

**M.D.U., ROHTAK  
W.E.F.2018-19**

**A) Open Elective Courses**

Students of all PG programmes under CBCS (w.e.f. 2018-19) are required to study one open elective course in each of the 2<sup>nd</sup> and 3<sup>rd</sup> Semesters for 2-Years Programmes and in each of the 4<sup>th</sup> and 5<sup>th</sup> semesters for 3-Years Programmes. They may choose any one of the following courses (excluding the courses offered by the departments of their own subjects, if not stated otherwise).

**Open Elective Courses of 3<sup>rd</sup> Semester:-**

Sr. No.	Nomenclature of the course	Course Code	Offered by the Department
1.	Computer Aided Drug Design	16BINO2	Bioinformatics
2.	Principles and Applications of Agriculture Biotechnology-II	16CBTO2	Biotechnology
3.	Principles and Applications of Biotechnology-II	16CBTO4	Biotechnology
4.	Human Health & Nutritional Disorders	16BCHO2	Bio-Chemistry
5.	Plants: Source of Food and Health	17BOTO2	Botany
6.	Fundamental of Income Tax	16COMO1	Commerce
7.	Study of War	16DSS22OE2	Defence & Strategic Studies
8.	Principles of Economics	16ECOO2	Economics
9.	Trends and Concerns of Teacher Education	16EDUO2	Education
10.	Indian Literature in Translation - II	18ENGO2	English
11.	Disaster Management	16ENVO2	Environmental Science
12.	Food Fundamentals	16FTEO2	Food Technology
13.	Forensic Science	16GENO2	Genetics
14.	Introduction of Geography	17GEOO1	Geography
15.	Sources of Geographical Data	17 GEOO2	Geography
16.	Bhartiya Sahitya	16HNDO1	Hindi
17.	Survey of Sources of Indian History	16HISO2	History
18.	Housekeeping & Interior Design	18MHMCTO2	IHTM
19.	Fundamentals of Marketing	16IMSO2	IMSAR
20.	New Media	18JRMO2	Journalism
21.	Constitutional Law	16LAWO2	Law
22.	Information Sources and Literacy	16LISO2	Library & Information Science
23.	Statistical Tools using SPSS	16MATO3	Mathematics
24.	MATLAB	16MATO4	Mathematics
25.	Principles of Medical Biotechnology II	16MBTO2	Medical Biotechnology
26.	Microbes for health and wealth	18MCBO2	Microbiology
27.	Sources of Energy-II	16PHYO2	Physics

28.	Environment Protection Administration	16PUBO2	Public Administration
29.	Natural and Manmade Disaster	16POLO2	Political Science
30.	Ancient Indian Ethics	18SKTO2	Sanskrit
31.	Indian Society	16SOCO2	Sociology
32.	Optimization Techniques	16STAO3	Statistics
33.	Wild Life and Conservation	16ZOOO2	Zoology

**CENTRE FOR BIOINFORMATICS  
M. D. UNIVERSITY, ROHTAK**

**CBCS-SCHEME OF EXAMINATION (M.Sc. -Bioinformatics)-2016-17 onwards**

**Course Title: Computer Aided Drug Design**

**Credit: 3 0 0**

**Course Code: 16BINO2**

**MM. Th 80+ IA 20**

**Time: 3 Hours**

Note: In all 7 questions are to be set, Question No. 1 is compulsory and to be set covering entire Syllabus. 6 questions will be set with two questions from each unit. Students are required to attempt one compulsory question and 4 other questions, *i.e.*, selecting atleast one from each unit.

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**UNIT I**

Introduction to pharmacogenomics and pharmagenetics, clinical trials in pharmagenomics, polymorphism of CYP450 enzymes affecting drug response, role of SNP in pharmacogenomics, The multi Drug Resistance proteins: drug carriers affecting drug response.

**UNIT II**

Basis of Drug Pharmacokinetics and Pharmacodynamics, molecular descriptors, QSAR methodologies 3D QSAR. Structure based drug designing, Ligand based drug designing, Different docking methodologies, success stories in docking.

**UNIT III**

Pharmacophore modeling, Pharmacophore generation- (Hiphop and HypoGen theories). Combinatorial libraries, High thoughtput screening, Virtual screening, Lipinski's rule of five and its applications. Chemoinformatics: Introduction, Chemical Database( ACD,MDDR and WDI), Application of Chemoinformatics in CADD.

**Course Code No. 16CBTO2**

**NOTE:** There shall be seven questions in total. Question No.1 will be compulsory (short answer type) covering the entire syllabus and remaining six questions will be set two from each unit. Students are required to attempt four questions in all by selecting at least one from each unit.

**Theory**

**UNIT I**

Gene Cloning and DNA Analysis in Agriculture: Methods in Molecular Cloning, Transformation of DNA: Chemical method and Electroporation; Gene delivery: Microinjection, eletroporation, biolistic method (gene gun), liposome and virus mediated gene delivery, *Agrobacterium* mediated gene delivery.

**UNIT II**

Development of transgenics for abiotic & biotic stress tolerance, Plants that make their own insecticides - The  $\delta$ -endotoxins of *Bacillus thuringiensis*, Herbicide resistant crops (roundup ready crops), Gene subtraction: RNA silencing, CRISPER technology.

**UNIT III**

Genetically modified Crops: safety, risks and public concerns: GM foods-merits and demerits, Safety tests on commercial GM crops (GM maize, GM potatoes, GM rice, GM cotton, peas), Allergenicity studies, Public concerns-global scenario, Consumer's attitude towards GM foods, GM foods: issues with respect to India. Traceability of GMOs in the food production chain, Environmental and Safety concerns with selectable markers, The terminator technology, The possibility of harmful effects on the environment and humans.

**Suggested readings:**

1. Hou CT, Shaw JF (2009) Biocatalysis and agricultural biotechnology, CRC Press, USA
2. Brown, TA (2010) Gene Cloning and DNA Analysis: An Introduction, Sixth Edition. A John Wiley & Sons, Ltd., Publication, Germany.
3. Bhojwani SS, Soh WY (2005) Agro biotechnology and plant tissue culture, Oxford Press.
4. Clark DP, Pazdernik NJ (2009) Biotechnology: Applying the Genetic Revolution. Elsevier Academic Press, USA.
5. Primrose SB, Twyman RM (2006) Principles of Gene Manipulation and Genomics, 7<sup>th</sup> Edition. Blackwell Publishing, Oxford, U.K.
6. Kumar HD (2005) Agricultural biotechnology, Daya Publ House, India
7. Newbury HJ (2009) Plant molecular breeding, John Wiley and Sons., USA.
8. Kumar A, Shekhawat NS (2009) Plant tissue culture and molecular markers: their role in improving crop productivity (IK International)
9. Das HK (2010) Biotechnology, 4<sup>th</sup> Edition, Wiley India Pvt. Limited, India
10. Bawa AS and Kumar A (2013) Genetically modified foods: safety, risks and public concerns. J Food Sci Technol. 50(6): 1035–1046.

**CourseCode No. 16CBTO4**

**NOTE:** There shall be seven questions in total. Question No.1 will be compulsory (short answer type) covering the entire syllabus and remaining six questions will be set two from each unit. Students are required to attempt four questions in all by selecting at least one from each unit.

**UNIT I**

Production of proteins from cloned genes: Cloning vectors and expression vectors, primer designing, open reading frame (ORF) and DNA Restriction pattern analysis, *E. coli* expression vectors, criteria for choosing different vectors, importance of different *E. coli* strains for expression, optimization of expression of recombinant proteins in *E. coli*, Codon optimization.

**UNIT II**

General problems with the production of recombinant proteins in *E. coli*, Dealing with insoluble proteins, Recombinant protein production in Eukaryotic cells. Processing, purification and characterization of recombinant proteins. Applications of recombinant protein production.

**UNIT III**

Study of Genomes: Genome annotation, identifying the genes in a genome sequence, determining the function of an unknown gene. Study of gene expression and regulation: identification of gene transcript, identifying protein binding sites on a DNA molecule: methods to study DNA protein interactions. Identification of promotor and control sequences, Analysing and comparing transcriptome, *in vitro* transcription, studying and comparing proteome: 2DE, MudPIT, LC-MS. Protein-Protein interactions (PPIs).

**Suggested readings:**

6. Brown, TA (2010) Gene Cloning and DNA Analysis: An Introduction, Sixth Edition. A John Wiley & Sons, Ltd., Publication, Germany.
7. Clark DP, Pazdernik NJ (2009) Biotechnology: Applying the Genetic Revolution. Elsevier Academic Press, USA.
8. Primrose SB, Twyman RM (2006) Principles of Gene Manipulation and Genomics, 7<sup>th</sup> Edition. Blackwell Publishing, Oxford, U.K.
9. Wiley JM, Sherwood LM, Woolveron CJ (2008) Prescott, Harley and Klein's Microbiology. McGraw Hill Higher Education.
10. Primrose SB and Twyman RM (2008) Genomics: Applications in human biology. Blackwell Publishing, Oxford, U.K.

## 16BCHO2 :Human Health and Nutritional Disorders

**Note:** Question 1 will be compulsory and will cover the entire syllabus in the form of short questions. Question 2 to 7 will include two questions from each unit and candidate will have to attempt one question from each unit. Overall, four questions to be attempted. All questions to carry equal marks i.e. 20.

**MM. Th 80+IA 20**

### Unit I

*Food Physiology:* Concept of balanced diet and energy content of foods; Basal and resting metabolism- influencing factors, Absorption of carbohydrates, lipids, proteins, nucleic acids, minerals and vitamins.

*Common metabolic disorders:* Diabetes mellitus, disorders of HDL-cholesterol, LDL-cholesterol, triglycerides, phenylketonuria, albinism.

*Antioxidants:* Free radicals: definition, formation in biological Systems. Natural anti-oxidants, defense against free radicals. Role of free radicals and antioxidants in health and disease.

### Unit II

*Vitamins:* Dietary sources, biochemical functions and specific deficiency diseases associated with fat and water soluble vitamins; Hypervitaminosis symptoms of fat-soluble vitamins.

*Minerals:* Dietary sources and deficiency disorders of dietary calcium, phosphorus, magnesium, iron, iodine, zinc and copper.

*Malnutrition and blood disorders:* Etiology, clinical features, metabolic disorders and management of Marasmus and Kwashiorkor, Nutritional anemia - vitamin B<sub>12</sub>, folate and iron deficiency anemia; hemoglobinopathies and thalassemias.

### Unit III

*Obesity:* Definition, classification and biochemical basis; Genetic and environmental factors leading to obesity; Obesity related diseases and management of obesity.

*Cardiovascular disease:* Diseases of Liver, Gall bladder & Pancreas-Hepatitis, (A, B, and C), alcoholic liver disease, Gall stones, pancreatitis, Prevention and dietary management.

Clinical significance of aspartate aminotransferase, alanine aminotransferase, lactate dehydrogenase, amylase, lipase and trypsin. Diagnosis of jaundice and clinical importance of bilirubin.

**Suggested Readings for 16BCHO2: Human Health and Nutritional Disorders:**

1. Textbook of Medical Biochemistry **By** MN Chatterjea and Rana Shinde, Jaypee Brothers.
2. Review of Medical Physiology (Lange Basic Science) (Paperback) **By** William F. Ganong. Publisher: McGraw-Hill Medical
3. Clinical Biochemistry **By** Richard Luxton. Scion Publishing Ltd.
4. Principles of Medical Biochemistry: With STUDENT CONSULT Online Access (Paperback) **By** Gerhard Meisenberg and William H. Simmons. Publisher: Mosby.
5. Essentials of Food and Nutrition Vol I & II, **By** M. Swaminathan. Bangalore Printing and Publishing Co. Ltd.
6. Modern Nutrition in Health and Diseases, **By** Maurice E Shils and Vernon Robert Young, 7<sup>th</sup> Ed., Pub: Lea &Febiger.
7. Handbook of Nutrition and Food 2<sup>nd</sup> Ed., **By** Carolyn Berdanier, Johanna Dwyer and Elaine Feldman, CRC Press
8. Nutritional Biochemistry (Hardcover) **By** Tom Brody. Academic Press.
9. Nutritional Biochemistry (Paperback) **By** S Ramakrishnan and S. Venkat Rao. TR Publications
10. Nutritional Biochemistry and Metabolism: With Clinical Applications (Hardcover) **By** Maria C. Linder. Publisher: Appelton and Lange

**DEPARTMENT OF BOTANY  
OPEN ELECTIVE**

**M. Sc. Botany  
(Semester-III)**

**Paper Code: 17BOTO2**

**Title of Paper: Plants: Source of Food and Health**

**Max. Marks:80**

**Internal Assessment: 20**

**Time: 3 hrs.**

Note: The examiner is required to set even questions in all. Question No. 1 will be compulsory and short answer type covering the entire syllabus. The remaining six questions will be set with two questions from each unit. The candidate will be required to attempt four questions - Question 1 and three more questions selecting one from each unit.

**Unit- I**

Agriculture: origin, history, world centres of primary diversity of domesticated plants, shifting cultivation and consequential damage to forest ecosystem, benefits and adverse consequences of green revolution, emerging problems of agriculture sector of India and their possible solutions, concept of organic farming and sustainable agriculture

**Unit- II**

Horticulture: scope, classification and importance; Important commercial horticultural crops of India and Haryana, some underutilized fruits and vegetables of Haryana, Home gardening and their relevance in present time, Factors affecting horticulture in India, Issues in post harvest management of fruits and vegetables in India, National Horticultural mission

**Unit- III**

Medicinal Plant: Diversity and distribution, General account of local plants of medicinal importance, Drugs developed from traditional medicines, Bioprospection and biopiracy of medicinal plants, Indian initiatives for promoting the use of medicinal plants, Factors affecting medicinal plants diversity, conservation and management



**(Open Elective Paper)**  
**Fundamentals of Income Tax**  
**Paper Code: 16COMO1**

**Maximum Marks: 100**

**Credits: 3:0:0**

**Time Allowed: 3 Hours**

**Theory Marks: 80**

**Internal Assessment Marks: 20**

**Note:** The examiner shall set nine questions in all covering the whole syllabus. Question No.1 will be compulsory covering all the units and shall carry 8 small questions of equal marks. The rest of the eight questions will be set from all the four units. The examiner will set two questions from each unit out of which the candidate shall attempt four questions selecting one question from each unit. All questions shall carry equal marks.

**Unit-I**

Introduction: Meaning of tax, scope, objectives, importance, Important terms-assessee, person, previous year, assessment year, income, gross total income, total/taxable income, casual income, agriculture income, company, tax evasion, tax avoidance, tax planning, tax management.

**Unit-II**

Determination of residential status and incidence of tax with reference to residential status of an individual; exempted incomes of an individual

**Unit-III**

Income from various heads (basic introduction only), clubbing of incomes, set off and carry forward of losses, Computation of gross total income and taxable income.

**Unit-IV**

Computation of tax liability of an individual; filling and filing of Income Tax Returns (ITR-I & II only).

Note:

1. The objective of this paper is to make the students familiar with the mechanism of Income Tax Law
2. The examiner is not required to ask the students to calculate income from various heads of an individual. The examiner is also required to give computed incomes from different heads in the question paper.
3. The actual amount of allowed deductions with section must be given clearly in the question.

**Suggested Readings:**

1. *Direct Taxes law & Practice – Dr. H.C.Mehrotra & Dr. S.P. Goyal, Sahitya Bhawan Publications, Agra.*
2. *Direct Taxes & Practice – Dr. V.K. Singhanian Taxmann Publication.*
3. *Direct Taxes law & Practice – Dr. Bhagwati Prasad – Wishwa Prakashan, N.Delhi.*
4. *Simplified Approach to income Tax: Dr. Girish ahuja & Dr. Ravi Gupta – Sahitya Bhawan Publishes & Distributors, Agra.*

**SEMESTER-III**  
**PAPER CODE-16DSS22OE2**

**STUDY OF WAR**

**Credits: 3:0:0**  
**Time Allowed: 3 Hours**

**Maximum Marks: 100**  
**Theory Marks: 80**  
**Internal Assessment Marks: 20**

**INSTRUCTION FOR THE PAPER SETTERS**

The Question Paper will consist of five units: I, II, III, IV and V. Unit-V will be compulsory. The first Four Units will consist two questions each from the respective unit and each question will carry 16 marks. Unit V of the question paper will consist Eight short answer type questions, without any internal choice and will cover the entire syllabus uniformly. Each short answer type question will carry Two marks. The Question Paper should be set strictly according to the syllabus. Separate marks for each question should be indicated in the question paper.

**UNIT-I**

1. Nature of War:-
  - a) Definition, Scope and Causes
  - b) Evolution of War: - Feudal, Dynastic, Peoples and Modern War
  - c) Cold War: - Definition, Concept, Historical Evolution

**UNIT-II**

2.
  - a) Principal of War
  - b) Feature of Modern Warfare
  - c) Future of War

**UNIT-III**

3. Strategy, Tactics and Logistics:-
  - a) Definition of Grand Strategy, Strategy and Tactics
  - b) Distinction between Grand Strategy, Strategy and Tactics.
  - c) Types of Strategy – Strategy of Indirect Approach, Strategy of Annihilation and Strategy of Exhaustion

**UNIT-IV**

4.
  - a) Origin and Causes of World War-I
  - b) Origin and Causes of World War-II
  - c) Indo-Pak War-1971: Origin and Causes

**Recommended Books:-**

1. Howard, Micheal, "Theory and Practice of War".
2. Howard, Micheal, "The Causes of War".
3. Bernard Black, L., "War its Causes".
4. Wright, Quincy, "A Study of War, University of Chicago Press, Chicago, USA. 1965.
5. Brodie, Bernard, "Strategy in the Missile age".
6. Pees David, "Korea the Limited War".
7. Carlvon Clasewitz (ed), "Principles of War", Army Publishers, Delhi-6, 1968.
8. Lt. Gen. K.K. Nanda, "Indo-Pak War-1971" (Hindi), Parbhat Publications, Asaf Ali Road, New Delhi.

### Semester-III

#### 16ECO02- Principles of Economics (Open Elective Paper)

Max. Marks: 100  
Time: 3 Hrs.

Written Exam:80  
Internal Assessment: 20

#### Unit -1

Why study economics? The scope and method of economics; scarcity and choice; questions of what, how and for whom to produce and how to distribute output.

#### Unit-II

Indian Economy on the eve of Independence, British rule and its impact on Indian Economy, Emergence and development of Planning exercise in India – historical debates.

#### Unit-III

Trends and patterns in structure of population over time – growth rate, gender, rural-urban, literacy, regional; Structure and trends of Poverty and Inequality (interpersonal and regional); Inflation – trends, structure and causes; Unemployment – trends, structure and types.

#### Unit-IV

Trends in Agricultural Production and Productivity; Land Reforms – Genesis, Progress and current status; Green Revolution – Measures and its effects. Trends and Patterns of Industrial Sector; Changes in the structure of Indian Industry.

#### Note:

(A) Nine questions would be set in all.

(B) Question No. 1 based on the entire syllabus, would be compulsory. It would contain eight short answer questions of two marks each.

(C) There would be two questions (16 marks each) from each of four units.

(D) Candidates would be required to attend five questions ( one compulsory and selecting one from each unit.)

#### Reading List:

- D.N. Divedi: Principles of Economics, 2<sup>nd</sup> Edition, Vikas Publication House.
- R Dutta and K P M Sundaram: Indian Economy, S Chand A.N.Agarwal: Indian Economy, Problems of Development and Planning, New Age.
- Mishra and Puri: Indian Economy, Himalaya.
- Planning Commission: Twelfth Five Year Plan, Vol I, II and III, Academic Foundation.
- Government of India: Economic Survey (latest issue)

**M.Ed. (2016-18)**

**16 EDU02**  
**OPEN ELECTIVE - II (TRENDS AND CONCERNS OF TEACHER EDUCATION)**

**Time: 3 Hours**  
**Credits: 3**

**Max. Marks: 100**  
**(Theory: 80, Internal: 20)**

**NOTE FOR PAPER SETTER**

Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions

Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

All questions carry equal marks

**COURSE OBJECTIVES:**

After completing the course, the students will be able to:

Develop an idea about the structure of secondary education in India.

Understand the recommendations of different education commissions regarding secondary & Senior Secondary education commissions.

Acquaint the students with the need, scope and purpose of educational management in terms of national needs.

make aware of the importance of making right choices in life, education, vocation etc.

develop and promote understanding of basic principles, areas, importance of guidance and counseling.

make students conversant with the practices of guidance and vocational choices.

understand the concept of teacher education along with its need and scope

understand the objectives of teacher education at elementary, secondary and higher education

develop understanding about the structure, curriculum and modes of pre- service teacher education and needs of innovation in pre-service teacher education programmes describe the need, concept and scope of teacher education and historical development with special emphasis on different documents.

develop in students an understanding of the concept and philosophy of inclusive education in different contexts

develop in students an understanding of the nature and types of diverse learners

enable students to analyze the trends and issues in inclusive education

## COURSE CONTENTS

### UNIT- I

#### **Introduction to Secondary & Senior Secondary Education**

Meaning, Aims & Objectives of Secondary & Senior Secondary Education

Secondary Education in India- Historical perspectives, pre & post Independence

Recommendations of various committees and commissions: Secondary Education Commission, Kothari Commission, Programme of Action 1992, NPE 1986, Ramamurti Review Committee, Janardhan Reddy Committee, Yashpal Committee, RMSA & NCF-2005

#### **Educational Management**

Meaning, Concept & need for Educational Management at Secondary to Senior Secondary School Level

Management at Nation: MHRD, CABE, NCERT

### UNIT – II

#### **Introduction to Guidance**

Guidance Movement in India: Pre & Post Independence.

Concept, Principles & Functions of Guidance.

Types of Guidance: Educational, Vocational, Social & Personal Guidance.

Group Guidance: Meaning, Objectives, Characteristics, Advantages, Problems, Principles & Techniques.

Contemporary Models of Guidance; Mathewson Model, Sholen's Model, Chapman Model & Hoyt's Model.

#### **Introduction to Counseling**

Concept, Principles, Techniques & Procedure of Counselling.

Approaches of Counseling: Directive, Non-Directive, Eclectic Counselling.

Theories of Counseling: Freud's Psychoanalytic, Behaviouristic, Gestalt

Skills of Counseling: Building Trust, Listening, Observation & Empathy

Counselor: Characteristics, Functions & Ethics

### **UNIT-III**

#### **Teacher Education Introduction to Teacher Education**

Concept, Need and Scope of Teacher Education.

Historical Development of Teacher Education

Aims and Objectives of Teacher Education at:

- i) Elementary Level.
- ii) Secondary Level.
- iii) Higher Level.

Pre- Service Teacher Education: Concept, Nature, Objectives and Scope.

In-service Teacher Education; concept, Need, Objectives and areas of Professional development.

Quality Assurance in Teacher Education

## UNIT – IV

### **Inclusive Education for Children with Diverse needs**

#### **a) Introduction to Inclusive Education:** Definition, concept and importance of Inclusive Education.

Concept of Access, Equity, Diversity, Human Rights & Social Justice.

Readiness of School, Principles and Models of Inclusion

#### **b) Children with Diverse Needs**

Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, under-achievers, slow learners and other marginal groups.

#### **Suggested Readings:**

- Aggarwal, J.C. (2008). Education in the Emerging Indian Society. Delhi: Shipra Publication.
- Chauhan, S. (2012). Educational Management. New Delhi: Pearson Publication.
- Sharma, R.A.(2009). Educational Administration & Management. Meerut:R Lal Book Depot.
- Vashist, S.R. (2008). Educational Administration in India. New Delhi:Anmol Publication Pvt. Ltd.
- Aggarwal, R. (2010). Elementary Guidance and Counselling , New Delhi: Shipra Publication.
- Bala, Rajni.(2007). Guidance and Counselling: Modern Review, New Delhi: Afa Publication.
- Chandra, R.(2009). Career information and Guidance and Counselling, Delhi:Isha Books.
- Gibson, R. L. & Mitchell, M. (2008). Introduction Counselling and Guidance, New Delhi: PHI Learning Pvt. Ltd.
- Kottler, J. A. & Shepard, D. S.(2008). Counselling Theories & Practices, Cenage Learning: 1st Edition.
- Rao, S N.(2006). Counselling and Guidance ,Delhi :McGraw hill Publication.
- Rao, S. N.& Hari, H. S.(2004). Guidance and Counselling,New Delhi:Discovery Pub. House.
- Saxena, A. (2006). Organization of Guidance Service ,Delhi: Rajat Publications.
- Shrivastava, K.K. (2003). Principles of Guidance & Counselling , New Delhi : Kanishka Publishers.
- Singh, R. (2002). Educational & Vocational Guidance , New Delhi : Commonwealth Publishers
- Yadav, R.H. (2012). Guidance & Counselling , New Delhi: APH Publishing Corporation
- National Curriculum Framework for Teacher Education; Towards Preparing Professional and Humane Teachers, (2009) NCTE. New Delhi.
- Mangla, S. (2000). Teacher Education: Trends and Strategies. New Delhi : Radha Publishing.
- MHRD (1986). National Policy of Education and Program of Action. New Delhi, Govt. of India.
- MHRD (1992). Program of Action. New Delhi, Department of Education, Govt. of India.
- Govt. of India (1992). Report of C.A.B.E... New Delhi: Committee Department of Education.
- Kohli, V.K. (1992). Teacher Education in India, Ambala: Vivek Publishers.
- N.I.E.P.A. (1984). Report on Status of Teachers, New Delhi.
- Sharma, R.A. (2005). Teacher Education, Meerut: Loyal Book Depot.

- Udyaveer (2006). Modern Teacher Training, New Delhi: Anmol Publications
- Ahuja. A; Jangira, N.K. (2002). Effective Teacher Training; Cooperative Learning Based Approach. New Delhi National Publishing house.
- Bartlett, L. D. and Weisentein, G. R. (2003). Successful Inclusion on for Educational Leaders . New Jersey: Prentice Hall.
- Daniels, H. (1999). Inclusive Education. London: Koegan.
- Gore, M. C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Corwin Press: Sage Publications.
- Hegarty, S. & Alur, M. (2002). Education of Children with Special Needs : from Segregation to Inclusion, Corwin Press: Sage Publishers.
- Jha, M. M. (2002). School without Walls: Inclusive Education for All. Oxford: Heinemann Education.
- Karten, T. J. (2007). More Inclusion Strategies that Work . Corwin Press, Sage Publications.
- Panda, K. C. (1997). Education of Exceptional Children. New Delhi: Vikas Publications.
- Rayner, S. (2007). Managing Special and Inclusive Education , Sage Publications.
- Sharma P.L (2003). Planning Inclusive Education in Small Schools, R.I.E. Mysore





**The paper-setter will mention Units.**

**Suggested Reading**

Agarwal, Purushotam. *Kabir: Sakhi aur Shabad*.

Hess, Linda. *The Bijak of Kabir*.

Kothari, Rita. *Translating India*.

Kumar, Nand. *Indian English Drama: A Study in Myth*.

Myles, Anita. *Contemporary Indian English Drama: An Overview*.

Prasoon, Shrikant. *Knowing Sant Kabir*.

Vaudeville, Charlotte. *A Weaver Named Kabir: Selected Verses, with a Detailed*.

Biographical and Historical Introduction (French Studies in South Asian Culture and Society)

Wadikar, Shailaja B. *Vijay Tendulkar A Pioneer Playwright*.

**Semester –III  
Open Elective**

**16ENVO2: Disaster Management  
MM. Th 80+IA 20**

Time : 3 Hours.

**Note:** 1. Seven questions will be set in all.

2. Question No. 1 will be objective covering the entire syllabus & compulsory. The remaining six questions will be set with two questions from each unit. The candidate will be required to attempt five in total, Question I and four by selecting at least one from each unit.

### UNIT- I

**Disaster-** Causes and phases of disaster, Rapid onset and slow onset disasters. Nature and responses to geo-hazards, trends in climatology, meteorology and hydrology. Seismic activities. Changes in Coastal zone, coastal erosion, beach protection. Coastal erosion due to natural and manmade structures.

### UNIT- II

**Floods and Cyclones:** causes of flooding, Hazards associated with flooding. Flood forecasting. Flood management, Integrated Flood Management and Information System (IFMIS), Flood control. Water related hazards- Structure and nature of tropical cyclone, Tsunamis – causes and physical characteristics, mitigation of risks.

### UNIT- III

**Earthquakes:** Causes and characteristics of ground-motion, earthquake scales, magnitude and intensity, earthquake hazards and risks, Volcanic land forms, eruptions, early warning from satellites, risk mitigation and training, Landslides.

**Mitigation efforts:** UN draft resolution on Strengthening of Coordination of Humanitarian Emergency Assistance, International Decade for Natural Disaster Reduction (IDNDR), Policy for disaster reduction, problems of financing and insurance.

### Reference Books:

1. Bolt, B.A. Earthquakes , W. H. Freeman and Company, New York. 1988
2. Carter, N,W. Disaster Management: A Disaster Manager's Hand Book, Asian Development Bank, Manila. 1992
3. Gautam Ashutosh. Earthquake: A Natural Disaster, Ashok Publishing House, New Delhi. 1994
4. Sahni, P.and Malagola M. (Eds.).Disaster Risk Reduction in South Asia, Prentice-Hall of India, New Delhi. 2003.
5. Sharma, V.K. (Ed.). Disaster Management, IIPA, New Delhi. 1995.
6. Singh T. Disaster management Approaches and Strategies, Akansha Publishing House, New Delhi. 2006
7. Sinha, D. K. Towards Basics of Natural Disaster Reduction, Research Book Centre, New Delhi. 2006
8. Smith, K. Environmental Health, Assessing Risk and Reduction Disaster, 3rd Edition, Routledge, London. 2001 21

17FTEO2

## Food Fundamentals

There will be seven questions in all. The first question comprising of short answer type questions covering the entire syllabus will be compulsory. The remaining eight questions will comprise of a set of two questions from each unit and the candidate will be required to attempt question 1 and four more questions selecting at least one from each unit.

MM: Th 80+IA 20  
Time: 3h

### Unit I. Food nutrients and balanced diets

Characteristics of basic food groups and their contribution to the diet, Food functions, Nutrients: macronutrient (vitamins, carbohydrates, proteins), micronutrients (minerals), balanced diet: definition, factors affecting balanced diet

### Unit II. Food processing and preservation

Objectives of cooking food and cooking methods: different cooking methods, effect of different methods of cooking on nutritive value of food. Food preservatives: chemical preservatives, salt, sugar, oil as food preservative. Food preservation by drying, dehydration, cooling/freezing and thermal processing including sterilization, blanching, pasteurization.

### Unit III. Food packaging and labeling

Food packaging and its functions, food packaging & labeling, packaging types, understanding labelling rules & regulations, nutritional labeling: serving sizes, daily values, health claims etc., labelling requirements for pre-packaged foods

### Recommended readings:

1. Potter, N.N and Hotchkiss, J.H. Food Science. CBS Publishers and distributors
2. Vieira, E.R. Elementary Food Science. Chapman and Hills publication
3. McWilliams, M. Food Fundamentals. Pearson India Education Services (Indian edition)
4. Training manual for food safety regulators, Volume I. Food safety and Standards Authority of India.

## Open Elective Paper (offered by Department of Genetics)

**Paper Code: 16GENO2**

**FORENSIC SCIENCE**

**Credits: 3**

**Internal Assessment Marks: 20**

**Time: 3hrs**

**Max. Marks: 80**

### Instructions

There will be a total of seven questions. Question No. 1 will be compulsory and shall contain ten short answer type questions without any internal choice and it shall cover the entire syllabus. The remaining six questions will include two questions from each unit. Students will be required to attempt one question from each unit.

### Unit –I

Forensic Science: Definition of Forensic Science, Role of the Forensic Laboratory, History and Development of Forensic Science in India, Branches of Forensic Science. Administration and Organizational Setup: Brief introduction to DFSS, CFSL, GEQD, SFSL, RFSL, MFSL, FPB, NICFS, CDTS, NCRB and BPR&D. Educational qualifications and employment in Forensic Science Laboratory.

### Unit –II

Forensic Evidences: Concise of Forensic Physical, Biological, Chemical and Psychological Sciences, types of cases and evidences involved. Laws and Principles of Forensic Science: Law of Exchange (Locard), Law of Individuality, Law of Comparison, Law of Progressive Changes and Law of Probability. Criminalistics: Definition, Securing & Searching methods, Documentation of crime scene. Methods of collection of forensic evidences, Role of Police at the Crime scene, scientific help at crime scene, handling of various types of crime scenes by police.

### Unit –III

Basics of signature and handwriting comparison, fake currency note examination. Classification of Fingerprint patterns, cases involved methods of development and comparison of fingerprints. Forensic expert, Admissibility of Forensic testimony in Court of law, Frye and Daubert standards, Cross Examination, Ethics in Forensic Science. Accreditation of Forensic laboratories by NABL.

### Suggested Books:

1. James, S.H and Nordby, J.J. (2003) Forensic Science: An introduction to scientific and investigative techniques CRC Press,
2. Saferstein : Criminalistics (1976) Prentice Hall Inc., USA.
3. Sharma, B.R. (1974) Forensic Science in Criminal Investigation and Trials, Central Law Agency, Allahabad, 1974.
4. J A Siegel, P.J Saukko (2000) Encyclopedia of Forensic Sciences Vol. I, II and III, Acad. Press

**M.A. Geography Semester-III Session 2017-18 Onwards**  
**17GEO01: INTRODUCTION TO GEOGRAPHY**

Credit: 03 (2+1+0)

End Semester Exam:

80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 3 hrs.

**Learning Objectives:**

The course on **Introduction to Geography** will discuss the basic concepts in geography. It is specifically designed to give an exposure of geographical concepts to students other than formal students of geography.

**Learning Outcomes:**

Student will be able to understand the geographical concepts which are relevant in day to day life.

**Unit-I**

Solar system , solar and lunar eclipse; Earth- shape, movements, formation of day/nights and seasons ; location-latitude-longitude, longitude and time zones.

**Unit-II**

Interior of earth; vulcanism and earthquakes; plate tectonics; weathering and erosion; brief introduction to major landforms.

**Unit-III**

Weather and climate: factors affecting and distribution; composition and structure of atmosphere; atmospheric pressure and global winds; introduction to Monsoon.

**Unit-IV**

Relief of oceans; oceanic salinity; circulation of oceanic water; currents of Atlantic, Pacific and Indian Oceans.

**Note (i):** Open Elective to be chosen from the basket of Open Electives (OEs) provided by the University.

(ii) The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire syllabus. All questions carry equal marks.

**Recommended Readings:**

Leong, Goh Cheng.,2015, *Certificate Physical and Human Geography*, Oxford University Press, New Delhi.

Getis [Arthur and Bjelland Mark and Getis Victoria.](#), 2014,*Introduction to Geography*, McGraw Hill Education.

Singh, Savinder., 2006, *Physical Geography*, Pravalika Publications, Allahabad.

Strahler Alan and Strahler Aurther., 2005, *Introducing Physical Geography*, John Wiley & Sons, Inc.

## **M.A. Geography Semester-III Session 2017-18 onwards**

### **17GEOO2: SOURCES OF GEOGRAPHICAL DATA**

Credit: 03(2+1+0)

End Semester Exam: 80

marks

Internal Assessment: 20

marks

Total: 100 marks

Time: 3 hrs.

#### **Learning Objectives:**

The objective of the course is to apprise the students about the various sources of geographical data and its importance in the field of geography.

#### **Learning Outcomes:**

Students shall learn about the significance of geographical data, various sources related to physical and cultural environments, households, population, assets, facilities, building materials and policy interventions.

#### **Unit - I**

Nature and Main Sources of Geographical Data: Place Names, Census of India, Field Studies.

#### **Unit - II**

**Place Names** (Based on Physical and Cultural Environments).

**Census of India: Primary Census Abstract:** (Number of Households, Population, Sex, 0-6 Years Population, Scheduled Castes and Scheduled Tribes Population, Literate, Workers, Main Workers, Marginal Workers (Cultivators, Agricultural Labourers, HHI, Other Workers and Non -Workers and Non- Workers in respect of Total, Rural and Urban Population).

#### **Unit-III**

**Census of India: Household Data:** Condition of Household, Availing Banking Services, Availability of various Assets, Pre- dominant materials of Roof, Wall and Floor, Sources of Drinking Water and Location, Lighting, Availability of Latrine Facility, Types of fuel for Cooking.

#### **Unit-IV**

**Census of India: Village Directory** ( Area. Population, Availability of Educational, Medical, Postal, Drinking Water, Communication Facilities, Land Use Pattern.

**Note (i):** Open Elective to be chosen from the basket of Open Electives (OEs) provided by the University.

(ii) The question paper will have five units. Each of the first four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire syllabus. All questions carry equal marks.

#### **Recommended Readings:**

Census of India (2011): Instruction Manual for House Listing and Housing Census, Ministry of Home Affairs, Government of India, New Delhi.

Census of India (2011): Primary Census Abstract, India, CD, New Delhi.

Census of India (2011): Village Directory, District Census, CD, New Delhi.

ऑपन इलेक्टिव  
भारतीय साहित्य – III

Paper Code: 16HND01  
समय : 3 घण्टे

पूर्णांक : 100 अंक  
आंतरिक मूल्यांकन : 20 अंक  
लिखित परीक्षा : 80 अंक

खण्ड क

भारतीय साहित्य की सैद्धांतिक अवधारणा  
भारतीय साहित्य का स्वरूप  
भारतीय साहित्य के अध्ययन की समस्याएं  
खण्ड ख

पाठ्य विषय

दीवान-ए-गालिब, संपा0-अली सरदार जाफरी, राजकमल प्रकाशन, नई दिल्ली।

(i) निर्धारित गजलें :

ये न थी हमारी किस्मत	21
कोई उम्मीद बर नहीं आती	162
दिले नादां तुझे हुआ क्या है	163
हजारों ख्वाहिशें ऐसी	220

(ii) रवीन्द्रनाथ की कहानियाँ (खण्ड 1), अनु0-रामसिंह तोमर, साहित्य अकादमी, नई दिल्ली

पाठ्यक्रम में निर्धारित कहानियाँ-  
पोस्टमास्टर, काबुलीवाला, नष्टनीड़

(iii) 'खामोश अदालत जारी है' (नाटक) : विजय तेंदुलकर

(iv) संस्कार (उपन्यास) : यू0 आर0 अनंतमूर्ति

खण्ड ग

आलोच्य विषय

गालिब की गजलों का काव्य-सौष्टव

रवीन्द्रनाथ टैगोर की कहानियाँ-पाठ्यक्रम में निर्धारित कहानियों की मूल संवेदना एवं चरित्र चित्रण पर आधारित प्रश्न

'खामोश अदालत जारी है' : नाटक की मूल संवेदना, प्रमुख पात्रों का चरित्र-चित्रण, पितृसत्तात्मक व्यवस्था पर व्यंग्य, रंगमंच की दृष्टि से नाटक

संस्कार : उपन्यास का मूल प्रतिपाद्य, नामकरण, प्रमुख पात्रों का चरित्र चित्रण, उपन्यास का शिल्प-पक्ष

सहायक ग्रंथ :

- 1 बंगला साहित्य की कथा : हिंदी साहित्य – सुकुमार सेन, हिंदी साहित्य सम्मेलन प्रयाग सं० 2009
- 2 रवीन्द्र कविता कानन – सूर्यकांत त्रिपाठी निराला, राजकमल प्रकाशन, नई दिल्ली–1955
- 3 बंगला साहित्य का इतिहास, सुकुमारसेन, साहित्य अकादमी, नई दिल्ली–1970
- 4 फोर्ट विलियम कॉलेज, लक्ष्मीसागर वार्षिक, इलाहाबाद विश्वविद्यालय, इलाहाबाद–1948
- 5 मध्यकालीन धर्म साधना, हजारीप्रसाद द्विवेदी साहित्य भवन, इलाहाबाद सं० 1013

#### निर्देश

1. खण्ड क एवं ग में से छह आलोचनात्मक प्रश्न पूछे जाएंगे जिनमें से परीक्षार्थी को किन्हीं तीन प्रश्नों का उत्तर देना अनिवार्य है । प्रत्येक प्रश्न 20 अंक का होगा। (20x3 = 60)
2. खण्ड ख में चार अवतरणों में से परीक्षार्थियों को किन्हीं दो अवतरणों की संदर्भ सहित व्याख्या करनी होगी। प्रत्येक व्याख्या के लिए 10 अंक निर्धारित है। (10x2=20)



**Paper: Survey of Sources of Indian History**  
**Paper Code: 17HISO2**

Max.Marks : 100  
Theory : 80  
I.A : 20

**Note:** Nine questions are to be set in all spreading into five units Each of the first four units shall contain two questions from each unit of the syllabus and Unit-V (Q. No. 9) which will be compulsory, shall contain eight short answer type questions (two marks each) covering the entire syllabus. The Candidates shall be asked to attempt five questions in all selecting one question from each unit including compulsory question. All questions shall carry equal marks.

**Unit – I**

**Sources of Ancient India-I**

**a) Archaeological Sources**

Stone Tools, Pottery, Coins & Inscriptions

**b) Literary Sources**

Vedic Literature, Epics (Ramayan & Mahabharat), Buddhist and Jain Sources

**Unit-II**

**Sources of Ancient India-II**

- Harsacharita, Rajtaringini
- Megasthanes, Al Beruni
- Arthashastra

**Unit-III**

**Sources of Medieval India**

- Ziauddin Barani: Fatwa-i-Jahandari
- Babur : Tuzak-i-Baburi
- Abul Fazal : Akbar Nama (3 Vols)

**Unit-IV**

**Sources of Modern India**

- Archival Records
- Private Papers: Officials and Non-Officials
- Newspapers and Periodicals

**Suggested Readings:**

- Sankalia, H.D. : Stone Age Tools, their Techniques and Uses (Pune, 1964)
- Sircar, D.C. : Indian Epigraphy, (Delhi, 1965)
- Puri, B.N. : India as Described by Early Greek Writers
- Majumdar, R.C. : Classical Accounts of India, (Calcutta, 1960)
- Pargiter, F.E. : Ancient Indian Historical Tradition, (London, 1922)
- Winternitz, M. : History of Indian Literature 3 Vols, (New Delhi-1963-67)
- Law, B.C. : India as Described in the Early Texts of Buddhism and Jainism
- Birani, Ibn-i-Hasan : Maqalat-i-Barani-Karachi, (N.D.)
- Akbar S. Ahmed : Discovering Islam: Making Sense of Muslim History and Society, (New Delhi, 1990.)
- Elliot, Sir H.M. & J. Dowson : History of India as Told by its Own Historians, 8 vols., London, (1867-77)
- Rosenthal, F. : History of Muslim Historiography, (Leiden, 1952)
- Sarkar, Jagdish Narayan : History of History Writings in Medieval India, (Calcutta,1977)
- Grewal, J.S. : Muslim Rule in India, The Assessment of British Historians, (Calcutta, 1970)
- " : Medieval India: History and Historians, (Amritsar, 1975)
- Ibn, Khaldum : Muqaddiman: An Introduction to History, Eng. Tr. Ero Franz Rosenthal, (London, 1958)
- S.P.Sen (Ed.) : Historians and Historiography in Modern India, (Bombay, 1970)
- Mukhia, Harban : Historians and Historiography During the Reign of Akbar, (New Delhi,1976)
- Philips,C.H.(ed.) : Historians of India, Pakistan and Ceylon, (London,1961)
- Publication Division, Ministry of I&B, Govt. of India : Gazetteer of India Vol.II (History & Culture)

# **Housekeeping & Interior Design**

**18MHMCTO2**

External Marks: 80

Internal Marks: 20

Credit: 3-0-0

## **Unit-1**

Introduction: Meaning and importance of Housekeeping, Responsibility of the Housekeeping department, career in the Housekeeping department. Housekeeping Department: Organizational framework of the Department (Large/Medium/Small Hotel), Attributes and Qualities of the Housekeeping staff - skills of a good Housekeeper

## **Unit-2**

Cleaning Science: Characteristics of a good cleaning agent, Types of cleaning agent, Cleaning Equipment: Types of Equipment, Characteristics of Good equipment (Mechanical and Manual)

## **Unit-3**

Interior Decoration-: Importance, Definition & Types, Classification, Principles of Design: Harmony, Rhythm, Balance, Proportion, Emphasis, Elements of Design: Line, Form, Colors, Texture. Colours: Color Wheel, Importance & Characteristics, Classification of colors, Color Schemes. Floor Coverings & Finishing, Ceilings & their Maintenance, Wall Coverings, Windows, Lighting: Classification, Types & Importance, Applications.

## **Unit-4**

Flower Arrangement: Concept & Importance, Types & Shapes, Principles. Emerging trends and innovations in Hotel housekeeping.

**FUNDAMENTALS OF MARKETING**  
**Course Code: 16IMSO2**

**MM: Th 80+IA 20**

Time: 3 hours

**Course Objective:**

This course is designed to promote understanding of concepts, philosophies, processes and techniques of managing marketing operation and to develop a feel of the market place.

**Unit -I**

Nature and scope of marketing: corporate orientation towards marketplace; building and delivering customer value and satisfaction; retaining customers; marketing environment

**Unit -II**

Analyzing consumer markets and buyer behaviour; market segmentation, positioning and targeting; tools of product differentiation; marketing strategies in the different stage of the product life cycle

**Unit -III**

New product development process; product mix and product line decisions; branding decisions; pricing strategies; managing marketing channels; wholesaling and retailing

**Unit -IV**

Advertising and sales promotion; public relations; personal selling; evaluation and control of marketing effort; web marketing; green marketing

**Suggested Readings:**

1. Kotler Philip and Keller; Marketing Management; PHI, New Delhi
2. Kotler, Philip, Kevin Keller, A. Koshy and M. Jha, Marketing Management in South Asian Perspective, Pearson Education, New Delhi
3. Kerin, Hartley, Berkowitz and Rudelius, Marketing, TMH, New Delhi
4. Etzel, Michael J, Marketing: Concepts and Cases, TMH, New Delhi
1. Dhunna, Mukesh, Marketing Management – Text and Cases, Wisdom Publications, New Delhi

**Instructions for External Examiner:** The question paper shall be divided in two sections. **Section ‘A’** shall comprise of eight short answer type questions from whole of the syllabus carrying two marks each, which shall be compulsory. Answer to each question should not exceed 50 words normally. **Section ‘B’** shall comprise 8 questions (2 questions from each unit). The students will be required to attempt four questions selecting one question from each unit. All questions will carry equal marks.

**DEPT. OF JOURNALISM & MASS COMMUNICATION**  
**SEMESTER – III**  
**OPEN ELECTIVE-NEW MEDIA**

**Time allowed : 3 Hours**

**Total Marks : 100**

**Max. Marks : 80**

**Internal Assessment : 20**

**Credit : 3**

*Note : The question paper will be divided into Five Units carrying equal marks i.e. 16 marks for each question. Each of the First Four Units will contain two questions and the students shall be asked to attempt one question from each unit. Unit Five shall contain eight short answer type questions without any internal choice and it shall be covering the entire syllabus. As such, all questions in Unit five shall be compulsory.*

**Unit I**

- 1.1 New Media- Introduction, Definition, Concept and Scope
- 1.2 Characteristic Features of New Media.
- 1.3 New Media and ICT (Information & Communication Technology), Convergence of Media.
- 1.4 Applications of New Media, New Media & Society, Digital learning.

**Unit II**

- 2.1 Internet as a medium of mass communication
- 2.2 History & Development of Internet, World Wide Web (WWW)
- 2.3 Computer-mediated – communication (CMC), Multimedia Web Search Engines – functions and uses.
- 2.4 Application of the Internet, especially in Journalism & Mass Communication; e-newspapers, e-magazines

**Unit III**

- 3.1 Online Journalism- Definition, meaning, concept brief history
- 3.2 Basic Elements of Online Journalism, Characteristic features
- 3.3 Status of Online Journalism, Challenges & New Trends
- 3.4 Open Source Journalism, Wikipedia, Wiki leaks, Online News Portals

**Unit IV**

- 4.1 Impact of New media, Internet, and Online Journalism
- 4.2 Social media – Definition, important social media platforms (Facebook, Twitter Instagram, You Tube, LinkedIn), Uses and applications
- 4.3 Citizen Journalism, Participatory Journalism, Blogging as a form of Online Journalism
- 4.4 Reliability, Truth and Credibility factors on new media/Social Media, Fake News, Trolling on Social media, and Values & Ethics in New Media.

**INSTRUCTIONS FOR THE PAPER-SETTER**

**Note:** The question paper will be divided into Five Units carrying equal marks i.e. 16 marks for each question. Each of the First Four Units will contain two questions and the students shall be asked to attempt one question from each unit. Unit Five shall contain eight short answer type questions without any internal choice and it shall be covering the entire syllabus. As such, all questions in Unit five shall be compulsory.

**Note 1 :** The Criteria for awarding internal assessment of 20 marks shall be as under:

A. Class test	:	10 marks.
B. Assignment & Presentation	:	5 marks
C. Attendance	:	5 marks

**LL.M. SECOND SEMESTER EXAMINATION w.e.f. Session 2016-17**

Open Elective (Constitutional Law)

PAPER CODE: 16LAWO2

MM: Th 80+IA 20

Time: 3 hours

NOTE FOR EXAMINER/PAPER SETTER

The question paper of each course will be divided into Five sections, each of the First Four Sections of the Question Paper will contain 2 questions respectively from Unit-1 to Unit-4 of the syllabus. The students will be required to attempt one question from each section. Section 5 of the question paper shall contain 8 short answer type questions of 3 marks each (without any choice) covering the entire syllabus. As such Section 5 will be compulsory. The examiner will be free to set the questions in problem forms based on case law.

NOTE FOR STUDENTS( ON QUESTION PAPER)

Attempt four questions from sections 1 to 4, selecting at least one question from each section. These questions shall carry 14 marks each. Section 5 is compulsory and each question in this section shall carry 3 marks.

UNIT-I

Preamble, Citizenship, Definition of State Under Art, 12. Rules of Interpretation under Art. 13

Leading Case: Mohammad Raza V State of Bombay AIR 1966 , SC 1436

UNIT-II

Right to Equality(Art.14), Special Provision for Weaker Sections of the Society, Reservation Polity, Fundamental Freedoms under Art.19, Freedom of Press.

Leading Case: Indira Sawhney v Union of India, AIR 1993, SC 477

UNIT-III

Protection in respect of conviction of offence (Art-20), Right to Life and Personal Liberty Article 21), Protection against Arrest and Detention (Art 22), Right against Exploitation (Art-23 & 24), Right to Religion (Art 25-28).

Leading Cases:Maneka Gandhi v Union of India, AIR 1978, SC 597

UNIT-IV

Cultural & Educational Rights of Minorities (Art.29 & 30), Right to Constitutional Remedies (Art, 32), Directive Principles of State Policy, Fundamental Duties.

Leading Case: T.M.A. Pai Foundation V State Karanataka AIR 2003 SC 355

## BOOKS RECOMMENDED

- Seervai, H.M. : Constitutional Law of India  
Hidayatullah, M. : -do-  
Tope, T.R. : -do-  
Shukla, V.N. : -do-  
Jain, M.P. : Constitutional Law  
Chander Pal : Centre State Relations and Indian Cooperative Federalism  
Chander Pal : State Autonomy in Indian Federation: Emerging Trends  
J.N.Pandey : Constitutional Law of India

## **16LISO2: Information Sources and Literacy**

**MM: Th 80+IA 20**

Time: 3Hrs.

### **Note**

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all selecting 1 question from each unit (out of two internal choices). Question 1 is compulsory consisting of 8 short answer type questions spread over the whole syllabus. All questions carry equal marks.

### **Objectives**

- to provide knowledge regarding information sources;
- to impart practical knowledge to the students about the evaluation of reference and information sources; and
- to make students aware about information literacy and search strategies

### **Outcomes**

Through this course the students will come to know about the various types of information sources in print and electronic form. The students will have knowledge of various types of databases and how to evaluate them. After completion of the course, the students will know the importance of information literacy and various search strategies.

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### **Unit 1:Information Sources**

Information sources and types : documentary and non-documentary

Print information sources: primary, secondary, tertiary

Electronic information sources: primary, secondary, tertiary

Books: concept, parts: front matter, body, back matter; types

Journals: concept, types, impact factor, h-index

Theses: concept, parts

### **Unit 2:Databases**

Full text databases: Science Direct, Emerald

Abstracting and indexing databases: Medline

Citational databases: Scopus, Web of Science

Theses databases: NDLTD, Shodhganga

Open access resources: DOAJ, DOAB

### **Unit 3: Evaluation of Information Sources**

Evaluation criteria

Evaluation of following information sources (print and electronic): dictionary:

Oxford groups; encyclopedia: International Encyclopedia of Social Science, McGraw

Hill Encyclopedia of Science & Technology ; biographical sources: International

Who's Who; yearbook: World of Learning ;statistical sources: Census of India

Evaluation of internet resources

## **Unit 4:Information Literacy**

Information literacy: meaning, definition  
Information literacy and lifelong learning  
Nature of information requirement  
Literature search  
Search strategies and techniques

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### **Suggested Readings**

- Eisenberg, Michael. *Information literacy: Essential skills for the information age*. 2<sup>nd</sup> ed. Westport Publ.: Libraries Unlimited, 2005.
- Gates, Jean Key. (1988). *Guide to the use of Libraries and Information Sources* (6<sup>th</sup>ed). New York: McGraw-Hill.
- Katz, William A. (2002). *Introduction to Reference Work: Basic Information Services*. *Introduction to Reference Work: V1*. 8<sup>th</sup>ed. New York: McGraw-Hill, 2002.
- Katz, William A. (2002). *Introduction to Reference Work: Reference Services and Reference Processes*. *V2*. 8<sup>th</sup>ed. New York: McGraw-Hill.



***Open Electives to be offered  
by  
Department of Mathematics***

<b>To be offered in 3rd Semester</b>					
<b>16MATO4</b>	MATLAB	40	--	60	1:0:2
<b>16MATO3</b>	Statistical Tools using SPSS	50	--	50	2:0:1

## 16MATO3: Statistical Tools using SPSS

**Time: 03 Hours**

**Max Marks : T50+P50**

**Credits : 2:0:1**

### **Unit – I**

Data: Qualitative and Quantitative Data, Cross-Sectional and Time series data, Univariate and Multivariate data. Scales of measurement of Data.

Frequencies, Bar charts, Pie Charts, Line Graphs, histograms, Measures of central tendency, dispersion, Skewness, Kurtosis, Box plots.

### **Unit – II**

Concepts of Linear Correlation and Regression, Multiple Regression, Normality tests, t-tests, Chi Square tests, F-test, One way and Two way ANOVA.

### **Unit – III**

SPSS Data File: Opening a data file in SPSS, SPSS Data Editor, Creating a data file, Editing and Manipulating data, Missing Values, Editing SPSS Output, Copying SPSS output, Printing from SPSS, Importing Data.

Charts and Graphs with SPSS: Frequencies, Bar charts, Pie Charts, Line Graphs, histograms,

### **Unit – IV**

Descriptive Statistics with SPSS: Measures of central tendency, dispersion, Skewness, Kurtosis, Box plots.

Statistical tests using SPSS, Correlation and Regression using SPSS, Factor analysis using SPSS.

**Note :** The question paper will consist of **five** units. Each of the first four units will contain **two** questions from unit **I , II , III , IV** respectively and the students shall be asked to attempt **one** question from each unit. Unit five will contain **eight to ten** short answer type questions without any internal choice covering the entire syllabus and shall be **compulsory**.

### **Books Recommended:**

1. Kothari, C.R., Research Methodology
2. Gupta, S.L. and Gupta, Hitesh, SPSS for Researchers, International Book House Pvt. Ltd.
3. Field, A., Discovering Statistics using SPSS, SAGE Publications.
4. Gupta, V., SPSS for Beginners, VJ Books Inc.
5. Rajathi, A. and Chandran, P., SPSS for you, MJP Publishers

### **Part-B (Practical)**

**Time: 03 Hours**

**Max Marks : 50**

There will be a separate practical paper based on the above theory paper. All practicals are required to be done using SPSS.

## 16MATO4: MATLAB

*Time: 03 Hours*

*Max Marks : T40+P60*

*Credits : 1:0:2*

### Section - I

Introduction to MATLAB Programming: Basics of MATLAB programming, Anatomy of a program, variables and assignments, data types, operators, working with complex numbers, mathematical operations, functions for input and output, good programming style.

### Section - II

Introduction to vectors in Matlab: Defining a Vector, Accessing elements within a vector, Basic operations on vectors, strings, string functions, cell array, creating cell array, Introduction to Matrices in Matlab: Defining Matrices, Matrix functions, Matrix operations, vector functions

### Section - III

Loops: for loops, while loops, Branching (conditional statements) - if statement, if else statement, else if statement, Executable files, subroutines, Built in functions and user-defined functions, function handles, function handles in m-files, inline functions.

### Section - IV

Data files: Saving and recalling data, saving a session as text, C style read/write, Graphs and plots- Polar plot, plot3, mesh, contour, contourf, Using built-in algorithms: optimization and numerical integration (areas), Root-finding.

**Note :** The question paper will consist of **five** units. Each of the first four units will contain **two** questions from unit **I , II , III , IV** respectively and the students shall be asked to attempt **one** question from each unit. Unit five will contain **eight to ten** short answer type questions without any internal choice covering the entire syllabus and shall be **compulsory**.

### Books Recommended:

1. MATLAB An Introduction With Applications 5ed, Author: Amos Gilat. Publisher: Wiley, ISBN13: 978-1118629864.
2. Insight Through Computing: A Matlab Introduction to Computational Science and Engineering by C. F. Van Loan and K.-Y. D. Fan. SIAM Publication, 2009, ISBN: 978-0-898716-91-7.
3. MATLAB Programming, Y.Kirani Singh, B.B. Chaudhari, PHI Learning, 2007, ISBN 8120330811, 9788120330818.
4. An Introduction to Matlab, Krister Ahlersten, Bookboon.com, ISBN: 978-87-403-0283-7

**M.Sc. Medical Biotechnology Semester -III**  
**Course Title: Principles of Medical Biotechnology II**

**MM. Th 80 + IA 20**

**Course Code: 16MBTO2**

**Time: 3h**

**NOTE:** The examiner is required to set seven questions in all. Question No. 1 will be compulsory and short answer type covering the entire syllabus. The remaining six questions will be set with two questions from each unit. The candidate will be required to attempt Question 1 and four more selecting at least one from each unit.

**Theory**

**Unit – I**

Cloning vectors- Plasmid, cosmid, phagemid, phasmid, bacteriophages YAC, BAC, HAC; Shuttle vectors; Recombinant – production, identification and selection; Restriction endonucleases, Ligases; Hybridization; Linkers and adaptors; DNA Transformation and transfection methods; Cell expression system; Human genome project

**Unit – II**

PCR and its variant; Blotting- Southern, northern & western; Genomic and cDNA library;; DNA Footprinting ; Gene therapy, Gene knockout, Tissue engineering.

Animal Cell Culture: Introduction and Application of animal cell culture. Equipments, materials, culture vessels for animal cell culture, Primary and established cell line cultures

**Unit – III**

Basic biology of stem cells; Types & sources of stem cells, Blood cell formation from Bone marrow stem cells, Isolation & characterizations of stem cells, Cancer stem cells, Induced pluripotent stem cells, Stem cell banking, Therapeutic application of stem cells.

**Recommended Books**

1. R. Lanza, J. Gearhart et al (Ed), Essential of Stem Cell Biology, Elsevier Academic press.

2. R. Lanza, I. Weissman, J. Thomson, and R. Pedersen, Handbook of Stem Cells, TwoVolume, Volume 1-2: Volume 1-Embryonic Stem Cells; Volume 2-Adult & Fetal Stem Cells, 2012, Academic Press.
3. Culture of Animal Cells- A manual of basic techniques by R.I. Freshney
4. Animal Cells Culture and Media, D.C.Darling and S.J.Morgan, 1994. BIOS Scientific Publishers Limited.
5. Gene cloning and DNA analysis - An Introduction (2006) 5th edition, T.A Brown, Blackwell publisher.
6. Essential genes (2006), Benzamin Lewin, Pearson education international.
7. Genome-3 (2007) T.A Brown. Garland science, Taylor & Francis, NewYork.
8. Principles of gene manipulation and Genomics (2006) 7th edition, S.B Primose and R.M Twyman, Blackwell publishing.
9. Principles of Genetic Engineering (2009), Mousumi Debnath, pointer publisher, Jaipur.
- 10.Molecular Biotechnology-Principles and Applications of Recombinant DNA (2003) 3rd edition, Bernard R Glick and Jack J pasternak. ASM press, Washington.
- 11.Human Molecular Genetics (2004) 3rd edition, Tom Strachan & Andrew P Read, Garland science.

(SEMESTER-III)

**Open Elective: 18MCBO2 : Microbes for health and wealth**

***Time: 03 Hours***

**MM. Th 80+IA 20**

**Time: 2 h**

***Credits : 3:0:0***

**Note: The question paper will consist of 9 questions. Students will have to attempt 5 questions in total - Question no. 1 will comprise of short answer questions covering the entire syllabus and will be compulsory. Two questions to be set from each Unit and students will have to attempt one from each Unit.**

**Unit I**

Commercial Microbial Products; Introduction to bioprocess development- upstream development, downstream process, Preservation and improvement of industrially important microorganisms, Strain development by mutagenesis, protoplast fusion and Genetic engineering.

**Unit II**

Raw materials and media formulation for microbial culture; batch, fed batch and continuous mode of bioprocess, Types of Bioreactors and their applications: Stirred tank bioreactor & Specialized bioreactors.

**Unit III**

Downstream process, Choice of bioprocess plant location; Methods of estimation of Capital Cost and Operational costs of bioprocess plant, Good Lab Practices (GLP) and Good Manufacturing Practices (GMP).

**Unit IV**

Introduction to Bioentrepreneurship; Factors necessary for Entrepreneurship; Attributes in an Entrepreneur; Market Assessments; Managing Technology transfer and Intellectual property in biotechnology in India, Licensing of Biotechnological invention, Funding agencies in India, Basics of Patents- Types of patents; Filing of a patent application.

**Suggested readings:**

1. Handbook of Bioentrepreneurship by **Patzelt**, Holger, **Brenner**, Thomas (Eds.) Publisher:
  2. SpringerBiotechnology. A Textbook of Industrial Microbiology, by W. Crueger and A. Crueger. Publisher: Sinauer Associates.
  3. Industrial microbiology by G. Reed, Publishers: CBS
  4. Bioprocess Engineering Principles by P. Doran. Publisher: Academic Press.
- Biochemical Engineering Fundamentals by J.E. Baily and D.F. Ollis. Publisher: McGraw Hill

**M.Sc. Physics Semester III**  
**Open Elective – II**  
**Sources of Energy –II**

**PAPER CODE: 16PHYO2**

Theory Marks: 80  
Internal Assessment: 20  
Time: 3 hours

**Unit I**

**Bio-mass:**

Introduction of biogas, Availability of bio-mass and its conversion theory, classification of biogas plants, principle & working of floating drum plant & fixed dome type plant- advantages & disadvantages. Biogas from plant waste, community biogas plants, utilization of biogas.

**Unit II**

**Ocean Thermal Energy** Availability, theory and working principle, performance and limitations.

**Wave and Tidal Wave:**

Principle, working, performance and limitations.

**Unit III**

**Petroleum and Coal energy**

Petroleum, origin, composition, production, extraction, octane number, kerosene, LPG, lubricants natural gas, physical properties and uses of coal, generis of coal, molecular structure, determination of fixed carbon content, coal for generation of electricity, zero emission power plants, coal reserves and mining.

**Unit IV**

**Nuclear Energy**

Nucleus and its constituents, charge mass, isotopes, isobars, mass defect, binding energy and nuclear stability, radiation and nuclear reactions.

Nuclear fission, chain reaction,  $U^{235}$ ,  $U^{238}$ , controlled nuclear fission and nuclear reactors, fast breeder reactor, nuclear fusion, condition for nuclear fusion reaction, Hydrogen bomb, Nuclear bomb

**Text / References Books:**

1. John Twideu and Tony Weir, "Renewal Energy Resources" BSP Publications, 2006
2. M.V.R. Koteswara Rao, "Energy Resources: Conventional & Non-Conventional" BSP Publications, 2006.
3. D.S. Chauhan, "Non-Conventional Energy Resources" New Age International.
4. C.S. Solanki, "Renewal Energy Technologies: A Practical Guide for Beginners" PHI Learning.
5. Peter Auer, "Advances in energy system and Technology" Vol I & II Edited by Academic Press.
6. Raja A.K., "Introduction to Non-Conventional Energy Resources" Scitech Publications.
7. G.D. Rai, "Non-conventional Energy sources" Khanna Publishers

## Semester-III **Open Elective**

Paper code 17PUBO2  
Environment Protection Administration  
w.e.f. 2017-18

**Total Credit: 4+0+0 =4**

**L+T+P**

Total Marks = 100

Semester End Exam = 80

Internal Assessment = 20

### **Note:**

The question paper will consist of 5 units containing 9 questions. The students are required to attempt one question from each unit. Question no 9 consisting of eight short answer questions covering entire syllabus, is compulsory.

### **Unit-I**

Environment: Meaning, definition, scope and significance

Environment Ethics

Environment Challenges in India

### **Unit-II**

Environment Protection: Meaning, Definition and Significance.

Environment Protection Act, 1986

Bio-Diversity and its Conservation

Bio-Diversity Conservation Act, 2002

### **Unit-III**

Environment Pollution, Meaning, causes, effects and control mechanism

Types of pollution, Environment Education, Air Pollution (Prevention and Control) Act, 1981

Water Pollution (Prevention and Control) Act, 1974

### **Unit-IV**

Environmental Issues:

People's Participation in Environment Protection

Role of NGO and Panchayats in Environment Protection

Environment Management

### **Suggested Readings:**

1. Murthy, D.B.N. Environmental Awareness & Protection : A Base Book on EVS, New Delhi: Deep & Deep, 2004
2. Radha , S. & A.S. Sankhyan, Environment Challenges of the 21<sup>st</sup> Century, New Delhi : Deep & Deep, 2004.
3. Tiwari, A.K., Environmental Planning and Management, New Delhi : Deep &



- Deep, 2006.
4. Murthy, D.B.N., Environmental Planning and Management, New Delhi : Deep & Deep, 2005
  5. Garg, Bansal and Tiwari, Environment Pollution & Protection, New Delhi, Deep & Deep, 2006
  6. Verma S.B. and S.K. Singh, Environment Protection and Development, New Delhi : Deep & Deep 2005
  7. Singh, P.P. & S. Sharma, Teaching of Environment, New Delhi: Deep & Deep, 2004
  8. Tiwari, K.L. and S.K. Jadhav, Paryavaran Vigian, New Delhi: I.K. International, 2009.
  9. Chatterjee, Benimadhab , Environmental Laws: Implementation Problems and Perspectives, New Delhi, Deep & Deep, 2002.
  10. Venkat, Aruna , Environmental Law and Policy, New Delhi, PHI Learning, 2011.
  11. Upadhyay, Jai Jai Ram , Paryavaran Vidhi, Allahabad, Central Law Agency, 2013.
  12. Sengar, Dharmendra S., Environmental Law, New Delhi, PHI, 2012.
  13. Tiwari K.L and S.K. Jadhav, Paryavaran Vigian, New Delhi, I.K. International, 2009.
  14. Ganesamurthy, V.S., Environmental Status and Policy in India, New Delhi: New Century Publications, 2011.

**Department of Political Science**

**Semester- III 2017-18**

**Open Elective: *Natural and Manmade Disaster* 17POL01**

**Max. Marks: 80**  
**Internal Assessment: 20**

*Note: The question paper will be divided into five units carrying equal marks i.e. 16 marks. Students shall be asked to attempt one out of two questions from each unit. Unit five shall contain eight short answer type questions without any internal choice and it shall be covering the entire syllabus. As such, all questions in unit five shall be compulsory.*

**UNIT- I**

- i. Classification of Disasters; Conceptualizing the interface between environmental degradation and disasters
- ii. Natural Disasters I: Earthquakes & Tsunamis; Volcanic Eruptions; Landslides and Avalanches

**UNIT- II**

- iii. Natural Disasters II: Cyclones; Forest-fires; Droughts and Desertification; Floods

**UNIT- III**

- iv. Human Induced Disasters I: Nuclear Disasters; Chemical Disasters; Soil and Water Pollution

**UNIT- IV**

- v. Human Induced Disasters II: Global warming; Biological Disasters: Epidemics

**Essential Readings**

1. Ahmed, Shaik Iftikhar (2008). *Disaster Management in the Wake of a Flood*, Twenty First Century Publications, Patiala.
2. Bryant Edwards (2005). *Natural Hazards*, Cambridge University Press, U.K.
3. Carter, W. Nick (1991). *Disaster Management*, Asian Development Bank, Manila.
4. Central Water Commission (1987). *Flood Atlas of India*, CWC, New Delhi.
5. Central Water Commission (1989). *Manual of Flood Forecasting*, New Delhi.
6. Government of India (1997). *Vulnerability Atlas of India*, New Delhi.
- Kapur, A. (2010). *Vulnerable India: A Geographical Study of Disasters*, Sage Publications, New Delhi.
7. Kapur, A. (2005). *Disasters in India: Studies of Grim Reality*, Rawat Publications, Jaipur.
8. Sahni, Pardeep et al. (eds.) (2002). *Disaster Mitigation Experiences and Reflections*, Prentice Hall of India, New Delhi.

**Further Readings:**

1. Bilham, R. (2009). The seismic future of cities. *Bulletin of Earthquake Engineering*, 7, pp. 839-887.

2. Bureau of Indian Standards (2002). Indian Standards: Criteria for Earthquake Resistant Design of Structures, Part I, Fifth Revision.
3. Government of India (1997). Vulnerability Atlas of India (New Delhi: Building Materials and Technology Promotion Council, Ministry of Housing & Urban Poverty Alleviation).

## SYLLABUS FOR OPEN ELECTIVE (SANSKRIT)

Semester- III  
Credit- 3  
Course code-18SKTO2

M.M-100  
Theory-80  
Internal Assessment-20

### Ancient Indian Ethics प्राचीन भारतीय नीतिशास्त्र

घटक – I	तैत्तिरीय उपनिषद्– शिक्षावल्ली	20
घटक – II	श्रीमद्भगवद्गीता अध्याय–6	20
घटक – III	श्रीमद्भगवद्गीता अध्याय–16,17	20
घटक – IV	हितोपदेश (मित्रलाभ)	20

Guidelines : Students will be required to attempt five questions of 16 marks each.

#### दिशा निर्देश –

Question no. 1 will comprise eight short answer type questions from all Units.

Guidelines for other Four questions are as under:

Unit I :	One critical question out of two Or two shortnotes out of four.	16
Unit II :	One critical question out of two Or two shortnotes out of four.	16
Unit III :	One critical question out of two Or two shortnotes out of four.	16
Unit IV :	One critical question out of two Or two shortnotes out of four.	16

#### अनुशंसित ग्रन्थ –

1. तैत्तिरीय उपनिषद्, गीता प्रैस गोरखपुर
2. भर्तृहरि : शतकत्रयम्, नाग पब्लिशर्स, दिल्ली
3. नीतिशतकम् (भर्तृहरि कृत), भारतीय विद्या प्रकाशन, दिल्ली
4. संस्कृत के लोक विश्रुत नीतिकाव्य, चौखम्बा ओरिण्टालिया, दिल्ली
5. श्रीमद्भगवद्गीता, गीता प्रैस, गोरखपुर
6. हितोपदेश, नारायण पांडे

**MA 3<sup>rd</sup> Semester (Open Elective Paper)**

Sem	Paper No	Code	Nomenclature of Paper	Contact hours/L +T+P	Marks			Credit
					Theory	I.A	Total	
III	Paper	16SOCO2	Indian Society	4:0:0	80	20	100	3

**Scheme of Examination:**

It is decided to adopt the new scheme of Choice Based Credit System of examination whereby all the papers have four units comprising of 80 marks and the Internal Assessment component will be of 20 marks in all the Semesters. In the theory paper students will be asked to attempt four questions from the four units selecting at least one question from each unit and the 5<sup>th</sup> question shall be compulsory which will cover all units in the format of short answer type questions comprising of about 50 to 60 words. Thus, the total marks for all the five questions i.e. four from the units (16x4=64) and the 5<sup>th</sup> compulsory question of short answer numbering eight of 2 marks each i.e (8x2=16) thus making the total weight age to 80 marks. The detail of Internal Assessment of 20 marks has been prescribed by the University is given below:-

- |                    |   |          |
|--------------------|---|----------|
| (a) One Class Test | : | 10 Marks |
| (b) One Assignment | : | 5 Marks  |
| (c) Attendance     | : | 5 Marks  |
| Less than 65%      | : | 0 Marks  |
| Up to 70%          | : | 2 Marks  |
| Up to 75%          | : | 3 Marks  |
| Up to 80%          | : | 4 Marks  |
| Above 80%          | : | 5 Marks  |

**M.A.(Sociology)**  
**Semester-III**  
**Open Elective Paper- 16SOCO2**  
**Indian Society**

**Maximum Marks: 100**  
**Theory: 80**  
**Internal Assessment: 20**  
**Time : 3 Hours**

**Note:**

3. **Nine question would be set in all.**
4. **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
5. **There would be two questions (16 marks each) from each of the four units.**
6. **The candidate would be required to attempt four questions (one compulsory and other four questions selecting one from each unit).**

**Unit – I**

Indian Society: Evolution of Indian Society: Socio- Cultural Dimensions; Unity in Diversity: Cultural, Linguistic, Religious and Tribal.

**Unit – II**

Social Stratification: Social Differentiation and Stratification. Forms of Stratification: Caste, Class and Gender.

**Unit – III**

Social Change: Development and Social Change, Processes of Change: Sanskritization, Westernization and globalization.

**Unit – IV**

Contemporary Issues: Status of Women: Demographic, Social, Cultural, Economic and Political Dimensions; Adverse Sex Ratio: Causes and Consequences.

**References:**

- Ahlawat, S.R and Neerja Ahlawat (2015) (ed.) Crises of Social Transformation in India, Rawat Publication, Delhi
- Ahlawat, Neerja (2012) “Political Economy of Haryana’s Khaps”, “Economic and Political Weekly, Vol - XLVII No. 47-48, December 01.
- Ahlawat, Neerja (2013), “Dispensable Daughters and Indispensable Sons: Discrete family Choice”, Social Change, 43(3) PP-365-376
- Ahuja, Ram (2003) Society in India, Rawat Publications, Delhi
- Desai, Neera and Maithreyi Krishna Raj. (1987). Women and Society in India, New Delhi: Ajanta Publishers.

Dube, S.C. (1967). *The Indian Village*. New Delhi: National Book Trust.

Ghurye, G.S. (1957). *Caste and Race in India*, Bombay: Popular Book Depot.

Karve, Irawati (1961). *Hindu Society: An Interpretation*, Poona: Deccan College.

Prabhu, P.H (1979): *Hindu Social Organization*, Popular Prakashan.

Sharma, K.L. (2011). *Indian Social Structure and Change*, New Delhi: Rawat Publications.

Srinivas, M.N. (1960). *India's Villages*. Bombay: Asia Publishing House.

Srinivas, M.N. (1970). *Social Change in Modern India*, Berkeley, California: University of California Press.

Srinivas, M.N. (1991), *India: Social Structure*, Delhi: Chaman offset Printers.

## Optimization Techniques (3<sup>rd</sup> Semester)

PAPER CODE: 16STAO3

Maximum Marks: 80  
Internal Assessment Marks: 20  
Time: 3 Hours  
Credit: 03

### Section –I

Linear Programming Problems: Formulation and their Solution by Simplex and Artificial Variable Techniques. Resolution of Degeneracy in LPP. Duality in LPP: Solution of Primal-Dual Problems by Dual Simplex Method and Economic Interpretation of Duality. Solutions of Integer Programming Problems (IPP).

### Section –II

Transportation Problems: Mathematical Formulation and their Optimal Solution. Assignment Problems: Mathematical Formulation and their Solution by Hungarian Assignment Method. Theory of Games: Characteristic of Games, Minimax (Maximin) Criterion and Optimal Strategy. Solution of Games with (or without) Saddle Point. Solution of  $m \times n$  Games by Linear Programming Method. Principle of Dominance.

### Section-III

Markov Chains: Classification of States and Chains. Higher Transition Probabilities. Elementary Idea of Birth and Death Processes. Queuing Theory: Description of Queuing Problems, Notations, Measures of Effectiveness and Characteristics. Queuing Systems: M/M/1, M/M/C, M/M/1/R, M/G/1 and G/M/1 Models with Waiting Time Distribution and their Steady State Solutions.

### Section –IV

Inventory Problems: Classification and Cost involved in Inventory Problems. Solution of Deterministic and Probabilistic Inventory Models. Job Sequencing Problems: Processing of N Jobs through Two, Three and M Machines. PERT and CPM Techniques. Labeling Time Estimate and Determination of Critical Path on Network Analysis.

### Books Suggested:

1. Gass, S.I. : Linear Programming (Methods and Applications)
2. Kambo, N.S : Mathematical Programming Techniques
3. Hadely, G. : Linear Programming
4. Medhi, J. : Stochastic Processes (New Age International)
5. Donal, Gross & Carl, M. Hariss : Fundamentals of Queuing Theory (Wiley)
6. Kashyap, B.R.K & Chaudhary, M.L. : An Introduction to Queuing Theory (A.A.Publications)
7. Churchman : Introduction to Operations Research (J. Wiley)
8. Sharma, S.D. : Operation Research (Kedar Nath Ram Nath, India)

**Note:** The examiner is to set the question paper into five units- A, B, C, D & E. In each unit A, B, C & D, he/she has to set two questions of 16 marks each from section I, II, III, & IV respectively and the candidate will attempt one question from each unit. In unit E, there will be 8 short answered questions of 2 marks each, covering the whole syllabus and the candidate has to attempt all the questions.

**DEPARTMENT OF ZOOLOGY**  
**M. Sc. ZOOLOGY**

**Course Title: Wild Life And Conservation**

**Semester- III**

**Course no.: 16ZOOO2**

**MM:T80+IA20**

**Time: 3 Hr**

Note: There shall be seven questions in total. One question will be compulsory (short answer type) covering the entire syllabus and remaining six questions will be set two from each unit. Students are required to attempt question 1 and 4 more selecting at least one from each unit.

**Unit-I**

Wildlife: Definition, significance and wildlife zones of the world and India, Protected Area Systems, Present status of National PA-Systems. Theory and Practice of Biosphere Reserves of the world: Biosphere Reserves of India. Natural Heritage sites, Wildlife and livelihood; Wildlife and illegal trade & control.

**Unit-II**

Wildlife Damage, electric fences for wildlife damage control, Basic electric fence design, Trench design, line trapping, Mist netting, Rocket netting Chemical capture: Equipment, Drugs, Plan of operation. Poaching: Its implications, conducting anti-poaching operations.

**Unit-III**

Wildlife conservation techniques, role of WWF, IUCN, UNEP, Red Data Book; Categories of Endangered Wildlife Species. National Projects: Project Tiger, Project elephant, Project Rhinoceros, Project Crocodiles.

**\*As per SOE Zoology**

**\*\*proposed maximum marks and subject to change in uniformity with other faculties of university**

**List of Recommended Books**

1. Techniques for wildlife Census in India by W.A. Rogers (A field manual); Wildlife Institute of India, Dehradun.
2. Wildlife Wealth of India by T.C. Majupuria; Tecpress Services, L.P., 487/42-SOL Wattenslip, Pratum Bangkok, 10400, Thailand
3. Ali, S. Ripley S.D. Handbook of Birds of India, Pakistan 10-Vols. Oxford University Press, Bombay.
4. The Book of Indian Animals by S.H. Prater, BNHS-Publication, Bombay.
5. Wildlife in India by V.B. Saharia Natraj Publishers, Dehradun.
6. E.P. Gee, The Wildlife of India.