M.A. (Previous) and M.A. (Final)

Ancient Indian History & Culture

There shall be Eight Papers of 100 marks each. Of these papers I, II, III and IV shall be offered for the M.A. Previous Examination.

Paper V, VI, VII and VIII shall be offered for the M. A. Final Examination.

M.A. (Previous) I, II, III, IV &
M.A. (Final) V, VI, VII & VIII

Paper - I

Political History of Ancient India 325 B.C. - 319 A.D.

1. Rise of Mauryas
2. Chandragupta Maurya
3. Ashoka
4. Mauryan Administration
5. Downfall of the Mauryas
6. Pushyamitra Sunga
7. Kaniska
8. Andhras
9. Satavahanas
10. Kharavel of Kalinga
11. Rudradaman

Books Recommended:

1. Majumdar, R. C. - The Age of Imperial Unity (Bhartiya Vidya Bhawan)
2. Sastri, K. A. N. - Age of the Nandas and Mauryas.
4. Mookerji, R. K. - Ashoka
5. Bhandarkar, R. G. - Ashoka
7. Thapar, R. - Ashoka and the Decline of Mauryan Empire.
8. Comprehensive History of India Vol. II
9. राजपक्षा : धर्म राजनीति का इतिहास (संस्कृत संस्करण)
11. Puri, B. N. - India under the Kushanai.
12. Ray and Chowdhary H.S. - Political History of Ancient India.
13. हरिवन्दा केदारसेन : मौर्यकालीन भारत

Paper - II

Religious, Social and Economic Life in Ancient India.
1. Indus Valley Culture.
4. Buddhism.
5. Vaishnavism.
6. Shvetambara.
7. Trade and Commerce.
8. Guilds
9. Taxation in Ancient India.
10. Rural Economy in Ancient India.

Books Recommended:
2. Basham, A. L.: The Wonder That was India. (अद्भुत भारत)
4. Altekar, A. S.: Education in Ancient India. (स्कूल आधार का इतिहास)

C.S.J.M. University, Kanpur

10. Majumdar, R. C.: Corporate Life in Ancient India. (प्राचीन भारत में संकट जीवन)
11. अमेरेक जीवन : भारतीय व्यापार का इतिहास

Paper - III (a) Hindu Polity

1. Sources for the Study of Hindu Polity.
2. Origin of State
4. State and Citizen.
5. Origin of Kingship.
6. Rights and Duties of King.
7. Coronation Ceremony.
8. Sabha and Samiti
9. Mantri Parishad
10. Sources of Income and Expenditure
11. Taxation
12. Justice
13. Espionage
14. Village Administration
15. Republics

Books Recommended:
2. Majumdar, R. C.: Corporate Life in Ancient India. (प्राचीन भारत में संकट जीवन)
3. Altekar, A. S.: The State and Government in Ancient India. (प्राचीन भारत की राजनीति)
5. Pande, S. L.: Bhartiya Rajyasashtra Praneta
Paper III (b) Field Archaeology

1. What is Archaeology?
3. Crouting.
4. Exploration of Ancient Sites.
5. Aerial Photography.
6. Preliminaries of Excavation.
7. Vertical and Horizontal methods of Excavation.
11. Chemical Treatment.
12. Description of the Excavation of the undermentioned sites -
   (a) Hastinapur
   (b) Lothal.

Books Prescribed:
1. Petrie, W. M. P. : Methods and Aims in Archaeology.
2. Wheeler, R. E. M. : Archaeology from the Earth. (पृथ्वी से पुरातत्व)
3. Atkinson : Field Archaeology.
4. Sankaia : Indian Archaeology Today
7. एनो एनो सिंह : जात्रों के पृथ्वी

India's Cultural Relations with South and South East Asia.

Questions should be asked on India's cultural expansion to the countries of South and South-East Asia mentioned below:

1. Ceylon
2. Bali
3. Burma
4. Champa
5. Suvarnadwipa
6. Kambujadesa
7. Java
8. Sumatra
9. Malaya
10. Syam
11. Indonesia.

Religious, Social and Economic impact of India's culture on these countries.

Books Recommended:
8. जात्रें के पृथ्वी - भारतीय भूमि के विदेशी संस्कृति (कालीका प्रकाशन, इंडिया)
Paper IV (B) - Iconography.

1. Importance of the study of iconography for cultural history.
2. Materials for the study of iconography.
3. The origin and development of image worship in India.
   (i) Braminical - Vishnu, Siva, Ganesh, Skanda, Surya, Devi-Parvati, Durga, Mahisasuramardini, Saptamatrika, Lakshmi, Sarasvati (ii) Buddhist - Symbolism in Buddhist art. The origin and development of Buddha image. (iii) Jain - The twenty four Tirthankaras.

Books Recommended:
1. Ross, T. A. G. - Elements of Hindu Iconography. (Relevant chapters only).
5. Bhattacharya, B. C. - Jain Iconography.
6. Awasthi, R. - Khajuraho Ki Deva Pratimayen.

Paper V - Gupta Age (319 A. D. to 650 A. D.)
1. Rise of Guptas
2. Chandragupta - I
3. Samudragupta
4. Chandragupta - II Vikramaditya
5. Kumargupta - I
6. Skanda Gupta
7. Gupta Administration
8. Huna Invasion
9. Guptas Art
10. Gupta Vakataka Relations

Books Recommended:
1. Majumdar, R. C. - History and Culture of Indian People Vol. III (The Classical Age)
2. Majumdar, R. C & Altekar - The Vakataka Gupta वाकटक गुप्तकाल की भारत
3. Raychaudhari, H. C. - Political History of Ancient India.
10. पद्मप्रसाद लाल गुप्त - गुप्त साम्राज्य
11. उदय गुप्त - गुप्त साम्राज्य का इतिहास

Paper VI - Post Gupta Age (From 650 A.D. to 1200 A.D.)
1. Gurjar Pratihar
2. Chauhans
3. Palas
4. Chandelas
5. Chandela Art
6. Chahamanas
7. Parmaras
8. Decline of the Rajput Power

Books Recommended:
1. Ray, H. C. - Dynastic History of Northern India, Vols. I and II.
2. Majumdar, R. C. - The Age of Imperial Kannauj (Bhartia Vidya Bhawan)
PAPER VII (a) - VEDIC AGE

1. Original Home of Aryans.
2. Religious beliefs and practices of the people during Vedic Age.
4. Varnasrama Dharma.
5. Political life of the Vedic Aryans: Kingship, Coronation ceremony, Mantri Parishad, Sabha and Samiti.
6. Religious belief and practices of Aryans in the Upanishadic Age.
7. Position of women in the Vedic Age.
8. Education system in the Vedic-period.

Books Recommended:
1. Dass, A. G.: Rigvedic Culture
2. Majumdar, R. C.: The Vedic Age
4. Macdonel: Vedic Mythology
5. A. C. Bose: The Call of the Vedas
6. मंगलदेव राज्य: वैदिक धार्मिक

OR

Paper VII (b) - Epigraphy and Numismatics

1. Cultural and historical study of inscriptions listed below is required. Linguistic and Philological Inscriptions listed,
   (a) Rock Edict XI and XII and XIII
   (b) Pillar Edict VII
   (c) Sarnath Pillar Inscription
2. Besanagar Garuda Pillar Inscription.
3. Hathigumpha Inscription of Kharvela.
4. Junagarh Rock Inscription of Rudradaman I.
5. Nasica Cave Inscription of Sri Pulmavi (year 19)
6. Allahabad Pillar Inscription of Samudragupta.
7. Mehrauli Pillar Inscription of Chand.
8. Damodarpur Copper Plate Inscription of the time of Kumargupta-I (G. E. 124)
10. Bankhera Copper Plate Inscription of Harshavarman.

Books Recommended:
4. Pandey, R. B.: Historical and Literary Inscriptions Ancient India.
Nurkismatics:
1. Origin and antiquity of the coinage in India.
2. The Punchmark Coins.
3. Ty: Bal. coinage (2nd cen. to 250 A.D.)
4. Main characteristics of the Indo-Greek coins.
5. Kushan coinage.

Books Recommended:
3. i.e. head R. B. : Indo-Greek Coins; Punjab Museum, Catalogue, Vol. I.
5. Gardner : Catalogue of Coins in the British Museum Greek and Scythian kings of India Bacteria.

Paper VIII (a) : India’s Culture relations with Central Western and Eastern Asia.
Question should be asked on India’s cultural expansion to the countries of Central Western and Eastern Asia.
1. China
2. Japan
3. Khotan
4. Korea
5. Central Asia
6. Afghanistan
   Religious, Social and Economic impact of Indian culture on these countries.

Books Recommended:
4. Stein, A. : Khotan
5. Stein, A. : Ser India
10. बाजगे के दो दीम : प्राचीन भारत का विशेषता से भबन

Paper VIII (b) : Architectures, Sculpture and Painting.
1. Mauryan Architecture.
4. Temple Architecture of Northern India.
   (a) Gupta Temples.
   (b) Orissan Temples
   (c) Khajuraho Temples
5. Temple Architecture of Southern India.
   (a) Chalukyan Temples
   (b) Chola Temples.
6. Sculptures
   (a) Mauryan
   (b) Sunga
   (c) Kushan
   (d) Gandhara
   (e) Gupta
Books Recommended:

4. Kramrisch Stella: Indian Sculpture
5. Brown, P.: Indian Architecture (Buddhist and Hindu)
7. Agrawala, V. S.: Gupta Art
9. Riakrishna Das: Bhartiya Chittrakala
10. बांजर के टूटे दीवान : भारतीय वस्तु कला का इतिहास

M.A. Previous and Final
Drawing & Painting

Paper I: Aesthetics:

1. Art and concept of beauty as found in Vedas, Upanishads and Indian literature.
2. Aesthetic experience (सौन्दर्यार्जन) related to Indian philosophy (भारतीय दर्शन) and religion (पंडित)
3. Part played by Settha bhavas Vibhavas, Anubhavas and Vyabhicharibhavas in Rasnishpatti with their definitions, names and divisions.
4. Other Indian Schools of Rasa-Bharat, Bhamah, Vaman, Anadvardhan, Kuntak, Chhemendra.
5. The Six limbs of Indian Painting.
6. Principles of Arts given in Chitra (Vishnu Dharmotara Purana)
9. Art and Nature: according to Indian & Western philosophers.
10. Art Intuition & Expression: Croce.
17. Comparative Study of Eastern & Western Aesthetics.

Books Recommended:

1. History of Aesthetics by Katherine Gilbert (Mac Millan)
3. The Hindu View of Art by Dr. Muluk Raj Anand.
4. Transformation of Nature into Art by Dr. A. K. Coomarswamy.
5. Christian and Oriental Philosophy of Art by Dr. A. K. Coomarswamy.
6. Soundarya Shastra - by Surendranath Das Gupta.
   (Prakashak Carona - Art Suppliers, Meerut City).
8. Kala Prasangh - do -
9. Kala Aur Adhunic Pravittiyan - do -
10. Chitra Kala Ka Rasasvadan. (Prakashak Carona Art
    Suppliers, Meerut City).
11. Kala Ka Darshnik Tatva - by G. L. Jha. (Laxmi Kala Kutir,
    Ghaziabad).
12. Kala - Ek - Mimansa - by C. L. Jha. - do -
13. Chitra Kala Ka Chhai, Aung.
14. Kala Ank (Patrika, Hindi Sahitya Sammelan, Prayag.)
15. Kala Aur Kalakar by Prof. Ranveer Saxena, Dehradun.
16. (शैक्षणिक) - Rajendra Bajpai.

**Paper II: Historical Trends of Oriental Art with Reference to India.**

**Books Recommended:**

1. India by Hermann Geotz.
2. The Art of India by Stella Kramsischa.
3. History of Fine Arts in India and Ceylon by Vineet Smith.
4. History of Indian and Indonesian Art by Dr. A. K. Coomarswamy.
5. Studies of Indian Painting by Dr. N. C. Mehta.
6. Rajput Painting (Oxford University Press)
7. Moghal Painting (Oxford University Press)

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**Practicals**

**Paper I: Pictorial Composition**

Size of the Pictorial composition will be half Imperial (15" +
22")

**Medium** - Either oil or water colour.

**Style** - Any style either Realistic or Modern or Traditional.

**Duration** - Three days (two sittings of 3 hours on each day)
   e.g. from 7 A.M. to 10 A.M. and from 2.30 P.M. to 5.30 P.M. (in all
   18 hours)

**Division of Marks:**

- Sessional works - 35 Marks.
- Sketches - 5 Marks
- Examination - 60 Marks

The candidate will be required to compose not more than
three figures in the examination but if they like they may use
more.

**Paper II (Portrait from life)**

Size: Half Imperial (15" x 22")

**Medium** : Oil or water colour.

**Duration**: 6 hours (on two days at the same time making
an extra allowance of 1/2 an hour for the rest of the model e.g. 5
minutes after every half an hour).

**Division of Marks:**

- Sessional works - 35 Marks.
- Sketches - 5 Marks
- Examination - 60 Marks
or

Paper III (Graphic)

The candidate will be required to work either in Etching or in Lino Cut or in wood Cut. The size of it will be 6" x 8" and they will have to finish it in two sitting of 3 hours each on the same day. The candidate will prepare a sketch of the subject given (a simple pictorial composition) before starting the actual work will have to be submitted and also the print of the etching or Lino Cut or wood cut along with a piece of the material used.

N.B.: The Printing equipment will be available at each examination centre.

Every candidate will have to submit the following works atleast 20 days before the start of the theory Examination to the Superintendent of the Examination Centre.

10 Pictorial composition (original works) in half Imperial size (15" x 22").

**Portal Painting** - 10 life size portraits of males : females and children in the medium they will work in the examination and in half imperial size (15" x 22").

**Graphics** - Those who have offered graphic will have to submit 10 prints and also the etched plates of Lino Cuts or wood Cuts of the same size e.g. 6" x 8".

**Life Sketches** - Every candidate will have to submit atleast about 100 sketches from life.

**Division of Marks:**
- Sessional works: 35 Marks
- Sketches: 5 Marks
- Examination: 60 Marks

N.B. - The practical work submitted must be original and done by the candidate himself.
Publication.

12. Greek Kala - Rajendra Bajpai
13. Italian Painting - Rajendra Bajpai
14. European Painting - Rajendra Bajpai
15. Europe Ki Chittrakala - Girja Kishore Agarwal

M.A. Final (Practical)

Paper I: Pictorial Composition
(Time 18 hours in all) Six sittings of 3 hours each (Two sittings on each day of three hours each for 3 days).

Medium: Oil (Size 22" x 30" Imperial size for Oil) and for tempers Painting and wash painting the size will be 24" x 13"

Style: In any style either Realistic or Modern or Traditional. The candidates are expected to use not more than five human figures.

Division of Marks:
Sessional works - 35 Marks.
Sketches - 5 Marks
Examination - 60 Marks

N.B.: The composition should not have less than five human figures in it. But if the candidates think that by adding more figures it can help the composition they can do it.

Paper II: Life Study Time: 9 Hrs.
(3 hours in each meeting for three days at the same time)

Size: Imperial size 22" x 30"
Medium: Oil or water colour
Style: Modern

Division of Marks:
Sessional works - 35 Marks.
Sketches - 5 Marks
Examination - 60 Marks

M.A Part I and Part II
(Home Science)

Part: I Total Marks: 500

Paper I. Food and Nutrition - Therapeutic Meal Management & Community Nutrition M.M.: 100

Paper IIA. Human Development. M.M.: 100
or

Paper IIB. Early Childhood Education. M.M.: 100
or

Paper IIIA. Consumer Economics. M.M.: 100
or


or


Paper V (Practical)
Meal Management in Health and Disease. M.M.: 100

Part: II Total Marks: 500

Paper I. Traditional Textile and Apparel Designing. M.M.: 100

or

Paper II-B. House hold Equipment. M.M.: 100
or

Paper IIIA. Education and Communication for Development. M.M.: 100
or

M.A - Home Science


or

Paper IV-B. Research Methodology.

Paper V. (Practical)


Grand Total of Marks:

M.A. I - 500
M.A. II - 500
Total: 1000

M.A Part I (Home Science)

Paper I: Food and Nutrition:
Therapeutic Meal Management and Community Nutrition
(Theory)  M.M. - 100

Focus: This course emphasizes the importance of diet in therapeutic management and elementary knowledge about community nutrition.

Objectives:

This course will enable the student to

1. Know the principles of diet therapy
2. Understand the modifications of normal diet for therapeutic purposes
3. Be able to make appropriate dietary modifications for various disease conditions
4. To have some elementary knowledge about community nutrition

Unit I: Therapeutic Meal Management

1. Recommended dietary allowances. Meaning and basis for the I.C.M.R allowances.
2. Meal Planning: Principles involved in Planning Menus, Menus modification to Suit different

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Age groups and Special conditions.

3. Adaptation of Normal Diet for Therapeutic purpose: Light, Soft, Full fluid and clear liquid diet, Bland diet, applications.

4. Planning following therapeutic diets

* Diet in fevers, acute and prolonged, typhoid.
* Diet in kidney diseases, acute and chronic nephrities.
* Diet in relation to endocrine disorders, diabetes mellitus.
* Diet in relation to diseases of the gastrointestinal tract, Diarrhea, Constipation and duodenal ulcer etc.

* Convalescent and post operation diets.

Unit II: Community Nutrition

1. Assessment of the nutritional status of community

* Clinical examination.
* Biochemical and other laboratory investigations.
* The study of vital statistics.
* The study of anthropometric data.
* Dietary surveys.


References:

1. Human Nutrition and Dietetics: Davidson and Passmore.
5. Nutrition and Health Disease: Barber Cooper Mitchell.

Periodicals:
1. The Indian Journal of Nutrition and Dietetics: Shri Avinashi Lingam, Home Science College, Coimbatore.

M.A Part - I (Home Science)
Paper II A: Human Development
(Theory) M.M - 100

Focus: This an attempt to guide students in understanding the field of human development. A conscious deviation is taken from the stage wise approach to the life span, so as to make the course more meaningful and to allow for flexibility in understanding human development as a continuous process.

Objectives:
1. To introduce the student to the field of human development, concepts, scope, dimensions and interrelations.
2. To sensitive the student to interventions in the field of human development.

Unit I: Introduction to Human Development
1. Concept of human development.
2. Historical perspective.
3. Different methods of study.
4. Importance and scope in Indian perspective.
5. Principles of child development.

Unit II: Prenatal Development
1. To birth.

2. Birth process.
3. Complications related to birth process and genetic defects.
4. Hazards during prenatal development.

Unit III: Infancy (0-2 years)
1. Newborn: Features and Capabilities.
2. Physical and Motor Development during Infancy.
3. Social and emotional development.
4. Development takes of infancy.

Unit IV: Early Childhood (2-6)
2. Importance of play.

Unit V: Middle Childhood (6-12 year)
2. Importance of school and peers.

Unit VI: Adolescence (13-18 years)
1. Physiological changes: Puberty, Growth spurt.
2. Primary and secondary sex characteristics, Early and late maturing adolescents.
3. Identity: Definition, Position and negative outcomes.
4. Emotional maturity.
5. Problems of adolescence: drugs and alcohol abuse, delinquency, homosexual relations, psychological problems etc.

Unit VII: Old Age (60 years and above)
- Definition, Physiological changes and psychological influences of ageing.

References:
M.A Part I (Home Science)

Paper II-B: Early Childhood Education
(Theory) M.M - 100

Unit I: Development of Early Childhood Education-Historical review of early childhood education, contribution of Pestalozzi, Froebel, Dewey Rousseau, Montessori, Gandhi, Tagore, Tarabai, Modak and Ancient Authors of Indian culture.

Unit II: Goals of Early Childhood Education
- Signification of the first few years of childhood theoretical perspectives and empirical data. Major philosophies of early childhood education.

Unit III: Organisational Set Up
- Preschool Building.
  Site and Location elements of a building plans for various types, space allotment for indoor and outdoor play.
- Play Equipment.
  Principle of selection, equipment for various developments, care and use of play equipment.

Unit IV: Preschool Staff and other Personnel
- Selection of staff, Academic qualifications, Personality, Characteristics, Functioning of Personnel.

Unit V: Records and Registers
- Values and types, using and maintaining records.

Unit VI: Home School Relationship
- Need, Method, Parent education.

References:

Periodicals:
2. Balak, Indian Association for Preschool Education.

Paper III A: Consumer Economics
(Theory) M.M - 100

Focus: The main focus is on understanding of market conditions and their impact on consumer behavior pattern, and to make the consumer aware of their role and responsibilities as consumers in the economy of the nation.

Objectives:
This course will enable the students to
1. Understand the role of consumer in the market.
2. Become aware of marketing conditions and rights and responsibilities of consumers.
3. Recognize the problems in buying.
4. Know the consumer legislations and their limitations.

Unit I Consumer and his Wants
* Characteristics and classification of wants, factors influencing wants.

Unit II Measures of Living Standard and Consumption
* Consumers standard of living and factors influencing standard of living.

Unit III Utility
* Marginal utility and Total utility.

Unit IV Consumer Surplus

Unit V Demand
* Types of demand, Elasticity of demand.

Unit VI Market
1. Definition.
2. Types of Market.
3. Functions.
4. Role of Consumers in the market.

Unit VII Consumer in the Market: Factors influencing consumer's choice
1. Customs and fashion.
2. Advertisement, Sales promotion, Packaging.
3. Types of products or Variety of goods.

Unit VIII Consumer Buying Problems
1. Adulteration.
2. Faulty weights and measures.
3. Other malpractices in market.
4. Pricing.

5. Legal guarantee and warrantee contracts, Installment buying

Unit IX Price: Meaning, Price fixation under
1. Perfect competition.
2. Imperfect competition.
3. Monopoly.

Unit X Standardization, Grading and Labeling

Unit XI Consumer Protection Services:
1. Organizations.
2. Legislation - Important laws for consumer protection.
3. Consumer representation.

References:
3. The Economics of Consumption: W. W Cochrane.

M.A Part I (Home Science)

Paper IIIB: Housing For Family and Community Living
(Theory)

Unit I Evaluation of Housing
* History of housing in India and trends in residential architecture, changes in residential architecture, changes in design pattern-factors influencing social,
cultural and demographic.

Unit II  Approaches of Housing
* Housing as an element in social-economic development process. System's approach-developmental and structural themes, material utilization and technology strategies for low cost housing.

Unit III  Role of Housing in Integrated Development
* Self reliant activity, labor intensive, contribution to asset formation, employment potential through local industries such as bricks, wood or metal, multiplier effect on the economy.

Unit IV  Housing Management Problems in Rural and Urban Areas
* Housing stock-problems related to housing, factor responsible projections for housing requirement and provisions made. Need for improving housing management practices.

Unit V  Housing Finances
* Sources of financial assistance, adequacy and limitations, estimating cost of construction, cost of reduction techniques.

References:
3. Publications of Housing Boards, N.B.O, ISI, HUDCO.
4. R.S Deshpande, Modern Ideal Homes for India, United Book Corporation, 1974.


M.A Part I (Home Science)
Paper IVA : Rural Sociology
(Theory)  M.M-100

Unit I : Definition, Nature, Scope and importance of Rural Sociology

Unit II : Basic Concept of Rural Sociology

Unit III : Rural community - Characteristics and contract with urban community

Unit IV : Rural Social structure and organizations
1. Family.
3. Caste system.
4. Jajmani system.
5. Panchayat.

Unit V : Indian rural problems like Backwardness, Unemployment, Indebtedness, Health and sanitation, Untouchability, Problems in agricultural marketing.

Unit VI : Rural cultural structure
1. Education.
2. Religion.

Unit VII : Rural Economy
* Agriculture, Cottage and small scale industries.

Unit VIII : Agricultural Marketing

Unit IX : Family Planning in rural India
8. Comprehensive History of India Vol. II
9. राजकुमार : गौरव प्राप्त का इतिहास (संस्करण संस्करण)
11. Puri, B. N. : India under the Kushan.
13. हरिदास वेदानंदर : मौर्यकालीन भारत

**Paper - II**

Religious, Social and Economic Life in Ancient India.
1. Indus Valley Culture.
4. Buddhism.
5. Vaishnavism.
7. Trade and Commerce.
8. Guilds
9. Taxation in Ancient India.
10. Rural Economy in Ancient India.

**Books Recommended:**

2. Basham, A. L. : The Wonder That was India. (अद्वैत भारत)
4. Altekar, A. S. : Education in Ancient India. (प्राचीन भारतीय शिक्षा प्रवर्तक)
10. Majumdar, R. C. : Corporate Life in Ancient India. (प्राचीन भारत में संगठित जीवन)
11. वास्तवपूर्व के जीवन : भारतीय जीवन का इतिहास

**Paper - III (a) Hindu Polity**

1. Sources for the Study of Hindu Polity.
2. Origin of State
4. State and Citizen.
5. Origin of Kingship.
6. Rights and Duties of King.
7. Coronation Ceremony.
8. Sabha and Samiti
9. Mantri Parishad
10. Sources of Income and Expenditure
11. Taxation
12. Justice
13. Espionage
14. Village Administration
15. Republics

**Books Recommended:**

2. Majumdar, R. C. : Corporate Life in Ancient India. (प्राचीन भारत में संगठित जीवन)
3. Altekar, A. S. : The State and Government in Ancient India. (प्राचीन भारत की शासन प्रवर्तक)
5. Pande, S. L. : Bhartiya Rajyashastra Praneta
9. दीक्षित, प्रेम कुमारी : प्राचीन भारत ने अन्तर्राष्ट्रीय संबन्ध

or

Paper III (b) Field Archaeology
1. What is Archaeology?
3. Creuting.
4. Exploration of Ancient Sites.
5. Aerial Photography.
6. Preliminaries of Excavation.
7. Vertical and Horizontal methods of Excavation.
11. Chemical Treatment.
12. Description of the Excavation of the undermentioned sites -
   (a) Hastinapur
   (b) Lothal.

Books Prescribed:
1. Petrie, W. M. P.: Methods and Aims in Archaeology.
2. Wheeler, R. E. M.: Archaeology from the Earth. (पृष्ठी से गुमलह)
3. Atkinson: Field Archaeology.
4. Sankaia: Indian Archaeology Today
7. एमो एमा सिन्हा : माताली पुतलव
8. दीक्षित, प्रेम कुमारी : प्राचीन भारत ने अन्तर्राष्ट्रीय संबन्ध

India's Cultural Relations with South and South East Asia.
Questions should be asked on India's cultural expansion to the countries of South and South-East Asia mentioned below:

1. Ceylon
2. Bali
3. Burma
4. Champa
5. Suwarnadwipa
6. Kambujadesa
7. Java
8. Sumatra
9. Malaya
10. Syam
11. Indonesia.

Religious, Social and Economic impact of India's culture on these countries.

Books Recommended:
8. दीक्षित, प्रेम कुमारी : प्राचीन भारत ने अन्तर्राष्ट्रीय संबन्ध (कमला प्रकाशन इन्दौर)
or

Paper IV (B) - Iconography.
1. Importance of the study of iconography for cultural history.
2. Materials for the study of iconography.
3. The origin and development of image worship in India.
   (i) Brahminal - Vishnu, Siva, Ganesha, Skanda, Surya, Devis-Parvati, Durga, Mahisasurmardini, Saptamatrika, Lakshmi, Sarasvati (ii) Buddhist - Symbolism in Buddhist art. The origin and development of Buddha image. (iii) Jain - The twenty four Tirthankaras.

Books Recommended:
1. Ross, T. A. G. - Elements of Hindu Iconography. (Relevant chapters only).
5. Bhattacharya, B. C. - Jain Iconography.
6. Awasthi, R. - Khajuraho Ki Deva Pratimayen.

Paper V - Gupta Age (319 A. D. to 650 A. D.)
1. Rise of Guptas
2. Chandragupta - I
3. Samudrachala
4. Chandragupta - II Vikramaditya
5. Kumargupta - I
6. Skanda Gupta
7. Gupta Administration
8. Huna Invasion
9. Guptas Art
10. Gupta Vakataka Relations

11. Later Guptas
12. Harsha

Books Recommended:
1. Majumdar, R. C. - History and Culture of Indian People Vol. III (The Classical Age)
2. Majumdar, R. C. & Altekar - The Vakataka Gupta वाकटक गुप्तकालीन भारत
3. Raychaudhuri, H. C. - Political History of Ancient India.
10. पवित्रराज्य त्यसक्ति : गुप्त सम्राट
11. उदय नासाप्त गुप्त : गुप्त सम्राट का इतिहास

Paper VI - Post Gupta Age (From 650 A.D. to 1200 A.D.)
1. Gurjar Pratihar
2. Chauhans
3. Palas
4. Chandelas
5. Chandela Art
6. Chahamanas
7. Parmaras
8. Decline of the Rajput Power

Books Recommended:
1. Ray, H. C. - Dynastic History of Northern India, Vols. I and II.
2. Majumdar, R. C. - The Age of Imperial Kannauj (Bhartia Vidya Bhawan)
3. Majumdar, R. C. - The struggle for Empire (Bhartiya Vidya Bhawan)
4. Majumdar, R. C. - History of Bengal Vol. II
6. Tripathi, R. S. - History of Kanauj
7. Sharma, D. - Early History of the Chauhanas
8. Mitra, S. K. - The Early Rulers of Khajurahao
9. Ganguli, D. G. - History of the Paramaras
10. Dikshit Dr. R. K. - The Chandelas of Jaijakabhukti Vol I.
11. Pratipal Bhatia - The Paramaras
12. Neogi, Rama - The Gahadvalas
13. Ojha, G. H. - Rajputana Ka Itihas
14. अन्ध विक्रम लाल अवलोकि : राजपूत राजवंश

**Paper VII (a) - Vedic Age**

1. Original Home of Aryans.
2. Religious beliefs and practices of the people during Vedic Age.
4. Varnasrama Dharma.
5. Political life of the Vaidic Aryans : Kingship, Coronation ceremony, Mantri Parishad, Sabha and Samiti.
6. Religious belief and practices of Aryans in the Upanishadic Age.
7. Position of women in the Vedic Age.
8. Education system in the Vedic period.

**Books Recommended:**

1. Dass, A. G. : Rigvedic Culture
2. Majumdar, R. C. : The Vedic Age
4. Macdonell : Vedic Mythology
5. A. C. Bose : The Call of the Vedas
6. मंगलदेव शासी : देविक धात

**or**

**Paper VII (b) - Epigraphy and Numismatics**

1. Cultural and historical study of inscriptions listed below is required. Linguistic and Philological Inscriptions listed,
   (a) Rock Edict XI and XII and XIII
   (b) Pillar Edict VII
   (c) Sarnath Pillar Inscription
2. Besanagar Garuda Pillar Inscription.
3. Hathigumpha Inscription of Kharvela.
4. Junagadh Rock Inscription of Rudradaman I.
5. Nasic Cave Inscription of Sri Pulmavi (year 19)
6. Allahabad Pillar Inscription of Samudragupta.
7. Mehruali Pillar Inscription of Chand.
8. Damodarpur Copper Plate Inscription of the time of Kumargupta-I (G. E. 124)
9. Bhitari Stone Pillar Inscription of Skandagupta
10. Bankheru Copper Plate Inscription of Harshavarman.

**Books Recommended:**

4. Pandey, R. B. : Historical and Literary Inscriptions Ancient India.
Nurkismatics:
1. Origin and antiquity of the coinage in India.
2. The Punchmark Coins.
3. Tr. Bal. coinage (2nd cen. to 250 A.D.)
4. Main characteristics of the Indo-Greek coins.
5. Kushan coinage.

Books Recommended:
3. i.e. head R. B.: Indo-Greek Coins; Punjab Museum, Catalogue, Vol. I.
5. Gardner: Catalogue of Coins in the British Museum Greek and Scythian kings of India Bacteria.
6. Altekar, A. S.: The Coinage of the Gupta Empire. गुप्तकालीन मुद्राकावी

Paper VIII (a): India's Culture relations with Central Western and Eastern Asia.

Question should be asked on India's cultural expansion to the countries of Central Western and Eastern Asia.

1. China
2. Japan
3. Khotan
4. Korea
5. Central Asia
6. Afghanistan

Religious, Social and Economic impact of Indian culture on these countries.

Books Recommended:
4. Stein, A.: Khotan
5. Stein, A.: Ser India
10. ब्राह्मण के दील : प्राचीन भारत का विदेशों से संबंध

or

Paper VIII (b): Architectures, Sculpture and Painting.

1. Mauryan Architecture.
4. Temple Architecture of Northern India.
   (a) Gupta Temples.
   (b) Orissan Temples
   (c) Khajuraho Temples
5. Temple Architecture of Southern India.
   (a) Chalukyan Temples
   (b) Chola Temples.
6. Sculptures
   (a) Mauryan
   (b) Sunga
   (c) Kushan
   (d) Gandharan
   (e) Gupta
Books Recommended:

4. Kramrisoh Stella: Indian Sculpture
5. Brown, P.: Indian Architecture (Buddhist and Hindu)
7. Agrawala, V. S.: Gupta Art
9. Rikkrishna Das: Bhartiya Chitrakala
10. बाराकेमी के ६० दीव: भारतीय बस्तु कला का इतिहास

M.A. Previous and Final
Drawing & Painting

Paper I: Aesthetics:

1. Art and concept of beauty as found in Vedas, Upanishads and Indian literature.
2. Aesthetic experience (सौन्दर्यशैली) related to Indian philosophy (भारतीय दर्शन) and religion (पंथ)
3. Part played by Sethaibhavas Vibhavas, Anubhavas and Vyabhicharibhavas in Rasniabhappati with their definitions, names and divisions.
4. Other Indian Schools of Rasa-Bharat, Bhamah, Vaman, Anadvardhan, Kuntak, Chhemendra.
5. The Six limbs of Indian Painting.
6. Principles of Arts given in Chitra (Vishnu Dharmotara Purana)
9. Art and Nature: according to Indian & Western philosophers.
10. Art Intuition & Expression: Croce.
17. Comparative Study of Eastern & Western Aesthetics.

Books Recommended:

1. History of Aesthetics by Katherine Gilbert (Mac Millan)
3. The Hindu View of Art by Dr. Mulk Raj Anand.
4. Transformation of Nature into Art by Dr. A. K. Coomarswamy.
5. Christian and Oriental Philosophy of Art by Dr. A. K. Coomarswamy.
6. Soundarya Shastra - by Surendranath Das Gupta.
8. Kala Prasangh - do -
9. Kala Aur Adhunic Pravittiyan - do -
10. Chitra Kala Ka Rasasvadan. (Prakash Carona Art Suppliers, Meerut City).
11. Kala Ka Darshnik Tatva - by G. L. Jha. (Laxmi Kala Kutir, Ghaziabad).
12. Kala - Ek - Mimansa - by C. L. Jha. - do -
13. Chitra Kala Ka Chhai, Aung.
14. Kala Ank (Patrika, Hindi Sahitya Sammelan, Prayag.)
15. Kala Aur Kalakar by Prof. Ranveer Saxena, Dehradun.
16. (सौन्दर्य) - Rajendra Bajpai.

**Paper - II : Historical Trends of Oriental Art with Reference to India.**

**Books Recommended :**

1. India by Hermann Geotz.
2. The Art of India by Stella Kramsischa.
3. History of Fine Arts in India and Ceylon by Vineet Smith.
4. History of Indian and Indonesian Art by Dr. A. K. Coomarswamy.
5. Studies of Indian Painting by Dr. N. C. Mehta.
6. Rajput Painting (Oxford University, Press)
7. Moghal Painting (Oxford University Press)

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**Practicals**

**Paper I : Pictorial Composition**

Size of the Pictorial composition will be half Imperial (15" x 22")

**Medium** - Either oil or water colour.

**Style** - Any style either Realistic or Modern or Traditional.

**Duration** - Three days (two sittings of 3 hours on each day) e.g. from 7 A.M. to 10 A.M. and from 2.30 P.M. to 5.30 P.M. (in all 18 hours).

**Division of Marks :**

- Sessional works - 35 Marks.
- Sketches - 5 Marks
- Examination - 60 Marks

The candidate will be required to compose more than three figures in the examination but if they like they may use more.

**Paper - II (Portait from life)**

Size : Half Imperial (15" x 22")

**Medium** : Oil or water colour.

**Duration** : 6 hours (on two days at the same time making an extra allowance of 1/2 an hour for the rest of the model e.g. 5 minutes after every half an hour).

**Division of Marks :**

- Sessional works - 35 Marks.
- Sketches - 5 Marks
- Examination - 60 Marks
Paper III (Graphic)

The candidate will be required to work either in Etching or in Lino Cut or in wood Cut. The size of it will be 6" x 8" and they will have to finish it in two sitting of 3 hours each on the same day. The candidate will prepare a sketch of the subject given (a simple pictorial composition) before starting the actual work will have to be submitted and also the print of the etching or Lino Cut or wood cut along with a piece of the material used.

N.B.: The Printing equipment will be available at each examination centre.

Every candidate will have to submit the following works atleast 20 days before the start of the theory Examination to the Superintendent of the Examination Centre.

10 Pictorial composition (original works) in half Imperial size (15" x 22").

Portail Painting - 10 life size portraits of males : females and children in the medium they will work in the examination and in half imperial size (15" x 22").

Graphics - Those who have offered graphic will have to submit 10 prints and also the etched plates of Lino Cuts or wood Cuts of the same size e.g. 6" x 8".

Life Sketches - Every candidate will have to submit atleast about 100 sketches from life.

Division of Marks:
Sessional works - 35 Marks.
Sketches - 5 Marks
Examination - 60 Marks

N.B. - The practical work submitted must be original and done by the candidate himself.
Publication.

12. Greek Kala - Rajendra Bajpai
13. Italian Painting - Rajendra Bajpai
14. European Painting - Rajendra Bajpai
15. Europe Ki Chitrakala - Girja Kishore Agarwal

M.A. Final (Practical)

**Paper I : Pictorial Composition**

(Time 18 hours in all) Six sittings of 3 hours each (Two sittings on each day of three hours each for 3 days).

**Medium** : Oil (Size 22” x 30” Imperial size for Oil) and for tempers Painting and wash painting the size will be 24” x 13”

**Style** - In any style either Realistic or Modern or Traditional. The candidates are expected to use not more than five human figures.

**Division of Marks :**

Sessional works - 35 Marks.
Sketches - 5 Marks
Examination - 60 Marks

**N.B.** : The composition should not have less than five human figures in it. But if the candidates think that by adding more figures it can help the composition they can do it.

**Paper II : Life Study**  
(Time : 9 Hrs.

(3 hours in each meeting for three days at the same time)

**Size** - Imperial size 22” x 30”

**Medium** - Oil or water colour

**Style** - Modern

**Division of Marks :**

Sessional works - 35 Marks.
Sketches - 5 Marks
Examination - 60 Marks

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**M.A Part I and Part II**  
**(Home Science)**

**Part : I**  
**Total Marks : 500**

**Paper I.**  
Food and Nutrition - Therapeutic Meal Management & Community Nutrition  
M.M. : 100

**Paper IIA.**  
Human Development.  
M.M. : 100

or

**Paper IIB.**  
Early Childhood Education.  
M.M. : 100

or

**Paper IIIA.**  
Consumer Economics.  
M.M. : 100

or

**Paper III-B.**  
Housing for Family and Community living.  
M.M. : 100

**Paper IV-A.**  
Rural Sociology.  
M.M. : 100

or

**Paper IV-B.**  
Family and Population Education.  
M.M. : 100

**Paper V. (Practical)**  
Meal Management in Health and Disease.  
M.M. : 100

**Part - II**  
**Total Marks : 500**

**Paper I.**  
Traditional Textile and Apparel Designing.  
M.M. : 100

**Paper II-A.**  
Home Management.  
M.M. : 100

or

**Paper II-B.**  
House hold Equipment.  
M.M. : 100

or

**Paper III-A.**  
Education and Communication for Development.  
M.M. : 100

or

**Paper III-B.**  
Dissertation and Seminar.

or

Paper IV-B. Research Methodology.

Paper V. (Practical)

Clothing Construction Techniques & Dress Designing.

M.M. : 100

Grand Total of Marks:

M.A. I - 500
M. A. II - 500
Total : 1000

M.A Part I (Home Science)

Paper I: Food and Nutrition:
Therapeutic Meal Management and Community Nutrition
(Theory) M.M -100

Focus: This course emphasizes the importance of diet in therapeutic management and elementary knowledge about community nutrition.

Objectives:

This course will enable the student to

1. Know the principles of diet therapy
2. Understand the modifications of normal diet for therapeutic purposes
3. Be able to make appropriate dietary modifications for various disease conditions
4. To have some elementary knowledge about community nutrition

Unit I: Therapeutic Meal Management

1. Recommended dietary allowances, Meaning and basis for the I.C.M.R allowances,
2. Meal Planning: Principles involved in Planning Menus, Menus modification to Suit different

Unit II: Community Nutrition

1. Assessment of the nutritional status of community
   * Clinical examination.
   * Biochemical and other laboratory investigations.
   * The study of vital statistics.
   * The study of anthropometric data.
   * Dietary surveys.


References:

1. Human Nutrition and Dietetics : Davidson and Passmore.
5. Nutrition and Health Disease: Barber Cooper Mitchell.

Periodicals:
1. The Indian Journal of Nutrition and Dietetics: Shri Avinashi Lingam, Home Science College, Coimbatore.

M.A. Part - I (Home Science)
Paper II A: Human Development
(Theory)  M.M - 100

Focus: This an attempt to guide students in understanding the field of human development. A conscious deviation is taken from the stage wise approach to the life span, so as to make the course more meaningful and to allow for flexibility in understanding human development as a continuous process.

Objectives:
1. To introduce the student to the field of human development, concepts, scope, dimensions and interrelations.
2. To sensitive the student to interventions in the field of human development.

Unit I: Introduction to Human Development
1. Concept of human development.
2. Historical perspective.
3. Different methods of study.
4. Importance and scope in Indian perspective.
5. Principles of child development.

Unit II: Prenatal Development
1. To birth.

Unit III: Infancy (0-2 years)
1. Newborn: Features and Capabilities.
2. Physical and Motor Development during Infancy.
3. Social and emotional development.
4. Development takes of infancy.

Unit IV: Early Childhood (2-6)
2. Importance of play.

Unit V: Middle Childhood (6-12 years)
2. Importance of school and peers.

Unit VI: Adolescence (13-18 years)
1. Physiological changes: Puberty, Growth spurt.
2. Primary and secondary sex characteristics, Early and late maturing adolescents.
3. Identity: Definition, Position and negative outcomes.
4. Emotional maturity.
5. Problems of adolescence: drugs and alcohol abuse, delinquency, homosexual relations, psychological problems etc.

Unit VII: Old Age (60 years and above)
- Definition, Physiological changes and psychological influences of ageing.

References:
M.A Part I (Home Science)

Paper II-B: Early Childhood Education (Theory)  M.M - 100

Unit I: Development of Early Childhood Education-Historical review of early childhood education, contribution of Pestalozzi, Froebel, Dewey Rousseau, Montessori, Gandhiji, Tagore, Tarabai, Modak and Ancient Authors of Indian culture.

Unit II: Goals of Early Childhood Education
• Significance of the first few years of childhood theoretical perspectives and empirical data. Major philosophies of early childhood education.

Unit III: Organisational Set Up
• Preschool Building.
  Site and Location elements of a building plans for various types, space allotment for indoor and outdoor play.
• Play Equipment.
  Principle of selection, equipment for various developments, care and use of play equipment.

Unit IV: Preschool Staff and other Personnel
• Selection of staff, Academic qualifications, Personality, Characteristics, Functioning of Personnel.

Unit V: Records and Registers
• Values and types, using and maintaining records.

Unit VI: Home School Relationship
• Need, Method, Parent education.

References:

Periodicals:
2. Balak, Indian Association for Preschool Education.

Paper III A: Consumer Economics (Theory)  M.M - 100

Focus: The main focus is on understanding of market conditions and their impact on consumer behavior pattern, and to make the consumer aware of their role and responsibilities as consumers in the economy of the nation.

Objectives:
This course will enable the students to
1. Understand the role of consumer in the market.
2. Become aware of marketing conditions and rights and responsibilities of consumers.
3. Recognize the problems in buying.
4. Know the consumer legislations and their limitations.

**Unit I: Consumer and his Wants**
- Characteristics and classification of wants, factors influencing wants.

**Unit II: Measures of Living Standard and Consumption**
- Consumers standard of living and factors influencing standard of living.

**Unit III: Utility**
- Marginal utility and Total utility.

**Unit IV: Consumer Surplus**

**Unit V: Demand**
- Types of demand, Elasticity of demand.

**Unit VI: Market**
1. Definition.
2. Types of Market.
3. Functions.
4. Role of Consumers in the market.

**Unit VII: Consumer in the Market: Factors influencing consumer’s choice**
1. Customs and fashion.
2. Advertisement, Sales promotion, Packaging.
3. Types of products or Variety of goods.

**Unit VIII: Consumer Buying Problems**
1. Adulteration.
2. Faulty weights and measures.
3. Other malpractices in market.
4. Pricing.

**Unit IX: Price: Meaning, Price fixation under**
1. Perfect competition.
2. Imperfect competition.
3. Monopoly.

**Unit X: Standardization, Grading and Labeling**

**Unit XI: Consumer Protection Services:**
1. Organizations.
2. Legislation - Important laws for consumer protection.
3. Consumer representation.

**References:**
3. The Economics of Consumption: W. W Cochrane.

**M.A Part I (Home Science)**

**Paper IIIB: Housing For Family and Community Living**
(Theory)

**Unit I: Evaluation of Housing**
- History of housing in India and trends in residential architecture, changes in residential architecture, changes in design pattern-factors influencing social,
cultural and demographic.

Unit II  **Approaches of Housing**
- Housing as an element in social-economic development process. System's approach-developmental and structural themes, material utilization and technology strategies for low cost housing.

Unit III  **Role of Housing in Integrated Development**
- Self reliant activity, labor intensive, contribution to asset formation, employment potential through local industries such as bricks, wood or metal, multiplier effect on the economy.

Unit IV  **Housing Management Problems in Rural and Urban Areas**
- Housing stock-problems related to housing, factor responsible projections for housing requirement and provisions made. Need for improving housing management practices.

Unit V  **Housing Finances**
- Sources of financial assistance, adequacy and limitations, estimating cost of construction, cost of reduction techniques.

References:
3. Publications of Housing Boards, N.B.O, ISI, HUDCO.
4. R.S Deshpande, Modern Ideal Homes for India, United Book Corporation, 1974.
Unit X: Education aspect of rural life

Unit XI: Rural Reconstruction

References:
1. Rural Sociology: Dr. Vatsyayan.
2. Indian Villages: S.C Dubey.
5. Community Development in India: B Mukerji.

M.A Part I (Home Science)

Paper IVB: Family and Population Education
(Theory) M.M-100

Unit I: Family
1. Definition, Characteristics, Functions and importance of the family.
2. Family life cycle, Responsibilities of family members.
3. Form of family, Merits and Demerits of nuclear and joint family.
4. Marriage
   * Meaning, Aims, Forms of marriage's, Prohibition of marriage exogamy, endogamy, Anuloma and pratiloma.
   * Marital Adjustment.
5. Kinship - Function and role of the kinship.
6. Family disorganization, Causes of disorganization, Divorce and Remarriage.

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8. Society - Types and meaning of society
9. Culture - Definition, Characteristics and importance.
10. Social Problems
   * Juvenile delinquency.
   * Alcoholism, Drugs, Gambling and Smoking.
   * Prostitution.
   * Unemployment.

Their meaning, causing and efforts of their eradication.

Unit II: Population Education
1. Concept, Objectives and importance of population education.
5. Family planning and difficulties of family welfare.
6. Awareness of population education.

References:
3. Sociology (Samaj Shastra): Dr. V.N Singh.
4. Social Legislation and Role in Social Welfare: Govt. of India Publication
5. Human Society: Kingsley Davis.
M.A Part - I (Home Science)

Paper V: Practical

1. Preparation of the following Diets
   - Soft and low fiber diet.
   - Low caloric diet.
   - High caloric diet.
   - Diabetic diet - Food exchange list.
   - High protein diet.
   - Low fat diet.
   - Sodium Restricted diet.

2. Sessional Works
   - Practical note book.
   - Recipe file.
   - Project work.

3. The Distribution of Marks will be as follows
   - Planning, Calculation of the various nutrients : 20
   - Cooking and Serving of the therapeutic diet : 30 +10
   - Viva Voce : 10
   - Sessional Work : 30

Total Marks : 100

M.A Part II (Home Science)

Paper I: Traditional Textiles and Apparel Designing

(Theory)

Focus: Traditional woven textiles of India are considered pieces of art. This enables the students to understand the art, which can form the basis for textile design. Garment making, as an enterprise needs certain relevant inputs to the entrepreneur. This course of apparel designing renders an exposure to these essentials.

Objectives:
1. To impart knowledge about the traditional textiles of India
2. To enable the students to familiarize with the essentials of apparel making.
3. Acquaint with the various steps involved in the apparel making system and to gain skill in making certain garments.

Unit I

(A) Introduction to traditional Indian textiles and Embroideries in brief with reference to
   1. Dacca Muslin.
   2. Chanderi Sarees and muslin.
   5. Banaras Brocades.
   7. Tie and Dye of Rajasthan and Gujarat.
   8. Patola of Gujarat, Orissa and Cuttack (Ikat).

(B) Design Analysis with respect to Apparel and Textile Design
   1. Introduction to applied art
      * Elements of Design.
      * Principle of Design.
   2. Designs: Structural, Decorative and abstract designs.

Unit II

1. Introduction to Apparel Design with respect to Fashion
   * Fashion cycle.
*M. A. - Home Science*

1. Style.
2. Trend.
3. Silhouette.

**Unit III**

1. Family Clothing
   - Factors affecting family clothing.
   - Wardrobe planning for the family.

**References:**

1. Tailoring : A Bane, Megra Hill.
2. Flat Pattern Design, A Bane, Megra Hill.
5. Art of Dress Making, Buttick Publisher Company.

**M.A Part II (Home Science)**

**Paper II : Home Management**

*(Theory) M.M - 100*

**Focus:** This course deals with the management of resources in the family with particular reference to mobilizing all the resources for achieving the family goals. It also deals with factors motivating management and management applied to specific resources.

**Objective:**

1. To create an awareness among the students about management in the family as well as the other systems.
2. To recognize the importance of wise use of resources in order to achieve goals.

**Unit I:** Introduction to Management

* Concept of Home Management - Meaning, Scope, Philosophy and Role of Home Management in family living.

**Unit II:** Obstacles to the Improvement of Management

1. Lack of awareness of management.
2. Lack of awareness of resources.
3. Failure to evaluate results of management.
4. Seeking ready made answers to problems.
5. Lack of Information.

**Unit III:** Factor Motivating Management

1. Goals, Definition, Types and utility.
2. Values - Importance, Sources, Changing values.
3. Standards - Definition, Classification, Quantitative, Qualitative, Conventional and
non conventional.

4. Decision - Role of decision making in management.

Unit IV: Family Characteristics Influencing Management
1. Life style.
2. Types of family.
3. Family size, Stage of family life cycle.

Unit V: Management Process
1. Meaning and elements of process - Planning, Controlling the plan and evaluating, Decision making.
2. Planning - Importance, Techniques, Types of Plan
   * Controlling the plan in action.
   * Phase energizing checking.
3. I. Factor in success of the control step.
   II. Suitability.
   III. Promptness.
   IV. New decisions.
   V. Flexibility.
   * Supervision of delegated Plan
4. I. Types of supervision - direction and guidance.
   II. Analysis of supervision.
   * Evaluation
5. I. Importance, Relationship to goals
   II. Types - Informal and formal, Overall and detailed

III. Techniques ofsey evaluation
IV. Evaluation of the whole process of management

Unit VI: Resources in the Family
1. Types of resources.
2. Factors affecting the use of resources.

Unit VII: Management of Specific Resources
1. Time management.
2. Energy management.
3. Money management - Different types of saving and investment.

Unit VIII: Work Simplification
1. Purpose of work simplification
2. Improved techniques applied to frequently performed household work

References:
4. Home Management : Mr. B.K Bakshi.

M.A Part II (Home Science)
Paper IIB Household Equipment
(Theory) M.M : 100

Focus: This course intends to impart knowledge and understanding of construction of household equipment, the material used, selection criteria, their
operations, maintenance and care. To make them aware of new trends and handle minor problems of repair.

**Objectives:**

**To enable students to**

1. Recognize base materials, finishes and insulating materials used in the construction of household equipment.
2. Understand the principles underlying the operation, use, care and storage of household equipment.
3. Understand the criteria for the selection for appropriate equipment for home and suitable material for functionality.
5. Analyze various equipment with respect to design, cost and maintenance.
6. Understand handle minor problems of repairs and maintenance.

**Unit I:** Material Used for Household Equipment

2. Finishes - mechanical and applied.
3. Insulating materials - mica, fiberglass, mineral wool, rock wool, puff, plastic, foams, rubber etc.

**Unit II:** Methods of Forming and Assembling Equipment

- Structural designing of the equipment and different joints used in assembling parts of the equipment.

**Unit III** Selection, Use, Care and Store of Household Equipment

- Resource conservation.

**Unit IV** Classification of Household Equipment in Terms of

1. Portable and non-portable.

**Unit V:** Equipment Design and their effect on work and body postures

**Unit VI:** Certification and Guarantee - Their meaning, importance and implication

**M.A Part II (Home Science)**

Paper IIIA : Education and Communication for development

(Theory) M.M - 100

**Objectives:**

To enables students to

1. Understand the process of communication in development work
2. Develop skills in the use of methods and media
3. Be sensitive to the interests and needs of the people and the power of the media and methods in catering to these needs and interests.

**Unit I:** Concept and Types of Education

1. What is education?
2. The need of education.
3. Types of education.
5. Non-formal education.

Unit II: Non-formal education
1. From whom is it intended?
2. What is its content?
3. What are the learning processes?
4. Where does it lead to?

Unit III: Extension Education
1. Concept of extension education.
2. Philosophy of extension education.
4. History of extension activities.

Unit IV: Role of Teacher, Subject Matter Specialist and Extension Worker and qualities of an Extension Worker.

Unit V: Role of Extension Education in Development
1. Development aspects of extension.
2. Agriculture extension.
3. Extension as a Program and process.

Unit VI: Concept and Functions of Communication
1. Definition and meaning.
2. Communication - A two way process.
3. Importance of communication in extension were.
4. Functions of communication.

Unit VII: Problems in Communication

Unit VIII: Communication approaches and Audio-visual Aids
1. Methods of extension teaching.
2. Personal, Group and Mass approach.
3. How to select teaching tools.

Unit IX: Visual aids, Audio aids and Audio-visual aids

Unit X: Other teaching aids like
1. Puppets, Drama.
2. Use tasks, Meeting, Conferences, Tours, Campaigns camps etc.

Unit XI: Extension Program Planning
Meaning and principles of prog. planning principles of prog. planning as applied to extension program.

Unit XII: Rural development programs in India

References:
2. Communication and Social Development in India: B Kuppuswami, Bombay, Media Promoters and Publisher Private Ltd.

M.A Part II (Home Science)
Paper III B: Dissertation and Seminar
(Theory) M.M - 100

Note: Dissertation will be allowed to candidates who get minimum 55% marks in M.A previous examination.
Unit I: Research: Its Nature and Scope
1. Meaning of Research.
2. Definition and nature of research.
3. General nature of research.
4. Steps in research.
5. Types of research.
6. Importance of Research.

Unit II: Problem: Its Nature and Source
1. What is a problem?
2. Selection of a problem.
5. Hypothesis.

Unit III: Scientific Method - Meaning and Characteristics of Scientific Methods

Unit IV: Basic Principles of Research Design

Unit V: Sample and Sampling Techniques
1. What is a sample?
2. What is sampling?
3. Advantages and limitations of sampling.
4. Essentials of a good sample.
5. Sampling methods.

Unit VI: Research Methods and Procedures
1. Historical Research.
2. Descriptive Research.
3. Experimental Research.
M.A Part II (Home Science)

Paper V - Dress Designing and Clothing Construction
(Practical) M.M - 100

1. Construction Techniques (Makes their samples / garments)
   * Seams.
   * Pleats, Tucks, Gathers.
   * Necklines Plackets
   * Collars.
   * Sleeves.
   * Yokes.
   * Trimmings

2. (A) Make the adults bodice block and sleeve block.
   * Standard.
   * Self.

   (B) Adaptation of basic block for the following garments
   * Party blouse.
   * Blouse.
   * Designer suit
   * Nighty / Gown.

3. (A) Design Ideals
   * Color wheels.
   * Value chart
   * Intensity chart.
   * Grey scale.
   * Color schemes

   (B) Design Ideals for fashion
   * Figure.
   * Occasion
   * Complexion.

Unit VII: Field Study
1. What is a field study.
2. Advantages and limitation of field study.
3. Types of field study.

Unit VIII: Data collection tools and techniques.
1. Observation.
2. Interview.
3. Sociometric techniques.
4. Psychological tests.

Unit IX: Treatment and Interpretation of Research Data
1. Measurement of central tendency.
2. Interpretation through groups and tables.

Unit X: Presentation of Research Report - Result and Conclusion

References:
1. Research Methodology : Dr. R.N Trivedi and Dr. D.P Shukla.
2. Research Methodology : Dr. B.M Jain.
3. Research Methods : Dr. H.K Kapil.
* Age.
* Sex.
* Elements of art.
* Principles of art.

4. Collection of traditional Indian textiles and Embroideries

5. Sessional
* Samples / Garments on the basis of construction techniques (May be in file).
* Garments - Party Blouse, Blouse, Designer suit, Nighty / Gown.
* Textile Design file, Drafting file.

The Distribution of Marks will be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafting, Stiching and Finishing the garments</td>
<td>15+35+10</td>
</tr>
<tr>
<td>Viva Voce</td>
<td>10</td>
</tr>
<tr>
<td>Sessional</td>
<td>30</td>
</tr>
<tr>
<td>Total Marks</td>
<td>100</td>
</tr>
</tbody>
</table>

References:


HISTORY

M. A. (Previous) and M. A. (Final)

A total number of 16 papers are mentioned below of which the candidate shall be required to study only 8 (i.e. 4 compulsory and 4 optional papers). Papers I, II, III and IV shall be compulsory for all students. Papers I and II shall be compulsory for M.A. (Previous) students and papers III and IV shall be compulsory for M. A. (Final) students. The remaining 12 papers are divided into 3 groups of 4 papers each, Group A comprising papers V, VI, VII and VIII, Group B comprising papers IX, X, XI and XII, and Group C comprising papers XIII, XIV, XV and XVI. The students shall have choice to opt the four papers of any of the three groups. No mixing of the papers of different groups shall be allowed. Thus if a candidate offers group A, he shall study papers V and VI in M. A. (Previous) and VII and VIII in M. A. (Final); if he offers group B, he shall study papers IX and X in M. A. (Previous) and papers XI and XII in M. A. (Final); likewise if he offers group C he shall study papers XIII and XIV in M. A. (Previous) and papers XV and XVI in M. A. (Final).

Each paper shall be of 100 marks and of 3 hours duration.

There shall be a Viva-Voice Examination of 50 marks in M. A. (Final).
Paper I

Historiography, Concepts and Method of Research in History

1. Meaning, Scope, Kinds and Importance of History; History, A Science or Art; Collection and Selection of data; Evidence; Causation; and Historicism.

2. History and other Disciplines; Archaeology; Anthropology; Geography; Economics; Sociology; Philosophy; Political Science; Natural Sciences; Ethics and Literature.

3. Traditions in Historical Writing; Greco-Roman; Ancient Indian Tradition; Medieval Historiography; Western and Indian; Modern-Positivist; Whig; Classical Marxist.

4. Approaches to History; Theological; Orientalist; Imperialist; Nationalist; Marxist; Recent-Marxist; Post-Modernist.

5. Theories of History; Cyclical; Historical Materialism; Sociological; Comparative; Structural; World-System; Post-Modernist Critiques of History.

6. Themes in Indian History; Economic; Labour and Peasant; Varna, Jati, Janajati and Gender; Religion; Culture; Literature, Art, Environment; Science and Technology.

7. Methodology and Tools; Reasons for undertaking research; Choice of subject; Sources, Primary and Secondary; Authenticity and Credibility of the Sources. Arrangement and Synthesis of the material selected and the writing of it. Notes, Footnotes, Appendix, Map and Bibliography; their variety in content and presentation and methods of use.

Books Recommended:

1. Lord Action: Lectures of Modern History (Inaugural Lecture on the study of History)

2. Hearnshah, F. J. C.: Main Currents of European History (1815-1915)


6. Gardiner, P.: Theories of History

7. MAJUMDAR R.C.: Historiography in Modern India


9. Rammanna, A.S.: Historical Method in Relation to Indian History

10. Rowse, A.L.: The Use of History

11. Sen, S.P. (ed.): Historian and Historiography in Modern India

12. Tikekar, S.R.: On Historiography

13. Warder, A.K.: An Introduction to Indian Historiography

14. Mukerjee, D.P.: On Indian History: A Study in Method

Paper II

Ancient and Medieval World from the Egyptian Culture to the end of the Middle Ages

1. The gifts of the Nile; Tutankhamen; Dynasties of the Pharaohs; Golden Age of Egypt; Egyptian Contribution to civilization.

2. Mesopotamian Culture; The Sumerians; The Assyrians; The Chaldeans; Their Civilization, Art, Science and Religion; Failure of Mesopotamian Civilization.
Chinese Culture; Spirit of Chinese Culture and Chinese Contribution to Culture.

The Hebrews; The Aramaeans and the Phoenicians; The Medes and Persians, Persian Religion, Culture and Art.

(A) The World the Hellenes; The Aegean civilization; City-states; The Greek Democracy; Athens and Sparta; Macedonia and Alexander the Great.

(b) The Greek Culture; The Ionian and the Dorian, and the School of Hellas; Their contribution to Literature and Thought; Two great historians, Herodotus and Thucydides; Greek Philosophers and Scientists; Greek Literature and Art.

Roman Republic and Roman Conquests; Christianity and the Persecution of the Christians; Legacy of Rome; Historians, Philosophers and Poets, Science and Art; Roman Law and Latin Language.

(A) The Dark Age in Europe; The Barbarian attacks on the Roman Empire; The Eastern (Roman) empire (500AD-1000AD).

(b) Establishment of a better order with Charlemagne; Christianity as a civilizing force; importance of the Church (Monastic Orders and their Missionary work); The Crusades; The Feudal System; Education and Learning; Philosophers and Poets.

The Spirit of Islam; its Conquests and Contribution to civilization.

The East in Medieval Times; Marco Polo and China; Kublai Khan and Timur; The Ottoman Turks.

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**Books Recommended:**

1. Hearne, W.F.C. A First Book of World History
3. Durant, W. Story of Civilization
4. Swain, J.E. A History of World Civilization
5. Landman, J.H. New outline History of the World since 1914
6. Fyffe, C.A. A History of Greece
7. Tarn, W.W. Hellenistic Civilization
8. Petrie, A. An Introduction to Roman History, Literature and Antiquities
9. Davis, H.C.W. Medieval Europe
10. Baynes, N.H. The Byzantine Empire
11. Barker, E. The Crusades
12. Crump, G. G. and Jacob, E.F. The Legacy of the Middle Ages
13. Mesporo, Sir Gaston The Dawn of Civilization
14. Osborn, E.B. Our Debt to Greece and Rome
15. Osborn, E.B. The Middle Ages
16. Gokhale, B.K. Introduction to Western Civilization
17. Swain, J.E. History of World Civilization
19. Marvin, F.S. The Living Past

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**Paper III**

The Modern World from the Renaissance to the Unification of Germany

1. Renaissance; its political and intellectual implications; the discovery of the World and the discover of the 'man' (i.e. the Geographical discoveries of new countries and humanism); Impact on Art, Architecture, Painting and Literature; Beginning of Printing.
2. Reformation; Causes of Reformation; Wycliffe; Erasmus and Luther; Birth of Protestantism; Catholics and Protestants; The Counter-Reformation.

3. The Era of Monarchy; Tudors in England; Richelieu; Louis XIV; the Hapsburgs of Austria; The Hohenzollerns of Germany; The Enlightened Despots; Peter the Great of Russia and Frederick the great of Prussia.

4. Change form the adDivine Right' of the Monarchs to vox populi vox Dei (i.e. the voice of the people and the voice of God); the Dutch struggle for Independence culminating in the Treaty of west phalia (1648); The English striving for Liberty; from the Glorious Revolution of 1688 to the First Reform Bill (1832); The American war of Independence (1776); The French Revolution (1789).

5. Colonial expansion and economic developments; voyages and explorations of Portugal, Spain, England and France and their efforts to establish colonies in Asia, Africa, Canada, New Zealand and Australia; the economic effects of these efforts; Commercial revolution and the shift of economic balance from the Mediterranean to the Atlantic; Mercantilism and European economics.

6. The Industrial Revolution; The rise of Capitalism; General effects and Social Consequences of the Industrial Revolution.

7. Rise of Nationalism in Europe; Unification of Italy; Unification of Germany.

8. Progress of Science in the Modern World; John Kepler; Galileo; Scientific method of Bacon; Isaac Newton; Robert Boyle; Henry Cavendish; Lavoisier; James Watt; Charles Darwin; Einstein.

9. Philosophy in the West; Descarte; Spinoza; Leibnitz; Locke; David Hume; Immanuel Kant; Hegel; Schopenhauer; Nietzsche; Comte; Spencer.

10. Renaissance Fine Art in Italy an Literature in France, Spain and England; The Enlightenment in the 18th century; Voltaire and Diderot; Baroque Style in Architecture; Classicism, Romanticism and Realism.

Books Recommended:
1. Dark, Sidney
2. Sichl, E.
3. Allen, P.
4. Lindsay, F.M.
5. Motley
6. Wakeman, H. O.
7. Innes, A. D.
8. Trevelyan, G. M.
9. Bradbu, E. D.
10. Schevill, Ferdinand
11. Haynes, C. J. H.
12. Temperley, H. W. & Grant, A. J.
13. Hazen, C. D.
14. Turner, F. J.
15. Toynbee, A.
16. Lodge, Oliver
17. Lipson, E.
18. Thomson, J. A.
19. Gokhale, B. K.
20. Swain, J. E.
21. The Story of the Renaissance
22. The Renaissance
23. The Age of Erasmus
24. Cambridge Modern History (The chapter on the age of discovery)
25. The Reformation
26. Rise of the Dutch Republic
27. The Ascendancy of France
28. England Under the Tudors
29. England Under the Stuarts
30. Short History of the French Revolution
31. A History of Europe (From the reformation to the present day)
32. A Political and Cultural History of Modern Europe
33. Europe in Nineteenth Century
34. Modern European History
35. History of United States
36. Industrial Revolution
37. Pioneers of Science
38. Economic History of England
39. Science in Nineteenth Century
40. Introduction to Western Civilization
41. History of World Civilization
22 Patra, K. M.; Patnaik, H. S. History of the World
& A. N. Parida
23 Mahajan, V. D. Modern Europe since 1789
24 Marvin, F. S. The Living Past

**Paper IV**

**The Twentieth Century World**

1 Legacy of the Nineteenth century; Growth of Capitalism and Imperialism in U.K., France, Germany and Japan; Rise of Socialism and Liberalism and the spread of Nationalism; Events leading to the First World War.

2 World Order up to 1919;
   (I) Causes and Course of events of World War I; Peace Settlement of 1919-20 and its long term consequences;
   (II) The Russian Revolution of 1917, leading to the establishment of a socialist state; its economic and political aspects and responses and reactions in the West.

3 The World Between the two wars; The League of Nations and Collective Security; the Great Depression; liberal ideas and social movements; ideologies of Nazi-ism and Fascism; Germany, Italy and Japan.

4 The Second World War and Peace Settlement;
   (I) Causes, Course of events and consequences of the war; Peace Settlement; The work of the United Nations;

5 The Cold War and its effects;
   (I) Ideological and political basis of the Cold War; Pacts and Treaties; Tensions and rivalries.

6 Disintegration of the Socialist Block and the end of the Cold War;
   (I) Genesis and process of disintegration, its impact on society and politics;
   (II) Changes in the World political order: from Bipolar to Unipolar World System;
   (III) Socialism in decline; Globalization and its economic and political impact.

7. An Age of Economic and Social Progress;
   (I) Industry; Agriculture; Science and Technology; Communication and Information;
   (II) Cultural Revolution; Civil Rights Movement; Apartheid; Feminism.

**Books Recommended:**

1. Schevill, Ferdinand A History of Europe From the Reformation to the Present day (i.e. 1945)
2. Hazen, C. D. Modern European History (upto 1918)
3. Hearnshaw, F. J. C. Main Currents of European History (1815-1915)
4. Barraclough, G. An Introduction to Contemporary History
5. Carr, H.H. The Bolshevik Revolution
8 James, Joll
   Europe Since 1870: An International History

9 Palmer, R. A. and Collon, Joel
   A History of Modern World

10 Taylor, A. J. P.
   The Origins of the Second World War

11 Mahajan, V. D.
   Modern Europe since 1789

12 Lukefs, J. A.
   A History of the Cold War

13 Seton-Watson, H.
   Neither War Nor Peace: The Struggle for Power in the post-war world

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**Paper V**

**Political History of Early Ancient India**

(545 BC - 647 AD)

1 Political condition of India in the sixth century B. C.; the Janapadas and the Mahajanapadas

2 Great Monarchies in the Age of Bimbisara

3 The Rise of Magadha; Haryanka dynasty; Bimbisara, Ajatasatru, the Sisunaga Kings; the Nandas

4 The Persian Invasion; the Political Condition of India before the Invasion of Alexander; Alexander's conquests; Effects of the conquests of Alexander

5 The Mauryan Empire; Chandragupta Maurya; his conquests; Seleukos; Bindusara; Asoka; Conquest of Kalinga; Extent of the Empire; foreign policy; successors of Asoka and the downfall of the Empire.

6 The Sungas; the Kanvas; the Satavahans

7 Foreign Invasions; Parthia and Bactria; the Sakas and the Pahlavas; the Kushans; Kanishka; his conquests and the extent of his Empire.

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Books Recommended:

1 Raychaudhury, Hemchandra
   Political History of Ancient India

2 Rapson E. (ed)
   Cambridge History of India Vol I

3 Smith, V. A.
   Early History of India.

4 Majumdar, R. C.
   Ancient India

5 Mahajan, V. D.
   Ancient India

6 भ्र. डिजेन्ट्र नरसिंह,
   श्रीमात. शुभदा मोहन
   प्राचीन भारत का इतिहास

7 Srinivasachari,
   C. S., Aiyangar,
   M. S. Ramaswami
   A History of India Part I

8 महान, शिक्षार
   प्राचीन भारत

9 उपादान, वातुदेव
   गृह साम्राज्य का इतिहास
   प्रथम खण्ड (राजनीतिक इतिहास)

10 Tripathi, R. S.
   History of Ancient India.
Paper VI

Political History of Later Ancient India
(647 AD - 1206 AD)

(A) States of Northern India.
(i) The Rajputs and their origin; the kingdom of Kannauj; Yashovarman; the Ayudhas and the Pratihars; The Gahadvalas.
(ii) The Chahmans (Chauhans) of Shakambhari
(iii) The Kingdom of Kashmir; Karkatakaya dynasty; The Utpal dynasty; the Loharas.
(iv) The Palas and the Senas of Bengal
(v) Kalinga and Odra
(vi) The Kalchuris of Tripuri
(vii) The Chandelas of Jejakbhukti (Bundelkhand)
(viii) The Parmars of Malwa
(ix) The Chalukyas of Anhilwada

(B) States of South India

(i) The Early Western Chalukyas of Vatapi (Badami) (Circa 550-750)
(ii) The Rashtrakutas of Manyakheta (Malkheda)
(iii) The Later Western Chalukyas of Kalyan (Circa 975-1175)
(iv) The Eastern Chalukyas of Vengi
(v) The Pallavas of Kanchi
(vi) The Cholas
(vii) The Pandyas of Madura

Books Recommended:
1. Vidya, C. V. History of Medieval History of Medieval India
2. अंकुश, नौरीसन्तक हीराकुंद The Palas of Bengal
3. Banerji, R. D. Dynastic History of Northern India Vol I
4. Ray, H. C.
5. Tod, James Annals and Antiquities of Rajasthan
6. Smith, V. A. Early History of India
7. Tripathi, R. S. History of Kannauj
8. Mahajan, V. D. Ancient India
9. Majumdar, R. C. Ancient India
10. Altekar, A. S. Rashtrakutas and their Times
11. Ganguly, D. C. The Eastern Chalukyas
12. Sastri, K. A. N. History of South India
13. Mookherjee, R. R. Ancient India
14. Aiyengar, S. K. Ancient India
15. Gopalan, R. History of Pallavas of Kanchi
16. Sastri, K. A. N. The Cholas
17. Sastri, K. A. N. The Pandyans Kingdom
20. Puri, B. N. History of Gurjara-Pratiharas

Paper VII

Society and Culture: Polity and Economy in Early Ancient India up to the death of King Harsha

1. Sources of Ancient Indian History and their interpretation.
2 Harappan Society and Culture; First urban society; Debate on Harappan Chronology and ethnic identities.

3 Vedic Society; Polity; Economy; Religion; Role of the Vedas in Indian History; Structure of Society.

4 Post Vedic era; Economic development, social stratification; beginnings of varnashram; marriage; property relations; samskaras.

5 Janapadas and Mahajanapadas
   (i) Territorial States; monarchical and republican
   (ii) Religions movements: Jainism and Buddhism
   (iii) Urban Centers; new classes; and Changing Social Relations

6 The Nandas and the Mauryas
   (i) Polity; nature and extent of centralization
   (ii) Economy; trade, currency and coinage
   (iii) Art and Architecture
   (iv) Asokan edicts; dhamma; script
   (v) Kautilya's Arthashastra; Megasthenes India

7 Post-Mauryan Developments:
   (i) The Sungsas and the Kanvas; Indo-Greek and Saka-Pallavas, Social Conditions
   (ii) State formation in Central India and in the Deccan; Satavahanas and Western Kshatrapas land grants and agricultural expansion; trade; Indo-Roman, trade; Coin and Currency; Architecture; Sculpture; Cave Paintings.
   (iii) The Kushanas: Society; Religion Art and Architecture; Sculpture-Gandhar, Mathura and Amaravati, Mahayana Buddhism and Tantricism; interactions with Central and Western Asia; Trade and Trade routes; including silk routes and spice routes; coins and currency; syncretic elements in India society

8 The Guptas, The Vakatakas and The Vardhanas:
   (A) The Guptas
      (i) Political Structure and Administrative Organization
      (ii) Land-grants; expansion of agriculture
      (iii) Religion: revival of Vedic and Puranic traditions; temples
      (iv) Sculpture, Painting, Architecture, Sanskrit literature, Science and Technology
      (v) Coins and currency
   (B) The Vakatakas and other dynasties of peninsular India; landgrants; art and architecture; painting; society and religion
   (C) Harshavardhan, The Chalukyas, The Pallavas: Religion, Society and Cultural activities

9 Education in Ancient India

Books Recommended:
1. Piggot, Stuart : Prehistoric India
2. Bhandarkar, R.G. : Some Aspects of Ancient Indian Culture
3. Manjumdar, R.C. (Ed) : The Vedic Age
5. Altekar, A.S. : State and Government in Ancient India
6. Prasad, Beni : The State in Ancient India
8. Majumdar, R.C. : Corporate Life in Ancient India
9. Saleatore, R.N. : Life in the Gupta Age
10. Altekar, A.S. : Education in Ancient India
11. Dutt, R.C. : Civilization in Ancient India

13. Luniya, B.N. : Evolution of Indian Culture


16. Basham, A.L. : The Wonder that was India

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Paper VIII

Society and Culture; Polity and Economy in Later Ancient India after the death of Harsha to the end of the twelfth century

1. Sources of History in this period; literatures; archaeology, epigraphy and numismatics

2. Changing patterns in polity, economy and society in this period

3. Political structure of the states in Northern India, Eastern India, Western India and Central India; in the Deccan and far South Kingdoms.

4. (A) Economy (Agrarian): Land grants; agriculture and agrarian organization; irrigation.
(B) Economy (Urban): Trade and trade-routes; inter-regional and maritime trade; forms of exchange; coinage and currency; interest and wages; craftsmen and craft guilds.

5. Social Stratification; Proliferation of castes; Untouchability; Status of women; Marriage; Property rights; Educational ideas and institutions; Migration and Settlements of Aryan Groups in different regions of India specially in the South.


7. Philosophy: Schools of Vedanta and Mimansa.

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Books Recommended:

1. Bhandarkar, R. G. Some Aspects of Ancient Indian Culture
2. Dutt, R. C. Civilization in Ancient India
3. Luniya, B. N. Evolution of Indian Culture
4. Basham, A. L. The Wonder that was India
5. Gopal, G. L. Economic History of Northern India
6. Adhya, G. L. Early Indian Economics
7. Sharma, R. S. Aspects of Political Ideas and Institutions in Ancient India
9. Alliendar, A. S. State and Govt. in Ancient India
10. Prasad, Beni The State in Ancient India
11. Jayaswal, K. P. Hindu Polity
13. Hiriyama, M. N. Essentials of Indian Philosophy
14. Dev, Krishna Temples North India
15. Swami Sadanand The Making of Greater India
16. Wales, H. G. W. Hindu Culture in Greater India
Paper IX
Political History of Early Medieval India
(1206-1556)

1. Political condition of India on the eve of the first Arab Invasion; Muhammad bin Qasim; first Turk Invasion; Mahmud of Ghazni; Successors of Mahmud; Muhammad of Ghur; his conquests and founding of the Slave dynasty.

2. The Slave dynasty: Qutub-ud-din Aibak; Iltutmish; his difficulties; Razia; Balban; his conquests; Balban's successors.

3. The Khaljis: Jalal-ud-din; Ala-ud-din; his domestic policy; his foreign policy; Conquests of the North and of the South; the Mongol Invasion; the successors of Ala-ud-din.

4. The Tughluqs; Ghiyas-ud-din; his expeditions; Muhammad bin Tughluq; Early measures; domestic policy; foreign policy; Khurasan Nagar Kot; Karajal Relations with China; Mongol Invasions; Firoz; domestic policy; foreign policy; Later Tughluqs; Invasion of Timur and its effects.

5. The Sayyids; the Lodhis; Bahlol; Sikandar and Ibrahim; their domestic and foreign policies.

6. Provincial Kingdoms of North and South India

7. India on the eve of Babar's conquest; First Battle of Panipat; Battles of Khanua and Ghagra; Babar's Memoirs

8. Humayun; his difficulties and mistakes; contest with Sher Shah

9. Sher Shah; early battles and conquests as King; Later Surs

10. Contemporary Sources of Pre-Mughal History; Al-Beruni; Minhaj-us-Siraj; Amir Khusrav; Zia-ud-din Barani; Ibn-Battuta; Shams-i-Siraj Afif Yahya bin Ahmad; Ahmad nagra; Abbas Sherwari; Gul Badan Begum.

Books Recommended:
1. Prasad, Ishwari
2. Srivastava, A. L.
3. भीष्मकर्त्ता, एल.एल.
4. Habibullah, A. B. M.
5. Lal, K. S.
6. लाल, वी.एस.
7. Jprasad, Ishwari
8. W. Hais (ed)
9. Majumdar, Raychanudhury & Dutta
10. Wewell, Robert
11. वॉये, हायरीनट्रैक्ट
12. Rjushbrook Williams, L. F.
13. Prasad, Ishwari
15. Qanungo, Dalikaranjan
16. Sherwani, H. K.
17. Prasad, Ishwari
18. Sharma, S. R.
19. Pandey, A. B.

Medieval India
The Sultanate of Delhi
रिली सल्तनत
The Foundation of Muslim Rule in India
History of the Khaljis
खलजी वंश का इतिहास
A History of the Qaraunah Turks in India.
Cambridge History of India. Vol-III
An Advance History of India
A Forgotten Empire
कलाबुली साल 750&1540
An Empire Builder of the Sixteenth Century
Life and Times of Humayun
Humayun Badshah
Sher Shah and his Times
The Bahmanis of the Deccan
A Short History of Muslim Rule in India
The Crescent in India
Early Medieval India
Paper X
Political History of Later Medieval India (1556-1740)

1. Akbar's Conquests and Annexations; The North West Frontier; The Deccan; Relations with the Rajputs; Suppression of Rebellions.


3. Jahangir's Twelve Regulations; Revolt of Khusrau; Execution of Guru Arjun; Noor Jahan and her influence; the Deccan and the Rajputs; Rebellions of Shah Jahan and Mahabat Khan.

4. Shah Jahan; suppression of Rebellions; The Deccan Affairs; Central Asian Policy; Mumtaj Mahal; the war of Succession; the Golden Age of the Empire.

5. Aurangzeb; war with Frontier tribes; suppression of rebellions; Aurangzeb and the Sikhs; Aurangzeb and the Rajputs; the Deccan Policy of Aurangzeb; Aurangzeb's responsibility for the downfall of the Mughal Empire.

6. The Later Mughals; Bahadur Shah; Farrukh Siyar; Muhammad Shah; Invasion of Nadir Shah and the disintegration of the Empire; Role of the Sayyid Brothers; the rise of the Peshwas.


8. Contemporary sources of Mughal History; Abul Fazal; Abdul Hamid Lahori; Farishta; Motamid Khan; Khafi Khan; Badaoni; and the narratives of the European Travelers.

Books Recommended:

1. Tripathi, R. P. Rise and Fall of the Mughal Empire

2. Prasad, Ishwari A Short History of Muslim Rule in India
Paper XI

Society and Culture in Medieval India
(1206-1740)

1  Society:  (i) The ruling class; the Indian Muslims; The Ulema
          (ii) The Hindus; not a favoured class
          (iii) The rural society and the urban society
          (iv) The impact of Islam on Indian society

2  The Bhakti and Sufi Movements:
   (i) Bhakti : Nathpanthi; Kabir; Nanak; Dadu;
       Chaitanya; Tulsidas; Namdev; Meera and Akka.
   (ii) Sufi-ism : Its origin; concepts and practices; relation with other religions groups.

3  Sultanate and Mughal Architecture:
   (i) Distinctive features of Sultanate and Mughal Architecture
   (ii) Main buildings of the Sultanate and Mughal period
   (iii) Provincial Architecture and Sculpture : Bahmani; Sharqi; and Sur Styles
   (iv) Features of Hindu Architecture: Vijayanagar and Rajasthan.


5  Painting:  Rajput, Kangra and Jaunpur Schools; Mughal Painting Calligraphy

6  Language and Literature:
   (i) Persian and Urdu
   (ii) Sanskrit and Hindi

Books Recommended:

1  Srivastava, A. L.  Medieval Indian Culture
2  Luniya B. N.  Evolution of Indian Culture
3  Chand, Tara  Influence of Islam on Indian Culture
4  Ashraf, L. M.  Life and Conditions of the People of Hindustan
5  Farquhar, J. N.  Outline of the Religious Literature of India
6  Hovell, E. B.  Indian Architecture
7  Majumdar, Rai Chaudhury & Dutta  Advance History of India (Vol-I)
8  Pamikar, M.  A Survey of Indian History
9  Saleetore  Social and Political Life in Vijayanagar Empire
10  Titus  Indian Islam
11  Ali, Ameer  The Spirit of Islam
12  Barnett, L. D.  Hinduism
13  Law, N. N.  Promotion of Learning in India under Muhammadan Rule
14  Smith, V. A.  History of Fine Art in India and Ceylon
15  Desai, Z. A.  Indo-Islamic Architecture
16  Karashima, N  Towards a New Formation, South Indian Society under Vijayanagar Rule.
Paper - III
Political History of Early Modern India
(1740-1857)

1 Eighteenth Century; a century of transition from the medieval to the modern times.

Books Recommended:
1 Irwin, William
   Fall of the Mughal Empire (4 vols)
2 Sarkar, J. N.
   New History of the Marathas (vol 2 & 3)
3 Sardosai, G. S.
   History of British India
4 Roberts, P. E. Later Mughals (2 vol.)
Paper XIV
Political History of Later Modern India
(1858-1964)

1. The Queen’s Proclamation and its significance for the Princes and people of India.
2. Political developments between 1858 and 1938;
   (A) Foreign relations; principles and policies; Afghanistan; Second Afghan War (1878-80); Third Burmese War (1885) Persia, Tibet; Nepal and Assam.
   (B) Domestic Policy; relations with Princely States.
3. National Movement for Independence; Different approaches to Indian Nationalism; Formation of Indian National Congress; The Extremists and the Moderates; The Surat Split; Muslim Communalism; The impact of World War I on Indian nationalism; Khilafat Movement; Rise of Extremism; Home Rule Movement; Emergence of
4. Problems before Independent India; Integration of Princely States; the Refugee Problems as result of Partition; Communal Parties; Reorganization of Indian Army; Problems relating to Industry and Trade.
5. Foreign Policy of Independent India; Policy of Non-Alignment;

Books Recommended:
1. Chandra, Bipin
   India’s Struggle for Independence (1857-1947)
2. Brass, Paul
   The Politics of India Since Independence
3. Brown, Judith
   Modern India: The Origin of an Asian Democracy
4. Sarkar, Sumit
   Modern India (1885-1947)
5. 
6. Dodwell, H. H.
   The Cambridge History of India (Vol VI)
7. Dodwell, H. H.
   A Sketch of the History of India from (1858-1919)
8. Roberts, P. E.
   History of British India
   A History of Modern India
    Modern Indian History (Vol-II)
11. Smith V. A.
    Oxford History of India
12. Thompson and Garret
    Rise and Fulfillment of British Rule in India
Paper XV

Society and Culture in Modern India
(1740-1964)

1. India in the mid-18th Century; Continued effects of the Mughal rule; Social inequality; Superstition; lack of education.
2. Impact of the early British rule; British understanding of the Indian Society; Orientalist and Utilitarian; Attempts at reform by Bentinck; Reforms in Education.
3. Raja Ram Mohan Roy and the Indian Renaissance of the mid and later 19th Century; Socio-religious; Reform Movements; Brahma Samaj, Prarthana Samaj; Arya Samaj, Ram Krishna Mission; Theosophical Society, Radhaswami Satsang; Wahabi Movement; Ahmadia Movement; Deccan Education Society; Aligarh Movement.
4. Position of Women; Family system and caste-structure during the later 19th and early 20th centuries; Legislation to improve the condition of women; participation in politics, active role in other walks of life; Hindu code Bill and Women.
5. Problem of Untouchability and Backwardness and The Role of Mahatma Gandhi.
7. Regional Indian Literature and Fine Arts.

Books Recommended:
1. Suri, Pushpa
   Sovial Conditions in Eighteenth Century Northern India
2. Andrews, c. F.
   Indian Renaissance
3. Bayly, C. A.
   Indian Society and the Making of the British Empire
4. Desai, A. R.
   Social Background of Indian Nationalism
5. Zeliott, Eleanor
   From Untouchable to Dalit: Essay on the Ambedkar Movement.
6. Farquhar, J. N.
   Modern Religious Movements in India.
7. Zacharia, H.C.E.
   Renascent India from Ram Mohan Roy to Gandhi
8. Ranade, M. G.
   Ranade, Religious and Social Reform
9. Ghose, Aurobindo
   The Renaissance in India
10. Nurullah and Naik
    History of Education in India during the British Period
11. Srinivasachari, C. S.
    Social and Religious Movements in the Nineteenth Century
12. Vyas, K. C.
    The Social Renaissance in India
13. Majumdar, R. C.
    Glimpses of Bengal in the Nineteenth Century
Paper XVI

Polity and Economy in Modern India
(1740-1964)

1 Central Administration as envisaged in the Regulating Act; Pitt's India Act and Charter Acts of 1793, 1813, 1833 and 1853.

2 Provincial administration in Bengal, Madras and other parts of British India; Administration of Justice and Law; Contribution of Macaulay; Later developments.

3 Development of Local Self-Government; Municipalities and the Presidencies of Calcutta, Bombay and Madras; Improvement Trusts.

4 Development of Civil Services in British India.

5 Reforms in the organization of Army after 1858.

6 Police and Jail after 1861.

7 Financial Administration; Decentralization of Finance after 1858; Commissions, Resolutions and Reforms.

8 Management of Land-Revenue; Permanent Settlement, Ryotwari, Taluqdar; Various sources of Revenue.

9 Trade and Industry in the 18th, 19th and early 20th centuries; Domestic and Craft industry; Rise of Modern Industry and the capitalist class; Rise of the working class.

10 Agriculture; and Peasants' Struggle from 1858 to the modern times; The problems of the Peasants Today.

11 Communication- A gift of the British rule-Posts, Telegraphs and Railways; Communication in Independent India.

Books Recommended:

1 Chandra, Bipin

Rise and Growth of Economic Nationalism in Modern India

Peasant Struggle in India.

Trade and Finance in Colonial India (1750-1860)

Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India

The Development of Self-Government in India (1858-1914)

Landmarks in Indian Constitutional and National Developments

Constitutional History of India.

Origin of Provincial Autonomy

Constitutional History of India.

Indian Local Self-Government.

Modern India

Evolution of Provincial Finance in British India

Land Revenue Policy in Northern India

The Indian Police.

The Indian Civil Service.

Ruin of Indian Trade and Industries

Development of Indian Railways.

Land and Labor in India.

Glimpses of Bengal in the Nineteenth Century.
CHHATRAPATI SHAHUJI MAHARAJ UNIVERSITY
KANPUR

REVISED POST-GRADUATE CURRICULUM

MILITARY STUDIES
2002

MA / MSc PREVIOUS

Papers I, II, III and V are compulsory. One optional paper shall be offered from IV(a), (b) and (c)

<table>
<thead>
<tr>
<th>Paper - I</th>
<th>Western Military History</th>
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<td>Paper - II</td>
<td>Military Psychology</td>
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<td>Paper - III</td>
<td>Research Methodology</td>
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<td>Paper - IV (a)</td>
<td>Military Geography and World Problems</td>
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<td>(b)</td>
<td>Exonomic Aspects of War</td>
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<td>(c)</td>
<td>Military Journalism</td>
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<td>Paper - V</td>
<td>Practical</td>
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</tbody>
</table>
PAPER I - WESTERN MILITARY HISTORY

[A] Greco - Roman Period
   (a) Battle of Salamis 480 BC
   (b) Battle of Arbela 331 BC
   (c) Battle of Adrianople 378 AD

[B] Rise and Fall of the Middle Ages
   (a) Battle of Hastings 1066
   (b) Battle of Crecy 1346
   (c) Fall of Constantinople 1453

[C] Age of Mass Armies
   (a) Battle of Leipzig 1813
   (b) Battle of Waterloo 1815

[D] Rise of Imperialism
   (a) American Imperialism & American Civil War 1862-65
   (b) Japanese Imperialism & Siege of Port Arthur 1904-05

[E] Era of Total War
   (a) Foundations of World War I, Battle of Marne 1914;
       Battle of Amiens 1918
   (b) Rise of Nazism; Origins of World War II
   (c) World War II in retrospect

REFERENCE BOOKS
1. Fuller, JFC  The Decisive Battle of the Western World
                Vol. 1, 2 & 3
2. ------------ The Cambridge History-Ancient, Medieval, Modern
3. Koch, HW  Origins of World War I
4. Hart, Liddel  History of World War I & II
5. Montgomery  A History of Warfare
Paper II - MILITARY PSYCHOLOGY

[A] Introduction
(a) Psychology as Behavioural Science
(b) Functions and Problems
(c) Relevance in Defence Problems

[B] Selection of Soldier
(a) Individual Differences; its importance
(b) Vocational Fitness; Right Soldier for the Right Job
(c) Methods of Selection-Job Analysis, Interview

[C] Application of Psychological Principles in Training
(a) Learning - Methods and Theories
(b) Motivation - Kinds, incentives, During War and Peace, Motives
(c) Fatigue - Nature, causes, boredom, monotony, work duration, rest pause

[D] Fighting Skills
(a) Morale-Type, contributing factors, assessment, Regimental conditions
(b) Leadership - Definition, types and function
(c) Discipline - necessity, use
(d) Emotions - nature, theories, psycho-physical changes
(e) Measurement of Personality and Intelligence

[E] Mental Health of Combatants
(a) Its relation to fighting capability
(b) Problem soldiers
(c) Dissertation - causes, remedies

REFERENCE BOOKS
1. Boring EG  Psychology for the Armed Forces
2. Bartlett  Psychology and the Soldier
3. Mark A May  Social Psychology of War and Peace
4. Morgan, King  Introduction to Psychology
5. Coleman,NC  Abnormal Psychology and Modern Life
6. Devison, Neale  Abnormal Psychology
7. Brown  Psychodynamics of Abnormal Behaviour
8. Jain, Pushpa  Samanya Manovigyan
9. Parikh  Sainik Manovigyan
10. Mrs Suman  Asamanya Manovigyan

PAPER III - RESEARCH METHODOLOGY
(Note: This paper should be distributed as 50% theory, 50% mathematical)

[A] Meaning of Scientific Research
(a) Scientific Method - Basic Assumptions
(b) Steps in Scientific Research

[B] Formulation of Hypothesis
(a) Definition and need
(b) Kinds of Hypothesis
(c) Sources of Hypothesis
(d) Framing

[C] Research Design
(a) Survey Research
(b) Field Studies
(c) Laboratory Experiment
(d) Sampling
[D] Data collection and Presentation
(a) Method - Interview, Questionnaire, Schedule, Observation, Content Analysis
(b) Processing of Data - Classification, Tabulation, frequency distribution
(c) Graphic and Diagrammatic Representation

[E] Analysis and Interpretation of Data
(a) Mean, Median, Mode
(b) Standard Deviation, Quartile Deviation, Correlation Coefficient
(c) Verification of Data and Writing Project Report

REFERENCE BOOKS
1 Brown & Ghiseli Scientific Method
2 Goodde & Hart Methods in Social Survey and Research
3 Young Scientific Social Survey and Research
4 Whitney Elements of Research
5 Tandon, BC Research Methodology in Social Sciences
6 Kapil, HK Anusandhan Vidhiyan
7 Agrawal, LN Anusandhan Parichayo
8 Bhatnagar & Rai Shodh Parichaya
9 Nagendra Shodh Aur Siddhanta
10 Bajpai, SP Methods of Social Survey and Research

PAPER IV (a) - MILITARY GEOGRAPHY AND WORLD PROBLEMS
[A] Geo strategy and Geopolitics
(a) Concept
(b) Elements
(c) Scope

[B] Geography Influencing Defence Policies
(a) Actual / Potential Threat to Territorial Extent
(b) Established Areas of Interest
(c) Dissidence & elimination and exploitation

[C] The Geonomic Problems
(a) Strategic and Critical Material
(b) Defence Industries
(c) Defence Technology

[D] Geographical Conditions and Military Affairs
(a) Alliances
(b) International Cooperation
(c) Blockade

[E] Mobilisation of Material Resources
(a) Natural and Cultural Resources
(b) Human Resources
(c) Acquisition of Territory

REFERENCE BOOKS
1 Zimmermann, EW World Resources and Industries
2 Prescott, JRV Geography of State Policies
3 Peltrie & Pearcy Military Geography
4 Thomas P Raju GC The Defence of India
5 Aron, Raymond The Century of Total War
6 Davis, DR The Earth and Man
7 Firgiv, J Geography and World Power
8 Furness & Brookings World Minerals and World Peace
9 Murstfield, J The Control of Raw Materials
10 Johnson, DN Topography and Strategy in War
PAPER IV (b) - ECONOMIC ASPECTS OF WAR

[A] Introduction
(a) Concepts
(b) Natural Resources and War Management
(c) Natural Calamities and War Potential
(d) Economic and Defence Planning

[B] Defence Budgeting
(a) Determinants
(b) Allocation of Resource
(c) Factors Affecting Choice of Weapon Systems
(d) Economics of Military Expansion - Conventional / Nuclear

[C] Mobilisation of Resources
(a) Domestics Resources - Taxation, Borrowing, Inflation, Deficit Financing
(b) Foreign Resources - Foreign Trade, Foreign Investments through Government Agencies, Import of Technology for Defence.
(c) Wartime Mobilisation - Priority Transfer of Private Sector to Defence, Mechanism of control, Price control and Rationing.

[D] Economic Warfare
(a) Scope and Content
(b) Denial of Resources
(c) Balance Payments
(d) Foreign Aid

[E] Post-War Reconstruction
(a) Regeneration of Resources
(b) Problem of Reconstruction and Rehabilitation

REFERENCE BOOKS
1. Agarwal, A.N. Economic Mobilization for National Defence
2. Klaus Knorr The War Potential of Nations
3. Klaus Knorr Power and Wealth
6. Hitch, C.J. and Roland The Economics of Defence in Nuclear Age
7. Clark John J. The New Economics of National Defence
8. Robbina, Lionell The Economic Problem in Peace and War
10. Hajela T.N. Public Finance
PAPER IV(C) - MILITARY JOURNALISM

[A] Introduction to Military Journalism
(a) Principles of Journalism
(b) Functions of Journalistic Media as part of Mass Communication
(c) Press Council and Press Commission
(d) History of Military Journalism in India after 1947

[B] Press Laws
(a) Press Freedom Rights
(b) Restriction under the Constitution
(c) Contempt of Court Regulations
(d) Defamation Proceedings
(e) Copy Right and Defence Secrets Act

[C] News Reporting
(a) What is News
(b) Military News and Civil News
(c) Responsibilities of a War Correspondent

[D] News Editing I
(a) General Principles
(b) Functions and Qualification of Editors
(c) Exposure - Special report and Scoop

[E] News Editing II
(a) Duties and Responsibilities of Editors
(b) Rights of a Military Editor
(c) Censorship

REFERENCE BOOKS
1. Puri, G.K. - Journalism
2. Heinemann - The Practice of Journalism
3. Wainwright David - Journalism
4. Lloyd - The Legal Limits of Journalism
5. McWue - Essential Law of Journalists
6. Smith - Press Laws
7. Baynes - Scoop Scandal and Strife
8. Nyent - Biography of a Newspaper
9. Jacob - Stop Press
10. Walker - Powers of the Press

Paper V - Practical

[A] TEST
(a) Interest
(b) Intelligence
(c) Personality

[B] EXPERIMENTS
(a) Learning-Trial & Error Method, Bilateral Transfer
(b) Reaction Time
(c) Span of Apprehension


[D] Slope Analysis and Route Determination on the Map
(a) Hilly region
(b) Remote sensing
(c) Viva-Voce & Sessional Work
### Reference Books

1. Woodworth and Scholsberg  
   Experimental Psychology  
2. A.K. Singh  
   Experimental Psychology  
3. Preeti Verma  
   Prayogatmak Manovigyan  
4. A.K. Singh  
   Prayogatmak Manovigyan

### Marking Scheme

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<tr>
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<td>[A]</td>
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**MA / MSc FINAL**

Papers I, II, III and V are compulsory. One optional paper shall be offered from IV(a), (b) and (c).

<table>
<thead>
<tr>
<th>Paper</th>
<th>Subject</th>
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<tbody>
<tr>
<td>I</td>
<td>Development Militaty Doctrine</td>
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<tr>
<td>II</td>
<td>International Security Environment (1845 to Present)</td>
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<td>III</td>
<td>Arms Race and Prevention of War</td>
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<tr>
<td>IV (a)</td>
<td>Laws of War and Peace or</td>
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<td></td>
<td>Recent Military Innovations or</td>
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<td>(b)</td>
<td>National Security or</td>
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<td>(c)</td>
<td>Practical</td>
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<tr>
<td>V</td>
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</tbody>
</table>
PAPER I - DEVELOPMENT OF MILITARY DOCTRINE

[A] Upto 19th Century
(a) Vauben - Science and War
(b) Fredrick the Great - National Wars
(c) Adam Smith - War Economics

[B] Upto First World War
(a) Mackinder - Concept of the Heartland
(b) Moltke - the Prussian School of Thought
(c) Schlieffen - Theory of Encirclement
(d) Foch - Principles of War

[C] Between the Two Wars
(a) Ludendorff - Total War
(b) JFC Fuller - Mobile Warfare
(c) Haushofer - Geopolitics

[D] After Second World War
(a) Henry Kissinger - Nuclear Doctrine
(b) Harkabi - Nuclear Age

[E] Modern Theories in Nuclear Age
(a) Deterrence
(b) Disarmament and Arms Control
(c) Nonalignment

REFERENCE BOOKS
1 Earle, EM Makers Of Modern Strategy
2 Hart, Liddel The Strategy of Indirect Approach
3 Beaufre, Andre Strategy of Action
4 Halperin, MH Contemporary Military Strategy

C.S.J.M. University, Kanpur

PAPER II - INTERNATIONAL SECURITY ENVIRONMENT (1945 TO PRESENT)

[A] Basic Approach
(a) Ideology and International Relations
(c) National Power and Self Interest
(d) Correlation between Foreign Policy and International Relations

[B] Impact of Post - War Developments
(a) Nuclear Development & International Relations
(b) Disintegration of the USSR and its impact
(c) Regionalism

[C] Gulf War
(a) Interaction between OPEC Countries
(b) Cause of War
(c) Testing Ground of Modern Weapons
(d) Lessons and Impact
Paper III - ARMS RACE AND PREVENTION OF WAR

[A] Arms Race
(a) Concept, origin and necessity
(b) Between Regional Powers
(c) Spread of Nuclear Weapons
(d) Impact on Security Doctrine

[B] Arms Control
(a) Necessity and Feasibility
(b) Various Efforts - Partial Test Ban, NPT, SALT
(c) Restriction on Arms Trade

[C] Disarmament
(a) Concept, objectives and conditions
(b) Types - General and Complete Disarmament, Unilateral, Multilateral, Partial
(c) India and disarmament

[D] Various Efforts of Disarmament
(a) Under the auspices of UNO
(b) Through Bilateral Talks - START, INF

[E] Future Perspectives
(a) International Terrorism
(b) Drugs and narcotics trafficking
(c) Survival of Man on Earth

REFERENCE BOOKS
1. Singer, JD Deterrence, Arms Control & Disarmament
2. Headly Bull The Concept of Arms Race
PAPER IV(a) - LAWS OF WAR AND PEACE

[A]
(a) Definition, nature and scope of War and Peace
(b) Historical development - India, Greece, Rome
(c) Codification of the Laws and peace since 1919

[B]
(a) Sovereign States and Law of Piracy
(b) Laws concerning recognition of State, Insurgency, Belligerency, succession, intervention

PAPER IV(b) - RECENT MILITARY INNOVATIONS

[A] Introduction
(a) Impact of Science and Technology on War
(b) Mechanisation of Modern Wars
(c) Extension and role Atom in War and Peace
(d) Fission, Fusion and Bombe

[B] Detection Techniques
(a) Human Sense, Target Emission, Infra - Red
(b) Radar - Its uses in war and peace
M.A. - Military Studies

(c) Sonar - Importance in underwater detection, Anti-Submarine Warfare (ASW)
(d) Basic principles of Lasers and Target Tracking

[C] Electronic Warfare
(a) Reconnaissance Satellites
(b) Remote and use of Computer for defence
(c) Command, control, communication and Intelligence and counter-measures (CCIM)

[D] Space Technology
(a) Militarisation of Outer Space
(b) Anti-satellite warfare (ASAT)
(c) India's achievements

[E] New Devices of Warfare

REFERENCE BOOKS

1. Rodgers, Fowler - Surveillance and Target Acquisition System
2. Military Pub, USSR - Star War Delusions and Dangers
3. Barnaby - Automated Battlefield
4. Mir Pub, Moscow - The Night After
5. Paranjpe, SK - US Nonproliferation Policy in Action
6. Poulose, TT - Nuclear Proliferation and Third World
7. Arkin - Nuclear Battlefield
8. Wolloxon, AM - Command, Control and Communication
9. Morris, M - Communication for Command and Control

C.S.J.M. University, Kanpur

99

10. Sresht, M - Communication for Command and Control
11. O'Selto - Principles of Lasers
12. Miller - Modern Submarines
13. Shale, M - War without Men
14. Lin, Herbert - New Weapons Technology - ABM treaty
15. Paradave, KC - The Future of Space

PAPER IV(C) - NATIONAL SECURITY

[A] Concept and Contemporary Thinking
(a) Power Theories - Definitions
(b) Power profile of a National State
(c) Elements of National Power and security
   (i) Tangible factors
      Population, Territory, national Resources, scientific and industrial development and credibility
   (ii) Intangible factors
      Leadership, Bureaucratic organization, Type of Government, social cohesiveness and People's support

[B] International Environment
(a) International Power Profile
(b) Balance of Power and Balance of Terror, Collective Security and defence
(c) Non-alignment on peace and security

[C] Modern Trends and India's Policies
(a) National, Regional and global security in relation to Arms Proliferation and International Terrorism
M.A. - Military Studies

(b) Role of super / major powers in South Asia and its impact on India’s security

[D] India’s Security Problems and her Neighbours
(a) India’s external and internal security perspective and problems - Naval defence, Insurgency and terrorism.
(b) India’s relations with China, Nepal, Sri Lanka, Bangladesh and Pakistan

[E] Nuclear Options and India
(a) Nuclear policies of super / major World Powers and its impact on South Asian Nations.
(b) Nuclear policies of China, Pakistan and its impact on India’s Security
(c) India’s Nuclear Policy - developments in Nuclear field and its security implications

REFERENCE BOOKS

1. Anand, V.K. Insurgency and Counter-Insurgency
2. Agarwal, BK Nagaland in Transition
3. Bandopadhyay Making of Indian Foreign Policy
4. Chatterjee, PN India Land Borders; Problem and Challenges
5. Cohen, SP The Indian Army
6. Dalvi, J.P. Himalay Blunder
7. Gupta, R. Indian Ocean Political Geography
8. Handa, K Policy for India’s Defence
9. Gupta, S. Kashmir: A Study in India Pakistan Relations
10. Jain, J.P. Nuclear India
11. Sinha, Subramanian Nuclear Pakistan

C.S.J.M. University, Kanpur

13. Subrahmanyan, K. India’s Security Perspectives

PAPER V - PRACTICAL

[A] Plain Table Survey and Sketching
[B] TEWT - Defence / Withdrawal
[C] Preparation of Sand Table (Students should prepare individually / groups)
[D] Viva - voce
[E] Record

Marking Scheme

A - 30
B - 25
C - 15
D - 15
E - 15
Total 100
M.A. IN HINDUSTANI MUSIC
VOCAL/INSTRUMENTAL

Admission Criteria
B.A. (Hons.)/B.Mus. (Hons.) or B.A., B.Sc., B.Com. along
with Diplomas like Sangit Visharad/ Sangit Prabhakar Vid
Or equivalent (with 55% marks in practical papers) followed
by admission test.

Year wise distribution of papers
First Year M.A.
3 Practical Papers : 300 Marks
2 Theory Papers : 200 Marks

Second Year M.A.
3 Practical Papers : 300 Marks
2 Theory Papers : 200 Marks

Each paper is divided into two sections of : 50 + 50 = 100

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M.A. IN HINDUSTANI MUSIC:
VOCAL/INSTRUMENTAL (String) 2003-2004

First Year
Theory Paper I
Max. Marks : 100
General And Applied Music Theory
Section 'A'

Applied theory of Music
1. Theoretical Study of the Ragas prescribed in Practical
   Paper-I of M.A. Ist Year.
2. To compose and write notation of given piece of verse/bols of
   instrumental music in a Gat.
3. Writing of Muktalaps and tanaas/boltanas/tihais in the
   Ragas prescribed for the first year.
4. An essay of about 600 words on a given topic related to
   music.
   Section 'B'
1. Knowledge of the Rangangas Classification and intensive
   study of the following Ragangas:
   Kalyan, Bilwal, Bhairav, Kafi, Sarang, Bihag and Malhar.
2. Genesis of Music (Indian views about development of music)

Theory Paper II
Max Marks : 100
Histroy And Aesthetics of Music
Section A
1. Vedic music, Music of the Ramayana and Mahabharata,
   The Puranas, Prati Sakhyas and Shikhas
2. Music of Jains, Buddhists, Mauryas and Gupta Age.
3. Music at the time of Bharata, Matanga and Sharang Deva,
   knowledge of "Swarprastar", "Khunda Meru".
   Section 'B'
Aesthetics
1. Definition of Rasa and its varieties (According to Bharata
M.A. IN HINDUSTANI MUSIC:
VOCAL/INSTRUMENTAL (STRING)
First Year

Practical Paper I 100 Max Marks

From the following intensive study of only five Ragas classified under (A) and Five classified under (B) for General Study:

1. Kalyan (A) Peera Kalyan (I) (B) Shyam Kalyan (G)
2. Bhairav (A) Aheer Bhairav (I) (H) Baiyagi (G)
3. Kafi (A) Bageshwari (I) (B) Dhanashri (G)
4. Sarang (A) Shudha Sarang (I) (B) Madamad Sarang (G)
5. Bihag (A) Maru Bihag (I) (B) Bihagada (G)

It intensive study all five ragas with Vilambit Khayal/Amr Maseetkhani Gat and one Madhyalaya Khayal/Razakhati Gat are to be learnt, where as in the Ragas of general study for development of Raga in alap and Tala/Toras with at least five Madhyalaya compositions.

Practical demonstration-cum-viva-voce examination will be held. P.S. Knowledge of ragas, talas and theory portions of previous course (B.A. 3 years duration) is essential.

STAGE PERFORMANCE:

1. A student is required to prepare any one Raga from the Ragas of intensive study in the practical paper - II as his/her choice of Raga and perform it for not less than 30 minutes before an invited audience. Alap, Jod, Jhala, Maseetkhani and Rajakhanli Gat for Instrument Music (any one from detailed) may sing N.D. and D) should give at least 5 names.

60 marks

2. One Dhrupad and one Dhamar/gata in Talas other than Tintal for instrument Music, along with laykaris and Upajas are to be learnt from the Ragas prescribed in practical paper one. Out of these at least one Dhrupad/Dhamar, one Gat in Talas other than Tintal, will have to be presented at the time of stage performance with laykaris and Upaja. It is recommended that Pakhavaj accompaniment may be provided for Dhrupad/Dhamar singing.

25 Marks

3. A Thumri/Tdhun (for instrument music) may be prepared in any one of the following Ragas:

15 Marks

Khamaj, Kafi, Tilang. A student is supposed to perform Thumri/Tapra/Tdhun with its gayaki during stage performance.

Practical Paper III 100 Max Marks

1. Revision of the Basic Ragas and Light & Folk Styles and Creative Music.

60 Marks

An intensive study of only five from the following basic Ragas with Alap, Vilambit, and Drut compositions.

1. Yaman
2. Bhairav
3. Miyan ki Todi
4. Malkosh
5. Bihag

Study of Light Or Folk Styles
2. At least one composition in each of the following forms-Rabindra Sangit, Bhajan, Gazal, Geet, Folk song/two Dhuns (For instrumental Music students).
   **25 Marks**
3. The student has to compose at least one vilambit/Drut khayal/bhajan
   **15 marks**

2004-2005
Second Year

Theory Paper I  **Max Marks 100**

APPLIED MUSIC THEORY AND MUSICAL COMPOSITIONS

Section 'A'

1. Theoretical study of the Ragas prescribed in Practical Paper I
2. To compose and write notation of a given piece of verse/bols of instrumental music in a Gat.
3. Writing of Mukta Alaps and Tanas, Bol Tanas, Tihais in the Ragas prescribed for the second year.
4. Karnataka Tal System, its comparison with Hindustani Tal System

Section 'B'

1. Knowledge of the Raganga, classification and intensive study of the following Ragangas:
2. Tori, Kanada, Ashawari, Sree and Ragas not grouped in any particular Anga.
3. Nibaddha Gan and its varieties (from prabandha to modern compositions) and all varieties of compositions in Instrumental Music.

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Theory Paper II  **Max Marks 100**

Histroy, Staff Notation And Voice Culture

Section 'A'

1. The relation of Indian Music during the middle ages with other Musical System.
2. Classification of Indian Musical Instruments. Historical knowledge of the following musical instruments:
   Mattakokila, Chitra, Bipanchi, Ghosha, Ekstantari, Kinnari, Tritantari, Mridanga, Patala, Hodakka Vanahi, Madhukari, Kaneya Tala and Ghanta.
3. An introduction of the Swara and Raga chapters of 'Swarnala Kalaadhi' and 'Chaturdandi prakashika'.
5. The contribution to Music by the following musicians/musicologists:

Section 'B'

Staff Notation and Voice Culture

1. Principles of Western Staff Notation System.
2. General Principal Or Voice Culture.

Practical Paper I  **100 Max. Marks**

From the following intensive and detailed study of only five Angas classified under (A) and five classified under (B) for General Study.
1. Todi Anga: (A) Bilashkhani Todi (B) Bhopol Todi
2. Kanada Anga: (A) Abhugi Kanada (B) Kaushik Kanada
Practical Paper - III  Max Marks 100

Revision of the basic Ragas and Light & folk styles and creative music:

1. An intensive study of the following basic Ragas with Alap/Vilambit and Drut compositions: 60 Marks
   a. Shuddha kalayan
   b. Miyan ki malhar
   c. Bhimpalasi
   d. Multani
   e. Lalit

2. Study of Light and Folk styles: 25 Marks
   Three compositions from any one of the following styles is to be studied:
   a. Rabindra Sangit
   b. Bhajans
   c. Gazal
   d. Geet
   e. Regional Folk Songs
   f. Three dhums for instrumental music

3. The student has to submit one own composition along with notation at the time of practical examinations from the prescribed Ragas. 15 Marks

BOOKS RECOMMENDED FOR M.A. IN HINDUSTANI MUSIC VOCAL/INSTRUMENTAL

1. Pt. V.N. Patwardhana - Raga Vigyan All Parts
2. Pt. V.N. Bhatkhande - Hindustani Kramik Pustakmala - All the Parts
3. Pt. Y.S. Pandit Misrasabuwa - Bharatiya Sangitmala Part 1,2 and 3
4. Pt. B.r. Bhatt - Bhav Rang Lahai Part 1, 2 and 3
5. Pt. Onkar Nath Thakur - Sagitanjali Part 5 and 6
7. Pt. S. N. Ratanjankar - Abhinav Sangit Shiksha
8. Pt. S. N. Ratanjankar - Abhinav Geetamanjali Part 1, 2 and 3
10. Sri J. T. Shah - Kanada Ke Prakar
11. Sri J. T. Shah - Sarang Ke Prakar
12. Sri G. N. Natu - Geet Samuul Part 1 and 2
13. Dr. R. C. Mehta - Agra Gharana
14. Raja Nawab Ali - Marighnagamat Part 1, 2 and 3
15. Rade Agha - Gujasta-K-Nagimat
16. Sri Ruhindu Bajpai - Lalaniya Ki Thumariya
17. Sri G.R. Telang - Thumari Sangrah
18. Raja Bhuiya Pochwale - Thumari Sangrah
20. Matanga - Brihaddehi
21. Sharanidev - Sangit Ratnakar
22. Aholai - Sangit Parijat
23. Rama Matva - Swar Mel Kalamidhi
24. Venkat Mahi - Caturandhi Prakasaaha
26. Dr. Subodha Brihaspati - Mulaman Yog Mein Bhartiya Sangit
29. Dr. Subodha Brihaspati - Amrit Kushkrit, Tanu Nelta Anasa Kalantar
30. Prof. L.K. Singh - Dhwani Aur Sangit
31. Dr. S.C. Ranjanpai - Bharatiya Sangit Ka Itihas
32. Dr. S.C. Ranjanpai - Sangit Bodhi

33. Swami Prajanand - History of Indian Music
34. Swami Prajananandan - Historical Study Of Indian Music
35. O.C. Garg - Raga O Rup
36. Dr. Lalmi Mishra - Bhartiya Sangit Vadya
37. Dr. S. Krishnaswami - Musical Instrument Of India
38. Pt. K. Vishwadev Shastri - Bharatiya Sangit Shastra
39. Prof. V. c. Deshpande - Indian Music Traditions
40. Prof. B. C. Dixit - Saras Sangit (Aesthetics)
41. Dr. A. K. Sen - Bhartiya Talon ka Shastriya Vivechan
42. V.N. Bhatkhande - A Comparative Study Of Musical Systems Of 15th, 16th, 17th And 18th Century
43. V.N. Bhatkhande - A Short Historical Survey Of The Music Of Upper India
44. V.N. Bhatkhande - Sangit Shastra Vol 1-4
45. E. Clements - Introduction Of Indian Music
46. Fox Strongways - The Music Of Hindustan
47. J. N. Ramaday - Hindustani Music
48. S. N. Tagore - Hindu Music
49. Ravidra Nath Tagore - Geet Vitan Part 1, 2 and 3
50. Ravidra Nath Tagore - Swar Vitan Part 1-62
51. Ravidra Nath Tagore - Sangit Chintan
52. Shantidev Ghosh - Rabindranath Geetinatya O Nratyanatya
53. Prof. Arun Basu - Bangla Kavya Sangit
54. Helm Holtz - Sensations Of Time
55. Alain Danielo - Introduction To Musical Scale
56. Jean James - Science And Music
57. Alain Danielo - Northern Indian Music Part 1 And 2
58. Pt. Onkar Nath Thakur - Pranav Bharti
SYLLABUS FOR M.A.
IN TABLA AND PAKHAWAJ
2003-2004
(Theory Papers Are common for Tabla and Pakhawaj)

First Year

Theory Paper I

1. Study of rhythm in general and its application to music and dance.
2. Comparative study of the ancient and modern Tala system. Study of Shastras of Tala, Knowledge of Tala system as given in “Natya Shastra” and “Sangit Ratnakar” and their changes in medieval and their changes in medieval and modern period.
4. Tala Prastar i.e., formation of Tala by mathematical process and the total number of Talas derivable from a given number of matras.
5. Critical study of the different Gharanas of Tabla/Pakhawaj with reference to their style (Baj) of playing.
6. Importance of Tala-Vadyas (percussion instruments) in Indian Classical Music as compared to that of Western Music.
7. Difference in the construction of Indian percussion instruments like Tabla, Banya, Pakhawaj etc. as compared to the various types of drums used in Western music.

Theory Paper II

1. Basic principles of Aesthetics
2. Emotional expression through music.
3. Definition of Rasa and its varieties according to Bharat and

Second Half

1. A brief cultural history of Indian with special reference to music from the Vedic period to modern period.
2. Knowledge of the ancient Musicology from selected Sanskrit texts of Bharata (Natya Shastra) Matanga (Brihadesahti), Sarangdev (Sangit Ratnakar). Knowledge of ‘Swarasprastara’, “Khandemernu” and “Nashtoddhatu”.
4. History of the origin of percussion instruments as given in Natya Shastra.
5. History of the origin and evolution of Tabla Or Pakhawaj.

Practical Paper I

1. Comprehensive study of Trital, Jhaptal, Ektaal, Rupak and Adaveshal with at least two Peskars, Qudias, Gatas, Tukadas, Relas and Chakradsar Thais in the styles of different Gharanas of Tabla where applicable.
2. One Gati in Adilaya and Tiara and Miara Jati Layas in each Tala mentioned above.
3. Thais both Redam and Damdar in all the Talas mentioned above.
4. One Manjbedhar and Gat in all prescribed Talas.
5. Oral rendering of the above mentioned Talas and Bols on hands giving Tali and Khali.

Practical Paper II

1. Comprehensive study of Trital, Rupak, Sootial, Pancham Sawari, Chhooltal and Dhamar with at least two Peskars, Qudias, Gatas, Tukdas, Relas and Chakradsar Thais in the
styles of different of Ajarada, Farrukhabad and Delhi Gharanas where applicable.
2. One gat of Kudwadi laya and Kanda and Chataeru laykaris in each of the above mentioned talas.
3. Two mukhdas of advanced pattern in different laykaris in each Tala prescribed.
4. Dandar and Bedam tihais in all the above mentioned talas.
5. One Kamal ki Paran and one farmaishi paran in all the above mentioned talas.
6. Oral readings of all the above mentioned talas and bols on hands giving Tali and Khali.

Practical Paper III 100 Marks

First half (50 Marks)
1. Solo demonstration in any one of the following talas selected talas selected by the student:
   i) Trital
   ii) Jhaptal
   iii) Ropak
   iv) Adachoutal
   v) Ektal
   vi) Dhamal
   vii) Seotlal
   viii) Choutal
2. Solo demonstration of different Laggi, Lari, Rau and Angothana in any one of the following talas:
   Dadra, Kaharava, Dhumali, Sitarkhani and Deepchandi

Second half (50 Marks)
1. Solo demonstration in any one of the talas mentioned in no. 1. of first half selected by the examiner.
2. Solo demonstration of different Laggi, lari, rau and Angothana in any one of the following talas:

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M.A. IN TABLA OR PAKHAWAJ
(2004-2005)
(Theory papers are common for Tabla and Pakhawaj)
Second year

Theory Paper I 100 Marks
1. Detailed study of the ten pranins (dasha-pran) of the Tula with special reference to Graha, Jati and Yati.
2. Study of the following Laykaris and ability to write in notation the Laykaris in any Theka prescribed in the course.
   Pouni (3/4), Saawagun (5/4), Poundgun (7/4), Sowadgun (9/4), Dhigun (5/2), Pouningun (11/4), Sowatingun (13/4)
3. Definition and explanation of the following terms:
   i) Choupali Gat
   ii) Farmayashi Paran
   iii) Darjewali Gat
   iv) Charbag
   v) Kamal Paran
   vi) Chakradar Paran
   vii) Udan-ki-Fard
   viii) Stuti-Paran of Pakhawaj
4. General knowledge of the different Classical and Folk Tal-vadya (Percussion instruments) of north and south India and their application in different types of music.
5. Ability to write in notation all the Talas and Bols prescribed for practical papers along with their prescribed laykaris.
6. Life history and contribution of music of the following:
   Ustad Munir Khan
   Ustad Abid Hussain Khan
Theory Paper II  

12. Importance of various aspects of Bol composition in the Tala system.

Note: Such other broad topics may be included for essay writing.

Practical Paper I  

1. Comprehensive study of Trital, Shikkartal, Lakshmi, Gata-Jhampe and Pancham Sewari with Peshkar, Qaida Paltas, Gata, Tukdas and Belas in the style of Banaras and Punjab Gharanas where applicable.

2. One Tipalli Gat and one Choupalli Gat in Adi and Vilambit laya in each Tala mentioned above (Both simple and Chakrudas)

3. Two Mukhadas of advanced pattern in each of the above Talas in different Layakaris.

4. Tihais both Bedam and Damdar of different patterns in the above mentioned Talas.

5. Oral renderings of all the above mentioned Talas and Bols with their Layakaris in hands with Tali and Khali.

Practical Paper II  

1. Advanced study of all the Talas and Bols learnt.

2. Study of decorative “Bharava” in Ati-Vilambit Laya in the following Talas : Tilwada, Jhumra, Adahoutal, Jhaptal, Trital and Ektal.

3. Uthan with at least two Mohras, Tukdas, Chakradar Tukdas and Chakradra Tihais in Farodesta and Sooldtal.


5. Ability to compose advanced Tukdas, mukhadas, Mohras, Tihais in different talas prescribed in the course.

6. Study of decorative Laggi, Lari, Rau and Anguthana in
1. Dadra, Kaharava, Dhumali, Sitarkhani and Deepchandi.
2. Study of Laharas on harmonium in different talas and in ragas suitable for playing in the morning, evening and night performance.

Practical Paper III

100 Marks
First Half (50 Marks)

1. Solo demonstration in any one of the following talas selected by the students:
   a. Any tal of 13 or 17 matras
   b. Any tal of 9 or 11 matras
   c. Trital
   d. Mattalal
   e. Pancham Sawari
   f. Gajajhmapi

2. Solo demonstration of different Laggi, Lari, Rau and Anguthana in any one of the following talas: Dadra, Kaharava, Dhumali, Sitarkhani and Deepchandi

Second half (50 Marks)

1. Solo demonstration in any one of the above-mentioned talas in no 1 of first selected by the examiner.

SYLLABUS FOR M.A. IN PAKHAWAJ

Practical Papers

First Year 100 Marks
(Theory papers are same as in Tabla)

Practical Paper I 100 Marks

1. Detailed study of Choutal, Dhamar, Tivra, Sooltal and Gajjhampa with all common varieties of paran e.g. Sotth Paran, Gaj Paran etc. giving emphasis on the pamee gharana style.

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2. Paran in Adi, Kaudi and Riadi Layas in the above talas.
3. Paran in tisra aur misra jatis in the above talas.
4. Bedam and damdar tehsis in different layas in the above mentioned talas
5. Ganesh paran and gaj paran in any one talas mentioned above.
6. Oral renderings of all talas and bols mentioned above on hands with tali and khali.

Practical Paper II 100 Marks

1. Comprehensive study of trials, Laxmi Jhaptal and Shikhar Tal giving all common varieties of paran e.g. Both simple and chakkradar with emphasis on kudal singh gharana style.
2. Paran and tukdais of vidai and kudai layas in the talas mentioned above
3. Parans, Tukdais, Lon and Vilom in Chataara and Khanda Jatis in Talas mentioned above
4. Thap ki paran and gaj paran in any one talas.
5. Bedam and damdar tehsis in any one talas.
6. Oral rendeings of all talas and bols mentioned above on hands with tali and khali.

Practical Paper III 100 Marks

First Half (50 Marks)

1. One solo demonstration in any one of the following talas selected by the students:
   a. Choutal
   b. Dhamar
   c. Tivra
   d. Gajjhampa
   e. Sooltal
   f. Shikhar
Second Half (50 Marks)
1. Solo demonstration in any one of the above mentioned talas in no 1 selected by the examiner.
2. Solo demonstration of different Layakaris selected by the examiner in any Tala from the above mentioned Talas.

Second Year

Practical Paper I 100 Marks
1. Detailed study of choutal, dhamar, Ganeshi, Vishnu, Rudra, basant, brahama, mani and laxmi Talas with varieties of parans both simple and Chakrasar and giving emphasis on the style of Nathawadh Gharana.
2. Practical exposition of the different Gharanas and their Baja of Pakhawaj.
3. 'Peshkar' of 'Dhinchak' in the above mentioned Talas.
4. Parans and Tukdas in Sankirna Jati in the talas mentioned above.
5. Kamal-ki-paran and Charanasi Parans in the talas mentioned above
6. Oral renderings of all talas and bols mentioned above hands with tali and khali.

Practical Paper II 100 Marks
1. Demonstration of the following complex Layakaris by rhythmic variation of thekas in one and the same time circles:
   - Pasangun (3/4), Sawagedun (5/4), Pounedupun (7/4), Sawadugun (9/4)
2. Simple expositions of Yatis.
3. Advanced study and practice of all the Talas and Bols

First Half (50 Marks)
1. Solo demonstration in any one of the following talas selected by the students:
   a. Choutal
   b. Dhamar
   c. Ganesh
   d. Vishnu
   e. Rudra
   f. Laxmi
   g. Brahama
   h. Basant
2. Solo demonstration of different layakaris including Adi, Kudi, Bindi in any one of the above mentioned talas

Second half (50 marks)
1. Solo demonstration in any one of the above mentioned talas in no 1 selected by the examiner.
2. Accompaniment with dhrupad and dhamar and/or instrumental recital.
Books recommended for M.A. in Tabla and Pakhawaj.

1. Arun Kumar Sen - Bhartiya Tala-Ka-Shastriya
2. Ram Shankar Shukla, Ram Narayan Pal - Chhandashastra
3. Sharan Dev - Sangit Ratnakar
4. Acharya Brahaspati - Bharat-Ka-Sangit Siddhant
5. V.N. Bhatkhande - Sangit Shastra Pars 1, 2, 3 and 4
6. Gangadas - Chanda Manjari
7. Rabindra Nath Tagore - Chanda
8. Prof. Nikhil Ghosh - Fundamentals of Raga and Tala with a New System of Notation.
9. B.S. Sharma - Paschutya Sangit Shiksha
11. Lakshminarayan Garg - Hazare Sangit Ratna
12. Sangit Natak Academy Bulletins (Relevant Portions Only)
13. Yudhisthira Mimasaka - Vaidik Chandamaharos
14. Swami Prajnananda - History of Indian Music (Vol. 1)
15. Swami Prajnananda - Historical Development of Indian Music (Vol. 1)
17. Sarat Chandra Paranjape - Bhartiya Sangit Ka Itihas.
19. Dr. Lalmani Misra - Bhartiya Sangit Vadya
20. M.G. Godbole - Tabla Shastra
21. M.G. Godbole - Tal Dipika
23. Bhanukavi - Chhand Prabhakar
24. Dr. Lalmani Misra - Tabla Vigyan.
SYLLABUS FOR
THE M.A. DEGREE COURSE IN
PHILOSOPHY

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PROLOGUE

The final meeting of the Board of studies of Philosophy for framing and updating the syllabi was held on November 21, 2002 at 12.00 Noon in Room No. 217 of C.S.J.M. University Kanpur.

The following members of the Board were present:
1. Dr. Narendra Bahadur - convener
2. S.V. Nigam
3. Dr. S.P. Dube
4. Dr. D.N. Dwivedi
5. Dr. Jata Shukar

The members of the Board recommended the following course contents at M.A. level in different papers incorporating the maximum possible recommendation of the U.G.C. The recommended course contents and the syllabi shall be implemented with effect from the session 2003-2004 and successively onwards.

PHILOSOPHY

MA. (PREVIOUS)

There shall be six papers including viva-voce as a sixth paper, each carrying 100 marks.

PAPER - I: SYSTEMS OF INDIAN PHILOSOPHY

1. The metaphysics of the Upanisadas: the nature of the Ultimate Reality, individual soul and the world
2. Charvak theory of reality and knowledge: refutation of vyapti and inference
3. Jainism: the nature of jiva and ajiva, bondage and liberation
4. Buddhism: Four schools of Buddhism, pratitya samutpada and nirvana; epistemological distinctions between Vaibhasika and Sautrantika, Apohavada, argument for idealism, kind of Vijayavada; vanavada
6. Vaisesika: seven padarthas, dhravyas, theory of relation: sanyogas and samavya; paramanuvada; nihrayyasam
7. Samkhya: theory of error; relationship between prakriti and purusa; kaivalya; atheism
8. Yoga: chitta and its modification; suffering and its kinds; cittabhis, astangayoga samadhi, the place of God in Yoga
9. Purva Mimansa: Sruiti and its importance; classification of Sruiti vakyas: vidi, nisodita, arthavada; dharma; sabdanityavavada; atheism
10. Advaita Vedanta: adhyaya, maya, Brahma, Ishvara, jiva, bondage and liberation
11. Visesadvaita Vedanta: knowledge as dharma, nature of reality: maya, Ishvara, bondage and liberation

**Books Recommended:**

- M. Hiriyanna: Outlines of Indian Philosophy
- S. Radhakrishnan: Indian Philosophy, Vols I & II
- C.D. Sharma: A Critical Survey of Indian Philosophy
- S.L. Pandey: Bharatya Darshan
- S. N. Dasgupta: A History of Indian Philosophy, Vols. I to V
- P.T. Raju: Structural Depths of Indian Thought
- Paras Nath Dwivedi: Bharatya Darshana

**Books Recommended:**

- Mary Warnock: Ethics since 1900
- Roger Hancock: Twentieth Century Ethics
- C.L. Stevenson: Ethics and Language
- R.M. Hare: The Language of Morals
- G.E. Moore: Principia Ethics
- M.K. Gandhi: Hindu Dharma
- V.P. Verma: Nettishatra ke Mool Siddanta
- Surendra Verma: Nettishatra ki Samkaleen pravrittiyan

**PAPER II: ADVANCED ETHICS**

1. Nature of Advanced Ethics, distinctions between normative and meta-ethics
2. Intuitionism of Moore and Russell
4. Prescriptivism of R.M. Hare
5. Existentialist ethics of Sartre
6. Religious ethics of Gandhi: non violence, sarvodaya and swarajya
7. Ethics of Karl Marx
8. Ethics of Gita: nisakama karmayoga and theory of deeds
9. Philosophy of Ecology
PAPER III: EPISTEMOLOGY (Indian and Western)

PART - I INDIAN EPISTEMOLOGY

1. Cognition: its definitions and nature; division of Cognition: valid (prama) and invalid (aprama) validity (Pramanika): its nature, conditions and definitions; valid cognition (prama): classification

2. The nature, origin (utpattti) and ascertainment (vyavahara) of validity: svatahpramanavada; paratahpramanavada

3. The theories about invalid perceptual cognitions (khyiti-vada): akhyati, anyathakhyati, viparta khyati, atmakhyati, asatkhyati, anirvacaniyakhyati, satkhyati, abhinav anyathakhyati, sadasatkhyati

PART - II WESTERN EPISTEMOLOGY

1. Nature and definition of knowledge: belief and knowledge

2. Scepticism and possibility of knowledge: origin and validity of knowledge

3. Theories of truth: self evidence, correspondence, coherence, pragmatic and semantic

4. A priori knowledge: analytic and synthetic; necessary and contingent; synthetic a priori

5. Limits of knowledge

Books Recommended:

D.M. Dutta : The Six Ways of Knowing
Srinivasa Rao : Perceptual Error: The Indian Theories
Nand Kishore Sharma : Bhruti Darshanika Samasayayen
B. Russell : Human Knowledge: its Scope and Limits

PAPER IV: METAPHYSICS (Indian and Western)

PART - I INDIAN METAPHYSICS

1. Prameya: padartha

2. Man, God and the world as the basic general categories of metaphysics

3. God: God of the people and God of the philosophers; the role of God in the world: views of classical systems; the new and central role of God in the Bhakti schools starting with Ramanuja; proofs for and against the existence of God

4. Man: self as Atman; nairatmyavada; Atman and jiva; jiva as karta and dyata?

5. Physical world: world as karma bhumi; nature and constitution of the physical world: the theories of five elements (panchabhatas), gunas and panchikaranas

PART - II WESTERN METAPHYSICS

1. Metaphysics: possibility, scope and concerns

2. Substance: Aristotle account; substance and properties, kinds and activity: the debate between rationalism and empiricism

3. Causation: causation and regularity; causation and conditionals; relation of causation

4. Space and Time: nature; theories; relation between space and time

5. Mind and Body: dualism and materialism
Books Recommended:

Jadunath Sinha: Indian Realism
Stephen H. Phillips: Classical Indian Metaphysics
Ashok Kumar Verma: Tattvamimamsa evam jan mimamansa
Harsh Narain: Evolution of the Nyaya-Vaisesika Categoriology
Y. Maseeh: Pascatya Darsana ke Samikshatmak Itihas
Hamlyn: Metaphysics
Arjuna Mishra: Darshan ki Mool Dharmyen

PAPER V (a): AESTHETICS

1. Subject matter of Aesthetics Science: Philosophy and Fine Art Logic, Ethics and Aesthetics
2. Form and content in Art, aesthetic experience: sensuous or transcendental, beauty and ugliness: subjective or objective criteria
3. Psychology of artistic creation and appreciation imagery and intuition, empathy and identification, symbolism in Art, language and meaning
4. Expressionism, impressionism and surrealism in modern art, alankar, rasa and dhvani in Indian Aesthetics
5. Concept of sadharmikaran in Indian Aesthetics

Books Recommended:

K.C. Pandey: Comparative Aesthetics
R.G. Ghose: The Aesthetic Experience according to Abhinavagupta
V. Raghavan: Some Concepts of Alamkarasastra

Or

PAPER V (b): VISHISHTADVAITA VEDANTA: RAMANUJACARYA

1. Ramanuja: influence of Bhaskar, Yadvaprukasa and Yamunamuni; affirmation of saguna Brahma and rejection of nirguna Brahma; indentity of Brahma with Viṣṇu and the consequent theological doctrines.
2. Seven objections to the theory of maya.
3. The concept of inseparable relation (aparrtahaksiddhi); material universe and souls as the body of God and Brahma as the indweller (antaryami) in both; three realities (tattvatraya): cit, acit, savartha.
4. Satkaryavada, material world as a product of jada prakriti; theory of quintuplication (pacakarana)
5. The concept of jiva; the nature of moksas and means to it; karma, bhakti and jhanayogas; prapatti; rejection of jivanmukti.

Books Recommended:

S. M. Srinivasaschari: Advaita and vishishtadvaita
P. N. Srinivasaschari: Yat and ramatadipika
P.N. Srinivasscaryu: Yat and ramatadipika
Ramanuja: Abhinnasa
Ramakanta Tripathi: Brahmastrasankarabha sya (catuhsatra) paramasita
Or

PAPER V (C) : YOGA PHILOSOPHY

1. Cittavritti: Yoga as Cittavritti niruddhi; vrittis and their control through abhyasa and vairagya
2. Two types of samadhi and their characteristics; attainment of samadhi through meditating on Isvara; nature of Isvara
3. Five klesas and their nature; conjunction of drasta and their nature; conjunction of drstas and drsas as the root cause of ignorance.
4. The eight-fold path and their varieties; its role to kaivalya
5. The nature of kaivalya: dharmameghasamadhi

Books Recommended:

M. N. Dwivedi (Tr.): Patanjali’s Yogasutra
S. N. Das Gupta: The Study of Patanjali
T. S. Rukmani (Tr.): Yogavartika of Vijnanabhaskara
Sri Aurobindo: The Synthesis of Yoga
Mircea Eliade: Yoga: Immortality and Freedom

Or

PAPER V (d) : SOCIAL PHILOSOPHY

1. Central problems of Social Philosophy
2. Nature and significance of social institutions: family, private property, state
3. Contemporary theories of the evolution of social forms: Spengler, Banislevsky

Books Recommended:

Robert N Back: A Handbook of Social Philosophy
H. N. Mishra: Samaj Darshan
Shiv Bhanu Singh: Samaj Darshan
Sangam Lal Pandey: Samaj Darshan ka eka Parichaya
D. M. Dutta: Gandhi ka Darshan
Sangam Lal Pandey: Gandhi ka Darshan
PHILOSOPHY
M. A. (FINAL)

There shall be six papers including Viva - Voce as a sixth paper, each carrying 100 Marks. 

PAPER - I : MODERN INDIAN THOUGHT
1. Background
2. Swami Vivekananda : Man ; universal religion ; practical Vedanta
3. Sri Aurobindo : Reality as “sat - cit - Ananda” ; three phases of reality - evolution ; mind and super mind
4. Rabindranath Tagore : Man and God ; religion of man
5. K. C. Bhattacharyya : concept of philosophy ; subject as freedom ; the absolute and its alternative forms ; interpretation of maya
6. S. Radhakrishnan : God and the Absolute ; intellect and intuition ; the idealist view of life
7. M. K. Gandhi : truth ; non-violence ; swaraj ; sarvodaya ; critique of modern civilization
8. B. R. Ambedkar : critique of social evils ; new Buddhism

Books Recommended :
- V. S. Naravane : Modern Indian Thought
- Sri Aurobindo : Integral Yoga
- R. Tagore : Religion of Man
- K. C. Bhattacharyya : Studies in Philosophy

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V. S. Naravane : Adhunik Bhartaya Chintan
B. K. Lal : Samkaleen Bhartaya Darshan
B. N. Singh : Samkaleen Bhartaya Darshan
S. L. Pandey : Gandhi ka Darshan

PAPER - II : CONTEMPORARY WESTERN THOUGHT
1. Logical atomism : Bertrand Russell, early Wittgenstein
2. Logical positivism : A.J. Ayer, Rudolf Carnap
3. Existentialism : Jean-Paul Sartre, Soren Kierkegaard
5. Phenomenology : Edmund Husserl

Books Recommended :
- B. Russell : Logic and Knowledge
- J.P. Sartre : Being and Nothingness
- Wittgenstein : Tractatus Logico - Philosophicus
- Paul Ricoeur : Husserl : An Analysis of his Phenomenology
- B. K. Lal : Samkalin Pashchatiya Darshan
- H.N. Mishra : Astityavada
- D.N. Dwivedi : A Study of Wittgenstein's Philosophy
PAPER - III (a) : SYMBOLIC LOGIC

1. Nature; argument: truth, validity and soundness
2. Truth-function: negation, conjunction, disjunction, implication, equivalence
3. Argument forms and truth tables; statement forms- tautology, contradictory and contingent
4. Elementary notions and principles of formal proof of validity; Techniques of symbolization; proof construction; conditional, direct, indirect proof and proofs of tautologies; proving invalidity
5. Quantification theory: singular and general propositions; proving validity; preliminary quantification rules; proving invalidity
6. The logic of relation; symbolizing relations; argument involving relations

Books Recommended:

L. M. Copi : Symbolic Logic
Patrick Suppes : Introduction to Logic, Part II
Bessen & O/E Conner : Introduction to Symbolic Logic
Ram Nath Sharma : Prateekatakam Tarkshastra
Ashok Kumar Verma : Prateekatakam Tarkshastra
Praveshika Part II
Rajibree Agarwal : Tarkshastra ka Parichaya

Or

PAPER - III (b) : PHILOSOPHY OF RELIGION

1. Nature and significance of religion; philosophy of religion, theology, religion and philosophy
2. Ontological, cosmological, teleological and moral arguments for the existence of God

Books Recommended:

John Hick : Philosophy of Religion
W. James : Varieties of Religious Experience
Udayana : Nyayakusumanjali
D.P. Chattopadhyaya : Indian Atheism
Harendra Prasad Sinha : Dharma-Darshana ki Rooprekha
L.N. Sharma : Dharma-Darshana
B.N. Singh : Dharma-Darshana
Ram Narayan Vyas : Dharma-Darshana
R.P. Pandey (Ed.) : Dharma-Darshana

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4. Criticism of other schools of philosophy like Sthukhya, Vaiaesika, Buddhism, Jainism
5. Concept of maya; the relative importance of reason and Sauti; jana as the means to liberation kind of liberation

Books Recommended:
- Govind Chandra Pandey: Life and Thought of Sankaracarya
- T.M.P. Mahadevan: The Philosophy of Advaita
- Aankara: Commentaries on the Vedanta Satras, Chandogya Upanisad
- Rama Kanta Tripathi: Brahmasutra, Sankarabhasya, Catuhssutra
- Ram Swaroop Singh Naulakha: Acharya sankara: Brahmasvada
- Sangesar Lal Pandey: Pre-sankara AdvaIta Philosophy
- Arjun Mishra & H.N. Mishra: Advaita Vedanta
- Ghanshyamdas: Vedanta jana Mimamsa
- Sheshawat

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PAPER - IV (b) - PHILeSOPHY OF SCIENCE

1. Introduction: the nature of philosophy of science
2. Induction and its problems; Popper's alternative to induction; Goodman's new paradox of induction
3. Laws of Nature: laws of accidents; the Neo Heisenberg alternatives; counter-factual conditionals
4. Realism, instrumentalism and under determination of theories: realism; instrumentalism: unification, explanation and prediction
5. Confirmation and probability: the paradox of the raven and the suggested solutions; the interpretation of probabilities: subjective probabilities
6. Explanation: the covering law model; theoretical explanation; causation and explanation

Or

PAPER - IV (c) - MAHAYAN BUDDHISM

1. Introduction to Mahayan Buddhism; systems of Mahayan Buddhism
2. Madhyamika Darshan; aayavada: tattva(nya), kind of tattva; the means to knowledge of tattva; dialectic method (dvaranda nyaya)
3. Yogacara system; vijanavada: the nature of vijaptatmatra, origin of java and jagat from vijaptatmatra; significance of vijanavada

Books Recommended:
- T.R.V. Murti: Central Philosophy of Buddhism
- A.K. Chatterjee: Yogacara Idealism
- Nagarjuna: Madhyamika Karika
- Vasubandhu: Vijnaptatmatrasiddhi
- Narendra Dev: Bauddha Dharma Darshana
- Govind Chandra Pandey: Bauddha Dharma ke Vikas ka Itihas
- B.N. Singh: Bauddha Dharma Darshana
Books recommended:

Karl Popper : The Logic of Scientific Discovery
Anthony O'Hear : An Introduction to Philosophy
Horwich : Probability and Evidence
P. Frank : Philosophy of Science
Ananta Maral Shastri (Tr) : Vaijanika Darshan ka Udaya

Or

PAPER IV (d) PHILOSOPHY OF SIVISM

1. History of Saiva philosophy; traces of saivism in the Rig-veda, the Yajurveda and the Atharva veda; the idea of Rudra-Pasupati and stambha worship
2. Theory of knowledge: pramaas; para and apara vidyas; theories of truth and error
3. Metaphysics: pati, pasu, pa and their nature; God; God as efficient cause; siva and Sakti: their attributes
4. Ethics and Religion: mukti, the highest purusarthas nature of mukti; means to mukti
5. Absolute and its manifestation in Kashmir Saivism; Varanavism: world, self, linga, Sakti, anga, bhakti, pancara, atvarna and a shala

Books Recommended:

K. Sivaraman : Sivism in Philosophical Perspectving
Jaideva Singh (Tr): Siva Sutras
V.A. Devanapath : Saiva Siddhanta
Kailash Pati Mishra : Kashmir Saivadarshan
Jaideva Singh (Tr): Spanda - Karikas

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PAPER - V (a) : ESSAY

The candidates are required to write a critical essay on any topic prescribed in

M.A. (Previous) or and M.A. (Final) syllabi.

Or

PAPER - V (b) : DISSERTATION

Those candidates who have secured 55 % marks in M.A. (previous) are required to write a dissertation on any topic of philosophy.
There shall be four theory papers and one practical paper. All are compulsory. Each paper carries 100 Marks.

Paper - 1 Philosophy of Psychology
Paper - 2 Contemporary perspective on cognitive psychology
Paper - 3 Research methodology - experimental Methods
Paper - 4 Social Psychology
Paper - 5 Practicals

Objective:
1. To familiarize students with the paradigmatic issues involved in the development of psychology as a discipline.
2. To help students to develop a critical appreciation of basic issues and scientific enterprises.
3. To introduce the alternative voices in the discipline of psychology.

CONTENTS:
1. Historical Origins of Psychology as a Science
   Four paths of scientific psychology; Physiological psychology, Psychology of adaptation, Psychoanalysis, Human science tradition.
2. Meaning of Science
   Different views on science; Values and science; The dominant view of science in mainstream psychology-logical positivism; Models of psychological enquiry.
3. Philosophical Issues in Psychology
   Mind-body problem; Causality and explanations; Mechanism and reductionism; Individualism; Reflexivity; Realism vs. pragmatism
4. Limitations of Psychology as a "Natural Science" and Search for Alternatives
   Crisis in psychology; Difference between subject matter of natural science and socio-behavioural sciences; Social constructionism; Hermeneutics; Discursive psychology; Complex systems theory; Feminist perspective; Deconstructionist psychology.
5. Indigenous Psychologies

Vedanta; Buddhism; The move from a modern to post-modern psychology.

Readings:


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M.A. Previous (PSYCHOLOGY)

Paper-II

CONTEMPORARY PERSPECTIVES ON COGNITIVE PSYCHOLOGY

Objective:

The course introduces the students to recent developments in cognitive science and psychology. It aims at developing critical and analytical skills in understanding complex mental processes.
CONTENTS

1. Foundations and Approaches
   What is cognitive science? Multidisciplinary endeavours;
   Place of cognitive psychology in cognitive science; Models of
   cognition and mind; The architecture of cognition;
   Connectionist and neo-connectionist models; Constructivist
   approaches; Mental representation; Mindless; Theory of
   cognition; AI and holographic models.

2. Foundation and Reasoning
   Conditional reasoning; Rules vs. models; Distinctive
   reasoning; Relational inferences; Syllogistic reasoning;
   beyond syllogism; Rationality in reasoning; Reasoning as
   decision making; Theories of propositional reasoning;
   Rationality, non-rationality, and everyday reasoning; Biases
   in human reasoning; Selective processing, confirmation
   bias, effects of context and context; Self knowledge;
   Thinking as parallel processing; Models of creativity;
   Intelligence vs. Wisdom.

3. Memory
   Role of memory in cognition; Symbolic, pictorial, and lexical;
   Memory as constructed and inferential activity; Real world
   and everyday memories; Memory for intention, action and
   plan, places, events, people, personal experiences,
   knowledge and metaknowledge, expertise, discussion,
   thought and dreams; Social influence on memory; Implicit
   memory and recollection; Understanding amnesia.

4. Attention and Perception
   Intentional, divided and selective attention; Conscious and
   unconscious processing; From attention to attentional
   behaviour; Attention: Neurophysiology of attention;
   Computational models of attention; Acquisition of
   knowledge structure; Pattern recognition; Expert
   knowledge; Implicit knowledge and learning.

5. Metacognition
   From social cognition to metacognition; Illusions of

Readings:

  Springer Verlag.
- Baddeley, A.D. (1996). Human Memory, Theory and
  John Wiley.
  The Psychology of Deduction. Washington, DC:
  Psychology Press.
  Connectionist Modelling and Brain Function: The
  Blackwell.
  Psychology Press.
  London: Collier Macmillan.
  London: Collier Macmillan.
  Social Dimension. ND: Sage.
M.A. Previous (PSYCHOLOGY)

Objective:
This course aims at familiarizing students with various designs of experiments along with statistical procedures.

CONTENTS

1. Experimentation in Psychology
   Purpose; Nature of variables; Techniques of experimental manipulation; Impact and control in experiment. Sources of bias, Ethical issues in psychological research.

2. Between-Group Designs
   Single factor design; Randomized Block Design; Factorial Design; Nested Designs. Multiple comparison among Mean, DMR, Newman Keuls, Tukey, Protected V; Non-parametric tests of ANOVA; Sign test; U Test.

3. Within-Group Designs
   Single and two factors repeated measures design; Trend analysis (Linear, Quadratic & Cubic).

4. Mixed Designs
   Two or three factors mixed designs with repeated measures on one factor.

5. Latin-Square Design
   Greco-Latin Square design; Crossover design; ANCOVA.

Readings:

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Objective:
This course aims at enabling students to

1. Appreciate how individual behaviour is influenced by social and cultural context.
2. Understand how social behaviour can be analysed in terms of social-psychological theories.
3. Realise how social-psychological knowledge can be used in solving social problems.

CONTENTS

1. Historical Background
   Growth of social psychology as a modern discipline; Traditions of social psychology: psychological, sociological, societal and applied; Culture and social psychology; Relationship with other social sciences.

2. Theoretical Perspectives
   Cognitive dissonance, social comparison, reactance, attribution, social identity; Field; Psychodynamic; Symbolic interactionism; Social constructionism, Social representation; Sociobiology.

3. Understanding Relationship and Group Processes
   Human relationship; Social motivation; Pro-social behaviours; Aggression; Social emotions; Group dynamics;
Meaning of group, group formation, decision making and problem solving; Insights from small group research; Group level behaviours.

4. Social Cognition and Influence Processes

Person perception and social cognition; social power and political processes; Mass media, communication and attitude change in Indian context; Persuasion, propaganda and brain washing; Leadership styles and effectiveness.

5. Applied Social Psychology

Inter-group relations; Poverty, Gender issues; Social Institutions; Problems of social change, Population issues; Social movements.

Readings:

- Lindsey, G. & Aronson, E. (Eds.) (1985). The


Section - A:

Using any one of the following designs, a long experiment is to be conducted and a detailed report to be submitted for evaluation as sessional work.

1. Any within Groups Design.
2. Simple Randomized Two Groups.
3. Factorial Design.
4. Randomized Block Design.

Section-B: Any Three From this section.

1. S.T.M.
2. L.T.M.
3. Semantic Differential
5. Concept formation.
6. Problem Solving.

Section-C: Any Three from this section.

1. Group dynamics.
2. Social Motivation.
3. Experiment on Attitude change
5. Decision Making.

Instructions for Evaluation:

Section A - Sessional work - 10 Marks
Section B - Practical Examination - 30 Marks.

M.A. FINAL

There shall be four theory papers and one paper of practicals, carrying 100 marks each. Paper number I & II are compulsory and paper IIIrd & IVth are to be chosen from the list of optional papers.

Paper - I Research methodology- Non Experimental design and Correlational Methods.
Paper - II Personality Theories
Paper III & IV-Optionals -
    Select any two of the following options from each paper-IIIrd and IVth.

Paper III:

(a) Psychopathology
(b) Peace conflict and International relations.
(c) Stress Emotions, coping & health.
(d) Political Psychology.

Paper IV:

(a) Clinical & community Interventions.
(b) Behaviour Modification.
(c) Cross Cultural psychology.
(d) Foundations of Applied social psychology.

Paper - V: Practicals
M.A. FINAL
Paper - I  MARKS : 100
RESEARCH METHODOLOGY
NON-EXPERIMENTAL DESIGN AND CORRECTIONAL METHODS

Objectives:
This course deals with research methods that are employed in field settings. Correctional analysis techniques with numerical examples will be discussed. Also, familiarity with multivariate techniques is expected.

CONTENTS
1. Non and quasi-Experimental Designs
   One group designs; Non-equivalent control group designs; Interrupted time-series designs; Multiple time-series design.
2. Correlational Designs
   Cross-sectional and longitudinal designs; Panel design.
3. Newer Social Methods
   Life history; Meta-analysis; Simulation and games; Evaluation research.
4. Advanced Correlation Methods
   Measures of association; Multiple regression (Linear; Stepwise; Logistic and probit); Factor Analysis Techniques and implication.
5. Discriminant Function Analysis.
   Techniques - Orthogonal, Canonical: Interpretation of results and application.

Readings:

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Paper - II  MARKS 100
PERSONALITY THEORIES

Objectives:
This course helps the students to understand the diverse psychological strategies to analyse personality.

CONTENTS
1. Introduction
   The scope of the study of personality. The concept of personality, personality theories, personality assessment. The credibility of Bogus Personality Assessments, personality Change.
2. The Psychoanalytic Strategy
3. The Dispositional Strategy
   Introduction to the dispositional strategy. The assessment of dispositions: Self-report personality inventories and their

4. The Phenomenological Strategy


5. The Behavioural and Cognitive Strategies


Readings:

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1. M.A. - Psychology

Publication Co.


Paper-III (a) (Optional)

MARKS 100

PSYCHOPATHOLOGY

Objectives:
1. To acquaint students with various manifestations of psychopathology.
2. To impart knowledge and skills required for diagnosis of psychopathological conditions.
3. To introduce students to the different perspectives and models regarding the causation of mental illness and dysfunctions (including behaviour and to highlight the contribution of these approaches to the pathogenesis of a wide range of mental and behavioural disorders.

CONTENTS

1. Classification Systems in Psychopathology

W.H.O. classification (ICD-10) and multiaxial systems (DSM-IV-R): Theoretical background/approaches to psychopathology (i) Psychodynamic; (ii) behavioural; (iii) Cognitive; (iv) Phenomenological; (v) Biological, and (vi) Sociocultural; Diagnosis: Purposes of diagnosis, reducing undesirable variability; Multiaxial model, evaluation of diagnostic system; Models for the description of abnormal behaviour: Medical psychodynamics and learning models; Recent advances and research methods in psychopathology.

2. Theories and Models of Anxiety Disorder

Panic, Phobia, OCD, Post-traumatic, GAB, (b) Somatoform disorders, (c) dissociative disorders, Schizophrenia and other psychotic disorders, Schizophreniform, Schizoaffective, delusional, brief psychotic disorders; Mood disorders; Depressive- unipolar and bipolar disorders.
3. **Psychophysiological Disorders**

   Theories: Personality disposition, CHD, Asthma, Allergy, Enuresis, Itching, Rheumatoid Arthritis, Peptic Ulcer, Diabetes, and Menstrual disorders.

4. **Disorders**

   (a) Adjustment disorder, (b) Impulse control disorders, (c) substance related disorders, (d) Eating disorders and Sleep disorders; Sexual and gender identity disorders.

5. **Organic Mental Disorders**

   Changing views of brain function and dysfunction. Neuropathological considerations; Common syndromes.

**Readings:**


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**Paper-IIIb (Optional)**

**MARKS - 100**

**PEACE, CONFLICT AND INTERNATIONAL RELATIONS**

**Objectives:**

The course seeks to develop an understanding of the processes of peace and conflict in international relations and to promote skills in application of the principles in conflict resolution in the global context.

**CONTENTS:**

1. **Concept of Peace**
   
   a. Positive and negative peace; Peace through coercive power; Peace through nonviolence; Peace through world order; Peace through personal and community transformation; Peace at inter, intra, global levels; Factors influencing peace / obstacles to peace.
   
   b. Concept of Nonviolence - Principled Vs Pragmatic; Factors influencing nonviolence; Factors influencing Nonviolence.

2. **Conflict Resolution**
   
   a. Theories of Conflict resolution; Types of conflict resolution; Issues & dimensions in conflict; family, community, arms, gender, ethnic, religion, ideology, socioeconomic issues.
   
   b. Conflict management (prevention of out break of conflicts); Conflict Resolution (communication, negotiation, arbitration); Conflict Transformation Personal & societal factors; Skills for Management, Resolution, Transformation and Evaluation of conflict; Processes & Skills in healing stress & trauma in post conflict society.
   
   c. Culture general and culture specific peace and conflict resolution; Intervention - Negotiation Workshop, Mediation workshop, Communication dynamics, Group decision-making, Third party intervention.
3. International Relations

International negotiations; Role of culture and cross cultural communication in International negotiation; Skill development in international negotiation; Ethical concerns, Cultural diversity & heterogeneity.

Readings:

Objective:

1. To impart an introduction to the concept, forms/types and sources of stress phenomenon within a life-span perspective.
2. To discuss in brief the nature, consequences, and management of emotional vital signs of health/well-being.
3. To provide evidence about the correlates/consequences of stress; and evaluate the role of moderating variables in stress-health/well-being linkage:
4. To identity and evaluate the relative efficacy of various cognitive and behavioural interventions for coping with stress in its various forms and manifestations.

CONTENTS

1. The Nature of Stress and Health
   Lazarus and Folkman’s Transactional Model; Eastern/Oriental Conceptualization of Stress; Sources/Types of Stress; Life Events Stress; Worksite/Organizational/Executive Stress; Examination Stress; Gender and Stress.
2. Stress and health-Related consequences
   Behavioural and Physical Symptoms; Burnout Stress Syndrome (BASS); Anxiety, Anger and Depression as Emotional Vital Signs of Mental Health; Their Nature and Management.
3. Socio-Demographic
   (e.g., socio-economic status, gender), personality (e.g., Type

Social Resources

Social/Family/Peer/Supervisory Support and their appraisals as moderators of the relationship of stress and health/well-being.

Managing/Coping with Stress

Self-Management via increasing Self-Awareness; Yogic Meditation; Buddhist Vipassana; Bio-feedback; Assertiveness Training; Time Management; Coping with Organizational Role Stress; Coping with Mergers and Acquisitions; Dealing with dual-Career Relationships.

Readings:

MA - Psychology


Optional - III (d) MARKS 100

POLITICAL PSYCHOLOGY

Objectives:
The objective of the present course is to provide social-psychological perspectives on political events and institutions. This course will also enable students to understand the social psychological bases of people's political behaviour. Specifically, it will allow to grapple with these events, institutions and behaviours in the realm of politics in the Indian sub-continent.

CONTENTS

1. Introduction
Meaning and scope of political psychology, Domains of political behaviour.

2. Political Foundation of Knowledge
Ideology and social sciences, Knowledge and power, Knowledge as a tool for maintain and critiquing status quos, Psychology and its liberal ideological underpinnings.

3. Methods of Political Psychology
Experimental method, Survey, Developing questionnaire, Difference between questionnaire and schedule, Construction of attitude scale, Interview, Policy research Program development and evaluation.

4. Ideology and Human Nature
Conservative, liberal, and radical ideologies and their assumptions of human nature their implications for law (specifically rights and duties of the citizens), and institutions specifically democratic and authoritarian regimes and institutions.

5. Theories of Political Institutions and the socio-historical Roots
Origin and nature of state, Origin and nature of nation (Primordial and mo... perspectives) and nature of nationalism (nature and socio-historical roots, especially context of Indian sub-continent; Nation of nation - state and state-nation, Challenge nation-state in 'Multicultural societies' (specifically, the case of Indian sub... Nature and development of "ethnic" and "national" identities and their relation; ... secularism.

6. Electoral Politics and Voting Behaviour
Political attitudes and affiliations (specifically formation, sustenance, changes and their relation with electoral...
politics), Determinants of voting behaviour (specifically issues around attitude-behaviour controversy, and factors influencing voting behaviour), Gender and electoral politics specifically issues and factors involved in encouraging or inhibiting participation of women in electoral politics, including their voting behaviour).

7. Political Knowledge
Nature of political knowledge, Cognitive and social factors involved in political knowledge, Political knowledge and political behaviour: Nature of political propaganda and propaganda warfare; diplomacy.

8. Ethno-political Conflict
The nature of and factors behind the rise of ethnicity (specifically the theories), Nature of revulsionism, fundamentalism and communalism, Theories of ethno-political conflict, Nature and theories of autonomy and secessionist movements, Theories and nature of international conflict, Conflict management and resolution (in the national and international contexts), Nature of terrorism and psycho-social perspectives on terrorism; disarmament.

9. Politics of Social Movements
Nature, perspective, and socio-political roots of social movements pertaining to Environment, Literacy, Public health; Physically and Mentally challenged population, and weaker sections, NGOs and its role in social change.

10. Politics and Leadership
Nature and type of political leadership, and politics.

Readings:
- Billing, M. Ideology & Social Psychology.

Optional IV (a) MARKS 100

CLINICAL AND COMMUNITY INTERVENTIONS

Objectives:
1. This paper focuses on the contribution of different theoretical approaches to psychopathology to the area of clinical and community interventions and aims.
2. To train students in different approaches to counseling and psychotherapy.
3. To help develop a balanced view of the various therapies and the practical techniques employed.
4. To help students familiarize themselves, gain knowledge and work towards developing an integrative perspective.

Contents
1. Therapeutic Interventions
Nature, goals and course of interventions. Objectives and
approaches. Distinction between Psychotherapy and other orientations (helping, case work, counselling and educational approaches). Basic psychotherapeutic techniques: Guidance; reassurance persuasion; confession and catharsis; externalization of interests. Common features of interventions.

2. **Therapeutic Relationship**

The helping process. The Counsellor as a person and as a professional. Counsellor characteristics, and values. Issues faced by therapists, dealing with anxiety, disclosing one self, understanding silence, dealing with demanding and committed clients, accepting slow results. Learning our limits, transference and counter transference, establishing realistic goals.

3. **Skills of a Therapist**

Listening, leading, summarizing, confronting, interpreting and informing Crisis Intervention: Competence building: Primary, secondary and tertiary prevention. Ethical issues in Psychotherapy: Therapist responsibility, Client therapist relationship, ethical issues; Special reference to marital and family therapy, group work and cross cultural perspective.

4. **Types of Therapy**

Supportive therapies: Millieu therapy, Inspirational group therapy, Creative art therapies and structural integration; Reeducative therapies: Behaviour therapy (Operant, Wolpian and Modeling Procedures); Cognitive approach: Ellis, Goldfried, Meichenbaum, Goodman and Beck; Client-centred Psychotherapy and stages of therapy; Reeducative group therapies: Mechanisms of group psychotherapy with a focus on group processes, types-including psychodrama, group therapy and family therapy (including marital therapy); Reconstructive therapies: Psychoanalysis: Psychoanalytically oriented psychotherapy; Process and techniques with a focus on transferences, resistance, working through and the interpretive processes; Existential analysis: Gestalt therapy; Transactional analysis; Holistic approaches to therapy.

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C.S.J.M. University, Kanpur

5. **Counselling**

Basic features; counselling relationship process; Training in social skills; Programmes for social problems; Life Skills Training; Social Skills Training and Anger Control; Heterosexual Skills Training including sexual skills and competence; Programmes for special populations; Juvenile offenders; In an institutional setting. Parents as mediators in the social skills training of children. Social Skills for Women and Elderly; Programs for the Severely Impaired; Social Skills Training with Psychiatric Patients and Mentally Retarded.

Readings:

Optional IV (b) MARKS 100

BEHAVIOUR MODIFICATION

Objectives:

1. To impart knowledge and develop skills needed for applying behaviour modification techniques.
2. To impart knowledge and develop skills towards self-development.

CONTENTS

1. Introduction
   Merits and limitations of the behavioural approach.

2. Behavioural Analysis
   Enhancing client's involvement - Behavioural counselling.

3. Relaxation Techniques
   Jacobson's Progressive Muscular Relaxation - Autogenic Training - Yoga, meditation etc.

4. Systematic Desensitisation
   Basic principles - construction of hierarchy - scene presentation - theory of desensitisation.

5. Assertiveness Training
   Components of assertive behaviour - method of assertiveness training - implementing assertive procedures.

6. Operant Conditioning Techniques
   Basic paradigm - schedules of reinforcement - token economy - shaping - chaining - Premack's principle.

7. Cognitive Behaviour Modification
   Meichenbaum's self-instruction training - Beck's model - Rational emotive therapy of Ellis.

8. Clinical Applications of Behaviour Therapy
   In anxiety disorders, psychoactive substance use disorders - sexual disorders - psychotic disorders - personality disorders - Childhood disorders - Biofeedback principles and clinical applications.

9. Educational Guidance
   Programmed learning - guidance in elementary school and secondary school - guidance towards life goals.

Readings:


Optional - IV (c) MARKS - 100
CROSS-CULTURAL PSYCHOLOGY

Objectives:
1. This course intends to provide an insight into the role of cultural context in shaping diverse aspects of social behaviour and its relevance to solving social problems.

CONTENTS

1. Culture and Behaviour
Nature of culture, Cultural relativity and universality of human behaviour, Mechanisms of cultural transmission.

2. Methodology of Cross-cultural Psychology
Comparability and equivalence, Universals, Emics and etics; Sampling and measurement issues, Back translation, decentering and subsystem validation.

3. Culture and Cognition
Theoretical positions; Contemporary issues, Cultural influences on perception; Cognition, Learning, Memory, Problem solving, Reasoning and Creativity, Everyday cognition.

4. Culture and Emotion
Basic emotions, Dimensional and componential models, Subjective experiences Appraisal, Physiological reactions, and Emotional expressions.

5. Culture and Organizations
Work value, Commitment, Communication and interpersonal dynamics, Manager techniques, Organisation development and change, Conflict negotiations.

6. Culture and Health
Psychopathology across cultures, Culture-bound syndromes and therapeutic model Cultural factors in health interventions.

7. Culture and Social Behaviours
Conformity, values, individualism-collectivism, gender roles and socialization processes.

8. Culture Change and Adaptations
Processes of acculturation, Acculturation in plural societies, Acculturation Strategies, Acculturation and adaptation of tribal/native peoples and refugees; Behavioural shifts and acculturative stress, Casual and moderating factors.

9. Cross-Cultural Communication
Verbal and non-verbal interactions, Communication incongruence, deceptions cultural display rules, formulating and managing intercultural interactions.

Readings:
Objectives:
1. To provide an understanding of the interface between society and psychology.
2. To develop understanding of social policies, social programmes and their evaluation.
3. To develop skills in the use of methods of research on applied social problems.

Contents
1. Conceptual Bedrock
   Concepts of social structure, social stratification and power; Ideology and social psychological enterprise; Locating the individual in society: psychosocial interface; Depth, social constructionist, Marxist; Frankfurt School and Gandhian perspectives; Practical theory; Notions of social anomalies and social problems.
2. Framework for Action (I)- Development and Policy
   Paragards and indicators of social development; Inequalities: Social, political and economic, their relationships and psycho-social consequences; Social policy: Definition and scope; Analysis of social policy in India; Planning as an instrument of socio-economic transformation in India.
3. Framework for Action (II)- Encountering the Field
   Understanding the social situation; Characteristics of settings (e.g., Govt. agencies, NGOs, fourth estate, hospitals, educational institutions and community) as psycho-social action points; Areas and entry points for psycho-social practice; Psychologists in the field: Roles, obligations, rights and skills.

4. Methodological Foundations (I) - Action Research and Programme Evaluation
   Characteristics of research in applied social psychology; Action research in professional and public life; Principles of community based-action research; Setting the stage; Building the picture; Interpreting and explaining; Resolving the problems; Purpose of programme evaluation; Approaches to evaluation, assessing the needs for programme, assessing a programme's availability, assessing a programme's processes as services, assessing programmes.

5. Methodological Foundations (II)-Survey and Interview
   Characteristics of survey; Survey mode, wording, format, and contexts; Sample selection procedures, Survey implementation, estimating survey accuracy, ethical issues in the use of surveys; Interviews: Processes and techniques.

Readings:
- Himmelweit, H.I., & Gaskell, E.B. (1960). Societal
Section A
An Empirical Study: the problem is to be taken from student’s Optional Group.

Section B
Any three of the following:
1. Differential Aptitude Test
2. WAIS (Verbal) or WCIS (Verbal)
3. 16 PF Test


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1. आयोग - 3/61 युग्म, 7/68 युग्म, 2/15 इन्ड, 1/115 पद्म, 10/129 नास्तिक, 7/71 अर्थज, 3/33 युग्म, 10/34 अत्त.
- (हिंदी अनुवाद एवं व्याख्या - साधन तथा माणिक द्वारानंद सरस्वती के भाष्य के अध्याय प्रक.)
2. निरंजन (प्रथम तथा द्वितीय अध्याय) हिंदी अनुवाद एवं व्याख्या
3. हिंदी साहित्य सम्बन्धित प्रश्न
4. बौद्ध साहित्य का इतिहास
5. कल्पित एवं लघु उत्तरीय प्रश्न

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1. दिनीय प्रसारण - व्याकरण एवं भाषा विज्ञान

लघुसिद्धान्तकारवादी - कर्मदात्र (सिद्धांत प्रकरण - विनायकित्वत्)

(प) भू, पा, एवं; भु, म, भिय, हु, अद, दिन, हुज, दुंि; गु, घु, रु, को, औ, दुि।

2. प्रतिवेदन - बाल की चरित्र, भाषा में प्रशिक्षण एवं कारण

(प) धारावाहिक का वाक्य प्रयोग;
(च) अनुष्ठान पदों का उपयोग करना।

3. वस्तुतिः एवं लघुसिद्धांत क्रम

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| प्रश्न 3 | 25 अंक |
| प्रश्न 4 | 15 अंक |
| प्रश्न 5 | 10 अंक |
| प्रश्न 6 | 10 अंक |
1. ब्राह्मण व जातीय असम्य, निर्मित समाज, गुणवत्तावादी समाज, एवं लघुकलालीपी समाज एवं लघूसाहित्य के विकास
2. "ब्राह्मण संस्कृति" का चर्चा तथा विशेषताएं, प्राचीन विश्लेषण, प्राचीन विश्लेषण, यह तथा विशेषताएं।
3. त्यौहार एवं आयुर्विज्ञान संस्कृति तथा साहित्य का इतिहास (प्रथम महाकाव्य, द्वितीय अखण्ड, तत्त्वज्ञान, गद्यकाव्य, नाटक तथा चित्र शास्त्र)
4. उपयुक्त समस्ताओं का सामाजिक, धार्मिक एवं दातानिक अध्ययन
5. वसुदेव एवं लघु उपनिषद प्रश्न
द्वितीय प्रश्नपत्र - व्याकरण एवं निर्देश

1. कारक (सिद्धांत कौमुदी) - महाजिति दीर्घकृत सन्दर्भ व्याख्या एवं स्थिति सिद्धि
   25 अंक

2. ज्ञान, तक्षित एवं श्री प्रत्यय (सिद्धांत कौमुदी, वरदसिद्धि)
   - स्थिति सिद्धि
   25 अंक

3. कर्तुष्ण एवं कर्तुष्णसिद्धि.
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4. निर्देश (संज्ञान में)
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प्रश्न प्रकार - काब्य एवं गाथ

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(०) वर्ग-दर्शन

कृतीव प्रणय - यॊय एवं वैशिष्टिक दर्शन

1. न्यायपूर्ण एवं न्याय मात्रा (प्रथम अंश)
2. प्रधानप्रधानां (सम्पूर्ण)
3. समीक्षायुक्त प्रश्न
4. व्यक्तिक तथा उच्च उत्तरीण प्रश्न

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प्रश्न प्रमाण - देदान्त, जैन, बौद्ध एवं चार्चिक दर्शन

1. अवधारणा कामदर्शक (शिव-सुधी)
2. जैन, बौद्ध एवं चार्चिक दर्शन - सत्तेदारों संग्रह
3. निदेशालक प्रमाण
4. क्षणिक तथा रथु उत्तरीय प्रमाण
C.S.J.M. UNIVERSITY, KANPUR

COURSE STRUCTURE FOR STATISTICS

M.Sc./M.A. (Prev.) 2004 and onwards

Max. Marks.

PAPER I Measure Theory, Probability and Distribution. 100
PAPER II Real Analysis and Stochastic Processes 100
PAPER III Linear Methods and Design of Experiments. 100
PAPER IV Econometrics 100
PAPER V Practical - Based on Paper I, Paper II & Paper III (matrices) 100
PAPER VI Practical - Based on Paper III (design of Exp.) & Paper IV 100

M.Sc./M.A. (Final) - To be included during April, 2003.

DETAILED SYLLABUS

STATISTICS


PAPER I MEASURE THEORY, PROBABILITY AND DISTRIBUTIONS.

Unit 1 Sets, sequence of sets and their limits, Fields and sigma fields, Minimal sigma field, Monotone classes of sets, Borel sigma field. Set function, Continuity of set function, Measure function, properties of measure function, Probability measure, Caratheodory Extension Theorem of measure (Statement only). Lebesgue Measure and Jordan - Lebesgue - Stieltjes measure.

Unit 2 Measurable function - its descriptive definition and properties, simple and elementary functions, construction of measurable functions. Random variable, sequences of measurable functions and random variables.

Convergence of measurable function and Random variables - almost everywhere convergence, almost sure convergence, convergence in distribution (law), Helly - Bravy Theorem (without proof).

Unit 3 Borel - Cantelli lemma, Borel 0-1 law, weak & strong law of large numbers for independent random variables, Kolmogorov's inequality and theorem, Levy's inequality and Chebyshev's inequality.

Unit 5  
Sampling Distribution of  
(i) Mean and Variance, Non-Central Chi-square, t and F and their properties.  
(ii) Order statistics and sample range.  
(iii) Sample correlation Coefficient.

References  
Chow Y.S. & Teicher H (1979) Probability Theory; (Narosa Publishing House)  

C.S.J.M. University Kanpur 185  
PAPER-II REAL ANALYSIS AND STOCHASTIC PROCESS.

Unit 1  
Real valued functions, continuity of functions of one variable, uniform continuity. Differentiability, Mean value Theorem, Taylor's theorem with statements of various remainder terms.  
Maxima - Minima of functions of many variables (Method of undetermined multipliers only).

Unit 2  
Fundamental theorem and Mean value theorem of integral calculus, Test of convergence of infinite integrals, uniform convergence of improper integrals, differentiations under the sign of integral.

Unit 3  
Multiple integrals and their evaluation by repeated integration, change of variables in multiple integration, Drichlet's multiple integral.

Stochastic Processes : Its introductions (Definition & Examples) and classification into discrete/continuous time, discrete/continuous state spaces, types of stochastic processes with elementary problems.

Unit 4  

Unit 5  
PAPER - III  LINEAR METHODS & DESIGN OF EXPERIMENTS.


Unit 2  Linear estimates: Linear models with assumptions on error component, estimable function, estimation & error spaces, Best Linear Unbiased Estimate (BLUE) for Linear functions of parameters, unified theory of BLUE and least square estimate.


Unit 5  General factorial experiments, factorial effects, best estimates and testing of the significance of factorial effects, study of 2 & 3 factor experiments.
Reference
Rao, C.R. (1973) Linear Statistical Inference & its applications (2nd Ed.) (John Wiley)

Searle S.R. Linear Models (Wiley)
Joshi, D.D. Linear Estimation and Design of Experiments (Wiley Eastern)
Das M.N. & Giri N. (1979) Design and Analysis of Experiments (Wiley Eastern)
Kempthorn, O. Design & Analysis of Experiments.
Schefle Analysis of Variance (Wiley).
Giri N. Analysis of Variance.

PAPER - IV ECONOMETRICS


UNIT 3 Residuals and their plots as a test for departure from assumptions such as fitness of model, normality, homogeneity of variances, detection of outliers and remedies. Selection of explanatory variables - use of \( R^2, S^2, \) Mallows \( C_P \) statistics and stepwise regression.


References
Johnston, J. Econometric methods III Ed.
Theil, H. Introduction to theory and practice of Econometrics.

M. A. (PREV.) EXAMINATION

PAPER URDU GHAZAL

100 MARKS

Unit I Critical on urdu Ghazal Waqar Moos
Unit II Alah, Momin, Ghalib
Unit III Shad, Isbal, Fani
Unit IV Haarat, Firaq
Unit V Textual Study (Explanation) of 1, 2, 3 & 6 above

BOOKS PRESCRIBED

[Text in Urdu]
BOOKS RECOMMENDED

URDU

M. A. (Previous) Examination

PAPER (II) Dastan Novel Afsana 100 Marks

Unit I  Dastan (Sabris, Bagho Bahar, Fasana-e-Ajab)
Unit II Novel (Unsquaian Ada, Gauban)
Unit III Afsana (Prem Chand)
Unit IV Afsana (Ragendra Singh Bajp)
Unit V Textual Study (Explanation of 1,2,3, & 4 above)

BOOKS PRESCRIBED

Note: 40 (Fory) marks are allotted for explanation from text books prescribed & 60 (Sixty) marks for critical questions.
BOOKS RECOMMENDED

URDU

M. A. (Previous) Examination

PAPER (III) Qaseeda Masnavi & Marsla 100 Marks

Unit I Qaseeda Sabda, Zaau, Ghair & Mohsin
Unit II Bikat Kahani
Unit III Masnavi Meer Haza, Dash Shareef Naseen & Mirza Shauq
Unit IV Marsla Anis
Unit V Textual Study (Explanation) of 1, 2, 3, & 4. above

BOOKS PRESCRIBED

Note: 40 (Fory) marks are allotted for explanation from text books prescribed & 60 (Sixty) marks for critical questions.
PAPER (IV) HISTORY OF URDU
LANGUAGE AND LITERATURE
100 MARKS

BOOKS RECOMMENDED

1. [Name of Book]
2. [Name of Book]
3. [Name of Book]
4. [Name of Book]
5. [Name of Book]
6. [Name of Book]
7. [Name of Book]
8. [Name of Book]
9. [Name of Book]
10. [Name of Book]

Note: 40 (Forty) marks are allotted for explanation from text books prescribed & 60 (Sixty) marks for critical questions.
M. A. FINAL EXAMINATION

PAPER (I) URDU NAZM 100 MARKS

Unit I Poems of Nazeez Akbar abadi
Unit II Haal Akbar
Unit III Iqbal
Unit IV Chakbest Joen, Faiz
Unit V Textual Study (Explanation) of 1, 2, 3 & 4 above

BOOKS PRESCRIBED

1. (3) کوئی اپنے کوئی
2. (4) ترکیہ اندازہ
3. (5) میاں جبین

Note: 40 (Forty) marks are allotted for explanation from text books prescribed & 60 (Sixty) marks for critical questions.
PAPER (III) DRAMA KHUOOT AUR INSHAIYE 100 MARKS

Unit I Drama Anarkali, Silver King
Unit II Khootoo Ghalaab, Abu Kasim Azad
Unit III Inshaiye, Sir Syed, Mohd. Husein Azad, Mehd Alai
Unit IV Rashid Ahmad Sabiqi
Unit V Textual Study (Examination) of 1, 2, 3 & 4 above

BOOKS PRESCRIBED

UNIT I
1. Anarkali
2. Silver King
3. Khootoo Ghalaab
4. Abu Kasim Azad
5. Inshaiye, Sir Syed
7. Mehd Alai
8. Rashid Ahmad Sabiqi

UNIT V
Textual Study (Examination) of 1, 2, 3 & 4 above

BOOKS RECOMMENDED

UNIT I
1. Anarkali
2. Silver King
3. Khootoo Ghalaab
4. Abu Kasim Azad
5. Inshaiye, Sir Syed
7. Mehd Alai
8. Rashid Ahmad Sabiqi

UNIT V
Textual Study (Examination) of 1, 2, 3 & 4 above

PAPER (III) PERSIAN, GENERAL KNOWLEDGE, ESSAY & AN OUTLINE OF HINDI LITERATURE 100 MARKS

Unit I Persian Explanation (Poems)
Unit II Translation from Persian into Urdu from text book (Prose)
Unit III Objective Questions on authors poets. Books reading general information of Urdu literature.
Unit IV An essay on literary topic in Urdu
Unit V Critical questions on prominent authors & poets of Hindi Literature

BOOKS PRESCRIBED

Note: (A) 40 marks are allotted for translation and explanation from Persian in Urdu
(B) 20 marks are allotted for questions on prominent authors and poems of Hindi Literature
(C) 20 marks are allotted for 10 objective questions of 2 marks each based on Urdu literature
(D) 20 marks are allotted for essay
M. A. FINAL URDU

PAPER - (IV) TANQEED AUR TAQEEQ

(100 MARKS)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Books</th>
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<tbody>
<tr>
<td>I</td>
<td>Criticism in Taz Kiraf</td>
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<tr>
<td>II</td>
<td>Tanqeed Ki Ahmiyay aur Ilm</td>
</tr>
<tr>
<td>III</td>
<td>Tanqeed aur Taqeeq Ka Rishtay</td>
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<tr>
<td>IV</td>
<td>Tanqeed Ko Dileshan</td>
</tr>
<tr>
<td>V</td>
<td>Ahmi Naqqad aur Mohaqiq</td>
</tr>
</tbody>
</table>

BOOKS RECOMMENDED

(1) آپی غیرت
(2) تحریر جعفر میر
(3) حضرت آفاق
(4) اور فیکر
(5) تشریح تقریب
(6) تشریح تقریب
(7) تشریح تقریب
(8) تشریح تقریب
(9) تشریح تقریب
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(13) تشریح تقریب
(14) تشریح تقریب
(15) تشریح تقریب
(16) تشریح تقریب

Note: 40 (Forty) marks are allotted for explanation from text books prescribed & suggested
(Sixty) marks for critical questions
M. A. - ECONOMICS
(Previous)

Compulsory Papers
1. Microeconomic Analysis 100
2. Quantitative Methods 100
3. Public Economics 100
4. Economics of Growth and Development 100

Optional Papers
1. Labour Economics 100
   or
2. Agriculture Economics 100
   or
3. Demography 100

M. A. (Previous)
Paper - I
MICRO ECONOMIC ANALYSIS

Module 1: Introduction and Basic Concepts
Basic Economic Problem-Choice and Scarcity; Deductive and Inductive Methods of Analysis; Positive and Normative Economic Models; Characteristics of Equilibrium and Disequilibrium Systems.

Module 2: Demand Analysis
Elasticities (price, cross, income) of demand-theoretical aspects and empirical estimation elasticity of supply; Theories of Demand - Utility, Indifference Curve (income and substitution effects, Slutsky theorem, compensated demand curve) and their applications; Revealed Preference Theory; Revision of Demand Theory by Hicks; Characteristics of goods approach; consumer's
Module 3: Theory of Production and Costs
Production Function - short period and long period; law of variable proportions and returns to scale; Isoquants - Least cost combination of inputs; Returns to Factors; Economies of scale; Multi-product firm; Elasticity of Substitution; Euler's theorem; Technical progress and production function; Cobb-Douglas; Traditional and modern theories of costs - Empirical evidence; Derivation of cost functions from production functions; derived demand for factors.

Module 4: Price and Output Determination
Marginal analysis as an approach to price and output determination perfect competition - short run and long run equilibrium of the firm and industry, price and output determination, supply curve; Monopoly-short run and long run equilibrium, price discrimination, welfare aspects, monopoly and regulation; Monopolistic competition - general and Chamberlin approaches to equilibrium, equilibrium of the firm and the group with product differentiation and selling costs, excess capacity under monopolistic and imperfect competition, criticism of monopolistic competition; Oligopoly-Non-collusiveCournot, Bertrand, Edgeworth, Chamberlin, Kinked demand curve and Stackelberg's solution and collusive(Cartels and mergers, price leadership and basing point price system) models; Price and output determination under monopoly and bilateral monopoly; Workable Competition Structure, conduct and performance norms.

Module 5: Alternative Theories of the Firm
Critical evaluation of marginal analysis; Baumol's sales revenue maximization model; Williamson's model of managerial discretion; Marris model of managerial enterprise; Full cost pricing rule; Bain's limit pricing theory and its recent developments including Sylas-Labian's model; Behavioral model of the firm; Game theoretic models.

Module 6: Distribution
Neo-classical approach - Marginal productivity theory; Product

exhaustion theorem; Elasticity of technical substitution, technical progress and factor shares; Theory of distribution in imperfect product and factor markets; Determination of rent, wages, interest and profit; Macro theories of distribution - Ricardian, Marxian, Kalecki and Kaldor's.

Module 7: Welfare Economics
Pigouvian welfare economics; Pareto optimal conditions; Value judgement; Social welfare function; Compensation principle; Inability to obtain optimum welfare - Imperfections, market failure, decreasing costs, uncertainty and non-existent and incomplete markets; Theory of Second Best - Arrow's impossibility theorem; Rawls's theory of justice equity-efficiency trade off.

Module 8: General Equilibrium
Partial and general equilibrium, Walrasian excess demand and input-output approaches to general equilibrium, existence, stability and uniqueness of equilibrium and general equilibrium, coalitions and monopolies; Production without consumption - one sector model, homogeneous functions, income distribution; Production without consumption - two sector model, relationship between relative commodity and factor prices (Stolper-Samuelson theorem), relationship between output mix and real factor prices, effect of changes in factor supply in closed economy(Rybczynski theorem), production and consumption.

BASIC READING LIST
* Varian, H.(2000), Microeconomic Analysis, W. W. Norton,
ADDITIONAL READING LIST

Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

Module 7

Module 8
* Green, H. and V. Walsh (1975), Classical and Neo-Classical Theories of General Equilibrium, Oxford University Press, London.
Module 1: Mathematical Methods-1

Concept of function and types of functions; Limit, continuity and derivative; Rule of differentiation; Interpretation of revenue, cost, demand, supply functions; Elasticities and their types; Multivariable functions; Concept and types of production functions; Rules of partial differentiation and interpretation of partial derivatives; Problems of maxima and minima in single and multivariable functions; Unconstrained and constrained optimization in simple economic problems; Simple problems in market equilibrium; Concept of integration; Simple rules of integration; Application to consumer's surplus and producer's surplus; Growth rates and simple properties of time path of continuous variables.

Module 2: Mathematical Methods-2

Determinants and their basic properties; Solution of simultaneous equations through Cramer's rule; Concept of matrix - their types, simple operations on matrices, matrix inversion and rank of a matrix; Concept of quadratic forms - Eigen roots and Eigen vectors; Introduction to input-output analysis; Difference equations - Solution of first order and second order difference equations; Applications in trade cycle models; Growth models and lagged market equilibrium models.

Module 3: Mathematical Methods-3

Linear programming - Basic concept; Formulation of a linear programming problem - Its structure and variables; Nature of feasible, basic and optimal solution; Solution of linear programming through graphical and simplex method; Statement of basic theorems of linear programming; Formulation of the dual of a programme and its interpretation; Concept of duality and statement of duality theorems; Concept of a game; Strategies - simple and mixed; Value of a game; Saddle point solution; Simple applications.

Module 4: Statistical Methods-1

Meaning, assumptions and limitations of simple correlation and regression analysis; Pearson's product moment and Spearman's rank correlation coefficients and their properties; Concept of the least squares and the lines of regression; Standard error of estimate; Partial and multiple correlation and regression (applications only); Methods of estimation of non-linear equations-parabolic, exponential, geometric, modified exponential, Compertz and Logistic relationships.

Module 5: Statistical Methods-2

Deterministic and non-deterministic experiments; Various types of events-classical and empirical definitions of probability; Laws of addition and multiplication; Conditional probability and concept of interdependence; Bayes theorem and its applications; Elementary concept of random variable; Probability, mass and density functions; Expectations, moments and moment generating functions; Properties (without derivations) of Binomial; Poisson and Normal distributions.

Module 6: Statistical Methods-3

Basic concept of sampling - random and non-random sampling; Simple random, stratified random and p.p.s. sampling; Concept of an estimator and its sampling distribution; Desirable properties of an estimator; Formulation of statistical hypotheses-Null and alternative; Goodness of fit; Confidence intervals and level of significance; Hypothesis testing based on Z, t, x^2(Chi-square) and F tests; Type 1 and Type 2 errors.

BASIC READING LIST:

ADDITONAL READING LIST

Module 1

Module 2

Module 3

Module 4

Module 5

M.A. (Previous)

Paper III

PUBLIC ECONOMICS

Module 1: Introduction
Role of Government in organized society; Changing perspective - government in a mixed economy; Public and Private sector, cooperation or competition; Government as an agent for economic planning and development; Government as a tool for operationalizing the planning process; private goods, public goods, and merit goods; Market failure - imperfections, decreasing costs, externalities, public goods.

Module 2: Rationale for Public Policy
Allocation of Resources - provision of public goods; Voluntary Exchange models; Impossibility of decentralized provision of...
Module 3: Public Expenditure
Wagner's law of increasing state activities; Wiesman-Peace hypothesis; Pure theory of public expenditure; Structure and growth of public expenditure; Criteria for public investment; Social cost-benefit analysis - Project evaluation; Estimation of costs, discount rate; Reforms in expenditure budgeting; Programme budgeting and zero base budgeting.

Module 4: Taxation
Theory of Incidence; Alternative concepts of Incidence - Allocative and equity aspects of individual taxes; Benefit and Ability to pay approaches; Theory of optimal taxation; Excess burden of taxes; Trade-off between equity and efficiency; The problem of double taxation.

Module 5: Public Debt
Classical view of Public Debt; Compensatory aspect of debt policy; Burden of public debt; Source of Public Debt; Debt through created money; Public Borrowings and price level; Crowding out private investment and activity; principles of debt management and repayment.

Module 6: Fiscal Policy
Objectives of fiscal policy - full employment, anti-inflation, economic growth, redistribution of income and wealth; Interdependence of fiscal and monetary policies; Budgetary deficits and its implications; Fiscal policy for stabilization-automatic vs. discretionary stabilization; Alternative measures of resource mobilization and their impact on growth; distribution and prices; Balanced Budget Multiplier.

Module 7: Fiscal Federalism
Fiscal Federalism in India; Vertical and Horizontal Imbalance; Assignment of function and sources of revenue; Constitutional provisions; Finance Commission and Planning Commission; Devolution of resources and grants; Theory of grants; Resource transfer from Union to States - Criteria for transfer of resources; Centre-State financial relations in India; Problems of states' resources and indebtedness; Transfer from Union and States to local bodies.

Module 8: Indian Public Finances
Indian Tax System; Revenue of the Union, States and local bodies; Major taxes in India; base of taxes, direct and indirect taxes, taxation of agriculture, expenditure tax, reforms in direct and indirect taxes, taxes on services; Non-tax revenue of Centre, State and local bodies; Analysis of Central and State government budgets; Lack of flexibility in Central and State budgets, shrinking size of development finance through budget; Trends in public expenditure and public debt; Fiscal crisis and fiscal sector reforms in India; Reports of Finance Commissions in India.

BASIC READING LIST:
M.A. (Previous)

Paper - IV

ECONOMICS OF GROWTH AND DEVELOPMENT

Module 1: Economic Growth

Economic growth and development - Factors affecting economic growth: capital, labor and technology; Growth models - Harrod and Domar, instability of equilibrium; Neo-classical growth models - Solow and Meads, Mrs. Joan Robinson's growth model; Cambridge criticism of Neo-classical analysis of growth, The capital controversy.

Module 2: Social and Institutional Aspects of Development

Development and underdevelopment - Perpetuation of underdevelopment; Poverty - Absolute and Relative; Measuring development and development gap - per capita income, inequality of income, Human Development Index and other indices of development and quality of life - Food security, education, health and nutrition; Human Resource Development; Population problem and growth pattern of population - Theory of Demographic Transition; Population as limits to growth and as ultimate source - Population, poverty and environment; Economic Development and institution-markets and market failure, state and state failure, issues of good governance.

Module 3: Theories of Development

Classical theory of development - contributions of Adam Smith, Ricardo, Malthus and James Mill; Karl Marx and development of capitalist economy - theory of social change, surplus value and profit; Immutable laws of capitalist development; Crisis in capitalism - Schumpeter and capitalist development: Innovation - role of credit, profit and degeneration of capitalism; Structural analysis of development; Imperfect market paradigm.

Module 4: Approaches to Development

Partial theories of growth and development - various circle of

poverty, circular causation, unlimited supply of labour, big push, balanced growth, unbalanced growth, critical minimum effort thesis, low-income equilibrium trap; Dualism-technical, behavioral and social; Rains and Fei model; Dixit and Marglin model; Kelly et al Model; Dependency theory of development; Structural view of development.

Module 5: Sectoral Aspects of Development

Role of Agriculture in economic development; Efficiency and productivity in Agriculture, New technology and sustainable agriculture; Globalization growth; Rationale and pattern of industrialization in developing countries; The Choice of Techniques and appropriate technology and employment; Efficiency of small-scale vs. large-scale production; Terms of trade between agriculture and industry; Infrastructure and its importance; Labour markets and their functioning in developing countries.

Module 6: Trade and Economic Development

International trade as engine of growth; Static and dynamic gains from trade; Prebisch, Singer and Myrdal thesis vs. free trade; Export-led growth; Dual gap analysis; Balance of payments; Tariffs and effective protection; Post-GATT international economic order; WTO and developing countries.

Module 7: Macroeconomic Policies and Development

Role of monetary and fiscal policies in developing countries - Prior savings, inflation and growth - Empirical evidence; External resources - FDI, aid vs. trade, technology inflow; MNC activity in developing countries; Borrowings - domestic and external; Burden of borrowing - IMF and World Bank policies in developing countries.

Module 8: Allocation of Resources

Need for investment criteria in developing countries - present vs. futures, Alternative investment criteria; Cost-benefit analysis, Shadow prices, Project evaluation and UNIDO guidelines.

Module 9: Planning and Development

Need for planning - democratic, decentralized and indicative planning, micro-level planning; Review of Indian Plan models and planning.
BASIC READING LIST


- Myint, Hla (1965), The Economics of Underdeveloped Countries, Preager, New York.

C.S.J.M. University, Kanpur

Module 1: Labour Markets

Nature and characteristics of labour markets in developing countries like India; Paradigms of labour market analysis - Classical, neo-classical and dualistic economy; Demand for labour in relation to size and pattern of investment; Choice of technologies and labour policies; Supply of labour in relation to growth of labour force; Labour market policies; Mobility and productivity of labour; Rationalization; Methods of recruitment and placement; Employment service organization in India.

Module 2: Employment

Employment and development relationship - Poverty and unemployment in developing countries; Unemployment - Concept, Types, and Measurement, particularly in India; Impact of rationalization, technological change and modernization on employment in organized private industry; Public sector and employment in agricultural sector; Analysis of educated unemployment; Employment policy in Five Year Plans and its evaluation.

Module 3: Wage Determination

Classical, neo-classical and bargaining theories of wage determination; Concepts of minimum wage, living wage and fair wage in theory and practices; Discrimination in labour markets; Wage determination in various sectors - rural, urban, organized, unorganized and in formal sectors; Non-wage component of labour remuneration; Inflation-wage relationship at micro and macro levels; Productivity and wage relationship; Analysis of rigidity in
Module 4: Industrial Relations
Theories of labour movement - Growth, pattern and structure of labour unions in India; Achievements of labour unions; Causes of industrial disputes and their settlement and prevention mechanism; Role of tripartism; Current trends in collective bargaining; Role of judicial activism; Labour legislation in India; Indian labour laws and practices in relation to international labour standards.

Module 5: State and Labour
State and social security of labour - Concept of social security and its evolution; Social assistance and social insurance; Review and appraisal of state policies with respect to social security and labour welfare in India; Special problems of labour; Child labour, female labour, Discrimination and gender bias in treatment of labour; Receding state and its effect on working of labour markets; Labour market reforms - Exit policy, need for safety nets, measures imparting flexibility in labour markets; Second National Commission on Labour; Globalization and labour markets.

BASIC READING LIST
* Papola, T.S., P.P. Ghaus and A.N. Sharma (Eds.) (1993),

C.S.J.M. University, Kanpur


M.A. (Previous)

Optional Paper

AGRICULTURAL ECONOMICS

Module 1: Agriculture and Economic Development
Nature and scope of agricultural and rural economics; Traditional agriculture and its modernization; Role of agriculture in economic development; Interdependence between agriculture and industry - some empirical evidence; Models of interaction between agriculture and the rest of the economy; Agricultural development, poverty and environment.

Module 2: Diversification of Rural Economic Activities
Livestock economics - Livestock resources and their productivity; Problems of marketing; White revolution; Fishery and poultry development; Forestry, horticulture and floriculture; Issues and problems in rural industrialization and development of agro-based industries.

Module 3: Economics of Rural Infrastructure
Use of land, water and energy; Rural transport, communication, banking, extension services, role, modes and problems of rural electrification; Rural social infrastructure - education and health and information dissemination.

Module 4: Agricultural Production and Productivity
Agricultural production - Resource use and efficiency; Production function analyses in agriculture; Factor combination and resource substitution; Cost and supply curves; Size of farm and laws of returns - Theoretical and empirical findings; Farm budgeting and
Module 5: Land Reforms and Land Policy
Principles of land utilization; Land distribution - Structure and trends; Land values and rent; Land tenures and farming systems - Peasant, capitalist, collective and state farming; Tenancy and crop sharing - Forms, incidence and effects; Land reform measures and performance; Women and land reforms; Problems of marginal and small farmers.

Module 6: Rural Labour Market
Rural labour supply; Interlocking of factor markets; Mobility of labour and segmentation in labour markets; marginalisation of rural labour; Nature, extent and trends in rural unemployment; Agricultural wages in India; Male-female wage differences; Non-agricultural rural employment - Trends and determinants.

Module 7: Rural Finance
Role of capital and rural credit; Organized and unorganized capital market; Rural savings and capital formation; Characteristics and sources of rural credit - Institutional and non-institutional; Reorganization of rural credit - cooperatives, commercial banks, regional rural banks; Role of NABARD.

Module 8: Cooperation in India
Cooperative movement; Genesis and growth of cooperative sector; Agricultural cooperation in India; Problems and prospects of cooperative institutions.

Module 9: Agricultural Prices
Marketing and state policy; Agricultural markets and marketing efficiency; Marketing functions and costs; Market structure and imperfections; Regulated markets; Marketed and marketable surplus; Behaviour of agricultural prices; Cobweb model; Price and income stability; State policy with respect to agricultural marketing; Warehousing; Prices; Taxation and crop insurance; Terms of trade between agricultural and non-agricultural prices; Need for state intervention; Objectives of agricultural price-policy; Instruments and evaluation; Food security in India and public distribution system.

Module 10: Agricultural Growth in India
Recent trends in agricultural growth in India; Inter-regional variations in growth of output and productivity; Cropping pattern shifts; Supply of inputs - Irrigation, power, seed and fertilizers; Pricing of inputs and role of subsidies; Distribution of gains from technological change; Role of Public investment and capital formation in Indian agriculture; Strategy of agriculture development and technological progress; Sustainable agriculture - Indigenous practices; Bio-technological practices and growth potential.

Module 11: Agriculture and External Sector
International trade in agricultural commodities; Commodity agreements - Role of World Trade Organization; Issues in liberalization of domestic and international trade in agriculture - Nature and features of agro-business; Role of MNCs; Globalization of Indian economy and problems and prospects of Indian agriculture; Impact of World Trade Organization on Indian agriculture.

BASIC READING LIST
* Government of India, Economic Survey (Annual), New Delhi.
Module 1: Population and Development
Optional Paper
DEMOGRAPHY

Module 2: Structure of population
Population trends in the twentieth century; Population explosion - Threatened or real, distant or imminent; International aspects of population growth and distribution; Pattern of age and sex structure in more developed and less developed countries; Determinants of age and sex structure; Demographic effects of sex and age structure, economic and social implications; Age pyramids and projections - Individual aging and population aging.

Module 3: Fertility, Nuptiality and Mortality
Importance of study of fertility - Total fertility rate, Gross reproduction rate and net reproduction rate; Levels and trends of fertility in more and less developed countries; Factors affecting fertility - Socio-economic factors, economic status, health, education, nutrition, caste, religion, race, region, rural-urban and status of husband and wife; Nuptiality - Concept and analysis of marital status, single mean age at marriage; Synthetic cohort methods; Trends in age at marriage; Mortality - Death rates, crude and age-specific; Mortality at birth and infant mortality rate; Levels and trends in more and less developed countries; Sex and age pattern of mortality; Factors for decline in mortality in recent past; Life table - Construction and uses; Concepts of stable population; Methods of population projection.

Module 4: Migration and Urbanization
Concept and types - Temporary, internal and international; International migration - its effect on population growth and pattern; Factors affecting migration; Theories of migration related to internal migration; Urbanization - Growth and distribution of rural-urban population in developed and developing countries.
**BASIC READING LIST**


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### M.A. (Final) Compulsory Papers

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<thead>
<tr>
<th>Paper</th>
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<tr>
<td>1.</td>
<td>Macroeconomic Analysis</td>
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<tr>
<td>2.</td>
<td>Indian Economic Policy</td>
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<tr>
<td>3.</td>
<td>International Trade and Finance</td>
<td>100</td>
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<tr>
<td>4.</td>
<td>Economics of Social Sector and Environment</td>
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<td>5.</td>
<td>Viva-Voce and Dissertation</td>
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### M.A. (Final) Optional Papers

<table>
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<tr>
<th>Paper</th>
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<tr>
<td>1.</td>
<td>Industrial Economics</td>
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<td>3.</td>
<td>Economics of Gender and Development</td>
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**MACRO ECONOMIC ANALYSIS**

**Module 1: National Income and Accounts**


**Module 2: Consumption Function**

Keynes' psychological law of consumption - implications of the law; short-run and long-run consumption function; Empirical evidence on consumption function; Income-consumption relationship - Absolute Income, Relative Income, life cycle and permanent income hypotheses.
Module 3: Investment Function
Marginal efficiency of investment and level of investment; Marginal efficiency of capital and investment - long run and short run; The accelerator and investment behaviour - impact of inflation; influence of policy measures on investment - empirical evidence.

Module 4: Supply of Money
Financial intermediation - a mechanistic model of bank deposit determination; A behavioural model of money supply determination, a demand determined money supply process; RBI approach to money supply; High powered money and money multiplier; budget deficits and money supply; money supply and open economy; control of money supply.

Module 5: Demand for Money
Classical approach to demand for money - Quantity theory approach, Fisher's equation, Cambridge Quantity Theory, Keynes's Liquidity Preference approach, transaction, precautionary and speculative demand for money - aggregate demand for money; Derivation of LM curve.

Module 6: Neo-classical and Keynesian Synthesis
Neo-classical and Keynesian views on interest; The IS-LM model; Extension of IS-LM model with government sector; Relative effectiveness of monetary and fiscal policies; Extension of IS-LM models with labour market and flexible prices.

Module 7: Post-Keynesian Demand For Money
Post-Keynesian approaches to demand for money - Patinkin and the Real Balance Effect, Approaches of Bawol and Tobin; Friedman and the modern Quantity Theory; Crisis in Keynesian economics and the revival of monetarism.

Module 8: Macroeconomics in an Open Economy
Mundell-Fleming model - Asset markets, expectations and exchange rates; Monetary approach to balance of payments.

Module 9: Theory of Inflation
Classical, Keynesian and Monetarist approaches to inflation; Structuralist theory of inflation; Philips curve analysis - Short run and long run Philips curve; Samuelson and Solow - the natural rate of unemployment hypothesis; Tobin's modified Philips curve; Adaptive expectations and rational expectations; Policies to control inflation.

Module 10: Business Cycles
Theories of Schumpeter, Kalder, Samuelson and Hicks, Goodwin's model; Control of business cycles - relative efficacy of monetary fiscal policies.

Module 11: New Classical Macroeconomics
The new Classical critique of micro foundations, the new Classical approach; Policy implications of new Classical approach - empirical evidence.

BASIC READING LIST:
ADDITIONAL READING LIST

Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

Module 7
Module 8

Module 9

Module 10

Module 11

M.A. (Final)
Paper II

INDIAN ECONOMIC POLICY

Module 1: Economic Development and its Determinants
Approaches to economic development and its measurement - sustainable development; Role of State, market and other institutions; Indicators of Development - PQLI, Human Development Index (HDI), gender development indices.

Module 2: Planning in India
Objectives and Strategy of Planning; Failures and achievements of Plans; Developing grass-root organizations for development-Panchayats, NGOs and pressure groups.

Module 3: Demographic Features, Poverty and Inequality
Bread demographic features of Indian population; Rural-urban migration; Urbanization and civic amenities; Poverty and Inequality.

Module 4: Resource Base and Infrastructure
Energy; Social infrastructure - education and health; Environment; Regional Imbalance; Issues and policies in financing infrastructure development.

Module 5: The Agricultural Sector
Institutional Structure - Land Reforms in India; Technological change in agriculture - pricing of agricultural inputs and output; Terms of trade between agriculture and industry; Agricultural Finance Policy; Agricultural Marketing and Warehousing; Issues in food security - policies for sustainable agriculture.

Module 6: The Industrial Sector
Industrial Policy; Public Sector Enterprises and their performance; Problem of sick units in India; Privatisation and Disinvestment debate; Growth and pattern of industrialisation; Small-scale sector: Productivity in industrial sector; Exit policy-issues in labour market reforms; Approaches for employment generation.

Module 7: Money, Banking and Prices
Analysis of price behaviour in India; Financial sector reforms; Interest rate policy; Review of monetary policy of RBI; Money and capital markets; Working of SEBI in India.

Module 8: Economic Reforms
Rationale of internal and external reforms; Globalisation of Indian economy; W.T.O. and its impact on the different sectors of the
Module 1: Theory of International Trade
The pure theory of international trade - Theories of absolute advantage, comparative advantage and opportunity costs; modern theory of international trade; Theorem of factor price equalization; Empirical testing of theory of absolute cost and comparative cost - Heckscher-Ohlin theory of trade; Kravis and Linder theory of trade; Role of dynamic factors; i.e., changes in tastes, technology and factor endowments in explaining the emergence of trade; The Rybczynski theorem - concept and policy implications of immiserizing growth; Causes of emergence and measurement of intra-industry trade and its impact on developing economies.

Module 2: Measurement of Gains and Theory of Interventions
Measurement of gains from trade and their distribution, Concepts of terms of trade, their uses and limitations; Hypothesis of secular deterioration of terms of trade, its empirical relevance and policy implications for less developed countries; Trade as an engine of economic growth; Welfare implications - Empirical evidence and policy issues; The Theory of Interventions - Tariffs, Quotas and non-tariff barriers; Economic effects of tariffs and quotas on national income, output, employment, terms of trade, income distribution; Balance of payments on trading partners both in partial and general equilibrium analysis. The political economy of non-tariff barriers and their implications; nominal, effective and optimum rates of tariffs; their measurement, impact and welfare implications; Trade under imperfectly competitive market.
Module 3: Balance of Payments
Meaning and components of balance of payments; Equilibrium and disequilibrium in the balance of payments; The process of adjustment under systems of gold standard, fixed exchange rates and flexible exchange rates; Expenditure-reducing and expenditure-switching policies and direct controls for adjustment; Policies for achieving internal and external equilibrium simultaneously under alternative exchange rate regimes; A critical review of the monetary approach to the theory of balance of payments adjustment; Foreign trade multiplier with and without foreign repercussions and determination of national income and output; Relative merits and demerits of fixed and flexible exchange rates in the context of growth and development in developing countries.

Module 4: The Theory of Regional Blocs
Forms of economic cooperation; Reforms for the emergence of trading blocs at the global level; Static and Dynamic effects of a customs union and free trade areas; Rationale and economic progress of SAARC/ASEA and ASEAN regions. Problems and prospects of forming a customs union in the Asian region; Regionalism (EU, NAFTA); Bilateral and WTO; Rise and fall of gold standard and Bretton-Woods system; Need, adequacy and determinants of international reserves; Conditionality clause of IMF; Emerging International Monetary System with special reference to Post-Maastricht developments and developing countries; Reform of the International Monetary System, India and developing countries; Theory of long-term capital movements; Functions of GATT/WTO/TRIPS, TRIMs, UNCTAD, IMF, World Bank and Asian Development Bank. Their achievements and failures; WTO and World Bank from the point of view of India.

Module 5: Trade Policies in India
Trade problems and trade policies in India during the last five decades; Recent changes in the direction and composition of trade and their implications; Rationale and impact of trade reforms since 1991 on balance of payments, employment and growth. Problems of India's international debt; Working and regulations of MNCs in India; Instruments of export promotion and recent import and export policies and agenda for future.

BASIC READING LIST

M.A. (Final)
Paper IV
ECONOMICS OF SOCIAL SECTOR AND ENVIRONMENT
Module 1: Welfare Economics, Social Sectors and Environment
Pareto optimally and competitive equilibrium; Fundamental theorems of welfare economics; Externalities and market inefficiency - externalities as missing markets; property rights and externalities, non-convexities and externalities; Pareto optimal provision of public goods - Lindahl's equilibrium, preference revelation problem and impure and mixed public...
Module 2: Measurement of Environment Values
Use values; Option values and non-use values; Valuation methods - Methods based on observed market behaviour; Hedonic property values and household production models (travel cost method and household health production function); Methods based on response to hypothetical markets, contingent valuation methods.

Module 3: The Theory of Environmental Policy
Environmental externalities-Pigouvian taxes and subsidies, marketable pollution permits and mixed instruments (the charges and standards approach), Coase's bargaining solution and collective action; Informal regulation and the new model of pollution control, Monitoring and enforcement of environmental regulation, Environmental institutions and grass root movements; Global environmental externalities and climatic change; Tradable pollution permits and international carbon tax, Trade and environment in WTO regime.

Module 4: Economics of Natural Resource Management and Sustainable Development
Theories of optimal use of exhaustible and renewable resources; Environmental and development trade offs and the concept of sustainable development; Integrated environmental and economic accounting and the measurement of environmentally corrected GDP; Macroeconomic policies and environment.

Module 5: Environmental and Natural Resource Problems in India
Mechanism for environment regulation in India; Environmental laws and their implementation; Policy instruments for controlling water and air pollution and forestry policy; People's participation in the management of common and forest lands; The institutions of joint forest management and the joint protected area management; Social forestry - rationale and benefits.

Module 6: Economics of Education
Education as an instrument for economic growth; Human capital - Human capital vs. Physical capital, components of human capital; Demand for education - private demand and social demand.

Determinants of demand; Cost of Education - Expenditure on education, private costs and social costs and wasteage and stagnation; Benefits of education - Direct and indirect benefits, private and social benefits; Educational planning and economic growth - Cost-benefit analysis, production function models, growth accounting equations of Schultz and Denison, Manpower requirements approach, programming and input-output models; Educational financing - Resource mobilization and utilization, pricing and subsidies and effects of educational financing on income distribution; Education and labour market - Effects of education, ability and family background on earnings, poverty and income distribution, education and employment; Economics of educational planning in developing countries with special emphasis on India.

Module 7: Health Economics
Health dimensions of development; Determinants of health - poverty, malnutrition and environmental issues; Economic dimensions of health care - demand and supply of health care; Financing of health care and resource constraints; The concept of human life value; Theory and empirical studies of production of health care; Inequalities in health - class and gender perspectives; Institutional issues in health care delivery.

BASIC READING LIST
M.A. - Economics

* Jeroen, C.J.M. van den Bergh (1999), Handbook of Environmental and Resource Economics, Edward Elgar Publishing Ltd., U.K.

M.A. (Final)
Optional Paper

INDUSTRIAL ECONOMICS

Module 1: Framework and Problems of Industrial Economics
Concept and organization of a firm - ownership, control and objectives of the firm; Passive and active behaviour of the firm.

Module 2: Market Structure
Sellers' concentration; Product differentiation; Entry conditions;...

C.S.J.M. University, Kanpur

Economies of scale; Market structure and profitability; Market structure and innovation; Theories of industrial location - Weber and Sargent Florence; Factors affecting location.

Module 3: Market Conduct
Product pricing - Theories and evidence; Investment expenditure - Methods of evaluating investment expenditure; Theories and empirical evidence on Mergers and acquisitions (M & A) and diversification.

Module 4: Market Performance
Growth of the firm - Size and growth of a firm; Growth and profitability of the firm; Constraints on growth; Productivity, efficiency and capacity utilization - Concept and measurement, Indian situation.

Module 5: Indian Industrial Growth and Pattern
Classification of industries; Industrial policy in India - Role of public and private sectors; Recent trends in Indian industrial growth; MNCs and transfer of technology; Liberalization and privatization; Regional industrial growth in India; Industrial economic concentration and remedial measures; Issues in industrial proliferation and environmental preservation; Pollution control policies.

Module 6: Industrial Finance
Owned, external and other components of funds; Role, nature, volume and types of institutional finance - IDBI, IFCI, SFCs, SIDC, commercial banks, etc.; Financial statement - Balance sheet, Profit and loss account; Assessment of financial soundness, ratio analysis.

Module 7: Project Appraisal
Cost-benefit analysis - Net Present Value (NPV) and Internal Rate of Return (IRR) criteria - Balancing private and social returns.

Module 8: Industrial Labour
Structure of industrial labour; Employment dimensions of Indian industry; Industrial legislation; Industrial relations; Exit policy and social security; Wages and problem of bonus - Labour market reforms.
Module 9: Current Problems of Selected Industries
Iron and Steel; Cotton textiles; Jute; Sugar; Coal; Cement and engineering goods; Development of small-scale and cottage industries in India.

BASIC READING LIST

M. A. (Final)
Optional Paper
ECONOMETRICS

Module 1: Basic Econometrics
Nature, meaning and scope of econometrics; Simple and general linear regression model - Assumptions, Estimation (through OLS approach) and properties of estimators; Gauss-Markov theorem; Concepts and derivation of $R^2$ and adjusted $R^2$; Concept and analysis of variance approach and its application in regression analysis; parabolic, exponential, geometric, hyperbolic, modified exponential, Geomertz and logistic functions.

Module 2: Problems in Regression Analysis
Nature, test, consequences and remedial steps of problems of heteroscedasticity; Multicollinearity and auto-correlation; Problems of specification error; Errors of measurement.

Module 3: Regressions with Qualitative Independent Variables
Dummy variable technique - Testing structural stability of regression models comparing to regression, interaction effects, seasonal analysis, piecewise linear regression, use of dummy variables, regression with dummy dependent variables.

Module 4: Dynamic Econometric Model
Autoregressive and distributed lag models - Koyak model, Partial adjustment model, adaptive expectations; Instrumental variables; Problem of auto-correlation - Application; Almon approach to distributed-lag models.

Module 5: Simultaneous Equation Models
Introduction and examples; The simultaneous equation bias and inconsistency of OLS estimators; The identification problem; Rules of identification - order and rank conditions; Methods of estimating simultaneous equation system; Recursive methods and OLS; Indirect least squares(ILS); 2SLS, 3SLS, and ML methods Applications.

Module 6: Time Series Analysis
Stationarity, unit roots, co-integration-spurious regression, Dickey-Fuller test, Engle-Granger test, Random walk model, Forecasting with ARIMA modelling; Box-Jenkins methodology; Vector autoregression; Problems with VAR modelling Applications; Time varying parameters and Kalman filter.
Module 7: Multivariate Analysis
Multivariate probability distribution, marginal and conditional probability distribution, multivariate normal distribution and its properties; Hotelling T-square; Discriminant analysis.

BASIC READING LIST:
- Maddala, G.S.(Ed.) (1963), Econometrics Methods and Applications(2 Vols.), Aldershot U.K.

ECONOMICS OF GENDER AND DEVELOPMENT

Module 1: Introduction to Gender Studies
Importance and concepts of women studies - Women in patriarchal and matriarchal societies and structures, patrilineal and matrilineal systems and relevance to present day society in India; Economic basis and functioning of patriarchy in developed and LDCs, particularly India; Gender bias in the theories of value, distribution and population.

Module 2: Demographic Aspects
Demography of female population; Age structure, mortality rates, and sex ratio - Causes of declining sex ratios and fertility rates in LDCs and particularly India - Theories and measurement of fertility and its control; Women and their access to nutrition, health, education, and social and community resources, and their impact on female mortality and fertility, economic status, and in work participation rate.

Module 3: Women in Decision Making
Factors affecting decision making by women; Property rights, access to and control over economic resources, assets; Power of decision making at household, class, community level; Economic status of women and its effect on work-participation rate, income level, health, and education in developing countries and India; Role of kinship in allocating domestic and social resources.

Module 4: Conceptualization of Women's Work
Concept and analysis of women's work; Valuation of productive and unproductive work; Visible and invisible work; Paid and unpaid work; Economically productive and socially productive work-Economic status, private property, and participation of women in pre-industrial and industrial societies - Female contribution to National Income.

Module 5: Women and Labour Markets
Factors affecting female entry in labour market; Supply and
demand for female labour in developed and developing countries, particularly India; Studies of female work participation in agriculture, non-agricultural rural activities, informal sector, cottage and small-scale industries, organized industry, and services sector; Wage differentials in female activities; Determinants of wage differentials, gender, education, skill, productivity, efficiency, opportunity; Structures of wages across regions and economic sectors.

Module 6: Women, Technology and Environment
Impact of technological development and modernization on women's work participation in general and in various sectors such as agriculture, non-agriculture rural activities, small and cottage industries and organized industry. Female activities and ecological and environmental concerns; the two way relationship - Role of new technologies for helping women - Provision of information and training for simple harvesting of economic services.

Module 7: Social Security and Social Protection for Women
Social security of women; entitlements, ensuring economic independence and risk coverage, access to credit and insurance markets; Role of voluntary organizations, self help groups in providing social security; Labour market biases and gender discrimination; Effectiveness of collective bargaining; Review of legislation for women's entitlements, protection of property rights, social security - Schemes for safety net for women; Need for female labour union; affirmotive action for women and improvement in their economic and social status.

Module 8: Gender Planning, Development Policies and Governance
Gender and development indices; Mainstreaming gender into development policies; Gender planning techniques; Gender sensitive governance; Paradigm shifts from women's well being to women's empowerment; Democratic decentralization (panchayatis) and women's empowerment in India.

BASIC READING LIST:

M.A. in Education

Course of Study

<table>
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<tr>
<th>Year</th>
<th>Papers</th>
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<tr>
<td>1st</td>
<td>Compulsory Papers -</td>
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<td>Paper I: Philosophical Foundation of Education</td>
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<td>Paper II: Psychological Foundation of Education</td>
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<td>Paper III: Methodology of Educational Research and Educational Statistics</td>
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<td>Optional Papers -</td>
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<td>Paper IV: Any One Paper from Group (B)</td>
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<td>Group (A)</td>
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<td></td>
<td>1. Intelligence, Creativity and Education</td>
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<td>2. Environmental Education</td>
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<td>3. Special Education</td>
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<td>4. Population Education</td>
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<td>5. Educational Technology</td>
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<td>6. Vocational Guidance and Counselling in Education</td>
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| 2nd  | Compulsory Papers - | |
|      | Paper I: Sociological Foundation of Education | 100 |
|      | Paper II: Comparative Education | 100 |
|      | Paper III: Economics of Education | 100 |
|      | Optional Papers - | |
|      | Paper IV: Any One Paper from Group (B) | 100 |
|      | Group (B) - | |
|      | 1. Teacher Education | |
|      | 2. Distance Education | |
|      | 3. Value Education and Human Rights | |
|      | 4. Education for Empowerment of Women | |
|      | 5. Psychometry | |
|      | 6. Dissertation or Essay Paper | |

Total 8 Papers 800 Marks
And Viva-Voce Examination 50 Marks
Internal Examiner - 25 Marks to be given

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External Examiner - 25 Mark Jointly By Both The Examiners

Note: All candidates shall undergo viva-voce test. The examination shall be comprehensive and shall be based on the theory paper offered by the candidate.

M.A. Previous
Compulsory Paper I:
Philosophical Foundations Of Education

COURSE OBJECTIVES
To enable the students to develop an understanding about the
1. Contribution of Philosophy to the field of education.
2. Contribution various Indian Schools of Philosophy to the field of education.
3. Impact of Western Philosophies on Indian Education.
4. Contributions of a few of the Great Indian Thinkers.
5. Dependency theory in Education, values and Indian contribution.

COURSE CONTENTS
1. Relationship between Education & Philosophy.
2. Indian schools of philosophy:
   Samkhya, Vedanta, Buddhism, Islamic Traditions - with special references to their educational implications.
3. Western Philosophies: Major Schools.
   i) Naturalism
   ii) Idealism
   iii) Pragmatism
   iv) Realism
   v) Existentialism
   vi) Marxism
   Their educational implications with special references to

And Viva-Voce Examination 50 Marks
Internal Examiner - 25 Marks to be given
M.A. Previous
Compulsory Paper II

PAPER II:
PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

COURSE OBJECTIVE:
To make the students understand about:

1. The contribution of different schools of Psychology to Education.
3. The meaning and nature of higher mental process.
4. The meaning measurement and adjustment of personality.
6. Different theories of learning-behaviouristic, cognitive and insight.
7. Meaning and nature of creativity and its development.
8. Specific needs and traits of exceptional children.

COURSE CONTENTS
1. Contribution of the following schools of Psychology towards Education - (Behaviourism, Gestalt, Psychoanalytical).

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4. **Psychology of Personality**
   - Personality - Type and trait theories - measurement of personality. Mental, Health and Personality - Type and trait theories - measurement of personality. Mental, Health and Adjustment : conflicts, frustration anxiety and complexes, defence mechanism, stress management.

5. Psychological and educational Needs of exceptional children
   i) Retarded
   ii) Gifted and
   iii) Delinquent

M.A. Previous
Compulsory Paper III

METHODOLOGY OF EDUCATIONAL RESEARCH AND EDUCATIONAL STATISTICS

COURSE OBJECTIVES:
To enable the students to understand about the

1. Sources from where Knowledge could be obtained.
4. Sources for obtaining the data, analysing and drawing for solving an educational problem.
5. Major approaches that are available for conducting the educational research and preparing and communication of result - the research report.

COURSE CONTENTS:
2. Nature and scope of educational research:
2. The meaning and concept of creativity along with the educational procedures for fostering "creativity" among individuals.

3. The stages of development of intellectual development, creativity development and compatibility between them at various levels of school education.

4. Facing and managing the creative children and at the same time nurturing their creative talent.

5. The research studies conducted in the field of creative education in the world and in our country, so far.

**COURSE CONTENTS**

**UNIT I** The Structure of Intelligence: An Examination of Various Theories of Intelligence, A review of some intelligence Tests.

**UNIT II** Nature and Theories of Creativity: The major aspects of Creativity, The Creativity process, The creative products; The creative person and the creative situation (press situation). Relationship Between Creativity and Intelligence.

Need to foster creative thinking process, discovering creative potentialities teaching for creativity, goals for guiding creative talent; problem solving and creativity.

**UNIT III** Intellectual and Creative Development: The stages of intellectual development, stages of creative development during the Pre-school, elementary school years. Creative development after highschool. Impact of heredity and environment in the development of intelligence and creativity.

**UNIT IV** Fostering creativity. Adopting techniques for the improvement of memory, adaptability, self discipline, introversion, divergent thinking ability, creating supporting climate, among the children.

Problems of creative children: Problems in maintaining creativity. Problems when creativity is repressed.
UNIT V Research in creativity: In India and abroad.

M.A. Previous
OPTIONAL PAPER II
ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES
To make the students to
1. Understand the meaning, nature and importance of environmental education or develop sensitivity towards environmental issues.
2. Know the relationship between man and environment and understand the need for a sustainable development.
3. Development competencies of environmental education.
4. Understand environmental hazards or their procreative measures.
5. Know about the progress of various environmental projects that are going on the globe.

COURSE CONTENTS:
- Nature, Meaning and importance of environmental education.
- Relationship between man and environment: Ecological and psychological perspectives.
- Programmes of environmental education for Primary, Secondary and Higher institutions.
- Education for environmental awareness and attitude change.
- Environmental stressors: Natural and man made disasters; education for coping with environmental stressors.
- Comparative study of environmental projects from various countries (U.K., U.S.A., U.S.S.R., and INDIA)

M.A. Previous (OPTIONAL IIIrd)
SPECIAL EDUCATION

COURSE OBJECTIVES
To make the students:
1. Know about the meaning and scope of special in India.
2. Understand the various suggestions given by different recent commissions on education of children with special needs for realising the concept of "Universalisation of Education”.
3. Grasp about the meaning, specific characteristics and modalities of identification of various types of exceptional learners.
4. Understand various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENTS:
- Meaning and scope of special Education. A brief history of Special Education. Scope of special education in India, Government policies and legislations. Administration of special education.
- Meaning of Universalisation of education as per constitutional provision as well as state-wise allotment; recommendations given in NPE, 1986 POA, 1992, and PWD (Persons with disability Act) 1995; National Institutes of Handicapped and the role of Rehabilitation Council of India.
- Exceptional learners: learners who are mentally handicapped, visually impaired, hearing impaired, locomotor impaired, suffering with learning difficulties and gifted-the meaning and salient characteristics of learners of each category in a manner that paves way for early and easy identification.
- Meaning of an educational intervention - nature and objectives of special; concept of main-streaming; integrated schools and support services provided with in them viz. Resource room resources teacher, counselor etc.; concept of remedial teaching (specially for learning disabled children);
COURSE CONTENTS:

- Nature and Scope of population Education: Meaning Concept, Need and Importance of population, education, objectives of Population Education.
- Population Situation and Dynamics: Distribution and density; population composition-age, sex, rural/urban, world and Indian factors affecting population growth, mortality, migration and other implications.
- Population and Quality of Life: Population in relation to socio-economic development; health status health service; nutrition, environment, resources educational provision.
- Family Life Education: Concept of family, family role and responsibilities, family needs and resources, responsible parenthood, life values and beliefs.
- Population related policies and programmes: Population policy in relation to health environment education policies; programmes related to employment social movements; voluntary and International, agencies UNFPA, WHO, UNESCO etc.

M.A. Previous
OPTIONAL PAPER V
EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES:

1. To enable the students teacher to understand about the meaning, nature, scope and significance of E.T. and its important components in terms of Hardware and Software.
2. To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
3. To acquaint students teachers with levels, strategies and models of teaching for future improvement.
4. To enable the students teachers to understand about the importance of programmed instructions and researches in E.T.
5. To acquaint the student teachers with emerging trends in ET along with the resources centres of ET.

UNIT I
- Concept of Educational Technology
- Meaning, Nature, Scope and significance of ET.
- Components of ET: Software, Hardware.
- Educational technology and instructional technology.

UNIT II
- Communication and Instruction:
- Designing Instructional system:
- Formulation of instructional objectives
- task analysis
- designing of Instructional strategies such as lecture, team teaching discussion, seminar and tutorials.

UNIT III
- Teaching levels, Strategies & Models:
- Memory, Understanding and Reflective levels of teaching.
- Teaching Strategies: Meaning, Nature, Functions and Types
- Models of teaching: Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching)
- Modification of teaching behaviour
- Micro teaching, Pander's Interaction Analysis, Simulation.

UNIT IV
- Programmed instruction (linear/branching model) - Origin and types - linear and branching.
- Development of the programmed instruction material
- teaching machines
- Computer, Assisted Instruction

UNIT V
- Educational Technology in formal, non formal and Informal Education, Distance Education, Open Learning Systems and Educational Technology.
- Evaluation and Educational Technology.
- Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cells, AVRC, EMRC, NIST etc. - their activity for the improvement of teaching - learning.

M.A. Previous

OPTIONAL PAPER VI
Vocational Guidance and Counselling in Education

COURSE OBJECTIVES:
1. To help students: (a) Understand the process of adjustment, (b) Understand problems of young children and methods to help them, (c) develop skills to spot mal-adjustment children and help them with adjustment (d) develop ability to relate counselling to the dynamics of adjustment.
2. To help students develop an understanding the counselling needs of college students so that they may be in positions of to be counsellors in higher education.
3. To give students enough information and skill so that may successfully shoulder the responsibility of a Guidance Worker helping students plan their Educational & Vocational future.

COURSE CONTENTS:
3. Development of Guidance for understanding the individual.
4. Procedures in Guidance: General methods of investigating the individual and studying the whole child. Methods and Techniques for collection and assessment of information case History, cumulative Records, Personality inventories and tests intelligence test, achievement tests, Appitude tests and Interest inventories. Collecting and recording information of educational and vocational opportunities for counselling, placement, follow-up and Research Activities.
7. Educational and Vocational Counselling. Counselling and its purpose, levels of Counselling and Counselling relationships, Counselling Interview.

M.A. FINAL
Compulsory Paper I

SOCIOLOGICAL FOUNDATION OF EDUCATION

COURSE OBJECTIVES:
To enable the students to understand about -
1. Meaning and nature of educational sociology education and social organizations.
2. Group dynamics social instructions, social change and the contribution of education to these aspects.
3. Meaning of culture and concepts of modernisation, westernisation and socialisation.
4. Various social factors and their impact on education.

5. Social theories with special references to Swadeshi.

COURSE CONTENTS:
1. Concept of educational society and sociology of education.
2. Social Interactions and their educational implications social stratifications concepts of social stratifications according to functions and Marxist concept and its educational implications.
3. Culture: Meaning and nature of culture; Role of education in cultural context; cultural determinants of Education; Education and cultural change.
4. Social change and its meaning and concept with special reference to social change.
5. Concept of urbanisation westernization and modernization with special reference to Indian society and its educational implications.
6. Social principles in education - social and economic relevance to education; Socio-economic factors and their impact on education.
7. Education in relation to nationalism, National integration, International understanding.
8. Education and Society -
   Education -
   i) As a process in social system.
   ii) As a process of socialisation and.
   iii) As a process of social progress.
9. Educational opportunity and inequality - inequality of educational opportunities and their impact on social growth and development.
M.A. FINAL
Compulsory papers IIнд
COMPARATIVE EDUCATION

COURSE OBJECTIVES:
1. To help the students to understand comparative education as an emerging discipline.
(with its scope and major concepts) of education.
2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.
3. To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.
4. To help the students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian Education.
5. To create a perspective in the students about the implications of education for solving the prevailing problines of education in India.

COURSE CONTENTS:

UNIT I
• Comparative Educations - Meaning in terms of looking at it as a new discipline.
• Scope and major concepts of comparative education.
• Methods.
• Intra and inter-educational analysis.

UNIT II
• Comparative education factors and approaches geographical economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological, structural and functional factors - cross disciplinary approach used in comparative education.

UNIT III
• Modern trends in world Education - National and Global.

UNIT IV
• Role of UNO in improving educational opportunities among the member countries, various official organs of the U.N.O. and their educational activities.

UNIT V
• A comparative study of the education systems of countries with special reference to:
  • Primary Education-India, U.S.A., U.K., Russia
  • Secondary Education-India, U.S.A., U.K., Russia
  • Higher Education-India, U.S.A., U.K., Russia
  • Teacher Education-India, U.S.A., U.K., Russia
• Problems prevailing in developing countries with special reference to India. Their causes and solution through education.
  • Poverty
  • Unemployment
  • Population explosion
  • Terrorism
  • Casteism and Communalism
  • Illiteracy
  • Economic Under-development.

M.A. Final
Compulsory Paper III
ECONOMICS OF EDUCATION

COURSE OBJECTIVES:
To make the students aware about:
1. The meaning, importance and scope of economic of education.
2. Education expenditure as productive consumption and returning imvestment through the function of human capital and planned manpower development;
3. The concept and relationship between input and output of Education.
4. The source and resources of finances for education.
5. The financial resources management.

COURSE CONTENTS:
- Economics of Education: Concept, Scope and significance. Recent trends in economics of education.
- Education as a consumption: concept, significance and strategies.
- Education as Investment: concept, significance and strategies.
- Education and Economic development: Human capital formation and Man power planning.
- Resources for Education: Role of the centre, States and Institutions for financing education.

M.A. Final
Optional Paper I
TEACHER EDUCATION

COURSE OBJECTIVES:
1. To enable the students to understand the meaning scope, objectives of teacher educations and into development in India.
2. To develop an understanding in the student about various modalities used for teachers, teacher educators and educational administrators for different levels of Education.
3. To acquaint the students with the various aspects of student-teaching programmes, prevailing in the country.

4. To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.
5. To develop in the students understanding about the important research findings in teacher education.

UNIT I
- Evaluation and development of teacher education in India.
- Meaning and scope of teacher education.
- Objectives of teacher education at different levels.

UNIT II
- Preparation to Teacher for Pre-Primary, Primary and Secondary stages.
- Professional preparation of teacher educators and educational administrators.
- Preparation of teachers for the teaching of a particular subject (language Maths & Science).
- In-service training programmes.
- Post graduate courses in education, and innovation in teacher education.

UNIT III
- Student teaching programmes.
- Pattern of students teaching (interview, block teaching, teaching practice, off-campus teaching practice)
- Technique of teacher training, core teaching, micro-teaching analysis.
- Evaluation of students teaching.

UNIT IV
- Trends in teacher education.
- Integrated teacher education programme.
- Comprehensive college of education.
- SIE/SERT/DIET
- NCERT
- National council for teacher Education.
M.A. Final
Optional Paper II
DISTANCE EDUCATION

COURSE OBJECTIVES:
1. To orient students with the nature and need of distance education in the present day Indian society.
2. To expose students to different kinds of information and communication Technologies (ICT) and apprise them with their use in teaching-learning process.
3. To enable student to understand various modes of student support services (SSS) and develop in them skills to manage such services for various kinds of programmes through Distance education.
4. To enable students to evaluate programmes of Distance education and to develop in them the ability to enhance the quality and standards of different D.E. Programmes.

COURSE CONTENTS:
UNIT I
- Distance education and its development
  a) Some definitions and teaching Learning components
  b) Need and characteristics features of Distance education.

UNIT II
- Invention strategies a Distance
  a) Information and communication Technologies and their application in Distance Education.
  b) Designing and Preparing self-instruction material.
  c) Electronic Media (T.V.) for Education

UNIT III
- Learning at a Distance
  a) Student-support-services in Distance education and their management.
  b) Technical and vocational programmes through Distance Education.
  c) Programmes for women through Distance Education.
  d) Distance education and Rural development

UNIT IV
- Quality enhancement and programme Evaluation
  a) Quality assurance of distance education.
  b) Mechanisms for maintenance of standards in Distance education.
  c) Programme evaluation.
  d) Cost analysis in D.E. concept, need and process.
  e) New dimensions in Distance education - promise for the future.

M.A. Final
(Optional Paper IIIrd)

VALUE EDUCATION AND HUMAN RIGHTS

COURSE OBJECTIVE:
1. To enable students to understand the need and importance of value Education and education for Human rights.
2. To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.

3. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.

4. To enable them to understand the process of moral development vis-a-vis their cognitive and social development.

5. To orient the students with various interventions strategies for moral education and conversion of moral learning education.

COURSE CONTENTS:

UNIT I
- The socio-moral and cultural context
  a) Need and importance of Value Education and Education for Human rights in the existing social scenario.
  b) Valuation of culture: Indian culture - the Human Values.

UNIT II
- Nature and Concept of morality and moral Education
  a) Moral Education vis-a-vis religious education; moral instructions, moral training and moral indoctrination.
  b) Language of moral education-its form and context characteristics of morally educated persons.
  c) Justice and care-the two dimensions perspectives in Morality: Dichtomy between reason and passion.
  d) Moral judgement and moral action.

UNIT III
- Moral Development of the child
  a) Concept of development and concept of moral development.
  b) Psychoanalytic approach

c) Learning theory approach, especially social learning theory approach.

d) Cognitive development approach-pgaget and Kohlberg, stages of moral development and their characteristics features.

UNIT IV
- Moral learning to moral education
  b) Moral learning inside the school: Providing “form” and “Content” to form education.
  c) Moral Education and the curriculum: can moral education be imparted taking it as a subject of curriculum.

UNIT V
- Intervention strategies for moral education and assessment of moral maturity.
  b) Assessment of moral maturity vai moral dilemma resolution
c) Examples of some moral dilemmas.

M.A. Final
Optional Paper IV

EDUCATION FOR EMPOWERMENT OF WOMEN

COURSE OBJECTIVES
- To know the expected roles (political, social and economic) of Indian Women, in developing countries including India.
- To acquaint with the types and modes of preparation needed for them in playing such roles effectively and efficiently in tune with the constitutional directives.
COURSE CONTENTS

UNIT I
- Problems of women face in developing countries including India-high rate of population growth-literacy percentage of women inadequate nutrition and technology, existing prejudices, against women etc.

UNIT II
- Sub-culture of men and women in all countries including India.

UNIT III
- A retrospective profile in a tradition bound society and a prospective profile in the changing Indian Society, major areas to be tapped. Aspiration of Indian Society for sustainable development of girls, planned government efforts, Achieving quality of life, equality of opportunities, equity, social justice and empowerment.

UNIT IV
- Needs of girls education, poverty, prejudice and population explosion minimum level of learning in scientific literacy and computer literacy-focus on teacher preparation in gender sensitivity.

UNIT V
- Needed direction in educational research: Access to education and retention, apathy at home, child labour, early child marriage continuance of out-dated laws, positive attitude towards girl's education.

M.A. Final
Optional Paper V
PSYCHOMETRY

COURSE OBJECTIVES:
1. To understand The Nature Of Measurement In Education and psychology.
2. To develop the ability to construct good instrument of Research.
3. To develop the ability to evaluate the instruments of Research.
4. To have the Knowledge of various reputed standardized instruments.

COURSE CONTENTS:
1. General nature of testing.
2. Preparation of the test material planning the test and writting the items.
4. Standardization of the test.
5. Psychological test of intelligence, Aptitude and personality.
7. Guessing Methods of correction.
8. Test Prediction and dependability.
9. Rating scale.
10. Current principles and Logic of testing.

Optional Paper VI
- DISERTATION OR ESSAY
ENGLISH LITERATURE
M. A. (Previous) Examination

There shall be five papers of 80 marks each as under:

**Paper I** - English Literature from Chaucer to the Restoration of the Stuart Monarchy.

**Paper II** - English Literature from the Restoration of the Stuart Monarchy to the French Revolution.

**Paper III** - English Literature from the French Revolution to the passing of the First Reform Bill.

**Paper IV** - English Literature from the passing of the First Reform Bill to the death of Queen Victoria.

**Paper V** - English Literature from the death of Queen Victoria to the Present Day.

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Pattern of Paper Setting

**Paper - I**

English Literature from Chaucer to the Restoration of the Stuart Monarchy

**Note:** The paper is divided into two sections - A and B. The books and authors prescribed in Section A are meant for detailed study and those in Section B are meant for non-detailed study. In answer to Q. No.1, the candidates will be required to explain with reference to the context any four passages out of six set from books mentioned in Section A. Q. Nos. 2 and 3 will be Long-Answer Questions; Q. No. 2 being on books and authors prescribed in Section A and Q. No.3 being on books and authors prescribed in Section B. The candidates will be required to answer 5 Short-Answer Questions set on all the authors and books included in Sections A and B. This will be Q. No. 4. Q. No. 5 will be objective-type covering all the authors and books prescribed in Sections A and B.

**Paper - I**

English Literature from Chaucer to the Restoration of the Stuart Monarchy

**Section - A**

**Detailed Study**
1. Chaucer : Prologue to the Canterbury Tales
2. Milton : Paradise Lost Book I
3. Bacon : Essays (only the undermentioned)
   (i) Of Truth
   (ii) Of Death
M.A. - English Literature

(iii) Of Adversity
(iv) Of Marriage and Single Life
(v) Of Ambition
4. Marlowe : Edward II
5. Shakespeare : Hamlet
6. Shakespeare : The Tempest

Section - B

Non-detailed Study
7. Langland : Piers the Plowman
   (only Prologue, Passus I and II)
   Edited by W.W. Skeat (Oxford)
8. Spenser : The Faerie Queene, Book I
9. Ben Jonson : Every Man in His Humour
10. Browne : Religio Medici (only Part I)

Books Recommended for Critical Study
1. N. Coghill : Chaucer the Poet (London, 1949)
2. W. P. Ker : English Literature, Medieval (London, 1912)
3. E. Legouis : Geoffrey Chaucer (Dent and Sons, 1913)
5. C. Dawson : Medieval Religion and other Essays (London, 1934)
7. R. W. Church : Spenser (EML, Macmillan, 1879)
8. B. E. C. Davis : Edmund Spenser (Cambridge, 1933)
12. R. W. Church : Bgen (EML, Macmillan, 1884)
14. A. C. Bradley : Shakespearean Tragedy (Macmillan, 1904)
15. G. W. Knight : The Wheel of Fire (Oxford, 1930)
16. J. D. Wilson : What Happens in Hamlet (Cambridge, 1951)
17. EMW Tillyard : Shakespeare's Last Plays (Chatto and Windus, London, 1938)
18. H. B. Charlton : Shakespearean Tragedy (Cambridge, 1951)
20. F. S. Boas : Christopher Marlowe (London, 1940)
22. M. Peirce : Christopher Marlowe (London, 1951)
23. L. C. Knights : Drama and Society in the Age of Jonson (London, 1937)
25. E. W. Gosse : Sir Thomas Browne (EML, Macmillan, 1905)
Pattern of Paper Setting

Paper - II

English Literature from the Restoration of the Stuart Monarchy to the French Revolution

Note: The Paper is divided into two Sections - A and B. The books and authors prescribed in Section A are meant for detailed study and those in Section B are meant for non-detailed study. In answer to Q. No.1, the candidates will be required to explain with reference to the context any four passages out of six set from books mentioned in Section A. Q. No. 2 and 3 will be Long-Answer Questions; Q. No. 2 being on authors and books prescribed in Section A and Q. No. 3 being on authors and books prescribed in Section B. The candidates will be required to answer 5 Short-Answer Questions set on all the authors and books included in Sections A and B. This will be Q. No. 4. Q. No. 5 will be objective-type covering all the authors and books prescribed in Sections A and B.

Paper - II

English Literature from the Restoration of the Stuart Monarchy to the French Revolution

Section - A

Detailed Study

1. Dryden : Absalom and Achitophel
2. Pope : Rape of the Lock
3. Gray : (i) Elegy Written in a Country Churchyard
   (ii) The Bard

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4. Addison : Essays (only the undermentioned)
   (i) The Tombs in Westminster Abbey
   (ii) A Vision of Justice
   (iii) Ladies' Head-dress
   (iv) Sunday in the Country

5. Johnson : Life of Milton

6. Dryden : All for Love

Section - B

Non-detailed Study

8. Goldsmith : The Stoops to Conquer
10. Fielding : Tom Jones

Books Recommended for Critical Study

1. A. W. Verrall Lectures on Dryden (Cambridge, 1914)
2. T. S. Eliot Homage to John Dryden (London, 1924)
4. A. C. Kirsch Dryden's Heroic Drama (Princeton, 1965)
5. Walter Raleigh Some Authors (Oxford, 1923)
### Pattern of Paper Setting

**Paper - III**

**English Literature from the French Revolution to the passing of the First Reform Bill**

**NOTE:** The paper is divided into two Sections - A and B. The books and authors prescribed in Section A are meant for detailed study and those in Section B are meant for non-detailed study. In answer to Q. No. 1, the candidates will be required to explain with reference to the context any four passages out of six set from books mentioned in Section A. Q. No. 2 and 3 will be Long-Answer Questions; Q. No. 2 being on authors and books prescribed in Section A and Q. No. 3 being on authors and books prescribed in Section B. The candidates will be required to answer 5 Short-Answer Questions set on all the authors and books included in Sections A and B. This will be Q. No. 4. Q. No. 5 will be objective-type covering all the authors and books prescribed in Sections A and B.

### Paper - III

**English Literature from the French Revolution to the passing of the First Reform Bill**

#### Section - A

**Detailed Study**

1. Wordsworth:
   (i) Tintern Abbey
   (ii) Ode on the Intimations of Immortality from Recollections of Early Childhood
   (iii) The Leech-Gatherer

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<td>12.</td>
<td>A. L. Reed</td>
<td>The Background of Gray's Elegy (New York, 1924)</td>
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<td>13.</td>
<td>E. W. Gosse</td>
<td>Thomas Gray (EML, Macmillan)</td>
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<td>14.</td>
<td>J. Lannering</td>
<td>Studies in the Prose Style of Joseph Addison (Uppsala, 1951)</td>
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<td>15.</td>
<td>W. J. Courthope</td>
<td>Addison (EML, Macmillan)</td>
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<td>16.</td>
<td>W. J. Bate</td>
<td>The Achievement of Samuel Johnson (New York, 1955)</td>
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<td>17.</td>
<td>Walter Raleigh</td>
<td>Six Essays on Johnson (Oxford, 1910)</td>
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<td>18.</td>
<td>W. K. Minnatt</td>
<td>The Prose Style of Samuel Johnson (New Haven, 1941)</td>
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<td>20.</td>
<td>D. Dobree</td>
<td>Restoration Comedy (Oxford, 1924)</td>
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<td>22.</td>
<td>R. Quintana</td>
<td>The Mind and Art of Swift (London, 1953)</td>
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2. Coleridge : (i) Rime of the Ancient Mariner
                (ii) Kubla Khan
                (iii) Dejection: An Ode

3. Shelley : Adonais

4. Keats : (i) Eve of St Agnes
                (ii) Ode to Autumn
                (iii) Ode to Melancholy
                (iv) Ode on a Grecian Urn

5. Lamb : From Essays of Elia
                (i) The Praise of Chimney Sweepers
                (ii) A Bachelor's Complaint of the Behaviour of Married People
                From Last Essays of Elia (i) Poor Relations
                (ii) Old China

6. Hazlitt : (i) My First Acquaintance With Poets
                (ii) The Indian Jugglers

Section - B

7. Blake : From Songs of Innocence
                (i) Introduction - Piping down the Valleys Wild
                (ii) The Little Black Boy - My Mother bore me in a southern wild
                (iii) Night - The sun descending in the West From Songs of Experience
                (i) Introduction - Hear the Voice of the Bard

8. Byron : The Vision of Judgement


10. Scott : The Bride of Lammermoor

Books Recommended for Critical Study

1. W. Raleigh Wordsworth (London, 1903)
5. H. House Coleridge (London, 1953)
6. H. D. Traill Coleridge (EML, Macmillan, 1887)
7. S. Colvin Keats (EML, Macmillan, 1884)
8. John Nichol Byron (EML, Macmillan, 1883)
11. M. R. Ridley Keats' Craftsmanship
14. E. Blunden Charles Lamb and His Contemporaries (Cambridge, 1933)
16. W. Pater Appreciations (London, 1889)
17. H. Walker The English Essay and Essayists (J. M. Dent and Sons, 1915)
Pattern of Paper Setting

Paper - IV

English Literature from the passing of the First Reform Bill to the Death of Queen Victoria

NOTE: The paper is divided into two Sections - A and B. The books and authors prescribed in Section A are meant for detailed study and those in Section B are meant for non-detailed study. In answer to Q. No.1, the candidates will be required to explain with reference to the context any four passages out of six set from books mentioned in Section A. Q. No. 2 and 3 will be Long-Answer Questions; Q. No. 2 being on authors and books prescribed in Section A and Q. No.3 being on authors and books prescribed in Section B. The candidates will be required to answer 5 Short-Answer Questions set on all the authors and books included in Sections A and B. This will be Q. No. 4. Q. No. 5 will be objective-type covering all the authors and books prescribed in Sections A and B.

Section A

Detailed Study

1. Tennyson
   (i) Thamyris
   (ii) The Two Voices
   (iii) The Voyage

2. Browning
   (i) Andrea Del Sarto
   (ii) Rabbi Ben Ezra
   (iii) A Grammarian's Funeral

3. Arnold
   (i) Thyrsea
   (ii) Stanzas from Grande Chartreuse
   (iii) Memorial Verses

4. Rosetti
   The Blessed Damozel

5. Ruskin
   The Crown of Wild Olive Ionly
   (i) Introduction (ii) Lecture on Work

6. Arnold
   Culture and Anarchy (only Sweetness and Light)

Section B

Non-detailed Study

7. Ibsen
   A Doll's House

8. Newman
   Idea of A University

9. Dickens
   Great Expectations

10. Hardy
    Tess of the D'Urbervilles
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<th>Author/Editor</th>
<th>Title</th>
<th>Publisher, Year</th>
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<tr>
<td>2</td>
<td>H. Nicolson</td>
<td>Tennyson: Aspects of His Life, Character and Poetry</td>
<td>London, 1923</td>
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<td>4</td>
<td>C. H. Herford</td>
<td>Robert Browning</td>
<td>London, 1905</td>
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<td>5</td>
<td>G. K. Chesterton</td>
<td>Robert Browning</td>
<td>EML, Macmillan, 1903</td>
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<td>6</td>
<td>A. C. Lyall</td>
<td>Alfred Tennyson</td>
<td>EML, Macmillan, 1902</td>
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<td>8</td>
<td>L. Trilling</td>
<td>Matthew Arnold</td>
<td>New York, 1949</td>
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<td>9</td>
<td>H. W. Garrod</td>
<td>Poetry and the Criticism of Life</td>
<td>Oxford, 1931</td>
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<td>10</td>
<td>H. O'B Boas</td>
<td>Rossetti and His Poetry</td>
<td>London, 1914</td>
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<td>11</td>
<td>W. C. Brownell</td>
<td>Victorian Prose Masters</td>
<td>New York, 1902</td>
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<td>12</td>
<td>Joan Evans</td>
<td>John Ruskin</td>
<td>London, 1954</td>
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<td>13</td>
<td>F. Harrison</td>
<td>John Ruskin</td>
<td>London, 1902</td>
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<td>14</td>
<td>M. A. Frank</td>
<td>Ibsen in English</td>
<td>London, 1919</td>
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<td>15</td>
<td>A. Nicoll</td>
<td>A History of Late Nineteenth Century Drama 1850-1900</td>
<td>2 Vols., Cambridge, 1946</td>
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<td>18</td>
<td>F. A. D'Cruz</td>
<td>Cardinal Newman: His Place in Religion and Literature</td>
<td>Madras, 1935</td>
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<td>19</td>
<td>F. McGrath</td>
<td>Newman's University: Idea and Reality</td>
<td>London, 1951</td>
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<tr>
<td>21</td>
<td>G. Orwell</td>
<td>Critical Essays</td>
<td>London, 1946</td>
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</table>
22. L. Abercrombie  Thomas Hardy, a Critical Study (London, 1912)
23. David Cecil  Hardy the Novelist (London, 1943)
24. H. C. Duffin  Thomas Hardy (London, 1937)

Pattern of Paper Setting

Paper - V

English Literature from the Death of Queen Victoria to the Present Day

NOTE: The paper is divided into two Sections-A and B. The books and authors prescribed in Section A are meant for detailed study and those in Section B are meant for non-detailed study. In answer to Q. No.1, the candidates will be required to explain with reference to the context any four passages out of six set from books mentioned in Section A. Q. No. 2 and 3 will be Long-Answer Questions; Q. No. 2 being on authors and books prescribed in Section A and Q. No.3 being on authors and books prescribed in Section B. The candidates will be required to answer 5 Short-Answer Questions set on all the authors and books included in Sections A and B. This will be Q. No. 4. Q. No. 5 will be objective-type covering all the authors and books prescribed in Sections A and B.
Paper - V

English Literature from the Death of Queen Victoria to the Present Day

Section - A

Detailed Study

1. T. S. Eliot : The Waste Land
2. W. H. Auden : (i) Museses Beaux Arts
   (ii) The Shield of Achilles
   (iii) In Memory of W. B. Yeats
3. Ted Hughes : (i) Six Young Men
   (ii) Hawk Roosting
   (iii) November
4. G. B. Shaw : Man and Superman
5. T. S. Eliot : Murder in the Cathedral
6. John Osborne : Look Back in Anger

Section - B

Non-detailed Study

7. Virginia Woolf : To the Light House
8. Somerset Maugham : Of Human Bondage
9. D. H. Lawrence : Sons and Lovers
10. C. P. Snow : The Conscience of the Rich

Books Recommended for Critical Study

6. Keith Sagar : The Art of Ted Hughes
7. Keith Sagar (ed.) : The Achievement of Ted Hughes
8. John Lucas : Modern English Poetry, from Hardy to Hughes
10. H. Jackson : Shaw (London, 1907)
22. B. Ifor Evans : English Literature between the Wars (1948)
English Literature
M.A.(Final) Examination

There shall be four papers of 100 marks each and a viva-voce examination of 50 marks.

Paper I - Indian Writing in English

Paper II - American Literature

Paper III - Literary Comprehension and Literary Criticism with Classical Background

Paper IV - (a) History of English Literature from Chaucer to the Present Day
OR
(b) Dissertation

Viva Voce

C.S.J.M. University, Kanpur

Pattern of Paper Setting

Paper - I
Indian Writing in English

NOTE: The paper is divided into two Sections - A and B. The books and authors prescribed in Section A are meant for detailed study and those in Section B are meant for non-detailed study. In answer to Q. No.1, the candidates will be required to explain with reference to the context any four passages out of six set from books mentioned in Section A. Q. No. 2 and 3 will be Long-Answer Questions; Q. No. 2 being on authors and books prescribed in Section A and Q. No. 3 being on authors and books prescribed in Section B. The candidates will be required to answer 5 Short-Answer Questions set on all the authors and books included in Sections A and B. This will be Q. No. 4. Q. No. 5 will be objective-type covering all the authors and books prescribed in Sections A and B.

Paper - I
Indian Writing in English

Section - A

Detailed Study

1. Tagore : Gitanjali (Only Song Nos. 11, 18, 27, 28, 35, 39, 42, 73, 76, and 91)

2. V.K. Gokak (ed) : The Golden Treasury of Indo-Anglian Poetry (Sahitya Academy, New Delhi) (Only the following poets and poems mentioned against their names are prescribed.)
   (A) Toru Dutt : (i) The Lotus
   (ii) Our Casuarina Tree
(iii) Lakshman

(B) Aurobindo:
(i) Revelation
(ii) Transformation
(iii) The Vision and the Boon

(C) Sarojini Naidu:
(i) The Parda Nashin
(ii) Summer Woods
(iii) The Soul's Prayer

(D) Nissim Ezekiel:
(i) Enterprise
(ii) Marriage
(iii) Night of the Scorpion

(E) Kamla Das:
(i) The Dance of the Eunuchs
(ii) In Love
(iii) An Introduction

(F) A. K. Ramanujan:
(i) The Striders
(ii) Another View of Grace

3. Tagore: Mukta-Dhara
4. G. Karnad: Tuglaq

Section - B

Non-detailed Study

5. Vivekanand:
Selections from the Complete Works of
Swami Vivekanand (only the undermentioned)
(i) Address at the Parliament of Religions
(ii) The Secret of Work
(iii) The Future of India (Advaita Asram, Calcutta)

6. Nehru:
Discovery of India (only the following)
(i) Panorama of India's Past
(ii) The Coming of Islam

9. A. Desai: The Custody
10. V. Seth: The Golden Gate

Books Recommended for Critical Study

1. K. R. Srinivasa Iyengar: Rabindranath Tagore
(Bombay, 1965)

2. S. C. Sen Gupta: The Great Sentinel: A Study of
Rabindranath Tagore (Calcutta, 1948)

3. S. C. Sen Gupta: Some Aspects of the Poetry of
Tagore (Mysore University, 1970)


5. P. Sen Gupta: Toru Dutt (Sahitya Academy, 1968)

6. K. D. Sethna: The Poetic Genius of Sir
Aurobindo (Pondicherry, Sir Aurobindo Ashram, 1947)


8. P. Sen Gupta: Sarojini Naidu (Sahitya Academy, 1974)

(Calcutta, Writers' Workshop, 1966)

24. K. R. Srinivasa Iyengar  
Indian Writing in English (Sterling Publishers, New Delhi, 1985)

25. M. K. Naik  
A History of Indian English Literature (Sahitya Academy, New Delhi, 1982)

Pattern of Paper Setting

Paper - II
American Literature

NOTE: The paper is divided into two Sections - A and B. The books and authors prescribed in Section A are meant for detailed study and those in Section B are meant for non-detailed study. In answer to Q. No. 1, the candidates will be required to explain with reference to the context any four passages out of six set from books mentioned in Section A. Q. No. 2 and 3 will be Long-Answer Questions; Q. No. 2 being on authors and books prescribed in section A and Q. No. 3 being on authors and books prescribed in section B. The candidates will be required to answer 5 Short-Answer Questions set on all the authors and books included in Sections A and B. This will be Q. No. 4. Q. No. 5 will be objective-type covering all the authors and books prescribed in Sections A and B.

Paper - II
American Literature

Section A

Detailed Study
1. Walt Whitman  
   (i) One's Self I Sing
   (ii) On the Beach At Night
When the Lilacs Last in the Dooryard Bloomed
Stopping by the Woods
Two Tramps in Mud Time
Birches
Daddy
Lady Lazarus
The Night Dancer (from the Book of Modern Verse edited by Michael Robert)
The Emperor Jones
Death of a Salesman

Section B

Non-detailed Study
6. Emerson  :  The American Scholar
7. Thoreau  :  Civil Disobedience
8. Henry James  :  The Art of Fiction
9. Hemingway  :  A Farewell to Arms
10. F. Scott-Fitzgerald  :  The Great Gatsby

Books Recommended for Critical Study
3. Richard Chase  :  Walt Whitman Reconsidered (Sloan, 1955)
4. Sidney Cox  :  A Swinger of Birches (New York University, 1955)
8. Doris V. Falk  :  Eugene O'Neill and the Tragic Tension (Rutgers, 1958)
12. J. W. Crutch  :  Henry David Thoreau (Methuen, 1949)
14. F. W. Dupee  :  Henry James (Methuen, 1951)
18. Philip Young  :  Ernest Hemingway (London, G. Bell, 1953)
3 will also be a Long-Answer Question on critics and concepts prescribed in Section B. In answer to Q. No. 4 the candidates will have to answer 5 Short-Answer Questions set on all the critics and concepts included in Sections A and B. Q. No. 5 will be Objective-Type in which questions will be set on history of Criticism with special emphasis on the critics and concepts prescribed in both the Sections.

Paper III

Literary Comprehension and
Literary Criticism with Classical Background

Section - A

3. Horace: Art of Poetry (Translated by T. A. Moxon, J. M. Dent and Sons Ltd., London)
4. Dryden: An Essay on Dramatic Poesie
5. Concepts of Classical Indian Literary Theory (Ras-School, Alankar-School, Reeti-School, Vakrak-School, Dhwanisi-School and AUCHITYA-School)

Section - B

6. Wordsworth: Preface to Lyrical Ballads
7. Coleridge: Biographia Literaria (Only Chapters XIII, XIV, XVII and XVIII)
8. Arnold: Function of Criticism at the Present Time
9. Eliot: (i) Tradition and Individual Talent
     (ii) Function of Criticism
     (iii) Frontiers of Criticism
10. Schools of Criticism
   (i) New Criticism
   (ii) Structuralism and Post-Structuralism
   (iii) Psycho-analytic Criticism
   (iv) Feminist Criticism
   (v) Post-Colonialism

Books for Critical Study

1. George Saintsbury

2. J. W. H. Atkins
   Literary Criticism in Antiquity 2 Vols. (Cambridge, 1934)

3. J. W. H. Atkins
   English Criticism Vol I- The Medieval Phase (Cambridge, 1943) Vol II- The Renaissance (Methuen, 1947) Vol III- The Seventeenth and Eighteenth Centuries (Methuen, 1951)

4. W. J. Courthope

5. Rene Wellek
   A History of Modern Criticism (5 Vols) (London, Jonathan Cape)

6. M. H. Abrams

7. R. S. Crane et. al.
   Critics and Criticism Ancient and Modern (Chicago Uni. Press, 1952)

8. William V.O'Connor
   An Age of Criticism 1900-1950 (Chicago Uni. Press, 1952)

9. I. A. Richards
   Coleridge on Imagination (Bloomington: Indiana Uni. Press, 1960)

10. Rene Wellek & Austin Warren
    Theory of Literature (London: Jonathan Cape, 1949)

11. F. L. Lucas
    Tragedy (Hogarth Press, London, 1961)

12. Humphry House
    Aristotles Poetics (Ludhiana, Lyall Book Depot, 1965)

13. R. A. Scott-James
    The Making of Literature (London: Martin Seeker and Warburg, 1928)

14. W. B. Worsfold
    The Principles of Criticism (London: George Allen & Unwin, 1897)

15. W. B. Worsfold
    Judgement in Literature (London: J. M. Dent and Sons, 1900)

16. F. O. Mathieson
    The Achievement of T. S. Eliot (Boston, 1935)

17. S. E. Hyman

18. Naresh Chandra
    New Criticism: An Appraisal (New Delhi, Doaba House, 1979)

19. S. K. De
    History of Sanskrit Poetics (Calcutta: K.L. Mukhopadhyaya, 1960)

20. P. V. Kane
    History of Sanskrit Poetics (Bombay, 1951)

21. K. C. Pandey
    Comparative Aesthetics Vol I-Indian Aesthetics, Vol II-Western Aesthetics (Benaras: Chowkamba, 1950, 1956)
22. Pravasjivan Chaudhary  
   Studies in Comparative Aesthetics (Vishwabharat, Shantiniketan, 1953)

23. D. S. Sarma  
   Literary Criticism in Sanskrit and English (Madras, 1950)

24. P. C. Chatterji  
   Fundamental Questions in Aesthetics (Simla: Indian Institute of Advance Study 1968)

25. H. Coombes  
   Literature and Criticism (London: Chatto and Windus 1958)

26. G. B. Mohan  
   The Response to Poetry: A Study in Comparative Aesthetics (New Delhi, Peoples Publishing House, 1968)

27. V. S. Seturaman (Ed)  
   Indian Aesthetics (Madras, Macmillan, 1993)

28. V. N. Raghavan  
   An Introduction to Indian Poetics (Madras, Macmillan, 1970)

29. V. S. Seturaman (ed)  
   Contemporary Criticism (Madras, Macmillan, 1990)

30. David Lodge (ed)  
   Modern Criticism and Theory: A Reader (London, Longman, 1988)

   Critical Theory Since 1965 (Florid State University Press, Tallahassee)

32. W. K. Wimsatt and C. Brooks  

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**Paper IV - (a)**

**History of English Literature from Chaucer to the Present Day**

**Note:** The candidates will be required to show acquaintance with the chief literary trends and movements in the course of the progress of English Literature from Chaucer onwards to the present day. Besides, they will be required to have adequate knowledge of the social and political history of England specially of those events and happenings, which in any manner however little, affected the course of English Literature. Q. No. 1 will be a Long-Answer Question on social and political history of England and its bearing on English Literature. Q. No. 2 and 3 will also be Long-Answer Questions; Q. No. 2 covering the history of English Literature from Chaucer to 1798 and Q. No. 3 covering the history of English Literature from 1798 to the present day. In Q. No. 4, the candidates will be required to answer 5 Short-Answer Questions covering the entire history of English Literature from Chaucer to the present day. Q. No. 5 will be objective-type covering the entire history of English Literature along with social and political background.

**Books Recommended**

**A. Political History**

1. Ramsay Muir  
   A Short History of British Commonwealth (London, George Philip and Sons Ltd., 1922)

2. G. M. Trevelyan  
   A Shortened History of England (Pelican Books, 1959)

3. T. F. Tout  
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<td>1.</td>
<td>Edmund Gosse</td>
<td>A Short History of Modern English Literature (London, William Heinemann, 1897)</td>
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<td>2.</td>
<td>George Saintsbury</td>
<td>A Short History of English Literature (London, Macmillan, 1898)</td>
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<td>9.</td>
<td>Emile Legouis</td>
<td>A Short History of English Literature (Oxford Uni., 1934)</td>
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<td>14.</td>
<td>Laurie Magnus</td>
<td>How to Read English Literature (London, George Routledge)</td>
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<td>16.</td>
<td>A. C. Ward</td>
<td>Twentieth Century Literature (London, Methuen, 1953)</td>
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Paper IV- (b)
Dissertation

Note: A regular candidate who has obtained 55% marks in the M.A.(Previous) examination, may opt Paper IV (b)-Dissertation in lieu of Paper IV- (a)-History of English Literature from Chaucer to the Present Day, but for this option he/she shall have to obtain the permission of the Head of the Department of English of his/her College.

VIVA-VOCE

M.A./M.SC. (Previous)
GEOGRAPHY

The Schedule of papers will be as follows:

1. Paper-I Geomorphology 100 Marks
2. Paper-II Geography of Resources 100 Marks
3. Paper-III Climatology and Oceanography 100 Marks
4. Paper-IV Geographical Concepts and Research Methodology 100 Marks
5. Paper-V Any one of the following papers 100 Marks
   (a) Agricultural Geography
   (b) Geographical Information System and Computer Mapping
   (c) Geography of Rural Settlements
   (d) Geography of Tourism
6. Paper-VI Practicals
   (Lab work exercises and excursion.)
Course Contents:


Unit-II: Earth Movements - epeirogenic, Orogenic, cyclogenic earth movements. Forces of crustal instability, isostasy, plate tectonics, seismic vulcanicity, orogenic structures with reference to evolution of the Himalaya.

Unit-III: Exogenic Processes: Concept of gradation, Agents and processes of gradation, causes, types and classification of weathering, mass movement, eroional, depositional processes and resultant landforms - soil formation. Slope evolution, downwearing, paralax and slope retreat and slope replacement models.

Unit-IV: Geomorphic processes, dynamic of fluvial, glacial, Aeolian, marine and karst processes and resultant landforms complexities in geomorphological processes - erosion surfaces - techniques of identification and correlation.

Unit-V: Applied geomorphology - application of geomorphology, mapping terrain evaluation, Digital Elevation Mod (DEM) and Triangulated Irregular Network (TIN) unit, land capability and land suitability classification hydro-geomorphology, urban geomorphology, environmental geomorphology, geomorphic hazards.

Suggested Readings:
resources and their relations with nature, mainly culture, classification of resources, hierarchical resources in modern world economy, Resource planning and evaluation.

Unit-II World resource: Soil, water, biotic- Natural veget and wild life, Minerals-Iron ore, manganese, petroleum, Human Resources - Quantitative Qualitative aspects.


Unit-V Economic development of India, Regional disparities and impact of green revolution on Indian economy and its impact on environment.

Books Recommended:
1. Mamoria and Sharma - Sansadhan Bhoogol.
2. S.D. Kuashik & A Kumar - Sansadhan Bhoogol.


M.A./M.Sc. (Previous)

Paper-III Climatology and Oceanography M.M.: 100

Course Contents

PART-(A) CLIMATOLOGY


Unit-II Tropical, temperate and high latitude weather systems-concept of air masses and atmospheric disturbances, ocean atmospheric interaction - El Nino, Southern oscillation (ENSO) and La Nina, monsoon winds, norwesterns, and cyclones Tropical Temperature phenomena, Climate of India and its controls : Western disturbances. Climatic classification of Koppen and Thornthwaite. Major climates of the world: tropical temperature, desert and mountain climate.

Unit-III Climatic changes: Evidences, possible causes; global warming, environmental impacts and society's response. Applied climatology: Data collection, archiving, accessing, interpretation and generation of climatic information specially for water balance studies, soils, agriculture activities, house types and health.

PART (B) OCEANOGRAPHY

Unit-IV Definition, History of Science of oceanography.
Topography of the ocean bottom. Distribution of Temperature and salinity in the ocean water, Marine Flora, Fauna and deposits, Corals.

Unit - V  Movement of ocean water : Waves, Currents and tides surface currents of the ocean, intensive study of the Indian ocean. Ocean and future source of minerals and food.

Suggested Readings
merits and demerits-data manipulation, analysis (integrated analysis of spatial and attribute data, overlay analysis, neighborhood operations and connectivity functions) and spatial modelling-output format and generation.


Suggested Readings:


M.A./M.Sc. (Previous)

Paper - V (c) Geography Of Rural Settlements

Course Contents:

Unit - I Nature, scope, significance and development of settlement geography; Approaches to rural settlement geography, human settlement as a system, Rural - urban continuum. Histogenesis of rural settlements: Spatio-temporal dimensions and sequent occupancy. Definition and characteristics of rural settlements in the fringe areas and sparsely settled areas. Distribution of Rural settlements: Size and spacing of rural settlements.

Unit - II Types, forms and Patterns of rural settlements: cause and effect; Functional classification of rural settlements: Central places and rural service centres; their nature, hierarchy and functions; rural-urban fringe-structure, characteristics and functions.

Unit - III Social issues in rural settlements: poverty, housing and shelter, deprivation and inequality; empowerment of women, health care, Rural-urban interaction.

Unit - IV Environmental issues in rural settlements: access to environmental infrastructure: water supply, sanitation, drainage, occupational health hazards.


Suggested Readings:

M.A./M.Sc. (Previous)

Paper - V (d) Geography of Tourism

Course Contents:

Unit - I Basics of tourism: Definition of tourism, Factors influencing tourism: historical, natural, socio-cultural and economic; motivating factors for pilgrimages: leisure, recreation, elements of tourism, tourism as an industry.

C.S.J.M. University, Kanpur
Unit - II  Geography of tourism: its spatial affinity; areal and locational dimensions comprising physical, cultural, historical and economic; Tourism types: cultural, eco-ethno, coastal and adventure tourism, national and international tourism; globalization and tourism.

Unit - III  Indian Tourism: regional dimensions of tourist attraction; evolution of tourism, promotion of tourism

Unit - IV  Infrastructure and support system-accommodation and supplementary accommodation; other facilities and amenities; Tourism circuits—short and long detraction Agencies and intermediaries - Indian hot industry.

Unit - V  Impacts of tourism: physical, economic and social as perceptual positive and negative impact; Environmental laws and tourism—Current trend and spatial patterns and recent changes; Role of foreign capital & impact of globalization on tourism; Project report on relevant topics such as impact of tourism on the Garhwal Himalaya, Dal Lake, Goa and North East India. Impact on a historic city.

Suggested Readings:


symbol methods, isopleths and choropleths representing
population agricultural industrial and transport data,
(iv) Statistical Methods & Measures of Dispersion - Quartile
range, Variance and co-efficient of Variation, Correlation
and Co-efficient of correlation, Regression line, Co-efficient
of Skewness, student 'T' Test, Chai square test.
(b) Graphical Representation of Statistical Data - Lorenz curve,
thissen Polygon, Scatter Diagram, Location quotient curve.

Note: Question will be set on all the four topics mentioned
above and the candidates will be asked to attempt
three questions in three hours.

(B) Excursion and Field Report: 30 Marks
A geographical excursion of about 2 weeks or 10 days
duration will be undertaken (in batches of 10/20 students
and 1/2 teachers one attendant per party) with a view to
study the inter-regional variation of the country. Each
student will prepare a report supported by maps, diagrams,
data and photographs.

Note:
(1) In a very special circumstances a student may be permitted
to submit a field study report of a revenue village or a ward
of a city in lieu of geographical excursion prior permission
from the Head of the department and the Principal will be
sought for this alternative arrangement.
(2) The T.A., D.A. and other expenses on teachers and
attendant will be met out by the college.

(C) Record Book and Viva 20 Marks
Books Recommended
(1) Singh and Dutta : Elements of Practica Geography.
(2) Monkhous, F.J. : Maps and Diagrams
(4) Sharma, J.P. : Prayogatmak Bhoogol Ki Rooprekha (Hindi)

M.A./M.Sc. (Final) GEOGRAPHY
The schedule of papers will be as follows:
Paper - I Regional Geography of India 100 Marks
Paper - II Regional Planning and Development 100 Marks
Paper - III Population Geography 100 Marks
Paper - IV Advanced Cartography 100 Marks
Paper - V Any one of the following: 100 Marks
(a) Cultural Geography
(b) Remote Sensing Techniques
(c) Urban Geography
(d) Political Geography

Paper-VI Practical
Survey and field training report 100 Marks
M.A./M.Sc. (Final)

PAPER - I:

REGIONAL GEOGRAPHY OF INDIA

Course Contents:

Unit - I Basis of regionalization: geo-political, climatic, agro-climatic, physiographic, historical, demographic, socio-economic dimensions of regionalization, studies.

Unit - II Macro-Regions: Genesis and changing profile; In federalism: a synoptic view; natural and human resources and resource utilization; PopulaPro development, environment interface. Policies and Programmes.

Unit - III Meso-Regions: bases of regionalization, physical and economic interlinkages; population development, environment and interlinkages. Policies and Programmes.

Unit - IV Micro-Regions: bases of regionalization; ph human and economic resources; formal and functional linkages; Population-development, environment and interlinkages. Policies and Programmes.

Unit - V Case-studies of Meso/Micro level regions in detail: Indo-gangetic plain, Jharkhand, Delhi Metropolis, Bundelkhand, Regions and regional development, Environmental issues in regional development and planning.

Suggested Readings:


M.A./M.Sc. (Final)

PAPER-II:

REGIONAL PLANNING AND DEVELOPMENT

Course Contents:

Unit - I Regional concept in geography, conceptual and theoretical framework, merits, and limitations for application to regional planning and development; changing concept of the region from an inter-disciplinary view-point, concept of space, area and locational attributes.

Types of regions: Formal and functional; uniform and nodal, single purpose and composite region, in the context of planning; regional hierarchy; special purpose regions.

Unit - II Physical regions, resource regions, regional division according to variations in levels of socio-economics development; special purpose regions—river valleys, regions, metropolitan regions, problem regions—hills regions, tribal regions, regions of drought and floods.

Unit - III Approaches to delineation of different types of region and their utility in planning.

Planning process - sectoral, temporal and spati
dimensions; short-term and long-term perspective planning. Planning for a region: Ex developmental planning; multi-regional planning in a national context. Indicators of development and their data sources; measuring levels of regional development; disparities—case study of India.

Unit - IV
Regional development strategies-concentration dispersal, case studies for plans of developed and developing countries, Regional plans of India.

Unit - V
Concept of multi-level planning; decentralisation planning; people's participation in the planning process; Panchayati Raj system; role and relations of block Panchayati Raj Institutions (Village Panchayat Samiti and Zila Parishad), and administrative structure (village, block and district). Regional development in India—problems and prospects.

Suggested Readings:


8. Glikson, Arthur: Regional Planning and Development...
M.A/M.Sc. (Final)

PAPER-II: POPULATION GEOGRAPHY

Course Contents:

Unit - I Population Geography: Meaning, scope and Objectives; development of Population Geography; Sources of population data, their level of reliability, and problems of mapping of population data.

Unit - II Population distribution: density and growth; theoretical issues; Classical and modern theories of population distribution and growth; World patterns and their determinants; India: population distribution density and growth profile, Concepts under population and over population.

Unit - III Population composition: age and Sex; literacy and education; religion, caste and tribes; rural and urban occupational structure; gender issues; Popuultio composition of India.

Unit - IV Population dynamics: Measurements of fertility and mortality. Migration: national and international patterns; India’s population dynamics.

Suggested Readings:

13. Premi, M.K., India’s Population: Heading Towards a Billion,
Course Contents:

Unit - I  Introduction - Trends in the development cartographic techniques for descriptive, analytical & prescriptive aspects in the use of maps.

Unit - II  Thematic Cartography-Physical:
1. Assessment of land quality by using different attributes in the evolution of landforms a measuring their association and spatial differentiation.
2. Land based resources and cover and land use.

Unit - III  Thematic cartography - Socio-economic: data source and techniques of analysis of socio-economic data through the preparation of single purpose as composite maps.

Suggested Readings:

Unit - III
Geography of ethnic groups and tribal groups. Religion and its diffusion; diffusion of ethnic traits in world as well as in India; ethnic landscape and economy of the area; Diffusion in folk geography; cultural landscape and cultural ecology in folk geography; Religions : origin, diffusion and spatial distribution; religion & economic development.

Unit - IV
Patterns of livelihood: various economic activities & cultural adaptations; agriculture, industrialization and modernization; technological changes and their geographic implications.

Unit - V
Human settlements: Relation to ideology, social structure and technology, social structure and technology, pattern of rural & urban society, social processes in the city, the city in the developing countries.

Suggested Readings:
M.A/M.Sc. (Final)

(b): Remote Sensing Techniques

Course Contents:

Unit - I Historical development or remote sensing as technology- Relevance of remote sensing. Geography- Concepts and basics: Energy source, energy and radiative principles, energy interactions: the atmosphere and earth surface features, remote sensing systems: platforms, sensors and radiative records.

Unit - II Air Photos and Photogrammetry: Elements of photographic system: types, scales and ground coverage, resolution, radiometric characteristics, films, filters, aerial cameras, film exposures, geometric fundamentals of photogrammetry, elements of vertical photogaphy, relief displacement, image parallax, stereoscopic orthophotoes, aerial photo interpretation: shape, size, pattern, tone, texture, shadows, site.

Unit - III Satellite Remote Sensing: platforms: LANDSAT, NOAA/VHRR, RADARSAT, IRS, INSAT principles and geometry of scanners and GCV arrays orbital characteristics and data products- MSS, TM LISS I & II, SPOT, MLA, SLAR.

Unit - IV Image Processing: types of imagery, techniques of visual interpretation, ground verification, transfer of interpreted thematic information to base maps- digital processing: rectification and restoration, image enhancement, contrast manipulation, classification: supervised and unsupervised, post-classification analysis and accuracy assessment, microwave sensing: interpretation of SLAR imageries, elements of passive microwave sensing.

Unit - V Applications: Air photo and image interpretations and mapping land use and land cover, land evaluation, urban landuse, landform and its processes, weather studies and studies of water resources; integration of Remote Sensing and GIS-remote sensing and hazard management, remote sensing and environmental management.

Suggested Readings:

M.A/M.Sc. (Final)

PAPER-V
(C): URBAN GEOGRAPHY

M.M. 100

Course Contents:

Unit - I Nature and scope of urban geography, different approaches and recent trends in urban geography; attributes of urban places during ancient, medieval and modern period; origin and growth of urban settlements: bases and process of urbanization and development; classification of urban settlements on the basis of size and function; urban systems: Urban growth and theories. Central Place Theory of Christaller and Lasch; Theories of Perouz and Boudeville; contributions of Indian scholars to the studies of urban settlements.

Unit - II Urban economic base: Basic and non-basic functions, input-output models, concept of dualism; colonial and postcolonial structure, metropolitan city and changing urban function; role of informal sector in urban economy.

Unit - III Organization of urban space: urban morphology and landuse structure; city core, commercial, industrial and residential areas; core-country variations; city-region relations, modern urban landscape, morphology of urban settlements and its comparison with western urban settlements; urban expansion, urban land and periphery.

Unit - IV Contemporary urban issues: urban poverty, urban renewal, urban sprawl, slums; transportation, housing, urban infrastructure; urban finance; environmental population: air, water, noise, solid waste, urban crime, issues of environmental health.

Unit - V Issues, perspectives and policies on Population and Human Settlements. Interface between human settlements and environment.
M.A./M.Sc. (Final)

PAPER-V

(d) : POLITICAL GEOGRAPHY

Course Contents:

Unit - I  Nature, scope, subject matter and recent development in political geography; approaches to study. Major schools of thought.

Unit - II  Geographic Elements and the State: Physical Elements; Human elements; Economic elements; Political geography and environment interface.

Unit - III  Themes in Political Geography: State, Nation, Nation-State and Nation-building, Frontiers and boundaries, Colonialism, decolonization, Neocolonialism, Federalism and other forms of governance. The changing patterns of world powers perspectives on core-periphery concept, Conflicts and cooperation.

Unit - IV  Geopolitical significance of Indian Ocean: Political geography of SAARC Region, South-East Asia, West Asia, East Asia.

Unit - V  Political geography of contemporary India with special reference to: The changing political map of India, Unity & diversity: centripetal & centrifugal forces; stability & instability; Interstate issues (like water disputes & riparian claims) and conflict resolutions insurgency in border states; Emergence of New States; Federal India: Unity in Diversity.

Suggested Readings:


5. Sukhwal, B.L., Modern Political Geography of India, Sterling Publishers, New Delhi, 1968.

M.A./M.Sc. (Final)

PAPER-VI:

M.M.100

PRACTICALS (SURVEY AND FIELD TRAINING REPORT)

(A)  Principles of Surveying use of the following instruments:

(i)  Dumpy level Levelling and profile drawing.

(ii) Sextent and Abney Level measurement of the angle of elevation and calculation of height.

(iii) Theodolite measurement of horizontal and vertical angle Determination of height of the objects, Triangulation, accessible and inaccessible method.

Note: The candidate will be required to use at least two instruments and carry out simple exercise within 3 hours.
Students are required to undergo a survey camp for one week. The T.A., D.A., and other expenses of teachers will be met out by the college.

(B) **Field Training Report**: The candidates will be allotted specific areas (a revenue village or a block or the ward of a city) for the field study, with a view to appreciate to geographical personality of the area. He should generate primary data also and prepare the report (dissertation) by using geographical techniques (maps, diagrams, tables and charts) and cover the following aspects:

(a) Physical landscape
(b) Agricultural/Urban landuse
(c) Population
(d) Socio-economic development.

**Note**: A Teacher will guide the students in collection of data and maps and help the students preparing the final draft (dissertation). The aspects of the study may be changed or reoriented according to the local conditions. **Marks 50**

(C) **Record Book and Viva**  **Marks 20**

**Books Recommended**:
7. Berry and Marble, Spatial Analysis.
8. Cole and King, Quantitative Geography.
एमए एवं हिंदी पाठ्यक्रम
प्रथम वर्ष (पूर्वांक)

प्रथम प्रश्न पत्र : प्राथमिक एवं मध्यकक्षीय काळ

पत्र : विषय

1. चंद्रमानी - पूर्वांक राशि (सं. अध्याय हजारी प्रसाद यिवेदी एवं सं. नामकोरण कही) का 'प्राथमिक समय' अर्थ

2. कवीर - कवीर प्रथमकाली (सं. शामकुमार शर्मा)

3. जाती - पदार्थ (सं. तमाम सुलतान)

4. बुद्धिवाद - प्रस्तुतिकाल (सं. सुलतान सुलतान) प्रथमिक 3 से 50 पद

5. गुलामी - समाजवादिनी (शैला शेष)

6. मानवाध्य - पननामक भाषिक (सं. अध्याय विद्याधार राज भिन्न)

अयोध्या

विषय

• विषय

1. चंद्रमानी - पूर्वांक राशि (सं. जयश्रीराम शर्मा) ज्ञान के कोई दोहे द्वारा हेतु निर्दिष्ट करने पर कवियों का अर्थवेदांश अंकित है। कवियों के नाम वा कवियों को लिए पूर्ण पत्र भेजें।

2. सहिष्णुता, गोरखनाथ, श्रीराम, अनुदेश, गीतासार, ग्रन्थ, शेष, संनाट, पथिक, सुन्दर गोतबद सिद्ध

अंक विविधताओं : 3 अलग़ीय 2 आंशिक नम्लक प्रश्न 5 पत्त, उत्तर प्रश्न पत्र 20 वेदित विद्वान / अधिकारी उत्तर प्रश्न पत्र गोष्ट : 3 x 10 = 30

5 x 15 = 30

5 x 04 = 20

20 x 1 = 20

100

संदर्भ / उपयोगी पुस्तकें :

1. हिंदी साहित्य का आदिकाल - आ. हजारी प्रसाद दीक्षेत्री - पटना

2. कवीर - आ. हजारी प्रसाद दीक्षेत्री - राजस्थान, दैर्घ्य विभिन्नता

3. हिंदी कला में निर्मला सम्प्रदाय - पी. कमल देवल - संवैयक

4. कवीर की विचारधारा - नर्मिक निर्माण - साहित्यिक निकलता, कलापुर

5. कवीर - एक नई दृष्टि - श्रीधर शिक्षा - इलाहाबाद

6. कवीर - झोलकी शास्त्र - प्राचीनता में प्रतीति, विद्वान

7. कवीर का चर्चावाद - प्रामृत्तव्य भविष्य - साहित्य समाज, इलाहाबाद

8. कवीर का अनुक्रमण - प्रामृत्तव्य भविष्य - साहित्य समाज, इलाहाबाद

9. विलयार्त - सिद्धवाद कर्म - साहित्य समाज, इलाहाबाद

10. भारतविद्या विविधता - श्लेष्मा और सिद्धांत - बाबू कृष्णनन्द 'पीरुप' - शास्त्रीय प्रकाश, दिल्ली

11. विविधता : भूमी और साहित्य - दादार भरतराम शिवाय - हिंदी पुस्तक गुणिम, अहमदाबाद

12. विविधता लक्षात - शिक्षात्मक लक्षात

13. विविधता अनुवादित (भाग 1 और 2) - बाबू वीरेंद्र भारतराम - बाबुल हिंदी प्रकाश आकादी

14. चंद्रमानी और उपन्यास कला - बाबू विभविन बिहारी दीक्षेत्री - हिंदुस्तानी एकेडेमी, इलाहाबाद

15. शास्त्री साहित्य और पूर्वांक राशि - नतीजात योगी - भारती विवाहान्त, गुजरात

16. पाठ्यपत्र समाज - बाबू विभविन गीता - साहित्यिक निकलता, कानपुर

17. जाती - विषय-विशेष नारायण साही - इलाहाबाद

18. पदार्थ (सं) दुर्योधन शस्त्र अवधारणा - कृष्ण

19. हिंदी सूत्री सार्वभौम शीती छिपान - सामूखी विश्वास

20. शास्त्री पदार्थ: अक्षर और दोषें - गोविंद ग्रामुक्त - साहित्यिक निकलता, कानपुर

21. शून्य या सात साहित्य का उद्वाहक विश्वास जयवाहिन लाल - साहित्यिक निकलता, कानपुर

22. पूर्वांक राशि: साहि और साहित्य - नायक सिद्धान्त - राजकृष्ण प्रकाश, दिल्ली

23. नायक गोविंद जातीवान और उपन्यास कला - शिल्पकार पाठक - साहित्य समाज, इलाहाबाद

24. उत्तर भारत के निर्माण पंचायत साहित्य का इतिहास - बाबू बिज्ञानुदत 'राकेश' - साहित्य समाज, इलाहाबाद
25. जयहर कामे इस्लामी तथा - जरोम सहमत - साहित्य मन, इस्लामिक गुवाहाड़
26. हिंदी और, पार्श्वी सूची क्रम - श्राम। महोंद संवाद - साहित्य मन, इस्लामिक गुवाहाड़
27. पुरुष साहित्य - आ. हाफिज़ प्रसाद विशेषज्ञ
28. पूर्वदास और उनका साहित्य - हर्षस्व भाषा समूह
29. पूर्वदास और उनका काम - गोकुल भाषा समूह
30. मोगली हिंदी - मर्जी काम का विवेचन - गिरजार प्रसाद शरमा - साहित्य प्रकाशन, दिल्ली
31. देव के काम में आन्विकक लिखना - राज पुनर्भारण - ताजिया त्याग, दिल्ली
32. यूनिकॉलिंग सुंगुरकार साहित्य का तुलनात्मक अध्ययन - पुनरुत्थान - ताजिया त्याग, दिल्ली
33. महाकाव्य चन्दन - राज पुनर्भारण - ताजिया त्याग, दिल्ली
34. विकास का अभिनव सुंगुरकार - ताजिया त्याग, दिल्ली
35. महाकाव्य अलिकुल - नव दुलारे वाजपेयी - राजकाल, दिल्ली
36. हिंदी रीति वारिक भाषा - काशी मिश्र - राजकाल, दिल्ली
37. साहित्यकालीन हिंदी मुकमल - श्री शरम - विज्ञानवाद विभाग - पारंपरिक प्रकाशन, दिल्ली
38. तुलसी - उदयपुरानु रंग - ताजिया त्याग, दिल्ली
39. विशिष्टक तुलसीदास - रामचरित मनोज - ताजिया त्याग, दिल्ली
40. लोकवादी जीवाणुदा - विश्वविद्यालय प्रसाद चित्र - पारंपरिक प्रकाशन, दिल्ली
41. मोहनदी तुलसीदास - रामचरित मनोज - काशी नागरी प्रवीणी समा
42. तुलसीदास - बदन नसीरुद्दीन - सुदूर प्रकाशन, जैनी
43. नसीरुद्दीन आम्बिका वालवाल - रवि कुलदास में - महाराष्ट्र आम्बिका
44. विकास - विकास प्रसाद गिरी
45. विकास - मुस्लिम विभाग
46. महाकाव्य और उनके साहित्य - हर्षस्व भाषा समूह
47. कविताओं (विकास, देव, लगभग) - निशान चंद्र गिरी - पुस्तक प्रकाश, दिल्ली
48. बिहारी और ग्याग दास - प्रसाद मुंडा
49. बिहारी - विश्वविद्यालय प्रसाद गिरी
50. विकासन - लगभग जागरान - महोंद संवाद - काशी नागरी प्रवीणी समा
51. ग्याग दास - कृषि चंद्र गिरी - श्रीमान प्रकाशन, ग्याग दास
52. मामलेश्वर मर्जी आदरोपण का सामाजिक विवेचन - सुमन शरम - विज्ञानवाद प्रकाशन, ग्याग दास
53. देव और उनकी कविता - 300 नवंबर

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54. सेनापति कमलरत्न खचकर - (स्व.) उनसंबंध शुकल
55. भूपण और उनका साहित्य - राजकाल, दिल्ली
56. धर्मनन्द - काम और आत्मरत्न - विज्ञानवाद लहर - साहित्य मन, इस्लामिक गुवाहाड़
57. मोहनदी काम - महाकाव्यता लहर - साहित्य मन, इस्लामिक गुवाहाड़
58. शिक्षा भूमि - महाकाव्यता लहर - साहित्य मन, इस्लामिक गुवाहाड़
59. हिंदी कवि - शाक्ति रियाफ गोस्वामी - साहित्य मन, इस्लामिक गुवाहाड़
60. महाकाव्यता का काम शीर्षर - साहित्य प्रकाशन
61. पुरुष भाषिक प्रसाद विशेषज्ञ
62. श्राम - कविता प्रकाशन
63. श्राम - श्रामिक प्रकाशन
64. महाराष्ट्र राज्य और श्राम - महाराष्ट्र सभा
65. प्रसाद का काम शीर्षर - साहित्य प्रकाशन
66. प्रसाद का काम शीर्षर - महाराष्ट्र सभा
67. प्रसाद का काम संस्था - महाराष्ट्र सभा
68. पुरुष गोस्वामी श्राम और उनका काम - महाप्रेमिक

प्रथम वर्ष (पूर्ववर्ष)

प्रवेश पत्र : आचार्य गांधी बांध साहित्य

प्रकाशक : 100

विषय : यहाँ एवं मिल्यास हेड़ निकारित:
1. नाटक - चन्दगुप्त
2. अद्वैत का एक दिन - मोहन रावत
3. गांधी - प्रेसवाद
4. मैथल अम्बेडकर - फाजीश्वरनाथ रेणु
5. विवरण संकलन:
(a) पाँच वाल कृषि भाषा - राजस्थानी
(b) आ. ग्रामिक खुशक - महाराष्ट्र की घरमूल
(c) आ. हजारी प्रसाद विशेषज्ञ - शिक्षीाकुण भाषा
(d) आ. नव दुलारे वाजपेयी - हिंदी साहित्य का निर्माण
(e) बा. रामचरित मनोज - लेखक और जनता
(f) गुलाब नवंबर - छाया बलान
8. कहानी संकलन:
   (क) रामायण श्रीमद् 'गुलेश्वर' - उसने कहा था
   (ख) प्रसाद - गुड़ा
   (ग) प्रेमसंह - कहानी
   (घ) जैनेश्वर - पतली
   (ङ) धर्मसार गायक - गुणकृत श्री
   (ऩ) निमित्त वर्षा - विकार गोपदर्शक
   (कौ) कृष्णा शोभावती - विषय बदल गया

7. आवारा चहरामा:
   - विषय प्रकाशक.

अवशेष:
पत्र के साथ - महादेवी वर्मा

हृदयाल इच्छित बिज्ञान के नवकत्व का अवसर। तक किये विधा से सम्बन्धित एक-एक लघु उत्सर यह पूरा जाएगा।

(क) मातकाकार - मातेकुंद हरिराम, लक्षमीचन्दो, रामकुमार वर्मा
(ख) उपवनस्तकार - गाहुल साहू, भागवती, गद्दी, कुमारी, विवेक
(ङ) निशानकार - प्राणता नारायण, बालकृष्ण गुल, स्वामी सुदर्शन, वालापुर फूर्तिसिंह
(ऩ) कहानीकार: बंग महिला, उप, रामेश गायक, रामरत सिंह, जीत वानी
(कौ) सूक्त प्रथा:
1. अमृत राव
2. मानिल सिंह: कलम का सिपाही
3. विजयस्वाद सिंह: रामसंहोती गुरु
4. राखुल साहू: गुणकृत श्री
5. महाकवि शब्दली: साहित्य देवकुल

अंक विवरण:
3 वालापुर
2 आदिनागाँवक प्रथा
5 लघु उत्सर ग्रंथ
20 प्रसाद/प्रसाद/प्रसाद/प्रसाद
योग: 3 x 10 = 30
2 x 15 = 30
5 x 04 = 20
20 x 1 = 20

100
एम.ए० हिन्दी पादयक्रम
प्रथम वर्ष (पूर्वांचल)

नृत्य प्रस्तुत पत्र - भाषाविज्ञान एवं हिन्दी भाषा
पूर्णक्रम : 100

(खण्ड - क)

पादयक्रम

- हिन्दी और भाषा विज्ञान - भाषा की विरियावा और अधिकार, भाषा गदायता और भाषा प्रवाह, भाषा संरचना और भाषा प्रक्रिया। भाषा विज्ञान (संरचना और व्याप्ति, अभ्यास की विद्यालय - वर्णनात्मक, ऐतिहासिक और तुलनात्मक)।
- स्वन प्रक्रिया - स्वन विज्ञान का स्वभाव और संस्कृति, वातावरण और उनके कार्य, स्वन की अकादमिक और स्वयं का वर्गीकरण, स्वनपुंज, स्वनिक परिवर्तन। स्वनिक विज्ञान का स्वभाव, स्वनिक की अकादमिक, स्वनिक के नेत्र, स्वनिक विश्लेषण।
- व्याकरण - रूप प्रक्रिया का स्वभाव और संस्कृति, स्वनिक की अकादमिक और नेत्र : पुक्क, अपूर्ण, अपेक्षीय और अनुपस्थित, स्वनिक के नेत्र और प्रक्रिया। व्याकरण की अकादमिक, अभिव्यक्ति का वर्गीकरण और अभिव्यक्ति परिवर्तन, व्याकरण के नेत्र, व्याकरण विश्लेषण, निकट - अद्वय विश्लेषण, महत्व संरचना और व्याकरण।
- अध्याय ज्ञान - अध्याय की अकादमिक, श्रेणी और अध्याय का संरचना, पर्यायक, अनुक्रमीता, विश्लेषण, अध्याय परिवर्तन।
- साहित्य और भाषा विज्ञान - साहित्य के अंतर्गत में भाषा विज्ञान के अध्याय की उपप्रकाशित।

(खण्ड - ख)

- हिन्दी की ऐतिहासिक पूर्वांचल - प्राचीन मातृभाषाओं, आर्बी भाषाओं - वैदिक रचना लेख, संस्कृत और उसकी विश्लेषण। जनकलार मातृभाषाओं, राष्ट्रीय, प्राचीन, शास्त्रीय, अध्यायार्टीय, भाषाओं, अपक्षीय और उनकी विश्लेषण। आधुनिक मातृभाषाओं और उनका विवरण।
- हिन्दी का उपर्युक्तिक विश्लेषण - हिन्दी का उपभाषाओं, परवर्ती हिन्दी पूर्वी हिन्दी, राष्ट्रीय, विश्लेषण तथा पहले और उनकी विश्लेषण। हिंदी भाषा, प्राचीन और आधुनिक की विश्लेषण।
- हिन्दी का सार्वभौम विश्लेषण - हिन्दी का स्वनिक व्यवस्था - खंडन और खंडनीय। हिन्दी शायद स्थल - उपभाषा, प्राचीन, समाज। रूप शैली - हिंदी, वाक्य, सार्वभौम व्यवस्था के संरचना में हिन्दी के संस्कृत, संरचना, विश्लेषण और गैरहाल। हिन्दी शायद स्थल - प्रक्रिया और अभिव्यक्तस्व।
एम० ए और हिंदी पाठ्यक्रम

प्रथम वर्ष (पूर्वांक)

पाठ्य विषयः

1. हिंदी साहित्य का इतिहास
2. पंजाबी साहित्य का इतिहास
3. हिंदी साहित्य के इतिहास से लेकर अंकुंदा, आचार्यवृता साहित्य के पुनर्जन्म का समाप्त
4. हिंदी साहित्य का इतिहास : काल विभाजन, सौंदर्य निर्माण और नामकरण
5. हिंदी साहित्य : अविल, गृह और नाग, साहित्य, राजस्व, रूपस् और साहित्य
6. हिंदीसाहित्य के अंकुंदा का ऐतिहासिक परिदृश्य, साहित्यिक प्रमुख, कालवर्ष, ग्रंथ और साहित्य
7. पुरुष प्रमुख (महाकाव्य) की ऐतिहासिक पुरुषात्मक, साहित्यिक वैज्ञानिक तथा गृह उपस्थिति
8. प्रसिद्ध निर्माता जीवन और उनका अर्थमान
9. भाग में भागी नाटक का विकास तथा प्रमुख भागी कवि और जानकार, भागी कवि में भारतीय संस्कृति एवं लोक जीवन के लिए
10. राम-भागी काव्य, सूर्य-भागी काव्य, भागीत, भागीत, प्रमुख अनुसार और उनका रचनात्मक वैश्विक
11. उत्तर महावर्ष (शीतकाल) की ऐतिहासिक पुरुषात्मक, काल-रूपस् और नामकरण, उत्तरी संस्कृति और साहित्य, साहित्यिक तथा गृह उपस्थिति
12. शीतकाल, शीतकाल और शीतकाल, प्रमुख तथा विवेकान्त, रचनाकार और गृह उपस्थिति
13. अभाविक राष्ट्रविकार, साहित्यिक एवं सांस्कृतिक पुरुषात्मक, सन् 1857 ई. का राजनीति और पुनर्जन्म
14. भारतीय गृह : प्रमुख साहित्यकार, रचनाएँ और साहित्यिक विवेकान्त
15. भारतीय मुग़ल साहित्य, रचनाएँ और साहित्यिक विवेकान्त
16. हिंदी साहित्य का इतिहास : भारतीय साहित्य, प्रमुख लोकवाद, नाटक, विवेक, संस्कृति, रूसिक, जीवन, अनुक्रम, रिसर्च और अलग-अलग
17. हिंदी शिक्षा का उदय तथा विकास
18. दक्कनी हिंदी साहित्य का विषय परिषद
19. दक्कनी शास्त्रीय व विद्वान तथा विद्वान तथा हिंदी भाषा और साहित्य

अंक विधान

4 आलोचनात्मक प्रश्न : 4 x 15 = 60
5 अनुवाद प्रश्न : 5 x 04 = 20
20 वरिष्ठ प्रश्न / अन्य तथा उत्तरीय प्रश्न : 20 x 1 = 20
योग : 100

संदर्भ / उपयोगी पुस्तकें

1. हिंदी साहित्य का इतिहास - राम बन्दु नवल - नागरी प्राचीनी समा, काशी
2. हिंदी साहित्य का उत्तर प्राचीन - नागरी प्राचीनी समा, काशी
3. हिंदी साहित्य का प्रमुख इतिहास - आ. ह. बन्दु हिंदीवी
4. हिंदी साहित्य का विश्लेषण इतिहास - गणपति चंद्र गृह
5. हिंदी साहित्य का संसारीय साहित्य इतिहास - रामचंद्र वर्मा
6. हिंदी साहित्य - पीढ़ीवाड़ वर्मा
7. हिंदी काव्यविद्या - रामचंद्र साहित्य
8. हिंदी साहित्य - बृहस्पति साहित्य - नन्द हुसैन बाबूपन - बिलालवाद
9. हिंदी साहित्य का इतिहास - डॉ. गंगनी एवं गृह - नेनाल परिवर्तन हारस, दिल्ली
10. हिंदी साहित्य का उत्तर महाकाल - शीतकाल - गृहनी कुमार - नेनाल परिवर्तन हारस, दिल्ली
11. हिंदी साहित्य का उदय - वासुदेव सिंह - हिंदी प्राचीन संस्कृति
12. अधिकारी हिंदी साहित्य का सांस्कृतिक विषय - रामचंद्र विद्वान - भाषा रचना तथा उपस्थिति
पाठ्यक्रम प्रथम वर्ष (पूर्वांश)
(वैकल्पिक : साहित्यिक वर्ष)

पाठ्यक्रम प्रथम पत्र : लोक साहित्य

पूर्वांश : 100

लोक और लोक-वातार, लोक-वातार और लोक-विचार।

लोक - संस्कृति : कलावादन, लोक-वातार और लोक-संस्कृति, लोक संस्कृति और साहित्य।

लोक - साहित्य : अध्यापन, संस्कृति वादन में लोकोपचार।

हिंदी के आर्थिक साहित्य में लोकस्तर, क्रमविश्वास अभिवृद्धि साहित्य और लोक - साहित्य का अन्य साहित्य लोक का अन्य साहित्य विचारों से सम्बन्ध।

भारत में लोक - साहित्य के अध्ययन का इतिहास।

हिंदी लोक - साहित्य के हिस्टोरिअन के प्रति। लोक - साहित्य की अध्ययन प्रदर्शन एवं संकलन की समर्पण।

लोक साहित्य के प्रमुख विवेक के वर्णन -

लोक-गीत, लोक-साहित्य, लोक-कथा, लोक-गायन, लोक-गुण, नाटय, लोक-संस्कृति।

लोक-गीत : संगीत-गीत, हस्त-गीत, भाषा-गीत, ध्वनि-गीत, वाद-गीत।

लोक-नाट्य : नाटकीया, सांस्कृतिक, कलाकारीया, स्वर, नाटकीयां, मात्राएँ संपेक्षा, विशेषता, भाषा, भाव, रूप, नाटकीया, नाटकीया, नाटकीया, नाटकीया।

हिंदी लोक-नाटक की वर्णमाला एवं प्रभाव। हिंदी नाटक के रूप के रूप में नाटक - नाटक का प्रभाव।

लोक-कथा : तत्व-कथा, पौर-कथा, मान-कथा, नृत्य-कथा, काव्यात्मक-संगठन अन्वय अभिव्यक्ति।

लोक-गायन : वात-गायन, गोष्ट-गायन, लोकवादन, संस्कृति, लोक-गायन, लोक-गुण, भाव-गायन, काव्यात्मक-संगठन अन्वय अभिव्यक्ति।

केवल में हिंदी मान और साहित्य का विकास - एन, ई, विश्वास अध्ययन विश्वास विश्वास प्रकाशन, वर्तट्टिया।
16. लोक साहित्य : सिद्धांत और प्रयोग - श्रीराम शर्मा - विनो दुरुक मंदिर, आगरा
17. लोक साहित्य और संस्कृति - दिवेंद्र प्रसाद - लोक महाराजी, इलाहाबाद
18. लोक कथा विज्ञान - श्रीराम जैन - मंगल प्रकाशक, जयपुर
19. लोक साहित्य विज्ञान - सत्येन्द्र - शिवलाल अवस्थान, एण्ड संस्कृत, आगरा
20. लोक नाटक : पर्यास्मूलक प्रकृति - महेंद्र माणखर्द - अग्नि प्रकाशक, जयपुर
21. प्रस्तावित कथा - जयपुर, बंडा माणखर्द
22. रंगट - राम नारायण अग्नि - आक्राण प्रकाशक, दिल्ली
23. लोक गीत का विज्ञान नागरिक अग्नि - गुलामदी, प्रगति प्रकाशक, आगरा
24. लोक साहित्य : संपीडित - गुलामदी देव शर्मा - अग्नि प्रकाशक, दिल्ली

एम.ए.ए. हिंदी पाठ्यक्रम
प्रथम वर्ष (पूर्ववर्ती)
हिंदी साहित्य : वैकल्पिक पाठ्यक्रम - जननीय भाषा साहित्य प्रजाकृती (ब्रज + अक्षरी) भाषा एवं साहित्य

पाठ्य विषयः
(क) ब्रज एवं अक्षरी भाषा का इतिहास - विवेक
(ख) प्रवाचन एवं अक्षरी साहित्य का इतिहास - विवेक
(ग) ब्रज एवं अक्षरी के प्रमुख पत्रकारिता एवं कृतियाँ
(घ) स्थापना एवं आत्मनामक प्रकृति हेतु निर्देशित पत्रकारिता एवं उनके साक्षर पढ़े जायें

(1) विवेक
(2) ब्रज एवं अक्षरी
(3) अक्षरी
(4) जननीय
(5) मुलातालू ज्ञान (सुधी संस्कृत)
(6) ब्रजस्वल कुर्स ओपन प्रोफेसर रामश्याम से एक अंतर
(7) विश्वविद्यालय पाठ्यक्रम कृति "साधनमा" का प्रयोग सरगे
(8) एवं अक्षरी के "विस्तार" परक लोकगीत

(उ) इतिहास का हेतु पुस्तकः
(1) इतिहास देव शर्मा
(2) दामोदर पंडित कृति "उत्तरीयक" प्रकाश
अंक विवरण:
3. व्याख्याएँ : 3 × 10 = 30
2. औपचारिक प्रश्न : 2 × 15 = 30
5. लघु उत्तरीय प्रश्न : 5 × 04 = 20
20. वस्तुतिः प्रश्न / अतिलघु उत्तरीय प्रश्न : 20 × 1 = 20
गोष्ट : 100

प्राप्तियों:
छवानी शही, जि महाराज विश्वविद्यालय के ज्ञान में प्रतेश एवं अखबार - दोनों पुस्तकांकों का क्षेत्र अस्ति है। अतः प्रतिवर्ष एवं अखबार के मिलाकर 'सनायी' शीर्षक प्रकाशन का जगमान माना के अंतर्गत विश्वसनीय होता है। छवानी पहले से ही काम से मिला जाती है, परन्तु, उसे आदि का अभ्यास करने का उद्देश्य है। अतः यह प्रश्न पंजीयन पत्र देखने से पुरा रहेगा।

शहस्त्री मुल्कः
1. अखबार की कायमनी काव्यांि - रामप्रसाद बियांि 'मुहूँ'
2. अखबार की कविता र उलेखक कविता - रामप्रसाद बियांि 'मुहूँ'
3. जादुर र विज्ञानीय सुकृति - रामप्रसाद बियांि 'मुहूँ'
4. अखबार नामक देश - सार्वजनिक धार्मिक पर्याय
5. अखबार के राजनीतिक काव्य - दक्ष प्रसाद बियांि
6. अखबार और अखबारी विधेय आहार - श्री विनय बियांि
7. अखबार का राजा साहित्य - गंगेश बियांि
8. अखबार कविता की प्रमुख कविताएँ - रामप्रसाद बियांि 'मुहूँ'
9. अखबार के प्रमुख कविताएँ - रामप्रसाद बियांि 'मुहूँ'
10. अखबार के अन्य कविताएँ - श्री विनय बियांि नामक सुकृति
11. अखबार नामक सूची - दक्ष प्रसाद बियांि
12. अखबार साहित्य कोश - दक्ष प्रसाद बियांि
एम0 ए0 हिंदी पाठ्यक्रम
प्रथम वर्ष (पूर्वांग)

वैकल्पिक प्रश्न पत्र : 'रचनाकारों का विशेष अध्ययन'
जज्ञासी

पाठ्य-विषय:
पाठ्य समावेश - पदार्थ, अक्षराद, आश्चर्य कलम।
वास्तव हेतु - प्रभाव (रूपी कक्ष से संशोधन संक्षण हिरण तक)। वेष्ट हुए पाठ हेतु अथविषय है।

अंक विविधता:
3. व्याख्याएँ
4. आलोचनात्मक प्रश्न
5. लघु उत्तरीय प्रश्न
20 वस्तुतिक प्रश्न / अतिलघु उत्तरीय प्रश्न

एम0 ए0 हिंदी पाठ्यक्रम
प्रथम वर्ष (पूर्वांग)

वैकल्पिक प्रश्न पत्र : 'रचनाकारों का विशेष अध्ययन'
जज्ञासी

पाठ्य-विषय:
सूर सागर - नागरी प्रचारणी समा, काशी
व्याख्या के लिए प्राचीन निर्देशित संहिता के अंतर्गत पर प्रश्न-पत्र भरा गया है।
सूर सागर सागर - धीरेन्द्र वर्मा

अंक संकेत:
3. व्याख्याएँ
4. आलोचनात्मक प्रश्न
5. लघु उत्तरीय प्रश्न
20 वस्तुतिक प्रश्न / अतिलघु उत्तरीय प्रश्न

संदर्भ / उपयोगी पुस्तकें:
1. प्राचीन - वस्तुदेव शरण अरवाल (सं.) - इंदिरा
2. हिंदी और सूक्ष्म कला - प्रभाम गुरुहर पाठेय - साहित्य भवन, इलाहाबाद
3. उत्तर भारत के निर्णय पथ साहित्य का इतिहास - विवि दल - 'रक्षेत्र' - साहित्य
4. संस्कृत, शास्त्री हीरोल एवं उनका काम - शिक्षासह फलाद - साहित्य भवन, इलाहाबाद
5. जज्ञासी - शरणदाता उसार - नागरी प्रचारणी समा, काशी
6. बुद्धदेव धर्मविद्या साही - इलाहाबाद
7. हिंदी सूक्ष्म कला की भुमिका - रामपुर रंगशरीर
8. जज्ञासी चालाय - काव्य और दर्शन - गोविन्द विकिपेडिया - साहित्य निकेतन, कानपुर
9. जज्ञासी कला के साथ - जरीना रहट - साहित्य भवन, इलाहाबाद

C.S.J.M. University, Kanpur

10. जज्ञासी - रामचरित मन्यता - माता प्रसाद गुप्त
11. जज्ञासी - रसीद काव्य - बीकनाथ शर्मा - अशोक प्रकाशन, दिल्ली
12. जज्ञासी प्रचारणी - साहित्य शुक्ल - नागरी प्रचारणी समा, काशी
एम0 ए0 हिंदी पाठ्यक्रम

प्रथम वर्ष (पूर्वांश)

वैकल्पिक प्रश्न पत्र: 'रचनाकारों का विशेष अध्ययन'

पाठ्य विषय:

व्याख्या के लिए रामचरित मानस (अयोध्याकाल सम्पूर्ण), कवितावली, संस्कृतकाली, दोहावली

* हृदयः हेतु जानकी मंगल, पार्वती मंगल, वैषाण्य संदीपणी, वरि सामन, रामचरित नामः का अध्ययन अपेक्षित है।

अंक विभाजन:

3. व्याख्याएँ : \[ 3 \times 10 = 30 \]
2. व्याख्यावाचक प्रश्न : \[ 2 \times 15 = 30 \]
5. सूत्र उपस्थित प्रश्न : \[ 5 \times 04 = 20 \]
20. वर्तुङ्ग प्रश्न / अंतिम प्रश्न प्रश्न : \[ 20 \times 1 = 20 \]

योग : 100

संदर्भ / उपयोगी पुस्तकें:

1. गीतावली तुलसीदास - रामचरित नामः संस्कृत पाठ्य पुस्तक, काशी
2. तुलसी दशक - बलदेव प्रसाद भिक्षु - इलाहाबाद
3. तुलसी - उदयवाहन सिंह - दिल्ली
4. रामचरित: उत्तरी और विकास - कलित पुरे - इलाहाबाद
5. राम कवय और तुलसी - ग्रंथसार - दिल्ली
6. तुलसीदास - विषयावली विवाह - दिल्ली
7. तुलसी साहित्य - रामचरित निबंध - इलाहाबाद प्रकाशन, हिन्दी प्रकाशन, दिल्ली
8. तुलसीदास और उनका काव्य - रामनेश विद्याधर - राजस्थान प्रकाशन, दिल्ली
9. तुलसी रसकाल - भगवत सिंह - साहित्य भाषा, इलाहाबाद
10. तुलसी मानस रसकाल - भगवत सिंह - सरस्वती पुस्तक प्रेस, आगरा
एम.ए हिंदी पाठ्यक्रम

प्रथम वर्ण (पूर्ववर्ती)

वैकल्पिक प्रश्न पत्र: 'रचनाकारों का विशेष अध्ययन'

निराला

पूर्णक: 100

पाठ्य - सामग्री:

• व्याकरण हेतु - रामनगर, अपना, प्रबंधन, विलोकनशास्त्रिका ।

• दुर्लभ हेतु प्रयास - निराला की साहित्य साहित्य भाग-1 - रामचंद्र दास

अंक विभाजन:

3. व्याख्याति : 3 x 10 = 30
2. अलखानालयक प्रश्न : 2 x 15 = 30
5. तत्त्व उत्तरीय प्रश्न : 5 x 04 = 20
20 विश्वस्तित प्रश्न / अतिश्य उत्तरीय प्रश्न : 20 x 1 = 20

योग : 100

संदेह / उपयोगी पुस्तकेः

1. निराला की साहित्य साहित्य भाग-2 - राम विलास शर्मा - राजकुमार प्रकाशन,
2. निराला - उत्तरीय एवं उत्तरीय
3. निराला की काव्य साहित्य - गीता शर्मा
4. निराला के शास्त्रिक संरक्ष - शिवपुरी दीवसिक - साहित्य सन्न्यास, कानपुर
5. मुखत्तान निराला - (श्री) रामपूर्ण साहित्य - साहित्य निकेतन, कानपुर
6. महारानी निराला - नन्द दुर्लारे वाजपेयी - वांशिकी
7. साहित्यकारी कवि निराला - वशन रिहिक
8. निराला - विजय शर्मा
9. निराला अध्ययन आलो - दुर्लभ शर्मा - इलाहाबाद
10. निराला वनस्पती - (भक्त) एवं काव्य राधा
11. निराला नृत्य में कल्पना सीखना - साहित्य नारायण अनिंधी - साहित्य निकेतन, कानपुर

#C.S.J.M. University, Kanpur

प्रथम वर्ण (पूर्ववर्ती)

वैकल्पिक प्रश्न पत्र: "रचनाकारों का विशेष अध्ययन"

निराला

पूर्णक: 100

पाठ्य - सामग्री:

• व्याकरण हेतु - सेना सदन, कविनुमित्र, रामचंद्र, मानसरोवर भाग-1, कुछ विचार
(निष्क्रिय संहिता)

• दुर्लभ हेतु प्रयास - प्रेमचन्द साहि भाग-3, इंद्रजितन, गाजियाबाद

• प्रेमचन्द लिखित हार्दिक, जीवनीय एवं वातावरण

अंक विभाजन:

3. व्याख्याति : 3 x 10 = 30
2. अलखानालयक प्रश्न : 2 x 15 = 30
5. तत्त्व उत्तरीय प्रश्न : 5 x 04 = 20
20 विश्वस्तित प्रश्न / अतिश्य उत्तरीय प्रश्न : 20 x 1 = 20

योग : 100

संदेह / उपयोगी पुस्तकेः

1. प्रेमचन्द: एक विद्यार्थी - नन्द दुर्लारे वाजपेयी
एम0 ए0 हिंदी पाठ्यक्रम

प्रथम वर्ष (पूर्वि)  

वैकल्पिक प्रश्न पत्र : 'रचनाकारों का विशेष अध्ययन'  
अध्याय नाम 10 वर्णन  

पाठ्य - सामग्री :  
• व्याकरण हेतु - विन्यासिणी प्रभ-1, 2 तथा 3, विवृत्ति, विचार-वैचारी ।  
• दुर्गापूज हेतु प्रत्यार -  
  रा मीमांशा  
  शासक (अनुमित) उपभाषाः  
  भूमिचित्र (लाइट अफ़ एक्सिया का अनुवाद)  
  ग्राम वर्ण का समय (सवानी)  
  सुकुट कामिताईं  
  हिंदी साहित्य का इतिहास  

अंक विविधता :  
3 व्याख्याएँ : 3 x 10 = 30  
2 आलोचनात्मक प्रश्न : 2 x 15 = 30  
5 लघु चतुर्वत्त प्रश्न : 5 x 04 = 20  
20 संयुक्त प्रश्न / अद्वितीय चतुर्वत्त प्रश्न : 20 x 1 = 20  
योग : 100  

संदर्भ / उपयोगी पुस्तकें :  
1. आचार्य रामचन्द्र सुकुट और हिंदी आलोचना - राम विलास शर्मा - राजकम्भ प्रकाशन, दिल्ली  
2. विन्यासिणी-3 - नामकर रंग - राजकम्भ प्रकाशन, दिल्ली  
3. आचार्य रामचन्द्र सुकुट - विन्यासिणी और साहित्य - अध्ययन राम  
4. आचार्य रामचन्द्र सुकुट - श्रमण वत्त्व  
5. आचार्य रामचन्द्र सुकुट और विन्यासिणी - कृतित्रय शर्मा  

पाठ्य - सामग्री :  
• व्याकरण हेतु - निबन्ध संग्रह - अलकेश के पूर्त, विचार और विमंडल, कायस्थ, विचार-प्रका, कुटज, अलकेश पवार।  
• हिंदी साहित्य की आप्रवास, नामचन्द्र लेख, पुनर्नवा, अनवनदास का पौरा।  
• हिंदी की साहित्य शाखा भूमिका - रामचन्द्र सुकुट, हिंदी साहित्य के भूमिका, विकास, साहित्यवादपत्र, भाषा संबंध, साहित्य का संग्रह, हिंदी साहित्य का अध्ययन, हिंदी साहित्य - हिंदी और हिंदी साहित्य, समाजशास्त्रीय विषय साहित्य, भाषा संबंध, कालिदास की लेखांश व्याख्या, प्राचीन माता के कल्याणी प्रकाश, आधुनिक हिंदी साहित्य, तत्कालीन साहित्य का पुरातन रूप।  
• सामाजिक साहित्य - पुर्वी राजस्थान, नाम श्रीमद्देवी की भाषा, विदेश राजस्थान, विदेश शर्मा , विदेश प्रदेश के अनुवादकों की आवश्यकता, विदेश प्रदेश के अनुवादकों की अवधारणा विभाग (काल्पनिक), विदेश प्रदेश के अनुवादकों की हिंदी रचनाएँ, दलाल, नाटक शास्त्र और विदेश प्रदेश का विण्य।  
• आनुमानित साहित्य - मंदिर - एक पुराणी कहानी, लाल कोरें, मेला बांबर, दे बहाने, प्रथम विन्यासिणी, पुराण का प्रथम संस्करण।  
• पत्र साहित्य - (उ.) गृहदेव दिवेदी (153 पत्रों का संग्रह)।  
• गान - पकाल, चाम्पेल, एलियन, अनुसूची जैसे कालिसित परिधान ग्रुप रचनाएँ।  
• गीतिका - मुकुंद श्रीवास्तव।  
• प्रकीर्ण लेख - कृतिका का सुरुवात, अनुवाद का रत्नबन्ध साहित्य, कालिदास और गृहुकुट प्रथमन समार, श्रीनंद से कविताएँ।  

अंक विविधता :  
3 व्याख्याएँ : 3 x 10 = 30  
2 आलोचनात्मक प्रश्न : 2 x 15 = 30
एमए एक्ट - हिंदी

पाठ्यक्रम (पूर्ववर्ती)

प्रथम वर्ष (पूर्ववर्ती)

पाठ्य-विषय :

- उपन्यास का स्कृत, हिंदी उपन्यास का इतिहास, हिंदी उपन्यास का प्रमुख लेखक, हिंदी के प्राचीन और प्रस्तरकालीन उपन्यासकारों का अनुसन्धान एवं अध्ययन।

- व्याकरण एवं विशेष विषयों के लिए निम्नलिखित उपन्यासों का विशेष ध्यान दिया गया है -
  1. रामभाषी (प्रमाण), 2. लक्षामण (वेदविद्या), 3. वल्लभ (वनभाषा), 4. शूकर रघु (रामभाषी), 5. बुद्ध एवं श्रीमुंद (महाभाषा रामभाषी), 6. अम्बाका बंदी (बुद्ध श्रीमुंद)

- हिंदी उपन्यासों की विशेषता एवं उपन्यासों का अध्ययन हेतु निम्नलिखित पाठ्य-विषयों का अध्ययन अन हेतु है -

  1. पहला का भंगी (भावदेश जोशी)
  2. वैदिक लेखक (भावदेश जोशी)
  3. अनुदान का विश्लेषण (हिंदी समाचार दिव्यवती)
  4. सुजन का विश्लेषण (भारतीय साहित्य)
  5. पत्रकालिका (पत्रकालिका रेखा)
  6. राग परिचय (भीतरत्र शुभराय)

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अंक विवरण -

3. 3 x 10 = 30
2. 2 x 15 = 30
5. 5 x 04 = 20
20. 20 x 1 = 20

संदर्भ / उपयोगी पुस्तकें:

1. हिंदी प्राचीन काव्य (न. म.) विजयवंश प्रसाद सिंह
2. आ. हिंदी प्राचीन काव्य (न.) साहित्य: एक अनुसंधान
3. आ. हिंदी प्राचीन काव्य के उपन्यासों में आलोचना: साहित्य निर्माण
4. आ. हिंदी प्राचीन काव्य के उपन्यासों में साहित्यिक विचार - साहित्य निर्माण
5. आ. हिंदी प्राचीन काव्य (न.) साहित्य (11 वीं) - कृपाल देव शास्त्री - राजकवि प्रसाद सिंह, कलकत्ता
6. हिंदी प्राचीन काव्य (न.) साहित्यिक चर्चा - सिवसंकाल गौतम - साहित्य निर्माण, कलकत्ता
एम.ए. हिंदी पाठ्यक्रम
प्रथम वर्ष (पूर्वांग)

प्रौद्योगिक प्रशासन-पथ : विज्ञान विभा का अध्ययन
हिंदी आलोचना साहित्य
पूर्णक : 100

पाठ्य - विषय:

- भारतीय काव्यशास्त्र और हिंदी आलोचना के उदय की परिस्थितियों, प्रारंभिक हिंदी आलोचना का स्कूल, पारंपरिक साहित्यालय और हिंदी आलोचना, हिंदी आलोचना का ऐतिहासिक विकास।
- वृद्धि हिंदी आलोचना, आलोचक महान पुत्र कुल : रूद्धार्थिक विभा एवं वाङ्गानाल विभा।
- हिंदी आलोचना, स्वर महान पुत्र हिंदी आलोचना, ज्ञात-ज्ञात हिंदी आलोचना।
- हिंदी के प्रमुख आलोचकों की आलोचनात्मक अवकाशावली और पद्धतियाँ - प्रतिमान का उनकी कृतियों के आलोक में गहन अध्ययन।

संदर्भ/उपबोधी पुस्तकें:
1. काव्यशास्त्र - महोकाव्य मिश्र - विश्वविद्यालय प्रकाशन, प्रारंभी।
2. काव्यशास्त्र काला - काव्यशास्त्र - विश्वविद्यालय प्रकाशन, कारांशी।
3. काला का संग्रह - संग्रह विभा - रामानुजालय कारांशी।
4. संग्रहशास्त्र - संग्रह गुलाल
5. आलोचना और आलोचना - संग्रह गुलाल।
6. हिंदी संकल्प - संकल्प और संकल्प - रामानुजालय कारांशी।
7. संकल्प - संकल्प विभा - हरिहारी कारांशी।
8. हिंदी आलोचना - पहले और परख - इंद्राणालय प्रकाशन - रामानुजालय कारांशी।
एम्स एस हिंदी पाठ्यक्रम

प्रथम वर्ष (पूर्णिक)

वैकल्पिक प्रक्र-पत्र : विशेष विषय का अध्ययन

पाठ्य-विषय:

• नाटक और रंगमंच का स्वरूप
• नाटकों में साहित्यिक विवरण
• नाटक अभ्यास का स्वरूप - नाटक का विचारण वैशिष्ट्य
20. हिंदी साहित्य दर्पण - संस्थान सिद्धांतों - चौकमा, कानपुर
21. मानसिक प्रकाश - नृत्यविद्या - नेतृत्व, पद्धतिरिष्टि हात, दिल्ली
22. रंगमंच : स्वतंत्रता और जयवीर - आधुनिक तथा हिन्दी प्रकाश, दिल्ली
23. मानवीय रंगमंच का विचारसाधन अनुवाद - आधुनिक साहित्य, कानपुर
24. मौलन शाखा : रंगमंच और प्रदर्शन - जनवेदन तनेजा - साहित्य प्रकाश, दिल्ली
25. रंग दर्शन - नेतृत्वकर्ता जीवन - साहित्य प्रकाश, दिल्ली
26. नृत्य प्रति - एक परिचय - नृत्य विश्व - साहित्य प्रकाश, दिल्ली
27. आधुनिक हिंदी नाटककल्पना के नृत्य विद्युत विश्व - साहित्य प्रकाश, दिल्ली
28. हिंदी नाटक और नाटक समीक्षा - नव नारायण दय - साहित्य प्रकाश, दिल्ली
29. रंगमंच : कला और शृंगार - गोविंद चतुर्वेदी - ताजिल्ला प्रकाश, दिल्ली
30. हिंदी नाटक : इतिहास के संपादन - गोविंद चतुर्वेदी - ताजिल्ला प्रकाश, दिल्ली
31. पंडव के नाटक : सूक्तवाचक घटनापूर्व और नाकाखण्ड यात्रा - गोविंद चतुर्वेदी - ताजिल्ला प्रकाश, दिल्ली
32. नाटक रंगमंच और मौलन दास के - सुरेंद्र वायु - ताजिल्ला प्रकाश, दिल्ली
33. रंगकर्म और गोविंदा - जनवेदन तनेजा - ताजिल्ला प्रकाश, दिल्ली
34. साहित्य रंग नाटक - गोविंद चतुर्वेदी - ताजिल्ला प्रकाश, दिल्ली
35. नाटक का रंगित - संस्थान में नाटक - गोविंद चतुर्वेदी - ताजिल्ला प्रकाश, दिल्ली
36. पंडव के नाटक : संस्थान और संस्थान - गोविंद चतुर्वेदी - ताजिल्ला प्रकाश, दिल्ली
37. नृत्य रंग थलिया और हिंदी नाटककल्पना - जनवेदन तनेजा - ताजिल्ला प्रकाश, दिल्ली
38. हिंदी नाटक : आधुनिक नाटक - जनवेदन तनेजा - ताजिल्ला प्रकाश, दिल्ली

एम0 ए0 हिंदी पाठ्यक्रम

प्रथम वर्ष (पूर्वाधि)

वैकल्पिक प्रश्न पत्र : विषयक नमूना प्रश्न का अध्ययन - 1

'आडिनकोल' पूर्णक : 100

पाठ्य-विषयः

* आधुनिक अवसाद की पूर्णता : नव भारतीय भाषा की अवसाद, सिद्ध-नव
एमए एड - हिंदी

5. हिंदी काव्यशास्त्र - राहुल सांभुक्तावाद
6. हिंदी के विश्लेषण में पारंपरिक ग्रंथ - नमतम रिबिंध
7. प्राकृति औपचारिक तथा पुरातन हिंदी काव्यशास्त्र पर प्रमाण - राम सिंह दोपर
8. प्राकृति भाषा और शीर्षक का इतिहास - मोहनदास राजस्वाली

प्राथमिक वर्ष (पूर्वांत)

वैकल्पिक प्रश्न पत्र : विषय जुग प्रश्न का अध्ययन-2

"भिक्षुक"

पूर्वांत : 100

पाठ्य-विषय :

भिक्षुक की समय सीमा, काल विवाह, नामकरण, निर्धारण, समय कालवार्षिक, अन्नपूर्वक, ग्रामीण (वृत्त), कृषिकात्मक एवं रामप्रवृत्तियों, नाटक की परिभाषा, भाषात्मक ज्ञानशास्त्र की समय प्रश्नों दी 

भिक्षुक के प्रमुख कविताओं का व्यक्तिक एवं शाब्दिक, रामकृति - सांस्कृतिक अवधार। भाषात्मक विवरणों का वैज्ञानिक। भ्रमण एवं संगीत, नाटक कविता की प्रश्नों। विषय साधनाकरघियत अथा उनकी उपजबितगंगा

अध्याय एवं आलोचना हेतु निम्नलिखित प्रश्नों का अध्ययन अत्यन्त अर्थक हैं -

1. कविता तथा काल (संस्कृत) : संकेत तत्त्वात्मक चर्चावाद, कविता के प्रारंभ के 50 पद

अध्याय

रैलाइम : तत्त्व वर्ण (संस्कृत) : संकेत रामायण चर्चावाद, परामर्शक नगरी विषयाकरण

अध्याय

मुख्य वर्तमान : विभाग (प्रारंभ के 25 पद)

3. नव ग्रंथ : महाकवि - सांस्कृतिक, नव ग्रंथकार, मंचन संस्करण, पुस्तका पंजा पुस्तकाकरण, (संस्कृत)

4. तुलसीदास : विश्व भिक्षुक, गीता भ्रम, गंगेशुर (पंजा सो 73 से आगे 50 पद)

5. केशवदास : शास्त्रीय भिक्षुक (पूर्वांत) संकेत शास्त्री नवांतनी

6. गीताकृति : मीराकवि की पदार्थवाद, संकेत परंपरागती, प्रारंभ के 25 पद

अध्याय
रस्तान्तः सम्बन्धित रस्तान्तः प्रारम्भ के 25 सूत्र

रुतुतात हेतु निम्नलिखित कविताओं का अध्ययन अपेक्षित है। इन पर लघु उत्तरीय प्रश्न पूरे कर जाएँ।

1. गुरु नानकदेव, दादू, राक्ष, सुन्दरदास, सहजोबाई, मंडल, कुंभादास, परमनानन्दादास, हिन्दीकीविशेष, रहम

अंक विवरण:
3 व्याख्या : $3 \times 10 = 30$
2. आलोचनात्मक प्रश्न : $2 \times 15 = 30$
5. लघु उत्तरीय प्रश्न : $5 \times 04 = 20$
20 वस्तुचित्र प्रश्न / अतिलघु उत्तरीय प्रश्न : $20 \times 1 = 20$

योग : 100

संदर्भ / उपयोगी पुस्तकें:
1. हिंदी सूप्रीकार का सामयिक अनुमोदन - शिवासहर शासक
2. हिंदी सूप्रीकार की विभाग - क्षेत्र - मनोहर पांडेय
3. कबीर राय - किल्ला एवं सूरज - आनन्द प्रकाश विद्वान - नेप
4. तुलसीदास और उनका काम - समग्र प्रभाव
5. महाकवी निगुण चतुर्वेदी - धर्मराज मेनी - सोनाली, हिंदाबाद
6. कृष्ण और उनका साहित्य - विजयपुर सिंह
7. कृष्ण जीवन, कला और साहित्य - निर्णय चन्द्र शर्मा
8. शैवी कवि का पुनरूत्थापन - जयपूर गोयल
9. शैवी कवि की भीमकी - क्षेत्र - मनोहर पांडेय
10. निगुण कवि की सरसोत्सक पुराणिक - मोती सिंह
11. हिंदी सूप्रीकार की भीमकी - क्षेत्र - मनोहर पांडेय
12. महाकवी निगुण चतुर्वेदी - न. मुलारी
13. मूर्ति कविता की परंपरा - राजकुमारी राजपाल
14. मध्यकालीन कृष्ण महत शास्त्रियों में रूक्षिकाल प्रकाश

एम0 ए0 हिंदी पाठ्यक्रम

प्रथम वर्ष (पूर्वांग)

मैकर्पक प्रश्न पत्र : विशेष गुण पृष्ठ का अध्ययन-2

'रूक्षिकाल'

पूर्णक : 100

पाठ्य-विषय:

• रूक्षिकालीन परस्परिव्याहतियों एवं पाठ्य, प्रेषणक्षेत्र, नामकरण की समय, शास
एमए ए10 हिंदी पाठ्यक्रम

प्रथम वर्ष (पूर्वी)

वैकल्पिक प्रथम वर्ष : विषय विषय का अध्ययन

'छायावाद' पृष्ठकम : 100

पढ़ाई-विषयः

- निर्देशात्मक से व्याख्यात्मक एवं आवश्यकतात्मक प्रश्न पूर्ण करेंगे -
- प्रसाद - लहर (अनिति गीत समी कविताएँ)
- निर्देश : अनप (कविता रंग, चुटिये की कला, जाने फिर एक चर, तभ्या गुणी, दर्शन नाटक, संगीत, नाटक, वाद्य- गीत, खूब, छवियो, कविता का पत्र, युग के तत्व, गुरू को विस्तार पर या है, दान, विशेष बचना, आज्ञान)
- महादेवी - ग्या (निष्ठा को घो देता रहते, कर्मयोगी की मुकुट तुलना, जानकी अनुपबन...)
- सुन्दर के सितारें अरुणा रांगन, जीवन में भिन्न की बन, तुम मुझे भिन्न में फिर परिवार का, भुवन में, क्षेत्र परिवार का, भुवन में कर देते हैं, शब्द विभाजन की परमाणु में)।
- मात्रलाल चुबुधी (मुझे की अनुभाग, तुम मुझे कैदी और कोकला, गीत की वैभव कही, दो साथ, दूर गाय हरियाली, नृत्य का पता, मुझे रोते हो, तुम मिले, तुम मेरे पर जाते)।
- रामकुमार वर्मा (दिवस ! तुम युवते में क्या गाय, मैं जीवन में जाना गया, एक दिनक दिन दिन जा हूँ, मैं सुनी और यह विचार विचार, जीवन की जीत क्या है, नाराज रहे दे के गई, इस जीवन संगर गीत, में जीवन रहने में अवसरों, नारा जीत के संगर गीत, लिखित स्तंबों का कोल, भीतर सुंदर सा जीवन)।
- पंकज - विद्वान के - गुण उपकरण, समाजवाद, शोभावाद, वाणी (तुम यह न चाह सको...) महत्तुताओं और प्रति, हिंदू और रामभूत, समाजवाद, रामभूत, लोक साहित्य, नीति विषय, आधुनिक।
पाठ-प्रत्यक्ष:

1. छात्रादीर्शक का कार्यक्रम तथा विषयवस्तु प्रवाहीती - राज्य सरकारी क्षेत्र का कार्य, व्यक्तिगत कार्य, रस्ती-मंडल व हास्य, प्रश्नोत्तरी क्षेत्र, कार्यक्रम का कार्य, व्यक्तिगत कार्य, रस्ती-मंडल व हास्य, व्यक्तिगत कार्य, रस्ती-मंडल व हास्य, प्रश्नोत्तरी क्षेत्र।
2. वारा एवं आलोचना हेतु निम्नलिखित का अध्ययन किया जाएगा है -
3. छात्रादीर्शक का कार्यक्रम तथा विषयवस्तु प्रवाहीती - राज्य सरकारी क्षेत्र का कार्य, व्यक्तिगत कार्य, रस्ती-मंडल व हास्य, प्रश्नोत्तरी क्षेत्र, कार्यक्रम का कार्य, व्यक्तिगत कार्य, रस्ती-मंडल व हास्य, व्यक्तिगत कार्य, रस्ती-मंडल व हास्य, प्रश्नोत्तरी क्षेत्र।
4. वारा एवं आलोचना हेतु निम्नलिखित का अध्ययन किया जाएगा है -
5. छात्रादीर्शक का कार्यक्रम तथा विषयवस्तु प्रवाहीती - राज्य सरकारी क्षेत्र का कार्य, व्यक्तिगत कार्य, रस्ती-मंडल व हास्य, प्रश्नोत्तरी क्षेत्र, कार्यक्रम का कार्य, व्यक्तिगत कार्य, रस्ती-मंडल व हास्य, व्यक्तिगत कार्य, रस्ती-मंडल व हास्य, प्रश्नोत्तरी क्षेत्र।
6. वारा एवं आलोचना हेतु निम्नलिखित का अध्ययन किया जाएगा है -
7. छात्रादीर्शक का कार्यक्रम तथा विषयवस्तु प्रवाहीती - राज्य सरकारी क्षेत्र का कार्य, व्यक्तिगत कार्य, रस्ती-मंडल व हास्य, प्रश्नोत्तरी क्षेत्र, कार्यक्रम का कार्य, व्यक्तिगत कार्य, रस्ती-मंडल व हास्य, व्यक्तिगत कार्य, रस्ती-मंडल व हास्य, प्रश्नोत्तरी क्षेत्र।
8. वारा एवं आलोचना हेतु निम्नलिखित का अध्ययन किया जाएगा है -
9. छात्रादीर्शक का कार्यक्रम तथा विषयवस्तु प्रवाहीती - राज्य सरकारी क्षेत्र का कार्य, व्यक्तिगत कार्य, रस्ती-मंडल व हास्य, प्रश्नोत्तरी क्षेत्र, कार्यक्रम का कार्य, व्यक्तिगत कार्य, रस्ती-मंडल व हास्य, व्यक्तिगत कार्य, रस्ती-मंडल व हास्य, प्रश्नोत्तरी क्षेत्र।
10. वारा एवं आलोचना हेतु निम्नलिखित का अध्ययन किया जाएगा है -

## प्रम्प्रकाश - यज्ञवल्क्य काव्य

| प्रश्न-पत्र | अंक | विषय 
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>वाणिज्य एवं विरचन हेतु</td>
<td>3 × 10 = 30</td>
<td>1. मैथिलिश्चरण मूर्ति : साकेत का नाम रागि।</td>
</tr>
<tr>
<td>प्रसाद</td>
<td>2 × 15 = 30</td>
<td>2. प्रसाद : कामान्य (सद, तद, तत्र)।</td>
</tr>
<tr>
<td>पंत</td>
<td>5 × 04 = 20</td>
<td>3. पंत : परिवर्तन, हिमाद्रि, मौन निदর्शन, अलसोद्र का गति, लोकोपकारी।</td>
</tr>
<tr>
<td>निर्देश</td>
<td>20 × 1 = 20</td>
<td>4. निर्देश : राम से रामकृत भूमि, जीर्णी के प्रासमान्य कुद्र एवं कुद्रालाम।</td>
</tr>
</tbody>
</table>

### पद्य-दिशा

1. न्यायावेदन हिन्दी कृति : प्रमुख प्रमुख विद्वानों - सिद्धोत्त पाधय
2. नृत्य : वाणिज्य एवं काव्य - लक्षिनारायण तुल्य
3. अंशों का रचना संसार - रामस्वंर गांधी
4. अंशों : सिद्धोत्त एवं कृति - रामचंद्र मिश्र - वाणिज्य प्रकाश, दिल्ली
5. मंदिर गायन : रामचंद्र से सुवीरिय साहल - रामस्वंर गांधी, मैथिलिसेन, दिल्ली
6. न्याय कृति के प्रमुख दत्तकार - वंदेक युगल दिवारी - वंदेक पुष्पांश मधुर
7. पुराणिक : वाणिज्य एवं शेषकार - नया शिवार मन्दिर - रामस्वंर प्रकाश, दिल्ली
8. पुराणिक : कृति विवरण - अंशों संसार - रामस्वंर प्रकाश, दिल्ली
9. समस्तीय हिन्दी कृति : विवरण प्रसाद, दिल्ली - रामस्वंर प्रकाश, दिल्ली
10. नया काव्य, नये भाषाय - लक्षित गुलाब - शेखर मिश्र, दिल्ली
11. पुराणिक कृति का संसार एवं शेखर मिश्र - रामस्वंर प्रकाश, दिल्ली
12. नया कृति एवं अवसादित - रामचंद्र शहादत - रामस्वंर प्रकाश, दिल्ली
13. नया कृति की रचना - वंदेक पुष्पांश मधुर
14. समस्तीय हिन्दी कृति : एक अवस्थित रामस्वंर प्रकाश, दिल्ली
15. कृति के नए प्रतीतिन - साकेत गिरि - रामस्वंर प्रकाश, दिल्ली
| 33. | नई कविता की चर्चा - जनधर जुमराह |
| 34. | नई कविता और अतिसरकार - श्रम विपक्ष कार्य कोinic |
| 35. | कविता के नए प्रतिमान - नामकरण सिद्ध |
| 36. | नई कविता के नया मूल वाणिज्य - सोलह कुमार शर्मा |
| 37. | छापा वाले कविता हिंदी कविता : प्रमुख पुरस्कार - निरीक्षण पादेश |
| 38. | समकालीन हिंदी कविता - विश्वास विद्यासागर - राष्ट्रकूट प्रकाशन, दिल्ली |
| 39. | छापनीय कविताओं की पीढ़ी कुद्दसान - दा० उर्यान - कानपुर |
| 40. | नया कविता, में मूल - दा० लक्षित शुक्ल - दिल्ली |
| 41. | नई कविता : स्वरूप और समर्थन - दा० जगदीश गुप्त - दिल्ली |

### एमसी एस द्वितीय वर्ष

#### द्वितीय वर्ष प्रश्न पत्र - काव्यशास्त्र एवं साहित्यालेखन पूर्णक : 100

#### पाठ्य प्रणाली : (खण्ड - क)

- **संस्कृत कविता शास्त्र** - काव्य संक्षेप, काव्य हेतु, काव्य प्रयोग, काव्य के प्रकार
- **रस सिद्धांत** - रस का वर्णन, रस निर्देश, रस के अंग, साहित्यालेखन, राजकृति की आवश्यकता
- **अलंकार सिद्धांत** - मूल स्थापनाएँ, अलंकार की बनावट
- **रूप सिद्धांत** - रूप की आवश्यकता, कविता के मूल, वक्रकोण एवं अतिरिक्त घटनाओं
- **कविता सिद्धांत** - वक्रकोण की आवश्यकता, कविता के मूल, वक्रकोण एवं अतिरिक्त घटनाओं
- **व्याख्या सिद्धांत** - व्याख्या की आवश्यकता, वक्रकोण एवं अतिरिक्त घटनाओं
- **आध्यात्मिक सिद्धांत** - प्रमुख स्थापनाएँ, आध्यात्मिक के मूल

#### पाठ्यालेखन प्रश्न पत्र

- **पदेता - काव्य सिद्धांत**
- **अतिरिक्त - अनुकूल सिद्धांत, आध्यात्मिक विचार**
- **लोकार्थांश - कविता की अवधारणा**
पारिवारिक संबंधती : स्वयं एवं महत्त्व  - पारिवारिक संबंधती - निर्णय के
विधान ।

खान - विशेष के विनियम के कारण, विशेष के निर्देश ।

हिंदी के अनुरूपीः

कम्प्यूटर : परिचय, कैपेक्स, उपयोग और क्षेत्रों में परिचय का परिवहन ।

इंटरनेट : समस्त उपकरणों का प्रयोग, प्रयोजनार्थक सवार सवार और इंटरनेट
समय मिलती है के पुछ ।

वेब वितरित ।

इंटर-एक्स्टेंड रूप के नेटस्क्रिप्ट ।

लिख, भाषाप्रदर्शन, टैक्स नेटा-प्रमाण करना: हिंदी के प्रमुख इंटरनेट पोर्टलों और
विदेशी साक्षरता, वेबसे ।

खाना : खान - प्रतिवारिता

प्रतिवारिता : स्वयं एवं विशेष प्रकार ।

हिंदी प्रतिवारिता का संक्षिप्त इतिहास ।

समाचार लेखन कला ।

समाचार के आवासन कला ।

वायुहार्दिक यूक शोधन ।

शीर्षक की संस्करण, लीड, तौल एवं शीर्षक समाचार ।

समाधायम संस्करण ।

पृथि, - रंग ।

सामायकरण, पत्रकार-वातां हेतु प्रस्तुत प्रकरण ।

प्रस्तुत प्रकरण कल्पना एवं आचार संस्करण ।

खाना : खान - मूर्तिम लेखन ।

जनसंघरण : प्रतिहारिक एवं युवीरीय ।

विविध जनसंघरण माध्यमों का स्वयं - मुद्रण, श्रेय, मुश्क-स्रोत, इंटरनेट ।

श्रेय माध्यम (शीर्षर) ।

मूर्तिमः माध्यम की प्रकृति, समाचार लेखन एवं सामय, शीर्षरों नाटक, उपप्रेमण
लेखन, विवाह लेखन, पृथि तथा सिद्धान्त ।

दृश्य - श्रेय माध्यम (फिल्म, टेलीविजन एवं वीडियो), दृश्य माध्यमों में भाषा की प्रकृति,
दृश्य एवं श्रेय, सामान का सामग्री । पारंपरिक (टीवी और) परंपरागत लेखन ।

टेली-ट्रूक, /टेलीबु-ट्रूक, संवाद लेखन । साप्ताहिक मित्रों का दृश्य माध्यमों में

रुपरेखा : समस्त हिंदी-मुर्तिम विद्यालयों, 4 जनसंघरण विद्यालय (प्रत्येक उपमेय एक-एक) : 4 x 15 = 60
5 आर्थिक प्रतिक न्याय : 5 x 04 = 20
20 विद्यालय विद्यालय / अंतिक्रांतिक प्रति प्रतिपादन 20 x 1 = 20

योग

संयुक्त/उपन्यासी लेखनः
1. प्रकृतिप्रकृतिक हिंदी - संस्कृत एवं अनुभवों - ग्रंथ प्रकाश / विद्यालय प्रकाश, दिल्ली
2. प्राधानिक हिंदी राम प्रकाश / दिनेश गुप्त - रामकृष्ण प्रकाश, दिल्ली
3. समाधान एवं प्रकाश लेखन - राम प्रकाश / दिनेश गुप्त - रामकृष्ण प्रकाश, दिल्ली
4. संवेदन अनलक हिंदी - राम प्रकाश / दिनेश गुप्त - रामकृष्ण प्रकाश, दिल्ली
5. प्राधानिक हिंदी - राम प्रकाश / दिनेश गुप्त - रामकृष्ण प्रकाश, दिल्ली
6. प्राधानिक एवं वाणिज्यक हिंदी - राम प्रकाश / दिनेश गुप्त - रामकृष्ण प्रकाश, दिल्ली
7. रामकृष्ण प्रकाश / दिनेश गुप्त - रामकृष्ण प्रकाश, दिल्ली
8. प्राधानिक एवं वाणिज्यक हिंदी - राम प्रकाश / दिनेश गुप्त - रामकृष्ण प्रकाश, दिल्ली
9. मान्यता: सारण एवं प्रकाश - राम प्रकाश / दिनेश गुप्त - रामकृष्ण प्रकाश, दिल्ली
10. प्राधानिक एवं वाणिज्यक हिंदी - राम प्रकाश / दिनेश गुप्त - रामकृष्ण प्रकाश, दिल्ली
11. जीवन बीमा अध्ययन में हिंदी का प्रयोग - सुधीर निशान - रामकृष्ण प्रकाश, दिल्ली
12. बैंकिंग और बीमा संबंधित - सुरेंद्र - रामकृष्ण प्रकाश, दिल्ली
13. वैद्यकी में प्रकाशनीय हिंदी - अनिता कुमार निर्माण - रामकृष्ण प्रकाश, दिल्ली
14. आधुनिक हिंदी प्रयोग कोश - वर्धिनाथ कुमार - रामकृष्ण प्रकाश, दिल्ली
15. हिंदी भाषा: संस्कृत एवं आध्यात्मिक नवीकरण - संस्कृतमा आध्यात्मिक प्रकाश, दिल्ली
16. हिंदी भाषा का प्रयोजनमुख स्वरूप - कैलाश चंद्र मातिरि - साहित्य नव इलाहाबाद
17. आधुनिक पत्र-लेखन कला - डी.ए.सी. पॉलरिया - त्वरित प्रकाश, दिल्ली
18. प्राधानिक एवं सामाजिक हिंदी - कैलाश चंद्र मातिरि - त्वरित प्रकाश, दिल्ली
19. प्राधानिक आधुनिक हिंदी - कैलाश चंद्र मातिरि - त्वरित प्रकाश, दिल्ली
20. हिंदी महाकाव्य - सिद्धान्त और तत्व - संजय वद्यांग - त्वरित प्रकाश, दिल्ली
21. समाधान कला और पृथ्वी पत्र - हरिनाथ - त्वरित प्रकाश, दिल्ली
22. सुप्रसिद्धि और जनानमार्ग - हरिनाथ - त्वरित प्रकाश, दिल्ली
23. समाधान कला और पृथ्वी पत्र - हरिनाथ - त्वरित प्रकाश, दिल्ली
24. समाधान कला और पृथ्वी पत्र - हरिनाथ - त्वरित प्रकाश, दिल्ली

पाठ्य विषय:

(प्रथम खण्ड)

- महात्मा गांधी का आचार
- महात्मा गांधी के अध्यात्मिक जीवन का सारांश
- महात्मा गांधी में आज के भारत का भाषावर्तमान
- महात्मा गांधी का समाजवाद
- हिंदी साहित्य में महात्मा गांधी की अखंडता
पाठ-संदर्भ :

प्रकरणिता का रूपन्न और प्रकार।

प्रकरणिता का उदय। भारत में प्रकरणिता का आरम्भ।

हिंदी प्रकरणिता का उदय और विकास।

समाचार प्रकरणिता के मूल तत्व - समाचार संकलन तथा लेखन के मुख्य आयाम।

सामाजिक कला के सामाजिक चिंतापरिसर - शीर्षकीकरण, पुस्तक-विवाद, अनुवाद और समाचार-पत्र की प्रस्तुति-प्रकाश।

समाचार पत्रों के विषय समाचार की गोली।

दुर्गा सामग्री (फ़ारस़ी, रेषांशियन, शासिक) की व्यवस्था और पुस्तक प्रकरणिता।

समाचार के विषय कोट।

सामाजिक कला के सामाजिक चिंतापरिसर - संसाधनीय, विद्यालय, निर्धारित, सामाजिक, प्रभावी और अनुकूलन (परालेट) आदि की प्रविष्टि।

इलेक्ट्रॉनिक शासिक की प्रकरणिता - टेली, टीवी, कॉम्प्यूटर, मल्टीप्लस्युलेशन और इंटरनेट की प्रकरणिता।

प्रिंट प्रकरणिता और मुद्रणकला, पुस्तक कोट।

प्रकरणिता का प्रमाण - प्रकाशित व्यवस्था, हिंदी का विनिश्चित स्वाभाव।

भारतीय संस्थान में प्रत्येक शासिक अधिकार, संविधानिक और मानवाधिकार।

तुलक प्रेस की अंकितारण।

लेख-पत्रकार तथा विशालन।

प्रकार प्रशासन तथा सूचना प्रेसों की।

प्रकार प्रशासन का प्रमाण - आवेदनान्द्रा संदर्भ।

प्रकारण संस्करण के मूल तत्व के मूल में प्रकरणिता का प्रारम्भ।

प्रकरणिता समस्याओं की प्रारंभिक वाच्य कर्म
एमए एवं हिंदी वर्तमान

पाठ्य-प्रणाली:
- अनुबंध: परिभाषा, केंद्र और सूचनाएँ
- अनुबंध का स्वरूप: अनुबंध कला, विशेष अवधि शिल्प।
- अनुबंध की इकाई: शब्द, पदार्थ, व्यक्ति-पत्र।
- अनुबंध की प्रक्रिया और प्रविधि: विशेष, अंतरण, पुनर्गठन।

परीक्षा प्रश्न पत्र - अनुबंध विभाग

पूर्णक: 100

संदर्भ/उपयोगी पुस्तकें:
1. समाचार और समाज-दर्शन - महान नातेपुरी गोलकोट्स - विश्वविद्यालय शासन, मीठ, आरामी.
2. अनुबंधक की कला - कृष्ण अरुण धीरारी - विश्वविद्यालय शासन, भीम, आरामी.
3. समाचार निर्देश और समाचार कला - एनो हरिमोहन - तत्कालिन समाचार, दिल्ली.
4. समाचार कला और बूढ़ा पत्र - एनो हरिमोहन - तत्कालिन समाचार, दिल्ली.
5. हिंदी विधान पत्रकारिता - मोहन शर्ता - तत्कालिन समाचार, दिल्ली.
6. विधान पत्रकारिता के मूल विधान - शिक्षणालय समिति - तत्कालिन समाचार, दिल्ली.
7. हिंदी पत्रकारिता और राष्ट्रीय एकता - एनो हरिमोहन - तत्कालिन समाचार, दिल्ली.
8. पुस्तक प्रकाशक के और जन मानना - एनो हरिमोहन - तत्कालिन समाचार, दिल्ली.
9. रंगभूमि और मीठें - बयाज तेनेका - तत्कालिन समाचार, दिल्ली.
10. नई पत्रकारिता और समाचार सैनिक - साहित्य विद्यासागर - तत्कालिन समाचार, दिल्ली.
11. हिंदी पत्रकारिता: विधान और स्वरूप - साहित्य पहाड़ा - तत्कालिन समाचार, दिल्ली.
12. पत्रकारिता का इतिहास - एनो सील पत्र - तत्कालिन समाचार, दिल्ली.
13. लघु पत्रिकाएँ और साहित्यिक पत्रिकाएँ: घरेलू गुरु - तत्कालिन समाचार, दिल्ली.

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- अनुबंध-प्रक्रिया के विविध भाग, स्वातंत्र्य के पत्र का विवेचन एवं उनके अवसर तथा अनुभव की प्रक्रिया, श्रेणी माहू और समाचार का तहत अभ्यास की प्रक्रिया। अनुवंश पत्र का पुनर्गठन और अनुभव संचार की प्रक्रिया। अनुबंध - प्रक्रिया का प्रवेश।
- अनुबंध रचना सामान्यता का साधन।
- अनुबंध के क्षेत्र एवं प्रकार: कालिकी, वैज्ञानिक एवं तकनीकी, साहित्यिक, मानविकी, संस्कृति माहू, विश्वासन माहू।
- अनुबंध की समस्याएँ: सुविधागत क्षमता साहित्यिक अनुबंध की समस्याएँ, कालिकी अनुबंध की समस्याएँ, वैज्ञानिक एवं तकनीकी प्रणाली के अनुबंध की समस्याएँ, साहित्यिक प्रणाली के अनुबंध की समस्याएँ, कला एवं पारंपरिक विषय के निदेश की समस्याएँ, मीठें भ्रष्ट के अनुबंध की समस्याएँ, विधान के अनुबंध की समस्याएँ।
- अनुबंध के उपकरण: गोत्र, पारंपरिक एवं सामाजिक, विधान, व्यवस्थापन आदि।
- अनुबंध: गुरु, सामाजिक, माहू, विधिक।
- माहू का अनुबंध
- अनुबंध की तत्कालिन, प्राचीन काल एवं व्यावहारिक परिश्रम।
- अनुबंध के स्वरूप
- पत्र की अवधारणा और प्रकृति: पत्र का वचन प्रदर्शन, शायद अनुबंध, भाषा अनुबंध, भाषा अनुबंध, पुर्ण और अभिक अनुबंध, आधुनिक अनुबंध।
- व्यावहारिक अनुबंध(प्रति में दीये गये अंशों का ज्ञात करना हिंदी में अनुवाद)।

अनुबंध विवेचन:
4. आलोककार प्रश्न (प्रत्येक खण्ड से एक-एक): 3×15 = 45
5. लघु उत्तरीय प्रश्न: 5×04 = 20
15. वर्तमान विभाग/अध्ययन पत्र विभेड़ अवधारिक अनुबंध

पूर्णक: 100

संदर्भ/उपयोगी पुस्तकें:
1. अनुबंध शिक्षा और व्याख्या - जयांती पत्राचल उपदेश - रश्मिक प्रकाशन, दिल्ली।
2. अनुबंध कला - कृष्ण अरुण धीरारी - अनुभव प्रकाशन, दिल्ली।
3. अनुबंध कला: विधान और प्रकाश - जयांती पद्मा माहू - तत्कालिन समाचार, दिल्ली।
4. अनुवाद विज्ञान और सम्प्रदाय - न. अरेन्हान - तत्त्वशास्त्र प्रकाशन, दिल्ली
5. अनुवाद के विभिन्न आयाम - पूर्व वन्दा दाश - तत्त्वशास्त्र प्रकाशन, दिल्ली

एम 50 द्वितीय वर्ष

व्यावसायिक वर्ष : वैकल्पिक प्रश्न-पत्र
पंक्ति प्रश्न पत्र - कोष विवाह

पाठ्य-विषय:

- कोष : परिभाषा और संख्या। कोष की उपयोगिता। कोष के लेखक।
- कोष के मेद - समार्थक, हिमाली और कहानी कोष, एकलम्बिक और व्यावसायिक कोष: अवधारणा कोष, परिभाषाकोष, समार्थक कोष, अवधारणा कोष, विवाहकोष, वर्तनीकोष।
- कोष निर्माण की प्रक्रिया : सामान्य संकलन, प्रतिचित्र, व्यावसायिक कोष, उपर्युक्त, आदि (पर्याप्त व्यवस्था, वित्त) प्रयोग, उप-प्रतिचित्री तत्त्वों, संबंध और प्रतिनिधित्व।
- रूप और संबंध : अन्वेषण, साधनारूप, साधनविज्ञान, साधनावशेष, वित्तीय।
- कोष निर्माण की समस्याएँ: समार्थक, हिमाली और कहानी कोष के संरचना में, अवधारणा निर्माण का कोष-निर्माण।
- कोष विवाह और विवा का संबंध : कोष विवाह और स्वतंत्रविवाह, व्यावसाय, व्यावहारिक और अवधारणाका संबंध।
- पाठ्यक्रम कोष पर्याय, भारतीय कोष पर्याय तथा हिंदी कोष साहित्य का इतिहास। हिंदी के प्रमुख कोष और कोषकार।
- स्वतंत्रविवाह साधनावशेष, कम्युनिटी और कोष निर्माण।
- कोष निर्माण - विवाह या कस्ता।
- प्रायोगिक कार्य - सबूत संरचन।

अंक विवाह:

4 आवश्यक प्रश्न (प्रत्येक अंक 3 अंक): 3 × 15 = 45
5 स्तर उत्तीर्ण प्रश्न: 5 × 04 = 20
15 ग्रन्थावली प्रश्न / अंतिमपुस्त उत्तीर्ण प्रश्न: 15 × 1 = 15

योग: 100
एमए - हिंदी वर्ण

बाणाविक वर्ण : कैन्द, कुल, अरुण विभिन्न के स्थान में हिंदी अनुसंधान की विशेषता।

भ्रमक वर्ण : हिंदी और अन्य वाणिज्य के स्थान में हिंदी अनुसंधान की विशेषता।

प्रातःविषयः
- प्रातः वाणिज्य और मान।
- भ्रमक की भ्रमक और एक समस्त मान की आवश्यकता।
- सार्वजनिक (संस्थापक हिंदी) की विशेषता।
- सार्वजनिक विभिन्न राजावर्ण - राजनीतिक अभ्यास (अनुक्रम 343 से 351 तक), राजनीति के आदेश (1952-1955, 1960), राजनीति अभ्यास 1963. (प्र. संशोधन 1967), राजनीति संदर्भ (1968) (संहवाद, 1961), राजनीति अभ्यास 1976, हिंदी की विशेषता।
  हिंदी राजनीति शास्त्र के राजनीतिक एवं नागरिक विभिन्न संदर्भ की मूलभूत। राजनीति और देशभक्ति विषय के विभिन्न संदर्भ की चर्चा।
- राजनीति का अनुसंधान पक्ष : हिंदी अल्पचर, विषय, संशोधन तथा प्रारंभ।
- वाणिज्य अभिलाषा के हिंदी अनुप्रयोग की विस्तार।
- हिंदी कृतिकीकरण।
- हिंदी राजनीति और कृतिकी की विविधता।
- हिंदी में नैतिक और नागरिक विभिन्न शास्त्र।
- कृतिक एवं राजनीति के विभिन्न संदर्भ में हिंदी की प्रगति।
एमए 60 द्वितीय वर्ष

व्याकरणिक वर्ण: वैकल्पिक प्रश्न-पत्र
पंक्तिप्रमाण पत्र - वृद्धि-श्रेण माध्यम लेखन
पूर्णक: 100

पद्य-विषयः

- मानसीयोपयोगी लेखन का स्वागत, एवं प्रकाश
- हिंदी माध्यम लेखन का साहित्य इतिहास
- लेखकों नाटक की प्रतिक्रिया
- उन नाटक, पाठवनेटक और लेखकों नाटक का अन्तर
- लेखकों नाटक के प्रमुख नेता - लेखकों भारतीय, लेखकों रेडियो, लेखकों फुग्ली, संगीत नाटक, लेखकों रस (सायकूलर्टी)
- टॉप टॉप नाटक की तनाव-नीति। टॉप टॉप नाटक के ख्याति, वृद्धि, क्षेत्र, रेडियो फुग्ली, संगीत नाटक, लेखकों रस (सायकूलर्टी)
- साहित्यिक विषयों की वृद्धि-श्रेण, एवं पत्रकारण
- साहित्यिक विषयों की प्रतिक्रिया
- साहित्यिक विषयों की प्रवृत्ति
- साहित्यिक विषयों की प्रवृत्ति
- रस नाटक और साहित्यिक विषयों की वृद्धि
- प्राप्तिक भाषा - मानसीयोपयोगी लेखन

अंक विश्लेषणः

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<tr>
<td>योग</td>
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संबंध-उपयोगी पुस्तकें:

1. भाषा-सिखन पत्र - अनुसार बनाहत / प्रमाण पत्र - अनुसार प्रकाश, दिल्ली
2. लेखन नाटक की कला - प्रसिद्धिकार, राजस्थान प्रकाश, दिल्ली
3. लेखन शा० सिखन - प्रसिद्धिकार, राजस्थान प्रकाश, दिल्ली
4. जनजातीय - विशेष भाषा - वेद मोहन गुप्त - राजस्थान प्रकाश, दिल्ली
5. पुष्प नौटीय नौटीय और जन-राजस्थान - भारतीय सिखन, दिल्ली
6. पंजाब और नौटीय - जबरदस्त तलेजा - भारतीय सिखन, दिल्ली
7. रेडियो और पुरातत्त्व प्रकाशित - भारतीय सिखन, दिल्ली
8. आमुकित प्रश्न - अनुसार प्रकाश - भारतीय सिखन, दिल्ली
9. अनुसार प्रकाश और हिंदी - हिंदी सिखन, भारतीय सिखन, दिल्ली
10. पाठवना लेखन - एक वर्ष - नियत रथवा जानकारी - राजस्थान प्रकाश, दिल्ली
11. रंग क्षेत्र - देश० फूल अंकों - राजस्थान प्रकाश, दिल्ली

एमए 60 द्वितीय वर्ष

व्याकरणिक वर्ण: वैकल्पिक प्रश्न-पत्र
पंक्तिप्रमाण पत्र - माध्यम सिखन
पूर्णक: 10

पद्य-विषयः

- माध्यम सिखन - आदेश और व्रमण
- माध्यम सिखन के रूपांतर - आदेश-अनुक्रम युक्तिपत्र सिखन, माध्यम सिखन के रूपांतर, राजस्थान प्रकाश
- माध्यम सिखन के संदर्भ में माध्यम के प्रकाश - माध्यमक, द्वितीय माध्यम, द्वितीय राजस्थान, पाठवना माध्यम, पाठवना माध्यम, संपूरक माध्यम
- माध्यम के संदर्भ में माध्यम सिखन के प्रकाश - द्वितीय माध्यम - सिखन
- माध्यम सिखन की विषय-विद्या - युक्तिपत्र-संपूरक विद्या, अनुक्रम-संपूरक विद्या, शृंगारात्मक विद्या, भाषाविद्या, संपूरक विद्या
- माध्यमक के संदर्भ में माध्यमक प्रकाश - समय, माध्यम, पाठवना लेखन की सुवर्णीय व्रमण और उनके वर्णाक्षर प्रति की विशेष रोशनी
- माध्यम सिखन व उपयोगी साहित्य - समय, माध्यम, पाठवना लेखन की सुवर्णीय व्रमण और उनके वर्णाक्षर प्रति की विशेष रोशनी
एमए ४० - हिंदी

- माध-शिक्षण और अधिनियम अनुसार: आपत्तिग्रस्त शिक्षण और माननाती, अधिनियम अनुसार की सार्थकता और लीकार।
- विश्लेषक विश्लेषण और जुट-विश्लेषण: आपत्तिग्रस्त शिक्षण माननाती, माध-शिक्षण। विश्लेषक विश्लेषण की प्रक्रिया, विश्लेषक विश्लेषण की सार्थकता और लीकार।
- कुट-विश्लेषण-आपत्तिग्रस्त शिक्षण और माननाती। कुटीयों के सीव-असाध्य की आवश्यकता, विश्लेषक शिक्षण की संकल्पना। कुट विश्लेषण, कुट विश्लेषण की सार्थकता और लीकार।
- माध-परीक्षण और वृन्दावन, माध-शिक्षण में विद्यामूलक और उपचारात्मक विधियाँ।
- हिंदी और बिहारी माध के संह में हिंदी माध-शिक्षण।
- हिंदी उच्च-शिक्षा, वैज्ञानिक और व्याख्यात्मक शिक्षण।
- प्राथमिक कार्य = हिंदी पाठ्यक्रम।

अंक विभाजन:

4 आलेक्वार्क प्रश्न (प्रश्नक हीप से एक-एक):
3 x 15 = 45
5 लघु उत्तरीय प्रश्न:
5 x 04 = 20
15 चतुर्भुज प्रश्न / आलेक्वार्क प्रश्न
15 x 1 = 15
लघुहारक अनुबंध
= 20
योग
= 100

संदर्भ/उपयोगी पुस्तकें:
1. आलेक्वार्क माध-शिक्षण - केला चन्द्र माध्यम - राज्यपाल प्रकाश, विश्वस
2. माध-शिक्षण - रवी-धाम राम श्रीसच
3. हिंदी माध-शिक्षण - भोजपुरी माध्यम और केला चन्द्र माध्यम
4. माध-शिक्षण तथा माध-शिक्षण - ब्रजेश शर्मा
5. हिंदी शास्त्रज्ञान - कृष्णेंद्र दास बालाजी
M.A. (Political Science)

There shall be Four Papers each in M.A.-I and M.A.-II. All papers are compulsory in M.A.-I where as Three papers are compulsory and fourth paper will be optional from five groups A, B, C, D, E. In addition there will be viva voce in M.A.-II. All written papers carries 100 Marks and viva voce carry 50 Marks only.

M.A. - Previous (Political Science)

PAPER-I MODERN INDIAN POLITICAL THOUGHT

Course Rationale:
The purpose of this paper is to generate a critical awareness about the distinctive features of the political theory tradition in modern India. The focal theme of the paper is the bearing of Indian philosophical systems of thought on social and political ideas and to what extent is Indian Political thought rejection, derivative-imitation or innovative-transformation of western Political thought. It is an attempt to discuss systematically the political ideas of various political and social leaders and thinkers in modern India. It emphasizes on the distinctive contribution of modern Indian thinkers to political theorizing and the relative autonomy of Indian political thought.

Course Content:
1. Overview of Indian Political Thought: Genesis and Development.
2. The Indian Renaissance and Ram Mohan Roy to Vivekananda.
3. The Debate between the Moderates and the Extremists.
4. Revolutionary Nationalism.
5. Liberalism
6. Gandhism
7. Communism
8. Socialism

C.S.J.M. University, Kanpur

9. Composite Nationalism

Readings:
1. A. Appadorai, Documents on Political Thought in Modern India, 2 Vols, Bombay Oxford University Press, 1970
2. B. Chandra, Nationalism and Colonialism in India, Delhi, Vikas, 1979.
5. S. Ghose, Modern Indian Political Thought, Delhi, Allied, 1984.
6. V. R. Mehta, Foundations of Indian Political Thought, New Delhi, Manohar, 1992.
8. V. S. Narvane, Modern Indian Political Thought, New Delhi, Orient Longman, 1978.

PAPER-II WESTERN POLITICAL THEORY

Course Rationale:
This paper focuses on the nature and significance of political theory as it evolved and analyzes its contemporary relevance. It explains the continuing
significance of the study of the classics and indicate its shortcomings by underlining the need to incorporate new perspectives that have arisen in recent past. The different interpretations that a political theory text is subjected to are scrutinized. Furthermore, the debate about the decline and the subsequent reasons for revival of political theory is examined. In addition, the claims about the end of ideology and the end of history is critically analyzed.

**Course Content:**

1. Nature and Significance of Political Theory
2. Importance of the Classical Tradition
3. Different Interpretations in Political Theory
4. Limitations of the Classical Tradition
5. Debate about the Decline of Political Theory
6. Nature of Revival of Political Theory
7. Debate about the End of Ideology and its Impact on Politics Theory
8. Debate about the End of History
9. Recent Trends in Political Theory
10. Green Political Theory

**Readings:**

2. A.Breacht, A Political Theory: The foundations of Twentieth Century Political Thought, Bombay, the Times of India Press, 1965.

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**PAPER-III INDIAN GOVERNMENT AND POLITICS**

**Course Rationale:**

The social and economic processes that underlie the functioning of the political system in India are the focus of this paper. One needs to understand that the Indian Constitution was intended to provide a framework for a modern, secular and democratic society and simultaneously perform the onerous task of bringing about development in an relatively impoverished and backward country. This hope and subsequent relative success and failure has to be analyzed in detail. The experience of last fifty years and the new challenges ahead in the context of globalization, liberalization and greater democratic expansion from below needs to be examined.

**Course Content:**

1. Background of the Constituent Assembly: Composition and Working
4. Federalism and its Working with reference to Centre-State relations, and demands for state autonomy.
5. Union Government: President, Prime Minister, Cabinet and Parliament.
7. Supreme Court and the Constitutional Process, Judicial Activism.

Readings:
7. S. Keviraj, Politics in India, Delhi, Oxford University Press 1968.

C.S.I.M. University, Kanpur

PAPER-IV COMPARATIVE POLITICS

Course Rationale:
This paper deals with the theoretical evolution and approaches to the study of Comparative Politics. The paper intends to highlight on variations in systematic characteristics and processes, to equip us with a sound grasp of methodology of comparison and to enable us to understand alternative theoretical models and explanations. It analyzes in a comparative way, a fundamental grasp over the various theories and explanations regarding political development in the third world countries. The paper concentrates specifically on some of the major paradigms or worldviews, which have elicited different theories of development, underdevelopment and change in the study of Comparative Politics.

Course Content:
2. Political Culture and Political Socialization
3. Theories of State
4. Constitutionalism
5. Classes and Political Elites
6. Political Parties
7. Pressure Groups and Social Movements.
8. Political Development
9. Theories of Political Conflict
10. Theories of Social Change

Readings:

C.S.J.M. University, Kanpur

M.A.: Final (Political Science)

PAPER I: CONTEMPORARY POLITICAL ISSUES

Course Rationale:
Social, economic, cultural and humanitarian concerns have come to the forefront relegating issues of security to the background in the most well-established democracies in the post-Cold War period. These concerns also find their advocates in the relatively underdeveloped countries of the Third World. There is a need to examine to what extent are these concerns new or are they a redefinition of old ideas with a fresh look. The objective of this paper is to examine critically these concerns and analyze their impact on the course of world politics and policy-making initiatives both globally and within individual countries.

Course Content:
1. Factors leading to the end of the Cold War
2. Contemporary Issues in Post Cold War period
3. Key Issues in North-South Relationship
4. Globalization
5. Gender Issues
6. Environmental Issues
7. Human Rights
8. Terrorism
9. Nature of the State and the Liberalization Process
10. Development Issues

Readings:
PAPER - II  THEORIES OF INTERNATIONAL RELATIONS

Course Rationale:
This paper deals with the different approaches as methods of studying international relations along with an emphasis on some important contemporary issues. One very important component of this paper is the theoretical postulates about power and the actual operation of it in contemporary international politics. The concept of non-alignment, arms control and disarmament, the regional organizations of South Asia, South East Asia and the major areas of conflict and cooperation in South and west needs also to be dealt with in detail and analytically. It incorporates socioeconomic and humanitarian issues that have come to the forefront in the post-Cold War period.

Course Content:
1. Development of the study International Relations
2. Theories of International Relations: Realism, Idealism as
3. World State Theory, Marxist theory and Pluralist theory
   4. The Struggle for Power: as status Quo, as imperialism and as Prestige.
   6. The concept of Non Alignment: Bases, Role and Relevance
   7. Disarmament and Arms Control: CTBT, NPT and PNE
   8. Regional Organizations: SAARC and ASEAN
   9. Liberalization, Privatization and Globalization

Readings:

PAPER - III : MAJOR IDEAS AND ISSUES IN PUBLIC ADMINISTRATION

Course Rationale:
This paper intends to study public administration and its key ideas in its systematic milieu, to identify key interacting factors in its apparatus and actors, and to develop an understanding of measures that affect its operational efficiency and strengthen its functional utility. It explores the study of the development of bureaucracies and its significant contributions to the process of development, highlighting the importance of its impact on the study of development. It intends an easy comprehension of unified and systematic treatment of agencies and other organizations, broadening a cognitive horizon. It relates public administration with communication technology.

Course Content:
1. Administrative ethos, Administrative culture.
2. Impact of information technology on Public Administration.
7. Role of political parties, pressure groups and public opinion on the process of policy formation.
8. Crisis management.
10. Modernization of bureaucracy.

Readings:

PAPER - IV (a) ANCIENT INDIAN POLITICAL THOUGHT

Course Content:
Political philosophy in India, unlike its counterpart in the West, which is concerned with the relationship between the individual and the State, has focused on issues of self-liberation, morality and leadership. This paper critically analyzes and studies the different aspects of political theory in ancient India with the purpose of establishing affinities and dissimilarities with that of the tradition in the West. The rich diversity of ancient Indian political thought, which is manifest in a number of different forms from the Buddhist innovations, the Arthasastra tradition to the Shanti Parva of the Mahabharatha are to be
1. Interpretations of Ancient Indian Politics: Thought—Methodological Issues and schools of thought.
2. Political Philosophy of Vedanta: basic concepts, evolution character and interpretations.
3. Buddhist Political Philosophy: basic concepts, evolution character and interpretations.
4. Political ideas in Kautilya’s Arthashastra, the Santipur (Rajdharma), the law Book of Manu, Kamandaka Nitisat Caste and Dharma.
5. Elements of the State: the Saaptanga Theory and inter-state relations, Mandala theory.
6. Theories of the Origin of the State: Theory of Property: Family and Varna regarding the origin, the contract theory and other theories.
8. Republics (tribal and oligarchical republics, nature, republican administration) and Kingship (forms and type Divine theory, training of the Prince, functions of the king Limitations on Monarchy, Council of Ministers).

Readings:
6. C. Dreikmeir, Kingship and Community in Early Indi
Readings:
4. J.Dennis, socialization of Politics, Newyork, Wiley-1973

PAPER IV (C) INDIAN ADMINISTRATION

Course Rationale:
This paper provides the basic knowledge of the evolution, the structure of the system of administration at the central and state levels in India. In addition there is need to focus on the system of district administration and the need for a decentralized system. The role and contribution of public services and in particular to the development process is also one of the important aspects of this paper. The paper details the basic parameters of the Indian Administrative System with reference to the idea of committed bureaucracy. It emphasizes the structural mix, institutional evolution and the dynamics of organizational change.

Course Content:
1. Evolution of Indian Administration in the Colonial Period
2. Post Independence Indian Administration
3. Political Structure and Administration
4. Structure of Central Administration
5. Structure of State Administration
6. Public Services and their contribution
7. District Administration
8. Decentralised Administration: Urban and Rural

Readings:
PAPER IV (D) INTERNATIONAL ORGANIZATION

Course Rationale:
This paper studies the evolution and the development of international organizations from its inception till present times. It focuses on the problems that confront international organizations and constraints within which they function. An in-depth study of the structure and functioning of the United Nations needs to be undertaken and analyzed from the perspective of whether it has lived up to the expectations, hope and aspirations of its architects. In addition the shift from political and security considerations to social, economic and humanitarian concerns following the end of the Cold War and UN's role in facilitating these needs to be analyzed.

Course Content:
1. The Nature and Evolution of International Organization
2. International Organization: A hybrid of Nation State System and the International System
3. The League of Nations
4. The United Nations: Structure and Functions
5. Pacific Settlement of Disputes and Enforcement Action
6. Economic and Social Development
7. Human Rights: Codification and Guarantees
and assesses the future of the doctrine and its continuing relevance in the new millennium.

**Course Content:**

1. Marx and the Theory of the State
2. Concept of Freedom, Justice and Democracy in Classical Marxism.
4. Revisionism and its importance: Lassalle and Bernstein
5. Theory of Revolutionary Change: Marx, Gramsci, Skopocol
7. German Marxism and Russian Communism
8. Future of Marxism

**Readings:**


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**M.A. (Previous) - Sociology**

**Paper I**

**Classical Sociological Tradition**

**Objectives:**

Industrial Revolution and consequent transformation of mode of production brought about dramatic and traumatic changes in the traditional feudal structure of the societies in Europe through the emergence of capitalism. The changes that were brought by these events, which have had far-reaching effects on the economic and social systems of these societies that they commanded attention of thinkers. That gave rise to the discipline of Sociology. Different thinkers viewed the societal changes from different perspectives, presented their distinct analysis, casual and otherwise of these changes made efforts to highlight the different features of the emerging modern industrial capitalist society and also attempted to predict the future of this society. Some of them engaged their attention on the issues related to development of Sociology as a Science. They laid down the theoretical foundations of Sociology on which edifice of modern Sociological theories is erected. Besides, they also tried to analyse and interpret other sociological issues such as education, power structures, religion and the like. Among these Sociological thinkers prominent are Karl Marx, Emile Durkheim, Max Weber and Vilfredo Pareto.

Acquaintance with the writings of these four thinkers would equip the students with theoretical insights to know, analyse and interpret the social scenario around them and would also familiarize them with the different sociological perspectives and theories. While teaching, emphasis should be on critical analysis of the writing of these four thinkers.

**Unit 1**

Historical Socio-Economic background of the emergence of sociology.
Unit 2-

Karl Marx
Marx's theory of social change
Marxian dialectical materialism as a philosophical perspective of change and its laws.
Marx's analysis of emergence and development of capitalism in terms of laws of increasing accumulation and concentration of capital and of increasing misery.
Concepts of surplus value and exploitation.
Alienation in the capitalist society. Factors responsible for alienation and its social implications.
Views on political power. The state in relation to social classes. Future of the State after proletariat revolution.
Theory of ideology - Ideology as a part of super structure. Three views with regard to ideology.

Unit 3-

Emile Durkheim
Intellectual background. His preoccupation with the order and disintegration of society. Social disintegration as a legacy of industrial revolution. Increasing division of labour in the capitalist society. Mechanical and organic solidarities. Explanation of increasing division of labour. Pathological forms of division of labour.

Types of suicide. Problem of integration of the individual with society.
Contribution to the methodology of Sociology - Sociology as a Science - concept of social facts - sociologism.

Unit 4-

Max Weber Theory of social action -
types of social actions
Intellectual background. Analysis of modern capitalism. Views on the role of ideas and values in social change with reference to the relationship between Protestant ethic and emergence of capitalism.
Theory of Authority - Authority and power - Types of authority and bases of their legitimacy - Their distinctive features, methods of administration and modes of inheritance.
Theory of Bureaucracy. Capitalism and growing rationalism and emergence of modern bureaucracy. His model of bureaucracy: Relationship between political leadership and bureaucracy.
Concepts of status, class and power.
Contribution to the methodology of social science - Distinctive nature of social realities because of meanings attached them - Sociology as an interpretative science. Concepts of Verstehen and ideal types.

Unit 5-

Vilfredo Pareto
Intellectual background
Contribution to the methodology - his logic - experimental method
Classification of logical and non-logical actions
Explanation of non-logical actions in terms of his theory of Residues and Derivatives.
Classification of Residues and Derivatives.
Theory of social change: Elites and masses. Types of elites, their classification, circulation of elites.

**Essential Readings:**
- Dahrendorf, Ralph, 1959, Class and Class Conflict in an Industrial Society. Stanford University Press.
- Popper Karl 1945 - Open Society and its Enemy Routledge, London

**Paper - II Ind**

**Methodology of Social Research**

**Objectives:**

This course plan aims to provide exposure to the fundamentals of various research techniques and methods (both quantitative and qualitative). It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes. In the first section, it introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences. The second and third sections attempt to sensitize post-graduate students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can lead them in their future research. Teaching certain quantitative methods, statistical techniques and qualitative methods to collect and analyze the data would help them organize and analyze the information gathered by them. Exposure to the fieldwork at the post-graduate level is intended to enhance the research interests and inculcate the spirit of inquiry among students who may be motivated to continue higher studies in research.

**Unit 1 - Philosophical Roots of Social Research**

Issues in the theory of epistemology: forms and types of knowledge, validation of knowledge

Philosophy of social science: Enlightenment, reason and science, Cartesian philosophy, structure of scientific revolution (Kuhn)

Positivism and its critique: Contributions of Comte, Durkheim and Popper to positivism; Critique of positivism: Fayeraband and Giddens

Hermeneutics: inductive analysis, experiments in ethnography, because of - and in order to motive in phenomenological sociology.

Methodological Perspectives in Sociological Theory:

**Unit 2 - Nature of Social Reality and Approaches to it:**

Positivism, Phenomenology, Ethnomethodology and Symbolic Interactionism, Interpretative understanding.

Logic of Inquiry in social science research

Inductive and deductive

Theory building

Scientific method in social research

Objectivity/value neutrality
Hypothesis

Unit 3 - Quantitative methods and survey research
Assumptions of quantification and measurement
Survey techniques
Operationalisation and research design
Sampling design
Questionnaire construction, interview schedule
Measurement and Scaling
Reliability and Validity
Limitations of Survey

Unit 4 - Statistics in social research
Measures of central tendency: Mean, Median, Mode
Measures of Dispersion: Standard/Quartile Deviation
Correlational Analysis: Tests of Significance and Covariance
Regression Analysis

Unit 5 - Qualitative Research Techniques
Techniques and methods of qualitative research.
Participant observation/ethnography, interview guide
Case study method
Content analysis
Oral history, narratives
Life history, genealogy
Methodological dilemmas and issues in qualitative research
Encounters and experiences in field work.
Qualitative data format and processing.
Validity and reliability in qualitative research.

Unit 6 - Methods and use of macro-statistics and secondary sources (Durkheim’s suicide, census, NSS).
Triangulation - Mixing qualitative and quantitative methodologies
Social Research, Action Research, Participatory Research
Application of Computers in Social research (e.g. SPSS)
Ethical Issues in Social Research

Essential readings:
- Bose, Pradip Kumar, 1995: Research Methodology. New Delhi: ICSSR.

References:


Pedagogy:

It may be noted that the course plan is sufficiently broad based to divide it into two courses: Or one course may be culled out depending on the desired thrust and focus.

This course, especially the first section, is communicating the message that methodologies and methods do not evolve or emerge in a vacuum. Thus, the teacher is expected to constantly connect research methods to a theoretical framework so as to explain explicitly the linkages between theory and practice.

Discussions and practical exercises may form an integral part of the course. Daily discussion on specific topic among students will provide feedback to the teacher and also arouse the interest of the students.

A field visit may also be organized depending upon the resources, time and convenience. Students may be made to do exercises in class such as the construction of questionnaires, schedules etc. and also test them in the field so as to sharpen their research skills. The section on statistics should also be rigorously explained along with adequate exercises.

Paper III

PERSPECTIVES ON INDIAN SOCIETY

Objective:

It is hoped that students will have acquired a fairly adequate and comprehensive understanding of Indian society in all its multi-faceted dimensions at the graduate level. This course is aimed at sensitizing them to the diversity as well as inter-connectedness of theoretical perspectives on Indian society, thereby adding depth as well as insight to their understanding of the subject.

Unit 1 - Course Outline:

Conceptualizing Indian society in terms of certain distinctive characteristics and configurations: the scale and magnitude of cultural diversity (religious beliefs and rituals, institutions, cultural patterns, linguistic diversity); linkages and networks binding regions, groups and communities; continuity between past and present in institutions, cultural and behavioural patterns; the village as the nucleus of Indian society; social hierarchy (caste system).

The colonial context: the representation of Indian society as fragmentary and static in colonial ethnography; the census, district gazetteers and the imperial gazetteer as instruments of colonial policy; the colonial legacy in Sociology and Social Anthropology in the post-Independence period; academic neo-colonialism; Americanization of sociology.

Unit 2 - Theoretical perspectives:


Current debates: contextualization, indigenization, the use of native categories in the analysis of Indian
society, text and context, sociology for India.

**Essential Readings:**

- DeSouza, P.R. ed. 2000 Contemporary India Transitions (New Delhi : Sage)
- Dhanagare, D.N. 1993 : Themes and Perspectives in Indian Sociology (Jalpur Rawat)
- Karve, Irawati 1961 Hindu Society. An Interpretation (Poona Deccan College)
- Srinivas, MN. 1960 : India's Villages, Asia Publishing House, Bombay.

**References:**

- Hardiman, David, 1987 : The Coming of the Devi:

**Pedagogy:**

Audio-visual methods should be used. Wherever possible, illustrations should be drawn from the State region.

**Paper IVth - A**

**Industry and Society in India**

**Objectives:**

As industrial society is a part-society with all its distinctive characteristics and as industrialisation has been seed-bed of sociological treatise on society, the knowledge and scholarship on industry and society should be the necessary requirement for the P.G. students. As there is a distinct pattern of work and its organisation with all its technological conditioning factors, the work in industrial society, the labour, the labour and organisation require to be an essential sociological knowledge for students as a corollary to it, the management and organisation aspect of work and workers in industrial organisation has to be the inevitable skill to diagnose the sociological trends in industrial community.
To expose the P.G. students with the knowledge on industrial society and sociological order, industrialisation process, work transformation, industrial tours and cities and also on industrial organisation with personnel management practices.

Course Outline:

Unit 1: Classical sociological tradition on industrial dimensions of society, Division of labour, Anomie, Bureaucracy, rationality, production relations surplus value and alienation. E. Durkheim, K. Marx and M. Weber.

Unit 2: Work, Post Modernity and Organisation. Contemporary organisational realities, dialectical organisations, Power and Subjectivity. Family, religion, stratification, habitat, settlement and environmental problems through industrialisation process.

Unit 3: Work, work process, technology and labour, work culture, work ethics and human relation work. The concept of organisation (formal and informal organisation) its structure and functions, classical theories of management.

Unit 4: Industrial relations, conflicts, causes and types. Resolution of conflict, conciliation, arbitration and adjudication, collective bargaining. Trade union, their growth, functions and their role in industrial organisation.

Unit 5: Participatory management, varieties of such management, Industrial community labour migration, Women and child labour, family, Industrial city, social and environmental issues.

Essential Readings:
- Ramaswamy E A, 1988 - Industry and Labour OUP.
- Ramaswamy E A, 1977 - The Worker and his Union, Allied, New Delhi.
- Phillip Hancock, Melissa Taylor, 2001 - Work Post Modernism and Organisation, Sage, India.

Reference:

Pedagogy: The scholarship on industry and society should be besides the classroom teaching the fieldwork oriented. The learners need to develop the diagnostic skills of discovering industrial society with an ability to be a critic. Hence, the field placement in industry as a case-experience is essential.
Paper IV - 'B'
Social Movements In India

Objectives:
The objective of this course is to sensitize postgraduate students to the variety and dynamics of social movements and their role in social transformation. The course will hopefully enable the students to look at social movements in a sociological and comparative perspective.

Course Outline:

Unit 1 - Defining features and dynamics of social movements; types of social movements; social movements and the distribution of power in society.

Unit 2 - The social base: class, caste, ethnicity, gender; role and types of leadership; relationship between leaders and the masses; the bearing of political institutions and processes on social movements; role of media.

Unit 3 - Social movements and social change: reform, revival, revolution; schisms, splits; counter movements; transformation and decline.

Unit 4 - Theories of the emergence of social movements: Marxist and post-Marxist Weberian and post-Weberian structural-functional

Unit 5 - Traditional social movements in India: peasant movement; labour and trade union movement; tribal movement; nationalist movement.

Unit 6 - New social movements in India: Dalit movement; Women's movement; Ecological and Environmental movement; Ethnic movements.

Essential readings:


References:

- Dhanagare, D.N., 1983: Peasant Movements in India 1920-1950 (Delhi: Oxford University Press)
- Rao, M.S.A., 1979: Social Movements in India (New Delhi: Manohar)
- Rao, M.S.A., 1979: Social Movements and Social Transformation (Delhi: Macmillan)
- Singh, K.S., 1982: Tribal Movements in India (New Delhi: Manohar)
- Soliot, Eleanor, 1995: From Untouchable to Dalit Essays on The Ambedkar Movement (New Delhi: Manohar)

Pedagogy:
Audio-visual methods should be used. Illustrations should be drawn from the state/region. Newspaper reports and features as well as television features should be used by way of illustration.
Paper IV - ‘C’
Science, Technology and Society

Objectives:
Globalization and liberalization have brought in new dimensions of the development of Indian Science and Technology for the development of our economy vis-a-vis developed economies. Any effort at development depends on our competitive ability in the international market to sell our products and services. Marketability is dependent on the ability of our scientists to develop new products and processes and in the Up-gradation of our technological tools in industry and other service areas.
To enable the student to understand the relationship between science and Society
To introduce the student to the conceptual and theoretical issues in the study of sociology of science
To understand the issues relating to science, technology and society in India both in the Historical and Globalization contexts.

Course Outline:
Unit 1 - The study of Science-its importance. Relationship between society and science and vice-versa. Science as a social system. Norms of science. Relationship between science and technology.
Unit 3 - Science policy, social organization of science in India - scientific laboratories and their contribution to the development of technology.
Unit 4 - Science education in contemporary India - primary level to research level. Performance of universities in the development of technology. Interrelationship between industry and universities.

Unit 5 - Globalization and liberalization and their impact on Indian science and technology. WTO and issues related to intellectual property rights, MNCs and Indian industry. Political economy of science & technology at the national and international levels.

Essential readings:

References:
- Crane, Diana. 1965. "Scientists at Major and Minor Universities, A Study of Productivity and


Debroy, Bibek. 1996. Beyond the Uruguay Round: The Indian Perspective on GATT, New Delhi: Sage.


Pedagogy:

Assignments to summarize ideas from essential readings and from references to be given. References given above are important and indicative and not exhaustive. The teacher may add new references.

Organizing discussion groups on different units or issues on units and involve the whole class to discuss.

Current information from Economics dailies may be taken up for discussion.

Review sessions of articles published in Reports and Journals published by the CSIR, DSIR, DST, CAR, Director General of Foreign Trade and select left wing journals. Occasional seminars may be organized inviting guest speakers to introduce subjects of importance and to familiarize new concepts.

Paper IVth - 'D'

Criminology

Objectives:

With the fast tempo of change in contemporary society, the crime scene is also changing fast. The eruption of violent crimes, organized crimes, white-collar crimes, crimes against women and children, and above all cyber crimes is compelling enough to warrant the study of crime, its control and prevention. Significant advances have taken place recently in the study of crime and its control, generating important theoretical formulations and policy perspectives. Hence the relevance of the course on criminology.

The course is designed to acquaint the students with:
- recent advances in criminology;
- changing profile of crime and criminals, particularly in India; prison reforms in India;
- correctional measures and programmes in prisons; alternatives to imprisonment; and victimology and its implications for crime control and prevention.

To prepare the students for professional roles of correctional agents in agencies of criminal justice administration, particularly in prisons and correctional institutions.

Course Outline:

Unit 1-

Conceptual Approaches to Crime: legal, behavioral and sociological; deviance, crime and delinquency; types of crime economic, violent, white-collar

Unit 2-

Perspectives on Crime Causation: classical, positivist, psychological, sociological, marxist, geographical; recent theoretical advances - the criminal personality, labelling theory.
Unit 3: Changing Profile of Crime and Criminals: organized crimes, crimes against women and children, cyber crimes, corruption, changing socio-economic profile of criminals in contemporary India

Unit 4: Theories of Punishment: retributive, deterrent, reformative, futility and cost of punishment. Correlation and its Forms: meaning and significance of correction; forms of correction: prison-based, community-based. Correctional Programmes in Prisons: history of prison reforms in India, national policy on prisons; scientific classification of prisoners; modernization of prison industry and involvement of private sector; correctional programmes - educational, vocational, psychiatric, mediation, recreation, etc; New Delhi Model of Correction

Unit 5: Problems of Correctional Administration: antiquated jail manual and prison act overcrowding, custodial mind set; lack of inter-agency coordination among police, prosecution, judiciary and prison; human rights and prisoner management, limitations and prospects of correction. Alternatives to Imprisonment: probation, parole, open prisons, after-care and rehabilitation. Victimological Perspective: victim's responsibility in crime, compensation to victims.

Essential readings:

References:
Pedagogy:
The students should be provided an opportunity to observe the working of the police, judiciary and prisons of the region. They should be taken to modern jails, reformatories, Borstal Homes and Drug De-addiction Centres to see for themselves the working of these institutions and to interact with both the staff and the inmates of these institutions. Special sessions may also be organized for interaction with some of the leading and knowledgeable functionaries of the criminal justice administration system. All this will go a long way to stimulate their interest in the study of the course.

Objectives:
This course is intended to introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today. The main focus of this course will be on structural, functional, and conflict theories, and symbolic interactionism, phenomenology, ethnomethodology and neo-marxism. The course will also examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

Course outline:
Unit 1 - Introduction
Nature of sociological theory - Levels of theorisation in sociology - Relationship between theory and research

Unit 2 - Structural-functionalism

Unit 3 - Structuralism and post-structuralism
Human nature and cultural diversity: C. Levi-Strauss - Structuralism and post-structuralism: M. Foucault

Unit 4 - Conflict theory

Unit 5 - The critical theory and neo-Marxism
The Frankfurt school - Lifeworld and system: J.
Unit 6 - Interactionist perspective

Unit 7 - Recent trends in sociological theorising
Structuration: Anthony Giddens - Habitus and field: Bourdieu - Postmodernism Semiotics: Convergence

Essential readings:

of sociological theory. Jaipur and New Delhi: Rawat.

Pedagogy:
The biographical details of the sociologists mentioned may be used only to place their theoretical contributions in appropriate intellectual contexts. It is necessary to evaluate the relevance and significance of the perspectives listed for understanding society in general and society in India in particular. Illustrations may be drawn from empirical studies influenced by or bearing on these perspectives.

Paper II
SOCIOLOGY OF CHANGE AND DEVELOPMENT

Objectives:
Social change has always been a central concern of sociological study. More recently, it has gained in greater salience partly because of its unprecedented rapidity and partly because of its planned character. Not surprisingly, development has emerged as a pronounced concern and as a remarkable feature of our times. Accordingly, the relevance of the course 'Sociology of Change and Development' can hardly be overemphasized.

The course is designed to achieve the following objectives:
- to provide conceptual and theoretical understanding of social change and development as it has emerged in sociological literature;
- to offer an insight into the ways in which social structure impinges on development and development on social structure; and
- to address in particular the Indian experience of social change and development.

To prepare the students for professional careers in the
field of development planning, including governmental, non-governmental and international agencies engaged in development.

Course Outline:

Unit 1:
Meaning and Forms of Social Change: evolution, progress, transformation; change in structure and change of structure  
Theories and Factors of Social Change: linear, cyclical and curvilinear; demographic, economic, religious, bio-tech, info-tech and media

Unit 2:
Social Change in Contemporary India: trends of change, processes of change - sanskritization, westernization, modernization, secularization  
Changing Conceptions of Development: economic growth, human development, social development; sustainable development, the question of socio-cultural sustainability, multiple sustainabilities

Unit 3:
Critical Perspectives on Development: ecological, liberal, Marxian Theories of Development and Underdevelopment: modernization theories, centre-periphery, world-systems, unequal exchange. Paths and Agencies of Development: capitalist, socialist, mixed economy, Gandhian; state, market, non-governmental organizations  
Social Structure and Development: structure as a facilitator/inhibitor, development and socio-economic disparities, gender and development  
Culture and Development: culture as an aid/impediment to development, development and displacement of tradition, development and upsurge of ethnicity

Unit 4:
Indian Experience of Development: sociological appraisal of Five-Year Plans, social consequences of economic reforms, socio-cultural repercussions of globalization, social implications of info-tech revolution  
Formulating social policies and programmes: policy and project planning, implementation, monitoring and evaluation of methodologies

Essential Readings:
- Diddens Anthony. 1996. 'Global Problems and Ecological Crisis' in Introduction to Sociology. 3rd Edition: New York: W.W.Norton & Co
- Srinivas, MN. 1996. Social Change in Modern India. Berkley: University of Berkley

References:
- Sharma, S. L. 1994. Perspectives on Sustainable Development in South Asia: The Case of India’ In Sanad (Ed.)
- Perspectives on Sustainable Development in Asia. Kuala Lumpur: ADIPA
- (Brundland Report). New Delhi: OUP

Pedagogy:
A special feature of the pedagogy of this course should be to take the students to sites of success stories of development as well as the failure stories of development in the region. The students may also be encouraged to participate in Workshops to critically examine the existing indicators of human development and to formulate alternative sets of indicators of human development, social development and sustainable development.

Paper III
Comparative Sociology

Objective:
There is much discussion these days on the reorientation of sociological research and the contextualisation of sociology to the experience of non-Western countries. The objective of this course is to sensitize students to the salience of the comparative perspective in sociology by highlighting the historical and social context of its development, key issues and themes as well as theoretical concerns, and by contextualizing them to the Indian situation.

Course Outline:
Unit 1.
- The salience of the comparative perspective in the social sciences in general and in sociology in particular; indices of comparison: culture, nation, class, gender.

Unit 2.
- Historical and social context of the emergence and growth of sociology in the West; the Eurocentric moorings of Western sociological tradition; Americanization of sociology; national traditions in sociology.

Unit 3.
- The emergence and growth of sociology in Asia and Africa; the colonial context; the impact of Western sociology on the development of sociology in the Third World; sociology in a post-colonial mould; the issue of reorientation of research and teaching in sociology in accordance with national concerns and priorities.

Unit 4.
- Central themes in Comparative Sociology: Modernity; Development; Diversity, Pluralism and Multiculturalism; Nation-state; Environment; Gender; Globalization.
Unit 5 - Theoretical concerns and debates in Comparative Sociology: Problems of theorising in sociology in comparative and cross-cultural perspective; Contextualization (the need to attend teaching and research as well as theoretical concerns and methodological approaches in sociology to national concerns and priorities; Sociology as social criticism, policy issues: formulation and evaluation.

Unit 6 - The Indian Context: the bearing of the colonial context on the development of sociology in India; the continuance of the colonial legacy in contemporary Indian sociology: the debate on decolonization, contextualization and indigenization; the focus on national and regional concerns.

Essential readings:
- Andreski, S. 1964 : Elements of Comparative Sociology (London: Widenfeld and Nicolson)
- Kohli, Rajni 1988 : Rethinking Development In Search of Human Alternatives Delhi : Ajanta
- Oommen, T.K. and P. N. Mukherjee, eds. 1986 : Indian Sociology: Reflections and Introspections (Bombay : Popular Prakashan)
- Parekh, Bhikhu 2000 : Rethinking Multiculturalism : Cultural Diversity and Political Theory (London : Macmillan)

References:
- Genov, Nikolai, 1986 : National Traditions in Sociology (Delhi : Sage)

Pedagogy:
The course should be taught in such a way that the disciplinary quest and societal concerns appear to be organically inter-linked and integrated.

Paper IV 'A'
Gender and Society

Objectives:
This course plan focuses on the emergence of women's movements and women's studies in the context of feminist thought and critiques of sociological theories and methodologies. The objective is to trace the evolution of gender as a category of social analysis in the late twentieth century. Major debates that have emerged are also outlined. The format provides for a comparative perspective in so far as the first part
encompasses the developed and the developing countries while the second part revolves around issues concerning Indian women. It is hoped that exposure to the course will lead to a better understanding of the social phenomena.

Course outline:

Unit 1 - Social Construction of Gender

Emergence of Feminist Thought
Socio-historical perspective Mapping various women's movements

Gender and Sociological Analysis
Feminist critiques of sociological theories/prevaling theories Feminist methodology as critique of sociological methods/methodology Emergence of women's studies

Gender based Division of Labour/Work
Production vs. Reproduction, household work, invisible work Women's work and technology Development policies, liberalisation and globalisation and their impact on women.

Development and Women's Empowerment.

Unit 2 - Women in India: The changing profile
The changing status of women in India: pre-colonial, colonial and post-colonial Demographic profile the gender gap (census, NSS)
Alternative conceptions of gender-caste and gender; class and gender. The role of the state and the NGOs.

Gender and Society in India:
Economy: marginalisation of women and sexual division of labour.

Essential readings:

- Sharma, Ursula. 1983. Women, Work and Property in
References:


Mies, Maria. 1986. Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women. New Delhi; Concept.


Objective:

In modernized societies the political system has become one of the most dominant components of the total social structure. Accordingly, the major objectives of teaching this course are:

To acquaint the students with the nature and functioning of political system(s), and the political processes.

To generate in the minds of students an awareness of their status and role as citizens of the state.

To make the students aware of the prerequisites of sound democratic political system and its vulnerability.

Course outline:

Unit 1 - Definition and subject matter of Political Sociology, distinctive approach of Political Sociology. Interrelationship between political system and society.

Unit 2 - Democratic and totalitarian systems - socio-economic conditions conducive for their emergence and stability.

Unit 3 - Political culture meaning and significance. Political socialization - meaning, significance and agencies. Elite theories of distribution of power in society (with reference to Mosca, Pareto, R. Michels and C. W. Mills and others).

Unit 4 - Intellectuals - Political role of intellectuals - significance. Pressure groups and interests groups - Nature, bases, political significance.

Unit 5 - Bureaucracy, its characteristics, its types, its significance in political development with special reference to India.

Unit 6 - Political Parties Characteristics, social composition of parties, recruitment, mass participation, political apathy, its causes and consequences (with special reference to India).
Unit 6 - Political Process in India: Role of caste, Religion, Regionalism and Language in Indian Politics. Public opinion: Role of mass media, problems of communication in illiterate societies; its reference on parties and polity. Politicization of social life.

Essential readings:
- Kothari R. 1979 - Politics in India, Orient Longmans Ltd.
- Key V. O. 1964 - Politics, Parities and Pressure Groups, Crowell New York.
- Lipset S.M. 1959 - Political Man, H.E.B.

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Paper IV 'C'

Rural Society in India

Objectives:
The agrarian structure and development in India are the two principal sources of approach to study the rural society in India. This course plan emerges as a basis for developing a sociological skill on peasant and social structure.
- To provide sociological understanding of rural social structure, change and development in India.
- To impart sociological skills to reconstitute rural institution and rural development programmes to plan, monitor and evaluate rural development programmes.
- To acquaint students with the prevailing two approaches to the study of rural society: Rural community and peasantry.

Course Outline:

Unit 1 - Rural society in India as an agrarian and peasant social structure. Basic Characteristics of peasant and agrarian society.

Unit 2 - Debates on mode of production and agrarian relation tenancy lands and labour Agrarian legislation and rural social structure.

Unit 3 - Rural poverty, emigration, landless labour.
Unit 4 - Planned change for rural society, panchayatraj, local self govt. and community development programmes and rural development strategies.

Unit 5 - Major agrarian moments in India - A critical analysis
   Globalisation and its impact on agriculture
   Water and Agriculture; Irrigation management Practices.

Essential readings:
- Bergh, Berberoglu, (Ed.) 1999, Class, State and Development in India 1, 2, 3 and 4 Chapters. Sage, New Delhi
- Desai A R 1977 Rural Sociology in India, Popular Prakashan, Bombay.
- Menger J.P 1983 Social Anthropology of Peasantry FPart III, CUP
- Thorner, Daniel and Thorner Alice 1962 Land and Labour in India, Asia Publications, Bombay.
- Andre Betille 1974, Six Essays in Comparative Sociology, OUP, New Delhi. (Relevant chapters)
- Dhanagare D N 1988 : Peasant Movements in India, OUP, New Delhi.
- Ashish Nandy 1999. Ambiguous Journey to the City, New Delhi: OUP

Reference:
Research and review articles as appearing in standard national and international journals and the current published monographs and books on thematic lines may be relied upon.

Pedagogy:
The classroom teaching should be reinforced with the field visit and the presentation of case experiences in a monthly seminar. The teachers should make full use of the available friend report on rural sociology in India as published by the ICSSR in its Survey Research in Sociology and Anthropology.