



CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES
(Deemed University)
SARNATH, VARANASI

The overall curriculum structure of the Institute is a rich mixing of ancient learning with modern outlook. In this line the **shastric learning** provided in the university covers a wide range of areas like philosophy, science of mind, epistemology, logic, psychology, poetry, grammar, astronomy, astrology, medicine, arts and others with vibrant uninterrupted tradition of Nalanda of Ancient India preserved in Tibet. They are studied in depth with analytical contemplative approach applying the instruments of logic and epistemology. Enriching the learning with the **Indigenous knowledge of Tibet** is the hall-mark of the course of Sowa-Rigpa, Fine Arts, Tibetan Languages and Literature, Tibetan Astronomy and Astrology.

Employability and skill development for the students of the disciplines likes Sowa-Rigpa, **Fine Arts and Teacher Education** is high owing to their demands in the society.

Fine Arts (BFA, MFA)

Course Outcomes: Fine Arts course includes the training in the market driven employability fields like wood-craft and painting. Indigenous knowledge and vocational skills are the hallmarks of the course. Upon the completion of this course, students should be able to-

- Acquire a clear understanding of the background of the origin of Traditional Tibetan Fine Arts.
- Equipped with the methodological capability to be able to conduct postgraduate or independent research on virtually any topics of Traditional Tibetan Fine Arts and wood-craft.
- Acquire the skills to initiate a start up on their own which would not only generate autonomous sustainability but also provide opportunities for others also.
- Create and leave a footprint behind to foster the possibility of cross-cultural artifacts as hybrid projects and legacy of Indo-Tibetan tradition.

Activities-

1. Woodcarving workshops
2. Painting workshops and exhibitions
3. Debate and Writing Competitions
4. Compulsory Daily Tibetan Verbal-Reasoning and Logic practice
5. Orientation Programs
6. National and international conferences
7. ICT workshops
8. Interactive exhibitions
9. Educational tours and excursions
10. Invited expert lecture series
11. Student oriented workshops
12. Weekly mandatory presentations

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Sowa-Rigpa (BSMS)

Course Outcomes: During the (post)pandemic world the importance of alternative medicine is felt globally more than ever. Sowa-Rigpa, being a medical course of Indigenous Tibet, is taught to our students with state-of-the-art labs and advanced techniques with the following outcomes in mind-

- To be ready to serve the larger humanity in capacity of a certified medical practitioner
- To develop the intercultural and interdisciplinary system of medicine
- To acquire a clear understanding of the background of Bhot Chikitsa Vidya (Sowa Rigpa).
- To have a sound knowledge of its perspective in modern medicinal system as well as ancient traditional alternative medicine.
- To be equipped with the methodological capability to be able to conduct postgraduate or independent research in Bhot Chikitsa Vidya (Sowa Rigpa).
- To acquire a good understanding of the key doctrines Bhot Chikitsa Vidya (Sowa Rigpa).
- To preserve and transmit the culture heritage of Bhot Chikitsa Vidya (Sowa Rigpa).


Activities-

1. Students' direct involvement in medical practice
2. Autonomous Students Committees for Sports, Mess-Management
3. Students Journals edited by Student body
4. Orientation Programs
5. National and international conferences
6. ICT workshops
7. Interactive exhibitions
8. Educational tours and excursions
9. Invited expert lecture series
10. Remedial extra classes
11. Student oriented workshops
12. Weekly mandatory presentations
13. Student Book-Club
14. Student Oriented Teaching-Training sessions
15. Debate and Writing Competitions

B.Ed. / B.A. B.Ed. (Education)

For long the issue of the quality education was an important problem for the students of Tibetan diaspora. The courses in the institute were meant to address the issues and to provide trained faculty members who would go above the issue of language barriers and will serve the Indian community on a larger scale. . Upon the completion of this course, students should be able to-

- Serve as quality teachers and teacher-trainers in multilingual mode
- Engage with the discourses on contemporary Indian society and education.


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- Acquire conceptual tools of critical analysis and the experience of engaging with diverse communities.
- Develop an understanding of development, learning and uniqueness of the growing child in diverse socio-cultural contexts.
- Critically examine key universal constructs in developmental psychology and educational psychology
- Develop the potential for perspective building located in the Indian socio-cultural context.
- Analyze the structure of knowledge as reflected in disciplinary streams and subjects.
- Build knowledge understanding and sensitivity of different perspectives in the area of education of children with disabilities.

Activities-

1. Orientation Programs
2. National and international conferences
3. ICT workshops
4. Project based learning for enhancing collaborative efforts
5. Educational tours and excursions
6. Invited expert lecture series
7. Remedial extra classes
8. Student oriented workshops
9. Weekly mandatory presentations
10. Counseling by the teacher trainers
11. Teaching practice in different schools
12. Language Learning and Documentary Club
13. Student Book-Club
14. Student Oriented Teaching-Training sessions
15. Debate and Writing Competitions
16. Autonomous Students Committees for Sports, Mess-Management
17. Students Journals edited by Student body

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persons shared their experiences a prize-distribution ceremony also took place during the Riglabs Magazine's essay competition.

25. Chaired a three-day, Research Workshop for Ph.D. students (in the tradition of Geshe of various monastic Institutions) organized by the Religion and Culture Department, CTA, Dharamsala. The programme was held during 23rd-25th January, 2016.

(B) Activities of the Vice Chancellor (Prof. Ngawang Samten) from 30th January 2016.

1. 21.02.2016 - On the request of the Ayur Gyan Nyas, the Hon'ble Vice Chancellor attended the Workshop to guide in designing the manuals for teachers and contents of text books for classrooms on Ethics. He also delivered a presentation to the participants on the above subject.
2. 25.02.2016 - On the request of the Gelug International Foundation, the Vice Chancellor attended the Conference on "Thoughts and Works of His Holiness, the 14th Dalai Lama and its Influence on the Global Level" and gave a presentation on the contribution of His Holiness 14th Dalai Lama to the global educational system.

Students' Activities

Students' Welfare Fund Committee (SWFC)

The Students' Welfare Fund Committee was established on 1972. Since then, SWFC has predominantly constituted new horizon to bring better environment regarding the development of students' education and health. The active members of the SWFC are being elected democratically by the students of the University for a one-year tenure. The present office bearers of 44rd SWFC is as under:

S.No.	Name	Position	Class
1	Tenzin Migmer	President	Acharya-I
2	Rigzin Samphel	Vice-President	Acharya-I
3	Wangchen Dorjee	Secretary	Acharya-I
4	Ngawang Pelmo	Treasurer	Acharya-I
5	Chungla	Assistant Treasurer	Acharya-I
6	Sangay Choephel	Educational Secretary	Shastri-III
7	Lobsang Tsering	Sports In-charge	Acharya-I
8	Nyima Lama	Medical In-charge	Shastri-II
9	Jamyang Dakpa	Cultural Secretary	Shastri-III

The main objectives of the SWFC are as follows:

- To equip resources material and accessories for students to gain intellectual and wisdom.



ACTIVITIES

- To provide an educational platform by organizing extra classes, debates, campaigns etc.
- To invite reputed scholars and thinkers from India and abroad, and organize talks and teachings.
- To organize prerequisite medical preventive and precautionary talks, and care-and-campaign services for the students.
- To provide required assistance and competent care for treatment of TB and other serious disease of the students.
- To disseminate awareness among the students on the uses of the internet, education, health, technology etc.
- To gather suggestions and thoughts from the students with regard to the improvement of the educational and environmental levels of the University.
- To organize sports tournaments such as football, basketball etc. and facilitate necessary amenities in both outdoor and indoor games.

Activities :

1. Following activities have been carried out by SWFC during the academic session 2015-16.

1. On 16th April, 2015, a football match, organized by the SWFC, for the selection of Gyalyumchenmo was held. The contestants were from CUTS and BHU.
2. On 2nd July, 2015, some junior students were directed to take part in an intensive training on the basis of an introduction to democracy was organized by the Parliament and the Tibet Policy Institute in Dharamsala.
3. From 19th July to 20th July, 2015, the Kagyur recitation was held for the long life of His Holiness. This event was attended by the Hon'ble Vice Chancellor along with other the Faculty members of the University. Teachers and students of both CUTS and CTS were present.
4. From 2nd August to 4th August 2015, a Summer Workshop for the new-comers was organized. New-comers were introduced to the system of disciplines of the University, proper direction of a student, and they were also prescribed how to manage their time. The lectures were was given by the Hon'ble Vice Chancellor, teachers and research scholars of the University.
5. From 3rd to 21st August 2015, Professor Lal Mani Joshi Memorial Inter-Class Football Tournament was held for 18 days. The opening ceremony of the event was graced by the presence of Acharya Yeshi Phuntsok (M.P of Exile Govt.) as Chief Guest.
6. On 2nd September 2015, the Tibetan Democracy Day was celebrated in



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which inter-class sporting events were organized. In the evening, a basketball match between the staff and students was held.

7. From 10th to 25th October 2015, a 15-day senior educational tour to Darjeeling, Kalimpong and Gangtok was arranged for sixty students. To enrich their wisdom the students visited academic institutions, universities, libraries and museums.
8. From 3rd January to 18th January 2016, the CUTS Premier League Football Tournament was held. The Hon'ble Director of CTS attended the Opening Ceremony as the Chief Guest.
9. From 23rd January to 26th January, 2016, a Senior Camp was organized by the coordination of SWFC. More than sixty students took part in the programme. Four well-known scholars were invited from outside. The Hon'ble Vice Chancellor of the University attended the opening ceremony.

Lectures Organized:

1. On 2nd October 2015, a talk of Lama Tenzin Wangyal Rinpoche of Bon, a resident of United State was held while his visit to Sarnath.
2. On 1st January 2016, under the arrangement of SWFC, a seven-day teaching of "Meghdoot" by Prof. Telnagpa Lodee Palsang of *Sahara Collage*. That *seven-day teaching* proved to be a very effective way for the students to march into the world of poetry and literature.
3. On 2nd January 2016, a talk on "*Importance of Culture*" was arranged. The speaker was the director of U.S.A based *Latse Library*.
4. From 18th to 24th March, 2016, a sixteen days *Science workshop* was organized by SWFC. Well-known Indian scientist *Partha Ghose* carried the workshop. Honorable V.C. Prof. Geshe Ngawang Samten was the Chief Guest for the Opening Ceremony.
5. From 14th-15th March, 2016, during the visit of a well-known scholar, Geshe Beri Sonam Wangchuk, a two-day presentation on "Difference between Buddhist Philosophy and Science" was organized by the SWFC.

2. Publication of Riglab, a Students' Journal and the Organization of a Workshop

The Varnal Riglab Editorial Board publishes the Riglab magazine twice a year and already 24 editions have been published so far.

The only purpose of the magazine is to develop students' writing skills through essay competitions and similar other programmes. The members of the Riglab arranged a workshop on Tibetan language and literature in which scholars from outside were invited. This year the workshop was conducted during 25th-27th September, 2015.



ACTIVITIES

3. **Students' Association of Performing Arts (SAPA)**

The Students' Association of Performing Arts (SAPA) was initiated and founded in the year 2004. The main objectives of the SAPA are as follows:

- I. Preserving the Tibetan culture and tradition by organizing various types of cultural programmes.
- II. Preservation of the culture and tradition of the Himalayan regions.
- III. To organize an open talent show among the students.
- IV. To promote awareness about the uniqueness of Tibetan culture and traditions.
- V. To celebrate the sacred ceremonies of Tibet, such as, the Tibetan New Year and His Holiness the Dalai Lama's Birthday.
- VI. To impart knowledge and awareness of Tibetan culture to the young generation.



4. **Activities of the Voluntary Community for Social Service (VCSS)**

VCSS is a special programme meant for service to the social milieu, in which each one is a part and parcel. The programme is designed to cover all 'good



social structure' environments in which each individual can broaden his or her understanding of social responsibility in this critical juncture of moral degradation that now characterizes the troubled world.

The main objective of the programme is to create a group spirit irrespective of caste, creed and gender to uphold the common

bond of humanity as whole with following aims:

- To adopt practical methods and promote social responsibility and awareness.
- To discourage and take precautionary measures against various kinds of social damages.
- To morally and ethically guide youngsters and prevent them from going astray.
- To discourage the use of drugs, alcohol and other stimulants and abstain from promiscuity.
- To combat environmental pollution and conserve it.

ACTIVITIES

Indira Gandhi National Open University, Indian Institute of Mass Communication and Indira Gandhi National Centre for Arts, New Delhi, which was inaugurated by His Excellency the President of India, Shri Pranab Mukherjee.

31. **7.03.2017** : Hon'ble Vice Chancellor attended the Organizing Committee meeting for the International Conference on "Buddhism in the 21st Century" at Tibet House, New Delhi.
32. **27.03.2017** : Being a member of His Holiness The Dalai Lama's Charitable Trust (HHDLCT), the Hon'ble Vice Chancellor attended the 112th Board of Trustee's Meeting held at Dharamsala.
33. **31.03.2017** : On the request of the Ayur Gyan Nyas, the Hon'ble Vice Chancellor delivered a lecture and addressed the participants of the workshop, organized by the Nyas.

Academic Activities of the Registrar

1. **4.12.2016** : Delivered a lecture on "Sadhana Evam Chunaution" at Sudhakar Mahila Mahavidyalay as a Chief Guest.

Students' Activities**Students' Welfare Association (SWA)**

The Students' Welfare Fund Committee was established on 1972. Since then, SWFC has predominantly constituted new horizon to bring better environment regarding the development of students' education and health. The active members of the SWFC are being elected democratically by the students of the University for a one-year tenure. The present office bearers of 45th SWA is as under:

S.No.	Name	Position	Class
1	Tenzin Sangpo	President	Acharya-I
2	Pemba Tsering Tangma	Vice-President	Acharya-I
3	Tashi Gyaltzen	Secretary	Shastri-III
4	Gelek Choephel Gurung	Treasurer	Acharya-I
5	Tenly Dorjee	Assistant Treasurer	Acharya-I
6	Tashi	Educational Secretary	Acharya-I
7	Tenzin Lungrig	Sports In-charge	Shastri-III
8	Phuntsok Choedup	Medical In-charge	Shastri-III
9	Kunsang Dolma	Cultural Secretary	Shastri-II

The main objectives of the SWA are as follow:

- To equip resources material and accessories for students to gain intellectual and wisdom.



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- To provide an educational platform by organizing extra classes, debates, campaigns etc.
- To invite reputed scholars and thinkers from India and abroad, and organize talks and teachings.
- To organize prerequisite medical preventive and precautionary talks, and care-and-campaign services for the students.
- To provide required assistance and competent care for treatment of TB and other serious disease of the students.
- To disseminate awareness among the students on the uses of the internet, education, health, technology etc.
- To gather suggestions and thoughts from the students with regard to the improvement of the educational and environmental levels of the University.
- To organize sports tournaments such as football, basketball etc. and facilitate necessary amenities in both outdoor and indoor games.



Activities :

1. **Following activities have been carried out by SWA during the academic session 2016-17.**

Summer Camp-

1. On 27th-29th July 2016, under the financial support from the University, Summer Camp for new comers was organized.



Prof. Lal Mani Joshi Tournament-

2. From 31st July to 15th August 2016, Professor Lal Mani Joshi memorial Intra-Class Football Tournament was organized.

Special Talks-

3. On 3rd August 2016, a special talk by Prof. Jampa Samten on Tibet's Map and other related subjects were organized.



ACTIVITIES

4. On 17th August 2016, Dr. Passang Dolma gave a special talk related to girls' diseases.

Tibetan Democracy Day and Other Activities-

5. 1st-2nd Sept 2016, organized the celebration of Tibetans' Democracy Day.
6. On 8th Sept. 2016, organized a students' experience sharing talk for some of our senior students who were given opportunities in taking part in various fields of educations such as teaching, workshops and seminars.
7. On 15th Sept. 2016, organized talks of Geshi Beri Jigmed and Dr. Lhakpa Tsering on Tibetan Literature and its importance.
8. From 15th-17th Sept. 2016, organized a football's referee workshop for interested students.
9. On 19th and 23rd Sept. organized environment-cleaning movement followed by a marathon on that day.



Educational Tour & Other-

10. From 7th-22nd Oct. 2016, organized the Senior Educational Tour in Amaravati, Monasteries, Tibetan Settlements, Schools, Museum in Mumbai, And Ajanta Alora and other important places.
11. On 7th Nov. 2016, talk Prof. Wangchuk Dorjee Negi delivered a special talk to the students.
12. From 10th Oct. 2016, Ven. Godhar delivered six lectures on Buddhism and Science as requested.
13. On 24th Nov. 2016, requested Honorable Vice Chancellor to boost up students' enthusiasm and give a talk on students' studies.
14. On 26th Dec. 2016, Sri Tsewang Rigzin invited to gave a talk on the topic of Exiled Tibetans problems and their hopes.
15. From 26th Jan. 2017, under the financial support from August Office, inter-class basket tournament was started. It concluded on 2nd Feb. 2017.
16. On 8th Feb. 2017, started special classes



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self-study on every Tuesday and continued debate sessions of every Wednesday.

17. On 23rd Feb. 2017, organized a senior students' talks on selected topic and presented, on the occasion the recognition was presented to those students who have published their own books.



18. On 9th March 2017, organized a talks of Ph.D. Scholars on unspecified topics for all students.
19. From 15th-17th March 2017, organized the Senior camp under the financial support of the University.

2. **Publication of Riglab, a Students' Journal and the Organization of a Workshop**

Riglab Editorial Board - This organization is under the patronage of the head of the University. It is formed in 2004 to enhance Tibetan writing skill in the university. The board organizes workshop on Tibetan literature and publishes a journal consisting of poems articles, written by the students of the university.

Activities :

Riglab Editorial Board organized 9th workshop on Tibetan literature from 9-11 October, 2017. Three out-sourced scholars and five scholars of the University were invited to deliver lectures. The scholars gave a talk on various topics- History in Tibetan literature, Bon in Tibetan literature, New trends of poetry in Tibetan literature, Mahabharat- story and style, and so on. Seventy students participated in the workshop.

Riglab-journal - In the year 2016-17, Riglab journal (11th issue) is published as usual.

Dung-sgra - Papers presented by the scholars are edited and published in Dung-dra in a book form.

3. **Students' Association of Performing Arts (SAPA)**

The Students' Association of Performing Arts (SAPA) was initiated and founded in the year 2004. The main objectives of the SAPA are as follows:

- I. Preserving the Tibetan culture and tradition by organizing various types of cultural programmes.
- II. Preservation of the culture and tradition of the Himalayan regions.
- III. To organize an open talent show among the students.
- IV. To promote awareness about the uniqueness of Tibetan culture and traditions.

ACTIVITIES

- V. To celebrate the sacred ceremonies of Tibet, such as, the Tibetan New Year and His Holiness the Dalai Lama's Birthday.
- VI. To impart knowledge and awareness of Tibetan culture to the young generation.



Activities :

- 1) Cultural Programme was organized for the celebration of Tibetan Losar, in which Tashi Shopa, etc. various performances were demonstrated.
- 2) 2nd September 2016 - On the occasion of Tibetan Republic Day, inter-class cultural competition was organized.
- 3) 3rd September 2016 - Talent-show competition was organized and fifty students participated in the competition.
- 4) 15 August 2016 - On the occasion of Independence Day, Cultural Programme was organized.



4. **Activities of the Voluntary Community for Social Service (VCSS)**

VCSS is a special programme meant for service to the social milieu, in which each one is a part and parcel. This is founded by Prof. L.N. Shastri under the guidance of the then director, Prof. Samdhong Rinpoche in 1989. The programme is designed to cover all 'good social structure' environments in which each individual can broaden his or her understanding of social responsibility in this critical juncture of moral degradation that now characterizes the troubled world.

The main objective of the programme is to create a group spirit irrespective of caste, creed and gender to uphold the common bond of humanity as whole with following aims:

1. To adopt practical methods and promote social responsibility and awareness.
2. To discourage and take precautionary measures against various kinds of social damages.
3. To morally and ethically guide youngsters and prevent them from going astray.
4. To discourage the use of drugs,



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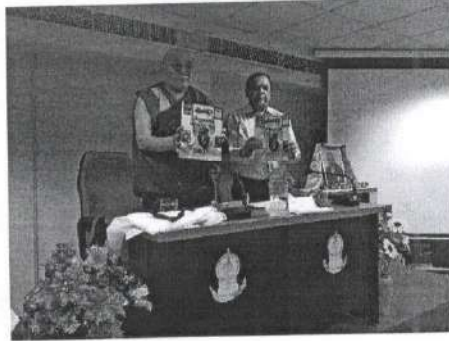
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alcohol and other stimulants and abstain from promiscuity.

5. To combat environmental pollution and conserve it.

Activities :

1. Some members of V.C.S.S. under the supervision of Prof. Ven. Lobsang Norbu Shastri visited Rameshvara and Jallan interior villages to observe two cow houses (Goshala) to gain knowledge to maintain vermin compost, biogas and so on.



2. The Community celebrated the venerable Prof. Samdhong Rinpoche's 76th Birthday in the Sambhot Seminar Hall followed by the release of 'Social Spectrum' yearly magazine in trilingual by Ven. Lobsang Norbu Shastri and Dr. Devraj Singh, Registrar of the institute.



3. 13th Sept 2016 : A talk was organized. Dr. Tashi Dawa delivered a talk on the health issue from the view point of Sowa Rigpa and of the modern medicine.

4. 2nd October 2016 : The Community organized a birthday celebration of M.K. Gandhi. Dr. Dharmadutt Chaturvedi (Head of Sanskrit Dept.) and Dr. Lhakpa Tsering (Head of Tibetan Dept) delivered a talk on 'Gandhi Jivan-carya evam Ahimsa'. On the very occasion, plantation drive was organized in the premise of the Hostels.



5. 30th October 2016 : Cultural programme and show was organized.
6. Around the year every Sunday, the community cleans the environment of the campus.

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ACTIVITIES

25. 27-28.03.2018 - On the invitation of the Director, Namgyal Institute of Tibetology, Sikkim, attended a two-day seminar on "Quantum Physics and Emptiness in Buddhist Philosophy" and delivered a lecture on the topic "Madhyamik perspective of the World".

Academic Activities of the Registrar

- 19.01.2017 - Chaired the session of Rajbhasha Conference.
- 01.01.2018 - Delivered the Vote of Thanks during Golden Jubilee Celebration.

Students' Activities**Students' Welfare Association (SWA)**

The Students' Welfare Association was established in 1972. Since then, SWA has predominantly constituted new horizon to bring better environment regarding the development of students' education and health. The active members of SWA are being elected democratically by the students of the Institute for one-year tenure. The present office bearers of 46th SWA is as under:

S.No.	Name	Position	Class
1	Jampa Lhundup	President	Acharya 1 st
2	Kunchok Thinley	Vice-President	Acharya 1 st
3	Tenzin Tharchen	Secretary	Acharya 1 st
4	Phurbu Zangpo	Treasurer	Shastri 3 rd
5	Tashi Namgyal	Assistant Treasurer	Acharya 1 st
6	Jamyang Sherab	Educational Secretary	Acharya 1 st
7	Dorjey Tsewang	Sport In-charge	Shastri 3 rd
8	Norbu Chhayang	Medical In-charge	Shastri 3 rd
9	Dhondup Lhamo	Cultural Secretary	Shastri 3 rd

The main objectives of the SWA are as follow:

- To equip resources material and accessories for students to gain intellectual and wisdom.
- To provide an educational platform by organizing extra classes, debates, campaigns etc.
- To invite reputed scholars and thinkers from India and abroad, and organize talks and teachings.
- To organize prerequisite medical preventive and precautionary talks, and care-and-campaign services for the students.
- To provide required assistance and competent care for treatment of TB and other serious disease of the students.



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- To disseminate awareness among the students on the uses of the internet, education, health, technology etc.
- To gather suggestions and thoughts from the students with regard to the improvement of the educational and environmental levels of the Institute.
- To organize sports tournaments such as football, basketball etc. and facilitate necessary amenities in both outdoor and indoor games.

Activities :

Following activities have been carried out by SWA during the academic session 2017-2018.

Camps organized

1. 28th-30th August 2017 - With the financial support from the Institute, Summer Camp for new comers was organized.
2. 13th-15th March 2018 - Organised the senior camp under the financial support from the University.

Educational Tour

1. 24-8th October 2017- Organised the Senior Educational Tour in Laddakh, Amritsar and Delhi to visit ancient Buddhist monasteries, schools, museums and many important places.

Talks organized

1. 9th September 2017- A talk by senior students was organized to motivate the peers and juniors on the campus.
2. 23rd October 2017- Organised a senior students' talk and the students were felicitated whose research got published.
3. 3rd January 2018 - Animal Rights Groups visited the institute and delivered various talks to promote philosophy of vegan.
4. 16th February 2018 - A renowned Tibetan Scholar was invited to deliver a talk on Panchen Lama and his reincarnation on.

Tournaments organized

1. 15th August 2017 - Professor Lal Mani Joshi memorial Intra-Class Football Tournament was organized.
2. 26th January 2018 - Under the financial support from Office, an inter class basketball tournament was held to salute the bravery and patriotism of all the self-immolators in Tibet.



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Various activities

1. 15th April 2017 - Students farewell was organized to express our deep gratitude and love for graduate and post-graduate students.
2. 26th April 2017 - Environment-cleaning movement was organized followed by a marathon on the same day.
3. 1st-2nd September 2017- Celebrated the Tibetan Democracy Day.
4. 3rd September 2017 - A typhoid vaccination consciousness campaign was held for preventing the disease among students.

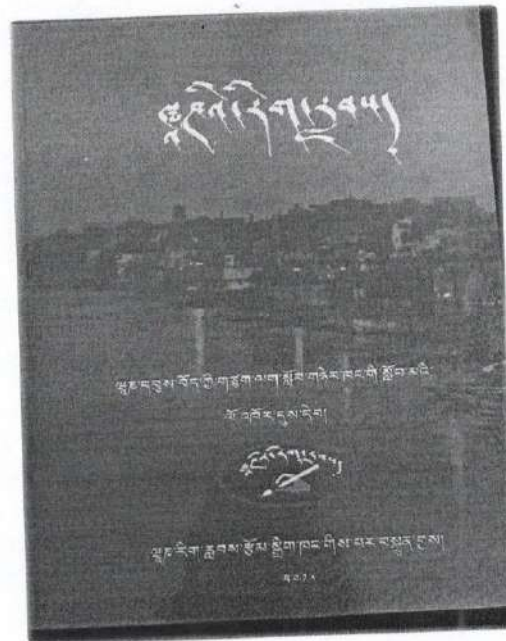


1. Publication of Riglab, a Students' Journal and the Organization of a Workshop

Riglab Editorial Board - This organization is under the patronage of the head of the Institute. It is formed in 2004 to enhance Tibetan writing skill in the Institute. The board organizes workshop on Tibetan literature and publishes a journal consisting of poems articles, written by the students of the Institute.

Activities :

1. 27-29 October 2017- Held a workshop for students of Tibetan literature to encourage them for higher research and education. Many scholars of the institute and from outside of the institute gave talks on the main issues of Tibetan Literature.
2. The 12th Varnai Riglab committee issued its annual magazine
3. The 12th Varnai Riglab committee also successfully brought out the fourth volume of Journal Dhungda. Research papers written by scholars are published herein.
4. In this academic session, Tibetan poem recitation competition was organized.
5. In this academic session, two Tibetan essay competitions were organized.



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2. Students' Association of Performing Arts (SAPA)

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1. Preserving the Tibetan culture and tradition by organizing various types of cultural programmes.
2. Preservation of the culture and tradition of the Himalayan regions.
3. To organize an open talent show among the students.
4. To promote awareness about the uniqueness of Tibetan culture and traditions.
5. To celebrate the sacred ceremonies of Tibet, such as, the Tibetan New Year and His Holiness the Dalai Lama's Birthday.
6. To impart knowledge and awareness of Tibetan culture to the young generation.

Activities :

1. September 2, 2017 - A cultural show competition among Madhyama classes was organized.
2. September 3, 2017 - A Talent Show was organized among the students to enhance their talent.
3. October 2017 - Attended and Represented the institute in the cultural competition among several Tibetan colleges and got the first position in the competition.
4. January 1, 2018 - Organized a cultural program "The Himalayan Show" on the occasion of golden jubilee in the presence of distinguished guests and alumina of the institute.



3. Activities of the Voluntary Community for Social Service (VCSS)

VCSS is a special programme meant for service to the social milieu, in which each one is a part and parcel. This is founded by Prof. L.N. Shastri under the guidance of the then director, Prof. Samdhong Rinpoche in 1989. The programme is designed to cover all 'good social structure' environments in which each individual can broaden his or her understanding of social responsibility in this critical juncture of moral degradation that now characterizes the troubled world.

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The main objective of the programme is to create a group spirit irrespective of caste, creed and gender to uphold the common bond of humanity as whole with following aims:

1. To adopt practical methods and promote social responsibility and awareness.
2. To discourage and take precautionary measures against various kinds of social damages.
3. To morally and ethically guide youngsters and prevent them from going astray.
4. To discourage the use of drugs, alcohol and other stimulants and abstain from promiscuity.
5. To combat environmental pollution and conserve it.



ACTIVITIES

3. 21.9.2018 - Gave a presidential address in the student debate organized during Swacchta Pakhwada.
4. 28.9.2018 - Delivered a talk and distributed certificates during the dramatization of the play written by Professor Dharmadutt Chaturvedi - "Swacchata ki Hariyali" during Swacchata Pakhwada.
5. 2.10.2018 - Felicitated and was honored for outstanding contribution in the field of Humanities by Chetna Jaagaran Samiti, Chitbadagaanv, Balia.
6. 25.10.2018 - Coordinated the proceedings during the 15th Convocation ceremony of the institute.
7. Delivered welcome address and vote of thanks during various programmes organized by CIHTS.

Students' Activities**1. Students' Welfare Association (SWA)**

The Students' Welfare Association was established in 1972. Since then, SWA has predominantly constituted a new horizon to bring better environment regarding the development of students' education and health. The active members of SWA are being elected democratically by the students of the Institute for one-year tenure. The present office bearers of 47th SWA are as under:

S.No.	Name	Position	Class
1	Tenzin Tenkyon	President	Acharya 1 st
2	Tenzin Wangtak	Vice-President	Acharya 1 st
3	Sangye Thrinley	Secretary	Acharya 1 st
4	Ngawang Cholang	Treasurer	Acharya 1 st
5	Dolkar Palmo	Assistant Treasurer	Shastri 3 rd
6	Tsepak Dorjee	Educational Secretary	Acharya 1 st
7	Mast Ram	Sport In-charge	Shastri 2 nd
8	Konchok Lhundup	Medical In-charge	Shastri 3 rd
9	Tsomo	Cultural Secretary	Shastri 1 st

The main objectives of the SWA are as follow:

- To equip resources material and accessories for students to gain intellectual wisdom.
- To provide an educational platform by organizing extra classes, debates, campaigns etc.
- To invite reputed scholars and thinkers from India and abroad, and organise talks and teachings.
- To organise prerequisite medical preventive and precautionary talks, and care-and-campaign services for the students.



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- To provide required assistance and competent care for treatment of TB and other serious diseases of the students.
- To disseminate awareness among the students on the uses of the internet, education, health, technology etc.
- To gather suggestions and thoughts from the students with regard to the improvement of the educational and environmental levels of the University.
- To organise sports tournaments such as football, basketball etc. and facilitate necessary amenities in both outdoor and indoor games.

Activities:

Following activities have been carried out by SWA during the academic session 2018-2019.

Camps organized

1. On 28th – 30th August 2018, under the financial support from the Institute, Summer Camp for new comers was organised.
2. From 1st to 3rd March 2019, organised the Senior Camp under the financial support of the university for senior students.

Educational Tour

1. From 6th to 20th October 2018, organised the Senior Educational Tour in Sikkim, Kalipong, Dorjeeling and Kolkata to visit ancient Buddhist monasteries, schools, museums and many important places.

Talks Organized

1. 15th Oct. 2018, organised a students' experience sharing talk for some of our senior students who were given opportunities in taking part in various fields of educations such as teaching, workshops, seminars and teaching during summer holidays.
2. A renowned Tibetan Scholar was invited to deliver a talk on Panchen Lama and his reincarnation on 16th February 2019.

Tournaments organized

1. From 5th to 6th July 2018, a mini basketball tournament was organized to celebrate the auspicious birthday ceremony of H.H. the 14th Dalai Lama.
2. From 11th Sept. 2018 onwards, the annual Inter Class Basketball Tournament was organized to commemorate the bravery and patriotism of all the self-immolators in Tibet.
From 9th to 26th January 2019, under the financial support from August Office, Professor Lal Mani Joshi Memorial Football Tournament was organised on Republic Day of India.

Medical activities

1. On 19th July 2018, a Hepatitis B screening campaign was started for preventing the disease among students.

ACTIVITIES

2. 5th March to 7th March 2019 the TB screening test was done for all students and staffs for three days.

Various activities

1. On 9th April 2018, Students' farewell gathering was organized to express our deep gratitude and love for graduating students.
2. 26th April 2018, organised environment-cleaning movement followed by a marathon on that day.
3. 1st – 2nd Sept. 2018, the sports day was organized on the occasion of the celebration of Tibetan Democracy Day.

2. Mess Management Committee of Student Body

Management of the mess for the entire students is carried out by the Mess Management Committee having 10 members representing various sections of the students. The current committee is the 38th. The committee manages the mess attempting to provide nutritious food collecting feed back from the students. The current members are:

1.	Khentse Gyatso	Shastri 3	Treasurer
2.	Thupten Ngawang	Acharya 1	Asst. Treasurer
3.	Tenzin Yeshi	Acharya 1	Secretary
4.	Lobsang Palden	Acharya 1	Asst. Secretary
5.	Tsering Dolkar	BSRMS 3	Member
6.	Tsering Wangmo	B.A.B.ed. 2	Member
7.	Nyima Samdup	BSRMS 4	Member
8.	Lhakpa Norbu Sherpa	BSRMS 4	Member
9.	Jigme Stanzin	Acharya 1	Member
10.	Yonten Gyatso	Shastri 2	Member

3. Publication of Riglab, a Students' Journal and the Organization of a Workshop

Varnai-Riglab is an independent students' Editorial Board which is aimed for the development of the students' academic skills and the preservation of the Tibetan culture and Language. Every year it holds the workshop, essay competition and publishing a yearly journal.

Activities :

1. On 2nd August, 2018, it published the *Drungda-Fourth-Volume*, titled as *Chetsom Chokdrik* (The Collection of Articles) which presented different academic topics.



2. On 26th September, 2018, it held a program at Atisha Hall in the memory of Late Professor Lobsang Norbu Shastri who had been one of the eminent Professors of the Institute. At the program, few senior students had presented their researched articles and had also spoken on them in front of all the students. Their essays had been published in the paper (in the newspaper form).



3. On 15th September, 2018, it also held an essay competition between all the students on different topics in the memory of beloved Late Professor Lobsang Shastri.
4. It organized the 12th annual workshop from 23rd to 25th January, 2019 by inviting great scholars from inside the campus as well as outside of the campus.

The minimum tenure for the members of the Varnai-Riglab is two years. After the completion of the two minimum years he/she is felicitated with the Certificate of Appreciation for his/her service. The Editorial Board has been doing great work in the academic fields since its establishment. Its legacy will prevail to preserve the Tibetan Culture and Language.

4. **Students' Association of Performing Arts (SAPA)**

SAPA or Student's Association of Performing Arts, is a small committee that got its foundation by the students. The main reason of establishing it was to preserve the costumes and culture of our country Tibet by providing opportunities and chance on practicing and learning. We have been presenting lots of shows especially the culture shows on lots of main events. We not only entertain the audience by showcasing our talent but we also induce them to learn about the culture of our paternal and maternal period. Not only that, we have been representing our institute in many cultural competitions hosted in different parts and have been awarded with satisfying awards.

Important Functions and Events Hosting by SAPA

1. We hosted inter-class Cultural show open Talent show on 2nd September in which the Madyama students took part.
2. On 5th September we hosted a Talent show to give an opportunity for all the talented and interested students to showcase their talents.

ACTIVITIES

3. On 10th December, 2018 we contributed few cultural performances to the Mustang community in Varanasi.

4. We participated in the Inter college cultural performance competition held on 13th of September and won the first prize in Delhi.

5. We had cultural program showcased during H.E. Zamdong Rinpoche's birthday Anniversary On 10th November.



5. **Activities of the Voluntary Community for Social Service (VCSS)**

Voluntary Community Social Service (VCSS) was founded by Prof. Lobsang Norbu Shastri under the guidance and support of the former Vice Chancellor, Prof. Samdhong Rinpoche in 1986. It is a special programme meant for service to the social milieu where in this advanced and materialistic world, people lack the understanding of social responsibility in this critical juncture of moral degradation that now characterizes the troubled world.

The community consisted of one advisor, Associate Professor, Lobsang Dorjee Rabling and four members as following:

Name	Designation	Class
Nyima Gyaltzen	President	Shastri 2 nd
Pema Youdon	Secretary	Shastri 2 nd
Lobsang Tenzin	Treasurer	Shastri 2 nd
Jampa Tashi	Assistant Treasurer	Shastri 1 st

The main objective of the programme is to bring an awareness of social responsibility, ethics and morality to the societies through diverse activities being organized time to time. Regardless of caste, creed and gender we accept students to participate in several social-related activities every year by introducing them about the community and its objectives. So, this programme is to create overall good social status atmosphere in which each individual can contribute to the society with following:

- To adopt practical method and promote social responsibility and awareness.
- To discourage and make precautionary measures for whatever social damages occur.
- To guide youngsters going astray morally and ethically.
- To discourage the use of drugs, alcohol and other stimulants and dismiss promiscuity.
- To combat environmental pollution and preserve it.

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Activities :

Some of our members along with faculties and Head of Departments went for plantation in villages' area which is under our institutional care.

The Community cleans the environment of the campus as well as outside the campus every Sunday around the year.



2. 5 September, 2019 : Gave a speech and presided over the prize distribution program of the debate competition organized by the Rajbhasha Karyavayan Samiti.
3. 19 December, 2019 : Dr. R. K. Upadhyay, Delivered a lecture in front of School authorities, its alumni, parents, staff and students of SOS Hermann Gmeiner School, Chaubepur, Varanasi as Guest of Honor during Silver Jubilee Celebration of the School.



Students' Activities

1. Students' Welfare Association (SWA)

The Students' Welfare Association was established in 1972. Since then, SWA has predominantly constituted a new horizon to bring better environment regarding the development of students' education and health. The active members of SWA are being elected democratically by the students of the Institute for one-year tenure. The present office bearers of 48th SWA are as under:

S.No.	Name	Position	Class
1	Ngawang Jangchup	President	Acharya 1 st
2	Ngawang Losel Lama	Vice-President	Acharya 1 st
3	Dechen Wangpo	Secretary	Acharya 1 st
4	Choeying Lhundup	Treasurer	Acharya 1 st
5	Tenzin Jamyang	Assistant Treasurer	Acharya 1 st
6	Penpa Tsering	Educational Secretary	BSRMS 2 nd
7	Lobaang Jinpa	Sport In-charge	BSRMS 3 rd
8	Bittu	Medical In-charge	Shastri 3 rd
9	Tenzin Tsekyi	Cultural Secretary	Acharya 1 st
10	Rinchen Chodak	Public Relational In-charge (P.R.I.)	B.Ed 1 st

The main objectives of the SWA are as follow:

- To equip resources material and accessories for students to gain intellectual wisdom.

- To provide an educational platform by organizing extra classes, debates, campaigns etc.
- To invite reputed scholars and thinkers from India and abroad, and organise talks and teachings.
- To organise prerequisite medical preventive and precautionary talks, and care-and-campaign services for the students.
- To provide required assistance and competent care for treatment of TB and other serious diseases of the students.
- To disseminate awareness among the students on the uses of the internet, education, health, technology etc.
- To gather suggestions and thoughts from the students with regard to the improvement of the educational and environmental levels of the University.
- To organise sports tournaments such as football, basketball etc. and facilitate necessary amenities in both outdoor and indoor games.

Activities:

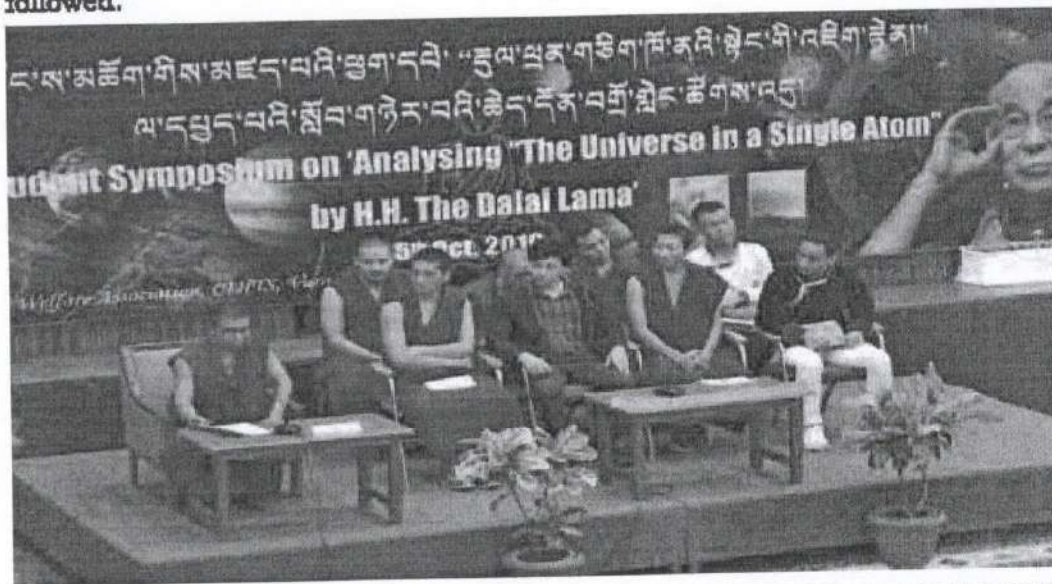
Following activities have been carried out by SWA during the academic session 2019-2020.

Academic-

1. 9-11 September 2019 : About 50 new students were given three days Summer Campaign on four sects of Tibetan Buddhism along with Yungdrung Bon and rules and regulations of C.I.H.T.S.
2. 10 September 2019 : A scholar of Tibetology Chung Tsering was invited to give a lecture on The Introduction of Tibetan fictional and non-fictional stories and the Method of writing.
3. 13 September 2019 : Again the same scholar was requested to give a lecture on The Method of Translation.
4. 13-15 September 2019 : Students were taken to Delhi and had participated in the competition of Cultural Dance, Basketball, Debate, Presentation, Film Making and Essay Writing in (All INDIA TIBETAN STUDENTS' ASSOCIATION MEET 2019).
5. In the month of September and October 2019, Dr. Mahesh Sharma and Dr. Jasmeet Gill were requested to give a workshop on Basics of Linguistics.
6. 28 September - 9 October 2019 : 54 students of Acharya went to educational tour to Ladakh and Manali for 10 days. (Earlier there were only 40 seats and now 14 seats have been recently added.)



7. 25 October 2019 : Inter class seminar or symposium was held on the book of H.H. The 14th Dalai Lama's 'Universe in a Single Atom'. During the seminar students had presented their papers and later questions and answers were followed.



8. To increase the writing and reading skills of the students, 47th S.W.A. arranged new boards in Atisha Hall on which students could paste their poems and prose in Tibetan, Hindi and English language.
9. A week long workshop started from 11th December 2019, 30 students were given a workshop on InDesign—the book making.
10. In 2019, in the month of July 40 students attended workshop on Microsoft Word.

H. H. H.

Deputy Registrar
Central Institute of Higher Tibetan Studies
Deemed University
Sarnath, Varanasi-221007

ANNUAL REPORT 2019-2020

11. 16-27 December 2019 : All the new students and B.Ed. students (total 60 students) were given a workshop on 'The Methods of Writing' for two weeks.
12. In 2019, for one week starting from 24th of December Ven. Dr. Lhakpa Tsering conducted a workshop on Tibetan Grammar to the students.
13. In 2019, in the month of September the seniors students of CIBS from Ladakh and CIHTS had short educational exchange during the educational tour.
14. 14 January 2019 : Musician/Singer Mr. Loten Namling was requested to introduce Traditional songs of Tibetan and sing some of them for the students.
15. Pasted around 15 elegant sayings board in the campus.
16. 27-31 January 2019 : History Professor Jampa Samten was requested to give a lecture on Contemporary History of Tibetan from 2 p.m. to 3 p.m.
17. 4 February 2019 : Geshe Lhakdor was requested to give a lecture on How to Make a Peaceful Mind by Practising Buddhism to all the students in Atisha Hall.
18. 3-5 February 2019 : The Winter Campaign for senior students was organised. Two outside scholars Geshe Lhakdor and Lopen Sonam Gyaltzen were invited.
19. 18-19 February 2019 : Research Paper Presentation by students was organised.
20. In February 2019 : We organised an Essay Competition to escalate the writing skills of students.

Health and Sports-

1. 1-15 August 2019 : We organised inter class L.M. Joshi Football Tournament.



Note : The L.M. Joshi Football Tournament is held every year in the same month.

2. 19 September 2019 : Gen Tenzin Nyima taught Yoga for all the students.
3. In 2019, six Sanitary pad burning machine were installed in Maya Devi Girls' Hostel.
4. We assisted the Doctor and Nurses from Delek Hospital, Dharamsala during the screening of T.B.
5. 2 November 2019 : Athletics day was organised for the students.
6. 10 December 2019 : A football tournament was organised for the celebration of Awarding of Nobel Peace Prize to H.H. The 14th Dalai Lama in 1989.
7. 26 January 2019 : The annual basketball tournament was organised for the ten days.

**Beneficial activities/works for students-**

1. Two double speed breakers were made on the road by the main entrance gate of the Institute after frequent visit to Public Work Department, Varanasi.
2. New Wi-Fi connection was made in the two Acharya boys' Hostel and speed rate of Wi-Fi was increased in Padmasambhava boys' Hostel.
3. 18 December 2019 : Around 10 students were awarded for the great achievements and were elected by the students themselves.
4. The new girls' hostel and two Acharya boys' hostels got new water supply pipeline which is cool in summer and warm in winter.
5. Basketball courts were repaired and painted with the help of Fine Arts Students and the plywood of benches were changed for the spectators.
6. New R.O. Plant was arranged which resolved the drinking water problem in the boys' hostel.

2. Mess Management Committee of Student Body

Management of the mess for the entire campus is carried out by the Mess Management Committee having 10 members representing various sections of the student community. The current committee is the 38th. The committee manages the mess, attempting to provide nutritious food collecting feedback from the student. The current members of MMC are:

1.	Khentse Gyatso	Shastri 3	Treasurer
2.	Thupten Ngawang	Acharya 1	Asst. Treasurer
3.	Tenzin Yeshe	Acharya 1	Secretary
4.	Lobsang Palden	Acharya 1	Asst. Secretary
5.	Tsering Dolkar	BSRMS 3	Member
6.	Tsering Wangmo	B.A.B.ed. 2	Member
7.	Nyima Samdup	BSRMS 4	Member
8.	Lhakpa Norbu Sherpa	BSRMS 4	Member
9.	Jigme Stanzin	Acharya 1	Member
10.	Yonten Gyatso	Shastri 2	Member

3. Publication of Riglab, a Students' Journal and the Organization of a Workshop

Varnai-Riglab is an independent students' Editorial Board which is aimed for the development of the students' academic skills and the preservation of the Tibetan culture and Language. Every year, we organize the workshop, essay competition and publish a yearly journal.

Activities:

- 2 August, 2019 : Published the *Drungda-fifth -Volume, entitled as Chetsom Chokdrik* (The collection of Articles).
- 26 September, 2019 : Held a program at Atisha Hall on the Memory of late Professor Lobsang Norbu Shastri who had been one of the greatest Professors of the Institute. At the program, few senior students had presented their researched articles in front of all the students. Their essays had been published in the paper.
- 28 January, 2020 : Held essay competition on the topic, 'Himalayan culture' like Monpa, Lhadaki, Pemako, Spiti, Kinnaur and out of India and some Himalayan region of Nepal and Bhutan etc.

The active members of Varnai-Riglab are being elected by senior members of (V.R) into two years. Following are the present members of Varnai-Riglab.

S.No	Name	Position	Class
1	Norbu	President	Shastri 3 rd
2	Choegyol Yonten	Vice-President	Shastri 3 rd
3	Dechen Wangpo	Secretary	Shastri 3 rd
4	Penpa Chungtak	Assistant Secretary	Shastri 3 rd

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5	Ngawang Dechen	Treasure	Shastri 1 st
6	Tsedup Dorjee	Assistant Treasure	Shastri 1 st
7	Tenzin Jangchup	Member	Acharya 1 st
8	Choedon	Member	Shastri 2 nd

4. Students' Association of Performing Arts (SAPA)

SAPA or Student's Association of Performing Arts, is a small committee that got its foundation by the students. The main reason of establishing it was to preserve the costumes and culture of our country Tibet by providing opportunities and chance on practicing and learning. We have been presenting lots of shows especially the culture shows on lots of main events. We not only entertain the audience by showcasing our talent but we also induce them to learn about the culture of our paternal and maternal period. Not only that, we have been representing our institute in many cultural competitions hosted in different parts and have been awarded with satisfying awards.

Activities:

1. 2 September, 2019 : To celebrate Tibetan democracy day and to witness the Tibetan cultures, SAPA hosted inter-class cultural dance competition.
2. 3 September, 2019 : Open Talent Show was hosted to witness the rising talents among the students.
3. 14-17 September, 2019 : Under the supervision of SAPA, some of the students took part in inter-college dance competition conducted in Youth Hostel, Delhi. The competition was hosted to witness the competition between the different colleges regarding cultural dance of Tibet and our institute bagged several accolades.

5. Activities of the Voluntary Community for Social Service (VCSS)

Voluntary Community Social Service (VCSS) was founded by Prof. Lobsang Norbu Shastri under the guidance and support of the former Vice Chancellor, Prof. Samdhong Rinpoche in 1986. It is a special programme meant for serving the social milieu at a larger level beyond the petty materialistic leaning.

The community consists of one advisor, Associate Professor, Lobsang Dorjee Rabling and four members as following:

Name	Designation	Class
Nyima Gyaltzen	President	Shastri 3 rd
Pema Youdon	Secretary	Shastri 3 rd
Lobsang Tenzin	Treasurer	Shastri 3 rd
Jampa Tashi	Assistant Treasurer	Shastri 2 nd

The main objective of the programme is to bring an awareness of social responsibility and ethical and morality to the societies throughout diverse

H. H. H.

activities being organized time to time. Regardless of caste, creed and gender we accept students to participate in several social related activities every year by introducing them about the community and its objectives.

- To adopt practical method and promote social responsibility and awareness
- To discourage and make precautionary measures for potential social damage
- To guide youngsters going astray morally and ethically
- To discourage the use of drugs, alcohol and other stimulants and dismiss promiscuity
- To combat environmental pollution and preserve it.

Activities:

1. Some of our members along with faculties and Head of Departments went for plantation in villages' area which is under our institutional care.



2. 2 October, 2019 : On the occasion of Gandhi Jayanti, we organized Himalayan Cultural Show in Atisha Hall in order to raise fund for the community. We also distributed a paper in which the life story, quotes and work of Mahatma Gandhi Ji, and Lal Bahadur Shastri was printed among students.



ACTIVITIES

3. 5 November 2019 : On the occasion of Birthday of Prof. Samdhong Rinpoche, our community successfully released the 'Social Spectrum' yearly magazine in a trilingual issue. The magazine contains an article and compositions by the students. However, we couldn't publish the book in large numbers due to the COVID pandemic.
4. The Community cleans the environment of the campus as well as outside the campus every Sunday around the year.



Hali

केन्द्रीय तिब्बती अध्ययन विश्वविद्यालय, सारनाथ, वाराणसी
(मान्य विश्वविद्यालय)

शास्त्री प्रथम वर्ष
ललित कला
पाठ्यक्रम
SYLLABUS

BACHELOR OF FINE ART (BFA), FIRST YEAR



भोट विद्या संस्थानम्

CENTRAL UNIVERSITY OF TIBETAN STUDIES
(A DEEMED UNIVERSITY)
SARNATH, VARANASI
2015

FIRST SEMESTER

प्रथम अधिसत्र

སྒྲིམ་མཐོ་སློབ་རྒྱུ་རྒྱུལ་སྒྲུ་མཆོག་གི་བོད་སྐད་ཀྱི་སྐད་ཡིག་དང་རྩོམ་རིག་བསྟན་བཅས་ལོ་རིམ་དང་
 རྟོ་སྐོག་དང་པོ།

FINE ARTS SHASTRI 1ST YEAR
TIBETAN LANGUAGE AND LITERATURE

རྒྱལ་སྤྱི་དབྱེ་བ་
 རྟོ་སྐོག་དང་པོ།
 མང་ཐོབ། 70

First Semester
 First Paper
 MM 70

མང་ཐོབ་ཆ་བལོམ་བྱེད་ཚུལ་ནི།	རྒྱལ་སྤྱི་སོ་སོར་བྱོན་ཐོབ་མང་ 100 རེ་ཡོད་པ་ལས།	Credits: 2.25
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	རྩོམ་སྐོག་གཏམ་བཤད་འགྲུབ་རྟོགས།	30 0.75

སྒྲུ་མཆོག་དང་པོ།

འཆད་འབྲིད་སློབ་ཚན།

ཀ། སློབ་ཚན།
 ཟླ་བ་དྲོན་བྱ་ཡུལ།
 རྩེ་མིག་དེབ་གསུམ་པ།
 རྩོམ་པ་པོ།
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 མོག་གྲངས། 70 རན་ 74 བར།
 རྒྱལ་ཕྱུ་དཔུལ་རྒྱ་རྟམ་རྟོ།
 7 བཀྲ་ཡར་འཕེལ་ལགས་ཀྱིས་མངོན་བརྗོད་རྩི་བ་རྩིས་ལན།
 2 མངོན་བརྗོད་གསེར་གྱི་རྩེ་མིག་

ཁ། སློབ་ཚན།
 ཟླ་བ་དྲོན་བྱ་ཡུལ།
 མི་རིགས་དཔེ་རྒྱུ་ཁང་ནས་པར་སྐྱབ་ཤུལ་པའི་གངས་ཅན་རིག་བརྒྱུའི་སློབ་འབྲིང་
 མིག་དེབ་ལ། མོག་གྲངས། 34 རན་ 44 བར།
 034444
 རྩོམ་པ་པོ།
 ཟླ་བ་ལྟུང་ལེ་ལེ་བ།

སྐུན་ངག་གི་སློབ་སེལ་སྐོར། སློབ་སེལ་དང་པོ་ནས་བདུན་པའི་བར།
 མི་རིགས་དཔེ་རྒྱུ་ཁང་ནས་པར་སྐྱབ་ཤུལ་པའི་གངས་ཅན་རིག་བརྒྱུའི་སློབ་འབྲིང་
 མིག་དེབ་ལ། མོག་གྲངས། 34 རན་ 44 བར། ཞི་འཛོལ་དཔེ་མངོན་ཀྱི་དཔེ་མང་།
 034444
 བསེ་ཚང་སློབ་བཟང་དཔུལ་ལྷན།
 ལམས་འབྲེལ།
 སྐུན་ངག་ལ་འཇུག་ཚུལ་ཚོགས་རྒྱལ་རིག་པའི་སློབ་འབྲིང་།

ཞོར་འབྲིང་སློབ་ཚན།

སློབ་ཚན།

ཚུམ་གྱི་གཞིའི་རྣམ་གཞག

བྱར་བཏོན་བྱ་ལུལ། བོད་སློངས་མི་དམངས་དཔེ་སྐྱུན་ཁང་ནས་པར་སྐྱུན་ལྷན་པའི་ཚུམ་གཞི་གཞུང་སློབ་གསུང་
འཇུག་སྒྲིག་ཤོག་གཏངས། ༡༩ ལས་ ༣༢ བར། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་ཨང་།
༠༣༧༡༠༢།

ལྷན་ཚོགས་ཀྱི་ཚན་པ།

འཆད་འབྲིང་སློབ་ཚན།

༡ སློབ་ཚན།

སྤང་རང་དབང་ཅན་ལས་ཅི་སྤྱོད་དང་། དང་སྤྱོད་

བྱར་བཏོན་བྱ་ལུལ།

བོད་ཀྱི་བདེ་སློང་རིག་པའི་བྲིད་རྒྱུན་རབ་གསལ། ཤོག་གཏངས། ༡༧༥ ལས་
༢༢༣ མི་ཁྲོན་མི་རིགས་དཔེ་སྐྱུན་ཁང་། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་ཨང་།
༠༢༥༥༥༣།

ཚུམ་པ་པོ།

སྐལ་བཟང་འགྲུར་མེད།

བྱར་བཏོན་དཔེ་དེབ། བཀྲ་ཐང་འཇམ་དཔལ་ཡེ་ཤེས་རྒྱལ་མཚན་གྱིས་བརྩམས་པའི་བོད་ཀྱི་བདེ་སློང་གཞུང་
ལ་འཇུག་པའི་ཉམས་སྦང་། ཤོག་གཏངས། ༡༡༣ ལས་ ༡༢༢ བར་གཟིགས།

༢ སློབ་ཚན།

སྤང་རང་དབང་ཅན་ལས་དེ་སྤྱོད་དང་། སྤྱོད་སྤྱོད་

བྱར་བཏོན་བྱ་ལུལ།

བོད་ཀྱི་བདེ་སློང་རིག་པའི་བྲིད་རྒྱུན་རབ་གསལ། ཤོག་གཏངས། ༢༢༣ ལས་
༢༥༥ མི་ཁྲོན་མི་རིགས་དཔེ་སྐྱུན་ཁང་། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་ཨང་།
༠༢༥༥༥༣།

ཚུམ་པ་པོ།

སྐལ་བཟང་འགྲུར་མེད།

བྱར་བཏོན་དཔེ་དེབ། བཀྲ་ཐང་འཇམ་དཔལ་ཡེ་ཤེས་རྒྱལ་མཚན་གྱིས་བརྩམས་པའི་བོད་ཀྱི་བདེ་སློང་གཞུང་
ལ་འཇུག་པའི་ཉམས་སྦང་། ཤོག་གཏངས། ༡༢༣ ལས་ ༡༣༥ བར་གཟིགས།

ཞོར་འབྲིང་སློབ་ཚན།

སློབ་ཚན།

ཚུམ་ཡིག་གི་བཛོད་དོན་གཙོ་བོའི་སློབ།

བྱར་བཏོན་བྱ་ལུལ། བོད་སློངས་མི་དམངས་དཔེ་སྐྱུན་ཁང་ནས་པར་སྐྱུན་ལྷན་པའི་ཚུམ་གཞི་གཞུང་སློབ་གསུང་
འཇུག་སྒྲིག་ཤོག་གཏངས། ༣༣ ལས་ ༤༧ བར། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་
ཨང་། ༠༣༧༡༠༢།

ལྷན་ཚོགས་ཀྱི་ཚན་པ།

འཆད་འབྲིང་སློབ་ཚན།

༡ སློབ་ཚན།

མངོན་བཛོད་ཀྱི་བརྒྱན་བཙོས་རྒྱ་མཚོའི་ཚུ་ཐིགས། ཚན་པ་གཉིས་པ།»

བྱར་བཏོན་བྱ་ལུལ།

མི་རིགས་དཔེ་སྐྱུན་ཁང་གིས་དཔར་སྐྱུན་ལྷན་པའི་གངས་ཅན་རིག་བརྒྱུའི་སློབ་འབྲེང་ལྷེ་
མིག་དེབ་གསུམ་པ། ཤོག་གཏངས། ༡༧ ལས་ ༢༣ ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་ཨང་།
༠༤༥༧༣༥།

ENGLISH
BACHELOR OF FINE ART (FIRST YEAR), FIRST SEMESTER
SECOND PAPER
WRITTEN EXAMINATION (FULL MARKS – 70; TOTAL CREDITS –
2.25)

UNIT – A (PROSE) **(0.50 credit)**

- 1) And Tell Sad Stories of the Death of Kings – Auberon Waugh
- 2) The Nobel Peace Prize Speech – Martin Luther King Jr.

UNIT – B (POETRY) **(0.50 credit)**

- 1) Ode to a Nightingale – John Keats
- 2) The Solitary Reaper – William Wordsworth
- 3) An Acre of Grass – W. B. Yeats

UNIT – C (GRAMMAR) **(0.25 credit)**

- 1) Articles and uses of words like “one”, “a little”, “a few”, “this”, “that”
- 2) Nouns
- 3) Adjectives
- 4) Adverbs
- 5) Uses of words like “all”, “each”, “every”, “both”, “neither”, “either”, “some”, “any”, “no”, “none”
- 6) Numerals, dates, weights and measures

UNIT – D (ESSAY) **(0.25 credit)**

Essay-writing: Students to be encouraged to write essays on about five topics, under the guidance of the teacher.

INTERNAL ASSESSMENT (FULL MARKS – 30; TOTAL CREDIT –
0.75)

- 1) Class Attendance (10 marks)
- 2) Class Assignment (10 marks)
- 3) Class Presentation (10 marks)

Total Exam Credits – 1.50 + 0.75 = 2.25

བཟོ་རིག་བསྟན་བཅོས་ལོ་རིམ་དང་པོའི་ལོ་རྒྱུས་རིག་པའི་སློབ་ཚན།

BFA (SHASTRI) 1ST YEAR

HISTORY OF ART

རྒྱུགས་དུས་དང་པོ།

1st Semester,

Third Paper

བྲི་རྒྱུགས།

Written Exam

མང་ཐོབ། 70

Marks: 70

བརྒྱབ་དགོས། 1.50

Credits: 1.50

ཚ་གཞུང་།	མང་ཐོབ།	Units	Credits
1 European Art from Greek Art to Gothic Art – Landmarks (Roman, Christian and Byzantine Art, Romanesque and Gothic Art)	70	A	1.50

Total Written Exam Credits 1.50

ནང་ཁུལ་རྒྱུས་བཅད།

Internal Assessment

མང་ཐོབ། 30

Marks: 30

བརྒྱབ་དགོས། 0.75

Credit: 0.75

Marks

༡	འཛིན་བཅད། (Attendance)	10
༢	གཏམ་བཤད། (Presentation)	10
༣	ཚེད་ཚུལ། (Assignment)	10

Total Internal Assessment Credit 0.75

• Grand Total Credits 2.25

བོད་རིག་བསྟན་བཅོས་ལོ་རིམ་དང་པོའི་ནང་དོན་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 1ST YEAR

BUDDHIST PHILOSOPHY

རྒྱལ་ཁབ་དང་པོ།	1 st Semester,
	Fourth Paper
ཁྲི་རྒྱལ་ལ།	Written Exam
ཨང་ཐོབ། 70	Marks: 70
བརྒྱུ་བ་དགོས། 1.50	Credits: 1.50

ཚ་གཞུང་།	ཨང་ཐོབ།	མཚན་པ་ལོ།	Units	Credits
༡ བྱང་ཆུབ་ལམ་སློབ། (སྟོན་ཆ།)	35	རྩོ་པོ་རྒྱེ།	A	0.75
༢ ལམ་སློབ་རང་འགྲེལ།	35	རྩོ་པོ་རྒྱེ།	B	0.75
Total Written Exam Credits		1.50		

ནང་ཁུལ་རྒྱས་བཅད།	Internal Assessment
ཨང་ཐོབ། 30	Marks: 30
བརྒྱུ་བ་དགོས། 0.75	Credit: 0.75

	Marks
༡ འཛིན་བཅད། (Attendance)	10
༢ གཏམ་བཤད། (Presentation)	10
༣ ཆེད་ཚུལ། (Assignment)	10
Total Internal Assessment Credit	0.75

- **Grand Total Credits** 2.25

བོ་རིག་བཟུན་བཅོས་ལོ་རིམ་དང་པོའི་མངོས་བོ་རིག་པའི་སློབ་ཚན།

BFA (SHASTRI) 1ST YEAR

AESTHETICS

རྒྱགས་དུས་དང་པོ།

1st Semester,

Fifth Paper

བྲི་རྒྱགས།

Written Exam

ཨང་ཐོབ། 70

Marks: 70

བརྒྱབ་དགོས། 1.50

Credits: 1.50

ཚ་གཞུང་།

ཨང་ཐོབ།

Units

Credits

- | | | | |
|---|-------|---|------|
| 1. The Indian View of Art and Aesthetics, 23.33
Important Texts, Art and Craft | | A | 0.50 |
| 2. Shadanga, the Theory of Rasa | 23.33 | B | 0.50 |
| 3. Indian Symbols and Symbolism | 23.33 | C | 0.50 |

Total Written Exam Credits

1.50

ནང་ཁྲུལ་རྒྱས་བཅད།

Internal Assessment

ཨང་ཐོབ། 30

Marks: 30

བརྒྱབ་དགོས། 0.75

Credit: 0.75

Marks

- | | | | |
|---|-----------|----------------|----|
| ༡ | འཇོག་བཅད། | (Attendance) | 10 |
| ༢ | གཏམ་བཤད། | (Presentation) | 10 |
| ༣ | ཆེད་ཚུལ། | (Assignment) | 10 |

Total Internal Assessment Credit

0.75

• Grand Total Credits

2.25

བོད་རིག་བསྟན་བཅས་ལོ་རིམ་དང་པོའི་ཤིང་བསྐོས་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 1ST YEAR

WOODCRAFT

རྒྱལ་ཁབ་དུས་དང་པོ།

1st Semester,

Sixth Paper

བྲི་རྒྱུགས།

Written Exam

ཨང་ཐོབ། 70

Marks: 70

བརྒྱབ་དམིགས། 1.50

Credits: 1.50

ཚན་གཞུང་།	ཨང་ཐོབ།	Units	Credits
༡ མཚོན་གཤམས་སམ་ཀུན་དགའ་ར་བའི་སྐོར།	70	A	1.50
Total Written Exam Credits			1.50

ནང་ཁུལ་རྒྱས་བཅད།

Internal Assessment

ཨང་ཐོབ། 30

Marks: 30

བརྒྱབ་དམིགས། 0.75

Credit: 0.75

Marks

༡ འཛིན་བཅད། (Attendance)	10
༢ གཏམ་བཤད། (Presentation)	10
༣ ཚེད་ཚུམ། (Assignment)	10

Total Internal Assessment Credit **0.75**

- **Grand Total Credits** **2.25**

བོ་རིག་བསྟན་བཅོས་ལོ་རིམ་དང་པོའི་ལྷ་བྲིས་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 1ST YEAR

PAINTING

རྒྱགས་དུས་དང་པོ།

1st Semester

Sixth Paper

བྲིས་རྒྱགས།

Written Exam

ཡང་ཚོབ། 70

Marks: 70

བརྒྱབ་དགོས། 1.50

Credits: 1.50

ཙ་གཞུང་།	ཡང་ཚོབ།	Units	Credits
༡ བྱང་སེམས་འགྱིང་ཅན་གྱི་ལྷ།	14	A	0.30
༢ འཇམ་དབྱངས།	14	B	0.30
༣ རྣོ་སེམས།	14	C	0.30
༤ ལྷ་རྒྱ་རས་གཟིགས།	14	D	0.30
༥ རོ་བོ་རྗེའི་སྐང་བརྟན།	14	E	0.30

Total Written Exam Credits 1.50

ནང་ཁུལ་རྒྱས་བཅད།

Internal Assessment

ཡང་ཚོབ། 30

Marks: 30

བརྒྱབ་དགོས། 0.75

Credit: 0.75

Marks

༡	འཛིན་བཅད། (Attendance)	10
༢	གཏམ་བཤད། (Presentation)	10
༣	ཆེད་ཚུལ། (Assignment)	10

Total Internal Assessment Credit 0.75

• Grand Total Credits 2.25

केन्द्रीय तिब्बती अध्ययन विश्वविद्यालय, सारनाथ, वाराणसी
(मान्य विश्वविद्यालय)

शास्त्री द्वितीय वर्ष
ललित कला
पाठ्यक्रम
SYLLABUS

BACHELOR OF FINE ARTS (BFA), SECOND YEAR

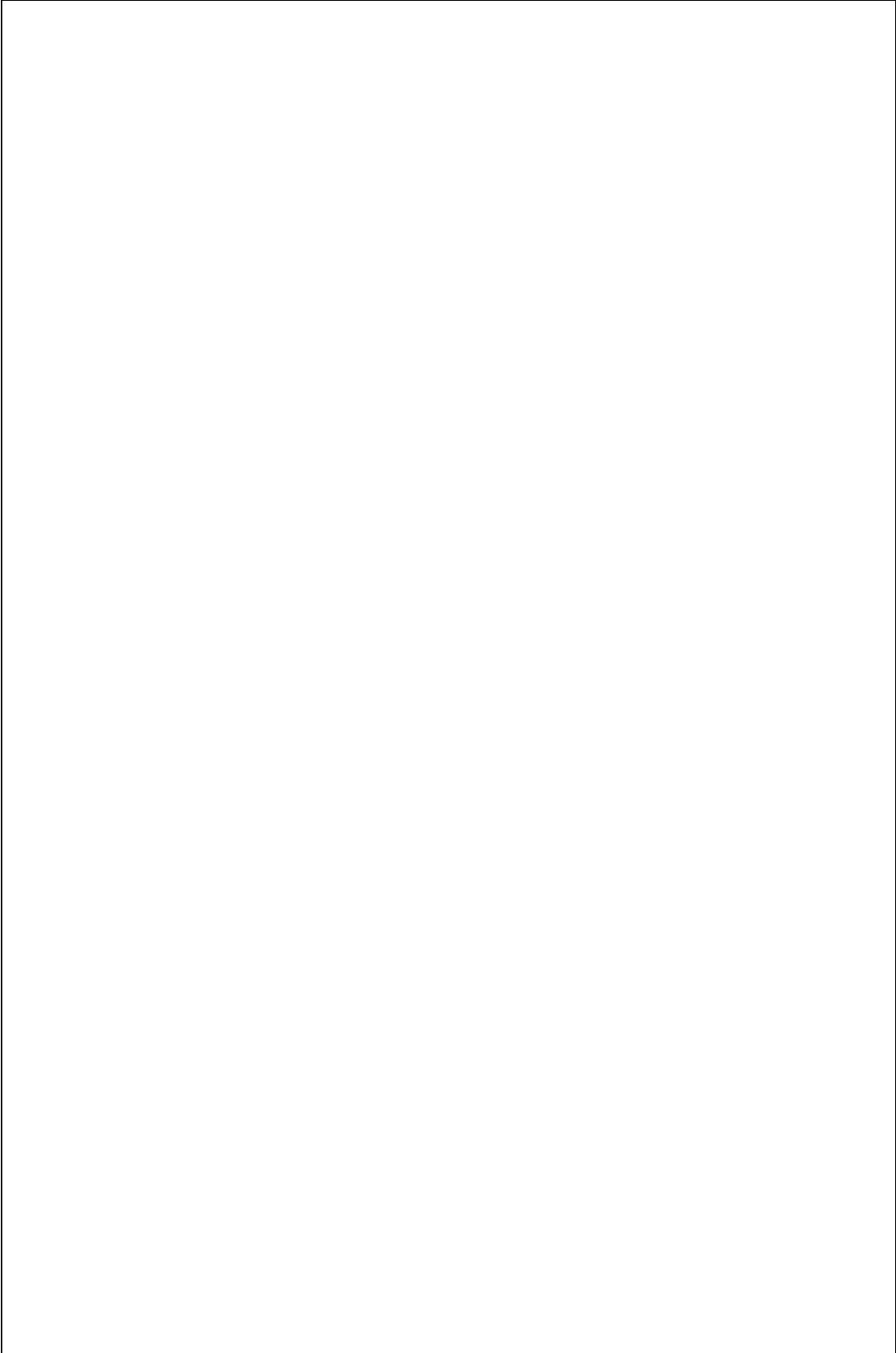


भोट विद्या संस्थानम्

CENTRAL UNIVERSITY OF TIBETAN STUDIES
(A DEEMED UNIVERSITY)
SARNATH, VARANASI
2015

SECOND SEMESTER

द्वितीय अधिसत्र



ལྷ་ཁ་མཐོ་སློབ་སྐྱེ་རྒྱུ་རྩལ་ལྡེ་ཚན་གྱི་བོད་ཀྱི་སྐད་ཡིག་དང་ཚུམ་རིག་བསྟན་བཅོས་ལོ་རིམ་
 དང་པོ།

FINE ARTS SHASTRI 1ST YEAR (TIBETAN LANGUAGE AND
 LITERATURE)

རྒྱལ་སྤྱི་ལྷན་དུས་གཉིས་པ།
 འདུ་ཤོག་དང་པོ།
 ཡང་ཐོབ། 100

Second Semester
 First Paper
 MM 100

ཡང་ཐོབ་ཆ་བཤོས་བྱེད་ཚུལ་ནི།	རྒྱལ་སྤྱི་ལྷན་དུས་གཉིས་པའི་སྤྱི་ཐོབ་ཡང་ 100 རེ་ཡོད་པ་ལས། Credits: 2.25		
	འཆད་འབྲིད་སློབ་ཚན་ལ་ཐོབ་ཡང་།	40	0.80
	ཞོར་འབྲིད་ལ་ཐོབ་ཡང་།	15	0.35
	རང་སློབ་སློབ་ཚན་ལ་ཐོབ་ཡང་།	15	0.35
	ཚུམ་རིག་གཏམ་བཤད་འབྲུར་རྟགས།	30	0.75

ལྡེ་ཚན་བཞི་པ།

འཆད་འབྲིད་སློབ་ཚན།
 ཀ སློབ་ཚན།
 ལྷན་བཏོན་བྱ་ཡུལ།

ཡུན་རང་དབང་ཅན་ལས་དགག་སྐྱོད་དང་། བདག་སྐྱོད་
 བོད་ཀྱི་བརྗོད་སློབ་རིག་པའི་བྲིད་རྒྱུན་རབ་གསལ། ཤོག་གངས། 2004 ལོ་
 2003 ལོ་འཁོར་ལོ་རིགས་དཔེ་སྟེན་ཁང་། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་ཡང་།
 0202223

ཚུམ་པ་པོ།
 ལྷན་བཏོན་དཔེ་དེབ།

སྐལ་བཟང་འགྲུར་མེད།
 བཟུང་ཐང་འཇམ་དཔལ་ཡེ་ཤེས་རྒྱལ་མཚན་གྱིས་བཅུམས་པའི་བོད་ཀྱི་བརྗོད་
 སློབ་གཞུང་ལ་འཇུག་པའི་ཉམས་སྦྱང་། ཤོག་གངས། 1996 ལོ་ 1994
 བར་གཟིགས།

ཁ སློབ་ཚན།
 མ།

ལྷན་བཏོན་པ་ལས་མ་བསྟན་པའི་ཚོགས་ཡུན་གཞན་དག་གི་སློབ་ཚུལ་ཚན་པ་ལྟ་

བྱུང་བཏོན་བྱ་ལྟལ།

བོད་ཀྱི་བདུ་སློང་རིག་པའི་བྲིད་རྒྱན་རབ་གསལ། ཤོག་གྲངས། ༢༤༣ ནས་
༢༤༤ ལོ་ཁྲོན་མི་རིགས་དཔེ་སྐྱུན་ཁང་། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དབྱི་ཨང་།
༠༢༤༤༤༣།

ཚུམ་པ་པོ།
བྱུང་བཏོན་དཔེ་དེབ།

སྐལ་བཟང་འགྲུར་མེད།
བཀྲ་ཐང་འཇམ་དཔལ་ཡེ་ཤེས་རྒྱལ་མཚན་གྱིས་བརྩམས་པའི་བོད་ཀྱི་བདུ་
ད་གཞུང་ལ་འཇུག་པའི་ཉམས་སྦྱང་།

ཞོར་འབྲིད་སློབ་ཚན།
སློབ་ཚན།
བྱུང་བཏོན་བྱ་ལྟལ།

ཚུམ་ཡིག་དང་འབྲེལ་བའི་སྐད་ཡིག་གི་སློབ།
བོད་སློངས་མི་དམངས་དཔེ་སྐྱུན་ཁང་ནས་དཔར་སྐྱུན་ཞུས་པའི་ཚུམ་
གཞུང་སློབ་གསུང་འཇུག་སློ། ཤོག་གྲངས། ༤༥ ནས་ ༡༠༥ བར། ཞི་འཚོ་དཔེ་
མཛོད་ཀྱི་དབྱི་ཨང་། ༠༣༧༡༠༢།

ལྷེ་ཚན་ལྔ་པ།

འཆད་འབྲིད་སློབ་ཚན།
༡ སློབ་ཚན།
བྱུང་བཏོན་བྱ་ལྟལ།

མངོན་བརྗོད་ཀྱི་བཟུམ་བཙུག་རྒྱ་མཚོའི་ཚུ་ཐིགས་ཚན་པ་གསུམ་པ།»
མི་རིགས་དཔེ་སྐྱུན་ཁང་གིས་དཔར་སྐྱུན་ཞུས་པའི་གངས་ཅན་རིག་བརྒྱའི་སློ་
འབྲེད་ལྷེ་མིག་དབ་གསུམ་པ། ཤོག་གྲངས་ ༢༤ ནས་ ༢༤ ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དབྱི་ཨང་།
༠༤༤༧༣༣།

ཚུམ་པ་པོ།
བྱུང་བཏོན་དཔེ་དེབ།

རྒྱལ་ལྷན་དབུལ་ཚུ་རྣམ་རྟེན།
༡ ཀན་ཡར་འཕེལ་ལགས་གྱིས་མངོན་བརྗོད་དྲི་བ་དྲིས་ལན།
༢ མངོན་བརྗོད་གསེར་གྱི་ལྷེ་མིག་

ཁ སློབ་ཚན།
བྱུང་བཏོན་བྱ་ལྟལ།

སྐྱུན་དག་ལུས་ཏེ་བཅད་ལྷུག་སླེལ་མ་གསུམ་གྱི་སློབ།
མཚོ་སློབ་མི་རིགས་དཔེ་སྐྱུན་ཁང་ནས་དཔར་སྐྱུན་ཞུས་པའི་སྐྱུན་དག་ལ་འཇུག་
པའི་ཚོག་རྒྱན་རིག་པའི་སློ་འབྲེད། ཤོག་གྲངས། ༥༤ ནས་ ༧༠ བར། ཞི་འཚོ་དཔེ་
མཛོད་ཀྱི་དབྱི་ཨང་། ༠༤༤༤༤༤༣།

ཚུམ་པ་པོ།
བྱུང་བཏོན་དཔེ་དེབ།

དྲུང་དཀར་སློ་བཟང་འཕྲིན་ལས།
ས་བཅ་གྱི་མཐས་འཇུག་

ཞོར་འབྲིད་སློབ་ཚན།
སློབ་ཚན།

ཚུམ་ཡིག་རྒྱས་བཤད་བྱེད་ཚུལ་སློབ།

བྱར་བཏོན་བྱ་ལྟལ།

བོད་རྫོངས་མི་དམངས་དཔེ་རྒྱན་ཁང་ནས་དཔར་རྒྱན་ལུས་པའི་ཚུལ་གཞུང་གི་
གསར་འཛུགས་སྐོ་ཤོག་གྲངས། ༡༠༥ ནས་ ༡༢༤ བར། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དབུ་
ཨང་། ༠༣༧༡༠༢།

ཕྱི་ཚུལ་བྱུག་པ།

འཆད་འཁྲིད་སློབ་ཚན།

༡ སློབ་ཚན།

བྱར་བཏོན་བྱ་ལྟལ།

སྤུལ་རྩ་བ་ལས་མ་བཟུན་པའི་ཚོགས་པའི་གཞན་དག་གི་སྤྱོད་རྩལ་ཚུལ་བྱི་མ།
བོད་ཀྱི་བདུན་སྡེ་རིག་པའི་བྲིད་རྒྱན་རབ་གསལ། ཤོག་གྲངས། ༢༧༤ ནས་ ༣༣༥།
མི་ཁྲོན་མི་རིགས་དཔེ་རྒྱན་ཁང་། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དབུ་ཨང་། ༠༢༥༤༤༣།

ཚུལ་པ་པོ།

བྱར་བཏོན་དཔེ་དེབ།

སྐལ་བཟང་འགྱུར་མེད།
བཟང་ཐང་འཇམ་དཔལ་ཡེ་ཤེས་རྒྱལ་མཚན་གྲིས་བཅུམས་པའི་བོད་ཀྱི་བདུན་སྡེ་
གཞུང་ལ་འཛུགས་པའི་ཉམས་སྣང་།

ཁ སློབ་ཚན།

བྱར་བཏོན་བྱ་ལྟལ།

དག་ཡིག་ངག་སྲོན་གྱི་ཚ་བ། ལེའུ་གསུམ་པ།
མི་རིགས་དཔེ་རྒྱན་ཁང་ལས་དཔར་རྒྱན་ལུས་པའི་ངག་སྲོན་ཚ་བའི་བྲིས་
ཡང་འགྲེལ། ཤོག་གྲངས། ༣༧ ནས་ ༣༩ བར། ཞི་འཚོ་དཔེ་མཛོད་ཁང་གི་དཔར་
ཨང་། ༠༤༥༡༠༣།

ཚུལ་པ་པོ།

བྱར་བཏོན་དཔེ་དེབ།

དཔལ་ཁང་ལོ་ཚ་བ།
འུ་ཅུ་མ་བཟུན་འཛིན་རྒྱལ་མཚན་གྱི་ངག་སྲོན་འགྲེལ་པ།
ཀུན་བཟང་རྣམ་རྒྱལ་གྱི་ཡང་འགྲེལ།

ཞོར་འཁྲིད་སློབ་ཚན།

སློབ་ཚན།

བྱར་བཏོན་བྱ་ལྟལ།

བྱ་ཚོགས་གི་སྤྱིའི་རྣམ་གཞག།
བོད་ཀྱི་བདུན་སྡེ་རིག་པའི་བྲིད་རྒྱན་རབ་གསལ། ཤོག་གྲངས། ༣༣༥ ནས་ ༣༥༥།
མི་ཁྲོན་མི་རིགས་དཔེ་རྒྱན་ཁང་། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དབུ་ཨང་། ༠༢༥༤༤༣།

ཚུལ་པ་པོ།

སྐལ་བཟང་འགྱུར་མེད།

རྒྱལ་ཁབ་དུས་གཉིས་པའི་རང་སློབ་ཚུལ་ཡིག་

གནའ་ཚུལ།

ཚུལ་པ་པོ།

ངན་སྲོད་བརྟག་པའི་མཚར་གཏུམ།
ཀོང་སྤུལ་ཡོན་ཏན་རྒྱ་མཚོ།

ཟླ་བ་དོན་བྱ་ལྟལ།	མི་རིགས་དཔེ་རྒྱན་ཁང་ནས་དཔར་རྒྱན་ཞུས་པའི་ལེགས་ཚོམ་སློང་བསྟུན། ཤོག་གྲངས། 307 ནས་ 372 བར། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་ཨང་། 024246།
གནའ་ཚོམ།	སྤུ་མོ་དབྱངས་ཅན་མ་ལ་བསྟོད་པ།
ཚོམ་པ་ལོ།	རྗེ་སློབ་ཟུང་གྲགས་པ།
ཟླ་བ་དོན་བྱ་ལྟལ།	མི་རིགས་དཔེ་རྒྱན་ཁང་ནས་དཔར་རྒྱན་ཞུས་པའི་ལེགས་ཚོམ་སློང་བསྟུན། ཤོག་གྲངས། 347 ནས་ 356 བར། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་ཨང་། 024246།
དོང་ཚོམ།	སྟོན་གྱི་རང་སྟུ།
ཚོམ་པ་ལོ།	ཨ་སྟོན་བཀྲིས་དོན་གྲུབ།
ཟླ་བ་དོན་བྱ་ལྟལ།	མཚོ་སྟོན་མི་རིགས་དཔེ་རྒྱན་ཁང་ནས་དཔར་རྒྱན་ཞུས་པའི་སྟོན་གྱི་རང་སྟུ། ཤོག་གྲངས། 213 ནས་ 237 བར། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་ཨང་། 035444།

INTERNAL ASSESSMENT (FULL MARKS – 30; TOTAL CREDIT – 0.75)

- 1) Class Attendance (10 marks)
- 2) Class Assignment (10 marks)
- 3) Class Presentation (10 marks)

ENGLISH
BACHELOR OF FINE ARTS (FIRST YEAR), SECOND SEMESTER
SECOND PAPER
WRITTEN EXAMINATION (FULL MARKS – 70; TOTAL CREDITS –
1.50)

UNIT – A (PROSE) **(0.50 credit)**

- 1) Waiting for the Buddha – Anil Chandra
- 2) Chocolate – Manju Kapur

UNIT – B (POETRY) **(0.50 credit)**

- 1) The Tiger – William Blake
- 2) Ode to the West Wind – P. B. Shelley
- 3) The Village Schoolmaster – Oliver Goldsmith

UNIT – C (GRAMMAR) **(0.25 credit)**

- 1) Prepositions
- 2) Introduction to Verbs
- 3) Uses of verbs like “be”, “have”, “do”
- 4) Uses of modals like “may”, and “can” for permission and possibility
- 5) Uses of “can” and “be able” for ability
- 6) Uses of “ought”, “should”, “must”, “have to”, “need”, for obligation

UNIT – D (ESSAY WRITING) **(0.25 credit)**

Students are to be encouraged to write essays on about five topics, under the guidance of the teacher.

INTERNAL ASSESSMENT (FULL MARKS – 30; TOTAL CREDIT –
0.75)

- 1) Class Attendance
- 2) Class Assignment
- 3) Class Presentation

Total Exam Credits – 1.50 + 0.75 = 2.25

བཟོ་རིག་བསྟན་བཅོས་ལོ་རིམ་དང་པོའི་ལོ་རྒྱུས་རིག་པའི་སློབ་ཚན།

BFA (SHASTRI) 1ST YEAR

HISTORY OF ART

རྒྱུགས་དུས་གཉིས་པ།

2nd Semester, Third
Paper

བྲིས་རྒྱུགས།

Written Exam

ཨང་ཐོབ། 70

Marks: 70

བརྒྱབ་དགོས། 1.50

Credits: 1.50

ཚ་གཞུང་།

ཨང་ཐོབ།

Units Credits

1. Sculpture Medieval Indian Sculpture (Palasena, Rashtrakuta, Kashmir and Pallava)
2. Early Medieval Indian Painting (Pala Painting, Early Paintings of Kashmir and Nepal)

35

35

A 0.75

B 0.75

Total Written Exam Credits

1.50

ནང་ཁུལ་རྒྱུས་བཅད།

Internal Assessment

ཨང་ཐོབ། 30

Marks: 30

བརྒྱབ་དགོས། 0.75

Credit: 0.75

- ༡ འཛིན་བཅད། (Attendance) (10 marks)
- ༢ གཏམ་བཤད། (Presentation) (10 marks)
- ༣ ཆེད་ཚུལ། (Assignment) (10 marks)

Total Internal Assessment Credit

0.75

- Grand Total Credits

2.25

བཟོ་རིག་བསྟན་བཅོས་ལོ་རིམ་དང་པོའི་ནང་དོན་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 1ST YEAR

BUDDHIST PHILOSOPHY

རྒྱལ་ཁབ་དུས་གཉིས་པ།	2 nd Semester, Fourth Paper
བྲིས་རྒྱུགས།	Written Exam
ཨང་ཐོབ། 70	Marks: 70
བརྒྱུ་དགོས། 1.50	Credits: 1.50

ཙ་གཞུང་།	ཨང་ཐོབ།	མཚན་པ་པོ།	Units	Credits
༡ བྱང་ཆུབ་ལམ་སློབ།	35	ཇོ་བོ་རྗེ།	A	0.75
༢ ལམ་སློབ་རང་འགྲེལ།	35	ཇོ་བོ་རྗེ།	B	0.75
Total Written Exam Credits			1.50	

ནང་ཁུལ་རྒྱས་བཅད།	Internal Assessment
ཨང་ཐོབ། 30	Marks: 30
བརྒྱུ་དགོས། 0.75	Credit: 0.75

	Marks
༡ འཛིན་བཅད། (Attendance)	10
༢ གཤམ་བཤད། (Presentation)	10
༣ ཚེད་ཚུམ། (Assignment)	10
Total Internal Assessment Credit	0.75
• Grand Total Credits	2.25

བཟོ་རིག་བསྟན་བཅོས་ལོ་རིམ་དང་པོའི་མངོས་བཟོ་རིག་པའི་སློབ་ཚན།

BFA (SHASTRI) 1ST YEAR

AESTHETICS

རྒྱགས་དུས་གཉིས་པ།	2 nd Semester, Fifth Paper
བྲིས་རྒྱགས།	Written Exam
ཨང་ཐོབ། 70	Marks: 70
བརྒྱབ་དགོས། 1.50	Credits: 1.50

རྩ་གཞུང་།	ཨང་ཐོབ།	Units	Credits
1. Introduction to Western Aesthetics-Plato, Aristotle, Art Imitation, Origin of Art and Classification of Art	70	A	1.50
Total Written Exam Credits			1.50

ནང་ཁྲུལ་རྒྱས་བཅད།	Internal Assessment
ཨང་ཐོབ། 30	Marks: 30
བརྒྱབ་དགོས། 0.75	Credit: 0.75

	Marks
༡ འཛིན་བཅད། (Attendance)	10
༢ གཏམ་བཤད། (Presentation)	10
༣ ཆེད་ཚུལ། (Assignment)	10
Total Internal Assessment Credit	0.75
• Grand Total Credits	2.25

བོད་རིག་བསྟན་བཅས་ལོ་རིམ་དང་པོའི་ཤིང་བཞོས་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 1ST YEAR

WOODCRAFT

རྒྱལ་སྤྱི་ལོ་ཤིང་བཞོས་པ།	2 nd Semester, Sixth Paper
བྲིས་རྒྱལ་སྤྱི་ལོ་	Written Exam
མང་ཚོལ། 70	Marks: 70
བརྒྱུ་བ་དགོས། 1.50	Credits: 1.50

ཚ་གཞུང་།	མང་ཚོལ།	Units	Credits
༡ མཚོན་རྟེན་སྟོན།	35	A	0.75
༢ ལས་འཆར་གྱི་ས་བཀའ་བཞོ་སྤྲངས།	35	B	0.75
Total Written Exam Credits			1.50

ནང་ཁུལ་རྒྱས་བཅད།	Internal Assessment
མང་ཚོལ། 30	Marks: 30
བརྒྱུ་བ་དགོས། 0.75	Credit: 0.75

	Marks
༡ འཛིན་བཅད། (Attendance)	10
༢ གཏམ་བཤད། (Presentation)	10
༣ ཚེད་ཚུལ། (Assignment)	10
Total Internal Assessment Credit	0.75

- **Grand Total Credits** **2.25**

བོད་རིག་བསྟན་བཅོས་ལོ་རིམ་དང་པོའི་ཤིང་བཞོས་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 1ST YEAR

WOODCRAFT PRACTICAL EXAM

རྒྱགས་དུས་གཉིས་པ།	2 nd Semester
ལག་ལེན།	Practical Exam
ཨང་ཐོབ། 100	Marks: 100
བརྒྱབ་དགོས། 11.25	Total Credits: 11.25

ཚ་གཞུང་།	ཨང་ཐོབ།	Units	Credits
༡ ཤིང་སྐྱར་ཀ་རྒྱག་སྤངས།	10	A	2.25
༢ མཚོད་གཤོམས་རྒྱག་སྤངས།	10	B	2.25
༣ བཞོས་དབྱིབས།	10	C	2.25
༤ མཚོད་ཉེན་བཞེངས་སྤངས།	10	D	2.25
༥ བཞོས་སྐྱོབ་མའི་བྱེད་སྒོ།	10	E	2.25

བཟོ་རིག་བསྟན་བཅོས་ལོ་རིམ་དང་པོའི་ལྷ་བྲིས་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 1ST YEAR

PAINTING

རྒྱལ་སྤྱི་ལོ་ལྷ་བྲིས་པ།	2 nd Semester, Sixth Paper
བྲིས་རྒྱལ་སྤྱི་ལོ་ལྷ་བྲིས་པ།	Written Exam
ཡང་ཐོབ། 70	Marks: 70
བརྒྱུ་བ་དགོས། 1.50	Credits: 1.50

ཚ་གཞུང་།	ཡང་ཐོབ།	Units	Credits
༡ མགོན་པོ་ཕྱག་རྒྱལ་སྤྱི་ལོ་ལྷ་བྲིས་པ།	35	A	0.75
༢ བདེ་མཚོག་གི་སྐྱེ་གཞུང་ལྷ་བྲིས་པ།	35	B	0.75
Total Written Exam Credits		1.50	

ནང་ཁུལ་རྒྱལ་སྤྱི་ལོ་ལྷ་བྲིས་པ།	Internal Assessment
ཡང་ཐོབ། 30	Marks: 30
བརྒྱུ་བ་དགོས། 0.75	Credit: 0.75

	Marks
༡ འཇོག་བཅས། (Attendance)	10
༢ གཏམ་བཤད། (Presentation)	10
༣ ཚེད་ཚུལ། (Assignment)	10
Total Internal Assessment Credit	0.75

- **Grand Total Credits** 2.25

བཟོ་རིག་བསྟན་བཅོས་ལོ་རིམ་དང་པོའི་ལྷ་བྲིས་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 1ST YEAR
PAINTING PRACTICAL EXAM

རྒྱགས་དུས་གཉིས་པ།	2 nd Semester
ལག་ལེན།	Practical Exam
ཨང་ཐོབ། 100	Marks: 100
བརྒྱབ་དགོས། 11.25	Total Credits: 11.25

རྩ་གཞུང་།	ཨང་ཐོབ།	Units	Credits
༡ བྱང་སེམས་འགྲུང་ཅན་གྱི་ལྷ།	10	A	1.60
༢ འཇམ་དབྱངས་གྱི་སྐུ་གཟུགས།	10	B	1.60
༣ རྩོམ་སེམས་གྱི་སྐུ་གཟུགས།	10	C	1.60
༤ ལྷུན་རས་གཟིགས་གྱི་སྐུ་གཟུགས།	10	D	1.60
༥ རོ་བོ་རྗེའི་སྣང་བརྟན།	10	E	1.60
༦ མགོན་པོ་ཕྱག་དུག་གི་སྣང་བརྟན།	10	F	1.60
༧ བདེ་མཚོག་གི་སྐུ་གཟུགས།	10	G	1.60

केन्द्रीय तिब्बती अध्ययन विश्वविद्यालय, सारनाथ, वाराणसी
(मान्य विश्वविद्यालय)

शास्त्री द्वितीय वर्ष
ललित कला
पाठ्यक्रम
SYLLABUS

BACHELOR OF FINE ART (BFA), SECOND YEAR



भोट विद्या संस्थानम्

CENTRAL UNIVERSITY OF TIBETAN STUDIES
(A DEEMED UNIVERSITY)
SARNATH, VARANASI
2015

FIRST SEMESTER

प्रथम अधिसत्र

ཞོར་འབྲིང་སློབ་ཚན།

ག སློབ་ཚན།
བྱར་བཏོན་བྱ་ལུལ།

བོད་ཀྱི་སྐྱོན་ངག་གི་བྱུང་རབས་མདོར་བསྡུས།
ཀན་སུ་མི་དམངས་དཔེ་སྐྱོན་ཁང་ནས་པར་སྐྱོན་ལྷན་ཁུངས་པའི་སྐྱོན་ཚིག་རིག་པའི་ཤེས་
བྱ་གནད་བསྡུས་ཀྱི་བཤད་སྐྱུར་ཚོམ་རིག་འཇུག་སྒྲིག་ཤོག་གྲངས། ༡༤༢ བས་ ༡༤༦
བར། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་ཨང་། ༠༧༡༠༢༥༥
ཚོམ་པ་པོ། རྡོ་ལི་གདོང་དུག་སྐྱེམས་སྒྲིག་

སྤྱི་ཚན་གཉིས་པ།

འཆང་འབྲིང་སློབ་ཚན།
ཀ སློབ་ཚན།
བྱར་བཏོན་བྱ་ལུལ།

རང་བཞིན་བརྗོད་པའི་རྒྱུ་ལས་རིགས་དང་རྣམ་རང་བཞིན་བརྗོད་པའི་སྐོར།
མཚོ་སྐོན་མི་རིགས་དཔེ་སྐྱོན་ཁང་ནས་པར་སྐྱོན་ལྷན་ཁུངས་པའི་སྐྱོན་ངག་ལ་འཇུག་
པའི་ཚིག་རྒྱུ་རིག་པའི་སྒྲིག་འབྲེན། ཤོག་གྲངས། ༡༣༢ བས་ ༡༣༥ བར་དང། ཤོག་
གྲངས། ༡༣༤ བས་ ༡༤༠ བར། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་ཨང་། ༠༧༥༥༤༥༥
ཚོམ་པ་པོ། དུང་དཀར་སློབ་བཟང་འཕྲིན་ལས།
བྱར་བཏོན་དཔེ་དེབ། ཚོ་ཏན་ཞབས་དུང་གིས་མཛོད་པའི་སྐྱོན་ངག་སྒྲིག་དོན།

ཁ སློབ་ཚན།

དཔེ་རྒྱུ་སོ་གཉིས་ལས་རྒྱུ་དང་པོ་ནས་བཅུ་པ་བར།

བྱར་བཏོན་བྱ་ལུལ།

མཚོ་སྐོན་མི་རིགས་དཔེ་སྐྱོན་ཁང་ནས་པར་སྐྱོན་ལྷན་ཁུངས་པའི་སྐྱོན་ངག་ལ་འཇུག་པའི་
ཚིག་རྒྱུ་རིག་པའི་སྒྲིག་འབྲེན། ཤོག་གྲངས། ༡༤༠ བས་ ༡༥༣ བར། ཞི་འཚོ་དཔེ་
མཛོད་ཀྱི་དཔེ་ཨང་། ༠༧༥༥༤༥༥

ཚོམ་པ་པོ།
བྱར་བཏོན་དཔེ་དེབ།

དུང་དཀར་སློབ་བཟང་འཕྲིན་ལས།
ཚོ་ཏན་ཞབས་དུང་གིས་མཛོད་པའི་སྐྱོན་ངག་སྒྲིག་དོན།

ཞོར་འབྲིང་སློབ་ཚན།

སློབ་ཚན།
བྱར་བཏོན་བྱ་ལུལ།

ཞོར་བྱུང་མཚུངས་པ་གསལ་བྱེད་ཀྱི་སྒྲིག་དང་། དེ་ནས་མཛུ་རྒྱུ་རྒྱུ་ལས།
མཚོ་སྐོན་མི་རིགས་དཔེ་སྐྱོན་ཁང་ནས་པར་སྐྱོན་ལྷན་ཁུངས་པའི་སྐྱོན་ངག་ལ་འཇུག་པའི་
ཚིག་རྒྱུ་རིག་པའི་སྒྲིག་འབྲེན། ཤོག་གྲངས། ༡༤༥ བས་ ༡༤༤ བར། ཞི་འཚོ་དཔེ་
མཛོད་ཀྱི་དཔེ་ཨང་། ༠༧༥༥༤༥༥

ཚོམ་པ་པོ།

དུང་དཀར་སློབ་བཟང་འཕྲིན་ལས།

ཟུར་བཏོན་བྱ་ཡུལ།	མི་རིགས་དབེ་སྐྱེན་ཁང་ནས་པར་སྐྱེན་ལྷན་པའི་བོད་ཀྱི་གནའ་དེང་ཚྭ་ཡིག་གཅེས་བསྐྱེགས། ཤོག་གྲངས། ༢༧༥ ནས་ ༢༨༤ བར། ཞི་འཚོ་དབེ་མཚོ་དྲི་དབེ་ཨང་། ༠༧༥༢༥༢།
གནའ་ཚྭ།	དབུས་གཙང་མངའ་རིས་དང་བཅས་པའི་དགེ་བའི་བཤེས་གཞིན་ཡོན་མཚོ་དྲི་ལྷན་པའི་སྐྱེད་སྐྱོང་བ།
ཚྭ་པ་བོ།	ས་བཤ།
ཟུར་བཏོན་བྱ་ཡུལ།	མི་རིགས་དབེ་སྐྱེན་ཁང་ནས་པར་སྐྱེན་ལྷན་པའི་བོད་ཀྱི་གནའ་དེང་ཚྭ་ཡིག་གཅེས་བསྐྱེགས། ཤོག་གྲངས། ༣༠༣ ནས་ ༣༡༡ བར། ཞི་འཚོ་དབེ་མཚོ་དྲི་དབེ་ཨང་། ༠༧༥༢༥༢།
དེང་ཚྭ།	འདུ་འབྲལ་སློང་པོ་མེད་པར་རྟོགས་པའི་སྐུ།
ཚྭ་པ་བོ།	དགེ་འདུན་ཚོས་འཕེལ།
ཟུར་བཏོན་བྱ་ཡུལ།	མི་རིགས་དབེ་སྐྱེན་ཁང་ནས་པར་སྐྱེན་ལྷན་པའི་བོད་ཀྱི་གནའ་དེང་ཚྭ་ཡིག་གཅེས་བསྐྱེགས། ཤོག་གྲངས། ༧༤ ནས་ ༧༥ བར། ཞི་འཚོ་དབེ་མཚོ་དྲི་དབེ་ཨང་། ༠༧༥༢༥༢།
དེང་ཚྭ།	ལམ་ཐུན་དུ་ལྷག་པའི་གཏམ།
ཚྭ་པ་བོ།	ཚོགས་བཅད་སྐྱེན་ངག་འཇུ་སྐལ་བཟང།
ཟུར་བཏོན་བྱ་ཡུལ།	མཚོ་ཚོན་མི་རིགས་དབེ་སྐྱེན་ཁང་ནས་པར་སྐྱེན་ལྷན་པའི་གསེར་གྱི་གདུ་བྱ། ཤོག་གྲངས། ༥༡ ནས་ ༧༥ བར། ཞི་འཚོ་དབེ་མཚོ་དྲི་དབེ་ཨང་། ༠༥༤༡༧༤།

INTERNAL ASSESSMENT (FULL MARKS – 30; TOTAL CREDIT – 0.75)

- 1) Class Attendance (10 marks)
- 2) Class Assignment (10 marks)
- 3) Class Presentation (10 marks)

BACHELOR OF FINE ARTS (SECOND YEAR), FIRST SEMESTER

SECOND PAPER

**WRITTEN EXAMINATION (FULL MARKS – 70; TOTAL CREDITS –
3.75)**

UNIT – A (PROSE) (1 credit)

- | | | | |
|----|----------------------|---|---------------|
| 1) | Long to Rain Over Us | - | John Cooke |
| 2) | Cutie Pie | - | Nicholas Fisk |
| 3) | Socialism | - | C. E. M. Joad |
| 4) | Lost and Found | - | Mihir Bose |

UNIT – B (DRAMA) (1 credit)

- 1) Shirts – John Challen

UNIT – C (GRAMMAR) (1 credit)

- 1) Sequence of Tense Forms
- 2) The Present-Tense Forms
- 3) The Past-Tense Forms
- 4) The Future-Tense Forms
- 5) The Conditionals
- 6) Interrogatives: “Wh-” words and “how?”

UNIT – D (LETTER-WRITING) (0.75 credit)

Students are to be encouraged to practise writing different kinds of formal letters, under the guidance of the teacher.

**INTERNAL ASSESSMENT (FULL MARKS – 30; TOTAL CREDIT –
0.75)**

- 1) Class Attendance
- 2) Class Assignment
- 3) Class Presentation

བཟོ་རིག་བསྟན་བཅོས་ལོ་རིམ་གཉིས་པའི་ལོ་རྒྱུས་རིག་པའི་སློབ་ཚན།

BFA (SHASTRI) 2ND YEAR

HISTORY OF ART

རྒྱུགས་དུས་དང་པོ།

1st Semester,

Third Paper

ཐོ་རྒྱུགས།

Written Exam

ཨང་ཐོབ། 70

Marks: 70

བརྒྱབ་དགོས། 1.50

Credits: 1.50

རྩ་གཞུང་།	ཨང་ཐོབ།	Units	Credits
1. Renaissance art early Sculpture-Giberti, Donatello, Painting-Masaccio, Botticelli, Montegna	17.5	A	0.375
2. High Renaissance Sculpture-Bellini, Michaelangelo; Painting-Michaelangelo, Loenardo da Vinci, Raphael, Titian, Georgione	17.5	B	0.375
3. Mannerism	17.5	C	0.375
4. Baroque Art- Caravaggio, Bernini, Velasques, Peter Paul Rubbens, Frans Halls, Rembrandt	17.5	D	0.375
Total Written Exam Credits			1.50

ནང་ཁྱུས་རྒྱུས་བཅད།

Internal Assessment

ཨང་ཐོབ། 30

Marks: 30

བརྒྱབ་དགོས། 0.75

Credit: 0.75

- ༡ འཛིན་བཅད། (Attendance) 10
- ༢ གཏམ་བཤད། (Presentation) 10
- ༣ ཆེད་ཚོལ།(Assignment) 10

Total Internal Assessment Credit

0.75

• **Grand Total Credits**

2.25

བཟོ་རིག་པའི་སྐབས་ལྷན་དུ་བཅོམ་སྒྲིག་པའི་རིམ་ཁག་ཉི་མཉེན་པོའི་
 རང་དོན་རིག་པའི་འཕེལ་སྐྱོད་ལ་བརྟེན།

BFA (SHASTRI) 2ND YEAR

BUDDHIST PHILOSOPHY

རྒྱལ་ཁབ་འཕེལ་སྐྱོད་ལྷན་ཁྲིའི་

1st Semester,

Fourth Paper

བྲི་རྒྱུག་ལ།

Written Exam

ཨང་ཐོབ། 70

Marks: 70

བརྒྱུ་བ་དམིགས། 1.50

Credits: 1.50

ཚིག་འབྲུག་།	ཨང་ཐོབ།	མཛད་པ་ལོ།	Units	Credits
༡ རིན་ཆེན་མེད་པ། (སྟོང་ཆ།)	35	སྟོབ་དཔོན་རྒྱ་རྒྱུ་བ།	A	0.75
༢ རིན་ཆེན་མེད་པའི་འགྲེལ་བ།	35	རྒྱལ་ཚབ་རྗེ།	B	0.75
Total Written Exam Credits		1.50		

ནང་ཁུལ་རྒྱལ་བཅད།

Internal Assessment

ཨང་ཐོབ། 30

Marks: 30

བརྒྱུ་བ་དམིགས། 0.75

Credit: 0.75

Marks

༡	འཛིན་བཅད། (Attendance)	10
༢	གཏམ་བཤད། (Presentation)	10
༣	ཆེད་ཚུལ། (Assignment)	10

Total Internal Assessment Credit

0.75

• Grand Total Credits

2.25

བཟོ་རིག་བརྟན་བཅོས་ལ་རིམ་གཉིས་པའི་མངོས་བཟོ་རིག་པའི་སློབ་ཚན།

BFA (SHASTRI) 2ND YEAR

AESTHETICS

རྒྱགས་དུས་དང་པོ།

1st Semester

Fifth Paper

བྲི་རྒྱགས།

Written Exam

ཙང་ཐོབ། 70

Marks: 70

བརྒྱབ་དགོས། 1.50

Credits: 1.50

ཚ་གཞུང་།

ཙང་ཐོབ།

Unit

Credits

1. Art and Beauty-The Indian and Western Concepts

35

A

0.75

2. Work of Art, Form and Content in a Work of Art,
Theory of Imitation, Representation and Expression

35

B

0.75

Total Written Exam Credits

1.50

ནང་ཁུལ་རྒྱས་བཅད།

Internal Assessment

ཙང་ཐོབ། 30

Marks: 30

བརྒྱབ་དགོས། 0.75

Credit: 0.75

Marks

༡ འཛིན་བཅད། (Attendance)

10

༢ གཏམ་བཤད། (Presentation)

10

༣ ཆེད་ཚུལ། (Assignment)

10

Total Internal Assessment Credit

0.75

• Grand Total Credits

2.25

བཟོ་རིག་བསྟན་བཅོས་ལོ་རིམ་གཉིས་པའི་ཤིང་བརྗོད་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 2ND YEAR

WOODCRAFT

རྒྱགས་དུས་དང་པོ།	1 st Semester
	Sixth Paper
བྲི་རྒྱགས།	Written Exam
ཨང་ཐོབ། 70	Marks: 70
བརྒྱབ་དགོས། 1.50	Credits: 1.50

ཚ་གཞུང་།	ཨང་ཐོབ།	Units	Credits
༡ བཞུགས་ཁྲིའི་སློབ།	70	A	1.50
Total Written Exam Credits			1.50

ནང་ཁུལ་རྒྱས་བཅད།	Internal Assessment
ཨང་ཐོབ། 30	Marks: 30
བརྒྱབ་དགོས། 0.75	Credit: 0.75

	Marks
༡ འཛིན་བཅད། (Attendance)	10
༢ གཏམ་བཤད། (Presentation)	10
༣ ཆེད་ཚུལ། (Assignment)	10
Total Internal Assessment Credit	0.75
• Grand Total Credits	2.25

བོད་རིག་བསྟན་བཅོས་ལོ་རིམ་གཉིས་པའི་ལྷ་བྱིས་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 2ND YEAR

PAINTING

རྒྱགས་དུས་དང་པོ།	1 st Semester
	Sixth Paper
བྲི་རྒྱགས།	Written Exam
ཨང་ཐོབ། 70	Marks: 70
བརྒྱབ་དགོས། 1.50	Credits: 1.50

ཚ་གཞུང་།	ཨང་ཐོབ།	Units	Credits
༡ རྩི་མེ་འཕགས་མའི་སྤང་བརྟན།	35	A	0.75
༢ རྩི་མེ་འཕགས་མའི་སྤང་བརྟན།	35	B	0.75
Total Written Exam Credits			1.50

ནང་ཁྱུལ་རྒྱས་བཅད།	Internal Assessment
ཨང་ཐོབ། 30	Marks: 30
བརྒྱབ་དགོས། 0.75	Credit: 0.75

	Marks
༡ འཛིན་བཅད། (Attendance)	10
༢ གཏམ་བཤད། (Presentation)	10
༣ ཚེད་ཚུལ། (Assignment)	10

Total Internal Assessment Credit **0.75**

- **Grand Total Credits**

2.25

SECOND SEMESTER

द्वितीय अधिसत्र

སྐུ་མཐོ་སློབ་སྐྱེ་ཚུ་ལ་མེ་ཚན་གྱི་བོད་ཀྱི་སྐད་ཡིག་དང་ཚུམ་རིག་བསྟན་བཅས་ལོ་རིམ་
གཉིས་པ།

FINE ARTS SHASTRI 2ND YEAR
TIBETAN LANGUAGE AND LITERATURE

རྒྱལ་སྐད་ཀྱི་གཉིས་པ།
འོག་ཀྱི་དང་པོ།
ཨང་ཐོབ། 100

Second Semester
First Paper
MM 100

ཨང་ཐོབ་ཆ་བཤོས་བྱེད་ཚུལ་ནི།	རྒྱལ་སྐད་ཀྱི་སོ་སོར་བྱོན་ཐོབ་ཨང་ 100 རེ་ཡོད་པ་ལས། Credits: 2.25		
	འཆད་འབྲིད་སློབ་ཚན་ལ་ཐོབ་ཨང་།	40	0.80
	ཞོར་འབྲིད་ལ་ཐོབ་ཨང་།	15	0.35
	རང་སློབ་སློབ་ཚན་ལ་ཐོབ་ཨང་།	15	0.35
	ཚུམ་རིག་གཏམ་བཤད་འབྲོར་ཏྟགས།	30	0.75

མེ་ཚན་བཞི་པ།

འཆད་འབྲིད་སློབ་ཚན།
ཀ། སློབ་ཚན།
བྱར་བཏོན་བྱ་ཡུལ།

ཚུམ་པ་པོ།
བྱར་བཏོན་དཔེ་དེབ།

གཟུགས་རྒྱུ་ཉི་ཤུ་ལས་རྒྱུ་དང་པོ་ནས་བཅུ་པ་བར།
མཚོ་སློབ་མི་རིགས་དཔེ་སྐྱོད་ཁང་ནས་དཔར་སྐྱོད་ཞུས་པའི་སྟན་འགྲུབ་ལ་
འཇུག་པའི་ཚིག་རྒྱུ་རིག་པའི་སློབ་འབྲེད། ཤོག་གྲངས། 112 བས་ 272
བར། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་ཨང་། 055553

དུང་དཀར་སློབ་ཐབས་འཕྲིན་ལས།
ཚོ་ཏན་ཞབས་དུང་གིས་མཛོད་པའི་སྟན་འགྲུབ་སྐྱེ་དོན།

ཁ། སློབ་ཚན།
བྱར་བཏོན་བྱ་ཡུལ།

ཚུམ་པ་པོ།
བྱར་བཏོན་དཔེ་དེབ།

གཟུགས་རྒྱུ་ཉི་ཤུ་ལས་རྒྱུ་བཅུ་གཅིག་ནས་ཉི་ཤུ་བར།
མཚོ་སློབ་མི་རིགས་དཔེ་སྐྱོད་ཁང་ནས་དཔར་སྐྱོད་ཞུས་པའི་སྟན་འགྲུབ་ལ་
འཇུག་པའི་ཚིག་རྒྱུ་རིག་པའི་སློབ་འབྲེད། ཤོག་གྲངས། 272 བས་ 224
བར། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་ཨང་། 055553

དུང་དཀར་སློབ་ཐབས་འཕྲིན་ལས།
ཚོ་ཏན་ཞབས་དུང་གིས་མཛོད་པའི་སྟན་འགྲུབ་སྐྱེ་དོན།

ཞོར་འབྲིད་སློབ་ཚན།

རྒྱུ་བརྟན་བྱ་ཡུལ། མཚོ་ཚོན་མི་རིགས་དབེ་སྐྱོན་ཁང་ནས་དཔར་སྐྱོན་འཛུགས་པའི་སྐྱོན་ངག་ལ་འཇུག་
པའི་ཚོགས་རྒྱུན་རིག་པའི་སྐོ་འབྱེད། འོག་གསལ། ༢༤༧ རས་ ༢༩༩ བར། ཞི་འཚོ་
དབེ་མཛོད་ཀྱི་དབེ་ཨང་། ༠༩༩༩༥༣།

ཚོམ་པ་པོ། དྲུང་དཀར་སྐོ་བཟང་འབྲིན་ལས།
རྒྱུ་བརྟན་དབེ་དེབ། ཚོ་ཉན་ཞབས་དྲུང་གིས་མཛོད་པའི་སྐྱོན་ངག་སྤྱི་དོན།

ཁ སྐོབ་ཚན། རྒྱུ་བའི་འགོག་རྒྱན་ཅུད་པའི་སྐྱུག་མ་ཡོངས།
རྒྱུ་བརྟན་བྱ་ཡུལ། མཚོ་ཚོན་མི་རིགས་དབེ་སྐྱོན་ཁང་ནས་དཔར་སྐྱོན་འཛུགས་པའི་སྐྱོན་ངག་ལ་འཇུག་
པའི་ཚོགས་རྒྱུན་རིག་པའི་སྐོ་འབྱེད། འོག་གསལ། ༢༩༩ རས་ ༢༤༡ བར། ཞི་འཚོ་
དབེ་མཛོད་ཀྱི་དབེ་ཨང་། ༠༩༩༩༥༣།

ཚོམ་པ་པོ། དྲུང་དཀར་སྐོ་བཟང་འབྲིན་ལས།
རྒྱུ་བརྟན་དབེ་དེབ། ཚོ་ཉན་ཞབས་དྲུང་གིས་མཛོད་པའི་སྐྱོན་ངག་སྤྱི་དོན།

ལོར་འབྲིད་སྐོབ་ཚན། བརྒྱ་གསལ་རྩོད་གི་རྣམ་གཞག་ལི་མིའི་གྲུར་ཁང་།ཚན་པ་བཞེ་བ། ལེགས་རྒྱུར་སླད་
སྐོབ་ཚན། བརྒྱ་གསལ་པ་ལ་བརྒྱུ་རྩོད་དུ་འབྲུལ་བ་བཤད་བ་ནས་་་་འཇུག་ཐའི་བར

རྒྱུ་བརྟན་བྱ་ཡུལ། མི་རིགས་དབེ་སྐྱོན་ཁང་ནས་དཔར་སྐྱོན་འཛུགས་པའི་བརྒྱ་གསལ་རྩོད་གི་རྣམ་གཞག་
ལི་མིའི་གྲུར་ཁང་། འོག་གསལ། ༡༤ རས་ ༢༤ བར། ཞི་འཚོ་དབེ་མཛོད་ཀྱི་དབེ་
ཨང་། ༠༥༣༡༥༣།

ཚོམ་པ་པོ། རྒྱུགས་ལྟོན་རིན་ཆེན་བྱ་ཤེས།
རྒྱུ་བརྟན་དབེ་དེབ། དཀར་ཆེན་པརྟའི་དག་ཡིག་ཀུན་བཏུས་ཀྱི་དོན་མཚན་མཐོང་བ་ཀུན་ཤེས་སྐོ་
གསལ་མཁུལ་རྒྱུ།

རྒྱུགས་དུས་གཉིས་པའི་རང་སྐོག་ཚོམ་ཡིག།
གནའ་ཚོམ། ཁ་ཆེ་པ་ལྟ།
དེད་ཚོམ། བཀྲས་རྒྱུར་ཚང་གི་གསལ་བའི་གཏམ་རྒྱུད།
ཚོམ་པ་པོ། བཀྲ་གདོང་བཀྲས་སྤིང་དབང་དོན།
རྒྱུ་བརྟན་བྱ་ཡུལ། བོད་རྫོངས་མི་དམངས་དབེ་སྐྱོན་ཁང་ནས་དཔར་སྐྱོན་འཛུགས་པའི་སྐྱོན་ངག་ལ་འཇུག་
ཞི་འཚོ་དབེ་མཛོད་ཀྱི་དབེ་ཨང་།

**INTERNAL ASSESSMENT (FULL MARKS – 30; TOTAL CREDIT –
0.75)**

- 1) Class Attendance (10 marks)
- 2) Class Assignment (10 marks)
- 3) Class Presentation (10 marks)

ENGLISH
BACHELOR OF FINE ARTS (SECOND YEAR), SECOND SEMESTER
SECOND PAPER

**WRITTEN EXAMINATION (FULL MARKS – 70; TOTAL CREDITS –
1.50)**

UNIT – A (PROSE) **(0.50 credit)**

- 1) Glimpses of Ancient India: Letters from Grandfather – Anil Chandra
- 2) The Fly – Katherine Mansfield

UNIT – B (POETRY) **(0.50 credit)**

- 1) She Walks In Beauty – Lord Byron
- 2) The Sunset – P. B. Shelley
- 3) Under the Greenwood Tree – William Shakespeare

UNIT – C (GRAMMAR) **(0.25 credit)**

- 1) The Infinitive
- 2) The Gerund
- 3) Infinitive and Gerund Constructions
- 4) The Participles
- 5) Commands, Requests, Invitations, Advice, Suggestions
- 6) The Subjunctive Case

UNIT – D (LETTER-WRITING) **(0.25 credit)**

Students are to be encouraged to practise writing different kinds of formal letters, under the guidance of the teacher.

**INTERNAL ASSESSMENT (FULL MARKS – 30; TOTAL CREDIT –
0.75)**

- 1) Class Attendance
- 2) Class Assignment
- 3) Class Presentation

Total Exam Credits – 1.50 + 0.75 = 2.25

བོད་རིག་བསྟན་བཅོས་ལོ་རིམ་གཉིས་པའི་ལོ་རྒྱུས་རིག་པའི་སློབ་ཚན།

BFA (SHASTRI) 2ND YEAR

HISTORY OF ART

རྒྱུགས་དུས་གཉིས་པ།	2 nd Semester, Third Paper
བྲིས་རྒྱུགས།	Written Exam
མང་ཚོབ། 70	Marks: 70
བརྒྱབ་དགོས། 1.50	Credits: 1.50

ཚ་གཞུང་།	མང་ཚོབ།	Units	Credits
1. Scroll Painting from India, Nepal and Tibet	35	A	0.75
2. Miniature Painting: Pre Mughul, Rajasthan, Mughul and Paharia	35	B	0.75
Total Written Exam Credits			1.50

ནང་ཁུལ་རྒྱས་བཅད།	Internal Assessment
མང་ཚོབ། 30	Marks: 30
བརྒྱབ་དགོས། 0.75	Credit: 0.75

	Marks
༡ འཛིན་བཅད། (Attendance)	10
༢ གཏམ་བཤད། (Presentation)	10
༣ ཆེད་ཚུལ། (Assignment)	10
Total Internal Assessment Credit	0.75

- **Grand Total Credits** 2.25

བཟོ་རིག་བསྟན་བཅོས་ལོ་རིམ་དང་པོའི་ནང་དོན་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 2ND YEAR

BUDDHIST PHILOSOPHY

རྒྱལ་ཁབ་ལྷན་ཁྲིམས་པ།	2 nd Semester, Fourth Paper
བྲིས་རྒྱལ་ཁབ་	Written Exam
ཨང་ཐོབ། 70	Marks: 70
བརྒྱུ་འདོགས། 1.50	Credits: 1.50

ཚ་གཞུང་།	ཨང་ཐོབ།	མཛད་པ་པོ།	Units	Credits
༡ རིན་ཆེན་མེད་པ། (སྤང་ཆ།)	35	སློབ་དཔོན་ལྷ་རྒྱལ།	A	0.75
༢ རིན་ཆེན་མེད་པའི་འགྲེལ་པ།	35	རྒྱལ་ཚབ་རྗེ།	B	0.75
Total Written Exam Credits				1.50

ནང་ཁུལ་རྒྱས་བཅད།	Internal Assessment
ཨང་ཐོབ། 30	Marks: 30
བརྒྱུ་འདོགས། 0.75	Credit: 0.75

	Marks
༡ འཛིན་བཅད། (Attendance)	10
༢ གཞུང་བཤད། (Presentation)	10
༣ ཆེད་ཚུལ། (Assignment)	10
Total Internal Assessment Credit	0.75

- **Grand Total Credits** **2.25**

བཟོ་རིག་བརྟན་བཅོས་ལོ་རིམ་གཉིས་པའི་མངོས་བཟོ་རིག་པའི་སློབ་ཚན།

BFA (SHASTRI) 2ND YEAR

AESTHETICS

རྒྱལ་སྤྱི་ལོ་འཁོར་ལོ་

2nd Semester, Fifth
Paper

བྲིས་རྒྱུགས།

Written Exam

ཨང་ཐོབ། 70

Marks: 70

བརྒྱུ་བ་དགོས། 1.50

Credits: 1.50

རྩ་གཞུང་།

ཨང་ཐོབ།

Units

Credits

1. Principles of Iconometry, Gestures, Postures and Attributes in Hindu and Buddhist Iconography

70

A

1.50

Total Written Exam Credits

1.50

ནང་ཁྲུལ་རྒྱུ་བཅད།

Internal Assessment

ཨང་ཐོབ། 30

Marks: 30

བརྒྱུ་བ་དགོས། 0.75

Credit: 0.75

Marks

- ༡ འཛིན་བཅད། (Attendance)
- ༢ གཏམ་བཤད། (Presentation)
- ༣ ཆེད་ཚུལ། (Assignment)

10

10

10

Total Internal Assessment Credit

0.75

- Grand Total Credits

2.25

བོད་རིག་བརྟན་བཅོས་ལོ་རིམ་གཉིས་པའི་ཤིང་བརྐོས་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 2ND YEAR

WOODCRAFT

རྒྱལ་སྤྱི་ལོ་ཤིང་བརྐོས་པ།	2 nd Semester, Sixth Paper
བྲིས་རྒྱལ་སྤྱི་ལོ་	Written Exam
མང་ཚོལ། 70	Marks: 70
བརྒྱུ་བ་དགོས། 1.50	Credits: 1.50

ཚན་གཞུང་།	མང་ཚོལ།	Units	Credits
༡ དགོན་པའི་སློབ་པ།	70	A	1.50
Total Written Exam Credits			1.50

ནང་ཁུལ་རྒྱལ་བཅད།	Internal Assessment
མང་ཚོལ། 30	Marks: 30
བརྒྱུ་བ་དགོས། 0.75	Credit: 0.75

	Marks
༡ འཛིན་བཅད། (Attendance)	10
༢ གཏམ་བཤད། (Presentation)	10
༣ ཚེད་ཚུལ། (Assignment)	10
Total Internal Assessment Credit	0.75
• Grand Total Credits	2.25

བོད་རིག་བརྟན་བཅོས་ལོ་རིམ་གཉིས་པའི་ཤིང་བཀོས་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 2ND YEAR

(WOODCRAFT PRACTICAL EXAM)

རྒྱལ་སྤྱི་ལོ་འཁོར་ལོ་	2 nd Semester
ལག་ལེན།	Practical Exam
མང་ཐོབ། 100	Marks: 100
བརྒྱུ་བ་དགོས། 11.25	Credits: 11.25

རྩ་གཞུང་།	མང་ཐོབ།	Units	Credits
༡ བཞུགས་ཁྲིའི་སློབ་སྦྱང་སྤྱོད་པ།	17.5	A	2.80
༢ ལུང་བ་བཅོས་སྦྱང་སྤྱོད་པ།	17.5	B	2.80
༣ བཀོས་ཀྱི་བཅོས་དབྱིབས།	17.5	C	2.80
༤ ལྷ་རྒྱུ་སློབ་མའི་བྱེད་སློབ།	17.5	D	2.80

བཟོ་རིག་བསྟན་བཅོས་ལོ་རིམ་གཉིས་པའི་ལྷ་བྲིས་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 2ND YEAR

PAINTING

རྒྱགས་དུས་གཉིས་པ།	2 nd Semester, Sixth Paper
བྲིས་རྒྱགས།	Written Exam
ཨང་ཐོབ། 70	Marks: 70
བརྒྱབ་དགོས། 1.50	Credits: 1.50

ཙ་གཞུང་།	ཨང་ཐོབ།	Units	Credits
༡ དཔལ་ལྷན་ལྷ་མོའི་སྣང་བརྟན།	35	A	0.75
༢ ལྷ་འབྲོར་མའི་སྣང་བརྟན།	35	B	0.75
Total Written Exam Credits			1.50

ནང་ཁུལ་རྒྱས་བཅད།	Internal Assessment
ཨང་ཐོབ། 30	Marks: 30
བརྒྱབ་དགོས། 0.75	Credit: 0.75

	Marks
༡ འཛིན་བཅད། (Attendance)	10
༢ གཏམ་བཤད། (Presentation)	10
༣ ཆེད་ཚུལ། (Assignment)	10
Total Internal Assessment Credit	0.75

- **Grand Total Credits** 2.25

བོད་རིག་བསྟན་བཅོས་ལོ་རིམ་གཉིས་པའི་ལྷ་བྲིས་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 2ND YEAR

PAINTING PRACTICAL EXAM

རྒྱགས་དུས་གཉིས་པ།	2 nd Semester
ལག་ལེན།	Practical Exam
ཨང་ཐོབ། 100	Marks: 100
བརྒྱབ་དགོས། 11.25	Credits: 11.25

ཚ་གཞུང་།	ཨང་ཐོབ།	Units	Credits
༡ རྡོ་རྗེ་འཕགས་མའི་སྤང་བརྟན།	17.5	A	2.80
༢ རྣམ་རྒྱལ་མའི་སྤང་བརྟན།	17.5	B	2.80
༣ དཔལ་ལྷན་ལྷ་མའི་སྤང་བརྟན།	17.5	C	2.80
༤ རྣམ་འབྲེལ་མའི་སྤང་བརྟན།	17.5	D	2.80

केन्द्रीय तिब्बती अध्ययन विश्वविद्यालय, सारनाथ, वाराणसी
(मान्य विश्वविद्यालय)

शास्त्री तृतीय वर्ष
ललित कला
पाठ्यक्रम
SYLLABUS

BACHELOR OF FINE ART (BFA), THIRD YEAR



भोट विद्या संस्थानम्

CENTRAL UNIVERSITY OF TIBETAN STUDIES
(A DEEMED UNIVERSITY)
SARNATH, VARANASI
2015

FIRST SEMESTER

प्रथम अधिसत्र

སྐྱེ་མཚན་སློབ་སྦྱོར་གྱི་ཆེན་མོ་དང་སྤྱི་བོད་སྐད་དཔྲད་པའི་ལོ་རྒྱུས་དང་རྒྱ་སྐད་ཡིག་དང་རྩོམ་རིག་བསྟན་བཅས་ལོ་རིམ་

གསུམ་པ།

FINE ART SHASTRI 3rd YEAR

TIBETAN LANGUAGE AND LITERATURE

རྒྱུགས་དུས་དང་པོ།
འགྲེལ་བཤེས་དང་པོ།
ཨང་ཐོབ། ༧༠

First Semester

First Paper

MM 70

ཨང་ཐོབ་ཆ་བཤེས་བྱེད་སྡེ་སྤྱི་བོད་སྐད་ཡིག་དཔྲད་པའི་ལོ་རྒྱུས་དང་རྒྱ་སྐད་ཡིག་དང་རྩོམ་རིག་བསྟན་བཅས་ལོ་རིམ་ Credits: 2.25

འཆད་འབྲིད་སློབ་ཚན་ལ་ཐོབ་ཨང་།	40	0.80
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ཞོར་འབྲིད་ལ་ཐོབ་ཨང་།	15	0.35
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རང་སློབ་སློབ་ཚན་ལ་ཐོབ་ཨང་།	15	0.35
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རྩོམ་རིག་གཏམ་བཤེས་འགྲེལ་བཤེས་ལ།	30	0.75
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སློབ་ཚན་དང་པོ།

འཆད་འབྲིད་སློབ་ཚན།

ག ༡ སློབ་ཚན།

དོན་གཞན་བཀོད་པའི་རྒྱུ་བརྒྱུད་ལས་གཉིས་པ་བྱུང་བར་ལ་གནས་པའི་དོན་གཞན་བཀོད་པ་དང་། གསུམ་པ་སྤྱི་བོད་སྐད་ཡིག་དཔྲད་པའི་ལོ་རྒྱུས་དང་རྒྱ་སྐད་ཡིག་དང་རྩོམ་རིག་བསྟན་བཅས་ལོ་རིམ་

བྱར་བུ་ལྟ་བུ་ལ།

མཚོ་སློབ་མི་རིགས་དཔེ་སྐྱེད་ཁང་ནས་པར་སྤྱོད་ཞུས་པའི་སློབ་དཔེ་ལ་འཇུག་པའི་ཚིག་རྒྱ་རིག་པའི་སློབ་འབྲིང་། འགྲེལ་བཤེས་༢༠༠༠ ལས་ ༢༠༠༥ ལས་ ཞི་འཇོ་དཔེ་མཛོད་ཀྱི་དཔེ་ཨང་། ༠༥༤༤༥༥

རྩོམ་པ་པོ།

བྱར་བུ་ལྟ་བུ་ལ།

དུང་དཀར་སློབ་ཚན་འབྲིད་ལས།
ཚོ་རྒྱུ་ཞུས་པའི་སློབ་འབྲིང་ལས་སྤྱོད་པའི་སློབ་དཔེ་སྐྱེད་ཁང་གི་དོན་འགྲེལ།

ཚངས་སྐབས་བཤེས་པའི་སློབ་དཔེ་ལ།

དོན་མཁས་པའི་སློབ་དཔེ་ལ།

ཁ ལྷོ་བ་ཚམ།

ལྷོ་བ་ཚམ་གྱི་རྒྱལ་ཁབ་ལ་ལྷོ་བ་ཚམ་གྱི་རྒྱལ་
གསུམ་བཅས་བཤད་པ།

བྱུང་བའོ་བྱ་བུ་ལྷུ་ལ།

མཚོ་རྒྱལ་མི་རིགས་དཔེ་རྒྱུན་ཁང་ནས་པར་རྒྱུན་ལྷན་པའི་རྒྱལ་འགྲུལ་ལ་
ཚོགས་རྒྱལ་ལཱ་ལྷོ་འབྲེད། ཤོག་གྲངས། 304 ལས་ 372 བར་དང་། ཤོག་གྲངས།
372 ལས་ 372 བར། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་ཨང་། 055553

ཚོམ་པ་པོ།

བྱུང་བའོ་བྱ་བུ་ལྷུ་ལ།

དུང་དཀར་སློབ་མཁུང་འཕྲིན་ལས།
ཚོ་ཉན་ཞབས་དུང་གིས་མཛད་པའི་རྒྱལ་འགྲུལ་གྱི་དོན།
ཁམས་འགྲེལ།
ཚངས་སྲས་བཞད་པའི་སྐྱ་དབྱངས།

ལོར་འབྲིད་སློབ་ཚམ།

སློབ་ཚམ།

བྱུང་བའོ་བྱ་བུ་ལྷུ་ལ།

བྱུང་བར་འཕགས་བསྟོད་ཀྱི་ཚ་བ། ཚོགས་བཅད། 346/372/477072

སྐུ་མཚོ་སློབ་བཀའ་བརྒྱུད་ཉམ་སྐྱོང་ཚོགས་པས་པར་རྒྱུན་ལྷན་པའི་བྱུང་
བར་འཕགས་བསྟོད་ཀྱི་ཚ་བའི་ལྷུ་ལས་ལྷུ་བྱུང་གི་ཚ་བའི་ལྷུ་ལ། ཞི་
འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་ཨང་། 055553

ཚ་བ་མཛད་པ་པོ།

འགྲེལ་བ་མཛད་པ་པོ།

མཚོ་བཙུན་གྱི་རྒྱལ་
ཤེས་རབ་ལོ་ཚལ།
བྱུང་བའོ་བྱ་བུ་ལྷུ་ལ། ལུ་ལུ་སྐུ་མ་བཙུན་འཛིན་རྒྱལ་མཚན་གྱིས་མཛད་
པའི་བྱུང་བར་འཕགས་བསྟོད་ཀྱི་འགྲེལ་པ།
རྗེ་ཡེ་ཤེས་རྒྱ་མཚོས་མཛད་པའི་བྱུང་བར་འཕགས་བསྟོད་ཀྱི་འགྲེལ་པ།

སློབ་ཚམ་གཉིས་པ།

འཚད་འབྲིད་སློབ་ཚམ།

ཀ ལྷོ་བ་ཚམ།

བྱུང་བའོ་བྱ་བུ་ལྷུ་ལ།

ལྷུ་བྱུང་རྒྱལ་བའི་ལས་བྱུང་བར་ལྷུ་བྱུང་གྱི་རྒྱལ་དང་། རབ་རྟོག་གྱི་
རྒྱལ་གསུམ། ལུ་བྱུང་རབ་རྟོག་གསུམ་བྱུང་གྱི་སྐྱ་ཡི་རྣམ་གྲངས།

མཚོ་རྒྱལ་མི་རིགས་དཔེ་རྒྱུན་ཁང་ནས་པར་རྒྱུན་ལྷན་པའི་རྒྱལ་འགྲུལ་
འཇུག་པའི་ཚོགས་རྒྱལ་ལཱ་ལྷོ་འབྲེད། ཤོག་གྲངས། 324 ལས་ 322
བར་དང་། ཤོག་གྲངས། 322 ལས་ 322 བར། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་
ཨང་། 055553

ཚོམ་པ་པོ།

བྱུང་བའོ་བྱ་བུ་ལྷུ་ལ།

དུང་དཀར་སློབ་མཁུང་འཕྲིན་ལས།
ཚོ་ཉན་ཞབས་དུང་གིས་མཛད་པའི་རྒྱལ་འགྲུལ་གྱི་དོན།
ཁམས་འགྲེལ།
ཚངས་སྲས་བཞད་པའི་སྐྱ་དབྱངས།

ཁ ལྟོན་ཚོན།
ལུར་བརྟོན་བྱ་ལུལ།

ཉམས་ལུན་གྱི་རྒྱན།

མཚོ་སྟོན་མི་རིགས་དཔེ་རྒྱན་ཁང་ནས་པར་སྐྱོན་ལྷན་པའི་སྟོན་ངག་ལ་
འཇུག་པའི་ཚོག་རྒྱན་རིག་པའི་སྟོན་འབྲེད། ཤོག་གྲངས། 312 ནས་ 100
བར། ཞི་འཚོ་དཔེ་མཚོ་དྲུག་དཔེ་ཨང་། 0555553།

སྟོན་པ་ལོ།
ལུར་བརྟོན་དཔེ་དེབ།

དུང་དཀར་སྟོན་བཟང་འཕྲིན་ལས།
ཚོ་ཉན་ཞབས་དུང་གིས་མཛད་པའི་སྟོན་ངག་གྱི་དོན།
བོད་མཁས་པའི་སྟོན་ངག་
ཁམས་འགྲེལ།
ཚངས་སྟོན་བཞད་པའི་སྟོན་དབྱངས།

ཞོར་འབྲིད་སྟོན་ཚོན།
སྟོན་ཚོན།

བྱང་པར་འཕགས་བསྟོད་ཀྱི་རྩ་བ། ཚོགས་བཅད།
737475767778798081828384858687888990919293949596979899100

ལུར་བརྟོན་བྱ་ལུལ།

སྐྱེ་མཚེས་སྟོན་བཀའ་བརྒྱུད་ཉམ་སྟོང་ཚོགས་པས་པར་སྐྱོན་ལྷན་པའི་བྱང་
པར་འཕགས་བསྟོད་ཀྱི་རྩ་བ་འགྲེལ་དང་། ལྷ་ལས་སུལ་བྱུང་གི་རྩ་བ་འགྲེལ། ཞི་
འཚོ་དཔེ་མཚོ་དྲུག་དཔེ་ཨང་། 0555556།

རྩ་བ་མཛད་པ་ལོ།
འགྲེལ་བ་མཛད་པ་ལོ།
ལུར་བརྟོན་དཔེ་དེབ།

མཚོ་བཙུན་གྱུབ་རྗེས།
ཤེས་རབ་གོ་ཆ།

ལུ་ལུ་སྐྱེ་མ་བཟུན་འཛིན་རྒྱན་མཚན་གྱིས་མཛད་པའི་བྱང་པར་འཕགས་
བསྟོད་ཀྱི་འགྲེལ་བ།
རྗེ་ཡེ་ཤེས་རྒྱ་མཚོས་མཛད་པའི་བྱང་པར་འཕགས་བསྟོད་ཀྱི་འགྲེལ་བ།

སྟོན་ཚོན་གསུམ་པ།
འཚད་འབྲིད་སྟོན་ཚོན།
ཀ ལྟོན་ཚོན།

བསྐྱེས་བཅོད་དང་། རྒྱ། སྐ་མོ། ཆ། རིམ་པ་ཅན། དགའ་བའི་རྒྱན་བཅས་ཀྱི་
སོ་སོའི་ངོ་བོ་དང་མཚན་ཉིད། དེ་བཞིན་མཚོན་བྱའི་དཔེ་བཅོད་རེ།

ལུར་བརྟོན་བྱ་ལུལ།

ཀན་སུ་མི་དམངས་དཔེ་རྒྱན་ཁང་ནས་པར་སྐྱོན་ལྷན་པའི་སྟོན་ངག་གྱི་
དོན། ཤོག་གྲངས། 18 ནས་ 10 བར་དང་། ཤོག་གྲངས། 17 ནས་ 14
བར། ཞི་འཚོ་དཔེ་མཚོ་དྲུག་དཔེ་ཨང་། 031533།

སྟོན་པ་ལོ།
ལུར་བརྟོན་དཔེ་དེབ།

ཚོ་ཉན་ཞབས་དུང་།
ཁམས་འགྲེལ།

ཚངས་ལྷན་བཞད་པའི་སྐྱོ་དབྱངས།
 ཚོག་རྒྱན་རིག་པའི་སྐྱོ་འབྱེད།
 བོད་མཁས་པའི་སྒྲན་ངག།

ལ སྐྱོ་བ་ཚོན།

གཟེ་བརྗེན་དང་། རྣམ་གྲངས། གུན་པན། རྒྱ་ཆེ་བ། བསྐྱོན་དོར། སྤྱད་བ།
 རྒྱད་པར་བརྗེན་པའི་རྒྱན་བཅས་ཀྱི་སོ་སོའི་དོ་བོ་དང་མཚན་ཉིད། དེ་
 བཞིན་མཚོན་བྱའི་དཔེ་བརྗེན་རེ།

བྱར་བཏོན་བྱ་ལུལ།

ཀུན་སུ་མི་དམངས་དཔེ་སྐྱབས་ཁང་ནས་པར་སྐྱབས་ཞུས་པའི་སྒྲན་ངག་སྐྱི་
 དོན། ཤོག་གྲངས། ༧༤ ར་ས་ ༡༠༡ བར། ཞི་འཛོད་པེ་མཛོད་ཀྱི་དཔེ་ཨང་།
 ༠༣༤༤༣༥།

སྐྱོ་བ་པོ།
 བྱར་བཏོན་པེ་དཔེ་དེབ།

ཚེ་ཏན་ཞབས་བྱེད།
 ལམས་འགྲེལ།
 ཚངས་ལྷན་བཞད་པའི་སྐྱོ་དབྱངས།
 ཚོག་རྒྱན་རིག་པའི་སྐྱོ་འབྱེད།
 བོད་མཁས་པའི་སྒྲན་ངག།

ཞོར་འབྲིད་སྐྱོ་བ་ཚོན།
 སྐྱོ་བ་ཚོན།

ལྷན་པར་འབགས་བསྐྱོད་ཀྱི་སྐྱོ་བ། ཚོགས་བཅད།
 ༡༠།༡༡།༡༢།༡༣།༡༤།༡༥།༡༦།༡༧།༡༨།

བྱར་བཏོན་བྱ་ལུལ།

སྐྱེ་མཚོ་སྐྱོ་བ་བཀའ་བརྒྱུད་ཉམ་སྐྱོང་ཚོགས་པས་པར་སྐྱབས་ཞུས་པའི་ལྷན་
 པར་འབགས་བསྐྱོད་ཀྱི་སྐྱོ་འགྲེལ་དང་། ལྷ་ལས་ལུས་བྱུང་གི་སྐྱོ་འགྲེལ། ཞི་
 འཛོད་པེ་མཛོད་ཀྱི་དཔེ་ཨང་། ༠༩༥༢༥༤།

སྐྱོ་བ་མཛོད་པོ།
 འགྲེལ་བ་མཛོད་པོ།
 བྱར་བཏོན་པེ་དཔེ་དེབ།

མཚོ་བུན་གྱུ་རྒྱུ།
 ཤེས་རབ་གོ་ཆ།

 ལུ་ལུ་ལྷ་མ་བསྐྱེད་འཛོན་རྒྱན་མཚན་གྱིས་མཛོད་པའི་ལྷན་པར་འབགས་
 བསྐྱོད་ཀྱི་འགྲེལ་བ།
 རྗེ་ཡེ་ཤེས་རྒྱ་མཚོས་མཛོད་པའི་ལྷན་པར་འབགས་བསྐྱོད་ཀྱི་འགྲེལ་བ།

རྒྱུགས་དུས་དང་པོའི་རང་སྐྱོག་སྐྱོ་བ་ཡིག

གནའ་སྐྱོ་ལ།
 སྐྱོ་བ་པོ།
 དང་སྐྱོ་ལ།

རྗེ་བུན་གྱུ་གསལ་བ་བྱང་ཆུབ་ཀྱི་རྒྱུགས་བརྗེན།
 རྗེ་སྐྱོ་བརྒྱུད་གྲགས་པ།
 ཕལ་པའི་ཁྱིམ་ཚང་གི་སྦྱིད་སྤྲུག ༧འགོ་ནས་བྱེད་ཀའི་བར།

ཚུམ་པ་པོ།
བྱུང་བའོན་ཅུ་ཡུལ།

བཀའ་ཉིས་དབལ་ལྷན།
བོད་ཚོངས་མི་དམངས་དཔེ་སྐྱོན་ཁང་ནས་པར་སྐྱོན་བྱས།
ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་ཨང་། ༠༧༤༡༤༤།

**INTERNAL ASSESSMENT (FULL MARKS – 30; TOTAL CREDIT –
0.75)**

- 1) Class Attendance
- 2) Class Assignment
- 3) Class Presentation

ENGLISH
BACHELOR OF FINE ART (THIRD YEAR), FIRST SEMESTER
SECOND PAPER

WRITTEN EXAMINATION (FULL MARKS – 70; TOTAL CREDITS – 1.50)

UNIT – A (PROSE) **(0.50 credit)**

- | | | | |
|----|-------------------------------|---|----------------|
| 1) | The Rule of the Road | - | A. G. Gardiner |
| 2) | Causation in History | - | E. H. Carr |
| 3) | Haroun and the Sea of Stories | - | Salmon Rushdie |
| 4) | Lamb to the Slaughter | - | Roald Dahl |

UNIT – B (DRAMA) **(0.50 credit)**

- 1) Top Table – Margaret Wood

UNIT – C (GRAMMAR) **(0.25 credit)**

- 1) Uses of words like “must”, “have”, “will”, “and”, “should” for deduction and assumption
- 2) Uses of auxiliaries like “dare” and “used”
- 3) Uses of “will”, “would”, “shall”, “should”
- 4) Uses of words like “care”, “like”, “love”, “hate”, “prefer”, “wish”
- 5) Rules of Spelling
- 6) Phrasal verbs

UNIT – D (PRÉCIS WRITING) **(0.25 credit)**

Students are to be encouraged to attempt précis-writing of about five unseen passages, under the guidance of the teacher.

INTERNAL ASSESSMENT (FULL MARKS – 30; TOTAL CREDIT – 0.75)

- 1) Class Attendance (10 marks)
- 2) Class Assignment (10 marks)
- 3) Class Presentation (10 marks)

Total Exam Credits – 1.50 + 0.75 = 2.25

བོད་རིག་བསྟན་བཅོས་ལོ་རིམ་གསུམ་པའི་ལོ་རྒྱུས་རིག་པའི་སློབ་ཚན།

BFA (SHASTRI) 3RD YEAR

HISTORY OF ART

རྒྱལ་སྤྱི་དང་པོ།

1st Semester

Third Paper

བྲིས་རྒྱུགས།

Written Exam

མང་ཐོབ། 70

Marks: 70

བརྒྱབ་དགོས། 1.50

Credits: 1.50

རྩ་གཞུང་།

མང་ཐོབ།

Unit

Credits

1. Western Modern Art – 70 A 1.50
Realism, Impressionism, Neo Impressionism, Post Impressionism,
Cubism, Fauvism, Expressionism, Futurism, Dada and Surrealism: Major
Exponents and their works

Total Written Exam Credits

1.50

ནང་སྤྱི་རྒྱུས་བཅད།

Internal Assessment

མང་ཐོབ། 30

Marks: 30

བརྒྱབ་དགོས། 0.75

Credit: 0.75

Marks

- ༡ འཛིན་བཅད། (Attendance) 10
༢ གཏམ་བཤད། (Presentation) 10
༣ ཆེད་ཚུལ། (Assignment) 10

Total Internal Assessment Credit

0.75

- Grand Total Credits

2.25

བོད་རིག་བསྟན་བཅོས་ལོ་རིམ་གསུམ་པའི་ནང་དོན་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 3RD YEAR
BUDDHIST PHILOSOPHY

རྒྱགས་དུས་དང་པོ། 1st Semester
Fourth Paper
 བྲི་རྒྱགས། Written Exam
 ཡང་ཐོབ། ༧༠ Marks: 70
 བརྒྱབ་དགོས། ༣.༧༥ Credits: 1.50

ཚ་གཞུང།	ཡང་ཐོབ།	མཛད་པ་པོ།	Units	Credits
༡ བཞི་བརྒྱ་བ། (སྟོང་ཆ།)	35	འཕགས་པ་ལྟ།	A	0.75
༢ བཞི་བརྒྱ་པའི་འགྲེལ་བ།	35	རྗེ་རེད་མདའ་བ།	B	0.75
Total Written Exam Credits			1.50	

ནང་ཁུལ་རྒྱས་བཅད། Internal Assessment
 ཡང་ཐོབ། 30 Marks: 30
 བརྒྱབ་དགོས། 0.75 Credits 0.75

		Marks
༡	འཛིན་བཅད། (Attendance)	10
༢	གཏམ་བཤད། (Presentation)	10
༣	ཆེད་ཚུལ། (Assignment)	10
Total Internal Assessment Credit		0.75

• **Grand Total Credits** **2.25**

བཟོ་རིག་བརྟན་བཙུག་ལོ་རིམ་གསུམ་པའི་མངོས་བཟོ་རིག་པའི་སློབ་ཚན།

BFA (SHASTRI) 3RD YEAR

AESTHETICS

རྒྱགས་དུས་དང་པོ།

1st Semester,

Fifth Paper

མི་རྒྱགས།

Written Exam

ཨང་ཐོབ། 70

Marks: 70

བརྒྱབ་དགོས། 1.50

Credits: 1.50

རྩ་གཞུང་།	ཨང་ཐོབ།	Units	Credits
1. Art and Science	14	A	0.30
2. Aesthetic Experience	14	B	0.30
3. Art and Imagination	14	C	0.30
4. Art and Morality	14	D	0.30
5. Aesthetic Attitude	14	E	0.30
Total Written Exam Credits			1.50

ནང་ཁྱུལ་རྒྱས་བཅད།

Internal Assessment

ཨང་ཐོབ། 30

Marks: 30

བརྒྱབ་དགོས། 0.75

Credits 0.75

༡	འཛིན་བཅད།	(Attendance)	(10 marks)
༢	གཏམ་བཤད།	(Presentation)	(10 marks)
༣	ཆེད་ཚུལ།	(Assignment)	(10 marks)

Total Internal Assessment Credit

0.75

• **Grand Total Credits**

2.25

བོད་རིག་བརྟན་བཅོས་ལོ་རིམ་གསུམ་པའི་ཤིང་བརྐོས་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 3RD YEAR

WOODCRAFT

རྒྱགས་དུས་དང་པོ། 1st Semester

Sixth Paper

ཐོ་རྒྱགས། Written Exam

མང་ཐོབ། 70 Marks: 70

བརྒྱབ་དགོས། 1.5 Credits: 1.50

ཚ་གཞུང།	མང་ཐོབ།	Units	Credits
1 དཀྱིལ་འཁོར་གྱི་སྐོར།	70	A	1.50
Total Written Exam Credits		1.50	

ནང་ཁྲུལ་རྒྱས་བཅད། Internal Assessment

མང་ཐོབ། 30 Marks: 30

བརྒྱབ་དགོས། 0.75 Credit: 0.75

Marks

1	འཛིན་བཅད། (Attendance)	10
2	གཏམ་བཤད། (Presentation)	10
3	ཆེད་ཚུལ། (Assignment)	10

Total Internal Assessment Credit 0.75

• **Grand Total Credits 2.25**

བོད་རིག་བསྟན་བཅོས་ལོ་རིམ་གསུམ་པའི་ལྷ་བྱིས་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 3RD YEAR

PAINTING

རྒྱགས་དུས་དང་པོ།

1st Semester

Sixth Paper

བྲི་རྒྱགས།

Written Exam

ཨང་ཐོབ། ༧༠

Marks: 70

བརྒྱབ་དགོས། ༣.༧༥

Credits: 1.50

ཚ་གཞུང་།

ཨང་ཐོབ།

Unit Credits

༡ ཚོན་ཁྲ་ལག་ལེན།

70

A 1.50

Total Written Exam Credits

1.50

ནང་ཁྲུལ་རྒྱས་བཅད།

Internal Assessment

ཨང་ཐོབ། 30

Marks: 30

བརྒྱབ་དགོས། 0.75

Credit: 0.75

Marks

༡	འཛིན་བཅད།	(Attendance)	10
༢	གཏམ་བཤད།	(Presentation)	10
༣	ཚེད་ཚུམ།	(Assignment)	10

Total Internal Assessment Credit

0.75

• **Grand Total Credits**

2.25

SECOND SEMESTER

द्वितीय अधिसत्र

སྐྱེ་མཐོ་སློབ་སྐྱེ་ལྟལ་སྡེ་ཚན་གྱི་བོད་ཀྱི་སྐད་ཡིག་དང་ཚུམ་རིག་བསྟན་བཅས་ལོ་རིམ་
གསུམ་པ།

FINE ARTS SHASTRI 3RD YEAR
TIBETAN LANGUAGE AND LITERATURE

རྒྱལ་སྐད་ལྟལ་གཉིས་པ།
འགྲེལ་བཤེས་པ།
ཡང་ཐོབ། ༡༠༠

Second Semester
First paper
MM 100

ཡང་ཐོབ་ཆ་བཤོས་བྱེད་ཚུལ་ནི།	རྒྱལ་སྐད་ལོ་སོར་སྐོར་ཐོབ་ཡང་ 100 རེ་ཡོད་པ་ལས།	Credits: 2.25
	འཆད་འབྲིད་སློབ་ཚན་ལ་ཐོབ་ཡང་།	40 0.80
	ཞོར་འབྲིད་ལ་ཐོབ་ཡང་།	15 0.35
	རང་སློབ་སློབ་ཚན་ལ་ཐོབ་ཡང་།	15 0.35
	ཚུམ་རིག་གཏམ་བཤད་འབྲོར་ཏུགས།	30 0.75

སྡེ་ཚན་བཞི་པ།

འཆད་འབྲིད་སློབ་ཚན།

ཀ སློབ་ཚན།

མཚུངས་སྐྱོར་དང་། འགལ་བ། སྐབས་མིན་བསྟོད་པ། ཐོལ་བསྟོད། དེས་བསྟན། ལྷན་གཅིག་བརྗོད་པའི་རྒྱན་བཅས་ཀྱི་སོ་སོའི་ངོ་བོ་དང་མཚན་ཉིད། དེ་བཞིན་མཚན་བྱེད་དཔེ་བརྗོད་རེ།

ཟླ་བ་ཉེན་བྱ་ལུལ།

ཀམ་སྐྱེ་མི་དམངས་དཔེ་རྒྱན་ཁང་ནས་དཔར་སྐྱོར་ཞུས་པའི་སྐྱོར་དག་གྱི་དོན། འགྲེལ་བཤེས། ༡༠༡ ནས་ ༡༠༤ བར། ཞི་འཚོ་དཔེ་མཚོ་དྲུག་དཔེ་ཡང་། ༠༣༤༤༣༥༤

ཚུམ་པ་པོ།

ཚོ་ཏན་ཞབས་བྲུང་།

ཟླ་བ་ལྷའི་དཔེ་དེབ།

ལམས་འགྲེལ།

ཚངས་ལྷན་བཞད་པའི་སྐྱེ་དབྱེད།

ཚོག་རྒྱན་རིག་པའི་སློབ་འབྲེད།

བོད་མཁས་པའི་སྐྱོར་དག

ཁ སློབ་ཚན།

ཡོངས་བརྗོད་དང་། ཤིས་བརྗོད། རབ་སྐྱེལ། དགོངས་པ་ཅན་གྱི་རྒྱན་བཅས་སོ་སོའི་ངོ་བོ་དང་མཚན་ཉིད། དེ་བཞིན་མཚན་བྱེད་དཔེ་བརྗོད་རེ།

ཟླ་བ་ཉེན་བྱ་ལུལ།

ཀམ་སྐྱེ་མི་དམངས་དཔེ་རྒྱན་ཁང་ནས་དཔར་སྐྱོར་ཞུས་པའི་སྐྱོར་དག་གྱི་དོན། འགྲེལ་བཤེས། ༡༠༥ ནས་ ༡༠༨ བར། ཞི་འཚོ་དཔེ་མཚོ་དྲུག་དཔེ་ཡང་། ༠༣༤༤༣༥༤

ཚུམ་པ་པོ།

ཚོ་ཏན་ཞབས་བྲུང་།

ཟླ་བ་ལྷའི་དཔེ་དེབ།

ལམས་འགྲེལ།

སློབ་ཚིག་རིག་པའི་ཤེས་བྱ་གནད་བསྐྱེས་ཀྱི་བཤད་སྐྱུར་ཚོམ་རིག་འཇུག་སྒྲིལ་ཚམ་པ་
དང་པོ་འགོ་སྐོང་གཞི་ནས། ཚོམ་སྐྱེས་ལེགས་འབྲུབ་པའི་རྒྱུ་འབྲེལ་བར།

བྱུང་བའོན་ཀྱང་ཡུལ།

ཀན་སྲུ་མི་དམངས་དཔེ་སྐྱེན་ཁང་ནས་དཔར་སྐྱེན་ཞུས་པའི་སློབ་ཚིག་རིག་པའི་
ཤེས་བྱ་གནད་བསྐྱེས་ཀྱི་བཤད་སྐྱུར་ཚོམ་རིག་འཇུག་སྒྲིལ་ཤོག་གྲངས། ༡༢ རས་ ༤༥
བར། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་ཨང་། ༠༧༡༠༢༥༥
དོར་ཞི་གདོང་དུག་སྐྱེམས་སྒྲིལ།

ཚོམ་པ་པོ།

ཞོར་འབྲིང་སློབ་ཚམ།
སློབ་ཚམ།
བྱུང་བའོན་ཀྱང་ཡུལ།

སྐྱེལས་སྐུལ་འབྲུང་གི་རྩ་བ། ཚོགས་བཅད། ༢༡༣༥༡༧༡༧༧༧

སྐྱེལ་མཐོ་སློབ་བཀའ་བརྒྱུད་ཉམ་སྐྱོང་ཚོགས་པས་དཔར་སྐྱེན་ཞུས་པའི་བྱུང་བར་
འཕགས་བསྟོད་ཀྱི་རྩ་འགྲེལ་དང་། སྐྱེལས་སྐུལ་བྱུང་གི་རྩ་འགྲེལ། ཞི་འཚོ་དཔེ་
མཛོད་ཀྱི་དཔེ་ཨང་། ༠༤༤༧༤༤༤༤

རྩ་བ་མཛད་པ་པོ།
འགྲེལ་བ་མཛད་པ་པོ།

བདེ་བྱེད་བདག་པོ།
ཤེས་རབ་གོ་ཆ།

སྐྱེ་ཚམ་དུག་པ།

འཆད་འབྲིང་སློབ་ཚམ།
ཀ སློབ་ཚམ།

སློབ་ཚིག་རིག་པའི་ཤེས་བྱ་གནད་བསྐྱེས་ཀྱི་བཤད་སྐྱུར་ཚོམ་རིག་འཇུག་སྒྲིལ་ཚམ་པ་
གཞིས་པ་ཚོམ་མཁན་གྱི་ཤེས་རྒྱ་བསྐྱེད་དགོས་པའི་རྒྱ་མཚན་ནས། སྐུལ་བྱུང་རྒྱན་
དང་བསྟོན་དོར་རྒྱན་གཞིས་ཀྱི་རང་བཞིན་དང་བྱེད་ལས་བརྟན་པའི་བར།

བྱུང་བའོན་ཀྱང་ཡུལ།

ཀན་སྲུ་མི་དམངས་དཔེ་སྐྱེན་ཁང་ནས་དཔར་སྐྱེན་ཞུས་པའི་སློབ་ཚིག་རིག་པའི་
ཤེས་བྱ་གནད་བསྐྱེས་ཀྱི་བཤད་སྐྱུར་ཚོམ་རིག་འཇུག་སྒྲིལ་ཤོག་གྲངས། ༤༤ རས་
༧༤ བར། ཞི་འཚོ་དཔེ་མཛོད་ཀྱི་དཔེ་ཨང་། ༠༧༡༠༢༥༥

ཚོམ་པ་པོ།

དོར་ཞི་གདོང་དུག་སྐྱེམས་སྒྲིལ།

ཁ སློབ་ཚམ།

སློབ་ཚིག་རིག་པའི་ཤེས་བྱ་གནད་བསྐྱེས་ཀྱི་བཤད་སྐྱུར་ཚོམ་རིག་འཇུག་སྒྲིལ། ཚམ་པ་
གསུམ་པ་བསྐྱེས་བཅོད་རྒྱན་གྱི་བྱུང་ཚོས་བརྟན་པ་ནས། ཐ་མ་སྐྱེན་ཚོམ་ཤེས་བྱ་
གནད་བསྐྱེས་འདིའི་བྱེད་ལས་དང་འབྲུང་བྱུངས་བརྟན་པའི་བར།

བྱུང་བའོན་ཀྱང་ཡུལ། ཀམ་ལུ་མི་དམངས་དཔེ་རྒྱན་ཁང་ནས་དཔར་སྐྱོད་ལུས་པའི་སྐྱོད་ཚོག་རིག་པའི་
 ཤེས་བྱ་གནད་བསྐྱུ་གི་བཤད་སྐྱུར་ཚོམ་རིག་འཇུག་སྒྲོ། ཤོག་གྲངས། ༧༤ ལས་
 ༡༡༩ བར། ཞི་འཚོ་དཔེ་མཛོད་གི་དཔེ་ཨང་། ༠༧༡༠༢༤།
 ཚོམ་པ་པོ། དོར་ཞི་གདོང་དུག་སྐྱེམས་སྒྲོ།

ཞོར་འབྲིད་སློབ་ཚན།
 སློབ་ཚན། ཚོམ་ཡིག་བཟོ་བཅོས་གི་སྐྱུར།

༢ བྱུང་བའོན་ཀྱང་ཡུལ།
 བོད་རྫོངས་མི་དམངས་དཔེ་རྒྱན་ཁང་ནས་དཔར་སྐྱོད་ལུས་པའི་ཚོམ་གཞུང་སློ་
 གསར་འཇུག་སྒྲོ། ཤོག་གྲངས། ༡༩༠ ལས་ ༡༧༢ བར། ཞི་འཚོ་དཔེ་མཛོད་གི་དཔེ་
 ཨང་། ༠༣༩༥༡༧།

༣ ཚོམ་སྐྱུར། བོད་རྫོངས་སློབ་གྲྭ་ཆེ་མའི་བོད་ཡིག་ཚན་ཁག་གི་ཚོམ་གཞུང་སློབ་དཔྱད་ཁང་།

རྒྱགས་དུས་གཉིས་པའི་རང་སློབ་ཚོམ་ཡིག

གནའ་ཚོམ། གཏམ་བརྒྱའི་ཚལ་གི་སློབ་གར།
 ཚོམ་པ་པོ། རྩ་དབལ་སྐྱུལ།
 དང་ཚོམ། སལ་པའི་བྱིམ་ཚང་གི་སྐྱིད་སྐྱུག རྩིད་ཀ་ནས་ཐ་མའི་བར།
 ཚོམ་པ་པོ། བཀྲ་ཤིས་དཔལ་ལྷན།
 བྱུང་བའོན་ཀྱང་ཡུལ། བོད་རྫོངས་མི་དམངས་དཔེ་རྒྱན་ཁང་ནས་དཔར་སྐྱོད་ལུས་
 ཞི་འཚོ་དཔེ་མཛོད་གི་དཔེ་ཨང་། ༠༧༩༧༩༩།«

INTERNAL ASSESSMENT (FULL MARKS – 30; TOTAL CREDIT – 0.75)

- 1) Class Attendance (10 marks)
- 2) Class Assignment (10 marks)
- 3) Class Presentation (10 marks)

ENGLISH
BACHELOR OF FINE ARTS (THIRD YEAR), SECOND SEMESTER
SECOND PAPER
WRITTEN EXAMINATION (FULL MARKS – 70; TOTAL CREDITS –
3.75)

UNIT – A (PROSE) **(0.50 credit)**

- 1) The Postmaster – Rabindranath Tagore
- 2) Araby – James Joyce

UNIT – B (POETRY) **(0.50 credit)**

- 1) This Is What You Shall Do – Walt Whitman
- 2) All Things Are Current Found – Henry David Thoreau
- 3) Immortality – Matthew Arnold

UNIT – C (GRAMMAR) **(0.25 credit)**

The Active and Passive Voice Forms of Verbs

- 1) The Direct and Indirect Forms of Speech
- 2) Conjunctions
- 3) Clauses of Reason, Result, Concession, Comparison, Time
- 4) Noun Clauses
- 5) Relative Pronouns and Clauses

UNIT – D (PRÉCIS WRITING) **(0.25 credit)**

Students are to be encouraged to attempt précis writing of about five unseen passages, under the guidance of the teacher.

INTERNAL ASSESSMENT (FULL MARKS – 30; TOTAL CREDIT –
0.75)

- 1) Class Attendance
- 2) Class Assignment
- 3) Class Presentation

Total Exam Credits – 1.50 + 0.75 = 2.25

བོད་རིག་བསྟན་བཅོས་ལོ་རིམ་གསུམ་པའི་ལོ་རྒྱུས་རིག་པའི་སློབ་ཚན།

BFA (SHASTRI) 3RD YEAR

HISTORY OF ART

རྒྱལ་ཁབ་དུས་གནིས་པ།	2 nd Semester, Third Paper
བྲིས་རྒྱུགས།	Written Exam
མང་ཐོབ། 70	Marks: 70
བརྒྱབ་དགོས། 1.50	Credits: 1.50

སློབ་ཐོག་འཇུག་པ།	མང་ཐོབ།	Unit	Credits
1. Indian Modern and Contemporary Art: Painting during the contemporary period, Revivalism in Indian Art: Raja Ravi Verma, Amrita Shergil, The Bengal School of Art: The Tagores, Nand Lal Bose, Kshitindra Nath Mazumdar, the Art Circles of Calcutta, Bombay, Delhi and Madras; The Major Trend Setters – M. F. Hussain, J. Swaminathan, Manjeet Bawa, Ramachandran, Jehanghir Sabawala, Gulam Shekh, G. R. Santosh, S. H. Raza	70	A	1.50

Total Written Exam Credits **1.50**

ནང་སློབ་རྒྱུས་བཅད།	Internal Assessment
མང་ཐོབ། 30	Marks: 30
བརྒྱབ་དགོས། 0.75	Credit: 0.75

1	འཇོག་བཅད། (Attendance)	10
2	གཏམ་བཤད། (Presentation)	10
3	ཚེད་ཚུལ། (Assignment)	10

● Grand Total Credits: 2.25

བཟོ་རིག་བསྟན་བཅོས་ལོ་རིམ་དང་པོའི་ནང་དོན་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 3RD YEAR
BUDDHIST PHILOSOPHY

རྒྱལ་ཁབ་ལྷན་ཁྲིམས་པ། 2nd Semester, Fourth
 Paper
 བྲིས་རྒྱལ་ཁབ། Written Exam
 ཡང་ཐོབ། 70 Marks: 70
 བརྒྱུ་ལྷན་ཁྲིམས་ 1.50 Credits: 1.50

ཚན་ཁྲིམས་པ།	ཡང་ཐོབ།	མཛད་པ་ལོ།	Units	Credits
1 བཞི་བརྒྱུ་པ། (སྤྲང་ཆ།)	35	འཕགས་པ་ལྷན།	A	0.75
2 བཞི་བརྒྱུ་པའི་འགྲེལ་པ།	35	རྗེ་རེད་མདའ་པ།	B	0.75
Total Written Exam Credits				1.50

ནང་ཁུལ་རྒྱལ་བཅད། Internal Assessment
 ཡང་ཐོབ། 30 Marks: 30
 བརྒྱུ་ལྷན་ཁྲིམས་ 0.75 Credit: 0.75

	Marks
1 འཛིན་བཅད། (Attendance)	10
2 གཏམ་བཤད། (Presentation)	10
3 ཆེད་ཚུལ། (Assignment)	10

Total Internal Assessment Credit 0.75

● **Grand Total Credits 2.25**

བོད་རིག་བརྟན་བཙུག་ལོ་ལོ་ལོ་གསུམ་པའི་མངོས་བོད་རིག་པའི་སློབ་ཚན།

BFA (SHASTRI) 3RD YEAR

AESTHETICS

རྒྱུགས་དུས་གཉིས་པ།

2nd Semester, Fifth
Paper

བྲིས་རྒྱུགས།

Written Exam

མང་ཐོབ། 70

Marks: 70

བརྒྱབ་དགོས། 1.50

Credits: 1.50

རྩ་གཞུང་།

མང་ཐོབ།

Units Credits

- | | | | |
|---|----|---|------|
| 1. Art Criticism: Definition and Types | 14 | A | 0.30 |
| 2. Hegel theory of Art | 14 | B | 0.30 |
| 3. Abstraction and Distortion in Art | 14 | C | 0.30 |
| 4. Concept of Time and Space in Art | 14 | D | 0.30 |
| 5. Modern Theories of Art: Freud,
Susan Langer, Tolstoy, Plekhanov | 14 | E | 0.30 |

Total Written Exam Credits

1.50

ནང་ཁྱུལ་རྒྱས་བཅད།

Internal Assessment

མང་ཐོབ། 30

Marks: 30

བརྒྱབ་དགོས། 0.75

Credit: 0.75

- | | | |
|---|-------------------------|----|
| 1 | འཛིན་བཅད། (Attendance) | 10 |
| 2 | གཏམ་བཤད། (Presentation) | 10 |
| 3 | ཆེད་ཚུལ། (Assignment) | 10 |

Total Internal Assessment credits

0.75

● Grand Total Credits

2.25

བོད་རིག་བསྟན་བཅས་ལོ་རིམ་གསུམ་པའི་ཤིང་བཀོས་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 3RD YEAR

WOODCRAFT

རྒྱགས་དུས་གཉིས་པ།	2 nd Semester, Sixth Paper
བྲིས་རྒྱགས།	Written Exam
ཨང་ཐོབ། ༧༠	Marks: 70
བརྒྱབ་དགོས། ༣.༧༥	Credits 3.75

ཙ་གཞུང་།	ཨང་ཐོབ།	Unit	Credits
༡ ལོ་འཁོར་ལཱ་འཁོར་སློབ་བྲིས་ཆ་ཚང་།	70	A	1.50
Total Written Exam Credits			1.50

ནང་ཁྱུལ་རྒྱས་བཅད།	Internal Assessment
ཨང་ཐོབ། 30	Marks: 30
བརྒྱབ་དགོས། 0.75	Credit: 0.75

Marks

༡	འཛིན་བཅད། (Attendance)	10
༢	གཏམ་བཤད། (Presentation)	10
༣	ཆེད་ཚུལ། (Assignment)	10

Total Internal Assessment credits **0.75**

● **Grand Total Credits** **2.25**

བོད་རིག་བསྟན་བཅོས་ལོ་རིམ་གསུམ་པའི་ཤིང་བཀོས་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 3RD YEAR

WOODCRAFT PRACTICAL EXAM

རྒྱགས་དུས་གཉིས་པ།	2 nd Semester
ལག་ལེན།	Practical Exam
ཨང་ཐོབ། 100	Marks: 100
བརྒྱབ་དགོས། 11.25	Credits: 11.25

རྩ་གཞུང་།	ཨང་ཐོབ།	Units	Credits
༡ ཤིང་བཅོའི་ལག་ཆ་རྣམས་རྫོང་དང་བཅོ་དབྱིབས།	20	A	2.25
༢ འབྲུར་ལེན་རྒྱག་སྤངས་དང་རྒྱར་ག།	20	B	2.25
༣ ལ་དངོས་བཅོ་ཆར་གྱི་འཆར་འགོད་དང་ས་བཀྲ་རི་མོ།	20	C	2.25
༤ ཤིང་ལོ་དང་བཀྲ་ཤེས་པའི་རི་མོ་རྣམས་གྱི་བཅོ་དབྱིབས།	20	D	2.25
༥ གཟུགས་བསྟན་གྱི་བཅོ་དབྱིབས།བཀོས་འཇམ་གཞན།	20	F	2.25
3.75			

བོ་ལོ་ལྷན་འགྲུལ་བཅོས་ལོ་རིམ་གསུམ་པའི་ལྷ་བྲིས་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 3RD YEAR

PAINTING

རྒྱལ་སྤྱི་ལོ་ལྷན་འགྲུལ་ལ།	2 nd Semester, Sixth Paper
བྲིས་རྒྱལ་སྤྱི་ལོ་ལྷན་འགྲུལ་ལ།	Written Exam
མང་ཚོལ། 70	Marks: 70
བརྒྱུ་བ་དགོས། 1.50	Credit: 1.50

ཚན་མིའུ་ལྷན་འགྲུལ་ལ།	མང་ཚོལ།	Unit	Credits
༡ ཚོལ་ལྷན་འགྲུལ་ལ།	70	A	1.50
Total Written Exam Credits			1.50

ནང་ལྷན་འགྲུལ་བཅའ་ལ།	Internal Assessment
མང་ཚོལ། 30	Marks: 30
བརྒྱུ་བ་དགོས། 0.75	Credit: 0.75

	Marks
༡ འཛིན་བཅའ་ལ། (Attendance)	10
༢ གཏམ་བཤད་ལ། (Presentation)	10
༣ ཚེད་ཚོལ་ལ། (Assignment)	10
Total Internal Assessment Credit	0.75

- **Grand Total Credits** 2.25

བོད་རིག་བསྟན་བཅོས་ལོ་རིམ་གསུམ་པའི་ལྷ་བྱིས་རིག་པའི་སློབ་ཚན།
BFA (SHASTRI) 3RD YEAR

PAINTING PRACTICAL EXAM

རྒྱགས་དུས་གཉིས་པ།	2 nd Semester
ལག་ལེན།	Practical Exam
ཨང་ཐོབ། 100	Marks: 100
བརྒྱབ་དགོས། 11.25	Credits: 11.25

རྩ་གཞུང་།	ཨང་ཐོབ།	Unit	Credits
༡ ཚོན་གྱི་ལག་ལེན།	70	A	11.25

**CENTRAL COUNCIL OF INDIAN MEDICINE
NEW-DELHI**

SYLLABUS OF MENPA KACHUPA

Bachelor of Sowa-Rigpa Medicine and Surgery

(BSRMS)

SYLLABUS OF MENPA KACHUPA

Bachelor of Sowa-Rigpa Medicine and Surgery (BSRMS)

CONTENTS:

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Syllabus of Menpa Kachupa **(Bachelor of Sowa Rigpa Medicine and Surgery)** **(BSRMS) Course**

The Fundamental text of Menpa Kachupa Course is rGyud-bZhi with the relevant commentary text and other supplementary texts.

rGyud-bZhi:

rGyud-bZhi, (The Four Medical Tantras) Full title: bDud-rTsi-sNyingpo Yan Lag brGyad Pa gSangwa Man-nGag gi rGyud; (The Secret Quintessential Instruction on the Eight Branches of the Ambrosia Essence Tantra) a text authored by Yuthog Yonten Gonpo which has four parts with 156 chapters.

First part: Tsa-rGyud (Root Tantra),

Second part: bShad-rGyud (Explanatory Tantra),

Third part: Man-nGag-rGyud (Oral Instruction Tantra) and

Forth part: Phyima'i rGyud (Subsequent Tantra)

Commentary Text of rGyud-bZhi

- a. Kyempa tsewang gi rGyud-bZhi drelpa: authored by Kyempa Tsewang
- b. Mes-Poi-Shel-Loong : by Zurkhar Lodoe Gyalpo and later part by Darma Menrampa Lobsang Choedrak
- c. Bai-gNon: by Desi Sangye Gyatso
- d. rGyu-bZhi Drelchen: by Troru Tsenam Rinpoche

Supplementary Texts:

- a. Men-nGag Lhen-Thap by Desi Sangye Gyatso
- b. sNgo-Men- Trung-pai by La-sMen Khenrab Norbu
- c. Trog-sMen Trung-pai by La-sMen Khenrab Norbu
- d. Dus-Tsi Bhum-Zang by La-sMen Khenrab Norbu
- e. Lus-Thig Dawa Norbu by La-sMen Khenrab Norbu
- f. Jang-Khog-Yul-Thig
- g. History of Sowa Rigpa by Jampa Thinlay and Thupten Tsering
- h. sMen-Jor Nuspa Chokdus Phen de Jung Nes by Dr. Penpa Tsering
- i. Tar-Tsai-Dom-Tsig Shon noe Ngag-Gyen by Zurkhar Lodoe Gyalpo
- j. rTs-rGyud Dong-drem by La-sMen Khenrab Norbu

- k. bShad-rGyud Dong-drem by La-sMen Khenrab Norbu
- l. Men-nGag rGyud Dong-drem by Jampa Thinlay
- m. Phyima-rGyud Dong-drem by Dr. Pasang Yonten Arya
- n. rGyud-bZhi Dong-drem by Dr. Pasang Yonten Arya

Other relevant Texts:

- a. Buddhist Philosophy
- b. Astro. Science
- c. Tibetan Literature
- d. Buddhist Logic
- e. Modern Science

Buddhist Philosophy:

- a. Jangchup sempai spyod pa la 'jug pa by Shanti Deva
- b. Lam-Tso Nam-sum by rJe-Rinpoche
- c. Nang-pai Ta-choe Kun-tus by His Holiness the 14th Dalai Lama
- d. Drup-Tha Rinchen Trengwa by Kunkyen Donchog Jigme Wangpo

Astro Science:

Jung-rTsi-Men-nGag Dawai Oe-Zer by Lochen Dharma Shri

Tibetan Literature:

- a. Situe-Shal-lung by nGul-chu Dharama Batra
- b. sNyen-nGag Shung Tsig-gya Rig-Pai Go-chei Trul kyi Dey-Mig second part by Dungkar Lobsang Thinlay

Buddhist Logic: Rig-Lam Trul-gi Demig by Phurchog Jampa Gyaltsen

Discussion on Sowa Rigpa

Talk and Discussion on the subject related to every three months of each semester

Individual and Group Project:

Group or individual's projects on the related subjects.

Education tour:

Outdoor visit to the education centers and other related sites

FIRST YEAR

12 Months

Theory 6 Papers – 100 Marks each

Practical / Viva voce – 350 Marks

Bhoti language – 100 Marks

Paper 1 100 Marks

I. Fundamental Text:

- a. History of Sowa Rigpa
- b. rTsa rGyud (Root Tantra)

Chapter 1 – gleng gshi (history)

Chapter 2 – gleng slong (contents of rgyd bshi)

1. Introduction on the origins of the basis of discussion by enumerating the salient features and uniqueness of *Gyud-shi*
2. Title of the text, dedication and homage, bilingual and its interpretation, etc.
3. Explanation of *Gyud-shi* on the basis of five excellences
4. Manifestation of the one who requests and the one who preaches; measures to avoid vices and to cultivate virtues to study the healing system
5. Calling the attention of disciples through discoursing on four aspects of its benefits
6. Discussion on the entire study of human body through its various contents

Fundamental texts and references:

1. Yuthok Yonten Gonpo : *Gyud-shi* (Basic Tantra chapter 1 and 2)
2. Desi Sangye Gyatso : *Bai-ngon* (Basic Tantra chapter 1 and 2)
3. Kempa Tsewang : *Nying-po nang-wa* (chapter 1 and 2)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Basic Tantra chapter 1 and 2)
5. Troru Tsenam : *Gyud-shi drelchen* (Basic Tantra chapter 1 and 2)

FIRST YEAR

Paper 2 100 Marks

rTsa rGyud (Root Tantra):

Chapter 3 – gnas lugs nas gshi (health and disease)

Chapter 4 – ngos ‘dzin rtgas (diagnosis)

Chapter 5 – gso thaps (treatments)

Chapter 6 – dpe dhon gyi rnam grangs rnam par bkod pa (summary)

1. Defining human body in healthy state
2. Defining human body in diseased state
3. Diagnosis of disorder by means of visual, palpation and interrogation
4. Therapeutic measures against disorders of *Lhung*, *Tri-pa* and *Bad-kan* through diet, lifestyle, medicine and therapy
5. Enumeration of body, mode of diagnosis and therapeutic measures by using the metaphors of Buddha tree

Fundamental texts and references

1. Yuthok Yonten Gonpo : *Gyud-shi* (Basic Tantra chapter 3-6)
2. Desi Sangye Gyatso : *Bai-ngon* (Basic Tantra chapter 3-6)
3. Kempa Tsewang : *Nying-po nang-wa* (chapter 3-6)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Basic Tantra chapter 3-6)
5. Troru Tsenam : *Gyud-shi drelchen* (Basic Tantra chapter 3-6)

FIRST YEAR

Paper 3 100 Marks

Practical: 100 Marks

bShad rGyud (Explanatory Tantra)

Chapter 1 – sdhoms tshik (summary)

Chapter 2 – lus kyi chags tshul (embryology)

Chapter 3 – lus kyi ‘dra dpe (similes)

Chapter 4 – lus kyi gnas lugs (anatomy)

SUBJECT: Summary, embryology, anatomical similes, anatomy

1. Basic summary of Explanatory Tantra
2. Causes of conception and how incomplete causative factors can turn into unfavorable condition
3. How causes give rise to results; detail development of fetus after conception
4. How to conduct gender transformation technique for those who long for a male child; correct time and signs for delivery
5. Structures of internal organs determined by drawing topographic lines are described through similes
6. Proportion required of bodily constituents, stool, urine, perspiration and three principle energies of a healthy body
7. Manner of how network of channels are initially formed and how it function to exists the human body
8. Identification of various types of channels, definition, manner of interconnecting channels in the upper, lower, outer, inner parts of the body; defining three life channels
9. Purpose of knowing vulnerable parts of the body, locations of vulnerable parts of muscle tissue, bone, vital and vessel organs in the body and differences in vulnerability
10. Body orifices, nature of orifices and the manner of interconnecting the orifices to circulate blood, *Lhung* and bodily constituents and functions of orifices

Fundamental texts and references

1. Yuthok Yonten Gonpo : *Gyud-shi* (Explanatory Tantra chapter 1-4)
2. Desi Sangye Gyatso : *Bai-ngon* (Explanatory Tantra chapter 1-4)
3. Kempa Tsewang : *Nam-shed tsig-dhon nyima* (chapter 1-4)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Explanatory Tantra chapter 1-4)
5. Troru Tsenam : *Gyud-shi drelchen* (Explanatory Tantra chapter 1-4)

FIRST YEAR

Paper 4 100 Marks

Practical: 100 Marks

bShad rGyud (Explanatory Tantra)

Chapter 5 – lus kyi mtshan nyid (physiology)

Chapter 6 – lus kyi las dhang dbye ba (function and classification)

Chapter 7 – lus kyi 'jig ltas (signs of death)

SUBJECT: Physiology, functions and classifications of human body, and omens of death

1. Classification of *Nod-ja-kham* (basis of affliction) and their specific functions
2. Differences in power of *Me-drod* (digestive heat)
3. Origin of *Nod-ja Kham*, its synthesis and complete transformation of bodily constituents
4. Classification of *Nod-jed Nye-pa* (principle energies that afflicts harm), process of conception and varied constitutional types
5. Various level of digestive heat and bowel movement in accordance with different constitution
6. Specific locations of three principle energies, its functions and characteristics
7. How sense organs perceive their respective objects
8. Classification of healthy and unhealthy, sex, age and constitutional type
9. Identifying signs of life and death of a patient through messenger, dreams and changing signs
10. Identifying imminent signs of death through general and specific signs of sense faculties and behavior
11. Dissolution of five elements and ceasing the functions of five sense faculties and its signs
12. Certain and uncertain signs of death and ways of averting signs of death

Fundamental texts and references

1. Yuthok Yonten Gonpo : *Gyud-shi* (Explanatory Tantra chapter 5-7)
2. Desi Sangye Gyatso : *Bai-ngon* (Explanatory Tantra chapter 5-7)
3. Kempa Tsewang : *Nam-shed tsig-dhon nyima* (chapter 5-7)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Explanatory Tantra chapter 5-7)
5. Troru Tsenam : *Gyud-shi drelchen* (Explanatory Tantra chapter 5-7)

FIRST YEAR

Paper 5 100 Marks

bShad rGyud (Explanatory Tantra)

Chapter 8 – nad kyi rgyu (cause of disorders)

Chapter 9 - nad kyi rkyen (conditions of disorders)

Chapter 10 - nad kyi 'jug tshul (mode of entrance of disorders)

Chapter 11 - nad kyi mtshan nyid (characteristic of disorders)

SUBJECT: Causes, condition and mode of entrance of disorder

1. Diagnosis of distant, proximate and specific causes of disorder
2. Arising and spreading of disorders due to inadequate, excess and adverse effects in terms of seasons, sensory organs and lifestyle
3. Accumulation and manifestation of disorders
4. General and specific condition which brings disturbance of three principle energies
5. Mode of entrance of accumulated disorders aroused by conditions and location of disorders

Fundamental texts and references

1. Yuthok Yonten Gonpo : *Gyud-shi* (Explanatory Tantra chapter 8-10)
2. Desi Sangye Gyatso : *Bai-ngon* (Explanatory Tantra chapter 8-10)
3. Kempa Tsewang : *Nam-shed tsig-dhon nyima* (chapter 8-10)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Explanatory Tantra chapter 8-10)
5. Troru Tsenam : *Gyud-shi drelchen* (Explanatory Tantra chapter 8-10)

FIRST YEAR

Paper 6 100 Marks

bShad rGyud (Explanatory Tantra)

Chapter 12- nad kyi dbye ba (classification of disorders Chapter)

Text: Ganjong sMen Gyi Drong-Kher Chagri Bai-dru-ya Ling gi sNoi-sMen gyi
Trung-pei Dus-pa Ngo-Tsar Ser-kyi Nyes-ma

SUBJECT: Characteristics, classification and significance of disorder

1. Causes and signs of an excess, deficiency and disturbance of three principle energies
2. Causes and signs of excess and deficiency of ten basis of affliction
3. Classification of disorders based on the causes like disorders of this lifetime, disorders of past karmic imprint and disorders arising out of combination of both
4. Disorders of males, females, children and elders with regard to its types
5. Manner of classifying 404 types of general disorders common to all
6. Innumerable classifications of disorders in terms of their general features
7. Specific meaning of cause of disorder, the dormant stage, the clear specific signs and symptoms and the full-blown stage of a disorder

Fundamental texts and references

1. Yuthok Yonten Gonpo : *Gyud-shi* (Explanatory Tantra chapter 11-12)
2. Desi Sangye Gyatso : *Bai-ngon* (Explanatory Tantra chapter 11-12)
3. Kempa Tsewang : *Nam-shed tsig-dhon nyima* (chapter 11-12)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Explanatory Tantra chapter 11-12)
5. Troru Tsenam : *Gyud-shi drelchen* (Explanatory Tantra chapter 11-12)

FIRST YEAR

Paper 7 100 Marks

Bhoti Language:

Bhoti grammar and literature

FIRST YEAR

I-Practical /Viva Voce 100 Marks

II. Memorization of Texts:

rTsa rGyud –

Chapter 1 – gleng gshi

Chapter 2 – gleng slong

Chapter 3 – gnas lugs nas gshi

Chapter 4 – ngos ‘dzin rtgas

Chapter 5 – gso thaps

Chapter 6 – dpe dhon gyi rnam grangs rnam par bkod pa

Shad rGyud

Chapter 1 – sdhoms tshik

Chapter 2 – lus kyi chags tshul

Chapter 4 – lus kyi gnas lugs

Chapter 5 – lus kyi mtshan nyid

Chapter 7 – nad kyi rgyu

Chapter 8 - nad kyi rkyen

Chapter 9 - nad kyi 'jug tshul

Chapter 10 - nad kyi mtshan nyid

- a. Ganjong sMen Gyi Drong-Kher Chagri Bai-dru-ya Ling gi sNoi-sMen gyi
Trung-pei Dus-pa Ngo-Tsar Ser-kyi Nyes-ma
- b. Allegorical tree of rTsa-rGyud

III. Dongdrem: 50 Marks

- a. Exhibition and preparation of Medicine Buddha Palace/Mandala
- b. Embryology in video clip
- c. Anatomy in practice
- d. Allegorical tree of rTsa-rGyud

SECOND YEAR

12 Months

Theory 6 Papers – 100 Marks each

Practical / Viva voice – 450 Marks

Bhoti Language – 100 Marks

Paper 1 Marks – 100

Practical: 100

I. Fundamental Text: bShad rGyud :

- Chapter 13: nyin re bzhin rgyun du schod pa (Routine behavioral regimen)
- Chapter 14: dus su schod pa (Seasonal behavioral regimen)
- Chapter 15: gnas skaps kyi schod lam (Incidental behavioral regimen)
- Chapter 16: za kyi tshul shes par bya ba (Dietetics)
- Chapter 17: kha zas bsdam pa (Dietary restriction)
- Chapter 18: kha zas bsrung bad hang zas tshoe ran par bza ba (Dietary precaution and limitation)

SUBJECT: Routine behavioral regimen, seasonal behavioral regimen, incidental behavioral regimen, Dietetics, dietary restrictions and dietary precaution and limitation

1. Routine behavioral regimen to prevent disorders and to cure disorders
2. Virtuous worldly conducts and spiritual practices
3. Determining two aspects of solar movements, and its relevant behaviors
4. Characteristic features of six seasons and their compatible diets and behaviors
5. Negative effects of not attending to thirteen incidental behaviors
6. Symptoms and treatments of disturbed incidental behaviors

7. Characteristic features and benefits of awned and leguminous categories of grains
8. General and specific types of meats; specific characteristics of each type of meat and their medicinal value
9. Characteristic features and benefits of fats
10. General and specific characteristic and benefits of each type of vegetables
11. Benefits of cooked food and methods of cooking
12. General and specific benefits of drinks like water, *chang*, milk, etc
13. Signs of poisoned foods and how to protect from it
14. How to restrict from incompatible foods and how food poison is caused
15. Correct intake of food and restoration of digestive heat, etc.

Fundamental texts and references

1. Yuthok Yonten Gonpo : *Gyud-shi* (Explanatory Tantra chapter 13-15)
2. Desi Sangye Gyatso : *Bai-ngon* (Explanatory Tantra chapter 13-15)
3. Kempa Tsewang : *Nam-shed tsig-dhon nyima* (chapter 13-15)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Explanatory Tantra chapter 13-15)
5. Troru Tsenam : *Gyud-shi drelchen* (Explanatory Tantra chapter 13-15)
6. Yuthok Yonten Gonpo : *Gyud-shi* (Explanatory Tantra chapter 16-18)
7. Desi Sangye Gyatso : *Bai-ngon* (Explanatory Tantra chapter 16-18)
8. Kempa Tsewang : *Nam-shed tsig-dhon nyima* (chapter 16-18)
9. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Explanatory Tantra chapter 16-18)
10. Troru Tsenam : *Gyud-shi drelchen* (Explanatory Tantra chapter 16-18)

SECOND YEAR

Paper 2 Marks – 100

Practical: 100 Marks

I. **Fundamental Text: bShad rGyud (Explanatory Tantra):**

- Chapter 19: ro dhang zhu rjes (Taste and post digestive taste)
Chapter 20: sman gyi nus pa bstan pa (Efficacy of medicinal substances)
Chapter 21: sman gyi sdhe tshan dhang sbyar thaps
Chapter 22: gnyen po cha byad
Chapter 23: mi nab a gnas par bya ba
Chapter 24: nyes pa dngos su ston pa brtag pa
Chapter 25: ngan gyo skyon gyi sgo nas brtag pa
Chapter 26: spang blang mu bzhir brtag pa

SUBJECT: Taste, post- digestive taste, potency, category of medicine, methods of compounding medicine, medical instrument, Maintaining health, actual diagnosis, diagnosis through indirect skilful means and four diagnostic criteria of refusing or accepting a patient

1. Element, classification, nature and function of taste of medicine which acts as the basis of its action
2. Qualities of five elements from which taste originates and their action; qualities and potencies of each taste which acts against each disorder
3. Classifying groups of medicine on the basis of taste and potencies of post- digestive taste after coming into contact with digestive heat
4. Differences in the potency of medicine based on the difference of potency, strength and quality of each taste
5. Identification, characteristics and potencies of stone medicines, gem medicines and aromatic medicines
6. Characteristic, potencies and sub classifications of tree medicines and herbal medicines

7. Characteristics and potencies of groups of salt medicines, medicines derived from animals and grains
8. Characteristic and efficacy of groups of liquid medicines, calcinated and concentrated medicine and hot medicine
9. Classifying groups of medicinal substances on the basis of specific disorders
10. Classification of compounding medicines on the basis of taste and natural quality
11. Medical instruments like *khab-go* to examine cranial fracture and foreign object
12. Medical instrument like forceps to expel foreign object lodged within bones
13. Medical instrument like lancet like a sizable knife to cut head wounds
14. Medical instrument like hollow surgical spoon to drain ascites
15. Minor surgical instruments like *trul-thur*, etc. to drain out urinary retention
16. Avoiding conditional factors of inadequate, excess and adverse effect of season, spirit, diet and lifestyle to maintain health and to prolong life
17. Prolonging the lifespan of a emaciated aged people by administering rejuvenation
18. Diagnosis based on the conditional factors of a disorder
19. Diagnosis based on the basis, place and respective objects of investigation
20. Diagnosis based on mode of entrance of disorder and principle of diagnosis
21. Diagnosis of disorders based on beneficial and harmful effects of diet, lifestyle, medicine and therapy
22. Diagnosis based on characteristic features of disorder and information gained from messenger
23. Diagnosis through direct interrogation of the patient and by investigating prior treatment
24. Diagnosis of disorders through other diagnostic methods like extracting information, restricting the patient from speaking and appearing at the summit
25. Causes and symptoms of easily curable conditions, hard to cure condition, barely curable condition and hopeless condition

Fundamental texts and references

1. Yuthok Yonten Gonpo : *Gyud-shi* (Explanatory Tantra chapter 19-22)
2. Desi Sangye Gyatso : *Bai-ngon* (Explanatory Tantra chapter 19-22)
3. Kempa Tsewang : *Nam-shed tsig-dhon nyima* (chapter 19-22)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Explanatory Tantra chapter 19-22)
5. Troru Tsenam : *Gyud-shi drelchen* (Explanatory Tantra chapter 19-22)
6. Yuthok Yonten Gonpo : *Gyud-shi* (Explanatory Tantra chapter 23-26)
7. Desi Sangye Gyatso : *Bai-ngon* (Explanatory Tantra chapter 23-26)
8. Kempa Tsewang : *Nam-shed tsig-dhon nyima* (chapter 23-26)
9. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Explanatory Tantra chapter 23-26)
10. Troru Tsenam : *Gyud-shi drelchen* (Explanatory Tantra chapter 23-26)

SECOND YEAR

Paper 3 Marks – 100

Fundamental Text: bShad rGyud (Explanatory Tantra):

Chapter 27 - gso tshul spyir bstan pa (General therapeutic principle)

Chapter 28 - khad par gyi bchos tshul rgyas par bshad pa (Particular therapeutic principle)

Chapter 29 - gso thaps gnyis bstan pa

Chapter 30 - gso thaps dngos bstan pa (Actual therapeutic methods)

Chapter 31 - gso wa pos man pa (Physician, the healer)

SUBJECT: General therapeutic principle, particular therapeutic principle, two therapeutic methods, actual therapeutic method and Physician the healer

1. Advantages of knowing importance of treatment and its disadvantages of not knowing
2. How to treat a disorder and remedial measures
3. Signs of recuperation and specific treatments of disorders associated with indigestion
4. Remedial measure that pacify disorders of singular nature without harming or disturbing others
5. Treatment of dependent nature and complicated disorder by treating first the critical condition based on its severity
6. Treatment of doubtful natured disorder after ascertaining them by trail; treatment of definite natured disorders by pronouncing them clearly about its condition; treatment of disorder which does not respond to remedy by following the pathways of disorders carefully and treating them like overpowering wild horse after trapping it
7. Healing of disorder based on nature of inadequate, excess and adverse effects of prior treatment
8. Various methods of treatment like treating a singular disorder like vanquishing an enemy, dual natured disorder like restoring a dynamic equilibrium and general disorder through ten modules of treatment
9. Promotion of physical strength by building up the body, and shedding weight by means of fasting
10. Therapeutic measures for treating each of three energies individually with remedial measures of diet, lifestyle, medicine and therapy respectively to prevent relapse
11. Requirement of intelligence and mental stability for physician's wisdom

12. Practicing of four immeasurable through generating two motivations for enlightenment
13. How to maintain six mental obligations of physician
14. Dexterity in the role of physician's body, mind and speech
15. Diligence for fulfillment of one's own need and other's
16. Proficiency in social ethics, spiritual conduct and conduct that is combination of both
17. Nature and definition of *men-pa* (physician)
18. General and specific classifications of physician
19. Action of physician's body, mind and speech
20. Ripening of transient and ultimate rewards of being a physician

Fundamental texts and references

1. Yuthok Yonten Gonpo : *Gyud-shi* (Explanatory Tantra chapter 27-30)
2. Desi Sangye Gyatso : *Bai-ngon* (Explanatory Tantra chapter 27-30)
3. Kempa Tsewang : *Nam-shed tsig-dhon nyima* (chapter 27-30)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Explanatory Tantra chapter 27-30)
5. Troru Tsenam : *Gyud-shi drelchen* (Explanatory Tantra chapter 27-30)
6. Yuthok Yonten Gonpo : *Gyud-shi* (Explanatory Tantra chapter 31)
7. Desi Sangye Gyatso : *Bai-ngon* (Explanatory Tantra chapter 31)
8. Kempa Tsewang : *Nam-shed tsig-dhon nyima* (chapter 31)
9. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Explanatory Tantra chapter 31)
10. Troru Tsenam : *Gyud-shi drelchen* (Explanatory Tantra chapter 31)

SECOND YEAR

Paper 4 Marks – 100

Fundamental Text: Man ngag rgyud (Oral Instruction Tantra):

Chapter 1: man ngag rgyud zhus pa

Chapter 2: rlung gi nad gso ba

Chapter 3: mkhris pa'i nad gso ba

Chapter 4: bad kan gyi nad gso ba

Chapter 5: 'dus nad bad kan smug po bcos pa

SUBJECT: Summary of Oral Instruction Tantra, *Lhung* disorder, *Tri-pa* disorder, *Bad-kan* disorder *Bad-kan Muk-po* (chronic gastro-intestinal disorder)

1. Summary of the Oral Instruction Tantra
2. Causes, condition and classification of *Lhung* disorder and its diagnosis through pulse, urine and physical examination
3. Treatment of general and specific *Lhung* disorder through diet, lifestyle, medicine and therapies
4. Diagnosis of general and specific disorder of *Tri-pa* and its causes, condition and classification
5. Treatment of general and specific *Tri-pa* disorder through diet, lifestyle, medicine and therapies
6. Causes, conditions, classification and diagnosis of *Bad-kan* disorder
7. Treatment of general and specific *Bad-kan* disorder through diet, lifestyle, medicine and therapies
8. Causes, conditions, nature, location, and stages of *muk-po*
9. Types and sub classification of *muk-po* and its diagnosis through analysis of pulse, urine, symptoms, stages and through suitable and harmful effects of diet and lifestyle
10. Treatment of general and specific *muk-po* through diet, lifestyle, medicines and therapies
11. Treatment of stomach and liver based on the specific location of *muk-po*
12. Treatment of acute *muk-po*
13. Treatment of subtypes of *muk-po* like dispersing, twirling, distending *muk-po* etc
14. Post treatment therapy to prevent relapse of *muk-po*

Fundamental texts and references

1. Yuthok Yonten Gonpo : *Gyud-shi* (Oral Instruction Tantra chapter 1-4)
2. Desi Sangye Gyatso : *Bai-ngon* (Oral Instruction Tantra chapter 1-4)
3. Kempa Tsewang : *Nam-she de-vai doe-jo* (chapter 1-4)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Oral Instruction Tantra chapter 1-4)
5. Troru Tsenam : *Gyud-shi drelchen* (Oral Instruction Tantra chapter 1-4)
6. Dharmo Lobsang Choedrak : *Nam-shed men-ngag ser-gyen* (chapter 1-4)
7. Gongmen Kunchok Phendar : *Nyam-yik gya-tsa*

SECOND YEAR

Paper 5 Marks – 100

Fundamental Text: Man ngag rgyud:

Chapter 6: khong nad thams cad kyi rgyu ma zhu ba bcos pa

Chapter 7: gcong chen skran nad bcos pa

Chapter 8: skya rbab bcos pa

Chapter 9: 'or nad bcos pa

Chapter 10: dmu chu bcos pa

Chapter 11: gcong chen zad byed bcos pa

SUBJECT: Indigestion, tumor, general edema, localized edema, ascites, and chronic consumption

1. Causes, conditions, pathogenesis, and classification of indigestion which is the root cause of entire abdominal disorders
2. Identification of indigestion based on general and specific diagnostic methods; general treatments based on the severity of indigestion
3. Specific treatments of indigestion based on its nature, types, association, etc.
4. Causes, conditions, pathogenesis, classification, and diagnostic methods of tumor
5. Treatment of internal, interstitial and external tumors having hot and cold nature through diet, lifestyle, medicine and therapy
6. Pathogenesis, classification, and diagnostic methods of general edema
7. General and specific treatments of general edema
8. Causes, conditions, classification, general and specific diagnostic methods through pulse reading, urine analysis and physical examination of localized edema
9. Treatment of general and specific types of localized edema through diets, lifestyles, medicines and external therapies
10. Pathogenesis, causes, conditions, classification, and diagnostic methods of ascites

11. Five modes of treatments of ascites like changing of its drainage channels, etc.; treatment for specific types of ascites
12. Causes, conditions, signs and symptoms, and classification of chronic consumption
13. Treatments for general and specific types of chronic consumption through diets, lifestyles, medicines, and therapies

Fundamental texts and references

1. Yuthok Yonten Gonpo : *Gyud-shi* (Oral Instruction Tantra chapter 6-11)
2. Desi Sangye Gyatso : *Bai-ngon* (Oral Instruction Tantra chapter 6-11)
3. Kempa Tsewang : *Nam-she de-vai doe-jo* (chapter 6-11)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Oral Instruction Tantra chapter 6-11)
5. Troru Tsenam : *Gyud-shi drelchen* (Oral Instruction Tantra chapter 6-11)

SECOND YEAR

Paper 6 Marks – 100

Practical: 100 Marks

Fundamental Text: **phyi ma'i rgyud (Subsequent Tantra):**

Chapter 1: reg pa rtsa la nad ngos bzung ba

Chapter 2: mthong ba melong chu la ngos bzung ba

SUBJECT: Pulse diagnosis and urinalysis

1. Preliminaries of diet and lifestyle instructions, time of pulse reading, place of pulse reading, amount of pressure to be applied on the pulse and how to read pulse
2. Identifying three constitutional pulse and calculating four seasonal pulse in relation to five elements and defining its good or bad implication
3. Examining seven wondrous pulse for forecasting family matter, etc.
4. Difference between healthy and unhealthy pulse
5. Identifying different disorder through various nature of pulse and specifically examining disorders related to vital and vessel organ
6. Methods of examining death pulse and life-force pulse; characteristics of evil spirit pulse and identifying the specific evil spirit and its remedial measures
7. Preliminaries on diet and lifestyle instruction for urinalysis
8. Appropriate time and container for urinalysis and synthesis of urine
9. General and specific characteristics of healthy and unhealthy urine
10. Characteristics of death urine; identifying various evil spirits through urine analysis and its remedial measures

Fundamental text and references

1. Yuthok Yonten Gonpo : *Gyud-shi* (Subsequent Tantra chapter 1-2)
2. Desi Sangye Gyatso : *Bai-ngon* (Subsequent Tantra chapter 1-2)
3. Kempa Tsewang : *Nam shed lag len sel jed* (chapter 1 -2)
4. Zurkhar Lodoe Gyalpo : *Mai-poi shel-loong* (Subsequent Tantra chapter 1-2)
5. Troru Tsenam : *Gyud-shi drel-chen* (Subsequent Tantra chapter 1-2)

SECOND YEAR

Paper 7 Marks – 100

Bhoti Language:

Bhoti grammar and literature

SECOND YEAR

Paper 8 – Practical/Oral / Viva-Voce Test Marks – 100

Memorization of Texts:

The Explanatory Tantra:

Chapter 13: Nyin re bzhin rGyun du sChod pa

Chapter 14: Dus su sChod pa

Chapter 15: gNas sKaps kyi sChod lam

Chapter 16: za kyi tshul shes par bya ba

Chapter 17: kha zas bsdam pa

Chapter 18: kha zas bsrung bad hang zas tshoe ran par bza ba

Chapter 19: ro dhang zhu rjes

Chapter 20: sman gyi nus pa bstan pa

Chapter 27: gso tshul spyir bstan pa

Chapter 28: khad par gyi bchos tshul rgyas par bshad pa

Chapter 30: gso thaps dngos bstan pa

Chapter 31: gso wa pos man pa

phyi ma'i rgyud

Chapter 1: reg pa rtsa la nad ngos bzung ba

Chapter 2: mthong ba melong chu la ngos bzung ba Allegorical Tree of bshad rgyud

VII. Practical - Dongdrem: 50 Marks

- Identification of Food, Vegetables and other Dietary products
- Table of Taste, Potency and Post Digestive substances
- Identification of Surgical and other medical instruments
- Practice of Pulse and Urine diagnosis in the clinic

Practical demonstration: Allegorical Tree of Explanatory Tantra

THIRD YEAR

12 Months

Theory 6 Papers – 100 Marks each

Practical / Viva voice – 550 Marks

Bhoti Language – 100 Marks

Paper I Marks: 100

Fundamental Text: Man ngag rgyud (Oral Instruction Tantra)

- Chapter 12 : tsha ba spyi bcos pa
Chapter 13: 'khrul gzhi gsal ba tsha grang gal mdo
Chapter 14: tsha ba'i ri thang mtshams bstanpa
Chapter 15: tsha ba ma smin pa bcos pa
Chapter 16 : rgyas pa'i tsha ba bcos pa
Chapter 17 : stongs pa'i tsha ba bcos pa
Chapter 18 : gab pa'i tsha ba bcos pa
Chapter 19 : tsha ba rnyings pa bcos pa
Chapter 20 : tsha ba rnyogs pa bcos pa
Chapter 21 : 'grams kyi tsha ba bcos pa
Chapter 22 : 'khrugs kyi tsha ba bcos pa
Chapter 23 : rims kyi tsha ba bal nad bcos pa
Chapter 24 : 'brum pa'i rims bcos pa
Chapter 25 : rgyu gzer gyi rims bcos pa
Chapter 26 : gag lhog bcos pa
Chapter 27 : cham rims bcos pa

SUBJECTS: General hot disorder, deceptive state of hot and cold disorders, hill and plain borderline of hot disorder, Un-ripened hot disorder, acute hot disorder, empty hot disorder, hidden hot disorder, chronic hot disorder, turbid hot disorder, Dispersed hot disorder, disturbed hot disorder, contagious hot disorder, smallpox, intestinal cramps, diphtheria, inflammation of muscles, and common cold.

1. Causes, conditions, nature, definition, and purpose of knowing principle of treatments of general hot disorder
2. Understanding general and specific hot disorder through diagnostic methods of pulse reading, urine analysis, and physical examinations
3. Remedies to treat general and specific hot disorder as well as its complications through diets, lifestyles, medicines, and therapies
4. Ten aspects of diagnostic methods; five-fold appearances of deceptive states of hot and cold disorders
5. Identifying five appearances of deceptive states based on ten aspects of diagnostic methods
6. Resolving appearances of deceptive states in accordance with ten aspects of diagnosis based on symptoms and nature of the disorder, diagnostic methods that enable correct identification of the deceptive states of hot and cold disorders
7. Controlling hot disorder associated with *Lhung* made before the arrival of its border; controlling fever associated with *Tri-pa* made on the arrival of its border
8. Controlling hot disorder associated with *Bad-kan* made after the arrival of its border line; methods to overcome misdiagnosis of regarding all three borders as one
9. Causes, conditions, nature, definition, classification, and diagnostic methods of un-ripened hot disorder
10. Using ripening agents like decoction, etc. to ripen the hot disorder; treatment through diets, medicines, and lifestyles having balanced potency in accordance to the nature of disease
11. Causes, conditions, nature, definition, classification and diagnostic methods of general and specific acute hot disorder
12. Treatment of general and specific acute hot disorder like overpowering severe acute hot disorder instantly and smoothly pacifying mild acute hot disorder
13. Causes, conditions, nature, definition, and signs and symptoms of empty hot disorder
14. Principle of treatment for empty fever through four remedial measures of diets, lifestyles, medicines, and therapies; treatment of empty hot disorder through metaphorical means of fighting equally against two strong men; treatment of empty channel disorder through metaphorical means of deploying spies on the secret path of foes; treatment of empty *Lhung* disorder through metaphorical means of bringing down the crazy person on ground

15. Causes, conditions, nature, definition, and classification of hidden hot disorder; diagnostic methods for identifying general and specific types of hidden hot disorder based on its signs and symptoms
16. Methods of treatment against general and specific hidden hot disorder like remedies to expel fever out of body, etc.
17. Causes, conditions, nature, definition, classification and treatment of chronic hot disorder after separating the hot disorder which has ridden the bodily constituents
18. Causes, conditions, nature, definition, classification and diagnostic methods of turbid hot disorder
19. Diagnosis of turbid hot disorder through pulse reading, urine analysis, and physical examination
20. Treatment of general and specific types of turbid hot disorder including the method of drying out the excess lymph in its own place
21. Causes, conditions, nature, definition, classification, signs and symptoms of general and specific types of dispersed hot disorder
22. Treatment for general and specific types of dispersed hot disorder through decoction, powder, and venesection, etc.
23. Causes, conditions, nature, definition, classification, signs and symptoms of general and specific types of disturbed hot disorder
24. Treatments of general and specific types of disturbed hot disorder
25. Causes, conditions, nature, definition, and classification of contagious hot disorder, through identification of contagious hot disorder by general and specific methods of diagnosis
26. Treatment of general and specific types of contagious hot disorder
27. Causes, conditions, nature, definition, types, signs and symptoms of general and specific smallpox
28. Treatment of general and specific types of smallpox based on its type and location
29. Causes, nature, classification, and diagnostic methods of contagious intestinal disorders
30. Treatment of general and specific types of contagious intestinal disorders protecting the mucosa lining of vessel organs while extinguishing the fire of *Tripa*, etc.
31. Causes, conditions, classification, and detailed diagnostic methods of diphtheria and inflammation of muscles including pulse reading, urine analysis, palpation, etc.

32. General treatments for diphtheria and inflammation of muscles includes adopting proper diets and lifestyles, medical means to cure, and performing purgation; specific treatments for the inflammation of muscles includes two methods of application of ointment and performance of moxabustion; specific treatments for diphtheria includes three methods of pacification, melting, and cutting
33. Causes, conditions, nature, definition, classification, signs and symptoms, and treatments of general and specific types of common cold

Fundamental texts and references

1. Yuthok Yonten Gonpo : *Gyud-shi* (Oral Instruction Tantra chapter 12-14)
2. Desi Sangye Gyatso : *Bai-ngon* (Oral Instruction Tantra chapter 12-14)
3. Kempa Tsewang : *Nam-she de-vai doe-jo* (chapter 12-14)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Oral Instruction Tantra chapter 12-14)
5. Troru Tsenam : *Gyud-shi drelchen* (Oral Instruction Tantra chapter 12-14)
6. Yuthok Yonten Gonpo : *Gyud-shi* (Oral Instruction Tantra chapter 15-20)
7. Desi Sangye Gyatso : *Bai-ngon* (Oral Instruction Tantra chapter 15-20)
8. Kempa Tsewang : *Nam-she de-vai doe-jo* (chapter 15-20)
9. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Oral Instruction Tantra chapter 15-20)
10. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 15-20)
11. Yuthok Yonten Gonpo : *Gyud-shi* (Oral Instruction Tantra chapter 21-27)
12. Desi Sangye Gyatso : *Bai-ngon* (Oral Instruction Tantra chapter 21-27)
13. Kempa Tsewang : *Nam-she de-vai doe-jo* (chapter 21-27)
14. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Oral Instruction Tantra chapter 21-27)
15. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 21-27)

THIRD YEAR

Paper II Marks 100

I. Fundamental Text: Man ngag rgyud (Oral Instruction Tantra):

Chapter 28: mgo nad gso ba

Chapter 29: mig nad gso ba

Chapter 30: rna ba'i nad gso ba

Chapter 31: sna nad gso ba

Chapter 32: kha nad gso ba

Chapter 33: lba ba bcos pa

SUBJECTS: Head disorders, eyes disorder, ears disorder, nose disorder, mouth disorder, and goiter

1. Causes, conditions, classification, and diagnostic methods through pulse reading, urine analysis, physical examination of head disorder
2. Treatment of major head disorders caused by disorder of *Lhung* and lymph nodes, etc.
3. Causes, conditions, classification, diagnostic methods of general and specific disorders of eyes
4. Treatment for general eyes disorders through four remedial measures of medicines, therapies, diets, and lifestyles
5. Treatment of specific eyes disorders, especially removing the clouding of eyes with the use of golden scoop
6. Causes, conditions, classification, and diagnostic methods of ears disorders
7. Treatments of ears disorders like secretion of pus, perforation, etc.
8. Causes, conditions, classification, diagnostic methods, and treatments of nose disorders such as nose bleeding, and surgical means to treat the nasal polyps through drilling and cutting, etc.
9. Causes, conditions, classification, signs and symptoms, and treatment of mouth disorders
10. Causes, conditions, classification, specific diagnostic methods, treatments for general and specific types of goiter through medicines, therapies, and mantras, etc.

Fundamental texts and references

1. Yuthok Yonten Gonpo : *Gyud-shi* (Oral Instruction Tantra chapter 28-33)
2. Desi Sangye Gyatso : *Bai-ngon* (Oral Instruction Tantra chapter 28-33)
3. Kempa Tsewang : *Nam-she de-vai doe-jo* (chapter 28-33)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Oral Instruction Tantra chapter 28-33)
5. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 28-33)

THIRD YEAR

Paper III Marks 100

Practical: 100 Marks

II. **Fundamental Text: Man ngag rgyud(Oral Instruction Tantra):**

Chapter 34: snying nad gso ba

Chapter 35: glo nad bcos pa

Chapter 36: mchin nad gso ba

Chapter 37: mcher nad gso ba

Chapter 38: mkhal nad gso ba

Chapter 39: pho ba'i nad gso ba

Chapter 40: rgyu ma'i nad bcos pa

Chapter 41: long nad gso ba

SUBJECTS: Disorders of heart, lungs, liver, spleen, and kidneys Disorders of stomach, small intestine, colon, and genital organs

1. Causes, conditions, classification, and diagnostic methods of general and specific cardiac diseases
2. Methods of treatment against specific types of heart diseases such as *Ning choe*
3. Causes, condition, diagnostic methods such as pulse reading, urine analysis, and physical examination of pulmonary diseases
4. Methods of treatment against general and specific types of pulmonary diseases such as *lo- chong*
5. Causes, condition, classification, and diagnosis of hepatic diseases
6. Methods of treatment against hepatic diseases based on hot and cold nature
7. Causes, conditions, classification, and diagnostic methods of spleen diseases
8. Methods of treatment for general and specific types of spleen diseases such as *tharg-boe*
9. Causes, conditions, classification, and diagnostic methods of kidneys diseases
10. Treatment for general and specific types of kidneys diseases
11. Causes, conditions, classification, and diagnostic methods of stomach diseases

12. Methods of treatment against general and specific types of stomach diseases
13. Causes, conditions and diagnostic methods of small intestinal diseases
14. Treatment for specific types of small intestinal diseases such as *gyu-ghag*
15. Causes, conditions, classification and diagnostic methods of colon diseases; method of treatment against colon diseases like *dang-boe*, etc.
16. Causes, conditions, classification and diagnosis of male genital disorders
17. Methods of treatment of male genital disorders such as *soe-sin* which needs to be venesected and drained at initial and matured stage respectively, etc.
18. Causes, conditions, and classification of female genital disorders
19. Diagnostic methods for female genital disorders through pulse reading, urine analysis, physical examination, etc.
20. Treatments of female genital disorders such as clearing and dilation of tangled and closed passage respectively

Fundamental texts and references:

1. Yuthok Yonten Gonpo : *Gyud-shi* (Oral Instruction Tantra chapter 35-38)
2. Desi Sangye Gyatso : *Bai-ngon* (Oral Instruction Tantra chapter 35-38)
3. Kempa Tsewang : *Nam-she de-vai doe-jo* (chapter 35-38)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Oral Instruction Tantra chapter 35-38)
5. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 35-38)
6. Yuthok Yonten Gonpo : *Gyud-shi* (Oral Instruction Tantra chapter 39-43)
7. Desi Sangye Gyatso : *Bai-ngon* (Oral Instruction Tantra chapter 39-43)
8. Kempa Tsewang : *Nam-she de-vai doe-jo* (chapter 39-43)
9. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Oral Instruction Tantra chapter 39-43)
10. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 39-43)

THIRD YEAR

Paper IV Marks 100

Practical: 100 Marks

III. Fundamental Text: Man ngag rgyud (Oral Instruction Tantra):

Chapter 42: pho mtshan gyi nad gso ba

Chapter 43: mo mtshan gyi nad gso ba

Chapter 44: skad 'gags gso ba

Chapter 45: yi ga 'chus pa gso ba

Chapter 46: skom nad gso ba

Chapter 47: skyigs bu'i nad gso ba

Chapter 48: dbugs mi bde ba gso ba

Chapter 49: glang thabs bcos pa

Chapter 50: srin nad bcos pa

Chapter 51: skyugs pa'i nad bcos pa

Chapter 52: 'khru ba'i nad bcos pa

Chapter 53: dri ma 'gags pa gso ba

Chapter 54: chu 'gags gso ba

Chapter 55: gcin snyi ba'i nad gso ba

Chapter 56: tshad pa'i 'khru ba gso ba

SUBJECTS: Hoarseness of voice, anorexia, thirst, hic-cough, asthma, abdominal cramps, and *sin disorders* Vomiting, diarrhea, constipation, complete obstruction of urine, *chin-nyi* and dysentery

1. Causes, condition, classification, signs and symptoms of hoarseness of voice, as well as treatments for specific types of hoarseness of voice
2. Causes, condition, pathogenesis, classification, and method of treatment of anorexia
3. Causes, condition, classification, signs and symptoms and method of treatment of thirst
4. Causes, conditions, classification, signs and symptoms and method of treatment of anorexia
5. Causes, conditions, classification, signs and symptoms and method of treatment of asthma

6. Causes, conditions, of general and specific types of abdominal cramps; classification and methods of diagnosis through pulse reading, urine analysis, and physical examination, etc
7. Treatments for specific types of abdominal cramps, etc.
8. Causes, condition, classification, and diagnostic methods of internal and external *Sin* disorders
9. Remedial measures to treat external *sin* disorder like lice infestation, etc.
10. Remedial measures to treat internal *sin* disorder like microorganism of teeth, eyes, skin, anus, etc.
11. Causes, conditions, classification, signs and symptoms, and method of treatment of vomiting
12. Causes, conditions, classification, signs and symptoms, and method of treatment of diarrhea
13. Causes, conditions, classification, signs and symptoms of general and specific types of constipation, and its methods of treatments
14. Causes, conditions, classification, signs and symptoms, and method of treatment of complete obstruction of urine
15. Causes, conditions, classification, signs and symptoms, and method of treatments of *Chin-nyi* along with its complications
16. Causes, conditions, classification, signs and symptoms, and method of treatment of dysentery

Fundamental texts and references:

1. Yuthok Yonten Gonpo : *Gyud-shi* (Oral Instruction Tantra chapter 44-50)
2. Desi Sangye Gyatso : *Bai-ngon* (Oral Instruction Tantra chapter 44-50)
3. Kempa Tsewang : *Nam-she de-vai doe-jo* (chapter 44-50)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Oral Instruction Tantra chapter 44-50)
5. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 44-50)
6. Yuthok Yonten Gonpo : *Gyud-shi* (Oral Instruction Tantra chapter 51-56)
7. Desi Sangye Gyatso : *Bai-ngon* (Oral Instruction Tantra chapter 51-56)
8. Kempa Tsewang : *Nam-she de-vai doe-jo* (chapter 51-56)
9. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Oral Instruction Tantra chapter 51-56)
10. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 51-56)

THIRD YEAR

Paper V Marks 100

Practical: 100 Marks

IV. **Fundamental Text: Man ngag rgyud (Oral Instruction Tantra):**

Chapter 57: dreg nad gso ba

Chapter 58: grum bu'i nad bcos pa

Chapter 59: chu ser gyi nad gso ba

Chapter 60: rtsa dkar gyi nad bcos pa

Chapter 61: lpags pa'i nad gso ba

Chapter 62: phran bu'i nad gso ba

SUBJECTS: Gout, arthritis, *chuser* disorders, nerve disorders, skin disorders, and minor disorders

1. Causes, conditions, classification and diagnostic methods of general and specific types of gout
2. Methods of treatments for general and specific types of gout
3. Causes, conditions, classification and diagnostic methods of general and specific types of arthritis
4. Methods of treatments for general and specific types of arthritis
5. Pathogenesis, location, proportion of *chuser*, classification, and diagnostic methods of general and specific types of *chuser* disorders
6. Principle of treatments for hot and cold disorders of *chuser* through four remedial measures of medicine, therapies, diets, and lifestyles; remedies to treat specific types of disorders based on its entrances
7. Network of nerve system, causes, conditions, classification, and signs and symptoms of nerves disorders
8. Methods of treatment against general and specific types of nerve disorders
9. Causes, conditions, classification, signs and symptoms, and treatment of specific skin disorders
10. Causes, conditions, signs and symptoms, and treatments of fifteen minor disorders

Fundamental texts and references

1. Yuthok Yonten Gonpo : *Gyud-shi* (Oral Instruction Tantra chapter 57-62)
2. Desi Sangye Gyatso : *Bai-ngon* (Oral Instruction Tantra chapter 57-62)
3. Kempa Tsewang : *Nam-she de-vai doe-jo* (chapter 57-62)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Oral Instruction Tantra chapter 57-62)
5. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 57-62)

THIRD YEAR

Paper VI Marks 100

Practical: 100 Marks

Fundamental Text: Man ngag rgyud (Oral Instruction Tantra):

Chapter 63: 'bras bcos pa

Chapter 64: gzhang 'brum gso ba

Chapter 65: me dbal gso ba

Chapter 66: sur ya'i nad gso ba

Chapter 67: rmen bu bcos pa

Chapter 68: rlig rlugs gso ba

Chapter 69: rkang bam gyi nad bcos pa

Chapter 70: mtshan bar rdol ba gso ba

SUBJECTS: Cancer, hemorrhoid, *me-val*, *surya*, disorder of lymph nodes, swelling of scrotum, *Kang-bam*, perineal fistula

1. Causes, conditions, classification, diagnostic methods including pulse reading, urine analysis, and physical examination, etc. of cancer
2. Various methods of treatment against cancer like dissolving the external cancer, etc.
3. Causes, conditions, classification, and diagnosing general and specific types of piles that are either easily curable or hard to cure
4. Treatments of hemorrhoids through four remedial measures of medicines, therapies, diets, and lifestyles
5. Causes, conditions, classification, location, diagnostic methods, and treatments including venesection, purgative therapies, etc. of *me-val*
6. Conditions, classifications, and signs and symptoms of general and specific *surya*
7. Method of treatment against general and specific types of *surya* like performing therapies to reduce inflammation or deploying materials to suppurate the inflammation, etc.
8. Causes, conditions, classification and diagnostic methods of lymph node disorder

9. Method of treatment like suppuration in the initial stage where the intensity of disorder is not acute, etc.
10. Causes, conditions, classification and diagnostic methods of swelling of scrotum
11. Method of specific treatment of swelling of scrotum like draining the fat deposit and its procedure of suturing, etc.
12. Causes, conditions, classification and diagnostic methods like pulse reading, urine analysis, and physical examinations of *kang-bam*
13. Treatment of common and uncommon types of *kang-bam*
14. Causes, conditions, classifications, signs and symptoms and treatments of perineal fistula

Fundamental texts and references:

1. Yuthok Yonten Gonpo : *Gyud-shi* (Oral Instruction Tantra chapter 63-70)
2. Desi Sangye Gyatso : *Bai-ngon* (Oral Instruction Tantra chapter 63-70)
3. Kempa Tsewang : *Nam-she de-vai doe-jo* (chapter 63-70)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Oral Instruction Tantra chapter 63-70)
5. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 63-70)

THIRD YEAR

Paper VII

Marks – 100

Bhoti Language:

Bhoti grammar and literature

THIRD YEAR

Paper VIII Oral/ Viva-Voce Test

Marks – 100

Memorization of Texts:

Chapter 2: rlung gi nad gso ba

Chapter 3: mkhris pa'i nad gso ba

Chapter 4: bad kan gyi nad gso ba

Chapter 5: 'dus nad bad kan smug po bcos pa

Chapter 6 : khong nad thams cad kyi rgyu ma zhu ba bcos pa

Chapter 12 : tsha ba spyi bcos pa

Chapter 13 : 'khrul gzhi gsal ba tsha grang gal mdo

Chapter 14: Tsha ba'I ri thang mtshams bstanpa

Chapter 29: mig nad gso ba

Chapter 34: snying nad gso ba

Chapter 35: glo nad bcos pa

Chapter 36: mchin nad gso ba

Chapter 37: mcher nad gso ba

Chapter 38: mkhal nad gso ba

Chapter 39: pho ba'i nad gso ba

Chapter 40: rgyu ma'i nad bcos pa

Chapter 41: long nad gso ba

Chapter 48: dbugs mi bde ba gso ba

Chapter 55: gcin snyi ba'i nad gso ba

Chapter 57: dreg nad gso ba

Chapter 58: grum bu'i nad bcos pa

Chapter 60: rtsa dkar gyi nad bcos pa

Chapter 63: 'bras bcos pa

Allegorical Tree of the man ngag rgyud

Practical – Dongdrem: 50 Marks

- Introducing Disease through Modern Technology
- Practical – Allegorical Tree of man ngag rgyud

FOURTH YEAR

18 Months

Theory 6 Papers – 100 Marks each

Practical / Viva voice – 650 Marks

Bhoti Language – 100 Marks

Paper I Marks: 100

Practical: 100 Marks

I. Fundamental Text: Man ngag rgyud (Oral Instruction Tantra):

Chapter 71: byis pa nyer spyod gso ba

Chapter 72: byis pa'i nad gso ba

Chapter 73: byis pa'i gdon gso ba

SUBJECTS: Neonatal care, general pediatric disorders, pediatric disorders influenced by evil spirits

1. Initial neonatal cares includes utterance of auspicious words at the time of delivery and method of cutting umbilical cords, etc.
2. Neonatal cares including performing ritual offering and erecting models of guardian angels for the protection of newborns, etc.
3. Neonatal cares related to growth of teeth, providing soothing remedies for teeth growth, and methods of dismantling the models of guardian angels, etc.
4. Causes, conditions, classification, and diagnostic methods of minor, major and common types of pediatric disorders
5. Principle of treatments for general disorders of pediatrics through four remedial measures of diets, lifestyles, medicines, and therapies
6. Remedies against gross pediatric disorders such as vomiting, and diarrhea, etc.
7. Treatment for subtle disorders such as swelling of heads and common disorders such as eyes disorders, etc.

8. Classification and diagnostic methods of disorders influenced by evil spirits based on male or female forms
9. Mild treatments against evil spirit like performing external applications and fastening the objects on body parts, etc.
10. Drastic treatments against evil spirit like suppressing, burning, and surrounding the effigy, etc.

Fundamental texts and references:

1. Yuthok Yonten Gonpo : *Gyud-shi* (Oral Instruction Tantra chapter 71-73)
2. Desi Sangye Gyatso : *Bai-ngon* (Oral Instruction Tantra chapter 71-73)
3. Kempa Tsewang : *Nam-she de-vai doe-jo* (chapter 71-73)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Oral Instruction Tantra chapter 71-73)
5. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 71-73)

FOURTH YEAR

Paper II Marks: 100

Practical: 100 Marks

I. Fundamental Text: Man ngag rgyud (Oral Instruction Tantra):

Gynecological disorders

Chapter 74: mo nad gtso bo spyi gso ba

Chapter 75: mo nad bye brag bcos pa

Chapter 76: mo nad phal pa gso ba

SUBJECTS: General, specific and post partum complication

1. Causes, condition, classification, and diagnosis of general gynecological disorders
2. Treatments for *khrag tsab* (a serious condition caused by menstruation disorder) which includes purgation and channel cleansing, etc.
3. Treatments for *Lhung tsab* which includes skillful means of administering meat and medicine that built physical strength, etc.
4. Classification and diagnostic methods of specific types of gynecological disorder
5. Treatments for *khrag tsab* associated with liver or spleen, etc.
6. Treatment for *lhung tsab* associated with bones, etc; *tsab tren* such as growth in uterus, etc.
7. Treatments for microorganism diseases like active and enraged microorganisms in uterus; classification of post partum disorders
8. Methods to correct breeched baby and presentations of a fetus; treatments of morning sickness; management of abortion; methods to overcome difficult labor
9. Methods to remove dead fetus and placenta, managing prolapsed uterus; controlling excessive bleedings after delivery

10. Symptoms and treatments of accumulation of remnant disorder from delivery and *lug thab* (post partum fever induced by *Tri-pa* disorder)

Fundamental texts and references:

1. Yuthok Yonten Gonpo : *Gyud-shi* (Oral Instruction Tantra chapter 74-76)
2. Desi Sangye Gyatso : *Bai-ngon* (Oral Instruction Tantra chapter 74-76)
3. Kempa Tsewang : *Nam-she de-vai doe-jo* (chapter 74-76)
4. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Oral Instruction Tantra chapter 74-76)
5. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 74-76)

FOURTH YEAR

Paper III Marks: 100

I. **Fundamental Text:** Man ngag rgyud (Oral Instruction Tantra):

Chapter 77:	'byung po'i gdon gso ba
Chapter 78:	smyo byed kyi gdon gso ba
Chapter 79:	brjed byed kyi nad gso ba
Chapter 80:	gza'i gdon nad nad bcos pa
Chapter 81:	gdug pa klu'i gdon nad gso ba
Chapter 82:	rma spyi'i gso thabs bstan pa
Chapter 83:	mgo bo'i rma gso ba
Chapter 84:	ske'i rma gso ba
Chapter 85:	byang khog stod smad gso ba
Chapter 86:	yan lag gi rma gso ba
Chapter 87:	sbyar ba'i dug bcos pa
Chapter 88:	gyur pa'i dug bcos pa
Chapter 89:	rgyu ba dang mi rgyu ba'i dug gso ba
Chapter 90:	rgas pa gso ba bcud len
Chapter 91:	ro tsa bar bya ba
Chapter 92:	bu med pa btsal ba

SUBJECT: Disorder associated with elemental spirit, psychosis, epileptic dementia, stroke and leprosy Compounded poisoning: Food poisoning and natural poisoning General wounds and injuries Wound and injury on head and neck Wound and injury on upper and lower trunk of body Wound and injury on limbs Rejuvenation Aphrodisiacs and restoring fertility

1. Causes, conditions, characteristics, classifications and means of diagnosis of disorders influenced by elemental spirit
2. Mild and strong therapy like incense burning and massage in treating disorders influenced by elemental spirit
3. Causes, conditions, classifications and means of diagnosis of psychosis
4. Healing of psychosis through pacifying and evacuative therapies, moxabustion, etc.
5. Origin, types, means of diagnosis and treatment of epileptic dementia

6. Specific days of evil spirit influences on the stroke, means of diagnosis and prevention of stroke
7. Treatment of stroke through various means like imprisoning the evil spirit, gasping techniques, spiritual bath, offering spiritual cake, setting free from evil spirit and preventing relapse of stroke
8. Causes, conditions, characteristics and classifications of leprosy
9. Diagnosing leprosy through general methods of external, internal and confidential ways, and specific methods of examining the poison, evil spirit influences, manner of entry, its locations, constitutional types, and the confusing state, differentiating between difficult and the easy case of leprosy
10. Prevention and complete treatment of leprosy by removing lymph through purgation and channel cleansing therapy, venesection, etc.
11. Origin, causes, conditions, medium and various types of compounded poisoning in accordance with specification of its various places, compounded substances, types of disease, and time of manifestation
12. General and specific signs and symptoms of compounded poisoning and examining whether the patient can survive or die
13. Treatment of compounded poisoning through medicine, poison and mantra
14. Specific treatment of compounded poisoning based on its entrance, nature of substance, time of occurrence, location, etc.
15. Method of post therapy practice as a preventive measure to avoid relapse after treating the compounded poisoning
16. Causes, conditions and classifications of food poisoning
17. Diagnosis of food poisoning through pulse and urine examination and etc.
18. Treatment of food poisoning through various methods like assembling, eliminating and evacuating
19. Causes, conditions, types, and diagnosis of general and specific meat poison
20. Treatment of general and specific meat poison and other complication resulting from meat poison
21. Signs and symptoms of natural poison derived from plants like *bo-nga*, etc. and so on
22. Treatment of natural poison derived from plants like *bo-nga*, etc.

23. Signs and symptoms, and treatment of rabies
24. Signs and symptoms and treatment of snake poisoning
25. Signs and symptoms and treatment of poisoning derived from scorpion bite, etc.
26. Causes, conditions and definition of injuries caused by weapons/external objects
27. Types, location, classification and manner of transformation of wounds and injuries
28. Examining damages of wounds and injuries, identifying the level of seriousness of the case and examination of vulnerable sites
29. General treatment of wounds and injuries including controlling of swelling, healing cuts, healing necrosis, diet and behavioral pattern
30. Specific treatment of wounds and injuries including healing of abrasion, suturing of cuts, joining the separate parts, cutting the dangled part, healing and setting the fracture, etc.
31. Anatomical structure of head, brain, muscles of head, channels, cranium, etc.
32. Examination of severity of the injury based on the nature of weapon and location of the injury, etc.
33. King like condensed treatment of healing through melted essence, diet and medicine; minister like moxabustion treatment; mass like treatment of cutting
34. Treatment of injury of muscles including abrasion, cut, amputation and other specific treatment of bone, brain, channels, etc.
35. Physical structure of muscle, bone, ligaments and tendons of the neck and their treatment of injury
36. Skeletal, muscular, circulatory channels and vulnerable parts of abdomen
37. Cavities and vulnerability of wounds and injuries based on the site of infliction
38. Assessment of infliction on vital and vessel organ through observation of sound, movement, pulse and urine
39. Application of balm and extraction of foreign object
40. Various procedures of attending a wound based on different site of body
41. Special treatment of wounds and injuries inflicted on vital organs
42. Principle on the treatment of wound based on the nature of weapon and season

43. Special treatment of wounds and injuries inflicted on vessel organs
44. Anatomical structure of muscles and lymph nodes
45. Network of channels on limbs and anatomical structure of bone marrow
46. Anatomical structure of bones, joints, ligaments and tendons
47. Anatomical structure of muscle and channel on limbs; general and specific signs and symptoms of wound and injury inflicted on vulnerable site
48. Treatment based on progressiveness of wound
49. Management of wound and injury by restricting the movement of patient based on various site of infliction
50. Examination and extraction of foreign object; controlling infection and inflammation
51. Management and treatment of pus and serous fluid formed due to injury
52. Different ways of managing and resetting the fracture
53. Management of dislocation of joints
54. Characteristics of places for rejuvenation therapy
55. Characteristics of person who applies rejuvenation
56. Methods of applying rejuvenating therapy
57. Benefits of applying rejuvenating therapies
58. Major and minor compound of four extracts and five essences
59. General methods of applying aphrodisiacs in order to restore impotency and fulfill the wish to have offspring
60. Preliminary of aphrodisiac
61. Actual practice of aphrodisiac and its benefits
62. Identifying cause of infertility in women
63. Treatment of infertility in women in accordance with its respective causes

Fundamental text and references

1. Yuthok Yonten Gonpo: *Gyud-shi* (Oral Instruction Tantra chapter 77-81)
2. Desi Sangye Gyatso : *Bai-ngon* (Oral Instruction Tantra chapter 77-81)
3. Kempa Tsewang : *Nam shed de wai dod jo* (chapter 77-81)
4. Surkhar Lodoe Gyalpo : *Mai-poi shel-loong* (Oral Instruction Tantra chapter 77-81)
5. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 77-81)
6. Yuthok Yonten Gonpo : *Gyud-shi* (Oral instruction Tantra chapter 82)
7. Desi Sangye Gyatso : *Blue Beryl* (Oral instruction Tantra chapter 82)
8. Kempa Tsewang : *Nam shed de ve doe jo* (chapter 82)
9. Zurkhar Lodoe Gyalpo : *Mai-poi shel-loong* (Oral Instruction Tantra chapter 82)
10. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 82)
11. Yuthok Yonten Gonpo : *Gyud-shi* (Oral instruction Tantra chapter 83-84)
12. Desi Sangye Gyatso : *Blue Beryl* (Oral instruction Tantra chapter 83-84)
13. Kempa Tsewang : *Nam shed de ve doe jo* (chapter 83-84)
14. Zurkhar Lodoe Gyalpo : *Mai-poi shel-loong* (Oral Instruction Tantra chapter 83-84)
15. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 83-84)
16. Yuthok Yonten Gonpo : *Gyud-shi* (Oral Instruction Tantra chapter 85)
17. Desi Sangye Gyatso : *Bai-ngon* (Oral Instruction Tantra chapter 85)
18. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Oral Instruction Tantra chapter 85)
19. Kempa Tsewang : *Nam- shey de- vai doe- jo* (chapter 85)
20. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 85)
21. Yuthok Yonten Gonpo : *Gyud-shi* (Oral Instruction Tantra chapter 86)
22. Desi Sangye Gyatso : *Bai-ngon* (Oral Instruction Tantra chapter 86)
23. Surkhar Lodoe Gyalpo : *Mai-poe shel-loong* (Oral Instruction Tantra chapter 86)
24. Kempa Tsewang : *Nam- shey de- vai doe- jo* (chapter 86)
25. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 86)
26. Yuthok Yonten Gonpo : *Gyud-shi* (Oral instruction Tantra chapter 87)
27. Desi Sangye Gyatso : *Blue Beryl* (Oral instruction Tantra chapter 87)
28. Kempa Tsewang : *Nam shed de ve doe jo* (chapter 87)
29. Zurkhar Lodoe Gyalpo : *Mai-poi shel-loong* (Oral Instruction Tantra chapter 87)
30. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 87)
31. Yuthok Yonten Gonpo : *Gyud-shi* (Oral instruction Tantra chapter 88-89)
32. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 88-89)
33. Desi Sangye Gyatso : *Bai-ngon* (Oral instruction Tantra chapter 88-89)
34. Kempa Tsewang : *Nam shed de ve doe jo* (chapter 88-89)
35. Zurkhar Lodoe Gyalpo : *Mai-poi shel-loong* (Oral Instruction Tantra chapter 88-89)
36. Yuthok Yonten Gonpo : *Gyud-shi* (Oral instruction Tantra chapter 91- 92)
37. Desi Sangye Gyatso : *Bai-ngon* (Oral instruction Tantra chapter 91-92)
38. Kempa Tsewang : *Nam shed de ve doe jo* (chapter 91-92)
39. Zurkhar Lodoe Gyalpo : *Mai-poi shel-loong* (Oral Instruction Tantra chapter 91- 92)
40. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 91-92)

FOURTH YEAR

Paper IV Marks: 100

Fundamental Text: Phyima'i rGyud (Subsequent Tantra):

- Chapter 3: thang gi sde tshan bstan pa
- Chapter 4: phye ma'i sde tshan bstan pa
- Chapter 5: ril bu'i sde tshan bstan pa
- Chapter 6: lde gu'i sde tshan bstan pa
- Chapter 7: sman mar gyi sde tshan bstan pa
- Chapter 8: thal sman gyi sde tshan bstan pa
- Chapter 9: khaN+Da'i sde tshan bstan pa
- Chapter 10: sman chang gi sde tshan bstan pa
- Chapter 11: rin po che sbyor ba'i sde tshan bstan pa
- Chapter 12: sngo sbyor gyi sde tshan bstan pa

**SUBJECT: Decoction and powder compound Pill, paste and medicinal butter compound
Calcinated powder, concentrated decoction and medicinal beverage Gem
compound Herbal compound**

1. Features and classifications of decoction; specific classifications of hot and cold compounds and its benefits
2. Various powder compound including the king like cold compound of *gabur* and minister like cold compound of *gurgum*
3. Chief like cold compound based on highly cool natured ingredients derived directly from herbs or its essence; mass like miscellaneous cold compound
4. Various powder compound including king like hot compound containing mainly of *se-du* and the various minister like hot compound mainly based on *da-li*
5. Chief like hot compound of *goed-ma-kha* and other mass like miscellaneous hot compound
6. Characteristics and methods of compounding pill and medium for taking pill

7. Pill compound of *Garuda 5* and its additional compound, methods of preparation, recipe, appropriate time for consumption, dosage and its benefits
8. Characteristics, general methods of preparation and manners of taking paste medicine
9. Methods of compounding essential paste medicines to treat chronic and turbid fever
10. Methods of compounding paste medicine to treat cold disorders like generalized edema and piles
11. Characteristics of medicinal butter; formulation of *tik-ta* medicinal butter in treating hot disorder like *Tri-pa* while cleaning generalized edema in variety of its potency
12. Characteristics of calcinated powder compound and methods of formulating sharp, mild and medium potency compound in general
13. Formulations of great, medium and minor calcite preparation; formulations of specific calcinated powder compound
14. Preparation of container and furnace to calcinate medicinal ingredients into powder, processing time and post calcination practice
15. Objectives of preparing concentrated decoction in general; formulations and benefits of concentrated decoction in treating hot disorders
16. Characteristics of medicinal beverage in general and various medicinal beverage formulations like honey beverage in treating chronic menstrual disorder due to *Lhung* disturbance, accumulation of excess lymph in the joint , etc.
17. Formulation of medicinal beverage from *so-lo* in removing fever associated with *Lhung*; formulation of medicinal beverage prepared from cooked dough in treating obstruction of urine and restoration of heat of lower part of the body; methods of cooking and fermenting medicinal beverage
18. Objectives and features of gem compound; practical on precious hot compound formulation
19. Practice on nine modes of treating precious cold compound
20. Compounding of precious mineral and metal and its post processing activities
21. Practice on processing and compounding of mercury
22. Practice on hot and cold processing of mercury
23. Practice on treating and incinerating mercury through application of eight consuming essences
24. Methods of treating and incinerating mercury through application of eight binding metals

Fundamental text and references:

1. Yuthok Yonten Gonpo : *Gyud-shi* (Oral instruction Tantra chapter 87)
2. Desi Sangye Gyatso : *Blue Beryl* (Oral instruction Tantra chapter 87)
3. Kempa Tsewang : *Nam shed de ve doe jo* (chapter 87)
4. Zurkhar Lodoe Gyalpo : *Mai-poi shel-loong* (Oral Instruction Tantra chapter 87)
5. Troru Tsenam : *Gyud-shi drel-chen* (Oral Instruction Tantra chapter 87)

FOURTH YEAR

Paper V Marks: 100

Practical: 100 Marks

I. Fundamental Text: Phyima'i rGyud (Subsequent Tantra):

Chapter 13: las lnga'i sngon du 'gro ba snum 'chos

Chapter 14: las lnga bshal gyi skor

Chapter 15: las lnga skyugs kyi skor

Chapter 16: las lnga sna sman gyi skor

Chapter 17: las lnga 'jam rtsi'i skor

Chapter 18: las lnga ni ru ha'i skor

Chapter 19: sbyongs kyi log gnon rtsa sbyongs

SUBJECT: Oil therapy and purgation Emesis, nasal therapy and mild enema Enema and channel cleansing therapy

1. Objective of oil therapy as preliminary to five evacuative therapies; indications and contra-indications of oil therapy
2. Actual application of oil therapy; different types of oil required as per the nature of disorder
3. How to use oil therapy to cleanse defects of *nye-pa* and to enhance its medicinal value
4. Understanding the basis of disorder on which purgation should be applied or avoided; understanding the time when purgation should be applied or avoided and understanding the strength of patient whether purgation can be sustained or not
5. Untangling the disorder and testing the state of bowel as preliminary for usual administration of purgation
6. Practice and compounding of mild purgation against weak and pregnant patient, and sharp purgation against strong constitution
7. Basis on which emesis should be applied or avoided; administration of preliminary of emesis where required
8. Administration of emesis where preliminary is not required or in emergency cases

9. Compounding of main and other formulations for emesis; different methods of administering emesis
10. Instant administration of emesis and managing emesis as per the strength of patient and nature of disorder
11. Procedure to manage and treat cases of over administration of emesis; benefits and procedure of post therapy practice
12. Basis on which nasal therapy should be applied or avoided; compounding of main and other formulations for nasal therapy
13. Methods of administration of nasal therapy; basis on which nasal cleansing should be applied or avoided; various compounds for nasal cleansing
14. Methods of administration of nasal cleansing; procedure to manage and treat cases of over administration of nasal cleansing which results into loss of blood
15. Basis on which mild enema should be applied or avoided; different types of compounds for mild enema
16. Physical posture during mild enema; methods of administering mild enema and its benefits
17. Basis on which enema should be applied or avoided; methods of applying enema
18. Methods of compounding different types of medication for enema based on its sharpness and its application
19. Features and aims of channel cleansing
20. Preliminaries for channel cleansing and opening of channel
21. Compounding and process of applying perforating medicine
22. Process of applying clearing medicine and sharp arousing medicine(*Jang-pa's* tradition)
23. Instructions on compounding of medicine for channel cleansing which is maneuvered and regulated as per the vulnerable site
24. Actual administration of channel cleansing in accordance with suitable place and season; signs of successful channel cleansing
25. Post therapy practice of tapping and suppressing to avoid relapse
26. Benefits and post therapy care of channel cleansing

Fundamental text and references:

1. Yuthok Yonten Gompo : *Gyud-shi* (Subsequent Tantra chapter 13-14)
2. Desi Sangye Gyatso : *Bai-ngon* (Subsequent Tantra chapter 13-14)
3. Surkhar Lodoe Gyalpo : *Mai-poe shel- loong* (Subsequent Tantra chapter 13-14)
4. Kempa Tsewang : *Nam-shey lak-len sel-jed* (chapter 13-14)
5. Troru Tsenam : *Gyud-shi drel-chen* (Subsequent Tantra chapter 13-14)
6. Yuthok Yonten Gompo : *Gyud-shi* (Subsequent Tantra chapter 15-17)
7. Desi Sangye Gyatso : *Bai-ngon* (Subsequent Tantra chapter 15-17)
8. Surkhar Lodoe Gyalpo : *Mai-poe shel- loong* (Subsequent Tantra chapter 115-17)
9. Kempa Tsewang : *Nam-shey lak-len sel-jed* (chapter 15-17)
10. Troru Tsenam : *Gyud-shi drel-chen* (Subsequent Tantra chapter 15-17)
11. Yuthok Yonten Gompo : *Gyud-shi* (Subsequent Tantra chapter 18-19)
12. Desi Sangye Gyatso : *Bai-ngon* (Subsequent Tantra chapter 18-19)
13. Surkhar Lodoe Gyalpo : *Mai-poe shel- loong* (Subsequent Tantra chapter 18-19)
14. Kempa Tsewang : *Nam-shey lak-len sel-jed* (chapter 18-19)
15. Troru Tsenam : *Gyud-shi drel-chen* (Subsequent Tantra chapter 18-19)

FOURTH YEAR

Paper VI Marks: 100

Practical: 100 Marks

I. **Fundamental Text:** Phyima'i rGyud (Subsequent Tantra):

- Chapter 20: dpyad lnga gtar ga
- Chapter 21: dpyad lnga me btsa'
- Chapter 22: dpyad lnga dugs
- Chapter 23: dpyad lnga lums
- Chapter 24: dpyad lnga byug pa
- Chapter 25: dpyad kyi log gnon thurma
- Chapter 26: rgyud bzhi'i mjug don bsdus pa
- Chapter 27: rgyud yongs su gtad pa

- Gang-jong sMen-pai Drong-khyer Chagri Baidurya Dro-phen-ling gyi Trog-sMen Trung-pai Dus-pa Yishen Doejoe Bhum-sang

SUBJECT: Moxabustion, venesection, Compression, bath therapy and *juk-pa* (oil massage and lotion), Surgical therapy, Conclusion and entrustment of *Gyud-shi*, Contagious disorders from *men-ngag lhen-thap*

1. Acquiring surgical instrument with appropriate size and shape in accordance with the site where venesection is to be applied
2. Recognizing the general and specific basis on which venesection should be applied or avoided
3. Methods of segregation between diseased blood and the essence blood; tourniquet and its application
4. Selection of site for venesection and observing the venesected blood
5. Amount of blood to be venesected based on the strength of patient; removal of hindrance for not having blood during venesection
6. Methods to stop the blood flow. Benefits and harmful effect of venesection; post therapy practice in healing and avoiding loss of speech due to increase of Lung disorder

7. How moxabustion came into practice; purpose and benefits of moxabustion; instrument and tools required for moxabustion
8. Disorders on which moxabustion should be applied or avoided
9. Application of different method of moxabustion like intense burning, mild burning, heating and touch in accordance with the nature of disorder and the site of body
10. Establishing the point of moxabustion based on the nature of disorder
11. How to conduct post therapy practice and benefits of moxabustion
12. Features of compression; observing the bases on which compression should be applied or avoided
13. Methods and benefits of cold compression and hot compression
14. Features and objectives of bath therapy; observing the disorder against which bath therapy should be applied or avoided
15. Recognizing the special features of natural hot spring and how to apply the therapy
16. Preparation and compounding of man-made bath therapy
17. Cooking and fermenting the compound for bath therapy; actual application of bath therapy
18. Observing the bases on which *Juk-pa* should be applied or avoided
19. Disorders on which oil massage should be applied and its method
20. Bases on which application of lotion should be applied and its method
21. Compounding of various formulation for *Juk-pa*
22. Features and benefits of surgical therapy
23. Observing the disorder against which surgical therapy should be applied or avoided; methods of using the appropriate instrument
24. General and specific points for using the surgical instrument; maintaining physical posture while using the surgical instrument
25. Methods of surgical therapy, its various surgical procedures and measurement
26. Precautionary measures to avoid fatal accidents and post therapy practice to repair the damage done by surgical therapy
27. Gist of the *Gyud-shi*

28. Supreme singular remedy against various disorders
29. Protection against influence from elemental spirits
30. Preventive measures against general and specific contagious diseases
31. Preventive measures against various disorders of poisoning
32. Compilation of various systems of healing
33. Doubt clearing elaboration on 404 different disorders
34. Aims and objectives of *So wa Rig pa*
35. Lauding the Sage *Rig-pai Ye-she* by his disciples and Sage *Rig-pai Yeshe* expressing the uniqueness of the *Gyud-shi*
36. Importance on qualities required by the hearer for hearing the *Gyud-shi*
37. Causes, condition, classification and preventive measures on general contagious disorder
38. Specific signs and symptoms and treatment of *lay-ser*
39. Classification, signs and symptoms and treatment of diphtheria
40. Signs and symptoms, prevention, location and treatment of *ser-thung*
41. Causes, conditions, signs and symptoms and treatment of abdominal cramps
42. Causes, conditions, signs and symptoms, classification, prevention, characteristics and treatment of intestinal cramps
43. Causes, conditions, signs and symptoms, prevention and treatment of *mae-vel*
44. Causes, conditions, location and treatment of lymph node disorder
45. Causes, conditions, signs and symptoms, prevention and treatment of *jin-lok*
46. Causes, conditions, classification, signs and symptoms, prevention and treatment of *lhok-pa*
47. Causes, conditions, classification, signs and symptoms and treatment of cancer
48. Causes, conditions, signs and symptoms, prevention and treatment of *zum-po tak-gye*
49. Conditions, signs and symptoms, prevention and treatment of *Tri-pa* invading the channels
50. Signs and symptoms and treatment of *nang-lhog*
51. Causes, conditions, signs and symptoms and treatment of *kha-may*

52. Signs and symptoms and treatment of *kyam-po*
53. Signs and symptoms and treatment of *bar-bur*
54. Signs and symptoms and treatment of *na-tsa phu-dap*
55. Classification, signs and symptoms and treatment of *nyam-ru*

Fundamental text and references:

1. Yuthok Yonten Gompo : *Gyud-shi* (Subsequent Tantra chapter 20-21)
2. Desi Sangye Gyatso : *Bai-ngon* (Subsequent Tantra chapter 20-21)
3. Surkhar Lodoe Gyalpo : *Mai-poe shel- loong* (Subsequent Tantra chapter 20-21)
4. Kempa Tsewang : *Nam-shey lak-len sel-jed* (chapter 20-21)
5. Troru Tsenam : *Gyud-shi drel-chen* (Subsequent Tantra chapter 20-21)
1. Yuthok Yonten Gompo : *Gyud-shi* (Subsequent Tantra chapter 22-24)
2. Desi Sangye Gyatso : *Bai-ngon* (Subsequent Tantra chapter 22-24)
3. Surkhar Lodoe Gyalpo : *Mai-poe shel- loong* (Subsequent Tantra chapter 22-24)
4. Kempa Tsewang : *Nam-shey lak-len sel-jed* (chapter 22-24)
5. Troru Tsenam : *Gyud-shi drel-chen* (Subsequent Tantra chapter 22-24)
1. Yuthok Yonten Gompo : *Gyud-shi* (Subsequent Tantra chapter 25)
2. Desi Sangye Gyatso : *Bai-ngon* (Subsequent Tantra chapter 25)
3. Surkhar Lodoe Gyalpo : *Mai-poe shel- loong* (Subsequent Tantra chapter 25)
4. Kempa Tsewang : *Nam-shey lak-len sel-jed* (chapter 25)
5. Troru Tsenam : *Gyud-shi drel-chen* (Subsequent Tantra chapter 25)
1. Yuthok Yonten Gompo : *Gyud-shi* (Subsequent Tantra chapter 26-27)
2. Desi Sangye Gyatso : *Bai-ngon* (Subsequent Tantra chapter 26-27)
3. Surkhar Lodoe Gyalpo : *Mai-poe shel- loong* (Subsequent Tantra chapter 26-27)
4. Kempa Tsewang : *Nam-shey lak-len sel-jed* (chapter 26-27)
5. Troru Tsenam : *Gyud-shi drel-chen* (Subsequent Tantra chapter 26-27)

1. Desi Sangye Gyatso : *Men-ngag lhen-thap* (chapter 30-38)
2. Desi Sangye Gyatso : *Men-ngag lhen-thap* (chapter 39-47)

FOURTH YEAR

Paper VII

Marks – 100

Bhoti Language:

Bhoti grammar and literature

FOURTH YEAR

Paper VIII Oral/ Viva Voce

Marks: 100

Memorization of Texts:

Man ngag rgyud:

Chapter 71: byis pa nyer spyod gso ba

Chapter 72: byis pa'i nad gso ba

Chapter 74: mo nad gtso bo spyi gso ba

Chapter 75: mo nad bye brag bcos pa

Phyima'i rGyud:

Chapter 20: dpyad lnga gtar ga

Chapter 21: dpyad lnga me btsa'

Chapter 26: rgyud bzhi'i mjug don bsdu pa

Chapter 27: rgyud yongs su gtad pa

- Menjor Nue-pa Chog-due Phendy Jungney
- Allegorical tree of Phyima'i rGyud and rGyud-bZhi
- Tar-Tsai-Dom Tsig Shon noe nGag-rGyan

I. Practical - Dongdrem: 50 Marks

- Practical Demonstration: Thang, phye ma, ril bu, lde gu, sman mar, thal sman, khaN+Da, sman chang, rin po che, sbyor, sngo sbyor, las lnga'i sngon du 'gro ba snum 'chos, bshal, skyugs, sna sman, 'jam rtsi, ni ru ha, rtsa sbyongs, gtar ga, me btsa, dugs, lums, byug pa and dpyad kyi log gnon thurma.
- **Practical:** Allegorical Tree of the Phyima'i rGyud and rGyud-bZhi
- Jang-Khog Yul-Thig

II. Practical – Identification of Medicinal Plants : 100 Marks

III. Other fundamental text:

- Jang-Khog Yul Thig
- Nue-Pa Chok-Due Phendy Jungney
- Men-nGag Lhen-Thab kyi Nyen-Rim – 18 Chapters

IV. Supplement Texts:

1. Continuation of Shanti Deva's Choe-Jug
2. Nang-pai Ta-choe Kun-tus by H.H. the 14th Dalai Lama
- 3.

V. Education Tour:

1. Visit to Pharmaceutical sites
2. One time educational tour

V. Individual and Group Projects:

1. Group or Individual project on related subjects
2. One time Group or Individual Project in the final year

VI. Modern Science

Botany

Bio-Chemistry

केन्द्रीय तिब्बती अध्ययन विश्वविद्यालयवाराणसी ,सारनाथ ,
(मान्य विश्वविद्यालय)

प्रथम वर्ष
ललित कला
पाठ्यक्रम
SYLLABUS

MASTER OF FINE ART (MFA), FIRST YEAR



भोट विद्या संस्थानम्

CENTRAL UNIVERSITY OF TIBETAN STUDIES

(A DEEMED UNIVERSITY)

SARNATH, VARANASI

2015

FIRST SEMESTER
THANKA PAINTING

བཟོ་རིག་སློབ་དཔོན་ལ་རིམ་དང་པོའི་ལྷ་བྲིས་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 1ST YEAR

THANKA PAINTING

རྒྱུགས་དུས་དང་པོ།

1st Semester,

First Paper

བྲིས་རྒྱུགས།

Written Exam

མང་ཐོབ། ༧༠

Marks: 70

བསྐྱབ་དགོས། ༣.༧༥

Credits: 3.75

History of Art

Part A: History of Indian Buddhist: by *Taranatha* (Chapter nos. 1-23) Note: Question and Answer Should be in Tibetan.

Marks Unit Credits

A 1.875

Part B: A brief survey of South-east Asian Arts:

Note: Questions and Answers should be in English.

Sri Langka: Sigiriya, Anuradhapura Marks Unit Credits

Burma: Nat Cult and Stupa Architecture **35** **B** **1.875**

Indonesia: Borobudur and Chandi Mendut and related Sculptures

ནང་ཁྱུལ་རྒྱུས་བཅད།

Internal Assessment

མང་ཐོབ། 30

Marks: 30

བསྐྱབ་དགོས། 0.75

Credit: 0.75

༡ འཛིན་བཅད། (Attendance) 10 marks

༢ གཤམ་བཤད། (Presentation) 10 marks

༣ ཚེད་ཚུམ། (Assignment) 10 marks

Total Internal Assessment Credit 0.75

Grand Total Credits 4.50

བོ་ལོ་སྐོ་སྐོ་ལོ་ལོ་སྐོ་སྐོ་
MFA (ACHARYA) 1ST YEAR
THANKA PAINTING

རྒྱ་ལྷ་ས་ལྷ་ས་ལྷ་ས་

1st Semester, Second
Paper

བྲིས་རྒྱ་ལྷ་ས་

Written Exam

མང་ཚོ་ལ། ༧༠

Marks:70

བསྐྱེད་འགྲུལ་གྲུ་ལ།

Credits: 3.75

Theory of Art

Introduction to Four Yogas: *by Penchen Lobsang Choegyen*
(page nos.219-243)

Note: Q. and A. should be in Tibetan.

Marks	Unit	Credits
70	A	3.75

ནང་ལྷ་ས་རྒྱ་ལྷ་ས་

Internal Assessment

མང་ཚོ་ལ། 30

Marks: 30

བསྐྱེད་འགྲུལ་ 0.75

Credit: 0.75

༡ འཇོག་བཅས། (Attendance) 10 marks

༢ གཏམ་བཤད། (Presentation) 10 marks

༣ ཚེད་ཚོམ། (Assignment) 10 marks

Total Internal Assessment credits 0.75

● Grand Total Credits 4.50

བོད་རིག་སྐོབ་དཔོན་ལོ་རིམ་དང་པོའི་སྣ་བྲིས་རིག་པའི་སྐོབ་ཚན།
MFA (ACHARYA) 1ST YEAR
THANKA PAINTING

རྒྱལ་སྤྱི་དུས་དང་པོ།	1 st Semester,
	Third Paper
བྲིས་རྒྱལ་སྤྱི་	Written Exam
མང་ཐོབ། ༧༠	Marks:70
བརྒྱལ་དགོས་མཁུ་༧༥	Credits: 3.75

Aesthetics

A. Aesthetics of Classic or Tibetan Arts (ལྷ་ཚོགས་ཀྱི་མངོན་རྟོགས་སམ་མངོས་བཟོའི་སྐུ་རྒྱུ།)
(Note: Q and A should be in Tibetan.)

Marks	Unit	Credits
35	A	1.875

སྐུ་བྲིས་པའི་སྐུ། ༡ མཁུ་སྐོབ་རྣམ་གཞིས། ༢ བཅོན་པོ་མེས་དཔོན་རྣམ་གསུམ། ༣ ལོ་རྒྱུ་བའི་མེས་པོ་ཐོན་མེས་སྐོར་ཀྱི། ༤ བཀའ་གདམས་པའི་གཞུག་རྒྱན་རྩོ་བོ་ཡལ་ལྷན་གསུམ། ༥ རྒྱལ་བ་སྐོང་ཆེན་རབ་འབྱམས་དང་། རྩོ་བོ་ལེ་ལོ་ཆེན། རིག་འཛིན་འཛིགས་མེད་སྤྱིང་བ། འཇམ་མགོན་མི་ཕམ་རྣམ་རྒྱལ་རྒྱ་མཚོ་བཅས། ༦ མར་མི་དུགས་གསུམ་དང་། ཀམ་པའི། འཇམ་མགོན་ཀོང་སྐུ་སྐོ་གོས་མཐའ་ཡས་བཅས། ༧ རྩོ་བཅོན་གཤམ་པ་རྒྱལ་མཚན་དང་། རྩོ་བཅོན་ས་པའ། ཀུན་མཁུ་རོང་སྐོན་བཅས། ༨ རྩོ་བཅོན་གསུམ་དང་། རྒྱལ་བ་དགོ་འདུན་གྱུ་བ་བ། པའ་ཆེན་སྐོ་བཟང་ཚོས་རྒྱན། རྒྱལ་བ་ལྷ་པ་ཆེན་པོ། ༩ མ་གཅིག་ལའ་ཀྱི་སྐོལ་མ། ༡༠ བ་དམ་བ་སངས་རྒྱལ། ༡༡ རྒྱལ་ཆེན་ཐང་སྐོང་རྒྱལ་པོ། ༡༢ ལུ་སྐོན་རིན་ཆེན་གྱུ་བ། ༡༣ རྒྱལ་ཆེན་ལྷུང་པོ་ལྷུང་བ་གཞོན་ལུ། ༡༤ རོལ་པོ་བ་ཤེས་རབ་རྒྱལ་མཚན་དང་། རྩོ་བཅོན་ཏཱ་ལྷ་ས།

B. Modern Art: Aesthetics *(Note: Q and A should be in English.)*
Mechanism of Artistic Perception **Marks Unit Credits**
35 B 1.875

1. Psychology of Artistic Perception
2. Psychology of Mechanism of Artistic Creativity

ནང་ཁྱེད་ཀྱིས་བཅད།
མང་ཐོབ། 30
བརྒྱབ་དགོས། 0.75

Internal Assessment
Marks: 30
Credit: 0.75

༡ འཛིན་བཅད། (Attendance) 10 marks
༢ གཏམ་བཤད། (Presentation) 10 marks
༣ ཆེད་ཚོམ། (Assignment) 10 marks

Total Internal Assessment Credit

0.75

• **Grand Total Credits**

4.5

བཟོ་རིག་སློབ་དཔོན་ལ་རིམ་དང་པོའི་ལྷ་བྲིས་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 1ST YEAR, FIRST SEMESTER
THANKA PAINTING

Practical

Composition of one major Thangka, two minor Thangkas and a Portrait or a Scenery consisting of a minimum of fifty sketches.

Marks	Credits
100	28.1

FIRST SEMESTER

WOODCRAFT

བོད་རིག་སློབ་དཔོན་ལོ་རིམ་དང་པོའི་ཤིང་བརྗོད་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 1ST YEAR

WOODCRAFT

རྒྱུགས་དུས་དང་པོ། 1st Semester
First Paper

ཤོ་རྒྱུགས། Written Exam

ཨང་ཐོབ། ༧༠ Marks: 70

བརྒྱབ་དགོས། ༣.༧༥ Credits: 3.75

History of Art

A: History of Indian Buddhist: by *Taranatha* (Chapter nos. 1-23)

Note: Questions and Answers should be in Tibetan.

Marks	Unit	Credits
35	A	1.875

B: A brief survey of South-east Asian Art:

Sri Lanka: Sigiriya, Anuradhapura

Burma: Nat Cult and Stupa Architecture

Indonesia: Borobudur and Chandi Mendut and related Sculptures

Marks	Unit	Credits
35	B	1.875

Note: Questions and Answers should be in English.

ནང་ཁུལ་རྒྱུས་བཅད།
ཨང་ཐོབ། 30
བརྒྱབ་དགོས། 0.75

Internal Assessment

Marks: 30

Credit: 0.75

༡	འཛིན་བཅའ།	(Attendance)	10 marks
༢	གཏམ་བཤད།	(Presentation)	10 marks
༣	ཚེད་ཚུལ།	(Assignment)	10 marks

Total Internal Assessment credits 0.75

• **Grand Total Credits 4.5**

བོ་རིག་སློབ་དཔོན་ལོ་རིམ་དང་པོའི་ཤིང་བརྒྱུ་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 1ST YEAR
WOODCRAFT

རྒྱུགས་དུས་དང་པོ། 1st Semester,
Second Paper
བེ་རྒྱུགས། Written Exam
ཨང་ཐོབ། ༧༠ Marks: 70
བརྒྱུ་དགོས། ༣.༧༥ Credits: 3.75

Theory of Art

Introduction to the Four Yogas: *by Penchen Lobsang Choegyen*
(Page nos. 219-243)

Note: Questions and Answers should be in Tibetan.

Marks	Unit	Credits
70	A	3.75

ནང་ཁྱུ་རྒྱུ་བཅད།	Internal Assessment
ཨང་ཐོབ། 30	Marks: 30
བརྒྱུ་དགོས། 0.75	Credit: 0.75

		Marks	
༡	འཛིན་བཅད། (Attendance)	10	A
༢	གཏམ་བཤད། (Presentation)	10	B
༣	ཆེད་ཚུལ། (Assignment)	10	C

Total Internal Assessment Credit 0.75

• Grand Total Credits 4.5

བོད་རིག་སྐོབ་དཔོན་ལོ་རིམ་དང་པོའི་ཤིང་བཀོས་རིག་པའི་སྐོབ་
ཚན།
MFA (ACHARYA) 1ST YEAR
WOODCRAFT

རྒྱུགས་དུས་དང་པོ། 1st Semester
གའི་རྒྱུགས། Third Paper
ཡང་ཚོབ། ༧༠ Written Exam
བརྒྱབ་དགོས། ༣.༧༥ Marks: 70
Credits: 3.75

Aesthetics

A. Aesthetics of Classic or Tibetan Art (རྣམ་ཚཱགས་ཀྱི་མངོན་རྟོགས་སམ་
མངོས་བཟོའི་སྐྱུ་རྩལ་།)

Note: Questions and Answers should be in Tibetan.

སྐྱེས་བུ་དམ་པའི་སྒྲེ།

༡ མཁའ་སྐོབ་རྣམ་གཉིས།

༢ བཙན་པོ་མེས་དཔོན་རྣམ་གསུམ།

༣ ལོ་རྒྱུ་བའི་མེས་པོ་ཐོན་མི་སམ་སྟོ་ཏ།

༤ བཀའ་གདམས་པའི་གཞུག་རྒྱན་ཇོ་བོ་ཡབ་སྲས་གསུམ།

༥ རྒྱལ་བ་སྐྱོང་ཆེན་རབ་འབྱམས་དང་། རོང་ཐོམ་པ་ཆེན། རིག་འཛིན་འཛིགས་
མེད་སྤིང་པ། འཇམ་མགོན་མི་པམ་རྣམ་རྒྱལ་རྒྱ་མཚོ་བཙམ།

༦ མར་མི་དྲུགས་གསུམ་དང་། ཀམ་པ་བློ། འཇམ་མགོན་ཀོང་སྐལ་སྟོ་གྲོས་མཐའ་
ཡས་བཙམ།

༧ ཇི་བཙུན་གྲགས་པ་རྒྱལ་མཚན་དང་། ཇི་བཙུན་ས་པམ། ཀུན་མཁྱེན་རོང་
སྟོན་བཙམ།

༤ རྗེ་ཡབ་མཁུ་གསུམ་དང་། རྒྱལ་བ་དགེ་འདུན་གྲུབ་པ། བཤེ་ཆེན་སློབ་བཟང་ཆོས་
རྒྱལ། རྒྱལ་བ་ལྷ་པ་ཆེན་པོ།

༥ མ་གཅིག་ལབ་ཀྱི་སློལ་མ།

༦ བ་དམ་པ་སངས་རྒྱལ།

༧ རྒྱལ་ཆེན་ཐང་སྟོང་རྒྱལ་པོ།

༨ ལུ་སྟོན་རིན་ཆེན་གྲུབ།

༩ རྒྱལ་ཆེན་ལྷུང་པོ་ལྷན་པ་གཞོན་ནུ།

༡༠ དོལ་པོ་བ་ཤེས་རབ་རྒྱལ་མཚན་དང་། རྗེ་བཙུན་ཏུ་ར་ལྷ་ཤ།

B. Modern Art: Aesthetics

Mechanism of Artistic Perception

(a) Psychology of Artistic Perception

(b) Psychology of Mechanism of Artistic Creativity

Note: Questions and Answers should be in English.

Marks Unit Credits

35 B 1.875

ནང་ལྷུལ་རྒྱལ་བཅད།

ཨང་ཐོབ། 30

བརྒྱུབ་དགོས། 0.75

Internal Assessment

Marks: 30

Credit: 0.75

Marks

༡	འཛིན་བཅད།	(Attendance)	10
༢	གཏམ་བཤད།	(Presentation)	10
༣	ཆེད་སྟོན།	(Assignment)	10

Total Internal Assessment Credit 0.75

• Grand Total Credits 4.5

བཟོ་རིག་སློབ་དཔོན་ལོ་རིམ་དང་པོའི་ཤིང་བརྒྱུས་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 1ST YEAR,

FIRST SEMESTER

WOODCRAFT

Practical

Composition of one well-finished table (Height Inc. 18, Breadth Inc. 15 and Length inc. 30), three diversely ornamented carve and a Portrait or Scenery consisting minimum fifty sketches.

Marks	Credits
100	28.1

SECOND SEMESTER

THANKA PAINTING

བཙོ་རིག་སློབ་དཔོན་ལོ་རིམ་དང་པོའི་ལྷ་བྲིས་རིག་པའི་སློབ་ཚན།

MFA (ACHARYA) 1ST YEAR

THANKA PAINTING

རྒྱུགས་དུས་གཉིས་པ། 2nd Semester, First Paper

བྲིས་རྒྱུགས། Written Exam

ཨང་ཐོབ། 70 Marks: 70

བརྒྱབ་དགོས། 3.75 Credits: 3.75

History of Art

A: History of Indian Buddhist: *by Taranatha*
(Chapter nos. 24-44)

Note: Questions and Answers should be in Tibetan.

Marks	Unit	Credits
35	A	1.875

B: A brief survey of South-east Asian Art:

Cambodia: Angkor Vat, Angkor Thom, Bayon

Thailand: Art of Chiangmai, Ayuthia and Sukhodaya.

Note: Questions and Answers should be in English.

Marks	Unit	Credits
35	A	1.875

ནང་སྲུང་རྒྱུས་བཅད།

Internal Assessment

ཨང་ཐོབ། 30

Marks: 30

བརྒྱབ་དགོས། 0.75

Credit: 0.75

༡ འཛིན་བཅད། (Attendance) 10 marks

༢ གཏམ་བཤད། (Presentation) 10 marks

༣ ཆེད་ཚུལ། (Assignment) 10 marks

Total Internal Assessment Credit 0.75

• **Grand Total Credits 4.5**

བཟོ་རིག་སློབ་དཔོན་ལོ་རིམ་དང་པོའི་ལྷ་བྲིས་རིག་པའི་སློབ་ཚན།

MFA (ACHARYA) 1ST YEAR

THANKA PAINTING

རྒྱགས་དུས་གཉིས་པ།

2nd
Semester,
Second
Paper

བྲིས་རྒྱགས།

Written
Exam

མང་ཐོབ། ༧༠

Marks:
70

བསྐྱུབ་དགོས། ལྷ་ཡུལ་

Credits:
3.75

Theory of Art

A: Introduction of four yagas: by *Penchen Lobsang Choegyen* (Page nos. 243-265)

Note: Q and A should be in Tibetan.

Marks Unit Credits

70 A 3.75

ནང་ཁྱུས་རྒྱས་བཅད།

Internal Assessment

མང་ཐོབ། 30

Marks: 30

བསྐྱུབ་དགོས། 0.75

Credit: 0.75

༡ འཛིན་བཅད། (Attendance) 10 marks

༢ གཞུང་བཤད། (Presentation) 10 marks

༣ ཆེད་ཚུལ། (Assignment) 10 marks

Total Internal Assessment Credit 0.75

● Grand Total Credits 4.5

བཟོ་རིག་སློབ་དཔོན་ལོ་རིམ་དང་པོའི་སློབ་རིག་པའི་སློབ་ཚན།

MFA (ACHARYA) 1ST YEAR

THANKA PAINTING

རྒྱལ་སྤྱི་ལོ་ལྟར་གཞི་བཟོ་བ།

2nd
Semester,
Third
Paper

བྲིས་རྒྱལ་ལ།

Written
Exam

མང་ཐོབ། ༧༠

Marks:
70

བརྒྱབ་དགོས། ༣.༧༥

Credits:
3.75

Aesthetics

A. Aesthetics of Classic or Tibetan
Arts (སློབ་ཚན་གྱི་མངོན་རྟོགས་སམ་
མངོན་བཟོའི་སློབ་རིག་ལ།)

*Note: Questions and Answers
should be in Tibetan.*

Marks	Unit	Credits
35	A	1.875

བྱ་རྒྱུད་སློབ་ཚན་གྱི་སློབ་པ་ལ་བཞིན་
གསུངས་པའི་རིག་ལ།

༡ བྱ་རྒྱུད་དམ་ཚིག་གསུངས་བཞིན།

༢ གཞུགས་ཏེ་གསུངས་དཀར།

༣ ལྷུང་ནག་མེད་སྤྱི་གི།

༤ ལྷ་མོ་འོད་ཟེར་སྤྱན་མ།

༥ སེང་གའོང་མ།

༦ རི་ཁྲོད་མ་ལོ་མ་གྲོན་མ།

༧ རྩོད་རྩེ་རྣམ་འཛོམས།

༨ ཁྲོ་བོ་སྤྲོ་བ་བརྟེན་པ།

༩ རྒྱལ་མཚན་རྩེ་མེད་དབྱང་རྒྱ།

༡༠ ཁྲོ་བོ་འཇིག་རྟེན་གསུམ་རྒྱལ།

ཁ བྱ་རྒྱུད་བསྐྱེད་རིགས་ཀྱི་རྩེ་ཚོགས།

༡ སྤྱན་རས་གཟིགས་ཕྱག་རྟོང་སྤྱན་རྟོང་།

༢ འགོ་འདུལ་ཕྱག་བཞི་བ།

༣ སྤྱན་རས་གཟིགས་སེམས་ཉིད་ངལ་གསོ།

༤ སྤྱན་རས་གཟིགས་ཁ་སར་བ་ཅི།

༥ ཚོ་དཔག་མེད།

༦ རྩོད་བཅུན་སྤྲོལ་མ།

༧ སྤྲོལ་དཀར་ཡིད་བཞིན་འཁོར་ལོ།

༨ སེང་ལྷེང་ནགས་ཀྱི་སྤྲོལ་མ།

༩ ལྷུང་མ་དཔལ་མོ།

༡༠ འཇམ་དབྱངས་དམར་སེར་(ཨ་ར་བ་ཅ་)།

༡༡ མི་གཡོ་བ།

༡༢ འཇམ་དབྱངས་སྤྱི་བའི་སེང་གེ ༡༣ དབྱངས་
ཅན་མ།

ག བྱ་རྒྱུད་རྩོད་རྩེ་རིགས་ཀྱི་རྩེ་ཚོགས།

༡ མི་འབྲུག་པ།

༡ གཞུག་ཏོར་རྣམ་རྒྱལ་མ།

༢ སངས་རྒྱལ་ལྷན་ལྷ།

༣ རྩོམ་སྐབས་དཔལ།

༤ ཕྱག་ལེན་རྩོམ།

༥ རྩོམ་སྐབས།

༦ རྩོམ་རྒྱལ་མ།

སྤྱི་རྒྱུད་ཀྱི་ལྷ་ཚོགས།

༡ རྣམ་སྤྱད་མཛོན་བྱང་།

རྣམ་འགྲུབ་རྒྱུད་ཀྱི་ལྷ་ཚོགས།

༡ ཀྱུན་རིག་རྣམ་པར་སྤྱད་མཛོན། ༡

གཞུག་དགུ། ༡༧༤ ༡ རྩོམ་དབྱིངས།

B. Modern Art: Aesthetics

Art as an object of perception:
Freud's theory (the conscious and
the subconscious mind)

(Note: Questions and Answers
should be in English.)

Marks Unit Credits

35 A 1.875

ནང་ཁྱུལ་རྒྱལ་བཅད།

Internal As

ཨང་ཐོབ། 30

Marks: 30

བརྒྱུ་དཔྱོད། 0.75

Credit: 0.7

༡ འཛིན་བཅད། (Attendance)

10 marks

༢ གཞུག་བཤད། (Presentation)

10 marks

३ ཚེད་ཚུལ། (Assignment)
10 marks

བཟོ་རིག་སློབ་དཔོན་
དང་པོའི་ལྷ་བྲིས་རིག་
ཚན།

Total Internal Assessment Credit
0.75

ལོ་རིམ་
བའི་སློབ་

MFA
(ACHARYA) 1ST
YEAR,
SECOND
SEMESTER

• Grand Total Credits
4.5

THANKA PAINTING, FOURTH PAPER

Practical

Composition of one major Thangka, two minor Thangkas and a Portrait or a Scenery consisting of a minimum of fifty sketches.

Marks	Credits
100	28.1

བཟོ་རིག་སློབ་དཔོན་ལོ་རིམ་དང་པོའི་ལྷ་བྲིས་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 1ST YEAR, SECOND SEMESTER

THANKA PAINTING

Kanthasth Vak Pariksha (Oral test)

དཔལ་དུས་ཀྱི་འཁོར་ལོའི་དགྲིལ་འཁོར་དང་གསང་བ་འདུས་པའི་དགྲིལ་འཁོར་ཐེག་ཅ།
(DUSKHOR DANG SANGDUS THIKTSA)

SCHEME OF EXAMINATION

The oral test shall carry 100 marks and shall be conducted on the basis of the scheme of Examination in the University.

SECOND SEMESTER

WOODCRAFT

བཟོ་རིག་སློབ་དཔོན་ལོ་རིམ་དང་པོའི་ཤིང་བརྐོས་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 1ST YEAR
WOODCRAFT

རྒྱགས་དུས་གཉིས་པ།

2nd
Semester,
First
Paper

བྲིས་རྒྱགས།

Written
Exam

ཇང་ཐོབ། ༧༠

Marks:
70

བརྒྱབ་དགོས། ༣.༧༥

Credits:
3.75

History of Art

A. History of Indian Buddhist: by Taranatha
(Chapter no s. 24-44)

Note: Questions and Answers should be in
Tibetan.

Marks Unit Credits
35 A 1.875

B. A brief survey of South East Asian Art:
Cambodia: Angkor Vat, Angkorm Thom,
Bayon
Thailand: Art of Chiengmai, Ayuthia and
Sukhodaya

Note: Questions and Answers should be in
English.

Marks Unit Credits
35 A 1.875

ནང་ཁྱུ་རྒྱལ་བཅད།
མང་ཚོ་བ། 30
བསྐྱབ་དགོས། 0.75

Internal Assessment
Marks: 30
Credit: 0.75

༡	འཛིན་བཅད།	(Attendance)	10	marks
༢	གཏམ་བཤད།	(Presentation)	10	marks
༣	ཆེད་ཚུལ།	(Assignment)	10	marks

Total Internal Assessment Credit **0.75**

- **Grand Total Credits** **4.5**

བཟོ་རིག་སློབ་དཔོན་ལོ་རིམ་དང་པོའི་ཤིང་བརྗོད་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 1ST YEAR
WOODCRAFT

རྒྱལ་ཁབ་དུས་གཉིས་པ།

2nd
Semester,
Second
Paper

བྲིས་རྒྱལ་ཁབ།

Written
Exam

མང་ཐོབ། ༧༠

Marks:

བརྒྱལ་དགོས། ༣༧༥

70

Credits:

3.75

Theory of Art

Introduction to the Four Yogas: *by Penchen Lobsang Choegyen* (Page nos. 243-265)

Note: Questions and Answers should be in Tibetan.

Marks	Unit	Credits
70	A	3.75

ནང་ཁུལ་རྒྱལ་བཅད།
མང་ཐོབ། 30
བརྒྱལ་དགོས། 0.75

Internal Assessment

Marks: 30

Credit: 0.75

༡	འཛིན་བཅད།	(Attendance)	10	marks
༢	གཏམ་བཤད།	(Presentation)	10	marks
༣	ཆེད་ཚུལ།	(Assignment)	10	marks

Total Internal Assessment Credit **0.75**

- **Grand Total Credits** **4.5**

བཟོ་རིག་སློབ་དཔོན་ལོ་རིམ་དང་པོའི་ཤིང་བརྐོས་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 1ST YEAR
WOODCRAFT

རྒྱུགས་དུས་གཉིས་པ། Second Semester, Third Paper
བྲིས་རྒྱུགས། Written Exam
ཨང་ཐོབ། ༧༠ Marks: 70
བརྒྱབ་དགོས། ༣.༧༥ Credits: 3.75

Aesthetics

A. Aesthetics of Classic or Tibetan Arts (རྣམ་ཚུགས་ཀྱི་མངོན་རྟོགས་
སམ་མཛེས་བཟོའི་སྐྱུ་རྩལ་དང་།)

(Note: Q and A should be in Tibetan.)

Marks Unit Credits

35 A 1.875

བྱ་རྒྱུད་རྣམ་ཚུགས་ཀྱི་ལྟེ

༡ བདེ་བཞིན་གཤེགས་པའི་རིགས།

༢ བྱ་རྒྱུད་དམ་ཚིག་གསུམ་བཤོད།

༣ གཞུག་ཏེར་གདུགས་དཀར།

༤ ལྷུང་ནག་མའི་སྐྱུ་གི།

༥ ལྷ་མོ་འོད་ཟེར་སྐྱུ་ན་མ།

༦ སེང་གཤོང་མ།

༧ རི་ཁོང་མ་ལོ་མ་གྱོན་མ།

༨ རྩ་རྩེ་རྩམ་འཛོམས།

༩ རྩོ་བོ་སྐྱེ་བ་བརྟེན་པ།

༧ རྒྱལ་མཚན་ཅེ་མའི་དབྱང་རྒྱན།
༡༠ འོ་བོ་འཇིག་རྟེན་གསུམ་རྒྱལ།

ཁ བྱ་རྒྱུད་བསྐྱེད་རིགས་ཀྱི་ལྟ་ཚུགས།

༡ རྒྱན་རས་གཟིགས་ཕྱག་སྟོང་རྒྱན་སྟོང་།
༢ འགོ་འདུལ་ཕྱག་བཞི་བ།
༣ རྒྱན་རས་གཟིགས་སེམས་ཉིད་ངལ་གསོ།
༤ རྒྱན་རས་གཟིགས་ཁ་སར་བ་ཅི།
༥ ཚོ་དབག་མེད།
༦ རྗེ་བཙུན་སྟོལ་མ།
༧ སྟོལ་དཀར་ཡིད་བཞིན་འཁོར་ལོ།
༨ སང་སྤང་ནགས་ཀྱི་སྟོལ་མ།
༩ རྒྱུར་མ་དབལ་མོ།
༡༠ འཇམ་དབྱངས་དམར་སེར་(ཨ་ར་པ་ཅ་)།
༡༡ མི་གཡོ་བ།
༡༢ འཇམ་དབྱངས་སྐྱ་བའི་སང་གེ།
༡༣ དབྱངས་ཅན་མ།

ག བྱ་རྒྱུད་དོ་རྗེ་རིགས་ཀྱི་ལྟ་ཚུགས།

༡ མི་འཁྲུག་བ།
༢ གཙུག་ཏོར་རྣམ་རྒྱལ་མ།
༣ སངས་རྒྱལ་སྐྱེན་ཟླ།
༤ དོ་རྗེ་སེམས་དབའ།
༥ ཕྱག་ན་དོ་རྗེ།
༦ རོ་རྒྱལ།
༧ རོ་རྒྱལ་མ།

སྤྱི་བྱ་རྒྱུད་ཀྱི་ལྟ་ཚུགས།

༡ རྣམ་སྤང་མདོན་བྱང་།

རྣམ་འབྱོར་རྒྱུད་ཀྱི་ལྟ་ཚུགས།

༡ གུན་རིག་རྣམ་པར་སྤང་མཛད།
༢ གཙུག་དགུ།
༣ ༧༤ རྣམ་དབྱིངས།

B. Modern Art:
Aesthetics
Art as an
object of
perception;
Freud's
Theory (the
conscious
and the sub-
conscious mind)

Note: Questions and Answers should be in English.

Marks Unit Credits
35 B 1.875

ནང་ཁྱུང་ལྟུང་བཅད།
མང་ཐོབ། 30
བརྒྱབ་དགོས། 0.75

Internal Assessment
Marks: 30
Credit: 0.75

		Marks
༡	འཛིན་བཅད། (Attendance)	10
༢	གཏམ་བཤད། (Presentation)	10
༣	ཆེད་ཚུལ། (Assignment)	10

Total Internal Assessment Credit 0.75

• **Grand Total Credits 4.5**

བཟོ་རིག་སློབ་དཔོན་ལོ་རིམ་དང་པོའི་ཤིང་བརྐོས་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 1ST YEAR, SECOND SEMESTER

WOODCRAFT

Practical

Composition of one ornamented carve of a folding table (Height Inc. 15, Breadth Inc. 15 and Length Inc. 30), three diversely ornamented carve and a Portrait or a Scenery consisting of a minimum of fifty sketches.

Marks	Credits
100	28.1

བཟོ་རིག་སློབ་དཔོན་ལོ་རིམ་དང་པོའི་ཤིང་བརྐོས་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 1ST YEAR, SECOND SEMESTER
WOODCRAFT

Kanthasth Vak Pariksha (Oral test)

དུས་ལྷན་གྱི་འཁོར་ལོའི་དགྲིལ་འཁོར་དང་གསང་བ་འདུས་པའི་དགྲིལ་འཁོར་ཐེག་ཅ།
(DUSKHOR DANG SANGDUS THIKTSA)

SCHEME OF EXAMINATION

The oral test shall carry 100 marks and shall be conducted on the basis of the scheme of Examination in the University.

केन्द्रीय तिब्बती अध्ययन विश्वविद्यालय वाराणसी ,सारनाथ ,
(मान्य विश्वविद्यालय)

वर्ष
ललित कला
पाठ्यक्रम
SYLLABUS

MASTER OF FINE ARTS (MFA), SECOND YEAR



भोट विद्या संस्थानम्

CENTRAL UNIVERSITY OF TIBETAN STUDIES

(A DEEMED UNIVERSITY)

SARNATH, VARANASI

2015

FIRST SEMESTER
THANKA PAINTING

བཟོ་རིག་སློབ་དཔོན་ལོ་རིམ་གཉིས་པའི་ལྷ་བྱིས་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 2ND YEAR
THANKA PAINTING

རྒྱལ་སྤྱི་དང་པོ།

བྱིས་རྒྱལ་སྤྱི།

མང་ཐོབ། ༡༠

བསྐྱབ་དགོས། ༣༡༥

History of Art

A. GYALRAB SALVI MELONG (Chapter nos.11, 14 and 21) &
CHOEJUNG KHEPE GATON (Chapter no. 3)

Note: Question and Answer should be in Tibetan.

Marks	Unit	Credits
35	A	1.875

B. An Introduction to Central Asian Art: The Silk Route; Murals
of Miran; A Survey of the Art of Soghiana, Ferghana and
Chorasmia

Note: Question and Answer should be in English.

Marks	Unit	Credits
35	B	1.875

1st
Sem
r, Fi
Pap
Wri

Mar

Cre

བཟོ་རིག་སློབ་དཔོན་ ལོ་རིམ་གཉིས་ པའི་ལྷ་བྲིས་རིག་ པའི་སློབ་ཚན། MFA (ACHARYA) 2 ND YEAR THANKA PAINTING	ནང་ཁུལ་རྒྱས་བཅད།	Internal Assessme nt
	ཨང་ཐོབ། 30 བརྒྱབ་དགོས། 0.75	Marks: 30 Credit: 0.75

- ༡ འཛིན་བཅད། (Attendance) 10 marks
- ༢ གཏམ་བཤད། (Presentation) 10 marks
- ༣ ཆེད་ཚུལ། (Assignment) 10 marks

Total Internal Assessment Credit 0.75
རྒྱུག་རྒྱས་དཔོན་

• Grand Total Credits 4.5

བྲིས་རྒྱགས།

ཨང་ཐོབ། ༧༠

བརྒྱབ་དགོས། ༣.༧༥

1st
Semester,
Second
Paper
Written
Exa
m
Marks:
70
Credits:
3.75

Theory of Arts

A: KUSUM GYI NAM SHAG & NGAG GI
SA LAM: by A kya yong zin

Note: Questions and Answers should be in
Tibetan.

Marks	Unit	Credits
70	A	3.75

ནང་ཁུལ་རྒྱས་བཅད།

Internal Assessment

མང་ཐོབ། 30
བསྐྱབ་དགོས། 0.75

Marks: 30
Credit: 0.75

- ༡ འཛིན་བཅས། (Attendance) 10 marks
- ༢ གཏམ་བཤད། (Presentation) 10 marks
- ༣ ཆེད་ཚུལ། (Assignment) 10 marks

Total Internal Assessment Credit 0.75

- **Grand Total Credits** 4.5

བཟོ་རིག་སློབ་དཔོན་
ལོ་རིམ་གཉིས་
པའི་ལྷ་བྲིས་རིག་
པའི་སློབ་ཚན།
MFA
(ACHARYA

) 2ND YEAR
THANKA PAINTING

རྒྱགས་དུས་དང་པོ།

བྲིས་རྒྱགས།
མང་ཐོབ། ༧༠
བསྐྱབ་དགོས། ༣༧༥

1st Semester,
Third Paper
Written Exam
Marks: 70
Credits: 3.75

Aesthetics

The Aesthetics of Classic or Tibetan Arts
and the Root of the Mandala line

(ལྷ་ཚོགས་ཀྱི་མངོན་རྟོགས་སམ་མཛེས་བཟོའི་སྐྱུ་རྩལ་དང་། དཀྱིལ་
འཁོར་གྱི་བྲིས་རྒྱ།)

Marks	Unit	Credits
35	A	1.875

A. The Aesthetics of Classic or Tibetan Arts
(Note: Q and A should be in Tibetan.)

Maximum Marks: 25

1. རྣམ་འབྱོར་སྣ་མའི་རྒྱུད་ཀྱི་སྣ་ཚོགས།

- 1 རྣམ་ཀྱི་འཁོར་ལོ།
- 2 རྩོ་རྒྱལ་དོ་རྩེ་བྱགས།
- 3 མ་རྒྱ་མ་ཡ།
- 4 སངས་རྒྱལ་ཐོབ་པ།
- 5 རྩེ་དོར།
- 6 དོ་རྩེ་བདག་མེད་སྣ་མོ། 357
- 7 གཤེན་རྩེ་དག་ནག
- 8 གཤེད་དམར།
- 9 དོ་རྩེ་འཛིགས་བྱེད།
- 10 རྩེ་ལོའི་ལྷགས་ཀྱི་འཕགས་མོ།
- 11 རྩེ་ལོའི་སྦྱོང་ལྷོ། 256
- 12 བདེ་མཚོག་དཀར་པོ།
- 13 བདེ་མཚོག་རྩིལ་བྱ་པའི་ལྷགས།
- 14 གསང་འདུས་ཕགས་ལྷགས་མི་བསྦྱོང་དོ་རྩེ།
- 15 གསང་འདུས་འཇམ་པའི་དོ་རྩེ།
- 16 གསང་འདུས་ཡེ་ཤེས་འབས་ལྷགས།
- 17 ལྷག་དོར་འཁོར་ཚེ། 454
- 18 རིག་བྱེད་མ་གུ་རུ་གུ་ལེ། 337
- 19 རྩེ་མཚོན་གསང་བྱེད།
- 20 ཚེ་མཚོག་ཡོན་ཏན།
- 21 ཡང་དག་ལྷགས།
- 22 འཇམ་དཔལ་སྐྱའི་སྣ་ཚོགས།
- 23 བརྒྱ་གསུང་གི་སྣ་ཚོགས།
- 24 རིག་འཛིན་གསང་བའི་སྣ་ཚོགས།
- 25 ལུང་པའི་འཕྲིན་ལས།
- 26 མ་མོ་བོས་གཏོང་།
- 27 མོད་པ་དྲག་སྣགས།
- 28 འཛིག་རྩེན་མཚོད་བསྦྱོང་།

2. The Root of the Mandala line
 KALACHAKRA MANDALA: by RONG THA

(Note: Questions and Answers should be in Tibetan.)

- B. Modern Art: Aesthetics
1 Aesthetic Judgment
2 Globalization in Art

(Note: Questions and Answers should be in English.)

Marks Unit Credits
35 A 1.875

ནང་ཁྱེད་ཀྱིས་བཅད། Internal Assessment
ཨང་ཐོབ། 30 Marks: 30
བསྐྱབ་དགོས། 0.75 Credit: 0.75

- ༡ འཛིན་བཅས། (Attendance) 10 marks
༢ ལྟུང་བཤད། (Presentation) 10 marks
༣ ཆེད་ཚུལ། (Assignment) 10 marks

Total Internal Assessment Credit 0.75

- Grand Total Credits 4.5

བཟོ་རིག་སློབ་དཔོན་
ལོ་རིམ་གཉིས་
པའི་ལྷ་བྲིས་རིག་

པའི་སློབ་ཚན།
MFA (ACHARYA) 2ND YEAR
THANKA PAINTING

Practical

Composition of one major Mandala, two minor Mandalas and a Portrait or a Scenery consisting of a minimum of fifty sketches.

Marks	Credits
100	28.1

FIRST SEMESTER

WOODCRAFT

བཟོ་རིག་སློབ་དཔོན་ལོ་རིམ་གཉིས་པའི་ཤིང་བརྗོད་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 2ND YEAR
WOODCRAFT

རྒྱལ་སྤྱི་དང་པོ།

1st
Semester,
First
Paper

བྲིས་རྒྱལ་སྤྱི།

Written
Exam

ཨང་ཐོབ། ༧༠

Marks:
70

བརྒྱབ་དགོས། ༣.༧༥

Credits
3.75

History of Art

A: GYALRAB SALVI MELONG
(Chapter nos.11, 14 and 21)
& CHOJUNG KHEPE GATON
(Chapter no. 3)

Note: Questions and Answers should be in Tibetan.

Marks	Unit	Credits
35	A	1.875

B:An Introduction to the Central Asian Art: The Silk Route; Murals of Miran; Survey of the Art of Soghiana, Ferghana and Chorasmia

Note: Questions and Answers should be in English.

Marks	Unit	Credits
35	B	1.875

ནང་ཁྱལ་རྒྱལ་བཅད།
མང་ཐོབ། 30
བསྐྱབ་དགོས། 0.75

Internal Assessment
Marks: 30
Credit: 0.75

༡ འཛིན་བཅད། (Attendance) 10 marks
༢ བཀའ་བཤད། (Presentation) 10 marks
༣ ཆེད་ཚུལ། (Assignment) 10 marks

Total Internal Assessment Credit 0.75

• **Grand Total Credits 4.5**

བཟོ་རིག་སློབ་དཔོན་ལ་རིམ་གཉིས་པའི་ཤིང་བཞོས་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 2ND YEAR
WOODCRAFT

རྒྱལ་སྤྱི་ལོ་

1st
Semester,
Second
Paper
Written

བྲིས་རྒྱལ་སྤྱི་

མང་ཐོབ། ༧༠

Marks:

བསྐྱབ་དགོས། ༣.༧༥

Credit:

Theory of Arts

A. KUSUM GYI NAM SHAG & NGAG GI
SA LAM: *by A kya yong zin*

Note: Questions and Answers should be in
Tibetan.

Marks	Unit	Credits
70	A	3.75

ནང་སྤྱི་ལོ་སྤྱི་བཟང་།
མང་ཐོབ། 30
བསྐྱབ་དགོས། 0.75

Internal Assessment
Marks: 30
Credit: 0.75

༡ འཛིན་བཅར། (Attendance) 10 marks

༢ གཏམ་བཤད། (Presentation) 10 marks

༣ ཆེད་ཚུལ། (Assignment) 10 marks

Total Internal Assessment Credit 0.75

• **Grand Total Credits 4.5**

བཟོ་རིག་སློབ་དཔོན་ལོ་རིམ་གཉིས་པའི་ཤིང་བརྒྱུས་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 2ND YEAR
WOODCRAFT

རྒྱགས་དུས་དང་པོ།

1st

Semester,

Third

Paper

བྲིས་རྒྱགས།

Written

Exa

m

ཨང་ཐོབ། ༧༠

Marks:

70

བརྒྱབ་དཔོན། ༣.༧༥

Credits:

3.75

Aesthetics

Aesthetics of Classic or Tibetan Arts and
the Root of the Mandala Line (ལྷ་ཚོགས་ཀྱི་
མཛོན་རྒྱགས་སམ་མཛོན་བཟོའི་རྒྱ་རྩ་དང་། དཀྱིལ་
ལའོར་གྱི་ཐིག་ཀྱ།)

Note: Questions and Answers should be in

Tibetan.

Marks Unit Credits
35 A 1.875

A. Aesthetics of Classic or Tibetan Arts
(Maximum Marks
25)

1. རྣམ་འབྱོར་སྣ་མའི་རྒྱུད་ཀྱི་སྣ་ཚོགས།
 - ༡ དུས་ཀྱི་འཁོར་ལོ།
 - ༢ ལོ་རྒྱུ་རྩི་རྩེ་ལྷགས།
 - ༣ མ་རྒྱ་མ་ཡ།
 - ༤ སངས་རྒྱལ་ཐོབ་པ།
 - ༥ ཀྱེ་རྩོད།
 - ༦ རྩི་རྩེ་བདག་མེད་སྣ་མོ། ༣༥
 - ༧ གཤེན་རྩེ་དག་ནག
 - ༨ གཤེད་དམར།
 - ༩ རྩི་རྩེ་འཇིགས་བྱེད།
 - ༡༠ རྟེ་ལོའི་ལྷགས་ཀྱི་འཕགས་མོ།
 - ༡༡ རྩི་རྩེ་མཁའ་སྤྱོད། ༢༥
 - ༡༢ བདེ་མཚོག་དཀར་པོ།
 - ༡༣ བདེ་མཚོག་རྩི་ལ་བྱ་པའི་ལྷགས།
 - ༡༤ གསང་འདུས་ཕགས་ལྷགས་མི་བསྐྱོད་རྩི་རྩེ།
 - ༡༥ གསང་འདུས་འཇམ་པའི་རྩི་རྩེ།
 - ༡༦ གསང་འདུས་ཡེ་ཤེས་འབས་ལྷགས།
 - ༡༧ ལྷག་རྩོར་འཁོར་ཚེ། ༥༤
 - ༡༨ རིག་བྱེད་མ་གྱ་རྩ་གྱ་ལེ། ༤༣
 - ༡༩ རྩི་མཚོན་གསང་བྱེད།
 - ༢༠ ཚེ་མཚོག་ཡོན་ཏན།
 - ༢༡ ཡང་དག་ལྷགས།
 - ༢༢ འཇམ་དཔལ་སྐྱེའི་སྣ་ཚོགས།
 - ༢༣ བརྒྱ་གསུང་གི་སྣ་ཚོགས།
 - ༢༤ རིག་འཇོན་གསང་བའི་སྣ་ཚོགས།
 - ༢༥ ལུས་པའི་འཕྲིན་ལས།
 - ༢༦ མ་མོ་བོས་གཏོང།

2. The Root of
the Mandala
Line:

འཕྲོ་མོད་པ་དྲག་ལྷགས།
འདྲེན་འཛིན་རྟེན་མཚོན་བསྟོན།

KALACHAKRA
MANDALA:

by RONG THA

Note: Questions and Answers should be in Tibetan.

B. Modern Art: Aesthetics

1. Aesthetic Judgment
2. Globalization in Art

Note: Questions and Answers should be in Tibetan.

Marks Unit Credits
35 A 1.875

ནང་ཁུལ་རྒྱས་བཅད།
ཨང་ཐོབ། 30
བསྐྱབ་དགོས། 0.75

Internal Assessment
Marks: 30
Credit: 0.75

༡	འཛིན་བཅད།	(Attendance)	10 marks
༢	གཏམ་བཤད།	(Presentation)	10 marks
༣	ཚེད་ཚུམ།	(Assignment)	10 marks

Total Internal Assessment Credit 0.75

• Grand Total Credits 4.5

བཟོ་རིག་སློབ་དཔོན་ལོ་རིམ་གཉིས་པའི་ཤིང་བཞོས་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 2ND YEAR
WOODCRAFT

Practical

Composition of one ornamented carved photo frame (Breadth Inc. feet 3 and Length Inc. feet 5), ten complete blue print of the planned project consisting of a carved table, a throne and the mandala and three diversely ornamented carves.

Marks	Credits
100	28.1

SECOND SEMESTER

THANKA PAINTING

བཟོ་རིག་སློབ་དཔོན་ལོ་རིམ་གཉིས་པའི་ལྷ་བྲིས་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 2ND YEAR
THANKA PAINTING

རྒྱུགས་དུས་གཉིས་པ།

2nd Semester,

First Paper

བྲིས་རྒྱུགས།

Written Exam

མང་ཐོབ། ༧༠

Marks: 70

བརྒྱབ་དགོས། ༣.༧༥

Credits: 3.75

History of Arts

A: History of the
Mandala

*Note: Questions and
Answers should be in
Tibetan.*

Marks	Unit	Credits
35	A	1.875

B: A brief study of the
Art of major
centres:
Yarkand , Khotan,
Kizil and Turfan;
Dun Huang: Wall
Paintings

*Note: Questions and
Answers should be
in English.*

Marks	Unit	Credits
35	A	1.875

ནང་ལུལ་རྒྱལ་བཅད།
ཨང་ཐོབ། 30
བརྒྱབ་དགོས། 0.75

Marks: 30
Credits 0.75

༡ འཛིན་བཅུ།
(Attendance)
10

༢ གཏམ་བཤད།
(Presentation)
10

༣ ཆེད་ཚོམ།
(Assignment)
10

● Total Internal
Assessment Credit
0.75

● Grand Total
Credits
4.5

བཟོ་རིག་སློབ་དཔོན་
པའི་ལྷ་བྲིས་རིག་པའི་

MFA

2ND YEAR

THANKA

ལོ་རིམ་གཉིས་

སློབ་ཚན།

(ACHARYA)

PAINTING

རྒྱགས་དུས་གཉིས་པ།

2nd Semester, Second

Paper

Written Exam

in

Marks: 70

Credits: 3.75

Note: Question and
Answer should be
Tibetan.

བྲིས་རྒྱགས།

མང་ཐོབ། 70

བརྒྱབ་དགོས། 3.75

Marks Unit

70

A

3.75

Credits

Theory of Art

ནང་ཁུལ་རྒྱས་བཙད།

མང་ཐོབ། 30
A: An Introduction to
the Mandala

བརྒྱབ་དགོས། 0.75

Internal Assessment

Marks: 30

Credit: 0.75

Marks

1	འཇོན་བཙད།	(Attendance)	10
2	གཏམ་བཤད།	(Presentation)	10
3	ཚད་ཚུལ།	(Assignment)	10

Total Internal Assessment Credit

0.75

• Grand Total Credits

4.5

བཟོ་རིག་སློབ་དཔོན་ལོ་རམ་གཉིས་པའི་ལྷ་བྲིས་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 2ND YEAR
THANKA PAINTING

རྒྱལ་སྤྱི་ལོ་རམ་གཉིས་པ།

2nd Semester, Third

Paper

བྲིས་རྒྱལ་སྤྱི་

Written Exam

མང་ཐོབ། ༧༠

Marks: 70

བརྒྱུ་དཔོན་གྲུ་ ༣.༧༥

Credits: 3.75

Aesthetics

A. Aesthetics of
Classic or Tibetan
Arts

Note: Questions and
Answers should be in
Tibetan.

Marks	Unit	Credits
35	A	1.875

1. སྤང་མའི་ལྷ་ཚོགས།

༡ ལོན་པོ་ཕྱག་རྒྱ།

༢ མགོན་དཀར།

༣ ར་མགོན་ལྷན་བུ།

༤ མགོན་པོ་བེང་།

༥ དཔལ་མགོན་ལལ་བཞི་པ།

༦ ཚོས་རྒྱལ་ཕྱི་རྒྱལ།

༧ ཚོས་རྒྱལ་ནང་རྒྱལ།

༨ རྣམ་ཚོས་གས།

༩ དཔལ་ལྷན་ལྷ་མོ།

༡༠ ལྷ་མོ་ཨེ་ཀ་ཇ་ཏེ།

༡༡ ཚེ་རིང་མཚེད་ལྷ།

༡༢ བརྟན་མ་བརྟ་གཉིས།

༡༣ ཚོགས་བདག་ལྷ་ལྷ།

༡༤ ལོན་ལྷ་ལྷ་ལྷ་ལྷ།

༡༥ ར་རྒྱལ།

༡༦ རྒྱལ་པོ་ཚོན་པོ་སྤྲུ་ལྷ།

༡༧ དམ་ཅན།

2. The Root of the Mandala Line

KALACHAKRA MANDALA: by RONG THA

Note: Q and A should be in Tibetan.

B. Modern Art: Aesthetics

1. Art and Environment
2. Contemporary Practices in Art

Note: Questions and Answers should be in English.

Marks Unit Credits
35 A 1.875

ནང་ཁྱུ་རྒྱལ་བཅད།
མང་ཚོ་བ། 30
བརྒྱུ་བ་དགོས། 0.75

Internal Assessment
Marks: 30
Credit: 0.75

༡	འཛིན་བཅད།	(Attendance)	10 marks
༢	གཏམ་བཤད།	(Presentation)	10 marks
༣	ཆེད་ཚུལ།	(Assignment)	10 marks

Total Internal Assessment Credit 0.75

- Grand Total Credits 4.5

བཟོ་རིག་སློབ་དཔོན་ལ་རིམ་གཉིས་པའི་ལྷ་བྲིས་རིག་པའི་སློབ་ཚན།

MFA (ACHARYA) 2ND YEAR

THANKA PAINTING

Composition of one major Mandala, two minor Mandalas and a Portrait or a Scenery consisting of a minimum of fifty sketches.

Marks Credits
100 28.1

བཟོ་རིག་སློབ་དཔོན་ལོ་རིམ་གཉིས་པའི་ལྷ་བྲིས་རིག་པའི་སློབ་ཚན།

MFA (ACHARYA) 2ND YEAR

THANKA PAINTING

Kanthasth Vak Pariksha (Oral Test)

དུས་འཁོར་མངོན་རྟོགས། (dus khor ngon tog)

SCHEME OF EXAMINATION

The oral test shall carry 100 marks and shall be conducted on the basis of the scheme of Examination in the University.

SECOND SEMESTER

WOODCRAFT

བོ་རིག་སློབ་དཔོན་ལ་རིམ་གཉིས་པའི་ཤིང་བརྗོད་རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 2ND YEAR
WOODCRAFT

རྒྱལ་ཁབ་དུས་གཉིས་པ།

2nd Semester, First

Paper

བྲིས་རྒྱལ་ཁབ།

Written Exam

མང་ཐོབ། ༧༠

Marks: 70

བརྒྱུ་བ་དགོས། ༣.༧༥

Credits: 3.75

History of Arts

A: The History of
the Mandala

*Note: Questions and
Answers should be in
Tibetan.*

Marks Unit Credits
35 A 1.875

B. A brief study of the
Art of major
centres: Yarkand ,
Khotan, Kizil and
Turfan; Dun Huang:
Wall Paintings

*Note: Questions and
Answers should be in
English.*

Marks Unit Credits
35 A 1.875

Internal Assessment

(30 marks)

༡ འཇོན་བཅའ།
(Attendance)
10 marks

༢ བཀའ་བཤམ།
(Presentation)
10 marks

༣ རྒྱུ་ཚུལ།
(Assignment)
10 marks

Total Internal Assessment

Credit 0.75

• **Grand Total**
Credits 4.5

བོ་རིག་སློབ་དཔོན་
གཉིས་པའི་ཤིང་

ལོ་རིམ་
བརྗེས་

རིག་པའི་སློབ་ཚན།
MFA (ACHARYA) 2ND YEAR
WOODCRAFT

རྒྱུགས་དུས་གཉིས་པ། 2nd Semester, Second Paper
བྲིས་རྒྱུགས། Written Exam
ཨང་ཐོབ། 70 Marks
བརྒྱབ་དགོས། 3.75 Credits

Theory of Arts

An Introduction to the Mandala

Note: Questions and Answers should be in Tibetan.

Marks Unit Credits
70 A 3.75

ནང་ཁུལ་རྒྱས་བཅད། Internal Assessment
ཨང་ཐོབ། 30 Marks: 30
བརྒྱབ་དགོས། 0.75 Credit: 0.75

༡ འཛིན་བཅད། (Attendance) 10 marks

༢ གཏམ་བཤད། (Presentation) 10 marks

༣ ཆེད་སྟོན། (Assignment) 10 marks

Total Internal Assessment Credit 0.75

• Grand Total Credits 4.5

བཟོ་རིག་སློབ་དཔོན་
རིམ་གཉིས་པའི་
བརྗེས་རིག་པའི་

ལ་
ཤེས་
སློབ་

ཚན།
MFA (ACHARYA) 2ND YEAR
WOODCRAFT

རྒྱུགས་དུས་གཉིས་པ། 2nd Semester, Second Paper
བྲིས་རྒྱུགས། Written Exam
ཨང་ཐོབ། ༧༠ Marks 70
བརྗེས་དཔོན། ༣.༧༥ Credits: 3.75

Aesthetics

A. Aesthetics of Classic or Tibetan Arts

Note: Questions and Answers should be in Tibetan.

Marks Unit Credits
35 A 1.875

1. ལྷ་མའི་ལྷ་ཚོགས།
༡ མགོན་པོ་ཕྱག་རྒྱ།
༢ མགོན་དཀར།
༣ ལྷ་མའི་ལྷ་ཚོགས་ལྷ།
༤ མགོན་པོ་བེང་།
༥ དཔལ་མགོན་ལལ་བཞི་བ།
༦ ཚེས་རྒྱལ་ཕྱི་རྒྱལ།
༧ ཚེས་རྒྱལ་ནང་རྒྱལ།
༨ ལྷ་མའི་ལྷ་ཚོགས།
༩ དཔལ་ལྷ་ཚོགས།
༡༠ ལྷ་མའི་ལྷ་ཚོགས།
༡༡ ཚེས་རྒྱལ་ལྷ་ཚོགས།

༡༢ བརྟན་མ་བཅུ་གཉིས།
༡༣ ཚེགས་བདག་སྒྲང་ལྷ།
༡༤ གཞོན་སྤྱོད་ལྷ་མ་སྤོང་།
༡༥ ར་རྩ་ལ།
༡༦ རྩལ་པོ་ཚེན་པོ་སྤྱོད་ལ།
༡༧ དམ་ཅན།

2. The Root of the Mandala the Line
KALACHAKRA MANDALA: by RONG THA

Note: Questions and Answers should be in Tibetan.

B. Modern Arts: Aesthetics

1. Art and Environment
2. Contemporary Practices in Art

Note: Questions and Answers should be in English.

Marks Unit Credits
35 A 1.875

ནང་ཁྱུལ་རྒྱལ་བཅད།	Internal Assessment
མང་ཐོབ། 30	Marks: 30
བསྐྱབ་དགོས། 0.75	Credit: 0.75

༡ འཛོལ་བཅད། (Attendance)	10 marks
༢ ལྟུང་བཤད། (Presentation)	10 marks
༣ ཚེད་ཚུལ། (Assignment)	10 marks

Total Internal Assessment Credit 0.75

- Grand Total Credits 4.5

བཟོ་རིག་སློབ་དཔོན་
རིམ་གཉིས་པའི་ཤིང་
བརྐོས་རིག་པའི་སློབ་
MFA

ལོ་

ཚམ།

(ACHARYA) 2ND YEAR
WOODCRAFT

Practical

Composition of one group carved wooden altar, three diversely ornamented carve and ten complete blue print of the planned project consisting of a carved table, a throne and the mandala.

Marks Credits
100 28.1

བཟོ་རིག་སློབ་དཔོན་ལོ་རིམ་གཉིས་པའི་ཤིང་བརྐོས་རིག་པའི་སློབ་ཚན།

MFA (ACHARYA) 2ND YEAR
WOODCRAFT
Kanthasth Vak Pariksha (Oral Test)

A. དུས་འཁོར་མངོན་རྟོགས། (dus khor ngon tog)

SCHEME OF EXAMINATION

The oral test shall carry 100 marks and shall be conducted on the basis of the scheme of Examination in the University.

CENTRAL INSTITUTE OF HIGHER TIBETAN
STUDIES (DEEMED UNIVERSITY)

SARNATH, VARANASI (UP)



B.Ed. Two Year Course

(Shiksha Shastri)

(Revised 2015)

w.e.f. academic session 2015-17

Approved by the Academic Council in its 27th meeting held on 13.08.2015 under the agenda item no. 27.6 and endorsed by the Board of Governors in its meeting held on 08.08.2015 as mandated by NCTE Regulation 2014.

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SHIKSHA SHASTRI (B.Ed.)

TWO-YEAR COURSE

The purpose of Two-Year Shiksha Shastri (B.Ed.) Course is to empower pupil- teachers with knowledge and competencies derived from the exposure perspectives in education, curriculum and pedagogic studies and school attachment programme with engagement to students, school and community in real life situations and opportunities for integrating theoretical and practical knowledge of pedagogy needed for effective teacher of the 21st century world.

Objectives:-

The course aims at enabling the student teachers to-

- acquire competencies for teaching subjects using the psychological principles of learning and teaching.
- develop skills for understanding the growth and development of students to foster all round development.
- develop competence for ensuring desired transformation in children suiting to the changing ethos of contemporary society.
- develop skills in identifying, selecting, innovating and organizing learning experiences for teaching the required subjects.
- acquire competence to prepare minor/major project studies, specially about innovative methods of quality intensive knowledge flow (QIKF).
- acquire competence to organize activity camps, field trips and tours for educational intents.
- develop proper understanding of educational, psychological, sociological, administrative and managerial aspects of schools.
- broaden understanding in respect of theoretical and practical aspects of values, health, environmental and recreational activities.

Eligibility for Admission:-

The admission shall be open to a graduate with 50% marks and above who has the degree of Shastri, Acharya or equivalent of a University or a Vihara recognized by the Govt. of India with Tibetan Language as an optional or compulsory subject at graduate level or Tibetan Language Course at +2 level of education recognized by Govt. of India.

Duration:-

The duration of Shiksha Shastri (B.Ed.) Course will be of two years spread over four semesters. Each semester is of six months duration including intensive field work, assignments and projects related to the course of study of the respective semester. The first semester will be from Ist

July to December/January while the second Semester will be from January to June of the academic session concerned. The third and fourth semesters will be scheduled accordingly.

Medium:-

The medium of instruction and examination for two-year Shiksha Shastri (B.Ed.) Course will be English/Hindi.

Eligibility for Appearing for the Two-Year Shiksha Shastri (B.Ed.) Examination and Pass Criterion:-

➤ **Attendance**

- At least 80% of the total number of working days in each of the four semesters in theory and practicum and 90% in School Internship Programme.
- The Head of the Department will, however, have discretion to condone deficiency in attendance to the extent of 10% for valid reasons to be recorded in writing.
- The Vice-Chancellor may consider the question of condoning deficiency in attendance, not covered under clause (ii) above, if he is satisfied on merits of each individual case on the recommendation of the HOD.

➤ **Completion of Internal Semester Work and Projects**

- Completion of all internal works including projects (minor/major) have to be done by each student individually and / or jointly in a group, as prescribed in the syllabus of the respective semester.
- In case the student is sanctioned leave on medical grounds he/she may discuss and assure about the completion of work and those students who have not been formally permitted shall be required to repeat the course.

➤ **Pass Criterion and Minimum Marks**

- At least 50% marks of a 'B' grade in internal project /assignment/practical examination is required. A minimum of 40% marks has to be obtained to qualify in each theory paper separately i.e. in a 100 marks paper, a minimum of 25 marks out of 70 in Theory and 15 out of 30 in Internal Assessment is the pass criterion.
- For the Internal marks, the Head of Department will have to certify that the candidate, whose Shiksha Shastri (B.Ed.) Examination Form is sent to the University Office, has complied with the minimum requirements as prescribed in the curriculum of the respective semester.
- It will be at the discretion of the Head of the Department to forward or reject the Examination Form if the student fails to comply with the essential requirements in

respect of attendance, project work, school attachment programme, practical work and general demeanor.

- In case a student fails in two papers in a semester, he/she shall appear in a supplementary examination to be organized within one month of the publication of the result. The same rules will be applicable in case of failure in the practical examinations.
- Grace marks, if required, and Divisions shall be granted to the students in conformity with the prevailing University norms.

Schedule of Semester Examinations

There will be four semesters including intensive school attachment and internship programme for one month in the first year and for four months duration in the second year of the Shiksha Shastri (B.Ed.) Course.

- The First Semester Examination will be held in the month of December. The examination will be based on six theory papers (written examination and internal assessment) and two specific papers on Enhancing Professional Competency (EPC) based on internal assessment only. Sessional work / Project work of these six theory papers and two EPC Course will be submitted on the dates fixed by the department before the examination.
- Examination for Second Semester will be held in the month of May/June. In this Semester the B.Ed. trainees will complete four theory papers (written examination and internal assessment) and two EPC courses based on internal assessment only.
- The Third Semester Examination will be held in the month of December which will comprise two EPC courses and intensive internship programme in schools for four months duration. The trainees will be attached to the schools after acquiring various teaching skills. The trainees will also conduct peer observations and teaching of 30 lessons in each of the two Pedagogy subjects, organize school activities; prepare a minor/major project of Action Research on a school based problem. After the internship programme of school attachment, the trainees will join educational tour for five to seven days.
- The Fourth Semester Examination will be held in the month of May/June. This Semester will include six theory papers including one optional paper (written examination and internal assessment) and two EPC courses based on internal assessment only.

CURRICULUM FRAMEWORK

Shiksha Shastri (B.Ed.) Degree may be granted to Graduates (Shastri, Acharya or equivalent) who have successfully undergone a course of study both in theory and practice of teaching in all the four semesters in two years duration at the University.

The examination for the Degree of Shiksha Shastri (B.Ed.) shall be both in the theory and practice of teaching. The Shiksha Shastri (B.Ed.) Course will have the following four main areas of theory and practice.

- Perspectives in Education.
- Curriculum and Pedagogic Studies
- Engagement with the Field
- Enhancing Professional Competency (EPC)

Each of the four main areas of theory and practice has various necessary components. The details of these components are specified as follows:

Area I: Perspectives in Education

This includes an elaborate study of growth and development of learners, education in contemporary India, theoretical base of knowledge and curriculum, principles and theories of teaching and learning, gender in the context of school and society and optional course including Educational & Vocational Guidance, Value Education, Human Rights, Non-violence and Peace Education. The following are the five courses to be transacted in the two year period, under the caption Perspectives in Education:

Course 1 Educational Psychology

Course 2 Foundations of Teaching and Learning

Course 3 Education in Contemporary India

Course 4 Gender, School and Society

Course 5 Optional Course (any one from the following): Educational & Vocational Guidance, Value Education, Human Rights, Non-violence and Peace Education.

Area II: Curriculum and Pedagogic Studies

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme enables students to specialize in one subject or at one/two levels of school. The courses under this area of 'Curriculum and Pedagogic Studies' for the two-year period include:

Course 01	Language across the Curriculum
Course 02	Understanding Disciplines and Subjects
Course 03	Knowledge and Curriculum Design Part I
Course 04, 05, 24	Tibetan Language & Literature (Compulsory)
Course 06 to 20	Pedagogy of a School Subject I (Methodology) and Pedagogy of a School Subject II (Methodology) (Two Papers are to be selected from course 05 to 19)
Course 21	Educational Measurement and Evaluation
Course 22	Knowledge and Curriculum Transaction Part II
Course 23	Inclusive Education

Note 1: The student teacher has to study nine course papers. The two Pedagogy (Teaching Methodology) Papers i.e. Sr. No. 06 to 20 are to be selected on the basis of the subjects being opted at Graduate Level of study. Sr. No. 04, 05, 24 is a compulsory paper of Tibetan Language & Literature.

Note 2: Elective Tibetan Language & Literature forming part of 2 year B.Ed. course is compulsory for those who are having Shastri/Acharya while General Tibetan Language & Literature is compulsory for those who don't possess Shastri/Acharya degree.

Area III: Engagement with the Field – the Self, the Child, Community and School

The curricular areas of Engagement with the Field – the Self, the Child, Community and School have the following components:

- Tasks and Assignment that run through all the courses as indicated in the semester wise distribution of the syllabus

- School Internship Programme wherein the trainee teacher will have to work in a broader spectrum of school and community taking cognizance of various activities practiced in school and community development of the self, the child, community and school.

School Internship Programme

Internship – I

Internship - I is a four weeks programme and will be spread over the First and Second Semester Course Work. In the First year, it will be a four weeks programme which will include school visit, observation of classroom teaching by teachers, school based activities and community based programmes of the school. The result of this engagement of student teacher should be evaluated on the basis of the school profile developed and presented by him/her.

The internship I will also include observation of skills under EPC related to skills of teaching and student activities. The programme will identify teaching competencies and skills through classroom activities, school based projects and improvisation of teaching aids on the basis of feedback obtained from school visits.

This will also comprise of development of instructional designs in the form of lesson plans/unit plans with formats/structure already provided by the Department of Education. A short term training in workshop mode with the help of school teachers will also be organized during this period for development of assessment tools such as classroom tests, quizzes etc.

Internship – II

Internship – II is a school attachment programme of 16 week's duration in the Third Semester out of which 4 weeks will be for attachment with upper primary school and 10-12 weeks with secondary/ sr. secondary schools. In this school attachment programme, student teachers will be entrusted with the responsibility of teaching 60 lessons i.e. 30 lessons in each of the two pedagogy subjects under the supervision of B. Ed. faculty and the school teachers of which they are attached.

In addition to the teaching work, student teachers will also be assigned the following tasks:

- Observation of teaching in the concerned subject by school teachers and peers.
- Conducting classroom tests/unit tests/terminal test.
- Participation in organization of co-curricular activities, i.e., school assembly and other programmes.
- Library and lab management in the school (In case of pedagogy subject in which lab is necessary).
- Administration of at least 2 psychological tests.
- Participation in study tours, excursions organized by the school.
- Interaction during Teacher- Parents Meet.
- Improvising teaching aids based on assessment of classroom needs.
- Organizing counseling sessions (at least 2 cases).
- Maintenance of school records.

Evaluation of the School Internship Programme

1. The Evaluation of Practice Teaching under School Internship Programme will be conducted during Internship II in the Third Semester by a Board of Examiners consisting of two external members and one internal member who will be normally the HOD or his/her nominee and shall work as coordinator. The maximum marks for the evaluation of the school Internship Programme is 400.
2. The Evaluation for school Internship programme will be conducted under the following scheme.

Practice Teaching and School Internship Programme

Evaluation	Pedagogy I School Subject I	Pedagogy II School Subject II	Activities & Teaching Aids/Files etc.	Total Marks
Internal	75	75	50	200
External	75	75	50	200
Total Marks	150	150	100	400

Area IV: Enhancing Professional Competency (EPC) Course:

Enhancing Professional Competency (EPC) Course will comprise of the following components spread over the period of four semesters.

Course EPC I: Reading and Reflecting on Texts

Course EPC II: Simulated Practice of Teaching Skills

Course EPC III: Drama, Music and Art in Education

Course EPC IV: ICT in School Education

Course EPC V: Scout/Guide and Environment Management Skills at the school level

Course EPC VI: School Based Action Research Projects

Course EPC VII: Health Awareness and Yoga in School Education

Course EPC VIII: Understanding the Self

Course Structure for the Two -Year B.Ed. Programme

Perspectives in Education

Sl. No.	Code	Name of the Paper	Marks	Credits	Semester
01	PE101	Educational Psychology	100	4	I
02	PE102	Foundations of Teaching and Learning	100	4	I
03	PE203	Education in Contemporary India	100	4	II
04	PE404	Gender, School and Society	100	4	IV
05	PE405	Optional Course: Any one of (i)Educational & Vocational Guidance (ii) Value Education & (iii)Human Rights, Non-violence and Peace Education*	100	4	IV
	Total		500	20	

*Optional Courses (Any one of the following)

Sl. No.	Code	Name of Optional Paper
1.	PE405(i)	Value Education
2.	PE405(ii)	Educational & Vocational Guidance
3.	PE405(iii)	Human Rights, Non-violence and Peace Education

Curriculum and Pedagogic Studies

Sl. No.	Code	Name of the Paper	Marks	Credits	Semester
01	CP101	Language across the Curriculum	50	2	I
02	CP102	Understanding Disciplines and Subjects	50	2	I
03	CP103	Knowledge and Curriculum Design – Part I	50	2	I
04	CP104	Tibetan Language & Literature (Compulsory)	50	2	I
05	CP205	Tibetan Language & Literature (Compulsory)	50	2	II
06 - 20	CP206 to 220	Pedagogy of School Subject I (Methodology) & Pedagogy of School Subject-II (Methodology)	100 100	4 4	II II
21	CP421	Educational Measurement and Evaluation	100	4	IV

22	CP422	Knowledge and Curriculum Transaction – Part II	50	2	IV
23	CP423	Inclusive Education	50	2	IV
24	CP424	Tibetan Language & Literature (Compulsory)	50	2	IV
	Total		700	28	

Enhancement of Professional Competency Courses (EPC)

Sl. No.	EPC	Name of the Paper	Marks	Credit	Semester
1.	EPC 1	Reading and Reflecting on Texts	25	1	I
2.	EPC 2	Simulated Practice of Teaching Skills	25	1	I
3.	EPC 3	Drama, Music and Art in Education	25	1	II
4.	EPC 4	ICT in School Education	25	1	II
5.	EPC 5	Scout/Guide and Environmental Management Skills at the School Level	25	1	III
6.	EPC 6	School Based Action Research Projects	25	1	III
7.	EPC 7	Health Awareness and Yoga in School Education	25	1	IV
8.	EPC 8	Understanding the Self	25	1	IV
	Total		200	8	

School Internship: 400 Marks 16 Credits Total Marks: 1800 Total Credits: 72

Basis of Subject Code Numbers

Perspectives of Education: PE + First Number refers to Semester + Second Number refers to the Serial Number of the Subject.

Curriculum & Pedagogic Studies: CP + First Number refers to Semester + Second Number refers to the Serial Number of the Subject.

Enhancement of Professional Competency: EPC 1-8 with two papers in each Semester in serial order.

Course Structure for the Two-Year B.Ed. Programme

Semester Wise Distribution of the Courses

Semester I

Code	Type of paper	Name of paper	Marks 70+30=100 35+15=50
PE101	Perspectives in Education	Educational Psychology	100
PE102		Foundations of Teaching and Learning	100
CP101	Curriculum and Pedagogic studies	Language across the Curriculum	50
CP102		Understanding Disciplines and Subjects	50
CP103		Knowledge and Curriculum Design – Part I	50
CP104		Tibetan Language & Literature (Compulsory)	50
EPC 1	Enhancing Professional Competency	Reading and Reflecting on Texts	25
EPC 2		Simulated Practice of Teaching Skills	25
	Total		450
	Engagement to the Field (Internship – I)	2 Weeks Duration subject to the requirement of the course	

Total Credits in Semester I =18

Note:

- Theory Papers with 100 marks include 70 marks for Written Examination and 30 marks for Internal Assessment & Theory Papers with 50 marks include 35 marks for Written Examination and 15 marks for Internal Assessment.
- The evaluation of EPC Courses will be based on Internal Assessment as prescribed in the respective courses.
- Duration of written exam (Theory) papers carrying 70 marks is 3 hours and 35 marks is 2 hours.

The above pattern/scheme has to be followed in all the Semesters.

Semester II

Code	Type of paper	Name of paper	Marks 70+30=100 35+15=50
PE203	Perspectives in Education	Education in Contemporary India	100
CP205	Curriculum and Pedagogic studies	Tibetan Language & Literature (Compulsory)	50
CP206 to CP220 (Two Methodology Papers)		Pedagogy of School Subject I (Methodology)	100
		Pedagogy of School Subject-II (Methodology)	100
EPC 3	Enhancing Professional Competency	Drama, Music and Art in Education	25
EPC 4		ICT in School Education	25
	Total		400
	Engagement to the Field (Internship – I)	2 Weeks Duration subject to the requirement of the course	

Total Credits in Semester II =16

Semester III

School Internship

SCHOOL INTERNSHIP (Internship – II)	Practice Teaching	16 Weeks	400 marks
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Enhancing Professional Competencies

Code	Type of paper	Name of paper	Marks
EPC 5	Enhancing Professional Competency	Scout/Guide and Environmental Management Skills at the School Level	25
EPC 6		School Based Action Research Projects	25
	Total		450

Total Credits in Semester III =16 (School Internship) +2 (EPC) = 18

Semester IV

Code	Type of paper	Name of paper	Marks 70+30=100 35+15=50
PE404	Perspectives in Education	Gender, School and Society	100
PE405 (i)or (ii)or(iii)		Optional Course: Any one of (i)Educational & Vocational Guidance (ii) Value Education & (iii)Human Rights, Non-violence and Peace Education	100
CP421	Curriculum and Pedagogic Studies	Educational Measurement and Evaluation	100
CP422		Knowledge and Curriculum Transaction – Part II	50
CP423		Inclusive Education	50
CP424		Tibetan Language & Literature (Compulsory)	50
EPC 7	Enhancing Professional Competency	Health Awareness and Yoga in School Education	25
EPC 8		Understanding the Self	25
	Total		500
	Engagement to the Field	2 Weeks Duration subject to the requirement of the course	

Total Credits in Semester IV = 20

*Additional Time is to be added for library, laboratory/ field trip and Engagement to the Field.

GRAND TOTAL OF MARKS: 1800 TOTAL CREDITS: 72+10=82

10 Credits for Library, Laboratory and Engagement to Field Programmes, are to be added to 72 Credits with Total Credits of 82. The above mentioned 10 Credits will be evaluated on Grade System.

Detailed Course Structure and the layout of Content and Strategies

Perspectives in Education

Code: PE101 Educational Psychology

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

The student teacher will be able to:

- understand the meaning and scope of Educational Psychology.
- acquire knowledge and understanding of various stages of human growth and development.
- develop understanding of creativity and intelligence in the context of learners.
- understand the concepts of personality, defence mechanism, adjustment and mental health based on relevant theories.

Contents

Unit-I Meaning, Definitions and Concepts of Educational Psychology, its scope and significance & various methods.

Unit-II

- Concepts, theories and principles of Growth and Development in context of physical, cognitive, language, affective and socio-moral developments.
- Stages of Development from Infancy to adulthood and their implications for organizing teaching–learning situations.
- Factors affecting growth and development in Indian context with a focus on: Community, Caste, Gender and Urbanization.

Unit-III

- Creativity: Defining creativity, process of identifying creative learner. Role of Teacher in nurturing creativity.
- Intelligence: Meaning, theories- the academic, associative and unitive theories of intelligence, Types IQ, EQ and SQ and their implications for education. Methods of measuring intelligence.

Unit-IV

- Personality: Meaning, Concepts and various types. Type and Trait theories of Personality.
- Concept of Defence Mechanism and Mental Health; Role of Personality Development for Adjustment. Methods of measuring Personality.

Practical Work

Each student will be required to administer at least two psychological tests from the following: Intelligence (Verbal and non-verbal), creativity, personality, memory and aptitude.

Assignment

Conduct a case study on any child who has problems either in growth or in his/her adjustment to the environment.

Transactional Strategies

Transaction of the course will be through case presentations, lectures, discussion, multimedia presentation and interactive sessions.

Evaluation

The course content will be of 100 marks. Out of this 70 marks will be for summative evaluation (final exam) and rest 30 marks will be credited on the basis of evaluation conducted through sessional work/assignments/unit tests.

Readings

- Bernard, H. W. (1961); 'Mental Hygiene of Classroom Teachers': McGraw Hill, New York.
- Bhatia, H. R.; (1965); 'A Text Book of Educational Psychology': Asia Publishing House, Bombay.
- Cronbach, L.J. (1958); 'Educational Psychology': Harcourt, New York (2nd ed.).
- Dandekar, W. N. (1976); 'The Psychological Foundations of Education': Macmillan, Delhi.
- Jacob, W. and Philip, W. (1962); 'Creativity and Intelligence': John Wiley, New York.
- Kuppaswamy, B. (1986); 'Social Change in India': Vikas Publishing House, New Delhi.
- Pandey, K.P. (2007); 'Advanced Educational Psychology'; Vishwavidyalaya Prakshan, Varanasi.
- Philips, D.C. (1995); The good, The bad and the ugly: The many faces of Constructivism: Educational Research, 5-12.
- Piaget, J. (1997); Development and Learning in M. Gauvain & M. Cole (Ed), Readings on the development of children, New York – WH Freeman & Company.

Code: PE102 Foundations of Teaching and Learning

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

The student teacher will be able to:

- understand the concept of teaching and learning.
- explain the concept of learning and factors influencing learning.
- understand the theories of learning of skinner, piaget and vygotsky in the context of their educational implications.
- understand various stages, levels and hierarchy of learning.
- develop an understanding of the modalities of teaching and instruction.
- critically analyse teaching as a profession and role of teacher.

Contents

Unit-I Teaching & Learning: Meaning, Concepts and Principles of learning and teaching:

- Relationship between Teaching & Learning.
- Modalities of teaching: instruction, training, conditioning and indoctrination.
- Variables of Teaching & Learning.
- Stages of Teaching.
- Levels of Teaching.
- Hierarchy of Learning (Gagne's Hierarchy).

Unit-II Theoretical Perspectives of learning from the following:

- Skinner
- Piaget
- Rogers
- Vygotsky
- Relevance and applicability of various theories of learning in school education.

Unit-III Paradigm shifts in teaching-learning:

- Constructivist perspective of learning.
- Experiential Learning: Concept and theories.
- Social Constructivist perspective of learning.

Unit-IV Models of Teaching –Meaning, Basic Components, Types & Some Teaching Models i.e. Basic Teaching Model, Inquiry Training Model and Concept Attainment Model.

Field Work and Assignment

Each student will be required to visit a school to observe the prevalent teaching-learning practices with reference to the following: Classroom Teaching, ICT presentations, Teaching and Learning Strategies adopted and practiced in such schools.

Transactional Strategies

Transaction of the course will be through Group Discussions, Buzz-sessions, Multimedia Presentation, Interactive Lecture Sessions and Field Work.

Evaluation

The course content will be of 100 marks. Out of this 70 marks will be for summative evaluation (final exam) and rest 30 marks will be credited on the basis of evaluation in respect of sessional work/assignment/unit tests.

Readings

- Holt, J. (1967). *How Children Learn*. London: Penguin.
- Piaget J. (1997). *Development and Learning*. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.
- Pandey, K. P., *Modern Concepts of Teaching Behaviour*, Vishwavidyalaya Prakashan, Varanasi.
- Mangal , S K: *Essentials of Educational Psychology*, Prentice – Hall of India.
- Mathur S.S.: *Shiksha Manovigyan*, Agarwal Publication, New Delhi.
- Skinner, Charles E., *Educational Psychology*, 4th Edition, Prentice Hall of India Pvt Ltd., New Delhi.
- Vygotsky, L. S. (1997). *Interaction between Learning and Development* in Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.
- Lampert, M. (2001), Chapter 1 and 2 in *Teaching problems and the problems of teachings*, Yale University Press.
- Ladson, Billings, G. (1995), *Towards a theory of culturally relevant pedagogy: American Educational Research Journal*, 32 (3)

Code: PE203 Education in Contemporary India

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

The student teacher will be able to:

- understand the salient features of contemporary Indian society.
- observe and critically analyse the diversity in the Indian society and reflect on the policies, programs and interventions especially to overcome the impediments in achievement of such policies and programs.
- identify the major crisis in elementary and secondary education particularly evident through stratification of education.
- understand and work out the implications of various policy frameworks for education in India.

Contents

Unit-I Characteristic features of Indian Society including its Diversity, Inequality and Marginalization with implications for education.

Unit-II Indian Constitution including Preamble, Fundamental Rights & Duties, Directive Principles of State Policies and Universalization policies related to education.

Unit-III Policy Frameworks for education in India in the context of the following:

- Radhakrishnan Commission
- Mudaliar Commission
- Kothari Commission
- NPE and Revised NPE
- NCF 2005

Unit-IV Some important interventions used for addressing the issues of inequality and equity at various levels of school education with reference to:

- Minimum Level of Learning (MLL)
- Mid-Day Meal (MDM)
- Free Education for Girls
- Vocationalisation
- Universalization of enrolment, access and retention
- Quality concerns in school education

Field Work and Assignment

Each student will be required to visit the schools to observe the practices in vogue and undertake a project on one of the following interventions as practiced in the school:

- Minimum Level of Learning (MLL)
- Mid-Day Meal (MDM)
- Free Education for Girls
- Vocationalisation
- Universalization of enrolment, access and retention

Transactional Strategies

Transaction of the course will be through reading and reflections on excerpts taken from the various commissions' reports, lectures, group discussion, multimedia presentation, quizzes, interactive sessions and field work.

Evaluation

The course content will be of 100 marks. Out of this 70 marks will be for summative evaluation (final exam) and rest 30 marks will be credited on the basis of evaluation in respect of sessional work/assignments/unit tests.

Readings

- Anand, C.L., et. al.(1984). Teacher and Education in Emerging Indian Society.New Delhi: NCERT.
- Connel, W. F., Debus R.L., & Niblelt, W.R.(1967). Readings in Foundation of Education. London: Routledge and Keegan Paul.
- Dev, A., Dev, T. A., & Das, S. (1996). Human Rights a Source Book, New Delhi, NCERT.
- Dubey, S.C. (1994). Indian Society. New Delhi: NBT.
- Ghosh, S. C. (1995). The History of Education in Modern India (1757- 1986). New Delhi : Orient Longman Ltd., Pp. 204.
- GOI. (1953).Report of the Secondary Education Commission - Mudaliar Commission Report October 1952- June 1953, Ministry of Education, New Delhi: Government of India.
- Gore, M. S. (1982). Education and Modernization in India. Jaipur: Rawat Publications, Pp. 190.
- Kabir, H. (1982). Education in New India. London: George Allen an Unwin, Pp 235.
- Menon, M.B., & Sasikumar, K.G. (2000). School System (Block 1). New Delhi: IGNOU, Pp. 81.
- Mohanty, J. (1994). Indian Education in the Emerging Society. New Delhi: Sterling Publishers Pvt. Ltd, Pp. 262.
- Naik, J. P. (1982); The Education commission and after, APH Publishing.
- Nayar, P. R., Dave, P.N., & Arora, K. (1983). The Teacher and Education in Emerging Indian Society. New Delhi: Orient Longman Ltd. Pp. 495.
- NCERT (2005); National Curriculum Framework, NCERT, New Delhi.
- Rama Jois, M. (1998). Human Rights and Indian Values, New Delhi: N.C.T.E. Pp. 80.

Code: PE404 Gender, School & Society

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

The student teacher will be able to:

- develop an understanding of the concept of school as a formal agency.
- differentiate between formal, non-formal and informal agencies of education.
- understand the various facets of Indian society and its main features.
- develop an understanding of the concept & need of socialisation process.
- understand the concept of contemporary social issues in Indian society and measures to address them.
- critically examine the role of school and teacher in eradicating the social evils at school level.

Contents

Unit-I

- Concept of School as a formal agency, differentiating school from other non-formal and informal agencies of education.
- Society- the concept and forms of society - democratic and totalitarian. Socialization through family, school and society, features of Indian society in terms of cultural background and its history.

Unit-II

- Selected Social issues and measures to address them:
 - Gender Discrimination
 - Social Discrimination
 - Economic Discrimination
- Ensuring equality of educational opportunity and equity through social interventions and constitutional provisions.

Unit-III

- School Programmes and their impact on minimizing inequalities. Stereotypes in schools and their possible hazards in respect of equality and quality in teaching-learning programmes.
- Co-education: Issues related with content and process of providing education in a co-education mode.

Unit – IV School and Social Change

- School whether creature or creator of society.
- Catalyst role of school education and relevance of classroom/school based activities such as elocution contest, brain-storming, project and experiential learning based programmes for a new socio-cultural ethos.

Field Work and Assignment

As assigned by the Head of Department.

Transactional Strategies

The course content will be implemented through case presentations, lectures, discussions, interactive sessions, school activities/ programmes, group work and multimedia presentations.

Evaluation

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/ assignment/unit tests.

Readings

- Ballantine, J.H. & Hammack, F.M, (2012), The Sociology of Education: A Systematic Approach (7th ed.), Boston: Pearson Education.
- Erikson, E. (1959), Childhood and Society, New York: Free Press.
- Giddens, Anthony. (2013), Sociology, Polity Press.
- Kuppaswamy, B. (1986); 'Social Change in India': Vikas Publishing House, New Delhi.
- Menon, M.B., & Sasikumar, K.G. (2000). School System (Block 1). New Delhi: IGNOU, Pp. 81.
- Mohanty, J. (1994). Indian Education in the Emerging Society. New Delhi: Sterling Publishers Pvt. Ltd, Pp. 262.
- Thapan, Meenakshi. (2015), Education and Society, Oxford University Press, New Delhi.

Code: PE405 Optional Course (any one from the following):

(i) Educational and Vocational Guidance

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

The student teachers will be able to:

- understand the importance of guidance in school.
- identify the difficult areas in learning of various school subjects.
- understand the use of various types of guidance.
- acquaint themselves with various services of guidance.
- realize the importance of counseling services in school programmes and career orientations.
- gain knowledge about organization of guidance services in schools for children having problems in learning.

Contents

Unit-I

- Meaning, nature, scope and need of Guidance.
- Basic assumptions and principles of Guidance.
- Objectives and functions of Guidance Services at Primary and Secondary education levels.

Unit-II

- Types of Guidance:- Educational, Vocational and Personal.
- Concept of information service, preparatory service, placement and follow-up services.
- Need and Process of Educational, Vocational and Personal Guidance.

Unit-III

- Counseling: meaning, types, methods and techniques for use with children having specific learning disabilities.
- Functions of School Counsellor.
- Role of Teacher in Counseling.

Unit-IV

- Standardized and non-standardized tests in evaluation.
- Anecdotal and cumulative records, rating scales, case study, sociometry and interview.
- Role of measurement of intelligence and personality tests.
- Role of Guidance in effective school management.

Field Work and Assignment

Preparing a special guidance programme for secondary students to meet out the challenges in the present day scenario.

Transactional Strategies

The course content will be implemented through school based case presentations, discussions, interactive sessions and multimedia presentations.

Evaluation

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Aggarwal, J. C. (1999); 'Educational and Vocational Guidance and Counseling': Doaba House, New Delhi.
- Clifford, P.F. (1958); 'Guidance Services in Schools': Mc Graw Hill Book Co. Inc., New York.
- Erickson, Clifford E. (1947); 'A Basic Text for Guidance Workers': Prentice Hall Inc. New York.
- Hoose, William N. Van (1979); 'Counseling and Guidance in the 20th Century': Houghton Mifflin Co. Boston.
- Jones, A.J. (1963); 'Principles of Guidance and Pupil Personnel Work': Mc Graw Hall, New York.
- Kochhar, S.K. (1997); 'Educational and Vocational Guidance in Secondary Schools': Sterling publication, New Delhi.
- Pandey, K.P. and Bhardwaj, Amita (2007): 'Educational and Vocational Guidance in India'; Vishwavidyalaya Prakashan, Varanasi.
- Peters, H.J. and Hanson, J.C. (1968); 'Vocational Guidance and Career Development, Macmillan, New York.
- Strang, Ruth (1933); 'The Role of Teacher in Personnel work': Teacher College, Columbia University.
- Singh, R. (1994); 'Educational and Vocational Guidance': Commonwealth Publication, New Delhi.
- Super, Donald B. (1962); 'Appraising vocational fitness': Harper and Brothers, New York.

(ii) Value Education

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

The student teachers will be able to:

- understand the nature, meaning, need and sources of values.
- get acquainted with various bases of values.
- get familiar with main categories of human values.
- gain the knowledge of various ways and means of inculcating values among students.
- acquire the ability of achieving the objectives of value education at school level.

Contents

Unit-I Meaning, nature and need of values

- Meaning, nature, objectives, importance and scope of value education. Approaches to value education.

Unit-II Theoretical bases:

- Philosophical perspectives:
Four Purusharthas- Virtue, Wealth, Pleasure, Self-realization.
Self-Realization- Panchakosha- Annamaya, Pranamaya, Manomaya, Vijnanamaya, Anandmaya.
- Social Cultural Basis- Family, Neighborhood, Religion, Education, Institute, Constitution, Traditions.
- Psychological Basis of value development- Cognitive development approach by Lawrence Kohlberg-pre conventional, conventional and post conventional

Unit-III Eight Categories of Human Values and their inculcation through school programmes:

- Social Values- friendship, love, brotherhood.
- Aesthetic Values-beauty.
- Intellectual Values- Knowledge, attainment of truth.
- Ethical Values- truthfulness, justice, benevolence, self-control.
- Religious Values- worship, devotion, commitment.
- Health Values- Sound, Mental and Physical health, efficiency and productivity.
- Recreation Values- leisure activities that enrich the life of an individual.
- Economic Values- instrumental in other values.

Unit-IV Ten values to be inculcated through modular presentations in a school related education

- Ten values to be inculcated through modular presentations in a school related education: Dignity of Labour, National Integration, Patriotism, Sensitivity, Gender Equality, Courtesy, Secularism, Tidiness and Scientific temper.
- Learning Value through various school activities: Student self-Government, celebration of festivals of different religions and communities, tree plantation, organizing campaigns on sanitation, nutrition etc. Participation in community development activities, service to needy, carrying out relief activities.

Field work and Assignment

- Study of essays and articles on value concerns, autobiographies and biographies, parables, episodes from real life. Listening to speeches, poems and song. Discussion, debates and competitions for value clarification.
- Dealing with value dilemmas: Enactment, role play, simulation, jurisprudential model, street plays.
- Preparing a lesson plan using role play / simulation/ jurisprudential/ street play model and implementing it.
- Visit to community affected by a calamity and writing a report regarding relief programme based on group work.

Transactional Strategies

The course content will be transacted through interactive sessions, group discussions, tutorials, mentoring, community and group work.

Evaluation

The course content will be of 100 marks. Out of this 70 marks will be for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Damle, Y.B. (1967); 'Education and Social Values', Paper presented in the conference of Indian Sociologists (October, 14-16, 1967): Indian Sociological Society, Bombay.
- H H Dalai Lama & Howard C. Cutler (2003), The Art of Happiness at Work, Riverhead Books, New York, USA.
- Hartog Philip; 'Some aspects of Indian Education: Past and Present': Oxford University Press, London.
- Havighurst R.J. (1953); 'Human Development and Education': Longman's Green & Company, New York.
- Joins, Justice M. Rama; 'Human Rights and Value Education': NCTE, New Delhi.
- Kabir Humayun (1961); 'Education in New India': Asia Publishing House, New Delhi.
- Meyer J. R. (1976); 'Reflections on Value Educationa': Wilfrid Laurier University Press, Canada.
- Mukerji R.K. (1949); 'The Social Structure of Values': Macmillan & Company, London.
- Mukerji R. K. (1964); 'The Dimension of Values, A Unifield Theory': George Allen and Unwin Limited, London.

- Mukerji S.N. (1960); 'Education in India: Today and Tomorrow': Acharya Book Depot, Baroda.
- Piaget J. (1960); 'The moral Judgment of the Child': Free Press, New York.
- Smith H.C. (1966); 'Sensitivity of People': Mc Graw Hill Company, New York.

(iii) **Human Rights, Non-Violence & Peace Education**

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

The student teachers will be able to:

- develop an understanding and awareness of human rights, duties and co-existence of all living beings.
- understand the methodology of behavioral modifications through training in non-violence.
- identify and understand the role of peace education in transforming the prevalent society.
- acquaint themselves with the various perspectives of environment ethics.

Contents

Unit-I Human Rights: Issues and Perspectives

- History of the idea of Human Rights.
- Political, Civil, Economic, Social and Cultural Rights.
- Indian perspective of Rights and Duties.
- Problem of Violation of Human Rights: some emerging issues.

Unit-II Non-violence

- Conceptual development.
- Vedic, Jain, Buddhist & Gandhian Tradition.
- Non-violence in Practice-Respect for all living beings, cruelty against animals, Animal Rights and Non-violence.
- Non-violent Resistant methods and few examples of victory without violence.

Unit-III Training in Non-violence

- Conceptual development and necessity.
- Change in Heart: Training of the Mind, Change in attitude: Training in open mindedness.

- Change in life style: Training in life style modification and structural change: Training for change in the system.
- Conflict & conflict Management.

Unit-IV Peace Education

- Concept of Peace and Peace Education.
- Development of Peace Education.
- Peace Education and Disarmament Education for a new world order.
- Legitimacy and limitation of Peace Education.

Field Work and Assignment

Preparing a Training programme and conducting a Training of Mind/Training in open mindedness / training in life style/ Training for change in the system.

Transactional Strategies

The course content will be transacted through interactive sessions, case presentations, tutorials, training sessions and demonstrations.

Evaluation

The course content will be of 100 marks. Out of this 70 marks will be for summative evaluation(final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Chitkara, M. G.(2003); 'Education and human Values': A.P.H. Publishing Corporation, New Delhi.
- H H Dalai Lama & Howard C. Cutler (2003), The Art of Happiness at Work, Riverhead Books, New York, USA.
- H H Dalai Lama, Beyond Religion, Harper Element. USA.
- H H Dalai Lama, Ethics for the New Millennium, Riverhead Books, New York, USA.
- Jawahar, L. K.(1998), 'Human rights: Issues and Perspectives': Regency Publication, New Delhi.
- Meyer, J. R.(1976); 'Reflections on Values Education': Wilfrid Laurier U. Press, Canada.
- M. Raja(1998);'Human Rights': Soorya Pathippakalm, Tiruchirappalli.
- Prashad, D.(1984); ' Peace Education and Education for Peace': G.P.F., New Delhi.
- Talesra, H. L., N. Pancholy and M.L. Nagda(2001); 'Human Rights Education (Edited)': Regency Publication, New Delhi.
- Talesra H. L. and N. Pancholy(2003); ' Human Rights and Education,: (Hindi) Ankur Publication, Udaipur.
- Venkataiah, N.(2004); 'Value Education': A.P.H. Publishing Corporation, New Delhi.
- White, J. P.(1990); 'Education and the Good Life': Kogan Page, London.

Curriculum and Pedagogic Studies (CP)

Code: CP101 Language across the Curriculum

Maximum Marks: 50

Theory: 35

Internal Assessment: 15

Credits: 02

Objectives

After undergoing this course, the student teachers will be able to:

- understand the first or second language characteristics of knowledge of the learners in terms of the language used in classroom as the medium of instruction.
- understand the nature of classroom discourse and to analyse how oral and written language can be used in the classroom to ensure optimal learning of the subject area.
- develop appropriate strategies for using oral language in the classroom.
- develop competency in analysing current school practices and their impact on learning.
- create sensitivity to the language diversity that exists in the classrooms.
- provide opportunities of speaking, reading and writing content areas in the respective language.
- workout the implications of theoretical issues of multilingualistic perspectives of classrooms and diversified group of learners in classrooms.

Contents

Unit-I

- Language for Life, Language as a vehicle of communication. Nature of language, First, Second and Link languages.
- Language across school subjects- Social Science, Science and Humanities.

Unit-II

- Language Acquisition:
 - Process of language learning.
 - Components of language learning.
- Speech as a Primary Manifestation of Language Learning:
 - Reading and Writing of language.
 - Language and Vocabulary.

Unit-III

- Multilingual perspectives in a school:
 - Addressing problems of multilingualism:-Sensitizing, reflecting and facilitating.
- Mechanics of Language learning:
 - Improvement of Communicative Competence in Language.

Unit-IV Language and Creativity:

- Promoting skills for creative writing and effective speech.
- Problem of language acquisition in diverse groups of learners.
- Utilizing language lab for compensatory programs in language acquisition and development.

Field Work and Assignment

Each student will be required to visit a modern school to observe the language used in terms of the following practices: Classroom Teaching, ICT presentations, Teaching and Learning Strategies adopted and practiced in such schools. The observation will be followed by presentation of a brief document thereon.

Transactional Strategies

Transaction of the course will be through lectures, discussion, multimedia presentation, interactive sessions and field work.

Evaluation

The course content will be of 50 marks. Out of this 35 marks will be for summative evaluation (final exam) and rest 15 marks will be credited on the basis of evaluation in respect of sessional work/assignment/unit tests and observation report.

Readings

- Gibbons, P.(1984), Learning to Learn in a Second Language. PETA, Newtown.
- Morris, A. & Stewart-Dore, N. (1984), Learning to Learn from Text: Effective Reading in the Content Areas. Addison Wesley, Nth Ryde, NSW.
- Tony, E., Barbara, C. Cruz., Stephen j. Thornton(2008), Teaching English Language Learners across the Curriculum, Routledge Press, London.
- Block C., (2001), Teaching the Language Arts, (3rd Edition), Allyn & Bacon, Boston.
- Strategies Handbook, Studies Section, Language for Understanding Across the Curriculum (1997), Department of Education and Training, Australia.
- Holt, J. (1964), How children fail (Rev. ed.), Penguin.
- Parekh, B.C. (2000), Rethinking Multiculturalism: Cultural diversity and political theory: Palgrave.

Code: CP102 Understanding Disciplines and Subjects

Maximum Marks: 50

Theory: 35

Internal Assessment: 15

Credits: 02

Objectives

At the end of the course, the student teacher will be able to:

- understand the nature and scope of various disciplines and subjects of humanities, social science, science and mathematics.
- analyze the nature, concept and development of such disciplines and subjects.
- know & comprehend the academic requirements or eligibility for undertaking further studies in such disciplines and subjects of study.
- discuss in the classroom about the various career options in varied streams and subjects.
- guide and counsel the learners in making choice of their academic aims.

Contents

Unit-I Humanities:

- Nature, Concept and Development of Humanities Stream.
- Various Career Options in Subjects of Humanities.

Unit-II Social Science:

- Nature, Concept and Development of Social Science Stream.
- Various Career Options in Subjects of Social Science.

Unit-III Science including Computer Science:

- Nature, Concept and Development of Science Stream.
- Various Career Options in Subjects of Science.

Unit-IV Mathematics:

- Nature, Concept and Development of Mathematics.
- Various Career Options in Mathematics.

Field Work and Assignment

Each student teacher will be required to write a project on any one of the above streams based on their academic strength, interest and choice made for the methodology paper. The brief project should consist of the following sections: Background of the Stream/Subject, Degree/Diploma courses available in the respective stream, Eligibility for Admission, Career and Potentials of Employment, Hindrances and Suggestions.

Transactional Strategies

Transaction of the course will be through reflective discussions, multimedia presentations, interactive seminars, symposia and project work.

Evaluation

The course content will be of 50 marks. Out of this 35 marks will be for summative evaluation (final exam) and rest 15 marks will be credited on the basis of evaluation in respect of sessional work/assignment/unit tests.

Readings

- Pathak, A. (2013), Social implications of Schooling, Knowledge, Pedagogy and Consciousness: Aakar Books.
- Rampal, A. (2003), Counting on everyday Mathematics: Sage Publication.
- Goodson, I. F. & Marsh, C.J. (2005), Studying School Subjects. A Guide, Routledge.

Code: CP103 Knowledge and Curriculum Design Part -I

Maximum Marks: 50

Theory: 35

Internal Assessment: 15

Credits: 02

Objectives

The student teacher will be able to:

- develop an understanding of the concept of knowledge, its construction and the process of knowing.
- differentiate between information and knowledge.
- know and relate the various facets of knowledge and the relationship between knowledge, discipline and subject.
- develop an understanding of the concept & need of curriculum, its determinants and principles of construction, development and evaluation of curriculum.
- understand the concept and need of curriculum frameworks as well as differentiating curriculum framework, curriculum and syllabus.
- critically examine the role of school and teacher in transacting the curriculum.

Contents

Unit-I Epistemological basis of Knowledge:

- Types of knowledge based on experience, reasoning and intuition (empirical, intuitive and logical).
- Differentiating between knowledge and information.

Unit-II Basis of knowledge generation:

- Role of Heuristics and Didactics.
- Classification of knowledge levels, Western (Bloom's Taxonomy) and Indian perspectives (with reference to Upanishadic thoughts of Shravana, Manana and Nididhyasana).

Unit-III

- Curriculum: Relating Curriculum to knowledge, skill and values.
- Approaches to curriculum Design
 - Learner Centered
 - Content Centered
 - Teacher Centered

Unit-IV Theoretical foundations of knowledge and Curriculum as evident in the following schools of thought/philosophy:

- Idealism
- Experimentalism
- Existentialism
- Constructivism
- Realism.

Field Work and Assignment

Each student will be required to visit the library and go through the curriculum pertaining to subjects of study at upper primary and secondary levels of education in the context of understanding the integrated approach of educating the learners through various subjects of study at respective levels of education.

Transactional Strategies

Transaction of the course will be through lectures, discussion, multimedia presentation, interactive sessions and visit to school libraries.

Evaluation

The course content will be of 50 marks. Out of this 35 marks will be for summative evaluation (final exam) and rest 15 marks will be credited on the basis of evaluation in respect of sessional work/assignment/unit tests.

Readings

- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, World Education Series-3New Delhi: Doaba Book House.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Aggrawal, J.C. (2002). Handbook of Curriculum and Instruction. New Delhi: Doaba Book House.
- Arulsamy, S. (2011). Curriculum Development. New Delhi: Neelkamal Publications.
- Bruner, J. (1996). The process of education. Cambridge, MA: Harvard University Press.
- Doll, R.C.(1996). Curriculum Improvement: decision making and process. Boston: Allyn and Bacon.
- Erickson, H.L. (2002). Concept based curriculum and instruction: teaching beyond the facts, Corision Press, INC (A sage publication company) Thousand oaks : California.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- Khan, M.S. (2008). School Curriculum. New Delhi: APH Publishing Corporation.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
- NCERT (2005). National Curriculum Framework for School Education, NCERT, New Delhi.
- Pinar, W. (1995). Understanding curriculum. New York: Peter long publishing
- Schubert, William. (1986). The curriculum: perspective, paradigm and possibility. New York: Mac Millan.
- UNESCO (1981). Curriculum & lifelong education, UNESCO, Paris.
- Freire, P. (1998), Pedagogy of Freedom: Ethics, Democracy and Civic Courage. Rowman & Littlefield.

**Code: CP104, CP205, CP424 Tibetan Language & Literature
(Compulsory)**

**Code: CP206 to CP220 Pedagogy of School Subject I &
Pedagogy of School Subject II**

**Details of Code CP104, CP205, CP424 & CP 206 to CP 220 are
given in Pedagogy Section on Page 44**

Code: CP421 Educational Measurement and Evaluation

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

The student teacher will be able to:

- understand the basic concepts of measurement and evaluation.
- differentiate between evaluation, assessment & measurement.
- develop skills and competencies for the use of assessment of learning at school level.
- understand the paradigms of CCE at school level education.
- design and develop test items.
- understand the use of basic statistical measures and their applications in measurement.

Contents

Unit-I Evaluation in Teaching Learning Process:

- Teaching-learning: What and how to evaluate?
- Concept: Needs & Importance of Evaluation.
- Distinction between Evaluation, Assessment & Measurement.
- Purpose of Evaluation-Diagnostic, Prognostic & Placement.

Unit-II Approaches to Evaluation:

- Formative and Summative Evaluation including Continuous and Comprehensive Evaluation (CCE).
- Distinction between Formative & Summative Evaluation.
- Norm-referenced & Criterion-referenced Evaluation.
- Grading System: Concept and Significance.

Unit-III Instructional Objectives:

- Educational & Instructional Objectives; Meaning and Concepts.
- Classification of Educational Objectives; Bloom's Taxonomy, Cognitive, Affective & Psychomotor Domains.

Unit-IV Basic Statistics for Measurement and Evaluation:

- Classification & Organization of Data, Frequency Distribution, Class Intervals, Statistical Series.
- Graphical Presentation of Data: Bar Diagram, Pie Chart, Histogram, Frequency, Polygon, Cumulative Frequency Curve and Ogive.
- Measures of Central Tendency: Mean, Median and Mode.
- Measures of Dispersion: Range, Mean Deviation, Standard Deviation and Coefficient of Correlations.
- Normal Distribution Curve & its application.

Field work and Assignment

Preparation and administration of tests.

Transactional strategies

Transaction of the course will be through workshop mode, group discussions, multimedia presentation, and preparation of test items individually and in groups and field work.

Evaluation

The course content will be of 100 marks. Out of this 70 marks will be for summative evaluation (final exam) and rest 30 marks will be credited on the basis of evaluation of sessional work/assignment/unit tests.

Readings

- Allen, J.P.B. and Davis (1977); 'Testing and Experimental Methods': Oxford University Press, London.
- Anastasi, A. (1968); 'Psychological Testing': McMillan and Co. London.
- Bloom, B.S. (1968); 'Taxonomy of Educational Objectives': David McKay Co, New York.
- Ebel, R.L.(1979); Essentials of Educational Measurement and Evaluation, Prentice-Hall, New Jersey.
- Garrett, Henry E. (2004); 'Statistics in Psychology and Education (Tenth Indian Reprint)': Vakils, Feffer and Simons Ltd. New Delhi.
- Gupta, S.P. (1993); 'Measurement and Evaluation': Sharda Publications, Allahabad.
- Nunally, J. C. (1972); 'Educational Measurement and Evaluation': Mc Graw Hill Book Company, New York.
- Pandey, K.P.; Fundamentals of Educational Measurement and Evaluation, Vishwavidyalaya Prakashan, Varanasi.
- Singh, A. K.(2006); 'Tests, Measurement and Research Methods in Behavioral Science': Bharti Bhawan. Patna.
- Thorndike R.L. & Hagen, E. (1969); 'Measurement and Evaluation in Psychology and Education': Tata McGraw, New Delhi.

Code: CP422 Knowledge and Curriculum Transaction Part– II

Maximum Marks: 50
Theory: 35
Internal Assessment: 15
Credits: 02

Objectives

The student teacher will be able to:

- develop an understanding of the concept of knowledge in terms of memory, understanding and reflective engagements.
- know and relate the various facets of knowledge, communication and barriers in communication:
- design curriculum with focus on diversity of learning opportunities and learner needs.
- develop an understanding of the concept & need of curriculum, its determinants and principles of construction, development and evaluation of curriculum.
- critically examine the role of school and teacher in transacting the curriculum.

Contents

Unit-I

- Levels of Knowledge in terms of memory, understanding and reflective engagements.
- Social basis of knowledge: Knowledge derived from peers and mentors.

Unit-II

- Developing knowledge as a continuous process.
- Knowledge structure as reflected in various school subjects, viz. Science, Social Science and Language.

Unit-III

- Knowledge, Communication and barriers in Communication.
- Devices to address gaps in knowledge.
- Transformation of knowledge process of configuring and re-configuring.

Unit-IV Expanding the basis of knowledge:

- Using Transactional strategies; direct and indirect.
- Scope for creative and dynamic orientation to knowledge with focus on diversity of learning opportunities and learner needs.

Field Work and Assignment

Each student will be required to undertake a project based on the readings available in the library and go through the curriculum pertaining to subjects of study at upper primary and secondary levels of education in context of understanding the integrated approach of educating the learners through various subjects of study at respective levels of education.

Transactional Strategies

Transaction of the course will be through lectures, discussion, multimedia presentation, interactive sessions and visit to libraries.

Evaluation

The course content will be of 50 marks. Out of this 35 marks will be for summative evaluation (final exam) and rest 15 marks will be credited on the basis of evaluation in respect of sessional work/assignment/unit tests.

Readings

- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, World Education Series-3New Delhi: Doaba Book House.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Aggrawal, J.C. (2002). Handbook of Curriculum and Instruction. New Delhi: Doaba Book House.
- Arulsamy, S. (2011). Curriculum Development. New Delhi: Neelkamal Publications.
- Bruner, J. (1996). The process of education. Cambridge, MA: Harvard University Press.
- Doll, R.C.(1996). Curriculum Improvement: decision making and process. Boston: Allyn and Bacon.
- Erickson, H.L. (2002). Concept based curriculum and instruction: teaching beyond the facts, corision press, INC (A sage publication company) thousand oaks : California.
- Khan, M.S. (2008). School Curriculum. New Delhi: APH Publishing Corporation.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- Pinar, W. (1995). Understanding curriculum. New York: Peter long publishing.
- Schubert, William. (1986). The curriculum: perspective, paradigm and possibility. New York: McMillan.
- UNESCO (1981). Curriculum & lifelong education, UNESCO, Paris.

Code: CP423 Inclusive Education

Maximum Marks: 50

Theory: 35

Internal Assessment: 15

Credits: 02

Objectives

After completing the course, the student teacher will be able to:

- understand diversities in learners based on culture, language, gender and abilities.
- treat each student as an individual and respect each student for what he or she is.
- comprehend the concept and need of inclusion in school education.
- know the bases of exclusion in context of Indian society.
- organise co-scholastic, cultural and social programmes within the school complex for adopting inclusive education culture.
- design classroom based and school based practices to encourage inclusive values in school.

Contents

Unit-I

- Concept of Inclusive Education. Need and importance of Inclusive Education.
- Practice of exclusion in Indian society.
- Basis of exclusion: Caste, Creed, Disability and Gender.
-

Unit-II

- Creating a Culture for inclusive education, engagement with school and society.
- Promoting values for inclusive society and inclusive education. Role of Teacher in promoting inclusive culture.

Unit-III

- Addressing challenges towards inclusive education, some important interventions based on various types of social, mental and physical handicaps.
- Designing classroom based and school based practices to encourage inclusive values.

Unit-IV

- The concept of an inclusive school, experiments for promoting an inclusive school concept.
- Co-scholastic, cultural and social programs within the school complex for adopting inclusive education culture. Evaluation of impact and effects on the mindset of learners.

Field work and Assignment

Visit to an inclusive school or special education school to see the interventions initiated by such schools to meet the challenges of learners belonging to social, mental and physical handicaps.

A brief report on the same may be prepared as a part of assignment work.

Transactional Strategies

The course content will be transacted through case presentations, interactive sessions, lectures, tutorials, field work and ICT presentations on inclusive education.

Evaluation

The course content will be of 50 marks. Out of this 35 marks will be for summative evaluation (final exam) and rest 15 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Cruickshank, W.M. (1975), Psychology of Exceptional Children and Youth, Eaglewood Cliffs NJ, Prentice Hall.
- Dash, M., (2000) Education of Exceptional Children, New Delhi, Atlantic Publishers and Distributors.
- Mangal, S.K., (2009). Educating Exceptional Children: An Introduction to Special Education, Prentice Hall of India private Limited, New Delhi.
- Narayan J, Educating Children with Learning Problems in Regular Schools, Secunderabad, NIMH.
- NCERT (2014), Including Children with Special Needs-Primary Stage, NCERT, New Delhi.
- NCERT Manual on “Meeting Special Needs in Schools, NCERT, New Delhi.
- Panda, K.C., (1997) Education of Exceptional Children, New Delhi, Vikas Publishing House Pvt. Ltd.
- Ramachandran, Vimala. (2004). Gender and Social Equity in Education: Hierarchies of Access. New Delhi: Sage.
- Sharma, Kaushal and Mahapatra (2007). *Emerging Trends in Inclusive Education*, Delhi, IVY Pub.
- Towards Inclusive Education: Challenges of Tibetan Schools in Exile, Department of Education, CTE, (2009), Dharamshala.
- UNESCO (2009) Policy guidelines on inclusion in education, UNESCO.

Pedagogy Section

Code CP104, CP205 & CP424 Tibetan Language and Literature (Compulsory) and Two Methodology of Teaching Papers Code CP206 to CP220 are given below from which any Two Methodology Subjects have to be opted from the List of Pedagogy/Methodology Papers based on the Subjects of Studies at Graduate Level Course.

- CP206 Method of Teaching General Science
- CP207 Method of Teaching Physics
- CP208 Method of Teaching Chemistry
- CP209 Method of Teaching Mathematics
- CP210 Method of Teaching Life Science
- CP211 Method of Teaching Social Science
- CP212 Method of Teaching History
- CP213 Method of Teaching Geography
- CP214 Method of Teaching Civics
- CP215 Method of Teaching Economics
- CP216 Method of Teaching English
- CP217 Method of Teaching Hindi
- CP218 Method of Teaching Sanskrit
- CP219 Method of Teaching Tibetan Language & Literature
- CP220 Method of Teaching Tibetan History

བོད་དགོ་ཆེད་ལས་འོས་ལྗོངས་གི་སྐད་ཡིག་
བསྐྱབ་གཞི།

**Elective Tibetan Language and
Literature**

(Compulsory)

Syllabus for 2 Year B.Ed.

CP104, CP205 & 424 Tibetan Language and Literature(Compulsory)

ELECTIVE

1st Semester

རྒྱལ་སྐད་ཀྱི་འཇུག་པོ་

Marks: 50

Credits: 02

བཅའ་རྒྱུ་ (Grammar)

དཔེ་དེབ། ཐོན་མའི་ཞལ་ལྷང་། ལྷན་པུ་པའི་འགྲེལ་བ། (Full text – Part I)

ཚུལ་པ་པོ། ཚེ་ཉན་ཞབས་བྱུང་།

དག་ཡིག་ (Lexicon)

དཔེ་དེབ། དག་ཡིག་རྒྱ་རིངས་གསར་བ། ལེའུ་དང་པོ་ནས་ལྔ་པའི་བར། (Chapters 1 to 5)

ཚུལ་པ་པོ། བསྟན་དར་ལྷ་རམས་བ།

ཚུལ་རིག་ (Theory of Literature)

དཔེ་དེབ། ཚུལ་གཞུང་རྒྱ་གསར་འཇུག་རྒྱ། ལེའུ་དང་པོ་ནས་བདུན་པའི་བར། (Chapters 1 to 7)

ཚུལ་རྒྱུ། བོད་ལྗོངས་རྒྱུ་གྲྭ་ཚུན་མའི་བོད་ཡིག་ཚན་ལག

2nd Semester

རྒྱལ་སྐད་ཀྱི་གཞུག་པོ་

Marks: 50

Credits: 02

བཅའ་རྒྱུ་ (Grammar)

དཔེ་དེབ། ཐོན་མའི་ཞལ་ལྷང་། རྒྱལ་སྐད་ཀྱི་འཇུག་པོ་འགྲེལ་བ། (Full text – Part II)

ཚུལ་པ་པོ། ཚེ་ཉན་ཞབས་བྱུང་།

དག་ཡིག་ (Lexicon)

དཔེ་དེབ། དག་ཡིག་རྒྱ་རིངས་གསར་བ། ལེའུ་རྒྱལ་སྐད་ཀྱི་འཇུག་པོ་འགྲེལ་བ། (The text book as given in first semester, Chapters 6 to 10)

ཚུལ་པ་པོ། བསྟན་དར་ལྷ་རམས་བ།

ཚུམ་རིག་ (Theory of Literature)

དབེ་དེབ། ཚུམ་གཞུང་སློབ་གསུང་འཇུག་སློ། ལེའུ་བརྒྱུད་པ་ནས་བཅུ་གཉིས་བར།

ཚུམ་རྒྱུག། བོད་ཚུམ་སློབ་གྲྭ་ཆེན་མོའི་བོད་ཡིག་ཚན་ལག།
(The text book as given in first semester, Chapters 8 to 12)

དབེ་དེབ། ཚུམ་རིག་སྤྱི་དང་བྱེ་བྱག་བོད་ཀྱི་ཚུམ་རིག་གི་སློབ། (Literature in general, Tibetan Literature in particular)

ཚུམ་པ་པོ། མཁས་དབང་ཟམ་གཏོང་རིན་པོ་ཆེ།

3rd Semester

རྒྱགས་དུས་གསུམ་པ།

རྒྱགས་དུས་གསུམ་པ་ཡོངས་རྫོགས་སློབ་འཁྲིད་སློབ་བཟུང་ལ་ཕེབས་དགོས་པས་བསྐྱབ་གཞི་མེད།

(They have to go for school attachment programme with major participation in practice teaching programmes.)

4th Semester

རྒྱགས་དུས་བཞི་པ།

Marks: 50

Credits: 02

ཚུམ་རིག་ (Outline of poetical theory)

དབེ་དེབ། ལྷན་དག་སྤྱི་དོན།

ཚུམ་པ་པོ། ཆོ་ཏན་ཞབས་བྱུང་།

སྐད་ཚུམ་ (Poetic Composition)

དབེ་དེབ། བྱ་མགེན་སློབ་ཆེན་པོའི་རྟོགས་བརྗོད།

ཚུམ་པ་པོ། ལྷན་སྐད་བསྐྱེད་པའོ།

དགོ་ཚན་འོས་སྤྱོད་གི་སྒྲིབ་བཏང་བོད་ཀྱི་སྐད་ཡིག་གི་
བསྐྱབ་གཞི།

**General Tibetan Language and
Literature
(Compusory)**

Syllabus for 2 Year B.Ed.

CP104, CP205 & 424 Tibetan Language and Literature(Compulsory)

GENERAL

1st Semester

རྒྱལ་སྤྱི་འཇུག་པའི་སྐད་ཀྱི་ལོ་རྒྱུས་དང་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

Marks: 50

Credits: 02

བཅའ་རྒྱུ་ (Grammar)

དཔེ་དེབ། ལྷན་པའི་རྒྱུ་ལུགས་ཀྱི་ལོ་རྒྱུས་དང་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

ཚུལ་ལ་སྤོ། ལྷན་པའི་རྒྱུ་ལུགས་ཀྱི་ལོ་རྒྱུས་དང་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

དག་ཡིག (Lexicon)

དཔེ་དེབ། ལྷན་པའི་རྒྱུ་ལུགས་ཀྱི་ལོ་རྒྱུས་དང་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

ཚུལ་ལ་སྤོ། ལྷན་པའི་རྒྱུ་ལུགས་ཀྱི་ལོ་རྒྱུས་དང་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

ཚུལ་རིག (Literature)

དཔེ་དེབ། ལྷན་པའི་རྒྱུ་ལུགས་ཀྱི་ལོ་རྒྱུས་དང་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

ཚུལ་ལ་སྤོ། ལྷན་པའི་རྒྱུ་ལུགས་ཀྱི་ལོ་རྒྱུས་དང་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

2nd Semester

རྒྱལ་སྤྱི་འཇུག་པའི་སྐད་ཀྱི་ལོ་རྒྱུས་དང་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

Marks: 50

Credits: 02

བཅའ་རྒྱུ་ (Grammar)

དཔེ་དེབ། ལྷན་པའི་རྒྱུ་ལུགས་ཀྱི་ལོ་རྒྱུས་དང་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

ཚུལ་ལ་སྤོ། ལྷན་པའི་རྒྱུ་ལུགས་ཀྱི་ལོ་རྒྱུས་དང་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

དག་ཡིག (Lexicon)

དཔེ་དེབ། ལྷན་པའི་རྒྱུ་ལུགས་ཀྱི་ལོ་རྒྱུས་དང་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

ཚུལ་ལ་སྤོ། ལྷན་པའི་རྒྱུ་ལུགས་ཀྱི་ལོ་རྒྱུས་དང་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

ཚུལ་རིག (Literature)

དཔེ་དེབ། ལྷན་པའི་རྒྱུ་ལུགས་ཀྱི་ལོ་རྒྱུས་དང་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

ཚུལ་ལ་སྤོ། ལྷན་པའི་རྒྱུ་ལུགས་ཀྱི་ལོ་རྒྱུས་དང་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

3rd Semester

རྒྱལ་སྤྱི་སློབ་འཇུག་ལཱ་ལུ་ཤིང་།

རྒྱལ་སྤྱི་སློབ་འཇུག་ལཱ་ལུ་ཤིང་གི་ལཱ་ལུ་ཤིང་གི་འབྲེལ་བའི་ལས་འཁུར་གི་ཞིབ་འཇུག་ལཱ་ལུ་ཤིང་།

(School attachment programmes: Focus: Practice teaching)

4th Semester

རྒྱལ་སྤྱི་སློབ་འཇུག་ལཱ་ལུ་ཤིང་།

Marks: 50

Credits: 02

ཚུན་རིག་ (Theory of Literature)

དཔེ་དེབ། ཚུན་རིག་སྐོར་བའི་ལཱ་ལུ་ཤིང་།

ཚུན་བཤམ་པ། བསྐྱོད་ལཱ་ལུ་ཤིང་གི་རྒྱུ།

རྒྱུད་ཚུན་མཉམ་སྲུང་གི་ལཱ་ལུ་ཤིང་། (Legendary story of Drowa Sangmo)

དཔེ་དེབ། འགྲོ་བའི་བཟང་མོའི་རྣམ་ཐར་།

ཚུན་བཤམ་པ། དམངས་འཛིན་།

The members comprising the committee were as follows who finalized this syllabus on 28th April 2017:

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ཕྱི་ལོ་ ༢༠༡༧ ལོ་ལྔ་པ་ལྷན་ཚོགས་ཀྱི་འཇུག་ལཱ་ལུ་ཤིང་གི་ལཱ་ལུ་ཤིང་གི་འབྲེལ་བའི་ལས་འཁུར་གི་ཞིབ་འཇུག་ལཱ་ལུ་ཤིང་།

ཚུན་རིག་།

- ༡ ལྷ་ཉི་ལོ་དེའི་རྒྱུད་ཚུན་མཉམ་སྲུང་གི་ལཱ་ལུ་ཤིང་གི་ཚུན་རིག་སྐོར་བའི་ལཱ་ལུ་ཤིང་།
- ༢ ལྷ་ཉི་ལོ་དེའི་རྒྱུད་ཚུན་མཉམ་སྲུང་གི་ལཱ་ལུ་ཤིང་གི་ཚུན་རིག་སྐོར་བའི་ལཱ་ལུ་ཤིང་།
- ༣ དཔེ་དེབ་མཐོ་སྐོར་ལཱ་ལུ་ཤིང་གི་ཚུན་རིག་སྐོར་བའི་ལཱ་ལུ་ཤིང་གི་ཚུན་རིག་སྐོར་བའི་ལཱ་ལུ་ཤིང་།
- ༤ དཔེ་དེབ་མཐོ་སྐོར་ལཱ་ལུ་ཤིང་གི་ཚུན་རིག་སྐོར་བའི་ལཱ་ལུ་ཤིང་གི་ཚུན་རིག་སྐོར་བའི་ལཱ་ལུ་ཤིང་།

CP206 Method of Teaching General Science

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

The student-teacher will be able to

- familiarize themselves with nature of science and objectives of teaching of science at school level.
- understand the importance of science in school curriculum.
- plan instructions effectively for teaching of science.
- know and apply various techniques / approaches for teaching the contents of science.
- evaluate students' performance effectively with appropriate evaluation techniques.

Contents

Unit-I Critical Review of the School Level Curriculum in General Science

- A critical review of the school level curriculum in general science, content analysis in terms of concepts and principles: Their pedagogic implications.
- Aims and Objectives of teaching science.
- Science curriculum – its significance at secondary level.
- Formulation of specific objectives in behavioral terms.
- Curriculum and Textbooks – Meaning, nature, principle.

Unit-II Approaches and Methods of Teaching Science

- Enquiry and problem solving approach.
- Lecture-cum demonstration method.
- Laboratory method.
- Project method.
- Heuristic method.
- Constructivist approach.
- Qualities of a Good Science Teacher.

Unit-III Planning and Designing the effective Instructions in Science

- Planning for instructional process – need, advantages and strategies.
- Lesson planning – design, approaches & writing the lesson plan/unit plan.
- Preparation and use of teaching aids and computer assisted learning.
- Use and management of science laboratory.

Unit-IV Evaluation in Science

- Evaluation and assessment-concept and importance in science.
- Techniques of assessment for theory and practical.
- Construction of achievement test in general science.
- Monitoring of learners' progress through CCE.

- Diagnostic tests and remedial measures in science.

Assignment

The student teachers will be asked to prepare teaching aids/ charts/ models pertaining to the topics as given by the respective subject teachers.

Transactional Strategies

The course content will be transacted through practicum, discussion, interactive lectures and extensive use of demonstrations.

Evaluation

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Das, R.C. (1985), Science Teaching in Schools, New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal, S.K. (1995), Teaching of Physical and Life Science, New Delhi: Avg Book Depot, Karol Bagh.
- Sharma, R.C. (1995), Modern Science Teaching, Delhi: Dhanpat Rai & Sons.
- Sharma, R.C. (1990), Modern Science Teaching, New Delhi: Dhanpat Rai & Sons.
- Thurber & Collette, Teaching Science in Today's School.
- Thurber, W.A. & Collette, A.T. (1967), Teaching Science in Today's Secondary Schools, New Delhi: Prentice Hall of India Pvt. Ltd.

CP207 Method of Teaching Physics

Maximum Marks: 100
Theory: 70
Internal Assessment: 30
Credits: 04

Objectives

The course will enable the prospective student teachers to:

- understand the nature and scope of physics as a subject of study.
- explain the aims and objectives of teaching physics.
- use various approaches and instructional strategies in teaching physics.
- demonstrate allied exercises and practical in laboratory.
- prepare achievement test for physics and organize remedial teaching
- apply appropriate evaluation techniques in physics.

Content

Unit-I Critical Review of the Curriculum in Physics at School Level

- A critical review of the curriculum in physics being taught at school level: Content analysis and pedagogic implications.
- Significance of teaching physics in secondary and senior secondary schools.
- General aims of teaching physics at senior secondary level.
- Classification of educational objectives for teaching of physics.
- Writing specific objectives in behavioral form in Physics.

Unit-II Approaches and Methods of Teaching Physics

- Enquiry and problem solving approach.
- Lecture-cum demonstration method.
- Laboratory method.
- Heuristic method
- Project method.
- Constructivist approach.

Unit-III Planning and Designing the effective Instructions in Physics

- Planning for instructional process – need, advantages and strategies.
- Lesson planning –design, approaches & writing the lesson plan/unit plan.
- Preparation and use of teaching aids and computer assisted learning.
- Management of teaching Physics in laboratory.
- Qualities of a good Physics teacher.

Unit-IV Evaluation

- Concept of measurement and evaluation in Physics.
- Evaluation Techniques in Physics.
- Summative and Formative Evaluation.

- Comprehensive and continuous evaluation (CCE).
- Nature and construction of tests in Physics.

Assignment

The student teachers will be asked to prepare teaching aids/ charts/ models pertaining to the topics as given by the respective subject teachers.

Transactional Strategies

The course content will be transacted through lectures, discussion, extensive use of demonstrations and interactive sessions.

Evaluation

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Anderson R.D. (1970), Developing Children's Thinking Through Science, New Delhi: Prentice Hall.
- Barbe, R.H. (1995), Science in the Multicultural Class room, Boston: Allyn and Bacon.
- Chauhan, S.S. (2000), Innovation in Teaching Learning Process, New Delhi: Vikas Publishing House Pvt. Ltd.
- Edigar M. and Rao D.B. (1996), Science Curriculum, New Delhi: Discovery Publishing House.
- Gupta N.K. (1997), Research in Teaching of Science, New Delhi: APH Publishing Corporation.
- Kochar, S.K. (1997), Methods and Techniques of Teaching, New Delhi: Sterling Publishers Pvt. Ltd.
- Maitre, K. (1997), Teaching of Physics, New Delhi: Discovery Publishing House.
- Mukalel, J.C. (1998), Creative Approaches to Classroom Teaching, New Delhi: Discovery Publishing House.
- Prakash, R. and Rath, T. N. (1996), Emerging Trends in Teaching of Physics, New Delhi: Kanisha Publishers.
- Rao, D.B. (1997), Reflections on Scientific Attitudes, New Delhi: Discovery Publishing House.
- Romey, W.D. (1968), Inquiry Technique for Teaching of Science, New Jersey: Prentice Hall.
- Sharma, R.C. (1981), Modern Science Teaching, Delhi: Dhanpat Rai and Sons.
- Thurber, W.A. and Collette, A.T. (1970), Teaching Science in Today's Secondary Schools, Boston: Allyn & Bacon Inc.
- Vanaja, M. (1999), Inquiry Training Model, New Delhi: Discovery Publishing House.
- Venkataiah, N. (1993), Curricular Innovations for 2000 AD, New Delhi: Ashish Publishing House.

CP208 Method of Teaching Chemistry

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

The course will enable the prospective student teachers to:

- understand the nature and scope of chemistry.
- explain the aims and objectives of teaching chemistry.
- use various approaches and instructional strategies in teaching chemistry.
- design exercises and practical in laboratory.
- prepare achievement test and organize remedial teaching.
- apply appropriate evaluation techniques in chemistry.
- use teaching strategies for organizing co-curricular activities in Chemistry.

Content

Unit-I Chemistry Syllabus as Prescribed at School Level

- A study of chemistry syllabus as prescribed at school level and content analysis in terms of concepts/theories.
- Significance of chemistry in daily life.
- General aims of teaching chemistry at secondary and sr. secondary level.
- Classification of educational objectives with reference to Bloom's taxonomy.
- Writing specific objectives in behavioral terms in chemistry.

Unit-II Planning and Instructional Strategies in Chemistry

- Developing a Unit and Lesson plan.
- Demonstration Method.
- Lecture Method.
- Laboratory Method.
- Heuristic Method.
- Problem Solving Method.
- Project Method.
- Use of Audio Visual aids and importance of Chemistry laboratory.
- Competencies required for effective utilization of laboratory as a learning resource.
- Organization of science clubs, fairs and excursions.

Unit-III Curriculum, Text Book and use of ICT in Chemistry

- Place of Chemistry in School Curriculum.
- Chemistry as a component of Integrated Science at Secondary Level.
- Principles of constructing a chemistry curriculum.
- Textbooks in chemistry, its need and use, evaluation of textbooks in chemistry.
- Computer assisted learning in Chemistry.

Unit-IV Evaluation

- Concept of measurement and evaluation in Chemistry.
- Evaluation Techniques in Chemistry.
- Summative and Formative Evaluation.
- Comprehensive and continuous evaluation (CCE).
- Nature and construction of tests in Chemistry.

Assignment

The student teachers will be asked to prepare teaching aids/ charts/ models pertaining to the topics as assigned by the concerned faculty member.

Transactional Strategies

The course content will be transacted through lectures, discussion, extensive use of demonstrations, laboratory work and interactive sessions.

Evaluation

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

References

- Jerry Wellington (1996), Secondary Science Contemporary Issues and Practical Approaches, Routledge London and New York.
- Newbury, N.F. (1965), The Teaching of Chemistry, 3rd Edition, London: Heinemann Education Books Ltd.
- Sonders, H.N. (1971), Science Teaching in Senior Secondary Schools, Oxford & IBH Publishing Company.
- T.N. Rathore & Ravi Prakash (1996), Emerging Trends in Teaching of Chemistry, Kanishka Publishers.
- Waddington, D.J. (1984), Teaching of School Chemistry, UNESCO.

CP209 Method of Teaching Mathematics

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

The course will enable the student teachers to:

- understand the nature of mathematics as a discipline.
- use appropriate strategies for teaching of mathematics at school level.
- design assessment tools for measuring learning outcomes in maths.
- organize remedial teaching for difficult spots in mathematics at school level.

Content

Unit-I Mathematics Syllabus as Prescribed at School Level

- Mathematics syllabus as prescribed at school level and its analysis with the intent of understanding the logical structures & their pedagogic implications.
- Aims and objectives of teaching Mathematics.
- Integration of Mathematics with other subjects.
- Principles of curriculum construction.

Unit-II Instructional Strategies in Teaching Mathematics

- Inductive, deductive approach.
- Analytic and synthetic approach.
- Heuristic and project approach.
- Graded assignments in Mathematics.
- Problem solving.

Unit-III Organization of Teaching Mathematics and related Problems

- Developing objectives of teaching mathematics in behavioral terms.
- Preparation of a lesson plan/unit plan.
- Selecting appropriate instructional strategies and teaching aids related to various topics included in secondary education in the following areas:

Teaching of Arithmetic (Commercial Maths), teaching of Algebra (sets, relation, functions and algebraic identities), teaching of Geometry (Congruent and Similar triangles), teaching of Trigonometry (Heights and Distance), teaching of Basic Statistics (Measures of Central Tendency), teaching of Mensuration (Surface areas and volumes of solid figures).

- Mathematics club.

Unit-IV Evaluation in Mathematics

- Concept of measurement and evaluation in Mathematics.
- Evaluation Techniques in Mathematics.
- Summative and Formative Evaluation.
- Comprehensive and continuous evaluation (CCE).
- Construction of tests in Mathematics.

Assignment

The student teachers will prepare teaching aids/ charts/ models pertaining to the following topics or topics: Teaching of Arithmetic (Commercial Maths), teaching of Algebra (sets, relation, functions and algebraic identities), teaching of Geometry (Congruent and Similar triangles), teaching of Trigonometry (Heights and Distance), teaching of Basic Statistics (Measures of Central Tendency), teaching of Mensuration (Surface areas and volumes of solid figures).

Transactional Strategies

The course content will be transacted through specially prepared modular material/text books in math, discussion, demonstrations and interactive sessions.

Evaluation

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Agarwal, S.M. Teaching of Modern Mathematics, Delhi: Dhanpat Rai and Sons.
- Butler and Wren. The teaching of Secondary Mathematics, New York: McGraw Hill Book Company.
- Davis David, R. (1960). Teaching of Mathematics, Addison Wesley Publications.
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- Ediger, Marlow (2004). Teaching Math Successfully, Discovery Publication.
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- Kulshreshtha, S.P. Teaching of Mathematics, Meerut: R. Lal and Sons.
- National curriculum framework for teacher education (2000). New Delhi: NCERT.
- National curriculum framework (2005). New Delhi: NCERT. National curriculum framework for teacher education (2009). New Delhi: NCERT.
- Prabhakaran, K.S. Concept attainment model of Mathematics teaching, Discovery Publications.
- Rechar Copelard (1975). How Children Learn Maths: Teaching Implications of Piaget's Research, Macmillan: New York.
- Richard Courant & Herbert Robbins (1941). What is Mathematics, Fai Lawn: Oxford University press.
- Shultz. The Teaching of Mathematics.
- Sidhu, Kulbir Singh. The Teaching of Mathematics, Delhi: Sterling Publishers Private Limited.
- Tyagi, S.K. (2004). Teaching of Arithmetic, Commonwealth Publications.

CP210 Method of Teaching Life Science

Maximum Marks: 100
Theory: 70
Internal Assessment: 30
Credits: 04

Objectives

The course will enable the prospective student teachers to:

- understand nature and scope of life science.
- explain the aims and objectives of teaching life science.
- teach through various approaches of teaching-learning life science.
- develop competency in teaching secondary level life science.
- demonstrate skills as required for practical works in laboratory.
- use various teaching strategies in Life Science.

Content

Unit-I Critical Study of the School Level Syllabus prescribed for Life Science

- A critical study of the school level syllabus prescribed for life science in schools: Content analysis in terms of concepts.
- Application and significance of life science.
- Life science as an integrated area of study.
- Aims of teaching life science at secondary stage.
- Instructional objectives of teaching life science.
- Formulation of specific objectives in behavioral terms.

Unit-II Planning and Instructional Strategies in Life Science

- Developing a Unit and Lesson plans.
- Demonstration Method.
- Lecture Method.
- Laboratory Method.
- Heuristic Method.
- Problem Solving Method.
- Project Method.
- Use of Audio Visual aids and importance of laboratory.
- Competencies associated with laboratory techniques.

Unit-III Curriculum, Text Books and use of ICT in Life Science

- Place of Life Science in School Curriculum.
- Life Science as a component of Integrated Science at Secondary Level.
- Principles of constructing a Life Science curriculum.
- Textbooks in Life Science, its need and use, evaluation of textbooks in Life Science.
- Computer assisted learning in Life Science.

Unit-IV Evaluation

- Concept of measurement and evaluation in Life Science.
- Evaluation Techniques in Life Science.
- Summative and Formative Evaluation.
- Comprehensive and continuous evaluation (CCE).
- Construction of tests in Life Science.

Assignment

The student teachers will be asked to prepare teaching aids/ charts/ models pertaining to the topics as given by the respective subject teachers.

Transactional Strategies

The course content will be transacted through visits to local places for identification of academic resources, lectures, discussion, laboratory work, extensive use of demonstrations and interactive sessions.

Evaluation

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Bremmer, Jean (1967), Teaching Biology, London: Macmillan.
- Heller, R. (1967), New Trends in Biology Teaching, Paris: UNESCO.
- NCERT (1969), Improving Instructions in Biology, New Delhi.
- Novak, J.D. (1970), The improvement of Biology Teaching Modern Science Teaching, Delhi: Dhanpat Rai & Sons.
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CP211 Method of Teaching Social Science

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

The course will enable the student teacher to:

- understand the nature and scope of social science as a discipline.
- explain the aims and objectives of teaching social science.
- use various approaches and instructional strategies in teaching social science.
- prepare suitable test in social science and organize remedial teaching.
- apply appropriate evaluation techniques in social science.

Content

Unit-I Critical Study of the School Level Syllabus for Social Science

- A critical study of the school level syllabus as prescribed for social science: content and concept analysis with pedagogic implications.
- Meaning and nature of Social Science.
- Development and scope of Social Science.
- Approaches to the study of Social Science.
- Aims and objectives of teaching Social Science.
- Writing specific objectives of teaching social science in behavioral terms.

Unit-II Approaches and Methods of Teaching Social Science

- Enquiry and problem solving approach.
- Lecture-cum demonstration method.
- Story telling approach.
- Project method.
- Discovery approach.
- Constructivist approach.

Unit-III Planning and Designing the effective Instructions in Social Science

- Planning for instructional process – need, advantages and strategies.
- Lesson planning –design, approaches & writing the lesson plan and unit plan.
- Preparation and use of teaching aids and computer assisted learning.
- Excursions and field trip.

Unit-IV Evaluation

- Concept of measurement and evaluation in Social Science.
- Evaluation Techniques in Social Science.
- Summative and Formative Evaluation.

- Comprehensive and continuous evaluation (CCE).
- Nature and construction of tests in Social Science.

Assignment

The student teachers will be asked to prepare teaching aids/ charts/ models pertaining to the topics as given by the respective subject teachers or prepare a project on historical/geographical study of a place of local importance.

Transactional Strategies

The course content will be transacted through lectures, discussion, field interactions, extensive use of demonstrations and interactive presentations.

Evaluation

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Bining, A.C. And Bining, D.H. (1952), Teaching the Social Studies in Secondary School, N.Y.: McGraw Hill Book Company.
- Choudhary, K.P. (1975), The effective Teaching of History in India, New Delhi: NCERT.
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- Dixit and Bughela, H. (1972), ItihasShikshan, Jaipur: Hindi Granth Academy.
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- Mouley, D.S. Rajput Sarla & Verma, P.S. (1990) NCERT (1968), Nagrik Shastra Shikshan, National Curriculum for Primary & Secondary Education: A Frame Work, Revised Version, New Delhi: NCERT.
- Ruhela, S.P. & Khan, R.S., Samajik Vigryan Shikshan, Kota Open University, B E-5.
- Slev, E.B. (1950), Teaching Social Studies in High School, Boston: DC, Health& Co.
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CP212 Method of Teaching History

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

To enable the student teachers to:

- understand the nature, scope and importance of learning history at secondary level.
- formulate the aims and objectives of teaching history at secondary stage.
- develop knowledge about the basic principles governing the construction of history curriculum and develop the ability to organize co-curricular activities for promoting history learning.
- develop classroom skills needed for applying different methods and approaches of teaching history at the secondary stage.
- develop the skill to plan for effective instructional design and use of instructional support materials.

Contents

Unit-I School Level Curriculum in History

- A critical survey of the school level curriculum in history: The content and its relevance, Interdisciplinary perspectives in history as a subject of study.
- Aims and objectives of teaching history at the secondary stage.
- Importance of the study of history with reference to national integration and international understanding.

Unit-II Curriculum Approaches and Methods

- Meaning and definition of curriculum: Principles of designing a school level history curriculum.
- Different approaches to organizing history curriculum.
 - (i) Chronological
 - (ii) Topical
 - (iii) Concentric
- Methods of teaching history: Storytelling, Problem Solving, Project Methods, Socialized recitation and Source Method.

Unit-III Co-curricular Activities and History Teacher

- Types and importance of organizing co-curricular activities.

- Organizing co-curricular activities through history teaching- excursions, dramatization and visit to museum.
- Qualities and functions of history teacher.

Unit-IV Planning and Designing of Instructional Material and Evaluation

- Lesson plan- Designing of lesson plans and unit plans: format and structure.
- Instructional Material-
 - (i) Black board, maps, graphs, charts, models, slides.
 - (ii) Slide projector, epidiroscope, Tape recorder, radio, Television and use of ICT.
- Concept, types and techniques of Evaluation for learning outcomes in history at school level.

Assignment

Historical study of a place of local importance.

Transactional Strategies

The course content will be transacted through lectures, discussion, field trip, extensive use of demonstrations and interactive sessions.

Evaluation

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Ballard Martin (1970);-'New Movement in the study of teaching of history':Western printing service, London.
- Burston, W.H. (1963); 'Principles of history teaching': Methuen Education Limited, London.
- Carr E.H. (1962); 'What is History?': Macmillan and Company, London.
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CP213 Method of Teaching Geography

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

The course will enable the prospective student teachers to:

- understand the nature and scope of geography.
- explain the aims and objectives of teaching geography.
- use various approaches to organizing teaching-learning systems in geography.
- develop competencies for teaching secondary level geography.
- demonstrate map reading skills and other allied exercises in laboratory.
- use teaching strategies for organizing co-curricular activities in Geography.

Contents

Unit-I Critical Review of the School Level Syllabus of Geography

- A critical review of the school level syllabus of geography: Structure and the Concepts emphasized.
- Geography as study of spatial relationship and spatial organization.
- Aims and objectives of teaching geography.
- Writing behavioral objectives for geography teaching.

Unit-II Approaches to Teaching Geography

- Expository approach, Storytelling and Regional Method.
- Discovery approach.
- Project method.
- Individualized instruction.
- Map reading skills.

Unit-III Transactional Strategies

- Preparation of lesson plans.
- Preparation of unit plans.
- Teaching aids, designing a geography laboratory and co-curricular activities, excursion.
- Bulletin board and Geography club.
- Geography exhibition.
- Use of community resources.

Unit-IV Evaluation

- Concept of measurement and evaluation in Geography.
- Summative and Formative Evaluation.
- Comprehensive and continuous evaluation (CCE).
- Developments of test items: essay, short answer type and objective types.
- Diagnostic testing and its use for remedial teaching.

Assignment

The student teachers will be asked to prepare a project on the geographical location and features of Varanasi or other places of geographical importance and submit a report thereon.

Transactional Strategies

The course content will be transacted through lectures, discussion, and extensive use of demonstrations, field trips, excursions and interactive sessions.

Evaluation

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Arora K.K. (1976), The Teaching of Geography, Jalandhar: Prakash Brothers.
- Broadman, David (1985), New Directions in Geography Education, London: Philadelphia, Fehur press.
- Chorely R.J. (1970), Frontiers in Geography Teaching, London: Mathews and Co. Ltd.
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CP214 Method of Teaching Civics

Maximum Marks: 100
Theory: 70
Internal Assessment: 30
Credits: 04

Objectives

The Student teacher will be able to:

- understand the concept, nature and scope of civics.
- understand the aims and objectives of teaching civics.
- understand the principles of curriculum development & characteristics of a good text book.
- apply appropriate methods and techniques of teaching civics.
- develop competencies in teaching civics.
- use different instructional materials for effective teaching of civics.
- acquire knowledge of various evaluation procedures.

Contents

Unit-I Content of Civics at School Level

- A Critical study of the content and its interdisciplinary perspectives at school level.
- Development of the content in a historic perspective.
- Implications of the content structure for effective pedagogy.

Unit-II Objectives, Methodology and Approaches

- Objectives of teachings civics at school level: Formulating objectives in behavioral terms; methodology and approaches for teaching Civics: Direct Vs. Indirect: teacher presentations, monologic, dialogic, discussions, inquiry approach, project approach, seminar & quiz.

Unit-III Planning and Instructional Aids

- Lesson Planning – Formats & structure.
- Unit Planning – Formats & structure.
- Instructional Aids – Meaning, Importance & Precautions. Use of aids in Civics teaching – Black Board, Charts, Model, Pictures, OHP, Radio & TV and ICT.

Unit-IV Assessment of Learning Outcomes

- Concept of Testing, Measurement, Evaluation & Assessment.
- Assessment of Learning Outcomes in Civics – Oral, Written & Performance Tests.
- Various Types of Tests – Objective, Short Answer & Essay type, their characteristic, developments, merits & demerits.

Assignment

Preparing a plan to develop democratic attitude among the prospective teachers.

Transactional Strategies

The course content will be transacted through Lectures, Discussions, Interactive Sessions, Presentations, Tutorials and Brainstorming Sessions.

Evaluation

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Agarwal, J.C.(2006); ‘Teaching of Social Studies’: Vikas Publishing House, New Delhi.
- Baghela H.(2007); ‘Teaching of Civics’: Rajasthan Hindi Granth Academy, Jaipur.
- Bining and Bining(1952); ‘ Teaching Social Studies in Secondary Schools’: Mc Graw Hill Company, New York.
- Gupta R.(2007); ‘Teaching of Social Studies’: Jagdamba Book Centre, New Delhi.
- Kochhar, S.K.(2004); ‘ Teaching of Social Science’: Sterling Publishers Pvt. Ltd., New Delhi.
- Sharma S.D.(2009); ‘Teaching of Civics’:Agrasen Shiksha Prakashan, Jaipur.
- Wesley, E.B. and Wronski, S.B.(1958); ‘ Teaching of Social Studies in High School’: D.C. Health and Co., Boston.
- Yadav N.(2007); ‘Teaching of Civics and Political Science’: Anmol Publications Private Limited, New Delhi.
- Yagni, K.S.(1996); ‘ Teaching of Social Studies in India’: Longman, Bombay.

CP215 Method of Teaching Economics

Maximum Marks: 100
Theory: 70
Internal Assessment: 30
Credits: 04

Objectives

The student teachers will be able to:

- formulate 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.
- develop the ability to organize group activities and projects in the subject.
- gain competence in the use of various methods of teaching economics.
- acquire necessary skills for the use and preparation of teaching aids and instructional materials in economics.
- prepare unit plan, lesson plan and related teaching learning strategies.
- review the text book of economics

Contents

Unit-I School Level Curriculum in Economics

- A critical analysis of the content form pedagogic perspective: inter-disciplinary basis of the subject of economics at school level.
- Aims and objectives of teaching Economics at various levels.
- Instructional objectives: Writing objectives in behavioral terms.

Unit-II Methodology and Planning for Effective Pedagogy of Economics

- Methodology and planning for Effective pedagogy of Economics .
- Teaching techniques- explanation, illustration, question and response technique.
- Lesson Plan- (i) Concept and importance.
(ii) Various approaches to lesson planning.

Unit-III Curriculum and Text Book

- Principles of designing curriculum for teaching Economics: Assessing the Congruence between content and objectives of teaching economics at the school level.
- Evaluation of text-books in Economics at the school level:
 - (i) Criteria of goods text-books.
 - (ii) Assignments, Exercises, Glossary and Summary in the text.

(iii) Qualities and functions of Economics teacher in changing world perspective.

Unit-IV Instructional Material and Evaluation in Economics

- Instructional materials- Black-board, Maps, Graphs, slides & Transparency, Audio-visual aids, Slide Projector, Overhead Projector etc.
- Concept, Purpose and Importance of evaluation in teaching of economics.
- Different type of tests, their merits and limitation (Essay type, short answer and objectives type).

Assignment

Review of a text-book at school level.

Teaching Strategies

The content will be transacted through lecture cum discussions, tutorials, and brainstorming and demonstration sessions.

Evaluation

The course content will be of 100 marks. Out of these 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Bining and Bining(1952); ‘ Teaching of Social Studies in Secondary Schools’: Mc Graw Hill Book Company,New York.
- Hussain N(1988); ‘Teachers Manual in Economics’: Published by Regional College of Education, Ajmer.
- Pandey, K.P. and Srivastava J.P.(2009);"Teaching of Economics', Vishwavidyalaya Prakashan, Varanasi.
- Saxena N.(2007); ‘Economics Teaching’: Rajasthan Hindi Granth Academy, Jaipur.
- Sharma K.(2003); ‘Teaching of Economics’ :Common Wealth Publishers, New Delhi.
- Sharma S.R.(2008); ‘Economics Teaching’: Arjun Publishing House, New Delhi.
- Siddiqui Mujibul Hasan(1997); ‘ Teaching of Economics’: Ashish Publishing House, New Delhi.
- Singh R.(2009); ‘Teaching of Economics’:R.Lall Book Depot, Ajmer.
- Tiwari D.(2006); ‘Methods of Economics Teaching’: Crescent Publishing Corporation, New Delhi.

CP216 Method of Teaching English

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

The student teachers will be able to:

- acquire the skills of listening, speaking, reading and writing for effective teaching of English at different school stages.
- formulate the objectives of teaching English as second language.
- use the principles of language teaching at school level.
- critically review different approaches and methods of teaching English as a second language.
- put to use various techniques of testing and evaluation in English as a second language and conduct remedial teaching whenever considered essential.

Contents

Unit-I English Syllabus prescribed at School Level

- A brief review of English syllabus as prescribed at school level and its content analysis with pedagogic implications.
- Nature of English language including that of language.
- Principles of language learning.
- Some specific features of English language.
- Aims and objectives of teaching English at junior and senior levels.

Unit-II Foundations of Language Learning and Teaching with reference to English as a Second Language

- Principles of language teaching.
- English phonology: segmental and supra segmental phonemes in English.
- English morphology: Inflectional and Derivational morphemes.
- English Syntax; Kernel sentences: Derived sentences: Rules of formation and derivation in English language.
- English vocabulary: Content and function words.

Unit-III Approaches, Methods and Techniques of Teaching English as a Second Language

- Some important approaches to the teaching of English: Audio- lingual (structural) and cognitive code approaches, Direct method, Mimicry- memorization method, pattern practice method and bilingual method.

- Four fundamental skills in learning of English: listening, speaking, reading and writing: Procedures for teaching them: Basic practice activities- substitution, replacement, transformation, expansion, reduction, integration and progressive replacement.
- Teaching of prose, poetry, grammar and composition in English language: procedures and devices used in teaching.
- Materials & techniques of instruction to be used in classrooms: the picture file, charts, flash cards or word cards, the pocket chart, the flannel board, games, real objects, the record player, the language laboratory, filmstrips, films, radio, television: programmed instruction.

Unit-IV

- Why, when, how and what of testing in English language learning.
- Testing knowledge of the sound system, grasp of structure and knowledge of vocabulary.
- Developing an attainment test of objective type items in English and estimating its reliability and validity.
- Using tests for organizing remedial instruction.

Assignment

The student teachers will be asked to prepare teaching aids/ charts/power point presentations etc. pertaining to the topics as given by the respective subject teachers

Transactional Strategies

The course- content will be transacted through lectures, discussion, demonstrations, presentations and interactive sessions.

Evaluation

The course content will be of 100 marks. Out of these 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work assignment/unit tests.

Readings

- Bansal, R.K. and Harrison, J.B.(1972); ‘Spoken English for Indians’: Orient Longman Limited, Madras.
- Baruah, T.C. (1985); ‘The English Teachers' Handbook’: Sterling Publishing Pvt. Ltd., New Delhi.
- Bright and McGregor (1975); ‘Teaching English as Second Language’: Longman Group, United Kingdom.
- Brumfit, C.J. (1984); ‘Communicative Methodology in Language Teaching’: C.U.P., Cambridge.
- Gimson A.C. (1980); ‘An Introduction to the Pronunciation of English’: Edward Arnold, London.

- Hornby A.S. (1998); 'Guide to-Patterns and Usage in English': Oxford University Press, London.
- Lado Robert (1971); 'Language Teaching': Tata McGraw Hill Publishing House, New Delhi.
- Paliwal A.K. (1978); 'English Language Teaching': Surbhi Publication, Jaipur.
- Palmer, H.L. (1965); 'The Principles of Language Study': Oxford University Press, London.
- Pandey, K.P. and Bhardwaj Amita (2008); 'Teaching of English as a second language': Vishwavidyalaya Prakashan, Varanasi.
- Quirk, Randolph and Greenbaum (1973); 'A University Grammar of English': London.
- Richards J.C. and Rodgers (2001); 'Approaches and Methods in Language Teaching': Cambridge University Press, Cambridge.

CP217 हिन्दी शिक्षण

पूर्णांक: 100

सैद्धान्तिक: 70

आंतरिक मूल्यांकन: 30

क्रेडिट: 04

उद्देश्य

1. भाषा-संरचना में हिन्दी भाषा के तत्वों का ज्ञान कराना।
2. श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान कराना।
3. माध्यमिक स्तर के लिए निर्धारित पाठ्यक्रम एवं पाठ्य पुस्तक-विश्लेषण एवं समीक्षा की कुशलता का विकास करना।
4. हिन्दी भाषा-शिक्षण प्रणालियों के उपयोग में प्रवीणता लाना।
5. हिन्दी की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण की संस्थितियों का ज्ञान कराना।
6. हिन्दी भाषा-शिक्षण में दृश्य-श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान कराना।
7. हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विधियों से परिचित कराना।
8. प्रश्न-पत्र के निर्माण की कुशलता विकसित करना।
9. 'निदानात्मक' एवं 'उपचारात्मक' परीक्षण में कुशलता लाना।

इकाई-प्रथम-विद्यालय स्तर पर निर्धारित हिन्दी पाठ्यक्रम

1. विद्यालय स्तर पर निर्धारित हिन्दी विषय के पाठ्यक्रम का समीक्षात्मक विश्लेषण एवं उसका पक्षिक निहितार्थ
2. भाषा का वैज्ञानिक स्वरूप - वाक्य विचार की दृष्टि से वर्ण-विचार, शब्द-विचार, पर्यायवाची, तत्सम, तद्भव, शिक्षण हेतु अपेक्षित युक्तियाँ।
3. भाषा कौशल के विकास हेतु निम्नांकित पक्षों के स्वरूप का अंकन एवं शिक्षण (क) श्रवण (ख) उच्चारण (ग) वर्तनी (घ) वाचन (ङ) अभिव्यक्ति (मौखिक एवं लिखित)
4. हिन्दी के 'ध्वनि-विज्ञान' एवं 'रूप-विज्ञान' में व्यावहारिक प्रशिक्षण (पांच सत्रों में)
5. भाषायी पाठ्यक्रम निर्माण का सिद्धान्त।
6. पाठ्यक्रम स्तरीय पाठ्यपुस्तकों का विश्लेषण सिद्धान्त।
7. माध्यमिक स्तर के पाठ्यक्रम एवं पाठ्यपुस्तकों का विश्लेषण एवं उसकी समीक्षा।

इकाई-द्वितीय-पाठ योजनाएँ एवं शिक्षण विधियाँ

1. कक्षा अध्यापन के सामान्य सिद्धान्त
2. भाषा शिक्षण सम्बन्धी समस्याओं का चयन, विश्लेषण एवं समाधान
3. इकाई, दैनिक व सूक्ष्म पाठ योजनाएँ (माध्यमिक स्तर पर); उद्देश्य निर्माण के सिद्धान्त एवं प्रक्रिया।
4. शिक्षण विधियाँ

इकाई-तृतीय-हिन्दी की विभिन्न विधाओं का शिक्षण एवं दृश्य-श्रवण उपकरण

1. विभिन्न विधाओं का शिक्षण एवं उनमें अन्तर।
2. गद्य शिक्षण (व्यापक एवं गहन-पाठ के रूप में, द्रुत-पाठ के रूप में)
3. पद्य शिक्षण ('रस-पाठ' एवं बोध-पाठ के रूप में)
4. एकांकी शिक्षण (वाचिक, अभिनयात्मक रूप में)
5. कहानी शिक्षण (मौखिक रूप में)
6. व्याकरण शिक्षण (अनौपचारिक एवं व्यावहारिक शिक्षण रूप में)
7. रचना शिक्षण : मौखिक एवं लिखित रचना का कौशल विकास

इकाई-चतुर्थ-हिन्दी शिक्षण में दृश्य-श्रव्य उपकरणों का महत्व एवं उपयोग

1. हिन्दी शिक्षण में मूल्यांकन एवं नवाचार
(क) मूल्यांकन का अर्थ, महत्व एवं विशेषताएँ
(ख) पाठ्यान्तर्गत एवं पाठोपरान्त मूल्यांकन
(ग) प्रश्नों के विभिन्न प्रकार एवं रचना सम्बन्धी संस्थितियाँ
(घ) मूल्यांकन हेतु प्रश्न-पत्र का निर्माण
2. 'उपचारात्मक शिक्षा' एवं 'निदानात्मक परीक्षण' : अर्थ, स्वरूप महत्व एवं उपयोग
3. भाषा-शिक्षण में नवाचार

सत्रीय कार्य

1. हिन्दी भाषा में प्रयुक्त प्रचलित अन्य भाषाओं के शब्दों का सर्वेक्षण तथा प्रतिवेदन प्रस्तुत करना।
2. माध्यमिक स्तर की किसी एक पाठ्यपुस्तक की समीक्षा एवं संक्षिप्त प्रतिवेदन प्रस्तुत करना।
3. उच्चारण एवं वर्तनी सम्बन्धी अषुद्धियों के निवारण हेतु उपचारात्मक शिक्षण की पाठ योजना निर्मित करना।

मूल्यांकन

प्रस्तुत पत्र 100 अंकों का होगा जिसके अन्तर्गत 70 अंक लिखित परीक्षा एवं 30 अंक सत्रीय कार्य हेतु निर्धारित हैं।

संदर्भ साहित्य

1. डॉ० पाण्डेय रामषकल 2006 'हिन्दी शिक्षण', विनोद पुस्तक मंदिर, बाग मुज्जफर खंा, आगरा।
2. लाल रमन बिहारी 2007 'हिन्दी शिक्षण', रस्तोगी प्रकाशन मेरठ-4
3. सफाया रघुनाथ 1956 'हिन्दी शिक्षण विधि', विनोद पुस्तक मंदिर, आगरा। पंजाब किताबघर, जालंधर
4. भाई योगेन्द्रजीत 2005 'हिन्दी भाषा शिक्षण', विनोद प्रकाशन आगरा
5. डॉ० षर्मा एस.आर. 2008 'भाषा शिक्षण', अर्जुन पब्लिशिंग हाउस, दरिया गंज, नई दिल्ली
6. डॉ० अग्रवाल एस. 2006 'हिन्दी शिक्षण', स्वाति प्रकाशन, जयपुर।
7. षर्मा बी.एल. 2008 'हिन्दी शिक्षण' सक्सेना बी.एम. यू.जी.सी. नईदिल्ली-2

CP218 Method of Teaching Sanskrit

पूर्णांक: 100

सैद्धान्तिक: 70

आंतरिक मूल्यांकन: 30

क्रेडिट: 04

उद्देश्य

1. माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा के व्याकरण की जानकारी एवं उनके प्रयोग में दक्षता का विकास करना।
2. ध्वनि विज्ञान एवं संस्कृत भाषा के सह सम्बन्ध को जानने की दक्षता का विकास करना।
3. संस्कृत भाषा शिक्षण के आधारभूत सिद्धान्तों का ज्ञान देना।
4. संस्कृत शिक्षण के उद्देश्यों का निर्धारण करना एवं उनके व्यावहारिक परिवर्तन हेतु प्रयास करना।
5. संस्कृत भाषा के विभिन्न कौशलों के पृथक् एवं समन्वित शिक्षण का विकास करना।
6. संस्कृत भाषा शिक्षण में दृष्य-श्रव्य सामग्री का सृजन एवं प्रयोग करना।
7. संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्न-पत्र निर्माण करना एवं कौशलाधारित परीक्षण करना।
8. संस्कृत भाषा की दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान एवं उपचारपूर्वक अध्यापन कर सकना।

इकाई-प्रथम-विद्यालय स्तर पर निर्धारित संस्कृत पाठ्यक्रम

1. विद्यालय स्तर पर निर्धारित संस्कृत विशय के पाठ्यक्रम का समीक्षात्मक विप्लेशन एवं शैक्षिक निहितार्थ।
2. संस्कृत व्याकरण प्रयोग, अजन्त-हलन्त, शब्दरूप, सर्वनाम संख्यावाचक तिङन्तलकार, क्रिया, धातुरूप, कारक, विभक्ति, पुरुश, लिङ्ग, विशेषण, सन्धि, समास, उपसर्ग, प्रत्यय, वाच्य-प्रयोग।
3. संस्कृत ध्वनि विज्ञान तत्त्व- स्वर, व्यंजन, वर्णों के उच्चारण स्थान प्रत्यय अनुस्वार अनुनासिक बलाघात (शब्द एवं वाक्य) आरोहावरोह, लय तथा हिन्दी की ध्वनियों से तुलना एवं अन्तर।
4. संस्कृत भाषा की प्रकृति एवं शिक्षण के सिद्धान्त।
5. संस्कृत शिक्षण के उद्देश्य-
 - (क) उच्च प्राथमिक स्तर पर
 - (ख) माध्यमिक स्तर पर
 - (ग) उच्च माध्यमिक स्तर पर

इकाई-द्वितीय-भाषाई कौशल शिक्षण एवं सहसम्बन्ध, संस्कृत शिक्षण की विधाएँ एवं शिक्षण विधियाँ

1. भाषागत कौशल
 - (क) श्रवण कौशल
 - (ख) भाषण कौशल
 - (ग) पठन कौशल
 - (घ) लेखन कौशल
2. चारों कौशलों में सह-सम्बन्ध एवं समन्वयात्मक शिक्षण।
3. संस्कृत शिक्षण की विधाएँ एवं शिक्षण विधियाँ
 - (क) व्याकरण शिक्षण
 - (ख) गद्य शिक्षण

- (ग) पद्य शिक्षण
 - (घ) नाटक शिक्षण
 - (ङ) कथा शिक्षण
 - (च) संवाद शिक्षण
 - (छ) रचना शिक्षण
 - (ज) अनुवाद शिक्षण
4. उपर्युक्त विधियों का निम्नांकित दृष्टि से अध्ययन एवं प्रयोग-
- (क) कक्षा, कक्ष, वातावरण और परिस्थितियाँ
 - (ख) मातृभाषा की भूमिका
 - (ग) शिक्षक, छात्र, पाठ्यपुस्तक तथा दृष्य-श्रव्य सहायक सामग्री की भूमिका
 - (घ) त्रुटियाँ एवं उपचारात्मक कार्य
 - (ङ) मूल्यांकन

इकाई-तृतीय-संस्कृत भाषा शिक्षण में दृष्य-श्रव्य सामग्री एवं मूल्यांकन

1. दृष्य श्रव्य का चयन, निर्माण एवं प्रयोग:
श्यामपट्ट, चित्र, चार्ट, शब्द चित्र, तालिका, फ्लैनलकार्ड, रेडियो, टेपरिकॉर्डर, ओ.एच.पी., समाचार पत्र एवं अन्य सामग्रियाँ।
2. मूल्यांकन :
(क) भाषा शिक्षण में मूल्यांकन का सम्प्रत्यय
(ख) संस्कृत भाषा शिक्षण का मूल्यांकन
(ग) व्याकरण, अनुवाद एवं भाषा कौशलों का मूल्यांकन।
(घ) प्रश्न-पत्र निर्माण

इकाई-चतुर्थ-निदानात्मक एवं उपचारात्मक शिक्षण

- (क) श्रवण सम्बन्धी
- (ख) भाषण सम्बन्धी
- (ग) पठन सम्बन्धी
- (घ) लेखन सम्बन्धी
- (ङ) व्याकरण सम्बन्धी
- (च) अनुवाद सम्बन्धी

सत्रीय कार्य

- 1 माध्यमिक स्तरीय एक संस्कृत पाठ्यपुस्तक की समीक्षा
2. उच्चारण एवं वर्तनी सम्बन्धी अषुद्धियों के निवारण हेतु उपचारात्मक शिक्षण की पाठ योजना निर्मित करना।

मूल्यांकन

प्रस्तुत पत्र 100 अंकों का होगा जिसके अन्तर्गत 70 अंक लिखित परीक्षा एवं 30 अंक सत्रीय कार्य हेतु निर्धारित हैं।

सन्दर्भ-

1. प्रो० रामषकल पाण्डेय 2008-09 संस्कृत शिक्षण विनोद पुस्तक मंदिर, आगरा।
2. वैश्वानारंग 1996 सम्प्रेषणात्मक भाशा शिक्षण, प्रकाश संस्थान, दयानन्द मार्ग, नई दिल्ली।
3. सफाया रघुनाथ 2007 संस्कृत शिक्षण चौखम्भा प्रकाशन, वाराणसी।
4. मितल डॉ० संतोश 2002 संस्कृत शिक्षण, साहित्य चन्द्रिका प्रकाशन, राजापार्क, जयपुर।
5. कर्ण सिंह 2000 संस्कृत शिक्षण विधि, एच.पी. भार्गव बुक हाउस, कचहरी घाट, आगरा।
6. नन्दराम शर्मा संस्कृत शिक्षण, साहित्य चन्द्रिका प्रकाशन, राजापार्क, जयपुर।
7. Ministry of Education, 1958, Report of the Sanskrit Commission, GOI

CP219 Method of Teaching Tibetan Language & Literature

བོད་ཀྱི་སྐད་ཡིག་སློབ་འབྲིང་བྱེད་ཐབས།

M.M.100 (Theory 70+Internal Assessment 30)

Credits: 04

Unit-I སློབ་ཁྲིད་ཐབས་ལམ་བཤད་པ། Methods of Teaching

- ༡ བཤད་ཐབས་ཡན་ལག་ལྔ།
- ༢ ཐོས་བསམ་སློབ་གསུམ།
- ༣ དགག་བཞག་སློབ་གསུམ།
- ༤ སྦྱོར་དངོས་འཇུག་གསུམ།
- ༥ བཤད་ཁྲིད་དང་། དམར་ཁྲིད།
- ༦ མཇུག་མོ་རི་སློབ་དང་ཞིབ་མོ་རྣམ་དག་

སློབ་དེབ། མཁས་པ་ལ་འཇུག་པའི་སློབ་ཞུ་བའི་བསྟན་བཅོས། མཁས་འཇུག་རང་འགྲུལ། ཚོས་རྗེ་ས་པ།

Unit 2 སློབ་ཚན་ཁྲིད་ཐབས། (Classroom teaching strategies and tactics)

- ༡ བད་སློབ་ཁྲིད་ཐབས།
- ༢ ཚོམ་རིག་ཁྲིད་ཐབས།
- ༣ དག་ཡིག་ཁྲིད་ཐབས།

Unit 3 Planning Lessons, Unit plans in Tibetan Language and Literature.

བོད་ཀྱི་སྐད་ཡིག་དང་ཚོམ་རིག་གི་སློབ་ཚན་འཆར་འགོད་དང་ནང་གསལ་ཚན་པ།

Unit 4 Evaluation in Tibetan Language and Literature.

བོད་ཀྱི་སྐད་ཡིག་དང་ཚོམ་རིག་གི་རྒྱལ་སློབ་ལེན་ཚུལ་མི་འདྲ་བ་ལག།

CP220 Method of Teaching Tibetan History

བོད་ཀྱི་རྒྱལ་རབས་སློབ་འཁྲིད་བྱེད་ཐབས།

M.M.100 (Theory 70+Internal Assessment 30)

Credits: 04

Unit I. བོད་ཀྱི་ལོ་རྒྱུས་ཀྱི་གཞི་ཁྲིམས་བཅོལ་སའི་ཡིག་ཆ་གཙོ་མེད་འོ་སྤྲོད།

- 1 བོད་བཙམ་བའི་སྐབས་ཀྱི་ཡིག་ཆ། དམ་ཚེས་བོད་དུ་དར་ཚུལ་དང་འབྲེལ་བའི་ཡིག་ཆ་སྤྲོད་པའི་དང་ཐུག་བརྒྱུ་བཞུགས་ཀྱི་ཡིག་རྒྱུ་རྒྱུ་ལུགས་ལྟར་དང་ལེ་ཡུལ་ས་ཁུལ་ནས་ཐོན་པའི་ཡིག་རྒྱུ་རྒྱུ་ལྟར་ཀྱུ་ནག་ཐང་རྒྱལ་རབས་ཀྱི་ལོ་རྒྱུས་ཡིག་ཆ།
- 2 བྱི་དར་སྐབས་ཀྱི་ཡིག་ཆ། བཀའ་ཐང་ཕྱེ་ལྷ། མ་ཉི་བཀའ་འབྲུམ། བཀའ་ཚམས་ཀ་ཁོལ་མ། ཕྱེ་ཚེས་འབྲུང་སོགས་དུས་རབས་ 17 ནས་ 19 ལ་བར་ཀྱི་དུས་ཡུན་རིང་དར་བྱུང་བྱུང་བ།

Unit II ལོ་རྒྱུས་བསྐྱོད་ཚན་གྱི་དགོས་ཚུན།

- 1 ལོ་རྒྱུས་ཀྱི་གོ་དོན།
- 2 ལོ་རྒྱུས་སྤོང་བའི་དགོས་པའམ་གལ་གནད།
- 3 མི་རིགས་དང་སྤྱི་ཚོགས་ཀྱི་འཕེལ་རྒྱས་དང་དར་ཁྱད་ཅི་བྱུང་ཤེས་ཉུགས་ཡོང་བར་ལོ་རྒྱུས་སློབ་གཉེན་གལ་ཆེ་ཚུལ།

Unit III ལོ་རྒྱུས་སློབ་འཁྲིད་ཀྱི་ཐབས་ལམ་བཤད་པ།

- 1 སློབ་དེབ་དང་ལོ་རྒྱུས་དེབ་ཐེར་གྱི་ནང་དོན་བརྗོད་ལྟ་གནའ་བོའི་མི་རིགས་ཀྱི་བྱུང་བ། དེ་སྐབས་ཀྱི་ལག་ཤེས་རྒྱ་ཕྱི་ལ་འཚོ་ཐབས་དང་སྤོང་གནས། ཆབ་སྲིད་ཀྱི་འཕོ་འཁྲུང་དང་སྤྱི་ཚོགས་ཀྱི་དར་ཁྱད་སོགས་ཀྱི་ལོ་རྒྱུས་ཀྱི་བྱུང་བ་ནམས་ཇི་ཉར་བྱུང་བའི་དུས་ཚོགས་ཀྱི་གོ་རིམ་དང་མཐུན་པར་བསྒྲིགས་ (Chronological) ནས་བྱུང་རབས་འཆད་དགོས།
- 2 འཛིག་རྟེན་ཐུན་མོང་དང་ཐུན་མོང་མ་ཡིན་པའི་སྤྱི་ཚུལ་ལྟ་སྤྱད་ལ་སོགས་པ་མཉམ་སྲིམ་མ་བྱས་པར་འཛིག་རྟེན་ཐུན་སྤྱི་ཚུལ་གཙོ་བོར་བཟུང་ནས་འཆད་དགོས།

Unit IV སློབ་འཁྲིད་ཀྱི་ཐབས་ལམ་མཐོ་ཚས། (Teaching Instrumental Materials /Tools)

- 1 བཀའ་པང་། ས་ཁྲ། རི་མོ་དང་འདྲ་བཟུམ། རྒྱུག་བཟུམ་སོགས་དང་། Power Point Presentation སོགས་ཀྱི་འབྲུལ་ཆས་ཀྱི་མཐུན་རྐྱེན་དང་ཐུན་མོང་ལག་བསྟར་གནད་དགོས།

Enhancing Professional Competency (EPC)

EPC PAPERS

EPC 1

READING AND REFLECTING ON TEXTS

Marks: 25
Credit: 01

Course Content

The student teacher will opt for any two from the following or other educators and select any two chapters from each of the two educators for reading and reflections on texts:

- HH The Dalai Lama
- Swami Vivekananda
- Mahatma Gandhi
- J.F. Krishnamurti
- Ravindra Nath Tagore
- J.P. Naik
- Gijubhai

Evaluation

Student teachers will be evaluated on the basis of their reflections as evident from the summary prepared by him/her and power point presentations or oral presentations.

The distribution of marks will be 10 marks for assignment and 15 marks for practical presentations. A proper assessment record is to be maintained by the concerned teacher instructor and the same is to be submitted to the examination department prior to the commencement of the semester examination.

EPC 2

SIMULATED PRACTICE OF TEACHING SKILLS

Marks: 25
Credit: 01

Course Content

This course comprises of the following teaching skills to be practised by the student teachers under the supervision of faculty members of the department of education:

- Writing Instructional Objectives
- Set Induction
- Probing Questions
- Skill of Explaining
- Stimulus Variation
- Reinforcement
- Skill of Illustration
- Closure

The student teachers will write lesson plans for teach and re-teach sessions of the above mentioned skills prior to the presentations in the class.

Evaluation

Student teachers will be evaluated on the basis of their presentations in the simulated setup and the feedback by the respective supervisors. The distribution of marks will be 10 marks for assignment/files and 15 marks for practical presentations. A proper assessment record in individual file with feedback has to be maintained for each student teacher.

EPC 3

DRAMA, MUSIC AND ART IN EDUCATION

Marks: 25
Credit: 01

Course Content

The training sessions/workshops for the dramatics, drawing and designing, music both instrumental and vocal and dance; and its varied forms will be organised for student teachers with a focus on social, cultural and environmental issues under experts and practised by the student teachers under the observation of the experts/ teacher supervisors/trainers.

Each student teacher has to undergo training in any one of the following activities:

- Sketching
- Painting
- Music (Vocal: Hindustani and local traditional forms)
- Music (Instrumental: Harmonium, Tabla and Tibetan Musical Instruments)
- Solo Dance (Indian and Tibetan forms, folk and tribal)
- Group Dance (Indian and Tibetan forms, folk and tribal)
- One Act Play
- Mime Show
- Mimicry
- Skit/play/drama

Evaluation

Student teachers will be evaluated on the basis of their performance and presentations recorded on the spot by the concerned supervisors. A proper assessment record in individual file with feedback and marks obtained by the individual student teacher is to be submitted to the examination department prior to the commencement of the semester examination.

EPC 4
ICT IN SCHOOL EDUCATION

Marks: 25
Credit: 01

Course Content

The training sessions/workshops for the ICT will be organised in both laboratory and classrooms. The Smart Classes may be utilised to attain the practical orientations of modern classrooms.

The ICT syllabus includes the following key components:

- Operational training on how to use computers
- Use of computer and internet for teaching and learning
- Power Point Presentations
- Using Smart Classes
- Using computers and the Internet for teaching and learning
- E-learning and blended learning

The course will be transacted through demonstration and laboratory based training. The practical training will be imparted by the subject experts and practised by the student teachers under the supervision of the experts/ teacher supervisors. The distribution of marks will be 10 marks for assignment and 15 marks for practical presentations.

Evaluation

Student teachers will be evaluated on the basis of their performance and presentations in lab based tests. Each student teacher will make and present a PPP on the respective school related subject. A proper assessment record in individual file with feedback and marks obtained by the individual student teacher has to be submitted to the examination department prior to the commencement of the semester examination.

EPC 5

SCOUT/GUIDE & ENVIRONMENT MANAGEMENT SKILLS AT SCHOOL LEVEL

Marks: 25
Credit: 01

Course Content

In this course, the focus will be on developing environment management skills and scout/guide training through participation in the following sets of activities/programmes.

- Classroom based activities/programmes related to cleanliness drive, proper upkeep of the class and its beautification.
- School based activities & programmes related to cleanliness of the campus, free plantation, sanitation and other facilities, safe drinking water facility in the school and garbage disposal etc.
- Community based activity and programmes with a view to promote awareness of problems/issues which are of critical importance in the community life. The activities centred in community such as State/National level interventions introduced from time to time, community linkages and various traditional practices within the community.
- Scout/Guide training under the supervision of designated personnel of Bharat Scout & Guide.

The student-teachers will be called upon to take part in such programmes in a project mode individually or in groups depending upon the facilities available.

Evaluation

The evaluation will be conducted on the basis of the project report submitted by the student-teacher after completion of the activities. Such projects will be a short term programme extending up to 2 weeks or more subject to the approval of the designated personnel/faculty members.

The distribution of marks will be 10 marks for assignment and 15 marks for practical presentations. The attainment of marks by the individual student teacher has to be submitted to the examination department prior to the commencement of the semester examination.

EPC 6

SCHOOL BASED ACTION RESEARCH PROJECTS

Marks: 25
Credit: 01

Course Content

In this course, student-teacher will be given systematic training in project formulation and project implementation relating to scholastic and co-scholastic activities organized by a school. In the scholastic activities projects will be centred on the following:

- Improvement of participation in the subject related transactions.
- Improvement in the areas where deficiency in scholastic performance are reported such as reading deficiency, speech deficiency, spelling deficiency, writing deficiency, mastery of the hard spots in the curriculum.
- Organizing remedial teaching in selected subject areas.

In co-scholastic activities and programmes, projects may relate to the following:

- Participation in cultural and social programmes organized by the school.
- Socio-drama
- Organizing elocution contest
- Organizing indoor and outdoor games

Note: The accent on these programmes will be on learning skills for the formulation and implementation of projects which will promote quality concerns in learning, citizenship skill and attitudes necessary for inculcating values especially human values.

Evaluation

Student teachers will be evaluated on the basis of action research project on any one of the areas mentioned hereinbefore. The evaluation will be conducted for judging both the project formulation skill and the project implementation skill. This activity will be an integral part of the School Internship Programme.

EPC 7

HEALTH AWARENESS AND YOGA IN SCHOOL EDUCATION

Marks: 25
Credit: 01

Course Content

This course consists of two parts, in the first part a broad orientation into eight limbs of Yoga (Ashtanga Yoga) will be provided through discussion and training sessions by an expert Yoga teacher.

In the second part, a five days camp will be organized for practising yoga in any two of the following domains:

- Asana
- Concentration
- Meditation

Evaluation

The evaluation for this EPC will be conducted through practices prescribed by the Yoga teacher. The distribution of marks will be 10 marks for the First Part & 15 marks for the Second Part.

EPC 8
UNDERSTANDING THE SELF

Marks: 25
Credit: 01

Course Content

This course comprise of the following components:

- Who am I? (spiritual explanations of the self)
- Understanding the Concept and Traits of Personality.
- Johari Window to determine Personality.
- SWOT analysis.
- Manifestation of what is already in man (Vivekananda's Philosophy for spiritual development).
- Managing Thyself (Stress Management Techniques)

The course will be transacted through small modular presentations designed on the basis of practical sessions conducted by experts/trainers/faculty.

Evaluation

Student teachers will be evaluated on the basis of assignments, presentations and participation in individual and group activities. The distribution of marks will be 10 marks for assignment and 15 marks for practical presentations. The attainment of marks by the individual student teacher is to be submitted to the examination department prior to the commencement of the semester examination.

CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES
(DEEMED UNIVERSITY)

SARNATH, VARANASI (U.P)



CURRICULUM FRAMEWORK

FOR

Innovative B.A.B.Ed./B.Sc.B.Ed. Integrated Programme
(Shastri-cum-Shiksha Shastri)

(Revised 2019)

w.e.f. academic session 2019-20

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SHASTRI-CUM-SHIKSHA SHASTRI
(INNOVATIVE B.A.B.Ed. / B.Sc. B.Ed.)
4 YEARS INTEGRATED COURSE

The purpose of Shastri-cum-Shiksha Shastri (Innovative B.A. B. Ed. / B.Sc. B.Ed.) Integrated Course is to prepare competent and committed teachers who would be able to function effectively at school level notwithstanding the scope for pursuing Higher Education Programmes in any of the streams Science / Humanities / Social Science / Pedagogy after completion of the Integrated Course as formulated hereunder:

OBJECTIVES

The course aims at enabling the student teacher to-

- Acquire competencies in respect of Science / Humanities / Social Science discipline for teaching subjects on the basis of accepted principles of learning and teaching.
- Develop Skills, understanding, interests and attitude which enable him/her to become effective teacher for the emerging new educational scenario.
- Develop skills in identifying, selecting, innovating and organizing learning experiences for teaching the required subjects.
- Acquire competence to prepare minor/ major project studies, especially about innovative methods of Quality Intensive Knowledge Flow (QIKF).
- Acquire competence in organizing programmes based on Constructivist Paradigm and Experiential Learning.
- Develop understanding of Educational, Psychological, Sociological, Administrative and Managerial aspects of schools.
- Understand theoretical and practical aspects of values, health, environmental and recreational activities.
- To promote needed professionalization for becoming competent teachers rooted in moral ethics and values.
- To inculcate the Samsakarasa for integration of knowledge and skills leading to the preparation of effective teachers for the 21st century.

ELIGIBILITY FOR ADMISSION

The admission shall be open to a student, who has passed +2 level of education, who has the degree of Madhyama or equivalent of a University or a Vihar recognised by the Govt. of India, with Tibetan Language as an optional or compulsory subject.

Duration of course

The duration of Shastri-cum-Shiksha Shastri (B.A. B. Ed. / B.Sc. B.Ed.) Course will be of eight semesters ranging over a period of 4 years including intensive school teaching internship (practice teaching) of four months.

The odd semester shall commence from the month of July and last till the month of December and the even semester shall commence from the month of January and last till the month of May in each academic year.

The school teaching internship (practice teaching) shall be held in the seventh semester.

Medium of course

The medium of instruction and examination for Shastri-cum-Shiksha Shastri (B.A. B. Ed. / B.Sc. B.Ed.) Course will be English/Hindi.

ELIGIBILITY FOR APPEARING IN EXAMINATION

OF SHASTRI-CUM-SHIKSHA SHASTRI (B.A. B. Ed. / B.Sc. B.Ed.)

Following eligibility conditions will be applicable on student-teacher for appearing in the final term-end (Summative) examination: -

(a) Attendance

- I. At least 85% of the total number of working days.
- II. The Head of the Department will, however, have discretion to condone deficiency in attendance to the extent of 10% for valid reasons.
- III. The Vice-Chancellor may consider the question of condoning deficiency in attendance, not covered under clause (ii) above, if he is satisfied on merits of each individual case.

(b) Completion of Internal Semester-wise Experiential Work and Projects

- I. Completion of all internal work, including projects (minor/ major) to be done by each student individually and / or jointly in a group, as prescribed in the syllabus.
- II. The course transaction will adequately ensure constructivist approach to teaching and learning and as such there will be ample scope provided in each semester for completion of project work / assignment / activities as prescribed.
- III. In case a student is sanctioned leave on medical grounds he/she may discuss and assure about the completion of programme required and those students who have not been sanctioned leave shall be required to repeat the course.

EVALUATION AND SCALE OF GRADATION

Following evaluation criteria will be applicable -

- I. Credit Description:
 - (a) For transactional activities, one credit equals:-
 - In Theory Papers: One hour Teaching Learning activity per week for one entire Semester.
 - In Practicum: Two hour practical work per week for one entire semester.
 - (b) For evaluation related activities, one Credit is equal to 25 marks.
- II. In each semester the two types of evaluation will be carried out – Formative and Summative. There will be two formative tests and one summative test in each semester and the weightage assigned to them shall be 30% and 70% respectively. Formative evaluation will take into account the Sessional Assessment/Unit Test / Grading as prescribed from time to time.
- III. Summative Tests will be conducted towards the end of each semester. In order to be eligible for automatic promotion to subsequent semester the candidate should have cleared all the prescribed papers / courses and should obtain a minimum of 40% of total-marks-in-Summative-Assessment and 50% of total-marks-in-formative-assessment for each paper separately.
- IV. The distribution of marks / grading in a semester will be regulated as follows:

Percentage of Marks	Categorization	Grading
75% and above	Outstanding (Distinction)	A
60% and above but below 75%	Very Good (First Div)	B
50% and above but below 60%	Good(Second Div)	C
40% and above but below 50%	Average (Pass)	D
Below 40%	Not Satisfactory (Fail)	E

- V. A student who obtains E grade in two or more than two papers in a semester will be required to repeat the entire semester whereas a student obtaining E grade in just one paper will be given the facility for re-appearing in the same paper at the time of subsequent semester examination. The re-appear facility will not be allowed more than twice for a particular paper.
- VI. The final categorization / grading will be done by averaging the marks/grades obtained by a candidate in all the eight semesters including pedagogy related papers / courses. The pattern of classification or grading will be as indicated above in paragraph (IV).
- VII. The evaluation for both general and professional components of courses (B.Sc.B.Ed. /B.A.B.Ed. Integrated) will be reflected with a final grade or marks earned by a candidate in all the semesters. However, the evaluation for Pedagogy related course may also be reflected separately for theory and practicals in order to enable the students to pursue higher level courses in Pedagogy. The same pattern may be followed for B.Sc. /B.A. component of the programme with a view to enabling students to seek admissions in higher education courses of the concerned disciplines.
- VIII. At least 50% marks or a 'B' grade in internal Projects/ Assignments is a pre requisite for award of credits / grades in the concerned papers.
- IX. For the Internal evaluation, the Head / Director of the Institute will have to certify that the candidate whose Shastri-cum-Shiksha Shastri integrated (B.A. B. Ed. / B.Sc. B.Ed.) Examination Form is sent to the University Office, has complied with the minimum requirements as prescribed.
- X. It will be at the discretion of the Head / Director of the Institute to forward or reject the Examination Form, if the student fails to comply with the essential requirements in respect of Attendance, Project and Practical work and general demeanor.
- XI. With respect to one credit course papers, evaluation shall be done internally in grades/ marks as applicable.
- XII. With respect to evaluation of Project/Practical/ Dissertation, following criteria will be applicable:
- For the even semesters 2, 4 & 6, evaluation of Viva-voce in every Elective subject preferably to be conducted by an External Examiner.
 - In the 8th Semester, evaluation of Viva-voce related with in every Major subject shall be conducted by an External Examiner.

SCHEDULE OF SEMESTER EXAMINATION

There will be eight semesters including intensive job training for four months duration for the Shastri-cum-Shiksha Shastri integrated (B.A. B. Ed. / B.Sc. B.Ed.) course. The Practice Teaching (Internship) shall be organized during the 7th semester of the course:

- I. First Semester Examination will be held in December month after Deepawali Vacation. The examination will be based on theory/practicals as prescribed. Sessional work / Project work of these subjects will be submitted on the dates prescribed by the Institute before the commencement of terminal examinations of concerned semester.
- II. Examination for Second Semester will be held in the month of April/ May. In this Semester students of the B.A. B. Ed./B.Sc.B.Ed. programme will complete Theory/Practicals including one Pedagogy course with a compulsory course in Personality Development as prescribed.
- III. Examination for Third Semester will be held in the month of December. In this Semester students of the B.A. B. Ed./B.Sc.B.Ed. programme will complete Theory / Practical including two Pedagogy courses with a compulsory course in Personality Development as prescribed.
- IV. Examination for Fourth Semester will be held in the month of April/ May. In this Semester students of the B.A. B. Ed./B.Sc.B.Ed. programme will complete theory/practicals including two Pedagogy courses with a compulsory course in Personality Development as prescribed.
- V. Examination for Fifth Semester will be held in the month of December. In this Semester students will complete Theory/Practicals including Pedagogy courses with a compulsory course in Moral Ethics as prescribed.
- VI. Examination for Sixth Semester will be held in the month of April/ May. In this Semester students will complete Theory/Practicals including Pedagogy courses with a compulsory course in Moral Ethics as prescribed.
- VII. In the Seventh Semester students will be placed for School Internship as per specification below:
 - Practical Teaching (School attachment programme) of 16 weeks.
 - Two Criticism Lessons (Process Related).
 - Two Evaluation Lessons.
 - Scouting/Guiding and community work.
 - Designing Educational Assessment Tool.
 - Action Research Project based on Classroom situation.

Evaluation in the above mentioned areas shall be conducted using appropriate methods.

- VIII. Examination for Eighth Semester will be held in the month of April/ May. In this Semester students will complete one major subject and two Pedagogy papers as prescribed.

COURSE STRUCTURE

**Summary sheet for 4year Integrated B.Ed. programme
Credit and Marks Semester wise (1 Credit = 25Marks)**

Table No. 1

Semester	Pedagogy		Elective Subjects		Tibetan LL		Gen. English		FBLPCSc.**		Semester Total	
	Credits	Marks	Credits	Marks	Credits	Marks	Credits	Marks	Credits	Marks	Credits	Marks
1	4+1*	100	6+6+6=18	450	4	100	1	25	1	25	28+1*	700
2	4+1*	100	6+6+6=18	450	4	100	1	25	1	25	28+1*	700
3	3+4+1* =7+1*	175	6+6+6=18	450	4	100	1	25	1	25	31+1*	775
4	4+3+2* =7+2*	175	6+6+6=18	450	4	100	1	25	1	25	31+2*	775
5	4+3+4+3+1* =14+1*	350	6+6+6=18	450	2	50	0	0	1	25	35+1*	875
6	3+3+3+1*= 9+1*	225	6+6+6=18	450	4	100	0	0	1	25	32+1*	800
7	10+2+2+2 +3+3 =22	550	2 [#]	0	0	0	0	0	1	25	23+2 [#]	575
8	3+3+1*+1*= 6+2*	150	8+8=16 (Maj.Sub.)	400	4	100	0	0	1	25	27+2*	675
Course Total	73+9* =82	1825	124+2[#] =126	3100	26	650	4	100	8	400	235+9* +2[#]=246	5875

**Fundamentals of Buddhist Logic, Psychology & Cognitive Science.

* indicates credits of Personality Development and Moral Ethics, that are evaluated in Grades.

indicates credits of Innovative Teaching Module in Major Subject relevant to practice teaching with reference to school level.

Semester wise Credit Chart
(4 year Integrated B.Ed. programme)
Table No. 2 (a)

Semester	(1Credit=25 marks)		
	Course	Credits	Marks
1st Semester	Elective Sub.1 (P ₁ +P ₂ +P ₃ / Pract.)	2+2+2=6	150
	Elective Sub.2 (P ₁ +P ₂ +P ₃ / Pract.)	2+2+2=6	150
	Elective Sub.3 (P ₁ +P ₂ +P ₃ / Pract.)	2+2+2=6	150
	Pedagogy Related (PDCIE)+ PD1	4+1*	100
	Tibetan Language & Literature	4	100
	Gen.English	1	25
	FBLPCSc. I	1	25
	Total	28+1*	700
2nd Semester	Elective Sub.1 (P ₁ +P ₂ +P ₃ / Pract.)	2+2+2=6	150
	Elective Sub.2 (P ₁ +P ₂ +P ₃ / Pract.)	2+2+2=6	150
	Elective Sub.3 (P ₁ +P ₂ +P ₃ / Pract.)	2+2+2=6	150
	Pedagogy Related (PDE)+ PD2	4+1*	100
	Tibetan Language & Literature	4	100
	Gen.English	1	25
	FBLPCSc. II	1	25
	Total	28+1*	700

* indicates credits of PD, that are evaluated in Grades.

PDCIE-Philosophical Dimensions and Challenges of Indian Education.

PD- Personality Development.

PDE- Psychological Dimensions of Education.

FBLPCSc. -Fundamentals of Buddhist Logic, Psychology & Cognitive Science.

Table No. 2 (b)

	Course	Credits	Marks
3rd Semester	Elective Sub.1 (P ₁ +P ₂ +P ₃ / Pract.)	2+2+2=6	150
	Elective Sub.2 (P ₁ +P ₂ +P ₃ / Pract.)	2+2+2=6	150
	Elective Sub.3 (P ₁ +P ₂ +P ₃ / Pract.)	2+2+2=6	150
	Pedagogy Related (EM+EME+PD3)	4+4+1*=8+1*	200
	Tibetan Language & Literature	4	100
	Gen.English	1	25
	FBLPCSc. III	1	25
	Total	32+1*	800
4th Semester	Elective Sub.1 (P ₁ +P ₂ +P ₃ / Pract.)	2+2+2=6	150
	Elective Sub.2 (P ₁ +P ₂ +P ₃ / Pract.)	2+2+2=6	150
	Elective Sub.3 (P ₁ +P ₂ +P ₃ / Pract.)	2+2+2=6	150
	Pedagogy Related (AR+MTTL+PD4)	4+3+2*=7+2*	175
	Tibetan Language & Literature	4	100
	Gen.English	1	25
	FBLPCSc. IV	1	25
	Total	31+2*	775

* indicates credits of PD, that are evaluated in Grades.

EM-Educational Management.

EME-Educational Measurement & Evaluation.

AR-Action Research.

MTTL- Methodology of teaching Tibetan Language.

PD-Personality Development.

FBLPCSc. -Fundamentals of Buddhist Logic, Psychology & Cognitive Science.

Table No. 2 (c)

	Course	Credits	Marks
5 th Semester	Elective Sub.1 (P ₁ +P ₂ +P ₃ / Pract.)	2+2+2=6	150
	Elective Sub.2 (P ₁ +P ₂ +P ₃ / Pract.)	2+2+2=6	150
	Elective Sub.3 (P ₁ +P ₂ +P ₃ / Pract.)	2+2+2=6	150
	Pedagogy Related (ET+TS1+MT+Sim1+ME1)	4+3+4+3+1*=14+1*	350
	Tibetan Language & Literature	2	50
	FBLPCSc. V	1	25
	Total	35+1*	875
6 th Semester	Elective Sub.1 (P ₁ +P ₂ +P ₃ / Pract.)	2+2+2=6	150
	Elective Sub.2 (P ₁ +P ₂ +P ₃ / Pract.)	2+2+2=6	150
	Elective Sub.3 (P ₁ +P ₂ +P ₃ / Pract.)	2+2+2=6	150
	Pedagogy Related (EE+TS2+Sim2+ME2)	3+3+3+1* =9+1*	225
	Tibetan Language & Literature	4	100
	FBLPCSc. VI	1	25
	Total	32+1*	800

* indicates credits of Moral Ethics (ME), that are evaluated in Grades.

SE- Special Education.

EVG-Educational and Vocational Guidance.

MT-Micro Teaching.

Sim.-Simulation.

EE-Environment Education.

TS-Teaching Subject.

ME-Moral Ethics.

ET- Educational Technology.

FBLPCSc. -Fundamentals of Buddhist Logic, Psychology & Cognitive Science.

Table No. 2 (d)

	Course	Credits	Marks
7 th Semester	Innovative Teaching Module in Major Subject relevant to practice teaching context with reference to school level	2 [#]	0
	Pedagogy Related • Practice teaching • 2 Criticism lesson, • 2 Evaluation lesson • Scout Guiding & community work • Designing Educational Assessment tool • AR Project based on classroom situation	10+2+2+2+3+3= 22	550
	FBLPCSc. VII	1	25
	Total	23+2[#]	575
8 th Semester	Major Sub.part 1 (P ₁ +P ₂ +P ₃ / Pract.)	3+3+2=8	200
	Major Sub.part2 (P ₁ +P ₂ +P ₃ / Pract.)	3+3+2=8	200
	Pedagogy Related (SE+EVG+ME3+ME4)	3+3+1*+1* =6+2*	150
	Tibetan Language & Literature	4	100
	FBLPCSc. VIII	1	25
	Total	27+2*	675
Grand total	235+9*+2[#]	5875	

* indicates credits of PD and ME that are evaluated in Grades.

indicates credits of Innovative Teaching Module based on Major Subject relevant to School Teaching.

FBLPCSc. -Fundamentals of Buddhist Logic, Psychology & Cognitive Science.

9 credits are assigned to PD (Personality Development) and ME (Moral Ethics), and 2 Credits in 7th Semester are assigned to 'Innovative Teaching Module based on Major Subject relevant to School Teaching' (4 week duration programme) which is evaluated in grades, which reflect in the Marks-Statement (if these 11 credits are also converted into marks, then Total Max. Marks shall be 5950).

PROGRAMME DETAILS

A. For Innovative B.Sc. B. Ed. Programme

In the B.Sc.B.Ed. Programme the students will be required to choose from one of the following science stream. All other courses including compulsory Tibetan Language and Literature, General English, Pedagogy & related courses and Fundamental of Buddhist Logic, Psychology & Cognitive Science will be the same as prescribed.

Science Stream 1: Physics, Chemistry, Mathematics / Statistics.

Science Stream 2: Botany, Zoology, Chemistry.

Objective: To provide fundamentals of core subjects.

The course/paper layout for all the Eight Semesters is displayed in Table-4.

TABLE-4

SEMESTER-I

S. No.	Name of the subjects	Paper	Caption	Credits	Total Credits
1	Tibetan Language and Literature		As prescribed in detailed syllabus	4	4
2	General English		General English-I	1	1
3	Pedagogy related		Philosophical Dimension & Challenges of Education, Personality Development –I (Based on Grading)	4 1	5
4	Physics	I II III	BPH 101: Mechanics and Relativity BPH 102: Mechanical Properties of matter Practical	2 2 2	6
5	Chemistry	I II III	BCH 101: Structure and Bonding BCH 102: Organic Chemistry- I Practical	2 2 2	6
6	Zoology	I II III	ZOB 101: Systematics and Animal diversity ZOB 102: Animal form and function Practical	2 2 2	6
7	Botany	I II	BOB 101: Cryptogams I BOB 102: Cryptogams II	2 2	6

		III	Practical	2	
8	Mathematics	I	MTB 101: Matrix Algebra	2	6
		II	MTB 102: Calculus	2	
		III	MTB 103: Integral calculus	2	
9	Statistics	I	STB-101: Descriptive	2	6
		II	STB 102: Probability	2	
		III	Practical	2	
10	FBLPCSc.		Fundamentals of Buddhist Logic, Psychology & Cognitive Science- I	1	1

SEMESTER-II

S. No.	Name of the subjects	Paper	Caption	Credits	Total Credits
1	Tibetan Language and Literature-II		As prescribed in detailed syllabus	4	4
2	General English		General English-II	1	1
3	Pedagogy related		Psychological Dimensions of Education	4	5
			Personality Development-II (Based on Grading)	1	
4	Physics	I	BPH 201: Thermal Physics I	2	6
		II	BPH 202: Thermal Physics II	2	
		III	Practical	2	
5	Chemistry	I	BCH 201: Inorganic Chemistry-I	2	6
		II	BCH 202: Physical Chemistry-I	2	
		III	Practical	2	
6	Zoology	I	ZOB 201: Cell Biology	2	6
		II	ZOB 202: Biochemistry	2	
		III	Practical	2	
7	Botany	I	BOB 201: Microbiology and Plant Pathology	2	6
		II	BOB 202: Cytology and genetics	2	
		III	Practical	2	
8	Mathematics	I	MTB 201: Statics & Dynamics	2	6
		II	MTB 202: Algebra	2	
		III	MTB 203: Multivariable Calculus	2	
9	Statistics	I	STB 201: Descriptive Statistics	2	6
		II	STB 202: Distribution theory	2	
		III	Practical	2	
10	FBLPCSc.		Fundamentals of Buddhist Logic, Psychology & Cognitive Science- II	1	1

SEMESTER-III

S. No.	Name of the subjects	Paper	Caption	Credits	Total Credits
1	Tibetan Language and Literature-III		As prescribed in detailed syllabus	4	4
2	General English		General English-III	1	1
3	Pedagogy related		<ul style="list-style-type: none"> • Educational Management • Educational Measurement & Evaluation Personality Development-III (Based on Grading)	4 4 1	9
4	Physics	I	BPH 301: OPTICS I	2	6
		II	BPH 302: OPTICS II	2	
		III	Practical	2	
5	Chemistry	I	BCH 301: Organic Chemistry-II	2	6
		II	BCH 302: Physical Chemistry-II	2	
		III	Practical	2	
6	Zoology	I	ZOB 30: Comparative physiology and Developmental Biology	2	6
		II	ZOB 302: Endocrinology	2	
		III	Practical	2	
7	Botany	I	BOB 301: Phanerogams I	2	6
		II	BOB 301: Phanerogams II	2	
		III	Practical	2	
8	Mathematics	I	MTB 301: Differential Equations	2	6
		II	MTB 302: Tensor and Geometry	2	
		III	MTB 303: Partial Differential Equations	2	
9	Statistics	I	STB 301: Statistical Inference I	2	6
		II	STB 302: Sample survey and design of experiments	2	
		III	Practical	2	
10	FBLPCSc.		Fundamentals of Buddhist Logic, Psychology & Cognitive Science- III	1	1

SEMESTER-IV

S. No.	Name of the subjects	Paper	Caption	Credits	Total Credits
1	Tibetan Language and Literature-IV		As prescribed in detailed syllabus	4	4
2	General English		General English-IV	1	1
3	Pedagogy related		<ul style="list-style-type: none"> • Action Research 	4	9

			<ul style="list-style-type: none"> Methodology of Teaching Tibetan Language 	3	
			Personality Development-IV (Based on Grading)	2	
4	Physics	I	BPH 401: Electromagnetic Theory	2	6
		II	BPH 402: Basic Electronics	2	
		III	Practical	2	
5	Chemistry	I	BCH 401: Inorganic Chemistry-II	2	6
		II	BCH 402: Selected topics in Chemistry	2	
		III	Practical	2	
6	Zoology	I	ZOB 401: Evolution and Animal Behaviour	2	6
		II	ZOB 402: Genetics	2	
		III	Practical	2	
7	Botany	I	BOB 401: Ecology	2	6
		II	BOB 402: Physiology and Biochemistry	2	
		III	Practical	2	
8	Mathematics	I	MTB 401: Mathematical Methods		6
		II	MTB 402: Abstract Algebra		
		III	MTB 403: Programming in C		
9.	Statistics	I	STB 401: Applied Statistics	2	6
		II	STB 402: Statistical Inference and Decision Theory	2	
		III	Practicals	2	
10	FBLPCSc.		Fundamentals of Buddhist Logic, Psychology & Cognitive Science- IV	1	1

SEMESTER-V

S. No.	Name of the subjects	Paper	Caption	Credits	Total Credits
1	Tibetan Language and Literature		As prescribed in detailed syllabus	2	2
2	Pedagogy related		<ul style="list-style-type: none"> Educational Technology Teaching Subject (1st) Teaching Subject 1 (any one from the following groups-PCM/BZC) or subject opted for humanities / social science Microteaching: 8 skills in 15 days of 30 hours duration 	4	15
				3	
				4	
				3	

			<ul style="list-style-type: none"> Simulation (1st), 5 Lessons based on Teaching Subject 1st Moral Ethics I (Based on Grading) 	1	
3	Physics	I	BPH 501: Mathematical Physics	2	6
		II	BPH 502: Classical Mechanics	2	
		III	Practical	2	
4	Chemistry	I	BCH -501: Analytical Chemistry-I	2	6
		II	BCH -502: Inorganic Chemistry-III	2	
		III	Practical	2	
5	Zoology	I	ZOB 501: Functional Anatomy and Economic Importance of Non Chordates	2	6
		II	ZOB 502: Functional Anatomy and Economic Importance of chordates	2	
		III	Practical	2	
6	Botany	I	BOB 501: Cryptogams III	2	6
		II	BOB 502: Cryptogams IV	2	
		III	Practical	2	
7	Mathematics	I	MTB 501: Analysis-I	2	6
		II	MTB 502: Differential Geometry	2	
		III	MTB 503: Discrete Mathematics	2	
8	Statistics	I	STB 501: Programming with C	2	6
		II	STB 502: Operations Research	2	
		III	Practical	2	
9	FBLPCSc.		Fundamentals of Buddhist Logic, Psychology & Cognitive Science- V	1	1

SEMESTER-VI

S. No.	Name of the subjects	Paper	Caption	Credits	Total Credits
1	Tibetan Language and Literature		As prescribed in detailed syllabus	4	4
2	Pedagogy related		<ul style="list-style-type: none"> Environmental Education 	3	10
			<ul style="list-style-type: none"> Teaching Subject (2nd) (any one from the following groups- PCM/BZC) or subject opted for humanities / social science 	3	
			<ul style="list-style-type: none"> Simulation (2nd), 5 Lessons based on Teaching Subject 2nd 	3	
			<ul style="list-style-type: none"> Moral Ethics –II (Based on Grading) 	1	

3	Physics	I	BPH 601: Quantum Mechanics	2	6
		II	BPH 602: Electronic Devices and Circuits	2	
		III	Practical	2	
4	Chemistry	I	BCH -601: Organic Chemistry-III	2	6
		II	CHB-602: Physical Chemistry-III	2	
		III	Practical	2	
5	Zoology	I	ZOB 601: Biochemistry	2	6
		II	ZOB 602: Mammalian Physiology	2	
		III	Practical	2	
6	Botany	I	BOB 601: Phanerogams III	2	6
		II	BOB 602: Phenorogams IV	2	
		III	Practical	2	
7	Mathematics		MTB 601: Analysis II	2	6
		II	MTB 602: Business Mathematics	2	
		III	MTB 603: Special Theory of Relativity-I	2	
8	Statistics	I	STB 601: Numerical methods	2	6
		II	STB 602: Elements of Stochastic Processes	2	
		III	Practical	2	
9	FBLPCSc.		Fundamentals of Buddhist Logic, Psychology & Cognitive Science- VI	1	1

SEMESTER-VII

S. No.	Name of the subjects	Paper	Caption	Credits	Total Credits
1	Pedagogy related		<ul style="list-style-type: none"> • Practice Teaching (School Attachment Program) • 2 Criticism Lessons (Process Related) • 2 Evaluation Lessons (Final) • Scout Guiding and Community Work • Designing Educational Assessment Tool • Action Research Project Based on Classroom Situation 	10 2 2 2 3 3	22
2	Physics	I	Innovative Teaching Module based on Major Subject relevant to School Teaching (Based on Grading)	2	2
3	Chemistry	I	Innovative Teaching Module based on Major Subject relevant to School Teaching (Based on Grading)	2	2

4	Zoology	I	Innovative Teaching Module based on Major Subject relevant to School Teaching (Based on Grading)	2	2
5	Botany	I	Innovative Teaching Module based on Major Subject relevant to School Teaching (Based on Grading)	2	2
6	Mathematics	I	Innovative Teaching Module based on Major Subject relevant to School Teaching (Based on Grading)	2	2
7	Statistics	I	Innovative Teaching Module based on Major Subject relevant to School Teaching (Based on Grading)	2	2
8	FBLPCSc.		Fundamentals of Buddhist Logic, Psychology & Cognitive Science- VII	1	1

SEMESTER-VIII

S. No.	Name of the subjects	Paper	Caption	Credits	Total Credits
1	Tibetan Language and Literature		As prescribed in detailed syllabus	4	4
2	Pedagogy related		Any two of the following Elective Papers (Specialization) <ul style="list-style-type: none"> • Human Rights, Non Violence & Peace Education • Special Education • Elementary Education • Educational & Vocational Guidance • Value Education Moral Ethics III (Based on Grading) Moral Ethics IV (Based on Grading)	3+3=6 1 1	8
3	Physics	I	BPH 801: Statistical Mechanics	3	16
		II	BPH 802: Solid State Physics	3	
		III	BPH 803: Atomic Physics and Laser	3	
		IV	BPH 804: Topic in Modern Physics and Nano Science	3	
		V	Practical	4	
4	Chemistry	I	BCH -801: Analytical Chemistry-II	3	

		II	BCH -802: Inorganic Chemistry-IV	3	16
		III	BCH -803: Organic Chemistry IV	3	
		IV	BCH -804: Physical Chemistry IV	3	
		V	Practical	4	
5	Zoology	I	ZOB 801: Mammalian Endocrinology and Developmental Biology	3	16
		II	ZOB 802: Immunology and Microbiology	3	
		III	ZOB 803: Environmental Biology and Biotechniques	3	
		IV	ZOB 804: Cell Biology, Genetics and Evolution	3	
		V	Practical	4	
6	Botany	I	BOB 701: Plant Ecology I	3	16
		II	BOB 702: Plant metabolism Biochemistry and Biotechnology	3	
		III	BOB 801: Cytogenetics and Evolutionary processes	3	
		IV	BOB 802: Microbiology and plant Pathology	3	
		V	Practical	4	
7	Mathematics	I	MTB 801: Number Theory	3	16
		II	MTB 802: Probability	3	
		III	MTB 803: Operation Research	3	
		IV	MTB 804(a): Introduction to combinatorial Mathematics MTB 804(b): Computational Mathematics lab (DFT Model)	3	
		V	Project	4	
8	Statistics	I	STB 801: Demand Analysis, Analysis of Income Distribution and Queuing Theory	3	16
		II	STB 802: Reliability	3	
		III	STB 803: Distribution Theory	3	
		IV	STB 804: Statistical Inference - II	3	
		V	Practical	4	
9	FBLPCSc.		Fundamentals of Buddhist Logic, Psychology & Cognitive Science-VIII	1	1

B. For Innovative B.A. B.Ed. Programme

The Student opting for B.A.B.Ed. shall be required to choose any three subjects from the list given below in addition to the Compulsory Subjects- Pedagogy related courses, Tibetan language and literature, General English and Fundamental of Buddhist Logic, Psychology & Cognitive Science

List of Subjects prescribed

History, Economics, Geography, English, Hindi, Psychology, Sociology, Philosophy, Tibetan History, Political Science.

Objective:

To provide fundamentals of core subjects with appropriate Pedagogy orientation.

The course/paper layout for all the Eight Semesters is displayed in Table-5.

TABLE-5

SEMESTER I

S. No.	Name of the subjects	Paper	Caption	Credits	Total Credits
1	Tibetan Language and Literature		As prescribed in detailed syllabus	4	4
2	General English		General English-I	1	1
3	Pedagogy related		Philosophical Dimension & Challenges of Education, Personality Development –I (Based on Grading)	4 1	5
4	History	I	History of India upto 1000 A.D. (Part I)	2	6
		II	History of India upto 1000 A.D. (Part II)	2	
		III	Project & Assignment	2	
5	Economics	I	Microeconomics	2	6
		II	Structure of Indian Economy	2	
		III	Project/Assignment	2	
6	Geography	I	Physical Basis of Geography	2	6
		II	Practical: Map: Reading and Interpretation	2	
		III	Project / Assignment	2	

7	English	I	Indian English Poetry, Fiction, Critical Appreciation of Poetry (Unseen) and Essay Writing (Unseen)	2	6
		II	Guided Composition, Grammar and Vocabulary	2	
		III	Project /Assignment / Activities	2	
8	Hindi	I	मध्ययुगीनकाव्य	2	6
		II	हिन्दीकहानीऔरव्याकरण	2	
		III	परियोजना/दत्तकार्य/शैक्षिककार्य-कलाप	2	
9	Psychology	I	Introductory Psychology	2	6
		II	Laboratory Work (Practicals)	2	
		III	Project / Assignment	2	
10	Sociology	I	Sociology : Key Concepts	2	6
		II	Perspectives of Indian Society	2	
		III	Project / Assignment	2	
11	Philosophy	I	Indian Philosophy- I	2	6
		II	Western Philosophy-I	2	
		III	Project / Assignment	2	
12	Tibetan History	I	History of Tibet upto 9th century with brief description of Geography and People of Tibet	2	6
		II	Tibetan Monarchy Period and Political Contacts with Foreign Powers	2	
		III	Project & Assignment	2	
13	Political Science	I	Colonialism in India	2	6
		II	Political Theory: Concepts	2	
		III	Project / Assignment	2	
14	FBLPSc.		Fundamentals of Buddhist Logic, Psychology & Cognitive Science- I	1	1

SEMESTER II

S. No.	Name of the subjects	Paper	Caption	Credits	Total Credits
1	Tibetan Language and Literature		As prescribed in detailed syllabus	4	4
2	General English		General English-II	1	1
3	Pedagogy related		Psychological Dimensions of Education Personality Development-II (Based on Grading)	4 1	5
4	History	I	History of Ancient Civilization (Part I)	2	6
		II	History of Ancient Civilization (Part II)	2	
		III	Project / Assignment	2	
5	Economics	I	Macroeconomics	2	6

		II	Indian Economic Policy	2	
		III	Project/Assignment	2	
6	Geography	I	Human Geography	2	6
		II	Practical: Elementary Statistics	2	
		III	Project / Assignment	2	
7	English	I	Indian Drama, Indian English Fiction, Critical Analysis of a prose passage (Unseen), Essay Writing (Unseen)	2	6
		II	Free Composition and Functional Grammar	2	
		III	Project / Assignment	2	
8	Hindi	I	हिन्दीएकांकीएवंव्याकरणऔररचना	2	6
		II	आधुनिककविता- १ एवंआधुनिकहिन्दीकवितापरबौद्धप्रभाव	2	
		III	परियोजना/दत्तकार्य/शैक्षिककार्य-कलाप	2	
9	Psychology	I	Applied Psychology	2	6
		II	Laboratory Work (Practicals)	2	
		III	Project / Assignment	2	
10	Sociology	I	Social Processes	2	6
		II	Indian Society and culture	2	
		III	Project Assignment	2	
11	Philosophy	I	Indian Philosophy-II	2	6
		II	Western Philosophy-II	2	
		III	Project / Assignment	2	
12	Tibetan History	I	Tibet's Cultural Contacts with Neighbouring Countries (Part I)	2	6
		II	Tibet's Cultural Contacts with Neighboring Countries (Part II)	2	
		III	Project Assignment	2	
13	Political Science	I	Constitutional Democracy and Government in India	2	6
		II	Nationalism in India	2	
		III	Project Assignment	2	
14	FBLPCSc.		Fundamentals of Buddhist Logic, Psychology & Cognitive Science- II	1	1

SEMESTER III

S. No.	Name of the subjects	Paper	Caption	Credits	Total Credits
1	Tibetan Language and Literature		As prescribed in detailed syllabus	4	4

2	General English		General English-III	1	1
3	Pedagogy related		<ul style="list-style-type: none"> • Educational Management • Educational Measurement & Evaluation Personality Development-III (Based on Grading)	4 4 1	9
4	History	I	History of Medieval India (Part I)	2	6
		II	History of Medieval India (Part II)	2	
		III	Project / Assignment	2	
5	Economics	I	Money and Banking	2	6
		II	Public Economics-I	2	
		III	Project/Assignment	2	
6	Geography	I	Regional Study of Selected Developed and Developing Countries: U.S.A. and China	2	6
		II	Practical: Map Projection and Weather Map	2	
		III	Project / Assignment	2	
7	English	I	Poetry (Renaissance, Romantic) Drama, Figures of Speech, Critical Appreciation of poetry (Unseen)	2	6
		II	Language Skills (Internal Assessment)	2	
		III	Project / Assignment	2	
8	Hindi	I	आधुनिकगद्य-१ (निबन्धएवंसंस्मरण)	2	6
		II	हिन्दीनाटक	2	
		III	परियोजना/दत्तकार्य/शैक्षिककार्य-कलाप	2	
9	Psychology	I	Experimental Methods and Elementary Statistics	2	6
		II	Laboratory Work (Practicals)	2	
		III	Project / Assignment	2	
10	Sociology	I	Social Movement; Concept and theories	2	6
		II	Dynamics of Indian Societies	2	
		III	Project / Assignment	2	
11	Philosophy	I	Ethics	2	6
		II	Logic	2	
		III	Project / Assignment	2	
12	Tibetan History	I	(Revival of Buddhism in 11th Century)	2	6
		II	(History of Medieval Tibet (Part I))	2	
		III	Project / Assignment	2	
13	Political Science	I	Understanding Political Theory	2	6
		II	Introduction to Comparative Government and Politics	2	
		III	Project / Assignment	2	
14	FBLPCSc.		Fundamentals of Buddhist Logic, Psychology & Cognitive Science- III	1	1

SEMESTER IV

S. No.	Name of the subjects	Paper	Caption	Credits	Total Credits
1	Tibetan Language and Literature		As prescribed in detailed syllabus	4	4
2	General English		General English-IV	1	1
3	Pedagogy related		<ul style="list-style-type: none"> • Action Research • Methodology of Teaching Tibetan Language Personality Development-IV (Based on Grading)	4 3 2	9
4	History	I	History of Modern World (Part I)	2	6
		II	History of Modern World (Part II)	2	
		III	Project / Assignment	2	
5	Economics	I	Market Analysis	2	6
		II	Public Economics-II	2	
		III	Project/Assignment	2	
6	Geography	I	Economic Geography	2	6
		II	Practical: Surveying	2	
		III	Project / Assignment	2	
7	English	I	Poetry (Victorian, Modern) Drama, Prosody, Critical Appreciation of poetry (Unseen)	2	6
		II	Language Skills (Integrated) (Internal Assessment)	2	
		III	Project / Assignment	2	
8	Hindi	I	हिन्दीउपन्यासऔरहिन्दीउपन्यासपरबौद्धप्रभाव	2	6
		II	हिन्दीआलोचनाऔरआलोचक	2	
		III	परियोजना/दत्तकार्य/शैक्षिककार्य-कलाप	2	
9	Psychology	I	Abnormal Psychology	2	6
		II	Laboratory Work (Practicals)	2	
		III	Project / Assignment	2	
10	Sociology	I	Major social movements in India	2	6
		II	Constitutional safeguards and national issues	2	
		III	Project / Assignment	2	
11	Philosophy	I	Philosophy of Religion	2	6
		II	Asian Philosophy & Religion	2	
		III	Project / Assignment	2	
12	Tibetan History	I	History of Medieval Tibet (Part II)	2	6
		II	History of Modern Tibet (Part I)	2	
		III	Project / Assignment	2	
13	Political Science	I	Theories of International Relations	2	6
		II	Indian Political Thought- I	2	
		III	Project / Assignment	2	
14	FBLPSc.		Fundamentals of Buddhist Logic, Psychology & Cognitive Science- IV	1	1

SEMESTER V

S. No.	Name of the subjects	Paper	Caption	Credits	Total Credits
1	Tibetan Language and Literature		As prescribed in detailed syllabus	2	2
2	Pedagogy related		<ul style="list-style-type: none"> • Educational Technology • Teaching Subject (1st) Teaching Subject 1st (any one from the following groups-PCM/BZC) or subject opted for humanities / social science • Microteaching: 8 skills in 15 days of 30 hours duration • Simulation (1st), 5 Lessons based on Teaching Subject 1st 	4 3 4 3	15
			Moral Ethics I (Based on Grading)	1	
3	History	I	History of Modern India (Part-I)	2	6
		II	History of Modern India (Part-II)	2	
		III	Project / Assignment	2	
4	Economics	I	Factor Pricing and Welfare Economics	2	6
		II	Elementary Statistics	2	
		III	Project/Assignment	2	
5	Geography	I	Geography of India	2	6
		II	Practical: Representation of Geographical Data	2	
		III	Project / Assignment	2	
6	English	I	Prose-I: Short Stories, Essays and Sketches, Novel and Critical Analysis of a prose passage (unseen)	2	6
		II	Linguistics-I: Phonetics, Concepts of Modern Grammar and English Language Education	2	
		III	Project / Assignment	2	
7	Hindi	I	गद्यकीलघुविधाएँएवंहिन्दीसाहित्यकाइतिहास	2	6
		II	प्रयोजन-मूलकहिन्दीऔरहिन्दीसाहित्यकाइतिहास	2	
		III	परियोजना/दत्तकार्य/शैक्षिककार्य-कलाप	2	
8	Psychology	I	Clinical Psychology	2	6
		II	Laboratory Work (Practicals)	2	
		III	Project / Assignment	2	

9	Sociology	I	Indian Social Thought	2	6
		II	Introduction to Sociological Thoughts	2	
		III	Project / Assignment	2	
10	Philosophy	I	Indian Epistemology	2	6
		II	Western Epistemology	2	
		III	Project / Assignment	2	
11	Tibetan History	I	History of Modern Tibet (Part II)	2	6
		II	Tibet's political Contacts with Foreign Power from 17th Century (Part I)	2	
		III	Project / Assignment	2	
12	Political Science	I	Indian Political Thought- 2	2	6
		II	India's Foreign Policy	2	
		III	Project / Assignment	2	
13	FBLPCSc.		Fundamentals of Buddhist Logic, Psychology & Cognitive Science- V	1	1

SEMESTER VI

S. No.	Name of the subjects	Paper	Caption	Credits	Total Credits
1	Tibetan Language and Literature		As prescribed in detailed syllabus	4	4
2	Pedagogy related		<ul style="list-style-type: none"> • Environmental Education • Teaching Subject (2nd) (any one from the following groups- PCM/BZC) or subject opted for humanities / social science • Simulation (2nd), 5 Lessons based on Teaching Subject 2nd Moral Ethics –II (Based on Grading)	3 3 3 1	10
3	History	I	History of England, 1485, 1919 (Part-I)	2	6
		II	History of England, 1485, 1919 (Part-II)	2	
		III	Project / Assignment	2	
4	Economics	I	International Economics	2	6
		II	Population Studies	2	
		III	Project/Assignment	2	
5	Geography	I	Geomorphology	2	6
		II	Practical: Geological Map and Map Projection	2	
		III	Project / Assignment	2	

6	English	I	Prose-II: Short Stories, Essays and Sketches, Novel and Critical Analysis of a Prose Passage (Unseen)	2	6
		II	Linguistics-II: Phonetics, Concepts of Modern Grammar and English Language Education	2	
		III	Project / Assignment	2	
7	Hindi	I	आधुनिककाव्य – १	2	6
		II	हिन्दीभाषाऔरलिपि	2	
		III	परियोजना/दत्तकार्य/शैक्षिककार्य-कलाप	2	
8	Psychology	I	Developmental Psychology	2	6
		II	Laboratory Work (Practicals)	2	
		III	Project / Assignment	2	
9	Sociology	I	Methods of Social Research and Statistics	2	6
		II	Sociology of Development; Concept and Theories	2	
		III	Project / Assignment	2	
10	Philosophy	I	Contemporary Indian Philosophy- I	2	6
		II	Contemporary Western Philosophy- I	2	
		III	Project / Assignment	2	
11	Tibetan History	I	(History of Modern Tibet (Part II))	2	6
		II	(History of Modern Tibet (Part III))	2	
		III	Project / Assignment	2	
12	Political Science	I	Development Process and Social Movements in Contemporary India	2	6
		II	Global Politics	2	
		III	Project / Assignment	2	
13	FBLPCSc.		Fundamentals of Buddhist Logic, Psychology & Cognitive Science- VI	1	1

SEMESTER VII

S. No.	Name of the subjects	Paper	Caption	Credits	Total Credits
1	Pedagogy related		• Practice Teaching (School Attachment Program)	10	22
			• 2 Criticism Lessons (Process Related)	2	
			• 2 Evaluation Lessons (Final)	2	
				2	

			<ul style="list-style-type: none"> Scout Guiding and Community Work Designing Educational Assessment Tool Action Research Project Based on Classroom Situation 	3 3	
2	History	I	Innovative Teaching Module based on Major Subject relevant to School Teaching (Based on Grading)	2	2
3	Economics	I	Innovative Teaching Module based on Major Subject relevant to School Teaching (Based on Grading)	2	2
4	Geography	I	Innovative Teaching Module Based On Major Subject Relevant to the School Teaching (Based on Grading)	2	2
5	English	I	Innovative Teaching Module based on Major Subject relevant to School Teaching(Based on Grading)	2	2
6	Hindi	I	Innovative Teaching Module based on Major Subject relevant to School Teaching(Based on Grading)	2	2
7	Psychology	I	Innovative Teaching Module based on Major Subject relevant to School Teaching(Based on Grading)	2	2
8	Sociology	I	Innovative Teaching Module based on Major Subject relevant to School Teaching(Based on Grading)	2	2
9	Tibetan History	I	Innovative Teaching Module based on Major Subject relevant to School Teaching(Based on Grading)	2	2
10	Political Science	I	Innovative Teaching Module based on Major Subject relevant to School Teaching(Based on Grading)	2	2
11	FBLPCSc.		Fundamentals of Buddhist Logic, Psychology & Cognitive Science- VII	1	1

SEMESTER VIII

S. No.	Name of the subjects	Paper	Caption	Credits	Total Credits
1	Tibetan Language		As prescribed in detailed syllabus	4	4
2	Pedagogy related		Any two of the following Elective Papers (Specialization) <ul style="list-style-type: none"> Human Rights, Non Violence & Peace Education 	3+3=6	8

			<ul style="list-style-type: none"> • Special Education & Inclusive Education • Elementary Education • Educational & Vocational Guidance • Value Education 	1	
			Moral Ethics III(Based on Grading)	1	
			Moral Ethics IV(Based on Grading)		
3	History	I	Modern Europe (1748-1945) Part I	3	16
		II	Modern Europe (1748-1945) Part II	3	
		III	Modern Europe (1748-1945) Part III	3	
		IV	Modern Europe (1748-1945) Part IV	3	
		V	Project / Assignment	4	
4	Economics	I	International Macroeconomics	3	16
		II	Introduction to Research Methodology	3	
		III	Developmental Economics	3	
		IV	Environmental Economics	3	
		V	Project/Assignment	4	
5	Geography	I	Agricultural Geography	3	16
		II	Climatology	3	
		III	Evolution of Geographical Thought	3	
		IV	Practical: Field Study, Field Trip and Report Writing	3	
		V	Project/ Assignment	4	
6	English	I	Literary Genres, Twentieth Century Literary Tendencies, Introduction to Twentieth Century Literary Theory and Criticism, Literary Concepts/ Ideas	3	16
		II	Seminar Work, Learning Report Writing and Dissertation	3	
		III	Critical Approach to Literature	3	
		IV	Dissertation Writing	3	
		V	Project / Assignment	4	
7	Hindi	I	आधुनिककाव्य – २	3	16
		II	भारतीयकाव्यशास्त्र	3	
		III	पाश्चात्यकाव्यशास्त्र	3	
		IV	लघुशोध-प्रबन्ध	3	
		V	परियोजना/दत्तकार्य/शैक्षिककार्य-कलाप	4	
8	Psychology	I	Culture and Human Behaviour	3	16
		II	Laboratory Works (Practicals)-I	3	
		III	Psychology of Social Behaviour	3	
		IV	Laboratory Work (Practicals)-II	3	
		V	Project / Assignment	4	

9	Sociology	I	Sociology of Administration	3	16
		II	Sociology of Deviance	3	
		III	Modern Indian Social Thought	3	
		IV	Dissertation	3	
		V	Project / Assignment	4	
10	Philosophy	I	Indian Metaphysics	3	16
		II	Western Metaphysics	3	
		III	Contemporary Indian Philosophy-II	3	
		IV	Contemporary Western Philosophy-II	3	
		V	Project / Assignment	4	
11	Tibetan History	I	(14th Dalai Lama and End of Gaden Phodrang Rule (Part I))	3	16
		II	(14th Dalai Lama and End of Gaden Phodrang Rule (Part II))	3	
		III	(14th Dalai Lama and End of Gaden Phodrang Rule (Part III))	3	
		IV	(14th Dalai Lama and End of Gaden Phodrang Rule (Part IV))	3	
		V	Project / Assignment	4	
12	Political Science	I	Political Institutions and Processes	3	16
		II	Modern Political Philosophy	3	
		III	The United Nations and Global Conflicts	3	
		IV	Indian Government and Politics	3	
		V	Project / Assignment	4	
13	FBLPCSc.		Fundamentals of Buddhist Logic, Psychology & Cognitive Science- VIII	1	1

SPECIAL FEATURES OF INNOVATIVE 4 YEAR B.Sc. B.Ed./B.A B.Ed. INTEGRATED PROGRAMME

- The programme is innovative in character as it attempts to prepare teachers with strong foundation in both content and pedagogy right from the beginning of the semester. Its focus is on professional development with basic grounding in moral ethics and human values.
- Pedagogy related courses will be the same in both B.Sc B.Ed. and B.A. B.Ed. Programmes.
- A General English course of 4 credits will be compulsory for both B.Sc. B.Ed. and B.A. B.Ed. candidates. The same will be as prescribed and shall be placed in the first four semester.
- A course in Tibetan Language and Literature of 26 credits will be compulsory for both B.Sc. B.Ed. and B.A. B.Ed. and the same will be conducted in each semester commencing from the first semester to the eighth semester, except the seventh semester.
- A course in Fundamentals of Buddhist Logic, Psychology & Cognitive Science of 8 credits is compulsory for both B.Sc.B.Ed. and B.A.B.Ed. and same has to be transacted in each semester.
- A Computer course of 2 credits for both B.Sc.B.Ed. and B.A.B.Ed. will be compulsory. The same will be prescribed and its placement will be decided by the Head/ Director of the Institute.
- A compulsory course in Moral Ethics and Personality Development will form part of Pedagogy related courses and its placement for both B.Sc.B.Ed. / B.A.B.Ed. programme will be in the manner as indicated in the integrated programme curriculum. The assessment of these courses will be in the form of Grades which will be reflected in their Degrees / Mark-sheets.
- The Pedagogy related courses in fifth and sixth semester pertaining to various teaching subjects (subject 1 and subject 2) will be transacted in terms of content analysis of the school level subject concerned, formulation of behavioral objectives, subject specific Pedagogy, use of ICT and instructional technology formats and evaluation procedures. The specific instructional plan will be developed by the teacher educator transacting the course in consultation with subject experts drawn from the secondary schools / members of the Institute of the concerned subject. While doing so adequate care will be taken to emphasise experiential learning through assignments / projects / field work / practicum.
- A compulsory school attachment programme will have to be undertaken as specified in the Pedagogy related course. Prior to school attachment, the candidates will be given intensive skill based training through Micro teaching and simulated sessions arranged in the Institute during fifth and sixth semesters. The details of such programmes shall include the specific core teaching skills, their formats, practice, evaluation and feedback. These core teaching skills will comprise skill in Narration, Questioning,

Probing, Set induction, Closure, use of teaching aids/technology, Reinforcement and formulation of Instructional objectives in behavioural terms.

- The project work/ practicum/ assignment/ other activities as prescribed for B.Sc. B.Ed. and B.A. B.Ed. Integrated programme shall be assessed on a Continuous and Comprehensive Pattern of Evaluation.
- B.Sc. B.Ed. / B.A. B.Ed. Integrated programme is basically need based and admissions / intake to the courses will be restricted to the requirement of teachers in schools from time-to-time. These schools are by and large spread over the country and are catering to the needs of Tibetan children. To begin with, the intake will be kept at maximum 25 students per programme in an academic session.

➤ **SPECIAL NOTE: -**

Any change in a course or placement of a course needs to proceed through proper channel via formal initiation by the Head/ Director of the Institute in consultation with Board of Studies, CUTS. The Head/ Director of the Institute will subsequently formalize the same by reporting it to the Vice-Chancellor or (and) the Board of Studies which ever will be expedient.

**Syllabus
for B.Sc. B.Ed.
and B.A. B.Ed.**

(Common / Compulsory Subjects)

TIBETAN LANGUAGE AND LITERATURE

དགའ་འཕེལ་སྤུངས་སྐྱོ་བ་ལྡན་པའི་ ཡིག་འབྲིས་སྐྱོ་བ་གཞི།

SEMESTER-I
Credits: 4

རྒྱ་སྐད་ལྡེ་གསལ་རྒྱ་སྐད་འཕེལ་བ།

སྐྱོ་བ་ཚན། དགའ་ཡིག
 དཔེ་རྒྱུ་ལ། སྐྱོ་བ་ཚུར་དགའ་ཡིག (ཆ་སྐྱེའི་འབྲེག་པར་)
 རྒྱ་སྐད་ལྡེ་གསལ་གྱི་འཕེལ་བའི་རྒྱ་སྐད་ལྡེ་གསལ་གྱི་འཕེལ་བའི་
 རྒྱ་སྐད་ལྡེ་གསལ་གྱི་འཕེལ་བའི་འབྲེག་པར་།

སྐྱོ་བ་ཚན། བརྒྱ་སྐད་ལྡེ་གསལ།
 དཔེ་རྒྱུ་ལ། རྒྱ་སྐད་ལྡེ་གསལ་གྱི་འཕེལ་བའི་རྒྱ་སྐད་ལྡེ་གསལ་གྱི་འཕེལ་བའི་
 དགའ་ཡིག་ལྡེ་གསལ་གྱི་འཕེལ་བའི་འབྲེག་པར་།

སྐྱོ་བ་ཚན། རྒྱ་སྐད་ལྡེ་གསལ།
 དཔེ་རྒྱུ་ལ། ཆོག་གསལ་བྱེད་པའི་རྒྱ་སྐད་ལྡེ་གསལ་གྱི་རྒྱ་སྐད་ལྡེ་གསལ་
 (དགའ་ཡིག་རྒྱ་སྐད་ལྡེ་གསལ་གྱི་འཕེལ་བའི་རྒྱ་སྐད་ལྡེ་གསལ་གྱི་འཕེལ་བའི་
 འབྲེག་པར་།

སྐྱོ་བ་ཚན། རྒྱ་སྐད་ལྡེ་གསལ་གྱི་འཕེལ་བའི་འབྲེག་པར།
 དཔེ་རྒྱུ་ལ། རྒྱ་སྐད་ལྡེ་གསལ་གྱི་འཕེལ་བའི་རྒྱ་སྐད་ལྡེ་གསལ་གྱི་འཕེལ་བའི་
 དཔེ་རྒྱུ་ལྡེ་གསལ་གྱི་འཕེལ་བའི་འབྲེག་པར་། ལྡེ་གསལ་གྱི་འཕེལ་བའི་
 འབྲེག་པར་།

སྐྱོ་བ་ཚན། དགའ་ཡིག་ལྡེ་གསལ།
 དཔེ་རྒྱུ་ལ། རྒྱ་སྐད་ལྡེ་གསལ་གྱི་འཕེལ་བའི་རྒྱ་སྐད་ལྡེ་གསལ་གྱི་འཕེལ་བའི་
 ལྡེ་གསལ་གྱི་འཕེལ་བའི་འབྲེག་པར་གྱི་འཕེལ་བའི་འབྲེག་པར་།
 རྒྱ་སྐད་ལྡེ་གསལ་གྱི་འཕེལ་བའི་འབྲེག་པར་།

སྐྱོ་བ་ཚན། ལྡེ་གསལ་གྱི་འཕེལ་བའི་འབྲེག་པར།
 རྒྱ་སྐད་ལྡེ་གསལ་གྱི་འཕེལ་བའི་འབྲེག་པར་།
 རྒྱ་སྐད་ལྡེ་གསལ་གྱི་འཕེལ་བའི་འབྲེག་པར་།

སྐྱོབ་ཚན།

ཚོགས་ཁྲུལ་གྱི་མ་གསུམ་པ་ནས་ཚོགས་ཁྲུལ་གྱི་མ་དུ་གྲུག་པའི་འབར།
མགུར་གྲུ།
དཔེ་དེ་བ། རྒྱལ་ལ་བའ་ཚངས་དབྱངས་རྒྱལ་མཚོའི་མགུར་
གྲུ། ཚོགས་པཅད་དང་པོ་ནས་བཅུ་དགུའི་
བར།
རྩོམ་པ་པོ། རྒྱལ་ལ་བའ་ཚངས་དབྱངས་རྒྱལ་མཚོ།

SEMESTER-IV
Credits: 4

རྒྱལ་ལ་བའ་ཚངས་དབྱངས་པའི་པ།

སྐྱོབ་ཚན།

དག་ཡིག
དཔེ་དེ་བ། དག་ཡིག་ལེ་གསལ་བཤད་རྒྱལ་རིངས་གསར་པ།
རྩོམ་པ་པོ། བསྟན་འཕེལ་རྒྱལ་རྒྱལ་པོ་འགོ་དབང་
བསྟན་འཕེལ།

སྐྱོབ་ཚན།

བརྟན་པོ་ལྟེན། དུས་གསུམ་གྱི་རྒྱལ་གཞུང་
དཔེ་དེ་བ། དུས་གསུམ་རབ་གསལ་འོ་རྒྱལ་རྒྱལ། (སྐྱེའི་
དང་བྱེད་པ་གྲུག)
རྩོམ་པ་པོ། ཚོ་འདབ་པས་དུ་ནམས།
དཔེ་དེ་བ། དག་ཡིག་ལེ་གསལ་བཤད་ལེ་མེ་ལོ་རྒྱལ། ལྟེན་
འདུག་ཅི་འོ་ལྟེན་འདུག་པ།
རྩོམ་པ་པོ། དབྱངས་ཅན་གྲུག་པའི་རྩོམ་པ་པོ།

སྐྱོབ་ཚན།

རྩོམ་རིག་ཚོའ་བཅད་སྐྱོབ་སྐྱོར།
ཚོགས་ཁྲུལ་གྱི་མ་དུ་གྲུག་པ་ནས་ཚོགས་ཁྲུལ་གྱི་མ་དགུ་པའི་འབར་
ཚོའ་བཅད་སྐྱོབ་རིག་ཚུལ།

སྐྱོབ་ཚན།

སྐྱེའི་རྩོམ།
དཔེ་དེ་བ། ལེ་ལེ་སའ་ལྟེན་མེ་འདབ་མགས་པ་སྐྱོབ་སྐྱོར་
རྒྱལ་ལ། (དབྱངས་གཅིང་དམངས་སྐྱེའི་རྩོམ་པ་པོ།
རྩོམ་པ་པོ། རྩོམ་པ་པོ་རྒྱལ་ལ་པོ།

SEMESTER-V
Credits: 2

རྒྱལ་ལ་བའ་ཚངས་ལྟེན་པ།

ਸ਼ਬਦ-ਵਾਕ | ਸ਼ੁਕਤਿ ਸਦਾ ਸਦਾ ਸਦਾ ਸਦਾ ਸਦਾ | ਸਦਾ ਸਦਾ ਸਦਾ ਸਦਾ ਸਦਾ |
 ਸਦਾ ਸਦਾ | ਸਦਾ ਸਦਾ ਸਦਾ ਸਦਾ ਸਦਾ |
 ਸਦਾ ਸਦਾ | ਸਦਾ ਸਦਾ ਸਦਾ ਸਦਾ ਸਦਾ |
 ਸਦਾ ਸਦਾ | ਸਦਾ ਸਦਾ ਸਦਾ ਸਦਾ ਸਦਾ |

ਸ਼ਬਦ-ਵਾਕ | ਸਦਾ ਸਦਾ |
 ਸਦਾ ਸਦਾ | ਸਦਾ ਸਦਾ ਸਦਾ ਸਦਾ ਸਦਾ |
 ਸਦਾ ਸਦਾ | ਸਦਾ ਸਦਾ ਸਦਾ ਸਦਾ |
 ਸਦਾ ਸਦਾ | ਸਦਾ ਸਦਾ ਸਦਾ ਸਦਾ |

ਸ਼ਬਦ-ਵਾਕ | ਸਦਾ ਸਦਾ |
 ਸਦਾ ਸਦਾ | ਸਦਾ ਸਦਾ ਸਦਾ ਸਦਾ |
 ਸਦਾ ਸਦਾ | ਸਦਾ ਸਦਾ ਸਦਾ |
 ਸਦਾ ਸਦਾ | ਸਦਾ ਸਦਾ ਸਦਾ |

SEMESTER-VII ਸ਼ਬਦ-ਵਾਕ ਸਦਾ ਸਦਾ |

ਸ਼ਬਦ-ਵਾਕ | ਸਦਾ ਸਦਾ |
School Attached Program

SEMESTER-VIII ਸ਼ਬਦ-ਵਾਕ ਸਦਾ ਸਦਾ |
Credits: 4

ਸ਼ਬਦ-ਵਾਕ | ਸਦਾ ਸਦਾ |
 ਸਦਾ ਸਦਾ | ਸਦਾ ਸਦਾ ਸਦਾ ਸਦਾ |
 ਸਦਾ ਸਦਾ | ਸਦਾ ਸਦਾ ਸਦਾ |
 ਸਦਾ ਸਦਾ | ਸਦਾ ਸਦਾ ਸਦਾ |

སྐྱོབ་པ་ཚན།

ཀླུ་མ་ལོན་རྒྱུ་སྐྱོབ་པ་ལོན།

དཔེ་རྒྱུ་ལ། བལ་སྐྱོབ་ཀླུ་མ་ལོན་རྒྱུ་སྐྱོབ་པ་ལོན།
རྒྱུ་སྐྱོབ་པ་ལོན། མཐུན་པོ་ལོན་པའི་རྒྱུ་སྐྱོབ་པ་ལོན།

སྐྱོབ་པ་ཚན།

སྐྱོབ་པ་རྒྱུ་སྐྱོབ།

དཔེ་རྒྱུ་ལ། མེ་ལོན་གྱི་རྒྱུ་སྐྱོབ་པ་ལོན།

རྒྱུ་སྐྱོབ་པ་ལོན། གཞུང་ལོན་པའི་རྒྱུ་སྐྱོབ་པ་ལོན།

དཔེ་རྒྱུ་ལ། བཀྲ་སྐྱོབ་པ་ལོན་པའི་རྒྱུ་སྐྱོབ་པ་ལོན།

རྒྱུ་སྐྱོབ།

རྒྱུ་སྐྱོབ་པ་ལོན། བཀྲ་སྐྱོབ་པའི་རྒྱུ་སྐྱོབ་པ་ལོན།

ཕྱི་ལོ་ ༢༠༡༢ ཟླ་བ། རྒྱུ་སྐྱོབ། རྒྱུ་སྐྱོབ་པའི་རྒྱུ་སྐྱོབ་པ་ལོན།
ཞི་བདེ་བའི་རྒྱུ་སྐྱོབ་པའི་རྒྱུ་སྐྱོབ་པ་ལོན།

ཚོགས་ཆུང་།

༡། སྐྱོབ་པ་ལོན་པའི་རྒྱུ་སྐྱོབ་པའི་རྒྱུ་སྐྱོབ་པ་ལོན།
རྒྱུ་སྐྱོབ་པའི་རྒྱུ་སྐྱོབ་པའི་རྒྱུ་སྐྱོབ་པ་ལོན། (ཚོགས་ཆུང་།)

༢། སྐྱོབ་པ་ལོན་པའི་རྒྱུ་སྐྱོབ་པའི་རྒྱུ་སྐྱོབ་པ་ལོན།
རྒྱུ་སྐྱོབ་པའི་རྒྱུ་སྐྱོབ་པའི་རྒྱུ་སྐྱོབ་པ་ལོན། (ཚོགས་ཆུང་།)

༣། དཔེ་རྒྱུ་ལོན་པའི་རྒྱུ་སྐྱོབ་པའི་རྒྱུ་སྐྱོབ་པ་ལོན།
དཔེ་རྒྱུ་ལོན་པའི་རྒྱུ་སྐྱོབ་པའི་རྒྱུ་སྐྱོབ་པ་ལོན། (ཚོགས་ཆུང་།)

༤། སྐྱོབ་པ་ལོན་པའི་རྒྱུ་སྐྱོབ་པའི་རྒྱུ་སྐྱོབ་པ་ལོན།
རྒྱུ་སྐྱོབ་པའི་རྒྱུ་སྐྱོབ་པའི་རྒྱུ་སྐྱོབ་པ་ལོན། (ཚོགས་ཆུང་།)

GENERAL ENGLISH

SEMESTER – I

General English-I

Credit: 1

Objectives

The student teacher will be able to:–

1. Comprehend the given passage.
2. Compose paragraph, write job application and CV on their own.
3. Use the verbs and prepositions.

Content

Unit I: Reading

Comprehension Test Level 1

Unit II: Writing

Paragraph writing Or Writing CVs and Job Application

Unit III: Grammar

Verb, Preposition, Sentence, Voice

Unit IV: Literature

- R.K.Narayan, 'Out of Business'
- Ruskin Bond, 'The Thief's Story'
- S.Radhakrishnan, 'Intuition and Genius'
- Rabindranath Tagore, 'Gitanjali:18'

Reading

- Guha, C. (Eds.). (2011). Golden Leaves: A Textbook for College Students, Macmillan in collaboration with University of Calcutta.
- Murphy, R. (2000). Essential English Grammar, Cambridge University Press.
- Palmer, F. R. (1971). Grammar, Penguin.
- Wren, P.C., & Martin, H. (2009). High School English Grammar & Composition, New Delhi: S. Chand & Co.

SEMESTER - II

General English-II

Credit: 1

Objectives

The student teacher will be able to:–

1. Comprehend the given passage.
2. Compose formal and informal letters etc.
3. Transform the sentences, edit sentence and change the narration of the sentence.

Content

Unit I: Reading

Comprehension Test Level 2

Unit II: Writing

Writing Formal & Informal Letters, Paragraph writing, CV writing and Job Application

Unit III: Grammar

Direct – Indirect, Transformation, Editing, Vocabulary building

Unit IV: Literature

- O. Henry, 'The Last Leaf'
- William Somerset Maugham, 'The Man with the Scar'
- Rabindra Nath Tagore, 'The Artist' or 'Ram Mohan Roy'
- Nissim Ezekiel, 'In the Country Cottage'
- Purushottam Lal, 'Life'

Reading

- Guha, C. (Eds.). (2011). Golden Leaves: A Textbook for College Students, Macmillan in collaboration with University of Calcutta.
- Murphy, R. (2000). Essential English Grammar, Cambridge University Press.
- Palmer, F. R. (1971). Grammar, Penguin.
- Wren, P.C., & Martin, H. (2009). High School English Grammar & Composition, New Delhi: S. Chand & Co.

SEMESTER - III

General English-III

Credit: 1

Objectives

The student teacher will be able to:–

1. Comprehend the passages.
2. Compose report, essays and other guided compositions.
3. Re-arrange words to form correct sentence, change the degrees of adjective and adverbs and use verbs according to the subject.

Content

Unit I: Reading

Comprehension Test Level 3

Unit II: Writing

Guided composition writing, Report writing and writing of essays

Unit III: Grammar

Vocabulary building, Errors and omissions, reordering sentences, degrees, subject-verb agreement

Unit IV: Literature

- R.K.Narayan, 'The Guide'
- M.K. Gandhi, 'My Experiments with Truth'

Readings

- Gandhi, M. (2012). My Experiments with Truth (Desai, M. Trans.), London: Penguin Book Publication. (Original work published 1927)
- Murphy, R. (2000). Essential English Grammar, Cambridge University Press.
- Narayan, R. K. (1958). The Guide, Chennai: Indian Thought Publication.
- Palmer, F. R. (1971). Grammar, Penguin.
- Wren, P.C., & Martin, H. (2009). High School English Grammar & Composition, New Delhi: S. Chand & Co.

SEMESTER-IV

General English-IV

Credit: 1

Objectives

The student teacher will be able to:–

1. Comprehend the given excerpt.
2. Compose in artistic and scientific manner.
3. Use the determiners, articles and connectors in given situation.

Content

Unit I: Reading

Comprehension Test Level 4

Unit II: Writing

Structure of a report, art of scientific and literary writing

Unit III: Grammar

Determiners, Articles, Connectors, Idioms and Figures of Speech, Dialogue Completion

Unit IV: Literature

To be prescribed

Readings

- Narayan, A. S. (Eds.). (2005). Joy of Reading, Orient Black Swan Pvt. Ltd.
- Palmer, F. R. (1971). Grammar, Penguin.
- Wren, P.C., & Martin, H. (2009). High School English Grammar & Composition, New Delhi: S. Chand & Co.

Fundamentals of Buddhist Logic, Psychology and Cognitive Science

**(Instruction will be arranged in each
semester by providing three periods per
week in a semester)**

བཟོ་གཞུང་གི་སྐོར་དུ་རྒྱུ་འདྲེས་སྤྲོད་པའི་མཁུས་པ་ལྷན་པར་ཆེ་ཆུང་བློ་ལྷོད་པ་དང་།
 དེ་མི་ཚུ་གི་སྤྲོད་པ་ལྷན་པར་ཆེ་ཆུང་བློ་ལྷོད་པ་དང་། དེ་མི་ཚུ་གི་སྤྲོད་པ་ལྷན་པར་ཆེ་ཆུང་
 བློ་ལྷོད་པ་དང་། དེ་མི་ཚུ་གི་སྤྲོད་པ་ལྷན་པར་ཆེ་ཆུང་བློ་ལྷོད་པ་དང་། དེ་མི་ཚུ་གི་སྤྲོད་པ་
 ལྷན་པར་ཆེ་ཆུང་བློ་ལྷོད་པ་དང་། དེ་མི་ཚུ་གི་སྤྲོད་པ་ལྷན་པར་ཆེ་ཆུང་བློ་ལྷོད་པ་
 ལྷན་པར་ཆེ་ཆུང་བློ་ལྷོད་པ་དང་། དེ་མི་ཚུ་གི་སྤྲོད་པ་ལྷན་པར་ཆེ་ཆུང་བློ་ལྷོད་པ་
 ལྷན་པར་ཆེ་ཆུང་བློ་ལྷོད་པ་དང་། འགྲོ་བའི་སྤྲོད་པ་ལྷན་པར་ཆེ་ཆུང་བློ་ལྷོད་པ།

FIRST SEMESTER

Fundamentals of Buddhist Logic, Psychology & Cognitive Science - I

Credit: 1

Course Content:

Unit 1- Introduction to preliminary part of Collected Topics in pramana

Bse bsdus grwa (Collected Topics in Logic/Pramana) by Ngawang Tashi

Page No. (1-26)

- *bsdus grwa*: origin, meaning and classifications
- Introduction to logical arguments and conclusions (Introduction to debate)
- Mode of debating Mutually exclusive or Mutually inclusive arguments
- Teaching science through rigs lam (The method of reasoning) by Lobsang Gyatso
 Page (36-60)
 - Part of Plant and Classification.
 - Common characteristics of Plants and Animals.
 - Animal and Plants
 - Clarifications of terms and concepts

- Dam bca’ (thesis) - Debating

Transactional Strategies: Lecture, Dialogue, Debate (Dialectics)

Evaluation Rubric: Unit Test, Presentation, Dam bca debating, Assignment

References:

1. *Yongzin bsdus grwa*. By Phurchok Jampa Gyaltso
2. *Ra bsdus grwa*. By Sonam Wangyal
3. *Bsdus grwa’ snon ‘gro’ sbyor wa lo gsl ‘jug ngogs*. By Lobsang Kunchok
4. Teacher’s Textbook for teaching science by Method of Reasoning/Logics. By Lobsang Gyatso

SECOND SEMESTER

Fundamentals of Buddhist Logic, Psychology & Cognitive Science -II

Credit: 1

Unit 2- White and Red color[*Khadog dkr dmr*] *Bse bsdus grwa* Page No. (27-53)

- Presentation of one's own position (thesis)
- Refutation of other's position (antithesis)
- Dispelling objections
- Teaching science through rigs lam (The method of reasoning) by Lobsang Gyatso Page (61-76)
 - Living beings
 - Aquatic animals
 - Terrestrial animals and Aquatic animals
 - Living beings and Plants
 - Clarifications of terms and concepts

- Dam bca' Debating

Transactional Strategies: Lecture, Dialogue, Debate (Dialectics)

Evaluation Rubric: Unit Test, Presentation, *Dam bca* debating, Assignment

References:

1. *Pramāṇavārttika*. By Acharya Dharamakriti
2. *Ra bsdus grwa*. By Serkhang damchoe Namgyal
3. Teacher's Textbook for teaching science by Method of Reasoning/Logics. By Lobsang Gyatso
4. Opening the Methods of Reasoning. By Geshe Yeshe Wangchuk

THIRD SEMESTER

Fundamentals of Buddhist Logic, Psychology & Cognitive Science- III

Credit: 1

Unit 3- Realization of Existence or Nonexistence, pramana and Opposite from being or Opposite of not being something [yod rtogs me rtogs and yin log min log]

Bse bsdus grwa Page No (53-79)

- Presentation of one's own position (thesis)
- Refutation of other's position (antithesis)
- Dispelling objections
- Teaching science through rigs lam (The method of reasoning) by Lobsang Gyatso
Page (77-86)
 - Things around us
 - Things and solid
 - Solid and Gases
 - Clarifications of terms and concepts
- Dam bca' Debating

Transactional Strategies: Lecture, Dialogue, Debate (Dialectics)

Evaluation Rubric: Unit Test, Presentation, Dam bca debating, Assignment

References:

1. *Pramāṇavārttika*. By Acharya Dharamakriti
2. *Abhidharmakosa*. By Acharya Vasubandhu
3. *Riglam 'phrul lde*. By Yongzin Phurchok Lobsang Tsultrim

FOURTH SEMESTER

Fundamentals of Buddhist Logic, Psychology & Cognitive Science - IV

Credit: 1

Unit 4- Identifying isolates and Sameness or Difference [*ldog p ngo 'zin dang gcig tha dad*]
Bse bsdus grwa Page No. (79-105)

- Presentation of one's own position (thesis)
- Refutation of other's position (antithesis)
- Dispelling objections
- Teaching science through rigs lam (The method of reasoning) by Lobsang Gyatso
Page (86-92)
 - Soil and benefits of it
 - Soil and Fertility
 - Clarifications of terms and concepts
- Dam bca' Debating

Transactional Strategies: Lecture, Dialogue, Debate (Dialectics)

Evaluation Rubric: Unit Test, Presentation, *Dam bca* debating, Assignment

References:

1. *Abhidharmakosa*. By Acharya Vasubandhu
2. *Pramāṇavārttika*. By Acharya Dharmakriti
3. *Tsama Rigp' sphyi lon*. By Lobsang Choedak

FIFTH SEMESTER

Fundamentals of Buddhist Logic, Psychology & Cognitive Science - V **Credit: 1**

Unit 5- Theory of short presentation of Cause and Effect [*rgyu 'brs cung b'i rnam bzhag*]) *Bse bsdus grwa* Page No. (105-131)

- Presentation of one's own position (thesis)
- Refutation of other's position (antithesis)
- Dispelling objections
- Teaching science through rigs lam (The method of reasoning) by Lobsang Gyatso
Page (93-104)
 - Water
 - Pure Water and Water
 - Water and Drinking Water
 - Clarifications of terms and concepts
- Dam bca' Debating

Transactional Strategies: Lecture, Dialogue, Debate (Dialectics)

Evaluation Rubric: Unit Test, Presentation, Dam bca debating, Assignment

References:

1. *Pramāṇavārttika*. By Acharya Dharamakriti
2. *Tsam'bsdus tshen*. By Tsengang Dorjee Wangchuk
3. Compilation of *bsdus grwa*. By Chari Kalsang Thegme

SIXTH SEMESTER

Fundamentals of Buddhist Logic, Psychology & Cognitive Science - VI

Credit: 1

Unit 6- Theory of Perceiver and Object [yul dang yul can gyi rnam bzhag]

Bse bsdus grwa Page No. (131-157)

- Presentation of one's own position (thesis)
- Refutation of other's position (antithesis)
- Dispelling objections
- Teaching science through rigs lam (The method of reasoning) by Lobsang Gyatso Page (105-110)
 - Sound
 - Sound and human hearing sound
 - Sound and solid things
 - Clarifications of terms and concepts

Transactional Strategies: Lecture, Dialogue, Debate (Dialectics)

Evaluation Rubric: Unit Test, Presentation, *Dam bca* debating, Assignment

References:

1. *Bsdus grwa' rnam bshag rigs lam mig 'byed*. By Rabjamapa Lobsang Sonam
2. *Bsdus grwa' rig lam gnd kun gsl b'i melong*. Khenzur Kunchok Tsering
3. *Bsdus grwa' dogs dpyod*. By Kalsang Lobsal

SEVENTH SEMESTER

Fundamentals of Buddhist Logic, Psychology & Cognitive Science – VII

Credit: 1

Unit 7- General and Specific [sphyi dang bye brg]) Bse bsdus grwa Page No. (157-183)

- Presentation of one's own position (thesis)
- Refutation of other's position (antithesis)
- Dispelling objections
- Teaching science through rigs lam (The method of reasoning) by Lobsang Gyatso Page (111-118)
 - Wind
 - Wind and cold
 - Clarifications of terms and concepts

- Dam bca' Debating

Transactional Strategies: Lecture, Dialogue, Debate (Dialectics)

Evaluation Rubric: Unit Test, Presentation, *Dam bca* debating, Assignment

References:

1. *Pramāṇavārttika*. By Acharya Dharamakriti
2. *Thun mong bsdus p' bsdoms tsig blosal dg'skyid*. By Jamyang Shantipa Lodoe Gyaltzen
3. *'grelwa lung rigs smr wa' rgyn*. By Khenchen Lobsang Zodpa

EIGHTH SEMESTER

Fundamentals of Buddhist Logic, Psychology & Cognitive Science – VIII

Credit: 1

Unit 8- Theory of Definition and Definiendum *Bse bsdus grwa* Page No. (183-209)

- Presentation of one's own position (thesis)
- Refutation of other's position (antithesis)
- Dispelling objections
- Teaching science through rigs lam (The method of reasoning) by Lobsang Gyatso Page (119-168)
 - Energy and Work
 - Energy and Contact force
 - Clarifications of terms and concepts
 - Light and shadow
 - Solar System
 - Living things
 - Clarifications of terms and concepts
- Dam bca' Debating

Transactional Strategies: Lecture, Dialogue, Debate (Dialectics)

Evaluation Rubric: Unit Test, Presentation, *Dam bca* debating, Assignment

References:

1. *Pramāṇavārttika* (3rd chapter). By Acharya Dharmakriti
2. *Tsam rig p'i shib 'jug*. By Ngawan Tenzin and Tenpa Tsering
3. *Bsdus sbyor snying po*. By Guthang Lodoe Gyatso

PEDAGOGY

SEMESTER – I

P101: Philosophical Dimensions and Challenges of Indian Education

Credits: 4

Objectives

The student teacher will be able to:-

1. Understand the development of Indian Education in different periods of time.
2. Appreciate the problems of Indian education.
3. Spell out the importance and role of education in the progress of Indian society.
4. Give meaning to the divergent philosophies behind education.

Contents

Unit-I: Concept of Education

- (a) Education: Meaning, Nature and Scope of Education.
- (b) Functions of Education in the context of Individual, Social and National level.
- (c) Agencies of Education: school, community and family.
- (d) Four Pillars of learning in the 21st century context.

Unit- II: Philosophical Dimensions of Education

- (a) Philosophy and Education: Significance of studying philosophy in understanding educational practices and problems. Relationship between philosophy and education.
- (b) Major Philosophical thoughts: Idealism, Naturalism and Pragmatism with their educational implications.
- (c) Educational thinkers and their contribution in developing principles of education- Mahatma Gandhi, Tagore, Aurobindo, Vivekanand, J. Krishnamurti and Dalai Lama.

Unit-III: Development of Indian Education System

- (a) Vedic system of Education, Buddhist and Medieval system of education.
- (b) Major committees and commissions in Pre-Independence period- Wood's Dispatch, Hunter commission and Sadler commission.
- (c) Major commissions and policies in Post-Independence period- University Education Commission, Secondary Education and National Education Commission ,NPE-1986 and Revised NPE-1992.
- (d) Constitutional commitments for education: Fundamental rights & duties.

Unit-IV: Current Problems in Indian Education

- (a) Elementary Education and its major problems: Universalization of Elementary Education, Wastage and Stagnation.
- (b) Secondary Education and its major problems: Vocationalization, examination reform and its universalization.
- (c) Higher Education and its major problems: Privatization and Autonomy.
- (d) Problems of Teacher Education,
- (e) Role and Functions of NCTE, NCERT, NIOS, UGC and IGNOU.

Assignment

The pupil-teacher is expected to conduct a study on school- community relationship and submit a report.

Transactional Strategies

Transaction of the course content will be through lectures, discussions, multimedia presentations and interactive sessions.

Evaluation

The course content will be of four (4) credits which are equivalent to 100 marks. Out of this 70% marks will be for summative evaluation (final exam) and 30% marks will be for evaluation which shall be done on the basis of sessional work.

Readings

- Anand, C.L. (1993). The Teacher Education in Emerging Indian Society, New Delhi: NCERT.
- Broudy, H. S. (1961). Building a Philosophy of education, PHI.
- Dewey, J. (2007). The School and Society, Aakar Books.
- Dewey, J. (2014). Democracy and Education: An Introduction to the Philosophy of Education, Aakar Books Private Limited.
- Freire, P. (1996). Pedagogy of the Oppressed, Penguin UK.
- Illich, I. (1995). Deschooling Society, Marion Boyars Publishers Ltd. India Learning Private Limited.
- Jscques Delors Report (1996). Learning the Treasure within.
- Kumar Krishna (1996), Learning from Conflict, New Delhi: Orient Black Swan Private Publications.
- Kumar, K. (2016). Education, Conflict and Peace, New Delhi: Orient Black Swan Publications.
- National Curriculum Framework (2005), New Delhi: NCERT.
- National Curriculum Framework for Teacher Education (2009), New Delhi: NCTE.
- Pandey, K.P. (2010). Perspectives in Social foundations of Education, New Delhi: Sipra publication.

- Samuel, S. R. (2011). A Comprehensive Study of Education, Prentice Hall.
- Saraswati, T.S. (1999). Culture, Socialization and Human Development, New Delhi: Sage.
- Taneja, V.R. (1998). Education thoughts and Practice, Delhi: Delhi University Publications.

PERSONALITY DEVELOPMENT-I

Credit: 1

- Human Being: Qualities of a good human being. Development of personality as a good human being and attributes of competencies, commitment and confidence as the indicators of good human being.
- Empathetic behavior.

SEMESTER – II

P202: Psychological Dimensions of Education

Credits: 4

Objectives

The student teacher will be able to:-

- (a) Understand the meaning and scope of Educational Psychology.
- (b) Acquire knowledge and understanding of various stages of human development.
- (c) Develop understanding of the process of learning in the context of various theories of learning and motivation.
- (d) Understand the concepts of personality, intelligence and creativity.

Contents

Unit I: Educational Psychology and Development of Learner

- (a) Educational Psychology: Meaning, nature, methods, scope and importance of Educational Psychology for teachers.
- (b) Concept and principles of growth and development, stages of human development.

Unit II: Learning and Motivation

- (a) Concept and nature of learning, factors influencing teaching-learning process. Memory and Retention.
- (b) Theories of learning: Trial and error, classical conditioning, operant conditioning, theory of insight, constructivism and social learning.
- (c) Motivation: Nature, types, some selected content and process theories with special referenced to Abraham Maslow, Alderfer, McClelland and Skinner's reinforcement theory, techniques of enhancing learner's motivation.

Unit III: Personality, Intelligence and Creativity

- (a) Personality: Meaning, Nature, Trait, Type and Psychodynamic theories; Methods of assessing Personality.
- (b) Intelligence: Nature and Theories, Types of Intelligence-IQ, EQ and SQ; Measurement of Intelligence.
- (c) Creativity: Meaning, nature and development of creativity among school children.

Unit IV: Psychology of Adjustment

- (a) Behaviouristic and Psychoanalytic models.
- (b) Characteristics of a well-adjusted person.
- (c) Stress in the context of Education: Types of stress; Stress management techniques, Role of teachers.

Practical Work

Each student will be required to administer at least five psychological tests: Intelligence (verbal and non-verbal), creativity, personality, memory and aptitude.

Assignment

Conduct a case study on any child who has problems either in learning or in his/ her adjustment to the environment.

Transactional Strategies

Transaction of the course will be through lectures, discussion, multimedia presentations and interactive sessions.

Evaluation

The course content will be of four (4) credits which are equivalent to 100 marks. Out of this 70% marks will be for summative evaluation (final exam) and rest 30% marks will be credited on the basis of evaluation in respect of sessional work.

Readings

- Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2012). *Social Psychology* (12e), Pearson Education.
- Baumgardner, & Crothers (2014). *Positive Psychology* (1e), Pearson Education India.
- Bernard, H. (1961). *Mental Hygiene of Classroom Teachers*, New York: Mc Graw Hill.
- Bhatia, H.R. (1965). *A Text Book of Educational Psychology*, Bombay: Asia Publishing House.
- Burke, L. E. (2012). *Child Development* (9e), PHI.
- Cronbach, L.J. (1958). *Educational Psychology* (2e), New York: Harcourt.
- Dandekar, W.N. (1976). *The Psychological Foundations of Education*, Delhi: Macmillan.
- Goleman, D. (2003). *Healing Emotions: Conversations with Dalai Lama on Mindfulness, Emotions and Health*, Shambhala.
- Jacob, W., & Philip, W. (1962). *Creativity and Intelligence*, New York: John Wiley.
- Kuppaswamy, B. (1986). *Social Change in India*, New Delhi: Vikas Publishing House.

- Mitterer, J. O., & Coon, D. (2013). Introduction to Psychology: Gateways to mind and Behaviour (13 e). Wadsworth Cengage Learning.
- Pandey, K.P. (2007). Advanced Educational Psychology, Varanasi: Vishwavidyalaya Prakashan.
- Santrock, J. W. (2012). Educational Psychology (6 e). McGraw - Hill Higher Education.
- Wilmhurst, L. (2012). Clinical and Educational Child Psychology: An Ecological-Transactional Approach to Understanding Child Problems and Interventions, Wiley – Blackwell.
- Woolfolk, A. (2012). Educational Psychology (12 e), Pearson.

PERSONALITY DEVELOPMENT-II

Credit: 1

- How to become a good human being? Human Values, Values as indicated in ancient scriptures.
- Effective Communication

SEMESTER – III

P301: Educational Management

Credits: 4

Objectives

The student- teachers will be able to:-

1. Appreciate the Principles, Meaning, Scope, Importance and advantages of School Management.
2. Get acquainted with the concepts of School discipline, School administration, Management, Supervision and Human Relations.
3. Acquire the needed competencies to achieve excellence in managing a school/ classroom.

Contents

Unit I: Concept of School Management

- (a) Meaning and Scope of School Management.
- (b) Nature and Importance of Management processes.
- (c) Fundamental Principles of School Management in the present context.

Unit II: Maintaining a Secondary School for attaining excellence

- (a) Planning and Executing: Year-plan of the School activities, Work load, School timings, time-table.
- (b) Controlling and Monitoring Duties and Functions of Head master, Supervisor, teacher and non-teaching staff. Forming committees, Co-ordination committee; governing body of the School and its role and functions. Supervision and Inspection-Meaning, type, purpose and procedure.
- (c) Financing: Sources of grants, budgeting and auditing procedure, Income generation- Endowment funds, reserve funds and development funds.

Unit III: Management

- (a) Concept and Importance of Classroom Management.
- (b) Difference between School and Classroom Management, School management and School Organization, School Management and School administration.
- (c) Managing and Leading: Concepts, differences between managing and leading processes. Leadership styles in respect of school management, Situational Leadership.
- (d) School discipline: Concept and its development.
- (e) Human Relations in a school set up.

Unit IV: Achieving Excellence

- (a) Criteria of grading a School.
- (b) Total Quality Management (TQM): Concept, objectives and importance.
- (c) SWOT Analysis: Concept and its Educational Implications.
- (d) Resource development- Human, Material and Finance.

Assignment

Locating Strength and Weaknesses of any Educational Institution.

Transactional Strategies

The course content will be transacted through lectures, discussions, tutorials and report preparations.

Evaluation

The course content will be of 3 credits which are equivalent to 75 marks. Out of this 70% marks will be for summative evaluation (final exam) and rest 30% marks will be awarded on the basis of sessional work.

Readings

- Agarwal, J.C. (1967). Educational Administration, New Delhi: Arya Book Depot.
- Bhatnagar, & Varma, (1978). Educational Administration, Meerut: Loyal Book Depot.
- Bush, T. (1980). Approaches to School Management, London: Harper & Raw.
- Khanna, (1983). School Administration, Planning, Supervision and Financing, Delhi: Doaba House.
- Kochhar, S.K. (1964). Secondary School Administration, Delhi: University Publishers.
- Mathur, & Kohli, (1970). School Administration and Organization, Jalandhar: Krishna Brothers.
- Mukhopadhyay, M. (2001). Total Quality Management in Education, New Delhi: NIEPA.
- Mukhopadhyay, M. Management of Change in Education, In search of India Model, Jalandhar: NUEPA.

- Saffaya, & Shaida, (1980). School Administration and Organization, Jalandhar: Dhanpat Rai and Sons.
- Sood, N. (2003). Management of School Education, New Delhi: A.P.H.

P302: Educational Measurement and Evaluation

Credits: 4

Objectives

The student teacher will be able to:-

1. Grasp the basic concepts in measurement and evaluation.
2. Develop skills and competencies for the use of basic techniques in the field of measurement and evaluation.
3. Acquire skills about test designing.
4. Understand the use of relevant statistical measures and their applications.

Contents

Unit I: Concept and Techniques of Evaluation

- (a) Educational Measurement, Assessment and Evaluation: Concept, Purpose, Tools and Techniques of evaluation: Levels of measurement-nominal, ordinal, interval and ratio. Taxonomy of educational objectives and its relevance for measurement and evaluation.
- (b) New concepts of Evaluation – Formative, Summative and Continuous-and-Comprehensive-Evaluation (CCE).
- (c) Norm Referenced and Criterion Referenced Testing (NRT and CRT).

Unit II: Designing of tests for evaluation of learning outcomes

- (a) Principles of test construction and standardization.
- (b) Characteristics of a good test- reliability, validity, objectivity and practicability.

Unit III: Instructional Objectives and their use in test construction

- (a) Instructional Objectives and objective based evaluation.
- (b) Classification of test items-essay type and objective type test items and their construction procedures.

Unit IV: Educational Statistics

- (a) Concept of statistics, Graphical representation of data.
- (b) Measures of Central Tendency- Mean, Median and Mode.

- (c) Measures of Variability- Quartile deviation, Average Deviation and Standard Deviation.
- (d) Percentiles and Percentile Rank.
- (e) Coefficient of correlation- Rank difference and Product moment.
- (f) Normal distribution of scores: Properties of normal distribution curve and their implications for measurement and interpretation of scores.
- (g) Concept of scaling- Z scaling and T scaling.

Assignment

Preparation and administration of an achievement test.

Transactional Strategies

The course content will be implemented mainly through lectures integrated with Information & Communication Technology (ICT). In addition to this, discussion, brainstorming and quiz sessions will be used as the transactional strategies particularly for units- I, II and III.

Evaluation

The course content will be of 4 credits which are equivalent to 100 marks. Out of this 70% marks will be for summative evaluation (final exam) and rest 30% marks will be credited on the basis of evaluation of sessional work.

Readings

- Anastasi, A. (1968). Psychological Testing, McMillan & co.
- Bloom, B.S. (1968). Taxonomy of Educational objectives, New York: David McKay co.
- Garrett, H. E. (2004). Statistics in Psychology and Education, New Delhi: Vakils, Feffer & Simons Ltd.
- Gronlund, N. E., & Linn, R. L. (1989). Measurement and Evaluation in Teaching (6e), USA: Macmillan.
- Jackson, S. L. (2008). Research Methods and Statistics: A Critical Thinking approach, Wadsworth Publishing Company.
- Kasomo, D. W. (2010). Measurement and Evaluation in Humanities and Education, India: LAP Lambert Academic Publishing Education.
- Linn, (2008). Measurement & Assessment in Teaching, Pearson Education.
- Mohan, R. (2016). Measurement, Evaluation and Assessment in Education, PHI.
- Nunally, J.C. (1972). Educational Measurement and Evaluation, New York: McGraw Hill Book Company.
- Pandey, K.P. Fundamental of Educational Measurement and Evaluation, Varanasi: Vishwavidyalaya Prakashan.
- Pathak, R. P. (2012). Measurement and Evaluation in Education, Pearson.

- Standards for Educational and Psychological Testing (1999). American Educational Research Association (Corporate Author), American Edu Ass (Editor), Amer Educational Research Assn.
- Thorndike, Thorndike-Christ (2015). Measurement and Evaluation in Psychology and Education (8e), India: Pearson Education.

PERSONALITY DEVELOPMENT-III

Credit: 1

- Education for affective development.
- Emotional Maturity.

SEMESTER – IV

P401: Action Research

Credits: 4

Objectives

The student teachers will be able to:

1. Acquire knowledge about concept of research and application of different types of research.
2. Acquaint themselves with various aspects of action research and its implications for effective educational management.

Contents

Unit I: Concept of Research

- (a) Meaning and types of Research -Basic, Applied and Action.
- (b) Action Research- Meaning, Concept, Need, Importance and Application.

Unit II: Action Research

- (a) Steps in Action Research.
- (b) Preparation of Action Research Projects on problems based on real classroom situations.

Unit III: Developing Action Research Designs

- (a) The concept of research design in action research.
- (b) Components of an action research design.
- (c) Strategies for implementation of action research design in schools.

Unit IV: Evaluation of Action Research Projects

- (a) Approach & devices to be used.
- (b) Feedback.
- (c) Improvement of school situations- assessing the effectiveness of the impact of action research project.

Assignment

Study on any one environmental problem. The report on the study must include efforts of the pupil teacher in developing awareness among people about that environmental problem(s).

Transactional Strategies

The course will be transacted through lecture-cum-demonstration sessions with major segment of the course devoted to formulation, implementation and evaluation of action research interventions relevant for a secondary school. The course transaction will also include group-discussions, brainstorming and interactive sessions.

Evaluation

The course content will be of four (4) credits which are equivalent to 100 marks. Out of this 70% marks will be for summative evaluation (final exam) and rest 30% marks will be credited on the basis of evaluation of sessional work.

Readings

- Best, J. W., & Kahn, J. V. (2016). *Research in Education*, Pearson Education.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education*, Routledge.
- Creswell, J.W. (2011). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, PHI.
- Efron, S. E., & Ravid, R. (2013). *Action Research in Education: A Practical Guide*, Guilford Press.
- Kumar, R. (2012). *Research Methodology*, SAGE.
- McNiff, J., & Whitehead, J. (2002). *Action Research: Principles and Practice*, London: Routledge Falmer.
- Mills, G. E. (2013). *Action Research: A Guide for the Teacher Researcher*, Pearson.
- Norton, L. S. (2008). *Action Research in Teaching and Learning: A Practical Guide to Conducting Pedagogical Research in Universities*, Routledge.
- Pandey, K. P. (2010). *Action Research in Education*, Vinod Pustak Mandir.
- Pandey, K.P. (2008). *Fundamental of Educational Research*, Varanasi: Vishwavidyalaya Prakashan.
- Raghavan, N. (2015). *Reflective Teacher: Case Studies of Action Research*, New Delhi: Orient Blackswan Private Limited.
- Stringer, E. (2007). *Action Research in Education*, Pearson.
- Valsa, K. (2005). *Action Research for Improving Practice a practical guide*, London: Paul Chapman Publishing, A SAGE Publications Company.
- Willis, J., W., & Edwards, C. (2014). *Action Research: Models, Methods, and Examples (Applied Research in Education and the Social Sciences)*, Information Age Publishing.

Part – A

Theory

1. The main themes under which the contents have to be studied are :-
 - (i) Prose and Poetry
 - (ii) Grammar
 - (iii) Translation: Tibetan to English & English to Tibetan
 - (iv) Composition
 - (v) Methods of teaching Tibetan
 - (vi) Direct and pattern practice method of teaching Tibetan to lower classes as compared with the Translation Method, their relative merits and possibilities of combination.

Contents

Unit – I:

1. Aims of teaching a classical language; their application to Tibetan. Contrast and comparison with the aims of teaching Indian language such as Hindi/Sanskrit and a foreign language specially English. The importance of Tibetan in India. Its cultural, practical, literary and linguistic value.
2. The place of Tibetan in the school curriculum; the stage at which its teaching may be undertaken; its place at different stages.
3. The traditional method of teaching Tibetan: Emphasis on the study of the text and its commentaries.

Unit II:

1. **Reading:** The value of reading, pronunciation, enunciation and recitation, etc.
 - (a) **Silent Reading:**- Its aims; how to make it effective: how to give the necessary training to boys; how to test comprehension and speed in silent reading. Comparison with silent reading in the mother tongue,
 - (b) **Oral Reading:**- Its aims, social and other values: Essentials of good oral reading: Common errors in oral reading and how to remove them.
2. **Interpretation:**- Various devices-definition. Direct Association, Illustration, Exposition.
3. **Appreciation:**- Aims and development of literary appreciation. Its special place in the teaching of poetry. How to lead the students to appreciate. Alankaras, Chhandas and Rasas, Need for memorization.

4. **Conversation:-** Its importance. The importance of repetition, word-combination and drilling. The use of picture, drama and play methods.

Unit – III:

1. **Poetry:-** Aims and methods of teaching poetry of different kinds. Recitation to inculcate interest in the learning of Tibetan.
2. **Prose:-** Aims and methods of teaching prose, old and new.
3. **Grammar and' Phonetics:-** Special importance of grammar in the teaching of Tibetan: Aims and methods of teaching Grammar. Inductive and Deductive methods of teaching Grammar. The requirements at different stages. The traditional method. The sound system of Tibetan language, a detailed study of their production, their representation, appropriate symbols, the alphabet.

Unit – IV:

1. **Translation:-**Method and use of teaching translation.
2. **Composition :-** Aims and objectives of teaching composition; various forms to suit different stages; oral and written procedure of teaching composition; picture composition, story reproduction, letter writing and original composition.
3. The selection of text books in Tibetan. Aims and objectives requirements of good text books at different stages.
4. The library and classroom. Their equipment and atmosphere. Juvenile literature in Tibetan.
5. Examination in Tibetan:-
The traditional method, Shastrartha, Modern Methods and New type tests-How far applicable to Tibetan.
6. The Tibetan Teacher:- His equipment-his knowledge of Tibetan Language and literature.
7. Co-curricular activities:- Debates and Kavi Goshthi.

PRACTICAL WORK

Compulsory

- (1) Practice in class teaching.
- (2) Ten essays on methods chosen by the students in consultation with the lecture counsellor embodying the results of supervised study and classroom experience.
- (3) Collection of useful idioms, proverbs and sayings (Subhashitas).
- (4) Preparation of Albums for collecting pictures for illustration, etc.

Optional

The pupil teachers should be required to do one of the following:-

1. Preparation of an Anthology of 200 verses (slokas) properly graded for the students of various stages.
2. Collection of 20 Kathas or writing of 15 model compositions suitable to the needs or standards of students at different stages.

Evaluation

The course content will be of 3 credits which are equivalent to 75 marks. Out of this 70% marks will be for summative evaluation (final exam) and rest 30% marks will be awarded on the basis of sessional work.

PERSONALITY DEVELOPMENT-IV

Credits: 2

Becoming a good teacher as well as a good human being.

- Communication skills training.
- Simulations – Role playing and various other techniques.
- Experiential learning.
- Teacher – taught relationship.

SEMESTER – V

P501: Educational Technology

Credits: 4

Objectives

The student teachers will be able to:-

1. Develop a total perspective of the role of technology and information science in modern educational practices.
2. Make various technological applications available for improving instructional practices.
3. Acquire knowledge about different aspects of teaching and communication process.
4. Acquire information about innovation in Educational Technology.
5. Learn skills required for effective instruction.

Contents

Unit I: Concept of Educational Technology and Information Technology

- (a) Concept, Nature and Scope of Educational Technology; Difference between Technology in Education and Technology of Education
- (b) Approaches of Educational Technology- Hardware, Software and System Approach.
- (c) Applications of Educational Technology in improving theory and practices of education.
- (d) Concept and significance of Information Technology.
- (e) Different types of network: LAN, WAN, E- mail, Internet and World Wide Web.

Unit II: Teaching and Communication Technology

- (a) Meaning, principles, levels and phases of teaching.
- (b) Concept, process, principles and barriers of communication.
- (c) Classroom Communication (Verbal and Non- Verbal).
- (d) Systematic observation of classroom interaction: FIAC- encoding and decoding procedures.

Unit III: Models of Teaching & Instructional Strategies

- (a) Concept, elements and needs of a teaching model.
- (b) Classification of Teaching Models, Glaser's basic teaching model, Bruner's concept attainment model.
- (c) Instructional Strategies- Group discussion, Brainstorming, Tutorial and Role Playing.

Unit IV: Innovation in Educational Technology and Modification of Teaching Behavior

- (a) CAI, Teleconferencing and Language Laboratory.
- (b) Microteaching and Simulation.
- (c) Programmed learning: psychological basis, principles and types- linear, branching and mathematics.

Assignment

Preparation of a linear or branching type of programming as instructional material in the relevant teaching subject.

Transactional Strategies

The course content will be implemented through lectures, discussions, laboratory sessions, demonstrations and multimedia presentations.

Evaluation

The course content will be of 4 credits which are equivalent to 100 marks. Out of this 70% marks will be for summative evaluation (final exam) and rest 30% marks will be awarded on the basis of sessional work.

Readings

- Cleary, A. (1976). Educational Technology, New Delhi: Wiley & sons.
- Cohen, L., et al. (2004). Guide to Teaching Practice, Routledge.
- Ellington, H. (2005). Handbook of Educational Technology, Kogan Page India Private Limited.
- Hope, G. (2004). Teaching Design and Technology 3-11: The Essential Guide for Teachers, Continuum International Publishing Group Ltd.
- Hota (1996). Communications, New Delhi, India: IGNOU.
- Jeanine, M., & Donk, T. (2007). Models of Teaching: Connecting Student Learning With Standards, SAGE Publications Inc.
- Joyce & Bruce R (2008). Models of Teaching, Prentice Hall India Learning.
- Kumar, K.L. (2008). Educational Technology-A Practical Textbook for Students, Teachers, Professionals and Trainers, Delhi: New Age International Publisher.
- Kyriacou, (2015). Effective Teaching in Schools Theory and Practice, Oxford University Press.

- Kyriacou, C. (2014). Essential Teaching Skills, Oxford University Press
- Mordechai, G., & Thomas, O.B.V. (2007). Bridging Theory and Practice in Teacher Education, Rotterdam, Netherlands: Sense Publishers.
- Mukhopadhyay, M. (Ed). (2004). Educational Technology: Knowledge Assessment, Shipra Publications.
- Pandey, K.P. (2007). A First Course in Instructional technology, Delhi: Amitash Prakashan.
- Pandey, K.P. (2007). Technology of Programmed Instruction, Delhi: Amitash Prakashan,
- Pathak, R. P., & Chaudhary (2011). Educational Technology, Pearson Education Private Limited.
- Radha, (2011). Teacher Education, Prentice Hall India Learning Private Limited.
- Rao, V.K. (2005). Instructional Technology, New Delhi: APH Publishing.
- Sharma, Y. K (2004). Fundamental Aspect of Educational technology, Delhi: Kanishka publishers.

P502: Teaching Subject 1

Credits: 3

The student teacher shall select any two subjects as their **1st teaching subject** (In 5th Semester) and **2nd teaching subject** (In 6th Semester) from their respective elective subjects opted.

Method of Teaching Physical Science
 Method of Teaching Mathematics
 Method of Teaching Life Science
 Method of Teaching Social Science
 Method of Teaching History
 Method of Teaching Geography
 Method of Teaching Civics
 Method of Teaching Economics
 Method of Teaching English
 Method of Teaching Hindi
 Method of Teaching Sanskrit
 Method of Teaching Tibetan History

Method of Teaching Physical Science

Maximum Marks: 100
Theory: 70
Internal Assessment: 30
Credits: 04

Objectives

The student-teacher will be able to

- familiarize themselves with nature of science and objectives of teaching of Physical science at school level.
- understand the importance of physical science in school curriculum.
- plan instructions effectively for teaching of physical science.
- know and apply various techniques / approaches for teaching the contents of physical science.
- evaluate students' performance effectively with appropriate evaluation techniques.

Contents

Unit-I Critical Review of the School Level Curriculum in physical Science

- A critical review of the school level curriculum in physical science, content analysis in terms of concepts and principles: Their pedagogic implications.
- Aims and Objectives of teaching physical science.
- Physical Science curriculum – its significance at secondary level.
- Formulation of specific objectives in behavioral terms.
- Curriculum and Textbooks – Meaning, nature, principle.

Unit-II Approaches and Methods of Teaching physical Science

- Enquiry and problem solving approach.
- Lecture-cum demonstration method.
- Laboratory method.
- Project method.
- Heuristic method.
- Constructivist approach.
- Qualities of a Good Science Teacher.

Unit-III Planning and Designing the effective Instructions in Physical Science

- Planning for instructional process – need, advantages and strategies.
- Lesson planning –design, approaches & writing the lesson plan/unit plan.
- Preparation and use of teaching aids and computer assisted learning.
- Use and management of science laboratory.

Unit-IV Evaluation in Physical Science

- Evaluation and assessment-concept and importance in physical science.
- Techniques of assessment for theory and practical.
- Construction of achievement test in physical science.
- Monitoring of learners' progress through CCE.
- Diagnostic tests and remedial measures in physical science.

Assignment

The student teachers will be asked to prepare teaching aids/ charts/ models pertaining to the topics as given by the respective subject teachers.

Transactional Strategies

The course content will be transacted through practicum, discussion, interactive lectures and extensive use of demonstrations.

Evaluation

The course content will be of 100 marks. Out of these 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Das, R.C. (1985), Science Teaching in Schools, New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal, S.K. (1995), Teaching of Physical and Life Science, New Delhi: Avg Book Depot, Karol Bagh.
- Sharma, R.C. (1995), Modern Science Teaching, Delhi: Dhanpat Rai & Sons.
- Sharma, R.C. (1990), Modern Science Teaching, New Delhi: Dhanpat Rai & Sons.
- Thurber & Collette, Teaching Science in Today's School.
- Thurber, W.A. & Collette, A.T. (1967), Teaching Science in Today's Secondary Schools, New Delhi: Prentice Hall of India Pvt. Ltd.

Method of Teaching Mathematics

Maximum Marks: 100
Theory: 70
Internal Assessment: 30
Credits: 04

Objectives

The course will enable the student teachers to:

- understand the nature of mathematics as a discipline.
- use appropriate strategies for teaching of mathematics at school level.
- design assessment tools for measuring learning outcomes in maths.
- organize remedial teaching for difficult spots in mathematics at school level.

Content

Unit-I Mathematics Syllabus as Prescribed at School Level

- Mathematics syllabus as prescribed at school level and its analysis with the intent of understanding the logical structures & their pedagogic implications.
- Aims and objectives of teaching Mathematics.
- Integration of Mathematics with other subjects.
- Principles of curriculum construction.

Unit-II Instructional Strategies in Teaching Mathematics

- Inductive, deductive approach.
- Analytic and synthetic approach.
- Heuristic and project approach.
- Graded assignments in Mathematics.
- Problem solving.

Unit-III Organization of Teaching Mathematics and related Problems

- Developing objectives of teaching mathematics in behavioral terms.
- Preparation of a lesson plan/unit plan.
- Selecting appropriate instructional strategies and teaching aids related to various topics included in secondary education in the following areas:

Teaching of Arithmetic (Commercial Maths), teaching of Algebra (sets, relation, functions and algebraic identities), teaching of Geometry (Congruent and Similar triangles), teaching of Trigonometry (Heights and Distance), teaching of Basic Statistics (Measures of Central Tendency), teaching of Mensuration (Surface areas and volumes of solid figures).

- Mathematics club.

Unit-IV Evaluation in Mathematics

- Concept of measurement and evaluation in Mathematics.
- Evaluation Techniques in Mathematics.
- Summative and Formative Evaluation.
- Comprehensive and continuous evaluation (CCE).
- Construction of tests in Mathematics.

Assignment

The student teachers will prepare teaching aids/ charts/ models pertaining to the following topics or topics: Teaching of Arithmetic (Commercial Maths), teaching of Algebra (sets, relation, functions and algebraic identities), teaching of Geometry (Congruent and Similar triangles), teaching

of Trigonometry (Heights and Distance), teaching of Basic Statistics (Measures of Central Tendency), teaching of Mensuration (Surface areas and volumes of solid figures).

Transactional Strategies

The course content will be transacted through specially prepared modular material/text books in math, discussion, demonstrations and interactive sessions.

Evaluation

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Agarwal, S.M. Teaching of Modern Mathematics, Delhi: Dhanpat Rai and Sons.
- Butler and Wren. The teaching of Secondary Mathematics, New York: McGraw Hill Book Company.
- Davis David, R. (1960). Teaching of Mathematics, Addison Wesley Publications.
- Dharambir & Agrawal, V.N. The Teaching of Mathematics in India.
- Ediger, Marlow (2004). Teaching Math Successfully, Discovery Publication.
- Fraser Cillam (1971). The Principle of Objective Testing in Mathematics.
- James, Anice (2005). Teaching of Mathematics, Neel Kamal Publication.
- Kapur, S.K. (2005). Learn and Teach Vedic Mathematics, Lotus Publication.
- Kulshreshtha, S.P. Teaching of Mathematics, Meerut: R. Lal and Sons.
- National curriculum framework (2005). New Delhi: NCERT. National curriculum framework for teacher education (2009). New Delhi: NCERT.
- National curriculum framework for teacher education (2000). New Delhi: NCERT.
- Prabhakaran, K.S. Concept attainment model of Mathematics teaching, Discovery Publications.
- Rechar Copelard (1975). How Children Learn Maths: Teaching Implications of Piaget's Research, Macmillan: New York.
- Richard Courant & Herbert Robbins (1941). What is Mathematics, Fai Lawn: Oxford University press.
- Shultz. The Teaching of Mathematics.
- Sidhu, Kulbir Singh. The Teaching of Mathematics, Delhi: Sterling Publishers Private Limited.
- Tyagi, S.K. (2004). Teaching of Arithmetic, Commonwealth Publications.

Method of Teaching Life Science

Maximum Marks: 100
Theory: 70
Internal Assessment: 30
Credits: 04

Objectives

The course will enable the prospective student teachers to:

- understand nature and scope of life science.
- explain the aims and objectives of teaching life science.
- teach through various approaches of teaching-learning life science.
- develop competency in teaching secondary level life science.
- demonstrate skills as required for practical works in laboratory.
- use various teaching strategies in Life Science.

Content

Unit-I Critical Study of the School Level Syllabus prescribed for Life Science

- A critical study of the school level syllabus prescribed for life science in schools: Content analysis in terms of concepts.
- Application and significance of life science.
- Life science as an integrated area of study.
- Aims of teaching life science at secondary stage.
- Instructional objectives of teaching life science.
- Formulation of specific objectives in behavioral terms.

Unit-II Planning and Instructional Strategies in Life Science

- Developing a Unit and Lesson plans.
- Demonstration Method.
- Lecture Method.
- Laboratory Method.
- Heuristic Method.
- Problem Solving Method.
- Project Method.
- Use of Audio Visual aids and importance of laboratory.
- Competencies associated with laboratory techniques.

Unit-III Curriculum, Text Books and use of ICT in Life Science

- Place of Life Science in School Curriculum.
- Life Science as a component of Integrated Science at Secondary Level.
- Principles of constructing a Life Science curriculum.
- Textbooks in Life Science, its need and use, evaluation of textbooks in Life Science.
- Computer assisted learning in Life Science.

Unit-IV Evaluation

- Concept of measurement and evaluation in Life Science.
- Evaluation Techniques in Life Science.
- Summative and Formative Evaluation.
- Comprehensive and continuous evaluation (CCE).
- Construction of tests in Life Science.
-

Assignment

The student teachers will be asked to prepare teaching aids/ charts/ models pertaining to the topics as given by the respective subject teachers.

Transactional Strategies

The course content will be transacted through visits to local places for identification of academic resources, lectures, discussion, laboratory work, extensive use of demonstrations and interactive sessions.

Evaluation

The course content will be of 100 marks. Out of these 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Bremmer, Jean (1967), Teaching Biology, London: Macmillan.
- Heller, R. (1967), New Trends in Biology Teaching, Paris: UNESCO.
- NCERT (1969), Improving Instructions in Biology, New Delhi.
- Novak, J.D. (1970), The improvement of Biology Teaching Modern Science Teaching, Delhi: Dhanpat Rai & Sons.
- Sharma, R.C. (1975), Modern Science Teaching, Delhi: Dhanpat Rai & Sons.
- Vaidya, N. (1971), The Impact of Science Teaching, New Delhi: Oxford and IBH Publication Co.
- Watson, N.S. (1967), Teaching Science Creativity in Secondary School, London: U.B. Saunders Company.

Method of Teaching Social Science

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

The course will enable the student teacher to:

- understand the nature and scope of social science as a discipline.
- explain the aims and objectives of teaching social science.
- use various approaches and instructional strategies in teaching social science.
- prepare suitable test in social science and organize remedial teaching.
- apply appropriate evaluation techniques in social science.

Content

Unit-I Critical Study of the School Level Syllabus for Social Science

- A critical study of the school level syllabus as prescribed for social science: content and concept analysis with pedagogic implications.
- Meaning and nature of Social Science.
- Development and scope of Social Science.
- Approaches to the study of Social Science.
- Aims and objectives of teaching Social Science.
- Writing specific objectives of teaching social science in behavioral terms.

Unit-II Approaches and Methods of Teaching Social Science

- Enquiry and problem solving approach.
- Lecture-cum demonstration method.
- Story telling approach.
- Project method.
- Discovery approach.
- Constructivist approach.

Unit-III Planning and Designing the effective Instructions in Social Science

- Planning for instructional process – need, advantages and strategies.
- Lesson planning –design, approaches & writing the lesson plan and unit plan.
- Preparation and use of teaching aids and computer assisted learning.
- Excursions and field trip.

Unit-IV Evaluation

- Concept of measurement and evaluation in Social Science.
- Evaluation Techniques in Social Science.
- Summative and Formative Evaluation.
- Comprehensive and continuous evaluation (CCE).
- Nature and construction of tests in Social Science.

Assignment

The student teachers will be asked to prepare teaching aids/ charts/ models pertaining to the topics as given by the respective subject teachers or prepare a project on historical/geographical study of a place of local importance.

Transactional Strategies

The course content will be transacted through lectures, discussion, field interactions, extensive use of demonstrations and interactive presentations.

Evaluation

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Bining, A.C. And Bining, D.H. (1952), Teaching the Social Studies in Secondary School, N.Y.: McGraw Hill Book Company.
- Choudhary, K.P. (1975), The effective Teaching of History in India, New Delhi: NCERT.
- DhanijaNeelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House.
- Dixit and Bughela, H. (1972), ItihasShikshan, Jaipur: Hindi Granth Academy.
- Fenton, Edwin (1967), The New Social Studies, New York: Ho Rinehart, Winston, Inc.
- Kochar, S.K. (1963), The Teaching of Social Studies, Delhi: University Publishers.
- Mofatt, M.R. (1955), Social Studies Instruction, New York: Prentice Hall.
- Mouley, D.S. Rajput Sarla & Verma, P.S. (1990) NCERT (1968), Nagrik Shastra Shikshan, National Curriculum for Primary & Secondary Education: A Frame Work, Revised Version, New Delhi: NCERT.
- NCERT, (1998), Guidelines and Syllabi for Secondary Stage (Class IX, X), New Delhi: NCERT.
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- Wuillen, I.J. & Hanna, L.A. (1943), Education for Social Competence, Curriculum Sc Instruction in Secondary School Study. Chicago: Scott, Froeman& Co.

Method of Teaching History

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

To enable the student teachers to:

- understand the nature, scope and importance of learning history at secondary level.
- formulate the aims and objectives of teaching history at secondary stage.
- develop knowledge about the basic principles governing the construction of history curriculum and develop the ability to organize co-curricular activities for promoting history learning.
- develop classroom skills needed for applying different methods and approaches of teaching history at the secondary stage.
- develop the skill to plan for effective instructional design and use of instructional support materials.

Contents

Unit-I School Level Curriculum in History

- A critical survey of the school level curriculum in history: The content and its relevance, Interdisciplinary perspectives in history as a subject of study.
- Aims and objectives of teaching history at the secondary stage.
- Importance of the study of history with reference to national integration and international understanding.

Unit-II Curriculum Approaches and Methods

- Meaning and definition of curriculum: Principles of designing a school level history curriculum.
- Different approaches to organizing history curriculum.
 - (i) Chronological
 - (ii) Topical
 - (iii) Concentric
- Methods of teaching history: Storytelling, Problem Solving, Project Methods, Socialized recitation and Source Method.

Unit-III Co-curricular Activities and History Teacher

- Types and importance of organizing co-curricular activities.
- Organizing co-curricular activities through history teaching- excursions, dramatization and visit to museum.
- Qualities and functions of history teacher.

Unit-IV Planning and Designing of Instructional Material and Evaluation

- Lesson plan- Designing of lesson plans and unit plans: format and structure.
- Instructional Material-
 - (i) Black board, maps, graphs, charts, models, slides.
 - (ii) Slide projector, epidiascope, Tape recorder, radio, Television and use of ICT.
- Concept, types and techniques of Evaluation for learning outcomes in history at school level.

Assignment

Historical study of a place of local importance.

Transactional Strategies

The course content will be transacted through lectures, discussion, field trip, extensive use of demonstrations and interactive sessions.

Evaluation

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Ballard Martin (1970);-'New Movement in the study of teaching of history':Western printing service, London.
- Burston, W.H. (1963); 'Principles of history teaching': Methuen Education Limited, London.
- Carr E.H. (1962); 'What is History?': Macmillan and Company, London.
- Choudhary K.P. (1975); 'Effective teaching of history in India': NCERT, New Delhi.
- Hill C.P.(1953); 'Suggestions on the Teaching of History':UNESCO, Paris.
- Incorporated Association (1975); 'The teaching of history in Secondary School': Cambridge University Press, London.
- Kochhar S.K. (1967); 'Teaching of history': Sterling Publisher Pvt. Ltd., New Delhi.
- Ram S. (2005); 'Teaching of History': Commonwealth Publishers, New Delhi.
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- Vageshwari R.A. (1973); 'Handbook for history teachers': Allied Publishers, New Delhi.

Method of Teaching Geography

Maximum Marks: 100
Theory: 70
Internal Assessment: 30
Credits: 04

Objectives

The course will enable the prospective student teachers to:

- understand the nature and scope of geography.
- explain the aims and objectives of teaching geography.
- use various approaches to organizing teaching-learning systems in geography.
- develop competencies for teaching secondary level geography.
- demonstrate map reading skills and other allied exercises in laboratory.
- use teaching strategies for organizing co-curricular activities in Geography.

Contents

Unit-I Critical Review of the School Level Syllabus of Geography

- A critical review of the school level syllabus of geography: Structure and the Concepts emphasized.
- Geography as study of spatial relationship and spatial organization.
- Aims and objectives of teaching geography.
- Writing behavioral objectives for geography teaching.

Unit-II Approaches to Teaching Geography

- Expository approach, Storytelling and Regional Method.
- Discovery approach.
- Project method.
- Individualized instruction.
- Map reading skills.

Unit-III Transactional Strategies

- Preparation of lesson plans.
- Preparation of unit plans.
- Teaching aids, designing a geography laboratory and co-curricular activities, excursion.
- Bulletin board and Geography club.
- Geography exhibition.
- Use of community resources.

Unit-IV Evaluation

- Concept of measurement and evaluation in Geography.
- Summative and Formative Evaluation.
- Comprehensive and continuous evaluation (CCE).
- Developments of test items: essay, short answer type and objective types.
- Diagnostic testing and its use for remedial teaching.

Assignment

The student teachers will be asked to prepare a project on the geographical location and features of Varanasi or other places of geographical importance and submit a report thereon.

Transactional Strategies

The course content will be transacted through lectures, discussion, and extensive use of demonstrations, field trips, excursions and interactive sessions.

Evaluation

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Arora K.K. (1976), The Teaching of Geography, Jalandhar: Prakash Brothers.
- Broadman, David (1985), New Directions in Geography Education, London: Philadelphia, Fehur press.
- Chorely R.J. (1970), Frontiers in Geography Teaching, London: Mathews and Co. Ltd.
- Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House.
- Graves N. G. (1982), New Source Book for Geography Teaching, London: Longman the UNESCO press.
- Hall David (1976), Geography and Geography Teacher, London: Unwin Education Books.
- Huckle J. (1983), Geography Education Reflection and Action, London: Oxford University Press.
- Leong, Goh Chey(1976), Certificate of Human and Physical Geography, Singapore: Oxford University Press.
- Morrey D.C. (1972), Basic Geography, London: HienManns Education Book Ltd.
- UNESCO, New Source Book for Teaching of Geography.
- Verma J.P. (1960), Bhugol Adhyhan, Agra: Vinod PustakMandir.
- Verma O.P. (1984), Geography Teaching, New Delhi: Sterling Publication Ltd.

Method of Teaching Civics

Maximum Marks: 100
Theory: 70
Internal Assessment: 30
Credits: 04

Objectives

The Student teacher will be able to:

- understand the concept, nature and scope of civics.
- understand the aims and objectives of teaching civics.
- understand the principles of curriculum development & characteristics of a good text book.
- apply appropriate methods and techniques of teaching civics.
- develop competencies in teaching civics.
- use different instructional materials for effective teaching of civics.
- acquire knowledge of various evaluation procedures.

Contents

Unit-I Content of Civics at School Level

- A Critical study of the content and its interdisciplinary perspectives at school level.
- Development of the content in a historic perspective.
- Implications of the content structure for effective pedagogy.

Unit-II Objectives, Methodology and Approaches

- Objectives of teachings civics at school level: Formulating objectives in behavioral terms; methodology and approaches for teaching Civics: Direct Vs. Indirect: teacher presentations, monologic, dialogic, discussions, inquiry approach, project approach, seminar & quiz.

Unit-III Planning and Instructional Aids

- Lesson Planning – Formats & structure.
- Unit Planning – Formats & structure.
- Instructional Aids – Meaning, Importance & Precautions. Use of aids in Civics teaching – Black Board, Charts, Model, Pictures, OHP, Radio & TV and ICT.

Unit-IV Assessment of Learning Outcomes

- Concept of Testing, Measurement, Evaluation & Assessment.
- Assessment of Learning Outcomes in Civics – Oral, Written & Performance Tests.
- Various Types of Tests – Objective, Short Answer & Essay type, their characteristic, developments, merits & demerits.

Assignment

Preparing a plan to develop democratic attitude among the prospective teachers.

Transactional Strategies

The course content will be transacted through Lectures, Discussions, Interactive Sessions, Presentations, Tutorials and Brainstorming Sessions.

Evaluation

The course content will be of 100 marks. Out of this 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Agarwal, J.C.(2006); ‘Teaching of Social Studies’: Vikas Publishing House, New Delhi.
- Baghela H.(2007); ‘Teaching of Civics’: Rajasthan Hindi Granth Academy, Jaipur.
- Bining and Bining(1952); ‘ Teaching Social Studies in Secondary Schools’: Mc Graw Hill Company, New York.
- Gupta R.(2007); ‘Teaching of Social Studies’: Jagdamba Book Centre, New Delhi.
- Kochhar, S.K.(2004); ‘ Teaching of Social Science’: Sterling Publishers Pvt. Ltd., New Delhi.
- Sharma S.D.(2009); ‘Teaching of Civics’:Agrasen Shiksha Prakashan, Jaipur.
- Wesley, E.B. and Wronski, S.B.(1958); ‘ Teaching of Social Studies in High School’: D.C. Health and Co., Boston.
- Yadav N.(2007); ‘Teaching of Civics and Political Science’: Anmol Publications Private Limited, New Delhi.
- Yagni, K.S.(1996); ‘ Teaching of Social Studies in India’: Longman, Bombay.

Method of Teaching Economics

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

The student teachers will be able to:

- formulate 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.
- develop the ability to organize group activities and projects in the subject.
- gain competence in the use of various methods of teaching economics.
- acquire necessary skills for the use and preparation of teaching aids and instructional materials in economics.
- prepare unit plan, lesson plan and related teaching learning strategies.
- review the text book of economics

Contents

Unit-I School Level Curriculum in Economics

- A critical analysis of the content from pedagogic perspective: inter-disciplinary basis of the subject of economics at school level.
- Aims and objectives of teaching Economics at various levels.
- Instructional objectives: Writing objectives in behavioral terms.

Unit-II Methodology and Planning for Effective Pedagogy of Economics

- Methodology and planning for Effective pedagogy of Economics.
- Teaching techniques- explanation, illustration, question and response technique.
- Lesson Plan- (i) Concept and importance.
(ii) Various approaches to lesson planning.

Unit-III Curriculum and Text Book

- Principles of designing curriculum for teaching Economics: Assessing the Congruence between content and objectives of teaching economics at the school level.
- Evaluation of text-books in Economics at the school level:
 - (i) Criteria of goods text-books.
 - (ii) Assignments, Exercises, Glossary and Summary in the text.
 - (iii) Qualities and functions of Economics teacher in changing world perspective.

Unit-IV Instructional Material and Evaluation in Economics

- Instructional materials- Black-board, Maps, Graphs, slides & Transparency, Audio-visual aids, Slide Projector, Overhead Projector etc.
- Concept, Purpose and Importance of evaluation in teaching of economics.
- Different type of tests, their merits and limitation (Essay type, short answer and objectives type).

Assignment

Review of a text-book at school level.

Teaching Strategies

The content will be transacted through lecture cum discussions, tutorials, and brainstorming and demonstration sessions.

Evaluation

The course content will be of 100 marks. Out of these 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work/assignment/unit tests.

Readings

- Bining and Bining(1952); ‘ Teaching of Social Studies in Secondary Schools’: Mc Graw Hill Book Company,New York.
- Hussain N(1988); ‘Teachers Manual in Economics’: Published by Regional College of Education, Ajmer.
- Pandey, K.P. and Srivastava J.P.(2009);‘Teaching of Economics’, Vishwavidyalaya Prakashan, Varanasi.
- Saxena N.(2007); ‘Economics Teaching’: Rajasthan Hindi Granth Academy, Jaipur.
- Sharma K.(2003); ‘Teaching of Economics’ :Common Wealth Publishers, New Delhi.
- Sharma S.R.(2008); ‘Economics Teaching’: Arjun Publishing House, New Delhi.
- Siddiqui Mujibul Hasan(1997); ‘ Teaching of Economics’: Ashish Publishing House, New Delhi.
- Singh R.(2009); ‘Teaching of Economics’:R.Lall Book Depot, Ajmer.
- Tiwari D.(2006); ‘Methods of Economics Teaching’: Crescent Publishing Corporation, New Delhi.

Method of Teaching English

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Credits: 04

Objectives

The student teachers will be able to:

- acquire the skills of listening, speaking, reading and writing for effective teaching of English at different school stages.
- formulate the objectives of teaching English as second language.
- use the principles of language teaching at school level.
- critically review different approaches and methods of teaching English as a second language.
- put to use various techniques of testing and evaluation in English as a second language and conduct remedial teaching whenever considered essential.

Contents

Unit-I English Syllabus prescribed at School Level

- (a) A brief review of English syllabus as prescribed at school level and its content analysis with pedagogic implications.
- (b) Nature of English language including that of language.
- (c) Principles of language learning.
- (d) Some specific features of English language.
- (e) Aims and objectives of teaching English at junior and senior levels.

Unit-II Foundations of Language Learning and Teaching with reference to English as a Second Language

- (a) Principles of language teaching.
- (b) English phonology: segmental and supra segmental phonemes in English.
- (c) English morphology: Inflectional and Derivational morphemes.
- (d) English Syntax; Kernel sentences: Derived sentences: Rules of formation and derivation in English language.
- (e) English vocabulary: Content and function words.

Unit-III Approaches, Methods and Techniques of Teaching English as a Second Language

- Some important approaches to the teaching of English: Audio- lingual (structural) and cognitive code approaches, Direct method, Mimicry- memorization method, pattern practice method and bilingual method.

- Four fundamental skills in learning of English: listening, speaking, reading and writing: Procedures for teaching them: Basic practice activities- substitution, replacement, transformation, expansion, reduction, integration and progressive replacement.
- Teaching of prose, poetry, grammar and composition in English language: procedures and devices used in teaching.
- Materials & techniques of instruction to be used in classrooms: the picture file, charts, flash cards or word cards, the pocket chart, the flannel board, games, real objects, the record player, the language laboratory, filmstrips, films, radio, television: programmed instruction.

Unit-IV

- Why, when, how and what of testing in English language learning.
- Testing knowledge of the sound system, grasp of structure and knowledge of vocabulary.
- Developing an attainment test of objective type items in English and estimating its reliability and validity.
- Using tests for organizing remedial instruction.

Assignment

The student teachers will be asked to prepare teaching aids/ charts/power point presentations etc. pertaining to the topics as given by the respective subject teachers

Transactional Strategies

The course- content will be transacted through lectures, discussion, demonstrations, presentations and interactive sessions.

Evaluation

The course content will be of 100 marks. Out of these 70 marks is for summative evaluation (final exam) and rest 30 marks will be awarded on the basis of sessional work assignment/unit tests.

Readings

- Bansal, R.K. and Harrison, J.B.(1972); ‘Spoken English for Indians’: Orient Longman Limited, Madras.
- Baruah, T.C. (1985); ‘The English Teachers' Handbook’: Sterling Publishing Pvt. Ltd., New Delhi.
- Bright and McGregor (1975); ‘Teaching English as Second Language’: Longman Group, United Kingdom.
- Brumfit, C.J. (1984); ‘Communicative Methodology in Language Teaching’: C.U.P., Cambridge.
- Gimson A.C. (1980); ‘An Introduction to the Pronunciation of English’: Edward Arnold, London.
- Hornby A.S. (1998); ‘Guide to-Patterns and Usage in English’: Oxford University Press, London.
- Lado Robert (1971); ‘Language Teaching’: Tata McGraw Hill Publishing House, New Delhi.
- Paliwal A.K. (1978); ‘English Language Teaching’: Surbhi Publication, Jaipur.
- Palmer, H.L. (1965); ‘The Principles of Language Study’: Oxford University Press, London.

- Pandey, K.P. and Bhardwaj Amita (2008); 'Teaching of English as a second language': Vishwavidyalaya Prakashan, Varanasi.
- Quirk, Randolph and Greenbaum (1973); 'A University Grammar of English': London.
- Richards J.C. and Rodgers (2001); 'Approaches and Methods in Language Teaching': Cambridge University Press, Cambridge.

हिन्दी शिक्षण

पूर्णकः 100

सैद्धान्तिकः 70

आंतरिक मूल्यांकनः 30

क्रेडिटः 04

उद्देश्य

1. भाषा-संरचना में हिन्दी भाषा के तत्वों का ज्ञान कराना।
2. श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान कराना।
3. माध्यमिक स्तर के लिए निर्धारित पाठ्यक्रम एवं पाठ्य पुस्तक-विश्लेषण एवं समीक्षा की कुशलता का विकास करना।
4. हिन्दी भाषा-शिक्षण प्रणालियों के उपयोग में प्रवीणता लाना।
5. हिन्दी की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण की संस्थितियों का ज्ञान कराना।
6. हिन्दी भाषा-शिक्षण में दृश्य-श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान कराना।
7. हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विधियों से परिचित कराना।
8. प्रश्न-पत्र के निर्माण की कुशलता विकसित करना।
9. 'निदानात्मक' एवं 'उपचारात्मक' परीक्षण में कुशलता लाना।

इकाई-प्रथम-विद्यालय स्तर पर निर्धारित हिन्दी पाठ्यक्रम

1. विद्यालय स्तर पर निर्धारित हिन्दी विशय के पाठ्यक्रम का समीक्षात्मक विष्लेषण एवं उसका षैक्षणिक निहितार्थ
2. भाषा का वैज्ञानिक स्वरूप - वाक्य विचार की दृष्टि से वर्ण-विचार, शब्द-विचार, पर्यायवाची, तत्सम, तदभव, षिक्षण हेतु अपेक्षित युक्तियाँ।
3. भाषा कौशल के विकास हेतु निम्नांकित पक्षों के स्वरूप का अंकन एवं शिक्षण (क) श्रवण (ख) उच्चारण (ग) वर्तनी (घ) वाचन (ङ) अभिव्यक्ति (मौखिक एवं लिखित)
4. हिंदी के 'ध्वनि-विज्ञान' एवं 'रूप-विज्ञान' में व्यावहारिक प्रषिक्षण (पांच सत्रों में)
5. भाषायी पाठ्यक्रम निर्माण का सिद्धान्त।
6. पाठ्यक्रम स्तरीय पाठ्यपुस्तकों का विश्लेषण सिद्धान्त।
7. माध्यमिक स्तर के पाठ्यक्रम एवं पाठ्यपुस्तकों का विश्लेषण एवं उसकी समीक्षा।

इकाई-द्वितीय-पाठ योजनाएँ एवं शिक्षण विधियाँ

1. कक्षा अध्यापन के सामान्य सिद्धान्त
2. भाषा शिक्षण सम्बन्धी समस्याओं का चयन, विश्लेषण एवं समाधान
3. इकाई, दैनिक व सूक्ष्म पाठ योजनाएँ (माध्यमिक स्तर पर); उद्देश्य निर्माण के सिद्धान्त एवं प्रक्रिया।
4. षिक्षण विधियाँ

इकाई-तृतीय-हिन्दी की विभिन्न विधाओं का शिक्षण एवं दृश्य-श्रवण उपकरण

1. विभिन्न विधाओं का शिक्षण एवं उनमें अन्तर।
2. गद्य शिक्षण (व्यापक एवं गहन-पाठ के रूप में, द्रुत-पाठ के रूप में)
3. पद्य शिक्षण ('रस-पाठ' एवं बोध-पाठ के रूप में)
4. एकांकी शिक्षण (वाचिक, अभिनयात्मक रूप में)
5. कहानी शिक्षण (मौखिक रूप में)
6. व्याकरण शिक्षण (अनौपचारिक एवं व्यावहारिक शिक्षण रूप में)
7. रचना शिक्षण : मौखिक एवं लिखित रचना का कौशल विकास

इकाई-चतुर्थ-हिन्दी शिक्षण में दृश्य-श्रव्य उपकरणों का महत्व एवं उपयोग

1. हिन्दी शिक्षण में मूल्यांकन एवं नवाचार
 - (क) मूल्यांकन का अर्थ, महत्व एवं विशेषताएँ
 - (ख) पाठ्यान्तर्गत एवं पाठोपरान्त मूल्यांकन
 - (ग) प्रश्नों के विभिन्न प्रकार एवं रचना सम्बन्धी संस्थितियाँ
 - (घ) मूल्यांकन हेतु प्रश्न-पत्र का निर्माण
2. 'उपचारात्मक शिक्षा' एवं 'निदानात्मक परीक्षण' : अर्थ, स्वरूप महत्व एवं उपयोग
3. भाषा-शिक्षण में नवाचार

सत्रीय कार्य

1. हिन्दी भाषा में प्रयुक्त प्रचलित अन्य भाषाओं के शब्दों का सर्वेक्षण तथा प्रतिवेदन प्रस्तुत करना।
2. माध्यमिक स्तर की किसी एक पाठ्यपुस्तक की समीक्षा एवं संक्षिप्त प्रतिवेदन प्रस्तुत करना।
3. उच्चारण एवं वर्तनी सम्बन्धी अषुद्धियों के निवारण हेतु उपचारात्मक शिक्षण की पाठ योजना निर्मित करना।

मूल्यांकन

प्रस्तुत पत्र 100 अंकों का होगा जिसके अन्तर्गत 70 अंक लिखित परीक्षा एवं 30 अंक सत्रीय कार्य हेतु निर्धारित हैं।

संदर्भ साहित्य

1. डॉ० पाण्डेय रामशकल 2006 'हिन्दी शिक्षण', विनोद पुस्तक मंदिर, बाग मुज्जफर खं, आगरा।
2. लाल रमन बिहारी 2007 'हिन्दी शिक्षण', रस्तोगी प्रकाशन मेरठ-4
3. सफाया रघुनाथ 1956 'हिन्दी शिक्षण विधि', विनोद पुस्तक मंदिर, आगरा। पंजाब किताबघर, जालंधर
4. भाई योगेन्द्रजीत 2005 'हिन्दी भाषा शिक्षण', विनोद प्रकाशन आगरा
5. डॉ० शर्मा एस.आर. 2008 'भाषा शिक्षण', अर्जुन पब्लिशिंग हाउस, दरिया गंज, नई दिल्ली
6. डॉ० अग्रवाल एस. 2006 'हिन्दी शिक्षण', स्वाति प्रकाशन, जयपुर।
7. शर्मा बी.एल. 2008 'हिन्दी शिक्षण' सक्सेना बी.एम. यू.जी.सी. नईदिल्ली-2

Method of Teaching Sanskrit

पूर्णांक: 100

सैद्धान्तिक: 70

आंतरिक मूल्यांकन: 30

क्रेडिट: 04

उद्देश्य

1. माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा के व्याकरण की जानकारी एवं उनके प्रयोग में दक्षता का विकास करना।
2. ध्वनि विज्ञान एवं संस्कृत भाषा के सह सम्बन्ध को जानने की दक्षता का विकास करना।
3. संस्कृत भाषा शिक्षण के आधारभूत सिद्धान्तों का ज्ञान देना।
4. संस्कृत शिक्षण के उद्देश्यों का निर्धारण करना एवं उनके व्यावहारिक परिवर्तन हेतु प्रयास करना।
5. संस्कृत भाषा के विभिन्न कौशलों के पृथक् एवं समन्वित शिक्षण का विकास करना।
6. संस्कृत भाषा शिक्षण में दृष्य-श्रव्य सामग्री का सृजन एवं प्रयोग करना।
7. संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्न-पत्र निर्माण करना एवं कौशलाधारित परीक्षण करना।
8. संस्कृत भाषा की दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान एवं उपचारपूर्वक अध्यापन कर सकना।

इकाई-प्रथम-विद्यालय स्तर पर निर्धारित संस्कृत पाठ्यक्रम

1. विद्यालय स्तर पर निर्धारित संस्कृत विषय के पाठ्यक्रम का समीक्षात्मक विप्लेशन एवं वैश्विक निहितार्थ।
2. संस्कृत व्याकरण प्रयोग, अजन्त-हलन्त, शब्दरूप, सर्वनाम संख्यावाचक तिङन्तलकार, क्रिया, धातुरूप, कारक, विभक्ति, पुरुष, लिङ्ग, विशेषण, सन्धि, समास, उपसर्ग, प्रत्यय, वाच्य-प्रयोग।
3. संस्कृत ध्वनि विज्ञान तत्त्व- स्वर, व्यंजन, वर्णों के उच्चारण स्थान प्रत्यय अनुस्वार अनुनासिक बलाघात (शब्द एवं वाक्य) आरोहावरोह, लय तथा हिन्दी की ध्वनियों से तुलना एवं अन्तर।
4. संस्कृत भाषा की प्रकृति एवं शिक्षण के सिद्धान्त।
5. संस्कृत शिक्षण के उद्देश्य-
 - (क) उच्च प्राथमिक स्तर पर
 - (ख) माध्यमिक स्तर पर
 - (ग) उच्च माध्यमिक स्तर पर

इकाई-द्वितीय-भाषाई कौशल शिक्षण एवं सहसम्बन्ध, संस्कृत शिक्षण की विधाएँ एवं शिक्षण विधियाँ

1. भाषागत कौशल
 - (क) श्रवण कौशल
 - (ख) भाषण कौशल
 - (ग) पठन कौशल
 - (घ) लेखन कौशल
2. चारों कौशलों में सह-सम्बन्ध एवं समन्वयात्मक शिक्षण।
3. संस्कृत शिक्षण की विधाएँ एवं शिक्षण विधियाँ
 - (क) व्याकरण शिक्षण
 - (ख) गद्य शिक्षण
 - (ग) पद्य शिक्षण
 - (घ) नाटक शिक्षण
 - (ङ) कथा शिक्षण

- (च) संवाद शिक्षण
- (छ) रचना शिक्षण
- (ज) अनुवाद शिक्षण
- 4. उपर्युक्त विधियों का निम्नांकित दृष्टि से अध्ययन एवं प्रयोग-
 - (क) कक्षा, कक्ष, वातावरण और परिस्थितियाँ
 - (ख) मातृभाषा की भूमिका
 - (ग) शिक्षक, छात्र, पाठ्यपुस्तक तथा दृष्य-श्रव्य सहायक सामग्री की भूमिका
 - (घ) त्रुटियाँ एवं उपचारात्मक कार्य
 - (ङ) मूल्यांकन

इकाई-तृतीय-संस्कृत भाषा शिक्षण में दृष्य-श्रव्य सामग्री एवं मूल्यांकन

1. दृष्य श्रव्य का चयन, निर्माण एवं प्रयोग:
श्यामपट्ट, चित्र, चार्ट, शब्द चित्र, तालिका, फ्लैनलकार्ड, रेडियो, टेपरिकॉर्डर, ओ.एच.पी., समाचार पत्र एवं अन्य सामग्रियाँ।
2. मूल्यांकन :
 - (क) भाषा शिक्षण में मूल्यांकन का सम्प्रत्यय
 - (ख) संस्कृत भाषा शिक्षण का मूल्यांकन
 - (ग) व्याकरण, अनुवाद एवं भाषा कौशलों का मूल्यांकन।
 - (घ) प्रश्न-पत्र निर्माण

इकाई-चतुर्थ-निदानात्मक एवं उपचारात्मक शिक्षण

- (क) श्रवण सम्बन्धी
- (ख) भाषण सम्बन्धी
- (ग) पठन सम्बन्धी
- (घ) लेखन सम्बन्धी
- (ङ) व्याकरण सम्बन्धी
- (च) अनुवाद सम्बन्धी

सत्रीय कार्य

1. माध्यमिक स्तरीय एक संस्कृत पाठ्यपुस्तक की समीक्षा
2. उच्चारण एवं वर्तनी सम्बन्धी अषुद्धियों के निवारण हेतु उपचारात्मक शिक्षण की पाठ योजना निर्मित करना।

मूल्यांकन

प्रस्तुत पत्र 100 अंकों का होगा जिसके अन्तर्गत 70 अंक लिखित परीक्षा एवं 30 अंक सत्रीय कार्य हेतु निर्धारित हैं।

सन्दर्भ-

1. प्रो० रामषकल पाण्डेय 2008-09 संस्कृत शिक्षण विनोद पुस्तक मंदिर, आगरा।
2. वैष्णानारंग 1996 सम्प्रेषणात्मक भाषा शिक्षण, प्रकाश संस्थान, दयानन्द मार्ग, नई दिल्ली।
3. सफाया रघुनाथ 2007 संस्कृत शिक्षण चौखम्भा प्रकाशन, वाराणसी।
4. मितल डॉ० संतोश 2002 संस्कृत शिक्षण, साहित्य चन्द्रिका प्रकाशन, राजापार्क, जयपुर।
5. कर्ण सिंह 2000 संस्कृत शिक्षण विधि, एच.पी. भार्गव बुक हाउस, कचहरी घाट, आगरा।
6. नन्दराम शर्मा संस्कृत शिक्षण, साहित्य चन्द्रिका प्रकाशन, राजापार्क, जयपुर।
7. Ministry of Education, 1958, Report of the Sanskrit Commission, GOI

P503: Microteaching- 8 Skills in 15 days of 30 hours duration Credits: 4

The core teaching skills will comprise skill in Narration, Questioning, Probing, Set induction, Closure, use of teaching aids/technology, Reinforcement and formulation of Instructional objectives in behavioural terms.

Apart from the above, the subject teacher may incorporate additional teaching skills.

P504: Simulations- 5 simulated lessons in Teaching Subjects-I Credits: 3

Moral Ethics-I Credit: 1

Unit I: Ethics for New Millennium: *The Foundation of Ethics, Part I*

- Modern Society and Quest for Human Happiness.
- No Magic, No Mystery.
- Dependent Origination and Nature of Reality.
- Redefining the Goal.

Unit II: Ethics for New Millennium: *Ethics and the Individual, Part II*

- The Ethic of Restraint.
- The Ethic of Virtue.
- The Ethic of Compassion.
- Ethics and Suffering.
- The Need for Discernment.

Unit IV **སྐྱོབ་ལཱ་རྒྱུ་ལྷོད་ཀྱི་འཐབས་ལམ་མཁོ་ཆས། (Teaching Instrumental Materials /Tools)**

གྲྭ་སྐྱོབ་ལཱ་རྒྱུ་ལྷོད་ཀྱི་འཐབས་ལམ་མཁོ་ཆས། | བྱེད་སྐབས་ལྟར་གྱི་སྐྱོབ་ལཱ་རྒྱུ་ལྷོད་ཀྱི་འཐབས་ལམ་མཁོ་ཆས། | སྐྱོབ་ལཱ་རྒྱུ་ལྷོད་ཀྱི་འཐབས་ལམ་མཁོ་ཆས། | **Power Point Presentation** སྐྱོབ་ལཱ་རྒྱུ་ལྷོད་ཀྱི་འཐབས་ལམ་མཁོ་ཆས། | སྐྱོབ་ལཱ་རྒྱུ་ལྷོད་ཀྱི་འཐབས་ལམ་མཁོ་ཆས། | སྐྱོབ་ལཱ་རྒྱུ་ལྷོད་ཀྱི་འཐབས་ལམ་མཁོ་ཆས། | སྐྱོབ་ལཱ་རྒྱུ་ལྷོད་ཀྱི་འཐབས་ལམ་མཁོ་ཆས། |

SEMESTER – VI

P601: Environmental Education

Credits: 3

Objectives

The student-teachers will be able to:-

1. Understand the problems of environment and its use.
2. Acquire various skills in training the students about environmental education.

Contents

Unit-I: Information about Environmental Education

- (a) Concept of Environmental Education and Need of Environmental Education.
- (b) Objectives of Environmental Education at Secondary School Level.
- (c) Methodologies of Environmental Education.
- (d) Curriculum Development in Environmental Education.

Unit-II: Global Environmental Issues

- (a) Components of Environment.
- (b) Concept of healthy environment & efforts made in this direction.
- (c) Global Environment issues:
 - i. Conservation of environment: government commitment in national and international fields.
 - ii. Depletion of ozone layer.
 - iii. Global warming (greenhouse effect).

Unit-III: Pollution

Environmental Pollution: Various types of pollution and strategies for addressing them.

Unit-IV: Role of Schools and teachers in improving the quality of environment

- (a) What can schools do?
- (b) What can teachers do?
- (c) What are the various agencies with which schools can collaborate?
- (d) Environmental management at micro and macro level.

Assignment

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 concerned environmental problem(s).

Transactional Strategies

The course will be transacted through lecture-cum-demonstration sessions with major segment of the course devoted to formulation, implementation and evaluation of action research interventions relevant for a secondary school. The course transaction will also include group-discussions, brainstorming and interactive sessions.

Evaluation

The course content will be of three (3) credits which are equivalent to 75 marks. Out of this 70% marks will be for summative evaluation (final exam) and rest 30% marks will be credited on the basis of evaluation of sessional work.

Readings

- Center, E.W. (1977). Environmental Impact Assessment, New York: Mc Graw Hill Co.
- Fedron, E. (1980). Man and Nature, Moscow: Progress Publishers.
- Gupta, V.K. (1998). Environmental Education, Jalandhar: New Academic Publishing House.
- Kormondy, E. (1991). Concept of Ecology, New Delhi: Prentice Hall of India.
- Odem, E.P. (1975). Ecology, New Delhi: Oxford and IBH Publishing Co.
- Pandey, K.P., Bhardwaj, & Pandey, A. (2005). Environmental Education (Hindi), Varanasi: Vishwavidyalaya Prakashan.
- Plamer, J., & Philips, N. (1994). The Handbook of Environmental Education, Routledge.
- Purdom, P.W., & Anderson, S.H. (1980). Environmental Science, Columbus: Charles E. Merrill Publishing Co.
- Saxena, A.B. (1966). Education for the Environmental Concerns: Implications and Predices, New Delhi: Radha Publications.
- Sharma, P.D. (1998). Environmental Biology, Meerut: Rastogi & Co.

- Sharma, R.C., & Tan, M.C. (1990). Source Book of Environmental Education for Secondary School Teachers(ed); UNESCO
- UNESCO. (1977). Trends in Environmental Education.

P602: TEACHING SUBJECT 2**Credits: 3**

The student teacher has to select Teaching Subject 2 from their respective group (Group Science Subjects/ Group Humanities and Social Science Subjects) mentioned in fifth (5th) semester, other than subject opted as Teaching Subject I

P603: Simulations- 5 simulated lessons in Teaching Subjects-II**Credits: 3****Moral Ethics-2****Credit: 1****Unit I: Ethics for New Millennium: *Ethics and Society*, Part III**

- Universal Responsibility.
- Levels of Commitment.
- Ethics in Society.
- Peace and Disarmament.
- The Role of Religion in Modern Society.
- An Appeal.

Unit II: Beyond Religion: *A New Vision of Secular Ethics*, Part I

- Rethinking Secularism.
- Our Common Humanity.
- The Quest for Happiness.
- Compassion, the Foundation of Well-Being.

SEMESTER – VII

Pedagogy Related: 22 Credits

P701: Practice Teaching (School attachment programme)	Credits: 10
P702: Two Criticism Lessons (Process Related)	Credits: 2
P703: Two Evaluation Lessons (Final)	Credits: 2
P704: Scouting Guiding and Community Work	Credits: 2
P705: Designing of educational assessment tool	Credits: 3
P706: Action Research project based on classroom context	Credits: 3

SEMESTER – VIII

OPTIONAL PAPERS (Any two of the following)

P801: Human Rights, Non-Violence & Peace Education

Credits: 3

Objectives

The student teachers will be able to:-

1. Develop an understanding and awareness of human rights, duties and co-existence of all living beings.
2. Prepare teachers to believe that alternative and less destructive measures tend to eradicate the social evils.
3. To help them to understand the methodology of behavioral modification through training in non-violence.
4. To enable the student teacher to identify and understand the role of peace education vis-a-vis the aim of transforming the prevalent society in a peaceful state.
5. To acquaint the student teachers with the various perspectives of environmental ethics and help them to reframe their life style for a harmonious relation with nature.

Contents

Unit 1: Human Rights: Issues and Perspectives

- (a) History of the idea of Human Rights.
- (b) Political, Civil, Economic, Social and Cultural Rights.
- (c) Indian perspective of Rights and Duties.
- (d) Problem of Violation of Human Rights: some emerging issues.

Unit 2: Non-violence

- (a) Conceptual development.
- (b) Vedic, Jain, Buddhist & Gandhian Tradition.
- (c) Non-violence in Practice-Respect for all living beings, cruelty against animals, Animal Rights and Non-violence
- (d) Non-violent Resistant methods and few examples of victory without violence.

Unit 3: Training in Non-violence

- (a) Conceptual development and necessity.
- (b) Change in Heart: Training of the Mind, Change in attitude: Training in open mindedness.
- (c) Change in life style: Training in life style modification and structural change: Training for change in the system.
- (d) Conflict & conflict Management.

Unit 4: Peace Education

- (a) Concept of Peace and Peace Education.
- (b) Development of Peace Education.
- (c) Peace Education and Disarmament Education for a new world order.
- (d) Legitimacy and limitation of Peace Education.

Assignment

Preparing a Training programme and conducting a Training of Mind/Training in open mindedness / training in life style/ Training for change in the system.

Transactional Strategies

The course content will be transacted through interactive sessions, lectures, tutorials and demonstrations.

Evaluation

The course content will be of 3 credits which are equivalent to 75 marks. Out of this 70% marks will be for summative evaluation (final exam) and rest 30% marks will be awarded on the basis of sessional work.

Readings

- Chitkara, M. G. (2003). Education and human Values, New Delhi: A.P.H. Publishing Corporation.
- Doris, H., & Mullick, K. (1990). Non-violence: A Reader in the Ethics of Action, New Delhi: G.P.F.
- Jawahar, L. K. (1998). Human rights: Issues and Perspectives, New Delhi: Regency Publication.
- Meyer, J. R. (1976). Reflections on Values Education, Canada: Wilfrid Laurier U. Press.
- Prashad, D. (1984). Peace Education and Education for Peace, New Delhi: G.P.F.
- Raja, M. (1998). Human Rights, Tiruchirapalli: Soorya Pathippakalm.
- Talesra, H. L., & Pancholy, N. (2003). Human Rights and Education, Udaipur: Ankur Publication.
- Talesra, H. L., N. Pancholy, N. & Nagda, M.L. (2001). Human Rights Education, New Delhi: Regency Publication.
- Venkataiah, N. (2004). Value Education, New Delhi: A.P.H. Publishing Corporation.
- White, J. P. (1990). Education and the Good Life London: Kogan Page.

Objectives

The student teachers will be able to:-

1. Acquaint themselves with the need and characteristics of special children.
2. Gain the knowledge about identification and prevention of special children.
3. Understand various problems of special children.
4. Know about various educational remediations to be provided for special children.

Contents**Unit-I:**

- (a) Concept, Nature, types and objectives of Special Education.
- (b) Education in Intellectual Disability: Concept, Characteristics, Teaching Strategies, Remedial Programme and Prevention of conditions leading to Intellectual Disability.
- (c) Role of various regulatory bodies in special education with particular reference to RCI.

Unit-II:

- (a) Education of the Visually Disabled: Concept, Characteristics, prevention and educational programmes for visually disabled.
- (b) Education of the Hearing Disabled: Concept, Characteristics, prevention and educational programmes for Hearing disabled.
- (c) Education of the Orthopedically Disabled: Concept, Types, Characteristics and Educational Programmes for Orthopedically disabled.

Unit-III:

- (a) Education of the Gifted and creative Children: Concept, Characteristics and Educational Programmes.
- (b) Creativity and Identification Process.

Unit-IV:

- (a) Learning Disability in Children: Concept, Characteristics, Identification and Educational Programmes. Learning disorders.
- (b) Education for Juvenile Delinquents: Concept and Characteristics, Conduct disorders. Educational Programmes for Rehabilitation.

Assignment

Preparing a lesson plan using role play/street play Model and implementing the same in the class of special children.

Transactional strategies

The course content will be transacted through lectures, discussions, interactive sessions and multimedia presentations.

Evaluation

The course content will be of 3 credits which are equivalent to 75 marks. Out of this 70% marks will be for summative evaluation (final exam) and rest 30% marks will be awarded on the basis of sessional work.

Readings

- Bhargava, M. (2004). *Exceptional Children: Their Education and Rehabilitation*, Agra: H.P. Bhargava Book House.
- Dash, M. K. (2008). *Inclusive Education*, Agra: Harprasad Institute of Behavioural Studies.
- NCERT (1987). *Scheme of Integrated Education for Disabled Children*, New Delhi.
- NCTE (2004). *Some Specific Issues and Concerns of Teacher Education*, New Delhi.
- Panda, K.C. (1997). *Education of Exceptional Children*, New Delhi: Vikas Publishing House.
- Pandey, R.S., & Advani L. (1995). *Perspectives in Disability and Rehabilitation*, New Delhi: Vikas Publishing House.
- Rao, V.K. (2004). *Special Education*, New Delhi: APH Publishing Corporation.
- Sharma, P. (1988). *Teachers Handbook on IED Helping Children with Special Needs*, NCERT: New Delhi.
- Sharma, R.A. (2008). *Fundamentals of Special Education*. Meerut: R. Lall Book Depot.
- Sharma, S. (1999). *Understanding and Educating Blind*, Agra: National Psychological Corporation.
- Singh U.K. (2004). *Special Education*, New Delhi: Commonwealth Publishers.

P803: Elementary Education

Credits: 3

Objectives

The student teachers will be able to:-

1. Understand the role of Elementary and Non- Formal Education in India.
2. Develop proper understanding of various components of NPE-1986 and review of NPE-1992 related to Elementary Education.
3. Understand the role of local bodies, state government and non- government organizations.
4. Know about various programmes related to Elementary Education.

5. Identify suitable methods of teaching For Non-Formal Education.
6. Understand the place of Non-Formal Education in the teacher training curriculum.

Contents:

Unit-I:

Brief history and concept of elementary education and its Constitutional Provisions. National Policy on Education 1986 and the revised policy of 1992 with special reference to Elementary Education.

Unit-II:

- (a) Role of Panchayats, local bodies, state governments and non-governmental organizations in Elementary Education: Special qualities of an Elementary school teacher. Need for orientation and refresher courses for elementary school teacher. Role of basic training centres and DIETs in providing training to Elementary school teacher.
- (b) Programmes related to Elementary Education- MLL, ECCE, DPEP, EGS & AIE, SSA.

Unit-III:

- (a) Introduction to Non-formal Education: meaning, nature, scope and importance, difference between Non-Formal, Formal and Informal Education. Agencies of Non-Formal Education.
- (b) Functions of Non-Formal Education with special reference to all round development of rural people. Psychological and sociological bases of Non-Formal Education.

Unit-IV:

- (a) Curriculum for Elementary and Non-Formal Education.
- (b) Modern methods of teaching in Elementary and Non-Formal Education.
- (c) The place of Non-formal Education in the Teacher Training Curriculum. Organization of Non-Formal Education.

Assignment

Visit to an elementary school and preparation of status report about various facilities provided in the school.

Transactional Strategies

The course content will be transacted through lectures, interactive sessions, group discussions and field trips.

Evaluation

The course content will be of 4 credits which are equivalent to 100 marks. Out of this 70% marks will be for summative evaluation (final exam) and rest 30% marks will be awarded on the basis of sessional work.

Readings

- Jolly K.G. (1992). Literacy for all by 2001: Strategies at District Level, New Delhi: D.K. Publishers.
- Mehta, P.L., & Poonga, R. (1997). Free and Compulsory Education, New Delhi: Deep & Deep Publications.
- Mich, I. (1972): Deschooling society, London: Penguin.
- Naik, J.P. (1975): Elementary Education in India: A Promise to Keep, Bombay: Allied Publishers.
- Rajput, J.S. (1994). Universalization of Elementary Education: Role of Teacher Education, New Delhi: Vikas Publishing House.
- Rao, D. (1998): Economics of Primary Education, Jaipur: Rawat Publications.
- Rao, D. B. (1997). Success Story of a Primary Education Project, New Delhi: APH Publishing Corporation.
- Reimer. (1972). The school is Dead, London: Penguin.
- Report of the National Seminar on Non-Formal Education (1980). Department of Education, South Gujarat University, Surat.
- Shah, A.B., & Bhan, S. (1980), Non-Formal Education and the NAEP, Delhi: Oxford University Press.
- Talesra, H. (1978). Non Formal Education, New Delhi: Himanshu Publications.

P804: Educational and Vocational Guidance

Credits: 3

Objectives

The student teachers will be able to:-

1. Understand the Importance of Guidance in school.
2. Identify the difficult areas in learning of various school subjects.
3. Understand the types of guidance.
4. Acquaint themselves with various services in Guidance.
5. Realize the importance of counseling services in school programmes and career orientations.
6. Gain knowledge about organization of guidance services in schools for children having problems in learning.

Contents

Unit I:

- (a) Meaning, nature, principles and needs of guidance.
- (b) Objectives and functions of guidance services at Primary, Secondary and Higher education levels.

Unit II:

- (a) Types of Guidance:-Educational, Vocational and Personal.
- (b) Concept of in formatory, preparatory, placement and follow- up services.

Unit III:

Counselling: meaning, types, methods and techniques for children with specific learning disabilities.

Unit IV:

- (a) Anecdotal and cumulative records.
- (b) Role of guidance services in the measurement of intelligence and personality tests.
- (c) Role of guidance in school management.

Assignment

Preparing a special guidance programme for secondary students to meet out the challenges in the present day scenario.

Transactional Strategies

The course content will be implemented through lectures, discussions, interactive sessions and multimedia presentations.

Evaluation

The course content will be of 3 credits which are equivalent to 75 marks. Out of this 70% marks will be for summative evaluation (final exam) and rest 30% marks will be awarded on the basis of sessional work.

Readings

- Aggarwal, J. C. (1999). Educational and Vocational Guidance and Counselling, New Delhi: Doaba House.
- Clifford, P.F. (1958). Guidance Services in Schools, New York: Mc Graw Hill Book Co. Inc.
- Erickson, C. E. (1947). A Basic Text for Guidance Workers, New York: Prentice Hall Inc.
- Hoose, W. N. V. (1979). Counselling and Guidance in the 20th Century, Boston: Houghton Mifflin Co.
- Jones, A.J. (1963). Principles of Guidance and Pupil Personnel Work, New York: Mc Graw Hall.
- Kochhar, S.K. (1997). Educational and Vocational Guidance in Secondary Schools, New Delhi: Sterling publication.
- Pandey, K.P., & Bhardwaj, A. (2007). Educational and Vocational Guidance in India, Varanasi: Vishwavidyalaya Prakashan.

- Peters, H.J., & Hanson, J.C. (1968). Vocational Guidance and Career Development, New York: Macmillan.
- Singh, R. (1994). Educational and Vocational Guidance, New York: Commonwealth Publication.
- Strang, R. (1933). The Role of Teacher in Personnel Work, Teacher College, Columbia University.
- Super, D. B. (1962). Appraising vocational fitness, New York: Harper and Brothers.

P805: Value Education

Credits: 3

Objectives

The student teachers will be able to:-

1. Understand the nature, meaning, need and sources of values.
2. Get acquainted with various bases of values.
3. Get familiar with main categories of human values.
4. Gain the knowledge of various ways and means of inculcating values among students.
5. Acquire the ability of achieving the objectives of value education at School level.

Contents

Unit-I:

- (a) Meaning, nature and need of values.
- (b) Meaning, nature, objectives, importance and scope of value education. Approaches to value education.

Unit-II:

Theoretical bases-

- i. Philosophical perspective Four Purusharthas- Virtue, Wealth, pleasure, self-realization. Self-Realization- Panchakosha- Annamaya, Pranamaya, Manomaya, Vijnanamaya, Anandmaya.
- ii. Social Cultural Basis- Family, Neighbourhood, Religion, Education, Institute, constitution, Traditions.
- iii. Psychological Basis of value development- Cognitive development approach by Lawrence Kohlberg- pre conventional, conventional and post conventional.

Unit-III:

Eight Categories of Human Values-

- i. Social Values- friendship, love, brotherhood.

- ii. Aesthetic Values- beauty.
- iii. Intellectual Values- knowledge, attainment of truth.
- iv. Ethical Values- truthfulness, Justice, benevolence, self-control.
- v. Religious Values- worship, devotion, commitment.
- vi. Health Values- Sound, Mental and Physical health, efficiency and productivity.
- vii. Recreation Values- Leisure activities that enrich the life of an individual.
- viii. Economic Values- instrumental in other values.

Unit-IV:

- (a) Ten values to be inculcated through education: Dignity of Labour, National Integration, Patriotism, Sensitivity, Gender Equality, Courtesy, Secularism, Tidiness and Scientific temper
- (b) Learning Value through various activities: Student self-government, celebration of festivals of different religions and communities, tree plantation, organizing campaigns on sanitation, nutrition etc. Participation in community development activities, service to needy, carrying out relief activities.

Assignment

1. Study of essays and articles on value concerns, autobiographies and biographies, parables, episodes from real life. Listening speeches, poems and songs. Discussion, debates and competitions for value clarification.
2. Dealing with value dilemmas: Enactment, role play, simulation, jurisprudential Model, street plays.
3. Preparing a lesson plan using role play /simulation/ jurisprudential/ street play model and implementing it.
4. Visit to community affected by a calamity and writing a report regarding relief programme based on group work.

Transactional Strategies

The course content will be transacted through interactive sessions, lectures, tutorials, demonstrations and group work.

Evaluation

The course content will be of 4 credits which are equivalent to 100 marks. Out of this 70% marks will be for summative evaluation (final exam) and rest 30% marks will be awarded on the basis of sessional work.

Readings

- Hartog, P. Some aspects of Indian Education: Past and Present', London: Oxford University Press.

- Havighurst, R.J. (1953). *Human Development and Education*, New York: Longman's Green & Company.
- Kabir, H. (1961). *Education in New India*, New Delhi: Asia Publishing House.
- Meyer, J.R. (1976). *Reflections on Value Education*, Canada: Wilfrid Laurier University Press.
- Mukerji, R.K. (1949). *The Social Structure of Values*, London: Macmillan & Company.
- Mukerji, R.K. (1964). *The Dimension of Values, A Unified Theory*, London: George Allen and Unwin Limited.
- Mukerji, S.N. (1960). *Education in India: Today and Tomorrow*, Baroda: Acharya Book Depot.
- Piaget, J. (1960). *The Moral Judgment of the Child*, New York: Free Press.
- Rama, J. M. *Human Rights and Value Education*, New Delhi: NCTE.
- Smith, H.C. (1966). *Sensitivity to People*, New York: Mc Graw Hill Company.

Moral Ethics-III

Credit: 1

Unit I: Beyond Religion: *A New Vision of Secular Ethics, Part II*

- Compassion and the Quest of Justice.
- The Role of Discernment.
- Ethics in our Shared World.

Unit II: Beyond Religion: *Educating the Heart through Training the Mind, Part III*

- Ethical Mindfulness in Everyday Life.
- Dealing with Destructive Emotions.
- Cultivating Key Inner Values.
- Meditation as mental Cultivation.

Moral Ethics-IV

Credit: 1

Unit I: A Guide to the Bodhisattva's Way of Life

- Conscientiousness.
- Guarding Alertness.

Unit II: A Guide to the Bodhisattva's Way of Life

- Patience.

Syllabus
For B.Sc. B.Ed.
Science Subjects
(Electives)

PHYSICS

SEMESTER – I

BPH-101: Mechanics and Relativity

Credits: 2

Mechanics:

Inertial and non-inertial frames of reference, Effect of centrifugal and Coriolis forces due to earth's rotation, Center of mass (C.M), Lab and C.M frame of reference, motion of CM of system of particles subject to external forces, elastic, and inelastic collisions in one and two dimensions, Scattering angle in, the laboratory frame of reference, Impact parameter, Scattering cross section, Conservation of linear and angular momentum.

Relativity:

Postulates of special theory of relativity, Derivation of Lorentz transformation and physical significance of Lorentz invariance, Length contraction and time dilation, Concept of simultaneity, Relativistic velocity transformation relations, mass energy relation, Concept of zero rest mass of photon, Relativistic relation between energy and momentum.

BPH-102: Mechanical Properties of Matter

Credits: 2

Modulus of rigidity, Poisson's ratio, relation connecting different elastic-constants, twisting couple of a cylinder (solid and hollow), Statistical method (Barton's method), Dynamical method (Maxwell's needle) for determining the modulus of rigidity, Bending moment, Cantilever

(neglecting mass), Young modulus by bending of beam, Viscosity, Poiseuille's equation of liquid flow through a narrow tube, Damped harmonic oscillations, Compound pendulum, Ballistic galvanometer.

Practical

Credits-2

1. Determination of Stefan's constant.
2. PN junction diode and Zener diode characteristics.
3. Determination of Young's modulus, modulus of rigidity and Poisson's ratio of material of a wire using Searle's method.
4. Determination of absolute capacity of a condenser.
5. Determination of Young's modulus of material of a metallic bar by bending of beam Method.
6. To study series and parallel resonant L. C. R. circuit.
7. Determination of acceleration due to gravity using compound pendulum.

8. Determination of focal length of combination of lenses and nodal distance using nodal slide assembly.
9. Solar cell experiment.

Readings

- Agarwal, J. P. Mechanics and Wave, Pragati Prakashan.
- Agarwal, J. P., & Prakash, S. Elements of Mechanics, Pragati Prakashan.
- Dey, K.K., & Dutta, B.N. Practical Physics. Kalayani Publishers.
- Gupta, S.L., & Kumar, V. Practical Physics, Pragati Prakashan.
- Mathur, D.S. Elements of Properties of Matter, S.Chand.
- Mathur, D.S. Mechanics, S.Chand.
- Resnick, Halliday, & Krane, Physics (5e).Vol-1, Wiley Student Edition.
- Verma, A.S., Modern Engineering Physics, Publisher: S.Chand.Arora, C.L., B.Sc Practical Physics, S.Chand.

SEMESTER – II

BPH-201: Thermal Physics –I

Credits: 2

Kinetic Theory:

Maxwell's speed distribution, Mean free path, Elementary treatment of transport phenomena, Viscous flow and Thermal conduction in gases.

Real gases, Andrew's curves, Equation of state, Virial coefficients, Van der Waals equation, Critical constants.

Thermodynamics:

Reversible and irreversible processes, Examples of thermal, mechanical and chemical irreversibility, Carnot's cycle and Carnot's theorem. Second law of thermodynamics, Thermodynamic scale of temperature.

Concept of entropy, Entropy change in reversible and irreversible processes. Entropy and disorder, Principle of increase of entropy, Entropy and unavailable energy, Entropy of ideal gases, Entropy as a thermodynamic variable, S-T diagram

Thermodynamic functions, Internal energy, Enthalpy, Helmholtz function and Gibb's free energy, Maxwell's thermodynamical equations and their applications, TdS equations, Energy and heat capacity equations

BPH-202: Thermal Physics-II

Credits: 2

Clapeyron equations, Application to sublimation, vaporization and freezing processes, Heat capacity of saturated vapours, Thermodynamics of liquid surfaces and paramagnetic solids. Adiabatic demagnetization, Third law of thermodynamics, Nernst heat theorem.

Criterion of equilibrium of a system, Isolated system, System in contact with constant temperature reservoir. System in contact with constant temperature and pressure reservoir, Phase transition, Coexistence of phases, Triple point.

Joule-Thomson effect, Thermodynamic analysis, Inversion temperature, Thermodynamic equations for a Van der Waals gas. Liquefaction of gases. Regenerative principle, Properties of liquid helium, Introduction to superfluidity and superconductivity.

Radiation:

The blackbody spectrum, Wien's displacement law, Rayleigh-Jean's law, Planck's quantum theory of radiation.

1. Determination of internal resistance of micro ammeter and conversion of micro ammeter into voltmeter, milliammeter and Ohmmeter.
 2. Determination of modulus of rigidity using Bortron's apparatus.
 3. Construction of two-input 'OR' and 'AND' gates using diode logic and preparation of their truth tables.
 4. Determination of viscosity of liquid using Poiseuille's method.
 5. To study variation of magnetic field along the axis of Helmholtz Galvanometer and to determine reduction factor.
 6. Determination of resistance per unit length and an unknown resistance using C. F. Bridge.
 7. Determination of dispersive power of material of a prism.
 8. Determination of temperature coefficient of resistance of material of a given coil.
 9. Determination of thermal conductivity of a card-board by Lee's disc method.
- * In Semester-I, half of the students will do the experiments of Group-I and the other half will do the experiments of Group-II. In Semester II, the students will exchange their groups. Addition and deletion in the list of experiments may be made from time to time by the department.

Readings

- Agarwal, B.S., Thermal Physics, Publisher: Kedar Nath Ram Nath.
- Arora, C.L., B.Sc Practical Physics, S.Chand.
- Dey, K.K., & Dutta, B.N. Practical Physics, Kalayani Publishers.
- Gupta, S.L. & Kumar, V. Practical Physics, Pragati Prakashan.
- Lal, B. R., Hemne, P.S., & Subrahmanyam, N. Heat Thermodynamics and Statistical Physics, S.Chand.
- Mauna, A. Heat and Thermodynamic. Pearson.
- Reif, F. Fundamentals of Statistical and Thermal Physics. Levant.
- Zemansky, M. W., & Dittman, Richard H. Heat and Thermodynamics 8th Ed, Mcgraw Hill.

SEMESTER –III

BPH-301: Optics-I

Credits: 2

Interference:

Conditions for sustained interference, Theory of interference, Lloyd's mirror, Achromatic fringes. Interference in parallel and wedge shaped films, Colour of thin films. Newton's rings and Michelson interferometer and their applications. Multiple beam interference in parallel film and Fabry-Perot interferometer.

Diffraction:

Fresnel's diffraction, Zone plate, diffraction due to straight edge. Fraunhofer diffraction due to single and double slits, plane transmission grating and its resolving power.

BPH-302: Optics-II

Credits: 2

Polarization:

Polarized light and its mathematical representation, Production of polarized light by reflection, refraction and scattering. Polarization by double refraction and Huygen's theory, Nicol prism, Retardation plates, Production and analysis of circularly and elliptically polarized light. Optical activity and Fresnel's theory, Biquartz polarimeter.

Practical

Credits: 2

1. Determination of wavelength of sodium yellow line by Fresnel's Biprism.
2. Determination of specific rotation of cane sugar by polarimeter.
3. Determination of wavelength of mercury lines by diffraction grating.
4. Determination of minimum resolution power of a telescope to distinguish two close objects at a large distance.
5. Determination of self inductance of a coil by Anderson's bridge.
6. To draw characteristic curves of a triode valve.
7. To determine the velocity of ultrasonic waves
8. To determine the wavelength of Balmer line of hydrogen atom

Readings

- Arora,C.L., B.Sc Practical Physics, Publisher: S.Chand
- Dey,K.K., and Dutta,B.N., Practical Physics, Publisher: Kalayani Publishers
- Fowels, G. R. Introduction to Modern Optics: Publisher: Dover Pubns; 2 edizione (5 aprile 2009).
- Ghatak, Ajay, Optics (4e & 5e), TMgrw H.
- Gupta, S.L. & and Kumar, V. Practical Physics , Publisher: Pragati Prakashan
- Lal, H. B., Panday, U. S., Singh, R. B. Advanced Practical Physics, United book depot.
- Longhurst, R.S. (1967). Geometrical and Physical Optics. Wiley.
- Singh, S.P., & Agarwal, J.P. Optics, Pragati Prakashan.
- Subbrahmanyam, N., Rij, L. B., & Avadhanulu, M.N. A Textbooks of Optics, S.Chand.

SEMESTER IV

BPH-401: Electromagnetic Theory

Credits: 2

Vector Calculus:

Gradient, divergence and curl operators; Introduction to Gauss's divergence and Stoke's theorem.

Electromagnetism:

Laws of Electromagnetism using vector calculus; electrostatics and magnetostatics in matter, concepts of electric and magnetic polarizations, bound charges and currents; electrodynamics and displacement current, Maxwell's equations in integral and differential forms; Concepts of vector and scalar potentials, and gauge transformations, Poynting vector, energy and momentum conservation.

BPH-402: Basic Electronics

Credits: 2

EM wave propagation:

EM wave equations and their solutions; Polarization; Propagation of plane EM waves in free space, dielectrics (absorption coefficient) and conductors (skin depth and plasma frequency); Laws of reflection, transmission at normal and oblique incidence in linear media and conducting media (Fresnel's equations and Brewster's angle); Elementary ideas of wave guides (TE, TM modes and cut-off frequency) and coaxial transmission line.

Physics of Semiconductors:

P-N junction diode, depletion width and potential barrier, junction capacitance, I-V characteristics, Rectifier, ripple factors, filter circuits, efficiency and percentage regulation, LED, photodiode.

Transistor circuits, Input, Output characteristics and CB and CE modes, Early effect, α and β parameters; DC load line, operating point, biasing and bias-stabilization circuits: Transistor as an amplifier (CE mode) and frequency response.

Practical

Credits: 2

1. Determination of wavelength of sodium yellow line by Newton's rings.
2. To determine the Planck's constants by Wein's radiation formula using an LDR.
3. To determine diameter/thickness of a thin wire by diffraction method.
4. Measurement of energy band gap of Si using a p-n junction diode.
5. Determination of mutual inductance of a pair of coils.

6. Phase shift between the current and the applied voltage in (a) C.R., (b) L.R. (c) L.C.R. circuits using a CRO and an oscillator.
7. To draw the input and output characteristics of a p-n-p transistor.
8. Resolving power of prism

* In Semester-III, half of the students will do the experiments of Group-I and the other half will do the experiments of Group-II. In Semester IV, the students will exchange their groups. Addition and deletion in the list of experiments may be made from time to time by the department.

Readings

- Arora, C. L. B.Sc Practical Physics, S.Chand.
- Chopra, K.K., & Agarwal, G.C. Electromagnetic Theory, K.Nath A. & Co.
- Dey, K. K., & Dutta, B. N. Practical Physics, Kalayani Publishers.
- Griffiths, D. J. Introduction to Electrodynamics (3e), Phi Learning.
- Gupta, S. C. Electronics Engineering (2e), UDH.
- Gupta, S. L., & Kumar, V. Practical Physics, Pragati Prakashan.
- Gupta, S. L., Kumar, V., & Sharma, S.P. Electrodynamics, Pragati.
- Gupta, S.L., & Kumar, V. Handbook of Electronics, Pragati.
- Lal, H. B., Panday, U.S., & Singh, R.B. Advanced Practical Physics, United book depot.
- Lorrain, P. & Corson, D. Electromagnetic Fields and Waves (2e), Cbc.
- Mahajan, A. S., & Rangwala, A. A. Electricity and Magnetism, TMgrawH.
- Mahajan, S., & Choudhary, S.R. Electricity Magnetism and Electro Dynamics, TMgrawH.
- Prakash, Satya. Electromagnetic Theory and Electro Dynamics, Kedar Nath Ram Nath.

SEMESTER-V

BPH-501: Mathematical Physics

Credits: 2

Curvilinear Coordinates:

Orthogonal curvilinear coordinates; concept of a metric, spherical and cylindrical coordinates and their unit vectors.

Tensor Analysis:

Introduction to tensors, Cartesian, covariant and contravariant tensors; contractions and direct-products, Examples: pseudo, dual, isotropic, symmetric and anti-symmetric tensors.

Matrices:

Hermitian, orthogonal and unitary matrices, inverse of a matrix, similarity transformations, Eigenvalue problems and diagonalization of matrices (Examples: non-degenerate and degenerate cases).

Differential Equations:

Second order homogeneous differential equations and their series solution (example: Bessel equation), linear independence of two solutions (Wronskian), Integral and power series methods for second solution.

Special Functions:

Bessel, Legendre (spherical harmonics), Hermite and Laguerre: generating functions and recurrence relations, orthonormality conditions, Dirac delta function,

Fourier Analysis:

Fourier theorem, Fourier analysis of square wave, saw-tooth wave, plucked strings, half wave/full wave rectifier wave forms

BPH-502: Classical Mechanics

Credits: 2

System of particles, Constraints, Generalized coordinates, D'Alemberts principle and Lagrange's equation, Velocity dependent potential of electro-magnetic field.

Calculus of Variation, Hamilton's principle, Lagrange's equation, Lagrangian for simple systems, Cyclic coordinates, symmetries and conservation laws. Advantages of Lagrangian: electro-mechanical analogies, Lagrange's undetermined multipliers, Lagrange's equation for nonholonomic systems, Virial theorem, Principle of mechanical similarity.

Legendre transformations and Hamilton's equations of motion, Hamiltonian for a charge particle in Electro-magnetic field, Cyclic coordinates and conservation laws, Poisson Brackets, Jacobi Identity, Canonical transformation.

Hamilton-Jacobi theory, Action-Angle variables, related problems.

Two body central force problem, reduction to the equivalent one body problem, Differential equation for the orbit and integrable power law potentials, Condition for stable circular orbit, Kepler problems.

Practical

Credits: 2

1. Magnetic susceptibility of nickel ion.
2. Half-life of Indium¹¹⁶.
3. Determination of Cauchy's constant.
4. Prism Spectrograph.
5. Wavelength of laser and thickness of wire.

Readings

- Arora, C. L., B.Sc Practical Physics, S.Chand.
- Boas, M. L. Mathematical Methods in the Physical Sciences (3e), Wiley Student Edition.
- Chattopadhyay, P. K. Mathematical Physics, New Age International.
- Das, T. & Kumar, S. Mathematical Methods in Classical and Quantum Physics, Universities Press.
- Dey, K. K., & Dutta, B.N., Practical Physics, Kalayani Publishers.
- Goldstein, H., Poole, C., & Safko, J. Classical Mechanics (3e), Pearson.
- Gupta, S. L., & Kumar, V. Practical Physics, Pragati Prakashan.
- Gupta, S. L., Kumar, V., & Singh, S. P. Classical Mechanics, Pragati.
- Harper, C. Introduction to Mathematical Physics, Phi Learning.
- Lal, H. B., Panday, U. S., & Singh, R. B. Advanced Practical Physics, United book depot.
- Narayan, S., & Mittal, P.K. A Textbook of Matrices, S.Chand.
- Prakash, S. Mathematical Physics with classical mechanics, Sultan Chand & Sons.

SEMESTER VI

BPH-601: Quantum Mechanics

Credits: 2

Limits of Classical Physics:

Black body radiation (without derivation), Photoelectric effect, Compton Effect.

Wave Packets and Uncertainty Relation:

de Broglie hypothesis, Wave-particle duality, Davisson-Germer experiment, Wave packets, Group velocity and phase velocity, Uncertainty principle, Complimentarity.

Wave Mechanics:

Schrödinger equation, Physical interpretation of wave function, Probability current density and conservation of probability, Free particle wave function, Schrodinger equation in the presence of a potential, Linear operators, Hermitian operators, Observables, Eigenvalues and Eigenfunctions, Expectation values, Ehrenfest's theorem, Stationary states, Superposition principle, Commutation relations, Commuting observables and compatibility.

Application of Schrödinger Wave Equation:

Particle in one dimensional Box, Square well, Rectangular potential barrier and tunnelling, Linear harmonic oscillator, Spherically symmetric potential, Angular momentum operators and their eigenfunctions, Concept of spin, Hydrogen atom.

BPH-602: Electronic Devices and Circuits

Credits: 2

Electronic Devices:

Field effect transistors, I-V Characteristics of JFET and MOSFET, FET biasing, FET as an amplifier. Silicon controlled rectifier, I-V Characteristics, phase controlled rectifier. Unijunction transistor, I-V Characteristics, relaxation oscillator. Operational amplifier (block diagram), characteristics parameters, inverting and noninverting amplifier. Cathode ray oscilloscope, working of CRT, deflection sensitivity, time base and waveform display.

Analog Circuits:

Hybrid parameter model of transistor, analysis of transistor amplifier (with and without R_S and R_L) using h- parameters, simplified hybrid model, brief idea about hybrid π model.

Single stage amplifier in CE, CB and CC modes. RC coupled CE amplifier and its frequency response, tuned voltage amplifier. Power amplifier classification, distortion and efficiency, push pull amplifier, Feedback in amplifiers, positive and

negative feedback, effect of negative feedback on the characteristics of different types of amplifiers, voltage and current series feedback circuits.

Barkhausen criterion of oscillations, tuned collector oscillator, Hartley / Colpitt oscillator, phase shift oscillator and multivibrators.

Need and types of modulation, amplitude modulation, analysis of A.M. wave, modulator and demodulator circuits.

Digital Circuits:

Boolean algebra, logic gates, NAND and NOR gates as universal gates. Simplification of Boolean expressions using K- maps. Half and full adders and subtractors.

Practical

Credits: 2

1. Experiment on logic gates- Verification of laws of Boolean algebra.
2. Transient response of LCR circuit and determination of quality factor.
3. Experiment of negative feedback amplifier.
4. Power supply and filter characteristics.
5. Design of Zener regulated power supply.
6. Experiment on Fourier analysis.

Readings

- Agarwal J.P., & Amit, A. Circuit Fundamentals and Basic Electronics, Pragati.
- Arora, C.L. B.Sc Practical Physics, S.Chand.
- Bransden, B.H., & Joachain, C.J. Quantum Mechanics (2e). Pearson.
- Chaddha, G.S. Quantum Mechanics, New Age International.
- Chattopadhyay, D., & Rakshit, C.P. Electronics Fundamentals and Applications (11e), New Age International Publication.
- Dey, K. K., & Dutta, B.N. Practical Physics, Kalayani Publishers.
- Gupta, S.C. An Introduction to Electronics Engineering (2e), Udh.
- Gupta, S.L, & Kumar, V. Practical Physics, Publisher: Pragati Prakashan.
- Lal, H.B., Panday, U.S., & Singh, R.B. Advanced Practical Physics, United book depot.
- Millman, J., Halkias, C.C., & Jit, S. Millmans Electronics Devices & Circuits (3e), Mcgraw Hill.
- Powell, J.L., & Crasemann, B. Quantum Mechanics, Narosa Publishing House.
- Prakash, S. Quantum Mechanics, S.Chand.
- Rajput, B.S. Advanced Quantum Mechanics, Pragati Prakashan.
- Sadev. Electronic Principles, Danpat Rai & Co.
- Schiff, L. I., & Bandhyopadhyay, J. Quantum Mechanics (4e), Mcgraw Hill.

Introduction of Basic concepts of Physics to BSc. B.Ed. Students to make their mastery over these concepts. It may help students when they do external teaching practice in different schools.

Motion: Describing Motion (Uniform Motion and Non-uniform motion) , Measuring the rate of Motion (Speed with Direction) , Rate of change of Velocity, Graphical Representation of motion(Distance – Time graphs, velocity –time graphs), Uniform circular motion.

Force, Friction, Laws of motion and Pressure: Force – a push or pull, Forces are due to an interaction, exploring forces, a force can change the state of motion, force can change the shape of an object, balanced and unbalanced forces, force of friction, first law of motion, Inertia and mass, Second law of motion and, third law of motion, conservation of momentum. Conservation laws, Pressure, Atmospheric pressure.

Gravitation: universal law of gravitation, importance of the universal law of gravitation, Free fall (to calculate the value of g, motion of objects under the influence of gravitational force of the earth), Mass, weight, weight of an object on the moon, thrust, buoyancy, why objects float or sink when placed on the surface of water, Archimedes' principle.

Work and Energy: Work Scientific conception of work, work done by a constant force), Energy(forms of energy , kinetic energy, potential energy, potential energy of an object at a height, law of conservation of energy), Rate of doing work, commercial unit of energy, sources of energy, what is a good source of energy, conventional sources of energy(fossil fuels, thermal power plant , hydro power plant, improvements in the technology for using conventional sources of energy, alternative or non-conventional sources of energy(solar energy, tidal energy, wave energy, Geothermal energy, nuclear energy).

Electricity and its Effect: Electric current and circuit, Electric potential and potential difference, ohm's law, factors on which the resistance of a conductor depends, Magnetic field and field lines, magnetic field due to a current through a circular loop, electric power, electromagnetic induction, electric generator.

Some natural phenomena: lightning, charging by rubbing, types of charges and their interaction, transfer of charge, the story of lighting, lighting safety, earthquakes.

Light: What makes thing visible, Reflection of light, Laws of reflection, regular and diffused reflection, reflected light can be reflected again, multiple images, sunlight-white or coloured, Refraction of light, refractive index, power of a lens.

Sound: Production of sound, (sound is produced by a vibrating body, sound produced by humans), propagation of sound (sound waves needs a medium to travel, sound waves are longitudinal waves, characteristics of sound in different media), reflection of sound (Echo, reverberation, uses of multiple reflection of sound), range of hearing, application of ultrasound (SONAR).

Star and the solar system: The moon, the stars, constellations, the solar system, some other members of the solar system.

SEMESTER VIII

BPH-801: Statistical Mechanics

Credits: 3

Random Walk Problem: Probability distribution, calculation of mean and dispersion (as a measure of fluctuation), and simple numerical problems.

Basics of Statistical Mechanics: State of a system (Microscopic and Macroscopic); Phase space, density of states and Liouville's theorem; Postulates of statistical mechanics; Relation between statistical and thermodynamic parameters.

Classical Statistical Mechanics: Brief introduction to Ensemble theory (Micro-canonical, Canonical and Grand-canonical), applications to classical ideal gas and simple numerical problems; Gibbs paradox; In brief: Statistical equivalence of three ensembles.

Quantum Statistical Mechanics: Introduction to Bose-Einstein and Fermi-Dirac statistics; Maxwell-Boltzmann statistics as a classical limit; Comparison of the three statistics; Fermi and Bose gases.

BPH-802: Solid State Physics

Credits: 3

Structure and Symmetry: Elements of external symmetry of crystals, space lattice, Bravais lattices, Miller indices for direction and planes, Common crystal structures: NaCl, CsCl, ZnS and Diamond, Close packed structures, Quasicrystals.

Brief introduction to: -Bonding in solids, Lennard Jones potential, concept of cohesive energy, covalent, van der Waals, ionic and metallic bonding.

Diffraction of x-rays, Laue equations and Braggs law, reciprocal lattice, Brillouin Zones and Brief introduction of: (Ewald construction, atomic scattering and structure factors).

Lattice Vibrations: Vibrational modes of continuous medium, Debye's theory of specific heat, Brief Introduction of :(Vibrations of one dimensional monoatomic and diatomic chain, Phonons, Density of states).

Electronic Properties: Free electron gas, Electrons in periodic potential, Kronig Penny model, Bloch theorem, energy bands, metals, insulators and semiconductors, Motion of electron in electric and magnetic fields, Hall Effect, Fermi surface.

Magnetic Properties: Dia-, Para-and Ferromagnetism, origin of magnetism, Brief Introduction of: (Langevin's theory of paramagnetism, Weiss Molecular theory, Ferromagnetic ordering, spin waves, magnons, ferromagnetic domains).

BPH-803: Atomic Physics and Lasers

Credits: 3

Atomic Physics: Brief review of Bohr and Sommerfeld model of atom. Effect of finite nuclear mass in relation to Rydberg constant. Idea of discrete energy levels and electron spin: Franck – Hertz and Stern – Gerlach experiments.

Significance of four quantum numbers and concept of atomic orbitals. One valence electron atom: Orbital magnetic dipole moment, Orbital, spin and total angular momenta, Larmor precession, Vector model of atom, Electronic configuration and

atomic states, Spin-orbit interaction and fine structure, Intensity of spectral lines, General selection rules. Zeeman Effect.

Two valence electron atoms: LS and JJ coupling schemes and resulting spectra. Idea of normal and inverted doublet.

Lasers and Non-Linear Optics: Einstein coefficients, Threshold condition for LASER action, Rate equation for three level laser system, Characteristics of laser radiation. He-Ne and Nd-YAG Laser.

Significance of non-linear polarization of lasers and some applications.

BPH – 804: Topics in Modern Physics and Nano Science

Credits: 3

Theory of Relativity: Gravitational red-shift, Doppler effect in relativity, Four dimensional space and concept of four-vector, Transformation properties of four-momentum and four-force, Vector and scalar potentials and Gauge transformation, Four-potential and four-current, Transformation relations for E and B, Invariance of Maxwell's equations.

Astrophysics and Cosmology:

Introduction to the Universe, Expansion of the Universe, The Hertzsprung-Russell Diagram, The cosmic microwave background radiation, The Big Bang Hypothesis, Nucleosynthesis: formation of nuclei and atoms, Formations of Galaxies and Stars, Thermal Nuclear Reaction, Astrophysical processes : H and He burning, the r-process, the rp-process, Chandrasekhar-limit, White Dwarf, Neutron star and Black Hole, Dark Matter and Dark Energy.

Nano Materials:

Physical, Chemical and Bio-routes for Synthesis of Nanomaterials, Experimental Techniques for Characterization of Nanomaterials, Metal Nanoparticles, Carbon Nanostructures, Electronic Properties of Nanomaterials, Some applications of Nano Materials.

Practical for Semester- VIII (A)

Credits: 2

1. Determination of Planck's constant.
2. Grating spectrograph.
3. GM Counter.
4. B-H curve and hysteresis loss.

5. Experiment on fiber optics.
6. Wedge angle and refractive index of water using laser.

Practical for Semester- VIII (B)

Credits: 2

1. Positive feedback- Hartley and phase shift oscillator.
2. Amplitude modulation and demodulation characteristics.
3. Characteristics of FET and MOSFET and their application as amplifier.
4. Wave shaping circuits.
5. Characteristics of UJT and its application as relaxation oscillator.

Readings

- Baruah, D.G. Laser and Non-Linear Optics, Pragati Prakashan.
- Chattopadhyay, D., & Rakshit, P.C. Quantum Mechanics Statistical Mechanics and Solid State Physics, S.Chand.
- Dey, K.K., & Dutta, B.N. Practical Physics, Kalayani Publishers.
- Eisberg, R. & Resnick, R. Quantum Physics of Atom, Molecules Solids, Nuclei and Practice, Rastogi Publication.
- Ghoshal, S.N. Atomic Physic (Modern Physics), S.Chand.
- Gupta, S.L., & Kumar, V. Practical Physics, Pragati Prakashan.
- Gupta, S.L., & Kumar, V. Statistical Mechanics, Pragati Prakashan.
- Herzberg, G. Atomic Spectra and Atomic Structure, Dover.
- Huang, K. Statistical Mechanics (2e), Wiley Student Edition.
- Jeremy Bernstein, Fishbane, P.M., & Geriorowicz, S. G. Modern Physics, Pearson.
- Kenneth S.Krane. Modern Physics Publisher: Wiley Student Edition.
- Kittel, C. Introduction to Solid State Physics (8e), Wiley Student Edtion.
- Kumar, R. Atomic and Molecular Spectra and Laser, K.N.R.N.
- Lal, H.B., Panday, U.S., Singh, R.B. Advanced Practical Physics, United book depot.Niemeyer, C.M., & Murkin, C.A. (Eds.). Nanotechonology Concepts Application and Perspective, Publisher: Wiley.
- Pathria, R.K., & Beale, P. D. Statistical Mechanics (3e), Academic Press.
- Poole, C.P., & Owens, Jr. F.J. Introduction to Nanotechnology, Wiley Students Edtion.
- Prakash, S. Statistical Mechanics, K.N.R.N.
- Puri, R.K., & Babbar, V.K. Solid State Physics, S.Chand.
- Resnick, R. Introduction To Special Relativity, Wiley.
- Ross, S. M. Introduction to Probability Models (11e), Academic Presss.
- Saxena, B.S., Saxena, P.N., Gupta, R.C., & Mandal, J.N. Solid State Physics, Pragati Prakashan.
- Singhal, R.L. Solid State Physics, Keder Nath Ram Nath.
- Upadhyay, J.C., & Sinha, H.P. Relativity and Statistical Physics, Ram Prasad.
- White, H. E. Atomic Spectra, Mcgraw Hill.Arora, C.L. B.Sc Practical Physics, S.Chand.

CHEMISTRY

SEMESTER - I

BCH-101: Structure and Bonding

Credits: 2

- 1 **Atomic Structure:** Schrodinger wave equation; H atom; Radial and angular wave functions: quantum numbers and concept of orbitals; S later orbitals.
- 2 **Chemical Bonding:** VB and MO approach of H₂ molecule; MO treatment of homonuclear and heteronuclear (CO & NO) diatomic molecules; Concept of HOMO and LUMO. VSEPR theory; Structure of simple molecules and ions of main group elements
- 3 **Ionic Solids:** Close packing, Radius ratio rule and crystal coordination number. Examples of MX and MX₂ type ionic solids (NaCl and TiO₂)
- 4 **Metallic Bonding:** theories of bonding in metals; Free electron, VB and Band theories.
- 5 **Weak Interactions:** Hydrogen bonding and van der Waal's interactions.

BCH-102: Organic Chemistry

Credits: 2

1. **Concepts:** Atomic orbitals, hybridization, orbital representation of methane, ethane, ethyne and benzene.
Polarity of bonds: Inductive, resonance and steric effects, hyperconjugation, and their influence on acidity and basicity of organic compounds.
2. **Hydrocarbons**
 - Alkanes: Chlorination of methane
 - Alkenes: Addition reactions (Electrophilic and Free radical), Hydration, hydroxylation, hydroboration, epoxidation and ozonolysis
 - Alkynes: Reduction, Electrophilic addition, acidity and metal acetylides. Conjugated and isolated Dienes: 1,2- verses 1,4-addition. Diels - Alder reaction.
3. **Alkyl Halides**
 - Nucleophilic substitution: SN₁, SN₂ mechanisms
 - Eliminations reactions: E₁ and E₂ mechanisms, Elimination versus substitution reactions; energy profile diagrams-transition states (general considerations)
 - Grignard reagents: Preparation and synthetic applications.
4. **Alcohols:** Comparative study of substitution, dehydration, oxidation, and esterification of primary, secondary and tertiary alcohols.
5. **Stereochemistry:** Fischer, Saw-horse and Newman projection formulae, Chirality-optical activity, enantiomers and diastereoisomerism involving one and two chiral centres. Configuration; D/L, erythrose, threose and R/S nomenclatures. Geometrical isomerism and E/Z nomenclatures. Conformations of n-butane.
6. **Active methylene compounds:** Preparation and synthetic applications of ethyl acetoacetate and diethyl malonate, Tautomerism.

Practical

Credits: 2

1. Qualitative Inorganic Analysis.
2. Qualitative Inorganic Mixture Analysis: Not containing more than four ions and one interfering anion.
3. Qualitative Organic Analysis: Identification of simple organic compounds (derivatives not included).

Readings

- Bruice, P. Y. (1998). Organic Chemistry (2e), Prentice-Hall, International.
- Clayden, J., Greeves, N., Warren, S., & Wothers, E. (2001). Organic Chemistry, Oxford: Oxford Univ. Press.
- Cotton, F. A, Wilkinson G., & Paul, L. Gaus. (1995). Basic Inorganic Chemistry, (3e) New York: John Wiley & Sons.
- Finar, I. L. (1973). Organic Chemistry, Vol. I, (6e), New Delhi: ELBS and Longman Ltd.
- Lee, J. D. (1996). Concise Inorganic Chemistry(5e), London: Chapman & Hall.
- Morrison, R.T., & Boyd, R. N. (1992), Organic Chemistry (6e). New Delhi: Prentice-Hall of India (P) Ltd.

SEMESTER - II

BCH-201: Inorganic Chemistry-I

Credits: 2

1. **Periodic trends and properties:** Size, Ionization Energy, Electron Affinity, Electronegativity, Lattice and Hydration Energies, Use of redox potential and reaction feasibility.
2. **Chemistry of s and p-block elements:** Alkali and alkaline earth metals: Hydrides and Complexation tendencies. Structural features of hydrides, halides, oxides and oxyacids.
3. **Chemistry of d-block elements:** Salient features, characteristic properties of 3d-elements with reference to oxidation states, colour, magnetic behaviour, and complex formation tendency.

BCH-202: Physical Chemistry-I

Credits: 2

1. **Gaseous State:** Kinetic theory of gases, ideal gas laws based on kinetic theory. Collision in a gas- mean free path, collision diameter, collision number. Behaviour of real gases - the van der Waal's equation. Critical phenomena - critical constants of a gas and their determination, the van der Waals equation and critical state, Principle of corresponding states.
2. **Liquid State:** Surface tension of liquids - capillary action, experimental determination of surface tension, temperature effect on surface tension. Viscosity of liquids, experimental determination of viscosity coefficient, its variation with temperature.
3. **Thermodynamics:** First Law of thermodynamics and internal energy, state and state functions, sign convention for heat and work, nature of work, path dependence of heat and work. Enthalpy, heat changes at constant volume and constant pressure, heat capacities (CV, CP) and their relationship for ideal gases. Thermodynamic quantities (w, q, ΔU , ΔH) for isothermal and adiabatic reversible expansion of ideal gases and their comparison. Change in internal energy (ΔU) and enthalpy (ΔH) of chemical reactions, relation between ΔU and ΔH , variation of heat of reaction with temperature (Kirchhoff's equation).
4. **Electrochemistry:** Arrhenius theory of electrolytic dissociation, Hydrolysis of salts, hydrolysis constant, buffer solutions, indicators and theory of acid-base indicators. Migration of ions: transference number and its determination by Hittorf methods. Conductance of electrolyte solutions, molar conductance of electrolyte and its splitting into ionic molar conductance, Kohlrausch law of independent migration of ions, ionic mobility. Application of conductance measurements: determination of degree of dissociation and dissociation constant of weak electrolytes/acids, solubility of sparingly soluble salts, and Conductometric titrations.

5. Nuclear Chemistry:

- Nucleus and its classification, nuclear forces, nuclear binding energy, stability of nucleus.
- Radioactivity: Radioactive elements, general characteristics of radioactive decay, decay kinetics (decay constant, half life, mean life period), units of radioactivity.

Practical

Credits: 2

Quantitative Analysis (Physical and Volumetric)

1. Determination of water equivalent of a calorimeter (cooling curve).
2. Heat of neutralization (strong acid-strong base).
3. Heat of dissociation of weak acid.
4. Heat of solution (NH_4NO_3 , CaCl_2).
5. Basicity of an acid by thermochemical method.

Note: Experiments may be added/deleted subject to availability of time and facilities.

Readings

- Atkins, P. & Paul J. De. (2006). Physical Chemistry (8e), Oxford: Oxford University Press.
- Cotton, F. A, Wilkinson G., and Paul, L. G. (1995). Basic Inorganic Chemistry, (3e) New York: John Wiley & Sons.
- Laidler, K. J., & Meiser, J. M. (1999). Physical Chemistry (3e), New York: Houghton Mifflin Comp., International Edition
- Lee, J. D. (1996). Concise Inorganic Chemistry (5e), London: Chapman & Hall.
- Puri, B. R., Sharma, L. R., & Pathania M. S. (1998). Principles of Physical Chemistry, (37e), Jalandhar: Shoban Lal Nagin Chand & Co.
- Rakshit, P. C. (1988). Physical Chemistry (5e) 4th Reprint (1997). Calcutta: Sarat Book House.

SEMESTER - III

BCH-301: Organic Chemistry-II

Credits: 2

1. **Aromaticity:** Aromaticity and Huckel rule - A general concept. Molecular orbital picture of benzene.
2. **Aromatic Electrophilic Substitution:** Mechanism of nitration, halogenation, sulphonation, and Friedel-Crafts reactions (alkylation and acylation). Effects of substituents on orientation and reactivity.
3. **Aryl Halogen Compounds:** Chlorobenzene, electrophilic and nucleophilic aromatic substitutions; side chain chlorination of toluene, DDT and BHC.
4. **Chemistry of Carbonyl compounds:** Preparations and reactions: addition and condensation reactions; Cannizzaro, Perkin, aldol, benzoin, haloform, oxidation and reduction reactions.
Important reactions of acids, HVZ reaction, Relative reactivity of acid chlorides, acid anhydrides, amides and esters. Comparative acidity of carboxylic and sulphonic acids.
5. **Phenols:** General methods of preparation and reactions. Reimer-Tiemann and Kolbe reactions. Relative acidity of phenol, alcohol and carboxylic acid.
6. **Nitrogen Containing compounds:** Nitrobenzene and reduction products. Comparative basicity of aliphatic and aromatic amines.
7. **Diazonium Salts:** Preparation and synthetic applications.

BCH-302: Physical Chemistry-II

Credits: 2

1. **Thermodynamics:** Second Law of Thermodynamics, Carnot cycle, entropy, entropy changes in reversible and irreversible processes and entropy of the universe, physical concept of entropy, entropy changes of an ideal gas in different processes, entropy of an ideal gas, entropy changes in mixture of gases. Joule-Thomson effect, Joule-Thomson coefficient of real (van der Waal) gases, inversion temperature.
Free energy and its concept, Gibbs and Helmholtz free energies and their relationship, variation of free energy with temperature and pressure. Free energy and equilibrium constant. Maxwell's relations, Gibbs-Helmholtz equations, its application for the determination of ΔG , ΔH , ΔS of a reversible cell reaction. Criteria for reversible and irreversible processes based on entropy and free energy.
Partial molal quantities, chemical potential, the Gibbs-Duhem equation, determination of partial molal quantities, variation of chemical potential with temperature and pressure, chemical potential in case of a system of ideal gases.
2. **Phase Equilibria:** Thermodynamics of phase transition-Clapeyron-Clausius equation and its applications. Phase, Phase rule, phase component, degree of freedom, thermodynamic derivation of phase rule, phase diagrams of one-component system (water), two component systems (phenol-water, lead-silver). The distribution law, applications to cases of dissociation and association of solutes in one of the phases, solvent extraction, equilibrium constant from distribution coefficient ($K_1 + I_2 = K_1I_3$).

3. **Electrochemical Cells:** Reactions in reversible cells, free energy and *emf* of reversible cell. Single electrode potential (Nernst equation), its measurement and sign convention. Standard electrode potential. *Emf* of reversible cell from electrode potentials. Types of reversible electrode, reference electrodes. Applications of *emf* measurements: determination of ionic activities, pH, and equilibrium constant. Potentiometric titration. Concentration cells with and without transference. Liquid junction potential and its elimination.
4. **Chemical Kinetics:** Order and molecularity of chemical reactions, pseudo order. Kinetic law for second order reactions, determination of the rate constant and order of reaction from kinetic data. Effect of temperature on rate of reaction: collision theory of rates of bimolecular reactions and its comparison with Arrhenius equation.
5. **Complex reactions:** Reversible (first order in both directions), concurrent, consecutive reactions. Animalcular gas reactions (Lindmann theory), steady-state approximations, theory of absolute reaction rate and its thermodynamic formulation.

Practical

Credits: 2

Quantitative Analysis (Physical and Volumetric)

1. Critical Solution Temperature.
2. Effect of impurity on Critical Solution Temperature.
3. Distribution of solute in two immiscible solvents (without association).
4. Distribution of solute in two immiscible solvents (with association in one solvent).
5. Determination of pH of a given buffer.
6. Equilibrium constant of methyl acetate hydrolysis reaction.

Note: Experiments may be added/ deleted subject to availability of time and facilities.

Readings

- Bruice, P. Y. (1998). Organic Chemistry (2e), Prentice-Hall, International.
- Clayden, J., Greeves, N., Warren, S., & Wothers E. (2001). Organic Chemistry, Oxford: Oxford Univ. Press.
- Finar, I. L. (1996). Organic Chemistry, Vol. I & Vol. II, New Delhi: ELBS and Longman Ltd.
- Laidler, K. J. and Meiser J. M. (1999). Physical Chemistry (3e), New York: Houghton Mifflin Comp., International Edition.
- Morrison, R. T., & Boyd, R. N. (1992). Organic Chemistry (6e), New Delhi: Prentice-Hall of India (P) Ltd.
- Puri, B. R., Sharma, L. R., & Pathania, M. S. (1998). Principles of Physical Chemistry, (37e), Jalandhar: Shoban Lal Nagin Chand & Co.
- Rakshit, P. C. (1997). Physical Chemistry (5e), Calcutta: Sarat Book House.
- Wade, L.G. Jr. (2001). Organic Chemistry (5e), USA:Prentice-Hall International INC.

SEMESTER - IV

BCH-401: Inorganic Chemistry-II

Credits: 2

1. **Acids and bases:** Bronsted-Lowry, Lux-Flood, Solvent System and Lewis concepts of acids and bases. Factors affecting strengths of Lewis acids and bases. HSAB theory and applications.
2. **Non-aqueous solvents:** Physical properties of a solvent for functioning as an effective reaction medium, types of solvents and their general characteristics. Liquid NH_3 as a non- aqueous solvent.
3. **Coordination compounds:** Nomenclature, Werner's theory. Isomerism. Sidgwick's EAN concept and Valence Bond Theory. Stereochemistry of coordination compounds with coordination no. 4, 5 and 6.
4. **Magnetic Properties of Transition Metal Complexes:** Types of magnetic behavior, methods of determining magnetic susceptibility, L-S and J-J coupling, orbital contribution to magnetic moments. Correlation of magnetic moment data and stereochemistry of Co(II) and Ni(II) complexes; anomalous magnetic moments.

BCH-402: Selected Topics in Chemistry

Credits: 2

1. **Energy devices:** Batteries; Fuel cells, Solar cells, Biomass as renewable energy resources.
2. **Corrosion:** Causes of metallic corrosion, types of corrosion, measurements of corrosion by weight loss method, prevention (electrochemical and inhibitor).
3. **Green Chemistry:** Principles and concept of green chemistry, atom economic and non-economic reactions, reducing toxicity, a few examples of environment friendly reactions and reaction media.
4. **Photoisomerization:** Rotation about C-C and C=C bonds, Structure of Rhodospin, Mechanism of vision.
5. **Bioenergetics:** Gibbs and Helmholtz energies with special emphasis on biological applications: study of energy transformations in living systems (bioenergetics): standard state in biochemistry, ATP-the currency of energy, Glycolysis, limitation of applicability of thermodynamics in biology.

Quantitative Analysis (Physical and Volumetric)

1. Coagulation of a solution.
2. Determination of Surface Tension of liquids.
3. Determination of viscosity coefficients of liquids.
4. Order of reaction of I_2 / Acetone / H^+ .
5. Iodimetric titration.

Note: Experiments may be added/ deleted subject to availability of time and facilities.

Readings

- Agarwal, R.C. Recent Aspects in Inorganic Chemistry, Kitab Mahal.
- Aggarwal, R. C. (1987). Modern Inorganic Chemistry(1e), Allahabad: Kitab Mahal.
- Ahluwalia, V.K. (2007). Green Chemistry: Environmentally Benign Reactions, New Delhi: Anamaya Publication.
- Ahluwalia, V.K., & Kidwai M. (2004). New Trends in Green Chemistry, New Delhi: Anamaya Publication.
- Chang, R. (2000). Physical Chemistry for the Chemical and Biological Sciences, California: University Science Book.
- Cotton, F. A, Wilkinson, G., & Paul, L. Gaus. (1995). Basic Inorganic Chemistry (3e), New York: John Wiley & Sons.
- Huheey, J.E., Keiter E.A. & R.L. Keiter. Inorganic Chemistry.
- Lancaster, M. (2002). Green Chemistry: An Introductory Text, Edn: RSC Paperback.
- Lee, J. D. (1996). Concise Inorganic Chemistry(5e), London: Chapman & Hall.
- Sharpe, A. G. (1999). Inorganic Chemistry (3e), U.K.: ELBS / Longman.
- Shriver, D. F., & Atkins, P. W. (1999). Inorganic Chemistry (3e), London: ELBS.
- Turro, N. J. (1991). Modern Molecular Photochemistry, California: University Science Books, Sausalito.

SEMESTER – V

BCH-501: Analytical Chemistry-I

Credits: 2

1. **Statistical Evaluation:** Determinant and indeterminate errors, Normal error curve, Accuracy and Precision, Relative and standard deviation, Methods for minimizing errors, Criteria for rejection of observation, Significant figures and computation rules, Error propagation.
2. **Precipitation:** Desirable properties of gravimetric precipitates, Formation of gravimetric precipitates, Conditions for quantitative precipitations, Contamination in precipitates, Method for removal of impurities in precipitates, Steps involved in quantitative precipitation, Organic precipitants (oxine, dithizone, α -nitroso-(naphthol, cupferon, dimethyl glyoxime) in chemical analysis.
3. **Analytical Reagents:** Theoretical and practical aspects of the use of EDTA, cerate, iodate, bromate, chloramine-T, Karl Fischer and periodate reagents in chemical analysis.

BCH-502: Inorganic Chemistry-III

Credits: 2

1. **Theories of Metal-Ligand bonding:** Limitations of valence bond theory; Crystal-field theory and crystal-field splitting in octahedral, tetrahedral and square planar complexes. Jahn-Teller Distortion. Factors affecting the crystal-field splitting.
2. **Thermodynamic and Kinetic aspects of Metal Complexes:** A brief outline of thermodynamic and kinetic stabilities of metal complexes and factors affecting the stability. Substitution reactions of square-planar complexes – Trans effect
3. **Chemistry of Second and Third Transition Series:** A general comparative treatment of 4d and 5d elements with their 3d analogues in respect of ionic radii, oxidation states, magnetic behaviour and electronic spectral properties
4. **Organometallic Chemistry:** Definition, nomenclature and classification of organometallic compounds. Preparation, properties, bonding and applications of alkyl and aryls of Li, Al, Hg, Sn, Ti. A brief account of metal-ethylenic complexes and homogeneous hydrogenation

Preparations (Organic and Inorganic)**1. Preparation of Organic Compounds:**

(i) m-dinitrobenzene, (ii) Acetanilide, (iii) Bromoacetanilide, (iv) Oxidation of primary alcohols-Benzoic acid from benzylalcohol, (v) azo dye

2. Preparation of Inorganic Compounds:

(i) Potassium trioxalato chromate (III); (ii) $\text{CoHg}(\text{SCN})_4$; (iii) Cu(I) thiourea complex (iv) Bis (2, 4-pentanedionate) zinc hydrate; (v) Double salts (Chrome alum/ Mohr's salt)

Readings

- Aggarwal, R. C. (1987). Modern Inorganic Chemistry(1e), Allahabad: Kitab Mahal.
- Christian, G.D. (2001). Analytical Chemistry, New York: John Willey & sons.
- Cotton, F. A., Wilkinson G., & Paul L. Gaus. (1995). Basic Inorganic Chemistry, (3e) New York: John Wiley & Sons.
- Huheey, J.E., Keiter E.A. & R.L. Keiter. Inorganic Chemistry.
- Khopkar, S.M. (1998). Basic Concepts of Analytical Chemistry (2e), New Delhi: New Age International Publications.
- Lee, J. D. (1996). Concise Inorganic Chemistry(5e), London: Chapman & Hall.
- Pecsok, R.L. Shields, L.D., Cairns, T. and Mc William I.C. (1976). Modern Methods of Chemical Analysis (2e), New York: John Willey.
- Sharpe, A. G. (1999), Inorganic Chemistry(3e) U.K.: ELBS / Longman.
- Shriver, D. F. & Atkins, P. W. (1999), Inorganic Chemistry (3e), London: ELBS.

SEMESTER -VI

BCH-601: Organic Chemistry-III

Credits: 2

1. **Alicyclic Compounds:** Cycloalkanes, general synthesis, Bayer's strain Theory. Cyclohexane chair and boat conformations, axial and equatorial bonds, conformation of mono substituted cyclohexanes.
2. **Poly nuclear Hydrocarbons:** Alternant and non-alternant hydrocarbons. Chemistry of naphthalene.
3. **Reactive intermediates and related Rearrangement reactions:** Generation, stability and reactivity of *Free radicals* (Anti Markovnikov's, Birch Reduction, Bouveault-Blanc reduction, oxidation of phenol by metal ions); *Carbocations* (Pinacol-Pinacolone, Wagner-Meerwein Rearrangement, Baeyer-Villiger oxidation, Hydroperoxide reaction and Beckmann.) and *Carbanions* (Robinson Anuulation and Michael Addition); *Carbenes* and *Nitrenes* (Hofmann, Curtius reactions). Ylides: Sulphur ylides, phosphorous ylides, Michaelis-Arbuzov phosphonate synthesis, Witting reactions, Mitsunobu reaction.
4. **Isotope Effect in a Reaction:** Isotopic substitution in a molecule, primary and secondary kinetic isotope effects, solvent isotopic effect and their importance in mechanistic studies.
5. **Stereochemistry:** Concept of Chirality; symmetry element, symmetry operations. Enantiomers, diastereomers, racemates, racemisation, resolution, Pro-chirality, pro- stereoisomerism with suitable examples of one and two chiral centers. Regioselective, chemoselective and stereoselective reactions. Asymmetric induction, Cram's Rule: Addition of nucleophile to carbonyl function; Aldol condensation (*achiral-achiral*). Wilkinson's hydrogenation.
6. **Photochemistry:** Principles of photochemistry, photochemical reactions of carbonyl compounds and olefins.
7. **Heterocyclic Compounds:** Synthesis and chemistry of furan, pyrrole, pyridine, Indole and Quinoline.

BCH-602: Physical Chemistry-III

Credits: 2

1. **Solid State:** Crystal lattices, space lattice, unit cell, crystal systems, law of rational indices, Miller indices, crystals and x-rays (the Braggs equation). Crystal structure of NaCl, graphite, and diamond. Types of crystal (molecular, covalent, metallic, ionic). Imperfection in crystals: point defect-Schottky and Frankel defects.
2. **Surface and Photochemistry:** Gibbs Adsorption isotherm. Multi layer adsorption-BET equation (no derivation) and its application to surface area measurement Heterogeneous catalysis (surface reactions): kinetics of unimolecular surface reactions- inhibition and activation energy. Nature of surface. Kinetics of enzymatic reactions: Michaelis-Menten equation, effect of temperature and pH, Law of photochemical equivalence, quantum efficiency, reasons for low

and high quantum efficiency. Kinetics of photochemical reaction ($\text{H}_2 + \text{Br}_2 = \text{HBr}$), photostationary state, Chemical actinometers (uranyl oxalate)

- 3. Thermodynamics of Solutions:** Chemical potential of a mixture of ideal gases. Chemical potential of real gases and fugacity, activity and activity coefficient (concept and physical significance), reference and standard states. Variation of fugacity with temperature and pressure, Lewis-Randall rule, thermodynamic functions of mixing (ΔG_{mix} , ΔS_{mix} , ΔV_{mix} , ΔH_{mix}), ideal solutions and their characteristic properties, Duhem-Margules equation and its application, Henry and Raoult's laws. Thermodynamics of colligative properties: Freezing point depression, elevation of boiling point, osmotic pressure. van't Hoff equation. Measurement of osmotic pressure and determination of molecular weight of macromolecules.
- 4. Electrochemistry:** Theory of strong electrolytes: - Qualitative idea of Debye-Huckel theory of ion-ion interactions, Debye-Huckel limiting law for activity coefficient of ions in electrolyte solution (derivation not required), its modification for concentrated solutions. Debye-Huckel-Onsager (D-H-O) theory of electrolytic conductance: qualitative idea of electrophoretic and relaxation effects, D-H-O equation for conductance of electrolyte solutions, effect of high frequency and high field on conductance.
- 5. Nuclear and Radiation Chemistry:** Nuclear reactions: Bethe notation, types of nuclear reactions (n , p , α , d and γ), conservation of quantities (mass-energy and linear momentum) in nuclear reactions, reaction cross-section, compound nucleus theory and nuclear reactions. Nuclear fission: the process, fragments, mass distribution, and fission energy, Nuclear reactor: the natural uranium reactor, classification of reactors, breeder reactor. Nuclear fusion and stellar energy.

Radiation chemistry: Elementary ideas of radiation chemistry, radiolysis of water and aqueous solutions, unit of radiation chemical yield (G-value), radiation dosimetry (Fricke's dosimeter), units of radiation energy (Rad, Gray, Rontgen, RBE, Rcm, Sievert).

Practical

Credits: 2

Inorganic & Physical Chemistry Practical

1. Viscosity-composition curve for a binary liquid mixture.
2. Gravimetric estimation of Cations/Anions.

Note : Experiments may be added/deleted subject to availability of time and facilities.

Readings

- Arnikar, H. J. (1995). Essentials of Nuclear Chemistry (4e), New Delhi: New Age International (p) Ltd., Wiley Eastern Ltd.
- Bansal, R.K. (1999). Heterocyclic Chemistry: Syntheses Reactions and Mechanisms (3e), New Delhi: New Age International, Publisher.
- Clayden, J., Greeves N., Warren S. & Wothers E. (2001). Organic Chemistry, Oxford: Oxford Univ. Press.
- Eliel, E.L., Wilen S.H. & Mander (2004). Stereochemistry of Organic Compounds, New York: Wiley Interscience.
- Finar, I. L. (1973). Organic Chemistry, Vol. I, (6e), New Delhi: ELBS and Longman Ltd.
- Finar, I. L. (1975). Organic Chemistry, Vol. II, (5e), New Delhi: ELBS and Longman Ltd.
- Laidler, K. J., & Meiser J. M. (1999). Physical Chemistry (3e), New York: Houghton Mifflin Comp., International Edition .
- Levine, I.N. (1995). Physical Chemistry (4e), New York: Mc Graw-Hill Inc.
- Morrison, R. T., & Boyd R. N., (2003). Organic Chemistry (6e). New Delhi: Prentice-Hall of India (P) Ltd.
- Nasipuri, D. (1994). Stereochemistry of Organic Compounds (2e), New Delhi: Wiley Eastern Ltd.
- Puri, B. R., Sharma, L. R., & Pathania M. S. (1998). Principles of Physical Chemistry, (37e), Jalandhar: Shoban Lal Nagin Chand & Co.
- Rakshit, P. C. (1997). Physical Chemistry (5e), Calcutta: Sarat Book House.
- Singh, J., & Singh, J. Photochemistry and Pericyclic Reactions (2e), New Delhi: New Age International (P) Ltd. Publishers.
- Sykes, P. (1997). A Guide Book to Mechanism in Organic Chemistry (6e), New Delhi: Orient Longman Ltd.

SEMESTER – VII

Innovative teaching module

Credits: 2

- a) Basics of atomic structure and periodic table.
- b) Environmental issues in the national context and remedial measures.
(Arsenic, Mercury, Copper, Cadmium and Methylisocyanate (MIC) poisonings).

SEMESTER – VIII

BCH-801: Analytical Chemistry-II

Credits: 3

1. **Solvent Extraction:** Distribution law, Single extraction, Multiple extraction, Craig concept of counter-current distribution, Important solvent systems: chelate extraction, synergic extraction, extraction by solvation, ion-pair extraction.
2. **Chromatography:** Classification of chromatographic methods, General principle and application of adsorption, partition, ion exchange, thin layer, and paper chromatography.
3. **Radio-Analytical Methods:** Elementary theory, Isotope dilution and Neutron activation methods and applications.
4. **Spectrophotometry:** Beer's law and its application, Nomenclature and units, General instrumentations for spectrophotometry, Spectrophotometric determinations of one Component (iron, chromium, manganese, nickel, titanium and phosphorus) and two components (overlapping and non overlapping) systems, Spectrophotometric determination of dissociation constants of indicator, Photometric errors and RINGBOM-AYRES plots.

BCH-802: Inorganic Chemistry –IV

Credits: 3

1. **Electronic Spectra of Transition Metal Complexes:** Types of electronic transitions, selection rule for dd transitions, spectroscopic ground states. Explanation of electronic spectra on the basis of Orgel energy level diagrams for d1, d4, d6 and d9 states.
2. **Chemistry of f-block Elements:**
Actinides: Comparative study of actinide elements with respect to electronic configuration, atomic and ionic radii, oxidation states and complex formation; occurrence and principles of separation. General features and chemistry of actinides, principles of separation of Np, Pu and Am from U. Trans-Uranium elements.
Lanthanides: Comparative study of lanthanide elements with respect to electronic configuration atomic and ionic radii, oxidation state and complex formation, lanthanide contraction. Separation of lanthanides. Application of lanthanide complexes.

3. **Bioinorganic Chemistry:** Essential and trace element in biological process, oxygen transport with reference to haemoglobin; synthetic models of O₂ carriers., Biological role of alkali metals ions. Vitamin B-12.
4. **Environmental Pollution:** Terminology used in environmental chemistry, Atmospheric pollution, Source of air pollution, Global warming, Ozone-hole, Auto exhaust emissions and its prevention, Air quality parameters, Acid rains, Industrial and domestic effluents, Treatment plants, Fluoresis, Arsenic, Mercury and Methylisocyanate (MIC) poisonings, Current environmental issues in the national context and remedial measures.

BCH-803: Organic Chemistry-V

Credits: 3

1. **Nuclear Magnetic Resonance Spectroscopy:** Nuclear Magnetic Resonance spectroscopy. Chemical shifts. Spin-spin splittings. Relaxation times.
2. **Polymers:** Types of polymers and polymerization process: Addition, stereo controlled, step growth polymerizations. Radical, ionic and coordination mechanisms of polymerization. Synthesis and applications of following polymers: (i) Specialty Polymers: Conducting & Electroluminescent (Organic light emitting diodes), liquid crystals (ii) Natural and synthetic rubber (iii) Synthetic Fibers: Polyester, Polyamides (iv) Foaming Agent: Plasticizers (v) biodegradable polymers.
3. **Terpenes:** Occurrence, isolation, classification. Isoprene rule. Structure and synthesis of Citral and Geraniol.
4. **Dyes:** synthesis of malachite green, fluorescein. Synthesis and structure of Indigotin.
5. **Peptide Chemistry:** Amino acids-preparative methods, physical properties, dipolar nature, chemical reactions and configuration. **Peptides:** peptide linkage, peptide synthesis and structure of poly peptides. **Proteins:** General characteristics and secondary structure.
6. **Drugs:** Preparations, and uses of following: (i) Antipyretics and Analgesics: Aspirin, Paracetamol, Phenylbutazone. (ii) Sulpha Drugs: Sulphanilamide, sulphapyridine, sulphathiazole. (iii) *Antimalarials:* Chloroquine, Primaquine. (iv) Antibiotics: Chloroamphenicol.
7. **Carbohydrates:** Characteristic reactions of aldoses and ketoses. Glucose-structure (Open and Cyclic), Fructose (only reactions), Mutarotations, Sucrose, starch and cellulose (Structural aspects only).

- 1. Quantum Mechanics of Simple Systems:** Schrödinger's wave equation. Eigen functions and Eigen values and quantum mechanical operators. Expectation value of a physical quantity. Orthogonality of wave functions. The particle in a one dimensional box problem and its solutions. Particle in a three dimensional box. Degeneracy. Rigid rotor and Harmonic Oscillator.
- 2. Molecular Spectroscopy:** Region of electromagnetic spectrum. Emission and absorption spectra. Transition probabilities and selection rules. Width and intensity of spectral transitions Pure rotational spectra. Diatomic molecules-Rigid rotor & non-rigid rotors. Vibrational, rotational spectra of diatomic molecules. Harmonic oscillator-rigid rotor approximation. Anharmonicity effect. Normal modes of vibration. Infrared spectra of linear and bent AB₂ molecules. Electronic spectra of diatomic molecules. Vibrational structure. Franck-Condon principle.
- 3. Molecular Statistics:** The Boltzmann distribution. Maxwell distribution law for distribution of molecular speeds. The Maxwell-Boltzmann distribution law for the distribution of molecular energies. The partition functions. Thermodynamic quantities from partition functions. The Sackur-Tetrode equation for molar entropy of monatomic gases. Rotational and vibrational partition functions. The characteristic temperature. The calculation of Gibbs free energy changes and equilibrium constant in terms of partition functions.

Practical

Practical 1: Analytical & Inorganic Chemistry Practical

Credits: 2

1. Beer's Law - Determination of concentration of solution by colorimetry.
2. Chromatographic separation of metal ions.
3. Complexometric titrations: Zn²⁺, Mg²⁺, Ca²⁺, Fe²⁺ with EDTA; Hardness of water.

Practical 2: Organic & Physical Chemistry Practical

Credits: 2

1. Systematic identification of organic compounds (monofunctional and bi-functional) and preparation of their derivatives.
2. Surface tension-composition curve for a binary liquid mixture.
3. Determination of indicator constant - colorimetry.
4. Determination of pH of a given solution using glass electrode.

Note : Experiments may be added/deleted subject to availability of time and facilities.

Readings

- Aggarwal, R. C. (1987). Modern Inorganic Chemistry, Allahabad: Kitab Mahal.
- Bahadur, P. & Sastry, N.V. (2002). Principles of Polymer Science, New Delhi: Narosa.

- Campbell, I. M. (2000). Introduction to Synthetic Polymers, USA: Oxford University Press.
- Christian, G.D. (2001). Analytical Chemistry, New York: John Willey & sons.
- Cotton, F. A, Wilkinson G., and Paul L. Gaus. (1995). Basic Inorganic Chemistry, (3e) New York: John Wiley & Sons.
- De, A.K. (1994). Environmental Chemistry (3e), New Delhi: Willey.
- Eastern.Agarwal R.C. Recent Aspects in Inorganic Chemistry, Kitab Mahal.
- Finar, I. L. (1975). Organic Chemistry, Vol. II, New Delhi: ELBS and Longman Ltd.
- Foye, W. O. (1989). Principles of Medicinal Chemistry (3e), Bombay: Lea & Febiger/ Varghese Publishing House.
- Huheey, J.E., Keiter E.A. and Keiter R.L. Inorganic Chemistry.
- Kar, A. (1993). Medicinal Chemistry, New Delhi: Wiley Eastern Ltd.
- Khopkar, S.M. (1998). Basic Concepts of Analytical Chemistry (2e), New Delhi: New Age International Publications.
- Laidler, K. J. & Meiser, J. M. (1999). Physical Chemistry (3e), New York: Houghton Mifflin Comp., International Edition.
- Lee, J. D. (1996). Concise Inorganic Chemistry(5e), London: Chapman & Hall.
- Levine, I. N. (1995). Physical Chemistry (4e), New York: Mc Graw-Hill Inc.
- Pecsok, R.L. Shields L.D., Cairns T., & McWilliam I.C. (1976). Modern Methods of Chemical Analysis (2e), New York: John Willey.
- Pecsok, R.L., Shields L.D., Cairns T., & Mc William I.C. (1976). Modern Methods of Chemical Analysis (2e), New York: John Willey.
- Puri, B. R., Sharma, L. R., & Pathania, M. S. (1998). Principles of Physical Chemistry, (37e), Jalandhar: Shoban Lal Nagin Chand & Co.
- Saunders, K. J. (1988). Organic Polymer Chemistry (2e), London: Chapman & Hall.
- Skoog, D.A., Holler F.J., & Nieman T.A. (1998). Principles of Instrumental Analysis (5e), Florida: Harcourt Brace & Company.
- Willard, H.H., Merritt L.L., & Dean J.A. (1986). Instrumental Methods of Analysis (6e), Delhi: CBS Publishers & Distributors, Shahdara.

ZOOLOGY

ZOB-101: Systematics and Animal Diversity

Credits: 2

1. Systematics

1.1. Definition of taxonomy and relationship with systematics

1.2. Zoological nomenclature

1.2.1. Binominal

1.2.2. Trinominal

1.3. Kinds of Zoological classification

1.3.1. Components of classification

1.3.2. Linnaean hierarchy

2. Animal Diversity

2.1. Criteria for classification of multicellular animals

2.1.1. Symmetry

2.1.2. Early development: spiral and radial cleavage. Protostomes and Deuterostomes

2.1.3. Body cavities: acoelomates, pseudocoelomates, coelomates (schizo- and enterocoelomates).

2.1.4. Homology and analogy

2.2. Non-Chordates: General characters and classification of the following up to classes with example showing distinctive /adaptive features.

2.2.1. Protozoans

2.2.2. Poriferans

2.2.3. Cnidarians

2.2.4. Ctenophorans

2.2.5. Platyhelminthes

2.2.6. Nematodes

2.2.7. Annelids

2.2.8. Arthropods

2.2.9. Echinoderms.

2.3. Hemichordates: General characters and classification.

2.4. Chordates: General characters and classification of the following up to sub-classes with examples

2.4.1. Protochordates: Urochordates, Cephalochordates

2.4.2. Cyclostomes

2.4.3. Fishes

2.4.4. Amphibians

2.4.5. Reptiles

2.4.6. Birds

2.4.7. Mammals

ZOB-102: Animal Form and Function

Credits: 2

1. Nutrition & Digestion

1.1. Intracellular and extracellular digestion: food vacuole and gastrovascular cavity

1.2. Feeding mechanisms: suspension, deposit (herbivorous) and raptorial (carnivorous)

2. Gas exchange and internal transport

2.1. Structure and function of gills

2.2. Structure and functions of trachea, book lungs and vertebrate lungs

2.3. Respiratory pigments and transport of gases

2.4. Types of circulatory systems

2.5. Pattern of circulation in non-chordates and chordates

3. Types of excretory organs in non-chordates and chordates

3.1. Open tubular: metanephridia

3.2. Closed saccular: Protonephridia, Malpighian tubules and kidney

4. Nervous system

4.1. Patterns of nervous system in non-chordates

4.2. Organization of nervous system in mammal(Rabbit or Human): central and autonomous nervous system

5. Reproduction

5.1. Types of asexual reproduction: fission, regeneration and parthenogenesis

5.2. Sexual reproduction: primary and accessory sex organs

5.3. Parental care in amphibians

Practical

Credits: 2

Laboratory Exercises

Systematics and Animal Diversity & Animal Form and Function

Part A: Systematics and Animal Diversity

1. Identification of certain locally available fishes on the basis of their morphological characters.

2. Zoological names of some common animals.

3. Cold anesthesia in fish.

4. Narcotization of leech/earthworm and pond snail.
5. Collection and Preservation of insects.
6. Fixation of fresh water Protozoans.
7. Study of transverse sections/chart of the following: Sycon (as an example of Parazoato show its structure, spicules and canal system), *Hydra* (as an example of diploblastic animal), *Fasciola* (as an example of triploblastic acoelomate animal), *Ascaris* (as an example of triploblastic pseudocoelomate animal), *Hirudinaria* (as an example of triploblastic schizocoelomate animal), Frog (as an example of triploblastic enterocoelomate animal) – by charts.
8. Study of salient features and classification up to classes of the following non-chordates with special emphasis on their adaptive characters through specimens & slides.

Porifera: *Euplectella*, *Leucosolenia*,

Sycon Coelenterata: *Physalia*, *Corallium*, Sea anemone, Ctenophora: *Hormiphora*,

Platyhelminthes and Aschelminthes: *Taenia*, *Ascaris* (male and female), Annelida:

Nereis (including heteronereid stage), *Hirudinaria*, *Bonellia*, Mollusca and Arthropoda

Chiton, *Mytilus*, *Octopus*, *Peripatus*, *Limulus*, *Eupagurus*, *Sacculina*, Echinodermata *Asterias*, *Echinus*,

Holothuria, *Ophiothrix*, *Antedon*.

9. Salient features and classification up to Orders of the following with special emphasis

on their adaptive characters through specimens. Protochordates: *Balanoglossus*, *Herdmania*,

Amphioxus Lower vertebrates (Pisces and Amphibians) *Lamprey*, *Trygon*, *Chimaera*, Lung Fish,

Uraeotyphlus, *Ambystoma*, *Alytes*, *Hyla*, Higher

vertebrates: (Reptilia, Aves and Mammalia)

Chameleon, Tortoise, poisonous and non-poisonous snakes, Duck, Kiwi, Duck-billed Platypus.

Part B: Animal Form and Function

1. General

- 1.1 To study the following permanent slides.

Protozoa : *Amoeba*, *Paramecium* *Entamoeba histolytica*, *Euglena*, *Plasmodium*,

Trypanosoma *Vorticella*, *Giardia* Porifera: *Sycon* (T.S and L.S), Gemmules and spicules

Coelenterata: To study the slide of *Obelia* colony, Platyhelminthes T.S of

fasciola Nematelminthes T.S of male and female *Ascaris*

- 1.2 Permanent Mounting of following material Spicules, *Hydra*, *Obelia*, *Taenia* and

Parapodium

Of *Nereis*

2. Animal nutrition

2.1. Study and mounting of cephalic appendages of *Palaeomon*

2.2. Dissection of Digestive system of *Palaemon* .

2.3 Dissection of *Periplaneta Americana* to explore the Alimentary canal.

2.4 Dissection of Earthworm to explore Digestive system.

3. Nervous system, and receptors

3.1. Dissection of Nervous system of Cockroach and Earthworm.

3.2. Mounting of Statocyst of *Palaeomon*

4. Reproduction

4.1. Permanent preparation of gemmules of sponges

4.2. Study of the following through permanent slides/museum specimens: Conjugation in *Paramecium*, Miracidium Of *Fasciola hepatica* , Sporocyst of *Fasciola*, Redia, Cercaria and Metacercaria larvae of *Fasciola hepatica*, Trochophore larva, Nauplius and Zoa larvae, Bipinnaria, Auricularia and Pluteus larvae, Tornaria, Ammocoetes and Tadpole (frog); Axolotl

Readings

- Barnes, R.S.K., Calow, P. Olive, Golding P.J.W., D.W. & Spicer, J.I. (2002). The Invertebrates, New Delhi.
- Campbell & Reece. (2005). Biology (7e), Pearson.
- Chand, S. A Manual of Practical Zoology Invertebrates
- Dalela & Sharma. (1976). Animal Taxonomy and Museology
- Dorit, Walker & Barnes. (1991). Zoology, Saunders.
- Kapoor. (1988). Theory and Practicals of Animal Taxonomy, Oxford: IBH.
- Mader. (2007). Biology (9e), W.C. Brown
- Marshall, Williams, Parker & Haswell. (1972). Textbook of Zoology, (7e), Macmillan.
- Miller & Harley., Brown, W.C. (2005), Zoology (6e).
- Nigam, Chand, S. (1997). Biology of Non-chordates
- Parker & Haswell. (2005). Text Book of Zoology, Macmillan.
- Purves et al. (2004). Life-the Science of Biology, (7e), Sinauer.
- Schmidt N. (2005). Animal Physiology (5e), Cambridge.
- Simpson. (1962). Principles of Animal Taxonomy, Oxford.
- Starr. (1991). Biology, Concepts and Applications, Wadsworth: Blackwell science.
- Taylor, Green & Stout. (2005). Biological Sciences (3e), Cambridge.
- Tortora & Anagnostakos. (1986). Principles of Anatomy and Physiology (6e), Harper & Row.
- Villee, Walker & Baranes. (1979). General Zoology (5e), Saunders).
- Wolfe. (1987). Biology—the Foundations, Wadsworth.

SEMESTER – II

ZOB-201: Cell Biology

Credits: 2

1. The Cell

- 1.1. Introduction to cell theory
- 1.2. Comparison of a generalized pro- and eukaryotic cell
- 1.3. Methods in Cell Biology: Elementary idea of microscopy and cell fractionation

2. Organization of cell

2.1. Extranuclear

- 2.1.1. Elementary knowledge of structure and function of plasma membrane
- 2.1.2. Introduction to endomembrane system (endoplasmic reticulum, Golgi complex, lysosome), peroxisome
- 2.1.3. Structure and functions of mitochondria

2.2 Nuclear

- 2.2.1. Nuclear envelope, nucleolus and biogenesis of ribosome
- 2.2.2. Interphase chromatin and its compaction into metaphase chromosome
- 2.2.3. Introduction to polytene and lamp brush chromosomes

3. Cell reproduction

- 3.1. Basic features of cell cycle
 - 3.2. Mitosis, mitotic spindle and chromosome movement
 - 3.3. Process and phases of meiosis and its significance
4. Elementary idea of cell transformation and cancer
 5. Introduction to the cellular basis of immunity

ZOB-202: Biochemistry

Credits: 2

1. General

- 1.1. Chemistry of living system: its scope and importance, chemical bonds and energy
- 1.2. Biomolecules: configuration and conformation
- 1.3. Properties of water as biological solvent
- 1.4. Introduction to metabolism

2. Amino acids

- 2.1. Structure and classification
- 2.2. Properties of peptide bond

3. Proteins

3.1 Functions and diversity

3.2 Structural organization and conformation

4. Enzymes

4.1. General properties

4.2. Major classes of enzymes

4.3. Mechanism of enzyme action (binding to substrate, lowering of energy of activation, K_m and V_{max})

5. Carbohydrates

5.1. Classification and nomenclature

5.2. Structure and conformation of monosaccharide

5.3. Reducing and non-reducing sugars

5.4. Oligosaccharides (disaccharides) and polysaccharides

6. Lipids

6.1. Biological significance and classification

6.2. Fatty acids

6.3. Formation of lipid bi-layer

7. Nucleic acids

7.1. Bases, nucleosides and nucleotides

7.2. DNA structure: DNA double helix (Watson and Crick model)

7.3. DNA and RNA as genetic material

7.4. DNA replication

7.4.1. Semi-conservative replication

7.4.2. Basic mechanism of replication (Prokaryotes)

7.5. Types of RNA

Practical

Credits: 2

Part- A: Cell Biology

1. Drawing of ultra structure of cell and different organelles (from photographs provided)

2. Familiarization with the student's light microscope and stereo binocular microscope

3. Basic concept of stains and staining techniques.

4. Application of centrifuge – separation of sperm from other testicular cells by low speed centrifugation

5. Diversity of eukaryotic cells – methylene blue staining of buccal epithelium, Leishman staining of mammalian blood cells

6. Permeability of plasma membrane – effect of isotonic, hypotonic and hypertonic solutions on mammalian RBC
7. Staining of mitochondria with Janus green in buccal epithelium
8. Study of various stages of mitosis and meiosis from permanent stained slides.
9. Mitosis in onion root tip.
10. Study of permanent stained slide of giant chromosome and Barr body.

Part- B: Biochemistry

1. Preparation of models of amino acids and dipeptides
2. Ninhydrin test for α -amino acids
3. To demonstrate catalase activity and its inactivation by heat
4. Benedict's test for reducing sugars
5. Iodine test for starch
6. Sudan III test for lipids.
7. Determination of acid value of oil
8. Preparation of models of nitrogenous bases, nucleosides and nucleotides

Readings

- Alberts et al. (1998). Essential Cell Biology, Garland.
- Alberts et al. (2008). Molecular Biology of the Cell, Garland.
- Berg, Tymoczko, J.M., J.L and stryer, L. (2006). Biochemistry (6e), W.H. Freeman and co.
- Boyer. (2006). Concepts in Biochemistry (3e), Brooks & Cole.
- Conn, Stumpf, Bruening & Doi. (1987). Principles of Biochemistry (5e), Freeman
- Cooper & Hausman. The Cell.
- De Robertis, E.D.P. and De Robertis E.M.F. (2006). Cell and Molecular Biology (8e).
- Karp. (2008). Cell and Molecular Biology, John Wiley.
- Lodish et al. (2008). Molecular Cell Biology, Freeman.
- Murray et al. (2009). Harper's Biochemistry (28e), Appleton & Lange.
- Nelson, D.L. Cox, M.M., Lehninger, A.L. (2009). Principle of Biochemistry (4e), W.H.
- Pollard & Earnshaw. (2002). Cell Biology, Saunders.

1. Respiration

- 1.1. Types of respiration (cutaneous, branchial, tracheal and pulmonary)
- 1.2. Respiratory pigments

2. Circulation

- 2.1. Composition of blood
- 2.2. Functions of blood

3. Nutrition and Digestion

- 3.1. Mechanical and chemical digestion
- 3.2. Basic concept of absorption

4. Excretion: Mode of excretion of nitrogenous wastes: ammonotelism, ureotelism, uricotelism and guanotelism

5. Movements.

- 5.1. Ameboid, ciliary, flagellar and muscular.
- 5.2. Basic concept of contractile proteins

6. Neuronal transmission

- 6.1. Structure and type of neurons
- 6.2. Membrane potential and nature of nerve impulse

7. Environmental adaptations

- 7.1. Basic concept of thermal adaptation in poikilotherms and homeotherms
- 7.2. Osmoregulation in marine, fresh water and terrestrial animals

8. Developmental Biology

- 8.1. Historical perspective, aim and scope of developmental biology
- 8.2. Gametogenesis
 - 8.2.1. Spermatogenesis
 - 8.2.2. Oogenesis
- 8.3. Events in external and internal fertilization
- 8.4. Types of cleavage and fate map
- 8.5. Gastrulation in frog and chick up to the formation of three germ layers
- 8.6. Primary organizer in frog
- 8.7. Extra embryonic membranes in chick
- 8.8. Concept of regeneration

1. Introduction to Endocrinology

- 1.1. Definition and classification of hormones
- 1.2. Endocrine, paracrine and autocrine modes of hormone delivery
- 1.3. Feedback mechanisms

2. Structure and functions of endocrine glands in mammals

- 2.1. Pituitary
- 2.2. Thyroid
- 2.3. Parathyroid
- 2.4. Adrenal
- 2.5. Endocrine pancreas
- 2.6. Testis
- 2.7. Ovary

3. Endocrine glands in insects

- 3.1. The Pars Intercerebralis-corpora cardiaca-corpora allata complex
- 3.2. Prothoracic gland

Practical for Semester III

Credits: 2

Comparative Physiology, Developmental Biology and Endocrinology.

Part-A : Comparative Physiology.

1. Preparation of haemin crystals.
2. To study the effect of acid and alkali on the blood.
3. To Determine the clotting time of the blood.
4. Observation of slide of striated and non-striated muscles.
5. To demonstrate activity of salivary amylase and effect of acid and heat on its activity
6. Semi-quantitative test for detection of glucose by Benedict's method
7. Determination of presence of protein in a sample
8. Determination of a lipid in a sample.
9. To demonstrate knee-jerk reflex.
10. To demonstrate existence of blind spot of eye.

Part-B: Developmental Biology and Endocrinology.

1. Study of different types of eggs
2. Study of eggs and tadpoles of frog from collected/preserved material

3. Study of frog development through models
4. Frog- Study of whole embryo of the stages-blastula, gastrula, neurula, tail bud stage, tadpole, external and internal gill stages.
5. Examination of slides of testis/ovary of mammals.
6. Study of whole mount of chick embryos of 16-18 , 24-28, 33-36 and 42-48 hrs of development through slides
7. Handling, sexing, numbering and maintenance of rat
8. General survey of endocrine glands in Rat.
9. Study of histological slides of the following endocrine glands in rat: Pituitary, thyroid, adrenal, endocrine pancreas, testis and ovary
10. Demonstration of Endocrine Glands in cockroach.

Readings

- Alberts et al.(2008).Molecular Biology of the Cell,Garland.
- Balinsky, B.I. (2008). An Introduction to Embryology, International Thomson computer press.
- Gilbert.(2006). Developmental Biology (8e), Sinauer.
- Hadley.(2000). Endocrinology (5e), Prentice Hall.
- Hoar.(1987). General and Comparative Physiology (3e), Prentice Hall.
- Marshall & Hughes.(1980). Physiology of Mammals and Vertebrates (2e), Cambridge.
- Nielson.(2008). Animal Physiology(5e), Cambridge.
- Prosser.(1991). Comparative Animal Physiology (4e), Satish Book.
- Turner & Bagnara.(1984). General Endocrinology(6e), Saunders.
- Wolpert.(2007).Principles of Development (3e), Oxford.

1. Concept of organic evolution

2. Evidence of Organic evolution from

2.1. Comparative anatomy

2.2. Comparative embryology

2.3. Palaeontology

2.4. Biochemistry and Genetics

2.5. Zoogeography

3. Theories of organic evolution

3.1. Lamarckism

3.2. Darwinism

3.3. Development and concept of synthetic theory

3.4. Natural selection in action (industrial melanism, antibiotic and DDT resistance)

4. Evolution of man

5. Concepts and patterns of behaviour

6. Instinct and learning

6.1. Innate behaviour

6.2. Learned behaviour and types of learning

7. Genetic basis of behaviour

8. Control of behaviour

8.1. Neural control

8.2. Hormonal control

9. Social organization

9.1. Communication

9.2. Living in groups

9.3. Evolution of sociality: eusocial organisation

10. Biological rhythms

1. Elements of heredity and variation

- 1.1. Mendel and his experiments
- 1.2. Principles of segregation and independent assortment and their chromosomal basis
- 1.3. Test cross
- 1.4. Application of laws of probability to Mendelian inheritance

2. Extension of Mendelism

- 2.1. Dominance relationships (complete dominance, incomplete dominance and co-dominance)
- 2.2. Multiple allelism
- 2.3. Lethal alleles
- 2.4. Pleiotropy
- 2.5. Epistasis
- 2.6. Penetrance and expressivity
- 2.7. Polygenic inheritance

3. Cytoplasmic and infective inheritance

4. Linkage

- 4.1. Linkage and crossing over
- 4.2. Cytological demonstration of crossing over in *Drosophila*

5. Sex chromosomes and sex-linkage

- 5.1. Sex chromosome systems : XX/XO, XX/XY, ZZ/ZW and haploidy/diploidy types
- 5.2. Sex Linked inheritance : Haemophilia and colour blindness in man.

6. Basic concept of Mutation : Chromosomal Mutation, Deletion, Duplication, Inversion
Translocation Aneuploidy and polyploidy.

7. Human Genetics

- 7.1. Human Karyotype and banding.
- 7.2. Genetic disorders
 - 7.2.1 Chromosomal aneuploidy (Down, Turner and Klinefelter syndromes)
 - 7.2.2 Chromosome translocation (chronic myeloid leukemia) and deletion (“cry of cat” syndrome)
 - 7.2.3 Gene mutation (cystic fibrosis)
- 7.3. Genetic counseling

8. Introduction to applications of genetic engineering

- 8.1. Molecular diagnosis of genetic disorders and gene therapy
- 8.2. Crop and livestock improvement

Part-A:Genetics

1. Application of probability in the law of segregation with coin tossing
2. Frequency of the following genetic traits in human: widow's peak, attached ear lobe, dimple in chin, , colour blindness,PTC tasting
3. Study of mode of inheritance of the following traits by pedigree charts – attached ear lobe, widow's peak.
4. To study the genetic exercises based upon Dominance and Recessive relationship, Incomplete dominance and law of Independent assortment.
5. To study the genetic exercises based upon Interaction of genes, Multiple alleles and sex linked inheritance.
6. Familiarization with techniques of handling *Drosophila*, identifying males and females; observing wild type and mutant (white eye, wing less) flies.
7. Demonstration of sex-linked inheritance in *Drosophila* making a cross between white eye and wild type flies (*criss-cross inheritance*).
8. Preparation of temporary mount of stained onion root tip by squash method to study stages of mitosis.
9. Study of human karyotypes and numerical alterations (Down syndrome, Klinefelter syndrome and Turner syndrome).
10. Study of permanent stained slides of giant chromosomes and Barr body

Part- B: Evolution and Animal Behaviour.

1. Adaptive modifications in feet of birds and mouth parts of insects (from slides)
2. Embryological evidence of evolution (through charts) Phylogeny of horse and study of Darwin finches.
3. Analogy and homology (wings of birds and insects, forelimbs of bat and rabbit)
4. Serial homology in appendages of *Palaemon*.
5. Habituation in earthworms/mosquito larvae.
6. Phototactic response in Earthworm.
7. Locomotory behaviour of dipteran Larvae (Housefly/blowfly/fruitfly):
 - 7.1 Locomotion on different types of substrata (writing paper, plastic sheet and sand paper)
 - 7.2 Effects of light intensity and light quality on the rate of locomotion.
8. Study of individual and social behavioural patterns of a troop of monkey

9. Social organization and Dominance in Rhesus and Langurs.
10. Study of interspecific association between cattle and egrets
11. Visit to a Natural history museum or fossil park and submission of visit report.

Readings

- Brooker.(1999).Genetics, Addison-Wesley.
- Drickamer & Vessey,(1986). Animal Behaviour (2e),Wadsworth.
- Gardner et al.Principles of Genetics .(8e), John Willey and sons.
- Grier.(1984). Biology of Animal Behaviour, Mosby.
- Griffith et al.(2005). An Introduction to Genetic Analysis, Freeman.
- Hall, B.K. & Hallgrimsson,B.(2008). Evolution (4e), Jones and Bartlett Publishers.
- Hodder & Stoughton .(1985). Problems in Practical Advanced Level Biology, Freeland.
- Jones ,Bartlett & Lewin.(2008). Genes IX.
- Jones, Bartlet,Hartl & Jones.(2002). Essential Genetics.
- Lorenz.(1981). The Foundation of Ethology, Springer.
- Manning & Dawkins.(1998). An Introduction to Animal Behaviour (5e),Cambridge.
- Moody.(1978). Introduction to Evolution,Kalyani.
- Pitman.(1985). Animal Behaviour, Psychology, Ethology and Evolution, Mcfarland.
- Rastogi.(1988). Organic Evolution, Kedarnath & Ramnath.
- Russell & Benjamin.(2009). Genetics, Cummings.
- Slater.(1985). An Introduction to Ethology, Cambridge.
- Snustad & Simmons.(2006). Principles of Genetics,John Wiley.

**Z0B-501: Functional Anatomy and
Economic Importance of Non-Chordates**

Credits: 2

1. Protozoa

- 1.1. Study of *Euglena and Monocystis* (locomotion, nutrition and reproduction)
- 1.2. Parasitic protozoans of man: *Entamoeba, Trypanosoma* (diagnostic characters, mode of infection and diseases caused)

2. Porifera

- 2.1. Study of *Leucosolenia* and *Sycon*(structure, skeleton and canal system)
- 2.2. Sponge culture and its importance in industry and commerce

3 Cnidaria

- 3.1. Study of *Obelia* and *Aurelia* (structure and reproduction)
- 3.2. Coral reefs and coral in commerce and industry

4 Platyhelminthes

- 4.1 *Fasciola* and *Taenia*: structure, reproduction, life-cycle and parasitic adaptations

5. Nematelminthes

- 5.1. *Ascaris*: structure, reproduction and life-cycle
- 5.2. Nematode parasites of man: *Ascaris, Ancylostoma* and *Wuchereria*: diagnostic characters, mode of infection and diseases caused.

6. Annelida

- 6.1. Nereis: structure with special reference to reproduction
- 6.2. Earthworms and soil improvement

7. Arthropoda

- 7.1. Palaeomon: structure with special reference to reproduction
- 7.2. Zoological importance of *Limulus*

8. Mollusca

- 8.1. *Unio*: structure with special reference to Reproduction
- 8.2. Torsion and detorsion in gastropods
- 8.3. Utility of mollusks in food and ornaments.
- 8.4. Pearl culture

9. Echinodermata

9.1. Asterias: structure with special reference to water vascular system

9.2. Larval forms of Echinoderms and their significance

Z0B-502: Functional Anatomy and

Credits: 2

Economic Importance of Chordates

1. Origin of vertebrates

2. Integument and its derivatives

2.1. Structure of integument

2.2. Scales, feathers, hair, beaks, nails hoofs, horns, glands

3. Skeletal system

3.1 Axial skeleton of human: Hyoid bone, Vertebral column and Thorax

4. Digestive system

4.1. Stomach, its modifications in relation to feeding habits

4.1.1. Length and surface area

4.1.2. Internal folds

4.2. Oesophagus

4.3. Stomach its modification in ruminant mammals

4.4. Dentition

4.5. Dental formula in mammals

5. Respiratory system

5.1. Aquatic respiration

5.2. Aerial respiration

6. Circulatory system

6.1. Aortic arches

6.2. Lymphatic system

7. Nervous system

7.1. Evolution of cerebral hemispheres and cerebellum

7.2. Chemoreceptors

8. Urinogenital system

8.1 Excretory system

8.1.1 Types and evolution of kidney tubules

8.1.2 Urinary duct and bladder

8.2. Reproductive system

8.2.1 General plan of gonads (mammals)

8.2.2 Accessory reproductive organs (mammals)

9. Economic importance

9.1. Fish industry and economy.

9.1.1 Fish preservation

9.1.2 Fish by-products

9.2. Amphibians as biological control agent

9.3. Snake venom, its uses and antivenin production

Practical

Credits: 2

Part-A : Functional anatomy and economic importance of non-chordates.

1. Protozoa

1.1. Survey of pond water for study of free living Protozoans

1.2. Culturing of *Paramecium* and *Euglena* and observation of their locomotion

2. Porifera

2.1. Study of canal systems (asconoid, syconoid, leuconoid) from prepared slides and models

2.2 Mounting of spicules

2.3. Study of the following museum specimens: *Leucosolenia*, *Sycon*, *Euplectella*,

Hyalonema,

Spongilla, *Cliona*, *Euspongia*,

3. Cnidaria

3.1. Study of the following through prepared slides: T.S. of *Hydra* through ovary and testis, *Scyphistoma* and *Ephyra*.

3.2. Study of the following museum specimens: *Physalia*, *Porpita*, *Vellala*, *Aurelia*, *Tubipora*, *Corallium*, *Gorgonia*, *Pennatula*, *Metridium*, *Fungia*, *Millepora*.

3.3. Study of coral and coral reefs from chart and specimen

3.4 Permanent stained preparation *Obelia* and *Hydra*.

4. Ctenophora

4.1. Study of the following museum specimens: *Hormiphora*, *Pleurobranchia*, *Beroe*

5. Platyhelminthes

5.1. Study of the following from slides/specimen: *Dugesia*, *Polystoma*, *Schistosoma*,

Echinococcus,

Fasciola, *Taenia*, *Miracidium*, sporocyst, redia, cercaria, metacercaria, Hexacanth bladder worm

6. Nematelminthes

6.1. Study of the following from slide specimen: *Ascaris* (male and female) T.S. of *Ascaris*,

Wuchereria, *Ancylostoma* and *Enterobius*.

7. Annelida

7.1. Leech and Earthworm.

7.1.1 External features

7.1.2 Dissections: Digestive, urinogenital and nervous systems

7.1.3 Mounting of jaws and salivary glands

7.2. *Nereis*: Permanent stained preparation of parapodium

7.3. Study of the following museum specimens/slides: *Nereis*, *Aphrodite*, *Arenicola*, *Sabella*, *Acanthobdella*, *Branchellion*, *Bonellia*

7.4. Trochophore Larva, T.S. of Leech through crop sac

8. Arthropoda

8.1. Scorpion

8.1.1. External features

8.1.2. Dissections: Digestive and nervous system (cockroach and scorpion)

8.1.3. Permanent preparation of book –lungs

8.2. Study of the following museum specimens/slides: *Daphnia*, *Cypris*, *Cyclops* (male and female),

Lepas, *Balanus*, *Cancer*, *Julus*, *Scolopendra*, *Peripatus*, *Limulus* Lepisma, Cricket, beetle, grasshopper, termite, *Apis*, wasp, butterfly, moth.

8.3. Study of the following larval forms from slides: Nauplius, Zoea and Megalopa.

8.4. Study of life cycle of silk worm from chart and model/specimen

8.5. Study of prawn culture from chart/model.

9. Mollusca

9.1. *Unio*

9.1.1 Dissection of nervous system

9.1.2 Stained preparation of gill lamella

9.2. Study of the following museum specimens: *Chiton*, *Cyprea*, *Patella*, *Aplysia*, *Doris*, *Vaginula*, *Achatina*, *Dentalium*, *Mytilus*, *Pecten*, *Teredo*, *Solen*, *Sepia*, *Loligo*, *Octopus*.

9.3. Study of pearl formation and its culture from chart/model

10. Echinodermata

10.1 Study of the following museum specimen: Star fish, brittle star, sea urchin, sea cucumber, sea lily

10.2 Study of the following larval form from slides: Bipinnaria, Brachiolaria, Auricularia, Ophiopluteus and Echinopluteus.

Part-B: Functional anatomy and economic importance of Chordates.

1. Lower chordates (specimen) :

Branchiostoma, Balanoglossus, Herdmania Slides: Section of *Branchiostoma* with Pharynx and

Intestine, *Amphioxus* section through Pharyngeal, intestinal and caudal region

2. Pisces (specimen) *Petromyzon, Pristis, Zygaena, Trygon, Torpedo, Echenis, calarias, Labeo,*

Myleobates, Synganthus, Cat fish, Puffer fish, Flat fish, Flying fish.

3. Amphibians.(Specimen) Salamander, *Triton, Necturus, Rana tigrina*, toad, *Bufo, Hyla, Rachophorus*. Axotol larva

4. Reptilia (specimen) : *Testudo, Draco* and *Chamaeleon*

5. Aves (specimen) Vulture, koel, owl, woodpecker, ostrich, parrot, pigeon, crow.

6. Mammal: specimen –Bat, hedgehog shrew, dolphin, squirrel.

7. Osteology

a) To study the disarticulated skeleton of Rabbit and frog.

b) To study the human bones through disarticulated human skeleton.

9. Visit to fish culture farm or Aquarium/Zoological Park and submission of field report.

Readings

- Barnes.(1980). Invertebrate Zoology (4e),Holt-Saunders.
- Barnes.(2001). The invertebrate (3e),Blackwell.
- John Wiley.(1995).Hildebrand.
- Jordon & Verma.(1995). Invertebrate Zoology.
- Kotpal, Agarwal & Khetrpal.(1976). Modern Textbook of Zoology.
- Kotpal, Rasotgi.(2003).Modern Text Book of Zoology Vertebrates.
- Moore.(2001). An introduction to the invertebrates,Cambridge.
- Nelson.(1967). Invertebrate Structure and Function, Barrington..
- Nigam.(1983). Biology of Chordates, S Chand.
- Romer & Parsons.(1986). The vertebrate Body (6e), Saunders.
- Vishwanathan, S.(1973). A manual of Zoology, Ekambaranath.
- Walter & Sayles.(1959). Biology of the Vertebrates,Macmillan.
- Young.(1975). The Life of Mammals,Clarendon.
- Young.(1981). The Life of Vertebrates,Clarendon.

SEMESTER – VI

ZOB-601: Biochemistry

Credits: 2

1. Proteins

- 1.1. Amino acids: Ionization, titration curve, pK and pI
- 1.2 Reactions involving α amino group (Sanger and Edman's reactions)
- 1.3. Primary structure and general properties of amino acids.

2. Enzymes

- 2.1. Kinetics (determination of K_m and V_{max} using Michaelis-Menten and Lineweaver-Burk plots)
- 2.2. Concept of regulation of enzyme activity (inhibition,allosterism and effects of temperature and pH)
- 2.3. Introduction to ribozymes and abzymes

3. Carbohydrates

- 3.1 .Structural polysaccharides
 - 3.1.1 Homopolymers (cellulose and chitin)
 - 3.1.2 Heteropolymers(peptidoglycans and glycoseaminoglycans)
- 3.2. Carbohydrate metabolism.
 - 3.2.1 Glycolysis
 - 3.2.2 Krebs cycle
 - 3.2.3 Electron transport chain and ATP synthesis

4. Lipids :

- 4.1 Structural and functional significance of triglycerides, phospholipids, cholesterol and prostaglandins

5. Nucleic acids

- 5.1. Conformation of DNA (A, B and Z)
- 5.2. Mechanism of DNA replication
- 5.3. RNA
- 5.4.Mechanism of transcription and Processing of hnRNA
- 5.5 Mechanism of translation

6. Genetic engineering

6.1. Tools: Restriction enzymes, vectors

6.2. Construction of recombinant DNA

ZOB-602: Mammalian Physiology

Credits: 2

1. Respiration

1.1. Mechanism and regulation of breathing

1.2. Transport of oxygen and carbon dioxide

1.3. Respiratory quotient

2. Circulation

2.1. Buffer system in blood

2.2. Blood groups

2.3. Cardiac cycle and its regulation

2.4. Haemostasis

3. Nutrition and Digestion

3.1. Balanced diet

3.2. Digestion and absorption of carbohydrates, proteins and fats

4. Excretion

4.1. Nephron

4.2. Urine formation

4.3. Hormonal control of renal function

5. Nervous System

5.1. Myelinated and non-myelinated nerve fibres

5.2. Resting and action potential

5.3. Initiation and conduction of nerve impulse

5.4. Types of synapses and chemical transmission

6. Muscles

6.1. Types and functional diversity

6.2. Ultrastructure of skeletal muscle

6.3. Muscle proteins

6.4. Chemistry of muscle contraction

6.5. Elementary knowledge of muscle twitch, tetanus and fatigue, isotonic and isometric contractions

Part-A : Biochemistry

1. Determination of pK and pI values of glycine
2. Identification of amino acids in the mixture using Paper chromatography
3. Estimation of protein by Biuret method
4. To test the urine for urea, Proteins, ketones and sugar.
5. Qualitative analysis(colour test) for detection of carbohydrate, lipids and proteins.
6. Isolation of Milk protein
7. To study the effect of inhibitors on salivary amylase.

Part-B : Mammalian Physiology

1. To observe the coagulation of blood.
2. Counting of red blood corpuscles
3. Counting of white blood corpuscles
4. To Determine the Blood Group and Rh factor of man.
5. Determination of haemoglobin content in human blood.
6. Measurement of blood pressure using sphygmomanometer
7. Determination of oxygen consumption (cockroach)
8. To study the permanent histological slides of spinal cord, duodenum, liver, lung, kidney, bone, cartilage, testis, ovary, artery, vein, stomach, intestine, spleen.
9. To demonstrate the process of osmosis.
10. Physiology lab attachment programme.

Readings

- Berg, J.M., Tymoczko, J.L. & Stryer, L. (2006). Biochemistry (6e), W.H. Freeman and co.
- Boyer. (2006). Concepts in Biochemistry (3e), Brooks/Cole.
- Conn, Stumpf, Bruening & Doi. (1987). Principles of Biochemistry, Wiley.
- Ganong. (2005). Review of Medical Physiology (22e), Lange Medical.
- Guyton, A.C. & Hall, J.E. (2006). Text Book of Medical Physiology. (11e), Harcourt Asia PTE Ltd/W.B. Saunders company.
- Murray, R.K., Granner, D.K., Mayes, P.A. & Rodwell, V.W. (2009). Harper's Illustrated.
- Nelson, D.L., Cox, M.M. and Lehninger, A.L. (2009). Principle of Biochemistry (4e), W.H. Freeman and co.
- Tortora, G.J. & Grabowski, S. (2006). Principle of Anatomy and Physiology (11e), John Wiley & sons Inc.

SEMESTER – VII

Modern trends in school Zoology

Credits: 2

I. Reproductive health:

Infertility in male and females: causes, diagnosis and management, assisted reproductive technology : sex selection, sperm bank, frozen embryo, in vitro fertilization, EFT, ZIFT, GIFT, PROST, modern contraceptive technology.

2. Non infectious diseases:

Causes, types, symptoms, complication diagnosis and prevention of Diabetes (Type I and Type II)Hypertension (Primary & secondary)

3. Infectious diseases

Causes types symptoms, diagnosis and prevention of Tuberculosis and hepatitis

4. Tumours

Types (benign/malignant) detection and metastasis

Medical imaging: X-ray of bone fracture, MRI and CT scan (using photograph)

5. Wild Life

Concept and importance of wild life as a resource, concept of habitat, niche biodiversity and bioindicators

Endocrinology

1. Classification of chemical messengers

- 1.1. Hormones
- 1.2. Neurohormones and neurotransmitters
- 1.3. Pheromones

2. General mechanism of hormone action

3. Hypothalamo-hypophysial system

- 3.1. Structure of the hypothalamo-hypophysial system
- 3.2. Neurohypophysial hormones – oxytocin and vasopressin
- 3.3. Hormones of the adenohypophysis
- 3.4. Hypothalamic control of adenohypophysis

4. Biological actions and regulation of secretion of hormones of following glands

- 4.1. Thyroid
- 4.2. Adrenal
- 4.3. Endocrine pancreas
- 4.4. Testis
- 4.5. Ovary

5. Gastrointestinal hormones (gastrin, CCK, secretin and motilin)

6. Hormonal dysfunctions and diseases

- 6.1. Dwarfism and acromegaly
- 6.2. Goiter
- 6.3. Addison's disease
- 6.4. Diabetes mellitus

Developmental Biology

7. Mechanism of fertilization

8. Growth and differentiation: Measurement of growth, growth controlling, promoting and arresting factors, differentiation of germ layers (development of CNS and eyes), skin, notochord, somites, coelom and digestive tube(upto rudiments only)

9. Cleavage, gastrulation and fate map

- 9.1. Comparison of cleavage in frog and chick
- 9.2. Comparison of fate map of sea frog and chick
- 9.3. Comparison of gastrulation in frog and chick

- 10. Mechanism of metamorphosis in frog**
- 11. Development and functions of placenta in mammals**
- 12. Embryonic stem cells**

ZOB-802: Immunology & Microbiology

Credits:3

Immunology and Microbiology.

1. Introduction to immunity

2. Cells and organs of immune system

- 2.1. Types of immune cells: lymphoid and myeloid
- 2.2. Primary and secondary lymphoid organs and lymphatic system

3. Humoral immunity

- 3.1. Antigen
- 3.2. Immunoglobulins: types, structure and function
- 3.4. Complement system

4. Cell mediated immunity

- 4.1. Structural organization of MHC complex
- 4.2. Antigen processing and presentation
- 4.3. Functions of T-cells

5. Introduction to immunological disorders

6. Introduction of Microbiology

7. Microbial diversity

- 7.1. Viruses
- 7.2. Archaea
- 7.3. Bacteria
- 7.4. Eukaryotic microorganisms

8. Techniques in microbiology

- 8.1. Culture and growth of microorganisms
- 8.2. Classification of bacteria based on staining of microbes

9. Host-parasite relationship

- 9.1. Beneficial and harmful interactions of microbes with human
- 9.2. Virulence factors and toxins

10. Applied microbiology

- 10.1. Useful microbial products: antibiotics, amino acids, bioinsecticides and biopolymers
- 10.2. Biodegradation

1. Environmental Biology General concepts

- 1.1. Introduction to environmental biology
- 1.2. Major ecosystems of the world
- 1.3. Energy flow in ecosystem Productivity, food chain and food web

2. Populations and communities

- 2.1 Population characteristics: density, natality, mortality and growth curve
- 2.2. Nature, structure and attributes of biological communities

3. Pollution

- 3.1 Sources and impact of environmental pollutants – air, water and soil Global environmental changes – greenhouse gases and their effects

4. Natural resources

- 4.1. Soil, water, mineral resources and their conservation
- 4.2. Biodiversity – benefits, hotspots, threats and conservation
- 4.3. Human impact on natural resources

5. Biotechniques : Principles and uses of analytical instruments

- 5.1. pH meter
- 5.2. UV-visible spectrophotometer
- 5.3. Centrifuges (clinical, high-speed and ultra-centrifuge)

6. Microtomy and Microscopy

- 6.1. Tissue preparation
 - 6.1.1. Fixation
 - 6.1.2. Block preparation
 - 6.1.3. Microtomy (paraffin and frozen tissue sectioning)
- 6.2. Types of Microscopes
 - 6.2.1. Bright field
 - 6.2.2. Dark-field
 - 6.2.3. Phase contrast
 - 6.2.4. Fluorescence
 - 6.2.5. Scanning and transmission electron microscopes

7. Cell and tissue culture techniques

- 7.1. Culture media
- 7.2. Sterilization: room, media and glasswares
- 7.3. Types of animal cell culture.

7.4. Cell viability testing

7.5. Cryopreservation

8. Separation techniques

8.1. Chromatography

8.2. Electrophoresis

ZOB-804: Cell Biology, Genetics and Evolution

Credit:3

1. Membrane transport

1.1. Principles of membrane transport, Channel proteins, carrier proteins
1.2. Passive and active transport

2. Intracellular transport and protein sorting

- 2.1. Signal peptides and protein targeting
- 2.2. Entry and passage of proteins through endoplasmic reticulum
- 2.3. Processing and sorting of proteins in Golgi Apparatus
- 2.4. Endosomes and lysosomes

3. Mitochondria and energy transfer

- 3.1. Mitochondria: origin, structure and functions
- 3.2. Electron transport and oxidative phosphorylation

4. Cell-cell communication:

- 4.1. Cell junctions.
- 4.2. Cell adhesion and extracellular matrix.
- 4.3. General principles of cell signalling.

5. Cell proliferation

- 5.1. Events in different phases of cell cycle.
- 5.2. Genetic regulation of cell proliferation
- 5.3. Cell transformation and malignancy
- 5.4. Genetic basis of tumourigenesis

6. Gene mapping

- 6.1. Point test cross in *Drosophila*
- 6.2. Tetrad analysis in *Neurospora*
- 6.3. Elementary knowledge of modes of recombination in bacteria

7. Mutation and mutagenesis

- 7.1. Molecular basis of mutation
- 7.2. Spontaneous and induced mutations
- 7.3. DNA Damage and repair

8. Genetic determination of sex

8.1. *Drosophila*

8.2. Human

9. Introduction to quantitative inheritance

10. Human genetic disorders

10.1. Metabolic (Phenylketonuria)

10.2. Triplet repeat expansion (Huntington)

10.3. Multifactorial (Diabetes mellitus)

11. Transgenic animals: strategies and applications

12. Evolution through ages

12.1. Fossils and dating of fossils

12.2. Geological column

12.3. Evolution of horse

13. Process of evolution

13.1. Genetic variations in population

13.2. Hardy-Weinberg Equilibrium

13.3. Evolutionary forces

13.4. Isolating mechanisms

13.5. Speciation: Allopatric and sympatric

13.6. Adaptive colouration and mimicry

Practical

Credits: 4

Part-A : Endocrinology and Developmental Biology& Cell Biology, Genetics and Evolution.

1. Survey of endocrine glands and accessory sex organ.
2. Surgical Techniques
 - 2.1 Ovariectomy
 - 2.2.Orchidectomy
 - 2.3.Adrenalectomy
3. Study of effects of orchidectomy/ovariectomy and replacement therapy on the seminal vesicle/uterus
4. Study of histological slides of the following:
 - 4.1. Pituitary
 - 4.2. Thyroid
 - 4.3. Endocrine pancreas

- 4.4 . Adrenal
- 4.5. Testis
- 4.6. Ovary
- 4.7. Uterus
- 4.8. Seminal vesicle
5. Frog embryology
 - 5.1 Collection of spawn and identification of stages
 - 5.2 Study of developmental stages
6. Demonstration of early developmental stages of a freshwater snail
7. Study of whole mounts of chick embryos of 4 hours of incubation,16 hours,18hours,24 hours,28hours,33hours,36 hours,43 hours,55hours,72hours,96 hours, six days chick embryo (W.M) Twelve day chick embryo, Eighteen day chick embryo and Twenty one day chick embryo
- 8 Study of development of chick embryo from permanent slides of sections through following regions
 - 8.1 T.S of 24 hours chick embryo through the head region and mid body region.
 - 8.2 T.S of the 28 hours chick embryo through the pericardial region.
 - 8.3 T.S of the 33 hours chick embryo through mid brain region.
 - 8.4 T.S of 48 hours chick embryo through brain and optic vesicles.
 - 8.5 T.S of 48 hours chick embryo through Auditory vesicles.
 - 8.6 T.S of 48 hours chick embryo through heart.
 - 8.7 T.S of 72 hours chick embryo through brain and eye.
 - 8.8 T.S of 72 hours chick embryo through pharynx.
 - 8.9 T.S of 72 hours chick embryo through Auditory vesicles.
9. Study of placental development in human by ultrasound scans.
10. Visit to poultry farm or animal breeding Centre and submission of the visit Report.
11. Identification of study of cancer cells from slides and photomicrograph
12. Study of stages of mitosis and meiosis from permanent slides
13. Simulation of principles of segregation and independent assortment using coloured beads.
14. Application of law of probability and chi-square test.
- 15 Mono and dihybrid crosses in *Drosophila*.
- 16 Study of sex-linkage – reciprocal crosses between red and white eyed flies.
- 17 Study of pattern of inheritance in human population of the traits Rolling of tongue and interlocking, and of the sex-influenced trait long vs short second finger in relation to the fourth finger (apply Hardy-Weinberg law).

18. To study the sex linked inheritance
 - a) Colour blindness b) Haemophilia.
19. Genotype analysis in the pedigree chart of the Victorian family affected with haemophilia
- 20 Preparation of flow charts to depict steps involved in the following:
 - 20.1. Production of transgenic mouse for a chosen gene
 - 20.2. Gene therapy for a chosen human disease
21. Genotypic analysis of blood groups in human population to estimate allele frequencies by Hardy–Weinberg equation
22. Study of human karyotypes Normal and abnormal.

Part-B: Immunology, & Microbiology and Environmental Biology & Biotechniques

1. Demonstration of lymphoid organs.
2. Histological study of spleen, thymus and lymph nodes through slides/Photographs.
3. ABO Blood group determination.
4. Preparation of culture media, sterilization
5. Culturing methods (bacterial plating, making stab, slant and growing liquid culture)
6. Gram staining
7. Methylene blue reductase staining
8. To estimate the dissolved oxygen (D.O.) content of given water sample by Winkler Method.
9. Estimation of grasshopper population density by capture-recapture method
10. Estimation of percent frequency, abundance and dominance of producers and consumers in grass land by quadrat sampling method
11. Determination of carbonate and nitrate in soil samples
12. Determination of free CO₂ in different samples of pond water
13. To record the atmospheric temperature, Relative humidity and atmospheric pressure.
14. To study the physical characteristics (texture, colour and temperature) of the soil.
15. To estimate the alkalinity of given sample of water.
16. To study the chemical characteristics (like pH, moisture, carbonate content & nitrate content of soil.
17. Qualitative study of plankton in the sample of fresh water.
18. Visit to local/out station national park/zoological park to study the management and estimation of wild animals and submission of project/ field report.
19. To measure the total hardness of given sample of water and to estimate the pH of water sample by pH meter.
20. Preparation of a buffer and determination of pH using pH meter

21. Demonstration of functioning of spectrophotometer
22. Demonstration of use of bright field, phase contrast, dark field, fluorescence, confocal and electron microscopes
23. Tissue fixation, paraffin block preparation, sectioning and stained slide preparation

Readings

- Abbas et al: Cellular and Molecular Immunology (2001, Saunders).
- Alberts et al.(2008). Molecular Biology of the Cell (5e), Garland.
- Alberts et al.(2008). Molecular Biology of the Cell (5e),Garland.
- Balinsky.(1981). An Introduction to Embryology, CBS.
- Brooker: Genetics .(1999). Analysis and Principles,Addison-Wesley.
- Cunningham & Cunningham.(2003). Environmental Science,McGrawHill.
- Gardner et al.(1991). Principles of Genetics, John Wiley.
- Gilbert.(2006). Developmental Biology (8e), Sinauer.
- Griffith et al.(2005). An Introduction to Genetic Analysis,Freeman.
- Hadley.(2000). Endocrinology (5e), Prentice Hall.
- Hartl & Jones.(2002). Essential Genetics.
- Kuby.(2008).Immunology, Freeman.
- Lewin.(2008). Genes IX.
- Madigan & Martinko.(2006). Brock Biology of Microorganisms,Prentice Hall.
- Moody.(1978). Introduction to Evolution,Kalyani.
- Odum.(1971). Fundamental of Ecology,Saunders.
- Pearse.(1980-1993). Histochemistry - Theoretical and applied, Churchill.
- Plummer.(1989). An Introduction to Practical Biochemistry,McGraw Hill.
- Prescott, Harley & Klein.(1999). Microbiology, McGraw.
- Rastogi.(1988). Organic Evolution, Kedarnath &Ramnath.
- Raven, Berg & Jhonson.(1993). Environment,Saunders.
- Ricklefs.(1990). Ecology,Freeman.
- Roitt & Delvis: Roitt's Essential Immunology (6e), Blackwell.
- Russell.(2002). Genetics,Benjamin Cummings.
- Sharma.(2003). Ecology and Environment,Rastogi.
- Snustad & Simmons.(2006). Principles of Genetics,John Wiley.
- Strickberger.(2004). Evolution,Jones & Bartlett.
- Turk & Turk.(1998). Environmental Science,Saunders.
- Turner & Bagnara: General Endocrinology(6e), Saunders.
- Wilson & Walker.(2006). Experimental Biochemistry, Cambridge.
- Wolpert.(2007). Principles of Development (3e), Oxford.

BOTANY

SEMESTER – I

BOB101: Cryptogams-I

Credits: 2

- General classification of Cryptogams; study of structure, reproduction and life history of the following representative forms included in various groups.
1. Main characteristics of Chlorophyceae, Xanthophyceae, Phaeophyceae, Rhodophyceae and Cyanophyceae.
 2. Chlorophyceae: Volvox, Oedogonium, Draparnaldiopsis.
 3. Xanthophyceae: Vaucheria.
 4. Phaeophyceae: Ectocarpus, Sargassum.
 5. Rhodophyceae: Polysiphonia.
 6. Cyanophyceae: Nostoc, Scytonema.
 7. General characteristics of Mastigomycotina , Zygomycotina, Ascomycotina, Basidiomycotina and Deuteromycotina.
 8. Mastigomycotina: Saprolegnia, Albugo.

BOB102: Cryptogams-II

Credits: 2

1. Zygomycotina: Rhizopus.
2. Ascomycotina: Peziza.
3. Basidiomycotina: Agaricus, Puccinia.
4. Deuteromycotina: Alternaria, Cercospora.
5. General characteristics of Hepaticopsida, Anthocerotopsida and Bryopsida.
6. Hepaticopsida: Marchantia.

Practical

Credits: 2

Lab. work based on Course BOB101 and BOB 102

Readings

- Dutta, A.C. (2016). Botany for Degree Students, Oxford University Press.
- Kumar, H.D. (1999). Introductory Phycology, Delhi: Affiliated East-West. Press Pvt. Ltd.
- Pandey, B. P.(2001). College Botany, Vol. I: Algae, Fungi, Lichens, Bacteria, Viruses, Plant Pathology, Industrial Microbiology and Bryophyta, New Delhi: S. Chand & Company Ltd.
- Sambamurthy, A. V. S. S. (2006). A Textbook of Algae, New Delhi: I. K. International Pvt. Ltd.
- Thakur, A. K. & S. K. Bassi. (2008). A Textbook of Botany: Diversity of Microbes and Cryptogams, New Delhi: S. Chand & Company Ltd.,
- Vashishta, B. R., Sinha, A. K.& Singh, V. P.(2008). Botany for Degree Students: Algae, New Delhi:S. Chand& Company Ltd.
- Watson, E. V. (1974). The structure and life of Bryophytes, New Delhi:B. I. Publications.

SEMESTER – II

BOB201: Microbiology & Plant Pathology

Credits: 2

1. History and scope of Microbiology.
2. Position of microorganisms in the living world; morphological, metabolic and molecular criteria for the classification of bacteria (scheme not required).
3. Structure of a bacterial cell: capsule and slime, flagella, cell wall, cell membrane, chromosome, plasmid and endospore.
4. Structure of bacteriophages belonging to 'T' series.
5. Lysogenic and lytic cycles.
6. A brief account of genetic recombination in bacteria (transformation, conjugation and transduction).
7. Role of microorganisms in cycling of carbon and nitrogen.
8. Microorganisms and the production of alcoholic beverages, antibiotics and single cell protein.
9. General symptoms of viral, bacterial and fungal diseases of plants.
10. The study of the following plant diseases: Tobacco mosaic, citrus canker, late blight of potato, powdery mildew of pea, loose smut of wheat, covered smut of barley and wilt of pigeon pea.

BOB202: Cytology and Genetics

Credits: 2

1. Ultrastructure of plant cell: Nucleus, cytoskeleton.
2. Cell cycle: Interphase nucleus: euchromatin and heterochromatin, mitosis, meiosis; genetic significance of meiosis.
3. Basic tenets of Cytogenetics: Terminologies: Cytology, genetics, cytogenetics, cell and cell theory, germplasm theory, genotype-phenotype concept.
4. Mendel's laws of inheritance: Law of dominance, law of segregation, law of independent assortment, deviation from Mendel's Law (Neo-Mendelism).
5. Interaction of genes: intragenic and intergenic interactions, Incomplete dominance, Lethal Genes, Complementary Genes, Supplementary Genes, Inhibitory Genes, Duplicate Genes, Epistatic Genes.
6. Linkage and crossing over: Interrelationships and importance, crossing over and meiosis, cytological basis of crossing over, crossing over and linkage maps, linkage groups, interference.
7. Sex determination: Bases of sex determination, chromosome theory of sex determination, sex determination in plants.
8. Theories of organic evolution: Theory of inheritance of acquired characters. (Lamarckism), theory of natural selection (Darwinism), de Vries Mutation theory, synthetic theory.

Practical

Lab. work based on Course BOB201 and BOB202

Credits: 2

Readings

- Sambamurthy, A. V. S. S. (2006). A Textbook of Plant Pathology, New Delhi: I. K. International Pvt. Ltd.
- Sharma, A. K.& Sharma,A.(1999). Plant Chromosomes: Analysis, Manipulation and Engineering, Harward Academic Publishers.
- Shukla, R. S. and Chandel, P. S.. (2007). Cytogenetics, Evolution, Biostatistics and Plant Breeding, New Delhi : S.Chand & Company Ltd.
- Singh, H. R. (2005). Environmental Biology,New Delhi :S. Chand & Company Ltd.
- Snustad, D. P.& Simmons, M. J.(2000). Principles of Genetics, John Wiley & Sons, Inc.
- Strickberger, M. W. (1990). Genetics, Macmillan Publishing Company.
- Verma, P. S. and Agrawal, V. K.(2004). Cell Biology, Genetics, Molecular Biology, Evolution and Ecology, New Delhi: S. Chand & Company Ltd.

SEMESTER – III

BOB301: Phanerogams-I

Credits: 2

1. Gymnosperms:
 - Classification (Sporne).
 - Morphology, anatomy, reproduction and economic importance of: Cycas, Pinus, Ephedra.
2. Angiosperms:
Taxonomy
 - Bentham and Hooker's system of classification: Principles, outline, merits and demerits.
 - Distinguishing characteristics of the following families and their economic importance: Ranunculaceae, Papaveraceae, Rosaceae, Myrtaceae, Apiaceae, Cucurbitaceae, Rubiaceae, Asclepiadaceae, Apocynaceae, Acanthaceae, Solanaceae, Lamiaceae, Amaranthaceae, Poaceae.
 - Brief account of Plant collection and herbarium techniques and important herbaria of world.

BOB-302 Phanerogams II

Credits: 2

1. Anatomy of stems and roots with special reference to plants showing anomalies:
Stem: Nyctanthes, Bignonia, Strychnos, Boerhaavia, Laptadenia, Dracaena, and root: Vanda.
2. Embryology - General Account
 - Microsporangium and Microsporogenesis.
 - Megasporangium and Megasporogenesis.
 - Male gametophyte.
 - Female gametophyte (monosporic, bisporic and tetrasporic embryosac).
 - Double fertilization.
 - Endosperm (Different modes of development, functions of endosperm).
 - Embryogeny: (Classification, development of any typical dicot and monocot embryo).

Practical

Credits: 2

Lab. work based on Course BOB301 and BOB302

Readings

- Bhojwani, S. S. & Bhatnagar, S. P. (2000). The Embryology of Angiosperms, Delhi: Vikas Publishing House.
- Davis, P. H. and Heywood, V. H. (1963). Principles of Angiosperm Taxonomy, London: Oliver and Boyd.
- Maheswari, P. (1971). An Introduction to Embryology of Angiosperms. McGraw Hill Book Co.
- Pandey, B. P. (2001). College Botany, Vol. I: Algae, Fungi, Lichens, Bacteria, Viruses, New Delhi: Chand & Company Ltd.
- Pandey, B. P. (2006). College Botany, Vol. II: Pteridophyta, Gymnosperms and Paleobotany, New Delhi: S. Chand & Company Ltd.
- Pandey, B. P. (2007). Botany for Degree Students: Diversity of Microbes, Cryptogams, Cell Biology and Genetics, New Delhi: S. Chand & Company Ltd.
- Sporne, K. R. (1965). Morphology of Gymnosperms, London: Hutchinson Co., Ltd.
- Vashishta, P. C., Sinha, A. K. & Anil Kumar (2006). Botany - Pteridophyta (Vascular Cryptogams), New Delhi: Chand & Company Ltd.

SEMESTER – IV

BOB401: Ecology

Credits: 2

1. Introduction to ecology.
2. Environment: Abiotic and biotic environment; plant adaptations in response to water, temperature and light.
3. Population ecology: Population characteristics; ecotypes and ecads.
4. Community ecology: Community characteristics; frequency, density, cover.
5. IVI: life forms and biological spectrum.
6. Ecosystem ecology: Ecosystem structure (abiotic and biotic components, food chain, food web, ecological pyramids); ecosystem function (energy flow, biogeochemical cycles of carbon and phosphorus).
7. Ecological succession: Types and pattern.
8. Biogeographical regions of India.

BOB402: Plant Physiology & Biochemistry

Credits: 2

1. Water relation of plants: Water potential, water absorption, loss of water.
2. Cell Membrane: Structure, transport/Ion Transport.
3. Transport of solutes: Sugar translocation.
4. Mineral nutrition of plants: Role of micro-and macronutrients, symptoms of nutrient deficiency.
5. Photosynthesis: Structure of chloroplast, absorption of light, transfer of light energy, electron transport, photophosphorylation, C₃, C₄ and CAM pathways of carbon fixation, photorespiration.
6. Respiration: Structure of mitochondria, glycolysis, TCA cycle, electron transport, Oxidative phosphorylation.
7. Nitrogen metabolism: Forms of nitrogen, assimilation of nitrate.
8. Protein structure and Synthesis: RNA, transcription, translation, post translational modification of protein.
9. Enzymes: Classification, nomenclature, mechanism of action (binding to substrate, lowering of activation energy), factors controlling enzyme activity.
10. Plant growth hormones: Physiological role of auxins, gibberellins, cytokinins, abscisic acid and ethylene.
11. Phytochromes: Structure and functions.

Practical

Lab. work based on Course BOB401 and BOB402

Credits: 2

Readings

- Bharucha, E. (2005). Textbook of Environmental Studies for Undergraduate Courses, Universities Press (India) Private Limited.
- Dutta, A.C. (2016). Botany for Degree Students, Oxford University Press.
- Hopkins, W. G. (1995). Introduction to Plant Physiology, John Wiley & Sons Inc.
- Jain, J.L., Jain, S. & Jain, N. (2008). Fundamentals of Biochemistry, New Delhi: S. Chand & Company Ltd.
- Khitoliya, R. K. (2007). Environmental Pollution – Management and Control for Sustainable Development, New Delhi: S. Chand & Company Ltd.
- Michael, S. (1996). Ecology, Oxford University Press.
- Mishra, D. D. (2008). Fundamental Concepts in Environmental Studies, New Delhi: S. Chand & Company Ltd.
- Odum, E. P. (1983). Basics of Ecology, Saunder's International Students Edition.
- Pandey, B. P. (2007). Botany for Degree Students: Plant Physiology, Biochemistry, Biotechnology, Ecology and Utilization of Plants, New Delhi: S. Chand & Company Ltd.
- Salisbury, F. B. & Ross, C. W. (1992). Plant Physiology, Wordsworth-Thomson Learning Inc.
- Sharma, P. D. (1989). Elements of Ecology, Meerut: Rastogi Publications.
- Taiz, L. & Zeiger, E. (1998). Plant Physiology (2nd Ed.), Sinauer Associates, Inc., Publishers.
- Verma, P. S. & Agrawal, V. K. (2006), Genetics, New Delhi: S. Chand & Company Ltd.

SEMESTER – V

BOB501: Cryptogams – III

Credits: 2

1. Classification (Fritsch's system) of algae and general characteristics of major classes.
2. Pigmentation and storage products.
3. Thallus organization and evolutionary tendencies.
4. Reproduction and life history types with reference to Chlorophyceae, Phaeophyceae, Rhodophyceae and Cyanophyceae.
5. Economic importance of algae.
6. General features of fungi and their classification (Ainsworth's system).
7. Structure, reproduction and life cycle of representative classes of fungi.
8. Types of fungal spores and mode of their liberation.
9. Evolutionary trends in fungi.

BOB502: Cryptogams – IV

Credits: 2

1. Economic importance of fungi.
2. General features and classification of Bryophyta (Smith's system).
3. Life histories of bryophytes with reference to Cyathodium, Pellia, Notothylus, Sphagnum and Polytrichum.
4. General account of evolution of sporophyte.
5. General features and contemporary system of classification of Pteridophyta.
6. Stelar evolution in Pteridophyta.
7. Evolutionary tendencies in sporangia.
8. Life histories of Psilotum, Isoetes, Adiantum, Ophioglossum, Marselia.

Practical

Credits: 2

Lab. work based on Course BOB401 and 402

Readings

- Dutta, A.C. (2016). Botany for Degree Students, Oxford University Press.
- Kumar, H.D. (1999). Introductory Phycology, Delhi: Affiliated East-West. Press Pvt. Ltd.
- Pandey, B. P. (2001). College Botany, Vol. I: Algae, Fungi, Lichens, Bacteria, Viruses, Plant Pathology, Industrial Microbiology and Bryophyta. S. Chand & Company Ltd.
- Pandey, B. P. (2007). Botany for Degree Students: Diversity of Microbes, Cryptogams, Cell Biology and Genetics. S. Chand & Company Ltd.
- Sambamurthy, A. V. S. S. (2006). A Textbook of Algae, New Delhi: I. K. International Pvt. Ltd.
- Thakur, A. K. & Bassi, S. K. (2008). A Textbook of Botany: Diversity of Microbes and Cryptogams. S. Chand & Company Ltd.
- Vashishta, B. R., Sinha, A. K. & Singh, V. P. (2008). Botany for Degree Students: Algae. S. Chand & Company Ltd.
- Watson, E. V. (1974). The structure and life of Bryophytes, New Delhi: B. I. Publications.

SEMESTER – VI

BOB601: Phanerogams III

Credits: 2

1. Classification of Gymnosperms and general account of morphology and reproduction of the following: Cycadales (*Zamia*), Ginkgoales (*Ginkgo*), Coniferales (*Biota*) and Gnetales (*Gnetum*).
2. General account of *Williamsonia* and *Pentaxylon*.
3. Phylogenetic trends in Gymnosperms.
4. Distribution of living Gymnosperms in India.
5. Economic importance of Gymnosperm.

BOB602: Phanerogams IV

Credits: 2

1. Classification of Angiosperms (Takhtajan) and general account of numerical and chemotaxonomy.
2. Distinguishing characters of the following families and their economic importance: Annonaceae, Rutaceae, Meliaceae, Asteraceae, Convolvulaceae, Scrophulariaceae, Verbenaceae, Polygonaceae, Euphorbiaceae, Moraceae, Zingiberaceae, Liliaceae, Cyperaceae.
3. Embryology: General account of polyembryony, apomixis and experimental embryology with reference to another, embryoculture.

Practical

Credits: 2

Lab work based on BOB 601 and BOB602

Readings

- Bhojwani, S. S. & Bhatnagar, S. P. (2000). *The Embryology of Angiosperms*, Delhi: Vikas Publishing House.
- Davis, P. H. & Heywood, V. H. (1963). *Principles of Angiosperm Taxonomy*, London: Oliver and Boyd.
- Maheswari, P. (1971). *An Introduction to Embryology of Angiosperms*, McGraw Hill Book Co.
- Pandey, B. P. 2006. *College Botany, Vol. I & II*, New Delhi: S. Chand & Company Ltd.
- Pandey, B. P. (2007). *Botany for Degree Students: Diversity of Microbes, Cryptogams, Cell Biology and Genetics*, S. Chand & Company Ltd.
- Sporne, K. R. (1965). *Morphology of Gymnosperms*, London: Hutchinson Co., Ltd.

SEMESTER – VII

BOB701: Environmental Toxicology

Credits: 2

1. Water Pollution: Sources, impact of pollution on aquatic ecosystems, eutrophication of water bodies.
2. Air Pollution: Sources, impact of air pollution on plants; acid rain, causes and effects.
3. Soil Pollution: Sources, impact on plants and ecosystems.
4. Green House gases: An overview, Impact on ozone layer depletion and global Warming.
5. Ecotoxicology: Concept of toxicity; role of ecological factors in modifying toxicity, biomagnifications.
6. Emerging Contamination: an overview.

SEMESTER – VIII

BOB801: Plant Ecology

Credits: 3

1. Population: Patterns and concepts, population growth, mechanisms of population differentiation.
2. Community: Community characteristics and their analyses, species diversity, niche.
3. Ecosystem: Concept, components and organization; primary productivity and its measurement Energy flow Nutrient cycling within ecosystems: C, N and P.
4. Mechanisms of ecological succession; concept of climax.
5. Environmental Pollution
 - Water Pollution: Sources and kinds, impact on aquatic ecosystem, eutrophication of water bodies.
 - Air Pollution: Sources and kinds, impact on plants, acid rain, causes and effects.
 - Soil Pollution: Sources and kinds, impact on plants and ecosystem.
6. Ecotoxicology: Concept of toxicity and its ecological implications, important toxicants, dose-response relationship, role of ecological factors in modifying toxicity, biomagnifications.

BOB802: Plant Metabolism, Biochemistry and Biotechnology

Credits: 3

1. Sulphur and phosphorus metabolism: Activation and assimilation of sulphur, energy-rich phosphorus compounds, ATP synthesis.
2. Nitrogen metabolism
 - Biological nitrogen fixation: The enzyme nitrogenase, substrate for nitrogenase and mechanism.

- Nitrate metabolism: uptake and reduction into Ammonia, Ammonia assimilation.
3. Nucleic acids: Structure and properties of different forms of DNA and RNA, DNA replication.
 4. Protein structure and synthesis: Basic aspects of protein conformation, protein synthesis transcription (mRNA processing), translation (activation of amino acids, initiation, elongation, termination & release of peptides), post-translational modification of proteins.
 5. Enzymes: mechanisms of enzyme action, coenzymes, allosteric enzyme, isozymes
 6. Biosynthesis of carbon compounds: Sucrose, Starch, Cellulose, Lipids.
 7. Biosynthesis and mode of action of: Auxins, Gibberellins, Cytokinins, Abscisic acid, Ethylene.
 8. Biotechnological tools and techniques: Cloning vectors (pBR322, pUC8), recombinant DNA techniques, transgenic plant production.

BOB803: Cytogenetics and Evolution Process

Credits: 3

1. Chromosome structure: Physical Architecture, chemical composition, ultra structural organization.
2. Chromosome structural aberrations: Deletion, duplication, inversion, translocation, origin, cytological and genetical consequences, permanent translocation, hetrozygosity.
3. Genomic Variations
 - Aneuploidy: monosomics, trisomics, nullisomics.
 - Polyploidy: autopolyploidy, allopolyploidy, segmental allopolyploidy, autoallopolyploidy.
 - Sources and consequences of chromosomal anomalies.
4. Evolution of Karyotype and its importance: Concept and components of Karyotype, trends of Karyotype evolution, Karyotype in systematic and evolution of species.
5. Mapping of genes on chromosomes: Physical and Genetic maps, deletion mapping, linkage analysis, somatic cell fusion, in situ hybridization.
6. Multiple alleles and multiple factors: multiple allelism, ABO and Rh blood groups in man, eye colour in Drosophila, self sterility in plants, quantitative inheritance, kernel colour in wheat, skin colour in human beings, enhancer and suppresser genes.
7. Non Mendelian inheritance and organellar genetics: maternal influence, coiling in snail shells, plastoid inheritance in Mirabilis jalapa, petites in fungi, Kappa particles in Paramecium, sex factor in bacteria.
8. Mutation and mutagens: Types of mutation, molecular basis of mutation, physical and chemical mutagens and mechanism of their action.
9. Hybridization and its role in evolution: Heterosis, theories of hybrid vigour, evolutionary significance.

Section A: Microbiology

1. Introduction and scope of Microbiology.
2. General account of: Methanococcus, Halobacterium, Agrobacterium, Mycoplasma and Thermoplasma.
3. Growth of microorganisms in batch culture.

Section B: Plant Pathology

1. History and scope of plant pathology.
2. Modes of infection and physiology of parasitism.
3. Mechanisms of host–pathogen interactions.
4. Transmission and spread of plant diseases.
5. Methods of plant disease control.
6. Causal organism, symptoms, disease cycle and control measures of the following plant diseases: Green ear disease of bajra, downy mildew of crucifers, powdery mildew of sheesham, rusts of pea and linseed, smut of bajra, wilt of tomato, bacterial blight of rice, mosaic of sugarcane and little leaf of brinjal.

Practical**Credits:4**

Lab Work based on Course BOB801, BOB802, BOB803 and BOB804

Readings

- Bhamrah, K. & Juneja, H.S. Genetics and Evolution, New Delhi: Anmol Publication, Pvt. Ltd.
- Devlin & Witham. Plant Physiology, New Delhi: CBS Publishers & Distributors.
- Divan, P. Environ Protection, New Delhi: Deep & Deep Publications.
- Grewal, R.C. Plant Physiology, New Delhi: Campus Brokes International.
- Hill, M.K. (1997). Understanding Environmental Pollution, Cambridge University Press.
- Jain V.K. Fundamentals of Plant Physiology, New Delhi: S. Chand & Company Ltd.
- Kormondy, E.J. (1996). Concepts of Ecology, Prentice-Hall of India Pvt. Ltd.
- Mackenzie, A. (1999). Instant Notes in Ecology, New Delhi: Viva Books Pvt. Ltd.
- Odum, E.P. Ecology, Oxford & F.B.h. Publishing Co. Pvt. Ltd.
- Pandey, B.P. Economic Botany Vol – I / II, New Delhi: Chand & Company Ltd.
- Pandey, B.P. Modern Practical Botany Vol – I / II, New Delhi: Chand & Company Ltd.
- Rastogi, V. A text Book of Genetics, Meerut: Kedarnath Ramnath.
- Ross, S. Plant Physiology, New Delhi: CBS, Publishers & Distributions.
- Salisbury, F.B. & Ross, C.W. (1992). Plant Physiology (4th edition), California: Wadsworth Publishing Co.
- Shukla, R.S. & Chandel, P.S. Plant Ecology, S. Chand & Company LTD.
- Sundararajan, S. Physiology of Transport In Plants, New Delhi: Anmol Publications, Pvt. LTD.
- Verma, P.S. / & Agrawal, V.K. Concept of Ecology, S. Chand & Lonpan Ltd.
- Verma, V. Text Book Of Plant Physiology, Delhi: Emkay Publications.
- Winchester, A.M. Genetics, Oxford and IBH, Publishing Co.

MATHEMATICS

SEMESTER - I

MTB-101: Matrix Algebra

Credits: 2

Matrix algebra: Introduction, Elementary operations of matrices. Inverse of a matrix. Rank of a matrix, Determinants. Application of matrices to the system of linear equations, Consistency of the system.

MTB-102: Calculus

Credits: 2

Differential Calculus: Successive differentiation and Leibnitz theorem. Limit (ϵ - δ definition), Continuity, Discontinuity, properties of continuous functions. Differentiability, Chain rule of differentiation, Mean value theorems, Taylor's and Maclaurin theorems. Application of differential calculus in curve sketching.

MTB-103: Integral Calculus:

Credits: 2

Definite Integral as the limit of sum

Readings

- Datta, K.B. (2000). Matrix and Linear Algebra, New Delhi: Phi Pvt. Ltd.
- Finkbeiner, D.T. (1986). Introduction to Matrices and Linear transformations, New Delhi: CBS Publishers.
- Herstein, I.N. (1975). Topics in Algebra, New Delhi: Wiley Eastern Ltd.
- Prasad, G. (2000). Differential Calculus, Allahabad: Pothishala Pvt. Ltd.
- Prasad, G. (2000). Integral Calculus, Allahabad: Pothishala Pvt. Ltd.
- Sharma, D.R. (1985). Brilliant Advanced Calculus, Jalandhar: Sharma publications.
- Sharma, D.R. (1985). Brilliant Calculus, Jalandhar: Sharma publications.

SEMESTER – II

MTB-201: Statics & Dynamics **Credits: 2**

Statics: Analytic condition of equilibrium for coplanar forces. Equation of the resultant force. Virtual work.

Dynamics: Rotation of a vector in a plane. Velocity and acceleration components in Cartesian, polar and intrinsic systems. Central orbit, Kepler's laws of motion, rectilinear simple harmonic motion. Vertical motion on circular curves.

Motion with respect to linearly moving and rotating plane. Coriolis force and centrifugal force.

MTB-202: Algebra **Credits: 2**

Algebra: Definition of a group with examples and simple properties, Subgroups, Generation of groups, Cyclic groups, Coset decomposition, Lagrange's theorem and its consequences. Homomorphism and Isomorphism. Permutation groups and Cayley's theorem. Normal subgroups, Quotient group, Fundamental theorem of Homomorphism. The Isomorphism theorems for groups.

MTB-203: Multivariable Calculus **Credits: 2**

Functions of Two Variables: Limit, Continuity, Differentiability. Partial differentiation, Change of variables, Euler's, Taylor's theorem. Maxima and minima. Double and triple integrals, Beta and Gamma functions.

Vector Calculus: Gradient, Divergence and Curl. Greens, Stokes and Gauss Theorems with applications.

Readings

- Kreyszig, E. (1999). Advanced Engineering Mathematics, JohnWiley & Sons.
- Loney S.L. An Elementary Treatise on the Dynamics of aParticle and of Rigid Bodies,New Delhi:Kalyani Publishers.
- Mallik, S.C. Mathematical Analysis, New Delhi: Wiley Eastern Ltd.
- Narayan, S. A. Text Book of Vector Calculus, New Delhi: S. Chand& Company.
- Synge,J.L., & Griffith, B.A. (1959). Principles of Mechanics, TataMcGraw-Hill.
- Verma, R.S. A Text Book on Statics, Allahabad: Pothishala Pvt. Ltd.

SEMESTER - III

MTB-301: Differential Equations

Credits: 2

Ordinary differential equations of first order: initial and boundary conditions, homogeneous equations, linear equations, Exact differential Equation. First order higher degree equations solvable for x , y , p . Singular solution and envelopes. Linear differential equations with constant coefficients, homogeneous linear differential equations, linear differential equations of second order with variable coefficients. Series solutions of differential equations. Bessel and Legendre equations. Bessel and Legendre functions.

MTB-302: Tensor & Geometry

Credits: 2

Contravariant and Covariant vectors, Transformation formulae, Symmetric and Skew symmetric properties, Contraction of tensors, Quotient law. Polar equation of a conic, Sphere, Cone, Cylinder, Paraboloids, Central Conicoids.

MTB-303: Partial Differential Equation

Credits: 2

Linear partial differential equations of first order. Nonlinear PDE of first order: Charpit's method. Linear partial differential equation of second and higher order of homogeneous and non-homogeneous forms with constant coefficients. Second order PDE with variable coefficients. Monge's method.

Readings

- Bell, R. J. T. (1994). Elementary Treatise on Co-ordinate geometry of three dimensions, India: Macmillan.
- Codrington, E. A. (1961). Introduction to Ordinary Differential Equations, Prentice Hall of India.
- Mishra, R. S. A Course in Tensors with Applications to Riemannian Geometry, Allahabad: Pothishala Pvt. Ltd.
- Murray, D. A. (1967). Introductory Course in Differential Equations, India: Orient Longman.
- Narayan, S. Analytical Solid Geometry, New Delhi: S. Chand & Company.
- Piaggio, W. T. H. (1985). Elementary Treatise on Differential Equations and their Applications, New Delhi: CBS Publishers.
- Prasad, G. Integral Calculus, Allahabad: Pothishala Private Ltd.
- Rai, B., & Choudhary, D.P (2004). Ordinary Differential Equations, Narosa Publication.
- Rao, B.S., & Anuradha, H.R. (1996). Differential Equations with Applications and Programmes, Hyderabad: University Press.
- Senger, R.S. (2000). Ordinary Differential Equations with Integration, Prayal Publications.
- Sneddon, I. N. (1988). Elements of Partial Differential Equations, McGraw-Hill Book Company.
- Spain, B. (1988). Tensor Calculus, Calcutta: Radha Publication House.

SEMESTER – IV

MTB-401: Mathematical Methods

Credits: 2

Integral Transforms: Laplace Transformation, Laplace Transforms of derivatives and integrals, shifting theorems, differentiation and integration of transforms, convolution theorem. Application of Laplace transform in solution of ordinary differential equations. Fourier series expansion.

Calculus of Variations: Functionals, Deduction of Euler's equations for functionals of first order and higher order for fixed boundaries. Shortest distance between two non-intersecting curves. Isoperimetric problems. Jacobi and Legendre conditions (applications only)

MTB-402: Abstract Algebra

Credits: 2

Automorphism and inner automorphism, Automorphism groups and their computations. Normalizer and centre, Group actions, stabilizers and orbits. Finite groups, Commutator subgroups. Rings, Integral Domains and Fields. Ideal and quotient Rings. Ring Homomorphism and basic isomorphism theorems. Prime and maximal ideals. Fields of quotients of an integral domain. Principal ideal domains. Polynomial Rings, Division algorithm. Euclidean Rings, The ring $Z[i]$.

MTB-403: Programming in C

Credits: 2

C fundamentals. Constants, Variables and Data types, Operators and expression, formatted input and output. Decision makings, Branching and Looping. Arrays. User defined functions. Structures. Pointers. File handling. Programming based on above.

Readings

- Balguruswamy, E. Programming in ANSI C, New Delhi: T McGr Hill.
- Bhattacharya, P. B., Jain, S. K., & Nagpal, S. R. (1977). Basic Abstract Algebra (2e), Cambridge University Press, Indian Edition
- Deo, Lakshmikanthna, V., & V. Raghavendra. Text Book of Ordinary Differential Equations, T McGr Hill.
- Gotfried, B. S. (1998). Theory and Problems of Programming with C, T McGr Hill.
- Gupta, A.S. Text Book on Calculus of Variation, Prentice Hall of India.
- Herstein, N. (1975). Topics in Algebra, New Delhi: Wiley Eastern Ltd.
- Hilderbrand, F. B. (1997). Advanced Calculus for Applications, New Delhi: PHI.
- Jacobson, N. (1980). Basic Algebra, Volume I and Volume II, W. H. Freeman.
- Kreyszig, E. (1999). Advanced Engineering Mathematics, New York: John Wiley & Son Inc.
- Kumar, N. An Elementary Course on Variational Problems in Calculus, New Delhi: Narosa Publications.
- Rai, B., & Choudhary, & Freedman, D.P. (2002). Ordinary Differential Equations, Narosa Publication.
- Rajaraman, V. (1994). Programming in C, PHI.

SEMESTER - V

MTB-501: Analysis-I

Credits: 2

Riemann Integral, Integrability of continuous and monotonic functions, Fundamental theorems of integral calculus, Mean Value theorems of integral calculus.

Improper integrals and their convergence. Comparison test, Abel's and Dirichlet's test, Integral as a function of a parameter and its applications.

Sequences, Theorems on limits of sequences, Monotone convergence theorem, Cauchy's convergence criterion. Infinite series, series of non-negative terms. Comparison test, Ratio test, Rabbe's, logarithmic, De Morgan and Bertrand's tests. Alternating series, Leibnitz's theorem.

MTB-502: Differential Geometry

Credits: 2

Theory of space curves: Space curves, Planer curves, Serret-Frenet formulae. Osculating circles and spheres. Existence of space curves and evolutes and involutes.

Theory of surfaces: Parametric curves on surfaces. Direction coefficients. First and second Fundamental forms. Principal and Gaussian curvatures. Lines of curvature, Euler's theorem. Rodrigue's formula, Conjugate and Asymptotic lines. Developables, Developable associated with space curves, Developable associated with curves on surfaces. Minimal surfaces.

MTB-503: Discrete Mathematics

Credits: 2

Lattices and Boolean algebra: Logic: propositional and predicate. Lattices as partially ordered sets and as algebraic systems. Duality, Lattices and Boolean Algebra. Boolean functions and expressions. Application of Boolean algebra to switching circuits (using AND, OR and NOT gates)

Graphs and Planar Graphs: Graph, Multigraph, Weighted Graphs, Directed graphs. Paths and circuits. Matrix representation of graphs. Eulerian Paths and Circuits. Planar graphs.

Readings

- Apostol, T. M. (1985). Mathematical Analysis, New Delhi: Narosa Publishing House.
- Deo, N. Graph Theory with Applications to Computer Science, PHI.
- Docarmo, M. (1976). Differential Geometry of Curves and Surfaces, Prentice-Hall.
- Goldberg, R.R. (1970). Real Analysis, New Delhi: Oxford & IBH Publishing Co.
- Jain, P.K., & Kaushik, S. K. (2000). An Introduction to Real Analysis, New Delhi: S. Chand & Co.
- Lang, S. (1983). Undergraduate Analysis, New Delhi: Springer-Verlag.
- Liu, C.L. (1986). Elements of Discrete Mathematics (2e), McGraw Hill, International Edition.
- Narayan, S. A Course of Mathematical Analysis, New Delhi: S.Chand & Co.
- Tremblay, J. P., & Manohar, R. (1999). Discrete Mathematical Structures with Applications to Computer Science, T McGr Hill.
- Willmore, T.S. (1965). An Introduction to Differential Geometry, Oxford University Press.

SEMESTER – VI

MTB-601: Analysis-II

Credits: 2

Complex Analysis: Analytic functions, Harmonic functions, Elementary functions. Mapping by elementary functions, Mobius transformations, Conformal mappings.

Metric spaces: Introduction. Neighbourhood, limit points, interior points, open and closed set, closure and interior, boundary points. Subspace of a metric space, Completeness. Cantor's intersection theorem. Construction of real numbers as the completion of the incomplete metric space of rationals.

Dense subsets. Separable metric spaces. Continuous functions. Uniform continuity, Isometry and homeomorphism. Equivalent metrics.

MTB-602: Business Mathematics

Credits: 2

Financial Management: Financial Management. Goals of Financial Management and main decisions of financial management. Time Value of Money: Interest rate and discount rate. Present value and future value-discrete case as well as continuous compounding case. Annuities and its kinds.

Meaning of return. Return as Internal Rate of Return (IRR). Numerical Methods like Newton Raphson Method to calculate IRR. Measurement of returns under uncertainty situations. Meaning of risk. Difference between risk and uncertainty. Types of risks. Measurements of risk. Risk. Taylor series and Bond Valuation. Calculation of Duration and Convexity of bonds.

Mathematics in Insurance: Insurance Fundamentals - Insurance defined. Meaning of loss. Chances of loss, peril, hazard, and proximate cause in insurance. Costs and benefits of insurance to the society and branches of insurance-life insurance and various types of general insurance. Insurable loss exposures-feature of a loss that is ideal for insurance. Life Insurance Mathematics. Construction of Mortality Tables. Computation of Premium of Life Insurance for a fixed duration and for the whole life.

MTB-603: Special Theory of Relativity

Credits: 2

Review of Newtonian mechanics: Inertial frames. Speed of light and Gallilean relativity. Michelson-Morley experiment. Lorentz - Fitzgerald Contraction Hypothesis. Relative character of space and time. Postulates of special theory of relativity. Lorentz transformation equations and its geometrical interpretation. Group properties of Lorentz transformations.

Relativistic kinematics: Composition of parallel velocities. Length contraction. Time dilation. Transformation equations for components of velocity and acceleration of a particle and Lorentz contraction factor.

Readings

- Ablowitz, M. J., & Fokas, A.S. (1998). Complex Variables: Introduction and Applications, Cambridge University Press. South Asian Edition.
- Bergmann, P.G. (1969). Introduction to the Theory of Relativity, PHI.
- Churchil, R. V., & J.W. Brown (1990). Complex Variables and Applications (5e), New York: McGraw-Hill.
- Damodaran, A. Corporate Finance - Theory and Practice, John Wiley & Sons. Inc.

- Daykin, C. D., Pentikäinen, T., & Pesonen, M. Practical Risk Theory for Actuaries, Chapman & Hall.
- Dixon, W. G. (1982). Special Relativity: The Foundations of Macroscopic Physics, Cambridge University Press, 1982.
- Dorfman, M. S. Introduction to Risk Management and Insurance, New Jersey: Prentice Hall, Englewood Cliffs.
- Hull, J. C. Options, Futures, and Other Derivatives, PHI.
- Jain, P. K., & Ahmad, K. (1996). Metric Spaces, New Delhi: Narosa Publishing House.
- Narayan, S. Theory of Functions of a Complex Variable, New Delhi: S. Chand & Co.
- Ross, S. M. An Introduction to Mathematical Finance, Cambridge University Press.
- Synge, J.L. (1956). The Special Theory, North-Holland Publishing Company.

SEMESTER - VII

MTB-701: Introduction to Teaching in school Mathematics

Credits: 2

- 1) Sets, Venn diagram, Basic algebra, Statistics, Bar graph, Line graph, Frequency Polygon, Histogram & Ogive.
- 2) MATLAB - High performance numeric computation and visualization software: User's Guide.

SEMESTER – VIII

MTB-801: Number Theory

Credits: 3

Primes and factorization. Division algorithm. Congruence and modular arithmetic. Chinese remainder theorem. Euler phi function. Primitive roots of unity. Quadratic law of reciprocity, application. Arithmetical functions. Mobius inversion formula. The Diophantine equations $x^2 + y^2 = z^2$, $x^4 + y^4 = z^4$. Farey sequences.

MTB-802: Operations Research

Credits: 3

Linear Programming problem, Convexity, Simplex and Revised Simplex algorithm, Duality theory, Dual simplex. Transportation, Assignment and Traveling Salesman problems. Portfolio Theory, Principle of Optimality and its applications.

MTB-803: Probability

Credits: 3

Notion of probability: Random experiment, sample space, axiom of probability, elementary properties of probability, equally likely outcome problems.
Random Variables: Concept, cumulative distribution function, discrete and continuous random variables, expectations, mean, variance, moment generating function.
Discrete random variables: Bernoulli random variable, binomial random variable, geometric random variable, Poisson random variable.
Continuous random variables: Uniform random variable, exponential random variable, Gamma random variable, normal random variable.
Conditional probability and conditional expectations, Baye's theorem, Independence, computing expectation by conditioning; some applications - a list model, a random graph, Polya's Urn model.

MTB-804(a) Combinatorial Mathematics

Credits: 3

Introduction to Basic ideas. Selection and Binomial Coefficients: Permutations, Ordered selections, Unordered selections, Remarks on Binomial theorem.
Pairing problems: Pairing within a set, Pairing between sets, an optimal assignment problem, Gale's optimal Assignment Problem
Introductory knowledge of Recurrence: Fibonacci type relations, using generating functions, Miscellaneous methods.
Inclusion-Exclusion Principle: The Principal, Rook polynomials. Block Diagrams and Error-Correction codes: Block Design, Square Block Design, Hadanard Configurations, Error Correction Codes, Steiner Systems, Golay's Perfect Code.

(b) Computational Mathematics Lab

Introduction to Basic ideas of Mathematics lab. Familiarity with popular Softwares for numerical computations.
Real life problems requiring numerical algorithms for linear and non-linear algebraic equation Matrix computation and its Application
DFT Model

MTB-805: Project

Project-I: Mathematics Lab

Credits: 2

Application of Mathematical Software for plotting of functions, data analysis and curve fitting, 2D graphics and 3D graphics

Project-II:

Credits: 2

Some innovation in form of the written project, in Mathematics/application of Mathematics, based on the knowledge gained during the under graduate course of studies in view of the developments in Mathematics.

Readings

- Anderson, I. (1989). A First Course in Combinatorial Mathematics, Springer.
- Blake (1979). An Introduction to Applied Probability, John Wiley & Sons.
- Burton, D. M. (1989). Elementary Number Theory, Dubuque, Iowa: Wm. C. Brown Publishers.
- Churchill, R. V., & J.W. Brown (1990). Complex Variables and Applications (5e), New York: McGraw-Hill.
- Gass, S.I. (1975). Linear Programming: Methods and Applications (4e), New York: McGraw-Hill.
- Hadley, G. (1995). Linear Programming, Narosa Publishing House.
- Ireland, K., & Rosen, M. (1972). A Classical Introduction to Modern Number Theory, GTM Vol. 84, Springer-Verlag.
- Jones, G.A., & Jones, J.M. (1998). Elementary Number Theory, Springer-Verlag.
- Mann, H. B. (1976). Additions Theorems, Krieger.
- MATHEMATICA - Stephen Wolfram, Cambridge.
- MATLAB - High performance numeric computation and visualization software: User's Guide.
- Narayan, S. Theory of Functions of a Complex Variable, New Delhi: S. Chand & Co.
- Nathanson, B. M. (1996). Inverse Problems and the Geometry of Sumsets, Springer-Verlag.
- Niven, I., Zuckerman, S.H., & Montgomery, L.H. (1991). An Introduction to the Theory of Numbers, John Wiley.
- Pitman, J. (1993). Probability, Narosa.
- Resnick, R. (1972). Introduction to Special Relativity, Wiley Eastern Pvt. Ltd.
- Ross, S.M. (1997). Introduction to Probability Models (6e), Academic Press.
- Sierpinski, W. (1988). Elementary Theory of Numbers, Ireland: North-Holland Mathematical Library PWN-Polish Scientific Publishers. Retrieved from <https://leonettipaolo.files.wordpress.com/2012/07/0444866620-waclaw-sierpinski-elementary-theory-of-numbers.pdf/>
- Swaroop, K., Gupta, P. K., & Man Mohan (1988). Operations Research, New Delhi: Sultan Chand & Sons.
- Synge, J.L. (1956). The Special Theory, North-Holland Publishing Company.
- Taha, H. A. (1997). Operations Research, PHI.
- Yagolam, A.M., & Yagolam, I.M. (1983). Probability and Information, Delhi: Hindustan Publishing Corporation.

STATISTICS

SEMESTER – I

STB – 101: Statistical Methods

Credits: 2

1. Types of data: Discrete and continuous data, Frequency and non-frequency data, Different types of scales, Primary data (designing a questionnaire and schedule), Secondary data (major sources including some government publication).
2. Construction of tables (with one or more factors), diagrammatic and graphical representation of grouped data, frequency and cumulative frequency distribution and their applications, histogram, frequency polygon, ogives, stem and leaf charts, box plot.
3. Concept of central tendency and its measures, partition values, dispersion and relative dispersion, moments, Sheppard's correction for moments (without derivation), skewness, kurtosis and their measures.

STB – 102: Probability

Credits: 2

1. Random experiment: Trial, sample point, sample space, definitions of equally likely, mutually exclusive and exhaustive events, definition of probability, classical and relative frequency approach to probability, axiomatic approach to probability and its properties, merits and demerits of these approaches, total and compound probability, conditional probability theorems, independence of events, Bayes theorem and its applications.
2. Random Variable: Concept of discrete random variable, probability mass function and distribution function, joint probability mass function of several discrete random variables, marginal and conditional probability mass functions.
3. Continuous random variable: Probability density function, distribution function, joint density function of two continuous variables, marginal and conditional probability density functions.

Readings:

- Bhat, B.R., Srivenkataramana, T. & Rao, M. K.S. (1996). Statistics: A Beginner's Text, Vol. I and II, New Age International (P) Ltd.
- Croxton, F.E., Cowden, D.J. & Karlin, S. (1973). Applied General Statistics.
- Goon, A.M., Gupta, M.K. & Das, Gupta B. (1991). Fundamental of Statistics, Vol. I, Calcutta: World Press.
- Hoel, P.G. (1971). Introduction to Mathematical Statistics, Asia Publication.
- Hogg, R.V. & Craig, A.T. (1972). Introduction to mathematical Statistics, Amerind Publishing Co.
- Meyer, P.L. (1970). Introductory Probability and Statistical Applications, Addison Wesley.
- Mood, A.M., Greybill, F.A., & Bose, D.C. (1974). Introduction to the Theory of Statistics, McGraw Hill.
- Parzen, E. (1960). Modern Probability Theory and its Applications, Wiley Eastern. Publishing Co.
- Rohtagi, V.K. (1967). An Introduction to Probability Theory and Mathematical Statistics, John Wiley and Sons.

- Snedecors, G.W., & Cochran, W.G. (1967). Statistical Methods, Iowa State University Press.
- Spiegel, M.R. (1967). Theory and problem of Statistics, Schaum's Publishing Series.

Practical

PRACTICALS BASED ON COURSE No. STB – 101 & 102

Credits: 2

Basic ideas of functioning of Windows and data entry in MS Excel will be given to the students. Students will be required to do practical, listed below (based on the contents of the theory paper STB – 101), using MS Excel:

1. Presentation of data by frequency tables, diagrams and graphs.
2. Measures of central tendency, partition values,
3. Measures of dispersion, relative measure of dispersion.
4. Moments, measures of skewness and kurtosis.
5. Evaluation of probability: using addition and multiplication theorems, conditional probabilities and Bayes theorem.

SEMESTER – II

STB–201: Descriptive Statistics

Credits: 2

1. Bivariate data: Scatter diagram, product moment correlation coefficient and its properties, coefficient of determination, correlation ratio, interclass correlation, concept of error in regression, principle of least square, fitting of linear regression and related results, rank correlation.
2. Partial and multiple correlation in three variables, their measures and related results.
3. Theory of attributes: Independence and Association of attributes, various measures of association for two way and three way classified data.

STB–202: Distribution Theory

Credits: 2

1. Expectation of random variable and its properties, conditional expectation, moment in terms of expectation, moment generating function of a random variable, their properties and uses, probability generating function, Tchebycheff's inequality and its applications, convergence in probability and in distribution.
2. Discrete and continuous probability distributions and their properties including degenerate distribution.
3. Standard discrete and continuous distributions: Uniform, binomial, Poisson, geometric, negative Binomial, hypergeometric, normal, beta, gamma, bivariate Normal distributions.

Readings

- Goon, A.M., Gupta, A.K., & Das Gupta, B. (1999). Fundamental of Statistics, Vol. I, Calcutta: World Press.
- Hoel, P.G. (1971). Introduction to Mathematical Statistics, Asia Publishing House.
- Hogg, R.V., & Craig, A.T. (1972). Introduction to Mathematical Statistics, Amerind Publishing Co.
- Mood, A.M., Greybill, F.A., & Bose, D.C. (1974). Introduction to the Theory of Statistics, McGraw Hill.
- Mukhopadhyay, P. (1996). Mathematical Statistics, New Central Book Agency.
- Rohtagi, V.K. (1967). An Introduction to Probability Theory and Mathematical Statistics, John Wiley and Sons.

Practical

PRACTICALS BASED ON COURSE No. STB – 201 & 202

Credits: 2

Elementary ideas of binary number system, hardware and software components of computer system, and DOS operating system will be given to the students.

The students will be required to do the practicals, listed below (based on the contents of the theory paper STB – 201), using MS Excel:

1. Product moment correlation coefficient, correlation ratio, interclass correlation coefficient.
2. Fitting of curves by least square method.
3. Regression of two variables.
4. Rank correlation.
5. Partial and Multiple correlations and regressions.
6. Fitting of discrete and continuous distributions.

SEMESTER – III

STB–301: Statistical Inference I

Credits: 2

1. Concept of random sample from a distribution, statistic and its sampling distribution, standard error of an estimate, standard errors of sample mean and proportion, sampling distribution of sum of Binomial, Poisson random variables and mean of normal distribution, requirement of a good estimator with examples.
2. Simple, composite null and alternative hypotheses, critical region, types of error, level of significance, p-values, size and power of a test, chi-square, t and f distributions and their properties (without proof), testing of equality of two means and two variances of two normal distributions, testing for the significance of sample correlation coefficient and testing the equality of means and variances of bivariate normal distributions.

STB–302: Sample Surveys and Design of Experiments

Credits: 2

1. Concept of population and sample, need for sampling, complete enumeration versus sampling, Basic concepts in sampling, sampling and Non-sampling errors, Acquaintance with the working (questionnaires, sampling design, methods followed in field investigation, principal findings, etc.) of NSSO and other agencies under taking sample surveys.
2. Simple random sampling with and without replacement, estimation of population mean, population proportions and their standard errors. Stratified random sampling, proportional and optimum allocation, comparison with simple random sampling for fixed sample size.
3. Ratio, product and regression methods of estimation, estimation of population mean, evaluation of bias and variance to the first order of approximation, comparison with simple random sampling.
4. Systematic sampling (when population size (N) is an integer multiple of sampling size (n)). Estimation of population mean and standard error of this estimate, comparison with simple random sampling. Elementary idea of cluster sampling.
5. Analysis of variance for one way and two way classifications, need for design of experiments, basic principle of experimental design: randomization, replication and local control, complete analysis and layout of completely randomized design, randomized block design and Latin square design.
Factorial experiments and their advantages, main and interaction effects in 2x2 and 2x3 factorial experiments.

Readings

- Cochran, W.G. & Cox G.M. (1957). Experimental Design, John Wiley and Sons.
- Cochran, W.G. (1977). Sampling Techniques, New York: John Wiley and Sons.
- Das, M.N., & Giri, J. (1986). Design and Analysis of Experiments, Springer Verlag.
- DesRaj (2000). Sample Survey Theory, New Delhi: Narosa Publishing House.
- Freund, J.E. (2001). Mathematical Statistics, Prentice hall of India.

- Goon, A.M., Gupta, M.K., & Das Gupta, B. (1991). Fundamental of Statistics, Vol. I, World press, Calcutta.
- Goon, A.M., Gupta, M.K., & Das Gupta, B. (1986). Fundamentals of Statistics, Vol. II, world.

- Hansen, M.H., Hurwitz, W.N., & Madow, W.G. (1975). Sample Survey Method & Theory, Vol. I, Methods and Applications, Vol. II, New York and London: Wiley Publication.
- Hogg, E.S., & Tanaka, E.L. (1964). Basic Concepts of Probability and Statistics, Holden Day.
- Kempthorne, O. (1965). The Design and Analysis of Experiments, Wiley Eastern.
- Kish, L. (1965): Survey Sampling, New York: John Wiley and Sons.
- Mood, A.M., Greybill, F.A., & Bose, D.C. (1974). Introduction to the Theory of Statistics, McGraw Hill.
- Murthy, M.N. (1967). Sampling Theory and Methods, Statistical Publishing Society, Calcutta: Calcutta Press.
- Rao, C.R. (1973). Linear Statistical Inference and its Applications, Revised edition, Wiley Eastern.
- Rohtagi, V.K. (1967). An Introduction to Probability Theory and Mathematical Statistics, John Wiley and Sons.
- Sampath, S. (2000). Sampling Theory and Methods, Narosa Publishing House, New Delhi.
- Snedecor, G.W., & Cochran, W.G. (1967). Statistical Methods, Iowa State University Press.
- Sukhatme, P.V., Sukhatme, B.V., Sukhatme, S., & Asok, C. (1984). Sampling Theory of Surveys with Applications, New Delhi: Indian Society of Agricultural Statistics.

Practical

PRACTICALS BASED ON COURSE No. 301 & 302

Credits: 2

Programming with FORTRAN: The students will be given basic introduction of FORTRAN, such as:

FORTRAN Character Codes, Constants, Variables, names, arithmetic, logic and relational operators, expression, Arithmetic, relational and logical expression, Rules for writing arithmetic expressions, commands for using FORTRAN compiler.

Writing FORTRAN programs for simple mathematical expressions such as, factorial of a positive integer, summation of simple finite series, & solution of some mathematical expressions.

STB–401: Applied Statistics

Credits: 2

1. Demographic Methods: Sources of demographic data, census, registration, ad hoc surveys, hospital records, demographic profiles of the Indian census.
2. Measurement of Mortality and Life Table: Crude death rate, Standardized death rates, Age-specific death rates, Infant Mortality rate, Death rate by cause, Complete life table and its main features, Uses of life table.
3. Measurement of Fertility: Crude birth rate, general fertility rate, age specific birth rate, total fertility rate, gross reproduction rate, .net reproduction rate.
4. Index Numbers: Price relatives and quantity or volume relatives, Link and chain relatives composition of index numbers; Laspeyre's, Paasche's, Marshal Edgeworth's and Fisher's index numbers; chain base index number, tests for index number, cost of living index number.
5. Time Series Analysis: Economic time series, different components, illustration, additive and multiplicative models, determination of trend, seasonal and cyclical fluctuations.
6. Statistical process and product control: Quality of a product, need for quality control, basic concept of process control, process capability and product control, general theory of control charts, causes of variation in quality, control limits, sub grouping summary of out of control criteria. Charts for attributes: p chart, np chart, c-chart, V chart. Charts for variables: \bar{X} , R , (\bar{X}, R) , (\bar{X}, σ) charts.

STB–402: Statistical Inference And Decision Theory

Credits: 2

1. Parametric model, parameter, random sample and its likelihood, statistics and its sampling distribution.
2. Point estimation : properties of estimators, mean square and minimum mean square error estimator, unbiasedness and minimum variance unbiased estimator, Cramer-Rao lower bound, amount of information, consistency of estimators and sufficient conditions for consistency, relative efficiency of an estimator, asymptotic efficiency, sufficiency, factorization theorem (without proof), concept of complete sufficient statistics, Rao-Blackwell theorem.
3. Methods of estimation : moments, maximum likelihood, minimum chi-square, least square with examples, BAN and CAN estimators, point estimates of measures of location, dispersion, regression, correlation and other useful parameters.
4. Concepts of confidence interval and confidence coefficient, confidence intervals for the parameters of univariate normal, two independent normal distributions and exponential distributions.
5. Statistical hypotheses, critical region, size and power of a test, most powerful test, randomized and non-randomized test, Neyman Pearson lemma and its applications, uniformly most powerful unbiased test, power likelihood ratio test and its applications, functions of UMP with simple illustration.
6. Elements of decision problems: Loss function, risk function, estimation and testing viewed as decision problems. Bayes rule.

Readings

- Benjamin, B. (1959). Health and Vital Statistics, Allen and Unuwin.
- Brown, R.G. (1963). Smoothing, Forecasting and Prediction of Discrete Time Series, Prentice Hall.

- Chatfield, C. (1980). The Analysis of Time Series, IInd Edision Chapman and Hall.
- Duncan, A.J. (1974). Quality Control and Industrial Statistics, IV Edision, Taraporewala and Sons.
- Freund, J.E. (2001). Mathematical Statistical, Prentice Hall of India.
- Goon, A.M., Gupta, M.K. & Dasgupta B. (1980). An Outline of Statistical Theory, Vol. 2, Calcutta: The World Press Publishers Pvt. Ltd.
- Goon, A.M., Gupta, M.K. & DasGupta, B. (1986). Fundamentals of Statistics, Vol. II, World Press, Calcutta.
- Hogg, R.V.,& Craig A.T. (1978). Introduction of Mathematical Statistics, Fourth Edition, Collier Macmillon Publishers.
- Kale, B.K., & Sinha, S.K. Life Testing and Reliability.
- Montgomery, D.C. (1991). Introduction to the Statistical Quality Control, IInd Editions, John Wiley and Sons.
- Mood, A.M., Graybill, E.A. & Bose, D.C. (1974). Introduction to the Theory of Statistics, McGraw Hill.
- Mukhopadhyay, P. (1994). Applied Statistics, Calcutta: New Central Book Agency Pvt. Ltd.
- Rao, C.R. (1973). Linear Statistical Inference and its Applications, Revised edition Wiley Eastern.
- Rohtagi, V.K. (1967). An Introduction to Probability Theory and Mathematical Statistics, John Wiley and Sons.
- Srivastava, O.S. (1983). A Text Book of Demography, New Delhi: Vikas Publishing House.

Practical

Practicals Based On Course Nos . STB – 401 AND STB – 402 Credits: 2

1. CDR, STDR, CBR, Age specific death rates, life tables, GRR, NRR, Logistic curve and related practicals.
2. Laspeyre's, Passche's, Fisher's index numbers.
3. Problems related to trend, seasonal and cyclical fluctuations.
4. Charts: p, np, c, R, (\bar{X} , R), (\bar{X} , σ).
5. Practicals on moment, maximum likelihood, Minimum chi-square, least squares methods of estimation.
6. Testing of hypothesis for mean, variance, correlations, etc.

SEMESTER – V

STB - 501: Programming with C

Credits: 2

1. History and features of C language, components of C language, structure of a C program. Data type: Basic data types, enumerated data types, derived data types. Variable declaration, local, global, parametric variables, assignment of variables, numeric, character, real and string constants, arithmetic relation and logical operators, assignment operators, increment and decrement operators, conditional operators, Bitwise operators, type modifiers and expressions, writing and interpreting expressions, using expressions in statements. basic input / output.
2. Control Construct. I Control statements, conditional statements, if else, nesting of if else, else if ladder, switch statements. Loops in C: for, while, do while loops
3. Control Constructs II
Break, continue, exit (), go to and label declarations.
4. One dimensional two dimensional and multidimensional arrays.
5. Storage classes: Automatic variables, External variables, Static variables, Scope and lifetime of declarations.
6. Functions, classification of functions, functions definition and declaration, assessing a function, return statement, parameter passing in functions, rewrite on in Functions. Pointers (concept only).
7. Structure: Definition and declaration; structure (initialization) comparison of structure variable array of structures : array within structures, structures within structures, passing structures to functions, unions accessing a union member, union of structure, initialization of a union variable, uses of union. Introduction to linked list, linear linked list, insertion of a node in list, removal of a node from list.
8. Files in C. Defining and opening a file, input – output operation con a file, creating a file, reading a file.

STB – 502: Operations Research

Credits: 2

1. Definitions and scope of operation research, different types of models in operations research – their construction and general method of solution.
Elements of linear programming problem (LPP): Canonical and standard forms, formulation of LPP, graphical method to solve two variable LPP, solution of LPP using simplex procedure, use of artificial variables in LPP, generation of extreme point solutions, principle of duality in LPP, statement and proof of duality theorem, simple problems based on duality theorem.
2. Allocation Models: Transportation problem (T.P.), different methods of finding initial feasible solution of a T.P., UV method of finding optimal solution of a T.P., solution of assignment problem using Hungarian method.
3. Inventory Control: Definitions of various costs involved in inventory control.
Deterministic Economic Lot Size problems with and without shortages.
4. Theory of games: Two person zero-sum games, pure and mixed strategies, saddle point, maximinminimax principle of rectangular games, games without saddle point, dominance and modified dominance principles, graphical solution of 2xN and Mx2 games, reduction of game problems to a L.P.P.

Readings

- Balagurusamy, E. Programming in ANSI C, Tata McGraw Hill.
- Gass, G.I. (1958). Linear Programming- Methods and Applications, McGraw Hill.
- Gottfried, B. S. Theory and problems of Programming with CTMH.
- Hadley, G. (1965). Linear programming, Addison Wesley.
- Hiller, F.S. & Libermann, G.J. (1995). Introduction to Operations Research, McGraw Hill.
- Kanetkar, Y.P. Working with C, BPB Publication.
- McKinsey, J.C.C. (1952). Introduction to the Theory and Games, McGraw Hill Book Co.
- Schildt, H. C Made Easy, McGraw Hill.
- Schildt, H. C The Complete Reference(3e), TMH.
- Swaroop K., Gupta, P.K. & Singh, M.M. (1985). Operations Research, Sultan Chand and Sons.
- Taha, H.A. (1999). Operations Research, Macmillan Publishing Company.

Practical

PRACTICALS BASED ON COURSE Nos. STB – 501 AND STB – 502

Credits: 2

SEMESTER – VI

STB–601: Numerical Methods

Credits: 2

1. Finite differences of different orders, Δ , E and D operators, factorial representation of a polynomial, separation of symbols, sub-division of intervals, differences of zero.
2. Concept of interpolation and extrapolation: Newton Gregory's forward and backward interpolation formulae for equal intervals, divided differences and their properties, Newton's formula for divided difference, Lagranges formula for unequal intervals, central difference formula due to Gauss, Stirling, Bessel, Laplace and Everett, concept of error terms in interpolation formula.
3. Inverse interpolation: Different methods of inverse interpolation.
4. Numerical differentiation.
5. Numerical Quadrature: trapezoidal rule, Simpson's one-third and three-eighth rules, Weddle's rule.
6. Summation of series: Series whose general term (i) is the first difference of a function (ii) is in geometric progression.
7. Numerical solutions of differential equations: Euler's method, Milne's method, Picard's method and Runge-Kutta method.

STB–602: Elements Of Stochastic Processes

Credits: 2

1. Definition and examples of stochastic process: classification of general stochastic processes into discrete/continuous time, discrete/continuous state spaces, types of stochastic processes elementary problems, random walk, gambler's ruin problem.
2. Markov chains: Definition and examples of Markov chain, transition probability matrix, classification of states, recurrence, simple problems, basic limit theorem of Markov Chain (statement only): stationary probability distribution, applications.
3. Continuous time Markov Chain: Poisson process and related inter-arrival time distribution, pure birth process, pure death process, birth and death process, problems.
4. Branching process: Definition and examples of discrete time branching process, probability generating function, mean and variance, probability of extinction problems.

Readings

- Adke, S.R., & Manjunath, S.M. (1984). An Introduction to Finite Markov Processes, Wiley Eastern.
- Aitkinson, U. Elementary Numerical Analysis.
- Cinlar, E. (1975). Introduction to Stochastic Processes, Prentice Hall.
- Freeman, H. Finite Differences for Actuarial Students, Cambridge: Cambridge University Press.
- Hoel, P.G., Port, S.C. & Stone C.J. (1991). Introduction to Stochastic Process, Universal Book Stall.
- Karlin, S., & Taylor, H.M. (1995). A First Course in Stochastic Process, Academic Press.
- Kunz, K.S. Numerical Analysis, McGraw Hill.
- Medli, J. (1996). Stochastic Processes, New Age International (P) Ltd.

- Parzen, E. (1962). Stochastic Process, Holden-Day.
- Ross, S.M. (1983). Stochastic Process, John Wiley.
- Sastry S.S. Introductory Methods of Numerical Analysis, Fourth Edition, Prentice Hall of India.
- Saxena, H.C. Calculus of finite Differences.
- Scarborough, J.B. Numerical Mathematical Analysis, Oxford University, Press and Oxford Book Co.
- Taylor, H.M., & Karlin, S. (1999). Stochastic Modeling, Academic Press.

Practical

PRACTICALS BASED ON COURSE Nos. STB – 601 AND STB – 602 Credits: 2

SEMESTER- VII

INNOVATIVE TEACHING MODULE IN STATISTICS RELEVANT TO SCHOOL TEACHING Credits: 2

SEMESTER – VIII

STB–801: Demand Analysis,

Credits: 3

Analysis of Income Distribution and Queuing Theory

1. Theory and analysis of consumer's demand, law of demand, price elasticity of demand, estimation of demand curves, forms of demand functions, Engel's curve, income elasticity of demand.
2. Analysis of income and allied distributions: Pareto distribution, graphical test, fitting of Pareto law, illustration, lognormal distribution and properties, Lorenz curve, Gini's coefficient.
3. Elements of queuing theory, characteristics of queues, Poisson process, distribution of inter-arrival time, definition of steady state condition, $(M/M/1) : (\sim / \text{FIFO})$ and $(M/M/1) : (N / \text{FIFO})$ models, birth and death process, $(M/M/K) : (\sim / \text{FIFO})$ and $(M/M/K) : (N / \text{FIFO})$ models.
4. Finite and infinite length models with associated distribution of queue length and waiting time, steady – state solutions of $(M/E_k / 1)$ and $(E_k / 1)$ queues, machine interface problem.

STB-802: Reliability

Credits: 3

1. Life testing and reliability theory: Basic concepts of life testing experiments, reliability, hazard function and their relationship.
2. Elementary notion of censored data, type I and type II censoring schemes, Poisson process.
3. Parametric distributions: Weibull, gamma, lognormal, exponential as life time distributions, point and interval estimation procedures for the above distributions.
4. Testing reliability hypothesis for exponential and Weibull distributions.
5. System reliability concepts: Parallel system, series system and k out of n system.
6. Elementary idea of reliability models for non – maintained systems.

STB-803: Distribution Theory

Credits: 3

1. Brief review of basic distribution theory, joint, marginal conditional p.m.f.'s and p.d.f.'s, standard discrete and continuous distributions, bivariate normal, bivariate exponential, multivariate normal and multinomial distributions, functions of random variables and their distributions using Jacobian of transformation and other tools.
2. Compound, truncated and mixture distributions, conditional expectation, multiple and partial correlations, linear and multiple regressions. Markov, Holder, Jensen, Liapunov inequalities. Sampling distributions, non-central chi-square, t and F distributions and their properties. Distributions of quadratic forms under normality and related distribution theory. Order statistics, their distributions and properties, joint and marginal distributions of order statistics, extreme values and their asymptotic distributions (statement only) with applications. Approximating distributions Delta method and its applications, approximating distributions of sample moments, transformations of statistics.

1. Extension of Cramer-Rao inequality for multi-parameter case, Bhattacharya bounds, information in data about the parameters as variation in likelihood function.
2. Ideas of sufficient and minimal complete-sufficient statistics, sufficiency when the range of ariate depends on parameter, minimum variance unbiased estimators, Rao-Blackwell and Lehman-Scheffe theorems, examples based on some standard distributions.

Readings

- Dudewicz, E.J. & Mishra, S.N. (1988). Modern Mathematics Statistics, Wiley International students edition.
- Jonson, S. & Kotz, S. (1972). Distribution in Statistics Vol. I-II & ill, Houghton and Mifflin.
- Pitman, J. (1993). Probability, Narosa Publishing House.
- Rao, C.R. (1973). Linear Statistical Inference and its Applications, Wiley Eastern.
- Rohatagi, V.K. (1984). An introduction to Probability Theory and Mathematical Statistics, Wiley Eastern.
- Asthana, B.N.,& Srivastava, S.S. Applied Statistics in India.
- Croxton, F.E. & Cowden, D.F. Applied General Statistics.
- Goon, A.M., Gupta, M.K. & Dasgupta, B. (1986). Fundamentals of Statistics, Vol.II, Calcutta: World Press.
- Hiller, F.S., & Libermann, G.J. (1995). Introduction to Operation Research, McGraw Hill.
- Mukhopadhyay, P. (1999). Applied Statistics, New Central Book Agency Pvt. Ltd., Calcutta.
- Swaroop, K., Gupta P.K. & Singh, M.M. (1985). Operations Research, Sultan Chand and Sons.
- Taha, H.A. (1999). Operation Research, Macmillan Publishing Company.
- Bain, L. J. & Engelhardt, M. Statistical Analysis of Reliability and Life Testing Models, Marcel Dekker.
- Barlow, R. E. & Proschan, F. Statistical Theory of Reliability and Life Testing : Probability Models, Holit Rinechart and Winston.
- Gnedenko, Bylyayer & Solovyer : Mathematical Methods of Reliability Theory.
- Kale, B. K. & Sinha, S. K. Life Testing and Reliability.
- Zack, S. Introduction to Reliability Analysis: Probability Model and Statistical Methods, Springer Verlag.

Practical

PRACTICALS BASED ON COURSE Nos. SBT – 801 AND STB – 802

Credits: 2

Practical Work: Project

Credits: 2

The project work shall be spread over the whole semester. A project be undertaken by a group of students. However, the project report shall be submitted by each member of the group separately. A project report shall clearly state the problem addressed, the methodology adopted, the assumptions and the hypotheses formulated, any previous reference to the study undertaken, statistical analyses performed and the broad conclusion drawn.

**Syllabus
for B.A. B.Ed.
Humanities &
Social Sciences
Subjects
(Electives)**

HISTORY

SEMESTER – I

PAPER I

Credits: 2

HISTORY OF INDIA UPTO 1000 A.D. (PART-I)

Geographical Features

- Its impact on Indian History.
- Sources of Indian History:
 - Archeological source and their significance, Coins and Inscription
 - Literary sources: religious and secular
 - Foreign Accounts.

Early Man in India

- Paleolithic, Mesolithic, Neolithic and Chalcolithic Ages.
- Indus Civilization
 - Extend of the Civilization
 - Town Planning
 - Agriculture
 - Technology and Crafts
 - Trade and Commerce
 - Religion
 - Script
 - Decline of the Indus Culture.

The Aryans

- Theories of Migration:
- Vedic Political Institutions.
- Social and Economic Conditions.
- Vedic Religion, Varna and Caste system.

Second Urbanization

- Sixteen Mahajanapadas: Rise of Magadh Empire.
- Religious Upheaval:
 - Rise and Development of Jainism and Buddhism
 - Hinayana and Mahayana Philosophy
 - Decline of Buddhism.
- Macedonian and Iranian Invasions: Their Impact.

Mauryan Empire:

- The Mauryan rise to power.
- Political and administrative organization, society and economy.
- Ashoka's Dhamma.
- Decline of empire.
- Arthashastra and Indica.

HISTORY OF INDIA UPTO 1000 A.D. (PART-II)

Rise of Minor Kingdoms

- Kushanas:
 - Kanishka: Chronology and achievements
 - Gandhara and Mathura Arts.
- Sakas.

Gupta Empire

- SamudraGupta and ChandraGupta II.
- Administrative and Cultural Achievements.
- Fahein.
- Decline of Gupta Empire.

Vardhan Dynasty

- Political Conditions of Northern India in 6th century A.D.
- Harsha Campaigns and Political relations.
- Administrations, Religion.
- Yuan Chewang.

Important powers in the South

- Satavahanas.
- Vakatakas.
- Chalukyas.
- Rashtrakutas.
- Pallavas: their contribution to culture.
- The Cholas: polity, administrative and culture.

Rajput Polity

- Society and culture.
- Arab Conquest of Sindh.

Paper III

Credits: 2

Project and Assignment

Readings

- Altekar. State and Government in Ancient India (also in Hindi).
- Childe. G. Man makes History.
- Devahuti. Harsha.
- Edward, Mc, NallPurns. Western Civilizations.
- Davies, H.A. An outline History of the World.
- Hayes & Moon. World History.
- Jian, K.C. Pre and Proto History of India.

- Kosambi, D. D. An Introduction to the study of History (also in Hindi)
- Magenis and Appeal. A history of the world.
- Majumdar. Vedic Age.
- Majumdar Data & Raychaudhari. An advanced History of India (also in Hindi).
- Majumdar, Datta Gupta, Kalkekar. Vakataka Age.
- Nilkanth, Shastri. History of South India.
- Raychaudhari, H.C. Political History of Ancient India (also in Hindi).
- Sankalin. Pre and Prote History of India.
- Sharma, R.S. Material background of Ancient India.
- Sharma, R.S. Political Institution of Ancient India.
- Shrimali, K.M. Vakataka –Guptas.
- Thapar, Romila. History of Ancient India Vol. 118, Asoka and the Decline of the Mauryas.
- Weesh. World History.

SEMESTER-II

PAPER I

Credits: 2

HISTORY OF ANCIENT CIVILIZATION (PART-I)

Egyptian Civilization

- Pre-dynastic period polity.
- The Pharaoh.
- Egyptian Religion, Philosophy, Science, Language and Literature, Art, Social and Economic life.
- Contribution.

Mesopotamian Civilization

- Polity.
- Sumerian.
- Old Babylonian contributions.
- Changes under Assyria.
- Chaldean Renaissance.
- Mesopotamian legacy.

Chinese Civilization

- Polity (upto Han Dynasty).
- Society , Trade and Commerce.
- Ancient Chinese Religion , Confucius, Language and Literature.

Civilization of Ancient Persia

- Rise of Cyrus.
- Darius the Great.
- Decline of Persian Empire.
- Persian Culture.
- Zoroastrianism- its fusion with Mithraism and Manicheism.
- Hebrews Religion and Culture.
- Rise of Christianity and its impact in the world.

PAPER II

Credits: 2

HISTORY OF ANCIENT CIVILIZATION (PART-II)

Greek Civilization

- Homeric Age: Polity, Culture, Social and Economic life.
- Athens and Sparta.
- Hellenic thoughts and culture: Philosophy, science, literature, Greek Art.
- Aristotle and Plato.
- Greek society, economy and religion.
- Alexander the Great.

Roman Civilization

- Early Settlements – their government overthrew of Monarchy.

- Early republic political changes.
- Struggle between Patricians and Plebeians.
- Carthegean wars.
- Pompey and Julius Ceaser.
- Cultural life: society, economy, philosophy, art and religion.
- The Principate-Augustus.
- Roman Law.
- Late Empire : Diocletian, Cultural stagnation, Decay and Decline.

Byzantine Empire:

- Polity ,Despotic Government.
- Religion, Society.
- Intellectual achievements.
- Justinian Codes.
- Byzantine Art.

Sassanid Empire

Paper III

Project and Assignment

Credits: 2

Readings

- Childe, Gordon- Man makes History.
- Edward, Mc, NallPurns- Western Civilizations.
- H.A Davies, H.A - An outline History of the World.
- Hayes & Moon- World History.
- Magenis and Appeal- A history of the world.
- Weesh- World History.

SEMESTER-III

PAPER I

Credits: 2

HISTORY OF MEDIEVAL INDIA (Part –I)

Turkish Conquest of Northern India

- Political and social conditions of India at the time of Turkish Invasion.
- Factors responsible for the success of the Turks.
- Establishment of Delhi Sultanate in the 13th century.
- Qutubuddin Aibak.
- Iltutmish – His military and administrative achievements, composition of nobility.
- Balban Theory of Kingship and organization of Govt.

Indian under the Khaljis and the Tughluqs

- Khilji revolution.
- Mongol Invasions during the regime of Allauddin Khilji.
- Agrarian Measures and Market Control Policy of Allauddin Khilji.
- Muhammad Tughlag's ambitious projects.
- Firoz Tughlug's humanitarian measures and Tughlug's role in the downfall of the Sultanate.
- Administration of the Delhi Sultanate- Central Govt, Iqta system and the army.

Vijaynagar and Bahamani Empire

- Salient features of political administration.
- Economic and social history.
- Rise of feudatories and disintegration.

Religious Thought of 14th and 15th century: Non-Muslim and Sufi.

PAPER II

Credits: 2

HISTORY OF MEDIEVAL INDIA (PART II)

Mughal Empire

- India on the eve of Babur's Invasion
 - Factors which led to Babur's success.
- Humayun's Problems.
- Sher Shah and his administration.
- Religious Policy of Akbar and Aurangzeb.
- Deccan Policy of the Mughals.
- North-west Frontier policy of the Mughals.
- Factors that led to the downfall of the Mughal Empire.
- Economic and Political Institutions of Mughal India
 - The Mughal Administration: Central and Provincial Administration
 - Land revenue system
 - Mansab and Jagir system.

The rise of the Marathas

- Factors responsible for the rise of Shivaji.
- Administrative system of Shivaji.
- Marathas under Peshwas.

The Sikhs

- Their rise.
- Sikhs under Banda Bahadur.

Paper III

Project and Assignment

Credits: 2

Readings

- Ali, Athar: Mughal Nobility under Aurangzeb.
- Chaudhari, Tapan R. and Habib, Irfan: Cambridge Economic History of India Vol. 1.
- Habib & Nizanim: Comprehensive History of India Vol.V.
- Habib, Irfan: Agrarian system of Mughal India.
- Noreland, W.H. Agrarian system of Mughal India.
- Prasad, Ishwari: Medieval India.
- Sarkar, J.N: Shivaji and his times.
- Sarkar, J.N: Short history of Aurangzeb.
- Sewall: Forgotten Empire.
- Smith, V.A: Akbar the great Mughal.
- Tripathi, R.P. Rise and fall of Mughal Empire.
- Tripathi, R.S: Some aspects of Muslim administration.

PAPER I

Credits: 2

HISTORY OF MODERN WORLD (PART I)

Age of Mercantilism:

- Breakdown of the feudal order.
- Characteristic features of Feudalism.
- The discoveries and Growth of world commerce.
- Renaissance, Reformation, Calvinism and Lutherism.
- Counter Reformation.
- Rise of nation states.
- Struggle between Charles I and the Parliament.
- English Revolution of 1688.

The Industrial Revolution in Britain

- Agricultural Revolution and the Enclosure Movement.
- Mechanical invention and source of power.
- The factory system.
- Growth of Industrial capital.

The American Revolution

- Its Causes and Significance.

The French Revolution

- Causes of the French Revolution.
- The new political and social ideas.
- Political and economic consequences.
- Age of Reaction Matternich.

National Liberalism and Socialism during the 19th century

- German and Italian Unification.
- Marxian Socialism.

PAPER II

Credits: 2

HISTORY OF MODERN WORLD (PART II)

Imperialism and the World War I

- New Imperialism.
- Cause of World War I.

Colonialism in the 19th Century

- The Opium War and the Development of the Treaty Port.
- The Partition of Africa.

The Russian Revolution 1917

- Causes of the Russian Revolution.
- Civil War.
- The Communist International Building of Socialism in USSR.

Anti-Imperialist Movement

- The Revolution in China 1919-1949.
- Freedom and Reform in Emergence of Modern Turkey under Kamal Attaturk.

Inter-War Collective Security and its Failure

- League of Nations: Causes of its failure.
- Nazism and Fascism in Germany and Italy.
- World Depression of 1929 – 1932.
- Origin and impact of World War II.
- The U.N.O.

PAPER III

Credits: 2

Project and Assignment

Readings

- Andreas, Dorpalen: Europe in the 28th C.
- Anowles, L.C: The Industrial and Commercial Revolution in Great Britain during the 19th Century.
- Burns: Western civilization.
- Coleman, D.C: Revision in Mercantilism.
- Cowan, C.D: The Economic Development of China and Japan.
- Fieldhause, D.K: Colonialism Empires since the 18th C.
- Gershoy: French Revolution and Napoleon.
- Hayes: Political and Cultural History of Europe Vol. I & II.
- Hayzen, C.D: Modern European History since 1789.
- Lacin, IV. Imperialism the highest stage of capitalism.
- Lefebvre, G: French Revolution.
- Lefebvre, G: The coming of the French Revolution.
- Mantoux, Paul: Industrial Revolution in England.
- Panikar, R.M: Asia and the Western dominance.
- Sontage, J. Raymond: A broken world 1919-1939.

SEMESTER – V

PAPER I

Credits: 2

HISTORY OF MODERN INDIA (PART I)

Advents of Europeans in India

- Anglo French Rivalry in South India (Carnatic wars).
- Establishment of British Supremacy in Bengal: Battle of Plassey and Buxar.

Anglo Mysore, Anglo Maratha and Anglo Sikh relation.

Subsidiary alliance.

Doctrine of lapse.

The Land Settlements.

- Permanent, Ryotwari and Mahalwari system.
- Drain of wealth.
- De-industrialization and Decline of towns till 1872.

Rebellion of 1857:

- Nature, Causes, Consequences and Failures.
- Company and the native states (1757 – 1947).

Social and National Awakening

- Causes.
- Raja Ram Mohan Roy and subsequent reform movements.
- Brahma Samaj.
- Arya Samaj.
- Aligarh Movement.

PAPER II

Credits: 2

HISTORY OF MODERN INDIA (PART II)

Growth of national movements in India

- Causes.
- Formation of Indian National Congress.
- Moderates and militant.
- Partition of Bengal.

Gandhiji's Political Philosophy

- Khilafat and Non-Cooperation Movement.
- Pro Changers and No Changers.
- Swarajists: achievements and failures.
- Revolutionary Terrorism.
- Civil Disobedience Movements.
- Development of Communalism in India.

Constitutional Developments in India

- Regulating Act.
- Queen's Proclamation.
- Act of 1909, 1919, 1935.

Simon Commission.

Nehru Report.

Cripps Mission.

Quit India Movement.

Cabinet Mission Plan.

PAPER III

Project and Assignment

Credits: 2

Readings

- Banerjee, A.C and Gosh, D.K –Comprehensive History of India Vol IX.
- Chand, Tara: History of the freedom movement in India. Vol. I to IV.
- Chandra, Bipin and Aditya Mukherjee- India's freedom struggle for Independence.
- Chandra, Bipin- Nationalism and Colonialism in Modern India.
- Desai, A.R - Social background of the National Movement in India.
- Dutt, R.C - India Today.
- Dutt, R.C-Economic History of India. Vol. I & II.
- Sarkar, Sumit- Modern India (1858-1947).
- Thompson & Gerrelt- Rise and fulfillment of British rule in India.

SEMESTER-VI

PAPER 1

Credits: 2

HISTORY OF ENGLAND (1485- 1919) (Part I)

Tudor England (1485 – 1603)

The New Monarchy:

Henry VII anti-harmonial measures, The Beginning of the English Commercial Power: The Reformation, the Radical Reformation and the Counter Reformation under Edward VI and Mary, Erig and Europe.

The reign of Elizabeth (1553- 1603): The Religious settlement, Scotland. Conflict with Spain. The rise of the gentry. Parliament its growing power. English Renaissance.

Regime of the Early Stuarts (1603-40):

James I: The Doctrine of Divine Right. Arbitrary Government under Charles I. Foreign Policy of the Early Stuarts, overseas expansion.

The English Revolution (1640- 1660): The conflict between King and Parliament, The Civil War (1642- 45), Domestic and Foreign Achievements of Cromwell Government, Cromwell and Ireland, Causes of the fall of Common wealth.

Restoration (1660- 1688)- Significance of the Restoration, Domestic and Foreign Policies of Charles II ,James II and his fall. The Glorious Revolution (1689 – 1714): The nature of the compromise of 1689.

The Emergence of Whig Oligarchy. William and Anne, and the Foreign Wars (1689-1714).

PAPER II

Credits: 2

HISTORY OF ENGLAND (1485- 1919) (Part-II)

The Whig Oligarchy (1714-60)

The nature of the Oligarchy. Walpole and Cabinet system. The beginning of Colonial system and overseas wars (from 1739).

The Industrial Revolution 1760- 1815:

The Agricultural Revolution, Enclosures, Growth of population.

The new industrial technology, textile and Iron and coal. Improvements in transport.

Conditions of working class.

Government and Politics.

Structure of Parliament and Regime of George III (1760-84), Revolt or American Colonies and England, Pitt the younger and impact of French Revolution war with revolutionary and Napoleonic France.

Economic impact of the war. Social unrest after 1815.

The Bourgeois Order 1815-16

(Last Phase of Industrial Revolution- Railways: Utilitarianism and drive for reform. Reform act of 1832, Free Trade, Chartism, Peels Ministry (1841- 1846), Corn Laws Repeal.

The Liberal Era (1846 – 85):

British Economic Supremacy Foreign policy, Palmerston. The Liberals and the Conservatives, Disraeli and the Reform Act of 1867.

Gladstone and liberalism (1868-1885), Disraeli and new conservatism (1874—80), Gladstone and Ireland (1880-1885).

New Imperialism: The Great Depression, English Internal Politics (1885-1905), Trade Unions, Fabians, Lib-Lab pact, Rise of Labour Party.

Rivalry with Germany and the causes of the First World War, consequences of the war.

PAPER III

Project and Assignment

Credits: 2**Readings**

- Alying, S.E – The Georgian Century (1714-1837).
- Carter and Mears- History of England.
- Elton, E.R - Tudor England.
- Hill, Chrestopher- Reformation to Industrial Revolution.
- Hobsbawn, Eric- Industry and Empire.
- Morton, A.L - People's History of England.
- Richard, D & Quick, A – Britain under Tudor & Stuarts Britain 1851- 1945.
- Warner and Martin – Ground work of British History.

SEMESTER – VII

PAPER I

Credits: 2

TIBET:

Understanding Basic Tibetan Cultures and History; a Training based teaching in School Level:

Introducing basic Tibetan cultures and history through the readings of:

1. Tibetan Civilization by R. A Stein.
2. My Land and My People by Tenzin Gyatso, the 14th Dalai Lama.
3. Tibet: A Political History by W. D Shakapba.

Readings

- Gyatso, Tenzin, the 14th Dalai Lama. My Land and My People (1997), Grand Central Publishing.
- Stein, R. A. (1972). Tibetan Civilization, London: Stanford University Press.
- Shakapba, W.D. (1966). Tibet, A Political History, New York: Potala

SEMESTER VIII

PAPER I

Credits: 3

MODERN EUROPE (1748-1945) Part –I

1. Napoleon III: His Foreign Policy, Domestic Policy.
2. Emergence and developments of nationalism: Italy, Germany.
3. The Eastern Question disintegration of Turkish empire
 - The Crimean Wars (1854 – 56).
 - Berlin Congress, 1878.
 - Young Turk Revolution, 1908.
 - Balkan Wars (1912-13).

PAPER II

Credits: 3

MODERN EUROPE (1748-1945) Part-II

1. Socialist Thought and Movement in Europe with reference to:
 - St. Simon.
 - Robert Owen.
 - Charles Fourier.
 - Prodhoun.
 - Karl Marx.
2. The Third Republic in France-Its achievements.
3. Bismarck: His Foreign Policy, Domestic Policy.

PAPER-III

Credits: 3

MODERN EUROPE (1748-1945) Part-III

1. New Imperialism-Partition of Africa.
2. Kaiser William II – His Foreign Policy.
3. Formation of Triple Entente and division of Europe into two armed campus.
4. World War- I:
 - Causes and effects.
 - Peace Settlements of 1919.
5. The Russian Revolution of 1917:
 - Events leading to the Revolution.
 - Lenin-
 - His role in the Revolution.
 - New Economic Policy.
 - His Foreign Policy.
 - Stalin-
 - His Five Year Plan.
 - His Foreign Policy.

MODERN EUROPE (1748 – 1945) Part –IV

1. The League of Nations
 - Its aim and Organization.
 - Achievements and Failure.
2. Inter-War Dictatorship
 - Italy and Germany.
3. Policy of Appeasement.
4. World War II – Causes.

PAPER V

Credits: 4

Project, Assignment

Internal Assessment/Paper Based on Seminar, Panel, Workshop/Conference:

Readings

- Athawale, Sadashiv- Arwachin Europe.
- Cambridge Modern History (Relevant volumes).
- Carr, E.H. - International relations between the two World wars.
- Gathorn, Hardy- A short history of Internal Affairs (1920-30).
- Grant and Temperley- Europe in the 19th and 20th Centuries.
- Hayes- Contemporary Europe since 1870.
- Hazon-Europe since 1815.
- Kulkarni & Phadke- Adhunik Europe
- Lipson-Europe in the 19th and 20th Centuries.
- Marriot, Sir J.A.R. - A History of Europe (1815-1970).
- Moon, H.P.T – Imperialism and world politics.
- Peacock, H.K.- History of Modern Europe (1789- 1970).
- Seaman from Vienna to Versailles.
- Taylor, A.J.P- The struggle for mastery in Europe.

ECONOMICS

SEMESTER – I

PAPER I: Microeconomics

Credits: 2

- **Introduction**-Economic Agents - Consumer, Producer and Government. Definitions of Economics, Approaches to the study of economics - Micro and Macroeconomics.
- **Theory of Consumer Behaviour**-Utility Function – Types and Measurement Cardinal Utility theory; Marginal Utility and Law of Diminishing Marginal Utility, Consumer's Equilibrium.
- **Ordinal Utility Theory** – Indifference Curve Analysis. Properties, Budget line, consumer's Equilibrium, Price, Income and Substitution Effect, Elasticity of Demand – Types and Measurement.
- Related Preference Hypothesis.
- **Theory of Production**- Production Functions Laws of Production – Laws of variable Proportion; Law of Returns to Scale, Isoquants, Iso-cost lines, Producer's Equilibrium, Expansion Path; Ridgelines, Concept of Costs.

PAPER II: Structure of Indian Economy

Credits: 2

- Indian Economy on the eve of Independence, Development of Planning Exercise in India.
- National Income (Output) and Employment Structure of Indian Economy, Composition and Relative growth of Agriculture, Industry and Service Sector.
- Trends and Patterns in Structure of Population – Growth Rate, Gender, Rural-Urban Literacy, Trends of Poverty and inequality, Inflation – Trends, Structure and Causes; Unemployment – Trends, Structure and Types.
- Trends in Agricultural Production; Land Reforms, Green revolution and its Effects.
- Trends and Patterns of Industrial Sector; Changes in the Structure of Indian Public Sector – Growth, Structure and its role.
- Trends in exports and Imports, Composition and Direction of Foreign Trade, Balance of Payments.

Readings

- Agarwal, A.N. Indian Economy; Problems of Development and Planning.
- Dutta, R. and Sundaram, K.P.M. Indian Economy.
- Economic Survey. Publication Division, Government of India.
- Mishra and Puri. Indian Economy.
- Five Year Plan (Various). Planning Commission, Govt. of India.
- Jain, T.R. Microeconomics and Basic Mathematics.

- Jhingan, M.L. Micro. Economic Theory.
- Koutsoyiannis, A. Modern Microeconomics.
- Mehta, Prem, L. et.al. (2005) Microeconomics.
- Prasad, A.R. Working Tools of Microeconomics.
- Ray, N.C. An Introduction to Microeconomics.
- Seth, M.L. Micro-Economics.

PAPER III: Project /Assignment

Credits: 2

SEMESTER – II

PAPER I: Macroeconomics

Credits: 2

- Nature and Scope.
- Natural Income Accounting and Natural Income Identities, Measurement of National Income.
- Theory of Employment and Output; The Classical Analysis, the Keynesian Analysis and the Neo Classical IS-LM Model.
- Consumption Function – Keynes’ Absolute Income Hypothesis – APC and MPC, Permanent Income Hypothesis, Life Cycle Hypothesis.
- Investment Multiplier – Leakages and Limitations.
- Investment Functions – MEC & MEI, saving and Investment Identity.
- Acceleration Principle.
- Economic Fluctuations, Theories of trade cycles & Samulson Hicks. Recent Global Recessions.

PAPER II: Indian Economic Policy

Credits: 2

- Population Policy, Anti-Poverty Programmes, Employment Policy, Poverty-Unemployment Relationship.
- Evaluation of Agricultural Price Policy, Food Policy; Components, Measures and Effectiveness.
- Public distribution System; Evolution and Effectiveness.
- Industrial Policy – FERA, FEMA de-licensing, Disinvestment MRTP, SMEs; Growth, Structure, Policy, Performance.
- Monetary and Fiscal Policy and Macroeconomic Policy in India: Exim Policy, Policy on Foreign capital.

Readings

- Agarwal, A.N. Indian Economy; Problems of Development and Planning.
- Blanchard Olivier (2007). Macroeconomics.
- Branson William (2006). Macroeconomics; Theory and Policy.
- Denberg, Thomas, F. (1985). Macroeconomics; Concepts, Theories and Policies.
- Dutta, R. and Sundaram, K.P.M. Indian Economy.
- Economic Survey. Publication Division, Government of India.
- Five Year Plan (Various). Planning Commission, Govt. of India.
- Mishra and Puri. Indian Economy.
- Rana, K.C. & Verma K.N. Macro Economic Analysis.
- Richard Froyen. Macroeconomics.
- Sikdar, Soumen. Principles of Macroeconomics.

PAPER III: Project /Assignment

Credits: 2

SEMESTER – III

PAPER I: Money and Banking

Credits: 2

- Meaning and functioning of Money.
- Demand for Money – Conventional, Neo Classical and Keynes’ approach.
- Value of Money – Cash Transaction and Cash Balances approach, Keynes’ view.
- Inflation and Deflation – Causes and Effects and Measures to control, Inflationary Gap.
- Commercial Banking– Measuring and Functioning, Process of Credit creation.
- Central Banking – Functions, Methods of Credit Control, Role and Functions of RBI.
- Financial Market – Structure and Components.

PAPER II: Public Economics – I

Credits: 2

- Role of Public Finance; Equity and the Social Welfare Function.
- Public Goods – Concept of Public and Private Goods. The Principle of Maximum social Advantage; Models of efficient Allocation.
- Public Budget – Optimum Budget, Budget Vs. Plan, Budgetary Procedure in India.
- Principles of Taxation – Ability to Pay and its different criteria, Types of Taxes, Incidence and Shifting of Tax, Taxable capacity, Effect of Tax on Price and output.
- Indian Tax System – Types, Issues of Tax buoyancy in India, General Sales tax and Value Added Tax.

Readings

- Atkinson, A. and Stiglitz, T. (1980). Lectures in Public Economics.
- Baye and Jansen (1996). Money, Banking and Financial Markets.
- Buchanan, J.M. The Demand and Supply of Public Goods.
- Chelliah, Raja J. et.al. Trends and Issues in India’s Federal Finance.
- Chelliah, Raja J. Fiscal Policy in Underdeveloped Countries.

- David, E.W. Laidler (1977). The Demand for Money; Theories and Evidence.
- Jadhav Narendra (2006). Monetary Policy, Financial stability and Central Banking.
- Jha, Raghendra (1999). Modern Public Economics.
- Lewis, M.K. and P.D. Mizen (2000). Monetary Economics.
- Musgrave, R.A. & Musgrave P.B. Public Finance in Theory and Practice.
- Musgrave, R.A. The Theory of Public Finance.
- Myles, Gareth D. Public Economics.
- O. P. Kotwal (1987). Theories of Inflation; A Critical Survey.
- Rosen, Harvey, S. Public Finance.
- Shekhar and Shekhar (1998). Banking Theory and Practice.

PAPER III: Project /Assignment

Credits: 2

SEMESTER – IV

PAPER I: Market Analysis

Credits: 2

- Market Structure- Market Definition, Concept of product and Factor Markets; Features and the Shapes of the Demand (or Average Revenue) Curve under Perfect Competition, Monopoly, Monopolistic competition and Oligopoly Market Structures; Concepts of Firm and industry, Equilibrium of the firm-total and marginal approach.
- Theory of Product Pricing- Perfect Competition, Price-output Determination in the short and Long Run.
Monopoly: Price –output determination in the short and long run, Monopoly power: sources and measurement; Price Discrimination- Concept and conditions; Typology- first, second and third degree price discrimination;
Monopolistic Competition: Price –output discrimination, Product Differentiation, Concepts of the ‘industry’ and the ‘group’, Excess capacity;
Oligopoly: Equilibrium in the Oligopolistic market; Cournot Model, Price Rigidity, Price Leadership.

PAPER II: Public Economics – II

Credits: 2

- Budgetary deficit; Concepts and Types, Public Debt – Classification and its impact, Methods of debt redemption and Management, Fiscal Deficit and Public Debt.
- Public expenditure Wagner’s Law and Wiseman-Peacock hypothesis, Relationship between Public expenditure and Fiscal Deficit, Public expenditure in India; Pattern and Growth.
- Fiscal Policy – Keynesian and Neoclassical framework, Fiscal policy and Neo-liberalism; Instruments and Effectiveness of fiscal Policy in India in context of roll back of state.
- Federal Finance – Principles, financial relationship between the Centre and States in India, Finance Commissions.

Readings

- Atkinson, A. and Stiglitz, T. (1980). Lectures in Public Economics.
- Atkinson, A. and Stiglitz, T. (1980). Lectures in Public Economics.
- Buchanan, J.M. The Demand and Supply of Public Goods.
- Buchanan, J.M. The Demand and Supply of Public Goods.
- Chelliah, Raja J. et.al. Trends and Issues in India's Federal Finance.
- Chelliah, Raja J. et.al. Trends and Issues in India's Federal Finance.
- Chelliah, Raja J. Fiscal Policy in Underdeveloped Countries.
- Chelliah, Raja J. Fiscal Policy in Underdeveloped Countries.
- Jha, Raghendra (1999). Modern Public Economics.
- Jha, Raghendra (1999). Modern Public Economics.
- Musgrave, R.A. & Musgrave P.B. Public Finance in Theory and Practice.
- Musgrave, R.A. & Musgrave P.B. Public Finance in Theory and Practice.
- Musgrave, R.A. The Theory of Public Finance.
- Musgrave, R.A. The Theory of Public Finance.
- Myles, Gareth D. Public Economics.
- Myles, Gareth D. Public Economics.
- Rosen, Harvey, S. Public Finance.
- Rosen, Harvey, S. Public Finance.

PAPER III: Project /Assignment

Credits: 2

SEMESTER – V

PAPER I: Factor Pricing and Welfare Economics

Credits: 2

- Theory of Factor Pricing – Marginal Productivity theory, Factor Pricing under perfect and Imperfect Market Conditions. Theories of Wage - Modern theory of Wages, Collective Bargaining, Rent - Differential Surplus approach, Modern Theory of Rent, Quasi rent; Interest - Money Rate and Real Rate of Interest, Classical and Keynesian Theory; Profit – Economic Profit; Gross and Net Profits; Risk and Uncertainty Bearing Theory.
- Welfare Economics – Individual and Social Welfare, Old Welfare Economics (Pigourvian), Pareto Optimality, Compensation Principle.

PAPER II: Elementary Statistics

Credits: 2

- Classification of Data, Graphical Presentation.
- Measures of Central Tendency – Mean, Median and Mode.
- Dispersion – Mean Deviation and Standard Deviation.
- Correlation – Spearman and Kaul Pearson.
- Index Number – Laspeyer, Paasche and Fisher.
- Skewness and Kurtosis.
- Concept of Probability, Theory of Probability.

Readings

- Chou, Y. Statistical Analysis.
- Goon, A.M., Gupta, M.K. and Dasgupta, B. Fundamentals of Statistics.
- Gupta, S.C. and Kapoor V.K. Fundamentals of Applied Statistics.
- Gupta, S.P. Statistics Elhance, D.N. Elements of Statistics.
- Jain, T.R. Microeconomics and Basic Mathematics.
- Jhingan, M.L. Micro-Economic Theory.
- Koutsoyiannis, A. Modern Microiconomics.
- Mehta, Prem, L. et.al.(2005). Microeconomics.
- Nagar, A. L. and Das, R. K. Basic Statistics.
- Prasad, A.R. Working Tools of Microeconomics.
- Ray, N.C. An Introduction to Microeconomics.
- Speigal, M.R. Theory and Problems of Statistics.

Paper III: Project /Assignment

Credits: 2

SEMESTER – VI

Paper I: International Economics

Credits: 2

- Importance of International Economics, regional and International Trade.
- Theories of Trade – Absolute and Comparative Advantage, Reciprocal Demand and Opportunity Cost, Heckscher-Ohlin theory.
- Trade and Growth, Import-substitution Vs. Export Orientation.
- Concept of items of Trade; its relation with Economic Development, Gains from trade.
- Tariffs and Quota, Free trade Vs. Protection, The globalization debate.

Paper II: Population Studies

Credits: 2

- Demography-Meaning and Difference from Population Studies.
- Population Theories-Malthusian, Neo Malthusian and Optimum Theory, Theory of Demographic transition.
- Age Pyramids-Concepts and Objects.
- Fertility-Measurement, Factors Affecting Fertility.
- Mortality-Measurement, Factors Responsible for Decline in Mortality.
- Basic Statistical Methods in Population Studies; Sources of Demographic Data, Mortality Analysis and Models, Population Growth, Composition and Distribution. Stable Population Theory, Health Statistics.

Readings

- Bhagvati, J. (2004). In Defence of Globalisation, Oxford University Press.
- Cherunilam, F. (2006). International Economics, Tata Mac Graw Hill.
- Jhingan, M.L. International Economics, Latest Edition.
- Krause, W. (2000) International Economics.
- Vaish, M.C., & Singh, S. International Economics.
- Preston, S. Heuveline, P., & Guillot, M. (2000). Demography: Measuring and Modeling Population Processes.

- Sahoo, Fakir Mohan (ed). (2009). Behavioural Issues in Aging; Care, concern and commitment.
- Salvatore, Dominick. International Economics, John Wiley Press.
- Sodersten, B.O., & Reed, G. (2003). International Economics, Mac Millan Press.
- Weinstein, J., & Pillai, V.K. (2000). Demography. The Science of Population.

Paper III: Project /Assignment

Credits: 2

SEMESTER – VII

Innovative Teaching Module relevant to School Teaching

Credits: 2

SEMESTER –VIII

Paper I: International Macroeconomics

Credits: 3

- Balance of Payments; Concept and Component, Disequilibrium and Measures to Correct Disequilibrium in the BOP.
- Concept of Foreign Trade Multiplier.
- International Monetary System; Foreign Exchange Market-Functions, Nominal and Real Exchange Rates, Fixed and Floating Exchange Rates, Buying and Selling Rate, Theories of Exchange Rate Determination.
- International Capital Movement; FDI and Portfolio Investment, Role of MNCs, Foreign Aid, Dual Gap Theory.
- International Institutions; IMF and World Bank, the GATT/WTO Agreements, Problems of International Liquidity and SDR, New International economic order.

Paper II: Introduction to Research Methodology

Credits: 3

- The Nature of Economic Reality.
- Introduction to Descriptive, Analytical, Fundamental, Quantitative and Qualitative Research Approaches.
- The Time consideration; Historical, Experimental and Ex Post Facto.
- Positivism and Scientific Method, question of Objectivity and Subjectivity.
- Formulation of Research Problems; Review of Literature, Aim/objective, Hypothesis and Hypothesis testing.
- Data – Nature of Data, collection of Primary and secondary Data, Preparation of Questionnaire/Schedule, Reliability and validity.
- Introduction to Sampling Methods.
- Writing of a Report.

Paper III: Development Economics

Credits: 3

- Meaning, Definition and Measurement of Economic Development, Concept of Sustainable development, Concept of Human Development, Indicators of Development, economic Growth Vs. Development
- Dualism – Technical, Economic, Social, Financial and Structural.
- Level of living, Poverty and Basic Needs – Indices of Poverty, Relative inequality, rural Poverty, Development with Disguised unemployment.

- Development Theories and Approaches; Strategies of Economic growth, stages of Economic growth (Rostow), Low Level Equilibrium trap (Nelson Model), Critical Minimum Effort Thesis, theory of Big-Rush, Theory of Balanced Growth, Unbalanced Growth Strategies, Harrod-Domar and Solow Model.

Paper IV: Environmental Economics

Credits: 3

- Historical Development of Environmental Economics; The Environment-Economy Interaction, Basic Concepts of Resource Economics.
- Pollution as an Economic Problem; Market Failure, Externality, Alternative Definitions of Pollution, Optimal Pollution, Marginal Damage and Marginal Abatement Cost.
- Instruments of Pollution control; Economic Instruments, International Agencies and Environment; UNEP, UNFCCC.
- Environment Valuation; Concept of Total Economic Value, Uncertainty and Irreversibility; Economic Growth and Environment.
- The Basic Issues of Sustainable Development, Meaning, Indicators and Measurement.
- Environment Policy; National and International.

Readings

- Agarwal R. C. Economics of Development and Planning.
- Bhagwati, J. In Defence of Globalisation, 2004, Oxford University Press.
- Cherunilam Francis: International Economics. 2006, Tata Mac Graw Hill.
- Cooper D. and Schindler P. Business Research Methods.
- Don E. Ehridge. Research Methodology in Applied Economics; Organising, Planning and Conducting Economic Research (2004).
- Ghatak S. Introduction to Development Economics.
- Good and Heart. Research Methods.
- Hanley, N. J. Shogren and B. White (1997). International Economics in Theory & Practice.
- Jhingan, M.L. International Economics. Latest Edition.
- Jhingan M. L. Economic Development and Planning.
- Kothari R. C. Research Methodology, Methods and Techniques (2008).
- Krause, Walter. International Economics, 2000.
- M.C. Vaish & Sudama Singh. International Economics, Latest Edition.
- Pearce D.W. and R. K. Turner (1990). Economics of Natural Resources and the Environment.
- Pearce, D.W., E. Barbier and a. Markandeya (1990). Sustainable Development: Economics and Environment in Third World.

- Perman, R., Y. Ma, J. McGilray, and M.S. Common (1999). Natural Resource and Environmental Economics.
- Ray D. Development Economics.
- Salvatore, Dominick. International Economics. John Wiley Press.
- Sodersten, b.O & Reed Geoffrey. International Economics, Mac Millan Press, 2003.
- Thirlwal A.P. Growth and Development.
- Todaro M. P. & S. C. Smith. Economic Development (8th edition).

Paper V: Project /Assignment

Credits: 4

GEOGRAPHY

SEMESTER-I

Paper I: Physical Basis of Geography

Credits: 2

Unit I

Origin of the solar system and earth (James and Jeffereys, Russell, Lytilleton, Lemaitre); Interior of the earth; Rocks: origin and classification; Earth's movements.

Unit II

Major landforms: mountains, plateaus and plains; Gradational processes: weathering and erosion; Works of water, glacier and wind.

Unit III

Composition and structure of the atmosphere; Insolation; Temperature: vertical and horizontal distribution; Pressure and pressure belts; Winds: planetary, periodic and local.

Unit IV

Theories on origin of ocean basin, Physical properties of sea water: temperature and salinity; Ocean currents; Tides and Coral reefs.

Paper II: Practical: Map: Reading and Interpretation

Credits: 2

Meaning and types of scale: simple, diagonal and comparative; Elements of map reading and Interpretation of toposheets, Relief features and profiles (serial, superimposed, composite and projected), Reduction and enlargement of maps.

Readings

- Barry, R. G., & Chorley, R. J. (1998). Atmosphere, Weather and Climate. Routledge, London.
- Bryant, H.R. (2001). Physical Geography Made Simple, New Delhi: Rupa and Company.
- Bunnett, R.B. (2003). Physical Geography in Diagrams, Fourth GCSE edition, Pearson Education (Singapore) Private Ltd.
- Garrison, T. (1998). Oceanography, Wordsworth Company, Belmont.
- Lake, P. (1979). Physical Geography (English and Hindi editions), Cambridge: Cambridge University Press.
- Leong, G. C. (2003). Certificate Physical and Human Geography, New Delhi: Oxford University Press.
- Monkhouse, F. J., & Wilkinson, F.J. (1985). Maps and Diagrams, London: Methuen.
- Monkhouse, F.J. (1979). Physical Geography, London: Methuen.

- Raisz, E. (1962). *General Cartography* (5e), New York: John Wiley and Sons.
- Sarkar, A. K. (1997). *Practical Geography: A Systematic Approach*, Kolkata: Orient Longman.
- Sharma, J. P. (2001). *Prayogik Bhugol*. (3e), Meerut: Rastogi Publication.
- Singh, L.R. (2006). *Fundamentals of Practical Geography*, Allahabad: Sharda Pustak Bhawan,.
- Singh, M.B. (2001). *Bhoutik Bhugol*, Varanasi: Tara Book Agency.
- Singh, R.L. and Singh, Rana P.B. (1993). *Elements of Practical Geography*. (Hindi and English editions). New Delhi: Kalyani Publisher.
- Singh, S. (2003). *Physical Geography*. (English and Hindi editions.), Allahabad: Prayag Pustak Bhawan.
- Singh, S.N., & Singh, V. (2002). *Bhoutik Bhugol*, Varanasi: Mishra Trading Corporation.
- Trewartha, G.T., Robinson, A.H., Hammond, E.H., and Horn, A.T. (1976/1990). *Fundamentals of Physical Geography* (3e), New York: MacGraw-Hill.

Paper III: Project / Assignment

Credits: 2

SEMESTER-II

Paper I: Human Geography

Credits: 2

Unit I

Meaning, nature and scope of human geography; Development and branches of human geography; Concepts of human geography, Man-environment dynamic relationships: determinism, possibilism and probabilism.

Unit II

Evolution of man; Classification of races; Characteristics of races and their broad distribution; Human adaptation to environment: Eskimo, Masai and Bushman; Primitive people of India: Naga and Bhil.

Unit III

Growth of population; Distribution of population; Major human agglomerations; Trends of urbanization.

Unit IV

Rural settlements: characteristics, types and regional patterns; Urban settlements: evolution and classification; Rural houses in India: types, classification and regional patterns; Cultural regions of the world: classification and its attributes.

Paper II: Practical: Elementary Statistics

Credits: 2

Sources of data; Tabulation and classification of data.

Measures of central tendency: mean, median and mode; quartile, decile and percentile; Measures of dispersion: range, quartile deviation, mean deviation, standard deviation and relative dispersion;

Measures of skewness: coefficient of skewness.

Correlation (Karl Pearson and Spearman) and regression analysis.

Readings

- Bhagwathi, V., & Pillai, R.S.N. (2003). Practical Statistics, New Delhi: S. Chand & Co.
- Chisholm, M. (1985). Human Geography (2e), London: Penguin Books.
- de Blij, H.J.(1996). Human Geography: Culture, Society and Space (2e), New York: John Wiley and Sons.
- Ebdon, D. (1977). Statistics in Geography: A Practical Approach, Massachusetts: Blackwell Publishers Inc.
- Fellman, J. D., Arthur, G., Judith, G., Hopkins, J., & Dan, S. (2007). Human Geography: Landscapes of Human Activities (10e). New York: McGraw-Hill.
- Gory, S. (1973). Statistical Methods and the Geographer, London: Longman.
- Gupta, S.P. (1998). Advanced Practical Statistics, NewDelhi: S. Chand & Co.

- Haggett, P. (2004). *Geography. A Modern Synthesis* (8e), New York: Harper & Row.
- Husain, M. (1994). *Human Geography*, Jaipur: Rawat Publications.
- Johnston, R. J., Gregory, D., Pratt, G. and Watts, M. (2000). *The Dictionary of Human Geography* (4e), Oxford: Basil Blackwell Publishers.
- Kaushik, S.D., & Sharma, A.K. (1996). *Principles of Human Geography* (in Hindi), Meerut: Rastogi Publication.
- Mahmood, A. (1986). *Statistical Methods in Geographical Studies*, New Delhi: Rajesh Publications.
- Michael, C. M. (1997). *Process and Change in Human Geography*, London: Nelson.
- Norton, W. (1995). *Human Geography*, New York: Oxford University Press.
- Singh, K. N. and Singh, J. (2001): *Manav Bhugol* (2e), Gorakhpur: Gyanodaya Prakashan.
- Singh, L.R. (2005). *Fundamentals of Human Geography*, Allahabad: Sharda Pustak Bhawan.
- Smith, D. M. (1977). *Human Geography, London: A Welfare Approach*, Edward Arnold (Publishers) Ltd.
- Zamir, A. (2002). *Statistical Geography. Methods and Applications*, Jaipur: Rawat Publications.

Paper III: Project / Assignment

Credits: 2

SEMESTER – III

Paper I: Regional Study of Selected Developed and Developing countries- USA and China

Credits: 2

Unit I

Concepts, bases and characteristics of developed and developing countries, level of development: First, Second, Third and Fourth Worlds.

Unit II

Physical resources base: Physiography, climate, soil, vegetation, power and mineral resources.

Unit III

Cultural resource **base**: Population, Agriculture and Industries.

Unit IV

Agricultural and Industrial regions of USA, Agricultural and geographical regions of china.

Paper II: Practical: Map Projection and Weather Map

Credits: 2

Map Projection: Conical: simple conic with one and two standard parallels, Bonne's, Cylindrical: simple and equal area.

Zenithal (Polar case): equidistant and equal area.

Weather Map: Weather symbols, Representation of atmospheric features, Interpretation of Indian daily weather maps (July, October and January).

Readings

- Jackson R.H. and Husman L.E. (1991), World Regional Geography. Issue for Today, New York: John Wiley and sons.
- Jones P and Bryan P. (1954), North America. A historical, economical and regional Geography, London: Methuen & co. Ltd.
- Kolb A (1971) East Asia. China, Japan, Korea, Vietnam Methuen London.
- Monkhouse, F. J. and Wilkinson, F.J. (1985). Maps and Diagrams. London: Methuen.
- Rai G. (2007). Vishwa ka Pradeshik Bhugol, Varanasi: Mishra Trading Corp.
- Raisz, E. (1962). General Cartography (5e). New York: John Wiley & Sons.
- Robinson, A., Sale, R. Morrison, J. and Muehrcke, P. C. (1984). Elements of Cartography, New York: John Wiley and Sons.
- Sarkar, A. K. (1997). Practical Geography: A Systematic Approach, Kolkata: Orient Longman.

- Sharma, P. R. (ed.). (1991). Perspective of third world development, Varanasi: Rishi Pub.
- Sharma, J. P. (200 1). *Prayogik Bhugol* (3e). Meerut: Rastogi Publication.
- Singh, R.L., & Singh, R. P.B. (1993). Elements of Practical Geography. (Hindi and English editions). New Delhi: Kalyani Publishers.
- Stamp, L.D. (1976). *Asia. A Regional and Economic Geography*, London: Methuen.

Paper III: Project / Assignment

Credits: 2

Paper I: Economic Geography

Credits: 2

Unit I

Meaning, scope and approaches to economic geography; Main concepts of economic geography; Resource: concept and classification; Natural resources: soil, forest and water.

Unit II

Mineral resources: iron ore and bauxite; Power resources: coal, petroleum and hydroelectricity; Resource conservation; Principal crops: wheat, rice, sugarcane and tea

Unit III

Agricultural regions of the world (Derwent Whittlesey); Theory of agricultural location (Von Thunen); Theory of industrial location (Weber); Major industries: iron and steel, textiles, petrochemical and sugar; industrial regions of the world.

Unit IV

World transportation: major trans-continental railways, sea and air routes; International trade: patterns and trends; Major trade blocks: NAFTA, EEC, ASEAN; Effect of globalization on developing countries.

Readings

- Alexander, J. W. (1988): Economic Geography. Prentice-Hall, New Delhi,.
- Boesch, H. (1964): A Geography of World Economy. Von Nostrand, New York,.
- Bryson, J., Henry, N., Keeble, D. and Martin, R. (eds.) (1999): The Economic Geography Reader: Producing and Consuming Global Capitalism. John Wiley and Sons, Inc, New York.
- Clark, G. L., Gertler, M. S. and Feldman, M. P. (eds.) (2000): The Oxford Handbook of Economic Geography. Oxford University Press, USA.
- Coe, N. (2007): Economic Geography: A Contemporary Introduction. Blackwell Publishers, Inc., Massachusetts.
- Gautam, A. (2006): *Aarthik Bhugol Ke Mool Tattava*, Sharda Pustak Bhawan, Allahabad.
- Guha, J. S. and Chattoraj, P.R.(2002): A New Approach to Economic Geography: A Study of Resources. The World Press Private Limited, Kolkata.
- Hanink, D. M. (1997): Principles and Applications of Economic Geography: Economy, Policy, Environment. John Wiley and Sons, Inc, New York.
- Hartshorne, T. A. and Alexander, J. W. (1988): Economic Geography (3rd revised edition) Englewood Cliff, New Jersey, Prentice Hall
- Hudson, R. (2005): Economic Geographies: Circuits, Flows and Spaces. Sage Publications, London.

Surveying: meaning, classification and significance. Chain and Tape surveying; Plane Table surveying; Prismatic Compass, Abney Level and Indian Clinometer

Readings

- Alexander, J. W. (1988). *Economic Geography*, New Delhi: Prentice-Hall.
- Boesch, H. (1964). *A Geography of World Economy*, New York: Von Nostrand.
- Bryson, J., Henry, N., Keeble, D. and Martin, R. (eds.) (1999). *The Economic Geography Reader: Producing and Consuming Global Capitalism*, New York: John Wiley and Sons, Inc.
- Clark, G. L., Gertler, M. S., & Feldman, M. P. (eds.). (2000). *The Oxford Handbook of Economic Geography*, USA: Oxford University Press.
- Coe, N. (2007). *Economic Geography. A Contemporary Introduction*, Massachusetts: Blackwell Publishers, Inc.
- Davis, R.E. and Foote, F.S. (1953). *Surveying (4e)*, New York: McGraw Hill Publication.
- Gautam, A. (2006). *Aarthik Bhugol Ke Mool Tattava*, Allahabad: Sharda Pustak Bhawan.
- Guha, J. S. and Chattoraj, P.R. (2002). *A New Approach to Economic Geography: A Study of Resources*, Kolkata: The World Press Private Limited.
- Hanink, D. M. (1997). *Principles and Applications of Economic Geography: Economy, Policy, Environment*. New York: John Wiley and Sons, Inc.
- Hartshorne, T. A., & Alexander, J. W. (1988). *Economic Geography (3e)*, New Jersey: Englewood Cliff, Prentice Hall.
- Hudson, R. (2005). *Economic Geographies. Circuits, Flows and Spaces*, London: Sage Publications.
- Jones, P.A. (1968). *Fieldwork in Geography*, London: Longmans, Green and Company Ltd.
- Kanetker, T.P., & Kulkarni, S.V. (1967). *Surveying and Levelling, Vol I and II V.G.* Poona: Prakashan.
- Natrajan, V. (1976). *Advanced Surveying*, Mumbai: B.I. Publications.
- Pugh, J.C. (1975). *Surveying for Field Scientists*, London: Methuen and Company Ltd.
- Punmia, B.C. (1994). *Surveying, Vol I*, New Delhi: Laxmi Publications Private Ltd.
- Shephard, F.A. (1968). *Surveying Problems and Solutions*, London: Edward Arnold (Publishers) Ltd.

SEMESTER – V

Paper I: Geography of India

Credits: 2

Unit I

Geology; Physiographic divisions; Drainage system; Climate and climatic regions; Soil and vegetation.

Unit II

Minerals and power resources (iron ore, bauxite, coal and petroleum); Multipurpose projects; Irrigation; Major industries (iron and steel, cotton textile, sugar and cement).

Unit III

Crops (rice, wheat, sugarcane, cotton and tea) and agricultural regions, Green revolution and its consequences.

Unit IV

Macro-regions of India and their geographical specialities; Transport and communication; Trade: composition and recent changes.

Paper II: Practical: Representation of Geographical Data

Credits: 2

Graphical Representation:

Bar diagram, Histogram, Frequency polygon, Frequency curve, Cumulative frequency curve or Ogive Rainfall dispersion diagram, Climograph, Hythergraph, Ergograph.

Cartographic Representation

Distribution maps: Dot, Isopleth, Choropleth, Chorochromatic and Choroschematic; Pie diagram. Cartogram: Traffic flow diagram, Isochronic cartogram.

Readings

- Chauhan, P.R., & Prasad, M. (2003). *Bharat Ka Vrihad Bhugol*, Gorakhpur: Vasundhara Prakashan.
- Farmer, B.H. (1983). *An Introduction to South Asia*. London: Methuen.
- Gautam, A. (2006). *Advanced Geography of India*, Allahabad: Sharda Pustak Bhawan.
- Johnson, B.L.C. (1963). *Development in South Asia*, Harmondsworth: Penguin Books.
- Khullar, D.R. (2007). *India. A Comprehensive Geography*, , New Delhi: Kalyani Publishers.

- Krishnan, M.S. (1982). *Geology of India and Burma*, Delhi: CAS Publishers & Distributors.
- Monkhouse, F. J. (1985). *Maps and Diagrams*, London: Methuen.
- Nag, P. and Gupta, S. S. (1992). *Geography of India*, New Delhi: Concept Publishing Company.
- Raisz, E. (1962). *Principles of Cartography*, New York: McGraw Hill.
- Rao, B.P. (2007). *Bharat kee Bhaugolik Sameeksha*, Gorakhpur: Vasundhara Prakashan.
- Robinson, A. H., Sale. R. D., Morrison, J. L. and Muehrcke, P. C. (1984): *Elements of Cartography (5e)*, New York: John Wiley and Sons, Inc.
- Sarkar, A. K. (1997). *Practical Geography. A Systematic Approach*, Kolkata: Orient Longman.
- Sharma, J. P. (2001). *Prayogik Bhugol (3e)*. Meerut: Rastogi Publication.
- Singh, R.L., & Singh, R.P.B. (1993). *Elements of Practical Geography (Hindi and English editions)*, New Delhi: Kalyani Publishers.

Paper III: Project / Assignment

Credits: 2

SEMESTER – VI

Paper I: Geomorphology

Credits: 2

Unit I

Nature and scope of geomorphology; Principles and basis of geological time scale; Fundamental concepts: uniformitarianism and dynamic equilibrium, relief and differential rates of geomorphic processes; Models of landscape development- Davis, Penck and King.

Unit II

Cycle of erosion and slope evolution; Isostasy, Plate tectonics, Earthquakes; Folded structure and topography; Faulted structure and topography.

Unit III

Mass wasting and different geomorphic agents and processes- running water, wind, glacier, wave and underground water.

Unit IV

Evolution and development of river valleys; Drainage pattern and their significance; concept of graded stream; river channels- form, pattern and dynamics; Photo-geology and remote sensing application; Regional geomorphology of Appalachian Highland, Uttarakhand, Himalaya and Middle Ganga Plain.

Paper II: Practical: Geological Map and Map Projection

Credits: 2

Geological Map: Conformable and folded geological structure and their description.

Map Projection: Conical: Polyconic, Sinusoidal, and Mollweide's; Cylindrical: Gall's and Mercator's; Zenithal: Gnomonic, Stereographic and Orthomorphic; International Map Projection

Readings

- Bloom, A. L. (1992). Geomorphology. A Systematic Analysis, New Delhi: PHI.
- Chorley, R. J., Schumm, S. A., & Sugden, D.E. (1984). Geomorphology, London: Methuen.
- Hinks, A. R. (1921). Map Projection, London: Cambridge University Press.
- Holmes, A. (1987). Principles of Physical Geology (3e). New York: Nelson.
- Kale, V. and Gupta, A. (2001). Elements of Geomorphology, Delhi: Oxford University Press.
- Mishra, R.P. and Ramesh A. (1989). Fundamentals of Cartography, New Delhi: Concept Publishing Company.
- Raisz, E. (1962). Principles of Cartography, New York: McGraw Hill.
- Robinson, A. H., Sale, R., Morrison, J. and Muehrcke, P. C (1984). Elements of Cartography (5e), New York: John Wiley and Sons.
- Singh, R.L., & Singh, Rana P.B. (1993). Elements of Practical Geography. (Hindi and English editions), New Delhi: Kalyani Publishers.
- Sparks, B.W. (1969). Geomorphology, London: Longman.
- Steers, J. A. (1965). An Introduction to the Study of Map Projection, London: University of London Press.
- Stoddard, D. R. (ed.). (1996). Process and Form in Geomorphology. London: Routledge.
- Thornbury, W. D. (1990). Principles of Geomorphology, New York: Wiley Eastern Edition.

Paper III: Project / Assignment

Credits: 2

SEMESTER-VII

Innovative Teaching Module relevant to School Teaching

Credits: 2

SEMESTER-VIII

Paper: I: Agricultural Geography

Credits: 3

Unit I

Meaning and scope of agricultural geography; Approaches to agricultural geography; Physical, cultural and institutional factors affecting agriculture.

Unit II

Crop concentration and crop diversification; Delineation of crop combination regions; Agricultural regions of the world; detailed study of subsistence, plantation, commercial and mixed farming.

Unit III

Agricultural land-use and carrying capacity; Land use pattern with special reference to India; Measures of agricultural efficiency and agricultural productivity.

Unit IV

Agricultural planning and policies in India, Agro-climatic regions of India, Green revolution in India; Second generation reforms in Indian agriculture: Land and institutional reforms, Evergreen revolution; Organic and contract farming.

Paper II: Climatology

Credits: 3

Unit I

Meaning and scope of climatology; Atmospheric chemistry; Insolation: determinants and distribution, Temperature: factors, Distribution and processes of heating and cooling of the atmosphere.

Unit II

Heat budget of earth and atmosphere, Temperature change, Air stability and its importance, Laws of horizontal motion and general atmospheric circulation.

Unit III

Monsoon, Jet Stream and their significance with reference to India; Precipitation: forms and types; Air Masses: classification and modification; Fronts: source regions, types and associated weather.

Unit IV

Cyclones: tropical and temperate; Climatic classification: Koppen and Thornthwaite; Climatic change: evidences and theories; Global warming and micro-climate.

Unit I

The field of geography; Geography as a discipline: natural science vs. social science; Relation with other branches of knowledge; Approaches to geography; Relevance of geography.

Unit II

Classical contributions to geographical thought: Greek, Roman, Indian, Arab; Geography rethought: Varenius and Immanuel Kant.

Evolution of geography in India: formative periods and establishments.

Unit III

Foundations of geography: major contributions of Alexander von Humboldt, Carl Ritter, and Frederick Ratzel; Dualism and Unity in geography.

Unit IV

Schools of geographical thought: French, British, Swedish and American; Evolution of modern geography in India; Recent trends in geography.

Paper IV: Practical: Field study, Field Trip and Report writing

Credits: 3

Fieldwork: Meaning, types and objectives of fieldwork; Fieldwork methods and techniques; Importance of fieldwork in geography, Field work-based report writing.

Field Study in Local Environment: Preparation of field report through fieldwork on any **ONE** of the following areas:

A locality of Varanasi city, a village near BHU, a river course near Varanasi.

Field Trip: Garhwal Himalaya, Kumaon Himalaya, Vindhyan Plateau, Thar Desert.

Readings

- Ali, S.M. (1960). Arab Geography, Institute of Islamic Studies, Aligarh: Aligarh Muslim University.
- Ali, S.M. (1983). The Geography of Puranas (3e), New Delhi: People's Publishing House.
- Archer, J.E. and Dalton, T.H. (1968). Field Work in Geography, London & Beccles: William Clowes and Sons Ltd.
- Barry, R.G. and Carleton, M. (2001). Synoptic and Dynamic Climatology, London: Routledge.
- Bolton, T. and Newbury, P.A. (1968). Geography through Fieldwork, London: Blandford Press.

- Chorley, R.J. (2001). *Atmosphere, Weather and Climate*. London: Methuen.
- Critchfield, H.J. (2002): *General Climatology*, New Delhi: PHI.
- Daniel, P., Bradshaw, M., Shaw, D., & Sidaway, J. (2000). *Human Geography. Issues for the 21st Century*, London: Prentice Hall.
- Dickinson, R.E. (1969). *Makers of Modern Geography*, XIV Frederick A. Praeger, New York.
- Diddee, J. (ed.). (1990). *Indian Geography*, Pune: Institute of Indian Geographers.
- Dikshit, R. D. (2003). *Geographical Thought. A Critical History of Ideas (English and Hindi)*, New Delhi: PHI.
- Dube, B. (1967), *Geographical Concepts in Ancient India*, Varanasi: National Geographical Society of India.
- Dumont, R. (1970): *Types of Rural Economy. Studies in World Agriculture*, Douglas Manin, London: Methuen.
- Finch, J. C. and Trewartha, G. T. *Elements of Weather and Climate*, London: Prentice-Hall.
- Getice, A., Getis, J. and Fellman, J. D. (2007). *Introduction to Geography (10e)*, New York: McGraw Hill.
- Gregor, H. P. (1970). *Geography of Agriculture*, New York: Prentice-Hall.
- Hartshorne, R. (1939). *Nature of Geography*, Association of American Geographers (Indian Reprint), Jaipur: Rawat Publications.
- Hartshorne, R. (1959). *Perspective on the Nature of Geography*, London: John Murray.
- Harvey, D. (1969). *Explanations in Geography*, London: Arnold.
- Holt-Jensen, A. (1980). *Geography. Its History and Concepts*. London: Harper and Row Publishers.
- Husain, M. (1996). *Systematic Agricultural Geography*, Jaipur: Rawat Publications.
- Jones, P. A. (1968). *Field Work in Geography*, London and Harlow: Longmans, Green & Co. Ltd.
- Kendrew, W.C. (1998). *Climatology (5e)*, London: Edward Arnold.
- Lal, D.S. (1986). *Climatology*. Allahabad: Chaitanya Publications.
- Lousenbury, J. F., & Aldrich, F.T. (1986). *Introduction to Geographic Field Methods and Techniques*, Columbus: Charles E. Merrill Publishing. Co.
- Mishra, R. P. (1967). *Diffusion of Agricultural Innovations*, Mysore: University of Mysore.
- Mohammad, A. (1978). *Studies in Agricultural Geography*, New Delhi: Rajesh Publications.
- Morgan, W. B. and Norton, R.J.C. (1971). *Agricultural Geography*. London: Methuen.
- Oliver, J.E. and Hidore, J.J. (2003). *Climatology. An Atmospheric Science*, Delhi: Pearson Education Private Ltd.
- Pugh, J.C. (1975). *Surveying for Field Scientists*, London: Methuen and Company Lt.
- Robinson, P. J. and Henderson, S. (1999). *Contemporary Climatology (2e)*, Harlow, UK: Pearson Education Ltd.
- Sauer, O. C. (1969). *Agricultural Origins and Dispersals*, Cambridge: MIT Press.
- Shafi, M. (2006). *Agricultural Geography*, New Delhi: Pearson Education.
- Singh, M.B. (1999). *Jalvayu Avam Jal Vigyan*. Varanasi: Tara Book Agency.

Paper V: Project/Assignment

Credits: 4

ENGLISH

SEMESTER – I

ENGLISH-I

Credits: 2

Indian English Poetry

- 1) R.N. Tagore - (i) Where the mind is without fear (ii) I had gone a-begging from door to door.
- 2) Henry L. Derozio – To the Pupils of the Hindu College.
- 3) Toru Dutt – The Lotus.
- 4) Sarojini Naidu – Awake!
- 5) Nissim Ezekiel – Very Indian Poem in Indian English.
- 6) A.K. Ramanujan – Another View of Grace, Striders.
- 7) Jayanta Mahapatra – Dawn at Puri.
- 8) Kamala Das – The Old Playhouse.

Indian English Fiction

- 1) R.K. Narayan – The Guide.

Critical Appreciation of Poetry (Unseen)

Essay Writing (Unseen)

ENGLISH-II

Credits: 2

Guided Composition

- 1) Paragraph Development (With given hints).
- 2) Note Making
Selecting essential information, note-taking from reading, drawing recommendations, summarizing, taking down the bare essentials, writing definitions and precise descriptions.
- 3) Précis Writing.

Grammar and Vocabulary

- 1) Parts of Speech (especially forms and functions of nouns, pronouns, verbs, adjectives, conjunctions, prepositions and interjections).
- 2) Re-arranging jumbled words into a meaningful order.
- 3) Correction of Errors in Sentences.
- 4) Antonyms.
- 5) Synonyms.
- 6) Homonyms.
- 7) One-word Substitution.

Readings

- Barry, P. (2008). *Beginning Theory*, Delhi: Viva.
- Das, B.K. (2005). *Twentieth Century Literary Criticism*, New Delhi: Atlantic Publishers.
- De Souza, Eunice (2005). *Early Indian Poetry in English*, Penguin Books India (Puffin).
- Kapoor, Kapil (1998). *Literary Theory: Indian Conceptual Framework*, New Delhi: East-West Press.
- Leech, Geoffrey, et al. (1983). *English Grammar for Today*, London: Macmillan.
- Naik, M.K.(1994). *Dimensions of Indian English Literature*, New Delhi: Sterling Publishers.
- Narasimhaiah, C.D. (2003). *An Inquiry into the Indianness of Indian English Literature*, New Delhi: Sahitya Akademi.
- Narasimhaiah, C.D. (2005). 'The Guide', in R.K. Narayan: *An Anthology of Recent Criticism*, (ed.) Srinath, New Delhi: Pencraft.
- Narayan, R .K. (1999). *The Guide*, Mysore: Indian Thought Publications.
- Palmer, F.R. (1971). *Grammar*, Harmondsworth: Penguin.
- Prasad, Hari Mohan & C.P. Singh (1988). *Indian Poetry in English*, New Delhi: Sterling Publishers.
- Quirk, Randolph, et al. (1972). *A Grammar of Contemporary English*, London: Longman.
- Quirk, Randolph, et al.(1972). *A Comprehensive Grammar of the English Language*, London: Longman.
- Raman, Meenakshi & Sangeeta Sharma (2004). *Technical Communication: Principles and Practice*, Oxford: Oxford University Press.
- Rao, Ranga,(2004). *R.K. Narayan*, New Delhi: Sahitya Akademi.
- Riemen Schneider, D. (2008). *Narayan Criticism 1956-2006*. *Indian Journal of World Literatures and Cultures*, (Vols. 3 & 4).
- Thorpe, Edgar & Showick Thorpe (2003). *Objective English*, Singapore: Pearson Education.

- Walsh, William (1982). R.K Narayan: A Critical Appreciation, New Delhi: Allied Publishers.
- Wren, P.C. & H. Martin (2009). High School English Grammar and Composition, revised by N.D.V. Prasada Rao, New Delhi: S. Chand & Company.
- Wren, P.C. & H. Martin (2009). High School English Grammar and Composition, revised by N.D.V. Prasada Rao, New Delhi: S. Chand.

ENGLISH III

Credits: 2

Project Work

- A number of topics may be suggested by each student-teacher out of which a single one is to be approved by the Supervisor/the Board of Supervisors.
- The Supervisor/the Board of Supervisors may allot a new topic for Project if the topics suggested by the student-teacher are found to be lacking merit.
- Each student-teacher has to prepare a synopsis followed by a final draft on the topic she/he chooses for her/his Project.

SEMESTER – II

ENGLISH-I

Credits: 2

Indian Drama

- 1) Girish Karnad – The Dreams of Tipu Sultan.
- 2) Vijay Tendulkar – Silence! The Court is in Session.

Indian English Fiction

- 1) Amitav Ghosh – The Hungry Tide.

Critical Analysis of a Prose Passage (Unseen).

Essay Writing (Unseen).

ENGLISH-II

Credits: 2

Free Composition

Letter Writing – Formal and Informal

(a) Formal Letters

- i. Business Letters or Commercial Letters.
- ii. Application Letters.
- iii. Official Letters.
- iv. Editorial Letters.

(b) Informal/personal correspondence to parent(s), friend(s) or relative(s)

- i. Story Writing (A few hints may be given from which the story needs to be developed; the moral also requires to be mentioned).
- ii. Essay Writing – Approximately 350-500 words.

Functional Grammar

- 1) Agreement of the verb with the subject.
- 2) Use of Tense.
- 3) Active and Passive Voice.
- 4) Use of Articles and Prepositions.
- 5) Direct and Indirect Speech.
- 6) Use of Punctuation.
- 7) Use of Phrasal Verbs and Everyday Idioms.
- 8) Words commonly Misspelt.
- 9) Correction of Errors.
- 10) Transformation of Sentences
 - i) Interchange between Parts of Speech.
 - ii) Interchange between the Degrees of Comparison.
 - iii) Interchange between Positive, Negative, Interrogative and Exclamatory Sentences.
 - iv) Interchange between Simple, Complex and Compound Sentences.

Readings

- Abbott, Edwin Abbott (2010). *How to Write Clearly: Rules and Exercises on English Composition*, Nabu Press.
- Deshpande, G.P. (2000). *Modern Indian Drama: An Anthology*, New Delhi: Sahitya Akademi.
- Ghosh, Amitav (2005). *The Hungry Tide*, Boston: New York: Houghton Mifflin Company.
- Karnad, Girish (2006). *Collected Plays, Volume Two*, Oxford: Oxford University Press, Third Impression.
- Khair, Tabish (2003). *Amitav Ghosh: A Critical Companion*, New Delhi: Permanent Black.
- Miller, Edwin L. *Practical English Composition, Book II*.
- Tanvir, Habib (2004). *Charandas Chor*, (trans.) Anjum Katyal, Calcutta: Seagull Publishers.
- Tendulkar, Vijay (1978). *Silence! The Court is in Session*, (trans.) Priya Adakar, Calcutta: Oxford University Press.
- Tiwari, Shubha (2003). *Amitav Ghosh: A Critical Study*, Atlantic Publisher.
- Warriner, John E. (1988). *English Composition and Grammar, Complete Course Benchmark Edition*.
- Wren, P.C. & H. Martin (2009). *High School English Grammar and Composition*, revised by N.D.V. Prasada Rao, New Delhi: S. Chand & Company.

Project Work

- A number of topics may be suggested by each student-teacher out of which a single one is to be approved by the Supervisor/the Board of Supervisors.
- The Supervisor/the Board of Supervisors may allot a new topic for Project if the topics suggested by the student-teacher are found to be lacking merit.
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SEMESTER – III

ENGLISH-I

Credits: 2

Poetry

Renaissance Poetry

- 1) William Shakespeare – True Love (Sonnet 116).
- 2) John Milton – On his Blindness.

Romantic Poetry

- 1) William Blake – The Tiger.
- 2) William Wordsworth – Ode on Intimations of Immortality.
- 3) S.T. Coleridge – Kubla Khan.
- 4) P.B. Shelley – To a Skylark.
- 5) John Keats – Ode to Autumn.
- 6) Lord Byron – She Walks in Beauty.

Drama

- 1) William Shakespeare – The Merchant of Venice.

Figures Of Speech/ Literary Terms

Simile, Metaphor, Allegory, Parable, Fable, Metonymy, Synecdoche, Hypallage or Transferred Epithet, Allusion, Antithesis, Epigram, Climax, Personification, Apostrophe, Vision, Hyperbole, Innuendo, Irony, Periphrasis, Euphemism, Pun, Onomatopoeia, Alliteration, Assonance, Interrogation, Exclamation, Chiasmus, Zeugma.

Critical Appreciation of Poetry (Unseen).

ENGLISH-II

Credits: 2

Listening

Concept, Significance and Activities to Develop Listening (Audio CDs prepared by BBC and other standard companies may be used in the Language Laboratory).

Speaking

Concept, Significance and Activities to Develop Speaking (Recording of own articulation following a standard variety of English may be encouraged during the Language Laboratory practices).

Reading

- Allen, W.S. (1954). Living English Speech, London: Longman.
- Arnold, G.F. & Gimson, A.C. (1967). English Pronunciation Practice, London: University of London Press.

- Ball, W.J. (1988). *Steps to Fluency in Spoken English (Pupil's Book)*, London: Longman, Green & Co.
- *Bose, R.N. & T.S. Sterling (1992). Elements of English Rhetoric and Prosody*, Kolkata: Chuckervetty, Chatterjee & Co. Ltd.
- *English for the Real World (three 60-minute Compact Discs [CDs], a 224-page book)*, (2004), Living Language: A Random House Company (Intermediate/Advanced ESL). Retrieved from www.livinglanguage.com/
- Fowler, Roger (ed.) (2005). *A Dictionary of Modern Critical Terms*, London and New York.
- Gimson, A.C. (1980). *An Introduction to the Pronunciation of English (3e)*, London: ELBS/Edward Arnold.
- Grellet, J. (1987). *Developing Reading Skills*, Cambridge: Cambridge University Press.
- Mabelle, Nardin B. (1968). *A Program in the Psychology of Reading and Language Skills*, Meerut: Sarita Prakashan.
- O'Connor, J.D. (1970). *Better English Pronunciation, Chapter 1*, London: ELBS.
- Palgrave, Francis Turner, [selected and arranged] (1994). *The Golden Treasury of the Best Songs and Lyrical Poems in the English Language, with a Fifth Book selected by John Press*, Oxford: Oxford University Press, Fifteenth Impression.
- Perkins, William H. & Kent, D. Raymond (1986). *Textbook of Functional Anatomy of Speech, Language and Hearing*, London: L. Taylor and Francis.
- Shakespeare, William (1994). *The Merchant of Venice*, (ed.) Jay L. Halio, Oxford: OUP.
- *Teaching Guide for Graduate Student Instructors*. Berkeley: University of California. Retrieved from <http://gsi.berkeley.edu/media/Reading-and-Composition.pdf>

ENGLISH III

Credits: 2

Project Work

- A number of topics may be suggested by each student-teacher out of which a single one is to be approved by the Supervisor/the Board of Supervisors.
- The Supervisor/the Board of Supervisors may allot a new topic for Project if the topics suggested by the student-teacher are found to be lacking merit.
- Each student-teacher has to prepare a synopsis followed by a final draft on the topic she/he chooses for her/his Project.

ENGLISH-I

Credits: 2

Poetry

Victorian Poetry

- 1) Lord Tennyson – The Lotos Eaters.
- 2) Robert Browning – My Last Duchess.

Modern Poetry

- 1) W.B. Yeats – An Acre of Grass.
- 2) Wilfred Owen – Strange Meeting.
- 3) T.S. Eliot – The Hollowmen.
- 4) W.H. Auden – Musee des Beaux Art.

Drama

- 1) T.S. Eliot – Murder in the Cathedral.

Prosody (Scansion)

Critical appreciation of poetry (Unseen)

ENGLISH-II

Credits: 2

Listening

Sentence drilling while listening to Audio CDs, Recorded Prepared Speeches by Famous Orators may also be shown as exemplary articulation patterns.

Speaking

Group Discussion, Framing and Delivering Dialogues on a Given Situation, Prepared and Extempore Speeches.

Reading

Recitation of a given poem, Reading a given prose piece etc. Intellectually stimulating topics should be carefully selected as reading passages to practise both silent and loud readings. A precise lecture on reading styles and types may be delivered by the teacher before the sessions of practice.

Writing

- 1) Speech(s) on given topic(s).
- 2) Newspaper reports.

Integration of the Four Skills

Tasks should be designed integrating the four skills viz., Listening, Speaking, Reading, Writing, by the teacher for more practice.

Readings

- *Bose, R.N. & Sterling T.S. (1992). Elements of English Rhetoric and Prosody, Kolkata: Chuckerverty, Chatterjee & Co. Ltd.*
- *Eliot, T.S. (2004). Murder in the Cathedral, New Delhi: Penguin Books.*
- *Palgrave, Francis Turner, [selected and arranged] (1994). The Golden Treasury of the Best Songs and Lyrical Poems in the English Language, with a Fifth Book selected by John Press, Oxford: Oxford University Press.*

ENGLISH III**Credits: 2****Project Work**

- A number of topics may be suggested by each student-teacher out of which a single one is to be approved by the Supervisor/the Board of Supervisors.
- The Supervisor/the Board of Supervisors may allot a new topic for Project if the topics suggested by the student-teacher are found to be lacking merit.
- Each student-teacher has to prepare a synopsis followed by a final draft on the topic she/he chooses for her/his Project.

ENGLISH-I

Credits: 2

Short Stories

- 1) Somerset Maugham – The Lotus Eater.
- 2) James Joyce – Araby.

Essays and Sketches

- 1) Michael Thorpe – The ‘Modernity’ of Modern Prose.
- 2) E.M. Forster – Notes on the English Character.
- 3) Virginia Woolf – The Mark on the Wall.

Novel

- 1) Charles Dickens – David Copperfield.

Twentieth Century Literary Criticism

1. Absurd Drama.
2. Imagism.
3. Symbolism.
4. Naturalism.

Critical analysis of a Prose Passage (Unseen)

ENGLISH-II

Credits: 2

Phonetics

Phonemic transcriptions, Phonemes and their articulation patterns.

Concepts of Modern Grammar

- 1) Difference between traditional and modern grammars.
- 2) Morphology.
- 3) Immediate Constituent (IC) Analysis.

English Language Education

- 1) Introduction to English Language Education.
- 2) Role of English in Indian Education.
- 3) English in Indian Classrooms.
- 4) Methods of Teaching English.
- 5) Recent Trends in Teaching English.

Readings

- Abercrombie, D. (1967). *Elements of General Phonetics*, Chapter 2, Edinburgh: Edinburgh University Press.
- Albert, Valdman (1986). *Trends in Language Teaching*, New York: McGraw-Hill Book Company.
- Allerton, D.J. (1979). *Essentials of Grammatical Theory: A Consensus View of Syntax and Morphology*, London: Routledge & Kegan Paul.
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- Jones, Daniel (1997). *An Outline of English Phonetics*, 9th Edition (revised and edited by P.J. Roach & J. Hartman), Cambridge: Cambridge University Press.
- Ladfaged, Peter (1993). *A Course in Phonetics*, 3rd Edition, Fortworth: Harcourt, Brace, Jovanovich.
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- Robert, Lado (1964). *Language Teaching: A Scientific Approach*, New York: McGraw-Hill Book Company.
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- Verna, Newsome L. (1962). *Structural Grammar in the Classroom*, Wisconsin: Wisconsin Council of Teachers of English Oshkosh.

Project Work

- A number of topics may be suggested by each student-teacher out of which a single one is to be approved by the Supervisor/the Board of Supervisors.
- The Supervisor/the Board of Supervisors may allot a new topic for Project if the topics suggested by the student-teacher are found to be lacking merit.
- Each student-teacher has to prepare a synopsis followed by a final draft on the topic she/he chooses for her/his Project.

ENGLISH-I

Credits: 2

Short Stories

- 1) H.E. Bates – The Ox.
- 2) Katherine Mansfield – The Fly.

Essays and Sketches

- 1) George Orwell – Shooting an Elephant.
- 2) D.H. Lawrence – The Spinner and the Monks.
- 3) G.B. Shaw – Freedom.

Novel

- 1) Rudyard Kipling – Kim.

Critical Analysis of a Prose Passage (Unseen).

ENGLISH-II

Credits: 2

Phonetics

Accents, Intonations, Rhythm and Rhyme, Word articulation.

Concepts of Modern Grammar

- 1) Phrase Structure (PS) Grammar.
- 2) Transformational Generative (TG) Grammar.

English Language Education

- 1) Behaviourism – The Behaviourist View of Language Learning and the Language Teacher.
- 2) Cognitivism – Cognitive views on Learning, the Cognitive Theory of Learning Extended to Learning of Languages.
- 3) Developing Teaching Materials.
- 4) Curriculum Designing.

Readings

- Arnold G.F. & O.M. Tooley (1970). *Say it with Rhyme, Books 1, 2 & 3*, London: Longman.
- Baker, A. (1982). *Introducing English Pronunciation*, Cambridge: Cambridge University Press.
- Ball, W.J. (1988). *Steps to Fluency in Spoken English (Pupil's Book)*, London: Longman.
- Bolinger, D. (1989). *Intonation and its Uses: Melody in Grammar and Discourse*, Stanford, CA: Stanford University Press.
- Bright, J.A. & McGregor, G.P. (1970). *Teaching English as a Second Language: Theory and Techniques for the Secondary Stage*, London: Longman.
- Cruttendon, A. (1997). *Intonation*, Cambridge: Cambridge University Press.
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- Freire, Paulo (1972). *The Pedagogy of the Oppressed*, Harmondsworth: Penguin Education.
- French, F.G. (1970). *English in Tables*, London: The English Language Book Society and Oxford University Press.
- Hill, L.A. (1961). *Drills and Tests in English Sounds*, London: Longman.
- Holliday, A. (1994). *Appropriate Methodology and Social Context*, CUP.
- Howatt (1984). *A History of English Language Teaching*, Oxford: Oxford University Press.
- Illich, Ivan (1974). *Deschooling Society*, London: Calder & Boyers.
- Kipling, Rudyard (ed.) (2002). *Kim, Zohreh T. Sullivan*, New York: W.W. Norton & Company.
- Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*, New York: Pergamon Press.
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- Littlewood, W.T. (1984). *Foreign and Second Language Learning*, Cambridge: Cambridge University Press.
- Mehan, H. (1979). *Learning Lessons: Social Organisation in the Classroom*, Cambridge: Harvard University Press.
- Miller, G.A. (1951). *Language and Communication*, New York: McGraw-Hill Book Company.
- Munro Mackenzie, M.D. (1978). *Modern English Pronunciation Practice*, London: Longman.
- Richards, J. & Rodgers, T. (1986). *Approaches and Methods in Language Teaching*, Cambridge: Cambridge University Press.
- Sethi J. & D.V. Jindal (1993). *A Handbook of Pronunciation of English Words*, Prentice-Hall of India: New Delhi.
- Stenhouse, L. (1975). *An Introduction to Curriculum Research and Development*, London: Heinemann.
- Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*, Oxford: Oxford University Press.
- Thompson, M.S.H. & Wyalt, H.G. (1956). *The Teaching of English in India*, London: Oxford University Press.
- Thorpe, Michael (ed.) (2004). *Modern Prose*, Oxford: Oxford University Press.
- Wallace, M. (1991). *Training Foreign Language Teachers: A Reflective Approach*, CUP.
- Widdowson, H.G. (1978). *Teaching Language as Communication*, Geoffrey Cumerlege, London: Oxford University Press.

- Wilkins, D. (1976). Notional Syllabuses, Oxford: Oxford University Press.
- Woodward, Tessa (1991). Models and Metaphors in Language Teacher Training, Cambridge: Cambridge University Press.
- Woodward, Tessa (1993). Ways of Training: Recipes for Teacher Training, Essex: Longman.

ENGLISH III

Credits: 2

Project Work

- A number of topics may be suggested by each student-teacher out of which a single one is to be approved by the Supervisor/the Board of Supervisors.
- The Supervisor/the Board of Supervisors may allot a new topic for Project if the topics suggested by the student-teacher are found to be lacking merit.
- Each student-teacher has to prepare a synopsis followed by a final draft on the topic she/he chooses for her/his Project.

SEMESTER - VII

Innovative Teaching module for school teaching

Credits: 2

SEMESTER - VIII

ENGLISH-I

Credits: 3

Literary Genres

- 1) The Epic.
- 2) Tragedy.
- 3) Comedy.
- 4) The Novel.

Twentieth Century Literary Tendencies

- 1) Absurd Drama. 2) Imagism. 3) Symbolism. 4) Naturalism.

An Introduction to Twentieth Century Literary Theory and Criticism

- 1) What is Theory?
- 2) What is Literature and does it matter?
- 3) Language, Meaning and Interpretation.
- 4) Literature and Cultural Studies.

ENGLISH II

Credits: 3

Literary Concepts/Ideas

- 1) 'Imitation' as an Aesthetic Form.
- 2) Poetic Truth.
- 3) Art and Nature.
- 4) Art and Morality.

Critical Approaches to Literature

- 1) A Historical Approach to Literature Reading.
- 2) A Philosophical Approach to Literature Reading.

ENGLISH-III

Credits: 3

Contributions/Theories of Some Selected Critics to Literary Criticism

- 1) Philip Sidney: Superiority of poetry over other sciences/disciplines (From An Apology for Poetry).
- 2) Samuel Johnson: Defence of Shakespeare's intermingling of the tragic and the comic in drama (From Preface to Shakespeare).
- 3) William Wordsworth: Definition of Poetry: Language of Poetry and Objects of Poetry (From Preface to Lyrical Ballads).
- 4) T.S. Eliot: Concept of Tradition, Idea of History and the Theory of Impersonality (From Tradition and the Individual Talent).

Film Appreciation

Critical Analysis of a Prose Passage (Unseen).

ENGLISH – IV

Credit: 3

Seminar Work

- From a proposed list of topics each student-teacher will finally opt for one topic.
- The Supervisor/the Board of Supervisors may allot a new topic for Seminar if the topics suggested by the student-teacher are not the mark.
- Each student-teacher shall prepare a synopsis followed by a final draft and a presentation thereon.

Report Writing

- Report Writing – Types, Structure and Format.

Acquiring Dissertation Writing skills such as

- 1) Structure and Format of Dissertation.
- 2) Studying the MLA style.

Critical Analysis of Poem (Unseen).

Readings

- A Handbook of Critical Approaches to Literature, Fifth Edition, Oxford: Oxford University Press, 2007.
- A Handbook of Critical Approaches to Literature, Fifth Edition, Oxford: Oxford University Press, 2007.
- Alden. Specimens of English Verse (Holt).
- Bloom, Abigail Burnham & Mary Sanders Pollock (eds.) (2011). Victorian Literature and Film Adaptation, Amherst, N.Y.: Cambria Press.
- Butcher, S.H. (1996). Aristotle's Theory of Poetry and Fine Art with a Critical Text Translation of the Poetics (introd. Gunter Ralfs & biographical note by Henry Thomas), Ludhiana, New Delhi: Kalyani Publishers.
- Caffin, Charles H. (2008). Appreciation of the Drama (Baker).
- Cartmell, Deborah & Imelda Whelehan (eds.) (2007). Cambridge Companion to Literature on Screen, Cambridge: Cambridge University Press.
- Courthope. History of English Poetry, 4 vols. (Macmillan).
- Cross. Development of the English Novel (Macmillan).
- Culler, Jonathan (1997). Literary Theory: A Very Short Introduction, Oxford University Press.
- Dorra, Henri (ed.) (1993). Symbolist Art Theories: A Critical Anthology, Berkeley: University of California Press.
- Enright, D.J. & Chickera, E.D. (eds. with Notes and an Appendix of Classical Extracts) (1998). English Critical Texts: 16th Century to 20th Century, Oxford: Oxford University Press, Twentieth Impression.
- Fowler, Roger (ed.) (2005). A Dictionary of Modern Critical Terms, London and New York.
- Gayley and Scott. Introduction to Methods and Materials of Literary Criticism (Ginn and Company).
- Gummere. Handbook of Poetics (Ginn and Company).
- Gummere. The Popular Ballad (Houghton).
- Hamilton. Materials and Methods of Fiction (Baker).
- Harmer, J. B. (1975). Victory in Limbo, Imagism 1908–1917, St. Martin's Press.
- Hughes, Glenn. Imagism and the Imagists, Humanities.
- Kinsela, Thomas (Ed. and trans.). (1992). The Theatre of the *Absurd*, London: Penguin Books, 1986, in *Modern British Drama 1890-1990*, Cambridge: Cambridge University Press.
- Lucy, Niall (ed.) (2005). Postmodern Literary Theory: An Introduction, Blackwell Publishing.
- McFarlane, James (1976). 'The Mind of Modernism', in *Modernism: 1890–1930*, (eds.) Malcolm Bradbury and James McFarlane, New York: Penguin.
- Michaels, Walter Benn (1987). The Gold Standard and the Logic of Naturalism: American Literature at the Turn of the Century, Berkeley: University of California Press.
- Moulton. Library of Literary Criticism, 8 vols. (Malkan).
- Perry. Study of Prose Fiction (Houghton).
- Raleigh. The English Novel (Scribner).
- Raman, Meenakshi & Sharma, Sangeeta (2004). Technical Communication: Principles and Practice, Oxford: Oxford University Press.
- Raman, Meenakshi & Singh Sangeeta (2006). Business Communication, Oxford: Oxford University Press.
- Rudra, Arup (1977). Essays in Modern Literature, Academic Publishers.
- Saintsbury. History of Criticism, 3 vols. (Dodd).

- Stedman. Nature and Elements of Poetry (Houghton).
- Steenstrup. The Mediæval Popular Ballad, translated from the Danish by Edward Cox (Ginn and Company).
- Ward. History of Dramatic Literature, to 1714, 3 vols. (Macmillan).
- Winchester. Principles of Criticism (Macmillan).
- Worsfold. Principles of Criticism (Longman).

ENGLISH – V

Credits: 4

Dissertation Writing

A number of topics may be suggested by each student-teacher out of which a single one is to be approved by the Supervisor/the Board of Supervisors.

The Supervisor/the Board of Supervisors may allot a new topic for dissertation if the topics suggested by the student-teacher are found to be lacking merit.

हिन्दी

(HINDI)

पाठ्य-	
कबीर ग्रन्थावली	- सम्पादक- श्यामसुन्दर दास, नागरी प्रचारिणी सभा, काशी, संस्करण-संवत् २०२१ गुरुदेव कौ अंग - १-५ सुमिरन कौ अंग - ४, ५, ८, ९, १० मन कौ अंग - १, ५, ८, १५, १७ माया कौ अंग - १, २, ५, ७, ८ कुसंगति कौ अंग - १, २, ३, ४, ५
सूरसागर	- सम्पादक- आचार्य नन्द दुलारे वाजपेयी, भाग-१, भाग-२ नागरी प्रचारिणी सभा, वाराणसी, संस्करण-संवत् २०३३ भाग- १ - वात्सल्य - छन्द - ११०, ११५, १७१ भाग- २ - भ्रमरगीत - ३५०७, ३६३१, ३९८८, ४०७३
विनयपत्रिका	- गीतप्रेस, गोरखपुर, संस्करण-संवत् २०५० पद संख्या - ७९, ८७, १०२, १०५, १६२
मीराबाई की पदावली	- सम्पादक- आचार्य परशुराम चतुर्वेदी, हिन्दी साहित्य सम्मेलन, प्रयाग, संस्करण- १९८३ ई. पद संख्या - ५, १७, १८, १९, २२
बिहारी रत्नाकर ई.	- प्रणेता - जगन्नाथ दास रत्नाकर शिवाला, वाराणसी, संस्करण- १९६९ दोहा- १, ६३, १०३, १२७, १२८
घनानन्द ग्रन्थावली २००९	- सम्पादक- विश्वनाथ प्रसाद मिश्र, वाणी वितान, वाराणसी, संस्करण- सुजानहित - १, ४, ५, ७, १८

व्याख्या - दो

६+६=१२

- मध्ययुगीन काव्य का विकास, पाठ्यांशों की काव्यगत विशेषताएं एवं प्रतिपाद्य से सम्बन्धित एक दीर्घ उत्तरीय निबन्धात्मक प्रश्न। ७
- कविताओं का मूल स्वर, रचनाकारों का साहित्यिक परिचय आदि पर चार लघूत्तरीय प्रश्न।
४×३=१२
- पाठ्य ग्रन्थों से सम्बन्धित तीन अति लघूत्तरीय प्रश्न। ३×३=९
- पाठ्य ग्रन्थों पर आधारित दस अत्यन्त लघूत्तरीय प्रश्न। १०×१/२=५

(२)

सहायक ग्रन्थ -

- १. कबीर - हजारि प्रसाद द्विवेदी

२.	कबीर की विचारधारा	-	गोविन्द त्रिगुणायत
३.	सूर और उनका साहित्य	-	हरवंश लाल शर्मा
४.	सूरदास	-	रामचन्द्र शुक्ल
५.	गोस्वामी तुलसीदास	-	रामचन्द्र शुक्ल
६.	तुलसी-काव्य मीमांसा	-	उदयभानु सिंह
७.	मीरा का काव्य	-	भगवान दास तिवारी
८.	मीरा जीवन और काव्य	-	सी.एल. प्रभात
९.	बिहारी	-	विश्वनाथ प्रसाद मिश्र
१०.	घनानन्द ग्रन्थावली	-	विश्वनाथ प्रसाद मिश्र
११.	रीतिकाव्य की भूमिका	-	डॉ. नगेन्द्र

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प्रथम अधिसत्र, द्वितीय प्रश्नपत्र हिन्दी

हिन्दी कहानी और व्याकरण

क्रेडिट- २

पाठ्य-

क. कथा एकादशी	-	सम्पा.- डॉ. विजयपाल सिंह, संजय बुक सेण्टर, गोलघर, वाराणसी।
ख. व्याकरण	-	

क. कथा एकादशी

- व्याख्या- दो	$५ + ५ = १०$
- हिन्दी कहानी का उद्भव एवं विकास, पठित कहानियों का प्रतिपाद्य एवं सारांश, कहानी-सारांश आदि पर आधारित	एक दीर्घ उत्तरीय निबन्धात्मक प्रश्न-

७

- कथा एकादशी के पाठ्यांशों की विषय-वस्तु, विशेषताएँ, चरित्र-चित्रण आदि से संबंधित चार लघूत्तरीय प्रश्न-	$४ \times ३ = १२$
- पठित कहानियों की समीक्षा, मूल-स्वर, उद्देश्य आदि पर तीन अति लघूत्तरीय प्रश्न-	$३ \times २ = ६$
- पठित कहानियों एवं व्याकरण पर पाँच वस्तुनिष्ठ प्रश्न-	$५ \times १ = ५$

ख. व्याकरण-

- शब्द-रचना - उपसर्ग और प्रत्यय-	३
- वाक्य-भेद और वाक्य रूपान्तरण - (सरल, मिश्र एवं संयुक्त)-	३
- लोकोक्तियाँ एवं मुहावरे-	४

सहायक ग्रन्थ-

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| १. हिन्दी साहित्य का इतिहास | सम्पादक- डॉ० नगेन्द्र, नेशनल पब्लिशिंग हाउस, नई दिल्ली |
| २. हिन्दी कहानी : एक अन्तरंग परिचय | उपेन्द्रनाथ अशक, नीलाभ प्रकाशन, इलाहाबाद |
| ३. कहानी का रचना-विधान | डॉ० जगन्नाथ प्रसाद शर्मा, हिन्दी प्रचारक संस्थान, पिशाचमोचन, वाराणसी |
| ४. नई कहानी की भूमिका | कमलेश्वर |
| ५. अच्छी हिन्दी | रामचन्द्र वर्मा, लोकभारती प्रकाशन, महात्मा गांधी रोड, इलाहाबाद |

*

प्रथम अधिसत्र, तृतीय प्रश्नपत्र

हिन्दी

क्रेडिट- २

परियोजना(Project)/दत्तकार्य (Assignment)/शैक्षिक कार्य-कलाप(Academic Activities)

*

द्वितीय अधिसत्र, प्रथम प्रश्नपत्र

हिन्दी

हिन्दी एकांकी एवं व्याकरण और रचना

क्रेडिट- २

पाठ्य-

क.

एकांकी-कुञ्ज - सम्पा.- डॉ. गोपीनाथ तिवारी, डॉ. देवर्षि सनाढ्य, विश्वविद्यालय प्रकाशन, चौक, वाराणसी।

ख.

व्याकरण

क. एकांकी-कुञ्ज

- | | |
|---|------------|
| - व्याख्या- दो | ५ + ५ = १० |
| - एकांकी का परिचय, लेखक का साहित्यिक परिचय एवं पठित अंशों की विषयवस्तु पर आधारित एक दीर्घ उत्तरीय निबन्धात्मक प्रश्न- | ७ |
| - पठित एकांकियों पर तीन लघूत्तरीय प्रश्न- | ४ × ३ = १२ |
| - पठित एकांकियों का पाठ-सारांश, विषयवस्तु, विशेषताओं आदि पर तीन अति लघूत्तरीय प्रश्न- | ३ × २ = ६ |
| - पठित एकांकियों पर पाँच वस्तुनिष्ठ प्रश्न- | ५ × १ = ५ |

ख. व्याकरण-

- | | |
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| - पत्र-लेखन (कार्यालयी और सम्पादक के नाम)- | ४ |
| - निबन्ध-लेखन - (सामाजिक एवं सामयिक विषयों पर) | ६ |

सहायक ग्रन्थ-

- | | |
|----------------------------------|--|
| १. हिन्दी नाटक : उद्भव और विकास | डॉ० दशरथ ओझा, राजपाल एण्ड संस, दिल्ली |
| २. आधुनिक हिन्दी नाटक | डॉ० नगेन्द्र, साहित्य रत्न भण्डार, आगरा |
| ३. लेखक समीक्षा | डॉ० श्यामलाकान्त वर्मा, संजय बुक सेण्टर, गोलघर, वाराणसी |
| ४. हिन्दी नाटककार | जयनाथ नलिन, अत्माराम एण्ड संस, दिल्ली-६ |
| ५. आधुनिक हिन्दी व्याकरण और रचना | डॉ० वासुदेवनन्दन प्रसाद, भारती भवन (पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स) गोविन्द मित्र रोड, पटना |
| ६. अच्छी हिन्दी | रामचन्द्र वर्मा |

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द्वितीय अधिसत्र, द्वितीय प्रश्नपत्र
हिन्दी

आधुनिक कविता- १ एवं आधुनिक हिन्दी कविता पर बौद्ध प्रभाव

क्रेडिट- २

पाठ्य-

क.

१. यशोधरा - मैथिलीशरण गुप्त, साहित्य-सदन, झाँसी (उ०प्र०)
२. बुद्ध काव्याञ्जलि - सम्पादक- डॉ० श्रीप्रसाद, केन्द्रीय उच्च तिब्बती शिक्षा संस्थान, सारनाथ, वाराणसी

ख.

आधुनिक हिन्दी कविता पर बौद्ध प्रभाव

क. यशोधरा एवं बुद्ध काव्याञ्जलि

- व्याख्या- दो $५ + ५ = १०$
- आधुनिक हिन्दी कविता का विकास, पठित रचनाकारों का साहित्यिक परिचय, काव्य-सौष्टव आदि
पर आधारित एक दीर्घ उत्तरीय निबन्धात्मक प्रश्न-

७

- पठित अंशों का कथासार, विशेषताएँ, आदि से सम्बद्ध चार लघूत्तरीय प्रश्न- $४ \times ३ = १२$
- पाठ्य रचनाओं की शिल्पगत विशेषताओं, विषयवस्तु, मूल-स्वर आदि पर तीन अति लघूत्तरीय प्रश्न- $३ \times २ = ६$
- पाठ्यांशों के काव्य-सौष्टव पर आधारित पाँच अत्यन्त लघूत्तरीय प्रश्न- $५ \times १ = ५$

ख. हिन्दी कविता पर बौद्ध प्रभाव

१०

सहायक ग्रन्थ-

१. मैथिलीशरण गुप्त : पुनर्मूल्यांकन डॉ० नगेन्द्र, प्रभात प्रकाशन, नई दिल्ली
२. हिन्दी साहित्य की भूमिका डॉ० हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, नई दिल्ली, पटना
३. हिन्दी साहित्य का इतिहास सम्पादक- डॉ० नगेन्द्र, नेशनल पब्लिशिंग हाउस, नई दिल्ली
४. आधुनिक हिन्दी कविता डॉ० विश्वनाथ प्रसाद तिवारी, राजकमल प्रकाशन, नई दिल्ली, पटना
५. कवि समीक्षा डॉ० श्यामलाकान्त वर्मा, संजय बुक सेण्टर, गोलघर, वाराणसी
६. व्यावहारिक हिन्दी व्याकरण डॉ० हरदेव बाहरी, लोकभारती प्रकाशन, महात्मा गांधी मार्ग,
इलाहाबाद
७. आधुनिक हिन्दी साहित्य पर बौद्ध प्रभाव डॉ. जगदीश कुमार

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द्वितीय अधिसत्र, तृतीय प्रश्नपत्र

हिन्दी

क्रेडिट- २

परियोजना(Project)/दत्तकार्य (Assignment)/शैक्षिक कार्य-कलाप(Academic Activities)

तृतीय अधिसत्र, प्रथम प्रश्नपत्र
हिन्दी

आधुनिक गद्य- १

क्रेडिट- २

(निबन्ध एवं संस्मरण)

पाठ्य-

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|----------------------------|---|---|
| १. निबन्ध-निकष
प्रकाशन, | - | सम्पादक- डॉ० रामचन्द्र तिवारी, विश्वविद्यालय
चौक, वाराणसी। |
| २. अतीत के चलचित्र | - | महादेवी वर्मा |

- दो-व्याख्या- $५ + ५ = १०$
- हिन्दी निबन्ध एवं संस्मरण का परिचय, प्रतिपाद्य, मूलस्वर, निबन्ध और संस्मरण का अन्तर, चरित्र-चित्रण, लेखकों का साहित्यिक परिचय आदि पर दो दीर्घ उत्तरीय आलोचनात्मक प्रश्न-
 $७+७=१४$
- पाठ्य वस्तु पर आधारित चार लघूत्तरीय प्रश्न- $४ \times ३ = १२$
- पाठ्य वस्तु पर आधारित तीन अति लघूत्तरीय प्रश्न- $३ \times ३ = ९$
- निबन्ध एवं संस्मरण पर आधारित दस वस्तुनिष्ठ प्रश्न- $१० \times \frac{१}{२} = ५$

सहायक ग्रन्थ-

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| १. हिन्दी निबन्ध और निबन्धकार | डॉ० रामचन्द्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी |
| २. हिन्दी निबन्धकार | जयनाथ नलिन, आत्माराम एण्ड सन्ज, दिल्ली |
| ३. हिन्दी के रेखाचित्र | माखनलाल शर्मा |
| ४. हिन्दी का संस्मरण साहित्य | के० एस० सहाय |
| ५. महादेवी : नयामूल्यांकन | डॉ० गणपति चन्द्र गुप्त, लोक भारती प्रकाशन, इलाहाबाद |

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तृतीय अधिसत्र, द्वितीय प्रश्नपत्र
हिन्दी

हिन्दी नाटक

क्रेडिट- २

पाठ्य-

- | | | |
|-------------------|---|-----------------|
| क. ध्रुव-स्वामिनी | - | जयशंकर प्रसाद |
| ख. आन का मान | - | हरिकृष्ण प्रेमी |

ध्रुव स्वामिनी एवं आन का मान

- दो व्याख्या- ६+६=१२
- नाटक का उद्भव और विकास, नाटक के तत्व, तत्वों के आधार पर समीक्षा, कथानक आदि पर एक दीर्घ उत्तरीय प्रश्न- ७
- पठित नाटकों पर चार लघूत्तरीय प्रश्न- ४+३=७
- कथावस्तु, चरित्र-चित्रण, उद्देश्य नाटक एवं एकांकी में अन्तर आदि पर तीन लघूत्तरीय प्रश्न- ३×३=९
- पठित नाटकों पर आधारित दस वस्तुनिष्ठ प्रश्न- १०×१=१०

सहायक ग्रन्थ-

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| १. हिन्दी नाटक : उद्भव और विकास | डॉ. दशरथ ओझा, राजपाल एण्ड सन्स, दिल्ली। |
| २. आधुनिक हिन्दी नाटक | डॉ. नगेन्द्र, साहित्य रत्न भण्डार, आगरा। |
| ३. हिन्दी नाटककार | जयनाथ नलिन, अतमाराम एण्ड संस, दिल्ली। |
| ४. प्रसाद के नाटक : रचना और प्रक्रिया | डॉ. जगन्नाथ प्रसाद शर्मा, सरस्वती मन्दिर, जतनवर, वाराणसी। |
| ५. नाटक की परख | डॉ. एस. पी. खत्री। |

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तृतीय अधिसत्र, तृतीय प्रश्नपत्र

हिन्दी

क्रेडिट- २

परियोजना(Project)/दत्तकार्य (Assignment)/शैक्षिक कार्य-कलाप(Academic Activities)

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पाठ्य-	
क.	
१. निर्मला	- प्रेमचन्द
२. चित्रलेखा	- भगवतीचरण वर्मा
ख.	
हिन्दी उपन्यास पर बौद्ध प्रभाव	

क. निर्मला एवं चित्रलेखा-

- व्याख्या - दो ६ + ६ = १२
- हिन्दी उपन्यास का उद्भव और विकास, उपन्यास कला की कसौटी पर पठित उपन्यासों का मूल्यांकन, उपन्यासकारों का साहित्यिक परिचय आदि पर आधारित एक दीर्घ उत्तरीय निबन्धात्मक प्रश्न- ७
- उपन्यास की कथावस्तु, विशेषताएँ, चरित्र-चित्रण, उद्देश्य आदि पर आधारित चार लघूत्तरीय प्रश्न-४ × ३ = १२
- पठित उपन्यासों के प्रतिपाद्य एवं शिल्पगत विशेषताओं से सम्बद्ध तीन अतिलघूत्तरीय प्रश्न- ३ × २ = ६
- पठित उपन्यासों पर पाँच अत्यन्त लघूत्तरीय प्रश्न ५ × १ = ५

ख.	हिन्दी	उपन्यास	और	बौद्धधर्म	से	सम्बद्ध	प्रश्न-
	८						

सहायक ग्रन्थ-

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| १. हिन्दी उपन्यास | शिवनारायण श्रीवास्तव, सरस्वती मन्दिर, वाराणसी। |
| २. हिन्दी उपन्यास और यथार्थवाद | डॉ० त्रिभुवन सिंह, हिन्दी प्रचारक संस्थान, पिशाचमोचन, वाराणसी। |
| ३. आज का हिन्दी उपन्यास | डॉ० इन्द्रनाथ मदान, राजकमल प्रकाशन, नई दिल्ली। |
| ४. हिन्दी उपन्यास | सुषमा धवन, राजकमल प्रकाशन, नई दिल्ली। |
| ५. आधुनिक हिन्दी साहित्य पर बौद्ध प्रभाव | डॉ० जगदीश कुमार |
| ६. मध्यकालीन हिन्दी साहित्य पर बौद्धधर्म का प्रभाव | डॉ० सरला त्रिगुणायत, साहित्य निकेतन, श्रद्धानन्द पार्क, कानपुर। |

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पाठ्य-

क. हिन्दी आलोचना-	
ख. हिन्दी के प्रमुख आलोचक-	आचार्य रामचन्द्र शुक्ल, आचार्य हजारी प्रसाद द्विवेदी, आचार्य नन्द दुलारे वाजपेयी, डॉ. नगेन्द्र, डॉ. रामविलास शर्मा

- आलोचना का स्वरूप, आलोचना का विकास, आलोचना की प्रवृत्तियाँ एवं आलोचकों की आलोचना पद्धति पर तीन दीर्घ उत्तरीय निबन्धात्मक प्रश्न- ७×३=२१
- आलोचना और आलोचकों से सम्बन्धित चार लघूत्तरीय प्रश्न- ४×४=१६
- आलोचकों के आलोचना सिद्धान्त पर तीन अति लघूत्तरीय प्रश्न- ३×२=६
- आलोचना और आलोचकों पर आधारित सात वस्तुनिष्ठ प्रश्न- ७×१=७

सहायक ग्रन्थ-

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| १. आलोचक और आलोचना | डॉ. बच्चन सिंह |
| २. हिन्दी आलोचना | डॉ. विश्वनाथ त्रिपाठी |
| ३. हिन्दी आलोचना : शिखरों का साक्षात्कार | डॉ. रामचन्द्र तिवारी |
| ४. रामचन्द्र शुक्ल और हिन्दी आलोचना | डॉ. रामविलास शर्मा |
| ५. हिन्दी समीक्षा : स्वरूप और सन्दर्भ | डॉ. रामदरश मिश्र |

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चतुर्थ अधिसत्र, तृतीय प्रश्नपत्र

हिन्दी

क्रेडिट - २

परियोजना(Project)/दत्तकार्य (Assignment)/शैक्षिक कार्य-कलाप(Academic Activities)

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पाठ्य-

- क. विविधा - सम्पा०-डॉ० श्रद्धानन्द, अमृत प्रकाशन, ईश्वरगंगी, वाराणसी।
ख. हिन्दी साहित्य का इतिहास - (रीतिकाल एवं आधुनिककाल)

क. विविधा-

- व्याख्या-दो ६ + ६ = १२
- हिन्दी गद्य का उद्भव और विकास, हिन्दी गद्य की लघु विधाएँ—संस्मरण, जीवनी, आत्म-कथा, रेखाचित्र, रिपोर्टाज आदि का परिचयात्मक अध्ययन एवं लेखकों का साहित्यिक परिचय से सम्बन्धित एक दीर्घ उत्तरीय निबन्धात्मक प्रश्न-
- ७
- संस्मरण, जीवनी, आत्म-कथा, रेखाचित्र, रिपोर्टाज की विषय-वस्तु, सारांश, चरित्र-चित्रण, मूल-स्वर आदि से सम्बन्धित चार लघूत्तरीय प्रश्न- ४ × ३ = १२
- संस्मरण, जीवनी, आत्म-कथा, रेखाचित्र, रिपोर्टाज का अर्थ, परिभाषा, विशेषता आदि से सम्बद्ध तीन अति लघूत्तरीय प्रश्न- ३ × २ = ६
- विविधा के पाठों एवं हिन्दी-साहित्य के इतिहास पर आधारित पाँच अत्यन्त वस्तुनिष्ठ प्रश्न-५ × १
= ५

ख. हिन्दी साहित्य का इतिहास (रीतिकाल एवं आधुनिककाल)- ८

- रीतिकाल एवं आधुनिक काल का नामकरण, परिस्थितियाँ, प्रवृत्तियाँ एवं उनका महत्त्व आदि पर प्रश्न।

सहायक ग्रन्थ-

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| १. हिन्दी साहित्य का इतिहास | आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, काशी। |
| २. हिन्दी साहित्य : एक परिचय | डॉ० त्रिभुवन सिंह, हिन्दी प्रचारक संस्थान, पिशाचमोचन, वाराणसी। |
| ३. हिन्दी साहित्य का इतिहास | सम्पा०- डॉ० नगेन्द्र, नेशनल पब्लिशिंग हाउस, नई दिल्ली। |
| ४. हिन्दी निबन्ध और निबन्धकार | डॉ० रामचन्द्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी। |
| ५. हिन्दी का संस्मरण साहित्य | डॉ० कामेश्वर शरण सहाय |
| ६. हिन्दी रेखाचित्र | माखनलाल शर्मा |

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पंचम अधिसत्र, द्वितीय प्रश्नपत्र

हिन्दी

प्रयोजन-मूलक हिन्दी और हिन्दी साहित्य का इतिहास

क्रेडिट- २

पाठ्य-

क. प्रयोजन-मूलक हिन्दी

- प्रयोजन-मूलक हिन्दी का अभिप्राय और महत्त्व
- हिन्दी-भाषा के विभिन्न रूप - राष्ट्रभाषा, राज्यभाषा, राजभाषा एवं सम्पर्क भाषा
- व्यावहारिक हिन्दी - पत्राचार के प्रकार

ख. हिन्दी साहित्य का इतिहास (आदिकाल एवं भक्तिकाल)

- काल-विभाजन सीमा एवं नामकरण
- आदिकाल की प्रमुख रचनाएँ
- आदिकाल की प्रवृत्तियाँ एवं महत्त्व
- भक्तिकाल का नामकरण एवं औचित्य
- भक्तिकाल के प्रमुख कवि एवं उनकी कृतियाँ
- भक्ति-आन्दोलन एवं भक्तिकालीन काव्य की प्रवृत्तियाँ
- हिन्दी साहित्य में भक्तिकाल का महत्त्व

- प्रयोजन-मूलक हिन्दी : आदिकाल एवं भक्तिकाल पर तीन दीर्घ उत्तरीय निबन्धात्मक प्रश्न - $7+6+6=19$
- आदिकाल एवं भक्तिकाल से सम्बद्ध तीन लघूत्तरीय प्रश्न - $4 \times 3 = 12$
- पाठ्यांशों पर आधारित तीन अति लघूत्तरीय प्रश्न - $3 \times 3 = 9$
- प्रयोजन-मूलक हिन्दी एवं हिन्दी साहित्य के इतिहास पर आधारित दस वस्तुनिष्ठ प्रश्न - $10 \times 1 = 10$

सहायक ग्रन्थ-

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| १. हिन्दी साहित्य का इतिहास | आचार्य रामचन्द्र शुक्ल |
| २. हिन्दी साहित्य : उद्भव एवं विकास | आचार्य हजारी प्रसाद द्विवेदी |
| ३. हिन्दी साहित्य का इतिहास | सम्पा.- डॉ. नगेन्द्र |
| ४. हिन्दी साहित्य : एक परिचय | डॉ. त्रिभुवन सिंह |
| ५. हिन्दी में सरकारी काम-काज | राम विनायक सिंह |
| ६. प्रयोजन-मूलक हिन्दी | रघुनन्दन प्रसाद शर्मा |
| ७. प्रयोजन-मूलक हिन्दी | डॉ. रामप्रकाश |
| ८. प्रशासनिक हिन्दी प्रारूपण और पत्र-लेखन | डॉ. हरि मोहन |
| ९. प्रयोजन-मूलक हिन्दी | डॉ. सर्वेश पाण्डेय |

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पंचम अधिसत्र, तृतीय प्रश्नपत्र

हिन्दी

क्रेडिट- २

परियोजना(Project)/दत्तकार्य (Assignment)/शैक्षिक कार्य-कलाप(Academic Activities)

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पाठ्य-

१. साकेत (नवम सर्ग)	-	मैथिलीशरण गुप्त
२. कामायनी (श्रद्धा एवं लज्जा सर्ग)	-	जयशंकर प्रसाद
३. तारापथ (मौन निमंत्रण, द्रुत झरो जगत के जीर्णपत्र, बापू के प्रति, भारतमाता)	-	सुमित्रानन्दन पंत
४. राग-विराग (सरोज-स्मृति)	-	सं० रामविलास शर्मा

- दो-व्याख्या ५ + ५ = १०
- आधुनिक कविता : एक परिचय पर एक दीर्घ उत्तरीय निबन्धात्मक प्रश्न ७
- काव्य की विषय-वस्तु, प्रतिपाद्य, मूल स्वर एवं सन्देश, काव्यगत विशेषताएँ, चरित्र-चित्रण, कवियों का साहित्यिक परिचय आदि पर एक आलोचनात्मक प्रश्न ७
- पाठ्य वस्तु पर आधारित तीन लघूत्तरीय प्रश्न ४ × ३ = १२
- पाठ्य वस्तु पर आधारित तीन अति लघूत्तरीय प्रश्न ३ × ३ = ९
- पाठ्य वस्तु पर आधारित पाँच वस्तुनिष्ठ प्रश्न ५ × १ = ५

सहायक ग्रन्थ-

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| १. जयशंकर प्रसाद | नन्ददुलारे वाजपेयी, भारतीय भंडार, इलाहाबाद |
| २. कामायनी : एक पुनर्विचार | मुक्तिबोध, राजकमल प्रकाशन, दिल्ली |
| ३. कामायनी : अध्ययन की समस्याएँ | डॉ० नगेन्द्र, साहित्य रत्न भंडार, आगरा |
| ४. कामायनी-विमर्श | डॉ० भगीरथ मिश्र |
| ५. मैथिलीशरण गुप्त : पुनर्मूल्यांकन | डॉ० नगेन्द्र, प्रभात प्रकाशन, दिल्ली |
| ६. सुमित्रानन्दन पन्त | डॉ० नगेन्द्र, साहित्य रत्न भंडार, आगरा |
| ७. क्रान्तिकारी कवि निराला | डॉ० बच्चन सिंह, नन्द किशोर एण्ड संस, चौक, वाराणसी |
| ८. निराला : आत्महन्ता : आस्था | दूधनाथ सिंह, लोक भारती प्रकाशन, महात्मा गांधी मार्ग, इलाहाबाद |
| ९. छायावाद | डॉ० नामवर सिंह, राजकमल प्रकाशन, नई दिल्ली |

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षष्ठ अधिसत्र, द्वितीय प्रश्नपत्र
हिन्दी

हिन्दी भाषा और लिपि

क्रेडिट - २

पाठ्य-

- (क) हिन्दी भाषा-
(ख) लिपि

- हिन्दी शब्द की व्युत्पत्ति, अभिप्राय एवं प्रयोग, हिन्दी क्षेत्र का विस्तार, हिन्दी शब्द-समूह, हिन्दी भाषा का उद्भव और विकास, देवनागरी लिपि का उद्भव और विकास आदि पर तीन दीर्घ उत्तरीय निबन्धात्मक प्रश्न- $७ \times ३ = २१$
- देवनागरी लिपि का नामकरण, विशेषताएँ, गुण-दोष एवं सुधार के प्रयास, देवनागरी लिपि की वैज्ञानिकता, लोकप्रियता आदि पर चार लघूत्तरीय प्रश्न- $४ \times ४ = १६$
- हिन्दी भाषा और लिपि पर तीन अति लघूत्तरीय प्रश्न- $३ \times २ = ६$
- हिन्दी भाषा और लिपि पर आधारित सात वस्तुनिष्ठ प्रश्न- $७ \times १ = ७$

सहायक ग्रन्थ-

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| १. हिन्दी भाषा का इतिहास | बाबूराम सक्सेना |
| २. हिन्दी : उद्भव, विकास और रूप | हरदेव बाहरी |
| ३. हिन्दी भाषा : इतिहास और स्वरूप | राजमणि शर्मा |
| ४. हिन्दी भाषा और विकास | उदय नारायण तिवारी |
| ५. हिन्दी भाषा और लिपि का विकास | डॉ. सत्यनारायण तिवारी |

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षष्ठ अधिसत्र, तृतीय प्रश्नपत्र
हिन्दी

परियोजना(Project)/दत्तकार्य (Assignment)/शैक्षिक कार्य-कलाप(Academic Activities)

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सप्तम अधिसत्र

School Attached Programme

अष्टम अधिसत्र
प्रथम प्रश्नपत्र (I-Paper)
हिन्दी

आधुनिक काव्य - २

क्रेडिट- ३

पाठ्य-	
१. कनुप्रिया-	- धर्मवीर भारती, भारतीय ज्ञानपीठ प्रकाशन, नई दिल्ली
२. काव्य-निधि-	- सम्पा०-डॉ० विश्वनाथ प्रसाद, डॉ० रामसुधार सिंह, संजय बुक सेंटर, गोलघर, वाराणसी
जयशंकर प्रसाद	- आशा सर्ग (प्रारम्भ के केवल दस छन्द)
सूर्यकान्त त्रिपाठी 'निराला'	- सन्ध्या सुन्दरी, बादल-राग-६
सुमित्रानन्दन पन्त	- मोह, मैं नहीं चाहता चिर सुख
सच्चिदानन्द हीरानन्द वात्सायन 'अज्ञेय'	- नदी के द्वीप, बावरा अहेरी
गजानन माधव मुक्तिबोध	- भूल-गलती, भूरी-भूरी खाक-धूल
सर्वेश्वर दयाल सक्सेना	- भूख, मेरे भीतर की कोयल, दस्ताने
सुदामा पाण्डेय 'धूमिल'	- मोचीराम

कनुप्रिया एवं काव्य-निधि

- व्याख्या - दो ६ + ६ = १२
- आधुनिक हिन्दी काव्य का विकास, पाठ्यांशों की काव्यगत विशेषताएँ एवं प्रतिपाद्य से सम्बन्धित दो दीर्घउत्तरीय निबन्धात्मक प्रश्न ७+६=१३
- कविताओं का मूल स्वर, पात्रों का चरित्र-चित्रण, रचनाकारों का साहित्यिक परिचय आदि पर आधारित चार लघूत्तरीय प्रश्न ४ × ३ = १२
- पाठ्य ग्रन्थों से सम्बन्धित तीन अतिलघूत्तरीय प्रश्न ३ × २ = ६
- पाठ्य-ग्रन्थों पर आधारित सात वस्तुनिष्ठ प्रश्न ७ × १ = ७

(२)

सहायक ग्रन्थ-

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| १. हिन्दी साहित्य का इतिहास | आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी। |
| २. क्रान्तिकारी कवि निराला | डॉ० बच्चन सिंह, नन्द किशोर एण्ड सन्स, चौक, वाराणसी। |
| ३. आधुनिक साहित्य की प्रवृत्तियाँ | डॉ० नामवर सिंह, लोकभारती प्रकाशन, इलाहाबाद। |
| ४. आधुनिक हिन्दी कविता | डॉ० विश्वनाथ प्रसाद तिवारी, राजकमल प्रकाशन, नई दिल्ली। |
| ५. बारह हिन्दी काव्य | सम्पा०-डॉ० यश गुलाटी, सूर्य प्रकाशन, नई सड़क, दिल्ली- |
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अष्टम अधिसत्र
द्वितीय प्रश्नपत्र (II-Paper)
हिन्दी

भारतीय काव्यशास्त्र

क्रेडिट - ३

पाठ्य-

- काव्य का स्वरूप
- काव्य-प्रयोजन
- काव्य-हेतु
- काव्य के प्रकार
- काव्य-गुण
- काव्य-दोष
- रस-सिद्धान्त - रस का स्वरूप, भेद एवं उनका सामान्य परिचय
- अलंकार सिद्धान्त - प्रमुख अलंकारों का सामान्य परिचय
- रीति-सिद्धान्त, वक्रोक्ति-सिद्धान्त एवं ध्वनि-सिद्धान्त का सामान्य परिचय

- पाठ्यांशों पर आधारित तीन दीर्घ उत्तरीय निबन्धात्मक प्रश्न- ७+६+६=१९
- पाठ्य-वस्तु पर चार लघूत्तरीय प्रश्न- ४×३=१२
- पाठ्य-वस्तु पर तीन अति लघूत्तरीय प्रश्न- ३×३=९
- रस, अलंकार, वक्रोक्ति एवं ध्वनि-सिद्धान्तों पर आधारित दस वस्तुनिष्ठ प्रश्न- १०×१=१०

सहायक ग्रन्थ

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| १. काव्य-शास्त्र | डॉ. भगीरथ मिश्र, विश्वविद्यालय प्रकाशन, चौक, वाराणसी। |
| २. भारतीय काव्यशास्त्र के नये क्षितिज | डॉ. राममूर्ति त्रिपाठी, राजकमल प्रकाशन, नई दिल्ली। |
| ३. भारतीय काव्यशास्त्र | डॉ. देवेन्द्रनाथ शर्मा |
| ४. भारतीय काव्यशास्त्र | डॉ. सत्यदेव चौधरी, अलंकार प्रकाशन, दिल्ली। |
| ५. भारतीय काव्यशास्त्र की भूमिका | डॉ. नगेन्द्र |
| ६. सिद्धान्त और अध्ययन | गुलाब राय |

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अष्टम अधिसत्र
तृतीय प्रश्नपत्र (III-Paper)
हिन्दी

पाश्चात्य काव्यशास्त्र

क्रेडिट- ३

पाठ्य-

- प्लेटो - काव्य-सिद्धान्त
- अरस्तू - अनुकरण सिद्धान्त, विरेचन-सिद्धान्त एवं प्लेटों तथा अरस्तू के काव्य-सिद्धान्तों की तुलना
- टी.एस. इलियट - परम्परा की परिकल्पना एवं वैयक्तिक प्रज्ञा
- आई.ए. रिचर्ड्स - व्यावहारिक आलोचना
- वर्ड्सवर्थ - काव्य-भाषा के सिद्धान्त
- लांजाइनस-काव्य के उदात्त की अवधारणा

- तीन दीर्घ उत्तरीय निबन्धात्मक प्रश्न- $७+६+६ = १९$
- चार लघूत्तरीय प्रश्न- $४ \times ३ = १२$
- तीन अति लघूत्तरीय प्रश्न- $३ \times ३ = ९$
- दस वस्तुनिष्ठ प्रश्न- $१० \times १ = १०$

सहायक ग्रन्थ-

१. पाश्चात्य काव्य-शास्त्र के सिद्धान्त डॉ० शान्ति स्वरूप गुप्त, अशोक प्रकाशन, नई दिल्ली
२. पाश्चात्य काव्यशास्त्र की परम्परा डॉ० सावित्री सिन्हा, हिन्दी विभाग, दिल्ली विश्वविद्यालय,
तीसरा संस्कारण, १९७२
३. पाश्चात्य समीक्षा शास्त्र - सिद्धान्त और परिदृश्य डॉ. नगेन्द्र
४. पाश्चात्य साहित्य शास्त्र डॉ. रामपूजन तिवारी
५. पाश्चात्य काव्यशास्त्र देवेन्द्रनाथ शर्मा
६. पाश्चात्य साहित्य-चिन्तन डॉ. निर्मला जैन

अष्टम अधिसत्र
प्रश्नपत्र- ४ (IV-Paper)

हिन्दी

क्रेडिट- ३

लघु शोध-प्रबन्ध (Dissertation)/निबन्ध(Essay)

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अष्टम अधिसत्र

प्रश्नपत्र - ५ (V-Paper)

हिन्दी

क्रेडिट- ४

परियोजना(Project)/दत्तकार्य (Assignment)/शैक्षिक कार्य-कलाप(Academic Activities)

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PSYCHOLOGY

SEMESTER – I

PAPER I: Introductory Psychology

Credits: 2

Unit-I

- 1 Introduction. Psychology as a science
- 2 Biological basis of behaviour
- 3 Structure and function of visual and auditory senses
- 4 Sensory and Perceptual Processes
- 5 Perception; nature and determinants
- 6 Gestalt laws of perceptual organization: Attention: selective, sustained and divided.

Unit-II

- a. Learning: Classical and Instrumental conditioning, Schedules of Reinforcement, Extinction
Memory: Sensory, STM, LTM, Forgetting and its causes.
- b. Affective processes: Autonomic, expressive and cognitive components
Theories: James-Lange, Cannon-Bard, Schachter-Singer and Lazarus. Motivation; nature and types; Need hierarchy model.

Unit-III

- a. Individual differences: Intelligence structures and measurement.
- b. Personality: Traits and Type approaches, assessment of personality, objective and projective tests.

PAPER II: Laboratory Work (Practicals)

Credits: 2

Practicals: (Laboratory Work)

1. Effect of knowledge on performance
2. Span of attention
3. Serial position effect (human memory)
4. Human Maze Learning
5. Verbal test of Intelligence (Mohsin)
6. Personality Measure: TPPS.

Readings

- Baron, R.A. (2006). Psychology (5th Ed.), New Delhi.
- Coon, D., & Mitterer, J.O. (2007). Introduction to Psychology: Gateway to mind and behavior.
- Tripathi, R.R. Prayogatamak Manovigyan, Agra: Agra University.

PAPER III: Project & Assignment

Credits: 2

SEMESTER – II

PAPER I: Applied Psychology

Credits: 2

- a. Nature and fields.
- b. Psychology in education: school as an agent of Socialization, Factors influencing scholastic achievement. Exceptional children: Problems and remedial measures.
Test anxiety, Mental retardation, antisocial behavior and Psychopathy.
- c. Mental health, mental disorders, psychoneuroses and Psychoses, Psychotherapies.
- d. Psychology in industry and organization, personnel selection. Job-analysis, Fatigue and accidents, advertising and salesmanship.
- e. Psychology and social behavior-Prejudice, stereotypes; conflict and its resolution.

PAPER II: Laboratory Work (Practicals)

Credits: 2

Practicals (Laboratory Work)

- a. Anxiety test (state-trait and free-floating)
- b. Mental fatigue
- c. Adjustment test
- d. Emotional maturity test
- e. Nonverbal intelligence test

Readings

- Goldstein, A.P. and Krasner, B (1987), Modern Applied Psychology, Elmsford, New York: Pergmon Press.
- McCorunick, E.J. and Ilgen, D. (1980). Industrial Psychology. Englewood, Cliffs, N.J. Prentice Hall.
- Tripathi, R.R. (1995) Vyawaharik Manovigyan, Gaya Prasad & Sons, Agra.

PAPER III: Project & Assignment

Credits: 2

SEMESTER – III

PAPER I: Experimental Methods and Elementary Statistics

Credits: 2

- a. Experiments: Steps in experimentation. Problem, hypothesis, variables, their types and their control.
- b. Experimental design: Meaning and purpose; single group design, pre and post measurements. Between subjects designs. Randomized and matched.
- c. Statistics and its application in Psychology: Frequency distribution and graphical representation of data.
Descriptive statistics: Mean, Median, Mode, Range, Quartile Deviation and Standard Deviation.
- d. Hypothesis testing: significance of difference between two means and standard deviations. Correlations and Chi-square-test.
- e. Normal Probability Curve: Properties and applications.
Correlation: Product-moment and Rank Difference.

Readings

- Guilford, J.P. and Fruchter, B. (1978), Fundamental Statistics in Psychology (6th Ed.) and Education. McGraw –Hill-Kogakusha Ltd.
- McGuigan, F.J. (1990). Experimental Psychology (5th Ed.), New Delhi, Prentice Hall, India.
- Mohsin, S.M. (1985), Experiment in psychology, Motilal Banarasi Das, Varanasi.
- Tripathi, R.R., (1995) Prayogatamak Manovigyan.

PAPER II: Practicals: (Laboratory Work)

Credits: 2

1. Formulation of Before and After Test Design in Learning Experience.
2. Experimental design between* experimental and control groups.
3. Significance of difference between related and unrelated means (given-data).
4. Testing the reliability of means and SDs (given-data)

PAPER III: Project & Assignment

Credits: 2

SEMESTER - IV

PAPER I: Abnormal Psychology

Credits: 2

- a. Concepts of normality and abnormality, Causes of Psychopathology. Classification of disorders according to DSM-IV-TR.
- b. Disorders of childhood: Mental retardation, Autism, Attention-Deficit Hyperactivity disorder (ADHD)
- c. Anxiety disorders: Panic, Phobic, Obsessive-compulsive and generalized anxiety disorder.
- d. Psychotic disorders: schizophrenia, bipolar mood disorder, delusional disorder.
- e. Personality disorders: Psychopathy-moral insanity.

PAPER II: Practicals (Laboratory Work)

Credits: 2

- a. NEO-FFI.
- b. MMPI, (Indian adaptation) M C Joshi
- c. WAIS
- d. TPPS, R. R. Tripathi
- e. Anxiety (State Trait and Free-floating)

Readings

- Carson, R.C., Butcher, J.N., & Mineka, S. (2004). Abnormal Psychology and Modern Life (11th Ed.) Pearson Education, Delhi.
- Sue, D. Sue, D.W. and Sue, S. (2010), Understanding Abnormal Behavior. Belmont: Wadsworth.

PAPER III: Project & Assignment

Credits: 2

SEMESTER – V

PAPER I: Clinical Psychology

Credits: 2

- a. Historical development. Diagnosis: Meaning and nature. Differential diagnosis.
- b. Diagnostic assessment and clinical tools, Interview, Case Study, Observational Assessment.
- c. Diagnostic Tests: Intelligence tests: Scatter analysis. S-B Test and WAIS. Personality tests: MMPI, NEO-FFI, TAT and Rorschach
- d. Therapies: Psychoanalytic, Person-centred, Behaviour therapies: Systematic desensitization. Response shaping, successive approximation.
- e. Cognitive and Cognitive behavior therapies: Rational Emotive therapy. Beck's cognitive therapy, Beck's Triads.

PAPER II: Practicals (Laboratory Work)

Credits: 2

- a. Anxiety Scale (State-Trait and Free-floating) RRT
- b. MMPI (Clinical Scales, Indian adaptation) M C Joshi
- c. Eysenck Personality Questionnaire (EPQ)
- d. Systematic desensitization. Wolpe, J.
- e. WAIS-II – Indian adaptation

Readings

- Goldenberg, H. (1983). Contemporary clinical Psychology (2nd Ed.), N.Y. Brooks Cob.
- Cullari, Salvatore (1998). Foundations of Clinical Psychology, Boston: Allyn and Bacon.
- Sadock, B.J., & Sadock V.A. (2007). Synopsis of Psychiatry: Behavioural sciences/clinical psychiatry (9e), N.Y.: Lippincott Williams & Wilkins.
- Prakash, V. (1998). Naidanik Manovigyan, Meerut: Manasi Manovigyan Kendra, 1, Kant Kunj, Saket.

PAPER III: Project & Assignment

Credits: 2

SEMESTER – VI

PAPER I: Developmental Psychology

Credits: 2

- a. Introduction to human development: Concepts of growth and maturation, Developmental stages (Piaget).
- b. Infancy: Sensory and perceptual development. Language, emotional and social development.
- c. Childhood: Developmental tasks, cognitive, social and moral development.
- d. Adolescence: Physical and Psychological changes: Development of Identity.
- e. Adulthood and old age: Adjustment problems and specific issues.

PAPER II: Practicals (Laboratory Work)

Credits: 2

- a. Moral Development.
- b. Eysenck Inventory Questionnaire (EPQ).
- c. Embedded Figure Test.
- d. Assessment of Life Satisfaction.
- e. Self-esteem.

Readings

- Shaffer, D.R. and Kipp, K. (2007), Developmental Psychology: Childhood and adolescence, Belmont: Thomson Higher Education.
- Santrock, J. W. (1999). Life-span development, N.Y.: McGraw Hill.
- Bhutt, G. (1990), Vikasatmak Manovigyan, Delhi: Delhi University.

PAPER III: Project & Assignment

Credits: 2

SEMESTER - VII

Innovative Teaching Module relevant to School Teaching

Credits: 2

SEMESTER - VIII

PAPER I: Culture and Human Behaviour

Credits: 3

- a. Introduction: Concept of culture. Cross-Cultural Psychology, Ethnocentrism and multiculturalism.
- b. Methods of Study. Observation, Survey and Experimentation. Measuring tools, sampling and comparative study.
- c. Sensation and Perception, colour perception (culture specific). Interpreting Patterns and Pictures, perception of time.
- d. Culture and Intelligence. Cultural differences in Intelligence. Jensen's study.
- e. Culture and emotions. Similarities and differences. Physiological arousal and evaluation. Expression of emotions and judgment.

PAPER II: Practical

Credits: 3

1. Psychological Survey and field experiments.
2. Measurement and Evaluation

PAPER III: Psychology of Social Behaviour

Credits: 3

- a. Introduction: Nature and scope group structure and functions. Social facilitation, social loafing and social conformity.
- b. Communication: Verbal and non-verbal processes. Language and social interaction. Whorfian Hypothesis.
- c. Social perception: Impression formation. Attribution process: theories of Kelley and Weiner, self-attribution. Errors in attribution.
- d. Attitude, formation and change Measurement: Scales. Prejudice and discrimination. Techniques of fighting prejudice.
- e. Pro-social behavior: Cooperation and helping behavior Detrainments of helping behaviour.

Readings

- Aronson, E., Wilson, T.D., & Akert, R.M. (2010), *Social Psychology (7e)*, Upper Saddle River, N.J.: Prentice Hall.
- Baron, R.A., & Byrne, D. (1998). *Social Psychology (8e)*, New Delhi: PHI.
- Berry, J.W., Poortinga, Y.H., Segall, M.H., & Dasen, P.R. (2010). *Cross-cultural Psychology: Research and applications*, New York: Cambridge University Press.
- Ratner, C. (2008). *Cultural Psychology: Cross-cultural Psychology and indigenous psychology*. N.Y. Nova Science Publishers Inc.
- Shiraev, E. V., & Levy, D. (2009). *Cross-cultural Psychology*, Delhi: Pearson Education.

PAPER IV: Dissertation

Credits: 3

PAPER V: Project & Assignment

Credits: 4

SOCIOLOGY

SEMESTER – I

PAPER I: Sociology: Key Concepts

Credits: 2

- 1) Emergence of Society as a scientific discipline, its meaning, nature and scope.
- 2) Concepts
 - Social group: Meaning and types
 - Community: Meaning and characteristics
 - Society: Rural and Urban
 - Status and Role: Ascriptive and achieved
 - Class: Definition and determinations

Readings

- H.M. Johnson: Sociology: A systematic introduction.
- Maclver and Page: Society: An Introductory analysis.

PAPER II: Perspectives of Indian Society

Credits: 2

1. Indological and Historical perspectives
2. Traditional bases: Varna, Ashram, Purushartha, Dharma, Karma
3. Trends in the Tradition of Indian Society

Readings

- N.N. Srinivas: Caste in Modern India and other essays.
- G.S. Ghurye: Caste in India.
- N.N. Srinivas: Dimensions of Social Change
- Yogendra Singh: Modernization of Indian Tradition.

PAPER III: Project & Assignment

Credits: 2

SEMESTER – II

PAPER I: Social Processes

Credits: 2

- a. Socialization: Agencies and theories.
- b. Stratification: Meaning and Basis.
- c. Social Control: Agencies.
- d. Social Change: Meaning and factors.

PAPER II: Indian Society and Culture

Credits: 2

- a. Institutions: Marriage (Hindu, Muslim), Kinship and Family, Religion.
- b. Jajmani System: Concept and Relevance.
- c. Caste: Structure, function and change.
- d. Current issues: Communalism, Regionalism and Ethnocentrism.

Readings

- Augustine, S. Indian Family in transition.
- Kapadia, K.M. Marriage and family in India.
- Kingsley, Davis: Human Society.
- Srinivas, N.N. (Ed.). Dimensions of Social Change.
- Srivastva, H.C., & Srivastava, C.P. Samajik Niyantaran Evam Parivartan.
- Tumin, M.M. Social Stratification.
- Wisner, W.H. The Hindu Jajmani System.

PAPER III: Project & Assignment

Credits: 2

SEMESTER – III

PAPER I: Social Movement: Concept and Theories

Credits: 2

- a. Concept of social movement and its processual relationship with social change: Ideology and Leadership.
- b. Agents of social movements.
- c. Theories: Relative Deprivation Theory, structural strain* theory Revitalization theory.

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PAPER II: Dynamics of Indian Society

Credits: 2

- a. Processual and Functional changes: sanskritization, modernization, secularism and digitalization.
- b. Structural changes.
 - Land reforms
 - Industrialization & SEZ
 - Urbanization
 - Green revolution
 - Gender and Women Empowerment
 - Aging and Healthcare

Readings

- Baig, M.R.A. The Muslim Dilemma in India.
- Banks, J.R. The Sociology of Social movement.
- Desai, A.R. Social Background of Indian Nationalism.
- Gusfield, J.R. Protest, Reform and Revolt – Reader in Social movement.
- Mohan, Radhey (Ed.). Composite Culture and Indian Society.
- Panikkar, K.M. Communalism in India: History Politics and Culture.
- Rao, M.S.A. (Ed.). Social Movements in India, 2 vols.
- Singh, Yogendra. Modernization of Indian Tradition.
- Srivastva, S. K., & Srivastva, A. L. Social movement for Development

PAPER III: Project & Assignment

Credits: 2

SEMESTER – IV

PAPER I: Major Social Movements in India

Credits: 2

- a. Types of Social Movements
- b. Major contemporary movements with special reference to the components, agents and factors.
 - (i) New Peasant movement: Bharatiya Kisan Union.
 - (ii) Naxalism
 - (iii) Environment Movement: Chipko
 - (iv) Feminism

PAPER II: Constitutional safeguards and National Issues

Credits: 2

- a. Constitutional provision regarding scheduled castes and scheduled tribes socially backward classes, women and minorities.
- b. Problems of Modern Nationalism: Ethnicity, Regionalism and Communalism.
- c. Panchayat Raj System

Readings

- Dhanagore, D. N. Peasant movement in India 1920-1950
- Madhata, M.D. Supreme Court on Reservations.
- Oommen, T.K. Protest and change studies in social movement.
- Parvathamma, C. Schedule castes at Cross-roads.
- Phadnis, Urmila. Ethnicity and nation building.
- Rao, M. S. A. Social movements in India, 2 Vols.
- Wadhva, K.K. Minority safeguards in India.

PAPER III: Assignment & Project

Credits: 2

SEMESTER – V

PAPER I: Indian Social Thought

Credits: 2

- a. Manu: Social Organization, State and King.
- b. Kautilya: Politics with reference to duties and obligations of King, Social and Economic thoughts.
- c. Raja Ram Mohan Roy: Social reform.
- d. Dayanand Saraswati: Social reform.
- e. Mahatma Gandhi: Trusteeship and Gram Swaraj.

PAPER II: Introduction to Sociological Thought

Credits: 2

- a. Emergence of Sociological Thought.
- b. Positivism: Comte, Durkheim
- c. Social Change: Marx, Spencer Durkheim, Weber, Sorokin and Pareto.

Readings

- Aurobindo. The Human Cycle.
- Basham, A.L. A Cultural History of India.
- Kane, P.V. History of Dharma Shastras.
- Kangle, R.P. The Kautilaya Artha Shastra.
- Mukherjee, S.N. India: History and Thought.
- Parsons, T. The structure of social action. The Social System.
- Rex, John. Key Problems of Sociological Theories.
- Ritzer, George. Sociological Theory.
- Weber, Max. The Protestant Ethic and the Spirit of Capitalism.

PAPER III: Project & Assignment

Credits: 2

SEMESTER - VI

PAPER I: Method of Social Research and Statistics

Credits: 2

- a. Nature of Social Phenomenon and Scientific Method.
- b. Social Research: Nature and Types of Social Research. Research Design, Hypothesis.
- c. Data Collection: (a) Sources of data, (b) Sampling, (c) Techniques: Observation, Questionnaire, Schedule, Interviews and case study.

PAPER II: Sociology of Development: Concepts and Theories

Credits: 2

- a. The concept of development and underdevelopment.
- b. Theories of Development: (a) Dependency Theory (b) World System theory.
- c. Process and Characteristics of: (a) Capitalism (b) Imperialism.

Readings

- Garrett, H. E. Statistics in Psychology and Education.
- Gough & Sharma. Imperialism and Revolution in South Asia.
- Horowitz. Three Words of Development.
- Jahoda et al. Methods in Social Research.
- Mueller & Schuessler. Statistical reasoning in Sociology.
- Wilber (ed.). Political Economy of Development and Underdevelopment.
- Young, P. V. Scientific Social Surveys and Research.

PAPER III: Project & Assignment

Credits: 2

SEMESTER - VII

Innovating Teaching Module relevant to School Teaching

Credits: 2

SEMESTER – VIII

PAPER I: Sociology of Administration

Credits: 3

- a. Concept and Scope.
- b. Authority and Power.
- c. Concept of Bureaucracy
- d. Bureaucrat-citizen Relationship.

PAPER II: Sociology of Deviance

Credits: 3

- a. Concept of Deviance in Sociology.
- b. Social organization and disorganization.
- c. Theories of deviance.

PAPER III: Modern Indian Social Thought

Credits: 3

Modern Indian Social Thought

- a. Pandita Ramabai: Women Education
- b. Iqbal: Social Philosophy
- c. B.R. Ambedkar: Social Justice
- d. Madan Mohan Malviya: Education, Rastravad
- e. Radha Kamal Mukherji: Sociology of Values.

Readings

- Chandra, Sushil. Sociology of Deviance in India.
- Clinard. Sociology of Deviant Behavior.

- Dubin. Human Relation in Administration.
- Elliot & Merrill. Social Disorganization.
- Lal, Mukut Bihari. Mahamana Madan Mohan Malviya-Jeevan aur Netritwa.
- MacNicol, & Mangalwadi, Vishal. What liberates a woman? The story of Pandita Ramabai: A Builder of Modern India.
- Saiyaden, K.G. Iqbal's Educational Philosophy.

- Simon: The Administrative Behaviour.
- Sutherland. White Collar Crime.
- Trucker. Group Process in Administration.
- White, L.D. The Art of Administration.

PAPER IV: Dissertation

Credits: 3

PAPER V: Project & Assignment

Credits: 4

PHILOSOPHY

SEMESTER – I

Paper I: Indian Philosophy-I

Credits: 2

Unit I

Nature of Darśana, Classification of Indian Philosophy, Characteristics of Indian Philosophy, Problems and purpose of Indian Philosophy, Distinction between Darśana and Philosophy.

Unit II

Introduction to the Vedas: Samhitā, Brāhmaṇa, Āraṇyaka and the Upanisad, Upaniṣadic view of saviśeṣa (determinate) and Nirviśeṣa (indeterminate) Brahman, Relation of Brahman and Soul. The Philosophy of Bhagavadgītā: Jñānayoga, Karma yoga and Bhakti yoga.

Unit III

Lokāyata: Metaphysics, Epistemology and Ethics
Jainism: Nature and Classification of Reality, Syādvāda, Anekāntavāda

Unit IV

Buddhism: Four noble truths, Anātmavāda (No-soul theory), Theory of Momentariness, Nirvāna.

Paper II: Western Philosophy-I

Credits: 2

Unit I

Origin and Nature of Greek Philosophy, chief characteristics of Western Philosophy, The ultimate principles in Ionic and Pythagorean schools, Being in Eleatic School, Heraclites' doctrine of Becoming, Empedocles' doctrine of Elements.

Unit II

Atomic theories of Leucippus and Democritus, Anaxagoras' doctrine of Nous, Main principles of Sophists, The Socratic Method, Plato's Theory of Knowledge, Doctrine of Ideas,

Unit III

Aristotle: Criticism of theory of ideas, Matter and form, causality,

Unit IV

St. Augustine's Theory of Knowledge, the Problem of Evil,
Thomas Aquinas's view of God, Distinction between faith and Reason.

Readings

- Dasgupta, S.N. (1975). A History of Indian Philosophy, Vol. I&II, Delhi: MLBD.
- Dayakrishna (1996). Indian Philosophy, Oxford University Press.
- Devaraja, N.K. (ed.) (1975). Bhāratīya Darśana (Hindi), UP: Hindi Grantha Academy.
- Durant, W. (2006). A story of Philosophy, New York: Simon & Schuster, 1926 & Pocket Books.
- Dutta, & Chatterjee (1968). An Introduction to Indian Philosophy, University of Calcutta.
- Krishna, Daya (Ed.). (1988). Paschatya Darshana Vol. 1-2, Rajasthan Hindi Granth Academy.
- Masih, Y. (1994). A Critical History of Western Philosophy, Delhi: Motilal Banarasidas.
- Pandey, S.L. (1994). Bhāratīya Darśana Kī Kahāni (Hindi), Allahabad: Kitab Mahal.
- Radhakrishnan, S. (1966). Indian Philosophy, Vols. I & II (also Hindi version), New Delhi: Rajpal & Sons.
- Russell, Bertand (1987). A History of Western Philosophy, London: Union paper Backs.
- Sharma, C.D. (1973). A Critical Survey of Indian Philosophy, New Delhi, MLBD.
- Sharma, C.D. (1992). Paschatya Darshana, Delhi: Motilal Banarasidas.
- Singh, B.N. Paschatya Darshan, Allahabad: Kitab Mahal.
- Srivastava, Jagdish: Paschatya Darshana ka Vaijnanika Itihasa, Allahabad: Kitab Mahal.
- Stace, W.T. (1985). A Critical History of Greek Philosophy New Delhi: Macmillan.
- Thilly, Frank (1975). History of Western Philosophy, Allahabad: Central Book Depot.
- Tiwari, D.N. (1986). The Upaniṣadic View of Life, Varanasi: Uma Books.
- Upadhyay, Baladeva (1997). Bhāratīya Darśana (Hindi), Varanasi: Sharada Mandira.

Paper III: Project / Assignment

Credits: 2

SEMESTER – II

Paper I: Indian Philosophy-II

Credits: 2

Unit 1

Sāmkhya Yoga: Satkāryavāda, Prakṛti, Theory of Evolution, Puruṣa, Kaivalya, Eight fold path and God.

Unit II

Nyāya-Vaiśeṣika: Padārthas, Atomism, Pramāṇas, Proofs for the Existence of God,

Unit III

Mīmāṃsā: concept of Dharma, Apūrva,
Advaita- Vedānta: Brahman, Māyā, Mukti,

Unit IV

Viśiṣṭādvaita: Brahman, Māyā, Mukti
Dvaita Vedanta Brahman, God Bhakti and Mukti.

Paper II: Western Philosophy-II

Credits: 2

Unit I

Descartes: The Problem of Descartes Philosophy Method of doubt, Cogito Ergo sum, concept of substance, Proofs for the Existence of God, Mind- Body Problem.

Spinoza: Refutation of Descartes conception of substance, concept of substance, attribute and mode, God and Pantheism.

Unit II

Leibniz: Theory of Monads and Pre-established Harmony.

John Locke: Refutation of Innate ideas, Theory of Knowledge, Substance, Primary and Secondary Qualities.

Unit III

George Berkeley: Criticism of Materialism, Esse Est Percipi and Subjective Idealism

David Hume: Culmination of Empiricism, Refutation of Metaphysical entities and Causality, Skepticism

Unit IV

Immanuel Kant's Reconciliation of Rationalism and Empiricism, Space and Time, Phenomena and Noumena.

Hegel: Dialectic Method, Absolute

Readings

- Dasgupta, S. N. (1975). A History of Indian Philosophy, Vol. I&II, Delhi: MLBD.
- Devaraja, N.K. (Ed.). (1975). Bhāratīya Darśana (Hindi), UP. Hindi Grantha Academy.
- Dutta, & Chatterjee (1968). An Introduction to Indian Philosophy, University of Calcutta.
- Falkenberg, Richard (1977). History of Modern Philosophy, Calcutta: Progressive Publishers.
- Krishna, Daya (Ed.). (1988). Paschyatya Darshana Vol. 1-2, Rajasthan Hindi Granth Academy.
- Masih, Y. A (1994). Critical History of Western Philosophy, Delhi: Motilal Banarasidas.
- Pandey, S.L. (1994). Bhāratīya Darshana Ki Kahani (Hindi), Allahabad: Kitab Mahal.
- Radhakrishnan, S. (1966). Indian Philosophy, Vols. I & II, New Delhi: Rajpal & Sons.
- Russell, Bertrand (1987). A History of Western Philosophy, London: Union paper Backs.
- Sharma, C.D. (1973). A Critical Survey of Indian Philosophy, Delhi: MLBD.
- Sharma, C.D. (1992). Paschyatya Darshana, Delhi: Motilal Banarasidas.
- Srivastava, Jagdish. Adhunik Darshana ka Vaijnanik Itihas, Allahabad: Kitab Mahal.
- Thilly, Frank (1975). History of Western Philosophy, Allahabad: Central Book Depot.
- Tiwari, D.N. (1986). The Upaniṣadic View of Life, Varanasi: Uma Books.
- Upadhyay, Baladeva ((1997). Bhāratīya Darśana (Hindi), Varanasi: Sharda Mandir.

Paper III: Project / Assignment

Credits: 2

SEMESTER - III

Paper I: Ethics

Credits: 2

Unit I

Nature, scope and method of Ethics.

Ethical concepts: Good, Right, Duty, Value, Postulates of Morality, The Nature and object of Moral Judgment

Unit II

Psychological and Ethical Hedonism, Utilitarianism of Bentham & J.S. Mill, Deontological theory

Unit III

Kant's moral Law and Good will perfectionism, theory of reward and punishment.

Unit IV

Conception of Purusārtha, Vedic Concept of Rta and Ṛṇa

Paper II: Logic

Credits: 2

Unit I

Introduction: Nature of Logic, Propositions, Arguments and their forms, Deduction and Induction, Truth and Validity.

Categorical Propositions and Classes, Quality, quantity and distribution of terms, Traditional Square of Opposition, Immediate inference.

Unit II

Categorical Syllogism: Standard form of Categorical Syllogism, The Formal Nature of Syllogistic Argument,

Venn-Diagram Technique for Testing Syllogism, Rules and Fallacies.

Unit III

Propositional Logic, Basic Truth-functions of the Propositional Calculus, Testing arguments by truth table method. Relation between Truth functions.

Unit IV

Inductive Reasoning and Probability, Simple Enumeration and Analogy.

Mill's Methods of Experimental Enquiry.

Readings

- Chakraborti, Chhanda. Logic: Informal, symbolic and Inductive, New Delhi: PHI.
- Cohen & Nagel (1990). Introduction to Logic & Scientific Method, New Delhi: Allied Publishers Ltd.
- Copi & Cohen (2002). Introduction to Logic (11e), Pearson Education Inc.
- Copi & Cohen (2006). Tarkashastra: Eka Parichaya, Hindi Translation of Introduction to Logic, 11e, Pearson Education.
- Copi (2002). Tarkashastra Ka Parichaya (S. L.Pandey, & G. N. Mishra, Hindi Trans.). Allahabad: Asia Book Company.
- Joshi, Shanti (1963). Nitishastra, Delhi: Rajkamal Prakashana Pvt. Limited.
- Lillie, William (1955). An Introduction to Ethics, Allied Publisher, Indian Reprint.
- Moitra, S. K. (1978). Ethics of Hindu, University of Calcutta.
- Panigrahi. S.C. (2006). Issues in Indian Ethics, Dept of SAP in Philosophy, Orissa: Utkal University.
- Rogeres, A.P. History of Ethics.
- Seth, Kishor, S., & Mishra, N. (2004). Tarkashastra Eka Adhunika Parichaya, Allahabad: Lokabharati.
- Strawson, P.F. (1952). Introduction to Logical Theory, London: Methuen and Co.

Paper III: Project / Assignment

Credits: 2

Paper I: Philosophy of Religion

Credits: 2

Unit I

Nature and scope of philosophy of religion, Concept of Philosophy, Concept of Religion, Relationship between Philosophy of religion and philosophy, Theology and Philosophy of Religion.

Unit II

Definition, origin and development of Religion, Ancestor Worship, Manaism, Totemism, Magic and Religion, Religion and morality, Religion and science.

Unit III

Concept of God: Theism, Deism, Pantheism, Polytheism and Monotheism, God and Absolute. The arguments to prove the existence of God: Ontological, Cosmological, Teleological and Moral arguments.

Unit IV

Grounds of Religious knowledge: Faith, Intuition, Reason, Revelation and its validity. The problem of religious language: symbolic and analogical theories. The problem of evil, nature and kinds of evil, the problem of Evil and its Solution.

Paper II: Asian Philosophy and Religion

Credits: 2

Unit I

The importance of Asian Philosophy and Religion in the world culture, close relation between moral law and natural law, moral law as universal protector of the harmonious interests of all beings,
The whole world as a single family. Family- Ethics of India, China, Korea and Japan, suffering as unifying principle (Gotra) of the whole humanity, The doctrine of Prajña and Mahākarunā, Bodhisattvas' families and their determination to turn hell into heaven.

Unit II

The ideal of self realization in Hinduism, The distinction between Pravṛtti-Mārga and Nivṛtti-Mārga, the importance of Nivṛtti-Mārga in Jainism and Buddhism, Jaina doctrine of tri-ratna and Buddhist doctrine of four noble truths,

The path of devotion and nature of ultimate reality in Saivism, Vaisnavism and Sikhism,

Unit III

Confucianism: Classics of Confucianism, Concept of Jen, Shu, Li and Chun-tzu, characteristics of the native religion of Tibet and the native Shinto-religion of Japan

Taoism: Meaning and Nature of Tao, Relationship of Tao and Teh, Concepts of Wei-wu-wei, Hsu and Fan

Unit IV

Theravada and Mahayana schools of Buddhism, Buddhagosh contribution to Buddhism and characteristics of thelela in south-east Therāvāda Buddhism, the characteristics of Samatha and Vipasyanā in Theravāda Buddhism.

The characteristics of the Mahayana schools of China, Japan and Korea, The elements of Zen Buddhism: Satori, Koan, Emptiness and Meditation, Pure-Land tradition and worship of Amitābha in China and Japan, The cult of Avalokiteshvara in central Asia and his worship in China, chief characteristics of Buddhism in Himalayan Regions, characteristics of Tantrāyāna Buddhism practiced in Tibet.

Readings

- An Introduction to the Philosophy of Religion, Calcutta: Chatterjee and Co.
- Bell, Charles (1968). The Religion of Tibet, Oxford at the Clarendon Press.
- Bhandarkar, R.G. (1978). Vaishnav, Shaiv and other Religion, (U. Vyas Trans.), Delhi: Indological Book House.
- Chain Aenneth (1972). Buddhism in China, A historical Survey, New Jersey: Princeton University Press.
- Cleary, J.C. & Sutra Translation Committee of the United States and Canada. (1994). Pure Land – Pure Mind. New York: Sutra Translation Committee of the United States and Canada.
- Dayal, Har (1983). Twelve Religions and Modern Life, Ludhiyana: Kalyani Press.
- Dharmanand, K. Sri. (1994). Treasure of the Dharma, Malaysia.
- Ducasse, C.J. (1953). A Philosophical Scrutiny of Religions, New York: The Ronald Press Co.
- Edwards, D.M. (1968). Philosophy of Religion, Calcutta: Progressive publisher.
- Frederick, F. (1967). Basic Modern Philosophy of Religion, New York: Charles Scribners.
- Hastings, James (Ed.). Encyclopedia of Religion and Ethics.
- Jurji, Edward J. The great Religions of the Modern World.
- Sujuki, D.T. (1969). An Introduction to Jain Buddhism, London: Rider. Caird, John (1956).

Paper III: Project / Assignment

Credits: 2

SEMESTER –V

Paper I: Indian Epistemology

Credits: 2

Unit I

Nature of knowledge (Jñāna): Difference between Pramā (valid knowledge) and Apramā, main characteristics of Pramā, forms of Apramā (invalid knowledge), Theories of Truth (Prāmānyavāda): Svatahprāmānyavāda (Theory of Intrinsic Validity): Sāṅkhya and Mimamsā, Paratahprāmānyavāda (Theory of Extrinsic Validity): Nyāya and Buddhism

Unit II

Theories of error (Khyātivāda): Asatkhyātivāda, Ātmakhyātivāda and Anyathākhyātivāda.

Viparītākhyātivāda, Akhyātivāda and Anirvacniyākhyātivāda

Unit III

Sources of Valid knowledge (Pramānas) Perception (Pratyakṣa): The nature of perception and its different forms. Inference (Anumāna): Nature and forms of inference, grounds of inference (Vyāpti and Pakṣadharmatā), Fallacies of inference (Hetvabhāsa)

Unit VI

Verbal testimony (Śabda), Comparison (Upamāna): Presumption (Arthāpatti) and Non-apprehension (anupalabdhi).

Paper II: Western Epistemology

Credits: 2

Unit I

Nature of knowledge, Distinguishing 'knowing that' from 'knowing how', Definition of knowledge. The Gettier Problem, The Structure of knowledge (Foundationalism and Coherentism)

Unit II

Kinds of knowledge: a priori and a posteriori. Sources of knowledge: Sense-experience, Reason, Authority, Intuition and Revelation.

Unit III

Subject-Object Relation: Idealism (Subjective idealism), Realism (Naïve Realism, Representative realism, Neo-realism & critical realism) Limits of knowledge: Scepticism and Agnosticism.

Unit IV

Nature of truth, Criteria of truth and Bearers of truth, Correspondence Theory of truth.

Coherence theory of truth and Pragmatic theory of truth.

Readings

- Bhatt, G.P. (1962). Epistemology of the Bhatta School of Purvamimamsa, Chowkhambha Sanskrit Series.
- Bijalvan, C. D. (1983). Bhāratīya Nyāyaśāstra, Lucknow: Uttar Pradesh Hindi Sansthana.
- Chatterjee, S.C. (1965). The Nyāya theory of knowledge, University of Calcutta.
- Chisholm, Roderick M. (1992). Theory of Knowledge, PHI.
- Dutta, D.M. (1997). The six ways of knowing, University of Calcutta.
- Ewing, A.C. (1984). The Fundamental Questions of Philosophy, New Delhi: Allied Publishers.
- Hospers, John (1983). An Introduction to Philosophical Analysis, New Delhi: Allied Publishers.
- Kar, Bijayanand (1990). Indian theories of error, Delhi: Ajanta Books International.
- Matilal, B.K. (1986). Perception, Oxford: Clarendon Press.
- Patrick, G.T.W. (1978). Introduction to Philosophy, Delhi: Surjeet Publications.
- Pollock, John L. (1987). Contemporary Theories of Knowledge, London: Hutchinson.
- Prasad, Rajendra (1993). Darshanshastra ki rooprekha, Patna: Shukla Book Depot.
- Prasad, Jwala (1958). History of India Epistemology, Delhi: Munshiram Manoharlal.
- Seth, S.K., & Mishra, N. (2000). Jnana-Darshan, Allahabad: Lokbharati Prakashan.
- Sharma, N.K. (1984). Bhāratīya Darshanik Samasyayen, Rajasthan Hindi Granth Academy.
- Sinha, Nilima (2005). Bhāratīya Pramanamimamsa, Delhi: Motilal Banarasidas.
- Tiwari, K.N. (1986). Tattva-mimamsa evam Jnanamimamsa, Delhi: M.L.B.D.
- Agrawal, B.D. (1978). Pascatya Darsana, Uttar Pradesh Hindi Granth Akadami.
- Vidyabhusana, S.C. (1971). History of India Logic, Delhi: Motilal Banarasidas.

Paper III: Project / Assignment

Credits: 2

SEMESTER –VI

Paper – I Contemporary Indian Philosophy-1

Credits: 2

Unit I

Introduction and characteristics of Contemporary Indian Philosophy, Rammohan Roy: Brahmasamāja, Nationalism and Internationalism, unity of Religions.

Unit II

Swami Dayananda Saraswati: Ārya Samāja, Veda, Reality, Swami Vivekanand: God, Māyā, Liberation,

Unit III

Dr. Annie Besant: Concept of Philosophy, Religion and God, Balgadhkar Tilak: Brahman, Atman, Karma, Swarāja.

Unit IV

R.N. Tagore: Reality, Soul, Humanism, Mahamana Pt. Madan Mohan Malviaya: Sanātana Dharma, God, education,

Paper II: Contemporary Western Philosophy – I

Credits: 2

Unit I

The Absolute Idealism of F. H. Bradley, Appearance: Primary and secondary qualities; substantive and adjective, relation and quality, causation appearance and Reality. Nature of reality – absolute, degrees of Truth and Reality.

Unit II:

Pragmatism: C.S. Pierce's theory of meaning, William James' Radical empiricism, Conception of Reality and theory of truth, John Dewey's Instrumentalism, Meliorism.

Unit III:

Marxism: Dialectical Materialism, Revolution and state, Chief Characteristics of Existentialism,

Unit IV

Major concepts of Phenomenology: Noesis, Noema, Intentionality, Epoche and Reductionism,

Readings

- Bhattacharya Haridas, (1956). The cultural heritage of India Vol. IVth, Calcutta: Ramakrishana mission.
- Bradely, F.H. (1969). Appearance and Reality, Oxford, London, New York: Oxford University Press.

- Copleston. Contemporary Philosophy.
- Dutta, D. M. (1970). Chief currents of contemporary Philosophy, The University of Calcutta.
- Lal, B.K. (1966). Samakalin Pascatya Darsan (Hindi), Delhi: Motilal Banarasidas.
- Lal, B.K. Contemporary Indian Philosophy (Hindi & English versions).
- Mahadevan, T.M.P., & Saroja, G.V. Contemporary Indian Philosophy.
- Mishra, Nityanand (2006). Samakalina Pascatya Darśana (Hindi), Delhi: Motilal Banarasidas.
- Narvane, V.S. Modern Indian Thought (Hindi & English translation)
- Passmore, John (1966). Hundred years of philosophy (C.M. Sharma, Hindi Trans.), Jaipur: Hindi Prakashan Vibhaga Rajasthan Vishwavidyala.
- Passmore, John (1968). Recent Philosophers, Penguin Books.
- Saxena, Lakshmi (Ed.). (1991). Samakalina Pasctya Darśana (Hindi), U.P. Hindi Sansthan.
- Tilak, Bal Gangadhar. Bhagavadgita Rahasya or Karmayogashastra.
- Tiwari, K.N. (1986). Tattva-mimamsa evam jnanamimamsa, Delhi: M.L.B.D.
- सक्सेना लक्ष्मी: (सम्पाण): समकालीन भारतीय दर्शन, उत्तर प्रदेश हिन्दी ग्रन्थ अकादमी, लखनऊ, १९७४
- ग़ोवर, इन्द्रा: संसार के महान शिक्षा शास्त्री, विश्वविद्यालय प्रकाशन, चौक, वाराणसी, १९७७
- स्वामीए छणानन्द सरस्वती: सत्यार्थ प्रकाशन

Paper III: Project / Assignment

Credits: 2

SEMESTER-VII

Innovative Teaching Module relevant to School Teaching

Credits: 2

SEMESTER-VIII

Paper I: Indian Metaphysics

Credits: 3

Unit I

The nature of physical world, Materialism, Realism & Idealism. The theories of creation, Atomism, Prakṛti, Māyā, Sāṃkhya theory of evolution.

Unit II

Theories of causation: Svabhāvavāda, Pratītyasamutpāda, Satkāryavāda, Asatkāryavāda, Vivartavāda.

Unit III

The nature of God and proofs for the existence of God according to Nyāya and Yoga Philosophy. The Nature of Absolute according to Advait and Viśiṣṭādvaita schools of Vedānta.

Unit IV

The nature of Self according to Cārvāka, Jainism and Buddhism.

The nature of self according to Sāṃkhya Nyāya-Vaiśeṣika and Advaita Vedānta.

Paper II: Western Metaphysics

Credits: 3

Unit I

The concept of metaphysics, The nature and problems of metaphysics, The need for metaphysics, Causation: Regularity theory, Entailment theory & Activity theory.

Unit II

Universals and Particulars: Concept of universal, Concept of particular, Theories of universals; Realism, Nominalism and Conceptualism.

Unit III

Concept of Substance: Aristotle, Rationalists, Empiricists and Kant.

Unit IV

Greek Theories of Soul (Plato, Aristotle). Mind-Body problem: Interactionism, Occasionalism, Parallelism, Double aspect Theory, Epiphenomenalism, Philosophical Behaviorism, Identity theory & Person Theory.

Paper III: Contemporary Indian Philosophy-II

Credits: 3

Unit I

M.K. Gandhi: Truth, Non-violence, Satyāgrah, Means and End, Dr. B.R. Ambedkar: Reality, Religion, Critique of caste-system,

Unit II

Sri Aurobindo: Absolute, Supermind, Involution, Evolution, S. Radhakrishnan: Absolute, Spirit, Intellect and Intuition,

Unit III

K.C. Bhattacharya: Self, Theoretic Consciousness, Philosophy and Science, Mohammad Iqbal: God, Self, Intuition,

Unit IV

M.N. Roy: Man, New Humanism, N.K. Devaraja; Creative Humanism and Culture,

Paper IV: Contemporary Western Philosophy-II

Credits: 3

Unit I

Moore: Defence of common sense, Refutation of Idealism. Russell: Logical Atomism
Names and description, Wittgenstein: Picture theory of meaning.

Unit II

Logical Positivism, Verification principle, refutation of Metaphysics. Emotive theory, the difficulties of Logical positivism.

Unit III

Wittgenstein: Use theory of meaning, Nature of Philosophical problems, Language game, Critique of Private language.

Unit IV

Gilbert Ryle J.L Austin: Category mistake, knowing How and Knowing That, Performatives and Constantives, Speech acts-locutionary, illocutionary and perlocutionary.

Readings

- Bhatnagar, R.S. (Ed.). (1987). Darshanik Samasyayen: Tattvamimamsa, Jaipur: Rajasthan Hindi Granth Akadamy.
- Conee, E., & Sider, T. (2005). Riddles of Existence, Oxford: Clarendon Press.
- Copleston. Contemporary Philosophy.
- Deveraja, N.K. (1963): The Philosophy of Culture, Allahabad: Kitab Mahal.
- Dutta, D. M. (1970). Chief currents of Contemporary Philosophy, The University of Calcutta.
- Ewing, A.C. (1984). The Fundamental Questions of Philosophy, New Delhi: Allied Publishers.
- Grayling, A.C. (1996). Philosophy: A guide through the subject, O.U.P.
- Heil, John (2002). Philosophy of Mind: A contemporary Introduction, London: Routledge.
- Hiriyanna, M. (1957). Indian Philosophical Studies, Mysore: Kavyalaya Publishers.
- Lal, B.K. (1996). Samakalina Pashcatya Darśana (Hindi), Delhi: Motilal Banarasidas.
- Lal, B.K. (2002). Contemporary Indian Philosophy (Hindi & English translations), Delhi: MLBD.
- Mahadevan, T. M. P., & Saroja, G.V. Contemporary Indian Philosophy.
- Mishra, Nityananda (2007). Samakalina Pashcatya Darśana (Hindi), Delhi: Motilal Banarasidas.
- Narvane, V.S. Modern Indian Thought (Hindi & English).
- Passmore, J. (1966). Hundred years of philosophy (C. M. Sharma, Hindi Trans.). Jaipur: Hindi Prakashan Vibhaga, Rajasthan Vishwavidyalay.
- Passmore, J. (1968). Recent Philosophers, Penguin Books.
- Patrick, G.T.W. (1978). Introduction to philosophy, Delhi: Surjeet Publications.
- Phillips, Stephen H. (1997). Classical Indian Metaphysics, Delhi: Motilal Banarasidas.
- Prasad, Rajendra (1993): Darshanshastra ki rooprakha, Patna: Shukla Book Depot.
- Radhakrishnan, Sarvepalli (1966). Indian Philosophy -Vol I and II (Hindi Trans.). New Delhi: Rajpal & Sons.
- Raja C.K. Some fundamental problems in Indian philosophy.
- Saxena, Lakshmi (Ed.). (1991). Samakalina Pashcatya Darśana, U.P. Hindi Sansthan.
- Sharma, N.K. (1984). Bhāratīya Darshanik Samasyayen (Hindi) Rajasthan Hindi Granth, Academy. Shastri, D. N. Critique of Indian Realism.
- Sinha, J. N. (1972). Indian Realism, Delhi: Motilal Banarasidas.
- Taylor, Richard (1994). Metaphysics, PHI.
- Tiwari, K.N. (1986). Tattva-mimamsa evam jnanamimamsa, Delhi: M.L.B.D.
- मूर्ति, सच्चिदानन्द (सम्पा०) समकालीन भारतीय दर्शन
- दूबे, उमेश चन्द्र: श्री अरविन्द एवं ब्रेडले का परमतत्त्ववाद, नन्द किशोर एण्ड ब्रदर्स, वाराणसी।
- गंगाधर, डी०ए०: सर्वेपल्लि राधाकृष्णन् का धर्म एवं दर्शन, कला प्रकाशन, वाराणसी।
- जटव, डी०आर०: डॉ० अम्बेडकर का समाजदर्शन, समता प्रकाशन, जयपुर।
- सक्सेना लक्ष्मी:(सम्पाण): समकालीन भारतीय दर्शन, उत्तर प्रदेश हिन्दी ग्रन्थ अकादमी, लखनऊ, 1974
- मिश्र, हृदय नारायण: समकालीन दर्शन, किताब घर, कानपुर।

Paper V: Project / Assignment

Credits: 4

POLITICAL SCIENCE

SEMESTER – I

Paper – I : Colonialism in India

Credits : 2

I. Imperialism and colonialism (12 Lectures)

1. Brief History: Global and Indian
2. Main Perspectives on Colonialism: i. Liberalism ii. Marxism iii. Post-colonialism

II. Foundations of Colonial Rule in India (10 Lectures)

1. Consolidation of British power: Police and Civil Administration
2. Legal Foundations of the Colonial State: Issues related to the sovereignty and relations with British Parliament and major constitutional developments

III. Economy and Society (12 Lectures)

1. Impact on Agriculture, land relations and ecology

IV. Religion and Society (12 Lectures)

1. Colonial Ideology of Indian Improvement/‘civilizing mission’: Orientalists and the Anglicists (Utilitarians and Missionaries)
2. Shaping Communities: Census and Enumeration
3. Colonialism and the Gender question

VI. Early Indian Responses (8 Lectures)

1. Peasant and Tribal Uprisings
2. The 1857 Rebellion

Paper – II : Political Theory: Concepts

Credits : 2

Core Concepts:

I. Importance of Freedom (10 Lectures)

- a) Negative Freedom: Liberty
- b) Positive Freedom: Freedom as Emancipation and Development

Important Issue: Freedom of belief, expression and dissent

II. Significance of Equality (12 lectures)

- a) Formal Equality: Equality of opportunity
- b) Political equality
- c) Egalitarianism: Background inequalities and differential treatment

Important Issue: Affirmative action

III. Indispensability of Justice (12 Lectures)

- a) Procedural Justice
- b) Distributive Justice

- c) Global Justice

Important Issue: Capital punishment

IV. The Universality of Rights (13 Lectures)

- a) Natural Rights
- b) Moral and Legal Rights
- c) Three Generations of Rights
- d) Rights and Obligations

Important Issue: Right of the girl child

Readings.

- Knowles, D. (2001). Political Philosophy, London: Routledge.
- Swift, Adam. (2001). Political Philosophy, Cambridge: Polity Press.
- Swift, Adam. (2001). Political Philosophy, Cambridge: Polity Press.
- Knowles, Dudley. (2001) Political Philosophy. London: Routledge.
- McKinnon, Catriona. (ed.) (2008). Issues in Political Theory, New York: Oxford University Press.
- Fulcher, J. (2004). Capitalism, Oxford: Oxford University Press.
- Young, R. (2003). Post colonialism, Oxford: Oxford University Press.
- Bandopadhyay, S. (2004). From Plassey to Partition, New Delhi: Orient Longman,
- Metcalf and Metcalf. (2002). A Concise History of India, Cambridge: Cambridge University Press.
- Bandopadhyay, S. (2004). From Plassey to Partition, New Delhi: Orient Longman.
- Sarkar, S. (1983) Modern India (1885-1847), New Delhi: Macmillan.
- Chandra, B. (1999). Essays on Colonialism, Hyderabad: Orient Longman Ltd.
- Bandopadhyay, S. (2004). From Plassey to Partition, New Delhi: Orient Longman.
- Bandopadhyay, S. (2004). From Plassey to Partition,. New Delhi: Orient Longman.
- Metcalf, T. (1995). Ideologies of the Raj, Cambridge: Cambridge University Press,
- Sangari, Kand Vaid, S. (1989). Recasting Woman, New Delhi: Oxford University Press.
- Seth, S. (2008). Subject Lessons, New Delhi: Oxford University Press.
- Working Group on the Girl Child (2007), A Girl's Right to Live: Female Foeticide and Girl Infanticide, available on http://www.crin.org/docs/Girl's_infanticide_CSW_2007.txt

Paper – III: Project / Assignment

Credits : 2

SEMESTER – II

Paper-I : Constitutional Democracy and Government in India

Credits : 2

I. The Constituent Assembly and the Constitution (15 Lectures)

- (a) The formation of the Constituent Assembly; the philosophy of the Constitution and its main features.
- (b) Fundamental Rights and Directive Principles

II. Organs of Government (15 Lectures)

- (a) The Legislature: Parliament
- (b) The Executive: President, Prime Minister and Governor
- (c) The Judiciary: The Supreme Court

III. Federalism and Decentralization (15 Lectures)

- (a) Centre - state relations; constitutional provisions regarding emergency and centre-state relations; special provisions for some states and the fifth and sixth schedule areas
- (b) Third tier of government: panchayati raj; urban local bodies

IV. Security Laws (15 Lectures)

- (a) Preventive detention laws and constitutional exceptions
- (b) Extra-ordinary laws: anti-terror laws, laws against organized crimes

Paper – II Nationalism in India

Credits : 2

I. Reformism and Anti-Reformism in the 19th Century

Major Social and Religious movements among Hindus and Muslims; Brahmo Samaj, Arya Samaj, Dharma Sabhas, Aligarh Movement

II. Nationalist Politics and Expansion of its Social Base

- (a) Phases of Nationalist Movement and different ideological streams: Moderates and Extremists within Congress and revolutionary radicals; Formation of the Muslim League
- (b) Gandhi and mass mobilisation: Khilafat, Non-cooperation and Civil Disobedience Movements
- (c) Socialist alternatives: Congress socialists, Communists
- (d) Communalism in Indian Politics

III. Social Movements

- (a) *The Women's Question*: participation in the national movement and its impact
- (b) *The Caste Question*: anti-Brahmanical Politics
- (c) *Peasant, Tribals, and Workers* movements

IV. Partition and Independence

The two-Nation theory, negotiations over partition

Readings

- Agrawal, A. & Mehta P.B. (ed.) (2005). *The Indian Parliament and Public Institutions in India*, New Delhi: Oxford University Press.
- Austin, G. (2000). *The Social Revolution and the First Amendment*, New Delhi: Oxford University Press.
- Bandopadhyay, S. (2004). *From Plassey to Partition*, New Delhi: Orient Longman.
- Bandopadhyay, S. (2004). *From Plassey to Partition*, New Delhi: Orient Longman.
- Bandopadhyay, S. (2004). *From Plassey to Partition*, New Delhi: Orient Longman.
- Baruah, S. (2005). *Generals and Governors*, in *Durable Disorder*, New Delhi: Oxford University Press.
- Chaube, S.K. (1973). *Conclusions*, Delhi: People's Publishing House.
- Chaube, S.K. (1973). *Constituent Assembly as the Answer*, Delhi: People's Publishing House.
- Chaube, S.K. (1973). *Epilogue*, in *Constituent Assembly of India*, Delhi: People's Publishing House.
- Chaube, S.K. (1973). *The Indian Problem*, Delhi: People's Publishing House
- *Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black
- Desai, A., Subramaniam, G., Dhavan, R., and Ramchandran, R. (eds.) *Supreme But Not Infallible*, New Delhi: Oxford University Press.
- DeSouza, P.R. (2002). *Decentralisation and Local Government*.
- Jalal, A. and Bose, S. (1997). *Modern South Asia*, New Delhi: Oxford University Press,
- John, M.E. (2007). *Women in Power? Gender, Caste and the Politics of Local Urban Governance*.
- Manor, J., D. & Mehta, P.B. (2005). *The Presidency*, New Delhi: Oxford University Press.
- Sarkar, S. (1983). *Modern India (1885-1847)*, New Delhi: Macmillan.
- Sinha, A. (2004). *The Changing Political Economy of Federalism in India*

III. Social Movements

- Bandopadhyaya, S. (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 342-357; 369-381.

IV. Partition and Independence

- Bandopadhyay, S. (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 405-438.
- Jalal, A. and Bose, S. (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp.135-156.

Paper – III : Project / Assignment

Credits : 2

SEMESTER – III

Paper – I : Understanding Political Theory

Credits : 2

I: Introducing Political Theory

- 1 What is Politics: Theorizing the 'Political'
- 2 Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative
- 3 Approaches to Political Theory: Normative, Historical and Empirical

II: Political Theory and Practice

The Grammar of Democracy

- 1 Democracy: The history of an idea
- 2 Procedural Democracy and its critique
- 3 Participation and Representation

Paper – II: Introduction to Comparative Government and Politics

Credits : 2

I. Comparative Government and Politics

Nature and scope

II. Historical context of Modern Government (22 Lectures)

- a. **Capitalism**: meaning and development; globalization
- b. **State Socialism**: meaning, growth and development
- c. **Colonialism and Decolonisation**: meaning, context, forms of colonialism; anti-colonial struggles and process of decolonization

III. Themes for Comparative Analysis (18 Lectures)

A comparative study of Constitutional Developments, Political Economy, Executive and Judiciary and Representation and Participation in the following countries:

Britain, USA and China

Readings

- Grant, M. (2009). United Kingdom Parliamentary System, Edinburgh: Edinburgh University Press.
- Kopstein, J. and Lichbach, M. (eds.) (2005). Comparative Politics, Cambridge: Cambridge University Press.
- McCormick, J. (2007). Britain, United Kingdom: Wadsworth.
- Roy, A. (2001). Comparative Method and Strategies of Comparison.
- Vincent, A. (2004). The Nature of Political Theory, New York: Oxford University Press.

Paper III : Project / Assignment

Credits : 2

Semester – IV

Paper – I : Theories of International Relations

Credits : 2

I. Theoretical Perspectives

- (a) Studying International Relations:
- (b) Realism and Neorealism
- (c) Liberalism and Neoliberalism

II. An Overview of Twentieth Century IR History

- (a) World War I: Causes and Consequences
- (b) Significance of the Bolshevik Revolution
- (c) Rise of Fascism / Nazism
- (d) World War II: Causes and Consequences
- (e) Cold War: Different Phases

III. Third World and Cold War

- (a) Emergence of the Third World
- (b) Collapse of the USSR and the End of the Cold War
- (c) Post Cold War Developments and Emergence of Other Power Centers of Power: Japan, European Union (EU) and Brazil, Russia, India, China (BRIC)

Paper – II Indian Political Thought- 1

Credits : 2

I. Ved Vyasa (Shantiparva): Rajadharma

II. Manu: Social Laws

III. Kautilya: Theory of State

IV. Aggannasutta(Digha Nikaya) : Theory of kingship [06 lectures]

Readings

- Baylis, J. and Smith, S. (eds.) (2008). The Globalization of World Politics, Oxford: Oxford University Press.
- Carr, E.H. (2004). International Relations between the Two World Wars: 1919-1939, New York: Palgrave.
- Gokhale, B. G. (1966). The Early Buddhist View of the State, The Journal of Asian Studies.
- Halliday, F. (1994). Rethinking International Relations, London: Macmillan.
- Hobsbawm, E. (1995). Age of Extreme, London: Abacus.

- Hobsbawm, E. (1995). Age of Extreme, London: Abacus.
- Hobsbawm, E. (1995). Age of Extreme, London: Abacus.
- Kangle, R. P. (1997). Arthashastra of Kautilya-Part-I, Delhi: Motilal Banarsidass.
- Mehta, V. R. (1992). The Cosmic Vision, Delhi: Manohar..
- Nicholson, M. (2002). International Relations, New York: Palgrave.
- Nicholson, M. (2002). International Relations, New York: Palgrave.
- Nicholson, M. (2002). International Relations, New York: Palgrave.
- Olivelle, P. (2006). Introduction, in Manu 's Code of Law, Delhi: Oxford University
- Pandey, G. C. (1978). Sraman Tradition, Ahmedabad, L. D. Institute of Indology.
- Saberwal Satish (2008). Ch. 1, Medieval Legacy, New Delhi:
- Taylor, A.J.P. (1961). The Origins of the Second World War, Harmondsworth: Penguin.
- Varma, V. P. (1974). Studies in Hindu Political Thought and Its Metaphysical Foundations, Delhi: Motilal Banarsidass.

Paper – III : Project / Assignment

Credits : 2

Paper-I : Indian Political Thought- 2

Credits : 2

- I. Rammohan Roy: Rights**
- II. Pandita Ramabai: Gender**
- III. Vivekananda: Ideal Society**
- IV. Gandhi: Swaraj**
- V. Ambedkar: Social Justice**
- VI. Nehru: Secularism**
- VII. Lohia: Socialism**

Paper – II India’s Foreign Policy

Credits : 2

- I. Determinants and Principles of India’s Foreign Policy.**
 - a) Domestic and International sources of India’s Foreign Policy
 - b) Objectives and Principles
 - c) Non-Alignment: Concepts, Policy and Relevance
- II. India and the Global Political Regimes – Main Issues**
India at the United Nations: Security Council Reforms
- III. Changing Relations with the US and Russia from Cold War to Post Cold War**
- IV. India China Relations: Challenges and Prospects**
- V. India and Regional Organizations - European Union (EU), Association of South East Asian Nations (ASEAN) and South Asian Association of Regional Cooperation (SAARC)**

Essential Readings

- Chakravarti, Uma (2007). Pandita Ramabai - A Life and a Time, New Delhi: Critical Quest, pp. 1-40.
- Chakravarty, Radharaman (1986). Tagore, Politics and Beyond , New Delhi: Sage.
- Dalton, Dennis (1982). Indian Idea of Freedom, Gurgaon: The Academic Press.
- Kosambi, Meera (1988). Women’s Emancipation and Equality.

Paper – III : Project / Assignment

Credits : 2

Semester – VI

Paper – I : Development Process and Social Movements in Contemporary India

Credits : 2

I. Perspectives on Development since Independence

(a) State and planning (b) reforms, liberalization and the emergence of middle class.

II. Industrial development strategy and its impact on social structure

Mixed economy, privatisation, special economic zones (SEZ)

III. Agrarian development and strategies

Land reforms, Green Revolution, emergence of Naxalism

IV. Social Movements: old and new (13 Lectures)

(a) Peasants, and tribals

(a) Students, environmental and civil liberties and democratic rights movements

V. Contemporary rights-based concerns (11 Lectures)

Rights to food, work, education and information; rights of forest dwellers

Paper – II : Global Politics

Credits : 2

I. Globalisation: Conceptions and Perspectives (25 Lectures)

(a) Political, Cultural and Technological Dimensions

(b) Global Economy: Its Significance and Anchors

(c) Global Social Networks / Global Resistances

II. Contemporary Global Issues (35 Lectures)

(a) Ecological Issues: historical overview of international environmental agreements, climate change, global commons debate.

(b) Proliferation of Nuclear Weapons

(c) International Terrorism: non-state actors and state terrorism; war on terror.

(d) Poverty, Development and Human Security

Readings

- .Ravenhill, J. (ed.) (2008). Global Political Economy. 2nd edn. New York: Oxford University Press, pp. 18-24.
- Abhayankar, R.M. (2007). Indian Foreign Policy, New Delhi: Foreign Service Institute.

- Appadorai, A. (1981). Domestic Roots of Foreign Policy, New Delhi: Oxford University Press.
- Baldev, R.N.(1989). India's Mixed Economy: The role of ideology and Its development, Bombay: Popular Prakashan.
- Bandhopadhyaya, J. (1970). Making of India's Foreign Policy, New Delhi: Allied.
- Frankel, F. (2009). India's Green Revolution: Economic Gains and Political Costs, Princeton & New Jersey: Princeton University Press.
- Goldstein, J.S. (2003). International Relations, New Delhi: Pearson Education, pp.
- Harris, J. (2009). Harvesting Despair: Agrarian Crisis in India,.
- Harris, J. (ed). Local Power and the Agrarian Political Economy.
- Narlikar, A. (2005). The World Trade Organisation, Oxford: Oxford: University Press, pp.
- Nicholson, M. (2002). International Relations, New York: Palgrave, pp.
- Nicholson,M.(2002). International Relations, New York: Palgrave, pp.
- O'Brien, Goetz, R., Scholte, A.M., J.C. and Williams, M. (2000). Contesting Global Governance, Cambridge: Cambridge University Press, pp.
- Sengupta, A. (2001). Right to Development as a Human Right in Economic & Political Weekly, pp.
- Shyam, S.K.R, (2003). Organizing the Unorganized, pp.
- Singh, S. (2003). China-South Asia, New Delhi: Lancers Books, pp.
- Singh, T, (1979). The Planning Process and Public Process.
- Terence J. Byres (ed.) The State and Development Planning in India, Delhi: OUP, pp.
- Viotti, P.R. and Kauppi, M.V. (2007). International Relations and World Politics, 3rd edn. New Delhi: Pearson Education, pp.
- Viotti, P.R. and Kauppi, M.V. (2007). International Relations and World Politics Security, Economy, Identity. 3rd edn. New Delhi: Pearson Education, pp.

Paper – III: Project / Assignment

Credits : 2

Semester – VII

School Attached Programme

Semester – VIII

Paper – I : Political Institutions and Processes

Credits : 3

I. Approaches to Studying Politics

Traditional Institutional, Political Systems, Political Culture and New Institutionalism

II. Electoral System

Definition and procedures: Types of electoral systems (First Past the Post, Proportional Representation, Mixed Representation)

III. Party System

Historical contexts of emergence of the party system and types of parties

IV. Nation-state

What is a nation-state?

Historical evolution in Western Europe and postcolonial contexts

‘Nation’ and ‘State’: debates

V. Democratization

Process of democratization in postcolonial, post-authoritarian, and post communist countries

VI. Federalism

Historical contest

Federation and Confederation: debates around territorial division of power.

Paper – II Modern Political Philosophy

Credits : 3

Section A:

Understanding modern political philosophy: The Enlightenment tradition

Section B:

- I Hobbes
- II Locke
- III Rousseau

- IV Mill
- V Marx

Paper III The United Nations, Global Conflicts and Peace Making

Credits : 3

I. The United Nations

- (a) An Historical Overview of the United Nations
- (b) Principles and Objectives
- (c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])
- (d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect
- (e) Millennium Development Goals

II. Major Global Conflicts since the Second World War

- (a) Korean Problem
- (b) Vietnam War
- (c) Afghanistan Wars
- (d) Balkans: Serbia and Bosnia

Paper IV Indian Government and Politics

Credits : 3

1. Approaches to the Study of Indian Politics and Nature of the State in India: Liberal Marxist and Gandhian
2. Indian Constitution : basic features, debates on Fundamental Rights and Directive Principles
3. Institutional Functioning: Prime Minister, Parliament and Judiciary
4. Power Structure in India : Caste, class and patriarchy
5. Religion and Politics: debates on secularism and communalism
6. Parties and Party systems in India
7. Strategies of Development in India since Independence: Planned Economy and Neo-liberalism
8. Social Movements : Workers, Peasants, Environmental and Women's Movement

Readings

- Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*. New Delhi: Pearson, 2011.
- Achcar, G. (2004). *Eastern cauldron*, New York: Monthly Review Press, pp.
- Armstrong, D., Lloyd, L. and Redmond, J. (2004). *International organisations in world politics*. 3rd edn., New York: Palgrave Macmillan.
- Austin, G. (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.
- Baylis, J. and Smith, S. (eds.) (2008). *The globalization of world politics. an introduction to international relations*. 4th edn., Oxford: Oxford University Press, pp.
- Burgess, M. (2006). *Comparative Federalism*, London: Routledge, pp.
- Calvocoressi, P. (2001). *World Politics: 1945-200*. 3rd edn., Harlow: Pearson Education, pp.
- Calvocoressi, P. (2001). *World Politics: 1945-200*. 3rd edn., Harlow: Pearson Education, pp.
- Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*. New Delhi: Sage.
- Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.
- Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India After Independence*. New Delhi: Penguin.
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- Gareis, S.B. and Varwick, J. (2005). *The United Nations*, Palgrave..
- Goldstein, J. and Pevehouse, J.C. (2006). *International relations*. 6th edn., New Delhi: Pearson.
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- Heywood, A. (2002). Representation, Elections and Voting', in *Politics*, New York: Palgrave, pp.
- HobbesNelson, B. (2008). *Western Political Thought*, New Delhi: Pearson Longman, pp.
- Locke Nelson, B. (2008). *Western Political Thought*, New Delhi: Pearson Longman, pp.
- McClelland, J. S. (1996). *A History of Western Political Thought*, London: Routledge, pp.
- McLennan, G. Held, D. and Hall, S. (1984). *The Idea of Modern State*, Philadelphia: Open University Press.
- Menon, N. and Nigam, A. (2007) *Power and Contestation: India Since 1989*. London:
- Moore, J.A. Jr. and Pubantz, J. (2008). *The new United Nations*. Delhi: Pearson Education.

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- Moser, R. G. and Ethan, S. (2004). Mixed Electoral Systems and Electoral System Effects, *Electoral Studies*. 23, pp.
- Nelson, B. (2008). *Western Political Thought*, New York: Pearson Longman, pp.
- Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.
- Skoble, A. J. & Machan, T. R. (2007). *Political Philosophy*, New Delhi: Pearson Education, pp.
- Skoble, A. J. and Machan. T. R. (2007). *Political Philosophy*, New Delhi: Pearson Education.
- Taylor, P. and Groom, A.J.R. (eds.) (2000). *The United Nations at the millennium*, London: Continuum.
- Taylor, P. and Groom, A.J.R. (eds.) (2000). *The United Nations at the millennium*, London: Continuum.
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- Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan.
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- Zed Book. Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.

Paper V : Project / Assignments

Credits : 4

TIBETAN HISTORY

རིམ་གསུམ་ཡི་མཁོ་རྩེ་དཔེ།

Paper III

Credits: 2

Project & Project

གོང་གསལ་ལ་སྤོབ་ཚུན་དང་འབྲེལ་བའི་བརྗོད་གཞི་གང་རུང་བཞི་གར་རྩོམ་གསུང་གི་རྒྱུ་དེད། རྩོམ་གསུང་གི་འབྲེལ་བའི་རྒྱུ་གཞི་ལ་རྩམས་པའི་དཔེ་དེད། རྩོམ་གསུང་གི་འབྲེལ་བའི་ལན་འདྲེན་བས།

SEMESTER-VI

Paper I

Credits: 2

དུས་རབས་བརྒྱུ་བ་དུན་པ་ཚུན་བོད་དང་ཕྱི་རྒྱལ་ལ་འབྲེལ་བའི་ཆ་ལ་སྤོབ་ཚུན་དང་འབྲེལ་བའི་དཔེ་དེད། དུས་ལ་གཉིས་པ། བོད་རྒྱལ་དང་འབྲེལ་བའི་རྒྱུ་གཞི་ལ་སྤོབ་ཚུན་དང་འབྲེལ་བའི་ལན་འདྲེན་བས། (History of Modern Tibet (Part II))

༡༩༢༠ དང་ ༡༩༢༣ ལོར་རྒྱལ་ཁོངས་ལ་ཞུགས་པའི་བོད་ལྗོངས་ལ་འབྲེལ་བའི་ལན་འདྲེན་བས།

SEMESTER - VIII

Paper I

Credit: 3

ལྷ་རྒྱལ་ཡ་བ་སྐུ་ཕྱེ་ང་བཅོ་བཞེ་པ་ཆེ་ན་པ་འོ་སྐབས་དང་། དགའ་ལྷ་ན་ཕོ་བ་
བྲུང་གི་སྐྱོན་དབང་མཇུག་འདྲེ་ལ་བ། རུ་མ་པ་དང་པོ་ (14th Dalai Lama and End
of Gaden Phodrang Rule (Part I)

སྐུ་ཕྱེ་ང་བཅོ་བཞེ་པ་ཆེ་ན་པ་འོ་ཡང་སྐྱོན་དང་སྐྱོན་འདྲེ་ན་
དང་། རྒྱལ་ཆོབ་ར་སྐྱུ་ག་སོགས་འབོད་ཀྱི་དབང་འཛིན་མི་སྐྱེ་ཆེ་ལག་བར་
གཞི་རྩུ་ག་ཟེང་། ལུང་གི་གཞི་སྐྱེ་དུ་ཕྱོགས་ཀྱི་ན་འདུ་ས་ཆོགས་པ་དང་
དེ་འོ་ན་མི་གས་ཡུལ། ༡༩༥༦ ཡས་མས་ནས་དབྱིན་གཞུང་དང་། རྒྱལ་གས་གཞུང་
གསར་པ་དང་འབྲེ་ལ་བ། ༡༩༥༧ ལོ་འབོད་ཀྱི་ཆོང་འབྲེ་ལ་སྐུ་ཆོབ།

སྐབས་ཆེན་ཀྱི་གཞི་བ།

- ༡ | རྒྱ་སྐབས་འབོད་ཀྱི་སྐྱོན་དོན་རྒྱལ་ཡ་རབས།
- ༢ | ཆབ་སྲུང་ལ་ཆེ་ལབ་རྒྱ་ཕྱོགས་ཀྱི་འབོད་ཀྱི་ལོ་རྒྱུས་རགས་
རིས་གཞུང་ལོ་ཕྱེ་ང་བ།

H.E. Richardson. Tibet & its History.
Melvyn C. Goldstein. A History of Modern Tibet, 1913-1951.

Paper II

Credits: 3

ལྷ་རྒྱལ་ཡ་བ་སྐུ་ཕྱེ་ང་བཅོ་བཞེ་པ་ཆེ་ན་པ་འོ་སྐབས་དང་། དགའ་ལྷ་ན་ཕོ་བ་
བྲུང་གི་སྐྱོན་དབང་མཇུག་འདྲེ་ལ་བ། རུ་མ་པ་གཉིས་པ། (14th Dalai Lama and
End of Gaden Phodrang Rule (Part II)

༡༩༥༠ ལོ་རྒྱུ་རྒྱ་གཞུང་འབྲུན་པ་འོ་སྐབས་འབོད་ཀྱི་འབྲུན་པ་དང་། སྐུ་
ཕྱེ་ང་བཅོ་བཞེ་པ་འོ་ལུགས་གཉིས་ཐུགས་འགན་བཞེ་ས་པ། ༡༩༥༠ ལོ་རྒྱུ་མཉམ་
འབྲེ་ལ་རྒྱལ་ཆོགས་སུ་འབོད་པོ་ན་སྐྱེ་ན་ཞུ། ༡༩༥༡ ལོ་རྒྱུ་འབོད་པ་གྲོ་ས་
མོ་ལ་དོན་ཆེན་བཅོ་བཞེ་པ་འོ་ལུགས་པ། ༡༩༥༢ རྒྱལ་དཀར་ནག་བར་གཞི་ཆེང་ས་ཡིག་
རྒྱལ་དམག་དང་དཔོན་རིགས་མི་སྐྱེ་ལྟ་སར་འབྲུན་པ་དང་བསྐྱེན་པོ་དཀྱི་
སྐྱོན་དབང་རྒྱལ་ལག་རྒྱུ་ལོ་རྒྱུ་བ། ༡༩༥༢ ལོ་འོ་རྒྱུ་ན་ལང་དང་ལྷོ་ལོ་ས་
མཆོག་གི་ས་གཙོ་ས་བོད་མི་རྒྱལ་གས་རྒྱུ་བཅོན་པ་ལོ་ལྷོ་ལོ་རྒྱུ་ལོ་རྒྱུ་

སྐབས་ཆེན་ཀྱི་གཞི་བ།

༡ | རྒྱ་སྐད་ཀྱི་བུ་ཕུང་ལོ་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས།

༢ | རྒྱ་སྐད་ཀྱི་ལོ་ལྟར་བུ་ཕུང་ལོ་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས།

H.E. Richardson. Tibet & its History.

Melvyn C. Goldstein. A History of Modern Tibet, 1913-1951.

Freedom in Exile: The autobiography of the Dalai Lama of Tibet.

Paper III

Credits: 3

ལྷན་ཁུངས་ལས་ལྷན་བཞུགས་པའི་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས།
བུ་ཕུང་ལོ་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས། (14th Dalai Lama and
End of Gaden Phodrang Rule (Part III)

བོད་ཀྱི་ལོ་ལྟར་བུ་ཕུང་ལོ་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས།
མི་འདོད་སྤྱོད་པའི་རྒྱ་སྐད་ཀྱི་ལོ་ལྟར་བུ་ཕུང་ལོ་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས།
བོད་ཀྱི་མི་འདོད་སྤྱོད་པའི་རྒྱ་སྐད་ཀྱི་ལོ་ལྟར་བུ་ཕུང་ལོ་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས།
ལྷན་ཁུངས་ལས་ལྷན་བཞུགས་པའི་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས།
ལྷན་ཁུངས་ལས་ལྷན་བཞུགས་པའི་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས།
མི་འདོད་སྤྱོད་པའི་རྒྱ་སྐད་ཀྱི་ལོ་ལྟར་བུ་ཕུང་ལོ་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས།
ལྷན་ཁུངས་ལས་ལྷན་བཞུགས་པའི་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས།
ལྷན་ཁུངས་ལས་ལྷན་བཞུགས་པའི་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས།
ལྷན་ཁུངས་ལས་ལྷན་བཞུགས་པའི་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས།

སྤྱོད་པའི་རྒྱ་སྐད་ཀྱི་ལོ་ལྟར་བུ་ཕུང་ལོ་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས།

༡ | རྒྱ་སྐད་ཀྱི་བུ་ཕུང་ལོ་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས།

Tibetans in Exile (1959-1980) compiled and published by Information Office of the H.H.The Dalai Lama.

Freedom in Exile: The autobiography of the Dalai Lama of Tibet.

༡༩༨༠ རྒྱ་སྐད་ཀྱི་བུ་ཕུང་ལོ་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས།
ལྷན་ཁུངས་ལས་ལྷན་བཞུགས་པའི་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས།

བོད་ཀྱི་ལོ་ལྟར་བུ་ཕུང་ལོ་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས།
ལྷན་ཁུངས་ལས་ལྷན་བཞུགས་པའི་བོད་རྒྱ་ལྷོ་གྲོ་མོ་སྐྱོད་པ་རྒྱ་ལྷོ་ལྷན་ཁུངས་ལས་ལྷན་བཞུགས།

(B) Assignment & Project

མང་མོས་འོས་འདེམས་འབྲས་པའི་འགྲུབ་ལྗོན་ལྟེང་པ་བསྐྱོར་འདེམས་དང་།
ལྷག་དང་མཚོགས་གིས་བོད་ཀྱི་འཆད་སྤྱོད་ཀྱི་ཐུགས་འགན་མཚོས་འཇོག་
གནང་སྐབས་འོས་འདེམས་འཇོག་སྐབས་ཀྱི་མཚོན་ཉམས་ལྟར་། མང་མོས་ཐག་གཅོད་
འོས་བསྐྱོར་འབྲས་པ་བཅས་ཀྱི་སྐོར་སྐབས་དེའི་གསར་ཤོག་དང་། དུས་དེ་བ་
ལག་ནང་འཇོག་གནས་ཚུལ་བསྐྱར་ཐོན་ཐོག་གི་འབྲུག་འཇོག་ལྟར་འཇོག་སྤྱོད་ལྟར་།