

CENTRE FOR DISTANCE AND ONLINE EDUCATION

KURUKSHETRA UNIVERSITY

KURUKSHETRA – 136 119

(Established by the State Legislature Act XII of 1956)

("A++" Grade, NAAC Accredited)

Annexure to
Item 42(1)
42(1) ①

SYLLABUS AND SCHEME OF EXAMINATION FOR

M.A. (EDUCATION) Previous & Final (CDOE)

Session – 2023-24

(A) First Year

Paper No.	Subject Name	Ext. Marks	Int. Marks	Total Marks	Time
Course-I	Philosophical Foundations of Education	70	30	100	03 Hrs.
Course-II	Sociological Foundations of Education	70	30	100	03 Hrs
Course-III	Psychological Foundations of Education	70	30	100	03 Hrs
Course-IV	Research Methods in Education	70	30	100	03 Hrs
Course-V	Methods of Data Analysis in Education	70	30	100	03 Hrs

(B) Second Year

Note: MA Education Part-II (Four Theory Papers of 100 Marks each and Paper X: Theory Papers & Field Work/ Dissertation and Field Work of 100 & 50 Marks respectively)

Paper No.	Subject Name	Ext. Marks	Int. Marks	Total Marks	Time
Course-VI	Contemporary Issues in Indian Education	70	30	100	03 Hrs.
Course-VII	Curriculum Development and Comparative Education	70	30	100	03 Hrs
Course-VIII	(i) Special Education	70	30	100	03 Hrs
	(ii) Educational Measurement and Evaluation				
Course - IX	(i) Management and Administration of Education	70	30	100	03 Hrs
	(ii) Educational Technology				
Course -X	(i) Mental Hygiene and Education & Field Work	70	30	100+50	03 Hrs
	(ii) Educational And Vocational Guidance & Field Work	70	30	100+50	03 Hrs
	(iii) Dissertation & Field Work	-	-	100+50	-

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Syllabus and Scheme of Examination for M.A. (Previous) Education w.e.f. 2023-2024

First Year (CDOE)

		Ext. Marks	Int. Marks		Total Marks	Time
Course-I	Philosophical Foundations of Education	70	30		100	03 Hrs.
Course-II	Sociological Foundations of Education	70	30		100	03 Hrs
Course-III	Psychological Foundations of Education	70	30		100	03 Hrs
Course-IV	Research Methods in Education	70	30		100	03 Hrs
Course-V	Methods of Data Analysis in Education	70	30		100	03 Hrs

NOTE FOR PAPER SETTERS AND STUDENTS (PAPER I TO V)

The candidates will have to attempt five questions in all. Question No. 1 will be compulsory comprising of four short questions carrying 3.5 marks each. Two long answer questions will be set from each of the four units out of which the students will have to attempt only one question from each unit. Each questions carries 14 marks.

Course – I : Philosophical Foundations of Education

Ext. Marks : 70

Int. Marks : 30

Max. Marks : 100

COURSE OBJECTIVES

To enable the students to:

- know the contribution of Philosophy to the field of Education
- understand the contribution of various Indian School of Philosophical to the field of Education
- know the impact of Western Philosophical on Indian Education
- apprise the contribution of the Great Indian Thinkers
- understand the Dependency theory in Education, Values and Indian contribution
- familiarize the concepts related to Social Philosophical of Education
- Understand nature and sources of knowledge getting process

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COURSE CONTENTS

UNIT - I

1. Relationship between Education & Philosophy
2. Indian Schools of Philosophy :
 - Samkhya, Vedanta, Nyaya
 - Buddhism, and Jainism
 - With special reference to their educational implications

UNIT - II

3. Western Philosophies : Major Schools

- Naturalism
- Idealism
- Pragmatism
- Realism
- Logical Positivism
- Existentialism
- Marxism
- Their educational implications with special reference to Epistemology, Axiology and the process of Education

UNIT - III

4. Educational Thoughts of following Indian Philosophers :

- Vivekananda
- Tagore
- Gandhi
- Aurobind, and
- J. Krishnamurti

UNIT - IV

5. Education, National Values and the constitution of India
6. Nature of knowledge and the knowledge getting process
7. Social Philosophy of Education Freedom, Equality, Democracy and Responsibility

SELECTED READINGS

1. Baskin, Wade Classics in Education. Vision Press, London, 1966.
2. Brubacher, John S. Modern Philosophies of Education. Tata McGraw Hill, New Delhi. 1969
3. Broudy, H.S. Building a philosophy of Education. Krieger, New York, 1977
4. Butler, J.D. Idealism in Education. Harper and row, New York, 1966
5. Dewey, John democracy and Education, MacMillan, New York, 1966
6. Dupuis, A.M. Philosophy of Education in Historical Perspective. Thomson Press, New Delhi, 1972

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7. Kneller. George F. Foundations of Education, John, Wiley and sons, 1978
8. Morris, Van C. Existentialism in Education What it Means. Harper & Row, New York, 1966
9. Pandey, R.S. An Introduction to Major Philosophies of Education. Vinod Pustak Mandir, Agra. 1982
10. Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd, New York, 1978
11. Mukerjee, R.K. Ancient Indian Education. Motilal Banarsidas, Varansi, 1969
12. Chatterjee, S.O. and Datta. 'An Introduction to Indian Philosophy' University of Calcutta, Calcutta, 1984

Course – II: Sociological Foundations of Education

Ext. Marks : 70

Int. Marks : 30

Max. Marks : 100

COURSE OBJECTIVES

To enable the students to:

- i. understand the meaning and nature of educational sociology, sociology of Education and social organizations.
- ii. know the group dynamics, social instruction, social change and the contribution of education to these aspects.
- iii. understand the meaning of culture and concepts of modernization, westernization and socialization.
- iv. explain the various social factors and their impact on education.
- v. Describe the social theories with special reference to "Swadeshi"

COURSE CONTENTS

UNIT – I

1. Concept of educational Sociology and Sociology of education

- Social organization and its concepts
- Factors influencing social organization – folk ways, mores; institutions: values
- Dynamic characteristics of social organization and its educational implications

2. Social interactions and their educational implications

- Social group inter-group relationship group dynamics
- Social stratification – concepts of social stratification and its educational implications

3. Cultural : Meaning and nature of culture

- Role of education in cultural context
- Cultural determinants of education
- Education and cultural change

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UNIT - II

4. Social change: Its meaning and concept with special reference to India
5. Concept of urbanization, modernization, westernization and sanskritization with special reference to Indian society and its educational implications
6. Social principals in educational-social and economic relevance to education
 - Socio – economic factors and their impact on education

UNIT - III

7. 'Education' in relation to democracy, freedom, nationalism, national integration, international understanding
8. Education and Society :
 - as a process in social system
 - as a process of socialization, and
 - as a process of social progress

UNIT - IV

9. Educational opportunity and inequality :
 - Inequality of educational opportunities and their impact on social growth and development
10. Social theories
 - Functionalist Emile Durkheim, Talcott Parsons, and R.K. Merton
 - Marxism
 - Intergal Humanism (based on 'Swadeshi') with special reference to social change

SELECTED READINGS

1. Pandey, K.P. Perspectives in Social Foundations of Education, Arnitash Pralcashan, Ghaziabad, 1983
2. Havighurst, Robert et al. Society and Education, Allyen and Bacon, Baston, 1995
3. Gore, M.S. Education and Modernization in India rawat Publishers, Jaipur, 1984
4. I Carnat, A.R. Education and Social change in India Samaiya Publishing Co., Bombay, 1985
5. Maunheim, K. et al. An Introduction to Sociological of Education, Routledge and Kegan paul, London, 1962
6. M.H.R.D. Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990
7. Inkles, Ales. What is Sociology ? Prentics Hall of India, New Delhi, 1987
8. Maslow, A.H. (Ed.) New Knowledge In Human Values, Harper and Row, New York, 1959
9. Mossish, loot sociological of Education An Introduction. George Allen and Unwin, London, 1972

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COURSE OBJECTIVES

To enable the students to:

- i. understand concepts and principles of educational psychology as an applied science
- ii. outline the scope of educational psychological
- iii. describe the process of growth and development
- iv. understand different theories of learning
- v. explain the process of adjustment
- vi. understand the methods of personality assessment
- vii. understand the concept of personality

COURSE CONTENTS

UNIT – I

1. a) Meaning of Education and Psychology :

- Relationship of Education and Psychology
- Scope of Educational Psychology

b) Methods of Educational Psychology :

- Experimental
- Clinical
- Differential

2. Growth and Development :

- Physical development during childhood and adolescence
- Social development during childhood and adolescence
- Emotional development during and adolescence
- Mental development during childhood and adolescence

UNIT – II

3. Individual Differences :

- Concepts and areas
- Determinants: Role of heredity and environment in developing individual differences
- Implications of individual difference for organizing educational programme

4. Gifted and Mentally Retarded children :

- Meaning and characteristics
- Needs and Problems

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5. Creativity :

- Concept
- Characteristics
- Development of creativity
- Importance of creativity
- Importance of creativity in Education

UNIT – III

6. Intelligence :

- Definition and nature of Intelligence
- Two factor theory (Spearman)
- Multi factor theory
- Group factor theory
- Guilford Model of Intellect
- Hierarchical theory
- Measurement of Intelligence (two verbal and two non-verbal tests)

7. Personality :

- Meaning and determinants
- Type and Trait theories
- Assessment of personality by subjective and projective methods

8. Learning :

- Meaning
- Theories and their educational implications. Pavlov's classical conditioning. Skinner's operant conditioning. Learning by insight

UNIT – IV

9. Hull's reinforcement theory

- Lewin's field theory
- Gagne's hierarchy of learning theory
- Factors influencing learning

10. Motivation :

- Concept of motivation
- Theories of motivation
- Physiological Theory
- Murray's Need Theory
- Psycho-Analytical Theory
- Maslow's Theory of Hierarchy of Needs
- Factors affecting motivation

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SELECTED READINGS

1. Abramson, Paul, R. Personality, New York: Holt, Rinehart and Winston, 1980
2. Allport, G W. Personality New York: Holt, 1954
3. Allport, G.W. Pattern and Growth in Personality. New York : Rinehart and Winston, 1961
4. Andrews, T.W. (Ed.) Methods in Psychology, New York : John Wiley and Sons.
5. Bailer, Warren, R. Charles, Don, C. The Psychology of Humman Growth and Development, New York: Holt, Rinehart and Winston, Inc, 1962
6. Baum, A. Newman, S. West R. 8c Mc Manus, C. Cambridge Handbook of Psychology, Health & Medicine. Cambridge: Cambridge University Press, 1997
7. Chauhan S.S. Advanced Educational Psychology and Modern Life. Bombay: D.B. Taraporewala Sons 8s Co. 1976
8. Dicapro, N.S. Personality Theories, New York: Harper, 1974
9. Douglas, O;B Holl, and B.P. Foundations of Educational Psychological, New York. The Mac Millian Co. 1948
10. Dutt. N.K. Psychological Foundations, Doaba, New Delhi
11. Gange, R.M. The Conditions of Learning. New York, Chicago: Holt, Rinehart and Winston, 1977
12. Gates, A.T. et al. Educational Psychological. New York: Mac Milan, 1963
13. Hilgard, E.R. theories of Learning. New York; Appleton Century Crafts.
14. Kundu, C.L. Educational Pshychology. Delhi Sterling Publishers, 1984
15. Kundu C.L. Personality Development A Critique of Indian studies. Vishal Publishers, 1976
16. Kundu C.L. Tutoo, D.N. Educational Psychology, New Delhi; Sterling Publishers Pvt.Ltd, 1988
17. Pandey, K.P. Advanced Psychology of Education for Teachers. Konark, New Delhi
18. Shankar Udey: Development of Personality, 1965
19. Talbott, J.A. Hales R.E. & Yodofsky, S.G. Textbook of Psychiatry, New Delhi: Hayee Brothers Medical Publishers (P) Ltd. 1994
20. Thorpe, G.L. & Olson, S.L. Behaviour therapy, Concepts, Procedures and Applications London, Allyn Bacon, 1999

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Course – IV : Research Methods in Education

Ext. Marks : 70

Int. Marks : 30

Max. Marks : 100

COURSE OBJECTIVES

To enable the students to:

- i. know the sources from where knowledge could be obtained.
- ii. understand the nature, scope and limitations of educational research.
- iii. outline the modalities necessary for formulating research problem.
- iv. explain the sources for obtaining the data, analysis and drawing conclusions for solving the educational problems.
- v. describe the major approaches that are available for conducting the educational research.
- vi. develop the result of the research report.

UNIT – I

1. Methods of acquiring scientific knowledge: Tradition, experience, reasoning, inductive and deductive.
2. Nature and scope of educational research:
 - Meaning, nature and limitations
 - Need and purpose
 - Scientific enquiry and theory development
 - Fundamental, applied and action research
 - Quantitative and qualitative research
3. Some emerging trends in educational research
4. Formulation of research problem:
 - Criteria and sources for identifying the problems
 - Delineating and operationalizing Variables
 - Review of related literature: Importance and various sources including internet
 - Developing hypothesis in various types of research

UNIT - II

5. Collection of Data :

- Types of data : Quantitative and Qualitative
- Tools or techniques: Characteristics of a good research tool
- Questionnaire
- Interview
- Observation
- Projective and Sociometric techniques

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6. Sampling : Concept of population and sample :

- Steps and Characteristics of a good sample
- Various methods of sampling : Probability and Non- probability
- Sampling errors and how to reduce them

UNIT – III

7. Major approaches to Research

- Descriptive Research
- Ex-post facto Research
- Laboratory experiments
- Field studies
- Historical Research

8. Research Designs

UNIT – IV

9. Qualitative Research: Ethnographic, Developmental and Documentary analysis

10. Validity and limitations of findings, factors influencing validity of research, how to increase validity of research findings

11. Research Report :

- Developing a research proposal (synopsis)
- Writing research report
- Evaluation of research report

SELECTED READINGS

1. Aggarwal, Y.P. (1998). The Science of Educational Research. A source book Ninnal, Kurukshetra
2. Best, John W. and Kahn James V. (1995). Research Education. Prentice Hall, New Delhi.
3. Burns, R.B. (1991) Introduction to Research in Education. Prentice Hall, New Delhi
4. Edward, Allen L. (1968) Experimental Designs in Psychological Research, Holt Rinehart and Winstom, New York.
5. Good. C.V. and douglas, E. Scates (1954). Methods in Social research, McGraw Hill, New York
6. Kerlinger, F.N. (1973) Foundation of Behavioural Research. Holt Rinehart and Winston, New York.
7. Koul, Lokesh (1988). Methodology of Educational Research. Vikas, New Delhi
8. McMillan, James H. and Schumarchere, S. (1989) Research in Education: A Conceptual Introduction, Harper arid Collins, New York
9. Mouly, A.J. (1963). The Science of Educational Research Eurosia, New Delhi
10. Neuman. W.L. (1997). Social Research Methods: Qualitative and Quantitative Approaches. Allyn and Bacon, Boston
11. Travers, R.M.W (1978). An Introduction to Educe: lonal Research. Macmillan, New York.
12. Van Dalen, D.B. (1962). Understanding Educational Research. Mc. Graw Hill, New York
13. Young P.V. (1960). Scientific Social Surveys am Research. Prentice Hall, New York.

Course – V : Methods of Data Analysis in Education

Ext. Marks : 70

Int. Marks : 30

Max. Marks : 100

COURSE OBJECTIVES

To enable the students to develop:

- ability in computation of various statistical measures
- practical orientation involving selection of appropriate data analysis techniques
- ability to explain and illustrate the concept and application of some tests of significance
- competency to use non- Parametric statistical techniques

COURSE CONTENTS

UNIT – I

1. Nature of Educational Data :

- Quantitative and qualitative
- Scales of measurement
- Descriptive and inferential statistics
- Organization and graphical representation of data: frequency, distribution, frequency polygon, histogram, ogive, smoothed frequency polygon

- Measures of Central Tendency: Concept, Characteristics, computation and uses of Mean, Median, Mode.
- Measures of Dispersion : Concept, characteristics computation and used of Range, Quartile Deviation, Average Deviation, Standard Deviation and Variance
- Measure of Relative Position : Percentiles and Percentile Ranks

UNIT – II

5. Correlations : Meaning, Characteristics, assumptions, computation and uses of :

- Product moment correlation
 - Rank difference correlation
- Partial and Multiple Correlations: Meaning, assumptions, computation and uses.
 - Regression and Prediction: Concept, assumptions and computation of linear regression equations, standard error of measurement.

UNIT- III

8. Tests of significance :

- Null hypothesis
- Standard error, confidence limits
- Type I and type II errors

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- One tailed and two tailed tests

9. The t-test :

- Difference between means
- Difference between percentages and proportions. Difference between correlations

10. The F-test :

- One way ANOVA: Meaning, assumptions, computation and uses

UNIT- IV

11. Non-Parametric Tests : Meaning, assumptions, computation and uses of :

- Chi – square tests of equality and independence, setting up cross breaks for contingency table.
- Sign test.

12. Normal Probability Curve : Meaning, significance

- Characteristics and applications
- Skewness and Kurtosis

SELECTED READINGS

1. Aggarwal, Y.P. (1998) Statistical Methods, Sterling, New Delhi
2. Edward, Allen L. (1968) Experimental Designs in Psychological Research Holt, Rinehart and Winston, New York.
3. Ferguson, George A., (1976) Statics Analysis in Psychology and Education, Mc. Graw Hill, New York
4. Garrett, H.E. (1973) Statistics in psychology and Education Vakils Feffer and Simon, Bombay.
5. Fuiiford J.P. and Benja in Fruchter (1973) Fundamental Statistics in Psychology and Education, McGraw HILL, New York
6. Kaul, Lokesh (1988) Methodology of Educational Research, Vikass, New Delhi
7. Kurtz A.K. and Mayo S.T. (1980) Statistical Method in Education and Psychology, Narola, New Delhi
8. Neuman, W.L. (1997) social Research Methods : Qualitative and Quantitative Approaches, Allyn and Bacon, Boston
9. Siegel, S. (1986). Non-parametric Statistics, Mc. Graw Hill, New York
10. Van Delen D.B. (1962) Understanding Educational research, Mc Graw Hill New York.

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SYLLABUS AND SCHEME OF EXAMINATION FOR

M. A. (FINAL) EDUCATION

w. e. f. Session – 2023-24

Second Year

Note: MA Education Part-II (Four Theory Papers of 100 Marks each and Paper X: Theory Papers & Field Work/ Dissertation and Field Work of 100 & 50 Marks respectively)

Paper No.	Subject Name	Ext. Marks	Int. Marks	Total Marks	Time
Course-VI	Contemporary Issues in Indian Education	70	30	100	03 Hrs.
Course-VII	Curriculum Development and Comparative Education	70	30	100	03 Hrs
Course-VIII	(i) Special Education	70	30	100	03 Hrs
	(ii) Educational Measurement and Evaluation				
Course - IX	(i) Management and Administration of Education	70	30	100	03 Hrs
	(ii) Educational Technology				
Course -X	(i) Mental Hygiene and Education & Field Work	70	30	100+50	03 Hrs
	(ii) Educational And Vocational Guidance & Field Work	70	30	100+50	03 Hrs
	(iii) Dissertation & Field Work	-	-	100+50	-

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Course – VI: Contemporary Issues in Indian Education

Ext. Marks : 70

Int. Marks : 30

Max. Marks : 100

Time : 03 Hrs

Note: Paper setters will set nine questions in all out of which students will be required to attempt five questions Q No. 1 will be compulsory and will carry 14 marks. It will comprise of four short questions of 3.5 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions will carry 14 marks each.

COURSE OBJECTIVES

To enable the students to:

- i. develop a critical understanding of the challenges faced by Indian Education today
- ii. get the knowledge of the compulsory issues in Indian Education in a global perspective
- iii. get a historical insight into the development of Education in India
- iv. have a critical understanding of the development of Education as a distinct discipline

COURSE CONTENTS**UNIT – I:****I. Education in India during :**

- Vedic
- Buddhist
- Medieval period

II Macaulay's Minutes and / Bentick's Resolution of 1835

- Adam's report and its recommendations
- Wood's Despatch of 1854
- Lord Curzen's educational policy, growth of national consciousness
- National Education Movement

UNIT – II:**III. Recommendations of Indian Education Commission (1882) and its influence on the subsequent development of education**

- Essential features of Sadler Commission Report (1917)
- Wardha Scheme of Education (1937)

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UNIT - III

IV. University. Education Commission (1948-49)

- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66)
- National Policy of Education (1986)
- Revised National Policy (1992)

UNIT - IV

Contemporary Issues in Indian Education in a global perspective highlighting the UNESCO's current concerns in respect of the following:

- Universalization of Education and related issues such as retention/ completion rates in elementary schools
- Vocationalization of Education
- Education of girls in various age groups
- Education of socially disadvantaged segments such as SC/ ST/ OBC
- Issues relating to providing equality of educational opportunities
- Issues pertaining to quality in education and excellence
- Issues to open learning and distance education system
- Education for Human values and life skills
- Issues relating to medium of instruction and three language formula
- Issue in respect of emotional integration and international understanding in the context of globalization

SELECTED READINGS

1. Nurullah S. Naik J.P. and Oad L.K. (Eds) A student history of Education in India, Mc Milan and Co. Bombay 1970
2. M.H.R.D. Report of the University Education Commission (1948) Ministry of Education, Govt. of India, New Delhi 1949
3. M.H.R.D. Report of the Secondary Education Commission (1952-53) Ministry of Education, Govt. of India, New Delhi, 1949
4. M.H.R.D. Report of the Education Commission 'Education and National Development (1964-66) Ministry of Education, Govt. of India, New Delhi, 1966
5. D. Challenger of Education - A Policy perspective, Ministry of Education, Govt. of India, New Delhi, 1985
6. M.H.R.D. National Policy on Education (1985) Ministry of Education Govt. of India, New Delhi, 1986
7. Programme of Education (1992) Ministry of Education, Govt. of India New Delhi, 1992
8. M-11-1st Thwarted Arrangements Society - if review (NPERC) Ministry of Education, Govt. of India, New Delhi, 1990

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9. M.H.R.D. Education for all : the Indiana Scene, Ministry of Education, Gover. Of India, New Delhi, 1993
 10. M.H.R.D. Selected Education Studies Ministry of Education, Govt. of India, New Delhi
 11. World Year Book of Education, Youth, Education and "Work: Kogan Page, London, 1995

Course – VII : Curriculum Development and Comparative Education

Ext. Marks : 70
Int. Marks : 30
Max. Marks : 100
Time : 03 Hrs

Note: Paper setters will set nine questions in all out of which students will be required to attempt five questions Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of four short questions of 3.5 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit . All questions will carry 14 marks each.

COURSE OBJECTIVES

To enable the students to:

- i. acquaint the responsible factors and approaches to comparative education
- ii. orient the with skills to assess the efficiency of educational systems of various countries in terms of prevailing trends in those countries
- iii. create a perspective in the students about the implications of education for solving the prevailing problems of education in India
- iv. develop an understanding about important principles of curriculum construction
- v. acquaint with curricular content curriculum implementation and process of curriculum evaluation
- vi. understand issues, trends and researches in the area of curriculum in India

COURSE CONTENTS

UNIT – I

1. Concept, aims and scope of Comparative Education
2. Factors influencing education system
3. Approaches to comparative education : Historical, Philosophical, Sociological and Problem Approach

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UNIT - II

4. Elementary Education: concept of universalization, its implications for Indian education, primary education in U.S.A., U.K. and India (Aims, Content, Methods of instruction and Evaluation system)
5. Secondary education in U.K., U.S.A. and India. Vocationalization of Secondary Education in U.K., U.S.A., Russia and India

UNIT - III

6. Higher Education in U.S.A., U.K. and India
7. Distance Education : its needs and various concepts with reference to U.K., Australia and India
8. Educational Administration in U.K., U.S.A. and India

UNIT - IV

9. Curriculum: Concept, Factors affecting Curriculum Development : Philosophical, Psychological, Sociological and Discipline Oriented considerations
10. Curriculum development, Different Models : Administrative, Grass Root, Demonstration and System Analysis
11. Curriculum Evaluation in terms of learning outcome: Concept, Formative and summative Evaluation, System of according marks, ratings and grades. Interpretation of Evaluation Results

SELECTED READINGS :

1. Andrey & Howard Nicholls. Developing Curriculum-A Practical Guide, George Allen and Unwin, London, 1878
2. Bereday, G.Z.F. Comparative Methods in Education : Oxford and IBH publishing Cw Delhi, 1964
3. Cramer LE & Brown G.S. contemporary F-Ducation ; A Comparative Study of National System, Harcourt Brace & company, New York, 1965
4. Denis lavvten. School Curriculum Planning Holder and Stoughton, London, 1986
5. Dent. H.C. Educational System of England. George Allen and Unwitz, London, 1981
6. Edward, A Krug. The Secondary School Curriculum, Harper and Row Publishers, New York, 1960
7. Hans, Nicholas, comparative Education. Routlege and Kegan Paul, London, 1961
8. Harold Alberty. Reorganizing the High School curriculum. MacMillan k company, New York, 1957
9. Harold, B. alberty & Elsic, Lalberty. The curriculum Macmillan company, New York, 1961
10. Hugh Socklt., Designing the Curriculum Open Books, London, 1976
11. Nvor, K. Davies. Objectives in curriculum Design, McGraw Hill London, 1976
12. John, D. Mc. Neil Curriculum. Little Brown and Company, Boston, 1977
13. Joseph, Leese. The Teacher in Curriculum Making. Harper and Brothers Publishers, New Yorlc, 1961
14. Kande; LL Studies in Comparative Education. Geotge Haruup, New York, 1963

15. King.E.J. Other Schools and Ours. Holt Rinehart and Winston, New York, 1959

16. William, M.Alexander. Planning Curriculum for Schools. Holt, Rinehart and Winston, New York, 1966

Course – VIII (Opt-i): Special Education

Ext. Marks : 70
Int. Marks : 30
Max. Marks : 100
Time : 03 Hrs

Note: Paper setters will set nine Questions in all out of which students will be required to attempt five questions Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of four short questions of 3.5 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit . All questions will carry 14 marks each.

COURSE OBJECTIVES

To enable the students to:

- i. understand the concept of exceptional children
- ii. know about the meaning and scope of special education in India
- iii. identify the various types of exceptional children.
- iv. acquaint with the various types of handicaps and their causes.
- v. provide guidance in handling of exceptional children.
- vi. understand various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENTS

UNIT – I

1. Concept of Exceptionality :

Positive. Negative and Multiple deviations
Needs and Problems of Exceptional children

2. Nature of Special Education

Objectives
Historical perspective
Continuum of special Education Programmes
Integrated/ Inclusive Education

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UNIT- II

3. Education of Orthopedically Handicapped

Concept

Types of Handicap

Characteristics

Educational Programmes

4. Education of Mentally Retarded

Concept

Classification

Etiology

Educational Programmes for Trainable Mentally Retarded

Educational Programmes for Educable Mentally Retarded

UNIT- III

5. Education of Visually Impaired

Characteristics

Degree of Impairment

Etiology and Intervention

Educational Programmes

6. Education of Hearing Impaired

Characteristics

Degree of Impairment

Etiology

Educational and Intervention Programmes

7. Education of Learning Disabled

Characteristics

Types

Identification

Educational and Intervention Programmes

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UNIT-IV

8. Education of Gifted, Creative & Juvenile Delinquents

Characteristics

Identification

Problems

Educational Programmes

9. Guidance and counseling for Exceptional Children

Meaning and Needs

Role of Teachers and other Specialties

SELECTED READINGS :

1. Bender, W. N. Learning Disability. Allyn & Bacon, Bacon, Simon and Schuster, 1995, Boston, London
2. Berding, W.H. & Blackhurst, A.E. (eds). An Introduction to Sepcial Education, Harpers Collins Publishers, Boston, 1980
3. Dunn, L. & Bay. DM (Ed): Exceptional children in the Schools, New York, Holt, Rinehart, Winston.
4. Hallahar D.P. & Kauffman, J.M. Exceptional Children: Intorduction to Special Education, Alyn & Bacon, Massachusetts, 1991
5. Hewett Frank, M. & foreoness Steven R. Education of Exceptional Learners, Allyn & Bacon, Massachusetts, 1984
6. Jordern Thomes E. The Educational Child, Ohio, Merrill
7. Kirk S.A, & Gallagher J.J. Education of Exceptional children: Houghton Mifilin Co., Boston, 1989
8. Magnifico, LX: Education of Exceptional Child, New York, Longman
9. Shankar, Udey : Exceptional Children, Jullundur: Stereling Publications.
10. Singh N.N. and Beal, I.L. (eds) Learning disabilities – Nature, theory and Treatment, Springer-Verlag, New York, Inc, 1992
11. Smith C.R. Learning Disabilities – The Interaction of Leamer, Task and Setting. Allyn & Bacon Massachusetts, 1991
12. Strange, Ruth. Exceptional Children & Youth. J.J. Prentice Hall.

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○ Course – VIII (Opt-ii) : Educational Measurement and Evaluation

Ext. Marks : 70
Int. Marks : 30
Max. Marks : 100
Time : 03 Hrs

Note: Paper setters will set nine Questions in all out of which students will be required to attempt five questions
Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of four short questions of 3.5 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions will carry 14 marks each.

COURSE OBJECTIVES

To enable the students to:

- i. acquaint with the basic concepts and practices adopted in educational measurement and evaluation
- ii. orient with tools and techniques of measurement and evaluation
- iii. develop skills and competencies in constructing and standardizing a test
- iv. understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners
- v. develop the ability to explain and use appropriate statistical techniques and tests of significance in measurement and evaluation

COUSE CONTENTS

UNIT – I

1. Educational Measurement and Evaluation

- Concept, Scope and Need
- Levels of Measurement
- Evaluation: Functions and basic principles of evaluation
- Inter-relationship between measurement and evaluation: use of Taxonomic categories of educational objectives.

2. New Trends in Measurement and Evaluation

- Grading system : Relative merits and demerits of marking and grading
- Semester system
- Continuous and comprehensive evaluation
- Question banks
- Use of computer in evaluation

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UNIT - II

3. Tools of Measurement & Evaluation

- Essay tests, objective type tests
- Questionnaire and Schedule
- Inventories
- Performance tests

4. Characteristics of a Good Measuring Instruments

- Concepts of True and Error scores
- Reliability
- Validity
- Norms
- Usability

UNIT - III

5. Test Standardization

- Norm referenced and criteria referenced tests
- Standard scores, T-scores and C- Scores
- Construction and standardization of an achievement test
- Interpretation of test scores and methods of feedback to students

6. Analysis of Variance

- Analysis of Variance (upto two ways): Concept, assumptions, computation and uses

UNIT - IV

7. Concept and Measurement of the following:

- Achievement tests
- Aptitude tests
- Intelligence tests
- Attitude and Values scales
- Interest inventories

8. Correlation

Concept, Computation and Significance of the following: -

- Biserial correlation
- Point-biserial correlation
- Tetrachoric correlation
- Phi-Coefficient
- Partial correlation
- Multiple correlation

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SELECTED READINGS

1. Adams, G.K. (1965). Measurement and Evaluation in Psychology Education and Guidance, Holt, Rinehart & Winston, New York
2. Aggarwal, Y.P. (1998), Statistical Methods: Concept, Applications and computations, Computation, Sterling, New Delhi
3. Aggarwal, R.N. and Asthana, Vipin (1983), Education Measurement

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Course – IX (Opt-i): Management and Administration of Education

Ext. Marks : 70
Int. Marks : 30
Max. Marks : 100
Time : 03 Hrs

Note: Paper setters will set nine Questions in all out of which students will be required to attempt five questions
Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of four short questions of 3.5 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions will carry 14 marks each.

COURSE OBJECTIVES

To enable the students to:

- i. acquaint with changing concepts of educational management alongwith their significance.
- ii. understand educational management as a process at various levels
- iii. develop an understanding about education and problems of educational trends
- iv. know about resources of education and problems of educational finance.
- v. learn about planning and organizing supervisory programmes in educational institutions.

COURSE CONTENTS

UNIT – I

1. Meaning Nature and Scope of Educational Administration, Relationship among management, administration, supervision and planning
2. Development of modern concept of Educational Administration from 1900 to present day.
 - Taylorism
 - Administration as a process
 - Human relations approach to Administration
3. Meeting the Psychological Needs of Employees

UNIT- II

4. Specific Trends in Educational Administration :
 - Decision Making
 - Organizational Compliance
 - Organizational Development
 - PERT
5. (a) Meaning and Nature of Leadership
(b) Theories of Leadership
6. (a) Styles of Leadership
(b) Measurements of Leadership

UNIT - III

7. (a) Meaning and Nature of Educational Planning
(b) Approaches to Educational Planning
8. (a) Perspective Planning
(b) Institutional Planning

UNIT - IV

9. Meaning and Nature of Educational Supervision as a :

- (a) Service activity
 - (b) Process
 - (c) Function
10. (a) Modern Supervision and Functions of Supervision
(b) Planning, Organizing and Implementing Supervisory Programmes

SELECTED READINGS

1. Harbison I.F. (1967) Educational Planning and Human Resource Development, Paris: UNESCO
2. Hardinbg, H. (1987), Management Appreciation, Londo: Pritman Publishing
3. Hatehy, H.J. (1968). Educational Plananing Programme Budgeting-A System Approach, New Jersey: Prentice Hall
4. Kingrough, R.B. and Nunnery, M.Y. (1983). Educational Administration-An Introduction, N.Y.: Macmillan
5. Ravishankar, S. Mishra, R.K. and Sharma, M.L. (1988). Human Resource Development, Bombay: Dhruv & Deep
6. Shukla, P.D. (1983) Administration of Education in India, New Delhi Vikas
7. Sinha, P.S.N. (ed) (2002). Management and Administration in Govt., New Delhi: Commonwealth Publishers
8. Spears, H. (1955). Improving the Supervision of Instruction, N.Y: Prentice Hall
9. Willes Kimbal (1955). Supervision for better School. N.Y. Prentic Hall

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Course – IX (Opt-ii) : Educational Technology

Ext. Marks : 70
Int. Marks : 30
Max. Marks : 100
Time : 03 Hrs

Note: Paper setters will set nine Questions in all out of which students will be required to attempt five questions. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of four short questions of 3.5 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions will carry 14 marks each.

COURSE OBJECTIVES

To enable the students to:

- understanding of concept, origin and characteristics of educational Technology.
- differentiate between hardware and software.
- acquaint with skill of framing educational objectives.
- develop the skill of designing instructional system.
- understand programme learning.
- use educational technology for improving teacher's behavior.

COURSE CONTENTS

UNIT – I

- Meaning and scope of Educational Technology. Systems approach to Educational and its Characteristics, components of Educational Technology software and Hardware
- Multimedia approach in Educational Technology.

UNIT – II

- Modalities of teaching-Teaching as different from indoctrination, instructions, conditioning and training
- Stages of Teaching-Pre-active, Interactive and Post active
- Teaching at different levels-Memory, understanding and reflective levels of organizing teaching and learning
- Programmed Instruction : Origin, principles and characteristics
- Types : Linear, Branching and mathematics
- Development of Programme: Preparation, Writing, Try out and Evaluation

UNIT -III

- Modification of Teaching behavior, Micro-Teaching, Flanders Interaction Analysis, Simulation
- Communication Process: Concept of Communication, Principles, Modes and Barriers to communication.
Class-room communication (Interaction, Verbal and Non-verbal)
- Model of Teaching: Concept, Different Families of Teaching Models

UNIT -IV

- Designing instructional system: Formulation of instructional objectives, Task Analysis, Designing of instructional strategies: Lecture, Team Teaching, Discussion, Seminar, Tutorials and Brain storming sessions
- Development of evaluation Tools: Norm referenced Tests and Criterion referenced Tests
- Development of Educational Technology in distance Education: concept of distance Education, distance and Open Learning systems, Student support Services: Evaluation strategies in Distance Education, Counseling in distance Education

SELECTED READINGS

1. Davies, I.K. The Management of Learning, London: Mc Graw Hill 1971
2. Dececco, J.P. The psychology of Learning and Instruction, New Delhi, Prentice Hall, 1988
3. Kulkarni, S.S. Introduction to Educational Technology, New Delhi: Oxford & IBH Publishing Company, 1986
4. Kumar K.L. Educational Technology, New Delhi: New age International Publishers, 1996
5. Locates, C.N. and Atkinson, F.D. Media and Technology for Education and Training, London: Charles E. Publishing Co. 1984
6. Mavi, N.S. Programmes Learning – An empirical Approach, Kurukshetra, vishal Publishers, 1984
7. Joyce, B. & WellM. Modles of Teaching, New Delhi, Prentice Hall 1992
8. Merrit, M.D. (Ed.) Instructional Design, New York, 1971
9. Mukhopadhyay, M (Ed.) "Educational Technology, New Delhi, Streling, 1990
10. Panday K.P. A First Course in instructional Technology, Delhi: Amitash Prakashan, 1983
11. Pandey, K.P. Dynamics of Teaching Behaviour, Ghaziabad, Amitash Prakashan, 1983
12. Pandey, S.K. Teaching Communication, New Delhi. Common wealth Publishers, 1997
13. Prcival, F and Ellington H. A Handbook of Educational Technology, New York, Kogan Page, 1988
14. Skinner B.F. The Technology of Teaching, New York, Appleton Century Crofts, 1968
15. Vedanayagam E.G. Teacching Technology for College Teachers, New Delhi, Sterling Publisher, 1988

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Course – X (Opt-i) : Mental Hygiene and Education, & Field Work

Ext. Marks : 70
Int. Marks : 30
Max. Marks : 100+50
Time : 03 Hrs

- Note:**
- i) Paper setters will set nine Questions in all out of which students will be required to attempt five questions in all.
 - ii) Q. No. 1 will be compulsory and will carry 14 marks. It will be comprised of 5 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
 - ii) two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.

COURSE OBJECTIVES

To enable the students to:

- i. understand the concept of mental health and hygiene.
- ii. develop awareness of good mental health in both teachers and students.
- iii. identify principles and conditions conducive to good mental health.
- iv. suggest measures for fostering good mental health among students.
- v. explain the interrelationship among personality adjustment and mental health.
- vi. develop the understanding of the role of home, school and society in mental health.

COURSE CONTENTS

UNIT – I

1. Mental Health and Mental Hygiene

- a. Concepts of Mental health and Mental Hygiene
- b. Criteria of Mental Health
- c. Concept of Wholesome and Abnormal Personality
- d. Aspects, Goals and Principles of Mental Hygiene

2. Relationship between Human Needs and Mental Health

- a. Nature of Needs
- b. Organic Socio-Psychological and Educational Needs
- c. Meeting the needs of Children
- d. Special needs of Indian Adolescents

UNIT – II

3. Adjustment

- a. Concept and Process of Adjustment

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- b. Concept and Causes of Maladjustment
 - c. Adjustment Mechanism : substitution, Withdrawal, Compensation, Sublimation, Rationalization, Projection, Reaction Formation, Regression, Fixation
 - d. Conflict: Concept and Types of Conflict

4. Diagnostic and Remedial Techniques

- a. Case Study, Interview, Psycho analysis, Individual and Group Psycho Therapies and their usefulness
- b. Psychotherapies : Counseling therapy and its types
- c. Play Therapy, Rational Emotive Psychotherapy, Behaviour therapy.

UNIT – III

5. School and Mental Health

- a. Teacher and Mental Health
- b. Some questionable School Practices
- c. Personality Problems in Class room
- d. Classroom approaches to mental health
- e. Place of Mental Hygiene in school curriculum
- f. Principles of curriculum construction from mental hygiene point of view

6. Home, Community and Mental Health

- a. Home and Mental Health
- b. Qualities of healthy home environment
- c. Child rearing practices and personality development
- d. Community and mental health

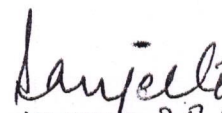
UNIT – IV

7. Religion and Mental Health

- a. Relationship between Religion and Mental Health
- b. Positive and negative role of religion in Mental Health
- c. Concept of Mental Health from Ancient Indian point of view

8. Yoga for Mental Health

- a. Concept of Yoga in Ancient India
- b. Yoga as the Scientific method for the development of personality
- c. Yoga as the System for Preserving the Mental Health
- d. Accepting Yoga in the modern life


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SELECTED READINGS

1. Arkoff, Abe: Adjustment and Mental Health, New York: McGraw Hill Company, 1968
2. Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and Unwin, 1952
3. Akhilananda Swami, Hindu psychology, London, Routledge, 1953
4. Bahadur Mal, Mental Health in theory and Practice Udaypur V>V.R.I., 1955
5. Bernard, Harold W. Mental Hygiene for Class-room Teachers, New York: McGraw, Hill Book Co. 1952
6. Bonny, Merl E: Mental Health in Education, Boston: Allyn and Bacon Inc, 1960
7. Burbury, W.M. Badiant, E. et Al: An introduction to Child Guidance, London: MacMillan & Co.
8. Capuzzi David and Gross Douglas R: Introduction to Counseling, London, Allyn and Bacon, 1995
9. Carol, Herbert, A; Mental Hygiene: The Dynamics of Adjustment (3rd ed.) Englewood Cliffs, New Jersey: Prentice Hall, Inc, 1956
10. Coleman, J.C. Abnormal Psychology and Modern Life, Bombay, D.B. Para Porewala Sons & Co. 1976
11. Crow, Lester D & Crow, Alince: Mental Hygiene, New York: McGraw Hill Book Company, Inc, 1952
12. Garg, B.K. An Introduction to Mental Health, Ambala, Associated Publications (2002).
13. Hadfield, J.A. Psychology and Mental Health, London: George Allen and Unwin Ltd, 1952
14. Kallam, S.G. al: Mental Health and Going to School, Chicago: University of Chicago Press, 1975
15. Sinha, A.K. The Concept of Mental Health in India and Western Psychologies, Kurukshetra, Vishal Publications, 1982
16. Suran Bhan & N.K. Dutt, Mental Health through Education, New Delhi, Vision Books Publications, 1978
17. Suraj Bhan, Towards a Happier Education, Jalendhaer City, University Publications, 1952
18. Thork, G.L. and Olsen, S.L. Behaviour Therapy: Concepts, Procedures and Application, London. Allyn Bacon, 1999
19. Thorpe, L.P.: The Psychology of Mental Health, New York: The Ronald Press Co. 1950
20. Watkins Ted. R. and Callicut, James W: Mental Health: Policy & Practice Today, New Delhi. Saga Publications, 1990
21. Wolberg, Lewis R: The Techniques of Psychotherapy, London, Jason Aronson Inc. 1995

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Ext. Marks : 70
Int. Marks : 30
Max. Marks : 100+50
Time : 03 Hrs

Note: Paper setters will set nine Questions in all out of which students will be required to attempt five questions. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of four short questions of 3.5 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions will carry 14 marks each.

COURSE OBJECTIVES

To enable the students to:

- i. have better understanding of life and the world around.
- ii. make them aware of the importance of making right choice in life, education, vocation, etc.
- iii. help them realize the importance of working with a group, for a group and in a group.
- iv. make them feel that each individual is capable of making some unique contribution to the all growth and development of the society because of his unique potentialities.
- v. apprise them of the worth of understanding and assessing the individual correctly.

COURSE CONTENTS

UNIT - I

1. Concept, importance and areas of guidance-educational guidance, vocational guidance and personal guidance
2. Organization of guidance services in schools-need, principles and mechanism of organizing guidance functions
3. Occupational information-meaning and need. Methods of imparting occupational information. Sources of occupational material in India

UNIT – II

4. Group guidance-Meaning, advantages, principles and kinds of group guidance.
5. Guidance of Exceptional Children-Physically Handicapped, Gifted children with Behavioural Problems

UNIT – III

6. Job Analysis – Meaning. Types and purposes of job Analysis
7. Placement Service-Meaning, Functions and principles
8. Follow-up Service-Meaning, purposes and characteristics


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UNIT - IV

9. Study of the individual, data collection Techniques of Information-Standardized and Non-standardized Techniques: Anecdotal Record, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview and Cumulative Records

10. **Counseling – Meaning, Need and Principles:**

- Directive counseling: Concept, procedure, advantage and limitation
- Non-Directive Counseling: Concept, Procedure, Advantages and limitations
- Eclectic Counseling-Concept, procedure, advantages and limitations

SELECTING READINGS

1. Bernard, Harold W & Fullmer Daniel W. Principles of Guidance, Second Edition, New York-Thoms. Y. Crowell company, 1977
2. Jones J.A. Principles of Guidance: Bombay, Tata, New York, McGraw Hill, 1970
3. Myres, G.E. Principles and Techniques of Vocational guidance, New York, McGraw Hill
4. Granz F.M.: Foundation and Principles of Guidance, Boston, Allyn and Bacon
5. Miller, F.W: Guidance Principles and Services, Columbia Ohio, Merrill, 1961
6. Panday K.P. Educational and Vocational Guidance in India-Vishwa Vidyalaya Prakashan chowk, Varansi, 2000
7. McGown, J.P. Schmidt: Counseling: Readings in Theory and Practice, New York Holt, Rinehart and Winston, 1962
8. Tolberet, E.L: Introduction of Counseling, New York, McGraw Hill, 1967
9. Strang, Ruth: Counseling Techniques in College and Secondary Schools, New York, Harpar.
10. Taxler, A.E. Techniques of Guidance, New York, McGraw Hill, 1964
11. Robinson: Principles and Procedures in Student Counseling, New York, Harper & Roe.
12. Super, D.E. Schmidt: Appraising Vocational Fitness by means of Psychological Testing, New York: Harper and Row, 1962

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Max. Marks : 100

Dissertation

The students will work under the guidance of a supervisor to be allotted by Chairman/Principal of Department/ College by 31st march of the Session. The Viva-Voce will be held on a date to be fixed by the University.

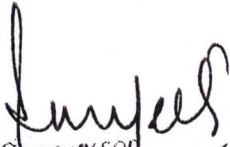
Dissertation and Viva-Voce will be evaluated by external examiner.

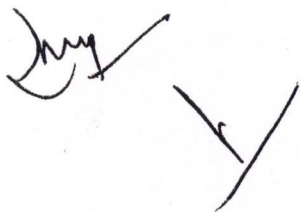
***Field Work**

Max. Marks : 50

Field work will be compulsory for all students. It will be evaluated by external examiner. External evaluation will be done on the basis of:

- Observation of pupil-teacher/teacher's four lessons
- Detailed case study of an institution
- Any other work as decided by the Department/ College


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Annexure to
Item 42(2)
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हिंदी
सेमेस्टर-2

Nomenclature of the course: मध्यकालीन हिंदी कविता

Course code: B23-HIN-201

Course type: CC-2/MCC-3

Level of the course: 100-199

Credits: 4 (Theory 3, Tutorial 1)

Total Marks: 100
External Exam Marks: 70
Internal Assessment: 30
Time: 3 Hrs

Workload: 4 hours (3 hours theory and 1 hour Tutorial)

Course Learning Outcomes:-

- B23-HIN-201-1: कविता के विभिन्न पहलुओं का ज्ञान
B23-HIN-201-2: कवियों की अंतरचक्षु का संवेदनात्मक बोध
B23-HIN-201-3: हिंदी साहित्य के आदिकाल का इतिहास बोध
B23-HIN-201-4: भारतीय काव्यशास्त्र का तार्किक ज्ञान

इकाई-1 व्याख्या हेतु पाठ्य सामग्री:- कबीर दास 'कबीर ग्रन्थावली' (सम्पादक- श्यामसुंदरदास) साखी गुरुदेव कौ अंग- दोहा संख्या 3, 4, 11, चिंतावणी कौ अंग- दोहा संख्या-39, माया कौ अंग- दोहा संख्या 4, 8, कुसंगति कौ अंग- दोहा संख्या-7, संगति कौ अंग- 7, 8, निंदा कौ अंग- 3, 8, निहकर्म पतिव्रता कौ अंग- दोहा संख्या 3, 16, साधो कौ अंग- दोहा संख्या- 3, 12, रस कौ अंग- दोहा संख्या 2, मन कौ अंग- दोहा संख्या- 5, 12, 26, कथनी बिना करणी कौ अंग- दोहा संख्या- 4, भ्रम विधौसरण की अंग- दोहा संख्या 8, 10

सूरदास- सूरसागर सार सटीक (सम्पादक डा. धीरेन्द्र वर्मा) विनय और भक्ति- पदसंख्या- 1, 4, 22, बाल लीला पद संख्या-18, 43, वृन्दावन लीला- पद संख्या- 11, 13, भ्रमरगीत-पद संख्या 68, 76, 80

तुलसीदास - कवितावली (गीताप्रेस, गोरखपुर), बाल काण्ड पद संख्या 1, 3, 6, अयोध्या काण्ड- 1, 11, 12, उत्तरकाण्ड 26, 27, 28

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मीरांबाई- मीरांबाई की पदावली (परशुराम चतुर्वेदी द्वारा सम्पादित) पद संख्या- 2, 3, 9, 14, 15, 17, 20, 23

घनानन्द- घनानन्द कवित्त (विश्वनाथ प्रसाद मिश्र, सम्पा.), 1-10 पद

रसखान- रसखान रचनावली (विद्या निवास मिश्र, सत्यदेव मिश्र- प्रेम वाटिका, सम्पा.)
दोहा संख्या 1, 2, 6, 7, 11, सुजान रसखान 1, 2, 3, 6, 11, 28, 30

बिहारी- बिहारी रत्नाकर (जगन्नाथ रत्नाकर), दोहा संख्या- 1, 11, 31, 41, 71, 78, 121, 25, 32, 38, 46, 48, 55, 57, 60

इकाई-2 कबीर की भक्ति भावना: गुरु का महत्व; सामाजिक चेतना; भाषा-शैली; सूरदास की भक्ति भावना; विरह वर्णन; बाल-लीला वर्णन; तुलसीदास की प्रासंगिकता; तुलसीदास का समन्वय भाव; तुलसीदास की भक्ति भावना; मीरांबाई की गीति योजना; मीरांबाई की प्रेम साधना; मीरांबाई का काव्य सौन्दर्य; बिहारी का नीति काव्य; बिहारी का श्रृंगार वर्णन; बिहारी का बहुज्ञत्व; घनानन्द का विरह वर्णन; घनानन्द की सौन्दर्य चेतना; रसखान की भक्ति भावना; रसखान का प्रेम निरूपण

इकाई-3 आदिकाल की सामान्य परिस्थितियां; आदिकाल का नामकरण एवं सीमा निर्धारण; आदिकाल साहित्य की मुख्य प्रवृत्तियां; रासोकाव्य - सामान्य परिचय: लौकिक काव्य - सामान्य परिचय

इकाई-4 काव्य की परिभाषा; काव्यगुण; काव्यहेतु; काव्य तत्त्व; शब्द शक्तियां

दिशा निर्देश


इकाई-1 पाठ्यक्रम में निर्धारित रचनाओं में से सप्रसंग दो व्याख्याएँ विकल्प सहित पूछी जाएंगी।
(7+7=14 अंक)
विकल्प सहित कवि का साहित्यिक परिचय पूछा जाएगा।
(8 अंक)

11/2

- इकाई-2 चार समीक्षात्मक प्रश्नों में से किन्हीं दो का उत्तर देना होगा।
(8+8=16 अंक)
- इकाई-3 निर्धारित पाठ्यक्रम में से एक प्रश्न विकल्प सहित पूछा जाएगा।
(8 अंक)
- निर्धारित पाठ्यक्रम में से चार प्रश्नों में से दो प्रश्नों का उत्तर देना होगा।
(4+4=8 अंक)
- इकाई-4 निर्धारित पाठ्यक्रम में से चार प्रश्नों में से दो का उत्तर देना होगा।
(5+5=10 अंक)
- समस्त पाठ्यक्रम से 06 वस्तुनिष्ठ प्रश्न पूछे जाएंगे।
(1×6=06 अंक)

पाठ्य पुस्तकें

1. आचार्य शुक्ल : सूरदास, वाणी प्रकाशन, दिल्ली
2. आचार्य शुक्ल :- गोस्वामी तुलसीदास, वाणी प्रकाशन, दिल्ली
3. रांगेय राघव : तुलसीदास का कथ्य शिल्प
4. रामचन्द्र तिवारी :- तुलसीदास, वाणी प्रकाशन
5. कमलानन्द झा :- तुलसीदास का काव्य-विवेक मर्यादा बोध, वाणी प्रकाशन, दिल्ली
6. योगेन्द्र प्रताप सिंह :- जन-जन के तुलसी, वाणी प्रकाशन, दिल्ली
7. बलदेव वंशी :- कबीर की चिन्ता, वाणी प्रकाशन
8. कमलाप्रसाद :- मध्यकालीन रचना और मूल्य, वाणी प्रकाशन
9. शिवकुमार मिश्र :- भक्तिकाल का लोकजीवन
10. देवीशंकर अवस्थी :- भक्ति का संदर्भ, वाणी प्रकाशन
11. डॉ. नरेश :- सूफी मत और हिन्दी सूफी काव्य
12. अयोध्या सिंह उपाध्याय 'हरिऔध' :- कबीर रचनावली
13. आचार्य हजारी प्रसाद द्विवेदी :- हिंदी साहित्य का आदिकाल
14. डॉ. भगीरथ मिश्र :- भारतीय काव्य शास्त्र
15. योगेन्द्र प्रताप सिंह :- भारतीय काव्य शास्त्र



हिंदी
सेमेस्टर-2

Nomenclature of the course: राजभाषा हिंदी: प्रावधान और प्रयोग

Course code: B23-HIN-202

Course type: M-2

Level of the course: 100-199

Credits: 2 (Theory 2)

Total Marks: 50

External Exam Marks: 35

Internal Assessment: 15

Time: 3 Hrs

Workload: 2 hours

Course Learning Outcomes:

- | | |
|-----------------------|---|
| B23-HIN-202-1: | राजभाषा के स्वरूप की जानकारी |
| B23-HIN-202-2: | राजभाषा अधिनियम एवं संवैधानिक व्यवस्था का ज्ञान |
| B23-HIN-202-3: | हिंदी की वैज्ञानिक-तकनीकी एवं अनुवाद की भाषा का बोध |
| B23-HIN-202-4: | राजभाषा हिंदी का अनुप्रयोग |

पाठ्य विषय

- | | |
|---------------|--|
| इकाई-1 | राजभाषा : परिभाषा और प्रकृति, संपर्क भाषा, राष्ट्रभाषा व राजभाषा में अंतर, प्रशासन व राजभाषा का अंतः सम्बन्ध, मानक भाषा और राजभाषा |
| इकाई-2 | हिंदी की संवैधानिक स्थिति, राजभाषा अधिनियम, राजभाषा नियम, द्विभाषीय नीति, त्रिभाषीय सूत्र |
| इकाई-3 | हिंदी का वैज्ञानिक व तकनीकी विकास – उपलब्धियां व सीमाएं, कार्यालयी हिंदी में अनुवाद की समस्या, अनुवाद और राजभाषा हिंदी का विकास |
| इकाई-4 | राजभाषा हिंदी के विविध पक्ष : टिपणी, संक्षेपण, कार्यालयी पत्राचार, हिंदी भाषा का कम्प्यूटरीकरण |



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पाठ्य-पुस्तकें

1. डॉ. मलिक मुहम्मद : राजभाषा हिन्दी : विकास के विविध आयाम, प्रवीण प्रकाशन, नई दिल्ली
2. डॉ. रवीन्द्रनाथ श्रीवास्तव : हिन्दी भाषा का समाजशास्त्र, राधाकृष्ण प्रकाशन, नई दिल्ली
3. डॉ. रामविलास शर्मा : भारत की भाषा समस्या
4. डॉ. सुभाष शर्मा, देवेन्द्र मिश्र : हिन्दी भाषा-विविध आयाम
5. डॉ. हरदेव बाहरी : हिन्दी भाषा का उद्भव, विकास और रूप, किताब महल, दिल्ली
6. दिनेश प्रसाद सिंह : व्यावहारिक हिन्दी और भाषा संरचना
7. विनोद गोदरे : प्रयोजनमूलक हिन्दी
8. अमर बहादूर सिंह (सं.) : बैंकिंग हिन्दी पाठ्यक्रम, केन्द्रीय हिन्दी निदेशालय संस्थान, आगरा

Note for paper-setters :

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (question no. 1) will contain 7 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Evaluation of Internal Assessment :

Internal Assessment (Theory) will be based on the following components :-

i-	Class Participation	:	4 marks
ii-	Seminar/Presentation/Assignment/Quiz/Class test etc	:	4 marks
iii-	Mid-term tests	:	7 marks
Total		:	15 marks

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हिन्दी
सेमेस्टर -I

Nomenclature of the Course: हिन्दी भाषा और व्याकरण

Course Code: B23-AEC- 121

Course Type: AEC

Level of the Course: 100-199

Credits: 2 (Theory 2)

Total Marks: 50

External Exam Marks: 35

Internal Assessment: 15

Time: 3 Hrs.

Workload: 2 hours

Course Learning Outcomes :

B23-AEC- 101-1	हिंदी के विविध रूप एवं बोलियों की जानकारी
B23-AEC-101-2	व्याकरण एवं देवनागरी लिपि का गहन बोध
B23-AEC- 101-3	हिंदी के शब्द भंडार में दक्षता
B23-AEC- 101-4	हिंदी शब्दानुशासन में निपुणता

पाठ्य विषय

- इकाई - 1 : हिन्दी भाषा के विविध रूप (राष्ट्रभाषा, राजभाषा, सम्पर्क भाषा); हिन्दी भाषा और भारतीय संविधान; हिन्दी की बोलियाँ
- इकाई - 2 : व्याकरण का स्वरूप और महत्व, देवनागरी लिपि का मानकीकरण, हिन्दी की वर्ण व्यवस्था : स्वर एवं व्यंजन
- इकाई - 3 : हिन्दी भाषा शब्द भण्डार : तत्सम, तद्भव, देशज, विदेशी; शब्द रचना : उपसर्ग, प्रत्यय; पर्यायवाची शब्द; विलोम शब्द; संज्ञा; सर्वनाम; विशेषण; क्रिया
- इकाई - 4 : मुहावरे लोकोक्तियाँ; हिन्दी की वाक्य रचना; वाक्य के भेद; शब्द शुद्धि; वाक्य शुद्धि; पारिभाषिक शब्दावली

Nw

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सहायक पुस्तकें:

1. कामता प्रसाद गुरु : हिन्दी व्याकरण, प्रभात प्रकाशन, नई दिल्ली
2. किशोरी दास वाजपेयी : हिन्दी शब्दानुशासन, नागरी प्रचारिणी सभा, काशी
3. भोलानाथ तिवारी : हिन्दी भाषा की संरचना, वाणी प्रकाशन, दिल्ली
4. डॉ. हरदेव बाहरी, डॉ. केदार शर्मा : सामान्य हिन्दी, जैन प्रकाशन मंदिर, जयपुर
5. पृथ्वी नाथ पाण्डेय : सामान्य हिन्दी, नालंदा पब्लिकेशन

Note for paper-setters :

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (question no. 1) will contain 7 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Evaluation of Internal Assessment :

Internal Assessment (Theory) will be based on the following components-

I. Class Participation	: 4 Marks
II. Seminar/Presentation/Assignments/ Quiz/Class Test etc.	: 4 Marks
III. Mid-Term Exam	: 7 Marks
Total	: 15 Marks

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हिन्दी
सेमेस्टर-II

Nomenclature of the Course: हिन्दी भाषा एवं सम्प्रेषण : मौखिक सम्प्रेषण

Course Code: B23-AEC- 221

Course Type: AEC

Level of the Course: 100-199

Credits: 2 (Theory 2)

Total Marks: 50

External Exam Marks: 35

Internal Assessment: 15

Time: 3 Hrs.

Workload: 2 hours

Course Learning Outcomes :

- | | |
|----------------|---|
| B23-AEC- 221-1 | सम्प्रेषण एवं अन्तर्राष्ट्रीय, प्रौद्योगिकी के क्षेत्र की जानकारी |
| B23-AEC- 221-2 | प्रभावी सम्प्रेषण का बोध |
| B23-AEC- 221-3 | भारत में बोली जाने वाली हिन्दी एवं ध्वनियों का गहन बोध |
| B23-AEC- 221-4 | साक्षात्कार एवं भाषण की प्रस्तुति एवं कौशल में दक्षता |

पाठ्य विषय

- इकाई - 1 : सम्प्रेषण का अर्थ; प्रकृति महत्व और उद्देश्य, सम्प्रेषण के तत्व व प्रकार; सम्प्रेषण की विशेषताएं, सम्प्रेषण की प्रक्रिया, सांस्कृतिक और अन्तर्राष्ट्रीय सम्प्रेषण, प्रौद्योगिकी आधारित सम्प्रेषण के उपकरण, मौखिक और गैर मौखिक सम्प्रेषण
- इकाई - 2 : सम्प्रेषण श्रवण प्रक्रिया, श्रवण में बाधाएं, श्रवण के प्रकार, प्रभावी ढंग से श्रवण के लाभ, नोट्स लेना और नोट्स बनाना
- इकाई - 3 : भारत में बोली जाने वाली हिन्दी, हिन्दी भाषा ध्वनियों का विवरण और अभिव्यक्ति, हिन्दी में भाषा के अंग, वर्तनी और उच्चारण, शब्दकोश के अनुसार शब्दों में प्राप्त उच्चारण का अन्तर्राष्ट्रीय ध्वन्यात्मक वर्णमाला प्रतिलेखन
- इकाई - 4 : प्रस्तुति कौशल, साक्षात्कार कौशल, साक्षात्कार के लिए तैयारी, साक्षात्कार तकनीक, भाषण कौशल; भाषण की तैयारी, भाषण की प्रस्तुति, सार्वजनिक भाषण

Nbr

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सहायक पुस्तकें :

1. संचार कौशल : डॉ. महादेव पाण्डेय व अनूप कुमार दीक्षित
2. बोलचाल की कौशल कला : रमेश सानवाल
3. संवाद कौशल : आशा भागवत
4. नए जन संचार माध्यम हिंदी : सुधीश पिचौरी, अचला शर्मा, राजकमल प्रकाशन, नई दिल्ली
5. भाषण कला : महेश शर्मा, प्रभात प्रकाशन, नई दिल्ली

Note for paper-setters:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (question no. 1) will contain 7 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Evaluation of Internal Assessment

Internal Assessment (Theory) will be based on the following components.

I. Class Participation	4 Marks
II. Seminar/Presentation/Assignments/Quiz/Class Test etc.	4 Marks
III. Mid-Term Exam	7 Marks
Total	15 marks



हिन्दी
सेमेस्टर -III

Nomenclature of the Course: हिन्दी भाषा एवं सम्प्रेषण: लेखन सम्प्रेषण

Course Code: **B23-AEC- 321**

Course Type: **AEC**

Level of the Course: **200-299**

Credits: 2 (Theory 2)

Total Marks: 50

External Exam Marks: 35

Internal Assessment: 15

Time: 3 Hrs.

Workload: 2 hours

Course Learning Outcomes :

- | | |
|------------------------|---|
| B23-AEC-- 321-1 | लेखन एवं प्रभावी सम्प्रेषण के स्वरूप एवं महत्व का ज्ञान |
| B23-AEC-- 321-2 | कार्यालयी लेखन कौशल में प्रवीणता |
| B23-AEC-- 321-3 | समाचार और सम्पादकीय का ज्ञान |
| B23-AEC-- 321-4 | अनुवाद के क्षेत्र में व्यावहारिक पहलुओं का बोध |

पाठ्य विषय

- इकाई - 1 :** लेखन सम्प्रेषण : अभिप्राय, उद्देश्य, महत्व, प्रक्रिया, पद्धतियां; लेखन कौशल : प्रभावी लेखन कौशल के गुण
- इकाई - 2 :** कार्यालयी लेखन : रिपोर्ट, कार्यालयी पत्राचार; ज्ञापन, अनुस्मारक, पल्लवन, टिप्पण, संक्षेपण; संवाद लेखन, निबन्ध लेखन
- इकाई - 3 :** मीडिया लेखन : समाचार, सम्पादकीय, फीचर, वार्ता
- इकाई - 4 :** अनुवाद सिद्धांत और व्यवहार : महत्त्व; प्रक्रिया, प्रकार, हिंदी में अनुवाद की उपलब्धियां और सीमाएं



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सहायक पुस्तकें:

1. हिन्दी भाषा : लेखन कौशल : संजयकपूर
2. बदरीनाथ कपूर : परिष्कृत हिन्दी व्याकरण
3. अच्छी हिंदी : रामचंद्र वर्मा, बद्रीनारायण कपूर, लोकभारती प्रकाशन, दिल्ली
4. हिंदी प्रयोग : रामचंद्र वर्मा, बद्रीनारायण कपूर, लोकभारती प्रकाशन, दिल्ली
5. अनुवाद की समस्याएं : जी. गोपीनाथन, लोकभारती प्रकाशन, दिल्ली
6. अनुवाद सिद्धांत और प्रयोग : जी. गोपीनाथन, लोकभारती प्रकाशन, दिल्ली
7. हिन्दी भाषादार्श : भागीरथ मिश्र, शुभकार कपूर, लोकभारती प्रकाशन, दिल्ली

Note for paper-setters:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (question no. 1) will contain 7 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Evaluation of Internal Assessment

Internal Assessment (Theory) will be based on the following components.

I. Class Participation	: 4 Marks
II. Seminar/Presentation/Assignments/Quiz/Class Test etc.	: 4 Marks
III. Mid-Term Exam	: 7 Marks
Total	: 15 Marks

ABW

हिन्दी
सेमेस्टर -IV

Nomenclature of the Course: हिन्दी भाषा एवं सम्प्रेषण : व्यक्तित्व विकास

Course Code: **B23-AEC- 421**

Course Type: **AEC**

Level of the Course: **200-299**

Credits: 2 (Theory 2)

Total Marks: 50

External Exam Marks: 35

Internal Assessment: 15

Time: 3 Hrs.

Workload: 2 hours

Course Learning Outcomes :

B23-AEC- 421-1	व्यक्तित्व विकास की प्रक्रिया का बोध
B23-AEC- 421-2	नेतृत्व क्षमता का विकास
B23-AEC- 421-3	व्यक्तित्व में मूल्यों का संवर्धन
B23-AEC- 421-4	समय प्रबन्धन व तनाव प्रबंधन की दक्षता

पाठ्य विषय

- इकाई: 1** व्यक्तित्व: व्यक्तित्व की परिभाषा, व्यक्तित्व विकास के तत्व, प्रकार, सॉफ्टकौशल, सॉफ्टकौशल में सुधार, व्यक्तित्व लक्षण नेतृत्व गुण, स्वामी विवेकानन्द के व्यक्तित्व विकास की अवधारणा, व्यक्तित्व विकास में भाषा एवं साहित्य का योगदान
- इकाई: 2** नेतृत्व निर्माण : नेतृत्व से अभिप्राय, सफल नेता के गुण, नेतृत्व के लाभ, प्रेरणा और लक्ष्य का निर्धारण, लक्ष्य प्राप्ति, सफलता-विफलता की अवधारणा, सफलता प्राप्त करने में बाधाएं, सफलता के लिए महत्वपूर्ण कारक, टीम निर्माण, टीम कार्य, इमोशनल इंटेलीजन्स का अर्थ एवं महत्व
- इकाई: 3** मूल्य; मूल्यों की शक्ति, व्यक्तिगत मूल्य, सांस्कृतिक मूल्य, सामाजिक मूल्य, शिष्टाचार मूल्य; शिष्टाचार का वर्गीकरण, अच्छे आचरण की अभ्यास, आत्मानुशासन का महत्व, आत्म मूल्यांकन एवं विकास
- इकाई: 4** समय प्रबन्धन; अर्थ, महत्व, समय प्रबन्धन की तकनीक और शैलियां, टाइम मैट्रिक्स, प्रभावी शैड्यूलिंग, तनाव प्रबन्धन; तनाव प्रबन्धन का अर्थ, परिचय, कारण तनाव के प्रभाव एवं प्रकार, तनाव के स्रोत, तनाव प्रबन्धन की तरकीब

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सहायक पुस्तकें :

1. डॉ. पुनीत बिसारिया : संचार कौशल और व्यक्तित्व विकास, प्रभात प्रकाशन
2. डॉ. अरविन्द कालिया : व्यक्तित्व विकास, पत्रिका प्रकाशन, नई दिल्ली
3. आशा भागवत : संवाद कौशल, डायमंड पब्लिकेशन, नई दिल्ली
4. काजल गौर : समय प्रबन्धन और तनाव से मुक्ति, टू साइन पब्लिशिंग हाउस, मध्यप्रदेश

Note for paper-setters:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (question no. 1) will contain 7 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Evaluation of Internal Assessment :

Internal Assessment (Theory) will be based on the following components.

i. Class Participation	4 Marks
ii. Seminar/Presentation/Assignments/Quiz/Class Test etc.	4 Marks
iii. Mid-Term Exam	7 Marks
Total	15 Marks

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Annexure-~~to~~
~~Item 42(3)~~
42(3)

CENTRE FOR DISTANCE AND ONLINE EDUCATION
KURUKSHETRA UNIVERSITY KURUKSHETRA
(Established by the State Legislature Act XII of 1956)
("A++" Grade, NAAC Accredited)

SCHEME OF EXAMINATIONS

FOR

MASTER OF LIBRARY & INFORMATION SCIENCE

SESSION JULY 2023

Paper No.	Nomenclature of Papers	Type	IA	Max. Marks	Pass Marks	Total Marks
I	Information Analysis, Consolidation and Repackaging	Th.	30	70	45	100
II	Information Systems Management	Th.	30	70	45	100
III	Information Retrieval	Th.	30	70	45	100
IV	Research Methods and Statistical Techniques	Th.	30	70	45	100
V	Social Science Information System	Th.	30	70	45	100
VI	Advanced ICT Applications in LIS (Theory)	Th.	30	70	45	100
VII	Advanced ICT Applications in LIS (Practice)	Pr.	--	100	45	100
VIII - A	Depth Classification (Practice)	Pr.	--	50	23	50
VIII - B	Advanced Cataloguing (Practice)	Pr.	--	50	23	50
	Total					800

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PAPER – I: INFORMATION ANALYSIS, CONSOLIDATION AND REPACKAGING

Total Marks: 100

Max. Marks ET Theory: 70

Max. Marks IA Theory: 30

Duration of Theory Exam: 3 Hrs.

Objectives

- (i) To impart to students thorough understanding of the conceptual framework of Information Consolidation and Repackaging.
- (ii) To train the students with the practical skills for preparation of Information Products.
- (iii) To introduce the concept of Marketing of Information Products and Services.

Note: The paper is divided into 4 Units. The examinees will be required to attempt **Five** questions in all, including Question 1, which is compulsory and selecting **One** question from each Unit (I-IV). Question 1 will consist of 7 short Answer (2 marks each) questions (having no internal choice) spread over the whole syllabi. The Examiner will set **Two** questions from each Unit.

UNIT – I: Information Consolidation

- Definitional Analysis, purpose, process and role of Information Consolidation.
- Value and benefits of Consolidation.
- Packaging and Repackaging of Information.
- Modes of presentation.

UNIT – II: Processing Methods and Techniques – I

- Information Products: Types and Methodology for Preparation.
- Abstract and Abstracting: Types and Guidelines in preparing Abstract.
- Technical Writing: Scaling to Audience.

UNIT – II: Processing Methods and Techniques – II

- Role of various specialists in Design and Development of Information Products.
- Methodology for preparation of House Journals, Newsletters, Technical Digests, Trend Reports, Reviews and related products.

UNIT – IV: Management of Information Consolidation Centres

- Management of an Information Consolidation Unit (ICU)
- Concept of Marketing.
- Marketing of Information Products and Services.

Books Recommended

1. SEETHARAMA (S). Information consolidation and repackaging. 1997. Ess Ess, New Delhi.
2. ATHERTON (Pauline). Handbook for information Systems and Services. 1977. Unesco, Paris.
3. DRTC Annual Seminar 18; 1981.
4. SARACEVIC (T) and WOOD (J S). Consolidation of information: A Handbook of evaluation, restructuring and repackaging of scientific and technical information 1981. Unesco, Paris.
5. SEETHARAMA (S). Modes of presentation of information in information consolidation products. *Library Science with a Slant to Document*, 22; 1985; Paper E.

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Dr. M. S. Chandra

Dr. A. K. Singh

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PAPER – II: INFORMATION SYSTEMS MANAGEMENT

Total Marks: 100

Max. Marks ET Theory: 70

Max. Marks IA Theory: 30

Duration of Theory Exam: 3 Hrs.

Objectives

- (i) To develop an understanding of modern Principles of Management.
- (ii) To familiarise with the process of Planning and Various Types of Plans.
- (iii) To develop an understanding of various Organisational Positions and Techniques of Managing Human Resources.
- (iv) To familiarise with the Systems Approach in Libraries and Quality in Library Functions and Services.

Note: The paper is divided into 4 Units. The examinees will be required to attempt *Five* questions in all, including Question 1, which is compulsory and selecting *One* question from each Unit (I-IV). Question 1 will consist of 7 short Answer (2 marks each) questions (having no internal choice) spread over the whole syllabi. The Examiner will set *Two* questions from each Unit.

UNIT – I: Management

- Concept, Definition and Scope.
- Principles of Scientific Management.
- Management Schools of Thought: Classical School, Human Behaviour and Human Relation

UNIT – II: Human Resource Management

- Meaning, Functions and Objectives of HRM.
- Job Description, Job Analysis and Job Evaluation.
- Recruitment and Selection Procedure.
- Training and Development.
- Motivational Patterns: Maslow's Need Hierarchy. Herzberg's Two Factor Theory. McGregor's Theory X and Y.
- Performance Appraisal: Objectives, Problems in Rating, Methods of Performance Appraisal.

UNIT – III: System Analysis and Control

- System Analysis and Design.
- Work Flow and Organisational Routines.
- Monitoring Techniques: OR, MIS, MBO, Network Analysis, Budgeting as a Monitoring Techniques, Monitoring Team or Consultants.
- Evaluation Techniques.

UNIT – IV: Library Planning and Total Quality Management (TQM)

- Library Planning: Types of Plans, Factors and Techniques of Library Planning
- TQM: Definition, Concept and Elements.
- Quality Standards: ISO 9000 Series.

Books Recommended

1. EVANS (G E). Management techniques for libraries. Ed.2. 1983. Academic Press, New York.
2. STEUART (Robert) and EASTLICK (John T). Library management Ed. 2. 1991. Libraries Unlimited, Colorado.
3. BROPHY (Peter) and COULLING (Kate). Quality management for information and library managers. 1996. Aslib Gover, Hampshire.
4. JONES (Noragh) and JORDAN (Peter). Case studies in library management. 1988. Clive Bingley, London.

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Total Marks: 100

Max. Marks ET Theory: 70

Max. Marks IA Theory: 30

Duration of Theory Exam: 3 Hrs.

Objectives

- (i) To introduce the Concept and Principles of Indexing;
- (ii) To acquaint with the Role and Types of Indexing Languages; and
- (iii) To familiarise with the Advanced Information Processing and Retrieval Techniques.

Note: The paper is divided into 4 Units. The examinees will be required to attempt *Five* questions in all, including Question 1, which is compulsory and selecting *One* question from each Unit (I-IV). Question 1 will consist of 7 short Answer (2 marks each) questions (having no internal choice) spread over the whole syllabi. The Examiner will set *Two* questions from each Unit.

UNIT – I: Cataloguing and Subject Indexing: Principles and Practices

- Principles of Subject Cataloguing.
- Assigning Subject Headings using:
 - Library of Congress Subject Headings (LCSH)
 - Sears List of Subject Headings. (SLSH)
 - Chain Procedure.

UNIT – II: Indexing Techniques

- Models: Assigned and Derived.
- Pre and Post Coordinate indexing.
- Trends in Automatic Indexing.

UNIT – III: Indexing Languages and Vocabulary Control

- Indexing Languages: Types and Characteristics.
- Vocabulary Control. Tools of Vocabulary Control: Concept, Meaning and Tools.
- Structure and Construction of IR Thesauri.

UNIT – IV: Information Retrieval

- Search Strategies: Manual/ Machine, Feedback and Refining.
- Evaluation of IR Systems.
- IR Models.
- Trends in IR Models.
- Projects and Parameters.

Books Recommended

1. FOSKETT (A C). Subject approach to information. Ed.5. 1996. Bingley, London.
2. CHOUDHURY (G G). Introduction to modern information retrieval. 1999. Library Association, London.
3. AUSTIN (Derek). PRECIS: A manual of concept analysis. 1984. British Library, London.
4. RAJAN (T N). Indexing systems: Concepts methods and techniques. 1981. IASLIC, Calcutta.
5. GILCHRIST (Alan). Thesaurus construction and design.

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PAPER – IV: RESEARCH METHODS AND STATISTICAL TECHNIQUES

Total Marks: 100

Max. Marks ET Theory: 70

Max. Marks IA Theory: 30

Duration of Theory Exam: 3 Hrs.

Objectives:

- (i) To introduce students to the concept of the Research.
- (ii) To provide an insight into the Research Methods in Library and Information Science.
- (iii) To provide an overall understanding of Statistical Techniques in Research Operations.

Note: The paper is divided into 4 Units. The examinees will be required to attempt *Five* questions in all, including Question 1, which is compulsory and selecting *One* question from each Unit (I-IV). Question 1 will consist of 7 short Answer (2 marks each) questions (having no internal choice) spread over the whole syllabi. The Examiner will set *Two* questions from each Unit.

UNIT – I: Research

- Concept, Meaning, Need and Process of Research.
- Types of Research – Fundamental and Applied.
- Types of Research Design.
- Identification and Formulation of Problem.
- Hypothesis: Definitions, Functions and Types
- Designing Research Proposal.
- Research Reporting: Structure Style and Contents. (Guidelines for Research Reporting).

UNIT – II: Research Methods

- Spiral of Scientific Method. (S. R. Ranganathan).
- Historical Method.
- Experimental Method.
- Descriptive Method.
- Survey Method and Case Study Method.

UNIT – III: Research Techniques and Tools

- Questionnaire; Interview; Observation; Library Records and Reports; Sampling Techniques

UNIT – IV: Descriptive Analysis and Interpretation

- Bibliometrics: Concept and Definition, Bibliometrics Laws: Bradford, Zipf, Lotka, Bibliographic Coupling and Citation Analysis.
- Descriptive Statistics – Measures of Central Tendency – Mean, Mode, Median.
- Tabulation and Generalisation
- Graphical presentation of data Bar, Pie, Line graphs, Histograms
- Sociometry.

Books Recommended

1. CHARLES (H) and others. Research Methods in librarianship: Techniques and Interpretations. 1980.
2. KRISHAN KUMAR. Research Methods in Library and Information Science, New Delhi, Vikas Publishing House. 1992.
3. POWELL (Ronald R). Basic Research Methods for Librarians. 1985.
4. RAVI CHANDRA RAO (I K). Quantitative methods in Library and Information Science. New Delhi. Wiley Eastern Limited, 1983.
5. SARAVANAVEL (P). Research and Report Writing. 1993.

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AIR

Prof. S. R. Ranganathan

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PAPER – V: SOCIAL SCIENCE INFORMATION SYSTEM

Total Marks: 100

Max. Marks ET Theory: 70

Max. Marks IA Theory: 30

Duration of Theory Exam: 3 Hrs.

Objectives:

- (i) To familiarise with the Concept, Scope, Landmarks and Research Trends in the disciplines of Social Sciences.
- (ii) To develop an understanding of Social Science Information System and its Components.
- (iii) To develop evaluative skills for Specialised Information Sources and Systems.

Note: The paper is divided into 4 Units. The examinees will be required to attempt *Five* questions in all, including Question 1, which is compulsory and selecting *One* question from each Unit (I-IV). Question 1 will consist of 7 short Answer (2 marks each) questions (having no internal choice) spread over the whole syllabi. The Examiner will set *Two* questions from each Unit.

UNIT – I: Structure and Development of Social Sciences

- Growth and Development of Social Science.
- Definition, Scope, Landmarks and Research Trends in the disciplines of:
 - Political Science,
 - Economics,
 - Sociology,
 - Psychology,
 - Public Administration,
 - Management,
 - History,
 - Education.

UNIT – II: Documentary Sources

- Social Science Information System: Components.
- Information Sources: Documentary and Non-documentary; Popular and Scholarly Literature; Derived and Bibliographical Sources.
- Web based Information Sources: E-journals, E-Reference Sources, Subject Gateways, Institutional Repositories, Digital Libraries.
- Study of International Encyclopaedia of Social Sciences, International Encyclopaedia of Social and Behavioural Sciences, International Bibliography of the Social Sciences, Social Science Index, International Political Science Abstracts, Psychological Abstracts, Bibliography of Doctoral Dissertations (Social Sciences and Humanities), Statistical Abstracts India.

UNIT – III: Institutional Sources

- Institutions connected with Social Science Information Generation and Dissemination.
- Study of the activities of: ICSSR, ICWA, Indian Institute of Management-Ahmedabad, Indian Institute of Public Administration, National Council for Applied Economic Research, TISS, UNESCO, ICHR, London School of Economics and Political Science. Social Science Research Council,

UNIT – IV: Information Systems and Networks

- Planning of Social Science Research Libraries.
- Evaluation of existing Information Systems and Networks in Social Sciences at National and International level: DELNET, INFLIBNET, NASSDOC, SENDOC, DEVSIS, DEVINSA, APINESS.

Books Recommended

1. WEBB (William H), *Ed. Sources of information in social sciences.*
2. HERRON (Nancy), *Ed. Social Sciences: A Cross disciplinary guide to selected sources.* 1996. Libraries Unlimited.
3. HUNT (Elgin F) and COLANDER (David L). *Social sciences: An Introduction to the study*

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- of society. Ed. 9. 1995. Allyn.
4. LI (Tze Chung). Social science reference sources: A Practical guide. Rev and enlarged ed 1990. Greenwood.
 5. VYAS (S D). Social science information in India: Efforts toward bibliographic control. 1992. Concept, New Delhi.

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PAPER VI: ADVANCED ICT APPLICATIONS IN LIS (THEORY)

206

Total Marks: 100

Max. Marks ET Theory: 70

Max. Marks IA Theory: 30

Duration of Theory Exam: 3 Hrs.

Objectives:

- (i) To familiarise students with major Applications of ICT in Libraries and Information Centers and issues affecting their implementation.
- (ii) To familiarise with the Networking concepts.
- (iii) To familiarise with the Internet, Digital Libraries and Digitisation.

Note: The paper is divided into 4 Units. The examinees will be required to attempt *Five* questions in all, including Question 1, which is compulsory and selecting *One* question from each Unit (I-IV). Question 1 will consist of 7 short Answer (2 marks each) questions (having no internal choice) spread over the whole syllabi. The Examiner will set *Two* questions from each Unit.

UNIT – I: Library Automation

- Planning and Implementation of Library Automation.
- Use of computers for In-house Operations: Acquisition, Cataloguing, Circulation, Serials Control, OPAC and Information Storage and Retrieval.
- Selection Criteria for Library Automation Software.
- SOUL, LIBSYS, Alice for Windows, Open Source Software: KOHA

UNIT – II: INTERNET Basic Feature and Tools

- Genesis and Utility.
- **Connectivity:** Dialup, Leased Line, ISDN and Cable Modem.
- **Protocols:** TCP/IP, HTTP, FTP
- **Web Browsers:** Netscape Navigator, Internet Explorer
- **Services:** World Wide Web (WWW), E-Mail, Search Engines, Remote Login (Telnet), FTP, Bulletin Boards, Usenet, Social Networking Sites, Chatting and Instant Message. Internet Security.

UNIT – III: Communication Technology (Networking)

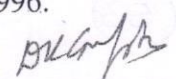
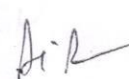
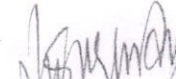
- Fundamentals of Telecommunication Technology.
- What is Network? Network Media: Wires and Cables, Ethernet, Wireless (Satellite), Hubs and Switches, Modems.
- Network Types: LAN, MAN and WAN.
- Topologies: Bus, Star, Ring, Token Ring, Tree and Mesh.
- Network Protocols and Standards. OSI Architecture.
- Network Based Services: Teleconferencing, Tele-facsimile.
- Library Networks in India: ADINET and CALIBNET.

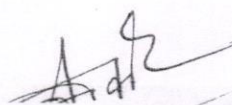
UNIT – IV: Digital Libraries

- Genesis, Definition, Objectives and Scope of Digital Libraries.
- **Digitisation and Tools:** Techniques of Digitisation, Resolution, Imaging.
- Files and Formats of documents, images, video, audio, etc.
- **Metadata:** Role of Metadata and Metadata Types.

Recommended Books

1. ACKERMANN (Ernest). Learning to use the Internet: An introduction with examples and experiences. BPB.
2. ALBERTO LEON-GARCIA and WIDJAJA (Indra). Communication Networks: Fundamental concepts and key architectures.
3. BHARIHOKE (Deepak). Fundamentals of IT. 2nd ed. Excel Books. New Delhi. 2002.
4. CADY (Glee Harray) and McGregor (Pat). Mastering the INTERNET. BPB. New Delhi. 1996.

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5. CHELLIS (James), PERKINS (Charles) and STREBE (Mathew). MCSE: Networking essential study guide. BPE. 1997.
 6. COX (Ingemer J). Digital Watermarking. 2002.
 7. Digital Libraries: Policy, planning and practice. Hants: Ashgate. 2004.
 8. Digital Libraries and Multimedia. Boston: Kluwer, Academic Publishers. 2000.
 9. Digital Libraries from technology to culture. New Delhi: Kanishka Publications. 2006.
 10. Digital Libraries and use. Cambridge: MIT Press, 2003.
 11. GOPAL KRISHNAN. Digital Libraries in electronic information era. Delhi: Authors press. 2001.
 12. FOROUZAN (Behrouz A), COOMBS (Catherine) and FEGAN (Sophia Chung). Data Communication and Networking. 2nd ed. Tata McGraw Hill, New Delhi, 2000.
 13. HUGHES (Loma M). Digitizing collection: strategic issues for the information manager. 2004.
 14. JEEVAN (V K J). Digital Libraries. 2003.
 15. LANCASTER (F W) and SANDORE (Beth). Technology and management in library and information services. 1997. Library Association, London.
 16. LEON (Alexis) and LEON (Mathews). Fundamentals of Information Technology. 2nd Ed. Vikas Publishing House Pvt Ltd New Delhi. 2009.
 17. LEON (Garcia). Communication Networks.
 18. PANTRY (Sheila), Ed. Building community information networks: Strategies and experiences. 1999. Library Association, London.
 19. Rajesh. Computer Networks: Fundamentals & Applications. Vikas Publishing House. 2009.
 20. TANENBAUM (Andrew S). Computer networks. 4th Ed. Prentice Hall of India Pvt. Ltd. 2003.
 21. TAX ALI (R K) PC software for Windows made simple. Tata Me Graw Hill.
 22. VITTAL (N). Information technology: India's tomorrow. 2001.

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PAPER-VII: ADVANCED ICT APPLICATIONS IN LIS (PRACTICE)

Total Marks: 100

Max. Marks ET Practical: 100

Time: 3 Hours

208

Objectives

- (i) To enable student to use various MS Office Applications;
- (ii) To enable student to understand the elements of Web Designing.
- (iii) To enable students to understand the features and use of Library Application Software: Open Source: KOHA.
- (iv) To enable students to create Digital libraries.

Note: The paper is divided into 4 Units. The examinees will be required to attempt *Four* questions in all. The Examiner will set *Two* questions from each Unit.

The candidates will be required to record the steps of database creation on the assigned area and steps in Digital Library creation.

UNIT – I: MS OFFICE

- **MS EXCEL:** Toolbars, Formatting Formulas, Database Management, Charts and Additional Functions.

UNIT – II: Web Designing with FRONT PAGE

Introduction to Front Page, Creating a Web and Web Pages, Lists and Headings, Formatting, Managing Web in the Explorer, Linking, Using Tables, Displaying Images, Getting images with image composer, Creating a consistent look for Web-using Wizards and Templates, Themes, Enhancing Design with Style Sheets, Forms, Publishing the Site.

UNIT – III: Library Automation Software

- **Open Source Library Application Software: KOHA**
 - Overview of KOHA.
 - Installation and Configuration of KOHA.
 - Acquisition and Cataloguing.
 - Members Management and Circulation.
 - Reports and Backups.

UNIT – IV: Digital Library Software

- Installation, Configuration and working in Greenstone or DSpace.

Books Recommended

1. DSpace Manual, Release 1.6.2. http://www.dspace.org/1_6_2Documentation/DSpace-Manual.pdf
2. DSpace Release 1.6.2 Notes. <https://wiki.duraspace.org/display/DSPACE/DSpace+Release+1.6.2+Notes>
3. D'SOUZA. Web Publishing.
4. Excel Functions & formulas book. BPB Publications.
5. FALK (Bennett). The Internet basic reference from A to Z.
6. Greenstone Home page. <http://www.greenstone.org/greenstone3-home>
7. Greenstone Manual. <http://www.greenstone.org/manuals/gsd12/>
8. HUGHES (Loma M). Digitizing collection: strategic issues for the information manager. 2004.
9. <http://koha.org/>
10. KOHA Documentation. <http://www.kohadocs.org/>
11. KOHA on Windows. <http://cid-6ac4b4f2fe0a3144.office.live.com/self.aspx/Public/Koha%20on%20Windows.pdf>
12. KOHA on Windows. http://www.koha.rwjrr.com/Koha_on_Windows.html

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[Handwritten signatures and marks]

- 209
13. MANSFIELD (Ron). The compact guide to Microsoft Office professional. Tech Publicat: Singapore. 1995.
 14. McCOY (John). Mastering Web design. LWB, New Delhi. 1996.
 15. MS OFFICE complete references. BPB, New Delhi.

* * * * *

PAPER –VIII-A: DEPTH CLASSIFICATION (PRACTICE)

Total Marks: 50

Max. Marks ET Practical: 50

Time: 2 Hours

Note: The question paper will be divided into Two Sections: Section – A and B. Distribution of Marks and scheme of examination will be as follows:

Section - A

1. **Six** Titles will be given in this Section and the examinees will be required to attempt all the Titles.
2. Each Title will carry 6 Marks.

Section - B

1. **Three** Titles will be given in this Section and the examinees will be required to attempt **Two** Title.
2. Each Title will carry 7 Marks.

Syllabus: Classification of Complex Titles of Monographs and Articles by **Universal Decimal Classification.**

PAPER –VIII-B: ADVANCED CATALOGUING (PRACTICE)

Total Marks: 50

Max. Marks ET Practical: 50

Time: 2 Hours

- Note:**
1. The examinees will be required to Catalogue any Three titles out of given four titles.
 2. Each title carries equal marks.

Syllabus: Cataloguing of Non-Book Material by **AACR-2.**

- Atlas: Maps, Globe
- Manuscript
- Musical Works
- Sound Recordings
- Motion Picture and Video Recordings

Books Recommended:

1. UDC Abridged Edition.
2. AACR-2.
3. Sears list of subject headings.

Passed in the PGBOS meeting held on 03.05.2024

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The following instructions for the course **MLIS-209** may be added in the Syllabus of **M.Lib.I.Sc.(Regular)** w.e.f. session 2023-24

the following instructions

M.Lib.I.Sc.(Regular) w.e.f. session 2023-24

MLIS-209: Project Report		Total Credit: 4 Total Marks: 100
Objectives <ul style="list-style-type: none">To identify a contemporary problem for investigation in the field of Library & Information Science.To train the students in the use of specific research methodology.To train the students in the writing of research report.		
Course Outcomes: After completing this course, the students will be able to:		
MLIS-209.1	Identify specific problem and its facets for investigation.	
MLIS-209.2	Prepare research proposal.	
MLIS-209.3	Apply specific research methodology appropriate to the selected problem.	
MLIS-209.4	Write a report of the investigation.	
Method of Instruction <p>Each student will be required to submit a project report on an approved topic of current research and application. The report is to be submitted both in hard and soft format. Each student will work under one guide from the Department for successful completion of the project. The areas and topics will be finalized and approved by the Departmental Staff Council. Each report will be evaluated by a committee consisting of all the regular faculty members of the Department and marks/grades for evaluation will be on presentation, methodology and inputs put in the work. The viva voce will be conducted by the committee comprising of the guide of the candidate and external examiner. The project will be of 100 marks out of which 80 marks will be awarded to project report evaluation and 20 marks will be for viva-voce by the said committee. There will be no internal assessment. The project report preferably is to be submitted before the commencement of the 2nd semester examinations.</p>		

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Passed in the PGBOS meeting held on 03.05.2024

The Internal Assessment marks instruction of course **MLIS-210: Content Creation & Design** appearing at page number 28 may be read as under:

Internal Assessment: 20 Marks (Presentation/Assignment/Test: 10+ Attendance: 5 + Class Test/Assignment: 5).

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**SYLLABUS OF M.A. (PREVIOUS) HISTORY COURSE (ANNUAL SYSTEM)
SCHEME OF EXAMINATIONS AND COURSES OF READING (w.e.f. 2023-24)**

M.A. History Course shall be a Two-Year Degree Course of 1000 marks. The candidate shall take Five Papers in each year, i.e., Ten Papers in the full Course. Each Paper will carry 100 Marks. Out of 100 Marks, 70 marks shall be earmarked for Theory Exam and 30 Marks for Internal Assessment (Assessment Test) for the candidates appearing through the *Distance/Online Mode*. However, there shall be no Internal Assessment for the candidates appearing through *Private Mode* and they shall be examined only on the basis of their Theory Exam which shall be of full 100 Marks in each Paper for such candidates.

M.A. (Previous) History:

SCHEME AND INSTRUCTIONS OF EXAMINATION W.E.F. 2023-2024

Note: There shall be <i>Six</i> Papers out of which the candidate has to opt any <i>Five</i> Papers for M.A. (Previous) class.				
Paper No.	Nomenclature	Theory Exam	Internal Assessment	Time
Paper-I	Medieval Societies	70	30	3 Hrs.
Paper-II	Modern World	70	30	3 Hrs.
Paper-III	Polity and Economy of Medieval India (1200-1750)	70	30	3 Hrs.
Paper-IV	Colonial India (1757-1857)	70	30	3 Hrs.
Paper-V	History of China and Japan in Modern Times	70	30	3 Hrs.
Paper-VI	History of Europe (1789-1914)	70	30	3 Hrs.

Syllabus and Courses of Reading

Paper-I: Medieval Societies

Theory Exam: 70
Internal Assessment: 30
Maximum Marks: 100
Time: 3 Hours

Note: The question paper will consist of *nine* questions. The candidate shall have to attempt *five* questions in all. Question No. 1 will be *compulsory*, consisting of *four* short answer type conceptual/thematic questions of 3.5 marks each, spread over the whole syllabus. The candidate shall attempt *four* more questions selecting at least *one* from each Unit. Each question will carry 14 marks.

Unit – I Medieval Europe: Transition from Ancient Society to Medieval Society; Medieval State and Church; Clergy and its Socio-Economic Role; Feudalism: Agrarian Structure and Relations, Manorial System, Agrarian Technology

- Unit – II Organization of Non-Agricultural Production under Feudalism; Trade and Commerce; Urbanization: Urban Centers and Society; Artisans and Merchants; Decline of Feudalism
- Unit – III Arabia before Islam; Rise of Islam; Evolution of Islamic State from Pious Caliphs to the Abbasids; Society and Economy under the Prophet and the Caliphs; Art and Architecture; Education System; Intellectual Contributions: Language, Literature and Sciences
- Unit – IV Advent of Islam in India and its Impact; Nature and Administrative Set up of Delhi Sultanate

Suggested Readings:

Aghnides, N.
Anderson, Perry
Bloch, March
Satish Chandra
Cipolla, Carlo (ed.)

Dobb, Maurice & Sweezy Dobb
Faruqqi, Amar

Ganshof, F.L.
Granebaum
Habib, Muhammad & Nizami,
K. A. (ed.)
Heaton, Herbert
Hilton, Rodni (ed.)
Hitti, P.K.
Hodgett, A.J. Gerald
Jackson, P
Kulke, Hermann

Lamblon
Levy, P
Pirenne, Henri
Rolls, Eric
Richards, J.F.
Sahu, K.P.
Sharma, G.D.

Takashesh et.
Verma, H.C. (ed.)
White, Lynn

Muhammad an Theories of Finance
Passages from Antiquity to Feudalism
Feudal Society, 2 Vols.
Medieval India : From Sultanate to the Mughals, Vol.-I
The Fontana Economic History of Europe : The Middle Ages
Studies in the Development of Capitalism
Prachin Aur Madhyakalin Samajik Sanrachanayen aur Sanskritiyan (Hindi)
Feudalism
Medieval Islam
Comprehensive History of India, Vol. V

Economic History of Europe
The Transition from Feudalism to Capitalism
History of Arabs
A Social and Economic History of Medieval Europe
The Delhi Sultanate
The State in India (AD 1000-1700)

Landlords and Peasants in Persia
The Social Structure of Islam
Economic and Social History of Medieval Europe
History of Economic Thought
New Cambridge History of India : Mughal Empire
Islam : Udbhav Aur Vikas (Hindi)
Madhyakalin Bharat Ki Rajnaitik Avm Arthik Sansthayein (Hindi)
The Transition from Feudalism to Capitalism
Madhyakalin Bharat (Hindi), Vol. I
Medieval Technology and Social Change



Paper-II: Modern World**Theory Exam: 70****Internal Assessment: 30****Maximum Marks: 100****Time: 3 Hours**

Note: The question paper will consist of *nine* questions. The candidate shall have to attempt *five* questions in all. Question No. 1 will be *compulsory*, consisting of *four* short answer type conceptual/thematic questions of 3.5 marks each, spread over the whole syllabus. The candidate shall attempt *four* more questions selecting at least *one* from each Unit. Each question will carry 14 marks.

- Unit – I Transition from Feudalism to Capitalism in Europe; Renaissance and its Impact; Reformation and its Impact; Enlightenment and Scientific Revolution; Rise of Capitalism: Mercantile Revolution – Origins, Nature and Impact; Economic Development during the 16th Century; Shift of Economic Balance from the Mediterranean Region to Atlantic Region
- Unit – II Early Colonial System and its Consequences; Rise of Liberalism: ‘Glorious’ Revolution – Nature and Impact; American Revolution – Nature and Impact; French Revolution – Nature and Impact; Growth of Capitalism: Industrial and Technological Revolution – Origins, Nature and Impact; Nationalism in Central Europe
- Unit – III Imperialism: Origins, Interpretations and Consequences; World War-I: Origins and Consequences; Socialism and Bolshevik Revolution in Russia; Growth of Liberalism: Parliamentary Reforms in Europe; Paris Peace Settlement and its Consequences; Working of the League of Nations; Collective Security and Disarmament
- Unit – IV Economic Depression and its Effects; Rise of Fascism: Italy and Germany; World War-II: Origins and Consequences; United Nations Organization and World Peace; Nationalist Movements and De-Colonization in Asia and Africa; The Cold War: Origins, Strategic Alliances and Phases

Suggested Readings:

- | | |
|----------------------------------|---|
| Chauhan, D. S. | <i>Samkalin Europe</i> (Hindi) |
| Bronowski, J., and Bruce Mazlish | <i>The Western Intellectual Tradition</i> |
| Carr, E.H. | <i>The Bolshevik Revolution, 1917-23, 3 Vols.</i> |
| Carr, E.H. | <i>1917 : Before and After</i> |
| Chauhan, D. S. | <i>Europe Ka Itihas</i> (Hindi) |
| Gupta, Parthasarthi (ed.) | <i>Adhunik Paschim Ka Uday</i> (Hindi) |
| Cipolla, Carlo M | <i>Before the Industrial Revolution: European Society and Economy 1000-1700</i> |
| Coleman, D. C. (ed.) | <i>Revisions in Mercantilism</i> |
| Davis, H. A. (ed.). | <i>Outline History of the World</i> |
| Davis, Ralph | <i>The Rise of the Atlantic Economics</i> |
| Dobb, Maurice | <i>Studies in the Developments of Capitalism</i> |
| Dorpalen, Andreas | <i>Europe in the 20th Century</i> |
| Fisher, H.A.L. | <i>A History of Europe</i> |
| Wood, Anthony | <i>History of Europe 1915-1960</i> |


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Gupta, Parthasarathi (ed.)	<i>Europe Ka Itihas (Hindi)</i>
Hall, J.R.	<i>From Galileo to Newton</i>
Henderson, O. P.	<i>The Industrial Revolution on the Continent</i>
Hill, Christopher	<i>From Reformation to Industrial Revolution</i>
Hill, Christopher	<i>Lenin and the Russian Revolution</i>
Hilton, Rodney	<i>Transition From Feudalism to Capitalism</i>
Hobsbawm, E.J.	<i>The Age of Revolution</i>
Hobsbawm, E.J.	<i>Age of Extremes ; The Short 20th Century (1914-1991)</i>
Joll, James	<i>Europe Since 1870: An International History</i>
Joll, James	<i>1870 Se Europe (Hindi)</i>
Joll, James	<i>Origins of the First World War</i>
Keenigsberger, H.G. and G. L.	<i>Europe in the Sixteenth Century</i>
Mosse	
Langer, W.L.	<i>Diplomacy of Imperialism</i>
Lefebvre, Georges	<i>Coming of the French Revolution</i>
Lucass, Colin	<i>The French Revolution and the Making of Modern Political Culture, 2 Volumes</i>
Mergan, R.P.	<i>German Social Democracy and the First International</i>
Morgan, K.O.	<i>Oxford Illustrated History of Britain (1789-1983), 2 Volumes</i>
Palmer, R.A. and Cotton Joel	<i>A History of Modern World</i>
Parker, G.	<i>Europe in Crisis 1598-1648</i>
Parks, H.B.	<i>The United States of America</i>
Parry, J.P.	<i>The Age of Renaissance</i>
Porter, Andrew	<i>European Imperialism 1860-1914</i>
Rabb, Theodore K.	<i>The Struggle for Stability in Early Modern Europe</i>
Roberts, J.M.	<i>Europe 1880-1945</i>
Roth, J.J. (ed.)	<i>World War II : A Turning Point in Modern History</i>
Rude, George	<i>Revolutionary Europe</i>
Sinha, Manoj	<i>Samkalin Bharat (Hindi)</i>
Soboul, Albert	<i>History of the French Revolution, 2 Volumes</i>
Stavrianes, L.S.	<i>The World Since 1500</i>
Stephen, J. Lee.	<i>Aspects of European History 1494-1789</i>
Taylor A.J.P.	<i>The Struggle for Mastery in Europe</i>
Taylor, A.J.P.	<i>The Origins of the Second World War</i>
Thompson, David	<i>Europe Since Napoleon</i>
Wiskemann, E.	<i>Europe of the Dictators</i>

Paper-III: Polity and Economy of Medieval India (1200 - 1750)

Theory Exam: 70

Internal Assessment: 30

Maximum Marks: 100

Time: 3 Hours

Note: The question paper will consist of *nine* questions. The candidate shall have to attempt *five* questions in all. Question No. 1 will be *compulsory*, consisting of *four* short answer type conceptual/thematic questions of 3.5 marks each, spread over the whole syllabus. The candidate shall attempt *four* more questions selecting at least *one* from each Unit. Each question will carry 14 marks.

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- Unit – I Sources: Archival, Archaeological, Contemporary Historical Writings, Travel Accounts, European Factory Records; Nature of the Delhi Sultanate and the Mughal State; Theories of Kingship; Nature and Administrative set up of Regional States with special reference to Vijaynagar and Bahmani Kingdoms
- Unit – II Growth of Institutional Structure: Iqta, Amaram, Mansab and Jagir; Central and Provincial Administration; Ruling Classes: Evolving Compositions, Local Alliances and Conflicts
- Unit-III Agrarian Economy: Land Ownership and Production; Nature and Magnitude of Taxation; Agrarian Relations; Textiles and Agro-Industries; Metal Technology; Classes of Artisans; Mercantile Groups and their Role in Production; Trade and Commerce; Medium of Exchange; Currency, Banking and Hundi System; Process of Urbanization
- Unit – IV Systemic Crisis: Tensions and Conflicts inherent in the Imperial System; Patterns of Resistance; Collapse of the Mughal Empire; Interpreting the 18th Century

Suggested Readings:

- | | |
|--|--|
| Alam, Muzaffar and Subramanyam, Sanjay (ed.) | <i>The Mughal State</i> |
| Alavi, Seema (ed.) | <i>Eighteen Century in India</i> |
| Ali, M. Athar, | <i>The Mughal Nobility under Aurangzeb</i> |
| Ali, M. Athar, | <i>Mughal India</i> |
| Satish Chandra | <i>Medieval India : Society The Jagirdari Crisis and the Village</i> |
| Satish Chandra | <i>Parties and Politics in the Mughal Court, 1707-1740</i> |
| Satish Chandra | <i>The Eighteenth Century in India : Its Economy and the Role of the Marathas, the Jats, the Sikhs and the Afghans</i> |
| Satish Chandra | <i>Medieval India : From Sultanate to Mughals, Vol. I – II</i> |
| Chaudhuri, K.N. | <i>Trade and Civilization in the Indian Ocean</i> |
| Digby, Simon | <i>War Horse and Elephant in the Delhi Sultanate : A Study in Military Supplies</i> |
| Fukazawa Hiroshi | <i>The Medieval Decan : Peasants, Social System and States-Sixteenth to Eighteenth Centuries</i> |
| Gordon, Stewart | <i>The Marathas 1600-1818</i> |
| Grewal, J.S. (ed) | <i>State and Society in Medieval India</i> |
| Habib, Irfan | <i>Agrarian System of Mughal India 1526-1707</i> |
| Habib, Irfan | <i>Essays in Indian History : Towards a Marxist Perception</i> |
| Habib, Irfan | <i>Madhyakalin Bharat (Hindi), 4 Volumes</i> |
| Habib, Mohammad | <i>Politics and Society in Early Medieval Period, Vols. I & II</i> |
| Habib, Mohammad and K.A.Nizami (ed.) | <i>Comprehensive History of India, Vol. V AD 1206-1526</i> |
| Hasan, S. Nurul | <i>Thoughts on Agrarian Relations in Mughal India</i> |
| Jackson, P | <i>The Delhi Sultanate</i> |
| Khan, A.R. | <i>Chieftains in the Mughal Empire During the Reign of Akbar</i> |
| Kulke, Hermann | <i>The State in India (AD 1000-1700)</i> |
| Marshall, P.J. (ed.) | <i>Eighteen Century India : Evolution or Revolution</i> |
| Moosvi, Shireen | <i>Economy of the Mughals Empire : A Statistical Study</i> |
| Naqvi, H.K. | <i>Urbanization and Urban Centers under the Great Mughals</i> |

Nigam, S.B.P.	1556-1707
Nizami, Khaliq A.	<i>Nobility under The Sultans of Delhi</i>
Raychaudhri, Tapan and Irfan Habib (eds.)	<i>Religion and Politics in the Thirteenth Century</i>
Richards, J.F.(ed.)	<i>Cambridge Economic History of India, Vol. I, 1200 to 1750</i>
Richards, J.F.(ed.)	<i>The Imperial Monetary System of Mughal India</i>
Sangwan, R.S.	<i>New Cambridge History of India: The Mughal Empire</i>
Sharma, G.D.	<i>Jodhpur and the later Mughals, A.D. 1707-1752</i>
	<i>Madhyakalin Bharat Ki Rajnetik Aur Aarthik Sansthayen</i> (Hindi)
Singh, Chetan	<i>Region and Empire : Punjab in the 17th Century</i>
Singh, Chetan	<i>Madhyakalin Bharat : Sultanate Se Mughal Kal Tak</i> Vols. I-II (Hindi)
Stein, Burton	<i>New Cambridge History of India : Vijaynagar</i>
Streusand, Douglas E.	<i>The Formation of the Mughal Empire</i>
Verma, H.C. (ed.)	<i>Madhyakalin Bharat</i> (Hindi), 2 Volumes
Wink, Andre	<i>Land and Sovereignty in India : Agrarian Society and Politics under the Eighteenth Century Maratha Swarajya</i>

Paper-IV: Colonial India (1757-1857)

Theory Exam: 70

Internal Assessment: 30

Maximum Marks: 100

Time: 3 Hours

Note: The question paper will consist of *nine* questions. The candidate shall have to attempt *five* questions in all. Question No. 1 will be *compulsory*, consisting of *four* short answer type conceptual/thematic questions of 3.5 marks each, spread over the whole syllabus. The candidate shall attempt *four* more questions selecting at least *one* from each Unit. Each question will carry 14 marks.

Unit – I	Sources – Archival Records, Private Papers, News Papers, Periodicals and Oral Traditions; Pre-Colonial Order – Polity, Economy and Society; British Mercantilism and India
Unit – II	Colonial Expansion: Bengal, Mysore, Marathas, Awadh, Sindh and Punjab; Subsidiary Alliance System; Doctrine of Lapse; Evolution of British Paramountcy; Motives and Phases; The British Imperialist Ideology: Political, Economic and Cultural Theories
Unit – III	Construction of the Colonial State: The ‘Iron’ Framework - Armed Forces and Law; The ‘Steel’ Framework - Civil Administration and Bureaucracy; British Policy Towards Indian Society: Role of Orientalists, Evangelicals and Utilitarians
Unit – IV	Social Reforms; Introduction of Modern Education; Rise of Capitalism and Transition in Economy; The Pre-1857 Risings; The Uprising of 1857: Causes, Nature and Consequences

Suggested Readings:

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- Arnold, David and
Ramachandra Guha (eds.)
Bayly, C.A.
- Bipan Chandra
Bipan Chandra
Brown, Judith
Chicherov, A.L.
- Desai, A.R.
Fisher, M.H. (ed.)
Gopal S.
Guha, Ranjit (ed.)
- Habib, Irfan
Joshi, P.C.
Kumar, Dharma (ed.)
Mishra, Girish
Mishra, Girish
Panigrahi, D.N. (ed.)
Rai, Satya Murti (ed.)
Ravindra Kumar
Raychandhary, Tapan
Sarkar, Sumit
Sarkar, Sumit
Shukla, Ram Lakhan (ed.)
Siddiqui, Aisya (ed.)
- Nature, Culture and Imperialism : Essays on the
Environmental History of South Asia
Indian Society and the Making of the British Empire (New
Cambridge History of India)
India's Struggle for Independence
Bharat Ka Swatantra Sangharsh (Hindi)
Modern India: The Origin of an Asian Democracy
Indian Economic Development in the Seventeenth and
Eighteenth Century
Social Background of Indian Nationalism
Policies of the British Annexation of India 1757-1857
British Policy in India
Subaltern Studies: Writings on South Asian History and
Society, Vols. I - XI
Essays in Indian History: Towards a Marxist Perception
Rebellion - 1857
Cambridge Economic History of India, Vol. - II
Economic History of Modern India
Adhunik Bharat Ka Arthik Itihas (Hindi tr.)
Economy, Society and Politics in Modern India
Bharat Mein Upniveshwad Aur Rashtrawad (Hindi)
Social History of Modern India
Indian Economy in the 19th Century : A Symposium
Modern India, 1885-1947
Adhunik Bharat 1885-1947 (Hindi)
Adhunik Bharat Ka Itihas (Hindi)
Trade and Finance in Colonial India*

Paper-V: History of China and Japan in Modern Times

Theory Exam: 70
Internal Assessment: 30
Maximum Marks: 100
Time: 3 Hours

Note:

The question paper will consist of *nine* questions. The candidate shall have to attempt *five* questions in all. Question No. 1 will be *compulsory*, consisting of *four* short answer type conceptual/thematic questions of 3.5 marks each, spread over the whole syllabus. The candidate shall attempt *four* more questions selecting at least *one* from each Unit. Each question will carry 14 marks.

Unit - I

Shaping Forces of Modern China; The Canton System of Trade and Opium Wars; The Taiping Revolt; The Boxer Uprising; Socio-Economic Changes and Intellectual Awakening 1895-1911; Revolution and the Republic of 1911; Dr. Sun Yat Sen - Ideology and Work

Unit - II

The May 4th Movement; Rise of the Communist Party and its Relations with Kuo Min Tang; The Civil War and Communist Revolution 1945-1949; Mao Tse Tung - Ideology and Work; Cultural Revolution; Structure of the Communist State; Land Collectivization and Economic Reforms

- Unit – III Japan in the 19th Century; Western Contact and its Implications; The Meiji Restoration - Causes, Nature and Significance; Reforms in Polity, Society, Education and Economy 1895-1931; Political Party System and its Drawbacks; Growth of Militarism - Expansion and Aggression
- Unit – IV Japan and World War-II; Post-War Japan - Disarmament and Demilitarization; Democratization - New Political System; Economic, Social and Educational Remodeling up to 1960

Suggested Readings:

Akita, George

Allen, George C.
Allen, George C.

Bakmann, George M.
Beasley, W.G.
Bianco, Lucien
Chen, Jerome
Chesneaux Jean et al
Chesneaux, Jean et al
Clyde, P.H.
Clyde, P.H.

Dengarfield, R.J.
Fairback, John K.
Fairback, John K.
Fairback, John K.
Fine, S.M.
Hall, John W.
Holtam, D.C.
Hsia, R.

Hsu, T. Immanuel
James, David H.
Jansen M.B. (ed.)
Jansen, M.B.
Johnson, C. A.

Kostan, E.E.N.
Lockwood, William

Mao Tse Tung
Mohanti, Manoranjan
Mohanti, Manoranjan (ed.)
Myers, Ramon H. and Mark R.
Patric (eds.)
Norman, E.H.
Purcell, Victor
Pyle, Kenneth B.
Scalapino, Robert A.

Schwartz, Benjamin I.
Smith, Thomas C.

Foundation of the Constitutional Government in Modern Japan

Modern Japan and its Problem

A Short Economic History of Modern Japan 1867-1937

The Making of the Meiji Constitution

The Modern History of Japan

Origins of the Chinese Revolution 1915-1949

Mao Tse-Tung and the Chinese Revolution

China from the 1911 Revolution to Liberation

China from Opium Wars to 1911 Revolution

Far East

Sudoor Purva (Hindi tr.)

The New Japan

The United States of China

The Great Chinese Revolution

East Asia : Modern Transformation

Japan's Post-War Industrial Recovery

Japan From Prehistory to Modern Times

Modern Japan and Shinto Nationalism

Economic Planning in Communist China

The Rise of Modern China

The Rise and Fall of the Japanese Empire

The Cambridge History of Japan, Vols. V to VI

Japan and China : From War to Peace 1894-1972

Peasant Nationalism and Communist Power : The

Emergence of Red China, 1937-1945

Militarism and Foreign Policy in Japan

The Economic Development of Japan : Growth and Structural Change

Selected Works

The Political Philosophy of Mao Tse Tung

Cheene Kranti (Hindi)

The Japanese Colonial Empire 1895-1945

Japan's Emergence as a Modern State

The Boxer Uprising : A Background Study

The Making of Modern Japan

Democracy and the Party Movement in Pre-War Japan

Chinese Communism and the Rise of Mao

Political Change and Industrial Development in Japan

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Tanin, O and Yohan, E.	: <i>Government Enterprise</i>
Thomas, S.B.	<i>Militarism and Fascism in Japan</i>
Thomas, S.B.	<i>Government and Administration in Communist China</i>
Tse-Tung, Chow	<i>Recent Political and Economic Developments in China</i>
	<i>The May Fourth Movement : Intellectual Revolution in Modern China</i>
Vinayake	<i>Poorvi Asia Ka Itihas (Hindi)</i>
Wright, Mary C.	<i>China in Revolution : The First Phase 1900-1913</i>
Yanaga, Chitoshi	<i>Japan Since Parry</i>
Young, A. Morgan	<i>Imperial Japan 1926-1938</i>

Paper-VI: History of Europe (1789-1914)

Theory Exam: 70

Internal Assessment: 30

Maximum Marks: 100

Time: 3 Hours

Note: The question paper will consist of *nine* questions. The candidate shall have to attempt *five* questions in all. Question No. 1 will be *compulsory*, consisting of *four* short answer type conceptual/thematic questions of 3.5 marks each, spread over the whole syllabus. The candidate shall attempt *four* more questions selecting at least *one* from each Unit. Each question will carry 14 marks.

- Unit – I The French Revolution: Causes, Course and Impact; Napoleon Bonaparte: Emergence and Downfall; Congress of Vienna and Reconstruction of Europe; The Concert of Europe: Nature, Growth and Failure; The Metternich System
- Unit – II Nature and Impact of the Revolutions of 1830 and 1848; The Eastern Question- Independence of Greece and Crimean War; Unification of Italy and Germany; Bismarck and Beginning of the Diplomatic Alignments: Three Emperors' League, Dual Alliance, Triple Alliance and Re-Insurance Treaty
- Unit – III Franco-German Relations 1870-1890; Russo-Turkish War and Berlin Congress; European Imperialist Interests in Africa and its Partition; France-Russian Alliance; Anglo-French Alliance; Anglo-Russian Alliance and the Formation of Tripe Entente
- Unit – IV Shifting Position of Italy; Nature of the Triple Alliance and Triple Entente 1907-1914; Morocco Crisis, Bosnian Crisis and Agadir Crisis; Anglo-German Naval Rivalry; Balkan League and Balkan Wars; World War – I : Origins and Responsibility

Suggested Readings:

Bartbelt , C.J.	<i>Peace, War and European Powers 1814-1914</i>
Cipolla, C.M.	<i>Fontana Economic History of Europe, Vol. III</i>
Chauhan, D.S.	<i>Europe Ka Itihas (Hindi)</i>
Chauhan, D.S.	<i>Samkalin Europe (Hindi)</i>
Fay, S.B.	<i>Origins of the First World War</i>
Gooch, G.P.	<i>History of Modern Europe 1878-1920</i>
Grant and Temperley	<i>Europe in the Nineteenth and Twentieth Centuries</i>

Gupta, Parthasarathi (ed.)
 Gupta, Parthasarathi (ed.)
 Hamerow, T.S.

Hazen, C.D.
 Hobsbawm, E.J.
 Hunt, Lynn
 Jelavich, Charles

Joll, James
 Joll, James
 Langer, W.L.
 Langer, W.L.
 Lefebvre, George
 Lucas, Colin

Marriot, J.A.R.
 Marriot, J.A.R.
 Porter, Andrew
 Post, Ken
 Roberts, J.M.
 Robertson, C.G.
 Roth, J.J. (ed.)
 Smith, Meak
 Soboul, Albert
 Stevenson, David
 Taylor, A.J.P.
 Taylor, A.J.P.
 Thomson, David
 Wood, Anthony

Europe Ka Itihas (Hindi)
Adhunik Pashchim Ka Uday (Hindi)
Restoration, Revolution and Reaction: Economy and Politics in Germany
Modern Europe upto 1945
Nation and Nationalism
Policies, Culture and Class in the French Revolution
Establishment of the Balkan National States 1840-1920
Europe Since 1870
1870 Se Europe (Hindi)
The Diplomacy of Imperialism
European Alliances and Alignments
Coming of the French Revolution
The French Revolution and the Making of Modern Political Culture, 2 Vol.

The Eastern Question
The Remaking of Modern Europe
European Imperialism 1860-1914
Revolution and European Experience 1789-1914
Europe 1880-1945
Bismarck
World War I : A Turning Point in Modern History
Italy : A Modern History, Vol. I
History of the French Revolution
The Outbreak of the First World War
Bismarck : The Man and Statesman
Struggle for Mastery in Europe
Europe Since Napoleon
History of Europe 1815-1860

SYLLABUS OF M.A. (FINAL) HISTORY COURSE (ANNUAL SYSTEM)
SCHEME OF EXAMINATIONS AND COURSES OF READING (w.e.f. 2023-24)

M.A. History Course shall be a Two-Year Degree Course of 1000 marks. The candidate shall take Five Papers in each year, i.e., Ten Papers in the full Course. Each Paper will carry 100 Marks. Out of 100 Marks, 70 marks shall be earmarked for Theory Exam and 30 Marks for Internal Assessment (Assessment Test) for the candidates appearing through the *Distance/Online Mode*. However, there shall be no Internal Assessment for the candidates appearing through *Private Mode* and they shall be examined only on the basis of their Theory Exam which shall be of full 100 Marks in each Paper for such candidates.

M.A. (Final) History:

SCHEME AND INSTRUCTIONS OF EXAMINATION W.E.F. 2023-24

Note: There shall be <i>Six</i> Papers, out of which the candidate has to opt any <i>Five</i> Papers for M.A. (Final) class.				
Paper No.	Nomenclature	Theory Exam	Internal Assessment	Time
Paper-VII	Historiography	70	30	3 Hrs.
Paper-VIII	History of Haryana	70	30	3 Hrs.
Paper-IX	Society and Culture in Medieval India 1200-1750	70	30	3 Hrs.
Paper-X	Modern India 1858-1947	70	30	3 Hrs.
Paper-XI	Social History of India 1200-1947	70	30	3 Hrs.
Paper-XII	Economy and Business in India 1200-1947	70	30	3 Hrs.

Syllabus and Courses of Reading

Paper-VII: Historiography

Theory Exam: 70
Internal Assessment: 30
Maximum Marks: 100
Time: 3 Hours

Note: The question paper will consist of *nine* questions. The candidate shall have to attempt *five* questions in all. Question No. 1 will be *compulsory*, consisting of *four* short answer type conceptual/thematic questions of 3.5 marks each, spread over the whole syllabus. The candidate shall attempt *four* more questions selecting at least *one* from each Unit. Each question will carry 14 marks.

Unit – I History: Meaning, Nature and Scope; History and Allied Disciplines; Historical Evidence: Nature and Transmission; Objectivity in History; Causation in History; Collection and Selection of Historical Data

Unit – II Early Trends of Historiography: Greco-Roman, Chinese and Ancient Indian; Medieval Historiography: Western, Arabic and Persian

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- Unit – III Approaches of History: The Idealistic Approach with Special Reference to W.G.F Hegel; The Positivist Approach: Auguste Comte and Leopold von Ranke; The Materialistic Approach with Special Reference to Karl Marx; The Annals Tradition and the Idea of Total History; The Post-Modernist Approach
- Unit – IV Approaches of Indian History: Early Imperialist Historiography; Cambridge School; Nationalist Historiography; Marxist Historiography; Subaltern School; Historiography on Lower Castes' Movements

Suggested Readings:

Ali, B. Sheikh
Bajaj, Satish K.
Barns, H.D.
Bentley, Michael (ed.)
Bloch, Marc
Buddha Prakash
Burtens, Hans
Carr, E.H.
Clark, Stuart
Collingwood, R.G.
Comte, Auguste
Croce, Benedito
Dray, Arthur
Elton, G.R.
Evans, J. Richard
Foucault, Michael

Gardener, Patrick
Gooch, G.P.
Habib, Irfan
Hardy, Peter
Hughes, Warrington
Jenkins, Keith (ed.)
Johnson, Allen
Ladurie, L. R.
Leonard, M.M.
Majumdar, R.K. & A.N.
Srivastava
Marwick, Aurther
Marwick, Aurther
Marx, Karl
Marx, Karl
Moon, Vasant (ed.)

Omvedt, Gail

Omvedt, Gail

Philips, C.H.
Renier, G.T.

History : Its Theory and Method
Recent Trends in Historiography
A History of Historical Writing
A Companion to Historiography
The Historian's Craft
Itihas Darshan (Hindi)
The Idea of Post Modern : A History
What is History ?
The Annals Historians
The Idea of History
The Course of Positivist Philosophy
Philosophy of Spirit
On History and Philosophers of History
Practice of History
In Defense of History
Madness and Civilization: A History of Insanity in the Age of Reason
Theories of History
History and Historians in the Nineteenth Century
Interpreting Indian History
Historians of Medieval India
Fifty Key Thinkers on History
Post Modern History Reader
Historian and Historical Evidence
Territory of the Historian
The Nature of Historical Inquiry
Historiography

The Nature of History
What History Is and Why It is Important?
Das Capital
The Communist Manifesto
Dr. Babasaheb Ambedkar: Writings and Speeches, Vols. I, II, V & IX
Cultural Revolt in A Colonial Society: The Non Brahman Movement in Western India
Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India
Historians of India, Pakistan and Ceylon
History : Its Purpose and Method



Sen, S.P.	<i>Historians of Modern India</i>
Sridharan, E.	<i>A Textbook of Historiography</i>
Sridharan, E.	<i>Itihas Lekh (Hindi)</i>
Thompson, J.W. & Holm	<i>A History of Historical Writing, Vols. I & II</i>
Bernord	
Topolski, Jarzy	<i>Methodology of History</i>
Walsh, W.H.	<i>Philosophy of History</i>
Widgery, G.A.	<i>The Meaning of History</i>
William S.H.	<i>Some Twentieth Century Historians</i>
William, S.H.	<i>The Modern Historian</i>
Zenkins, Keeth	<i>Why History : Reflections on the Possible End of History and Ethics under the Impact of Post-Modernism</i>

Paper-VIII: History of Haryana

Theory Exam: 70

Internal Assessment: 30

Maximum Marks: 100

Time: 3 Hours

Note: The question paper will consist of *nine* questions. The candidate shall have to attempt *five* questions in all. Question No. 1 will be *compulsory*, consisting of *four* short answer type conceptual/thematic questions of 3.5 marks each, spread over the whole syllabus. The candidate shall attempt *four* more questions selecting at least *one* from each Unit. Each question will carry 14 marks.

- Unit – I Concept of Regional History; Haryana Region: Sources of Medieval and Modern History; Establishment of the Turkish Hegemony: Local Resistance and Conciliation; Polity and Administrative Set up under the Sultans and the Mughals; The Imperial Decline and the Rise of Sikhs, Jats, Marathas and George Thomas
- Unit – II Medieval Haryana: Social Institutions and Social Life; Economic Conditions – Agriculture and Land Revenue Systems; Industries, Handicrafts and Trade; Education and Literature; Arts and Architecture; Process of Urbanization
- Unit – III Establishment of the British Rule in Haryana; Administration of East India Company 1803-1857: Civil, Judicial and Land Revenue; Resistance to the British Rule: The Pre-1857 Risings; The Uprising of 1857: Causes, Nature and Impact; Aftermath of the Revolt: Merger with Punjab and New Administrative Set up
- Unit – IV Colonial Haryana: Growth of Modern Education; Transition in Economy with Special Reference to Agrarian Changes; Transition in Society: Urban and Rural; Socio-Religious Reform Movements: Arya Samaj and Sanatan Dharma Sabha; National Movement in Haryana –Phases of Anti-Imperialist Struggle; Politics of Unionist Party and the Role of Sir Chhotu Ram; Partition and Rehabilitation of the Displaced People; Creation of Haryana State

Suggested Readings:

Bajaj, Satish K.	<i>Recent Trends in Historiography</i>
Buddha, Prakash	<i>Glimpses of Haryana</i>
Buddha Prakash	<i>Haryana Through the Ages</i>


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Chhotu Ram
Darling, Malcolm
Gopal, Madan
Griffin, L.H.
Gupta, H.R.
Hussain, Azim
Jagdish Chandra
Jagdish Chandra
Jones, K.W.
Jones, K.W.
Juneja, M.M.
Kayo, Johan William
Kundu, C.L. and Udai
Shankar
Mittal, S.C.
Muztar, B.K.
Nanda, J.

Naqvi, H.K.
Nurullah, S. & J.P.Naik
Phadke, H.A.
Prem Chaudhury
Saini, B.S.
Sarkar, J.N.
Satish Chandra

Sen, S.N. (ed.)
Sharma, S.R.
Shukla, S.P.
Singh, Amarjit

Singh, Chattar
Singh, Chetan
Singh, Fauja
Singh, Pardaman, and S.P.
Shukla
Singh, Ranjit
Talbot, Ian
Tanwar, R.
Tanwar, R.

Verma, D.C.
Yadav, B.N.S.
Yadav, K.C.
Yadav, K.C.
Yadav, K.C.
Yadav, K.C. (ed.)

Bechara Kisan (Hindi tr. by K.C. Yadav)
Punjab Peasantry in Prosperity and Debt
Sir Chhotu Ram : A Political Biography
The Rajas of Punjab
The Marathas and Panipat
Fazl-i-Hussain : A Political Biography
Freedom Movement in Haryana
Gandhi and Haryana
Arya Dharma : Hindu Consciousness in the 19th Century Punjab
Socio-Religious Reform Movements in British India
History of Hisar
Life of Lord Metcalfe, Vols. I-II
Education in Haryana

Haryana : A Historical Perspective
Haryana : Political and Cultural
Punjab Uprooted : A Survey of the Punjab Riots and Rehabilitation Problems
Urbanization and Urban Centres under the Great Mughals
History of Education in India
Haryana : Ancient and Medieval
Punjab Politics and the Role of Sir Chhotu Ram
Social and Economic History of Punjab
Fall of the Mughal Empire
The Eighteenth Century in India : Its Economy and Role of the Marathas, the Jats, the Sikhs and the Afghans
Sources of Indian History
Haryana Ke Swatantrata Sainani (Hindi)
Indian Freedom Struggle and the Role of Haryana
Punjab Divided: Politics of the Muslim League and Partition 1935-1947
Social and Economic Change in Haryana
Region and Empire : Punjab in the 17th Century
History of Punjab
Freedom Struggle in Haryana and Indian National Congress 1885-1985
Haryana Ke Arya Samaj Ka Itihas (Hindi)
Punjab and the Raj
The Politics of Sharing Power : The Punjab Unionist Party
Reporting Partition of Punjab 1947 : Press, Public and Other Opinions
Sir Chhotu Ram: Life and Times
Society and Culture of Northern India in the 12th Century
Haryana: Studies in History and Culture
The Revolt of 1857 in Haryana
Haryana : Itihas Evam Sanskriti (Hindi), Vols. I-II
Journal of Haryana Studies, Various Issues

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Paper-IX: Society and Culture in Medieval India 1200-1750

Theory Exam: 70
Internal Assessment: 30
Maximum Marks: 100
Time: 3 Hours

Note: The question paper will consist of *nine* questions. The candidate shall have to attempt *five* questions in all. Question No. 1 will be *compulsory*, consisting of *four* short answer type conceptual/thematic questions of 3.5 marks each, spread over the whole syllabus. The candidate shall attempt *four* more questions selecting at least *one* from each Unit. Each question will carry 14 marks.

- Unit – I Continuity and Change in Medieval Indian Society: Composition and Stratification; Urban and Rural Society; Caste and Social Mobility; Slavery; Conditions of Women; Systems of Education; Growth of Literature: Persian, Sanskrit and Hindi; Patronage of Learning; Way of Life
- Unit – II Origins and Growth of Sufi Movement: *Chisti, Qadiri, Suhrawardi* and *Naqashbandi Silsilahs*; Origins and Growth of Bhakti Movement: *Nath Panthis*, Kabir, Nanak, Raidas, Dadu, Chaitanya, Tulsidas and Maharashtra Dharma
- Unit – III Development of Architecture under the Sultans of Delhi: Mamluqs, Khaljis, Tughlaqs and Lodhis; Regional Architecture – Vijayanagar and Sharqi; Mughal Architecture: The Early Phase, Development from Akbar to Shahjahan, The Later Stage
- Unit – IV Visual and Performing Arts: Mughal, Rajput and Kangra Schools of Painting; Dance and Music; Elements of Conflict and Synthesis in Medieval Indian Society: Ruling Groups, State and Orthodoxy; Muslim Revivalist Movement under Sheikh Ahmad Sarhindi; Sectarian Communities; Evolution of Composite Culture

Suggested Readings:

- | | |
|--------------------------|--|
| Ashraf, K.M. | <i>Life and Conditions of the People of Hindustan</i> |
| Ali, M. Athar | <i>Mughal India : Studies in Polity, Ideas, Society and Culture</i> |
| Asher, Catherine B. | <i>Architecture of Mughal India</i> |
| Aziz, Ahmad | <i>Studies in Islamic Culture in the Indian Environment</i> |
| Banga, Indu (ed.) | <i>The City in Indian History : Urban Demography, Society and Politics</i> |
| Beach, Moloch | <i>Mughal and Rajput Paintings</i> |
| | |
| Brown, Percy | <i>Indian Architecture and Painting under the Mughals</i> |
| Chopra, P.N. | <i>Life and Letters under the Mughals</i> |
| Eaton, Richards M. (ed.) | <i>India's Islamic Tradition</i> |
| Grewal, J.S. (ed.) | <i>The State and Society in Medieval India</i> |
| Habib, Irfan | <i>Medieval India 1200-1750</i> |
| Habib, Irfan | <i>Medieval Technology : Exchanges between India and Islamic World</i> |
| Habib, Muhammad | <i>Politics and Society in Early Medieval Period, Vols. I & II</i> |
| Hasan, S. Nural | <i>Religion, State and Society in Medieval India</i> (ed. by Satish Chandra) |
| Hovel, E.B | <i>Indian Architecture Through the Ages</i> |
| Jackson, Peter | <i>The Delhi Sultanate</i> |

Karashima, N.	<i>Towards a New Formation : South Indian Society under Vijayanagar</i>
Koch, Ebb	<i>Mughal Architecture : An Outline of its History and Development 1528-1858</i>
Koch, Ebb	<i>Mughal Art and Imperial Ideology</i>
Nigam, S.B.P.	<i>Nobility under the Sultans of Delhi</i>
Nizami, K.A.	<i>Religion and Politics in the 13th Century India</i>
Qaisar, A.J.	<i>Indian Response to European Technology and Culture</i>
Rashid, A.	<i>Society and Culture in Medieval India</i>
Richards, J.F.	<i>The Mughal Empire</i>
Rizvi, S.A.A.	<i>History of Sufism, Vols. I-II</i>
Rizvi, S.A.A.	<i>Muslim Revivalist Movement in Northern India in the 16th – 17th Centuries</i>
Rizvi, S.A.A.	<i>Religious and Intellectual History of the Muslims in Akbar's Reign</i>
Satish Chandra	<i>Medieval India : Society, Jagirdari Crisis and the State</i>
Siddiqui, I.H.	<i>Essays On Intellectual Thought and Culture</i>
Srivastava, A.L.	<i>Medieval Indian Culture</i>
Stein, Burton	<i>New Cambridge History of India : Vijayanagar</i>
Stein, Burton	<i>Peasant, State and Society in Medieval South India</i>
Tara Chand	<i>Influence of Islam on Indian Culture</i>
Umar, Muhammad	<i>Muslim Society in North India During the 18th Century</i>
Umar, Muhammad	<i>Urban Culture in North India During the 18th Century</i>
Verma, S.P.	<i>Mughal Painters and Their Works</i>

Paper-X: Modern India 1858-1947

Theory Exam: 70
Internal Assessment: 30
Maximum Marks: 100
Time: 3 Hours

Note: The question paper will consist of *nine* questions. The candidate shall have to attempt *five* questions in all. Question No. 1 will be *compulsory*, consisting of *four* short answer type conceptual/thematic questions of 3.5 marks each, spread over the whole syllabus. The candidate shall attempt *four* more questions selecting at least *one* from each Unit. Each question will carry 14 marks.

Unit – I	The British Raj: Transfer of Power from East India Company to the Crown; Authorities at London; British Indian Government; Provincial Government; Local Self Government; Colonial Control: Land Revenue Administration; Civil Administration – Indian Civil Services and Bureaucracy; Law and Judicial Administration; Fiscal and Financial Administration
Unit – II	Foreign Relations: Afghanistan, North-West Frontier, Burma, Tibet and Persian Gulf; Relations with Princely States; Process of Modernization: Capitalist Change and Emergence of New Social Order; Patterns of Urbanization; Growth of Press and its Impact; Growth of Literature – Bengali and Hindi; Cultural Renaissance
Unit – III	Emergence of Indian Nationalism; Founding of Indian National Congress; The Moderates: Ideology and Politics; Rise of the Extreme Nationalism: Ideology and Politics; Partition of Bengal and the Swadeshi Movement; Rise of Communalism: Founding of the Muslim League and its Politics; World War-I and India: Lucknow Pact

and the Home Rule Movement; Emergence of Mahatma Gandhi: Rowlett Satyagraha, Khilafat and Non-Cooperation Movement; Civil-Disobedience Movement; Quit India Movement

Unit – IV Politics of Swaraj Party; Rise of the Left Wing in Indian Politics; Round Table Conference and the Conclusion of Poona Pact; Trade Union Movement; Peasant Movements; Revolutionary Movement; Congress Socialist Party; Muslim Communal Politics in 1930s: Rise of the Demand of Pakistan; Cripps Mission and Indian Politics; Gandhi-Jinnah Negotiations and Wavell Plan; Subhas Chandra Bose and Indian National Army; Cabinet Mission and Mountbatten Plan: Partition and Independence

Suggested Readings:

- | | |
|-----------------------|---|
| Agrow, D. | <i>Moderates and Extremists in the Indian National Movement</i> |
| Ambedkar, B.R. | <i>Pakistan or the Partition of India</i> |
| Bilgrani, Ashgar H. | <i>Afghanistan and British India : A Study in Foreign Relations</i> |
| Bhuyan, Arun | <i>The Quit India Movement</i> |
| Bipan, Chandra | <i>Rise and Growth of Economic Nationalism in India</i> |
| Bipan Chandra | <i>Colonialism and Nationalism in India</i> |
| Bipan Chandra | <i>Essays on Communalism</i> |
| Bipan Chandra et. al. | <i>India's Struggle For Independence</i> |
| Brown, Judith | <i>Gandhi's Rise to Power: Indian Politics 1915-22</i> |
| Brown, Judith | <i>Gandhi : The Prisoner of Hope</i> |
| Desai, A.R. | <i>Social Background of Indian Nationalism</i> |
| Desai, A.R. | <i>Peasant Struggle in India</i> |
| Dube, S.C. | <i>Contemporary India and its Modernization</i> |
| Dutt, R.C. | <i>Economic History of India, Vols. I & II</i> |
| Ghosh, P.C. | <i>The Indian National Congress</i> |
| Gopal, S. | <i>British Policy in India</i> |
| Guha, Ranjit | <i>Elementary Aspects of Peasant Insurgency in Colonial India</i> |
| Guha, Ranjit (ed.) | <i>Subaltern Studies, Vols. I – XI</i> |
| Gupta, M.N. | <i>History of the Revolutionary Movement in India</i> |
| Hasan, Mushirul | <i>India's Partition : Process, Strategy and Mobilization</i> |
| Hasan, Mushirul | <i>Nationalism and Communal Politics in India 1916-1928</i> |
| Hasan, Zoya | <i>Politics and State in India</i> |
| Heimsath, Charles | <i>Indian Nationalism and Hindu Social Reform</i> |
| Joshi, Shashi and | <i>Struggle for Hegemony in India, Vols. I-III</i> |
| Bhagwan Josh | |
| Kulkarani, V.B. | <i>British Dominion in India and After</i> |
| Kumar, Dharma (ed.) | <i>Cambridge Economic History of India, Vol.-II</i> |
| Kumar, Kapil | <i>Peasants in Revolt</i> |
| Lal Bahadur | <i>Muslim League</i> |
| Low, D.A. (ed.) | <i>Congress and the Raj : Facets of the Indian Struggle 1917-1947</i> |
| Majumdar, R.C. | <i>History of the Freedom Movement in India, Vols. I-IV</i> |
| Majumdar, R.C. (ed.) | <i>British Paramountcy and Indian Renaissance, Vols. IX-X</i> |
| Mehrotra, S.R. | <i>The Emergence of the Indian National Congress</i> |
| Mishra, B.B. | <i>The Administrative History of India 1834-1947</i> |
| Mohan, Kamlesh | <i>Militant Nationalism in the Punjab</i> |
| Moon, Penderal | <i>Divide and Quit</i> |
| Moore, R.J. | <i>Crisis of Indian Unity</i> |
| Munshi, K.M. | <i>Pilgrimage to Freedom</i> |
| Nanda, B.R. | <i>Gandhi and his Critics</i> |

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Page, David	<i>Prelude to Partition</i>
Pannikar, K.N.	<i>National and Left Movements in India</i>
Pavlov, V.I.	<i>The Indian Capitalist Class : A Historical Study</i>
Roy, Satya Murti (ed.)	<i>Bharat Me Upniveshvad Evam Rashtravad (Hindi)</i>
Sarkar Sumit	<i>Modern India 1885-1947</i>
Shankar, Girija	<i>The Socialist Trends in the Indian National Congress</i>
Sharma, M.P.	<i>Local Self-Government in India</i>
Shukla, R.L. (ed.)	<i>Adhunik Bharat Ka Itihas (Hindi)</i>
Singh, Amarjit	<i>Punjab Divided : Politics of the Muslim League and Partition 1935-1947</i>
Singh, Anita Inder	<i>The Origins of the Partition of India 1936-1947</i>
Singh, L.P.	<i>The Left Wing in India</i>
Sitaramaya, P.	<i>History of the Indian National Congress, Vols. I-III</i>
Stein, Burton	<i>Thomas Munro : The Origins of the Colonial State and his Vision of the Empire</i>
Tanwar, R.	<i>Reporting Partition of Punjab 1947 : Press, Public and Other Opinions</i>
Tara Chand	<i>History of the Freedom Movement in India, Vols. I-IV</i>
Tomlinson, B.R.	<i>Economy of Modern India 1860-1970</i>
Vajpeyi, J.N.	<i>The Extremist Movement in India</i>

Paper-XI: Social History of India 1200-1947

Theory Exam: 70
Internal Assessment: 30
Maximum Marks: 100
Time: 3 Hours

Note: The question paper will consist of *nine* questions. The candidate shall have to attempt *five* questions in all. Question No. 1 will be *compulsory*, consisting of *four* short answer type conceptual/thematic questions of 3.5 marks each, spread over the whole syllabus. The candidate shall attempt *four* more questions selecting at least *one* from each Unit. Each question will carry 14 marks.

Unit – I	Social History of India: Sources and Approaches; Indian Social Institutions: Tribe, Caste (as well as Untouchability), Class and Community; Advent of Islam in India: Impact on Indian Society; Religious Cults of Islam; Religious Cults in Early Medieval India; Medieval Indian Society: Urban and Rural
Unit – II	Socio-Religious Movements in Medieval India: Sufi and Bhakti – Their Ideology, Nature and Impact; Rise of <i>Silsilahs</i> and <i>Panthas</i> ; Social Transition in Medieval India: Stratification and Mobility; Position of Women; Educational Systems and Institutions; Syncretic Traditions and Cultural Synthesis
Unit – III	Colonial Intervention and Social Change: The British Social Policy and Western Ideas – Role of Orientalists, Evangelicals and Utilitarians; Social Legislation and Social Reforms; Growth of Modern Education; Rise of New Social Classes; Transition in Caste-Ridden Society – Debate on <i>Sanskritization</i> and <i>De-Sanskritization / Dalitization</i> ; Conflict between Tradition and Modernity; Changing Position of Women

Unit – IV Social Movements in Modern India : Brahmo Samaj; Arya Samaj; Ram Krishan Mission; Theosophical Society; Aligarh Movement; Sri Narayan Dharma Movement; Satyashodhak Samaj; Self-Respect Movement; Singh Sabha Movement; Depressed Class Movement with Special Reference to the Role of Dr. B.R. Ambedkar; Tribal Movements

Suggested Readings:

- | | |
|--------------------------|--|
| Ahmad, Aziz | <i>Studies in Islamic Culture in the Indian Environment</i> |
| Altekar, A.S. | <i>Position of Women in Hindu Civilization</i> |
| Ambedkar, B.R. | <i>The Untouchables</i> |
| Ambedkar, B.R. | <i>What Congress and Gandhi have Done to the Untouchables</i> |
| Ashraf, K.M. | <i>Life and Conditions of the People of Hindustan</i> |
| Ballahatchet, K.S. | <i>Social Policy and Social Change in Western India</i> |
| Basu, Aparna | <i>The Growth of Education and Political Development 1898-1920</i> |
| Bayly, Susan | <i>Caste, Society and Politics in India from the Eighteenth Century to the Modern Age</i> |
| Beteitte, Andre | <i>Caste, Class and Power</i> |
| Bhatnagar, S. (ed.) | <i>Studies in Social History</i> |
| Chahal, S.K. | <i>Dalits Patronized: Indian National Congress and the Untouchables of India 1921-1947 (Only Introduction & Chapter I)</i> |
| ----- | <i>Dr. B.R. Ambedkar: The Maker of Modern India</i> |
| ----- | <i>Hindu Social Reform: Framework of Jotirao Phule</i> |
| Chopra, P.N. | <i>Some Aspects of Social Life during the Mughal Age (1526-1707)</i> |
| Datta, K.K. | <i>Social History of Modern India</i> |
| Desai, A.R. | <i>Social Background of Indian Nationalism</i> |
| Dube, S.C. | <i>Indian Society</i> |
| Dube, S.C. | <i>Contemporary India and its Modernization</i> |
| Gore, M.S. | <i>Social Context of An Ideology : Ambedkar's Political and Social Thought</i> |
| Guha, Ranjit (ed.) | <i>Subaltern Studies, Vols. I-XI</i> |
| Habib, Irfan | <i>Interpreting Indian History</i> |
| Habib, Mohammad | <i>Politics and Society during the Early Medieval Period</i> |
| Heimsath, Charles | <i>Indian Nationalism and Hindu Social Reform</i> |
| Jain, M.S. | <i>The Aligarh Movement</i> |
| Jha, D.N. | <i>Economy and Society in Early India : Issues and Paradigms</i> |
| Jones, K.W. | <i>Arya Dharma : Hindu Consciousness in the 19th Century Punjab</i> |
| Jones, K.W. | <i>Socio-Religious Reform Movements in British India</i> |
| Joshi, Barbara | <i>Untouchable! Voices from the Dalit Liberation Movement</i> |
| Joshi, V.C. (ed.) | <i>Rammohan Roy and Process of Modernization in India</i> |
| Krishnamurthi, J. | <i>Women in Colonial India</i> |
| Kumar, Ravindra | <i>Social History of Modern India</i> |
| Majumdar, B.B. | <i>History of Indian Social and Political Ideas : From Rammohan to Dayananda</i> |
| Majumdar, R.C. | <i>British Paramountcy and Indian Renaissance, Vol. X</i> |
| Majumdar, R.C. | <i>The History and Culture of Indian People, Vols. V & VII</i> |
| Mishra, B.B. | <i>The Indian Middle Classes : Their Growth in Modern Times</i> |
| Moon, Vasant (ed.) | <i>Dr. Babasaheb Ambedkar: Writings and Speeches, Vols. I, II, V & IX</i> |
| Nizami, K.N. | <i>Some Aspects of Religion and Politics in the Thirteenth Century</i> |
| Nurullah, S. & J.P. Naik | <i>History of Education in India</i> |

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O' Malley, L.S.S.	<i>Modern India and the West</i>
Omvedt, Gail	<i>Cultural Revolt in A Colonial Society : The Non-Brahman Movement in Western India</i>
Omvedt, Gail	<i>Dalits and the Democratic Revolution : Dr. Ambedkar and the Dalit Movement in Colonial India</i>
Patil, P.G. (tr.)	<i>Collected Works of Mahatma Jyotirao Phoolley, Vols. I -II</i>
Potts, E. Daniel	<i>British Baptist Missionaries in India 1793-1837</i>
Rashid, Abdul	<i>Society and Culture in Medieval India</i>
Rizvi, S.A.A.	<i>Religious and Intellectual History of the Muslims in Akbar's Reign</i>
Rizvi, S.A.A.	<i>History of Sufism in India, Vols. I-II</i>
Sarkar, Sumit	<i>Writing Social History</i>
Sarkar, Sumit	<i>Modern India 1885-1947</i>
Shah, A.B. & C.R.M. Rao	<i>Tradition and Modernity in India</i>
Sharma, R.S.	<i>Social Changes in Early Medieval India</i>
Smith, W.C.	<i>Modern Islam in India</i>
Srinivas, M.N.	<i>Social Change in Modern India</i>
Srinivas, M.N.	<i>Caste in India and Other Essays</i>
Stokes, Eric	<i>The English Utilitarians and India</i>
Tara Chand	<i>Influence of Islam on Indian Culture</i>
Tara Chand	<i>Society and State in the Mughal Period</i>
Vidyarathi, L.P.	<i>Tribal Culture of India</i>
Wilson, C.H.	<i>The Sects of the Hindus</i>


Paper-XII: Economy and Business in India 1200-1947

Theory Exam: 70
Internal Assessment: 30
Maximum Marks: 100
Time: 3 Hours

Note: The question paper will consist of *nine* questions. The candidate shall have to attempt *five* questions in all. Question No. 1 will be *compulsory*, consisting of *four* short answer type conceptual/thematic questions of 3.5 marks each, spread over the whole syllabus. The candidate shall attempt *four* more questions selecting at least *one* from each Unit. Each question will carry 14 marks.

- Unit – I Sources of Medieval and Modern Indian Economic History; Problems and Issues of Indian Economic History: Different Approaches and their Limitations; Structure of Medieval Indian Economy: Rural and Urban; Economic Basis of Medieval Indian State; Mode of Production: Agricultural and Non-Agricultural (Handicraft); Indian Manufactures for External Market; Debate on Agrarian Crisis
- Unit – II Business in Pre-Colonial India: Caste and Business Communities; Trade and Commerce – Internal and External; Important Trade Centres; Credit and Indigenous Banking System; Potentialities of Capitalist Growth; European Trading Interests in India upto 1757; East India Company's Trade during 1757-1883; British Private Trade in India in the Eighteenth Century; Role of European Agency Houses during 1793-1848; Indigenous Bankers 1800-1850; Origins and Growth of Managing Agency System
- Unit – III *Rise of the New Colonial Mode of Production*: Emphasis on Export Crops and Commodities; Agrarian Settlements and Land Revenue; Commercialization of

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Agriculture; Change in Land Relations and Problem of Rural Indebtedness; Flow of Foreign Capital and its Impact; Decline of Handicraft Industry; Rise of Modern Industries: Cotton Textile, Jute, Iron and Steel; Tariff and Excise Duties; Drain of Wealth; Famines and the British Policy

Unit – IV

Expansion of Trade and Business : Railways, Roads and Telegraphs – Their Impact on Business and Trade; British Monetary Policy and Emergence of Modern Banking System – Impact on Business and Trade; European Chambers of Commerce – Their Business Interests in India; Rise of Indian Industrial Houses with particular reference to Tata; Founding of Indian Chamber of Commerce; Conflict between British and Indian Business Interests and its Impact on Indian Politics; National Planning Committee and the 'Bombay Plan'

Suggested Readings:

- | | |
|-----------------------------|---|
| Bhatia, B.M. | <i>Famines in India</i> |
| Bagchi, A.K. | <i>The Presidency Banks and the Indian Economy 1876-1914</i> |
| Banerjee, T.D. | <i>Internal Market of India 1834-1900</i> |
| Bipan Chandra | <i>The Rise and Growth of Economic Nationalism in India</i> |
| Bipan Chandra | <i>Colonialism and Nationalism in India</i> |
| Bhattacharya, S. | <i>Adhunik Bharat Ka Arthik Itihas (Hindi)</i> |
| Bloch, Marc | <i>Early English Tracts of Commerce</i> |
| Brahmanand (ed.) | <i>Famines in Colonial India</i> |
| Buchanan, D.H. | <i>The Development of Capitalist Enterprise in India</i> |
| Chatterji, Basudeb | <i>Trade, Tariff and Empire</i> |
| Chaudhuri, K.N. | <i>The Economic Development of India under the East India Company</i> |
| Doraiswami, S.V. | <i>Indian Finance, Currency and Banking</i> |
| Dutt, R.C. | <i>The Economic History of India, Vols. I-II</i> |
| Freedenberg, R.E. | <i>Land Control and Social Structure in India</i> |
| Guha, R. | <i>A Rule of Property for Bengal : Essays in the Idea of Permanent Settlement</i> |
| Habib, Irfan | <i>Essays in Indian History: Towards a Marxist Perception</i> |
| Habib, Irfan | <i>The Agrarian System of Mughal India 1556-1707</i> |
| Hasan, Nurul | <i>Thought on Agrarian Relations in Mughal India</i> |
| Jain, L.C. | <i>Indigenous Banking in India</i> |
| Kumar, Dharma (ed.) | <i>The Cambridge Economic History of India, Vol. II</i> |
| Lowden, David | <i>An Agrarian History of South Asia</i> |
| Mishra, Girish | <i>Economic History of India</i> |
| Mishra, Girish | <i>Adhunik Bharat Ka Arthik Itihas (Hindi)</i> |
| Mittal, S.C. | <i>Bharat Ka Samajik Aur Aarthik Itihas 1758-1947</i> |
| Morris D., Morris et. al. | <i>The Indian Economy in the Nineteenth Century</i> |
| Mukherjee, Mridula | <i>Colonizing Agriculture : The Myth of Punjab Exceptionalism</i> |
| Mukherjee, Mridula | <i>Peasants in India's Non-Violent Revolution</i> |
| Mukherjee, Nilmani | <i>Ryotwari System in Madras 1792-1827</i> |
| Mukherjee, R.K. | <i>The Economic History of India 1600-1800</i> |
| Muranjan, S.K. | <i>Modern Banking in India</i> |
| Ray, Rajat (ed.) | <i>Entrepreneurship and Industry in India 1800-1847</i> |
| Raychaudhury, Tapan & Irfan | <i>The Cambridge Economic History of India, Vols. I & II</i> |
| Habib (eds.) | <i>The Imperial Monetary System of Mughal India</i> |
| Richards, J.F. | |

Roy, Tirthankar
Rungta, R.S.
Sanyal, R.N.
Stein, Burton
Tomlinson, B.R.
Tomlinson, B.R.

Economic History of India 1857-1947
The Rise of Business Corporation in India 1851-1900
Development of Indian Railways
The Making of Agrarian Policy in British India 1770-1900
The Political Economy of the Raj 1914-1947
Economy of Modern India 1860-1970



CENTRE FOR DISTANCE AND ONLINE EDUCATION

KURUKSHETRA UNIVERSITY KURUKSHETRA

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COURSE CURRICULUM

M.A. PUBLIC ADMINISTRATION

(ACADEMIC SESSION: July-August 2023)

CENTRE FOR DISTANCE AND ONLINE EDUCATION

KURUKSHETRA UNIVERSITY KURUKSHETRA

HARYANA

2024

CENTRE FOR DISTANCE AND ONLINE EDUCATION**KURUKSHETRA UNIVERSITY KURUKSHETRA****POST-GRADUATE DIPLOMA IN HUMAN RIGHTS****(ACADEMIC SESSION JULY-AUGUST 2023)****COURSE STRUCTURE**

Duration of Course:	One Year (Annual).
Eligibility for admission:	Bachelor's Degree in any Discipline of Kurukshetra University or any other recognised University.
Medium of Instruction:	The medium of instruction of examination shall be English & Hindi.
Fee Structure:	Rs. 10000/- (Rupees Ten thousand).
Scheme of Instruction:	The Course of Study of Post-Graduate Diploma in Human Rights would be of five theory papers carrying 100 marks each (70 marks for Theory + 30 marks for Internal Assessment). The duration of Personal Contact Programme for the enrolled students in this Course would be 12 days.

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CENTRE FOR DISTANCE AND ONLINE EDUCATION
KURUKSHETRA UNIVERSITY KURUKSHETRA

POST-GRADUATE DIPLOMA IN HUMAN RIGHTS

SCHEME OF EXAMINATION

PAPER CODE	NOMENCLATURE OF PAPER	MAXIMUM MARKS	THEORY MARKS	INTERNAL ASSESSMENT MARKS	TIME
Paper-101:	Historical and Philosophical Perspectives of Human Rights	100	70	30	3 Hours
Paper-102:	Human Rights and Criminal Justice System in India	100	70	30	3 Hours
Paper-103:	Human Rights and Duties in International Perspective	100	70	30	3 Hours
Paper-104:	Human Rights and Duties in India: Law, Policy, Society and Enforcement	100	70	30	3 Hours
Paper-105:	Environment and Human Rights	100	70	30	3 Hours

Paper-101: Historical and Philosophical Perspectives of Human Rights

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time: 3 hours

Note: Eight questions will be set, selecting at least two questions from each unit. Candidates are required to attempt four questions, at least one question from each unit.

Unit-I: Foundational Aspects of Human Rights

1. Human Rights: Meaning, Evolution, Sources of Human Rights.
2. Classification of Human Rights: Natural, Moral and Legal Rights
3. Civil and Political Rights: Economic, Social and Cultural Rights; Collective/ Solidarity Rights.
4. Universal values of Human Rights: Human Dignity and Justice; Equality, Liberty and Fraternity.
5. Human Rights: Human Duties Obligated by Religion and Culture with special reference to Islam and Hinduism.

Unit-II: Universal Declaration of Human Rights

1. Universal Declaration of Human Rights: Magna Carta; the United States Declaration of Independence.
2. The French Declaration of the Rights of Man and the Citizen.
3. Declaration on the Protection of All persons from Enforced Disappearance and Detention or Imprisonment.
4. The Proclamation of Teheran and Vienna Declaration Programme of Action
5. UN Declaration on the Rights and Responsibility of Individuals, Groups and Organs of Society to Protect Human Rights.

Unit- III: Diversity, Difference and Human Rights

1. Value of Diversity: Collective Cultural Rights and the Idea of Universal Human Rights.
2. Multiculturalism and Minority Rights and Protection and Promotion of Human Rights in Diverse Societies.
3. International Bill of Rights: Preamble, Enumeration, Influence of the Universal Declaration.

4. Women's and Human Rights: Convention on the Elimination of all forms of Discrimination against Women (CEDAW).
5. Implementation of Women's Rights: Police Stations, Court Procedures, Women's Health and Safety Provisions.

Unit –IV: Development, Social Justice and Human Rights

1. Social Justice in the Discourse of Development and Human Rights.
2. State, Solidarity Rights and the Human Rights Movements.
3. Recognition of States: Laws, Theories, Forms, Modes, Conditional and Consequences of Recognition of States.
4. State Territory: Land, Sea, Air Space and Subsoil under Earth Rights.
5. Acquisition and Loss of State Territory: Modes of Acquisition and Loss of State Territory

Recommended Books

1. W. Friedmann, "International Law and Social Organisation on International Law", A. J. I. L., Vol. 62 (1992)
2. N. Sanjaoba, "International Human Rights", Published by: Manas Publications, 4858, Prahlad Street, 24, Ansari Road, Darya Ganj, New Delhi-110002.
3. Delvin, "Law, Democracy and Morality" (1962) 110 U Pa Law Rev.
4. R. S. Pathak, "The Role and means of Codification and Progressive Development of International Law", I.J.I.L. Vol. 17 (1977).
5. Ian Brownlie, Principles of Public International Law, Second Edition (Clarendon Press, Oxford, 1973).
6. P. Chandrasekhar Rao, "Charter of Economic Rights and Duties of States", I. J. I. L., Vol. 15 (1975).
7. DonalPharand, "Historic Waters in International Law with Special Reference to the Article", University of Toronto.
8. J. G. Starke, "Introduction to International Law", 10th Edition, Butterworths Singapore, 1999.
9. Stephen S. Godspeed, "The Nature and Functions of International Organisation", The Growth of World Law, (1985)
10. L. M. Goodrich, "The Maintenance of International Peace and Security", International Organisation" (1988)

Paper-102: Human Rights and Criminal Justice System in India

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time: 3 hours

Note: Eight questions will be set, selecting at least two questions from each unit. Candidates are required to attempt four questions, at least one question from each unit.

Unit-I: Social Problems and Issues of Human Rights

1. Concepts and Approaches: Concepts of Social Problems and Issues of Human Rights.
2. Theoretical Approaches to Social Problems and Social Changes.
3. Different Social Problems Areas: Problems of Scheduled Caste and Scheduled Tribes; Problems of Aged and Disabled; and Problems of Women.
4. Problems of Working Class: Meaning, Definitions and Classification of Working Class.
5. Status and Exploitation of Working Class: (i) Casual Worker's (ii) Bounded Labour (iii) Agriculture Labour (iv) Migrant Workers (v) Child Labour (vi) Unorganized Labour

Unit-II: Human Rights Criminal Justice System

1. Human Rights Criminal Justice System: Criminal Justice System and Prosecution of Human Rights.
2. Offence Involving Human Rights: Rights of Accrued of Inmates of Persons and Custodial Homes.
3. Administration of Criminal Justice and Reforms: Administration of Criminal Justice; Ordinary Courts. Special Courts. Districts Human Rights Courts.
4. Rights to Legal Aid: Organisation and Working of National, State and Districts Legal Aid Machinery in India.
5. Intervention: Meaning, Kinds, Justification and Humanitarian of Intervention.

Unit- III: Difficulties in the Promotion of Human Rights

1. Criminal Justice System: Police Behavior and Judicial System in India.
2. Rights of the Accused: Protection from Arbitrary Arrest, Fair and Speedy Trial.
3. Protection against Torture and Degrading Treatment.
4. Difficulties rooted in Social, Economic, Political and Legal System of the Country.
5. Liberal, Democracy Polity Based on the Rule of Law.

Unit –IV: United Nations' Bodies in the Promotion of Human Rights

1. United Nations: Organisation and Functions of General Assembly, Security Councils, International Court
2. Composition and Functions of Secretariat and Special Agencies of United Nations.
3. UNESCO, WHO and ILO: Organisation and Functions.
4. Role of International and Regional Organisation in Peace and Security in World.
5. United Nations': Commission on Human Rights and Its Sub-Committees on Women and Children.

Recommended Books

1. P. Chandrasekhar Rao, "Charter of Economic Rights and Duties of States", I. J. I. L., Vol. 15 (1975).
2. DonalPharand, "Historic Waters in International Law with Special Reference to the Article", University of Toronto.
3. J. G. Starke, "Introduction to International Law", 10th Edition, Butterworths Singapore, 1999.
4. Stephen S. Godspeed, "The Nature and Functions of International Organisation", The Growth of World Law, (1985)
5. L. M. Goodrich, "The Maintenance of International Peace and Security", International Organisation" (1988)
6. W. Friedmann, "International Law and Social Organisation on International Law", A. J. I. L., Vol, 62 (1992)
7. N. Sanajaoba, "International Human Rights", Published by: Manas Publications, 4858, Prahlad Street, 24, Ansari Road, Darya Ganj, New Delhi-110062.
8. Delvin, "Law, Democracy and Morality" (1962) 11o U Pa Law Rev.
9. R. S. Pathak, "The Role and means of Codification and Progressive Development of International Law", I.J.I.L. Vol. 17 (1977).
10. Ian Brownlie, Principles of Public International Law, Second Edition (Clarendon Press, Oxford, 1973).

Paper-103: Human Rights and Duties in International Perspective

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time: 3 hours

Note: Eight questions will be set, selecting at least two questions from each unit. Candidates are required to attempt four questions, at least one question from each unit.

Unit-I: International Humanitarian Law

1. International Law: Meaning, Concept, Nature, Basis and Functions of International Law.
2. Historical Development and Relationship of International Law and Municipal Law.
3. International Humanitarian Law: Application, Historical Development, and Character of Humanitarian Law
4. Codification of International Law: Codification under League and United Nations.
5. Subject of International Law: Realist, Fictional and Functional Theory.

Unit-II: International Concern for Violations of Human Rights

1. Extradition: Meaning, Definitions, Purpose and Law of Extradition.
2. Diplomatic Agents: Classification, Functions, Basis and Immunities and Privileges of Diplomatic Agents.
3. Consuls and Special Mission: Classification, Functions, Judicial Settlement and Compulsive.
4. Enemy Character: Enemy Character of Individuals, Corporation, Goods and Ships.
5. War Crimes: U.N. War Crimes Commission and United Nations.

Unit- III: International Covenants on Human Rights

1. International Covenants: Preparation of Drafts, Adoption, Implementation and Covenant on Civil and Political Rights.
2. International Covenants on Economic, Social and Cultural Rights.
3. International Covenants on the Elimination of All forms of Racial Discrimination.
4. Declaration and Covenants: Declaration of the Rights of Persons belonging to National or Ethnic, Religious and Linguistic Minorities.

5. Convention against Discrimination in Education, Employment and Occupation.

Unit –IV: International Protection for the Refugees and the Minorities

1. Determination of Refugee Status: International Refugee Law and Protection.
2. Status of the Office of the United Nations High Commissioner for Refugees.
3. Convention Relating to the Status of Protocol and Stateless Persons.
4. International Human Rights: Sub- Commission on Minorities.
5. Regional Convention on Human Rights: European, American, African and Asian and Pacific Region.

Recommended Books

1. P. Chandrasekhar Rao, "Charter of Economic Rights and Duties of States", I. J. I. L., Vol. 15 (1975).
2. DonalPharand, "Historic Waters in International Law with Special Reference to the Article", University of Toronto.
3. J. G. Starke, "Introduction to International Law", 10th Edition, Butterworths Singapore, 1999.
4. Stephen S. Godspeed, "The Nature and Functions of International Organisation", The Growth of World Law, (1985)
5. L. M. Goodrich, "The Maintenance of International Peace and Security", International Organisation" (1988)
6. W. Friedmann, "International Law and Social Organisation on International Law", A. J. I. L., Vol. 62 (1992)
7. N. Sanajaoba, "International Human Rights", Published by: Manas Publications, 4858, Prahlad Street, 24, Ansari Road, Darya Ganj, New Delhi-110002.
8. Delvin, "Law, Democracy and Morality" (1962) 110 U Pa Law Rev.
9. R. S. Pathak, "The Role and means of Codification and Progressive Development of International Law", I.J.I.L. Vol. 17 (1977).
10. Ian Brownlie, Principles of Public International Law, Second Edition (Clarendon Press, Oxford, 1973).

**Paper-104: Human Rights and Duties in India: Law, Policy, Society and
Enforcement**

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time: 3 hours

Note: Eight questions will be set, selecting at least two questions from each unit. Candidates are required to attempt four questions, at least one question from each unit.

Unit-I: Human Rights in Indian Context

1. Ideals enshrined in Indian Constitution: Social, Economic and Political Justice.
2. Fundamental Rights, Directive Principles and Fundamental Duties in Indian Constitution.
3. Fraternity: Assuring the Dignity of Individual and Unity of the Nation.
4. Social Hierarchy and Social Prejudices and Exploitation in India.
5. Socially approved racial and Communal Discrimination

Unit-II: Human Rights –Enforcement Mechanism in India

1. Human Rights Act, 1993: Provisions
2. Judicial Organs: Powers and Functions of Supreme Court and High Courts.
3. Human Rights Commission: Organisation and Functions of National and States Commission in India.
4. Human Rights Commission: Powers and Functions of National Commission for Scheduled Castes and Scheduled Tribes in India.
5. Women, Children and Minority Commission.

Unit- III: Human Rights Violations and Indian Polity

1. Inequalities in Society: Population, Illiteracy, Poverty and Caste Inaccessibility of Legal Redress.
2. Abuse of Executive Power, Corruption, Nepotism and Favoritism in Indian Society.
3. Human Rights through the Ages: An Outlook.
4. Positive Action for a Human Society in India.
5. Human Rights and Good- Governance in Present Indian Scenario.

Unit –IV: Human Rights and Role of Advocacy Groups in India

1. Professional Bodies: Press, Media, Role of Lawyers- Legal Aid.
2. Educational Institutions: Universities, Research Institutions and Others Social Institutes.
3. Corporate Sector and Human Rights.
4. Role of Non- Governmental Organisations (NGO's) in Human Rights.
5. Role, Organization and Functions of Consumer Redressal Agencies.

Recommended Books

1. P. Chandrasekhar Rao, "Charter of Economic Rights and Duties of States", I. J. I. L., Vol. 15 (1975).
2. DonalPharand, "Historic Waters in International Law with Special Reference to the Article", University of Toronto.
3. J. G. Starke, "Introduction to International Law", 10th Edition, Butterworths Singapore, 1999.
4. Stephen S. Godspeed, "The Nature and Functions of International Organisation", The Growth of World Law, (1985)
5. L. M. Goodrich, "The Maintenance of International Peace and Security", International Organisation" (1988)
6. W. Friedmann, "International Law and Social Organisation on International Law", A. J. I. L., Vol. 62 (1992)
7. N. Sanajaoba, "International Human Rights", Published by: Manas Publications, 4858, Prahlad Street, 24, Ansari Road, Darya Ganj, New Delhi-110002.
8. Delvin, "Law, Democracy and Morality" (1962) 110 U Pa Law Rev.
9. R. S. Pathak, "The Role and means of Codification and Progressive Development of International Law", I.J.I.L. Vol. 17 (1977).
10. Ian Brownlie, Principles of Public International Law, Second Edition (Clarendon Press, Oxford, 1973).

Paper-105: Environment and Human Rights

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time: 3 hours

Note: Eight questions will be set, selecting at least two questions from each unit. Candidates are required to attempt four questions, at least one question from each unit.

Unit-I: Basic Concept of Environment and Human Rights

1. New Human Rights Dimensions: Obstacles and Threats to Human Rights.
2. New Challenges of Science and Technology: Biotechnology and Human Rights and Challenges of New Technology.
3. Environment Threats to India: Forest Denudation; and Pollution of Rivers.
4. Indiscriminate Industrial Explosion: Depletion of Rare Species; and Bio-Diversity.
5. Globalization, Regionalism and Nationalism: opportunities and Threats.

Unit-II: New Dimensions and Human Rights

1. Human Rights and Peace: Values as Rights Precondition for Peace and Component of Peace.
2. Democracy and Human Rights: Democracy as a Condition for Economic and Social Rights Cultural Rights and Democracy.
3. Right to Development: Adoption of the Declaration on the Right to Development and Removal of Obstacles to Development.
4. Judicial Contribution in Creation of New Human Rights.
5. Hazardous Waste and Human Rights.

Unit- III: Human Rights and Environment

1. Growth of Human Rights Protection and Environmental Protection.
2. Human Rights and Extreme Poverty: Poverty as Crime.
3. Discrimination: Xenophobia and Racism, International Convention on the Elimination of All Forms of Racial Discrimination.
4. Human Rights and Tolerance: Notion of Tolerance and Religious Tolerance.
5. Terrorism and Human Rights.

Unit –IV: Human Rights: Scientific and Technological Advancement

1. United Nation Approaches to Scientific and Technological Development: Scope, Objectives and Problems.
2. Globalization and Human Rights: Competitiveness: Decline of Labour Unions and Workers' Rights and Globalization.
3. Rights of Indigenous People and the Challenges to Human Rights, Non-Governmental Solutions.
4. Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention and Rehabilitation.
5. Pollution Control Mechanisms for Human Rights.

Recommended Books

1. P. Chandrasekhar Rao, "Charter of Economic Rights and Duties of States", I.J.I.L., Vol. 15 (1975).
2. DonalPharand, "Historic Waters in International Law with Special Reference to the Article", University of Toronto.
3. J. G. Starke, "Introduction to International Law", 10th Edition, Butterworths Singapore, 1999.
4. Stephen S. Godspeed, "The Nature and Functions of International Organisation", The Growth of World Law, (1985)
5. L. M. Goodrich, "The Maintenance of International Peace and Security", International Organisation" (1988)
6. W. Friedmann, "International Law and Social Organisation on International Law", A. J. I. L., Vol. 62 (1992)
7. N. Sanajaoba, "International Human Rights". Published by: Manas Publications, 4858, Prahlad Street, 24, Ansari Road, Darya Ganj, New Delhi-110002.
8. Delvin, "Law, Democracy and Morality" (1962) 110 U Pa Law Rev.
9. R. S. Pathak, "The Role and means of Codification and Progressive Development of International Law", I.J.I.L. Vol. 17 (1977).
10. Ian Brownlie, Principles of Public International Law, Second Edition (Clarendon Press, Oxford, 1973).

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COURSE CURRICULUM

M.A. PUBLIC ADMINISTRATION

(ACADEMIC SESSION: July-August 2023)

CENTRE FOR DISTANCE AND ONLINE EDUCATION

KURUKSHETRA UNIVERSITY KURUKSHETRA

HARYANA

2024

MASTERS IN PUBLIC ADMINISTRATION: COURSE STRUCTURE

DURATION:

Two Academic Years

MEDIUM OF INSTRUCTION:

The medium of instruction of examination shall be English and Hindi

SCHEME OF INSTRUCTION:

The course of study of M.A. Public Administration the details of the courses are explained in the forthcoming sections.

Time: 3 Hours

Maximum Marks: 100 Marks

Theory: 70 Marks

Internal Assessment: 30 Marks

M.A. PUBLIC ADMINISTRATION

SCHEME OF EXAMINATION

PAPER CODE	NOMENCLATURE OF PAPER	MAXIMUM MARKS	THEORY MARKS	INTERNAL ASSESSMENT MARKS	TIME
First Year					
I	Administrative Theory	100	70	30	3 Hours
II	Public Personnel Administration	100	70	30	3 Hours
III	Financial Administration	100	70	30	3 Hours
IV	State Administration	100	70	30	3 Hours
Any one of the following optional papers:					
V(A)	Development Administration	100	70	30	3 Hours
V(B)	Comparative Public Administration	100	70	30	3 Hours
V(C)	Administrative Thought & Theories	100	70	30	3 Hours
V(D)	Public Administration and Computer Applications	100	70	30	3 Hours
V(E)	Environmental Policy & Administration in India	100	70	30	3 Hours
Second Year					
VI	Public Administration in India	100	70	30	3 Hours
VII	Economic Policy and Administration	100	70	30	3 Hours
VIII	Research Methods in Public Administration	100	70	30	3 Hours
Candidates are required to choose any one group out of the following groups:					

	Group A				
IX	Urban Local Government in India, Britain, France & USA	100	70	30	3 Hours
X	Rural Local Development Administration	100	70	30	3 Hours
	Group B				
IX	Labour Welfare Administration	100	70	30	3 Hours
X	Social Welfare Administration	100	70	30	3 Hours
	Group C				
IX	Disaster Management	100	70	30	3 Hours
X	Public Policy Analysis	100	70	30	3 Hours
	Group D				
IX	Politics and Administration	100	70	30	3 Hours
X	Political Theory	100	70	30	3 Hours
	Group E				
IX	International Administration	100	70	30	3 Hours
X	Public International Law	100	70	30	3 Hours
	Group F				
IX	Indian Constitution	100	70	30	3 Hours
X	Administrative Law	100	70	30	3 Hours
	Group G				
IX	Health & Hospital Administration	100	70	30	3 Hours
X	Educational Administration	100	70	30	3 Hours
	Group H				
IX	Police Administration in India	100	70	30	3 Hours
X	Criminology & Correctional Administration	100	70	30	3 Hours

M.A. (Previous) Public Administration
Paper-I
Administrative Theory

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II: Meaning, Nature, Scope and Significance of Public Administration, Public and Private Administration: Its Role in Developed and Developing Societies. Ecology of Administration: Social, Economic, Cultural, Political and Legal. Evolution of Public Administration as an independent discipline; New Public Administration; and New Public Management Perspective. Approaches to the study of Public Administration – Behavioral, System and Structural – Functional Approach.

Unit-III: Theories of Organisation: Concept of Organisation, Formal and Informal Organisation, Scientific Management Theory, Bureaucratic Theory, Public Choice Theory, and Human Relations Theory, Organisational Effectiveness. Principles of Organisation: Hierarchy, Span of Control, Unity of Command, Authority and Responsibility, Centralization and Decentralization, Delegation, Supervision, Coordination.

Unit- IV: Structure of Organisation: Chief Executive – Role and Functions, Line, Staff and Auxiliary Agencies, Departments, Corporations, Companies, Boards and Commissions, Headquarters and Field Relationship. Administrative Behaviour - Decision-Making and Contributions of Herbert Simon, Leadership, Communication, Morale and Motivation.

Unit-V: Accountability and Control – Concept of Accountability and Control, Legislative, Executive and Judicial Control over Administration. Transparency in Administration, Citizens and Administration. Delegated Legislation – Meaning, Types, Advantages, Limitations, Safeguards, Meaning Policy, Formulation, Implementation and Evaluation.

Books Recommended

1. Hoshier Singh & Pankaj Singh(2012) Indian Administration ,Pearson's Publication, Noida
2. Hoshier Singh & Pankaj Singh(2012) Bhartiya Prashasan (Hindi) Pearson's Publication, Noida
3. Avasthi and Maheshwari: Public Administration. Laxmi Narain Aggarwal, Agra, 1988.
4. D.R. Sachdeva and Meena Sogani – Public Administration: Concept and Application, Associated Publishing House, New Delhi, 1989.
5. M.P. Sharma and B.L.Sadana: Public Administration in Theory and Practice, Kitab Mahal, Allahabad, 1988.
6. J.D. Straussman: Public Administration, Holt, Rinehart and Winslow, New York, 1985.
7. Mohit Bhattacharya: Public Administration, Calcutta: World Press (2nd Ed.) 1991.
8. A.R. Tyagi, Public Administration – Principles and Practices, Delhi Atma Ram & Sons (6th ed.) 1992.
9. S.L.Goel: Public Administration (Theory & Practice), New Delhi: Deep & Deep Publications 2003
10. C.P.Bhambhari: Public Administration – Theory and Practice, Meerut, Jaiparkash Nath Publishers (ed.) 1992- 93

Paper-II
Public Personnel Administration

Maximum Marks: 100
Theory Marks: 70
Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I: There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II: Public Personnel Administration – Concept, Nature, Scope, and Significance. Bureaucracy: Meaning, Concepts, Types, Recent Trends and Its Role in Modern Society. Public Services and their Importance in Modern Society.

Unit-III: Personnel System in India with reference to: Recruitment, Classification, Training, Promotion, Service Conditions and Conduct Rules, Disciplinary Actions and Removal and Appeals, Retirement Benefits, Central Administrative Tribunals.

Unit-IV: Personnel System in UK with reference to Recruitment, Classification, Training, Promotion, Conduct Rules, Disciplinary Actions, Removal and Appeals and Retirement Benefits. Whitleyism in UK.

Unit-V: Personnel System in France and USA with Reference to Recruitment, Classification, Training, Promotion, Disciplinary Actions; Removal; and Appeals and Retirement Benefits. Political Rights and Rights to Strike of Civil Servants in USA & France.

Books Recommended:

1. D.N.Balcher,: Wage and Salary Administration, 2nd Ed., Prentice Hall, Englewood Cliffs, New Jersey, 1962.
2. David E. Klinger: Public Personnel Management, IPMA, Prentice Hall Inc./ Englewood Cliffs, New Jersey, 1986.
3. India: Administrative Reforms Commission, Report on Personnel Administration 1969.
4. G.P. Pilania and Hoshier Singh: Administration and Social Change, Jaipur: Printwell Publishers, Tilak Nagar, 1985.
5. C.M. Jain, Public Personnel Administration, Jaipur, College book Depot, 2003
6. V.M.Sinha: Personnel Administration, (English & Hindi) Jaipur, RBSA Swai Man Singh Highway 1985.
7. P Ghosh,,: Personnel Administration, New Delhi, Sudha Publication 1975.
8. O. Glenn Stanl: Public Personnel Administration. 7th Ed., Oxford IBH Publication Company, New Delhi 1977.
9. Edwin, B. Flippo: Principles of Personnel Management, 4th Ed., McGraw Hill, Kagakusha Ltd. 1976.
10. Maurice W. Cuning: Theory and Practice of Personnel Management: London, Heinemann 1968.
11. S.L.Goel, Public Personnel Administration, New Delhi: Deep & Deep Publishers, 2004
12. Government of India: Reports of Pay Commissions, New Delhi
13. Anne Stevens: The Government and Politics of France, London: Macmillan 1992.
14. S.R.Maheshwari: The Higher Civil Services in France, New Delhi, Allied Publishers 1988.

Paper-III

Financial Administration

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I: There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II: Meaning, Scope and Significance of Financial Administration. Agencies involved in Financial administration. Budget: Concept of Budget, Budgetary Process – Formulation, Enactment and Execution, Performance Budgeting, Zero Based Budgeting. E-Governance and Financial Administration.

Unit-III: Fiscal Federalism in India. Objectives of the Fiscal Policy; Interdependence of Fiscal Policy and Monetary Policies. Centre-State Financial Relations in India. Tax Administration: Characteristics of Good Tax System; Structure at Union level; Problems and Suggestions.

Unit-IV: Development Financial Institutions: IFCI; IDBI. SFC; Cost Benefit Analysis: Meaning, Scope, Techniques. Working Capital: Concept, Component, Importance. Factors Affecting Working Capital Requirement. Financial Control Agencies: Parliamentary Financial Control, Public Accounts Committee, Estimates Committee, Committee on Public Undertaking, Parliamentary Standing Committees

Unit-V: Finance Ministry: Organisation and Working. Accounting and Audit System in India: Role of Comptroller & Auditor-General (CAG). Reserve Bank of India: Organisation and Functions, Monetary Policy and Instruments of Credit Control. Indian Money Market (IMM): Composition, Features and Reforms.

Books Recommended

1. A Sarapa, Public Finance in India, Kanishka Publishers Distributors, New Delhi, 2004.
1. Manjusha Sharma & O.P.Bohra, Bhartiya Lok Vitta Prashasan, Ravi Books, Delhi 2005
2. B.P. Tyagi: Public Finance, Meerut, Jai Prakash Nath 1997.
3. G.S.Lal: Financial Administration in India, New Delhi, HPJ Kapoor, 1987.
4. MJK Thavaraj: Financial Administration in India, Delhi: Sultan Chand & Sons. 1996.
5. Andley, Sundharam: Public Finance, Agra: Rattan Prakashan Mandir, 1979.
6. Ruddar Dutt & K.P.Sundharam: Indian Economy, New Delhi, S. Chand & Co. Pvt. Ltd. 1997
10. M.Y.Khan and P.K.Jain: Finance Management, New Delhi, Tata McGraw Hill 1982.
11. R.N. Srivastava: Management of Financial Institutions. Bombay. Himalaya Publishing House, 1988.
12. C.P.Bhambhri: Public Administration in India, Bombay: Vikas Publishing House, 1973.
13. S.L.Goel, Public Financial Administration, New Delhi. Deep & Deep Publications, 2004.
14. Dutt and Sundharam: Indian Economy, Delhi: S.Chand & Co.2004.

Paper-IV
State Administration

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I: There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II: State Machinery, Structural Evolution, Reorganization of States. The Linguistics Principle. Centre-State Relationship: Administrative Dimensions. The office of the Governor. Role- Expectation and Role-Realization. Relationship with Political Executive.

Unit-III: Organisation of State Government. General Administration Department. Home Department, Education Department and Finance Department. Special Agencies of State Government: Advocate General; Board of Revenue; Financial Commissioners; and Vigilance Commission.

Unit-IV: Divisional Commissioner. District Administration. Role of Deputy Commissioner in Development. District Development Administration. The District Development Officer. Administration and Politics. Grassroot Popular Participation. State Planning machinery – Board and Department. District Planning Committee. Planning Exercise Programme Implementation. Planning Human Resources.

Unit-V: State Public Service Commission. Leadership Development Programme. Urban Management. Problems of Growing Cities, Municipal and Rural Local Bodies. Directorate of Municipal Administration. Changing Land Use Pattern. Metropolitan Region and its Administration: Special Area Authorities. State Finance Commission.

Books Recommended

1. Hoshiar Singh & Pankaj Singh(2012) Indian Administration .Pearson's Publication, Noida
2. Hoshiar Singh & Pankaj Singh(2012) Bhartiya Prashasan (Hindi) Pearson's Publication, Noida
3. Administrative Reforms Commission, Report on State Administration, 1961.
4. C.P. Bhambhri, Bureaucracy and Politics in India.
5. M. Bhattacharya, ed., Urban Government.
6. Asok Chanda, Indian Administration.
7. Foster, Area and Administration.
8. Government of India, Report of the Rural Urban Relationship Committee.
9. IIPA, Organisation of the Government of India.
10. Ziauddin Khan, ed., State Administration in India.
11. S.S. Khera, District Administration in India.
12. S.R. Maheshwari, Local Government in India.
13. M.A. Muttalib and M.A.A. Khan, Theory of Local Government.
14. A.P., Padhi, ed., State Administration in India.
15. M.V. Pylee, Constitutional Government of India.
16. Reports on Administrative Re-Organisation of the state Governments.
17. M.A. Srinivasan, State Administration in Andhra Pradesh.
18. Avasthi & Avasthi, Public Administration in India, Agra, Lakshmi Narain Aggarwal, 2001.
19. Harish Chander Sharma, State Administration in India (Hindi), Jaipur, College Book Depot, 2002.
20. E.N. Mangatri, State Administration in India, Harvard University, Press.
21. S.R. Maheshwari, State Governments in India, New Delhi, Macmillan, 2000.

Paper-V
(Opt. A): Development Administration

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I: There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II: Development and Its Dimensions. Development and Modernization. Problems and Prospects of Development. Approaches of Development. Sustainable Development. Role of Administration in the field of Development. Development Administration: Concept, Nature, Scope, Features and Significance. Objectives of Development Administration. Political Development: Concept, Features and Objectives. Obstacles in Political Development. Social Development: Concept, Features, Objectives, Obstacles and Problems. Status of Development Administration.

Unit-III Development Administration and Non-Development Administration Dichotomy. Ecology of Development Administration. Administrative Development: Concept, Need, Problems and Sources. Relations between Administrative Development and Development Administration.

Unit-IV: Administrative Organisation for Development at Centre, State and Local levels. Bureaucracy and Development Administration; Citizens and Development Administration. Development Administration and Administrative Capability, NGOs and Development Administration.

Unit-V Development Planning: Meaning, Types, Need; Machinery for Development Planning; Process of Development Planning: Formulation and Implementation and Evaluation. Project Formulation, Implementation and Evaluation.

Books Recommended

1. S.P. Verma and S.K.Sharma (ed.): Development Administration, New Delhi, IIPA.
2. C.N.Bhalerao (ed.): Administration, Politics and Development in India, Bombay, Lal Pani Publishing House, 1972.
3. R. Braibhanti and J.S.Spengler: Administration and Economic Development in India, Duke Univ. Press.
4. UNO: Development Administration: Current Approaches and Trends in Public Administration for National Development, New York, UNI 1975.
5. S.K.Sharma (ed.), Dynamics of Development (Two volumes), New Delhi: Concept Publishing House.
6. Fred W. Riggs (ed.), Frontiers of Development Administration, Durham: N.C. Duke University Press, 1970.
7. Irwing, Swndlow (ed.): Development Administration: Concepts and Problems, Syracuse: NY Syracuse University Press, 1963.
8. Joseph, La Palombara (ed.): Bureaucracy and Political Development, Princeton: NJ Princeton University Press, 1963.
9. Preeta Joshi: Vikash Prashashan, Jaipur, RBSA, Swai Man Singh, Highway, Chaura Rasta 2nd Ed. 1991.
10. Gabriel Almond and G.B. Well: Comparative Politics: A Developmental Approach, Oxford & IBH Pub. Co. New Delhi, 1976.

Paper-V
(Opt. B): Comparative Public Administration

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I: There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II: Comparative Public Administration: Concept, Nature, Scope and Significance. Public administration and Environment. Approaches and Method to the Study of CPA: Institutional, Behavioural, Structural –Functional, Ecological and Systems Approaches. Problems of Comparative Research.

Unit-III Weber's Typology of Authority and Administrative Systems with Particular Reference to Ideal type of Bureaucratic Model. Riggs Typology of Developing Societies with particular Reference to the Prismatic Society and Sala Model. Administrative Development and Development Administration: Problems and Prospects.

Unit-IV: A Study of Salient Features and Control Mechanism of Administrative Systems of UK, USA, France, China and Nepal.

Political Executive in UK, USA, France, China and Nepal.

Unit –V: Citizen and Administration: A Comparative Study of Machinery for the Removal of Public Grievances with Special Reference to UK, USA, France.

Books Recommended

1. W.J. Siffin: Towards the Comparative Study of Public Administration, Indiana University Press, Bloomington, Indian 1959.
2. F.W. Riggs: Administration in Developing Countries – The Theory of Prismatic Society, Houghton Mifflin Co. Boston 1964.
3. F. Heady and Stokes: Papers in Comparative Public Administration, Institute of Public Administration, University of Michigan USA
4. Lucian W. Pye: Aspects of Political Development, Amerind Pub Co. Ltd. New Delhi, 1966.
5. RJS Baker: Administrative Theory and Public Administration, London: Hutchinson & Co. Ltd. 1972.
6. W. Robson (ed.): Civil Service in England and France, Hogarth, 1956.
7. U.K. Royal Commission in the Civil Service (2 Vols.) 1953-55.
8. National Productivity Council: Personnel Management in Japan, USA and Britain, New Delhi, NPC, 1963.

Paper-V

(Opt. C): Administrative Thought & Theories

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I: There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II Evolution of Administrative Thought. Organisational Goals: Concept, Functions and Types. Goal Succession, Displacement and Distortion. Environmental Influence Over Organisational Goal. Organisational Change: Meaning, Change, Process, Resistance to Change.

Unit -III Organisational Theories- Classical, Neo-Classical, Human Relations, Bureaucratic, and Systems Approach.

Unit -IV Woodrow Wilson, F.W.Taylor, Henry Fayol, Gulick, Urwick, and Mary P. Follet. Elton Mayo, Weber, Barnard.

Unit -V Herbert Simon and Kautilya, Maslow, McGregor Herzberg, Rensis Likert and F.W.Riggs.

Books Recommended:

1. Likert, K. New Patterns of Management, New York: McGraw Hill, 1961.
2. A. Etzioni: Modern Organisation, New Delhi: Prentice Hall of India, 1981 (5th Edition).
3. Sharma, R.A.: Organisational Theory and Behaviour, New Delhi: Tata McGraw Hill Pub. Co. 1985.
4. Nisa Alia, Administrative Thinkers, New Delhi, Associated Pub. 1987.
5. R.S. Dwivedi, Human Relations and Organisational Behaviour, New Delhi, Oxford and IBH Pub. 1987.
6. M.R.Minto, Management Thinkers, New Delhi: Allied Pub. Ltd. 1989.
7. R.K.Sapru, Theories of Administration, New Delhi: S. Chand & Co. Ltd. 1996.
8. MJ Mathew, Organisation, Theory and Behaviour, Jaipur: RBSA Pub. SMS Highway

Paper-V

(Opt. D): Public Administration and Computer Applications

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I: There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II: Meaning, Nature, Need, Role, Evolution of Management through Information System. Relatedness of MIS with Management Activities. Management Functions and Decision-Making. Components of MIS with special emphasis in Reporting System, Data Organisation, Concept of Data Base, Data and Data Processing Operation, Data Base vs. Information System. Role of Computer Technology in Development and Maintenance of MIS.

Unit- III: Introduction to Computers: A General Model of Computer System: Brief description of Various Components; Input/Output Devices; Types of Auxiliary storage, Data Storage on different types of Media, Classification of Computers on Chronology, Size and Architecture; Hardware vs. Software, Types of Software, Problems Solving on Computers; Steps in Problem Solving on Computers.

Unit-IV: Introduction to Operating System: Functions of an Operating System; Types of Operating System. Introduction to MS-windows. Introduction to Word Processing, Word Processing Concepts; General Characteristics of Word Processing packages; Using MS Word.

Unit -V Introduction to Spread Sheet: Data Organisation Concepts; Using MS-Excel. Data Organization Concepts, Graphs & Charts, Various Types of Functions like Statistical, Mathematical & Financial Function etc. Creating Spread-Sheets on the basis of Simple Formulas, Computer Application in Public Administration with Special Reference to Record Keeping, Research and Communication.

Books Recommended:

1. Gear, C. Williams: Computer Organisation and Programming with an Emphasis on Personal Computer (IV Ed.), New York, McGraw Hill 1986.
2. P.K.Sinha, Computer Fundamentals, BPB, 3rd Ed.
3. R.K. Taxali: PC Software Made Simple, Tata McGraw Hill
4. Saxena & Steyer: Basic principles of Data Processing.
5. Murdic, Ross, Management Information System, Prentice Hall of India, latest Edition
6. P.K.Sinha, Foundations of Computing, BPB
7. S.K.Bajendra, Computer Today, Galgotia Publishers.

Paper-V

(Opt. E): Environmental Policy & Administration in India

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I: There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II: Environment Meaning, Component, Eco-system, Ecology and Biosphere. Environment Problems—Causes and Factors of Environmental Pollution. Environmental Policy in India. Constitutional Provisions Relating to Environmental Protection.

Unit-III: Environment Laws and Planning in India. Air Quality Management, Pollution Control, Pollution and Eco-System.

Unit-IV: Environment Control Administrative Machinery at the National, State and District levels. Environment Programmes of the Government of India. Environment and Human Health, Role of Information Technology in Environment.

Unit-V: The Environmental Effect and Climatic Change Challenges to Environment, Various Factors – Urbanisation, Industrialisation etc., Judiciary and Environmental Prevention. Judicial Activism and Environmental Protection. Citizens and Environment. People's Participation in Conservation. NGOs Role in Environmental Protection. Environment Education.

Books Recommended

1. Hoshier Singh (ed.): Environment Policy and Administration, Jaipur, Printwell Publishers, 1992.
2. Shyam Divan & Armin Rosenerang: Environmental Law and Policy in India, Oxfore University Press, New Delhi, 2001.
3. Shekhar Singh (ed.): Environmental Policy in India, New Delhi, IIPA 1984.
4. India, NCEP: Draft Report of the State of the Environment, Delhi, December 1981.
5. O.P.Dwivedi, India: Pollution Control Policy and Programmes, International Review of Administrative Sciences, vol.XLIII, Nos. 2, 1977.
6. S.C. Bhatia (ed.): Papers in Environmental Education, Indian University Association for Continuing Education, 1984.
7. A.K. Sharma and A. Sharma (ed.): Impact of the Development of Science and Technology on Environment, Indian Science Congress Association, 1981.
8. Desh Bandhu: Environmental Management, Indian Environmental Society, 1981.
9. UNESCO: "Environmental Education in Asia and the Pacific" Bulletin of the UNESCO Regional Office for Education in Asia and the Pacific 1981.
10. H.N.Tiwari: Environmental Law, Allahabad Law Agency, Faridabad, 2001.
11. V.N. Srivastava & B.P. Rai, Environment and Ecology. Vasundra Publications. Gorakhpur, 1998
12. Report of the Committee for Recommending Legislative Measures and Administrative Machinery for Ensuring Environmental Protection, Department of Science and Technology, 1980.

**M.A. (Final) Public Administration
(Annual System for Private)**

**Paper-VI
Public Administration in India**

Maximum Marks: 100
Theory Marks: 70
Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II Evolution of Indian Administration: Ancient, Mughal Period and British Influences on Indian Administration; Features of Indian Administration, Federation and Parliamentary Democracy. Political Executive at the Union Level: President; Prime Minister; and Council of Ministers. The Cabinet Secretariat and Central Secretariat. Administrative Reforms.

Unit-III Administrative Organisation and Functions of Ministry of Home, Defence and External Affairs. Administration of Law and Order at Centre State and District Levels. Board and Commissions: Railways Board And Finance Commission. Centre-State Relations — Legislative, Administrative, Financial and Planning.

Unit-IV Public Services: All India Services; Central and State Services – Classification, Recruitment, Training, and Promotion. Service Rules and Political Rights of Civil Servants. Central Personnel Agency- Union Public Service Commission. Integrity in Administration.

Unit: V State and District Administration: Governor, Chief Minister and Council of Ministers. State Administration; State Secretariat and Chief Secretary, District Administration: District Collector, Powers, Functions and his Changing Role. District Rural Development Agency and Special Development Programmes. Administration for welfare of SCs and STs. Accountability of Public Administration: Parliamentary, Executive and Judicial Control over Administration. Lok Pal & Lok Ayukt.

Books Recommended:

1. Hoshier Singh & Pankaj Singh, Indian Administration, Pearson's Publication, Noida, 2012.
2. Hoshier Singh & Pankaj Singh (2012) Bhartiya Prashasan (Hindi) Pearson's Publication, Noida
3. Hoshier Singh & Mohinder Singh: Public Administration in India: Theory & Practice, New Delhi; Sterling Pub., Reprint, 1990.
4. Hoshier Singh & D.P. Singh: Indian Administration: Current Issues and Problems, Jaipur: Aalekh Publishers, 1990.
5. G.P. Pilani & Hoshier Singh: Administration & Social Changes, Jaipur: Printwell Publishers, 1985.
6. Avasthi: Central Administrative, Tata McGraw Hill, Publishers Co. Pvt. Ltd. 1988, New Delhi.
7. R.B. Jain: Contemporary Issues in Indian Administration Delhi: Vishal Publishers, 1976.
8. S.R. Maheshwari: Indian Administration, Delhi: Orient Longman, 1989.
9. C.P. Bhambri: Public Administration in India, Delhi. Vikas 1973.
10. V. Bhaskara Rao and b. Venkateswarlu (ed.): Parliamentary Democracy in India: Trends and Issues, Delhi, Mittal Pub. 1987.
11. Pramataama Sharan: Public Administration in India, Meerut: Meenakshi Publications, 1978

Paper-VII
Economic Policy and Administration

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II Meaning, Features and Causes of an Underdeveloped Economy like India. Main Issues of Development, Role of Government in Economic Development. Nature and Reasons of Growing. Importance of Economic Planning in Under-developed Regions of the World with Particular Reference to India. Planning in India with Reference to: The Growth of the Planning Ideas. Machinery for Planning, planning Commission & National Development Council.

Unit-III Process of Plan Formulation and Implementation at Central, State and District Levels. Strategy of Economic Planning in India. Five Year Plan. New Economic Policy – Liberalisation, Privatisation and Globalisation and their Impact on Indian Economy.

Unit –IV Industrial Policies of 1948, 1956, 1977, 1980 and 1991. Role of Public Sector in India. Major Forms of Organisation of Public Enterprises: Departmental, Company and Corporation.

Unit –V Governing Boards of Public Enterprises: Nature, Composition and Problems. Management of Investment, Pricing and Other Policies. Personnel Administration in Public Enterprises: Recruitment and Training. Autonomy and Accountability of Public Enterprises. Parliamentary, Ministerial and Audit Controls.

Books Recommended

1. Dutt and Sundharam: Indian Economy, Delhi: S. Chand & Co., 2004.
2. B.L.Mathur: Economic Policy and Administration (Hindi), Jaipur: RBSA Publishers, SMS Highway 1990.
3. R.P.Mishra: District Planning, New Delhi, Concept Publishing Company 1986.
4. Kamta Prasad: Planning in Market, Economy: A Study of the French Planning System, New Delhi: IIPA, 1984.
5. Saul Estrin and P. Holmes: French Planning in Theory and Practice, London: George Allen and Unwin 1983.
6. V.V.Ramanadhan (ed.), Public Enterprises and the Developing World, London: Groom Helm, 1984.
7. A.H. Hansen: Public Enterprises and Economic Development, London: Routledge and Kegan, 1972
8. Laxmi Narain: Principles and Practice of Public Enterprises Management, New Delhi: S. Chand & Co. 1988.
9. S.C. Kuchhal: The Industrial Economy of India, Agra: Chaitanya Pub. House, 1987.
10. Prahlad Kumar Basu: Public Enterprises: Policy Performance and Professionalism, New Delhi, Allied 1982.

Paper-VIII

Research Methods in Public Administration

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II Social Science Research: Meaning, Nature, Objectives and Types, Scientific Methods of Social Science Research- Meaning, Characteristics and Various Stages of Scientific Methods. Importance of Scientific Methods in the Study of Public Administration. Scientific Method & Studies of Values in Social Sciences.

Unit-III Identifications of Research Problem. Hypothesis: Concept and Types. Research Designs, (Exploration Descriptive & Experiment) & Research Studies (Panel, Case & Area). Selection of Universe & various Methods of Sampling.

Unit-IV Data Collection: Sources of Data (Primary & Secondary Sources), Tools & Techniques of Data Collection (Content, Analysis, Questionnaire, Interview Schedules, Observation and Projective Techniques. Classification of Data, Codification of data, Tabulation of Data and Verification of Hypotheses.

Unit-V Analysis of Data: Statistical Method- Significance & Limitations, Measures of Central Tendency (Mean, Median, & Mode), Measure of Dispersion (Range, Quartile, Mean Deviation & Standard Deviation). Report Writing.

Books Recommended:

1. Goode & Hatt: Methods of Social Research, New Delhi, McGraw Hill Book Company, 1987.
2. Pauline V. Young: Scientific Social Survey & Research, New Delhi, Printice Hall of India, 1979.
3. John Galtung: Theory & Methods of Social Research, New Delhi, Colombia University Press, 1967.
4. B.M. Jain: Research Methodology, Research Publications (Hindi), Jaipur.
5. R.N.Trivedi and O.P.Shukla: Research Methodology, Jaipur Research Publication (Hindi).
6. S.R.Bajpai: Methods of Social Survey & Research (Hindi & English), Kanpur, Kitab Mahal.
7. S.R.Kothari: Research Methodology- Methods & Techniques (2nd Ed.), New Delhi; Wiley Eastern Ltd.
8. C.J.Pearsons: Thesis & Project Work. A Guide to Research & Thesis Writing, London; Allen & Unwin, 1973.
9. Jonathan Anderson: Berry, H. Durston, Millicent Poole Thesis & Assignment Writing, New Delhi; Wiley Eastern Limited, 1977.

Paper -IX
(Group –A) Urban Local Government in India, Britain, France & USA

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II: Meaning, Scope and Significance of Urban local Government, Urbanisation Challenges and Remedies. Features of Urban Local Government in India, UK, USA and France.

Unit-III: Structure, Organisation and Functions of Urban Local Governments in India, Britain, France and USA. Municipal Finance in Britain and France.

Unit-IV State- Local Relations in India and USA. Central-Local Relations in Britain and France. Local Government Reforms in India, Britain, France and USA. Municipal Finance in USA.

Unit-V Municipal Personnel Administration – Various types; Recruitment and Training; Municipal Leadership; Role of Political Parties; People's Participation. Municipal Finance In India.

Books Recommended:

1. Pankaj Singh(2018)- Local Government in India, England, France & U.S.A –Kitab Mahal Publisher.
2. Pankaj Singh (2013) Urban Local Government in India , Kitab Mahal Publisher, New Delhi.
3. S.L.Kaushik: Leadership in Urban Government in India, Allahabad: Kitab Mahal 1989.
4. Sahib Singh and Swinder Singh: Local Government in India, Jalandhar: New Academic Publishing Co. 1991.
5. Pardeep Sachdeva: Dynamics of Municipal Government and Politics in India, New Delhi, KitabMahal 1991.
6. David Wilson & Chris Game & others: Local Government in the United Kingdom, London: Macmillan 1994.
7. Tony Byrne: Local Government in Britain, London: Penguin Press 5th Ed. 1990.
8. Vincent Ostrom and Others: Local Government in the United States, San Franscisco, California, ICS Press, 1988.
9. Michael Keating: Comparative Urban Politics, Edward Elgar Publishing Ltd. Hamshire, England, Gover House Croft road, Aldershot, 1992.
10. D.A. Chandler (ed.), Local Government in Liberal Democracies: An Introductory Survey, London: Routledge 11, New Fetter Lane, EC4P, 1992.

Paper - X
(Group –A) Rural Local Development Administration

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II Meaning, Concept and Scope of Rural Local Administration. Growth of Rural Administrative Institutions in India. Impact of Balwant Rai and Ashok Mehta Committees Reports in Rural Development. Panchayati Raj in India: Organisation and Working of Gram Panchayat, Panchayat Samiti and Zila Parishad.

Unit-III Panchayati Raj Administration and Administrative Machinery for Rural Development at National, State, District and Block levels. Rural Leadership. People Participation. Role of Political Parties in Panchayati Raj. Panchayati Raj before and after 73rd Constitutional Amendment Act. Panchayati Raj Finance.

Unit-IV Policy and Programmes for Rural Development: Rural Energy Programme, Rural Development Programme under Five year plans. Agriculture and Rural Development. Role of District Industry Centre, Rural Industrialization, Ministry of Rural Development-Organisation and Functions; IT and Rural Development.

Unit-V Cooperation and Rural Development. Role of Cooperatives, Cooperative Principles. Forms of Cooperatives. Cooperative Administration at the Centre, State and Local Levels, Relations between Cooperatives and Rural Local Bodies.

Books Recommended

1. Pankaj Singh (2018) Rural Local Government In India, Kitab Mahal Publisher, New Delhi.
2. S.R. Maheshwari: Local Government in India, New Delhi: Origin Longman 1984.
3. Bhatnagar: Rural Development in India, New Delhi: Light and Life Publishers, 1978.
4. Hoshiar Singh: Rural Development in India, Jaipur: Printwell Publishers, 1985.
5. S.R.Maheshwari: Rural Development in India, A Public Policy Approach, New Delhi: Sage Publications, 1985.

6. S.N.Mishra: New Horizons in Rural Development Administration, New Delhi: Mittal Publications, 1989.
7. Vasant Desai: Fundamentals of Rural Development: A Systems Approach, New Delhi: Himalaya Publishing House, 1991.
8. B.S.Khanna: Rural Development in India, New Delhi: Deep & Deep Publications, 1992.
9. Journal of Rural Development, National Institute of Rural Development, Hyderabad.
10. Sahib Singh and Swinder Singh: Local Government in India, New Academic Publishing Co. Jalandhar, 1992.
11. A.S.Malik: Concept and Strategy of Rural Industrial Development, New Delhi: M.D. Publications, 1995.

Paper - IX
(Group -B) Labour Welfare Administration

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II Meaning, Nature, Scope and Principles of Labour Welfare and Labour Administration. Theories of Labour Welfare. Labour Policy in India. Five Year Plans and Labour Welfare in India. Labour Welfare with Special Reference to the Study of Worker's Education and Training, Housing Schemes and Health.

Unit-III Ministry of Labour, Government of India – Organisation and Functions. National Commission on Labour Organisation: Powers and functions. Organisation and Working of State Labour Department and Directorate of Labour. Dispute Settlement: Machinery at District, Factory and Plant levels.

Unit -IV Labour Welfare Officer its – Powers, Functions, Status and Role. Trade Union – Brief History, Organisation and Role. Workers Participation in Management. Main Recommendations of National Commission on Labour (with Special Reference to Labour Welfare), ILO and Labour Welfare in India.

Unit- V Labour Legislation in India with special reference to the Study of the Main Provisions of the following legislations and their Administrative Problems.

- (a) Factories Act 1948; Industrial Disputes 1947;
- (b) Trade Unions Act 1926;
- (c) Main Provisions and Administrative Problems of: Payment of Wages Act, 1936;
- (d) Employees State Insurance Act, 1948;
- (e) Employees Provident Act 1952; and Industrial Employment (Standing Orders) Act, 1946; Equal Remuneration Act 1976.

Books Recommended

1. Factories Act 1948; Industrial Disputes 1947; Trade Unions Act 1926; Minimum Wages Act 1948; Workmen's Compensation Act 1923.
2. K.N.Vaid: Labour Welfare in India, Sri Ram Centre for Industrial Relations, New Delhi, 1970.
3. India: Report of the Committee on Labour Welfare, Ministry of Labour, Employment and Rehabilitation 1969.
4. R.C.Saxena: Labour Problems and Social Welfare, Meerut: K. Nath and Co. 1988.
5. M.L.Monga: Industrial Relations and Labour Laws in India, New Delhi: Deep & Deep 1984.
6. G.K.Sharma: Labour Movement in India, New Delhi: Sterling Publishers, 1972.
7. Malhotra: The Law of Industrial Disputes, NM Tripathi, Bombay 1968.

8. K.M. Subramaniam: Labour Management Relations in India, Bombay: Asia Pub. House, 1967.
9. S. Malik: Industrial Law, Eastern Book Company, Delhi, 1983.
10. S.N.Mishra, Labour and Industrial Laws, Allahabad Law Agency, 1976.
11. C.B. Memoria & S. Memoria: Dynamics of Industrial Relations in India, Bombay: Himalaya Publishing House, 1987.
12. Deepak Bhatnagar: Labour Welfare and Social Security Legislation in India, New Delhi: Deep & Deep 1985.
13. D.C. Sharma and R.C. Sharma: Personnel Management and Industrial Relations, Meerut: SJ Publishers, 1988.

Paper - X
(Group -B) Social Welfare Administration

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II Concepts of Social Welfare, Social Justice and Social Change. Meaning, Nature, Scope and Principles of Social Administration. Social Policy – A Study of Relevant Constitutional Articles and Provisions in the Five Year Plan Documents. Need for Adoption of a Social Resolution for India. Post Independence Social Legislation with Special Reference to Legislation for Women and Children.

Unit-III: Organisation and Functions: Ministry of Social Justice and Empowerment. Department of Women and Child Development at Central Level Need for Integration of Social Functions at Central level. Central Social Welfare Board – Its Composition, Functions and Status.

Unit-IV Organisation at the State Level (Haryana) – Directorates of Social Justice and Empowerment, Welfare of SCs & BCs; and Women & Child Development – Composition and Functions. State Social Welfare Advisory Board: Composition, Powers and Personnel Practices in the Field of Social Administration. Need for Creation of State and Local Cadre of Social Administration.

Unit-V: National Commission for SCs and STs – Programmes for the Development of SCs & STs and Women. Welfare of the Disabled and Aged. Drug De-addiction. Methods of Social Administration: Social Case Work; Group Work; and Community Organisation and their Applicability in India. Major Social Sectors – Health and Education, Social Planning and Five Year Plans. Role of Voluntary/Non-Governmental Agencies in Socio-economic Development.

Books Recommended

1. Surendra Kataria, Social Administration (Hindi), RBSA Publishers, SMS High Way, Jaipur, 2002.
2. C.P. Barthwal (Ed.), Social Justice in India, Bharat Book Centre, 17, Ashok Marg, Lucknow, 1998.
3. D.R. Sachdeva, Social Welfare Administration (English and Hindi), Kitab Mahal, Allahabad, 2004.
4. Davis C. March: An Introduction to Social Administration, Routledge and Kegan Paul, London, 1965.
5. P.D.Kulkarni: Centre Social Welfare Board, New Delhi: Asia Publishing House, 1961.
6. V. Jaganadhan: Social Welfare Organisation, New Delhi, IIPA 1966.
7. D.K.Mishra: social Administration (Hindi) Jaipur: College Book Depot, Tripolia Bazar, 1990.
8. D. Paul Chowdhry: Social Welfare Administration, New Delhi, Atma Ram & Sons, 1979.
9. S.L.Goel and R.K.Jain: Social Welfare Administration, vol. I, New Delhi: Deep & Deep, 1988.

10. T.N.Chaturvedi and S.K. Chandra: Social Administration Development and Change, New Delhi, IIPA 1980.
11. D.P. Chowdhry: Social Welfare Administration, Atma Ram & Sons, Deli 1992.
12. Mohinder Singh (ed.): Social Policy and Administration in India. M.D. Publications Pvt.Ltd., New Delhi, 1996.

Paper - IX
(Group –C) Disaster Management

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II Meaning and Classifications of Disasters, Functioning of Disaster Management Organisation, Methodology to cope with Disaster in India, Disaster Management Cycle, Disaster Management- Recent Trends, Impact of Natural Disasters on Environment and Development.

Unit-III Disaster Mitigation, Basic Principles and Elements of Disaster Mitigation, Flood mitigation Practices in India, Action Plan for Earthquake Disaster Mitigation, Cost-Benefit Consideration of Mitigation, Resource Analysis and Mobilisation.

Unit-IV Disaster Prevention and Preparedness, Vulnerability Analysis and Risk Assessment, Role of Community in Disaster Management, Communication Systems and Protocol, Legislation/ Existing Laws. Disaster Awareness, Role of Disaster Managers, Role of NGOs, Training of Disaster Managers, Use of Formal Education System, Emerging Issues and Lessons for Future.

Unit-V Rehabilitation and Reconstruction, Strategies for Effective Disaster Management, Skill Training-search, Rescue and Evacuation, Distribution of Relief Material, Emergency Operation Centers, Damage Assessment, Temporary Shelters and Warehousing Stock Piling.

Books Recommended:

1. V.K. Sharma: Disaster Management, New Delhi: New United Process, A-26 Narain INDL Area Phase-II, 1995.
2. David Alexander: Natural Disaster, London: UCL Press, 1993.
3. Kathakali Bagchi S: Drought Prone India: Problems and Prospects: New Delhi: Agricale, 1991.
4. Melvin A Benarde: Race against Famine Orient Longmans, Bombay, 1972.
5. Gopal Bhargana: Environmental Challenges and Ecological Disaster- Global Prospective, New Delhi, Mittal Pub., 1992.
6. V.V Borkar: Impact of drought on Rural Life, New Delhi: Popuiar Prakashan, 1975.
7. W. Nick Carter: Disaster Management: A Disaster Managers Handbook, Manila Asian Development Bank, 1995.
8. Jack D Kartez: Crisis Response Planning: Forward a Contingent Analysis, Journal of The American Planning Association 50 (1), Winter, 1984.

Paper - X
(Group -C) Public Policy Analysis

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit II Public Policy: Meaning, Nature, Scope, Importance and Types. Policy Science: Meaning, Nature, and Utility.

Unit III: Policy Formulation: Concept, Constitutional Framework for Policy Making, Role of Bureaucracy, Legislature and Judiciary in Policy Formulation, Policy-Making and Role of Media, Pressure Groups, Political Parties in Policy-Making.

Unit IV: Policy Implementation and Evaluation: Meaning, Elements in Implementation; Implementation Techniques. Role of Non-Governmental Agencies in Policy Implementation. Policy Evaluation: Meaning, Criteria for evaluation, Problems and Approaches in Policy Evaluation.

Unit V Policy Analysis: Approaches, Models of Policy Analysis and Issues of Policy Analysis. A Study of Policies Relating to: (a) Urban Development (b) Housing Policy and (c) Educational Policy.

A Study of Policies Relating to: (a) Population Control Policy (b) Environmental policy (c) Disposable Wastage.

Books Recommended

1. E. Lindblom Charles: The Policy Making Process, Englewood Cliffs, NJ Prentice Hall Incorporation 1968.
2. Paul H. Appleby: Policy and Administration, The University of Albara Press 1949.
3. E. Jacob Charles: Policy and Bureaucracy, P. Van Nostrand Co. 1976.
4. Jones Charles O. : An Introduction to the Study of Public Administration Policy, Brooks Cole Pub. Co., Monterey California (3rd Ed.) 1986.
5. Larry N. Gerston: Making Public Policy, Glenview, Ill Scott, Forsman (1983). USA
6. O. Pardeep Sahni: Public Policy, Conceptual Dimension, Allahabad: Kitab Mahal, 1987.
7. Richard M. Hodgetts and Jr. Max. S. Wortman: Administrative Policy – Text and Cases in the Policy Sciences, New York: Wiley. George A. Steiner: Top Management Planning, Macmillan 1969.
8. R.B. Jain: Policy and Parliament in India, Indian Institute of Public Administration, New Delhi.
9. James F. Anderson: Public Policy Making, New York: Preager, 1979.

Paper - IX
(Group -D) Politics and Administration

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II: Approaches to the Study of Political System – Structural Functional and System Approach. Importance of Comparative Analysis. Political System, Its Concept, Common Properties of Political System – The University of Political Functions, Multi-Functionality of Political Structure. The Concept of Political Culture and Models of Political System.

Unit-III: Political Parties, Pressure Groups and Political System. Concept of Political Development, Non-Western Political System in Dical, Political Development, Political Systems of Developing Countries – Important Features with special reference to India and Nepal. The Concept of Administrative System, Relationship between Administrative and Political System.

Unit-IV Bureaucracy – Weberian Interpretation – Studies in Bureaucracy by Blau and Merton. The Concept of Administrative State. Bureaucracy and Political Ideology – Marxist Interpretation of Bureaucracy.

Unit-V Bureaucracy and Political Development. The Bureaucracy, Political Parties and Pressure Groups. Bureaucracy and Social Changes: The Concept of Administrative Change.

Books Recommended

1. Brecht: Political Theory: The Foundations of Twentieth Century Political Thought (Princeton: Princeton University Press 1959)
2. M.N. Roy: Parties, Politics and Powers, Calcutta, 1960.
3. Lucian W. Pye: Aspects of Political Development, New Delhi: Amerind Pub. Co. Pvt. Ltd. 1966.

Paper - X
(Group –D) Political Theory

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II: Politics and Political Theory Major Traditions of Political Theory, Approaches to the Study of Political Theory: Behaviour Approach, Structural Functional Approach, Systems Approach and Marxist Approach.

Unit-III Major Concepts, Origin and Theories of State, Classifications and Elements of State. Basis Concepts; powers and authority; Liberty and Equality, Rights and Duties: Consensus and Legitimacy.

Unit –IV Political Culture, Political Delegation, Political Socialisation and Revolution. Contemporary Political Theory: Political Development, Modernization, Nation Building and Its Problems.

Unit-V Political Ideologies: Pluralism, Liberalism, Individualism, Idealism, Syndicalism, Guild Socialism. Totalitarianism and Socialism, Marxism and Democracy.

Books Recommended

1. C. James, Charlesworth (ed.) Contemporary Political Analysis, New York, 1967.
2. Robert Jahl: Modern Political Analysis, New Delhi 1967.
3. C.L. Waper, Political Thought, London, 1973.
4. Andres Lacker – Political Theory: Philosophy, Ideology and Sciences, New York 1961.
5. Lucian N. Pye: Aspects of Political Development, New Delhi: Amerind Publishing Co. Pvt. Ltd. 1966.
6. Gester, Jones and Lancaster, Masters Political Thought Vols.I, II and III, London, George Haprer, 1959.
7. P. Chatterjee: The State of Political Theory, Calcutta: K.P. Bagchi and Co. 1978.
8. S.P.Verma: Modern Political Theory – A Critical Survey, Delhi: Vikas, 1975.
9. David Easton: The Political System, II Varieties of Political Theories, Englewood Cliffs, Prentice Hall 1966
10. J.R. Siwach: Dynamics of Indian Government and Politics, New Delhi, Sterling Pub. Ltd., 1985.
11. S. Kothari & Ramashray: Relations Between Politicians and Administrators, New Delhi: Indian Institute of Public Administration 1969.

Paper - IX
(Group -E) International Administration

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II International Organisation –Nature, Scope, Growth and Development. Pacific Methods for the Settlement of International Disputes – Negotiation, Inquiry, Mediation, Arbitration, Judicial Settlement and others. Agencies and Institutions for International Organisation – League of Nations – An estimate of the work of the League, Defects, Deficiencies, Merits and Demerits, Causes of its Decline.

Unit-III The Formation of UNO – Background, Purposes, Organisation, Functions and Activities, Charter of UNO, Purposes and Principles; Organs; Admission of States; Question of the Micro and Mini-States, UN Peace Making Operations. UNO – Its Specialised Agencies. Their Creation, Nature, Working, Relationship with Social and Economic Council in particular and the UN in general. An Assessment of the Working of the UNO since its Inception upto Present. Role of UNO in solving World Problems.

Unit-IV International Administration: History of Development of the International Administration. The Place of International Administration in Modern World, and Causes for Increasing Importance of International Administration. National, Administration and International Administration.

Unit- V The United Nations Secretariat: Organisation and Functions, Role of Secretary General, Personnel Administration- Recruitment and Training for International Service, Conditions of Service and Problems of International Civil Service. The Composition, Functions and Working of International Labour Organisation (ILO), The UNESCO, Food and Agricultural Organisation (FAO), and World Health Organisation (WHO).

Books Recommended

1. Goodspeed, Stephens: The Nature and Function of International Organisation, New York, Oxford University Press, 1971.
2. Goodrich, M.L. and Hambro: Charter of the United Nations, Contemporary and Documents, Columbia University Press, 1971.
3. Scott, George: The Rise and Fall of the League of Nations, Hutchinson of London, 1973.
4. Everyman's United Nations (1945-65): 8th Ed. (United Nations, New York, 1968).
5. Luard, Evan: The United Nations: How It and What it Does, Macmillan 1979.

Paper - X
(Group –E) Public International Law

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II Nature, Scope and Sources of International Law, its Definition and Basis. Is International Law a True Law and its Weaknesses. Relationship between Municipal Law and International Law. Subjects of International Law: Recognition of States and Governments, International Persons, Place of individual in International Law.

Unit-III State Jurisdiction: Territorial Jurisdiction of State over Land, Sea and Air. Limitations and Immunities from State Jurisdiction. Modes of Acquiring and Losing State territory. Nationality: Acquisition and Loss of Nationality and Stateless.

Unit –IV: Extradition: Meaning and Essentials of Extradition, Principles of Non-extradition of Political Criminals, Asylum and Human Rights and Self-Determinations. Diplomatic Envoys: Classification and Gradation, Immunities of Diplomatic Envoys Vienna Convention.

Unit-V: Treaties - Character and Functions of Treaties, Ratification, Enforcement and Termination of Treaties, Effect of War on Treaties, and Interpretation of Treaties. . Settlement of State Disputes: Amicable Settlement of State Disputes,. Laws of Land Warfare, Sea-Warfare and Air Warfare, Geneva Convention and Act upon the Laws of war. Meaning, Concept of Neutrality, Rights and Duties of Neutrals, Blockade and Contraband, Right of Angary, Unneutral Service and Right of Visit and Search.

Books Recommended

1. Anand, R.P.: New States International Law, Delhi: Vikas 1972.
2. Brownlie, Ian: Principles of Public International Law, Oxford: Clarendon Press, 1973, (2nd Edition).
3. Fenwick, C.G.: International Law, Bombay: Vakils, 1971.
4. Lauterpauht, H.: Oppenheim's International Law: 4 Treaties, 2 Vols. (London 1955 Eighth Ed.)
5. Starke, J.G.: An Introduction to International Law, London: Butterworths, 1972.

Paper - IX
(Group -F) Indian Constitution

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II: Constitutional Development and Framing of Present Constitution. Features, Preamble and Significance of Indian Constitution. Citizen and State: Fundamental Rights; Directive Principles of the State Policy; Rule of Law; and Constitutional Conventions.

Unit -III Indian Executive: President - Powers and Position; Prime Minister - Appointment, Powers, Positions, and his relations with Council of Ministers, Parliament and President.

Unit -IV: Parliament: Lok Sabha and Rajya Sabha – Their Composition, Functions, Powers and Relations. The Committee System - The Public Accounts Committee and Estimate Committee. State Legislature: Vidhan Sabha and Vidhan Parishad - their composition, powers, functions and relationships.

Unit-V: Judiciary: Supreme Court and High Court – Their organization, powers, functions and roles. Union-State Relationship – Administrative, Legislative and Financial. Constitutional Amendment Process and Constitutional Amendments with special reference to 42nd, 44th and 52nd Amendments. Service Under the Union and the States.

Books Recommended

1. Hoshiar Singh & Pankaj Singh(2012) Indian Administration .Pearson's Publication, Noida
2. Hoshiar Singh & Pankaj Singh(2012) Bhartiya Prashasan (Hindi) Pearson's Publication, Noida
3. Bombwall, K.R.: Government and Politics in India, Ambala Cantt. Modern Publications, 1981.
4. D.D.Basu: Constitutional Law of India, Bombay; Prentice Hall of India.
5. B.K. Gokhale: The Constitution of India and Its Working, Meerut City: Educational Publishers.
6. S.C. Dube (Ed.): Public Services and Social Responsibility, New Delhi, Vikas 1979.
7. Anurud Prasad: Centre and State Powers Under Indian Federation, New Delhi: Deep & Deep Publications.
8. B.L. Fadia: Indian Government and Politics, Agra: Sahitya Bhawan, 1992.
9. Morris-Jones, W.H.: The Government and Politics in India, Bombay: B.I. Publishing 1971.
10. Palmer-Norman, D.: Elections and Political Development, New Delhi, Vikas 1976.
11. Shiva Rao: The Framing of Indian Constitution, Bombay: N.M. Tripathi & Co. 1969.

Paper - X
(Group -F) Administrative Law

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II Legal Basis of Modern State, Government and Administration; Administrative Law- Its nature, meaning and Scope: the Analytical, and Policy Approach to its study. Causes for its Growth and Criticism; Assessment of its Role. Some Basic Constitutional Concepts in Relation to Administrative Law: (a) Rule of Law (U.K.), (b) Doctrine of Separation of Powers; (c) Principles of Checks and Balances, and (d) Principles of National Justice.

Unit-III Doctrine of Ultra-Vires. Relation between Constitutional Law and Administrative Law. Concept and Courts of Administrative Law (Droit Administrative) in France, including Courts of Conflicts. Delegated Legislation: (i) Procedural Safeguards, (ii) Parliamentary Control, and (iii) Judicial Control over Delegated Legislation.

Unit-IV Classification of Administrative Function, Need for Difficulties of Classification. Legislative Functions of Administration: (a) Delegated Legislation - its Meaning, Nature and Causes for its Growth. (b) Forms and Classification of Delegated Legislation. (c) Constitutionality of Legislative Delegation, (d) Control over

Unit -V: Judicial Functions of Administration: Administrative Adjudication and Tribunals, Judicial Control of Administrative Authorities and Tribunals. Structure, Powers, Functions and Personnel of the following Tribunals: (a) Railway Rates Tribunals, (b) Income Tax Appellate Tribunals, (c) Haryana Administrative Tribunal for Disciplinary Proceedings.

Books Recommended:

1. H. WR. Wads: Administrative Law (5th Ed., 1982).
2. Griffith and Street: Principles of Administrative Law (4th Ed.), 1967.
3. M.A. F: Judicial Control of Administrative Action in India, Pakistan (Oxford Clarendon Press, J 969).
4. S.P. Sathe: Administrative Law in India, 1970.
5. B. Ganguly: Administrative Legislation in Modern india, 1968.
6. A. P. Hassumani: Some Problems of Administrative Law in India, 1964.
7. M.P. Jain and S.N. Sain: Principles of Administrative Law, .1971.
8. M.C. I. Kaozi, Indian Administrative Law (2nd Ed.), 1969.

Paper - IX
(Group –G) Health and Hospital Administration

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II Basic Concept: Meaning, Nature, Scope and Principles of Health Administration. Evolution of Health Administration as a Discipline. A Critical Study of the Health and Family Welfare Policies in India. Personnel System for Medical, Health and Family Welfare Administration: The problems for finding suitable personnel for these areas, with special reference to the idea of creation of an all India Service of Health and Family Welfare Administrators.

Unit-III Machinery at the Central Level: A Critical Study of the Composition; Powers and functions of Ministry of Health and Family Welfare, Directorate General of Health & Family Welfare - their Inter-relationship. The Composition, powers and functions of Indian Medical Council- Indian Council of Medical Research. Planning for Medical, Health and Family Welfare Services in India - A Critical Study of the various Five Year Plans and their Achievements in this field.

Unit-IV Machinery at the State Level: Composition, powers and functions of State Departments and Directorates of Health and Family Welfare- the problems of their inter-relationships - Composition, Powers and Functions of State Medical Councils - Composition, Function and Role of State Hospitals. Machinery at the District Level: Powers of District Medical Health & Family Welfare Officers - District Hospitals/ Dispensaries and Family Welfare Centres – Problems of their Organisation and Management.

Unit-V Machinery for Health & Family Welfare at the Local levels- Problems of Administration and Management of Municipal Hospitals and Primary Health Centres with special reference to the Need for evolving a Machinery Medical, Health and Family Welfare norms of the grassroots level.

Books Recommended:

1. G. Ramesh Waram: Medical and Health Administration in Rural India, New Delhi: Ashish Publishing House, 1989.
2. The Central Health Education, Health Today, Director-General of Health Services, New Delhi, 1971.
3. S. L. Goel: Health Care Administration - levels and Aspects. New Delhi: Sterling Publishers 1980.
4. S. L. Goel: Health Care Administration: Ecology Principles and Modern Trends, New Delhi: Sterling Publishers Pvt. Ltd. 1980.
5. S.L. Goel: Public Health Administration : New Delhi : Sterling Publishers Pvt. Ltd 1984.
6. N.V. Ram Raghu: Health Administration and Policy Development, Hyderabad: Ramkrishna Printers and Publishers, 1971.
7. G.Broker: Health in Independent India (Latest Edition).
8. J.K. Owen Madan: Concepts of Hospital Administration (Latest Edition).
9. Brown and Fraling: The Doctor-Patient Relationship (Latest Edition).
10. C.A. Robinson: Hospital Administration (Latest Edition)
11. M.T.Mac Eachiru: Hospital Organisation and Management (Latest Edition).
12. A. Cart Wright: Human Relations and Hospital (Latest ed.)

Paper - X
(Group -G) Educational Administration

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II Basic Concept: Meaning, Nature, Scope and Principles of Educational Administration; Evolution of Educational Administration as an independent discipline, Educational Policy in India with special reference to study of Constitutional Provisions. Educational Administration and Local-Self Government Institutions: Rationale Behind Transferring the management of Schools to Local-Self Government Institutions like Municipal Councils/ Corporations, Zila Parishads, Panchayat Samitis etc. Reforms in Educational Administration

Unit-III Machinery for Educational Administration at the Central Level: A Critical examination of the Composition, Functions and Powers* of the Ministry of Education, University Grants Commission; Council for Scientific and Industrial Research and Indian Council of Social Sciences Research; A Study of Organisation of Central Universities. Methods of Imparting Education; A Critical Examination of Efficiency of Lecture, Discussion, Seminar, Tutorial Case Study and Demonstration Methods in the Indian & Context.

Unit-IV Machinery for Educational Administration at the State level: A Critical Examination of the Composition, Powers and Functions of the State Departments and Directorates of Education and their Inter-relationships; Financing of Education in India with special reference to Higher Education in India – Problems, Significance and Role – Problems of Voluntary or Philanthropic Agencies in Educational Administration with Special Reference to Need for State (Government) Supervision and Control over them.

Unit-V Machinery for Educational Administration at the District level: The Composition and functions of the District Inspectorate of Schools; Role of Inspectors and Deputy Inspectors of Schools; Composition of Higher Secondary School. Role of Principals/ Headmasters, their relationships. Personnel System for Educational Administration: The problems of finding suitable personnel for manning the administrative positions in Educational Administration with special reference to the desirability for creation of an All-India Service of Educational Administrators.

Books Recommended

1. Atma Ram & K.D. Sharma: National Policy on Education, New Delhi: Vikas Publishing House Pvt. Ltd. 1995.
2. P.D. Shukla: New Education Policy in India, New Delhi: Sterling Publishers Pvt. Ltd. 1988.
3. M. Sulochana: Financial Management of Higher Education in India, Allahabad, Chugh 1991.
4. S.L. Goel and Aruna Goel: Educational Policy and Administration, New Delhi: Deep & Deep 1995.
5. Singh, M. (ed.): Some Problems of Higher Education in India, Delhi: Amar Prakashan, 1991.
6. S. Nath: Education: Style & Strategies, Bhubaneswar: Mayur Publication 1984.

7. J.C. Aggarwal: Educational Administration, School Orgnaisation and Supervision, New Delhi: Arya Book Depot, 1967.
8. Jaganath Mohanty: Educational Administration, Supervision and Finance, Cuttack: Takshila 1991.

Paper - IX
(Group -H) Police Administration in India

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple-choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II: Need and Concept of Police, in Society - Evolution of Police System in India during Ancient, Medieval and British period of Indian History-Landmarks since 1851-Indian Police Act of 1861 - The Legacies.

Unit-III The Police and the Union Government-Role of Union agencies during normal and emergent situations-The Ministry of Home and the State Police System-Organisation and working of Police in Indian States. The Problems of lawlessness and disorders in Indian Society-Challenges from Youth, Labour, Communal Groups and Political Opponents-Mass Violence and Organised Leadership- Role of Police in sorting out problems and dealing with different kinds of disorders.

Unit-IV The District Police in India - District Police Organisation and its Working - Police Panchayati Raj Relations Organisation of Village Police Force - Policing Rural India. Problem areas in Police Organisation and Administration-Police Reforms and their limitations Police and Social Change in India. Need for reorganisation of Indian Police- Problem areas and Police research and remedies.

Police and Political System in India - Parliamentary Democracy and need for citizen Police - Democratic and Federal tensions of Indian Polity and Challenge of change before the Police - Police and Political Leadership in India.

Unit-V Police Personnel Administration in India - The IPS as a Career Recruitment, Promotion, Training and Service Conditions of Indian Police Service and State Police Services in States - Discipline in Police Corps. Police and Social System in India - Police work and Social Values - Police and Social Change - Problems of Corruption and poor Police image in India - Socialisation of Indian Policemen - Police Public Relations.

Books Recommended:

1. Shanker Sen: Indian Police Today, New Delhi: Ashish Publishing House, 1994.
2. Sultan Akhar Khan: Power, Police, and Public, Kurukshetra: Vishal Publications, 1983.
3. K.M. Mathur: Internal Security Challenges and Police in a Developing Society, RBSA, Jaipur, 1989.
4. Charles D. Hale: Fundamentals of Police Administration, Boston: Helbrook Press, 1977
5. S.C. Mishra: Police Administration, in India, 1970,
6. D. H. Bayley: The Police and Political Development in India (Latest Edition)
7. O.W. Wilson and Roy Clinton McLaran: Police Administration (Latest Edition).
8. K.M. Mathur: Problems of Police in a Democratic Society, RBSA Publishers, Jaipur, 1987.
9. N.S. Saksena: Law and Order in India, Abhinav Publications,
10. P.D. Sharma: Indian Police - A Development Approach (Latest Edition).

Journals

- 11 Indian Journal of Public Administration, July-September, 1985.

Paper - X
(Group - H) Criminology & Correctional Administration

Maximum Marks: 100

Theory Marks: 70

Internal Marks: 30

Time 3 Hours

Note: There will be one compulsory question of multiple choice in UNIT-I and Eight questions will be set from Unit-II to Unit-V of the syllabus, two questions from each unit. Candidates are required to attempt one question from each unit. All questions carry equal marks.

Unit-I There will one compulsory question in the UNIT-I and it will be Multiple Choice Question (MCQ) type and will be based on the syllabus prescribed in other four units (UNIT-II to UNIT-V) of the syllabus.

Unit-II Evolution of Criminology as a Social Science; Nature of Criminal Behavior; Crime as a Social Problem; Crime statistics in India - its Sources and Problems of collection; Causes of crime-Psychology factors - intelligence, mental deficiency; social - factors - family, companions, community, Economic factors - poverty, Unemployment, Juvenile Criminals; White-collar Criminals and Organised Crime; Role of Victim in Crime.

Unit-III Meaning, Nature, Scope and Principles of Correctional Administration; Probation, Parole and Aftercare; Probation: Principle of Probation, Probation Legislation; Organisation of Probation; Pre-sentence Investigation, Eligibility for Probation, Probationary Supervision; Probation homes and hostels; Revocation probation; Discharge from Probation, Parole; Principles of Parole; statutory and other basis of parole;

Unit-IV Machinery for correctional Administration: Ministry of Home Affairs, National Institute of Social Defence; Central Bureau of Investigation, Information Bureau; Centre of Police Research; Machinery at the State level: Department of Home, Special Crime Branch; Bureaus of Police Information and Research; Jail Department etc. Origin of Prison Systems, Statutory Prison in India; Prison Reforms in India till India Jail Manual Committee, U.N. Standards Minimum Rules, Classification and Organisation of Prisons and Jail in India.

Unit-V Theories of Punishment, Crime and Delinquency; Causes of Crime and Delinquency; Prevention of Crimes like Juvenile Delinquency; Criminality among Women, Penitents (ex-criminal tribes) Communities; Prostitution, Beggary and Suicide. Criminal Law and Procedure: Criminology and Criminal Law Familiarization with the Organisation and content of the Indian Penal Code; Broad Survey of the Criminal Procedure Code, Principles of the Law of Evidence etc. Need for Reforms in Correctional Administration in India, Prison Reforms - Reforms in Personnel Administration for Correctional work - Recruitment, Training, Promotion, etc. of Correctional Personnel.

Books Recommended:

1. M.P. Singh: Crime and Delinquency: The Problems of Youth in Contemporary Society, Delhi: UDH Publishers, 4078, N.S. Sarak, Hazratganj, 1971.
2. Dan A Lewis : Reactions to Crime, London: SAGE Publications, Beverly Hill.
3. Donè, Gibbons: Society, Crime and Criminal Careers-An Introduction to Criminology (ed.).
4. Allison, Richard (Ed): State Offenders and the Juvenile Justice System, National Council on Crime and Delinquency, Philadelphia, 1977.
5. Tietelbaum, Lee E., and George (Eds): Teen Beyond Control, Baffinger Publishing Company, Cambridge: Mass, 1977.
6. B.N.Datir: Prison as a Social System, Population Prakashan, 1978.