Practice of Modern Government, London.
5. A.H. Brich : British System of Government.
6. पुखराज जैन–प्रमुख राजव्यवस्थायें, साहित्य भवन, पब्लिकेशन्स, आगरा
7. बी.एल. फडिया–प्रमुख राजनीतिक व्यवस्थायें, कॉलेज बुक हाउस, जयपुर
8. आर.सी.अग्रवाल–विश्व के प्रमुख संविधान, एस.चन्द एण्ड कम्पनी, नई दिल्ली

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 306	Sociology **(Social Research Method)**	**Any Three CE**	**4**	**30**	**70**	**100**

Objectives:

- To develop and under standing about the concept of research in social science.
- To develop skill in pro paring a good research proposal and research design.
- To include the idea of different bases of research in the field of sociology.
- To Understand about the use of different types of research tools and techniques.
- To appraise critically about research work in social science field.

Unit - I Scientific Study of Social Phenomena

- The Scientific Method
- Steps in Scoial Research
- Objectives and Subjectivity in Social Science
- Positivism and Empiricism in Sociology
- Hypothesis : Meaning, Types

Unit - II Types of Research in Social Science

- Meaning, Scope and Significance of Social Survey and Social Research

- ❖ Types of Research :
  - Basic and Applied
  - Historical and Empirical
  - Descriptive, Exploratory, Experimental

Unit - III Research Methods and Techniques

- ❖ Quantitative and Qualitative Methods
- ❖ Quantitative Techniques : Observation, Case Study Content Analysis
- ❖ Qualitative Techniques : Survey, Questionnaire, Schedule and Interview

Unit - IV Classification and Presentation fo Data

- ❖ Sources of Data : Primary and Secondary
- ❖ Tabular and Diagramatic Presentation of Data : Tables, Graphs, Histograms
- ❖ Measures of central tendency : Mean, Mode, Median

Learning Outcomes: After compition the course students would be able to:

- ❖ Develop and under standing about the concept of research in social science.
- ❖ Develop skill in pro paring a good research proposal and research design.
- ❖ Include the idea of different bases of research in the field of sociology.
- ❖ Understand about the use of different types of research tools and techniques.
- ❖ Appraise critically about research work in social science field.

Reference:

1. Bryman, Alan 1988 Quality and Quantity in Social Research, Londan, Unwin Hyman
2. Garrett, Henry 1981, Statistics in Psychology and Education, David Mekay : Indian
3. Jayaram, N. 1989, Sociology, Methods and Theory, Madras, Macmillias
4. Kothari C.R., 1989, Research Methodology : Methods and Techniques, Bangalore, Wileg Eastern
5. Young P.V., 1988, Scientific Social Surveys and Research

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 307	Geography **(Human Geography)**	**Any Three CE**	**4**	**30**	**50+20 Practical) 70**	**100**

Objectivess-

1. To make students aware about human Geography.
2. To make aware about Population Distribution & Human Development.
3. To make students aware about schools & principles of Human Geography.

Unit-I

a) Definition and scope of Human Geography.
b) Its relation with other Subjects.
c) Schools of Human Geography : determinism, possibilism and neo-determinism.
d) Fundamental principles of Human Geography : Principle of activity, Principle of terrestrial unity.

Unit-II

a) Races of man kind :- Criteria of classification and distribution according to G. Taylor
b) Migration zone Theory by Griffith Taylor
c) Factors of evolution of human races

d) Tribes in the world, Habitat, Occupation & Social Organization : Pigmies, Bushmen, Eskimos and Khirgiz.

Unit-III

a) Distribution of Tribes in India. Habitat, Economic Activities and Social Organization of Bhil, Naga, Toda and Santhal.
b) Early Economic activities of mankind : Food gathering, Hunting, Fishing & Shifting cultivation.
c) World distribution, Concept of over population, optimum population and zero population growth.
d) MigrationInternal and International, General laws of Migration

Unit-IV

a) Concept of human development and population problems and policy of India.
b) Rural, Urban settlement-origin of towns, patterns of cities.
c) Functional classification of cities, zoning of cities, Christaller's theory.
d) Urbanization and Problems : slums, town planning, concept and principles.

Practical :

a. Methods of Relief Representation: Hachure', Contours, layer tint, BM, Spot height, Trachograhic Method.
b. Drawing of Profiles: Serial, Composites and Superimposed.
c. Prismatic Compass Survey: Instrument required for prismatic compass survey
d. Prismatic Compass Survey: Radiation and intersection method.
e. CorrEction of closing error with Bowditch rule.

Outcomes-

1. Having Knowledge of human geography & its principles, students can adjust & adapt themselves with different cultures prevailing.
2. Comes to know about problems regarding overpopulation, migration& steps to solve them.
3. Deep knowledge about people residing in urban & rural areas, their problems & solutions.

Suggested Readings :

1. Blache Vidal de la: Manav Bhugol ke Siddhant (In Hindi)
2. कौशिक, एस.डी. : मानव भूगोल के सरल सिद्धान्त, रस्तोगी पब्लिकेशन्स, मेरठ
3. हूसैन, माजिद : मानव भूगोल, रावत पब्लिकेशन्स

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 308	Economics **(Economics of Development and Planning in India)**	**Any Three CE**	**4**	**30**	**70**	**100**

Objectives:

- To enable to understand the Economics of development.
- To enable to understant the Rostow'n Theory of Historical stage of Growth.
- To enable to understand the Economics planing in mixed Economy.
- To enable to understand the Indian planning stystem.

Unit I Economic Development Meaning and Measurement

a) Meaning of vicious circle
b) Capital formation and Human Resource Development
c) Resource Mobilization

Unit II Theories of Development

a) Rostow's Theory of Historical Stage of Growth
b) Balanced and Unbalanced Growth
c) Choice of Technique : Capital intensive and Labour Intensive.

Unit III Economic Planning

a) Meaning, Need, Objectives and relevance
b) Planning under mixed Economy, Prerequisites of effEctive Planning
c) The Indian Planning system : Planning commission Plan formulation and Evaluation.

Unit IV Appraisal of Planning in India

a) Summary review of Achievements and Short coming with respEct to Agriculture and Industry.
b) Changing Role of Public Sector
c) Salient Feature of Current Five Year Plan of India.

Learning Outcomes: After completion the course students would be able to:

- ❖ Enable to understand the Economics of development.
- ❖ Understant the Rostow'n Theory of Historical stage of Growth.
- ❖ Enable to understand the Economics planing in mixed Economy.
- ❖ Understand the Indian planning stystem.

Reference :

1. Thirlwall, A.F. (2004), Growth & Development, wiled Palgave Mc. Millan.
2. Seth, M.L. : Theory and Practice of Economics Planning, S.Chand & Co. New Delhi.
3. Meir & Baldwin : Economics Development Theory, History & Policy.
4. Planning Commission, Government of India : Current five Year Plan
5. झिगन, एम.एल. रू विकास एवं नियोजन का अर्थशास्त्र, वृन्दा प्रकाशन, नई दिल्ली।
6. सेठ, एम.एल. : आर्थिक नियोजन के सिद्धान्त एवं व्यवहार एस.चांद एण्ड कम्पनी, नई दिल्ली

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 309	Home Science **(Human Development)**	**Any Three CE**	**4**	**30**	**70**	**100**

Objectives:

- To understand Concept, scope and foundation of human development
- To Different life span stages related to human development
- To Major developmental task, problems and support services related to human development
- To famalier with types of families and their related challenges in references to physical, motor and socio- emotional development

Unit I Human Development

a) Concept , nature and scope of human development as a field of study
b) Principles and stages of development
c) Role of heredity, environment , learning, and maturation in development

d) Factors affEcting development

Unit II Development in Adolescence : Development from conception to adolescence:

a) Physical development
b) Motor development
c) Socio emotional development
d) Language and cognitive development

Unit III Family and Developmental Tasks

a) Importance and Objectivess of early childhood education, impact of deprivation and early stimulation
b) Families: Concept, types and functions, changing roles and challenges faced by Indian families
c) Understanding spECial children, their classification and related problems
d) Major developmental tasks, achievements and problems of adulthood and aging

Unit IV Developmental stages and support system

a) Early childhood care and its scope, problems and significance
b) Adolescence: Activities for personality development at school, family and college level
c) Need , care and support services for aging individuals
d) Old age home & Day care center : Need, management and scope in society
e) Guidance and counseling services in school and college for students

Practicals: Any two of the following:

- Anthropometric measurement of children from birth to 6 years plotting and interpretation of data as per WHO norms.
- Organizing and conducting play and creative activities of children in a nursery school.
- Focus group discussion with adolescents to understand their aspirations, educational and career choices.
- Prepare a scrap book on relevant issues of human development.
- Market survey of story books, toys and playing instruments in references to quality, cost, durability etc.

Learning outcomes : After studying this course students will able to learn-

- Concept, scope and foundation of human development
- Different life span stages related to human development
- Major developmental task, problems and support services related to human development
- Types of families and their related challenges in references to physical, motor and socio- emotional development

References:

1. Santrock JW (2007) Lifespan Development, Tata McGraw Hill New Delhi 3rd Ed.
2. Bee H (1995) The developing child, Harper Collins College Publisher
3. Berk L (2006) Child development, Allyn & Bacon. New York
4. Rice F (1992) Human Development: A Life Span Approach , Prentice Hall
5. Vidhya Bhusan and Sachdeva (2000) Introduction to Sociology

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
JVB 301	Critical Understanding of ICT	**CF**	**2**	**15** Practical	**35**	**50**

Objectives:

- To explain the concept of ICT in education.
- To develop skills in using MS Office applications for education.
- To use internet efficiently to access information and communicate with others.
- To understand the applications of E-learning in education.

Course Contents:

Unit - I MS Office

a) MS- word (Text management)
b) Power Point (Preparation of Slide)
c) Smart Class
d) E - Learning

Unit - II Internet and Multimedia

a) E-mail, Chat
b) Searching, Downloding and Uploding
c) Multimedia and its Education Uses.
d) Mobile Banking

Assignment & Practical Works: (Any Two)

- Prapare one Assignment Workon any topic related to above units.
- Prepare power point presentation on Any one topics related to School content/ B.Ed. Syallbus.

Learning Outcomes: After completion of this course students would able to:

- Explain the concept of ICT in education.
- Develop skills in using MS Office applications for education.
- Use internet efficiently to access information and communicate with others.
- Understand the applications of E-learning in education.

References:

1. Cooper, I.M., classroom teaching skills, D.C. Heathco, Toronto, 1960.
2. Coulson, J. E. (ed); Programme Learning and Computer Based Instruction, Wiley, New York, 1962
3. Khanna, S.D. and others; Technology of Teaching and Teacher Behaviour, Vth edition, Doaba house, Delhi, 1984.
4. Kulkarni, S.S., Introduction to Educational Technology, Oxford and IBH publishing co., 1986.
5. Sampath, K. Panner Selvam, A and Santhanam, S; Introduction to Educational Technology, Sterling publishers, New Delhi, 1990.
6. Sharma, R.A., Technology of Teaching, Loyal Book Depot Meerut, 1986.
7. Saxena N.R. & Swarup, Oberoi S. C.; Technology of Teaching, Surya Publication, Meerut, 1996.
8. Skinner, B, F.; Technology of Teaching, Appleton Century Crafts, New York, 1981
9. Thompson, James, J.; Instructional Communication, Van Nostrand Roinhold Co. New Jersey, 1969
10. Verma, Ramesh and others; Modern Trends in Teaching Technology; Anmol Publications Pvt. Ltd., New Delhi, 1990.
11. Computer for Education, Working paper Ist **,** NCET, 1967
12. मिश्रा, महेन्द्र कुमार, 2007, शैक्षिक प्रौद्योगिकी एवं कक्षा–कक्ष प्रबन्ध, युनिवर्सिटी बुक हाउस, जयपुर.

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
JVB 302	Yoga and Preksha Meditation	**CF**	**2**	**15** Practical	**35**	**50**

Objectives:

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

विषयवस्तु :

इकाई–1 योग के प्रयोग

- योग : अर्थ, परिभाषा, अष्टांग योग की उपयोगिता
- आसन : सूर्यनमस्कार,(अर्थ, प्रक्रिया एवं लाभ) ताड़ासन, पाद्हस्तासन, गरूड़ासन, जानुशिरासन, वक्रासन, वज्रासन, पद्मासन, उत्तानपादासन, पवनमुक्तासन, भुजगांसन, शलभासन,(स्थिति, विधि, लाभ)
- प्राणायाम : सूर्यभेदी, चन्द्रभेदी,व अनुलोम विलोम
- मुद्रा : ज्ञान मुद्रा,वीतराग मुद्रा
- बन्ध : मूलबन्ध, उड्डियानबन्ध व जालधंर बन्ध

इकाई–2 प्रेक्षाध्यान

- प्रेक्षाध्यान का इतिहास, अर्थ एवं उद्देश्य
- प्रेक्षाध्यान के सहायक अंगो का सक्षिप्त परिचय एवं महत्व
- कायोत्सर्ग, अर्न्तयात्रा, श्वास प्रेक्षा एवं ज्योतिकेन्द्र प्रेक्षा (प्रयोग, अभिव्यक्ति एवं प्रस्तुति)
- प्रेक्षाध्यान के मुख्य चरणों का संक्षिप्त परिचय

टर्म पेपर :(कोई एक)

- विषय से सम्बन्धित कोई एक टर्म पेपर तैयार करना।
- सूर्य नमस्कार की विभिन्न स्थितियों का प्रदर्शन।

Learning Outcomes:

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

संन्दर्भ ग्रन्थ सूची :

1. अमूर्त चिन्तन : आचार्य महाप्रज्ञ
2. जीवन विज्ञान की रूपरेखा, लेखक : मुनि धर्मेश कुमार
3. जीवन विज्ञान शिक्षक निर्देशिका – मुनि किशनलाल
4. जीवन विज्ञान : मूल्यपरक शिक्षा का एवं अभिनव प्रयोग – मुनि धर्मेश
5. जीवन विज्ञान प्रेक्षाध्यान एवं योग : समणी मल्लि प्रज्ञा
6. जीवन विज्ञान : शिक्षा का नया आयाम, लेखक : आचार्य महाप्रज्ञ
7. जीवन विज्ञान : शिक्षक प्रशिक्षक मार्गदर्शिका– मुनि किशनलाल
8. जीवन विज्ञान : स्वस्थ समाज रचना का संकल्प, लेखक : आचार्य महाप्रज्ञ
9. नया मानव : नया विश्व – आचार्य महाप्रज्ञ
10. परिवार के साथ कैसे रहें ? – आचार्य महाप्रज्ञ
11. प्रेक्षाध्यान प्रयोग पद्धति – लेखक : आचार्य महाप्रज्ञ
12. प्रेक्षाध्यान : आसन प्राणायाम, मुनि किशनलाल
13. प्रेक्षाध्यान : सिद्धान्त और प्रयोग, लेखक : आचार्य महाप्रज्ञ, सम्पादक : मुनि किशन लाल, भुभकरण सुराना

14. प्रेक्षाध्यान : यौगिक क्रियाएं, मुनि किशनलाल
15. प्रेक्षाध्यान : शरीर विज्ञान, श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार
16. प्रेक्षाध्यान : स्वास्थ्य विज्ञान (भाग 1,2), श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार 'तुम स्वस्थ रह सकते हो, लेखक – आचार्य महाप्रज्ञ
17. प्रेक्षाध्यान : व्यक्तित्व विकास, लेखक : मुनि धर्मेश कुमार
18. प्रेक्षा संदर्शिका – मुनि धर्मेशकुमार
19. Preksha Meditation : Therapeutic Thinking by Arun Zaveri
20. Science of Living, Ed. Muni Mahendra Kumar

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 401	Gender, School and Society	**CC**	**4**	**30**	**70**	**100**

Objectives:

- To understand the modern concept of society, organization & gender sensitivity.
- To aware about the dimension of development of school administration.
- To develop basic understanding & familiarity with key concept, society, social problem, social relationship and new trends
- To develop knowledge of the role of different NGO & organizations.

Course Contents:

Unit- I Role of Society & Organization in Gender sensitivity.

a) Gender Equity : Concept, Needs, Problem and solution
b) Nature of Society
c) Women Commission
d) Right to Education

Unit- II Dimensions of Development of School

a) Administration – Structure of Centre and State education.
b) Head-Master – Merits, work, Duties and Leadership.
c) Ideal Teacher – Personality and Qualification
d) Modern school , Library, Laboratory, and Hostel
e) Outline of Co-Curricular Activities in School.

Unit- III Present Education & Society

a) Role of education in different Areas (Family, school, and society).
b) Present Social Problems (unemployment, Students indiscipline, Poverty, Illiteracy, Health & Nutrition)Concept, cause, and Solution
c) Education and Society Relationship

Unit- IV Role of organization in Gender sensitivity, society, and school

a) NGO – (meaning and Role)
b) Role of present Social – worker
c) Govt. Planning
d) Role of Religious Organization

Assignment & Practical Works :

- Study of any one significant Problems of a secondary school. Prepare report detail – it's possible Causes and Solutions
- One Assignment Work solve.
- Critically Evaluate of the different Activities of any one school.
- Case study of any N.G.O working locally.

Learning Outcomes: After completion of this course students would able to:

- ❖ Sensitize students about different social & national level problems at school level.
- ❖ Remedies regarding gender discrimination, government schemes and Right to Education.
- ❖ Implement their knowledge to plan community awareness programmes to sensitize weaker section of society.
- ❖ Understanding relationship between education and society as well as NGO's.
- ❖ Utilize their administrative skill to manage different administrative activities at school level.

References :

1. कुशवाहा, पुष्पलता एवं सक्सैना, कनक, (2006), शैक्षिक प्रबंधन एवं संगठन, आस्था प्रकाशन, जयपुर
2. चौबे, सरयू प्रसाद, (1990), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
3. पाण्डेय, रामशक्ल (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
4. बघेला, एच. एस. सिंह, (2007), शैक्षिक प्रबंधन एवं संगठन, राजस्थान प्रकाशन, जयपुर
5. भटनागर, सुरेश (1996), शैक्षिक प्रबंध व शिक्षा की समस्याएं, सूर्या पब्लिकेशन, मेरठ
6. वशिष्ठ, के. के. (1985), विद्यालय संगठन एवं भारतीय समाज की शिक्षा की समस्याएं, लायक बुक डिपो, मेरठ
7. शर्मा, आर. ए. (1995), विद्यालय संगठन एवं शिक्षा प्रशासन, सूर्या पब्लिकेशन, मेरठ
8. शर्मा, ओ. पी., गुप्ता, शोभा (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
9. सुखिया, एस. पी., (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
10. www.gender.com.ac.uk.
11. www.genderstuddies.org.
12. www.genderparddigm.com./publication/html

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 402	Reading and Reflecting on Texts (EPC)	**CC**	**2**	**15**	**35 Practical & Viva-Voce**	**50**

Objectives:

- ❖ To develop basic Communication Skills.
- ❖ To promote Creative Writing among students.
- ❖ To acquire the knowledge of art of Speaking.

Course Contents:

Unit- I Reading Comprehension

a) Explain with stage of any self expression of any one guest.
b) Enlist errors in reading among school students.
c) Review of any one books with reading.
d) Write the educational essence of any five stories and morale thought with reading.

Unit- II Writing composition & Action Plan

a) RECite 10 poem / verse/ stanza and write it.
b) Prepare an action plan and organize accordingly.
c) Proof reading.
d) Prepare list of innovative vocebulary for speaking. (50 words).

Objectives:

- ❖ To develop basic Communication Skills.
- ❖ To promote Creative Writing among students.
- ❖ To acquire the knowledge of art of Speaking.

Assignment & Practical Works : (Any Two)

- One Assignment Work on any topic related to above units.
- Prepare a plan and organize any two activities related to above units.
- Demonstrate different type of speaking.
- To identify the causes of ineffective speech and remedies for it.

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 403	Drama and Arts in Education (EPC)	**CC**	**2**	**15**	**35 Practical & Viva-Voce**	**50**

Objectives:

- ❖ To develop skills of role playing and acting.
- ❖ To acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

Course Contents:

Unit- I Write a Drama Script

a) Prepare a Drama for any Social issues (Class VI to XI)
b) Role playing for different scene of Drama
c) To know different types of Drama

Unit- II Fine Arts, materials and its relevancy (Any two works)

a) Mehendi, Drawing
b) Rangoli/Model Preparation
c) Poster Painting

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop skills of role playing and acting.
- ❖ Acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

Assignment & Practical Works : (Any Two)

- Prepare any one Assignment Work related to above units.
- Plan and organize any two activities related to above units.
- Prepare Arts and crafts with un usual material
- Prepare Fine Arts with paper
- Hand made ArchitEcture
- Soft toys (Teddy bear)
- Dance Art

- Fine Arts/ Painting
- Skill of Playing musical instrument
- Food Shef
- Handicraft

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 401	Hindi Literature **गद्य साहित्य (निबन्ध नाटक एवं एकांकी)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. विद्यार्थियों को नाटक, एकांकी एवं निबंध साहित्य की सामान्य जानकारी देना।
2. हिन्दी के प्रमुख गद्य साहित्यकारों का परिचय देना।
3. हिन्दी की प्रमुख गद्य शैलियों का ज्ञान प्रदान करना।
4. विद्यार्थियों में गद्य लेखन क्षमता का विकास करना।

इकाई–I

1. गद्य विधा : निबन्ध,नाटक एवं एकांकी का स्वरूप एवं तात्विक विवेचन
2. निबन्ध : उद्‌भव एवं विकास, प्रमुख रचनाकार एवं उनकी रचनायें।
3. नाटक : उद्‌भव एवं विकास, प्रमुख रचनाकार एवं उनकी रचनायें।
4. एकांकी : उद्‌भव एवं विकास, प्रमुख रचनाकार एवं उनकी रचनायें।

इकाई–II

निम्नलिखित निबंधकारों के चयनित निबंध

1. चेतना का संस्कार – संपादक विश्वनाथ तिवारी, वाणी प्रकाशन, नई दिल्ली:निर्धारित निबंध एवं निबंधकार
   क. होली है–प्रतापनारायण मिश्र
   ख. बनाम लॉड कर्जन– बाल मुकुन्द गुप्त
   ग. श्रद्धा–भक्ति – रामचन्द्र शुक्ल
   घ. अशोक के फूल– आचार्य हजारीप्रसाद द्विवेदी
   ङ. मेरे राम का मुकुट भीग रहा है– डॉ विद्यानिवास मिश्र

इकाई–III

1. धुव्रस्वामिनी (नाटक) जयशंकर प्रसाद, मलिक एण्ड कम्पनी, जयपुर

इकाई–IV

1. धरोहर–संपादक डॉ रामचरण महेन्द्र, बुक लैण्ड पब्लिशर्स, लाल जी सांड का रास्ता जयपुर
   निर्धारित एकांकी एवं उनके रचनकार
   क. डॉ रामकुमार वर्मा – दीपदान
   ख. सेठ गोविन्ददास– धरोहर
   ग. हमीदुल्ला– हरितगन्धा
   घ. देवीलाल सामर– वीर बल्लू

उपलब्धियाँ–

1. विद्यार्थी प्रमुख साहित्यकारों की रचनाओं से प्रेरणा पाकर अपने लेखन कौशल का अभ्यास कर सकेंगे।
2. विद्यार्थी गद्य की विभिन्न शैलियों का ज्ञान प्राप्त कर स्वयं की लेखनशैली का विकास कर सकेंगे।
3. विद्यार्थी स्वयं गद्य लेखन की ओर अग्रसर हो सकेंगे।

पाठ्यपुस्तक/संदर्भ ग्रंथ

1. हिन्दी साहित्य का इतिहास– डॉ नगेन्द्र, मयूर पेपर बैक्स नोएडा
2. हिन्दी नाटक–डॉ. बच्चन सिंह, राधाकृष्ण, प्रकाशन नई दिल्ली

3. प्रसाद के नाटक– डॉ. सिद्धनाथ कुमार, अनुपम प्रकाशन, पटना
4. हिन्दी का गद्य साहित्य– डॉ. रामचन्द्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 402	English Literature **(Prose and Fiction)**	**Any Three CE**	**4**	**30**	**70**	**100**

Objective :

1. To enable the students to compose Stories.
2. To make them familiar with English Essay, Short Stories and Partition Fiction.
3. To acquaint them with some literary terms of these genres.

Unit I: Short Stories

A- A Cup of Tea: Katherine Mansfield.
B-The Open Window: Saki.
C- The Gift of Magi: O' Henry.
D-How Much Land Does A Man Need: Leo Tolstoy.

Unit II: English Essay

A- A Bachelor's Complaint of the Behavior of Married People: Charles Lamb.
B- On the Rule of the Road: A.G. Gardiner.
C- From Religion to Vocation: AcharyaMahapragya.
D- The Civilization of Today- C.E.M. Joad.

Unit III: Novel: Train to Pakistan- Khushwant Singh.

Unit IV: Literary Terms: Novel, Novella, Partition Novel, Science Fiction, Satire.

Outcomes:

A. The students can understand the changing nature of Literature through ages.
B. They will become familiar with various forms of prose and narrative art.

Suggested Reading:

1. Abrams, M.H. Glossary of Literary Terms. India, Macmillan Publishers, 2000.
2. Prasad, B. A Background to the Study of English Literature. Macmillan, 2004.
3. Popular Short Stories. Oxford University Press, New Delhi.
4. Forms of English Prose. Oxford University Press, New Delhi.
5. Train to Pakistan. Khushwant Singh. Orient Longman.
6. Oxford Dictionary of Literary Terms.

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 403	Sanskrit Literature **संस्कृत व्याकरण एवं साहित्य (लघुसिद्धांतकौमुदी)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. वाक्य निर्माण का अभ्यास कराना।
2. अनुवाद की विधा का प्रशिक्षण देना
3. तद्धित शब्दों की विधि समझाना।

इकाई–1 तद्धित प्रकरण (शैषिका अधिकार से स्वार्थिका तक) (सूत्र 1065 से 1243 तक)

इकाई–2 रचनानुवाद कौमुदी (पाठ 31 से 40)

इकाई–3 अभिज्ञान शाकुन्तलम्

1. दो श्लोकों की सप्रसंग व्याख्या
2. चरित्र चित्रण
3. एक समीक्षात्मक प्रश्न
4. दो सूक्तियों की व्याख्या

इकाई–4 सिन्दूरप्रकर (1 से 50) एवं अभिधान चिन्तामणि (छठा काण्ड, श्लोक 91 से 120)

1. दो श्लोको की सप्रसंग व्याख्या
2. प्रकरण का सारांश

अभिधान चिन्तामणि

1. दो श्लोक पूर्ति
2. पांच शब्दों के अर्थ

उपलब्धियाँ–

1. वाक्य निर्माण की प्रक्रिया का ज्ञात होगा।
2. शब्द कोश का ज्ञान बढ़ेगा।

पाठ्यपुस्तक / संदर्भ ग्रन्थः

1. अभिज्ञान शाकुन्तलम्, महाकवि कालिदास, व्याख्याकार यनदुन्दन मिश्र, चौखम्बा पब्लिशर्स, वाराणसी, 1999
2. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक–महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
3. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी
4. सिन्दूरप्रकर, आचार्य सोमप्रभ, संपादक–मुनि राजेन्द्र कुमार, जैन विश्वभारती, लाडनूं
5. अभिधान चिन्तामणि–चौखम्बा विद्या भवन
6. लघु सिद्धान्त कौमुदी, महेशसिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
7. लघु सिद्धान्त कौमुदी, टीकाकार–राजेन्द्र चौधरी, रामनारायण वेणीप्रसाद, इलाहाबाद
8. लघु सिद्धान्त कौमुदी, भैमी व्याख्या, आचार्य भीमसेन शास्त्री
9. अभिधान चिन्तामणि–चौखम्बा विद्या भवन दिल्ली
10. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 404	History **(राजस्थान के इतिहास का सर्वेक्षण)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. विद्यार्थियों को राजस्थान के इतिहास से परिचित करवाना।
2. दुर्ग वास्तुकला से परिचित करवाना।
3. महाराणा कुंभा, महाराणा प्रताप व मानसिंह की उपलब्धियों से परिचित करवाना।
4. किसान आन्दोलन, प्रजामण्डल आन्दोलन व राजस्थान के एकीकरण से परिचित करवाना।

इकाई– I

राजस्थान के पूर्व पाषाण युग की रूपरेखा, मुख्यतः कालीबंगा, आहड़ एवं बैराठ के पुरातात्विक स्थलों के संदर्भ में, पृथ्वीराज तृतीय की महत्त्वपूर्ण उपलब्धियॉ एवं साम्राज्य विस्तार। राजपूत राज्यों में सामन्तवाद की विषेषताएं

इकाई– II

ब्रिटिश प्रभुसत्ता के समय में राजपूत जागीरदारों की स्थिति में परिवर्तन, मालदेव के अधीन मारवाड राज्य का उत्कर्ष, दुर्ग वास्तुकला– विशेषतः चित्तौड, रणथंभोर और आमेर के संदर्भ में। महाराणा कुंभा की राजनीतिक एवं सांस्कृतिक उपलब्धियाँ, महाराणा प्रताप का मुगलों से संघर्ष।

इकाई– III

आमेर के मानसिंह द्वारा मुगल सहयोग। धार्मिक आन्दोलन मीरा एवं दादू दयाल के विशेष संदर्भ में। राजपूताना में मराठों के हस्तक्षेप के कारण एवं परिणाम। राजस्थान में 1857 के विद्रोह के कारण एवं परिणाम।

इकाई– IV

राजस्थान में राजनैतिक जागरण के कारण। बिजोलिया किसान आंदोलन। 1818 की संधियों के सम्पन्न होने की परिस्थितियां एवं परिणाम विशेषतया मेवाड, मारवाड, और कोटा राज्यों के संदर्भ में। राजस्थान राज्य का निर्माण 1948 ई.– 1956 ई.।

उपलब्धियाँ–

1. विद्यार्थी राजस्थान के गौरवशाली इतिहास से परिचित हो पायेंगे।
2. महाराणा कुंभा, महाराणा प्रताप, मीरां, दादू दयाल आदि के जीवन से प्रेरणा प्राप्त कर अपने व्यक्तित्व का विकास कर सकेंगे।
3. राजस्थान के एकीकरण के विभिन्न चरणों से परिचित हो पायेंगे।
4. राजस्थान के इतिहास के अध्ययन से विद्यार्थी प्रतियोगी परीक्षाओं में सफलता प्राप्त कर पायेंगे।

पाठ्यपुस्तक/सन्दर्भ ग्रंथः

1. व्यास, आर.पी–राजस्थान का बृहद् इतिहास भाग प्रथम एवं द्वितीय, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
2. सक्सेना, के.एम.–राजस्थान में राजनैतिक जागरण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
3. भार्गव, डॉ. वी.एस.– राजस्थान का इतिहास, रिसर्च पब्लिकेशन, जयपुर।
4. शर्मा, डॉ. गोपीनाथ– राजस्थान का इतिहास, शिवलाल अग्रवाल एण्ड कम्पनी, आगरा।
5. शर्मा हरिशंकर एवं पावा, सरोज–राजस्थान का इतिहास, जयपुर पब्लिकेशन, जयपुर।
6. Ratnavat, Syam singh – History and Culturel of Rajasthan.

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 405	Political Science **(भारतीय राजनीतिक व्यवस्था)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. भारतीय राजनीतिक व्यवस्था की जानकारी देना।
2. शासन की विभिन्न संस्थाओं से परिचित कराना।
3. भारत की वर्तमान बदलती राजनैतिक दशा एवं दिशा का बोध करवाना।
4. विद्यार्थियों की प्रतियोगी परीक्षाओं में तर्क शक्ति बढ़ाना।

इकाई– I

भारत षासन अधिनियम 1919 (द्वैध शासन के विशेष सन्दर्भ में) तथा भारत शासन अधिनियम 1935 प्रान्तीय स्वायत्ता के विशेष सन्दर्भ में

इकाई– II

संविधान का निर्माण : संविधान सभा में प्रमुख मुद्दे, विषेषताएं, संघव्यवस्था की प्रकृति, मौलिक अधिकार, राज्य नीति के निदेशक सिद्धांत।

इकाई– III

संघीय कार्यपालिका (राष्ट्रपति, प्रधानमंत्री एवं मन्त्रिपरिषद्) संघीय संसद, सर्वोच्च न्यायालय एवं न्यायिक पुनरावलोकन।

इकाई– IV

राज्यों का शासन : राज्यपाल, मुख्यमंत्री एवं मन्त्रिपरिषद, राज्यविधान मण्डल, भारतीय राजनीतिक व्यवस्था की प्रमुख चुनौतियां : क्षेत्रियतावाद एवं राजनीति का अपराधीकरण।

उपलब्धियाँ–

1. ब्रिटिश सरकार के विभिन्न अधिनियमों की जानकारी प्राप्त कर सकेंगे।
2. शासन की विभिन्न संस्थाओं का तुलनात्मक अध्ययन कर सकेंगे।
3. केन्द्रिय स्तर से लेकर राज्यों की राजनीति की जानकारी प्राप्त कर सकेंगे।

पाठ्यपुस्तक / संदर्भ ग्रन्थः

1. Ogg & Zink : Modern Foreign Governments.
2. Menelly :Contemporary Government Japan. Houghton Muffin, 1963
3. V.D. Mahajan : Modern Constitutions.
4. H.Finer : Theory and Practice of Modern Government, London.
5. A.H. Brich :British System of Government.
6. पुखराज जैन–प्रमुख राजव्यवस्थायॅ, साहित्य भवन, पब्लिकेशन्स, आगरा
7. बी.एल. फडिया–प्रमुख राजनीतिक व्यवस्थायैं, कॉलेज बुक हाउस, जयपुर,
8. आर.सी.अग्रवाल–विश्व के प्रमुख संविधान, एस.चान्द एण्ड कम्पनी, नई दिल्ली
9. वीरकेश्वर प्रसाद सिंह–विश्व के प्रमुख संविधान, ज्ञानदा प्रकाशन, नई दिल्ली

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 406	Sociology **(Social Problems in Contemporary India)**	**Any Three CE**	**4**	**30**	**70**	**100**

Objectives:

- To enable the students to understand the conceptual in contemporary India.
- To enable the students to understand the structural problems in contemporary India
- To enable the students to understand the disorganizational problemsin contemporary India.
- To enable the students to understand the development problems in contemporary.

Unit - I Social Problems : Some Conceptual Issues

- Social Problems and Social Disorganization : Meaning and Relations
- Social Problems : Theoretical PerspEctive
- Social Problems : Types and Factors

Unit - II Structural Problems in Contemporary India

- Rural Problems, Gender Disparity
- Communalism and the problems of minorities
- Problems of Devrived Social categories : Scheduled castes and scheduled Tribes

Unit - III Disorganizational Problems in contemporary India

- Crime, Juvenile, Delinquency
- Corruption, Drug addition
- Terrorism, Casteism

Unit - IV Development problems in contemporary India

- Poverty, Unemployment
- Illiteracy, Environmental pollution
- Problems of Slums, Development Induced Displacement

Learning Outcomes:

- Enable the students to understand the conceptual in contemporary India.
- Understand the structural problems in contemporary India
- Understand the disorganizational problemsin contemporary India.
- Understand the development problems in contemporary.

Reference :

- Ahuja, Ram, 2014, Social Problems in India, Rawat Publication, Jaipur
- Beteille, Andre, 1974, Social Inequality, New Delhi, OUP
- Guha Ramchandra, 1994, Sociology and Dilemma of Development, New Delhi OUP
- Kothary, Rajni (Ed), 1973, Cast in Indian Politics
- आहुजा, राम 2009, भारतीय सामाजिक व्यवस्था, रावत पब्लिकेशन्स, जयपुर
- दोषी, एस.एल. 2009, भारतीय सामाजिक विचारक, रावत पब्लिकेशन्स, जयपुर

- शर्मा के. एल. 2006, भारतीय सामाजिक संरचना एवं परिवर्तन, रावत पब्लिकेशन्स, जयपुर
- दोषी, एस.एल. एवं जैन पी.सी. 2002, भारतीय समाज, नेशनल पब्लिकेशन्स हाउस, जयपुर
- पटेल, तुलसी 2011, भारत में परिवार : संरचना एवं व्यवहार, रावत पब्लिकेशन्स, जयपुर

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 407	Geography **(Economic Geography)**	**Any Three CE**	**4**	**30**	**50+20 (Practical) 70**	**100**

Objectivess-

1. To make students aware about concept of Economic geography, Economic activities & their impact on the enviroment.
2. Knowledge about various resources : Natural, Soil, Mineral & Energy.
3. Knowledge about agencies (WTO, GATT) engaged in promoting trade & services.

Unit - I

a) Definition and Scope of Economic geography.
b) Development of Economic geography. Its relation with other subjects.
c) Economic Activities : Primary, Secondary and Tertiary.
d) Impact of Economic activities on the environment.

Unit - II

a) Natural Resources : Meaning and classification of resources, Water & Forest.
b) Soil Resources : Structure of soil, and soil erosion.
c) Mineral Resource : Type, Distribution & Production of iron ore. Lead & Zinc
d) Energy Resources : Types, Distribution and Production of coal and Petroleum.

Unit- III

a) Agriculture : Physical and socio - cultural environment influencing crop production.
b) Agriculture classification : D.Whittleseys Classification.
c) Spatial distribution, production and international trade of rice & wheat, cotton and rubber, tea & coffee
d) Water Transport : Suez canal, panama canal, North Atlantic routes.

Unit – IV

a) Manufacturing Industry : Meaning & Types.
b) Industrial location Theory : A Weber's and smith.
c) Distribution & production of Iron and Steel & cotton textile industry.
d) Agencies : GATT, WTO, OPEAK AND EROPEAN UNION.

Practical

a) Basic Statistical Methods.
   i) Frequency distribution and its Presentation.
   ii) Measures of Central tendency: - Arithmetic Mean, Mode & Median (DirEct Method)
   iii) Standard deviation method & Coefficient of variation.
b) Representation of statistical data through Diagrams : - One Dismensional, Two Dimensional, Three Dimensional.
c) Representation of statistical data through graphs: Poly linear graph, Climogarph and Hythergraph.

Outcomes - After completion the course students would be able to:

1. Explain activities of trade & services will affEct the environment. This may lead to the path of Green Environment.
2. Know availability of various resources availble, their proper utilisation is possible.
3. Contribute their efforts towards promoting trade in which our country is having self-sufficiency.

Suggested Reading:

1. प्रमीला कुमार एवं श्री कमल शर्मा : कृषि भूगोल, म. प्र. हिन्दी ग्रंथ अकादमी, भोपाल, 2000
2. श्रीवास्तव वी.के. आर्थिक भूगोल के मूलतत्त्व, वसुन्धरा प्रकाशन, गोरखपुर, 2001
3. सिंह जगदीश, आर्थिक भूगोल के मूलतत्त्व ज्ञानोदय प्रकाशन, गोरखपुर 2002
4Dr.H. M.Sakshena, आर्थिक भूगोल ,2015

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 408	Economics **(Macro Economics Theory)**	**Any Three CE**	**4**	**30**	**70**	**100**

Objectives:

- To enable the student teacher to understand concept of Macro Economics.
- To enable the student teacher to understant National Income.
- To enable the student teacher to understand concept of Money and prices.
- To enable the student teacher to understand Functions of Commercial Bank and central Band.
- To enable the student teacher to understand difference between private and public finance.

Unit I Introduction to Macro Economics

a) Meaning, scope, importance and limitation of macro Economics.
b) Difference between macro and micro Economics.
c) National Income - concept relating Natinal Product/National Income : measurement of National Income.
d) Determinats of National Income - Consumption Function; simple Keynesian consumption Function, Factors affEcting saving - consumpion.
e) Investment function : meaning, Determination of level of Investment.
f) Euqality of saving and investment.

Unit II Money and Prices

a) Concept of money supply, value of money and its measurement with Index Numbers.
b) Quantity Theory of money, Fisher and combridge versions.
c) Coercial Banking - Principles and Functions of commercial Bank, credit creation.
d) Central Bank - functions of a central bank with reference to India.
e) Credit control by a central bank.
f) Relation ship between central bank and treasury.

Unit III International Trade

a) International Trade - Meaning
b) Difference between International and Domestic Trade.
c) Theory of comparative Advantage, Blance of Payment.
d) Foreign Exchange : Determination of Exchange Rate - mint Par Theory and Purchasing Power parity theory.
e) Objectivess and methods of Exchange control.

Unit IV Public Finance

a) Public Finance : meaning.
b) Difference between private and public Finance.
c) Public Revenune and its sources : Tax and Non tax.
d) Sources of Public Debt.
e) Types and Role of Public Expenditure.

Outcomes: After completion the course students would be able to:

- ❖ Understand concept of Macro Economics.
- ❖ Explain the National Income.
- ❖ Understand concept of Money and prices.
- ❖ Describe the Functions of Commercial Bank and central Band.
- ❖ Understand difference between private and public finance.

Reference :

1. Jhingan M.L. : Macro Economic Theory (Hindi/English) Xied, Vrinda publications.
2. Vaish M.C. : Samasti Arthshastra (Hindi/English)
3. Sethi T.T. : Macro Arthshastra (Hindi/English)
4. K.C. Rana and K.N. Verma, Macro Economics. Analysis, Vishal Publishing Company, Jalandhar-Latest Edition (English/Hindi)
5. H.L. Ahuja, Advanced Macro Economic Theory, S. Chand and Co. Delhi, Latest Edition (English/Hidni)

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 409	Home Science - Textiles & Clothing	**Any Three CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ To understand the basic knowledge of textile and clothing.
- ❖ To explain the basic ideas to make desicision in selection of clothing.
- ❖ To explain the recent patterns and innovations in the field of textiles and clothing.
- ❖ To provide the knowledge regarding traditional textiles and embroideries of India.

Unit I Textile & Processing

a) Classification of Textiles:
   - Introduction and classification of textiles.
   - Terminology in textiles
   - General Properties of fiber

b) Manufacturing / Processing: History, Composition, Types, Properties and uses of :- Cotton, Silk, Wool, Nylon, Rayon, Polyester

Unit II Fabrics and Finishing

a) Study of Yarns & Fabrics
   - Twist and yarn number
   - Types – Simple & Complex
   - Loom – Parts and Process
   - Weaving – Basic Weaves

b) Knitting, Felting, Lacing and Briding – Properties and uses of knitted fabric

c) Fabric Finishing: Definition, aims and classification of finishes

d) Bleaching, Tentering, Calendaring, Mercerizing Sanforizing, Sizing, Glazing, Embossing, Singeing, Schreinerizing, Napping, Crease resistant, Water proofing, Flame proofing, Moth and Mildew proofing

Unit III Designing and Printing

a) Classification and uses of dyes

b) Block Printing, Duplex Printing, Roller Printing, Screen Printing, Discharge Printing Resist Printing (Tie, Batik & Dye)
c) Principles and elements of designing
d) Traditional textile: Brocade Sanganeri, Bagru, Kalamkari, Bandhanai, Patola, Kasuti, Kantha, Phulkari, Kutch

Unit IV Garments and Consumer Education

a) Selection of ready made garments for different age, season, occupation and occasion.
b) Storage and care of fabrics.
c) Comparative study of Home made, Tailor made and ready made garments.
d) Consumer Education: Need and Advantages
e) Knowledge of consumer Aids standardization Marks, Advertisement, Packing, Labels
f) Consumer Laws

Practicals: Any two of the following

- Prepare a scrap book of the following:
- Cotton fiber from (Muslin, 2*2 Rubia, 2*1 plplin, khadi)
- Silk fiber from (Georgette, Chiffon, Crepe, Mulberry)
- Jute fiber from Gunny Bags & Ropes
- Rayon fibre from artificial silk dupatta
- Yarn: ply, textured and metallic yarn
- Differnent fabrics samples
- Technical textile
- Clothing techniques: Simple, seam, tucks, placket opening, Embroider the frock
- Tie and dye prepare two sample through any 2 techniques
- Product design: Cushion cover, pouch with zip, shoulder bag

Learning outcomes : After studying this couse students will able to learn :

- After studying this course students will able to know:
- Basic knowledge of textile and clothing.
- Basic ideas to make desicision in selection of clothing.
- Recent patterns and innovations in the field of textiles and clothing.
- Knowledge regarding traditional textiles and embroideries of India.

References :

1. Hollen & Saddler, Textiles
2. Durga Deolkar, Textiles & Lundry work
3. Susheela Dantyagi, Fundaments of Textiles & Their Uses
4. Joseph Marjory, Introduction to Textiles, 5th Edition, Halt Renchart and winston, New York
5. S. Pandit & Elizabith Tarplag, Grooming Selection and care of cloth
6. Bela Bhargava (2003) "Vastra Vigyan avam dhulai kriya," University Book House Jaipur.
7. Ruby Jain (2006). Basics stitching processes, CBH Publications.

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 501	General English	**CC**	**4**	**30**	**70**	**100**

Objective:

1. Students will be able to recognize and understand the meaning of targeted grammatical structures in written and spoken form.
2. Students will practice the grammar skills involved in writing sentences and short paragraphs.

Unite -I Grammar and Usage :

1. Parts of Speech
2. Basic Sentence Patterns
3. Sentences beginning with 'It' and 'There'
4. Tenses
5. Phrasal Verbs
6. Articles and other Determiners
7. Direct & Indirect Speech
8. Active and Passive Voice
9. Modal Auxiliaries
10. Simple, Complex and Compound sentences.

Unite -II Book : A Cavalcade of Modern English Prose Essays :

(1) Essentials of Education (2) Testament

Unite -III Writing Skills

(1)Paragraph Writing (2) Letter & Application Writing

Unite -IV Vocabulary

(1)Word often confused (2) Antonyms and Synonyms

Outcome:

1. Students will begin to self-edit their oral and written production.
2. Students will make less grammatical errors.
3. Students will become clear of grammatical terms.
4. Students will get exposure of writing letters, application and paragraph.

Suggested Reading :

1. R. Quirk et al (ed.) A Grammar of Contemporary English. Longman, London, 1972.
2. A Textbook of General English for Undergraduate students by R.P. Bhatnagar, Rajul Bhargava, Jain Prakashan Mandir, 1024, Shinghiji ki Gali, Chaura Rasta, Jaipur-302 002.
3. English Grammar, Composition and Reference skills by R.P. Bhatnagar & Rajul Bhargava, Board of Secondary Education, Ajmer.
4. Text Book: A Cavalcade of Modern English Prose, R.P. Bhatnagar, Jain Pustak Mandir, Chaura Rasta, Jaipur.
5. English for Indian Learners by R.P. Bhatnagar, University book house, (P), Jaipur.

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 502	Contemporary India and Education	**CC**	**4**	**30**	**70**	**100**

Objectives:

- To know the concept and nature of Educaiton.
- To know the social mobility and social skill.
- To understand the various committee and commission.
- To educate about the recent policies of Education.

Course Contents:

Unit-I Concept and Nature of Education

a) Education : Concept, Nature, Objectivess and Functions
b) Role and problems of education in nation building
c) Current educational provisions of education in India (One year)
d) Educational thoughts of Indians thinkers (Vivekanand and Mahatma Gandhi)

Unit-II Social Aspects of Education

a) Sociology in education : Concept, Functions and Contribution
b) Social change : Meaning, Definition, Factors and Effects of Education
c) Social mobility
d) Education and culture
e) Role of education in development of social skills.

Unit-III Progressive Development of Education in Terms of Commissions and Committees

a) Characteristics of ancient, medieval and british period of education.
b) Radhakrishna Commission of Education (1948)
c) Mudaliyer Commission of Education (1952)
d) Kothari Commission of Education(1964)
e) National education policy (1968 and 1986)
f) Revised national education policy (1992)

Unit : IV Programmes for Education

a) Issues and problems in prevailing education system at National and State level
b) Right to Education Act 2009
c) Sarva Shiksha Abhiyan and Mid day Meal Programme
d) Rashtriya Madhyamik Shiksha Abhiyan
e) Education as related to social equity and equality of educational opportunities

Assignment & Practical Works : (Any Two)

- Write the educational contribution of any one Indian Thinker.
- Prepare a Assignment Work on how we can inculcate values in the present system of education.
- Prepare a structure of education since ancient period to present time.
- Concept of education in Emerging Indian Society as relevant to school children's
- Development of moral attitude through self management

Learning Outcomes: After completion of this course students would able to:

- ❖ Know social aspects of education and develop educational perspective.
- ❖ Solve prevailing problems of education in India.
- ❖ Understand the purpose, function and Role of education in nation building.
- ❖ Understand knowledge of the Indian education system as it has evolved from the past, as it is today.
- ❖ Understand the concept, principle of sustainable development and core concept of educational thinkers.
- ❖ Know social equity and equality of educational opportunities.

References :

1. Crown, R.G. (1965),A Society of Education, Engineering patterns of class, status and power in the public school, New York : Appleton-century crofts.
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3. Gore, M.S., et. al. (1967), Papers in the sociology of Education in India, New Delhi, NCERT.
4. Hanseu, D.A. et. al (1965), On Education : Sociological PerspEctive. New York :John Wiley and Sons.
5. चौबे, सरयूप्रसाद, (2005), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
6. त्रिपाठी, शालिग्राम, (2008), शिक्षा सिद्धान्त, कनिष्क पब्लिशर्स डिस्ट्रीब्यूटर्स, अंसारी रोड़, नई दिल्ली
7. पाण्डेय, रामशक्ल, (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
8. पाठक, पी. डी., (2008), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा
9. पाठक एवं त्यागी, (2008), शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
10. पाण्डेय, रामशक्ल, (2007), शिक्षा के मूल सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
11. शर्मा, ओ. पी., गुप्ता शोभा, (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
12. सिन्हा, मंजरी, सिन्धु, आई. एस., (2007), विकासोन्मुख भारतीय समाज में शिक्षा तथा शिक्षक की भूमिका, विनोद पुस्तक मंदिर, आगरा

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 501	Hindi Literature **(आधुनिक काव्य एवं काव्यशास्त्र)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. विद्यार्थियों को आधुनिक काव्य से परिचित करवाना।
2. विद्यार्थियों को विभिन्न कवियों की काव्यशैली की जानकारी देना।
3. विद्यार्थियों को काव्यशास्त्र की सामान्य जानकारी देना।

इकाई–I

1. आधुनिक काव्य की सामान्य प्रवृत्तियां, प्रमुख काव्य धाराएँ– भारतेन्दु युग, द्विवेदी युग, छायावाद, प्रगतिवाद, प्रयोगवाद, नई कविता, समकालीन कविता की प्रमुख प्रवृत्तियां, रचनाकार एवं उनकी रचनाएँ।
2. वीर सतसई– सूर्यमल्लमीसण संपादक कन्हैयालाल सहल, ईश्वरदान आसिया, पतराम गौड– राजस्थानी ग्रंथागार, जोधपुर से निर्धारित काव्यांश
   (क) सूर्यमल्ल मीसण–वीर सतसई (प्रथम 20 दोहे)
3. निर्धारित कवियों की काव्यगत विशेषताएं

इकाई–II

हिन्दी काव्य संग्रह–संपादक हेमराज मीणा, मीरा सरीन केन्द्रीय हिन्दी संस्थान, आगरा से निर्धारित कवि एवं काव्यांश

1. (क) मैथिलीशरण गुप्त– 1. सखी बसंत से कहां गये वे 2. भारत भारती
   (ख) जयशंकर प्रसाद– 1. चिंता
   (ग) सूर्यकांत त्रिपाठी निराला– 1. जूही की कली 2. बादल राग
2. निर्धारित कवियों की काव्यगत विशेषताएं

इकाई–III

हिन्दी काव्य संग्रह– संपादक हेमराज मीणा, मीरा सरीन केन्द्रीय हिन्दी संस्थान, आगरा से निर्धारित कवि एवं काव्यांश

1. (क) महादेवी वर्मा–(1) मैं नीर भरी दुख की बदली (2) पंथ होने दो अपरिचित (3) मधुर–मधुर मेरे दीपक जल
   (ख) अज्ञेय– (1) हिरोशिमा (2) कलगी बाजरे की (3) यह दीप अकेला
2. रश्मिरथी –रामधारीसिंह दिनकर, लोकभारती प्रकाशन, इलाहाबाद से निर्धारित काव्यांश
   (क) रामधारीसिंह दिनकर, रश्मिरथी (पंचम सर्ग)
3. निर्धारित कवियों की काव्यगत विशेषताएं

इकाई–IV

1. काव्य लक्षण, काव्य हेतु, काव्य प्रयोजन,काव्य भेद
2. रस का स्वरूप, रस के अवयव, रस के भेद
3. अलंकार– सामान्य परिचय, निर्धारित अलंकार–अनुप्रास, यमक, श्लेष, वक्रोक्ति, उपमा, रूपक, भ्रांतिमान, संदेह , उत्प्रेक्षा, विरोधाभास
4. छंद–सामान्य परिचय,निर्धारित छंद–दोहा, सोरठा, चौपाई, रोला, इन्द्रवज्रा, मंदाक्रान्ता, उपेन्द्रवज्रा, मदिरासवैया,मत्तगयन्त सवैया, दुर्मिल सवैया, मन हरण, देव घनाक्षरी
5. काव्य गुण एवं काव्य दोष : निर्धारित काव्य दोष–श्रुति कटुत्व, च्युत संस्कृति, ग्राम्यत्व, अश्लीलत्व, अप्रतीत्व, क्लिष्टत्व, न्यूनपदत्व, अधिकपदत्व, पुनरूक्तव, अक्रमत्व, दुष्क्रमत्व
6. शब्द शक्तियां

उपलब्धियाँ–

1. विद्यार्थी विभिन्न कवियों की लेखनशैली से परिचित होकर अपना मत प्रस्तुत कर सकेंगे।
2. विद्यार्थी आधुनिक काव्य का परिचय प्राप्त कर स्वयं काव्य रचना का प्रयास कर सकेंगे।
3. विद्यार्थी स्वयं को भावी प्रतियोगिता परीक्षाओं के लिये तैयार कर सकेंगे।
4. विद्यार्थी काव्यशास्त्र का ज्ञान प्राप्त करेगें।

पाठ्यपुस्तक/संदर्भ ग्रंथ

1. जयशंकर प्रसाद, आचार्य नंद दुलारे वाजपेयी, भारती भंडार, इलाहाबाद
2. निराला की साहित्य साधना (भाग 1,2,3) डॉ रामविलास शर्मा, राजकमल प्रकाशन, नई दिल्ली
3. छायावाद : पुनर्मूल्यांकन सुमित्रानदंन पंत, लोकभारती प्रकाशन, इलाहाबाद
4. कविता के नये प्रतिमान–डॉ नामवरसिंह राजकमल प्रकाशन, नई दिल्ली
5. अज्ञेय और आधुनिक रचना समस्या, डॉ रामस्वरूप चतुर्वेदी, लोक भारती प्रकाशन, इलाहाबाद
6. हिन्दी साहित्य का इतिहास–संपादक डॉ नगेन्द्र मयूर पेपर बैक्स, नोयडा
7. हिन्दी साहित्य का इतिहास–आचार्य रामचन्द्र शुक्ल नागरी प्रचारिणी सभा, काशी
8. आधुनिक साहित्य की प्रवृतियाँ– डॉ नामवरसिंह, लोकभारती प्रकाशन, इलाहाबाद
9. काव्यशास्त्र– भागीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी
10. हिन्दी काव्य सिद्धान्त– रामबाबू ज्योति, राजस्थान प्रकाशन, जयपुर
11. काव्यशास्त्र– डॉ. भागीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी
12. काव्य प्रदीप– रामबहोरी शुक्ल, हिन्दी भवन प्रकाशन, दिल्ली
13. भारतीय काव्यशास्त्र– निशा अग्रवाल, लोक भारती प्रकाशन, नई दिल्ली
14. साहित्य शास्त्र– डॉ. ओमप्रकाश गुप्त, डॉ. गौवर्धन बंजारा, पार्श्व प्रकाशन, अहमदाबाद

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 502	English Literature **(Poetry and Drama)**	**Any Three CE**	**4**	**30**	**70**	**100**

Objectives:

1. To enable the students to compose poems.
2. To familiarize them with Modern Poetry and Problem Play.
3. To acquaint them with the literary terms related to the genres.

Unit I: Indian Poetry in English.

1. Enterprise: Nissim Ezekiel
2. A River: A.K. Ramanujan
3. Railroad Reveries: K.N. Daruwala
4. Lakshman: Toru Dutt

Unit II: English Poetry

1. My last Duchess: Browning
2. Pied Beauty: G.M. Hopkins
3. The Second Coming: W.B. Yeats
4. The journey of the Magi: T.S. Eliot

Unit III: One Act Plays

1. Refund: KritzKarinthy
2. The Never-Never Nest: Cedric Mount.

Unit IV: Drama - A Doll's House: Henrik Ibsen.

Outcome:

1. The students can understand the changing nature of Literature through ages.
2. They will become familiar with various forms of verse and dramatic art.
3. They will be highly motivated to read other compositions and related genres.

Suggested Reading:

1. Prasad, B. A Background to the Study of English Literature.Macmillan, 2004.
2. 2.A Doll's House- Henrick Ibsen. MacMillan India Press, Madras.
3. 3: Poet's Pen: (Ed.) Homi P.Dustoor. Oxford University Press.
4. 4: Contemporary Indian poetry in English: (Ed.) SaleemPeerandina. MacMillan, New Delhi.
5. 5: Forms of English Prose. Oxford University Press, New Delhi.

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 503	Sanskrit Literature **संस्कृत व्याकरण एवं साहित्य (लघुसिद्धांत कौमुदी)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. धातुरूप से संस्कृत भाषा की क्रिया संबंधी जानकारी देना।
2. धातुओं के विभिन्न रूपों की जानकारी देना।
3. खण्डकाव्य की विधि से अवगत करवाना।

इकाई–1 लघुसिद्धान्त कौमुदी को भ्वादि गण से जुहोत्यादि गण तक (सूत्र 373 से 628 तक)

1. सूत्रार्थ
2. रूपसिद्धि
3. धातु रूपावली

इकाई–2 रचनानुवाद कौमुदी (पाठ 41 से 50)

1. संस्कृत से हिन्दी अनुवाद
2. हिन्दी से संस्कृत अनुवाद
3. शब्दार्थ

इकाई–3 संस्कृत साहित्य का इतिहास

(क) वैदिक साहित्य– वेदांग, उपनिषद् साहित्य
(ख) महाकाव्य– रामायण (वाल्मिकी) महाभारत (वेदव्यास), अश्वघोष, कालिदास, माघ, भारवि, प्रमुख जैन महाकाव्य– वरांगचरित, वर्द्धमानचरित, पार्श्वनाथ
(ग) गद्य काव्य– कादम्बरी, तिलक मंजरी, गद्य चिन्तामणि, शिवराजविजय
(घ) नाटक साहित्य– भास, कालिदास, शूद्रक, भवभूति
(च) स्तोत्र साहित्य– वैदिक, जैन एवं बौद्ध परम्परा के प्रमुख स्तोत्र

1. दो प्रश्न/दो टिप्पणी

इकाई–4 अश्रुवीणा (50 श्लोक) एवं अभिधान चिन्तामणि नाममाला (121 से 150)

अश्रुवीणा – 1. दो श्लोकों की सप्रसंग व्याख्या 2. एक सामान्य प्रश्न

अभिधान चिन्तामणि – 1. दो श्लोक पूर्ति 2. दो शब्दों के संस्कृत में पर्यायवाची 3. पांच शब्दों के अर्थ

उपलब्धियाँ–

1. विभिन्न धातुओं के अर्थ आदि की जानकारी प्राप्त होगी।
2. संस्कृत की ऐतिहासिकता की जानकारी प्राप्त होगी।
3. काव्य रचना की नवीन विद्या का ज्ञान होगा।

पाठ्य पुस्तक / संदर्भ ग्रन्थ :

1. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक–महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
2. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी
3. अश्रुवीणा, आचार्य महाप्रज्ञ, सम्पादक डॉ. हरिशंकर पाण्डेय, जैन विश्वभारती, लाडनूं
4. अभिधान चिन्तामणि, चौखम्बा प्रकाशन, वाराणसी
5. संस्कृत साहित्य का इतिहास, आचार्य बलदेव उपाध्याय, शारदा निकेतन, वाराणसी
6. संस्कृत साहित्य का संक्षिप्त इतिहास, वाचस्पति गरोला, वाराणसी
7. संस्कृत साहित्य का नवीन इतिहास, कृष्ण चैतन्य, चौखम्बा प्रकाशन, वाराणसी
8. संस्कृत वाङ्मय कोश–श्रीधर भास्कर वर्णेकर
9. संस्कृत के विकास मे जैन कवियों का योगदान–डॉ. नेमीचन्द्र शास्त्री

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 504	History (आधुनिक भारत का इतिहास)	**Any Three** **CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. विद्यार्थियों को आधुनिक भारतीय इतिहास का ज्ञान प्रदान करना।
2. ब्रिटिश भू–राजस्व व्यवस्था से परिचित करवाना।
3. भारतीय पुनर्जागरण का ज्ञान प्रदान करना।
4. राष्ट्रीय आन्दोलन के महत्त्व को बताना।
5. भारतीय संविधान की जानकारी प्रदान करना।

ईकाई–1

बंगाल में ब्रिटिश सत्ता की स्थापना। प्रशासनिक परिवर्तन (1772–1793 ई)। पानीपत का तृतीय युद्ध–कारण एवं परिणाम। आंग्ल मराठा संघर्ष–मराठों की असफलता के कारण। ब्रिटिश सत्ता के अधीन नवीन भू–राजस्व व्यवस्था–स्थायी बंदोबस्त, महलवाडी व्यवस्था एवं रैयत्तवाडी व्यवस्था एवं किसानों पर प्रभाव।

ईकाई–2

1857 का विद्रोह– कारण, प्रकृति एवं परिणाम। भारतीय पुनर्जागरण– राजा राममोहन राय, दयानन्द सरस्वती एवं स्वामी विवेकानन्द का सामाजिक एवं धार्मिक क्षेत्र में योगदान। भारतीय राष्ट्रीयता के उदय के कारण। भारतीय राष्ट्रीय कांग्रेस की स्थापना।

ईकाई–3

भारत सरकार के अधिनियम एवं उनकी मुख्य विशेषताएँ–1909, 1919 एवं 1935 के अधिनियमों के विशेष सन्दर्भ में। 1920 से 1947 के मध्य भारतीय स्वतन्त्रता आंदोलन–असहयोग आन्दोलन, सविनय अवज्ञा आंदोलन एवं भारत छोड़ो आंदोलन।

ईकाई–4

साम्प्रदायिक राजनीति का विकास। भारत का विभाजन और भारत की स्वतन्त्रता में सहायक तत्त्व। भारतीय संविधान एवं मुख्य विशेषताएं।

उपलब्धियाँ–

1. ब्रिटिश शासन के सकारात्मक एवं नकारात्मक प्रभाव का विश्लेषणात्मक अध्ययन कर पायेंगे।
2. राजाराममोहनराय, दयानंद सरस्वती एवं स्वामी विवेकानंद आदि के जीवन से प्रेरणा प्राप्त कर अपने व्यक्तित्व का विकास कर पायेंगे।
3. भारतीय संविधान एवं राष्ट्रीय आंदोलन के आदर्शों से प्रेरणा प्राप्त कर पायेंगे।

पाठ्यपुस्तक / संदर्भ ग्रंथ :

1. भार्गव, डॉ. वी.एस.–आधुनिक भारत का इतिहास रिसर्च पब्लिकेशन, जयपुर।
2. नागौरी, डॉ.एस.एल.–आधुनिक भारत का राजनैतिक, सामाजिक एवं सांस्कृतिक इतिहास।
3. शुक्ल, रामलखन–आधुनिक भारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, नई दिल्ली।
4. ग्रोवर, बी.एल. एवं यशपाल–आधुनिक भारत का इतिहास।
5. चन्द्रा, विपिन–आधुनिक भारत।
6. सरकार, सुमित–आधुनिक भारत।

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 505	Political Science **(पाश्चात्य प्रतिनिधि राजनीति विचारक)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. विद्यार्थियों को पाश्चात्य राजनीतिक विचारकों की विचारधाराओं से अवगत कराना।
2. विभिन्न विचारकों के दर्शन की वर्तमान में प्रासंगिकता बताना।
3. विभिन्न विचारकों का तुलनात्मक अध्ययन कर विद्यार्थियों को नये आयाम देना।

इकाई–1

प्लेटो : न्याय सिद्धांत, साम्यवाद का सिद्धांत, शिक्षा सिद्धांत एवं आदर्श राज्य का सिद्धांत, अरस्तु प्रथम वैज्ञानिक विचारक, दासता और नागरिकता सम्बधी विचार

इकाई–2

थॉमस एक्वीनास प्रमुख राजनीतिक विचार एवं कानून का सिद्धांत, मैकियावली के प्रमुख राजनीतिक विचार एवं प्रथम आधुनिक राजनीतिक विचारक के रूप में

इकाई–3

थॉमस हाब्स, जॉन लॉक एवं जीन जैक्स रूसो का सामाजिक समझौता सिद्धांत और उनके विचारों का तुलनात्मक अध्ययन।

इकाई–4

जैरेमी बैंथम तथा उसका उपयोगितावाद का सिद्धांत, जे. एस. मिल के स्वतंत्रता सम्बन्धी विचार और बैन्थम के उपयोगितावाद में उसके द्वारा प्रस्तावित संशोधन, कार्ल मार्क्स : इतिहास की आर्थिक व्याख्या, वर्ग संघर्ष का सिद्धान्त।

उपलब्धियाँ–

1. विद्यार्थी पाश्चात्य विचारकों के दर्शन को जान सकेंगे।
2. विद्यार्थी प्राचीनकाल, मध्यकाल एवं आधुनिक काल में बदलते विचारकों के दर्शन को जान सकेंगे।
3. विद्यार्थी राज्य की उत्पत्ति के सिद्धान्तों को समझ सकेंगे।

पाठ्यपुस्तक / संदर्भ ग्रंथः

1- Hacker : Political Theory
2- G.H. Sabine : History of Political Theory
3- C.Wayper : Political Thought
4- Foster : Masters of Political Thought Vol. I
5- Jones : Masters of Political Thohght Vol.II
6- Lancaster : Masters of Political Thought Vol. III
7- Sukhbir Singh : A History of Western Political Thought- Vol. I and II
8. के. एन. वर्मा–पाश्चात्य राजनीतिक विचारधाराएं, भाग 1–3
9. बी.एल. फडिया–प्रमुख प्रतिनिधिक पाश्चात्य राजनीतिक विचारक, कॉलेज बुक हाउस, जयपुर
10. पुखराज जैन–प्रमुख पाश्चात्य राजनीतिक विचारक, साहित्य भवन, पब्लिकेशन्स, आगरा

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 506	Sociology **(Foundation of Sociological Thought)**	**Any Three CE**	**4**	**30**	**70**	**100**

Learning out comes

- To enable the students to understand the emergence of sociology.
- To enable the students to understand the classical sociological tradition.
- To enable the students to understand the contemprorary sociological Tradition.
- To enable the students to understand the Indian sociological tradition.

UNit - I Emergence of Sociology

- Transition from Social Philosophy to Sociology
- The IntellEctual Cntext
- Enlighteninent - The Social Econimical and Political Forces

Unit - II Classical Sociological Tradition

- Karl Marx : DialEctical Meterialism, class Struggle
- E-mile Durkheim : Social Fact, Division of Labour and suicide
- Max Weber : Social action, Types of Authority

Unit III Contemporary Sociological Tradition

- ❖ Jurgen Habermas, Legitmatation crisis, communicative action
- ❖ Antonio, Gramsci : Hegemony, Civil Society
- ❖ Anthony Giddens : Modernity, Structure and Agency

Unit - Indian Sociological Tradition

- ❖ D.P. Mukherji : Diversity, DialEcties of Tradition
- ❖ A.R. Desai : Nationlism, Path of Development
- ❖ G.S. Ghurye : Indian Sadhus, Cast, Class and occupation, Social tension

Outcomes: After completion the course student would be able to:

- ❖ Understand the emergence of sociology.
- ❖ Understand the classical sociological tradition.
- ❖ Explain the contemprorary sociological Tradition.
- ❖ Understand the Indian sociological tradition.

Reference :

- Aron, Raymond 1967, Main currents in sociological thought Harmonds worth Middle Sex, Penguin Book
- Barnes H.E. 1959, Introduction to History of Sociology Chicago, The University of Chicago Press
- Coser, Lewis A, 1979 , Master of Sociological Thought, New York
- Singh, Yogendra 1986, Indian Sociology Social Conditioning and Emerging Trends, New Delhi
- Mukherjee, R. K., Sociology and Indian Society, ICSSR, Vol. I to IV
- Sambhulal Doshi & P. C. Jain : Karl Marx, Nex Bebat, Imail Durkheem (In Hindi)
- दोषी एवं जैन, प्रमुख समाजशास्त्रीय विचारक काम्टे से मर्टन तक

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 507	Geography **(Geography of India)**	**Any Three CE**	**4**	**30**	**50+20 (Practical) 70**	**100**

Objectivess -

1. To make students aware about the geography of their country.
2. To make aware about the soil, climate, vegetation, agriculture, minerals, drainage system of India.
3. To give knowledge regarding population, Transport, Tourism and religion of India.

Unit - I

a) Introduction: Location; Neighboring countries and frontiers.
b) India: A land of diversities; Unity within diversities.
c) Physiographic division; Himalayan region.
d) The Great Plains of India; Peninsular plateau.

Unit – II

a) Coastal plains and Islands.
b) Drainage systems of India.
c) Climate: Summer and winter Season.
d) Soil: Type, distribution & characteristics.

Unit – III

a) Vegetation: Type and their distribution.
b) Agriculture: Major crops and their distribution (Wheat, Rice & Tea).
c) Minerals: Distribution of Minerals & Minerals Belts – Iron ore & Coal.
d) Industrial regions of India.

Unit – IV

a) Transport & Trade : Ports and foreign Trade.
b) Population: Distribution & Density of population, Sex Ratio & Literacy rate.
c). Tourism - Component of Tourism, Types & Tourism Resources.
d). Resources Region of India

Practical

a) Distribution map : General rules and method of drawing map.
b) Presentation Socio – Economic data, Qualitative methods : Chorochromatic method, Pictrorial method, Choroschematic method.
c) Quantitative method : Choropleth, Isopleth, Dot method.
d) Plain table survey : Instruments required for plain table survey.
e) Plain Table survey : Radiation & intersection method.

Outcomes-

1. Students after having knowledge of overall climate conditions, can adapt themselves at various parts of country.
2. Can contribute to the Economic growth of the country.
3. Steps may be taken for proper utilisation of resources and controlling population, a major problem.

Suggested Books :

1. गौड कृपाशंकर : भारत की भौगोलिक समीक्षा, हिन्दी प्रचार पुस्तकालय, वाराणसी
2. मामोरिया चतुर्भुज : भारत का आर्थिक भूगोल, आगरा बुक स्टोर, आगरा
3. तिवारी विश्वनाथ : भारत का वृहद् भूगोल, रामप्रसाद एण्ड सन्स, आगरा
4. चौहान, वीरेन्द्रसिंह : विशाल भारत, रस्तोगी एण्ड कम्पनी, मेरठ
5. चौहान, तेजसिंह : भारत का भूगोल, विज्ञान प्रकाशन, जयपुर

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 508	Economics **(History of Economics Thought)**	**Any Three CE**	**4**	**30**	**70**	**100**

Objectives:

- To enable the student teachers to understand the importance of Economics Thought.
- To enable the student teachers to understand the thought of utopian Socialists.
- To enable the student teachers to understand the Austrian School of Economics Thought.
- To enable the student teachers to understand the Indian Economics Thought.

Unit I : History of Economics Thought

a) Meaning and Importance of History of Economics Thought.
b) History of Economic Analysis and Economic History.
c) Mercantilism, Main Characteristics
d) Physiocracy : Main Economic Ideas

Unit II : Theory of value

a) Adam Simith, Ricardomill, Austrian School (menger, wieser)
b) Marginal Utilligy School - (Gossen, Jevons)
c) New-Classical School (marshall)
d) The Extension of Classical Ideas of Value the socialists.

Unit III : Eolution of Socialistic Though

a) Utoplan Socialism (Saint, Simon, Charies Furierns Robert Owen.)
b) Scientific Socialism (Karl Marx)
c) Development of Ideas on Capital : Adam Smith and his early crities.
d) Continental Economists - Keynes and karl Marx.

Unit IV : Rent Theory and Indian Economic Though

a) Rent Theory - The for mulation of the Rent-Malthus, Ricardo and the theories Extension of Rent.
b) The Theories of Interest and Profit.
c) Early Indian Economic Ideas : Kautilya.
d) Modern Economic Ideas : Ranade, Naroji M.N. Rai, Gandhi Ji.

Outcomes: After completion the course student would be able to:

1. Understand the geography of their country.
2. Explain the soil, climate, vegetation, agriculture, minerals, drainage system of India.
3. Know regarding population, Transport, Tourism and religion of India.

Reference :

1. Gideand Rist : History of Economic Doctrines
2. Haney, L.N. History of Economic Thought
3. Eric Roll : History of Economic Thought
4. Anosh, B.N. and Ghosh, R.R. Concise History of Economic Thought (Himalaya Publishing House, Delhi.
5. वैश्य. एम.सी. ''आर्थिक विचारों का इतिहास
6. हजेला, टी.एन. : आर्थिक विचारों का इतिहास
7. श्रीवास्तव, एस.के. आर्थिक विचारों का इतिहास (हिन्दी/अंग्रेजी)

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 509	Home Science (**Advance Family resource management**)	**Any Three CE**	**4**	**30**	**70**	**100**

Objectives:

- To explain the importance and factors of saving, accounts and accounts keeping.
- To motivating factors of home management and Family resource management.
- To understand the concept, elements and types of design.
- To make the planning for construction.

Unit I Family and Economy :

a) Economics: Concept, importance and scope
b) Demand and consumption: wants and utility, laws of consumption
c) Family Income and expenditure: Types of income, Budget and steps of its planning, Engeli law
d) Saving and investment: Importance, factors and its characteristics
e) Family accounts and methods of accounts keeping
f) Market: classification, cash credit and wholesale

Unit II Family Resource management :

a) Family resource management: components, importance and affEcting factors
b) Family: Its needs and wants, life cycle and stages
c) Motivating factors of home management: Values, Goals, standards and their interrelationship
d) Household equipment related to cooking, storage and cleaning, modern alternative cooking fuels like solar energy, elEctricity

Unit III Modern Housing

a) Modern family and housing needs: meaning and functions
b) EffEcts of housing on family life and activities, owning versus rented
c) Planning for construction – costing, Objectivess, functional planning and house requirements
d) Floor covering & curtain- importance and SelEction

Unit IV Designing and Colurs

a) Design : definition characteristics & types: structural & dEcorative
b) Elements of Design : Line Pattern, Form Light, Colour Space, Texture
c) Principle of design : Balance Rhythm, Harmony Emphasis, Proportion
d) Study of Colours : Classification & Dimensions : Colour Schemes, Psychological effEcts of colours

Practical and assignments : Any two of the followings;

- Prepare a scrap book related to housing, furnishing and their maintenance.
- Prepare a planning Project to construct a building for home
- Prepare a survey report related to colour schemes, pattern and their psychological effEct in your local area
- Prepare a file for budgeting and financing schemes for home loans

Learning out comes : After completion of this course students will able to learn :

- Concept, importance and scope of Economics.
- Importance and factors of saving, accounts and accounts keeping.
- Motivating factors of home management and Family resource management.
- Concept, elements and types of design.
- Modern family and housing needs.

- ❖ EffEcts of housing on family life and activities owning versus rented.
- ❖ Planning for construction.

References:

1. Ruth E. Deacon. Francille M. Firebaugh (1975): Family Resource Management – Principle and Application Roy Houghton Miffin Company
2. Devdas Rajamal. P. The meaning of Home Science, Sri Avinashlingam Home Science College, Cambatore.
3. P. Kalpana R. "What is Home Science," Evira Publications, Vadodra.
4. H. Rutt, "Home Furnishing" Wiley Eastern Ltd. New Delhi.
5. M K. Mann, Home Management for Indian families
6. R Deshpande, Modren Ideal homes for India
7. Gross & Crandall, Management for Indian Families
8. Nickell & Dorsey, Management in family living
9. Graig & Rush, Home with characters
10. पारिवारिक वित्त–सरस्वती वर्मा, आशा देशपाण्डे
11. गृह व्यवस्था एवं कला – जी.पी. शैरी

Semester VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 601	General Hindi	**CC**	**4**	**30**	**70**	**100**

उद्देश्य–

1. हिन्दी व्याकरण– संज्ञा, सर्वनाम, कारक, पर्यायवाची, विलोमशब्द, समुच्चारित भिन्नार्थक शब्द, मुहावरें, लोकोक्तियाँ आदि का सामान्य ज्ञान करवाना।
2. देवनागरी लिपि का परिचय देना।
3. व्यावहारिक पत्रों की जानकारी देना।

इकाई–I

1. वर्ण–विचार, स्वर एवं व्यजंन–प्रयत्न और उच्चारण स्थान की दृष्टि से
2. हिन्दी का शब्द भण्डार –तत्सम, तद्भव, देशज और विदेशी शब्द
3. विकारी शब्द–संज्ञा, सर्वनाम, विशेषण, क्रिया (अकर्मक,सकर्मक) परिभाषा, भेद एवं उदाहरण
4. वर्तनी एवं वाक्य शुद्धि

इकाई–II

1. अविकारी शब्द– क्रिया विशेषण, समुच्चयबोधक, सम्बन्ध बोधक, विस्मयादि बोधक, निपात
2. संधि, समास, उपसर्ग, प्रत्यय
3. देवनागरी लिपि गुण एवं दोष
3. पत्राचार–सरकारी एवं अर्द्ध सरकारी

इकाई–III

1. अनेकार्थी शब्द, युग्म शब्द, वाक्यांश के लिए एक शब्द, पर्यायवाची शब्द, विलोम शब्द, लोकोक्ति एवं मुहावरे
2. पारिभाषिक शब्दावली (कार्यालयी)
3. निबन्ध लेखन

इकाई–IV

पाठ्यपुस्तक गद्य प्रवाह/गद्य संग्रह/काव्य संचय में से निम्न लिखित लेखकों की चयनित रचनायें–

1. जयशंकर प्रसाद भारत महिमा, प्रयाण गीत
2. महादेवी वर्मा बहिन सुभद्रा (रेखाचित्र)
3. जैनेन्द्र कुमार साधना के कवि (संस्मरण)
4. हरिशंकर परसाई मूल्यों का उलटफेर (व्यंग्य)

उपलब्धियाँ–

1. विद्यार्थियों के व्याकरण ज्ञान में वृद्धि होगी।
2. विद्यार्थी कार्यालय पत्र लिखने में समर्थ हो सकेंगे।
3. विद्यार्थी देवनागरी लिपि के महत्त्व, उसकी विशेषता आदि से अपने ज्ञान में वृद्धि करेंगे।

पाठ्यपुस्तक/संदर्भ ग्रंथ–

1. काव्य संचय, संपादक– डॉ शम्भुनाथ पाण्डेय, अनुराग प्रकाशन, अजमेर
2. गद्य संग्रह, संपादक– डॉ विजय कुलश्रेष्ठ, अल्का पब्लिकेशन, अजमेर
3. हिन्दी व्याकरण एवं रचना, डॉ राधव प्रकाश, पिंकसिंटी पब्लिकेशन, जयपुर
4. हिन्दी व्याकरण तथा रचना, डॉ भोलानाथ तिवाडी, नेशनल पब्लिशिंग हाउस, नई दिल्ली
5. सुबोध हिन्दी व्याकरण एवं रचना, डॉ नरेन्द्र भानावत, डॉ भंवरलाल जोशी, अलका पब्लिकेशन, अजमेर

Semester VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 602	Pre- Internship	**CC**	**4**	**100** Pre- Internship		**100**

Pre-internship distribution (4 Weeks)

Objectives:

- To acquire the knowledge of internship.
- To understand skill focused teaching.
- To develop ability of comprehensive school teaching.
- To understand and organize various school activities.

Sr. No. **Contents**

1. **Skills Fouced Teaching**
   - Introduction
   - Questioning
   - Black Board
   - ReinforECement
   - Stumulus Variation
   - Communication
   - Personality Development etc.

2. **Comprehensive School Teaching**

- Demsstration Lesson Plan
- Lesson based on Various Approaches Method, such as --
  - Co-operative Learning
  - Activities Based Apprach
  - Team Teaching
  - Project Method
  - Brain Storming
  - Task Based
  - Programme Instruction etc.

3. Unit Plan, Blue Print, Achivement Test and Use of Teaching Aids

4. School Activities
   - Physical
   - Cultural
   - Leteraty
   - Yoga Exceress

Learning Outcomes: After completion of this course students would able to:

- Acquire the knowledge of internship.
- Understand skill focused teaching.
- Develop ability of comprehensive school teaching.
- Understand and organize various school activities

Semester VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 601	Hindi Literature **(हिन्दी भाषा एवं काव्यांग विवेचन)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. विद्यार्थी को प्रयोजनमूलक हिन्दी के बारे में जानकारी देना।
2. विद्यार्थी को पत्र लेखन शैली से अवगत कराना तथा कार्यालयी पत्र लेखन में निपुण बनाना।
3. अनुवाद विज्ञान की जानकारी देकर भावी अनुवादक तैयार करना।
4. पारिभाषिक शब्दावली की जानकारी प्रदान कर भावी पीढ़ी को तैयार करना।

इकाई I

1. प्रयोजन मूलक हिन्दी– आवश्यकता और स्वरूप
2. प्रयोजन मूलक हिन्दी की विशेषताएँ
3. प्रयोजन मूलक हिन्दी की प्रयुक्तियाँ एवं प्रयोगात्मक क्षेत्र।
4. राजभाषा हिन्दी– स्वरूप तथा संविधान में हिन्दी।

इकाई II

1. पत्र–लेखन की विशेषताएँ
2. पत्र–लेखन के निर्देश एवं पत्र के अंग
3. व्यावसायिक और सामाजिक पत्र
4. सरकारी पत्र का ढांचा तथा सरकारी पत्र की विशेषताएँ

इकाई III

1. अनुवाद– अर्थ एवं स्वरूप
2. अनुवाद के प्रकार
3. अनुवाद की प्रक्रिया
4. अनुवाद की समस्या
5. अनुवादक के गुण

इकाई IV

1. पारिभाषिक शब्दावली– परिभाषा और आवश्यकता
2. पारिभाषिक शब्दावली का महत्व
3. पारिभाषिक शब्दावली के गुण
4. पारिभाषिक शब्दावली के निर्माण की प्रविधि और प्रक्रिया

उपलब्धियाँ–

1. विद्यार्थी कार्यालयी पत्र व्यवहार सीख सकेंगे तथा भावी प्रतियोगिता परीक्षाओं के लिये तैयार हो सकेंगे।
2. हिन्दी के अपने व्यावहारिक ज्ञान में वृद्धि कर सकेंगे।
3. विद्यार्थी अनुवाद एवं पारिभाषिक शब्दावली का ज्ञान लेकर एक अच्छा अनुवादक एवं भाषा वैज्ञानिक बन सकेगा।

संदर्भ ग्रंथ–

1. प्रयोजन मूलक हिन्दी– विनोद गोदरे, वाणी प्रकाशन, दिल्ली
2. प्रयोजन मूलक हिन्दी : सृजन और समीक्षा, डॉ. रामलखन मीणा,
3. प्रयोजन मूलक हिन्दी : पारिभाषिक शब्दावली– डॉ. मधु धवन
4. प्रयोजन मूलक भाषा और कार्यालयी हिन्दी– डॉ. कृष्ण कुमार गोस्वामी,
5. प्रयोजन मूलक हिन्दी– डॉ. बालेन्दु शेखर तिवारी, संजय बुक सेन्टर, वाराणसी
6. राजभाषा हिन्दी : विकास के विविध आयाम– डॉ. मलिक मोहम्मद,
7. सृजनात्मक साहित्य का अनुवाद– स्वरुप एवं समस्याएँ, सुरेश सिंहल

Semester VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 602	English Literature **(Prose and Fiction)**	**Any Three CE**	**4**	**30**	**70**	**100**

Objectives:

1. To enable the students to compose short stories.
2. To acquaint them with spirituality and psychology.
3. To inculcate human values in the students.

Unit I: Prose

A: From Religion to Vocation: AcharyaMahapragya.

B: An Ideal Before the Youth: S Radhakrishnan.

C: Seven Rules of Writing: V.S. Naipaul.

D: How to Escape the Intellectual Rubbish: Bertrand Russell.

Unit II: English Short Stories

A: The Model Millionaire: Oscar Wilde.

B: When Mr. Peerzada came to Dine: JhumpaLariri.

C: Dr. Heidegger's Experiment: Nathaniel Hawthorne.

D: The Night the Ghost Got in: James Thurber.

Unit III: Indian Short Stories

A-The Gold Watch: Mulk Raj Anand.

B-Karma: Khushwant Singh.

C-Upper Division Love: ManoharMalgonkar.

D-A Client: Raja Rao.

Unit IV: (A) Novel - The Guide: R.K. Narayan.

(B) Media- Interview of AcharyaMahapragya with APJ Abdul Kalam.

Outcome:

1- They will compose stories without the help of a teacher.
2- They will understand the relation between literature and Media.

Suggested Reading :

1- Prasad, B. A Background to the Study of English Literature. Macmillan, 2004.
2- Collected Essays. Jain Vishva Bharti Institute, Ladnun.
3- Short Stories of Yesterday and Today. (ED.) Shiv K Kumar. OUP, New Delhi.
4- The Guide. R.K. Narayan, OUP, New Delhi.

Semester VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 603	Sanskrit Literature **संस्कृत व्याकरण एवं साहित्य (लघुसिद्धान्त कौमुदी)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. गणों का परिचय देना।
2. शुकनासोपदेश और कुमारसंभवम के ग्रंथों के चयनित अंशों का अध्यापन करना।
3. ञिनन्त आदि दस प्रक्रियाओं का ज्ञान कराना।

इकाई–1 लघु सिद्धांत कौमुदी के दवादि गण से लकारार्थ तक (सूत्र 629 से 765), कृदन्त प्रकरण (सूत्र 766 से 887 तक)

इकाई–2 रचनानुवाद कौमुदी (51 से 60)

1. संस्कृत से हिन्दी अनुवाद
2. हिन्दी से संस्कृत अनुवाद
3. शब्दार्थ

शुकनासोपदेश

1. दो पद्यों की व्याख्या
2. एक सामान्य प्रश्न

इकाई–3 कुमारसंभव (पांचवा सर्ग)

1. दो श्लोक की सप्रसंग व्याख्या
2. कुमारसंभवम् पर सामान्य प्रश्न

इकाई–4 अभिधान चिन्तामणि नाममाला (151 से 180)

1. दो श्लोक पूर्ति
2. दो शब्दों के संस्कृत में पर्यायवाची
3. पांच शब्दों के अर्थ

उपलब्धियाँ–

1. ञिनन्त, सनन्त आदि प्रक्रियाओं का ज्ञान होगा।
2. समासबद्ध एवं लघु वाक्यों के निर्माण का अभ्यास होगा।
3. गणों के विभिन्न धातु रूपों का ज्ञान होगा।

पाठ्य पुस्तक / संदर्भ ग्रंथ–

1. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक–महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
2. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी
3. कुमार संभवम्, चौखम्बा प्रकाशन,
4. शुकनासोपदेश, मोतीलाल बनारसीदास, दिल्ली या चौखम्बा प्रकाशन, बनारस
5. अभिधान चिन्तामणि, चौखम्बा प्रकाशन, वाराणसी
6. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

Semester VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 604	History **(आधुनिक विश्व के इतिहास की रूपरेखा)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. विद्यार्थियों को आधुनिक विश्व के इतिहास से परिचित करवाना।
2. अमेरिकी एवं फ्रांसीसी क्रांति के महत्त्व को बताना।
3. इटली एवं जर्मनी के एकीकरण की प्रेरणादायी प्रक्रिया को बताना।
4. राष्ट्र संघ एवं संयुक्त राष्ट्र संघ के महत्त्व को बताना।

ईकाई–1

पुनर्जागरण : अर्थ, कारण, कला तथा साहित्य का विकास। धर्म सुधार आंदोलन : कारण एवं मार्टिन लूथर का योगदान। प्रतिवादी धर्म सुधार आंदोलन : उद्देश्य, सफलता के कारण एवं परिणाम।

ईकाई–2

अमेरिका का स्वतंत्रता संग्राम : कारण और परिणाम। फ्रांस की क्रान्ति : कारण और परिणाम। नेपोलियन बोनापार्ट का उत्कर्ष, विजय अभियान एवं पतन। औद्योगिक क्रान्ति : कारण और परिणाम। जर्मनी का एकीकरण एवं बिस्मार्क का योगदान।

ईकाई–3

अफ्रीका में साम्राज्यवाद : कारण एवं परिणाम। इटली का एकीकरण : कठिनाइयां, प्रयत्न, मैजिनी, गैरीबाल्डी एवं काबूर का योगदान। प्रथम विश्व युद्ध : कारण और परिणाम। रूस की 1917 ई. की बोल्शेविक क्रान्ति के कारण और परिणाम।

ईकाई–4

इटली में फासिस्टवाद के उदय के कारण। जर्मनी में नाजीवाद के उदय के कारण। द्वितीय विश्व युद्ध : कारण और परिणाम। संयुक्त राष्ट्र संघ : उद्देश्य, सिद्धांत एवं उपलब्धियां।

उपलब्धियाँ–

1. विद्यार्थी विश्व इतिहास का सामान्य ज्ञान प्राप्त कर सकेंगे।
2. अमेरिकी, फ्रांसिसी, रूसी आदि क्रांति से प्रेरणा प्राप्त कर समाज में व्याप्त अव्यवस्थाओं का विरोध कर पायेंगे।
3. इटली एवं जर्मनी के एकीकरण से राष्ट्र निर्माण की प्रेरणा प्राप्त कर सकेंगे।
4. संयुक्त राष्ट्र संघ के वर्तमान महत्त्व को समझ पायेंगे।

पाठ्यपुस्तक/संदर्भ ग्रन्थः

1. शर्मा, हरिशंकर–विश्व का इतिहास, मलिक एण्ड कम्पनी, जयपुर।
2. जैन एण्ड माथुर–पाश्चात्य विश्व इतिहास की रूपरेखा, जैन प्रकाशन मन्दिर, जयपुर।
3. शर्मा, डॉ. कालूराम एवं व्यास, डॉ. प्रकाश–आधुनिक विश्व का इतिहास–पंचशील प्रकाशन, जयपुर।
4. गुप्ता, पार्थ सारथी–युरोप का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, नई दिल्ली।
5. शर्मा, कृष्णगोपाल, शर्मा दिग्राजसिंह एवं कोठारी, कमलसिंह–आधुनिक विश्व का इतिहास, अजमेरा बुक कम्पनी, जयपुर।
6. Fisher, H.A.L.- A history of Europe, Landon 1949.
7. Devish, H.A.- An outline history of the world, oxford university press, New yark 1968

Semester VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 605	Political Science **(अन्तर्राष्ट्रीय सम्ब्ध)**	**Any Three CE**	**4**	**30**	**70**	**100**

उद्देश्य–

1. विद्यार्थियों को आत्मपरकता की शक्ति का विकास करना।
2. विश्व में विभिन्न प्रकार की घटित होने वाली घटनाओं की जानकारी देना।
3. बदलती नई विश्व व्यवस्था की जानकारी देना।
4. विभिन्न देशों की विदेश नीतियों की जानकारी देना।

इकाई–1

अन्तर्राष्ट्रीय सम्बन्ध का अर्थ, प्रकृति व क्षेत्र, अन्तर्राष्ट्रीय सम्बन्धों के अध्ययन सम्बन्धी उपागम–आदर्शवादी एवं यथार्थवादी उपागम, राष्ट्रीय शक्ति–राष्ट्रीय शक्ति से अभिप्राय और तत्त्व

इकाई–2

शीतयुद्ध : अर्थ, कारण एवं प्रभाव, गुट–निरपेक्ष आंदोलन, निःशस्त्रीकरण।

इकाई–3

संयुक्त राज्य अमेरिका की विदेश नीति, साम्यवादी चीन की विदेशनीति, भारत की विदेशनीति एवं उसके पड़ौसी राज्य।

इकाई–4

अन्तर्राष्ट्रीय राजनीति में उभरती नवीन प्रवृत्तियां : उत्तर–दक्षिण संवाद, दक्षिण–दक्षिण संवाद, नवीन अन्तर्राष्ट्रीय व्यवस्था, क्षेत्रीय सहयोग संगठन : सार्क और आसियान।

उपलब्धियाँ–

1. विभिन्न राष्ट्रों के आपसी व्यवहार एवं आचरण के मूल कारणों को जान सकेंगे।
2. भूमण्डलीकरण, उदारीकरण, निजीकरण के युग में अन्तर्राष्ट्रीय राजनीति का तुलनात्मक अध्ययन कर सकेंगे।
3. अन्तर्राष्ट्रीय सम्बन्ध एवं अन्तर्राष्ट्रीय राजनीति पहले की अपेक्षा क्यों अधिक प्रासंगिक है? जान सकेंगे।
4. सोवियत खेमें के विघटन के पश्चात बदलते विश्व परिदृश्य को समझ सकेंगे।

पाठ्यपुस्तक / संदर्भ ग्रंथः

1. S.N. Dhar : International Problems & World Politics since 1949.
2. Jorden Connel Smith : Patterns of the post world war, 1982
3. Black & Thomson : Foreign Political in a Changing World.
4. बी.एल. फडिया : अन्तर्राष्ट्रीय सम्बन्ध, साहित्य भवन, पब्लिकेशन्स, आगरा
5. बी.एम. जैन : अन्तर्राष्ट्रीय सम्बन्ध, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
6. पी.के. चड्ढा : अन्तर्राष्ट्रीय संबंध, आदर्श प्रकाशन, जयपुर

Semester VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 606	Sociology (**Social Anthropology**)	**Any Three CE**	**4**	**30**	**70**	**100**

Objectives:-

- To enable the students to understand the concept, nature and scope of social Anthropology.
- To enable the students to understand the sociat sturcture
- To enable the students to understand the primitive Economics and political system.
- To enable the students to understand the problem of Tribes.

Unit - I Concept of Anthropology

- Social Anthropology : Defination, Nature and Scope
- Apporaches to the Study Sociol Anthropology
- Structural - Functional, Evolutionary and Comparative

Unit - II Social Structure

- Culture : Its meaning, theories of culture growth

- ❖ Religion : Theories of origin, Beliefs and Practices
- ❖ Magic : Meaning Types, its Relation to Religion

Unit - III Primitive Economics and Political Systems

- ❖ Primitive Economics System : Meaning, Characteristics and Founctioning
- ❖ Primitive Political System : Meaning, Characteristics, Primitive Law and Customs

Unit - IV Tribes

- ❖ Problems of Tribes India, Tribal Development
- ❖ Tribes in Rajasthan : Bhil, Meena, Garasiya, Saharia

Learning Outcomes:- After completion the course students would be able to:

- ❖ Understand the concept, nature and scope of social Anthropology.
- ❖ Understand the sociat sturcture
- ❖ Understand the primitive Economics and political system.
- ❖ Understand the problem of Tribes.

Reference :

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- Desai, A.R., 1979, Peasant Struggle in India, OUP, Bombay
- Dube, Sc 1977, Tribes of India, The struggle for survival, OUP, Bombay.
- Rao, M.S.A., 1979, Social Movements in India, Manohar Delhi
- Sharma, Suresh, 1994, Tribal Identity and Modern World.
- Singh K.S., 1984, Econimics of the Tribes in and their Transformation, concept publishing, New Delhi
- Singh K.S., 1995, Tribal Movements in India, Manohar New Delhi
- Majumdar and Madan : Social Anthropology
- Mair, Lucky : An Introduction to Social Anthroplogy

Semester VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 607	Geography **(Gepgraphy Thought)**	**Any Three CE**	**4**	**30**	**70**	**100**

Objectivess-

1. To give knowledge about teh concept of geographical thought.
2. To give knowledge about thoughts of various geographical thinkers as of British, German, American, Romans etc.
3. Trends of Moern Geography.

Unit - I

a. Definition and aims of Geogrpahy.
b. Evolution of Geograpical thought.
c. Major branches of Geography.

d. Beginning of classical Geography contribution of Greeks- Herodotus & Eratosthmes.

Unit - II

a. Contribution of Romans - Strabo & Plolemy.
b. Early medieval Geography: contribution of Arabian Geographers (AI - Burini & Al-Idrisi)
c. Concept of Cultural landscape: Meaning & elements of Cultural landscape
d. Recent trends of modern geography.

Unit - III

a. Contribution of German schools of Geography Humboldt & Carl Ritter,
b. French Schools of Geography vidal de. la blache & Jean Brunhes
c. British School of Geography : Halford J. Mackinder.
d. American School of Geography : G. Tailor, Huntington.

Unit - IV

a. Dichotomies in Geography: Physical V/s Human Geography systemetic V/s Regional Geography.
b. Radicalism: Origin, salient features & Objectivess of Radical geography
c. Behaviourdism in Geography
d. Concepts of Cultural Ladnscape : Meaning & elements of cultural landscape.

Outcomes-

1. This paper will lead to the expansion of knowledge about various thoughts regarding geography.
2. Along with Indian thinkers, Student will touch the thinkings of world's thinkers.
3. Comparisions can be made about thinking of various thinkers.

Practical-

1. Aerial photographys : Introducation & development of Aerial Photographs, Identifications of Aerial photographs,
2. Development of Remote sensing, Advantages of remote sensing.
3. Remote Sensing: - Introductions, Development and Advantages of remote Sensing.

Outcomes:- After completion the course student would be able to:

- Understand the concept, nature and scope of social Anthropology.
- Understand the sociat sturcture
- Understand the primitive Economics and political system.
- Understand the problem of Tribes.

Suggested Readings:

1. कौशिक, एस.डी. : भौगोलिक चिंतन के सिद्धांत, रस्तोगी पब्लिकेशन्स, मेरठ।

Semester VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 608	Economics **(Statistics in Economics)**	**Any Three CE**	**4**	**30**	**70**	**100**

Objectives:

- To enable the students teacher to acquire the basic understanding use statistics in the field of Economics.
- To enable the students teacher to understand the measures of centeral tendency.
- To enable the students teacher to understnad the measures dispersion.
- To enable the students teacher to understnad elementar Mathmatics.

Unit I: Meaning uses and limitations of statistics

a) Collection of Statistics Data - Census and Sample Investigation.
b) Classification and presentation of Data - Statistics Table, Graphs, Frequency, Distribution, Diagrams

Unit II: Measures of Centarl Tendency

a) Arithmetic mean, median, mode
b) Geometric mean and Harmonic mean

Unit III: Measures of Dispersion

a) Range, Quartile Deviation, Mean Deviation
b) Standard Deviation and Co-efficient of variation simple correlation : Karl pearson's correlation co-efficient and spearman's Rank correlation.

Unit IV: Elementar Mathmatics

a) Simultaneous and Quadratic Equations
b) Arithmetic and Geometric Progressions, Logarithms.

Outcomes: After completion the course student would be able to:

- Understanding use statistics in the field of Economics.
- Understand the measures of centeral tendency.
- Understnad the measures dispersion.
- Understnad elementar Mathmatics.

Reference:

1. वी.एन. गुप्ता : सांख्यिकी
2. यादव, पोरवाल एवं शर्मा : सांख्यिकी
3. Elhance, D.N. : Fundamental of statistics
4. Singhal, M.L. : Elements of Statistics
5. Nagar, K.N. : Sankhyiki ke mool tatva
6. Croxton Cowden : Applied General Statistics
7. Mehta and Madnani : Elementary Mathematics in Economics (Hindi and English ed.)

Semester VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 609	Home Science **(Extension and Communication)**	**Any Three CE**	**4**	**30**	**70**	**100**

Objectivess:

- To explaint the concept, determinants and factors of lealth
- To describe the types of occupational health and related diseases related to workers
- To different types of pollution and their related remedies
- To education about the objectivess and Scope of population education

Unit I Health and Diseases

a) Concept and of Health: Definitions, determinants and factors, Physical Health, Social Health, Mental Health, Emotional Health
b) Occupational Health : Physical hazards, chemical hazards, biological hazards, mEChanical hazards and Psycho social hazards.
c) Occupational Diseases – Only classification, Measures for health protEction of workers.

Unit II Pollution & Population

a) Pollution: Different types & remedies of pollutions.
b) Population Education: Definition Objectivess and scope
c) Difference between population education and family planning education.
d) Population & its rate of growth a) Population growth in India. b) Causes for rapid growth of population in India & its effEct on health. c) Family planning.

Unit III Community Development & Extension Education

a) Extension Education: Meaning, scope and Objectivess of extension education.
b) Principles of extension education, Qualities of extension workers.
c) Difference between formal and Non-formal education.
d) Community Development Programme – Meaning, Definition, Elements and Principles of community development
e) Origin of community Development Programme. RECent programmes for Rural Development.

Unit IV Extension Serices and Aids

a) Audio Visual Aids : Definition, Classification use and idea of audio visual aids.
b) Poster Puppet, Chart, Film slide, Flash Card, Overhead Projector,
c) Computer and Internet
d) Chalk Board, Radio Bulletin, Board Television, Model Photography
e) Public Address System

Practicals: Any two of the following:

- A detailed survey in your area on health problems and related awareness
- Prepare a chart or poster presentation – on any topic related to your subject.
- Prepare a list of on going welfare programme for children and women.
- Prepare a plan and exECute to demonstrate any problem and related issue with audio visual aids

Outcomes: After completion the course student would be able to:

- Explaint the concept, determinants and factors of lealth
- Describe the types of occupational health and related diseases related to workers
- Different types of pollution and their related remedies
- Educate about the objectivess and Scope of population education

Reference Books :

1. Yash Pal Bedi, Hygiene and Public Health.

2. Park, Social & Preventive Medicine.
3. Dr. Jaipal Singh, Extension Education & Rural Development.
4. A. Reddy, Extension Education.
5. Alan Rogers,Teaching Extension in Adults.

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 701	Creating and Inclusive Education	**CC**	**4**	**30**	**70**	**100**

Objectives:

- To develop the understanding of the concept and philosophy of inclusive education in the context of education for all.
- To identify and address diverse needs of all learners
- To familarize with the trends and issues in inclusive education
- To develop an attitude to foster inclusive education
- To develop and understanding of the role of facilitators in inclusive education
- To prepare teachers for inclusive schools

Course Contents:

Unit- I Introduction to Inclusive Education

a) Meaning, Objectives , Need and Types of Inclusive Education
b) Principles of Inclusive Education
c) Soluation and challenge of Inclusive Education
d) ICT Material of Inclusive Education

Unit- II Legislation, Emerging Issues and Role of Agencies in Inclusive Education

a) Legislation for inclusive education- National policy of disabilities 2006
b) Sarva Shiksha Abhiyan (2002)
c) NGO
d) RTE-2009

Unit- III Exceptional Child and SpECial Educational

a) Exteptional Child : Meaning and Types
b) Mentally Retared Child
c) Physically Handicapped Child
d) Hearing Impaired Child
e) Visually Handicapped Child
f) Emotionally Disturb Child

Unit- IV SpECial Educational Need (SEN) of learners in Inclusive School

a) Speech Defective Childern
b) Language Handicapped Child
c) Learning Disadvantage Child
d) Parents of Exceptional Childern
e) Guidance of Exceptional Childern

f) Special School (Building Co-curricular Activities)

Assignment & Practical Works : (Any Two)

- One Assignment Work
- Write a One Article of Disabilities Child
- Case study of disabilities child
- Write a report of evaluation process in inclusive school

Learning Outcomes: After completion of this course students would able to:

- Understand of the concept and philosophy of inclusive education in the context of education for all.
- Identify and address diverse needs of all learners
- Describe the trends and issues in inclusive education
- Apply the attitude to foster inclusive education
- Develop and understanding of the role of facilitators in inclusive education
- Prepare teachers for inclusive schools

References :

1. Ahuja.A, Jangira, N.K. (2002) : "EffEctive Teacher Training, Co-operative Learnin Based Approach", National Publishing House, 23 Daryaganj, New delhi-02
2. Sharma, P.L. (1990), Teacher Handbook on IED, Helping Children with SpECial Needs NCERT, Publication Delhi
3. UNESCO (1989), UN Convention on the Right of the Child, UNESCO
4. UNESCO (2006), UN Convention on the Right of Persons with Disabilities.
5. UNESCO (2009), Policy Guideline on Inclusion in Education UNESCO
6. कुशवाहा, पुष्पलता, एवं सक्सैना, कनक (2006)., शैक्षिक प्रबन्धन एवं विद्यालय संगठन, आस्था प्रकाशन, जयपुर
7. परवीन, आबिदा (2013), शिक्षण एवं अधिगम के मनो–सामाजिक आधार, आस्था प्रकाशन, जयपुर
8. बघेला, एच.एस. (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान प्रकाशन, जयपुर
9. बिन्दु आभारानी, सक्सैना, स्वाति (2008), विशिष्ट बालक, अग्रवाल पब्लिकेशन्स, आगरा
10. योगेन्द्रजीत, भाई (2008), शिक्षा में नवाचार और नवीन प्रवृत्तियाँ, विनोद पुस्तक मंदिर, आगरा
11. सुखिया, एस.पी. (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
12. हन्फी, ऐम.ए. एवं हन्फी एस.ए. (2009), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, विनोद पुस्तक मंदिर, आगरा, जयपुर

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 702	Language Across the Curriculum	**CC**	**4**	**30**	**70**	**100**

Objectives:

- To understand the various mode of language like reading, wirting, speaking and listining.
- To develop the skill of oral and written language.
- To acquainte with the idea of composition and art of writing i.e. letter, paragraph, application etc.
- To develop the Vocabulary Building and Language Problems & its Remedies
- To develop the vocabulary and language proficiency and related remedies.

Course Contents:

Unit -I Language acquisition and development

a) Language : Concept, Meaning and Nature

b) Language usages : Written, Oral, Role Playing with Communication
c) 3 Language Policy : First (Mother tongue) Second (Foreign language) Third (Religious or classical language)
d) Language development: From childhood to Adult stages.

Unit -II Language Skills

a) Reading : Silent reading vs Rapid reading, News Paper, Journal, Books
b) Narrative Text vs. Expository text
c) LSRW (Listening, Speaking, Reading, Writing)
d) Note making and creative writing (Essay, Application, Letter, Paragraph)

Unit -III Language & Classroom Interaction

a) Expression : Public Speech, Lecture, Debating
b) Multilingualism in classroom
c) Summarizing and Reflection
d) Errors and Correction of Language in class

Unit-IV Vocabulary Building and Language Problems & its Remedies

a) New Structure and building of vocabulary
b) Learning new vocabulary and Diagnostic Language Errors
c) Language Phonemes & Identification of Sound Errors
d) Remedial Programme for Language Development

Assignment & Practical Works: (Any Two)

- Write Any one Assignment Work
- Identify speech defect in classroom teaching
- Prepare a Report on Creative Writing
- Prepare a C.D. on communication (30 minutes)

Learning Outcomes: After completion of this course students would able to:

- Understand the nature and use of language.
- Develop the idea of Multilingualism in class room teaching.
- Create the sense of language and its flavor.
- Inculcate language skills among trainees.
- Evaluate skills creative writing and expression.
- Acquire the idea of composition and art of writing i.e. letter, Paragraph, application etc.
- Develop ornamental use of vocabulary in different curriculum.

References:

1. Baruah, T.C. (1985), The English Teacher's Hndbook, New Delhi, Sterling Publication Pvt. Ltd.
2. Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc. Graw Hill Pub. Co. Ltd.
3. Richards, J.C. and Rodgers, T.S. (2000), Approaches and Methods in Language Teaching, Cambridge, CUP.

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 701	Hindi	Pedagogy of a School Subject **Any two** **CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान प्रदान करना।
- ❖ श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
- ❖ माध्यमिक स्तर के निर्धारित पाठयक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास कराना।
- ❖ इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान कराना।
- ❖ हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान कराना।
- ❖ हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान कराना।
- ❖ प्रश्न पत्र के निर्माण का ज्ञान देना।
- ❖ निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान देना।
- ❖ मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।

विषय वस्तु :

इकाई : प्रथम – भाषा के विविध स्वरूप एवं सामान्य अवबोध

(अ) मातृभाषा, राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
(ब) मातृभाषा शिक्षण के उद्देश्य एवं सिद्धान्त
(स) हिन्दी शिक्षण में पुस्तकालय एवं वाचनालय का महत्त्व
(द) पाठ्यपुस्तक का अर्थ, परिभाषा, अच्छी पाठ्यपुस्तक के गुण–दोष

इकाई : द्वितीय – भाषा का वैज्ञानिक स्वरूप तथा भाषा कौशलों के विकास हेतु निम्नांकित पक्षों के स्वरूप का शिक्षण

(अ) वर्ण विचार, शब्द विचार, वाक्य विचार
(ब) श्रवण, उच्चारण एवं वर्तनी
(स) वाचन (सस्वर एवं मौन वाचन),
(द) अभिव्यक्ति (लिखित एवं मौखिक)

इकाई : तृतीय – हिन्दी शिक्षण में विभिन्न विधाओं का शिक्षण एवं मूल्यांकन

(अ) गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण
(ब) रचना शिक्षण (पत्र, निबन्ध, कहानी)
(स) विभिन्न विधाओं पर पाठ योजना निर्माण
(द) इकाई योजना एवं नील पत्र निर्माण
(य) मूल्यांकन (सम्प्रत्यय, पाठान्तर्गत एवं पाठोपरान्त मूल्यांकन)

इकाई : चतुर्थ – हिन्दी शिक्षण की विभिन्न विधियों का अध्ययन

(अ) अभिक्रमित अनुदेशन विधि
(ब) आगमन–निगमन विधि

(स) दल शिक्षण
(द) हरबर्टीय पद्धति
(य) प्रायोजना विधि
(र) पर्यवेक्षित तथा निर्देशित स्वाध्याय विधि

सत्रीय कार्य – (किसी दो विषय पर)

- भाषा शिक्षण सम्बन्धी समस्याओं का चयन तथा उसके समाधान का उपाय खोजना।
- हिन्दी शिक्षण में सत्रीय प्रपत्र अथवा प्रश्न पत्र हल करना।
- माध्यमिक स्तर की पाठ्यपुस्तक अथवा किन्ही दो विशिष्ट लेखों की समीक्षा करना
- किन्हीं पाँच विद्यार्थियों की लेखन सम्बन्धी अशुद्धियों का निदान एवं उपचार (कक्षा 8 से 10वी)।
- हिन्दी विषय की किसी भी विधा पर पी.पी.टी. पर पाठयोजना तैयार करवाना।

Learning Outcomes:

- ❖ भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान प्राप्त कर सकेंगे।
- ❖ श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का प्राप्त कर सकेंगे।
- ❖ माध्यमिक स्तर के निर्धारित पाठयक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास कर सकेंगे।
- ❖ इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान प्राप्त कर सकेंगे।
- ❖ प्रश्न पत्र के निर्माण का ज्ञान प्राप्त कर सकेंगे।
- ❖ निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान प्राप्त कर सकेंगे।
- ❖ मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत हो सकेंगे।

सन्दर्भ ग्रन्थ सूची :

1. अवधेश अरूण, (2001), हिन्दी भाषा का स्वरूप, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
2. ओड, एल.के (1982), हिन्दी शिक्षण में त्रुटि, निदान एवं उपचार, वनस्थली विद्यापीठ।
3. कक्षा 6 से 12 वीं तक की एन.सी.ई.आर.टी. की हिन्दी विषय की विभिन्न पाठ्य पुस्तकें।
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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 702	English	Pedagogy of a School Subject **Any two CE**	**4**	**30**	**70**	**100**

Objectives:

- To know about various basics of grammer.
- To explain the place of English language in India.
- To describe English as a Second language in the multi -lingual country like India.
- To explain different methods of teaching English.
- To develop the lesson and its planning.
- To apply different teaching skills in the class room.

Course contents:

Unit- I Basic English Grammar & its Application

a) Parts of speech
b) sentence pattern, Types
c) Tense and verb patterns
d) Preposition
e) Voice change

Unit - II Place, importance and Objectivess of English as a second language:-

a) Importance of English language: comprehension of English and mother tongue based learning.
b) Position of English: Pre & post Independence in India.
c) Status of English in Indian school curriculum
   - Second language
   - First language
d) English language teaching: problems & issues
   - Library language
   - Window on the world
   - Medium of instruction
e) Aims and Objectivess teaching English at different levels.

Unit- III Methods, Approaches and Strategies and Lesson Planning:

a) Grammar-cum-Translation method
b) DirEct method , Audio- lingual and Bilingual method
c) Structural approach and Communicative approach
d) Collaborative learning and Dramatization.
e) Unit plan and Micro plan,Lesson planning ,Blue print and Achievement test

Unit- IV Developing Language skill and Lesson Planning

a) Teaching Prose, Poetry, Story and Grammar.
b) Strategies of Teaching Skill: Listening, Reading, Speaking and Writing.
c) Supplementary skills: Reference Skill (e.g. using Dictionaries, Thesaurus, and Encyclopedias)
d) Concept Mapping

Assignment & Practical Works : (Any Two)

- List of structural items included in the text book at the secondary stage.
- Preparation of 5 word cards, 5 Picture cards and 5 puzzles.
- Enlist 50 innovative words with lexical interpretation.
- Prepare an audio/video rEcording for English Pronunciation

Learning Outcomes: After completion of this course students would able to:

- Know about various basic application of grammar
- Explain the place of English language in India.
- Describe English as a Second language in the multi -lingual country like India.
- Explain different methods of teaching English.
- Apply different teaching skills in the class room.
- Lesson plan, micro lesson plan, TLM (Teaching Learning Materials) for teaching English as a second Language.

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 703	Sanskrit	Pedagogy of a School Subject **Any two CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
- ❖ तृतीय भाषा शिक्षण के आधारभूत सिद्वान्तों का विकास करना।
- ❖ संस्कृत शिक्षण के उद्देश्यों का निर्धारण एवं व्यावहारिक परिवर्तन हेतु प्रयास करना।
- ❖ संस्कृत भाषा के विभिन्न कौशलों का पृथ्क एवं समन्वित शिक्षण का विकास करना।
- ❖ विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों का प्रयोग करना।
- ❖ संस्कृत भाषा शिक्षण में दृश्य–श्रव्य साम्रगी का निर्माण एवं शिक्षण में प्रयोग करना।
- ❖ संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण करना एवं कौशलाधारित परीक्षण करना।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान करना।

विषय वस्तु :

इकाई – प्रथम –संस्कृत शिक्षण के सिद्धान्त, कौशल व उद्देश्य।

(अ) संस्कृत भाषा शिक्षण का महत्त्व एवं उपयोगिता।
(ब) संस्कृत शिक्षण के सिद्धान्त एवं सूत्र।
(स) संस्कृत शिक्षण के उद्देश्य एवं अपेक्षित व्यवहारगत परिवर्तन।
(द) भाषायी कौशल शिक्षण – श्रवण, कथन, पठन एवं लेखन।
(य) संस्कृत शिक्षण में दृश्य–श्रव्य सामग्री।

इकाई – द्वितीय – व्याकरण का सामान्य ज्ञान।

(अ) शब्द रूप – अकारान्त, इकारान्त, उकारान्त।
(ब) धातु रूप – भू, पठ्, हस्, पा, गम्, सेव्, कथ्, लभ् (लट्, लोट्, लड्., लृट, विधिलिड्. लकारों में)
(स) संधि –

- अच् सन्धि – इकोयणचि, एचोऽयवायाव :, अकः सवर्णे दीर्घः, आदगुणः वृद्धिरेचि।
- हल् सन्धि – स्तोः श्चुनॉश्चुः, झलां जशोऽन्ते, यरोऽनुनासिकेऽनुनासिको वा, तोर्लिः।
- विसर्ग सन्धि – ससजुषोरूः, हशि च, रो रि, विसर्जनीयस्य सः।

(द) समास – अव्ययीभाव समास, तत्पुरूष समास, कर्मधारय समास, द्विगु समास, द्वन्द्व समास, बहुव्रीहि समास, इनका सामान्य परिचय एवं समास विग्रह।

इकाई – तृतीय – संस्कृत शिक्षण की विभिन्न विधाओं का अध्ययन एवं पाठयोजनाएँ।

(अ) गद्य शिक्षण
(ब) पद्य शिक्षण
(स) व्याकरण शिक्षण
(द) रचना शिक्षण (पत्र, निबन्ध, कहानी)

इकाई – चतुर्थ – संस्कृत शिक्षण की विधियों का अध्ययन एवं मूल्यांकन।

(अ) संस्कृत शिक्षण की विधियों का अध्ययन

- प्रत्यक्ष विधि
- संग्रन्थन विधि
- आगमन निगमन विधि
- विश्लेषणात्मक विधि
- अनुवाद विधि/भण्डारकर विधि

(ब) इकाई योजना

(स) ब्लू प्रिंट एवं प्रश्न पत्र निर्माण

सत्रीय कार्य : (किसी दो विषय पर)

- माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक की समीक्षा करना।
- किसी एक वर्ष का प्रश्नपत्र हल करना।
- किसी एक विधा पर शैक्षिक पाठ्यक्रम का आलेखन।
- रचना पाठ के लिए पाँच चित्रों का निर्माण।
- उच्चारण सुधार हेतु पाँच अभ्यास तालिकाओं का निर्माण।
- संग्रन्थन विधि पर पाठयोजना तैयार करना।

Learning Outcomes:

- माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास कर सकेंगे।
- तृतीय भाषा शिक्षण के आधारभूत सिद्वान्तों का विकास कर सकेंगे।
- संस्कृत शिक्षण के उद्देश्यों का निर्धारण एवं व्यावहारिक परिवर्तन हेतु प्रयास कर सकेंगे।
- संस्कृत भाषा के विभिन्न कौशलों का पृथ्क एवं समन्वित शिक्षण का विकास कर सकेंगे।
- विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों का प्रयोग कर सकेंगे।
- संस्कृत भाषा शिक्षण में दृश्य–श्रव्य साम्रगी का निर्माण एवं शिक्षण में प्रयोग कर सकेंगे।
- संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण करना एवं कौशलाधारित परीक्षण कर सकेंगे।
- संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान कर सकेंगे।

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 704	History	Pedagogy of a School Subject **Any two CE**	**4**	**30**	**70**	**100**

Objectives:

- To understand the aim and objectives of teaching history at different levels of the secondary stage.
- To apply different approch to organize history
- To understand the types of evaluation of teaching history
- To develop classroom skills to apply different methods and approaches of teaching history at the secondary stage.
- To develop the skill to plan for instruction and the instructional support materials.
- To develop the skill related to diagnostic testing and remedial teaching.

Course Contents:

Unit- I Meaning, Nature and Curriculum of Teaching History

a) Concept and Objectives of Teaching History of the Secondary Stage.
b) Correlation of History with other school subject.
c) Principle of Curriculum Teaching History.
d) Different Approach to Organizing History Curriculum, Chronological, Biographical, Topical, Concentric.

Unit- II Methods and planning in Teaching History

a) Lesson plan and Unit plan
b) Story Telling, Biographical, Source, Time-line, Supervised, and Project Method
c) History Teacher-professional growth in change's
d) Teaching Aids- meaning, Type's and importance

Unit- III Evaluation of Teaching History

a) Concept of Evaluation
b) Purpose of Evaluation in Teaching History
c) Types of Evaluation (Essay Types, short Answer Types and Objectives Types)
d) Blue-Print & Construction of Achievement Test in History

Unit- IV Innovative Methods in Teaching History

a) Programmed instruction method.
b) Team-Teaching
c) Panel discussion
d) Field trip

Assignment & Practical Works : (Any Two)

- Historical study of a place of Local Important

- An Essay on any current Issue
- Critical Appraisal of any of the History Text books Prescribed for the Secondary level
- Preparing a Scrap-book on Any one aspEct of History and Culture
- Report writing of a freedom fighter/Social work and the Historical Personality of 20th Century at your locality based on interview
- One Assignment Work on any topic related with above Unit.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the nature, scope and importance of learning history at secondary.
- ❖ Explain aim and objectives of teaching history at different levels of the secondary stage.
- ❖ Develop knowledge about the basic principles governing the construction of history curriculum and develop the ability history curriculum
- ❖ Organize Co-curricular activities and community resources for promoting history learning.
- ❖ Develop classroom skills needs for applying different methods and approaches of teaching history at the secondary stage.
- ❖ Understand the skill to plan for instruction and the instructional support , materials.
- ❖ Develop the skill needed for diagnostic testing and remedial teaching

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 705	Civics	Pedagogy of a School Subject **Any two** **CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ To explain the role of civics to promote International Understanding.
- ❖ To understand Planning-Annual Plan, Unit Plan, & Daily Lesson Plan.

- To prepare different methods of teaching civics.
- To apply various Fndamental Principal of Formulation Curriculum in Civics
- To develop competencies related toteaching of civics.

Course Contents:

Unit- I Theoritical PerspEctive of Civics Teaching

a) Meaning & Development of Civics.
b) Nature, Scope & Developing Critical Thinking about Civics.
c) Role of Civics in Promoting International Understanding.
d) Aims & Objectivess of Civics Teaching at Different Levels - Primary, Upper Primary. Secondary & High Secondary.

Unit- II Planning of teaching & Evaluation

a) Planning-annual Plan, Unit Plan, & Daily Lesson Plan.
b) Audio Visual Aids.
c) Inovation
d) Evaluation (different types of test, setting, question paper, blue print, scoring key).

Unit- III Methods of teaching Civics

a) Lecture Method
b) Project Method
c) Problem Solving Method
d) Programme Learning
e) Team Teaching
f) Discussion Method, Demonstration

Unit- IV Curriculum Planning & Activities

a) Selection & Organization Content at Various Levels
b) Fundamental Principal of Formulation Curriculum in Civics
c) Charactristics of a good Text Book
d) Planning a Civics Studies Room

Assignment & Practical Works : (Any Two)

- Write an essay on any political problem.
- One Assignment Work solve.
- A critical study of Any one aspEct of the constitution or one of its amendments.
- Make five different teaching materials using different type of teaching aids.
- Make charts on fundamental rights & duties.
- Prepare a scrap book on any political issue

Learning Outcomes: After completion of this course students would able to:

- Understand the role of civics.
- Understand the Planning of teaching & Evaluation.
- Prepare Fundamental Principal of Formulation Curriculum.
- Develop competencies in teaching of civics.

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 706	Social Science	Pedagogy of a School Subject **Any two CE**	**4**	**30**	**70**	**100**

Objectives:

- To enable the students to understand the meaning of social science and correlate with modern social science .
- To understand the different approaches and organizing Social Science
- To prepare students for panel discussion , seminar and workshop
- To enable the student – teacher to critically examine the social science syllabus and text books.
- To develop the classroom skills and use of techniques for teaching of social science.
- To develop the ability to organize co-curricular activities and utilize community resources for promoting social science learning.

Course Contents:

Unit -I Meaning nature and scope of social science

a) Historical Development of Social Science
b) Modern Concept, Nature and Scope of Social Science
c) Importance of Teaching Social Science at Different Levels of Secondary
d) Correlation of Social Science with Other School Subject
e) Aims and Objectivess of Teaching Social Science at Different Level

Unit -II Social Science Curriculum Principles of Designing a Good Curriculum and Planning in Social Science Teaching

a) Different Approaches to Organizing Social Science
   - Chronological
   - Biographical
   - Concentric
b) Characteristics of Good Text Book

c) Planning a Social science Room
d) Social Studies Teacher – Quality, Functions and Professional Growth of Social Science Teacher
e) Planning for Teacher of Social science
   - Annual plan
   - Unit plan
   - Lesson plan

Unit - III Methods of Teaching Social Science

a) Story telling, Biographical, Socialized RECitation, Source method, Problem solving Method, Project method.
b) Team Teaching
c) Panel Discussion , Seminar and Workshop
d) Field Trips
e) Programmed Instruction

Unit - IV Use of Instruction Material and Evaluation in the Social Science

a) Audio- Visual Equipment: - Use of Slide Projector OHP, Epidiascope, Television and Computer.
b) Teaching Aids of Various kinds, their EffEctive Use in Class Room (Models, Black-board, Map, Graphs, Time Chart, Films, Coins and Puppet .
c) Concept, Importance and Purpose of Evaluation in Social Studies.
d) Construction of Blue Print and Achievement Test in Social Science

Assignment & Practical Works: (Any Two)

- Studying historical monuments available locally and writing report on it
- Prepare a scrape book on any social issue
- Studying any social problem and write a report of the same
- Two abstracts of articles published in news papers journal on currents social issues
- Assignment Work any two topic
- Prepare a lesson plan using local/ community resources as teaching aids (fair, festival ,person, place etc.)
- Construction , administration and interpretation an achievement test of any ;standard of school
- Make 2 different teaching materials using different type of teaching (e.i. Charts, at as model & power point etc) at school social science subject
- Write film script

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the need for learning social science .
- ❖ Understand the place of social science in the secondary school curriculum.
- ❖ Develop the skills in student – teachers to select and apply appropriate methods and evaluate social science.
- ❖ Critically examine the social science syllabus and text books.
- ❖ Develop the classroom skills needed for teaching of social science.
- ❖ Develop the ability to organize co-curriculum activity and utilize community resources for promoting social science learning.
- ❖ Acquire the ability to develop instructional support materials.

- ❖ Review the text –book of social science (secondary level).

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 707	Economics	Pedagogy of a School Subject **Any two CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ To help the students to acquire the basic understanding in the field of Economics.
- ❖ To enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- ❖ To develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- ❖ To develop the ability to organize group activities and projects in the subject.
- ❖ To develop the ability to use of various methods of teaching Economics.
- ❖ To enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- ❖ To develop in the students appropriate attitudes towards the country's Economy.
- ❖ To develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- ❖ To develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10.To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- ❖ To enable the student-teachers to prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ To enable the student teachers to review the text book of Economics.

Course Contents:

UNIT-I Concept of Economics

a) The Place of Economics in School Curriculum.
b) Aims and Objectivess of Teaching Economics at the Secondary Level
c) Instructional Objectivess, Behavioural Objectivess, Measurable and Non-measurable Objectivess, Behavioural Statements of Objectivess for Various Learning Points and Lessons.

UNIT-II Principle of Curriculum Planning

a) Principles and Approaches to Framing Syllabus and its Critical Appraisal at Secondary Level.
b) Curriculum Planning and Activities.
c) Evaluation of Text-books in Economics at the School Level:
   - Criteria of Good Text-book
   - Assignments, Exercises, Glossary and Summary in the Text
d) Maxims and Principles of Class-room Teaching.
e) Class-room Observation.

UNIT-III Planning and Methods of Teaching Economics

a) Lecture Method.
b) Project and Problem Solving Method.
c) Discussion Method.
d) Inductive and Deductive Method.
e) Unit and Daily Lesson Plannings
f) Teacher's Role and Attitude

UNIT-IV Instruction Material and Evaluation in Economics

a) Black-board, Maps. Graphs, Slides & Transparency, Audio-visual Aids, Slide Projector, Overhead Projector, LCD etc.
b) Importance and Concept of Evaluations,
c) Evaluation Devices- Essay type. Short answer Type and Objectivess Type Test.
d) Blu Print
e) Preparation, Administration and Scoring of Unit Test.

Assignment & Practical Works : (Any Two)

- Preparation of two teaching aids related to subject. (PPT Transparency)
- Review of two published papers related to subject.
- Review of a text-book at school level.

Learning Outcomes: After completion of this course students would able to:

- Explain the basic of Economics.
- Understand the aims and objectives of teaching Economics at the secondary school stage.
- Develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- Organize group activities and projects in the subject.
- Use of various methods of teaching Economics.
- Acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- Appropriate attitudes towards the country's Economy.

- ❖ Adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- ❖ Framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of.
- ❖ Prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ Review the text book of Economics.

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 708	Geography	Pedagogy of a School Subject **Any two CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ To understand the modern concept of Geography.
- ❖ To prepare yearly plan, unit plan, lesson plan for different classes.
- ❖ To prepare maps and charts to illustrate the content of different classes and use them effectively.
- ❖ To critically evaluate the existing school syllabus and review the text book of Geography.
- ❖ To apply appropriate method and techniques of teaching to particular topics at different levels.
- ❖ To arrange field trips and local surveys.

Course Contents:

Unit- I Concept and Objectivess

a) Development of Geography, Modern concept and new trends of Geography.

- Its place in schools curriculum.
- Its importance in day to day life and International understanding

b) Correlation of Geography with other school subjects.
c) Teaching Objectivess of Geography at different levels- Primary, Upper Primary secondary and Higher Secondary.

UNIT- II Curriculum planning in Geography

a) Principles of curriculum construction in Geography and its critical appraisal
b) Basic Principles for selEction and organization of content according to learners level.
c) Co-curricular activities in Geography, study of home region, Organization of field trips and excursion, Geography museum and library.
d) Evaluation of text book in Geography.

U**NIT- III Methods, Planning for teaching and role of teacher**

a) Annual plan,
b) Unit plan ethods,
c) Daily lesson plan
d) Story telling, Regional Method, Demonstration method, laboratory, inductive and Deductive method. Descriptive and Comparative method (Problem Solving, Project and Supervised study method). Approaches- Field trips, visit labs, use of local resources in teaching of Geography.
e) Qualities, Role and professional growth of Geography teacher

UNIT-IV Use of Instructional Material and Evaluation inGeography

a) Audio-Visual Equipment:- use of Slide Projector, OHP, Epidiascope, Television and computer in Geography
b) Teaching aids of Various kinds. Their effEctive use in class room (Models maps, pictures, sketches, diagrams, film, film strips. Atlas, Slides transparencies etc., Geography room/laboratory. Importance of lab work, equipment and apparatus.
c) Evaluation of achievements in Geography.
d) Construction of achievement test.
   - Different types of tests, their merits and limitations, (Essay type. short, answer and Objectives type.)
   - Blue- Print, preparation of question paper and item analysis.

Assignment & Practical Works : (Any Two)

- Prepare a scrap book on Geographical articles and news.
- Preparation of maps, charts and models for physical Geography
- Develop some lesson plan based on new methods and approaches.
- Write one or two article or abstract related to the current issues of Geography
- Critical appraisal of geography syllabus at secondary level.
- Construction of Objectives type test items.
- CollEction of news paper cuttings related to Geographical issues.
- Prepare a bibliography of reference books on the topics prescribed in Geography syllabus.
- Practical demonstration of the ability to use some weather instruments.
- Prepare a report on visit to some place of Geographical interest.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the modern concept of Geography and its correlation with other school subjects.
- ❖ Explain co-curriculam activities in geography.
- ❖ Prepare various teaching plances.
- ❖ Exlain different teaching aids.

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 709	Home Science	Pedagogy of a School Subject **Any two CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ To understand the Concept, Nature and Scope of Home science.
- ❖ To provide knowledge related to pedagogical concept like aims, objectives, approaches, methods, blue print and assessment.
- ❖ To stimulate curiosity and creativity for application of different methods according to learning situations.
- ❖ To develop attitude towards skill development, application of new trends and use of information technology to enhance productivity of teaching.

Course Contents:

Unit- I Theoritical Perspective of Home Science

a) Concept, Nature and Scope of Home science
b) Correlation of Home science with other school subjects in context of resolving problems related to family and community
c) Vocational skill Development through Home science teaching
d) Aims and Objectivess of Home science teaching

Unit- II Planning, Curriculum & Evaluation

a) Planning : Concept, Types and Significance
b) Criteria of Curriculum Development : Individualized, Interdisciplinary and SpECial issue oriented
c) E- resources in Home science : Fashion blog, Nutritional remedies, Blogs, SpECific institute related to textile, designing & health
d) Co- curricular activities : Group Discussion, Exhibition, Excursion etc
e) Blue print construction, Continuous & Comprehensive Evaluation in Home science

Unit- III Approaches and methods : Concept, Process, Scope and limitations :

a) Constructivist approach
b) Problem solving method
c) Project method
d) Experimental method
e) Dalton method and Dramatization

Unit- IV Measurement and Evaluation

a) Concept of Measurement and Evaluation
b) Criteria of good Evaluation
c) Preparation of Blue Print
d) Dignostic test and Remedial learning material
e) Continuous and Comprehensive Evaluation

Assignment & Practical Works : (Any Two)

- Prepare a survey report for vocational skill development through Home science at college level
- Experimental works in food/clothing/textiles/household gadgets in context of teaching and learning
- Visit to Health centre/ Community service centre/ schools/ colleges/ NGO and prepare a file with report
- Construct a Project related to rECent problem in local area
- Develop a diagnostic test for students and plan remedial works for them
- Prepare two lesson plan based on Constructivist/ experimental approach for students

Learning Outcomes: After completion of this course students would able to:

f) Organize co- curricular activities like Group Discussion, Exhibition, Excursion etc. at school level.
- ❖ Stimulate curiosity and creativity for application of different methods according to learning situations.
- ❖ Develop attitude towards skill development, application of new trends and use of information technology to enhance productivity of teaching.

Analyze school syllabus of the subject in relation to its applicability in local situations

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 710	**Optional Course** Environmental Education	**Any one CE**	**4**	**30**	**70**	**100**

Objectives:

- To understand the problems of concerning environment through multi disciplinary approach.
- To develop the skill of planning and organizing ecological activities in the schools.
- To create consciousness about environment among the adult learners.
- To give information on different techniques and materials for the affective dissemination of environmental information.

Course Contents:

UNIT- I Concept Of Environment

a) Meaning , Scope, Importance
b) Eco-System – CharEcteristic Qualities
c) Inter- Dependence In Environment
d) Natural Resources
e) Bio-Diversity – Scope & Threats, Preservation

UNIT- II Environmental Education

a) Meaning, Importance and Objectives
b) Scope of Environmental Education
c) Need for Public Awareness as a subject
d) Muti-disciplenary Nature of Environmental Studies Curriculum Development

UNIT- III Environmental Hazards and Pollution

a) Air Pollution
b) Water Pollution
c) Soil Pollution
d) Noise Pollution

UNIT- IV Global Issues and Environmental Conservation

a) Global Issuse (Global Warming, Climate Change, Deplition of Ozone Leyer and Energy Crisis)
b) Different Aspects Related To Environmental Conservation.
c) Environmental Preservation &Improvement (At National & International Level)
d) National Environment Policy

Assignment & Practical Works : (Any Two)

- Study on Any one environmental problems. The report on the study must include efforts of the pupil / teacher in developing awareness among people about the environmental problems.
- Prepare a plan to teach environment at education to the adults.
- One Assignment Work solve.

- Prepare a scrap book of an environmental articles and news.
- Conduct environmental competition for local school student.

Learning Outcomes: After completion of this course students would able to:

- ❖ Students are able to understand the problems concerning environment through multi disciplinary approach.
- ❖ Students are able to develop the skill of planning and organizing Ecological activities in the schools so the children can equipped to play their part in protection and enrichment of environment.
- ❖ Students are able to create Environment Consciousness among the adult learners.
- ❖ Students are able to use different Techniques and materials for the affective Dissemination of Environmental information.
- ❖ Students are able to conduct local surveys,arrange field trips Environmental games and hobbies

संदर्भ ग्रन्थ सूची :

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 711	Health and Physical	**Any one CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ To develop the organic system of the body.
- ❖ Development of understanding and appreciation of the techniques and strategies of sports
- ❖ To develop correct health habits.
- ❖ Attainment of knowledge of proper health procedure as related with physical exercise.
- ❖ The physical education program will allow the students to participate in developmentally appropriate activities.

Course Contents:

Unit- I Concept of Health Education

a) Meaning of Health education.
b) Environmental factor which promote and affEct In Health.
c) Importance and Objectives of Health education.
d) General Exercises in school.

Unit- II Environment and Science of Living and Yoga

a) Importance of water to life and our environment.
b) Science of Living and yoga.
c) Role of Individual in improvement of sports environment.
d) Physical and physiological benefits of exercise on children.

Unit- III Physical Education, Balanced Diet and First Aid

a) Meaning and Importance of physical Education

b) Balanced Diet and Nutrition : Macro and Micro Nutrients

V History of Volleyball & Kabbadi

a) Historical Development of Volleyball
b) Measurement and Rule of Volleyball
c) Historical Development of Kho-Kho
d) Measurement and Rule of Kabbadi

Assignment & Practical Works : (Any Two)

- Write a Assignment Work on a topic given in the course
- Skill of Any one Team Game of choice from the given List

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop the organic system of the body.
- ❖ Understand and appreciation of the techniques and strategies of sports
- ❖ Aware about correct health habits.
- ❖ Attain knowledge of proper health procedure as related with physical exercise.

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 712	Guidance and Counseling	**Any one CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ To educateion about the basics concept, nature and scope of Educational and Vocational guidance.
- ❖ To understand the aims objective of educational and vocational guidance.
- ❖ To make enable about the importance of educational and vocational guidance.
- ❖ To give knowledge of role and responsibilities of guidance workers in school.
- ❖ To understand the nature and types of guidance service & with reference to school education.
- ❖ To understand the concept, nature and types of counseling.

Course Contents:

Unit- I Basics of Guidance

a) Meaning and Nature of Guidance.
b) Aims and Principles of Guidance.
c) Types of Guidance
d) Importance of Guidance in schools for individual and for society.
e) Process of Guidance.

Unit- II Basics of Counseling

a) Meaning, Nature and Principles of counseling
b) Types of Counseling.
c) Distinction between Guidance and Counseling.
d) Role and Responsibilities of Guidance workers in school.
e) Qualities of a good guidance programme.

Unit- III Area of Guidance

a) Educational guidance
b) Vocational guidance
c) Personal guidance
d) Guidance Implication in the current Indian scenario.
e) Problems of guidance in India.

Unit- IV Guidance Services

a) Introduction to Guidance Services.
b) Individual Inventory Service
c) Information Service
d) Cumulative REcord
e) Placement Services
f) Follow up Service

Assignment & Practical Works : (Any Two)

- Prepare a Assignment Work on any topic of Educational, Vocational or Personal guidance
- Write an article on current educational problems, providing the solution.
- Observe an educational or co-curricular activity in a school or college and provide guidance for the improvement.
- Case study of two spECial children.

Learning Outcomes: After completion of this course students would able to:

- Understand the basic concept, Nature and scope of Educational and Vocational guidance.
- Describe aims objective of educational and vocational guidance.
- Understand importance of educational and vocational guidance.
- Identify nature and types of guidance service & with reference to school education.
- Understand the concept, nature and types of counseling.

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 713	Distance Education	**Any one CE**	**4**	**30**	**70**	**100**

Objectives:

- To provide an effective alternative path to wider opportunities in education and especially in higher education.
- To provide an efficient and less expensive education.
- To provide education facilities to all qualified and willing persons.
- To provide opportunities of academic pursuits to educate citizens willing to improve their standard of knowledge.
- To provide education facilities to those individuals who look upon education as a life-long activity.

Course Contents:

Unit-I Theoretical ProspEctive of Distance Education

a) Meaning and Definition of Distance Education.
b) Characteristics of Distance Education
c) Distance education as a discipline.
d) Need for establishing Distance Education as a discipline.

Unit-II Scenario of Distance Education Institutes

a) State wise situation of Distance Education Institutes in India.
b) Objectivess of Indira Gandhi National Open University.
c) Main Theoretical Bases of Distance Education.
d) Theory of Independent study by CHARLES WEDEMEYER.

Unit-III Essential Elements of Developing in Distance Education

a) Essential Elements of Developing curriculum in Distance education.
b) Different services provided by Sanchar Kendra IGNOU.
c) Non- Print Instructional media in Distance Education: Educational RADIO.
d) Major educational Television Projects in Distance education.

Unit-IV Counseling for Distance Learners

a) Organizing counseling Services for Distance Learners.
b) Various Types of Tele - Conferencing.
c) Format of the Text in Distance Education.
d) Distance Learners and Counseling

Assignment & Practical Works : (Any Two)

- Write Any one Assignment Work on a topic with in the content.
- Make the list of Distance Education programme of various universities in India.

Learning Outcomes: After completion of this course students would able to:

- ❖ Provide an effective alternative path to wider opportunities in education and especially in higher education.
- ❖ Understand an efficient and less expensive education.
- ❖ Explain education facilities to all qualified and willing persons.
- ❖ Identify the opportunities of academic pursuits to educate citizens willing to improve their standard of knowledge.

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 714	**5. Additional Course (Any one)** 5.1 Hindi	**Any one CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ काव्य के विभिन्न घटक तत्त्वों का ज्ञान देना।
- ❖ काव्य के घटक तत्त्व रस, छन्द, अलंकारों का ज्ञान प्रदान करना।
- ❖ काव्य के गुण : माधुर्य, ओज, प्रसाद का ज्ञान देना।
- ❖ हिन्दी की शिक्षण विधियों का ज्ञान देना।
- ❖ हिन्दी के विभिन्न व्याकरणीय घटकों का ज्ञान देना।
- ❖ व्याकरण के घटक अनुवाद, संज्ञा, सर्वनाम, कारक, सन्धि, समास एवं विशेषण का ज्ञान देना।
- ❖ सूक्ष्म शिक्षण के विभिन्न कौशलों की जानकारी देना।
- ❖ हिन्दी के विभिन्न कवियों, लेखकों के उपन्यासों, कहानियों, रचनाओं का ज्ञान प्रदान करना।

विषय वस्तु:

इकाई : प्रथम – काव्य के घटक तत्त्व

(अ) काव्य के गुण : माधुर्य, ओज एवं प्रसाद

(ब) अलंकार – शब्दालंकार, अर्थालंकार, श्लेष, यमक, अनुप्रास, उपमा, रूपक, उत्प्रेक्षा, मानवीकरण, अतिशयोक्ति, विभावना, भ्रान्तिमान।

(स) रस का स्वरूप, रस के अवयव, श्रृँगार रस, हास्य रस, करूण रस, रौद्र रस, वीर रस, भयानक रस, वीभत्स, अद्भुत रस, शान्त रस, वात्सल्य रस, भक्ति रस।

(द) छन्द–दोहा, चौपाई, कवित्त, सोरठा एवं सवैया।

इकाई : द्वितीय – शिक्षण विधियों का परिचय

(अ) सूक्ष्म शिक्षण – सम्प्रत्यय एवं प्रमुख कौशलों का परिचय।
(ब) वाचन विधि
(स) व्याख्या विधि
(द) अनुवाद विधि

इकाई : तृतीय – व्याकरणीय घटक

(अ) अनुवाद : अर्थ एवं प्रकार
(ब) शब्द शक्तियों के भेद, उदाहरण
(स) संज्ञा, सर्वनाम एवं कारक का अर्थ एवं प्रकार
(द) सन्धि, समास एवं विशेषण का अर्थ एवं प्रकार

इकाई – चतुर्थ – हिन्दी साहित्यकारों का संक्षिप्त परिचय एवं उनका विशिष्ट अवदान :–

(अ) तुलसीदास,सूरदास, कबीरदास एवं रसखान
(ब) प्रेमचन्द, जयशंकर प्रसाद, हजारी प्रसाद द्विवेदी, मन्नू भंडारी
(स) महादेवी वर्मा, सूर्यकान्त त्रिपाठी निराला
(द) रामधारीसिंह दिनकर, हरिवंशराय बच्चन

सत्रीय कार्य (निम्न में से कोई दो)

- कक्षा सातवीं की पुस्तक 'बाल–महाभारत' अथवा कक्षा आठवीं की पाठ्य पुस्तक 'भारत की खोज' की समीक्षा करना।
- हिन्दी विषय की वर्तमान स्थिति की दशा एवं दिशा पर रिपोर्ट लिखना।
- अपनी पसन्द की कोई पांच–पांच कहानी अथवा कविताओं का संकलन करना एवं उनका प्रस्तुतिकरण।
- माध्यमिक या उच्च माध्यमिक की हिन्दी विषय की पाठ्य पुस्तक में विभिन्न कहानियों का नाट्य रूपान्तरण करना।
- 'हमारा संकलन' स्क्रेप बुक/पुस्तिका का निर्माण करना, जिसमें विभिन्न समाचारपत्रों, पत्रिकाओं, प्रमुख महापुरूषों, प्रसिद्ध लेखकों, कवियों, कवयित्रियों, प्रसिद्ध खिलाड़ियों व अन्य प्रसिद्ध व्यक्तियों के जीवन परिचय एवं विशेष उपलब्धि का सचित्र वर्णन।

Learning Outcomes: इस पाठ्यक्रम के पूरा होने के बाद छात्र शिक्षक सक्षम होगा।

- ❖ काव्य के विभिन्न घटक तत्त्वों का ज्ञान प्राप्त कर सकेंगे।
- ❖ काव्य के घटक तत्त्व रस, छन्द, अलंकारों का ज्ञान प्राप्त कर सकेंगे।
- ❖ काव्य के गुण : माधुर्य, ओज, प्रसाद का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी की शिक्षण विधियों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी के विभिन्न व्याकरणीय घटकों का ज्ञान प्राप्त कर सकेंगे।
- ❖ व्याकरण के घटक अनुवाद, संज्ञा, सर्वनाम, कारक, सन्धि, समास एवं विशेषण का ज्ञान प्राप्त कर सकेंगे।
- ❖ सूक्ष्म शिक्षण के विभिन्न कौशलों की जानकारी प्राप्त कर सकेंगे।
- ❖ हिन्दी के विभिन्न कवियों, लेखकों के उपन्यासों, कहानियों, रचनाओं का ज्ञान प्राप्त कर सकेंगे।

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 714	5.2 English	**Any one- CE**	**4**	**30**	**70**	**100**

Objectives:

- To acquire the knowledge of Phonetics and its uses through different organs of speech
- To develop Understanding of English text
- To apply the Content knowledge through preparing lesson plan in English Language
- To explain the idea of assessment of English teaching
- To describe the Knowledge of diagnostic test and Remedial instruction in English teaching

Course Contents:

Unit- I Language production and phonology

a) Language acquisition
b) Organs of speech
c) Elements of Speaking
d) Phonology sound system: Vowel, Diphthongs and Consonants)

Unit -II Understanding Language Text

a) Text book Vs Reference books
b) Analysis of a Text book
c) Quality of good text book

Unit-III Lesson plan and teaching learning materials (TLM)

a) Strategies : Language games, Puzzles, role playing.
b) Teaching Aids in English:(Audio ,Visual, Audio- Visual)
c) Use of LCD ,OHP, Linguaphone , online Classes, Hand outs

Unit-IV Assessment of English Language

a) Diagnostic Evaluation
b) Remedial instruction
c) Errors in English (Oral vs. Witten)
d) Types of test in English teaching(Subjective Vs Objectives types)

Assignment & Practical Works : (Any Two)

- Review of a English Text book
- Prepare a PPT on any topic of English teaching for Secondary School.

- Prepare a PPT on any topic of English teaching for Secondary school.
- Prepare some Phonological words in each Sound in English.(Vowels (12), Diphthongs (8) and Consonants (24)

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire the knowledge of Phonetics and its uses through different organs of speech
- ❖ Develop Understanding of English text
- ❖ Apply the Content knowledge through preparing lesson plan in English Language
- ❖ Explain the idea of assessment of English teaching
- ❖ Describe the Knowledge of diagnostic test and Remedial instruction in English teaching

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 714	5.3 Sanskrit	**Any one CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ विद्यालयी बालकों में व्याकरण की सामान्य जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का निदान करना।
- ❖ संस्कृत महाकाव्यों, गद्यकाव्यों, नाट्यकाव्यों का ज्ञान प्राप्त करना।
- ❖ हिन्दी वाक्यों का संस्कृत भाषा में अनुवाद कर सकने की योग्यता का विकास करना।
- ❖ संस्कृत विद्यालयों के पाठ्यक्रम का समीक्षात्मक मूल्यांकन करना।

विषयवस्तु :

इकाई – प्रथम – संज्ञा, प्रत्यय, उपसर्ग एवं अवयवों का ज्ञान।

a) संज्ञा प्रकरण – उच्चारणस्थानानि प्रयत्नाः (आभ्यन्तर, बाह्य), अल्पप्राणः, महाप्राणः, घोषः।

b) प्रत्यया – क्त, क्तवतु, शतृ, शानच, तुमुन्, अनीयर, ण्वुल, क्त्वा, ल्यप्, तरप्, तमप्।

c) अव्ययानां प्रयोग – उच्चैः, पुनः, शनैः, नमः, खलु, धिक्, प्रातः, कदा, विना, श्व, ह्यः।

d) उपसर्गा – प्र, परा, अप्, सम, दुर्, आ, अति, प्रति, सु, परि, अधि।

इकाई – द्वितीय – कारक, छन्द एवं अलंकारों का सामान्य ज्ञान।

a) कारक – प्रातिपादिकार्थ लिङ्.ग–परिमाण–वचन मात्रे प्रथमा। कर्तुरीप्सिततमं कर्म, अभितः परितः। समयानिकषा हा प्रतियोगेऽपि। कर्तृकरणयोस्तृतीया, येनाङ्.गविकार। कर्मणा यमभिप्रैति स संप्रदानम, रूच्चर्थानां–प्रीयमाणः, क्रुधद्रुहेर्ष्यासूयार्थानां यं प्रति कोपः। ध्रुवमपायेऽपादानम्, भीत्रार्थानां भयहेतुः।, आधारोऽधिकरणम्, यतश्चनिर्धारणम्। षष्ठीशेषे, कर्तृकर्मणोः कृतिः।

b) छन्द – अनुष्टुप्, आर्या, इन्द्रवज्रा, उपेन्द्रवज्रा, वसन्ततिलका, मन्दाक्रान्ता, शार्दूलविक्रीडितम्।

c) अलंकार – अनुप्रास, यमकम्, उपमा, रूपकम्, सन्देह, दृष्टान्त, अतिशयोक्ति, वक्रोक्ति, उत्प्रेक्षा।

इकाई – तृतीय – भारतीय संस्कृति एवं संस्कृत रचनाकारों का संक्षिप्त परिचय।

a) भारतीय संस्कृति – वर्ण व्यवस्था, आश्रम व्यवस्था एवं षोड्श संस्कार।

b) महाकाव्य कवि – भारवि, श्रीहर्ष एवं बाल्मीकि।

c) गद्य काव्य कवि – दण्डी एवं बाणभट्ट।

d) नाट्य कवि – कालिदास एवं भवभूति।

इकाई – चतुर्थ – शिक्षण विधियाँ।

a) दण्डान्वय विधि

b) खण्डान्वय विधि

c) स्वाध्याय निर्देशित पद्धति

d) स्पष्टीकरण विधि

सत्रीय कार्य – (किसी दो विषय पर)

- कक्षा 10 की संस्कृत पाठ्यपुस्तक की समीक्षा करना।
- पाठ्यक्रम के किसी एक इकाई के एक प्रकरण को विस्तार से समझाइये।
- कक्षा 8 की पाठ्यसामग्री से कठिन शब्दों की सूची तैयार करना एवं उनका अर्थ ग्रहण (कम से कम 30 शब्द)।
- 20 श्लोकों का कंठस्थीकरण।
- संस्कृत में मानव शरीर के अंगों के नाम।
- किन्हीं 15 घरेलू सामग्रियों के संस्कृत में नाम।

Learning Outcomes:

- ❖ विद्यालयी बालकों में व्याकरण की सामान्य जानकारी एवं उनके प्रयोग की दक्षता का विकास कर सकेंगे।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का निदान कर सकेंगे।
- ❖ संस्कृत महाकाव्यों, गद्यकाव्यों, नाट्यकाव्यों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी वाक्यों का संस्कृत भाषा में अनुवाद कर सकने की योग्यता का विकास कर सकेंगे।
- ❖ संस्कृत विद्यालयों के पाठ्यक्रम का समीक्षात्मक मूल्यांकन कर सकेंगे।

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 714	5.4 History	**Any one CE**	**4**	**30**	**70**	**100**

Objectives:

- To understand ancient history on the basis of political, social and economic conditions.
- To develop the idea of Vedic Jainism, Buddhism & Shaivism religious.
- To acquire Knowledge of medieval periods in respect of temple, forts and bhakti movement.
- To evaluate the historical perspective modern India i.e. 1857 movement, gandhian politics.

Course Contents:

Unit- I Concept and Revolution of National Freedom

a) Concept of History
b) Main places of Sindhu-Ghati sabbhyata (Harappa, mohen- jodora , kalibanga, lothal)
c) Revolution of National Freedom (Revolution of Asahayog Andolen, Bharat Chhodo Andolen, Savinay Avagya Andolen
d) The Russian Revolution of 1917

Unit- II Historical perspEctives of ancient period.

a) Political and Economic history from the mauryan to the gupta period.
b) Issue in social history, Including caste and class.
c) A history of Vedic & Jainism Religious. (A brief review).
d) A history of Shaivism & Buddhism religious. (A brief review).

Unit- III Historical perspEctives of medieval and modern India.

a) Structure of agrarian relation in the 16^{th} 17^{th} centuries.
b) ArchitEcture & political system during Vijay nagar period.
c) Ideas and practices of the bhakti-sufi saints.
d) Medieval society through travelers account's.(Alberuni & Ibn-batuta)

Unit- IV Historical perspEctives of modern India.

a) East India Company, Revenue Settlement's.
b) Representations of 1857.
c) The Nature of Gandhian politics.

d) Industrial revolution.

Assignment & Practical Works : (Any Two)

- Archaeological report on a main site.
- Historical story(Two)
- Planning, organization and report writing on seminar.
- Picture of 1857 (Scrab-Book)
- Prepare a Historical model/Historical Democracy

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand ancient history on the basis of political, social and economic conditions.
- ❖ Develop the idea of Vedic Jainism, Buddhism & Shaivism religious.
- ❖ Acquire Knowledge of medieval periods in respect of temple, forts and bhakti movement.
- ❖ Evaluate the historical perspective modern India i.e. 1857 movement, gandhian politics.

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 714	5.5 Civics	**Any one - CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ To identify political views among students.
- ❖ To acquaint the content knowledge of political science.
- ❖ To comprehend the dynamic political status and issues of our country.
- ❖ To develop reasoning ability among students for various competitive exam.
- ❖ To enable the pupil teacher to review the text-book of civics content (Secondary level).

Course Contents:

Unit- I Political Thought

a) Socialism
b) Marxism
c) Gandhism
d) Dr.Bheem Rao Ambedakar

Unit- II Indian Constitution & Political Involvement

a) Indian Constitution
b) Democracy
c) Political Group
d) Political socialization

Unit- III Political Problems and Organization

a) Terrorism, political crime, corruption
b) International organization (DAKSHE, SARK, U.N.O.)
c) ElEction commission of India
d) NCW (National commission for women)

Unit- IV Current Political Scenario

a) RECent governing member and central, state level ministry

b) Fundamental rights and duties
c) Lok Sabha, Rajya Sabha, Vidhan Sabha, Vidhan Parishad
d) President, Prime Minister, Governor, Chief Minister

Assignment & Practical Works : (Any Two)

- One Assignment Work solve class 11 & 12
- Write an essay on any political problem.
- Study the causes of political problem and write a report of the same.
- Write an essay, story; poem can be created to tell moral values to litigants.
- Prepare scrap book of political news.
- Write any two abstracts related to political issues.

Learning Outcomes: After completion of this course students would able to:

- ❖ Identify political views among students.
- ❖ Acquaint the content knowledge of political science.
- ❖ Comprehend the dynamic political status and issues of our country.
- ❖ Develop reasoning ability among students for various competitive exam.
- ❖ Enable the pupil teacher to review the text-book of civics content (Secondary level).

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 714	5. 6 Social Science	**Any one- CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ To understand Social Science on the basis of political, social and economic conditions.
- ❖ To develop the idea of Society, Social group, Community Marriage.
- ❖ To acquire Knowledge of Indian Social Problems (Culture, Castiesm, Communalism, Poverty, Corruption)
- ❖ To evaluate the Indian Social Issue.

Course Contents:

Unit-1 Meaning and Concept of Sociology

a) Development of Sociology
b) The meaning of Sociology
c) Subject matter of Sociology
d) Sociology and Social Science

Unit -II Society

a) Society - Meaning and Need
b) Social group- Meaning and Types [Primary and Secondary]
c) Community- Meaning, Characteristics Concept of community
d) Marriage- Aims and Types of Hindu marriage

Unit -III Social Change in Indian Society

a) Social change
b) Family
c) Cast and class- meaning and Changes in Caste and Class
d) Regionalism

Unit -IV Indian Social Problems

a) Culture-definition, Characteristics, Lack of Culture
b) Communalism
c) Poverty
d) Corruption

Assignment & Practical Works : (Any Two)

- Write an article on current Social issue.
- Prepare Assignment Work any two subject topic.
- Prepare a case study of Any one local problem.

Learning Outcomes: After completion of this course students would able to:

- Understand Social Science on the basis of political, social and economic conditions.
- Develop the idea of Society, Social group, Community Marriage.
- Acquire Knowledge of Indian Social Problems (Culture, Castiesm, Communalism, Poverty, Corruption)
- Evaluate the Indian Social Issue.

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 714	5.7 Economics	**Any one CE**	**4**	**30**	**70**	**100**

Objectives:

- To help the students to acquire the basic understanding in the field of Economics.
- To enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- To develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- To develop the ability to organize group activities and projects in the subject.

- To develop the ability to use of various methods of teaching Economics.
- To enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- To develop in the students appropriate attitudes towards the country's Economy.
- To develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- To develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10. To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- To enable the student-teachers to prepare unit plan, lesson plan and related teaching learning strategies.
- To enable the student teachers to review the text book of Economics.

Course Contents:

Unit- I Meaning and Concept of Micro and Macro Economics

a) Micro Economics
b) Macro Economics
c) Concept of National Income

Unit- II Demand and Supply and Money

a) Basic concept of Demand and supply
b) Consumer Equilibrium
c) Definition of Money, Its Function
d) Functions of Commercial Bank
e) Functions of Central Bank

Unit- III Indian, Foreign Trade and Economics Planning

a) Indian Foreign Trade - DirEction and Trends
b) Concept of Globalization, Privatization and Liberalization
c) Economic Planning in India
d) Poverty in India
e) Unemployment in India

Unit- IV Method and Evaluation in Economics

a) Programmed Instruction Methods
b) Team Teaching
c) Computer assisted Instruction (CAI)
d) LEcture cum Demonstration Method
e) Evaluation in Economics

Assignment & Practical Works : (Any Two)

- Preparation a Assignment Works Any one subject topic.
- Review of two published papers related to subject

Learning Outcomes: After completion of this course students would able to:

- Help the students to acquire the basic understanding in the field of Economics.
- Enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- Develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- Enable ability to organize group activities and projects in the subject.

- ❖ Understand to use of various methods of teaching Economics.
- ❖ Enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- ❖ Develop in the students appropriate attitudes towards the country's Economy.
- ❖ Develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- ❖ Develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10. To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- ❖ Prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ Review the text book of Economics.

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4. Samuelson & Nordhaus (2006), Economics, Tata Mc Grow-Hill Publishing Company Ltd, New Delhi
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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 714	5.8 Geography	**Any one CE**	**4**	**30**	**70**	**100**

Objectives:

- ❖ To understand the modern concept of Geography.
- ❖ To understand the aims and objectives of teaching Geography.
- ❖ To prepare yearly plan, unit plan, lesson plan for different classes.
- ❖ To prepare maps and charts to illustrate the content of different classes and use them effectively.
- ❖ To critically evaluate the existing school syllabus and review the text book of Geography.
- ❖ To apply appropriate method and techniques of teaching to particular topics at different levels.
- ❖ To arrange field trips and local surveys.
- ❖ To prepare achievement test and diagnostic test, administration of the test, analysis of results, make suggestion for remedial teaching.

Course Contents:

Unit- I Motion of the Earth

a) Latitudes, Longitudes
b) Interior of the Earth
c) Origin of continents and oceans, sudden movements
d) Atmosphere, Composition, Insulation, Pressure belts, winds
e) Ocean Currents and Tides

Unit- II Indian Geography

a) Physical features
b) Climate
c) Natural vegetation
d) Drainage
e) Agriculture

Unit-III Rajasthan Geography

a) Physical features
b) Climate
c) Natural vegetation
d) Drainage
e) Agriculture

Unit- IV Practical Work in Geography

a) Definition, Scope and Development of Cartography
b) Technique, Materials, Tools of Map Making
c) Map
d) Scale
e) Representation of Statistical Data

Learning Outcomes: After completion of this course students would able to:

- Understand the modern concept of Geography.
- Describe aims and objectives of teaching Geography.
- Pprepare yearly plan, unit plan, lesson plan for different classes.
- Prepare maps and charts to illustrate the content of different classes and use them effectively.
- Critically evaluate the existing school syllabus and review the text book of Geography.
- Apply appropriate method and techniques of teaching to particular topics at different levels.
- Arrange field trips and local surveys.
- Prepare achievement test and diagnostic test, administration of the test, analysis of results, make suggestion for remedial teaching.

Assignment & Practical Works :

- Assignment Work any two topic subject related
- Any two map making

References:

1. Barry & Chroley, Atmosphere, Weather & Climate.
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13. सिंह, जगदीश, सिंह कामेश्वर नाथ, पटेल, राम्ब्स (1989), भारत एवं समीपवर्ती देश, ज्ञानोदय प्रकाशन, गोरखपुर

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 714	5.9 Home Science	**Any one CE**	**4**	**30**	**70**	**100**

Objectives:

- To understand the Concept, Nature and scope of Home Science.
- To explore different ways of creating learning situations for different concepts of Home Science.
- To facilitate the development of scientific attitude in learner.
- To provide the knowledge related to Home management, Budgeting, Textile and Fashion as well as common health problems etc.
- To ensure the application of knowledge to resolve nutritional, health and resources related problems through Home Science
- To stimulate curiosity, skills and creativity in Home Science.

Course Contents:

Unit- I Development and Childhood Care

a) Home Science Education : Meaning, Definition & Scope, History and Objectivess
b) Concept of Human Development & Growth
c) Life span stages and Types of Development
d) Reproductive health and Child Care

Unit- II Nutrients and Dietary Management

a) Food : Definition, functions and classification
b) Nutrients and their composition, sources and functions
c) Balanced diet with nutrition for pregnancy and different stages of development
d) Methods of cooking for healthy food
e) Dietary management during different diseases

Unit- III Resource Management and Clothing

a) Resource Management, Budgeting, Saving and Investment in family
b) Fibers - types and properties, Yarn construction, Marketing, Principles of clothing construction
c) Preparation of fabrics Cutting-Layout, Pinning, Marking and Cutting
d) Fashion Terminology and Fashion cycle

Unit- IV Housing and Women

a) House planning and furnishing
b) Financial and legal consideration for housing
c) Consumer Aids and consumer protEction
d) Women Empowerment : Guidance and Counseling ; Welfare Organizations

Assignment & Practical Works : (Any Two)

- Data collection for various problems in local community like as nutritional, health issues, consumer awareness and Women Empowerment etc
- Prepare and implement a Project related to various community problems
- Plan and organize an exhibition related to Handicrafts, latest fashionable costumes
- Make and demonstrate dye samples/block printing samples/knitting and embroidery
- Prepare and perform a drama (group) related to local issues and awareness

Learning Outcomes: After completion of this course students would able to:

- Understand the Concept, Nature and scope of Home Science.
- Explore different ways of creating learning situations for different concepts of Home Science.
- Facilitate the development of scientific attitude in learner.
- Provide the knowledge related to Home management, Budgeting, Textile and Fashion as well as common health problems etc.
- Ensure the application of knowledge to resolve nutritional, health and resources related problems through Home Science
- Stimulate curiosity, skills and creativity in Home Science

References:

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10. सिरोही, सरिता (1997), आधुनिक गृह विज्ञान भाग – 2, कक्षा 12वीं, फ्रैंकी पब्लिशिंग हाउस, नई दिल्ली

Semester VIII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU-801	1. Knowledge and Curriculum (Part-A)	Any one- **CC**	**4**	**30**	**70**	**100**

Objectives:

- To know the concept objective and principles of curriculum.
- To develop the idea and bases of curriculum.
- To understand various types of curriculum.

Course Contents:

Unit- I Knowledge and Curriculum Concept

a) Knowledge : Concepts, Characteristics, Sources of Acquiring, Methods of Acquiring
b) Curriculum: Meaning, Definition, Characteristics, Aims Importance
c) Difference between old and new concepts of curriculum
d) Principle of curriculum construction and Knowledge

Unit- II Bases of curriculum

a) Sociological bases
b) Scientific bases
c) Philosophical bases
d) Psychological bases

Unit- III Types of curriculum

a) Activity centred and life centred curriculum
b) Subject centred and core centred
c) Experience centred and work based curriculum
d) Hidden Curriculum

Unit- IV National curriculum

a) Concept and Characteristics of National curriculum
b) Curriculum reform in India
c) NCF-2005 (School education)
d) NCFTE-2009(Teacher education)

Assignment & Practical Works : (Any Two)

- One Assignment Work on the topic related with the unit.
- Preparation of Any one Assignment Work on curriculum .
- Review of present curriculum (Optional subject related)
- Curriculum framework for 10th class.

Learning Outcomes: After completion of this course students would able to:

- Understand the concept, objective and principles of curriculum.
- Develop the idea and bases of curriculum.
- Evaluate the relevancy of curriculum.
- Describe various approaches to curriculum construction.

Referances :

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10. रावत, प्यारेलाल, प्राचीन एवं आधुनिक भारतीय शिक्षा का इतिहास, भारत पब्लिकेशन, आगरा
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12. National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
13. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi

Semester VIII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU-802	Knowledge and Curriculum (Part-B)	Any one- **CC**	**4**	**30**	**70**	**100**

Objectives:

- To develop ideas of philosophical bases of curriculum
- To various Sociological bases of curriculum
- To develop various psychological bases of curriculum
- To develop Educational New Trends of curriculum

Course Contents:

Unit- I Philosophical bases of curriculum development

a) Idealism, Naturalism, Pragmatism and curriculum
b) Jain philosophy , Geeta Philosophy , Buddhism Philosophy and curriculum
c) M. K. Gandhi, Vivekanand , R. N. Tagore and curriculum

Unit- II Sociological basis of curriculum development

a) Social change and curriculum
b) Social Mobility and curriculum
c) Social development and curriculum
d) Culture and curriculum

Unit- III Psychological bases of curriculum development

a) Structruralism and curriculum
b) Behaviourism and curriculum
c) Associationism and curriculum
d) Gestaltism and curriculum

Unit- IV Educational New Trends of curriculum

a) Skill and curriculum
b) Values and curriculum
c) NCF-2005(School Education)
d) NCFTE-2009(teacher Education)

Assignment & Practical Works : (Any Two)

- Preparation of One Assignment Work.
- One abstracts of Educational New trends article published in some standard Journals
- Preparation of curriculum Design (any subject related)
- Curriculum frame work for B.Ed. programme.

Learning Outcomes: After completion of this course students would able to:

- Describe various philosophical bases of curriculum
- Understand various Sociological bases of curriculum
- Acquire various psychological bases of curriculum
- Develop Educational New Trends of curriculum

References :

1. अग्निहोत्री, रवीन्द्र (2007), आधुनिक भारतीय शिक्षा और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

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11. National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
12. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi

Semester VIII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU-803	Post Internship Internship	**CC**	**16**	**160 Internship+ 120+120=240 Practical (Two Subjects final lesson)**		**400**

Post Internship distribution (16 Weeks)

Objectives:

- To develop unit plan and lesson plan
- To write objective in behavioural terms
- To observe the lessons of the school teachers.
- To prepare schedule of various activities for studetns.
- To organize different co-curricular activities in the school.
- To prepare blue pring and test paper for different classes.

Sr. No.	Contents
1.	Regular Practice Teaching including - Unit Plan and Blue Print (Atleast Each Subject of 25 lessons)
2.	Observation
3.	**Block Teaching** o School Admission o Time Table o Morning Assembly o Classroom Management o Organization of Various Activities o Physical Activities o Cultural Activities o Literary Activities o Yoga Exercies

- Field Trips/Picnic
- Counducting of Meeting
- Maintenance of Garden/School
- Action Research
- Preparation of Register
- Liberary Management
- Other Work of School
- Swachhata Abhiyan
- S. U. P. W.
- Education Tour

4. Final Lesson (Two teaching subject)

Objectives:

- To develop unit plan and lesson plan
- To write objective in behavioural terms
- To observe the lessons of the school teachers.
- To prepare schedule of various activities for studetns.
- To organize different co-curricular activities in the school.
- To prepare blue pring and test paper for different classes.

Syllabus

DEPARTMENT OF EDUCATION

Bachelor of Science-Bachelor of Education (B.Sc- B. Ed.)

Four Year Integrated Regular Programme

"A" Grade by NAAC & "A" Category by MHRD

Jain Vishva Bharati Institute

(Deemed to be University under section 3 of UGC Act, 1956)

Ladnun-341306 (Raj.)

2017 **Price: Rs.**

DEPARTMENT OF EDUCATION
JAIN VISHVA BHARATI INSTITUTE, LADNUN

Bachelor of Science-Bachelor of Education (B.Sc- B. Ed.)
Four Years Integrated Regular Programme

Jain Vishva Bharati Institute has launched a Bachelor of Education programme recognized by NCTE. The first session started from July 2005 and B.Sc-B.Ed programme has started from October 2016. The programme places specific emphasis on meditation as a tool to enhance learning skills and I.Q. This programme is also the first national teachers training programme to offer study in Education for Sustainable Development. Innovative syllabus and enthusiastic faculty work towards not only training the teachers but also assisting them with campus recruitment. Jain Vishva Bharati Institute is looking forward to train a new class of future generation teachers.

1. Introduction:

Enlightened, emancipated and empowered teachers lead communities and nation towards better and higher quality of life. Teachers are expected to create social cohesion, national integration and learning society. They disseminate knowledge and also generate new knowledge therefore, it becomes essential for any nation to give necessary professional inputs to its teachers. Jain Vishva Bharti Institute pursues the curriculum for its pre-service teacher training programme for women candidates who are far behind but can lead the whole nation. This will is a special programme focussed with a strong foundation in Science of Living. The candidates are encouraged to flourish an environment that promotes value and technology based society.

Duration: The B.Sc -B.Ed programme is full time four years integrated programme.

Eligibility: A candidate who has passed senior secondary from any recognized Board and qualified entrance test conducted as per guideline of State Government.

Objectives:

- To give the subject knowledge of graduation level.
- To develop professionalism in teacher Education Programme.
- To motivate creative thinking and work among teacher trainees.
- To foster moral, social character and spiritual values of trainees.
- To develop Inter-relationship among Department, School and Society.
- To develop cognitive, Affective and Psycho-motor domain of the teacher trainees
- To promote for future Prospective, Employability and Skill based Teacher Training
- To develop Self Evaluation, Positive Attitude and self confidence
- To apply educational innovation and new strategies of the Teacher Education and trainees.

Scheme of Examination

1. Hindi/English shall be medium of instruction of examination.
2. Examination shall be conducted at the end of each semester as per the academic/examination calendar notified by the Institute.
3. Each theory paper will be valued as per marks division given in the prospectus which will include semester end theory exam. Practical (wherever applicable) and continuous internal assessment (CIA).
4. CIA will include the following components : (Education Subject)

- Attendance regularity 10 marks
- Class Tests 05 marks
- Assignments 10 marks
- Class Presentation/Seminar 05 marks

Total 30 marks

CIA will include the following components - (Only Science Subject)

The CIA comprises of attendance, participation in co-curriculum activities and group discussion etc.

The marks distribution will be as follows-

(1) Attendance - 5 marks

(2) Participation in co-curriculum activities, Prayer, Behavior of candidate, etc.) - 5 marks

(3) Group discussion/Presentation/desk work - 5 marks

Total - 15 Marks

5. Distribution of Marks- (Only Science Subject)
   - A. Theory - 60 Marks
   - B. Practical - 25 Marks
   - C. Continuous Internal Assessment - 15 Marks

   Total = 100 Marks

Paper Patern Only Science Subject :

Type of Questions	Number of Questions	Marks of Each Question	Maximum Marks
Objective type questions	10	½ mark for each question	05
Short answer type questions	4	2 marks for each question	08
Essay type questions	2	3½ marks	07
		Total Marks	20
		Total sum	20X3 = 60

Evaluation Panel:

CIA Concerned Two Subject teacher nominated by the HOD of the Department.

❖ **Internship Evaluation Panel:** Pre-Internship and Post Internship

- HOD of the concerned Department
- Departmental Supervisor/School Head Master/Principal of the School/Nominated School Teacher

Final Lesson Panel: (Two Teaching Subject)

❖ HOD of the concerned Department * Internal/External Subject Expert

❖ **EPC Evaluation Panel:** Theory/Practical and viva-voce Examination Panel will be :

❖ HOD of the concerned Department. * Internal Subject Expert

(B.Sc.-B.Ed)
Semester-I
Distribution of Papers, Marks and Credit

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 101	Childhood and Growing Up	**CC**	**4**	**30**	**70**	**100**
BSE 101	Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**100**
	Chemistry-II				**20**	
	Chemistry-III				**20**	
	Chemistry Practical				**25 Practical**	
BSE 102	Physics-I	**CE***	**4**	**15**	**20**	**100**
	Physics-II				**20**	
	Physics-III				**20**	
	Physics Practical				**25 Practical**	
BSE 103	Mathematics-I	**CE***	**4**	**15**	**20**	**100**
	Mathematics-II				**20**	
	Mathematics-III				**20**	
	Mathematics Practical				**25 Practical**	
BSE 104	Botany-I	**CE***	**4**	**15**	**20**	**100**
	Botany-II				**20**	
	Botany-III				**20**	
	Botany Practical				**25 Practical**	
BSE 105	Zoology-I	**CE***	**4**	**15**	**20**	**100**
	Zoology-II				**20**	
	Zoology-III				**20**	
	Zoology Practical				**25 Practical**	
JVB 101	Introduction to Jainism	**FC**	**4**	**30**	**70**	**100**
		Total	**20**	**105**	**395**	**500**

*Either BSE 102 & 103 Or BSE 104 & 105

(B.Sc.-B.Ed)
Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 201	Assessment for Learning	**CC**	**4**	**30**	**70**	**100**
EDU 202	Learning and Teaching	**CC**	**4**	**30**	**70**	**100**
BSE 201	Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**100**
	Chemistry-II				**20**	
	Chemistry-III				**20**	
	Chemistry Practical				**25** Practical	
BSE 202	**Physics-I**	**CE***	**4**	**15**	**20**	**100**
	Physics-II				**20**	
	Physics-III				**20**	
	Physics Practical				**25** Practical	
BSE 203	Mathematics-I	**CE***	**4**	**15**	**20**	**100**
	Mathematics-II				**20**	
	Mathematics-III				**20**	
	Mathematics Practical				**25** Practical	
BSE 204	Botany-I	**CE***	**4**	**15**	**20**	**100**
	Botany-II				**20**	
	Botany-III				**20**	
	Botany Practical				**25** Practical	
BSE 205	Zoology-I	**CE***	**4**	**15**	**20**	**100**
	Zoology-II				**20**	
	Zoology-III				**20**	
	Zoology Practical				**25** Practical	
		Total	**20**	**105**	**395**	**500**

*Either BSE 202 & 203 Or BSE 204 & 205

(B.Sc.-B.Ed)
Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 301	Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**100**
	Chemistry-II				**20**	
	Chemistry-III				**20**	
	Chemistry Practical				**25** Practical	
BSE 302	**Physics-I**	**CE***	**4**	**15**	**20**	**100**
	Physics-II				**20**	
	Physics-III				**20**	
	Physics Practical				**25** Practical	
BSE 303	Mathematics-I	**CE***	**4**	**15**	**20**	**100**
	Mathematics-II				**20**	
	Mathematics-III				**20**	
	Mathematics Practical				**25** Practical	
BSE 304	Botany-I	**CE***	**4**	**15**	**20**	**100**
	Botany-II				**20**	
	Botany-III				**20**	
	Botany Practical				**25** Practical	
BSE 305	Zoology-I	**CE***	**4**	**15**	**20**	**100**
	Zoology-II				**20**	
	Zoology-III				**20**	
	Zoology Practical				**25** Practical	
EDU 301	Understanding a Discipline and Subject	Any one **CE**	**4**	**30**	**70**	**100**
EDU 302	Innovative Methods					
JVB 301	Critical Understanding of ICT	**FC**	**2**	**15** Practical	**35**	**50**
JVB 302	Yoga and Preksha Meditation	**FC**	**2**	**15** Practical	**35**	**50**
		Total	**20**	**105**	**395**	**500**

*Either BSE 302 & 303 Or BSE 304 & 305

(B.Sc.-B.Ed)
Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 401	Gender , School and Society	**CC**	**4**	**30**	**70**	**100**
EDU 402	Reading and Reflecting on texts (EPC)	**CC**	**2**	**15**	**35 Practical and Viva-Voce**	**50**
EDU 403	Drama and Arts in Education (EPC)	**CC**	**2**	**15**	**35 Practical and Viva-Voce**	**50**
BSE 401	Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**100**
	Chemistry-II				**20**	
	Chemistry-III				**20**	
	Chemistry Practical				**25 Practical**	
BSE 402	**Physics-I**	**CE***	**4**	**15**	**20**	**100**
	Physics-II				**20**	
	Physics-III				**20**	
	Physics Prcatical				**25 Practical**	
BSE 403	Mathematics-I	**CE***	**4**	**15**	**20**	**100**
	Mathematics-II				**20**	
	Mathematics-III				**20**	
	Mathematics Practical				**25 Practical**	
BSE 404	Botany-I	**CE***	**4**	**15**	**20**	**100**
	Botany-II				**20**	
	Botany-III				**20**	
	Botany Practical				**25 Practical**	
BSE 405	Zoology-I	**CE***	**4**	**15**	**20**	**100**
	Zoology-II				**20**	
	Zoology-III				**20**	
	Zoology Practical				**25 Practical**	
		Total	**20**	**105**	**395**	**500**

*Either BSE 402 & 403 Or BSE 404 & 405

(B.Sc.-B.Ed)
Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 501	General English	**CC**	**4**	**30**	**70**	**100**
EDU 502	Contemporary India and Education	**CC**	**4**	**30**	**70**	**100**
BSE 501	Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**100**
	Chemistry-II				**20**	
	Chemistry-III				**20**	
	Chemistry Practical				**25** Practical	
BSE 502	Physics-I	**CE***	**4**	**15**	**20**	**100**
	Physics-II				**20**	
	Physics-III				**20**	
	Physics Practical				**25** Practical	
BSE 503	Mathematics-I	**CE***	**4**	**15**	**20**	**100**
	Mathematics-II				**20**	
	Mathematics-III				**20**	
	Mathematics Practical				**25** Practical	
BSE 504	Botany-I	**CE***	**4**	**15**	**20**	**100**
	Botany-II				**20**	
	Botany-III				**20**	
	Botany Practical				**25** Practical	
BSE 505	Zoology-I	**CE***	**4**	**15**	**20**	**100**
	Zoology-II				**20**	
	Zoology-III				**20**	
	Zoology Practical				**25** Practical	
		Total	**20**	**105**	**395**	**500**

*Either BSE 502 & 503 Or BSE 504 & 505

(B.Sc.-B.Ed)
Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 601	General Hindi	**CC**	**4**	**30**	**70**	**100**
EDU 602	Pre. Internship	**CC**	**4**	**100** Pre. Internship		**100**
BSE 601	Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**100**
	Chemistry-II				**20**	
	Chemistry-III				**20**	
	Chemistry Practical				**25** Practical	
BSE 602	Physics-I	**CE***	**4**	**15**	**20**	**100**
	Physics-II				**20**	
	Physics-III				**20**	
	Physics Practical				**25** Practical	
BSE 603	Mathematics-I	**CE***	**4**	**15**	**20**	**100**
	Mathematics-II				**20**	
	Mathematics-III				**20**	
	Mathematics Practical				**25** Practical	
BSE 604	Botany-I	**CE***	**4**	**15**	**20**	**100**
	Botany-II				**20**	
	Botany-III				**20**	
	Botany Practical				**25** Practical	
BSE 605	Zoology-I	**CE***	**4**	**15**	**20**	**100**
	Zoology-II				**20**	
	Zoology-III				**20**	
	Zoology Practical				**25** Practical	
		Total	**20**	**75**	**425**	**500**

*Either BSE 602 & 603 Or BSE 604 & 605

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 701	Creating and Inclusive Education	**CC**	**4**	**30**	**70**	**100**
EDU 702	Language Across the Curriculum	**CC**	**4**	**30**	**70**	**100**
BSE 701	Chemistry	Pedagogy of a School Subject **Any two CE**	**4**	**30**	**70**	**100**
BSE 702	Physics					
BSE 703	Mathematics					
BSE 704	General Science					
BSE 705	Biology	**CE**	**4**	**30**	**70**	**100**
BSE 706	Optional Course Environmental Education	**Any one EC**	**4**	**30**	**70**	**100**
BSE 707	Health and Physical Education					
BSE 708	Guidance and Counseling					
BSE 709	Distance Education					
BSE 710	Additional Course (Any one) 5.1 Chemistry					
	5.2 Physics					
	5.3 Mathematics					
	5.4 General Science					
	5.5 Biology					
		Total	**20**	**150**	**350**	**500**

Semester VIII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU-801	Knowledge and Curriculum (Part-A)	**CC** Any one	**4**	**30**	**70**	**100**
EDU-802	Knowledge and Curriculum (Part-B)					
EDU-803	Post Internship	**CC**	**16**	**160 Internship+ 120+120=240 Practical (Two Subjects final lesson)**		**400**
		Total	**20**	**30**	**470**	**500**

Semester I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU101	Childhood and Growing Up	**CC**	**4**	**30**	**70**	**100**

Objectives:

- Teacher tainees can aware about concept, methods & applications of Educational Psychology.
- To aware the trainees about concept and developmental dimensions of childhood.
- Trainees got informed about imagination, creativity & interests at school level.
- To know the related problems of Adolescence & remedies through Guidance & Counselling services.
- To aware about the process of human development
- To build sensitivity towards childrens' needs and capabilities within their socio-cultural context

Course Contents:

UNIT-I Educational Psychology and Development

a) Educational Psychology : Concept, Methods & Applications
b) Implications of Educational Psychology:Teachers, Curriculum, Class-room Situations
c) Indian Psychology : Concept and its implication
d) Growth & Development
e) Cognitive development:- Piaget & Bruner

UNIT-II Childhood and Its Development

a) Childhood : Its concept & characteristics
b) Childhood : Physical, Mental, Emotional, Social & Moral Development
c) Childhood : Dimensions to fostering Imagination, Memory & Creativity
d) Childhood : Activities for Personality Development
e) Childhood : Language Development

UNIT-III Adolescence and Its Development

a) Adolescence : Its Meaning & Characteristics
b) Adolescence : Physical, Emotional, Social, Spiritual & Moral Development
c) Adolescence : Fostering Thinking, Reasoning & Problem- solving abilities
d) Adolescence : Activities for Personality Development
e) Adolescence : Related Problems & Remedies
f) Guidance & Counselling services in schools

UNIT-IV Learner : Psychological Dimensions & New Trends

a) Personality : Concept, Types & Measurement
b) Intelligence & Multiple Intelligence : Meaning, Theories & Measurement
c) Creativity : Meaning, Development & Measurement
d) Adjustment : Concept, Process & Mechanism
e) Mental Health : Concept, Components & Scope

Assignment & Practical Works: (Any Two)

- Prepare a short term project to enhance Imagination, Creativity and Memory for school level students
- Prepare, administer and interpret a Case study/ Questionnaire related to problems of adolescence
- One term paper related to topics in above unit
- Organize various Guidance and Counseling campaign for secondary level students
- Administer, Score and interpret a standardized psychological test related to personality/Intelligence/ Creativity/ Mental Health/Adjustment
- Prepare a Survey report related to various psychological dimension, problems and related remedies for school students

Learning Outcomes: After completion of this course students would able to:

- ❖ Utilize the knowledge of Educational Psychology for school education.
- ❖ Apply the concept of Growth & Development in teaching field.
- ❖ Plan various activities to fostering imagination, creativity & interests at school level.
- ❖ Know about various aspects related to Cognitive, Emotional & Social development of learner.
- ❖ Diagnose related problems of Adolescence & remedies through Guidance & Counselling services

Suggested Readings:

1. Backett Chris (2004), Human Growth & Development, Sage Publication
2. Das, J. P. (1998), The Working Mind : An Introduction to Psychology, Sage Publication.
3. Chomskey, N. (1968), Language and Mind, Harcourt Brace, Jovanobich.
4. Singh Indramani & Parasuraman, Raja (1998) Human Cognition - A Multi Disciplinary Perspective, Sage Publication.
5. Baddeley, A. D. (1996) Human Memory : Theory and Practice, Washington, DC : Psychology Press.
6. Gruneberg, M. M.; Marris, P.E. & Skyes, R.N. (1998) (Eds) Practical aspects of memory; Current research and issues (Vol.2) John Wiley, New York.
7. Brown J. (1976), Recall and recognition, London.
8. Piaget, J. (1970), Science of Education and The Psychology of child, New York : Orion Press.
9. Hurlock, Elizabeth B. (2007), Child Development, Tata Mc Grow-Hill Publishing Company Ltd. New Delhi
10. गुप्ता, एस.पी., गुप्ता, अलका, (2007), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
11. पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
12. मंगल, एस.के.,(2008),शिक्षा मनोविज्ञान, प्रिंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड,नई दिल्ली
13. मूरजानी जानकी, नारंग, दर्शन कौर एवं मणिका मोहन, बाल विकास का मनोविज्ञान, अपोलो प्रकाशन, जयपुर
14. यादव, सियाराम, (2008),अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
15. शर्मा, जे.डी., (2008), मनोविज्ञान की पद्धतियाँ एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
16. श्रीवास्तव, प्रमिला, (2008), बाल विकास एवं शिक्षा संदर्शिका, कनिष्क पब्लिशर्स, नई दिल्ली

Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 101	Chemistry-I	Any Three CC	4	15	20	100
	Chemistry-II				20	
	Chemistry-III				20	
	Chemistry Practical				25 Practical	

Chemistry-Paper-I : Inorganic chemistry

Objectives:

- To understand about shape of s,p,d,f orbitals and atomic structure.
- To develop critical understanding about comparative study of differet elements on the basis of periodicity .
- To promote awareness about principles related to atomic structure and chemical bonding.
- To know about molecular orbital theory of homo and heteronuclear compounds.

Unit 1 : Atomic structure

Idea of de Broglie matter waves, Heisenberg uncertainty principle, atomic orbitals, Schrodinger wave equation, quantum number, radial and angular wave functions and probability distribution curves, shapes of s, p, d orbitals, Aufbau and Pauli exclusion principles, Hund's multiplicity rule. Electronic configuration of the elements, effective nuclear charge.

Unit2 : Periodicity of p- block elements & Chemistry of noble gases

Comparative study of p-block elements: group trends, electronic configuration, atomic and ionic radii, ionization energy, electron affinity, electronegativity, oxidation states, inert pair effect.

Introduction of noble gases,Chemical properties of the noble gases, compounds of noble gases, chemistry of xenon, stucture and bonding of xenon compounds.

Unit 3 : Chemical Bonding Part I

Introduction of chemical bonding, properties of covalent bond, valence bond theory and its limitations, directional characteristics of covalent bond, hybridization, energetics of hybridisation and shapes of different molecules and ions, Valence shell electron pair repulsion (VSEPR) theory to $SnCl_2$, H_3O^+, NH_3, H_2O, $TeCl_4$, ClF_3, ICl_2^-

Unit 4 : Chemical Bonding Part II

Linear combination of atomic orbitals, types of molecular orbitals, MO theory for homonuclear molecules and ions (H_2^+ to Ne_2), molecular orbital theory for heteronuclear molecules (CO, NO) multicentre bonding in electron deficient molecules, bond strength and bond energy, dipole moment, percentage ionic character from dipole moment and electronegativity difference.

Learning Outcomes: After complition the course student would able to:

- Explain the principles related to atomic structure, periodicity & chemical bonding.
- Plot and interpret probability distribution curves, electronic configuration, shapes of molecules and bonding structures.

- ❖ Identifies the relationship among periodicity of various elements and properties of chemical bonding.
- ❖ Classify the elements on the basis of atomic structure, periodicity and their basic properties.

Chemistry-Paper-II : Organic chemistry

Objectives:

- ❖ To understand about reaction mechanism of organic compounds.
- ❖ To aware about different types ofchemical reactions.
- ❖ To provide information about nomenclature of alkane and cycloalkane .
- ❖ To know about synthesis of alkenes and cycloalkenes .
- ❖ To acquaint about nomenclature and classification of Dienes and alkyns.

Unit-I : Mechanism of organic reaction

Homolytic and heterolytic bond breaking, Types of reagents , electrofiles and nucleofiles. Types of organic reactions, energy considerations, reactive intermediates-Carbocations, carbanions, free radicals, carbenes, arynes and nitrenes with examples. Assigning formal charges on intermediates and other ionic species. Method of determination of reaction mechanism (product analysis, intermediates, isotope effect, kinetic and stereo chemical studies)

Unit-II : Alkanes & Cycloalkanes

IUPAC nomenclature of branched and unbranched alkanes. The alkyl group. Isomerism in alkanes sources, methods of formation (with special reference of Wurtz reaction, Kolbe reaction, Corey House reaction and decarboxylation of carboxylic acids.) Physical properties and chemical reactions of alkanes, Mechanism of free radical halogenations of alkanes, orientation, reactivity and selectivity.

Nomenclature, method of formation, chemical reactions, Baeyer strain theory and its limitations. Ring strain in small rings (cyclopropane and cyclobutane), theory of strainless rings.

Unit-III : Alkenes & Cycloalkenes

Nomenclature of alkenes, methods of formation, mechanisms of dehydration of alcohols and dehydrohalogenatio n of alkyl halides, regioselectivity in alcohol dehydrations. The Saytzeff rule, Hofmann elimination. Physical properties and relative stabilities of alkenes. Chemical reactions of alkenes—mechanism involved in hydrogenations, Markownikoffs rule, hydroboration –oxidation, oxymercuration-reduction. Epoxidation, ozonolysis, hydration, hydroxylation and oxidation with $KMnO_4$, polymerization of alkenes. Subsititution at the allylic and vinylic position of alkenes. Industrial applications of ethylene and propene.

Method of formation, conformation and chemical reactions of cycloalkenes.

Unit-IV Dienes & Alkynes

Nomenclature and classification of dienes, isolated, conjugated and cumulated dienes, Structure of allenes and butadiene, methods of formation, polymerization, chemical reactions, 1,2and 1,4- additions, Diels-Alder reaction.

Nomenclature, structure and bonding in alkynes, methods of formation. Chemical reactions of alkynes, acidity of alkynes. Mechanism of electrofilic and nucleofilic addition reactions, Hydroboration-oxidation, metal – ammonia reduction, oxidation and polymerisation.

Learning Outcomes: After complition the course student would able to:

- Explain about reaction mechanism of organic compound.
- Know about synthesis of alkane and cycloalkanes .
- Classify various derivatives on the basis of isomerism, rules of reacitivity and theories.
- Apply the mechanism of chemical reaction for explaning chemical bonding, nomenclature of various compounds.

Chemistry-Paper-III : Physical chemistry

Objectives:

- To develop curiosity about mathematical concept and use of computer .
- To provide information about various laws and their implications .
- To aware about different states, Vander Waals equation and their derivations.
- To understand about liquid stage and classification of liquid crystals.

Unit I : Mathematical Concepts and Computer

Logarithmic relations, curve sketching, linear graphs and slopes **,**Differentiations of functions like k^x, e^x, x^n, sin x, log x: maxima and minima**,** Integration of some useful relevant functions: Permutations and combinations**,** Factorials and Probability **,**Application of computers in physical chemistry

Unit II : Gaseous States 1

Gaseous laws and their derivations, postulate of kinetic theory of gases and its derivation, deviation from ideal behavior, (with respect to pressure and volume), Vander Waals equation of state

Unit-III : Gaseous States 2

Critical phenomenon : PV isotherm of real gases, continuity of state, the isotherms of Vander Waals equation, relationship between critical constant and Vander- Waals constant, the law of corresponding states, reduced equation of state.

Root mean square, average and most probable velocity. Qualitative discussion of the Maxwell`s distribution of molecular velocities, collision number, mean free path and collision diameter. Liquification of gases.

Unit-IV : Liquid state

Intermolecular forces, structure of liquids (a qualitative description). Structural differences between solid, liquid and gases. Liquid crystals: difference between liquid crystal, solid and liquid. Classification, structure and application of liquid crystal.

Learning Outcomes: After complition the course student would able to:

- Plot and interpret various graphs, probability curves and structures of gaseous and liquid states.
- Explain logarithmic relations, root mean square and laws of corresponding liquid and gaseous states.
- Measure and calculate the differentiations of functions, collision number and probability to define various behavior of different states.

PRACTICALS

Inorganic chemistry

Qualitative Analysis: Semi microanalysis; separation and identification of three cations and three anions in the given inorganic mixture, specific tests for some typical combination of acid radicals.

Physical chemistry

Viscosity, Surface Tension

1. To determine the percentage composition of a given mixture (non-interacting systems) by viscosity method.
2. To determine the relative viscosity of given unknown organic liquid by viscometer.
3. To determine the relative surface tension of given unknown organic liquid by stalagmometer.
4. To determine the percentage composition of a given binary mixture by surface tension method.

Viva-Voce and Record

Suggested Reading:

1. कार्बनिक रसायन, सुरेश आमेटा, एच.के. पाण्डे, एच.एस. शर्मा, पींकी बी. पंजाबी एवं भूपेन्द्र शर्मा हिमांशु पब्लिकेशन्स, उदयपुर
2. अकार्बनिक रसायन, ओझा, भोजक, कोठारी, चतुर्वेदी, एवं वी.के. स्वामी, रमेश बुक डिपो, जयपुर
3. प्रायोगिक रसायन, भार्गव, लवानिया, ओझा, रमेश बुक डिपो, जयपुर
4. भौतिक रसायन, शर्मा, भार्गव, गुप्ता, रमेश बुक डिपो, जयपुर
5. कार्बनिक रसायन, विजयश्री मनोज छंगाणी, अल्का पब्लिकेशन, अजमेर
6. अकार्बनिक रसायन, विजयश्री कोठारी छंगाणी, अल्का पब्लिकेशन, अजमेर
7. प्रायोगिक रसायन, छंगाणी, विजयश्री, खण्डेलवाल, अल्का पब्लिकेशन, अजमेर
8. अकार्बनिक रसायन, जी.के. रस्तोगी, यशपाल सिंह, कॉलेज बुक हाऊस, जयपुर
9. भौतिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाऊस, जयपुर
10. प्रायोगिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाऊस, जयपुर
11. अकार्बनिक रसायन, लवानिया, गुप्ता, ओझा, बंसल, रमेश बुक डिपो, जयपुर

Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 102	Physics-I	CE*	4	15	20	100
	Physics-II				20	
	Physics-III				20	
	Physics Practical				25 Practical	

Physics-Paper-I : MECHANICS – I

Objectives:

- To understand the physical laws and frames of reference.
- To aware the concept of special theory of relativity.
- To develop knowledge about conservation law.
- To give information about rigid body dynamics.

UNIT-I Physical Laws and Frames of Reference:

Inertial and non-inertial frames, examples. Transformation of displacement, velocity and acceleration betweendifferent frames of reference involving translation. Galilean transformation and invariance of Newton's law. Noninertial frames, fictitous or pseudo forces, Transformation of displacement, velocity and acceleration between rotating co-ordinate systems, centrifugal acceleration, Coriolis force and its applications, Motion relative to earth. Foucault's pendulum

UNIT-II Special Theory of Relativity:

Postulates of special theory of relativity. Lorentz transformations, Addition of velocities and acceleration, Time dilation and length contraction. Variation of mass with velocity, Relativistic energy and mass energy relation.

UNIT-III Conservation Laws:

Conservative forces. Potential energy. Potential energy in gravitational and electrostatic field. Rectilinear motion under conservation forces. Discussion of potential energy curves and motion of a particle. Conservation of angular momentum about an arbitrary point, Precessional motion of spinning top, Spin precession in constant magnetic field.

UNIT-IV Rigid Body Dynamics:

Equation of motion of a rotating body, inertial coefficients, case of J not parallel to w, kinetic energy of rotation and idea of principle axis. Calculation of moment of inertia of a disc, spherical shell, hollow and solid spheres and cylindrical objects (cylindrical shell, solid cylinder) about their symmetric axis through centre of mass.

Learning Outcomes: On completion of the course students would able to:

- Applies relative motion Property.
- Discuss on the Parameters defining the motion of mechanical systems.
- Classify the interaction of forces between solids in mechanical systems.
- Describe the rigid body dynamics.
- Calculate the moment of inertia about symmetric axis & CM.

Suggested Readings :

1. Berkeley Physics Course Vol. 1, Mechanics (Mc Graw-Hill)
2. The Feynman Lecures on Physics, Vol. 1, R.P. Feynman R.B. Ligton and M.Sands (Narosa Publishing House)
3. P.Khandelwal - Oscillation and Waves, (Himalaya Publishing House, Mumbai)
4. R.S. Gambhir - Mechanics (CBS Publishers and Distributors, New Delhi)
5. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, 2015–16, यांत्रिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली

Physics-Paper-II : MECHANICS – II

Objectives:

- To understand the centre of mass frame.
- To aware the concept of motion under central forces.
- To develop knowledge about elasticity-I .
- To give information about elasticity-II and its examples.

UNIT-I Centre of mass frame:

Centre of mass, Two particle System, motion of centre of mass and concept of reduced mass, Conservation of energy and linear momentum, Collision of two particles in one and two dimensions (elastic and inelastic), Analysis of collision in centre of mass frame. Slowing down of

neutrons in moderator. System with varying mass. Angular momentum and charged particle scattering by a nucleus as an example.

UNIT-II Motion under central forces:

Motion under central force, Gravitational interaction, Inertial and gravitational mass. General solution undern gravitational interaction. Rutherford scattering. Discussion of trajectories. Cases of elliptical and circular orbits. Kepler's laws,

UNIT-III Elasticity-I:

Elasticity, Small deformations, Young's modulus, Bulk modulus and Modulus of rigidity for an isotropic solid, Poisson's ratio, relation between elastic constants. Elastic theorems.

UNIT-IV Elasticity-II:

Theory of bending of beams and Cantilever, Torsion of a cylinder, Bending moments and Shearing forces. Experimental determination of elastic constants by bending of beam.

Suggested Readings :

1. Berkeley Physics Course Vol. 1, Mechanics (Mc Graw-Hill)
2. The Feynman Lecures on Physics, Vol. 1, R.P. Feynman R.B. Ligton and M.Sands (Narosa Publishing House)
3. P.Khandelwal - Oscillation and Waves, (Himalaya Publishing House, Mumbai)
4. R.S. Gambhir - Mechanics (CBS Publishers and Distributors, New Delhi)
5. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, 2015–16, यांत्रिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली

Learning Outcomes: After complition the course student would able to:

- Describe center of mass.
- Applies the vector theorems of mechanics.
- Classify the analytical mechanics.
- Use of theory of bending of beam & cantilever to determine the deformation. Differentiating various elastic coefficients.

Physics-Paper-III: ELECTROMAGNETISM – I

Objectives:

- To understand the vector field and vector theory.
- To aware the concept of curl and the field of stationary charge.
- To develop knowledge about the field of moving charge.
- To give information about the magnetic field.

UNIT -I Vector Fields:

Partial derivative. Gradient of a scalar function. Line integral of a vector field. Divergence of a vector field. Divergence in the Cartesian coordinates, Concept of solid angle. Gauss divergence theorem, Gauss law in differential form, Gauss law from inverse square law, physical meaning of divergence of a vector, The Laplacian operator. Possion's and Laplace equations.

UNIT -II Curl and the Field of Stationary Charge:

Curl of a vector field, curl in Cartesian coordinates, Stoke's theorem, physical meaning of curl. Potential difference and potential function. Potential energy of a system. Application: energy required to build a uniformly charged sphere. Classical radius of the electron, potential and field due to a short dipole, torque and force on a dipole in a Z external field.

UNIT -III The Field of Moving Charge:

Magnetic force, Measurement of charge in motion, Invariance of charge. Electric field measured in different frames of reference, Field of a point charge moving with constant velocity, Force on a moving charge, Interaction between a moving charge and other moving charges.

UNIT – IV The Magnetic Field:

The definition of magnetic field, properties of the magnetic field. Ampere's circuital law with applications. Ampere's Law in the differential form. Vector potential. Poissions equation for vector potential. Field of any current carrying wire and deduction of Bio-Savart law.

Learning Outcomes: After complition the course student would able to:

- Describe the basic mathematical concepts related to electromagnetic vector fields.
- Discuss about the principles of electrostatics.
- Applies the principles of magneto statics.
- Differentiation between electric field and electric potential.
- Calculate boundary conditions.

Suggested Readings :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, 2015–16, विद्युत चुम्बकत्व, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली

Physics Practical: I

1. To study the variation of power transfer to different loads by a D.C. source and to verify maximum power transfer theorem.
2. To study the variation of charge and current in a RC Circuits with different time constant (using a DC source).
3. To study the behaviour of an RC Circuits with varying resistance and capacitance using AC mains as a Power source and also to determine the impedance and phase relations.
4. To study the rise the decay of current in an LR circuit with a source of constant emf.
5. To study the voltage and current behavior of an LR circuit with an AC power source. Also, determine power factor, impedance and phase relations.
6. To study the characteristics of a semiconductor junction diode and determine forward and reverse resistances.
7. To study the magnetic field along the axis of a current carrying circular coil. Plot the necessary graph and hence find the radius of the circular coil.
8. To determine the specific resistance of a materials and determine difference between two small resistance using Carey Foster's bridge.
9. To convert galvanometer into an ammeter of a given range.
10. To convert galvanometer into a voltmeter of a given range.
11. Any experiment according to theory paper.

Suggested Readings :

1. प्रभा दशोरा, 2015, प्रथम वर्ष प्रायोगिक भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली

Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 103	Mathematics-I	CE*	4	15	20	100
	Mathematics-II				20	
	Mathematics-III				20	
	Mathematics Practical				25 Practical	

Mathematics -Paper-I : Discrete Mathematics-I

Objectives:

- Discuss about the set, Relation and function-Binary Relation.
- To aware about the Boolean Algebra- Lattices and Algebraic Structure.
- Understand the Logic and Propositional Calculation.
- To discuss about duality.

Unit 1 : Sets, Cardinality, Principal of inclusion and exclusion, Mathematical induction. Relations and Functions- Binary relations, Equivalence relations and Partitions, Partial ordered relations and Lattices, Chains and Antichains, Pigeon Hole principle.

Unit 2: Boolean Algebras- Lattices and Algebraic structure, Duality, Distributive and Complemented Lattices. Boolean Lattices, Boolean functions and expressions.

Unit 3 ; Fundamental theorem of arithmetic, divisibility in Z, Congruences, Chinese Remainder Theorem, Euler's function, primitive roots.

Unit 4: Logic and Propositional Calculus, Propositions, Simple and compound, Basic Logial _,--eperations, Truth tables, Tautolo ies and contradictions Propositional Functions. quantifiers.

Learning Outcomes: After complition the course student would able to:

- Classify the terms set, Relation and function-Binary Relation.
- Interpret the Boolean Algebra- Lattices and Algebraic Structure.
- Solve the Fundamental Theorem of Arithmetic, Euler's Function.
- Calculate the Logic Problem.
- Describe the duality property.

Suggested Reading :

1. V.K.Balakrishnan, Introductory Discrete Mathematics, Prentice-Hall, 1996.
2. J.P. Tremblay and R. Manohar, Discrete Mathematical Structures with Applications to Computer Science, McGraw-Hill Book Co., 1995.

3. C.L. Liu, Elements of Discrete Mathematics, (Second Edition), McGraw Hill, International Edition, 1986.
4. Kenneth H. Roson, Discrete Mathematics and Its Applications, Tata Mc-Graw Hiils, New Delhi, 2003.
5. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड़, जितेन्द्र सैनी, विविक्त गणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
6. जी.सी. गौखरू सैनी, विविक्त गणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics -Paper-II : Differential Calculus

Objectives:

- To understand the series and type of series.
- To aware the concept of curvature.
- To develop knowledge about the partial differentiation.
- To give information about the conic section.

Unit I: Series — Infinite series and Convergent series. Tests for convergence of a series —Comparison test, D'Alembert's ratio test, Cauchy's n-th root test, Raabe's test, De-Morgan-Bertrand's test, Cauchy's condensation test, Gauss's test, (Derivation of tests is not required). Alternating series. Absolute convergence. Taylor's theorem. Maclaurin's theorem.

Unit 2: Derivative of the length of an arc. Pedal equations. Curvature — Various formulae, Centre of curvature and Chord of curvature.

Unit 3 Partial differentiation. Euler's theorem for homogeneous functions. Chain rule of partial differentiation. Total differentiation, Differentiation of implicit functions.

Unit 4: Envelopes and evolutes, Maxima and Minima of functions of two variables. Lagrange's method of undetermined 'multipliers. Asymptotes. Multiple poants. Curve tracing of standard curves (Cartesian and Polar curves).

Learning Outcomes: After complition the course student would able to:

- Identify the Test of convergence of a series.
- Calculate the Derivative of the Length of an Arc, Pedal Equation.
- Classify the Partial Differentiation.
- Use of theory of Envelopes and Evaluate Maxima & Minima of Functions of Two Variables.
- Calculate the Euler Theorem for Homogeneous Functions.

Suggested Reading:

1. Chandrika Prasad and Gorakh Prasad, A Text Book on Differential Calculus, Pothishala Pvt. Ltd., Allahabad, 1992.
2. Slituiti Narayan and P.K. Mittal, Differential Calculus, S. Chand & Co., N. D., 2013.
3. H.S.Dhami, Differential Calculus, Age Int. Ltd., New Delhi, 2012.
4. M. J. Strauss, G. L. Bradley and K. J. Smith, Calculus (3rd Edition), Dorling Kindersley (India) Pvt. Ltd. (Pearson Education), Delhi, 2007.

5. H. Anton, 1. Bivens and S. Davis, Calculus (7th Edition), John Wiley and sons (Asia), Pt Ltd., Singapore, 2002.
6. G.B. Thomas, R. L. Finney, M. D. Weir, Calculus and Analytic Geometry, Pearson Education Ltd, 2003.
7. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड़, जितेन्द्र सैनी, अवकलन गणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
8. जी. सी. गौखरू सैनी, अवकलन गणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics -Paper-III : Analytic Geometry I

Objectives:

- To understand the polar equation of conics.
- To aware the concept of circle of conics.
- To develop knowledge about the sphere and cone.
- To give information about the cylinder.

Unit I : Polar equation of conics, Polar equation of tangent, normal and asymptotes,

Unit 2 chord of contact, auxiliary circle, director circle of conics

Unit 3: Sphere, Cone,

Unit 4 ; Cylinder

Learning Outcomes: After complition the course student would able to:

- Discuss on the Concept of Polar Equation of Conics.
- To understand the 2-D & 3-D Geometry of Sphere and Cone.
- To identify the Polar Equation of Tangent.
- To understand the 2-D & 3-D Geometry of cylinder

Suggested Reading :

1. N.Saran and R.S.Gupta, Analytical geometry of Three Dimenssions, Pothishala Pvt. Ltd., Allahabad, 1992.
2. P.K. Jain and Khalil Ahmed, A Text Book of Analytical geometry of Three Dimenssions, Wiley-Eastern Ltd., 2000.
3. बी.एल. चौरसिया, संजीव त्यागी, अनिल शर्मा, बी. एल. जांगीड़, जितेन्द्र सैनी,एनालिटिक ज्यामिती, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
4. जी.सी. गौखरू सैनी,, एनालिटिक ज्यामिती, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 104	Botany-I	CE*	4	15	20	100
	Botany-II				20	
	Botany-III				20	
	Botany Practical				25 Practical	

Botany -Paper-I : MICROBIOLOGY

Objectives:

- To learn about the history, discovery, concept and applications of microbiology.
- To understand the ultra structures and classification of bacteria
- To know the structural component, cycle of life, reproduction of viruses with their diseases.
- To comprehend the basic concept of food spoilage and food preservation
- To aware the economic importance of bacteria and viruses

UNIT I: History and development of Microbiology

History and development of Microbiology; contribution of eminent scientists (Antony Van Leeuwenhoek, Louis Pasteur, Robert Koch, Elie Metchnikoff, Paul Ehrlich, Alexander Flemming, Selman A. Waksman, Edward Janner), spontaneous generation, biogenesis, germ theory of disease, vaccination and discovery of antibiotics, concept of quorum sensing and biofilms, microbial nutrition and scope of microbiology

UNIT II: Bacteria .

General characteristics, occurrence, classification, ultra structure of Bacterial cell: morphology (structure and shapes), flagella, capsule, nutritional types, chromatin material. Reproduction-vegetative, asexual and sexual (transformation, conjugation and transduction), Comparison of Archaebacteria and Eubacteria, Gram positive and Gram negative Bacteria, Cyanobacteria: Cell structure, reproduction and life history of *Nostoc*.

UNIT III: Viruse and Mycoplasma

Discovery, classification and structural component of Viruses, replication, lytic and lysogenic cycle, Bacteriophages, Structure and reproductive cycle of TMV and Pox virus, Transmission of viruses, Mycoplasma: Occurrence, morphology, reproduction and importance.

UNIT IV: Economic importance of bacteria and Viruses

Economic importance of bacteria with special reference to their role in agriculture, industry, waste management and biocontrol. Economic importance of viruses with special reference to vaccine production, role in research and medicine. Probiotics. Basic concept of food spoilage and food preservation.

Learning Outcomes: After complition the course student would able to

- Understand the ultra structures and classification of bacteria
- Describe the structural component, cycle of life, reproduction of viruses with their diseases.
- Discuss the history, discovery, concept and applications of microbiology.
- Comprehend the basic concept of food spoilage and food preservation
- Explain the economic importance of bacteria and viruses

Suggested Readings:

- Agrawal, K. and Sharma, J. 2014. A Text book of Mycology, Microbiology and Plant Pathology. CBH publisher, Jaipur.
- Aneja, K. R. 2003. Experiment in Microbiology, Plant Pathology and Biotechnology. New age international (P) Ltd. Publishers, New Delhi.
- Biswas, S. B. and Biswas, A. 2000. An introduction of Viruses. Vikas publications, New Delhi.
- Dubey, R. C. and Maheshwari, D. K., 2002. A Text Book of Microbiology. S. Chand and Co., New Delhi.
- Kumar, H. D. and Kumar, S. 1998. Modern Concepts of Microbiology. Vikas publishing house Pvt. Ltd., New Delhi.
- Madahar, C. L. 2001. Introduction of Bacteria. Mc Graw Hill Edu. Pvt. Ltd., London.
- Mckane, L. and Judy, K. 1996. Microbiology: Essentials and Applications**.** McGraw Hill, New York.
- Pandey, S. N. and Trivedi, P. C. 2005. A text book of Fungi, Bacteria and Virus. Vikas Publishing House, New Delhi.
- Pelczar, M.J. Microbiology. *5th edition***,** Tata Mc Graw-Hill Co., New Delhi.
- Presscott, L., Harley, J. and Klein, D. 2005. Microbiology**.** 6th edition**,** Tata Mc Graw-Hill Co., New Delhi.

- Purohit, S. S. 2002. Microbiology. Agro. Bot. Publication, Jodhpur.
- Sharma, P. D. 2003. Microbiology and Pathology. Rastogi Publication, Meerut.
- Singh, V. and Srivastava, V. 1998. Introduction of Bacteria. Vikas Publication, New Delhi.
- Singh, R. P. 2010. Microbiology. Kalyani Publishers, New Delhi.

Botany -Paper-II : ALGAE AND LICHENS

Objectives:

- ❖ To know the characteristics, structure, habitat, types and evolution of algae
- ❖ To understand various aspects of photosynthetic pigments with special reference to chlorophyll and xanthophylls.
- ❖ To learn about the characteristics with reference of examples of phaeophyceae and Rhodophyceae
- ❖ To get aware the economic importance of algae
- ❖ To get knowledge about the life cycle and economic importance of lichens.

UNIT I: **Basics of algae**

General characters, classification of algae (Fritsch, Smith), diversity in habitat, range of vegetative thallus organization, cell structure photosynthetic pigments and reserve food material, Reproduction: vegetative, asexual and sexual, evolution of sex in algae**,** types of life cycles.

UNIT II: Chlorophyceae and Xanthophyceae

Chlorophyceae: General characteristics, thallus organization, cell structure, reproduction and life cycle of *Chlamydomonas, Volvox, Chara.*

Xanthophyceae: General characteristics, *Vaucheria*: Thallus organization, cell structure, reproduction and life cycle.

UNIT III: Phaeophycae and Rhodophyceae:

Phaeophycee: General characteristics, *Ectocarpus*: Thallus organisation, cell structure, reproduction and life cycle.

Rhodophyceae: General characteristics, *Polysiphonia*: Thallus organisation, cell structure, reproduction and life cycle.

UNIT IV: Lichens

Economic importance of algae, isolation and culture of algae. Lichens: General characters, types, structure, multiplication, reproduction and economic importance, its importance as colonizers and indicators of environment.

Learning Outcomes: After complition the course student would able to:

- ❖ Describe various aspects of photosynthetic pigments with special reference to chlorophyll and xanthophylls.
- ❖ Differentiate the characteristics of phaeophyceae and Rhodophyceae
- ❖ Explain characteristics, structure, habitat, types and evolution of algae
- ❖ Interpret the economic importance of algae
- ❖ Comprehend the life cycle and importance of lichens

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Suggested Readings:

1. Bold, H. C. and Wayne, M. J. 1996. Introduction to Algae. 2nd Edition. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
2. Ghemawat, M. S., Kapoor, J. N. and Narayan, H. S. 1976. A Text book of Algae. Ramesh Book Depot., Jaipur.
3. Gilbart, M. S. 1985. Cryptpogamic Botany. Vol. I and II second edition. Tata McGra Hill Publishing Co. Ltd., New Delhi.
4. Kumar, H. D. 1998. Introductory Phycology. Affiliated East-West Press Ltd., New York.
5. Lee, R.E. 2008. Phycology. Fourth Edition, Cambridge University Press, USA.
6. Sambamurthy, A.V.S.S. 2006. A Textbook of Algae**.** I. K. International Pvt. Ltd., New Delhi.
7. Singh.V., Pandey, P. C. and Jain, D. K. 2001. A Text book of Botany. Rastogi Publication, Meerut.
8. Thakur, A. and Bassi, S., 2007. Diversity of microbes and Cryptogams. S. Chand and Co., New Delhi.
9. Van den Hoek, C., Mann, D.J. and Jahns, H.M. 1995. Algae: An introduction to Phycology**.** Cambridge Univ. Press., England.
10. Vashitha, B. R. 2002. Botany for degree students (Algae and Bryophytes). S. Chand and Co. Ltd., New Delhi.

Botany -Paper-III: Mycology and Plant Pathology

Objectives:

- To understand general characteristics, classification, structure, reproduction of fungi.
- To learn about general diseases caused by fungi, bacteria, viruses in plants
- To know general characteristics of oomycetes, zygomycetes
- To gain knowledge about other classes i.e. ascomycetes, basidiomycetes and deuteromycetes with examples.
- To understand the general characteristics of deuteromycetes

UNIT I:

Fungi : General characteristics, classification (Alexopoulus and Mims's), thallus, cell structure, nutrition, asexual, sexual reproduction, homothallism, heterothallism and heterokaryosis.

Plant disease:Biotic and abiotic diseases,important symptoms caused by fungi, bacteria,virus andMLOs(Blight,mildew,Downy mildew and green ear, rust, smut, canker ,mosaic, little leaf, gall) etc.

UNIT II:

General account of class chytridiomycetes, general characteristics, structure and life cycles/disease cycles of members of oomycetes and zygomycetes with special reference to the genera: *Albugo* (white rust disease) , *Sclerospora* (Downey mildew/Green ear disease) .

UNIT III:

General characteristics, structure and life history/disease cycle of class Ascomycetes Basidiomycetes and Deuteromycetes with special reference to the genera: *Aspergillus, Claviceps(ergot disease), Peziza, Puccinia (rust disease) and Agaricus.*

UNIT IV:

General characteristics and structure and life cycle of class Deuteromycetes with special references to *Alterneria (early blight of potato disease),* sex degeneration in fungi and economic importance of fungi.

Learning Outcomes: After complition the course student would able to:

- Understand general characteristics, classification, structure, reproduction of fungi.
- Discuss general characteristics of oomycetes, zygomycetes
- Get knowledge about other classes i.e. ascomycetes, basidiomycetes and deuteromycetes .

- ❖ Larn about general diseases caused by fungi, bacteria, viruses in plants
- ❖ Classify the division Fungi.

Suggested Readings:

- Alexopoulos, C.J. and Mims, C.V. 1988. Introductory Mycology. John Wiley and Sons, New York.
- Dubey, H.C. 1989. Fungi. Rastogi publication, Meerut.
- Pandey, S. N. and Trivedi, P. S. 1994. A text book of Fungi, Bacteria and Virus. Vikas Publishing House, New Delhi.
- Sarabhai, R.C. and Saxena, R.C. 1990. A textbook of Botany. Rastogi publication, Meerut.
- Vashishta, B. R. 2001. Botany for degree student's Fungi. S. Chand and company, New Delhi.
- Webster, J. and Weber, R. 2007. Introduction to Fungi. 3rd edition, Cambridge University Press, Cambridge.

PRACTICAL I

1. Introduction of handling and maintenance of laboratory equipments.
2. The components, use and care of compound microscope.
3. Study of the types of bacteria from temporary/permanent slides.
4. Introduction of techniques of slide preparation, stain preparation and staining.
5. Gram's staining of bacteria from curd.
6. Preparation of microbiological culture media (potato dextrose agar, nutrient agar).
7. Isolation of bacteria from soil..
8. Study of vegetative and reproductive structures of: *Nostoc, Chlamydomonas Volvox, Chara, Voucheria, Ectocapus, Polysiphonia.*
9. Study of different types of lichens.
10. Nuclear staining of filamentous fungi.
11. Preparation of slides and study of following genera through temporary mounts and permanent slides:
12. *Albugo, Aspergillus, Claviceps, Peziza, Puccinia, Agaricus Alternaria* .
13. Study of plant diseased specimens caused by fungi, viruses, bacteria and mycoplasma.
14. Measurement of fungal extracellular enzymes..
15. Collection, identification and submission of minimum 3 diseased specimens.

Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 105	Zoology-I	CE*	4	15	20	100
	Zoology-II				20	
	Zoology-III				20	
	Zoology Practical				25 Practical	

Zoology- Paper-I: Life and Diversity of animals - Nonchordata-I

Objectives:

- ❖ To discuss the animal kingdom.
- ❖ To understand the general characteristics and Classification of Phylum protozoa.
- ❖ To develop the general characteristics and Classification of Phylum porifera.
- ❖ To understand the general characteristics and Classification of Phylum platy helminthes
- ❖ To understand the external features and life cycle of fasciola.

Unit I: Principles of Taxonomy:

1.1 Nomenclature system, Binomial nomenclature, Trinomial nomenclature, Rules of nomenclature

1.2 Concept of five kingdoms, Levels of Organisation, Basis of classification (Number of Cells, Symmetry, Coelom, Embryogeny, Segmentation)

Unit II:

2.1 Phylum Protozoa

Salient features and classification of Protozoa up to Class

Type study – Paramecium (Salient Features, Locomotion, Nutrition and Reproduction)

2.2 Phylum Porifera

Salient features and classification of Porifera up to Class

Type study- Sycon Canal system of Sponges Skeletal System

Unit III

3.1 Phylum Coelenterata

Salient features and classification of Coelenterata up to Class

Type study – Obelia (External Features, Nutrition, Excretion, Reproduction)

Polymorphism in Coelenterates

UNIT IV

4.1 Phylum Platyhelminthes

Salient features and classification of Platyhelminthes up to Class Type study- Taenia (External features and life cycle)

Type study- Fasciola (External Features and Life Cycle)

Learning Outcomes: After complition the course student would able to:

- Understand general taxonomic rules on animal classification, the principles and methods of taxonomy, the Levels of structural organization and the Basis of Classification -Coelom, symmetry, segmentation and its types.
- Classify the phylum Protozoa, Porifera & Coelenterata using examples, Understand the Locomotion in Protozoa, canal system of sponges, Coral and coral reefs & economical importance of Protozoa, Porifera.
- Clarify the external features and life cycle of fasciala.
- Discuss the sycom canal sysem of sponges skeletal system.
- Describe salient features & classification of coelenterate up to class

Zoology- Paper-II: Life & Diversity of Animals Nonchordata- II

Objectives:

- To discuss the general characteristics and Classification of Phylum Annelida .
- To understand the general characteristics and Classification of Phylum Arthropod.
- To understand the general characteristics and Classification of Phylum Echinodermata.
- To understand the general characteristics and Classification of Phylum Hemichordate.
- To classify the general characteristics and classification of Phylum Mollusa.

Unit I:

1.1 Annelida:

General characters and outline classification up to classes with examples.

Type-study: Morphology, Digestive, Excretory, & Reproductive systems of leech

1.2 Arthropoda:

General characters and outline classification up to classes with examples.

Type Study: Palemon: - Morphology, Digestive, Excretory, & Reproductive systems.

Unit II:

2.2 Mollusca:

General characters and outline classification up to classes with examples.

Type Study: Pila: External characters, Skeletal, Digestive, Respiration, & Reproductive systems.

Unit III:

3.1Echinodermata:

General characters and outline classification up to classes with examples.

Type Study: Asterias (External characters, Skeletal, Digestive, Respiration, & Reproductive systems)

Unit IV:

4.1 Hemichordata:

General characters and outline classification up to classes with examples.

Salient features of Balanoglossus

Learning Outcomes: After complition the course student would able to:

- Classify Phylum Annelida with taxonomic keys, and a basic idea of parasitic adaptations.
- Write down the classification and characteristics of Phylum Arthropoda,
- Write down the classification and characteristics of Phylum Mollusca Echinodermata & Hemichordata and Understand the process of pearl formation and water vascular system of star fish.
- Describe in the productive system of Leech.
- Classifiy in salient features of banlanoglessus

Zoology- Paper-III: Cell Biology

Objectives

- To understand the structures and purposes of basic components of prokaryotic and eukaryotic cells, especially macromolecules, membranes, and organelles
- To understand how these cellular components are used to generate and utilize energy in cells
- To understand the cellular components underlying mitotic cell division.
- To develop the structure an function of mitochondria
- To identify the lysosome structure polymorphism and function

Unit – I

1.1 Introduction to cell: Size, shape, ultra structure and characteristics of prokaryotic and eukaryotic cell, Cell theory

1.2 Endoplasmic reticulum: Types, Ultra structure and functions

1.3 Golgi complex: Ultra structure and functions

Unit – II

2.1 Structure and Function of mitochondria;

2.2 Lysosome: Structure, polymorphism and functions

Unit – III

3.1 Cytoskeleton: Organization and functions of Centrosome, Cilia and Flagella

3.2 Cell- communication: types of Cell Junctions

3.3. Cell proliferation: Events in different phases of cell cycle

Unit – IV

4.1 Ribosome: Structure, Types, Lake's model and functions

4.2 Mitosis (Different Phases and Significance)

4.3 Meiosis (different phases and significance)

Learning Outcomes: After complition the course student would able to:

- ❖ Develop an understanding of the cytoskeleton and cell membrane
- ❖ The cell cycle, structure of mitochondria and types of cell divisions.
- ❖ Students are able to discuss the cell, structure of ribosome, lysosome and golgi complex.
- ❖ Students are able to discuss the endoplasmic recticulum structure .
- ❖ Studetns are able to classify in structure and function of mitochondria

Practical

Zoology: PRACTICAL Based on paper I, II and III

Notes:

1. With reference to whole mounts and museum specimens, in case of unavailability of certain animal types, diagrams, photographs, models and digital techniques etc. should be substituted. Study will include classification (up to orders) with diagnostic characters and comments.
2. Candidates will keep a record of all work done in the practical class.

Paper-I: Life and Diversity of Animals- Nonchordata – I (Protozoa to Aschelminthes)

I. Microscopic Techniques : Organisation and working of optical microscopes: Dissecting and Compound Microscope:

II. Study of museum specimens (Classification of animals up to orders)

I. Protozoa: Euglena, Volvox, Elphidium (Polystomella), Foraminiferous shell, Monocystis, Opalina, Paramoecium, Paramoecium showing Binary fission, Paramecium Conjugation, Balantidium, Nyctotherus, Vorticella
II. Porifera: Sycon, Leucosolenia, Hyalonema, Euplectella, Spongilla
III. Coelenterata : Obelia Colony & Medusa, Millepora, Physalia, Vellela, Aurelia, Alcyonium, Gorgonia, Pennatula, Metridium, Stone Corals
V. Ascheliminthes : Ascaris, Drancunculus, Ancylostoma, Wuchereria

2. Study of Permanent Slides

I. Porifera: Sponge gemmules, Sponge spicules,V.S. Sycon, T.S. Sycon,
II. Coelenterata: Obelia medusa, Obelia Colony
III. Platyhelminthes: Miracidium, Sporocyst, Redia and Cercaria, Metacercaria larvae of Fasciola, Hexacanth and Onchosphere larvaa of Taenia solium, Scolex ofTaenia, Mature and gravid proglottids ofTaenia solium.

3. External features and Anatomy through audio visual presentation

I. Cockroach: External features, Mouth parts, Digestive, nervous and reproductive system
II. Earthworm: External Features, Digestive, nervous and reproductive system

Paper-II : Life and Diversity of Animals – (Annelida to Hemichordata)

1. Study of museum specimens (Classification of animals up to orders)

I. Annelida: Nereis, Heteronereis, Aphrodite, Chaetopterus, Arenicola,

I. Arthropoda: Peripatus, Lepus, Palemon, Eupagurus (hermit Crab), Carcinus (Crab), Scolopendra, Julus, Scorpion, Spider, Limulus, Cysticerca/Locust, Dragonfly, Queen Termite, Cymax, Moth/ Butterfly,

II. Mollusca : Chiton, Dentalium, Cyprea, Pila, Aplysia, Mytilus, Pincteda, Loligo, Sepia, Octopus, Nautilus

III. Echinodermata: Antedon, Asterias, Ophiothrix, Echinus, Holothuria

IV. Hemichordata: Balanoglossus

2. Study of permanent slides

I. Annelida: Parapodia of Nereis, T.S. of Leech through Buccal Cavity and Crop II. Arthropoda: Crustacean Larvae- Nauplius, Zoea, Metazoea, Megalopa, Mysis III. Mollusca: Veliger and Glochidium larvae, T.S. of Unio Shell

IV. Echinodermata: T.S. of arm of star fish

V. Hemichordata: Balanoglossus through collar and proboscis

3. Audiovisual demonstration

I. Prawn: Appendages, digestive, Nervous and Reproductive system, Statocyst, Hastate Plate

ii. Pila: Nervous system, Osphradium, Gills, Radula

Paper III: Cell Biology

1. Study of pictures of ultra structure of prokaryotic cell & eukaryotic cell
2. Demonstration of mitosis cell division in onion root tips by squash method
3. Demonstration of meiosis through audio visual Presentation
4. Study of mitochondria in Buccal Epitheli

Suggested Reading:

Life and Diversity of Animals – Non Chordates-I & II

1. Barnes, R. (1981). Invertebrate zoology. *W. B. Saunders Co*
2. Barrington, E. W. J. (1969). Invertebrate structure and function. *ELBS*
3. Barradaile L.A. & Potts F.A.The Invertebrate
4. Jordan, E. L. & Verma, P. S. Invertebrate Zoology. *S. Chand & Co*.
5. Kotpal, Agrawal&Khetrapal. Modern Text Book of Zoology - Invertebrates,
6. Puranik P.G. & Thakur R.S.Invertebrate Zoology
7. Majupuria T.C. Invertebrate Zoology
8. Dhami & Dhami. Invertebrate Zoology
9. Parker & Hashwell, Textbook of Zoology Vol. I (Invertebrates) A.Z.T.B.S. Publishers
10. R.L. Kotpal, 2007, Phylum Protozoa to Echinodermata (series), Rastogi and Publication, Meerut
11. Vidyarthi – Text Book of Zoology, Agrasia Publishers, Agra
12. Marshal & Williams. Text book of zoology.
13. Boolotin & Stiles. College zoology. MacMillan
14. Kohli, Triguranayati, 2007, Invertebrate, R.B.D. Publishing House, Jaipur

Practical Books

15. A manual of Practical Zoology Invertebrates – P. S. Verma
16. Dr. S.S. Lal Practical Zoology Invertebrates 9th edition,Rastogi Publication Meerut & Distributors, New Delhi

Suggested Reading : Cell Biology:

1. Alberts et al (2001). Molecular biology of the cell. Garland publications.
2. De Robertis, E. D. P. & De Robertis, E. M. F. (1987). Cell and molecular biology. Lea & Febiger Intl. ed.
3. Powar, C. B. (1986). Cell biology. Himalaya Publ.
4. Burke, J. D. C. (1970). Cell biology. *William & Wilkins Co*
5. Dr. S.P. Singh, Dr. B.S. Tomar., Cell Biology 9th revised edition, Rastogi Publication, Meerut
6. Gupta P.K., Cell and Molecular Biology, Rastogi Publication, Meerut

7. Veer Bala Rastogi. Introduction to Cell Biology, Rastogi Publication, Meerut
8. Verma and Agrawal .Concepts of Cell Biology
9. Narendra Jain, Maya Singh, Shikha Patni, S.K. Singh, 2016, Cell Biology and Genetices, College Book Center, Jaipur
10. K.C. Soni, 2008, Cell Biology and Genetices, College Book Center, Jaipur

Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
JVB 101	Introduction to Jainism	**FC**	**4**	**30**	**70**	**100**

Objectives:

- To understanding about Jain Ethics & Conduct.
- To acquire knowledge of Jain way of life.

Unit I: Jain History

1. Antiquity of Jainism (*Risabha and Mahavira*)
2. Time cycle
3. Jain religious Schools, Orders, and Sects
4. Jain Festival
5. Jain Literature

Unit II: Jain Metaphysics

6. Concept of Reality
7. Cosmology: Jain Perspective
8. The Nine Truths of Classical Jainism
9. Jain life style
10. Salvation and way of it

Unit III: Jain Principal

11. Non-violence
12. Non-possession
13. Non-absolutism

Unit IV: Jain Principal

14. Syadvada
15. Karmavada
16. Jain Meditation

Learning Outcomes: After complition the course student would able to:

- Understanding about Jain Ethics & Conduct.
- Acquire knowledge of Jain way of life.

Suggested Reading

- Acharya Mahaprajna. Jaina Darsana: Manana Aura Mimamsa, Adarsh Sahitya Sangh, Churu,
- Jain Dharma, By Pt. Kailash Chand Jain
- Jain Darshan, By Pt. Kailash Chand Jain

- Shastri Nemichandra, Tirthankara Mahaveer aura Unki Acharya Parampara, Vol.-I., Prachya Shramana Bharati, Mujaffar Nagar, U.P.
- Jain itihas aura sanskriti,By Dr Samani Riju Prajna, JVBU, Ladnun
- Jain Tattva mimansa aura Achara Mimansa, By Dr Samani Riju Prajna, JVBU, Ladnun

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 201	Assessment for Learning	**CC**	**4**	**30**	**70**	**100**

Objectives:

- To describe the role of assessment in education.
- To distinguish among measurement, assessment and evaluation.
- To explain different forms of assessment that aid student learning.
- To use wide range of assessment tools, techniques and construct these appropriately.
- To evolve realistic, comprehensive and dynamic assessment procedures.
- To calculate item difficulty and discrimination power of a test item.
- To prepare a good achievement test on any school subject.
- To realize the importance of continuous and comprehensive evaluation in the process of students learning.

Course contents:

Unit I - Assessment and Evaluation in Education

a) Concept of measurement, assessment and evaluation
b) Types,Need, scope and relevance of evaluation
c) Principles of assessment and evaluation
d) Test, scale and measurement
e) Types of scale : nominal, ordinal, interval and ratio

Unit II -Tools and Techniques of Assessment and Evaluation

a) Characteristics of a good measuring instrument
b) Achievement test: steps of construction of achievement test – Teacher made and Standardized test
c) Types of test items and its construction : subjective test items and objectives test item
d) Diagnostic test construction and preparation of remedial materials
e) Analysis of test items – item difficulty level and item discrimination power

Unit III -Trends in Assessment

a) Continuous and Comprehensive Evaluation
b) Marking system vs Grading system
c) Semester system (C B C S) Chioce Based Credit System
d) Open book examination and question bank

Unit IV - Basic Statistics in Evaluation

a) Measure of Central Tendency:
   - Mean
   - Median
   - Mode
b) Measure of variability
   - Range
   - Quartile Deviation
   - Average Deviation
   - Standard Deviation

Assignment & Practical Works: (Any Two)

- Prepare an achievement test of any school subject of secondary school.
- Write one term paper with in the content
- Construct a remedial material for school students in any content problems.
- Select, analyses and try- out a sample tool/test with item discrimination power.

Learning Outcomes: After completion of this course students would able to:

- Describe the role of assessment in education.
- Distinguish measurement, assessment and evaluation.
- Explain different forms of assessment that aid student learning.
- Use wide range of assessment tools, techniques and construct these appropriately.
- Evolve realistic, comprehensive and dynamic assessment procedures.
- Calculate item difficulty and discrimination power of a test item.
- Prepare a good achievement test on any school subject.
- Realize the importance of continuous and comprehensive evaluation in the process of students learning

Suggested Readings:

1. Agrawal, J C. (1997), Essential of Examination System, Evaluation, Test and Measuremrnt. New Delhi: Vikas Publishing House Pvt. Lt..
2. Banks, S.R. (2005), Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
3. Blooms, B.S. (1956), Taxonomy of Educational Objective. New York: Longman Green and Company.
4. Cooper, D. (2007), Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson.
5. Earl, L.M. (2006), Assessment of Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, Clifornia: Corwin Press.
6. Gronlund, N.E. (2003), Assessment of Student Achievement. Boston: Allyn & Bacon.
7. Kaplan, R.M. & SaccuzzoD.P. (2000), Psychological Testing, Principles, Application& Issues. California: Wordsworth.
8. Linn, R.L. & Gronlund, N.E. (2000), Measurement and Assessment in Teaching. London: Merrill Prentice Hall.
9. Noll, N.H. S cannell, D.P. & Craig, RC. (1979), Introduction to Educational Measurement. Boston: Houghton Miffin.
10. Macmillan, J.H. (1997), Classroom Assessment, Principles and Practice for Effective Instruction. Boston: Allyn and Bacon.
11. Hopkins, KD. (1998). Educational and Psychological Measurement and Evolution. Boston: Allyn and Bacon.
12. Chohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996), Psychological testing and Assessment. An Introduction to the Test and Measurement. California: Mayfield Publishing Co.
13. National Council of Educational Research and Training (2005), National Curriculum Framework, New Delhi: NCERT
14. National Council of Educational Research and Training (2006). Position paper: Examination Reform. New Delhi: NCERT

15. National Council of Educational Research and Training (2008). Source Book on Assessment for class I-V: Social Science. New Delhi: NCERT

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 202	Learning and Teaching	**CC**	**4**	**30**	**70**	**100**

Objectives:

- To acquire the basic knowledge of learning and Teaching.
- To understand the implications of educaiton.
- To develop various methods of teaching.
- To understand the various application of educaiton.

Course Contents:

Unit -I Basics of Learning

a) Learning : concept, Nature and characteristics.
b) Factors Affecting Learning.
c) Laws and Types of Learning.
d) cognitive Learning- Peaget, Bruner.
e) Transfer of Learning

Unit-II : Theories of Learning and their Educational Implications.

a) Trial and Error theory.
b) Classical conditioning theory.
c) Operant conditioning theory.
d) Insight theory of Learning.
e) Social Learning theroy (Bandura)

Unit-III Concept variables and models of Teaching

a) Teaching : concept, Nature and characteristers.
b) Variables of Teaching and their functions.
c) Factors Affecting Teaching and Teaching process.
d) Relationship between teaching and Learining.
e) Teaching model- concept, functions, sources and elements.

Unit-IV Theories and Application of Teaching

a) Levels of Teaching - memory, understanding and Reflective.
b) Teaching theories-concept, need, types and utility.
c) Analyzing Teaching in Deverse classrooms.
d) Teaching as a complex activity.
e) Teaching as a profession.

Assignment & Practical Works:

- One term paper on any topic related with above Unit.
- One Practical on any topic related with above Unit.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire knowledge and understanding of learning and Teaching.
- ❖ Understand the theories of learning.
- ❖ Develop the skill of active engagement of students in teaching learning activity.
- ❖ Investigate differences and connections between learning in school and learning outside school.
- ❖ Inculcate the knowledge of teaching and its process.
- ❖ Understand learners, learning process and school.

Suggested Readings:

1. Baron, R.A., and Byrne D., (2002), Social Psychology, (10th Ed.), Prentice Hall of India Private Limited, New Delhi.
2. Beckett Chris (2004) Human Growth & Development, Sage Publications.
3. Browne, J.D. (1970), Development of Educational Technology in college of Education, councils in Education Press.
4. Cooper, I.M. (1960), Classroom Teaching Skills, D.C. Heathco, Toronto, 1960.
5. Coulson, J. E. (1962), Programme Learning and Computer Based Instruction, Wiley, New York.
6. Domain Book - I (1956), McKay, New York.
7. Gross, Richard (2003), Key studies in Psychology (IV Ed.), Hedder & Stoughton.
8. Khanna, S.D. and etal. (1984), Technology of Teaching and Teacher Behaviour, Vth edition, Doaba house, Delhi.
9. Kulkarni, S.S. (1986), Introduction to Educational Technology, Oxford and IBH publishing co.
10. Kumar, K.L. (1997), Educational Technology, New Age International, Pub., New Delhi.
11. Lindzey, G. & Aronson, E. (Eds.) (1969). Handbook of Social psychology, Addison Wesley, New York.
12. Mohanthy Jagannath; Educational Technology, Deep and Deep Pub., New Delhi.
13. Rai and Rai, Effective Communication, Himalaya Pub., Delhi 2001.
14. Rajaraman, V, Computer programming in pascal, Prentice Hall of India, New Delhi.
15. Rajaraman, V; Computer programming in Fortran, Prentice Hall of India, New Delhi.
16. Rao, Usha, Educational Technology, Himalaya Pub. House, Bombay, 1994.
17. Sarafino Edward P., (1994), Health Psychology, Biopsychosocial Interactions
18. Saraswathi, T. (2003) –Cross-cultural Perspective in Human Development, Sage Publication
19. गुप्ता, एस.पी. गुप्ता अलका, (2007), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
20. पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
21. मंगल, एस.के., (2008), शिक्षा मनोविज्ञान, प्रिंटिर्स हॉल ऑफ इण्डिया प्राइवेट, नई दिल्ली.
22. वर्मा, प्रीति, श्रीवास्तव डी.एन., (2008), आधुनिक सामान्य मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा.
23. यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
24. शर्मा गणपतराम, व्यास हरिश्चन्द्र, (2007), अधिगम–शिक्षण और मनोसामाजिक आधार, राजस्थान ग्रन्थ अकादमी, जयपुर.
25. शर्मा, जे.डी. (2008), मनोविज्ञान की पद्धतियां एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
26. सुरेश भटनागर, (2008), शिक्षा मनोविज्ञान तथा शिक्षण शास्त्र,, विनोद पुस्तक मन्दिर, आगरा,

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 201	Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**100**
	Chemistry-II				**20**	
	Chemistry-III				**20**	
	Chemistry Practical				**25** Practical	

Chemistry-Paper-I : Inorganic chemistry

Objectives:

- To give knowledge about the mathematical concepts of ionic solid structure and packing.
- To aware about metallic bond and weak interactions among molecules.
- To provide information about various properties of s & p-block elements and their correlations.
- To develop their concept about structural principles of silicates and their applications.

Unit-I : **Ionic Solids**

Ionic structures (AB and AB_2 type), packing of ions, Radius ratio and coordination number, calculation of limiting radius ratio for tetrahedral, octahedral and cubic crystal structure, limitations of radius ratio rules, Polarizing power and polarisability of ions, Fajans rule, lattice energy and born lande equation, Born Haber cycle and its applications, solvation energy and solubility of ionic solids.

Unit-II : Metallic Bond & Weak interactions

Introduction of metallic bond, properties of metals, theories of Metallic bond- old electron free theory, valance bond theory, limitations of valence bond theory, molecular orbital or band theory, lattice defects in ionic solids, semiconductors.

Hydrogen bonding and Vander Waals forces.

Unit-III : s-Block Elements

Comparative study, diagonal relationships, salient features of hydrides, solvation and complexation tendencies including their function in biosystems and introduction to alkyls and aryls.

Unit-IV : Some important compounds of p- block elements

Hydrides of boron, diborane and higher boranes, borazines, borohydrides, fullerenes, carbides, flurocarbons, silicates (structural principle), tetrasulphur tetranitride, basic properties of halogens, interhalogens and polyhalides.

Learning Outcomes: After complition the course student would able to:

- Explain the mathematical concepts of ionic solid structure and packing.
- Plot and interpret shapes of ions and bonding structures.
- Identifies the relationship among properties of metals on the basis of various theories of bonding.
- Classify the s & p block elements like hydrides and halogens on the basis of atomic structure, periodicity and their basic properties.

Chemistry-Paper-II : Organic chemistry

Objectives:

- To understand isomerism in organic compounds
- To develop their knowledge about geometric isomerism, aromaticity and halogen compounds.
- To aware them about nomenclature, mechanism and application of organic compounds.
- To develop conceptual knowledge about various principles relaed to geometrical structure, reactions and configuration of various compounds.

Unit I : Stereochemistry of organic compounds

Concept of isomerism, type of isomerism. Optical isomerism; elements of symmetry, molecular chirality-allenes and biphenyl, Enantiomers, stereogenic centre, optical activity, properties of enantiomers. Chiral and achiral molecules with two stereogenic centres, distereomers Threo, and erythro diastereomers, meso compounds. Resolution of enantiomers , inversion, retention and racemisation. Relative and absolute configuration, sequence rule, D&L and R&S system of nomenclature.

Unit-II : Geometrical, Conformational isomerism & Arenes

Determination of configuration of geometric isomers, E&Z- system of nomenclature, geometric isomerism in oximes and in cyclic compounds.

Conformational analysis of ethane and n-butane. Newman projection and Sawhorse formulae. Fischer and flying wedge formula. Difference between configuration and conformation

Nomenclature of benzene derivatives. The aryl group, aromatic nucleus and side chain. Structure of benzene, molecular formula and Kekule structure. Stability and carbon-carbon bond length of benzene, resonance structure, MO picture.

Unit-III : **Aromaticity & Aromatic electrofilic substitution**

The Huckel's rule, aromatic ions.

General pattern of the mechanism, role of sigma and pi complexes. Mechanism of nitration, halogenations, sulphonation, mercuration and Friedel Craft reaction with energy profile diagrams. Activating and deactivating substituents, orientation and ortho/para ratio. Side chain reactions of benzene derivatives. Birch reduction.

Unit-IV : Alkyl and aryl halides & Poly halogen compounds

Nomenclature and classes of alkyl halides, methods of formation, chemical reactions. Mechanism of nucleofilic substitution, reaction of alkyl halides, $SN^1$and SN^2 reaction with energy profile diagram.

Chloroform, carbon tetra chloride. Methods of formation of aryl halides, nuclear and side chain reaction. The addition-elimination and the elimination addition mechanism of nucleofilic aromatic substitution reaction. Relative reactivities of alkyl halides v/s allyl, vinyl and aryl halides. Synthesis and uses of DDT and BHC.

Learning Outcomes: After complition the course student would able to:

- Explain about elememts of symmetry, profile and methods of formation of organic compounds.
- Apply various mechanism rules to define chain reactions, configuration and formation of arenes, halogen compounds.
- Classify various derivatives on the basis of isomerism, configuration and energy profile.

- Describe various rules and reactions about stereochemistry, aromaticity and orientation related to chemical compounds.

Chemistry-Paper-III : Physical chemistry

Objectives:

- To develop curiosity about laws of crystallography and chemical kinetics. .
- To provide information about derivation of equations, order and preparation of energy profile .
- To aware about the scope, factors and theories of chemical kinetics.
- To give information about colloidal state, their prepation and determinants.

Unit I :Solid state

Definition of space lattice, Unit cell. Law of crystallography (i)law of constancy of interfacial angles (ii) law of rationality of indices (iii)law of symmetry. Symmetry elements in crystals. X ray diffraction by crystals. Derivation of Braggs equation, Determination of crystal structure of NaCl, KCl and CsCl (Laue's method and powder method)**.**

Unit II : Colloidal state

Definition of colloids, classification of colloids. Solids in liquids (sols): properties- kinetics, optical and electrical. Stability of colloids, protective action, Hardy Schulze law. Gold number. Liquids in solids (gels): classification, preparation and properties, inhibition, general application of collides. Liquid in liquid (emulsions): types of emulsions, preparation, Emulsifiers.

Unit-III : Chemical Kinetics

Chemical kinetics and its scope, rate of a reaction, factors influencing the rate of a reaction, Concentration dependence of rates, mathematical characteristics of simple chemical reaction- zero order, first order, second order, pseudo order, half life and mean life.

Determinations of the order of reaction- differential method, method of integration, method of half-life period and isolation method. Theories of chemical kinetics, Effect of temperature on the rate reaction, Arrhenius concept of activation energy. Simple collision theory based on hard sphere model, transition state theory (equilibrium hypothesis). Expression for the rate constant based on equilibrium constant and thermodynamic aspects.

Unit-IV : Solutions, Dilute solutions & Colligative properties

ideal and non ideal solutions, methods of expressing concentrations of solutions, activity and activity coefficient.

Raoult`s law, relative lowering of vapour pressure, molecular weight determination. Osmosis law of osmotic pressure and its measurement, determination of molecular weight from osmotic pressure, Elevation of boiling point and depression of freezing point. Thermodynamic derivation of relation between molecular weight and elevation of boiling point and depression in freezing point. Experimental methods for determining various colligative properties. Abnormal molar mass degree of dissociation and association of solutes.

Learning Outcomes: After complition the course student would able to:

- Draw and interpret symmertries and structures of crystalsand colloids.

- ❖ Compare among various forms of crystals, order and trainsition state of compounds.
- ❖ Measure and calculate the mathematical characteristics simple chemical reactions and determinants.

Practical's

Inorganic chemistry:

Quantitative analysis: Volumetric analysis

(a) Determination of acetic acid in commertial vinegar using NaOH.
(b) Determination of alkali content ant acid tablet using HCl.
(c) Estimation of calcium content in chalk as calcium oxalate by permanganometery.
(d) Estimation of hardness of water by EDTA.
(e) Estimation of ferrous and ferric by dichromate method.
(f) Estimation of copper using thiosulphate.

Organic chemistry:

(A) Laboratory techniques

(a) Determination of m. p. of naphthalene, benzoic acid, urea etc. OR
(b) Determination of b. p. of ethanol , methanol, cyclohexane, etc

(B) Qualitative analysis

(a) Detection of extra elements (N, S. and halogens) and functional groups e.g. (phenolic, alcoholic, carboxylic, carbonyl, ester, carbohydrate, amine, amide and nitro) in simple organic compounds

Viva voce and record

Suggested Reading:

1. कार्बनिक रसायन, सुरेश आमेटा, एच.के. पाण्डे, एच.एस. शर्मा, हिमांशु पब्लिकेशन्स, उदयपुर
2. अकार्बनिक रसायन, ओझा, भोजक, कोठारी, चतुर्वेदी, रमेश बुक डिपो, जयपुर
3. प्रायोगिक रसायन, भार्गव, लवानिया, ओझा, रमेश बुक डिपो, जयपुर
4. भौतिक रसायन, शर्मा, भार्गव, गुप्ता, रमेश बुक डिपो, जयपुर
5. कार्बनिक रसायन, विजयश्री मनोज छंगाणी, अल्का पब्लिकेशन, अजमेर
6. अकार्बनिक रसायन, विजयश्री कोठारी छंगाणी, अल्का पब्लिकेशन, अजमेर
7. प्रायोगिक रसायन, छंगाणी, विजयश्री, खण्डेलवाल, अल्का पब्लिकेशन, अजमेर
8. भौतिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाउस, जयपुर
9. अकार्बनिक रसायन, जी.के. रस्तोगी, यशपाल सिंह, कॉलेज बुक हाउस, जयपुर
10. प्रायोगिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाउस, जयपुर

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 202	Physics-I	**CE***	**4**	**15**	**20**	**100**
	Physics-II				**20**	
	Physics-III				**20**	

	Physics Practical				**25** Practical	

Physics-Paper-I : ELECTROMAGNETISM – II

Objectives:

- To aware about the of concepts related to Faraday‘s law, induced emf.
- To give information about Maxwell‘s equations to solutions of problems relating to transmission lines.
- To develop knowledge about the transient behavior of R-C circuit.
- To aware about the transient behavior of R-L circuit.

UNIT – I Magnetic Fields in Matter:

Electric current due to orbital electron, the field of current loop, Bohr magneton. Orbital gyro magnetic ratio Electron spin and magnetic moment. Magnetic susceptibility, magnetic field caused by magnetized matter. Magnetization current. Free current and the field H.

UNIT –II Electric Field in Matter:

The moment of a charge distribution. Atomic and molecular dipoles. Atomic polarizability. Permanent dipole moment, dielectrics. The Capacitor filled with a dielectric. The potential and field due to a polarized sphere.

UNIT –III Dielectric:

Dielectric. Dielectric sphere placed in a uniform field. The field of charge in dielectric medium and Gauss’s law. The connection between electric susceptibility and atomic polarizability. Polarization in changing field. The bound charge (polarization) current.

UNIT -IV Transient behavior and Maxwell’s Equations:

Transient behaviour of an R-C circuit. Electromagnetic Induction and Maxwell’s Equations, Faraday’s law in differential form. Mutual inductance, Self inductance Transient behaviour of an L-R circuit, the displacement current, Maxwell’s equations in differential and integral forms.

Learning Outcomes: After complition the course student would able to:

- Understand the concepts related to Faraday‘s law, induced emf, maxwell‘s equations, transit behavior, electric field in matter, atomic & molecular dipoles.
- Applies Maxwell‘s equations to solutions of problems relating to transmission lines, uniform plane wave propagation, magnetic field in matter.
- Understand the transient behavior of R-C circuit & L-R circuit.
- Classify the moment of a charge distribution.
- Discuss on the magnetic susceptibility and free current.

Suggested Readings:

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना,, विद्युत चुम्बकत्व, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics-Paper-II: OSCILLATIONS AND WAVES –I

Objectives:

- To aware about the concepts of mechanics,
- To give information about physical characteristics of SHM
- To calculate logarithmic decrement relaxation factor and quality factor.
- To aware acoustics and the properties of matter.
- To develop knowledge about obtaining solution of the oscillator.

UNIT -I Oscillations:

Oscillations in an arbitrary potential well, Simple harmonic motion, examples-spring mass system, mass on a spring, torsional oscillator, LC circuit, energy of the oscillator,

UNIT -II Damped Oscillator:

Damping of oscillator, viscous and solid friction damping. Power dissipation. Anharmonic oscillator, simple pendulum as an example.

UNIT -III Driven Oscillator:

Driven harmonic oscillator with viscous damping. Frequency response, phase relations. Quality factor, Resonance. Introduction of j operator concept in Electrical oscillations, series and parallel LCR circuit. Electro-mechanical system-Ballistic Galvanometer Effect of damping.

UNIT – IV Coupled Oscillator:

Equation of motion of two coupled S.H Oscillators. Normal modes, motion in mixed modes. Transient behaviour. Effect of coupling in mechanical systems. Electrically coupled circuits, frequency response. Reflected impedance. Effect of coupling and resistive load.

Learning Outcomes: After complition the course student would able to:

- Discuss on the simple harmonic motion and its equation.
- Differentiate between damped oscillator and driven oscillator.
- Interpret the term frequency response and phase relation.
- Applies the concept of Ballistic galvanometer.
- Identify the coupled oscillator and some electrically coupled oscillators.

Suggested Readings:

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, दोलन तथा तरंग, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics-Paper-III: OSCILLATIONS AND WAVES –II

Objectives:

- To aware about the concepts of lattice dynamics.
- To give information about electric transmission line.
- To calculate the wave equation and analysis the fourier series.
- To aware about the electromagnetic wave.

UNIT -I Lattice dynamics:

Dynamics of a number of oscillators with near-neighbour interactions. Equation of motion for one dimensional mono-atomic and diatomic lattice, acoustic and optical modes, dispersion relations. Concept of group and phase velocities.

UNIT – II Electrical Transmission Line:

Electrical transmission line, propagation velocity, losses, characteristic impedance, standing waves, effect of termination.

UNIT –III Wave Motion:

Wave motion – Elastic waves in a solid rod. Pressure waves in a gas column. Transverse waves in a string, waves in three dimensions, spherical waves, Fourier series and Fourier analysis.

UNIT – IV Electromagnetic Wave:

Plane electromagnetic (EM) wave. Energy and momentum of EM wave. Radiation pressure. Radiation resistance of free space. EM waves in dispersive media (normal case). Spectrum of electromagnetic radiations.

Learning Outcomes: After complition the course student would able to:

- Discuss on the group and phase velocities.
- Differentiate between 1-D mono atomic & diatomic lattice.
- Interpret the term propagation velocity and losses.
- Applies the concept of transverse wave in the string.
- Identify the spectrum of electromagnetic radiation.

Suggested Readings :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, दोलन तथा तरंग, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics Practical : II

1. To study the random decay and determine the decay constant using the statistical board.
2. Using compound pendulum study the variation of time period with amplitude in large angle oscillations.
3. To Study damping using Compound pendulum study the damping.
4. To study the excitation of normal modes and measure frequency splitting using two coupled oscillator.
5. To study the frequency of energy transfer as a function of coupling strength using coupled oscillators.
6. (a) To study the viscous fluid damping of a compound pendulum and
   (b) Determing damping coefficient and Q of the oscillator.
7. To study the electromagnetic damping of a compound pendulum and to find the variation of damping coefficient with the assistance of the conducting lamina.
8. To find J by Callender and Barne's Method.
9. To determine Youngs modulus by bending of beam.
10. To determine Y. σ and η Searle's method.
11. To measure Curie temperature of Monel alloy.
12. To determine modulus of rigidity of a wire using Maxwell's needle.
13. Study of normal modes of a Coupled pendulum system. Study of oscillations in mixed modes and find the period of energy exchange between the two oscillators.

14. To study Variation of surface tension with temperature using Jaegger's method.
15. Any experiment according to theory paper.

Suggested Readings :

1. प्रभा दशोरा, प्रायोगिक भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 203	Mathematics-I	**CE***	**4**	**15**	**20**	**100**
	Mathematics-II				**20**	
	Mathematics-III				**20**	
	Mathematics Practical				**25** Practical	

Mathematics-Paper-I: Discrete Mathematics II

Objectives:

- To aware the Particular Solutions of Generating Function.
- To give information about the Graph.
- To Interpret the Eulerian and Hamiltonian Graphs.
- To give information about Trees.

Unit 1

Discrete numeric unctions and Generating functions. Recurrence relations and Recursive Algorithms — Linear Recurrence relations with constant coefficients.

Unit 2

Homogeneous solutions. Particular solution. Total solution. Solution by the method of generating functions.

Unit 3: Graphs — Basic terminology, Multigraphs, Weighted graphs, Paths and circuits, Shortest paths, Introduction to Eulerian and Hamiltonian Graphs. Travelling SalesMan problem. Union, Join, Product and composition of graphs. Planar graphs and Geometric dual graphs.

Unit 4: Trees — Properties, Spanning tree, Binary and Rooted tree. Digraphs — Simple digraph, Asymmetric digraphs, Symmetric digraphs and complete digraphs. Digraph and Binary relations. Matrix representation of graphs and digraphs.

Learning Outcomes: After complition the course student would able to:

- ❖ Applies the Particular Solutions of Generating Function.
- ❖ Discuss about the Weighted Graph, Shortest Paths.
- ❖ Plot Eulerian and Hamiltonian Graphs.
- ❖ Discuss about the Trees Properties.
- ❖ Calculate the homogeneous solutions.

Suggested Reading :

1. V.K.Balakrishnan, Introductory Discrete Mathematics, Prentice-Hall, 1996.
2. J.P. Tremblay and R. Manohar, Discrete Mathematical Structures with Applications to Computer Science, McGraw-Hill Book Co., 1995.
3. C.L. Liu, Elements of Discrete Mathematics, (Second Edition), McGraw Hill, International Edition, 1986.
4. Kenneth H. Roson, Discrete Mathematics and Its Applications, Tata Mc-Graw Hiils, New Delhi, 2003.
5. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड़, जितेन्द्र सैनी, विविक्त गणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
6. जी.सी. गौखरू सैनी, विविक्त गणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics-Paper-II: Integral Calculus

Objectives:

- ❖ To develop knowledge about the concepts Beta and Gamma Function.
- ❖ To aware the Concept of Double Integrals in Cartesian and Polar Co-ordinates.
- ❖ Calculate Areas and Rectification.
- ❖ To give information about the Volumes and Surfaces of Solids of Revolution.

Unit 1: Beta and Gamma functions, Reduction formulae (simple standard formulae),

Unit 2 ; Double integrals in Cartesian and Polar Coordinates, Change of order of integration. Triple integrals. Dirichlet's integral.

Unit 3: Areas, Rectification,

Unit 4 ; Volumes and Surfaces of solids of revolution.

Learning Outcomes: After complition the course student would able to:

- ❖ Calculate the concepts Beta and Gamma Function.
- ❖ Calculate of Double Integrals in Cartesian and Polar Co-ordinates.
- ❖ Calculate Areas and Rectification.
- ❖ Discuss the volumes and Surfaces of Solids of Revolution.
- ❖ Calculate the dirichlet’s integral.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी,, समाकलन गणित, आर. बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, समाकलन गणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics-Paper-III: Analytic Geometry II

Objectives:

- To give information about the Central Conicoids.
- To aware tangent line and tangent plans.
- To develop concept generating Lines of Hyperboloid of One Sheet and its Properties.
- To give information about of a General Equation of Second g degree in 3-D to Standard Forms.

Unit 1: Central Conicoids — Ellipsoid, Hyperboloid of one and two sheets,

Unit 2: tangent lines and tangent planes, Direct sphere, Normals.

Unit 3: Generating lines of hyperboloid of one sheet and its properties.

Unit 4: Reduction of a general equation of second degree in three-dimensions to standard forms.

Learning Outcomes: After complition the course student would able to:

- Classify the Central Conicoids.
- Discuss the Generating Lines of Hyperboloid of One Sheet and its Properties.
- Reduction of a General Equation of Second Degree in 3-D to Standard Forms.
- Discuss the tangent lines and tangent plans.

Suggested Reading :

1. N.Saran and R.S.Gupta, Analytical geometry of Three Dimenssions, Pothishala Pvt. Ltd., Allahabad, 1992.
2. P.K. Jain and Khalil Ahmed, A Text Book of Analytical geometry of Three Dimenssions, Wiley-Eastern Ltd., 2000.
3. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, एनालिटिक ज्यामिती, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
4. जी.सी. गौखरू सैनी,, एनालिटिक ज्यामिती, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 204	Botany-I	**CE***	**4**	**15**	**20**	**100**
	Botany-II				**20**	
	Botany-III				**20**	
	Botany Practical				**25** Practical	

Botany-Paper-I : CELL BIOLOGY

Objectives:

- To distinguish between structure of cell, cell wall and plasma membrane.
- To understand the concept of cell organelles with their detailed information.
- To know the ultra structure of Nucleus and chromosome.
- To compare the different stages of cell division (mitosis and meiosis).
- To comprehend the structure and composition of chromosomes.

UNIT I: Structure of Cell, Cell wall and Plasma membrane

History of cell and cell theory, microscopy, elementary idea on micrometry and cell fractionation, characteristics of prokaryotic and eukaryotic cell, chemistry, structure and function of cell wall and plasma membrane.

UNIT II: Structure of Cell Orgenells

Ultra structure and function of Mitochondria, Chloroplast, Endoplasmic reticulum, Golgi complex, Peroxisome, Glyoxysome, Ribosome, Vacuoles.

UNIT III: Structure of Nucleus and chromosome

Detailed structure and function of Nucleus, nuclear envelope, nuclear pore complex and nucleolus. Chromatin Structure, morphology and organization of chromosomes. Special types of chromosomes - Sex chromosomes, polytene and lampbrush chromosomes.

UNIT IV: Cell cycle and Cell division

Cell cycle and Cell division: Amitosis, Mitosis: different stages, mitotic spindle and chromosome movement in detail, Meiosis I and II: different stages and its significance, cytokinesis, General account of chiasmata formation, crossing over, linkage and synaptonemal complex.

Learning Outcomes: After complition the course student would able to:

- Know the ultra structure of Nucleus and chromosome.
- Distinguish between structure of cell, cell wall and plasma membrane.
- Understand the concept of cell organelles with their detailed information.
- Know the different stages of cell division (mitosis and meiosis).
- Discuss the structure and composition of chromosomes.

Suggested Readings:

- Alberts, B., Johnson, A., Lewis, J., Roff, M., Roberts, K. and Walter, P., 2008. Molecular Biology of the Cell. Garland Publishers, New York.
- De Robertis, E.D.P. and De Robertis, E.M.F. 2006. Cell and Molecular Biology. 8th edition. Lippincott Williams and Wilkins, Philadelphia.
- Gupta, P.K. 2009. Cytology, Genetics, Evolution and Plant breeding, Rastogi publication, Meerut.
- Karp, G. 2010. Cell and Molecular Biology: Concepts and Experiments. 6th Edition. John Wiley and Sons. Inc. New Jersey, USA.
- Lodish, H., Berk, A., Matsudaira, P., Kaiser, C. A., Krieger, M., Scott, P.M., Zipursky, L.and Darnell, J. 2008. Molecular Cell Biology. W. H. Freeman and company, Macmillan publishers, London.
- Roy, S.C. and De, K.K. 1999. Cell biology. New central Book Agency (P) Ltd., Calcutta.
- Verma, P.S. and Agrawal, V.K. 2012. Cell Biology, Genetics, Molecular Biology, Evolution and Ecology. S. Chand and Co. Ltd., New Delhi.

Botany-Paper-II : GENETICS AND PLANT BREEDING

Objectives:

- To know the concept of genetic inheritance
- To study the laws of Mendel
- To understand the chromosomal theory of inheritance.
- To learn about the concept of cytoplasmic inheritance.
- To understand different methods of plant breeding.

UNIT I: Genetic inheritance

Mendel's laws of inheritance- Dominancy, law of segregation, law of independent assortment, deviations from Mendel's laws; interaction of genes, incomplete dominance, codominance, lethal alleles, epistasis, pleotropy, polygenic inheritance (grain color in wheat, corolla length in *Nicotiana tabacum*) and multiple allelism: ABO blood groups in human.

UNIT II: Chromosomal inheritance

Linkage, crossing over and chromosome mapping- interrelationships and importance. Linkage maps, chromosome theory of inheritance, sex determination and sex linked inheritance. Chromosomal aberrations: deletion, duplication, inversion, translocation, aneuploidy and polyploidy. Extra nuclear genome: mitochondrial and chloroplast.

UNIT III: Genes and Mutations

Concept of gene: Neurospora genetics- one gene one enzyme hypothesis. Brief account on fine structure of gene in eukaryotes and prokaryotes. Mutations- types of mutations, point mutation-transition, transversion and frame shift mutation. Physical and chemical mutagens.

Cytoplasmic inheritance: Maternal influence,shell coiling in snail, Kappa particles in Paramaecium.

UNIT IV: Plant breeding

Introduction and objectives of plant breeding , general methods of breeding in-self-pollinated, cross pollinated and vegetative propagated crop plants : Introduction and acclimatization, selections and hybridizations, hybrid vigour and inbreeding depression, green revolution, Role of mutation and polyploidy in plant breeding, national and international agriculture research institute, famous plant breeders and their contribution (Indian and international), Plant breeding work done on wheat and rice in India.

Learning Outcomes: After complition the course student would able to:

- Undersand the concept of genetic inheritance
- Study the laws of Mendel
- Interpret the chromosomal theory of inheritance.
- Explain the concept of cytoplasmic inheritance.
- Discuss different methods of plant breeding.

Suggested Readings:

- Brooker, R. J. 1999. Genetics: Analysis and Principles. Addison-Wesley, Boston.

- Choudhary, H. K. 1989. Elementary Principle of Plant Breeding. Oxford and IBM Publishing Co., New Delhi.
- De Robertis, E. D. P. and De Robertis, E. M. F. 2006. Cell and Molecular Biology. 8th edition. Lippincott Williams and Wilkins, Philadelphia.
- Dnyansagar, V. R. 1986. Cytology and Genetics, Tata Mc Graw - Hill Pub Co. Ltd., New Delhi.
- Gardner, E. J., Simmons, M. J. and Snustad, D. P. 2008. Principles of Genetics. 8th Edition, Wiley India.
- Gupta, P. K. 2009. Cytology, Genetics, Evolution and Plant Breeding, Rastogi Publication, Meerut.
- Miglani, G. S. 2000. Advanced genetics. Narosa Publishing House, New Delhi.
- Shukla, R. S. and Chandel, P. S. 2000. Cytogenetics, Evolution and Plant Breeding, S. Chand and Co. Ltd., New Delhi.
- Singh, R. B. 1999. Text Book of Plant Breeding. Kalyani publishers, Ludhiana.
- Snustad, D. P., Simmons, M. J. 2011. Principles of Genetics. V Edition. John Wiley and Sons Inc. New Jersey USA.

Botany-Paper-III: BRYOPHYTA

Objectives:

- ❖ To acquire knowledge on bryophytes with its classification, habitat and life cycle.
- ❖ To understand habitat, structure, reproduction with life cycle of Riccia and Marchantia.
- ❖ To learn about class anthocerotopsida.
- ❖ To know about the life cycle of funeria.
- ❖ To apply the knowledge of bryophyta in daily life.

UNIT I:

Bryophytes: General characteristic, origin, evolution, classification (Eichler and Proskauer), habitat range, thallus structure, reproduction, alternation of generation and economic importance.

UNIT II:

Habitat, structure, reproduction and life cycle of the following: Hepaticopsida; *Riccia and Marchantia*.

UNIT III:

Habitat, structure, reproduction and life cycle of the following: Anthoceropsida; *Anthoceros.* Phylogenetic relationship with hepaticopsida and Bryopsida.

UNIT IV:

Bryopsida: Habitat, structure, reproduction and life cycle of *Funaria.* Sterilisation of sporogenous tissues in Bryophytes.

Learning Outcomes: After complition the course student would able to:

- ❖ Acquire knowledge on bryophytes with its classification, habitat and cycle.
- ❖ Understand habitat, structure, reproduction with life cycles of Riccia and Marchantia.
- ❖ Describe the class anthocerotopsida.
- ❖ Explain the concept of life cycle of funeria.
- ❖ Interpret the importance of bryophyte.

Suggested Readings:

- Chopra, R.N. and Kumar, P.K. 1988. Biology of Bryophytes**.** Wiley Eastern Ltd. New Delhi.

- Pandey, S.N., Mishra, S.P. and Trivedi, P.S. 1981. A text book of Botany vol. II, Vikas publishing House Pvt. Ltd, New Delhi.
- Parihar, N.S. 1965. An Introduction to Bryophyta. Central Book Depot, Allhabad.
- Puri, P. 1985. Bryophytes. Atmaram and Sons, Delhi.
- Smith, G.M. 1938. Crytogramic Botany Vol. II. Bryophytes and Pteridophytes. Mc Graw Hill Book Company, London.
- Sporne, K.R. 1967. The Morphology of Bryophytes. Hutchinson University Library, London.
- Tyagi, A.and Saxena, M. 2014. Algae, Lichens and Bryophyta, CBH, Jaipur
- Vashishta, B. R., Sinha, A. K. and Kumar, A. 2011. Botany for degree students, Bryophyta. S. Chand and Co. New Delhi.
- Watson E.V. 1971. The structure and life of Bryophytes. Hutchinson University Library, London.

BOTANY PRACTICAL II

1. Demonstration of the phenomenon of protoplasmic streaming in leaf.
2. To study chloroplast, chromoplast and leucoplast in plant material.
3. Study of Mitosis in root tip and Meiosis in flower bud from temporary and permanent slides.
4. Study the prokaryotic, eukaryotic cell and cell organelles by electron micro photographs.
5. To study the effect of organic solvent on membrane permeability.
6. Genetic problems on monohybrid, dihybrid cross, test cross and back cross.
7. Karyotype preparation.
8. Identification of chromosomes on the basis of their size and centomere position.
9. Pedigree analysis for dormant and recessive autosomal and sex linked traits.
10. Study of Barr body in epithelial cells of females.
11. Study of habit, habitat, vegetative thallus organization and structure, reproductive structures of the following taxa through temporary mounts and permanent slides:
12. *Riccia, Marchantia, Anthocero and Funaria.*

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 205	Zoology-I	**CE***	**4**	**15**	**20**	**100**
	Zoology-II				**20**	
	Zoology-III				**20**	
	Zoology Practical				**25** Practical	

Zoology-Paper-I : Developmental Biology

Objectives

- To describe how organisms maintain gametic population.
- To understand fertilization process.
- To understand way of cleavage and different patterns to form zygote.
- To understand the fundamental embryonic development.
- To understand the complete process of formation of germ layers.

UNIT-I

1.1 History of embryology and Types

1.2 Gametogenesis: Spermatogenesis, Structure of sperm, Oogenesis, Structure of egg, Types of eggs

UNIT-II

2.1 Fertilization-Type of Fertilization, Process of Fertilization

2.2 Parthenogenesis

2.3 Planes and Patterns of cleavage, Blastulation, Gastrulation,

UNIT-III

3.1 Concept of embryonic induction; Primary organizers differentiation and competence.

3.2 Extra embryonic membranes, Type and physiology of Placenta

3.3 Structure of hen's egg, Development of chick up to 96 hrs stage.

UNIT-IV

4.1Stem cells: Sources, types and their use in human welfare; Cloning

4.2Elementary Idea of Teratogenesis

4.3Ageing and Sencescence, IVF, Embryo transfer-Test tube babies, GIFT, ZIFT and Bioethics

Learning Outcomes: After complition the course student would able to:

- Describe the process of: Gametogenesis, Fertilization and early development, Parthenogenesis
- Understand the concept of embryonic induction: primary organizer and competence, Developmental stages of chick (upto 96 hours).
- Discuss for the extra embryonic membranes.
- Discuss for the placenta
- Describe of stem cell

Zoology-Paper-II : Genetics

Objectives

- To describe how the behavior of chromosomes during meiosis can explain mendal law.
- To understand how inheritance patterns are affected by position on chromosomes.
- To understand the similarities and differences between how genetic information is passed on in prokaryotes and eukaryotes.
- To understand gene interactions.
- To classify the sex determination in human.

Unit – I

1.1 Mendelism: Brief history of Genetics and Mendel's work, Mendelian Laws, their significance and current status

1.2 Genetic Interactions- Epistasis-dominant and recessive, codominance, incomplete dominance, complementary, supplementary, inhibitory, duplicate and Lethal genes

1.3 Multiple Allelic interactions: Inheritance of blood group and Rh factor

Unit –II

2.1 Linkage and crossing over: Basic concept, types and theories, elementary idea of Chromosome mapping

2.2 Sex determination – ZZ, XY, XO, ZW pattern, Sex determination in Human,

Unit – III

3.1 Chromosomes Number, size, shape, type structure, Lampbrush chromosomes,

3.2 Cytoplasm inheritance: Kappa particles in Paramecium, Chloroplast Genetics, Cytoplasmic Inheritance in chlamydomonas

Unit –IV

4.1 Disorders related to chromosomal number- Turner syndrome, Klinefelter's syndrome and Down's syndrome

4.2 Elementary idea of Thalassemia, Sickle Cell Anaemia, Diabetes mellitus

Learning Outcomes: After complition the course student would able to**:**

- Understand the Mendelism & Multiple allelism.
- Understand the concept of gene & gene interaction, and Sex- linked Inheritance.
- Describe the Blood Group, RH Factor .
- Interpret the terms Chromosome , Thalassemia,Sickle cell anemia
- Describe in sex determination in human

Zoology-Paper-III : Molecular Biology

Objectives

- To Understand about the genetic material (Nucleic acids) and DNA replication.
- To Understand about various types of RNA and process of Transcription & Translation.
- To describe the Genetic Code, and protein synthesis.
- 4.To classify the bacterial DNA structure
- To describe the nucleolus structure and function

Unit – I

1.1 Interphase Nucleus: Organization, Ultrastructure and functions of Nucleus, Pore Complex, Nuclear Membrane

1.2 Nucleolus: Structure and functions

1.3 Chromosome: Ultrastructure and types, Chromosomal Organisation: Nucleosome Model, Solenoid Model,

1.4 Giant chromosomes: Lamp-brush and Polytene chromosome

Unit - II

2.1 1DNA: Structure of DNA, Polymorphism of DNA (A, B, C, D and Z)

2.2 RNA: Structure of RNA, types of RNA, RNA as a genetic material

Unit - III

3.1 DNA replication: Meselson and Stahl experiments, Mechanism of replication –origin of replication, concept of replication, directionality of replication, Role of enzymes in replication

3.2 Bacterial DNA Structure

3.3 Replication in Bacterial DNA

Unit IV

4.1 Genetic code: Characteristics of genetic code, Wobble hypothesis

4.2 Protein synthesis: Central Dogma; Transcription Mechanism in Prokaryotes, Transcription in Eukaryotes, Enz of transcription;

4.3 Protein Synthesis: Elementary idea of the mechanism of translation

Learning Outcomes: After complition the course student would able to:

- ❖ Understand about the genetic material (Nucleic acids) and DNA replication.
- ❖ Interpret about various types of RNA and process of Transcription & Translation.
- ❖ Understand the Genetic Code, and protein sysnthesis.
- ❖ Describe the bacterial DNA structure
- ❖ Discuss the nucleolus structure and function

Zoology --Practical Based on paper I, II and III

Paper-I: Developmental Biology

1. Study of development of chick with the help of

a. Whole mounts: 18 Hours (Primitive streak stage), 21 hrs, 24 hours, 33 hrs, 48 hours 72 hours and 96 hours.

b. Study of the embryo at various stages of incubation in vivo by making a window in egg shell.

Paper-II: Genetics

1. Life cycle of Drosophila; Identification of male and female drosophila;. Study of mutants in Drosophila (Bar eye, white eye, yellow body, sepia eye, curled wing, vestigial wing)
2. Identification of blood groups & Rh. Factor

Paper-III: Moleculor Biology

1. Demonstration of salivary gland chromosome in Chironomous larva
2. Use of colchicine in arresting anaphase movement (onion root tips)
3. Study of cell permeability using mammalian RBCs.

Suggested Readings :

1. Genetics; Winchester, A. M.; Oxford and IBH Publishing Co.
2. Cell and Molecular Biology; De Robertis and De Robertis; Saunders College.
3. Genetics; Strickberger W. M.; Prentice Hall of India.
4. Cell Biology; Powar, C.B; Himalayan Publishing House.
5. Principles of Genetics; Gardener, E. J.;Wiley eastern, New Delhi.
6. A Textbook of Genetics; Rastogi, V.B.; Ramnath and Kedarnath
7. Molecular Biology of the gene; Watson, J.D; Benzamin/ Cummings.
8. Biochemistry; Voet &Voet; John Wiley & Sons.
9. Cytology and Genetics. Dyansagar, C.R. Tata McGraw Hill Publ. Co. New Delhi.
10. Cell Biology : Dyson, R.D. Allen and Bacon, New York.
11. Cell Biology. Rastogi S.C. : Tata McGraw Hill Publ. Co. New Delhi.
12. Cell Biology and Genetics. Kohli, S. jain, S. and Ramesh Book Depot. Jaipur.
13. Cytology : Verma, P.S. and Agrawal V.K : S.Chand and Co. New Delhi.
14. Genetics. Verma, P.S. and Agrawal V.K. S.Chand and Co., New Delhi.
15. Cell Biology and Genetics; Kohli, K.S;Ramesh Book Depot
16. Genetics; Winchester, A.M; Oxford and IBH Publishing Co.
17. Cell and Molecular Biology; De Robertis and De Robertis; Saunders College.
18. Genetics; Strickberger; Macmillan, Prentice Hall of India.
19. Cell Biology; Powar, C.B; Himalayan publishing House.
20. Principles of Genetics; Gardener, E,J; Wiley eastern, New Delhi.
21. A Textbook of Genetics; Rastogi, V.B.; Ramnath & Kedarnath.

22. Cell and Molecular Biology; Gerald Karp; John Wiley and Sons,inc
23. Molecular Biology of the cell; Bruce Alberts, Julian Lewis, James D.Watson; Garland Publishings
24. Textbook of Zoology; Shivapuri, Jacob, D. and Vyas, D.K.; Ramesh Book Depot.
25. Zoology: Storer, T.I. and Using, K.L.: Tata McGraw Hill Publishing Co., New Delhi.
26. D. Reinhold, New York (Indian repring : Affiliated East West Press, New Delhi.)
27. Student Text Book of Zoology. Vol.I.II and III. Sedgwick.A.
28. Text book of Zoology. Parker, T.J., Haswell. W.A.Macmillan Co., London.
29. Gilbert, S. T. (2000). Developmental biology, 6th ed. *Sinauer, Sunderland*.
30. Hoar, W. S. (1983). General and comparative physiology. *Prentice Hall*.
31. Prosser, C. L. Comparative animal physiology.
32. Saunders, J. W. Developmental biology: Patterns/Principles/Problems. MacMillan Publ.
33. Wilson, J. A. Principles of animal physiology. Collins MacMillan Publ.
34. Sandhu. T. B. of Embryology
35. Armugam. T. B. of Embryology
36. Pattern. Early Embryology of Chick
37. Verma & Agrawal. Chordate Embryology
38. Tomar. Chordate Embryology
39. Asha Sharma, Chetan K. Sharma, Development Biology, R.B.D. Publishing House, Jaipur
40. K.V. Shastri, Vinita Sukhla, 2014, Development Biology, Rastogi Publication, Meerut, Delhi
41. S.K. Sharma, 2015, Micro Biology & Bio-technology,College Book Center, Jaipur

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 301	Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**100**
	Chemistry-II				**20**	
	Chemistry-III				**20**	
	Chemistry Practical				**25** Practical	

Chemistry-Paper-I : inorganic chemistry

Objectives:

- To develop the conceptual knowledge of acid and bases.
- To aware about the classification of acids, non aquous solvents and separation methods.
- To give information about various characteristics & laws realed to hard and soft acid and bases.
- To acquaint the knowledge of principles and purifying process for various solvents.

Unit I : Acids and Bases

Arrhenius (Water- ion system), Bronsted- Lowry (The proton donor acceptor system), The Lux-Flood (oxide ion concept), Lewis concepts of acids and bases (The electron donor acceptor concept) and solvent system and solvolysis, ionic product of solvent, limitations of solvent system.

Unit II : Hard and soft acids and bases (HSAB)

Classification of acids and bases as hard and soft. Pearson's HSAB concept, acid- base strength and hardness and softness, symbiosis, theoretical basis of hardness and softness, electronegativity and hardness and softness, limitations of HSAB.

Unit III : Non-aqueous solvents

Physical properties of solvent, types of solvent and their general characteristics, reactions in non-aqueous solvents with reference to liq. NH_3 and liq. SO_2

Unit IV : Seperation methods and Analysis Process

Principles and process of solvent extraction, the distribution law and partition coefficient, batch extraction, continuous extraction and counter current distribution, Gravimetric methods, theory of precipitation, co-precipitation, post precipitation, theory of purifying the precipitates.

Learning Outcomes: After complition the course student would able to:

- Differentiate between the various types of acid and bases.
- Describe the rules and principles related to explain the properties of non aqueous solvents.
- Apply the rules of separation and purification to extract various impurities.
- Explain the general characteristics and types of solvents.

Chemistry-Paper-II : Organic chemistry

Objectives:

- To develop knowledge about classification & nomenclature of organic compounds.
- To aware about the chemical reactions, mechanism and properties of alcohol & ethers.
- To develop understading the proper use of various laws related to synthesis and catalyzing process.
- To explain the various reactions on the basis of their mechanism.

Unit I: Alcohols

Classification and nomenclature. Monohydric alcohols- Methods of formation by reduction of aldehyde, ketones, carboxylic acids and esters. Hydrogen bonding, acidic nature, reaction of alcohols. Dihydric alcohols- methods of formation, chemical reactions of vicinal glycols, oxidation cleavage [$Pb(OAc)_4$ and HIO_4] and pinacol- pinacolone rearrangement. Trihydric alcohols- methods of formation, chemical reactions of glycerol.

Unit II : Phenol

Nomenclature, structure and bonding, preparation of phenols, physical properties and acidic character. Comparative acidic strength of alcohols and phenols, resonance stabilization of phenoxide ion, reaction of phenols, electrophilic aromatic substitions, acylations and carboxylation. Mechanisms of Fries rearrangement, Claisen rearrangement. Gattermann synthesis, Hauben- Hoesch reaction, Lederer Manasse reaction and Reimer Tiemann reaction.

Unit III : Aldehyde and ketones

Nomenclature and structure of the carbonyl group. Synthesis of aldehyde and ketones with particular reference to the synthesis of aldehydes from acid chlorides, synthesis of aldehyde and ketones using 1, 3 dithianes, synthesis of ketones from nitriles and from carboxylic acids. Physical properties. Mechanism of nucleophilic additions to carbonyl group with particular emphasis on benzoin, aldol, perkin and Knovenagel condensations, condensation with ammonia and its derivatives. Wittig reaction, Mannich reaction, use of acetals as protecting group, oxidation of aldehyde and ketones, Cannizzaro reaction, Bayer

Villiger oxidation of ketones, MPV, Clemmensen's reduction, Wolf Kishner reduction, $LiAlH_4$ and $NaBH_4$ reduction, Halogenation of enolizable ketones.

Unit IV : Ethers and epoxides & Organic synthesis via Enolates

Nomenclature of ethers and methods of their formation, physical properties, chemical reactions- cleavage and auto oxidation, Ziesel 's method. Synthesis of epoxides. Acid and base- catalyzed ring opening of epoxides, orientation of epoxide ring opening; reactions of Grignard and organolithium reagents with epoxides.

Acidity of α hydrogens, alkylation of diethyl malonate and ethyl acetoacetate. Synthesis of ethylacetoacetate; The Claisen condensation. Keto-enol tautomerism of ethyl acetoacetate. Alkylation of 1,3- dithianes, alkylation and acylation of enamines.

Learning outcomes: After complition the course student would able to:

- Calssify the various organic compounds on the basis of mechanism and structure.
- Apply the knowledge of processing derivatives for synsthesize various products.
- Describe and discuss about technical terminology related to alcohols, ketones & ethers ec.
- Explain different methods of formation according to chemical reactions.

Chemistry-Paper-III : Physical chemistry

Objectives:

- To develop the knowledge about laws of thermodynamics, electrochemistry & equilibrium.
- To aware about the behavior of ideal gases, enthalpy and process of dissociation.
- To describe the relationship pressure and heat, conductivity & electrolytes etc.
- To develop understanding about the thermodynamics process and chemical equilibrium.

Unit I: Thermodynamics-I & First law of thermodynamics

Definition of thermodynamics terms: systems, surroundings etc. Types of systems, intensive and extensive properties. State and path functions and their differentials. Thermodynamics process. Concept of heat and work.

Statement, definition of internal energy and enthalpy. Heat capacity. Heat capacities at constant volume and pressure and their relationship. Joule law-Joule Thomsan co-efficient and inversion temperature. Calculation of w,q,dU &dH for the expansion of ideal gases under isothermal and adiabatic condition for reversible process.

Unit II: Themochemistry

Standard state, standard enthalpy of formation- Hess`s Law of heat summations and its applications, Heat of reaction at constant pressure and constant volume. Enthalpy of neutralization. Bond dissociation energy and its calculation from thermo-chemical data, temperature dependence of enthalpy. Kirchhoff `s equation.

Unit III: Electrochemistry I

Electrical transport- conduction in metals and in electrolyte solutions, specific conductance and equivalent conductance, measurement of equivalent conductance, variation of equivalent and specific conductance with dilution. Migration of ions and Kohlrausch law, Arrhenius theory of electrolyte dissociation and its limitations, weak and strong electrolytes. Ostwald dilution law its uses and limitations.

Debye Huckel– Onsager`s equation for strong electrolytes (elementary treatment only). Transport number, definition and determination by Hittorf method and moving boundary method. Application of conductivity

measurements; determination of degree of dissociation, determination of Ka of acids, determination of solubility product of a sparingly soluble salt, condutometric titrations.

Unit IV: Chemical equilibrium

Equilibrium constant and free energy. Thermodynamic derivation of law of mass action. Le- Chatelier`s principle. Reaction isotherm and reaction isochore – Clapeyron equation and Clausious- Clapeyron equation, application.

Learning Outcomes: After complition the course student would able to:

- ❖ Calculate and measure equivalent conductance, bond energy and thermo chemical data.
- ❖ Differentiate among intensive and extensive properties of system according to thermodynamics.
- ❖ Plot and interpret graph, equations and interrelationship related to volume, pressure and heat energy.
- ❖ Describe various phenomenon of thermodynamics, thermochemistry and electrochemistry.
- ❖ Measure thermo chemical data, enthalpy, solubility and equilibrium constant etc

.

Practicals

Inorganic Chemistry

Preparation of standard solutions

Dilution 0.1M to 0.001M solutions

Gravimetric analysis:(Any One)

i) Analysis of Cu as CuSCN ,

ii) Analysis of Ni as Ni (dimethylglyoxime) and

iii) Analysis of Zn as Zn3(PO4)2

Organic Chemistry

Qualitative Analysis : Identification of two organic compound through the functional group analysis, determination of melting point/boiling point and preparation of suitable derivatives of any one.

Suggested Reading:

1. कार्बनिक रसायन, सुरेश आमेटा, एच.के. पाण्डे, एच.एस. शर्मा, हिमांशु पब्लिकेशन्स, उदयपुर
2. अकार्बनिक रसायन, ओझा, भोजक, कोठारी, चतुर्वेदी, रमेश बुक डिपो, जयपुर
3. प्रायोगिक रसायन, भार्गव, लवानिया, ओझा, रमेश बुक डिपो, जयपुर
4. भौतिक रसायन, शर्मा, भार्गव, गुप्ता, रमेश बुक डिपो, जयपुर
5. कार्बनिक रसायन, विजयश्री मनोज छंगाणी, अल्का पब्लिकेशन, अजमेर
6. अकार्बनिक रसायन, विजयश्री कोठारी छंगाणी, अल्का पब्लिकेशन, अजमेर
7. प्रायोगिक रसायन, छंगाणी, विजयश्री, खण्डेलवाल, अल्का पब्लिकेशन, अजमेर
8. अकार्बनिक रसायन, सुरेश आमेटा, उमा शर्मा, पी.के. शर्मा, मुकेश मेहता, हिमांशु पब्लिकेशन्स, उदयपुर
9. अकार्बनिक रसायन, जी.के. रस्तोगी, यशपाल सिंह, कॉलेज बुक हाऊस, जयपुर
10. प्रायोगिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाऊस, जयपुर

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 302	Physics-I	**CE***	**4**	**15**	**20**	**100**
	Physics-II				**20**	

	Physics-III				**20**	
	Physics Practical				**25** Practical	

Physics-Paper-I: Statistical And Thermodynamical Physics-I

Objectives:

- To aware general thermo-dynamical interaction.
- To develop concept about carnot's engine and Maxwell relation.
- 3 To apply the concepts production of low temperature.
- 4. To apply the concepts of low temperature.

UNIT I General Thermo-dynamical Interaction:

Thermal interaction; Zeroth law of thermodynamics Helmholtz free energy; Adiabatic interaction and enthalpy; General interaction and first law of thermodynamics; Infinitesimal general interation; Gibb's free energy and Phase transitions. Clausius-Clapeyron equation; Vapour pressure curve.

UNIT II Carnot's Engine and Maxwell Relation:

Heat engine and efficiency of engine, Carnot,s Cycle; Thermodynamic scale as an absolute scale; Maxwell relations and their applications.

UNIT III Production of Low Temperature:

Joule Thomson expansion and J.T. coefficients for ideal as well as Vander Waal's gas. Porous plug experiment, Temperature inversions. Regenerative cooling and cooling by adiabatic expansion and demagnetization.

UNIT IV Application of Low Temperature:

Liquid Helium, He I and He II, super fluidity, quest for absolute zero. Nernst heat theorem. Qualitative Discussion of Superconductivity.

Learning Outcomes: After complition the course student would able to:

- Identify and describe the statistical nature of concepts and laws in thermodynamics, in particular: entropy, temperature, chemical potential, Free energies, partition functions.
- Use the statistical physics methods, such as Boltzmann distribution, Gibbs distribution, Fermi-Dirac and Bose-Einstein distributions to solve problems in some physical systems.
- Apply the concepts and principles of black-body radiation to analyze radiation phenomena in thermodynamic systems.
- Apply the concepts and laws of thermodynamics to solve problems in thermodynamic systems such as gases, heat engines and refrigerators etc.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, उष्मा गतिकी एवं सांख्यकीय भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics-Paper-II: Optics –I

Objective

- To give information about geometrical optics.
- To aware about the lenses and these properties.

- To develop concept about the interference.
- To give information about polarization and types of polarization.

UNIT-I Geometrical Optics:
Fermat's principle, Laws of reflection and refraction from Fermat's principle, refraction at a spherical surface. Axial, lateral, angular magnification and their interrelationship; Abbe's Sine condition for spherical surfaces;

UNIT-II Lenses:
Refraction through a thick and thin lenses and its Focal length , Focal length of two thin lenses separated by a distance, Cardinal points of a co-axial lens system, properties of cardinal points; construction of image using cardinal points.

UNIT-III Interference:
Young's double slit experiment, temporal and spatial coherence, coherence length, Division of amplitude, Interference in thin films, colour in thin films. Wedge shaped film, Newton rings and determination of wavelength and refractive index by Newton ring. Michelson Interferometer, Measurement of wavelength and refractive index by Michelson Interferometer.

Unit-IV Polarization:
Polarization states of electromagnetic (EM) waves, reflection and refraction of plane EM wave at plane dielectric surface, boundary conditions, derivation of Fresnel's relations. Huygen's theory, Theory of double refraction using Fresnal's ellipsoidal surface (no mathematical derivation). Production and analysis of plane, circularly and elliptically polarized light, quarter and half wave plates.

Learning Outcomes: After complition the course student would able to:
- Gain knowledge on various theories of light
- Acquire skills to identify and apply formulas of optics and wave physics
- Classify the properties of light like reflection, refraction, interference, diffraction etc
- Applies the diffraction and polarization.
- Classify the theory of double refraction.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, प्रकाशिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics-Paper-III: Electronics & Solid State Devices –I

Objectives:
- To give information about circuit analysis.
- To aware about the network theorems.
- To develop concept about the semiconductor.
- To give information about rectifiers and voltage regulation.

UNIT-I Circuit Analysis:
Network-some important definitions, loop and nodal equation based on DC and AC circuits (Kirchhoff's Laws), Four terminal network parameters; Current volt conventions, Open circuit, short circuit and hybrid

parameters of any four terminals network. Input, Output and mutual impendence for an active four terminal network.

UNIT – II Network Theorems:
Superposition, Thevenin, Norton, Reciprocity, Compensation and maximum power transfer and miller theorems.

UNIT – III Semiconductors:
Intrinsic and extrinsic semiconductors, charge densities in N and P materials, conduction by drift and diffusion of charge carriers. PN diode equation, capacitance effects. Nature of charge carriers by Hall effect and Hall coefficient. Zener Diode, tunnel diode, photovoltaic effect.

UNIT – IV Rectifiers and Voltage Regulation:
Half-wave, full wave and Bridge rectifiers, Calculation of ripple factor, efficiency and regulation. Filters: shunt inductors, shunt capacitor, L sections and π sections filters. Voltage regulation and voltage stabilization by Zener diode, Voltage multiplier circuits.

Learning Outcomes: After complition the course student would able to:

- Applies the kirchhoff's law (first and second) and circuit analysis.
- Calculate the network theorem (superposition, thevenin, reciprocity, compensation, maximum power transfer and miller theorems).
- Discuss the concept of the semiconductor, type of semiconductor, zener diode and hall effect.
- Identify the concept of rectifiers, voltage regulation, various type of filter.
- Calculation of ripple factor, efficiency and regulation

.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, इलेक्ट्रोनिकी एवं ठोस प्रावस्था युक्तियां, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली**,** 2015–16

Physics Practical: III

1. Study of dependence of velocity of wave propagation on line parameter using torsional wave apparatus.
2. Study of variation of reflection coefficient on nature of termination using torsional wave apparatus.
3. Using Platinum resistance thermometers find the melting point of a given substance.
4. Using Newton's rings method find out the wave length of a monochromatic source and find the refractive index of liquid.
5. Using Michelson's interferometers find out the wavelength of given monochromatic source (Sodium light).
6. To determine dispersive power of prism.
7. To determine wave length by grating.
8. To determine wave length by Biprism.
9. Determine the thermodynamic constant using Clements & Desorme's method.
10. To determine thermal conductivity of a bad conductor by Lee's method.
11. Determination of ballistic constant of a ballistic galvanometer.
12. Study of variation of total thermal radiation with temperature

13. To study the Specific rotation of sugar solution by polarimer.
14. Any experiment according to theory paper.

Suggested Reading :

1. प्रभा दशोरा, द्वितीय वर्ष, प्रायोगिक भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 303	Mathematics-I	**CE***	**4**	**15**	**20**	**100**
	Mathematics-II				**20**	
	Mathematics-III				**20**	
	Mathematics Practical				**25** Practical	

Mathematics-Paper-I : Real Analysis

Objectives:

- To aware the Real Numbers as Complete Ordered Field, Closed & opened Sets.
- To gain knowledge about the Cauchy's Sequences, Subsequences.
- To develop knowledge about the Notion of Limit & Continuity for Functions of Two Variables.
- To develop concept about the properties of continuous function on close intervals.

Unit 1: Real numbers as complete ordered field, Limit point, Bolzano-Weierstrass theorem, Closed and Open sets, Union and Intersection of such sets. Concept of compactness. Heine-Borel theorem. Connected sets. Real sequences- Limit and Convergence of a sequence, Monotonic sequences.

Unit 2: Cauchy's sequences, Subsequences, Cauchy's general principle of convergence.

Unit 3 ; Properties of continuous functions on closed intervals. Properties of derivable functions, Darboux's and Rolle's theorem.

Unit 4: Notion of limit and continuity for functions of two variables. Riemann integration — Lower and Upper Riemann integrals, Riemann integrability, Mean value theorem of integral calculus, Fundamental theorem of integral calculus,

Learning Outcomes: After complition the course student would able to:

- Applies the Real Numbers as Complete Ordered Field, Closed & opened Sets.
- Calculate the Cauchy's Sequences, Subsequences.
- Discuss the Properties of Continuous Functions on Closed Intervals.
- Classify the Notion of Limit & Continuity for Functions of Two Variables.
- Interprets the fundamental theorem.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, रियल एनालिसिस, आर. बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, रियल एनालिसिस, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics-Paper-II : Differential Equations I

Objectives

- To give information about Degree & Order of a Differential Equation.
- To aware Linear Equation & Exact Differential Equation.
- To develop concept of the 1st Order but Higher Degree Differential Equation Solve for x,y &p.
- To develop knowledge about the Homogeneous Linear Differential Equations.

Unit 1: Degree and order of a differential equation. Equations of first order and first degree. Equations in which the variables are separable. Homogeneous equations and equations reducible to homogeneous form.

Unit 2; Linear equations and equations reducible to linear form. Exact differential equations and equations which can be made exact.

Unit 3: First order but higher degree differential equations solvable for x,y and p. Clairaut's form and singular Solutions with Extraneous Loci. Linear differential equationS with constant coefficients, Complimentary function and Particular integral.

Unit 4 : Homogeneous linear differential equations, Simultaneous differential equations.

Learning Outcomes: After complition the course student would able to:

- Calculate Degree & Order of a Differential Equation.
- Differentiate between Linear Equation & Exact Differential Equation.
- Calculate the 1st Order but Higher Degree Differential Equation Solve for x,y &p.
- Discuss on the Homogeneous Linear Differential Equations.
- Discuss on the linear differential equation constant coefficients.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, अवकलन समीकरण, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, अवकलन समीकरण, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics-Paper-III: Numerical Analysis

Objectives:

- To aware Relation b/w Differences and Derivatives .
- To Understand the Divided Differences by Newton's .
- To give knowledge about the Stirling's and Bessel's Interpolation Formulae.
- To develop concept of Numerical Integration .

Unit 1: Differences. Relation between differences and derivatives. Differences of a polynomial. Newton's formulae for forward and backward interpolation.

Unit 2: Divided differences. Newton's divided difference, Lagrange's interpolation formula.

Unit 3: Central differences.Gauss's, Stirling's and Bessel's interpolation formulae. Numerical Differentiation. Derivatives from interpolation formulae.

Unit 4: Numerical integration, Derivations of general quadrature formulas, Trapazoidal rule. Simpson's one-/ third, Simpson's three-eighth and Gauss's quadrature formulae.

Learning Outcomes: After complition the course student would able to:

- ❖ Calculate Relation b/w Differences and Derivatives .
- ❖ Discuss on the Divided Differences by Newton's .
- ❖ Applies the Stirling's and Bessel's Interpolation Formulae.
- ❖ Identify the concept of Numerical Integration.
- ❖ Applies the trapezoidal rule.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, संख्यात्मक विश्लेषण, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, संख्यात्मक विश्लेषण, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 304	Botany-I	CE*	4	15	20	100
	Botany-II				20	
	Botany-III				20	
	Botany Practical				25 Practical	

Botany-Paper-I : Molecular Biology

Objectives:

- ❖ To know the concept of genetic material
- ❖ To understand the structure of DNA with its model
- ❖ To get knowledge about the concept, types and process of DNA replication
- ❖ To understand the concept of transcription and Translation
- ❖ To learn about the regulation of gene expression

UNIT I: Genetic Material

- Biological, Chemical and physical Nature of Heredity material.
- Structure of DNA, WATSON & Crick model of DNA, Nuclcosome model.
- Structure and types of RNAs (mRNA, tRNA adr RNA)

UNIT –II DNA Replication

- Concept, Types and process of DNA Replication.
- Staht experiment of semiconservative replication of DNA
- Okazaki fragments, DNA Polymerases, DNA protein interaction.
- Preliminary account of DNA damage and repair.

UNIT-III Transcription and Translation

- Transcription in Eukaryotes, role of promoters, RNA Polymerases, Pre RNA synthests, pre RNA Processing, copping, splicing and polyadenylation.
- Translation in Eukaryotes, Genetic code (Initiation, Elongation and Termination.)

UNIT-IV Regulation of Gene Expression

- Regulation in Gene expression in prokaryotes and Eukaryotes,
- Negative and Positive control.
- Attenuation and Antitermination.
- Reverse Transcription and its application.

Learning Outcomes: After complition the course student would able to:

- ❖ Explain the concept of genetic material
- ❖ Understand the structure of DNA with its model
- ❖ Describe the concept, types and process of DNA replication
- ❖ Differentiate the transcription and Translation
- ❖ Interpret the regulation of gene expression

Suggested Readings:

1. Becker, W.M., Kleinsmith, L.J., Hardin, J. and Bertoni, G. P. 2009. The World of the Cell. 7th Edition. Pearson Benjamin Cummings Publishing, San Francisco.
2. Brown, T. A. 2010. Gene cloning and DNA analysis: An Introduction. Blackwell Publication, USA.
3. Buchanan, B., Gruissem, W. and Jones, R. 2000. Biochemistry and Molecular Biology of Plants. American Society of Plant Biologists., USA.
4. Chrispeel, M.J. and Sadava, D.E. 1994. Plants, Genes and Agriculture**.** Jones and Barlett Publishers, USA.
5. Cooper, G.M. and Hausman, R.E. 2009. The Cell: A Molecular Approach. 5th edition. ASM Press and Sunderland, Washington, D.C. Sinauer Associates, MA.
6. De Robertis, E.D.P. and De Robertis, E.M.F. 2006. Cell and Molecular Biology 8th edition. Lippincott Williams and Wilkins, Philadelphia.
7. Glick, B.R. and Pasternak, J.J. 2003. Molecular Biotechnology: Principles and Applications of recombinant DNA. ASM Press, Washington.
8. Karp, G. 2010. Cell and Molecular Biology: Concepts and Experiments. 6th edition. John Wiley and Sons. Inc. New jersey, USA.
9. Mascarenhas, A.F. 1988. Hand book of Plant tissue culture. Publication and information. Div., ICAR, New Delhi.
10. Purohit, S.S. and Mathur, S.K. 1996. Biotechnology Fundamental and Application. Agro Botanical Publisher, Bikaner.
11. Razdan, M.K., 1993. An introduction to Plant tissue culture. Publication and Information Div., ICAR, New Delhi.
12. Rana, S.V.S. 2012. Biotechnology theory and practice. (Third Ed.) Rastogi Publication, Meerut.
13. Rastogi, V.B. 2008. Fundamentals of Molecular Biology.Ane Books, Meerut, India.
14. Smith, R. H. 2000. Plant Tissue Culture: Techniques and Experiments. 2nd edition, Academic Press, USA.
15. Upadhyaya, A. and Upadhayaya, K. 2005. Basic Molecular Biology. Himalaya Publishers. New Delhi.

Botany-Paper-II : Biotechnology

Objectives:

- ❖ To know the whole concept of Biotechnology
- ❖ To distinguish between morphogenesis and micro propagation

- To aware about the mechanism of plant tissue culture.
- To learn about the isolation, culture and somatic cell hybridization
- To acquire knowledge about recombinant DNA technology and PCR technique.
- To understand the introduction, process of transgenic plants.

UNIT I: Biotechnology and Plant tissue culture

Biotechnology: Functional definition. Basic aspects of Plant tissue culture, Basal medium, Media preparation and aseptic culture technique. Concept of cellular totipotency, Differentiation and morphogenesis and Micropropagation.

UNIT II: Protoplast, Anther and Embryo culture

Protoplast isolation, culture and Somatic cell hybridization, Anther culture , Embryo culture and their Applications, Applications of Plant tissue culture,

UNIT III: Recombinant DNA technology

Techniques used in rDNA technology. Restriction enzymes. Vectors for gene transfer. Plasmids and Cosmids. Genomic and c-DNA library, Polymerase Chain Reaction (PCR), Applications of PCR technique, DNA Finger Printing.

UNIT IV: , **Transgenic plants**

Introduction , Process of production of transgenic plants, types of transgenic plants ,
Application of transgenic plants and Biotechnology

Learning Outcomes: After complition the course student would able to:

- Comprehend the concept of Biotechnology
- Distinguish between morphogenesis and micro propagation
- Describe the role of plant tissue culture.
- Explain the isolation, culture and somatic cell hybridization
- Acquire knowledge about recombinant DNA technology and PCR technique.
- Interpret the transgenic plants.

Suggested Readings:

1. Becker, W.M., Kleinsmith, L.J., Hardin, J. and Bertoni, G. P. 2009. The World of the Cell. 7th Edition. Pearson Benjamin Cummings Publishing, San Francisco.
2. Brown, T. A. 2010. Gene cloning and DNA analysis: An Introduction. Blackwell Publication, USA.
3. Buchanan, B., Gruissem, W. and Jones, R. 2000. Biochemistry and Molecular Biology of Plants. American Society of Plant Biologists., USA.
4. Chrispeel, M.J. and Sadava, D.E. 1994. Plants, Genes and Agriculture**.** Jones and Barlett Publishers, USA.
5. Cooper, G.M. and Hausman, R.E. 2009. The Cell: A Molecular Approach. 5th edition. ASM Press and Sunderland, Washington, D.C. Sinauer Associates, MA.
6. De Robertis, E.D.P. and De Robertis, E.M.F. 2006. Cell and Molecular Biology 8th edition. Lippincott Williams and Wilkins, Philadelphia.
7. Glick, B.R. and Pasternak, J.J. 2003. Molecular Biotechnology: Principles and Applications of recombinant DNA. ASM Press, Washington.

8. Karp, G. 2010. Cell and Molecular Biology: Concepts and Experiments. 6th edition. John Wiley and Sons. Inc. New jersey, USA.
9. Mascarenhas, A.F. 1988. Hand book of Plant tissue culture. Publication and information. Div., ICAR, New Delhi.
10. Purohit, S.S. and Mathur, S.K. 1996. Biotechnology Fundamental and Application. Agro Botanical Publisher, Bikaner. Razdan, M.K., 1993. An introduction to Plant tissue culture. Publication and Information Div., ICAR, New Delhi.
11. Rana, S.V.S. 2012. Biotechnology theory and practice. (Third Ed.) Rastogi Publication, Meerut.
12. Rastogi, V.B. 2008. Fundamentals of Molecular Biology.Ane Books, Meerut, India.
13. Smith, R. H. 2000. Plant Tissue Culture: Techniques and Experiments. 2nd edition, Academic Press, USA.
14. Upadhyaya, A. and Upadhayaya, K. 2005. Basic Molecular Biology. Himalaya Publishers. New Delhi.

Botany-Paper-III : Plant Physiology I

.Objectives:

- To understand structure, properties, components and phenomenon of water
- To know about different theories related to water absorption.
- To learn about Nitrogen and phosphorous cycle
- To get knowledge about concept and process of photosynthesis and respiration.
- To distinguish Aerobic and anaerobic pathways

.

UNIT I: Water

Structure and properties of water, osmosis, water potential and its components, absorption of water, root pressure, pathway of water movement; concepts of symplast and apoplast. Ascent of sap, mechanism of stomatal movements, factor affecting transpiration, it's theories, mechanism and significance, antitranspirants and guttation.

UNIT II: Mineral Nutrition

Transport of ions across cell, mechanism of active and passive transport, translocation of, macro and micro nutrients; role of essential nutrients in plant metabolism and their deficiency symptoms. Outline of Nitrogen and phosphorus cycle. Transamination and deamination.

UNIT III: Photosynthesis

Photosynthesis, discovery and structure of pigments (chlorophyll and accessory pigment) ,light harvesting units, law of limiting factors. Light reaction- photophosphorylation- (cyclic and non cyclic), dark Reaction- Calvin and Benson cycle, Hatch and Slack pathway, Crassulacean acid metabolism and photorespiration.

UNIT IV: Respiration

Respiration: Aerobic and anaerobic, glycolysis, tricarboxylic acid cycle, oxidative phosphorylation, and factors affecting oxidative processes, pentose phosphate pathway, fermentation.

Learning Outcomes: After complition the course student would able to:

- Understand structure, properties, components and phenomenon of water
- C out different theories related to water absorption.
- Explain the Nitrogen and phosphorous cycle
- Get knowledge about concept and process of photosynthesis and respiration
- Distinguish Aerobic and anaerobic pathways

Suggested Readings:

1. Hopkins, W.G. and Huner, P. A. 2008. Introduction to Plant Physiology**.** John Wiley and Sons, USA.
2. Jain, V.K. 2013. Fundamental of Plant Physiology. S. Chand and Company Ltd., New Delhi.
3. Malik, C. P. and Srivastava A.K. 1982. Text book of Plant Physiology. Kalyani publication, New Delhi.
4. Mukherjee S., Ghosh A. K. 2006. Plant Physiology. New Central Book Agency, Calcutta.
5. Parashar, A. N. and Bhatia, K. N. 1985. Plant Physiology. Trueman Book Company, New Delhi.
6. Sinha, R. K. 2007. Modern Plant Physiology. 2nd Edition Tata McGraw, New Delhi.
7. Taiz, L. and Zeiger, E. 2006. Plant Physiology**.** 4th Edition, Sinauer Associates Inc. Publishers, Massachusetts, USA.
8. Verma, S. K. and Verma, M. 2000. A Text book of Plant Physiology, Biochemistry and Biotechnology. S. Chand and co. Ltd., New Delhi.
9. Verma, V. 2007. Text Book of Plant Physiology. ANE Books, India.

BOTANY PRACTICAL III

1. To determine the water potential of given plant material.
2. Demonstration of phenomenon of osmosis using potato osmometer.
3. Demonstration of phenomenon of plasmolysis.
4. To study the permeability of plasma membrane using different concentration of organic solvents.
5. To study the effect of temperature on permeability of plasma membrane.
6. To demonstrate root pressure.
7. Study of effect of temperature on rate of transpiration.
8. Study of transpiration rate in dorsiventral and isobilateral leaves by use of potometer.
9. Study of the mechanism of stomatal opening and closing.
10. Rate of photosynthesis under varying HCO_3 concentration in an aquatic plant using bicarbonate (Wilmott and Bubbler).
11. Demonstration of O_2 evolution during photosynthesis by inverted funnel method.
12. To study that light is necessary for photosynthesis by using ganong screen.
13. To demonstrate of anaerobic and aerobic respiration.
14. To study that $C_{O2,}$ light and chlorophyll is essential for photosynthesis (Moll's half experiment).
15. Study C3 andC4 plant with the kranz anatomy.
16. To study the R.Q. by Ganong's respirometer.

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 305	Zoology-I	CE*	4	15	20	100
	Zoology-II				20	
	Zoology-III				20	
	Zoology Practical				25 Practical	

Zoology-Paper-I : Life and Diversity of animals – Chordata- I

Objectsives:

- To explain what the vertebrates are.
- To understand the general characters of each class of vertebrates.
- To understand the origin and evolutionary relationship in different classes of vertebrates.
- To understand the classification of pisces
- To develop the general characters and classification in Amphibia

Unit I: Protochordates

1.1 **Protochordata**: General characters and classification up to order Type Study:

1.2 ***Herdmania*** : Morphology, digestive system, Nervous System and sense organs, Excretory System, Reproductive system, Ascidian tadpole larva

1.3 ***Amphioxus***: Structure, digestive system, respiratory system, circulatory system, sense Organs, excretory system

Unit – II Agnatha and Pisces

2.1 Agatha: General Features of Agnatha and classification up to classes Type study: General Features of Petromyzon, Ammocete Larva

2.2 Pisces: Classfication of Pisces upto classes; Difference between Chondrichthyes and Osteichthyes Type Study**:** General Morphology and anatomy of Scoliodon

Unit-III Tetrapoda

3.1 Amphibia: Classification and characters with suitable examples, adaptations for amphibious life

3.2 Reptilia: Classification and characters with suitable examples,

3.3 Aves: General classification and characters with important examples;

3.4 Mammalia-I: Classification and characters with suitable examples

Unit – IV Miscellaneous

4.1 Protochordates: General features and phylogeny of Urochordates & cephalochordates; Retrogressive metamorphosis

4.2 Pisces: Fins (structure and origin); Types of scales; Migration; Parental Care

Learning Outcomes: After complition the course student would able to:

- Discuss and study the classification of Protochordata, Ascidia & Amphioxus
- Understand the classification of Agnatha & Gnathostomata, Characters of Petromyzon, Ammocoet larva, .
- Learn about the classification of Pisces, and basics of pisciculture, Scales, Fins, migration in fishes.

- ❖ Understand the classification of Amphibia, Reptilia, and the General Topics like Adaptive radiation in Amphibian, Neoteny, Parental care in Amphibians,
- ❖ Understand the classification of Aves, Mammals and the General Topics like perching mechanism, flight adaptation, migration and feathers in birds and adaptation, hair and dentition in Mammals

Zoology-Paper-II: Microbiology & Parasitology

Objectsives:

- ❖ To understand the classification Microorganisms.
- ❖ To Understand and study the Bactria.
- ❖ To Understand the Parasite Protozoan's.
- ❖ To Understand the Virus, Hepatitis and HIV.
- ❖ To explain the morphology of bacteria

Unit –I: Microbiology

1.1 The scope of Microbiology: Characterization, Classification and identification of Microorganisms.

1.2 History and landmark events in Microbiology: Working of A.V. Leeuvenhock, Louis Pasteur, Robert Koch, Germ Theory of diseases.

1.3 World of Microbes: General Morphology of Protozoa, fungi – Molds and Yeasts

Unit-II: Bacteria

2.1 The World of Bacteria – Morphology of Bacteria; Difference between Gram-positive and Gram-negative Bacteria

2.2 Basic idea of Culture: Types of culture media, Maintenance of pure cultures

2.3 Growth & Reproduction: Bacterial division, growth curve, generation time, measurement of growth. Asepsis, sterilization with physical and chemical agents; Reproduction- Asexual and sexual

Unit-III: Other Microbes

3.1 Virus: Structure, Classification; Life Cycle- Lytic and Lysogeny; A Bacteriophage

3.2 Hepatitis: Structure and types of causative agent, Precaution, Prevention and Control

3.3 HIV and AIDS: Epidemiology, prevention, control and treatment

Unit-IV: Parasitology

4.1 Parasitic Protozoans: life cycle, pathogenesis and disease caused by Entamoebae; Plasmodium, Trypanosoma, Leishmania

4.2 Epidemiology of infectious diseases with reference of Human:

- Bacterial [Tuberculosis, Leprosy, Meningitis]
- Fungal[any one]diseases

Learning Outcomes: After complition the course student would able to:

- ❖ Applies the classification Microorganisms.
- ❖ Understand and study the Bactria.
- ❖ Explain the Parasite Protozoans.
- ❖ Classify the Virus,Hepatitis and HIV.
- ❖ Interprets the plasmodium, trypanosome, leishmania.

Zoology-Paper-III: Physiology- I

Objectsives:

- To develop the metabolic activities in mammalian body.
- To understand the various Biomolecules in body.
- To understand the structural chemistry of proteins, carbohydrates, fats.
- To understand the functions of Biomolecules in body Secretion.
- To explain the process of digestion.

Unit I Respiration

1.1 Mechanism and regulation of Respiration
1.2 Transport of oxygen and carbon dioxide, Respiratory Pigments
1.3 Respiratory quotient, Respiratory volumes and capacities
1.4 Respiratory Disorders and effect of smoking

Unit II Circulation

2.1 Body Fluid: Composition and functions of blood; Lymph composition & function; Blood Pressure, Regulation of Blood Pressure
2.2 Blood clotting – Intrinsic and extrinsic factors, Blood groups and Rh factor
2.3 Physiology of cardiac muscles, structure & function of heart; Human Cardiac Cycle; Cardiac Rhythm; Origin of Heart Beat; Regulation of Heart Beat
2.4 Elementary idea of Haemostasis, ECG, factors contributing to heart problems; Angioplasty; Angiography

Unit III Nutrition and Digestion

3.1 Balanced diet
3.2 Digestion and absorption of carbohydrates, proteins and fats
3.3 Hormonal regulation of gastrointestinal function
3.4 Vitamins- Fat soluble and water soluble vitamins; Sources, deficiency and diseases

Unit IV Excretion

4.1 Types of Nitrogenous waste products (ammonotelic, uricotelic, ureotelic)
4.2 Structure and function of kidney; Nephron; Renal blood supply
4.3 Mechanism of Urine formation in mammals; Counter Current Principle
4.4 Hormonal control of renal function; Rennin- Angiostensin System, Micturition, Regulation of Body Fluids & Acid Base balance

Learning Outcomes: After complition the course student would able to:

- Understand the Physiology of Digestion & Respiration.
- Discuss the Physiology of Circulation & nerve impulse and Reflex Action.
- Understand the Physiology of Excretion
- Describe in nitrogenous waste products.
- Interprets in hormonal control of renal function

Zoology -----Practical Based on paper I, II and III

Paper-I: Study of Chordates:

A. Study of Specimen.
   a) **Protochordata**: Herdmania, Ciona, Salpa, Doliolum, Amphioxus
   b) **Lower Chordates**: Petromyzon, Myxine/Bdellostoma, Ammocete larva,

c) **Pisces:** Sphyrna, Trygon (Sting ray), Pristis (Saw Fish), Raja (Skate),Torpedo, Chimaera (Rat Fish), Acipensor, Amia, Lepidosteus, Notopterus, Labeo, Clarius, Anguilla (eel), Exocoetus, Hippocampus, Echenesis Sucker Fish), Protopterus,

d) **Amphibia:** Icthyophis, Cryptobranchus, Ambyostoma (Tiger Salamander), Axolotl Larva, Salamandra, Proteus, Siren, Alytes, Pipa, Hyla, Rhacophorous (Flying Frog)

B. Study of Slides.

a) Tadpole larva of Herdmania, Herdmania Spicules, T.S. of Amphioxus (Through Oral hood, Pharyngeal, Intestinal and Caudal regions)

b) V.S. of Skin of Scoliodon, Amphibia

C. Mounting.

a) Herdmania Spicules, Placiod Scale

D. Dissection: [Through demonstration by chart/ CAL/ Video]

a) **Major:** Afferent branchial vessels; Efferent branchial vessels; Cranial nerves ofScoliodon.

b) **Minor:** Internal Ear; Eye Muscles; Ampulla of Lorrenzini

Paper-II : Microbiology and Parasitology

1. Preparation and use of culture media for microbes
2. Study of microbes in food material (milk, Curd etc.)
3. Staining procedure for parasites
4. Identification of Protozoan parasites from permanent slides.
   - Trypanosoma(epimastigote or trypomastigote form); Leishmania (promastigote and amastigote form); Plasmodium (sporozoites and signet ring); Giardia; Entamoeba (trophozoites);;
5. Identification and characterization of helminth parasites from permanent slides
   - Cercaria of Fasciola; Eggs of Schistosoma; Cyst of Echinococcus granulosus; Microfilarie of Wuchereria

Paper: III Physiology:

1. Demonstration of ptyalin enzyme activity
2. Estimation of haemoglobin content; RBC Counting, WBC Counting; Haematocrit value and ESR of given blood sample
3. Histological Slides of mammalian T.S. of spinal Cord, stomach, duodenum, ileum, liver, lung, kidney

Suggested Readings:

Chordates:

1. Colbert's evolution of the vertebrates; Colbert, E.H; John Wiley & Sons
2. Text book of Chordate Zoology vol. II ; Sandhu, G.S. and Sandhu, G.S; Campus Books.
3. Modern text book of Zoology-Vertebrates; Kotpal, Rastogi Publication.
4. Vertebrate Zoology; Rastogi, V.B.; Ramnath & Kedarnath.
5. Young, O.Z.: The Life of Vertebrates, Oxford University Press, Oxford.
6. Young,J.Z,: The life of vertebrates. Oxford University Press London 1962(Low Priced Text Reprint English Language Book Socieety London,1962).
7. Barrington,E.J.W.: The Biology Hemichordata & Protochordata Oliver & Boyd,London,1965
8. Young J. Z : The life of mammals Oxford University Press London 1963
9. R.L Kotpal,2015, Chordata, Rastogi Publishing, Meerut, Delhi

Parasitology:
1. Burton J Bogitsh Human Parasitology 3rd edition Elsevier.
2. Roberts, L. S. and J. Janovy, Jr. 2004. Foundations of Parasitology. 7th Edition. McGraw Hill, Boston.
3. Smith. Animal Parasitology 1996. Cambridge University Press.
4. Marr et al. Molecular Medical Parasitology 2003, Elsevier.
5. Lawrence R. Ash and Thomas C. Orihel. Atlas of Human Parasitology. American Society for clinical pathology press 5th edition, 2007.
6. Janet Amundson Romich. Understanding Zoonotic Diseases. 2007
7. Paul Schmid-Hempel. The Integrated Study of Infections, Immunology, Ecology, and Genetics (Oxford Biology), 2011
8. H.S Singh &P. Rastogi,2016, Parasitology, Himalaya Publishing House, pvt. Ltd. Delhi

Microbiology
1. Mani,A., Selvaraj, A.M., Narayanan, L.M. & Arumugam, N. 1996 : Microbiology – saras publications – Nagercoil-India.
2. Sharma, P.D. 1998: Microbiology – Rastogi Publ. Meerut, India
3. Subba Rao, N.S., 1999: Soil Microbiology, Oxford IBH Co. New Delhi, India.
4. Sullia,S.B. & Santharam,S. 2004-General Microbiology, Oxford IBH, India.
5. Meenakumari, S. Microbial Physiology, MJP-Publ.-Chennai, India.
6. Purushotam Kaushik, 2005: Microbiology –S.Chand & Co. New Delhi, India
7. Vijaya Ramesh, 2005: Environmental Microbiology, MJP.Publ., Chennai, India
8. Vijaya Ramesh, 2007: Food Microbiology, MJP.Publ. Chennai, India.
9. Rajan,S. 2007: Medical Microbiology – MJP.Publ. Chennai, India.
10. Purohit, S.S. 2007: Microbiology - Agrobios Publ. India
11. Trivedi, P.C.2008: Applied Microbiology - Agrobios Publ. India
12. Prescott, 2009: Industrial Microbiology - Agrobios Publ. India
13. Parihar, L. 2008: Advances in Applied Microbiology - Agrobios Publ. India
14. Agarwal,A.K.2008: Industrial Microbiology, Agrobios Publ. India.
15. Bohra, A. 2006: Food Microbiology, Agrobios Publ. India
16. Bhastiya&Jain,2015, Immunology, microbiology,&Biotechnology, Himalaya Pubishing House pvt. Ltd. Delhi

Physiology:
1. Ganong: Review of Medical Physiology (22nd ed. 2005, Lange Medical)
2. Guyton and Hall: A text book of Medical Physiology (11th ed. 2006, Saunders).
3. Keele & Neil: Samson Wright's Applied Physiology (13th ed. 1989, Oxford)
4. Hall of India Pvt. Ltd., New Delhi - 110 001.
5. Wood, D.W., 1983. Principles of Animal Physiology 3rd Ed.,
6. Prosser, C.L. Brown 1985. Comparative Animal Physiology, Satish Book Enterprise, Agra - 282 003.
7. Wilson, J. A. Principles of animal physiology. Collins MacMillan Publ.
8. Chordate zoology and animal physiology. S. Chand and Co
9. K.V. Shastri, 2015, Animal Physiology and Biotechnology, Rastogi Publication, Merrut, Delhi

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 301	Understanding a Discipline and Subject	Any one **CE**	**4**	**30**	**70**	**100**
EDU 302	Innovative Methods					

EDU 301 : Understanding a Discipline and Subject

Objectives:

- To make aware the students about the diciplines and its characteristics.
- To give Introduction of Kalidas, Tulsidas and Shakespeare
- To understand the scientific idea of science education.
- To apply the thought of social science language in their day to day life.

Course Contents:

Unit- I Language and Disciplines

a) Meaning of discipline
b) Characteristics of a discipline
c) Inter- disciplinary approach

Unit- II Language and Disciplines

a) History of language development (Hindi, Sanskrit and English)
b) Language technology
c) Language lab
d) Phonetics science
e) Introduction of Kalidas, Tulsidas and Shakespeare

Unit- III Social Science and Discipline

a) History and game cricket
b) History of woman empowerment
c) New trends cultural in society
d) Political socialization
e) Article of democratic problems (Terrorism, corruption &kola-Brokers)

Unit- IV Science and Disciplines

a) Life sketch of scientists (Dalton, Rutherford, Newton, Mendal and Homi Jahangir Bhabha)
b) Science and sound
c) Nutrition and balanced diet
d) Human diseases
e) Electricity and light

Assignment & Practical Work (Any Two)

a) Write Any one term paper.
b) Write a short note on Importance of Language in teacher.
c) Read and review an article.
d) Prepare a report on creative writing.

Learning Outcomes: After completion of this course students would able to:

- Understand language of various discipline.
- Develop expression of various language areas.
- Acquire scientific study of language phonetics.
- Know the scientific idea of science education.
- Apply the thought of social science language in their day today life.
- Develop interdisciplinary approach of language (Hindi/Sanskrit/English).

References :

1. Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc Graw Hill Publising House co. Ltd.
2. Richards, J.C. of Rodgers, T.S. (2009), Approachas and Methods in Language Teaching, Cambrige, C.U.P.
3. अंग्रेजी पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
4. विज्ञान पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
5. संस्कृत पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
6. सामाजिक अध्ययन पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
7. हिन्दी पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)

EDU 302: Innovative Methods

Objectives:

- To introduce students about the concepts of innovations in teaching.
- To understand the idea of various subject methods.

Course Contents:

Unit- I Concept of Innovation.

a) Innovation : Meaning, Definition
b) Characteristics of Innovation
c) Methods : concept, Objective
d) Meathods Characteristics and Utility

Unit- II Methods of Social science

a) Time line method
b) Source method
c) Biographical method
d) Socialized Recitation method

Unit- III Methods of Science

a) Demonstration method
b) Experimental/ Laboratoury method
c) Heuristic method
d) Project method

Unit- IV Methods of Language

a) Lecture method
b) Inductive and Deductive
c) Supervised study method
d) Brain Storming

Assignment & Practical Work (Any Two)

- Write any one term paper
- Write a short note on Importance of Language in teacher
- Read and review an article
- Prepare a report on creative writing

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop knowledge of various innovative methods.
- ❖ Understand the idea of methods.

Suggested Readings:

1. सिंह, कर्ण, (2008), शैक्षिक तकनीकी एवं प्रबन्ध, लखीमपुर – खीरी, गोविन्द प्रकाशन
2. शर्मा, संदीप एवं पारीक, अलका (2007), शैक्षिक तकनीकी एवं कक्षा–कक्ष प्रबन्ध, शिक्षा प्रकाशन, जयपुर
3. कुलश्रेष्ठ, एस.पी. (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा
4. Hillard R.I. (1973),Writing for T.V. and Radio N.Y.Hastings House
5. Philips, Lewis (1971), Educational Television Guide Book N.Y. : Mc.Graw
6. Cassire. Henry R. (1962), Television Teaching Today Paris, UNESCO

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
JVB 301	Critical Understanding of ICT	**FC**	**2**	**15** Practical	**35**	**50**

Objectives:

- ❖ To explain the concept of ICT in education.
- ❖ To develop skills in using MS Office applications for education.
- ❖ To use internet efficiently to access information and communicate with others.
- ❖ To understand the applications of E-learning in education.

Course Contents:

Unit - I MS Office

a) MS- word (Text management)
b) Power Point (Preparation of Slide)
c) Smart Class
d) E - Learning

Unit - II Internet and Multimedia

a) E-mail, Chat
b) Searching, Downloding and Uploding
c) Multimedia and its Education Uses.
d) Mobile Banking

Learning Outcomes: After completion of this course students would able to:

- ❖ Explain the concept of ICT in education.
- ❖ Develop skills in using MS Office applications for education.
- ❖ Use internet efficiently to access information and communicate with others.
- ❖ Understand the applications of E-learning in education.

Assignment & Practical Work (Any Two)

- Prapare one term paper on any topic related to above units.
- Prepare power point presentation on any one topics related to School content/ B.Ed. Syallbus.

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
JVB 302	Yoga and Preksha Meditation	**FC**	**2**	**15** Practical	**35**	**50**

Objectives:

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

विषयवस्तु :

इकाई–1 योग के प्रयोग

(अ) योग : अर्थ, परिभाषा, अष्टांग योग की उपयोगिता
(ब) आसन : सूर्यनमस्कार,(अर्थ, प्रक्रिया एवं लाभ) ताड़ासन, पाद्हस्तासन, गरूड़ासन, जानुशिरासन, वक्रासन, वज्रासन, पद्मासन, उत्तानपादासन, पवनमुक्तासन, भुजगांसन, शलभासन,(स्थिति, विधि, लाभ)
(स) प्राणायाम : सूर्यभेदी, चन्द्रभेदी,व अनुलोम विलोम
(द) मुद्रा : ज्ञान मुद्रा,वीतराग मुद्रा
(य) बन्ध : मूलबन्ध, उड्डियानबन्ध व जालधंर बन्ध

इकाई–2 प्रेक्षाध्यान

(अ) प्रेक्षाध्यान का इतिहास, अर्थ एवं उद्देश्य
(ब) प्रेक्षाध्यान के सहायक अंगो का सक्षिप्त परिचय एवं महत्व
(स) कायोत्सर्ग, अर्न्तयात्रा, श्वास प्रेक्षा एवं ज्योतिकेन्द्र प्रेक्षा (प्रयोग, अभिव्यक्ति एवं प्रस्तुति)
(द) प्रेक्षाध्यान के मुख्य चरणों का संक्षिप्त परिचय

सत्रीय कार्य :(कोई एक)

- विषय से सम्बन्धित कोई एक टर्म पेपर तैयार करना।
- सूर्य नमस्कार की विभिन्न स्थितियों का प्रदर्शन।

Learning Outcomes:

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

संन्दर्भ ग्रन्थ सूची :

1. अमूर्त चिन्तन : आचार्य महाप्रज्ञ
2. जीवन विज्ञान की रूपरेखा, लेखक : मुनि धर्मेश कुमार
3. जीवन विज्ञान शिक्षक निर्देशिका – मुनि किशनलाल
4. जीवन विज्ञान : मूल्यपरक शिक्षा का एवं अभिनव प्रयोग – मुनि धर्मेश
5. जीवन विज्ञान प्रेक्षाध्यान एवं योग : समणी मल्लि प्रज्ञा
6. जीवन विज्ञान : शिक्षा का नया आयाम, लेखक : आचार्य महाप्रज्ञ
7. जीवन विज्ञान : शिक्षक प्रशिक्षक मार्गदर्शिका– मुनि किशनलाल
8. जीवन विज्ञान : स्वस्थ समाज रचना का संकल्प, लेखक : आचार्य महाप्रज्ञ
9. नया मानव : नया विश्व – आचार्य महाप्रज्ञ

10. परिवार के साथ कैसे रहें ? – आचार्य महाप्रज्ञ
11. प्रेक्षाध्यान प्रयोग पद्धति – लेखक : आचार्य महाप्रज्ञ
12. प्रेक्षाध्यान : आसन प्राणायाम, मुनि किशनलाल
13. प्रेक्षाध्यान : सिद्धान्त और प्रयोग, लेखक : आचार्य महाप्रज्ञ, सम्पादक : मुनि किशन लाल, शुभकरण सुराना
14. प्रेक्षाध्यान : यौगिक क्रियाएं, मुनि किशनलाल
15. प्रेक्षाध्यान : शरीर विज्ञान, श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार
16. प्रेक्षाध्यान : स्वास्थ्य विज्ञान (भाग 1,2), श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार 'तुम स्वस्थ रह सकते हो, लेखक – आचार्य महाप्रज्ञ
17. प्रेक्षाध्यान : व्यक्तित्व विकास, लेखक : मुनि धर्मेश कुमार
18. प्रेक्षा संदर्शिका – मुनि धर्मेशकुमार
19. Preksha Meditation : Therapeutic Thinking by Arun Zaveri
20. Science of Living, Ed. Muni Mahendra Kumar

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 401	Gender , School and Society	**CC**	**4**	**30**	**70**	**100**

Objectives:

- To understand the modern concept of society, organization & gender sensitivity.
- To aware about the dimension of development of school administration.
- To develop basic understanding & familiarity with key concept, society, social problem, social relationship and new trends
- To develop knowledge of the role of different NGO & organizations.

Course Contents:

Unit- I Role of Society & Organization in Gender sensitivity.

a) Gender Equity : Concept, Needs, Problem and solution
b) Nature of Society
c) Women Commission
d) Right to Education

Unit- II Dimensions of Development of School

a) Administration – Structure of Centre and State education.
b) Head-Master – Merits, work, Duties and Leadership.
c) Ideal Teacher – Personality and Qualification
d) Modern school , Library, Laboratory, and Hostel
e) Outline of Co-Curricular Activities in School.

Unit- III Present Education & Society

a) Role of education in different Areas (Family, school, and society).
b) Present Social Problems (unemployment, Students indiscipline, Poverty, Illiteracy, Health & Nutrition)Concept, cause, and Solution
c) Education and Society Relationship

Unit- IV Role of organization in Gender sensitivity, society, and school

a) NGO – (meaning and Role)
b) Role of present Social – worker
c) Govt. Planning
d) Role of Religious Organization

Assignment & Practical Work (Any Two)

- Study of any one significant Problems of a secondary school. Prepare report detail – it's possible Causes and Solutions
- One Term paper solve.
- Critically Evaluate of the different Activities of any one school.
- Case study of any N.G.O working locally.

Learning Outcomes: After completion of this course students would able to:

- ❖ Sensitize students about different social & national level problems at school level.
- ❖ Remedies regarding gender discrimination, government schemes and Right to Education.
- ❖ Implement their knowledge to plan community awareness programmes to sensitize weaker section of society.
- ❖ Understanding relationship between education and society as well as NGO's.

Utilize their administrative skill to manage different administrative activities at school level

Suggested Readings:

1. कुशवाहा, पुष्पलता एवं सक्सैना, कनक, (2006), शैक्षिक प्रबंधन एवं संगठन, आस्था प्रकाशन, जयपुर
2. चौबे, सरयू प्रसाद, (1990), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
3. पाण्डेय, रामशक्ल (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
4. बघेला, एच. एस. सिंह, (2007), शैक्षिक प्रबंधन एवं संगठन, राजस्थान प्रकाशन, जयपुर
5. भटनागर, सुरेश (1996), शैक्षिक प्रबंध व शिक्षा की समस्याएं, सूर्या पब्लिकेशन, मेरठ
6. वशिष्ठ, के. के. (1985), विद्यालय संगठन एवं भारतीय समाज की शिक्षा की समस्याएं, लायक बुक डिपो, मेरठ
7. शर्मा, आर. ए. (1995), विद्यालय संगठन एवं शिक्षा प्रशासन, सूर्या पब्लिकेशन, मेरठ
8. शर्मा, ओ. पी., गुप्ता, शोभा (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
9. सुखिया, एस. पी., (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
10. www.gender.com.ac.uk.
11. www.genderstuddies.org.
12. www.genderparddigm.com./publication/html

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 402	Reading and Reflecting on texts (EPC)	**CC**	**2**	**15**	**35 Practical and Viva-voce**	**50**

Objectives:

- To develop basic Communication Skills.
- To promote Creative Writing among students.
- To acquire the knowledge of art of Speaking.

Course Contents:

Unit- I Reading Comprehension

a) Explain with stage of any self expression of any one guest.
b) Enlist errors in reading among school students.
c) Review of any one books with reading.
d) Write the educational essence of any five stories and morale thought with reading.

Unit- II Writing composition & Action Plan

a) Recite 10 poem / verse/ stanza and write it.
b) Prepare an action plan and organize accordingly.
c) Proof reading.
d) Prepare list of innovative vocabulary for speaking. (50 words).

Learning Outcomes: After completion of this course students would able to:

- Understnd Communication Skills.
- Promote Creative Writing among students
- Explain the art of speaking.

Assignment & Practical Work (Any Two)

- One term paper on any topic related to above units.
- Prepare a plan and organize any two activities related to above units.
- Demonstrate different type of speaking.
- To identify the causes of ineffective speech and remedies for it.

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 403	Drama and Arts in Education (EPC)	**CC**	**2**	**15**	**35 Practical and Viva-voce**	**50**

Objectives:

- To develop skills of role playing and acting.
- To acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

Course Contents:

Unit- I Write a Drama Script

a) Prepare a Drama for any Social issues (Class VI to XI)
b) Role playing for different scene of Drama
c) To know different types of Drama

Unit- II Fine Arts, materials and its relevancy (Any two works)

a) Mehendi, Drawing
b) Rangoli/Model Preparation
c) Poster Painting

Assignment & Practical Work (Any Two)

- Prepare any one term paper related to above units.
- Plan and organize any two activities related to above units.
- Prepare Arts and crafts with un usual material
- Prepare Fine Arts with paper
- Hand made Architecture
- Soft toys (Teddy bear)
- Dance Art
- Fine Arts/ Painting
- Skill of Playing musical instrument
- Food Shef
- Handicraft

Learning Outcomes: After completion of this course students would able to:

- Develop skills of role playing and acting.
- Acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 401	Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**100**
	Chemistry-II				**20**	
	Chemistry-III				**20**	
	Chemistry Practical				**25 Practical**	

Chemistry-Paper -I : Inorganic chemistry

Objectives:

- To develop the knowledge about chromatography, oxidation reduction and polymerization.
- To aware about the conceptual knowledge of chromatography, polymer chemistry and bioinorganic chemistry.
- To acquaint about the classification of acids, non aquous solvents and separation methods.
- To give information about solvent systems, diagrams and preparation methods.
- To develop understanding about phosphazenes, trace elements and nitrogen fixation.

Unit I : Chromatography

Types of chromatographic methods and their applications, principle of differencial migration, Adsorption phenomenon, nature of the adsorbent, solvent systems, Rf values.

Unit II : Oxidation and Reduction

Use of redox potential data, analysis of redox cycle, redox stability in water, disproportionation, Frost, the diagrammatic representation of potential data, Latimer and Pourbaix diagrams, principles involved in the extraction of the elements.

Unit III : Polymer chemistry of Silicones & Phosphazenes

Classification, Preparation and Structure of silicons, silicon resin, silicon rubber, silicon fluid, industrial application of silicones.

Preparation, properties, substitution reaction and structure of Phosphazenes

Unit IV : Bioinorganic chemistry

Essential and trace elements in biological processes, metalloporphyrins with special reference to haemoglobin and myoglobin. Biological role of alkali and alkaline earth metal ions with reference to Na+, K+, Ca+2 and Mg+2, nitrogen fixation.

Learning Outcomes: After complition the course student would able to:

- Differentiate between oxidation & reduction and structures of silicons .
- Describe the principles related to differential migration, substitution and biochemistry .
- Apply the methods of chromatography, industrial uses of silicon and biochemistry to solve different issues.
- Interpret the diagrams related to redox reaction, structure and processes of polymerization.

Chemistry-Paper -II : Organic chemistry

Objectives:

- To develop knowledge about classification & nomenclature of carboxylic acid and dicarboxylic acid .
- To aware about the chemical reactions, mechanism and properties of polymers, halonitroarenes and amines.
- To develop concept of various laws related to synthesis and catalyzing process.
- To aquaint the various reactions on the basis of their mechanism.

Unit I : Carboxylic acids & Dicarboxylic acids

Nomennclature, structure and bonding, physical properties, acidity of carboxylic acids, effects of substituents on acid strength, preparation of carboxylic acids, reactions of carboxylic acids – Hell Volhard Zelinisky reaction, synthesis of acid chlorides, esters and amides, reduction of carboxylic acids, mechanism of decarboxylation. Method of formation and chemical reaction of haloacids, hydroxyl acids, malic tartaric and citric acids. Methods of formation and chemical reactions of α, β- unsaturated monocarboxylic acids. methods of formation and effect of heat and dehydrating agents (succinic, glutaric and adipic acids).

Unit II : Carboxylic acids derivatives & Synthetic polymers

Structure and nomenclature of acid chlorides, esters, amides (urea) and acid anhydrides, relative stability of acyl derivatives. Physical properties, inter conversion of acid derivatives by nucleophilic acyl substitution. Preparation of carboxylic acid derivatives, chemical reactions, mechanism of esterification and hydrolysis (acidic and basic).

Addition or chain growth polymerization. Free radical vinyl polymerization, ionic vinyl polymerization, Ziegler Natta polymerization and vinyl polymers. Condensation or step growth polymerization. Polyesters, polyamides, phenol-formaldehyde resin, urea-formaldehyde resin, epoxy resins and polyurethanes. Natural and synthetic rubbers.

Unit III : Alkyl nitrates, Nitroarenes & Halonitroarenes

Preparation of nitroalkanes and nitroarenes. chemical reactions of nitro alkanes, mechanism of nucleophilic substitution in nitro arenes and their reduction in acidic, neutral and alkaline medium, picric acid.

Reactivity, structure and nomenclature of amines, physical properties, stereochemistry of amines. Separation of mixture of primary, secondary and tertiary amines, structural features effecting basicity of amines.

Unit IV Amines

Amines salts as phase transfer catalyst, preparation of alkyls and aryl amines (reduction of nitro compounds, nitriles), reductive amination of aldehylic and ketonic compounds. Gabriel- Pthalamide reaction, Hofmann bromamide reaction.

Reaction of amines, electrophilic aromatic substitution in aryl amines, reaction of amines with nitrous acids. Diazotization, mechanism, synthetic transformation of aryl diazonium salts, azocoupling.

Learning Outcomes: After complition the course student would able to:

- Calssify the various organic compounds on the basis of mechanism and structure.
- Apply the knowledge of processing derivatives for synsthesize various products.
- Describe and discuss about technical terminology related to acids, alkyl nitrates and amines.

- Discuss about the methods of formation, structural features and mechanism of various compounds.

Chemistry-Paper - III: Physical Chemistry

Objectives:

- To aware about laws of thermodynamics, pH, polarization of molecular structure.
- To develop conceptual knowledge about entrophy, electrolytes dipole moment etc.
- To develop analytical view about evaluation of absolute entrophy, activity coefficient and magnetic propertires of compounds.
- To give information about carnt theorem, mixing of gases, overvoltage and referectivity.

Unit I : Second and Third law of thermodynamics & Concept of entropy

Need for the law, different statements of the law, Carnot cycle and its efficiency. Carnot theorem. Thermodynamic scale of temperature.

Entropy as a state function, entropy as a function of Volume and temperature, entropy as a function of pressure and temperature, entropy change in physical change, Clausius inequality, entropy as a criteria of spontaneity and equilibrium, Entropy change in ideal gases and mixing of gases

Nernst heat theorem, statement and concept of residual entropy, evaluation of absolute entropy from heat capacity data. Gibbs and Helmholtz functions: Gibbs function (G) and Helmholtz function (A) as thermodynamic quantities, A & G as criteria for thermodynamic equilibrium and spontaneity, their advantage over entropy change. Variation of G and A with P, V and T.

Unit II : Electrochemistry II

Types of reversible electrodes, gas metal ion, metal-metal ion, metal insoluble salt-anion and redox electrodes. Electrode reactions, Nernst equation, derivation of cell E.M.F. and single electrode potential, standard hydrogen electrode, reference electrodes, standard electrode potential, sign convention, electrochemical series and its significance.

Electrolytic and Galvanic cells-reversible and irreversible cells, conventional representation of electrochemical cells.

EMF of a cell and its measurements, computation of cell EMF, calculation of thermodynamic quantities of cell reactions (ΔG, ΔH and K), polarization, over potential and overvoltage.

Concentration cell with and without transport, liquid junction potential, application of concentration cells, solubility product and activity coefficient, potentiometric titrations.

Unit III : pH & Corrosion

Definition of pH and pKa determination of pH using hydrogen, quinhydrone and glass electrodes, by poteniometric methods. Buffers- mechanism of buffer action. Henderson- Hazel equation. Hydrolysis of salts.

Fundamental of electrolytic corrosion: theories and kinetics, corrosion prevention. Batteries, fuel cells

Unit IV : Physical properties and molecular structure

Optical activity, polarization (Clausius-Mosotti equation) orientation of dipoles in an electric field, dipole moment, induced dipole moment, measurement of dipole moment temperature method and refractivity method, dipole moment and structure of molecular magnetic properties- paramagnetism, dimagnetism and ferromagnetics.

Learning Outcomes: After complition the course student would able to:

- ❖ Classify the electrodes, cells and properties of organic compounds.
- ❖ Determine and interpret the function of volumes, equations, coefficients related to entrophy, corrosion and molecular structures.
- ❖ Describes various properties of compounds on the basis of energy, potential and dipole moment etc.
- ❖ Measure the entropy change, pH and polarization and magnetic properties of compounds.

Practicals

Organic Chemistry

TLC/ Paper chromatography

(a) Separation of fluorescein and methylene blue

(b) Separation of leaf pigments from spinach leaves

Synthesis of organic compounds (Any Four)

(a) Acetylation of salicylic acid aniline glucose and hydroquinone

(b) Aliphatic electrophilic substitution - Preparation of iodoform from ethanol and acetone

(c) Aromatic electrophilic substitution

- Nitration
- Preparation of m-dinitrobenzene Preparation of p-nitroacetanilide Halogenations
- Preparation of p-bromoacetanilide
- Preparation of 2,4,6-tribromophenol

(d) Diazotization/Coupling

- Preparation of methyl orange and methyl red

(e) Oxidation

- Preparation of benzoic acid from toluene

(f) Reduction

- Preparation of aniline from nitrobenzene
- Preparation of m-nitroaniline from m-dinitrobenzene
- Physical Chemistry

Phase Equilibrium :

1. To study the effect of a solute (e.g. NaCl,succinic acid) on the critical solution temperature of two partially
2. miscible liquids (e.g. Phenol-Water system) and to determine the concentration of that solute in the given phenol-water system.
3. To construct the phase diagram of two component (e.g. diphenylamine-benzophenone) system by cooling curve method.

Transition Temperature:

1. Determination of the transition temperature of the given substance by thermometric/dialometric method (e.g. MnCl2
   4H2O/SrCl2 2H2O).

Thermochemistry :

1. To determine the solubility of benzoic acid at different temperature and to determine H of the dissolution process.

2. To determine the enthalpy of neutralization of a weak acid/weak base versus strong base/strong acid and determine the enthalpy of ionization of the weak acid /weak base.
3. To determine the enthalpy of solution of solid calcium chloride and calculate the lattice energy of calcium chloride from its enthalpy data using Born Haber cycle.

Viva-Voce and Record

Suggested Reading:

1. कार्बनिक रसायन, सुरेश आमेटा, एच.के. पाण्डे, एच.एस. शर्मा, हिमांशु पब्लिकेशन्स, उदयपुर
2. अकार्बनिक रसायन, ओझा, भोजक, कोठारी, चतुर्वेदी, रमेश बुक डिपो, जयपुर
3. प्रायोगिक रसायन, भार्गव, लवानिया, ओझा, रमेश बुक डिपो, जयपुर
4. भौतिक रसायन, शर्मा, भार्गव, गुप्ता, रमेश बुक डिपो, जयपुर
5. कार्बनिक रसायन, विजयश्री मनोज छंगाणी, अल्का पब्लिकेशन, अजमेर
6. अकार्बनिक रसायन, विजयश्री कोठारी छंगाणी, अल्का पब्लिकेशन, अजमेर
7. प्रायोगिक रसायन, छंगाणी, विजयश्री, खण्डेलवाल, अल्का पब्लिकेशन, अजमेर
8. भौतिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाउस, जयपुर

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 402	Physics-I	**CE***	**4**	**15**	**20**	**100**
	Physics-II				**20**	
	Physics-III				**20**	
	Physics Prcatical				**25 Practical**	

Physics-Paper -I: Statistical And Thermodynamical Physics-II

Objectives:

- To aware kinetic theory of gases.
- To Understand the transport phenomenon of gases.
- To give knowledge about the classical statistics.
- To develop concept of quantum statistics.

UNIT I Kinetic Theory of Gases:

Distribution law of molecular velocities, most probable, average and RMS velocities, Energy distribution function; Experimental verification of the Maxwell velocity distribution the principle of equipartition of energy.

UNIT II Transport Phenomenon of Gases:

Transport Phenomenon: Mean free path, distribution of free paths, coefficients of viscosity, thermal conductivity, diffusion and their interrelation.

UNIT III Classical Statistics:

Validity of classical approximation, Phase space, micro and macro states; Thermodynamical probability, entropy and thermodynamic probability; Monoatomic ideal gas; Barometric equation ; Specific heat capacity of diatomic gas; Heat capacity of solids.

UNIT IV Quantum Statistics:

Black body radiation and failure of classical statistics, Postulates of quantum statistics, indistingushability , wave function and exchange degeneracy, a priori-probability; Bose Einstein statistics and its distribution function ; Plank distribution function and radiation formula ;Fermi Dirac statistics and its distribution function ,contact potential ,thermionic emission ;Specific heat anomaly of metals ;Nuclear spin statistics (para and ortho hydrogen)

Learning Outcomes: After complition the course student would able to:

- Analyze phase equilibrium condition and identify types of phase transitions of physical systems.
- Make connections between applications of general statistical theory in various branches of physics.
- Design, set up, and carry out experiments, analyze data recognising and accounting for errors and compare with theoretical predictions.
- Differentiate between B-E statistics & F-D statistics
- Discuss on the nuclear spin statistics.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना,, उष्मा गतिकी एवं सांख्यकीय भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics-Paper -II: Optics –II

Objectives:

- To aware fraunhofer diffraction.
- To Understand the Fresnel class of diffraction and resolving power.
- To give knowledge about the optical activity and holography.
- To develop concept of lasers.

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UNIT-I Fraunhofer Diffraction:

Fraunhofer diffraction at single slit and a circular aperture, intensity distribution and width of central maxima, and determination of slit size, two slit diffraction and its intensity distribution with missing orders. Diffraction due to N slits with intensity distributions. Plane transmission grating its formation and intensity distribution.

UNIT-II Fresnel class of Diffraction & Resolving Power:

Fresnel class of diffraction, half period zones, zone plate, diffraction due to circular aperture. Diffraction at straight edge, thin and thick wire, rectangular slit. Rayleigh's criterion, resolving power of prism, telescope, microscope and plane transmission grating.

Unit-III Optical Activity and Holography:

Optical activity, Specific rotation, biquartz and half shade polarimeters. Basic concepts of holography, construction of a hologram and reconstruction of the image, important features of hologram and uses of holography.

Unit-IV Lasers:

Difference between ordinary and laser source, stimulated and spontaneous emission, stimulated absorption. Einstein's A and B coefficients, population inversion, conditions for laser action, meta-stable states, pumping. Types of lasers, construction, working and energy level schemes of He-Ne and Ruby laser. Properties and uses of lasers.

Learning Outcomes: After complition the course student would able to:

- ❖ Applies interference in design and working of interferometers.
- ❖ Discuss on the resolving power of different optical instruments.
- ❖ Identify the working of holography and their applications in various fields.
- ❖ Classify the optical fiber and their applications in communication.
- ❖ Differentiate between simple light source and laser

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, प्रकाशिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics-Paper -III: Electronics & Solid State Devices –II

Objectives:

- ❖ To aware about transistor.
- ❖ To Understand the amplifiers with feedback.
- ❖ To give knowledge about the amplifiers and oscillators.
- ❖ To develop concept of field effect transistor and digital circuits.

UNIT-I Transistor:

Notations and volt -ampere characteristics for bipolar junction transistor, concept of load line and operating point, hybrid parameters. Transistor as Amplifiers: CB, CE, CC configurations, its characteristic curves and their equivalent circuits. Analysis of transistor amplifiers using hybrid parameters and its frequency response. Fixed and emitter biasing, bias stability in transistor circuits.

UNIT-II Amplifiers with Feedback:

Concept of feedback, positive and negative feedback, voltage and current feedback circuits, Advantages of negative feedback- stabilization of gain by negative feedback, Effect of feedback on output and input resistance. Reduction of nonlinear distortion by negative feedback. Effect on gain- frequency response.

UNIT-III Operational Amplifier & Oscillators:

Differential amplifier, DC levels shifter, operational amplifier, input and Output impedances, input offset current. Application: Unity gain buffer, Adder, Subtractor, Integrator and Differentiator. Feedback requirements for oscillations, circuit requirement for oscillation, basic oscillator analysis. Colpitt and Hartley oscillators. R-C oscillators, piezoelectric frequency control.

UNIT-IV Field Effect Transistor and Digital Circuits:

Field Effect Transistor (FET) and its characteristic biasing JFET, ac operation of JFET and MOSFET.
Binary, Hexadecimal and Octal number systems. Binary arithmetic. Logic fundamentals AND, OR, NOT, NOR., NAND, XOR gates, Boolean theorems, transistor as a switch, logic gates: circuit realization of logic functions. Analog to digital and digital to analog analysis. DDL, RTL, TTL circuits.

Learning Outcomes: After complition the course student would able to:

- ❖ Identify characteristics of transistor (common base configuration, common emmiter configuration, common collector configuration).
- ❖ Discuss on the amplifiers with feedback.
- ❖ Discuss on the concept of operational amplifier & oscillators.
- ❖ Classify the field effect transistor and digital circuits.
- ❖ Differentiate between TTL and RTL.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, इलेक्ट्रोनिकी एवं ठोस प्रावस्था युक्तियां, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics Practical: IV

1. Plot thermo emf versus temperature graph and find the neutral temperature (Use sand bath)
2. Study of power supply using two diodes/bridge rectifiers with various filter circuits.
3. Study of half wave rectifier using single diode and application of L and π section filters.
4. To study characteristics of a given transistor PNP/NPN (Common emitter, common base and common collector configurations
5. Determination of band gap using a junction diode.
6. Determination of power factor (cos □) of a given coil using CRO.
7. Study of single stage transistor audio amplifier (Variation of gain with frequency).
8. To determine e/m by Thomson's method.
9. Determination of velocity of sound in air by standing wave method using speaker, microphone and CRO
10. Measurement of inductance of a coil by Anderson's bridge.
11. Measurement of capacitance and dielectric constant of a liquid and gang condenser by de- Sauty Bridge.
12. Any experiment according to theory paper.

Suggested Reading :

1. प्रभा दशोरा,, द्वितीय वर्ष प्रायोगिक भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 403	Mathematics-I	CE*	4	15	20	100
	Mathematics-II				20	
	Mathematics-III				20	
	Mathematics Practical				25 Practical	

Mathematics-Paper-I : Real analysis and matric space

Objectives:

- ❖ To give information about the Sequence and Series of Functions.
- ❖ To aware about the Term by Term Differentiation and Integration.

- To develop knowledge about the Metric Space
- To develop knowledge about the Subspace.

Unit 1 . Sequence and series of functions —
Pointwise and Uniform convergence, Cauchy's criterion, Weierstrass M-test, Abel's test, Dirichlet's test for uniform convergence of series of functions, Uniform convergence and Continuity of series of functions,

Unit 2; Term by term differentiation and integration. Metric space —
Definition and examples, Open and Closed sets, Interior and Closure of a set, Limit point of a set.

Unit 3:
Subspace of a metric space, Product space, Continuous mappings, Sequence in a metric space, Cauchy sequence. Complete metric space,

Unit 4 : Baire's theorem, Compact sets and Compact spaces, Connected metric spaces.

Learning Outcomes: After complition the course student would able to:
- Discuss on the Sequence and Series of Functions.
- Calculate the Term by Term Differentiation and Integration.
- Classify the Metric Space, Subspace.
- Applies the Compact Sets and Compact Space.
- Calculate the connected matric space.

Suggested Reading:

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी रियल एनालिसिस एण्ड मैट्रिक स्पेस, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, रियल एनालिसिस एण्ड मैट्रिक स्पेस, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics-Paper-II : Differential Equations II

Objectives:
- To give knowledge about the exact linear differential equations of nth order.
- To aware about the linear differential equations of second order.
- To know the partial differential equations of first order.
- To Understand the homogeneous and non-homogenous linear partial differential equation.

Unit 1 ; Exact linear differnitial equations, of nth order. Existence and uniqueness theorem.

Unit 2: Linear differential equations of second order. Linear independence of solutions. Solution by transformation of the equation by changing the dependent variable/the independent variable, Factorization of operators, Method of variation of parameters, Method of undetermined coefficients.

Unit 3: Partial differential equations of the first order. Lagrange's linear equation. Charpit's general method of solution.

Unit 4 ; Homogeneous and non-homogeneous linear partial differential equations with constant coefficients. Equations reducible to equations with constant coefficients.

Learning Outcomes: After complition the course student would able to:

- ❖ Calculate the exact linear differential equations of nth order.
- ❖ Classify the linear differential equations of second order.
- ❖ Discuss the partial differential equations of first order.
- ❖ Identify the homogeneous and non-homogenous linear partial differential equation.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी रियल एनालिसिस एण्ड मैट्रिक स्पेस, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, रियल एनालिसिस एण्ड मैट्रिक स्पेस, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics- Paper-III: Optimization Theory vector calculus

Objectives:

- ❖ To aware about the Linear Programming Problem.
- ❖ To develop knowledge of properties and Elementary Theorems on Duality Only.
- ❖ To understand the Differentiation & Integration of vector Point functions.
- ❖ To conceptualize the Divergence & Curls.

Unit 1: The linear programming problem. Basic solution. Some basic properties and theorems on convex sets.. Fundamental theorem of L.P.P.

Unit 2 ; Theory of simplex method only Duality. Fundamental theorem of duality, properties and elementary theorems on duality only.

Unit 3: Scalar and Vector point functions. Differentiation and integration of vector point functions. Directional derivative. Differential operators.

Unit 4: Gradient, Divergence and Curl. Theorems of Gauss, Green, Stokes (without proof) and problems based on these theorems.

Learning Outcomes: After complition the course student would able to:

- ❖ Applies Linear Programming Problem.
- ❖ Classify the Properties and Elementary Theorems on Duality Only.
- ❖ Discuss on the Differentiation & Integration of vector Point functions.
- ❖ Identify the Divergence & Curls.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी रियल एनालिसिस एण्ड मैट्रिक स्पेस, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, रियल एनालिसिस एण्ड मैट्रिक स्पेस, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 404	Botany-I	CE*	4	15	20	100
	Botany-II				20	
	Botany-III				20	
	Botany Practical				25 Practical	

Botany-Paper-I : Pteridophytes

Objectives:

- To develop knowledge on pteridophytes with its origin and classification
- To know general characteristics of psilophyta.
- To understand the life cycle of class lycophyta and sphenophyta.
- To discuss economic importance of pteridophytes.
- To compare pteridophyte with bryophyte and gymnosperms.

UNIT I:

Pteridophytes**:** General account of Pteridophytes, origin, classification (G.M. Smith), evolution of stele, development of sporangia (eusporangiate and leptosporangiate) and life cycle patterns of homosporus and heterosporus pteridophytes.

UNIT –II:

Heterospory and seed habit, Apospory and Apogamy. General characteristics of Psilotophyta: Morphology, anatomy and reproduction of *Psilotum*

UNIT-III:

General characteristic of Lycophyta and Sphenophyta: Morphology,anatomy and reproduction of *Seleginella* and *Equisetum*

UNIT-IV:

General characteristics of Filicophyta: Morphology, anatomy and reproduction of *Pteridium* and *Marsilea*. Economic importance of Pteridophytes.

Learning Outcomes: After complition the course student would able to:

- Develop knowledge on pteridophytes with its origin and classification
- Explain general characteristics of psilophyta.
- Understand the concept of lycophyta and sphenophyta.
- Discuss concept of filicophyta and their economic importance
- Compare pteridophyte with bryophyte and gymnosperms.

Suggested Readings:

1. Bierhorst, D.W. 1971. Morphology of Vascular Plants. MacMillan Co., N.Y. and Collier-MacMillan Ltd., London.
2. Parihar, N.S. 1996. The Biology and Morphology of Pteridophytes**.** Central Book Depot, Allahabad.

3. Singh, V., Pandey, P. C. and Jain, D. K .2013. A text book of Botany. IV edition, Rastogi publication, Meerut.
4. Sharma, O. P. 1990. Textbook of Pteridophyta, MacMillan India Ltd., Delhi.
5. Vashishta, P.C. 1997. Botany for Degree Students- Pteridophyta. S. Chand and Company, New Delhi.
6. Wilson, N. S. and Rothewall, G. W. 1993. Paleobotany and Evolution of Plants. (2nd Edition), Cambridge University Press, U. K.

Botany- Paper-II : Gymnosperms And Paleobotany

Objectives:

- To know the general characteristics, distribution, classification of gymnosperms
- To learn about the economic importance of gymnosperms
- To understand the morphology anatomy, reproduction of the cycadales .
- To acquire knowledge about Ephedrales and Palaeobotany.
- To discuss the dominant fossils flora of different ages.

UNIT I:

Gymnosperm: General characteristics, distribution, classification (K. R. Sporne, 1965) and economic importance. Brief account of Progymnosperm, affinities of Gymnosperms with Pteridophytes and Angiosperms.

UNIT: II

General characteristics of Cycadales, Coniferales: Morphology, anatomy, reproduction and life cycle with special reference to the genera *Cycas* and *Pinus.*

UNIT: III

General characterstics of Ephedrales: Morphology, anatomy, reproduction and life cycle of *Ephedra.* Palaeobotany: Geological time scale, fossil types and their formation, technique of study of fossils.

UNIT IV:

General account of dominant fossils flora of different ages, palaeobotany in relation to exploration of fossil fuels. Primitive land plant: *Rhynia*, Fossil pteridophytes: reconstructed plant-*Lepidodendron* and *Calamites*, Fossil gymnosperm-*Williamsonia*.

Learning Outcomes: After complition the course student would able to:

- Interpret the general characteristics, distribution, classification of gymnosperms
- Acquaint with the economic importance of gymnosperms
- Discuss the morphology anatomy, reproduction of the cycadales .
- Acquire knowledge about Ephedrales and Palaeobotany.
- Explain the dominant fossils flora of different ages.

Suggested Readings:

1. Bhatnagar, S. P. and Moitra, A. 1997. Gymnosperms. New Age International (P) Ltd., Publisher, New Delhi.
2. Clark, D. L. 1976. Fossils, Palaeobotany and Evolution. W.M.C. Brown Company, New York.
3. Meyen, S. V. 1978. Fundamentals of Palaeobotany. Chapman and Hall, London.
4. Sharma, O. P. 1997. Gymnosperms. Pragati Prakashan, Meerut, India.

5. Sporne, K. R. 2002. The Morphology of Gymnosperms. B. I. Pub. Pvt. Ltd. Mumbai, Kolkata, Delhi.
6. Thomas, B. A. and Spice, R. A. 1986. The Evolution and Palaeobotnay of land Plants. Publ. Crom. Helm London and Sydney.
7. Vasishta P.C. 1980. Gymnosperms. S. Chand and Co. Ltd., New Delhi.

Botany- Paper-III: Plant Physiology Ii And Biochemistry

Objectives:

- To know structure, biosynthesis and physiological role of plant hormones
- To understand structure, physiological role with distinguishable factors of hormones
- To provide knowledge of vernalization and photoperiodism.
- To comprehend the introduction, importance, nomenclature and classification of carbohydrates lipids, proteins.
- To acquire knowledge about enzymes.

UNIT I:

Seed dormancy and germination, phases of growth and development; plant movement and biological clock and their regulatory factor. Growth hormones: Structure, biosynthesis, and physiological role of auxins, gibberllins.

UNIT II:

Structure, biosynthesis and physiological role of Cytokinine and Ethylene. Growth inhibitors: ABSEisic acid. Physiology of Flowering: Photoperiodism, flowering stimulus, florigen concept, vernalization. Discovery, chemical nature and role of phytochrome in photomorphogenesis and senescence.

UNIT III:

Carbohydrates: Introduction, Importance, Nomenclature and Classification of Carbohydrates , Molicular Structure and Function of monosaccharides, oligosaccharides and polysaccharides. Glycisidic linkage and Glycoprotein.

Lipids–Structure and classification of lipids, fatty acids- saturated and unsaturated, Alpha Oxidation, Bita oxidation and Glyoxalate Cycle, oxidation of fatty acids.

UNIT IV:

Proteins- Amino acids as basic units, structure and classification of proteins (primary, secondary, tertiary and quaternary), Physical and Chemical Properties.

Enzymes :Structure, Nomenclature and classification of enzymes, Characteristics of Enzymes, mechanism of action, Multi Enzyme System, Regulation of Enzyme Activity.

Learning Outcomes: After complition the course student would able to:

- Get knowledge about structure, biosynthesis and physiological role of plant hormones
- Understand structure, physiological role with distinguishable factors of hormones
- Discuss the concept of vernalization and photoperiodism.
- Describe the importance, nomenclature and classification of carbohydrates lipids, proteins.
- Acquire knowledge about enzymes

Suggested Readings:

1. Berg, J.M., Tymoczko, J.L., Stryer, L. 2006. Biochemistry. 6th Edition, W.H. Freeman and Company, New York.
2. Buchanan, B., Gruissem, W. and Jones, R. 2000. Biochemistry and Molecular Biology of Plants. American Society of Plant Biologists, USA.
3. Conn, E.E., Stumpf, P.K. and Bruening, G. 2006. Outlines of Biochemistry. 4th Edition**,** John Wiley and Sons Inc. New Jersey, USA.
4. Elliot, W.H. and Elliot, D.C. 2009. Biochemistry and Molecular Biology. Oxford Publishers, India.
5. Hopkins, W.G. and Huner, P.A. 2008. Introduction to Plant Physiology**.** John Wiley and Sons, USA.
6. Mukherjee, S., Ghosh, A.K. 2006. Plant Physiology. New Central Book Agency, Calcutta.
7. Nelson, D.L. and Cox, M.M. 2004. Lehninger Principles of Biochemistry, 4th edition, W.H. Freeman and Company, New York, USA.
8. Ranjit, K. 2008. Research methodology: A step by step guide for beginners. Pearson, India.
9. Sinha R. K., 2007. Modern Plant Physiology. 2nd Edition Tata McGraw, New Delhi.
10. Taiz, L. and Zeiger, E. 2006. Plant Physiology**.** 4th Edition Sinauer Associates Inc. Publishers, Massachusetts, USA.
11. Voet, D. and Voet, J.G. 2000. Biochemistry, John Wiley, New York.
12. Wilson, K. and Walker, J. 2008. Principles and techniques of Biochemistry and Molecular Biology**,** Cambridge University Press.

BOTANY PRACTICAL IV

1. Double staining technique and technique for preparation of permanent slides.
2. Study of following with the temporary slide preparation and specimens:
   Pteridophytes: *Psilotum, Selaginella, Equisetum, Pteridium* and *Marselia* (Vegetative and reproductive).
3. **Gymnosperm:** *Cycas* (coralloid root, T.S. of coralloid root, T.S. of leaflet, petiole, male cone and L.S. of male cone, microsporophyll, megasporophyll, T.S. of microsporophyll, ovule, L.S. of ovule and seed).
4. *Pinus* (T.S. of stem and needle, male cone and female cone, L.S. of male cone and female cone, seed).
5. *Ephedra* (Stem T.S., leaf T.S., male and female cones, L.S. of ovule, seed).
6. Study of fossil specimens.
7. Principle, working and use of colorimeter and spectrophotometer.
8. Principle, types and application of centrifuges.
9. Principle and types of Chromatography.
10. Separation of amino acids by paper chromatography and thin layer chromatography.
11. Microchemical tests for carbohydrates (Fehling's test, Benedicts test) and proteins (Ninhydrin test, Xanthoproteic test).
12. Separation of chlorophyll and carotenoid pigments by solvent method
13. Separation of chlorophyll and carotenoid pigments by paper chromatography .
14. Estimate chlorophyll and carotenoid content in C3 andC4 plant.
15. To test the presence of ascorbic acid in different plant juices.
16. Bioassay of plant growth hormone(auxin,gibberellins and cytokinin).
17. Measurement of growth using auxanometer.

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 405	Zoology-I	CE*	4	15	20	100
	Zoology-II				20	
	Zoology-III				20	
	Zoology Practical				25 Practical	

Zoology-Paper-I : Life and Diversity of animals – Chordata II

Objectives:

- To learn about the comparative study scoliodon and Rana of Integumentary system i.e. Structure of skin.
- To Understand and study the comparative study scoliodon and Rana of Heart and brain.
- To Understand and study the comparative study scoliodon and Rana of Bones.
- To Understand and study the Poisonous and nonpoisonous snakes.
- To explain the flight adaption

UNIT-I: Comparative Anatomy of Vertebrates-I

Comparative anatomy of the following organ systems of Scoliodon, Rana,

1.1 Integument and its derivatives.
1.2 Alimentary canal and accessory digestive glands.
1.3 Respiratory organs.

UNIT-II Comparative Anatomy of Vertebrates-II

Comparative anatomy of the organ systems of Scoliodon, Rana,

2.1 Heart, aortic arches and their evolution.
2.2 Brain and cranial nerves,
2.3 Comparative structure and evolution of urinogenital system (pro, meso and metanephric kidney and genital ducts in males and females).

Unit III: Comparative Anatomy of Vertebrates-III

Comparative anatomy of the organ systems of Scoliodon, Rana,

3.1 Osteology**:** Girdles, limb bones, Vertebrae, ribs and sternum; jaw suspension, Structure and types of vertebrae
3.2 Sense Organ**:** Comparative anatomy of eye
3.3 Sense Organ**:** Membranous labyrinth; sound production

Unit IV: Miscellaneous

4.1 Reptila**:** Poisonous and Non Poisonous Snakes of India.
4.2 Aves: Flight Adaptation; Flight Muscles; Perching Mechanism
4.3 Mammals-I**:** Dentition; Adaptive radiation

Learning Outcomes: After complition the course student would able to:

- Understand and study the comparative study scoliodon and Rana of Integumentary system i.e. Structure of skin.
- Study the comparative study scoliodon and Rana of Heart and brain.
- Comparative study scoliodon and Rana of Bones.
- Interprete Poisonous and nonpoisonous snakes.
- Discuss the flight adaption

Zoology-Paper-II: Biochemistry and Endocrinology

Objectives

- To explain the function of Carbohydrates and other metabolism.
- To aware the function of Lipids and metabolism
- To understand the importance of Bio molecules
- To learn about the function of Proteins and metabolism
- To aware the Types of Endocrine glands

Unit I: Carbohydrates and their metabolism

1.1 Biomolecule: Structure, types, function and properties of Carbohydrate
1.2 Metabolism: Glycolysis; fermentation; citric acid cycle; gluconeogenesis;
1.3 Glycogen metabolism (glycogenesis and glycogenolysis).

Unit II: Lipids and their metabolism

2.1 Biomolecule: Structure, types, function and properties of Lipid
2.2 Fatty acid; Triglycerides and Steroids
2.3 Metabolism: Biosynthesis and β-oxidation of saturated fatty acids, ketogenesis
2.4 LipidDisorders: Ketosis, Lipidosis

Unit III: Proteins and their metabolism

3.1 Biomolecule: Amino acids; essential and non-essential amino acids
3.2 Biomolecule: Structure, types, function and general properties of Proteins; four levels of structures in proteins
3.3 Enzymes: Major classes, Basic mechanism of action, kinetics and factors affecting enzyme activities

Unit IV: Endocrine Glands and Disorders

Structure, biological actions and regulation of following endocrine glands:

4.1 Pituitary
4.2 Thyroid; Thymus
4.3 Adrenal; Pineal; Pancreas
4.4 Testes and Ovary

Learning Outcomes: After complition the course student would able to:

- Interprets the function of Carbohydrates and other metabolism.
- Explain the function of Lipids and metabolism
- Interprete the importance of Bio molecules
- Understand the function of Proteins and metabolism
- Explain the Types of Endocrine glands

Zoology-Paper-III: Physiology- II

Objectsives:

- To Understand the Nerve and Muscles.
- To explain the Sensory Physiology.
- To Understand the Reproduction.
- To understand the hormones action.

- To learn about the human ear mechanism of hearing

Unit –I: Nerve and Muscle Physiology

1.1 Nerves: Types of neurons, E.M. structure of neuron; Myelinated and non-myelinated nerve fibres

1.2 Muscles: Ultra structure of striated muscle, Physiology of Muscle Contraction; sliding filament theory of muscle contraction; Neuromuscular Junction

Unit II: [Sensory Physiology]

2.1 Structure of human eye; image formation and colour vision

2.2 Structure of human ear, mechanism of hearing

2.3 Elementary idea of EEG, MRI, CT-scan, mental health (epilepsy, neurosis, psychosis)

Unit III [Reproduction]

3.1 Oestrous and menstrual cycle

3.2 Male and female sex hormones

3.3 Causes of infertility in male and female

Unit IV [Hormones]

4.1. General mechanism of hormone action: Peptide hormone; Steroid hormone

4.2 Neurohypophysial hormones – Oxytocin and Vasopressin

4.3 Hormones of the Adenohypophysis; Hypothalamic control of Adenohypophysis; Dwarfism; Acromegali

Learning Outcomes: After complition the course student would able to:

- Interprets the Nerve and Muscles.
- Understand the Sensory Physiology.
- Understand the Reproduction.
- Classify the hormones action.
- Describe the human ear mechanism of hearing

Zoology Practical- IV

Paper-I: Study of Chordates:

A. Study of Specimen.

a) **Reptilia:** Chelone, Trionyx, Testudo, Sphenodon, Hemidactylus, Draco,Phrynosoma, Chamaeleon, Typhlops, Python, Eryx (Sand Boa), Bungarus, Naja, Vipera, Hydrophis, Crocodylus, Alligator, Gavials

b) **Aves:** Archeopteryx, Pavo cristatus, Psittacula (parrot), Great Indian Bustard,Saras crane

c) **Mammals:** Echidna (Tachyglossus/ Spiny Anteater), Ornithorhyncus (Duck-billed Platypus), Macropus (Kangaroo), Bat, Loris, Manis, Herpestes (Mongoose)

B. Study of Permanent Slides.

a. V.S. of Skin of Reptiles, Aves and Mammals.

C. Osteology (Comparative study of amphibia to mammals articulated and disarticulated)

a) Vertebrae.

b) Limb bones.

c) Girdles.

d) Ribs.

D. Dissection:

a) A Rat: External Feature, General anatomy, General Viscera [through chart/ video/ CAL]

Paper-II: Biochemistry

1. Biochemical detection of carbohydrates, proteins and lipids in a given sample
2. Calorimetric estimation of glucose / Protein in a given solution

Paper-III: Physiology II

I. Study of Permanent Slides

a. Histological Slides: Bone, Cartilage, Striated Muscle Fibre
b. Endocrine Glands: Pituitary, Thyroid, Parathyroid, Thymus, Adrenal cortex, Adrenal Medula, ovary, testis
c. To study the knee jerk reflex in man

Suggested Readings:

Biochemistry:

1. Stryer, I. (1988). Biochemistry II. Freeman and Co.
2. Plummer, L. (1989). Practical biochemistry. Tata McGraw.
3. Murray, R. K. et al (1995). Harper's biochemistry, 24th ed. Prentice Hall.
4. Lewin, B. (2000). Gene. John Wiley & sons.
5. Strikburger, M. W. (1994). Genetics. Macmillan Publ. Co.
6. Russel, P. J. (1998). Genetics. The Benjamin Cummins Publishing Co.
7. Lehninger (2004). Principles of biochemistry 4th ed.
8. Gilbert, F. (2000). Basic concepts in biochemistry: A student's survival guide.2nd ed. McGrawHill
9. Price, N. E. & Stevens, L. (1982). Fundamentals of enzymology. OUP
10. K.V. Shastri, 2015, Animal Physilogy and Biochemistry, Rastogi Publication, Meerut, Delhi

Physiology:

1. Ganong: Review of Medical Physiology (22nd ed. 2005, Lange Medical)
2. Guyton and Hall: A text book of Medical Physiology (11th ed. 2006, Saunders).
3. Keele & Neil: Samson Wright's Applied Physiology (13th ed. 1989, Oxford)
4. K.V. Shastri : Physiology
5. William S. Hoar, 1976. General and Comparative Physiology, Prentice
6. K.V. Shastri, 2015, Animal Physilogy and Biochemistry, Rastogi Publication, Meerut, Delhi

Endocrinology

1. Hadley: Endocrinology (5th ed. 2000, Prentice Hall)
2. Turner and Bagnara: General Endocrinology (6th ed. 1984, Saunders)
3. Norris: Vertebrate Endocrinology, Fourth Edition, 2007, Academic Press

Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 501	General English	**CC**	**4**	**30**	**70**	**100**

Objectives:

- Students will be able to recognize and understand the meaning of targeted grammatical structures in written and spoken form.
- Students will practice the grammar skills involved in writing sentences and short paragraphs.

Unite -I Grammar and Usage:

1. Parts of Speech
2. Basic Sentence Patterns

3. Sentences beginning with 'It' and 'There'
4. Tenses
5. Phrasal Verbs
6. Articles and other Determiners
7. Direct & Indirect Speech
8. Active and Passive Voice
9. Modal Auxiliaries
10. Simple, Complex and Compound sentences.

Unite -II Book : A Cavalcade of Modern English Prose Essays :

(1) Essentials of Education (2) Testament

Unite -III Writing Skills

(1)Paragraph Writing (2) Letter & Application Writing

Unite -IV Vocabulary

(1)Word often confused (2) Antonyms and Synonyms

Learning Outcome: After complition the course student would able to:

- ❖ Begin to self-edit their oral and written production.
- ❖ Make less grammatical errors.
- ❖ Clear of grammatical terms.
- ❖ Get exposure of writing letters, application and paragraph.

Suggested Reading :

1. R. Quirk et al (ed.) A Grammar of Contemporary English. Longman, London, 1972.
2. A Textbook of General English for Undergraduate students by R.P. Bhatnagar, Rajul Bhargava, Jain Prakashan Mandir, 1024, Shinghiji ki Gali, Chaura Rasta, Jaipur-302 002.
3. English Grammar, Composition and Reference skills by R.P. Bhatnagar & Rajul Bhargava, Board of Secondary Education, Ajmer.
2. Text Book: A Cavalcade of Modern English Prose, R.P. Bhatnagar, Jain Pustak Mandir, Chaura Rasta, Jaipur.
3. English for Indian Learners by R.P. Bhatnagar, University book house, (P), Jaipur.

Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 502	Contemporary India and Education	**CC**	**4**	**30**	**70**	**100**

Objectives:

- ❖ To know the concept and nature of Educaiton.
- ❖ To know the social mobility and social skill.
- ❖ To understand the various committee and commission.
- ❖ To educate about the recent policies of Education.

Course Contents:

Unit-I Concept and Nature of Education

a) Education : Concept, Nature, Objectives and Functions
b) Role and problems of education in nation building
c) Current educational provisions of education in India (One year)
d) Educational thoughts of Indians thinkers (Vivekanand and Mahatma Gandhi)

Unit-II Social Aspects of Education

a) Sociology in education : Concept, Functions and Contribution
b) Social change : Meaning, Definition, Factors and Effects of Education
c) Social mobility
d) Education and culture
e) Role of education in development of social skills.

Unit-III Progressive Development of Education in Terms of Commissions and Committees

a) Characteristics of ancient, medieval and british period of education.
b) Radhakrishna Commission of Education (1948)
c) Mudaliyer Commission of Education (1952)
d) Kothari Commission of Education(1964)
e) National education policy (1968 and 1986)
f) Revised national education policy (1992)

Unit : IV Programmes for Education

a) Issues and problems in prevailing education system at National and State level
b) Right to Education Act 2009
c) Sarva Shiksha Abhiyan and Mid day Meal Programme
d) Rashtriya Madhyamik Shiksha Abhiyan
e) Education as related to social equity and equality of educational opportunities

Assignment & Practical Work (Any Two)

- Write the educational contribution of any one Indian Thinker.
- Prepare a term paper on how we can inculcate values in the present system of education.
- Prepare a structure of education since ancient period to present time.

Practical Works : (Any one)

- Concept of education in Emerging Indian Society as relevant to school children's
- Development of moral attitude through self management.

Learning Outcomes: After completion of this course students would able to:

- Know social aspects of education and develop educational perspective.
- Solve prevailing problems of education in India.
- Understand the purpose, function and Role of education in nation building.
- Understand knowledge of the Indian education system as it has evolved from the past, as it is today.

- ❖ Understand the concept, principle of sustainable development and core concept of educational thinkers.
- ❖ Know social equity and equality of educational opportunities.

Suggested Readings:

1. Crown, R.G. (1965),A Society of Education, Engineering patterns of class, status and power in the public school, New York : Appleton-century crofts.
2. Durkhem, S. (1956), Education and Sociology of Education, New York : The Free Press of Glenoce.
3. Gore, M.S., et. al. (1967), Papers in the sociology of Education in India, New Delhi, NCERT.
4. Hanseu, D.A. et. al (1965), On Education : Sociological Perspective. New York :John Wiley and Sons.
5. चौबे, सरयूप्रसाद, (2005), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
6. त्रिपाठी, शालिग्राम, (2008), शिक्षा सिद्धान्त, कनिष्क पब्लिशर्स डिस्ट्रीब्यूटर्स, अंसारी रोड़, नई दिल्ली
7. पाण्डेय, रामशक्ल, (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
8. पाठक, पी. डी., (2008), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा
9. पाठक एवं त्यागी, (2008), शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
10. पाण्डेय, रामशक्ल, (2007), शिक्षा के मूल सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
11. शर्मा, ओ. पी., गुप्ता शोभा, (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
12. सिन्हा, मंजरी, सिन्धु, आई. एस., (2007), विकासोन्मुख भारतीय समाज में शिक्षा तथा शिक्षक की भूमिका, विनोद पुस्तक मंदिर, आगरा

Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 501	Chemistry-I	Any Three CC	4	15	20	100
	Chemistry-II				20	
	Chemistry-III				20	
	Chemistry Practical				25 Practical	

Chemistry-Paper-I : Inorganic Chemistry

Objectives:

- ❖ To develop the knowledge about coordination compound, lanthanides and actinides.
- ❖ To aware about the conceptual knowledge of valance bond theory, nomenclature, spectral properties of elements of transition series.
- ❖ To give information about coordination theory, magnetic moments, spectral properties and electronic configuration of various elements of transition series.
- ❖ To develop understanding about correlation between periodicity and general features of various elements .

Unit I: Coordination Compounds

Werner's coordination theory and its experimental verification, effective atomic number concept, chelates, nomenclature of coordination compounds, isomerism in coordination compounds, Valence bond

theory of transition metal complexes with reference to tetrahedral, octahedral and cubic complexes, back bonding, Limitations of valence bond theory.

Unit II: Chemistry of elements of first transition series

Characteristic properties of d block elements, properties of the elements of the first transition series, complexes illustrating relative stability of their oxidation states, coordination number and geometry, Types of magnetic behaviour, magnetic and molar susceptibility, determination of magnetic susceptibility, orbital contribution of magnetic moments , spin-only formula, correlation of μ_S and μ_{eff} values, applications of magnetic moment.

Unit III: Chemistry of lanthanide elements

Position in periodic table, occurrence and isolation, Electronic structure, oxidation states and ionic radii, lanthanide contraction and its consequences, complex formation, spectral properties, magnetic properties, Separation of lanthanides Application of lanthanides.

Unit IV: Chemistry of actinides

Occurrence, electronic configuration, General features and chemistry of actinides, oxidation states and stereochemistry, spectral properties, magnetic properties , chemistry of separation of Np, Pu and Am from U, comparison of lanthanide and actinide.

Learning Outcomes: After complition the course student would able to:

- Differentiate between lanthanides and actinides on the basis of their properties.
- Measure the correlation of various values, complex formation and spectral properties of elements of transistion series.
- Classify the coordination compounds, magnetic behavior and stereochemistry of lanthanides and actinides.
- Define the separation process, structural properties and electronic configuration of compounds

Chemistry- Paper-II : Organic Chemistry

Objectives:

- To develop conceptual knowledge about infrared absorption spectroscopy,nomenclature of organometallic compounds.
- To aquaint about various laws of spectroscopy and methods of synthesis related to organmetallic and heterocyclic compounds.
- To aware about laws related to IR spectrum, types of tranisitions and preparation of heterocyclic compounds.
- To develop understanding about effects of solvents, structural features and basicity of pyridine, piperidine and pyrrole.

Unit I Electromagnetic spectrum: Absorption spectra (UV) & Infrared IR absorption spectroscopy

Ultraviolet absorption spectroscopy- absorption laws (Beer- Lambert Law) molar absorptivity, presentation and analysis of UV spectra, types of electronic transitions, effect of solvents on transitions, effect of conjugation, concept of chromophore and auxochrome. Bathochromic, hypsochromic and hyperchromic and hypochromic shifts, UV spectra of conjugated enes and enones.

Molecular vibrations, Hookes law, selection rules, intensity and position of IR bands, measurement of IR spectrum, finger print region, characteristic absorptions of various functional groups and interpretation of IR spectra of simple organic compounds

Unit II : Organometallic compounds

The Grignard reagent- formation, structure and chemical reaction, organozinc compound: formation and chemical reactions. Organolithium compounds- Formation and chemical reactions.

Nomenclature, structural features, methods of formation and chemical reactions of thiols, thioethers, sulphonic acids, sulphonamide and sulpha guanidine.

Unit III : Heterocyclic compounds- I

Introduction, molecular orbital picture and aromatic characteristic of pyrrole, furane, thiophene and pyridine. Methods of synthesis and chemical reactions with particular emphasis on the mechanism of electrophilic substitution. Mechanism of nucleophilic substitution reaction in pyridine derivatives. Comparision of basicity of pyridine, piperidine and pyrrole

Unit IV : Heterocyclic compounds- II:

Introduction to condensed five and six membered hetrocycles. Preparation and reaction of indole, quinoline and isoquinoline with special reference to fischer indole synthesis, skraup synthesis and Bischler-Napieralski synthesis, mechanism of electrophilic substitution reaction of indole, quinoline and iso quinoline.

Learning Outcomes: After complition the course student would able to:

- Calssify the various organic compounds on the basis of UV spectra and transition.
- Describe and discuss about formation, structure and chemical reactions of heterocyclic compounds.
- Draw and interpret the molecular orbit picture and aromatic characteristics of organometallic and heterocyclic compounds.
- Define various devivatives and reaction mechanism of synthesis and substitution related to heterocyclic compounds.

Chemistry- Paper-III : Physical Chemistry

Objectives:

- To aware about degree of freedom, phase equilibria and quantum mechanism.
- To develop conceptual knowledge about entrophy, electrolytes dipole moment etc.
- To develop analytical view about evaluation of absolute entrophy, activity coefficient and magnetic propertires of compounds.
- To give information about carnt theorem, mixing of gases, overvoltage and referectivity.

Unit I: Phase Equilibrium I

Statement and meaning of the terms-phase, component and degree of freedom, thermodynamic derivation of Gibbs phase rule, phase equilibria of one component system-water, CO_2 and S systems.

Phase equilibria of two component system: Solid-liquid equilibria, simple eutectic Bi-Cd, Pb-Ag systems, desilverisation of lead.

Solid solutions**:** Compound formation with congruent melting point (Mg-Zn) and incongruent melting point, (NaCl-H_2O), ($FeCl_3$-H_2O) and $CuSO_4$-H_2O) system. Freezing mixtures, acetone-dry ice.

Unit II : Phase Equilibrium II

Liquid –Liquid mixtures- Ideal liquid mixtures. Raoult`s and Henry`s law. Non ideal system-azeotropes-HCl –H_2O and ethanol-water systems.

Partially miscible liquids- Phenol-water, trimethylamine-water, nicotine-water systems. Lower and upper consulate temperature. Effect of impurity on consulat temperature.

Immiscible liquids, steam distillation. Nernst distribution law- Thermodynamic derivation, applications.

Unit III : Quantum Mechanics I

Black-body radiation, Planck`s radiation law, photoelectric effect, heat capacity of solids, Behr,s model of hydrogen atom(no derivation) and its defects. Compton Effect. De Broglie hypothesis, Heisenberg,s uncertainty principle, Sinusoidal wave equation, Hamiltonian operator, Schrodinger wave equation and its importance, physical interpretation of the wave function, postulates of quantum mechanics, particle in a one dimensional box.

Schrodinger wave equation for H-atom, separation into three equations (without derivation), quantum numbers and their importance, hydrogen like wave functions, radial wave functions, angular wave functions.

Unit IV : Adsorption

Difference between adsorption, absorption and sorption, Chemisorption, adsorbent and adsorbate, reversible and irreversible adsorption, Characteristics of adsorption ,adsorption of gases by solids, factors affecting adsorption, types of adsorption, types of adsorption isotherms, Freundlich and Langmuir adsorption isotherms.

Learning Outcomes: After complition the course student would able to:

- Classify the electrodes, cells and properties of organic compounds.
- Determine and interpret the function of volumes, equations, coefficients related to entrophy, corrosion and molecular structures.
- Describes various properties of compounds on the basis of energy, potential and dipole moment etc.
- Measure the entropy change, pH and polarization and magnetic properties of compounds.

Term paper/ practicals

Inorganic chemistry:

Preparation:

1. Preparation of sodium trioxalato ferrate (III), Na_3 $[Fe(C_2O_4)_3]$ (b) preparation of Ni-DMG complex [$Ni(DMG)_2$]
2. Preparation of copper tetraammine complex $[Cu(NH_3)]SO_4$
3. Preparation of cis- and trans- bisoxalato diaqua chromates (III) ion
4. Preparation of sodium tetrathionate

Organic Chemistry

Qualitative analysis: Analysis of an organic mixture containing two solid components using water, $NaHCO_3$, and NaOH for separation and preparation of suitable derivatives.

Suggested Reading:

1. A New Concise Inorganic Chemistry; Fifth Edition; J.D. Lee; Blackwell Science, London, 1989.
2. Inorganic Chemistry; Third Edition; D.F. Shriver and P.W. Atkins; Oxford University Press, New York, 1999.
3. Inorganic Chemistry; Third Edition; Gary L. Miessler and Donald A. Tarr; Pearson Education Inc. Singapore, 2005.
4. Organic Chemistry; Seventh Edition; T.W. Graham Solomons & Craig B. Fryhle; John Wiley and Sons, 1998.
5. Organic Chemistry; Sixth Edition; Robert Thornton Morrison & Robert Neilson Boyd; PHI Pvt. Ltd, 2004.
6. Organic Chemistry Vol. I ; Fifth Edition; I.L. Finar; Longman Scientific and Technical, Singapore, 1975.
7. Organic Chemistry: Vol 1, Mukerjee and Singh
8. Organic Chemistry: Vol 2, Mukerjee and Singh
9. Organic Chemistry: Vol 3, Mukerjee and Singh
10. A Text Book of Physical Chemistry; A.S. Negi, S.C. Anand; New Age International (P) Limited, New Delhi, 2002.
11. The Elements of Physical Chemistry; P.W. Atkins; Oxford University Press, 1996.
12. University General Chemistry; C.N.R. Rao; Macmillan India Ltd., New Delhi, 1998.
13. Physical Chemistry: Puri Sharma and Pathania
14. Physical Chemistry: J. Moore
15. कार्बनिक रसायन, सुरेश आमेटा, एच.के. पाण्डे, एच.एस. शर्मा, हिमांशु पब्लिकेशन्स, उदयपुर
16. अकार्बनिक रसायन, ओझा, भोजक, कोठारी, चतुर्वेदी, रमेश बुक डिपो, जयपुर
17. प्रायोगिक रसायन, भार्गव, लवानिया, ओझा, रमेश बुक डिपो, जयपुर
18. भौतिक रसायन, शर्मा, भार्गव, गुप्ता, रमेश बुक डिपो, जयपुर
19. कार्बनिक रसायन, विजयश्री मनोज छंगाणी, अल्का पब्लिकेशन, अजमेर
20. अकार्बनिक रसायन, विजयश्री कोठारी छंगाणी, अल्का पब्लिकेशन, अजमेर
21. प्रायोगिक रसायन, छंगाणी, विजयश्री, खण्डेलवाल, अल्का पब्लिकेशन, अजमेर
22. प्रायोगिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाऊस, जयपुर
23. कार्बनिक रसायन, वी.के. रस्तोगी, यसपाल सिंह, कॉलेज बुक हाउस, जयपुर

Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 502	**Physics-I**	CE*	4	15	**20**	100
	Physics-II				**20**	
	Physics-III				**20**	
	Physics Practical				**25** Practical	

Physics-Paper-I : Mathematical Physics and Special Theory of Relativity – I

Objectives:

- To understand the concept of co-ordinate transformation.
- To know the concept of tensor analysis and dirac delta function.
- 3.To understand the Special functions (Legendre, Bessel, hermite and laguerre) .
- To aware the techniques of variables and its application to boundary value problems

UNIT I Coordinate Transformation:
Orthogonal curvilinear coordinate system, scale factors, expression for gradient, divergence, curl and their application to Cartesian, circular cylindrical and spherical polar coordinate. Coordinate transformation and Jacobian.

UNIT II Tensor analysis & Dirac Delta function:
Transformation of covariant, contravariant and mixed tensor; Addition, multiplication and contraction of tensors; Metric tensor and its use in transformation of tensors. Dirac delta function and its properties.

UNIT III Special functions:
The second order linear differential equation with variable coefficient and singular points, series solution method and its application to the Hermite, Lagendre and Laguerre differential equations: basic properties like orthogonality, recurrence relation, graphical representation and generating function of Hermite, Lagendre , Leguerre functions (simple applications)

UNIT IV Boundary Value Problems:
Techniques of separation of variables and its application to following boundary value problems
(i) Laplance equation in three dimensional Cartesian coordinate system- line charge beween two earthed parallel plates (ii) Helmholtz equation in circular cylindrical coordinates – cylindrical resonant cavity, (iii) Wave equation in spherical polar coordinates – the vibrations of a circular membrane, (iv) Diffusion equation in two dimensional Cartesian coordinate system – leat conduction in a thin rectangular plate, (v) Laplace equation in spherical coordinate system – electric potential around a spherical surface.

Learning Outcomes: After complition the course student would able to:
- Discuss the concept of co-ordinate transformation.
- Classify the concept of tensor analysis and dirac delta function.
- 3.Differentiate the Special functions (Legendre, Bessel, hermite and laguerre) .
- Applies the techniques of variables and its application to boundary value problems.
- 5 Identify the laplace equation in spherical co ordinate system.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, गणितीय भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics- Paper-II : Quantum Mechanics – I

Objectives:
- To Understand the Origin and Experimental Evidence of Quantum theory.
- To aware the Uncertainty Principles and Schrodinger's Wave Mechanics.
- To develop concept the Postulates and Operators of Quantum Mechanics.
- To understand the Simple Solutions of Schrodinger Equation.

UNIT I Origin and Experimental Evidence of Quantum Theory:

Development of quantum theory –Historical development and experimental evidence for quantum theory Electromagnetic Radiation: Black Body Radiation, qualitative discussion of spectral distribution of energy, limitation of classical theory, Planck's radiation law, photoelectric effect, Compton effect, Matter Waves: De Broglie hypothesis, Davison Germer experiment.

UNIT–II Uncertainty Principles and Schrodinger's Wave Mechanics :

Uncertainty principle and its consequences gamma ray microscope, diffraction at a single slit, its application such as (i) Non existence of electron in nucleus, (ii) Ground state energy of H–atom, (iii) Ground state energy of harmonic oscillator (iv) Natural width of spectral lines. Schrodinger's equation : Its need and justification, time dependent and time independent forms, physical significance of the wave function and its interpretation, probability current density.

UNIT–III Postulate's and Operators of Quantum Mechanics :

Operators in quantum mechanics, definition of an linear operator. Linear and Hermition operator, state function. Expectation value of dynamical variable-position, momentum and energy, Fundamental postulates of quantum mechanics, Eigen function and eigen values, Degeneracy. Orthogonality of eigen function, Commutation relations, Ehrenfest's theorem and complementarily wave packet, group and phase velocities, Principle of superposition, Gaussian wave packet.

UNIT IV Simple Solutions of Schrodinger equation :

Time independent Schrodinger equation and stationary state solution, Boundary and continuity conditions on the wave function, particle in one dimensional box, eigen function and eigen values , discrete energy levels, extension of results for three dimensional case and degeneracy of levels.

Learning Outcomes: After complition the course student would able to:*:*

- Discuss the Origin and Experimental Evidence of Quantum theory.
- Apply the Uncertainty Principles and Schrodinger's Wave Mechanics.
- Identify the Postulates and Operators of Quantum Mechanics.
- Calculate the Simple Solutions of Schrodinger Equation
- Discuss on the descrete energy level.

Suggested Reading:

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, क्वांटम यांत्रिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics- Paper-III: Solid State Physics

Objectives:

- To know the concept of Crystal Binding and crystal Structure.
- To understand the Thermal and Electrical Properties of the Solids.
- To aware the concept of Band Theory of Solids.
- To develop concept the Magnetic Property of materials.

UNIT-I Crystal Binding and Crystal Structure:

Various types of Bindings: Cohesive energy and compressibility of ionic crystals , Space Lattice and Crystal Structure, Bravis Lattice, Miller Indices and Crystal Structure, Spacing of Planes in Crystal Lattice,

Determination of different crystal properties for SC, FCC, BCC,HCP and perovaskite structure, X-ray Diffraction and Bragg's Law, Laue equation of X-ray diffraction, Debye Scherer and Laue Camera.

UNIT-II Thermal and Electrical Properties of the Solids:

Concepts of Thermal Energy and Phonons, Internal Energy and Specific Heat, the Various Theories of Lattice Specific Heat of Solids: The Einstein Model, Debye Model, Electronic Contribution of the internal Energy hence to the Specific Heat of Metals, Thermal Conductivity of the lattice. Electrical Conductivity: Drude-Lorentz Theory of Electrical Conductivity, Boltzmann Transport Equation, Sommerfield Theory of Electrical Conductivity, Mathiessen's Rule, Thermal Conductivity and Wildemann-Franz's Law, The Hall Effect.

UNIT-III Band Theory of Solids:

Formation of Bands, Periodic Potential of a Solid, Wave Function in a Periodic Lattice and Bloch Theorem, Density of states , Kronig Penny Model, Velocity of the Bloch electrons and Dynamical Effective Mass, Momentum, Crystal Momentum and Physical Origin of the Effective Mass, Negative Effective Mass and concept of Holes, The distinction between metals, insulators, and semiconductors.

UNIT-IV Magnetic Properties:

Classification of Magnetic Materials, Origin of Atomic Magnetism, Dynamics of Classical Dipole In Magnetic Field, Magnetic Susceptibility, phenomenon of Diamagnetic, Para magnetic susceptibility of Ionic Crystal, Ferromagnetism, Temperature Dependence of Saturation of Spontaneous Magnetization, The Paramagnetic Region, the Nature of Ferromagnetism, Nature and Origin of Weiss Molecular Field, Heisenberg's Exchange Interaction, (Quantum Theory of Ferromagnetism), Relation between Exchange Integral and Weiss Constant, Ferromagnetism Domains, Magnetostriction

Learning Outcomes: After complition the course student would able to:

- ❖ Identify the concept of Crystal Binding and crystal Structure.
- ❖ Study the Thermal and Electrical Properties of the Solids.
- ❖ Classify the concept of Band Theory of Solids.
- ❖ Discuss the Magnetic Property of materials.
- ❖ Identify relation between exchange integral and Weiss constant.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, ठोस अवस्था भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics Practical: V

1. 1.Study of a RC transmission line at 50 Hz
2. Study of a RC transmission line
   - at fixed frequency
   - at variable frequency
3. Study of resonance in a LCR circuit 9 (Using air core inductance and damping by metal plate)
   - At fixed frequency by varying C, and
   - by varying frequency
4. Study of charecteristics of junction diode and zener diode
5. Study of
   - Recovery time of junction diode and point contact diode

- Recovery time as function of frequency of operation and switching current

6. To design zener regulated power supply and study the regulation with various loads.
7. To study the characteristics of a field effect transistor (FET) and design/study amplifier of finite gain
8. To study the frequency response of a transistor amplifier and obtain the input and output impendence of the amplifier.
9. To Design and study of an R-C phase shift oscillator and measure output impendence (frequency response with change of component of R and C).
10. To study a voltage multiplier circuit to generate high voltage D.C. from A.C.
11. Using discrete components, study OR, AND, NOT logic gates, compare with TTL integrated circuits (I.C.'s).
12. Application of operational amplifier (OP-AMP) as : Minimum two of the following exercises- (a) Buffer (for accurate voltage measurement) (b) Inverting amplifier (c) Non inverting amplifier (d) Summing amplifier.

Suggested Reading :

1. प्रो. प्रभा दशोरा, तृतीय वर्ष प्रायोगिकी भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, नई दिल्ली, 2015

Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 503	Mathematics-I	CE*	4	15	**20**	100
	Mathematics-II				**20**	
	Mathematics-III				**20**	
	Mathematics Practical				**25** Practical	

Mathematics-Paper-I: Algebra - I

Objectives:

- To Understand the definition and Simple Properties of Group & Subgroup.
- To aware the Cayley's Theorem and Fundamental Theorem of Isomorphism.
- To know the Definition of Ring and Subrings.
- 4 To gain knowledge of morphism of ring.

Unit 1: Definition and simple properties of Groups and Subgroups. Permutation group, Cyclic group. Cosets,

Unit 2 ; Lagrange's theorem on the order of subgroups of a finite order group.

Unit 3: Morphism of groups, Cayley's theorem. Normal, subgroups and Quotient groups. Fundamental theorems of Isomorphism.

Unit 4: Definition and simple properties of Rings and Subrings. Morphism of rings. Embedding of a ring

Learning Outcomes: After complition the course student would able to:

- Discuss on definition and Simple Properties of Group & Subgroup.
- Apply the Lagrange's Theorem on the Order of Subgroups.
- Calculate the Cayley's Theorem and Fundamental Theorem of Isomorphism.
- Discuss the definition of Ring and Subrings.
- Differentiate group, subgroup and quotient group.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, बीजगणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, बीजगणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics- Paper-II: Complex Analysis -I

Objectives:

- To Understand the Complex Plane, Connected & Compact Set.
- To Aware the Complex Valued function.
- To know the Complex Integral.
- To study taylor's theorem and laurent's theorem .

Unit 1: Complex plane. Connected and Compact sets. Curves and Regions in complex plane. Jordan curve Theorem (statement only). Extended complex plane. Stereographic projection.

Unit 2 ; Complex valued function — Limits, Continuity and Differentiability. Analytic functions, Cauchy-Riemann equations (Cartesian and polar form). Harmonic functions, construction of an analytic function.

Unit 3 : Complex integration, Complex line integrals, Cauchy integral theorem, Indefinite integral, Fundamental theorem of integral calculus for complex functions. Cauchy integral formula, Analyticity of the derivative of an analytic function, Morera's theorem, Poisson integral formula, Liouville' theorem.

Unit 4 : Taylor's theorem. Laurent's theorem. Maximum modulus theorem

Learning Outcomes After complition the course student would able to:

- Discuss the Complex Plane, Connected & Compact Set.
- Identify the Complex Valued function.
- Classify the Complex Integral.
- Solve the Taylor's Theorem and Maximum Modulus Theorem.
- Discuss on the fundamental theorem of integral calculus for complex functions.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, बीजगणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, बीजगणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics- Paper-III: Dynamics

Objectives:

- To Understand the Velocity and Acceleration.
- To Study the Motion along Horizontal & Vertical Elastic String.
- To aware the Motion in Resisting medium.
- To know about simple harmonic motion and Hooke's Law.

Unit 1: Velocity and acceleration — along radial and transverse directions, along tangential and normal directions.

Unit 2 : S.H.M., Hooke's law, motion along horizontal and vertical elastic strings.

Unit 3: Motion in resisting medium - Resistance varies as velocity and square of velocity.

Unit 4: Work and Energy. Motion on a smooth curve in a vertical plane. Motion on the inside and outside of a smooth vertical circle.

Learning Outcomes: After complition the course student would able to:

- Discuss the Velocity and Acceleration.
- Classify the Motion along Horizontal & Vertical Elastic String.
- Identify the Motion in Resisting medium.
- Calculate Work and Energy.
- Calculate the motion on the inside and outside of a smooth vertical circle.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, बीजगणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, बीजगणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 504	Botany-I	**CE***	**4**	**15**	**20**	**100**
	Botany-II				**20**	
	Botany-III				**20**	
	Botany Practical				**25** Practical	

Botany-Paper-I: Morphology Of Angiosperms

Objectives:

- To understand the basic plan of flouring plants.
- To get knowledge about the morphology of root system and shoot system.
- To learn the origin, development and types of leaves
- To study the detailed structure of flower.
- To aware students with the concept and significance of seed.

UNIT 1: Plant habit

The basic plan of flowering plants, modular types of growth, diversity of plant form in annuals, biennials and perennials, evolution of tree habit in gymnosperm, monocotyledons and dicotyledons, trees largest and longest lived plants.

UNIT II Morphology of Root System

Root: Structure of root, types and structural modification for storage, physiological and mechanical, interaction of root with other microorganisms.

Stem: Structure, types and modification (storage and mechanical), branching pattern, monopodial and sympodial growth, canopy architecture.

UNIT III: II Morphology of Leaves

Leaves: Origin, development, types, phyllotaxy, venation, lamina parts, shapes, size and modifications, leaf surface features and appendages, leaf surface area, stomata and trichome structure.

UNIT IV: II Morphology of Flower and Seed

Flower: Flower as a modified shoot, detailed structure of flower, types of inflorescence and specialized inflorescence, **fruit** Structure, types and classification,

Seed: detail structure of seed and seed coat (monocot and dicot), significance of seed, suspended animation, dispersal strategies.

Learning Outcomes: After complition the course student would able to:

- Understand the basic plan of flouring plants.
- Carry out the comparative morphology of root system and shoot system.
- Discuss the origin, development, types of leaves
- Get knowledge about the detailed structure of flower
- Interpret the concept of seed with its significance.

Suggested Readings:

1. Eames, A. J. 1981. Morphology of Angiosperms .McGraw Hill, New York.
2. Gifford, E.M. and Foster, A.S. 1989. Morphology and Evolution of Vascular Plants. W.H. Freeman, New York.
3. Sporne, K.R. 1974. Morphology of Angiosperms. Hutchinson University Press, London.
4. Singh, V.P., Pandey, P.C. and Jain, D.K**.** 2011. A Text book of Botany- Angiosperms. Rastogi Publication, Merrut.
5. Trivedi, P.C., Sharma, N. and Dhankad, R. S. 2009. Plant Morphology and Anatomy. Ramesh Book Depot. Jaipur.

Botany- Paper-II : Anatomy Of Flowering Plants

Objectives:

- To understand the structure and classification of tissues
- To distinguish simple and complex tissues.
- To know about the definition, classification, types and function of meristem.
- To study the anatomy of stem, root and leaf.
- To analyze different types of wood with secondary growth

UNIT I: Classification and structure of tissues

Simple tissue: Structure occurrence and function (parenchyma, collenchyma, sclerenchyma), Complex tissues: Structure, origin and function (xylem and phloem), tissue systems, Secretary tissues: Glands, glandular hairs, nectaries, hydathodes, schizogenous and lysigenous ducts, resin ducts, mucilage ducts and laticifers. Vascular bundle: Types (conjoint, collateral, bi-collateral, open closed, radial, concentric: amphicribal and amphivasal).

UNIT II: Meristem

Meristem definition, classification, types and function, Shoot apical meristem theories: Apical cell theory, histogen theory, tunica-corpus theory, continuing meristematic residue, cytohistological zonation. Root apical meristem theories: Apical cell theories, histogen theory, korper-kappe theory, quiescent cell theory,

UNIT III: Analogy of Stem, Root and Leaf

Stem: Primary structure in dicotyledonous and monocotyledonous, primary anomalous structures. Root: Primary structure in dicotyledonous and monocotyledonous, development of lateral roots and adventitious root. Leaf- Internal structure of dorsiventral,isobilateral and centric leaves.

UNIT IV: Secondary growth

Secondary growth in dicot and monocot stem. Secondary structures: Wood structure, types and formation of wood, annual rings, tyloses, dendrochronolgy,periderm,bark and lenticels. Anomalous secondary growth in dicot stem, in monocot stem in dicot roots.

Learning Outcomes: After complition the course student would able to:

- Understand the structure and classification of tissues
- Distinguish simple and complex tissues.
- Explain the definition, classification, types and function of meristem.
- Discuss the anatomy of stem, root and leaf.

- ❖ Analyze different types of woods with secondary growth.

Suggested Readings:

1. Cuttler, E.G. 1971. Plant Anatomy. Part III Organs, Edward Arnold Ltd., London.
2. Cuttler, E.G. 1969. Plant Anatomy. Part I Cells and Tissue. Edward Arnold Ltd., London.
3. Eames, A.J. and MacDaniels, L.H. 1987. An Introduction to Plant Anatom***y***. Tata MacGraw-Hill Publishing Company Ltd., New Delhi.
4. Esau, k. 1985. Plant Anatomy. 2nd Edition Wiley Eastern, New Delhi.
5. Fahn, A. 1997. Plant Anatomy. Aditya Books (P) Ltd., New Delhi.
6. Fahn, A. 2000. Plant Anatomy. Permagon Press.
7. Gifford, E.M. And Foster, A.S. 1989. Morphology and Evolution of Vascular Plants. W.H. Freeman, New York.
8. Pandey, S.N. and Chadha, A. 2014. A text book of Botany- Plant anatomy and Economic Botany. Vikas publishing house Pvt. Ltd, New Delhi.
9. Vashishta, P.C. 1974. Plant Anatomy. Pradeep Publication, Jalandhar.
10. Singh, V.P., Pandey, P.C. and Jain, D.K**.** 2011. A Text book of Botany- plant Morphology and anatomy. Rastogi Publication, Merrut.
11. Trivedi, P.C., Sharma, N. and Dhankad, R. S. 2009. Plant Morphology and Anatomy. Ramesh Book Depot. Jaipur.

Botany- Paper-III : Anatomy Of Flowering Plants Plant Systematics

Objectives:

- ❖ To understand the scope and importance of plant systematics .
- ❖ To study the different taxonomical tools.
- ❖ To get knowledge about the principle and rules of botanical nomenclature.
- ❖ To aware students with different families with Bentham and hooker classification.
- ❖ To learn about the botanical gardens and herbariums.

UNIT I:

Scope and importance of taxonomy, history and classification of angiosperm (Linneaus, Bentham and Hooker and Engler and Prantl), concept of species, genus and family. Taxonomic tools: Herbarium, E-Flora, botanical garden, monograph, library index, journals, key and icons.

UNIT II:

Principle and rules of botanical nomenclature: Ranks, names, type method, principle of priority and its limitations, Rules of Validity, Rules of Effectivity, Terms and concepts (primitive and advanced, homology and analogy, parallelism and convergence, monophyly, paraphyly and polyphyly

UNIT III:

Taxonomic studies of the following families (Bentham and Hooker), Dicots: Ranunculaceae, Brassicaceae, Malvaceae, Rubiaceae, Fabaceae, Apiaceae, Asteraceae, Apocynaceae and Asclepidaceae.

UNIT IV:

Taxonomic studies of the following families (Bentham and Hooker): Solanaceae, Convolvulaceae, Acanthaceae, Lamiaceae, Amaranthaceae, Euphorbiaceae, Liliaceae, Orchidaceae and Poaceae.

Learning Outcomes: After complition the course student would able to:

- ❖ Understand the scope and importance of angiosperms.
- ❖ Enhance knowledge about the taxonomical tools.
- ❖ Discuss the principle and rules of botanical nomenclature.
- ❖ Compare different families with Bentham and hooker classification
- ❖ Learn about the botanical gardens and herbariums.

Suggested Readings:

1. Naik, V.N.2011. Taxonomy of Angiosperms. TATA McGraw Hill, New Delhi.
2. Pandey, S.N. and Misra, S.P. 2008. Taxonomy of Angiosperms. Ane Books India, New Delhi.
3. Saxena, N.B. and Saxena, S. 2011. Plant Taxonomy. Pragati Prakashan, New Delhi.
4. Sharma, B.D. 1984. Flora of India vol. I. Botanical Survey of India, Calcutta.
5. Sharma, O.P. 1996. Plant Taxonomy. TATA McGraw Hill, New Delhi
6. Simpson, M.C. 2006. Plant Systematics. Elsevier, Amsterdam.
7. Singh, G. 2001. Plant systematics. Oxford and IBH, New Delhi.
8. Sivarajan, V.V. 1991. Introduction to Principles of Plant Taxonomy**.** Oxford and IBH, New Delhi.

BOTANY PRACTICAL V

1. Study of different modifications of root, stem, leaf by using specimens.
2. Study of different epidermal appendages (trichome etc.) by making slides.
3. Study of floral apex.
4. Survey and study of dispersal mechanism of seeds.
5. Microscopic studies on types and anatomy of stomata (monocotyledons and dicotyledons).
6. Study of apical and lateral meristem using plant material and slides
7. Anatomical study of root, stem and leaf (dicotyledons and monocotyledons) by making double stained temporary and permanent slides.
8. Anatomical studies of anomalous secondary structure in stem by making temporary and permanent slides.
9. Anatomical study of dicot and monocot seed (Cicer, Maize and cotton)
10. Study of vegetative and floral characters of species of the families studied in theory.
11. Identification of selected taxa up to genus using taxonomic keys.
12. Herbarium technique.
13. Familiarity with local flora and preparation of herbarium sheet.

Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 505	Zoology-I	**CE***	**4**	**15**	**20**	**100**
	Zoology-II				**20**	
	Zoology-III				**20**	
	Zoology Practical				**25** Practical	

Zoology-Paper-I : Ethology

Objectives:

- ❖ To understand Concepts of Ethology- Motivation, Fixed Action Patterns (FAP), Sign Stimulus; Innate Releasing Mechanism (IRM); Action Specific Energy (ASE); Learning; Imprinting.

- To understand Methods of Studying Behaviour: Studies in Laboratory- Neurotransmitter, physiological and Neurochemical techniques. Brief account on Pheromones,
- To explain the Social organization.
- To learn about the Biological Rhythms
- To explain the control of behavior neural control hormonal control

Unit I: Concept of Ethology

1.1 Introduction and history of Ethology

1.2 Concepts and patterns of behaviour: FAP, Sign Stimulus, Innate Releasing Mechanism, Action Specific Energy, Concept of motivation

1.3 Learned behaviour and types of learning

Unit II: Study of Behaviour

2.1. Methods of studying Brain Behaviour: Neurotransmitter, Physiological and Neurochemical Technique

2.2 Genetic basis of behaviour

2.3 Control of behaviour: Neural control, Hormonal control

2.4 Elementary idea of role of Pheromones

Unit III: Social Organisation

3.1 Elements of Social Behabiour

3.2 Living in groups: Characteristics and advantages with respect to Honey bee, Deer, monkey

3.3 Migration in Birds; Causes of migration and Navigation

Unit IV Biological Rhythms

4.1 Faunal diversity in India and World; Endangered Mammals and Birds of India

4.2 Wild life Conservation with reference to India & Rajasthan

4.3 National Parks, Sanctuaries and Biosphere Reserves of India

Learning Outcomes: After complition the course student would able to:

- Concepts of Ethology- Motivation, Fixed Action Patterns (FAP), Sign Stimulus; Innate Releasing Mechanism (IRM); Action Specific Energy (ASE); Learning; Imprinting.
- Methods of Studying Behaviour : Studies in Laboratory- Neurotransmitter, physiological and Neurochemical techniques. Brief account on Pheromones,
- Understand the Social organization.
- Interprets the Biological Rhythms
- Discuss the control of behavior neural control hormonal control

Zoology-Paper-II : Biotechniques, Instrumentation and Bioinformatics

Objectives:

- To learn about the term Electrophoresis, Radioactivity.
- To understand the working principle of Centrifuge, Incubator, pH meter.
- To understand the cell culture techniques and separation techniques in biology.
- To Understand the Principle, parts, and its application of Microscopic techniques. Understand the working principle of UV-Vis principle, Colorimeter.
- To aware the recognize the importance of various databases

Unit –I: Biotechniques

1.1 Concepts of sterilization: Filtration, autoclaving, dry heat sterilization, wet sterilization and radiation
1.2 Separation of biomolecules: Centrifugation (Sedimentation, density gradient); Chromatography (Elementary idea of Paper – ascending and Circular, thin layer, gel filtration and ion exchange-Principles and applications)
1.3 Electrophoresis: Agarose Gel Electrophoresis, SDS-PAGE

Unit-II: Micro Technique

2.1 Fixation, dehydration, clearing, embedding & section cutting
2.2 Difficulties encountered during section cutting (causes and remedies)
2.3 Double staining with Haematoxylin and Eosin
2.4 Histochemical staining techniques for carbohydrates (Periodic acid schiff), proteins (Mercury-bromophenol blue) and lipids (Sudan black-B)

Unit-III: Instrumentation

3.1 Microscope: Principle of Microscopy and types
3.2 Principles of colorimeter
3.3 Principles of spectrophotometers

Unit-IV: Bioinformatics

4.1 Bioinformatics: Definition, Scope, Basic concepts in bioinformatics, importance and role of bioinformatics in life sciences
4.2 Bioinformatics databases- introduction, types of databases
4.3 Nucleotide sequence databases, Elementary idea of protein databases
4.4 BLASTA, FASTA, PHYLOGENY TREE Analysis

Learning Outcomes: After complition the course student would able to:

- Discuss the term Electrophoresis, Radioactivity.
- Understand the working principle of Centrifuge, Incubator, pH meter.
- Understand the cell culture techniques and separation techniques in biology.
- Understand the Principle, parts, and its application of Microscopic techniques. Understand the working principle of UV-Vis principle, Colorimeter.
- Recognize the importance of various databases

Zoology-Paper-III: Immunology & Biotechnology

Objectives:

- To understand Distinguish Innate immunity and Acquired Immunity
- To understand the importance of Immune system
- To understand Study and understand the DNA Recombinant technology
- To Understand the Scope and Significance of Biotechnology
- To learn about mechanism of Antigen & Antibody reaction

Unit –I: (Basics of Immunology)

1.1 Characteristics of Immune System; Types of immunity: Active, passive, innate and acquired immunity
1.2 Types of antibodies and their structure and function.

1.3 Mechanism of Antigen Antibody reactions: Precipitation, agglutination, Neutralisation, Opsonization, Complement

Unit –II: (Cells and Organs in Immunity)

2.1 Immune Cells & Organs: B and T Lymphocytes, Plasma Cell, Null Cell, Primary and Secondary Lymphoid Organs; tonsils, adenoids, thymus, bone marrow, bursa fabricus, macrophages

2.2 Mechanism: Humoral and Cell- Mediated Immunity.

2.3 Complement System, Interferons, Vaccines

Unit –III: (Biotechnology)

3.1 History, Scope and application of recombinant DNA technology; Genetic Engineering

3.2 Basic concepts in recombinant DNA technology, cDNA Library; DNA manipulation enzymes (Nucleases, Ligases, Polymerases)

3.3 Vectors for Gene Transfer (Plasmids and Phages)

Unit –IV: (Applications of Biotechnology)

4.1 Monoclonal antibodies and their production and applications

4.2 Protoplast Fusion and their Application

4.3 Environmental Biotechnology: Metal recovery; Petroleum recovery; Pest Control; Waste Water Treatment

Learning Outcomes: After complition the course student would able to:

- ❖ Distinguish innate immunity and Acquired Immunity.
- ❖ Understand the importance of Immune system.
- ❖ Study and understand the DNA Recombinant technology.
- ❖ Understand the Scope and Significance of Biotechnology.
- ❖ Discuss the mechanism of Antigen & Antibody reaction

Zoology Practical

Paper-I: Ethology

1. Locomotory behaviour of (Tribolium):
    - Effects of light intensity and light quality on the rate of locomotion
2. Study of individual and social behavioural patterns of a troop of monkey through visual aids
3. Antenal Grooming in Cockroach

Paper-II: Biotechniques, Instrumentation & Bioinformatics

1. Separation of amino acids by paper chromatography and TLC
2. Separation of proteins by electrophoresis technique
3. Double staining method
4. Demonstration of carbohydrates, proteins and lipids by histochemical methods
5. Introduction to basic laboratory instruments and equipments- Autoclave, Centrifuge, pH meter, Micropipettes, Digital balance, Homogenizer, Electrophoresis apparatus; Molar and normal solutions calculations
6. Use of internet for survey of literature using protein and nucleotide databases(NCBI)

7. Use of softwares like Microsoft offices, BLASTA, FASTA

Paper-III: Immunology & Biotechnology

1. Antigen – Antibody interaction by double diffusion method (Ouchterlony)
2. Study of histological slides of organs of immune system – Thymus, Lymph nodes and Spleen
3. Isolation of DNA/ Plasmid (Genomic DNA from any available source) by phenol extraction method.

Suggested Reading:

Biotechnology

1. Elements of Biotechnology – Gupta
2. T. B. of Biotechnology – Dubey
3. Modern Concept of Biotechnology – Kumar H. D
4. Advances in Biotechnology – Jogdand
5. T. B. of Biotechnology – Chatwal
6. Bhatiya and Jain, 2015, Immunology, Microbiology and Biotechnology, Himalaya Publishing House Pvt. Ltd. Delhi

Biotechnique and Microtechnique

1. Animal Tissue Technique – Humason
2. Histological Technique – Devaenport
3. Microtechnique – Jiwaji&Patki
4. Microtechnique – Wankhede
5. Biophysical Chemistry – Upadhyay, Upadhyay and Nath
6. Techniques in Life Sciences – D. B. Tembhare

Bioinformatics

1. Mount W. 2004. Bioinformatics and Sequence Genome Analysis 2nd Editon CBS Pub. New Delhi.
2. Bergman, N. H. Comparative Genomics. Humana Press Inc. Part of Springer Science+BusinessMedia, 2007.
3. Baxevanis, A. D. Ouellate, B. F. F. 2009. Bioinformatics: A Practical Guide to the
4. Analysis of Genes and Proteins.John-Wiley and Sons Publications, New York.
5. Campbell A. M. and Heyer, L. J. 2007. Discovering Genomics, Proteomics and Bioinformatics, 2nd Edition. Benjamin Cummings.
6. Des Higgins and Willie Taylor 2000. Bioinformatics: Sequence, Structure and Databanks.Oxford University Press.
7. Rashidi H. H. and Buehler 2002. Bioinformatics Basics: Applications in Biological Science and Medicine, CRC Press, London.
8. Gibas Cynthia and Jambeck P. 2001. Developing Bioinformatics Computer Skills:
9. ShroffPublishersand Distributors Pvt. Ltd. (O'Reilly), Mumbai.
10. Bhatiya and Jain, 2015, Immunology, Microbiology and Biotechnology, Himalaya Publishing House Pvt. Ltd. Delhi

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 601	General Hindi	**CC**	**4**	**30**	**70**	**100**

उद्देश्य–

- हिन्दी व्याकरण– संज्ञा, सर्वनाम, कारक, पर्यायवाची, विलोमशब्द, समुच्चारित भिन्नार्थक शब्द, मुहावरें, लोकोक्तियाँ आदि का सामान्य ज्ञान करवाना।
- देवनागरी लिपि का परिचय देना।

❖ व्यावहारिक पत्रों की जानकारी देना।

इकाई–I

1. वर्ण–विचार, स्वर एवं व्यजंन–प्रयत्न और उच्चारण स्थान की दृष्टि से
2. हिन्दी का शब्द भण्डार –तत्सम, तद्भव, देशज और विदेशी शब्द
3. विकारी शब्द–संज्ञा, सर्वनाम, विशेषण, क्रिया (अकर्मक,सकर्मक) परिभाषा, भेद एवं उदाहरण
4. वर्तनी एवं वाक्य शुद्धि

इकाई–II

1. अविकारी शब्द– क्रिया विशेषण, समुच्चयबोधक, सम्बन्ध बोधक, विस्मयादि बोधक, निपात
2. संधि, समास, उपसर्ग, प्रत्यय
3. देवनागरी लिपि गुण एवं दोष
4. पत्राचार–सरकारी एवं अर्द्ध सरकारी

इकाई–III

1. अनेकार्थी शब्द, युग्म शब्द, वाक्यांश के लिए एक शब्द, पर्यायवाची शब्द, विलोम शब्द, लोकोक्ति एवं मुहावरे
2. पारिभाषिक शब्दावली (कार्यालयी)
3. निबन्ध लेखन

इकाई–IV

पाठ्यपुस्तक गद्य प्रवाह/गद्य संग्रह/काव्य संचय में से निम्न लिखित लेखकों की चयनित रचनायें–

1.	जयशंकर प्रसाद	भारत महिमा, प्रयाण गीत
2.	महादेवी वर्मा	बहिन सुभद्रा (रेखाचित्र)
3.	जैनेन्द्र कुमार	साधना के कवि (संस्मरण)
4.	हरिशंकर परसाई	मूल्यों का उलटफेर (व्यंग्य)

उपलब्धियाँ–

❖ विद्यार्थियों के व्याकरण ज्ञान में वृद्धि होगी।
❖ विद्यार्थी कार्यालय पत्र लिखने में समर्थ हो सकेंगे।
❖ विद्यार्थी देवनागरी लिपि के महत्त्व, उसकी विशेषता आदि से अपने ज्ञान में वृद्धि करेंगे।

पाठ्यपुस्तक/संदर्भ ग्रंथ–

1. काव्य संचय, संपादक– डॉ शम्भुनाथ पाण्डेय, अनुराग प्रकाशन, अजमेर
2. गद्य संग्रह, संपादक– डॉ विजय कुलश्रेष्ठ, अल्का पब्लिकेशन, अजमेर
3. हिन्दी व्याकरण एवं रचना, डॉ राधव प्रकाश, पिंकसिंटी पब्लिकेशन, जयपुर
4. हिन्दी व्याकरण तथा रचना, डॉ भोलानाथ तिवाडी, नेशनल पब्लिशिंग हाउस, नई दिल्ली
5. सुबोध हिन्दी व्याकरण एवं रचना, डॉ नरेन्द्र भानावत, डॉ भंवरलाल जोशी, अलका पब्लिकेशन, अजमेर

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 602	Pre. Internship	**CC**	**4**	**100** Pre. Internship		**100**

Pre-iternship distribution (4 Weeks)

Objectives:

❖ To acquire the knowledge of internship.
❖ To understand skill focused teaching.
❖ To develop ability of comprehensive school teaching.

- To understand and organize various school activities.

Sr. No.	Contents
1.	**Skills Fouced Teaching** ➢ Introduction ➢ Questioning ➢ Black Board ➢ Reinforecement ➢ Stumulus Variation ➢ Communication ➢ Personality Development etc.
2.	**Comprehensive School Teaching** ➢ Demsstration Lesson Plan ➢ Lesson based on Various Approaches Method, such as -- o Co-operative Learning o Activities Based Apprach o Team Teaching o Project Method o Brain Storming o Task Based o Programme Instruction etc.
3.	Unit Plan, Blue Print, Achivement Test and Use of Teaching Aids
4.	School Activities ➢ Physical ➢ Cultural ➢ Leteraty ➢ Yoga Exceress

Learning Outcomes: After completion of this course students would able to:

- Acquire the knowledge of internship.
- Understand skill focused teaching.
- Develop ability of comprehensive school teaching.
- Understand and organize various school activities

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 601	Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**100**
	Chemistry-II				**20**	

	Chemistry-III				**20**	
	Chemistry Practical				**25** Practical	

Chemistry-Paper-I : Inorganic chemistry

Objectives:

- To develop understanding about metl ligand bonding, metal complexes and organometallic.
- To aware about the conceptual knowledge of spectral properties and kinetic aspects of metal complexes.
- To develop conceptual knowledge about slection rules, trans effect and substitution reactions .
- To give information about spectrochemical series, kinetic stability and bonding application of alkyls and aryls .

Unit I : Metal – ligand bonding in transition metal complexes

An elementary idea of crystal-field theory, crystal field splitting in octahedral, tetrahedral and square planar complexes, factors affecting the crystal – field parameters, colour of transition metal ions, limitations of crystal field theory.

Unit II : Spectral properties of transition metal complexes

Types of electronic transitions, selection rules for d-d transitions, spectroscopic ground states and Spectoscopic terms (L-S Coupling) , spectrochemical series, orgel- energy level diagram for d^1 and d^9 states, the electronic spectrum of $[Ti(H_2O)_6]^{+3}$ complex ion.

Unit III : Thermodynamic and kinetic aspects of metal complexes

Thermodynamic and kinetic stability, thermodynamic stability and factors affecting the stability, substitution reactions of square planar complexes, types of substitution reactions and trans effect.

Unit IV : Organometallic chemistry

Definition, nomenclature and classification of organometallic compounds, preparation, properties, bonding nad applications of alkyls and aryls of Li, Al, Hg, Sn and Ti, a brief account of metal – ethylenic complexes and homogenous hydrogenation, mononuclear carbonyls and the nature of bonding in metal carbonyls.

Learning Outcomes: After complition the course student would able to:

- Classify the organometallic compounds and metal complexes on the basis of transition, stability and bonding structures.
- Measure the correlation among structural & kinetic properties of metal complexes.
- Apply the knowledge of bonding, spectral properties and structures to define basic properties of compounds.
- Draw and interpret the energy level diagram and spectroscopic series for various states

Chemistry-Paper-II : Organic Chemistry

Objectives:

- To develop conceptual knowledge about nuclear magnetic resonance, industrial uses and structures of compounds .
- To aware about classification, nomenclature and properties of carbohydrates, amino acids,fats and detergents.
- To develop understanding about synthesis, group analysis and insdustrial uses of fat, oil and detergents.

Unit I : Nuclear magnetic resonance(NMR) spectroscopy

Proton magnetic resonance ^{1}H-NMR spectroscopy, nuclear shielding and deshielding, chemical shift and molecular structure, spin spin splitting and coupling constant, areas of signals, interpretation of PMR spectra of simple organic molecules such as ethyl bromide, ethanol, acetaldehyde, 1,1,2 tri bromo ethane, ethyl acetate, toluene and acetophenone.Problems pertaining to the structure elucidation of simple organic compounds using UV, IR and PMR spectroscopic techniques.

Unit II : Carbohydrates :

Classification and nomenclature, monosaccharides, mechanism of osazone formation, inter conversion of glucose and fructose, chain lengthing and chain shortening of aldose. Configuration of monosaccharide. erythro and threo diastereomers. Conversion of glucose into mannose. Formation of glucosides, ethers and esters. Determination of ring size of monosaccharides. Cyclic structure of D (+)-glucose. Mechanism of mutarotation. Structure of ribose and deoxy ribose. An introduction to disaccharides (maltose, sucrose and lactose) and polysaccharides (starch and cellulose) without involving structure determination.

Unit III : Amino acids, peptides, proteins and nucleic acid

Classification, structure and stereochemistry of amino acids. Acid base behaviour of isoelectric point and electrophoresis. Preparation and reaction of α amino acid. Structure and nomenclature of peptides and proteins. Classification of proteins, peptide structure determination, end group analysis, selective hydrolysis of peptides. Classical peptides synthesis, solid phase peptide synthesis. Structre of peptides and proteins, levels of protein structure. Protein denaturation / renaturation.

introduction. Constituents of nucleic acid ribo and ribonucieosides , nucleotides. The double helical structure of DNA/RNA

Unit IV : Fats, oils and detergents

Natural fats edible and industrial oils of vegetable resin common fatty acids, glycerides, hydrogenation of unsaturated oils. saponification value, iodine value, acid value, soaps, synthetic detergents, alkyl and aryl sulphonates.

Learning Outcomes: After complition the course student would able to:

- Calssify the various compounds on the basis of structure, stereochemistry and formation process.
- Describe and discuss about formation, structure and chemical reactions of carbohydrates, peptides and nucleic acids.
- Apply the knowledge of industrial uses of fats, oils and detergents to produce some useful products.

Chemistry-Paper-III: Physical chemistry

Objectives:

- To aware about conceptual knowledge of photochemistry,spectroscopy and mechanics.
- To develop understanding about qualitative and quantitative description of fluorescence,selection rules and isotopes.
- To develop analytical view about laws of photochemistry, degree of freedom and energy levels.

- To give information about transfer process, Raman spectrum and atomic orbitals.

Unit I: Photochemistry:

Interaction of radiation with matter, difference between thermal and photochemical processes. Laws of photochemistry: Grothus-Drapper law, Stark-Einstien law, Jablonski diagram depicting various processes occurring in the excited state., qualitative description of fluorescence, phosphorescence, non radiative process (internal conversion, inter system crossing) quantum yield, photosensitized reaction-energy transfer process (simple examples)

Unit II: Spectroscopy I

Introduction: Electromagnetic radiation of the spectrum, basic features of different spectrometers, statement of the Born Oppenheimer approximation, degree of freedom.

Rotational spectrum: Diatomic molecules, Energy levels of rigid rotator, (semiclassical principles) selection rules, spectral intensity, distribution using population distribution (Maxwell Boltzmann distribution), determination of bond length, qualitative description of non rigid rotator, isotope effect.

Electronic spectrum: Concept of potential energy curves for bonding and anti bonding molecular orbital's, qualitative description of selection rules and Frank –Condon principle.

Unit III: Spectroscopy II

Vibrational spectrum: Infrared spectrum: Energy levels of simple harmonic oscillator, selection rules, pure vibrational spectrum, intensity., determination of force constant, qualitative relations of force constants and bond energy, effect of anharmonic motion and isotopes on the spectrum, idea of vibrational frequencies of different functional groups.

Raman spectrum**:** Concept of polarizability, pure rotational and pure vibrational Raman spectra of diatomic molecules, selection rules.

Unit IV: Quantum Mechanics II:

Molecular orbital theory: Basic ideas criteria for forming M.O. from A.O. construction of M.O.`s by LCAO-H_2^+ ion, calculation of energy levels from wave functions, physical picture of bonding and antibonding wave functions, concept of σ, σ * and π, π* orbitals and their characteristics. Hybrid orbitals sp, sp^2, sp^3, calculation of coefficients of atomic orbitals used in these hybrid orbitals.

Learning Outcomes: After complition the course student would able to:

- To measure the calculation of energy levels, coefficients and spectral intensity of compounds.
- To plot and interpret the bond energy, force constant, potential energy curves of compounds.
- To describes various properties of compounds on the basis of energy, potential and dipole moment etc.
- To analyze the various structures of compounds on the basis of quantum mechanics.

Term paper / Practicals

Inorganic chemistry

Calorimetry

a) Jobs
b) Mole ratio method

Adulteration –food stuffs

Effluent analysis water analysis.

Physical Chemistry

Electrochemistry

(a) To determine the strength of the given acid conductometrically using standard alkali solution
(b) To determine the solubility and solubility product of a sparingly soluble electrolyte conductometrically
(c) To study the saponification of ethyl acetate acetate conductometrically
(d) To determine the ionization constant of a weak acid conductrometrically
(e) To titrate potentiometrically the given ferrous ammonium sulphate solution using $KMnO_4$/ $K_2Cr_2O_7$ as titrant and calculate the redox potential of Fe^{++}/Fe^{+++} system on the hydrogen scale.

Molecular weight determination :

1. Determination of molecular weight of a non volatile solute by Rast method/Beckmann freezing point method.
2. Determination of the apparent degree of dissociation of an electrolyte (e.g. NaCl) in aqueous solution at different concentrations by ebullioscopy.

Colorimetry:

To verify Beer- Lambert law $KMnO_4/K_2Cr_2O_7$ and determine the concentration of the given solution of the substance.

Viva-Voce & **Record**

Suggested Reading:

1. A New Concise Inorganic Chemistry; Fifth Edition; J.D. Lee; Blackwell Science, London, 1989.
2. Inorganic Chemistry; Third Edition; D.F. Shriver and P.W. Atkins; Oxford University Press, New York, 1999.
3. Inorganic Chemistry; Third Edition; Gary L. Miessler and Donald A. Tarr; Pearson Education Inc. Singapore, 2005.
4. Organic Chemistry; Seventh Edition; T.W. Graham Solomons & Craig B. Fryhle; John Wiley and Sons, 1998.
5. Organic Chemistry; Sixth Edition; Robert Thornton Morrison & Robert Neilson Boyd; PHI Pvt. Ltd, 2004.
6. Organic Chemistry Vol. I ; Fifth Edition; I.L. Finar; Longman Scientific and Technical, Singapore, 1975.
7. Organic Chemistry: Vol 1, Mukerjee and Singh
8. Organic Chemistry: Vol 2, Mukerjee and Singh
9. Organic Chemistry: Vol 3, Mukerjee and Singh
10. A Text Book of Physical Chemistry; A.S. Negi, S.C. Anand; New Age International (P) Limited, New Delhi, 2002.
11. The Elements of Physical Chemistry; P.W. Atkins; Oxford University Press, 1996.
12. University General Chemistry; C.N.R. Rao; Macmillan India Ltd., New Delhi, 1998.
13. Physical Chemistry: Puri Sharma and Pathania
14. Physical Chemistry: J. Moore
15. कार्बनिक रसायन, सुरेश आमेटा, एच.के. पाण्डे, एच.एस. शर्मा, हिमांशु पब्लिकेशन्स, उदयपुर
16. अकार्बनिक रसायन, ओझा, भोजक, कोठारी, चतुर्वेदी, रमेश बुक डिपो, जयपुर
17. प्रायोगिक रसायन, भार्गव, लवानिया, ओझा, रमेश बुक डिपो, जयपुर
18. भौतिक रसायन, शर्मा, भार्गव, गुप्ता, रमेश बुक डिपो, जयपुर
19. कार्बनिक रसायन, विजयश्री मनोज छंगाणी, अल्का पब्लिकेशन, अजमेर
20. अकार्बनिक रसायन, विजयश्री कोठारी छंगाणी, अल्का पब्लिकेशन, अजमेर
21. प्रायोगिक रसायन, छंगाणी, विजयश्री, खण्डेलवाल, अल्का पब्लिकेशन, अजमेर

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total

BSE 602	Physics-I	**CE***	**4**	**15**	**20**	**100**
	Physics-II				**20**	
	Physics-III				**20**	
	Physics Practical				**25** Practical	

Physics- Paper-I: Mathematical Physics and Special Theory of Relativity – II

Objectives:

- To Understand the Lorentz Transformation.
- To know the concepts of Four Vector Formulation, ongitudinal and Transverse Doppler's Effect.
- To aware the Transformation between Laboratory and Centre of mass.
- To develop concept about the Transformation Electric and Magnetic Field.

UNIT – I Lorentz Transformation:

Lorentz transformation and rotation in space-time, time like and space like vector, world line, macro-causality.

UNIT – II Four vector Formulation:

Four vector formulation, energy momentum four vector, relativistic equation of motion, invariance of rest mass, orthogonality of four force and four velocity, Lorentz force as an example of four force, transformation of four frequency vector, longitudinal and transverse Doppler's effect.

UNIT – III Transformation between Lab and CM:

Transformation between laboratory and center of mass system. Four momentum conservation, kinemations of decay products of unstable particles and reaction thresholds: Pair production, inelastic collision of two particles, Compton effect.

UNIT – IV Transformation electric and Magnetic field:

Transformation electric and Magnetic fields between two inertial frames.

Learning Outcomes: After complition the course student would able to:

- Discuss the Lorentz Transformation.
- Classify the concepts of Four Vector Formulation, Longitudinal and Transverse Doppler's Effect.
- Identify the Transformation between Laboratory and Centre of mass.
- Calculate the Transformation Electric and Magnetic Field.
- Differentiate longitudinal and transverse Doppler 's effect.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, गणितीय भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics- Paper-II: Quantum Mechanics – II

Objectives:

- To Know the Bound State Problem-I
- To Understand the Bound State Problem-II
- To aware Application of Quantum Theory.
- o gain knowledge about molecular spectroscopy.

UNIT I Bound State Problems - I:

Potential step and rectangular potential barrier, calculation of reflection and transmission coefficient, Qualitative discussion of the application to alpha decay (tunnel effect), square well potential problem, calculation of transmission coefficient.

UNIT II Bound State Problems- II:

Particle in one dimensional infinite potential well and finite depth potential well, energy value and eigen functions. Simple harmonic oscillator (one dimensional) eigen function, energy eigen values, zero point energy.

UNIT – III Applications of Quantum Theory to Atomic Spectroscopy:

Quantum features of spectra of one electron atoms. Frank–Hertz experiment and discrete energy states. Schrodinger equation for a spherically symmetric potential, Schrodinger equation for a one electron atom in spherically coordinates, separation of variables, Orbital angular momentum and quantization spherical harmonics, energy levels of H–atom, Shapes of n = 1 and n = 2 wave functions, Average value of radius of H–atom, Comparison with Bohr Model and Bohr Correspondence Principle. Stern and Gerlach experiment, spin and magnetic moment. Spin orbit coupling and qualitative explanation of fine structure. Atoms in magnetic field Zeeman spliting.

UNIT – IV Molecular Spectroscopy:

Qualitative features of molecular spectra: Rigid rotator discussion of energy, eigen values and eigen function, rotational energy levels of diatomic molecules, Rotational spectra, vibrational energy levels of diatomic molecules, vibrational spectra, vibrational rotational spectra.

Learning Outcomes: After complition the course student would able to:

- Discuss on the Bound State Problem-I (Potential Step, Potential Barrier, Square Well Potential) and Tunnel Effect.
- Classify the Bound State Problem-II(One Dimensional Potential Box, Eigen Value, Eigen Function).
- Applies Quantum Theory to Atomic Spectroscopy.
- Identify the Concept of Molecular Spectroscopy.
- Differentiate vibrational spectra and rotational spectra

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना,, क्वांटम यांत्रिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics- Paper-III: Nuclear Physics

Objectives:

- To Understand the Concept of Nuclear Properties like Quadrupole Moment, Nuclear Spin, Nuclear Energy, Mass spectroscopy and Theory of Nuclear Forces.
- To know the Concept of Nuclear Fission.
- To Aware the Concept of Elementary Particles.
- To develop knowledge about the Concept of Detector and Accelerator.

UNIT-I Nuclear Properties:

Rutherford's theory of a particle scattering, Properties of Nuclei: Quadrupole Moment and Nuclear Ellipticity, Quadrupole Moment and Nuclear spin, Parity and Orbital angular momentum, Parity and its conservation, Nuclear Mass and Mass Spectroscopy, Nuclear Energy, Discovery of neutron and proton-neutron hypothesis, Neutron to proton Ration (n/z), The nuclear potential, Nuclear mass, Mass Defect and Binding energy, Theory of Nuclear forces.

UNIT-II Nuclear Fission:

The Discovery of Nuclear Fission, The Energy Release in Fission, The Fission products mass distribution of fission products, Charge distribution of fission products, ionic charge of fission products, Fission cross Section and threshold, Neutron emission in fission, The prompt neutron and delayed neutrons, Mechanism for the emission of delayed neutrons. Energy of fission Neutrons, Theory of nuclear fission and Liquid Drop Model, Barrier Penetration-Theory of Spontaneous fission, Nuclear Energy Sources, Nuclear Fission as a source of Energy, The Nuclear Chain Reaction, condition of controlled chain Reaction, Nuclear Reactors.

UNIT-III Elementary particles:

Classification of Elementary Particles, Fundamental Interactions, Unified approach (Basic ideas), The conservation Laws, Quarks (Basic ideas), Charmed and color Quarks. Nuclear Fusion: The sources of stellar Energy.

UNIT-IV Detector and Accelerators:

Particle and Radiation Detectors: Ionization Chamber, Region of Multiplicative Operation, Proportional Counter, Geiger-Muller Counter, Cloud Chamber, BF3 and Scintillation detector. Ion sources, Cock-Craft-Walten High Voltage Generators, Van De-Graff Generators, Drift Tube Linear Accelerators, Wave Guide Accelerator, Magnetic Focussing In cyclotron, Synchrocyclotron, Betatron, The Electromagnetic Induction Accelerator, Electron Synchrotron, Proton Synchrotron.

Learning Outcomes: After complition the course student would able to:

- Discuss the Concept of Nuclear Properties like Quadrupole Moment, Nuclear Spin, Nuclear Energy, Mass spectroscopy and Theory of Nuclear Forces.
- Classify the Concept of Nuclear Fission.
- Identify the Concept of Elementary Particles.
- Applies the Concept of Detector and Accelerator.
- Differentiate drift tube linear accelerator and wave guide accelerator.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, नाभिकीय भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics Practical: VI

1. Determination of Planck's constant by photo cell (retarding potential method using optical filters, preferably five wave length)
2. Determination of Planck's constant using solar cell.
3. Determination of Stefan's constant (Black body method)
4. Study of the temperature dependence of resistance of a semiconductor (four probe method).
5. Study of lodine spectrum with the help of grating and spectrometer and ordinary bulb light.
6. Study of characteristics of a GM counter and verification of inverse square law for the same strength of a radioactive source.
7. Study of β-absorption in Al foil using GM counter.
8. To find the magnetic susceptibility of a paramagnetic solution using Qninck's method. Also find the ionic molecular susceptibility of the ion and magnetic moment of the ion in and magnetic moment of the ion in terms of both magnetons.
9. Determination of coefficient of rigidity as a function of tem perature using torsional oscillator (resonance method).
10. Study of polarization by reflection from a glass plate with the help of Nichol's prism and photo cell and verification of Brewster law and law of Malus.
11. e/m measurement of magnetic field using ballistic galvanometers and search coil study of variation of magnetic field of an electromagnet with current.
12. Measurement of electric change by Millikan's oil drop method.

Suggested Reading :

1. प्रो. प्रभा दशोरा, तृतीय वर्ष प्रायोगिकी भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 603	Mathematics-I	**CE***	**4**	**15**	**20**	**100**
	Mathematics-II				**20**	
	Mathematics-III				**20**	
	Mathematics Practical				**25** Practical	

Mathematics- Paper-I : Algebra - II

Objectives:

- To aware the Integral domain and Field.
- To Understand the Ideals and Quotient Ring.
- To develop knowledge the Linear Dependence and Linear Independence of Vectors.
- To know sum of subspaces.

Unit 1 ; Integral domain and field. Characteristics of a Ring and Field.

Unit 2 : Ideals and Quotient Ring. Maximal ideal and Prime ideal. Principal Ideal domain. Field of quotients of an integral domain. Prime fields. Definition, Examples and Simple properties of Vector spaces and Subspaces.

Unit 3 : Linear combination, Linear dependence and Linear independence of vectors. Basis and Dimension.

Unit 4 ; Generation of subspaces. Sum of subspaces. Direct sum and Complement of subspaces. Quotient space and its dimension.

Learning Outcomes: After complition the course student would able to:

- Discuss about integral domain and Field.
- Identify the Ideals and Quotient Ring.
- Classify the Linear Dependence and Linear Independence of Vectors.
- Applies the Sum of Subspace.
- Discuss about quotient space

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, बीजगणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, बीजगणित जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics- Paper-II : Complex Analysis -II

Objectives:

- To understand the Power Series.
- To develop knowledge about the Branch Point.
- To develop concept about the Conformal Mapping.
- To give information about cauchy's residue theorem.

Unit 1 ; Power series — Absolute convergence, Able' s theorem, Cauchy-Hadamard theorem, Circle and Radius of convergence, Analyticity of the sum function of a power series.

Unit 2: Singularities of an analytic function, Branch point, Meromorphic and Entire functions, Rouche's theorem, Casorati - Weierstrass theorem.

Unit 3; Residue at a singularity, Cauchy's residue theorem. Argument principle. Rouche's eorem. Fundamental theorem of Algebra.

Unit 4: Conformal mapping. Bilinear transformation and its properties. Elementary mappings: w (z) =$\frac{1}{2}$ $\left(z+\frac{1}{z}\right)$, z2 ,ez,sinz, cosz, and logz.
Evaluation of a real definite integral by contour integration. Analytic continuation. Power series method of analytic continuation.

Learning Outcomes: After complition the course student would able to:

- Discuss on the Power Series.
- Identify the Branch Point.

- ❖ Applies Fundamental Theorem of Algebra.
- ❖ Analyze the Conformal Mapping.
- ❖ Discuss on the circle and radius of convergence

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, बीजगणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, बीजगणित जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics- Paper-III: Statics

Objectives:

- ❖ To understand the Resultant and Equilibrium Coplanar Force Acting on a Rigid Body.
- ❖ To know the Friction.
- ❖ To aware the Virtual Work.
- ❖ To develop knowledge about the Common Catenary Force in the 3-D.

Unit 1 Resultant and equilibrium coplanar force acting on a rigid body.

Unit 2 Friction

Unit 3 Virtual work,

Unit 4 commom catenary force in the three dimensions.

Learning Outcomes: After complition the course student would able to:

- ❖ Discuss on the Resultant and Equilibrium Coplanar Force Acting on a Rigid Body.
- ❖ Classify about the Friction.
- ❖ Calculate the Virtual Work.
- ❖ Identify the Common Catenary Force in the 3-D.
- ❖ Differentiate friction and virtual work.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, बीजगणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, बीजगणित जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 604	Botany-I	**CE***	**4**	**15**	**20**	**100**
	Botany-II				**20**	
	Botany-III				**20**	
	Botany Practical				**25** Practical	

Botany- Paper-I : Reproductive Biology Of Angiosperms

Objectives:

- To know the detailed structure of flower and male gametophyte.
- To understand the mechanism of distribution of pollen grains.
- To learn about the structure of pistil and female gametophyte.
- To get knowledge about the process of pollination and fertilization
- To study the development of embryo and endosperm

UNIT I: Structure of Flower and Male Gametophyte

Ontogeny of Flower parts- development and variations, structure of anther, microsporogensis, microgametogenesis, Teptum Types and Functions, Development of Male Gametophyte, Structure of Pollen Grains.

UNIT II: Structure of Pistil and Female Gametophyte

Structure and types of ovule, special structures- aril, oburator etc., megasporogenesis, megagametogensis (monosporic, bisporic and tetrasporic types), structure of typical embryo sac, (Polygonum, Allium and Adoxa type).

UNIT III: Pollination and Fertilization

Pollination types, significance adaptations; compatibility and incompatibility; basic concepts. Pollen tube entry, syngamy and triple fusion, double fertilization, development, type and function of endosperm.

UNIT IV: Development Of Embryo and Endosperm

Six types of Embryogeny; General pattern of development of dicot and monocot embryo suspensor structure and function, embryo-endosperm relationship; nutrition of embryo, apomixis, polyembryony, fruit-development and maturation.

Learning Outcomes: After complition the course student would able to:

- Explain the detailed structure of flower and male gametophyte.
- Discuss the mechanism of distribution of pollen grains.
- Interpret the structure of pistil and female gametophyte.
- Describe the process of pollination and fertilization
- Understand the development of embryo and endosperm

Suggested Readings:

1. Bhojwani, S.S. and Bhatnagar, S.P. 2004. The Embryology of Angiosperms**.** Vikas Publishing House, New Delhi.
2. Davis, C.L. 1965. Systematic Embryology of Angiosperms. John Wiley, New York.
3. Johri, B. D. 1984. Embryology of Angiosperms. Springer Verlag, Berlin.
4. Johri, B. M. 1984 .Embryology of Angiosperms. Springer-Verlag, Netherlands.
5. Maheswari, P. 1985. Introduction to Embryology of Angiosperms**.** Mac Graw Hill House (P) Ltd., New York.
6. Raghavan, V. 2000. Developmental Biology of Flowering plants**.** Springer, Netherlands.
7. Trivedi, P.C. Sharma, N. and Sharma, J. L. 2003. Structure, Development and reproduction in Flowering Plants. Ramesh Book Depot., Jaipur.

Botany- Paper-II : Economic Botany And Ethnobotany

Objectives:

- To know the origin of cultivated plants
- To acquire knowledge of food plants, vegetables and fruits.
- To analyze the spices, oil yielding plants and Beverages.
- To understand medicinal plants, fibers and woods.
- To get aware about ethical aspects of Ethnobotany

UNIT I: Food Plants, Vegetables and Fruits

Centre of origin of cultivated plants , **Food plants** : rice, wheate , maize, potato, **Vegetables** : General account with a note on radish, garlic, cabbage, spinach, cauliflower, cucumber and pea. **Fruits** : General account with a note on apple, banana, mango, watermelon and orange.

UNIT II: Spices ,Oil yeilding Plants, and Beverages

Spices : General account with an emphasis on those cultivated in Rajasthan(Cumin,Capsicum, Coriender). **Beverages :** Characteristics and uses Beverages(Tea and Coffee) , Oil yielding plants (*Brassica* and *Cocus*).

UNIT III: Medional Plants, Fibers and Woods

Medional Plants : General account with an emphasis on those cultivated in Rajasthan(Senna, Isabgol, SAfed musli)

Fibers : General account with a note on Cotten and Jute. **Woods** : General account of sources of fire wood : timbers and bamboos.

UNIT IV: Ethnobotany

Ethnobotany and its concepts and relevance. Ethanobotanical areas of Rajasthan, ethnic groups in India and ethanobotanical study of any tribal area of Rajasthan. Ethical aspect of ethnobotany.

Learning Outcomes: After complition the course student would able to:

- Get knowledge about the cultivated plants
- Interpret different food plants, vegetables and fruits.
- Eenhance knowledge about spices, oil yielding plants and Beverages.
- Comprehend about medicinal plants, fibers and woods.
- Acquire knowledge about ethical aspects of Ethnobotany

Suggested Readings:

1. Gupta, S.K. and Kaushik, M.P. 1973. An Introduction to Economic Botany. K. Nath and Co., Meerut.
2. Hill, A.W. 1952. Economic Botany. McGraw Hill Book Co., New York.
3. Jain, S.K. 1981. Glimpses of Indian Ethnobotany. Oxford and IBH, New Delhi.
4. Jain, S.K .1987. A Manual on Ethnobotany**.** Scientific Publisher, Jodhpur.
5. Prakash, G., Sharma, S. K. 1975. Introductory Economic Botany. Jai Prakash Nath and Cosec, Meerut.
6. Sambamurthy, A.V.V.S. and Subrahmanyan, N.S. 1989. A Text Book of Economic Botany. Wiley Eastern Ltd., New Delhi.
7. Sen, S. 1992. Economic botany. New Central Book Agency, Calcutta.

8. Singh, V., Pandey, P.C. and Jain, D.K. 1998-99. Economic Botany. Rastogi Publications, Meerut.
9. Verma, V. 1974. A Text Book of Economic Botany. Emkay Publications, New Delhi.

Botany- Paper-III : ECOLOGY

Objectives:

- To acquire knowledge of community, ecosystem and phytogeography
- To know about structure, components, food chains, hub, energy flows.
- To understand about vegetation and environmental pollution
- To get aware about environmental management
- To learn about different protocols.

UNIT I: Ecological factors and Population ecology

Environment and plant: Ecological factors; Atmosphere (four distinct zone), light (photosynthetically active radiation, zonation in water bodies, photoperiodism, heliophytes and sciophytes), temperature (Raunkier's classification of plant: megatherm, mesotherm, microtherm, heikistotherm, thermoperiodicity and vernalisation), soil (development, soil profile, properties). Ecological adaptations of hydrophytes, xerophytes, epiphytes and halophytes. Population ecology: growth curve, ecotypes, ecads. Population interaction among organisms (neutralism, amensalism, alleliopathy), competition, predation, parasitism and mutulism.

UNIT II: Community, Ecosystem and phytogeography

Community characteristics, frequency, density, cover, life forms, biological spectrum, ecological succession. Ecosystem: Structure, components, food chain, food web, energy flow, trophic levels and ecological pyramids, primary and secondary productivity, biogeochemical cycle of carbon and phosphorus.

UNIT III: vegetation and Environmental pollution

Biogeographic regions of India, vegetation types of India; forest grassland with special reference to Rajasthan. Environmental pollution- air, water and soil, WWF, chipko movement, green house effect, ozone depletion loss of biodiversity and extinction of species, red data book.

UNIT IV: Environmental management

Concept and principles of environmental management, principle of optimized use and sustainable development, threats to sustainable development, National Environmental Policy, management of forest and degraded lands, concepts and principles of environmental management, efforts to control these effects (Vienna Convention, Montreal Protocol, Earth summit, Kyoto Protocol, World Summit on sustainable development, 2002 Carbon trade); IPCC.

Learning Outcomes: After complition the course student would able to:

- Acquire complete knowledge of community, ecosystem and phytogeography
- Explain the structure, components, food chains and energy flows.
- Understand about vegetation and environmental pollution
- Interpret about environmental management
- Discuss and different protocols.

Suggested Readings:

1. Banerjee, P.K. 2006. Introduction to Biostatistics. S. Chand and Co., New Delhi.

2. Koromondy, E.J.1996. Concepts of Ecology. 4th Edition Prentice-Hall of India Pvt. Ltd., New Delhi.
3. Misra, K.C. 1988. Manuals of Plant Ecology. (3rd Edition) Oxford and IBH Publishing Co., New Delhi.
4. Odum, E.P. 1983. Basic Ecology. 5th Edition Thomson Business International Waldis Pvt. Ltd., Baricahd.
5. Odum, E.P. 2008. Ecology. Oxford and IBH Publisher.
6. Sharma, P.D. 2010. Ecology and Environment, (8th Edition) Rastogi Publications, Meerut.
7. Singh, J.S., Singh, S.P. and Gupta, S. 2006. Ecology Environment and Resource Conservation. Anamaya Publications, New Delhi.

BOTANY PRACTICAL VI

1. Study different types of placentation, ovules and special structures of ovule through permanent slides, specimens or photographs.
2. Study of female gametophyte through permanent slides/ photographs: types and ultra structure of mature embryo sac.
3. Study of pollen grains: fresh and acetolyzed showing ornamentation and aperture, pseudomonads, pollinia (slides/photographs/ fresh materials).
4. Study of the different stages of anther development.
5. Study of pollen morphology of available plants.
6. Study of monocotyledons and dicotyledons embryo of angiosperms through slides/photographs..
7. Submission of economically important plants and plant products (cereals, pulses, spices, fibers, condiments, fat and oils, tea, coffee, wood, dyes, tobacco).
8. Study following specimens with special reference to :
   - Botany of the economically important part.
   - Processing if any involved.
   - Specimens of cereals, pulses, fibres, spices, beverage (tea, coffee), sugar, oil yielding plants and medicinal plants (mentioned in theory).
9. Microchemical test for starch, sugar, oils, proteins, fat, carbohydrate, lignin using wheat, maize, soyabean. Chana, sweet potato, clove, ground nut, mustard and match sticks.
10. Study of starch grains in potato .
11. Field trip to economically important place.
12. Collection, description and submission of at least 5 plants of ethnobotanical importance.
13. Study of adaptive anatomical and morphological features of Hydrophytes, Epiphytes and Xerophytes using plant material.
14. To study different statistical methods: mean, median and mode, standard error, standard deviation.
15. Regression analysis and application of statistical tests in environmental problems.
16. Determine the dissolved oxygen content in polluted and unpolluted water samples.
17. Field trip to a National Park/Biosphere reserve/Wild life Sanctuary (Student should submit a detailed project report based on the field trip. Evaluation of the project will be based on the detailed report and presentation).
18. Project work on a particular ecosystem/Polluted Site/ Level of Pollution in the City or Town/Land use site.

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 605	Zoology-I	CE*	4	15	20	100
	Zoology-II				20	
	Zoology-III				20	
	Zoology Practical				25 Practical	

Zoology-Paper-I: Evolution and Biostatistics

Objectives:

- To understand the process of evolution.
- To discuss concept the Lamarkism, Neo-Lamarkism and Darwinism.
- To classify and draws the Geological time scale.
- To understand aware the students for Palaentology Fossils and its significance
- To describe the Biostatistics and Biostatistical Tools.

Unit –I: Evolution

1.1 Basics and origin of life: Definition, pre-darwinian theories of evolution; Oparin-Haldaneconcept of origin of life; Miller- Urey experiment

1.2 Micro-evolution: Lamarckism; Darwinism; Neo-Darwinism

1.3 Evidences of evolution: Various evidences favouring evolution: Homology, analogy, vestigial organs; palaentological, embryological, biogeographical and biochemical evidences

UNIT II: Evolution II

2.1 Macro-evolution: Geological time scale,

2.2 Genetic basis of evolution: Hardy-Weinberg law, genetic drift, , Sewall -Wright effect;

2.3 Variation, Adaptations and Isolation, Mimicry

2.4 Formation of fossils and Important

UNIT III: Biostatistics Concept

3.1 Biostatistics: Definition and Scope

3.2 Census and sampling methods

3.3 Collection and Tabular Presentation of Data: Tabulation of data; Frequency

3.4 Distribution Table; Continuous and Discontinuous Series

3.5 Graphical Presentation of Data: Bar, Histogram, Line graph, Polygon, Pie Diagrams Ogives

UNIT IV: Biostatistical Tools

4.1 Measures of Central tendency: mean, median mode

4.2 Measures of Dispersion, Mean deviation & Standard deviation, and Standard error.

4.3 Probability

Learning Outcomes: After complition the course student would able to:

- Understand the process of evolution.
- Understand the Lamarkism, Darwinism and Neo-Darwinism.
- Interprete Geological time scale.
- Explain Palaentology Fossils and its significance
- Discuss the Biostatistics and Biostatistical Tools

Zoology-Paper-II : Economic Zoology

Objectives:

- To Understand the Various concepts in Sericulture, Lac culture and Apiculture.
- To interprets the various concepts in Chemical Control.
- To Understand aware the students and provides the economical importance of Vermiculture
- To Understand the Various concepts in Vector borne diseases, Animal husbandry.
- To classify the economics of aquaculture.

Unit I: Economic Entomology- Insects of economic importance

1.1 Sericulture: Types of Silkworm. Life cycle and rearing of Bombyx mori,Production of silk , chemical Composition of Silk,

1.2 Apiculture –Habits and Habitat, species of Hony Bees, Types of cates, method of Bee-keeping Honey Bee Product.

1.3 Lac culture – Lac insect, Laccifer lacca - Life cycle, Cultivation of Lac , Lac products and Economic Importance

Unit-II: Economic Entomology

2.1 Chemical control of Insecticides: Pyrethroids, Carbomate and HCN (mode of action, merits and demerits)

2.2 Biological control of Pests: Biological agents (predators and parasites; merits and demerits)

2.3 Animal pest: Life cycle, damage and control of

I. House fly – Musca nebulo

II. Stable fly – Stomoxys calcitrans

Unit III: Economics of aquaculture

3.1 Pisciculture – Steps of Fish culture, Fish Product,

3.2 Prawn culture -Culture techniques of fresh water Prawn,

3.3 Pearl culture: Habit, Habitat, General characters, mentle & Shell,Formation&culture.

Unit IV: Economic importance of other animals

4.1 Vector borne diseases. A brief account of insect vectors affecting the health of man and domestic animals

4.2 Animalhusbandry: Introduction to common dairy animals; Techniques of dairy management

4.3 Vermiculture: Vermitechnology, Bio-Fertilizers

Learning Outcomes: After complition the course student would able to:

- Discuss the various concepts in Sericulture, Lac culture and and Apiculture.
- Understand the various concepts in Chemical Control.
- Provide the economical importance of Apiculture
- Understand the various concepts in Vector borne diseases, and Animal husbandry
- Explain the Economical of aquaculture

Zoology-Paper-III: Ecology and Environmental Biology

Objectives:

- To differentiate current environmental issues based on Atmosphere.
- To understand Gain critical understanding on human influence on environment.
- To understand Positive attitude towards Biodiversity conservation.
- To describe the various concepts in Pollution.
- To know the sources, affect and control measures of water and noise pollution.

Unit I: Atmosphere

1.1 Atmosphere: Major zones and its importance, Composition of air
1.2 Hydrosphere: Global distribution of water, Physico-chemical characteristics of water
1.3 Lithosphere: Soil Layer; formation of soil
1.4 Light: As Abiotic factor; Physico- chemical characteristics of Light; Photoperiodism

Unit II: Ecosystem

2.1 Ecosystem: Definition, Structure and functions; Types of Ecosystem; Food chain, Food web and ecological pyramids
2.2 Ecosystem: Biogeochemical Cycle (O_2, CO_2, N, P, S); Energy flow in an ecosystem,
2.3 Population Introduction: Population characteristics, Population growth patterns: (exponential/ Malthusian and sigmoid growth patterns)
2.4 Community Characteristics, Structure and method (Quadrt method Transeet method, plotless method:

Unit III: Biodiversity & Conservation

3.1 Various Aspects of Biodversity, Degree of Deversity,
3.2 Ex situ and In situ Conservation; Alpha, Beta and Gama Diversity, Causes of reduction of Biodiversity
3.3 Conservation measures of Animals.

Unit IV: Pollution

4.1 Sources, effect and control measures of air pollution, Acid rain, green house effect, Ozone depletion and global warming
4.2 Sources, effect and control measures of water pollution
4.3 Sources effect and control measures of noise pollution

Learning Outcomes: After complition the course student would able to:

- Describe the current environmental issues based on ecological principles.
- Gain critical understanding on human influence on environment.
- Aware about the positive attitude towards Biodiversity conservation.
- Understand the various concepts in Pollution.
- Explain the sources, affect and control measures of water and noise pollution.

Semester VI
Zoology Practical

Paper-I: Evolution and Biostatistics

1. Construction of frequency table, histograms, Polygons, Pie Charts
2. Exercise on Mean, Mode, Median, Std. Deviation, Std. error, Probability

Paper-II: Economic Zoology

1. Study of the following prepared slides/specimens: Honey Bee, Silk Worm, Termite, Earthworm types (any two) -(Drawida modesta, Pheretima posthuma ; Fish parasites, Larvivorous fishes (Guppy, Gambusia)

2. Economic importance of commonly occurring insect pests and preparation of life cycle of these pests.
3. Study of Beneficial insects and their life stages.

Paper-III: Ecology & Environmental Biology

1. Determination of population density in a terrestrial community or hypothetical community by quadrate method.
2. Study of life table and fecundity table, plotting of the three types of survivorship curves from the hypothetical data.
3. Estimation of pH, chlorides and water vapour quantity in soil
4. Estimation of Dissolved oxygen, Salinity, pH, free CO_2 in water samples
5. Plankton study in Fresh water
6. Study of natural ecosystem and field report; Visit to a National park and Sanctuary (candidates are required to submit the report of the visit)

Suggested readings:

Evolution

1. Gupta, P.K., A Text Book of Cytology, Genetics and Evolution, Rastogi Publication, Meerut
2. Ridley, M. (2004) Evolution. III Editio. Blackwell Publishing
3. Stricberger, M.W. Evolution. Jones& Bartlett, USA 1996
4. Hall and Hallgrimsson: Strickberger's Evolution (2008, Jones and Bartlett)
5. Moody: Introduction to Evolution (1978, Kalyani).
6. Rastogi: Organic Evolution (2007, Kedarnath & Ramnath
7. Kohli, Ranga, Lori, Bhatia, Animal Diversity and Evolution, RBD Publishing House, Jaipur.

Statistics:

1. Probability and Statistics for Engineers and Scientists by Walpole, Myers, Myers and Ye, 7th Edition, Pearson Education.
2. Mathematical Statistics by Freund, Prentice Hall, India
3. Introduction to Statistical Quality Control by Montgomerry, John Wiley and Sons.
4. Principles of Biostatistics by M. Pagano and K. Gauvrean: Thompson learning (2nd edition)
5. Biostatistics: A Foundation for Analysis in the Health Sciences by W. W. Daniel: John Wiley and Sons Inc (7th edition); Indian Reprint 2006.
6. Biostatistics by Satguru Prasad: Emkay Publication
7. G.S. Shukhla, Upadhyay, Reena Mathur, S.G. Prasad, 2011, Economic Animal Science, Biostatics and Animal Behaviour, Rastogi Publication, Meerut, Delhi

Economic Zoology:

1. Shukla and Upadhyaya : Economic Zoology (Rastogi Publishers, 1999-2000)
2. Shrivastava: Test book of Applied Entomology, Vol. I &II (Kalyani Publishers, 1991)
3. Mani: Insects, NBT, India, 2006.
4. Jabde: Text Book of Applied Zoology: Vermiculture, Apiculture, Sericulture, Lac culture, Agricultural Pests and their Control, 2005 Publisher Vedams eBooks (P) Ltd. New Delhi
5. G.S. Shukhla, Upadhyay, 2015, Economic Animal Science, Rastogi Publication, Meerut, Delhi

Ecology & Environmental Biology

1. Odum, E. P. (1996). Ecology: A bridge between science and society. *Sinauer AssociatesInc*.
2. Chapman, J. L. And Reiss, M. J. (1992). Ecology, principles and applications. *CambridgeUniversity Press*.

3. Verma, P. S. & Agarwal, V. K. (1983). Environmental biology (principles of ecology). *S.Chand & Co*.
4. Singh, J. H. e*t al* (2006). Ecology, environment and resource conservation. *Anamaya Publ.N. Delhi*
5. Kendeigh, S. C. Animal ecology. *Prentice Hall*
6. Kormondy, E. T. Concept of ecology. *Prentice Hal*
7. *Dhirendra, Devershi, Ecology and Environmental Biology, College Book House. Pvt. Ltd., Jaipur*

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 701	Creating and Inclusive Education	**CC**	**4**	**30**	**70**	**100**

Objectives:

- To develop the understanding of the concept and philosophy of inclusive education in the context of education for all.
- To identify and address diverse needs of all learners
- To familarize with the trends and issues in inclusive education
- To develop an attitude to foster inclusive education
- To develop and understanding of the role of facilitators in inclusive education
- To prepare teachers for inclusive schools

Course Contents:

Unit- I Introduction to Inclusive Education

a) Meaning, Objective , Need and Types of Inclusive Education
b) Principles of Inclusive Education
c) Soluation and challenge of Inclusive Education
d) ICT Material of Inclusive Education

Unit- II Legislation, Emerging Issues and Role of Agencies in Inclusive Education

a) Legislation for inclusive education- National policy of disabilities 2006
b) Sarva Shiksha Abhiyan (2002)
c) NGO
d) RTE-2009

Unit- III Exceptional Child and Special Educational

a) Exteptional Child : Meaning and Types
b) Mentally Retared Child
c) Physically Handicapped Child
d) Hearing Impaired Child
e) Visually Handicapped Child
f) Emotionally Disturb Child

Unit- IV Special Educational Need (SEN) of learners in Inclusive School

a) Speech Defective Childern
b) Language Handicapped Child
c) Learning Disadvantage Child
d) Parents of Exceptional Childern
e) Guidance of Exceptional Childern
f) Special School (Building Co-curricular Activities)

Assignment & Practical Work (Any Two)

- One term paper
- Write a One Article of Disabilities Child
- Case study of disabilities child
- Write a report of evaluation process in inclusive school

Learning Outcomes: After completion of this course students would able to:

- Understand of the concept and philosophy of inclusive education in the context of education for all.
- Identify and address diverse needs of all learners
- Describe the trends and issues in inclusive education
- Apply the attitude to foster inclusive education
- Develop and understanding of the role of facilitators in inclusive education
- Prepare teachers for inclusive schools

Suggested Readings:

1. Ahuja.A, Jangira, N.K. (2002) : "Effective Teacher Training, Co-operative Learnin Based pproach", National Publishing House, 23 Daryaganj, New delhi-02
2. Sharma, P.L. (1990), Teacher Handbook on IED, Helping Children with Special Needs NCERT, Publication Delhi
3. UNESCO (1989), UN Convention on the Right of the Child, UNESCO
4. UNESCO (2006), UN Convention on the Right of Persons with Disabilities.
5. UNESCO (2009), Policy Guideline on Inclusion in Education UNESCO
6. कुशवाहा, पुष्पलता, एवं सक्सैना, कनक (2006)., शैक्षिक प्रबन्धन एवं विद्यालय संगठन, आस्था प्रकाशन, जयपुर
7. परवीन, आबिदा (2013), शिक्षण एवं अधिगम के मनो–सामाजिक आधार, आस्था प्रकाशन, जयपुर
8. बघेला, एच.एस. (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान प्रकाशन, जयपुर
9. बिन्दु आभारानी, सक्सैना, स्वाति (2008), विशिष्ट बालक, अग्रवाल पब्लिकेशन्स, आगरा
10. योगेन्द्रजीत, भाई (2008), शिक्षा में नवाचार और नवीन प्रवृत्तियाँ, विनोद पुस्तक मंदिर, आगरा
11. सुखिया, एस.पी. (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
12. हन्फी, ऐम.ए. एवं हन्फी एस.ए. (2009), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, विनोद पुस्तक मंदिर, आगरा, जयपुर

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 702	Language Across the Curriculum	**CC**	**4**	**30**	**70**	**100**

Objectives:

- To understand the various mode of language like reading, wirting, speaking and listining.
- To develop the skill of oral and written language.
- To acquainte with the idea of composition and art of writing i.e. letter, paragraph, application etc.
- To develop the Vocabulary Building and Language Problems & its Remedies
- To develop the vocabulary and language proficiency and related remedies.

Course Contents:

Unit -I Language acquisition and development

a) Language : Concept, Meaning and Nature
b) Language usages : Written, Oral, Role Playing with Communication
c) 3 Language Policy : First (Mother tongue)
: Second (Foreign language)
: Third (Religious or classical language)
d) Language development : From childhood to Adult stages.

Unit -II Language Skills

a) Reading : Silent reading vs Rapid reading, News Paper, Journal, Books
b) Narrative Text vs. Expository text
c) LSRW (Listening, Speaking, Reading, Writing)
d) Note making and creative writing (Essay, Application, Letter, Paragraph)

Unit -III Language & Classroom Interaction

a) Expression : Public Speech, Lecture, Debating
b) Multilingualism in classroom
c) Summarizing and Reflection
d) Errors and Correction of Language in class

Unit-IV Vocabulary Building and Language Problems & its Remedies

a) New Structure and building of vocabulary
b) Learning new vocabulary and Diagnostic Language Errors
c) Language Phonemes & Identification of Sound Errors
d) Remedial Programme for Language Development

Assignment & Practical Work (Any Two)

- Write any one term paper
- Identify speech defect in classroom teaching
- Prepare a Report on Creative Writing
- Prepare a C.D. on communication (30 minutes)

Learning Outcomes: After completion of this course students would able to:

- Understand the nature and use of language.
- Develop the idea of Multilingualism in class room teaching.
- Create the sense of language and its flavor.
- Inculcate language skills among trainees.
- Evaluate skills creative writing and expression.

- ❖ Acquire the idea of composition and art of writing i.e. letter, Paragraph, application etc.
- ❖ Develop ornamental use of vocabulary in different curriculum.

Suggested Readings:

1. Baruah, T.C. (1985), The English Teacher's Hndbook, New Delhi, Sterling Publication Pvt. Ltd.
2. Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc. Graw Hill Pub. Co. Ltd.
3. Richards, J.C. and Rodgers, T.S. (2000), Approaches and Methods in Language Teaching, Cambridge, CUP.

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 701	Chemistry	Pedagogy of a School Subject **Any two** **CE**	**4**	**30**	**70**	**100**
BSE 702	Physics					
BSE 703	Mathematics					
BSE 704	General Science					
BSE 705	Biology	**CE**	**4**	**30**	**70**	**100**

BSE 701 : Chemistry

Objectives:

- ❖ To develop a broad understanding of the principles and procedures used in moden science specially in chemistry.
- ❖ To develop essential skill for practicising modern science education.
- ❖ To understand aims and objectives of chemistry.
- ❖ To gain ability for critically evaluate the existing syllabus of science.
- ❖ To prepare achievement test and diagnostic test.
- ❖ To enable him to organize co-curricular activities related to science.
- ❖ To appreciate the contribution of world scientist in connection with historical development of chemistry.

Course Contents:

UNIT-I Nature and Scope

a) Nature of Science and Chemistry, Importance of Chemistry in Daily Life, Correlation of Chemistry with Other Subjects
b) Values of Teaching Chemistry
c) Scientific Attitude, Scientific Literacy
d) Eminent World Scientist in the Area of Chemistry Like Dalton, Einstein, Neil Borh, Rutherford, Marry Quarry.
e) Globalisation and Chemistry

UNIT-II Curriculum planning and activities

a) Place of Chemistry in School Curriculum, Principles of Developing Chemistry Curriculum
b) Modern Trends in Chemistry Curriculum, Reading Material - Text Book, Journal, Handbook, Science Library

c) Critical Appraisal of Syllabus of Science with Reference to Chemistry Prescribed by State Board of Secondary Education

UNIT-III Methods and approaches of teaching

a) Lecture cum Demonstration Method (Inductive and deductive method), Project Method, Scientific Method, Heuristic Method
b) Panel Discussion. Seminars and Workshop Laboratory Method.
c) Teaching aid-Bulletin Board, Flannel Board, Filmstrips, Transparency, OHP, Direct Projector LCD Panel, Non-formal Approaches- field trips
d) Laboratory- Lay out Plans, Equipments, Furniture, Maintenance of Records, Repair, Care and Improvisation of Apparatus, Safetymeasures in Laboratory

UNIT-IV

a) Planning for Teaching and Role of Teachers. Annual Plan, Content analysis, Pedogogical Analysis
b) Inquiry Model of Teaching Lesson Plan and Level Plan Piagian and Brunerian Approach- Behaviourist Contribution
c) Evaluation - Criteria of good Evaluation Concept of Evaluation, Types of Test Items : Objective, Short Answer, Essay Type, their Merits and Demerits, Blue Print for a Unit Test
d) Achievement and Diagnostic Test

Term Paper : (Any one)

- Make a list of practicals related to secondary science curriculum
- Essay related to any topic of the paper
- Make a list of local resources useful in teaching chemistry to the students of vv Secondary class
- Make a visit any senior secondary science laboratory of a school and prepare a report.
- Make a presentation based on any above topic.

Learning Outcomes: After completion of this course students would able to:

- Understanding Importance of Chemistry and correlate it with other subjects
- Acquient with the Modern Trends in Chemistry.
- Gain ability for critically evaluate the existing syllabus of science.
- Prepare achievement test and diagnostic test.
- Oorganize co-curricular activities related to science.

Suggested Reading:

1. Dass- R.C. (1985), Science Teaching in Schools, Sterling Publications Pvt.Limited, New Delhi.
2. Gupta Nirmal (1967), Method of Teaching Science, Rastogi and Company Meerut.
3. Joshi S. R. (2005), Teaching of Science, APH Publishing Corporation, New Delhi.
4. Mittal A. (2004), Teaching of Chemistry, APH Publishing Corporation, New Delhi.
5. Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
6. NCERT: General Science, Handbook of activities Class-VI-VIII
7. Sood, J. K. (1989), New direction in Science teaching, Kohli Publication, Chandigarh.
8. Yadav M. S.,(2000), Modern methods of teaching science, Anmol Publications Pvt. Ltd. New Delhi.
9. अग्रवाल वी. पी., सिडाना के., पारीक के, (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर

10. कुलश्रेष्ठ पी. के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. नेगी जे. एस., नेगी आर, (2000), रसायन विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
12. रावत डी. एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
13. शर्मा एस. आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
14. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
15. श्रीमाली एन. के., भूषण ए., रिहानी आई, (2007), विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

BSE 702 : Physics

Objectives:

- To appreciate the contribution of eminent physicist in connection with the development of the subject.
- To familiar with the aims and objective of the subject in relation to the present need of the society and educational policies of India.
- To plan curriculum at the secondary level and analyze the syllabus of the subject in relation to its applicability to practical situation.
- To develop scientific attitude and provide training in scientific method to their student.
- To write objectives in behavioural term content analysis and content mapping .
- To develop yearly plan, unit plan and lesson plan.
- To plan, equip and organize physics practical in the laboratory.
- To use various methods with appropriateness of content, level and classroom situation.
- To prepare test paper for theory and practical work.

Course Contents:

Unit- I Nature Scope & Curriculum

a) Nature of science and physics, major milestones in the development of physics
b) Aims, objectives and values of teaching physics at secondary and senior secondary level
c) Concept of curriculum place of physics in secondary/sr. secondary level curriculum, selection and organization of content and experience
d) Correlation of physics with other school subjects and its role in daily life
e) Critical appraisal of the prescribed syllabus of physics (at senior secondary, secondary level of Rajasthan and CBSE board)

Unit- II Planning for Instruction and Role of Teachers

a) Writing of objectives in behavioural terms, content analysis.
b) Developing yearly, unit and daily lesson plan.
c) Teachers role in training students in scientific method and in development of scientific attitude.
d) Qualities, responsibilities and professional growth of physics teacher.
e) Creativity among students.

Unit- III Methods and Approaches of Teaching Physics

a) Demonstration method, heuristic method, inductive-deductive method.
b) Laboratory method, Project method, problem solving method, assignment method.

c) Multi sensory aids in teaching of physics like chart, model modern electronic resources like; LCD projector, OHP and ICT
d) Co-curricular activities like science club, science fairs and field trip.
e) Role of state and national level institutes and laboratories(DST, ISRO, solar observatories etc.) in promoting science education.

Unit- IV Evaluation

a) Types of test items.
b) Construction of various test items.
c) Preparation of blue print and achievement test.
d) Diagnosis and remedial teaching in physics, enrichment material.
e) Evaluation and practical work in physics.

Assignment & Practical Work (Any Two)

- Planning of an out of class activity to use local environment to teach physics.
- Life sketch of any two modern physicists.
- Essay related to a topic prescribed in the paper .
- Case study of any one senior secondary lab of physics.
- Conducting and reporting three experiments useful at secondary level.
- Description of design of any improvised apparatus.

Learning Outcomes: After completion of this course students would able to:

- Appreciate the contribution of eminent physicist in connection with the development of the subject.
- Understand with the aims and objective of the subject in relation to the present need of the society and educational policies of India.
- Plan curriculum at the secondary level and analyze the syllabus of the subject in relation to its applicability to practical situation.
- Develop scientific attitude and provide training in scientific method to their student.
- Write objectives in behavioural term content analysis and content mapping .
- Develop yearly plan, unit plan and lesson plan.
- Plan, equip and organize physics practical in the laboratory.
- Use various methods with appropriateness of content, level and classroom situation.
- Prepare test paper for theory and practical work

.

Suggested Reading:

1. Joshi S. R. (2005) Teaching of Science, APH Publishing Corporation, New Delhi.
2. Maitre, K. (1991), Teaching of Physics, Discovery Publishing House, New Delhi.
3. Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
4. Sharma, R;C. (1971), Teaching of Science Dhanpat Rai and Sons, Delhi.
5. Sood, J. K. (1989), New direction in Science teaching, Kohli Publication, Chandigarh.
6. Vaidya, N. (1970), The impact of science Teaching, Oxford & IBH Publishing Company, New Dehli.
7. Yadav M. S., Modern methods of teaching science, Anmol Publications Pvt. Ltd. New Delhi.
8. अग्रवाल वी. पी., सिडाना के., पारीक के, (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर

9. कुलश्रेष्ठ पी. के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
10. त्यागी एस.के. (2000), भौतिक विज्ञान शिक्षण साहित्य प्रकाशन, आगरा
11. नेगी जे. एस., (2007), भौतिकी शिक्षण, विनोद पुस्तक मंदिर, आगरा
12. रावत डी. एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
13. शर्मा एस. आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
14. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
15. श्रीमाली एन. के., भूषण ए., रिहानी आई, (2007), विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

BSE 703 : Mathematics

Objectives:

- To understand and appreciate the uses and significance of Mathematics in daily life
- To learn various approaches of teaching mathamethics and use them judiciously.
- To know the methods of planning instruction for the classroom.
- To prepare curricular activities and organize the mathematics Laboratory.
- To appreciate and organize activities to develop aesthetics of mathematics.
- To give competence in teaching different mathematics topic effectively

Course Contents:

Unit- I Concept meaning and objectives of mathematics.

a) Concept, meaning and nature of mathematics
b) History of mathematics
c) Contribution of Indians and western mathematics.
d) Aims and objectives of teaching mathematics
e) Blooms taxonomy relating to the teaching objectives in mathematics (cognitive , Affective, psychomotor domain)

Unit- II Methods and approaches of teaching mathematics.

a) Inductive vs. Deductive
b) Analytical vs. synthesis
c) Heuristic, Project, drill, assignment and supervised study, Laboratory method.
d) Lesson planning, Unit plan and Yearly plan for mathematics teaching.
e) Audio visual teaching aids in mathematics (Chart, Model, OHP, LCD, ICT), Improvising Low cost teaching aids in mathematics.

Unit- III Planning for instruction and curriculum.

a) Curriculum development principle for the secondary and senior secondary level.
b) Teaching of Arithmetic, algebra and Geometry
c) Text book in mathematics, Quality of good book in mathematics.
d) Critically evaluation of existing mathematics syllabus prescribed by Rajasthan Board of Secondary Education and C.B.S.E. at different levels.
e) Using mathematics as a game for recreation, organizing Quiz programmes, magic square, answering puzzle and reasoning.

Unit- IV Evaluation in teaching mathematics:

a) Academic testing – objective vs. subjective type test.

b) Diagnostic evaluation in mathematics.
c) Preparation of blue print and achievement test.
d) Preparations of standardized vs. teacher made test in mathematics.
e) Process of obtaining feedback and evaluation in mathematics in term of teaching objectives.

Assignment & Practical Work (Any Two)

- Preparation of detailed plan about development of mathematics laboratory or mathematics club.
- Life sketch of any two Mathematicians.
- Essay related to a topic prescribed in above paper.
- Prepare a case study of slow learner in mathematics or gifted child in mathematics.
- Observation of mathematics classroom teaching in any secondary school and then prepare a diagnostic and remedial teaching plan.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand and appreciate the uses and Significance of Mathematics in daily life
- ❖ Use various approaches of teaching mathamethics and use them judiciously.
- ❖ Understand the methods of planning instruction for the classroom.
- ❖ Prepare curricular activities and organize the mathematics Laboratory.
- ❖ Appreciate and organize activities to develop aesthetics of mathematics.
- ❖ Give competence in teaching different mathematics topic effectively

Suggested Reading:

1. Kumar S., Ratnalikar D. N. (2003), Teaching of mathematics, Anmol Publications Pvt. Ltd. New Delhi.
2. Mustafa M. (2004), Teaching of mathematics, New trends and innovations, Deep and Deep Publications Pvt. Ltd., New Delhi.
3. Wadhwa S., (2000), Modern methods of teaching mathematics, Sarup and sons, New Delhi.
4. Yadav S. (2007), Teaching of mathematics, Vinod Pustak Mandir, Agra.
5. जैन, एस. एल. (2007), गणित शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
6. नेगी जे. एस. (2006), गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा
7. रावत एम. एस. (1960), अग्रवाल एम. बी. एल., गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा
8. सिंह एस. (2005), गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा

BSE 704 : General Science

Objectives:

- To develop the knowledge about science and its nature.
- To acquire the knowledge about contribution of eminent Indian scientists.
- To aware about the aims, objectives and construction of curriculum.
- To develop understanding aout co-curricular activities, methods of teaching and preparation of test paper.

Course Contents:

UNIT- I Concept and Nature of General Science

a) Science : concept, nature and scope
b) Correlation of science with other subjects
c) General Science and its importance in school curriculum.
d) Inquring influence of science on man and environment.
e) Scientist and their professional achivement.

UNIT- II Aims Objectives and Curriculum

a) Writing aims and objectives in behavioural term.
b) Developing yearly, unit and daily lesson plan.
c) Principle of curriculum construction in General Science.
d) Teachers role in training students in scientific method and scientific attitude.
e) Professional growth of General Science teacher.

UNIT-III Methods of Teaching General Science

a) Lecture method, Demonstration method
b) Inductive-deductive method
c) Project method, problem solving method
d) Laboratory method, Assignment method
e) Heuristic method

UNIT- IV Activities and Evaluation

a) Science laboratory
b) Teaching aids in General science- OHP, LCD Projector , Television.
c) Co curricular activities, Science club, Science fair
d) Evaluation : concept and importance
e) Preparation of blue print and test paper construction.

Assignment & Practical Work (Any Two)

- Make a list of practicals related to secondary science curriculum.
- Essay related to one topic prescribe in the paper.
- Preparation of a comprehensive field trip to plan for a group of twenty students.
- Make a list of local resources useful in teaching general science to the students.
- Make a visit at any senior secondary science laboratory of a school and prepare a report.
- Conducting and reporting three experiments useful at secondary level.
- Make a presentation based on any above topic.

Learning Outcomes: After completion of this course students would able to:

- ❖ Contribution of eminent Indian scientists in connection with the development of the subject.
- ❖ Familiar with the aims and objectives of the subject in relation to present needs of the society and education policies in India.
- ❖ Plan curriculum at secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situations.
- ❖ Identify proper methodology to deal with the content which is to be handled by him as teacher in secondary and higher level.
- ❖ Develop a broad understanding of the principles and procedures used in modern science education.
- ❖ Prepare test paper for evaluation.

Suggested Reading:

1. Dass- R.C. (1985), Science Teaching in Schools, Sterling Publications Pvt. Limited, New Delhi.
2. Dass- R.C. (1986), Teaching Science in India, Sterling Publications Pvt. Limited, New Delhi.
3. Gupta Nirmal (1967), Method of Teaching Science, Rastogi and Company Meerut.
4. Joshi S. R. (2005), Teaching of Science, APH Publishing Corporation, New Delhi.
5. Mittal A. (2004), Teaching of Chemistry, APH Publishing Corporation, New Delhi.
6. Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
7. NCERT: General Science, Handbook of activities Class-VI-VIII
8. Sood, J. K. (1989), New direction in Science teaching, Kohli Publication, Chandigarh.
9. Yadav M. S.,(2000), Modern methods of teaching science, Anmol Publications Pvt. Ltd. New Delhi.
10. अग्रवाल वी. पी., सिडाना के., पारीक के, (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर
11. कुलश्रेष्ठ पी. के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
12. नेगी जे. एस., (2007), भौतिकी शिक्षण, विनोद पुस्तक मंदिर, आगरा
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16. शर्मा एस. आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
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18. श्रीमाली एन. के., भूषण ए., रिहानी आई, (2007), विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

BSE 705 : Biology

Objectives:

- To acquire the knowledge of nature and scopes of Biology.
- To develop understanding the principles of curriculum, planning and E-resources in Biology.
- To develop awareness about various approches and innovative methods of Biological science for effective teaching learning process.
- To develop knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
- To aware about construction of blue print, dignostic test and remedial self learning material and conduct CCE procedure.

Course Contents:

Unit- I Theoritacl Perspective of Biology

a) Meaning , Nature and Scope of Biological science and its branches
b) Historical Dvelopment of Biological science
c) Development of values through Biology teaching
d) Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge
e) Developing and significance of Scientific Temper through activities
f) Aims and Objectives of Biological teaching
g) Writing Objectives in Behavioral terms and Content analysis

Unit- II Curriculum and Planning

a) Concept and principles of curriculum
b) Models and approaches related to curriculum organization
c) Recent curriculum innovations in context of National Curriculum Framework (NCF)
d) Planning : Concept, Types and Importance
e) Co- Curricular activities- Excursion, Science fair, Science club
f) E-resources in Biology : Biology blog, E-learning, Useful links and websites etc.

Unit- III Methods and Approaches

a) Herbertian & Constructivist approach (Five 'E' model)
b) Co- operative learning approach
c) Inquiry training model & its application
d) Problem solving approach
e) Inductive and Deductive methods
f) Multisensory Teaching aids- Low cost models, L.C.D. Projector, Poster making, Concept map etc.

Unit- IV Measurement and Evaluation

a) Concept of Measurement and Evaluation
b) Criteria of good Evaluation
c) Preparation of Blue Print
d) Dignostic test and Remedial lerning material
e) Continuous and Comprehensive Evaluation in biology

Assignment & Practical Work (Any Two)

- Construct, administer and interpret an achievement/diagnostic test and resolving related problems through remedial measure too
- Prepare the Concept map related to school level teaching and demonstrate them to learndifferent contents in classroom
- Prepare the report on environmental problems in local area and resolving issues through scientific project.
- Poster Presentation/ Drama on various issues related to community awareness about biodiversity/ environmental problems/ waste management.
- Organization of exploratory activities to develop scientific attitude and temper

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire the knowledge of nature and scopes of Biology.
- ❖ Understand the principles of curriculum, planning and E-resources in Biology.
- ❖ Know and apply the various approches and innovative methods of Biological science for effective teaching learning process.
- ❖ Apply knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
- ❖ Construct blue print, dignostic test and remedial self learning material and conduct CCE procedure.

Suggested Reading:

1 Choudhary, S. (2010), Teaching of Biology, APH Publishing Corporation, New Delhi.
2 Grear, T. L., The Teaching of Biology in Secondary Schools.
3 Joshi, S. R. (2005), Teaching of Science, A.P.H. Publishing Corporation, New Delhi.
4 Lakshmi, Gade Bhuvneswara, Rao Digumarti Bhaskara, (2004) , Method of Teaching Life Science, Discovery Publishing House, New Delhi.
5 Mohan, Radha (2007), Innovative Science Teaching, Prentice Hall of India, (p) Ltd., New Delhi.
6 Singh, Yogesh Kumar & Nath, Ruchika (2005), Teaching of General Science, A.P.H. Publishing Publishing Corporation, New Delhi.
7 Sood, J. K. (1987), Teaching of Life Science, Kohali Publishers, Chandigarh.
8 Yadav, M. S. (2000), Modern methods of Teaching Science, Anmol Publishers, Delhi.
9 कुलश्रेष्ठ, प्रदीप कुमार (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
10 भूषण, शैलेन्द्र (2008), जीव विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
11 मंगल, एस. के. (2010), जैविक विज्ञान शिक्षण, लॉयल बुक डिपो, मेरठ
12 माहेश्वरी, बी. के. (2003), जीव विज्ञान शिक्षण, सूर्या पब्लिकेशन, मेरठ
13 शर्मा, एस.आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
14 सक्सेना, इनिड (2007), विज्ञान शिक्षण, यूनिवर्सिटी बुक हाउस (प्रा.) लि.,जयपुर
15 सूद, जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
16 श्रीमाली, नंदकिशोर (2007), विज्ञान शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 706	Optional Course Environmental Education	**Any one CE**	**4**	**30**	**70**	**100**
BSE 707	Health and Physical					
BSE 708	Guidance and Counseling					
BSE 709	Distance Education					
BSE 710	Additional Course (Any one) 5.1 Chemistry					
	5.2 Physics					
	5.3 Mathematics					
	5.4 General Science					
	5.5 Biology					

BSE 706 : Environmental Education

Objectives:

- To understand the problems of concerning environment through multi disciplinary approach.
- To develop the skill of planning and organizing ecological activities in the schools.
- To create consciousness about environment among the adult learners.
- To give information on different techniques and materials for the affective dissemination of environmental information.

Course Contents:

UNIT- I Concept Of Environment

a) Meaning , Scope, Importance
b) Eco-System – Charecteristic Qualities
c) Inter- Dependence In Environment
d) Natural Resources
e) Bio-Diversity – Scope & Threats, Preservation

UNIT- II Environmental Education

a) Meaning, Importance and Objective
b) Scope of Environmental Education
c) Need for Public Awareness as a subject
d) Muti-disciplenary Nature of Environmental Studies Curriculum Development

UNIT- III Environmental Hazards and Pollution

a) Air Pollution
b) Water Pollution
c) Soil Pollution
d) Noise Pollution

UNIT- IV Global Issues and Environmental Conservation

a) Global Issuse (Global Warming, Climate Change, Deplition of Ozone Leyer and Energy Crisis)
b) Different Aspects Related To Environmental Conservation.
c) Environmental Preservation &Improvement (At National & International Level)
d) National Environment Policy

Assignment & Practical Work (Any Two)

- Study on Any one environmental problems. The report on the study must include efforts of the pupil / teacher in developing awareness among people about the environmental problems.
- Prepare a plan to teach environment at education to the adults.
- One term paper solve.
- Prepare a scrap book of an environmental articles and news.
- Conduct environmental competition for local school student.

Learning Outcomes: After completion of this course students would able to:

- ❖ Students are able to understand the problems concerning environment through multi disciplinary approach.
- ❖ Students are able to develop the skill of planning and organizing Ecological activities in the schools so the children can equipped to play their part in protection and enrichment of environment.
- ❖ Students are able to create Environment Consciousness among the adult learners.
- ❖ Students are able to use different Techniques and materials for the affective Dissemination of Environmental information.
- ❖ Students are able to conduct local surveys, arrange field trips Environmental games and hobbies.

संदर्भ ग्रन्थ सूची :

1. उपाध्याय, राधावल्लभ, (2008), पर्यावरण शिक्षा, विनोद पुस्तक मंदिर, आगरा
2. गुप्ता, चाँदमल, शर्मा, रेनू (2008), पर्यावरण शिक्षा, आस्था प्रकाशन, जयपुर
3. गोयल, एम. के. (2008), पर्यावरण शिक्षा, विनोद पुस्तक मंदिर, आगरा
4. बरौलिया, ए., पर्यावरणीय शिक्षा के नये आयाम, राधा प्रकाशन मन्दिर, आगरा
5. बरौलिया, ए. पराशर, राधिका एवं दुबे, श्री कृष्ण, पर्यावरण शिक्षा के नये आयाम, राधा प्रकाशन मंदिर, आगरा
6. राजस्थान पाठ्यपुस्तक मण्डल की कक्षा 11 से 12 तक की पुस्तकें
7. रावत, कमलेश, पर्यावरण शिक्षा, अलका पब्लिकेशन्स, अजमेर
8. श्री वास्तव, पंकज (2007), पर्यावरण शिक्षा, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी,

BSE 707: Health and Physical

Objectives:

- ❖ To develop the organic system of the body.
- ❖ Development of understanding and appreciation of the techniques and strategies of sports
- ❖ To develop correct health habits.
- ❖ Attainment of knowledge of proper health procedure as related with physical exercise.
- ❖ The physical education program will allow the students to participate in developmentally appropriate activities.

Course Contents:

Unit- I Concept of Health Education

a) Meaning of Health education.
b) Environmental factor which promote and affect In Health.
c) Importance and objective of Health education.
d) General Exercises in school.

Unit- II Environment and Science of Living and Yoga

a) Importance of water to life and our environment.
b) Science of Living and yoga.
c) Role of Individual in improvement of sports environment.
d) Physical and physiological benefits of exercise on children.

Unit- III Physical Education, Balanced Diet and First Aid

a) Meaning and Importance of physical Education
b) Balanced Diet and Nutrition : Macro and Micro Nutrients
c) First Aid

Unit- IV History of Volleyball & Kabbadi

a) Historical Development of Volleyball
b) Measurement and Rule of Volleyball
c) Historical Development of Kho-Kho
d) Measurement and Rule of Kabbadi

Assignment & Practical Work

- Write a Term paper on a topic given in the course
- Skill of any one Team Game of choice from the given List

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop the organic system of the body.
- ❖ Understand and appreciation of the techniques and strategies of sports
- ❖ Aware about correct health habits.
- ❖ Attain knowledge of proper health procedure as related with physical exercise

Suggested Readings:

1. Thorburn, M. (2000), Physical Education-Intermediate Course Notes, Leckie & Lechie Publisher.
2. कमलेश एवं संगरल, शारीरिक शिक्षा में शिक्षण विधियां, विनोद पब्लिकेशन, लुधियाना।
3. पाराशर, गीता एवं कुमार सुनील (2014), स्वास्थ्य शिक्षा तथा मनोरंजन।
4. सफाया, आर. के. स्वास्थ्य एवं शारीरिक शिक्षा, विनोद पब्लिकेशन, लुधियाना।
5. सिंह, बलदेव, स्वास्थ्य एवं शारीरिक शिक्षा, विनोद पब्लिकेशन, लुधियाना।
6. सिंह, परमजीत, राठौड़, भूपेन्द्र सिंह, बार्थोनिया, माया, खान, एम. ए. (2007), शारीरिक एवं स्वास्थ्य शिक्षा, कक्षा–9 माध्यमिक शिक्षा बोर्ड, राजस्थान अजमेर।

BSE 708 : Guidance and Counseling

Objectives:

- To educateion about the basics concept, nature and scope of Educational and Vocational guidance.
- To understand the aims objective of educational and vocational guidance.
- To make enable about the importance of educational and vocational guidance.
- To give knowledge of role and responsibilities of guidance workers in school.
- To understand the nature and types of guidance service & with reference to school education.
- To understand the concept, nature and types of counseling.

Course Contents:

Unit- I Basics of Guidance

a) Meaning and Nature of Guidance.
b) Aims and Principles of Guidance.
c) Types of Guidance
d) Importance of Guidance in schools for individual and for society.
e) Process of Guidance.

Unit- II Basics of Counseling

a) Meaning, Nature and Principles of counseling
b) Types of Counseling.
c) Distinction between Guidance and Counseling.
d) Role and Responsibilities of Guidance workers in school.
e) Qualities of a good guidance programme.

Unit- III Area of Guidance

a) Educational guidance
b) Vocational guidance
c) Personal guidance
d) Guidance Implication in the current Indian scenario.
e) Problems of guidance in India.

Unit- IV Guidance Services

a) Introduction to Guidance Services.
b) Individual Inventory Service
c) Information Service
d) Cumulative Record
e) Placement Services
f) Follow up Service

Assignment & Practical Work (Any Two)

- Prepare a term paper on any topic of Educational, Vocational or Personal guidance
- Write an article on current educational problems, providing the solution.
- Observe an educational or co-curricular activity in a school or college and provide guidance for the improvement.
- Case study of two special children.

Learning Outcomes: After completion of this course students would able to:

- Understand the basic concept, Nature and scope of Educational and Vocational guidance.
- Describe aims objective of educational and vocational guidance.
- Understand importance of educational and vocational guidance.
- Identify nature and types of guidance service & with reference to school education.
- Understand the concept, nature and types of counseling.

Suggested Readings:

1. Bansal, Aarati (2007), Educational and Vocational Guidance, Sublime Publication, Jaipur
2. Chaturvedi, Ramesh, (2007), Educational and Vocational Guidance and Counseling, Crescent Publishing Corporation, New Delhi.
3. Nayak A. K., Rao V. K. (2007), Guidance and Career Counseling, APH Publishing Corporation, New Delhi.
4. Sharma, Shashi Prabha (2005), Career Guidance and Counseling (Principles and Technique), Kanishka Publishers, New Delhi.
5. Sharma, Sita Ram (2005), Evolution of Educational and Vocational Guidance, ABD Publishers, Jaipur.
6. Sharma, Yogendra K. (2005), Principles of Educational and Vocational Guidance. Kanishka Publishers, New Delhi.
7. Vashist, S. R. (2001), Methods of Guidance, Anmol Publication, Pvt. Ltd., N. Delhi
8. जायसवाल, सीताराम (2006), शिक्षा में निर्देशन एवं परामर्श, विनोद पुस्तक मंदिर, आगरा
9. भाटिया, के. के., (2006), मार्गदर्शन एवं परामर्श के सिद्धान्त, कल्याणी पब्लिशर्स, नई दिल्ली
10. शर्मा, आर. ए.,चतुर्वेदी, शिखा (2009), शैक्षिक एवं व्यवसायिक निर्देशन एवं परामर्श, आर. लाल. बुक डिपो, मेरठ
11. सिंह, रामपाल, उपाध्याय, राधावल्लभ (2004), शैक्षिक एवं व्यवसायिक निर्देशन, विनोद पुस्तक मंदिर, आगरा

BSE 709 : Distance Education

Objectives:

- To provide an effective alternative path to wider opportunities in education and especially in higher education.
- To provide an efficient and less expensive education.
- To provide education facilities to all qualified and willing persons.
- To provide opportunities of academic pursuits to educate citizens willing to improve their standard of knowledge.
- To provide education facilities to those individuals who look upon education as a life-long activity.

Course Contents:

Unit-I Theoretical Prospective of Distance Education

a) Meaning and Definition of Distance Education.
b) Characteristics of Distance Education
c) Distance education as a discipline.
d) Need for establishing Distance Education as a discipline.

Unit-II Scenario of Distance Education Institutes

a) State wise situation of Distance Education Institutes in India.

b) Objectives of Indira Gandhi National Open University.
c) Main Theoretical Bases of Distance Education.
d) Theory of Independent study by CHARLES WEDEMEYER.

Unit-III Essential Elements of Developing in Distance Education

a) Essential Elements of Developing curriculum in Distance education.
b) Different services provided by Sanchar Kendra IGNOU.
c) Non- Print Instructional media in Distance Education: Educational RADIO.
d) Major educational Television projects in Distance education.

Unit-IV Counseling for Distance Learners

a) Organizing counseling Services for Distance Learners.
b) Various Types of Tele - Conferencing.
c) Format of the Text in Distance Education.
d) Distance Learners and Counseling

Assignment & Practical Work

- Write any one term paper on a topic with in the content.
- Make the list of Distance Education programme of various universities in India.

Learning Outcomes: After completion of this course students would able to:

- Provide an effective alternative path to wider opportunities in education and especially in higher education.
- Understand an efficient and less expensive education.
- Explain education facilities to all qualified and willing persons.
- Identify the opportunities of academic pursuits to educate citizens willing to improve their standard of knowledge.

Suggested Readings:

1. Datt, Ruddar (1985), Distance Education in India, Open School, New Delhi
2. Hillard, R. I., Writing for T.V. and Radio, N.Y. Hastings House
3. Parmaji, S. (1984), Distance Education, Sterling Publication, New Delhi
4. यादव, सियाराम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा

BSE 710 : 5.1 Chemistry

Objectives:

- To gain the knowledge of Chemistry for secondary and senior secondary level.
- To improve the various skills of student teachers in practical work.
- To understand the practical and theoretical description of various content.
- To solve different problems related with the content of chemistry.
- To know importance and use of course content.
- To plan, equip and organize chemistry practical in the laboratory.
- To use various methods with appropriateness of content, level and class room situations.
- To develop scientific attitude and provide training in scientific method to their students.

Course Contents:

Unit- I Chemical Properties

a) Chemical Equation
b) Chemical Equilibrium

c) Types of Chemical Reactions
d) Acid and Base
e) Chemical Change

Unit- II Metal and Non Metals

a) Metal
b) Nonmetal
c) Chemical Properties of Metal
d) Hydrogen
e) Water

Unit- III Carbon

a) Bonding in Carbon
b) Saturated and Unsaturated Carbon Compound
c) Nomenclature of Carbonic Compound
d) Chemical Properties of Carbon Compound
e) Coal and Petroleum

Unit- IV Periodic Table

a) Periodic Table and Atoms
b) Atoms and Molecules
c) Atomic Mass and Mole Concept
d) Atomic Models
e) Isotopes and Isobars

Assignment & Practical Work (Any Two)

- Preparation of a term paper based on any above topic.
- Solve an examination question paper.
- Make a presentation based on any above topic.
- Conducting and reporting three experiments useful at secondary level.

Learning Outcomes: After completion of this course students would able to:

- Gain the knowledge of Chemistry for secondary and senior secondary level.
- Improve the various skills of student teachers in practical work.
- Understand the practical and theoretical description of various content.
- Solve different problems related with the content of chemistry.
- Know importance and use of course content.
- Plan, equip and organize chemistry practical in the laboratory.
- Use various methods with appropriateness of content, level and class room situations.
- Develop scientific attitude and provide training in scientific method to their students

Suggested Readings:

1. रसायन विज्ञान, (2014) भाग–1, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
2. रसायन विज्ञान, (2014) भाग–2, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर

3. रसायन विज्ञान, (2014) भाग–1, कक्षा 12 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
4. रसायन विज्ञान, (2014) भाग–1, कक्षा 12 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
5. विज्ञान, (2014) कक्षा 8 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
6. विज्ञान, (2014) कक्षा 9 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
7. विज्ञान, (2014) कक्षा 10 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
8. अग्रवाल वी. पी., सिडाना के., पारीक के, (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर
9. कुलश्रेष्ठ पी. के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
10. नेगी जे. एस., नेगी आर, (2000), रसायन विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. रावत डी. एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
12. शर्मा एस. आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
13. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
14. श्रीमाली एन. के., भूषण ए., रिहानी आई, (2007), विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

BSE 710 : 5.2 Physics

Objectives:

- To gain the knowledge of concepts of physics.
- To improve the various skills of student teachers in practical work.
- To understand the practical and theoretical description of various content.
- To able for solving different problems related with the content of physics.
- To plan, equip and organize physics practical in the laboratory.

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Course Contents:

Unit- I Electric field

a) Electric charge
b) Conductor and non conductor
c) Charge through induction
d) Characteristics of electric charge
e) Coulomb's law

Unit- II Optics

a) Mirror reflection, refraction
b) Spherical mirror
c) Total internal reflection
d) Lens
e) Power of lens

Unit- III Characteristics of matter

a) Elasticity of solids
b) Stress
c) Pressure
d) Viscosity
e) Surface energy and surface tension

Unit- IV Gravitation and Energy

a) Gravitation
b) Work
c) Energy

d) Power
e) Sound

Assignment & Practical Work (Any Two)

- Preparation of a term paper based on any above topic.
- Solve an examination question paper.
- Make a presentation based on any above topic.
- Conducting and reporting three experiments based on above topics.

Learning Outcomes: After completion of this course students would able to:

- ❖ Gain the knowledge of physics for secondary and senior secondary level.
- ❖ Improve the various skills of student teachers in practical work.
- ❖ Understand the practical and theoretical description of various content.
- ❖ Solve different problems related with the content of physics.

Plan, equip and organize physics practical in the laboratory

Suggested Readings:

1. भौतिकी, (2014) भाग 1, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
2. भौतिकी, (2014) भाग 2, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
3. भौतिकी, (2014) भाग 1, कक्षा 12 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
4. भौतिकी, (2014) भाग 2, कक्षा 12 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
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6. विज्ञान, (2014) कक्षा 9 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
7. विज्ञान, (2014) कक्षा 10 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर

BSE 710 : 5.3. Mathematics

Objectives:

- ❖ To gain the knowledge of Mathematics.
- ❖ To know different methods for solve mathematical problems.
- ❖ To understand the mathematics formulas and use them appropriately.
- ❖ To solve various types of mathematical problems

Course Contents:

Unit- I Number System

a) Irrational numbers
b) Real numbers and their decimal expansions
c) Operation on real numbers
d) Laws of exponents for real number
e) Fundamental theorem of arithmetic

Unit- II Plane Geometry

a) Angles and lines at a point
b) Angles made by a transversal with two lines
c) Classification of triangles on the basis of sides and angles
d) Square, Rectangle and Circle
e) Congruence of triangles

Unit- III Algebra

a) Linear equations (in two variables)
b) Polynomials in one variable
c) Zeros of a polynomial
d) Factorization of polynomial
e) Quadratic equation

Unit- IV Trigonometry

a) Introduction
b) Trigonometric ratio
c) Trigonometric ratio of various angles
d) Surface area
e) Statistics –mean, mode , median

Assignment & Practical Work (Any Two)

- Preparation of a term paper based on any above topic
- Solve an examination question paper
- Make a presentation based on any above topic.

Learning Outcomes: After completion of this course students would able to:

- ❖ Gain the knowledge of Mathematics.
- ❖ Know the different methods for solve mathematical problems.
- ❖ Understand the mathematics formulas and use them appropriately.
- ❖ Solve various types of mathematical problems

Suggested Readings:

1. गणित, (2014), कक्षा 7 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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4. गणित, (2014), कक्षा 10 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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6. गणित, (2014), कक्षा 12 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
7. जैन, एस. एल. (2007), गणित शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
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9. रावत एम. एस. (1960), अग्रवाल एम. बी. एल., गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा
10. सिंह एस. (2005), गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा

BSE 710 : 5.4. General Science

Objectives:

- To develop knowledge of General Science for secondary and Senior Secondary level
- To improve various skills of student teachers in practical work
- To understand the practical and theoretical description of various content
- To solve different problems related with the content of science
- To make student teachers to know importance and use of course content
- To plan, equip and organize physics practical in the laboratory.
- To use various methods with appropriateness of content, level and class room situation.
- To develop scientific attitude and provide training in scientific method to their students.

Course Contents:

Unit- I Matter in Our Surroundings

a) Matter
b) States of matter
c) Change in state of matter
d) Mixture and solution
e) Physical and chemical changes

Unit- II Atoms and Molecules

a) Laws of chemical combination
b) Molecule
c) Atom
d) Chemical formula
e) Mole concept

Unit- III Motion

a) Displacement
b) Velocity
c) Acceleration
d) Force
e) Laws of motion

Unit- IV Atomic Structure

a) Atomic structure
b) Chemical bonding (Ionic bond and covalent bond)
c) IUPAC nomenclature
d) Periodic table
e) Acid - base concept

Assignment & Practical Work (Any Two)

- Preparations of term paper based on any above topic
- Solve an examination question paper
- Make a presentation based on any above topic
- Conducting and reporting three experiments based on above topics.

Learning Outcomes: After completion of this course students would able to:

- ❖ Gain the knowledge of General Science for secondary and Senior Secondary level
- ❖ Improve various skills of student teachers in practical work
- ❖ Understand the practical and theoretical description of various content
- ❖ Different problems related with the content of science
- ❖ Make student teachers to know importance and use of course content
- ❖ Plan, equip and organize physics practical in the laboratory.
- ❖ Use various methods with appropriateness of content, level and class room situation.
- ❖ Develop scientific attitude and provide training in scientific method to their students.

Suggested Readings:

1. भौतिकी, (2014) भाग 1, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
2. भौतिकी, (2014) भाग 2, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
3. रसायन विज्ञान, (2014) भाग–1, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
4. रसायन विज्ञान, (2014) भाग–2, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
5. विज्ञान, (2014) कक्षा 8 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
6. विज्ञान, (2014) कक्षा 9 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
7. विज्ञान, (2014) कक्षा 10 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
8. अग्रवाल वी. पी., सिडाना के., पारीक के, (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर
9. कुलश्रेष्ठ पी. के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
10. रावत डी. एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. शर्मा एस. आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
12. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा

BSE 710 : 5.5. Biology

Objectives:

- ❖ To understand the various concepts related to Biology.
- ❖ To facilitate the development of Scientific Temper in learner.
- ❖ To provide critical and analytical knowledge to student teacher.
- ❖ To enhance creativity, skillfulness and teaching abilities among trainees to teach the school level students.
- ❖ To develop the skills related to problem solving, critical analysis and awareness to solve various health problems of community.
- ❖ To stimulate curiosity, application of knowledge and constructive thinking among the student teacher for whole biosphere.

Course Contents:

Unit- I Growth and Development

a) Cell structure and cell cycle (Mitosis, Meiosis).
b) Tissues : Types and functions, Internal structure of Monocot and Dicot root, Secondary Growth process, Tissue culture
c) Taxonomy of plants, Structure of flower, Floral formula & Floral diagram.
d) Photosynthesis: Pigment, Light & Dark reaction, C3 and C4 cycle, Calvin cycle & affecting factors, Crassulacean acid Metabolism

Unit- II Reproduction and Genetics

a) Reproduction : Types, System, Procedure and Reproductive health issues in animals
b) Genetics and Evolution: Molecular basis, Mendelism, Gene cloning, Gene transfer
c) Embryology - Stages and Growth, Organogenesis and Test tube baby
d) Biotechnology : Recombinant DNA technology, Gene mapping

Unit- III Physiology and Regulation

a) Respiration : Types, System and process in animals, Glycolysis, Kerb cycle, Oxidative phosphorylation and Fermentation
b) Human physiology : Various system, Related process (Digestion, Circulation, Excretion)
c) Regulation in Animals : Nervous system, Endocrine system

Unit- IV Biodiversity and New Trends

a) Neo Darwinism, Palentogical & Morphological evidences, Hardy-winberg law.
b) Biodiversity and Ecology : Types of pollution, Global Warming, Alnino effect, Ecological Pyramids, Bio-geo-chemical cycles
c) Community and Diseases : Malaria, AIDS, Polio, Cancer, malnutrition etc
d) New Trends and contribution of Eminent Indian Scientist in Biology

Assignment & Practical Work (Any Two)

- Preparation of planning with concept mapping and teaching learning process belongs to five topics in any above unit
- Solve an examination question paper
- Make a power point presentation based on any above topic in units
- Prepare a report related to diseases in local area and organize a awareness campaign in school

Learning Outcomes: After completion of this course students would able to:

- Understand the various concepts related to Biology.
- Facilitate the development of Scientific Temper in learner.
- Provide critical and analytical knowledge to student teacher.
- Enhance creativity, skillfulness and teaching abilities among trainees to teach the school level students.
- Develop the skills related to problem solving, critical analysis and awareness to solve various health problems of community.

- ❖ Stimulate curiosity, application of knowledge and constructive thinking among the student teacher for whole biosphere.

Suggested Readings:

1. Gregaire, L., Gallagher, P. (1992), Life Science, SMD Educational, Publishers, Leiden, The Netherlands.
2. Nair, P. K. G., Hegde, M. J., Prabhu, S. G. (1998), A Text book of Biology (Vol.2), Himalaya Publishing House, Mumbai
3. Naumov, D. (1987) , Zoology, Mir Publishers, Moscow
4. Rajendra, K., D' Silva Precilla., Dernandes, Anita (2004), Biology, Boscos Publications, Mangalore
5. Scott, Peter Physiology and Behaviour of Plants, John Wiley & Son's Ltd. West Sussex, England.
6. ''जीव विज्ञान'' पाठ्य पुस्तकें कक्षा 11 एवं 12 : राष्ट्रीय शैक्षिक एवं अनुसंधान परिषद्, नई दिल्ली
7. शुक्ल, बी. आर. के. व रस्तोगी, सुधा (1994), मानव उद्विकास, सुलभ प्रकाशन, लखनऊ

Semester VIII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU-801	Knowledge and Curriculum (part-A)	**CC** Any one	**4**	**30**	**70**	**100**
EDU -802	Knowledge and Curriculum (part-B)					

EDU 801: Knowledge and Curriculum (part-A)

Objectives:

- ❖ To know the concept objective and principles of curriculum.
- ❖ To develop the idea and bases of curriculum.
- ❖ To understand various types of curriculum.

Course Contents:

Unit- I Knowledge and Curriculum Concept

a) Knowledge : Concepts, Characteristics, Sources of Acquiring, Methods of Acquiring
b) Curriculum: Meaning, Definition, Characteristics, Aims Importance
c) Difference between old and new concepts of curriculum
d) Principle of curriculum construction and Knowledge

Unit- II Bases of curriculum

a) Sociological bases
b) Scientific bases
c) Philosophical bases
d) Psychological bases

Unit- III Types of curriculum

a) Activity centred and life centred curriculum
b) Subject centred and core centred
c) Experience centred and work based curriculum
d) Hidden Curriculum

Unit- IV National curriculum

a) Concept and Characteristics of National curriculum
b) Curriculum reform in India
c) NCF-2005 (School education)
d) NCFTE-2009(Teacher education)

Assignment & Practical Work (Any Two)

- One term paper on the topic related with the unit.
- Preparation of any one term paper on curriculum .
- Review of present curriculum (Optional subject related)
- Curriculum framework for 10th class.

Learning Outcomes: After completion of this course students would able to:

- Understand the concept, objective and principles of curriculum.
- Develop the idea and bases of curriculum.
- Evaluate the relevancy of curriculum.
- Describe various approaches to curriculum construction

Referances :

1. अग्निहोत्री, रवीन्द्र , आधुनिक भारतीय शिक्षा
2. अग्निहोत्री, रवीन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, रिसर्च पब्लिकेशन
3. अग्निहोत्री, रवीन्द्र (2007), आधुनिक भारतीय शिक्षा और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
4. ओड, एल. के., शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
5. गुप्ता, एस. पी. (2005), भारतीय शिक्षा का अतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड़, इलाहाबाद
6. त्यागी, निरंजन, माध्यमिक विद्यज्ञलयों में पाठ्यक्रम शिक्षण, हिन्दी ग्रन्थ अकादमी
7. पाण्डेय, बृजेश (2002), पाठ्यक्रम अनुदेशन, भारतीय आधुनिक शिक्षा,
8. पाठक, पी. डी. (1995), भारतीय शिक्षा और उसकी समस्याएँ
9. यादव, सियाराम संगीता, सिन्धू पूनम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा
10. यादव, संगीता, सिन्धू पूनम (2014), पाठ्यक्रम विकास और अनुदेशन, अर्जुन पब्लिशिंग हाऊस, 4837/24, प्रहलाद गली, अंसारी रोड़, दरियागंज, नई दिल्ली–2
11. रावत, प्यारेलाल, प्राचीन एवं आधुनिक भारतीय शिक्षा का इतिहास, भारत पब्लिकेशन, आगरा
12. सक्सैना, एन. आर. स्वरूप, शिक्षा सिद्धान्त, सूर्या पब्लिकेशन, आर. एल. कुक डिपो, मेरठ
13. सिंह, कर्ण (2006), भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर
14. सिंघल, महेशचन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
15. National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
16. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi

EDU 802 : Knowledge and Curriculum (part-B)

Objectives:

- To develop ideas of philosophical bases of curriculum
- To various Sociological bases of curriculum
- To develop various psychological bases of curriculum
- To develop Educational New Trends of curriculum

Course Contents:

Unit- I Philosophical bases of curriculum development

a) Idealism, Naturalism, Pragmatism and curriculum
b) Jain philosophy , Geeta Philosophy , Buddhism Philosophy and curriculum
c) M. K. Gandhi, Vivekanand , R. N. Tagore and curriculum

Unit- II Sociological basis of curriculum development

a) Social change and curriculum
b) Social Mobility and curriculum
c) Social development and curriculum
d) Culture and curriculum

Unit- III Psychological bases of curriculum development

a) Structruralism and curriculum
b) Behaviourism and curriculum
c) Associationism and curriculum
d) Gestaltism and curriculum

Unit- IV Educational New Trends of curriculum

a) Skill and curriculum
b) Values and curriculum
c) NCF-2005(School Education)
d) NCFTE-2009(teacher Education)

Assignment & Practical Work (Any Two)

- Preparation of One term Paper.
- One abstracts of Educational New trends article published in some standard Journals
- Preparation of curriculum Design (any subject related)
- Curriculum frame work for B.Ed. programme.

Learning Outcomes: After completion of this course students would able to:

- Describe various philosophical bases of curriculum
- Understand various Sociological bases of curriculum
- Acquire various psychological bases of curriculum
- Develop Educational New Trends of curriculum

Suggested Readings:

1. अग्निहोत्री, रवीन्द्र , आधुनिक भारतीय शिक्षा
2. अग्निहोत्री, रवीन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, रिसर्च पब्लिकेशन
3. अग्निहोत्री, रवीन्द्र (2007), आधुनिक भारतीय शिक्षा और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
4. ओड, एल. के., शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
5. गुप्ता, एस. पी. (2005), भारतीय शिक्षा का अतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड़, इलाहाबाद
6. त्यागी, निरंजन, माध्यमिक विद्यज्ञलयों में पाठ्यक्रम शिक्षण, हिन्दी ग्रन्थ अकादमी
7. पाण्डेय, बृजेश (2002), पाठ्यक्रम अनुदेशन, भारतीय आधुनिक शिक्षा,
8. पाठक, पी. डी. (1995), भारतीय शिक्षा और उसकी समस्याएँ
9. यादव, सियाराम संगीता, सिन्धू पूनम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा
10. यादव, संगीता, सिन्धू पूनम (2014), पाठ्यक्रम विकास और अनुदेशन, अर्जुन पब्लिशिंग हाऊस, 4837/24, प्रहलाद गली, अंसारी रोड़, दरियागंज, नई दिल्ली–2
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13. सिंघल, महेशचन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
14. सिंह, कर्ण (2006), भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर
15. National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
16. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi

Semester VIII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU -803	Post Internship	**CC**	**16**	**160 Internship+ 120+120=240 Practical (Two Subjects final lesson)**		**400**

Objectives:

- To develop unit plan and lesson plan
- To write objective in behavioural terms
- To observe the lessons of the school teachers.
- To prepare schedule of various activities for studetns.
- To organize different co-curricular activities in the school.
- To prepare blue pring and test paper for different classes.

Learning Outcomes: After completion of this course students would able to:

- Develop unit plan and lesson plan
- Write objective in behavioural terms
- Observe the lessons of the school teachers.
- Prepare schedule of various activities for studetns.
- Organize different co-curricular activities in the school.
- Prepare blue pring and test paper for different classes.

Post Internship distribution

Sr.no	Content
1.	Regular Practice Teaching including - Unit Plan and Blue Print (Atleast Each Subject of 25 lessons)
2.	Observation
3.	**Block Teaching** School Admission Time Table Morning Assembly Classroom Mangement Oraganization of Various Activities Physical Activities Cultural Activities Leterary Activities Yoga Exercies Field Trips/Picnic Counducting of Meeting Maintenance of Garden/School Action Research Preparation of Register Liberary Management Other Work of School
4.	**Community Service** Swachhata Abhiyan S.U.P.W Environment Related Work Final Lesson (Two teaching Subject)

जैन विश्वभारती संस्थान
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लाडनूं - 341306 (राजस्थान) भारत

Jain Vishva Bharati Institute
(Deemed-to-be University under section 3 of the UGC Act, 1956)
LADNUN-341306 (Rajasthan) INDIA

'A' Grade by NAAC & 'A' Category by MHRD

Acharya Kalu Kanya Mahavidyalaya, JVBI, Ladnun

Date 20-02-2015

BOS Meeting regarding the syllabus of Bachelor of Commerce was held on 20-02-2015 at AKKM for revising the syllabus of B.com according to the CBC system. Revision and modification of syllabus were made by experts as per requirement of the CBC system.

Following members were present in the meeting –

1. Prof. C.M. Jain, Udaipur
2. Prof. P.K. Singh, Udaipur
3. Prof. D.S. Chundawat, Udaipur
4. Dr. Gaurav Bissa, Bikaner
5. Kamal Kumar Modi, Assistant Professor
6. Madhukar Dadhich , Assistant Professor
7. Sneha Agrawal, Assistant Professor
8. Associate Prof. Samani Malli Pragya (Convener)

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5. Kamal Kumar Modi, Assistant Professor
6. Madhukar Dadhich , Assistant Professor
7. Sneha Agrawal, Assistant Professor
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B.COM SYLLABUS INDEX

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Old Syllabus 2011-15	New Syllabus 2015-16
B.Com-I **Semester-I** **Financial Accounting** M.M.-75 **Unit-I** History and development of accounting in India since kautilya, Accounting principles, conversions and concepts, general Introduction of accounting standards. **Unit-II** Double Entry system; preparation of journal, subsidiary Book Including cash book, Ledger, Trial Balance, Preparation of final accounting. **Unit-III** Depreciation methods and accounting including accounting standard-6, (Revised) Dissolution of partnership including Garner Vs murrary rule. **Unit-IV** Departmental accounts and Branch accounts (excluding foreign Branch) **Unit-V** Insurance claims, Royalty a/c and voyage accounts. **Text Books** 1. Advanced Accounting-M.C.Shukla, T.S. Grewal, S.C. Gupta, Sultan Chand & Sons, New Delhi **Book for Reference**	**B.Com. (First Year) Semester-I** **PAPER-I: FINANCIAL ACCOUNTING** **M.M. : 70** **Credit : 3+1=4** **Objectives -** 1. To give primary knowledge of accountancy. 2. Knowledge of principal of accountancy. 3. To tell concepts of accountancy. 4. Checking of accountancy. **Unit-I** History and development of accounting in India since kautilya, Accounting principles, conversions and concepts, general Introduction of accounting standards. **Unit-II** Double Entry system; preparation of journal, subsidiary Book Including cash book, Ledger, Trial Balance, Preparation of final accounting. **Unit-III** Depreciation methods and accounting including accounting standard-6, (Revised) Dissolution of partnership including Garner Vs murrary rule. **Unit-IV** Departmental accounts and Branch accounts (excluding foreign Branch) **Outcome-** 1. To receive knowledge of fundamental of accounts. 2. Increase in knowledge of auditing. 3. Students let experience of all type of accounts information.

1. Book Keeping & Accounting (English/Hindi) – Jain, Khandelwal, Preek, Ajmera Book Co. Jaipur.	**Text Books and Reference Books:** 1. Advanced Accounting-M.C.Shukla, T.S. Grewal, S.C. Gupta, Sultan Chand & Sons, New Delhi. 2. Book Keeping & Accounting (English/Hindi) – Jain, Khandelwal, Preek, Ajmera Book Co. Jaipur.
B.Com **Semester-I** **Business Law** M.M.-75 **Unit-I** Law of contract Act-1872 : Nature of contract, classification, offer and acceptance, capacity of parties, free consent, and agreement declared void. **Unit-II** Performance of contract, Discharge of contract, Remedies for breach of contract. **Unit-III** Indemnity-meaning, liabilities indemnity-holder and indemnifier. Guarantee-meaning, essential liabilities of surety and discharge of surety from liabilities. Bailment-meaning, rights and duties of bailor and beilee. Pledge-meaning, rights and duties of pawnor and pawnee. Agency-definition, who may be agent, creation and termination of agency. **Unit-IV** Sale of Goods Act 1930- Contract of sale of goods. **Unit-V**	**B.Com. (First Year) Semester-I** **PAPER-II: BUSINESS LAW** **M.M. : 70** **Credit : 3+1=4** **Objective:** 1. This Course enables the students to know about the laws enforced for proper regulation of Trade & Business. 2. To have deep knowledge of contact act and sole of Goods Act 3. To make aware of their lights & duties as a seller and as a buyer. **Unit-I** Law of contract Act-1872: Nature of contract, classification, offer and acceptance, capacity of parties, free consent, and agreement declared void. **Unit-II** Performance of contract, Discharge of contract, Remedies for breach of contract. **Unit-III** Indemnity-meaning, liabilities indemnity-holder and indemnifier. Guarantee-meaning, essential liabilities of surety and discharge of surety from liabilities. Bailment-meaning, rights and duties of bailor and beilee. Pledge-meaning, rights and duties of pawnor and pawnee. Agency-definition, who may be agent, creation and termination of agency.

The consumer Protection Act 1986-salient features, grievance redressal machinery.

Reference Books :

1. Bussiness Law- Kuchhal M.C., Pragati Parkashan, Merut.
2. Bussiness Law- Kapoor N.D, AJMERA Publication, Jaipur.
3. Bussiness Law- Agrwal, Kothari, Garima Publication, Jaipur.

Text Books :

1. Bussiness Law- R.L.Nolka, Ramesh Book Depo., Jaipur.

Unit-IV

Sale of Goods Act 1930- Contract of sale of goods.

Outcome-

After studying this paper, students will come to know1. About the basics of the Act running for smooth functioning of business.

2. Complete knowledge of Contract Act

3. Complete Knowledge of Sale of Goods Act.

4. Awareness about their right & duties.

Text Books :

1. Bussiness Law- R.L.Nolka, Ramesh Book Depo., Jaipur.

Reference Books :

1. Business Law- Kuchhal M.C., Pragati Parkashan, Merut.
2. Business Law- Kapoor N.D, AJMERA Publication, Jaipur.
3. Business Law- Agrwal, Kothari, Garima Publication, Jaipur.

B.Com. I
Semester – I
Business Economics

M.M.-75

Unit- I

Introduction- Definition of business economics, Its role in business decisions. Law of Demand , Elasticity of Price demand and It's measurement. Law of supply and Determinants of supply. Law of Diminishing Marginal Utility-Definition, Explanation, Assumption, Exception and Criticism of the law.

B.Com. (First Year) Semester-I

PAPER-III: BUSINESS ECONOMICS

M.M. : 70 **Credit : 3+1=4**

Objective-

1. Acquainted the student with information of economics.
2. Aware the students about basic principle of economics.
3. To get knowledge of market and their conditions.
4. To understand micro and macro economics concepts.

Unit- I

Introduction- Definition of business economics, Its role in business decisions. Law of Demand , Elasticity of Price demand and It's measurement. Law of supply and Determinants of supply. Law of Diminishing Marginal Utility-Definition, Explanation, Assumption,

Unit – II Concept of consumer's surplus. Indifference curve-Meaning, map, characteristics, consumer's equilibrium. Production function-Meaning, assumptions, characteristics of production function. **Unit-III** Law of returns. Law of variable prepositions-Meaning explanation, causes of the law of Variable prepositions Returns to scale **Unit- IV** Cost Analysis-cost concept short-run and long-run cost total, average and marginal costs. Market-definition and classification. Perfect competition-features and equilibrium, price and output determination under perfect competition. **Unit-V** Monopoly –features, causes of emergence of monopoly Price and output determination under monopoly. National Income. Meaning, Concepts, Measurements National Income and Economic Welfare. **Text Books :** 1. Agarwal Agarwal- Business Econimics (Hindi), Ramesh Book Depo. Jaipur. 2. M.D. Agarwal – Business Economics (English), Ramesh Book Depo, Jaipur. 3. Business Economics – B.L. Ojha (Hindi), Ramesh Book Depo, Jaipur. **Reference Books :** 1. O.P. Sharma – Business Economics (Hindi), Garima Publication.	Exception and Criticism of the law. **Unit – II** Concept of consumer's surplus. Indifference curve-Meaning, map, characteristics, consumer's equilibrium. Production function-Meaning, assumptions, characteristics of production function. **Unit- III** Cost Analysis-cost concept, short-run and long-run cost total, average and marginal costs. Market-definition and classification. Perfect competition-features and equilibrium, price and output determination under perfect competition. **Unit-IV** Monopoly–features, causes of emergence of monopoly, Price and output determination under monopoly. National Income- Meaning, Concepts, Measurements, National Income and Economic Welfare. **Outcomes -** 1. By studying this students know about the primary information of economics. 2. Students know the recent trends in banking. 3. Know banking act, their sections and current changes. 4. Students aware current banking condition of India. **Reference Books & Text Books :** 1. Business Law : R.L. Nolakha, Ramesh Book Depot, Jaipur (Both in Hindi as well as in English) 2. Business Law : N.D. Kapoor, Ajmera Publication, Jaipur 3. Business Law : Agrawal, Kothari Garima Publication, Jaipur. 4. Business Law : M.C. Kuchhal, Pragati Prakashan, Merut.
B.Com **Semester-II**	**B.Com. (First Year) Semester-II**

Business Statistics	PAPER-I: BUSINESS STATISTICS
M.M.-75 Theory-30 Practical-45	**M.M. : 70** **Credit : 3+1=4**
Unit-I Meaning and Definition of statistics functions, Importance, Limitations and Destrust of statistics ,Classification and Tabulation of data. Measure of central tendency mean, Median, Mode, Geometric Mean and Harmonic Mean.	**Objectives -** 1. To give knowledge of data system. 2. Knowledge of principal of Statistics. 3. Application of statistics in different situation. 4. Apply differential methods of statistics.
Unit-II Measures of Dispersion : Absolute and Relative Measures of Dispersion, Range, Quartile Deviation , Mean Deviation, standard Deviation and their Co-efficient's; Uses and Interpretation of Measures of Dispersion. Skewness-Measurer of skewners.	**Unit-I** Meaning and Definition of statistics functions, Importance, Limitations and Distrust of statistics, Classification and Tabulation of data. Measure of central tendency mean, Median, Mode, Geometric Mean and Harmonic Mean.
Unit-III Correlation : Meaning and Significance, Scatter Diagram, Correlation Graph, Karl Pearson's coefficient of Linear correlation, Coefficient of correlation by spearman's Rank, Deviation Method, Liner Regression.	**Unit-II** Measures of Dispersion : Absolute and Relative Measures of Dispersion, Range, Quartile Deviation , Mean Deviation, standard Deviation and their Co-efficients; Uses and Interpretation of Measures of Dispersion. Skewness-Measurer of skewners.
Unit-IV Index Number : Concept, Utility, Methods, Simple and weighted average of relatives and aggregative Index numbers.	**Unit-III** Correlation : Meaning and Significance, Scatter Diagram, Correlation Graph, Karl Pearson's coefficient of Linear correlation, Coefficient of correlation by spearman's Rank, Deviation Method, Liner Regression.
Unit-V Analysis of time Series : Theories of time series, decomposition of time series, Analysis of trend (excluding Seasonal Variations, application of time series in business.)	**Unit-IV** Index Number : Concept, Utility, Methods, Simple and weighted average of relatives and aggregative Index numbers.
Text Books : 1. Bussiness Statistics-Yadav , Jain Mital, Malik & Company, Jaipur (Hindi)	**Outcome -** 1. Fundamental knowledge of Statistics. 2. Apply different method of Economics in Statistics. 3. Application of Statistics in Mathematics.
Reference Books : 1. Bussiness Statistics-Garg Sharma, Jain 2. Elhance D.N. : Fundamentals of statistics, Kitab Mahal Allabad. 3. Nagar, K.N. (Hindi) Sankhiki ke mool Tatva, Meenakshi Prakshna Meerut 4. Gupta, S.P. : Statiscial methoed, Sultan Chand & Sans, New Delhi	**Text Books and Reference Books :** 1. Bussiness Statistics-Yadav , Jain Mital, Malik & Company, Jaipur (Hindi) 2. Bussiness Statistics-Garg Sharma, Jain

5. Kelash Nath Nagar, Sankhiki ke Mul Adhar, Ramesh Book Depo. , Jaipur. **Additional Reading:** Sancheti D.C. and Kapoor V.C : Statistics Theory , Methods and Application Sultan Chand & Sons, New Delhi Patri, Digambar Statistical Mehoed, Kalyani Published, Ludiana Levin, Richard Statistics for Management, PHI, New Delhi Srovastava, T.N. and Shailaja Rego Statistics for Management, Tata Mc Graw Hill New Delhi Bajpai, Naval, Business Statitics, Pearson	2. Elhance D.N. : Fundamentals of statistics, Kitab Mahal Allabad. 3. Nagar, K.N. (Hindi) Sankhiki ke mool Tatva, Meenakshi Prakshna Meerut 4. Gupta, S.P. : Statical methods, Sultan Chand & Sans, New Delhi 5. Kelash Nath Nagar, Sankhiki ke Mul Adhar, Ramesh Book Depo., Jaipur. **Additional Reading:** Sancheti D.C. and Kapoor V.C : Statistics Theory , Methods and Application Sultan Chand & Sons, New Delhi Patri, Digambar Statistical Mehoed, Kalyani Published, Ludiana Levin, Richard Statistics for Management, PHI, New Delhi Srovastava, T.N. and Shailaja Rego Statistics for Management, Tata Mc Graw Hill New Delhi Bajpai, Naval, Business Statitics, Pearson
B.Com **Semester-II** **2 Business Management** M.M.-75 **Unit-I** Management- concept Nature, Process Significance and function, Functional area of management. School of Management thought. Decision Making – concept and process, Bounded rationality. **Unit-II**	**B.Com. (First Year) Semester-II** **PAPER-II : BUSINESS MANAGEMENT** **M.M. : 70** **Credit : 3+1=4** **Objectives :** 1. To make students aware of the basics of the management. 2. To make aware of the skills of communication. 3. To have knowledge of various theories like motivation, leadership. 4. To know about stress and time management. **Unit-I** Management- concept Nature, Process Significance and function Planning Nature, Types and Process. Decision Making – concept and process, Bounded rationality. **Unit-II**

Organizing – concept, Process, Significance, organization structure. Authority and responsibility, source and Delegation of Authority. Centralization and decentralization. Management by objectives. **Unit-III** Motivation- meaning, Theories of motivation-Maslow, Herzberg, McGregor, Ouchy. Financial and Non-financial incentives. Leadership : Meaning, Nature, Leadership styles, Theories of Leadership –Thanedbaum and Schmidt, Lilkert's system of Leadership. Qualities of a successful Leader. **Unit-IV** Communication-Concept, Nature, Process, network and barriers, Effective communication. Modern technique of communication. Time Management causes of time waste and Remedies, stress management- causes of stress and coping with stress. **Unit-V** Management of change- concept, nature and process of Planned changed, Resistance to change-causes and Remedies, Emerging Horizons of management in a changing Environment. **Ref. Books :** 1. Principles of Management-L.M. Prasad 2. Principles of Business Management-Y.K.Bhusan 3. Principles of Business Management-Sharma, Gupta, Ajmera Publication, Jaipur. 4. Organization Behavior- Stephen & Robbins 5. Organization Behavior- NewsTorn and Kaith Devis 6. Organization Behavior- K.A. Ashvrathappa 7. Organization Behavior- R.S. Drivedi Text Books : 1. Principles of Management-R.L. Naulakha, Ramesh Book Depo. , Jaipur. 2.. प्रबन्ध सिद्धांत (हिन्दी) – आर.एल. नवलखाए रमेश बुक डिपो, जयपुर	Organization – concept, Process, Significance, organization structure. Authority and responsibility, source and Delegation of Authority. Centralization and decentralization. Management by objectives. **Unit-III** Motivation- meaning, Theories of motivation-Maslow, Herzberg, McGregor, Ouchy. Financial and Non-financial incentives. Leadership : Meaning, Nature, Leadership styles, Theories of Leadership – Thanedbaum and Schmidt, Lilkert's system of Leadership. Qualities of a successful Leader. **Unit-IV** Communication-Concept, Nature, Process, Network and Barriers, Effective communication. Modern technique of communication. Time Management, causes of time waste and Remedies, Stress management-causes of stress and coping with stress. Management of change-Concept, Nature and process of Planned changed. **Outcome :** After Studying this paper, students will come to know the following- 1. About Management and its functions. 2. About theories of Motivation & Leadership. 3. To cope up with stress. 4. To Manage time. **Text & Reference Books :** 1. Principles of Management-R.L. Naulakha, Ramesh Book Depo. , Jaipur. (Hindi & English Edition) 2. Principles of Management - L.M. Prasad 3. Organization Behaviour- K.A. Ashvrathappa 4. Principles of Business Management-Sharma, Gupta Ajmera Publication, Jaipur
B.Com	**B.Com. (First Year)**

Semester-II
3 Indian Banking Systems

M.M.-75

Unit-I

Bank : Definition, Importance and functions , Types of Bank accounts, pass book. Recent trends in Indian Banking – (e-banking-Credit Cards.)
Banker and customer-General and Special relationship, Termination of relationship.

Unit-II

Banking Legislation in India Reserve Bank of India Act- 1934 Banking Regulation Act.-1949.

Unit-III

Regional Rural Banks- Their functions and role in rural development, performance and the major problems faced by RRBs.

Unit-IV

Co-operative Banks- Introduction the structure of co-operative Banks- Primary Agricultural societies, Central Co-operative Bank, State Co-operative Banks.

Unit-V

Negotiable Instruments concepts and elements, types of negotiable Instruments. Cheques, bill of exchange, Promissory note, crossing of cheques. (Elements any Knowledge)

Book Recommended :

1. Indian Banking System (English) - Trivedi, Chaudhary,Kumar, Ramesh Book Depo., Jaipur.
2. भारतीय बैंकिग प्रणाली (हिन्दी) –त्रिवेशी,दशोरा,नागर , रमेश बुक डिपो, जयपुर।

Reference Books

1. बी.एल.ओझा (हिन्दी)–भारत में बैकिंग विधि एवं व्यवहार। रमेश बुक डिपो, जयपुर।

Semester-II

PAPER-III : INDIAN BANKING SYSTEMS

M.M. : 70 **Credit : 3+1=4**

Objectives-

1. To get knowledge of basic banking (Primary & Secondary Banking)
2. Students aware of current changes in Banking System.
3. To get knowledge of banking Regulation Act (1934 and 1949)
4. To aware them about banks type and Negotiable Instrument.

Unit-I

Bank: Definition, Importance and functions , Types of Bank accounts, pass book. Recent trends in Indian Banking – (e-banking-Credit Cards.)
Banker and customer-General and Special relationship, Termination of relationship.

Unit-II

Banking Legislation in India Reserve Bank of India Act- 1934 Banking Regulation Act.-1949.

Unit-III

Co-operative Banks- Introduction the structure of co-operative Banks- Primary Agricultural societies, Central Co-operative Bank, State Co-operative Banks.

Unit-IV

Negotiable Instruments concepts and elements, types of negotiable Instruments. Cheques, bill of exchange, Promissory note, crossing of cheques. (Elements any Knowledge)

Outcome-

1. Students are aware about banking and recent changes.
2. Students know the recent trends in banking.
3. Know banking act, their sections and current changes.
4. Aware about current banking condition of india students.

	Text Book : 1. Indian Banking System (English) - Trivedi, Chaudhary,Kumar, Ramesh Book Depo., Jaipur. 2. Indian Banking System- Divedi, Dashora, Nagar, RBD, Jaipur. 2. भारतीय बैंकिग प्रणाली (हिन्दी)–त्रिवेशी, दशोरा, नागर, रमेश बुक डिपो, जयपुर। 3. भारतीय बैकिंग विधि व व्यवहार– बी.एल. औझा, आर.बी.डी. प्रकशन **Reference Books** 1. बी.एल.ओझा (हिन्दी)–भारत में बैकिंग विधि एवं व्यवहार। रमेश बुक डिपो, जयपुर।
B.Com **Semester-III** **1 Corporate Accounting** M.M.-75 **Unit-I** Advance study of Issue, forfeiture and re-issue of Share, redemption of preference shares, Issue and redemption debentures. Purchases of Business, Profit prior to incorporation, Under writing. **Unit-II** Final accounts, including computation of managerial remuneration. **Unit-III** Valuation of goodwill and Shares. **Unit-IV** Accounting for amalgamation of companies as per Indian Accounting standard 14, accounting for	**B.Com. (Second Year)** **Semester-III** **PAPER-I: CORPORATE ACCOUNTING** **M.M. : 70** **Credit : 3+1=4** **Objectives -** 1. To give knowledge of company accounts 2. Create a company & data base 3. To give knowledge of Auditing & checking. **Unit-I** Advance study of Issue, forfeiture and re-issue of Share, redemption of preference shares, Issue and redemption debentures. Purchases of Business, Profit prior to incorporation, Under writing. **Unit-II** Final accounts, including computation of managerial remuneration. **Unit-III** Valuation of goodwill and Shares. **Unit-IV**

internal reconstruction. **Unit-V** Accounts of holding and subsidiary companies in India, Consolidated Balance Sheet and profit & Loss Account. Text Book- 1. Agarwal, Shah, Sharma, Agarwal, Agarwal (Hindi & English) Corporate Accounting , RBD Jaipur Reference Book- 1. Shukla M.C., Grewal R.S. and Gupta S.C., Advanced Accounts. Sultan chand & Co., New Delhi 2. Jain, Khandelwal & Pareekh, Company Accounts. Ajmera Book Co. Jaipur 3. Agarwal, Jain, Mangal, Shah, Sharma- Nigam Lekhankan, Ramesh Book Depo.	Accounts of holding and subsidiary companies in India, Consolidated Balance Sheet and profit & Loss Account. **Outcomes-** 1. Fundamental knowledge of Accounting. 2. Apply different methods of Company A/C 3. Tax & Rebates in corporate sector. **Text Book :** 1. Agarwal, Shah, Sharma, Agarwal, Agarwal (Hindi & English) Corporate Accounting , RBD Jaipur **Reference Book :** 1. Shukla M.C., Grewal R.S. and Gupta S.C., Advanced Accounts. Sultan chand & Co., New Delhi 2. Jain, Khandelwal & Pareekh, Company Accounts. Ajmera Book Co. Jaipur 3. Agarwal, Jain, Mangal, Shah, Sharma- Nigam Lekhankan, Ramesh Book Depo.
B.Com **Semester-III** **2 Company Law** M.M.-75 Unit-I	**B.Com. (Second Year) Semester-III** **PAPER-II : COMPANY LAW** **M.M. : 70** **Credit : 3+1=4** **Objectives:** 1. To make students aware of The New Companies Act, 2013. 2. To have basic Knowledge of company regarding. Its Meaning, types & formation. 3. About Basic Documents of Company. 4. To know about winding up of company.

Company – Meaning, essential elements of company. Classification of company. Private and Public Company. Unit-II Formation of a company -Promotion of a company, function, Duties and liabilities of promoters. Incorporation of a company- preliminary steps. Delivery of Documents. Scrutiny of documents, Incorporation, Capital subscription stage, Stage of commencements of business. **Unit-III** Memorandum of Association – Contents Alteration . Articles of association- contents & Alteration Prospectus- contents, Statements in lieu of prospectus. **Unit-IV** Directors – Position, Appointment, Removal, Duties and liabilities of Directors. Company Secretary – Qualification, Appointment, Duties and liabilities of company secretary. Unit-V Meeting –Provision regarding statuary meetings, AGM and Board Meeting. Winding up to the company. **Text Books :** 1. Company Law- R.L. Naulakha (Hindi, English), Ramesh book Depo., Jaipur.	**Unit-I** Company – Meaning, Essential elements of company. Classification of company. **Unit-II** Formation of a company -Promotion of a company, function, Duties and liabilities of promoters. Incorporation of a company- preliminary steps. Delivery of Documents. Scrutiny of documents, Incorporation, Capital subscription stage, Stage of commencements of business. **Unit-III** Memorandum of Association – Contents Alteration . Articles of association- contents & Alteration Prospectus- contents, Statements in lieu of prospectus. **Unit-IV** Directors – Position, Appointment, Removal Winding up of the company. Meeting –Provision regarding statuary meetings, AGM **Outcomes -** After studying this paper. Students will come to know about - 1. Basics of the company. 2. Formalities required for opening up of a company. 3. How company can be winded up. 4. Amendments in the Act from time to time. **Text Books :** 1. Company Law- R.L. Naulakha (Hindi, English), Ramesh book Depo., Jaipur.

	2. Company Law- B.L. Maheshwari, Himalaya Publication.
B.Com **Semester-III** **3 Financial Management** M.M.-75 **Unit-I** Financial Management-Meaning, Definition, Nature, Objectives of financial Management-Profit Vs Wealth maximization, Financial Function-Investment, Financing and Dividend decisions, Capital Budgeting-Investment Evaluation Criteria-Pay Back Method, Accounting Rate of Return, Net Present Value, Internal Rate of Return Comparison between. NPP and IRR. **Unit-II** Cost of capital- Meaning, Calculating Cost of dept, Preference share, Equity Capital and retained earnings and combined (Weighted) cost of capital. **Unit-III** Divided Policies- Meaning, Types of dividend and divided policy, Advantages of stable dividend policy, Formulation of stable dividend policy, factor affecting dividend policy, Walter's Model, Gordon's Model, M.M. Hypothesis. **Unit-IV** Working Capital-Concept, Importance and kinds of working capital, Operating cycle and Factor affecting of working capital, Methods estimating working capital requirements. **Unit-V**	**B.Com. (Second Year) Semester-III** **PAPER-III : FINANCIAL MANAGEMENT** **M.M. : 70** **Credit : 3+1=4** **Objective-** 1. To aware the nature and objective of financial management. 2. To aware about different aspects of inventory & dividend management. 3. Aware about cost of capital and different capital budgeting techniques. 4. To aware about different aspect of financial management. **Unit-I** Financial Management-Meaning, Definition, Nature, Objectives of financial Management-Profit Vs Wealth maximization, Financial Function-Investment, Financing and Dividend decisions, Capital Budgeting-Investment Evaluation Criteria-Pay Back Method, Accounting Rate of Return, Net Present Value, Internal Rate of Return Comparison between. NPP and IRR. **Unit-II** Cost of capital- Meaning, Calculating Cost of dept, Preference share, Equity Capital and retained earnings and combined (Weighted) cost of capital. **Unit-III** Divided Policies- Meaning, Types of dividend and divided policy, Advantages of stable dividend policy, Formulation of stable dividend policy, factor affecting dividend policy, Walter's Model, Gordon's Model, M.M. Hypothesis. **Unit-IV**

Management of Inventories- Meaning, Objectives, Risks and costs associated with inventory. Techniques of inventory control. Reference Book : 1. Prasanna Chandra- Financial Management, Tata McGraw Hill (English) 2. Pandey I.M.- Financial Management, Vikash Publication (English) **Text Books:** 1. एम. आर. अग्रवाल–वित्तीय प्रबंधक(हिन्दी / English). गरिमा पब्लिकेशन 2. Elements of Financial Management (English), Swati Publication	Management of Inventories- Meaning, Objectives, Risks and costs associated with inventory. Techniques of inventory control. **Outcomes -** 1. Students gets knowledge of financial management Principles. 2. Students know about recent financial of changes. 3. Students know the different concept of Financial management **Text Books:** 1. एम. आर. अग्रवाल–वित्तीय प्रबंधक (हिन्दी / English). गरिमा पब्लिकेशन 2. Elements of Financial Management (English), Swati Publication **Reference Book :** 1. Prasanna Chandra-Financial Management, Tata McGraw Hill (English) 2. Pandey I.M.- Financial Management, Vikash Publication (English)
B.Com **Semester-IV** **Income Tax Law** M.M.-75 **Unit-I** Income tax 1961 and Income tax Rules 1962: Basic Concepts of Income, Assesses, Assessment year, previous year, Person and their Residential Status Exempted Income. Income from Salary. **Unit-II**	**B.Com. (Second Year)** **Semester-IV** **PAPER-I : INCOME TAX LAW** **M.M. : 70** **Credit : 3+1=4** **Objectives -** 1. To give knowledge of Taxation. 2. To give knowledge of rates of tax individual HUF & Firm. 3. Apply different heads as salary, House property Business & Profession. Capital gain others sources. **Unit-I** Income tax 1961 and Income tax Rules 1962: Basic Concepts of Income, Assesses, Assessment year, previous year, Person and their

Income from House Property. **Unit-III** Income from Business and Profession. **Unit-IV** Income from Capital Gaines and Income from Other Sources. Set off and carry. Forward to losses. **Unit-V** Deduction of Income. Computation of gross total Income and computation of tax liabilities of Individual. **Text Book** : 1. Income tax- Patel Choudhary , Choudhary Prakshan, Jaipur (Hindi) 2. Income tax Law & Practice- Yogendra Bongar, Jaipur (Hindi & English) **Reference Book** 1. Income Tax (Hindi/English) – Sharma, Jain, Shah, Agarwal, Mangal, Ramesh Book Depo. Jaipur. 2. Income Tax (Hindi/English) – Choudhary, Bardiya, Mantri, Ramesh Book Depo., Jaipur. 3. Income Tax (Hindi/English) – Goyal, Khatri, Gupta, Ramesh Book Depo., Jaipur.	Residential Status Exempted Income. Income from Salary. **Unit-II** Income from House Property. **Unit-III** Income from Business and Profession. **Unit-IV** Income from Capital Gaines and Income from Other Sources. Set off and carry. Forward to losses. **Outcomes -** 1. Fundamental Knowledge of Income Tax. 2. Knowledge of direct tax impact on individual. 3. Knowledge of principal of income tax. **Text Book** : 1. Income tax- Patel Choudhary , Choudhary Prakshan, Jaipur (Hindi) 2. Income tax Law & Practice- Yogendra Bongar, Jaipur (Hindi & English) **Reference Book :** 1. Income Tax (Hindi/English) – Sharma, Jain, Shah, Agarwal, Mangal, Ramesh Book Depo. Jaipur. 2. Income Tax (Hindi/English) – Choudhary, Bardiya, Mantri, Ramesh Book Depo., Jaipur. 3. Income Tax (Hindi/English) – Goyal, Khatri, Gupta, Ramesh Book Depo., Jaipur.
B.Com **2 Semester-IV**	**B.Com. (Second Year)** **Semester-IV**

Tally

M.M.-55

Unit-I

Starting Tally – gateway of Tally, Product info, Tally Menu, Button Bar, Tally Calculator, Company creation, select a company, shut a company, Alter a company, delete company.

Unit-II

Account Information – main function of master menu – Group, ledgers, Voucher Types.
Closing stock valuation, Accounting and Non-Accounting (Provisional) Vouchers.
Voucher Alteration, deletion, cancellation.

Unit-III

Inventory Master- unit measure, Stock group, Stock item alteration & deletion of Masters.
Inventory vouchers- invoice entry. Inventory reports, Inventory vouchers list, Stock group summary.

Unit-IV

Display of Tally – Balance sheet, Ratio analysis, cash flow, Funds flow Statement.
Accounting Reports-Day book Summaries, Trial Balance, P&L Statement, Balance Sheet, Day book, Report Printing, Above all Reports Configuration.

Unit-V

Order- Purchase order entry, Sale order entry Enquires & quotation.

PAPER-II : HUMAN RESOURCE MANAGEMENT

M.M. : 70 **Credit : 3+1=4**

Objective-

This paper deals with providing knowledge regarding:

1. Human Resource Management, as a part of management.
2. Human Resource Planning, their recruitment, selection process and methods of training and development.
3. How employees are compensated and performance of employees is evaluated.

Unit – I

Human Resource Management: Meaning, Nature & Functions.

Human Resource Management: Nature, Need & Importance.

Unit – II

Recruitment: Meaning, Sources & Factors Affecting.

Selection: Meaning & Process.

Placement and Induction: Meaning, Objectives and Importance.

Unit – III

Job Analysis: Meaning, Process & Techniques of Tab Analysis.

Job Designing: Meaning, Objectives & Techniques.

Training & Development: Meaning and Methods.

Unit – IV

Employee Compensation: Meaning, Objects and Factors

Export of Data Import of Data **Reference Book:** 1. Implementing Tally- A.K. Nadhani, K.K. Nadhani, B.P.B publication , B-14, Connaught place New Delhi (Hindi & English) 2. Tally-9- Ram Naresh Parikh, Publication- Anushika Accdamy Mahalaxmi Market, Ratangarh (Hindi) 3. Tally-9- Vishnu Priya Singh	affecting employee Compensation Performance Appraisal: Meaning, Importance and Techniques. **Outcome –** 1. Knowledge regarding Personnel Management/HR management will be enhanced. 2. Students as a job seeker will come to know about the barriers. 3. As a manager, this paper will help them to manage & motive people for fulfillment of any task 4. Leadership quality will be inculcated. **Text and Reference Books:** 1. Human Resource Management, G.S. Sudha. 2. Functional Management, G.S. Sudha – R.B.D Publication, Jaipur 3. क्रियात्मक प्रबन्ध– आर.एल. नौलखा, आर.बी.डी. प्रकाशन, जयपुर 4. मानव संसाधन प्रबंध– सी.बी. मेमोरिया 5. Human Resource Management: Ashwathappa.
B.Com **Semester-IV** **3 Business Environment** M.M.-75 **Unit-I** · Business Environment- Concept , Components. · Unemployment-Meaning, Types, Causes, Suggestion to solve the unemployment Problems. • Poverty-Meaning, Poverty line, Causes measures undertaking by the government for poverty alleviation. Suggestion for Removal of Poverty.	**B.Com. (Second Year)** **Semester-IV** **PAPER-III : BUSINESS ENVIRONMENT** **M.M. : 70** **Credit : 3+1=4** **Objective-** 1. Understanding of Business Environment and Its different components and aspects. 2. To understand about social problem, their removal and Govt. steps

Unit-II

- Social Injustice- Meaning, Elements, Causes, Measures adopted by Government to Reduce Social Injustice in India.
- Parallel Economy-Meaning, Causes, Effects of Black money, Measures to check Black.
- Industrial Sickness- Meaning, Causes of Born Sickness Remedial Measures to prevent in India, Suggestions to prevent and cure Industrial Sickness.

Unit-III

- Monetary policy- Meaning, Objectives, Current monetary policy.
- Fiscal policy-Meaning, Technique of fiscal policy, Evaluation of fiscal Policy.
- New Industrial policy (1991)
- Industrial licensing policy

Unit-IV

- Privatization- Meaning, Objectives, Advantages .
- Eleventh five year plan- Objectives, Strategy, resource allocation and evaluation of eleventh five year plan.
- International Business Environment- Meaning, Components
- New export- Import policy (2009-14)

Unit-V

- Foreign Capital- Capital- meaning, Classification contribution of foreign capital in the Economic Development of India, Shortcomings of foreign capital suggestion to overcome shortcoming of foreign capital.
- Trends in world Trade. Problems of Developing, countries in world Trade
- WTO- Introduction, objectives
- World Bank- Establishment, objectives, Membership, Capital, function, evaluation, India and word bank.

taken to remove these.

3. To understand, Liberalization, Privatization and Globalization and their Impact.
4. Aware the students about different Policies. Like (Monetary, fiscal, Export Import etc.)
5. Student came to know about international trading environment.

Unit-I

- Business Environment- Concept , Components.
- Unemployment-Meaning, Types, Causes, Suggestion to solve the unemployment Problems.
- Poverty-Meaning, Poverty line, Causes, measures undertaking by the government for poverty alleviation. Suggestion for Removal of Poverty.
- Social Injustice- Meaning, Elements, Causes, Measures adopted by Government to Reduce Social Injustice in India.

Unit-II

- Industrial Sickness- Meaning, Causes of Born Sickness Remedial Measures to prevent in India, Suggestions to prevent and cure Industrial Sickness.
- Monetary policy- Meaning, Objectives, Current monetary policy.
- Fiscal policy -Meaning, Technique of fiscal policy, Evaluation of fiscal Policy. New Industrial policy (1991)

Text Books :

1- व्यवसायिक वातावरण (हिन्दी) ;Business Environment)- T.R. Jain, Mukesh Trehan, Ranju Trehan, Global Publication.

2. Mishra and puri- Indian Economy.

3. Planning Commission- Varaous Plan and Reports.

4. Swami and Gupta- Economic Environment In India (English), Ramesh Book Depo., Jaipur.

5. डॉ. वी.सी. सिन्हा–व्यवसायिक पर्यावरण.

Reference Books :

1.The Business Environment (English), Pearson Publication.

Unit-III

- Privatization- Meaning, Objectives, Advantages .
- Eleventh five year plan- Objectives, Strategy, resource allocation and evaluation of Twelth five year plan.
- International Business Environment- Meaning, Components
- New export- Import policy (2009-14)

Unit-IV

- Foreign Capital- Capital- meaning, Classification contribution of foreign capital in the Economic Development of India, Shortcomings of foreign capital suggestion to overcome shortcoming of foreign capital.
- Trends in world Trade. Problems of Developing, countries in world Trade

Outcome -

1. Understanding of Business Environment and Its different components, Aspects.
2. To understand about social problem, their removal and Govt. steps token to remove these.
3. To understand, LPG and their impact on Indian economy.
4. Students know about different policies of India.
5. Students came to know about international trading environment.

Text Books :

1. व्यवसायिक वातावरण (हिन्दी) (Business Environment)- T.R. Jain,

	Mukesh Trehan, Ranju Trehan, Global Publication. 2. Mishra and puri- Indian Economy. 3. Planning Commission- Varaous Plan and Reports. 4. Swami and Gupta- Economic Environment In India (English), Ramesh Book Depo., Jaipur. 5. डॉ. वी.सी. सिन्हा–व्यवसायिक पर्यावरण. **Reference Books :** 1.The Business Environment (English), Pearson Publication.
B.Com **Semester-V** **I Cost Accounting** **M.M.-75** **Unit-I** Introduction – Nature and scope of cost accounting, cost concepts and classification, methods and techniques, installation of costing system, concept cost audit. Accounting for material; material control, concept and techniques, pricing of material issue, treatment of material losses. **Unit-II** Accounting for labour- Labour Cost control procedure, labour turnover, idle time and overtime-method of wages payment, time & piece rates, incentive plan. Accounting for overhead: classification and departmentalization, Absorption of overheads,	**B.Com. (Third Year)** **Semester-V** **PAPER-I: COST ACCOUNTING** **M.M. : 70** **Credit : 3+1=4** **Objectives-** 1. To give knowledge of Costing. 2. Knowledge of the elements of Cost. 3. Application of Costing in different methods. 4. Apply Standard & Marginal Costing. **Unit-I** Introduction – Nature and scope of cost accounting, cost concepts and classification, methods and techniques, installation of costing system, concept cost audit. Accounting for material; material control, concept and techniques, pricing of material issue, treatment of material losses. **Unit-II** Unit of Single output, cost sheets and cost statement and tender, Job

Determination of overhead rates under and over absorption and its treatment. **Unit-III** Unit of Single out put, cost sheets and cost statement and tender, Job batch and contract cost. **Unit-IV** Operating Service Costing, Process costing – including inter process profit. Joint and byproducts. **Unit-V** Reconciliation of cost and financial accounts. Text Book - 1. Cost Accounting (Hindi/English) - Jain, Khandelwal, Pareek, Ajmera Book Company, Tripolia Bazar, Jaipur. Reference Book - 1. Cost Accounting (Hindi/English) – Mahaswari, Mittal Mahendra Book Depot.,Delhi. 2. Cost Accounting (Hindi/English) - Ravi M. Kishore 3. Cost Accounting (Hindi/English) – Agarwal, Jain, Sharma, Shah Magal, Ramesh Book Depo	batch and contract cost. **Unit-III** Operating Service Costing, Process costing – including inter process profit. Joint and byproducts. **Unit-IV** Reconciliation of cost and financial accounts. **Outcome -** 1. Fundamental Knowledge of Costing. 2. Apply different methods of cost accounting. 3. Budgetry control in Costing. **Text Book :** 1. Cost Accounting (Hindi/English) - Jain, Khandelwal, Pareek, Ajmera Book Company, Tripolia Bazar, Jaipur. **Reference Book :** 1. Cost Accounting (Hindi/English) – Mahaswari, Mittal Mahendra Book Depot.,Delhi. 2. Cost Accounting (Hindi/English) - Ravi M. Kishore 3. Cost Accounting (Hindi/English) – Agarwal, Jain, Sharma, Shah Magal, Ramesh Book Depo
B.Com **Semester-V** **II Functional Management**	**B.Com. (Third Year)**

M.M.-75

Unit-I

Functional Management : Nature, Importance, Functional area of Functional Management, Difference Between general and Functional Management.

Unit-II

Human Resource Management : Introduction and Function of HRM. Recruitment: Nature, Object, Process.

Selection : Meaning & Process.

Unit-III

Training and Development : Meaning, Nature, Difference between Training and Development, Methods and Techniques Of Training, Process of Training and Methods of Development.

Job enlargement and Job Enrichment : Meaning, Nature Importance, Difference between Job enlargement & Job Enrichment, Merits & Demerits of Job enlargement and Limitation of Job enrichment.

Performance Appraisal : Meaning, Methods.

Unit-IV

Marketing Management : Concept, Function, Difference between Marketing & Selling,

eting Mix : Meaning and elements of Marketing Mix. Consumer behaviour : Meaning, Nature, Factor influencing Consumer Behaviour.

Unit-V

Production Management : Meaning, Object, Production Control : Object, Techniques, Product Life Cycle. Meaning and Process.

Semester-V

PAPER-II: INDUSTRIAL LAW

M.M. : 70

Credit : 3+1=4

Objective -

This Paper aims of at providing knowledge regarding-

1. Acts and laws prevailing in the country for industries.
2. Factory Act, Bonus Act, Wages, Act, Trade Union Act and Disputes Act and Disputes Act.
3. Importance of the above acts for proper maintenance of industries and solving grievances arising in an industry.

Unit-I

Factories Act 1948- Object, Definition, Approval, Licensing and registration, The inspecting staff, Health, Safety, welfare, working hour, employment of women and young persons, Leaves with wages, penalty.

Unit-II

Payment of wages Act 1936- Object, Application, Definition, persons responsible for payment, fixation of wage periods, Time of payment of wages and Penalties.

The Payment of Bonus Act 1965- Object, Application, Definitions,

Finance Management : Meaning, Function, Sources of Finance and Financial Planning.

Text Books :

1. Functional Management (Hindi), R.L. Nolakha, Ramesh Book Depo, Jaipur.
2. Functional Management (English), G.S. Sudha, Ramesh Book Depo., Jaipur.

Reference Books :

1. Marketing (Hindi & English), R.L. Nolakha, Ramesh Book Depo., Jaipur.
2. Finance Management (Hindi) – M.R. Agrawal, Garima Publication.

Payment of bonus, inspectors, Penalties.

Unit-III

Trade unions Act 1926- Object, definitions, registration, Rights and liabilities, office bearer, change of name, Amalgamation, Dissolution, Returns.

Unit-IV

The Industrial Disputes Act 1947- Object, Definition, Reference of disputes. Modes of settlements of Industrial Disputes. Strikes and lockouts, layoff and retrenchment.

Outcome-

1. Students will aware about various laws prevailing in the country for proper regulation of industries.
2. This paper will help to know their rights & duties as an employee/worker.
3. The impact of working of industries on country is economic development can be assessed, up to some extent.

Text Book :

1. Industrial Law (Hindi & English) : R.L. Nolakha, Ramesh Book Depo. Publication, Jaipur.

	2. Industrial Law (Hindi & English) : G.S.Sadana Ramesh Book Depo. Publication, Jaipur. 3 Industrial Law : J.K. Bareja- Galgotia Publishing Company, New Delhi. 4. Industrial Law : K.C. Garg, V.K. Sareen, R.C. Chawla, Kalyani publishers, New Delhi, Ludiyana I 5. Industrial Law : Bhagolimal.
B.com III **Semester V** **III – Auditing** M.M.-75 **Unit 1** Auditing: Meaning, definition, Importance, Accounting and Auditing, Limitations, Detection and Prevention of Frauds and Errors (SA-4), Basic principals governing an audit (SA-1), Types of audit. Internal Control, Internal Check and Internal Audit, Evaluation of Internal Control System (SA-6), Internal Control System regarding-purchases, sales, salaries and wages. **Unit 2** Audit Procedure: Audit planning, Audit Programme, Audit working papers, Audit files. Audit Evidence: Methods of obtaining audit evidence (SA-5). **Unit 3** Vouching- Meaning, Importing, Vouching of cash and trading transactions, Routine Checking and Test Checking.	**B.Com. (Third Year)** **Semester-V** **PAPER-III : AUDITING** **M.M.: 70** **Credit : 3+1=4** **Objectives-** 1. To make student understand about the auditing & their Importance. 2. Students came to know about the fundamental and types of auditing. 3. Students came to know about different concept like CARO and others. 4. Students came to know concept like Vouching, internal control and check etc. 5. Students aware about Right, Duties and power of an auditor **Unit I** Auditing: Meaning, definition, Importance, Accounting and Auditing, Limitations, Detection and Prevention of Frauds and Errors (SA-4), Basic principals governing an audit (SA-1), Types of audit.

Verification and valuation of Assests and Liabilites **Unit 4** Audit of Limited Companies, company Auditor: Appointment, Power, and Duties & Liabilities. **Unit 5** Auditor's Report:Clean and Qualified Audit Report, Disclaimer of opinion, Audit Certificate, Company Auditor Report Order 03 (CARO-3) Text Books : 1. Sharma, T.R. : Ankekshan. 2. Tandan, B.N. (English) : A Hand Book of Practical Auditing, S. Chand & Co., Delhi. Reference Books : 1. Rajpurohit, Joshi, Vadera, Purohit & Singh: Ankeshan (Auditing): RPP, Jodhpur. 2. Kamal Gupta (English) : Contemporary Auditing, Tata McGraw Hill Publishing Co. 3. Jain Khandelwal & Pareek (Hindi), Ramesh Book Depo, Jaipur.	Internal Control, Internal Check and Internal Audit, Audit Procedure: Audit planning, Audit Programme, Audit working papers, Audit files. Audit Evidence **Unit II** Vouching- Meaning, Importing, Vouching of cash and trading transactions, Routine Checking and Test Checking. Verification and valuation of Assests and Liabilities **Unit III** Audit of Limited Companies, company Auditor: Appointment, Power, and Duties & Liabilities. **Unit IV** Auditor's Report: Clean and Qualified Audit Report, Audit Certificate, Company Auditor Report Order 03 (CARO-3) **Objectives -** 1. Students acquainted with auditing and their importance. 2. Students know about relevance and current trends of auditing. 3. Different auditing concepts have to be known by students. **Text Books :** 1. Sharma, T.R. : Ankekshan. 2. Tandan, B.N. (English) : A Hand Book of Practical Auditing, S.

	Chand & Co., Delhi. **Reference Books :** 1. Rajpurohit, Joshi, Vadera, Purohit & Singh: Ankeshan (Auditing): RPP, Jodhpur. 2. Kamal Gupta (English) : Contemporary Auditing, Tata McGraw Hill Publishing Co. 3. Jain Khandelwal & Pareek (Hindi), Ramesh Book Depo, Jaipur.
B.Com **Semester-VI** **I Management Accounting** M.M.-75 **Unit-I** Management Accounting: meaning nature, Scope and functions of management accounting : role of management accounting in decision making management accounting V/s financial accounting tools ; and techniques of management accounting . Financial Statement: Meaning and types of financial statements, Ratio analysis prodigality, turnover ratio, liquidity ratio. **Unit-II** Funds flow statement as per Indian accounting standard-3, and cash flow statement. **Unit-III** Absorption and marginal costing : Marginal and differential costing as a tool for decision making – make or buy , change of product mix; pricing ; break even analysis ; (exploring new markets ; shutdown decisions.) **Unit-IV** Budgeting for profit planning and control : meaning of budget and budgetary control : objectives : merits and limitations ; types of budget; fixed and flexible budgeting : cash budget;	**B.Com. (Third Year)** **Semester-VI** **PAPER-I : MANAGEMENT ACCOUNTING** **M.M. : 70** **Credit Allotted 3+1=4** **Objectives -** 1. To give knowledge of Management Accounting. 2. Knowledge of Principal of Management. 3. Create Ratio fund flow & Cash flow in Management Accounting. **Unit-I** Management Accounting: meaning nature, Scope and functions of management accounting : role of management accounting in decision making management accounting V/s financial accounting tools ; and techniques of management accounting . Financial Statement: Meaning and types of financial statements, Ratio analysis prodigality, turnover ratio, liquidity ratio. **Unit-II** Funds flow statement as per Indian accounting standard-3, and cash

Unit-V Standard costing and variance analysis; meaning of standard cost and standard costing ; advantages and application; variance analysis- material, labour **Text Books –** 1. MR Agarwal - Management Accounting **Reference Books -** 1. Jain Khandelwal Pareek - Management Accounting 2. Ajmera Book Company, Tripolia Book, Jaipur 3. Management Accounting (Hindi/English) – Agarwal Agarwal, Ramesh Book Depo., Jaipur.	flow statement. **Unit-III** Budgeting for profit planning and control : meaning of budget and budgetary control : objectives : merits and limitations ; types of budget; fixed and flexible budgeting : cash budget; **Unit-IV** Standard costing and variance analysis; meaning of standard cost and standard costing; advantages and application; variance analysis- material, labour **Outcome -** 1. Fundamental knowledge of Management A/C. 2. Apply different Methods of Management Accounting. 3. Useful for Managers & Directors of a Company. **Text Books:** 1. MR Agarwal - Management Accounting **Reference Books :** 1. Jain Khandelwal Pareek - Management Accounting 2. Ajmera Book Company, Tripolia Book, Jaipur 3. Management Accounting (Hindi/English) – Agarwal Agarwal, Ramesh Book Depo., Jaipur.
B.Com	**B.Com. (Third Year)**

Semester-VI
Paper-II Industrial Law

M.M.-75

Unit-I

The Factories Act 1948- Object, Definition, Approval, Licensing and registration, The inspecting staff, Health, Safety, welfare, working hour of adults, employment of women, employment of young persons, Leaves with wages, penalties and procedure, Supplemental.

Unit-II

The payment of wages Act 1936- Object, Application, Definition, persons responsible to pay wages, fixation of wage periods, Time of payment of wages.

The Payment of Bonus Act 1965- Object, Application, Definitions, Payment of bonus, inspectors, Penalties

Unit-III

The Trade unions Act 1926- Object, definitions, registration, Rights and liabilities, office bearer, change of name, Amalgamation, Dissolution, Returns.

Unit-IV

The Industrial Disputes Act 1947- Object, Definition, Reference of disputes. Modes of settlements of Industrial Disputes. Strikes and lockouts, layoff and retrenchment.

Unit-V

The workman's compensation Act 1923- Object, Definition, employer's liability for compensation, Commissioners. Appeals.

Reference Book Suggested-

1. Industrial Law : J.K. Bareja- Galgotia Publishing Company, New Delhi 110058
2. Industrial Law : K.C. Garg, V.K. Sareen, R.C. Chawla, Kalyani publishers, New Delhi,

Semester-VI

PAPER-II : MARKETING MANAGEMENT

M.M. : 70

Credit : 3+1=4

Objectives-

1. Concept of Marketing and selling.
2. Marketing Mix, Market Segmentation & Marking Environment.
3. Distribution Channels.
4. Product Planning & Development.

Unit I

Marketing- Meaning, Nature, Functions and Importance

Concept of Marketing: Traditional V/s Modern Approach.

Unit II

Marketing Mix: Meaning, Nature and Elements.

Marketing Environment : Meaning and Factors affecting Marketing Environment.

Marketing Segmentation: Concept and Basis.

Unit III

Product : Meaning, Types of Product.
Product concept and Product Life Cycle
Product Planning : Meaning & Importance
Product development : Meaning, Concept and Process.

Unit IV

Ludiyana 3. Industrial Law : Bhagolimal 4. Business Law : Pragti Parkashan,. Merrut **Text Book** 1. Industrial Law (Hindi & English) : R.L. Nolakha, Ramesh Book Depo. Publication, Jaipur. 2. Industrial Law (Hindi & English) : G.S.Sadana Ramesh Book Depo. Publication, Jaipur.	Distribution Channels: Retailers, Wholesales. Pricing Decisions: Meaning & Strategies of Price Making. **Outcome-** 1. Students will be aware of the current system of marketing going on. 2. Knowledge regarding product (Its quality, value, packaging, branding) will be enhanced. 3. As a customer, they will be able to purchase right product at right time & in a right price. 4. In short, knowledge about current market scenario will enhance. **Text & Reference Books-** 1. Functional Management - G.S. Sudha- R.B.D. Publication 2. क्रियात्मक प्रबन्ध–आर.एल. नौलखा– आर.बी.डी. पब्लिकेशन, 3. Marketing Management - R.L. Nolakha - R.B.D. Publication 4. Marketing Management - khicha, Saxena, Sharma 5. विपणन के सिद्धान्त– आर.एल. नौलखा– आर.बी.डी. पब्लिकेशन 6. Priciples of Marketing - Dr Miling Kothari - R.B.D. Publication
	B.Com.

B.COM
SEMESTER VI
III - FUNDAMENTAL OF ENTREPRENEURSHIP

Unit-A

Introduction – The Entrepreneur; Definition; Emergence of Entrepreneurial Class, Characteristics of an Entrepreneur, Classification of Entrepreneurship
Entrepreneurship and Role of Socio Economic Environment.

Unit-B

Promotion of a venture – Analysis of opportunities, Analysis of External Environment and Competitive factors.
Legal requirements for establishment of a new unit, venture capital – financing and documentation required.

Unit-C

Theories of Entrepreneurship.
Psycho Theories of Entrepreneurship.
Entrepreneur behaviour – Innovation and Social responsibility of Entrepreneur.

Unit-D

Entrepreneur Development Programmed (EDP) Their Role Relevance and Achievements : Role of 'Government In Organizing EDP; Critical Evaluation.

Unit-E

Role of Entrepreneurs : Role of An Entrepreneurs In Economic Growth As An Innovator
Generation of Employment Opportunities, Role Of Entrepreneur In Export Promotion And Import Substitution.

Text Books:-

1. Fundamentals of Entrepreneurship – G.S. Sudha, Ramesh Book Depo. Jaipur.
2. Fundamentals of Entrepreneurship – R.L. Nolakha, Ramesh Book Depo., Jaipur.

Reference Books :

1. Entrepreneurship Revolution : Macmillan Publication.

Semester-VI

PAPER-III: FUNDAMENTAL OF ENTREPRENEURSHIP

M.M. : 70

Credit : 3+1=4

Objectives -

1. Role of Entrepreneur & their Importance & Economic development
2. Tell them about different theories of Entrepreneurship.
3. To tell them about EDP
4. To tell about Venture, Legality for establishing a venture.
5. Student interaction with Entrepreneurs.

Unit-A

Introduction – The Entrepreneur; Definition; Emergence of Entrepreneurial Class, Characteristics of an Entrepreneur, Classification of Entrepreneurship
Entrepreneurship and Role of Socio Economic Environment.

Unit-B

Promotion of a venture – Analysis of opportunities, Analysis of External Environment and Competitive factors.
Legal requirements for establishment of a new unit, venture capital – financing and documentation required.

Unit-C

Theories of Entrepreneurship.
Psycho Theories of Entrepreneurship.
Entrepreneur behavior – Innovation and Social responsibility of Entrepreneur.

Unit-D

Role of Entrepreneurs: Role of An Entrepreneurs In Economic Growth As An Innovator
Generation of Employment Opportunities, Role Of Entrepreneur in Export Promotion And Import Substitution.

Outcome -

	1. The acquainted about the role of Entrepreneurship 2. Students understand different Innovation technique adopted by entrepreneur. 3. Understand & implementing these in their lives about different concepts. 4. To be self employed. 5. To Contribute in countries Growth. **Text Books :** 1. Fundamentals of Entrepreneurship–G.S. Sudha, Ramesh Book Depo. Jaipur. 2. Fundamentals of Entrepreneurship–R.L. Nolakha, Ramesh Book Depo., Jaipur. **Reference Books :** 1. Entrepreneurship Revolution : Macmillan Publication.

- CBCS pattern was implemented in place of semester system.
- Entire courses were modified.
- Division of all courses done in four units in place of five units.
- Marks Division was changed from 75 written exam 25 CIA. to 70 written exam 30 CIA.

Acharya Kalu Kanya Mahavidyalaya, JVBI, Ladnun

Date 13-01-2015

Subject – BOS Meeting

BOS Meeting Regarding the Syllabus of Jain Philosophy and other Philosophies is going to be held on 15-01-2015, Time 2:30 p.m. at AKKM Conference Room.

Following Members are requested to attend the meeting –

1. Prof. Dayanand Bhargav
2. Prof. Sagarmal Jain
3. Prof. Damodar Shastri
4. Prof. Samani Chaitanya pragya
5. Associate Prof. Samani Riju Pragya
6. Associate Prof. Samani Malli Pragya (Convener)

Dr Samani Malli Pragya

Principle

Received
13/01/2015

Acharya Kalu Kanya Mahavidyalaya, JVBI, Ladnun

Date 13-01-2015

Subject – BOS Meeting

BOS Meeting Regarding the Syllabus of Sanskrit is going to be held on 15-01-2015, Time 2:30 p.m. at AKKM Conference Room.

Following Members are requested to attend the meeting –

1. Prof. Dayanand Bhargav
2. Prof. Sagarmal Jain
3. Prof. Damodar Shastri
4. Associate Prof. Samani Riju Pragya
5. Associate Prof. Samani Sangeet Pragya
6. Associate Prof. Samani Malli Pragya (Convener)

Dr Samani Malli Pragya

Principle

Dept of English

Jain Vishva Bharati Institute, Ladnun
Department of English

Board of Studies

The meeting of the Board of Studies of the Department of English took place on 11-02-2015 in the HOD's chamber. The Following Members were present in the meeting:

1. Prof. Rekha Tiwari (Chairperson) Tiwari 11.2.15
2. Prof. Rajul Bhargava, (External Member) Bhargava 11.2.15
3. Prof. SK Agarwal (External Member)
4. Mr Pramod Saini (Internal Member)
5. Dr Sanjay Goyal (Secretary)

The minutes of the meeting are given below Tiwari

जैन विश्वभारती संस्थान
(विश्वविद्यालय अनुदान आयोग अधिनियम 1956 की धारा 3 के अन्तर्गत मान्य विश्वविद्यालय)
लाडनूँ - 341306 (राजस्थान) भारत

Jain Vishva Bharati Institute
(Deemed-to-be University under section 3 of the UGC Act, 1956)
LADNUN-341306 (Rajasthan) INDIA

'A' Grade by NAAC & 'A' Category by MHRD

Acharya Kalu Kanya Mahavidyalaya, JVBI, Ladnun

Date 16-01-2015

BOS Meeting regarding the syllabus of Political Science of B.A. was held on 16-01-2015 at AKKM for revising the syllabus of Political Science of B.A. according to the CBC system. Revision and modification of syllabus were made by experts as per requirement of the CBC system.

Following members were present in the meeting –

1. Prof. H.S. Rathore, Jodhpur
2. Prof. Anil dhar
3. Dr J.K. Dadhich
4. Associate Prof. Samani Malli Pragya (Convener) Malli P.
5. Prof. B.L. Fadia, Udaypur.

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Phone : +91-1581-226230
Fax : +91-1581-227472

जैन विश्वभारती संस्थान
(विश्वविद्यालय अनुदान आयोग अधिनियम 1956 की धारा 3 के अन्तर्गत मान्य विश्वविद्यालय)
लाडनूँ - 341306 (राजस्थान) भारत

Jain Vishva Bharati Institute
(Deemed-to-be University under section 3 of the UGC Act, 1956)
LADNUN-341306 (Rajasthan) INDIA

'A' Grade by NAAC & 'A' Category by MHRD

Acharya Kalu Kanya Mahavidyalaya, JVBI, Ladnun

Date 16-01-2015

BOS Meeting regarding the syllabus of Hindi Literature of B.A. was held on 16-01-2015 at AKKM for revising the syllabus of Hindi Literature of B.A. according to the CBC system. Revision and modification of syllabus were made by experts as per requirement of the CBC system.

Following members were present in the meeting –

1. Prof. N.K. Kalla, Jodhpur
2. Prof. A.P. Tripathi, Ladnun
3. Mr Surendra Kumar
4. Associate Prof. Samani Malli Pragya (Convener) Malli P.

16/01/15

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जैन विश्वभारती संस्थान
(मान्य विश्वविद्यालय)
लाडनूं - 341306 (राजस्थान) भारत

Jain Vishva Bharati Institute
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'A' Grade by NAAC & 'A' Category by MHRD

Acharya Kalu Kanya Mahavidyalaya, JVBI, Ladnun

Date 16-02-2015

BOS Meeting regarding the syllabus of Geography of B.A. was held on 16-02-2015 at AKKM for revising the syllabus of Geography of B.A. according to the CBC system. Revision and modification of syllabus were made by experts as per requirement of the CBC system.

Following members were present in the meeting –

1. Prof. Sadhana Kothari, Udaipur
2. Prof. Gurinder Kaur, Patiala ✓ Gurinder kaur.
3. Assistant Prof. Dr. Savitri , AKKM, JVBI ✓ Savitri
4. Associate Prof. Samani Malli Pragya (Convener) malli.

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(विश्वविद्यालय अनुदान आयोग अधिनियम 1956 की धारा 3 के अन्तर्गत मान्य विश्वविद्यालय)
लाडनूँ - 341306 (राजस्थान) भारत

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'A' Grade by NAAC & 'A' Category by MHRD

Acharya Kalu Kanya Mahavidyalaya, JVBI, Ladnun

Date 14-02-2015

BOS Meeting regarding the syllabus of History of B.A. was held on 14-02-2015 at AKKM for revising the syllabus of History of B.A. according to the CBC system. Revision and modification of syllabus were made by experts as per requirement of the CBC system.

Following members were present in the meeting –

1. Prof. N.K. Chaturvedi, JNV University, Jodhpur
2. Prof. Santosh Vyas, Sujangarh
3. Assistant prof. Narendra Kumar Saini, AKKM, JVBI 14-2-15
4. Associate Prof. Samani Malli Pragya (Convener) malli.

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लाडनूँ - 341306 (राजस्थान) भारत

Jain Vishva Bharati Institute
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LADNUN-341306 (Rajasthan) INDIA

'A' Grade by NAAC & 'A' Category by MHRD

Acharya Kalu Kanya Mahavidyalaya, JVBI, Ladnun

Dated : 31.01.2015

BOS Meeting regarding the syllabus of Science of Living of B.A. was held on 31.01.2015 at AKKM for revising the syllabus of Science of living of B.A. accoriding CBC system. Revision and modification of syllabus were made by experts as per requirement of CBC system.

Following members were present in the meeting.

1- Prof. Suresh Lal Baranwal
2- Prof. Rita Bhalla
3- Prof. J.P.N. Mishra
4- Associate Prof. Samani Malli Prajna ji
5- Assist. Prof. Pradhyuman Singh
6- Assist. Prof. Yuvraj Singh
7- Dr. Hemlata Joshi
8- Smt. Nirmla Bhaskar
9- Dr. Vivek Maheshwari

Samani Malli Prajana

Principal : AKKM

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लाडनूँ - 341306 (राजस्थान) भारत

Jain Vishva Bharati Institute
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'A' Grade by NAAC & 'A' Category by MHRD

Acharya Kalu Kanya Mahavidyalaya, JVBI, Ladnun

Date 15-01-2015

BOS Meeting regarding the syllabus of Prakrit of B.A. was held on 15-01-2015 at AKKM for revising the syllabus of Prakrit of B.A. according to the CBC system. Revision and modification of syllabus were made by experts as per requirement of the CBC system.

Following members were present in the meeting –

1. Prof. Dayanand Bhargav, Jaipur
2. Prof. Sagarmal Jain, Shajapur
3. Prof. Damodar Shastri
4. Associate Prof. Samani Riju Pragya
5. Associate Prof. Samani Sangeet Pragya
6. Associate Prof. Samani Malli Pragya (Convener)

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Acharya Kalu Kanya Mahavidyalaya, JVBI, Ladnun

Date 13-01-2014

Subject – BOS Meeting

BOS Meeting Regarding the Syllabus of Jain Culture and Values of Life is going to be held on 15-01-2015, Time 2:30 p.m. at AKKM Conference Room.

Following Members are requested to attend the meeting –

1. Prof. Dayanand Bhargav
2. Prof. Sagarmal Jain
3. Prof. Damodar Shastri
4. Prof. Samani Chaitanya pragya
5. Associate Prof. Samani Riju Pragya
6. Associate Prof. Samani Malli Pragya (Convener)

Dr Samani Malli Pragya

Principle

Received
13/01/2015

B.A. SYLLABUS OLD AND NEW

S.No.	Subject	Name of Course (Semester Pattern)	Name of Course (CBCS Pattern)	Page No.
	B.A. SEM. I			
1.	General English	General English	General English	5-6
2.	अहिंसा एवं शांति (अहिंसा एवं अणुव्रत)	-	अहिंसा एवं अणुव्रत	7
3.	प्राकृत	आगम विद्या एवं प्राकृत साहित्य	आगम विद्या एवं प्राकृत साहित्य	8-9
4.	अहिंसा एवं शांति	अहिंसा और शांति भारतीय दृष्टि	अहिंसा और शांति भारतीय दृष्टि	10
5.	हिन्दी साहित्य	मध्यकालीन साहित्य	मध्यकालीन साहित्य	11-12
6.	English Literature	Poetry and Drama	Poetry and Drama	12-13
7.	संस्कृत व्याकरण एवं साहित्य	संस्कृत व्याकरण एवं साहित्य	संस्कृत व्याकरण एवं साहित्य (कालू कौमुदी)	13-15
8.	संस्कृत व्याकरण एवं साहित्य	संस्कृत व्याकरण एवं साहित्य (लघुसिद्धांत कौमुदी)	संस्कृत व्याकरण एवं साहित्य (लघुसिद्धांत कौमुदी)	15-16
9.	राजनीति विज्ञान	राजनीति विज्ञान के मूल आधार	राजनीति विज्ञान के मूल आधार	16-17
10.	जीवन विज्ञान	जीवन विज्ञान परिचय	जीवन विज्ञान के सिद्धान्त	18-19
11.	Social Work	Concept and Practice	Concept and Practice	20-21
12.	Information Technology	Fundamentals of it & application software – I	Fundamentals of it & application software – I	22-24
13.	PSYCHOLOGY	BASIC PSYCHOLOGICAL PROCESSES	BASIC PSYCHOLOGICAL PROCESSES	24-25
14.	इतिहास	प्राचीन भारत का इतिहास	प्राचीन भारत का इतिहास (प्रारंभ से 1206 ई. तक)	26-27
15.	Geography	Physical Geography	Physical Geography	28-29
16.	जैन विद्या	जैन इतिहास और संस्कृति	जैन इतिहास और संस्कृति	30-31
17.	जैन एवं जैनेतर दर्शन	जैन दर्शन के मौलिक सिद्धान्त	जैन दर्शन के मौलिक सिद्धान्त	31-33
	B.A. SEM. II			
18.	जैन संस्कृति एवं जीवन मूल्य (अनिवार्य पत्र)	जैन संस्कृति एवं जीवन मूल्य	जैन संस्कृति एवं जीवन मूल्य	34-35
19.	अहिंसा एवं शांति (अनिवार्य पत्र)	मानवाधिकार एवं कर्त्तव्य	मानवाधिकार एवं कर्त्तव्य	35-36
20.	आगम विद्या एवं प्राकृत साहित्य	प्राकृत व्याकरण एवं साहित्य	प्राकृत व्याकरण एवं साहित्य	36-38
21.	अहिंसा एवं शांति	अहिंसा का व्यवहार	अहिंसा और शांति : भारतीयेतर दृष्टि - I	38-39
22.	हिन्दी साहित्य	कथा साहित्य	उपन्यास एवं कथा साहित्य	39-40
23.	English Literature	Prose and Fiction	Prose and Fiction	41
24.	संस्कृत व्याकरण एवं साहित्य	संस्कृत व्याकरण एवं साहित्य	संस्कृत व्याकरण एवं साहित्य (कालूकौमुदी)	42-43

25.	संस्कृत व्याकरण एवं साहित्य	संस्कृत व्याकरण एवं साहित्य (लघु सिद्धांत कौमुदी)	संस्कृत व्याकरण एवं साहित्य (लघु सिद्धांत कौमुदी)	44-45
26.	राजनीति विज्ञान	प्रतिनिधि भारतीय राजनीतिक विचारक	प्रतिनिधि भारतीय राजनीतिक विचारक	46-47
27.	जीवन विज्ञान	योग एवं प्रेक्षाध्यान	योग एवं प्रेक्षाध्यान	47-48
28.	Social Work	Concept and Practice	Human Behaviour and Personality	49-50
29.	Information Technology	Fundanmentals Of It & Application Software – II	Fundanmentals Of It & Application Software – II	51-53
30.	PSYCHOLOGY	SOCIAL PSYCHOLOGY	SOCIAL PSYCHOLOGY	53-55
31.	इतिहास	भारतीय संस्कृति के मूलाधार	भारतीय संस्कृति के मूलाधार	55-56
32.	Geography	Human Geography	Geography of Rajasthan	56-58
33.	जैन विद्या	जैन तत्त्व विद्या	जैन तत्त्व विद्या	59
34.	जैन एवं जैनेतर दर्शन	भारतीय दर्शन	भारतीय दर्शन	60-62
	B.A. SEM. III			
35.	हिन्दी (अनिवार्य पत्र)	हिन्दी (अनिवार्य पत्र)	हिन्दी (अनिवार्य पत्र)	63
36.	Social Work	-	Introduction to Social Work	64-65
37.	आगम विद्या एवं प्राकृत साहित्य	प्राकृत व्याकरण एवं साहित्य	प्राकृत व्याकरण एवं साहित्य	65-67
38.	अहिंसा और शांति	अहिंसा और शांति–भारतीयेतर दृष्टि	अहिंसा और शांति–भारतीयेतर दृष्टि - II	68
39.	हिन्दी साहित्य	आधुनिक हिन्दी काव्य	आधुनिक हिन्दी काव्य	68-69
40.	English Literature	Poetry and Drama	Poetry and Drama	70-71
41.	संस्कृत	संस्कृत व्याकरण एवं साहित्य	संस्कृत व्याकरण एवं साहित्य (कालूकौमुदी)	71-72
42.	संस्कृत	संस्कृत व्याकरण एवं रचना	संस्कृत व्याकरण एवं साहित्य (लघुसिद्धान्त कौमुदी)	73-75
43.	राजनीति विज्ञान	प्रमुख राजनीतिक व्यवस्थायें	प्रमुख राजनीतिक व्यवस्थायें	76-77
44.	जीवन–विज्ञान	मूल्यपरक प्रशिक्षण	मूल्यपरक प्रशिक्षण	77-79
45.	Social Work	Society, Culture and Contemporary Concerns	Society, Culture and Contemporary Concerns	79-81
46.	Information Technology	Web Technologies	Web Technologies	81-82
47.	PSYCHOLOGY	Personality Psychology	BASIC PRINCIPLES OF PSYCHOLOGICAL ASSESSMENT	82-83
48.	इतिहास	मध्यकालीन भारत का इतिहास	मध्यकालीन भारत का इतिहास	83-84
49.	Geography	Geography of India	Human Geography	85-87
50.	जैन विद्या	जैन आचार मीमांसा	जैन आचार मीमांसा	87-88
51.	जैन एवं जैनेतर दर्शन	पाश्चात्य दर्शन	पाश्चात्य दर्शन	89-90
	B.A. SEM. IV			

52.	पर्यावरण (अनिवार्य पत्र)	पर्यावरण (अनिवार्य पत्र)	पर्यावरण (अनिवार्य पत्र)	91
53.	Social Work (Core elective)	-	Social Work Methods & Interventions	92
54.	आगम विद्या एवं प्राकृत साहित्य	प्राकृत व्याकरण एवं साहित्य	प्राकृत व्याकरण एवं साहित्य	93
55.	अहिंसा एवं शांति	अहिंसा एवं अणुव्रत	अहिंसा का व्यवहार	96
56.	हिन्दी साहित्य	गद्य साहित्य (नाटक, एकांकी, निबन्ध)	गद्य साहित्य (नाटक, एकांकी, निबन्ध)	97
57.	English Literature	Prose and Fiction	Prose and Fiction	98-99
58.	संस्कृत	संस्कृत व्याकरण एवं साहित्य	संस्कृत व्याकरण एवं साहित्य (कालूकौमुदी)	99-100
59.	संस्कृत	संस्कृत व्याकरण एवं साहित्य (लघुसिद्धांतकौमुदी)	संस्कृत व्याकरण एवं साहित्य (लघुसिद्धांतकौमुदी)	101-102
60.	राजनीति विज्ञान	भारतीय राजनीतिक व्यवस्था	भारतीय राजनीतिक व्यवस्था	103-104
61.	जीवन–विज्ञान	जीवन विज्ञान एवं स्वास्थ्य	जीवन–विज्ञान एवं स्वास्थ्य	104-105
62.	Social Work	Social Change and Development	Social Change and Development	106-107
63.	Information Technology	Advanced Web Technologies	Advanced Web Technologies	108-109
64.	Psychology	Psychopathology	Psychopathology	109-110
65.	इतिहास	राजस्थान के इतिहास का सर्वेक्षण	राजस्थान के इतिहास का सर्वेक्षण	110-111
66.	Geography	Economic Geography	Economic Geography	112-113
67.	जैन विद्या	जैन दर्षन के मौलिक तत्व	जैन दर्षन के मौलिक तत्व	114
68.	जैन एवं जैनेत्तर दर्शन	जैन न्याय और पाश्चात्य तर्कशास्त्र	जैन न्याय और पाश्चात्य तर्कशास्त्र	115-116
	B.A. SEM. V			
69.	अहिंसा और शांति (अनिवार्य पत्र)	अहिंसा और शांति : एक अध्ययन	-	117-118
70.	Basics of Computer (Compulsory)	-	Basics of Computer	118-119
71.	Psychology (Compulsory)	-	General Psychology-I	120-121
72.	आगम विद्या एवं प्राकृत साहित्य	प्राकृत भाषा व्याकरण एवं साहित्य	प्राकृत भाषा व्याकरण एवं साहित्य	121-122
73.	अहिंसा एवं शांति		शांति आंदोलन एवं संगठन	123
74.	हिन्दी साहित्य	प्रयोजन मूलक हिन्दी	हिन्दी साहित्य का इतिहास एवं काव्यशास्त्र	124-125
75.	English Literature	Poetry and Drama	Poetry and Drama	125-126
76.	संस्कृत	संस्कृत व्याकरण एवं साहित्य	संस्कृत व्याकरण एवं साहित्य (कालूकौमुदी)	127-128
77.	संस्कृत	लघुसिद्धांत कौमुदी	संस्कृत व्याकरण एवं साहित्य (लघुसिद्धांत कौमुदी)	129-130
78.	राजनीति विज्ञान	पाश्चात्य प्रतिनिधि राजनीति विचारक	पाश्चात्य प्रतिनिधि राजनीति विचारक	131-132
79.	जीवन–विज्ञान	जीवन विज्ञान के मनोवैज्ञानिक एवं आध्यात्मिक आधार	जीवन विज्ञान के मनोवैज्ञानिक सिद्धान्त	132-133

80.	Social Work	Social Work Research and Statistics	Social Work Research and Statistics	134-136
81.	Information Technology	Business Data Processing& Programming in Visual Basic I	Business Data Processing& Programming in Visual Basic I	137-139
82.	Psychology	Psychopathology	Personality Psychology	139-140
83.	इतिहास	आधुनिक भारत का इतिहास	आधुनिक भारत का इतिहास	141-142
84.	Geography	Geography of India	Geography of India	143-144
85.	जैन विद्या	ज्ञानमीमांसा एवं प्रमाणमीमांसा	ज्ञानमीमांसा एवं प्रमाणमीमांसा	145-146
86.	जैन एवं जैनेतर दर्शन	जैन दर्शन के दार्शनिक सिद्धांत	जैन दर्शन के दार्शनिक सिद्धांत एवं नीतिशास्त्र	146-148
	B.A. SEM. VI			
87.	Preksha life skills	Preksha life skills	Preksha life skills	148-149
88.	Psychology	-	General Psychology-II	150-151
89.	आगम विद्या एवं प्राकृत साहित्य	प्राकृत भाषा व्याकरण एवं साहित्य	प्राकृत भाषा व्याकरण एवं साहित्य	151-152
90.	अहिंसा एवं शांति	अहिंसा और शांति : एक अध्ययन	अहिंसा प्रशिक्षण	153-154
91.	हिन्दी साहित्य	निबन्ध साहित्य	प्रयोजनमूलक हिन्दी एवं अनुवाद	154-155
92.	English Literature	Prose and Fiction	Prose and Fiction	156
93.	संस्कृत	संस्कृत व्याकरण एवं साहित्य	संस्कृत व्याकरण एवं साहित्य (कालू कौमुदी)	157-158
94.	संस्कृत	संस्कृत व्याकरण एवं साहित्य	संस्कृत व्याकरण एवं साहित्य (लघुसिद्धान्त कौमुदी)	158-159
95.	राजनीति विज्ञान	अन्तर्राष्ट्रीय सम्बन्ध	अन्तर्राष्ट्रीय सम्बन्ध	160-161
96.	जीवन–विज्ञान	व्यक्तित्व विकास और प्रबंधन	व्यक्तित्व विकास और प्रबंधन	161-162
97.	Social Work	Social Work: Themes and Practice skills	Social Work: Themes and Practice skills	163-165
98.	Information Technology	Business Data Processing& Programming in Visual Basic II	Business Data Processing& Programming in Visual Basic II	165-166
99.	Psychology	Personality Psychology	Counseling and Guidance	167-168
100.	इतिहास	आधुनिक विश्व के इतिहास की रूपरेखा	आधुनिक विश्व के इतिहास की रूपरेखा	168-169
101.	Geography	Geographical Thought	Geographical Thought	170-171
102.	जैन विद्या	जैन दर्शन और विज्ञान	जैन दर्शन और विज्ञान	171-172
103.	जैन एवं जैनेतर दर्शन	नीतिशास्त्र	जैन दर्शन के दार्शनिक सिद्धान्त एवं नीतिशास्त्र	172-173

B.A. SYLLABUS INDEX

B.A. SEM. I	B.A. SEM. I
B.A. (First Year) **SUBJECT : GENERAL ENGLISH** **(Compulsory Paper)** **Semester-I** **M.M. : 75** **A. Grammar and Usage : 45** 1. Parts of Speech 2. Basic Sentence Patterns 3. Sentences beginning with 'It' and 'There' 4. Tenses 5. Phrasal Verbs 6. Articles and other Determiners 7. Direct & Indirect Speech 8. Active and Passive Voice 9. Modal Auxiliaries 10. Simple, Complex and Compound sentences. **B. Book : A Cavalcade of Modern English Prose 15** **Essays :** (1) Essentials of Education. (2) Testament. **C. Writing Skills: 15** (1) Paragraph Writing. (2) Letter & Application Writing **Books :** 1. A Textbook of General English for Undergraduate students by R.P. Bhatnagar, Rajul Bhargava, Jain Prakashan Mandir, 1024, Shinghiji ki Gali, Chaura Rasta, Jaipur-302 002. 2. English Grammar, Composition and Reference skills by R.P. Bhatnagar & Rajul Bhargava, Board of Secondary Education, Ajmer.	**B.A. (First Year)** **SUBJECT : GENERAL ENGLISH** **(Core Foundation Paper)** **Semester-I** **M.M. : 70** **Credit 3+1=4** **Objective:** 1. Students will be able to recognize and understand the meaning of targeted grammatical structures in written and spoken form. 2. Students will practice the grammar skills involved in writing sentences and short paragraphs. **Unite -I Grammar and Usage : 30** 1. Parts of Speech 2. Basic Sentence Patterns 3. Sentences beginning with 'It' and 'There' 4. Tenses 5. Phrasal Verbs 6. Articles and other Determiners 7. Direct & Indirect Speech 8. Active and Passive Voice 9. Modal Auxiliaries 10. Simple, Complex and Compound sentences. **Unite -II Book : A Cavalcade of Modern English Prose 15** **Essays :** (1) Essentials of Education (2) Testament **Unite -III Writing Skills 20** (1) Paragraph Writing (2) Letter & Application Writing

3. Text Book: A Cavalcade of Modern English Prose, R.P. Bhatnagar, Jain Pustak Mandir, Chaura Rasta, Jaipur.
4. R. Quirk et al (ed.) A Grammar of Contemporary English. Longman, London, 1972.
5. English for Indian Learners by R.P. Bhatnagar, University book house, (P), Jaipur.

Unite -IV Vocabulary **10**

(1) Word often confused (2) Antonyms and Synonyms

Outcome:

1. Students will begin to self-edit their oral and written production.
2. Students will make less grammatical errors.
3. Students will become clear of grammatical terms.
4. Students will get exposure of writing letters, application and paragraph.

Books :

1. A Textbook of General English for Undergraduate students by R.P. Bhatnagar, Rajul Bhargava, Jain Prakashan Mandir, 1024, Shinghiji ki Gali, Chaura Rasta, Jaipur-302 002.
2. English Grammar, Composition and Reference skills by R.P. Bhatnagar & Rajul Bhargava, Board of Secondary Education, Ajmer.
3. Text Book: A Cavalcade of Modern English Prose, R.P. Bhatnagar, Jain Pustak Mandir, Chaura Rasta, Jaipur.
4. R. Quirk et al (ed.) A Grammar of Contemporary English. Longman, London, 1972.
5. English for Indian Learners by R.P. Bhatnagar, University book house, (P), Jaipur.

स्नातक प्रथम वर्ष (अनिवार्य चयनित पत्र) समूह (द)

विषय– अहिंसा एवं शांति

पत्र– अहिंसा एवं अणुव्रत

सेमेस्टर – I

पूर्णांक : 50

क्रेडिट : 2+1+1=4

उद्देश्य–

1. अणुव्रत के विशेष संदर्भ में अहिंसा तत्त्व को समझाना।

इकाई–1

अणुव्रत का दार्शनिक आधार

इकाई–2

अणुव्रत का प्रायोगिक स्वरूप : अणुव्रत आन्दोलन

इकाई–3

अणुव्रत आन्दोलन के अहिंसक कार्यक्रम

इकाई–4

अणुव्रत आन्दोलन का सामाजिक/राजनीतिक स्वरूप

उपलब्धियाँ–

1. अणुव्रत आंदोलन को जानकर संयम की दिशा में आगे बढेंगे।

पाठ्य पुस्तक :

1. अणुव्रत दर्शन– आचार्य महाप्रज्ञ
2. अहिंसा और अणुव्रत– सिद्धान्त और प्रयोग– मुनि सुखलाल एवं आनन्दप्रकाश त्रिपाठी
3. गांधी पश्चात् शांति आंदोलन– प्रो. अनिल धर

प्रायोगिक– अंक 20

1. कायोत्सर्ग, महाप्राण ध्वनि, ज्योति केन्द्र पर श्वेत रंग का ध्यान।
2. आसन– शंशाकासन, योगमुद्रा
3. अनुप्रेक्षा– सहिष्णुता

4. अणुव्रत आचार संहिता

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (अ)
विषय–आगम विद्या एवं प्राकृत साहित्य
प्रथम पत्र–प्राकृत व्याकरण एवं साहित्य
सेमेस्टर – I

पूर्णांक : 75

1. तुलसी मंजरी (सूत्र 01 से 234 तक) 40

(सूत्र कंठस्थ एवं साधनिका)

(1) सूत्रार्थ

(2) रूप सिद्धि

(3) प्राकृत शब्द से हिन्दी शब्द

(4) हिन्दी शब्द से प्राकृत शब्द

2. प्राकृत स्वयं शिक्षक (पाठ 01 से 15 तक) 10

(1) शब्दार्थ

(2) धातु रूप, शब्द रूप

(3) हिन्दी से प्राकृत, प्राकृत से हिन्दी

3. दसवेआलियं (1, 2, 3, 4, 7, 9) 25

(1) सप्रसंग अनुवाद, व्याख्या

(2) आलोचनात्मक प्रश्न

(3) लघुत्तरात्मक प्रश्न

(4) वस्तुनिष्ठ प्रश्न

(5) शब्दार्थ

परीक्षा संबंधी विशेष निर्देश :

निबन्धात्मक प्रश्न में सूत्र की व्याख्या (अंक 7) और रूपसिद्धि (अंक 8) के दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा। निबन्धात्मक प्रश्न में दसवेआलियं ग्रन्थ से दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा।

पाठ्य पुस्तक :

1. तुलसी मंजरी–युवाचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं 1983
2. प्राकृत स्वयं शिक्षक–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (अ)
विषय–आगम विद्या एवं प्राकृत साहित्य
पत्र–प्राकृत व्याकरण एवं साहित्य
सेमेस्टर – I

पूर्णांक : 70

क्रेडिट : 3+1=4

उद्देश्य–

1. प्राकृत की परिभाषा, उसके साधारण नियम एवं स्वर परिवर्तन बताना।
2. प्राकृत स्वयं शिक्षक के माध्यम से प्राकृत में वाक्य बनाने का अभ्यास करवाना।
3. दसवेआलियं आगम का अध्ययन करवाना।

1. तुलसी मंजरी (सूत्र 01 से 234 तक) 35

(सूत्र कंठस्थ एवं साधनिका)

(1) सूत्रार्थ

(2) रूप सिद्धि

(3) प्राकृत शब्द से हिन्दी शब्द

(4) हिन्दी शब्द से प्राकृत शब्द

2. प्राकृत स्वयं शिक्षक (पाठ 01 से 20 तक) 10

(1) शब्दार्थ

(2) धातु रूप, शब्द रूप

(3) हिन्दी से प्राकृत, प्राकृत से हिन्दी में वाक्य रचना

3. दसवेआलियं (1, 2, 3, 4, 7, 9) 25

(1) सप्रसंग अनुवाद, व्याख्या

(2) आलोचनात्मक प्रश्न

(3) लघूत्तरात्मक प्रश्न

(4) वस्तुनिष्ठ प्रश्न

(5) शब्दार्थ

उपलब्धियाँ–

1. प्राकृत भाषा सीखने का विकास होगा।
2. दसवेआलियं के द्वारा आगम शैली से अवगत होंगे।

3. दसवैकालिक–वाचना प्रमुख, आचार्य तुलसी, जैन विश्व भारती, लाडनूं

संदर्भ ग्रन्थ :

1. प्राकृत व्याकरण (सिद्धहेमशब्दानुशासनम्–आचार्य हेमचन्द्रकृत) संस्कृत–हिन्दी व्याख्या सहित, व्याख्याकार–ज्ञानमुनि, प्रकाशन–आचार्यश्री आत्माराम जैन मॉडल स्कूल, दिल्ली 1974
2. प्राकृत व्याकरण (अंग्रेजी)–हेमचन्द्र, प्रकाशक भण्डारकर ओरियण्टल शोध संस्थान, पूना 1980
3. प्राकृत मार्गोपदेशिका–पं. बेचरदास जीवराज दोषी, मो. ला. ब. दास, दिल्ली 1968
4. प्राकृत वाक्य रचना बोध–युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं 1991
5. प्राकृत गद्य सोपान–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982
6. प्राकृत काव्य मंजरी–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982
7. प्राकृत रचना सौरभ–डॉ. के.सी सोगानी, अपभ्रंश अकादमी, जयपुर
8. प्राकृत रचना अभ्यास–डॉ. के.सी सोगानी, अपभ्रंश अकादमी, जयपुर
9. प्राकृत प्रबोध–डॉ. नेमीचन्द्र शास्त्री, चौखम्बा विद्या भवन, वाराणसी 1965
10. प्राकृत प्रवेशिका–(Translation of Introduction to Prakrit) बनारसदास जैन, ओरियण्टल बुक्स रिप्रिंट कॉरपोरेशन, दिल्ली 1968
11. प्राकृत प्रवेशिका–डॉ. कोमलचंद जैन, तारा बुक एजेन्सी, वाराणसी 1989

परीक्षा संबंधी विशेष निर्देश :

निबन्धात्मक प्रश्न में सूत्र की व्याख्या (अंक 7) और रूपसिद्धि (अंक 8) के दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा। निबन्धात्मक प्रश्न में दसवेआलियं ग्रन्थ से दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा।

पाठ्य पुस्तक :

1. तुलसी मंजरी–युवाचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं 1983
2. प्राकृत स्वयं शिक्षक–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982
3. दसवेआलियं–वाचना प्रमुख, आचार्य तुलसी, जैन विश्व भारती, लाडनूं

संदर्भ ग्रन्थ :

1. प्राकृत व्याकरण (सिद्धहेमशब्दानुशासनम्–आचार्य हेमचन्द्रकृत) संस्कृत–हिन्दी व्याख्या सहित, व्याख्याकार–ज्ञानमुनि, प्रकाशन–आचार्यश्री आत्माराम जैन मॉडल स्कूल, दिल्ली 1974
2. प्राकृत व्याकरण (अंग्रेजी)–हेमचन्द्र, प्रकाशक भण्डारकर ओरियण्टल शोध संस्थान, पूना 1980
3. प्राकृत मार्गोपदेशिका–पं. बेचरदास जीवराज दोषी, मो. ला. ब. दास, दिल्ली 1968
4. प्राकृत वाक्य रचना बोध–युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं 1991
5. प्राकृत गद्य सोपान–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982
6. प्राकृत काव्य मंजरी–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982
7. प्राकृत रचना सौरभ–डॉ. के.सी सोगानी, अपभ्रंश अकादमी, जयपुर
8. प्राकृत रचना अभ्यास–डॉ. के.सी सोगानी, अपभ्रंश अकादमी, जयपुर
9. प्राकृत प्रबोध–डॉ. नेमीचन्द्र शास्त्री, चौखम्बा विद्या भवन, वाराणसी 1965
10. प्राकृत प्रवेशिका–(Translation of Introduction to Prakrit) बनारसदास जैन, ओरियण्टल बुक्स रिप्रिंट कॉरपोरेशन, दिल्ली 1968
11. प्राकृत प्रवेशिका–डॉ. कोमलचंद जैन, तारा बुक एजेन्सी, वाराणसी 1989

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (अ)

विषय–अहिंसा एवं शांति

प्रथम पत्र–अहिंसा और शांति भारतीय दृष्टि

सेमेस्टर – I

पूर्णांक : 75

इकाई–1

अहिंसा, हिंसा का स्वरूप एवं क्षेत्र, अहिंसा का स्वरूप एवं आवश्यकता, अहिंसा का आदिस्त्रोत, अहिंसा व्यापक एवं विधायक, अहिंसा उच्च सक्रिय भावना।

इकाई–2

वेद एवं उपनिषद् में अहिंसा एवं शांति, सांख्य योग में अहिंसा एवं शांति, गीता एवं महाभारत–प्रवृत्ति बनाम निवृत्ति,

इकाई–3

जैन अहिंसा का स्वरूप, आधार एवं अहिंसा के विविध रूप, अहिंसा एक पर्यावरणीय सिद्धान्त

इकाई–4

बौद्ध–अपराध और पाप के प्रति बुद्ध का दृष्टिकोण, करुणा का दर्शन एवं अशोक की व्यावहारिक अहिंसा

इकाई–5

महात्मा गांधी एवं विनोबा का अहिंसा दर्शन, आचार्य महाप्रज्ञ का अहिंसा दर्शन

पाठ्य पुस्तक :

1. अहिंसा और शान्ति भारतीय दृष्टि–डॉ. अनिल धर
2. अहिंसा तत्व दर्शन–आचार्य महाप्रज्ञ

सन्दर्भ ग्रन्थ :

1. जैन धर्म में अहिंसा–वशिष्ट नारायण सिन्हा

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (अ)

विषय–अहिंसा एवं शांति

पत्र–अहिंसा और शांति भारतीय दृष्टि

सेमेस्टर – I

पूर्णांक : 70

क्रेडिट अलॉटेड : 3+1=4

उद्देश्य–

1. अहिंसा के स्वरूप की जानकारी देना।
2. भारतीय दर्शनों में वर्णित अहिंसा दर्शन से परिचित करवाना।

इकाई–1

अहिंसा, हिंसा का स्वरूप एवं क्षेत्र, अहिंसा का स्वरूप एवं आवश्यकता, अहिंसा का आदिस्त्रोत, अहिंसा व्यापक एवं विधायक, अहिंसा उच्च सक्रिय भावना।

इकाई–2

वेद एवं उपनिषद् में अहिंसा एवं शांति
सांख्य योग में अहिंसा एवं शांति

इकाई–3

गीता एवं महाभारत–प्रवृत्ति बनाम निवृत्ति, निष्काम कर्म, समत्व योग, दण्ड एवं अहिंसा

इकाई–4

जैन अहिंसा का स्वरूप, आधार एवं अहिंसा के विविध रूप, अहिंसा एक पर्यावरणीय सिद्धान्त

बौद्ध– अपराध और पाप के प्रति बुद्ध का दृष्टिकोण, करुणा का दर्शन एवं अशोक की व्यावहारिक अहिंसा

उपलब्धियाँ–

1. अहिंसा का स्वरूप जानेंगे।
2. भारतीय परिप्रेक्ष्य में अहिंसा दर्शन को समझेंगे।

पाठ्य पुस्तक :

1. अहिंसा और शान्ति भारतीय दृष्टि–डॉ. अनिल धर
2. अहिंसा तत्व दर्शन–आचार्य महाप्रज्ञ

सन्दर्भ ग्रन्थ :

1. जैन धर्म में अहिंसा–वशिष्ट नारायण सिन्हा

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (अ)

विषय–हिन्दी साहित्य

प्रथम पत्र–मध्यकालीन साहित्य

सेमेस्टर –I

पूर्णांक : 75

1. पाठ्य विषय–निर्धारित कवि एवं कविताएँ 45

(1) कबीर (1–6, 10–16, 18–20) साखियां

(2) जायसी–नागमती वियोग वर्णन

(3) सूरदास–विनय 1–5 भ्रमरगीत

(4) तुलसीदास–भरत महिमा

(5) मीरां–11पद

(6) देव

(7) बिहारी

(8) घनानन्द

2. व्याकरण–अलंकार (निम्नलिखित अलंकारों के लक्षण एवं उदाहरण) 15

अनुप्रास, यमक, श्लेष, स्वाभावोक्ति, उपमा, रूपक, उत्प्रेक्षा, व्यतिरेक, भ्रांतिमान, अपह्नुति)

3. द्रुत पाठ हेतु निर्धारित रचनाकार 15

रहीम, रसखान, केशवदास, पद्माकर, भूषण

संदर्भ पुस्तक : हिन्दी काव्य संग्रह, संपादक–हेमराज मीणा, मीरा सरीन, केन्द्रीय हिन्दी संस्थान, आगरा

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (अ)

विषय–हिन्दी साहित्य

पत्र–मध्यकालीन साहित्य

सेमेस्टर –I

पूर्णांक : 70

क्रेडिट : 3+1=4

उद्देश्य–

1. भक्तिकालीन काव्य एवं कवियों से परिचित करवाना।
2. साहित्य के विभिन्न रूपों की जानकारी प्रदान करना।
3. विभिन्न साहित्यकारों की काव्यशैलियों से परिचित करवाना।

इकाई 1

1. कबीर का व्यक्तित्व एवं कर्तृत्व– सामान्य परिचय
2. कबीर की काव्यगत विशेषताएं
3. कबीर के पद – 1 से 8 (हिन्दी काव्य संग्रह से)
   साखी – 1 से 15 (हिन्दी काव्य संग्रह से)

इकाई 2

1. जायसी एवं सूरदास का व्यक्तित्व एवं कर्तृत्व– सामान्य परिचय
2. जायसी एवं सूरदास की काव्यगत विशेषताएं
3. नागमती वियोग खण्ड– (प्रथम 15 पद जायसी ग्रंथावली/हिन्दी काव्य संग्रह)
4. सूरदास – विनय के पद– प्रथम 5 पद (हिन्दी काव्य संग्रह)
   भ्रमरगीत 6–13 पद (हिन्दी काव्य संग्रह)

इकाई 3

1. तुलसीदास का व्यक्तित्व एवं कर्तृत्व– सामान्य परिचय
2. तुलसीदास की काव्यगत विशेषताएं
3. भरत महिमा (हिन्दी काव्य संग्रह)

इकाई 4

1. मीरां एवं रसखान का व्यक्तित्व एवं कृतित्व– सामान्य परिचय
2. मीरां एवं रसखान की काव्यगत विशेषताएं
3. मीरां के पद (1 से 11 हिन्दी काव्य संग्रह)
4. रसखान के सवैया (1 से 13 सवैया हिन्दी काव्य संग्रह)

	उपलब्धियाँ– 1. भक्तिकालीन साहित्य से प्रेरणा प्राप्त कर जीवन में आध्यात्मिक मार्ग पर अग्रसर होंगे। 2'. विभिन्न साहित्यकारों की लेखनशैली से परिचित होकर स्वयं की लेखन शैली विकसित कर सकेंगे। 3. भक्तिकालीन साहित्य की जानकारी प्राप्त कर भावी प्रतियोगिता परीक्षाओं के लिये स्वयं को तैयार कर सकेंगे। **पाठ्य पुस्तक–** 1. हिन्दी काव्य संग्रह, संपादक–हेमराज मीणा, मीरा सरीन, केन्द्रीय हिन्दी संस्थान, आगरा **संदर्भ पुस्तक–** 1. जायसी ग्रंथावली सं. आ. रामचंद्र शुक्ल नागरी प्रचारिणी सभा, काशी 2. भ्रमरगीतसार सं. आ. रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, काशी 3. रामचरितमानस तुलसीदास, गीता प्रेस गोरखपुर 4. रसखान रचनावली, संपादक– विद्यानिवास मिश्र, वाणी प्रकाशन, नई दिल्ली
B.A. (First Year) (Optional Paper) Group - 'A' **English Literature** **Paper I: Poetry and Drama** **Semester-I** **MM : 75** **Unite - I** **Four one act plays 25** i. The Boor - Anton Chekhov. ii. The Dear Departed - Stanley Honghton. iii. Bishop's Candlesticks - Norman Mc Kinnel iv. The Little Man - John Galsworthy **Unite - II** **Poems from The Poet's Pen 25** i. All the World is a Stage - Shakespeare ii. Death the Leveller - James Shirley iii. From An Essay on Man - Alexander Pope iv. The Charge of the Light Brigade - A.L. Tennyson v. The Solitary Reaper - William Wordsworth vi. Abou Ben Adam - James Leigh Hunt	**B.A. (First Year) (Optional Paper) Group - 'A'** **Subject - English Literature** **Paper : Poetry and Drama** **Semester-I** **MM : 70** **Credit : 3+1=4** **Objectives -** 1. To enable the students to know about the Elizabethan poetry and Romantic Poetry. 2. To give them the knowledge of the Forms of Literature. 3. To make them aware about Indian poetry. **Unit-I Four one act plays 20** i. The Boor - Anton Chekhov. ii. The Dear Departed - Stanley Honghton. iii. Bishop's Candlesticks – Norman Mc Kinnel iv. The Little Man – John Galsworthy **Unit-II Poems from The Poet's Pen 15** i. All the World is a Stage – Shakespeare ii. Death the Leveller – James Shirley

Unite - III Poem from Indian Poetry in English 15

i. Where the Mind is Without Fear - R.N. Tagore
ii. The Master - Kabir
iii. The Lecturer - P. Lal
iv. Graft - K.N. Daruwalla

Unite - IV Tughlaq - Girish Karnad 10

Reference Books :

1. Paper-I : Poetry and Drama. Jain Vishva Bharati Institute, Ladnun, 2005
2. Tughlaq - Girish Karnad, Oxford University Press, New Delhi.
3. Poet's Pen : (ed.) Homai P' Dustoor, Oxford University Press.
4. Contemporary Indian Poetry in English - (ed.) Salim Peeradina, MacMillan, New Delhi, 1994.

iii. From An Essay on Man – Alexander Pope
iv. The Charge of the Light Brigade - A.L. Tennyson
v. Abou Ben Adam – James Leigh Hunt

Unit-III Poem from Indian Poetry in English 15

i. Where the Mind is Without Fear – R. N. Tagore
ii. The Master - Kabir
iii. The Lecturer - P. Lal
iv. Graft - K.N. Daruwalla

Unit-IV Tughlaq - Girish Karnad 20

Outcomes –

1. The students can understand poetry.
2. They learn the differences between the Figures of Speech and Forms of Literature.

(D)Reference and text Books :

1. Paper-I : Poetry and Drama. Jain Vishva Bharati Institute, Ladnun, 2005
2. Tughlaq - Girish Karnad, Oxford University Press, New Delhi.
3. Poet's Pen : (ed.) Homai P' Dustoor, Oxford University Press.
4. Contemporary Indian Poetry in English - (ed.) Salim Peeradina, MacMillan, New Delhi, 1994.

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (ब)
विषय : संस्कृत व्याकरण एवं साहित्य
प्रथम पत्र : संस्कृत व्याकरण एवं साहित्य
सेमेस्टर–I

M.M. : 75

1. कालू कौमुदी (पूर्वार्द्ध)–संज्ञा, सन्धि, स्यादि प्रकरण सूत्र (1–269) 40
2. वाक्य रचना बोध पाठ 1 से 17 15
3. सुप्रभातम् 10
4. नाममाला (श्लोक 01 से 30) 10

अंक विभाजन :

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (ब)
विषय : संस्कृत
पत्र : संस्कृत व्याकरण एवं साहित्य (कालू कौमुदी)
सेमेस्टर–I

पूर्णांक : 70

क्रेडिट : 3+1=4

उद्देश्य–

1. स्वरों एवं व्यंजनों का सामान्य ज्ञान करवाना।
2. शब्दों की सन्धि एवं सन्धि विच्छेद का अभ्यास करवाना।
3. लघु कथाओं से संस्कृत भाषा का अभ्यास करवाना।

1. कालू कौमुदी (पूर्वार्द्ध)–संज्ञा, सन्धि, स्यादि प्रकरण सूत्र (1–269) 40
2. वाक्य रचना बोध (पाठ 1 से 17) 10
3. सुप्रभातम् 10

(क) (अ) संज्ञा, सन्धि

(1) संज्ञा विधायक सूत्र

(2) सूत्रार्थ

(3) संधि विषयक प्रश्न

(ब) स्यादि प्रकरण

(1) रूपसिद्धि

(2) सूत्रार्थ

(3) शब्द रूपावली

(ख) वाक्य रचना बोध

(1) हिन्दी से संस्कृत अनुवाद

(2) संस्कृत से हिन्दी अनुवाद

(3) शब्दार्थ

परीक्षा संबंधी विशेष नोट – निबन्धात्मक प्रश्न में सूत्र की व्याख्या की दृष्टि से दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा। निबन्धात्मक प्रश्न में रूपसिद्धि की दृष्टि से दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा।

नोट – कालुकौमुदी और लघु सिद्धांत कौमुदी में से किसी एक पत्र का चयन करें।

पाठ्य पुस्तक :

1. कालू कौमुदी, आदर्श साहित्य संघ, चूरू
2. वाक्य रचना बोध, आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
3. सुप्रभातम्, आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
4. अभिधान चिंतामणि छठा काण्ड (श्लोक 01 से 30) 10

अंक विभाजन :

(1) (क) संज्ञा, सन्धि 40

(1) संज्ञा विधायक सूत्र
(2) सूत्रार्थ
(3) संधि विषयक प्रश्न

(ख) स्यादि प्रकरण

(1) रूपसिद्धि
(2) सूत्रार्थ
(3) शब्द रूपावली

(2) वाक्य रचना बोध 10

(1) हिन्दी से संस्कृत अनुवाद
(2) संस्कृत से हिन्दी अनुवाद
(3) शब्दार्थ

(3) सुप्रभातम् 10

(1) हिन्दी अनुवाद
(2) कथा सारांश

(4) अभिधान चिंतामणि 10

(1) दो श्लोक पूर्ति
(2) पर्यायवाची शब्द
(3) शब्दार्थ

उपलब्धियाँ–

1. स्वरों के ज्ञान से उच्चारण शुद्धि होगी।
2. संस्कृत भाषा को बोलने व समझने का अभ्यास होगा।
3. लेखन कला का विकास होगा।

परीक्षा संबंधी विशेष नोट – निबन्धात्मक प्रश्न में सूत्र की व्याख्या की दृष्टि से दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा। निबन्धात्मक प्रश्न में रूपसिद्धि की दृष्टि से दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से

संदर्भ ग्रंथ :

1. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

एक करना होगा।

नोट – कालूकौमुदी और लघु सिद्धांत कौमुदी में से किसी एक पत्र का चयन करें।

पाठ्य पुस्तक :

1. कालू कौमुदी, मुनि चौथमल आदर्श साहित्य संघ, चूरू
2. वाक्य रचना बोध, आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
3. सुप्रभातम्, आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
4. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी

संदर्भ ग्रंथ :

1. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (ब)
विषय : संस्कृत व्याकरण एवं साहित्य
प्रथम पत्र : संस्कृत व्याकरण एवं साहित्य (लघुसिद्धांत कौमुदी)
सेमेस्टर–I

M.M. 75

1. लघुसिद्धांत कौमुदी 40
संज्ञा, संधि, सुबन्त (अजन्त पुल्लिंग तक) प्रकरण सूत्र (1–215)

2. रचनानुवाद कौमुदी (पाठ 1 से 10) 15

3. सुप्रभातम् 10

4. अभिधान चिन्तामणि (श्लोक 1 से 30) 10

परीक्षा संबंधी नोट : उपर्युक्त प्रकरणों से शब्दार्थ, रूपसिद्धि और संधि विषयक प्रश्न पूछे जाऐंगे/परिभाषाएँ और शब्दरुप भी पूछे जायेंगे। रचनानुवाद कौमुदी से संस्कृत से हिन्दी अनुवाद व हिन्दी से संस्कृत अनुवाद पूछा जाऐगा।

नोट – कालु कौमुदी और लघु सिद्धांत कौमुदी में से किसी एक पत्र का चयन करें।

पाठ्युस्तक :

1. लघु सिद्धान्त कौमुदी, श्रीवरदराजकृत, संपादक–महेश सिंह, कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
2. रचनानुवाद कौमुदी, डॉ. कपिलदेव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (ब)
विषय : संस्कृत
पत्र : संस्कृत व्याकरण एवं साहित्य (लघुसिद्धांत कौमुदी)
सेमेस्टर–I

पूर्णांक 70

क्रेडिट : 3+1=4

उद्देश्य–

1. स्वरों एवं व्यंजनों का सामान्य ज्ञान करवाना।
2. शब्दों की सन्धि एवं सन्धि विच्छेद का अभ्यास करवाना।
3. लघु कथाओं से संस्कृत भाषा का अभ्यास करवाना।

1. लघुसिद्धांत कौमुदी 40
संज्ञा, संधि, सुबन्त प्रकरण (अजन्त पुल्लिंग तक) सूत्र (1–215)

2. रचनानुवाद कौमुदी (पाठ 1 से 10) 10

3. सुप्रभातम् 10

4. अभिधान चिन्तामणि छठां काण्ड (श्लोक 1 से 30) 10

उपलब्धियाँ–

	1. स्वरों के ज्ञान से उच्चारण शुद्धि होगी। 2. संस्कृत भाषा को बोलने व समझने का अभ्यास होगा। 3. लेखन कला का विकास होगा। **परीक्षा संबंधी नोट :** उपर्युक्त प्रकरणों से शब्दार्थ, रूपसिद्धि और संधि विषयक प्रश्न पूछे जाऐंगे/परिभाषाएँ और शब्द रूप भी पूछे जायेंगे। रचनानुवाद कौमुदी से संस्कृत से हिन्दी अनुवाद व हिन्दी से संस्कृत अनुवाद पूछा जाएगा। **नोट** – कालू कौमुदी और लघु सिद्धांत कौमुदी में से किसी एक पत्र का चयन करें। **पाठ्युस्तक :** 1. लघु सिद्धान्त कौमुदी, श्रीवरदराजकृत, संपादक–महेश सिंह, कुशवाहा, चौखम्बा विद्या भवन, दिल्ली 2. रचनानुवाद कौमुदी, डॉ. कपिलदेव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी 3. सुप्रभातम्, आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं 4. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी **संदर्भ ग्रंथ–** 1. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे
स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (ब) **विषय–राजनीति विज्ञान** **प्रथम पत्र–राजनीति विज्ञान के मूल आधार** **सेमेस्टर – I** **पूर्णांक : 75** **इकाई–1** राजनीति विज्ञान का पारम्परिक एवं अभिनव दृष्टिकोण, व्यवहारवाद एवं उत्तर–व्यावहारवाद **इकाई–2** राज्य : प्रकृति, राज्य का सावयव सिद्धान्त, कल्याणकारी राज्य की अवधारणा, अवधारणाएँ शक्ति, सत्ता, वैधता **इकाई–3** राजनीतिक व्यवस्था, राजनीतिक विकास, राजनीतिक आधुनिकीकरण **इकाई–4** लोकतंत्र एवं अधिनायकतंत्र, राजनीतिक दल, दबाव समूह, प्रतिनिधित्व के सिद्धान्त **इकाई–5**	**स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (ब)** **विषय–राजनीति विज्ञान** **पत्र–राजनीति विज्ञान के मूल आधार** **सेमेस्टर – I** **पूर्णांक : 70** **क्रेडिट : 3+1=4** **उद्देश्य–** 1. विद्यार्थियों को राजनीति विज्ञान के आधारभूत सिद्धान्तों की जानकारी देना। 2. विद्यार्थियों को राजनीति विज्ञान की विभिन्न अवधारणाओं से परिचित करवाना। 3. विद्यार्थियों की प्रतियोगी परीक्षाओं में तर्क शक्ति बढ़ाना। **इकाई–1** राजनीति विज्ञान का पारम्परिक एवं अभिनव दृष्टिकोण, व्यवहारवाद एवं उत्तर–व्यावहारवाद। **इकाई–2** राज्य : प्रकृति, राज्य का सावयव सिद्धान्त, लोक कल्याणकारी राज्य की

विधि का शासन एवं संविधानवाद, शासन के अंग एवं उनके कार्य (आधुनिक प्रवृत्तियों के सन्दर्भ में), राजनीतिक विचारधाराएँ : उदारवाद, आदर्शवाद, मार्क्सवाद, लोकतांत्रिक समाजवाद एवं अराजकतावाद

संन्दर्भ ग्रंथ :

1. Sir, E. Barker : Principles of Social and Political Theory, Calcutta, Oxford University, Press, 1976
2. N.P. Barry : Introduction to Modern Political Theory, London, Macmillan, 1995
3. M. Carnoy : The State and Political Theory, Princeton NJ, Princenton University, Press, 1984.
4. G. Catlin : A Study of the Principles of Politics, London and New Tork, Oxford University Press, 1930.
5. आर.सी. अग्रवाल–राजनीति शास्त्र के मूल आधार, एस. चांद एण्ड कम्पनी, नई दिल्ली
6. ए.सी. कपूर–राजनीति विज्ञान के सिद्धान्त, एस. चांद एण्ड कम्पनी, नई दिल्ली।
7. बी.आर. पुरोहित–राजनीति विज्ञान के मूल सिद्धान्त, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
8. पुखराज जैन–राजनीति के मूल आधार, साहित्य भवन पब्लिकेशन्स, आगरा
9. बी.एल. फड़िया–राजनीति विज्ञान के मूल आधार, कॉलेज बुक हाउस, जयपुर

अवधारणा

इकाई–3

राजनीतिक व्यवस्था, राजनीतिक विकास, राजनीतिक आधुनिकीकरण, राजनैतिक दल, दबाव समूह, प्रतिनिधित्व के सिद्धान्त।

इकाई–4

राजनीतिक विचारधाराएँ : उदारवाद, आदर्शवाद, मार्क्सवाद, लोकतांत्रिक समाजवाद एवं अराजकतावाद

उपलब्धियाँ–

1. विद्यार्थी राजनीति विज्ञान के आधारभूत सिद्धान्तों को जान सकेंगे।
2. विभिन्न अवधारणाओं के तुलनात्मक अध्ययन से वैज्ञानिक दृष्टिकोण का विकास कर सकेंगे।
3. परम्परागत एवं आधुनिक राजनीतिक सिद्धान्तों की जानकारी प्राप्त कर सकेंगे।

संन्दर्भ ग्रंथ :

1. Sir, E. Barker : Principles of Social and Political Theory, Calcutta, Oxford University, Press, 1976
2. N.P. Barry : Introduction to Modern Political Theory, London, Macmillan, 1995
3. M. Carnoy : The State and Political Theory, Princeton NJ, Princenton University, Press, 1984.
4. G. Catlin : A Study of the Principles of Politics, London and New Tork, Oxford University Press, 1930.
5. आर.सी. अग्रवाल–राजनीति शास्त्र के मूल आधार, एस. चांद एण्ड कम्पनी, नई दिल्ली
6. ए.सी. कपूर–राजनीति विज्ञान के सिद्धान्त, एस. चांद एण्ड कम्पनी, नई दिल्ली।
7. बी.आर. पुरोहित–राजनीति विज्ञान के मूल सिद्धान्त, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
8. पुखराज जैन–राजनीति के मूल आधार, साहित्य भवन पब्लिकेशन्स, आगरा
9. बी.एल. फड़िया–राजनीति विज्ञान के मूल आधार, कॉलेज बुक हाउस, जयपुर

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (ब)

विषय–जीवन विज्ञान

प्रथम पत्र–जीवन विज्ञान परिचय

सेमेस्टर – I

पूर्णांक : 55

इकाई–1 भारतीय संस्कृति

(अ) भारतीय संस्कृति की विशेषताएं, सांस्कृतिक संकट व उनके कारण

(ब) संस्कृति सुरक्षा के प्रयास, संस्कृति सुरक्षा के उपाय

(स) जीवन विज्ञान की ऐतिहासिक पृष्ठभूमि

(द) जीवन विज्ञान का स्वरूप, प्रविधियां और मूल अंग

इकाई–2 जीवन विज्ञान का अन्य विद्या शाखाओं से सम्बन्ध एवं उपयोगिता

(अ) जीवन विज्ञान और शरीर विज्ञान

(ब) जीवन विज्ञान और मनोविज्ञान, जीवन विज्ञान और पर्यावरण

(स) व्यक्तित्व विकास और जीवन विज्ञान, सामाजिक जीवन में जीवन विज्ञान

(द) शिक्षा में जीवन विज्ञान

इकाई–3 अनेकांत और उसके व्यवहारिक प्रयोग

(अ) अनेकांत का अर्थ व स्वरूप

(ब) अनेकांत के आधारभूत तत्त्व : सहअस्तित्व, सापेक्षता, समन्वय

(स) परिवार और अनेकांत, समाज और अनेकांत, लोकतंत्र और अनंकांत

(द) अहिंसा और अनेकांत, विश्वशांति और अनेकांत

इकाई–4 अहिंसा

(अ) अहिंसा का अर्थ, परिभाषा एवं स्वरूप

(ब) विभिन्न धर्मों में अहिंसा

(स) जीवन शैली और अहिंसा, और आहार

(द) अहिंसा और आसन, हिंसा के कारण मानसिक तनाव

इकाई–5 अणुव्रत और अहिंसा

(अ) व्रत का स्वरूप व महत्त्व,

(ब) अणुव्रत का प्रतिरोधात्मक स्वरुप

(स) अणुव्रत आंदोलन का स्वरूप, महत्त्व एवं प्रासंगिकता,

(द) स्वस्थ समाज संरचना का आधार : अणुव्रत

प्रायोगिक भाग 20

1. समस्त यौगिक क्रियाएं

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (ब)

विषय–जीवन विज्ञान

पत्र–जीवन विज्ञान के सिद्धान्त

सेमेस्टर – I

पूर्णांक : 50

क्रेडिट : 2+1+1=4

उद्देश्य–

1. भारतीय संस्कृति की जानकारी देना।
2. जीवन विज्ञान के उद्‌भव और विकास को समझाना।
3. जीवन विज्ञान के मूल अंगों से परिचित करवाना।
4. अनेकांत और अहिंसा के सैद्धांतिक और प्रायोगिक बिन्दुओं को समझाना।

इकाई–1 भारतीय संस्कृति

(अ) भारतीय संस्कृति की विशेषताएं, सांस्कृतिक संकट व उनके कारण

(ब) संस्कृति सुरक्षा के प्रयास, संस्कृति सुरक्षा के उपाय

(स) जीवन विज्ञान की ऐतिहासिक पृष्ठभूमि

इकाई–2 जीवन विज्ञान का अन्य विद्या शाखाओं से सम्बन्ध एवं उपयोगिता

(अ) जीवन विज्ञान का स्वरूप, प्रविधियां और मूल अंग

(ब) जीवन विज्ञान और शरीर विज्ञान

(स) जीवन विज्ञान और मनोविज्ञान

(द) शिक्षा में जीवन विज्ञान

इकाई–3 अनेकांत और उसके व्यावहारिक प्रयोग

(अ) अनेकांत का अर्थ व स्वरूप

(ब) अनेकांत के आधारभूत तत्त्व : सहअस्तित्व, सापेक्षता, समन्वय, सप्रतिपक्ष, स्वतंत्रता

(स) परिवार और अनेकांत, समाज और अनेकांत

(द) अहिंसा और अनेकांत

इकाई–4 अहिंसा

(अ) अहिंसा का अर्थ, परिभाषा एवं स्वरूप

(ब) विभिन्न दर्शनों में अहिंसा

(स) जीवन शैली और अहिंसा, अहिंसा और आहार

(द) अहिंसा और आसन, हिंसा के कारण, मानसिक तनाव

उपलब्धियाँ–

2. आसन–उत्तानपादासन, पवनमुक्तासन, शंशाकासन, सुप्तव्रजासन
3. प्राणायाम–चन्द्रभेदी व सूर्यभेदी प्राणायाम
4. सम्पूर्ण कायोत्सर्ग

पाठ्यपुस्तक :

1. जीवन विज्ञान सिद्धान्त, समणी श्रेयसप्रज्ञा, जैन विश्वभारती विश्वविद्यालय, लाडनूं

संदर्भ पुस्तकें :

1. जीवन विज्ञान की रूपरेखा, समाकलन–मुनि धर्मेश, जैन विश्वभारती संस्थान, लाडनूं

1. भारतीय संस्कृति की सुरक्षा के उपायों की जानकारी प्राप्त कर सकेंगे।
2. जीवन–विज्ञान विषय को जान सकेंगे।
3. वर्तमान में अनेकान्त की प्रासंगिकता को जान सकेंगे।
4. विश्व शान्ति एवं आतंकवाद के निवारण में अहिंसा की भूमिका को जान सकेंगे।

प्रायोगिक भाग अंक : 20

1. समस्त यौगिक क्रियाएं
2. आसन–उत्तानपादासन, पवनमुक्तासन, शंशाकासन, सुप्तव्रजासन
3. प्राणायाम–चन्द्रभेदी व सूर्यभेदी प्राणायाम
4. सम्पूर्ण कायोत्सर्ग

पाठ्यपुस्तक :

1. जीवन–विज्ञान सिद्धान्त, समणी श्रेयसप्रज्ञा, जैन विश्वभारती विश्वविद्यालय, लाडनूं

संदर्भ पुस्तकें :

1. जीवन–विज्ञान की रूपरेखा, समाकलन– मुनि धर्मेश, जैन विश्वभारती संस्थान, लाडनूं
2. जीवन–विज्ञान शिक्षा का नया आयाम– आचार्य महाप्रज्ञ, तुलसी अध्यात्म निडम प्रकाशन, लाडनूं
3. अनेकांत तीसरा नेत्र– आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
4. जीवन–विज्ञान शिक्षक संदर्शिका– मुनि किशनलाल, जैन विश्व भारती, लाडनूं
5. जीवन–विज्ञान प्रायोगिक– डॉ. अशोक भास्कर
6. जीवन विज्ञान, प्रेक्षाध्यान और योग– समणी मल्लि प्रज्ञा

B.A. First Year (Optional Subject) (Group B)
Subject : Social Work
Paper I-Concept and Practice
Semester-I

MM : 75

Objectives:

1. Understand the basic Social Work concepts, principles, theories & its application in social work profession.
2. Understand the history of Social Work Profession in India & abroad.
3. Understand the basic values and principles of Social Work profession.

Unit I

Basic concepts related to Social Work: Social Work, Social Service and Social Development, Social Welfare, Social Reform, Social Justice and Social Security, Empowerment.

Unit -II

Social Work: Concept, Meaning, Definitions, Principles, Basic Assumptions, Objectives, Nature and Scope

Unit-III

Historical Development of Social Work in India and Abroad, Social Work as a Profession

Unit-IV

Social Case Work: Meaning, Objectives and Principles and Process. Social Group Work: Meaning, Objectives, Principles and Skills, Community Organisation: Meaning, Objectives and Principles

Unit-V

Social Welfare Administration: Concept, Meaning, Definitions and areas, and Social Work Research: Concept, Meaning, Definitions, Objectives and Steps, Social Action: Concept, Meaning, Definitions, models, Strategies.

Outcome-

1. Student will Understand the basic Social Work concepts, principles, theories & its application in social work profession.
2. Student will Understand the history of Social Work Profession in India & abroad.
3. Student will Understand the basic values and principles of Social Work profession.

Reference:

B.A. First Year (Optional Subject) (Group B)
Subject : Social Work
Paper - Social Work: Concept and Practice
Semester – I

M.M. : 70
Credit : 3+1=4

Objectives:

1. Understand the basic Social Work concepts, principles, theories & its application in social work profession.
2. Understand the history of Social Work Profession in India & abroad.
3. Understand the basic values and principles of Social Work profession.

Unit 1: Basic Concepts Related to Social Work

Basic concepts related to Social Work: Social Work, Social Service and Social Development, Social Welfare, Social Reform, Social Justice and Social Security, Empowerment.

Unit –2: Social Work: Concept and Historical Development

Social Work: Concept, Meaning, Definitions, Principles, Basic Assumptions, Objectives, Nature and Scope

Historical Development of Social Work in India and Abroad, Social Work as a Profession

Unit-3: Methods of Social Work-I

Social Case Work: Meaning, Objectives and Principles and Process. Social Group Work: Meaning, Objectives, Principles and Skills, Community Organisation: Meaning, Objectives and Principles

Unit-4: Methods of Social Work-II

Social Welfare Administration: Concept, Meaning, Definitions and areas, and Social Work Research: Concept, Meaning, Definitions, Objectives and Steps, Social Action: Concept, Meaning, Definitions, models, Strategies.

Outcome-

1. Student will understand the basic Social Work concepts, principles, theories & its application in social work profession.
2. Student will understand the history of Social Work Profession in

1. Banerjee, G.R. Papers on Social Work, Mumbai: T.I.S.S. 2000
2. Dominelli, L. Social Work: Theory and Practice for a Changing Profession, UK: Polity. 2004
3. Nair, T.K. Social Work Education and Social Work Practice in India, Madras: Association of Schools of Social Work. 1981
4. Wadia, A.R. (Eds.) History and Philosophy of Social Work in India, Mumbai: Allied Publisher Private Ltd.1968
5. Compton, B.R. Social Work Processes, Ilinois: The Dorsey Press.1979
6. Gore, M.S. Social Work and Social Work Education, New Delhi: Asi Publishing House.1965
7. Healy, Karen Social Work Practices, London: Sage Publications.2000
8. Jacob, K.K. Social Work Education in India, N. Delhi: Himanshu publications. 1999
9. Woodroofe, K. From Charity to Social Work - In England and the United States, London: Routeledge & Kegan Paul. 2000
10. पाण्डेय, तेजस्कर, पाण्डेय, ओजस्कर, समाज कार्य, भारत बुक सेन्टर, 17, अशोक मार्ग, लखनऊ।
11. डॉ. सिंह, सुरेन्द्र, मिश्र पी.डी., समाज कार्य, इतिहास दर्शन प्रणालियां, न्यू रॉयल बुक कम्पनी, प्रथम तल, सह ट्रेड सेन्टर, 32/16, वाल्मिकी मार्ग, लालबाग, लखनऊ, 2004।
12. मदन, जी.आर., समाज कार्य, विवेक प्रकाशन, दिल्ली, 1996।
13. डॉ. कुमार, गिरीश, समाज कार्य के क्षैत्र, महात्मा गांधी मार्ग, लखनाऊ, यू.पी., 1996
14. शास्त्री, राजाराम, समाज कार्य, उत्तरप्रदेश, दिल्ली संस्थान, राजश्री पुरु ोत्तमदास टण्डन, हिन्दी भवन 6, महात्मागांधी मार्ग, लखनऊ, 1989।

India & abroad.

3. Student will Understand the basic values and principles of Social Work profession.

Reference:

1. Banerjee, G.R. Papers on Social Work, Mumbai: T.I.S.S. 2000
2. Dominelli, L. Social Work: Theory and Practice for a Changing Profession, UK: Polity. 2004
3. Nair, T.K. Social Work Education and Social Work Practice in India, Madras: Association of Schools of Social Work. 1981
4. Wadia, A.R. (Eds.) History and Philosophy of Social Work in India, Mumbai: Allied Publisher Private Ltd.1968
5. Compton, B.R. Social Work Processes, Ilinois: The Dorsey Press.1979 6. Gore, M.S. Social Work and Social Work Education, New Delhi: Asi Publishing House.1965
7. Healy, Karen Social Work Practices, London: Sage Publications.2000
8. Jacob, K.K. Social Work Education in India, N. Delhi: Himanshu publications. 1994
9. Woodroofe, K. From Charity to Social Work - In England and the United States, London: Routeledge & Kegan Paul. 2000
10. पाण्डेय, तेजस्कर, पाण्डेय, ओजस्कर, समाज कार्य, भारत बुक सेन्टर, 17, अशोक मार्ग, लखनऊ।
11. डॉ. सिंह, सुरेन्द्र, मिश्र पी.डी., समाज कार्य, इतिहास दर्शन प्रणालियां, न्यू रॉयल बुक कम्पनी, प्रथम तल, सह ट्रेड सेन्टर, 32/16, वाल्मिकी मार्ग, लालबाग, लखनऊ, 2004।
12. मदन, जी.आर., समाज कार्य, विवेक प्रकाशन, दिल्ली, 1996।
13. डॉ. कुमार, गिरीश, समाज कार्य के क्षैत्र, महात्मा गांधी मार्ग, लखनाऊ, यू.पी., 1996
14. शास्त्री, राजाराम, समाज कार्य, उत्तरप्रदेश, दिल्ली संस्थान, राजश्री पुरूषोत्तमदास टण्डन, हिन्दी भवन 6, महात्मागांधी मार्ग, लखनऊ, 1989।

B.A I Year (Optional Subject) Group C
Subject: Information Technology
Semester I
Paper I : FUNDANMENTALS OF IT & APPLICATION SOFTWARE – I
Time : 3hrs.
M.M. 55

Preamble: This paper is intended to be a first basic course for the students of Information Technology. It would expose the students to the evolution of the information technology and all the introductory knowledge. It would also expose the students to use of Application Software.

Course Contents:

Unit I

Computer Fundamentals:

- Introduction to Computers
- Block Diagram of Computers
- Characteristics of Computer
- Applications of Computers
- Classification of Computers

Unit II

Input/output Devices

- Need of Input/output Devices
- Input Devices – Keyboard, Mouse, Joystick, Trackball, Light Pen, Touch Screen, Scanner, Digitizer, OMR, OCR ,MICR, Bar Code Reader

Output Devices

- Monitor-CRT, LCD, LED
- Printers - Classification of Printers: Impact & non impact, Character, page and line Printers

Computer Memory

- Memory Definition, Types of Memory- Primary Memory & Secondary Memory
- Primary Memory- RAM and ROM
- Types of RAM – Static & Dynamic
- Types of ROM- PROM, EPROM, EEPROM

B.A I Year (Optional Subject) (Group C)
Subject: Information Technology
Paper: FUNDANMENTALS OF IT & APPLICATION SOFTWARE– I
Semester I

M.M. 50
Credit : 2+1+1=4

Objective:

This paper is intended to be the first basic course for the students of Information Technology. The main objectives of this course are;

- It will expose the students to the fundamentals of the IT
- Students will be having the introductory knowledge of the MS-Windows
- Practically students will be able to use MS-PowerPoint and MS-Word.

Course Contents:

Unit I: Introduction to Computers

Introduction

- Application of Computers
- Block diagram of computer
- Types of computers and features
- Mini Computers
- Micro Computers
- Mainframe Computers
- Super Computers

Data Organization

- Drives
- Files
- Directories/Folder

Types of Memory (Primary And Secondary)

- RAM
- ROM
- PROM
- EPROM
- Secondary Storage Devices (FD, CD,DVD, HD,Pen drive)

- Secondary Storage Devices - Magnetic Tape, Magnetic Hard Disk, Optical Disc- CD and DVD, Pen Drive

Unit III

Software Concepts

- Types of Software- Application & System Software
- Programming Languages
  - Low Level – Machine & Assembly Language
  - High Level Languages – 3rd & 4th Generation Language
- Language Processors- Assembler, Compiler & Interpreter
- Operating System
  - Functions of Operating System
  - Types of Operating System- Single User, Multiuser, Time Sharing, Multi Tasking, Multi Processing

Unit IV

MS-Windows

- Introduction to MS-Windows
- Features of Windows
- Basic Components of Windows operating system-Start button, Desk Top, My Computer, Recycle bin, Task Bar, Icons & System Tray
- Control Panel
- Types of Window- Application, Document, Dialog
- File and Folder Management
- Accessories – Notepad, WordPad, Paint, Calculator

MS-Word

- Introduction to MS-Word
- Creating Documents
- Toolbars – Menu, Standard, Formatting, Drawing
- Formatting-
  - Page-Size, Margins, Paragraph- Line Space, Indent, Tab
- Text – Font, size, color, effect
- Header and footer
- Bullets and Numbering
- Correcting Errors- Dictionary
- Insert files and Pictures
- Tables
- Mail Merge
- Printing Documents

Unit II

Devices

- Input Devices – Keyboard, Mouse, Joystick, Trackball, Light Pen, Touch Screen, Scanner, Digitizer, OMR, OCR ,MICR, Bar Code Reader
- Output Devices - Monitor, Printers, Plotter

Types of Software- Application & System Software

Language Processors- Assembler, Compiler & Interpreter

Types of Programming Languages

- Machine Languages
- Assembly Languages
- High Level Languages

Operating System

- Functions of Operating System
- Types of Operating System

Unit III

Introduction to MS-Windows

- Features of Windows
- Basic Components of Windows operating system-Start button, Desk Top
- My Computer, Recycle bin, Task Bar, Icons & System Tray
- Control Panel
- File and Folder Management

Concept of Word processor and its application

Ms-Word

- Ms-Word Window Layout
- Creating and Formatting Documents
- Editing Documents
- Creating and Editing Tables
- Mail Merge
- Printing Documents

Unit IV

Introduction & Application of MS-Powerpoint

- Power Point Slide Creation
- Slide Layout
- Views

Unit V

MS-Power Point

- Introduction to Power point
- Power Point Slide Creation
  - Slide Layout
  - Views
  - Adding content to slide- Text, Graphics, Sound, Video
- Applying Slide Transition
- Custom Animation
- Slide Show

Practical: **MM20**

As per given in unit IV & V of above paper

- General use of Windows Operating System
- Creating document in MS-Word like Advertisement, Letter, Tables, Mail Merge etc
- Exercise based on mail merge

- Adding content to slide- Text, Graphics, Sound, Video
- Applying Slide Transition
- Custom Animation
- Slide Show

Outcome:

- Students will apply the knowledge of IT practically in their day to day life.
- Students will be able to work on computers comfortably.
- Students will be able to create well formatted documents and attractive presentations.

Reference Books/Website

1. http://www.tutorialspoint.com/computer_fundamentals/index.htm
2. http://www.gcflearnfree.org/office
3. Rapidex computer course by Pustak Mahal Editorial Board, Unicorn Books,2012
4. Fundamentals of computers (English) Ist Edition by Reema Thareja, Oxford University Press, 2014

Practical: **MM 20**

- General use of Windows Operating System
- Creating document in MS-Word like Advertisement, Letter, Tables, Mail Merge etc

B.A. Ist Year (Optional Subject) (Group C)

SUBJECT - PSYCHOLOGY

PAPER - BASIC PSYCHOLOGICAL PROCESSES

SEMSTER - I

Marks 50

Objective:

1. To understand the fundamental principles of Psychology of human behaviour.
2. To understand the functional inter relationship of different concepts of Psychology.

Unit-I : Introduction:

Meaning and definition of Psychology.
Goals of psychology.
Approaches: biological and psychodynamic.

Unit-II :Sensory - Perceptual Processes:

Visual and auditory: structure and functions.

B.A. Ist Year (Optional Subject) (Group C)

SUBJECT - PSYCHOLOGY

PAPER - BASIC PSYCHOLOGICAL PROCESSES

SEMSTER - I

Marks 50

Credit : 2+1+1=4

Objective:

1. To understand the fundamental principles of Psychology of human behaviour.
2. To understand the functional inter relationship of different concepts of Psychology.

Unit-I : Introduction:

Meaning and definition of Psychology.
Goals of psychology.

Perceptual organization.
Determinants of perception .
Form, Space and Depth Perception.

Unit-III : Learning:
Meaning and definition of learning.
Classical conditioning and operant conditioning.
Transfer of training.
Extinction and spontaneous recovery.

Unit-IV : Memory and Forgetting :
Encoding, storage & retrieval process
Short term and long term memory
Forgetting : Decay and interference.

BOOKS:-

1. Baron, R.A. Psychology: The essential sciences, New York; Allyn & Bacon.
2. Limbardo, P.G. & Weber, A.L.: Psychology, New York, Harper Collins College Publisher.
3. Lefton, L.A., Psychology, Boston; Allyn & Baron.
4. Morgan and King: Introduction to Psychology.
5. Singh, A.K.: Uchatar Samanya Manovigyan.
6. Azimurrahman: Samanya Manovigyan.

PRACTICALS M.M. 20

1. Measuring memory.
2. Measuring intelligence through verbal intelligence test
3. Measuring the level of emotional maturity.
4. Measuring achievement motivation.
5. Assessment of personality.

Note :- The department may change the practical depending on the availability of the apparatus and recent developments.

Approaches: biological and psychodynamic.

Unit-II : Sensory - Perceptual Processes:
Visual and auditory: structure and functions.
Perceptual organization.
Determinants of perception .
Form, Space and Depth Perception.

Unit-III : Learning:
Meaning and definition of learning.
Classical conditioning and operant conditioning.
Transfer of training.
Extinction and spontaneous recovery.

Unit-IV : Memory and Forgetting :
Encoding, storage & retrieval process
Short term and long term memory
Forgetting : Decay and interference.

BOOKS:-

1. Baron, R.A. Psychology: The essential sciences, New York; Allyn & Bacon.
2. Limbardo, P.G. & Weber, A.L.: Psychology, New York, Harper Collins College Publisher.
3. Lefton, L.A., Psychology, Boston; Allyn & Baron.
4. Morgan and King: Introduction to Psychology.
5. Singh, A.K.: Uchatar Samanya Manovigyan.
6. Azimurrahman: Samanya Manovigyan.

PRACTICALS Marks 20

1. Measuring memory.
2. Measuring intelligence through verbal intelligence test
3. Measuring the level of emotional maturity.
4. Measuring achievement motivation.
5. Assessment of personality.

Note :- The department may change the practical depending on the availability of the apparatus and recent developments.

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह–स

सेमेस्टर–I

विषय : इतिहास

प्रथम पत्र : प्राचीन भारत का इतिहास

M.M. : 75

इकाई–1

प्राचीन भारतीय इतिहास की जानकारी के प्रमुख स्त्रोत–पुरातात्विक, साहित्यिक एवं विदेशी यात्रियों के वृत्तान्त। जैन स्त्रोत–आगम ग्रन्थ। सिन्धुघाटी सभ्यता–खोज, विस्तारक्षेत्र, कालक्रम, नगर योजना, आर्थिक स्थिति, सामाजिक स्थिति, कला एवं पतन। वैदिक सभ्यता–ऋग्वैदिक काल एवं उत्तरवैदिक काल–मूल निवास, स्थान, राजनैतिक, आर्थिक एवं सामाजिक स्थिति।

इकाई –2

सोलह महाजनपदों का उदय एवं गणतन्त्रीय शासन प्रणाली। मगध का अभ्युदय। मौर्य वंश–चन्द्रगुप्त मौर्य की उपलब्धियां, सम्राट अशोक की नीतियाँ। अशोक का धम्म, मार्य प्रशासन, मौर्य साम्राज्य का पतन।

इकाई–3

शुंग वंश–पुष्यमित्र शुंग की उपलब्धियाँ। सातवाहन वंश–गौतमी पुत्र शातकर्णी की उपलब्धियाँ। शक वंश–रूद्रदामन प्रथम की उपलब्धियाँ। कुषाण वंश–कनिष्क प्रथम की उपलब्धियाँ। शुंग–सातवाहन–कुषाणकालीन संस्कृति, व्यापार वाणिज्य का विस्तार एवं आर्थिक प्रगति।

इकाई–4

गुप्तवंश–जानकारी के स्त्रोत, राजनीतिक इतिहास एवं प्रशासन। गुप्तकालीन संस्कृति (इतिहास का स्वर्णकाल)–कला, साहित्य, एवं विज्ञान की उन्नति।

इकाई–5

गुप्तोत्तर भारत–हर्षवर्धन की राजनीतिक एवं सांस्कृतिक उपलब्धियां। संगम युग–साहित्य समाज एवं संस्कृति। भोज परमार के नेतृत्व में परमार वंश का साम्राज्य विस्तार एवं सांस्कृतिक उत्थान। चोल प्रशासन की मुख्य विशेषतायें। राजपूत राज्यों के पतन के उत्तरदायी कारण। सुदूर दक्षिण में जैन धर्म का प्रचार–प्रसार।

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह–स

सेमेस्टर–I

विषय : इतिहास

पत्र : प्राचीन भारत का इतिहास

(प्रारंभ से 1206 ई. तक)

पूर्णांक : 70

क्रेडिट : 3+1=4

उद्देश्य–

1. विद्यार्थियों को प्राचीन भारतीय इतिहास का ज्ञान प्रदान करना।
2. विभिन्न कलाओं की मुख्य विशेषताओं से परिचित करवाना।
3. विद्यार्थियों के प्राप्त इतिहास के ज्ञान को प्रतियोगी परिक्षाओं के लिये उपयोगी बनाना।

इकाई–1

प्राचीन भारतीय इतिहास की जानकारी के प्रमुख स्त्रोत–पुरातात्विक, साहित्यिक एवं विदेशी यात्रियों के वृत्तान्त। जैन स्त्रोत–आगम ग्रन्थ। सिन्धुघाटी सभ्यता–खोज, विस्तारक्षेत्र, कालक्रम, नगर योजना, आर्थिक स्थिति, सामाजिक स्थिति एवं पतन।

इकाई –2

वैदिक सभ्यता–ऋग्वैदिक काल एवं उत्तरवैदिक काल–मूल निवास, स्थान, राजनैतिक, आर्थिक एवं सामाजिक स्थिति। सोलह महाजनपदों का उदय। मौर्य वंश–चन्द्रगुप्त मौर्य का उदय एवं उपलब्धियां, अशोक का धम्म, मौर्य प्रशासन, मौर्य साम्राज्य का पतन।

इकाई–3

सातवाहन वंश–गौतमी पुत्र शातकर्णी की उपलब्धियाँ। कुषाण वंश–कनिष्क प्रथम की उपलब्धियाँ। सातवाहन–कुषाणकालीन सांस्कृतिक अध्ययन। गुप्तवंश–जानकारी के स्त्रोत, राजनीतिक इतिहास एवं प्रशासन।

इकाई–4

गुप्तकालीन संस्कृति (इतिहास का स्वर्णकाल)–कला, साहित्य, एवं विज्ञान की उन्नति। गुप्तोत्तर भारत–हर्षवर्धन की राजनीतिक एवं सांस्कृतिक उपलब्धियां। राजपूत राज्यों के पतन के उत्तरदायी कारण।

उपलब्धियाँ–

1. विद्यार्थी गौरवशाली प्राचीन भारतीय इतिहास को जान पायेंगे।

सन्दर्भ ग्रंथः

1. झा, द्विजेन्द्र एवं के.एम., श्रीमाली–प्राचीन भारत का इतिहास, कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली।

2. शर्मा , कृष्णगोपाल, शर्मा, मुरारीलाल एवं जैन, हुकुमचंद–भारत का इतिहास, अजमेरा बुक कम्पनी।

3. पाण्डे, डॉ. विमल चन्द्र–प्राचीन भारत का राजनीतिक एवं सांस्कृतिक इतिहास, सेन्ट्रल पब्लिशिंग हाऊस, इलाहाबाद।

4. थापर, रोमिला–भारत का इतिहास, राजकमल प्रकाशन, नई दिल्ली।

5. श्रीवास्तव, क भणचन्द्र–प्राचीन भारत का इतिहास तथा संस्कृति, यूनाईटेड बुक डिपो, इलाहाबाद।

6. Basham, A.L. – A cultural history of India.

7. Kosambi, D.D. – An Introduction to the study of Indian History

2. स्थापत्य कला का तुलनात्मक अध्ययन कर पायेंगे।
3. इतिहास का ज्ञान प्राप्त कर प्रतियोगी परीक्षाओं में सफलता प्राप्त कर पायेंगे।

सन्दर्भ ग्रंथः

1. झा, द्विजेन्द्र एवं के.एम., श्रीमाली–प्राचीन भारत का इतिहास, कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली।

2. शर्मा, कृष्णगोपाल, शर्मा, मुरारीलाल एवं जैन, हुकुमचंद–भारत का इतिहास, अजमेरा बुक कम्पनी।

3. पाण्डे, डॉ. विमल चन्द्र–प्राचीन भारत का राजनीतिक एवं सांस्कृतिक इतिहास, सेन्ट्रल पब्लिशिंग हाऊस, इलाहाबाद।

4. थापर, रोमिला–भारत का इतिहास, राजकमल प्रकाशन, नई दिल्ली।

5. श्रीवास्तव, कृष्णचन्द्र–प्राचीन भारत का इतिहास तथा संस्कृति, यूनाईटेड बुक डिपो, इलाहाबाद।

6. Basham, A.L. – A cultural history of India.

7. Kosambi, D.D. – An Introduction to the study of Indian History

B.A I Year (Optional subject) Group C
Subject: Geography
Semester I
First Paper : Physical Geography

M.M.55

Unit-I

a. Definition and scope of physical geography.
b. Origin of the earth : Tidal Hypothesis of James Jeans and Big Bang theory.
c. Interior of the earth : Structure, Composition & Zones.
d. Origin of the continent and oceans : Wegner's theory of Continental drift and Plate tectonics.
e. Theories of mountain building : GEosyncline Orogen theory of Kober and Plate tectonic theory.

Unit- II

a. Isostasy : Concept and Views of Airy and Pratt.
b. Diastrophism : Faults & folds.
c. Weathering : Physical, Chemical and Biological
d. Drainage pattern and Cycle of erosion : Davis & Penck.
e. Landforms : Fluvial, Coastal and arid.

Unit - III

a. Composition and Structure of the atmosphere.
b. Atmospheric temperature : Insolation and heat budget.
c. Atmospheric pressure : Vertical and horizontal distribution of air pressure.
d. Winds : Planetary, periodic and local winds.
e. Jet stream.

Unit - IV

a. Air masses : Source region and classification of air masses.
b. Fronts : Frontogenesis and frontolysis, Type of Fronts.
c. Cyclones : Tropical and temperate cyclones.
d. Anti cyclones.
e. Climate Classification by W. Koppen.

Unit - V

a. Reliefs of the Ocean basins-Bottom reliefs of the Indian ocean & pacific
b. Distribution of temperature and Salinity of oceans.
c. Ocean Currents : Atlantic, Pacific and Indian Ocean currents.
d. Tides : Type and theory of origin (Progressive wave and Stationary Wave theory.
e. Coral reefs : Coditions of growth, types and origin according to Darwin and

B.A I Year (Optional subject) Group C
Subject: Geography
Paper : Physical Geography
Semester - I

M.M.-50

Credit-2+1+1=4

Objects-

1. To make aware of physical Geography in Detail.
2. Knowledge about interior layers of Earth.
3. Deep Knowledge about all the layers of Atmosphere.

Unit-I

a. Definition and scope of physical geography.
b. Origin of the earth : Tidal Hypothesis of James Jeans and Big Bang theory.
c. Interior of the earth : Structure, Composition & Zones.
d. Origin of the continent and oceans : Wegner's theory of Continental drift and Plate tectonics.

Unit- II

a. Theories of mountain building : Geosyncline Origen theory of Kober.
b. Isostasy : Concept and Views of Airy and Pratt.
c. Weathering : Physical, Chemical and Biological
d. Drainage pattern and Cycle of erosion : Davis & Penck.

Unit - III

a. Composition and Structure of the atmosphere.
b. Atmospheric temperature : Insolation and heat budget.
c. Air masses : Source region and classification of air masses.
d. Climate Classification by W. Koppen.

Unit - IV

a. Reliefs of the Ocean basins.
b. Distribution of temperature and Salinity of oceans.
c. Ocean Currents and Tides.
d. Coral reefs : Coditions of growth, types and origin according to Darwin and Murray.

PRACTICALMarks 20

Murray.

PRACTICAL

a. Introduction of cartography : history & techniques.
b. Scale : Plain, Diagonal, Comparative, Time & Vernier (2 exer. of each scale)
c. Enlargement, Reduction & Combination of maps. (2 ex.)
d. Weather Instruments : Thermometer, Barometer, Hygrometers, Rain guage & Wind vane. (2 exc.)
e. Weather symbols and interpretation of Indian weather maps. (1+2 exc.)
f. Plain Table Survey : Radiation Method, Intersection Method, Resectioning (Benel Method) (2 exc. each)

Suggested Readings :

1. King, C.A.M., Beaches and Coasts, E. Arnold, London, 1972.
2. King, C.A.M., Oceanography for Geographers, E.Arnold, London, 1975.
3. Monkhouse, F.J., Principles of physical Geography, Hodder and Stoughton, London, 1960.
4. Pitty, A., Geomorphology, Prayag Pustakalaya, Allahabad, 1998.
5. Singh, S., Geomorphology, Longmans, London, 1960.
6. Small, R.J., The Study of Landforms, McGraw Hill, New York, 1985.
7. Sparks, B.W., Geomorphology, Longmans, London, 1960.
8. Steers, J.A., The Unstable Earth : Some Recent Views in Geography, Kalyani Publishers, New Delhi, 1964.
9. Strahler, A.N., Environmental Geo-Science, Hamilton Publishing, Santa Barbara, 1973.
10. Strahler, A.N. and A.H. Strahler, Modern Physical Geography, John Wiley & Sons, 1992.
11. Summerfield, M.A., Global Geomorphology, Longman, 1991.
12. Sharma, R.C. and M. Vatel, Oceanography for Geographers, Chetnya Publishing House, Allahabad, 1970.
13. Shepard, F.P., Submarine Geology, Harper & Sons, New York, 1948.
14. Thornbury, W.D., Principles of Geomorphology, Wiley Eastern, 1969.
15. Wooldridge, S.W. and R.S. Morgan, The Physical Basis of Geography : An Outline of Geomorphology, Longman Green & Co., London, 1959.
16. Wooldridge, S.W., The Geographer as Scientist, Thomas Nelson and Sons Ltd. London, 1956.

सविन्द्रसिंह : भौतिक भूगोल, वसुन्धरा प्रकाशन, गोरखपुर
शर्मा एच.एस. : ''भौतिक भूगोल'' पंचशील प्रकाशन, जयपुर
चतुर्भुज मामोरिया एवं जैन : भौतिक भूगोल एवं जीव मण्डल, साहित्य भवन आगरा
वीरेन्द्र सिंह चौहान : भौतिक भूगोल, रस्तोगी पब्लिकेशन्स, मेरठ
उपाध्याय एल.एन. : भौतिक भूगोल, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

a. Scale : Plain, Diagonal, Comparative.
b. Enlargement, Reduction & Combination of maps.
c. Representation of Relief.
d. Weather Instruments : Thermometer, Barometer, Hygrometers, Rain guage & Wind vane.
e. Weather symbols and interpretation of Indian weather maps.
f. Chain Tape Survey.

Outcome-

1. Knowledge about three branches of physical geography : Geomorpology, Climatology and Oceanography.
2. Get Aware about the reasons of many natural disasters & knowledge to overcome that.
3. Get aware about the atmosphere in which they are living.

Suggested Readings :

सविन्द्रसिंह : भौतिक भूगोल, वसुन्धरा प्रकाशन, गोरखपुर
शर्मा एच.एस. : ''भौतिक भूगोल'' पंचशील प्रकाशन, जयपुर
चतुर्भुज मामोरिया एवं जैन : भौतिक भूगोल एवं जीव मण्डल, साहित्य भवन आगरा
वीरेन्द्र सिंह चौहान : भौतिक भूगोल, रस्तोगी पब्लिकेशन्स, मेरठ
उपाध्याय एल.एन. : भौतिक भूगोल, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (स)

विषय : जैन विद्या

प्रथम पत्र : जैन इतिहास और संस्कृति

सेमेस्टर–I

MM 75

इकाई–1 भगवान ऋषभ से पार्श्व तक

इकाई–2 भगवान महावीर एवं उनकी उत्तरवर्ती परम्परा

इकाई–3 जैन साहित्य

इकाई–4 जैन संस्कृति

इकाई–5 चिन्तन के विकास में जैन धर्म का योगदान

पाठ्य पुस्तक :

1. जैन इतिहास और संस्कृति, डॉ. समणी ऋजुप्रज्ञा, दूरस्थ शिक्षा निदेशालय, जैन विश्व भारती संस्थान, लाडनूं

संदर्भ पुस्तकें :

1. जैन परम्परा का इतिहास, आचार्य महाप्रज्ञ, जैन विश्वभारती संस्थान, लाडनूं
2. जैन दर्शन और संस्कृति का इतिहास, भागचन्द भास्कर, आलोक प्रकाशन, नागपुर
3. भारतीय संस्कृति में जैन धर्म का योगदान, डॉ. हीरालाल जैन, मध्यप्रदेश, शासन परिषद्, भोपाल
4. जैन दर्शन, मनन और मीमांसा, आचार्य महाप्रज्ञ, आदर्श साहित्य संघ, चूरू
5. जैन धर्म एवं दर्शन, मुनि प्रमाण सागर

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (स)

विषय : जैन विद्या

पत्र : जैन इतिहास और संस्कृति

सेमेस्टर–I

पूर्णांक 70

क्रेडिट : 3+1=4

उद्देश्य–

1. जैन धर्म की संस्कृति, कालक्रम एवं भगवान ऋषभ के चरित्र को समझाना।
2. अरिष्टनेमि, पार्श्वनाथ एवं महावीर के जीवन चरित्र को समझाना।
3. जैन साहित्य पर प्रकाश डालना।
4. जैन चिन्तन का योगदान बताना।

इकाई–1 जैन धर्म और भगवान ऋषभ

1. जैन धर्म और इसकी प्राचीनता
2. कालचक्र और कुलकर व्यवस्था
3. भगवान ऋषभ का जीवन–दर्शन और भरत का अनासक्त योग

इकाई–2 भगवान महावीर एवं उनकी उत्तरवर्ती परम्परा

1. भगवान अरिष्टनेमि और भगवान पार्श्वनाथ
2. भगवान महावीर का जीवन और साधना
3. श्वेताम्बर और दिगम्बर आचार्य

इकाई–3 जैन संस्कृति और साहित्य

1. आगम वाचना और आगम विभाजन
2. आगमों का व्याख्या साहित्य एवं उत्तरवर्ती साहित्य
3. जैन संस्कृति की विशेषताएँ और जैन पर्व
4. जैन कला, तीर्थस्थल तथा जैन धर्म के प्रचार में राजाओं का योगदान

इकाई–4 चिन्तन के विकास में जैन दर्शन का योगदान

1. भगवान महावीर और जनतन्त्र तथा अनेकान्तवाद
2. अनुकम्पा और नैतिकता, साध्य–साधनवाद
3. अनुकम्पा और नैतिकता की अवधारणा

उपलब्धियाँ–

1. जैन संस्कृति एवं तीर्थंकर परम्परा से परिचित होंगे।
2. जैन साहित्य का परिचय प्राप्त होगा।
3. समस्या समाधान के सूत्र प्राप्त होंगे।

	पाठ्य पुस्तक : 1. जैन इतिहास और संस्कृति, डॉ. समणी ऋजुप्रज्ञा, दूरस्थ शिक्षा निदेशालय, जैन विश्व भारती संस्थान, लाडनूं **संदर्भ पुस्तकें :** 1. जैन परम्परा का इतिहास, आचार्य महाप्रज्ञ, जैन विश्वभारती संस्थान, लाडनूं 2. जैन दर्शन और संस्कृति का इतिहास, भागचन्द भास्कर, आलोक प्रकाशन, नागपुर 3. भारतीय संस्कृति में जैन धर्म का योगदान, डॉ. हीरालाल जैन, मध्यप्रदेश, शासन परिषद्, भोपाल 4. जैन दर्शन, मनन और मीमांसा, आचार्य महाप्रज्ञ, आदर्श साहित्य संघ, चूरू 5. जैन धर्म एवं दर्शन, मुनि प्रमाण सागर
स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (स) **विषय : जैन एवं जैनेतर दर्शन प्रथम पत्र : जैन दर्शन के मौलिक सिद्धांत** **सेमेस्टर–I** **MM 75** **इकाई–1** प्रकाश 1 1. द्रव्यों का स्वरूप एवं प्रकार 2. परमाणु और पुद्गल 3. गुण का स्वरूप एवं प्रकार 4. पर्याय का स्वरूप एवं प्रकार **इकाई–2** प्रकाश 2, 3 1. उपयोग के प्रकार 2. मतिज्ञान 3. अवधिज्ञान 4. इन्द्रिय 5. भावों का स्वरूप एवं प्रकार	**स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (स)** **विषय–जैन एवं जैनेतर दर्शन** **पत्र–जैन दर्शन के मौलिक सिद्धान्त** **सेमेस्टर – I** **पूर्णांक : 70** **क्रेडिट : 3+1=4** **उद्देश्य–** 1. जैन द्रव्य, गुण, पर्याय को समझाना। 2. जैन ज्ञान मीमांसा, इन्द्रिय, भाव एवं जीव को समझाना। 3. कर्म, गुणस्थान के बारे में जानकारी देना। 4. धर्म, दया, दान और निक्षेप का परिचय देना। **इकाई–1** **प्रकाश 1** 1. द्रव्यों का स्वरूप एवं प्रकार 2. परमाणु और पुद्गल

6. जीवों का प्रकार

7. जन्म

8. पर्याप्ति एवं प्राण

इकाई–3 प्रकाश 4, 5, 6

1. कर्म : स्वरूप एवं प्रकार

2. बन्ध : स्वरूप एवं प्रकार

3. आश्रव : स्वरूप एवं प्रकार

4. लेश्या : स्वरूप एवं प्रकार

इकाई–4 प्रकाश 7, 8, 9, 10

1. गुण स्थान

2. शरीर

3. समुद् घात

4. धर्म

5. दया

6. दान

7. नय

8. निक्षेप

पाठ्य पुस्तकें–

1. जैन सिद्धांत दीपिका, आचार्य श्री तुलसी, आदर्श साहित्य संघ, तृतीय संस्करण, चूरू 1982
2. Illuminator of Jaina Tenets, Acharya Tulsi, Jain Vishva Bharati, Ladnun, IInd Adition, 1995

संदर्भ पुस्तकें :

1. जीव–अजीव–आचार्य महाप्रज्ञ
2. जैन दर्शन के मूल तत्त्व–विजय मुनि शास्त्री
3. जैन इतिहास एवं संस्कृति–डॉ. समणी ऋतुप्रज्ञा, जैन विश्वभारती वि.वि., लाडनूं

3. गुण का स्वरूप एवं प्रकार

4. पर्याय का स्वरूप एवं प्रकार

इकाई–2

प्रकाश – 2

1. उपयोग के प्रकार
2. मतिज्ञान
3. अवधिज्ञान
4. इन्द्रिय
5. भावों का स्वरूप एवं प्रकार
6. जीवों का प्रकार
7. जन्म
8. पर्याप्ति एवं प्राण

इकाई–3

प्रकाश–4, 5, 6

1. कर्म : स्वरूप एवं प्रकार
2. बन्ध : स्वरूप एवं प्रकार
3. आश्रव : स्वरूप एवं प्रकार
4. लेश्या : स्वरूप एवं प्रकार

इकाई–4

प्रकाश– 7, 8, 9, 10

1. गुण स्थान
2. शरीर
3. समुद्घात
4. धर्म
5. दया
6. दान
7. नय
8. निक्षेप

उपलब्धियाँ–

1. जैन द्रव्य मीमांसा का परिचय होगा।

4. आयारो–आचार्य तुलसी, जैन विश्वभारती, लाडनूं 5. अंगसुत्ताणि (भाग 1–3), जैन विश्वभारती, लाडनूं 6. जैन तत्त्व विद्या–आचार्य तुलसी, आदर्श साहित्य संघ, चूरू	2. जैन ज्ञान मीमांसा में प्रवेश होगा। 3. इन्द्रिय, भाव, जीव, कर्म, लेश्या, गुणस्थान के बारे में ज्ञान वृद्धि होगी। 4. धर्म, दया, दान और नय के स्वरूप को जानेंगे। **पाठ्य पुस्तक :** 1. जैन सिद्धांत दीपिका, आचार्य श्री तुलसी, आदर्श साहित्य संघ, तृतीय संस्करण, चूरू 1982 2. Illuminator of Jaina Tenets, Acharya Tulsi, Jain Vishva Bharati, Ladnun, IInd Adition, 1995 **संदर्भ पुस्तकें :** 1. जैन तत्त्व विद्या– आचार्य तुलसी 2. जीव–अजीव–आचार्य महाप्रज्ञ 3. जैन दर्शन के मूल तत्त्व– विजय मुनि शास्त्री 4. जैन इतिहास एवं संस्कृति– डॉ. समणी ऋजुप्रज्ञा, जैन विश्वभारती वि.वि, लाडनूं

B.A. SEM. II	B.A. SEM. II
स्नातक (प्रथम वर्ष) **विषय–जैन संस्कृति एवं जीवन मूल्य (अनिवार्य पत्र)** **सेमेस्टर–II** **M.M. : 55**	**स्नातक (प्रथम वर्ष)** **विषय–जैन संस्कृति एवं जीवन मूल्य (अनिवार्य पत्र)** **सेमेस्टर–II** **पूर्णांक 50** **क्रेडिट : 2+1+1=4**
इकाई–1 : जैन संस्कृति एवं इतिहास 1. जैन धर्म और उसकी प्राचीनता 2. संस्कृति की विशेषताएं 3. भगवान महावीर 4. जैन साहित्य : एक परिचय **इकाई–2 : जैन धर्म के सिद्धांत–1** 1. षड् द्रव्य 2. पांच ज्ञान 3. नौ तत्व 4. जैन जीवन शैली **इकाई–3 : जैन धर्म के सिद्धांत–2** 1. आत्मवाद 2. कर्मवाद 3. अनेकांत 4. अहिंसा 5. अपरिग्रह **इकाई–4 : जैन धर्म का अनुप्रयोग–1** 1. अणुव्रत आंदोलन 2. अणुव्रत के निदेशक तत्व 3. अणुव्रत की आचार संहिता **इकाई–5 : जैन धर्म का अनुप्रयोग–2** 1. जीवन विज्ञान : ऐतिहासिक पृष्ठभूमि, मूल अंग एक परिचय 2. जीवन विज्ञान : मूल्य विकास की प्रक्रिया–अनुप्रेक्षा 3. प्रेक्षाध्यान : एक परिचय, अर्थ परिभाषा, प्रकार **प्रायोगिक–** आसन–ताड़ासन, शंशाकासन, पवनमुक्तासन, भुंजगासन प्राणायाम–अनुलोम–विलोम मुद्रा–ज्ञानमुद्रा ध्यान–कायोत्सर्ग (संक्षिप्त), दीर्घश्वासप्रेक्षा, ज्योतिकेन्द्र प्रेक्षा, महाप्राण ध्वनि	**उद्देश्य–** 1. जैन संस्कृति एवं भगवान महावीर का परिचय देना 2. जैन सिद्धान्तों का परिचय देना। 3. जीवन मूल्यों का प्रायोगिक प्रशिक्षण देना। **इकाई–1 : जैन संस्कृति एवं इतिहास** 1. जैन धर्म और उसकी प्राचीनता 2. भगवान महावीर : जीवन दर्शन 3. जैन धर्म के प्रमुख सम्प्रदाय 4. जैन संस्कृति की विशेषताएं 5. शाकाहार **इकाई–2 : जैन दर्शन के सिद्धांत** 1. आत्मवाद 2. कर्मवाद 3. लोकवाद 4. नौ तत्त्व **इकाई–3 : जीवन विज्ञान** 1. जीवन विज्ञान : एक परिचय 2. जीवन के सात अंग 3. जीवन विज्ञान में निर्धारित सोलह मूल्य 4. मूल्य विकास की प्रक्रिया : अनुप्रेक्षा **इकाई –4 : जीवन मूल्य** 1. अनेकांत और उसके व्यवहारिक प्रयोग 2. अहिंसा का स्वरूप और जीवन शैली में अहिंसा 3. अणुव्रत आंदोलन और आचार संहिता 4. प्रेक्षाध्यान और उसके अंग **उपलब्धियाँ–** 1. जैन संस्कृति से परिचित होंगे।

अनुप्रेक्षा–सहिष्णुता **पाठ्य पुस्तक :** • जैन संस्कृति एवं जीवन मूल्य, भाग 1, 2, 3, डॉ. सहआचार्य समणी ऋजुप्रज्ञा, जैन विश्व भारती संस्थान, लाडनूं	2. जैन साहित्य और सिद्धान्तों से परिचित होंगे। 3. जैन जीवन शैली से मूल्यों का विकास होगा। **प्रायोगिक–** आसन–ताड़ासन, त्रिकोणासन, शंशाकासन, पवनमुक्तासन, भुंजगासन प्राणायाम–अनुलोम–विलोम मुद्रा–ज्ञानमुद्रा, वायुमुद्रा ध्वनि– महाप्राण ध्वनि ध्यान–कायोत्सर्ग (संक्षिप्त), अर्न्तयात्रा, दीर्घश्वासप्रेक्षा, ज्योतिकेन्द्र प्रेक्षा, अनुप्रेक्षा–सहिष्णुता **पाठ्य पुस्तक :** • जैन संस्कृति एवं जीवन मूल्य, भाग 1, 2, 3, डॉ. सहआचार्य समणी ऋजुप्रज्ञा, जैन विश्व भारती संस्थान, लाडनूं
स्नातक प्रथम वर्ष (चयनित अनिवार्य पत्र) समूह (अ) **विषय–मानवाधिकार एवं कर्त्तव्य** **सेमेस्टर – II** **पूर्णांक : 50** **क्रेडिट अलॉटेड रू: 2+1+1=4** **उद्देश्य–** 1. मानवाधिकार एवं कर्त्तव्य की जानकारी देना। **इकाई–1** मानवाधिकार : अर्थ एवं परिभाषा, ऐतिहासिक विकास **इकाई–2** मानवाधिकार– मानव अधिकारों का स्वरूप, मानवीय गरिमा का आदर एवं विश्व नागरिकता, जीवन के प्रति सम्मान **इकाई–3** भारतीय दृष्टिकोण में मानवाधिकार **इकाई–4** अधिकार एवं कर्त्तव्य, मानवाधिकार का अर्न्राष्ट्रीय घोषणा पत्र **उपलब्धियाँ–** 1. मानवाधिकारों एंव कर्त्तव्यों के प्रति जागरूकता बढेगी। **पाठ्य पुस्तक :** 1. अहिंसा प्रशिक्षण एवं विश्व शांति– प्रो. बच्छराज दूगड़	**स्नातक प्रथम वर्ष (चयनित अनिवार्य पत्र)** **विषय–अहिंसा एवं शांति** **पत्र– मानवाधिकार एवं कर्त्तव्य** **सेमेस्टर – II** **पूर्णांक :** 50 **क्रेडिट :** 2+1+1=4 **उद्देश्य–** 1. मानवाधिकार एवं कर्त्तव्य की जानकारी देना। **इकाई–1** मानवाधिकार : अर्थ एवं परिभाषा, ऐतिहासिक विकास **इकाई–2** मानवाधिकार– मानव अधिकारों का स्वरूप, मानवीय गरिमा का आदर एवं विश्व नागरिकता, जीवन के प्रति सम्मान **इकाई–3** भारतीय दृष्टिकोण में मानवाधिकार **इकाई–4** अधिकार एवं कर्त्तव्य, मानवाधिकार का अर्न्राष्ट्रीय घोषणा पत्र **उपलब्धियाँ–** 1. मानवाधिकारों एंव कर्त्तव्यों के प्रति जागरूकता बढेगी।

2. मानवाधिकार, शांति एवं गांधी दर्शन– डॉ. अनिल धर एवं पूजा शर्मा

Practical (any one) 20

i. Case studey of : Violation of Rights of woman and child.

ii. Study of legel efficiancy in the violation cases.

iii. Preparation of Histograph of the human rights Scenerio in Rajasthan/India.

पाठ्य पुस्तक :

1. अहिंसा प्रशिक्षण एवं विश्व शांति– प्रो. बच्छराज दूगड़
2. मानवाधिकार, शांति एवं गांधी दर्शन– डॉ. अनिल धर एवं पूजा शर्मा

Practical (any one) 20

i. Case studey of : Violation of Rights of woman and child.

ii. Study of legel efficiancy in the violation cases.

iii. Preparation of Histograph of the human rights Scenerio in Rajasthan/India.

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (अ)
विषय : आगम विद्या एवं प्राकृत साहित्य
द्वितीय पत्र : प्राकृत व्याकरण एवं साहित्य
सेमेस्टर–II

M.M. : 75

इकाई–1

1. तुलसी मंजरी (सूत्र 235 से 393) 35

(1) रूप सिद्धि

(2) संस्कृत शब्द से प्राकृत शब्द

(3) प्राकृत शब्द से संस्कृत शब्द

2. प्राकृत भाषा निर्देशिका 15

(1) स्वर परिचय

(2) व्यंजन

(3) संधि

(4) अपठित गद्यांश का प्राकृत अथवा हिन्दी अनुवाद

3. प्राकृत गद्य सोपान (अध्ययन 5–32)25

(1) सप्रसंग अनुवाद, व्याख्या

(2) आलोचनात्मक प्रश्न

(3) लघूत्तरात्मक प्रश्न

(4) वस्तुनिष्ठ प्रश्न

(5) शब्दार्थ

परीक्षा संबंधी विशेष निर्देश :

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (अ)
विषय : आगम विद्या एवं प्राकृत साहित्य
पत्र : प्राकृत व्याकरण एवं साहित्य
सेमेस्टर–II

पूर्णांक 70

क्रेडिट : 3+1=4

उद्देश्य–

1. व्यंजनों के स्थान पर होने वाले परिवर्तनों को समझाना।
2. प्राकृत के स्वर, व्यंजन का परिचय एवं संधि की प्रक्रिया बताना।
3. व्याकरण के साथ–साथ प्राकृत साहित्य का ज्ञान करवाना।

इकाई–1

1. तुलसी मंजरी (सूत्र 235 से 393) 35

(1) रूप सिद्धि
(2) संस्कृत शब्द से प्राकृत शब्द
(3) प्राकृत शब्द से संस्कृत शब्द

2. प्राकृत भाषा निर्देशिका 10

(1) स्वर परिचय
(2) व्यंजन
(3) संधि
(4) अपठित गद्यांश का प्राकृत अथवा हिन्दी अनुवाद

3. प्राकृत गद्य सोपान (अध्ययन 5–32) 25

(1) सप्रसंग अनुवाद, व्याख्या
(2) आलोचनात्मक प्रश्न

निबन्धात्मक प्रश्न में सूत्र की व्याख्या (अंक 7) स्वरूप सिद्धि (अंक 8) के दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा। निबन्धात्मक प्रश्न में प्राकृत गद्य सोपान से दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा।

पाठ्य पुस्तक :

1. तुलसी मंजरी – युवाचार्य महाप्रज्ञ, जैन विश्व भारती संस्थान, लाडनूं 1983
2. प्राकृत भाषा निर्देशिका–डॉ. समणी संगीतप्रज्ञा, जैन विश्वभारती संस्थान, लाडनूं 2011
3. प्राकृत गद्य सोपान–डॉ. प्रेमसुमन जैन, राजस्थान प्राकृत भारती अकादमी, जयपुर

संदर्भ ग्रंथ :

1. प्राकृत व्याकरण (सिद्धहेमशब्दानुशासनम्–आचार्य हेमचन्द्रकृत) संस्कृत–हिन्दी व्याख्या सहित, व्याख्याकार–ज्ञानमुनि, प्रकाशन–आचार्यश्री आत्माराम जैन मॉडल स्कूल, दिल्ली 1974
2. प्राकृत व्याकरण (अंग्रेजी)–हेमचन्द्र, प्रकाशक भण्डारकर ओरियण्टल शोध संस्थान, पूना 1980
3. प्राकृत मार्गोपदेशिका–पं. बेचरदास जीवराज दोषी, मो. ला. ब. दास, दिल्ली 1968
4. प्राकृत वाक्य रचना बोध–युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं 1991
5. प्राकृत गद्य सोपान–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982
6. प्राकृत काव्य मंजरी–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982
7. प्राकृत रचना सौरभ–डॉ. के.सी सोगानी, अपभ्रंश अकादमी, जयपुर
8. प्राकृत रचना अभ्यास–डॉ. के.सी सोगानी, अपभ्रंश अकादमी, जयपुर
9. प्राकृत प्रबोध–डॉ. नेमीचन्द्र शास्त्री, चौखम्बा विद्या भवन, वाराणसी 1965
10. प्राकृत प्रवेशिका–(Translation of Introduction to Prakrit) बनारसदास जैन, ओरियण्टल बुक्स रिप्रिंट कॉरपोरेशन, दिल्ली 1968
11. प्राकृत प्रवेशिका–डॉ. कोमलचंद जैन, तारा बुक एजेन्सी, वाराणसी 1989
12. प्राकृत भाषा एवं साहित्य का आलोचनात्मक इतिहास–डॉ. नेमीचन्द्र शास्त्री, तारा बुक एजेन्सी, वाराणसी

(3) लघूत्तरात्मक प्रश्न
(4) वस्तुनिष्ठ प्रश्न
(5) शब्दार्थ

उपलब्धियाँ–

1. संस्कृत के साथ–साथ प्राकृत के स्वर–व्यंजनों की जानकारी होगी।
2. मूल व्यंजनों के स्थान पर होने वाले अन्य व्यंजनों का ज्ञान होने से शब्द कोश बढ़ेगा।
3. प्राकृत गद्य सोपान के द्वारा पठित व्याकरण का उपयोग सीखेंगे।

परीक्षा संबंधी विशेष निर्देश :

निबन्धात्मक प्रश्न में सूत्र की व्याख्या (अंक 7) रूप सिद्धि (अंक 8) के दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा। निबन्धात्मक प्रश्न में प्राकृत गद्य सोपान से दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा।

पाठ्य पुस्तक :

1. तुलसी मंजरी – युवाचार्य महाप्रज्ञ, जैन विश्व भारती संस्थान, लाडनूं 1983
2. प्राकृत भाषा निर्देशिका–डॉ. समणी संगीतप्रज्ञा, जैन विश्वभारती संस्थान, लाडनूं 2011
3. प्राकृत गद्य सोपान–डॉ. प्रेमसुमन जैन, राजस्थान प्राकृत भारती अकादमी, जयपुर

संदर्भ ग्रंथ :

1. प्राकृत व्याकरण (सिद्धहेमशब्दानुशासनम्–आचार्य हेमचन्द्रकृत) संस्कृत–हिन्दी व्याख्या सहित, व्याख्याकार–ज्ञानमुनि, प्रकाशन–आचार्यश्री आत्माराम जैन मॉडल स्कूल, दिल्ली 1974
2. प्राकृत व्याकरण (अंग्रेजी)–हेमचन्द्र, प्रकाशक भण्डारकर ओरियण्टल शोध संस्थान, पूना 1980
3. प्राकृत मार्गोपदेशिका–पं. बेचरदास जीवराज दोषी, मो. ला. ब. दास, दिल्ली 1968
4. प्राकृत वाक्य रचना बोध–युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं 1991
5. प्राकृत गद्य सोपान–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982
6. प्राकृत काव्य मंजरी–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982
7. प्राकृत रचना सौरभ–डॉ. के.सी सोगानी, अपभ्रंश अकादमी, जयपुर
8. प्राकृत रचना अभ्यास–डॉ. के.सी सोगानी, अपभ्रंश अकादमी, जयपुर

	9. प्राकृत प्रबोध–डॉ. नेमीचन्द्र शास्त्री, चौखम्बा विद्या भवन, वाराणसी 1965 10. प्राकृत प्रवेशिका–(Translation of Introduction to Prakrit) बनारसदास जैन, ओरियण्टल बुक्स रिप्रिंट कॉरपोरेशन, दिल्ली 1968 11. प्राकृत प्रवेशिका–डॉ. कोमलचंद जैन, तारा बुक एजेन्सी, वाराणसी 1989 12. प्राकृत भाषा एवं साहित्य का आलोचनात्मक इतिहास–डॉ. नेमीचन्द्र शास्त्री, तारा बुक एजेन्सी, वाराणसी
स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (अ) **विषय–अहिंसा एवं शांति** **द्वितीय पत्र–अहिंसा का व्यवहार** **सेमेस्टर – II** **पूर्णांक : 75** **इकाई–1** अहिंसा की शक्ति एवं अहिंसात्मक प्रतिरोध, अहिंसा का प्रभाव, अहिंसात्मक प्रतिरोध की विशेषता, अहिंसक प्रतिरोधी के गुण **इकाई–2** आर्थिक, राजनैतिक, सामाजिक, धार्मिक एवं पर्यावरणीय क्षेत्र में अहिंसा का व्यवहार **इकाई–3** अहिंसा और जीवन शैली, अहिंसा और आहार, वस्त्र, चिकित्सा आदि, अहिंसा और शिक्षा **इकाई–4** पशु–पक्षियों के प्रति क्रूरता एवं विधिक जागरूकता **इकाई–5** अहिंसा और शांति, शांति का स्वरूप, अहिंसा और विश्व शांति **पाठ्य पुस्तक :** 1. अहिंसा का व्यवहार–डॉ. बच्छराज दूगड़ **सन्दर्भ ग्रन्थ :** 1. अहिंसा की शक्ति–रिचर्ड बी. ग्रेग 2. अहिंसा और शांति–आचार्य महाप्रज्ञ	**स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (अ)** **विषय–अहिंसा एवं शांति** **पत्र–अहिंसा और शांति : भारतीयेतर दृष्टि - I** **सेमेस्टर – II** **पूर्णांक : 70** **क्रेडिट अलॉटेड : 3+1=4** **उद्देश्य–** 1. विभिन्न धर्मों में वर्णित अहिंसा एवं शांति तत्त्व को समझाना। **इकाई–1** यहूदी धर्म में अहिंसा एवं शांति **इकाई–2** ईसाई धर्म में अहिंसा एवं शांति **इकाई–3** इस्लाम धर्म में अहिंसा एवं शांति **इकाई–4** सूफी परम्परा में अहिंसा एवं शांति

3. अहिंसा तत्व दर्शन–आचार्य महाप्रज्ञ 4. जीवन धर्म अहिंसा–भगवानदास केला	**उपलब्धियाँ–** 1. सभी धर्मों के प्रति सद्भावना बढेगी। **पाठ्य पुस्तक :** 1. सामान्य धर्म दर्शन– याकूब मसीह 2. जैनधर्म में अहिंसा– वशिष्ट नारायण सिन्हा 3. अहिंसा एवं शांति– भारतीयेतर दृष्टि– प्रो. अनिल धर
स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह अ **विषय–हिन्दी साहित्य** **द्वितीय पत्र–कथा साहित्य** **सेमेस्टर–II** **पूर्णांक 75** उपन्यास महाभोज, मन्नु भण्डारी **30** कथा संचय कहानियां (1–10) संपादक–डॉ. दुर्गाप्रसाद **30** द्रुतपाठ हेतु निम्नलिखित 4 कहानीकारों से पांच लघूत्तरात्मक प्रश्न पूछें जायेंगे–उपेन्द्रनाथ अश्क, अमरकान्त, कमलेश्वर, रांगेयराघव **15** **पाठ्यपुस्तकें–** उपन्यास महाभोज, मन्नु भण्डारी कथा संचय कहानियां (1–10) संपादक–डॉ. दुर्गाप्रसाद	**स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह अ** **विषय–हिन्दी साहित्य** **पत्र–उपन्यास एवं कथा साहित्य** **सेमेस्टर–II** **पूर्णांक 70** **क्रेडिट : 3+1=4** **उद्देश्य–** 1. विद्यार्थियों को नवीन गद्य विद्या, उपन्यास एवं कहानी से परिचित कराना। 2. विद्यार्थियों में कहानी लेखन कौशल विकसित करना। 3. विद्यार्थियों को गद्य समीक्षा कौशल में निपुण बनाना। **इकाई I** 1. उपन्यास विधा का संक्षिप्त इतिहास 2. महाभोज उपन्यास का कथासार 3. महाभोज उपन्यास में राजनीतिक यथार्थ 4. औपन्यासिक तत्वों के आधार पर महाभोज की समीक्षा **इकाई II** कहानी विधा का संक्षिप्त इतिहास निम्नोक्त कहानियों की कहानी तत्त्वों के आधार पर समीक्षा चयनित कहानियाँ–1. गुल्ली डंडा– प्रेमचंद

2. ममता– जयशंकर प्रसाद

3. ईनाम– जैनेन्द्र कुमार

इकाई III

कहानी 1. सेव और देव– अज्ञेय

2. परदा– यशपाल

3. पंचलाइट– फणीश्वर नाथ रेणु

इकाई IV

कहानी 1. परमात्मा का कुत्ता– मोहन राकेश

2. उसने कहा था– पंडित चन्द्रधर शर्मा गुलेरी

3. परिन्दे– निर्मल वर्मा

उपलब्धियाँ–

1. विद्यार्थी उपन्यास एवं कहानी साहित्य की विस्तृत जानकारी प्राप्त कर विभिन्न लेखन शैलियों से परिचित होंगे।
2. विद्यार्थी स्वयं कहानी लेखन का अभ्यास कर सकेंगे।

संदर्भ ग्रंथ–

1. उपन्यास महाभोज, मन्नु भण्डारी
2. कथा संचय कहानियां (1–07) संपादक–डॉ. दुर्गाप्रसाद
3. समालोचक पत्र– जयपुर
4. 20वीं सदी की हिन्दी कहानियाँ, भाग–1 एवं 5, संपादक– महेश दर्पण, सामयिक प्रकाशन, नई दिल्ली।

B.A. (First Year) (Optional Paper) Group-A

English Literature

Paper II : Prose and Fiction

Semester - II

mm 75

Unit-I Short Stories from A choice of Short Stories-8 **25**

i. The Refugee - Pearl S. Buck
ii. The Nose - Jewel -C Rajagopalachari
iii. The Interview - Khushwant Singh
iv. Miracle - Kartar Singh Duggal
v. Cyclone - P. Padmaraju
vi. The Baboos of Nayanjore - R.N. Tagore
vii. The Lost Child - Mulk Raj Anand
viii Dusk - (Saki)

Unit - IIRemedial Course **15**

Unit - III Animal Farm **20**

Unit - IV Ignited Minds - A.P.J. Abdul Kalam **15**

Prescribed Books :

1. A Choice of Short Stories. (Ed.) Shakti Batra and PS Sidhu. OUP
2. A Remedial Course in English for Colleges. CIEFL, Hyderabad
3. Animal Farm - George Orwell, Orient Longman.
4. Ignited Minds - A.P.J. Abdul Kalam, pengnin (New Delhi)

Suggested Reading :

1. MH Abrams. A Glossary of literary Terms.
2. Ian Ousby, The Wordsworth Companion to Literature in English. Wordworth Editions, Hertfordshire, 1994.
3. Bernard Blackstone, Practical English Prosody. Longman, 1965

B.A. (First Year) (Optional Paper) Group - 'A'

English Literature

Paper : Prose and Fiction

Semester- II

MM : 70

Credit : 3+1=4

Objectives-

1. To enable the students to composed stories.
2. To make them aware about the government system and corruption.
3. To give them knowledge of Grammar.
4. To give them inspiration through great writings.

Unit-I Short Stories from A choice of Short Stories **15**

i.The Refugee - Pearl S. Buck
ii.The Interview – Khushwant Singh
iii. Miracle – Kartar Singh Duggal
iv. The Baboos of Nayanjore – R.N.Tagore
v. Dusk- Saki

Unit -II A Remedial Coursein English For Colleges - Book I20

Unit-III Animal Farm **20**

Unit-IV Ignited Minds - A.P.J. Abdul Kalam **15**

Outcome-

1.They will be able to composed stories.
2. They will be aware about the different government systems.

Books :

1. A Choice of Short Stories. (Ed.) Shakti Batra and PS Sidhu. OUP.
2. A Remedial Course in English for Colleges. CIEFL, Hyderabad
3. Animal Farm - George Orwell, Orient Longman.
4. Ignited Minds - A.P.J. Abdul Kalam, pengnin (New Delhi)

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (ब)

विषय : संस्कृत व्याकरण एवं साहित्य

द्वितीय पत्र : संस्कृत व्याकरण एवं साहित्य

सेमेस्टर–II

M.M. : 75

1. कालू कौमुदी पूर्वार्द्ध युस्मद्–अस्मद्, अव्यय, कारक, समास (सू. 270 से 294 एवं 329 से 513) **35**
2. वाक्य रचना बोध (18 से 37 पाठ) **15**
3. शेमुषी **15**
4. अभिधान चिन्तामणि नाममाला (श्लोक 31 से 60) **10**

अंक विभाजन

(1) **कालू कौमुदी** **40**
युस्मद्–अस्मद्, अव्यय, कारक, समास
(1) रूप सिद्धि
(2) सूत्रार्थ
(3) शब्द रूपावली

(2) **वाक्य रचना बोध 15**
(1) हिन्दी से संस्कृत अनुवाद
(2) संस्कृत से हिन्दी अनुवाद
(3) शब्दार्थ

(3) **शेमुषी 10**
1. अनुवाद
2. लघुत्तरात्मक प्रश्न

(4) **अभिधान चिन्तामणि 10**
1. दो श्लोक पूर्ति
2. दो शब्दों के संस्कृत में पर्यायवाची
3. पांच शब्दों के अर्थ

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (ब)

विषय : संस्कृत

पत्र : संस्कृत व्याकरण एवं साहित्य (कालूकौमुदी)

सेमेस्टर–II

पूर्णांक : 70

क्रेडिट : 3+1=4

उद्देश्य–

1. कारक से शब्दरूप की विभक्तियों का ज्ञान कराना।
2. समास के द्वारा शब्दों के निर्माण की विधि को सीखाना।
3. शेमुषी में व्याकरण एवं साहित्य का समन्वयात्मक ज्ञान करवाना।

1. कालू कौमुदी (पूर्वार्द्ध) युस्मद्–अस्मद्, अव्यय, कारक, समास (सू. 270 से 294 एवं 329 से 513) **35**
2. वाक्य रचना बोध (18 से 37 पाठ) **10**
3. शेमुषी छन्द एवं अलंकार
   चयनित छन्द– अनुष्टुप, इन्द्रव्रजा, उपेन्द्रव्रजा, शिखरिणी **10**
   चयनित अलंकार– अनुप्रास, यमक, श्लेष, उपमा एवं दृष्टान्त **05**
4. अभिधान चिन्तामणि नाममाला (श्लोक 31 से 60) **10**

अंक विभाजन

(1) **कालू कौमुदी** **35**
युस्मद्–अस्मद्, अव्यय, कारक, समास
(1) रूप सिद्धि
(2) सूत्रार्थ
(3) शब्द रूपावली

(2) **वाक्य रचना बोध10**
(1) हिन्दी से संस्कृत अनुवाद
(2) संस्कृत से हिन्दी अनुवाद
(3) शब्दार्थ

(3) **शेमुषी/छन्द एवं अलंकार** **15**
1. अनुवाद
2. लघुत्तरात्मक प्रश्न
3. श्लोक रचना

परीक्षा संबंधी नोट–निबन्धात्मक प्रश्न में सूत्र की व्याख्या (अंक 7) रूप की सिद्धि (अंक 8) की दृष्टि से दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा। शेमुषी के आधार पर निबंधात्मक दो प्रश्न पूछे जायेगे जिनमें से एक प्रश्न करना होगा।

नोट – कालुकौमुदी और लघु सिद्धांत कौमुदी में से किसी एक पत्र का चयन करें।

पाठ्य पुस्तक :

1. कालु कौमुदी, आदर्श साहित्य संघ, चूरू
2. वाक्य रचना बोध, आचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं
3. शेमुषी, युवाचार्य महाश्रमण, जैन विश्व भारती, लाडनूं
4. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी

संदर्भ ग्रंथ :

1. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे
2. संस्कृत वाक्य रचना बोध, लेखक–आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
3. सरल वाक्य रचना बोध, मुनि श्री श्रीचंद, जैन विश्व भारती, लाडनूं
4. अनुवाद चन्द्रिका, डॉ. ब्रह्मानंद त्रिपाठी, चौखम्बा प्रकाशन, वाराणसी
5. व्याकरण रचनानुवाद, डॉ. बाबूराम त्रिपाठी, महालक्ष्मी प्रकाशन, आगरा

(4) अभिधान चिन्तामणि 10

1. दो श्लोक पूर्ति
2. दो शब्दों के संस्कृत में पर्यायवाची
3. पांच शब्दों के अर्थ

उपलब्धियाँ–

1. विभक्ति संबंधी ज्ञान में अशुद्धि नहीं रहेगी।
2. श्लोक रचना आदि में समास का कार्यकारी ज्ञान होगा।
3. सरल संस्कृत संभाषण का अभ्यास होगा।

परीक्षा संबंधी नोट–निबन्धात्मक प्रश्न में सूत्र की व्याख्या (अंक 7) रूप की सिद्धि (अंक 8) की दृष्टि से दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा। शेमुषी एवं छन्द, अलंकार के आधार पर निबंधात्मक दो प्रश्न पूछे जायेगे जिनमें से एक प्रश्न करना होगा।

नोट – कालू कौमुदी और लघु सिद्धांत कौमुदी में से किसी एक पत्र का चयन करें।

पाठ्य पुस्तक :

1. कालु कौमुदी, आदर्श साहित्य संघ, चूरू
2. वाक्य रचना बोध, आचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं
3. शेमुषी, युवाचार्य महाश्रमण, जैन विश्व भारती, लाडनूं
4. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी

संदर्भ ग्रंथ :

1. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे
2. संस्कृत वाक्य रचना बोध, लेखक–आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
3. सरल वाक्य रचना बोध, मुनि श्री श्रीचंद, जैन विश्व भारती, लाडनूं
4. अनुवाद चन्द्रिका, डॉ. ब्रह्मानंद त्रिपाठी, चौखम्बा प्रकाशन, वाराणसी
5. व्याकरण रचनानुवाद, डॉ. बाबूराम त्रिपाठी, महालक्ष्मी प्रकाशन, आगरा

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (ब)

विषय : संस्कृत व्याकरण एवं साहित्य

द्वितीय पत्र : संस्कृत व्याकरण एवं साहित्य (लघु सिद्धांत कौमुदी)

सेमेस्टर–II

M.M. 75

1. लघु सिद्धांत कौमुदी **35**

सुबन्त (अजन्त स्त्रीलिंग से हलन्त नपुंसकलिंग तक), अव्यय प्रकरण (सू. 216–372), स्त्री प्रत्यय प्रकरण (सू. 1244–1272)

2. रचनानुवाद कौमुदी (पाठ 11 से 20) **15**

3. शेमुषी **15**

4. अभिधान चिन्तामणि (श्लोक 31 से 60) **10**

परीक्षा संबंधी नोट–

उपर्युक्त प्रकरण में से रूप सिद्धि, सूत्र की व्याख्या, संज्ञाओं की परिभाषा और शब्दों के रूप विषयक प्रश्न पूछें जायेंगे। रचनानुवाद कौमुदी में से शब्दार्थ, संस्कृत से हिन्दी अनुवाद और हिन्दी से संस्कृत अनुवाद पूछा जायेंगा।

नोट – कालु कौमुदी और लघु सिद्धांत कौमुदी में से किसी एक पत्र का चयन करें।

पाठ्य पुस्तक :

1. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक–महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (ब)

विषय : संस्कृत

पत्र : संस्कृत व्याकरण एवं साहित्य (लघु सिद्धांत कौमुदी)

सेमेस्टर–II

पूर्णांक 70

क्रेडिट : 3+1=4

उद्देश्य–

1. शब्दों के स्त्रिलिंगी प्रत्ययों का ज्ञान करवाना।
2. अव्ययों का ज्ञान करवाना।
3. शेमुषी में व्याकरण एवं साहित्य का समन्वयात्मक ज्ञान करवाना।

1. लघु सिद्धांत कौमुदी 35
   सुबन्त (अजन्त स्त्रीलिंग से सुबन्त तक), अव्यय प्रकरण (सू. 216–372), स्त्री प्रकरण (सू. 1244–1272)
2. रचनानुवाद कौमुदी (पाठ 11 से 20) 10
3. शेमुषी / छंद एवं अलंकार 15
   चयनित छन्द– अनुष्टुप, इन्द्रव्रजा, उपेन्द्रव्रजा, शिखरिणी
   चयनित अलंकार– अनुप्रास, यमक, श्लेष, उपमा एवं दृष्टान्त
4. अभिधान चिन्तामणि (श्लोक 31 से 60) 10

अंक विभाजन

(1) **लघु सिद्धांत कौमुदी** **35**
   (1) सुबन्त (अजन्त स्त्रीलिंग से सुबन्त तक)
   (2) अव्यय प्रकरण
   (3) स्त्री प्रकरण

(2) रचनानुवाद कौमुदी **10**

(3) शेमुषी / छन्द एवं अलंकार **15**
   1. अनुवाद
   2. लघुत्तरात्मक प्रश्न
   3. श्लोक रचना

(4) अभिधान चिन्तामणि **10**
   1. दो श्लोक पूर्ति
   2. दो शब्दों के संस्कृत में पर्यायवाची
   3. पांच शब्दों के अर्थ

2. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी	**उपलब्धियाँ–** 1. स्त्रिलिंग शब्दों के निर्माण की प्रक्रिया का ज्ञान होगा। 2. अव्ययों का सामान्य ज्ञान होगा। 3. सरल संस्कृत संभाषण का अभ्यास होगा। **परीक्षा संबंधी नोट–** उपर्युक्त प्रकरण में से रूप सिद्धि, सूत्र की व्याख्या, संज्ञाओं की परिभाषा और शब्दों के रूप विषयक प्रश्न पूछें जायेंगे। रचनानुवाद कौमुदी में से शब्दार्थ, संस्कृत से हिन्दी अनुवाद और हिन्दी से संस्कृत अनुवाद पूछा जायेंगा। **नोट** – कालू कौमुदी और लघु सिद्धांत कौमुदी में से किसी एक पत्र का चयन करें। **पाठ्य पुस्तक :** 1. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक–महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली 2. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी 3. शेमुषी, युवाचार्य महाश्रमण, जैन विश्व भारती, लाडनूं 4. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी **संदर्भ ग्रंथ :** 1. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे 2. संस्कृत वाक्य रचना बोध, लेखक–आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं 3. सरल वाक्य रचना बोध, मुनि श्री श्रीचंद, जैन विश्व भारती, लाडनूं 4. अनुवाद चन्द्रिका, डॉ. ब्रह्मानंद त्रिपाठी, चौखम्बा प्रकाशन, वाराणसी 5. व्याकरण रचनानुवाद, डॉ. बाबूराम त्रिपाठी, महालक्ष्मी प्रकाशन, आगरा 6. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह ब

विषय–राजनीति विज्ञान

द्वितीय पत्र–प्रतिनिधि भारतीय राजनीतिक विचारक

सेमेस्टर – **II**

MM 75

इकाई–1 मनु, भगवान महावीर, कौटिल्य

इकाई–2 शुक्र, राजाराम मोहन राय, स्वामी दयानन्द सरस्वती

इकाई–3 गोपाल कृष्ण गोखले, बाल गंगाधर तिलक, सर सैयद अहमद खां

इकाई–4 मोहनदास करमचन्द गांधी, जवाहरलाल नेहरू, डॉ. भीमराव अम्बेडकर

इकाई–5 एम.एन. राय, जयप्रकाश नारायण, आचार्य तुलसी

संदर्भ पुस्तकें–

1. Jayswal : Hindu Policy
2. Sharma R.S. : Political Ideas and Institutions in Ancient India.
3. Ghosal : History of Indian Political Ideas.
4. Verma V.P. : Modern Indian Poliltical Ideas.
5. J. Bandhopadhyaya : Social and Political Thought of Gandhi, Bomby Alieid, 1969.
6. K. Damodrarn : Indian Thought - A critical Survy, London, Asia Publishing House.
7. विश्वनाथ प्रसाद वर्मा–आधुनिक भारतीय राजनीतिक चिन्तन
8. पुरुषोत्तम नागर–आधुनिक भारतीय सामाजिक और राजनीतिक चिन्तन
9. परमात्मा शरण–प्राचीन भारतीय राजनीतिक चिन्तन
10. पुखराज जैन–भारतीय राजनीतिक चिन्तन

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह ब

विषय–राजनीति विज्ञान

पत्र–प्रतिनिधि भारतीय राजनीतिक विचारक

सेमेस्टर – **II**

पूर्णांक 70

क्रेडिट : **3+1=4**

उद्देश्य–

1. विद्यार्थियों को प्राचीन भारतीय राजनैतिक विचारकों की विचारधाराओं से अवगत करवाना।
2. विभिन्न विचारकों के दर्शन की प्रासंगिकता को समझाना।
3. विभिन्न विचारकों का तुलनात्मक अध्ययन कर विद्यार्थियों को नये आयाम देना।

इकाई–1 मनु, कौटिल्य

इकाई–2 राजाराम मोहन राय, स्वामी दयानन्द सरस्वती

इकाई–3 गोपाल कृष्ण गोखले, बाल गंगाधर तिलक

इकाई–4 मोहनदास करमचन्द गांधी, जवाहरलाल नेहरू, डॉ. भीमराव अम्बेडकर

उपलब्धियाँ–

1. विद्यार्थी प्राचीन विचारकों के दर्शन को जान पायेंगे।
2. विद्यार्थी प्राचीनकाल से लेकर आधुनिक काल तक विभिन्न विचारधाराओं का अध्ययन कर सकेंगे।
3. विद्यार्थी प्राचीन राज व्यवस्था एवं आधुनिक राज–व्यवस्था का तुलनात्मक अध्ययन कर सकेंगे।

संदर्भ पुस्तकें–

1. Jayaswal : Hindu Policy
2. Sharma R.S. : Political Ideas and Institutions in Ancient India.
3. Ghosal : History of Indian Political Ideas.
4. Verma V.P. : Modern Indian Poliltical Ideas.
5. J. Bandhopadhyaya : Social and Political Thought of Gandhi, Bomby Alieid, 1969.
6. K. Damodrarn : Indian Thought - A critical Survey,

London, Asia Publishing House.
7. विश्वनाथ प्रसाद वर्मा–आधुनिक भारतीय राजनीतिक चिन्तन
8. पुरुषोत्तम नागर–आधुनिक भारतीय सामाजिक और राजनीतिक चिन्तन
9. परमात्मा शरण–प्राचीन भारतीय राजनीतिक चिन्तन
10. पुखराज जैन–भारतीय राजनीतिक चिन्तन

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (ब)

विषय : जीवन विज्ञान

द्वितीय पत्र : योग एवं प्रेक्षाध्यान

सेमेस्टर–II

MM 55

इकाई–1

भारतीय परम्परा में योग एवं प्रेक्षाध्यान, योग का अर्थ, परिभाषा एवं योग की विविध शाखाएं, पातंजल योग : अष्टांग योग, प्रेक्षाध्यान उद्‌भव

इकाई–2

प्रेक्षाध्यान : अर्थ, स्वरूप, ध्येय, उपसंपदा चर्यासूत्र, सहायक अंग–आसन, प्राणयाम, ध्वनि, मुद्रा, विशिष्ट अंग–अनिमेष प्रेक्षा, व वर्तमान क्षण की प्रेक्षा, आध्यात्मिक व वैज्ञानिक दृष्टिकोण एवं निष्पत्तियां

इकाई–3

प्रेक्षाध्यान के मुख्य अंग–कायोत्सर्ग–अर्थ, परिभाषा, प्रयोजन निष्पत्तियां, आध्यात्मिक व वैज्ञानिक दृष्टिकोण, अन्तर्यात्रा–वैज्ञानिक व आध्यात्मिक दृष्टिकोण तथा निष्पत्तियां

इकाई–4

श्वास प्रेक्षा और शरीर प्रेक्षा–श्वासप्रेक्षा–प्रकार, आध्यात्मिक व वैज्ञानिक दृष्टिकोण तथा निष्पत्तियां, शरीर प्रेक्षा–प्रक्रिया, आध्यात्मिक व वैज्ञानिक दृष्टिकोण तथा निष्पत्तियां

इकाई–5

चैतन्य केन्द्र प्रेक्षा और लेश्याध्यान–चैतन्य केन्द्र प्रेक्षा–स्थान, प्रक्रिया, आध्यात्मिक व वैज्ञानिक दृष्टिकोण व निष्पत्तियां, लेश्याध्यान का परिचय और प्रयोजन, लेश्याध्यान–आध्यात्मिक व वैज्ञानिक दृष्टिकोण तथा निष्पत्तियां

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (ब)

विषय : जीवन विज्ञान

पत्र : योग एवं प्रेक्षाध्यान

सेमेस्टर–II

पूर्णांक 50

क्रेडिट : 2+1+1=4

उद्देश्य–

1. योग के अंगों का परिचय करवाना।
2. योग पद्धतियों का परिचय करवाना।
3. प्रेक्षाध्यान के मुख्य अंगो के आध्यात्मिक और वैज्ञानिक दृष्टिकोण का ज्ञान करवाना।
4. प्रेक्षाध्यान के मुख्य अंगों के प्रयोजन और निष्पत्तियों का ज्ञान करवाना।

इकाई–1

भारतीय परम्परा में योग एवं प्रेक्षाध्यान, योग का अर्थ, परिभाषा एवं योग की विविध शाखाएं, पातंजल योग : अष्टांग योग, प्रेक्षाध्यान उद्‌भव

इकाई–2

प्रेक्षाध्यान : अर्थ, स्वरूप, ध्येय, उपसंपदा चर्यासूत्र, सहायक अंग–आसन, प्राणयाम, ध्वनि, मुद्रा, विशिष्ट अंग–अनिमेष प्रेक्षा, व वर्तमान क्षण की प्रेक्षा, आध्यात्मिक व वैज्ञानिक दृष्टिकोण एवं निष्पत्तियां

इकाई–3

प्रेक्षाध्यान के मुख्य अंग–कायोत्सर्ग–अर्थ, परिभाषा, प्रयोजन निष्पत्तियां, आध्यात्मिक व वैज्ञानिक दृष्टिकोणं। श्वास प्रेक्षा –श्वासप्रेक्षा–प्रकार, आध्यात्मिक व वैज्ञानिक दृष्टिकोण तथा निष्पत्तियां

इकाई–4

चैतन्य केन्द्र प्रेक्षा और लेश्याध्यान–चैतन्य केन्द्र प्रेक्षा–स्थान, प्रक्रिया, आध्यात्मिक व वैज्ञानिक दृष्टिकोण व निष्पत्तियां, लेश्याध्यान का परिचय और प्रयोजन, लेश्याध्यान–आध्यात्मिक व वैज्ञानिक दृष्टिकोण तथा निष्पत्तियां

प्रायोगिक भाग : 20

1. आसन–त्रिकोणासन, भुजंगासन, जानुशिरासन, पश्चिमोत्तानासन
2. प्रेक्षाध्यान–ध्यान की पूर्व तैयारी, ध्यान के चार चरण एवं ध्यान का समापन
3. अनुप्रेक्षा–कर्त्तव्यनिष्ठा एवं स्वावलम्बन

पाठ्यपुस्तकें :

1. जीवन विज्ञान सिद्धांत समणी श्रेयसप्रज्ञा, जैन विश्वभारती विश्वविद्यालय, लाडनूं

संदर्भ–पुस्तकें :

1. जीवन विज्ञान की रूपरेखा, समाकलन–मुनि धर्मेश, जैन विश्वभारती संस्थान, लाडनूं
2. अहिंसा और अणुव्रत : सिद्धांत और प्रयोग, समाकलन–मुनि सुखलाल, आनन्द प्रकाश त्रिपाठी, जैन विश्वभारती संस्थान, लाडनूं

प्रायोगिक संदर्भ पुस्तकें–

1. यौगिक क्रिया–मुनि किशनलाल
2. प्रेक्षाध्यान प्रयोग पद्धति–आचार्य महाप्रज्ञ
3. आसन–प्राणायाम–मुनि किशनलाल

उपलब्धियाँ–

1. योग की विभिन्न परम्पराओं से परिचित हो सकेंगे।
2. प्रेक्षाध्यान की आध्यात्मिकता एवं वैज्ञानिकता को जान सकेंगे।
3. प्रेक्षाध्यान के मुख्य अंगों के प्रयोजन और निष्पतियों से परिचित हो सकेंगे।
4. तनाव मुक्ति की प्रक्रिया से परिचित हों सकेंगे।
5. शरीर एवं मन की आन्तरिक शक्तियों की जागरण की विधि को जान सकेंगे।

प्रायोगिक भाग : अंक : 20

1. आसन–त्रिकोणासन, भुजंगासन, जानुशिरासन, पश्चिमोत्तानासन
2. प्रेक्षाध्यान–ध्यान की पूर्व तैयारी, ध्यान के चार चरण एवं ध्यान का समापन
3. अनुप्रेक्षा–कर्त्तव्यनिष्ठा एवं स्वावलम्बन
4. प्राणायाम– अनुलोम–विलोम

पाठ्यपुस्तकें :

1. जीवन विज्ञान सिद्धांत समणी श्रेयसप्रज्ञा, जैन विश्वभारती विश्वविद्यालय, लाडनूं

संदर्भ–पुस्तकें :

1. जीवन विज्ञान की रूपरेखा, समाकलन–मुनि धर्मेश, जैन विश्वभारती संस्थान, लाडनूं
2. अहिंसा और अणुव्रत : सिद्धांत और प्रयोग, समाकलन–मुनि सुखलाल,
3. आचार्य महाप्रज्ञ : प्रेक्षा पुष्प, जैन विश्व भारती प्रकाशन, लाडनूं
4. अपना दर्पण अपना बिम्ब– युवाचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
5. जीवन विज्ञान, प्रेक्षाध्यान एवं योग, संम्पादक समणी डॉ. मल्लि प्रज्ञा, जैन विश्व भारती, लाडनूं
6. पातंजल योग दर्शन : आचार्य ब्रह्मलीन, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली,
7. योग तत्त्वांक, गीताप्रेस, गोरखपुर
8. महावीर की साधना का रहस्य– आचार्य महाप्रज्ञ, तुलसी अध्यात्म नीडम् प्रकाश,
9. श्रीमद्भागवतगीता, गीता प्रेस, गोरखपुर

प्रायोगिक संदर्भ पुस्तकें–

1. यौगिक क्रिया–मुनि किशनलाल
2. प्रेक्षाध्यान प्रयोग पद्धति–आचार्य महाप्रज्ञ
3. आसन–प्राणायाम–मुनि किशनलाल

B.A. Ist year (Optional Subject) Group B

Subject - Social Work

Paper II- Social Work : Concept and Practice

Semester II

M.M. 70

Credit Alloted : 3+1=4

Objectives :

1. To acquire a clear understanding of Human Behaviour.

2. To develop knowledge and skills regarding the nature and conditions of personality.

3.To gain knowledge about normal and abnormal behaviours.

4.To know attitudes which are basics for the social behaviors.

Unit-1

Personality : Concept, Stages of Development with Special Reference to Indian Concept of Life Span, Types and Determinants.

Unit-II

Basic Socio-Psychological Processes : Sensation, Perception, Attribution, Learning, Socialization, Motivation, Attitudes, Belief, Prejudices & Stereo-Types.

Unit-III

Human Behaviour : Concept, Determinants & Reflectors, Behavioural Problems in Different Stages of Personality Development.
Adjustment : Concept, Characteristics & Factors and Leadership : Concept, Types & Functions

Unit-IV

Concept of Normalcy & Abnormalcy, Defence Mechanism, Etiology of Abnormal

B.A. Ist year (Optional Subject) Group B
Subject - Social Work
Paper : Human Behaviour and Personality
Semester – II

M.M. : 70
Credit : 3+1=4

Objectives:

1. To acquire a clear understanding of Human Behaviour
2. To develop knowledge and skills regarding the nature and conditions of personality.
3. To gain knowledge about normal and abnormal behaviours.
4. To know attitudes which are basics for the social behaviour

Unit-1: Personality: Conceptual Framework

Personality: Concept, Stages of Development with Special Reference to Indian Concept of Life Span, Types and Determinants.

Unit-2: Processes

Basic Socio-Psychological Processes: Sensation, Perception, Attribution, Learning, Socialization, Motivation, Attitudes, Belief, Prejudices & Stereo-Types.

Unit-3: Human Behaviour

Human Behaviour: Concept, Determinants & Reflectors, Behavioural Problems in Different Stages of Personality Development.
Adjustment: Concept, Characteristics & Factors and Leadership: Concept, Types & Functions

Unit-4: Normal and Abnormal Behaviour

Concept of Normalcy & Abnormalcy, Defence Mechanism, Etiology of Abnormal
Behaviour, Types of Abnormal Behaviour: Psychosis and Psychoneurosis, Management of Mental Disorders.

Outcome-

1. Student will acquire a clear understanding of Human Behaviour
2. Student will develop knowledge and skills regarding the nature and conditions of personality.
3. Student will gain knowledge about normal and abnormal behaviours.

Behaviour, Types of Abnormal Behaviour : Psychosis and Psychoneurosis, Management of Mental Disorders.

Outcome-

1. Student Will acquire a clear understanding of Human Behaviour.
2. Student Will develop knowledge and skills regarding the nature and conditions of personality.
3. Student Will gain knowledge about normal and abnormal behaviours.
4. Student Will know attitudes which are basics for the social behaviors.

Reference Books :

1. Anstasi A.C. Psychological Testing, New York : Macmillan (Rev. Edition) 1987.
2. Halls C.S. and Lindzey, G. Theories of Personality, New York : Wiley. 1978
3. Hillgard, Atkinson and Atkinson, Introduction to Psychology, New Delhi : McGraw Hill Publications. 1975
4. Kuppuswamy, B.C. An Introduction to Social Psychology, Bombay : Media Promoters & Pub. Pvt. Ltd 1980.
5. Schimberg, L.B. Human Development, London : Macmillan Pub. co., 2nd Ed. 1985

4. Student will know attitudes which are basics for the social behaviour

Reference:

1. Anstasi A.C. Psychological Testing, New York: Macmillan (Rev. Edition) 1987
2. Halls C.S. and Lindzey, G. Theories of Personality, New York: Wiley. 1978
3. Hillgard, Atkinson and Atkinson, Introduction to Psychology, New Delhi: McGraw Hill Publications. 1975
4. Kuppuswamy, B.C. An Introduction to Social Psychology, Bombay: Media Promoters & Pub.Pvt. Ltd. 1980
5. Schimberg, L.B. Human Development, London: Macmillan Pub. Co., 2nd Ed. 1985
6. मिश्र, पी.डी., मिश्र, बीना, असामान्य व्यवहार, उत्तरप्रदेश हिन्दी संस्थान, 1982।
7. हर्लोक, बी. एलिजाबेथ, विकास मनोविज्ञान, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय द्वारा प्रकाशित, प्रथम संस्करण, 1967।
8. डॉ. श्रीवास्तव, अजय कुमार, मनोविकृति विज्ञान, विनोद पुस्तक मन्दिर, आगरा–2, प्रथम संस्करण, 2003–2004।
9. सिंह, अरूण कुमार, आधुनिक असामान्य मनोविज्ञान, मोतीलाल बनारसीदास, दिल्ली मुम्बई, चन्नई, कलकत्ता, बैंगलोर, वाराणसी, पुने, पटना, प्रथम संस्करण 2001।
10. सिंह, अरूण कुमार, सरल विकासात्मक एवं सामान्य मनोविज्ञान, मोतीलाल बनारसीदास, दिल्ली मुम्बई, चन्नई, कलकत्ता, बैंगलोर, वाराणसी, पुने, पटना, द्वितीय संशोधन संस्करण, 1997।
11. क्लेन, डी.बी., मानसिक आरोग्य विज्ञान, हरियाणा हिन्दी ग्रंथ अकादमी, चण्डीगढ़, प्रथम संस्करण, 1974, द्वितीय संस्करण, 1976।
12. सिंह अरूण कुमार, संज्ञानात्मक मनोविज्ञान, मोतीलाल, बनारसीदास, बंगलो रोड़, दिल्ली–110007, प्रथम संस्करण 2002।
13. लाशे, एस.एच., औद्योगिक संबंधों का मनोविज्ञान, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर, प्रथम संस्करण 1972।
14. सिंह, अरूण कुमार, सिंह, आशिष कुमार, व्यक्तित्व का मनोविज्ञान, मोतीलाल, बनारसीदास, बंगलो रोड़, दिल्ली–110007, प्रथम संस्करण, 2000।
15. शर्मा, रामनाथ, असामान्य मनोविज्ञान की रूपरेखा, केदारनाथ रामनाथ कोलिज रोड़, मेरठ, प्रथम संस्करण, 1978।
16. डॉ. वर्मा, प्रीति, डॉ श्रीवास्तव, डी.एन., आधुनिक सामान्य मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा–7, 15वां संस्करण, 2007–2008

B.A I Year (Optional Subject) Group -C
Subject: Information Technology
Paper II : FUNDANMENTALS OF IT & APPLICATION SOFTWARE – II
Semester II

Time : 3hrs. M.M. 55

Preamble: This paper is intended to be a first basic course for the students of Information Technology. It would expose the students to the evolution of the information technology and all the introductory knowledge. It would also expose the students to use of Application Software .

UNIT I

Computer & Communications

- Need of data transmission/ communications
- Communication Media
  - Twisted Pair Cable
  - Coaxial Cable
  - Optical Cable
- Wireless communication
  - Radio Waves
  - Microwaves
  - Satellite
- Networking Concepts
  - Types of Networks – LAN, WAN, MAN & PAN - Need
  - Topologies- Star, Ring, Bus, Tree ,Hybrid
  - Advantages and Limitations

Unit II

Internet

- Internet: Introduction
- Web Browsers-Its functions
- Concept of Search Engines,
  - Search engines types, searching the Web,
- Websites – Types (Dynamic & Static), URL and Domain name
- Internet Vs Intranet,
- ISP
- Types of connectivity - Dial-up, Leased line, DSL, Broadband, RF, VSAT etc.,

Unit III

- Types of Internet Services
  - ✓ World Wide Web
  - ✓ Telnet
  - ✓ Electronic Mail
  - ✓ Chat
  - ✓ Newsgroups
- Web Servers - Introduction, TCP/IP , SMTP and FTP
- E-Mail:
  - Concepts
  - Basics of Sending & Receiving, Mailing List, E-Mail servers and e-mail

B.A I Year (Optional Subject) Group -C
Subject: Information Technology
Paper : FUNDANMENTALS OF IT & APPLICATION SOFTWARE – II
Semester II

M.M. 50
Credit : 2+1+1=4

Objective:

This paper is intended to be the first basic course for the students of Information Technology. The main objectives of this course are;

- Students will be exposed to networking concepts including internet.
- Students will be exposed to work on numbers including formulas using MS-Excel.
- Students will be able to create and edit videos using Windows movie maker.

UNIT I

Computer & Communications

Need of data transmission/ communications

Networking Concepts

- Types of Networks – LAN, WAN, MAN & PAN - Need
- Topologies- Star, Ring, Bus, Tree ,Hybrid
- Advantages and Limitations

Internet

- Internet: Introduction
- Server and Client
- Web Browsers-Its functions
- Concept of Search Engines,
- Search engines types
- Websites – Types (Dynamic & Static)
- Internet Vs Intranet

Unit II

Types of Internet Services

- World Wide Web
- Telnet
- Electronic Mail

clients programs (MS Outlook).

Unit IV

Windows Movie Maker 7

- Introduction and Features of Windows Movie Maker 7
- Design, create and edit a movie using Movie Maker
- Video Editing skills - adjust sound, clip out parts & music to your video.
- Add still photos, animations, title and transitions

Unit V

MS-Excel

- Introduction to MS-Excel
- Applications
- Concept of workbook and worksheet
- Components of Worksheets
- Cell and Cell Address
- Various Data Types; Using different features with Data, Cell and Texts; Inserting, Removing & Resizing of Columns & Rows; Working with Data & Ranges; Different Views of Worksheets; Column Freezing, Labels, Hiding, Splitting etc.;
- Formula
- Functions
  - Mathematical & Statistical(Abs, Int, Mod, Power, Round, Sqrt, Sum, Sumif, Trunc, Average, Count ,CountA, Countblank, Countif, Max, Min,)
  - Date & Time(Date, Day, Hour, Minute, Now, Second, Time, Today, WeekdayYear)
  - Logical (And, Or, Not, True, False, If)
  - Text (Char, Concatenate, Left, Len, Lower, Mid, Proper.Rept, Right, Trim, Upper)
- Auto fill Facilities
  - Filling numbers, month names, days of week
- Sorting data in a spreadsheet
- Filtering Data
  - Auto Filter
  - Advanced Filter
- Charts –Creating line ,Column and Pie Chart

Practical: **MM20**

As per given in Unit II, III, IV and V of above paper

- Creation of Simple Worksheet like Mark sheet , Pay slip using MS-Excel
- Use of Windows Movie Maker
- General use of internet

Reference Books :

1. Sinha P.K. & Sinha P., Foundations of Computing, BPB, Publications.
2. V.Raja Raman, Fundamentals of Computers, PHI Publication.
3. Sinha P.K. Fundamentals of Computers , BPB publication.
4. B.Govind Raju, IBMPC & Clones Hardware, Troubleshooting & Maintenance, TMH.

• Chat
• Newsgroups

E-Mail:

• Concepts
• Basics of Sending & Receiving

Unit III

Windows Movie Maker 7

• Introduction and Features of Windows Movie Maker 7
• Design, create and edit a movie using Movie Maker
• Video Editing skills - adjust sound, clip out parts & music to your video.
• Add still photos, animations, title and transitions

Unit IV

MS-Excel

• Introduction to MS-Excel
• Applications of MS- Excel
• Concept of workbook and worksheet
• Layout of Worksheets
• Various Data Types
• Inserting, Removing & Resizing of Columns & Rows;
• Working with Data & Ranges;
• Different Views of Worksheets;
• Column Freezing, Labels, Hiding, Splitting, Merging
• Formula
• Functions
  o Mathematical & Statistical(Abs, Int, Mod, Power, Round, Sqrt, Sum, Sumif, Trunc, Average, Count ,CountA, Countblank, Countif, Max, Min,)
  o Date & Time (Date, Day, Hour, Minute, Now, Second, Time, Today, WeekdayYear)
  o Logical(And,Or,Not,True,False,If)
  o Text(Char,Concatenate,Left,Len,Lower,Mid, Rept,Right,Trim,Upper)
• Auto fill Facilities
  o Filling numbers, month names, days of week
• Sorting data in a spreadsheet

5. Fundamentals of Computer Operating & Programming Computech Publications, Ltd.	• Filtering Data o Auto Filter o Advanced Filter • Charts –Creating line ,Column and Pie Chart **Outcome:** Students will use the Internet in their day to day life, use MS-Excel to create spreadsheets and learn to create the dynamic videos using movie maker. **Reference Books/Website** **1.** http://www.gcflearnfree.org/office **2.** http://www.lynda.com/Windows-Live-Movie-Maker-training-tutorials/259-0.html **3.** http://www.tutorialspoint.com/computer_fundamentals/index.htm **4.** Rapidex computer course by Pustak Mahal Editorial Board, Unicorn Books,2012 **5.** Fundamentals of computers (English) Ist Edition by Reema Thareja, Oxford University Press, 2014 **Practical:** **MM 20** • Creation of Simple Worksheet like Mark sheet , Pay slip using MS-Excel • Creation of Power Point Presentation on various themes • General use of internet
B.A. Ist Year (Group C) **SUBJECT – PSYCHOLOGY** **PAPER II- SOCIAL PSYCHOLOGY** **SEMESTER – II** Marks 50 Credit Allotted 2+1+1=4 **Objective :** 1. To enable students to appreciate how individual behavior is influenced by social and cultural contexts. 2. To enable students to develop an understanding of functioning of dyads, groups and organizations.	**B.A. First Year (Optional subject) Group (C)** **SUBJECT – PSYCHOLOGY** **PAPER - SOCIAL PSYCHOLOGY** **SEMESTER – II** Marks 50 Credit : 2+1+1=4 **Objective :** 1. To enable students to appreciate how individual behavior is influenced by social and cultural contexts. 2. To enable students to develop an understanding of functioning of dyads, groups and organizations. 3. To understand how social problems can be analyzed in terms of various social psychological theories.

3. To understand how social problems can be analyzed in terms of various social psychological theories.

Unit-I : Introduction :

Meaning & nature of social psychology

Goals and scope of social psychology

Methods of social psychology: Experimental and participant observation.

Unit-II : Attitudes :

Nature and function of attitudes

Formation of attitude

Change and measurement of attitudes.

Unit-III : Groups Behavior:

Meaning & definition of group

Distinction between Primary and Secondary group

Methods of studying group structure.

Unit-IV : Leadership :

Meaning and nature of leadership

Types or styles of leader

Theories of leadership: trait theory, situational theory and fiedler's contingency theory.

BOOKS

1. Baron, R.A. & Byrne, D. (1998). Social Psychology : Theories, research and application. New York : Mc Graw Hill.
2. Semin, G.R. & Fiedler, K. (Eds.) (1996). Applied Social Psychology, London: Sage.
3. Suleiman, M., Adhunik Samaj Merovingian.
4. Tripathi, L.B., Samaj Manovigyan.
5. Rastogi, G.D., Samaj Manovigyan.

PRACTICALS

Unit-I : Introduction :

Meaning & nature of social psychology

Goals and scope of social psychology

Methods of social psychology: Experimental and participant observation.

Unit-II : Attitudes :

Nature and function of attitudes

Formation of attitude

Change and measurement of attitudes.

Unit-III : Groups Behavior:

Meaning & definition of group

Distinction between Primary and Secondary group

Methods of studying group structure.

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Types or styles of leader

Theories of leadership: trait theory, situational theory and fiedler's contingency theory.

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2. Semin, G.R. & Fiedler, K. (Eds.) (1996). Applied Social Psychology, London: Sage.
3. Suleiman, M., Adhunik Samaj Merovingian.
4. Tripathi, L.B., Samaj Manovigyan.
5. Rastogi, G.D., Samaj Manovigyan.

PRACTICALS Marks 20

1. Measuring the level of cooperation and competition.
2. Measuring transfer of training.

1. Measuring the level of cooperation and competition. 2. Measuring transfer of training. 3. Measuring illusion. 4. Measuring self confidence. 5. Measuring the level of emotional intelligence. **Note :-** The department may change the practical depending on the availability of the apparatus and recent developments.	3. Measuring illusion. 4. Measuring self confidence. 5. Measuring the level of emotional intelligence. **Note :-** The department may change the practical depending on the availability of the apparatus and recent developments.
स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (स) **विषय : इतिहास** **पत्र : भारतीय संस्कृति के मूलाधार** **सेमेस्टर–II** **MM 75** **इकाई–1** भारतीय संस्कृति की मुख्य विशेषताएं, सिंधु धर्म की मुख्य विशेषताएं, भगवान महावीर–प्रमुख शिक्षा, महात्मा गौत्तम बुद्ध का जीवन एवं शिक्षाएं। **इकाई–2** वर्ण व्यवस्था, आश्रम व्यवस्था, पुरुषार्थ चतुष्टय, 16 संस्कार–उपनयन एवं विवाह संस्कार के विशेष संदर्भ में, प्राचीन काल में शिक्षा के केन्द्र। **इकाई–3** रामायण एवं मध्यभारतकालीन भारतीय संस्कृति, पुराणों का सांस्कृतिक महत्त्व, कालीदास एवं तुलसीदास का जीवन एवं कर्तृत्व। **इकाई–4** सैन्धवकालीन कला की प्रमुख विशेषताएं, मौर्यकालीन कला की मुख्य विशेषताएं, मथुराकला का योगदान, गुप्तकालीन मन्दिर स्थापत्य कला एवं प्रमुख मंदिर, जैन कला की विशेषताएं, मुगल स्थापत्य कला, राजपूत चित्रकला की शाखाएं।	**स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (स)** **विषय : इतिहास** **पत्र : भारतीय संस्कृति के मूलाधार** **सेमेस्टर–II** **पूर्णांक : 70** **क्रेडिट : 3+1=4** **उद्देश्य–** 1. विद्यार्थियों को भारतीय संस्कृति की विशेषताओं से परिचित करवाना। 2. बौद्ध एवं जैन धर्म के सिद्धान्तों एवं शिक्षाओं को समझाना। 3. वर्ण, आश्रम, पुरुषार्थ, संस्कार आदि के महत्त्व को समझाना। 4. कालिदास, तुलसीदास, राजाराममोहनराय, महात्मा गांधी, आचार्य तुलसी, आदि की उपलब्धियों से परिचित करवाना। **इकाई–1** भारतीय संस्कृति की मुख्य विशेषताएं, सिंधु धर्म की मुख्य विशेषताएं, भगवान महावीर का जीवन परिचय एवं प्रमुख शिक्षायें, महात्मा गौत्तम बुद्ध का जीवन एवं शिक्षाएं। वैदिक धर्म की मुख्य विशेषताएं। **इकाई–2** वर्ण व्यवस्था, आश्रम व्यवस्था, पुरुषार्थ चतुष्टय, 16 संस्कार–उपनयन एवं विवाह संस्कार के विशेष संदर्भ में, प्राचीन काल में शिक्षा के केन्द्र– तक्षशिला और नालन्दा। रामायण एवं महाभारतकालीन भारतीय संस्कृति। **इकाई–3** कालीदास एवं तुलसीदास का जीवन एवं उनकी रचनाऐं। सैन्धवकालीन कला की प्रमुख विशेषताएं, मौर्यकालीन कला की मुख्य विशेषताएं, गुप्तकालीन मन्दिर

इकाई–5

भक्ति आंदोलन और उसका भारतीय संस्कृति पर प्रभाव, सूफी धर्म और उसका भारतीय संस्कृति पर प्रभाव, ब्रह्म समाज का सामाजिक एवं धार्मिक क्षेत्र में योगदान, भारतीय संस्कृति में रविन्द्र नाथ टैगोर के सामाजिक एवं सांस्कृतिक विचारों का योगदान, आचार्य तुलसी का जीवन परिचय एवं उनके सामाजिक, सांस्कृतिक विचारों का योगदान।

संदर्भ ग्रंथ :

1. भारतीय संस्कृति के मूलाधार–शर्मा एवं व्यास, पंचशील प्रकाशन, जयपुर
2. भारतीय संस्कृति का इतिहास–कालीशंकर
3. भारतीय कला–के.डी. वाजपेयी
4. भारतीय कला–वासुदेव शरण अग्रवाल, पृथ्वी प्रकाशन, वाराणसी
5. भारतीय संस्कृति–एस.एल. नागौरी, बोहरा प्रकाशन, जयपुर

स्थापत्य कला एवं प्रमुख मंदिर, जैन कला की विशेषताएं।

इकाई–4

भक्ति आंदोलन और उसका भारतीय संस्कृति पर प्रभाव, महात्मा गांधी का अहिंसा एवं सत्याग्रह की विचारधारा। आचार्य तुलसी का जीवन परिचय एवं उनके सामाजिक, सांस्कृतिक विचारों का योगदान।

उपलब्धियाँ

1. विद्यार्थी भारतीय संस्कृति की विशेषताओं को समझकर उनको आत्मसात कर अपने व्यक्तित्व का विकास कर सकेंगे।
2. बौद्ध और जैन धर्म की शिक्षाओं को समझकर उनको अपने जीवन में अपनाकर अपने व्यक्तित्व का विकास एवं आदर्श समाज की स्थापना में योगदान कर पायेंगे।
3. कालिदास, तुलसीदास, राजाराममोहनराय, आचार्य तुलसी, रविन्द्रनाथ टैगोर आदि के जीवन से प्रेरणा प्राप्त कर पायेंगे।

संदर्भ ग्रंथ :

1. भारतीय संस्कृति के मूलाधार–शर्मा एवं व्यास, पंचशील प्रकाशन, जयपुर
2. भारतीय संस्कृति का इतिहास–कालीशंकर
3. भारतीय कला–के.डी. वाजपेयी
4. भारतीय कला–वासुदेव शरण अग्रवाल, पृथ्वी प्रकाशन, वाराणसी
5. भारतीय संस्कृति–एस.एल. नागौरी, बोहरा प्रकाशन, जयपुर

B.A. First Year (Optional subject) Group (C)
Subject - Geography
Paper II - Human Geography
Semester - II

MM 55

Unit-I

a) Definition and scope of Human geography.
b) Its relation with other social sciences.
c) Schools of Human geography : determinism, possibilism and neo-determinism.
d) Concept of Man - environment relationship.
e) Fundamental principles of Human geography : Principle of activity, Principle of areal differentiation, Principle of terrestrial unity.

Unit-II

a) Evolution of man.

B.A. Ist Year (Optional Paper) (Group C)
Semester II
Subject- Geography
Paper - Geography of Rajasthan

M.M. 50
Credit : 2+1+1=4

Objects-

1. Giving Deep Knowledge about climate conditions of Rajasthan.
2. Knowledge about human resources of Rajasthan.
3. Knowledge regarding industries of Rajasthan.

Unit-I

b) Races of man kind :- criteria of classification according to G. Taylor & Kraber

c) Classification and distribution of races according to G. Taylor

d) Factors of evolution of human races

e) Migration zone theory by Griffith Taylor

Unit-III

a) Distribution of Tribes in the world.

b) Habitat, Occupation & social organization : Pigmies, Badawins, Eskimos and Khirgiz.

c) Distribution of Tribes in India

d) Habitat, economic activities and social organization of Bhil, Naga, Toda and Santhal.

e) Early economic activities of mankind : Food gathering, Hunting, Fishing & Shifting cultivation.

Unit-IV

a) Distribution of population : world distribution pattern, physical, economic and social factors influencing spatial distribution.

b) Concept of over population, under population, optimum population and zero population growth.

c) Demographic transition theory.

d) Migration-internal and international, general laws of Migration

e) Concept of human development and population problems and policy of India.

Unit-V

a) Settlement : origin and types of settlement.

b) Rural settlement-Pattern of rural settlements, house types and building materials, rural settlement in india.

c) Urban settlement-origin of towns, patterns of cities.

d) Functional classification of cities, zoning of cities, Christaller's theory of umland theory.

e) Urbanization and problems : slums, town planning, concept and principles.

Practical : 20

a) **Basic Statistical Methods :**

i. Frequency distribution and its presentation

ii. Measures of Central tendency : Arithmetic mean mode & median (Direct Method)

a. Physiographic division of rajasthan.

b. Climate

c. Drainage System

d. Natural vegetation

Unit-II

a. Soils of Rajasthan

b. Agriculture : Type and distribution of major crops

c. Irrigation : Indira Gandhi Canal Project, Chambal valley project, Mahi Bajaj Sagar Project.

d. Tourism in Rajasthan.

Unit- III

a. Drought and Desertification

b. Industries : Textile, Sugar, Cement, Marble and Granite, Fertitizer, Zinc and Copper Smelting.

c. Power & Energy resource

d. Trade & Transport Development of Tourism.

Unit- IV

a. Population - number, growth, rural and urban male and female population, literacy status, occupational structure.

b. Schedule tribes- Bhils, Meena and Garasias

c. Settlement Pattern - Type and Building Materials.

d. Rural/Urban Settlement Patterns.

Practical

Representation of Statistical data through diagrams : Multiple

iii. Standard deviation method & coefficient of variation

b) Representation of statistical data though diagrams : One dimensional (3 ex.), Two dimensional (2 ex.), Three dimensional (2 ex.)

c) Representation of statistical data through graphs : Poly linear Band graph, climograph & triangular graph.

*** Note - Stencils are to be permitted in the examination.**

Suggested Readings :

1. Brunhes, J. : Human Geography
2. Huntington, E. : The Principles of Human Geography, John Wiley & Sons, N.Y.
3. Perpillou, A.V. : Human Geography, Longman, 1965
4. Money, D.C. : An Introduction to Human Geography; U.I.P. London
5. Karan, M.P. : Manav Bhugol ke Siddhant, Kitabghar, Kanpur
6. Mamoria, C.B. : Principles of Human Geography
7. Negi, B.S. : Human Geography-An Ecological Aproach, Kedarnath Ramnath, Meerut, 1982
8. Dwivedi, R.L. & Singh, R.L. : Manav Bhugol ki Samiksha
9. Blache Vidal de la : Manav Bhugol ke Siddhant (In Hindi)
10. Jain, J.K. & Bohra, D.M. : Vishwa ka Sanskritik Bhugol, Academic Publishers, Jaipur, 1983. Leong, G.C. & Morgan, G.C. : Human and Economic Geography, O.U.P., Oxford, 1986
11. कौशिक, एस.डी : मानव भूगोल के सरल सिद्धांत, रस्तोगी पब्लिकेशन्स, मेरठ
12. हूसैन, माजिद : मानव भूगोल, रावत पब्लिकेशन्स
13. मौर्या : मानव भूगोल

Bardiagram, Simple pyramid diagrams : Rectangular diagram, Wheel or pie-diagram, Spherical diagrams, Poly lineargraph, climograph,

Measures of central tendency : Arithmetic mean, mode & median (Direct Method)

Outcomes -

1. The students after getting aware about climate conditions, can adapt themselves as per climate.

2. Proper utilisation of available resources (Physiccal & Human) can be made possible.

3. Will be aware about various industries of Rajasthan.

Reference Books

1. T.S. Chouhan, राजस्थान का भूगोल, श्री उदयराम चौहान, विज्ञान प्रकाशन, नागौरियों का बास, गली नं. 01, जोधपुर

2. R.L. Bhalla, राजस्थान का भूगोल, कुलदीप पब्लिकेशन, जयपुर।

3. R.K. Gurjar, इन्दिरा गांधी नहर क्षेत्र का भूगोल, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (स)

विषय : जैन विद्या

द्वितीय पत्र : जैन तत्त्व विद्या

सेमेस्टर–II

MM 75

इकाई–1 तत्त्व एवं उसके प्रकार

इकाई–2 द्रव्य, गुण एवं पर्याय

इकाई–3 जीव स्वरूप, विभिन्न दृष्टि

इकाई–4 पुद्गल एवं उसके भेद

इकाई–5 प्राण, पर्याप्ति, लेश्या और इन्द्रिय

पाठ्य पुस्तक :

1. जैन तत्त्व विद्या, डॉ. समणी ऋजुप्रज्ञा, दूरस्थ शिक्षा निदेशालय, जैन विश्व भारती संस्थान, लाडनूं

संदर्भ पुस्तकें :

1. तत्त्वार्थ सूत्र–उमास्वाती
2. जैन तत्व विद्या भाग 1, 2, 3 आचार्य तुलसी
3. जीव–अजीव–आचार्यश्री महाप्रज्ञ
4. नवपदार्थ–आचार्य भिक्षु
5. जैन सिद्धान्त दीपिका–आचार्य तुलसी
6. द्रव्य संग्रह–नेमिचन्द सिद्धान्त चक्रवर्ती
7. द्रव्यानुयोगतर्कणा–भोजसागर
8. जैन दर्शन–मनन और मीमांसा–आचार्यश्री महाप्रज्ञ
9. जैन दर्शन में आत्मा विचार–डॉ. लालचन्द जैन
10. आर्हती दृष्टि–समणी डॉ. मंगलप्रज्ञा
11. जैन तत्वमीमांसा–डॉ. आनन्द प्रकाश त्रिपाठी
12. प्रवचन पाथेय भाग–8, आचार्य तुलसी
13. जिनेन्द्र सिद्धान्त कोष भाग–3
14. प्रज्ञापना सूत्र
15. गोम्मटसार जीवकाण्ड–नेमिचन्द सिद्धान्त चक्रवर्ती

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (स)

विषय : जैन विद्या

पत्र : जैन तत्त्व विद्या

सेमेस्टर–II

पूर्णांक 70

क्रेडिट : 3+1=4

उद्देश्य–

1. जैन तत्त्व मीमांसा का परिचय देना।
2. पुद्गल, परमाणु की अवधारणा समझाना।
3. प्राण, पर्याप्ति, लेश्या और इन्द्रिय तत्त्व का विवेचन करना।

इकाई–1

तत्त्व का स्वरूप, तत्त्व के प्रकार, तत्त्व चिंतन का लक्ष्य, द्रव्य, गुण पर्याय का स्वरूप, भेद एवं सम्बन्ध।

इकाई–2

जीव स्वरूप, जीव सिद्धि, जीव के प्रकार, विभिन्न दृष्टि से जैन दर्शन में जीव

इकाई–3

पुद्गल का स्वरूप, भेद, अवस्थाएं जीव और पुद्गल का सम्बन्ध, परमाणु स्वरूप

इकाई–4

प्राण, पर्याप्ति, लेश्या और इन्द्रिय

उपलब्धियाँ–

1. जैन तत्त्वों की जानकारी होगी।
2. पुद्गल, परमाणु की अवधारणा का ज्ञान होगा।
3. जीवनोपयोगी तत्त्वों की जानकारी प्राप्त होगी।

पाठ्यपुस्तक–

1. जैन तत्त्व विद्या, डॉ. समणी ऋजुप्रज्ञा, दूरस्थ शिक्षा निदेशालय, जैन विश्व भारती संस्थान, लाडनूं

सन्दर्भ ग्रन्थ :

1. उत्तरज्झयणाणि, सं. आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
2. तत्त्वार्थसूत्र, आचार्य उमास्वाति
3. जैन दर्शन : मनन और मीमांसा, आचार्य महाप्रज्ञ, आदर्श साहित्य संघ, चूरू
4. जीव–अजीव, आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
5. जैन सिद्धान्त दीपिका, आचार्य तुलसी, जैन विश्व भारती, लाडनूं
6. जैन तत्त्व विद्या, आचार्य तुलसी, जैन विश्व भारती, लाडनूं

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (स)

विषय–जैन एवं जैनेतर दर्शन

पत्र–भारतीय दर्शन

सेमेस्टर – II

पूर्णांक : 70

क्रेडिट अलॉटेड – 3+1=4

उद्देश्य–

1. भारतीय दर्शनों का संक्षिप्त परिचय देना।
2. उनके प्रमुख सिद्धान्तों की जानकारी देना।

इकाई–1 1. भारतीय दर्शन का संक्षिप्त परिचय

2. भारतीय दर्शन की कतिपय विशेषताएं
3. चार्वाक दर्शन
   - प्रमाण विचार
   - तत्त्व विचार
   - नैतिक नियम

इकाई–2 जैन दर्शन और बौद्ध दर्शन

- प्रमाण विचार
- तत्त्व विचार
- जैन आचार
- मोक्ष विचार
- बुद्ध के चार आर्य सत्य
- बुद्ध के मूल दार्शनिक विचार
- बौद्ध दर्शन के चार सम्प्रदाय

इकाई–3 सांख्य दर्शन और योग दर्शन का एवं मीमांसा

- सांख्य दर्शन का सृष्टि विकास

स्नातक प्रथम वर्ष (ऐच्छिक विषय) समूह (स)

विषय : जैन एवं जैनेतर दर्शन

पत्र : भारतीय दर्शन

सेमेस्टर–II

पूर्णांक 70

क्रेडिट : 3+1=4

उद्देश्य–

1. भारतीय दर्शनों का संक्षिप्त परिचय देना।
2. उनके प्रमुख सिद्धान्तों की जानकारी देना।

इकाई–1

1. भारतीय दर्शन का संक्षिप्त परिचय
2. भारतीय दर्शन की कतिपय विशेषताएं

चार्वाक दर्शन

1. प्रमाण विचार
2. तत्त्व विचार
3. चार्वाक के नैतिक नियम

इकाई–2

जैन दर्शन और बौद्ध दर्शन

1. प्रमाण विचार
2. तत्त्व विचार
3. जैन आचार
4. मोक्ष विचार
1. बुद्ध के चार आर्य सत्य
2. बुद्ध के मूल दार्शनिक विचार
3. बौद्ध दर्शन के चार सम्प्रदाय

इकाई–3

सांख्य दर्शन और योगदर्शन एवं मीमांसा

1. सांख्य दर्शन का सृष्टि विकास
2. पुरुष एवं प्रकृति और सत्कार्यवाद
3. प्रमाण विचार
4. मोक्ष विचार

• पुरुष एवं प्रकृति और सत्कार्यवाद • प्रमाण विचार • मोक्ष विचार **योग दर्शन** • योग का महत्त्व • चित्तवृत्तियां एवं चित्त भूमियां • योग के अष्टांग साधन • सम्प्रज्ञात एवं असम्प्रज्ञात समाधि • ईश्वर विचार **मीमांसा दर्शन** 1. प्रमाण विचार 2. प्रमाण्य विचार 3. भ्रम विचार	**योग दर्शन** 1. योग का महत्त्व 2. चित्तवृत्तियां एवं चित्त भूमियां 3. योग के अष्टांग साधन 4. सम्प्रज्ञात एवं असम्प्रज्ञात समाधि 5. ईश्वर विचार **मीमांसा दर्शन** 1. प्रमाण विचार 2. प्रामाण्य विचार 3. ब्रह्म विचार
इकाई–4 न्याय दर्शन और वैशेषिक दर्शन एवं वेदान्त 1. षोडश पदार्थ 2. प्रमाण विचार 3. जगत् सम्बन्धी विचार 4. जीवात्मा और मोक्ष 5. ईश्वर विचार **वैशेषिक दर्शन** सप्तपदार्थ– 1. द्रव्य 2. सामान्य 3. अभाव 4. गुण 5. विशेष 6. कर्म 7. समवाय **वैदान्त दर्शन** 1. वेदान्त दर्शन में शंकर का अद्वैत 1. जगत् विचार, 2. ब्रह्म विचार, 3. आत्म विचार 2. रामानुज का विशिष्टाद्वैत	**इकाई–4** **न्याय दर्शन और वैशेषिक दर्शन एवं वेदान्त** 1. षोडश पदार्थ 2. प्रमाण विचार 3. जगत् सम्बन्धी विचार 4. जीवात्मा और मोक्ष 5. ईश्वर विचार **वैशेषिक दर्शन** सप्तपदार्थ– 1. द्रव्य, 2. सामान्य, 3. अभाव, 4. गुण 5. विशेष, 6. कर्म, 7. समवाय **वेदान्त दर्शन** 1. वेदान्त दर्शन में शंकर का अद्वैत 1. जगत् विचार, 2. ब्रह्म विचार, 3. आत्म विचार 2. रामानुज का विशिष्टद्वैत

1. सृष्टि विचार, 2. ब्रह्म विचार, 3. आत्म विचार	1. सृष्टि विचार, 2. ब्रह्म विचार, 3. आत्म विचार
उपलब्धियां– 1. भारतीय दर्शन से परिचित होंगे। 2. जीव जगत एवं ईश्वर संबंधी सिद्धान्तों की जानकारी प्राप्त करेंगे। **पाठ्य पुस्तक :** 1. भारतीय दर्शन–दत्ता एवं चटर्जी 2. भारतीय दर्शन–बलदेव उपाध्याय **संदर्भ पुस्तकें :** 1. षड्दर्शन–आचार्य हरिभद्र 2. सर्वदर्शन संग्रह–माधवाचार्य (हिन्दी टीका–प्रो. उमाशंकर शर्मा 'ऋषि') 3. वेदान्तसार–सदानन्द 4. न्याय सूत्र	**उद्देश्य–** 1. भारतीय दर्शन से परिचित होंगे। 2. जीव, जगत एवं ईश्वर संबंधी सिद्धान्तों की जानकारी प्राप्त करेंगे। **पाठ्य पुस्तक :** 1. भारतीय दर्शन– दत्ता एवं चटर्जी 2. भारतीय दर्शन– बलदेव उपाध्याय **संदर्भ पुस्तकें :** 1. षड्दर्शन– आचार्य हरिभद्र 2. सर्वदर्शन संग्रह– माधवाचार्य (हिन्दी टीका– प्रो. उमाशंकर शर्मा 'ऋषि') 3. वेदान्तसार– सदानन्द 4. न्याय सूत्र

B.A. SEM. III	B.A. SEM. III

स्नातक द्वितीय वर्ष

विषय–हिन्दी (अनिवार्य पत्र)

सेमेस्टर–III

पूर्णांक–75

1. व्याकरण–संज्ञा, सर्वनाम, कारक, मुहावरे, लोकोक्तियाँ 10
2. देवनागरी लिपि की विशेषताएँ 07
3. सरकारी पत्र, अर्द्धसरकारी पत्र 08
4. काव्य संग्रह 25
5. गद्य संग्रह 25

संदर्भ ग्रंथ–

1. काव्य संग्रह
2. गद्य संग्रह

स्नातक द्वितीय वर्ष

विषय–हिन्दी (अनिवार्य पत्र)

सेमेस्टर–III

पूर्णांक–70

क्रेडिटः 3+1=4

उद्देश्य–

1. हिन्दी व्याकरण– संज्ञा, सर्वनाम, कारक, पर्यायवाची, विलोमशब्द, समुच्चारित भिन्नार्थक शब्द, मुहावरें, लोकोक्तियाँ आदि का सामान्य ज्ञान करवाना।
2. देवनागरी लिपि का परिचय देना।
3. व्यावहारिक पत्रों की जानकारी देना।

इकाई I

व्याकरण–संज्ञा, सर्वनाम, कारक, पर्यायवाची, विलोमशब्द, समुच्चारित भिन्नार्थक शब्द, मुहावरें, लोकोक्तियाँ,

इकाई II

देवनागरी लिपि की विशेषताएँ, सरकारी पत्र, अर्द्धसरकारी पत्र

इकाई III

काव्य संचय – निम्नलिखित कवियों की चयनित कवितायें :
मैथिलीशरण गुप्त– मातृभूमि, आगे बढ़ो ! ऊँचे चढ़ो !,
जयशंकर प्रसाद– भारत महिमा, प्रयाण–गीत
सुमित्रानंदन पंत– भारत माता, द्रुत झरों
निराला– वह तोड़ती पत्थर
रामधारी सिंह दिनकर– जनतंत्र का जन्म
सच्चिदानन्द हीरानन्द वात्स्यायन 'अज्ञेय'– हिरोशिमा
सुधीन्द्र– कोकिल, राजस्थान–वन्दना
गिरिजा कुमार माथुर– पन्द्रह अगस्त

इकाई IV

गद्य संग्रह – निम्नलिखित लेखकों की चयनित रचनायें
प्रेमचन्द– आत्माराम (कहानी)
डॉ. रामचरण महेन्द्र– राष्ट्र मंदिर का सुवासित पुष्प : केसरीसिंह बारहठ (जीवनी)
महादेवी वर्मा– बहिन सुभद्रा (रेखाचित्र)
जैनेन्द्र कुमार– साधना के कवि (संस्मरण)
हरिकृष्ण प्रेमी– राखी (एकांकी)

	हरिशंकर परसाई– मूल्यों का उलटफेर (व्यंग्य) जवाहरलाल नेहरु– इतिहास से शिक्षा (पत्र साहित्य) विद्यानिवास मिश्र– हल्दी–दूब और दधि, अच्छत (ललित निबन्ध) अगरचन्द नाहटा– राजस्थान की सांस्कृतिक धरोहर (सांस्कृतिक निबन्ध) **उपलब्धियाँ–** 1. विद्यार्थियों का व्याकरण के ज्ञान में वृद्धि होगी। 2. विद्यार्थी कार्यालय पत्र लिखने में समर्थ हो सकेंगे। 3. विद्यार्थी देवनागरी लिपि के महत्त्व, उसकी विशेषता आदि से अपने ज्ञान में वृद्धि करेंगे। **संदर्भ ग्रंथ–** 1. काव्य संचय, सम्पादक– डॉ. शम्भूनाथ पाण्डेय, अनुराग प्रकाशन, अजमेर 2. गद्य संग्रह, सम्पादक– डॉ. विजय कुलश्रेष्ठ, अलका पब्लिकेशन, अजमेर 3. हिन्दी व्यावहारिक व्याकरण एवं रचना, डॉ. राघव प्रकाश, पिंकसिटी पब्लिकेशन, जयपुर
	B.A. IInd Year (Core Elective Subject) **Subject - Social Work** **Paper - Introduction to Social Work** **Semester - III** **M.M. - 70** **Credit - 3+1=4** **Objectives -** 1. To Understand about basic concepts of Social Work. **Unit - I** Basic Concepts Society Work, Social Service, Social Reform, Social Action, Social Welfare, Social Change, Social Security. **Unit - II** Social Work : Introduction Social Work : Concept, Meaning, Definition, Principles, Objectives, Nature, Scope and Relationship with other Social Sciences. **Unit - III** Roots of Social Work

Social Work in USA
Social Work in UK
Social Work in India

Unit - IV

Philosophy & Professions.
Social Work : Philosophy, Value, Ethics Approaches.
Social Work Profession : Objective, Methods and Communication Skills

Outcome - Students will under stand the basic concepts of social work.

Reference Books-

1. डॉ. सिंह, सुरेन्द्र, मिश्र पी.डी. (2004) समाज कार्य इतिहास, दर्शन प्रणालियाँ
2. पाण्डेय, जेस्कर, पाण्डेय ओजस्कर (2006) समाज कार्य
3. विद्यालंकार, सत्यकेतु (2006) भारतीय संस्कृति का विभाग

बी.ए. द्वितीय वर्ष (ऐच्छिक विषय) समूह (अ)

विषय : आगम विद्या एवं प्राकृत साहित्य

तृतीय पत्र : प्राकृत व्याकरण एवं साहित्य

सेमेस्टर–III

पूर्णांक–75

इकाई–1

1. तुलसी मंजरी (सूत्र 395 से 577) 35

(1) रूप सिद्धि
(2) सूत्र तथा पंक्ति व्याख्या
(3) शब्द–रूप (संदर्भित सूत्रों के आधार पर)
(4) धातु रूप (संदर्भित सूत्रों के आधार पर)
(5) धात्वादेश

2. प्राकृत स्वयं शिक्षक (पाठ 6–45) 10

(1) हिन्दी से प्राकृत और प्राकृत से हिन्दी अनुवाद करना

3. पाइयगज्जसंगहो (सम्पूर्ण) 15

बी.ए. द्वितीय वर्ष (ऐच्छिक विषय) समूह (अ)
विषय : आगम विद्या एवं प्राकृत साहित्य
पत्र : प्राकृत व्याकरण एवं साहित्य
सेमेस्टर – III

पूर्णांक–70
क्रेडिट : 3+1=4

उद्देश्य–

1. शब्द रूप प्रक्रिया, कारक एवं स्त्री प्रत्यय प्रकरण समझाना।
2. वाक्य बनाने का अभ्यास करवाना।
3. पाइयगज्जसंगहो पढ़ाना।
4. उत्तराध्ययन (3,4,8) आगम का अध्ययन करवाना।

इकाई–1

1. तुलसी मंजरी (सूत्र 394 से 577) 30

(1) रूप सिद्धि
(2) सूत्र तथा पंक्ति व्याख्या
(3) शब्द रूप (संदर्भित सूत्रों के आधार पर)

(1) सप्रसंग अनुवाद

(2) आलोचनात्मक प्रश्न

(3) व्याकरणात्मक टिप्पणियां

(4) शब्दार्थ

(5) लघुत्तरात्मक प्रश्न (प्राकृत में उत्तर दिये जायें)

4. उत्तराध्ययन (3, 4, 8) 15

(1) सप्रसंग व्याख्या

(2) आलोचनात्मक प्रश्न

(3) शब्दार्थ

परीक्षा संबंधी विशेष नोट–निबन्धात्मक प्रश्न में सूत्र की व्याख्या (अंक 7) एवं रूप की सिद्धि (अंक 8) के दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा। निबन्धात्मक प्रश्न में पाइयगज्जसंगहो से (अंक 7) एवं उत्तरज्झयणाणि से (अंक 8) के दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा।

पाठ्य पुस्तक :

1. तुलसी मंजरी–युवाचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं 1983
2. प्राकृत स्वयं शिक्षक–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982
3. पाइयगज्जसंगहो–संपादक –डॉ. राजाराम जैन, प्राच्य भारती प्रकाशन, आरा 1987
4. उत्तरज्झयणाणि–(भाग–1) जैन विश्वभारती, लाडनूं

संदर्भ ग्रन्थ :

1. प्राकृत व्याकरण (सिद्धहेमशब्दानुशासनम्–आचार्य हेमचन्द्रकृत) संस्कृत–हिन्दी व्याख्या सहित, व्याख्याकार–ज्ञानमुनि, प्रकाशन–आचार्यश्री आत्माराम जैन मॉडल स्कूल, दिल्ली 1974
2. प्राकृत व्याकरण (अंग्रेजी)–हेमचन्द्र, प्रकाशक भण्डारकर ओरियण्टल शोध संस्थान, पूना 1980
3. प्राकृत मार्गोपदेशिका–पं. बेचरदास जीवराज दोषी, मो. ला. ब. दास, दिल्ली 1968
4. प्राकृत वाक्य रचना बोध–युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं 1991
5. प्राकृत गद्य सोपान–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982
6. प्राकृत काव्य मंजरी–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982
7. प्राकृत रचना सौरभ–डॉ. के.सी सोगानी, अपभ्रंश अकादमी, जयपुर
8. प्राकृत रचना अभ्यास–डॉ. के.सी सोगानी, अपभ्रंश अकादमी, जयपुर

(4) धातु रूप (संदर्भित सूत्रों के आधार पर)

(5) धात्वादेश

2. प्राकृत स्वयं शिक्षक (पाठ 21–50) 10

(1) हिन्दी से प्राकृत और प्राकृत से हिन्दी अनुवाद करना

3. पाइयगज्जसंगहो (सम्पूर्ण) 15

(1) सप्रसंग अनुवाद
(2) आलोचनात्मक प्रश्न
(3) व्याकरणात्मक टिप्पणियां
(4) शब्दार्थ
(5) लघुत्तरात्मक प्रश्न (प्राकृत में उत्तर दिये जायें)

4. उत्तराध्ययन (3, 4, 8) 15

(1) सप्रसंग व्याख्या
(2) आलोचनात्मक प्रश्न
(3) शब्दार्थ

उपलब्धियाँ–

1. शब्द रूप, कारक, स्त्री प्रत्यय को समझकर इनका सम्यक् प्रयोग करेंगे।
2. वाक्य प्रयोग से प्राकृत में रचना धर्मिता का विकास होगा।
3. कथा के माध्यम से शब्द प्रयोग, प्राकृत संभाषण का अभ्यास होगा एवं सांस्कृतिक मूल्यों से परिचय होगा।

परीक्षा संबंधी विशेष नोट–निबन्धात्मक प्रश्न में सूत्र की व्याख्या (अंक 7) एवं रूप की सिद्धि (अंक 8) के दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा। निबन्धात्मक प्रश्न में पाइयगज्जसंगहो से (अंक 7) एवं उत्तरज्झयणाणि से (अंक 8) के दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा।

पाठ्य पुस्तक :

1. तुलसी मंजरी–युवाचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं 1983
2. प्राकृत स्वयं शिक्षक–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982
3. पाइयगज्जसंगहो–संपादक –डॉ. राजाराम जैन, प्राच्य भारती प्रकाशन, आरा 1987
4. भाग–1, उत्तरज्झयणाणि जैन विश्वभारती, लाडनूं

9. प्राकृत प्रबोध–डॉ. नेमीचन्द्र शास्त्री, चौखम्बा विद्या भवन, वाराणसी 1965
10. प्राकृत प्रवेशिका–(Translation of Introduction to Prakrit) बनारसदास जैन, ओरियण्टल बुक्स रिप्रिंट कॉरपोरेशन, दिल्ली 1968
11. प्राकृत प्रवेशिका–डॉ. कोमलचंद जैन, तारा बुक एजेन्सी, वाराणसी 1989
12. प्राकृत कथा साहित्य परिशीलन–डॉ. प्रेमसुमन जैन, संधी प्रकाशन, जयपुर 1992
13. प्राकृत साहित्य का इतिहास–डॉ. जगदीशचन्द्र जैन, चौखम्बा विद्या भवन, वाराणसी 1995
14. प्राकृत भाषा एवं साहित्य का आलोचनात्मक इतिहास–डॉ. नेमीचन्द शास्त्री, तारा बुक एजेन्सी, वाराणसी
15. प्राकृत कथा साहित्य–डॉ. जगदीशचन्द्र जैन
16. उत्तराध्ययनसूत्र एक समीक्षात्मक अध्ययन–युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं
17. उत्तराध्ययनसूत्र एक परिशीलन–डॉ. सुदर्शनलाल जैन, प्रकाशक पार्श्वनाथ विद्याश्रम, वाराणसी

संदर्भ ग्रन्थ :

1. प्राकृत व्याकरण (सिद्धहेमशब्दानुशासनम्–आचार्य हेमचन्द्रकृत) संस्कृत–हिन्दी व्याख्या सहित, व्याख्याकार–ज्ञानमुनि, प्रकाशन–आचार्यश्री आत्माराम जैन मॉडल स्कूल, दिल्ली 1974
2. प्राकृत व्याकरण (अंग्रेजी)–हेमचन्द्र, प्रकाशक भण्डारकर ओरियण्टल शोध संस्थान, पूना 1980
3. प्राकृत मार्गोपदेशिका–पं. बेचरदास जीवराज दोषी, मोती लाल बनारसी दास, दिल्ली 1968
4. प्राकृत वाक्य रचना बोध–युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं 1991
5. प्राकृत गद्य सोपान–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982
6. प्राकृत काव्य मंजरी–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982
7. प्राकृत रचना सौरभ–डॉ. के.सी सोगानी, अपभ्रंश अकादमी, जयपुर
8. प्राकृत रचना अभ्यास–डॉ. के.सी सोगानी, अपभ्रंश अकादमी, जयपुर
9. प्राकृत प्रबोध–डॉ. नेमीचन्द्र शास्त्री, चौखम्बा विद्या भवन, वाराणसी 1965
10. प्राकृत प्रवेशिका–(Translation of Introduction to Prakrit) बनारसदास जैन, ओरियण्टल बुक्स रिप्रिंट कॉरपोरेशन, दिल्ली 1968
11. प्राकृत प्रवेशिका–डॉ. कोमलचंद जैन, तारा बुक एजेन्सी, वाराणसी 1989
12. प्राकृत कथा साहित्य परिशीलन–डॉ. प्रेमसुमन जैन, संधी प्रकाशन, जयपुर 1992
13. प्राकृत साहित्य का इतिहास–डॉ. जगदीशचन्द्र जैन, चौखम्बा विद्या भवन, वाराणसी 1995
14. प्राकृत भाषा एवं साहित्य का आलोचनात्मक इतिहास–डॉ. नेमीचन्द शास्त्री, तारा बुक एजेन्सी, वाराणसी
15. प्राकृत कथा साहित्य–डॉ. जगदीशचन्द्र जैन
16. उत्तराध्ययनसूत्र एक समीक्षात्मक अध्ययन–युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं
17. उत्तराध्ययनसूत्र एक परिशीलन–डॉ. सुदर्शनलाल जैन, प्रकाशक पार्श्वनाथ विद्याश्रम, वाराणसी

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (अ)

विषय : अहिंसा और शांति

तृतीय पत्र : अहिंसा और शांति–भारतीयेतर दृष्टि

सेमेस्टर–III

पूर्णांक–75

इकाई I– यहूदी धर्म ग्रन्थ में अहिंसा एवं शांति

इकाई II– ईसाई धर्म ग्रन्थ में अहिंसा एवं शांति

इकाई III– इस्लाम धर्म ग्रन्थ में अहिंसा एवं शांति

इकाई IV– प्रमुख विचारक (प्रथम) ऑगस्टाइन एवं एक्वीनस

इकाई V– प्रमुख विचारक हेनरी डेविड थोरो, मार्टिन लूथर किंग

पाठ्य पुस्तकें–

1. सामान्य धर्म दर्शन एवं दार्शनिक विश्लेषण–याकू मसीह, मोतीलाल बनारसीदास, दिल्ली–7 द्वारा प्रकाशित तथा चेतना प्रिंटर्स, पाण्डेपुर, वाराणसी–2 द्वारा मुद्रित
2. जैनधर्म में अहिंसा–वशिष्ट नारायण सिन्हा, प्रकाशक–सोहनलाल जैनधर्म प्रचारक समिति

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (अ)

विषय : अहिंसा और शांति

पत्र : अहिंसा और शांति–भारतीयेतर दृष्टि - II

सेमेस्टर–III

पूर्णांक–70

क्रेडिट : 3+1=4

उद्देश्य–

1. विभिन्न विचारकों के अहिंसा और शांति के चिन्तन को समझाना।

इकाई I

यहूदी धर्म ग्रन्थ में अहिंसा एवं शांति

इकाई II

मार्क्स, हेनरी डेविड थोरो, मार्टिन लूथर किंग

इकाई III

महात्मा गांधी एवं विनोबा का अहिंसा दर्शन

इकाई IV

आचार्य भिक्षु एवं आचार्य महाप्रज्ञ का अहिंसा दर्शन

उपलब्धियाँ–

1. भारतीय एवं पाश्चात्य चिंतकों की विचारधारा को जानने से तुलनात्मक दृष्टि का विकास होगा।

पाठ्य पुस्तकें–

1. अहिंसा एवं शांति : भारतीयतर दृष्टि– प्रो. अनिल धर
2. मानवाधिकार, शांत एवं गांधी दर्शन– डॉ. अनिल धर एवं पूजा शर्मा

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (अ)

विषय : हिन्दी साहित्य

तृतीय पत्र : आधुनिक हिन्दी काव्य

सेमेस्टर–III

पूर्णांक–75

1. निर्धारित कवि एवं कविताएँ :30

1. मैथिलीशरण गुप्त – यशोधरा के विरह गीत, नहुष का पतन

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (अ)

विषय : हिन्दी साहित्य

पत्र : आधुनिक हिन्दी काव्य

सेमेस्टर–III

पूर्णांक–70

क्रेडिट : 3+1=4

उद्देश्य–

1. विद्यार्थियों को आधुनिक काव्य से परिचित करवाना।
2. विद्यार्थियों को विभिन्न कवियों की काव्यशैली की जानकारी देना।

2. जयशंकर प्रसाद–आंसू (प्रथम 20 दोहे), मधुमय देश
3. सूर्यकांत त्रिपाठी निराला–जुही की कली, तोड़ती पत्थर, बादल राग, संध्या–सुन्दरी, तुम और मैं
4. सुमित्रानंदन पंत–प्रथम रश्मि, ताज
5. महादेवी वर्मा–मैं नीर भरी दुःख की बदली, पंथ होने दो अपरिचित, मधुर–मधुर मेरे दीपक जल
6. सच्चिदानन्द हीरानंद–वात्स्यायन अज्ञेय–हिरोशिमा, कलगी बाजरे की, यह दीप अकेला
7. धर्मवीर भारती–पराजित पीढ़ी
8. धूमिल–मोचीराम
9. ईश्वर मिलेगा साधना से–आचार्य महाप्रज्ञ–फूल और अंगारें,
10. यह अमीयपगी मंगल वेला–साध्वी प्रमुख कनक प्रभा–सांसों का इकतारा,

2. रश्मिरथी (खण्ड काव्य) 30

3. द्रुतपाठ–अयोध्यासिंह उपाध्याय, भारतेन्दु हरिश्चन्द्र, सुभद्रा कुमारी चौहान **15**

पाठ्यपुस्तकें :

1. हिन्दी काव्य संग्रह–संपादक हेमराज मीणा, मीरा सरीन
2. रश्मिरथी–रामधारीसिंह दिनकर
3. फूल और अंगारे–आचार्य महाप्रज्ञ, जैन विश्व भारती लाडनूं (राज.)
4. सांसो का इकतारा–साध्वी कनकप्रभा, आदर्श साहित्य संघ, चूरू (राज.)

3. विद्यार्थियों को विभिन्न कवियों की भाषाशैली से परिचित करवाना।

इकाई 1

1. वीरसतसई (सूर्यमल्ल मीसण) प्रथम 20 दोहे
2. बिहारी (हिन्दी काव्य संग्रह से दोहा संख्या 1, 3, 10, 11, 14, 16, 22, 27, 29, 32)

इकाई II

1. अज्ञेय– असाध्य वीणा (आँगन के पार द्वार से)
2. मैथिलीशरण गुप्त– सखी, बसंत से कहाँ गए वे?, सखी वे मुझ से कहकर जाते

इकाई III

1. जयशंकर प्रसाद– चिंता (हिन्दी काव्य संग्रह से)
2. जयशंकर प्रसाद– मधुमय देश (हिन्दी काव्य संग्रह से)

इकाई IV

1. सूर्यकान्त त्रिपाठी निराला– जुही की कली, भिक्षुक, बादल राग
2. महादेवी वर्मा–मैं नीर भरी दुःख की बदली, पंथ होने दो अपरिचित, मधुर–मधुर मेरे
   दीपक जल

उपलब्धियाँ–

1. विद्यार्थी विभिन्न कवियों की लेखनशैली से परिचित होकर अपना मत प्रस्तुत कर सकेंगे।
2. विद्यार्थियों में देश–प्रेम एवं वीरता के भाव जागृत होंगे।
3. विद्यार्थी आधुनिक काव्य का परिचय प्राप्त कर स्वयं काव्य रचना का प्रयास कर सकेंगे।

संदर्भ पुस्तके :

1. हिन्दी काव्य संग्रह–संपादक हेमराज मीणा, मीरा सरीन
2. वीर सतसई– सूर्यमल्ल मीसण, संपादक– डॉ. कन्हैयालाल सहल, ईश्वरदान आसिया, पतराम गौड़, राजस्थानी ग्रन्थागार, जोधपुर
3. आंगन के पार द्वार– अज्ञेय
4. आधुनिक काव्य संचयन– संपादक डॉ. शकुन्तला तँवर, एस.के पब्लिशर्स एण्ड डिसट्रीब्यूटर्स, नई दिल्ली

B.A. (Second Year) (Optional Paper) Group-A

English Literature

Paper III - Poetry and Drama

Semester-III

MM 75

1. Tiger's Eye : Alan McConnell Duff. OUP. 10

2. Poetry

Indian Poetry 20

i. Servants - Gieve Patel

ii. A Bomb - site - Adil Jussawalla

iii. Advice to Fellow Swimmers-Karnala Das

iv. Enterprise - Nissim Ezekiel

v. Counsel to the Mind - Guru Nanak

The Poet's Pen (PE & Homai P Dustoor) 30

i. Dover Beach - Mathew Arnold

ii. To A Skylark - Wordworth

iii. Prospice-Robert Browning

iv. Ulysses-Alfred Tennyson

v. Weathers-Thomas Hardy

vi. Sailing to Byzantium - W.B. Yeats

3. Nagamandala - Girish Karnad 15

prescribed books-

1. Tiger's Eye. Alan McConnell Duff. OUP

2. Contemporary Indian Poetry in English (Ed.) Saleem Peeradina. MacMillan. New Delhi. 1994.

3. Poet's Pen - PE & Homai P Dustoor.

B.A. (Second Year) (Optional Paper) Group-'A'
Subject - English Lit
Paper - Poetry and Drama
Semester-III

M.M. : 70
Credit: 3+1=4

Objectives-

1. To enable the students how to composed a poem .
2. To make them able to make difference between Figure of speech and Forms of Literature.
3. To give them a practical knowledge of English speaking.
4. To make them familiar with Indian dramatic style.

Unit I

Tiger's Eye : Alan McConnell Duff. OUP.(First Five Chapter) 15

Unit II

Indian Poetry 20

i. Servants- Gireve Patel
ii. A Bomb-site- Adil Jussawalla
iii. Advice to fellow swimmers- kamala Das
iv. Enterprise- Nissim Ezekiel
v. Consel to the mind- Guru Nanak

Unit III

The Poes's Pen (PE & Homai P Dustoor) 20

i. Dover Beach – Mathew Arnod
ii.Prospice – Robert Browning
iii.Ulysses- Alfred Tennyson
iv. Weathers-Thomas Hardy
v. Sailing to Byzantium-W.B.Yeats

Unit IV

Tara- Mahesh Dattani 15

Outcome-

1. They can speak English Friquantly.
2. They become able to compose a poem.

4. Nagamandala - Girish Karnad	**Reference and Text Books Books :** 1. Poetry and Drama, Jain Vishva Bharati Institute, Ladnun 2.Tiger's Eye. Alan McConnel Duff. OUP. 3. Contemporary Indian Poetry in English (Ed.) Saleem Peeradina. MacMillan. New Delhi. 1994. 4.Poet's Pen- PE & Homai P Dustoor. 5Tara – Mahesh Dattani **Suggested Reading :** 1. R.N.Bose & T.S. Sterling, Elements of English Rhetoric and Prosody. Chuckerverty, Chattrjee, Calcutta, 1981
स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (ब) **विषय : संस्कृत** **तृतीय पत्र : संस्कृत व्याकरण एवं साहित्य** **सेमेस्टर–III** **पूर्णांक–75** 1. कालू कौमुदी पूर्वार्द्ध–स्त्रीप्रत्यय, तद्धित (सू. 295 से 328 एवं 514 से 681) **30** 2. वाक्य रचना बोध (38 से 52 पाठ) **10** 3. रघुवंशम् (द्वितीय सर्ग) **15** 4. स्वप्नवासदत्तम् **15** 5. अभिधान चिन्तामणि नाममाला (काण्ड षष्ठम्, श्लोक 61 से 90) **05** **अंक विभाजन :** **1. कालू कौमुदी पूर्वार्द्ध–स्त्रीप्रत्यय, तद्धित 30** (क) स्त्रीप्रत्यय (ख) तद्धित प्रकरण सूत्रार्थ रूपसिद्धि प्रकृति प्रत्यय **2. वाक्य रचना बोध 10**	**स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (ब)** **विषय : संस्कृत** **पत्र : संस्कृत व्याकरण एवं साहित्य (कालूकौमुदी)** **सेमेस्टर–III** **पूर्णांक–70** **क्रेडिट : 3+1=4** **उद्देश्य–** 1. शब्दों के स्त्रिलिंगी प्रत्ययों का ज्ञान करवाना। 2. तद्धित शब्दों की विधि सीखाना। 3. नाटक एवं महाकाव्य की शैली का अवबोध करवाना। 1. कालू कौमुदी (पूर्वार्द्ध)–स्त्रीप्रत्यय, तद्धित (सू. 295 से 328 एवं 514 से 681) **30** 2. वाक्य रचना बोध (38 से 52 पाठ) **05** 3. रघुवंशम् (द्वितीय सर्ग)**15** 4. स्वप्नवासदत्तम् **15** 5. अभिधान चिन्तामणि नाममाला (छठा काण्ड षष्ठम्, श्लोक 61 से 90) 0**5** **अंक विभाजन :** **1. कालू कौमुदी पूर्वार्द्ध–स्त्रीप्रत्यय, तद्धित30** (क) स्त्रीप्रत्यय (ख) तद्धित प्रकरण सूत्रार्थ रूपसिद्धि प्रकृति प्रत्यय

(क) संस्कृत से हिन्दी अनुवाद

(ख) हिन्दी से संस्कृत अनुवाद

(ग) शब्दार्थ

3. रघुवंशम् 15

1. सप्रसंग व्याख्या
2. आलोचनात्मक प्रश्न

4. स्वप्नवासदत्तम् 15

1. सप्रसंग व्याख्या
2. आलोचनात्मक प्रश्न

4. अभिधान चिन्तामणि नाममाला 05

परीक्षा संबंधी निर्देश : निबंधात्मक प्रश्न सूत्र की व्याख्या (अंक 7) एवं रूपसिद्धि (अंक 8) के दो प्रश्न पूछे जाएंगे उनमें से एक प्रश्न करना होगा तथा निबंधात्मक प्रश्न रघुवंशम् (अंक 7) एवं स्वप्नवासदत्तम् (अंक 8) के दो प्रश्न पूछे जाएंगे उनमें से एक करना होगा।

पाठ्य पुस्तक :

1. कालु कौमुदी, आदर्श साहित्य संघ, चूरू
2. वाक्य रचना बोध, आचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं
3. रघुवंशम् द्वितीय सर्ग–महाकवि कालिदास संपादक–डॉ. रविकान्तमणि, हंसा प्रकाशन, जयपुर, 2007
4. स्वप्नवासदत्तम्, महाकवि भास, व्याख्याकार डॉ. रूपनारायण त्रिपाठी, हंसा प्रकाशन, जयपुर, 2006
5. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी

सहायक ग्रन्थ :

1. संस्कृत वाक्य रचना बोध, लेखक–आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
2. सरल वाक्य रचना बोध, मुनि श्री श्रीचंद, जैन विश्व भारती, लाडनूं
3. अनुवाद चन्द्रिका, डॉ. ब्रह्मानंद त्रिपाठी, चौखम्बा प्रकाशन, वाराणसी
4. व्याकरण रचनानुवाद, डॉ. बाबूराम त्रिपाठी, महालक्ष्मी प्रकाशन, आगरा
5. संस्कृत रचनानुवाद कौमुदी – बी.एस. आप्टे

नोट– विद्यार्थी कालुकौमुदी और लघुसिद्धान्त कौमुदी दोनों में से एक एक पत्र का चयन करें।

2. वाक्य रचना बोध 05

(क) संस्कृत से हिन्दी अनुवाद

(ख) हिन्दी से संस्कृत अनुवाद

(ग) शब्दार्थ

3. रघुवंशम् 15

1. सप्रसंग व्याख्या
2. आलोचनात्मक प्रश्न

4. स्वप्नवासदत्तम् 15

1. सप्रसंग व्याख्या
2. आलोचनात्मक प्रश्न

5. अभिधान चिन्तामणि 05

उपलब्धियाँ–

1. शब्दों के विभिन्न रूपों की जानकारी होगी।
2. नाटक पठन से संभाषण कला का ज्ञान होगा।

परीक्षा संबंधी निर्देश : निबंधात्मक प्रश्न सूत्र की व्याख्या (अंक 7) एवं रूपसिद्धि (अंक 8) के दो प्रश्न पूछे जाएंगे उनमें से एक प्रश्न करना होगा तथा निबंधात्मक प्रश्न रघुवंशम् (अंक 7) एवं स्वप्नवासदत्तम् (अंक 8) के दो प्रश्न पूछे जाएंगे उनमें से एक करना होगा।

पाठ्य पुस्तक :

1. कालू कौमुदी, आदर्श साहित्य संघ, चूरू
2. वाक्य रचना बोध, आचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं
3. रघुवंशम् द्वितीय सर्ग–महाकवि कालिदास संपादक–डॉ. रविकान्तमणि, हंसा प्रकाशन, जयपुर, 2007
4. स्वप्नवासदत्तम्, महाकवि भास, व्याख्याकार डॉ. रूपनारायण त्रिपाठी, हंसा प्रकाशन, जयपुर, 2006
5. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी

सहायक ग्रन्थ :

1. संस्कृत वाक्य रचना बोध, लेखक–आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
2. सरल वाक्य रचना बोध, मुनि श्री श्रीचंद, जैन विश्व भारती, लाडनूं
3. अनुवाद चन्द्रिका, डॉ. ब्रह्मानंद त्रिपाठी, चौखम्बा प्रकाशन, वाराणसी
4. व्याकरण रचनानुवाद, डॉ. बाबूराम त्रिपाठी, महालक्ष्मी प्रकाशन, आगरा
5. संस्कृत रचनानुवाद कौमुदी – बी.एस. आप्टे

नोट– विद्यार्थी कालुकौमुदी और लघुसिद्धान्त कौमुदी दोनों में से एक एक पत्र का चयन करें।

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (ब)

विषय : संस्कृत

तृतीय पत्र : संस्कृत व्याकरण एवं रचना

सेमेस्टर–III

पूर्णांक–75

लघुसिद्धांतकौमुदी

कारक प्रकरण (सूत्र 888 से 903 तक)

समास प्रकरण (सूत्र 904 से 993 तक)

तद्धित प्रकरण (चातुरर्थिका तक) (सूत्र 994 –1064 तक)

रचनानुवाद कौमुदी (पाठ 21 से 30) 30

अभिधान चिन्तामणि नाममाला (काण्ड षष्ठम्, श्लोक 61 से 90) 05

रघुवंशम् (द्वितीय सर्ग) 15

स्वप्नवासदत्तम् 15

परीक्षा संबंधी निर्देश–लघुसिद्धान्तकौमुदी में से सूत्र पूर्ति, रुपसिद्धि, समास विग्रह, प्रकृति प्रत्यय आदि पूछे जायेगें। शब्दार्थ , संस्कृत से हिन्दी एवं हिन्दी से संस्कृत वाक्य पूछे जायेंगे। निबंधात्मक प्रश्न सूत्र की व्याख्या (अंक 7) एवं रूपसिद्धि (अंक 8) के दो प्रश्न पूछे जाएंगे उनमें से एक प्रश्न करना होगा तथा निबंधात्मक प्रश्न रघुवंशम् (अंक 7) एवं स्वप्नवासदत्तम् (अंक 8) के दो प्रश्न पूछे जाएंगे उनमें से एक करना होगा।

सहायक ग्रन्थ :

1. लघु सिद्धान्त कौमुदी, महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
2. लघु सिद्धान्त कौमुदी, टीकाकार–राजेन्द्र चौधरी, रामनारायण वेणीप्रसाद, इलाहाबाद
3. लघु सिद्धान्त कौमुदी, भैमी व्याख्या, आचार्य भीमसेन शास्त्री
4. रचनानुवाद कौमुदी, डॉ. कपिलदेव द्विवेदी आचार्य, विश्वविद्यालय प्रकाशन, वाराणसी

नोट– विद्यार्थी कालुकौमुदी और लघुसिद्धान्त कौमुदी दोनों में से एक एक पत्र का चयन करें।

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (ब)

विषय : संस्कृत

पत्र : संस्कृत व्याकरण एवं साहित्य (लघुसिद्धान्त कौमुदी)

सेमेस्टर–III

पूर्णांक–70

क्रेडिट : 3+1=4

उद्देश्य–

1. नाटक एवं महाकाव्य की शैली का अवबोध करवाना।
2. कारक से शब्दरूप की विभक्तियों का ज्ञान करवाना।
3. समास के द्वारा शब्दों के निर्माण की विधि सीखाना।

1. लघुसिद्धांतकौमुदी 30

कारक प्रकरण (सूत्र 888 से 903 तक)

समास प्रकरण (सूत्र 904 से 993 तक)

तद्धित प्रकरण (चातुरर्थिका तक) (सूत्र 994 –1064 तक)

2. रचनानुवाद कौमुदी (पाठ 21 से 30) 05

3. रघुवंशम् (द्वितीय सर्ग)15

4. स्वप्नवासदत्तम् 15

अभिधान चिन्तामणि (छठा काण्ड, श्लोक 61 से 90) 05

अंक विभाजन–

1. लघुसिद्धांतकौमुदी 30

(क) कारक प्रकरण

	(ख) समास प्रकरण (ग) तद्धित प्रकरण **2. रचनानुवाद कौमुदी 05** **3. रघुवंशम् 15** 1. चरित्र चित्रण 2. श्लोकार्थ **4. स्वप्नवासदत्तम् 15** 1. चरित्र चित्रण 2. अनुवाद 3. कथा सारांश **5. अभिधान चिन्तामणि 05** **उपलब्धियाँ–** 1. नाटक पठन से संभाषण कला का ज्ञान होगा। 2. विभक्ति संबंधी ज्ञान में अशुद्धि नहीं रहेगी। 3. श्लोक रचना आदि में समास का कार्यकारी ज्ञान होगा। **परीक्षा संबंधी निर्देश**–लघुसिद्धान्तकौमुदी में से सूत्र पूर्ति, रूपसिद्धि, समास विग्रह, प्रकृति प्रत्यय आदि पूछे जायेगें। शब्दार्थ, संस्कृत से हिन्दी एवं हिन्दी से संस्कृत वाक्य पूछे जायेंगे। निबंधात्मक प्रश्न सूत्र की व्याख्या (अंक 7) एवं रूपसिद्धि (अंक 8) के दो प्रश्न पूछे जाएंगे उनमें से एक प्रश्न करना होगा तथा निबंधात्मक प्रश्न रघुवंशम् (अंक 7) एवं स्वप्नवासदत्तम् (अंक 8) के दो प्रश्न पूछे जाएंगे उनमें से एक करना होगा।

	पाठ्य पुस्तक : 1. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक–महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली 2. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी 3. रघुवंशम् द्वितीय सर्ग–महाकवि कालिदास संपादक–डॉ. रविकान्तमणि, हंसा प्रकाशन, जयपुर, 2007 4. स्वप्नवासदत्तम्, महाकवि भास, व्याख्याकार डॉ. रूपनारायण त्रिपाठी, हंसा प्रकाशन, जयपुर, 2006 5. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी **सहायक ग्रन्थ :** 1. लघु सिद्धान्त कौमुदी, महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली 2. लघु सिद्धान्त कौमुदी, टीकाकार–राजेन्द्र चौधरी, रामनारायण वेणीप्रसाद, इलाहाबाद 3. लघु सिद्धान्त कौमुदी, भैमी व्याख्या, आचार्य भीमसेन शास्त्री 4. रचनानुवाद कौमुदी, डॉ. कपिलदेव द्विवेदी आचार्य, विश्वविद्यालय प्रकाशन, वाराणसी 5. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे 6. कालू कौमुदी, मुनि चौथमल, जैन विश्व भारती, लाडनूं **नोट– विद्यार्थी कालुकौमुदी और लघुसिद्धान्त कौमुदी दोनों में से किसी एक पत्र का चयन करें।**

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (ब)

विषय : राजनीति विज्ञान

तृतीय पत्र : प्रमुख राजनीतिक व्यवस्थायें

सेमेस्टर–III

पूर्णांक–75

इकाई I

ब्रिटेन का संविधान–प्रमुख विशेषताएं, संवैधानिक परम्परायें (अभिसमय) सम्राट एवं राजमुकुट, मन्त्रिमण्डल एवं प्रधानमंत्री का पद, संसद–कॉमन सभा एवं लार्ड सभा, ब्रिटिश दल प्रणाली

इकाई II

संयुक्त राज्य अमेरिका संविधान–प्रमुख विशेषताएं, शक्ति पृथ्थकरण का सिद्धांत, अमेरिकी संघ व्यवस्था, राष्ट्रपति का पद, कांग्रेस–प्रतिनिधि सभा एवं सीनेट, सर्वोच्च न्यायालय तथा अमेरिकी दल प्रणाली।

इकाई III

स्विस संविधान–प्रमुख विशेषताएं, मौलिक अधिकार एवं स्विस संघ व्यवस्था, संसद, संघीय सरकार, संघीय सर्वोच्च न्यायालय, प्रत्यक्ष प्रजातंत्र।

इकाई IV

फ्रांस का संविधान–प्रमुख विशेषताएं, गणराज्य का राष्ट्रपति, प्रधानमंत्री एवं मन्त्रिपरिषद्, संसद, न्याय व्यवस्था एवं दल प्रणाली।

इकाई V

जनवादी चीन का संविधान–प्रमुख विशेषताएं, राष्ट्रीय जन कांग्रेंस, राष्ट्रपति एवं राज्यपरिषद्, चीन का साम्यवादी दल।

संदर्भ पुस्तकें :

1.Ogg & Zink : Modern Foreign Governments.

2. Menelly : Contemporary Government Japan. Houghton Muffin,1963

3. V.D. Mahajan : Modern Constitutions.

4. H. Finer : Theory and Practice of Modern Government, London.

5. A.H. Brich : British System of Government.

6. पुखराज जैन–प्रमुख राजव्यवस्थायें, साहित्य भवन, पब्लिकेशन्स, आगरा

7. बी.एल. फडिया–प्रमुख राजनीतिक व्यवस्थायें, कॉलेज बुक हाउस, जयपुर

8. आर.सी.अग्रवाल–विश्व के प्रमुख संविधान, एस.चन्द एण्ड कम्पनी, नई दिल्ली

9. वीरकेश्वर प्रसाद सिंह–विश्व के प्रमुख संविधान, ज्ञानदा प्रकाशन, नई दिल्ली

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (ब)

विषय : राजनीति विज्ञान

पत्र : प्रमुख राजनीतिक व्यवस्थायें

सेमेस्टर–III

पूर्णांक–70

क्रेडिट : 3+1=4

उद्देश्य–

1. विद्यार्थियों को विश्व के प्रमुख संविधानों की जानकारी देना।
2. विद्यार्थियों को संघात्मक एवं एकात्मक संविधानों से अवगत कराना।
3. लिखित एवं अलिखित संविधानों के बारे में बताना।
4. विद्यार्थियों की प्रतियोगी परीक्षाओं में तर्क शक्ति बढ़ाना।

इकाई I

ब्रिटेन का संविधान–प्रमुख विशेषताएं, संवैधानिक परम्परायें (अभिसमय) सम्राट एवं राजमुकुट, मन्त्रिमण्डल एवं प्रधानमंत्री, स्पीकर का पद, संसद–कॉमन सभा एवं लार्ड सभा

इकाई II

संयुक्त राज्य अमेरिका संविधान–प्रमुख विशेषताएं, शक्ति पृथक्करण का सिद्धांत, अमेरिकी संघ व्यवस्था, राष्ट्रपति का पद, कांग्रेस–प्रतिनिधि सभा एवं सीनेट, सर्वोच्च न्यायालय

इकाई III

स्विस संविधान–प्रमुख विशेषताएं, मौलिक अधिकार एवं स्विस संघ व्यवस्था, संसद, संघीय परिषद्, संघीय सर्वोच्च न्यायालय, प्रत्यक्ष प्रजातंत्र।

इकाई IV

जनवादी चीन का संविधान–प्रमुख विशेषताएं, राष्ट्रीय जन कांग्रेस, राष्ट्रपति एवं राज्यपरिषद्, चीन का साम्यवादी दल।

उपलब्धियाँ–

1. विद्यार्थी विभिन्न देशों के संविधानों को विस्तृत रूप से जान सकेंगे।
2. विभिन्न देशों के संविधानों का तुलनात्मक अध्ययन कर सकेंगे।
3. परम्परागत एवं आधुनिक संविधानों के दृष्टिकोण को समझ सकेंगे।

	4. विभिन्न संविधानों में संशोधनों की जानकारी प्राप्त कर सकेंगे। **संदर्भ पुस्तकें :** 1.Ogg & Zink : Modern Foreign Governments. 2. Menelly : Contemporary Government Japan. Houghton Muffin,1963 3. V.D. Mahajan : Modern Constitutions. 4. H. Finer : Theory and Practice of Modern Government, London. 5. A.H. Brich : British System of Government. 6. पुखराज जैन–प्रमुख राजव्यवस्थायें, साहित्य भवन, पब्लिकेशन्स, आगरा 7. बी.एल. फडिया–प्रमुख राजनीतिक व्यवस्थायें, कॉलेज बुक हाउस, जयपुर 8. आर.सी.अग्रवाल–विश्व के प्रमुख संविधान, एस.चन्द एण्ड कम्पनी, नई दिल्ली 9. वीरकेश्वर प्रसाद सिंह–विश्व के प्रमुख संविधान, ज्ञानदा प्रकाशन, नई दिल्ली
स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (ब) विषय : जीवन विज्ञान तृतीय पत्र : मूल्यपरक प्रशिक्षण सेमेस्टर–III पूर्णांक–55 **इकाई I – मूल्य परिचय** मूल्य –अर्थ, परिभाषाएं, प्रकृति मूल्य निर्धारण की प्रक्रिया, मूल्य खोज के प्रयास मूल्यों के लक्षण और वर्गीकरण **इकाई–II – मूल्यपरक शिक्षा** मूल्यपरक शिक्षा का स्वरूप, वर्तमान में मूल्यों की स्थिति मूल्यपरक शिक्षा–कारक तत्व, उद्देश्य एवं अपेक्षाएं, मूल्य शिक्षा की आवश्यकता मूल्यशिक्षा का विद्यालयीकरण, मूल्य विकास में परिवार और समाज की भूमिका **इकाई–III–प्रसिद्ध शिक्षाशास्त्री : जीवन परिचय और शिक्षा दर्शन** महात्मा गंधी, स्वामी विवेकानन्द आचार्य तुलसी	**स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (ब)** **विषय : जीवन–विज्ञान** **पत्र : मूल्यपरक प्रशिक्षण** **सेमेस्टर–III** **पूर्णांक–50** **क्रेडिट : 2+1+1=4** **उद्देश्य–** 1. वर्तमान शिक्षा पद्धति में मूल्यपरक शिक्षा की आवश्यकता को समझना। 2. स्वस्थ समाज संरचना एवं मूल्यों के उत्थान में जीवन विज्ञान की महत्ता को समझना। 3. जीवन विज्ञान शिक्षा द्वारा मूल्यों के विकास की प्रक्रिया को समझना और अभ्यास करना। **इकाई I – मूल्य परिचय और मूल्यपरक शिक्षा** मूल्य –अर्थ, परिभाषाएं, प्रकृति मूल्यों के लक्षण और वर्गीकरण वर्तमान में मूल्यों की स्थिति मूल्यपरक शिक्षा–मूल्य शिक्षा की आवश्यकता मूल्य विकास में परिवार और समाज की भूमिका

आचार्य महाप्रज्ञ के संदर्भ में शिक्षा और मुक्ति की अवधारणा

इकाई–IV–जीवन विज्ञान और शिक्षा की उपादेयता

वर्तमान शिक्षा प्रणाली की समस्याएं, जीवन विज्ञान शिक्षा की आवश्यकता

जीवन विज्ञान शिक्षा का स्वरूप प्रकृति और आधार

शिक्षा और नैतिकता, शिक्षा और भावनात्मक परिवर्तन, शिक्षा स्वस्थ समाज संरचना का आधार

इकाई–V–व्यक्तित्व विकास और मूल्य प्रशिक्षण

स्वतंत्र व्यक्तित्व का निर्माण, संवेग नियंत्रण की पद्धति, मस्तिष्क नियन्त्रण की पद्धति

सामाजिक और नैतिक मूल्य, बौद्धिक और मानसिक मूल्य

आध्यात्मिक मूल्य, मूल्य विकास का आधार–अनुप्रेक्षा

प्रायोगिक : 20

यौगिक क्रियाएं–पूर्व कक्षा के प्रयोग, पेट एवं श्वास की क्रियाएं

आसन–पूर्व कक्षा के आसन एवं समपदासन, ताड़ासन, सर्वांगासन, हलासन

प्रेक्षाध्यान–शरीर प्रेक्षा

अनुप्रेक्षा–मानवीय एकता, मानसिक संतुलन

जीवन विज्ञान द्वारा प्रबंधन के प्रयोग–मधुमेह, पेप्टिक अल्सर

पाठ्य पुस्तकें–

1. जीवन विज्ञान : मूल्यपरक शिक्षा, डॉ हेमलता जोशी, संस्करण 2010, जैन विश्वभारती संस्थान लाडनूं– 341306 (राजस्थान)
2. शरीर रचना एवं क्रिया विज्ञान–प्रमिला वर्मा एवं कांति पाण्डेय, बिहार हिन्दी ग्रंथ अकादमी, पटना
3. प्रेक्षाध्यान स्वास्थ्य विज्ञान–मुनि महेन्द्र कुमार जैन विश्वभारती, लाडनूं
4. जीवन विज्ञान और स्वास्थ्य–डॉ. जेपीएन मिश्रा, जैन विश्व भारती विश्वविद्यालय, लाडनूं
5. तुम स्वस्थ रह सकते हो–आचार्य महाप्रज्ञ
6. जीवन विज्ञान एवं स्वास्थ्य–डॉ. संजीव कुमार गुप्ता, जैन विश्वभारती, लाडनूं

इकाई–II–प्रसिद्ध शिक्षाशास्त्री : जीवन परिचय और शिक्षा दर्शन

महात्मा गंधी, स्वामी विवेकानन्द

आचार्य तुलसी

आचार्य महाप्रज्ञ के संदर्भ में शिक्षा और मुक्ति की अवधारणा

इकाई–III–जीवन विज्ञान और शिक्षा की उपादेयता

वर्तमान शिक्षा प्रणाली की समस्याएं, जीवन विज्ञान शिक्षा की आवश्यकता

जीवन–विज्ञान शिक्षा का स्वरूप, प्रकृति और आधार

शिक्षा और नैतिकता, शिक्षा और भावनात्मक परिवर्तन, शिक्षा स्वस्थ समाज संरचना का आधार

इकाई–IV–व्यक्तित्व विकास और मूल्य प्रशिक्षण

स्वतंत्र व्यक्तित्व का निर्माण, संवेग नियंत्रण की पद्धति, मस्तिष्क नियन्त्रण की पद्धति

सामाजिक और नैतिक मूल्य, बौद्धिक और मानसिक मूल्य

उपलब्धियाँ–

1. वर्तमान में मूल्यों की आवश्यकता को समझ सकेंगे।
2. विभिन्न शिक्षा शास्त्रीयों के जीवन एवं शिक्षा दर्शन से परिचित हो सकेंगे।
3. शिक्षा के क्षेत्र में जीवन विज्ञान की उपयोगिता को जान सकेंगे।
4. व्यक्तित्व विकास एवं संवेगों पर नियन्त्रण की पद्धति को जान सकेंगे।

प्रायोगिक : 20

यौगिक क्रियाएं– पेट एवं श्वास की क्रियाएं

आसन– समपादासन, ताड़ासन, सर्वांगासन, हलासन

प्रेक्षाध्यान–शरीर प्रेक्षा

अनुप्रेक्षा–मानवीय एकता, मानसिक संतुलन

पाठ्य पुस्तकें–

1. जीवन विज्ञान : मूल्यपरक शिक्षा, डॉ. समणी मल्लि प्रज्ञा, डॉ हेमलता जोशी, संस्करण 2010, जैन विश्वभारती संस्थान लाडनूं– 341306 (राजस्थान)
2. शरीर रचना एवं क्रिया विज्ञान–प्रमिला वर्मा एवं कांति पाण्डेय, बिहार हिन्दी ग्रंथ अकादमी, पटना
3. प्रेक्षाध्यान स्वास्थ्य विज्ञान–मुनि महेन्द्र कुमार जैन विश्वभारती, लाडनूं
4. जीवन विज्ञान और स्वास्थ्य–डॉ. जेपीएन मिश्रा, जैन विश्व भारती विश्वविद्यालय, लाडनूं

7. यौगिक क्रिया–मुनि किशनलाल, जैन विश्व भारती, लाडनूं 8. प्रेक्षाध्यान प्रयोग पद्धति–आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं 9. आसन–प्राणायाम–मुनि किशनलाल, जैन विश्व भारती, लाडनूं 10. जीवन विज्ञान प्रायोगिक– डॉ. अषोक भास्कर, जैन विष्वभारती, लाडनूं	5. तुम स्वस्थ रह सकते हो–आचार्य महाप्रज्ञ, 2005 6. जीवन विज्ञान एवं स्वास्थ्य–डॉ. संजीव कुमार गुप्ता, जैन विश्वभारती, लाडनूं 7. यौगिक क्रिया–मुनि किशनलाल, जैन विश्व भारती, लाडनूं 8. प्रेक्षाध्यान प्रयोग पद्धति–आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं 9. आसन–प्राणायाम–मुनि किशनलाल, जैन विश्व भारती, लाडनूं 10. जीवन–विज्ञान प्रायोगिक– डॉ. अषोक भास्कर, जैन विष्वभारती, लाडनूं 11. जीवन विज्ञान की रूपरेखा– मुनि धर्मेश, जैन विश्व भारती संस्थान, लाडनूं 12. शिक्षा दर्शन : डॉ. रामशक्ल पाण्डेय, अग्रवाल पब्लिकेशन्स, आगरा
B.A. (Second Year) (Optional Paper) Group-B **Subject - Social Work** **Paper III - Society, Culture and Contemporary Concerns** **Semester-III** **M.M. 70** **Credit Alloted - 3+1=4** **Objectives :** • To give awareness about reciprocal relationship between women & men in society • To understand key concepts, issues in gender and development • To create awareness about the magnitude of gender disparities in the present context **Unit - I** Society : Concept, Meaning & Characteristics, Man & Society, Social Values, Norms & Philosophy, Culture : Concept & Relevance, Culture & Civilization, Social System : Concept & Theories. Basic Social Institution : Marriage & Family Groups : Primary & Secondary **Unit - II** Basic Sociological Concepts : Community & Association, Social Process : Socialization, Concepts & Process, Social Stratification : Concept & Theories, Social Disorganization, Social Change : Theories & Factors. **Unit - III** Contemporary Indian Social Problems : Alcoholism, Drug Addiction, Prostitution, HIV/AIDS, Casteism, Communalism, Corruption, Poverty and Unemployment.	**B.A. (Second Year) (Optional Paper) Group-B** **Subject - Social Work** **Paper – Society, Culture and Contemporary Concerns** **Semester – III** **M.M. : 70** **Credit : 3+1=4** **Objectives:** 1. To give awareness about reciprocal relationship between women & men in society 2. To understand key concepts, issues in gender and development 3. To create awareness about the magnitude of gender disparities in the present context **Unit-1: Society, Values and Institutions** Society: Concept, Meaning & Characteristics, Man & Society, Social Values, Norms & Philosophy, Culture: Concept & Relevance, Culture & Civilization, Social System: Concept & Theories. Basic Social Institutions: Marriage & Family Groups: Primary & Secondary **Unit-2: Basic Sociological Concepts** Basic Sociological Concepts: Community & Association, Social Process: Socialization, Concept & Process, Social Stratification: Concept & Theories, Social Disorganization, Social Change: Theories

Unit-IV

Gender – Definition and related concepts: Sex and Gender, Gender Stereotypes, Gender Bias, Women empowerment, Single women, Girl child, Working women, Female infanticide.

Outcome-

1. Student will be aware about reciprocal relationship between women and man in society.

2. Student will understand key concepts, issues in gender and development

3. Student will creat awareness about the magnitude of gender disparities in the present context.

References:

1. Bottomore, T.B. Sociology – A guide to problems and Literature, London: Allen and Unwin. 1962
2. Day, P.R. Sociology in Social Work Practice, London, Macmillan Education. 1987.
3. Dube, S.C. Indian Village, London: Routledge & Kengan Paul. (1955).
4. Furer Halmendarf, C.V. Tribes in India: The Struggle for Survival, Delhi: OUP. 1982.
5. Johnson, H.M. Sociology – A Systematic Introduction, Mumbai: Allied Publishers Private Limited. 197).
6. Kapadia, K.M. (Ed.). Marriage and Family in India, Mumbai: OUP. 1959.
7. Srinivas, M.N. Social Change in Modern India, Mumbai: Allied Pub. 1966.
8. Macgver, R.M. and Page, C.H. Society – An Introductory Analysis, Chennai: Macmillan India Ltd. 1985.
9. Govt. of India. Towards Equality – a report of the committee on status of women in India, Delhi: Author. 1974
10. Harlambos, M. and Heard, R.M. Sociology – Themes and Perspectives, Oxford Publications.1980.
11. Jeffrey, W. Dyer and Raymond, T. Coward Gender, Families and Elder Care, Delhi: Sage Publications.1992
12. Uma Shankar Jha and Premalatha Pujari. Indian Women Today, Vol.I & II, Kanishka Publications. 1996.
13. डॉ. गोयल, प्रीति प्रभा, भारतीय संस्कृति, राजस्थानी ग्रंथाकार, सोजतीगेट, जोधपुर, 2000।
14. विद्या लंकार, सत्यकेतु, भारतीय संस्कृति का विकास, श्री सरस्वती सदन, सफदरजंग इन्क्लेव, नई दिल्ली, 2006।
15. शर्मा, अनुराग, भारतीय समाज, इशिका पब्लिशिंग हाऊस, जयपुर, 2010।
16. सिंह, योगेन्द्र, समाजशास्त्र, श्रीमति प्रेमरावत, रावत पब्लिकेशन, जवाहर नगर, जयपुर, 2005।
17. समाजशास्त्र की मूलभूत अवधारणाएं, न्यू रॉयल बुक, कम्पनी, लालबाग लखनाऊ, 2009।
18. डॉ. तिवारी, एन., समाजशास्त्र, मिश्रा पब्लिसर एण्ड डिस्ट्रीब्यूटर, 2010।

& Factors.

Unit-3: Contemporary Indian Social Problems

Contemporary Indian Social Problems: Alcoholism, Drug Addiction, Prostitution, HIV/AIDS, Casteism, Communalism, Corruption, Poverty and Unemployment, Violence and Terrorism.

Unit-4: Gender: Concept and Women Empowerment

Gender – Definition and related concepts: Sex and Gender, Gender Stereotypes, Gender Bias, Women empowerment, Single women, Girl child, Working women, Female infanticide.

Objectives:

1. Student will be aware about reciprocal relationship between women & men in society
2. Student will understand key concepts, issues in gender and development
3. Student will create awareness about the magnitude of gender disparities in the present context

References:

01. Bottomore, T.B. Sociology – A guide to problems and Literature, London: Allen and Unwin. 1962
02. Day, P.R. Sociology in Social Work Practice, London, Macmillan Education. 1987.
03. Dube, S.C. Indian Village, London: Routledge & Kengan Paul. (1955).
04. Furer Halmendarf, C.V. Tribes in India: The Struggle for Survival, Delhi: OUP. 1982.
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07. Macgver, R.M. and Page, C.H. Society – An Introductory Analysis, Chennai: Macmillan India Ltd. 1985.
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09. Harlambos, M. and Heard, R.M. Sociology – Themes and Perspectives, Oxford Publications.1980.
10. Jeffrey, W. Dyer and Raymond, T. Coward Gender, Families and

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11. Uma Shankar Jha and Premalatha Pujari. Indian Women Today, Vol.I & II, Kanishka Publications. 1996.
12. डॉ. गोयल, प्रीति प्रभा, भारतीय संस्कृति, राजस्थानी ग्रंथाकार, सोजतीगेट, जोधपुर, 2000।
13. शर्मा, अनुराग, भारतीय समाज, इशिका पब्लिशिंग हाऊस, जयपुर, 2010।
14. सिंह, योगेन्द्र, समाजशास्त्र, श्रीमति प्रेमरावत, रावत पब्लिकेशन, जवाहर नगर, जयपुर, 2005।
15. समाजशास्त्र की मूलभूत अवधारणाएं, न्यू रॉयल बुक, कम्पनी, लालबाग लखनाऊ, 2009।
16. डॉ. तिवारी, एन., समाजशास्त्र, मिश्रा पब्लिसर एण्ड डिस्ट्रीब्यूटर, 2010।

B.A. (Second Year) (Optional Paper) Group-C

Subject - Information Technology

Paper III - Web Technologies

Semester-III

M.M. 55

Preamble: This paper will familiarize the students with trends of Web Technologies

Unit I

- Introduction to Web Designing
- Web pyramid
- Web browser
- Search Engine
- Website-Types-Static, Dynamic, Interactive

Unit II

- Introduction to HTML
- HTML Element
- HTML Element Syntax
- HTML Attributes
- HTML Heading
- HTML Paragraph

Unit III

- HTML Formatting
- HTML Links
- HTML Images
- HTML Marquee

Unit IV

- HTML Lists

B.A II Year (Optional Subject) (Group - C)

Subject: Information Technology

Semester III

Paper : Web Technologies

M.M. 50

Credit - 2+1+1=4

Objective:

1. To make the students aware of various tags of HTML and CSS.
2. To give the hands on experience on Adobe Dreamweaver.

Unit I

- Introduction to Web Designing & HTML
- HTML Element/Tags
- HTML Attributes
- HTML Heading
- HTML Paragraph
- HTML Formatting

Unit II

- HTML Links
- HTML Images
- HTML Marquee
- HTML Lists
- HTML Tables

Unit III

- HTML Forms

- HTML Tables
- HTML Forms

Unit V

- HTML CSS Styles
- Style sheet basics
- Inline, Internal and External
- Style sheet properties
- Box - Display properties

Reference Books

1. Internet and Web Design Made Easier By A. Mansoor, Pragya Publications, Mathura
2. O level Module - M 1.2 - Internet & web page designing by V.K.Jain – BPB Publications.

Practical: **MM:20**

- Create webpage using HTML

- HTML CSS Styles
- Style sheet basics
- Inline, Internal and External

Unit IV

- Introducing Dreamweaver
- Learning the interface
- Creating a website

Outcome:

After completing the course, the students will be able to create website using HTML tags and Adobe DreamWeaver

Reference Books

1. Internet and Web Design Made Easier By A. Mansoor, Pragya Publications, Mathura
2. O level Module - M 1.2 - Internet & web page designing by V.K.Jain – BPB Publications.
3. http://www.w3schools.com/html/
4. http://www.tutorialspoint.com/html/
5. http://www.adobe.com/devnet/dreamweaver.html
6. HTML and Javascript for Visual Learners by Chirp Chaurahas.

Practical: **MM: 20**

- Create webpage using HTML/Adobe Dreamweaver

B.A. (Second Year) (Optional Paper) Group-C

Subject - Psychology

Paper III - Personality Psychology

Semester-III

M.M. 55

Unit - I

Introduction

(A) Concept of Personlity
(B) Role of Heredity and Learning in Personality Development.
(C) Elements of Personality Pattern : The concept of Self, The concept of Trait
(D) The concept of Personality Syndrome

Unit - II

Biological Determinants of Personality

(A) Genetic Influence on Personality

B.A. IInd Year (Optional Subject) (Group C)

SUBJECT – PSYCHOLOGY

PAPER - BASIC PRINCIPLES OF PSYCHOLOGICAL ASSESSMENT

SEMESTER – III

Marks 50

Credit : 2+1+1=4

Objective :

1. **To train students in various psychological assessment techniques.**
2. **To impart skills necessary for selecting and applying different tests for different purposes.**

Unit-I: Introduction

(B) Mendel's Genetic Laws
(C) The Law of Dominant and Recessive Traits
(D) The Chromosomes and Heredity
(E) Prenatal Development

Unit - III

(A) Early Familial Life and Personality
(B) Influence of Parental Behavior
(C) Parental Deprivation
(E) Effect of broken Home
(F) Dynamics of Parent Child Relationship

Unit - IV

Social Determinants of Personality

(A) Personality and Social Behavior
(B) Dependency
(C) Aggression
(D) Moral development
(E) Stages of Moral development

Unit - V

Cultural Determinants of Personality

(A) The Concept of Culture
(B) Culture and Cognitive Behavior
(C) Culture and Connative Behavior
(D) Culture and Affective Behavior
(E) Culture and Abnormal Behavior

Books :

1. Corsini & Marsella : Personality Theories, Researcha and Assessment.
2. Ewen : An Introduction to Theories of Personality (2nd ed.)
3.Aradhna Shukla : Vyaktitwa : Sampratyay, Nirdharak aur Siddhant
4. Hurlock : Development of Personality.
5. Stagner : Determinants of Personality.

Meaning and definition of psychological test
Scope of psychological tests
Characteristics of psychological tests

Unit-II: Reliability, Validity and Norms

Meaning and methods of reliability
Meaning and methods of validity
Developments of norms

Unit-III: Types of Psychological Tests

Individual and group
Performance, verbal and non-verbal
Speed and power

Unit-IV: Assessment of Personality

Case Study of person
Projective tests : TAT, Sentence Completion Tests(SCT)
Non-projective tests : 16 Personality Factor (16PF), Minnesota
Multi-phasic Personality Inventory (MMPI)

BOOKS:-

1. Anastasi, A. (1997) Psychological Testing, New York : MacMilan Co.
2. Ciminero, A.R. (Eds) (1986). Handbook of behavioral assessment, New York: John Wiley.
3. Kaplan and Saccuzzo : Psychological Testing.
4. Freeman : Psychological Testing.
5. Bhargava : Psychological Testing and Measurement.
6. Asthana : Psychological Testing.

PRACTICALS Marks 20

1. Measuring social maturity
2. Measuring attitude
3. Assessment of human values
4. Methods of sociometry
5. Assessment of vocational interest

Note :- The department may change the practical depending on the availability of the apparatus and recent developments.

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह स

विषय– इतिहास

तृतीय पत्र–मध्यकालीन भारत का इतिहास

सेमेस्टर–III

पूर्णांक–75

इकाई–I

मध्यकालीन भारतीय इतिहास की जानकारी के स्रोत, भारत में तुर्की साम्राज्य की स्थापना–कुतुबुद्दीन ऐबक, इल्तुतमिश, रजिया। दिल्ली सल्तनत में बलबन की महत्त्वपूर्ण उपलब्धियॉ एवं योगदान, अलाउद्दीन खिलजी–साम्राज्य विस्तार, प्रशासनिक नीति, बाजार नियन्त्रण प्रणाली एवं जनता पर प्रभाव।

इकाई II

मोहम्मद बिन तुगलक की नवीन योजनाएं एवं प्रभाव, फिरोज तुगलक की धार्मिक एवं सार्वजनिक नीति, विजयनगर साम्राज्य का उत्थान, उपलब्धियां एवं पतन। बहमनी साम्राज्य की स्थापना तथा उसके पतन के कारण। सल्तनतकालीन प्रशासन, स्थापत्य कला एवं पतन के कारण।

इकाई III

मुगल साम्राज्य की स्थापना–बाबर, हुमॉयु। शेरशाह सूरी का उत्कर्ष एवं प्रशासन प्रबंध। अकबर–साम्राज्य विस्तार, सुदृढ़ीकरण, राजपूत नीति, धार्मिक नीति एवं राष्ट्रीय शासक के रूप में मूल्यांकन।

इकाई IV

मुगल दरबार में नूरजहां जुन्टा गुट की भूमिका। शाहजहां कालीन स्थापत्यकला। औरंगजेब की राजपूत नीति, दक्षिण नीति एवं असफलता के कारण। शिवाजी का उत्कर्ष एवं शासन प्रबंध।

इकाई V

मुगल कालीन–कृषि व्यवस्था, मनसबदारी प्रथा की विशेषताएं, व्यापार वाणिज्य। मुगलकालीन–सामाजिक स्थिति, कला (स्थापत्य एवं चित्रकला), शासन प्रबंध एवं पतन के

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह स

विषय– इतिहास

पत्र–मध्यकालीन भारत का इतिहास

सेमेस्टर–III

पूर्णांक–70

क्रेडिट : 3+1=4

उद्देश्य–

1. विद्यार्थीयों को मध्यकालीन भारत के इतिहास से परिचित करवाना।
2. अकबर की महानता से परिचित करवाना।
3. मुगलकालीन कला से परिचित करवाना।

इकाई–I

भारत में तुर्की साम्राज्य की स्थापना–कुतुबुद्दीन ऐबक, इल्तुतमिश, रजिया। दिल्ली सल्तनत में बलबन की महत्त्वपूर्ण उपलब्धियॉ एवं योगदान, अलाउद्दीन खिलजी–साम्राज्य विस्तार, प्रशासनिक नीति, बाजार नियन्त्रण प्रणाली एवं जनता पर प्रभाव।

इकाई II

मोहम्मद बिन तुगलक की नवीन योजनाएं एवं प्रभाव, फिरोज तुगलक की धार्मिक एवं सार्वजनिक नीति, दक्षिण भारत में विजयनगर साम्राज्य का उत्थान, उपलब्धियां एवं पतन। सल्तनतकालीन प्रशासन।

इकाई III

मुगल साम्राज्य की स्थापना–बाबर, हुमॉयु। शेरशाह सूरी का उत्कर्ष एवं प्रशासन प्रबंध। अकबर–साम्राज्य विस्तार, सुदृढ़ीकरण, राजपूत नीति, धार्मिक नीति का मूल्यांकन।

इकाई IV

मुगल दरबार में नूरजहां जुन्टा गुट की भूमिका। औरंगजेब की राजपूत नीति, दक्षिण नीति एवं असफलता के कारण। शिवाजी का उत्कर्ष एवं शासन प्रबंध। मुगलकालीन–स्थापत्य कला, शासन प्रबंध एवं पतन के कारण।

उपलब्धियॉं–

1. विद्यार्थी मध्यकालीन भारतीय इतिहास के प्राप्त ज्ञान का उपयोग प्रतियोगी परीक्षाओं में कर पायेंगे।
2. विद्यार्थी मुगलकालीन संस्कृति, शासन प्रबंध आदि से परिचित हो पायेंगे।

कारण। **सन्दर्भ ग्रंथ–** 1. भार्गव, डॉ. वी.एस.–मध्यकालीन भारतीय इतिहास, रिसर्च पब्लिकेशन, जयपुर। 2. वर्मा, हरिश्चन्द्र–मध्यकालीन भारतीय इतिहास, भाग–1 एवं 2, हिन्दी माध्यम कार्यान्वयन निदेशालय, नई दिल्ली। 3. नागौरी, एस.एल. एवं शर्मा हरिशंकर–मध्यकालीन भारत का इतिहास। 4. शर्मा, हरिश्चन्द्र–मध्यकालीन भारत। 5. गुप्ता व पेमाराम–मध्यकालीन भारत का इतिहास।	3. मुगल कला के विश्लेषणात्मक अध्ययन से विद्यार्थियों में कला के तुलनात्मक अध्ययन की क्षमता बढेगी। **सन्दर्भ ग्रंथ–** 1. भार्गव, डॉ. वी.एस.–मध्यकालीन भारतीय इतिहास, रिसर्च पब्लिकेशन, जयपुर। 2. वर्मा, हरिश्चन्द्र–मध्यकालीन भारतीय इतिहास, भाग–1 एवं 2, हिन्दी माध्यम कार्यान्वयन निदेशालय, नई दिल्ली। 3. गुप्ता व पेमाराम–मध्यकालीन भारत का इतिहास, क्लासिक पब्लिकेशन हाउस, जयपुर 4. सेंगर, शैलेन्द्र– मध्यकालीन भारत का इतिहास, अटलांटिक पब्लिशर्स, जयपुर, 2005
B.A. (Second Year) (Optional Paper) Group-C **Subject - Geography** **Paper III - Geography of India** **Semester-III** **MM 55** **Unit - I** a) Introduction : Location ; Neighboring countries, frontiers. b) India : A land of diversities ; Unity within diversities. c) Physiographic division ; Himalayan region. d) The Great plains of India; Peninsular plateau. e) Coastal plains and Islands. **Unit – II** a) Drainage systems of India. b) Climate : Summer and winter Season. c) Monson : Mechanism of monsoon. d) Soil : Type, distribution & characteristics. e) Vegetation : Type and their distribution. **Unit – III** a) Agriculture : Major crops and their distribution (Wheat, Rice & Tea). b) Minerals : Distribution of minerals & mineral belts – Iron ore & coal. c) Industrial regions of India. d) Transport & Trade : Ports and foreign Trade. e) Population : Distribution & Density of population, Sex composition & Literacy rate.	**B.A. IInd Year (Optional subject) Group (C)** **Subject - Geography** **Paper - Human Geography** **Semester - III** **MM 50** **Credit : 2+1+1=4** **Objects-** 1. To make students aware about human Geography. 2. To make aware about population Distribution & human development. 3. To make students aware about schools & principles of Human Geography. **Unit-I** a) Definition and scope of Human geography. b) Its relation with other Subjects. c) Schools of Human geography : determinism, possibilism and neo-determinism. d) Fundamental principles of Human geography : Principle of activity, Principle of terrestrial unity. **Unit-II** a) Races of man kind :- criteria of classification and distribution according to G. Taylor

Unit – IV

Rajasthan

a) Physiographic division of Rajasthan & Drainage Characteristics.
b) Climate : Major Seasons, Climate Regions.
c) Natural Vegetation : Type, distribution & their importance
d) Soils of Rajasthan : Types, distributions & Their Characteristics.
e) Irrigation : Sources, Indira Gandhi Canal & Chambal command area projects.

Unit – V

a) Agriculture : Type and distribution of major crops (Bajra & Mustard)
b) Livestock : Sheep & Camel.
c) Minerals & Industries Study: Rock Phosphate & Lime stone. Chemical & Cement.
d) Human Resources of Rajasthan : Distribution &density, Literacy, Sex ratio, SC/ST and Population distribution.
e) Tourism in Rajasthan : Major Tourist spot, Circuits & Its importance in the Economy of Rajasthan.

Practical 20

a) Distribution map : General rules and method of drawing map.

b) Presentation Socio – economic data, Qualitative methods : Chorochromatic method, Pictrorial method, Choroschematic method. (3 exercise)

c) Quantitative method : Choropleth, Isopleth, Dot method. (3 exercise)

d) Plain table survey : Instruments required for plain table survey.

e) Plain Table survey : Radiation & intersection method.

f) Plain Table survey : Resectioning method.

Suggested Books :

1. गौड कृपाशंकर : भारत की भौगोलिक समीक्षा, हिन्दी प्रचार पुस्तकालय, वाराणसी
2. मामोरिया चतुर्भुज : भारत का आर्थिक भूगोल, आगरा बुक स्टोर, आगरा
3. दुबे, रामनाथ : भारत का आर्थिक भूगोल, किताब महल, इलाहाबाद
4. तिवारी विश्वनाथ : भारत का वश्हद् भूगोल, रामप्रसाद एण्ड सन्स, आगरा
5. चौहान, वीरेन्द्रसिंह : विशाल भारत, रस्तोगी एण्ड कम्पनी, मेरठ
6. चौहान, तेजसिंह : भारत का भूगोल, विज्ञान प्रकाशन, जयपुर
7. सक्सेना, हरिमोहन : राजस्थान का भूगोल, राजस्थान हिन्दी अकादमी प्रकाशन, जयपुर
8. भल्ला, आर.एल. : राजस्थान का भूगोल, कुलदीप प्रकाशन, जयपुर

b) Migration zone theory by Griffith Taylor
c) Factors of evolution of human races
d) Tribes in the world, Habitat, Occupation & social organization : Pigmies, Bushmen, Eskimos and Khirgiz.

Unit-III

a) Distribution of Tribes in India. Habitat, economic activities and social organization of Bhil, Naga, Toda and Santhal.
b) Early economic activities of mankind : Food gathering, Hunting, Fishing & Shifting cultivation.
c) World distribution, Concept of over population, optimum population and zero population growth.
d) Migration-internal and international, general laws of Migration

Unit-IV

a) Concept of human development and population problems and policy of India.
b) Rural, Urban settlement-origin of towns, patterns of cities.
c) Functional classification of cities, zoning of cities, Christaller's theory.
d) Urbanization and problems : slums, town planning, concept and principles.

Practical : Marks 20

a. Methods of Relief Representation: Hachure', Contours, layer tint, BM, Spot height, Trachograhic Method.
b. Drawing of Profiles: Serial, Composites and Superimposed.
c. Prismatic Compass Survey: Instrument required for prismatic compass survey
d. Prismatic Compass Survey: Radiation and intersection method.
e. Correction of closing error with Bowditch rule.

Outcomes-

1. Having Knowledge of human geography & its principles, students can adjust & adapt themselves with different cultures prevailing.
2. Comes to know about problems regarding overpopulation, migration& steps to solve them.
3. Deep knowledge about people residing in urban & rural areas, their problems & solutions.

	*** Note - Stencils are to be permitted in the examination.** **Suggested Readings :** 1. Blache Vidal de la: Manav Bhugol ke Siddhant (In Hindi) 2. कौशिक, एस.डी. : मानव भूगोल के सरल सिद्धान्त, रस्तोगी पब्लिकेशन्स, मेरठ 3. हूसैन, माजिद : मानव भूगोल, रावत पब्लिकेशन्स
स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह स विषय– जैन विद्या तृतीय पत्र–जैन आचार मीमांसा **सेमेस्टर–III** पूर्णांक–75 **इकाई–I** जैन आचार मीमांसा **इकाई–II** श्रमणाचार **इकाई–III** श्रावकाचार **इकाई–IV** ध्यानयोग **इकाई–V** अहिंसा और अणुव्रत **पाठ्य पुस्तक :** 1. जैन आचार मीमांसा, लेखक–डॉ. समणी ऋजुप्रज्ञा, जैन विश्व भारती संस्थान, लाडनूं **सन्दर्भ ग्रन्थ :** 1. उत्तरज्झयणाणि, सं. आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं 2. तत्त्वार्थसूत्र, आचार्य उमास्वाति 3. जैन दर्शन : मानव और मीमांसा, आचार्य महाप्रज्ञ, आदर्श साहित्य संघ, चूरू 4. जीव–अजीव, आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं	स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह स विषय– जैन विद्या पत्र–जैन आचार मीमांसा **सेमेस्टर–III** **पूर्णांक–70** **क्रेडिट : 3+1=4** **उद्देश्य–** 1. जैन–आचार मीमांसा की जानकारी देना। 2. जैन ध्यान पद्धति को समझाना। 3. अहिंसा और अणुव्रत की जानकारी देना। **इकाई–I** जैन–आचार मीमांसा जैन–आचार का आधार और स्वरूप पंचाचार नव तत्त्व दस धर्म **इकाई–II** श्रमणाचार और श्रावकाचार श्रमणाचार– महाव्रत, समिति, गुप्ति षडावश्यक गुणस्थान लेश्या **श्रावकाचार**– अणुव्रत, गुणव्रत, शिक्षाव्रत जैन– जीवनशैली **इकाई–III** ध्यानयोग ध्यान का स्वरूप सालम्बन–निरालम्बन ध्यान अनुप्रेक्षा प्रेक्षाध्यान : स्वरूप और ध्येय

5. जैन सिद्धान्त दीपिका, आचार्य तुलसी, जैन विश्व भारती, लाडनूं 6. जैन तत्त्व विद्या, आचार्य तुलसी, जैन विश्व भारती, लाडनूं 7. जैन आचार–मीमांसा, आचार्य देवेन्द्र मुनि, श्री तारक गुरु जैन ग्रंथालय, उदयपुर 8. जैन दर्शन : स्वरूप और विश्लेषण, आचार्य देवेन्द्र मुनि, श्री तारक गुरु जैन ग्रंथालय, उदयपुर 9. अणु से पूर्ण की यात्रा, आचार्य देवेन्द्र मुनि, श्री तारक गुरु जैन ग्रंथालय, उदयपुर 10. नव पदार्थ, आचार्य भिक्षुत्र सं. श्रीचन्द रामपुरिया, जैन विश्व भारती, लाडनूं	प्रेक्षाध्यान की उपसंपदा प्रेक्षाध्यान के अंग **इकाई–IV** अहिंसा और अणुव्रत 1. अहिंसा का स्वरूप 2. अहिंसा– प्रशिक्षण 3. अपरिग्रह (परिग्रह–परिमाण) 4. अणुव्रत–आन्दोलन 5. अणुव्रत : आचार–संहिता 6. स्वस्थ समाज संरचना का आधार **उपलब्धियाँ–** 1. जैन–आचार विधि से परिचय होगा। 2. जैन–ध्यान प्रणाली की जानकारी मिलेगी। 3. अहिंसा और अणुव्रत की चेतना का विकास होगा। **पाठ्य पुस्तक :** 1. जैन–आचार–मीमांसा, लेखक–डॉ. समणी ऋजुप्रज्ञा, जैन विश्व भारती संस्थान, लाडनूं **सन्दर्भ ग्रन्थ :** 1. उत्तरज्झयणाणि, सं. आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं 2. तत्त्वार्थसूत्र, आचार्य उमास्वाति 3. जैन दर्शन : मनन और मीमांसा, आचार्य महाप्रज्ञ, आदर्श साहित्य संघ, चूरू 4. जीव–अजीव, आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं 5. जैन सिद्धान्त दीपिका, आचार्य तुलसी, जैन विश्व भारती, लाडनूं 6. जैन तत्त्व विद्या, आचार्य तुलसी, जैन विश्व भारती, लाडनूं 7. जैन आचार–मीमांसा, आचार्य देवेन्द्र मुनि, श्री तारक गुरु जैन ग्रंथालय, उदयपुर 8. जैन दर्शन : स्वरूप और विश्लेषण, आचार्य देवेन्द्र मुनि, श्री तारक गुरु जैन ग्रंथालय, उदयपुर 9. अणु से पूर्ण की यात्रा, आचार्य देवेन्द्र मुनि, श्री तारक गुरु जैन ग्रंथालय, उदयपुर 10. नव पदार्थ, आचार्य भिक्षु सं. श्रीचन्द रामपुरिया, जैन विश्व भारती, लाडनूं

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह स

विषय – जैन एवं जैनेत्तर दर्शन

तृतीय पत्र – पाश्चात्य दर्शन

सेमेस्टर – III

पूर्णांक 70

उद्देश्य–

1. पाश्चात्य दार्शनिक सिद्धान्तों से परिचित करवाना।
2. पाश्चात्य दार्शनिक परम्परा से परिचित करवाना।

इकाई I – ग्रीकयुग

सुकरात

सुकरात पद्धति

ज्ञान विचार

प्लेटो

विज्ञानवाद या प्रत्ययवाद

ज्ञानमीमांसा

अरिस्टॉटल

द्रव्य का स्वरूप

ईश्वर का स्वरूप

मध्ययुगीन पाश्चात्य दर्शन

थॉमस एक्विनश–ईश्वर सिद्धि के लिए प्रमाण

इकाई II – आधुनिक पाश्चात्य दर्शन (बुद्धिवादी दर्शन)

डेकार्ट

डेकार्टीय पद्धति

ईश्वर और जगत् विचार

मन और शरीर का सम्बन्ध

स्पिनोजा

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह स

विषय – जैन एवं जैनेतर दर्शन

पत्र – पाश्चात्य दर्शन

सेमेस्टर – III

पूर्णांक 70

क्रेडिट : 3+1=4

उद्देश्य–

1. पाश्चात्य दार्शनिक सिद्धान्तों से परिचित करवाना।
2. पाश्चात्य दार्शनिक परम्परा से परिचित करवाना।

इकाई I – ग्रीकयुग

सुकरात

सुकरात पद्धति

ज्ञान विचार

प्लेटो

विज्ञानवाद या प्रत्ययवाद

ज्ञानमीमांसा

अरिस्टॉटल

द्रव्य का स्वरूप

ईश्वर का स्वरूप

मध्ययुगीन पाश्चात्य दर्शन

थॉमस एक्विनश–ईश्वर सिद्धि के लिए प्रमाण

इकाई II – आधुनिक पाश्चात्य दर्शन (बुद्धिवादी दर्शन)

डेकार्ट

डेकार्टीय पद्धति

ईश्वर और जगत् विचार

मन और शरीर का सम्बन्ध

स्पिनोजा

द्रव्य, गुण, पर्याय विचार

समानान्तरवाद

लाइबनित्ज

द्रव्य विचार : चिदणुवाद

पूर्व स्थापित सामंजस्य : मन–शरीर सम्बन्ध

द्रव्य, गुण, पर्याय विचार

समानान्तरवाद

इकाई–IV लाइबनित्ज

द्रव्य विचार : चिदणुवाद

पूर्व स्थापित सामंजस्य : मन–शरीर सम्बन्ध

जॉन लॉक (अनुभववादी दर्शन)

ज्ञान सिद्धांत

जन्मजात प्रत्ययों का खंडन

सरल प्रत्यय, मिश्रप्रत्यय

इकाई V– जॉन बर्कले

जड़तत्वों का खंडन और अमूर्त्त प्रत्यय का खंडन
विज्ञानवाद
सत्ता अनुभवमूलक है
ह्यूम
संदेहवाद
ज्ञान विचार
काण्ट का समन्वयवाद–(ज्ञानमीमांसा)

पाठ्यपुस्तक :
1. पाश्चात्य दर्शन – डॉ. बी.एन. सिंह

संदर्भ पुस्तकें :
1. फ्रेंक थिली–ए हिस्ट्री ऑफ फिलासॉफी
2. छोटेलाल त्रिपाठी–ग्रीक दर्शन
3. दयाकृष्ण–पाश्चात्य दर्शन की समीक्षात्मक व्याख्या (हिन्दी, अंग्रेजी)
4. चन्द्रधर शर्मा–पाश्चात्य दर्शन
5. डॉ. रामनाथ शर्मा–पाश्चात्य दर्शन

इकाई III जॉन लॉक (अनुभववादी दर्शन)

ज्ञान सिद्धांत
जन्मजात प्रत्ययों का खंडन
सरल प्रत्यय, मिश्रप्रत्यय

जॉन बर्कले

जड़तत्त्वों का खंडन और अमूर्त्त प्रत्यय का खंडन
विज्ञानवाद
सत्ता अनुभवमूलक है

ह्यूम

संदेहवाद
ज्ञान विचार

इकाई IV हेगल

हेगल का निरपेक्ष प्रत्ययवाद
द्वंद्व न्यायवाद

कांट

ज्ञान मीमांसा
कांट का समन्वयवाद
संश्लेषणात्मक और विश्लेषणात्मक वाक्य
पदार्थ का तात्त्विक निगमन
नीतिशास्त्र

उपलब्धियाँ–
1. पाश्चात्य दार्शनिक विचारों से परिचित होगा।
2. बुद्धिवादी, अनुभववादी एवं प्रत्ययवादी दार्शनिक सिद्धान्तों की जानकारी होगी।

पाठ्यपुस्तक :
1. पाश्चात्य दर्शन – डॉ. बी.एन. सिंह

संदर्भ पुस्तकें :
1. फ्रेंक थिली–ए हिस्ट्री ऑफ फिलासॉफी
2. छोटेलाल त्रिपाठी–ग्रीक दर्शन
3. दयाकृष्ण–पाश्चात्य दर्शन की समीक्षात्मक व्याख्या (हिन्दी, अंग्रेजी)
4. याकूब मसीह– पाश्चात्य दर्शन की समीक्षात्मक व्याख्या (हिन्दी, अंग्रजी)
4. चन्द्रधर शर्मा–पाश्चात्य दर्शन
5. डॉ. रामनाथ शर्मा–पाश्चात्य दर्शन

B.A. SEM. IV	B.A. SEM. IV
स्नातक द्वितीय वर्ष **विषय–पर्यावरण (अनिवार्य पत्र)** **सेमेस्टर–IV** **पूर्णांक–55**	**स्नातक द्वितीय वर्ष** **विषय–पर्यावरण (अनिवार्य पत्र)** **सेमेस्टर–IV** **पूर्णांक–50** **क्रेडिट : 2+1+1=4**
इकाई I **पर्यावरण अध्यापन एवं पारिस्थितिक तंत्र** 1. पर्यावरण, परिभाषा, क्षेत्र, महत्त्व 2. पर्यावरण अवक्रमण– कारण, प्रभाव, निवारण 3. पारिस्थितिक तंत्र– अवधारणा, संरचना एवं कार्य 4. उत्पादक, उपभोक्ता एवं अपघटक 5. ऊर्जा का प्रवाह, आहार श्रृंखला एवं पारिस्थितिक सूत्र 6. वन, चारागाह, मरु एवं जलीय पारिस्थितिकी	**उद्देश्य–** **1. पर्यावरण के बारे में जानकारी देना।** **2. पर्यावरण के प्रति जागरूकता बढ़ाना।** **इकाई I** **पर्यावरण अध्यापन एवं पारिस्थितिक तंत्र** 1. पर्यावरण, परिभाषा, क्षेत्र, महत्त्व 2. पर्यावरण अवक्रमण– कारण, प्रभाव, निवारण 3. पारिस्थितिक तंत्र– अवधारणा, संरचना एवं कार्य 4. उत्पादक, उपभोक्ता एवं अपघटक, ऊर्जा का प्रवाह, आहार श्रृंखला 5. वन, चारागाह, मरु एवं जलीय पारिस्थितिकी
इकाई II **प्राकृतिक संसाधन** 1. नवीनीकरण तथा अनवीनीकरण संसाधन 2. वन संसाधन–वन उन्मूलन, प्रभाव, वस्तुस्थितीय अध्ययन 3. जल संसाधन–जल के स्त्रोत, अतियोजन, जल संरक्षण, एकत्रीकरण एवं प्रबंधन 4. खनिज संसाधन–उपयोग एवं दोहन, पर्यावरणीय प्रभाव, वस्तुस्थितीय अध्ययन 5. खाद्य संसाधन–विश्व खाद्य समस्या, उर्वरक एवं कीटनाशक संबंधी समस्या, वस्तुस्थितीय अध्ययन 6. ऊर्जा संसाधन–बढ़ती ऊर्जा की आवश्यकता, वैकल्पिक ऊर्जा, वस्तुस्थितीय अध्ययन 7. भू–संसाधन, भू–ह्रास, भू–स्खलन, भू–कटाव एवं मरुस्थलीकरण	**इकाई II** **प्राकृतिक संसाधन** 1. नवीनीकरण तथा अनवीनीकरण संसाधन 2. वन संसाधन, ऊर्जा संसाधन, खाद्य संसाधन 3. जल संसाधन, खनिज संसाधन, भू संसाधन 4. संसाधनों का विकल्प 5. केस स्टडी
इकाई III **जैव विभिन्नता तथा उसका संरक्षण** 1. जैव विभिन्नता–परिभाषा, भारत का जैव भूगोलीय वर्गीकरण 2. मूल्य–उपभोगी, उपयोग, उत्पादक उपयोग, सामाजिक, नैतिक, सौन्दर्यपरक तथा वैकल्पिक 3. जैव विभिन्नता को खतरा–अखिल, मनुष्य–वन्य प्राणी संघर्ष 4. जैव विभिन्नता का संरक्षण–जैव विभिन्नता का स्व स्थानीय तथा परस्थानीय संरक्षण	**इकाई III** **पर्यावरण समस्यायें** 1. वायु, जल, मृदा, ध्वनि प्रदूषण 2. अपशिष्ट प्रबंधन–अपशिष्ट प्रकार एवं नियन्त्रण 3. विपदा नियन्त्रण –बाढ़, भूचाल, तूफान, भू–स्खलन एवं आणविक 4. असतत से सतत विकास की ओर 5. मौसम परिवर्तन, वैश्विक तापमान वृद्धि, अम्लीय वर्षा, ओजोन परत क्षीणता
इकाई IV **पर्यावरण प्रदूषण** 1. वायु, जल, मृदा, ध्वनि सागरीय प्रदूषण 2. ठोस अपशिष्ट प्रबंधन–अपशिष्ट प्रकार एवं नियन्त्रण 3. विपदा नियन्त्रण –बाढ़, भूचाल, तूफान, भू–स्खलन एवं आणविक	
इकाई V **सामाजिक विषय तथा पर्यावरण** 1. असतत से सतत विकास की ओर 2. मौसम परिवर्तन, वैश्विक तापमान वृद्धि, अम्लीय वर्षा, ओजोन परत क्षीणता 3. पर्यावरण सुरक्षा अधिनियम–वायु, जल, वन्यजीव, वन 4. जनसंख्या वृद्धि	

5. पर्यावरण एवं मानव स्वास्थ्य, एच.आई.वी / एड्स
6. मानवाधिकार एवं मूल्यपरक शिक्षा
7. पर्यावरण एवं मानव स्वास्थ्य हेतु सूचना प्रौद्योगिकी की भूमिका

प्रायोगिक 20

पर्यावरण परिसम्पत्ति के प्रलेखन हेतु स्थानीय क्षेत्र का भ्रमण

• तालाब / वन / चारागाह / पहाड़ी / पहाड़
• स्थानीय प्रदूषित स्थान का भ्रमणशहरी / ग्रामीण / औद्योगिक / कृषि

पाठ्य पुस्तक :

1. पर्यावरण शिक्षा, डॉ. एक. के. गोयल–विनोद पुस्तक मन्दिर, आगरा–2

Instruction for Paper Setters :

इकाई IV

जैव विभिन्नता तथा उसका संरक्षण

1. जैव विभिन्नता–परिभाषा, अर्थ, जैव विभिन्नता को चुनौतियां
2. जैव विभिन्नता का संरक्षण–जैव विभिन्नता का स्व स्थानीय तथा परस्थानीय संरक्षण
3. पर्यावरण सुरक्षा अधिनियम–वायु, जल, वन्यजीव, वन
4. पर्यावरण एवं मानव स्वास्थ्य हेतु सूचना प्रौद्योगिकी की भूमिका
5. पर्यावरण संरक्षण हेतु सामाजिक आन्दोलनों की भूमिका

उपलब्धियाँ–

1. पर्यावरण के बारे में जानकारी मिलेगी।
2. पर्यावरण के प्रति जागरूकता बढ़ेगी।

प्रायोगिक अंक 20

पर्यावरण परिसम्पत्ति के प्रलेखन हेतु स्थानीय क्षेत्र का भ्रमण (कोई एक)

• तालाब / वन / चारागाह / पहाड़ी / पहाड़
• स्थानीय प्रदूषित स्थान का भ्रमणशहरी / ग्रामीण / औद्योगिक / कृषि

पाठ्य पुस्तक :

1. पर्यावरण अध्ययन, प्रो. अनिल धर, जैन विश्व भारती संस्थान, लाडनूं

BA (Core elective) Group (D)

Subject - Social Work

Paper - Social Work Methods & Interventions

Semester- IV

M.M. 70
Credit : 3+1=4

Objectives -

1. To Understand Methods of Social Work.
2. To know about fields of Social Work.

Unit - I

Case Work & Group Work.
Social Case Work : Meaning, Principles, Components and Process.
Social Group Work : Meaning, Principles and Skills.

Unit - II

	Community Organization & Research Social Community Organization : Meaning Steps, Principle and Role of Worker Social Work Research : Meaning and Steps. **Unit - III** Welfare and Action Social Welfare Admistration : Meaning, Public and Private Agencies Principals Social Action Meaning, Molds and Strategies **Unit - IV** Intervention Social Work Intervention : Children, Youth, Aged, Weaker Sections, Women, Livelihoods, Differently Abled person. **Outcome -** Students will know methods of Social work and be able to apply in his society. **Reference Books :** 1. समाज कार्य– समाज शास्त्री पं. अंगभूत, न्यू.रावल बुक कम्पनी, 2014 2. समाज कार्य अंत्रा, सिंह सुरेन्द्र, वर्मा आर.बी.ए, न्यू. रावल बुक कम्पनी, 2014 3. समाजशास्त्र मूल भूत अवधारणा, अरूण कुमार सिंह, न्यू. रावल बुक कंपनी, लखनऊ,2014 4. समाज कार्य दर्शन एवं प्रणालियाँ, न्यू रावल बुक कम्पनी, लखनऊ, 2014
बी.ए. द्वितीय वर्ष (ऐच्छिक विषय) समूह (अ) **विषय : आगम विद्या एवं प्राकृत साहित्य** **चतुर्थ पत्र : प्राकृत व्याकरण एवं साहित्य** **सेमेस्टर–IV** **पूर्णांक–75** **1. तुलसी मंजरी (सूत्र 578 से 802)30** (1) रूप सिद्धि (2) सूत्र तथा पंक्ति व्याख्या (3) शब्द–रूप (संदर्भित सूत्रों के आधार पर)	**बी.ए. द्वितीय वर्ष (ऐच्छिक विषय) समूह (अ)** **विषय : आगम विद्या एवं प्राकृत साहित्य** **पत्र : प्राकृत व्याकरण एवं साहित्य** **सेमेस्टर–IV** **पूर्णांक–70** **क्रेडिट : 3+1=4** **उद्देश्य–** 1. तद्धित, लिंगानुशासनम् एवं गण प्रकरण पर प्रकाश डालना। 2. स्वयं वाक्यों का प्राकृत से हिन्दी एवं हिन्दी से प्राकृत अनुवाद करना। 3. अगडदत्तचरियं का अध्ययन करवाना। 4. उत्तराध्ययन के नवम् एवं दशम अध्याय के श्लोकार्थ एवं विषय–वस्तु

(4) धातु रूप (संदर्भित सूत्रों के आधार पर)

(5) धात्वादेश

2. प्राकृत स्वयं शिक्षक (पाठ 6–45) 10

(1) हिन्दी से प्राकृत और प्राकृत से हिन्दी अनुवाद करना

(2) प्राकृत में कहानी रचना (लगभग 100 शब्द)

3. अगड़दत्तचरियं (सम्पूर्ण) 20

(1) सप्रसंग अनुवाद

(2) आलोचनात्मक प्रश्न

(3) व्याकरणात्मक टिप्पणियां

(5) लघुत्तरात्मक प्रश्न (प्राकृत में उत्तर दिये जायें)

3. उत्तराध्ययन (9–10) 15

(1) सप्रसंग व्याख्या

(2) आलोचनात्मक प्रश्न

निर्देश–निबंधात्मक प्रश्न में रूप सिद्धि (अंक 7) सूत्र व्याख्या (अंक 8) के रुप मे दो प्रश्न पूछे जाऐगें उनमें से एक प्रश्न करना होगा। निबन्धात्मक प्रश्न में अगड़दत्तचरियं (अंक 7) एवं उत्तरज्झयणाणि (अंक 8) से दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा।

पाठ्य पुस्तक :

1. तुलसी मंजरी–युवाचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं 1983
2. प्राकृत स्वयं शिक्षक–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982
3. अगड़दत्तचरियं–संपादक –डॉ. राजाराम जैन, पंकज प्रकाशन, आरा 1991
4. उत्तरज्झयणाणि–(भाग–1) जैन विश्वभारती, लाडनूं

संदर्भ ग्रन्थ :

1. प्राकृत व्याकरण (सिद्धहेमशब्दानुशासनम्–आचार्य हेमचन्द्रकृत) संस्कृत–हिन्दी व्याख्या समझाना।

1. तुलसी मंजरी (सूत्र 578 से 802) 30

(1) रूप सिद्धि

(2) सूत्र तथा पंक्ति व्याख्या

(3) शब्द–रूप (संदर्भित सूत्रों के आधार पर)

(4) धातु रूप (संदर्भित सूत्रों के आधार पर)

(5) धात्वादेश

2. प्राकृत स्वयं शिक्षक (पाठ 51–90) 10

(1) हिन्दी से प्राकृत और प्राकृत से हिन्दी अनुवाद करना

(2) प्राकृत में कहानी रचना (लगभग 100 शब्द)

3. अगड़दत्तचरियं (सम्पूर्ण) 15

(1) सप्रसंग अनुवाद
(2) आलोचनात्मक प्रश्न
(3) व्याकरणात्मक टिप्पणियां
(5) लघूत्तरात्मक प्रश्न (प्राकृत में उत्तर दिये जायें)

4. उत्तराध्ययन (9–10) 15

(1) सप्रसंग व्याख्या
(2) आलोचनात्मक प्रश्न

उपलब्धियाँ–

1. तद्धित प्रत्यय, धातु रूप एवं लिंगानुशासनम् प्रक्रिया समझकर उसका यथोचित प्रयोग करेंगे।
2. प्राकृत लेखन शैली का और अधिक विकास होगा।
3. प्राकृत चरित्र काव्य की विशेषताएं एवं उसके स्वरूप का ज्ञान होगा।
4. उत्तराध्ययन के दो अध्ययन की विषय वस्तु को समग्रता से जान सकेंगे।

निर्देश–निबंधात्मक प्रश्न में रूप सिद्धि (अंक 7) सूत्र व्याख्या (अंक 8) के रूप मे दो प्रश्न पूछे जाऐगें उनमें से एक प्रश्न करना होगा। निबन्धात्मक प्रश्न में अगड़दत्तचरियं (अंक 7) एवं उत्तरज्झयणाणि (अंक 8) से दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा।

पाठ्य पुस्तक :

1. तुलसी मंजरी–युवाचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं 1983

सहित, व्याख्याकार–ज्ञानमुनि, प्रकाशन–आचार्यश्री आत्माराम जैन मॉडल स्कूल, दिल्ली 1974

2. प्राकृत व्याकरण (अंग्रेजी)–हेमचन्द्र, प्रकाशक भण्डारकर ओरियण्टल शोध संस्थान, पूना 1980

3. प्राकृत मार्गोपदेशिका–पं. बेचरदास जीवराज दोषी, मो. ला. ब. दास, दिल्ली 1968

4. प्राकृत वाक्य रचना बोध–युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं 1991

5. प्राकृत गद्य सोपान–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982

6. प्राकृत काव्य मंजरी–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982

7. प्राकृत रचना सौरभ–डॉ. के.सी सोगानी, अपभ्रंश अकादमी, जयपुर

8. प्राकृत रचना अभ्यास–डॉ. के.सी सोगानी, अपभ्रंश अकादमी, जयपुर

9. प्राकृत प्रबोध–डॉ. नेमीचन्द्र शास्त्री, चौखम्बा विद्या भवन, वाराणसी 1965

10. प्राकृत प्रवेशिका–(Translation of Introduction to Prakrit) बनारसदास जैन, ओरियण्टल बुक्स रिप्रिंट कॉरपोरेशन, दिल्ली 1968

11. प्राकृत प्रवेशिका–डॉ. कोमलचंद जैन, तारा बुक एजेन्सी, वाराणसी 1989

12. प्राकृत कथा साहित्य परिशीलन–डॉ. प्रेमसुमन जैन, संधी प्रकाशन, जयपुर 1992

13. प्राकृत साहित्य का इतिहास–डॉ. जगदीशचन्द्र जैन, चौखम्बा विद्या भवन, वाराणसी 1995

14. प्राकृत भाषा एवं साहित्य का आलोचनात्मक इतिहास–डॉ. नेमीचन्द शास्त्री, तारा बुक एजेन्सी, वाराणसी

15. उत्तराध्ययनसूत्र एक समीक्षात्मक अध्ययन–युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं

16. उत्तराध्ययनसूत्र एक परिशीलन–डॉ. सुदर्शनलाल जैन, प्रकाशक पार्श्वनाथ विद्याश्रम, वाराणसी

2. प्राकृत स्वयं शिक्षक–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982

3. अगड़दत्तचरियं–संपादक –डॉ. राजाराम जैन, पंकज प्रकाशन, आरा 1991

4. उत्तरज्झयणाणि–(भाग–1) जैन विश्वभारती, लाडनूं

संदर्भ ग्रन्थ :

1. प्राकृत व्याकरण (सिद्धहेमशब्दानुशासनम्–आचार्य हेमचन्द्रकृत) संस्कृत–हिन्दी व्याख्या सहित, व्याख्याकार–ज्ञानमुनि, प्रकाशन–आचार्यश्री आत्माराम जैन मॉडल स्कूल, दिल्ली 1974

2. प्राकृत व्याकरण (अंग्रेजी)–हेमचन्द्र, प्रकाशक भण्डारकर ओरियण्टल शोध संस्थान, पूना 1980

3. प्राकृत मार्गोपदेशिका–पं. बेचरदास जीवराज दोषी, मोती लाल बनारसी दास, दिल्ली 1968

4. प्राकृत वाक्य रचना बोध–युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं 1991

5. प्राकृत गद्य सोपान–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982

6. प्राकृत काव्य मंजरी–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर 1982

7. प्राकृत रचना सौरभ–डॉ. के.सी सोगानी, अपभ्रंश अकादमी, जयपुर

8. प्राकृत रचना अभ्यास–डॉ. के.सी सोगानी, अपभ्रंश अकादमी, जयपुर

9. प्राकृत प्रबोध–डॉ. नेमीचन्द्र शास्त्री, चौखम्बा विद्या भवन, वाराणसी 1965

10. प्राकृत प्रवेशिका–(Translation of Introduction to Prakrit) बनारसदास जैन, ओरियण्टल बुक्स रिप्रिंट कॉरपोरेशन, दिल्ली 1968

11. प्राकृत प्रवेशिका–डॉ. कोमलचंद जैन, तारा बुक एजेन्सी, वाराणसी 1989

12. प्राकृत कथा साहित्य परिशीलन–डॉ. प्रेमसुमन जैन, संधी प्रकाशन, जयपुर 1992

13. प्राकृत साहित्य का इतिहास–डॉ. जगदीशचन्द्र जैन, चौखम्बा विद्या भवन, वाराणसी 1995

14. प्राकृत भाषा एवं साहित्य का आलोचनात्मक इतिहास–डॉ. नेमीचन्द शास्त्री, तारा बुक एजेन्सी, वाराणसी

15. उत्तराध्ययनसूत्र एक समीक्षात्मक अध्ययन–युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं

16. उत्तराध्ययनसूत्र एक परिशीलन–डॉ. सुदर्शनलाल जैन, प्रकाशक पार्श्वनाथ विद्याश्रम, वाराणसी

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (अ)

विषय : अहिंसा एवं शांति

चतुर्थ पत्र : अहिंसा एवं अणुव्रत

सेमेस्टर–IV

पूर्णांक–75

इकाई–1

अणुव्रत दर्शन, व्रत अणु क्यों, व्रतों की भाषा और भावना, व्रत और अप्रमाद, व्रत का आधार, अणुव्रत रचनात्मक या निषेधात्मक अणुव्रत और प्रतिरोधात्मक शक्ति, अणुव्रत की प्रेरणा, व्रत, साधना : सामाजिक मूल्य

इकाई 2

अणुव्रत आंदोलन क्यों? व्यवस्था सुधार या व्यक्ति सुधार, अणुव्रत आंदोलन के प्रवर्तक, अणुव्रती की पात्रता

इकाई 3

नैतिकता क्या, अनैतिकता का मूल, नैतिक विकास क्यों? अध्यात्म और नैतिकता, अहिंसा एवं मूल्य मीमांसा

इकाई 4

अणुव्रत आंदोलन का प्रसार एवं कार्यक्रम

इकाई 5

राष्ट्रीय एकता की समस्या और समाधान की दिशा, आध्यात्मिक समतावाद, आत्मतुला का विस्तार

पाठ्य पुस्तकें

1. अणुव्रत दर्शन–आचार्य महाप्रज्ञ
2. अहिंसा और अणव्रत–सिद्धान्त और प्रयोग–मुनि सुखलाल एवं आनन्दप्रकाश त्रिपाठी

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (अ)

विषय : अहिंसा एवं शांति

पत्र : अहिंसा का व्यवहार

सेमेस्टर–IV

पूर्णांक–70

क्रेडिट : 3+1=4

उद्देश्य–

1. जीवन के विभिन्न क्षेत्रों में अहिंसा के अनुप्रयोगों की जानकारी देना।

इकाई–1

अहिंसा की शक्ति एवं अहिंसात्मक प्रतिरोध, अहिंसा में असीम शक्ति, अहिंसा का प्रभाव, अहिंसात्मक प्रतिरोध की विशेषता, अहिंसक प्रतिरोधी के गुण, अहिंसात्मक प्रतिरोध के उदाहरण।

इकाई 2

आर्थिक, राजनैतिक, सामाजिक, धार्मिक एवं पर्यावरणीय क्षेत्र में अहिंसा का व्यवहार

इकाई 3

अहिंसा और जीवन शैली, अहिंसा और आहार, वस्त्र, चिकित्सा आदि, अहिंसा और उद्योग धन्धे, व्यापार एवं विज्ञान, अहिंसा और शिक्षा

इकाई 4

पशु– पक्षियों के प्रति क्रूरता एवं विधिक जागरूकता

उपलब्धियाँ–

1. अहिंसा के व्यावहारिक कार्य क्षेत्रों से परिचित होंगे।

पाठ्य पुस्तकें

1. अहिंसा का व्यवहार– डॉ. बच्छराज दूगड़
2. अहिंसा प्रशिक्षण एवं विश्व शांति– प्रो. बच्छराज दूगड़
3. अहिंसा की शक्ति– रिचर्ड बी. ग्रेग
4. अहिंसा और शांति– आचार्य महाप्रज्ञ
5. जीवन धर्म अहिंसा– भगवानदास केला

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (अ)

विषय – हिन्दी साहित्य

चतुर्थ पत्र – गद्य साहित्य (नाटक, एकांकी, निबन्ध)

सेमेस्टर – IV

पूर्णांक–75

ध्रुवस्वामिनी – जयशंकर प्रसाद **20**

धरोहर– संपादक– डॉ. रामचरण महेन्द्र **20**

चेतना के संस्कार – संपादक – विश्वनाथ तिवारी **20**

लेखकों के निबंध

1. बालमुकुन्द गुप्त बनाम लॉर्ड कर्जन
2. आचार्य रामचन्द्र शुक्ल–श्रद्धा–भक्ति
3. आचार्य हजारीप्रसाद द्विवेदी–अशोक के फूल
4. अज्ञेय–चेतना के संस्कार
5. डॉ. विद्यानिवास मिश्र–मेरे राम का मुकुट भीग रहा है

द्रुतपाठ–नन्ददुलारे वाजपेयी, डॉ. नगेन्द्र, हरिशंकर परसाई, बालकृष्ण भट्ट **15**

पाठ्यपुस्तक :

ध्रुवस्वामिनी–जयशंकर प्रसाद

धरोहर– संपादक– डॉ. रामचरण महेन्द्र, बुक लैण्ड पब्लिकेशन, जयपुर

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (अ)

विषय – हिन्दी साहित्य

पत्र – गद्य साहित्य (नाटक, एकांकी, निबन्ध)

सेमेस्टर – IV

पूर्णांक–70

क्रेडिट : 3+1=4

उद्देश्य–

1. विद्यार्थियों को नाटक, एकांकी एवं निबंध साहित्य की सामान्य जानकारी देना।
2. हिन्दी के प्रमुख गद्य साहित्यकारों का परिचय देना।
3. हिन्दी की प्रमुख गद्य शैलियों का ज्ञान प्रदान करना।
4. विद्यार्थियों में गद्य लेखन क्षमता का विकास करना।

इकाई I

1. निबंध विद्या का संक्षिप्त इतिहास
2. चयनित निबंध– बालमुकुन्द गुप्त बनाम लॉर्ड कर्जन– बालमुकुन्द गुप्त
3.श्रद्धा–भक्ति, आचार्य रामचन्द्र शुक्ल

इकाई II

1. अशोक के फूल– आचार्य हजारी प्रसाद द्विवेदी
2. चेतना का संस्कार– अज्ञेय
3. मेरे राम का मुकुट भीग रहा है– डॉ. विद्यानिवास मिश्र

इकाई III

1. नाटक विद्या का संक्षिप्त इतिहास
2. ध्रुवस्वामिनी (नाटक)– जयशंकर प्रसाद

इकाई IV

1. एकांकी विद्या का संक्षिप्त इतिहास
2. चयनित एकांकियाँ– (क) दीपदान– डॉ. रामकुमार वर्मा
   (ख) धरोहर– सेठ गोविन्द दास
   (ग) हरितगन्धा– हमीदुल्ला

उपलब्धियाँ–

चेतना के संस्कार–संपादक–विश्वनाथ तिवारी	1. विद्यार्थी प्रमुख साहित्यकारों की रचनाओं से प्रेरणा पाकर अपने लेखन कौशल का अभ्यास कर सकेंगे। 2. विद्यार्थी गद्य की विभिन्न शैलियों का ज्ञान प्राप्त कर स्वयं की लेखनशैली का विकास कर सकेंगे। 3. विद्यार्थी स्वयं गद्य लेखन की ओर अग्रसर हो सकेंगे। **पाठ्यपुस्तक :** 1. ध्रुवस्वामिनी–जयशंकर प्रसाद, वाणी प्रकाशन, नई दिल्ली। 2. धरोहर– संपादक– डॉ. रामचरण महेन्द्र, बुकलैण्ड पब्लिशर्स, लालजी सांड का रास्ता, जयपुर 3. चेतना के संस्कार–संपादक–विश्वनाथ तिवारी, वाणी प्रकाशन, नई दिल्ली।
B.A. (Second Year) (Optional Paper) Group-A **Subject - English Literature** **Paper IV - Prose and Fiction** **Semester - IV** **MM 75** **A Choice of Short Stories 30** (Ed. Shakti Batra and PS Sidhu OUP.) i. A Cup of Teas - Katherine Mansfield ii. An Astrologer's Day - R.K. Narayan iii. A Friend in Need - W.S. Maugham iv. The Silver Lining - Chaman Nahal v. The Child - Premchand vi. The Boss Came to Dinner - Bhisham Sahani **Essays 20** i. The End of Living and the Beginning of Survival - Chief Seattle ii. The End and the Means - Swami Vivekanand iii. The Civilization of Today - CEM Joad iv. India's Strength and Weakness - J.L. Nehru	**B.A. (Second Year) (Optional Paper) Group-'A'** **Subject - English Literature** **Paper - Prose and Fiction** **Semester-IV** MM:70 Credits : 3+1=4 **Objectives -** 1. To enable the students to compose stories. 2. To make aware about the government system and corruption. 3. To give knowledge of grammar. 4. To give inspiration through great writings. **Unit I** A Choice of Short Stories 20 (Ed. Shakti Batra and PS Sidhu. OUP.) i. A Cup of Tea-Katherine Mansfield ii. An Astrologer's Day-R.K. Narayan iii. A Friend in Need – W.S. Maugham iv. The Silver Lining – Chaman Nahal **Unit II** Essays: 15 i. The End of Living and the Beginning of Survival-Chief Seattle ii. The End and the Means – Swami Vivekanand iii. The Civilization of Today – CEM Joad iv. India's Strength and Weakness – J.L. Nehru

v. In praise of Mistakes - Robert Lynd

Train to Pakistan - Khuswant Singh 25

Prescribed Books :

1. A Choice of Short Stories. (Ed.) Shakti Btra and PS Sidhu. OUP.
2. Train to Pakistan - Kushwant Singh, Orient Long man.
3. Paper - II : Collection of Essays. JVBI, Ladnun.

Suggested Reading :

1. R.N. Bose & T.S. Sterling, Elements of English Rhetoric and Prosody. Chuckervertty, Chatterjee, Calcutta, 1981.
2. A. Sanders, The Short Oxford History of English Literature. (rev. edn) OUP, 1996.
3. D. Daiches, A Critical History of English Literature. M. Secker & Warburg, London, 1960

v. In praise of Mistakes – Robert Lynd

Unit III

Train to Pakistan – Khuswant Singh 15

Unit IV

Five point Someone – Chetan Bhagat20

Outcome-

1. The students will be able to compose a short play based on a story.
2. They will learn to compose essays.
4. They will understand the purpose of education.

References and Text Books :

1. A Choice of Short Stories. (Ed.) Shakti Batra and PS Sidhu. OUP.
2. Train to Pakistan – Kushwant Singh] Orient Long man.
3. Paper – II : Collection of Essays. JVBI, Ladnun.
4. Five Point Someone –Chetan Bhagat

Suggested Reading :

1. R.N. Bose & T.S. Sterling, Elements of English Rhetoric and Prosody. Chuckervertty, Chatterjee, Calcutta, 1981.
2. A Sanders, The Short Oxford History of English Literature. (rev. edn.) OUP, 1996.

3. D. Daiches, A Critical History of English Literature. M. Secker & Warburg, London, 1960.

बी.ए. द्वितीय वर्ष (ऐच्छिक विषय) समूह (ब)

विषय : संस्कृत

चतुर्थ पत्र : संस्कृत व्याकरण एवं साहित्य

सेमेस्टर–IV

पूर्णांक–75

1. कालूकौमुदी (उत्तरार्द्ध) भ्वादि गण (सूत्र 01 से 199) **30**
2. वाक्य रचना बोध (53 से 68 पाठ) **10**
3. अभिज्ञान शाकुन्तलम् **20**
4. सिन्दूरप्रकर (1 से 50) **10**
5. अभिधान चिन्तामणि नाममाला (91 से 120) **05**

अंक विभाजन :

बी.ए. द्वितीय वर्ष (ऐच्छिक विषय) समूह (ब)

विषय : संस्कृत

पत्र : संस्कृत व्याकरण एवं साहित्य (कालूकौमुदी)

सेमेस्टर–IV

पूर्णांक–70

क्रेडिट : 3+1=4

उद्देश्य–

1. धातुरूप से संस्कृत भाषा की क्रिया संबंधी जानकारी देना।
2. वाक्य निर्माण का अभ्यास कराना।
3. अर्थ करने की शैली सीखाना।

1. कालूकौमुदी (उत्तरार्द्ध) भ्वादि गण (सूत्र 01 से 199) 30
2. वाक्य रचना बोध (53 से 68 पाठ) 05
3. अभिज्ञान शाकुन्तलम् 20
4. सिन्दूरप्रकर (1 से 50) 10
5. अभिधान चिन्तामणि छठा काण्ड (91 से 120) 05

(क) **भ्वादिगण 30**
1. सूत्रार्थ
2. रूपसिद्धि
3. धातु रूपावली

(ख) **वाक्य रचना बोध10**
1. संस्कृत से हिन्दी अनुवाद
2. हिन्दी से संस्कृत अनुवाद
3. शब्दार्थ

(ग) **अभिज्ञान शाकुन्तलम् 20**
1. दो श्लोकों की सप्रसंग व्याख्या
2. चरित्र चित्रण
3. एक समीक्षात्मक प्रश्न
4. दो सूक्तियों की व्याख्या

(घ) **सिन्दूरप्रकर 10**
1. दो श्लोको की सप्रसंग व्याख्या
2. दो श्लोको का संस्कृत में अर्थ

(ड़) **अभिधान चिन्तामणि 05**
1. दो श्लोक पूर्ति
3. पांच शब्दों के अर्थ

परीक्षा संबंधी निर्देश : निबंधात्मक प्रश्न सूत्र की व्याख्या (अंक 7) एवं रूपसिद्धि (अंक 8) के दो प्रश्न पूछे जाएंगे उनमें से एक प्रश्न करना होगा तथा निबंधात्मक प्रश्न अभिज्ञानशाकुन्तलम् (अंक 15) के दो प्रश्न विकल्प सहित पूछे जायेगे उनमें से एक करना होगा।

पाठ्य पुस्तक :

1. कालु कौमुदी, आदर्श साहित्य संघ, चूरू
2. वाक्य रचना बोध, लेखक–आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
3. अभिज्ञान शाकुन्तलम्, महाकवि कालिदास, व्याख्याकार यनदुन्दन मिश्र, चौखम्बा पब्लिशर्स, वाराणसी, 1999
4. सिन्दूरप्रकर, आचार्य सोमप्रभ, संपादक–मुनि राजेन्द्र कुमार, जैन विश्वभारती, लाडनूं
5. अभिधान चिन्तामणि–चौखम्बा विद्या भवन

अंक विभाजन :

(क) भ्वादिगण 30
1. सूत्रार्थ
2. रूपसिद्धि
3. धातु रूपावली

(ख) वाक्य रचना बोध 05
1. संस्कृत से हिन्दी अनुवाद
2. हिन्दी से संस्कृत अनुवाद
3. शब्दार्थ

(ग) अभिज्ञान शाकुन्तलम् 20
1. दो श्लोकों की सप्रसंग व्याख्या
2. चरित्र चित्रण
3. एक समीक्षात्मक प्रश्न
4. दो सूक्तियों की व्याख्या

(घ) सिन्दूरप्रकर 10
1. दो श्लोको की सप्रसंग व्याख्या
2. प्रकरण का सारांश

(ड़) अभिधान चिन्तामणि 05
1. दो श्लोक पूर्ति
3. पांच शब्दों के अर्थ

उपलब्धियाँ–

1. विभिन्न धातुओं के अर्थ आदि की जानकारी देना।
2. शब्द कोश का ज्ञान बढ़ेगा।

परीक्षा संबंधी निर्देश : निबंधात्मक प्रश्न सूत्र की व्याख्या (अंक 7) एवं रूपसिद्धि (अंक 8) के दो प्रश्न पूछे जाएंगे उनमें से एक प्रश्न करना होगा तथा निबंधात्मक प्रश्न अभिज्ञानशाकुन्तलम् (अंक 15) के दो प्रश्न विकल्प सहित पूछे जायेगे उनमें से एक करना होगा।

नोट– विद्यार्थी कालुकौमुदी और लघुसिद्धान्त कौमुदी दोनों में से किसी एक पत्र का चयन करें।

पाठ्य पुस्तक :

1. कालु कौमुदी, आदर्श साहित्य संघ, चूरू
2. वाक्य रचना बोध, लेखक–आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
3. अभिज्ञान शाकुन्तलम्, महाकवि कालिदास, व्याख्याकार यनदुन्दन मिश्र, चौखम्बा पब्लिशर्स, वाराणसी, 1999
4. सिन्दूरप्रकर, आचार्य सोमप्रभ, संपादक–मुनि राजेन्द्र कुमार, जैन विश्वभारती, लाडनूं
5. अभिधान चिन्तामणि–चौखम्बा विद्या भवन

बी.ए. द्वितीय वर्ष (ऐच्छिक विषय) समूह (ब)

विषय : संस्कृत

चतुर्थ पत्र : संस्कृत व्याकरण एवं साहित्य (लघुसिद्धांतकौमुदी)

सेमेस्टर–IV

तद्धित प्रकरण

(शैषिका अधिकार से स्वार्थिक तक) (सूत्र 1065 से 1243 तक)

रचनानुवाद कौमुदी (पाठ 31 से 40) 30

अभिज्ञान शाकुन्तलम् 20

सिन्दूरप्रकर (1 से 50) 10

अभिधान चिन्तामणि नाममाला (काण्ड षष्ठम्, श्लोक 91 से 120) 05

परीक्षा संबंधी निर्देश–लघुसिद्धान्तकौमुदी में से सूत्र पूर्ति, रुपसिद्धि, प्रकृति प्रत्यय आदि पूछे जायेगें। शब्दार्थ , संस्कृत से हिन्दी एवं हिन्दी से संस्कृत वाक्य पूछे जायेंगे। निबंधात्मक प्रश्न सूत्र की व्याख्या (अंक 7) एवं रूपसिद्धि (अंक 8) के दो प्रश्न पूछे जाएंगे उनमें से एक प्रश्न करना होगा तथा निबंधात्मक प्रश्न अभिज्ञानशाकुंतलम् (अंक 7) एवं सिन्दूरप्रकर (अंक 8) के दो प्रश्न पूछे जाएंगे उनमें से एक करना होगा।

सहायक पुस्तक पुस्तक :

1. लघु सिद्धान्त कौमुदी, महेशसिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
2. लघु सिद्धान्त कौमुदी, टीकाकार–राजेन्द्र चौधरी, रामनारायण वेणीप्रसाद, इलाहाबाद
3. लघु सिद्धान्त कौमुदी, भैमी व्याख्या, आचार्य भीमसेन शास्त्री

बी.ए. द्वितीय वर्ष (ऐच्छिक विषय) समूह (ब)

विषय : संस्कृत

चतुर्थ पत्र : संस्कृत व्याकरण एवं साहित्य (लघुसिद्धांतकौमुदी)

सेमेस्टर–IV

पूर्णांक 70

क्रेडिट : 3+1=4

उद्देश्य–

1. वाक्य निर्माण का अभ्यास कराना।
2. अनुवाद की विधा का प्रशिक्षण देना
3. तद्धित शब्दों की विधि समझाना।

तद्धित प्रकरण
(शैषिका अधिकार से स्वार्थिका तक) (सूत्र 1065 से 1243 तक) 30
रचनानुवाद कौमुदी (पाठ 31 से 40) 05
अभिज्ञान शाकुन्तलम् 20
सिन्दूरप्रकर (1 से 50) 10
अभिधान चिन्तामणि (छठा काण्ड, श्लोक 91 से 120) 05

अंक विभाजन :

(क) तद्धित प्रकरण 30
(ख) रचनानुवाद कौमुदी 05
(ग) अभिज्ञान शाकुन्तलम् 20
1. दो श्लोकों की सप्रसंग व्याख्या
2. चरित्र चित्रण
3. एक समीक्षात्मक प्रश्न
4. दो सूक्तियों की व्याख्या

(घ) सिन्दूरप्रकर 10
1. दो श्लोको की सप्रसंग व्याख्या
2. प्रकरण का सारांश

(ड़) अभिधान चिन्तामणि 05
1. दो श्लोक पूर्ति
3. पांच शब्दों के अर्थ

परीक्षा संबंधी निर्देश– लघुसिद्धान्तकौमुदी में से सूत्र पूर्ति, रुपसिद्धि, प्रक ति प्रत्यय आदि पूछे जायेगें। शब्दार्थ , संस्क त से हिन्दी एवं हिन्दी से संस्कृत वाक्य पूछे जायेंगे। निबंधात्मक प्रश्न सूत्र की व्याख्या (अंक 7) एवं रूपसिद्धि

4. अभिधान चिन्तामणि–चौखम्बा विद्या भवन 5. रचनानुवाद कौमुदी, डॉ. कपिलदेव द्विवेदी आचार्य, विश्वविद्यालय प्रकाशन, वाराणसी 6. सिन्दूरप्रकर, 7. अभिज्ञान शाकुन्तलम्	(अंक 8) के दो प्रश्न पूछे जाएंगे उनमें से एक प्रश्न करना होगा तथा निबंधात्मक प्रश्न अभिज्ञानशाकुंतलम् (अंक 7) एवं सिन्दूरप्रकर (अंक 8) के दो प्रश्न पूछे जाएंगे उनमें से एक करना होगा। **उपलब्धियाँ–** 1. वाक्य निर्माण की प्रक्रिया का ज्ञात होगा। 2. शब्द कोश का ज्ञान बढ़ेगा। **पाठ्यपुस्तक–** 1. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक–महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली 2. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी 3. अभिज्ञान शाकुन्तलम्, महाकवि कालिदास, व्याख्याकार यनदुन्दन मिश्र, चौखम्बा पब्लिशर्स, वाराणसी, 1999 4. सिन्दूरप्रकर, आचार्य सोमप्रभ, संपादक–मुनि राजेन्द्र कुमार, जैन विश्वभारती, लाडनूं 5. अभिधान चिन्तामणि–चौखम्बा विद्या भवन **सहायक पुस्तक पुस्तक :** 1. लघु सिद्धान्त कौमुदी, महेशसिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली 2. लघु सिद्धान्त कौमुदी, टीकाकार–राजेन्द्र चौधरी, रामनारायण वेणीप्रसाद, इलाहाबाद 3. लघु सिद्धान्त कौमुदी, भैमी व्याख्या, आचार्य भीमसेन शास्त्री 4. अभिधान चिन्तामणि–चौखम्बा विद्या भवन 5. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

स्नात्तक द्वितीय वर्ष (ऐच्छिक विषय) समूह ब

विषय– राजनीति विज्ञान

चतुर्थ पत्र– प्रमुख राजनीतिक व्यवस्थायें

सेमेस्टर– IV

पूर्णांक–75

इकाई– I

भारत में राष्ट्रीय आन्दोलन, भारत में राष्ट्रवाद का अभ्युदय, कांग्रेस की स्थापना, उदारवादी एवं उग्रवादी।

इकाई– II

भारत षासन अधिनियम 1919 (द्वैध षासन के विषेष सन्दर्भ में) तथा भारत षासन अधिनियम 1935 प्रान्तीय स्वायत्ता के विषेष सन्दर्भ में

इकाई– III

संविधान का निर्माण : संविधान सभा में प्रमुख मुद्दे, विषेषताएं, संघव्यवस्था की प्रकृति, मौलिक अधिकार, राज्य नीति के निदेषक सिद्धांत।

इकाई– IV

संघीय कार्यपालिका (राष्ट्रपति प्रधानमंत्री एवं मन्त्रिपरिषद्) संघीय संसद, सर्वोच्च न्यायालय एवं न्यायिक पुनरावलोकन।

इकाई– V

राज्यों का षासन : राज्यपाल, मुख्यमंत्री एवं मन्त्रिपरिषद, राज्यविधान मण्डल, भारतीय राजनीतिक व्यवस्था की प्रमुख चुनौतियां : क्षेत्रियतावाद, आंतकवाद, साम्प्रदायिकता एवं राजनीति का अपराधीकरण।

संदर्भ पुस्तकें :–

1. Ogg & Zink : Modern Foreign Governments.
2. Menelly :Contemporary Government Japan. Houghton Muffin, 1963

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह ब

विषय– राजनीति विज्ञान

पत्र– भारतीय राजनीतिक व्यवस्था

सेमेस्टर– IV

पूर्णांक–70

क्रेडिट : 3+1=4

उद्देश्य–

1. भारतीय राजनीतिक व्यवस्था की जानकारी देना।
2. शासन की विभिन्न संस्थाओं से परिचित कराना।
3. भारत की वर्तमान बदलती राजनैतिक दशा एवं दिशा का बोध करवाना।
4. विद्यार्थियों की प्रतियोगी परीक्षाओं में तर्क शक्ति बढ़ाना।

इकाई– I

भारत षासन अधिनियम 1919 (द्वैध षासन के विषेष सन्दर्भ में) तथा भारत षासन अधिनियम 1935 प्रान्तीय स्वायत्ता के विषेष सन्दर्भ में

इकाई– II

संविधान का निर्माण : संविधान सभा में प्रमुख मुद्दे, विषेषताएं, संघव्यवस्था की प्रकृति, मौलिक अधिकार, राज्य नीति के निदेषक सिद्धांत।

इकाई– III

संघीय कार्यपालिका (राष्ट्रपति, प्रधानमंत्री एवं मन्त्रिपरिषद्) संघीय संसद, सर्वोच्च न्यायालय एवं न्यायिक पुनरावलोकन।

इकाई– IV

राज्यों का षासन : राज्यपाल, मुख्यमंत्री एवं मन्त्रिपरिषद, राज्यविधान मण्डल, भारतीय राजनीतिक व्यवस्था की प्रमुख चुनौतियां : क्षेत्रियतावाद एवं राजनीति का अपराधीकरण।

उपलब्धियाँ–

1. ब्रिटिश सरकार के विभिन्न अधिनियमों की जानकारी प्राप्त कर सकेंगे।
2. शासन की विभिन्न संस्थाओं का तुलनात्मक अध्ययन कर सकेंगे।
3. केन्द्रिय स्तर से लेकर राज्यों की राजनीति की जानकारी प्राप्त कर सकेंगे।

संदर्भ पुस्तकें :–

3. V.D. Mahajan : Modern Constitutions.
4. H.Finer : Theory and Practice of Modern Government, London.
5. A.H. Brich :British System of Government.
6. पुखराज जैन–प्रमुख राजव्यवस्थायॅ, साहित्य भवन, पब्लिकेशन्स, आगरा
7. बी.एल. फडिया–प्रमुख राजनीतिक व्यवस्थायैं, कॉलेज बुक हाउस, जयपुर,
8. आर.सी.अग्रवाल–विश्व के प्रमुख संविधान, एस.चान्द एण्ड कम्पनी, नई दिल्ली
9. वीरकेश्वर प्रसाद सिंह–विश्व के प्रमुख संविधान, ज्ञानदा प्रकाशन, नई दिल्ली

1. Ogg & Zink : Modern Foreign Governments.
2. Menelly :Contemporary Government Japan. Houghton Muffin, 1963
3. V.D. Mahajan : Modern Constitutions.
4. H.Finer : Theory and Practice of Modern Government, London.
5. A.H. Brich :British System of Government.
6. पुखराज जैन–प्रमुख राजव्यवस्थायॅ, साहित्य भवन, पब्लिकेशन्स, आगरा
7. बी.एल. फडिया–प्रमुख राजनीतिक व्यवस्थायैं, कॉलेज बुक हाउस, जयपुर,
8. आर.सी.अग्रवाल–विश्व के प्रमुख संविधान, एस.चान्द एण्ड कम्पनी, नई दिल्ली
9. वीरकेश्वर प्रसाद सिंह–विश्व के प्रमुख संविधान, ज्ञानदा प्रकाशन, नई दिल्ली

स्नातक द्वितीय वर्श (ऐच्छिक विषय)

विशय– जीवन विज्ञान

द्वितीय पत्र– जीवन विज्ञान एवं स्वास्थ्य

पूर्णांक–75

सेमेस्टर– IV

इकाई–1 : स्वास्थ्य शिक्षा और जीवन विज्ञान

स्वास्थ्य की अवधारणा एवं परिभाषाएं,निर्धारक तत्व, पर्यावरण और स्वास्थ्य के अर्न्तसंम्बध

स्वास्थ्य शिक्षा : अर्थ एवं परिभाषाएं, स्वास्थ्य शिक्षा का महत्व, जीवन विज्ञान द्वारा स्वास्थ्य संवर्धन

इकाई–2 शरीर का रचनात्मक संगठन

जीवन का रासायनिक स्वरूप : वर्धन, वार्धक्य, आधि,व्याधि एवं उपाधि

कोशिका का संगठनात्मक परिचय, उतक के प्रकार शरीर क विभिन्न तंत्रो का संक्षिप्त परिचय

इकाई–3 शारीरिक तंत्रों का रचनात्मक–कार्यात्मक परिचय, अस्थि तंत्र का परिचय, अस्थि तंत्र के विकार–गठिया, गर्दन का दर्द एवं जीवन विज्ञान द्वारा प्रबंधन पेशी तंत्र का परिचय

पेशी तंत्र के विकार–पेशी डिस्ट्राफी, स्लीपडिस्क एवं जीवन विज्ञान द्वारा प्रबंधन

स्नात्तक द्वितीय वर्ष (ऐच्छिक विषय) समूह ब

विषय : जीवन–विज्ञान

पत्र : जीवन–विज्ञान एवं स्वास्थ्य

सेमेस्टर– IV

पूर्णांक–50

क्रेडिट : 2+1+1=4

उद्देश्य–

1. स्वास्थ्य की जानकारी देना।
2. शारीरिक रचना को समझना।
3. शरीर में होने वाले विचारों का अध्ययन।
4. भोजन, उपवास व शाकाहार को जानना।

इकाई– I

स्वास्थ्य परीक्षा एवं जीवन विज्ञान

स्वास्थ्य शिक्षा और जीवन विज्ञान

स्वास्थ्य की अवधारणा एवं परिभाषाएं निर्धारक तत्व,

स्वास्थ्य शिक्षा : अर्थ एवं परिभाषाएं, स्वास्थ्य शिक्षा का महत्त्व, विज्ञान द्वारा स्वास्थ्य संवर्धन

जीवन का रासायनिक स्वरूप : वर्धन, वार्धक्य, आधि, व्याधि एवं उपाधि

इकाई– II

शरीर रचना का परिचय

शरीर का रचनात्मक संगठन

कोशिका का संगठनात्मक परिचय, शरीर का विभिन्न तंत्रों का संक्षिप्त परिचय

इकाई–4 शारीरिक तंत्रों का रचनात्मक परिचय

श्वसन तंत्र का परिचय

श्वसन तंत्र के विकार–दमा, ब्रोंकाइटिस और जीवन विज्ञान द्वारा प्रबंधन पाचन तंत्र का परिचय

पाचन तंत्र के विकार–मधुमेह, पेप्टिक, अल्सर और जीवन विज्ञान द्वारा प्रबंधन

इकाई–5 आहार एवं स्वास्थ्य

आहार की अवधारणा एवं आवश्यकता, आहार के पोषक तत्व, संतुलित आहार की अवधारणा

उपवास, शाकाहार, चयापचय और स्वास्थ्य

प्रायोगिक भाग–

1. यौगिक क्रियाएं–पूर्व कक्षा के प्रयोग एवं मेरूदण्ड की क्रियाएं
2. आसन–पूर्व कक्षा के आसन एवं मत्स्यासन, हृदयस्तम्भासन, धनुरासन, शलभासन और अर्द्धमत्स्येन्द्रासन
3. प्राणायाम– पूर्व कक्षा के प्राणायाम, नाडी शोधन प्राणायाम, शीतली और शीतकारी
4. प्रेक्षाध्यान–चैतन्य केन्द्र प्रेक्षा
5. अनुप्रेक्षा–धैर्य, सह–अस्तित्व
6. जीवन विज्ञान द्वारा प्रबंधन के प्रयोग–गर्दन का दर्द एवं दमा

पाठ्यपुस्तकें–

1. शरीर रचना एवं क्रिया विज्ञान–प्रमिला वर्मा एवं कांति पाण्डेय, बिहार हिन्दी ग्रंथ अकादमी, पटना
2. प्रेक्षाध्यान स्वास्थ्य विज्ञान–मुनि महेन्द्र कुमार, जैन विश्वभारती,लाडनूं
3. जीवन विज्ञान और स्वास्थ्य–डॉ. जेपीएन मिश्रा, जैन विश्वभारती विश्वविद्यालय, लाडनूं
4. तुम स्वस्थ रह सकते हो–आचार्य महाप्रज्ञ
5. जीवन विज्ञान एवं स्वास्थ्य–डॉ. संजीव कुमार गुप्ता, जैन विश्वभारती विश्वविद्यालय
6. प्रेक्षाध्यान प्रयोग पद्धति– आचार्य महाप्रज्ञ

शारीरिक तंत्रों का रचनात्मक– कार्यात्मक परिचय, अस्थि तंत्र का परिचय, अस्थि तंत्र के विकार–गठिया, गर्दन का दर्द एवं जीवन–विज्ञान द्वारा प्रबंधन

इकाई–III

शारीरित तंत्र एवं प्रेक्षाध्यान

शारीरिक तंत्रों का रचनात्मक परिचय

श्वसन तंत्र का परिचय

श्वसन तंत्र के विकार– दमा, ब्रोंकाइटिस और जीवन–विज्ञान द्वारा प्रबंधन। पाचन तंत्र का परिचय

पाचन तंत्र के विकार– मधुमेह, पेप्टिक, अल्सर और जीवन–विज्ञान द्वारा प्रबंधन

इकाई– IV

आहार और स्वास्थ्य

आहार एवं स्वास्थ्य

आहार के पोषक तत्व, संतुलित आहार की अवधारणा

उपवास, शाकाहार

उपलब्धियाँ–

1. जीवन में स्वास्थ्य का महत्त्व एवं स्वास्थ्य संवर्धन के उपायों को जान सकेंगे।
2. शरीर के विभिन्न तंत्रों एवं अंगों से परिचित हो सकेंगे।
3. विभिन्न शारीरिक बीमारियों का योग द्वारा प्रबन्धन को समझ सकेंगे।
4. संतुलित आहार, उपवास एवं शाकाहार के महत्त्व को जान सकेंगे।

प्रायोगिक भाग–

1. यौगिक क्रियाएं– मेरूदण्ड की क्रियाएं
2. आसन– मत्स्यासन, हृदयस्तम्भासन, धनुरासन, शलभासन और अर्द्धमत्स्येन्द्रासन
3. प्राणायाम– नाड़ी–शोधान प्राणायाम, शीतली और शीतकारी
4. प्रेक्षाध्यान– चैतन्य केन्द्र प्रेक्षा
5. अनुप्रेक्षा– धैर्य, सह–अस्तित्व

पाठ्यपुस्तकें–

1. शरीर रचना एवं क्रिया विज्ञान– प्रमिला वर्मा एवं कांति पाण्डेय, बिहार हिन्दी ग्रंथ अकादमी, पटना
2. प्रेक्षाध्यान स्वास्थ्य विज्ञान– मुनि महेन्द्र कुमार, जैन विश्वभारती, लाडनूं
3. जीवन–विज्ञान और स्वास्थ्य– डॉ. जेपीएन मिश्रा, जैन विश्वभारती विश्वविद्यालय, लाडनूं
4. तुम स्वस्थ रह सकते हो– आचार्य महाप्रज्ञ, 2004
5. जीवन–विज्ञान एवं स्वास्थ्य– डॉ. संजीव कुमार गुप्ता, जैन विश्वभारती विश्वविद्यालय, लाडनूं
6. प्रेक्षाध्यान प्रयोग पद्धति– आचार्य महाप्रज्ञ

B.A. (Second Year) (Optional Paper) Group-B

Subject - Social Work

Paper IV- Social Change and Development

Semester-IV

M.M. 70

Credit Alloted - 3+1=4

Objectives :

1. To develop a meaningful understanding about pas & Present social change
2. To equip students to examine social realities from different perspectives
3. To familiarize with the contemporary discourse on social movements & social development

Unit - I

Social Change : Concept and Theories, Social Change in India : Nature, Area, Promoters and Obstructers, Indian Constitution and Social Change

Unit - II

Social Change and Social Problems, Social Movement and Social Change, Social Work and Social Change, Factors of Social Change : Economic, Educational, Technological, Demographic and Cultural

Unit - III

Concept of Development, Social and Economic Development Social Work and Socio-Economic Development Sustainable Development Concept of Social Policy, Social and Economic Policy, Social Policy and Social Legislation, Social Policy and planning in India.

Unit - IV

Social Work and Social Justice in India, Poverty Alleviation Programmes in India. Social Work and Gandhian and Sarvodaya Perspectives on Social Development.

Outcome-

1. Student will develop a meaningful understanding about pas & Present social change
2. Student will be able to examine social realities from different perspectives
3. Student will be familianze with the contemporary discourse on social movements & social development

References Books :

B.A. (Second Year) (Optional Paper) Group-B

Subject - Social Work

Paper - Social Change and Development

Semester – IV

M.M. : 70

Credit - 3+1=4

Objectives:

1. To develop a meaningful understanding about past & present social change
2. To equip students to examine social realities from different perspectives
3. To familiarize with the contemporary discourse on social movements & social development

Unit-1: Social Change

Social Change: Concept and Theories, Indian Constitution and Social Change Role of Civil Society, Elite and Professional Social Work in Social Change.

Unit-2: Social Change and Social Problems

Social Change and Social Problems, Social Movement and Social Change, Social Work and Social Change, Factors of Social Change: Economic, Educational, Technological, Demographic and Cultural.

Unit-3: Development Concept and Types

Concept of Development, Social and Economic Development, Social Work and Socio-
Economic Development, Sustainable Development, Concept of Social Policy, Social and Economic Policy, Social Policy and Social Legislation, Social Policy and Planning in India

Unit-4: Social Work and Social Justice

Social Work and Social Justice in India, Poverty Alleviation Programmes in India, Social Work and Gandhian and Sarvodaya Perspectives on Social Development

Outcome -

1. Student will develop a meaningful understanding about past & present social change
2. To equip students to examine social realities from different

1. Maurianne et.al. Readings for Diversity and Social Justice. New York: Routledge publication, 2000
2. Moorthy, M.V. Social Action. 1951
3. Paulo Friere, S. Pedagogy of the Oppressed. 1971
4. Siddique, H.Y. Social Wok and Social Action. 1985
5. Srinivas, M.N. Social Change in Modern India, Mumbai: Allied Pub. 1966.
6. Macgver, R.M. and Page, C.H. Society – An Introductory Analysis, Chennai: Macmillan India Ltd. 1985.
7. Gore, M.S. Some Aspects of Social Development, Mumbai: TISS. 1975.
8. Govt. of India. Encyclopaedia of Social Work in India, 4 volumes, New Delhi: Planning Commission. 1987
9. Kulkarni, P.D. Social Policy in India, Madras: ASSWI. 1965.
10. Midgley, J. Social Development: The Developmental Perspectives in Social Welfare, New Delhi: Sage. 1998.
11. Netting, F.E.Kettner, P.M. and McMurtry, S.L. Social Work Macro Practice, NY:Longman. 1993.
12. प्रो0 पाण्डेय, बालेष्वर डॉ सिंह , डी.के., समाजकार्य एवं मानव विकास,
13. प्रो. सिंह, सुरेन्द्र, प्रो. वर्मा, आर. बी. एस., भारत में समाज कार्य का क्षेत्र
14. सिंह, रावराम मेहर, विकास का समाजषास्त्र, अर्जुन पब्लिषिंग हाऊस, नई दिल्ली, प्रथम संस्करण 2009।
15. डॉ. मुकर्जी, रविन्द्रनाथ, भारत में सामाजिक परिवर्तन, विवेक प्रकाषन, 7–यू.ए. जवाहर नगर, दिल्ली–110007, 2003।

perspectives

3. To familiarize with the contemporary discourse on social movements & social development

References:

1. Maurianne et.al. Readings for Diversity and Social Justice. New York: Routledge publication, 2000
2. Moorthy, M.V. Social Action. 1951
3. Paulo Friere, S. Pedagogy of the Oppressed. 1971
4. Siddique, H.Y. Social Wok and Social Action. 1985
5. Srinivas, M.N. Social Change in Modern India, Mumbai: Allied Pub. 1966.
6. Macgver, R.M. and Page, C.H. Society – An Introductory Analysis, Chennai: Macmillan India Ltd. 1985.
7. Gore, M.S. Some Aspects of Social Development, Mumbai: TISS. 1975.
8. Govt. of India. Encyclopaedia of Social Work in India, 4 volumes, New Delhi: Planning Commission. 1987
9. Kulkarni, P.D. Social Policy in India, Madras: ASSWI. 1965.
10. Midgley, J. Social Development: The Developmental Perspectives in Social Welfare, New Delhi: Sage. 1998.
11. Netting, F.E.Kettner, P.M. and McMurtry, S.L. Social Work Macro Practice, NY:Longman. 1993.
12. प्रो0 पाण्डेय बालेश्वर डॉ सिंह , डी.के., समाजकार्य एवं मानव विकास,
13. प्रो. सिंह, सुरेन्द्र, प्रो. वर्मा, आर. बी. एस., भारत में समाज कार्य का क्षेत्र
14. सिंह, रावराम मेहर, विकास का समाजशास्त्र, अर्जुन पब्लिशिंग हाऊस, नई दिल्ली, प्रथम संस्करण 2009।
15. डॉ. मुकर्जी, रविन्द्रनाथ, भारत में सामाजिक परिवर्तन, विवेक प्रकाशन, 7–यू.ए. जवाहर नगर, दिल्ली–110007, 2003।

B.A II Year (Optional Paper) Group C
Subject: Information Technology
Semester IV
Paper IV : Advanced Web Technologies

M.M. 55

Preamble: This paper will familiarize the students with trends of Web Technologies

Unit I

- Introduction to JavaScript
- Data Types
- Java Script Variables
- Java Script Operator
- Java script Statements
- Java Script Comments

Unit II

- JavaScript Decision making Statements-
  - If… Else,
  - Switch
- Java Script Loops
  - For Loop
  - While
  - Do..While

Unit III

- Java Script Array
- Java Script Functions
- Java script document object model
- Introduction object in HTML
- Event handling

Unit IV

- Window object
- Document object
- Browser object
- Form object

Unit V

- Navigator object
- Screen object
- Built in object
- User defined object
- Cookies

Reference Books

B.A II Year (Optional Subject) (Group-C)
Subject: Information Technology
Paper: Advanced Web Technologies
Semester IV

M.M. 50
Credit : 2+1+1=4

Objective:
This paper will familiarize the students with client side scripting language and will expose the students to create dynamic WebPages.

Unit I

- Introduction to JavaScript
- Data Types
- Java Script Variables
- Java Script Operator
- Java script Statements
- Java Script Comments

Unit II

- JavaScript Decision making Statements-
  - o If… Else,
  - o Switch
- Java Script Loops
  - o For Loop
  - o While
  - o Do..While

Unit III

- Java Script Array
- Java Script Functions
- Javascript - HTML DOM
- Event handling

Unit IV

- Introduction to Javascript - Objects
- Javascript - Number
- Javascript - Boolean
- Javascript - Strings
- Javascript - Arrays
- Javascript - Date

1. Internet and Web Design Made Easier By A. Mansoor, Pragya Publications, Mathura
2. O level Module - M 1.2 - Internet & web page designing by V.K.Jain – BPB Publications.

Practical: **MM 20**

Writing program using Java script

Instruction for Paper Setters :

अंक विभाजन : 55

1. वस्तुनिष्ठ प्रश्न (सभी प्रश्न करने अनिवार्य होंगे।) 1x10=10
2. लघु प्रश्न (7 प्रश्न में से कोई 5 प्रश्न करने होंगे।) 5x5=25
3. निबंधात्मक प्रश्न (विकल्प सहित 2–2 प्रश्नों में से 1–1 प्रश्न करना होगा) 2x10=20

- Javascript - Math
- Cookies

Outcome:

Students will be able to create dynamic WebPages using JavaScript.

Reference Books

1. Internet and Web Design Made Easier By A. Mansoor, Pragya Publications, Mathura
2. O level Module - M 1.2 - Internet & web page designing by V.K.Jain – BPB Publications.
3. http://www.w3schools.com/js/default.asp

Practical: **MM 20**

Writing program using Java script

B.A II Year (Optional Paper) Group C

Subject: Psychology

Paper IV : pychopathology

Semester IV

MM 55

Objective :

1. The impart knowledge about the normality and abnormality.
2. To make students understand the nature and course of various abnormal conditions.
3. To impart knowledge and skills needed for psychological assessment of different abnormal conditions.

Unite - I

Introduction of Psychopathology :

The concept of normality & abnormality; Sign and symptoms of mental illness; Difference between Neurosis & Psychosis.

Unite - II

Causes of Abnormal Behavior and :Defence Mechanism

Biological Cause; Psycho-Social Cause; Socio-Cultural Cause.
Concept of Defence Mechanism; Types: Repression, Regression, Projection, Reaction Formation

Unite - III

Anxiety Disorder's

B.A. IInd Year (Optional Subject) (Group C)

SUBJECT – PSYCHOLOGY

PAPER – PSYCHOPATHOLOGY

SEMESTER – IV

Marks 50

Credit : 2+1+1=4

Objective :

1. The impart knowledge about the normality and abnormality.
2. To make students understand the nature and course of various abnormal conditions.
3. To impart knowledge and skills needed for psychological assessment of different abnormal conditions.

Unit-I: **Introduction of Psychopathology**

The concept of normality & abnormality
sign and symptoms of abnormal behavior
Difference between Neurosis & Psychosis.

Unit-II: **Causes of Abnormal Behavior**

Biological Cause
Psycho-Social Cause
Socio-Cultural Cause

Unit-III: **Anxiety Disorder's**

Nature and types of anxiety

Nature and Types of Anxiety Disorder: Phobia; Obsessive compulsive disorder; Generalized Anxiety Disorder; Post Traumatic Stress Disorder.

Unite - IV

Stress Disorder

Meaning and Characteristics of Stress; Strategies of Coping Behavior; Theories of Stress : Theories of Cognitive Costs, Theories of Physiological Arousal, Theories of Helplessness.

Unite - V

Schizophrenia and Delusional Disorder

Meaning of Schizophrenia; Clinical Symptoms of Schizophrenia; Types of Schizophrenias

Nature of Paranoid Disorder; Symptoms of Paranoid Disorder; Types of Paranoid Disorder.

BOOKS

1. Coleman, J.C. : Abnormal Psychology and Modern Life.
2. Mohanty, G. : Abnormal Psychology.
3. Labh Singh : Asamanya Manovigyan.

Depression and phobia
Obsessive compulsive disorder

Unit-IV: Stress Disorder

Meaning & Characteristics of Stress
Reactions to stress
Causes of stress

BOOKS

1. Coleman, J.C. : Abnormal Psychology and Modern Life.
2. Mohanty, G. : Abnormal Psychology.
3. Labh Singh : Asamanya Manovigyan.
4. Kapil, H.K. : Asamanya Manovigyan.

PRACTICALS M.M. : 20

1. Measuring the level of anxiety
2. Measuring the level of depression
3. Measuring the level of mental health
4. Measuring the level of neurosis
5. Assessment of personality

Note :- The department may change the practical depending on the availability of the apparatus and recent developments.

स्नात्तक द्वितीय वर्ष (ऐच्छिक विषय) समूह (स)

विषय– इतिहास

चतुर्थ पत्र– राजस्थान के इतिहास का सर्वेक्षण

सेमेस्टर– IV

पूर्णांक–75

इकाई– I

राजस्थान के पूर्व पाषाण युग की रूपरेखा, मुख्यतः कालीबंगा, आहड़ एवं बैराठ के पुरातात्विक स्थलों के संदर्भ में ,मत्स्य जनपद की रूपरेखा, राजपूतों की उत्पत्ति के विभिन्न सिद्धांत एवं पृथ्वीराज तृतीय की महत्त्वपूर्ण उपलब्धियॉ एवं साम्राज्य विस्तार।

इकाई– II

राजपूत राज्यों में सामन्तवाद की विषेषताएं, ब्रिटिष प्रभुसत्ता के समय में राजपूत जागीरदारों की

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (स)

विषय– इतिहास

पत्र– राजस्थान के इतिहास का सर्वेक्षण

सेमेस्टर– IV

पूर्णांक–70

क्रेडिट : 3+1=4

उद्देश्य–

1. विद्यार्थियों को राजस्थान के इतिहास से परिचित करवाना।
2. दुर्ग वास्तुकला से परिचित करवाना।
3. महाराणा कुंभा, महाराणा प्रताप व मानसिंह की उपलब्धियों से परिचित करवाना।
4. किसान आन्दोलन, प्रजामण्डल आन्दोलन व राजस्थान के एकीकरण से परिचित करवाना।

इकाई– I

राजस्थान के पूर्व पाषाण युग की रूपरेखा, मुख्यतः कालीबंगा, आहड़ एवं बैराठ के पुरातात्विक स्थलों के संदर्भ में, पृथ्वीराज तृतीय की महत्त्वपूर्ण उपलब्धियॉ एवं साम्राज्य

स्थिति में परिवर्तन, मालदेव के अधीन मारवाड राज्य का उत्कर्ष, दूर्ग वास्तुकला– विषेषतः चित्तौड, रणथंभोर और आमेर के संदर्भ में।

इकाई– III

राजपूत राज्यों की मुगल सम्राटों के साथ सहयोग तथा प्रतिरोध की नीति विषेषतः आमेर के षासक मानसिंह, बीकानेर के षासक रायसिंह, मारवाड के जसवन्तसिंह एवं दुर्गादास, महाराणा कुंभा, महाराणा सांगा, महाराणा प्रताप एवं सवाई जयसिंह द्वितीय के संदर्भ में। धार्मिक आन्दोलन मीरा एवं दादू दयाल के विषेष संदर्भ में।

इकाई– IV

राजपूताना में मराठों के हस्तक्षेप के कारण एवं परिणाम। राजस्थान में 1857 के विद्रोह के कारण एवं परिणाम। राजस्थान में राजनैतिक जागरण के कारण। बिजोलिया किसान आंदोलन गोविंद गिरी एवं मोतीलाल तेजावत के नेतृत्व में जनजातीय आन्दोलन विषेषतया मेवाड़ राज्य के संदर्भ में।

इकाई– V

1818 की संधियों के सम्पन्न होने की परिस्थितियां एवं परिणाम विषेषतया मेवाड, मारवाड, और कोटा राज्यों के संदर्भ में। प्रजामण्डलों का स्वतंत्रता आंदोलन में योगदान विषेषतया भरतपुर, मारवाड एवं मेवाड के संदर्भ में। राजस्थान राज्य का निर्माण 1948 ई.– 1956 ई.।

सन्दर्भ ग्रंथ–

1. व्यास, आर.पी–राजस्थान का व हत् इतिहास भाग प्रथम एवं द्वितीय, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
2. सक्सेना, के.एम.–राजस्थान में राजनैतिक जागरण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
3. भार्गव, डॉ. वी.एस.– राजस्थान का इतिहास, रिसर्च पब्लिकेशन, जयपुर।
4. षर्मा, डॉ. गोपीनाथ– राजस्थान का इतिहास, शिवलाल अग्रवाल एण्ड कम्पनी, आगरा।
5. षर्मा हरिशंकर एवं पावा, सरोज–राजस्थान का इतिहास जयपुर पब्लिकेशन, जयपुर।
6. Ratnavat, Syam singh – History and Cultural of Rajasthan.

विस्तार। राजपूत राज्यों में सामन्तवाद की विषेषताएं

इकाई– II

ब्रिटिष प्रभुसत्ता के समय में राजपूत जागीरदारों की स्थिति में परिवर्तन, मालदेव के अधीन मारवाड राज्य का उत्कर्ष, दुर्ग वास्तुकला– विषेषतः चित्तौड, रणथंभोर और आमेर के संदर्भ में। महाराणा कुंभा की राजनीतिक एवं सांस्कृतिक उपलब्धियाँ, महाराणा प्रताप का मुगलों से संघर्ष।

इकाई– III

आमेर के मानसिंह द्वारा मुगल सहयोग।धार्मिक आन्दोलन मीरा एवं दादू दयाल के विषेष संदर्भ में। राजपूताना में मराठों के हस्तक्षेप के कारण एवं परिणाम। राजस्थान में 1857 के विद्रोह के कारण एवं परिणाम।

इकाई– IV

राजस्थान में राजनैतिक जागरण के कारण। बिजोलिया किसान आंदोलन। 1818 की संधियों के सम्पन्न होने की परिस्थितियां एवं परिणाम विषेषतया मेवाड, मारवाड, और कोटा राज्यों के संदर्भ में। राजस्थान राज्य का निर्माण 1948 ई.– 1956 ई.।

उपलब्धियाँ–

1. विद्यार्थी राजस्थान के गौरवशाली इतिहास से परिचित हो पायेंगे।
2. महाराणा कुंभा, महाराणा प्रताप, मीरां, दादू दयाल आदि के जीवन से प्रेरणा प्राप्त कर अपने व्यक्तित्व का विकास कर सकेंगे।
3. राजस्थान के एकीकरण के विभिन्न चरणों से परिचित हो पायेंगे।
4. राजस्थान के इतिहास के अध्ययन से विद्यार्थी प्रतियोगी परीक्षाओं में सफलता प्राप्त कर पायेंगे।

सन्दर्भ ग्रंथ–

1. व्यास, आर.पी–राजस्थान का बृहद् इतिहास भाग प्रथम एवं द्वितीय, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
2. सक्सेना, के.एम.–राजस्थान में राजनैतिक जागरण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
3. भार्गव, डॉ. वी.एस.– राजस्थान का इतिहास, रिसर्च पब्लिकेशन, जयपुर।
4. षर्मा, डॉ. गोपीनाथ– राजस्थान का इतिहास, शिवलाल अग्रवाल एण्ड कम्पनी, आगरा।
5. षर्मा हरिशंकर एवं पावा, सरोज–राजस्थान का इतिहास, जयपुर पब्लिकेशन, जयपुर।
6. Ratnavat, Syam singh – History and Culturel of Rajasthan.

B.A. (Second Year) (Optional Paper) Group-C

Subject - Geography

Paper IV - Economic Geography

Semester - IV

MM 55

Unite - I

a) Definition and scope of Economic geography.

b) Development of Economic geography. Its relation with other subjects.

c) Concept of the economy.

d) Economic activities : Primary, Secondary and Tertiary.

e) Impact of economic activities on the environment.

Unite - II

a) Natural Resources : Meaning and classification of resources.

b) Conservation of Resources : Water & Forest.

c) Soil Resources : Composition of soil, factors affecting soil formation ; soil profile.

d) Mineral Resource : Type, Distribution & production of iron ore. Lead & Zinc

e) Energy Resources : Types, Distribution and Production of coal and Petroleum.

Unite - III

a) Agriculture : Physical and socio - cultural environment influencing crop production.

b) Agri classification : Whattlebeys Classification.

c) Spatial distribution, production and international trade of rice & wheat.

d) Spatial distribution, production and international trade of cotton and rubber

e) Spatial distribution, production and international trade of tea & coffee

Unite – IV

a) Manufacturing Industry : Meaning & Types.

B.A. (Second Year) (Optional Paper) Group-C

Subject - Geography

Paper - Economic Geography

Semester - IV

MM 50

Credit : 2+1+1=4

Objects-

1. To make students aware about concept of economic geography, economic activities & their impact on the enviroment.
2. Knowledge about various resources : Natural, Soil, Mineral & Energy.
3. Knowledge about agencies (WTO, GATT) engaged in promoting trade & services.

Unit - I

a) Definition and scope of Economic geography.

b) Development of Economic geography. Its relation with other subjects.

c) Economic activities : Primary, Secondary and Tertiary.

d) Impact of economic activities on the environment.

Unit - II

a) Natural Resources : Meaning and classification of resources, Water & Forest.

b) Soil Resources : Structure of soil, and soil erosion.

c) Mineral Resource : Type, Distribution & production of iron ore. Lead & Zinc

d) Energy Resources : Types, Distribution and Production of coal and Petroleum.

Unit- III

a) Agriculture : Physical and socio - cultural environment influencing crop production.

b) Agriculture classification : D.Whittleseys Classification.

c) Spatial distribution, production and international trade of rice & wheat, cotton and rubber, tea & coffee

b) Determinants of location of industry.

c) Industrial location Theory : A Weber.

d) Distribution & production of Iron & Steel industry.

e) Distribution & production of cotton textile industry.

Unite - V

a) Trade : Type of trade.

b) Evolution of international trade ; barriers of international trade.

c) Agencies : GATT, WTO, EROPEAN UNION.

d) Transport : Importance & development of transport; Means of transport.

e) Water Transport : Suez canal, panama, canal, North Atlantic route.

Practical 20

a) Methods of Relief Representation : Hachures, Contours, layer tint, BM, Spot height, Trachograhic Method. (6 ex.)

b) Drawing of Profiles : Serial, Composites and Superimposed (3 Ex.)

c) Prismatic Compass Survey : Instrument required for prismatic campass survey (1 ex.)

d) Prismatic Compass Survey : Radiation and intersection method (2 ex.)

e) Correction of closing error with Bowditch rule (1 ex.)

Suggested Reading:

1. प्रमीला कुमार एवं श्री कमल शर्मा : कृषि भूगोल, म. प्र. हिन्दी ग्रंथ अकादमी, भोपाल, 2000
2. श्रीवास्तव वी.के. आर्थिक भूगोल के मूलतत्व, वसुन्धरा प्रकाशन, गोरखपुर, 2001
3. सिंह जगदीश, आर्थिक भूगोल के मूलतत्व ज्ञानोदय प्रकाशन, गोरखपुर 2002

d) Water Transport : Suez canal, panama canal, North Atlantic routes.

Unit – IV

a) Manufacturing Industry : Meaning & Types.

b) Industrial location Theory : A Weber's and smith.

c) Distribution & production of Iron and Steel & cotton textile industry.

d) Agencies : GATT, WTO, OPEAK AND EROPEAN UNION.

Practical 20

a) Basic Statistical Methods.

i) Frequency distribution and its Presentation.

ii) Measures of Central tendency: - Arithmetic Mean, Mode & Median (Direct Method)

iii) Standard deviation method & Coefficient of variation.

b) Representation of statistical data through Diagrams : - One Dismensional, Two Dimensional, Three Dimensional.

c) Representation of statistical data through graphs: Poly linear graph, Climogarph and Hythergraph.

Outcomes -

1. Students can know how their activities of trade & services will affect the environment. This may lead to the path of Green Environment.
2. After knowing availability of various resources availble, their proper utilisation is possible.
3. Students can contribute their efforts towards promoting trade in which our country is having self-sufficiency.

Suggested Reading:

1. प्रमीला कुमार एवं श्री कमल शर्मा : कृषि भूगोल, म. प्र. हिन्दी ग्रंथ अकादमी, भोपाल, 2000
2. श्रीवास्तव वी.के. आर्थिक भूगोल के मूलतत्त्व, वसुन्धरा प्रकाशन, गोरखपुर, 2001
3. सिंह जगदीश, आर्थिक भूगोल के मूलतत्त्व ज्ञानोदय प्रकाशन, गोरखपुर 2002

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (स)

विषय– जैन विद्या

चतुर्थ पत्र–जैन दर्शन के मौलिक तत्व

सेमेस्टर–IV

पूर्णांक–75

इकाई–I लोकवाद

इकाई–II त्रिरत्न

इकाई–III कर्म का स्वरुप एवं अवस्थाएं

इकाई–IV अनेकान्तवाद

इकाई–V आत्मवाद, कार्यकारणवाद, पंचसमवाय

पाठ्य पुस्तक :

1. जैन दर्शन के मौलिक तत्व, लेखक–डॉ. समणी चैतन्य प्रज्ञा, जैन विश्व भारती संस्थान, लाडनूं

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह (स)

विषय– जैन विद्या

पत्र–जैन दर्शन के मौलिक तत्व

सेमेस्टर–IV

पूर्णांक–70

क्रेडिट : 3+1=4

उद्देश्य–

1. जैन सृष्टिवाद को समझाना।
2. कर्म–सिद्धान्त की जानकारी देना।
3. अनेकान्त को समझाना।
4. आत्मवाद और कारणवाद को समझाना।

इकाई–I

लोकवाद, सृष्टिवाद, जगत् और ईश्वर, त्रिरत्न– सम्यग्दर्शन, सम्यक्ज्ञान, सम्यक् चरित्र

इकाई–II

कर्म का स्वरुप, भेद, कर्म हेतु एवं प्रकार, कर्म की अवस्थाएं, कर्म और कर्मफल से मुक्ति कैसे

इकाई–III

अनेकान्त, स्याद्वाद, सप्तभंगी

इकाई–IV

आत्मवाद– पुनर्जन्म, नयवाद, कारण– कार्य सिद्धान्त, पंच समवाय

उपलब्धियाँ–

1. जैन सृष्टिवाद से परिचय होगा।
2. कर्म जानने से जागरूकता बढ़ेगी।
3. अनेकान्त पूर्ण चिंतन शैली का विकास होगा।
4. कारणवाद से परिचय होगा।

पाठ्य पुस्तक :

1. जैन दर्शन के मौलिक तत्त्व, लेखक–डॉ. समणी चैतन्य प्रज्ञा, जैन विश्व भारती संस्थान, लाडनूं

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह स
विषय – जैन एवं जैनेत्तर दर्शन
चतुर्थ पत्र – जैन न्याय और पाश्चात्य तर्कशास्त्र
सेमेस्टर – IV

पूर्णांक 75

इकाई I – न्याय की परिभाषा एवं प्रवृत्ति का हेतु

लक्षण और लक्षणाभास, प्रमाण और प्रमाणाभास, प्रामाण्य का निश्चय, परमार्थिक प्रत्यक्ष, व्यावहारिक प्रत्यक्ष, इन्द्रिय परिभाषा एवं प्रकार,

भिक्षु न्यायकर्णिका वृहत्वृत्ति (प्रथम एवं द्वितीय विभाग)

इकाई II – परोक्ष प्रमाण (स्मृति, प्रत्यभिज्ञा, तर्क)

अनुमान प्रमाण, हेतु–हेत्वाभास, दृष्टान्ताभास
प्रतिषेध के प्रकार (अभाव)
कारण–कार्य का स्वरूप
आगम एवं आप्त की परिभाषा
स्याद्वाद : सप्तभंगी
भिक्षु न्यायकर्णिका वृहत्वृत्ति (तृतीय और चतुर्थ विभाग)

इकाई III – नय का स्वरूप

द्रव्यार्थिक नय
पर्यायार्थिक नय
निश्चय–व्यवहार नय
प्रमेय का स्वरूप
प्रमिति का स्वरूप
प्रमाता का स्वरूप
आत्मा की सिद्धि
भिक्षु न्याय कर्णिका वृहत्वृत्ति (पंचम, षष्ठ, सप्तम विभाग)

इकाई IV – नय–दुर्नय स्वरूप विमर्श

षट् जीवनिकाय,
जीवों की अनंतता
स्याद्वाद मंजरी (कारिका 28–32)

इकाई V – तर्कशास्त्र परिचय

युक्ति का स्वरूप और आगमनात्मक एवं निगमनात्मक तर्क में भेद
वैधता एवं सत्यता
प्रतीकात्मक तर्कशास्त्र प्रवेशिका (अध्याय–1)

स्नातक द्वितीय वर्ष (ऐच्छिक विषय) समूह स
विषय – जैन एवं जैनेतर दर्शन
पत्र – जैन न्याय और पाश्चात्य तर्कशास्त्र
सेमेस्टर – IV

पूर्णांक 70

क्रेडिट : 3+1=4

उद्देश्य–

1. न्याय और प्रत्यक्ष प्रमाण का संक्षिप्त परिचय देना।
2. परोक्ष प्रमाण की जानकारी देना।
3. नय, आत्मा की सिद्धि की युक्तियाँ समझाना।
4. पाश्चात्य तर्कशास्त्र का परिचय देना।

इकाई I – भिक्षु न्यायकर्णिका वृहद्वृत्ति (प्रथम एवं द्वितीय विभाग)
न्याय की परिभाषा एवं प्रवृत्ति का हेतु
लक्षण और लक्षणाभास, प्रमाण और प्रमाणाभास, प्रामाण्य का निश्चय, परमार्थिक प्रत्यक्ष, व्यावहारिक प्रत्यक्ष, इन्द्रिय परिभाषा एवं प्रकार,

इकाई II – भिक्षु न्यायकर्णिका वृहद्वृत्ति (तृतीय और चतुर्थ विभाग)
परोक्ष प्रमाण (स्मृति, प्रत्यभिज्ञा, तर्क)
अनुमान प्रमाण, हेतु–हेत्वाभास, दृष्टान्ताभास
प्रतिषेध के प्रकार (अभाव)
कारण–कार्य का स्वरूप
आगम एवं आप्त की परिभाषा
स्याद्वाद : सप्तभंगी

इकाई III – भिक्षु न्याय कर्णिका वृहद्वृत्ति (पंचम्, षष्ठम्, सप्तम् विभाग)
नय का स्वरूप
द्रव्यार्थिक नय
पर्यायार्थिक नय
निश्चय–व्यवहार नय
प्रमेय का स्वरूप
प्रमिति का स्वरूप
प्रमाता का स्वरूप
आत्मा की सिद्धि

सरल एवं यौगिक प्रकथन
सत्यसारिणी से वैधता का निर्णय
युक्ति का अर्थ एवं प्रकार
प्रतीकात्मक तर्कशास्त्र प्रवेशिका (अध्याय–2 व 3)

पाठ्य पुस्तकें :

1. भिक्षुन्यायकर्णिका वृहत्वृत्ति–आचार्य तुलसी, पण्डित विश्वनाथ मिश्रा, जैन विश्वभारती विश्वविद्यालय
2. प्रतीकात्मक तर्कशास्त्र प्रवेशिका–अशोक कुमार वर्मा, मोतीलाल बनारसीदास दिल्ली
3. स्याद्वादमंजरी (कारिका 28–32)–मल्लिसेन सूरि, श्री परमश्रुत प्रभावक मण्डल, श्रीमद् राजचन्द्र आश्रम, आगास

संदर्भ ग्रन्थ :

1. जैन दर्शन मनन और मीमांसा–आचार्य महाप्रज्ञ (567 से 642, पृष्ठ 649 से 655)
2. स्याद्वादमंजरी : एक समीक्षात्मक अध्ययन–किरण कला जैन, परिमल पब्लिकेशन, शास्त्री नगर, दिल्ली
3. जैन न्याय–महेन्द्र कुमार जैन
4. जैन धर्म दर्शन–डॉ. मोहनलालजी मेहता
5. जैन न्याय का विकास–आचार्य श्री महाप्रज्ञ
6. जैन न्याय–मुनि न्यायविजयजी
7. जैन ज्ञान एवं प्रमाण मीमांसा–समणी ऋजुप्रज्ञा, दूरस्थ शिक्षा निदेशालय, जैन विश्वभारती विश्वविद्यालय, लाडनूं

इकाई IV – नय–दुर्नय स्वरूप विमर्श

तर्कशास्त्र का परिचय
युक्ति का स्वरूप और आगमनात्मक एवं निगमनात्मक तर्क में भेद
वैधता एवं सत्यता
प्रतीकात्मक तर्कशास्त्र प्रवेशिका (अध्याय–1)
सरल एवं यौगिक प्रकथन
सत्यसारिणी से वैधता का निर्णय
युक्ति का अर्थ एवं प्रकार
प्रतीकात्मक तर्कशास्त्र प्रवेशिका (अध्याय–2 व 3)

उपलब्धियाँ–

1. प्रत्यक्ष और परोक्ष प्रमाण का ज्ञान होगा।
2. नय की जानकारी होगी।
3. पाश्चात्य तर्कशास्त्र में प्रवेश होगा।

पाठ्य पुस्तकें :

1. भिक्षुन्यायकर्णिका वृहत्वृत्ति–आचार्य तुलसी, पण्डित विश्वनाथ मिश्रा, जैन विश्वभारती विश्वविद्यालय
2. प्रतीकात्मक तर्कशास्त्र प्रवेशिका–अशोक कुमार वर्मा, मोतीलाल बनारसीदास दिल्ली

संदर्भ ग्रन्थ :

1. जैन दर्शन मनन और मीमांसा–आचार्य महाप्रज्ञ (567 से 642, पृष्ठ 649 से 655)
2. स्याद्वादमंजरी : एक समीक्षात्मक अध्ययन–किरण कला जैन, परिमल पब्लिकेशन, शास्त्री नगर, दिल्ली
3. जैन न्याय–महेन्द्र कुमार जैन
4. जैन धर्म दर्शन–डॉ. मोहनलालजी मेहता
5. जैन न्याय का विकास–आचार्य श्री महाप्रज्ञ
6. जैन न्याय–मुनि न्यायविजयजी
7. जैन ज्ञान एवं प्रमाण मीमांसा–समणी ऋजुप्रज्ञा, दूरस्थ शिक्षा निदेशालय, जैन विश्वभारती विश्वविद्यालय, लाडनूं

B.A. SEM. V

सेमेस्टर–V

विषय–अहिंसा और शांति : एक अध्ययन (अनिवार्य पत्र)

पूर्णांक–55

इकाई–1 : अहिंसा एवं शांति

1. अहिंसा एवं शांति की अवधारणा
2. विभिन्न परम्पराओं में अहिंसा एवं शांति
3. अहिंसा और शांति का अन्तर्संबंधा
4. विश्व शान्ति

इकाई–2 अहिंसा प्रशिक्षण

1. हृदय परिवर्तन
2. दृष्टिकोण परिवर्तन
3. जीवन शैली परिवर्तन
4. व्यवस्थागत परिवर्तन

इकाई–3 चयनित अहिंसक विचारक

1. महात्मा गांधी
2. आचार्य तुलसी
3. मार्थिन लूथर किंग
4. जय प्रकाश नारायण

इकाई–4 संघर्ष और संघर्ष निवारण

1. संघर्ष एवं संघर्ष निराकरण–स्वरूप
2. संघर्ष –प्रकार, क्षेत्र, निराकरण विधियां
3. कलह शमन और अनेकांत
4. कलह शमन और प्रेक्षाध्यान के चयनित प्रयोग

इकाई–5 शान्ति की संस्कृति

1. शान्ति शिक्षा
2. मानवाधिकार
3. पर्यावरणीय विचार
4. शांति आंदोलन

संदर्भ ग्रंथ–

1. विश्व शांति एवं अहिंसा प्रशिक्षण, डॉ. बच्छराज दुगड़, जैन विश्व भारती संस्थान, प्रकाशक–आचार्य शांति सागर 'छाणी' स्मृति ग्रंथ माला, बुढ़ाना, मुजफरनगर (उत्तरप्रदेश)
2. अहिंसा प्रशिक्षण, डॉ. बच्छराज दुगड़, डॉ. अनिलधर, प्रकाशक–जैन विश्वभारती संस्थान,

लाडनूं गांधी स्मृति एवं दर्शन समिति, नई दिल्ली

प्रायोगिक – **पूर्णांक 20**

1. महाप्राण ध्वनि, समवर्ती श्वास प्रेक्षा, ज्योतिकेन्द्र प्रेक्षा
2. सहिष्णुता की अनुप्रेक्षा
3. शशांकासन, योगमुद्रा
4. अणुव्रत : गीत, आचार संहिता

निर्देश : सेमेस्टर V में अनिवार्य पत्र के तौर पर अहिंसा एवं शांति अथवा बेसिक्स ऑफ कम्प्यूटर पत्र में से विद्यार्थी किसी एक पत्र का चयन करें।

B.A. (Third Year)

Subject : Basics of Computer

(Compulsory Paper)

Semester - V

M.M. 50

Credit - 2+1+1=4

Objective : To enable students to be aware of using MS Word, MS PowerPoint, Excel and Internet. Students will be able to do daily work using these tools and able to surf internet, download and send emails easily.

Unit I

MS Word

1. An overview of the basics of word processing.
2. How to use spell check, grammar check, and the thesaurus
3. Gain proficiency in editing
4. Formatting a document
5. How to use the undo and redo commands
6. Moving and copying text within a document
7. Typography, paragraph formatting and column formatting
8. How to enhance a document, wizards and templates, and tables

Unit II

MS Excel

1. Creating an excel worksheet
2. Saving an excel worksheet
3. Opening an existing workbook
4. Using formula and functions
5. Printing a worksheet
6. Creating a simple expense worksheet.

Unit III

1. **MS PowerPoint presentation**
2. Saving a PowerPoint presentation,
3. Working with an existing PowerPoint presentation,

Unit IV

Internet

1. Basics of Internet
2. Site Surfing
3. Search Engines
4. Email Accounts - Receiving Mails, Composing Mails, Spam, Calendar
5. Download
6. Creating blogs
7. Online conversion

Outcome :

1. Students will be able to apply word, excel and powerpoint in their daily work.
2. Students will be able to make use of internet for their study purpose and will be able to create blog to exhibit their talent.

Practical : **MM : 20**

1. Create a banner using document, marksheet using worksheet and Presentation on any topic
2. Create an email account, blog and download files

1. Only practical (No theory)
2. External :

Assignment/Project : 50 Marks
Viva : 20 Marks
CIA : 30 Marks (Attendance - 10, Test - 5, Presentation - 5, Assignment - 10)

Suggested Reference Material :

a. Text Books :

1. Special Edition Using Microsorft Office 2007 By Ed Bott
2. Absolute Beginner's Guide to Computer Basics by Mechael Millar
3. Discovering the Internet : Complete, 4th edn. Complete by Gary B. Shelly, Jennifer T. Campbell

b. Recommended Website :

1. http://office.microsoft.com/en-us/training/
2. http://www.gcflearnfree.org/office2007

B.A. Third Year (Core Elective Paper) (Group D)
Subject – Psychology
Paper - General Psychology-I
Semester – V

Marks 50
Credit : 2+1+1=4

Objectives:

1. To understand the concepts of basic Psychological process.
2. To understand the application of psychological concepts in daily routine problems.

Unit-I: Introduction of Psychology

(i) Meaning and Definition of Psychology
(ii) Goals of Psychology
(iii) Fields of Psychology
(iv) Methods of Psychology

Unit-II: Development of Human Behaviour

(i) Meaning of Heredity an Environment
(ii) Interaction of Heredity and Environment
(iii) Biological Determinants
(iv) Environmental Determinants

Unit-III: Perception

(i) Nature and Definition of Perception
(ii) Major Approaches of perception
(iii) Factors Influencing Perception: Personal & Social
(iv) Illusion and Differences between Illusion and Hallucination

Unit-IV: Learning

(i) Meaning and Nature of Learning
(ii) Role of Motivation in Learning
(iii) Classical and Instrumental Conditioning
(iv) Transfer of Learning

Outcome -

1. Students will be aware of various Psychological approach and environment which will lead to the development of human behaviour.

Practical

(i) Measurement of Illusion
(ii)Measurement of Transfer of Learning
(iii) Measurement of level or Depression
(iv) Measurement of the capacity of Verbal Learning

	(v) Assessment of Personality **Books:-** 1. Baron, R.A. Psychology: The essential sciences, New York; Allyn & Bacon. 2. Limbardo, P.G. & Weber, A.L.: Psychology, New York, Harper Collins College Publisher. 3. Lefton, L.A., Psychology, Boston; Allyn & Baron. 4. Morgan and King: Introduction to Psychology. 5. Singh, A.K.: Uchatar Samanya Manovigyan. 6. Azimurrahman: Samanya Manovigyan. 7. Suleman : Samanya Manovigyan. 8. Lal Bachan Tripathi : Uchatar Manovigyan.
बी.ए. तृतीय वर्ष (ऐच्छिक विषय) समूह (अ) **विषय : आगम विद्या एवं प्राकृत साहित्य** **पत्र : प्राकृत भाषा व्याकरण एवं साहित्य** **सेमेस्टर–V** **M.M. : 75** **इकाई–1** **1. तुलसी मंजरी (सूत्र 803 से 927) 30** (1) रूप सिद्धि (2) सूत्र तथा पंक्ति व्याख्या (3) शब्द–रूप (संदर्भित सूत्रों के आधार पर) (4) धातु रूप (संदर्भित सूत्रों के आधार पर) (5) धात्वादेश **2. कुमारपालचरितम् (प्रथम व द्वितीय सर्ग) 20** (1) सप्रसंग (2) व्याकरणात्मक टिप्पणी (3) आलोचनात्मक प्रश्न **3. सिरिकुम्मापुत्तचरियं (सम्पूर्ण) 15**	**बी.ए. तृतीय वर्ष (ऐच्छिक विषय) समूह (अ)** **विषय : आगम विद्या एवं प्राकृत साहित्य** **पत्र : प्राकृत भाषा व्याकरण एवं साहित्य** **सेमेस्टर–V** **पूर्णांक– 70** **क्रेडिट : 3+1=4** **उद्देश्य–** 1. धात्वादेश, ञिन्नत प्रक्रिया, भाव कर्म प्रक्रिया एवं कृदन्त प्रकरण समझाना। 2. कुमारपालचरियं का अध्ययन करवाना। 3. कुर्मापुत्र के जीवन के बारे में बताना। 4. प्राकृत में कथा रचना का अभ्यास कराना। **1. तुलसी मंजरी (सूत्र 803 से 927)30** (1) रूप सिद्धि (2) सूत्र तथा पंक्ति व्याख्या (3) शब्द रूप (संदर्भित सूत्रों के आधार पर) (4) धातु रूप (संदर्भित सूत्रों के आधार पर) (5) धात्वादेश **2. कुमारपालचरितम् (प्रथम व द्वितीय सर्ग) 20** (1) सप्रसंग व्याख्या

(1) सप्रसंग व्याख्या

(2) आलोचनात्मक प्रश्न

4. प्राकृत (भाषा में) कथा रचना 10

परीक्षा संबंधी विशेष नोट–निबन्धात्मक प्रश्न में सूत्र की व्याख्या (अंक 7) एवं रूपसिद्धि (अंक 8) के दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा। निबन्धात्मक प्रश्न में कुमारपालचरितम् (अंक 7) एवं कुम्मापुत्तचरियं (अंक 8) के दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा।

पाठ्यपुस्तक :

1. तुलसी मंजरी, युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं 1983
2. सिरिकुम्मापुत्तचरियं, अनंतहंसकृत, अनुवाद डॉ. जिनेन्द्र जैन, जैन अध्ययन एवं सिद्धांत शोध संस्थान, (जबलपुर, म.प्र.)
3. कुमारपालचरितम् (प्राकृत इयाश्रयकाव्यम्) हेमचन्द्रसूरिकृत श्री जिनशासन आराधना ट्रस्ट मुंबई

संदर्भ ग्रन्थ :

1. प्राकृत व्याकरण (सिद्धहेमशब्दानुशासनम्–आचार्य हेमचन्द्रकृत) संस्कृत–हिन्दी व्याख्या सहित, व्याख्याकार–ज्ञानमुनि, प्रकाशन–आचार्यश्री आत्माराम जैन मॉडल स्कूल, दिल्ली 1974
2. प्राकृत व्याकरण (अंग्रेजी)–हेमचन्द्र, प्रकाशक भण्डारकर ओरियण्टल शोध संस्थान, पूना 1980
3. प्राकृत मार्गोपदेशिका–पं. बेचरदास जीवराज दोषी, मो. ला. ब. दास, दिल्ली 1968
4. प्राकृत वाक्य रचना बोध–युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं 1991
5. प्राकृत भाषा एवं साहित्य का आलोचनात्मक इतिहास–डॉ. नेमीचन्द्र शास्त्री, तारावुक एजेन्सी, वाराणसी
6. आयारो–आचार्य तुलसी, जैन विश्वभारती, लाडनूं
7. अंगसुत्ताणि (भाग 1–3), जैन विश्वभारती, लाडनूं

(2) व्याख्यात्मक टिप्पणी

(3) आलोचनात्मक प्रश्न

3. सिरिकुम्मापुत्तचरियं (सम्पूर्ण) 15

(1) सप्रसंग व्याख्या

(2) आलोचनात्मक प्रश्न

4. प्राकृत (भाषा में) कथा रचना 05

उपलब्धियाँ–

1. धातु को होने वाले आदेश जानकर एवं भाव कर्म प्रक्रिया और कृदन्त प्रक्रिया समझकर यथास्थान प्रयोग करेंगे।
2. कुमारपाल एवं कुर्मापुत्रचरित्र की जानकारी मिलेगी।
3. प्राकृत में रचनाधर्मिता का अभ्यास बढ़ता रहेगा।

परीक्षा संबंधी विशेष नोट–निबन्धात्मक प्रश्न में सूत्र की व्याख्या (अंक 7) एवं रूपसिद्धि (अंक 8) के दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा। निबन्धात्मक प्रश्न में कुमारपालचरितम् (अंक 7) एवं कुम्मापुत्तचरियं (अंक 8) के दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा।

पाठ्यपुस्तक :

1. तुलसी मंजरी, युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं 1983
2. सिरिकुम्मापुत्तचरियं, अनंतहंसकृत, अनुवाद डॉ. जिनेन्द्र जैन, जैन अध्ययन एवं सिद्धांत शोध संस्थान, (जबलपुर, म.प्र.)
3. कुमारपालचरितम् (प्राकृत इयाश्रयकाव्यम्) हेमचन्द्रसूरिकृत श्री जिनशासन आराधना ट्रस्ट मुंबई

संदर्भ ग्रन्थ :

1. प्राकृत व्याकरण (सिद्धहेमशब्दानुशासनम्–आचार्य हेमचन्द्रकृत) संस्कृत–हिन्दी व्याख्या सहित, व्याख्याकार–ज्ञानमुनि, प्रकाशन–आचार्यश्री आत्माराम जैन मॉडल स्कूल, दिल्ली 1974
2. प्राकृत व्याकरण (अंग्रेजी)–हेमचन्द्र, प्रकाशक भण्डारकर ओरियण्टल शोध संस्थान, पूना 1980
3. प्राकृत मार्गोपदेशिका–पं. बेचरदास जीवराज दोषी, मो. ला. ब. दास, दिल्ली 1968
4. प्राकृत वाक्य रचना बोध–युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं 1991
5. प्राकृत भाषा एवं साहित्य का आलोचनात्मक इतिहास–डॉ. नेमीचन्द्र शास्त्री, तारावुक एजेन्सी, वाराणसी

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह (अ)

विषय : अहिंसा एवं शांति

पत्र : शांति आंदोलन एवं संगठन

सेमेस्टर–V

पूर्णांक–75

इकाई–1

संयुक्त राष्ट्र एवं उसके अभिकरण

इकाई 2

नोबल शांति पुरस्कार संस्था, स्टॉकहोम अर्न्राष्ट्रीय शांति शोध संस्थान, अणुव्रत विश्व भारती

इकाई 3

पगवाश आंदोलन, बस आंदोलन,

इकाई 4

ग्रीनपीस आंदोलन भूदान,

इकाई 5

सम्पूर्ण क्रांति एवं चिपको आन्दोलन

पाठ्य पुस्तकें

1. Stride towards Freedon - Martin Luthar King
2. Encyclopaedia of Peace
3. मानवाधिकार, शांति एवं गांधी दर्शन– डॉ. अनिल धर एवं पूजा शर्मा

4. शांति आन्दोलन एवं संगठन– डॉ. अनिल धर

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह (अ)

विषय : अहिंसा एवं शांति

पत्र : शांति आंदोलन एवं संगठन

सेमेस्टर–V

पूर्णांक–70

क्रेडिट : 3+1=4

उद्देश्य–

1. शांति आंदोलनों एवं संगठनों की जानकारी देना।

इकाई–1

संयुक्त राष्ट्र एवं उसके अभिकरण

इकाई 2

नोबल शांति पुरस्कार संस्था, स्टॉकहोम अर्न्राष्ट्रीय शांति शोध संस्थान, अणुव्रत विश्व भारती

इकाई 3

पगवाश आंदोलन, बस आंदोलन, ग्रीनपीस आंदोलन

इकाई 4

भूदान, सम्पूर्ण क्रांति एवं चिपको आन्दोलन

उपलब्धियाँ–

1. अहिंसक आंदोलनों की जानकारी प्राप्त कर उनमें सक्रिय सहभागिता का मनोभाव विकसित होगा।

पाठ्य पुस्तकें

1. Stride towards Freedon - Martin Luthar King
2. Encyclopaedia of Peace
3. मानवाधिकार, शांति एवं गांधी दर्शन– डॉ. अनिल धर एवं पूजा शर्मा

4. शांति आन्दोलन एवं संगठन– डॉ. अनिल धर

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह (अ)

विषय– हिन्दी साहित्य

पंचम पत्र– प्रयोजन मूलक हिन्दी

सेमेस्टर– V

पूर्णांक–75

पाठ्यविषय :

प्रयोजनमूलक हिन्दी का अभिप्राय

कामकाजी हिन्दी

(क) पत्राचार, भाषा कम्प्यूटिंग

(ख) पत्रकारिता

(ग) मीडिया लेखन

(घ) अनुवाद

पत्राचार : कार्यालयी पत्र, व्यावसायिक पत्र, व्यावहारिक पत्र, संक्षेपण, पल्लवन, प्रारूपण, टिप्पणी।

भाषा कम्प्यूटिंग : वर्ड प्रोसेसिंग और फांट प्रबंधन।

पत्रकारिता : पत्रकारिता का स्वरूप और वर्तमान परिदृश्य समाचार लेखन, षीर्षकीकरण, पृष्ठविन्यास।

संपादन कला : प्रिंट मीडिया, इलैक्ट्रोनिक मीडिया, फीचर लेखन, पृष्ठसज्जा एवं प्रस्तुतिकरण।

मीडिया लेखन : संचार भाषा का स्वरूप और वर्तमान संचार व्यवस्था।

प्रमुख जनसंचार माध्यम : प्रेस, रेडियो, टी.वी., फिल्म, वीडियो तथा इन्टरनेट।

माध्यमोपयोगी लेखन–प्रविधि।

बी.ए. तृतीय वर्ष (ऐच्छिक विषय) समूह (अ)

विषय : हिन्दी साहित्य

पत्र : हिन्दी साहित्य का इतिहास एवं काव्यशास्त्र

सेमेस्टर–V

अंक 70

क्रेडिट : 3+1=4

उद्देश्य–

1. विद्यार्थी को हिन्दी साहित्य के इतिहास का ज्ञान करवाना।
2. विद्यार्थी को काव्यशास्त्र की जानकारी प्रदान करना।

इकाई I

हिन्दी साहित्य का इतिहास– आदिकाल– प्रथम कवि, प्रथम रचना, सीमांकन, नामकरण की समस्या, सामान्य प्रवृत्तियाँ, वर्गीकरण– सिद्ध साहित्य, जैन साहित्य, नाथ साहित्य, रासो साहित्य, लौकिक साहित्य, गद्य साहित्य।

इकाई II

भक्तिकाल एवं रीतिकाल– प्रेरक परिस्थितियाँ, प्रमुख कवि एवं कृतियाँ
भक्तिकाल एवं रीतिकाल– विविध धाराओं की प्रमुख प्रवृत्तियाँ

इकाई III

आधुनिक काल– प्रेरक परिस्थितियाँ, प्रमुख कवि एवं कृतियाँ
आधुनिक काल में हिन्दी साहित्य का विकास– भारतेन्दु युग, द्विवेदी युग, छायावाद, प्रगतिवाद, प्रयोगवाद, नई कविता आदि की सामान्य विशेषतायें।

इकाई IV

1. काव्य के लक्षण, हेतु, प्रयोजन, काव्य के प्रकार– प्रबन्ध एवं मुक्तक काव्य, खण्डकाव्य एवं महाकाव्य
2. काव्य गुण, दोष– (श्रुतिकटुत्व, ग्राम्यत्व, अप्रतीत्व, क्लिष्टत्व, अक्रमत्व तथा दुष्क्रमत्व)
3. शब्द शक्तियां
4. रस एवं रसावय
5. अलंकार– अनुप्रास, यमक, श्लेष, उपमा, रूपक, उत्प्रेक्षा, व्यतिरेक, असंगतिः संदेह, भ्रांतिमान, विरोधाभाष, मानवीकरण, वैण सगाई

उपलब्धियाँ–

1. विद्यार्थी हिन्दी साहित्य के इतिहास एवं परंपरा को जानकार अपने ज्ञान में अभिवृद्धि करेंगे।
2. विद्यार्थी हिन्दी के काव्यशास्त्र का ज्ञान प्राप्त कर हिन्दी कविता का अर्थ

अनुवाद : स्वरूप एवं प्रक्रिया, कार्यालयी अनुवाद, वैज्ञानिक अनुवाद, तकनीकी अनुवाद, विधिक अनुवाद, पारिभाषिक षब्दावली, वाणिज्यिक अनुवाद, वैट्टिंग, आषु अनुवाद।	ग्रहण कर सकेंगे तथा कविता की व्याख्या कर सकेंगे। 3. विद्यार्थी स्वयं को भावी प्रतियोगिता परीक्षाओं के लिये तैयार कर सकेंगे। **संदर्भ ग्रंथ–** 1. हिन्दी साहित्य का इतिहास– रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, काशी 2. हिन्दी साहित्य का इतिहास– संपादक डॉ. नगेन्द्र, मयूर पेपर बैग्स, नई दिल्ली 3. हिन्दी साहित्य का उद्‌भव एवं विकास– डॉ. हजारी प्रसाद द्विवेदी 4. नई कविता स्वरूप एवं समस्यायें– डॉ. जगदीश गुप्त, भारतीय ज्ञानपीठ प्रकाशन, नई दिल्ली 5. हिन्दी साहित्य का आलोचनात्मक इतिहास– डॉ. रामकुमार वर्मा, 6. हिन्दी काव्य सिद्धान्त– रामबाबू ज्योति, राजस्थान प्रकाशन, जयपुर 7. काव्यशास्त्र– डॉ. भागीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी 8. काव्य प्रदीप– रामबहोरी शुक्ल, हिन्दी भवन प्रकाशन, दिल्ली 9. भारतीय काव्यशास्त्र– निशा अग्रवाल, लोक भारती प्रकाशन, नई दिल्ली 10. साहित्य शास्त्र– डॉ. ओमप्रकाश गुप्त, डॉ. गौवर्धन बंजारा, पार्श्व प्रकाशन, अहमदाबाद 11. हिन्दी रूप रचना भाग 1 और 2– आचार्य जयेन्द्र त्रिवेदी
B.A. (Third Year) (Optional Paper) Group - 'A' **English Literature** **First Paper : Poetry and Drama** **Semester-V** **MM : 75** **1. Play by Tagore** **10** i. Sacrifice **2. Poems from Indian Poetry in English** **25** i. Night of the Scorpion – Nissim Ezekiel ii. Very Indian Poem in Indian English – Nissim Ezekiel iii. The Female of the Species – Gauri Deshpande iv. A River – AK Rumanujan	**B.A. (Third Year) (Optional Paper) Group - 'A'** **Subject- English Literature** **Paper- Poetry and Drama** **Semester-V** MM **: 70** Credits : 3+1=4 **Objectives -** 1. To enable the students to make recitation of poems. 2 . They become able to act in a play. 3. To make them aware about the modern poetry. 4. They become aware about the rights of women.

v. Railroad Riveries – K.N. Daruwalla

3. Poems from The Poet's Pen 30

i. Ode to a Nightingale - John Keats

ii. Ode to the West Wind - P.B. Shelly

iii. The West Wind – John Masefield

iv. The Second Coming – WB Yeats

v. Journey of the Magi – TS Eliot

vi. To be or not to be - Shakespeare

4. A Doll's House - Henrik Ibsen 10

Prescribed Books :

1. Sacrifice. MacMillan, New Dlehi.
2. The Poet's Pen - (ed.) Homai P. Dustoor, Oxford University Press.
3. Paper-I : Poetry. Jain Vishva Bharati Institute, Ladnun
4. Contemporary Indian Poetry in English. (Ed.) Saleem Peeradina. MacMillan. New Delhi. 1994
5.. A Doll's House - Henrik Ibsen, MacMillan India Perss, Madras.

Suggested Readings :

1. I.A. Richards, Principles of Literary Criticism.
2. E.C. Traugott & M.L. Pratt. Linguistics for the Students of Literature. Harcourt Brace, San Diego, 1980
3. D. Crystal, A First Dictionary of Linguisitcs and Phonetics. Andre Deutsch, London, 1980.

Unit 1. Post Office –R.N.Tagore 20

Unit 2. Poems from Indian Poetry in English 15

i. Night of the Scorpion – Nissim Ezekiel

ii. Very Indian Poem in Indian English – Nissim Ezekiel

iii. The Female of the Species – Gauri Deshpande

iv. A River – AK Rumanujan

v. Railroad Riveries – K.N. Daruwalla

unit 3. Poems from The Poet's Pen 15

i. Ode to a Nightingale - John Keats
ii. Ode to the West Wind - P.B. Shelly
iii. The West Wind – John Masefield
iv. The Second Coming – WB Yeats
v. Journey of the Magi – TS Eliot
vi. To be or not to be - Shakespeare

unit 4. A Doll's House - Henrik Ibsen 20

Outcome-

1. They will compose stories without the help of a teacher.
2. They will recite the poems.
3. They will compose short plays and take part in plays.

Referenceand and text Books :

1. The Post Office R.N.Tagore ed. (Sanjay Goyal) Vidyarthi Publication, Jaipur
2. The Poet's Pen - (ed.) Homai P. Dustoor, Oxford University Press.
3. Paper-I : Poetry. Jain Vishva Bharati Institute, Ladnun
4. Contemporary Indian Poetry in English. (Ed.) Saleem Peeradina. MacMillan. New Delhi. 1994
5. A Doll's House - Henrik Ibsen, MacMillan India Perss, Madras.

Suggested Readings :

1. I.A. Richards, Principles of Literary Criticism.
2. E.C. Traugott & M.L. Pratt. Linguistics for the Students of Literature. Harcourt Brace, San Diego, 1980
3. D. Crystal, A First Dictionary of Linguisitcs and Phonetics. Andre Deutsch, London, 1980

बी.ए. तृतीय वर्ष (ऐच्छिक विषय) समूह (ब)

विषय : संस्कृत व्याकरण एवं साहित्य

प्रथम पत्र : संस्कृत व्याकरण एवं साहित्य

सेमेस्टर–V

M.M. : 75

1. कालकौमुदी (उत्तरार्द्ध) अदादिगण, (सूत्र 200 से 338) **30**
2. वाक्य रचना बोध (69 से 74)**05**
3. अश्रुवीणा **15**
4. संस्कृत साहित्य का इतिहास **15**
5. अभिधान चिन्तामणि नाममाला (121 से 150) **10**

अंक विभाजन :

(क). अदादिगण 30

1. सूत्रार्थ
2. रूपसिद्धि
3. धातु रूपावली

(ख) वाक्य रचना बोध05

1. संस्कृत से हिन्दी अनुवाद
2. हिन्दी से संस्कृत अनुवाद
3. शब्दार्थ

(ग) अश्रुवीणा 15

1. दो श्लोकों की सप्रसंग व्याख्या

बी.ए. तृतीय वर्ष (ऐच्छिक विषय) समूह (ब)

विषय : संस्कृत

पत्र : संस्कृत व्याकरण एवं साहित्य (कालूकौमुदी)

सेमेस्टर–V

पूर्णांक : 70

क्रेडिट : 3+1=4

उद्देश्य–

1. धातुओं के विभिन्न रूपों की जानकारी देना।
2. खण्डकाव्य की विधि से अवगत करवाना।
3. संस्कृत के प्राचीन व अर्वाचीन इतिहास का ज्ञान करवाना।

1. कालू कौमुदी (उत्तरार्द्ध) आदि गण, (सूत्र 200 से 338) **30**
2. वाक्य रचना बोध (69 से 74)**05**
3. अश्रुवीणा (50 श्लोक) **15**
4. संस्कृत साहित्य का इतिहास **15**
   (क) वैदिक साहित्य– वेदांग, उपनिषद् साहित्य
   (ख) महाकाव्य– रामायण (वाल्मिकी) महाभारत वेदव्यास, अश्वघोष, कालिदास, माघ, भारवि, प्रमुख जैन महाकाव्य– वरांगचरित, वर्द्धमानचरित, पार्श्वनाथ
   (ग) गद्य काव्य– कादम्बरी, तिलक मंजरी, गद्य चिन्तामणि, शिवराजविजय
   (घ) नाटक साहित्य– भास, कालिदास, शूद्रक, भवभूति
   (च) स्तोत्र साहित्य– वैदिक, जैन एवं बौद्ध परम्परा के प्रमुख स्तोत्र,
5. अभिधान चिन्तामणि छठा काण्ड (121 से 150) **05**

अंक विभाजन :

(क). अदादिगण 30

1. सूत्रार्थ
2. रूपसिद्धि
3. धातु रूपावली

(ख) वाक्य रचना बोध05

1. संस्कृत से हिन्दी अनुवाद
2. हिन्दी से संस्कृत अनुवाद
3. शब्दार्थ

(ग) अश्रुवीणा (50 श्लोक) 15

1. दो श्लोकों की सप्रसंग व्याख्या

2. एक सामान्य प्रश्न

(घ) संस्कृत साहित्य का इतिहास 15

1. दो प्रश्न/दो टिप्पणी

(ड़) अभिधान चिन्तामणि 10

1. दो श्लोक पूर्ति
2. दो शब्दों के संस्कृत में पर्यायवाची
3. पांच शब्दों के अर्थ

परीक्षा संबंधी विशे निर्देश :

निबंधात्मक प्रश्न में सूत्र की व्याख्या (अंक 7) एवं रूप सिद्धि (अंक 8) के दो प्रश्न पूछे जाएंगे उसमें से एक प्रश्न करना होगा। निबंधात्मक प्रश्न में अश्रुवीणा (अंक 7) एवं संस्कृत साहित्य का इतिहास (अंक 8) के दो प्रश्न पूछे जाएंगे जिनमें से एक प्रश्न करना होगा।

पाठ्य पुस्तक :

1. कालु कौमुदी, आदर्श साहित्य संघ, चूरू
2. वाक्य रचना बोध, लेखक–आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
3. अश्रुवीणा, सम्पादक डॉ. हरिशंकर पाण्डेय, जैन विश्वभारती, लाडनूं
4. अभिधान चिन्तामणि, चौखम्बा प्रकाशन, वाराणसी
5. संस्कृत साहित्य का इतिहास, आचार्य बलदेव उपाध्याय, शारदा निकेतन, वाराणसी

संदर्भ ग्रन्थ :

1. संस्कृत साहित्य का संक्षिप्त इतिहास, वाच्स्पति गरोला, वाराणसी
2. संस्कृत साहित्य का नवीन इतिहास, कृष्ण चैतन्य, चौखम्बा प्रकाशन, वाराणसी
3. संस्कृत वाङ्मय कोश–श्रीधर भास्कर वर्णेकर
4. संस्कृत के विकास मे जैन कवियों का योगदान–डॉ. नेमीचन्द्र शास्त्री

2. एक सामान्य प्रश्न

(घ) संस्कृत साहित्य का इतिहास 15

1. दो प्रश्न/दो टिप्पणी

(ड़) अभिधान चिन्तामणि 05

1. दो श्लोक पूर्ति
2. दो शब्दों के संस्कृत में पर्यायवाची
3. पांच शब्दों के अर्थ

उपलब्धियाँ–

1. संस्कृत साहित्य के इतिहास की जानकारी देना।
2. काव्य रचना की नवीन विद्या का ज्ञान होगा।
3. अलंकार आदि को जानने का अवसर मिलेगा।

परीक्षा संबंधी विशेष निर्देश :

निबंधात्मक प्रश्न में सूत्र की व्याख्या (अंक 7) एवं रूप सिद्धि (अंक 8) के दो प्रश्न पूछे जाएंगे उसमें से एक प्रश्न करना होगा। निबंधात्मक प्रश्न में अश्रुवीणा (अंक 7) एवं संस्कृत साहित्य का इतिहास (अंक 8) के दो प्रश्न पूछे जाएंगे जिनमें से एक प्रश्न करना होगा।

पाठ्य पुस्तक :

1. कालु कौमुदी, आदर्श साहित्य संघ, चूरू
2. वाक्य रचना बोध, लेखक–आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
3. अश्रुवीणा, सम्पादक डॉ. हरिशंकर पाण्डेय, जैन विश्वभारती, लाडनूं
4. अभिधान चिन्तामणि, चौखम्बा प्रकाशन, वाराणसी
5. संस्कृत साहित्य का इतिहास, आचार्य बलदेव उपाध्याय, शारदा निकेतन, वाराणसी

संदर्भ ग्रन्थ :

1. संस्कृत साहित्य का संक्षिप्त इतिहास, वाचस्पति गरोला, वाराणसी
2. संस्कृत साहित्य का नवीन इतिहास, कृष्ण चैतन्य, चौखम्बा प्रकाशन, वाराणसी
3. संस्कृत वाङ्मय कोश–श्रीधर भास्कर वर्णेकर
4. संस्कृत के विकास मे जैन कवियों का योगदान–डॉ. नेमीचन्द्र शास्त्री

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह (अ)

विषय– संस्कृत

प्रथम पत्र– लघुसिद्धांत कौमुदी

सेमेस्टर– V

पूर्णांक–75

भ्वादि गण से जुहोत्यादि गण तक (सूत्र 373 से 628 तक)

रचनानुवाद कौमुदी (पाठ 41 से 50)

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह (ब)

विषय– संस्कृत

पत्र– संस्कृत व्याकरण एवं साहित्य (लघुसिद्धांत कौमुदी)

सेमेस्टर– V

पूर्णांक–70

क्रेडिट : 3+1=4

उद्देश्य–

1. धातुरूप से संस्कृत भाषा की क्रिया संबंधी जानकारी देना।
2. धातुओं के विभिन्न रूपों की जानकारी देना।
3. खण्डकाव्य की विधि से अवगत करवाना।

1. लघुसिद्धान्त कौमुदी के भ्वादि गण से जुहोत्यादि गण तक (सूत्र 373 से 628 तक) **30**
2. रचनानुवाद कौमुदी (पाठ 41 से 50) **05**
3. अश्रुवीणा (50 श्लोक) **15**
4. संस्कृत साहित्य का इतिहास **15**
   (क) वैदिक साहित्य– वेदांग, उपनिषद् साहित्य
   (ख) महाकाव्य– रामायण (वाल्मिकी) महाभारत (वेदव्यास), अश्वघोष, कालिदास, माघ, भारवि, प्रमुख जैन महाकाव्य– वरांगचरित, वर्द्धमानचरित, पार्श्वनाथ
   (ग) गद्य काव्य– कादम्बरी, तिलक मंजरी, गद्य चिन्तामणि, शिवराजविजय
   (घ) नाटक साहित्य– भास, कालिदास, शूद्रक, भवभूति
   (च) स्तोत्र साहित्य– वैदिक, जैन एवं बौद्ध परम्परा के प्रमुख स्तोत्र
5. अभिधान चिन्तामणि नाममाला (121 से 150) **05**

अंक विभाजन :

(क). भ्वादि गण से जुहोत्यादि गण 30
1. सूत्रार्थ
2. रूपसिद्धि
3. धातु रूपावली

(ख) रचनानुवाद कौमुदी 05
1. संस्कृत से हिन्दी अनुवाद
2. हिन्दी से संस्कृत अनुवाद
3. शब्दार्थ

(ग) अश्रुवीणा 15
1. दो श्लोकों की सप्रसंग व्याख्या
2. एक सामान्य प्रश्न

(घ) संस्कृत साहित्य का इतिहास 15

1. दो प्रश्न / दो टिप्पणी

(ड़) अभिधान चिन्तामणि 05

1. दो श्लोक पूर्ति
2. दो शब्दों के संस्कृत में पर्यायवाची
3. पांच शब्दों के अर्थ

उपलब्धियाँ–

1. विभिन्न धातुओं के अर्थ आदि की जानकारी प्राप्त होगी।
2. संस्कृत की ऐतिहासिकता की जानकारी प्राप्त होगी।
3. काव्य रचना की नवीन विद्या का ज्ञान होगा।

पाठ्य पुस्तक :

1. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक–महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
2. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी
3. अश्रुवीणा, आचार्य महाप्रज्ञ, सम्पादक डॉ. हरिशंकर पाण्डेय, जैन विश्वभारती, लाडनूं
4. अभिधान चिन्तामणि, चौखम्बा प्रकाशन, वाराणसी
5. संस्कृत साहित्य का इतिहास, आचार्य बलदेव उपाध्याय, शारदा निकेतन, वाराणसी

संदर्भ ग्रन्थ :

1. संस्कृत साहित्य का संक्षिप्त इतिहास, वाचस्पति गरोला, वाराणसी
2. संस्कृत साहित्य का नवीन इतिहास, कृष्ण चैतन्य, चौखम्बा प्रकाशन, वाराणसी
3. संस्कृत वाङ्मय कोश–श्रीधर भास्कर वर्णेकर
4. संस्कृत के विकास मे जैन कवियों का योगदान–डॉ. नेमीचन्द्र शास्त्री

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह (ब)

विशय– राजनीति विज्ञान

प्रथम पत्र– (पाश्चात्य प्रतिनिधि राजनीति विचारक)

सेमेस्टर– V

पूर्णांक 75

इकाई–1

प्लेटो : न्याय सिद्धांत, साम्यवाद, षिक्षा एवं आदर्ष राज्य का सिद्धांत, अरस्तु प्रथम वैज्ञानिक विचारक, क्रांति दासता और नागरिकता सम्बधी विचार

इकाई–2

थॉमस एक्वीनाष प्रमुख राजनीतिक विचार एवं कानून का सिद्धांत, मैकियावली के प्रमुख राजनीतिक विचार एवं प्रथम आधुनिक राजनीतिक विचारक के रूप में

इकाई–3

हाब्स, जॉन लाक एवं जीन जैक्स रूसो का सामाजिक समझौता सिद्धांत और उनके विचारों का तुलनात्मक अध्ययन।

इकाई–4

जैरेमी बैंथम तथा उसका उपयोगितावाद का सिद्धांत, जे. एस. मिल की स्वतंत्रता सम्बन्धी विचार और वैन्थम के उपयोगितावाद में उसके द्वारा प्रस्तावित संषोधन

इकाई–5

कार्ल मार्क्स : इतिहास की आर्थिक व्याख्या, वर्ग संघर्ष, क्रांति राज्य के विषेष सन्दर्भ में उनके राजनीतिक विचारों का संक्षिप्त सर्वेक्षण हैरल्ड जे. लास्की

संदर्भ ग्रंथ–

1. Hacker : Political Theory

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह (ब)

विषय– राजनीति विज्ञान

पत्र– (पाश्चात्य प्रतिनिधि राजनीति विचारक)

सेमेस्टर– V

पूर्णांक 70

क्रेडिट : 3+1=4

उद्देश्य–

1. विद्यार्थियों को पाश्चात्य राजनीतिक विचारकों की विचारधाराओं से अवगत कराना।
2. विभिन्न विचारकों के दर्शन की वर्तमान में प्रासंगिकता बताना।
3. विभिन्न विचारकों का तुलनात्मक अध्ययन कर विद्यार्थियों को नये आयाम देना।

इकाई–1

प्लेटो : न्याय सिद्धांत, साम्यवाद, शिक्षा एवं आदर्श राज्य का सिद्धांत, अरस्तु प्रथम वैज्ञानिक विचारक, दासता और नागरिकता सम्बधी विचार

इकाई–2

थॉमस एक्वीनाश प्रमुख राजनीतिक विचार एवं कानून का सिद्धांत, मैकियावली के प्रमुख राजनीतिक विचार एवं प्रथम आधुनिक राजनीतिक विचारक के रूप में

इकाई–3

हाब्स, जॉन लॉक एवं जीन जैक्स रूसो का सामाजिक समझौता सिद्धांत और उनके विचारों का तुलनात्मक अध्ययन।

इकाई–4

जैरेमी बैंथम तथा उसका उपयोगितावाद का सिद्धांत, जे. एस. मिल की स्वतंत्रता सम्बन्धी विचार और बैन्थम के उपयोगितावाद में उसके द्वारा प्रस्तावित संशोधन, कार्ल मार्क्स : इतिहास की आर्थिक व्याख्या, वर्ग संघर्ष का सिद्धान्त।

2. G.H. Sabine : History of Political Theory
3. C.Wayper : Political Thought
4. Foster : Masters of Political Thought Vol. I
5. Jones : Masters of Political Thohght Vol.II
6. Lancaster : Masters of Political Though Vol. III
7. Sukhbir Singh : A History of Western Political Though- Vol. I and II
8. के. एन. वर्मा–पाष्चात्य राजनीतिक विचारधाराएं, भाग 1–3
9. बी.एल. फडिया–प्रमुख प्रतिनिधिक पाष्चात्य राजनीतिक विचारक, कॉलेज बुक हाउस, जयपुर
10. पुखराज जैन–प्रमुख पाष्चात्य राजनीतिक विचारक, साहित्य भवन, पब्लिकेषन्स, आगरा

उपलब्धियाँ–

1. विद्यार्थी पाश्चात्य विचारकों के दर्शन को जान सकेंगे।
2. विद्यार्थी प्राचीनकाल, मध्यकाल एवं आधुनिक काल में बदलते विचारकों के दर्शन को जान सकेंगे।
3. विद्यार्थी राज्य की उत्पत्ति के सिद्धान्तों को समझ सकेंगे।

संदर्भ ग्रंथ–

1. Hacker : Political Theory
2. G.H. Sabine : History of Political Theory
3. C.Wayper : Political Thought
4. Foster : Masters of Political Thought Vol. I
5. Jones : Masters of Political Thohght Vol.II
6. Lancaster : Masters of Political Thought Vol. III
7. Sukhbir Singh : A History of Western Political Thought- Vol. I and II
8. के. एन. वर्मा–पाश्चात्य राजनीतिक विचारधाराएं, भाग 1–3
9. बी.एल. फडिया–प्रमुख प्रतिनिधिक पाश्चात्य राजनीतिक विचारक, कॉलेज बुक हाउस, जयपुर
10. पुखराज जैन–प्रमुख पाश्चात्य राजनीतिक विचारक, साहित्य भवन, पब्लिकेशन्स, आगरा

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह (ब)
विषय– जीवन विज्ञान
पंचम पत्र– जीवन विज्ञान के मनोवैज्ञानिक एवं आध्यात्मिक आधार
सेमेस्टर– V

पूर्णांक–55

इकाई– 1 शरीर : मनोवैज्ञानिक एवं आध्यात्मिक आधार

- जीवन विज्ञान : स्वरूप
- मनोविज्ञान : स्वरूप
- शरीर का मनोवैज्ञानिक एवं आध्यात्मिक आधार
- संवदन व प्रत्यक्षण : अर्थ, प्रकार और कारक
- इन्द्रिय : आध्यात्मिक स्वरूप, प्रकार, इन्द्रिय क्षमता विकास के उपाय

इकाई– 2 मन, श्वास, चित्त एवं मनोवैज्ञानिक एवं आध्यात्मिक आधार

- मनः मनोवैज्ञानिक एवं आध्यात्मिक स्वरूप, मन असन्तुलन के कारण, मानसिक स्वास्थ्य के सूत्र

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह (ब)
विषय– जीवन–विज्ञान
पत्र– जीवन विज्ञान के मनोवैज्ञानिक सिद्धान्त
सेमेस्टर– V

पूर्णांक–50
क्रेडिट : 2+1+1

उद्देश्य–

1. मनोविज्ञान का अध्ययन करना।
2. बुद्धि एवं इसकी अभिवृद्धि को समझना।
3. भाव, संवेग एवं अभिप्रेरणा को जानना।
4. व्यक्तित्व विकास एवं जीवन–विज्ञान के सम्बन्ध को जानना।

इकाई– 1 शरीर, मन और श्वासः मनोवैज्ञानिक एवं आध्यात्मिक आधार

- मनोविज्ञान : स्वरूप
- शरीर का मनोवैज्ञानिक एवं आध्यात्मिक आधार

• श्वास : आध्यात्मिक स्वरूप, प्रकार, शुद्धि की प्रक्रिया
• चित्त : मनोवैज्ञानिक आधार, फ्रायड एवं युग की अवधारणा, चित्त और मन में अन्तर
• चित्त : आध्यात्मिक स्वरूप, प्रकार और शुद्धि के उपाय

इकाई– 3 बुद्धि और अवधान : मनोवैज्ञानिक एवं आध्यात्मिक आधार

• बुद्धि : मनोवैज्ञानिक आधार
• बुद्धि : सिद्धांत, बुद्धि–लब्धि, बुद्धि–अभिवृद्धि
• बुद्धि : आध्यात्मिक स्वरूप, प्रकार, बुद्धि अभिवृद्धि में जीवन विज्ञान की भूमिका
• अवधान : स्वरूप प्रकार
• अवधान : महत्व, विघ्न एवं प्रेक्षाध्यान

इकाई– 4 भाव, संवेग और अभिप्रेरणा : मनोवैज्ञानिक एवं आध्यात्मिक आधार

• भाव एवं संवेग : मनोवैज्ञानिक दृष्टिकोण
• संवेग : षारीरिक परिवर्तन
• भाव : आध्यात्मिक आधार
• अभिप्रेरणा : मनोवैज्ञानिक
• संघर्ष समाधान में जीवन विज्ञान की भूमिका

इकाई– 5 व्यक्तित्व विकास : मनोवैज्ञानिक एवं आध्यात्मिक आधार

• व्यक्तित्व विकास का मनोवैज्ञानिक आधार
• व्यक्तित्व विकास का आध्यात्मिक आधार
• कर्म बंधन के कारण
• कर्म षुद्धि एवं व्यक्तित्व विकास
• प्राण का स्वरूप

प्रायोगिक –

बन्ध–मूल बन्ध, जालंधर बन्ध, उड्डीयान बन्ध
आसन– नौकासन, मार्जारि आसन, सेतुबन्ध आसन, गरूडासन
प्राणायाम– भस्त्रिका, कपालभाति
अनुप्रेक्षा– सहिष्णुता, आत्मानुषासन

पाठ्यपुस्तकें–

व्यक्तित्व विकास और योग– डॉ. समणी ऋजुप्रज्ञा, जैन विष्वभारती संस्थान, लाडनूं
तुम स्वस्थ रह सकते हो– आचार्य महाप्रज्ञ, जैन विष्वभारती, लाडनूं
जीवन विज्ञान की रूपरेखा– संपादक मुनि धर्मेष कुमार, जैन विष्वभारती, लाडनूं
जीवन विज्ञान प्रायोगिक– डॉ. अषोक भास्कर, जैन विष्वभारती, लाडनूं

• मन : मनोवैज्ञानिक एवं आध्यात्मिक स्वरूप, मन असन्तुलन के कारण, मानसिक स्वास्थ्य के सूत्र
• श्वास : मनोवैज्ञानिक आधार, आध्यात्मिक स्वरूप, प्रकार

इकाई– 2 बुद्धि और अवधान : मनोवैज्ञानिक एवं आध्यात्मिक आधार

• बुद्धि : मनोवैज्ञानिक आधार
• बुद्धि : सिद्धांत, बुद्धि–लब्धि, बुद्धि–अभिवृद्धि
• बुद्धि : आध्यात्मिक स्वरूप, प्रकार, बुद्धि अभिवृद्धि में जीवन–विज्ञान की भूमिका

इकाई– 3 भाव, संवेग और अभिप्रेरणा : मनोवैज्ञानिक एवं आध्यात्मिक आधार

• भाव एवं संवेग : मनोवैज्ञानिक दृष्टिकोण
• संवेग : षारीरिक परिवर्तन
• भाव : आध्यात्मिक आधार
• अभिप्रेरणा : मनोवैज्ञानिक आधार

इकाई– 4 व्यक्तित्व विकास : मनोवैज्ञानिक एवं आध्यात्मिक आधार

• व्यक्तित्व विकास का मनोवैज्ञानिक आधार
• व्यक्तित्व विकास का आध्यात्मिक आधार
• प्राण का स्वरूप

उपलब्धियाँ–

1. जीवन के विभिन्न पहलुओं की मनोवैज्ञानिक व्याख्या के परिचित हो सकेंगे।
2. बुद्धि अभिवृद्धि में ध्यान की भूमिका के परिचित हो सकेंगे।
3. जीवन में सफलता के लिये अभिप्रेरणा की महत्ता को जान सकेंगे।
4. प्राण शक्ति को बढ़ाने की प्रक्रिया को जान सकेंगे।

प्रायोगिक –

बन्ध–मूल बन्ध, जालंधर बन्ध, उड्डीयान बन्ध
आसन– नौकासन, मार्जारि आसन, सेतुबन्ध आसन, गरूड़ासन
प्राणायाम– भस्त्रिका, कपालभाति
अनुप्रेक्षा– सहिष्णुता, आत्मानुषासन

पाठ्यपुस्तकें–

1. व्यक्तित्व विकास और योग– डॉ. समणी ऋजुप्रज्ञा, जैन विष्वभारती संस्थान, लाडनूं
2. तुम स्वस्थ रह सकते हो– आचार्य महाप्रज्ञ, जैन विष्वभारती, लाडनूं, 2004
3. जीवन विज्ञान की रूपरेखा– संपादक मुनि धर्मेष कुमार, जैन विष्वभारती, लाडनूं
4. जीवन–विज्ञान प्रायोगिक– डॉ. अषोक भास्कर, जैन विष्वभारती, लाडनूं

B.A IIIrd Year (Optional Paper) (Group - B)

Subject - Social Work

Paper V – Social Work Research and Statistics

Semester – V

M.M. 70

Credit Alloted - 3+1=4

Objectives:

1. To develop a scientific approach for systematic procedure in social work research
2. Acquire understanding about the nature and steps in the research process.
3. Develop theoretical knowledge about the different methods and tools in social work research.
4. Acquire skills and knowledge in the use of appropriate statistical methods in research.

Unit-I

Social Work Research: Concept, Definition, Nature, Scope & Purpose, Steps in Social

Work Research, Methods of Social Work Research: Induction, Deduction, Qualitative, and Quantitative, Historical, Comparative and Evaluative Methods and Techniques, Formulation and Selection of the Research Problem, Participatory Research.

Unit-II

Hypothesis: Concept, Types & Significance, Research Design: Concept, Types & Significance, Sampling: Concept, Types & Significance

Unit-III

Source of Data Collection: Field & Documentary, Tools of Data Collection: Interview Guide, Interview Schedule, Observation Guide & Questionnaire, Methods of Data Collection: Interview, Questionnaire, Observation & Case Study

Unit-IV

Measurement & Scaling, Processing of Data: Editing, Coding, Tabulation, Graphical & diagrammatic Representation, Analysis & Interpretation of Data and Report writing

Unit V

Importance of Statistics in social work research, Measures of central

B.A IIIrd Year (Optional Subject) (Group - B)

Subject - Social Work

Paper– Social Work Research and Statistics

Semester – V

M.M. - 70

Credit : 3+1=4

Objectives:

1. To develop a scientific approach for systematic procedure in social work research
2. Acquire understanding about the nature and steps in the research process.
3. Develop theoretical knowledge about the different methods and tools in social work research.
4. Acquire skills and knowledge in the use of appropriate statistical methods in research.

Unit-1: Social Work Research: Concept and Methods

Social Work Research: Concept, Definition, Nature, Scope & Purpose, Steps in Social

Work Research, Methods of Social Work Research: Induction, Deduction, Qualitative, and Quantitative, Historical, Comparative and Evaluative Methods and Techniques, Formulation and Selection of the Research Problem, Participatory Research.

Unit-2: Hypothesis

Hypothesis: Concept, Types & Significance, Research Design: Concept, Types & Significance, Sampling: Concept, Types & Significance

Unit-3: Data Collection

Source of Data Collection: Field & Documentary, Tools of Data Collection: Interview Guide, Interview Schedule, Observation Guide & Questionnaire, Methods of Data Collection: Interview, Questionnaire, Observation & Case Study

Unit-4: Measurement and Statistics

Measurement & Scaling, Processing of Data: Editing, Coding, Tabulation, Graphical & diagrammatic Representation, Analysis & Interpretation of Data and Report writing. Importance of Statistics in social work research, Measures of central tendency, Measures of

tendency, Measures of dispersion, Measures of correlation. **Outcome-** 1. Student will develop a scientific approach for systematic procedure in social work research 2. Student will understand about the nature and steps in the research process. Develop theoretical knowledge about the different methods and tools in social work research. 3. Student will develop theoretical knowledge about the different methods and tools in social work research. 4. Student will acquire skills and knowledge in the use of appropriate statistical methods in research. **References:** 1. Coolidge, Frederick L. 2000. Statistics: A Gentle Introduction. New Delhi: Sage Publications. 2. Foster, J.J. 1998. Data Analysis Using SPSS for Windows: A Beginners Guide. New Delhi: Sage Publications. 3. Goode, W. J. and Hatt, P.K. 1952. Methods in Social Research. New York: MacGraw Hill. 4. Grinnel, Richard M.; Unrau, Yvonne A. 2005. Social Work Research and Evaluation: Quantitative and Qualitative Approaches. New Delhi: Oxford University Press. 5. Gupta, S. P. 2006. Statistical Methods. New Delhi: Sultan Chand & Sons. 6. Hinton, Perry R. 2004. Statistics Explained: A Guide for Social Science Students, London: Routledge. 7. Hugh, Mc Laughlin. 2007. Understanding Social Work Research. New Delhi: Sage Publications. 8. Kerlinger, F. N. 1988. Foundation of Behavioural Research. Bombay: Himalayan Publication. 9. Kirk, Stuart A. 1999. Social Work Research Methods: Building Knowledge for Practice. Washington, D.C.: NASW Press. 10. Mukherjee, Ramkrishna. 1983. Classification in Social Research. Albany: State University of New York Press. 11. Polansky, Norman A. 1975. Social Work Research: Methods for the Helping Professions. Chicago: University of Chicago Press. 12. Ramachandran, P.; Naik, R. D. 1987. Research in Social Work, In	dispersion, Measures of correlation. **Outcome-** 1. Student will develop a scientific approach for systematic procedure in social work research 2. Student will understand about the nature and steps in the research process. 3. Student will Develop theoretical knowledge about the different methods and tools in social work research. 4. Student will acquire skills and knowledge in the use of appropriate statistical methods in research. **References:** 1. Coolidge, Frederick L. 2000. Statistics: A Gentle Introduction. New Delhi: Sage Publications. 2. Foster, J.J. 1998. Data Analysis Using SPSS for Windows: A Beginners Guide. New Delhi: Sage Publications. 3. Goode, W. J. and Hatt, P.K. 1952. Methods in Social Research. New York: MacGraw Hill. 4. Grinnel, Richard M.; Unrau, Yvonne A. 2005. Social Work Research and Evaluation: Quantitative and Qualitative Approaches. New Delhi: Oxford University Press. 5. Gupta, S. P. 2006. Statistical Methods. New Delhi: Sultan Chand & Sons. 6. Hinton, Perry R. 2004. Statistics Explained: A Guide for Social Science Students, London: Routledge. 7. Hugh, Mc Laughlin. 2007. Understanding Social Work Research. New Delhi: Sage Publications. 8. Kerlinger, F. N. 1988. Foundation of Behavioural Research. Bombay: Himalayan Publication. 9. Kirk, Stuart A. 1999. Social Work Research Methods: Building Knowledge for Practice. Washington, D.C.: NASW Press. 10. Mukherjee, Ramkrishna. 1983. Classification in Social Research. Albany: State University of New York Press. 11. Polansky, Norman A. 1975. Social Work Research: Methods for the Helping Professions. Chicago: University of Chicago Press. 12. Ramachandran, P.; Naik, R. D. 1987. Research in Social Work, In Encyclopedia of Social Work in India (Vol. 2, pp. 386-394), New

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15. डॉ. मुकर्जी, रविन्द्रनाथ, आठवां संस्करण, 2003, सामाजिक शोध एवं सांख्यिकी, विवेक प्रकाशन, जवाहर नगर, दिल्ली–7।
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17. डॉ. कपिल एच.ए. 2009, अनुसंधान विविधा, एच.पी. भार्गव बुक हाऊस, 1/230, कचहरी घाट, आगरा–282004।
18. डॉ. त्रिवेदी, आर.एन., एवं डॉ. शुक्ला, डी.पी., रिसर्च मैथोडोलोजी, कॉलेज बुक डिपो।
19. नाटाणी, प्रकाश नारायण, 2000, सामाजिक अनुसंधान एवं सर्वेक्षण, पोइन्टर पब्लिशर्स, जयपुर।
20. प्रो. सिन्हा, सच्चिदानन्द, 1983, भारत में समाज मनोविज्ञान के क्षेत्र में शोध कार्य की स्थिति, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
21. सामाजिक सर्वेक्षण एवं अनुसंधान, 2009, हरीकिशन, एटलांटिक पब्लिशर्स, नई दिल्ली।
22. डॉ. सिंह, श्यामधर, 1995, वैज्ञानिक सामाजिक अनुसंधान एवं सर्वेक्षण के मूल तत्व, कमल प्रकाशन, इंदौर।
23. डॉ. सिन्हा, सावित्री एवं डॉ. स्नातक विजेन्द्र, अनुसंधान की प्रक्रिया, नेशनल पब्लिशिंग हाऊस, दिल्ली।
24. डॉ. सिंह, सुरेन्द्र, 1975, सामाजिक अनुसंधान, उत्तरप्रदेश हिन्दी ग्रंथ अकादमी, लखनऊ।

B.A III Year

Subject: Information Technology

Semester V

Paper: Business Data Processing& Programming in Visual Basic I

M.M. 50

Credit Alloted - 2+1+1=4

Preamble: To be able to implement a simple DBMS and design and implement information using DBMS technology &to introduce the concept of programming to students and enable them to write programs in Visual Basic

UNIT I

- Introduction to database
- Need of Database
- Characteristics of Database
- Need of Relational Database
- View of Data
- Data Abstraction
- Instances and Schemas
- Data Independence
- Data Models
- Data Definition Language
- Data Manipulation Language

UNIT II

- Overview of database design
- Data Normalization(Determining tables, Determining Fields, Determining
- Relationships)
- Integrity Rules(Primary/Foreign Key, One-to-Many, Many-to-Many, One-to-One)
- Introduction to MS Access
- Create a Table in MS Access
- Data Types, Field Properties , Fields: names, types, properties—default values, format, caption, validation rules

B.A III Year (Optional Subject) (Group- C)

Subject: Information Technology

Paper: Business Data Processing& Programming in Visual Basic- I

Semester V

M.M. 50

Credit : 2+1+1=4

Objective:

- Students will be exposed to the concepts of DBMS design.
- Students will be introduced to the GUI based programming using Visual Basic 6.0.

UNIT I

- Introduction to database
- Need of Database
- Characteristics of Database
- Need of Relational Database
- View of Data
- Data Abstraction
- Instances and Schemas
- Data Independence
- Data Models
- Data Definition Language
- Data Manipulation Language

UNIT II

- Overview of database design
- Data Normalization(Determining tables, Determining Fields, Determining Relationships)
- Integrity Rules(Primary/Foreign Key, One-to-Many, Many-to-Many, One-to-One)
- Introduction to MS Access
- Create a Table in MS Access
- Data Types, Field Properties , Fields: names, types, properties—default values, format, caption, validation rules

• Data Entry ○ Add/Delete records • Sort, find/replace, filter/select, re-arrange columns, freeze columns • Edit a Tables- copy, delete, import, modify table structure **UNIT III** • Setting up Relationships • Define relationships • add a relationship • set a rule for Referential Integrity, • change the join type, delete a relationship **UNIT IV** • Queries & Filter • Difference between queries and filter , • Filter using multiple fields AND,OR , • Advance filter • Create Query with one table • Find record with select query • Find duplicate record with query • Find unmatched record with query, • Run query • Save and change query. **UNIT V** • Introduction to Visual Basic • Introduction Graphical User Interface (GUI) • The Visual Basic Environment, How to use VB complier to compile / debug and run the programs. • VB Controls & and it's properties : Label, Text Box, Frame, Command Button, Image, Option Button & Check Box • Data type, Variables and Constants • Operators (Arithmetical, Relational and Logical) • Decision Making Statements : If Statement, If ?then-else Statement, Nested If & Case Structure • Displaying Message in Message Box	• Data Entry ○ Add/Delete records • Sort, find/replace, filter/select, re-arrange columns, freeze columns • Edit a Tables- copy, delete, import, modify table structure **UNIT III** • Setting up Relationships • Define relationships • add a relationship • set a rule for Referential Integrity, • change the join type, delete a relationship • Queries & Filter • Difference between queries and filter , • Filter using multiple fields AND, OR & NOT • Advance filter • Create Query with one table • Find record with select query • Find duplicate record with query • Find unmatched record with query, • Run query • Save and change query. **UNIT IV** • Introduction to Visual Basic • Introduction Graphical User Interface (GUI) • The Visual Basic Environment, How to use VB complier to compile / debug and run the programs. • VB Controls & and it's properties : Label, Text Box, Frame, Command Button, Image, Option Button & Check Box • Data type, Variables and Constants • Operators (Arithmetical, Relational and Logical) • Decision Making Statements : If Statement, If then-else Statement, Nested If & Case Structure • Displaying Message in Message Box • Menus, Sub-Procedures and Sub-functions

- Menus, Sub-Procedures and Sub-functions
- Defining / Creating and Modifying a Menu
- Creating a new sub-procedure, Passing Variables to Procedures, Passing Argument ByVal or ByRef, Writing a Function Procedure

Practical: **MM: 20**

Database Using MS-Access &Programming in Visual Basic

Reference Books

1. Bipin C.Desai,Introduction to Database Concepts,Galgotia , Publications
2. Shubhi Lall,Database Management System,University Book Depot
3. RameshBangia,Learning MS Accsss,Khanna Publications,Delhi
4. Programming with Visual Basic 6.0, Azam, VIKAS
5. Visual Basic 6.0 programming, Eric A. Smith, Wiley Dreamtech
6. Visual Basic 6.0 in 60 days, Krishnan, Scitech

- Defining / Creating and Modifying a Menu
- Creating a new sub-procedure, Passing Variables to Procedures, Passing Argument ByVal or ByRef, Writing a Function Procedure

Outcome:

- Students will be able to create, edit database using MS-Access including filtering and query of records.
- Students will be able to create small applications using Visual Basic.

Practical: MM : 20

Database Using MS-Access &Programming in Visual Basic

Reference Books

1. Bipin C.Desai,Introduction to Database Concepts,Galgotia, Publications
2. Shubhi Lall,Database Management System,University Book Depot
3. RameshBangia,Learning MS Accsss,Khanna Publications,Delhi
4. Programming with Visual Basic 6.0, Azam, VIKAS
5. Visual Basic 6.0 programming, Eric A. Smith, Wiley Dreamtech
6. Visual Basic 6.0 in 60 days, Krishnan, Scitech
7. Introduction to Database System by C.J. Date, Wiley Publication.
8. Database Concept System by Henery F.Korth, Mc Grawhill Publication

B.A III Year Group (C)
Subject: Psychology
Semester V
Paper V: Psychopathology

M.M. 55

Objective :

1. The impart knowledge about the normality and abnormality.
2. To make students understand the nature and course of various abnormal conditions.
3. To impart knowledge and skills needed for psychological assessment of different abnormal conditions.

Unite I

Introduction of Psychopathology :

(A) The concept of normality & abnormality

B.A. Third Year (Optional Subject) (Group C)
Subject – Psychology
Paper- PERSONALITY PSYCHOLOGY
SEMESTER – V

Marks 50
Credit 2+1+1=4

Objective :

1. To understand the concept of personality
2. To understand the determinants of Personality

Unit-I: Introduction

Concept of personality
Role of heredity and learning in personality development.

(B) sign and symptoms of mental illness
(C) Difference between Neurosis & Psychosis.

Unite II

Causes of Abnormal Behavior
(A) Biological Cause
(B) Psycho-Social Cause
(C) Socio-Cultural Cause

Unite III

Defence Mechanism: The Concept, Types -
(A) Repression
(B) Regression
(C) Projection
(D) Reaction Formation

Unite IV

Anxiety Disorder's
(A) Nature and Types of Anxiety Disorder
(B) Phobia
(C) Obsessive compulsive disorder

Unite V

Stress Disorder
(A) Characteristics of Stress
(B) Strategies of Coping Behavior
(C) Theories of Stress : Theories of Cognitive Costs, Theories of Physiological Arousal, Theories of Helplessness.

BOOKS

1. Coleman, J.C. : Abnormal Psychology and Modern Life.
2. Mohanty, G. : Abnormal Psychology.
3. Labh Singh : Asamanya Manovigyan.
4. Kapil, H.K. : Asamanya Manovigyan.

PRACTICALS
1. Anxiety
2. Depression
3. Mental Health
4. Neurosis Measurement Scale
5. Dimensional Personality Inventory

Note :- The department may change the practical depending on the Availability of the apparatus and recent developments.

Elements of personality Pattern : The concept of self and the concept of trait
The concept of personality syndrome

Unit-II: Biological Determinants of Personality :
Genetic influence on personality
Mendel's genetic laws
The law of dominant and recessive traits
The chromosomes and heredity
Prenatal development

Unit-III: Familial Determinants of Personality :
Early Familial Life and Personality
Influence of Parental Behavior
Parental Deprivation
Effect of broken Home
Dynamics of Parent Child Relationship

Unit-IV: Social Determinants of Personality :
Personality and Social Behavior
Dependency and Aggression
Moral development and its stages

Books :

1. Corsini & Marsella : Personality Theories, Researcha an Assessment.
2. Ewen : An Introduction to Theories of Personality (2nd ed.).
3. Aradhna Shukla : Vyaktitwa :Sampratyay, Nirdharak aur Siddhant
4 Hurlock : Development of Personality.
5 Stagner : Determinants of Personality.

PRACTICALS
(1) Measuring the level of frustration
(2) Measuring self concept
(3) Measuring the level of well being
(4) Assessment of mood states
(5) Measuring the level of locus of control

Note :- The department may change the practical depending on the Availability of the apparatus and recent developments.

स्नातक तृतीय वर्ष समूह–स

विषय– इतिहास

पंचम पत्र–आधुनिक भारत का इतिहास

सेमेस्टर– V

ईकाई–1

बंगाल में ब्रिटिष सत्ता की स्थापना। प्लासी एवं बक्सर युद्ध के कारण एवं परिणाम। प्रषानिक परिवर्तन (1772–1793 ई)। क्षेत्रीय षक्तियों का उत्थान, मैसूर, पंजाब और अवध। इनका ब्रिटिष सत्ता से संघर्ष एवं ब्रिटिष साम्राज्य में विलीनीकरण।

ईकाई–2

पानीपत का तृतीय युद्ध–कारण एवं परिणाम। मराठों का महादाजी सिंधिया और नाना फड़नवीस के नेतृत्व में उत्थान। आंग्ल मराठा संघर्ष–मराठों की असफलता के कारण। ब्रिटिष सत्ता के अधीन नवीन भू–राजस्व व्यवस्था–स्थायी बंदोबस्त, महलवाडी व्यवस्था एवं रैयत्तवाडी व्यवस्था एवं किसानों पर प्रभाव। 1857 का विद्रोह कारण, प्रकृति एवं परिणाम।

ईकाई–3

भारतीय पुनर्जागरण– राजा राममोहन राय, दयानन्द सरस्वती एवं स्वामी विवेकानन्द का सामाजिक एवं धार्मिक क्षेत्र में योगदान। भारतीय राष्ट्रीयता के उदय के कारण। भारतीय राष्ट्रीय कांग्रेस की स्थापना।

ईकाई–4

भारत सरकार के अधिनियम एवं उनकी मुख्य विषेषताऐं–1909, 1919 एवं 1935

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह–स

विषय– इतिहास

पत्र–आधुनिक भारत का इतिहास

सेमेस्टर– V

पूर्णांक 70

क्रेडिट : 3+1=4

उद्देश्य–

1. विद्यार्थियों को आधुनिक भारतीय इतिहास का ज्ञान प्रदान करना।
2. ब्रिटिश भू–राजस्व व्यवस्था से परिचित करवाना।
3. भारतीय पुनर्जागरण का ज्ञान प्रदान करना।
4. राष्ट्रीय आन्दोलन के महत्त्व को बताना।
5. भारतीय संविधान की जानकारी प्रदान करना।

ईकाई–1

बंगाल में ब्रिटिष सत्ता की स्थापना। प्रषासनिक परिवर्तन (1772–1793 ई)। पानीपत का तृतीय युद्ध–कारण एवं परिणाम। आंग्ल मराठा संघर्ष–मराठों की असफलता के कारण। ब्रिटिष सत्ता के अधीन नवीन भू–राजस्व व्यवस्था–स्थायी बंदोबस्त, महलवाडी व्यवस्था एवं रैयत्तवाडी व्यवस्था एवं किसानों पर प्रभाव।

ईकाई–2

1857 का विद्रोह– कारण, प्रकृति एवं परिणाम। भारतीय पुनर्जागरण– राजा राममोहन राय, दयानन्द सरस्वती एवं स्वामी विवेकानन्द का सामाजिक एवं धार्मिक क्षेत्र में योगदान। भारतीय राष्ट्रीयता के उदय के कारण। भारतीय राष्ट्रीय कांग्रेस की स्थापना।

ईकाई–3

भारत सरकार के अधिनियम एवं उनकी मुख्य विषेषताऐं–1909, 1919 एवं 1935 के अधिनियमों के विषेष सन्दर्भ में। 1920 से 1947 के मध्य भारतीय स्वतन्त्रता आंदोलन–असहयोग आन्दोलन, सविनय अवज्ञा आंदोलन एवं भारत छोड़ो आंदोलन।

के अधिनियमों के विषेष सन्दर्भ में। 1920 से 1947 के मध्य भारतीय स्वतन्त्रता आंदोलन–असहयोग आन्दोलन, सविनय अवज्ञा आंदोलन एवं भारत छोडो आंदोलन।

ईकाई–5

साम्प्रदायिक राजनीति का विकास। भारत का विभाजन और भारत की स्वतन्त्रता में सहायक तत्त्व। भारतीय संविधान एवं मुख्य विषेषताएं। भारतीय डोमिनियम में देषी राज्यों का विलीनीकरण संबंधी समस्याएं और उनका विलीनीकरण।

संदर्भ ग्रंथ :

1. भार्गव, डॉ. वी.एस.–आधुनिक भारत का इतिहास रिसर्च पब्लिकेषन, जयपुर।
2. नागौरी, डॉ.एस.एल.–आधुनिक भारत का राजनैतिक, सामाजिक एवं सांस्कृतिक इतिहास।
3. षुक्ल, रामलखन–आधुनिक भारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेषालय, नई दिल्ली।
4. ग्रोवर, बी.एल. एवं यषपाल–आधुनिक भारत का इतिहास।
5. चन्द्रा, विपिन–आधुनिक भारत।
6. सरकार, सुमित–आधुनिक भारत।

ईकाई–4

साम्प्रदायिक राजनीति का विकास। भारत का विभाजन और भारत की स्वतन्त्रता में सहायक तत्त्व। भारतीय संविधान एवं मुख्य विषेषताएं।

उपलब्धियाँ–

1. ब्रिटिश शासन के सकारात्मक एवं नकारात्मक प्रभाव का विश्लेषणात्मक अध्ययन कर पायेंगे।
2. राजाराममोहनराय, दयानंद सरस्वती एवं स्वामी विवेकानंद आदि के जीवन से प्रेरणा प्राप्त कर अपने व्यक्तित्व का विकास कर पायेंगे।
3. भारतीय संविधान एवं राष्ट्रीय आंदोलन के आदर्शों से प्रेरणा प्राप्त कर पायेंगे।

संदर्भ ग्रंथ :

1. भार्गव, डॉ. वी.एस.–आधुनिक भारत का इतिहास रिसर्च पब्लिकेषन, जयपुर।
2. नागौरी, डॉ.एस.एल.–आधुनिक भारत का राजनैतिक, सामाजिक एवं सांस्कृतिक इतिहास।
3. षुक्ल, रामलखन–आधुनिक भारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेषालय, नई दिल्ली।
4. ग्रोवर, बी.एल. एवं यषपाल–आधुनिक भारत का इतिहास।
5. चन्द्रा, विपिन–आधुनिक भारत।
6. सरकार, सुमित–आधुनिक भारत।

B.A III Year (Optional Paper) Group (C)

Subject - Geography

Paper - Geography of India

Semester-V

M.M. : 50

Credit - 2+1+1=4

Unite - I

Physical Setting-location, structure and relief, drainage system, climate, soil and vergetation.

Unite - II

Population and settlements - population, distribution, literarcy, Sex ratio, occupational structure and settlements.

Unite - III

Minerals and power resources, iron ore, and bauxite, coal, petroleum.

Unite - IV

Crops, rice, wheat, sugarcane, green revolution.

Unite- V

Transportation Modes-Road and Rail.

B.A. (IIIrd Year) (Optional Paper) Group-C

Subject - Geography

Paper - Geography of India

Semester-V

MM: 50

Credit : 2+1+1= 4

Objects -

1. To make students aware about the geography of their country.
2. To make aware about the soil, climate, vegetation, agricuture, minerals, drainage system of India.
3. To give knowledge regarding population, Transport, Tourism and religion of India.

Unit - I

a) Introduction : Location ; Neighboring countries and frontiers.
b) India : A land of diversities ; Unity within diversities.
c) Physiographic division ; Himalayan region.
d) The Great plains of India; Peninsular plateau.

Unit – II

a) Coastal plains and Islands.
b) Drainage systems of India.
c) Climate : Summer and winter Season.
d) Soil : Type, distribution & characteristics.

Unit – III

a) Vegetation : Type and their distribution.
b) Agriculture : Major crops and their distribution (Wheat, Rice & Tea).
c) Minerals : Distribution of minerals & mineral belts – Iron ore & coal.
d) Industrial regions of India.

Unit – IV

a) Transport & Trade : Ports and foreign Trade.
b) Population : Distribution & Density of population, Sex Ratio &

Practical

Representation of statistical data though diagrams: Multiple Bordiagram, simple Pyramid diagrams, Rectangular diagram, wheel or piediagram, spherical diagrams, Poly lineargraph, climograph,

Prismatic compass survey : Instruments required for prismatic compass survey.

Suggested Reading:-

1. शर्मा श्री कमल : भारत का भूगोल–म.प्र. हिन्दी ग्रंथ अकादमी, भोपाल, 2009.
2. बंसल एस.सी. : भारत का भूगोल, रस्तोगी पब्लिकेशंस, मेरठ 350.

Literacy rate.

c). Tourism - Component of Tourism, Types & Tourism Resources.

d). Resources Region of India

Practical 20

a) Distribution map : General rules and method of drawing map.

b) Presentation Socio – economic data, Qualitative methods : Chorochromatic method, Pictrorial method, Choroschematic method.

c) Quantitative method : Choropleth, Isopleth, Dot method.

d) Plain table survey : Instruments required for plain table survey.

e) Plain Table survey : Radiation & intersection method.

Outcomes-

1. Students after having knowledge of overall climate conditions, can adapt themselves at various parts of country.
2. Can contribute to the economic growth of the country.
3. Steps may be taken for proper utilisation of resources and controlling population, a major problem.

Suggested Books :

1. गौड कृपाशंकर : भारत की भौगोलिक समीक्षा, हिन्दी प्रचार पुस्तकालय, वाराणसी
2. मामोरिया चतुर्भुज : भारत का आर्थिक भूगोल, आगरा बुक स्टोर, आगरा
3. तिवारी विश्वनाथ : भारत का वृहद् भूगोल, रामप्रसाद एण्ड सन्स, आगरा
4. चौहान, वीरेन्द्रसिंह : विशाल भारत, रस्तोगी एण्ड कम्पनी, मेरठ
5. चौहान, तेजसिंह : भारत का भूगोल, विज्ञान प्रकाशन, जयपुर

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह–(स)
विषय– जैन विद्या
पत्र–ज्ञानमीमांसा एवं प्रमाणमीमांसा
सेमेस्टर– V

पूर्णांक 75

इकाई – 1

परोक्ष ज्ञान
ज्ञान का स्वरूप
मतिज्ञान
श्रुतज्ञान

इकाई – 2

प्रत्यक्ष ज्ञान
अवधिज्ञान
मनः पर्यवज्ञान
केवलज्ञान

इकाई – 3

न्याय के अंग
न्याय का स्वरूप
लक्षण–लक्षणाभास
न्याय के अंग

प्रमाण का स्वरूप
प्रमेय का स्वरूप
प्रमिति का स्वरूप
प्रमाता का स्वरूप

इकाई – 4

प्रत्यक्ष प्रमाण के भेद–प्रत्यक्ष
प्रत्यक्ष प्रमाण
इन्द्रिय
मन

इकाई – 5

परोक्ष प्रमाण
स्मृति
प्रत्यभिज्ञा

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह–(स)
विषय– जैन विद्या
पत्र–ज्ञानमीमांसा एवं प्रमाणमीमांसा
सेमेस्टर– V

पूर्णांक 70
क्रेडिट : 3+1=4

उद्देश्य–
1. ज्ञान सिद्धान्त को समझाना।
2. न्याय प्रणाली को समझाना।

इकाई – 1

परोक्ष ज्ञान
ज्ञान का स्वरूप
मतिज्ञान
श्रुतज्ञान

इकाई – 2

प्रत्यक्ष ज्ञान
अवधिज्ञान
मनः पर्यवज्ञान
केवलज्ञान

इकाई – 3

न्याय के अंग
न्याय का स्वरूप
लक्षण–लक्षणाभास
न्याय के अंग

प्रमाण का स्वरूप
प्रमेय का स्वरूप
प्रमिति का स्वरूप
प्रमाता का स्वरूप

इकाई – 4

प्रत्यक्ष प्रमाण के भेद–प्रत्यक्ष और परोक्ष
प्रत्यक्ष प्रमाण
इन्द्रिय
मन

तर्क अनुमान आगम **पाठ्यपुस्तक–** 1. जैन ज्ञान एवं प्रमाण मीमांसा– डॉ. समणी ऋजुप्रज्ञा, दूरस्थ शिक्षा निदेशालय, जैन विश्वभारती संस्थान, लाडनूं **संदर्भ पुस्तक–** 1. जैन दर्शन मनन और मीमांसा, आचार्य महाप्रज्ञ, आदर्श साहित्य संघ, चूरू 2. जैन दर्शन– पं. महेन्द्र कुमार जैन न्यायाचार्य, गणेशवर्ण शोध संस्थान, वाराणसी 3. जैन न्याय– पं. कैलाशचन्द शास्त्री, भारतीय ज्ञानपीठ, दिल्ली	**परोक्ष प्रमाण** स्मृति प्रत्यभिज्ञा तर्क अनुमान आगम **उपलब्धियाँ–** 1. ज्ञानमीमांसा से परिचय होगा। 2. यौक्तिक परीक्षा की क्षमता का विकास होगा। **पाठ्यपुस्तक–** 1. जैन ज्ञान एवं प्रमाण मीमांसा– डॉ. समणी ऋजुप्रज्ञा, दूरस्थ शिक्षा निदेशालय, जैन विश्वभारती संस्थान, लाडनूं **संदर्भ पुस्तक–** 1. जैन दर्शन मनन और मीमांसा, आचार्य महाप्रज्ञ, आदर्श साहित्य संघ, चूरू 2. जैन दर्शन– पं. महेन्द्र कुमार जैन न्यायाचार्य, गणेशवर्ण शोध संस्थान, वाराणसी 3. जैन न्याय– पं. कैलाशचन्द शास्त्री, भारतीय ज्ञानपीठ, दिल्ली
स्नातक तृतीय वर्ष समूह–स **विषय– जैन एवं जैनेतर दर्शन** **पंचम पत्र–जैन दर्शन के दार्शनिक सिद्धांत** **सेमेस्टर– V** कारिका 1 से 15 : **इकाई – 1** जिनेन्द्र स्तुति सामान्य–विषेष तीर्थंकर के अतिशय पदार्थ की नित्यानित्य स्वरूप **इकाई – 2** ईश्वर कर्तृत्व	**स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह–स** **विषय– जैन एवं जैनेतर दर्शन** **पत्र–जैन दर्शन के दार्शनिक सिद्धांत एवं नीतिशास्त्र** **सेमेस्टर– V** **पूर्णांक 70** **क्रेडिट : 3+1=4** **उद्देश्य–** 1. जैन दर्शन एवं जैनेतर भारतीय दर्शनों के पूर्व पक्ष एवं उत्तर पक्ष की जानकारी देना। 2. तार्किक क्षमता का विकास करना। 3. नीतिशास्त्र का परिचय देना। **इकाई – 1** **स्याद्वावाद मंजरी कारिका (1–5)** जिनेन्द्र स्तुति सामान्य–विषेष तीर्थंकर के अतिशय पदार्थ की नित्यानित्य स्वरूप

समवाय पदार्थ

इकाई – 3

वैशेषिक सम्मत पदार्थ, औपाधिक चैतन्य एवं मुक्ति की अवधारणा की समीक्षा

आत्मा का देह परिमाण

इकाई – 4

नैयायिक सम्मत तत्वों की समीक्षा

मीमांसक सिद्धांत पर विमर्श

मायावाद पर विचार

इकाई–5

वाच्य–वाचक सम्बन्ध

सांख्य सिद्धांत विमर्श

पाठ्य पुस्तक :

1. स्याद्वादमंजरी–मल्लिसेन सूरी (1–15 कारिका) श्री परमश्रुत प्रभावक मण्डल, श्रीमद् राजचन्द्र आश्रम, अगास

सहायक ग्रन्थ :

1. स्याद्वादमंजरी : एक समीक्षात्मक अध्ययन–किरणकला जैन, परिमल पब्लिकेषन, षास्त्रीनगर, दिल्ली

इकाई – 2

कारिका (6–10)

ईश्वर कर्तृत्व

समवाय पदार्थ

वैशेषिक सम्मत पदार्थ, औपाधिक चैतन्य एवं मुक्ति की अवधारणा की समीक्षा

आत्मा का देह परिमाण

नैयायिक सम्मत तत्त्वों की समीक्षा

इकाई – 3

कारिका (11–15)

मीमांसक सिद्धांत पर विमर्श

मायावाद पर विचार

वाच्य–वाचक सम्बन्ध

सांख्य–सिद्धांत विमर्श

इकाई – 4

1. नीतिशास्त्र परिभाषा, स्वरूप, क्षेत्र
2. नीतिशास्त्र और अन्य विज्ञान
3. नीतिशास्त्र की पद्धतियां
4. नीतिशास्त्र का मनोवैज्ञानिक आधार
5. सुखवाद, सुखवाद के भिन्न रूप–मनोवैज्ञानिक सुखवाद, नैतिक सुखवाद
6. स्वार्थमूलक सुखवाद–स्थूल स्वार्थमूलक सुखवाद, परिष्कृत स्वार्थमूलक सुखवाद

उपलब्धियाँ–

1. यौक्तिक क्षमता का विकास होगा।
2. स्व समय एवं पर समय की सम्यक् जानकारी होगी।
3. स्व सिद्धान्त की सिद्धि का कौशल विकसित होगा।
4. नीतिशास्त्रीय अवधारणा से परिचित होंगे।

पाठ्य पुस्तक :

1. स्याद्वादमंजरी–मल्लिसेन सूरी (1–15 कारिका) श्री परमश्रुत प्रभावक मण्डल, श्रीमद् राजचन्द्र आश्रम, अगास

संदर्भ ग्रन्थ :

1. स्याद्वादमंजरी : एक समीक्षात्मक अध्ययन–किरणकला जैन, परिमल पब्लिकेषन, षास्त्रीनगर, दिल्ली
2. नीतिशास्त्र के मूल सिद्धान्त– वेदप्रकाश वर्मा
3. नीतिशास्त्र के रूपरेखा– अशोक कुमार वर्मा

B.A. SEM. VI	B.A. SEM. VI
B.A. (Third Year) **Semester-VI** **SUBJECT : PREKSHA LIFE SKILLS** **(Compulsory Paper)** **M.M. : 75**	**B.A. (Third Year)** **Semester-VI** **SUBJECT : PREKSHA LIFE SKILLS** **(Compulsory Paper)** **M.M. : 50** **Credit : 2+1+1=4**
Preksha Life Skill program is designed to impact the required life skills in achieving success in every walk of life. PLS program makes us capable of handing the self and others.	**Preksha Life Skill program is designed to impact the required life skills in achieving success in every walk of life. PLS program makes us capable of handling the self and others.**
Objective of PLS : To develop multi-dimensional personality with **:** 1. Self-confidence by mastering Inter personal skill, Team management skill and Leadership skill. 2. A mature outlook by increasing attitudes and attributes to function effectively in different circumstances. 3. Effective Communication Skill to express attitudes, ideas and other thoughts well. 4. Effective Presentation Skill that increases creativity.	**Objective of PLS :** To develop multi-dimensional personality with **:** 1. Self-confidence by mastering Inter personal skill, Team management skill and Leadership skill. 2. A mature outlook by increasing attitudes and attributes to function effectively in different circumstances. 3. Effective Communication Skill to express attitudes, ideas and other thoughts well. 4. Effective Presentation Skill that increases creativity.
Theme - Interpersonal Skill Relationship skill Social Skill **A** • Purposeful living • How to stay Enthusianstic **B** • Attitude to contribute • Attitude to contribute	***Theme - Interpersonal Skill Relationship skill, Social Skill*** **A** • Purposeful living • How to stay Enthusianstic **B** • Attitude to contribute • Attitude to contribute
Theme - Communication Skill Speaking & Listening Skill Presentation Skill **C** •Art of Listening •Non-violent Communication •Public Speaking	***Theme - Communication Skill Speaking & Listening Skill Presentation Skill*** **C** •Art of Listening •Non-violent Communication •Public Speaking
Theme - Management Skill Self Management Skill Leadership Skill	**Theme - Management Skill- Self Management Skill, Leadership**

D • Time management
• Stress management
E • Team management
• Handle your setbacks

Project Report :

Every student shall have to prepare a project report on the basis of Preksha Life Skill foundation course of about 50 pages and shall submit 2 weeks before the commencement of presentation examination.

Viva-voce shall be held at the end of the course.

Project report will be of : 55 marks

And Viva-voce will be of : 20 marks

Note :

• Minimum necessary attendance is 75%

• In emergency, classes may be changed or cancelled without any prior notice.

• Materials to be purchased/shared by students.

Exam Pattern :

Project Report	55
Viva	20
CIA	25
Total	**100**

Skill

D • Time management
• Stress management
E • Team management
• Handle your setbacks

Project Report :

Every student shall have to prepare a project report on the basis of Preksha Life Skill foundation course of about 50 pages and shall submit 2 weeks before the commencement of presentation examination.

Viva-voce shall be held at the end of the course.

Project report will be of : 50 marks

And Viva-voce will be of : 20 marks

Note :

• Minimum necessary attendance is 75%

• In emergency, classes may be changed or cancelled without any prior notice.

• Materials to be purchased/shared by students.

Exam Pattern :

Project Report	50
Viva	20
CIA	30
Total	**100**

B.A. Third Year (Core Elective Paper) (Group D)
Subject – Psychology
Paper - General Psychology-II
Semester – VI

Marks 50
Credit : 2+1+1=4

Objectives:

- To enable students to develop an understanding of general principles of Psychology.
- To understand the concepts of Psychology and This course will familiarize students with the basic psychological processes and the studies relating to the factors which influence them.
- To understand how psychological can be hundred in terms of various psychological principle.

Unit-I: Memory

(i) Meaning and Definition of Memory
(ii) Types of Memory
(iii) Meaning and Nature of Forgetting
(iv) Measures of Improving Memory

Unit-II: Thinking and Problem Solving Behaviour

(i) Definition and Nature of Thinking
(ii) Types of Thinking
(iii) Methods of Solving the Problem
(iv) Steps of Problem Solving Behaviour

Unit-III: Motivation

(i) Meaning and Nature of Motivation
(ii) Motivation Cycle
(iii) Biological and Psychological Motivation
(iv) Intrinsic and Extrinsic Motivation

Unit-IV: Human Ability

(i) Definition and Nature of Intelligence
(ii) Mental Age & IQ
(iii) Types of Intelligence Tests
(iv) Nature of Creativity and Relation of Intelligence and Creativity

Books:-

	1. Baron, R.A. Psychology: The essential sciences, New York; Allyn & Bacon. 2. Limbardo, P.G. & Weber, A.L.: Psychology, New York, Harper Collins College Publisher. 3. Lefton, L.A., Psychology, Boston; Allyn & Baron. 4. Morgan and King: Introduction to Psychology. 5. Singh, A.K.: Uchatar Samanya Manovigyan. 6. Azimurrahman: Samanya Manovigyan. 7. Suleman : Samanya Manovigyan. 8. Lal Bachan Tripathi : Uchatar Manovigyan. **Practical** (i) Measurement of Intelligence (ii) Measurement of Achievement Motivation (iii) Measurement of level or Creativity (iv) Measurement the level of Forgiveness (v) Measurement the level of Memory
बी.ए. तृतीय वर्ष (ऐच्छिक विषय) समूह (अ) **विषय : आगम विद्या एवं प्राकृत साहित्य** **पत्र : प्राकृत भाषा व्याकरण एवं साहित्य** **सेमेस्टर–VI** **M.M. : 75** **इकाई–1** **1. तुलसी मंजरी (सूत्र 928 से 1116) 35** (1) रूप सिद्धि (2) सूत्र तथा पंक्ति व्याख्या (3) शब्द–रूप (संदर्भित सूत्रों के आधार पर) (4) धातु रूप (संदर्भित सूत्रों के आधार पर) (5) धात्वादेश **2. पाइय संगहो (सम्पूर्ण) 30** (1) सप्रसंग अनुवाद (2) सप्रसंग व्याख्या (3) आलोचनात्मक प्रश्न (4) टिप्पणियां	**बी.ए. तृतीय वर्ष (ऐच्छिक विषय) समूह (अ)** **विषय : आगम विद्या एवं प्राकृत साहित्य** **पत्र : प्राकृत भाषा व्याकरण एवं साहित्य** **सेमेस्टर–VI** **पूर्णांक 70** **क्रेडिट : 3+1=4** **उद्देश्य–** 1. शौरसेनी, मागधी, पैशाची, चूलिका पैशाची एवं अपभ्रंश प्राकृत पढ़ाना। 2. पाइयसंगहो पढ़ाना। 3. निबंध रचना का अभ्यास कराना। **1. तुलसी मंजरी (सूत्र 928 से 1116) 35** (1) रूप सिद्धि (2) सूत्र तथा पंक्ति व्याख्या (3) शब्द रूप (संदर्भित सूत्रों के आधार पर)

(5) लघुत्तरात्मक प्रश्न (प्राकृत में उत्तर दिया जाए)

3. निबंध रचना (प्राकृत भाषा में) 10

परीक्षा संबंधी विशेष नोट–निबन्धात्मक प्रश्न में सूत्र की व्याख्या की (अंक 7) एवं रूपसिद्धि (अंक 8) के दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा। निबन्धात्मक प्रश्न में पाइयसंगहो से दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा।

पाठ्य पुस्तकें

1. तुलसी मंजरी, युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं 1983
2. पाइयसंगहो, संपादक–मुनि विमलकुमार, जैन विश्वभारती, लाडनूं 1983

संदर्भ पुस्तकें :

1. प्राकृत व्याकरण (सिद्धहेमशब्दानुशासनम्–आचार्य हेमचन्द्रकृत) संस्कृत–हिन्दी व्याख्या सहित, व्याख्याकार–ज्ञानमुनि, प्रकाशन–आचार्यश्री आत्माराम जैन मॉडल स्कूल, दिल्ली 1974
2. प्राकृत व्याकरण (अंग्रेजी)–हेमचन्द्र, प्रकाशक भण्डारकर ओरियण्टल शोध संस्थान, पूना 1980
3. प्राकृत मार्गोपदेशिका–पं. बेचरदास जीवराज दोषी, मो. ला. ब. दास, दिल्ली 1968
4. प्राकृत वाक्य रचना बोध–युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं 1991
5. प्राकृत स्वयं शिक्षक–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर, 1982
6. प्राकृत भाषा एवं साहित्य का आलोचनात्मक इतिहास–डॉ. नेमीचन्द शास्त्री, तारा बुक एजेन्सी, वाराणसी
7. आयारो–आचार्य तुलसी, जैन विश्वभारती, लाडनूं
8. अंगसुत्ताणि (भाग 1–3), जैन विश्वभारती, लाडनूं

(4) धातु रूप (संदर्भित सूत्रों के आधार पर)

(5) धात्वादेश

2. पाइयसंगहो (सम्पूर्ण) 30

(1) सप्रसंग अनुवाद
(2) सप्रसंग व्याख्या
(3) आलोचनात्मक प्रश्न
(4) टिप्पणियां
(5) लघुत्तरात्मक प्रश्न (प्राकृत में उत्तर दिया जाए)

3. निबंध रचना (प्राकृत भाषा में) 05

उपलब्धियाँ–

1. महाराष्ट्री प्राकृत के साथ–साथ अन्य प्राकृत की भी जानकारी होगी।
2. आगम की शैली के साथ–साथ आगम में वर्णित कथाओं की जानकारी मिलेगी।
3. प्राकृत में लेखन शैली का विकास होगा।

परीक्षा संबंधी विशेष नोट–निबन्धात्मक प्रश्न में सूत्र की व्याख्या (अंक 7) एवं रूपसिद्धि (अंक 8) के दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा। निबन्धात्मक प्रश्न में पाइयसंगहो से दो प्रश्न अथवा के रूप में पूछे जाएंगे, जिनमें से एक करना होगा।

पाठ्य पुस्तकें

1. तुलसी मंजरी, युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं 1983
2. पाइयसंगहो, संपादक–मुनि विमलकुमार, जैन विश्वभारती, लाडनूं 1983

संदर्भ पुस्तकें :

1. प्राकृत व्याकरण (सिद्धहेमशब्दानुशासनम्–आचार्य हेमचन्द्रकृत) संस्कृत–हिन्दी व्याख्या सहित, व्याख्याकार–ज्ञानमुनि, प्रकाशन–आचार्यश्री आत्माराम जैन मॉडल स्कूल, दिल्ली 1974
2. प्राकृत व्याकरण (अंग्रेजी)–हेमचन्द्र, प्रकाशक भण्डारकर ओरियण्टल शोध संस्थान, पूना 1980
3. प्राकृत मार्गोपदेशिका–पं. बेचरदास जीवराज दोषी, मो. ला. ब. दास, दिल्ली 1968
4. प्राकृत वाक्य रचना बोध–युवाचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं 1991
5. प्राकृत स्वयं शिक्षक–डॉ. प्रेमसुमन जैन, राज. प्राकृत भारती अकादमी, जयपुर, 1982
6. प्राकृत भाषा एवं साहित्य का आलोचनात्मक इतिहास–डॉ. नेमीचन्द शास्त्री, तारा बुक एजेन्सी, वाराणसी
7. आयारो–आचार्य तुलसी, जैन विश्वभारती, लाडनूं
8. अंगसुत्ताणि (भाग 1–3), जैन विश्वभारती, लाडनूं

आचार्य कालू कन्या महाविद्यालय,
स्नात्तक तृतीय वर्श
अनिवार्य विशय– अहिंसा और शांति : एक अध्ययन
सेमेस्टर–VI

पूर्णांक– 55

इकाई–1 अहिंसा एवं शांति
- अहिंसा एवं शांति की अवधारणा
- विभिन्न परम्पराओं में अहिंसा एवं शांति
- अहिंसा और शांति का अन्तर्संबंध
- विश्व शान्ति

इकाई–2 अहिंसा प्रशिक्षण
- ह्रदय परिर्वतन
- दृष्टिकोण परिवर्तन
- जीवन शैली परिवर्तन
- व्यवस्थागत परिवर्तन

इकाई–3 चयनित अहिंसक विचारक
- महात्मा गांधी
- आचार्य तुलसी
- मार्थिन लूथर किंग
- जय प्रकाश नारायण

इकाई–4 संघर्ष और संघर्ष निवारण
- संघर्ष एवं संघर्ष निराकरण–स्वरूप
- संघर्ष –प्रकार, क्षेत्र, निराकरण विधियां
- कलह शमन और अनेकांत
- कलह शमन और प्रेक्षाध्यान के चयनित प्रयोग

इकाई–5 शान्ति की संस्कृति
- शान्ति शिक्षा
- मानवाधिकार
- पर्यावरणीय आचार
- शांति आंदोलन

संदर्भग्रंथ–

1. विश्व शांति एवं अहिंसा प्रशिक्षण, डॉ. बच्छराज दुगड, जैन विश्वभारती संस्थान, प्रकाशक– आचार्य शांति सागर 'छाणी' स्मृति ग्रंथ माला, बुढाना, मुजफ्फरनगर (उतरप्रदेश)
2. अहिंसा प्रशिक्षण, डॉ. बच्छराज दुगड, डॉ. अनिलधर, प्रकाशक–जैन विश्वभारती संस्थान, लाडनू गांधी स्मृति एवं दर्शन समिति, नई दिल्ली

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह (अ)

विषय : अहिंसा एवं शांति
पत्र : अहिंसा प्रशिक्षण

सेमेस्टर–VI

पूर्णांक–70
क्रेडिट : 3+1=4

उद्देश्य–

1. अहिंसा– प्रशिक्षण एवं उसके प्रयोग क्षेत्रों की जानकारी देना।

इकाई–1

अहिंसा : शिक्षण– प्रशिक्षण का स्वरूप
1. अहिंसा– शिक्षण– प्रशिक्षण का लक्ष्य
2. अहिंसा– शिक्षण– प्रशिक्षण की आवश्यकता एवं उद्देश्य
3. अहिंसा– शिक्षण– प्रशिक्षण का सैद्धान्तिक स्वरूप
4. अहिंसा– शिक्षण– प्रशिक्षण का प्रायोगिक स्वरूप
5. हिंसा के कारण और अहिंसा प्रशिक्षण

इकाई 2

अहिंसा प्रशिक्षण : पृष्ठभूमि
1. अहिंसा सार्वभौम क्यो?
2. अहिंसा सार्वभौम की परिकल्पना
3. अहिंसा सार्वभौम का तात्पर्य
4. अहिंसा प्रशिक्षण केन्द्र
5. अहिंसा प्रशिक्षण की प्रविधि
6. अहिंसा प्रशिक्षण परिसंवाद
7. अहिंसा का सामाजिक चिन्तन– एक परिचर्चा

इकाई 3

अहिंसा प्रशिक्षण– आवश्यकता, स्वरूप, अहिंसा प्रशिक्षण के घटक, ह्रदय परिवर्तन, दृष्टिकोण परिवर्तन, जीवन शैली परिवर्तन, व्यवस्था परिवर्तन

इकाई 4

अहिंसा प्रशिक्षण : प्रयोगभूमि
1. पारिवारिक जीवन और अहिंसा
2. सामाजिक जीवन और अहिंसा
3. अन्तर्राष्ट्रीय जीवन और अहिंसा

प्रायोगिक–

- महाप्राण ध्वनि, समवर्ती श्वास प्रेक्षा, ज्योतिकेन्द्र प्रेक्षा
- सहिष्णुता की अनुप्रेक्षा
- शशांकासन, योगमुद्रा
- अणुव्रत : गीत, आचार संहिता

4. अहिंसा प्रशिक्षण और शिक्षा जगत्

उपलब्धियाँ–

1. अहिंसा प्रशिक्षण प्राप्त कर विद्यार्थी शान्ति पूर्ण एवं सहवास के लिए भूमिका तैयार करेगा।

पाठ्य पुस्तकें

1. अहिंसा प्रशिक्षण, निर्देशन– आचार्य तुलसी एवं आचार्य महाप्रज्ञ
2. नया मानव नया विश्व– आचार्य महाप्रज्ञ
3. विश्व शांति एवं अहिंसा प्रशिक्षण– डॉ. बच्छराज दूगड़

4. अहिंसा शिक्षण प्रशिक्षण– समणी डॉ. निर्वाण प्रज्ञा

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह (अ)

विषय– हिन्दी साहित्य

प्रथम पत्र– निबन्ध साहित्य

सेमेस्टर– VI

पूर्णांक–75

हिन्दी : अर्थ– हिन्दी का उद्‌भव और विकास।

प्राचीन, मध्यकालीन एवं आधुनिक भारतीय आर्य भाषाओं का सामान्य परिचय।

हिन्दी का शब्द भण्डार।

हिन्दी साहित्य का इतिहास : आदिकाल, पूर्वमध्यकाल, उत्तरमध्यकाल और आधुनिक काल की सामाजिक–राजनीतिक–सांस्कृतिक पृष्ठभूमि, प्रमुख युग प्रवृत्तियॉं, विशिष्ट रचनाकार और उनकी प्रतिनिधि कृतियॉं, साहित्यिक विशेषताएं।

काव्यांग : काव्य का लक्षण, हेतु, प्रयोजन, काव्य के प्रकार–प्रबन्ध एवं मुक्तक काव्य।

रस का स्वरूप, रस का अवयक, रस के भेद।

काव्य के गुण, दोष, शब्द शक्तियों का परिचय।

गद्य विद्याओं–उपन्यास, कहानी, नाटक, निबन्ध, एकांकी तथा आलोचना का

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह (अ)

विषय– हिन्दी साहित्य

पत्र– प्रयोजनमूलक हिन्दी एवं अनुवाद

सेमेस्टर– VI

पूर्णांक–70

क्रेडिट : 3+1=4

उद्देश्य–

1. विद्यार्थी को प्रयोजनमूलक हिन्दी के बारे में जानकारी देना।
2. विद्यार्थी को पत्र लेखन शैली से अवगत कराना तथा कार्यालयी पत्र लेखन में निपुण बनाना।
3. अनुवाद विज्ञान की जानकारी देकर भावी अनुवादक तैयार करना।
4. पारिभाषिक शब्दावली की जानकारी प्रदान कर भावी पीढ़ी को तैयार करना।

इकाई I

1. प्रयोजन मूलक हिन्दी– आवश्यकता और स्वरूप
2. प्रयोजन मूलक हिन्दी की विशेषताएँ
3. प्रयोजन मूलक हिन्दी की प्रयुक्तियाँ एवं प्रयोगात्मक क्षेत्र।
4. राजभाषा हिन्दी– स्वरूप तथा संविधान में हिन्दी।

इकाई II

1. पत्र–लेखन की विशेषताएँ
2. पत्र–लेखन के निर्देश एवं पत्र के अंग
3. व्यावसायिक और सामाजिक पत्र
4. सरकारी पत्र का ढांचा तथा सरकारी पत्र की विशेषताएँ

स्वरूप एवं तात्विक विवेचन।

संदर्भ ग्रंथ–

इकाई III

1. अनुवाद– अर्थ एवं स्वरूप
2. अनुवाद के प्रकार
3. अनुवाद की प्रक्रिया
4. अनुवाद की समस्या
5. अनुवादक के गुण

इकाई IV

1. पारिभाषिक शब्दावली– परिभाषा और आवश्यकता
2. पारिभाषिक शब्दावली का महत्व
3. पारिभाषिक शब्दावली के गुण
4. पारिभाषिक शब्दावली के निर्माण की प्रविधि और प्रक्रिया

उपलब्धियाँ–

1. विद्यार्थी कार्यालयी पत्र व्यवहार सीख सकेंगे तथा भावी प्रतियोगिता परीक्षाओं के लिये तैयार हो सकेंगे।
2. हिन्दी के अपने व्यवहारिक ज्ञान में वृद्धि कर सकेंगे।
3. विद्यार्थी अनुवाद एवं पारिभाषिक शब्दावली का ज्ञान लेकर एक अच्छा अनुवादक एवं भाषा वैज्ञानिक बन सकेगा।

संदर्भ ग्रंथ–

1. प्रयोजन मूलक हिन्दी– विनोद गोदरे, वाणी प्रकाशन, दिल्ली
2. प्रयोजन मूलक हिन्दी : सृजन और समीक्षा, डॉ. रामलखन मीणा,
3. प्रयोजन मूलक हिन्दी : पारिभाषिक शब्दावली– डॉ. मधु धवन
4. प्रयोजन मूलक भाषा और कार्यालयी हिन्दी– डॉ. कृष्ण कुमार गोस्वामी,
5. प्रयोजन मूलक हिन्दी– डॉ. बालेन्दु शेखर तिवारी, संजय बुक सेन्टर, वाराणसी
6. राजभाषा हिन्दी : विकास के विविध आयाम– डॉ. मलिक मोहम्मद,
7. सृजनात्मक साहित्य का अनुवाद– स्वरुप एवं समस्याएँ, सुरेश सिंहल,
8. अनुवाद विज्ञान– डॉ. भोलानाथ तिवारी,

B.A. (Third Year) (Optional Paper) Group - 'A'

English Literature

Second Paper : Prose and Fiction

Semester-VI

MM : 75

1. **The Guide** – RK Narayan **20**
2. **Cry, The Peacock –** Anita Desai **20**
3. **Essays :** **20**
   - i. V.S. Srinivas Sastri, *The Joy of Freedom*
   - ii. Bertrand Russell: How to Escape from Intellectual Rubbish
   - iii. Acharya Mahapragya: *Parameters of New Economic System*
   - iv. S. Radhakrishnan: An Ideal Before the Youth
   - v. J. Krishnamoorthy : The Religious Mind
4. **Empowerment English** **15**

Prescribed Books :

1. The Guide - R.K. Narayan, OUP, Delhi
2. Cry, The Peacock – Anita Desai . Orient Paperbacks.
3. Collected Essays. Jain Vishva Bharati Institute, Ladnun
4. Empowerment English (Part-I) - Macmillan, N. Krishnaswami.

B.A. (Third Year) (Optional Paper) Group - 'A'

English Literature

Paper : Prose and Fiction

Semester-VI

MM : 70

Credit : 3+1=4

1. To enable the students to compose stories..
2 . They become aware about the spirituality and psychology..
3. To make them aware about the modern writings.
4. They become aware about the rights of women

1. The Guide – RK Narayan **20**

2. Cry, The Peacock – Anita Desai **20**

3. Essays : 15

i. V.S. Srinivas Sastri, *The Joy of Freedom*
ii. Bertrand Russell: How to Escape from Intellectual Rubbish
iii. Acharya Mahapragya: *Parameters of New Economic System*
iv. S. Radhakrishnan: An Ideal Before the Youth
v. J. Krishnamoorthy : The Religious Mind

4. Empowerment English 15

Chapters

1. Childhood
2. Teen Age
3. Womanhood
4. The Home And The World

Outcomes-

1.They will compose stories without the help of a teacher
2.They will compose short plays and take part in plays.
3. They will be able to express their ideas .

Prescribed Books :

1. The Guide - R.K. Narayan, OUP, Delhi
2. Cry, The Peacock – Anita Desai . Orient Paperbacks.
3. Collected Essays. Jain Vishva Bharati Institute, Ladnun
4. Empowerment English (Part-I) - Macmillan, N. Krishnaswami.

बी.ए. तृतीय वर्ष (ऐच्छिक विषय) समूह (ब)

विषय : संस्कृत व्याकरण एवं साहित्य

प्रथम पत्र : संस्कृत व्याकरण एवं साहित्य

सेमेस्टर–VI

M.M. : 75

1. कालकौमुदी (उत्तरार्द्ध) प्रक्रिया, कृदन्त (सूत्र 339 से 721) **30**
2. वाक्य रचना बोध (75 से 82)**5**
3. शुकनासोपदेश **15**
4. कुमारसंभव (पांचवा सर्ग) **15**
5. अभिधान चिन्तामणि नाममाला (151 से 180) **10**

अंक विभाजन :

(क). कालकौमुदी (उत्तरार्द्ध) 10 प्रक्रिया, कृदन्त (सूत्र 339 से 721)30

(अ) 10 प्रक्रिया
(1) रूपसिद्धि
(2) सूत्रार्थ
(3) धातु रूपावली
(4) अशुद्धि शोधन
(ब) कृदन्त
(1) रूपसिद्धि
(2) सूत्रार्थ
(3) प्रकृति, प्रत्यय, प्रत्ययविधायक सूत्र

(ख) वाक्य रचना बोध10

1. संस्कृत से हिन्दी अनुवाद
2. हिन्दी से संस्कृत अनुवाद
3. शब्दार्थ

(ग) शुकनासोपदेश 15

1. दो पद्यों की व्याख्या
2. एक सामान्य प्रश्न

(घ) कुमारसंभव (पांचवा सर्ग)

1. दो श्लोक की सप्रसंग व्याख्या

बी.ए. तृतीय वर्ष (ऐच्छिक विषय) समूह (ब)
विषय : संस्कृत
पत्र : संस्कृत व्याकरण एवं साहित्य (कालू कौमुदी)
सेमेस्टर–VI

पूर्णांक : 70

क्रेडिट : 3+1=4

उद्देश्य–

1. गणों का परिचय देना।
2. शुकनासोपदेश और कुमारसंभव के ग्रंथों के चयनित अंशों का अध्यापन करना।

1. कालू कौमुदी (उत्तरार्द्ध) 10 प्रक्रिया, कृदन्त (सूत्र 339 से 721) **30**
2. वाक्य रचना बोध (75 से 82)**05**
3. शुकनासोपदेश **15**
4. कुमारसंभव (पांचवा सर्ग) **15**
5. अभिधान चिन्तामणि नाममाला (151 से 180) **05**

अंक विभाजन :

(1). कालूकौमुदी (उत्तरार्द्ध) 10 प्रक्रिया, कृदन्त (सूत्र 339 से 721) 30

(अ) 10 प्रक्रिया
(1) रूपसिद्धि
(2) सूत्रार्थ
(3) धातु रूपावली
(4) अशुद्धि शोधन

(ब) कृदन्त
(1) रूपसिद्धि
(2) सूत्रार्थ
(3) प्रकृति, प्रत्यय, प्रत्ययविधायक सूत्र

(2) वाक्य रचना बोध05

1. संस्कृत से हिन्दी अनुवाद
2. हिन्दी से संस्कृत अनुवाद
3. शब्दार्थ

(3) शुकनासोपदेश 15

1. दो पद्यों की व्याख्या

2. कुमारसंभवम् पर सामान्य प्रश्न

((ड़) अभिधान चिन्तामणि 05

1. दो श्लोक पूर्ति
2. दो शब्दों के संस्कृत में पर्यायवाची
3. पांच शब्दों के अर्थ

परीक्षा संबंधी विशेष निर्देश : निबंधात्मक प्रश्न में सूत्र की व्याख्या (अंक 7) एवं रूपसिद्धि (अंक 8) के दो प्रश्न पूछे जाएंगे उनमें से एक करना होगा। निबंधात्मक प्रश्न में शुकनासोपदेश (अंक 7) एवं कुमारसंभव (पांचवा सर्ग) (अंक 8) के दो प्रश्न पूछे जाएंगे। उनमें से एक प्रश्न करना होगा।

पाठ्य पुस्तक :

1. कुमार संभवम्, चौखम्बा प्रकाशन,
2. शुकनासोपदेश, मोतीलाल बनारसीदास, दिल्ली या चौखम्बा प्रकाशन, बनारस
3. अभिधान चिन्तामणि, चौखम्बा प्रकाशन, वाराणसी

2. एक सामान्य प्रश्न

(4) कुमारसंभव (पांचवा सर्ग) 15

1. दो श्लोक की सप्रसंग व्याख्या
2. कुमारसंभवम् पर सामान्य प्रश्न

(5) अभिधान चिन्तामणि 05

1. दो श्लोक पूर्ति
2. दो शब्दों के संस्कृत में पर्यायवाची
3. पांच शब्दों के अर्थ

उपलब्धियाँ–

1. त्रिनन्त, सनन्त आदि प्रक्रियाओं का ज्ञान होगा।
2. समासबद्ध एवं लघु वाक्यों के निर्माण का अभ्यास होगा।

परीक्षा संबंधी विशेष निर्देश : निबंधात्मक प्रश्न में सूत्र की व्याख्या (अंक 7) एवं रूपसिद्धि (अंक 8) के दो प्रश्न पूछे जाएंगे उनमें से एक करना होगा। निबंधात्मक प्रश्न में शुकनासोपदेश (अंक 7) एवं कुमारसंभव (पांचवा सर्ग) (अंक 8) के दो प्रश्न पूछे जाएंगे। उनमें से एक प्रश्न करना होगा।

पाठ्य पुस्तक :

1. कालू कौमुदी, आदर्श साहित्य संघ, चूरू
2. वाक्य रचना बोध, लेखक–आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
3. कुमार संभवम्, चौखम्बा प्रकाशन,
4. शुकनासोपदेश, मोतीलाल बनारसीदास, दिल्ली या चौखम्बा प्रकाशन, बनारस
5. अभिधान चिन्तामणि, चौखम्बा प्रकाशन, वाराणसी

बी.ए. तृतीय वर्ष (ऐच्छिक विषय) समूह (ब)
विषय : संस्कृत
पत्र : संस्कृत व्याकरण एवं साहित्य
सेमेस्टर–VI

पूर्णांक : 75

1. कालकौमुदी (उत्तरार्द्ध) 10 प्रक्रिया, कृदन्त (सूत्र 339 से 721) **30**
2. वाक्य रचना बोध (75 से 82) **5**
3. शुकनासोपदेश **15**
4. कुमारसंभव (पांचवा सर्ग) **15**
5. अभिधान चिन्तामणि नाममाला (151 से 180) **10**

बी.ए. तृतीय वर्ष (ऐच्छिक विषय) समूह (ब)
विषय : संस्कृत
पत्र : संस्कृत व्याकरण एवं साहित्य (लघुसिद्धान्त कौमुदी)
सेमेस्टर–VI

पूर्णांक : 70

क्रेडिट : 3+1=4

उद्देश्य–

1. गणों का परिचय देना।
2. शुकनासोपदेश और कुमारसंभवम के ग्रंथों के चयनित अंशों का अध्यापन करना।
3. त्रिनन्त आदि दस प्रक्रियाओं का ज्ञान कराना।

1. लघु सिद्धान्त कौमुदी के दिवादि गण से लकारार्थ तक (सूत्र 629 से 765), **30**

कृदन्त प्रकरण (सूत्र 766 से 887 तक)
2. रचनानुवाद कौमुदी (51 से 60) **5**
3. शुकनासोपदेश **15**
4. कुमारसंभव (पांचवा सर्ग) **15**
5. अभिधान चिन्तामणि नाममाला (151 से 180) **05**

अंक विभाजन :

(1). दवादि गण से लकारार्थ तक (सूत्र 629 से 765), **30**
कृदन्त प्रकरण (सूत्र 766 से 887 तक)

(2) रचनानुवाद कौमुदी **05**
1. संस्कृत से हिन्दी अनुवाद
2. हिन्दी से संस्कृत अनुवाद
3. शब्दार्थ

(3) शुकनासोपदेश **15**
1. दो पद्यों की व्याख्या
2. एक सामान्य प्रश्न

(4) कुमारसंभव (पांचवा सर्ग) **15**
1. दो श्लोक की सप्रसंग व्याख्या
2. कुमारसंभवम् पर सामान्य प्रश्न

(5) अभिधान चिन्तामणि **05**
1. दो श्लोक पूर्ति
2. दो शब्दों के संस्कृत में पर्यायवाची
3. पांच शब्दों के अर्थ

उपलब्धियाँ–

1. ञिनन्त, सनन्त आदि प्रक्रियाओं का ज्ञान होगा।
2. समासबद्ध एवं लघु वाक्यों के निर्माण का अभ्यास होगा।
3. गणों के विभिन्न धातु रूपों का ज्ञान होगा।

पाठ्य पुस्तक :

1. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक–महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
2. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी
3. कुमार संभवम्, चौखम्बा प्रकाशन,
4. शुकनासोपदेश, मोतीलाल बनारसीदास, दिल्ली या चौखम्बा प्रकाशन, बनारस
5. अभिधान चिन्तामणि, चौखम्बा प्रकाशन, वाराणसी

संदर्भ ग्रंथ–

1. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह (ब)

विशय– राजनीति विज्ञान

षष्ठम् पत्र– (अन्तर्राष्ट्रीय सम्बन्ध)

सेमेस्टर – VI

पूर्णांक 75

इकाई–1

अन्तर्राष्ट्रीय सम्बन्ध का अर्थ, प्रकृति व क्षेत्र, अन्तर्राष्ट्रीय सम्बन्धों के अध्ययन सम्बन्धी उपागम–आदर्शवादी एवं यथार्थवादी उपागम, अन्तर्राष्ट्रीय सम्बन्धों के कर्त्ता–राज्य और अन्य कर्त्ता।

इकाई–2

राष्ट्रीय शक्ति–राष्ट्रीय शक्ति से अभिप्राय और तत्त्व, शक्ति के लिए संघर्ष, शक्ति बनाये रखना, शक्ति का विस्तार रखना, शक्ति का प्रदर्शन करना, शक्ति संतुलन का अभिप्राय लक्षण और शक्ति संतुलन बनाये रखने के तरीके।

इकाई–3

शीतयुद्ध : अर्थ कारण एवं प्रभाव, गुट निरपेक्ष आंदोलन, निस्शस्त्रीकरण।

इकाई–4

संयुक्त राज्य अमेरिका की विदेश नीति, साम्यवादी चीन की विदेशनीति, भारत की विदेशनीति एवं उसके पड़ौसी राज्य।

इकाई–5

अन्तर्राष्ट्रीय राजनीति में उभरती नवीन प्रवृत्तियां : उत्तर–दक्षिण, संवाद दक्षिण–दक्षिण संवाद, नवीन अन्तर्राष्ट्रीय व्यवस्था, क्षेत्रीय सहयोग संगठन : सार्क और आसिया।

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह (ब)

विषय– राजनीति विज्ञान

पत्र– (अन्तर्राष्ट्रीय सम्बन्ध)

सेमेस्टर – VI

पूर्णांक 70

क्रेडिट : 3+1=4

उद्देश्य–

1. विद्यार्थियों को आत्मपरकता की शक्ति का विकास करना।
2. विश्व में विभिन्न प्रकार की घटित होने वाली घटनाओं की जानकारी देना।
3. बदलती नई विश्व व्यवस्था की जानकारी देना।
4. विभिन्न देशों की विदेश नीतियों की जानकारी देना।

इकाई–1

अन्तर्राष्ट्रीय सम्बन्ध का अर्थ, प्रकृति व क्षेत्र, अन्तर्राष्ट्रीय सम्बन्धों के अध्ययन सम्बन्धी उपागम–आदर्शवादी एवं यथार्थवादी उपागम, राष्ट्रीय शक्ति–राष्ट्रीय शक्ति से अभिप्राय और तत्त्व

इकाई–2

शीतयुद्ध : अर्थ, कारण एवं प्रभाव, गुट–निरपेक्ष आंदोलन, निःशस्त्रीकरण।

इकाई–3

संयुक्त राज्य अमेरिका की विदेश नीति, साम्यवादी चीन की विदेशनीति, भारत की विदेशनीति एवं उसके पड़ौसी राज्य।

इकाई–4

अन्तर्राष्ट्रीय राजनीति में उभरती नवीन प्रवृत्तियां : उत्तर–दक्षिण संवाद, दक्षिण–दक्षिण संवाद, नवीन अन्तर्राष्ट्रीय व्यवस्था, क्षेत्रीय सहयोग संगठन : सार्क और आसियान।

उपलब्धियाँ–

1. विभिन्न राष्ट्रों के आपसी व्यवहार एवं आचरण के मूल कारणों को जान सकेंगे।

संदर्भ ग्रंथ–

1. Black & Thomson : Foreign Political in a Changing World.
2. Jorden Connel Smith : Patterns of the post world war, 1982
3. S.N. Dhar : International Problems & World Politics since 1949.
4. बी.एल. फडिया : अन्तर्राष्ट्रीय सम्बन्ध, साहित्य भवन, पब्लिकेशन्स, आगरा
5. बी.एम. जैन : अन्तर्राष्ट्रीय सम्बन्ध, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
6. पी.के. चड्ढा : अन्तर्राष्ट्रीय संबंध, आदर्श प्रकाशन, जयपुर

2. भूमण्डलीकरण, उदारीकरण, निजीकरण के युग में अन्तर्राष्ट्रीय राजनीति का तुलनात्मक अध्ययन कर सकेंगे।
3. अन्तर्राष्ट्रीय सम्बन्ध एवं अन्तर्राष्ट्रीय राजनीति पहले की अपेक्षा क्यों अधिक प्रासंगिक है? जान सकेंगे।
4. सोवियत खेमें के विघटन के पश्चात बदलते विश्व परिदृश्य को समझ सकेंगे।

संदर्भ ग्रंथ–

1. Black & Thomson : Foreign Political in a Changing World.
2. Jorden Connel Smith : Patterns of the post world war, 1982
3. S.N. Dhar : International Problems & World Politics since 1949.
4. बी.एल. फडिया : अन्तर्राष्ट्रीय सम्बन्ध, साहित्य भवन, पब्लिकेशन्स, आगरा
5. बी.एम. जैन : अन्तर्राष्ट्रीय सम्बन्ध, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
6. पी.के. चड्ढा : अन्तर्राष्ट्रीय संबंध, आदर्श प्रकाशन, जयपुर

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह (ब)
विषय – जीवन विज्ञान
षष्ठम् पत्र– व्यक्तित्व विकास और प्रबंधन
सेमेस्टर – VI

पूर्णांक 55

इकाई I

व्यक्तित्व का विश्लेषण

- व्यक्तित्व का अर्थ एवं परिभाषाएं
- व्यक्तित्व के निर्धारक तत्व
- व्यक्तित्व विकास की प्रक्रिया
- व्यक्तित्त्व के प्रकार, आध्यात्मिक एवं वैज्ञानिक व्यक्तित्व
- आचार्य महाप्रज्ञ का लेश्या पर आधारित व्यक्तित्व पर विचार

इकाई II

व्यक्तित्व विकास और प्रबंधन

- लक्ष्य प्रबंधन– महत्व, प्रकार और प्रक्रिया
- समय प्रबंधन– महत्व, स्वरूप और प्रबंधन के सूत्र
- तनाव प्रबंधन– कारण, प्रकार एवं प्रक्रिया
- नशामुक्ति प्रबंधन– अर्थ, परिभाषा, कारण एवं दुष्परिणाम
- संवेग प्रबंधन– प्रकार एवं निवारण के उपाय

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह (ब)
विषय – जीवन–विज्ञान
पत्र– व्यक्तित्व विकास और प्रबंधन
सेमेस्टर – VI

पूर्णांक 50
क्रेडिटः 2+1+1=4

उद्देश्य–

1. व्यक्तित्व की अवधारणा को समझाना।
2. व्यक्तित्व विकास एवं इसके प्रबंधन को जानना।
3. क्षमताओं के विकास की विधियां जानना।
4. योग द्वारा व्यक्तित्व विकास को समझाना।

इकाई I

व्यक्तित्व का विश्लेषण

व्यक्तित्व का अर्थ एवं परिभाषाएं
व्यक्तित्व के निर्धारक तत्त्व
व्यक्तित्व विकास की प्रक्रिया
व्यक्तित्त्व के प्रकार
आचार्य महाप्रज्ञ का लेश्या पर आधारित व्यक्तित्व पर विचार

इकाई II

व्यक्तित्व विकास और प्रबंधन

इकाई III

- व्यक्तित्व और क्षमता का विकास
- कार्यक्षमता का विकास
- सकारात्मक सोच का विकास
- स्मृति क्षमता का विकास
- नेतृत्व क्षमता का विकास
- अभिव्यक्ति क्षमता और व्यवहार कौशल का विकास

इकाई IV

- व्यक्तित्व विकास की प्रक्रिया : योग
- अध्यात्म योग का स्वरूप
- अध्यात्म विकास की भूमिकाएं
- आहार, विवेक, उपवास, समता
- चार भावना– अर्थ, प्रकार
- द्वादश अनुप्रेक्षा– अर्थ एवं प्रकार

इकाई V

- व्यक्तित्व विकास की प्रक्रिया– योग चिकित्सा
- प्राकृतिक चिकित्सा : अर्थ, सिद्धांत
- षट्कर्म
- एक्युप्रेशर : अर्थ, प्रकार एवं लाभ
- प्रेक्षा चिकित्सा : अर्थ, चिकित्सा के मूल तत्व एवं प्रयोग
- मंत्र चिकित्सा : परिभाषा एवं लाभ
- रंग चिकित्सा : विशेषताएं एवं प्रयोग

प्रायोगिक भाग :

1. आसन– सिंहासन, पद्मासन, कर्णपीड़ासन, चक्रासन
2. प्रेक्षाध्यान– लेश्याध्यान
3. अनुप्रेक्षा– मृदुता, अभय

पाठ्य पुस्तकें :

1. व्यक्तित्व विकास और योग– डॉ. समणी ऋजुप्रज्ञा, जै.वि.भा.वि., लाडनूं
2. प्रेक्षाध्यान व्यक्तित्व विकास– मुनि धर्मेश कुमार, जै.वि.भा.वि., लाडनूं

सहायक पुस्तकें–

1. सोया मन जग जाये– आचार्य महाप्रज्ञ, जै.वि.भा., लाडनूं
2. जैन योग– आचार्य महाप्रज्ञ, जै.वि.भा., लाडनूं
3. व्यक्तित्व का मनोविज्ञान– डॉ. जायसवाल, विनोद पुस्तक मन्दिर, आगरा
4. आधुनिक सामान्य मनोविज्ञान– डॉ. प्रीति वर्मा, डी.एन.श्रीवास्तव, अग्रवाल पब्लिकेशन, आगरा

समय प्रबंधन– महत्त्व, स्वरूप और प्रबंधन के सूत्र
तनाव प्रबंधन– कारण, प्रकार एवं प्रक्रिया
संवेग प्रबंधन– प्रकार एवं निवारण के उपाय

इकाई III

व्यक्तित्व और क्षमता का विकास

कार्यक्षमता का विकास
सकारात्मक सोच का विकास
अभिव्यक्ति क्षमता और व्यवहार कौशल का विकास

इकाई IV

व्यक्तित्व विकास एवं चिकित्सा–

अध्यात्म योग का स्वरूप
अध्यात्म विकास की भूमिकाएं
प्राकृतिक चिकित्सा : अर्थ, सिद्धांत
प्रेक्षा चिकित्सा : अर्थ, चिकित्सा के मूल तत्व एवं प्रयोग

उपलब्धियाँ–

1. जीवन में स्वास्थ्य का महत्त्व एवं स्वास्थ्य संवर्धन के उपायों को जान सकेंगे।
2. शरीर के विभिन्न तंत्रों एवं अंगों से परिचित हो सकेंगे।
3. विभिन्न शारीरिक बीमारियों का योग द्वारा प्रबन्धन को समझ सकेंगे।
4. संतुलित आहार, उपवास एवं शाकाहार के महत्त्व को जान सकेंगे।

प्रायोगिक भाग :

1. आसन– सिंहासन, पदमासन, कर्णपीड़ासन, चक्रासन
2. प्रेक्षाध्यान– लेश्याध्यान
3. षट्कर्म
4. एक्यूप्रेशर चिकित्सा

पाठ्य पुस्तकें–

1. व्यक्तित्व विकास और योग– डॉ. समणी ऋजुप्रज्ञा, जैविभावि, लाडनूं
2. प्रेक्षाध्यान : व्यक्तित्व विकास– मुनि धर्मेश कुमार, जैविभावि, लाडनूं

सहायक पुस्तकें–

1. सोया मन जग जाये– आचार्य महाप्रज्ञ, जैविभा, लाडनूं
2. जैन योग– आचार्य महाप्रज्ञ, जैविभा, लाडनूं
3. व्यक्तित्व का मनोविज्ञान– डॉ. जायसवाल, विनोद पुस्तक मन्दिर, आगरा
4. आधुनिक सामान्य मनोविज्ञान– डॉ. प्रीति वर्मा, डॉ. डी.एन. श्रीवास्तव, अग्रवाल पब्लिकेशन, आगरा, 2007–2008
5. डी.एन. श्रीवास्तव– व्यक्तित्व का मनोविज्ञान, विनोद पुस्तक मन्दिर, आगरा।

B.A. IIIrd Year Group B

Subject - Social Work

Paper-VI – Social Work: Themes and Practice skills

Semester – VI

M.M. 70

Credit Alloted 3+1=4

Objective:

- Create awareness about enlarging scope of Social Work profession
- To get equipped with the practice skills in different social work related settings.
- Acquire skills for working in different areas of Social Work
- To develop an integrated approach to Social Work practice to uphold Human Rights and Social Justice.

Unit-I

Radical Social Work: Concept, Roots, Diaspore, Feminist Social Work: Issues, Integrated Social Work Practice, Social Worker's Role as a Change Agent, Anti-Oppressive Practice, Post Modernism: Concept, Meaning, Approaches to Social Work, Team Work, Cognitive Behavioural Practice

Unit-II

Human Rights: Concept, Need & Significance, UN Declaration on Human Rights, Major International & National Human Rights Organizations, National Human Rights Commission Act, 1993, National and State Human Rights Commissions

Unit-III

Social Work and Corporate Social Responsibility: Concept, Need and Importance, Legal Provision, Efforts by Corporate Sectors, Scope of Social Work in government and non government sector.

Unit-IV

Skills Used in Case Work, Group Work, Community Organization, Importance of Social Work Practice Skills, and Applicability in Different Social Work Settings. Development of PRA, Principles and Methods Critical Considerations of PRA Methods.

B.A. IIIrd Year (Optional Subject) (Group-B)

Subject - Social Work

Paper – Social Work: Themes and Practice skills

Semester - VI

M.M. : 70

Credit : 3+1=4

Objective:

1. Create awareness about enlarging scope of Social Work profession
2. To get equipped with the practice skills in different social work related settings.
3. Acquire skills for working in different areas of Social Work
4. To develop an integrated approach to Social Work practice to uphold Human Rights and Social Justice.

Unit-1: Social Work: Redial and Feminist and Post Modernism

Radical Social Work: Concept, Roots, Diaspore, Feminist Social Work: Issues, Integrated Social Work Practice, Social Worker's Role as a Change Agent, Anti-Oppressive Practice, Post Modernism: Concept, Meaning, Approaches to Social Work, Team Work, Cognitive Behavioural Practice

Unit-2: Human Rights

Human Rights: Concept, Need & Significance, UN Declaration on Human Rights, Major International & National Human Rights Organizations, National Human Rights Commission Act, 1993, National and State Human Rights Commissions

Unit-3: Social Work and Corporate Social Responsibility

Social Work and Corporate Social Responsibility: Concept, Need and Importance, Legal Provision, Efforts by Corporate Sectors, Scope of Social Work in government and non government sector.

Unit-4: Skills

Skills Used in Case Work, Group Work, Community Organization, Importance of Social Work Practice Skills, and Applicability in Different Social Work Settings. Development of PRA, Principles and Methods Critical Considerations of PRA Methods.

Outcome-

Outcome -

1. Student will be aware about enlarging scope of Social Work profession

2. Student will be equipped with the practice skills in different social work related settings.

3. Student acquire skills for working in different areas of Social Work

4. Student will develop an integrated approach to Social Work practice to uphold Human Rights and Social Justice.

Reference:

1. Allen-Meares, Paula, and Charles D. Garvin. The Handbook of Social Work Direct Practice. Thousand Oaks, Calif: Sage Publications, 2000.
2. Barsky, Allan Edward. Ethics and Values in Social Work: An Integrated Approach for a Comprehensive Curriculum. Oxford: Oxford University Press, 2010.
3. Bartlett, Harriett M. Common Base of Social Work Practice. New York: National Association of Social Workers, 1980.
4. Beck, Elizabeth, Nancy P. Kropf, and Pamela Blume Leonard. Social Work and Restorative Justice: Skills for Dialogue, Peacemaking, and Reconciliation. New York: Oxford University Press, 2011.
5. Bronfenbrenner, Urie. The Ecology of Human Development: Experiments by Nature and Design. Cambridge, Massachusetts [etc.]: Harvard University Press, 1981.
6. Cleaver, Hedy. The Integrated Children's System: Enhancing Social Work and Inter-Agency Practice. London: Jessica Kingsley Publishers, 2008.
7. Compton, Beulah Roberts, and Burt Galaway. Social Work Processes. Pacific Grove, Calif: Brooks/Cole, 1994.
8. Cooper, Marlene G., and Joan Granucci Lesser. Clinical Social Work Practice: An Integrated Approach. Boston: A & B/Pearson, 2008.
9. Cox, David R., and Manohar S. Pawar. International Social Work: Issues, Strategies, and Programs. Thousand Oaks, Calif: SAGE Publications, 2006.
10. Dilshad, Mohd. Integrated Social Work Practice. New Delhi: Anmol Publications, 2011.
11. Galper, Jeffry H. Social Work Practice: A Radical Perspective. Englewood Cliffs, N.J.: Prentice-Hall, 1980.
12. पाण्डेय, तेजस्कर, पाण्डेय, ओजस्कर, समाज कार्य, भारत बुक सेन्टर, 17, अषोक मार्ग, लखनऊ।
13. डॉ. सिंह, सुरेन्द्र, मिश्र पी.डी., समाज कार्य, इतिहास दर्षन प्रणालियां, न्यू रॉयल बुक कम्पनी, प्रथम तल, सह ट्रेड सेन्टर, 32/16, वाल्मिकी मार्ग, लालबाग, लखनऊ, 2004।
14. मदन, जी.आर., समाज कार्य, विवेक प्रकाषन, दिल्ली, 1996।

1. Student will be aware about enlarging scope of Social Work profession
2. Student will be equipped with the practice skills in different social work related settings.
3. Student Acquire skills for working in different areas of Social Work
4. Student will develop an integrated approach to Social Work practice to uphold Human Rights and Social Justice.

Reference:

1. Allen-Meares, Paula, and Charles D. Garvin. The Handbook of Social Work Direct Practice. Thousand Oaks, Calif: Sage Publications, 2000.
2. Barsky, Allan Edward. Ethics and Values in Social Work: An Integrated Approach for a Comprehensive Curriculum. Oxford: Oxford University Press, 2010.
3. Bartlett, Harriett M. Common Base of Social Work Practice. New York: National Association of Social Workers, 1980.
4. Beck, Elizabeth, Nancy P. Kropf, and Pamela Blume Leonard. Social Work and Restorative Justice: Skills for Dialogue, Peacemaking, and Reconciliation. New York: Oxford University Press, 2011.
5. Bronfenbrenner, Urie. The Ecology of Human Development: Experiments by Nature and Design. Cambridge, Massachusetts [etc.]: Harvard University Press, 1981.
6. Cleaver, Hedy. The Integrated Children's System: Enhancing Social Work and Inter-Agency Practice. London: Jessica Kingsley Publishers, 2008.
7. Compton, Beulah Roberts, and Burt Galaway. Social Work Processes. Pacific Grove, Calif: Brooks/Cole, 1994.
8. Cooper, Marlene G., and Joan Granucci Lesser. Clinical Social Work Practice: An Integrated Approach. Boston: A & B/Pearson, 2008.
9. Cox, David R., and Manohar S. Pawar. International Social Work: Issues, Strategies, and Programs. Thousand Oaks, Calif: SAGE Publications, 2006.
10. Dilshad, Mohd. Integrated Social Work Practice. New Delhi: Anmol Publications, 2011.

15. डॉ. कुमार, गिरीष, समाज कार्य के क्षैत्र, महात्मा गांधी मार्ग, लखनाऊ, यू.पी., 1996

16. षास्त्री, राजाराम, समाज कार्य, उत्तरप्रदेष, दिल्ली संस्थान, राजश्री पुरूषोत्तमदास टण्डन, हिन्दी भवन 6, महात्मागांधी मार्ग, लखनऊ, 1989।

11. Galper, Jeffry H. Social Work Practice: A Radical Perspective. Englewood Cliffs, N.J.: Prentice-Hall, 1980.

12. पाण्डेय, तेजस्कर, पाण्डेय, ओजस्कर, समाज कार्य, भारत बुक सेन्टर, 17, अशोक मार्ग, लखनऊ।

13. डॉ. सिंह, सुरेन्द्र, मिश्र पी.डी., समाज कार्य, इतिहास दर्शन प्रणालियां, न्यू रॉयल बुक कम्पनी, प्रथम तल, सह ट्रेड सेन्टर, 32/16, वाल्मिकी मार्ग, लालबाग, लखनऊ,2004।

14. मदन, जी.आर., समाज कार्य, विवेक प्रकाशन, दिल्ली, 1996।

15. डॉ. कुमार, गिरीश, समाज कार्य के क्षैत्र, महात्मा गांधी मार्ग, लखनाऊ, यू.पी., 1996

16. शास्त्री, राजाराम, समाज कार्य, उत्तरप्रदेश, दिल्ली संस्थान, राजश्री पुरूषोत्तमदास टण्डन, हिन्दी भवन 6, महात्मागांधी मार्ग, लखनऊ, 1989।

B.A III Year (Group C)

Subject: Information Technology
Semester VI
Paper VI : Business Data Processing& Programming in Visual Basic II

M.M. 55

Preamble: To be able to implement a simple DBMS and design and implement information using DBMS technology &to introduce the concept of programming to students and enable them to write programs in Visual Basic

UNIT I

VB Controls and It's Main Properties

- Combo Box
- List Box
  - Filling the List using Property window / Add Item Method
  - Clear Method,
  - Removing an item from a list
  - Sorting A List Box
  - Making List Boxes Scroll Horizontally
  - Checkmarks In A List Box
- Picture Box
- Scrollbars
- Timer
- Drive List Box
- File List Box

B.A III Year (Optional Subject) (Group -C)
Subject: Information Technology
Paper: Business Data Processing& Programming in Visual Basic II
Semester VI

M.M. 50
Credit : 2+1+1=4

Objective: Students will get exposure to the concept of database connectivity using MS-Access and will be introduced to the advance concept of Visual basic programming.

UNIT I

VB Controls and It's Main Properties

- Combo Box
- List Box
  - Filling the List using Property window / Add Item Method
  - Clear Method,
  - Removing an item from a list
  - Sorting A List Box
  - Making List Boxes Scroll Horizontally
  - Checkmarks In A List Box
- Picture Box
- Scrollbars
- Timer
- Drive List Box
- File List Box
- Dir List Box
- Shape
- Line and OLE

- Dir List Box
- Shape
- Line and OLE

UNIT II

Data Environment and Data Reports

- Introduction
- Types of creating Reports
- Preview report print report

UNIT III

MDI Forms

- Features Of an MDI forms
- Loading MDI forms & child forms
- Creating an simple MDI forms
- Accessing MDI forms

UNIT IV

- **Loops :**

Do—Loop, For—Next & While-Wend

- Arrays Single and Two Dimension Arrays
- Using List Boxes with Array

UNIT V

- Accessing Database File with DAO
- Using the Data Control ,setting its property
- Using Data Control with forms
- Navigating the database in code

Practical: **MM: 20**

Database and Report Design Using MS-Access
Programming In Visual Basic 6.0

Reference Books

1. Bipin C.Desai,Introduction to Database Concepts,Galgotia ,Publications
2. Shubhi Lall,Database Management System,University Book Depot
3. RameshBangia,Learning MS Accsss,Khanna Publications,Delhi
4. Programming with Visual Basic 6.0, Azam, VIKAS
5. Visual Basic 6.0 programming, Eric A. Smith, Wiley Dreamtech
6. Visual Basic 6.0 in 60 days, Krishnan, Scitech

UNIT II

Data Environment and Data Reports

- Introduction
- Types of creating Reports
- Preview report print report

MDI Forms

- Features Of an MDI forms
- Loading MDI forms & child forms
- Creating an simple MDI forms
- Accessing MDI forms

UNIT III

- **Loops :**

  Do—Loop, For—Next & While-Wend
- Arrays Single and Two Dimension Arrays
- Using List Boxes with Array

UNIT IV

- Accessing Database File with DAO
- Using the Data Control ,setting its property
- Using Data Control with forms
- Navigating the database in code

Outcome:

Students will be able to create small applications using MS-Access and Visual Basic 6.0.

Practical: **MM: 20**

Database and Report Design Using MS-Access
Programming In Visual Basic 6.0

Reference Books

1. Bipin C.Desai,Introduction to Database Concepts,Galgotia ,Publications
2. Shubhi Lall,Database Management System,University Book Depot
3. RameshBangia,Learning MS Accsss,Khanna Publications,Delhi
4. Programming with Visual Basic 6.0, Azam, VIKAS
5. Visual Basic 6.0 programming, Eric A. Smith, Wiley Dreamtech
6. Visual Basic 6.0 in 60 days, Krishnan, Scitech

7. Mastering VB6 by Evangelos and Petroutos, Wiley India Pvt. Ltd.

B.A III Year (Group C)

Subject: Psychology
Semester VI
Paper VI : Personality Psychology

Unite I

Introduction :
(A) Concept of Personality
(B) Role of Heredity and Learning in Personality Development.
(C) Elements of Personality Pattern : The concept of Self, The concept of Trait
(D) The concept of Personality Syndrome

Unite II

Biological Determinants of Personality :
(A) Genetic Influence on Personality
(B) Mendel's Genetic Laws
(C) The Law of Dominant and Recessive Traits
(D) The Chromosomes and Heredity
(E) Prenatal Development

Unite III

Familial Determinants of Personality :
(A) Early Familial Life and Personality
(B) Influence of Parental Behavior
(C) Parental Deprivation
(E) Effect of broken Home
(F) Dynamics of Parent Child Relationship

Unite IV

Social Determinants of Personality :
(A) Personality and Social Behavior
(B) Dependency
(C) Aggression
(D) Moral development
(E) Stages of Moral development

Unite V

Cultural Determinants of Personality :

B.A. Third Year (Optional Subject) (Group C)
Subject – Psychology
Paper - Counseling and Guidance
SEMESTER – VI

Marks 50
Credit : 2+1+1=4

Objective :
1. The impart knowledge about the Counseling and Guidance.
2. To make students understand the nature and course of various Counseling and Guidance Settings.

Unit-I : Introduction to Counseling
Nature and goals of Counseling
Distinction Between guidance and counseling
Perspectives of counseling : Psychoanalytic, behavioural and cognitive
Types of counseling : (a) Directive and non-Directive (b) Individual and group

Unit-II : Counseling Process
Principles of Counseling process
Counseling skills : Report, empathy and communication
Phases of counseling : Initial, middle, (terminal and follow of)
Special areas of counseling : cawed, marital and personal counseling

Unit-III : Introduction to Guidance
Meaning and need of guidance
Goals of guidance
Functions of guidance
Areas of guidance : Educational, Vocation al and personal

Unit-IV : Psychological Basis of Guidance of counseling
Procedure for collecting information
Utility of psychological tests in guidance and counseling
Diagnostic and instructional uses of tests
Introduction to objective and projective tests

Books :

1. Gibson, R.L. and Mitchell, M.H., Introduction to Counseling and Guidance (6th Ed), Pearson Education.

(A) The Concept of Culture
(B) Culture and Behavior
(C) Culture and Personality

Books :

1. Corsini & Marsella : Personality Theories, Researcha and Assessment.
2. Ewen : An Introduction to Theories of Personality (2nd ed.).
3. Aradhna Shukla : Vyaktitwa :Sampratyay, Nirdharak aur Siddhant
4 Hurlock : Development of Personality.
5 Stagner : Determinants of Personality.

PRACTICALS

(1) Frustration Test
(2) Self Concept Scale
(3) Mental Health Scale
(4) Eight State Questionnaire
(5) Locus of Control

Note :- The department may change the practical depending on the Availability of the apparatus and recent developments.

2. Rai, A and Asthana, M., Guidance and Counseling (Concepts, Areas and Approaches), New Delhi : Moti Lal Banarsi Das.

3. Woolfe, R., Dryden, W. and Strawbridge, S., Handbook of Counseling Psychology (2nd Ed.) London : Sage Publication Ltd.

PRACTICALS

1. Measuring the level life satisfaction
2. Measuring the level Home Environment Inventory
3. Assessment of Values
4. Assessment of Personality by Word Association Test
5. Measuring the level of Adjustment

Note :- The department may change the practical depending on the Availability of the apparatus and recent developments.

स्नातक तृतीय वर्ष समूह–स
विषय– इतिहास

द्वितीय पत्र–आधुनिक विश्व के इतिहास की रूपरेखा

सेमेस्टर– VI

पूर्णांक–75

ईकाई–1

पुनर्जागरण : अर्थ, कारण, कला तथा साहित्य का विकास। धर्म सुधार आंदोलन : कारण एवं मार्टिन लूथर का योगदान। प्रतिवादी धर्म सुधार आंदोलन : उद्देश्य, सफलता के कारण एवं परिणाम। अमेरिका का स्वतंत्रता संग्राम : कारण और परिणाम।

ईकाई–2

फ्रांस की क्रान्ति : कारण और परिणाम। नेपोलियन बोनापार्ट का उत्कर्ष, विजय अभियान एवं पतन। औद्योगिक क्रान्ति : कारण और परिणाम। वियना सम्मेलन : पृष्ठभूमि, कमियां एवं उपलब्धियां। यूरोप की संयुक्त व्यवस्था की समीक्षा।

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह–स
विषय– इतिहास
पत्र–आधुनिक विश्व के इतिहास की रूपरेखा
सेमेस्टर– VI

पूर्णांक–70
क्रेडिट : 3+1=4

उद्देश्य–

1. विद्यार्थियों को आधुनिक विश्व के इतिहास से परिचित करवाना।
2. अमेरिकी एवं फ्रांसीसी क्रांति के महत्त्व को बताना।
3. इटली एवं जर्मनी के एकीकरण की प्रेरणादायी प्रक्रिया को बताना।
4. राष्ट्र संघ एवं संयुक्त राष्ट्र संघ के महत्त्व को बताना।

ईकाई–1

पुनर्जागरण : अर्थ, कारण, कला तथा साहित्य का विकास। धर्म सुधार आंदोलन : कारण एवं मार्टिन लूथर का योगदान। प्रतिवादी धर्म सुधार आंदोलन : उद्देश्य, सफलता के कारण एवं परिणाम।

ईकाई–2

अमेरिका का स्वतंत्रता संग्राम : कारण और परिणाम। फ्रांस की क्रान्ति : कारण और परिणाम। नेपोलियन बोनापार्ट का उत्कर्ष, विजय अभियान एवं पतन। औद्योगिक क्रान्ति

ईकाई–3

1848 की फ्रांस की क्रान्ति और उसके प्रभाव। पूर्वी समस्या विशेषतः क्रीमिया युद्ध और बर्लिन समझौते के सन्दर्भ में। इटली का एकीकरण : कठिनाईयां, प्रयत्न, मैजिनी, गैरीबाल्डी एवं काबूर का योगदान।

ईकाई–4

जर्मनी का एकीकरण एवं बिस्मार्क का योगदान। अफ्रीका में साम्राज्यवाद : कारण एवं परिणाम। प्रथम विश्व युद्ध : कारण और परिणाम। वर्साय समझौता। राष्ट्र संघ : उद्देश्य, उपलब्धियां और असफलता के कारण। रूस की 1917 ई. की बोल्सेविक क्रान्ति के कारण और परिणाम।

ईकाई–5

इटली में फासिस्टवाद के उदय के कारण। जर्मनी में नाजीवाद के उदय के कारण। द्वितीय विश्व युद्ध : कारण और परिणाम। संयुक्त राष्ट्र संघ : उद्देश्य, सिद्धांत एवं उपलब्धियां। टर्की का आधुनिक राष्ट्र के रूप में अभ्युदय, इण्डोचायिना आंदोलन।

संदर्भ ग्रन्थ–

1. शर्मा, हरिशंकर–विश्व का इतिहास, मलिक एण्ड कम्पनी, जयपुर।
2. जैन एण्ड माथुर–पाश्चात्य विश्व इतिहास की रूपरेखा, जैन प्रकाशन मन्दिर, जयपुर।
3. शर्मा, डॉ. कालूराम एवं व्यास, डॉ. प्रकाश–आधुनिक विश्व का इतिहास–पंचशील प्रकाशन, जयपुर।
4. गुप्ता, पार्थ सारथी–युरोप का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, नई दिल्ली।
5. शर्मा, कृष्णगोपाल, शर्मा दिग्राजसिंह एवं कोठारी, कमलसिंह–आधुनिक विश्व का इतिहास, अजमेरा बुक कम्पनी, जयपुर।
6. Fisher, H.A.L.- A history of Europe, Landon 1949.
7. Devish, H.A.- An outline history of the world, oxford university press, New yark 1968.

Semester VI

: कारण और परिणाम। जर्मनी का एकीकरण एवं बिस्मार्क का योगदान।

ईकाई–3

अफ्रीका में साम्राज्यवाद : कारण एवं परिणाम। इटली का एकीकरण : कठिनाइयां, प्रयत्न, मैजिनी, गैरीबाल्डी एवं काबूर का योगदान। प्रथम विश्व युद्ध : कारण और परिणाम। रूस की 1917 ई. की बोल्शेविक क्रान्ति के कारण और परिणाम।

ईकाई–4

इटली में फासिस्टवाद के उदय के कारण। जर्मनी में नाजीवाद के उदय के कारण। द्वितीय विश्व युद्ध : कारण और परिणाम। संयुक्त राष्ट्र संघ : उद्देश्य, सिद्धांत एवं उपलब्धियां।

उपलब्धियाँ–

1. विद्यार्थी विश्व इतिहास का सामान्य ज्ञान प्राप्त कर सकेंगे।
2. अमेरिकी, फ्रांसिसी, रूसी आदि क्रांति से प्रेरणा प्राप्त कर समाज में व्याप्त अव्यवस्थाओं का विरोध कर पायेंगे।
3. इटली एवं जर्मनी के एकीकरण से राष्ट्र निर्माण की प्रेरणा प्राप्त कर सकेंगे।
4. संयुक्त राष्ट्र संघ के वर्तमान महत्त्व को समझ पायेंगे।

संदर्भ ग्रन्थ–

1. शर्मा, हरिशंकर–विश्व का इतिहास, मलिक एण्ड कम्पनी, जयपुर।
2. जैन एण्ड माथुर–पाश्चात्य विश्व इतिहास की रूपरेखा, जैन प्रकाशन मन्दिर, जयपुर।
3. शर्मा, डॉ. कालूराम एवं व्यास, डॉ. प्रकाश–आधुनिक विश्व का इतिहास–पंचशील प्रकाशन, जयपुर।
4. गुप्ता, पार्थ सारथी–युरोप का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, नई दिल्ली।
5. शर्मा, कृष्णगोपाल, शर्मा दिग्राजसिंह एवं कोठारी, कमलसिंह–आधुनिक विश्व का इतिहास, अजमेरा बुक कम्पनी, जयपुर।
6. Fisher, H.A.L.- A history of Europe, Landon 1949.
7. Devish, H.A.- An outline history of the world, oxford university press, New yark 1968.

B.A III Year (Group C)

Subject: Geography

Semester VI

Paper VI : Geographical Thought

Unit I

Definition and aims of Geogrpahy, Branches of Geography, Evolution of Geograpical thought.

Unite II

Beginning of classical Geography contribution of Greeks (Gerodotus & Eratosthmes) Contribution of Romans - Strabo & Plolemy.

Unit - III

Contribution of German schools of Geography Humboldt & corl ritter, French Schools of Geography vidal de. la blache & Jean Brunhes, British School of Geography : Halford J. Mackinder.

Unit - IV

Radicalism : Origin, ralient features & objectives of Radical geography, Behaviourdism in Geography, Marxism.

Unit - V

Concept of Cultural landscape : Meaning & elements of Cultural landscape, Recent trends of modern geography.

Practical

1. Aerial photographys : Introducation & development of Aerial Photographs, Identifications of Aerial photographs,

B.A. IIIrd Year (Optional Subject) (Group C)

Subject - Geography

Paper- Geographical Thought

Semester VI

MM 50

Credit : 2+1+1=4

Objects-

1. To give knowledge about teh concept of geographical thought.
2. To give knowledge about thoughts of various geographical thinkers as of British, German, American, Romans etc.
3. Trends of Moern Geography.

Unit - I

a. Definition and aims of Geogrpahy.
b. Evolution of Geograpical thought.
c. Major branches of Geography.
d. Beginning of classical Geography contribution of Greeks- Herodotus & Eratosthmes.

Unit - II

a. Contribution of Romans - Strabo & Plolemy.
b. Early medieval geography : contribution of Arabian Geographers (AI - Burini & Al-Idrisi)
c. Concept of Cultural landscape : Meaning & elements of Cultural landscape
d. Recent trends of modern geography.

Unit - III

a. Contribution of German schools of Geography Humboldt & Carl Ritter,
b. French Schools of Geography vidal de. la blache & Jean Brunhes
c. British School of Geography : Halford J. Mackinder.
d. American School of Geography : G. Tailor, Huntington.

Unit - IV

a. Dichotomies in Geography : Physical V/s Human Geography systemetic V/s Regional Geography.
b. Radicalism : Origin, salient features & objectives of Radical

2. Development of remote, sensing, Advantages of remote sensing. 3. Plane table survey, Rediation and intersectin Resection, various instruments and their uses, Merits and demerits of plane Table survey. **Suggested Readings:** 1. B.C. Jat	geography c. Behaviourdism in Geography d. Concepts of Cultural Ladnscape : Meaning & elements of cultural landscape. **Outcomes-** 1. This paper will lead to the expansion of knowledge about various thoughts regarding geography. 2. Along with Indian thinkers, Student will touch the thinkings of world's thinkers. 3. Comparisions can be made about thinking of various thinkers. **Practical-** 1. Aerial photographys : Introducation & development of Aerial Photographs, Identifications of Aerial photographs, 2. Development of Remote sensing, Advantages of remote sensing. 3. Remote Sensing: - Introductions, Development and Advantages of remote Sensing. **Suggested Readings:** 1. कौशिक, एस.डी. : भौगोलिक चिंतन के सिद्धांत, रस्तोगी पब्लिकेशन्स, मेरठ।
स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह–स **विषय– जैन विद्या** **पत्र–जैन दर्शन और विज्ञान** **सेमेस्टर– VI** **पूर्णांक 75** **इकाई – 1** अध्यात्म और विज्ञान **इकाई – 2** जैन दर्शन और परामनोविज्ञान **इकाई – 3**	**स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह–स** **विषय– जैन विद्या** **पत्र–जैन दर्शन और विज्ञान** **सेमेस्टर– VI** **पूर्णांक 70** **क्रेडिट : 3+1=4** **उद्देश्य–** 1. अध्यात्म और विज्ञान की जानकारी देना। 2. जैन जीवनशैली को समझाना। 3. नशा करने के कारण एवं निवारण समझाना।

विज्ञान के संदर्भ में जैन जीवन शैली

तम्बाकू वर्जन

मद्यपान वर्जन

इकाई – 4

ईश्वरवाद, कर्मवाद, अनेकान्तवाद

इकाई – 5

जैन दर्शन और विज्ञान में परमाणु

पाठ्यपुस्तक–

1. जैन दर्शन और विज्ञान– प्रो. मुनि महेन्द्र कुमार, जैन विश्वभारती संस्थान, लाडनूँ

संदर्भ पुस्तक–

1. अतीन्द्रियज्ञान– डॉ. बच्छराज दूगड़, के. जैन पब्लिशर्स, उदयपुर
2. कर्मवाद– आचार्यश्री महाप्रज्ञ, आदर्श साहित्य संघ, चुरू

इकाई – 1

अध्यात्म और विज्ञान

इकाई – 2

जैन दर्शन और परामनोविज्ञान

इकाई – 3

विज्ञान के संदर्भ में जैन जीवन शैली

तम्बाकू वर्जन

मद्यपान वर्जन

इकाई – 4

ईश्वरवाद, कर्मवाद, अनेकान्तवाद

जैन दर्शन और विज्ञान में परमाणु

उपलब्धियाँ–

1. अध्यात्म और किसान के समन्वय की समझ बढ़ेगी।
2. संयम प्रधान जीवनचर्या का विकास होगा।
3. नशामुक्ति की प्रेरणा मिलेगी।

पाठ्यपुस्तक–

1. जैन दर्शन और विज्ञान– प्रो. मुनि महेन्द्र कुमार, जैन विश्वभारती संस्थान, लाडनूँ

संदर्भ पुस्तक–

1. अतीन्द्रियज्ञान– डॉ. बच्छराज दूगड़, के. जैन पब्लिशर्स, उदयपुर
2. कर्मवाद– आचार्यश्री महाप्रज्ञ, आदर्श साहित्य संघ, चुरू

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह (स)

विषय– जैन एवं जैनेत्तर दर्शन

द्वितीय पत्र– नीतिशास्त्र

सेमेस्टर– VI

इकाई I

नीतिशास्त्र परिभाषा, स्वरूप, क्षेत्र

नीतिशास्त्र और अन्य विज्ञान

नीतिशास्त्र की पद्धतियां

नीतिशास्त्र का मनोवैज्ञानिक आधार

स्नातक तृतीय वर्ष (ऐच्छिक विषय) समूह–स

विषय– जैन एवं जैनेतर दर्शन

पत्र– जैन दर्शन के दार्शनिक सिद्धान्त एवं नीतिशास्त्र

सेमेस्टर– VI

पूर्णांक 70

क्रेडिट : 3+1=4

उद्देश्य–

1. बौद्ध एवं चार्वाक दर्शन के उत्तरपक्ष एवं पूर्वपक्ष की जानकारी देना।
2. जैन दर्शन के सिद्धान्तों की जानकारी देना।
3. नीतिशास्त्रीय अवधारणाओं को विस्तार से समझाना।

इकाई II

सुखवाद, सुखवाद के भिन्न रूप–मनोवैज्ञानिक सुखवाद नैतिक सुखवाद
स्वार्थमूलक सुखवाद– स्थूल स्वार्थमूलक सुखवाद, परिष्कृत स्वार्थमूलक सुखवाद
परार्थमूलक सुखवाद– स्थूल परार्थमूलक सुखवाद, परिष्कृत परार्थपरक सुखवाद
उपयोगितावाद– स्थूल उपयोगितावाद (बेन्थम), परिष्कृत उपयोगितावाद (मिल) बुद्धिमूलक (सिजविक)

इकाई III

अन्तः प्रज्ञावाद (बट्लर)
विकासात्मक सुखवाद (हर्बट स्पेन्सर)
आत्मपूर्णतावाद (हेगल)
कठोरतावाद (काण्ट) निरपेक्ष आदेश का सिद्धांत

इकाई IV

वेद और उपनिषद् का नैतिक दर्शन, पुरुषार्थ एवं वर्णाश्रम
गीता का नैतिक दर्शन (निष्काम कर्म)
बौद्ध नीति दर्शन (चार आर्य सत्य)
शंकर का अद्वैत वेदान्त का नैतिक दर्शन
गांधी का नैतिक दर्शन– एकादश व्रत, अहिंसा

इकाई V

त्रिरत्न– सम्यग् दर्शन, ज्ञान, चरित्र
श्रमणाचार, श्रावकाचार
आचार्य भिक्षु का साध्य– साधन सिद्धांत, अनुकम्पा, दान
अणुव्रत आचार–संहिता

संदर्भ ग्रंथ–

नीतिशास्त्र के मूल सिद्धांत– वेदप्रकाश वर्मा
नीतिशास्त्र के रूपरेखा– अशोक कुमार वर्मा
नीतिशास्त्र– संपादक डॉ. आनन्दप्रकाश त्रिपाठी
A Mannual of Ehics- Jadunath Sinha
भिक्षु विचार दर्शन– आचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं

इकाई – 1

स्याद्वावाद मंजरी कारिका (16–19)

प्रमाण प्रमिति सम्बन्ध? सौत्रान्तिक, वैभाषिक एवं योगाचार मत समीक्षा
शून्यवाद समीक्षा
वासना, आलयविज्ञान

इकाई – 2

कारिका (20–25)

चार्वाक मत की समीक्षा
वस्तु की त्रयात्मकता
स्याद्वाद, सप्तभंगी

इकाई – 3

कारिका (26–32)

अनेकांत विचार
एकान्तवाद समीक्षा
नय, दुर्नय, प्रमाण स्वरूप विमर्श
जीवों की अनन्तता

इकाई – 4

नीतिशास्त्र

परार्थमूलक सुखवाद– स्थूल परार्थमूलक सुखवाद, परिष्कृत परार्थमूलक सुखवाद
उपयोगितावाद– स्थूल उपयोगितावाद (बेन्थम), परिष्कृत उपयोगितावाद (मिल), बुद्धिमूलक (सिजविक)

उपलब्धियाँ–

1. पूर्व पक्ष के खण्डन तथा उत्तर पक्ष के मंडन की क्षमता का विकास होगा।
2. अनेकान्त, स्याद्वाद सिद्धान्त का सम्यक् ज्ञान होना।
3. नीतिशास्त्र की मौलिक अवधारणाओं से परिचय होगा।

पाठ्य पुस्तक :

1. स्याद्वादमंजरी–मल्लिसेन सूरी (1–15 कारिका) श्री परमश्रुत प्रभावक मण्डल, श्रीमद् राजचन्द्र आश्रम, अगास

संदर्भ ग्रन्थ :

1. स्याद्वादमंजरी : एक समीक्षात्मक अध्ययन–किरणकला जैन, परिमल पब्लिकेषन, षास्त्रीनगर, दिल्ली
2. नीतिशास्त्र के मूल सिद्धान्त– वेदप्रकाश वर्मा
3. नीतिशास्त्र के रूपरेखा– अशोक कुमार वर्मा

- CBCS pattern was implemented in place of semester system.
- Entire courses were modified.
- Division of all courses done in four units in place of five units.
- Marks Division was changed from 75 written exam 25 CIA. to 70 written exam 30 CIA.

Hindi

(1)

आचार्य कालू कन्या महाविद्यालय, जैन विश्वभारती संस्थान, लाडनूं 341306 (राजस्थान)

आचार्य कालू कन्या महाविद्यालय में प्राचार्य डॉ अमिता जैन की अध्यक्षता में BOS की बैठक का आयोजन किया गया। (Science)

BOS से निम्न बिन्दुओं का अनुमोदन करवाया गया –

- नवीन नियमों का अनुमोदन तथा अनुशंसा।
- हिन्दी साहित्य एवं सामान्य हिन्दी के कोर्स में परिवर्तन की अनुशंसा।
- बी.ए. के कोर्स को नवीन फ्रेमवर्क के अनुसार अनुशंसा।
- बी.ए.–बी.कॉम के VI सेमेस्टर में शारीरिक एवं सांस्कृतिक क्रियायें के कोर्स को वैकल्पिक रूप में रखा जा सकता है।
- सेमेस्टर IVth में "जैन न्याय एवं पाश्चात्य तर्कशास्त्र" पत्र में संशोधन आंशिक विषयवस्तु को हटाया गया एवं जोड़ा गया।
- बी.एससी कोर्स को यूजीसी के प्रारूप के अनुसार तैयार कर लिया जावें व कोर्स तैयार होने के बाद ईमेल से भेजा जावे व अनुमति मिलने पर संस्तुत माना जाये।
- बी.एससी में प्रत्येक सेमेस्टर में एच्छिक पेपर की संख्या तीन रखी जानी चाहिए।

उपस्थित संकाय सदस्य –

- प्रो सी. आर. चौधरी, विज्ञान संकाय–विशेषज्ञ
- प्रो कौशलनाथ उपाध्याय–कला संकाय–विशेषज्ञ
- प्रो अंशु डांडिया–विज्ञान संकाय–विशेषज्ञ
- प्रो बी.एल. जैन–विभागाध्यक्ष (शिक्षा विभाग)
- डॉ अमिता जैन–प्राचार्या (आचार्य कालू कन्या महाविद्यालय)
- डॉ जुगल दाधीच–सदस्य
- डॉ मनीष कुमार–सदस्य
- डॉ विष्णुकुमार–सदस्य
- डॉ गिरिराज भोजक–सदस्य
- डॉ गिरधारीलाल शर्मा–सदस्य
- डॉ प्रगति भटनागर–सदस्य
- श्री कमल कुमार मोदी–सदस्य
- श्री सुरेन्द्र कुमार–सदस्य
- श्री नरेन्द्र कुमार सैनी –सदस्य
- श्री मधुकर दाधीच–सदस्य
- श्रीमती सोनिका जैन
- सुश्री अंकिता जागीड

जैन विश्वभारती संस्थान, लाडनूं – 341 306 (राजस्थान)

(विश्वविद्यालय अनुदान आयोग अधिनियम 1956 की धारा 3 के अन्तर्गत मान्य विश्वविद्यालय घोषित)

दिनांक 29–30 अप्रैल, 2017 को आयोजित विद्या परिषद की बैठक का कार्यवृत्त

दिनांक 29–30 अप्रैल, 2017 को माननीय कुलपति महोदय प्रो. बच्छराज दूगड़ की अध्यक्षता में कुलपति कॉन्फ्रेंस हॉल में विद्या परिषद की बैठक का आयोजन किया गया, जिसमें निम्नलिखित सदस्यों ने भाग लिया–

1.	प्रो. बच्छराज दूगड़, कुलपति	अध्यक्ष
2	प्रो. नलिन कुमार शास्त्री	सदस्य
3.	प्रो. आर.एस. यादव	सदस्य
4.	प्रो. के.एन. व्यास	सदस्य
5.	प्रो. समणी ऋजु प्रज्ञा	सदस्य
6.	प्रो. आनन्दप्रकाश त्रिपाठी	सदस्य
7.	प्रो. अनिल धर	सदस्य
8.	प्रो. बनवारीलाल जैन	सदस्य
9.	डॉ. बिजेन्द्र प्रधान	सदस्य
10.	डॉ. समणी संगीत प्रज्ञा	सदस्य
11.	डॉ. समणी श्रेयस प्रज्ञा	सदस्य
12.	डॉ. अमिता जैन	सदस्य
13.	डॉ. रविन्द्रसिंह राठौड़	सदस्य
14.	डॉ. प्रद्युम्नसिंह शेखावत	सदस्य
15.	डॉ. युवराजसिंह खंगारोत	सदस्य
16.	डॉ. सत्यनारायण भारद्वाज	सदस्य
17.	डॉ. गोविन्द सारस्वत	सदस्य
18.	प्रो. दामोदर शास्त्री	विशेष आमंत्रित
19.	डॉ. जुगलकिशोर दाधीच	विशेष आमंत्रित
20.	डॉ. योगेश जैन	विशेष आमंत्रित
21.	डॉ. जितेन्द्र कुमार वर्मा	विशेष आमंत्रित
22.	श्री विनोद कुमार कक्कड़	कुलसचिव एवं गैर सदस्य सचिव

सर्वप्रथम माननीय कुलपति महोदय द्वारा विद्या परिषद के नवीन सदस्यों एवं बैठक में भाग लेने वाले समस्त सदस्यों का स्वागत किया गया। दो दिवसीय बैठक में मुख्य रूप से नवीन परीक्षा–स्वरूप, प्रोफेसर एमेरिटस, शोध–परियोजना नियमावली, नवीन पाठ्यक्रम प्रारम्भ करने, पूर्व पाठ्यक्रमों में आवश्यक संशोधन, शुल्क–योजना में परिवर्तन, पाठ्यक्रमों एवं परीक्षा–आयोजना में लचीलापन (flexibility) आदि विविध विषयों पर विस्तृत चर्चा की गई एवं आवश्यक सुझावों के साथ स्वीकृतियाँ प्रदान की गईं। बैठक की कार्यवाही का विवरण निम्न प्रकार है–

(01) अनुपस्थित सदस्यों के अवकाश की स्वीकृति
(Granting of Leave of Absence)

विद्या परिषद के सदस्यों प्रो. मुनि महेन्द्र कुमार, प्रो. समणी चैतन्य प्रज्ञा, प्रो. समणी कुसुम प्रज्ञा एवं डॉ. समणी रोहिणी प्रज्ञा की बैठक में अनुपस्थिति की स्वीकृति प्रदान की गई।

(02) गत बैठक की कार्यवाही की सम्पुष्टि।
(Approval of minutes of the 30th Meeting held on 27th April, 2016)

सदन द्वारा दिनांक 27 अप्रैल, 2016 के बैठक के कार्यवृत्त की सम्पुष्टि की गई।

की संख्या में 1 अतिरिक्त पत्र जोड़कर की जाएगी, जैसे–5 पत्रों की स्थिति में विद्यार्थी को न्यूनतम 3 पत्र एवं 7 पत्रों की स्थिति में न्यूनतम 4 पत्र उत्तीर्ण करने पर ही आगामी सेमेस्टर में प्रोन्नत किया जाएगा।

- विद्यार्थियों को अधिकतम 2 अंकों का अनुग्रह (Grace) केवल अन्तिम परीक्षा–परिणाम में उत्तीर्ण होने हेतु प्रदान किया जा सकेगा। इसी प्रकार श्रेणी सुधार हेतु भी अधिकतम 2 अंकों का अनुग्रह (Grace) प्रदान किया जा सकेगा। अन्तिम परिणाम में उत्तीर्ण होने हेतु एवं श्रेणी सुधार हेतु संयुक्त अनुग्रह (Grace) अधिकतम 2 अंकों का ही प्रदान किया जाएगा।
- स्नातक एवं स्नातकोत्तर विद्यार्थियों को सभी पत्र उत्तीर्ण करने हेतु अधिकतम 2 वर्ष का अतिरिक्त समय दिया जाएगा एवं उनकी परीक्षा आयोजना परीक्षा–काल के दौरान लागू नवीन पाठ्यक्रम एवं परीक्षा–योजना के अनुरूप ही होगी।
- किसी कारणवश किसी सेमेस्टर की परीक्षा में सम्मिलित न हो पाने वाले विद्यार्थियों को आगामी सेमेस्टर में सम्मिलित होने की स्वीकृति नहीं होगी एवं वंचित रहे सेमेस्टर की परीक्षाएं आगामी वर्ष में उस सेमेस्टर की परीक्षा–आयोजना के साथ ही देनी होंगी।
- अगर विद्यार्थी स्नातक एवं स्नातकोत्तर स्तर के किसी भी पत्र, जिसमें सैद्धान्तिक एवं प्रायोगिक दोनों का समावेश है, की प्रायोगिक परीक्षा में अनुत्तीर्ण होता है तो वह विद्यार्थी केवल उसी पत्र में अनुत्तीर्ण माना जाएगा एवं ऐसी अवस्था में विद्यार्थी को उस पत्र की सैद्धान्तिक एवं प्रायोगिक दोनों परीक्षाएं पुनः देनी होंगी।

(B) विभिन्न विषयों के पाठ्यक्रम

(viii) **आचार्य कालू कन्या महाविद्यालय (Acharya Kalu Kanya Mahavidyalaya)**

महाविद्यालय की प्रभारी प्राचार्या डॉ. अनिता जैन द्वारा सत्र 2017–18 में महाविद्यालय में स्नातक स्तर पर विज्ञान संकाय प्रारम्भ किये जाने एवं इस हेतु बी.एससी.–बी.एड. में संचालित बी.एससी. के पाठ्यक्रम को ही लागू किया जाने तथा कला एवं वाणिज्य संकाय के पाठ्यक्रमों में अध्ययन मण्डल द्वारा पारित संशोधनों तथा कला संकाय में नवीन विषय 'राजस्थानी साहित्य' को जोड़े जाने की जानकारी सदन के समक्ष प्रस्तुत की। विद्या परिषद् के सदस्यों द्वारा अध्ययन मण्डल द्वारा अनुमोदित संशोधनों पर विचार–विमर्श कर कुछ नवीन संशोधन भी सुझाए। विद्या परिषद् द्वारा निम्न निर्णयों के साथ सभी आवश्यक संशोधनों एवं विज्ञान संकाय प्रारम्भ किये जाने हेतु स्वीकृति प्रदान की गई–

- कला संकाय के किसी भी वैकल्पिक–पत्र का न्यूनतम 15 विद्यार्थियों द्वारा चयन किये जाने पर ही सत्र में उस वैकल्पिक–पत्र का अध्यापन करवाया जाएगा। संस्थान के केवल Core विषयों–जैन विद्या; संस्कृत; प्राकृत; अहिंसा एवं शांति; तथा योग एवं जीवन–विज्ञान हेतु यह नियम लागू नहीं होगा। यही व्यवस्था विज्ञान संकाय पर भी लागू होगी।
- कला संकाय के सेमेस्टर–6 में 'हिन्दी साहित्य' विषय के पत्र का शीर्षक 'प्रयोजनमूलक हिन्दी एवं अनुवाद' को अध्ययन मण्डल द्वारा 'हिन्दी भाषा एवं काव्यांग विवेचन' शीर्षक के रूप में परिवर्तित किये जाने हेतु अनुमोदित किया गया, जिसे विद्या परिषद् द्वारा परिवर्तित न करते हुए पूर्ववत 'प्रयोजनमूलक हिन्दी एवं अनुवाद' रखे जाने का निर्णय लिया।
- वाणिज्य संकाय के सेमेस्टर–5 के द्वितीय पत्र का शीर्षक "Industrial Law" को अध्ययन मण्डल द्वारा "Economical Law" शीर्षक के रूप में परिवर्तित किये जाने का अनुमोदन किया, जिसे विद्या परिषद् ने परिवर्तित करते हुए "Industrial and Economical Law" किये जाने का निर्णय लिया।
- विज्ञान संकाय के प्रत्येक विषय के 3 पत्रों हेतु पृथक्–पृथक् सैद्धान्तिक परीक्षाओं का आयोजन किया जाए एवं प्रत्येक पत्र के लिए 20 अंकों (कुल 60 अंक) का निर्धारण किया जाए।
- विज्ञान संकाय के विषयों हेतु अंकों का विभाजन निम्न प्रकार होगा–

Theory	CIA	Practical
60	15	25

प्राचार्या द्वारा विद्या परिषद् के सदस्यों के समक्ष आगामी सत्र (2017–18) हेतु विभागीय Academic Calendar प्रस्तुत किया, जिसे विद्या परिषद् के सदस्यों द्वारा स्वीकृति प्रदान की गई।

(ix) दूरस्थ शिक्षा (Distance Education)

- दूरस्थ शिक्षा निदेशालय के निदेशक प्रो. आनन्दप्रकाश त्रिपाठी ने अध्ययन मण्डल द्वारा पारित संशोधनों की जानकारी सदन को दी। प्रो. नलिन शास्त्री द्वारा सत्रीय–कार्य हेतु प्रस्तावित नई प्रणाली को और अधिक प्रभावी बनाने के लिए पाठ्यक्रम के प्रत्येक पत्र में से 15 निबन्धात्मक प्रश्नों का चयन कर विद्यार्थियों को उसी चयनित समूह में से अपनी रुचि के स्नातक स्तर पर 3 एवं स्नातकोत्तर स्तर पर 4 प्रश्न हल करने हेतु संस्थान की वेबसाईट पर अपलोड करवाने का सुझाव दिया, जिसे विद्या परिषद् द्वारा स्वीकृत किया गया।
- बी.पी.पी. के नवीन संशोधित पाठ्यक्रम में दो पत्रों के स्थान पर पांच पत्रों के समावेश को स्वीकृति प्रदान की गई। पूर्व पाठ्यक्रम की परीक्षा आयोजना के नियमानुसार यदि विद्यार्थी अपने दोनों पत्रों में अनुत्तीर्ण रहता था तो उसे आगामी वर्ष में सभी प्रश्न–पत्रों की पुनः परीक्षा देनी होती थी, जबकि वर्तमान संशोधित पाठ्यक्रम में पांच पत्र हैं अतः विद्यार्थी के उत्तीर्ण पत्रों को आगामी वर्ष में भी उत्तीर्ण मानते हुए सिर्फ अनुत्तीर्ण पत्रों हेतु ही पुनः परीक्षा दिये जाने का प्रस्ताव रखा गया, जिसे विद्या परिषद् द्वारा सर्वसम्मति से पारित किया गया।
- निदेशक प्रो. आनन्दप्रकाश त्रिपाठी ने विद्यार्थी द्वारा परीक्षा–परिणाम की घोषणा तक सत्रीय कार्य जमा नहीं करवा पाने की स्थिति में विद्यार्थी को सत्रीय कार्य जमा करवाने हेतु कुछ दिवस का अन्तिम अवसर दिये जाने का प्रस्ताव रखा गया, एतदर्थ विद्यार्थी का परीक्षा परिणाम रोककर विद्यार्थी को सत्रीय कार्य जमा करवाने हेतु अन्तिम अवसर के रूप में परीक्षा परिणाम की घोषणा से अधिकतम 45 दिन का समय दिये जाने की सदन द्वारा स्वीकृति दी गई। सदन द्वारा रोके जाने वाले परीक्षा परिणामों को "RW" (Result Withheld – Due to Assignment) के रूप में दर्शाये जाने का निर्णय लिया गया।
- स्नातक एवं स्नातकोत्तर पाठ्यक्रमों हेतु उत्तीर्णांक प्रत्येक पत्र हेतु 36 प्रतिशत एवं सभी पत्रों हेतु सामूहिक रूप से 40 प्रतिशत होंगे।

(x) शोध (Research)

सहायक शोध–निदेशक डॉ. जितेन्द्र वर्मा द्वारा सदन को जानकारी प्रदान की गई कि संस्थान द्वारा अपनी शोध–नियमावली में नवीन UGC Research Regulation 2016 एवं यूजीसी के शोध संबंधी सभी आवश्यक नियमों को भी शामिल किया गया है एवं इनकी पूर्ण अनुपालना की जा रही है। नये शोध नियमों के अनुसार RAC (Research Advisory Committee) का गठन किया गया है एवं Research Regulation 2009 के अनुसार आयोजित किये जाने वाले Course Work की परीक्षा–आयोजना में संबंधित विभाग के विषय का एक प्रश्न–पत्र भी शामिल किया गया है।

- RET परीक्षा में पूर्व में उत्तीर्णांक 55 प्रतिशत अंक थे, जिसे संशोधित कर वर्तमान में उत्तीर्णांक 50 प्रतिशत अंक को स्वीकृति प्रदान की गई।
- अहिंसा एवं शांति विभाग में पी–एच.डी. शोधार्थियों हेतु अहिंसा एवं शांति विषय की वार्षिक फीस 10,000/– एवं राजनीति विज्ञान विषय की वार्षिक फीस 15,000/– तथा योग एवं जीवन विज्ञान विभाग में पी–एच.डी. शोधार्थियों हेतु नवीन वार्षिक फीस 15,000/– किये जाने का प्रस्ताव रखा गया।
- शोध हेतु विभागवार पूर्व प्रस्तावित विषयों के अतिरिक्त निम्नलिखित नवीन विषयों को Allied विषय के रूप में शामिल किये जाने का प्रस्ताव रखा गया–
  - जैनविद्या एवं तुलनात्मक धर्म तथा दर्शन विभाग–हिन्दी एवं राजस्थानी
  - प्राच्य विद्या एवं भाषा विभाग–अपभ्रंश तथा हिन्दी विषय से पीएच.डी. हेतु–हिन्दी, राजस्थानी
  - अहिंसा एवं शांति विभाग–मूल्य शिक्षा, शांति शिक्षा, हिन्दी, इतिहास तथा लोक प्रशासन
  - जीवन विज्ञान विभाग–शिक्षा, संस्कृत, समाजशास्त्र तथा शारीरिक शिक्षा
  - समाज कार्य विभाग–मानवाधिकार, लैंगिक अध्ययन, समाजशास्त्र, ग्रामीण विकास तथा मानव संसाधन प्रबंधन।
- शोध–निर्देशक के रूप में डॉ. समणी हिमप्रज्ञा एवं डॉ. गोविन्द सारस्वत की स्वीकृति प्रदान की गई।

सदन ने प्रस्तावित एम.फिल./पीएच.डी. अध्यादेश–2016 के बिन्दु–21 (Unfair Means and Plagiarism) हेतु माननीय कुलपति महोदय को स्थाई समिति (Standing Committee) के निर्माण

हेतु अधिकृत किया गया। सदन द्वारा नवीन शोध–नियमानुसार विश्वविद्यालय में सभी पूर्णकालिक शोधार्थियों से Stamp Paper पर किसी अन्य स्थान पर कार्य न करने की Undertaking लेने का सुझाव दिया गया। विद्या परिषद् के सदस्यों द्वारा प्रस्तावित नवीन शोध अध्यादेश–2016 को उपरोक्त सभी परिवर्तनों के समावेश के साथ स्वीकृति प्रदान की गई।

(04) संस्थान के MOA में निर्दिष्ट विद्या परिषद के संगठन में बिन्दु संख्या–9 की अनुपालना में (तीन सदस्य जो संस्थान के शैक्षणिक सदस्य नहीं होंगे एवं विद्या–परिषद् द्वारा उनके विशेष ज्ञान के आधार पर नियुक्त किये जाएँगे) पूर्व में नियुक्त तीनों विद्वानों का द्विवर्षीय कार्यकाल पूर्ण होने पर विद्या परिषद् द्वारा उनके स्थान पर निम्न तीन विद्वानों को आगामी दो वर्ष हेतु विद्या–परिषद सदस्य के रूप में नियुक्त किये जाने की स्वीकृति प्रदान की गई–

1. प्रो. के.एस. भारती, नागपुर, महाराष्ट्र
2. प्रो. भागचन्द जैन 'भास्कर', नागपुर, महाराष्ट्र
3. प्रो. ए.के. मलिक, जोधपुर

(05) अहिंसा एवं शांति विभाग में राजनीति विज्ञान के प्राध्यापकों हेतु निम्न प्रकार पदों की स्वीकृतियां प्रदान की गईं–

- आचार्य (Professor)–01
- सह–आचार्य (Associate Professor)–01
- सहायक–आचार्य (Assistant Professor)–02

(06) प्राच्य विद्या एवं भाषा विभाग में संस्कृत प्राध्यापक (सहायक–आचार्य) पद की स्वीकृति प्रदान की गई।

(07) संस्थान में शिक्षा विभाग में वर्तमान में संचालित बी.एससी.–बी.एड. पाठ्यक्रम एवं आचार्य कालू कन्या महाविद्यालय में नवीन सत्र से विज्ञान संकाय प्रारम्भ किया जा रहा है, अतः इस हेतु निम्न पदों की नवीन स्वीकृतियां प्रदान की गईं–

- गणित–01
- भौतिक विज्ञान–01
- रसायन विज्ञान–01
- जीव–विज्ञान–01
- वनस्पति–शास्त्र–01

(08) भौतिक विज्ञान, रसायन विज्ञान, जीव–विज्ञान एवं वनस्पति–शास्त्र की प्रयोगशालाओं में तकनीकी सहायक के पदों हेतु भी स्वीकृति प्रदान की गई।

(09) विद्या परिषद के सदस्यों द्वारा माननीय कुलपति महोदय को प्रश्न–पत्र निर्माण, उत्तर–पुस्तिका जांच एवं परीक्षा–परिणाम तैयार किये जाने की प्रक्रिया हेतु विभिन्न विशेषज्ञों के नामों के निर्धारण हेतु निर्णायक के रूप में अधिकृत किया गया।

(10) सदन के समक्ष माननीय कुलपति महोदय के निर्देशन में बनाई गईं निम्न नवीन नियमावलियाँ / मार्गदर्शिकाएँ प्रस्तुत की गईं–Guidelines for Emeritus Professorship, Guidelines for Research Projects एवं Guidelines for Honoris Causa। विद्या परिषद के सदस्यों द्वारा माननीय कुलपति महोदय के इस कार्य की सराहना की गईं एवं इन्हें लागू किये जाने हेतु स्वीकृति प्रदान की गई।

(11) विभिन्न विभागों में प्रवेश हेतु निर्धारित की गई Intakes की संख्या में निम्न प्रकार संशोधन किया गया–

- सभी स्नातकोत्तर विषय (समाजकार्य, योग एवं जीवन विज्ञान और राजनीतिशास्त्र को छोड़कर) – 15
- M.A./M.Sc. in Yoga and SOL – 35
- M.A. in Political Science – 25
- MSW – 50
- MA in English – 15
- B.Com. – 60
- B.Sc. – 40
- सभी विभागों में संचालित सभी Diploma एवं PG Diploma – 15
- Certificate Course in Journalism & Mass Media – 30
- Certificate Course in Office Automation and Internet – 30

जिस हेतु विद्या परिषद के सदस्यों द्वारा स्वीकृति प्रदान की गई।

(12) कुलसचिव महोदय द्वारा परीक्षा–आयोजना की विभिन्न प्रक्रियाओं हेतु दिये जाने वाले विभिन्न पारिश्रमिक को संशोधित किये जाने का प्रस्ताव रखा गया। इस हेतु विद्या–परिषद् के सदस्यों द्वारा अन्य विश्वविद्यालयों में दिये जाने वाले पारिश्रमिक के अनुरूप संशोधित किये जाने हेतु कुलपति महोदय को अधिकृत किया।

(13) सदन के समक्ष उत्तीर्ण/अनुत्तीर्ण के निर्धारण हेतु उपयोग किये जाने वाले सेमेस्टर समाप्ति परीक्षा के अंकों के साथ सतत् आंतरिक मूल्यांकन (CIA) के अंकों को जोड़कर उत्तीर्ण/अनुत्तीर्ण घोषित किये जाने का प्रस्ताव रखा गया, जिसे विद्या–परिषद ने स्वीकृत प्रदान की।

(14) सदन द्वारा विभिन्न पाठ्यक्रमों की फीस में की गई वृद्धियों हेतु स्वीकृति प्रदान की गई।

(15) सदन द्वारा प्रतिमाह विभिन्न विभागों में प्रसिद्ध विषय–विशेषज्ञों को आमंत्रित कर अतिथि–व्याख्यान आयोजित करवाने का सुझाव दिया गया।

(16) प्रोफेसर दामोदर शास्त्री द्वारा संस्थान के प्रकाशनों की गुणवत्ता में और अधिक सुधार एवं प्रकाशन से पूर्व प्रकाशन सामग्री में भाषा की अशुद्धियों एवं सामग्री में तथ्यों की प्रामाणिकता की जांच हेतु विशेषज्ञों से पुनरावलोकन करवाने का सुझाव दिया गया।

(17) विद्या–परिषद के सदस्यों द्वारा दूरस्थ शिक्षा के ऐसे पाठ्यक्रमों, जिनकी पाठ्यसामग्री अभी तक संस्थान द्वारा तैयार नहीं की गई है, यथाशीघ्र पाठ्यसामग्री के निर्माण करवाने एवं पूर्व निर्मित सामग्री का विषय–विशेषज्ञों से पुनरावलोकन करवाकर आवश्यक संशोधन करवाने का सुझाव दिया गया।

(18) कुलसचिव महोदय ने विद्यार्थियों को समय–समय पर दी जाने वाली Fellowship और Medals के संबंध में सदन के दिशा–निर्देशन हेतु अनुरोध किया गया। विद्या–परिषद् के सदस्यों का मत था कि इस संबंध में नियमों का प्रारूप तैयार किया जाए और अनुमोदन के लिए विद्या–परिषद् की अगली बैठक में प्रस्तुत किया जाए।

(19) कुलसचिव महोदय ने संस्थान के शैक्षणिक मानकों में निर्देश, मूल्यांकन और सुधार की विधि के सन्दर्भ में सदन के विचार–विमर्श एवं दिशा–निर्देशन हेतु अनुरोध किया। सदन ने संस्थान द्वारा समय–समय पर शैक्षणिक मानकों के मूल्यांकन एवं सुधार हेतु किये जाने वाले प्रयासों को संतोषप्रद बताया एवं इस हेतु किये जाने वाले प्रयासों को सतत जारी रखने के निर्देश दिये।

(20) सदन द्वारा नवीन नियमित पाठ्यक्रमों हेतु भी शीघ्रातिशीघ्र पाठ्यसामग्री का निर्माण करवाने की सलाह दी गई।

अंत में माननीय कुलपति महोदय के प्रति धन्यवाद ज्ञापन के साथ बैठक समाप्ति की घोषणा की गई।

(विनोद कुमार कक्कड़)
कुलसचिव एवं गैर सदस्य सचिव

जैन विश्वभारती संस्थान,लाडनूँ

(मान्य विश्वविद्यालय)

आचार्य कालू कन्या महाविद्यालय

पाठ्यक्रम

बी.एससी. स्नातक विज्ञान वर्ग

सी.बी.सी. सिस्टम

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Distribution of Papers, Marks and Credit

Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 101	For Science Students Any Three of the following Course to offer Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**25**	**100**
	Chemistry-II				**20**		
	Chemistry-III				**20**		
BSC 102	**Physics-I**	**CE***	**4**	**15**	**20**	**25**	**100**
	Physics-II				**20**		
	Physics-III				**20**		
BSC 103	Mathematics-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Mathematics-II				**20**		
	Mathematics-III				**20**		
BSC 104	Botany-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Botany-II				**20**		
	Botany-III				**20**		
BSC 105	Zoology-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Zoology-II				**20**		
	Zoology-III				**20**		
JVB 101	General English	**Core Foundation(CF)**	**4**	**30**	**70**	**-**	**100**
JVB 102	अहिंसा एवं शांति (अहिंसा एवं अणुव्रत)	**Core Elective (CE)**	**4**	**30**	**70**		**100**
		Total	**20**	**105**	**300**	**95**	**500**

*** Either BSC 102 & 103 Or BSC 104 & 105**

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 201	For Science Students Any Three of the following Course to offer Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**25**	**100**
	Chemistry-II				**20**		
	Chemistry-III				**20**		
BSC 202	**Physics-I**	**CE***	**4**	**15**	**20**	**25**	**100**
	Physics-II				**20**		
	Physics-III				**20**		
BSC 203	Mathematics-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Mathematics-II				**20**		
	Mathematics-III				**20**		
BSC 204	Botany-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Botany-II				**20**		
	Botany-III				**20**		
BSC 205	Zoology-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Zoology-II				**20**		
	Zoology-III				**20**		
JVB201	जैन संस्कृति एवं जीवन मूल्य (अनिवार्य पत्र)	**Core Foundation(CF)**	**4**	**30**	**70**		**100**
JVB202	अहिंसा एवं शांति (मानवाधिकार एवं कर्त्तव्य)	**Core Elective (CE)**	**4**	**30**	**70**		**100**
		Total	**20**	**105**	**280**	**115**	**500**

*** Either BSC 202 & 203 Or BSC 204 &205**

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 301	For Science Students Any Three of the following Course to offer Chemistry-I	**Any Three** **CC**	**4**	**15**	**20**	**25**	**100**
	Chemistry-II				**20**		
	Chemistry-III				**20**		
BSC 302	**Physics-I**	**CE***	**4**	**15**	**20**	**25**	**100**
	Physics-II				**20**		
	Physics-III				**20**		
BSC 303	Mathematics-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Mathematics-II				**20**		
	Mathematics-III				**20**		
BSC 304	Botany-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Botany-II				**20**		
	Botany-III				**20**		
BSC 305	Zoology-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Zoology-II				**20**		
	Zoology-III				**20**		
JVB301	हिन्दी (अनिवार्य पत्र)	**Core Foundation(CF)**	**4**	**30**	**70**	**-**	**100**
JVB 302	Indian Culture	**Core Elective**	**4**	**30**	**70**		**100**
		Total	**20**	**105**	**320**	**75**	**500**

*** Either BSC 302 &303 Or BSC 304 &305**

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 401	For Science Students Any Three of the following Course to offer Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**25**	**100**
	Chemistry-II				**20**		
	Chemistry-III				**20**		
BSC 402	**Physics-I**	**CE***	**4**	**15**	**20**	**25**	**100**
	Physics-II				**20**		
	Physics-III				**20**		
BSC 403	Mathematics-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Mathematics-II				**20**		
	Mathematics-III				**20**		
BSC 404	Botany-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Botany-II				**20**		
	Botany-III				**20**		
BSC 405	Zoology-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Zoology-II				**20**		
	Zoology-III				**20**		
JVB 401	पर्यावरण (अनिवार्य पत्र)	**Core Foundation(CF)**	**4**	**30**	**50**	**20**	**100**
JVB 402	Modern Indian Thinkers and Social Reforms		**Core Elective**	**4**	**30**	**70**	**100**
		Total	**20**	**105**	**300**	**95**	**500**

*** Either BSC 402 &403 Or BSC 404 & 405**

Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 501	For Science Students Any Three of the following Course to offer Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**25**	**100**
	Chemistry-II				**20**		
	Chemistry-III				**20**		
BSC 502	**Physics-I**	**CE***	**4**	**15**	**20**	**25**	**100**
	Physics-II				**20**		
	Physics-III				**20**		
BSC 503	Mathematics-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Mathematics-II				**20**		
	Mathematics-III				**20**		
BSC 504	Botany-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Botany-II				**20**		
	Botany-III				**20**		
BSC 505	Zoology-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Zoology-II				**20**		
	Zoology-III				**20**		
JVB 501	**Basics of Computer (Compulsory Paper)**	**Core Foundation(CF)**	**4**	**30**	**50**	**20**	**100**
JVB 502	**Psychology (General Psychology-I)**	**Core Elective(CE)**	**4**	**30**	**50**	**20**	**100**
		Total	**20**	**105**	**280**	**115**	**500**

*** Either BSC 502 & 503 Or BSC 504 & 505**

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 601	For Science Students Any Three of the following Course to offer Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**25**	**100**
	Chemistry-II				**20**		
	Chemistry-III				**20**		
BSC 602	**Physics-I**	**CE***	**4**	**15**	**20**	**25**	**100**
	Physics-II				**20**		
	Physics-III				**20**		
BSC 603	Mathematics-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Mathematics-II				**20**		
	Mathematics-III				**20**		
BSC 604	Botany-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Botany-II				**20**		
	Botany-III				**20**		
BSC 605	Zoology-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Zoology-II				**20**		
	Zoology-III				**20**		
JVB 601	Vyaktitava Vikas & Yoga	**Core Foundation**	**4**	**30**	**70**		**100**
JVB 602	**Psychology (General Psychology-II)**	**Core Elective(CE)**	**4**	**30**	**50**	**20**	**100**
		Total	**20**	**105**	**280**	**115**	**500**

*** Either BSC 602 &603 Or BSC 604 & 605**

Distribution of Papers, Marks and Credit
Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 101	Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**25**	**100**
	Chemistry-II				**20**		
	Chemistry-III				**20**		

Chemistry-Paper-I : Inorganic chemistry

Objectives:

- To understand about shape of s,p,d,f orbitals and atomic structure.
- To develop critical understanding about comparative study of differet elements on the basis of periodicity .
- To promote awareness about principles related to atomic structure and chemical bonding.
- To know about molecular orbital theory of homo and heteronuclear compounds.

Unit 1 :Atomic structure

Idea of de Broglie matter waves, Heisenberg uncertainty principle, atomic orbitals, Schrodinger wave equation, quantum number, radial and angular wave functions and probability distribution curves, shapes of s, p, d orbitals, Aufbau and Pauli exclusion principles, Hund's multiplicity rule. Electronic configuration of the elements, effective nuclear charge.

Unit2 :Periodicityofp-blockelements & Chemistry ofnoblegases

Comparativestudyofp-blockelements:grouptrends,electronicconfiguration,atomicand ionicradii,ionizationenergy,electronaffinity,electronegativity,oxidationstates, inertpaireffect.

Introductionofnoblegases,Chemical propertiesofthenoble gases,compoundsofnoblegases,chemistryof xenon,structureand bonding of xenoncompounds.

Unit 3 :ChemicalBondingPartI

Introductionofchemicalbonding,propertiesofcovalentbond,valence bond theory and its limitations,directionalcharacteristics ofcovalentbond,hybridization, energeticsofhybridisation andshapesofdifferent moleculesandions,Valenceshellelectronpairrepulsion(VSEPR)theorytoSnCl2,H_3O^+,NH_3, H_2O,$TeCl_4$,ClF_3, ICl_2^-

Unit 4 : ChemicalBondingPartII

Linearcombinationofatomicorbitals,typesofmolecular orbitals,MOtheory for homonuclear molecules andions(H_2+toNe_2),molecular orbitaltheoryfor heteronuclear molecules (CO,NO)multicentre bonding inelectron deficientmolecules, bondstrength andbondenergy,dipolemoment,percentage ioniccharacterfrom dipolemomentandelectronegativitydifference.

Learning Outcomes: After complition the course student would able to:

- Explain the principles related to atomic structure, periodicity & chemical bonding.
- Plot and interpret probability distribution curves, electronic configuration, shapes of molecules and bonding structures.

- Identifies the relationship among periodicity of various elements and properties of chemical bonding.
- Classify the elements on the basis of atomic structure, periodicity and their basic properties.

Chemistry-Paper-II : Organic chemistry

Objectives:

- To understand about reaction mechanism of organic compounds.
- To aware about different types ofchemical reactions.
- To provide information about nomenclature of alkane and cycloalkane .
- To know about synthesis of alkenes and cycloalkenes .
- To acquaint about nomenclature and classification of Dienes and alkyns.

Unit-I :Mechanismoforganicreaction

Homolytic andheterolytic bondbreaking,Typesofreagents,electrofilesandnucleofiles.Typesoforganic reactions,energyconsiderations,reactiveintermediates-Carbocations,carbanions,free radicals,carbenes,arynesandnitrenes withexamples.Assigningformalchargesonintermediatesandotherionicspecies.Methodofdetermination ofreaction mechanism(productanalysis,intermediates,isotopeeffect,kineticandstereochemicalstudies)

Unit-II : Alkanes& Cycloalkanes

IUPACnomenclatureofbranchedandunbranchedalkanes.Thealkylgroup. Isomerisminalkanessources, methodsofformation(withspecialreferenceofWurtzreaction,Kolbereaction,CoreyHousereactionanddecarboxy lation ofcarboxylicacids.)Physicalpropertiesandchemicalreactionsofalkanes,Mechanism offreeradicalhalogenationsof alkanes,orientation,reactivityandselectivity.

Nomenclature,methodofformation,chemicalreactions,Baeyerstraintheoryanditslimitations.Ringstrain insmallrings(cyclopropaneandcyclobutane),theoryof strainlessrings.

Unit-III :Alkenes & Cycloalkenes

Nomenclatureofalkenes,methodsofformation,mechanismsofdehydrationofalcoholsanddehydrohalogenation ofalkylhalides,regioselectivity inalcoholdehydrations.TheSaytzeffrule,Hofmannelimination.Physicalpropertiesand relativestabilitiesofalkenes.Chemicalreactionsofalkenes— mechanisminvolvedinhydrogenations,Markownikoffsrule, hydroboration–oxidation,oxymercuration-reduction.Epoxidation,ozonolysis,hydration,hydroxylationandoxidationwith $KMnO_4$,polymerization ofalkenes.Subsititutionattheallylicandvinylicpositionofalkenes.Industrialapplicationsof ethyleneandpropene. Methodofformation,conformationandchemicalreactionsofcycloalkenes.

Unit-IV Dienes &Alkynes

Nomenclature andclassification ofdienes,isolated,conjugatedandcumulateddienes,Structureofallenesand butadiene,methodsofformation,polymerization,chemicalreactions,1,2and1,4-additions,Diels-Alderreaction. Nomenclature, structure andbonding inalkynes,methodsofformation.Chemicalreactionsofalkynes,acidityof alkynes.Mechanismofelectrofilicandnucleofilicadditionreactions,Hydroboration-oxidation,metal–ammoniareduction, oxidationandpolymerisation.

Learning Outcomes: After complition the course student would able to:

- Explain about reaction mechanism of organic compound.
- Know about synthesis of alkane and cycloalkanes .
- Classify various derivatives on the basis of isomerism, rules of reacitivity and theories.
- Apply the mechanism of chemical reaction for explaning chemical bonding, nomenclature of various compounds.

Chemistry-Paper-III :Physical chemistry

Objectives:

- To develop curiosity about mathematical concept and use of computer .
- To provide information about various laws and their implications .
- To aware about different states, Vander Waals equation and their derivations.
- To understand about liquid stage and classification of liquid crystals.

Unit I :Mathematical Concepts and Computer

Logarithmic relations, curve sketching, linear graphs and slopes **,**Differentiations of functions like k^x, e^x, x^n, sin x, log x: maxima and minima**,** Integration of some useful relevant functions: Permutations and combinations**,** Factorials and Probability **,**Application of computers in physical chemistry

Unit II :GaseousStates1

Gaseous lawsandtheirderivations,postulate ofkinetictheoryofgasesanditsderivation,deviationfrom idealbehavior,(withrespecttopressureandvolume),VanderWaalsequationofstate

Unit-III : GaseousStates2

Criticalphenomenon:PVisothermofrealgases,continuity ofstate,theisothermsofVanderWaals equation,relationshipbetweencriticalconstantandVander-Waalsconstant, thelawofcorrespondingstates,reduced equationofstate.

Rootmeansquare,averageandmostprobablevelocity.QualitativediscussionoftheMaxwell`sdistribution ofmolecular velocities,collisionnumber,meanfreepathandcollisiondiameter.Liquificationofgases.

Unit-IV :Liquidstate

Intermolecularforces,structureofliquids(aqualitativedescription).Structuraldifferencesbetweensolid, liquidandgases. Liquidcrystals:differencebetweenliquidcrystal,solidandliquid. Classification,structureandapplication ofliquidcrystal

Learning Outcomes: After complition the course student would able to:

- Plot and interpret various graphs, probability curves and structures of gaseous and liquid states.
- Explain logarithmic relations, root mean square and laws of corresponding liquid and gaseous states.
- Measure and calculate the differentiations of functions, collision number and probability to define various behavior of different states.

PRACTICALS

Inorganic chemistry

QualitativeAnalysis:Semimicroanalysis;separationandidentificationofthreecationsandthreeanions inthegiven inorganic mixture, specific testsforsome typical combination of acid radicals.

Physical chemistry

Viscosity, SurfaceTension

1. Todeterminethepercentagecompositionofagivenmixture(non-interactingsystems)by viscositymethod.
2. To determinethe relativeviscosityofgiven unknown organic liquid byviscometer.
3. To determinethe relativesurfacetension ofgivenunknown organic liquid bystalagmometer.
4. To determinethepercentagecomposition ofagivenbinarymixturebysurfacetension method.

Viva-VoceandRecord

Suggested Reading:

1. कार्बनिक रसायन, सुरेश आमेटा, एच.के. पाण्डे, एच.एस. शर्मा, पींकी बी. पंजाबी एवं भूपेन्द्र शर्मा हिमांशु पब्लिकेशन्स, उदयपुर
2. अकार्बनिक रसायन, ओझा, भोजक, कोठारी, चतुर्वेदी, एवं वी.के. स्वामी, रमेश बुक डिपो, जयपुर
3. प्रायोगिक रसायन, भार्गव, लवानिया, ओझा, रमेश बुक डिपो, जयपुर
4. भौतिक रसायन, शर्मा, भार्गव, गुप्ता, रमेश बुक डिपो, जयपुर
5. कार्बनिक रसायन, विजयश्री मनोज छंगाणी, अल्का पब्लिकेशन, अजमेर
6. अकार्बनिक रसायन, विजयश्री कोठारी छंगाणी, अल्का पब्लिकेशन, अजमेर
7. प्रायोगिक रसायन, छंगाणी, विजयश्री, खण्डेलवाल, अल्का पब्लिकेशन, अजमेर
8. अकार्बनिक रसायन, जी.के. रस्तोगी, यशपाल सिंह, कॉलेज बुक हाऊस, जयपुर
9. भौतिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाऊस, जयपुर
10. प्रायोगिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाऊस, जयपुर
11. अकार्बनिक रसायन, लवानिया, गुप्ता, ओझा, बंसल, रमेश बुक डिपो, जयपुर

Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 102	Physics-I	CE*	4	15	20	25	100
	Physics-II				20		
	Physics-III				20		

Physics-Paper-I:MECHANICS – I

Objectives:

- To understand the physical laws and frames of reference.
- To aware the concept of special theory of relativity.
- To develop knowledge about conservation law.
- To give information about rigid body dynamics.

UNIT-I Physical Laws and Frames of Reference:

Inertial and non-inertial frames, examples. Transformation of displacement, velocity and acceleration betweendifferent frames of reference involving translation. Galilean transformation and invariance of Newton's law. Noninertialframes, fictitous or pseudo forces, Transformation of displacement, velocity and acceleration betweenrotating co-ordinate systems, centrifugal acceleration, Coriolis force and its applications, Motion relative to earth.Foucault's pendulum

UNIT-II Special Theory of Relativity:

Postulates of special theory of relativity. Lorentz transformations, Addition of velocities and acceleration, Timedilation and length contraction. Variation of mass with velocity, Relativistic energy and mass energy relation.

UNIT-III Conservation Laws:

Conservative forces. Potential energy. Potential energy in gravitational and electrostatic field. Rectilinear motionunder conservation forces. Discussion of potential energy curves and motion of a particle. Conservation of angularmomentum about an arbitrary point, Precessional motion of spinning top, Spin precession in constant magneticfield.

UNIT-IV Rigid Body Dynamics:

Equation of motion of a rotating body, inertial coefficients, case of J not parallel to w, kinetic energy of rotation andidea of principle axis. Calculation of moment of inertia of a disc, spherical shell, hollow and solid spheres andcylindrical objects (cylindrical shell, solid cylinder) about their symmetric axis through centre of mass.

Learning Outcomes: On completion of the course students would able to:

- Applies relative motion Property.
- Discuss on the Parameters defining the motion of mechanical systems.
- Classify the interaction of forces between solids in mechanical systems.
- Describe the rigid body dynamics.
- Calculate the moment of inertia about symmetric axis & CM.

Suggested Readings :

1. Berkeley Physics Course Vol. 1, Mechanics (Mc Graw-Hill)
2. The Feynman Lecures on Physics, Vol. 1, R.P. Feynman R.B. Ligton and M.Sands (Narosa Publishing House)
3. P.Khandelwal - Oscillation and Waves, (Himalaya Publishing House, Mumbai)
4. R.S. Gambhir - Mechanics (CBS Publishers and Distributors, New Delhi)
5. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, 2015–16, यांत्रिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली

Physics-Paper-II :MECHANICS – II

Objectives:

- To understand the centre of mass frame.
- To aware the concept of motion under central forces.
- To develop knowledge about elasticity-I .
- To give information about elasticity-II and its examples.

UNIT-I Centre of mass frame:

Centre of mass, Two particle System, motion of centre of mass and concept of reduced mass, Conservation ofenergy and linear momentum, Collision of two particles in one and two dimensions (elastic and inelastic), Analysisof collision in centre of mass frame. Slowing down of neutrons in moderator. System with varying mass. Angularmomentum and charged particle scattering by a nucleus as an example.

UNIT-II Motion under central forces:

Motion under central force, Gravitational interaction, Inertial and gravitational mass. General solution undern gravitational interaction. Rutherford scattering. Discussion of trajectories. Cases of elliptical and circular orbits.Kepler's laws,

UNIT-III Elasticity-I:

Elasticity, Small deformations, Young's modulus, Bulk modulus and Modulus of rigidity for an isotropic solid,Poisson's ratio, relation between elastic constants. Elastic theorems.

UNIT-IV Elasticity-II:

Theory of bending of beams and Cantilever, Torsion of a cylinder, Bending moments and Shearing forces.Experimental determination of elastic constants by bending of beam.

Learning Outcomes: After complition the course student would able to:

- Describe center of mass.
- Applies the vector theorems of mechanics.
- Classify the analytical mechanics.
- Use of theory of bending of beam & cantilever to determine the deformation.
  Differentiating various elastic coefficients.

Suggested Readings :

1. Berkeley Physics Course Vol. 1, Mechanics (Mc Graw-Hill)
2. The Feynman Lecures on Physics, Vol. 1, R.P. Feynman R.B. Ligton and M.Sands (Narosa Publishing House)
3. P.Khandelwal - Oscillation and Waves, (Himalaya Publishing House, Mumbai)
4. R.S. Gambhir - Mechanics (CBS Publishers and Distributors, New Delhi)
5. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, 2015–16, यांत्रिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली

Physics-Paper-III:ELECTROMAGNETISM – I

Objectives:

- To understand the vector field and vector theory.
- To aware the concept of curl and the field of stationary charge.
- To develop knowledge about the field of moving charge.
- To give information about the magnetic field.

UNIT -I Vector Fields:

Partial derivative. Gradient of a scalar function. Line integral of a vector field. Divergence of a vector field.Divergence in the Cartesian coordinates, Concept of solid angle. Gauss divergence theorem, Gauss law indifferential form, Gauss law from inverse square law, physical meaning of divergence of a vector, The Laplacianoperator. Possion's and Laplace equations.

UNIT -II Curl and the Field of Stationary Charge:

Curl of a vector field, curl in Cartesian coordinates, Stoke's theorem, physical meaning of curl. Potential differenceand potential function. Potential energy of a system. Application: energy required to build a uniformly chargedsphere. Classical radius of the electron, potential and field due to a short dipole, torque and force on a dipole in a Zexternal field.

UNIT -III The Field of Moving Charge:

Magnetic force, Measurement of charge in motion, Invariance of charge. Electric field measured in different framesof reference, Field of a point charge moving with constant velocity, Force on a moving charge, Interaction between amoving charge and other moving charges.

UNIT – IV The Magnetic Field:

The definition of magnetic field, properties of the magnetic field. Ampere's circuital law with applications.Ampere's Law in the differential form. Vector potential. Poissions equation for vector potential. Field of any currentcarrying wire and deduction of Bio-Savart law.

Learning Outcomes: After complition the course student would able to:

- Describe the basic mathematical concepts related to electromagnetic vector fields.
- Discuss about the principles of electrostatics.
- Applies the principles of magneto statics.
- Differentiation between electric field and electric potential.
- Calculate boundary conditions.

Suggested Readings :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, 2015–16, विद्युत चुम्बकत्व, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली

Physics Practical: I

1. To study the variation of power transfer to different loads by a D.C. source and to verify maximum powertransfer theorem.
2. To study the variation of charge and current in a RC Circuits with different time constant (using a DCsource).
3. To study the behaviour of an RC Circuits with varying resistance and capacitance using AC mains as aPower source and also to determine the impedance and phase relations.
4. To study the rise the decay of current in an LR circuit with a source of constant emf.
5. To study the voltage and current behavior of an LR circuit with an AC power source. Also, determine power factor, impedance and phase relations.
6. To study the characteristics of a semiconductor junction diode and determine forward and reverseresistances.
7. To study the magnetic field along the axis of a current carrying circular coil. Plot the necessary graph andhence find the radius of the circular coil.
8. To determine the specific resistance of a materials and determine difference between two small resistanceusing Carey Foster's bridge.
9. To convert galvanometer into an ammeter of a given range.
10. To convert galvanometer into a voltmeter of a given range.
11. Any experiment according to theory paper.

Suggested Readings :

1. प्रभा दशोरा, 2015, प्रथम वर्ष प्रायोगिक भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली

Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 103	Mathematics-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Mathematics-II				**20**		
	Mathematics-III				**20**		

Mathematics -Paper-I : Discrete Mathematics-I

Objectives:

- Discuss about the set, Relation and function-Binary Relation.
- To aware about the Boolean Algebra- Lattices and Algebraic Structure.
- Understand the Logic and Propositional Calculation.
- To discuss about duality.

Unit 1 : Sets, Cardinality, Principal of inclusion and exclusion, Mathematical induction. Relations and Functions- Binary relations, Equivalence relations and Partitions, Partial ordered relations and Lattices, Chains and Antichains, Pigeon Hole principle.

Unit 2: Boolean Algebras- Lattices and Algebraic structure, Duality, Distributive and Complemented Lattices. Boolean Lattices, Boolean functions and expressions.

Unit 3 ; Fundamental theorem of arithmetic, divisibility in Z, Congruences, Chinese Remainder Theorem, Euler's function, primitive roots.

Unit 4: Logic and Propositional Calculus, Propositions, Simple and compound, Basic Logial _,--eperations, Truth tables, Tautolo ies and contradictions Propositional Functions. quantifiers.

Learning Outcomes: After complition the course student would able to:

- Classify the terms set, Relation and function-Binary Relation.
- Interpret the Boolean Algebra- Lattices and Algebraic Structure.
- Solve the Fundamental Theorem of Arithmetic, Euler's Function.
- Calculate the Logic Problem.
- Describe the duality property.

Suggested Reading :

1. V.K.Balakrishnan, Introductory Discrete Mathematics, Prentice-Hall, 1996.
2. J.P. Tremblay and R. Manohar, Discrete Mathematical Structures with Applications to Computer Science, McGraw-Hill Book Co., 1995.
3. C.L. Liu, Elements of Discrete Mathematics, (Second Edition), McGraw Hill, International Edition, 1986.

4. Kenneth H. Roson, Discrete Mathematics and Its Applications, Tata Mc-Graw Hiils, New Delhi, 2003.
5. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड़, जितेन्द्र सैनी,विविक्त गणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
6. जी.सी. गौखरू सैनी, विविक्त गणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics -Paper-II : Differential Calculus

Objectives:

- To understand the series and type of series.
- To aware the concept of curvature.
- To develop knowledge about the partial differentiation.
- To give information about the conic section.

Unit I: Series — Infinite series and Convergent series. Tests for convergence of a series —Comparison test, D'Alembert's ratio test, Cauchy's n-th root test, Raabe's test, De-Morgan-Bertrand's test, Cauchy's condensation test, Gauss's test, (Derivation of tests is not required). Alternating series. Absolute convergence. Taylor's theorem. Maclaurin's theorem.

Unit 2: Derivative of the length of an arc. Pedal equations. Curvature — Various formulae, Centre of curvature and Chord of curvature.

Unit 3 : Partial differentiation. Euler's theorem for homogeneous functions. Chain rule of partial differentiation. Total differentiation, Differentiation of implicit functions.

Unit 4: Envelopes and evolutes, Maxima and Minima of functions of two variables. Lagrange's method of undetermined 'multipliers. Asymptotes. Multiple poants. Curve tracing of standard curves (Cartesian and Polar curves).

Learning Outcomes: After complition the course student would able to:

- Identify the Test of convergence of a series.
- Calculate the Derivative of the Length of an Arc, Pedal Equation.
- Classify the Partial Differentiation.
- Use of theory of Envelopes and Evaluate Maxima & Minima of Functions of Two Variables.
- Calculate the Euler Theorem for Homogeneous Functions.

Suggested Reading:

1. Chandrika Prasad and Gorakh Prasad, A Text Book on Differential Calculus, Pothishala Pvt. Ltd., Allahabad, 1992.
2. Slituiti Narayan and P.K. Mittal, Differential Calculus, S. Chand & Co., N. D., 2013.
3. H.S.Dhami, Differential Calculus, Age Int. Ltd., New Delhi, 2012.
4. M. J. Strauss, G. L. Bradley and K. J. Smith, Calculus (3rd Edition), Dorling Kindersley (India) Pvt. Ltd. (Pearson Education), Delhi, 2007.
5. H. Anton, 1. Bivens and S. Davis, Calculus (7th Edition), John Wiley and sons (Asia), Pt Ltd., Singapore, 2002.
6. G.B. Thomas, R. L. Finney, M. D. Weir, Calculus and Analytic Geometry, Pearson Education Ltd, 2003.
7. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड़, जितेन्द्र सैनी, अवकलन गणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
8. जी. सी. गौखरू सैनी, अवकलन गणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics -Paper-III : Analytic Geometry I

Objectives:

- To understand the polar equation of conics.
- To aware the concept of circle of conics.
- To develop knowledge about the sphere and cone.
- To give information about the cylinder.

Unit I : Polar equation of conics, Polar equation of tangent, normal and asymptotes,

Unit 2 chord of contact, auxiliary circle, director circle of conics

Unit 3: Sphere, Cone,

Unit 4 ; Cylinder

Learning Outcomes: After complition the course student would able to:

- Discuss on the Concept of Polar Equation of Conics.
- To understand the 2-D & 3-D Geometry of Sphere and Cone.
- To identify the Polar Equation of Tangent.
- To understand the 2-D & 3-D Geometry of cylinder

Suggested Reading :

1. N.Saran and R.S.Gupta, Analytical geometry of Three Dimenssions, Pothishala Pvt. Ltd., Allahabad, 1992.
2. P.K. Jain and Khalil Ahmed, A Text Book of Analytical geometry of Three Dimenssions, Wiley-Eastern Ltd., 2000.
3. बी.एल. चौरसिया, संजीव त्यागी, अनिल शर्मा, बी. एल. जांगीड़, जितेन्द्र सैनी,एनालिटिक ज्यामिती, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
4. जी.सी. गौखरू सैनी,, एनालिटिक ज्यामिती, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 104	Botany-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Botany-II				**20**		
	Botany-III				**20**		

Botany -Paper-I :MICROBIOLOGY

Objectives:

- To learn about the history, discovery, concept and applications of microbiology.
- To understand the ultra structures and classification of bacteria
- To know the structural component, cycle of life, reproduction of viruses with their diseases.
- To comprehend the basic concept of food spoilage and food preservation
- To aware the economic importance of bacteria and viruses

UNIT I: History and development of Microbiology

History and development of Microbiology; contribution of eminent scientists (Antony Van Leeuwenhoek, Louis Pasteur, Robert Koch, Elie Metchnikoff, Paul Ehrlich, Alexander Flemming, Selman A. Waksman, Edward Janner), spontaneous generation, biogenesis, germ theory of disease, vaccination and discovery of antibiotics, concept of quorum sensing and biofilms, microbial nutrition and scope of microbiology

UNIT II: Bacteria .

General characteristics, occurrence, classification, ultra structure of Bacterial cell: morphology (structure and shapes), flagella, capsule, nutritional types, chromatin material. Reproduction-vegetative, asexual and sexual (transformation, conjugation and transduction), Comparison of Archaebacteria and Eubacteria, Gram positive and Gram negative Bacteria, Cyanobacteria: Cell structure, reproduction and life history of *Nostoc*.

UNIT III: Viruse and Mycoplasma

Discovery, classification and structural component of Viruses, replication, lytic and lysogenic cycle, Bacteriophages, Structure and reproductive cycle of TMV and Pox virus, Transmission of viruses, Mycoplasma: Occurrence, morphology, reproduction and importance.

UNIT IV: Economic importance of bacteria and Viruses

Economic importance of bacteria with special reference to their role in agriculture, industry, waste management and biocontrol. Economic importance of viruses with special reference to vaccine production, role in research and medicine. Probiotics. Basic concept of food spoilage and food preservation.

Learning Outcomes: After complition the course student would able to

- Understand the ultra structures and classification of bacteria
- Describe the structural component, cycle of life, reproduction of viruses with their diseases.
- Discuss the history, discovery, concept and applications of microbiology.
- Comprehend the basic concept of food spoilage and food preservation
- Explain the economic importance of bacteria and viruses

Suggested Readings:

- Agrawal, K. and Sharma, J. 2014. A Text book of Mycology, Microbiology and Plant Pathology. CBH publisher, Jaipur.
- Aneja, K. R. 2003. Experiment in Microbiology, Plant Pathology and Biotechnology. New age international (P) Ltd. Publishers, New Delhi.
- Biswas, S. B. and Biswas, A. 2000. An introduction of Viruses. Vikas publications, New Delhi.
- Dubey, R. C. and Maheshwari, D. K., 2002. A Text Book of Microbiology. S. Chand and Co., New Delhi.
- Kumar, H. D. and Kumar, S. 1998. Modern Concepts of Microbiology. Vikas publishing house Pvt. Ltd., New Delhi.
- Madahar, C. L. 2001. Introduction of Bacteria. Mc Graw Hill Edu. Pvt. Ltd., London.
- Mckane, L. and Judy, K. 1996. Microbiology: Essentials and Applications**.** McGraw Hill, New York.
- Pandey, S. N. and Trivedi, P. C. 2005. A text book of Fungi, Bacteria and Virus. Vikas Publishing House, New Delhi.
- Pelczar, M.J. Microbiology. *5th edition***,** Tata Mc Graw-Hill Co., New Delhi.
- Presscott, L., Harley, J. and Klein, D. 2005. Microbiology**.** 6th edition**,** Tata Mc Graw-Hill Co., New Delhi.
- Purohit, S. S. 2002. Microbiology. Agro. Bot. Publication, Jodhpur.
- Sharma, P. D. 2003. Microbiology and Pathology. Rastogi Publication, Meerut.
- Singh, V. and Srivastava, V. 1998. Introduction of Bacteria. Vikas Publication, New Delhi.
- Singh, R. P. 2010. Microbiology. Kalyani Publishers, New Delhi.

Botany -Paper-II :ALGAE AND LICHENS

Objectives:

- To know the characteristics, structure, habitat, types and evolution of algae
- To understand various aspects of photosynthetic pigments with special reference to chlorophyll and xanthophylls.
- To learn about the characteristics with reference of examples of phaeophyceae and Rhodophyceae
- To get aware the economic importance of algae
- To get knowledge about the life cycle and economic importance of lichens.

UNIT I: **Basics of algae**

General characters, classification of algae (Fritsch, Smith), diversity in habitat, range of vegetative thallus organization, cell structure photosynthetic pigments and reserve food material, Reproduction: vegetative, asexual and sexual, evolution of sex in algae**,** types of life cycles.

UNIT II: Chlorophyceae and Xanthophyceae

Chlorophyceae: General characteristics, thallus organization, cell structure, reproduction and life cycle of *Chlamydomonas, Volvox, Chara.*

Xanthophyceae: General characteristics, *Vaucheria*: Thallus organization, cell structure, reproduction and life cycle.

UNIT III: Phaeophycae and Rhodophyceae:

Phaeophycee: General characteristics, *Ectocarpus*: Thallus organisation, cell structure, reproduction and life cycle.

Rhodophyceae: General characteristics*, Polysiphonia*: Thallus organisation, cell structure, reproduction and life cycle.

UNIT IV: Lichens

Economic importance of algae, isolation and culture of algae. Lichens: General characters, types, structure, multiplication, reproduction and economic importance, its importance as colonizers and indicators of environment.

Learning Outcomes: After complition the course student would able to:

- Describe various aspects of photosynthetic pigments with special reference to chlorophyll and xanthophylls.
- Differentiate the characteristics of phaeophyceae and Rhodophyceae
- Explain characteristics, structure, habitat, types and evolution of algae
- Interpret the economic importance of algae
- Comprehend the life cycle and importance of lichens

Suggested Readings:

1. Bold, H. C. and Wayne, M. J. 1996. Introduction to Algae. 2nd Edition. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
2. Ghemawat, M. S., Kapoor, J. N. and Narayan, H. S. 1976. A Text book of Algae. Ramesh Book Depot., Jaipur.
3. Gilbart, M. S. 1985. Cryptpogamic Botany. Vol. I and II second edition. Tata McGra Hill Publishing Co. Ltd., New Delhi.
4. Kumar, H. D. 1998. Introductory Phycology. Affiliated East-West Press Ltd., New York.
5. Lee, R.E. 2008. Phycology. Fourth Edition, Cambridge University Press, USA.
6. Sambamurthy, A.V.S.S. 2006. A Textbook of Algae**.** I. K. International Pvt. Ltd., New Delhi.

7. Singh.V., Pandey, P. C. and Jain, D. K. 2001. A Text book of Botany. Rastogi Publication, Meerut.
8. Thakur, A. and Bassi, S., 2007. Diversity of microbes and Cryptogams. S. Chand and Co., New Delhi.
9. Van den Hoek, C., Mann, D.J. and Jahns, H.M. 1995. Algae: An introduction to Phycology. Cambridge Univ. Press., England.
10. Vashitha, B. R. 2002. Botany for degree students (Algae and Bryophytes). S. Chand and Co. Ltd., New Delhi.

Botany -Paper-III: Mycology and Plant Pathology

Objectives:

- To understand general characteristics, classification, structure, reproduction of fungi.
- To learn about general diseases caused by fungi, bacteria, viruses in plants
- To know general characteristics of oomycetes, zygomycetes
- To gain knowledge about other classes i.e. ascomycetes, basidiomycetes and deuteromycetes with examples.
- To understand the general characteristics of deuteromycetes

UNIT I:

Fungi : General characteristics, classification (Alexopoulus and Mims's), thallus, cell structure, nutrition, asexual, sexual reproduction, homothallism, heterothallism and heterokaryosis.

Plant disease:Biotic and abiotic diseases,important symptoms caused by fungi, bacteria,virus andMLOs(Blight,mildew,Downy mildew and green ear, rust, smut, canker ,mosaic, little leaf, gall) etc.

UNIT II:

General account of class chytridiomycetes, general characteristics, structure and life cycles/disease cycles of members of oomycetes and zygomycetes with special reference to the
genera: *Albugo* (white rust disease) *, Sclerospora* (Downey mildew/Green ear disease) .

UNIT III:

General characteristics, structure and life history/disease cycle of class Ascomycetes Basidiomycetes and Deuteromycetes with special reference to the genera: *Aspergillus,Claviceps(ergot disease), Peziza, Puccinia (rust disease) and Agaricus.*

UNIT IV:

General characteristics and structure and life cycle of class Deuteromycetes with special references to *Alterneria (early blight of potato disease),* sex degeneration in fungi and economic importance of fungi.

Learning Outcomes: After complition the course student would able to:

- Understand general characteristics, classification, structure, reproduction of fungi.
- Discuss general characteristics of oomycetes, zygomycetes
- Get knowledge about other classes i.e. ascomycetes, basidiomycetes and deuteromycetes .
- Larn about general diseases caused by fungi, bacteria, viruses in plants
- Classify the division Fungi.

Suggested Readings:

- Alexopoulos, C.J. and Mims, C.V. 1988. Introductory Mycology. John Wiley and Sons, New York.
- Dubey, H.C. 1989. Fungi. Rastogi publication, Meerut.
- Pandey, S. N. and Trivedi, P. S. 1994. A text book of Fungi, Bacteria and Virus. Vikas Publishing House, New Delhi.
- Sarabhai, R.C. and Saxena, R.C. 1990. A textbook of Botany. Rastogi publication, Meerut.
- Vashishta, B. R. 2001. Botany for degree student's Fungi. S. Chand and company, New Delhi.

- Webster, J. and Weber, R. 2007. Introduction to Fungi. 3rd edition, Cambridge University Press, Cambridge.

PRACTICAL I

1. Introduction of handling and maintenance of laboratory equipments.
2. The components, use and care of compound microscope.
3. Study of the types of bacteria from temporary/permanent slides.
4. Introduction of techniques of slide preparation, stain preparation and staining.
5. Gram's staining of bacteria from curd.
6. Preparation of microbiological culture media (potato dextrose agar, nutrient agar).
7. Isolation of bacteria from soil..
8. Study of vegetative and reproductive structures of: *Nostoc, Chlamydomonas Volvox,Chara, Voucheria, Ectocapus, Polysiphonia.*
9. Study of different types of lichens.
10. Nuclear staining of filamentous fungi.
11. Preparation of slides and study of following genera through temporary mounts and permanent slides:
12. *Albugo, Aspergillus, Claviceps, Peziza, Puccinia, Agaricus Alternaria* .
13. Study of plant diseased specimens caused by fungi, viruses, bacteria and mycoplasma.
14. Measurement of fungal extracellular enzymes..
15. Collection, identification and submission of minimum 3 diseased specimens.

Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 105	Zoology-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Zoology-II				**20**		
	Zoology-III				**20**		

Zoology- Paper-I: Life and Diversity of animals - Nonchordata-I

Objectives:

- To discuss the animal kingdom.
- To understand the general characteristics and Classification of Phylum protozoa.
- To develop the general characteristics and Classification of Phylum porifera.
- To understand the general characteristics and Classification of Phylum platy helminthes
- To understand the external features and life cycle of fasciola.

Unit I: Principles of Taxonomy:

1.1 Nomenclature system, Binomial nomenclature, Trinomial nomenclature, Rules of nomenclature

1.2 Concept of five kingdoms, Levels of Organisation, Basis of classification (Number of Cells, Symmetry, Coelom, Embryogeny, Segmentation)

Unit II:

2.1 Phylum Protozoa

Salient features and classification of Protozoa up to Class

Type study – Paramecium (Salient Features, Locomotion, Nutrition and Reproduction)

2.2 Phylum Porifera

Salient features and classification of Porifera up to Class

Type study- Sycon Canal system of Sponges Skeletal System

Unit III

3.1 Phylum Coelenterata

Salient features and classification of Coelenterata up to Class

Type study – Obelia(External Features, Nutrition, Excretion, Reproduction)

Polymorphism inCoelenterates

UNIT IV

4.1 Phylum Platyhelminthes

Salient features and classification of Platyhelminthes up to Class Type study- Taenia(External features and life cycle)

Type study- Fasciola (External Features and Life Cycle)

Learning Outcomes: After complition the course student would able to:

- Understand general taxonomic rules on animal classification, the principles and methods of taxonomy, the Levels of structural organization and the Basis of Classification -Coelom, symmetry, segmentation and its types.
- Classify the phylum Protozoa, Porifera & Coelenterata using examples, Understand the Locomotion in Protozoa, canal system of sponges, Coral and coral reefs & economical importance of Protozoa, Porifera.
- Clarify the external features and life cycle of fasciala.
- Discuss the sycom canal sysem of sponges skeletal system.
- Describe salient features & classification of coelenterate up to class

Zoology- Paper-II: Life& Diversity of Animals Nonchordata- II

Objectives:

- To discuss the general characteristics and Classification of Phylum Annelida .
- To understand the general characteristics and Classification of Phylum Arthropod.
- To understand the general characteristics and Classification of Phylum Echinodermata.
- To understand the general characteristics and Classification of Phylum Hemichordate.
- To classify the general characteristics and classification of Phylum Mollusa.

Unit I:

1.1 Annelida:

General characters and outline classification up to classes with examples.

Type-study: Morphology, Digestive, Excretory, & Reproductive systems of leech

1.2 Arthropoda:

General characters and outline classification up to classes with examples.

Type Study: Palemon: -Morphology, Digestive, Excretory, & Reproductive systems.

Unit II:

2.2Mollusca:

General characters and outline classification up to classes with examples.

Type Study:Pila: External characters, Skeletal, Digestive, Respiration,& Reproductivesystems.

Unit III:

3.1Echinodermata:

General characters and outline classification up to classes with examples.

Type Study: Asterias (External characters, Skeletal, Digestive, Respiration, & Reproductive systems)

Unit IV:

a. **Hemichordata:**

General characters and outline classification up to classes with examples.

4.2 Salient features of Balanoglossus

Learning Outcomes: After complition the course student would able to:

- Classify Phylum Annelida with taxonomic keys, and a basic idea of parasitic adaptations.
- Write down the classification and characteristics of Phylum Arthropoda,
- Write down the classification and characteristics of Phylum Mollusca Echinodermata & Hemichordata and Understand the process of pearl formation and water vascular system of star fish.
- Describe in the productive system of Leech.
- Classifiy in salient features of banlanoglessus

Zoology- Paper-III: Cell Biology

Objectives

- To understand the structures and purposes of basic components of prokaryotic and eukaryotic cells, especially macromolecules, membranes, and organelles
- To understand how these cellular components are used to generate and utilize energy in cells
- To understand the cellular components underlying mitotic cell division.

- ❖ To develop the structure an function of mitochondria
- ❖ To identify the lysosome structure polymorphism and function

Unit – I

1.1 Introduction to cell: Size, shape, ultra structure and characteristics of prokaryotic and eukaryotic cell

1.2 Endoplasmic reticulum: Types, Ultra structure and functions

1.3 Golgi complex: Ultra structure and functions

Unit – II

2.1 Structure and Function of mitochondria;

2.2 Lysosome: Structure, polymorphism and functions

Unit – III

3.1 Cytoskeleton: Organization and functions of Centrosome, Cilia and Flagella

3.2 Cell- communication: types of Cell Junctions

3.3. Cell proliferation: Events in different phases of cell cycle

Unit – IV

4.1 Ribosome: Structure, Types, Lake's model and functions

4.2 Mitosis (Different Phases and Significance)

4.3 Meiosis (different phases and significance)

Learning Outcomes: After complition the course student would able to:

- ❖ Develop an understanding of the cytoskeleton and cell membrane
- ❖ The cell cycle, structure of mitochondria and types of cell divisions.
- ❖ Students are able to discuss the cell, structure of ribosome, lysosome and golgi complex.
- ❖ Students are able to discuss the endoplasmic recticulum structure .
- ❖ Studetns are able to classify in structure and function of mitochondria

Practical

Zoology: PRACTICAL Based on paper I, II and III

Notes:

1. With reference to whole mounts and museum specimens, in case of unavailability of certain animal types, diagrams, photographs, models and digital techniques etc. should be substituted. Study will include classification (up to orders) with diagnostic characters and comments.
2. Candidates will keep a record of all work done in the practical class.

Paper-I: Life and Diversity of Animals- Nonchordata – I (Protozoa to Aschelminthes)

I. Microscopic Techniques : Organisation and working of optical microscopes: Dissecting and Compound Microscope:

II. Study of museum specimens (Classification of animals up to orders)

I. Protozoa: Euglena, Volvox, Elphidium (Polystomella), Foraminiferous shell, Monocystis, Opalina, Paramoecium, Paramoecium showing Binary fission, Paramecium Conjugation, Balantidium, Nyctotherus, Vorticella

II. Porifera: Sycon, Leucosolenia, Hyalonema, Euplectella, Spongilla
III. Coelenterata : Obelia Colony & Medusa, Millepora, Physalia, Vellela, Aurelia, Alcyonium, Gorgonia, Pennatula, Metridium, Stone Corals
V. Aschelminthes : Ascaris, Drancunculus, Ancylostoma, Wuchereria

2. Study of Permanent Slides

I. Porifera: Sponge gemmules, Sponge spicules,V.S. Sycon, T.S. Sycon,
II. Coelenterata: Obelia medusa, Obelia Colony
III. Platyhelminthes: Miracidium, Sporocyst, Redia and Cercaria, Metacercaria larvae of Fasciola, Hexacanth and Onchosphere larvaa of Taenia solium, Scolex ofTaenia, Mature and gravid proglottids ofTaenia solium.

3. External features and Anatomy through audio visual presentation

I. Cockroach: External features, Mouth parts, Digestive, nervous and reproductive system
II. Earthworm: External Features, Digestive, nervous and reproductive system

Paper-II : Life and Diversity of Animals – (Annelida to Hemichordata)

1. Study of museum specimens (Classification of animals up to orders)

I. Annelida: Nereis, Heteronereis, Aphrodite, Chaetopterus, Arenicola,

I. Arthropoda: Peripatus, Lepus, Palemon, Eupagurus (hermit Crab), Carcinus (Crab), Scolopendra, Julus, Scorpion, Spider, Limulus, Cysticerca/Locust, Dragonfly, Queen Termite, Cymax, Moth/ Butterfly,

II. Mollusca : Chiton, Dentalium, Cyprea, Pila, Aplysia, Mytilus, Pincteda, Loligo, Sepia, Octopus, Nautilus
III. Echinodermata: Antedon, Asterias, Ophiothrix, Echinus, Holothuria
IV. Hemichordata: Balanoglossus

2. Study of permanent slides

I. Annelida: Parapodia of Nereis, T.S. of Leech through Buccal Cavity and Crop II. Arthropoda: Crustacean Larvae- Nauplius, Zoea, Metazoea, Megalopa, Mysis III. Mollusca: Veliger and Glochidium larvae, T.S. of Unio Shell
IV. Echinodermata: T.S. of arm of star fish
V. Hemichordata: Balanoglossus through collar and proboscis

3. Audiovisual demonstration

I. Prawn: Appendages, digestive, Nervous and Reproductive system, Statocyst, Hastate Plate
ii. Pila: Nervous system, Osphradium, Gills, Radula

Paper III: Cell Biology

1. Study of pictures of ultra structure of prokaryotic cell & eukaryotic cell
2. Demonstration of mitosis cell division in onion root tips by squash method
3. Demonstration of meiosis through audio visual Presentation
4. Study of mitochondria in Buccal Epitheli

Suggested Reading:

Life and Diversity of Animals – Non Chordates-I & II

1. Barnes, R. (1981). Invertebrate zoology. *W. B. Saunders Co*

2. Barrington, E. W. J. (1969). Invertebrate structure and function. *ELBS*
3. Barradaile L.A. & Potts F.A.The Invertebrate
4. Jordan, E. L. & Verma, P. S. Invertebrate Zoology. *S. Chand & Co*.
5. Kotpal, Agrawal&Khetrapal. Modern Text Book of Zoology - Invertebrates,
6. Puranik P.G. & Thakur R.S.Invertebrate Zoology
7. Majupuria T.C. Invertebrate Zoology
8. Dhami & Dhami. Invertebrate Zoology
9. Parker & Hashwell, Textbook of Zoology Vol. I (Invertebrates) A.Z.T.B.S. Publishers
10. R.L. Kotpal, 2007, Phylum Protozoa to Echinodermata (series), Rastogi and Publication, Meerut
11. Vidyarthi – Text Book of Zoology, Agrasia Publishers, Agra
12. Marshal & Williams. Text book of zoology.
13. Boolotin & Stiles. College zoology. MacMillan
14. Kohli, Triguranayati, 2007, Invertebrate, R.B.D. Publishing House, Jaipur

Practical Books

15. A manual of Practical Zoology Invertebrates – P. S. Verma
16. Dr. S.S. Lal Practical Zoology Invertebrates 9th edition,Rastogi Publication Meerut & Distributors, New Delhi

Suggested Reading :Cell Biology:

1. Alberts et al (2001). Molecular biology of the cell. Garland publications.
2. De Robertis, E. D. P. & De Robertis, E. M. F. (1987). Cell and molecular biology. Lea & Febiger Intl. ed.
3. Powar, C. B. (1986). Cell biology. Himalaya Publ.
4. Burke, J. D. C. (1970). Cell biology. *William & Wilkins Co*
5. Dr. S.P. Singh, Dr. B.S. Tomar., Cell Biology 9th revised edition, Rastogi Publication, Meerut
6. Gupta P.K., Cell and Molecular Biology, Rastogi Publication, Meerut
7. Veer Bala Rastogi. Introduction to Cell Biology, Rastogi Publication, Meerut
8. Verma and Agrawal .Concepts of Cell Biology
9. Narendra Jain, Maya Singh, Shikha Patni, S.K. Singh, 2016, Cell Biology and Genetices, College Book Center, Jaipur
10. K.C. Soni, 2008, Cell Biology and Genetices, College Book Center, Jaipur

Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A. (Continouns Internal Assesment)	Theory+Practical	Total
JVB 101	General English	**Core Foundation(CF)**	**4**	**30**	**70**	**100**

Objective:

1. Students will be able to recognize and understand the meaning of targeted grammatical structures in written and spoken form.
2. Students will practice the grammar skills involved in writing sentences and short paragraphs.

Unite -I Grammar and Usage :

1. Parts of Speech
2. Basic Sentence Patterns
3. Sentences beginning with 'It' and 'There'
4. Tenses
5. Phrasal Verbs
6. Articles and other Determiners
7. Direct & Indirect Speech
8. Active and Passive Voice
9. Modal Auxiliaries
10. Simple, Complex and Compound sentences.

Unite -II Book : A Cavalcade of Modern English Prose

Essays :

(1) Essentials of Education (2) Testament

Unite -III Writing Skills

(1) Paragraph Writing (2) Letter & Application Writing

Unite -IV Vocabulary

(1) Word often confused (2) Antonyms and Synonyms

Outcome:

1. Students will begin to self-edit their oral and written production.
2. Students will make less grammatical errors.
3. Students will become clear of grammatical terms.
4. Students will get exposure of writing letters, application and paragraph.

Books :

1. A Textbook of General English for Undergraduate students by R.P. Bhatnagar, Rajul Bhargava, Jain Prakashan Mandir, 1024, Shinghiji ki Gali, Chaura Rasta, Jaipur-302 002.
2. English Grammar, Composition and Reference skills by R.P. Bhatnagar & Rajul Bhargava, Board of Secondary Education, Ajmer.
3. Text Book: A Cavalcade of Modern English Prose, R.P. Bhatnagar, Jain Pustak Mandir, Chaura Rasta, Jaipur.
4. R. Quirk et al (ed.) A Grammar of Contemporary English. Longman, London, 1972.
5. English for Indian Learners by R.P. Bhatnagar, University book house, (P), Jaipur.

सेमेस्टर–I

Course Code	Course Title	Course Category	Credit	C.I.A. (Continouns Internal Assesment)	Theory	Total
JVB 102	**अहिंसा एवं शांति (अहिंसा एवं अणुव्रत)**	**Core Elective (CE)**	**4**	**30**	**70**	**100**

उद्देश्य–

1. अणुव्रत के विशेष संदर्भ में अहिंसा तत्त्व को समझाना।

इकाई–1

अणुव्रत का दार्शनिक आधार

इकाई–2

अणुव्रत का प्रायोगिक स्वरूप : अणुव्रत आन्दोलन

इकाई–3

अणुव्रत आन्दोलन के अहिंसक कार्यक्रम

इकाई–4

अणुव्रत आन्दोलन का सामाजिक/राजनीतिक स्वरूप

उपलब्धियाँ–

1. अणुव्रत आंदोलन को जानकर संयम की दिशा में आगे बढेंगे।

पाठ्य पुस्तक / संदर्भ ग्रन्थ

1. अणुव्रत दर्शन– आचार्य महाप्रज्ञ
2. अहिंसा और अणुव्रत– सिद्धान्त और प्रयोग– मुनि सुखलाल एवं आनन्दप्रकाश त्रिपाठी
3. गांधी पश्चात् शांति आंदोलन– प्रो. अनिल धर

प्रायोगिक–

1. कायोत्सर्ग, महाप्राण ध्वनि, ज्योति केन्द्र पर श्वेत रंग का ध्यान।
2. आसन– शंशाकासन, योगमुद्रा
3. अनुप्रेक्षा– सहिष्णुता
4. अणुव्रत आचार संहिता

Semester-II

Course Code	Course Title	CourseCategory	Credit	C.I.A.	Theory	Practical	Total
BSC 201	Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**25**	**100**
	Chemistry-II				**20**		
	Chemistry-III				**20**		

Chemistry-Paper-I : Inorganic chemistry

Objectives:

- To give knowledge about the mathematical concepts of ionic solid structure and packing.
- To aware about metallic bond and weak interactions among molecules.
- To provide information about various properties of s & p-block elements and their correlations.
- To develop their concept about structural principles of silicates and their applications.

Unit-I :**IonicSolids**

Ionicstructures(ABandAB$_2$ type),packingofions,Radiusratioandcoordinationnumber, calculationoflimiting radiusratiofor tetrahedral, octahedralandcubiccrystalstructure, limitationsof radius ratio rules,Polarizing powerand polarisability ofions,Fajansrule, latticeenergy andborn landeequation,Born Haber cycle andits applications, solvation energyand solubilityofionic solids.

Unit-II :Metallic Bond &Weak interactions

Introductionofmetallicbond,propertiesofmetals,theoriesofMetallicbond- oldelectron free theory,valancebondtheory,limitationsofvalencebondtheory,molecularorbitalorbandtheory,latticedefects in ionicsolids, semiconductors.

Hydrogen bondingand VanderWaalsforces.

Unit-III :s-BlockElements

Comparativestudy,diagonalrelationships,salientfeaturesofhydrides, solvation and complexationtendenciesincludingtheirfunction in biosystems andintroductionto alkyls and aryls.

Unit-IV :Some importantcompoundsofp-block elements

Hydrides of boron, diborane and higher boranes, borazines, borohydrides, fullerenes, carbides, flurocarbons, silicates (structural principle), tetrasulphur tetranitride, basic properties of halogens, interhalogens and polyhalides.

Learning Outcomes: After complition the course student would able to:

- Explain the mathematical concepts of ionic solid structure and packing.
- Plot and interpret shapes of ions and bonding structures.
- Identifies the relationship among properties of metals on the basis of various theories of bonding.
- Classify the s & p block elements like hydrides and halogens on the basis of atomic structure, periodicity and their basic properties.

Chemistry-Paper-II : Organic chemistry

Objectives:

- To understand isomerism in organic compounds
- To develop their knowledge about geometric isomerism, aromaticity and halogen compounds.
- To aware them about nomenclature, mechanism and application of organic compounds.
- To develop conceptual knowledge about various principles relaed to geometrical structure, reactions and configuration of various compounds.

UnitI : Stereochemistryoforganiccompounds

Conceptof isomerism, typeofisomerism.Optical isomerism;elements of symmetry, molecular chirality-allenes and biphenyl, Enantiomers, stereogenic centre, optical activity, propertiesofenantiomers.Chiralandachiralmoleculeswithtwostereogeniccentres,distereomers Threo,and erythro diastereomers, meso compounds. Resolutionof enantiomers, inversion, retention andracemisation. Relative andabsolute configuration, sequence rule, D&L and R&S systemofnomenclature.

Unit-II :Geometrical,Conformational isomerism&Arenes

Determinationofconfigurationofgeometricisomers,E&Z- systemofnomenclature, geometricisomerismin oximesand in cyclic compounds.

Conformational analysisof ethane and n-butane. Newman projectionandSawhorse formulae. Fischerandflyingwedge formula. Differencebetween configurationand conformation

Nomenclatureofbenzenederivatives.The arylgroup,aromaticnucleusandsidechain.Structureof benzene,molecularformulaandKekulestructure.Stability andcarbon-carbonbondlengthofbenzene,resonance structure,MO picture.

Unit-III :**Aromaticity &Aromatic electrofilic substitution**

The Huckel's rule, aromaticions.

Generalpattern of the mechanism, role ofsigma and picomplexes. Mechanism ofnitration,halogenations,sulphonation,mercurationandFriedelCraftreactionwithenergyprofile diagrams. Activatinganddeactivatingsubstituents,orientationandortho/pararatio.Sidechainreactionsof benzenederivatives. Birchreduction.

Unit-IV :Alkylandarylhalides &Polyhalogen compounds

Nomenclature and classes of alkyl halides, methods of formation, chemical reactions. Mechanism of nucleofilic substitution, reaction of alkyl halides, $SN^1$and SN^2 reaction with energy profile diagram.

Chloroform, carbon tetra chloride. Methods of formation of aryl halides, nuclear and side chain reaction. The addition-elimination and the elimination addition mechanism of nucleofilic aromatic substitution reaction. Relative reactivities of alkyl halides v/s allyl, vinyl and aryl halides. Synthesis and uses of DDT and BHC.

Learning Outcomes: After complition the course student would able to:

- Explain about elememts of symmetry, profile and methods of formation of organic compounds.
- Apply various mechanism rules to define chain reactions, configuration and formation of arenes, halogen compounds.
- Classify various derivatives on the basis of isomerism, configuration and energy profile.

- Describe various rules and reactions about stereochemistry, aromaticity and orientation related to chemical compounds.

Chemistry-Paper-III :Physical chemistry

Objectives:

- To develop curiosity about laws of crystallography and chemical kinetics. .
- To provide information about derivation of equations, order and preparation of energy profile .
- To aware about the scope, factors and theories of chemical kinetics.
- To give information about colloidal state, their prepation and determinants.

Unit I:Solidstate

Definitionofspacelattice,Unitcell.Lawofcrystallography(i)lawofconstancyofinterfacialangles (ii)law of rationalityofindices(iii)lawofsymmetry.Symmetryelementsincrystals. Xraydiffraction bycrystals.Derivationof Braggsequation,DeterminationofcrystalstructureofNaCl,KClandCsCl(Laue'smethodandpowdermethod).

UnitII :Colloidalstate

Definitionofcolloids,classificationofcolloids.Solidsinliquids(sols):properties- kinetics, opticalandelectrical.Stabilityofcolloids,protectiveaction,HardySchulzelaw. Goldnumber.Liquidsin solids (gels):classification,preparationandproperties,inhibition,generalapplicationofcollides. Liquidinliquid (emulsions): typesofemulsions,preparation,Emulsifiers.

Unit-III :ChemicalKinetics

Chemicalkineticsand itsscope,rateofareaction,factorsinfluencing the rateofareaction, Concentrationdependenceofrates,mathematical characteristicsofsimplechemicalreaction-zeroorder,firstorder,secondorder,pseudoorder,halflifeandmean life.

Determinations of the orderof reaction-differentialmethod, method of integration, method ofhalf-life period and isolation method.Theoriesofchemicalkinetics,Effectoftemperatureontherate reaction,Arrheniusconceptofactivationenergy.Simplecollisiontheory basedonhardspheremodel,transition statetheory(equilibriumhypothesis).Expressionfortherateconstantbasedonequilibrium constantand thermodynamic aspects.

Unit-IV :Solutions,Dilutesolutions &Colligativeproperties

idealandnon idealsolutions,methodsofexpressing concentrationsofsolutions, activityand activitycoefficient. Raoult`slaw,relativelowering ofvapourpressure,molecularweightdetermination. Osmosislawofosmoticpressureanditsmeasurement,determinationofmolecularweightfrom osmoticpressure, Elevationofboiling pointanddepression offreezing point. Thermodynamicderivationofrelationbetween molecularweightandelevationofboiling pointanddepression in freezing point. Experimentalmethodsfor determining variouscolligative properties. Abnormal molarmass degree of dissociation and association of solutes.

Learning Outcomes: After complition the course student would able to:

- Draw and interpret symmertries and structures of crystalsand colloids.
- Compare among various forms of crystals, order and trainsition state of compounds.
- Measure and calculate the mathematical characteristics simple chemical reactions and determinants.

Practical's

Inorganic chemistry:

Quantitative analysis:Volumetric analysis

(a) Determination ofaceticacid incommertial vinegar usingNaOH.
(b) Determination of alkalicontent ant acid tablet usingHCl.
(c) Estimation of calcium content in chalk as calciumoxalatebypermanganometery.
(d) Estimation of hardness of waterbyEDTA.
(e) Estimation of ferrous andferric bydichromatemethod.
(f) Estimation of copper usingthiosulphate.

Organic chemistry:

(A) Laboratorytechniques

(a) Determination ofm.p. ofnaphthalene, benzoic acid, urea etc. OR
(b) Determination ofb. p. of ethanol , methanol, cyclohexane, etc

(B) Qualitative analysis

(a) Detectionof extra elements(N, S.andhalogens) andfunctionalgroupse.g. (phenolic,alcoholic,carboxylic,carbonyl,ester,carbohydrate,amine,amide andnitro) insimple organic compounds

Viva voceandrecord

Suggested Reading:

1. कार्बनिक रसायन, सुरेश आमेटा, एच.के. पाण्डे, एच.एस. शर्मा, हिमांशु पब्लिकेशन्स, उदयपुर
2. अकार्बनिक रसायन, ओझा, भोजक, कोठारी, चतुर्वेदी, रमेश बुक डिपो, जयपुर
3. प्रायोगिक रसायन, भार्गव, लवानिया, ओझा, रमेश बुक डिपो, जयपुर
4. भौतिक रसायन, शर्मा, भार्गव, गुप्ता, रमेश बुक डिपो, जयपुर
5. कार्बनिक रसायन, विजयश्री मनोज छंगाणी, अल्का पब्लिकेशन, अजमेर
6. अकार्बनिक रसायन, विजयश्री कोठारी छंगाणी, अल्का पब्लिकेशन, अजमेर
7. प्रायोगिक रसायन, छंगाणी, विजयश्री, खण्डेलवाल, अल्का पब्लिकेशन, अजमेर
8. भौतिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाउस, जयपुर
9. अकार्बनिक रसायन, जी.के. रस्तोगी, यशपाल सिंह, कॉलेज बुक हाउस, जयपुर
10. प्रायोगिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाउस, जयपुर

Semester-II

Course Code	Course Title	CourseCategory	Credit	C.I.A.	Theory	Practical	Total
BSC 202	**Physics-I**	**CE***	**4**	**15**	**20**	**25**	**100**
	Physics-II				**20**		
	Physics-III				**20**		

Physics-Paper-I : ELECTROMAGNETISM – II

Objectives:

- To aware about the of concepts related to Faraday‘s law, induced emf.
- To give information about Maxwell‘s equations to solutions of problems relating to transmission lines.
- To develop knowledge about the transient behavior of R-C circuit.
- To aware about the transient behavior of R-L circuit.

UNIT – I Magnetic Fields in Matter:
Electric current due to orbital electron, the field of current loop, Bohr magneton. Orbital gyro magnetic ratio Electron spin and magnetic moment. Magnetic susceptibility, magnetic field caused by magnetized matter. Magnetization current. Free current and the field H.

UNIT –II Electric Field in Matter:
The moment of a charge distribution. Atomic and molecular dipoles. Atomic polarizability. Permanent dipolemoment, dielectrics. The Capacitor filled with a dielectric. The potential and field due to a polarized sphere.

UNIT –III Dielectric:
Dielectric. Dielectric sphere placed in a uniform field. The field of charge in dielectric medium and Gauss’s law.The connection between electric susceptibility and atomic polarizability. Polarization in changing field. The boundcharge (polarization) current.

UNIT -IV Transient behavior and Maxwell’s Equations:
Transient behaviour of an R-C circuit. Electromagnetic Induction and Maxwell’s Equations, Faraday’s law indifferential form. Mutual inductance, Self inductance Transient behaviour of an L-R circuit, the displacementcurrent, Maxwell’s equations in differential and integral forms.

Learning Outcomes: After complition the course student would able to:

- Understand the concepts related to Faraday‘s law, induced emf, maxwell‘s equations, transit behavior, electric field in matter, atomic & molecular dipoles.
- Applies Maxwell‘s equations to solutions of problems relating to transmission lines, uniform plane wave propagation, magnetic field in matter.
- Understand the transient behavior of R-C circuit & L-R circuit.
- Classify the moment of a charge distribution.
- Discuss on the magnetic susceptibility and free current.

Suggested Readings :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना,, विद्युत चुम्बकत्व, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics-Paper-II:OSCILLATIONS AND WAVES –I

Objectives:

- To aware about the concepts of mechanics,
- To give information about physical characteristics of SHM
- To calculate logarithmic decrement relaxation factor and quality factor.
- To aware acoustics and the properties of matter.
- To develop knowledge about obtaining solution of the oscillator.

UNIT -I Oscillations:

Oscillations in an arbitrary potential well, Simple harmonic motion, examples-spring mass system, mass on a spring,torsional oscillator, LC circuit, energy of the oscillator,

UNIT -II Damped Oscillator:

Damping of oscillator, viscous and solid friction damping. Power dissipation. Anharmonic oscillator, simplependulum as an example.

UNIT -III Driven Oscillator:

Driven harmonic oscillator with viscous damping. Frequency response, phase relations. Quality factor, Resonance.Introduction of j operator concept in Electrical oscillations, series and parallel LCR circuit. Electro-mechanicalsystem-Ballistic Galvanometer Effect of damping.

UNIT – IV Coupled Oscillator:

Equation of motion of two coupled S.H Oscillators. Normal modes, motion in mixed modes. Transient behaviour.Effect of coupling in mechanical systems. Electrically coupled circuits, frequency response. Reflected impedance.Effect of coupling and resistive load.

Learning Outcomes: After complition the course student would able to:

- Discuss on the simple harmonic motion and its equation.
- Differentiate between damped oscillator and driven oscillator.
- Interpret the term frequency response and phase relation.
- Applies the concept of Ballistic galvanometer.
- Identify the coupled oscillator and some electrically coupled oscillators.

Suggested Readings :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, दोलन तथा तरंग, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics-Paper-III:OSCILLATIONS AND WAVES –II

Objectives:

- To aware about the concepts of lattice dynamics.
- To give information about electric transmission line.
- To calculate the wave equation and analysis the fourier series.
- To aware about the electromagnetic wave.

UNIT -I Lattice dynamics:
Dynamics of a number of oscillators with near-neighbour interactions. Equation of motion for one dimensionalmono-atomic and diatomic lattice, acoustic and optical modes, dispersion relations. Concept of group and phasevelocities.

UNIT – II Electrical Transmission Line:
Electrical transmission line, propagation velocity, losses, characteristic impedance, standing waves, effect oftermination.

UNIT –III Wave Motion:
Wave motion – Elastic waves in a solid rod. Pressure waves in a gas column. Transverse waves in a string, waves inthree dimensions, spherical waves, Fourier series and Fourier analysis.

UNIT – IV Electromagnetic Wave:
Plane electromagnetic (EM) wave. Energy and momentum of EM wave. Radiation pressure. Radiation resistance offree space. EM waves in dispersive media (normal case). Spectrum of electromagnetic radiations.

Learning Outcomes: After complition the course student would able to:

- Discuss on the group and phase velocities.
- Differentiate between 1-D mono atomic & diatomic lattice.
- Interpret the term propagation velocity and losses.
- Applies the concept of transverse wave in the string.
- Identify the spectrum of electromagnetic radiation.

Suggested Readings :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, दोलन तथा तरंग, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics Practical : II

1. To study the random decay and determine the decay constant using the statistical board.
2. Using compound pendulum study the variation of time period with amplitude in large angle oscillations.
3. To Study damping using Compound pendulum study the damping.
4. To study the excitation of normal modes and measure frequency splitting using two coupled oscillator.
5. To study the frequency of energy transfer as a function of coupling strength using coupled oscillators.
6. (a) To study the viscous fluid damping of a compound pendulum and
   Determing damping coefficient and Q of the oscillator.
   (b) To study the electromagnetic damping of a compound pendulum and to find the variation of dampingcoefficient with the assistance of the conducting lamina.
7. To find J by Callender and Barne's Method.
8. To determine Youngs modulus by bending of beam.

9. To determine Y. σ and η Searle's method.
10. To measure Curie temperature of Monel alloy.
11. To determine modulus of rigidity of a wire using Maxwell's needle.
12. Study of normal modes of a Coupled pendulum system. Study of oscillations in mixed modes and find theperiod of energy exchange between the two oscillators.
13. To study Variation of surface tension with temperature using Jaegger's method.
14. Any experiment according to theory paper.

Suggested Readings :

1. प्रभा दशोरा, प्रायोगिक भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली,2015

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 203	Mathematics-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Mathematics-II				**20**		
	Mathematics-III				**20**		

Mathematics-Paper-I: Discrete Mathematics II

Objectives:

- To aware the Particular Solutions of Generating Function.
- To give information about the Graph.
- To Interpret the Eulerian and Hamiltonian Graphs.
- To give information about Trees.

Unit 1

Discrete numeric unctions and Generating functions. Recurrence relations and Recursive Algorithms — Linear Recurrence relations with constant coefficients.

Unit 2

Homogeneous solutions. Particular solution. Total solution. Solution by the method of generating functions.

Unit 3: Graphs — Basic terminology, Multigraphs, Weighted graphs, Paths and circuits, Shortest paths, Introduction to Eulerian and Hamiltonian Graphs. Travelling SalesMan problem. Union, Join, Product and composition of graphs. Planar graphs and Geometric dual graphs.

Unit 4: Trees — Properties, Spanning tree, Binary and Rooted tree. Digraphs — Simple digraph, Asymmetric digraphs, Symmetric digraphs and complete digraphs. Digraph and Binary relations. Matrix representation of graphs and digraphs.

Learning Outcomes: After complition the course student would able to:

- Applies the Particular Solutions of Generating Function.
- Discuss about the Weighted Graph, Shortest Paths.
- Plot Eulerian and Hamiltonian Graphs.
- Discuss about the Trees Properties.
- Calculate the homogeneous solutions.

Suggested Reading :

1. V.K.Balakrishnan, Introductory Discrete Mathematics, Prentice-Hall, 1996.

2. J.P. Tremblay and R. Manohar, Discrete Mathematical Structures with Applications to Computer Science, McGraw-Hill Book Co., 1995.
3. C.L. Liu, Elements of Discrete Mathematics, (Second Edition), McGraw Hill, International Edition, 1986.
4. Kenneth H. Roson, Discrete Mathematics and Its Applications, Tata Mc-Graw Hiils, New Delhi, 2003.
5. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड़, जितेन्द्र सैनी, विविक्त गणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
6. जी.सी. गौखरू सैनी, विविक्त गणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics-Paper-II :Integral Calculus

Objectives:

- To develop knowledge about the concepts Beta and Gamma Function.
- To aware the Concept of Double Integrals in Cartesian and Polar Co-ordinates.
- Calculate Areas and Rectification.
- To give information about the Volumes and Surfaces of Solids of Revolution.

Unit 1 Beta and Gamma functions, Reduction formulae (simple standard formulae),

Unit 2 Double integrals in Cartesian and Polar Coordinates, Change of order of integration. Triple integrals. Dirichlet's integral.

Unit 3 Areas, Rectification,

Unit 4 Volumes and Surfaces of solids of revolution.

Learning Outcomes: After complition the course student would able to:

- Calculate the concepts Beta and Gamma Function.
- Calculate of Double Integrals in Cartesian and Polar Co-ordinates.
- Calculate Areas and Rectification.
- Discuss the volumes and Surfaces of Solids of Revolution.
- Calculate the dirichlet's integral.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी,, समाकलन गणित, आर. बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, समाकलन गणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics-Paper-III :Analytic Geometry II

Objectives:

- To give information about the Central Conicoids.
- To aware tangent line and tangent plans.
- To develop concept generating Lines of Hyperboloid of One Sheet and its Properties.
- To give information about of a General Equation of Second g degree in 3-D to Standard Forms.

Unit 1 ; Central Conicoids — Ellipsoid, Hyperboloid of one and two sheets,

Unit 2 ; tangent lines and tangent planes, Direct sphere, Normals.

Unit 3 : Generating lines of hyperboloid of one sheet and its properties.

Unit 4 ; Reduction of a general equation of second degree in three-dimensions to standard forms.

Learning Outcomes: After complition the course student would able to:

- Classify the Central Conicoids.
- Discuss the Generating Lines of Hyperboloid of One Sheet and its Properties.
- Reduction of a General Equation of Second Degree in 3-D to Standard Forms.
- Discuss the tangent lines and tangent plans.

Suggested Reading:

1. N.Saran and R.S.Gupta, Analytical geometry of Three Dimenssions, Pothishala Pvt. Ltd., Allahabad, 1992.
2. P.K. Jain and Khalil Ahmed, A Text Book of Analytical geometry of Three Dimenssions, Wiley-Eastern Ltd., 2000.
3. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, एनालिटिक ज्यामिती, आर. बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
4. जी.सी. गौखरू सैनी,, एनालिटिक ज्यामिती, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 204	Botany-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Botany-II				**20**		
	Botany-III				**20**		

Botany-Paper-I :CELL BIOLOGY

Objectives:

- To distinguish between structure of cell, cell wall and plasma membrane.
- To understand the concept of cell organelles with their detailed information.
- To know the ultra structure of Nucleus and chromosome.
- To compare the different stages of cell division (mitosis and meiosis).
- To comprehend the structure and composition of chromosomes.

UNIT I: Structure of Cell, Cell wall and Plasma membrane

History of cell and cell theory, microscopy, elementary idea on micrometry and cell fractionation, characteristics of prokaryotic and eukaryotic cell, chemistry, structure and function of cell wall and plasma membrane.

UNIT II: Structure of Cell Orgenells

Ultra structure and function of Mitochondria, Chloroplast, Endoplasmic reticulum, Golgi complex, Peroxisome, Glyoxysome, Ribosome, Vacuoles.

UNIT III: Structure of Nucleus and chromosome

Detailed structure and function of Nucleus, nuclear envelope, nuclear pore complex and nucleolus. Chromatin Structure, morphology and organization of chromosomes. Special types of chromosomes - Sex chromosomes, polytene and lampbrush chromosomes.

UNIT IV: Cell cycle and Cell division

Cell cycle and Cell division: Amitosis, Mitosis: different stages, mitotic spindle and chromosome movement in detail, Meiosis I and II: different stages and its significance, cytokinesis, General account of chiasmata formation, crossing over, linkage and synaptonemal complex.

Learning Outcomes: After complition the course student would able to:

- Know the ultra structure of Nucleus and chromosome.
- Distinguish between structure of cell, cell wall and plasma membrane.
- Understand the concept of cell organelles with their detailed information.
- Know the different stages of cell division (mitosis and meiosis).
- Discuss the structure and composition of chromosomes.

Suggested Readings:

- Alberts, B., Johnson, A., Lewis, J., Roff, M., Roberts, K. and Walter, P., 2008. Molecular Biology of the Cell. Garland Publishers, New York.
- De Robertis, E.D.P. and De Robertis, E.M.F. 2006. Cell and Molecular Biology. 8th edition. Lippincott Williams and Wilkins, Philadelphia.
- Gupta, P.K. 2009. Cytology, Genetics, Evolution and Plant breeding, Rastogi publication, Meerut.
- Karp, G. 2010. Cell and Molecular Biology: Concepts and Experiments. 6th Edition. John Wiley and Sons. Inc. New Jersey, USA.
- Lodish, H., Berk, A., Matsudaira, P., Kaiser, C. A., Krieger, M., Scott, P.M., Zipursky, L.and Darnell, J. 2008. Molecular Cell Biology. W. H. Freeman and company, Macmillan publishers, London.
- Roy, S.C. and De, K.K. 1999. Cell biology. New central Book Agency (P) Ltd., Calcutta.
- Verma, P.S. and Agrawal, V.K. 2012. Cell Biology, Genetics, Molecular Biology, Evolution and Ecology. S. Chand and Co. Ltd., New Delhi.

Botany-Paper-II :GENETICS AND PLANT BREEDING

Objectives:

- To know the concept of genetic inheritance
- To study the laws of Mendel
- To understand the chromosomal theory of inheritance.
- To learn about the concept of cytoplasmic inheritance.
- To understand different methods of plant breeding.

UNIT I: Genetic inheritance

Mendel's laws of inheritance- Dominancy, law of segregation, law of independent assortment, deviations from Mendel's laws; interaction of genes, incomplete dominance, codominance, lethal alleles, epistasis, pleotropy, polygenic inheritance (grain color in wheat, corolla length in *Nicotiana tabacum*) and multiple allelism: ABO blood groups in human.

UNIT II: Chromosomal inheritance

Linkage, crossing over and chromosome mapping- interrelationships and importance. Linkage maps, chromosome theory of inheritance, sex determination and sex linked inheritance. Chromosomal aberrations: deletion, duplication, inversion, translocation, aneuploidy and polyploidy. Extra nuclear genome: mitochondrial and chloroplast.

UNIT III: Genes and Mutations

Concept of gene: *Neurospora* genetics- one gene one enzyme hypothesis. Brief account on fine structure of gene in eukaryotes and prokaryotes. Mutations- types of mutations, point mutation-transition, transversion and frame shift mutation. Physical and chemical mutagens.

Cytoplasmic inheritance: Maternal influence, shell coiling in snail, Kappa particles in *Paramaecium.*

UNIT IV: Plant breeding

Introduction and objectives of plant breeding , general methods of breeding in-self-pollinated, cross pollinated and vegetative propagated crop plants : Introduction and acclimatization, selections and hybridizations, hybrid vigour and inbreeding depression, green revolution, Role of mutation and polyploidy in plant breeding, national and international agriculture research institute, famous plant breeders and their contribution (Indian and international), Plant breeding work done on wheat and rice in India.

Learning Outcomes: After complition the course student would able to:

- Undersand the concept of genetic inheritance
- Study the laws of Mendel
- Interpret the chromosomal theory of inheritance.
- Explain the concept of cytoplasmic inheritance.
- Discuss different methods of plant breeding.

Suggested Readings:

- Brooker, R. J. 1999. Genetics: Analysis and Principles. Addison-Wesley, Boston.

- Choudhary, H. K. 1989. Elementary Principle of Plant Breeding. Oxford and IBM Publishing Co., New Delhi.
- De Robertis, E. D. P. and De Robertis, E. M. F. 2006. Cell and Molecular Biology. 8th edition. Lippincott Williams and Wilkins, Philadelphia.
- Dnyansagar, V. R. 1986. Cytology and Genetics, Tata Mc Graw - Hill Pub Co. Ltd., New Delhi.
- Gardner, E. J., Simmons, M. J. and Snustad, D. P. 2008. Principles of Genetics. 8th Edition, Wiley India.
- Gupta, P. K. 2009. Cytology, Genetics, Evolution and Plant Breeding, Rastogi Publication, Meerut.
- Miglani, G. S. 2000. Advanced genetics. Narosa Publishing House, New Delhi.
- Shukla, R. S. and Chandel, P. S. 2000. Cytogenetics, Evolution and Plant Breeding, S. Chand and Co. Ltd., New Delhi.
- Singh, R. B. 1999. Text Book of Plant Breeding. Kalyani publishers, Ludhiana.
- Snustad, D. P., Simmons, M. J. 2011. Principles of Genetics. V Edition. John Wiley and Sons Inc. New Jersey USA.

Botany-Paper-III :BRYOPHYTA

Objectives:

- ❖ To acquire knowledge on bryophytes with its classification, habitat and life cycle.
- ❖ To understand habitat, structure, reproduction with life cycle of Riccia and Marchantia.
- ❖ To learn about class anthocerotopsida.
- ❖ To know about the life cycle of funeria.
- ❖ To apply the knowledge of bryophyta in daily life.

UNIT I:

Bryophytes: General characteristic, origin, evolution, classification (Eichler and Proskauer), habitat range, thallus structure, reproduction, alternation of generation and economic importance.

UNIT II:

Habitat, structure, reproduction and life cycle of the following: Hepaticopsida; *Riccia andMarchantia*.

UNIT III:

Habitat, structure, reproduction and life cycle of the following: Anthoceropsida; *Anthoceros.* Phylogenetic relationship with hepaticopsida and Bryopsida.

UNIT IV:

Bryopsida: Habitat, structure, reproduction and life cycle of *Funaria.* Sterilisationof sporogenous tissues in Bryophytes.

Learning Outcomes: After complition the course student would able to:

- ❖ Acquire knowledge on bryophytes with its classification, habitat and cycle.
- ❖ Understand habitat, structure, reproduction with life cycles of Riccia and Marchantia.
- ❖ Describe the class anthocerotopsida.
- ❖ Explain the concept of life cycle of funeria.
- ❖ Interpret the importance of bryophyte.

Suggested Readings:

- Chopra, R.N. and Kumar, P.K. 1988. Biology of Bryophytes**.** Wiley Eastern Ltd. New Delhi.
- Pandey, S.N., Mishra, S.P. and Trivedi, P.S. 1981. A text book of Botany vol. II, Vikas publishing House Pvt. Ltd, New Delhi.
- Parihar, N.S. 1965. An Introduction to Bryophyta. Central Book Depot, Allhabad.
- Puri, P. 1985. Bryophytes. Atmaram and Sons, Delhi.
- Smith, G.M. 1938. Crytogramic Botany Vol. II. Bryophytes and Pteridophytes. Mc Graw Hill Book Company, London.
- Sporne, K.R. 1967. The Morphology of Bryophytes. Hutchinson University Library, London.
- Tyagi, A.and Saxena, M. 2014. Algae, Lichens and Bryophyta, CBH, Jaipur
- Vashishta, B. R., Sinha, A. K. and Kumar, A. 2011. Botany for degree students, Bryophyta. S. Chand and Co. New Delhi.
- Watson E.V. 1971. The structure and life of Bryophytes. Hutchinson University Library, London.

BOTANY PRACTICAL II

1. Demonstration of the phenomenon of protoplasmic streaming in leaf.
2. To study chloroplast, chromoplast and leucoplast in plant material.
3. Study of Mitosis in root tip and Meiosis in flower bud from temporary and permanent slides.
4. Study the prokaryotic, eukaryotic cell and cell organelles by electron micro photographs.
5. To study the effect of organic solvent on membrane permeability.
6. Genetic problems on monohybrid, dihybrid cross, test cross and back cross.
7. Karyotype preparation.
8. Identification of chromosomes on the basis of their size and centomere position.
9. Pedigree analysis for dormant and recessive autosomal and sex linked traits.
10. Study of Barr body in epithelial cells of females.
11. Study of habit, habitat, vegetative thallus organization and structure, reproductive structures of the following taxa through temporary mounts and permanent slides:
12. *Riccia, Marchantia, Anthocero and Funaria.*

Semester-II

Course Code	Course Title	CourseCategory	Credit	C.I.A.	Theory	Practical	Total
BSC 205	Zoology-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Zoology-II				**20**		
	Zoology-III				**20**		

Zoology-Paper-I :Developmental Biology

Objectives

- To describe how organisms maintain gametic population.
- To understand fertilization process.
- To understand way of cleavage and different patterns to form zygote.
- To understand the fundamental embryonic development.
- To understand the complete process of formation of germ layers.

UNIT-I

1.1 History of embryology and Types
1.2 Gametogenesis: Spermatogenesis, Structure of sperm, Oogenesis, Structure of egg, Types of eggs

UNIT-II

2.1 Fertilization-Type of Fertilization, Process of Fertilization
2.2 Parthenogenesis
2.3 Planes and Patterns of cleavage, Blastulation, Gastrulation,

UNIT-III

3.1 Concept of embryonic induction; Primary organizers differentiation and competence.
3.2 Extra embryonic membranes, Type and physiology of Placenta
3.3 Structure of hen's egg, Development of chick up to 96 hrs stage.

UNIT-IV

4.1 Stem cells: Sources, types and their use in human welfare; Cloning
4.2 Elementary Idea of Teratogenesis
4.3 Ageing and Sencescence, IVF, Embryo transfer-Test tube babies, GIFT, ZIFT and Bioethics

Learning Outcomes: After complition the course student would able to:

- Describe the process of: Gametogenesis, Fertilization and early development, Parthenogenesis
- Understand the concept of embryonic induction: primary organizer and competence, Developmental stages of chick (upto 96 hours).
- Discuss for the extra embryonic membranes.
- Discuss for the placenta
- Describe of stem cell

Zoology-Paper-II : Genetics

Objectives

- To describe how the behavior of chromosomes during meiosis can explain mendal law.
- To understand how inheritance patterns are affected by position on chromosomes.
- To understand the similarities and differences between how genetic information is passed on in prokaryotes and eukaryotes.
- To understand gene interactions.
- To classify the sex determination in human.

Unit – I

1.1 Mendelism: Brief history of Genetics and Mendel's work, Mendelian Laws, their significance and current status

1.2 Genetic Interactions- Epistasis-dominant and recessive, codominance, incomplete dominance, complementary, supplementary, inhibitory, duplicate and Lethal genes

1.3 Multiple Allelic interactions: Inheritance of blood group and Rh factor

Unit –II

2.1 Linkage and crossing over: Basic concept, types and theories, elementary idea ofChromosome mapping

2.2 Sex determination – ZZ, XY, XO, ZW pattern, Sex determination in Human,

Unit – III

3.1 Chromosomes Number, size, shape, type structure, Lampbrush chromosomes,

3.2 Cytoplasm inheritance: Kappa particles in Paramecium, Chloroplast Genetics, Cytoplasmic Inheritance in chlamydomonas

Unit –IV

4.1 Disorders related to chromosomal number- Turner syndrome, Klinefelter's syndrome and Down's syndrome

4.2 Elementary idea of Thalassemia, Sickle Cell Anaemia, Diabetes mellitus

Learning Outcomes: After complition the course student would able to**:**

- Understand the Mendelism & Multiple allelism.
- Understand the concept of gene & gene interaction, and Sex- linked Inheritance.
- Describe the Blood Group, RH Factor .
- Interpret the terms Chromosome , Thalassemia,Sickle cell anemia
- Describe in sex determination in human

Zoology-Paper-III : Molecular Biology

Objectives

- To Understand about the genetic material (Nucleic acids) and DNA replication.
- To Understand about various types of RNA and process of Transcription & Translation.
- To describe the Genetic Code, and protein synthesis.
- 4.To classify the bacterial DNA structure
- To describe the nucleolus structure and function

Unit – I

1.1 Interphase Nucleus: Organization, Ultrastructure and functions of Nucleus, Pore Complex, Nuclear Membrane

1.2 Nucleolus: Structure and functions

1.3 Chromosome: Ultrastructure and types, Chromosomal Organisation: Nucleosome Model, Solenoid Model,

1.4 Giant chromosomes: Lamp-brush and Polytene chromosome

Unit - II

2.1 1DNA: Structure of DNA, Polymorphism of DNA (A, B, C, D and Z)

2.2 RNA: Structure of RNA, types of RNA, RNA as a genetic material

Unit - III

3.1 DNA replication: Meselson and Stahl experiments, Mechanism of replication –origin of replication, concept of replication, directionality of replication, Role of enzymes in replication

3.2 Bacterial DNA Structure

3.3 Replication in Bacterial DNA

Unit IV

4.1 Genetic code: Characteristics of genetic code, Wobble hypothesis

4.2 Protein synthesis: Central Dogma; Transcription Mechanism in Prokaryotes, Transcription in Eukaryotes, Enzymes and factors of transcription;

4.3 Protein Synthesis: Elementary idea of the mechanism of translation

Learning Outcomes: After complition the course student would able to:

- Understand about the genetic material (Nucleic acids) and DNA replication.
- Interpret about various types of RNA and process of Transcription & Translation.
- Understand the Genetic Code, and protein sysnthesis.
- Describe the bacterial DNA structure
- Discuss the nucleolus structure and function

Zoology --Practical Based on paper I, II and III

Paper-I: Developmental Biology

1. **Study of development of chick with the help of**
   a. Whole mounts: 18 Hours (Primitive streak stage), 21 hrs, 24 hours, 33 hrs, 48 hours 72 hours and 96 hours.
   b. Study of the embryo at various stages of incubation in vivo by making a window in egg shell.

Paper-II: Genetics

1. Life cycle of Drosophila; Identification of male and female drosophila;. Study of mutants in Drosophila (Bar eye, white eye, yellow body, sepia eye, curled wing, vestigial wing)
2. Identification of blood groups & Rh. Factor

Paper-III: Moleculor Biology

1. Demonstration of salivary gland chromosome in Chironomous larva
2. Use of colchicine in arresting anaphase movement (onion root tips)
3. Study of cell permeability using mammalian RBCs.

Suggested Readings:

1. Genetics; Winchester, A. M.; Oxford and IBH Publishing Co.
2. Cell and Molecular Biology; De Robertis and De Robertis; Saunders College.
3. Genetics; Strickberger W. M.; Prentice Hall of India.
4. Cell Biology; Powar, C.B; Himalayan Publishing House.
5. Principles of Genetics; Gardener, E. J.;Wiley eastern, New Delhi.
6. A Textbook of Genetics; Rastogi, V.B.; Ramnath and Kedarnath
7. Molecular Biology of the gene; Watson, J.D; Benzamin/ Cummings.
8. Biochemistry; Voet &Voet; John Wiley & Sons.
9. Cytology and Genetics. Dyansagar, C.R. Tata McGraw Hill Publ. Co. New Delhi.
10. Cell Biology : Dyson, R.D. Allen and Bacon, New York.
11. Cell Biology. Rastogi S.C. : Tata McGraw Hill Publ. Co. New Delhi.
12. Cell Biology and Genetics. Kohli, S. jain, S. and Ramesh Book Depot. Jaipur.
13. Cytology : Verma, P.S. and Agrawal V.K : S.Chand and Co. New Delhi.
14. Genetics. Verma, P.S. and Agrawal V.K. S.Chand and Co., New Delhi.
15. Cell Biology and Genetics; Kohli, K.S;Ramesh Book Depot
16. Genetics; Winchester, A.M; Oxford and IBH Publishing Co.
17. Cell and Molecular Biology; De Robertis and De Robertis; Saunders College.
18. Genetics; Strickberger; Macmillan, Prentice Hall of India.
19. Cell Biology; Powar, C.B; Himalayan publishing House.
20. Principles of Genetics; Gardener, E,J; Wiley eastern, New Delhi.
21. A Textbook of Genetics; Rastogi, V.B.; Ramnath & Kedarnath.
22. Cell and Molecular Biology; Gerald Karp; John Wiley and Sons,inc
23. Molecular Biology of the cell; Bruce Alberts, Julian Lewis, James D.Watson; Garland Publishings
24. Textbook of Zoology; Shivapuri, Jacob, D. and Vyas, D.K.; Ramesh Book Depot.
25. Zoology: Storer, T.I. and Using, K.L.: Tata McGraw Hill Publishing Co., New Delhi.
26. D. Reinhold, New York (Indian repring : Affiliated East West Press, New Delhi.)
27. Student Text Book of Zoology. Vol.I.II and III. Sedgwick.A.
28. Text book of Zoology. Parker, T.J., Haswell. W.A.Macmillan Co., London.
29. Gilbert, S. T. (2000). Developmental biology, 6th ed. *Sinauer, Sunderland.*
30. Hoar, W. S. (1983). General and comparative physiology. *Prentice Hall*.
31. Prosser, C. L. Comparative animal physiology.
32. Saunders, J. W. Developmental biology: Patterns/Principles/Problems. MacMillan Publ.
33. Wilson, J. A. Principles of animal physiology. Collins MacMillan Publ.

34. Sandhu. T. B. of Embryology
35. Armugam. T. B. of Embryology
36. Pattern. Early Embryology of Chick
37. Verma & Agrawal. Chordate Embryology
38. Tomar. Chordate Embryology
39. Asha Sharma, Chetan K. Sharma, Development Biology, R.B.D. Publishing House, Jaipur
40. K.V. Shastri, Vinita Sukhla, 2014, Development Biology, Rastogi Publication, Meerut, Delhi
41. S.K. Sharma, 2015, Micro Biology & Bio-technology,College Book Center, Jaipur

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A. (Continouns Internal Assesment)	Theory	Total
JVB201	**जैन संस्कृति एवं जीवन मूल्य (अनिवार्य पत्र)**	**Core Foundation(CF)**	**4**	**30**	**70**	**100**

उद्देश्य–

1. जैन संस्कृति एवं भगवान महावीर का परिचय देना
2. जैन सिद्धान्तों का परिचय देना।
3. जीवन मूल्यों का प्रायोगिक प्रशिक्षण देना।

इकाई–1 : जैन संस्कृति एवं इतिहास

1. जैन धर्म और उसकी प्राचीनता
2. भगवान महावीर : जीवन दर्शन
3. जैन धर्म के प्रमुख सम्प्रदाय
4. जैन संस्कृति की विशेषताएं
5. शाकाहार

इकाई–2 : जैन दर्शन के सिद्धांत

1. आत्मवाद
2. कर्मवाद
3. लोकवाद
4. नौ तत्त्व

इकाई–3 : जीवन विज्ञान

1. जीवन विज्ञान : एक परिचय
2. जीवन के सात अंग
3. जीवन विज्ञान में निर्धारित सोलह मूल्य
4. मूल्य विकास की प्रक्रिया : अनुप्रेक्षा

इकाई–4 : जीवन मूल्य

1. अनेकांत और उसके व्यवहारिक प्रयोग
2. अहिंसा का स्वरूप और जीवन शैली में अहिंसा
3. अणुव्रत आंदोलन और आचार संहिता
4. प्रेक्षाध्यान और उसके अंग

उपलब्धियाँ–

1. जैन संस्कृति से परिचित होंगे।
2. जैन साहित्य और सिद्धान्तों से परिचित होंगे।
3. जैन जीवन शैली से मूल्यों का विकास होगा।

प्रायोगिक–

आसन–ताड़ासन, त्रिकोणासन, शंशाकासन, पवनमुक्तासन, भुंजगासन
प्राणायाम–अनुलोम–विलोम
मुद्रा–ज्ञानमुद्रा, वायुमुद्रा
ध्वनि– महाप्राण ध्वनि
ध्यान–कायोत्सर्ग (संक्षिप्त), अर्न्तयात्रा, दीर्घश्वासप्रेक्षा, ज्योतिकेन्द्र प्रेक्षा,
अनुप्रेक्षा–सहिष्णुता

पाठ्य पुस्तक / संदर्भ ग्रन्थः

- जैन संस्कृति एवं जीवन मूल्य, भाग 1, 2, 3, डॉ. सहआचार्य समणी ऋजुप्रज्ञा, जैन विश्व भारती संस्थान, लाडनूं

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A. (Continouns Internal Assesment)	Theory	Total
JVB202	**अहिंसा एवं शांति (मानवाधिकार एवं कर्त्तव्य)**	**Core Elective (CE)**	**4**	**30**	**70**	**100**

उद्देश्य–

1. मानवाधिकार एवं कर्त्तव्य की जानकारी देना।

इकाई–1

मानवाधिकार : अर्थ एवं परिभाषा, ऐतिहासिक विकास

इकाई–2

मानवाधिकार– मानव अधिकारों का स्वरूप, मानवीय गरिमा का आदर एवं विश्व नागरिकता, जीवन के प्रति सम्मान

इकाई–3

भारतीय दृष्टिकोण में मानवाधिकार

इकाई–4

अधिकार एवं कर्त्तव्य, मानवाधिकार का अर्न्राष्ट्रीय घोषणा पत्र

उपलब्धियाँ–

1. मानवाधिकारों एंव कर्त्तव्यों के प्रति जागरूकता बढेगी।

पाठ्य पुस्तक / संदर्भ ग्रन्थः

1. अहिंसा प्रशिक्षण एवं विश्व शांति– प्रो. बच्छराज दूगड़
2. मानवाधिकार, शांति एवं गांधी दर्शन– डॉ. अनिल धर एवं पूजा शर्मा

Practical

i. Case studey of : Violation of Rights of woman and child.
ii. Study of legel efficiancy in the violation cases.
iii. Preparation of Histograph of the human rights Scenerio in Rajasthan/India.

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 301	Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**25**	**100**
	Chemistry-II				**20**		
	Chemistry-III				**20**		

Chemistry-Paper-I :inorganic chemistry

Objectives:

- To develop the conceptual knowledge of acid and bases.
- To aware about the classification of acids, non aquous solvents and separation methods.
- To give information about various characteristics & laws realed to hard and soft acid and bases.
- To acquaint the knowledge of principles and purifying process for various solvents.

Unit I : Acids and Bases

Arrhenius (Water- ion system), Bronsted- Lowry (The proton donor acceptor system), The Lux-Flood (oxide ion concept), Lewis concepts of acids and bases (The electron donor acceptor concept) and solvent system and solvolysis, ionic product of solvent, limitations of solvent system.

Unit II : Hard and soft acids and bases (HSAB)

Classification of acids and bases as hard and soft. Pearson's HSAB concept, acid- base strength and hardness and softness, symbiosis, theoretical basis of hardness and softness, electronegativity and hardness and softness, limitations of HSAB.

Unit III : Non-aqueous solvents

Physical properties of solvent, types of solvent and their general characteristics, reactions in non-aqueous solvents with reference to liq. NH_3 and liq. SO_2

Unit IV : Seperation methods and Analysis Process

Principles and process of solvent extraction, the distribution law and partition coefficient, batch extraction, continuous extraction and counter current distribution, Gravimetric methods, theory of precipitation, co-precipitation, post precipitation, theory of purifying the precipitates.

Learning Outcomes: After complition the course student would able to:

- Differentiate between the various types of acid and bases.
- Describe the rules and principles related to explain the properties of non aqueous solvents.
- Apply the rules of separation and purification to extract various impurities.
- Explain the general characteristics and types of solvents.

Chemistry-Paper-II :Organic chemistry

Unit I : Alcohols

Classification and nomenclature. Monohydric alcohols- Methods of formation by reduction of aldehyde, ketones, carboxylic acids and esters. Hydrogen bonding, acidic nature, reaction of alcohols. Dihydric alcohols- methods of formation, chemical reactions of vicinal glycols, oxidation cleavage [Pb(OAc)4 and HIO4] and pinacol- pinacolone rearrangement. Trihydric alcohols- methods of formation, chemical reactions of glycerol.

Unit II : Phenol

Nomenclature, structure and bonding, preparation of phenols, physical properties and acidic character. Comparative acidic strength of alcohols and phenols, resonance stabilization of phenoxide ion, reaction of phenols, electrophilic aromatic substitions, acylations and carboxylation. Mechanisms of Fries rearrangement, Claisen rearrangement. Gattermann synthesis, Hauben- Hoesch reaction, Lederer Manasse reaction and Reimer Tiemann reaction.

Unit III : Aldehyde and ketones

Nomenclature and structure of the carbonyl group. Synthesis of aldehyde and ketones with particular reference to the synthesis of aldehydes from acid chlorides, synthesis of aldehyde and ketones using 1, 3 dithianes, synthesis of ketones from nitriles and from carboxylic acids. Physical properties. Mechanism of nucleophilic additions to carbonyl group with particular emphasis on benzoin, aldol, perkin and Knovenagel condensations, condensation with ammonia and its derivatives. Wittig reaction, Mannich reaction, use of acetals as protecting group, oxidation of aldehyde and ketones, Cannizzaro reaction, Bayer Villiger oxidation of ketones, MPV, Clemmensen's reduction, Wolf Kishner reduction, $LiAlH_4$ and $NaBH_4$ reduction, Halogenation of enolizable ketones.

Unit IV : Ethers and epoxides & Organic synthesis via Enolates

Nomenclature of ethers and methods of their formation, physical properties, chemical reactions- cleavage and auto oxidation, Ziesel 's method. Synthesis of epoxides. Acid and base- catalyzed ring opening of epoxides, orientation of epoxide ring opening; reactions of Grignard and organolithium reagents with epoxides.

Acidity of α hydrogens, alkylation of diethyl malonate and ethyl acetoacetate. Synthesis of ethylacetoacetate; The Claisen condensation. Keto-enol tautomerism of ethyl acetoacetate. Alkylation of 1,3- dithianes, alkylation and acylation of enamines.

Objectives:

- To develop knowledge about classification & nomenclature of organic compounds.
- To aware about the chemical reactions, mechanism and properties of alcohol & ethers.
- To develop understading the proper use of various laws related to synthesis and catalyzing process.
- To explain the various reactions on the basis of their mechanism.

Chemistry-Paper-III :Physical chemistry

Learning outcomes: After complition the course student would able to:

- Calssify the various organic compounds on the basis of mechanism and structure.
- Apply the knowledge of processing derivatives for synsthesize various products.
- Describe and discuss about technical terminology related to alcohols, ketones & ethers ec.
- Explain different methods of formation according to chemical reactions.

Unit I : Thermodynamics-I & First law of thermodynamics

Definition of thermodynamics terms: systems, surroundings etc. Types of systems, intensive and extensive properties. State and path functions and their differentials. Thermodynamics process. Concept of heat and work.

Statement, definition of internal energy and enthalpy. Heat capacity. Heat capacities at constant volume and pressure and their relationship. Joule law-Joule Thomsan co-efficient and inversion temperature. Calculation of w,q,dU &dH for the expansion of ideal gases under isothermal and adiabatic condition for reversible process.

Unit II : Themochemistry

Standard state, standard enthalpy of formation- Hess`s Law of heat summations and its applications, Heat of reaction at constant pressure and constant volume. Enthalpy of neutralization. Bond dissociation energy and its calculation from thermo-chemical data, temperature dependence of enthalpy. Kirchhoff's equation.

Unit III : Electrochemistry I

Electrical transport- conduction in metals and in electrolyte solutions, specific conductance and equivalent conductance, measurement of equivalent conductance, variation of equivalent and specific conductance with dilution. Migration of ions and Kohlrausch law, Arrhenius theory of electrolyte dissociation and its limitations, weak and strong electrolytes. Ostwald dilution law its uses and limitations.

Debye Huckel– Onsager`s equation for strong electrolytes (elementary treatment only). Transport number, definition and determination by Hittorf method and moving boundary method. Application of conductivity measurements; determination of degree of dissociation, determination of Ka of acids, determination of solubility product of a sparingly soluble salt, condutometric titrations.

Unit IV : Chemical equilibrium

Equilibrium constant and free energy. Thermodynamic derivation of law of mass action. Le- Chatelier`s principle. Reaction isotherm and reaction isochore – Clapeyron equation and Clausious- Clapeyron equation, application

Learning Outcomes: After complition the course student would able to:

- Calculate and measure equivalent conductance, bond energy and thermo chemical data.
- Differentiate among intensive and extensive properties of system according to thermodynamics.
- Plot and interpret graph, equations and interrelationship related to volume, pressure and heat energy.
- Describe various phenomenon of thermodynamics, thermochemistry and electrochemistry.
- Measure thermo chemical data, enthalpy, solubility and equilibrium constant etc

.

Practicals

Inorganic Chemistry

Preparation of standard solutions

Dilution 0.1M to 0.001M solutions

Gravimetric analysis:(Any One)

i) Analysis of Cu as CuSCN ,
ii) Analysis of Ni as Ni (dimethylglyoxime) and
iii) Analysis of Zn as Zn3(PO4)2

Organic Chemistry

Qualitative Analysis : Identification of two organic compound through the functional group analysis, determination of melting point/boiling point and preparation of suitable derivatives of any one.

Suggested Reading:

1. कार्बनिक रसायन, सुरेश आमेटा, एच.के. पाण्डे, एच.एस. शर्मा, हिमांशु पब्लिकेशन्स, उदयपुर
2. अकार्बनिक रसायन, ओझा, भोजक, कोठारी, चतुर्वेदी, रमेश बुक डिपो, जयपुर
3. प्रायोगिक रसायन, भार्गव, लवानिया, ओझा, रमेश बुक डिपो, जयपुर
4. भौतिक रसायन, शर्मा, भार्गव, गुप्ता, रमेश बुक डिपो, जयपुर
5. कार्बनिक रसायन, विजयश्री मनोज छंगाणी, अल्का पब्लिकेशन, अजमेर
6. अकार्बनिक रसायन, विजयश्री कोठारी छंगाणी, अल्का पब्लिकेशन, अजमेर
7. प्रायोगिक रसायन, छंगाणी, विजयश्री, खण्डेलवाल, अल्का पब्लिकेशन, अजमेर
8. अकार्बनिक रसायन, सुरेश आमेटा, उमा शर्मा, पी.के. शर्मा, मुकेश मेहता, हिमांशु पब्लिकेशन्स, उदयपुर
9. अकार्बनिक रसायन, जी.के. रस्तोगी, यशपाल सिंह, कॉलेज बुक हाऊस, जयपुर
10. प्रायोगिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाऊस, जयपुर

Semester-III

Course Code	Course Title	CourseCategory	Credit	C.I.A.	Theory	Practical	Total
BSC 302	**Physics-I**	**CE***	**4**	**15**	**20**	**25**	**100**
	Physics-II				**20**		
	Physics-III				**20**		

Physics-Paper-I:Statistical And Thermodynamical Physics-I

Objectives:

- To aware general thermo-dynamical interaction.
- To develop concept about carnot's engine and Maxwell relation.
- 3 To apply the concepts production of low temperature.
- 4. To apply the concepts of low temperature.

UNIT I General Thermo-dynamical Interaction:

Thermal interaction; Zeroth law of thermodynamics Helmholtz free energy; Adiabatic interaction and enthalpy; General interaction and first law of thermodynamics; Infinitesimal general interation; Gibb's free energy and Phasetransitions. Clausius-Clapeyron equation; Vapour pressure curve.

UNIT II Carnot's Engine and Maxwell Relation:

Heat engine and efficiency of engine, Carnot,s Cycle; Thermodynamic scale as an absolute scale; Maxwell relationsand their applications.

UNIT III Production of Low Temperature:

Joule Thomson expansion and J.T. coefficients for ideal as well as Vander Waal's gas. Porous plug experiment,Temperature inversions. Regenerative cooling and cooling by adiabatic expansion and demagnetization.

UNIT IV Application of Low Temperature:

Liquid Helium, He I and He II, super fluidity, quest for absolute zero. Nernst heat theorem. Qualitative Discussionof Superconductivity.

Learning Outcomes: After complition the course student would able to:

- Identify and describe the statistical nature of concepts and laws in thermodynamics, in particular: entropy, temperature, chemical potential, Free energies, partition functions.
- Use the statistical physics methods, such as Boltzmann distribution, Gibbs distribution, Fermi-Dirac and Bose-Einstein distributions to solve problems in some physical systems.
- Apply the concepts and principles of black-body radiation to analyze radiation phenomena in thermodynamic systems.
- Apply the concepts and laws of thermodynamics to solve problems in thermodynamic systems such as gases, heat engines and refrigerators etc.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, उष्मा गतिकी एवं सांख्यकीय भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics-Paper-II:Optics –I

Objective

- To give information about geometrical optics.
- To aware about the lenses and these properties.
- To develop concept about the interference.
- To give information about polarization and types of polarization.

UNIT-I Geometrical Optics:

Fermat's principle, Laws of reflection and refraction from Fermat's principle, refraction at a spherical surface.Axial, lateral, angular magnification and their interrelationship; Abbe's Sine condition for spherical surfaces;

UNIT-II Lenses:

Refraction through a thick and thin lenses and its Focal length , Focal length of two thin lenses separated by adistance, Cardinal points of a co-axial lens system, properties of cardinal points; construction of image usingcardinal points.

UNIT-III Interference:

Young's double slit experiment, temporal and spatial coherence, coherence length, Division of amplitude,Interference in thin films, colour in thin films. Wedge shaped film, Newton rings and determination of wavelengthand refractive index by Newton ring. Michelson Interferometer, Measurement of wavelength and refractive index byMichelson Interferometer.

Unit-IV Polarization:

Polarization states of electromagnetic (EM) waves, reflection and refraction of plane EM wave at plane dielectricsurface, boundary conditions, derivation of Fresnel's relations. Huygen's theory, Theory of double refraction usingFresnal's ellipsoidal surface (no mathematical derivation). Production and analysis of plane, circularly andelliptically polarized light, quarter and half wave plates.

Learning Outcomes: After complition the course student would able to:

- Gain knowledge on various theories of light
- Acquire skills to identify and apply formulas of optics and wave physics
- Classify the properties of light like reflection, refraction, interference, diffraction etc
- Applies the diffraction and polarization.
- Classify the theory of double refraction.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, प्रकाशिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics-Paper-III:Electronics& Solid State Devices –I

Objectives:

- To give information about circuit analysis.
- To aware about the network theorems.
- To develop concept about the semiconductor.
- To give information about rectifiers and voltage regulation.

UNIT-I Circuit Analysis:

Network-some important definitions, loop and nodal equation based on DC and AC circuits (Kirchhoff's Laws),Four terminal network parameters; Current volt conventions, Open circuit, short circuit and hybrid parameters ofany four terminals network. Input, Output and mutual impendence for an active four terminal network.

UNIT – II Network Theorems:

Superposition, Thevenin, Norton, Reciprocity, Compensation and maximum power transfer and miller theorems.

UNIT – III Semiconductors:

Intrinsic and extrinsic semiconductors, charge densities in N and P materials, conduction by drift and diffusion ofcharge carriers. PN diode equation, capacitance effects. Nature of charge carriers by Hall effect and Hall coefficient.Zener Diode, tunnel diode, photovoltaic effect.

UNIT – IV Rectifiers and Voltage Regulation:

Half-wave, full wave and Bridge rectifiers, Calculation of ripple factor, efficiency and regulation. Filters: shuntinductors, shunt capacitor, L sections and π sections filters. Voltage regulation and voltage stabilization by Zenerdiode, Voltage multiplier circuits.

Learning Outcomes: After complition the course student would able to:

- Applies the kirchhoff's law (first and second) and circuit analysis.
- Calculate the network theorem (superposition, thevenin, reciprocity, compensation, maximum power transfer and miller theorems).
- Discuss the concept of the semiconductor, type of semiconductor, zener diode and hall effect.
- Identify the concept of rectifiers, voltage regulation, various type of filter.
- Calculation of ripple factor, efficiency and regulation

.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, इलेक्ट्रोनिकी एवं ठोस प्रावस्था युक्तियां, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics Practical: III

1. Study of dependence of velocity of wave propagation on line parameter using torsional wave apparatus.
2. Study of variation of reflection coefficient on nature of termination using torsional wave apparatus.
3. Using Platinum resistance thermometers find the melting point of a given substance.
4. Using Newton's rings method find out the wave length of a monochromatic source and find the refractiveindex of liquid.
5. Using Michelson's interferometers find out the wavelength of given monochromatic source (Sodium light).
6. To determine dispersive power of prism.
7. To determine wave length by grating.
8. To determine wave length by Biprism.
9. Determine the thermodynamic constant using Clements & Desorme's method.
10. To determine thermal conductivity of a bad conductor by Lee's method.
11. Determination of ballistic constant of a ballistic galvanometer.
12. Study of variation of total thermal radiation with temperature
13. To study the Specific rotation of sugar solution by polarimer.
14. Any experiment according to theory paper.

Suggested Reading :

1. प्रभा दशोरा, द्वितीय वर्ष, प्रायोगिक भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 303	Mathematics-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Mathematics-II				**20**		
	Mathematics-III				**20**		

Mathematics-Paper-I :Real Analysis

Objectives:

- To aware the Real Numbers as Complete Ordered Field, Closed & opened Sets.
- To gain knowledge about the Cauchy's Sequences, SuBSCquences.
- To develop knowledge about the Notion of Limit & Continuity for Functions of Two Variables.
- To develop concept about the properties of continuous function on close intervals.

Unit 1: Real numbers as complete ordered field, Limit point, Bolzano-Weierstrass theorem, Closed and Open sets, Union and Intersection of such sets. Concept of compactness. Heine-Borel theorem. Connected sets. Real sequences- Limit and Convergence of a sequence, Monotonic sequences.

Unit 2: Cauchy's sequences, Subsequences, Cauchy's general principle of convergence.

Unit 3 ; Properties of continuous functions on closed intervals. Properties of derivable functions, Darboux's and Rolle's theorem.

Unit 4: Notion of limit and continuity for functions of two variables. Riemann integration — Lower and Upper Riemann integrals, Riemann integrability, Mean value theorem of integral calculus, Fundamental theorem of integral calculus,

Learning Outcomes: After complition the course student would able to:

- Applies the Real Numbers as Complete Ordered Field, Closed & opened Sets.
- Calculate the Cauchy's Sequences, SuBSCquences.
- Discuss the Properties of Continuous Functions on Closed Intervals.
- Classify the Notion of Limit & Continuity for Functions of Two Variables.
- Interprets the fundamental theorem.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, रियल एनालिसिस, आर. बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, रियल एनालिसिस, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics-Paper-II : Differential Equations I

Objectives

- To give information about Degree& Order of a Differential Equation.
- To aware Linear Equation & Exact Differential Equation.
- To develop concept of the 1st Order but Higher Degree Differential Equation Solve for x,y &p.
- To develop knowledge about the Homogeneous Linear Differential Equations.

Unit 1: Degree and order of a differential equation. Equations of first order and first degree. Equations in which the variables are separable. Homogeneous equations and equations reducible to homogeneous form.

Unit 2; Linear equations and equations reducible to linear form. Exact differential equations and equations which can be made exact.

Unit 3: First order but higher degree differential equations solvable for x,y and p. Clairaut's form and singular Solutions with Extraneous Loci. Linear differential equationS with constant coefficients, Complimentary function and Particular integral.

Unit 4 : Homogeneous linear differential equations, Simultaneous differential equations.

Learning Outcomes: After complition the course student would able to:

- Calculate Degree& Order of a Differential Equation.
- Differentiate between Linear Equation & Exact Differential Equation.
- Calculate the 1st Order but Higher Degree Differential Equation Solve for x,y&p.
- Discuss on the Homogeneous Linear Differential Equations.
- Discuss on the linear differential equation constant coefficients.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी,अवकलन समीकरण, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, अवकलन समीकरण, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics-Paper-III : Numerical Analysis

Objectives:

- To aware Relation b/w Differences and Derivatives .
- To Understand the Divided Differences by Newton's .
- To give knowledge about the Stirling's and Bessel's Interpolation Formulae.
- To develop concept of Numerical Integration .

Unit 1: Differences. Relation between differences and derivatives. Differences of a polynomial. Newton's formulae for forward and backward interpolation.

Unit 2 ; Divided differences. Newton's divided difference, Lagrange's interpolation formula.

Unit 3: Central differences.Gauss's, Stirling's and Bessel's interpolation formulae. Numerical Differentiation. Derivatives from interpolation formulae.

Unit 4 ; Numerical integration, Derivations of general quadrature formulas, Trapazoidal rule. Simpson's one-/ third, Simpson's three-eighth and Gauss's quadrature formulae.

Learning Outcomes: After complition the course student would able to:

- Calculate Relation b/w Differences and Derivatives .
- Discuss on the Divided Differences by Newton's .
- Applies the Stirling's and Bessel's Interpolation Formulae.
- Identify the concept of Numerical Integration.
- Applies the trapezoidal rule.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, संख्यात्मक विश्लेषण, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, संख्यात्मक विश्लेषण, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Semester-III

Course Code	Course Title	CourseCategory	Credit	C.I.A.	Theory	Practical	Total
BSC 304	Botany-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Botany-II				**20**		
	Botany-III				**20**		

Botany-Paper-I :Molecular Biology

Objectives:

- To know the concept of genetic material
- To understand the structure of DNA with its model
- To get knowledge about the concept, types and process of DNA replication
- To understand the concept of transcription and Translation
- To learn about the regulation of gene expression

UNIT I: Genetic Material

- Biological, Chemical and physical Nature of Heredity material.
- Structure of DNA, WATSON & Crick model of DNA, Nuclcosome model.
- Structure and types of RNAs (mRNA, tRNA adr RNA)

UNIT –II DNA Replication

- Concept, Types and process of DNA Replication.
- Staht experiment of semiconservative replication of DNA
- Okazaki fragments, DNA Polymerases, DNA protein interaction.
- Preliminary account of DNA damage and repair.

UNIT-III Transcription and Translation

- Transcription in Eukaryotes, role of promoters, RNA Polymerases, Pre RNA synthests, pre RNA Processing, copping, splicing and polyadenylation.
- Translation in Eukaryotes, Genetic code (Initiation, Elongation and Termination.)

UNIT-IV Regulation of Gene Expression

- Regulation in Gene expression in prokaryotes and Eukaryotes,
- Negative and Positive control.
- Attenuation and Antitermination.
- Reverse Transcription and its application.

Learning Outcomes: After complition the course student would able to:

- Explain the concept of genetic material
- Understand the structure of DNA with its model
- Describe the concept, types and process of DNA replication
- Differentiate the transcription and Translation
- Interpret the regulation of gene expression

Suggested Readings:

1. Becker, W.M., Kleinsmith, L.J., Hardin, J. and Bertoni, G. P. 2009. The World of the Cell. 7th Edition. Pearson Benjamin Cummings Publishing, San Francisco.
2. Brown, T. A. 2010. Gene cloning and DNA analysis: An Introduction. Blackwell Publication, USA.
3. Buchanan, B., Gruissem, W. and Jones, R. 2000. Biochemistry and Molecular Biology of Plants. American Society of Plant Biologists., USA.
4. Chrispeel, M.J. and Sadava, D.E. 1994. Plants, Genes and Agriculture. Jones and Barlett Publishers, USA.
5. Cooper, G.M. and Hausman, R.E. 2009. The Cell: A Molecular Approach. 5th edition. ASM Press and Sunderland, Washington, D.C. Sinauer Associates, MA.
6. De Robertis, E.D.P. and De Robertis, E.M.F. 2006. Cell and Molecular Biology 8th edition. Lippincott Williams and Wilkins, Philadelphia.

7. Glick, B.R. and Pasternak, J.J. 2003. Molecular Biotechnology: Principles and Applications of recombinant DNA. ASM Press, Washington.
8. Karp, G. 2010. Cell and Molecular Biology: Concepts and Experiments. 6th edition. John Wiley and Sons. Inc. New jersey, USA.
9. Mascarenhas, A.F. 1988. Hand book of Plant tissue culture. Publication and information. Div., ICAR, New Delhi.
10. Purohit, S.S. and Mathur, S.K. 1996. Biotechnology Fundamental and Application. Agro Botanical Publisher, Bikaner.
11. Razdan, M.K., 1993. An introduction to Plant tissue culture. Publication and Information Div., ICAR, New Delhi.
12. Rana, S.V.S. 2012. Biotechnology theory and practice. (Third Ed.) Rastogi Publication, Meerut.
13. Rastogi, V.B. 2008. Fundamentals of Molecular Biology.Ane Books, Meerut, India.
14. Smith, R. H. 2000. Plant Tissue Culture: Techniques and Experiments. 2nd edition, Academic Press, USA.
15. Upadhyaya, A. and Upadhayaya, K. 2005. Basic Molecular Biology. Himalaya Publishers. New Delhi.

Botany-Paper-II :Biotechnology

Objectives:

- To know the whole concept of Biotechnology
- To distinguish between morphogenesis and micro propagation
- To aware about the mechanism of plant tissue culture.
- To learn about the isolation, culture and somatic cell hybridization
- To acquire knowledge about recombinant DNA technology and PCR technique.
- To understand the introduction, process of transgenic plants.

UNIT I: Biotechnology and Plant tissue culture

Biotechnology: Functional definition. Basic aspects of Plant tissue culture, Basal medium, Media preparation and aseptic culture technique. Concept of cellular totipotency, Differentiation and morphogenesis and Micropropagation.

UNIT II: Protoplast, Anther and Embryo culture

Protoplast isolation, culture and Somatic cell hybridization, Anther culture , Embryo culture and their Applications, Applications of Plant tissue culture,

UNIT III:Recombinant DNA technology

Techniques used in rDNA technology. Restriction enzymes. Vectors for gene transfer. Plasmids and Cosmids. Genomic and c-DNA library, Polymerase Chain Reaction (PCR), Applications of PCR technique, DNA Finger Printing.

UNIT IV: ,**Transgenic plants**

Introduction , Process of production of transgenic plants, types of transgenic plants ,
Application of transgenic plants and Biotechnology

Learning Outcomes: After complition the course student would able to:

- Comprehend the concept of Biotechnology
- Distinguish between morphogenesis and micro propagation
- Describe the role of plant tissue culture.
- Explain the isolation, culture and somatic cell hybridization
- Acquire knowledge about recombinant DNA technology and PCR technique.
- Interpret the transgenic plants.

Suggested Readings:

1. Becker, W.M., Kleinsmith, L.J., Hardin, J. and Bertoni, G. P. 2009. The World of the Cell. 7th Edition. Pearson Benjamin Cummings Publishing, San Francisco.
2. Brown, T. A. 2010. Gene cloning and DNA analysis: An Introduction. Blackwell Publication, USA.
3. Buchanan, B., Gruissem, W. and Jones, R. 2000. Biochemistry and Molecular Biology of Plants. American Society of Plant Biologists., USA.
4. Chrispeel, M.J. and Sadava, D.E. 1994. Plants, Genes and Agriculture. Jones and Barlett Publishers, USA.
5. Cooper, G.M. and Hausman, R.E. 2009. The Cell: A Molecular Approach. 5th edition. ASM Press and Sunderland, Washington, D.C. Sinauer Associates, MA.
6. De Robertis, E.D.P. and De Robertis, E.M.F. 2006. Cell and Molecular Biology 8th edition. Lippincott Williams and Wilkins, Philadelphia.
7. Glick, B.R. and Pasternak, J.J. 2003. Molecular Biotechnology: Principles and Applications of recombinant DNA. ASM Press, Washington.
8. Karp, G. 2010. Cell and Molecular Biology: Concepts and Experiments. 6th edition. John Wiley and Sons. Inc. New jersey, USA.

9. Mascarenhas, A.F. 1988. Hand book of Plant tissue culture. Publication and information. Div., ICAR, New Delhi.
10. Purohit, S.S. and Mathur, S.K. 1996. Biotechnology Fundamental and Application. Agro Botanical Publisher, Bikaner.Razdan, M.K., 1993. An introduction to Plant tissue culture. Publication and Information Div., ICAR, New Delhi.
11. Rana, S.V.S. 2012. Biotechnology theory and practice. (Third Ed.) Rastogi Publication, Meerut.
12. Rastogi, V.B. 2008. Fundamentals of Molecular Biology.Ane Books, Meerut, India.
13. Smith, R. H. 2000. Plant Tissue Culture: Techniques and Experiments. 2nd edition, Academic Press, USA.
14. Upadhyaya, A. and Upadhayaya, K. 2005. Basic Molecular Biology. Himalaya Publishers. New Delhi.

Botany-Paper-III :Plant Physiology I

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.**Objectives:**

- To understand structure, properties, components and phenomenon of water
- To know about different theories related to water absorption.
- To learn about Nitrogen and phosphorous cycle
- To get knowledge about concept and process of photosynthesis and respiration.
- To distinguish Aerobic and anaerobic pathways

.

UNIT I: Water

Structure and properties of water, osmosis, water potential and its components, absorption of water, root pressure, pathway of water movement; concepts of symplast and apoplast. Ascent of sap, mechanism of stomatal movements, factor affecting transpiration, it's theories, mechanism and significance, antitranspirants and guttation.

UNIT II: Mineral Nutrition

Transport of ions across cell, mechanism of active and passive transport, translocation of, macro and micro nutrients; role of essential nutrients in plant metabolism and their deficiency symptoms. Outline of Nitrogen and phosphorus cycle. Transamination and deamination.

UNIT III: Photosynthesis

Photosynthesis, discovery and structure of pigments (chlorophyll and accessory pigment) ,light harvesting units, law of limiting factors. Light reaction- photophosphorylation- (cyclic and non cyclic), dark Reaction- Calvin and Benson cycle, Hatch and Slack pathway, Crassulacean acid metabolism and photorespiration.

UNIT IV: Respiration

Respiration: Aerobic and anaerobic, glycolysis, tricarboxylic acid cycle, oxidative phosphorylation, and factors affecting oxidative processes, pentose phosphate pathway, fermentation.

Learning Outcomes: After complition the course student would able to:

- Understand structure, properties, components and phenomenon of water
- C out different theories related to water absorption.
- Explain the Nitrogen and phosphorous cycle
- Get knowledge about concept and process of photosynthesis and respiration
- Distinguish Aerobic and anaerobic pathways

Suggested Readings:

1. Hopkins, W.G. and Huner, P. A. 2008. Introduction to Plant Physiology**.** John Wiley and Sons, USA.
2. Jain, V.K. 2013. Fundamental of Plant Physiology. S. Chand and Company Ltd., New Delhi.
3. Malik, C. P. and Srivastava A.K. 1982. Text book of Plant Physiology. Kalyani publication, New Delhi.

4. Mukherjee S., Ghosh A. K. 2006. Plant Physiology. New Central Book Agency, Calcutta.
5. Parashar, A. N. and Bhatia, K. N. 1985. Plant Physiology. Trueman Book Company, New Delhi.
6. Sinha, R. K. 2007. Modern Plant Physiology. 2nd Edition Tata McGraw, New Delhi.
7. Taiz, L. and Zeiger, E. 2006. Plant Physiology**.** 4th Edition, Sinauer Associates Inc. Publishers, Massachusetts, USA.
8. Verma, S. K. and Verma, M. 2000. A Text book of Plant Physiology, Biochemistry and Biotechnology. S. Chand and co. Ltd., New Delhi.
9. Verma, V. 2007. Text Book of Plant Physiology. ANE Books, India.

BOTANY PRACTICAL III

1. To determine the water potential of given plant material.
2. Demonstration of phenomenon of osmosis using potato osmometer.
3. Demonstration of phenomenon of plasmolysis.
4. To study the permeability of plasma membrane using different concentration of organic solvents.
5. To study the effect of temperature on permeability of plasma membrane.
6. To demonstrate root pressure.
7. Study of effect of temperature on rate of transpiration.
8. Study of transpiration rate in dorsiventral and isobilateral leaves by use of potometer.
9. Study of the mechanism of stomatal opening and closing.
10. Rate of photosynthesis under varying HCO_3 concentration in an aquatic plant using bicarbonate (Wilmott and Bubbler).
11. Demonstration of O_2 evolution during photosynthesis by inverted funnel method.
12. To study that light is necessary for photosynthesis by using ganong screen.
13. To demonstrate of anaerobic and aerobic respiration.
14. To study that $C_{O2,}$ light and chlorophyll is essential for photosynthesis (Moll's half experiment).
15. Study C3 andC4 plant with the kranz anatomy.
16. To study the R.Q. by Ganong's respirometer.

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 305	Zoology-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Zoology-II				**20**		
	Zoology-III				**20**		

Zoology-Paper-I: Life and Diversity of animals – Chordata- I

Objectsives:

- To explain what the vertebrates are.
- To understand the general characters of each class of vertebrates.
- To understand the origin and evolutionary relationship in different classes of vertebrates.
- To understand the classification of pisces
- To develop the general characters and classification in Amphibia

Unit I: Protochordates

1.1 **Protochordata**: General characters and classification up to class Type Study:

1.2 ***Herdmania*** : Morphology, digestive system, Nervous System and sense organs, Excretory System, Reproductive system, Ascidian tadpole larva

1.3 ***Amphioxus***: Structure, digestive system, respiratory system, circulatory system, senseOrgans, excretory system

Unit – II Agnatha and Pisces

2.1 Agatha: GeneralFeatures of Agnatha and classification up to classesType study: General Features of Petromyzon, Ammocete Larva

2.2 Pisces: Classfication of Pisces upto class; Difference between Chondrichthyes and Osteichthyes Type Study**:** General Morphology and anatomy of Scoliodon

Unit-III Tetrapoda

3.1 Amphibia: Classification and characters with suitable examples, adaptations for amphibious life

3.2 Reptilia: Classification and characters with suitable examples,

3.3 Aves: General classification and characters with important examples;

3.4 Mammalia-I: Classification and characters with suitable examples

Unit – IV Miscellaneous

4.1 Protochordates: General features and phylogeny of Urochordates &cephalochordates; Retrogressive metamorphosis

4.2 Pisces: Fins (structure and origin); Types of scales; Migration; Parental Care

Learning Outcomes: After complition the course student would able to:

- Discuss and study the classification of Protochordata, Ascidia & Amphioxus

- Understand the classification of Agnatha & Gnathostomata, Characters of Petromyzon, Ammocoet larva, .
- Learn about the classification of Pisces, and basics of pisciculture, Scales, Fins, migration in fishes.
- Understand the classification of Amphibia, Reptilia, and the General Topics like Adaptive radiation in Amphibian, Neoteny, Parental care in Amphibians,
- Understand the classification of Aves, Mammals and the General Topics like perching mechanism, flight adaptation, migration and feathers in birds and adaptation, hair and dentition in Mammals

Zoology-Paper-II:Microbiology& Parasitology

Objectsives:

- To understand the classification Microorganisms.
- To Understand and study the Bactria.
- To Understand the Parasite Protozoan's.
- To Understand the Virus, Hepatitis and HIV.
- To explain the morphology of bacteria

Unit –I: Microbiology

1.1 The scope of Microbiology: Characterization, Classification and identification of Microorganisms.

1.2 History and landmark events in Microbiology: Working of A.V. Leeuvenhock, Louis Pasteur, Robert Koch, Germ Theory of diseases.

1.3 World of Microbes: General Morphology of Protozoa, fungi – Molds and Yeasts

Unit-II: Bacteria

2.1 The World of Bacteria – Morphology of Bacteria; Difference between Gram-positive and Gram-negative Bacteria

2.2 Basic idea of Culture: Types of culture media, Maintenance of pure cultures

2.3 Growth & Reproduction: Bacterial division, growth curve, generation time, measurement of growth. Asepsis, sterilization with physical and chemical agents; Reproduction- Asexual and sexual

Unit-III: Other Microbes

3.1 Virus: Structure, Classification; Life Cycle- Lytic and Lysogeny; A Bacteriophage

3.2 Hepatitis: Structure and types of causative agent, Precaution, Prevention and Control

3.3 HIV and AIDS: Epidemiology, prevention, control and treatment

Unit-IV: Parasitology

4.1 Parasitic Protozoans: life cycle, pathogenesis and disease caused by Entamoebae; Plasmodium, Trypanosoma, Leishmania

4.2 Epidemiology of infectious diseases with reference of Human:

- Bacterial [Tuberculosis, Leprosy, Meningitis]
- Fungal[any one]diseases

Learning Outcomes: After complition the course student would able to:

- Applies the classification Microorganisms.
- Understand and study the Bactria.
- Explain the Parasite Protozoans.
- Classify the Virus,Hepatitis and HIV.
- Interprets the plasmodium, trypanosome, leishmania.

Zoology-Paper-III: Physiology- I

Objectsives:

- To develop the metabolic activities in mammalian body.
- To understand the various Biomolecules in body.
- To understand the structural chemistry of proteins, carbohydrates, fats.
- To understand the functions of Biomolecules in body Secretion.
- To explain the process of digestion.

Unit I Respiration

1.1 Mechanism and regulation of Respiration

1.2 Transport of oxygen and carbon dioxide, Respiratory Pigments

1.3 Respiratory quotient, Respiratory volumes and capacities

1.4 Respiratory Disorders and effect of smoking

Unit II Circulation

2.1 Body Fluid: Composition and functions of blood; Lymph composition & function; Blood Pressure, Regulation of Blood Pressure

2.2 Blood clotting – Intrinsic and extrinsic factors, Blood groups and Rh factor

2.3 Physiology of cardiac muscles, structure & function of heart; Human Cardiac Cycle; Cardiac Rhythm; Origin of Heart Beat; Regulation of Heart Beat

2.4 Elementary idea of Haemostasis, ECG, factors contributing to heart problems; Angioplasty; Angiography

Unit III Nutrition and Digestion

3.1 Balanced diet

3.2 Digestion and absorption of carbohydrates, proteins and fats

3.3 Hormonal regulation of gastrointestinal function

3.4 Vitamins- Fat soluble and water soluble vitamins; Sources, deficiency and diseases

Unit IV Excretion

4.1 Types of Nitrogenous waste products (ammonotelic, uricotelic, ureotelic)

4.2 Structure and function of kidney; Nephron; Renal blood supply

4.3 Mechanism of Urine formation in mammals; Counter Current Principle

4.4 Hormonal control of renal function; Rennin- Angiostensin System, Micturition, Regulation of Body Fluids & Acid Base balance

Learning Outcomes: After complition the course student would able to:

- Understand the Physiology of Digestion & Respiration.
- Discuss the Physiology of Circulation & nerve impulse and Reflex Action.
- Understand the Physiology of Excretion
- Describe in nitrogenous waste products.
- Interprets in hormonal control of renal function

Zoology -----Practical Based on paper I, II and III

Paper-I: Study of Chordates:

A. Study of Specimen.
   a) **Protochordata**: Herdmania, Ciona, Salpa, Doliolum, Amphioxus
   b) **Lower Chordates**: Petromyzon, Myxine/Bdellostoma, Ammocete larva,
   c) **Pisces:** Sphyrna, Trygon (Sting ray), Pristis (Saw Fish), Raja (Skate),Torpedo, Chimaera (Rat Fish), Acipensor, Amia, Lepidosteus, Notopterus, Labeo, Clarius, Anguilla (eel), Exocoetus, Hippocampus, Echenesis Sucker Fish), Protopterus,
   d) **Amphibia:** Icthyophis, Cryptobranchus, Ambyostoma (Tiger Salamander), Axolotl Larva, Salamandra, Proteus, Siren, Alytes, Pipa, Hyla, Rhacophorous (Flying Frog)

B. Study of Slides.
   a) Tadpole larva of Herdmania, Herdmania Spicules, T.S. of Amphioxus (Through Oral hood, Pharyngeal, Intestinal and Caudal regions)
   b) V.S. of Skin of Scoliodon, Amphibia

C. Mounting.
   a) Herdmania Spicules, Placiod Scale

D. Dissection: [Through demonstration by chart/ CAL/ Video]

a) **Major:** Afferent branchial vessels; Efferent branchial vessels; Cranial nerves ofScoliodon.

b) **Minor:** Internal Ear; Eye Muscles; Ampulla of Lorrenzini

Paper-II : Microbiology and Parasitology

1. Preparation and use of culture media for microbes
2. Study of microbes in food material (milk, Curd etc.)
3. Staining procedure for parasites
4. Identification of Protozoan parasites from permanent slides.
   - Trypanosoma(epimastigote or trypomastigote form); Leishmania (promastigote and amastigote form); Plasmodium (sporozoites and signet ring); Giardia; Entamoeba (trophozoites);;
5. Identification and characterization of helminth parasites from permanent slides
   - Cercaria of Fasciola; Eggs of Schistosoma; Cyst of Echinococcus granulosus; Microfilarie of Wuchereria

Paper: III Physiology:

1. Demonstration of ptyalin enzyme activity
2. Estimation of haemoglobin content; RBC Counting, WBC Counting; Haematocrit value and ESR of given blood sample
3. Histological Slides of mammalian T.S. of spinal Cord, stomach, duodenum, ileum, liver, lung, kidney

Suggested Readings:

Chordates:

1. Colbert's evolution of the vertebrates; Colbert, E.H; John Wiley & Sons

2. Text book of Chordate Zoology vol. II ; Sandhu, G.S. and Sandhu, G.S; Campus Books.
3. Modern text book of Zoology-Vertebrates; Kotpal, Rastogi Publication.
4. Vertebrate Zoology; Rastogi, V.B.; Ramnath & Kedarnath.
5. Young, O.Z.: The Life of Vertebrates, Oxford University Press, Oxford.
6. Young,J.Z,: The life of vertebrates. Oxford University Press London 1962(Low Priced Text Reprint English Language Book Socieety London,1962).
7. Barrington,E.J.W.: The Biology Hemichordata & Protochordata Oliver & Boyd,London,1965
8. Young J. Z : The life of mammals Oxford University Press London 1963
9. R.L Kotpal,2015, Chordata, Rastogi Publishing, Meerut, Delhi

Parasitology:

1. Burton J Bogitsh Human Parasitology 3rd edition Elsevier.
2. Roberts, L. S. and J. Janovy, Jr. 2004. Foundations of Parasitology. 7th Edition. McGraw Hill, Boston.
3. Smith. Animal Parasitology 1996. Cambridge University Press.
4. Marr et al. Molecular Medical Parasitology 2003, Elsevier.
5. Lawrence R. Ash and Thomas C. Orihel. Atlas of Human Parasitology. American Society for clinical pathology press 5th edition, 2007.
6. Janet Amundson Romich. Understanding Zoonotic Diseases. 2007
7. Paul Schmid-Hempel. The Integrated Study of Infections, Immunology, Ecology, and Genetics (Oxford Biology), 2011
8. H.S Singh &P. Rastogi,2016, Parasitology, Himalaya Publishing House, pvt. Ltd. Delhi

Microbiology

1. Mani,A., Selvaraj, A.M., Narayanan, L.M. & Arumugam, N. 1996 : Microbiology – saras publications – Nagercoil-India.
2. Sharma, P.D. 1998: Microbiology – Rastogi Publ. Meerut, India
3. Subba Rao, N.S., 1999: Soil Microbiology, Oxford IBH Co. New Delhi, India.
4. Sullia,S.B. & Santharam,S. 2004-General Microbiology, Oxford IBH, India.
5. Meenakumari, S. Microbial Physiology, MJP-Publ.-Chennai, India.
6. Purushotam Kaushik, 2005: Microbiology –S.Chand & Co. New Delhi, India
7. Vijaya Ramesh, 2005: Environmental Microbiology, MJP.Publ., Chennai, India
8. Vijaya Ramesh, 2007: Food Microbiology, MJP.Publ. Chennai, India.
9. Rajan,S. 2007: Medical Microbiology – MJP.Publ. Chennai, India.
10. Purohit, S.S. 2007: Microbiology - Agrobios Publ. India
11. Trivedi, P.C.2008: Applied Microbiology - Agrobios Publ. India
12. Prescott, 2009: Industrial Microbiology - Agrobios Publ. India
13. Parihar, L. 2008: Advances in Applied Microbiology - Agrobios Publ. India
14. Agarwal,A.K.2008: Industrial Microbiology, Agrobios Publ. India.
15. Bohra, A. 2006: Food Microbiology, Agrobios Publ. India
16. Bhastiya&Jain,2015, Immunology, microbiology,&Biotechnology, Himalaya Pubishing House pvt. Ltd. Delhi

Physiology:

1. Ganong: Review of Medical Physiology (22nd ed. 2005, Lange Medical)
2. Guyton and Hall: A text book of Medical Physiology (11th ed. 2006, Saunders).
3. Keele & Neil: Samson Wright's Applied Physiology (13th ed. 1989, Oxford)
4. Hall of India Pvt. Ltd., New Delhi - 110 001.
5. Wood, D.W., 1983. Principles of Animal Physiology 3rd Ed.,
6. Prosser, C.L. Brown 1985. Comparative Animal Physiology, Satish Book Enterprise, Agra - 282 003.
7. Wilson, J. A. Principles of animal physiology. Collins MacMillan Publ.
8. Chordate zoology and animal physiology. S. Chand and Co
9. K.V. Shastri, 2015, Animal Physiology and Biotechnology, Rastogi Publication, Merrut, Delhi

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A. (Continouns Internal Assesment)	Theory	Total
JVB 301	**हिन्दी (अनिवार्य पत्र)**	**Core Foundution(CF)**	**4**	**30**	**70**	**100**

उद्देश्य–

1. हिन्दी व्याकरण– संज्ञा, सर्वनाम, कारक, पर्यायवाची, विलोमशब्द, समुच्चारित भिन्नार्थक शब्द, मुहावरें, लोकोक्तियाँ आदि का सामान्य ज्ञान करवाना।
2. देवनागरी लिपि का परिचय देना।
3. व्यावहारिक पत्रों की जानकारी देना।

इकाईI

व्याकरण–संज्ञा, सर्वनाम, कारक, पर्यायवाची, विलोमशब्द, समुच्चारित भिन्नार्थक शब्द, मुहावरें, लोकोक्तियाँ,

इकाईII

देवनागरी लिपि की विशेषताएँ, सरकारी पत्र, अर्द्धसरकारी पत्र

इकाईIII

काव्य संचय – निम्नलिखित कवियों की चयनित कवितायें :
मैथिलीशरण गुप्त– मातृभूमि, आगे बढ़ो ! ऊँचे चढ़ो !,
जयशंकर प्रसाद– भारत महिमा, प्रयाण–गीत
सुमित्रानंदन पंत– भारत माता, द्रुत झरों
निराला– वह तोड़ती पत्थर
रामधारी सिंह दिनकर– जनतंत्र का जन्म
सच्चिदानन्द हीरानन्द वात्स्यायन 'अज्ञेय'– हिरोशिमा
सुधीन्द्र– कोकिल, राजस्थान–वन्दना
गिरिजा कुमार माथुर– पन्द्रह अगस्त

इकाईIV

गद्य संग्रह – निम्नलिखित लेखकों की चयनित रचनायें
प्रेमचन्द– आत्माराम (कहानी)
डॉ. रामचरण महेन्द्र– राष्ट्र मंदिर का सुवासित पुष्प : केसरीसिंह बारहठ (जीवनी)
महादेवी वर्मा– बहिन सुभद्रा (रेखाचित्र)
जैनेन्द्र कुमार– साधना के कवि (संस्मरण)
हरिकृष्ण प्रेमी– राखी (एकांकी)
हरिशंकर परसाई– मूल्यों का उलटफेर (व्यंग्य)
जवाहरलाल नेहरु– इतिहास से शिक्षा (पत्र साहित्य)
विद्यानिवास मिश्र– हल्दी–दूब और दधि, अच्छत (ललित निबन्ध)
अगरचन्द नाहटा– राजस्थान की सांस्कृतिक धरोहर (सांस्कृतिक निबन्ध)

उपलब्धियाँ–

1. विद्यार्थियों का व्याकरण के ज्ञान में वृद्धि होगी।
2. विद्यार्थी कार्यालय पत्र लिखने में समर्थ हो सकेंगे।
3. विद्यार्थी देवनागरी लिपि के महत्त्व, उसकी विशेषता आदि से अपने ज्ञान में वृद्धि करेंगे।

पाठ्यपुस्तक/संदर्भ ग्रंथ–

1. काव्य संचय, सम्पादक– डॉ. शम्भूनाथ पाण्डेय, अनुराग प्रकाशन, अजमेर
2. गद्य संग्रह, सम्पादक– डॉ. विजय कुलश्रेष्ठ, अलका पब्लिकेशन, अजमेर
3. हिन्दी व्यावहारिक व्याकरण एवं रचना, डॉ. राघव प्रकाश, पिंकसिटी पब्लिकेशन, जयपुर

Semester - III

Course Code	Course Title	Course Category	Credit	C.I.A. (Continouns Internal Assesment)	Theory	Total
JVB 302	Indian Culture	Core Elective(CE)	4	30	70	100

उद्देश्य :

1. प्राचीन भारतीय संस्कृति की जानकारी प्रदान करना।
2. प्राचीन गौरवशाली विश्वविद्यालयों के बारे में जानकारी प्रदान करना।
3. प्राचीन महाकाव्यों और भारतीय जीवन मूल्यों के बारे में जानकारी प्रदान करना।

इकाई – 1

भारतीय संस्कृति – परिभाषा, पृष्ठभूमि एवं विशेषताएं,
वर्णाश्रम व्यवस्था – परिभाषा एवं महत्व
पुरूषार्थ एवं ऋण – अर्थ, प्रकार एवं महत्व
प्राचीन सामाजिक संगठन – पारिवारिक जीवन

इकाई – 2

प्राचीन भारत में नारी की स्थिति
प्राचीन भारत की न्याय व्यवस्था
शिक्षा एवं शिक्षण संस्थाएं,
धर्म – शैव, वैष्णव, जैन, बौद्ध
सम्प्रदाय – विट्ठल, नाथ

इकाई – 3

भारतीय कला एवं अवशेष – भारतीय वास्तुकला, मूर्तिकला एवं चित्रकला
महाकाव्य युगीन संस्कृति – रामायण एवं महाभारत
भारतीय अभिलेख एवं सिक्के
कालिदास एवं तुलसीदास – जीवन परिचय एवं सांस्कृतिक व साहित्यिक योगदान

इकाई – 4

भारतीय पर्व एवं त्यौहार – हिन्दू, मुस्लिम, सिक्ख एवं इसाई पर्व
रविन्द्रनाथ टैगोर – सामाजिक एवं सांस्कृतिक महत्व
भारतीय संस्कृति का विदेशों में प्रचार–प्रसार
भारतीय संस्कृति का मानव–कल्याण में योगदान

उपलब्धियां

1. विद्यार्थी प्राचीन भारतीय संस्कृति की जानकारी प्राप्त कर सकेंगे।
2. विद्यार्थी प्राचीन गौरवशाली विश्वविद्यालयों के बारे में ज्ञान प्राप्त कर सकेंगे।
3. विद्यार्थी प्राचीन महाकाव्यों और भारतीय जीवन मूल्यों के बारे में जानकारी प्राप्त कर सकेंगे।

Reference Books :

1. भारतीय संस्कृति, रूपनारायण त्रिपाठी, रामदेव साहू, श्याम पब्लिकेशन, जयपुर
2. भारतीय संस्कृति के 21 अध्याय, एस.एल. नागौरी, युनिवर्सिटी बुक हाउस, जयपुर
3. भारतीय संस्कृति का विकास, सत्यकेतु विद्यालंकार, श्री सरस्वती सदन, नई दिल्ली

भारतीय संस्कृति के मूल तत्व, सुखबीर सिंह, बिजेन्द्र कुमार, साहित्य भण्डार पब्लिकेशन, मैरठ

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 401	Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**25**	**100**
	Chemistry-II				**20**		
	Chemistry-III				**20**		

Chemistry-Paper -I :Inorganic chemistry

Objectives:

- To develop the knowledge about chromatography, oxidation reduction and polymerization.
- To aware about the conceptual knowledge of chromatography, polymer chemistry and bioinorganic chemistry.
- To acquaint about the classification of acids, non aquous solvents and separation methods.
- To give information about solvent systems, diagrams and preparation methods.
- To develop understanding about phosphazenes, trace elements and nitrogen fixation.

Unit I : Chromatography

Types of chromatographic methods and their applications, principle of differencial migration, Adsorption phenomenon, nature of the adsorbent, solvent systems, Rf values.

Unit II : Oxidation and Reduction

Use of redox potential data, analysis of redox cycle, redox stability in water, disproportionation, Frost, the diagrammatic representation of potential data, Latimer and Pourbaix diagrams, principles involved in the extraction of the elements.

Unit III : Polymer chemistry of Silicones& Phosphazenes

Classification, Preparation and Structure of silicons, silicon resin, silicon rubber, silicon fluid, industrial application of silicones.

Preparation, properties, substitution reaction and structure of Phosphazenes

Unit IV : Bioinorganic chemistry

Essential and trace elements in biological processes, metalloporphyrins with special reference to haemoglobin and myoglobin. Biological role of alkali and alkaline earth metal ions with reference to Na+, K+, Ca+2 and Mg+2, nitrogen fixation.

Learning Outcomes: After complition the course student would able to:

- Differentiate between oxidation& reduction and structures of silicons .
- Describe the principles related to differential migration, substitution and biochemistry .
- Apply the methods of chromatography, industrial uses of silicon and biochemistry to solve different issues.
- Interpret the diagrams related to redox reaction, structure and processes of polymerization.

Chemistry-Paper -II :Organic chemistry

Objectives:

- To develop knowledge about classification & nomenclature of carboxylic acid and dicarboxylic acid .
- To aware about the chemical reactions, mechanism and properties of polymers, halonitroarenes and amines.
- To develop concept of various laws related to synthesis and catalyzing process.
- To aquaint the various reactions on the basis of their mechanism.

Unit I : Carboxylic acids & Dicarboxylic acids

Nomennclature, structure and bonding, physical properties, acidity of carboxylic acids, effects of substituents on acid strength, preparation of carboxylic acids, reactions of carboxylic acids – Hell Volhard Zelinisky reaction, synthesis of acid chlorides, esters and amides, reduction of carboxylic acids, mechanism of decarboxylation. Method of formation and chemical reaction of haloacids, hydroxyl acids, malic tartaric and citric acids. Methods of formation and chemical reactions of α, β- unsaturated monocarboxylic acids. methods of formation and effect of heat and dehydrating agents (succinic, glutaric and adipic acids).

Unit II : Carboxylic acids derivatives & Synthetic polymers

Structure and nomenclature of acid chlorides, esters, amides (urea) and acid anhydrides, relative stability of acyl derivatives. Physical properties, inter conversion of acid derivatives by nucleophilic acyl substitution. Preparation of carboxylic acid derivatives, chemical reactions, mechanism of esterification and hydrolysis (acidic and basic).

Addition or chain growth polymerization. Free radical vinyl polymerization, ionic vinyl polymerization, Ziegler Natta polymerization and vinyl polymers. Condensation or step growth polymerization. Polyesters, polyamides, phenol-formaldehyde resin, urea-formaldehyde resin, epoxy resins and polyurethanes. Natural and synthetic rubbers.

Unit III : Alkyl nitrates, Nitroarenes & Halonitroarenes

Preparation of nitroalkanes and nitroarenes. chemical reactions of nitro alkanes, mechanism of nucleophilic substitution in nitro arenes and their reduction in acidic, neutral and alkaline medium, picric acid.

Reactivity, structure and nomenclature of amines, physical properties, stereochemistry of amines. Separation of mixture of primary, secondary and tertiary amines, structural features effecting basicity of amines.

Unit IV Amines

Amines salts as phase transfer catalyst, preparation of alkyls and aryl amines (reduction of nitro compounds, nitriles), reductive amination of aldehylic and ketonic compounds. Gabriel- Pthalamide reaction, Hofmann bromamide reaction.

Reaction of amines, electrophilic aromatic substitution in aryl amines, reaction of amines with nitrous acids. Diazotization, mechanism, synthetic transformation of aryl diazonium salts, azocoupling.

Learning Outcomes: After complition the course student would able to:

- Calssify the various organic compounds on the basis of mechanism and structure.
- Apply the knowledge of processing derivatives for synsthesize various products.
- Describe and discuss about technical terminology related to acids, alkyl nitrates and amines.

- Discuss about the methods of formation, structural features and mechanism of various compounds.

Chemistry-Paper -III:Physical Chemistry

Objectives:

- To aware about laws of thermodynamics, pH, polarization of molecular structure.
- To develop conceptual knowledge about entrophy, electrolytes dipole moment etc.
- To develop analytical view about evaluation of absolute entrophy, activity coefficient and magnetic propertires of compounds.
- To give information about carnt theorem, mixing of gases, overvoltage and referectivity.

Unit I : Second and Third law of thermodynamics & Concept of entropy

Need for the law, different statements of the law, Carnot cycle and its efficiency. Carnot theorem. Thermodynamic scale of temperature.

Entropy as a state function, entropy as a function of Volume and temperature, entropy as a function of pressure and temperature, entropy change in physical change, Clausius inequality, entropy as a criteria of spontaneity and equilibrium, Entropy change in ideal gases and mixing of gases

Nernst heat theorem, statement and concept of residual entropy, evaluation of absolute entropy from heat capacity data. Gibbs and Helmholtz functions: Gibbs function (G) and Helmholtz function (A) as thermodynamic quantities, A & G as criteria for thermodynamic equilibrium and spontaneity, their advantage over entropy change. Variation of G and A with P, V and T.

Unit II : Electrochemistry II

Types of reversible electrodes, gas metal ion, metal-metal ion, metal insoluble salt-anion and redox electrodes. Electrode reactions, Nernst equation, derivation of cell E.M.F. and single electrode potential, standard hydrogen electrode, reference electrodes, standard electrode potential, sign convention, electrochemical series and its significance.

Electrolytic and Galvanic cells-reversible and irreversible cells, conventional representation of electrochemical cells. EMF of a cell and its measurements, computation of cell EMF, calculation of thermodynamic quantities of cell reactions (ΔG, ΔH and K), polarization, over potential and overvoltage.

Concentration cell with and without transport, liquid junction potential, application of concentration cells, solubility product and activity coefficient, potentiometric titrations.

Unit III : pH & Corrosion

Definition of pH and pKa determination of pH using hydrogen, quinhydrone and glass electrodes, by poteniometric methods. Buffers- mechanism of buffer action. Henderson- Hazel equation. Hydrolysis of salts.

Fundamental of electrolytic corrosion: theories and kinetics, corrosion prevention. Batteries, fuel cells

Unit IV : Physical properties and molecular structure

Optical activity, polarization (Clausius-Mosotti equation) orientation of dipoles in an electric field, dipole moment, induced dipole moment, measurement of dipole moment temperature method and refractivity method, dipole moment and structure of molecular magnetic properties- paramagnetism, dimagnetism and ferromagnetics.

Learning Outcomes: After complition the course student would able to:

- Classify the electrodes, cells and properties of organic compounds.

- ❖ Determine and interpret the function of volumes, equations, coefficients related to entrophy, corrosion and molecular structures.
- ❖ Describes various properties of compounds on the basis of energy, potential and dipole moment etc.
- ❖ Measure the entropy change, pH and polarization and magnetic properties of compounds.

Practicals

Organic Chemistry

TLC/ Paper chromatography

(a) Separation of fluorescein and methylene blue

(b) Separation of leaf pigments from spinach leaves

Synthesis of organic compounds (Any Four)

(a) Acetylation of salicylic acid aniline glucose and hydroquinone

(b) Aliphatic electrophilic substitution - Preparation of iodoform from ethanol and acetone

(c) Aromatic electrophilic substitution

- Nitration
- Preparation of m-dinitrobenzene Preparation of p-nitroacetanilide Halogenations
- Preparation of p-bromoacetanilide
- Preparation of 2,4,6-tribromophenol

(d) Diazotization/Coupling

- Preparation of methyl orange and methyl red

(e) Oxidation

- Preparation of benzoic acid from toluene

(f) Reduction

- Preparation of aniline from nitrobenzene
- Preparation of m-nitroaniline from m-dinitrobenzene
- Physical Chemistry

Phase Equilibrium :

1. To study the effect of a solute (e.g. NaCl,succinic acid) on the critical solution temperature of two partially
2. miscible liquids (e.g. Phenol-Water system) and to determine the concentration of that solute in the given phenol-water system.
3. To construct the phase diagram of two component (e.g. diphenylamine-benzophenone) system by cooling curve method.

Transition Temperature:

1. Determination of the transition temperature of the given substance by thermometric/dialometric method (e.g. MnCl2
   4H2O/SrCl2 2H2O).

Thermochemistry :

1. To determine the solubility of benzoic acid at different temperature and to determine H of the dissolution process.

2. To determine the enthalpy of neutralization of a weak acid/weak base versus strong base/strong acid and determine the enthalpy of ionization of the weak acid /weak base.
3. To determine the enthalpy of solution of solid calcium chloride and calculate the lattice energy of calcium chloride from its enthalpy data using Born Haber cycle.

Viva-Voce and Record

Suggested Reading:

1. कार्बनिक रसायन, सुरेश आमेटा, एच.के. पाण्डे, एच.एस. शर्मा, हिमांशु पब्लिकेशन्स, उदयपुर
2. अकार्बनिक रसायन, ओझा, भोजक, कोठारी, चतुर्वेदी, रमेश बुक डिपो, जयपुर
3. प्रायोगिक रसायन, भार्गव, लवानिया, ओझा, रमेश बुक डिपो, जयपुर
4. भौतिक रसायन, शर्मा, भार्गव, गुप्ता, रमेश बुक डिपो, जयपुर
5. कार्बनिक रसायन, विजयश्री मनोज छंगाणी, अल्का पब्लिकेशन, अजमेर
6. अकार्बनिक रसायन, विजयश्री कोठारी छंगाणी, अल्का पब्लिकेशन, अजमेर
7. प्रायोगिक रसायन, छंगाणी, विजयश्री, खण्डेलवाल, अल्का पब्लिकेशन, अजमेर
8. भौतिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाउस, जयपुर

Semester-IV

Course Code	Course Title	CourseCategory	Credit	C.I.A.	Theory	Practical	Total
BSC 402	**Physics-I**	**CE***	**4**	**15**	**20**	**25**	**100**
	Physics-II				**20**		
	Physics-III				**20**		

Physics-Paper -I: Statistical And Thermodynamical Physics-II

Objectives:

- To aware kinetic theory of gases.
- To Understand the transport phenomenon of gases.
- To give knowledge about the classical statistics.
- To develop concept of quantum statistics.

UNIT I Kinetic Theory of Gases:

Distribution law of molecular velocities, most probable, average and RMS velocities, Energy distribution function;Experimental verification of the Maxwell velocity distribution the principle of equipartition of energy.

UNIT II Transport Phenomenon of Gases:

Transport Phenomenon: Mean free path, distribution of free paths, coefficients of viscosity, thermal conductivity,diffusion and their interrelation.

UNIT III Classical Statistics:

Validity of classical approximation, Phase space, micro and macro states; Thermodynamical probability, entropyand thermodynamic probability; Monoatomic ideal gas; Barometric equation ; Specific heat capacity of diatomicgas; Heat capacity of solids.

UNIT IV Quantum Statistics:

Black body radiation and failure of classical statistics, Postulates of quantum statistics, indistingushability , wavefunction and exchange degeneracy, a priori-probability; Bose Einstein statistics and its distribution function ;Plankdistribution function and radiation formula ;Fermi Dirac statistics and its distribution function ,contact potential,thermionic emission ;Specific heat anomaly of metals ;Nuclear spin statistics (para and ortho hydrogen)

Learning Outcomes: After complition the course student would able to:

- Analyze phase equilibrium condition and identify types of phase transitions of physical systems.
- Make connections between applications of general statistical theory in various branches of physics.
- Design, set up, and carry out experiments, analyze data recognising and accounting for errors and compare with theoretical predictions.
- Differentiate between B-E statistics & F-D statistics
- Discuss on the nuclear spin statistics.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना,, उष्मा गतिकी एवं सांख्यकीय भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली,2015–16

Physics-Paper -II :Optics –II

Objectives:

- To aware fraunhofer diffraction.
- To Understand the Fresnel class of diffraction and resolving power.
- To give knowledge about the optical activity and holography.
- To develop concept of lasers.

UNIT-I Fraunhofer Diffraction:

Fraunhofer diffraction at single slit and a circular aperture, intensity distribution and width of central maxima, anddetermination of slit size, two slit diffraction and its intensity distribution with missing orders. Diffraction due to Nslits with intensity distributions. Plane transmission grating its formation and intensity distribution.

UNIT-II Fresnel class of Diffraction & Resolving Power:

Fresnel class of diffraction, half period zones, zone plate, diffraction due to circular aperture. Diffraction at straightedge, thin and thick wire, rectangular slit. Rayleigh's criterion, resolving power of prism, telescope, microscope andplane transmission grating.

Unit-III Optical Activity and Holography:

Optical activity, Specific rotation, biquartz and half shade polarimeters. Basic concepts of holography, constructionof a hologram and reconstruction of the image, important features of hologram and uses of holography.

Unit-IV Lasers:

Difference between ordinary and laser source, stimulated and spontaneous emission, stimulated absorption. Einstein's A and B coefficients, population inversion, conditions for laser action, meta-stable states, pumping. Typesof lasers, construction, working and energy level schemes of He-Ne and Ruby laser. Properties and uses of lasers.

Learning Outcomes: After complition the course student would able to:

- Applies interference in design and working of interferometers.
- Discuss on the resolving power of different optical instruments.
- Identify the working of holography and their applications in various fields.
- Classify the optical fiber and their applications in communication.
- Differentiate between simple light source and laser

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, प्रकाशिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली,2015–16

Physics-Paper -III:Electronics& Solid State Devices –II

Objectives:

- To aware about transistor.
- To Understand the amplifiers with feedback.
- To give knowledge about the amplifiers and oscillators.
- To develop concept of field effect transistor and digital circuits.

UNIT-I Transistor:

Notations and volt -ampere characteristics for bipolar junction transistor, concept of load line and operating point,hybrid parameters. Transistor as Amplifiers: CB, CE, CC configurations, its characteristic curves and theirequivalent circuits. Analysis of transistor amplifiers using hybrid parameters and its frequency response. Fixed andemitter biasing, bias stability in transistor circuits.

UNIT-II Amplifiers with Feedback:

Concept of feedback, positive and negative feedback, voltage and current feedback circuits, Advantages of negativefeedback- stabilization of gain by negative feedback, Effect of feedback on output and input resistance. Reduction ofnonlinear distortion by negative feedback. Effect on gain- frequency response.

UNIT-III Operational Amplifier & Oscillators:

Differential amplifier, DC levels shifter, operational amplifier, input and Output impedances, input offset current.Application: Unity gain buffer, Adder, Subtractor, Integrator and Differentiator. Feedback requirements foroscillations, circuit requirement for oscillation, basic oscillator analysis. Colpitt and Hartley oscillators. R-Coscillators, piezoelectric frequency control.

UNIT-IV Field Effect Transistor and Digital Circuits:

Field Effect Transistor (FET) and its characteristic biasing JFET, ac operation of JFET and MOSFET.
Binary, Hexadecimal and Octal number systems. Binary arithmetic. Logic fundamentals AND, OR, NOT, NOR.,NAND, XOR gates, Boolean theorems, transistor as a switch, logic gates: circuit realization of logic functions.Analog to digital and digital to analog analysis. DDL, RTL, TTL circuits.

Learning Outcomes: After complition the course student would able to:

- Identify characteristics of transistor (common base configuration, common emmiter configuration, common collector configuration).
- Discuss on the amplifiers with feedback.
- Discuss on the concept of operational amplifier & oscillators.
- Classify the field effect transistor and digital circuits.
- Differentiate between TTL and RTL.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, इलेक्ट्रोनिकी एवं ठोस प्रावस्था युक्तियां, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली,2015–16

Physics Practical: IV

1. Plot thermo emf versus temperature graph and find the neutral temperature (Use sand bath)
2. Study of power supply using two diodes/bridge rectifiers with various filter circuits.
3. Study of half wave rectifier using single diode and application of L and π section filters.
4. To study characteristics of a given transistor PNP/NPN (Common emitter, common base and commoncollector configurations
5. Determination of band gap using a junction diode.
6. Determination of power factor (cos □) of a given coil using CRO.
7. Study of single stage transistor audio amplifier (Variation of gain with frequency).
8. To determine e/m by Thomson's method.
9. Determination of velocity of sound in air by standing wave method using speaker, microphone and CRO
10. Measurement of inductance of a coil by Anderson's bridge.
11. Measurement of capacitance and dielectric constant of a liquid and gang condenser by de- Sauty Bridge.
12. Any experiment according to theory paper.

Suggested Reading :

1. प्रभा दशोरा,, द्वितीय वर्ष प्रायोगिक भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली,2015–16

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 403	Mathematics-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Mathematics-II				**20**		
	Mathematics-III				**20**		

Mathematics-Paper-I: Real analysis and matric space

Objectives:

- To give information about the Sequence and Series of Functions.
- To aware about the Term by Term Differentiation and Integration.
- To develop knowledge about the Metric Space
- To develop knowledge about the Subspace.

Unit 1 . Sequence and series of functions —

Pointwise and Uniform convergence, Cauchy's criterion, Weierstrass M-test, Abel's test, Dirichlet's test for uniform convergence of series of functions, Uniform convergence and Continuity of series of functions,

Unit 2; Term by term differentiation and integration. Metric space —

Definition and examples, Open and Closed sets, Interior and Closure of a set, Limit point of a set.

Unit 3:

Subspace of a metric space, Product space, Continuous mappings, Sequence in a metric space, Cauchy sequence. Complete metric space,

Unit 4 : Baire's theorem, Compact sets and Compact spaces, Connected metric spaces.

Learning Outcomes: After complition the course student would able to:

- Discuss on the Sequence and Series of Functions.
- Calculate the Term by Term Differentiation and Integration.
- Classify the Metric Space, Subspace.
- Applies the Compact Sets and Compact Space.
- Calculate the connected matric space.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी रियल एनालिसिस एण्ड मैट्रिक स्पेस, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली,2015–16
2. जी.सी. गौखरू सैनी, रियल एनालिसिस एण्ड मैट्रिक स्पेस, जयपुर पब्लिशिंग हाउस, जयपुर,2015

Mathematics-Paper-II: Differential Equations II

Objectives:

- To give knowledge about the exact linear differential equations of nth order.
- To aware about the linear differential equations of second order.
- To know the partial differential equations of first order.
- To Understand the homogeneous and non-homogenous linear partial differential equation.

Unit 1 ; Exact linear differnitial equations, of nth order. Existence and uniqueness theorem.

Unit 2: Linear differential equations of second order. Linear independence of solutions. Solution by transformation of the equation by changing the dependent variable/the independent variable, Factorization of operators, Method of variation of parameters, Method of undetermined coefficients.

Unit 3: Partial differential equations of the first order. Lagrange's linear equation. Charpit's general method of solution.

Unit 4 ; Homogeneous and non-homogeneous linear partial differential equations with constant coefficients. Equations reducible to equations with constant coefficients.

Learning Outcomes: After complition the course student would able to:

- Calculate the exact linear differential equations of nth order.
- Classify the linear differential equations of second order.
- Discuss the partial differential equations of first order.
- Identify the homogeneous and non-homogenous linear partial differential equation.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी रियल एनालिसिस एण्ड मैट्रिक स्पेस, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, रियल एनालिसिस एण्ड मैट्रिक स्पेस, जयपुर पब्लिशिंग हाउस, जयपुर,2015

Mathematics- Paper-III: Optimization Theory vector calculus

Objectives:

- To aware about the Linear Programming Problem.
- To develop knowledge of properties and Elementary Theorems on Duality Only.
- To understand the Differentiation & Integration of vector Point functions.
- To conceptualize the Divergence & Curls.

Unit 1: The linear programming problem. Basic solution. Some basic properties and theorems on convex sets.. Fundamental theorem of L.P.P.

Unit 2 ; Theory of simplex method only Duality. Fundamental theorem of duality, properties and elementary theorems on duality only.

Unit 3: Scalar and Vector point functions. Differentiation and integration of vector point functions. Directional derivative. Differential operators.

Unit 4 '; Gradient, Divergence and Curl. Theorems of Gauss, Green, Stokes (without proof) and problems based on these theorems.

Learning Outcomes: After complition the course student would able to:

- Applies Linear Programming Problem.
- Classify the Properties and Elementary Theorems on Duality Only.
- Discuss on the Differentiation & Integration of vector Point functions.
- Identify the Divergence & Curls.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी रियल एनालिसिस एण्ड मैट्रिक स्पेस, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, रियल एनालिसिस एण्ड मैट्रिक स्पेस, जयपुर पब्लिशिंग हाउस, जयपुर,2015

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 404	Botany-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Botany-II				**20**		
	Botany-III				**20**		

Botany-Paper-I :Pteridophytes

Objectives:

- To develop knowledge on pteridophytes with its origin and classification
- To know general characteristics of psilophyta.
- To understand the life cycle of class lycophyta and sphenophyta.
- To discuss economic importance of pteridophytes.
- To compare pteridophyte with bryophyte and gymnosperms.

UNIT I:

Pteridophytes**:** General account of Pteridophytes, origin, classification (G.M. Smith), evolution of stele, development of sporangia (eusporangiate and leptosporangiate) and life cycle patterns of homosporus and heterosporus pteridophytes.

UNIT –II:

Heterospory and seed habit, Apospory and Apogamy. General characteristics of Psilotophyta: Morphology, anatomy and reproduction of *Psilotum*

UNIT-III:

General characteristic of Lycophyta and Sphenophyta: Morphology,anatomy and reproduction of *Seleginella* and *Equisetum*

UNIT-IV:

General characteristics of Filicophyta: Morphology, anatomy and reproduction of *Pteridium* and *Marsilea*. Economic importance of Pteridophytes.

Learning Outcomes: After complition the course student would able to:

- Develop knowledge on pteridophytes with its origin and classification
- Explain general characteristics of psilophyta.
- Understand the concept of lycophyta and sphenophyta.
- Discuss concept of filicophyta and their economic importance
- Compare pteridophyte with bryophyte and gymnosperms.

Suggested Readings:

1. Bierhorst, D.W. 1971. Morphology of Vascular Plants. MacMillan Co., N.Y. and Collier-MacMillan Ltd., London.
2. Parihar, N.S. 1996. The Biology and Morphology of Pteridophytes**.** Central Book Depot, Allahabad.

3. Singh, V., Pandey, P. C. and Jain, D. K .2013. A text book of Botany. IV edition, Rastogi publication, Meerut.
4. Sharma, O. P. 1990. Textbook of Pteridophyta, MacMillan India Ltd., Delhi.
5. Vashishta, P.C. 1997. Botany for Degree Students- Pteridophyta. S. Chand and Company, New Delhi.
6. Wilson, N. S. and Rothewall, G. W. 1993. Paleobotany and Evolution of Plants. (2nd Edition), Cambridge University Press, U. K.

Botany- Paper-II:Gymnosperms And Paleobotany

Objectives:

- To know the general characteristics, distribution, classification of gymnosperms
- To learn about the economic importance of gymnosperms
- To understand the morphology anatomy, reproduction of the cycadales .
- To acquire knowledge about Ephedrales and Palaeobotany.
- To discuss the dominant fossils flora of different ages.

UNIT I:

Gymnosperm: General characteristics, distribution, classification (K. R. Sporne, 1965) and economic importance. Brief account of Progymnosperm, affinities of Gymnosperms with Pteridophytes and Angiosperms.

UNIT: II

General characteristics of Cycadales, Coniferales: Morphology, anatomy, reproduction and life cycle with special reference to the genera *Cycas* and *Pinus.*

UNIT: III

General characterstics of Ephedrales: Morphology, anatomy, reproduction and life cycle of *Ephedra.* Palaeobotany: Geological time scale, fossil types and their formation, technique ofstudy of fossils.

UNIT IV:

General account of dominant fossils flora of different ages, palaeobotany in relation to exploration of fossil fuels. Primitive land plant: *Rhynia*, Fossil pteridophytes: reconstructed plant-*Lepidodendron* and *Calamites*, Fossil gymnosperm-*Williamsonia*.

Learning Outcomes: After complition the course student would able to:

- Interpret the general characteristics, distribution, classification of gymnosperms
- Acquaint with the economic importance of gymnosperms
- Discuss the morphology anatomy, reproduction of the cycadales .
- Acquire knowledge about Ephedrales and Palaeobotany.
- Explain the dominant fossils flora of different ages.

Suggested Readings:

1. Bhatnagar, S. P. and Moitra, A. 1997. Gymnosperms. New Age International (P) Ltd., Publisher, New Delhi.
2. Clark, D. L. 1976. Fossils, Palaeobotany and Evolution. W.M.C. Brown Company, New York.
3. Meyen, S. V. 1978. Fundamentals of Palaeobotany. Chapman and Hall, London.
4. Sharma, O. P. 1997. Gymnosperms. Pragati Prakashan, Meerut, India.
5. Sporne, K. R. 2002. The Morphology of Gymnosperms. B. I. Pub. Pvt. Ltd. Mumbai, Kolkata, Delhi.
6. Thomas, B. A. and Spice, R. A. 1986. The Evolution and Palaeobotnay of land Plants. Publ. Crom. Helm London and Sydney.
7. Vasishta P.C. 1980. Gymnosperms. S. Chand and Co. Ltd., New Delhi.

Botany- Paper-III :Plant Physiology II And Biochemistry

Objectives:

- To know structure, biosynthesis and physiological role of plant hormones
- To understand structure, physiological role with distinguishable factors of hormones
- To provide knowledge of vernalization and photoperiodism.
- To comprehend the introduction, importance, nomenclature and classification of carbohydrates lipids, proteins.
- To acquire knowledge about enzymes.

UNIT I:

Seed dormancy and germination, phases of growth and development; plant movement and biological clock and their regulatory factor.Growth hormones: Structure, biosynthesis, and physiological role of auxins, gibberllins.

UNIT II:

Structure, biosynthesis and physiological role of Cytokinine and Ethylene. Growth inhibitors: ABSEisic acid.Physiology of Flowering: Photoperiodism, flowering stimulus, florigen concept, vernalization. Discovery, chemical nature and role of phytochrome in photomorphogenesis and senescence.

UNIT III:

Carbohydrates: Introduction, Importance, Nomenclature and Classification of Carbohydrates , Molicular Structure and Function of monosaccharides, oligosaccharides andpolysaccharides. Glycisidic linkage and Glycoprotein.

Lipids–Structure and classification of lipids, fatty acids- saturated and unsaturated, Alpha Oxidation, Bita oxidation and Glyoxalate Cycle, oxidation of fatty acids.

UNIT IV:

Proteins- Amino acids as basic units, structure and classification of proteins (primary,secondary, tertiary and quaternary), Physical and Chemical Properties.

Enzymes :Structure, Nomenclature and classification of enzymes, Characteristics of Enzymes, mechanism of action, Multi Enzyme System, Regulation of Enzyme Activity.

Learning Outcomes: After complition the course student would able to:

- Get knowledge about structure, biosynthesis and physiological role of plant hormones
- Understand structure, physiological role with distinguishable factors of hormones
- Discuss the concept of vernalization and photoperiodism.
- Describe the importance, nomenclature and classification of carbohydrates lipids, proteins.
- Acquire knowledge about enzymes

Suggested Readings:

1. Berg, J.M., Tymoczko, J.L., Stryer, L. 2006. Biochemistry. 6th Edition, W.H. Freeman and Company, New York.
2. Buchanan, B., Gruissem, W. and Jones, R. 2000. Biochemistry and Molecular Biology of Plants. American Society of Plant Biologists, USA.
3. Conn, E.E., Stumpf, P.K. and Bruening, G. 2006. Outlines of Biochemistry. 4th Edition**,** John Wiley and Sons Inc. New Jersey, USA.
4. Elliot, W.H. and Elliot, D.C. 2009. Biochemistry and Molecular Biology. Oxford Publishers, India.
5. Hopkins, W.G. and Huner, P.A. 2008. Introduction to Plant Physiology**.** John Wiley and Sons, USA.
6. Mukherjee, S., Ghosh, A.K. 2006. Plant Physiology. New Central Book Agency, Calcutta.
7. Nelson, D.L. and Cox, M.M. 2004. Lehninger Principles of Biochemistry, 4th edition, W.H. Freeman and Company, New York, USA.
8. Ranjit, K. 2008. Research methodology: A step by step guide for beginners. Pearson, India.
9. Sinha R. K., 2007. Modern Plant Physiology. 2nd Edition Tata McGraw, New Delhi.
10. Taiz, L. and Zeiger, E. 2006. Plant Physiology**.** 4th Edition Sinauer Associates Inc. Publishers, Massachusetts, USA.
11. Voet, D. and Voet, J.G. 2000. Biochemistry, John Wiley, New York.
12. Wilson, K. and Walker, J. 2008. Principles and techniques of Biochemistry and Molecular Biology**,** Cambridge University Press.

BOTANY PRACTICAL IV

1. Double staining technique and technique for preparation of permanent slides.
2. Study of following with the temporary slide preparation and specimens:
   Pteridophytes: *Psilotum, Selaginella, Equisetum, Pteridium*and*Marselia*(Vegetativeand reproductive).
3. **Gymnosperm:** *Cycas*(coralloid root, T.S. of coralloid root, T.S. of leaflet, petiole, malecone and L.S. of male cone, microsporophyll, megasporophyll, T.S. of microsporophyll, ovule, L.S. of ovule and seed).
4. *Pinus* (T.S. of stem and needle, male cone and female cone, L.S. of male cone and femalecone, seed).
5. *Ephedra* (Stem T.S., leaf T.S., male and female cones, L.S. of ovule, seed).
6. Study of fossil specimens.
7. Principle, working and use of colorimeter and spectrophotometer.
8. Principle, types and application of centrifuges.
9. Principle and types of Chromatography.
10. Separation of amino acids by paper chromatography and thin layer chromatography.
11. Microchemical tests for carbohydrates (Fehling's test, Benedicts test) and proteins (Ninhydrin test, Xanthoproteic test).
12. Separation of chlorophyll and carotenoid pigments by solvent method
13. Separation of chlorophyll and carotenoid pigments by paper chromatography .
14. Estimate chlorophyll and carotenoid content in C3 andC4 plant.
15. To test the presence of ascorbic acid in different plant juices.
16. Bioassay of plant growth hormone(auxin,gibberellins and cytokinin).
17. Measurement of growth using auxanometer.

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 405	Zoology-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Zoology-II				**20**		
	Zoology-III				**20**		

Zoology-Paper-I :Life and Diversity of animals – Chordata II

Objectives:

- To learn about the comparative study scoliodon and Rana of Integumentary system i.e. Structure of skin.
- To Understand and study the comparative study scoliodon and Rana of Heart and brain.
- To Understand and study the comparative study scoliodon and Rana of Bones.
- To Understand and study the Poisonous and nonpoisonous snakes.
- To explain the flight adaption

UNIT-I: Comparative Anatomy of Vertebrates-I

Comparative anatomy of the following organ systems of Scoliodon, Rana,

1.1 Integument and its derivatives.
1.2 Alimentary canal and accessory digestive glands.
1.3 Respiratory organs.

UNIT-II Comparative Anatomy of Vertebrates-II

Comparative anatomy of the organ systems of Scoliodon, Rana,

2.1 Heart, aortic arches and their evolution.
2.2 Brain and cranial nerves,
2.3 Comparative structure and evolution of urinogenital system (pro, meso and metanephric kidney and genital ducts in males and females).

Unit III: Comparative Anatomy of Vertebrates-III

Comparative anatomy of the organ systems of Scoliodon, Rana,

3.1 Osteology**:** Girdles, limb bones, Vertebrae, ribs and sternum; jaw suspension, Structure and types of vertebrae
3.2 Sense Organ**:** Comparative anatomy of eye
3.3 Sense Organ**:** Membranous labyrinth; sound production

Unit IV: Miscellaneous

4.1 Reptila**:** Poisonous and Non Poisonous Snakes of India.
4.2 Aves: Flight Adaptation; Flight Muscles; Perching Mechanism
4.3 Mammals-I**:** Dentition; Adaptive radiation

Learning Outcomes: After complition the course student would able to:

- Understand and study the comparative study scoliodon and Rana of Integumentary system i.e. Structure of skin.
- Study the comparative study scoliodon and Rana of Heart and brain.
- Comparative study scoliodon and Rana of Bones.
- Interprete Poisonous and nonpoisonous snakes.
- Discuss the flight adaption

Zoology-Paper-II: Biochemistry and Endocrinology

Objectives

- To explain the function of Carbohydrates and other metabolism.
- To aware the function of Lipids and metabolism
- To understand the importance of Bio molecules
- To learn about the function of Proteins and metabolism
- To aware the Types of Endocrine glands

Unit I: Carbohydrates and their metabolism

1.1 Biomolecule: Structure, types, function and properties of Carbohydrate
1.2 Metabolism: Glycolysis; fermentation; citric acid cycle; gluconeogenesis;
1.3 Glycogen metabolism (glycogenesis and glycogenolysis).

Unit II: Lipids and their metabolism

2.1 Biomolecule: Structure, types, function and properties of Lipid
2.2 Fatty acid; Triglycerides and Steroids
2.3 Metabolism: Biosynthesis and β-oxidation of saturated fatty acids, ketogenesis
2.4 LipidDisorders: Ketosis, Lipidosis

Unit III: Proteins and their metabolism

3.1 Biomolecule: Amino acids; essential and non-essential amino acids
3.2 Biomolecule: Structure, types, function and general properties of Proteins; four levels of structures in proteins
3.3 Enzymes: Major classes, Basic mechanism of action, kinetics and factors affecting enzyme activities

Unit IV: Endocrine Glands and Disorders

Structure, biological actions and regulation of following endocrine glands:

4.1 Pituitary
4.2 Thyroid; Thymus
4.3 Adrenal; Pineal; Pancreas
4.4 Testes and Ovary

Learning Outcomes: After complition the course student would able to:

- Interprets the function of Carbohydrates and other metabolism.
- Explain the function of Lipids and metabolism
- Interprete the importance of Bio molecules
- Understand the function of Proteins and metabolism
- Explain the Types of Endocrine glands

Zoology-Paper-III:Physiology- II

Objectsives:

- To Understand the Nerve and Muscles.
- To explain the Sensory Physiology.
- To Understand the Reproduction.
- To understand the hormones action.
- To learn about the human ear mechanism of hearing

Unit –I: Nerve and Muscle Physiology

1.1 Nerves: Types of neurons, E.M. structure of neuron; Myelinated and non-myelinated nerve fibres

1.2 Muscles: Ultra structure of striated muscle, Physiology of Muscle Contraction; sliding filament theory of muscle contraction; Neuromuscular Junction

Unit II: [Sensory Physiology]

2.1 Structure of human eye; image formation and colour vision

2.2 Structure of human ear, mechanism of hearing

2.3 Elementary idea of EEG, MRI, CT-scan, mental health (epilepsy, neurosis, psychosis)

Unit III [Reproduction]

3.1 Oestrous and menstrual cycle

3.2 Male and female sex hormones

3.3 Causes of infertility in male and female

Unit IV [Hormones]

4.1. General mechanism of hormone action: Peptide hormone; Steroid hormone

4.2 Neurohypophysial hormones – Oxytocin and Vasopressin

4.3 Hormones of the Adenohypophysis; Hypothalamic control of Adenohypophysis; Dwarfism; Acromegali

Learning Outcomes: After complition the course student would able to:

- Interprets the Nerve and Muscles.
- Understand the Sensory Physiology.
- Understand the Reproduction.
- Classify the hormones action.
- Describe the human ear mechanism of hearing

Zoology Practical- IV

Paper-I: Study of Chordates:

A. Study of Specimen.

a) **Reptilia:** Chelone, Trionyx, Testudo, Sphenodon, Hemidactylus, Draco,Phrynosoma, Chamaeleon, Typhlops, Python, Eryx (Sand Boa), Bungarus, Naja, Vipera, Hydrophis, Crocodylus, Alligator, Gavials

b) **Aves:** Archeopteryx, Pavo cristatus, Psittacula (parrot), Great Indian Bustard,Saras crane

c) **Mammals:** Echidna (Tachyglossus/ Spiny Anteater), Ornithorhyncus (Duck-billed Platypus), Macropus (Kangaroo), Bat, Loris, Manis, Herpestes (Mongoose)

B. Study of Permanent Slides.

a. V.S. of Skin of Reptiles, Aves and Mammals.

C. Osteology (Comparative study of amphibia to mammals articulated and disarticulated)

a) Vertebrae.
b) Limb bones.
c) Girdles.
d) Ribs.

D. Dissection:

a) A Rat: External Feature, General anatomy, General Viscera [through chart/ video/ CAL]

Paper-II: Biochemistry

1. Biochemical detection of carbohydrates, proteins and lipids in a given sample
2. Calorimetric estimation of glucose / Protein in a given solution

Paper-III: Physiology II

I. Study of Permanent Slides

a. Histological Slides: Bone, Cartilage, Striated Muscle Fibre
b. Endocrine Glands: Pituitary, Thyroid, Parathyroid, Thymus, Adrenal cortex, Adrenal Medula, ovary, testis
c. To study the knee jerk reflex in man

Suggested Readings:

Biochemistry:

1. Stryer, I. (1988). Biochemistry II. Freeman and Co.
2. Plummer, L. (1989). Practical biochemistry. Tata McGraw.
3. Murray, R. K. et al (1995). Harper's biochemistry, 24th ed. Prentice Hall.
4. Lewin, B. (2000). Gene. John Wiley & sons.
5. Strikburger, M. W. (1994). Genetics. Macmillan Publ. Co.
6. Russel, P. J. (1998). Genetics. The Benjamin Cummins Publishing Co.
7. Lehninger (2004). Principles of biochemistry 4thed.
8. Gilbert, F. (2000). Basic concepts in biochemistry: A student's survival guide.2nd ed. McGrawHill
9. Price, N. E. & Stevens, L. (1982). Fundamentals of enzymology. OUP
10. K.V. Shastri, 2015, Animal Physilogy and Biochemistry, Rastogi Publication, Meerut, Delhi

Physiology:

1. Ganong: Review of Medical Physiology (22nd ed. 2005, Lange Medical)

2. Guyton and Hall: A text book of Medical Physiology (11th ed. 2006, Saunders).
3. Keele & Neil: Samson Wright's Applied Physiology (13th ed. 1989, Oxford)
4. K.V. Shastri : Physiology
5. William S. Hoar, 1976. General and Comparative Physiology, Prentice
6. K.V. Shastri, 2015, Animal Physilogy and Biochemistry, Rastogi Publication, Meerut, Delhi

Endocrinology

16. Hadley: Endocrinology (5th ed. 2000, Prentice Hall)
17. Turner and Bagnara: General Endocrinology (6th ed. 1984, Saunders)
18. Norris: Vertebrate Endocrinology, Fourth Edition, 2007, Academic Press

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A. (Continouns Internal Assesment)	Theory+Practical	Total
JVB 401	**पर्यावरण (अनिवार्य पत्र)**	**Core Foundation(CF)**	**4**	**30**	**50+20=70**	**100**

उद्देश्य–

1. पर्यावरण के बारे में जानकारी देना।
2. पर्यावरण के प्रति जागरूकता बढ़ाना।

इकाईI : पर्यावरण अध्यापन एवं पारिस्थितिक तंत्र

1. पर्यावरण, परिभाषा, क्षेत्र, महत्त्व
2. पर्यावरण अवक्रमण– कारण, प्रभाव, निवारण
3. पारिस्थितिक तंत्र– अवधारणा, संरचना एवं कार्य
4. उत्पादक, उपभोक्ता एवं अपघटक, ऊर्जा का प्रवाह, आहार शृंखला
5. वन, चारागाह, मरु एवं जलीय पारिस्थितिकी

इकाईII : प्राकृतिक संसाधन

1. नवीनीकरण तथा अनवीनीकरण संसाधन
2. वन संसाधन, ऊर्जा संसाधन, खाद्य संसाधन
3. जल संसाधन, खनिज संसाधन, भू संसाधन
4. संसाधनों का विकल्प
5. केस स्टडी

इकाईIII : पर्यावरण समस्यायें

1. वायु, जल, मृदा, ध्वनि प्रदूषण
2. अपशिष्ट प्रबंधन–अपशिष्ट प्रकार एवं नियन्त्रण
3. विपदा नियन्त्रण –बाढ़, भूचाल, तूफान, भू–स्खलन एवं आणविक
4. असतत से सतत विकास की ओर
5. मौसम परिवर्तन, वैश्विक तापमान वृद्धि, अम्लीय वर्षा, ओजोन परत क्षीणता

इकाईIV : जैव विभिन्नता तथा उसका संरक्षण

1. जैव विभिन्नता–परिभाषा, अर्थ, जैव विभिन्नता को चुनौतियां
2. जैव विभिन्नता का संरक्षण–जैव विभिन्नता का स्व स्थानीय तथा परस्थानीय संरक्षण
3. पर्यावरण सुरक्षा अधिनियम–वायु, जल, वन्यजीव, वन
4. पर्यावरण एवं मानव स्वास्थ्य हेतु सूचना प्रौद्योगिकी की भूमिका
5. पर्यावरण संरक्षण हेतु सामाजिक आन्दोलनों की भूमिका

उपलब्धियाँ–

1. पर्यावरण के बारे में जानकारी मिलेगी।
2. पर्यावरण के प्रति जागरूकता बढ़ेगी।

प्रायोगिक : पर्यावरण परिसम्पत्ति के प्रलेखन हेतु स्थानीय क्षेत्र का भ्रमण (कोई एक)

- तालाब/वन/ चारागाह/ पहाड़ी/ पहाड़
- स्थानीय प्रदूषित स्थान का भ्रमणशहरी/ग्रामीण/औद्योगिक/ कृषि

पाठ्य पुस्तक/ संदर्भ ग्रन्थः

1. पर्यावरण अध्ययन, प्रो. अनिल धर, जैन विश्व भारती संस्थान, लाडनूं

Course Code	Course Title	Course Category	Credit	C.I.A. (Continouns Internal Assesment)	Theory	Total
JVB 402	**Modern Indian Thinkers and Social Reforms**	**Core Elective(CE)**	**4**	**30**	**70**	**100**

Semester- IV

Objectives -

1. To Understandabout basic knowledge about social reforms.
2. To know about introducation and views of Indian Social Thinkers.

Unit - I

Dayanand Sarswati - Life introduction plan of social reform Arya Samaj.

Swami Vivekanand - Life Introduction, Social Thought, Nationalist Thought.

Unit - II

Bankim Chandra Chatrji - Life introduction, Concept of Nationalism

Smt. Annie Besant - National Education, Woman Awakening

Unit - III

Gopal Krishan Gokhale - Political Idea, Economic Idea, Social Idea

Arvind Ghosh - Life Introduction, Concept of Nationalism, Concept of superman

Unit - IV

Mahatma Gandhi - Concept of truth, Ahimsha and Satyagraha, Theory of Tristiship

Dr. Bhim Rao Ambedkar - Life Introduction Contribution to Reform for Depraced Class.

Acharya Tulsi - Life Introduction, Social Reform, Anuvart Movement.

Out comes -

1. Student know about social reforms.
2. Student know about views of various Indian Social Thinkers.

Reference Books-

1. आधुनिक भारतीय राजनीतिक चिन्तन, डॉ. बी.आर. पुरोहित, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
2. भारतीय राजनीतिक विचारक, प्रो. मधुकर श्याम चतुर्वेदी, कॉलेज बुक हाउस, जयपुर
3. भारतीय राजनीतिक चिन्तन, प्रो. के.एल. कमल, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर

Semester-V

Course Code	Course Title	CourseCategory	Credit	C.I.A.	Theory	Practical	Total
BSC 501	Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**25**	**100**
	Chemistry-II				**20**		
	Chemistry-III				**20**		

Chemistry-Paper-I : Inorganic Chemistry

Objectives:

- To develop the knowledge about coordination compound, lanthanides and actinides.
- To aware about the conceptual knowledge of valance bond theory, nomenclature, spectral properties of elements of transition series.
- To give information about coordination theory, magnetic moments, spectral properties and electronic configuration of various elements of transition series.
- To develop understanding about correlation between periodicity and general features of various elements .

UnitI: CoordinationCompounds

Werner'scoordinationtheoryanditsexperimentalverification,effectiveatomic numberconcept, chelates, nomenclature ofcoordination compounds, isomerismincoordination compounds, Valencebondtheoryoftransitionmetalcomplexeswithreferencetotetrahedral, octahedralandcubiccomplexes, backbonding, Limitationsofvalencebond theory.

UnitII: Chemistryofelementsoffirsttransitionseries

Characteristicpropertiesofdblockelements,properties ofthe elements of the first transition series, complexes illustrating relative stability of their oxidation states, coordination number and geometry, Types of magnetic behaviour, magnetic and molar susceptibility, determination of magnetic susceptibility, orbital contribution of magnetic moments , spin-only formula, correlation of μ_s and μ_{eff} values, applications ofmagnetic moment.

UnitIII: Chemistryoflanthanide elements

Positioninperiodic table,occurrence and isolation,Electronicstructure, oxidationstatesandionic radii, lanthanidecontraction and itsconsequences,complexformation,spectral properties, magnetic properties, Separation of lanthanidesApplication oflanthanides.

UnitIV: Chemistryofactinides

Occurrence,electronicconfiguration,Generalfeaturesandchemistry ofactinides, oxidationstatesandstereochemistry,spectralproperties,magneticproperties, chemistry ofseparationofNp,Pu and AmfromU, comparison oflanthanideand actinide.

Learning Outcomes: After complition the course student would able to:

- Differentiate between lanthanides and actinides on the basis of their properties.

- ❖ Measure the correlation of various values, complex formation and spectral properties of elements of transistion series.
- ❖ Classify the coordination compounds, magnetic behavior and stereochemistry of lanthanides and actinides.
- ❖ Define the separation process, structural properties and electronic configuration of compounds

Chemistry- Paper-II :Organic Chemistry

Objectives:

- To develop conceptual knowledge about infrared absorption spectroscopy,nomenclature of organometallic compounds.
- To aquaint about various laws of spectroscopy and methods of synthesis related to organmetallic and heterocyclic compounds.
- To aware about laws related to IR spectrum, types of tranisitions and preparation of heterocyclic compounds.
- To develop understanding about effects of solvents, structural features and basicity of pyridine, piperidine and pyrrole.

UnitI Electromagneticspectrum: Absorptionspectra(UV) &InfraredIRabsorptionspectroscopy

Ultravioletabsorptionspectroscopy- absorption laws (Beer- LambertLaw)molarabsorptivity, presentationandanalysisofUVspectra,typesofelectronictransitions, effectofsolventsontransitions,effectofconjugation, conceptofchromophoreandauxochrome.Bathochromic, hypsochromic andhyperchromic and hypochromicshifts, UVspectra ofconjugated enes andenones.
Molecularvibrations,Hookeslaw,selectionrules,intensity andposition ofIRbands,measurementofIRspectrum,fingerprint region, characteristicabsorptionsofvarious functional groups andinterpretationofIRspectra ofsimple organic compounds

UnitII :Organometalliccompounds

TheGrignardreagent-formation,structureandchemicalreaction,organozinc compound: formation and chemicalreactions.Organolithiumcompounds-Formation and chemical reactions.
Nomenclature,structuralfeatures,methodsofformationandchemicalreactions of thiols,thioethers, sulphonic acids, sulphonamide and sulpha guanidine.

UnitIII :Heterocyclic compounds- I

Introduction, molecularorbital picture and aromatic characteristic of pyrrole, furane,thiophene andpyridine.Methodsofsynthesisandchemicalreactionswithparticularemphasisonthe mechanism ofelectrophilicsubstitution.Mechanism ofnucleophilicsubstitution reaction inpyridinederivatives. Comparisionofbasicityofpyridine, piperidine and pyrrole

UnitIV : Heterocycliccompounds-II:

Introductiontocondensedfiveandsixmemberedhetrocycles.Preparationand reactionofindole,quinolineand isoquinolinewithspecialreference tofischer indolesynthesis,skraupsynthesis andBischler-Napieralskisynthesis,mechanismofelectrophilicsubstitution reactionofindole,quinolineandiso quinoline.

Learning Outcomes: After complition the course student would able to:

- Calssify the various organic compounds on the basis of UV spectra and transition.
- Describe and discuss about formation, structure and chemical reactions of heterocyclic compounds.
- Draw and interpret the molecular orbit picture and aromatic characteristics of organometallic and heterocyclic compounds.
- Define various devivatives and reaction mechanism of synthesis and substitution related to heterocyclic compounds.

Chemistry- Paper-III :Physical Chemistry

Objectives:

- To aware about degree of freedom, phase equilibria and quantum mechanism.
- To develop conceptual knowledge about entrophy, electrolytes dipole moment etc.
- To develop analytical view about evaluation of absolute entrophy, activity coefficient and magnetic propertires of compounds.
- To give information about carnt theorem, mixing of gases, overvoltage and referectivity.

UnitI: PhaseEquilibriumI

Statementandmeaning of the terms-phase,componentand degree of freedom, thermodynamicderivationofGibbsphaserule,phaseequilibriaofonecomponentsystem-water,CO_2 andS systems.

Phaseequilibriaoftwocomponentsystem:Solid-liquidequilibria,simpleeutecticBi-Cd,Pb-Ag systems, desilverisationoflead.

Solidsolutions**:**Compoundformationwithcongruentmelting point(Mg-Zn)andincongruentmeltingpoint, (NaCl-H_2O),($FeCl_3$-H_2O) and $CuSO_4$-H_2O) system. Freezingmixtures,acetone-dryice.

UnitII :PhaseEquilibriumII

Liquid–Liquidmixtures- Idealliquidmixtures.Raoult`s andHenry`slaw.Nonideal system-azeotropes-HCl–$H_2O$and ethanol-watersystems.

Partially miscible liquids- Phenol-water, trimethylamine-water, nicotine-water systems. Lower andupper consulate temperature. Effectof impurityon consulattemperature.

Immiscible liquids,steamdistillation. Nernstdistribution law-Thermodynamic derivation,applications.

UnitIII :QuantumMechanicsI

Black-bodyradiation,Planck`sradiationlaw,photoelectriceffect,heatcapacityof solids, Behr`s modelofhydrogenatom(noderivation)andits defects. ComptonEffect.De Brogliehypothesis, Heisenberg`suncertainty principle,Sinusoidalwaveequation,Hamiltonianoperator,Schrodingerwaveequation anditsimportance,physicalinterpretationofthewavefunction,postulatesofquantummechanics,particleina one dimensionalbox.

SchrodingerwaveequationforH-atom,separationintothreeequations(withoutderivation),quantumnumbers and their importance, hydrogen like wave functions, radialwave functions,angularwave functions.

UnitIV :Adsorption

Differencebetween adsorption,absorptionandsorption, Chemisorption,adsorbentandadsorbate, reversible and irreversible adsorption, Characteristics of adsorption ,adsorption of gases by solids, factors affecting adsorption,typesofadsorption, typesofadsorptionisotherms,FreundlichandLangmuiradsorption isotherms.

Learning Outcomes: After complition the course student would able to:

- Classify the electrodes, cells and properties of organic compounds.
- Determine and interpret the function of volumes, equations, coefficients related to entrophy, corrosion and molecular structures.
- Describes various properties of compounds on the basis of energy, potential and dipole moment etc.
- Measure the entropy change, pH and polarization and magnetic properties of compounds.

Term paper/ practicals

Inorganic chemistry:

Preparation:

1. Preparation ofsodiumtrioxalato ferrate (III), $Na_3[Fe(C_2O_4)_3]$ (b)preparation ofNi-DMG complex$[Ni(DMG)_2]$
2. Preparation ofcopper tetraammine complex $[Cu(NH_3)]SO_4$
3. Preparation ofcis-and trans-bisoxalato diaquachromates (III) ion
4. Preparation ofsodiumtetrathionate

Organic Chemistry

Qualitative analysis: Analysis ofan organic mixture containingtwo solid componentsusingwater,$NaHCO_3$,and NaOHforseparationand preparation ofsuitable derivatives.

Suggested Reading:

1. A New Concise Inorganic Chemistry; Fifth Edition; J.D. Lee; Blackwell Science, London, 1989.
2. Inorganic Chemistry; Third Edition; D.F. Shriver and P.W. Atkins; Oxford University Press, New York, 1999.
3. Inorganic Chemistry; Third Edition; Gary L. Miessler and Donald A. Tarr; Pearson Education Inc. Singapore, 2005.
4. Organic Chemistry; Seventh Edition; T.W. Graham Solomons & Craig B. Fryhle; John Wiley and Sons, 1998.
5. Organic Chemistry; Sixth Edition; Robert Thornton Morrison & Robert Neilson Boyd; PHI Pvt. Ltd, 2004.
6. Organic Chemistry Vol. I ; Fifth Edition; I.L. Finar; Longman Scientific and Technical, Singapore, 1975.
7. Organic Chemistry: Vol 1, Mukerjee and Singh
8. Organic Chemistry: Vol 2, Mukerjee and Singh
9. Organic Chemistry: Vol 3, Mukerjee and Singh
10. A Text Book of Physical Chemistry; A.S. Negi, S.C. Anand; New Age International (P) Limited, New Delhi, 2002.
11. The Elements of Physical Chemistry; P.W. Atkins; Oxford University Press, 1996.
12. University General Chemistry; C.N.R. Rao; Macmillan India Ltd., New Delhi, 1998.
13. Physical Chemistry: Puri Sharma and Pathania
14. Physical Chemistry: J. Moore
15. कार्बनिक रसायन, सुरेश आमेटा, एच.के. पाण्डे, एच.एस. शर्मा, हिमांशु पब्लिकेशन्स, उदयपुर
16. अकार्बनिक रसायन, ओझा, भोजक, कोठारी, चतुर्वेदी, रमेश बुक डिपो, जयपुर
17. प्रायोगिक रसायन, भार्गव, लवानिया, ओझा, रमेश बुक डिपो, जयपुर
18. भौतिक रसायन, शर्मा, भार्गव, गुप्ता, रमेश बुक डिपो, जयपुर
19. कार्बनिक रसायन, विजयश्री मनोज छंगाणी, अल्का पब्लिकेशन, अजमेर
20. अकार्बनिक रसायन, विजयश्री कोठारी छंगाणी, अल्का पब्लिकेशन, अजमेर
21. प्रायोगिक रसायन, छंगाणी, विजयश्री, खण्डेलवाल, अल्का पब्लिकेशन, अजमेर
22. प्रायोगिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाऊस, जयपुर
23. कार्बनिक रसायन, वी.के. रस्तोगी, यसपाल सिंह, कॉलेज बुक हाउस, जयपुर

Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 502	Physics-I	CE*	4	15	20	25	100
	Physics-II				20		
	Physics-III				20		

Physics-Paper-I :Mathematical Physics and Special Theory of Relativity – I

Objectives:

- To understand the concept of co-ordinate transformation.
- To know the concept of tensor analysis and dirac delta function.
- 3.To understand the Special functions (Legendre, Bessel, hermite and laguerre) .
- To aware the techniques of variables and its application to boundary value problems

UNIT I Coordinate Transformation:

Orthogonal curvilinear coordinate system, scale factors, expression for gradient, divergence, curl and their application to Cartesian, circular cylindrical and spherical polar coordinate. Coordinate transformation and Jacobian.

UNIT II Tensor analysis & Dirac Delta function:

Transformation of covariant, contravariant and mixed tensor; Addition, multiplication andcontraction of tensors; Metric tensor and its use in transformation of tensors. Dirac delta function and its properties.

UNIT III Special functions:

The second order linear differential equation with variable coefficient and singular points, seriessolution method and its application to the Hermite, Lagendre and Laguerre differential equations:basic properties like orthogonality, recurrence relation, graphical representation and generating function of Hermite, Lagendre , Leguerre functions (simple applications)

UNIT IV Boundary Value Problems:

Techniques of separation of variables and its application to following boundary value problems (i) Laplance equation in three dimensional Cartesian coordinate system- line charge beween twoearthed parallel plates (ii) Helmholtz equation in circular cylindrical coordinates – cylindricalresonant cavity, (iii) Wave equation in spherical polar coordinates – the vibrations of a circularmembrane, (iv) Diffusion equation in two dimensional Cartesian coordinate system – leatconduction in a thin rectangular plate, (v) Laplace equation in spherical coordinate system –electric potential around a spherical surface.

Learning Outcomes: After complition the course student would able to:

- Discuss the concept of co-ordinate transformation.
- Classify the concept of tensor analysis and dirac delta function.
- 3.Differentiate the Special functions (Legendre, Bessel, hermite and laguerre) .
- Applies the techniques of variables and its application to boundary value problems.

- ❖ 5 Identify the laplace equation in spherical co ordinate system.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, गणितीय भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics- Paper-II :Quantum Mechanics – I

Objectives:

- To Understand the Origin and Experimental Evidence of Quantum theory.
- To aware the Uncertainty Principles and Schrodinger's Wave Mechanics.
- To develop concept the Postulates and Operators of Quantum Mechanics.
- To understand the Simple Solutions of Schrodinger Equation.

UNIT I Origin and Experimental Evidence of Quantum Theory:

Development of quantum theory –Historical development and experimental evidence for quantumtheory Electromagnetic Radiation: Black Body Radiation, qualitative discussion of spectral distribution ofenergy, limitation of classical theory, Planck's radiation law, photoelectric effect, Compton effect, MatterWaves: De Broglie hypothesis, Davison Germer experiment.

UNIT–II Uncertainty Principles and Schrodinger's Wave Mechanics :

Uncertainty principle and its consequences gamma ray microscope, diffraction at a single slit, itsapplication such as (i) Non existence of electron in nucleus, (ii) Ground state energy of H–atom, (iii)Ground state energy of harmonic oscillator (iv) Natural width of spectral lines. Schrodinger's equation :Its need and justification, time dependent and time independent forms, physical significance of the wavefunction and its interpretation, probability current density.

UNIT–III Postulate's and Operators of Quantum Mechanics :

Operators in quantum mechanics, definition of an linear operator. Linear and Hermition operator, state function. Expectation value of dynamical variable-position, momentum and energy, Fundamentalpostulates of quantum mechanics, Eigen function and eigen values, Degeneracy. Orthogonality of eigenfunction, Commutation relations, Ehrenfest's theorem and complementarily wave packet, group and phasevelocities, Principle of superposition, Gaussian wave packet.

UNIT IV Simple Solutions of Schrodinger equation :

Time independent Schrodinger equation and stationary state solution, Boundary and continuity conditions on the wave function, particle in one dimensional box, eigen function and eigen values , discrete energy levels, extension of results for three dimensional case and degeneracy of levels.

Learning Outcomes: After complition the course student would able to:*:*

- Discuss the Origin and Experimental Evidence of Quantum theory.
- Apply the Uncertainty Principles and Schrodinger's Wave Mechanics.
- Identify the Postulates and Operators of Quantum Mechanics.
- Calculate the Simple Solutions of Schrodinger Equation
- Discuss on the descrete energy level.

Suggested Reading:

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, क्वांटम यांत्रिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics- Paper-III:Solid State Physics

Objectives:

- To know the concept of Crystal Binding and crystal Structure.
- To understand the Thermal and Electrical Properties of the Solids.
- To aware the concept of Band Theory of Solids.
- To develop concept the Magnetic Property of materials.

UNIT-I Crystal Binding and Crystal Structure:

Various types of Bindings: Cohesive energy and compressibility of ionic crystals , Space Lattice andCrystal Structure, Bravis Lattice, Miller Indices and Crystal Structure, Spacing of Planes in CrystalLattice, Determination of different crystal properties for SC, FCC, BCC,HCP and perovaskite structure,X-ray Diffraction and Bragg's Law, Laue equation of X-ray diffraction, Debye Scherer and LaueCamera.

UNIT-II Thermal and Electrical Properties of the Solids:

Concepts of Thermal Energy and Phonons, Internal Energy and Specific Heat, the Various Theories of Lattice Specific Heat of Solids: The Einstein Model, Debye Model, Electronic Contribution of theinternal Energy hence to the Specific Heat of Metals, Thermal Conductivity of the lattice. ElectricalConductivity: Drude-Lorentz Theory of Electrical Conductivity, Boltzmann Transport Equation,Sommerfield Theory of Electrical Conductivity, Mathiessen's Rule, Thermal Conductivity andWildemann-Franz's Law, The Hall Effect.

UNIT-III Band Theory of Solids:

Formation of Bands, Periodic Potential of a Solid, Wave Function in a Periodic Lattice and BlochTheorem, Density of states , Kronig Penny Model, Velocity of the Bloch electrons and DynamicalEffective Mass, Momentum, Crystal Momentum and Physical Origin of the Effective Mass, NegativeEffective Mass and concept of Holes, The distinction between metals, insulators, and semiconductors.

UNIT-IV Magnetic Properties:

Classification of Magnetic Materials, Origin of Atomic Magnetism, Dynamics of Classical Dipole InMagnetic Field, Magnetic Susceptibility, phenomenon of Diamagnetic, Para magnetic susceptibility of Ionic Crystal, Ferromagnetism, Temperature Dependence of Saturation of Spontaneous Magnetization, The Paramagnetic Region, the Nature of Ferromagnetism, Nature and Origin of Weiss Molecular Field, Heisenberg's Exchange Interaction, (Quantum Theory of Ferromagnetism), Relation between Exchange Integral and Weiss Constant, Ferromagnetism Domains, Magnetostriction

Learning Outcomes: After complition the course student would able to:

- Identify the concept of Crystal Binding and crystal Structure.
- Study the Thermal and Electrical Properties of the Solids.
- Classify the concept of Band Theory of Solids.
- Discuss the Magnetic Property of materials.
- Identify relation between exchange integral and Weiss constant.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, ठोस अवस्था भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics Practical: V

1. 1.Study of a RC transmission line at 50 Hz
2. Study of a RC transmission line
   - at fixed frequency
   - at variable frequency
3. Study of resonance in a LCR circuit 9 (Using air core inductance and damping by metal plate)
   - At fixed frequency by varying C, and
   - by varying frequency
4. Study of charecteristics of junction diode and zener diode
5. Study of
   - Recovery time of junction diode and point contact diode
   - Recovery time as function of frequency of operation and switching current
6. To design zener regulated power supply and study the regulation with various loads.
7. To study the characteristics of a field effect transistor (FET) and design/study amplifier of finite gain
8. To study the frequency response of a transistor amplifier and obtain the input and output impendence of the amplifier.
9. To Design and study of an R-C phase shift oscillator and measure output impendence (frequency response with change of component of R and C).
10. To study a voltage multiplier circuit to generate high voltage D.C. from A.C.
11. Using discrete components, study OR, AND, NOT logic gates, compare with TTL integrated circuits (I.C.'s).
12. Application of operational amplifier (OP-AMP) as : Minimum two of the following exercises- (a) Buffer (for accurate voltage measurement) (b) Inverting amplifier (c) Non inverting amplifier (d) Summing amplifier.

Suggested Reading :

1. प्रो. प्रभा दशोरा, तृतीय वर्ष प्रायोगिकी भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, नई दिल्ली,2015

Semester-V

Course Code	Course Title	CourseCategory	Credit	C.I.A.	Theory	Practical	Total
BSC 503	Mathematics-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Mathematics-II				**20**		
	Mathematics-III				**20**		

Mathematics-Paper-I:Algebra - I

Objectives:

- To Understand the definition and Simple Properties of Group & Subgroup.
- To aware the Cayley's Theorem and Fundamental Theorem of Isomorphism.
- To know the Definition of Ring and Subrings.
- 4 To gain knowledge of morphism of ring.

Unit 1: Definition and simple properties of Groups and Subgroups. Permutation group, Cyclic group. Cosets,

Unit 2 ; Lagrange's theorem on the order of subgroups of a finite order group.

Unit 3: Morphism of groups, Cayley's theorem. Normal, subgroups and Quotient groups. Fundamental theorems of Isomorphism.

Unit 4: Definition and simple properties of Rings and Subrings. Morphism of rings. Embedding of a ring

Learning Outcomes: After complition the course student would able to:

- Discuss on definition and Simple Properties of Group & Subgroup.
- Apply the Lagrange's Theorem on the Order of Subgroups.
- Calculate the Cayley's Theorem and Fundamental Theorem of Isomorphism.
- Discuss the definition of Ring and Subrings.
- Differentiate group, subgroup and quotient group.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी,बीजगणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, बीजगणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics- Paper-II:Complex Analysis -I

Objectives:

- To Understand the Complex Plane, Connected & Compact Set.
- To Aware the Complex Valued function.
- To know the Complex Integral.
- To study taylor's theorem and laurent's theorem .

Unit 1: Complex plane. Connected and Compact sets. Curves and Regions in complex plane. Jordan curve Theorem (statement only). Extended complex plane. Stereographic projection.

Unit 2 ; Complex valued function — Limits, Continuity and Differentiability. Analytic functions, Cauchy-Riemann equations (Cartesian and polar form). Harmonic functions, construction of an analytic function.

Unit 3 : Complex integration, Complex line integrals, Cauchy integral theorem, Indefinite integral, Fundamental theorem of integral calculus for complex functions. Cauchy integral formula, Analyticity of the derivative of an analytic function, Morera's theorem, Poisson integral formula, Liouville' theorem.

Unit 4 : Taylor's theorem. Laurent's theorem. Maximum modulus theorem

Learning Outcomes After complition the course student would able to:

- Discuss the Complex Plane, Connected & Compact Set.
- Identify the Complex Valued function.
- Classify the Complex Integral.
- Solve the Taylor's Theorem and Maximum Modulus Theorem.
- Discuss on the fundamental theorem of integral calculus for complex functions.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, बीजगणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, बीजगणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics- Paper-III:Dynamics

Objectives:

- To Understand the Velocity and Acceleration.
- To Study the Motion along Horizontal & Vertical Elastic String.
- To aware the Motion in Resisting medium.
- To know about simple harmonic motion and Hooke's Law.

Unit 1: Velocity and acceleration — along radial and transverse directions, along tangential and normal directions.

Unit 2 : S.H.M., Hooke's law, motion along horizontal and vertical elastic strings.

Unit 3: Motion in resisting medium - Resistance varies as velocity and square of velocity.

Unit 4: Work and Energy. Motion on a smooth curve in a vertical plane. Motion on the inside and outside of a smooth vertical circle.

Learning Outcomes: After complition the course student would able to:

- Discuss the Velocity and Acceleration.
- Classify the Motion along Horizontal & Vertical Elastic String.
- Identify the Motion in Resisting medium.
- Calculate Work and Energy.
- Calculate the motion on the inside and outside of a smooth vertical circle.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, बीजगणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, बीजगणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 504	Botany-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Botany-II				**20**		
	Botany-III				**20**		

Botany-Paper-I:Morphology Of Angiosperms

Objectives:

- To understand the basic plan of flouring plants.
- To get knowledge about the morphology of root system and shoot system.
- To learn the origin, development and types of leaves
- To study the detailed structure of flower.
- To aware students with the concept and significance of seed.

UNIT 1: Plant habit

The basic plan of flowering plants, modular types of growth, diversity of plant formin annuals, biennials and perennials, evolution of tree habit in gymnosperm, monocotyledons and dicotyledons, trees largest and longest lived plants.

UNIT II Morphology of Root System

Root: Structure of root, types and structural modification for storage, physiological and mechanical, interaction of root with other microorganisms.

Stem: Structure, types and modification (storage and mechanical), branching pattern, monopodial and sympodial growth, canopy architecture.

UNIT III: II Morphology of Leaves

Leaves: Origin, development, types, phyllotaxy, venation, lamina parts, shapes, size and modifications, leaf surface features and appendages, leaf surface area, stomata and trichome structure.

UNIT IV: II Morphology of Flower and Seed

Flower: Flower as a modified shoot, detailed structure of flower, types of inflorescence and specialized inflorescence, **fruit** Structure, types and classification,

Seed: detail structure of seed and seed coat (monocot and dicot), significance of seed, suspended animation, dispersal strategies.

Learning Outcomes: After complition the course student would able to:

- Understand the basic plan of flouring plants.
- Carry out the comparative morphology of root system and shoot system.
- Discuss the origin, development, types of leaves
- Get knowledge about the detailed structure of flower
- Interpret the concept of seed with its significance.

Suggested Readings:

1. Eames, A. J. 1981. Morphology of Angiosperms .McGraw Hill, New York.
2. Gifford, E.M. and Foster, A.S. 1989. Morphology and Evolution of Vascular Plants. W.H. Freeman, New York.
3. Sporne, K.R. 1974. Morphology of Angiosperms. Hutchinson University Press, London.
4. Singh, V.P., Pandey, P.C. and Jain, D.K**.** 2011. A Text book of Botany- Angiosperms. Rastogi Publication, Merrut.
5. Trivedi, P.C., Sharma, N. and Dhankad, R. S. 2009. Plant Morphology and Anatomy. Ramesh Book Depot. Jaipur.

Botany- Paper-II :Anatomy Of Flowering Plants

Objectives:

- To understand the structure and classification of tissues
- To distinguish simple and complex tissues.
- To know about the definition, classification, types and function of meristem.
- To study the anatomy of stem, root and leaf.
- To analyze different types of wood with secondary growth

UNIT I: Classification and structure of tissues

Simple tissue: Structure occurrence and function (parenchyma, collenchyma, sclerenchyma), Complex tissues: Structure, origin and function (xylem and phloem), tissue systems, Secretary tissues: Glands, glandular hairs, nectaries, hydathodes, schizogenous and lysigenous ducts, resin ducts, mucilage ducts and laticifers. Vascular bundle: Types (conjoint, collateral, bi-collateral, open closed, radial, concentric: amphicribal and amphivasal).

UNIT II: Meristem

Meristem definition, classification, types and function, Shoot apical meristem theories: Apical cell theory, histogen theory, tunica-corpus theory, continuing meristematic residue, cytohistological zonation. Root apical meristem theories: Apical cell theories, histogen theory, korper-kappe theory, quiescent cell theory,

UNIT III: Analogy of Stem, Root and Leaf

Stem: Primary structure in dicotyledonous and monocotyledonous, primary anomalous structures. Root: Primary structure in dicotyledonous and monocotyledonous, development of lateral roots and adventitious root. Leaf- Internal structure of dorsiventral,isobilateral and centric leaves.

UNIT IV: Secondary growth

Secondary growth in dicot and monocot stem. Secondary structures: Wood structure, types and formation of wood, annual rings, tyloses, dendrochronolgy,periderm,bark and lenticels. Anomalous secondary growth in dicot stem, in monocot stem in dicot roots.

Learning Outcomes: After complition the course student would able to:

- Understand the structure and classification of tissues
- Distinguish simple and complex tissues.
- Explain the definition, classification, types and function of meristem.
- Discuss the anatomy of stem, root and leaf.
- Analyze different types of woods with secondary growth.

Suggested Readings:

1. Cuttler, E.G. 1971. Plant Anatomy. Part III Organs, Edward Arnold Ltd., London.
2. Cuttler, E.G. 1969. Plant Anatomy. Part I Cells and Tissue. Edward Arnold Ltd., London.
3. Eames, A.J. and MacDaniels, L.H. 1987. An Introduction to Plant Anatom*y*. Tata MacGraw-Hill Publishing Company Ltd., New Delhi.
4. Esau, k. 1985. Plant Anatomy. 2nd Edition Wiley Eastern, New Delhi.

5. Fahn, A. 1997. Plant Anatomy. Aditya Books (P) Ltd., New Delhi.
6. Fahn, A. 2000. Plant Anatomy. Permagon Press.
7. Gifford, E.M. And Foster, A.S. 1989. Morphology and Evolution of Vascular Plants. W.H. Freeman, New York.
8. Pandey, S.N. and Chadha, A. 2014. A text book of Botany- Plant anatomy and Economic Botany. Vikas publishing house Pvt. Ltd, New Delhi.
9. Vashishta, P.C. 1974. Plant Anatomy. Pradeep Publication, Jalandhar.
10. Singh, V.P., Pandey, P.C. and Jain, D.K**.** 2011. A Text book of Botany- plant Morphology and anatomy. Rastogi Publication, Merrut.
11. Trivedi, P.C., Sharma, N. and Dhankad, R. S. 2009. Plant Morphology and Anatomy. Ramesh Book Depot. Jaipur.

Botany- Paper-III :Anatomy Of Flowering Plants Plant Systematics

Objectives:

- To understand the scope and importance of plant systematics .
- To study the different taxonomical tools.
- To get knowledge about the principle and rules of botanical nomenclature.
- To aware students with different families with Bentham and hooker classification.
- To learn about the botanical gardens and herbariums.

UNIT I:

Scope and importance of taxonomy, history and classification of angiosperm (Linneaus, Bentham and Hooker and Engler and Prantl), concept of species, genus and family. Taxonomic tools: Herbarium, E-Flora, botanical garden, monograph, library index, journals, key and icons.

UNIT II:

Principle and rules of botanical nomenclature: Ranks, names, type method, principle of priority and its limitations, Rules of Validity, Rules of Effectivity, Terms and concepts (primitive and advanced, homology and analogy, parallelism and convergence, monophyly, paraphyly and polyphyly

UNIT III:

Taxonomic studies of the following families (Bentham and Hooker), Dicots: Ranunculaceae, Brassicaceae, Malvaceae, Rubiaceae, Fabaceae, Apiaceae, Asteraceae, Apocynaceae and Asclepidaceae.

UNIT IV:

Taxonomic studies of the following families (Bentham and Hooker): Solanaceae, Convolvulaceae, Acanthaceae, Lamiaceae, Amaranthaceae, Euphorbiaceae, Liliaceae, Orchidaceae and Poaceae.

Learning Outcomes: After complition the course student would able to:

- Understand the scope and importance of angiosperms.
- Enhance knowledge about the taxonomical tools.
- Discuss the principle and rules of botanical nomenclature.
- Compare different families with Bentham and hooker classification
- Learn about the botanical gardens and herbariums.

Suggested Readings:

1. Naik, V.N.2011. Taxonomy of Angiosperms. TATA McGraw Hill, New Delhi.
2. Pandey, S.N. and Misra, S.P. 2008. Taxonomy of Angiosperms. Ane Books India, New Delhi.
3. Saxena, N.B. and Saxena, S. 2011. Plant Taxonomy. Pragati Prakashan, New Delhi.
4. Sharma, B.D. 1984. Flora of India vol. I. Botanical Survey of India, Calcutta.
5. Sharma, O.P. 1996. Plant Taxonomy. TATA McGraw Hill, New Delhi
6. Simpson, M.C. 2006. Plant Systematics. Elsevier, Amsterdam.
7. Singh, G. 2001. Plant systematics. Oxford and IBH, New Delhi.
8. Sivarajan, V.V. 1991. Introduction to Principles of Plant Taxonomy**.** Oxford and IBH, New Delhi.

BOTANY PRACTICAL V

1. Study of different modifications of root, stem, leaf by using specimens.
2. Study of different epidermal appendages (trichome etc.) by making slides.
3. Study of floral apex.
4. Survey and study of dispersal mechanism of seeds.

5. Microscopic studies on types and anatomy of stomata (monocotyledons and dicotyledons).
6. Study of apical and lateral meristem using plant material and slides
7. Anatomical study of root, stem and leaf (dicotyledons and monocotyledons) by making double stained temporary and permanent slides.
8. Anatomical studies of anomalous secondary structure in stem by making temporary andpermanent slides.
9. Anatomical study of dicot and monocot seed (Cicer, Maize and cotton)
10. Study of vegetative and floral characters of species of the families studied in theory.
11. Identification of selected taxa up to genus using taxonomic keys.
12. Herbarium technique.
13. Familiarity with local flora and preparation of herbarium sheet.

Semester-V

Course Code	Course Title	CourseCategory	Credit	C.I.A.	Theory	Practical	Total
BSC 505	Zoology-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Zoology-II				**20**		
	Zoology-III				**20**		

Zoology-Paper-I: Ethology

Objectives:

- To understand Concepts of Ethology- Motivation, Fixed Action Patterns (FAP), Sign Stimulus; Innate Releasing Mechanism (IRM); Action Specific Energy (ASE); Learning; Imprinting.
- To understand Methods of Studying Behaviour: Studies in Laboratory- Neurotransmitter, physiological and Neurochemical techniques. Brief account on Pheromones,
- To explain the Social organization.
- To learn about the Biological Rhythms
- To explain the control of behavior neural control hormonal control

Unit I: Concept of Ethology

1.1 Introduction and history of Ethology

1.2 Concepts and patterns of behaviour: FAP, Sign Stimulus, Innate Releasing Mechanism, Action Specific Energy, Concept of motivation

1.3 Learned behaviour and types of learning

Unit II: Study of Behaviour

2.1. Methods of studying Brain Behaviour: Neurotransmitter, Physiological and Neurochemical Technique

2.2 Genetic basis of behaviour

2.3 Control of behaviour: Neural control, Hormonal control

2.4 Elementary idea of role of Pheromones

Unit III: Social Organisation

3.1 Elements of Social Behabiour

3.2 Living in groups: Characteristics and advantages with respect to Honey bee, Deer, monkey

3.3 Migration in Birds; Causes of migration and Navigation

Unit IV Biological Rhythms

4.1 Faunal diversity in India and World; Endangered Mammals and Birds of India

4.2 Wild life Conservation with reference to India & Rajasthan

4.3 National Parks, Sanctuaries and Biosphere Reserves of India

Learning Outcomes: After complition the course student would able to:

- Concepts of Ethology- Motivation, Fixed Action Patterns (FAP), Sign Stimulus; Innate Releasing Mechanism (IRM); Action Specific Energy (ASE); Learning; Imprinting.
- Methods of Studying Behaviour : Studies in Laboratory- Neurotransmitter, physiological and Neurochemical techniques. Brief account on Pheromones,
- Understand the Social organization.
- Interprets the Biological Rhythms
- Discuss the control of behavior neural control hormonal control

Zoology-Paper-II :Biotechniques, Instrumentation and Bioinformatics

Objectives:

- To learn about the term Electrophoresis, Radioactivity.
- To understand the working principle of Centrifuge, Incubator, pH meter.
- To understand the cell culture techniques and separation techniques in biology.
- To Understand the Principle, parts, and its application of Microscopic techniques. Understand the working principle of UV-Vis principle, Colorimeter.
- To aware the recognize the importance of various databases

Unit –I: Biotechniques

1.1 Concepts of sterilization: Filtration, autoclaving, dry heat sterilization, wet sterilization and radiation

1.2 Separation of biomolecules: Centrifugation (Sedimentation, density gradient);Chromatography (Elementary idea of Paper – ascending and Circular, thin layer, gel filtration and ion exchange-Principles and applications)

1.3 Electrophoresis: Agarose Gel Electrophoresis, SDS-PAGE

Unit-II: Micro Technique

2.1 Fixation, dehydration, clearing, embedding & section cutting

2.2 Difficulties encountered during section cutting (causes and remedies)

2.3 Double staining with Haematoxylin and Eosin

2.4 Histochemical staining techniques for carbohydrates (Periodic acid schiff), proteins (Mercury-bromophenol blue) and lipids (Sudan black-B)

Unit-III: Instrumentation

3.1 Microscope: Principle of Microscopy and types

3.2 Principles of colorimeter

3.3 Principles of spectrophotometers

Unit-IV: Bioinformatics

4.1 Bioinformatics: Definition, Scope, Basic concepts in bioinformatics, importance and role of bioinformatics in life sciences

4.2 Bioinformatics databases- introduction, types of databases

4.3 Nucleotide sequence databases, Elementary idea of protein databases

4.4 BLASTA, FASTA, PHYLOGENY TREE Analysis

Learning Outcomes: After complition the course student would able to:

- Discuss the term Electrophoresis, Radioactivity.
- Understand the working principle of Centrifuge, Incubator, pH meter.
- Understand the cell culture techniques and separation techniques in biology.
- Understand the Principle, parts, and its application of Microscopic techniques. Understand the working principle of UV-Vis principle, Colorimeter.
- Recognize the importance of various databases

Zoology-Paper-III:Immunology& Biotechnology

Objectives:

- To understand Distinguish Innate immunity and Acquired Immunity
- To understand the importance of Immune system
- To understand Study and understand the DNA Recombinant technology
- To Understand the Scope and Significance of Biotechnology
- To learn about mechanism of Antigen & Antibody reaction

Unit –I: (Basics of Immunology)

1.1 Characteristics of Immune System; Types of immunity: Active, passive, innate and acquired immunity

1.2 Types of antibodies and their structure and function.

1.3Mechanism of Antigen Antibody reactions: Precipitation, agglutination, Neutralisation, Opsonization, Complement

Unit –II: (Cells and Organs in Immunity)

2.1 Immune Cells & Organs: B and T Lymphocytes, Plasma Cell, Null Cell, Primary and Secondary Lymphoid Organs; tonsils, adenoids, thymus, bone marrow, bursa fabricus, macrophages

2.2 Mechanism: Humoral and Cell- Mediated Immunity.

2.3 Complement System, Interferons, Vaccines

Unit –III: (Biotechnology)

3.1 History, Scope and application of recombinant DNA technology; Genetic Engineering

3.2 Basic concepts in recombinant DNA technology, cDNA Library; DNA manipulation enzymes (Nucleases, Ligases, Polymerases)

3.3 Vectors for Gene Transfer (Plasmids and Phages)

Unit –IV: (Applications of Biotechnology)

4.1 Monoclonal antibodies and their production and applications

4.2 Protoplast Fusion and their Application

4.3 Environmental Biotechnology: Metal recovery; Petroleum recovery; Pest Control; Waste Water Treatment

Learning Outcomes: After complition the course student would able to:

- Distinguish innate immunity and Acquired Immunity.
- Understand the importance of Immune system.
- Study and understand the DNA Recombinant technology.
- Understand the Scope and Significance of Biotechnology.
- Discuss the mechanism of Antigen & Antibody reaction

Zoology Practical

Paper-I: Ethology

1. Locomotory behaviour of (Tribolium):
    - Effects of light intensity and light quality on the rate of locomotion
2. Study of individual and social behavioural patterns of a troop of monkey through visual aids
3. Antenal Grooming in Cockroach

Paper-II: Biotechniques, Instrumentation & Bioinformatics

1. Separation of amino acids by paper chromatography and TLC
2. Separation of proteins by electrophoresis technique
3. Double staining method
4. Demonstration of carbohydrates, proteins and lipids by histochemical methods
5. Introduction to basic laboratory instruments and equipments- Autoclave, Centrifuge, pH meter, Micropipettes, Digital balance, Homogenizer, Electrophoresis apparatus; Molar and normal solutions calculations
6. Use of internet for survey of literature using protein and nucleotide databases(NCBI)
7. Use of softwares like Microsoft offices, BLASTA, FASTA

Paper-III: Immunology & Biotechnology

1. Antigen – Antibody interaction by double diffusion method (Ouchterlony)
2. Study of histological slides of organs of immune system – Thymus, Lymph nodes and Spleen
3. Isolation of DNA/ Plasmid (Genomic DNA from any available source) by phenol extraction method.

Suggested Reading:

Biotechnology

1. Elements of Biotechnology – Gupta
2. T. B. of Biotechnology – Dubey
3. Modern Concept of Biotechnology – Kumar H. D
4. Advances in Biotechnology – Jogdand
5. T. B. of Biotechnology – Chatwal
6. Bhatiya and Jain, 2015, Immunology, Microbiology and Biotechnology, Himalaya Publishing House Pvt. Ltd. Delhi

Biotechnique and Microtechnique

1. Animal Tissue Technique – Humason
2. Histological Technique – Devaenport
3. Microtechnique – Jiwaji&Patki
4. Microtechnique – Wankhede
5. Biophysical Chemistry – Upadhyay, Upadhyay and Nath
6. Techniques in Life Sciences – D. B. Tembhare

Bioinformatics

1. Mount W. 2004. Bioinformatics and Sequence Genome Analysis 2nd Editon CBS Pub. New Delhi.
2. Bergman, N. H. Comparative Genomics. Humana Press Inc. Part of Springer Science+BusinessMedia, 2007.
3. Baxevanis, A. D. Ouellate, B. F. F. 2009. Bioinformatics: A Practical Guide to the
4. Analysis of Genes and Proteins.John-Wiley and Sons Publications, New York.
5. Campbell A. M. and Heyer, L. J. 2007. Discovering Genomics, Proteomics and Bioinformatics, 2nd Edition. Benjamin Cummings.

6. Des Higgins and Willie Taylor 2000. Bioinformatics: Sequence, Structure and Databanks.Oxford University Press.
7. Rashidi H. H. and Buehler 2002. Bioinformatics Basics: Applications in Biological Science and Medicine, CRC Press, London.
8. Gibas Cynthia and Jambeck P. 2001. Developing Bioinformatics Computer Skills:
9. ShroffPublishersand Distributors Pvt. Ltd. (O'Reilly), Mumbai.
10. Bhatiya and Jain, 2015, Immunology, Microbiology and Biotechnology, Himalaya Publishing House Pvt. Ltd. Delhi

Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A. (Continouns Internal Assesment)	Theory+ Practical	Total
JVB501	**Basics of Computer (Compulsory Paper)**	**Core Foundation(CF)**	**4**	**30**	**50+20=70**	**100**

Objective :

To enable students to be aware of using MS Word, MS PowerPoint, Excel and Internet. Students will be able to do daily work using these tools and able to surf internet, download and send emails easily.

Unit I :MS Word

1. An overview of the basics of word processing.
2. How to use spell check, grammar check, and the thesaurus
3. Gain proficiency in editing
4. Formatting a document
5. How to use the undo and redo commands
6. Moving and copying text within a document
7. Typography, paragraph formatting and column formatting
8. How to enhance a document, wizards and templates, and tables

Unit II :MS Excel

1. Creating an excel worksheet
2. Saving an excel worksheet
3. Opening an existing workbook
4. Using formula and functions
5. Printing a worksheet
6. Creating a simple expense worksheet.

Unit III :

1. **MS PowerPoint presentation**
2. Saving a PowerPoint presentation,
3. Working with an existing PowerPoint presentation,

Unit IV :Internet

1. Basics of Internet
2. Site Surfing
3. Search Engines
4. Email Accounts - Receiving Mails, Composing Mails, Spam, Calendar
5. Download
6. Creating blogs
7. Online conversion

Outcome :

1. Students will be able to apply word, excel and powerpoint in their daily work.

2. Students will be able to make use of internet for their study purpose and will be able to create blog to exhibit their talent.

Practical : **MM : 20**

1. Create a banner using document, marksheet using worksheet and Presentation on any topic
2. Create an email account, blog and download files

1. Only practical (No theory)
2. External :

Assignment/Project : 50 Marks
Viva : 20 Marks
CIA : 30 Marks (Attendance - 10, Test - 5,
Presentation - 5, Assignment - 10)

Suggested Reference Material :

a. Text Books :

1. Special Edition Using Microsorft Office 2007 By Ed Bott
2. Absolute Beginner's Guide to Computer Basics by Mechael Millar
3. Discovering the Internet : Complete, 4th edn. Complete by Gary B. Shelly, Jennifer T. Campbell

b. Recommended Website :

1. http://office.microsoft.com/en-us/training/
2. http://www.gcflearnfree.org/office2007

Semester-V

Course Code	Course Title	CourseCategory	Credit	C.I.A. (Continouns Internal Assesment)	Theory+ Practical	Total
JVB502	Psychology (General Psychology-I)	Core Elective(CE)	4	30	50+20=70	100

Objectives:

1. To understand the concepts of basic Psychological process.
2. To understand the application of psychological concepts in daily routine problems.

Unit-I: Introduction of Psychology

(i) Meaning and Definition of Psychology
(ii) Goals of Psychology
(iii) Fields of Psychology
(iv) Methods of Psychology

Unit-II: Development of Human Behaviour

(i) Meaning of Heredity an Environment
(ii) Interaction of Heredity and Environment
(iii) Biological Determinants
(iv) Environmental Determinants

Unit-III: Perception

(i) Nature and Definition of Perception
(ii) Major Approaches of perception
(iii) Factors Influencing Perception: Personal & Social
(iv) Illusion and Differences between Illusion and Hallucination

Unit-IV: Learning

(i) Meaning and Nature of Learning
(ii) Role of Motivation in Learning
(iii) Classical and Instrumental Conditioning
(iv) Transfer of Learning

Outcome -

1. Students will be aware of various Psychological approach and environment which will lead to the development of human behaviour.

Practical

(i) Measurement of Illusion
(ii)Measurement of Transfer of Learning
(iii) Measurement of level or Depression
(iv) Measurement of the capacity of Verbal Learning
(v) Assessment of Personality

Books:-

1. Baron, R.A. Psychology: The essential sciences, New York; Allyn & Bacon.
2. Limbardo, P.G. & Weber, A.L.: Psychology, New York, Harper Collins College Publisher.
3. Lefton, L.A., Psychology, Boston; Allyn & Baron.
4. Morgan and King: Introduction to Psychology.
5. Singh, A.K.: Uchatar Samanya Manovigyan.
6. Azimurrahman: Samanya Manovigyan.
7. Suleman : Samanya Manovigyan.
8. Lal Bachan Tripathi : Uchatar Manovigyan.

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 601	Chemistry-I	**Any Three CC**	**4**	**15**	**20**	**25**	**100**
	Chemistry-II				**20**		
	Chemistry-III				**20**		

Chemistry-Paper-I :Inorganic chemistry

Objectives:

- To develop understanding about metl ligand bonding, metal complexes and organometallic.
- To aware about the conceptual knowledge of spectral properties and kinetic aspects of metal complexes.
- To develop conceptual knowledge about slection rules, trans effect and substitution reactions .
- To give information about spectrochemical series, kinetic stability and bonding application of alkyls and aryls .

UnitI : Metal– ligandbondingin transition metalcomplexes

Anelementary ideaofcrystal-field theory,crystalfield splitting in octahedral,tetrahedralandsquareplanarcomplexes, factorsaffecting thecrystal– fieldparameters, colouroftransition metalions, limitationsofcrystalfield theory.

UnitII : Spectralpropertiesoftransitionmetalcomplexes

Typesofelectronictransitions,selection rulesfor d-d transitions, spectroscopic ground statesandSpectoscopic terms(L-SCoupling), spectrochemicalseries, orgel- energyleveldiagramfor d^1 and d^9 states,theelectronicspectrumof$[Ti(H_2O)_6]^{+3}$ complex ion.

UnitIII :Thermodynamic and kinetic aspects of metal complexes

Thermodynamic and kinetic stability, thermodynamicstabilityandfactorsaffectingthestability,substitutionreactionsofsquareplanarcomplexes, typesofsubstitutionreactions andtranseffect.

UnitIV :Organometallic chemistry

Definition, nomenclature and classification of organometallic compounds, preparation,properties,bonding nadapplicationsofalkylsandarylsofLi,Al, Hg,SnandTi,abriefaccountof metal–ethyleniccomplexesandhomogenoushydrogenation,mononuclearcarbonylsandthenatureofbonding in metal carbonyls.

Learning Outcomes: After complition the course student would able to:

- Classify the organometallic compounds and metal complexes on the basis of transition, stability and bonding structures.
- Measure the correlation among structural & kinetic properties of metal complexes.
- Apply the knowledge of bonding, spectral properties and structures to define basic properties of compounds.
- Draw and interpret the energy level diagram and spectroscopic series for various states

Chemistry-Paper-II :Organic Chemistry

Objectives:

- To develop conceptual knowledge about nuclear magnetic resonance, industrial uses and structures of compounds .
- To aware about classification, nomenclature and properties of carbohydrates, amino acids,fats and detergents.
- To develop understanding about synthesis, group analysis and insdustrial uses of fat, oil and detergents.

UnitI :Nuclear magneticresonance(NMR)spectroscopy

Protonmagneticresonance^{1}H-NMR spectroscopy,nuclear shieldinganddeshielding, chemicalshiftandmolecularstructure,spinspinsplittingandcouplingconstant, areas ofsignals, interpretation ofPMRspectraofsimpleorganic moleculessuchasethylbromide, ethanol, acetaldehyde,1,1,2tribromoethane, ethylacetate, tolueneandacetophenone.Problemspertaining to thestructure elucidation ofsimple organic compounds usingUV, IRand PMR spectroscopictechniques.

UnitII :Carbohydrates :

Classification andnomenclature, monosaccharides, mechanismof osazone formation, inter conversionofglucoseandfructose,chainlengthing andchainshortening ofaldose. Configurationof monosaccharide. erythroandthreodiastereomers.Conversionofglucoseintomannose.Formationofglucosides, ethersandesters.Determinationofringsizeofmonosaccharides.CyclicstructureofD(+)-glucose.Mechanism ofmutarotation.Structureofriboseanddeoxy ribose.Anintroduction todisaccharides(maltose,sucrose and lactose)and polysaccharides (starch and cellulose) withoutinvolvingstructure determination.

UnitIII :Aminoacids,peptides,proteinsandnucleicacid

Classification,structure and stereochemistry ofaminoacids. Acidbase behaviourof isoelectric pointand electrophoresis. Preparation and reactionofα aminoacid. Structure and nomenclature ofpeptidesand proteins.Classification ofproteins,peptide structure determination, end group analysis, selectivehydrolysis of peptides. Classicalpeptidessynthesis, solidphasepeptide synthesis. Structreof peptidesandproteins,levelsofproteinstructure.Proteindenaturation /renaturation.

introduction. Constituents ofnucleic acidriboandribonucieosides,nucleotides.The double helicalstructure ofDNA/RNA

UnitIV :Fats, oils and detergents

Natural fats edible and industrial oils of vegetable resin common fatty acids, glycerides,hydrogenation ofunsaturatedoils. saponificationvalue, iodinevalue,acidvalue,soaps,synthetic detergents,alkyland arylsulphonates.

Learning Outcomes: After complition the course student would able to:

- Calssify the various compounds on the basis of structure, stereochemistry and formation process.
- Describe and discuss about formation, structure and chemical reactions of carbohydrates, peptides and nucleic acids.
- Apply the knowledge of industrial uses of fats, oils and detergents to produce some useful products.

Chemistry-Paper-III: Physical chemistry

Objectives:

- To aware about conceptual knowledge of photochemistry,spectroscopy and mechanics.
- To develop understanding about qualitative and quantitative description of fluorescence,selection rules and isotopes.
- To develop analytical view about laws of photochemistry, degree of freedom and energy levels.
- To give information about transfer process, Raman spectrum and atomic orbitals.

UnitI: Photochemistry:

Interactionofradiationwith matter,differencebetween thermalandphotochemicalprocesses. Lawsofphotochemistry:Grothus-Drapper law, Stark-Einstien law, Jablonskidiagramdepicting various processes occurring intheexcitedstate.,qualitativedescription offluorescence,phosphorescence,non radiative process(internalconversion, intersystemcrossing)quantumyield,photosensitizedreaction-energytransferprocess (simple examples)

UnitII: Spectroscopy I

Introduction:Electromagnetic radiation of the spectrum, basic features of different spectrometers, statementofthe Born Oppenheimerapproximation, degree offreedom.

Rotationalspectrum:Diatomicmolecules,Energy levelsofrigidrotator,(semiclassicalprinciples)selectionrules, spectralintensity,distributionusingpopulationdistribution(MaxwellBoltzmanndistribution), determinationof bond length, qualitative description ofnonrigidrotator, isotopeeffect.

Electronicspectrum: Concept of potential energycurves for bondingand anti bonding molecular orbital's, qualitative description ofselection rulesand Frank–Condon principle.

UnitIII: Spectroscopy II

Vibrational spectrum: Infrared spectrum: Energy levels of simple harmonic oscillator, selection rules,purevibrationalspectrum,intensity.,determinationofforceconstant,qualitativerelationsof force constantsandbondenergy,effectofanharmonicmotionand isotopeson thespectrum,ideaofvibrational frequencies ofdifferent functionalgroups.

Ramanspectrum**:** Conceptofpolarizability,purerotationalandpurevibrationalRamanspectraofdiatomic molecules,selection rules.

UnitIV: QuantumMechanicsII:

Molecularorbitaltheory:BasicideascriteriaforformingM.O.fromA.O.construction ofM.O.`sbyLCAO-H_2^+ ion,calculationofenergylevelsfromwavefunctions,physicalpictureofbondingand antibonding wavefunctions, conceptof σ, σ*andπ, π*orbitals and theircharacteristics.Hybridorbitals sp,sp^2, sp^3,calculationofcoefficients ofatomic orbitalsused in thesehybrid orbitals.

Learning Outcomes: After complition the course student would able to:

- To measure the calculation of energy levels, coefficients and spectral intensity of compounds.
- To plot and interpret the bond energy, force constant, potential energy curves of compounds.
- To describes various properties of compounds on the basis of energy, potential and dipole moment etc.
- To analyze the various structures of compounds on the basis of quantum mechanics.

Term paper / Practicals
Inorganic chemistry
Calorimetry

a) Jobs
b) Mole ratio method

Adulteration –food stuffs
Effluent analysis water analysis.

PhysicalChemistry
Electrochemistry
(a) To determine the strength of the given acidconductometricallyusingstandard alkalisolution
(b)To determine the solubilityand solubilityproductofasparinglysoluble electrolyte conductometrically
(c) Tostudythe saponificationofethylacetateacetate conductometrically
(d)To determine the ionizationconstantofa weakacid conductrometrically
(e) Totitratepotentiometricallythegivenferrousammoniumsulphatesolutionusing$KMnO_4$/ $K_2Cr_2O_7$ astitrantand calculatetheredox potentialofFe^{++}/Fe^{+++}systemon the hydrogen scale.

Molecularweight determination:
1. Determination ofmolecularweightofa non volatilesolute byRastmethod/Beckmann freezingpoint method.
2. Determinationoftheapparentdegreeofdissociationofanelectrolyte(e.g.NaCl)inaqueoussolutionat differentconcentrations byebullioscopy.

Colorimetry:
ToverifyBeer-LambertlawKMnO4/$K_2Cr_2O_7$ anddeterminetheconcentrationofthegivensolutionofthe substance.

Viva-Voce&Record
Suggested Reading:

1. A New Concise Inorganic Chemistry; Fifth Edition; J.D. Lee; Blackwell Science, London, 1989.
2. Inorganic Chemistry; Third Edition; D.F. Shriver and P.W. Atkins; Oxford University Press, New York, 1999.
3. Inorganic Chemistry; Third Edition; Gary L. Miessler and Donald A. Tarr; Pearson Education Inc. Singapore, 2005.
4. Organic Chemistry; Seventh Edition; T.W. Graham Solomons & Craig B. Fryhle; John Wiley and Sons, 1998.
5. Organic Chemistry; Sixth Edition; Robert Thornton Morrison & Robert Neilson Boyd; PHI Pvt. Ltd, 2004.
6. Organic Chemistry Vol. I ; Fifth Edition; I.L. Finar; Longman Scientific and Technical, Singapore, 1975.
7. Organic Chemistry: Vol 1, Mukerjee and Singh
8. Organic Chemistry: Vol 2, Mukerjee and Singh
9. Organic Chemistry: Vol 3, Mukerjee and Singh
10. A Text Book of Physical Chemistry; A.S. Negi, S.C. Anand; New Age International (P) Limited, New Delhi, 2002.
11. The Elements of Physical Chemistry; P.W. Atkins; Oxford University Press, 1996.
12. University General Chemistry; C.N.R. Rao; Macmillan India Ltd., New Delhi, 1998.
13. Physical Chemistry: Puri Sharma and Pathania
14. Physical Chemistry: J. Moore
15. कार्बनिक रसायन, सुरेश आमेटा, एच.के. पाण्डे, एच.एस. शर्मा, हिमांशु पब्लिकेशन्स, उदयपुर
16. अकार्बनिक रसायन, ओझा, भोजक, कोठारी, चतुर्वेदी, रमेश बुक डिपो, जयपुर
17. प्रायोगिक रसायन, भार्गव, लवानिया, ओझा, रमेश बुक डिपो, जयपुर
18. भौतिक रसायन, शर्मा, भार्गव, गुप्ता, रमेश बुक डिपो, जयपुर
19. कार्बनिक रसायन, विजयश्री मनोज छंगाणी, अल्का पब्लिकेशन, अजमेर
20. अकार्बनिक रसायन, विजयश्री कोठारी छंगाणी, अल्का पब्लिकेशन, अजमेर
21. प्रायोगिक रसायन, छंगाणी, विजयश्री, खण्डेलवाल, अल्का पब्लिकेशन, अजमेर

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 602	**Physics-I**	**CE***	**4**	**15**	**20**	**25**	**100**
	Physics-II				**20**		
	Physics-III				**20**		

Physics- Paper-I:Mathematical Physics and Special Theory of Relativity – II

Objectives:

- To Understand the Lorentz Transformation.
- To know the concepts of Four Vector Formulation, ongitudinal and Transverse Doppler's Effect.
- To aware the Transformation between Laboratory and Centre of mass.
- To develop concept about the Transformation Electric and Magnetic Field.

UNIT – I Lorentz Transformation:

Lorentz transformation and rotation in space-time, time like and space like vector, world line,macro-causality.

UNIT – II Four vector Formulation:

Four vector formulation, energy momentum four vector, relativistic equation of motion,invariance of rest mass, orthogonality of four force and four velocity, Lorentz force as anexample of four force, transformation of four frequency vector, longitudinal and transverseDoppler's effect.

UNIT – III Transformation between Lab and CM:

Transformation between laboratory and center of mass system. Four momentum conservation,kinemations of decay products of unstable particles and reaction thresholds: Pair production,inelastic collision of two particles, Compton effect.

UNIT – IV Transformation electric and Magnetic field:

Transformation electric and Magnetic fields between two inertial frames.

Learning Outcomes: After complition the course student would able to:

- Discuss the Lorentz Transformation.
- Classify the concepts of Four Vector Formulation, Longitudinal and Transverse Doppler's Effect.
- Identify the Transformation between Laboratory and Centre of mass.
- Calculate the Transformation Electric and Magnetic Field.
- Differentiate longitudinal and transverse Doppler 's effect.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, गणितीय भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics- Paper-II: Quantum Mechanics – II

Objectives:

- To Know the Bound State Problem-I
- To Understand the Bound State Problem-II
- To aware Application of Quantum Theory.
- o gain knowledge about molecular spectroscopy.

UNIT I Bound State Problems - I:

Potential step and rectangular potential barrier, calculation of reflection and transmissioncoefficient, Qualitative discussion of the application to alpha decay (tunnel effect), square wellpotential problem, calculation of transmission coefficient.

UNIT II Bound State Problems- II:

Particle in one dimensional infinite potential well and finite depth potential well, energy valueand eigen functions. Simple harmonic oscillator (one dimensional) eigen function, energy eigenvalues, zero point energy.

UNIT – III Applications of Quantum Theory to Atomic Spectroscopy:

Quantum features of spectra of one electron atoms. Frank–Hertz experiment and discrete energystates. Schrodinger equation for a spherically symmetric potential, Schrodinger equation for aone electron atom in spherically coordinates, separation of variables, Orbital angular momentumand quantization spherical harmonics, energy levels of H–atom, Shapes of n = 1 and n = 2 wavefunctions, Average value of radius of H–atom, Comparison with Bohr Model and BohrCorrespondence Principle. Stern and Gerlach experiment, spin and magnetic moment. Spin orbitcoupling and qualitative explanation of fine structure. Atoms in magnetic field Zeeman spliting.

UNIT – IV Molecular Spectroscopy:

Qualitative features of molecular spectra: Rigid rotator discussion of energy, eigen values andeigen function, rotational energy levels of diatomic molecules, Rotational spectra, vibrationalenergy levels of diatomic molecules, vibrational spectra, vibrational rotational spectra.

Learning Outcomes: After complition the course student would able to:

- Discuss on the Bound State Problem-I (Potential Step, Potential Barrier, Square Well Potential) and Tunnel Effect.
- Classify the Bound State Problem-II(One Dimensional Potential Box, Eigen Value, Eigen Function).
- Applies Quantum Theory to Atomic Spectroscopy.
- Identify the Concept of Molecular Spectroscopy.
- Differentiate vibrational spectra and rotational spectra

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना,, क्वांटम यांत्रिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics- Paper-III:Nuclear Physics

Objectives:

- To Understand the Concept of Nuclear Properties like Quadrupole Moment, Nuclear Spin, Nuclear Energy, Mass spectroscopy and Theory of Nuclear Forces.
- To know the Concept of Nuclear Fission.
- To Aware the Concept of Elementary Particles.
- To develop knowledge about the Concept of Detector and Accelerator.

UNIT-I Nuclear Properties:

Rutherford's theory of a particle scattering, Properties of Nuclei: Quadrupole Moment andNuclear Ellipticity, Quadrupole Moment and Nuclear spin, Parity and Orbital angularmomentum, Parity and its conservation, Nuclear Mass and Mass Spectroscopy, Nuclear Energy,Discovery of neutron and proton-neutron hypothesis, Neutron to proton Ration (n/z), The nuclearpotential, Nuclear mass, Mass Defect and Binding energy, Theory of Nuclear forces.

UNIT-II Nuclear Fission:

The Discovery of Nuclear Fission, The Energy Release in Fission, The Fission products massdistribution of fission products, Charge distribution of fission products, ionic charge of fissionproducts, Fission cross Section and threshold, Neutron emission in fission, The prompt neutronand delayed neutrons, Mechanism for the emission of delayed neutrons. Energy of fissionNeutrons, Theory of nuclear fission and Liquid Drop Model, Barrier Penetration-Theory ofSpontaneous fission, Nuclear Energy Sources, Nuclear Fission as a source of Energy, TheNuclear Chain Reaction, condition of controlled chain Reaction, Nuclear Reactors.

UNIT-III Elementary particles:

Classification of Elementary Particles, Fundamental Interactions, Unified approach (Basic ideas),The conservation Laws, Quarks (Basic ideas), Charmed and color Quarks. Nuclear Fusion: Thesources of stellar Energy.

UNIT-IV Detector and Accelerators:

Particle and Radiation Detectors: Ionization Chamber, Region of Multiplicative Operation,Proportional Counter, Geiger-Muller Counter, Cloud Chamber, BF3 and Scintillation detector.Ion sources, Cock-Craft-Walten High Voltage Generators, Van De-Graff Generators, Drift TubeLinear Accelerators, Wave Guide Accelerator, Magnetic Focussing In cyclotron,Synchrocyclotron, Betatron, The Electromagnetic Induction Accelerator, Electron Synchrotron,Proton Synchrotron.

Learning Outcomes: After complition the course student would able to:

- Discuss the Concept of Nuclear Properties like Quadrupole Moment, Nuclear Spin, Nuclear Energy, Mass spectroscopy and Theory of Nuclear Forces.
- Classify the Concept of Nuclear Fission.
- Identify the Concept of Elementary Particles.
- Applies the Concept of Detector and Accelerator.
- Differentiate drift tube linear accelerator and wave guide accelerator.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, नाभिकीय भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics Practical: VI

1. Determination of Planck's constant by photo cell (retarding potential method using optical filters, preferably five wave length)
2. Determination of Planck's constant using solar cell.
3. Determination of Stefan's constant (Black body method)
4. Study of the temperature dependence of resistance of a semiconductor (four probe method).
5. Study of lodine spectrum with the help of grating and spectrometer and ordinary bulb light.
6. Study of characteristics of a GM counter and verification of inverse square law for the same strength of a radioactive source.
7. Study of β-absorption in Al foil using GM counter.
8. To find the magnetic susceptibility of a paramagnetic solution using Qninck's method. Also find the ionic molecular susceptibility of the ion and magnetic moment of the ion in and magnetic moment of the ion in terms of both magnetons.
9. Determination of coefficient of rigidity as a function of tem perature using torsional oscillator (resonance method).
10. Study of polarization by reflection from a glass plate with the help of Nichol's prism and photo cell and verification of Brewster law and law of Malus.
11. e/m measurement of magnetic field using ballistic galvanometers and search coil study of variation of magnetic field of an electromagnet with current.
12. Measurement of electric change by Millikan's oil drop method.

Suggested Reading :

1. प्रो. प्रभा दशोरा, तृतीय वर्ष प्रायोगिकी भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली,2015

Semester-VI

Course Code	Course Title	CourseCategory	Credit	C.I.A.	Theory	Practical	Total
BSC 603	Mathematics-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Mathematics-II				**20**		
	Mathematics-III				**20**		

Mathematics- Paper-I :Algebra - II

Objectives:

- To aware the Integral domain and Field.
- To Understand the Ideals and Quotient Ring.
- To develop knowledge the Linear Dependence and Linear Independence of Vectors.
- To know sum of subspaces.

Unit 1 ; Integral domain and field. Characteristics of a Ring and Field.

Unit 2 : Ideals and Quotient Ring. Maximal ideal and Prime ideal. Principal Ideal domain. Field of quotients of an integral domain. Prime fields. Definition, Examples and Simple properties of Vector spaces and Subspaces.

Unit 3 : Linear combination, Linear dependence and Linear independence of vectors. Basis and Dimension.

Unit 4 ; Generation of subspaces. Sum of subspaces. Direct sum and Complement of subspaces. Quotient space and its dimension.

Learning Outcomes: After complition the course student would able to:

- Discuss about integral domain and Field.
- Identify the Ideals and Quotient Ring.
- Classify the Linear Dependence and Linear Independence of Vectors.
- Applies the Sum of Subspace.
- Discuss about quotient space

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, बीजगणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली,2015–16
2. जी.सी. गौखरू सैनी, बीजगणित जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics- Paper-II :Complex Analysis -II

Objectives:

- To understand the Power Series.
- To develop knowledge about the Branch Point.
- To develop concept about the Conformal Mapping.
- To give information about cauchy's residue theorem.

Unit 1 ; Power series — Absolute convergence, Able' s theorem, Cauchy-Hadamard theorem, Circle and Radius of convergence, Analyticity of the sum function of a power series.

Unit 2: Singularities of an analytic function, Branch point, Meromorphic and Entire functions, Rouche's theorem, Casorati - Weierstrass theorem.

Unit 3; Residue at a singularity, Cauchy's residue theorem. Argument principle. Rouche's eorem. Fundamental theorem of Algebra.

Unit 4: Conformal mapping. Bilinear transformation and its properties. Elementary mappings: w (z) $=\frac{1}{2}\left(z+\frac{1}{z}\right)$, z2 ,ez,sinz, cosz, and logz.
Evaluation of a real definite integral by contour integration. Analytic continuation. Power series method of analytic continuation.

Learning Outcomes: After complition the course student would able to:

- Discuss on the Power Series.
- Identify the Branch Point.
- Applies Fundamental Theorem of Algebra.
- Analyze the Conformal Mapping.
- Discuss on the circle and radius of convergence

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, बीजगणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, बीजगणित जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics- Paper-III: Statics

Objectives:

- To understand the Resultant and Equilibrium Coplanar Force Acting on a Rigid Body.
- To know the Friction.
- To aware the Virtual Work.
- To develop knowledge about the Common Catenary Force in the 3-D.

Unit 1 Resultant and equilibrium coplanar force acting on a rigid body.
Unit 2 Friction
Unit 3 Virtual work,
Unit 4 commom catenary force in the three dimensions.

Learning Outcomes: After complition the course student would able to:

- Discuss on the Resultant and Equilibrium Coplanar Force Acting on a Rigid Body.
- Classify about the Friction.
- Calculate the Virtual Work.
- Identify the Common Catenary Force in the 3-D.
- Differentiate friction and virtual work.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, बीजगणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली, 2015–16
2. जी.सी. गौखरू सैनी, बीजगणित जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 604	Botany-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Botany-II				**20**		
	Botany-III				**20**		

Botany- Paper-I :Reproductive Biology Of Angiosperms

Objectives:

- To know the detailed structure of flower and male gametophyte.
- To understand the mechanism of distribution of pollen grains.
- To learn about the structure of pistil and female gametophyte.
- To get knowledge about the process of pollination and fertilization
- To study the development of embryo and endosperm

UNIT I: Structure of Flower and Male Gametophyte

Ontogeny of Flower parts- development and variations, structure of anther, microsporogensis, microgametogenesis, Teptum Types and Functions, Development of Male Gametophyte, Structure of Pollen Grains.

UNIT II: Structure of Pistil and FemaleGametophyte

Structure and types of ovule, special structures- aril, oburator etc., megasporogenesis, megagametogensis (monosporic, bisporic and tetrasporic types), structure of typical embryo sac, (Polygonum, Allium and Adoxa type).

UNIT III: Pollination and Fertilization

Pollination types, significance adaptations; compatibility and incompatibility; basic concepts. Pollen tube entry, syngamy and triple fusion, double fertilization, development, type and function of endosperm.

UNIT IV: Development Of Embryo and Endosperm

Six types of Embryogeny; General pattern of development of dicot and monocot embryo suspensor structure and function, embryo-endosperm relationship; nutrition of embryo, apomixis, polyembryony, fruit-development and maturation.

Learning Outcomes: After complition the course student would able to:

- Explain the detailed structure of flower and male gametophyte.
- Discuss the mechanism of distribution of pollen grains.
- Interpret the structure of pistil and female gametophyte.
- Describe the process of pollination and fertilization
- Understand the development of embryo and endosperm

Suggested Readings:

1. Bhojwani, S.S. and Bhatnagar, S.P. 2004. The Embryology of Angiosperms**.** Vikas Publishing House, New Delhi.

2. Davis, C.L. 1965. Systematic Embryology of Angiosperms. John Wiley, New York.
3. Johri, B. D. 1984. Embryology of Angiosperms. Springer Verlag, Berlin.
4. Johri, B. M. 1984 .Embryology of Angiosperms. Springer-Verlag, Netherlands.
5. Maheswari, P. 1985. Introduction to Embryology of Angiosperms**.** Mac Graw Hill House(P) Ltd., New York.
6. Raghavan, V. 2000. Developmental Biology of Flowering plants**.** Springer, Netherlands.
7. Trivedi, P.C. Sharma, N. and Sharma, J. L. 2003. Structure, Development and reproduction in Flowering Plants. Ramesh Book Depot., Jaipur.

Botany- Paper-II :Economic Botany And Ethnobotany

Objectives:

- To know the origin of cultivated plants
- To acquire knowledge of food plants, vegetables and fruits.
- To analyze the spices, oil yielding plants and Beverages.
- To understand medicinal plants, fibers and woods.
- To get aware about ethical aspects of Ethnobotany

UNIT I: Food Plants, Vegetables and Fruits

Centre of origin of cultivated plants ,**Food plants** : rice, wheate , maize, potato, **Vegetables** : General account with a note on radish, garlic, cabbage, spinach, cauliflower, cucumber and pea. **Fruits** : General account with a note on apple, banana, mango, watermelon and orange.

UNIT II: Spices ,Oil yeilding Plants, and Beverages

Spices : General account with an emphasis on those cultivated in Rajasthan(Cumin,Capsicum, Coriender). **Beverages :** Characteristics and uses Beverages(Tea and Coffee) , Oil yielding plants (*Brassica* and *Cocus*).

UNIT III: Medional Plants, Fibers and Woods

Medional Plants : General account with an emphasis on those cultivated in Rajasthan(Senna, Isabgol, SAfed musli)

Fibers : General account with a note on Cotten and Jute. **Woods** : General account of sources of fire wood : timbers and bamboos.

UNIT IV: Ethnobotany

Ethnobotany and its concepts and relevance. Ethanobotanical areas of Rajasthan, ethnic groups in India and ethanobotanical study of any tribal area of Rajasthan. Ethical aspect of ethnobotany.

Learning Outcomes: After complition the course student would able to:

- Get knowledge about the cultivated plants
- Interpret different food plants, vegetables and fruits.
- Eenhance knowledge about spices, oil yielding plants and Beverages.
- Comprehend about medicinal plants, fibers and woods.
- Acquire knowledge about ethical aspects of Ethnobotany

Suggested Readings:

1. Gupta, S.K. and Kaushik, M.P. 1973. An Introduction to Economic Botany. K. Nath and Co., Meerut.
2. Hill, A.W. 1952. Economic Botany. McGraw Hill Book Co., New York.
3. Jain, S.K. 1981. Glimpses of Indian Ethnobotany. Oxford and IBH, New Delhi.
4. Jain, S.K .1987. A Manual on Ethnobotany**.** Scientific Publisher, Jodhpur.
5. Prakash, G., Sharma, S. K. 1975. Introductory Economic Botany. Jai Prakash Nath and Cosec, Meerut.
6. Sambamurthy, A.V.V.S. and Subrahmanyan, N.S. 1989. A Text Book of Economic Botany. Wiley Eastern Ltd., New Delhi.
7. Sen, S. 1992. Economic botany. New Central Book Agency, Calcutta.
8. Singh, V., Pandey, P.C. and Jain, D.K. 1998-99. Economic Botany. Rastogi Publications, Meerut.
9. Verma, V. 1974. A Text Book of Economic Botany. Emkay Publications, New Delhi.

Botany- Paper-III :ECOLOGY

Objectives:

- To acquire knowledge of community, ecosystem and phytogeography
- To know about structure, components, food chains, hub, energy flows.
- To understand about vegetation and environmental pollution
- To get aware about environmental management
- To learn about different protocols.

UNIT I: Ecological factors and Population ecology

Environment and plant: Ecological factors; Atmosphere (four distinct zone), light (photosynthetically active radiation, zonation in water bodies, photoperiodism, heliophytes and sciophytes), temperature (Raunkier's classification of plant: megatherm, mesotherm, microtherm, heikistotherm, thermoperiodicity and vernalisation), soil (development, soil profile, properties). Ecological adaptations of hydrophytes, xerophytes, epiphytes and halophytes. Population ecology: growth curve, ecotypes, ecads. Population interaction among organisms (neutralism, amensalism, alleliopathy), competition, predation, parasitism and mutulism.

UNIT II: Community, Ecosystem and phytogeography

Community characteristics, frequency, density, cover, life forms, biological spectrum, ecological succession. Ecosystem: Structure, components, food chain, food web, energy flow, trophic levels and ecological pyramids, primary and secondary productivity, biogeochemical cycle of carbon and phosphorus.

UNIT III: vegetation and Environmental pollution

Biogeographic regions of India, vegetation types of India; forest grassland with special reference to Rajasthan. Environmental pollution- air, water and soil, WWF, chipko movement, green house effect, ozone depletion loss of biodiversity and extinction of species, red data book.

UNIT IV: Environmental management

Concept and principles of environmental management, principle of optimized use and sustainable development, threats to sustainable development, National Environmental Policy, management of forest and degraded lands, concepts and principles of environmental management, efforts to control these effects (Vienna Convention, Montreal Protocol, Earth summit, Kyoto Protocol, World Summit on sustainable development, 2002 Carbon trade); IPCC.

Learning Outcomes: After complition the course student would able to:

- Acquire complete knowledge of community, ecosystem and phytogeography
- Explain the structure, components, food chains and energy flows.
- Understand about vegetation and environmental pollution
- Interpret about environmental management
- Discuss and different protocols.

Suggested Readings:

1. Banerjee, P.K. 2006. Introduction to Biostatistics. S. Chand and Co., New Delhi.
2. Koromondy, E.J.1996. Concepts of Ecology. 4th Edition Prentice-Hall of India Pvt. Ltd., New Delhi.
3. Misra, K.C. 1988. Manuals of Plant Ecology. (3rd Edition) Oxford and IBH Publishing Co., New Delhi.
4. Odum, E.P. 1983. Basic Ecology. 5th Edition Thomson Business International Waldis Pvt. Ltd., Baricahd.

5. Odum, E.P. 2008. Ecology. Oxford and IBH Publisher.
6. Sharma, P.D. 2010. Ecology and Environment, (8th Edition) Rastogi Publications, Meerut.
7. Singh, J.S., Singh, S.P. and Gupta, S. 2006. Ecology Environment and Resource Conservation. Anamaya Publications, New Delhi.

BOTANY PRACTICAL VI

1. Study different types of placentation, ovules and special structures of ovule through permanent slides, specimens or photographs.
2. Study of female gametophyte through permanent slides/ photographs: types and ultra structure of mature embryo sac.
3. Study of pollen grains: fresh and acetolyzed showing ornamentation and aperture, pseudomonads, pollinia (slides/photographs/ fresh materials).
4. Study of the different stages of anther development.
5. Study of pollen morphology of available plants.
6. Study of monocotyledons and dicotyledons embryo of angiosperms through slides/photographs..
7. Submission of economically important plants and plant products (cereals, pulses, spices, fibers, condiments, fat and oils, tea, coffee, wood, dyes, tobacco).
8. Study following specimens with special reference to :
   - Botany of the economically important part.
   - Processing if any involved.
   - Specimens of cereals, pulses, fibres, spices, beverage (tea, coffee), sugar, oil yielding plants and medicinal plants (mentioned in theory).
9. Microchemical test for starch, sugar, oils, proteins, fat, carbohydrate, lignin using wheat, maize, soyabean. Chana, sweet potato, clove, ground nut, mustard and match sticks.
10. Study of starch grains in potato .
11. Field trip to economically important place.
12. Collection, description and submission of at least 5 plants of ethnobotanical importance.
13. Study of adaptive anatomical and morphological features of Hydrophytes, Epiphytes and Xerophytes using plant material.
14. To study different statistical methods: mean, median and mode, standard error, standard deviation.
15. Regression analysis and application of statistical tests in environmental problems.
16. Determine the dissolved oxygen content in polluted and unpolluted water samples.
17. Field trip to a National Park/Biosphere reserve/Wild life Sanctuary (Student should submit a detailed project report based on the field trip. Evaluation of the project will be based on the detailed report and presentation).
18. Project work on a particular ecosystem/Polluted Site/ Level of Pollution in the City or Town/Land use site.

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Practical	Total
BSC 605	Zoology-I	**CE***	**4**	**15**	**20**	**25**	**100**
	Zoology-II				**20**		
	Zoology-III				**20**		

Zoology-Paper-I: Evolution and Biostatistics

Objectives:

- To understand the process of evolution.
- To discuss concept the Lamarkism, Neo-Lamarkism and Darwinism.
- To classify and draws the Geological time scale.
- To understand aware the students for Palaentology Fossils and its significance
- To describe the Biostatistics and Biostatistical Tools.

Unit –I: Evolution

1.1 Basics and origin of life: Definition, pre-darwinian theories of evolution; Oparin-Haldaneconcept of origin of life; Miller- Urey experiment

1.2 Micro-evolution: Lamarckism; Darwinism; Neo-Darwinism

1.3 Evidences of evolution: Various evidences favouring evolution: Homology, analogy, vestigial organs; palaentological, embryological, biogeographical and biochemical evidences

UNIT II: Evolution II

2.1 Macro-evolution: Geological time scale,

2.2 Genetic basis of evolution: Hardy-Weinberg law, genetic drift, , Sewall -Wright effect;

2.3 Variation, Adaptations and Isolation, Mimicry

2.4 Formation of fossils and Important

UNIT III: Biostatistics Concept

3.1 Biostatistics: Definition and Scope

3.2 Census and sampling methods

3.3 Collection and Tabular Presentation of Data: Tabulation of data; Frequency

3.4 Distribution Table; Continuous and Discontinuous Series

3.5 Graphical Presentation of Data: Bar, Histogram, Line graph, Polygon, Pie Diagrams Ogives

UNIT IV: Biostatistical Tools

4.1 Measures of Central tendency: mean, median mode

4.2 Measures of Dispersion, Mean deviation & Standard deviation, and Standard error.

4.3 Probability

Learning Outcomes: After complition the course student would able to:

- Understand the process of evolution.
- Understand the Lamarkism, Darwinism and Neo-Darwinism.

- Interprete Geological time scale.
- Explain Palaentology Fossils and its significance
- Discuss the Biostatistics and Biostatistical Tools

Zoology-Paper-II : Economic Zoology

Objectives:

- To Understand the Various concepts in Sericulture, Lac culture and Apiculture.
- To interprets the various concepts in Chemical Control.
- To Understand aware the students and provides the economical importance of Vermiculture
- To Understand the Various concepts in Vector borne diseases, Animal husbandry.
- To classify the economics of aquaculture.

Unit I: Economic Entomology- Insects of economic importance

1.1 Sericulture: Types of Silkworm. Life cycle and rearing of Bombyx mori,Production of silk , chemical Composition of Silk,

1.2 Apiculture –Habits and Habitat, species of Hony Bees, Types of cates, method of Bee-keeping Honey Bee Product.

1.3 Lac culture – Lac insect, Laccifer lacca - Life cycle, Cultivation of Lac , Lac products and Economic Importance

Unit-II: Economic Entomology

2.1 Chemical control of Insecticides: Pyrethroids, Carbomate and HCN (mode of action, merits and demerits)

2.2 Biological control of Pests: Biological agents (predators and parasites; merits and demerits)

2.3 Animal pest: Life cycle, damage and control of

I. House fly – Musca nebulo

II. Stable fly – Stomoxys calcitrans

Unit III: Economics of aquaculture

3.1 Pisciculture – Steps of Fish culture, Fish Product,

3.2 Prawn culture -Culture techniques of fresh water Prawn,

3.3 Pearl culture: Habit, Habitat, General characters, mentle & Shell,Formation&culture.

Unit IV: Economic importance of other animals

4.1 Vector borne diseases. A brief account of insect vectors affecting the health of man and domestic animals

4.2 Animalhusbandry: Introduction to common dairy animals; Techniques of dairy management

4.3 Vermiculture: Vermitechnology, Bio-Fertilizers

Learning Outcomes: After complition the course student would able to:

- Discuss the various concepts in Sericulture, Lac culture and and Apiculture.
- Understand the various concepts in Chemical Control.
- Provide the economical importance of Apiculture
- Understand the various concepts in Vector borne diseases, and Animal husbandry
- Explain the Economical of aquaculture

Zoology-Paper-III:Ecology and Environmental Biology

Objectives:

- To differentiate current environmental issues based on Atmosphere.
- To understand Gain critical understanding on human influence on environment.
- To understand Positive attitude towards Biodiversity conservation.
- To describe the various concepts in Pollution.
- To know the sources, affect and control measures of water and noise pollution.

Unit I: Atmosphere

1.1 Atmosphere: Major zones and its importance, Composition of air
1.2 Hydrosphere: Global distribution of water, Physico-chemical characteristics of water
1.3 Lithosphere: Soil Layer; formation of soil
1.4 Light: As Abiotic factor; Physico- chemical characteristics of Light; Photoperiodism

Unit II: Ecosystem

2.1 Ecosystem: Definition, Structure and functions; Types of Ecosystem; Food chain, Food web and ecological pyramids
2.2 Ecosystem: Biogeochemical Cycle (O_2, CO_2, N, P, S); Energy flow in an ecosystem,
2.3 Population Introduction: Population characteristics, Population growth patterns: (exponential/Malthusian and sigmoid growth patterns)
2.4 Community Characteristics, Structure and method (Quadrt method Transeet method, plotless method:

Unit III: Biodiversity & Conservation

3.1 Various Aspects of Biodversity, Degree of Deversity,
3.2 Ex situ and In situ Conservation; Alpha, Beta and Gama Diversity, Causes of reduction of Biodiversity
3.3 Conservation measures of Animals.

Unit IV: Pollution

4.1 Sources, effect and control measures of air pollution, Acid rain, green house effect, Ozone depletion and global warming
4.2 Sources, effect and control measures of water pollution
4.3 Sources effect and control measures of noise pollution

Learning Outcomes: After complition the course student would able to:

- Describe the current environmental issues based on ecological principles.
- Gain critical understanding on human influence on environment.
- Aware about the positive attitude towards Biodiversity conservation.
- Understand the various concepts in Pollution.
- Explain the sources, affect and control measures of water and noise pollution.

Semester VI
Zoology Practical

Paper-I: Evolution and Biostatistics

1. Construction of frequency table, histograms, Polygons, Pie Charts
2. Exercise on Mean, Mode, Median, Std. Deviation, Std. error, Probability

Paper-II: Economic Zoology

1. Study of the following prepared slides/specimens: Honey Bee, Silk Worm, Termite, Earthworm types (any two) -(Drawida modesta, Pheretima posthuma ; Fish parasites, Larvivorous fishes (Guppy, Gambusia)
2. Economic importance of commonly occurring insect pests and preparation of life cycle of these pests.
3. Study of Beneficial insects and their life stages.

Paper-III: Ecology & Environmental Biology

1. Determination of population density in a terrestrial community or hypothetical community by quadrate method.
2. Study of life table and fecundity table, plotting of the three types of survivorship curves from the hypothetical data.
3. Estimation of pH, chlorides and water vapour quantity in soil
4. Estimation of Dissolved oxygen, Salinity, pH, free CO_2 in water samples
5. Plankton study in Fresh water
6. Study of natural ecosystem and field report; Visit to a National park and Sanctuary (candidates are required to submit the report of the visit)

Suggested readings:

Evolution

1. Gupta, P.K., A Text Book of Cytology, Genetics and Evolution, Rastogi Publication, Meerut
2. Ridley, M. (2004) Evolution. III Editio. Blackwell Publishing
3. Stricberger, M.W. Evolution. Jones& Bartlett, USA 1996
4. Hall and Hallgrimsson: Strickberger's Evolution (2008, Jones and Bartlett)
5. Moody: Introduction to Evolution (1978, Kalyani).
6. Rastogi: Organic Evolution (2007, Kedarnath & Ramnath
7. Kohli, Ranga, Lori, Bhatia, Animal Diversity and Evolution, RBD Publishing House, Jaipur.

Statistics:

1. Probability and Statistics for Engineers and Scientists by Walpole, Myers, Myers and Ye, 7th Edition, Pearson Education.
2. Mathematical Statistics by Freund, Prentice Hall, India
3. Introduction to Statistical Quality Control by Montgomerry, John Wiley and Sons.
4. Principles of Biostatistics by M. Pagano and K. Gauvrean: Thompson learning (2nd edition)
5. Biostatistics: A Foundation for Analysis in the Health Sciences by W. W. Daniel: John Wiley and Sons Inc (7th edition); Indian Reprint 2006.
6. Biostatistics by Satguru Prasad: Emkay Publication

7. G.S. Shukhla, Upadhyay, Reena Mathur, S.G. Prasad, 2011, Economic Animal Science, Biostatics and Animal Behaviour, Rastogi Publication, Meerut, Delhi

Economic Zoology:

1. Shukla and Upadhyaya : Economic Zoology (Rastogi Publishers, 1999-2000)
2. Shrivastava: Test book of Applied Entomology, Vol. I &II (Kalyani Publishers, 1991)
3. Mani: Insects, NBT, India, 2006.
4. Jabde: Text Book of Applied Zoology: Vermiculture, Apiculture, Sericulture, Lac culture, Agricultural Pests and their Control, 2005 Publisher Vedams eBooks (P) Ltd. New Delhi
5. G.S. Shukhla, Upadhyay, 2015, Economic Animal Science, Rastogi Publication, Meerut, Delhi

Ecology & Environmental Biology

1. Odum, E. P. (1996). Ecology: A bridge between science and society. *Sinauer AssociatesInc*.
2. Chapman, J. L. And Reiss, M. J. (1992). Ecology, principles and applications. *CambridgeUniversity Press*.
3. Verma, P. S. & Agarwal, V. K. (1983). Environmental biology (principles of ecology). *S.Chand & Co*.
4. Singh, J. H. e*t al* (2006). Ecology, environment and resource conservation. *Anamaya Publ.N. Delhi*
5. Kendeigh, S. C. Animal ecology. *Prentice Hall*
6. Kormondy, E. T. Concept of ecology. *Prentice Hal*
7. *Dhirendra, Devershi, Ecology and Environmental Biology, College Book House. Pvt. Ltd., Jaipur*

Course Code	Course Title	Course Category	Credit	C.I.A. (Continouns Internal Assesment)	Theory	Total
JVB601	**PERSONLITY DEVELOPMENT & YOGA** (व्यक्तित्व विकास और योग) (Compulsory Paper)	**Core Foundation(CC)**	**4**	**30**	**70**	**100**

Semester-VI

उद्देश्य :

1- विद्यार्थियों को व्यक्तित्व के विभिन्न आयामों की जानकारी देना।
2- विद्यार्थियों को प्रबन्धन के विभिन्न पहलुओं की जानकारी देना।

इकाई I

व्यक्तित्व का अर्थ एवं परिभाषा, व्यक्तित्व के निर्धारक तत्त्व, व्यक्तित्व के प्रकार।

इकाई II

व्यक्तित्व विकास और प्रबन्धन – लक्ष्य प्रबन्धन, समय प्रबन्धन, स्वास्थ्य प्रबन्धन, तनाव प्रबन्धन, संवेग प्रबन्धन।

इकाई III

व्यक्तित्व और क्षमता का विकास – कार्य–क्षमता का विकास, सकारात्मक सोच का विकास, स्मृति–क्षमता का विकास, नेतृत्व–क्षमता का विकास, अभिव्यक्ति का विकास।

इकाई IV

व्यक्तित्व विकास प्रक्रिया एवं योग – अध्यात्म योग का स्वरूप, अध्यात्म विकास की भूमिकाएं, अध्यात्म योग के सूत्र, आहार–संयम, उपवास

उद्देश्य :

1- विद्यार्थी व्यक्तित्व के विभिन्न आयामों की जानकारी प्राप्त करेंगे।
2- विद्यार्थी को प्रबन्धन के विभिन्न पहलुओं की जानकारी प्राप्त कर सकेंगे।

संदर्भ ग्रंथ

1. व्यक्तित्व विकास और योग, लेखक – डॉ. समणी ऋजुप्रज्ञा, प्रकाशक : जैन विश्वभारती संस्थान, लाडनूं–341306 (राज.)
2. व्यक्तित्व विकास और स्व–प्रबन्धन, लेखक – मुनि धर्मेश कुमार, , प्रकाशक : जैन विश्वभारती संस्थान, लाडनूं–341306 (राज.)

Semester – VI

Course Code	Course Title	Course Category	Credit	C.I.A. (Continouns Internal Assesment)	Theory+Practical	Total
JVB602	Psychology (General Psychology-II)	Core Elective(CE)	4	30	50+20=70	100

Objectives:

- To enable students to develop an understanding of general principles of Psychology.
- To understand the concepts of Psychology and This course will familiarize students with the basic psychological processes and the studies relating to the factors which influence them.
- To understand how psychological can be hundred in terms of various psychological principle.

Unit-I: Memory
(i) Meaning and Definition of Memory
(ii) Types of Memory
(iii) Meaning and Nature of Forgetting
(iv) Measures of Improving Memory

Unit-II: Thinking and Problem Solving Behaviour
(i) Definition and Nature of Thinking
(ii) Types of Thinking
(iii) Methods of Solving the Problem
(iv) Steps of Problem Solving Behaviour

Unit-III: Motivation
(i) Meaning and Nature of Motivation
(ii) Motivation Cycle
(iii) Biological and Psychological Motivation
(iv) Intrinsic and Extrinsic Motivation

Unit-IV: Human Ability
(i) Definition and Nature of Intelligence
(ii) Mental Age & IQ
(iii) Types of Intelligence Tests
(iv) Nature of Creativity and Relation of Intelligence and Creativity

Outcome- This course will familiarize students with the basic psychological processes and the studies relating to the factors which influence them.

Books:-

1. Baron, R.A. Psychology: The essential sciences, New York; Allyn & Bacon.
2. Limbardo, P.G. & Weber, A.L.: Psychology, New York, Harper Collins College Publisher.
3. Lefton, L.A., Psychology, Boston; Allyn & Baron.
4. Morgan and King: Introduction to Psychology.
5. Singh, A.K.: Uchatar Samanya Manovigyan.

6. Azimurrahman: Samanya Manovigyan.
7. Suleman : Samanya Manovigyan.
8. Lal Bachan Tripathi : Uchatar Manovigyan.

Practical

(i) Measurement of Intelligence
(ii) Measurement of Achievement Motivation
(iii) Measurement of level or Creativity
(iv) Measurement the level of Forgiveness
(v) Measurement the level of Memory