

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

Syllabus

Geography

STATE LEVEL UNDERGRADUATE SYLLABI
(with Minor Changes approved by Board of Studies, Geography,
(meeting held on 12.07.2011)
M.J.P. Rohilkhand University, Bareilly)
B.A./B.Sc.

GEOGRAPHY

The three year B.A./B.Sc. course in geography shall be spread over three Academic Sessions viz. Part – I, Part – II, Part – III. There will be two theory papers carrying 75 marks each and a Practical of 50 marks in the first two years. In Part – III, there will be three theory papers carrying 50 marks each and a Practical of 50 marks.

The candidates must pass in theory and Practicals separately at least 36 percent marks in each. No private candidate is allowed. Failed candidates shall not be required to under go practical training. They might submit the old Record Book or a new one.

Class-wise Schedule of papers is as follows –

B.A./B.Sc. Part – I	
Paper – I Physical Geography	M.M. 75
Paper – II Human Geography	M.M. 75
Practicals	M.M. 50
B.A./B.Sc. Part – II	
Paper – I Economic Geography	M.M. 75
Paper – II Geography of India	M.M. 75
Practicals	M.M. 50
B.A./B.Sc. Part – III	
Paper – I Geographical thought	M.M. 50
Paper – II Environmental Studies	M.M. 50
Paper – III Regional studies of any one of the following	
(A) South West Asia	
(B) South East Asia	
(C) Far East Asia	
Practicals	M.M. 50

Paper – II: Environmental Studies

- Unit - I Geography as a study of Environment - concepts & components of environment, Development of environment studies, Approaches to environmental studies, concept of ecology and ecosystem, Man-Environment relationship, Agricultural and Industrial practices, science, technology and environment.
- Unit - II The problems and causes of environmental degradation, Deforestation, soil erosion, soil exhaustion, Desertification, Air pollution, water pollution, Disposal of solid waste, Population pressure.
- Unit - III Environmental management: Environmental education, preservation of ecological balance at local, regional and National level, Major environmental policies and programmes.
- Unit - IV Sample studies – Ganga Action Plan, Tiger project, Tehri dam & Narmada Valley project.
- Unit - V Emerging environmental issues; population explosion, food security, global warming, bio-diversity and its conservation, sustainable development.

Books Recommended:

1. Jagadish Singh, Vatavaran Niyojan Aur Samvikas.
2. P.S. Negi, Eco-Development and Environmental Geography (Hindi)
3. G.P. Yadav & Ram Suresh, Paryavaran Adhyayan.
4. V.K. Srivastava, Environmental and Ecology (Hindi).
5. Griffith Taylor, Environmental race and migration.
6. Sharma, H.S. and Chattopadhyay, S. K. Sustainable Development-concepts and issues, concept, New Delhi – 2000.
7. Reid, D., Sustainable Development, Earthscan, Pub. London, 1995.
8. Singh, Savinder, Paryavaran Bhoogo/Environmental Geography.

Paper – III:

Regional Studies of any one of the following Regions

(A) South West Asia

- Unit - I Region as a geographical entity and as a component of global system. Basis of regionlisation, grouping of countries – Geographical, political, historical, cultural etc.
- Unit - II Structure Relief, climate and climatic regions, vegetation. Irrigation, Power and Mineral resources.
- Unit - III Population distribution, growth, distribution pattern, migration. Agriculture, Industries, Transport and Trade.
- Unit - IV Strategic importance of the region, Suez Canal, Geographical background of the modern problems.

History

<u>Syllabus</u> <u>B.A.</u>	
<u>HISTORY</u>	
<u>B.A.-I</u>	
<u>PAPERS</u>	
I Paper :	Political History of Medieval India 1200 to 1526 A.D.
II Paper :	History of Europe 1450 to 1789 A.D.
<u>B.A. II</u>	
I Paper :	Political History of Medieval India 1526 to 1740 A.D.
II Paper :	History of Europe 1789 to 1870 A.D.
<u>B.A. III</u>	
I Paper :	Political History of Modern India 1740 to 1964 A.D.
II Paper :	History of Europe 1871 to 1950 A.D.
III Paper :	History of Indian Culture

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- Paper 3 : History of Indian Culture**
- UNIT - 1 :
1. Indus Valley Civilization - Source of Information, Social life, Religious Ideas and Beliefs, Art, Town Planning.
 2. Vedic Period - Social condition, Religious condition, Council and Assembly, Ashrama system, Status of Women.
 3. Jainism - Causes for the Religious Upheaval, Teaching of Mahavira & Principles of Jainism, Contribution of Jainism to Indian Culture.
 4. Buddhism-Rise and Growth, Doctrines of Buddhism, Causes of Downfall, Contribution to Indian Culture.
 5. Mauryan Period - Social Condition, Art and Architecture - Gandhara Art and Mathura Art, Religious Condition in Gupta Period, The Gupta Art.
- UNIT - 2 :
1. Composition and Stratification of Rural Society - Structure of Urban Society, Upper Class, Ulema, Slaves, Middle Class, Common People, Painting, Architecture in Medieval Period, Development of Education in Medieval Period, Bhakti Movement - Causes, Prominent Saints, Growth and impact, Sufism - Meaning, Concept and Practices, Sects, Status of Women in Medieval Period.
- UNIT - 3 :
1. Renaissance - Hindu Social and Religious Reformation Movements - Arya Samaj, Brahma Samaj, Theosophical Society, Ramkrishna Mission, Muslim Religious reform Movement - Bahavi, Deoband, Ahmadiya and Aligarh Movements.
 2. Development of Modern Education - Macaulay's Minutes, Woods dispatch to Radhakrishnan Committee Report.
 3. Social Stratification - Proliferation of Castes, Untouchability, Lower Caste Movements, Peasant Societies & Movements, Rise of Middle Class, Development of Press & Media.
- UNIT - 4 :
1. Social Legislation Passed by the British Govt. - Education, Emancipation of Peasants & Women, Women - Status, Rights and Culture.
 2. Architecture - Colonial Architecture - The New Towns, Colonial forts, Architecture in 20th Century.

Books Recommended

- (1) प्राचीन भारत एक प्रारम्भिक रूपरेखा - डी०एन० झा
Ancient India An Introductory Outline - D.N. Jha

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Physical Education

संशोधनों की संरुति

इस बैठक में पूरे प्रदेश में समान पाठ्यक्रम लागू किये जाने के उद्देश्य से संशोधन/सहमति हेतु एक पाठ्यक्रम का प्रारूप प्रस्तुत किया गया। उपस्थित सदस्यों ने प्रस्तुत (प्रस्तावित) पाठ्यक्रम के प्रारूप पर सम्यक विचार विमर्श किया। विचार विमर्श के उपरान्त सभी सदस्यों ने सर्वसम्मति से निर्णय लिया कि,

- छात्रों के लिए भारतीय इतिहास के सम्यक ज्ञान एवं प्रयोगी परीक्षाओं में भागीदारी को देखते हुए सम्पूर्ण विषय का अध्ययन आवश्यक है। जबकि प्रस्तावित पाठ्यक्रम में प्राचीन भारत के राजनैतिक इतिहास को सम्मिलित नहीं किया गया है। अतः समिति के सदस्यों का सुझाव है कि स्नातक स्तर के पाठ्यक्रम में प्राचीन भारतीय राजनैतिक इतिहास को सम्मिलित किया जाये।
- पाठ्यक्रम में दक्षिण भारत के इतिहास को सम्मिलित नहीं किया गया है।
- यूरोप के इतिहास में बी०ए० प्रथम वर्ष के द्वितीय प्रश्न पत्र (1450-1789 ई०) की इकाई 4 में "जापान का आपुनिकीकरण" को सम्मिलित किया गया है। अतः समिति का सुझाव है कि इन प्रश्न पत्रों का शीर्षक "यूरोप का इतिहास" के स्थान पर "विश्व का इतिहास" रखा जाना उचित रहेगा। साथ ही इसमें अफ्रीका एवं एशिया का इतिहास भी शामिल किए जाने की संरुति की जाती है।

M.J.P. Rohilkhand University, Bareilly Syllabus of Compulsory Subject - Physical Education & Sports B.A./B.Com./B.Sc.-I Paper I

Theory 50 Marks

FOUNDATION OF PHYSICAL EDUCATION

- | | |
|--------|---|
| Unit 1 | Definition of the terms Education, Physical Education, Physical training and coaching.
अर्थ एवं परिभाषा शिक्षा शारीरिक शिक्षा, शारीरिक साधना और प्रशिक्षण |
| Unit 2 | Aims, Objectives, Need and importance of Physical Education
शारीरिक शिक्षा के लक्ष्य, उद्देश्य, आवश्यकता एवं महत्व |
| Unit 3 | Development and Growth of Physical Education, Difference between development and growth.
शारीरिक शिक्षा का विकास एवं वृद्धि, विकास एवं वृद्धि में अन्तर। |
| Unit 4 | Development of Physical Education in India Pre-Independence and Post-Independence
भारत में शारीरिक शिक्षा का विकास स्वतंत्रता से पूर्व एवं स्वतंत्रता के उपरान्त। |
| Unit 5 | Biological Principal and Physical Education
जैव सिद्धान्त और शारीरिक शिक्षा।
Effect to Heridity and environment on growth and development
विकास एवं वृद्धि पर आनुवांशिकता एवं पर्यावरण का प्रभाव। |
| Unit 6 | Psychological Principle of Skill Learning, Psychological factors affecting Physical Performance
शारीरिक शिक्षा एवं खेल के मनोविज्ञान के सिद्धान्त।
Laws of Learning, Nature of Skill Learning, Psychological factors affecting Physical Performance
सीखने के नियम, सीखने की प्रकृति, शारीरिक शिक्षा को सफल बनाने वाले मनोवैज्ञानिक तत्व। |
| Unit 7 | Measurement of Track & Field, Courts & Grounds |

Paper II

Theory 50 Marks

SYSTEMS OF THE BODY, HEALTH & HYGIENE

- Unit 1 Introduction to systems of the body, Health and Hygiene, Functions of Human Skeleton, Types of bones, Types of Joints, Motion of Joints.
शारीरिक तंत्र, स्वास्थ्य एवं स्वच्छता एक परिवर्त, शारीरिक जोड़ों के कार्य, अस्थियों के प्रकार, जोड़ों के प्रकार, जोड़ों की गति।
- Unit 2 Effects of Exercises on Human skeleton
मानवीय अस्थि विज्ञान पर व्यायाम के प्रभाव।
- Unit 3 Meaning and Scope of Health education, Hygiene Problems of Colleges and their remedial measure.
स्वास्थ्य शिक्षा का अर्थ एवं क्षेत्र, महाविद्यालयों में स्वच्छता समस्या, कारण एवं निवारण।
- Unit 4 Air and water pollution-Causes and its remedial measures
वायु एवं जल प्रदूषण के कारण एवं निवारण।
- Unit 5 First Aid in case of Athletic injuries, Snake bite, drowning, electric shocks and burns.
पुष्टक चोट में प्राथमिक चिकित्सा, सर्पदंश, डूबना, झुलसना या जलना, बिजली का झटका।
- Unit 6 Meaning of Dope, effect of dope on natural growth of body, effect of alcohol and smoking on health.
डोप का अर्थ, शारीरिक विकास में डोप का प्रभाव, धूम्रपान, तम्बाकू एवं शराब का स्वास्थ्य पर प्रभाव।

Practical	-	50 Marks
Games	-	25 Marks
Athletics	-	25 Marks

M.J.P. Rohilkhand University, Bareilly

Syllabus of Compulsory Subject - Physical Education & Sports

B.A./B.Com./B.Sc.-II

Paper I

Theory 50 Marks

SPORTS PSYCHOLOGY AND SOCIOLOGICAL ASPECTS OF PHYSICAL EDUCATION

- Unit 1 Psycho-Physical Unity of Man
मानव का मनोवैज्ञानिक एवं शारीरिक सामंजस्य
- Unit 2 Learning Curve
सीखने की वक्र रेखा
- Unit 3 Motivation in Physical Education
अभिप्रेरण और शारीरिक शिक्षा
- Unit 4 Theories of Play
खेल के सिद्धान्त
Emotions and their role in sports
संवेग/मनोभाव/आवेग तथा खेल पर इसका प्रभाव
- Unit 5 Behavioural Development through Physical Education
शारीरिक शिक्षा के माध्यम से आचरण/व्यवहार विकास
- Unit 6 Social Values and their implications in games and sports
Physical education as a socializing agency
खेलों का सामाजिक मूल्यों पर प्रभाव, समाजीकरण में शारीरिक शिक्षा का महत्व।

Sociology

STATE LEVEL SYLLABUS OF SOCIOLOGY FOR UNDERGRADUATE LEVEL

Prepared by:

DR N. C. Shukla
Professor A. K. Sharma
Dr. Anoop Kumar Singh
Professor D.S. Rajput

Convener (Sociology, C.S.J.M. University, Kanpur)
Member (I.I.T. Kanpur)
Member (D.A.V.(P.G.) College Kanpur)
Member (Dr. H.S.GAUR University, Sagar)

B.A. I Sociology Paper Ist: Introduction to Sociology.

Objectives:

This introductory paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences. It is to be organized in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it.

Course Outline:

- Unit 1: The nature of Sociology.
The meaning of Sociology: Origin, Definition, Scope, Subject matter, Nature and relation of sociology with other social sciences. Humanistic orientation to Sociological study.
- Unit 2: Basic concepts
Society, community, Institution, Association, Group, Social structure, status and role, Human and Animal Society.
- Unit 3: Institutions.
Family and kinship, religion, education, State.
- Unit 4: The individual and Society.
Culture, Socialization, Relation between individual and society.
- Unit 5: The use of Sociology.
Introduction to applied sociology-Sociology and social problems, Ecology and Environment: Pollution, Global warming and Green house effect.
Impact of Industrialization and Urbanization on Environment.

Essential readings:

Bottomore. T.B. 1972, Sociology: A guide to problems and literature.

norms and practices, thus giving rise to some critical social issues and problems.

This course is designed to identify and analyse some of such emerging social issues and problems from sociological perspective. In the interest of systematic ordering, the issues and problems have been classified into four sets: structural, familial development and organizational. The course seeks to go beyond the commonsense understanding of the prevailing social issues and problems in order to project them into their structural context. Accordingly, it focuses on these structural linkages and interrelationships.

Hence the objectives of the course are to sensitise the students to the emerging social issues and problems of contemporary India, enable them to acquire sociological understanding of these issues and problems over and above their commonsense understanding, empower them to deal with these issues and problems and to serve as change agents both in governmental and non-governmental and organizations.

- Unit 1: **STRUCTURAL:** Course outlines
Poverty, inequality of caste and gender, Problems of Religious, ethnic and regional, minorities, backward classes and dalits. Human Rights violation
- Unit 2: **FAMILIAL:** Dowry, domestic violence, divorce, intra and inter-Generational conflict, problems of elderly.
- Unit 3: **DEVELOPMENTAL:** Development induced displacement, ecological degradation, consumerism, crisis of Values.
- Unit 4: **DISORGANIZATIONAL:** Crime and Delinquency, White Collar crime and criminals, drug addiction, suicide, terrorism, cyber crime. Corruption in public sphere.

Essential readings:

- Beteille, Andre, 1974, Social Inequality, New Delhi, OUP
- Beteille, Andre, 1992, Backward classes in Contemporary India, New Delhi, OUP
- Berremann, G.D. 1979, Caste and other inequalities: Essays in inequality, Meerut: Folklore Institute.
- Dube, Leela. 1997, Woman and Kinship: Comparative perspective on Gender in South and Southeast Asia. New Delhi: Sage Publications.
- Gadgil, Madhav and Guha, Ramchandra. 1996, Ecology and Equity: The Use and abuse of nature in Contemporary India. New Delhi. OUP
- Gill, S.S. 1998, The Pathology of Corruption. New Delhi: OUP
- Guha, Ranjit, 1991, Subaltern Studies, New York: OUP
- Inden, Ronald. 1990, Imaging India, Oxford: Basil Blackward.
- Lewis Oscar, 1966, "Culture of Poverty" Scientific American, Vol. II and V No. 4pp. 1925.
- Madan, T.N. 1991, Religion in India, New Delhi. OUP
- Ministry of Home Affairs. 1998, Crime in India. New Delhi. Govt. of India.

संशोधनों की संस्तुति

इस बैठक में पूरे प्रदेश में समान पाठ्यक्रम लागू किये जाने के उद्देश्य से संशोधन/सहमति हेतु एक पाठ्यक्रम का प्रारूप प्रस्तुत किया गया। उपस्थित सदस्यों ने प्रस्तुत(प्रस्तावित) पाठ्यक्रम के प्रारूप पर सम्यक विचार विमर्श किया। विचार विमर्श के उपरान्त सभी सदस्यों ने सर्वसम्मति से निर्णय लिया कि,

1. संलग्न संशोधित पाठ्यक्रम को यह समिति सहमति प्रदान करती है। परन्तु निम्न संशोधन अपेक्षित है। यदि यह संशोधन स्वीकार कर लिये जाते हैं तो संशोधित पाठ्यक्रम छात्र हित में अधिक उपयुक्त रहेगा।
2. संशोधन हेतु निम्न सुझाव विचारार्थ प्रस्तुत है।
 - क. चूंकि उत्तर प्रदेश हिन्दी भाषी प्रदेश है अतः हिन्दी की पाठ्यक्रम पुस्तकों भी संदर्भित की जायें।
 - ख. बी0ए0 तृतीय वर्ष के द्वितीय प्रश्न पत्र के यूनिट द्वितीय से प्रत्यक्षवाद और प्रघटनाशास्त्र एवं यूनिट चतुर्थ से Dispersion हटाना अपेक्षित है।
 - ग. बी0ए0 तृतीय वर्ष के द्वितीय पेपर समाजिक शोध पद्धतियों की व्यावहारिक उपयोगिता को ध्यान में रखते हुए तृतीय प्रश्न पत्र के विकल्प के रूप में क्षेत्रीय समस्याओं पर आधारित प्रोजेक्ट रिपोर्ट का विकल्प दिया जाना अपेक्षित है। जिसकी रूप रेखा निम्न है।
 - अ. उन्हीं संस्थागत विद्यार्थियों को प्रोजेक्ट दिया जाय जिन्होंने बी0ए0 प्रथम एवं द्वितीय में कम से कम 55 प्रतिशत अंक प्राप्त किये हों।
 - ब. प्रोजेक्ट रिपोर्ट स्थायी शिक्षकों के द्वारा ही संस्तुती की जाये।
 - स. प्रोजेक्ट रिपोर्ट का मूल्यांकन वाह्य एवं आन्तरिक परीक्षकों द्वारा 50-50 अंकों में से अंक दिये जायेंगे।
 - द. प्रोजेक्ट रिपोर्ट 2 प्रतियों में विश्वविद्यालय के मुख्य परीक्षाओं से दो सप्ताह पूर्व जमा की जाये।

Environment Studies



एम.जे.पी. रहेलखण्ड विश्वविद्यालय, बरेली

- प्रथम खण्ड**
- (अ) पर्यावरण : परिचय उद्देश्य और उपयोगिता
(ब) पर्यावरण के घटक : जलीय पारितन्त्र, स्थलीय पारितन्त्र और वायु पारितन्त्र
- द्वितीय खण्ड**
- (अ) पारिस्थितिकीय तन्त्र : परिचय, पारिस्थितिकीय तन्त्र के प्रकार, पारिस्थितिकीय तन्त्र की संरचना और पर्यावरण से सम्बन्धित इसकी उपयोगिता
(ब) प्राकृतिक संसाधन : पारम्परिक, गैर पारम्परिक ऊर्जा स्रोत
- तृतीय खण्ड**
- (अ) पर्यावरण प्रदूषण : प्रदूषक, परिभाषा व प्रकार, विभिन्न प्रकार के मुख्य प्रदूषक जैसे – वायु, जल, मृदा, ध्वनि, तापीय, रेडियो धर्मिता, प्रदूषण का भौतिक, रासायनिक व जैवीय वातावरणीय कारकों पर प्रभाव
(ब) अवशिष्ट : अवशिष्टों का वर्गीकरण, अवशिष्टों के स्रोत एवं वातावरण पर इनका प्रभाव
- चतुर्थ खण्ड**
- (अ) प्रमुख वातावरणीय प्रदूषण की समस्याएँ : ग्रीन हाउस प्रभाव, अम्लीय वर्षा, ओजोन क्षरण
(ब) विभिन्न प्रकार के प्रदूषणों का नियन्त्रण, प्राकृतिक संसाधनों का बचाव, वन्य जीवन संरक्षण
- पंचम खण्ड**
- (अ) पर्यावरण संरक्षण एक्ट (1986), विभिन्न प्रकार के संगठन एवं संस्था
(ब) विभिन्न –
(1) पर्यावरण शिक्षा के उद्देश्य, निर्देश एवं भूमिका
(2) सामाजिक पर्यावरण (एच.आई.वी., तम्बाकू, कैंसर, स्त्री तथा पर्यावरण) इत्यादि।



M.J.P. Rohilkhand University, Bareilly

Syllabus - core course of Environmental Science for (Compulsory qualifying course) undergraduates of all disciplines.

- Unit I**
- (A) Environment - Introduction and its scope
(B) Components of Environment - hydrosphere, lithosphere and atmosphere.
- Unit II**
- (A) Ecosystem - Introduction, kinds of ecosystem, structure of ecosystem and its significance in relation to environment.
(B) Natural Resources - Renewable, non renewable, conventional and non conventional, resources of energy and conservation of natural resources.
- Unit III**
- (A) Environmental Pollution - Definition of pollution, what are pollutants, different types of environmental pollutions, like air, water, soil, noise, thermal and radioactive pollution and its effect on human health.
(B) Wastes - Classification of wastes, sources of wastes and its effect on environment.
- Unit IV**
- (A) Major environmental pollution problems : Green house effect, Acid Rain, Ozone Depletion.
(B) Control of various types of pollution, conservation of natural resources : Wild life conservation.
- Unit V**
- (A) Environment Protection Act - (1986) Various environmental organizations and agencies.
(B) Miscellaneous : Goals, objectives and guidelines of environmental education.
Social issues and environment (HIV, Tobacco, Cancer, Women and environment) etc.