

प्रस्तुत पाठ्यक्रम में जो भी सामान्य नियम दिये गये हैं वे अभ्यर्थियों की सुविधा हेतु दिये गये हैं। किसी भी प्रकरण में असंगति, सन्देह अथवा अपूर्णता एवं व्याख्या में मदभेद होने की स्थिति में परिनियम, अधिनियम एवं अध्यादेशों द्वारा विहित प्राविधान ही मान्य एवं सर्वोपरि होंगे।

— कुल सचिव

**BUNDELKHAND UNIVERSITY
JHANSI**



**कला संकाय
भाग-॥**

BUNDELKHAND UNIVERSITY , JHANSI

CONTENTS

S. No.	Description	Page No.
1.	Ordinance	1-10
2.	Geography	11-79
3.	Indian Music	80-93
4.	Psychology	94-122
5.	Home Science	123-135
6.	Education	136-165

ORDINANCES

Ordinance Relating to Admission to Master of Arts in Affiliated Colleges / University Campus.

1. The examination for the degree of Master of Arts shall consist of two parts :-
 - (i) The Previous Examination and
 - (ii) The Final Examination.
2. A candidate who, after obtaining the Graduation degree of the university or of an Indian University recognized for the purpose by the Executive Council, shall be admitted to the Previous Examination for the degree of Master of Arts.

Provided that a person who has taken B.A. degree from any Indian University in English and one another full elective subject other than a classical or Modern Indian Language after passing Honours Examination either in Hindi or any other language may be admitted to Previous Examination for the degree of Master of Arts.

Provided also that a candidate who has passed B.Sc. examination shall also be admitted to the Previous Examination for the degree of Master of Arts in any subject.

A candidate who has passed (i) the Alankar Examination of Gurukul Kangri, or (ii) the B.A. Examination of Jamia Millia Delhi or (iii) the Shastri Examination of Kashi Vidyapith, or (iv) the Acharya Examination of Government Sanskrit College, Banaras or Banaras Hindu University, or (v) Shall be admitted to the Previous Examination for the degree of Master of Arts in the subjects specified below - (As per U.P. Govt. Norms)

(a) Sanskrit, Hindi, Economics, History, Political Science in case of the Alankars of Gurukul Kangri, and Sanskrit, Hindi, Economic, Political Science in the case of other recognised Degree.

(b) Economics, Political Science in the case of B.A. of Jamia Millia, Delhi.

(c) English, Sanskrit, Hindi, History, Sociology, Political Science, Economics in the case of Shastri of Kashi Vidyapith.

(d) Sanskrit in the case of Acharyas of Government Sanskrit College, Banaras or Acharyas of Banaras Hindu University.

(e) Sanskrit and Hindi in the case of Shastri Examination of Sanskrit Vishwavidyalaya (University), Varanasi. (U.P. State University) If Approved by U.P. Govt

A candidate who has passed (i) the Alankar Examination of Gurukul Kangri, or (ii) the B.A. Examination of Jamia Millia, Delhi and wishes to pursue a course of study for

the M.A. Examination of the University in English Literature, shall be allowed to do so after he has passed the B.A. Examination of this university with General English and English Literature.

3. A candidate who after passing the M.A. Previous Examination of the University, has completed a regular course of study for one academic year in an affiliated college, or an Institute of the University shall be admitted to the Final year Examination for the degree of Master of Arts as regular. Private Candidate cannot take regular admission.

A candidate, who has passed the Previous Examination for the degree of Master of Arts of another University, may also be admitted with the permission of Vice-Chancellor on the recommendation of Dean to the Final Examination for the degree of Master of Arts, provided that he offered for his previous examination a course of an equivalent standard with almost identical syllabus as is required for the Previous Examination of this University and has attended a regular course of study for one academic year in an affiliated college of the university.

NOTES

- (i) No candidate shall be permitted to appear for (B.A. Part I, II and III), M.A. (Previous & Final) B.Sc. (Parts I, II and III), M.Sc. (Previous & Final), LL.B. (Parts I, II & Final), B.Com. (Parts I, II and III) and M.Sc. (Ag.) (Previous & Final) Examinations, unless he satisfies the terms of this Ordinance and no Principal shall recommend any case to the Vice-Chancellor in contravention of this Ordinance. If any Principal makes the recommendation of this type the recommendation will be ignored.
- (ii) Any candidate : who has passed the M.A. Examination or M.Sc. (Ag.) Agricultural Economics of the University, shall be allowed to Present himself for M.A. Examination in any one or more of the said examinations.

A candidate, who desires to enter for an examination under this Ordinance must submit his application on a prescribed form so as to reach the Registrar, not later than the 15th September preceding the date of the examination. or the date so fixed by University. The application shall be accompanied by an examination fee as prescribed and shall be forwarded by the Principal of the college concerned or other competent authority who forwarded the candidate's original application for permission to appear in the examination.

In the case of candidate whose application is rejected or who does not submit an application but only sends in the fees, the amount paid by the candidate on account of fees shall not be refunded as this is student's fault.

IVth Paper	Optional paper-choose from the following Group	100
	A- Agriculture Geography	
	B- Cultural Geography	
	C- Geography of Health	
	D- Geography of Tourism	
	E- Social Geography	
	f- Geographical Information System and Computer mapping	
Vth Paper	Practical (Crotography and Field Work)	100

GEOGRAPHY (Final)

Ist Paper	Regional geography of India	100
IIInd Paper	History of Geographical Thought	100
IIIrd Paper	Optional-choose one paper from the following group	100
	A- Population Geography	
	B- Settlement Geography	
	C- Quantitative Geography	
VIth Paper	Optional-choose one paper from the following group	
	A- Regional Planning and Development Industrial Geography	
	B- Geography of Transport	
	C- Commerical Geography	
	D- Political Geography	
	E- Remote Sensing Techniques	
	F- Field work-Instrumental Survey	
	G- Dissertation	
Vth Paper	Practical (Surveying & Field Work)	100

PSYCHOLOGY (PREVIOUS)

Ist Paper	Cognitive Process-I	100
IIInd Paper	Psychopathology	100
IIIrd Paper	Fundamentals of Applied Social Psychology	100
IVth Paper	Health Psychology	100
	Practical	100

Psychology (Final)

Ist Paper	Research Methodology	100
IIInd Paper	Personality Theories	100
IIIrd Paper	Clinical and Community Interventions	100
IVth Paper	Cognitive Process	100
	Practical	100

Dissertation any student who got 60% or more marks in M.A. Previous Examination may offer dissertation in lieu of any 3rd or 4th paper prescribed for M.A. Final Examination.

HISTORY (Previous)

Ist Paper	Historiography Concept Methods Tours	100
IIInd Paper	Twentieth Century World	100
IIIrd Paper	(a) Ancient Indian History	100
	(b) Medieval Indian History	
	(c) Modern Indian History	100
	(d) Archaeology	

Choose any two papers for specialization, Each paper 100 Marks.

Remaining four papers are for the second year. Two related from area of specialization (list given below) and any other two from the same list of optional papers comprising 20 papers as given below -

M.A./M.SC. PREVIOUS - (2008-09)

Compulsory Papers

Paper I Geomorphology

Paper II Geography of Resources

Optional Papers

Paper III One Paper from the following group :

- a) Climatology and Oceanography
- b) Bio-Geography
- c) Advanced Cartography

Paper IV One Paper from the following group :

- a) Agricultural Geography
- b) Cultural Geography
- c) Geography of Health
- d) Geography of Tourism
- e) Social Geography
- f) Geographical Information system and computer mapping

Paper V Practicals (Cartography and Field-work)

M.A. Final

COMPULSORY PAPERS

Paper I Regional Geography of India

Paper II History of Geographical Thoughts

Optional Papers

Paper III One paper from the following group

- a) Population Geography
- b) Settlement Geography
- c) Quantitative Techniques in Geography

Paper IV One Paper from the following group :

- a) Regional Planning and Development
- b) Industrial Geography
- c) Geography of Transport
- d) Commercial Geography
- e) Political Geography

f) Remote Sensing Techniques

g) Dissertation

Paper V Practicals (Surveying and Field-Work)

GEOGRAPHY

M.A. / M.Sc. (Previous) Examination

These courses shall consist of the following three Parts :-

- (i) Two compulsory papers of 100 marks each.
- (ii) Two optional papers of 100 marks each selected out of following groups
- (iii) General Practicals of 100 marks.

A candidate must pass in theory papers and general Practicals separately by securing at least 36% (Percent) marks in each of them.

General practicals shall be examined by two examiners-One Internal and the other External.

COMPULSORY PAPERS

Paper I

M.M. 100

GEOMORPHOLOGY

Course Contents

- Unit I** Definition, Scope of Geomorphology; Development of geomorphic thoughts, Methods and Approaches of geomorphic studies; Fundamental Concepts of Geomorphology related to uniformitarianism, Geological structures, geomorphic process and Geomorphic scale; Theories of Land scape development by G.K. Gilbert and G.T. Hack.
- Unit II** Earth movements - Epeirogenic : origin of earth's major relief features Thermal, Continental drift and Convectional current Theories; Isostasy, Earth's interior, and plate tectonics, Seismicity, Vulcanicity. Orogenic - Theories of Mountain building (Jeffrey's, Kober and Holmes.)
- Unit III** Exogenic Processes : Causes, types and classification of weathering, Mass movement; erosional, depositional processes, resultant Landforms and soil formation, Slope analysis - down wearing and parallel retreat models.

Unit IV Geomorphic processes - Dynamics of fluvial, Glacial, Aeolian, Marine and Karst processes and resulting landforms, Concept of cycle of Erosion-Davis-Penck and King, Interruption in cycle of erosion, Inversion of relief, Development of River valleys.

Unit V Applied geomorphology - Recent trends in Geomorphological research, Hydro-geomorphology. Urban geomorphology, Environmental geomorphology; Geomorphic hazards; Climatic geomorphology and morphogenetic regions, Morphometric analysis of land forms, Geomorphological study of Bundelkhand Region of Uttar Pradesh.

Suggested Readings

1. Chorley, R. J. : Spatial Analysis in Geomorphology methuen, London, 1972
2. Cooke, R.U. and Doornkamp, J.C. : Geomorphology in Environmental Management - A Introduction, Clarendon Press, Oxford, 1974.
3. Dury, G.H. : The Face of the Earth, Penguin Harmondsworth, 1959
4. Fairbridge, R.W. Encyclopedia of Geomorphology Reinholdts, New York, 1968
5. Goudie, A. : The Nature of Environment. Oxford & Blackwell, London, 1993
6. Garner, H.F. : The Origin of landscape - A Synthesis of Geomorphology, Oxford University Press, London, 1974.
7. Mitehell, C.W. : Terrain Evaluation, Longman, London 1973
8. Ollier. C. : Weathering. Longman, London, 1979.
9. Pitty, A.F. : Introduction to Geomorphology, Methuen, London, 1971.
10. Stoddart, D.R. (ed.) : Process and Form in Geomorphology. Routledge, New York, 1996.
11. Skinner, B.J. & Prter. S.C. : The Dynamic Earth John Willey. New York, 1995
12. Sparks, B.W. Geomorphology, Longman, London, 1960.
13. Sharma, H.S. (ed.) : Perspectives in Geomorphology, concept, New Delhi, 1980.
14. Singh, S. : Geomorphology, Prayag Publication, Allahabad, 1998.
15. Thornbury, W.D. Principles of Geomorphology, John Wiley, New York, 1960.
16. Singh, S. : Bhoo Akriti Vigyan
17. Yadava, G.p. & Ram Suresh : Bhoo Akriti Vigyan
18. Kaushik, S.D. : Bhoo Akriti Vigyan
19. Negi B.S. : Principles of Geomorphology (Hindi)

GEOGRAPHY OF RESOURCES

Paper II

M.M. 100

Course Contents

- Unit I** Nature and scope of Resource geography, Concept of Resources, classification of Resources; Concepts, Problems and Techniques of conservation of resources.
- Unit II** Soil resources : Classification and conservation; Forest resources : Distribution, Utilization and Conservation of forests; Water resources : Utilization and conservation with special reference to fishing.
- Unit III** Agriculture : Factors Affecting Agriculture, Types of Agriculture, Agricultural Location theory of Von Thunen; Green Revolution, White Revolution and Blue Revolution; Agricultural regions of the world and Detailed Agricultural regions of U.S.A., U.S.S.R., China and India, Mineral Resources : Utilization and conservation, Distribution, production and utilization of Iron-ore, Manganese, Mica, Bauxite, Copper and Tin; Power Resources : Coal, Petroleum, Natural gas, and Atomic minerals.
- Unit IV** Theories of Location of Industries : Weber's Theory and Interaction Theory, Study of Iron and Steel, Textiles, Chemicals and Automobiles Industries, Major Industrial region of the world; Human Resources : Importance of man as a resource; Growth and Distribution of Population; Problems and Prospects of human Resources.
- Unit V** Modes of Transportation; International Trade and Commerce; Resource Regions with Special Reference to India; Theories and Models of Resource Development; Dynamics of Geographical Factors in Resource Development.

Suggested Readings

1. Zimmerman, E. W. : World Resources Industries.
2. Ramman : Soil and their classification.
3. Glinks : Major soil types and their development
4. Gay, Harald Smith : Conservation of Natural Resources.
5. Ciriacy, Wantrup, S.V. : Resources conservation, Economics and Policies.
6. Alten, S.W. : Conserving Natural resources Principles and Practices.
7. Smith, G.H. : Conservation of Natural resources
8. Alexander, J.W. : Economic Geography
9. Miller, E.W. : A Geography of Manufacturing

10. Kates, W. : Man Mind and land or theory of Resources use.
11. Negi, B.S. : Geography of Resources
12. Hatt Paulk : World population and future resources use.
13. Finch Triwartbha : The Earth and its resources
14. Lt. Jan Burton : Reading in resources management and conservation.
15. Tasrey Henry : Perspectives on conservation
16. Gain, S.A. : Fundamentals of Plant Geography
17. Singh & Singh : Arthik Bhoogol ke Mool Tatva.
18. Singh & Raza : Geography of Resources & conservation.
19. Nogi, B.S. : Sansadhan Bhoogol (Hindi)

OPTIONAL PAPERS

PAPER - III (A)

Any one the following

CLIMATOLOGY AND OCEANOGRAPHY

M.M. 100

Course Contents :-

CLIMATOLOGY :

- Unit I** Nature and scope of climatology and its relationship with meteorology; Composition, mass and structure of the atmosphere; Insolation, heat balance of the earth; Green house effect; Vertical and horizontal distribution of temperature; Atmospheric motion : Forces controlling motion of air, general circulation in the atmosphere; local winds, jet streams; Atmospheric moisture : Humidity, evaporation, condensation; precipitation : formation and types, World pattern of precipitation.
- Unit II** Tropical, temperate and high latitude weather systems - concepts of air masses and atmospheric disturbances, ocean atmospheric interaction - (El Nino, southern oscillation (ENSO) and La Nina) Monsoon winds, Norwesters, and Cyclones tropical and Temperate phenomena, Climate of India and its controls; Western disturbances; origin of Indian Monsoon : recent views.
- Unit III** Climatic classification of Koppen, and Thornthwaite. Major climates of the world (tropical, temperate, desert and mountain climate); climatic change - causes and

theories, Global Warming (evidences, causes and effects); Atmospheric Hazards, Disasters, Applied Climatology.

OCEANOGRAPHY :

Unit IV Nature and scope of oceanography; History of oceanography; distribution of land water : major features of ocean basins; continental margin and deep ocean basins : structure and Plate tectonics; marine sediments and Coral land forms.

Unit V Physical and chemical properties of sea water; Interlink between atmospheric circulation and circulation patterns in the oceans; Surface currents; thermohalines; waves and tides.

Suggested Readings

1. Barry; R.G. and Chorley P. j. ; Atmosphere, Weather and Climate.
2. Critchfield, J.H. : General Climatology
3. Das, P.K. : Monsoons
4. Fein, J.S. and Stephens, P.N. : Monsoons.
5. India Met. Deptt. : Climatological Tables of Observatories in India.
6. Lal, D.S. : Climatology.
7. Lydolh, P.E. : The Climate of Earth
8. Menon, P.A. : Our Weather.
9. Peterson, S. : Introduction to Meteorology.
10. Obinson, P.J. and Henderson : S. : Contemporary Climatology
11. Thompson, R.D. and Perry, A (Ed.) : Applied Climatology Principles aned Practice.
12. Davis, Richards, J.A. : “Oceanography - An Introduction to the Marine Environment”.
13. Duxbury, C.A. and Duxbury B. : An Introduction to the world’s Oceans
14. Garrison, T. : “Oceanography - An Introduction to Marine Science.
15. Gross, M. Grant : Oceanography-A View of the earth.
16. King, C.A.M. : Oceanography for Geographers.
17. Sharma, R.C. “The Oceans”
18. Ummerkutty, A.N.P. : Science of the Oceans and Human life.

BIO - GEOGRAPHY

Paper III (b)

M.M. 100

Course Contents :

- Unit I** Biogeography : Nature, Scope, Significance, Approaches, History, Recent Development; Concept of Ecology, Ecosystem, Succession and Ecological Adaptation.
- Unit II** Historical Evolution of Plants and animals; pattern and causes of plant and animal distribution; Major plant formations of the tropics - forests, grasslands, deserts, mangroves; Biogeographical regions of world and India.
- Unit III** Biodiversity : concept and significance; Biodiversity and global climatic change; Palaeobotanical and palaeo climatological records of Environmental change in India; Biogeography of the seas and islands.
- Unit IV** Conservation of wildlife and forests, soil conservation of forestation, reforestry, social forestry, National Forest Policy of India; International and national efforts for conserving biological resources; Biosphere reserves; Tropical forest Action Plan,.

Suggested Reading :

1. M.J. Bradshaw : Earth an living Planet.
2. C.B. Cox and P.D. Moore : An Ecological and Evolutionary Approach
3. J.B. Hogg : Man and the Earth
4. R.J. Huggett : Fundamentals of Biogeography
5. B.M. Banskereau : Bio-geography - An Ecological Perspective
6. T. Joy : Bio-geography A Study of Plants in the Ecospheres.
7. M.S. Moni (Ed) : Bio-geography of India. The Hogue.
8. C. Martin : Plant Geography, Methuen.
9. H.S. Mathur : Essentials of Bio-geography
10. N.Pears : Basic Bio-geography, Education
11. H. Robinson : Bio-geography.
12. G.H. Smith : Conservation of Natural Resources.
13. H.A. Viles : Bio-geomorphology
14. S.S. Negi : Biodiversity and its Conservation in India
15. B. Seddon : Introduction to Bio-geography.

ADVANCES CARTOGRAPHY

Paper III (c)

M.M. 100

Course Contents :

- Unit I** Introduction - Trends in the development of cartographic techniques for descriptive, analytical and 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 land forms and measuring their association and spatial differentiation.
 2. Land based resources and cover and land use.
- Unit III** Thematic cartography - Socio - economic : Data sources and techniques of analysis of socio-economic data through the preparation of single purpose and composition maps.
- Unit IV** Creation of spatial database and application using GIS. Remote sensing and Computer Cartography.
- Unit V** Regional Synthesis and characterization of the observed spatial patterns for predictive purposes. Preparation of spatial models; cartography for environmental education and planning.

Suggested Readings

1. American Society of Photogrammetry, : Manual of Remote Sensing
2. Aronoff S. : Geographic Information Systems A Management Perspective.
3. Barrett E.C. and L.F. Crutis, : Fundamentals of Remote Sensing and Air Photo Interpretation.
4. Campbell J. : Introduction to Remote Sensing.
5. Curran, Paul J. : Principles of Remote Sensing.
6. Fraser Taylor D.R. : Geographic information Systems
7. Gregory, S. : Statistical Methods and the Geographer
8. Hammond R and P.S. McCullagh : Quantitative Techniques in Geography : An Introduction
9. Hord R.M. : Digital Image Processing of Remotely Sensed Data
10. John P. Cole and Cuchlaine A.M. King, : Quantitative Geography
11. Mark S. Monmonier. : Computer-assisted Cartography.
12. Pratt W.K. : Digital Image Processing
13. Rao D.P. (eds.) : Remote Sensing for earth Resources
14. Star J and J. Ester. : Geographic Information Systems : An Introduction.

15. Yeats, Maurice : An Introduction to Quantitative Analysis in Human Geography.

PAPER - IV

Any one of the following

Paper IV (a)

AGRICULTURAL GEOGRAPHY

M.M. 100

Course Contents

- Unit I** Nature, scope, significance and development of agricultural geography. Approaches to the study of agricultural geography : Origin and dispersal of agriculture. Sources of agricultural data.
- Unit II** Factors affecting agriculture. Theories of agricultural location : Von Thunen's theory of agricultural location. Agriculture Typology.
- Unit III** Agricultural landuse : Concept and Methodology : Landuse efficiency, carrying capacity of land, Agricultural productivity and Efficiency, measurement of crop intensity, Crop diversification, Crop combination Regions.
- Unit IV** Agricultural Regionalization : Whittlesey's classification of agricultural regions, Agricultural regions of India, U.S.A., U.S.S.R. and China.
- Unit V** Contemporary Issues related Indian Agriculture : Green Revolution, white revolution, Blue revolution and yellow revolution, Environmental degradation, role of irrigation, fertilizers, insecticides and pesticides, technological know-how. Agricultural problems, policies and planning in India, Agricultural Geography of Bundelkhand Region of U.P.

Suggested Readings

1. Bayliss Smith, T.P. : The Ecology of Agricultural Systems.
2. Hussain, : Agricultural Geography.
3. Simpson, L. : Agricultural Geography.
4. Damont, R. : Types of Rural Economy - Studies in world Agriculture
5. Simpson, E.S. : Agricultural Geography IGU symposium - 1864
6. Kleges Darl, H.W. : Ecological Crop Geography.
7. Shafi, M. : Land Utilization in Eastern U.P.

8. Stamp. L.D. : Land of Britain its use and misuse.
9. Highu, E. : American Agriculture : Geography, Resorurces, Conservation.
10. Banergee, B. (ed.) : Essay on Agricultural Geography.
11. Randhawa, M.S. : Agriculture and animal husbandry in India.
12. Brij Bhoosan Singh : Agricultural Geography (Hindi)

CULTURAL GEOGRAPHY

Paper IV (b)

M.M. 100

Course Contents :

- Unit I** Introduction : Nature and scope of cultural geography : Definition, cultural element and components of culture; convergence and divergence processes : cultural changes : perception, behaviouralism and cultural relativism.
- Unit II** Cultural Diversity : Bases of cultural diversity - race. religion and language. Cultural diversity in world, cultural diversity and regionalization in India.
- Unit III** Geography of ethnic group and tribal group; Religion and its diffusion; Diffusion of Ethnic traits in world as well as India; Ethnic land scape 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 settlemenmts : Relation to ideology, social structure and technology, patern of rural & urban society, social processes in the city, the city in the developing countries.

Suggested Readings

1. Broek, J.C. and Webb, J. W. : A Geography of Mankind d.
2. Crang, Mike : Cultural Geography.
3. Harmandorf. : Tribes of India : The Struggle for Survival.
4. Hazra (ed.) : Dimensions in Human Geography.
5. Hutchinson, and Smith, D : Ethnicity
6. Jordon, & Laster G : The Human Mosaic.

7. Massey, D & Jess P. : A Place in the World : Places, Cultures and Globalization
8. Massey, et. al (ed). : Human Geography Today.
9. Mukherjee A.B. and Aijazuddin, A : India : Culture, Society and Economy
10. Steve. P. & Michael. K. (ed.) : Places and the Politics of identity
11. Schwartzberg, J.E. : Historical Atlas of South Asia.
12. Singh, A.K. : Approaches to Tribal Development.
13. Sopher, D.E. : Exploration of India : Geographical perspectives on Society & Culture.

GEOGRAPHY OF HEALTH

Paper IV (c)

M.M. 100

Course Content :

- Unit I** Nature, scope and significance of Geography of health. Development of this area of specialization; its distinction from medical science.
- Unit II** Geographical factors affecting human health and diseases arising from them viz.
- (i) Physical factors - relief, climate, soils and vegetation.
 - (ii) Social factors - Population density, literacy, social customs and poverty.
 - (iii) Economic factors - food and nutrition, occupation and standard of living.
 - (iv) Environmental factors - urbanization and congestion, water, air and noise pollution and solid waste.
- Unit III** Classification of diseases : genetic, communicable and noncommunicable, occupational and deficiency diseases. WHO classification diseases, Pattern of World distribution of major diseases.
- Unit IV** Ecology, etiology and transmission of major diseases : cholera, malaria, tuberculosis, hepatitis, leprosy, cardiovascular, cancer, AIDS and STDS. Diffusion of diseases and causes for the same. Deficiency disorders and problems of mal-nutrition in India.
- Unit V** Health-care planning :
- (i) International level - WHO, UNICEF, Red Cross
 - (ii) National level - Government and NGOs,
- Health Care Planning and Policies; availability, accessibility and utilization of health care services; Primary health care; Inequalities in health care services in India :

family welfare, immunization, national disease eradication and Health for All programmes.

Suggested Readings :

1. Banerjee, Bland Hazra J. : Geo-Ecology of Cholera in West Bengal.
2. Cliff, A and Haggett, P. : Atlas of Disease Distribution.
3. Digbhy, A. and Stewart, L. (eds.) : Gender, Health and Welfare.
4. Hazra, J. (ed.) : Health Care Planning in Developing countries.
5. Learmonth A.T.A. : Patterns of Disease and Hunger, A Study in Medical Geography.
6. May, J.M. : Studies in Disease Ecology.
7. May, J.M. : Ecology of Human Disease.
8. May, J.M. : The World Atls of Diseases.
9. Mc. Glashan, N.D. : Medical Geography.
10. Narayan. K.V. : Health and Development - Inter-Sectoral Linkages in India.
11. Phillips, D.R. : Health and Health Care in the Third world
12. Pyle, G. : Applied Medical Geography.
13. Rais, A. and Learmonth, A.T.A. : Geographical Aspects of Health and Diseases in India.
14. Shannon, G.M. et. al : The Geography of AIDS.
15. Smith, D. : Human Geography- A Welfare Approach.
16. Sochin, A.A. : Fundamentals of Medicals Geography
17. Stamp, L.D. : The Geography of Life and Death.

GEOGRAPHY OF TOURISM

Paper IV (d)

M.M. 100

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.

- Unit II** Geography of tourism : its spatial affinity; areal and locational dimensions comprising physical, cultural, historical and economic; Tourism types : cultural, ecoethnocoastal and adventure tourism, national and international tourism; globalization and tourism.
- Unit III** International pattern of Tourism; Major tourist circuits and nodes; some case studies - Phillipines, France, Netherlands, Newzealand, Nepal; Tourism development in India - origin and evolution, spatial pattern, problems and policies.
- Unit IV** Infrastructure and support system - accommodation and supplementary accommodation; other facilities and amenities; Tourism circuits-short and longer detraction-Agencies and intermediaries - Indian hotel industry.
- Unit V** Impacts of tourism : physical, economic and social and perceptioal position and negative impacts; Environmental laws and tourism- Current trends, spatial patterns and recent changes; Role of foreign capital & impact of globalization on tourism.
- Project report on relevant topics such as impact of toursim on Garhwal Himalaya, Dal Lake, Goa and North East India, impact on a historic city.

Suggested Readings

1. Bhatia A.K. : Tourism Development : Principles and Practices. Sterling Publishers, New Delhi 1996
2. Bhatiya, A.K. International Tourism-Fundamentals and Practices, Sterling, New Delhi (1991)
3. Chandra R.H. : Hill Tourism : Planning and Development, Kanishka Publishers, New Delhi 1998.
4. Hunter C and Green H : Tourism and the Environment : A Sustainable Relationship, Routledge, London 1995.
5. Inskip. E : Tourism Planning : An Integrated and Sustainable Development Approach, Van Nostrand and Reinhold, New York, 1991.
6. Kaul R.K. : Dynamics of Tourism & Recreation. Inter-India, New Delhi. (1985)
7. Kaur J. : Himalayan Pilgrimages & New Tourism. Himalayan Books, New Delhi 1985.
8. Lea J. : Tourism and Development in the Third World. Routledge, London 1988.
9. Milton D. : Geography of World Tourism. Prentice. Hall, New York, 1993
10. Pearce D. G. : Tourism To-day : A Geographical Analysis, Harlow, Longman, 1987.
11. Robinson, H. : A Geography of Tourism. Macdonald and Evans, London. 1996

12. Sharma J.K. (ed.) : Tourism Planning and development - A new perspective. Kanishka Publishers, New Delhi, 2000
13. Shaw G. and Williams A.M. : Critical issues in Tourism - A Geographical perspective. Oxford : Blackwell 1994.
14. Sinha P.C. (ed.) : Tourism Impact Assessment, Anmol Publishers, New Delhi, 1998
15. Theobald W. (Ed.) : Global Tourism : The Next decade. Oxford, Butterworth, Heinemann, Oxford, 1994.
16. Voase R. : Tourism : The human perspective. Hodder & Stoughton, London 1995.
17. Williams A.M. and Shaw G. (eds.) : Tourism and Economic Development-Western European Experiences, Belhaven, London.
18. Williams Stephen : Tourism Geography, Routledge, contemporary Human Geography, London 1998.

SOCIAL GEORAPHY

Paper IV (e)

M.M. 100

Course Contents :

- Unit - I** Nature and development of Social geography; philosophical bases of social geography - Positivists : Structuralist ; radielyl, humanist, postmodern and post structuralist; social geography in the realm of social sciences.
- Unit II** Space and society : Understanding society and its structure and process; geographical bases of social formations; contribution of social geography to social theory; power relations and space.
- Unit III** Towards a social geography of India; Social differentiation and region formation; evolution of socio-cultural regions of India; bases of social region formation; role of race, case, ethnicity; religion and languages; Indian unity and diversity; social transformation and change in India.
- Unit IV** Social well-being : Concepts of social well being, physical quality of life, Human development; measurement of human development with social, economic and environmental indicators; Rural urban deprivation in India with respect to health care; education and shelter; deprivation and discrimination issues relating to women and under privileged groups; patterns and bases of rural and urban society.

Unit V Public policy and social planning in India : review of Five Year Plans and area plans towards social policy in India; Strategies to improve social well-being in tribal, hill, drought and flood prone areas; Social and environmental impact assessment of development projects.

Suggested Readings

1. Ahmad Aijazuddin, : Social Geography
2. De Blij, H.D. : Human Geography.
3. Dreze Jean, Amartya Sen, : Economic Development and social opportunity.
4. Dubey, S.C. : Indian Society
5. Gregory, D and J. Larry, (eds), : Social relations and spatial structures.
6. Haq. mahbubal : Reflections on Human Development.
7. Maloney, Clarence : People of South Asia.
8. Planning Commission, government of India : Report on developmnet of Tribal areas.
9. Rao, M.S.A. : Urban Sociology in India.
10. Schwartzbrg Joseph : An Historical Atlas of South Asia.
11. Sen, Amartya & Dreze Jean : Indian Development : Selected Regional Perspectives.
12. Smith, David : Geography : A Welfare Approach.
13. Sopher, David, : An Exploration of India.
14. Subba Rao. : Personality of India : Pre and Proto Historic foundation of India and Pakistan.

GEOGRAPHIC INFORMATION SYSTEM & COMPUTER MAPPING

Paper IV (f)

M.M. 100

Course Content :

Unit I Spatial Science : Geography as a spatial science, maps and spatial information, dynamics of spatial information, elements of information technology, geographic objects and their relations - definition and development of GIS, computer environment for GIS.

Unit II Spatial Data : Elements of spatial data ; data sources : primary and secondary, census and sample-data; quality and error variations -raster and vector data

structures data conversion - comparison of raster and vector databases methods of spatial interpolation - GIS data formats for the computer environment.

Unit III Elements of GIS : Data capture-verification and preprocessing - data storage and maintenance of databases - Database Management Systems : types and merits and demerits - data manipulation, analysis (integrated analysis of spatial and attribute data, overlay analysis, neighbourhood operations and connectivity functions) and spatial modeling-output format and generation.

Unit IV GIS Technology : Coordinate system- basic principles of cartography and computer assisted cartography for GIS-remote sensing data as a data source of GIS and integration of GIS and Remote Sensing GPS and GIS technology, data generation and limitations - visualization in GIS - Digital Elevation Models (DEM and TINs).

Unit V GIS Application : GIS as a Decision Support System, expert system for GIS-basic flow chart for GIS application-GIS standards, legal system and national GIS policy application of GIS in Land Information System. Urban Management, Environmental Management and Emergency Response System.

Suggested Readings

1. Aronoff S. : Geographic Information Systems : A Management Perspective.
2. Burrough P.A. : Principles of Geographic information Systems for Land Resource Assessment.
3. Fraser Taylor D.R. : Geographic information Systems.
4. Maquire D.J. M.F. Goodchild and D.W. Rhind (eds). : Geographic information Systems : Principles and Application.
5. Mark S Monmonier. : Computer - assisted Cartography
6. Peuquet D.J. and D.F. Marble : Introductory Reading in Geographic Information Systems.
7. Star J. and J. Estes. : Geographic Information Systems : An Introduction

CARTOGRAPHY AND FIELD - WORK

Paper V (Practicals)

M.M. 100

A. Cartography :

- (i). Study and interpretation of Topographical maps of India, With particular reference to structural and geomorphic features. slope analysis, Determination of intervisibility, Hydrological feature. land use, communication and settlement patterns. Exercises on Relief profiles-super-imposed, composite and projected profiles, construction of Block Diagrams.
- (ii) Geological maps - cross section drawing and interpretation of simple, inclined beds, folded, faulted and uniclinal structure.
- (iii) Study and intepretation of weather maps of India, daily weather charts and weather forecasting charts.
- (iv) Statistical methods-mean, median, mode, frequencies, variability, standard deviation, correlation, Regression and sampling methods.
- (v) Presentation of Statistical data preparation and interpretation of Thematic maps. Polygraph, Hythergraph, Climograph, Water Surplus graph, Ergo graph, population diagrams (circle, sphere and pyramids), proportional diagrams. Traffice cartograms. Rainfall, Dispersion diagram scatter diagram, Isopleth, choropleth and Dot methods, Multiple dot method, maping techniques in General.
- (vi) Map Projections. Bonne;s, polyconic, International, Gall's, Mercator's, Mollweide's, Interrupted mollweide's, Interrupted mollweids's, sinusoidal, Interrupted sinusoidal, Globular, Zenithal, Gnomonic and Stereographic projections of equatorial and polar axes.

B. Field Works and Report Writing :

For the field work a long trip, to provide traverses across a large region of the country, shall be undertaken to study the regional variation in physical and cultural land scape, Particular attention should be given to the following aspects in the field trip.

1. Structure and Relief (Identification of Land forms)
2. Hydrology
3. Soil and soil erosion.
4. Flora and fauna
5. Agricultural and Industrial landscape.
6. Transport frame work
7. Population distribution and settlements.
8. Problems and prospects of the region.

N.B.

- (i) The expenditure of the staff accompanying the students will be met by the institution concerned according to the university rules.
- (ii) The maximum number of the students under charge of one teacher will be ten only, but the minimum number of teachers will be not less than two.
- (iii) The duration of the trip shall be of at least two weeks, The distribution of marks shall be as follows :-

map work (lab work)	50 Marks
Tour Report	25 Marks
Sessional Work	15 Marks
Viva Voice	10 Marks

Note :

1. The written test will be of the three hours duration and the candidate will be required to attempt three questions only.
2. The maximum number of students in each group or practical class should not exceed 20.
3. There shall be at least four continuous periods daily for practical work.
4. The following materials will be provided by the university for the practical Exam to every candidate.

Answer Book	One
Log Table	One
Drawing sheet (size 14"x11")	or four
Graph paper (size 14"x11")	one
Tracing paper (size 14"x11")	
Stencil paper	One
cyclostyle paper	Four each
Alpin U Pin	
Threat etc.	Four each

5. No candidate who did not offer Geography in his B.A./B.Sc. Examination shall be allowed to offer Geography in M.A./M.Sc. Examination.

Book Recommended :

1. Singh & Duta	Elements of Practical Geography.
2. Tiwari V.N.	Manchitra Kala Prakash
3. Gaur K.P.	Manchitra Kala Ki Samikcha
4. Raize E.	Principals of Cartography
5. Sterrs J.A.	Introduction to the study of Map projections
6. Garnett	Interpretation of Topographical Map
7. Lobeck	Block Diagram
8. Monkhouse F.J.	Maps and Diagrams (English, Hindi)
9. Desk and Brown	Interpretation of Topographical Geological maps.
10. Elhance D.N.	Fundamentals of Statistics.

GEOGRAPHY

M.A./M.Sc. (Final) Examination 2009-10

These courses shall consist of the following three Parts :-

- (i) Two Compulsory Papers of 100 marks each.
- (ii) Two optional Papers of 100 marks each. Selected out of Four Optional in each group.
- (iii) General Practicals of 100 marks.

A candidate must pass in theory papers and General Practicals separately by securing at least 36% (Percent) marks in each of them.

General Practicals & Practical tests of 40 marks shall be examined by two examiners - One Internal and one External.

COMPULSORY PAPERS

REGIONAL GEOGRAPHY OF INDIA

Paper I

M.M. 100

Course Contents :

Unit I Geological structure, physiography and physiographic regions, Himalayan orogeny; Mechanism of Mosoon-recent theories, climatic regions, soils and their impact upon

agricultural economy, Natural vegetation, Indian forest policy and forest conservation.

Unit II Land resources and their use; Irrigation schemes; Agricultural system and Agricultural regions, power and mineral resources - Coal, hydropower, mineral oil. Iron - ore, Bauxite, Manganese, Mica, Copper, Atomic minerals and Non-conventional sources of Energy.

Unit III Industries-localization of Iron and Steel industry, Textiles, Cement, Sugar, Paper and Aluminium industries; Problems and prospects of industrial development; Industrial Regions.

Unit IV Population patterns : Growth, density, structure, policies, planning; Transport - network - Railways Roads, Airways and water ways, Trade and Transport.

Unit V Basis of regional divisions of India - macro, meso and micro - regions of India - their comparative analysis; Resource Regions of India; regional planning of rural and urban regions, Case studies of Meso/Micro regions of India.

(i) Natural - like Sundarbans Delta, Indo-Gangetic Plain.

(ii) Political - New states of India (Uttaranchal, Jharkhand)

(iii) Urban/Metropolitan Regions - Delhi metropolitan region, Calcutta metropolitan region.

(iv) Cultural - Bundelkhand, Mewar.

Suggested Readings

1. Spate, O.H.K. : India and Pakistan
2. Spate & Learmonth : India, Pakistan and Ceylon : The Regions.
3. Wadia, D. N. : Geology of India
4. Krishan, M.S. : Geology of India and Burma.
5. Agrawal, M.S. : India's Population.
6. Chandra Shekhar : Hungry People and empty India
7. Randhawa, M.D. : Agriculture and Animal Husbandry in India.
8. Ray Chaudhary, S.P. : Soils of India.
9. Puri, G.S. : Forest Ecology, Vol. I & II
10. Indian Monsoon : Meteorological Department, Pune.
11. Singh, R. L. (ed.) : India : A Regional Geography.
12. Sen Gupta, P. : Economic Regionalisation of India

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|----------------------|-------------------------------------------------------------|
| 13. Singh, Jasbir | : An Agricultural Atlas of India - A Geographical Analysis. |
| 14. Dey, A.K. | : Mineral Resources of India. |
| 15. Wadia, Mehar | : Minerals of India |
| 16. Kulkarni, M. R. | : Industrial Development. |
| 17. Das, P. K. | : The Monsoons. |
| 18. वर्मा, रामविलास | : भारत का भौगोलिक विवेचन |
| 19. मामोरिया, सी०बी० | : आधुनिक भारत का बृहद् भूगोल |

HISTORY OF GEOGRAPHICAL THOUGHTS

Paper - II

M.M. 100

Course contents :

- Unit - I** The field of geography; its place in the classification of sciences; geography as a social science and natural science, selected concepts in the philosophy of geography; distribution; relationships, interactions; area differentiation and spatial organization.
- Unit - II** Contribution of Indian, Greek, Roman and arab Geographers. Period of Renaissance in Geography.
- Unit III** German & French School of Geographic Thought : Contribution of E. Kant, Humbolt, Ritter, Ratzel, Hattner, Blasch, Jean Brunhes; British & American School of thoughts; Contribution of Mackinder, L.D. Stamp, W.M. Davis, E.C. Semple, Huntington, G. Taylor; Geography in 20 Century in India.
- Unit- IV** Dualisms in geography : systematic & regional geography; physical & human geography. Systematic geography & its relation with systematic sciences and with regional geography. The myth and reality about dualism. Regional geography : Concept of region, regionalization and the regional method.
- Unit-V** Recent Trends in Geography - Laws, theories and models, the quantitative revolution. Progress of geography in India, status of Indian Geography, Future of Geography; task a head relating to development of geographic thought with special reference to changing views of man-environment relationship.

Suggested Readings

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|------------------|-------------------------------------------|
| 1. Harshcrne, R. | : Perspective on the nature of Geography. |
| 2. Harshcrne, R. | : The nature of Geography. |

3. Dickinson : Makers of Modern Geography.
4. Taylor, G (Ed.) : Geography in 20th Century.
5. Freeman : A Hundred years of Geography.
6. Preston, E. James (Ed.) : American Geography : Inventory & Prospects.
7. Wooldridge & East : The geography as a scientist.
8. Wooldridge and East : Spirit and purpose of Geography.
9. Ackerman : Geography as a Fundamental Research Discipline.
10. Chatterji, S.P. : Fifty years of geography in India.
11. Saxena, D.P. : Regional geography of vedic India.
12. Ali, S. M. : Geography of the puranas.
13. Tripathi, M.P. : Development of geographic knowledge in Ancient India
14. Dube, B. : Geographical concepts in ancient India
15. त्रिपाठी, दीनबन्धु : भौगोलिक विचारधारायें एवं विधितंत्र
16. कौशिक एस0डी0 : भौगोलिक विचारधारायें एवं विधितंत्र
17. सक्सेना, जे0पी0 : भौगोलिक विचारधाराओं का इतिहास
18. सिंह, जगदीश : भौगोलिक विचारधारायें

OPTIONAL PAPER

PAPER - III

Any one of following

Paper - III (a)

M.M. 100

POPULATION GEOGRAPHY

Course Contents :

Unit-I Population Geography : Scope and Objectives; development of Population Geography as a field of specialisation - Population Geography and Demography - 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 in population distribution and growth; World patterns and their

determinants; India - population distribution, density and growth profile, Concepts of under population and over population.

Unit - III Population composition : Age and sex; family and households; literacy and education; religion, caste and tribes; rural and urban; urbanisation; occupational structure; gender issues; Population composition of India.

Unit-IV Population dynamics : Measurements of fertility and mortality. migration : national and international patterns; India's population dynamics.

Unit-V Population and development : population - resource regions and levels of population and socio-economic development; population policies in developed and less developed countries; Human Development Index and its components; India's population policies; population and environment; implications for the future.

Suggested Readings

1. Bogue, D.J. : Principles in Demography.
2. Bose, Ashish et. al. : Population in India's Development.
3. Chandna, R.C. : Geography of Population; Concept, Determinants and Patterns,
4. Clarke, Jhn I. : Population Geography.
5. Crook, Nigel : Principles of Population and Development
6. Garnier, B.J. : Geography of Population.
7. Mamoria, C.B. : India's Population Problem
8. Mitra, Asok : India's Population : Aspects of Quality and Control.
9. Premi, M.K. : India's Population : Heading Towards a Billion
10. Srinivasan, K. and : Population Development
M. Vlassoff Nexus in India : Challenges for the New Millennium.
11. Srinivasan, K. : Basic Demographic Techniques and Applications
12. Sundaram K. V. and : Population Geography
Sudesh Nangia (ed.)
13. United Nations : Methods for projections of Urban and Rural Population
14. Woods, R. : Population Analysis in Geography
15. Zelinsky Wilbur : A Prologue to Population Geography.

SETTLEMENT GEOGRAPHY

Paper - III (b)

M.M. - 100

Course Content :

- Unit - I** Meaning and scope of Settlement Geography, Evolution of human settlements, theories of evolution of settlements; size, distribution, spatial and temporal trends in size and growth of settlements. Classification of settlements.
- Unit - II** Distribution pattern : Spatial distribution pattern of rural settlements, Types and pattern of rural settlements in different part of world with special reference to India, Morphology of rural settlements with special reference to villages of Bundelkhand region of U.P.
- Unit-III** Rural service centers : Concept, identification hierarchy and their role in the spatial development, Rural house types and heir distribution, problems and planning of rural settlements in India.
- Unit IV** Origin and Evolution of Towns. Urban Morphology : Theories of urban Morphology, urban landuse, fuctional classification of towns, Concept of rural - urban fringe, functions and functional hierarchy of towns. Theories of Christaller and Losch and their application to settlement hierarchy, Delimitation of urban influence area.
- Unit-V** Concepts of town planning : Problems and prospects of urban growth in the world with special reference to India.

Suggested Readings :

1. Ambrose, Peter : Concepts in Geography Vol. -I
2. Baskin, C., (Translator) : Central Places in Southern Germany, Prentice-Hall Inc. Englewood Cliffs New jersey, 1966. Originally written by C.W. Christaller in German with title Die Zentralen Orte Suddeutsch land in 1993.
3. Census of India : House types and Settlement Patterns of Villages in India.
4. Haggett, Pater, Andrew : Locational Models. D. Cliff and Allen Frey (editer)
5. King, Leslie,J. : Central Place Theory
6. Mayer, M. Harold and : Readings in Urban Clyde F. Kohn (editors) Geography
7. Mitraq, Asok, Mukherjee : Indian Cities S. and Bose R.
8. Nangia, Sudesh : Delhi Metropolitan Region

9. Prakasa, Rao, V.L.S. : Urbanisation in India
10. Ramachandran, R. : Urbanisation and Urban Systems in India
11. Singh R.L. and Kashi : Readings in Rural Nath Singh (editors) Settlement Geography,
National Geography Society of India
12. Srinivasan, K. and M. : Population-Development Vlassoff, (editors) Nexus in India
13. तिवारी आर०सी० : अधिवास भूगोल
14. यादव जे०पी०, एवं रामसुरेश : अधिवास भूगोल
15. राव वी०पी० एवं चौहान : अधिवास भूगोल
पी०आर०

QUANTITATIVE TECHNIQUES IN GEOGRAPHY

Paper - III (c)

M.M. 100

Course Content :

- Unit - I** Probability : Theory of probabilities - law of addition and multiplication - probabilities of distribution : normal, binomial Poisson - sampling : basic concepts, sample units and design, sampling frame and procedures, standard error and sample size, testing the adequacy of sample.
- Unit - II** Hypothesis Testing : Needs and types of hypothesis - goodness of fit and significance and confidence levels-parametric and non-parametric procedures : contingency tables, Chi-square test, binomial test, t-test, Mann-Whitney U test, Analysis of Variance (ANOVA)
- Unit-III** Bivariate Analysis; Forms of relation and measuring the strength of association and relation-construction and meanings of scatter diagram simple linear and regression analysis- Spearman's Rank and Product Moment correlation Coefficients-the ordinary least square method of fitting a regression line-construction of regression line : interpolation, prediction, explanation and residual-statistical tests of significance of the estimates; residuals and their mapping.
- Unit-IV** Multivariate Analysis; Basics of multiple regression-partial correlation coefficient regression analysis and ANOVA-testing the overall significance of regression auto correlation-multicollinearity-basic principles and elements of Factor Analysis and principal component analysis.
- Unit V** Surfaces and Models : Gravity potential; Model-spatial interpolation and trend surface analysis-simulation models : random walk and diffusion models - Markov

chain model similarity indices and region building construction of Thiessen polygons.

Suggested Reading :

1. David Unwin : Introductory Spatial Analysis
2. Gregory, S. : Statistical Methods and the Geographer
3. Hammond R and P.S. : Quantitative Techniques Mccullagh
4. John P.Cole and : Quantitative Geography Cuchlain A.M.King
5. Johnston R.J. : Multivariate Statistical Analysis in Geography
6. Koutsoyiannis : Theory of Econometrics
7. Maurice Yeats : An Introduction to Quantitative Analysis in Human Geography
8. Peter Haggett, Andrew D. : Location Methods Cliff, & Allan Frey Vol.I

PAPER - IV

Any one of the following

REGIONAL PLANNING AND DEVELOPMENT

Paper-IV (a)

M.M. 100

Course Content :

- Unit-I** Concept, need, Aim and scope of Regional Development and Planning. Concept of region, regionalism and planning region. Types and orders of planning regions. Delimitation of planning region with reference to India.
- Unit-II** Some basic theories relevant to regional development planning, Location theories : Central Place theory, Growth Pole theory, Spatial diffusion theory, Theory regional growth and development.
- Unit-III** Strategies for regional development and planning : Planning process-Sectoral, temporal and spatial dimensions; short term and long term perspectives of planning Micro level planning, Multi-level planning, Integrated area development, Integrated rural development, service centres and planning.
- Unit-IV** Regional development and Disparity : Geography and Sustainable development, Disparity in Economic development; models of Economic development : Cumulative

causation model of G. Myrdal, Hirschman's Model, The Regional multiplier model and Growth pole model.

Unit-V Concept of Multi-level planning; decentralised planning; peoples participation in the planning process; Panchayati Raj system; role and relationship of Panchayati Raj Institutions (Village Panchayat, Panchayat Samiti and Zila parishad) and administrative structure (Village, Block and District). Regional development in India- problems and prospects.

Suggested Readings :

1. Bhat, L.S. : Regional Planning in India
2. Bhat, L.S. et al. : Micro-Level Planning : A Case Study of Karnal Area, Haryana
3. Chorley, R.J. : Models in Geography and Hagget, P.
4. Christaller, W. : Central Places in Southern Germany
5. Friedmann, J. A : Regional Development Policy
and Alonso, W. case study of Venezuela
6. Friedmann, J. : Regional Development and
and Alonso, W. Planning-A Reader
7. Glikson, Arthur : Regional Planning and development
8. Gosal, G.S. : Regional Disparities in Levels
and Krishan, G. of Socio Economic Development in Punjab
9. Kuklinski, A.R. (ed.) : Growth Poles and Growth Centres in Regional Planning.
10. Kundu, A. and : Indian Economy-The Regional
Raza, Moonis Dimension.
11. Misra, R.P. : Regional Planning
12. Misra, R.P. and : Regional Development
other (editors) Planning in India A Strategy
13. Mitra, A. : Levels of Regional Development
14. Sundaram, K.V. (ed.) : Geography and Planning, Essays in Honour of V. L. S. Prakasa
Rao.
15. Raza Moonis (editer) : Regional Development
16. Mishra, R.P. et. al. : Multi-Level Planing.

INDUSTRIAL GEOGRAPHY

Paper-IV (b)

M.M. 100

Course Content :

- Unit -I** Nature, Scope and recent developments in industrial geography; Factors of industrial location; centralization and decentralization of industries; horizontal, vertical and diagonal linkages of modern industries.
- Unit-II** Theories and Models of industrial location : Weber, Losch, Isard and Hoover; Critical review and application of industrial location theories; Distribution and spatial pattern of major industries-iron and steel, textiles, chemicals, petro-chemicals, automobiles, electronics; Major industrial regions of the world.
- Unit-III** Historical review of Indian industrialisation since 1947; Evolution of industrial regions in India; Development of small scale and cottage industries; Interregional disparities in Industrial development in India; Multinational corporations and India's industrial scenario; Industrial policy of India.
- Unit-IV** Problems of industrial development; Industrial development and environmental degradation; Industries and economic development, Impact of globalisation on industrial development; Industrial decentralization and its impact on urban fringe; Changing industrial policy; sustainable industrial development.

Suggested Readings :

1. M Pacione : Progress in Industrial Geography
2. C Alexanderson : Geography of Manufacturing
3. J.W. Alexander : Economic Geography
4. A. Miller : Geography of Manufacturing
5. Alfred Weber : Theory of Location of Industries.
6. E.M. Hoover : The Location and space Economy.
7. W. Isard : Methods of Regional Analysis, The Technology Press of M.I.T.
8. D.M. Smith : Industrial Location : An Economic Geography Analysis
9. I.M. Clarke : The Spatial Organisation of Multinational Corporational
10. Banerjee and S, Guha : Spatial Dimensions of international Capital : Study of Multinational Corporationals in India
11. H.D. Watts (Ed.) : Large Industrial Enterprise (1980) : Some Spatial Perspectives

12. M.R. Chaudhari : Indian Industries
13. V.K. Seth : Industrialization in India : Spatial Perspective
14. B.N. Sinha : Industrial Geography of India

GEOGRAPHY OF TRANSPORT

Paper-IV (c)

M.M. 100

Course Content :

- Unit-I** Nature, scope, significance and development of Transport Geography. Factors associated with the development of transport system. Physical, economic, social, cultural and institutional; economic, technological and regional development and transport development.
- Unit-II** Characteristics and relative significance of different modes of transport : railways, roads, airways and waterways, pipelines etc.
- Unit-III** Structure - Accessibility and Flow models; network structure, graph theoretic measures, measurement of accessibility, models of network change. Linear programming and gravity Models Theories related to freight rate structure, bases of spatial interaction. complementary intervening opportunity and transferability.
- Unit-IV** Patterns of movement : the type, patterns of movement and transport modes, simple model of interaction, transportation network; the functions, pattern of movement, movement geometry, transport development.
- Unit-V** Transport policy and planning, transport development in developing countries, urban transportation. growth and problems of urban transportation, transport and environmental degradation; vehicular pollution and congestion, alternatives to transport system in mega cities of India, National Highway Development and Planning in India.

Suggested Reading:

1. Chorley R.J. & Haggett P. : Models in
2. Hurst, M.E. (ed.) : Transportation
3. Hagget, F. and Chorley, R.J. : Network Analysis
4. Hay, A. : Transport Economy
5. Hoyle, B.S. (ed.) : Transport and Development
6. Raza, M. and Agrawal Y.P. : Transport Geography of India

7. Robinson H & Bamford C.G. : Geography of Transport
8. Taffe, E.J. & Gauthier (Jr.) H.L. : Geography of Transportation
9. Ullman E.L. : American Commodity Flow
10. White H.P. and Senior, M.L. : Transport Geography

COMMERCIAL GEOGRAPHY

Paper - IV (d)

M.M. -100

Course Content :

- Unit - I** Nature, Socpe, Significance and development of commercial geography. Nature of economic activities : primary, secondary, tertiary and their contributions in the national economy. Approaches to the study of commercial geography.
- Unit-II** Development of marketing : theoretic frame, Central Place theory of Christaller and Losch : Delimitation of Market, classification of markets-permanent, fairs, retail, wholesale, formal, and informal markets, modem markets functional relationship hierarchy of market centres, market areas, consumer behaviour, travel pattern.
- Unit-III** Marketing structure-regulated and rural markets, nature of inter-urban and intra-urban marketing. Marketing and development-role of market centres in regional and commercial development. Planning for development of modem market places.
- Unit-IV** Significance of trade and its role in world and regional economy. History of trade, type of trade flow of commodities; international trade, trading zones : Europe, North American. Latin America, Africa, Australia, Asia. Flow of commodities in economic blocks : EU, ASEAN, EFTA, LAFTA and SAARC.
- Unit-V** India Trade : Contemporary restructuring of global economy and its influence on indian trade; World Trade Organization : impact on Indian agriculture; industry and informal sector; recent trends in Indian trade, critical evaluation of trade policy of India.

Suggested Readings :

1. Berry, B.J.L. : Geography of Market Centres and Retail Distribution
2. Davis R.L. : Marketing Geography.
3. Dixit R.S. : Market Centres and their Spatial development in the Umland of Kanpur

4. Garnier, B.J. and Delobez A. : Geography of Marketing.
5. Losch A. : Economics of Location.
6. N.C.A.E.R. : Market Towns and Spatial Development in India
7. Saxena, H.M. : Geography of Marketing- Concepts and Methods.
8. Scott. P : Geography and Retailing.

POLITICAL GEOGRAPHY

Paper-IV (e)

M.M. - 100

Course Content :

- Unit-I** Nature, scope, subject matter and recent development in political geography; approaches to study; major schools of thoughts.
- 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 any one of the following regions : 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 state; Emergence of New States; Federal India Unity in Diversity.

Suggested Readings :

1. Alecander , L.M. : World Political Patterns
2. De Blij, H.J. and : Systematic Political Glassner, Martin Geography
3. Dikshit R.D. : Political Geography : A Contemporary Perspective
4. Dikshit, R.D. : Political Geography : A Century of progress
5. Sukhwal, B.L. : Modern Political Geography of India

6. Taylor, Peter : Political Geography
7. Fisher Charles A. : Essays in Political Geography
8. Pounds N.J.G. : Political Geography.
9. John R. Short : An introduction to Political Geography
10. Moddie, A.E. : Geography Behind Politics.
11. Prescott, J.R.V. : The Geography of Frontiers and Boundaries
12. Deshpande C.D. : India-A Regional Interpretation
13. Panikkar K.M. : Geographical Factors in India History.

REMOTE SENSING TECHNIQUES

Paper - IV (f)

M.M. 100

Course Content :

- Unit - I** Historical development of remote sensing as a technology - Relevance of remote sensing in Geography - Concepts and basics : Energy source, energy and radiation principles, energy interactions in the atmosphere and earth surface features, remote sensing systems : platforms sensors and radiation 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 photographs, relief displacement, image parallax, stereoscopic, orthophotos, airphoto interpretation : shape, size, pattern, tone, texture shadows, site.
- Unit -III** Satellite Remote Sensing : platforms-LANDSAT, SPOT, NOAAVHRR, RADARSAT, IRS, INSAT : principles and geometry of scanners and CCD arrays, orbital characteristics and data products - MSS, TM, LISS I & II, SPOTPLA & 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 assesment, micro-wave sensing : interpretation of SLAR imageries, elements of passive microwave sensing.
- Unit-V** Applications : Air photo and image interpretations and mapping, landuse 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 hazard management, remote sensing and environmental management.

Suggested Reading :

1. American Society of Photogrammetry : Manual of Remote Sensing.
2. Barrett E.C and L. F. Curtis : Fundamentals of Remote-Sensing and Air Photo Interpretation
3. Compbell J. : Introduction to Remote Sensing
4. Curran, Paul J. : Principles of Remote Sensing.

5. Hord R.M. : Digital Image Processing of Remotely Sensed Data
6. Luder D. : Aerial Photography Interpretation : Principles and Application.
7. Pratt W.K. : Digital Image Processing
8. Rao D.P. (eds.) : Remote Sensing for Earth Resources.
9. Thomas M. Lillesand : Remote Sensing
and Ralph W. Kefer and Image Interpretation.

DISSERTATION

Paper - IV (g)

M.M. 100

Guide Lines :

- Candidates securing 60% and above marks in M.A. (Previous) Examination Shall allow to offer dissertation as IV optional paper in M.A. (Final) Examination.
- The Candidate will select the topic of dissertation with the help of a department teacher who will be the supervisor for the purpose.
- The Candidate will present synopsis of his proposed research work before research committee of the department.
- The permission or offering dissertation will be granted by Head of the department as per recommendation of the research Committee.
- For internal evaluation of the dissertation 50% marks are allotted. The Supervisor of the candidate will be internal examiner.

SURVEYING AND FIELD - WORK

Paper - V PRATICALS

A. Surveying :

Survey exercises by the following instruments :- Dumpy level, Theodolite, Sextant, Telescopic Alidade,. Prismatic compass, abney level & Planetablel.

B. Field work and Field Training Report :

A survey camp of atleast 15 days duration will be organised away from the Institution (not less than 200 Kms.) where student will be imparted field training in regard to survey exercises and socio-economic survey on an area using different survey and mapping techniques.

The field Training should also include a study of the following aspects :

1. Physical landscape.
2. Agricultural landscape and industrial landscape.
3. Rural settlement or urban settlement.
4. Population
5. Means of transport.
6. Problems and prospects.

N.B.1. This is a training in Report writing for the students the candidates will submit field training report duly signed by the teacher concerned.

2. The maximum number of the students under charge of one teacher in field training area will be 10 only yet the minimum number of teacher will be not less than two.
3. The expenditure of the staff accompanying the student will be met by the institution concerned according to the university rules.
4. Candidates are required to use simple statistical methods and techniques in the preparation of field training report. There shall be no written test. The distribution of marks shall be as follows.

- | | |
|--------------------------|----------|
| 1. Three survey exercise | 40 marks |
| 2. Field Training report | 40 marks |
| 3. Record Book | 10 marks |
| 4. Viva-voice | 10 marks |

N.B. :

1. The practical examination should be split over two days i.e. one day for surveying and the other day for the examination of sessional work and field training report.
2. The maximum number of students in each group will be three and one teacher can guide only five groups at a time.
3. There will be at least four continuous periods daily for M.A./M.Sc. final practical geography.
4. The following materials will be provided by the university for the practical examination to every candidate.

- | | |
|----------------------------------|-------|
| 1. Drawing sheets size 22" x 28" | one |
| 2. Drawing sheet size 14" x 11" | Three |
| 3. Tracing paper size 14" x 11" | one |

4.	Alpin U. pin & Drawing pin	Four each
5.	Plane paper white	Four
6.	Answer book	One
7.	Log Table one	One

Book Recommended -

1. Kanetkar, T.P. Surveying and levelling
2. Davis Elementary plane surveying
3. Davis and foote Surveying
4. Clask Davis Plane and Geodetic- surveying
5. Thomson. W.N. Surveying
6. Link A.R. Map and survey
7. Singh and Dutt Elements of practical geography.

- (i) No private candidate will be allowed to appear in M.A./M.Sc. previous and final exams in geography.
- (ii) No candidate who did not offer geography in B.A./B.Sc. examination shall be allowed to offer geography in M.A./M.Sc. examination.
- (iii) Ex-student shall not be required to undergo practical training again. They shall submit either their old record books or new ones.

**M.A. IN
INDIAN MUSIC :
VOCAL/INSTRUMENTAL
FIRST YEAR**

Theory Paper I

Marks : 100

General and Applied Theory of Music

Section “A” :- Applied Theory of Music

1. Theoretical study of the ragas prescribed in practical paper 1 of M.A. 1st year. From the following Intensive study of any five Ragas.
 1. Kalyan-Ang - Shyam Kalyan, Pooriya Kalyan
 2. Bhairav-Ang - Ahir-Bhairav, Bairagi
 3. Kafi-Ang - Bageshri, Dhanashri
 4. Sarang-Ang - Shuddha-Sarang, Miyan ki Sarang
 5. Bihag-Ang - Maroo-Bihag, Bihagda
2. To compose and write notation of given piece of verse/bols of Instrumental music in a Gat.
3. Writing of Muktalaps and Tanas/Boltanas/Tihais in the ragas prescribed for the 1st year.
4. An Essay of about 600 words on a given topic related to music

SECTION “B”

1. Knowledge of the Raganga Classification and Intensive study of the following Ragangas : Kalyan, Bhairav, Kafi, sarang and Bihag.
2. Origin and development of Music (Indian and Western Views)

Theory Paper II

Marks : 100

HISTORY AND AESTHETICS OF MUSIC

SECTION “A” :-

1. Vedic music, Music of Ramayana and the Mahabharat periods. The Puranas, Prati - shakhya and Shikshas.
2. Music of jains, Buddhists, Maurya and Gupta age.
3. Music at the time of Bharat, Matanga and Sharangdev, Knowledge of “Swarprastar” “Khanda Meru” & “Nashtoddishthi”

SECTION “B” :-

Aesthetics

1. Definition of raga and its varieties (According to Bharat and Abhinav Gupta)
2. Ancient principals regarding relationship of music with Rasa and its concept (Swar-Rasa, Laya Rasa, Rag-rasa and Chhanda Tal-rasa)
3. General Idea of Western Philosophy of Arts and Aesthetics.

M.A. IN Indian Music : Vocal/Instrumental First Year

Practical Paper I

Marks : 100

From the following Intensive study of any five Ragas.

1. Kalyan-Ang - Shyam Kalyan, Pooriya Kalyan
2. Bhairav-Ang - Ahir-Bhairav, Bairagi
3. Kafi-Ang - Bageshri, Dhanashri
4. Sarang-Ang - Shuddha-Sarang, Miyan ki Sarang
5. Bihag-Ang - Maroo-Bihag, Bihagda

In Intensive study of any five Ragas with Vilambit Khayal/Masitkhani Gat and one Madhyalaya Khayal/Razakhani Gat in all ragas are to be learnt. any two compositions in the talas other than trital are to be learnt.

Practical Demonstration cum Viva-Voice examination will be held. P.S. knowledge of Ragas, talas and theory portion of Previous course B.A. 3 year duration) is essential.

Practical Paper II

Marks : 100

STAGE - PERFORMANCE

1. A student is required to prepare any one prescribed Rag for the practical paper 1st as his/her choice of Raga and perform it for not less than 30 minutes before an invited audience Alap. Jod, Jhala, Masitkhani, and Rajakhani Gat for Instrumental music.
2. One Dhrupad and one Dhamar/Gats in Talas other than trital for Instrumental music along with layakaries and “Upajas” have to be learnt from the Ragas prescribed in practical paper - I . Out of these at least one Dhrupad/Dhamar, One Gat in tal other than trital will have to be

presented at the time of Stage-Performance with Layakaris and upaj, It is recommended that Pakhawaj accompniment may be provided for Dhrupad/Dhamar singing.

3. A Thumri/Tappa/Dhun (for Instrumental music) may be prepared in any one of the following ragas : Khamaj, Kafi, Tilang and peelu. A student is supposed to perform Thumri/Tappa/Dhun with its Gayak during stage Performance.

Practical Paper III

Marks : 100

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

1. Yaman
2. Alhaiya Bilawal
3. Bhairav
4. Miyan Ki Todi
5. Jaunpuri
6. Malkauns
7. Bihag

- Study of light and folk styles

at least one composition in each of the following from - Bhajan, Ghazal, Geet, Folksong, Four Dhuns (For instrumental students) Student has to play thekas of any three popular talas on tabla.

- Student has to play Thekas of any three popular Talas on tabla.

M.A. IN INDIAN MUSIC : VOCAL/INSTRUMENTAL Final Year

Theory Paper I

Marks : 100

Theory of Applied Music and Musical compositions

Section "A" Applied music

Marks : 50

1. Theoretical study of the Ragas prescribed in Practical paper - I

From the following Intensive study of any five ragas

1. Todi - Ang : Bilaskhani todi
Bhopal Todi
2. Kanada-Ang : Nayaki Kanada
Abogi Kanada
3. Malhar-Ang : Sur Malhar
Ramdasi Malhar

4. Asavari-Ang : Komal Rishabh Asavari
Gandhari
 5. Kauns-Ang : Chandra Kauns
Jog Kauns
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 Tans, Boltans, Tihais in the Ragas prescribed for the second year.
 4. General Knowledge of Hindustani and Karnataka Tal system and their comparison.

Section "B"

Marks : 50

1. Knowledge of the Ragang classification and intensive study of the following Ragangs : Todi, Kanada, Malhar, Asavari and Kauns - Anga.
2. Nibaddha gan and its varieties (From Dhrupad to modern compositions) and all varieties of compositions in instrumental music.

Theory Paper II

Marks : 100

**HISTORY VOICE -
CULTURE AND STAFF-NOTATION**

Section "A" (History) From the post Sharangdeo period to Modern Period

1. Detailed study of the middle age (1200-1800) in the field of Indian music
2. Classification of Indian Musical instrument : Historical knowledge of the following musical instruments, Mattakokila, Chitra, Vipanchi, Ghosha, Ektantri, Kinnari, Tritantri, Mridanga, Patah, Huddaka, Vanshi, Kansyatal and Ghanta.
3. An Introduction of the swara and raga chapters of "Swar mel Kalannidhi" and "Chaturdandi prakashika"
4. Comparative study of the Hindustani and Karnataka music systems with special reference to Swar, Rag, Tal and compositional patterns.
5. The contribution to music of the following musicians/Musicologists : Sourindra Mohan Tagor, Ravindra Nath Tagor, Pt. V. D. palushkar, Pt. Bhatkhande, Pt. Omkar Nath Thakur, K.C.D. Brihaspati, Prof. Premlata Sharma, Allauddin Khan and Pt. Ravishankar.

Section “B” : Voice Culture and staff-notation

1. General principals of voice-culture.
2. General knowledge of staff-notation. Ability to convert Indian composition into staff-notation.

Practical Paper I :

Marks : 100

From the following Intensive study of any five ragas.

1. Todi-Ang : Bilaskhani todi
Bhopal Todi
2. Kanada-Ang : Nayaki Kanada
Abogi Kanada
3. Malhar-Ang : Sur Malhar
Ramdasi Malhar
4. Asavari-Ang : Komal Rishabh Asavari
Gandhari
5. Kauns-Ang : Chandra Kauns
Jog Kauns

In intensive study of any five Ragas with vilambit Khayal/Masitkhani Gat and one Madhayalaya Khayal/Rajakhani Gat in all ragas are to be learnt. Any two compositions in the talas other than trital are to be learnt.

Practical demonstration - Cum-viva voice examination will be held.

P.S. knowledge of the Ragas, Talas and theory portion of previous course (B.A. 3 years duration) is essential.

Practical Paper II :

Marks : 100

STAGE - PERFORMANCE

1. A student is required to prepare any one prescribed rag for the practical paper - I as his/her choice of Raga and perform it for not less than 30 minutes before an invited audience. Alap, Jod, Jhala, Mastikhani and Rajakhani gat for instrumental music.
2. One Dhrupad and one Dhamar/Gats in talas other than trital for instrumental music along with layakaries and upajas have to be learnt from the raga prescribed in practical paper - I. Out of these at least one Dhrupad/Dhamar, One Gat in Tal other than Trital will have to be

presented at the time of stage - performance with layakaries and 'upjas' it is recommended that 'pakhawaj' accompniment may be provided for Dhrupad, Dhamar Singing.

3. A Thumri/Tappa/Dhun (For Instrumental music) may be prepared in any one of the following Ragas like Desh, Bhairvi and Pahadi, A student is supposed to perform Thumri/Tappa/Dhun with its Gayaki during Stage-Performance.

Practical Paper III :

Marks : 100

1. An intensive study of only seven from the following basic Ragas with alaps, vilambit and drut compositions.

1. Miyan ki Malhar
2. Darbari Kanada
3. Chhayana
4. Pooriya
5. Pooriya Dhanasbi
6. Multani
7. Lalit

2. Study of Light and folk styles

One composition each from the following styles is to be studied.

Bhajan, Ghapal, Regional folk song, Four Dhuns (For instrumental music)

4. Student has to be play vilambit thekas of the following Tals : Ektal, tilwada, Joomra.
- 5.

BOOKS RECOMMENDED FOR M.A. IN INDIAN MUSIC

VOCAL / INSTRUMENTAL

1. Pt. V.N. Patwardhan Raga Vigyan (All the parts)
2. Pt. V.N. Bhatkhande Hindustani Kramik Pustak Malikapart II-IV
3. Pt. Y.S. Pandit Misrahibuwa Bhartiya Sangitmala Parts I, II & III
4. Pt. B.R. Bhatt Bhavrang Lahri Parts II and II
5. Pt. Omkar Nath Thakur Sangitanjali Parts V and VI
6. Shri J.D. Patki Aprakshita Raga Parts I and II
7. Pt. S.N. Ratanjhankar Abhinava Sangita Shiksha
8. Pt. S.N. Ratanjhankar Abhinava Geetamanjali Parts I, II and III

9.	Sri. J.T. Shah	“Malhar” ke Prakar
10.	Sri. J.T. Shah	“Kanada” ke Prakar
11.	Sri. J. T. Shah	“Sarang” ke Prakar
12.	Sri. G.N. Natu	Geet Samuh Parts I and II
13.	Dr. R.C. Mehta	Agra Gharana
14.	Raja Nawab Ali	Marifunnagamal Parts I, II and III
15.	Bade Agha	Guldasta-E-Nagamat
16.	Sri Bhartendu Bajpai	Lalanpiya Ki Thumriyan
17.	Sri. G. R. Telang	Thumari Sangraha
18.	Rajabhaiyya Poochwale	Thumari Sangraha
19.	Bharat	Natya Shastra
20.	Matang	Brihaddeshi
21.	Sharang Dev	Sangita Ratnakara
22.	Ahobal	Sangita Parijata
23.	Ramamtaya	Swaramela Kalanidhi
24.	Vyankatmakhi	Chaturdandi Prakashika
25.	Acharya K.C.D. Brihaspati	Bharat ka Sangit Siddhanta
26.	K.C.D. Brihaspati	Sangit Chintamani
27.	Acharya K.C.D. Brihaspati	Dhrupad Aur Uska Vikas
28.	Dr. Sulochana Brihaspati	Musalman Yug Men Bhartiya Sangit
29.	Pt. Omnkarnath Thakur	Pranav Bharati
30.	Dr. Sulochana Brihaspati	Amir Khusro, Tansen, Tatha Anya Kalakar
31.	Prof. L. K. Singh	dhwani aur Sangit
32.	Dr. S.C. Paranjpe	Bhartiya Sangit ka Itihas
33.	Dr. S.C. Paranjpe	Sangitbodh
34.	Swami Prajnanananda	History of Indian Music
35.	Swami Prajnanananda	Historical Study of Indian Music
36.	Sri. O. C. Ganguly	Raga O Rup
37.	Dr. Lalmani Mishra	Bhartiya Sangitvadya
38.	Dr. S. Krishnaswamy	Musical Instruments of India
39.	Pt. K. Vasudev Shastri	Bhartiya Sangit Shastra

40. Prof. V. C. Deshpande	Indian Music Traditions
41. Prof. B. C. Deva	Psycho Acoustics of music & speech
42. Dr. P. K. Dikshit	Saras Sangeet (Aesthetics)
43. Dr. A. K. Sen	Bhartiya Talon Ka Shastriya Vivechan
44. V. N. Bhatkhande	A Comparative study of the musical systems of 15th, 16th, 17th and 18 th centuries.
45. V. N. Bhatkhande	A short Historical Survey of the Music of upper India
46. E. Clements	Introduction to Indian Music
47. Fox Strongways	The music of Hindustan
49. G.N. Ranade	Hindustani Music
50. S. M. Tagore	Hindu Music
51. Rabindra Nath Tagore	Gitavitan I, II and III
52. Rabindra Nath Tagore	Swaravitan parts 1-62
53. Rabindra Nath Tagore	Sangita Chinta
54. Santidev Ghosh	Rabindra Sangit
55. Dr. Pranay kumar Kundu	Rabindranather Geetinatya O Nrituanatya
56. Prof. Arun Basu	Bangla Kavya Sangeet
57. Helm Holtz	Sensaions of Tone
58. Alain Danielo	Introduction of Musical Scales
59. Jean James	Science and Music
60. Alain Daniel	Northen Indian Music Parts I and II

PSYCHOLOGY

M.A. (Previous) Exam 2008-2009 & onwards

There shall be four theory papers and one practical paper. All are compulsory. Each paper carries 100 marks.

Paper 1-	Cognitive Processes - I
Paper 2-	Psychopathology
Paper 3-	Foundation of Applied Social Psychology
Paper 4-	Health Psychology
Paper 5-	Practicals

M.A. (P) Ist PAPER
COGNITIVE PROCESSES - I

1. Cognitive Approach

Origin and Current Status of Cognitive Psychology.

2. Attentional Processes

Selective Attention and its theories; Divided attention and resource allocation; Biological basis

3. Perceptual Processes

Bottom-up and Top-Down Approaches; Pattern recognition; Picture perception.

4. Memory

Models of memory : Structural and levels of processing models, Tulving's Episodic, Autobiographical and Procedural models; McClelland's PDP approach; Sensory Memory; Iconic and Echoic memories- Measures and empirical feature: Short-term Memory: Methodology, Size, Codes and Locking memory; Long-term memory: Determinants of Accuracy-Interference, Context and Encoding Specificity, Mood and Memory : Autobiographical Memory : Flash back memories, Memory for action, Eye-witness Testimony. Memory Improvement.

5. General Knowledge

Semantic Memory : Nature, methodology and structure. Feature comparison model and Network models; Concept Formation : Well-defined Concepts-Features and Rules; Empirical determinants and selection strategies. Ill defined concepts (Natural categories): Empirical characteristics and Models : Exemplar and Prototype models; Family resemblance; Schemes in relation to memory selection, abstraction, interpretation and integration; Metacognition: Tip of the tongue phenomenon; Metamemory.

6. Imagery Cognitive Maps

Characteristics of Image : Relation, Size, Shape, Part-whole relationship and Ambiguous Figures: Neuro-physiological evidences and Controverssy; Cognitive maps : Distance, Shape and Relative positions.

READINGS

Galotti, K.M. (1999). Cognitive psychology in and outside laboratory, Mumbai Thomson Asia.

Matlin, Margaret W. (1995). Cognition (Illud.) Prism Books Pvt. Ltd. Bull Temple Road, Basavasigudi, Bangalore 560019.

Snodgrass, Jone Gray et. al. (1985). Human experimental psychology. New York : Oxford Univerity Press.

M.P. (P) IInd PAPER COGNITIVE PROCESSES - II

I. Language Comprehenison

Spoken language : Speech perception, Constituent structure, Transformational grammer, Factors affecting comprehension; Reading : Perceptual processes and theories of word recognition, Discovering meaning, Inference in Reading; Metacomprehension.

2. Language Production

Speaking : Selecting the context; Errors in speaking; Gestures and context; Writing; Comparison between speaking and writing; cognitive tasks involved in writing; Bilingualism; Advantages and disadvantages; Code switching and second language proficiency.

3. Problem Solving

Classification of problems; Newell and Simon's theory; Problem-solving approaches; Means-end heuristics- and the analogy approach and other strategies; Class-room problem solving.

4. Creativity

Nature and measurement; Factors affecting creativity.

5. Logical Reasoning

Types and errors in reasoning processes; deductive & inductive hypotheses testing and conditional reasoning; Theories of thought proceses.

6. Decision Making

Algorithms, and heuristics-representativeness, availability anchoring and adjustment; The framing effect and overconfidence in decisions.

READINGS

Galotti, K.M. (1999). Cognitive psychology in and outside laboratory. Mumbai. Thomson Asia.

Matlin, Margaret W. (1995). Cognition (III ed.) Prism Books Pvt. Ltd. Bangalore/ Reed, Stephen K. (1988). Cognition: Theory and application (III ed.) Pacific Grove.

California : Brooks/Cole Publishing Company. Hewes. Mary B. (1990). The psychology of human cognition. New York: Pergamon Press.

Snodgrass, Berger and Haydon (1985). Human experimental psychology. New Delhi Oxford University Press.

M. A. (P) IIIrd PAPER

FOUNDATIONS OF APPLIED SOCIAL PSYCHOLOGY

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

Paradigms 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 setting (e.g., Govt. agencies, NGOs, fourth estate, hospitals, educational institutions and community) as Psycho-social action points; Areas and entry points for psychosocial 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 evaluability, assessing a programme's process as services, assessing programmes.

4. 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

- Bickman, L. & Rog. D. J. (1997). Handbook of applied social research. Thousand Oaks : Sage
- Billig. M. (1982). Ideology and social psychology, Oxford : Basil Blackwell.
- Bulsara, J.F. & Vema, R. M. (1984). Perspectives on social welfare in India. Delhi. S. Chand & Co.
- Chakravarty, S. (1987). Development planning : An Indian experience. Oxford : Clarendon press.
- Doise, W. (1978). Groups and individuals : Explanations in social psychology. Cambridge : Cambridge University Press.
- Dutta, A. (1985). Social psychology and revolutionary practice. ND : K.P. Bagchi & Company.
- Gergen, K.J. (1985). The social constructionist movement in modern psychology. American Psychologist, 40, 266-275.
- Himmelweit, H.T., & Gaskell, G. (1990). Societal psychology. ND: Sage.
- Kulkarni, P.D. (1979). Social Policy and Social development in India, Madras : Association of Schools of Social work in India.
- Madison, B. (1980). The meaning of social policy : Comparative dimension in social welfare. London : Croom Helm.
- Misra, G. & Verma, S. (1994). Social problems, psychology and social policy, Journal of Indian Academy of Applied Psychology. 2, 97-105.
- Parker, I. & Spears, R. (1996). Psychology and society : Radical theory and practice. London : Pluto Press.
- Robson, C. (1993). Real world research. Oxford : Blackwell.
- Sinha, D. & Rao, H.S.R. (1988). Social Values and Development. New Delhi: Sage.
- Sharma, P.N. & shastri. C. (1984). Social planning : Concepts and techniques. Lucknow : Print House.
- Struening, E.L. & Guttentag, M. (Ed.) (1975). A handbook of evaluation research. Vol. 2. California : Sage.

Sidman, E. & Rappaport, J. (1986). Redefining social problems. NY : Plenum Press.

M. A. (P) IVth PAPER

HEALTH PSYCHOLOGY

1. Health Psychology

Nature, scope and its interdisciplinary and socio-cultural contexts. The relationship of health psychology with clinical psychology, Behavioural medicine, Health sociology and Medical anthropology, Gender and health.

2. Models of Health

Personality-Allport, Roger, Maslow, Biopsychosocial perspectives. Eastern approaches : Zen Buddhism, Concept of Sthita Prajna (Bhagvad Gita), Behavioural Referents of the concept of Anasakti. Health-related beliefs.

3. Health Promotion and Disease Prevention

Behavioural Risk Factors (e.g., drug and alcohol use : Unsafe sexual behaviour; smoking, diet, and sedentary life style), Development of health habits and/or reduction of unhealthy behaviour.

4. Stress, Personality and Social Support as Psycho-Social Linkages of Ill-health

Cardio-vascular Disorders; AIDS/HIV; Diabetes Mellitus; Pain, Cancer

5. Conditions/Resources Promoting and Maintaining Health

Biological, Socio-Cultural, Psychological, Psychological, Economic and, Spiritually-Oriented Interventions.

READINGS

About, F.E. (1998). Health Psychology in Global Perspectives. Thousand Oaks, CA:

Bishop, G.D. (1994). Health Psychology : Integrating Mind and Body. Boston : Allyn & Bacon.

Brannan, L., & Feist, J. (1996). Health Psychology : An Introduction to Behaviour and Health. Pacific Groove, CA: Brooks/Cole.

Broome, A.K., & Liewellyn, S. (1995). Health Psychology. London : Chapman & Hall.

Friedman, D.M. (1989). Health Psychology. New York : Prentice-Hall.

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- Ogden, J. (1996). *Health Psychology : Bio-Psychosocial Interactions*. New York : Wiley.
- Sarafino, E.P. (1994). *Health Psychology : Bio-Psychosocial Interactions*. New York : Wiley.
- Taylor. S. (1986). *Health Psychology*. New York : Random House.

BOOKS FOR REFERENCE

- Camic, P. & Knight, S. (Eds.) (1998). *Clinical Handbook of Health Psychology*. Seattle : Hogrefe & Huber.
- Chesney, M.A. & Rosenman, R. M. (Eds.) (1985). *Anger, Hostility in Cardiovascular and Behavioural Disorders*, Washington, D.C. : Hemisphere.
- Chopra, D. (1991). *Creating Health : How to Wake Up the Body's Intelligence*. New York : Houghton/Mifflin.
- Easwaran, E. (1989). *Meditation*. Tomales, CA: Nilgiri Press.
- Fogel, C.L. & Woods, N.F. (Eds.) (1995), *Women's Health Care : A Comprehensive Handbook*. Thousand Oak, CA: Sage.
- Kakkar, S. (1982). *Shamans, Mystics and Doctors : A Psychological Enquiry into the Art of Healing in India*. Bombay : Oxford university press.
- Pestonjee, D.M., Pareek, U. & Agrawal, R. (Eds.) (1999). *Studies in Stress and its Management* New Delhi : Oxford IBH Publishing Company.
- Psychology and Developing Societies : A Journal Special Issue. Indigenous Health Beliefs and Practices*, Vol. 12, Jan-June, 2000.
- Schmidt, L.R., Schwenkenenzger, P., Weinman, J. & Maes, S. (Eds.) (1990). *Theoretical and Applied Aspects of Health Psychology*. London : Harwood/Academic.
- Spielberger, C.D. & Sarason, I.G. (Eds.) (1996). *Stress and Emotions : Anxiety, Anger and Curiosity*, Vol. 16. Washington. D.C. : Taylor & Frances.

M.A. PREVIOUS (PSYCHOLOGY)

Paper V

Marks 100

PRACTICAL

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
4. Cognitive Map
5. Recall of completed an incompleted task.
6. Problem Solving.

Section - C Three from the section

1. Group dynamics.
2. Social Motivation.
3. Experiment on Attitude change
4. Measurement of Aggression.
5. Decision Making
6. Pro. Social behavior.

Instruction for Evaluation -

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

Sessional Work for sections B & C - 10 Marks

Viva Voice (for all the 3 sections) - 20 Marks

The Candidate must pass separately in theory & Practical i.e. must obtain at least marks both theory as well as in practical.

PSYCHOLOGY

M.A. (Final) Exam 2009 - 2010

There shall be four theory papers and one paper of practical paper.

All are compulsory. Each paper carries 100 marks.

- Paper 1- Research Methodology
- Paper 2- Personality Theories
- Paper 3- Clinical and Community Interventions
- Paper 4- Cognitive process IInd
- Paper 5- Practicals

Dissertation - Any student who got 60% or more marks in M.A. (Previous) examination may offer dissertation in lieu of any 3rd or 4th paper prescribed for M.A. (final) examination.

M.A. (F) Ist Paper

RESEARCH METHODOLOGY

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 designing: Randomized Block Design, Factorial Design; Nasted Designs. Multiple comparison among Mean, DMRT, Newman Keuls. Tuckey, Protected 't'; Non-parametric tests of ANOVA; Sign test; U Test.

3. Non and Quasi-Experimental Designs

One group designs : Non-equivalent control group designs: Interrupted time series designs; Multiple time-series design.

4. Correlational Designs

Cross-sectional and longitudinal designs; Panel design.

5. Newer Social Methods

Life history; Meta-analysis; Simulation and games; Evaluation research.

6. Advanced Correlation Methods

Measures of association; multiple regression (Linear; Stepwise, Logistic and probit); Factor Analysis Techniques and implication).

7. Discriminant Function Analysis

Techniques-Orthogonal, Canonical; Interpretation of results and application.

READINGS

Black, T.R. (1988). Quantitative research design for social science. Thousand Oaks: sage.

Blalock, H.M. (1979), Social statistics. New York: McGraw Hill.

Broota, K.D. (1992). Experimental designs in behavioural research. New Delhi: Wiley Eastern.

Cook, T.D., & Campbell, D.T. (1979). Quasi experimentation.

Edwards, A.K. (1976). Experimental designs in psychological research. New York: Holt.

Henkle, D.E. Weissna, W., & Juss, S.G. (1979). Applied statistics for the behavioural sciences. New York; Rand McNally.

Jones, R.A. (1985). Research methods in the social and behavioural sciences. Sunderland, mass : Sinauer Assoc.

Newman, W.L. (1991). Social research methods : Qualitative and Quantitative Boston: Allyn & Bacon.

Winer, B.J. (1971). Statistical principles in experimental design. New York: McGraw Hill.

MA (F) IInd Paper

PERSONALITY THEORIES

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

Introduction to the psychoanalytic strategy. Major themes in psychoanalytic theory. Development of personality: Issues in the psychoanalytic theory of personality development

(Jung, Adler, and Sociological Schools). Object Relations (Mahler's object relations theory). The organisation of personality, ego psychology; Liabilities of psychoanalytic strategy.

3. The Dispositional Strategy

Introduction to the dispositional strategy; The assessment of dispositions: Self-report personality inventories and their uses and limitations. Trait and type approaches: Allport's Trait Approach. Typologies, Heritable aspects of personality, Cattell's trait approach, Eysenck's type approach; Personality traits of adults: The five Robust Factors of the super traits: Converging evidence. Needs and Motives: The concept of motive, Murray's need theory. The need for achievement – The McClelland - Atkinson Approach; Power : The anatomy of a motive. Liabilities of the Dispositional Strategy.

4. The Phenomenological Strategy

Phenomenology and phenomenological strategy; Maslow's hierarchical theory of human Motivation. Kelly's theory of personal constructs - Liabilities of phenomenological strategy.

5. The Behavioural and Cognitive Strategies

Radical and Methodological Behaviourism, Social Learning Theories: Miller and Dollard, Rotter and Bandura. Mischel's cognitive-behavioural theory. Liabilities of the behavioural strategy.

READINGS

Liebert, R.M. & Spiegler, M.D. Personality: Strategies and issue. Pacific Grove. California: Brooks/Cole Publishing Company.

Bischoff. L. J. (1970). Interpreting Personality theories. New York : Harper & Roe.

Hall. C.S. & Lindzey. G. (1978). Theories of personality, 3rd Ed. New York : J. Wiley & Sons.

Hjelle, L.A. & Zeigler, D.J. (1991). Personality theories: Basic assumptions. research & applications, 2nd Ed. International Student Edition. McGraw Hill. International Book Co.

Pervin. L.A. (1975). Personality : Theory assessment and research. 2nd Ed. New York : wiley International Ed.

Sahakian, W.S. (1965), Psychology of personality: Reading in theory, Chicago: Rand McNally College Publication Co.

Magnusson, D., & Endler, N.S. (1977). Personality at crossroads New Jersey, Hillsdale: Lawrence Erlbaum Associates.

MA (F) IIIrd Paper

CLINICAL AND COMMUNITY INTERVENTIONS

1. Therapeutic Interventions

Nature, goals and course of interventions. Objectives and approaches. Distinction between Psychotherapy and other orientation (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 : Miullieu 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; Mechanisma of group therapy and family therapy (including marital therapy); Reconstructive therapies; Psychoanalysis: Psychonalytically 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: Yoga, meditation, bio-feedback and others; Extratherapeutic healing aids: Spontaneous cure; placebo effect; Indian Traditions of healing: The place of mental illness in Indian cosmology.

5. Counselling

Basic features; counselling relationship and counselling process; Training in social skills; Programmes for social problems; Life skills Training, Social skills Training and Anger control. Heterosocial 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

- Ajaya, S. (1989) Psychotherapy: East and West. Himalyan International Institute for Yoga Scientific Philosophy, Pennsylvania.
- Abate, L. & Milan, M.A. (Ed.) (1985). Handbook of social skills training and resarch New York : John Wiley & Sons.
- Corey, G. (1986). Theory & practices of counselling psychology. Bangalore : Prism Books Pvt. Ltd.
- Hackny, H.L. & Comier, L.S. (1996). The professional counsellor. New York : Allyn & Bacon.
- Toukmarian, S.G. & Rennie, D.C. (1992). Psychotherapy process research. Sage.
- Woolberg, L.R. (1998). The techniques of psychotherapy. Barcour Brace: Grune & Stratton.
- Wolpe, R. & Dryden, W. (Eds.) (1996). Handbook of counselling psychology. New Delhi: Sage.
- Corey, G. (1986). Case approach to counselling psychotherapy, 2nd Ed. California: Brooks/Cole Publishing Company.
- Dahlstrom, G.W. & Welsch, G.S. (1960). MMPI handbook: A guide to use in clinical practice and research. University of Minnesota Press.
- Dattilio, F.M. & Kleefeld, J. (1997). Introducing and building soical skills. American guidance Service, Mh.
- Donohue. W.A. & Kolt, R. (1992). Managing interpersonal conflict. New Delhi: Sage.
- Dryden. W. (1989) Rational emotive counselling in action. New Delhi: Sage.
- Dryden,. W. (1995). Rational emotive behavioural therapy. New Delhi: Sage.
- Eage. P. & Cieloha. D. With Murray Said (1997). Develop Skills in conflict resolution cooperation and critical thinking getting along. Americal Guidance Service, MN.
- Edwards. A.L. Cone, J.D. & Abott, B. (1970). Axiety: Structure of social desirability. Journal of Consulting and Clinical Psychology, Vol. 34,236-238.

- Elliott, S.N. & Gresham, F.M. (1977). Social skills intervention guide... Pragmatic language skills through social skills teaching. American Guidance Service.MN.
- Ewing, C.P. (1978). Crisis intervention as psychotherapy. New York: Oxford University Press.
- Exner, J.E. (1986), Rorschach : A comprehensive system, Vol. I & II. New York: John Wiley & Sons.
- Eysenck, H.J. (1958). A short questionnaire for the measurement of dimensions of personality. Journal of Applied Psychology. 52, 14-17.
- Fallcon, I.R.H. (1990). Handbook of behavioral family therapy. Guilford Publications Inc. N.R.
- Frank (1978 to 1980). On the validity of hypotheses derived from the Rorschach. In Perceptual and Motor Skills.
- I (1976) The relationship between color and affect, 43, 411-427.
- II (1977) Interpretation of Card IV as "Father" card & card VII as "Mother" card, 45, 991-998.
- III (1978) Relationship between shading and anxiety, 46, S 531-538.
- IV (1978) The unique affective pull of the cards, 47, 179-184.
- V (1979) The relationship between form level and ego strength, 48, 375-384
- VI (1979) M and the intrapsychic life of individuals, 48, 1267-1277.
- VII (1978) CODA, 48, 1287-1290.
- Frank (1980). A new direction of Rorschach : Differentiation of respective process schizophrenia. Perceptual and Motor Skills, 50. pp. 187-191.
- Glass & Russedski (1988). Differential impact of brain damage and depression on memory test performance. Journal of Consulting and Clinical Psychology, 54-261-283.
- Golden. et. al. (1981). Cross validation of Lurin-nebraska Battery for presence of laterization and localization of brain damage. Journal of Consulting and Clinical Psychology, 49,4,491-507.
- Hutt, M.C. (1985). Hutt adaptation of Bender-Gestalt test (4th ed.). New York : Grune & Stratton.
- Jacobson, N.S. & Gurman, A.S. (1995). Clinical handbook of couple therapy. New York : The Guilford Press.
- Kaplan, H.I., & Sadock, B.j. (1988). Comprehensive textbook of psychiatry (5th ed.) Part III on psychological assessment. Baltimore : Williams Wilking.

Klopfer, B. & Others (1958). Development in Rorschach test, Vol, I & II. World Bank Co. New York : Yonkers on Hudson.

Lezak, M.D. (1978). Neuro-psychological assessment. Oxford University.

Lundy, A. (1985). The reliability of TAT. Journal of Personality Assessment, 49 (2), 141-145.

Marks, P.A. & * Others (1978). Actuarial use of the MMPI with adolescents and adults. New York : Oxford University Press.

Marvin, R. Goldfried (1985). Behavioural assessment : AN overview. In Bellack, A.S., Hersen, M., & Kazdin, A.E. (Eds.), International handbook of behaviour modification and therapy. New York/London : Plenum Press.

Meehl, P.E. (1945). The dynamics of "Structure" personality tests. Journal of Clinical Psychology, I, 296-303.

Meehl, P.E. (1956), Wanted a good dockbook. American Psychologist, II, 372-283. Stuart, I. (1989). Transactional analysis counselling in action. New Delhi : Sage.

Stuart, R.B. (1980). Helping couples change : A social learning approach to marital therapy. Guilford Publication Inc., NY.

Wolberg. L.R. & Aronson, M.L. (1981). Group and family therapy. New York : Burnert/Mazel Publishers.

M.A. (F) IVth Paper

PSYCHOPATHOLOGY

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, Phobic 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, Asthmatis, Allergy, Eczema. Itching, Rheumatoid, Arthritis, Peptic Ulcer, Diabetese, and Menstrual disorders.

4. Disorders of Personality

(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

Adams, H.e. & Sutker, P.B. (1984) Comprehensive handbook of psychopathology.

New York : Plenum Press.

Bellack, A.S. & Hersen, M. (1984). Research Methodsin Clinical psychology.

New York : Pergammon Press.

Diagnostic & Statistical Manual of Mental Disorders - 4th Ed. (DSM-IV). Washington, DC : APA Publication.

Dowson, J.H. & Grounds, A.T. (1995). Personality disorders recognition and clinical managemnt. Cambridge University Press.

Kaplan, B.J. & Sadock, B.J. (Eds.). Synopsis of psychiatry, 7th edition USA: Williams & Wilkins.

Kazdin, A.E. (1992). Research design in clinical psychology. Boston : Allyn & Bacon.

Zuckerman E.L. (1995). Clinician's thesaurus, 4th ed. New York : Guilford Press.

M.A. FINAL (PSYCHOLOGY)

Paper V

Marks 100

PRACTICAL

Section A

A empirical study. the problem is to be taken from student's interest.

Section B

Any three of the following-

1. Differential Aptitude Test

2. WAIS (Verbal) or WCIS (Verbal)
3. 16 PF Test.
4. P.G.I. Memory Scale - Dwarika Prasad Wig.
5. Reaction Time - Choice & Discriminatory

Section - C

Any three of the following

1. WAIS (performance) Or WCIS (Performance)
2. Picture Frustration Test.
3. T.A.T.
4. Rorshach Ink-Blot Test.
5. McNair's Profile of Mood States

Instruction for Evaluation -

Section A -	Sessional work -	20 marks
Section B-	Practical Examination -	25 Marks.
Section C-	Practical Examination	25 Marks.

Sessional Work for sections B & C - 10 Marks.

Viva Voice (for all the three sections) - 20 Marks.

Dissertation :-

Any student who get 60% or more marks in M.A. (Previous) Examination may offer dissertation in lieu of any III or IV paper prescribed for M.A. Final examination.

Suggestion :-

To supplement the theoretical teaching of the subject at the M.A. Final stage, it is desirable that some kind of educational tour be organized for M.A. Final Students.

HOME SCIENCE

M.A. (Home Science) Previous w.e.f. 2008-2009

Course code	Course	Final	Sessional	Practical
FH-101	Food and Nutrition (Meal Management In Health & Disease)	70	30	50
FH-102	Human Development And Family Studies	70	30	25
FH-103	Social Research & Statistics	70	30	
FH-104	Consumer Economics	70	30	25
				Total = 500

M.A. (Home Science) Final w.e.f. 2009-2010

FH-105	Clothing Construction	70	30	50
FH-106	Family Resource Management	70	30	25
FH-107	Extension Education, Techniques and Programme	70	30	25
FH-108	Gender Sensitization For Empowerment	70	30	
				Total = 500
				Grand Total = 1000

M.A. PREVIOUS (HOME SCIENCE)

FH-101 Food and nutrition (Meal Management in Health & Disease)

Final Exams - 70

Sessional - 30

Practical - 50

Unit -I Meal planning of different age group

Unit - II Adaptation of normal diet for Therapeutic purpose Light, soft, full fluid and clear liquid diet, balanced diet, applications,

Unit - III Planning following therapeutic diets

(a) Diet in fever acute and prolonged typhoid.

(b) Diet in kidney diseases, acute and chronic nephritis

(c) Diet in relation to endocrine disorders diabetic's mellitus

(d) Diet in relation to hypertension and cardiac disease.

(e) Diet in relation to diseases of the gastrointestinal tract Diarrhoea, constipation duodenal ulcer etc.

(f) Pre and post operation diet.

Practical

Planning, Calculation, Preparation, Evaluation & Diet counselling, for the diseases, covered in theory.

Reference :

Mahan, L.K. and Escott - Stump, S. (2000): Krause's food Nutrition Diet Therapy, 10th Edition W.B. Saunders Ltd.

Shils, M.E. Olson, J.A., Shike, M. and Ross, A.C. (1999): Modern Nutrition in Health and Disease, 9th Edition Williams and Wilkins.

FH-102 Human Development and Family Studies

Final Exams - 70

Sessional - 30

Practical - 25

Unit -I Introduction to Human Development

The purpose of studying children, fundamental needs of children, Developmental tasks

Unit - II Heredity and environment, meaning and interaction. The role of nature and nurture determining intelligence, personality and behavior. Learning & Maturation.

Unit - III Prenatal development

Stages, factor influencing, Birth process and complications.

Unit - IV Childhood Years (6 to 12 Years)

Developmental trends-physical, emotional, social and intellectual.

Unit - V Adolescence (13 to 18 years)

Physical changes, development of social maturity, interests, family relationships

Unit - VI Adulthood & Old age

Significance & sub stages of adulthood emotional relations with self, spouse, children, close friends, colleagues, Health stress and disease, menopause and climacteric; change in personality, adjustment to dependency, loss of spouse, single hood and with family member, community facility for old people.

Project Work

Preparation of teaching aids concerning the subject.

Reference :

1. Rice, F.P. (1995). Human Development. New Jersey: Prentice Hall.
2. Berk, L.E. (1995). Child Development. London: Allyn & Bacon.
3. Cole, M. & Cole, S. (1993). The development of children. (2nd ed.) New York : Scientific American Books Freeman & Co.

FH-103 Social Research & Statistics

Final Exams - 70

Sessional - 30

Unit -I Meaning and definition of statistics.

Basic elements of scientific Research, Research concepts - Scientific Method, and Major steps in scientific research. Social Survey & Social research.

Action oriented research statistical and experimental procedures, sources of authoritative information.

Progress report of current research purpose of review of literature. Research design concept and types.

Unit - II Relationship between theory and empirical research,

Preparation of research plan.

Techniques of data collection, observation, interview, schedule, questionnaire requirements of a good questionnaire.

Unit - III

- (1) Sampling Techniques - Basic idea, Types of samples.
- (2) Statistical analysis.
- (3) Measures of central tendencies, Arithmetic Mean, Median, Mode.
- (4) Measures of variability. Range quartile deviation, Mean deviation.

Unit - IV Measures of relationship between facts-simple, co-relation and association of attributes.

Processing of data editing. coding, classification, tabulation, Application of Chi-square test.

Unit – VI Diagrammatic representation of data bar diagrams, Histogram frequency curves analysis and interpretation of data and reporting the results.

FH-104 Consumer Economics

Final Exams - 70

Sessional - 30

Project Work - 25

Unit - I Consumer and his wants - Characteristics and classification, factors influencing wants.

Unit - II Consumer's standard of living - factors influencing standard of living.

Unit - III Role of consumer in the market, Meaning, functions and types of markets.

Unit - IV Consumer's Surplus

Unit - V Factors influencing Consumer's Choice regarding custom, fashion, advertisement & variety of goods

Unit - VI Problems of Consumer buy

Unit - VII Price - Meaning. price, fixation under perfect competition, Imperfect Competition and monopoly

Unit – VIII Standardization grading and labelling.

Project Work

1. Comparison of Whole sale and retail prices.

2. Study of the influence of advertisement on consumer.
3. Study of Consumer's problem

Reference :

Leland, K\J. Gordan, Stweart, M. Lee (1974): Economics and consumer. 7th Edn. D'Van Nostrand Co., New York (Unit I, IV)

Don Welers (1974): Who Buys - A study of the consumer, (Unit I, IV, VI).

Kotler Philip, Armstrong Gary (1992) : Principles of Marketing, 5th Edn., Prentice Hall of India. New Delhi, (Unit IV).

M.A. FINAL (HOME SCIENCE)

FH-105 Clothing Construction

Final Exams - 70

Sessional - 30

Practical - 50

Unit -I Fabric Finish

- A. Basic - Bleaching, sizing and dressing, singeing, tentering, beetling, mercerizing and calendaring.
- B. Texturising - Embossing, moering, Schreineriging, napping flocking,
- C. Functional - Anti - static, absorbent, bacteriostats, moth - proofing, Shrinkage control, flame retardant, water repellent and water proofing, soil and stain resistant, crease resistance wash and wear and permanent press.
- D. Finishing with colour - dyeing & printing

Unit - II Study of Lines, texture and colour-their effects and function in dress.

Design selection in relation to figure, complexion climates, occasion and fashion.

Unit - III Their principles, application and limitation in clothing construction.

Principles of fitting, common fitting problems and how to remedy them.

Practical

1- Designing through flat pattern method.

(A) Drafting of personal or adults bodice block and sleeve block.

(B) Drafting of different types of yokes, sleeves and collar using the bodice block and sleeve blocks.

2. Clothing construction

Application of the principles and techniques of pattern making for designing and construction of the following garments using appropriate materials and with variation in bodices block collars

- i. One saree blouse
- ii. One nighty or dressing gown
- iii. Samples for various types of sleeves or collar
- iv. Salwar kameez combination

Reference :

Bane, A. (1974): Tailoring, McGraw Hill Publication, New Delhi.

Readers Digest (1982): Complete Guide to Sewing, Association Inc., New York, New Delhi.

Savitri Pandit (1967) : Manual for Children's Clothing, Orient Longman

FH-106 Family Resource Management

Final Exams - 70

Sessional - 30

Project Work - 25

Unit -I Management of family resources

Unit - II Concept of Home Management, Its components and its philosophy and role in family living.

Unit - III Resources available to a family - Human & Non-human. Factors affecting the use of family resources.

Unit - IV Management process applied to resources

(a) Planning (b) Controlling (c) Evaluation

Unit - V Management of Time.

Unit - VI Management of Energy.

Unit - VII Management of Money - Income, expenditure, budgeting, saving.

Unit – VIII Work Simplification, Purpose, Improve techniques applied to frequently performed house hold task.

Project Work

Preparation of household articles.

FH-107 Extension Education, techniques and programme

Final Exams - 70

Sessional - 30

Project Work - 25

Unit -I Philosophy and aims of education with implications to extension education, Changing concepts philosophy, objectives and elements of extension education.

Unit - II Growth of extension education as a profession, extension teaching methods. Types of approaches.

Unit - III Community Development in India, Communication methods, Programme planning, Steps of evaluation, Adult learning

Project Work

Preparation and demonstration to teaching aids: Poster, Chart, Flashcard, Leaflets, Bulletin board. Folder, etc.

FH-108 Gender Sensitization for Empowerment

Final Exams - 70

Sessional - 30

Unit -I Gender Sensitization - meaning, need and importance for empowering women focus on gender sensitization, gender in community diversity & its implication for empowerment.

Unit - II Gender perspective in development of women social characteristics, desegregated roles, responsibilities, resources constraints and opportunities; economical, educational and anthropological parameters in gender perspectives, gender dimensions and methodologies for empowerment.

Unit - III Gender analysis frame work-context, activities, and resources programme action profile training aids for gender sensitization; technologies and empowerment gender specific technologies, household technology interface socio - cultural and women as consumer of technologies.

Project Work

A case study of selected empowerment in society psychological attitude of the male members in the society regarding women empowerment. Farm and home visit based on agriculture and home science technology.

M.A. EDUCATION 1ST YEAR

SYLLABUS

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 of various Indian School of Philosophy to the field of Education.
3. Impact of Western Philosophies in Indian Education.
4. Contribution of a few of the Great Indian Thinkers.
5. Dependency theory in Education, values and Indian contribution
6. Concepts related to social philosophy of education
7. Nature and sources of knowledge getting process.

Course Contents

1. Relationship between Education & Philosophy.
2. Indian school of philosophy :
Sankhya vedanta, Nyaya, Buddhism, Jainism, Islamic Traditions - with special refrence to their educational implications.
3. Western Philosophies : Major schools.
 - i. Naturalism
 - ii. Idealism
 - iii. Pragmatism
 - iv. Realism
 - v. Logical positivism
 - vi. Existentialism
 - vii. MarxismTheir educational implications with special reference to epistemology, axiology and the process of education
4. Contribution of Vivekanaand, Tagore, Gandhi & Aurobind and J. Krishnamurty to educational thought
5. Education, National values and constitution of India.
6. Nature of Knowledge and the knowledge getting process
7. Social philosophy of Education - Freedom, Equality Democracy and responsibility

Paper II : Psychological Foundation of Education

Course Objectives

To make the students understand about :

1. The contribution of different schools of psychology to education
2. Definition, nature and factors influencing learning.
3. The meaning and nature of Higher mental process
4. The meaning measurement and adjustment of personality.
5. Concept of motivation and its relationship to learning
6. Different theories of learning - behaviouristic, cognitive and insight
7. Gangnes's and bruners theories of teaching - learning
8. Meaning and nature of creativity and its development
9. Specific needs and traits of exceptional children.

Course Contents

1. Contribution of the following schools of psychology towards education Behaviourism, Gestalt, Hermic, Psychoanalytical
2. Learning and Motivation : Theories of learning : Thorndike's conditioning : Pavlov's classical and Skinner's operant conditioning. Learning by insight. Hull's reinforcement theory and EC Tolmans's theory of learning.
 - Gangne's Hierachy of learning.
 - Factor's influencing learning
 - Transfer of learning and its theories
 - Brunner's Theory of teaching
 - Influencing Factors of learning
3. Thinking, Problem solving and creativity, The meaning and nature of creativity, Measurement of creativity, Development of creative thinking abilities.
4. Psychology of Personality :
Personality - Type and trait theories - measurement of personality, mental, Health and Adjustment : conflicts, frustration, anxiety and complexes, defence mechanism, stress management.
5. Psychological and Education of Children with exceptional needs to
 - Intellectual impairments
 - Sensory Impairments - Visual & Auditory
 - Locomotor and Neurological impairments
 - Learning disabilities

- Emotional disturbance
- High intellectual capacities (Giftedness)

Paper III : Sociological Foundations of Education

Course Objectives

To enable the student to understand about :

1. Meaning and nature of educational sociology, sociology of Education and social organizations.
2. Group dynamics, social instruction, social change and the contribution of education to these aspects.
3. Meaning of culture and concepts of modernization, westernization and socialization
4. Various social factors and their impact on education
5. Social theories with special reference to “Swadeshi”

Course Contents

1. Concept of educational sociology and sociology of education; social organization and its concepts factors influencing social organization- folk ways, mores, institution, values, dynamics characteristics of social organization and its Educational Implications
2. Social Interactions and their educational implication; social group inter-group relationships - group dynamics - social stratifications - concepts of social stratifications according to Functionalist and Marxist concept and its educational implication.
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 India.
5. Concept of Urbanisation, modernization, westernization and sanskritisation 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 democracy, freedom, nationalism-national integration, International understanding.
8. Education and Society -
Education -
 - i. as a process in social system
 - ii. as a process of socialization and
9. Educational opportunity and inequality - inequality of educational opportunities and their impact on social growth and development.

Paper IV :

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.
2. Nature, scope and limitation of educational research
3. Modalities necessary for formulating research problem
4. Sources for obtaining the data, analyzing 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 -

1. Methods of acquiring scientific knowledge : Tradition, Experience, Reasoning : Inductive and deductive, empiricism and rationalism
2. Nature and scope of educational research :
 - i. Meaning, nature and limitations
 - ii. Need and purpose
 - iii. Scientific enquiry & theory development
 - iv. Fundamentals, applied & action research.
 - v. Quantitative & Qualitative Research
3. Formulation of Research problem.
 - i. Criteria of identifying the problem
 - ii. variables
 - iii. hypotheses
4. Major approaches to Research : research design, descriptive research, ex-post-factoresearch, Historical research.
5. Collection of data-types of data, quantitative and qualitative, techniques and tools, Sampling, random stratified sampling, etc
6. Analysis of data : Descriptive and inferential statistics, the null hypothesis, Research hypotheses, test of significance, type of errors, one tailed and two tailed tests, the t-test, the F-test (ANOVA), Non parametric test (chi-square)
7. Writing Research report and evaluation of research report.

M.A. Education Final Year
Syllabus
Paper V : 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 efficiency 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 problems of education in India.

UNIT I

- Comparative education - Meaning in terms of looking at it as a new discipline
 - Scope and major concepts of comparative education

 - Methods
 - Democracy and Nationalism
 - Juxtaposition
 - Area Study
 - Intra and Inter educational analyses
- 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 & global
- Role of U.N.O. in improving educational opportunities among the member countries, various official organs of the U.N.O. and their educational activities.

UNIT IV

- A comparative study of the education systems of countries with special reference to

- Primary Education - USA , UK, Russia, Japan, India
Secondary Education - USA, UK, Russia, Japan, Germany, India
Higher Education - USA, Russia, UK, France, India
Teacher Education - USA, Russia, UK, Germany, India
Adult Education - Australia, Cuba, Brazil, India.

UNIT V

Problems prevailing in developing countries with special reference to India, their causes and solution through education

- Poverty
- Unemployment
- Population explosion
- Hunger
- Terrorism
- Casteism and communication
- Illiteracy
- Beggary
- Political instability
- Economic under - development

TEACHER EDUCATION

Course Objectives

1. To enable the student to understand the meaning scope, objectives of teacher education and its development in India.
2. To develop an understanding in the students about various modalities used for teacher, 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, an 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
- Development of teacher education in India

UNIT II

- Preparation of Teachers for pre-primary, Primary and Secondary stages.
- Professional preparation of teacher educators and educational administrators
- Preparation of teachers for the teaching of a particular subjects (Language, Mathematics, Science)
- In-service training programmes:
- Training of guidance personnel, evaluators, lesson writers and educational administrators
- Post graduate course in education, research and innovations in teacher education

UNIT III

- Student teaching programmes
- Pattern of student teaching (internship, block teaching, teaching practice, off-campus teaching practice)
- Techniques of teacher training, core teaching, micro-teaching interaction analysis
- Evaluation of student teaching
- Taxonomy of teacher behaviour

UNIT IV

- Trends in teacher education :
- Innovations in teacher education
- Integrated teacher education programme
- Comprehensive college of education
- SIE/SERT/DIET
- NCERT
- NCTE
- Current Problems :
- Practicing Schools in Teacher Education
- Teacher Education and community
- Teacher Education and other institutions
- Implementation of curricula of Teacher Education

UNIT V

- Research activities in the field of teacher education and their implications with respect to
- Teaching effectiveness
- Criteria of admission
- Approaches teaching

VIII PAPER (OPTIONAL PAPERS)

A. ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES

To make the student 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. Develop 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 the environmental stressors
- Comparative study of environmental projects from various countries.

B. SPECIAL EDUCATION

Course Objectives

To make the students to :

1. Know about the meaning and scope of special education in India.
2. Understand the various suggestions given by different recent commission on education of children with special needs for realizing 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 programme 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. Characteristics, education and placement of the following types of special children:
- Meaning of universalisation of education as per constitutional provision as well as state-wise allotment-recommendation 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 objective of special schools; concept of main streaming, integrated schools and support services provided within them viz. Resource room, resource teacher, counselor etc. concept of remedial teaching (specially for learning disabled children); role of other (peer) members of the school (children as well as teachers); family of the "concerned child" and the community in educating the child who is an exceptional one.

Characteristic, prevention, educational programs and placement of the following type of special children :

- Mentally retarded (MR)
- With Learning Disabilities.
- Emotionally disturbed,
- With Speech and Language Disorders,
- Visually impaired
- With Hearing Impairment
- Creative
- Gifted

(Definition, types, causes, psychological and behavioural characteristics and education)

C : POPULATION EDUCATION

Course Objective

To enable the students :

1. To understand the nature scope and need of population education;
2. To know about the factors affecting population growth and understand the need for balancing the composition through distribution.
3. To gain knowledge about the various techniques of maintenance of “status” of population
4. To understand the concept of prosperous family
5. To learn about the latest policies of population education and agencies working towards their achievement.

COURSE CONTENTS

- Nature and Scope of Population Education : Meaning, Concept, Need and Importance of population education, objective 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 socioeconomic development ; health status health service; nutrition, environment, resource 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.

D : 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 definition and teaching Learning components
- b) Need and characteristics feature of Distance Education
- c) Growth of Distance Education
- d) Distance Teaching - Learning systems in India

UNIT II

Intervention strategies at a distance

- Information and Communication Technologies and their application in Distance Education
- Designing and preparing self-instructional material
- Electronic media (T.V.) for Education
- Distance Education

UNIT III

Learning at a distance

- Student-support services in Distance Education and their management
- Technical and vocational programmes through Distance Education.
- Programmes for women through Distance Education
- Distance Education and Rural Development.

Unit IV

- Quality Enhancement and programme Evaluation
- Mechanisms assurance of Distance Education
- Programme evaluation
- Cost analysis in D.E-concept, need and process
- New Dimension in distance education-Promises for the future

E : 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 Soft ware.
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 to understand about the importance of programmed instructions and researches in E.T.
4. To enable the students teachers to understand about the importance of programmed instructions and research in E.T.
4. To acquaint the student teachers with emerging trends in ET along with the resource centers of ET.

UNIT I

- Concept of Educational Technology
- Meaning, Nature, Scope and significance of E.T.
- Components of ET : Software, hardware
- Educational technology and instructional technology.

UNIT II

- Communication and Instruction :
- Theory, Concept, Nature, Process, Components Types, classroom Communication, Mass media approach in Educational Technology
- 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, Function and Types
- Models of teaching : Meaning, Nature, Function and Types (Psychological Models and Modern Models of Teaching)
- Modification of teaching behaviour
- Micro teaching, Flander's interaction analysis, Simulation.

UNIT IV

- Programmed instruction (linear/branching models) - Origin and types - linear and branching
- Development of the programmed instruction material.
- Teaching machines
- Computer Assisted Instruction
- Researches in Educational Technology
- Future priorities in Educational Technology

UNIT V

- Educational technology in formal, non-formal and informal Education, Distance Education, Open Learning Systems and Educational Technology
- Emerging trends in Educational Technology, Videotape, Radio-vision, Teleconferencing, CCTV, CAI, INSAT-Problems of New Technologies.
- 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.

F : VALUE EDUCATION AND HUMAN RIGHTS

Course Objectives

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 intervention strategies for moral education and conversion of moral learning into moral education.

Course contents

UNIT I

The Socio-moral and cultural context

- Need and Importance of Value Education and Education for Human Rights in the existing social scenario

- Valuation of culture : Indian Culture and 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 a morally educated persons.
- c. Justice and care - the two dimensions perspectives in Morality : Dichotomy 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. Psycho-analytic approach
- c. Learning theory approach, especially social learning theory approach.
- d. Cognitive development approach - Piaget and Kohlberg, Stages of moral development and their characteristic features.

UNIT IV

Moral Learning to Moral Education.

- a. Moral Learning outside the school-child rearing practices and moral Learning, Moral Learning via Imitation. Nature of Society and moral learning. Media and moral learning
- 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

- a. Model of Moral Education - i) Rationale Building Model, ii) The consideration Model, iii) value classification Model, iv) Social action Model, v) Just Community intervention Model.
- b. Assessment of moral maturity via oral dilemma resolution
- c. Examples of some select moral dilemmas.

G : 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.
- To be aware of the concept of women as change agents for the transformation of Third World Countries as studied by World Bank and other Organisation like ILO.

COURSE CONTENT

UNIT I

- Problem 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 2

- Sub-culture of men and women in all countries including India.

UNIT 3

- 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 governmental efforts. Achieving quality of life, quality of opportunities, equity, social justice and empowerment

UNIT 4

- 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 5

- 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.