



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Agriculture
B.Sc. (Hons) Agriculture

BAGEXT103: Communication Skills

Course Code	Course Name	Teaching & Evaluation Scheme							
		Theory			Practical		L	P	CREDITS
		End Sem University Exam	Mid Term Exam*	Teachers Assessment*	End Sem University Exam	Teachers Assessment*			
BAGEXT103	Communication Skills	40	20	20	20	0	1	1	2(1+1)

Legends: L - Lecture; P – Practical; C-Credit;

***Teacher Assessment** shall be based on following components: Quiz / Assignment / Project /Participation in Class,

Course Objective: To acquire competence in oral, written and non-verbal communication, develop strong personal and professional communication and demonstrate positive group communication.

Course Outcomes:

1. Student will able to understand English grammar and communication
2. Student will able to understand vocabulary and report writing

Unit-1 : Communication Process: The magic of effective communication; Building self-esteem and overcoming fears; Concept, nature and significance of communication process; Meaning, types and models of communication; Verbal and non-verbal communication; Linguistic and non-linguistic barriers to communication and reasons behind communication gap/ miscommunication.

Unit-2: Basic Communication Skills: Listening, Speaking, Reading and Writing Skills.

Unit-3: Précis writing/ Abstracting/Summarizing; Style of technical communication Curriculum vitae/resume writing; Innovative methods to enhance vocabulary, analogy questions.

Unit-4: Structural and Functional Grammar: Sentence structure, modifiers, connecting words and verbal; phrases and clauses; Case: subjective case, possessive case; objective case; correct usage of nouns, pronouns and antecedents, adjectives, adverbs and articles.

Unit-5: Agreement of verb with the subject: tense, mood, voice; Writing effective sentences; Basic sentence faults.

Practical: BAGRI-102

Listening and note taking; Writing skills: precis writing, summarizing and abstracting; Reading and comprehension (written and oral) of general and technical articles; Micro-presentations and Impromptu Presentations: Feedback on presentations; Stage manners: grooming, body language, voice modulation, speed; Group discussions; Public speaking exercises; vocabulary building exercises; Interview Techniques; organization of events.



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Suggested readings

1. Allport, G. W. 1937. Personality: A Psychological Interpretation. Holt, New York.
2. Brown Michele and Gyles Brandreth. 1994. How to Interview and be interviewed. Sheldon Press, London.
3. Carnegie Dale. 1997. The Quick and Easy Way to Effective Speaking. Pocket Books, New York.
4. Francis Peter S J. 2012. Soft Skills and Professional Communication. Tata McGraw Hill, New Delhi.
5. Kumar S and Pushpa Lata. 2011. Communication Skills. Oxford University Press.
6. Neuliep James W. 2003. Intercultural Communication A Contextual Approach. Houghton Mifflin Co Boston.
7. Pease, Allan. 1998. Body Language. Sudha Publications, Delhi.
8. Raman M and Singh P. 2000. Business Communication. Oxford University Press.
9. Seely J. 2013. Oxford Guide to Effective Writing and Speaking. Oxford University Press.
10. Thomson A J and Martinet A V. 1977. A Practical English Grammar. Oxford University.

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BAGHORT101: Fundamentals of Horticulture

Course Code	Course Name	Teaching & Evaluation Scheme							
		Theory			Practical		L	P	CREDITS
		End Sem University Exam	Mid Term Exam*	Teachers Assessment*	End Sem University Exam	Teachers Assessment*			
BAGHORT 101	Fundamentals of Horticulture	40	20	20	20	0	2	1	3(2+1)

Legends: L - Lecture; P – Practical; C-Credit;

***Teacher Assessment** shall be based on following components: Quiz / Assignment / Project /Participation in Class

Objectives:

1. To provide knowledge on different branches of horticulture viz. pomology, olericulture, floriculture and landscaping, spices and medicinal plants
2. To provide knowledge on orchard management, propagation methods, cultural operations and nutrient management of horticultural crops
3. To provide knowledge on different physiological aspects of horticultural crops

Course Outcomes:

1. Student will able to understand Horticultural plant propagating methods
2. Student will able to understand Horticultural crops and its related aspects

Unit-1 Horticulture: Its different branches, importance and scope, Horticulture and botanical classification, soil and climate for horticultural crops.

Unit-2 Plant propagation: methods and propagation structures, seed dormancy and seed germination, Merits and demerits of sexual and asexual propagation Stock-scion relationship.

Unit-3 Principles of orchard establishment, principles and methods of training and pruning of fruit crops,

Unit-4 Juvenility and flower

bud differentiation, unfruitfulness in horticultural crops, pollination, pollinizers and pollinators, fertilization and parthenocarpy

Unit-5 importance of bio regulators in horticultural crops, irrigation and its methods, Fertilizer application in horticultural crops

Practical: BAGRI-107

Identification and nomenclature of fruit, Layout of an orchard, pit making and system of planting, Nursery raising techniques of fruit crops, Understanding of plant propagation structures, Propagation through seeds and plant parts, Propagation techniques for horticultural crops, Container, potting mixture, potting and repotting, Training and pruning methods on fruit crops, Preparation of fertilizer mixture and application, Preparation and application of PGR, Layout of different irrigation systems, Maturity studies, harvesting, grading, packaging and storage.



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Suggested readings

1. Basics of Horticulture by Jitendra Singh
2. Introduction to Horticulture by N. Kumar
3. Handbook of Horticulture by ICAR

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BAGSOIL101: Fundamentals of Soil Science

Course Code	Course Name	Teaching & Evaluation Scheme							
		Theory			Practical		L	P	CREDITS
		End Sem University Exam	Mid Term Exam*	Teachers Assessment*	End Sem University Exam	Teachers Assessment*			
BAGSOIL101	Fundamentals of Soil Science	40	20	20	20	0	2	1	3(2+1)

Legends: L - Lecture; P – Practical; C-Credit;

***Teacher Assessment** shall be based on following components: Quiz / Assignment / Project /Participation in Class,

Objective: To impart knowledge on soil genesis, basic soil properties with respect to plant growth

Course Outcomes

1. Student will able to understand origin, classification of soil
2. Student will able to understand soil properties

Unit-1 Soil: Pedological and edaphological concepts. Rocks and minerals, weathering,

Unit-2 Silicate clays: constitution and properties, sources of charge, ion exchange, cation and anion exchange capacity and base saturation (after buffering capacity), Soil formation, Soil organic matter, Pedogenic processes,

Unit-3 Soil colloids: inorganic and organic, Properties of soil colloids and Ion exchange in soils, Soil profile, soil texture, soil structure.

Unit-4 Bulk density and particle density, soil consistency, soil temperature, soil air, soil water

Unit-5 Soil reaction and buffering capacity. Soil taxonomy, keys to soil orders. Soils of India

Practical: BAGRI-106

Study of general properties of minerals, study of minerals-silicate and non-silicate minerals, study of rocks-igneous, sedimentary and metamorphic rocks; study of a soil profile, collection and processing of soil for analysis, study of soil texture-feel method, mechanical analysis, determination particle density and soil porosity, determination of soil colour, study of soil structure and aggregate analysis, determination of soil moisture, determination of soil moisture constants field capacity; water holding capacity. Study of infiltration rate of soil, determination of pH and Electrical conductivity of soil



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Suggested readings

1. Introductory Soil Science – By Dilip Kumar Das, Kalyani Publishers
2. Soil Fertility and Nutrient Management – By S. S. Singh, Kalyani Publishers
3. Soil Fertility and Fertilizers – By Samuel L. Tisdale, Werner L. Nelson and James D. Beaton, Macmillan Publishing Company, New York
4. The Nature and Properties of Soils – By Harry O. Buckman and Nyle C

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BAGAGRON101: Farming based livelihood systems

Course Code	Course Name	Teaching & Evaluation Scheme							
		Theory			Practical		L	P	CREDITS
		End Sem University Exam	Mid Term Exam*	Teachers Assessment*	End Sem University Exam	Teachers Assessment*			
BAGAGRO N101	Farming based livelihood systems	40	20	20	20	0	2	1	2(2+1)

Legends: L - Lecture; P – Practical; C-Credit;

***Teacher Assessment** shall be based on following components: Quiz / Assignment / Project /Participation in Class,

Objective:

1. To make the students aware about farming-based livelihood systems in agriculture
2. To disseminate the knowledge and skill how farming-based systems can be a source of livelihood

Course Outcomes

1. Student will able to understand farming based livelihood in agriculture
2. Student will able to learn mixed farming

Unit-1: Status of agriculture in India and different states, Income of farmers and rural people in India, Livelihood-Definition, concept and livelihood pattern in urban and rural areas, Different indicators to study livelihood systems.

Unit-2: Agricultural livelihood systems (ALS): Meaning, approach, approaches and framework, Definition of farming systems and farming based livelihood systems Prevalent Farming systems in India contributing to livelihood. Types of traditional and modern farming systems

Unit-3: Components of farming system/ farming-based livelihood systems- Crops and cropping systems, Livestock (Dairy, Piggery, Goatry, Poultry, Duckry etc.), Horticultural crops, Agro--forestry systems, Aqua culture Duck/Poultry cum Fish, Dairy cum Fish, Piggery cum Fish etc., Small-, medium- and large- enterprises including value chains and secondary enterprises as livelihood components for farmers, Factors affecting integration of various enterprises of farming for livelihood.

Unit-4: Feasibility of different farming systems for different agro-climatic zones, Commercial farming-based livelihood models by NABARD, ICAR and other organizations across the country, Case studies on different livelihood enterprises associated with the farming. Risk and success factors in farming-based livelihood systems, Schemes and programs by Central and State Government, Public and Private organizations involved in promotion of farming-based livelihood opportunities.

Unit-5: Role of farming-based livelihood enterprises in 21st Century in view of circular economy, green economy, climate change, digitalization and changing life style.



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Practical: BAGRI-103

Survey of farming systems and agricultural based livelihood enterprises, Study of components of important farming based livelihood models/ systems in different agro-climatic zones, Study of production and profitability of crop based, livestock based, processing based and integrated farming based livelihood models, Field visit of innovative farming system models. Visit of Agri-based enterprises and their functional aspects for integration of production, processing and distribution sectors and Study of agri-enterprises involved in industry and service sectors (Value Chain Models), Learning about concept of project formulation on farming-based livelihood systems along with cost and profit analysis, Case study of Start-Ups in agri-sectors.

Suggested Readings

1. Ashley, C. and Carney, D. 1999. Sustainable Livelihoods: Lessons from Early Experience; Department for International Development: London, UK; Volume 7. [Google Scholar]
2. Agarwal, A. and Narain, S. 1989. Towards Green Villages: A strategy for Environmentally, Sound and Participatory Rural Development, Center for Science and Environment, New Delhi, India
3. Carloni, A. 2001. Global Farming Systems Study: Challenges and Priorities to 2030 – Regional Analysis: Sub-Saharan Africa, Consultation Document, FAO, Rome, Italy
4. Dixon, J. and A. Gulliver with D. Gibbon. 2001. Farming Systems and Poverty: Improving Farmers' Livelihoods in a Changing World. FAO & World Bank, Rome, Italy & Washington, DC, USA
5. Evenson, R.E. 2000. Agricultural Productivity and Production in Developing Countries'. In FAO, The State of Food and Agriculture, FAO, Rome, Italy
6. Livelihood Improvement of Underprivileged Farming Community: Some Experiences from Vaishali, Samastipur, Darbhanga and Munger Districts of Bihar by B. P. Bhatt, Abhay Kumar, P.K. Thakur, AmitavaDeyUjjwal Kumar, Sanjeev Kumar, B.K. Jha, Lokendra Kumar, K. N. Pathak, A. Hassan, S. K. Singh, K. K. Singh and K. M. Singh ICAR Research Complex for Eastern Region ICAR Patna, P.O. Bihar Veterinary College, Patna - 800 014, Bihar
7. Panwar et al. 2020. Integrated Farming System models for Agricultural Diversification, Enhanced Income and employment, Indian Council of Agricultural Research, New Delhi.
8. Reddy, S.R. 2016. Farming System and Sustainable Agriculture, Kalyani Publishers, New Delhi.
9. Singh, J.P., et al. 2015. Region Specific Integrated Farming System Models, ICAR-Indian Institute of Farming Systems Research, Modipuram.
10. Walia, S. S. and Walia, U. S. 2020. Farming System and Sustainable Agriculture, Scientific Publishers, Jodhpur, Rajasthan.

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BAGAGRON101: Fundamentals of Agronomy

Course Code	Course Name	Teaching & Evaluation Scheme							
		Theory			Practical		L	P	CREDITS
		End Sem University Exam	Mid Term Exam*	Teachers Assessment*	End Sem University Exam	Teachers Assessment*			
BAGAGRO N101	Fundamentals of Agronomy	40	20	20	20	0	2	1	3(2+1)

Legends: L - Lecture; P – Practical; C-Credit;

***Teacher Assessment** shall be based on following components: Quiz / Assignment / Project /Participation in Class,

Objectives: To impart the basic and fundamental knowledge of Agronomy

Course Outcomes

1. Student will able to understand the importance of tillage in agriculture
2. Student will able to understand weed crop growth and development in terms of agronomy

Unit-1 Agronomy and its scope: Definition, meaning and scope of Agronomy; art, science and business of crop production, relation of Agronomy with other disciplines of Agricultural Science, fields crops and classification, importance, ecology and ecosystem. Seeds and sowing: Definitions of crops, variety and seed. Factors affecting crop stands establishment: good quality seed, proper tillage, time of sowing seed rate, depth and method of sowing: broadcasting, drilling, dibbling, transplanting etc.

Unit-2 Tillage and tilth: Definition, objectives, types, advantages and disadvantages of tillage including conservation tillage. Crop density and geometry: plant geometry and planting geometry, its effect on growth, yield.

Unit-3 Crop nutrition: Definition of essential nutrients, criteria of essentiality, functional elements, classification of essential nutrients, role of macro and micro nutrients. Nutrient absorption, active and passive absorption of nutrients, forms of plant nutrients absorbed by plants, Combined /un combined forms. Manures and fertilizers, nutrient use efficiency: Sources of nutrients: Inorganic (fertilizers), organic (manures) and bio-fertilizers; their classification and characteristics, method of preparation and role of organic manures in crop production.

Unit-4 Integrated Nutrient Management (INM): Meaning, different approaches and advantages of INM. Green manure- role in crop production: Definition, objectives types of green manuring, desirable characteristics, advantages and limitations of green manuring. Water management: Water resources of the world, India and the state; Soil Moisture constants: gravitational water, capillary water, hygroscopic water, Soil moisture constants.

Unit-5 Weeds: Definition, Importance and basics of classification of weeds and their control. Agro climatic zones of India and the state, cropping systems: Factors affecting cropping systems, major cropping patterns and systems in the country. Sustainable crop production: Definition, importance and practices, natural resources and conservation pollution and pollutants, Allelopathy: Meaning and importance in crop production, Growth



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and development of crops: Definition, Meaning and factors affecting growth and development.

Practical: BAGRI-104

A visit to Instructional Crop farm and study on field crops, Identification of crops, seeds, fertilizers, pesticides, Crops and cropping systems in different Agro-climatic zones of the state, Study of some preparatory tillage implements, Study of inter tillage implements, Practice of ploughing / puddling, Study and practice of inter cultivation in field crops, Numerical exercises on calculation of seed, plant population and fertilizer requirement, Study of yield contributing characters and yield estimation of crops, Identification of weeds in different crops, Seed germination and viability test of seed, Practice on time and method of application of manures and fertilizers.

Suggested readings

1. Rao V S. 1992. Principles of Weed Science. Oxford and IBH Publishing Co. Ltd. New Delhi.
2. Reddy Yellamanda T and Shankar Reddy G H. 1995. Principles of Agronomy. Kalyani Publishers, Ludhiana.
3. Reddy, S. R. 2008. Principle of Crop Production, Kalyani Publisher, Ludhiana.
4. William L Donn. 1965. Meteorology. McGraw-Hill Book Co. New York.
5. Yawalkar K S and Agarwal J P. 1977. Manures and Fertilizers. Agricultural Horticultural Publishing House, Nagpur

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BAGEXT101: Rural Sociology and Educational Psychology

Course Code	Course Name	Teaching & Evaluation Scheme							
		Theory			Practical		L	P	CREDITS
		End Sem University Exam	Mid Term Exam*	Teachers Assessment*	End Sem University Exam	Teachers Assessment*			
BAGEXT101	Rural Sociology and Educational Psychology	50	30	20	0	0	2	0	2(2+0)

Legends: L - Lecture; P – Practical; C-Credit;

***Teacher Assessment** shall be based on following components: Quiz / Assignment / Project /Participation in Class,

Objective: Provide knowledge on concept and importance of sociology and rural sociology as well as the relationship with Extension Education

Course Outcomes

1. Student will able to understand rural sociology
2. Student will able to understand rural educational psychology

Unit-1 Extension Education and Agricultural Extension: Meaning, definition, scope, and importance. Sociology and rural sociology: Meaning, definition, scope, importance of rural sociology in Agricultural Extension, and interrelationship between rural sociology and Agricultural Extension.

Unit-2 Indian Rural Society: important characteristics, differences and relationship between rural and urban societies. Social Groups: Meaning, definition, classification, factors considered information and organization of groups, motivation in group formation and role of social groups in Agricultural Extension.

Unit-3 Social Stratification: Meaning, definition, functions, basis for stratification, forms of social stratification- characteristics and- differences between class and caste system. Cultural concepts: culture, customs, folkways, mores, taboos, rituals. Traditions: Meaning, definition and their role in Agricultural Extension. Social Values and Attitudes: Meaning, definition, types and role of social values and attitudes in agricultural Extension.

Unit-4 Social Institutions: Meaning, definition, major institutions in rural society, functions, and their role in agricultural Extension. Social Organizations: Meaning, definition, types of organizations and role of social organizations in agricultural Extension. Social Control: Meaning, definition, need of social control and means of social control. Social change: Meaning, definition, nature of social change, dimensions of social change and factors of social change. Leadership: Meaning, definition, classification, roles of leader, different methods of selection of professional and lay leaders. Training of Leaders: Meaning, definition, methods of training, Advantages and limitations in use of local leaders in Agricultural Extension, Psychology and educational psychology: Meaning, definition, scope, and importance of educational psychology in Agricultural Extension.

Unit-5 Intelligence: Meaning, definition, types, factors affecting intelligence and importance of intelligence in Agricultural Extension. Personality: Meaning, definition, types, factors influencing the personality and role of personality in agricultural Extension.



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Teaching: Learning process: Meaning and definition of teaching, learning, learning experience and learning situation, elements of learning situation and its characteristics. Principles of learning and their implication of teaching

Suggested readings

1. A. R. Desai -Rural Sociology in India
2. Dahama O. P. and Bhatnagar, O. P. - Education and Communication for Development
3. J.B. Chitambar -Introductory Rural Sociology
4. M.B. Ghorpade- Essential of psychology
5. Prepared You Tube videos
6. R Velusamy Textbook on Rural Sociology and Educational Psychology
7. Ray, G. L. -Extension Communication and Management
8. Sandhu A. S. -Textbook on Agricultural Communication
9. Web Materials

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BAGSECPATH101: Mushroom Production Technology

Course Code	Course Name	Teaching & Evaluation Scheme							
		Theory			Practical		L	P	CREDITS
		End Sem University Exam	Mid Term Exam*	Teachers Assessment*	End Sem University Exam	Teachers Assessment*			
BAGSECPA TH101	Mushroom Production Technology	00	30	20	50	0	0	2	2(0+2)

Legends: L - Lecture; P – Practical; C-Credit;

***Teacher Assessment** shall be based on following components: Quiz / Assignment / Project /Participation in Class

Objective/Course outcome

- Identify edible types of mushroom.
- Gain the knowledge of cultivation of different types of edible mushrooms and spawn production.
- Manage the diseases and pests of mushrooms.
- Learn post-harvest techniques of mushrooms.
- Learn a means of self-employment and income generation.

Practical

- Acquaintance with various laboratory equipment and microscopy.
- Preparation of media and Preparation of mother culture.
- Spawn production (Mother and commercial spawn production).
- Cultivation of Oyster, Button, Paddy straw, Reishi, Milky mushroom etc. using agricultural waste.
- Identification of Mushroom diseases and pests and its management.
- Preparation of Value-added products, Quality assurance, Packing and packaging.



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Reference Books

- Marimuthu, T. et al. (1991). Oster Mushroom. Department of Plant Pathology. Tamil Nadu Agricultural University, Coimbatore. 2.
- Nita, B. (2000). Handbook of Mushrooms. Vol 1 & 2. Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
- Pandey, R.K. and Ghosh, S.K. (1996). A handbook of Mushroom Cultivation. Emkey Publication.
- Pathak, V.N. and Yadav, N. (1998). Mushroom Production and Processing Technology. Agrobios, Jodhpur.
- Tewari Pankaj Kapoor, S. C. (2018). Mushroom Cultivation. Mittal Publication, New Delhi.
- Tripathi, D.P. (2005) Mushroom Cultivation, Oxford & IBH Publishing Co. PVT.LTD, New Delhi.

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BAGNSS101: National Service Scheme (NSS-1)

Course Code	Course Name	Teaching & Evaluation Scheme							
		Theory			Practical		L	P	CREDITS
		End Sem University Exam	Mid Term Exam*	Teachers Assessment*	End Sem University Exam	Teachers Assessment*			
BAGNSS101	National Service Scheme (NSS-1)	0	30	20	50	0	0	1	1(0+1)

Legends: L - Lecture; P – Practical; C-Credit;

***Teacher Assessment** shall be based on following components: Quiz / Assignment / Project /Participation in Class

Objectives:

National Cadet Corps- As per government guidelines, for getting B and C certificate in NCC, minimum years of requirement is 2 and 3 years along with 1-2 annual camps

Course Outcomes:

1. To develop skills of different sports in students
 2. Student will be trained in NCC
- Aims, objectives, organization of NCC and NCC song. DG's cardinals of discipline.
 - Drill- aim, general words of command, attention, stands at ease, stand easy and turning.
 - Sizing, numbering, forming in three ranks, open and close order march, and dressing.
 - Saluting at the halt, getting on parade, dismissing, and falling out.
 - Marching, length of pace, and time of marching in quick/slow time and halt. Side pace, pace forward and to the rear. Turning on the march and wheeling. Saluting on the march.
 - Marking time, forward march, and halt. Changing step, formation of squad and squad drill.
 - Command and control, organization, badges of rank, honors, and awards
 - Nation Building- cultural heritage, religions, traditions, and customs of India. National integration. Values and ethics, perception, communication, motivation, decision making, discipline and duties of good citizens. Leadership traits, types of leadership. Character/ personality development. Civil defense organization, types of emergencies, firefighting, protection. Maintenance of essential services, disaster management, aid during development projects.
 - Basics of social service, weaker sections of society and their needs, NGO's and their contribution, contribution of youth towards social welfare and family planning.
 - Structure and function of human body, diet and exercise, hygiene and sanitation. Preventable diseases including AIDS, safe blood donation, first aid, physical and mental health. Adventure activities. Basic principles of ecology, environmental conservation, pollution and its control.

National Service Scheme (NSS)

Evoking social consciousness among students through various activities viz., working together, constructive, and creative social work, to be skilful in executing democratic leadership, developing skill in programme, to be able to seek self-employment, reducing gap between educated and uneducated, increasing awareness and desire to help sections of society.



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All the activities related to the National Service Scheme are distributed under four different courses viz., National Service Scheme I, National Service Scheme II, National Service Scheme III and National Service Scheme IV; each having one credit load.

The entire four courses should be offered continuously for two years. A student enrolled in NSS course should put in at least 60 hours of social work in different activities in a semester other than five regular one-day camp in a year and one special camp for duration of 7 days at any semester break period in the two years. Different activities will include orientation lectures and practical works. Activities directed by the Central and State Government have to be performed by all the volunteers of NSS as per direction.

Introduction and Basic Components of NSS

- Orientation: history, objectives, principles, symbol, badge; regular programs under NSS
- Organizational structure of NSS, Code of conduct for NSS volunteers, points to be considered by NSS volunteers' awareness about health.
- NSS program activities: Concept of regular activities, special camping, day camps, basis of adoption of village/slums, conducting survey, analyzing guiding financial patterns of scheme, youth program/ schemes of GOI, coordination with different agencies and maintenance of diary. Understanding youth. Definition, profile, categories, issues and challenges of youth; and opportunities for youth who is agent of the social change.
- Community mobilization: Mapping of community stakeholders, designing the message as per problems and their culture; identifying methods of mobilization involving youth-adult partnership. Social harmony and national integration
- Indian history and culture, role of youth in nation building, conflict resolution and peace-building. Volunteerism and shramdaan. Indian tradition of volunteerism, its need, importance, motivation, and constraints; shaman as part of volunteerism
- Citizenship, constitution, and human rights: Basic features of constitution of India, fundamental rights and duties, human rights, consumer awareness and rights and rights to information. Family and society. Concept of family, community (PRIs and other community based organizations) and society

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BAGRI 109: Course Title: Introductory Mathematics

Course Code	Course Name	Teaching & Evaluation Scheme							
		Theory			Practical		L	P	CREDITS
		End Sem University Exam	Mid Term Exam*	Teachers Assessment*	End Sem University Exam	Teachers Assessment*			
BAGSTAT103	Introductory Mathematics	50	30	20	0	0	0	1	1(1+0)

Legends: L - Lecture; P – Practical; C-Credit;

***Teacher Assessment** shall be based on following components: Quiz / Assignment / Project /Participation in Class

Course Objective: Basic knowledge of statistics in agriculture

Course Outcomes: Student will able to understand statistics approach in agriculture research

Unit-1 Algebra: Progressions- Arithmetic, Geometric and Harmonic Progressions. Matrices: Definition of Matrices, Addition, Subtraction, Multiplication, Transpose and Inverse up to 3rd order by adjoint method, Properties of determinants up to 3rd order and their evaluation.

Unit-2 Differential Calculus: Definition - Differentiation of function using first principle, Derivatives of sum, difference, product and quotient of two functions, Methods, Increasing and Decreasing Functions. Application of Differentiation- Growth rate, Average Cost, and Marginal cost, Marginal Cost, Marginal Revenue.

Unit-3 Partial differentiation: Homogeneous function, Euler's theorem, Maxima and Minima of the functions of the form $y = f(x)$ and $y = f(x_1, x_2)$.

Unit-4 Integral Calculus: Integration -Definite and Indefinite Integrals-Methods- Integration by substitution, Integration by parts. Area under simple well-known curves.

Unit-5 Mathematical Models: Agricultural systems - Mathematical models - classification of mathematical models- Fitting of Linear, quadratic and exponential models to experimental data.

Books:

1. NageswaraRao, G 2007.Statistics for Agricultural Sciences. B.S Publications, Hyderabad
2. Rangaswamy,R 1995. A Text Book of Agricultural Statistics.New Age International (P)



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Ltd., Publishers, Hyderabad. 3. Chandel SRS, Hand Book of Agricultural Statistics. AchalPrakashanMandir Publications, New Delhi.

4. Agrawal, B.L. programmed Statistics. 2nd Edition, New Age International Publishers, Hyderabad.

Dr. Uttam Sharma

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BAGDA101: Deeksharambh (Induction-cum-Foundation Course)-Non radial

Course Code	Course Name	TEACHING & EVALUATION SCHEME							
		THEORY			PRACTICAL		L	P	CREDITS
		END SEM University Exam	Mid Term exam*	Teachers Assessment*	END SEM University Exam	Teachers Assessment*			
BAGDA101	Deeksharambh (Induction-cum-Foundation Course)-Non gradial	00	30	20	50	00	0	2	2(0+2)

Legends: L - Lecture; P – Practical; C-Credit;

***Teacher Assessment** shall be based on following components: Quiz / Assignment / Project /Participation in Class,

Course Objective

- Help for cultural integration of students from different backgrounds,
- Know about the operational framework of academic process in the University/College/Institute
- Instilling life and social skills,
- Social Awareness, Ethics and Values, Team Work, Leadership, Creativity, etc.
- Identify the traditional values and indigenous cultures along with diverse potentialities both in indigenous and developed scenario.
- Identify strength and weakness of the students in different core areas of the discipline.
- The details of activities will be decided by the parent universities. The structure shall include, but not restricted to
 - i. Discussions on operational framework of academic process in the University, as well as interactions with academic and research managers of the University.
 - ii. Interaction with alumni, business leaders, perspective employers, outstanding achievers in related fields, and people with inspiring life experiences.
 - iii. Group activities to identify the strength and weakness of students (with expert advice for their improvement) as well as to create a platform for students to learn from each other's life experiences
 - iv. Activities to enhance cultural Integration of students from different backgrounds.
 - v. Field visits to related fields/ establishments
 - vi. Sessions on personality development (instilling life and social skills, social awareness, ethics and values, team work, leadership, etc.) and communication skills

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