

Shivaji University, Kolhapur



B

(2009)

Accredited By NAAC

Syllabus For

SEMESTER SYSTEM

Bachelor of Arts and Bachelor of Education

B.A. B.Ed. Integrated -IV Year Course

Semester VII and VIII

Introduced from June 2013 onwards

(Subject to modifications made from time to time)

B.A.B.Ed.(Integrated)-Part IV

(FOURTH YEAR)Course

Structure and Syllabus of B.A.B.Ed. (Integrated) Course SEMESTER VII

(Implemented from June 2013)

[illegible]

B.A.B.Ed. Integrated (FOURTH YEAR) Course

STRUCTURE OF PRACTICUM COMPONENTS

SEMESTER - VII

Sr. No.	Title of the Practicum component	Marks	Workload Per week
1.	Classroom Teaching -3 Lessons per method (One lesson from each method should be based on models of teaching)	60	24
2.	Practical Work Related to Education Paper - V	10	01
3.	Tutorial For Education Paper V	05	01
	Tutorial For Education Paper VI	05	01
4.	Field-Work With Community Based Programme		
	A) Social Service (Community Level)	05	01
	B) Parent - Teacher Association	10	01
	C) Subject - Teachers Association	10	01
	D) Study of Needs and Aspiration of Two Pupils and their Parents	10	01
5.	Creativity And Personality Development Programme		
	A) Creative Activity	10	01
	B) Co-Curricular Activities	10	01
	C) Teaching Aids Workshop	20	01
6.	Content Enrichment Programme	10	01
7.	General Knowledge Enrichment	10	01
	TOTAL	175	36

B.A.B.Ed. (Integrated) Part –IV(Fourth Year) Course
Structure and Syllabus of B.A.B.Ed. (Integrated) Course SEMESTER VII

Sr. No.	Subject and Paper No.	Name of the Paper	External Theory	Internal Theory Practical	External/Internal Practical
1	Education Paper – V	Paper No. Sociological Foundation of Education	50	-	-
2	Education Paper – VI	Any ONE of the following electives- 1. Alternative Education 2. Career Information and Career Guidance 3. Education of Children with Special Needs 4. Environmental Education 5. Action Research 6. Population Education 7. Value Education	50	-	-
3	Scientific Method	(Compulsory) Scientific Method - II	40	10	-
4	Any one of the following A) Marathi (Opt.) Paper VII Marathi (Opt.) Paper VIII	A) Paper – XV Marathi Paper – XVI Marathi	40 40	10 10	- -
	B) Hindi (Opt.) Paper VII Hindi (Opt.) Paper VIII	B) Paper – XV Hindi Paper – XVI Hindi	40 40	10 10	- -
	C) English (Opt.) Paper VII English (Opt.) Paper VIII	c) Paper – XV English Paper – XVI English	40 40	10 10	
	D) History (Opt.) Paper VII History (Opt.) Paper VIII	D) Paper – XV History Paper – XVI History	40 40	10 10	
	E) Geography (Opt.) Paper VII Paper VIII	As Annual Pattern E) Paper – XIII Geography Paper – XIV Geography	-	-	100 100

B.A.B.Ed.(Integrated) FOURTH YEAR COURSE

STRUCTURE OF PRACTICUM COMPONENTS

SEMESTER - VIII

Sr. No.	Title of Practicum Component	Marks	Workload per week
1.	Practical Work Related to Education Paper.V	10	01
	Practical Work Related to Education Paper VI	10 (per elective)	05
2.	Tutorials for Education Paper V	05	01
	Tutorials for Education Paper VI	05	05
3.	Field Work with Community Based Programme.		
	A. Social Service.....	05	01
	B. Study Visit / Excursion.....	10	02
4.	Internship Programme (2 weeks) (2 Lessons per method should be taken under the guidance & supervision of the subject Teacher the school.)	40	15
5.	Action Research	20	10
6.	Practice Teaching Exam	80	-
	Viva Voce	20	-
	TOTAL	205	40

Semester -VII
Education Paper-V
PHILOSOPHICAL FOUNDATION OF EDUCATION

Objectives –

To enable the student teacher to-

- 1) understand the concept and nature of education.
- 2) Be acquainted with goals of education and to see how they are reflected in educational practices.
- 3) Reflect values in his behaviour.
- 4) Understand the relation between philosophy and education and implication of philosophy on education.
- 5) Understand different philosophical systems and their implication on Education.
- 6) Evaluate critically the contribution of Educational thinkers.

Unit – I Concept and Nature of Education

- A) Meaning need scope and Process of Education.
- B) Relationship between Philosophy and Education.
- C) Education for Leisure and Character Formation
- D) Education in the Western Context with Special reference to - Pestalozzi, Russell.
 Education in the Indian context with Special reference to Mahatma Gandhi, Swami Vivekananda, Rabindranath Tagore, Karmveer Bhaurao Patil.

Unit-II Goals of Education and Values

- A) Goals of Education – Ancient and Modern goals Individual and Social aims
- B) Values – Definition and classification, need, significance and sources of values, inculcation of values
- C) Philosophy and curriculum – types of curriculum construction.

Unit – III Major systems of Philosophy

Their salient features and their impact on Education

- A) Idealism
- B) Naturalism
- C) Pragmatism
- D) Realism

Unit- IV The Teachers

- A) Teaching as a Profession
- B) Professional Ethics
- C) Professional Organizations and their role in Teacher's Development
- D) Qualities of the Teacher

Practicum: Report on the contribution of any Indian Thinker or Social reformer in the field of Education in view of the aims and objectives, curriculum, methods of implementation and examination etc.

List of recommended books:

1. Anand C I et al (1983) . The Teacher and Education in Emerging Indian Society, New Delhi: NCERT
2. Avinashilingam, TS. (1988) educational philosophy of swami vivekanand , madras : shri ram Krishna math printing press.
3. Gore, M.S.(1982).Education and Modernisation in India, Jaipur: Jaipur Publication.
4. Mohanty. J.(1982). Indian Education in the emerging Society, New Delhi : Sterling.
5. Choudhary U.S.(1986), Issues and Advances in Education, Ajanta Publishing House.
६. अकोलकर, ग.वि.(१९७३), शैक्षणिक तत्वज्ञानाची रुपरेषाए श्री.विद्या प्रकाशन,पुणे.
७. अकोलकर,ग.वि.(१९७१), गांधीजींचे शिक्षणविषयक विचार, चिरंजीव ग्रंथ प्रकाशन,पुणे.
८. अविनाशलिंगम, टी.एस.(१९८५) ए , शिक्षण - स्वामी विवेकानंद, नागपूर मठ,नागपूर.
९. आचार्य, श्री.रा. (१९७९) , आधुनिक भारतातील शैक्षणिक प्रबोधन,पुष्पक प्रकाशन,पुणे.
१०. कामत,अ.रा.भारतीय शिक्षणाची वाटचाल, लोकवाड्मय गृह प्रायव्हेट लिमिटेड,मुंबई.
११. काळदाते,सुधा,(१९७८) आधुनिक भारताच्या समस्या, शारदा प्रकाशन,नांदेड.
१२. कुलकर्णी, एम.जी.,(१९७५) भारतीय समाज व्यवस्था, परीमल, औरंगाबाद.
१३. कुंडले म.बा.,(१९७३), शैक्षणिक तत्वज्ञान व शैक्षणिक समाजशास्त्र, श्री.विद्या प्रकाशन ,पुणे.
- १४.पारसनीस न.रा.(१९८७),शिक्षणाची तात्विक आणि समाजशास्त्र भूमिका,नूतन प्रकाशन,पुणे.

Semester VII
Education PAPER – VI
TRENDS IN EDUCATION

Objectives:

To enable the student teachers to -

1. Comprehend innovations, trends in society and education.
2. Acquaint the nature and concepts of some trends in education
3. Acquaint the trends in teaching and learning and apply them in actual teaching
4. Understand the concept of disaster management
5. Acquaint the roles of different personnel in disaster management
6. Train the pupils for disaster management.

UNIT – I Nature of Trends in Education

- a) Concept of Innovation and Trends
- b) Emergence of Trends in Education
- c) Relation between Social Trends and Education
- d) Evaluation and acceptability of Trends
- e) Application of Trends and spread

UNIT – II Trends in Education (Basic Concept Only)

- a) Four pillars of education (Delor's Commission)
- b) Life long education
- c) Open Education
- d) Resourceful Teaching
- e) Perception, Planning and Performance in Teaching
- f) Teaching for Reflective Thinking
- g) Knowledge Construction
- h) Models of Teaching

UNIT – III Trends in Teaching and Learning

- a) Teacher through process and decision making
- b) Competency Based Teacher Education
- c) Pre –Service and In-Service Teacher Education
- d) Mastery Learning
- e) Minimum Level of Learning & Sarva Shiksha Abhiyan (SSA)

UNIT – IV Disaster Management through Education

- a) Concept and Need of Disaster Management
- b) Types and causes of disasters
- c) Types of Disaster Management
- d) Role of Teacher, Head Master in Disaster Management
- e) Training for Disaster Management

List of Recommended Books:

- 1) Barns, A. (Ed.) (1984), New Information Technology, Ellis, Harwood Publication.
- 2) Best, J. W. & Khan, J.V. (1996) Research in Education, Prentice Hall, New Delhi.
- 3) Chouhan, S. S., Innovation in Education.
- 4) Cruckshonk, W. N. & Sohnsn G. Orville, (1975), Education of Exceptional Children Prentice Hall, New Jersey.
- 5) Desh Bandhu (1999) Environmental Education for sustainable development, Indian Environment Society, New Delhi.
- 6) Joyce, B. & Well, M. (1997) Models of teaching, Prentice Hall, New Delhi.
- 7) Kulkarni, S. S. (1989) Introduction to Educational Technology, Oxford and IBH Publishing Company, New Delhi.
- 8) Martin, W. J. (1988) The Information Society, Association of Information Management, London.
- 9) Mukarji, J. (Ed.) (1968) Education of Teachers in India, Vol. I&II, S. Chand & Co., New Delhi.
- 10) Sutija B. R. (1996) Trends in Education, Anmol Prakashan, New Delhi.
- 11) Sharma, A. R. (1985), Educational Technology, Vinod Pustak Mandir, Agra.
- 12) India, Ministry of Education, Directorate of adult Education (1978) Adult Education Components in the Development Schemes of Govt. of India, Ministry of Education and social Welfare, New Delhi.
- 13) Wittrock, Merlin C. (1985) Third Handbook of Research on Teaching – McMillan Publishing Company, New York.

१४ जगताप ह. ना. (२००२) प्रगत शैक्षणिक तंत्रविज्ञान, नूतन प्रकाशन, पुणे.

१५ जगताप ह. ना. (१९९७) शिक्षणातील विचार प्रवाह, नूतन प्रकाशन, पुणे.

१६) मुळे, आर. एस. उमाटे व्ही. टी. (१९९९) लोकसंख्या संशोधनाची मुलतत्वे, मेहता पब्लिशिंग हाऊस, पुणे.

१७) उपासनी, कृती संशोधन, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, पुणे.

१८) नागपुरे, प. रा. जपे, वि. कृ. (१९९०) लोकसंख्या शिक्षण, नूतन प्रकाशन, पुणे.

१९) किशोरावस्थेतील शिक्षण - संपादक, संचालक, महाराष्ट्र राज्य शैक्षणिक व संशोधन परिषद, पुणे-३०

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Semester VII
Paper-I
Scientific Method
(Compulsory)

Unit 1	Nature of Science
	A) Definition and Characteristics of Science
	B) Common sense and Science
	C) Classification of Sciences:- Natural and Social Sciences Positive and Normative Sciences
Unit 2	Postulates of Science
	A) Uniformity of Nature
	B) Principle of Causality
	C) Objectivity
Unit 3	Scientific Investigation
	A) Stages of Scientific Investigation
	B) Nature and Characteristics of Scientific observation
	C) Fallacies of observation
	D) Merits and demerits of observation and Experiment
Unit 4	Techniques of Social Research
	A) Survey
	B) Questionnaire
	C) Interview

References

1. तर्कशास्त्र आणि वैज्ञानिक पद्धती—वाडेकर—हरोलीकर
2. तर्कशास्त्र— श्री.ह.दीक्षित
3. वैज्ञानिक पद्धती— ज.रा.दाभोळे
4. वैज्ञानिक पद्धती— एल.जी.देशमुख
5. तर्कशास्त्र व वैज्ञानिक पद्धती— काळे—कावळे, हुल्याळकर
6. Essentials of scientific method- Wolf

वर्ग : बी. ए. बी.एड. भाग : 4

मराठी (विशेष)

अ.क	सत्र सातवे : नवीन अभ्यासक्रम
1	अभ्यासपत्रिका क्रमांक : 10 मराठी भाषा : उपयोजन आणि सर्जन
2	अभ्यासपत्रिका क्रमांक : 11 वाङ्मयप्रवाहांचे अध्ययन (ग्रामीण व दलित)

अ.क	सत्र आठवे : नवीन अभ्यासक्रम
3	अभ्यासपत्रिका क्रमांक : 15 मराठी भाषा : उपयोजन आणि सर्जन
4	अभ्यासपत्रिका क्रमांक : 16 वाङ्मयप्रवाहांचे अध्ययन (आदिवासी व स्त्रीवादी)

सत्र – 7

अभ्यासपत्रिका क्रमांक 10

विषय: मराठी

मराठी भाषा : उपयोजन आणि सर्जन

• उद्दिष्टे

1. औपचारिक आणि अनौपचारिक क्षेत्रानुसार भाषिक व्यवहार समजावून देणे, भाषेचे दैनंदिन जीवनातील महत्त्व समजावून देणे.
2. विविध क्षेत्रातील भाषिक कौशल्ये आणि क्षमता विकसित करणे.
3. लेखन, वाचन, भाषण या कौशल्यांचा विकास करणे.
4. भाषिक उपयोजनाने विद्यार्थ्यांचा शब्दसंग्रह समृद्ध करणे.
5. व्यवहारपयोगी व सर्जनशील लेखनास विद्यार्थ्यांना उद्युक्त करणे.
6. वृत्तपत्र, नभोवाणी, दूरचित्रवाणी या माध्यमांतील मराठीच्या वापराचे स्वरूप आणि महत्त्व सांगणे.
7. मराठीच्या विद्यार्थ्यांचा व्यक्तिमत्त्व विकास घडविणे.
8. जनसंपर्क कौशल्याची आवश्यकता व तंत्रे समजावून देणे.

• अभ्यासक्रम

घटक 1. भाषिक उपयोजनाची क्षेत्रे

1. साहित्य
2. प्रसारमाध्यमे (वृत्तपत्र, आकाशवाणी, दूरचित्रवाणी)
3. प्रशासन

घटक 2. आकाशवाणीसाठी लेखन

उद्घोषक, उद्घोषणा, जाहिरातलेखन, बातमीलेखन, श्रुतिकालेखन

घटक 3. दूरचित्रवाणीसाठी लेखन

संवादक, जाहिरातलेखन, बातमीलेखन, महाचर्चा/संवाद

घटक 4. व्यक्तिमत्त्व विकास

1. मराठीच्या विद्यार्थ्यांचे व्यक्तिमत्त्व (साहित्य/व्यावसायिक क्षेत्राशी संबंधित)

2. भाषणकौशल्य (Skill of Speaking) (मनोगत-मत व्यक्त करणे, सूत्रसंचालन करणे, आभार मानणे इ.)
3. वाचनकौशल्य (Skill of Reading) (उच्चार, शब्दबोध, चुकीचे वाचन, प्रकट वाचन, मूकवाचन)
4. लेखनकौशल्य (Skill of Writing) (शब्दनिवड, वाक्यरचना, शब्दक्रम, शब्दांकन, सुलेखन व श्रुतलेखन)

• टिप प्रत्येक घटकासाठी 15 तासिका असतील.

• मूलभूत वाचन

1. नासिराबादकर ल. रा. : व्यावहारिक मराठी, फडके प्रकाशन, (आठवी आवृत्ती)
2. मोकाशी सयाजीराव, नेमाडे रंजना : व्यावहारिक मराठी
3. तावरे स्नेहल (संपादक) : व्यावहारिक मराठी
4. नामजोशी प्रसाद : नभोवाणी आणि दूरचित्रवाणी, टिळक महाराष्ट्र विद्यापीठ, पुणे
5. जोशी श्रीपाद : संवादशास्त्र, संभव प्रकाशन, नागपूर
6. भागवत यशोदा : जाहिरातीचं जग, मौज प्रकाशन, मुंबई
7. बोबडे सुहास : मराठी भाषा : सर्जन आणि उपयोजन, युनिटी, पुणे

• पूरक वाचन

1. अध्ययनासाठी संवादकौशल्ये
2. दृक-श्राव्य माध्यमासाठी लेखन
3. वाचन आणि लेखन कौशल्ये
4. श्रवण आणि संभाषण कौशल्ये (पुस्तके 1 ते 4 यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक यांची प्रकाशने)
5. कुलकर्णी एस. के. : वार्ताजगत, टिळक महाराष्ट्र विद्यापीठ प्रकाशन, पुणे
6. देशपांडे स. ह. : वृत्तविद्या
7. आकाशानंद : माध्यम चित्रवाणी, ग्रंथघर प्रकाशन, कुर्ला, मुंबई
8. रामबिहारी विश्वकर्मा : आकाशवाणी, सूचना प्रसारण मंत्रालय
9. काणे पुष्पा, नभोवाणी कार्यक्रम : तंत्र आणि मंत्र, इंडिया बुक कंपनी, पुणे
10. शेवते अरुण (संपादक) , संवाद : मुळा एज्युकेशन सोसायटी, सोनई.
11. जोशी श्रीपाद, सुसंवाद : स्वतःशी व इतरांशी
12. पेंडसे अंजली : देहबोली, नीळकंठ प्रकाशन, पुणे
13. देसाई रवींद्र : प्रभावी भाषणकला, प्रपफुलता, पुणे
14. नेमाडे भालचंद्र : साहित्याची भाषा, साकेत प्रकाशन
15. केळकर अशोक : वैखरी : भाषा आणि भाषा व्यवहार, मॅजेस्टिक
16. लेले वा. के., भाषा : स्वरूप, सामर्थ्य व सौंदर्य, राजहंस, पुणे
17. मिरजकर शामसुंदर : सूत्रसंचालन एक कला
18. कुलकर्णी रवींद्र : मराठी नाट्यलेखनतंत्राची वाटचाल
19. केळकर अशोक : मध्यमा

● **संदर्भ ग्रंथ**

1. पानसे मु. ग. (संपादक) — भाषा : अंतःसूत्र आणि व्यवहार, मसाप प्रकाशन, पुणे (यातील शासनव्यवहाराची भाषा हा ग. प्र. प्रधान यांचा लेख)
2. सराफ रा. सो. , भाषा : मातृभाषा आणि परभाषा
3. ग्रामोपाध्ये सुरेंद्र : भाषाव्यवहार आणि भाषाशिक्षण, मौज प्रकाशन, मुंबई
4. बेलवलकर सुमन : बेलभाषा
5. भागवत लीलावती : बोलू ऐसे बोल
6. पुंडे द. दि. : भयंकर सुंदर मराठी भाषा, मॅजेस्टिक प्रकाशन
7. सखाराम शंकर : शब्दानुबंध, मॅजेस्टिक प्रकाशन
8. भागवत यशोदा : बोलका कॅमेरा, मौज प्रकाशन
9. फडके अरुण : मराठी लेखनकोश, ढवळे प्रकाशन, मुंबई
10. भाटवडेकर मो. वि. : राजहंस व्यावहारिक शब्दार्थ कोश, राजहंस प्रकाशन
11. ठकार वि. शिं. : पर्याय शब्दकोश, मेहता पब्लिशिंग हाऊस
12. व्यावहारिक मराठी विशेषांक : नवभारत, 1982
13. आचवल, माधव : किमया, मौज प्रकाशन, मुंबई
14. शर्मा रॉबीन : महानतेच्या दिशेने
15. माळी जी. पी. : वेली आणि फुले

● **प्रश्नपत्रिकेचे स्वरूप व गुणविभागणी**

प्रश्न 1.	योग्य पर्याय निवडा	—	5 गुण
प्रश्न 2.	अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न	—	15 गुण
प्रश्न 3.	लघुत्तरी प्रश्न (तीन पैकी एक)	—	10 गुण
प्रश्न 4.	लघुत्तरी प्रश्न (तीन पैकी एक)	—	10 गुण

● **सूचना**

1. प्रश्न क्र. 4 उपयोजनाचा असेल.
2. घटक क्र. 2 व 3 उपयोजनासाठी असतील.
3. अंतर्गत मूल्यमापनासाठी 10 गुण असून त्यासाठी विद्यापीठाने 'चर्चासत्र' सूचित केले आहे.

सत्र - 7
अभ्यासपत्रिका कमांक 11
मराठी (विशेष)
वाङ्मयप्रवाहांचे अध्ययन
(ग्रामीण व दलित)

● **उद्दिष्टे**

1. मराठीतील विविध साहित्यप्रवाहांचा परिचय करून देणे.
2. ग्रामीण व दलित साहित्यप्रवाहांची प्रेरणा, स्वरूप, वैशिष्ट्ये व विकास समजावून देणे.
3. अभ्यासार्थ नेमलेल्या साहित्यकृतीद्वारे संबंधित साहित्यप्रवाहाचे आकलन करून देणे.

● **अभ्यासक्रम**

साहित्यकृती : अंगारमाती : भास्कर चंदनशिव, साकेत प्रकाशन, औरंगाबाद

घटक 1 : ग्रामीण साहित्य : प्रेरणा, स्वरूप, वैशिष्ट्ये आणि विकास

घटक 2 : दलित साहित्य : प्रेरणा, स्वरूप, वैशिष्ट्ये आणि विकास

घटक 3 : अंगारमाती : आशयसूत्रे

घटक 4 : अंगारमाती : अभिव्यक्ती (प्रसंगचित्रण, व्यक्तिचित्रण, भाषा)

● **प्रश्नपत्रिकेचे स्वरूप व गुणविभागणी**

- | | | |
|-----------|---|----------|
| प्रश्न 1. | योग्य पर्याय निवडा. ('अंगारमाती' वर) | — 5 गुण |
| प्रश्न 2. | अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न ('अंगारमाती' वर) | — 12 गुण |
| प्रश्न 3. | लघुत्तरी प्रश्न (तीन पैकी एक) ('अंगारमाती' वर) | — 07 गुण |
| प्रश्न 4. | अ) अंतर्गत विकल्पासह ग्रामीण साहित्यप्रवाहावर प्रश्न | — 08 गुण |
| | ब) अंतर्गत विकल्पासह दलित साहित्यप्रवाहावर प्रश्न | — 08 गुण |

● **सूचना**

अंतर्गत मूल्यमापनासाठी शिवाजी विद्यापीठ सूचित 'चर्चासत्र' 10 गुणांसाठी आहे.

मूलभूत वाचन

अंगारमाती : भास्कर चंदनशिव, साकेत प्रकाशन, औरंगाबाद

● **पूरक वाचन**

१. लाल चिखल : संपादक इंद्रजित भालेराव (लोकवाङ्मय गृह)
२. ग्रामीण साहित्य : स्वरूप आणि शोध — नागनाथ कोत्तापल्ले (मेहता)
१. ग्रामीण साहित्य : रा. रं. बोराडे (साकेत)
२. ग्रामीण साहित्य : एक चिंतन — द. ता. भोसले (मेहता)
३. ग्रामीण साहित्य : स्वरूप व समस्या : आनंद यादव (मेहता)
४. ग्रामीण कथा : स्वरूप आणि विचार — वासुदेव मुलाटे
५. 1960 नंतरची सामाजिक स्थिती व साहित्यातील नवे प्रवाह — आनंद यादव
६. दलित साहित्याच्या निमित्ताने — सदा क-हाडे (अभिनव, मुंबई)
७. दलित चळवळ : एक आकलन — बाळकृष्ण कवटेकर (अजब)
८. दलित चळवळ आणि साहित्य — कृष्णा किरवले (प्रतिमा)
९. दलित कथासाहित्य — प्रकाश कुंभार (प्रियदर्शी, कोल्हापूर)
१०. आंबेडकरी विचार आणि साहित्य — अविनाश डोळस (साकेत)

● **संदर्भ ग्रंथ**

१. ग्रामीणता : साहित्य आणि वास्तव — आनंद यादव (मेहता)
२. ग्रामीण साहित्य आणि संस्कृती — मोहन पाटील (स्वरूप)
३. दलित साहित्य : आजचे क्रांतिविज्ञान — बाबूराव बागूल
४. निळी पहाट — रा. ग. जाधव (श्रीविद्या)
५. दलित साहित्य : वेदना आणि विद्रोह — भालचंद्र फडके (श्रीविद्या)
६. दलित साहित्य : स्वरूप व भूमिका — वामन निंबाळकर (प्रबोधन, नागपूर)
७. आंबेडकरी चळवळीचे अंतरंग — अर्जुन डांगळे (लोकवाङ्मय)
८. संदर्भ दलित चळवळीचा — भा. ल. भोळे (बजाज)
९. कथाकार भास्कर चंदनशिव — मथु सांवत (संगत, नागपूर)

- **टिप** प्रत्येक घटकासाठी 15 तासिका असतील.

प्रश्नपत्र— X
हिंदी स्पेशल
प्रयोजनमूलक हिन्दी

● **उद्देश्य :-**

1. राजभाषा एवं राष्ट्रभाषा के रूप में हिंदी के विकास में छात्रों को अवगत कराना ।
2. हिंदी के प्रयोग के प्रति रुचि जगाकर उनमें पत्राचार संबंधी क्षमता का विकास कराना ।
3. व्यावहारिक हिंदी की विभिन्न प्रयुक्तियों से छात्रों को परिचित कराना ।
4. आधुनिक जनसंचार माध्यमों में हिंदी के बढ़ते प्रयोग एवं संभावनाओं से छात्रों को परिचित कराना ।
5. अनुवाद का स्वरूप, प्रकार आदि से छात्रों को अवगत कराना ।

अध्ययनार्थ विषय :-

युनिट – 1 पारिभाषिक शब्दावली –

दैनिक व्यवहार में प्रयुक्त अंग्रेजी शब्दों के हिंदी पर्यायवाची रूप । परिशिष्ट में दिए हुए 'अ' तथा 'ब' विभाग के 50 शब्द

युनिट – 2 कार्यालयी पत्राचार –

- 1) नौकरी के लिए आवेदन पत्र ।
- 2) पदाधिकारियों के नाम पत्र ।
- 3) अधिसूचना ।
- 4) परिपत्र ।
- 5) कार्यालय आदेश ।
- 6) कार्यालय ज्ञापन ।

युनिट – 3 संदर्भ स्रोतों का परिचय –

- 1) राजभाषा और राष्ट्रभाषा ।
- 2) टेलिफोन ।
- 3) इंटरनेट ।
- 4) बहुमाध्यम ।

युनिट – 4 जनसंचार माध्यम (सामान्य परिचय) –

- 1) जनसंचार माध्यम : अर्थ, स्वरूप और प्रकार ।
 - अ) मुद्रित माध्यम : विज्ञापन लेखन, दैनिक समाचार पत्र और पत्र-पत्रिकाएँ ।
 - ब) इलेक्ट्रानिक्स माध्यम : रेडियो, दूरदर्शन और संगणक ।
- (तकनीकी जानकारी अपेक्षित नहीं)

- 2) वृत्तांत लेखन : 1) महाविद्यालयीन समारोह
- 2) सामाजिक समारोह
- 3) प्राकृतिक आपदाएँ
- 4) दूरघटनाओं का वृत्तांत लेखन

परिशिष्ट

पारिभाषिक शब्दावली —

(अ) जनसंचार माध्यम संबंधी शब्द —			
1.	Announcer	:	निवेदक / उद्घोषक
2.	Artistic	:	कलात्मक
3.	Audio-Visual	:	दृक्-श्राव्य
4.	Banner	:	पताका
5.	Biographer	:	जीवनीकार
6.	Biweekly	:	अर्ध साप्ताहिक
7.	Bulletin	:	विज्ञप्ति
8.	Catalogue	:	सूची
9.	Calligraphy	:	सुलेखन
10.	Caption	:	शीर्षक / चित्र परिचय
11.	Cartoonist	:	व्यंग्य चित्रकार
12.	Choreography	:	नृत्य रचना
13.	Columnist	:	स्तंभलेखक
14.	Commentator	:	समालोचक
15.	Composer	:	अक्षर योजक
16.	Communication	:	संचार
17.	Creation	:	सृजन
18.	Correspondent	:	संवाददाता
19.	Information Technology	:	सूचना तंत्रज्ञान
20.	Interview	:	साक्षात्कार
21.	Interruption	:	रुकावट
22.	Journalist	:	पत्रकार
23.	Magazine	:	पत्रिका
24.	Source Language	:	स्रोत भाषा
25.	Transliteration	:	लिप्यंतरण
(ब) शिक्षा, सभा और संमेलन संबंधी शब्द —			
1.	Abstract	:	सार / संक्षेप
2.	Academic goal	:	शैक्षिक ध्येय
3.	Address	:	अभिभाषण / संबोधन
4.	Adult education	:	प्रौढ शिक्षा
5.	Agenda	:	कार्यसूची
6.	Anniversary	:	जयंती / वर्षगाँठ
7.	Anthology	:	संकलन / संग्रह
8.	Appraisal	:	मूल्यांकन
9.	Attestation	:	साक्षांकन / अनुप्रमाणन
10.	Audiance	:	श्रोतागण
11.	Autonomous	:	स्वायत्त
12.	Bibliography	:	संदर्भ ग्रंथ सूची
13.	Bachelor	:	स्नातक

14.	Closing Speech	:	समापन भाषण
15.	Conference Hall	:	सम्मेलन भवन
16.	Conclusion	:	समापन
17.	Document	:	दस्तावेज
18.	Draft	:	प्रारूप / मसौदा
19.	Guardian	:	अभिभावक
20.	Humanity	:	मानविकी
21.	Hypothesis	:	परिकल्पना
22.	Inauguration	:	उद्घाटन
23.	Informal	:	अनौपचारिक
24.	Symposium	:	संगोष्ठि
25.	Viva-Voce	:	मौखिक परीक्षा

प्रश्नपत्र का स्वरूप एवं अंक विभाजन

प्रश्न — 1	(पारिभाषिक शब्दावली) पर बहुविकल्पी प्रश्न	05
प्रश्न — 2	(कार्यालयीन (पत्राचार) पर लघुत्तरी प्रश्न (3 में से 2) (पत्रलेखन)	10
प्रश्न — 3	(संदर्भ स्रोतों) पर टिप्पणियाँ (3 में से 2)	10
प्रश्न — 4	(जनसंचार माध्यम एवं दो वृत्तांत लेखन) पर दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)	15

● संदर्भ ग्रंथ सूची :-

1. प्रयोजनमूलक हिन्दी — डॉ. विनोद गोदरे, वाणी प्रकाशन, नई दिल्ली ।
2. प्रयोजनमूलक हिन्दी — विविध परिदृश्य — डॉ. रमेशचंद्र त्रिपाठी । डॉ. पवन अग्रवाल, अलका प्रकाशन, कानपुर ।
3. व्यवसायिक हिन्दी — श्री. दुबे और प्रभाकर गुप्ता, नेशनल पब्लिशिंग हाऊस, नई दिल्ली ।
4. हिन्दी और उसका व्यवहार : डॉ. व्ही. के. मोरे — फडके प्रकाशन, कोल्हापूर ।
5. मिडिया में कैरियर : पी. के. आर्य, ग्रंथ अकादमी, नई दिल्ली — 110 002
6. जनसंचार : कल और आज — चंद्रकांत सरदाना / कृषि मेहता, ज्ञानगंगा, चावडी बाजार, दिल्ली ।
7. पत्रकारिता के सिद्धांत : डॉ. रमेशचंद्र त्रिपाठी, नमन प्रकाशन, दरियागंज, नई दिल्ली — 110 002
8. मिडियाकालीन हिन्दी : स्वरूप एवं संभावनाएँ — डॉ. अर्जुन चव्हाण, राधाकृष्ण प्रकाशन, नई दिल्ली ।
9. इलेक्ट्रॉनिक्स मिडिया एवं सूचना प्राद्योगिकी : डॉ. यू. सी. गुप्ता, अर्जुन पब्लिशिंग हाऊस, दरियागंज, नई दिल्ली ।
10. पत्रकारिता : विविध विधाएँ : डॉ. राजकुमारी रानी, जयभारती प्रकाशन, इलाहाबाद — 211 003
11. आधुनिक जनसंचार और हिंदी — प्रो. हरिमोहन तक्षशिला प्रकाशन, नई दिल्ली
12. अनुवाद विज्ञान : डॉ. भोलानाथ तिवारी, किताब घर, दिल्ली
13. अनुवाद सिद्धांत की रूपरेखा : डॉ. सुरेशकुमार, वाणी प्रकाशन, दिल्ली
14. अनुवाद चिंतन : डॉ. अर्जुन चव्हाण, अमन प्रकाशन, कानपुर

सत्र — VII
प्रश्नपत्र — XI
हिंदी स्पेशल
भाषाविज्ञान

● **उद्देश्य :-**

1. भाषा के विविध रूपों का परिचय कराना ।
2. भाषाविज्ञान का सामान्य परिचय कराना ।
3. हिंदी भाषा एवं लिपि के उद्भव और विकास का परिचय कराना ।
4. भाषा की शुद्धता के प्रति छात्रों को जागृत कराना ।
5. मानक हिंदी वर्तनी और व्याकरण से छात्रों को परिचित कराना ।

● **अध्ययनार्थ विषय :-**

युनिट — 1

- 1) भाषा की परिभाषाएँ
- 2) भाषा की विशेषताएँ
- 3) भाषा की उत्पत्ति एवं तत्संबंधी विविध वाद —
 (दैवी उत्पत्तिवाद, धातु सिद्धांत, अनुकरण सिद्धांत, संपर्क सिद्धांत तथा समन्वित (समन्वय) सिद्धांत)

युनिट — 2

- 1) भाषा की परिवर्तनशीलता के कारण
- 2) भाषा के विविध रूप — बोली
 - बोलियों के बनने के कारण ।
 - बोलियों के महत्त्व पाकर भाषा बनने के कारण ।
 - बोली और भाषा में अंतर ।
 - परिनिष्ठित भाषा

युनिट — 3

- 1) 'हिंदी' शब्द की व्युत्पत्ति ।
- 2) हिंदी भाषा का उद्भव और विकास ।
- 3) हिंदी का शब्द समूह ।

युनिट — 4

- 1) लिपि विकास का सामान्य परिचय ।
- 2) देवनागरी लिपि की वैज्ञानिकता ।

प्रश्नपत्र का स्वरूप एवं अंक विभाजन

प्रश्न — 1	बहुविकल्पी पाँच प्रश्न (युनिट 1 और युनिट 2 पर)	05
प्रश्न — 2	लघुत्तरी प्रश्न (3 में से 2) (युनिट 3 और युनिट 4 पर)	10
प्रश्न — 3	टिप्पणियाँ (3 में से 2) (युनिट 3 और युनिट 4 पर)	10
प्रश्न — 4	दीर्घोत्तरी प्रश्न (युनिट 1 और युनिट 2 पर)	

(अंतर्गत विकल्प के साथ)

Semester VII
Paper-X
English (Special)
Understanding Novel

General Topics Prescribed:

- 1. What is the Novel?
- 2. Types of the Novel
 - a) Picaresque b) Historical c) Regional d) Stream of Consciousness
- 3. Elements of Novel
 - a) Plot b) Character c) Setting d) Point of View
- 4. Themes of the Novel
 - a) Partition b) Racial Segregation c) Crisis of Identity d) Diaspora

Text Prescribed:

- 1. Conrad, Joseph : *Heart of Darkness*. Mumbai: Orient Longman Ltd. 1902/ 1994.

Books for Reference:

- 1. Foster, E. M. : *Aspects of Novel*. London. 1949.
- 2. Brooks & Warren : *Understanding Fiction*. Prentice Hall, 1959.
- 3. Kermode, Frank : *Sense of an Ending*. OUP, 1967.
- 4. Lubbock, Percy : *The Craft of Fiction*. London: Jonathan Cape, 1965.
- 5. Walt, Ian : *The Rise of the Novel*, Penguin, 1957.
- 6. Edel, Leon : *The Psychological Novel: 1900-1950*. Ludhiana: Kalyani, 1997.
- 7. Bradbury, Malcolm : *The Novel Today*. Glasgow: F. C. Paperbacks, 1978/1982.
- 8. Rimmon-Kennan, Shlomith : *Narrative Fiction*. London and New York: Routledge, 2005
- 9. Matz, Jesse : *The Modern Novel: A Short Introduction*. Oxford: Blackwell, 2004.
- 10. Rees, R. J. : *Introduction to English Literature*. London: Macmillan, 1966/ 1968.

Distribution of Teaching Hours:

General Topics : 30 Hours

Novel : 20 Hours

Total : 60 Hours

The Pattern of Question Paper:

		Pattern of Question Paper (Semester Pattern 40+10)	Total Marks: 40
Q. 1		Multiple choice questions with four alternatives. (On the text prescribed to be set)	05
Q. 2	A)	Answer the following questions in about 250-300 words. (I) or II) on the General Topics)	10
	B)	Answer the following questions in about 250-300 words. (I) or II) on the Novel prescribed)	10
Q. 3		Write short notes on ANY THREE of the following: (3 on the General Topics and 2 on the Novel)	15

Semester - VII
(Paper - XI)

The Structure and Function of Modern English

* **Topics Prescribed :**

- | | | |
|----|------------|----------|
| 1. | Language | 8 Marks |
| 2. | Phonology | 8 Marks |
| 3. | Morphology | 8 Marks |
| 4. | Phrases | 16 Marks |

* **Teaching Hours : 15 Hours per unit = 60 Hours**

Pattern Of Question Paper

Semester Pattern (40+10)

Time : 2 Hours

Total Marks -40

- | | | |
|------|--|---------|
| Q-1. | A) Three term labels (4 out of 6) | 4 Marks |
| | B) Transcription of words with primary stress (4 out of 6) | |
| | | 4 Marks |
| Q-2. | A) Identification of word - formation processes (4outof 6) | |
| | | 4 Marks |
| | B) Morphological Analysis (2 out of 4) | 4 Marks |
| Q-3. | A) Write Short notes (2 out of 3) (On topic No. 4) | 8 Marks |
| | B) Identification of phrases with form and function labels | |
| | (4 out of 6) | 8 Marks |
| Q-4. | Write Short notes (2 out of 3) (On topic No. 1) | 8 Marks |

**Geography
Paper XIII
Practical Paper - I
Map Work & Map Reading**

1. PREAMBLE:-

Practical Work is the most important part of Geography. Map is an indispensable tool in Geographical studies & Research activities. The present syllabus of this paper includes study of Maps and their Types, Map Projections, S.O.I. Top maps, I.M.D. Weather Maps, Statistical Methods and Cartographic Techniques. In the process of development of science and technology, the changing nature of subject of Geography will make aware to the students about the map work and map interpretation. This will further help to improve the use of maps, cartographic techniques and methods in teaching-learning and research work.

2. GENERAL OBJECTIVES OF THE PAPER

(as applicable to the - Paper concerned)

- 1) To introduce the students with the importance of map making & map reading.
- 2) To make the students to understand map, concept of projection and concept of scale
- 3) To provide training in analysis of landforms.
- 4) To develop the skill of map reading among the students.
- 5) To give basic information to the students about S.O.I. topomaps and I.M.D. Weather maps.
- 6) To familiarize the students with the different cartographic techniques and
Methods used for representation of demographic and physio-socio-economic database.

3. PATTERN

Pattern of Examination will be **ANNUAL**.

4. MEDIUM OF INSTRUCTION

The medium of instruction shall be in English or Marathi. (As applicable to the course/programme concerned).

5. STRUCTURE OF COURSE- Theory & Practical's

(Note – The structure & title of papers of the degree as a whole should be submitted at the time of submission/revision of first year syllabus.)

B.A.B.Ed. Paper No-XIII (Practical Paper-I)

Sr.No.	Subjects/Papers	Theory	Internal	Total Marks
1.	Map Work & Map Reading			100

6. SCHEME OF TEACHING AND EXAMINATION

[The scheme of teaching and examination should be given as applicable to the /paper concerned.]

Fourth YEAR B.AB.Ed

Paper No-XIII (Practical Paper-I)

Scheme of Teaching and Examination

Sr. No.	Subject/Paper	Teaching Scheme (Hrs/Week)				Examination Scheme (Marks)		
		L	T	P	Total	Practical	Term Work	Total
1	Map Work & Map Reading			10	10	100		100

7. SCHEME OF EXAMINATION:-

- The examination shall be conducted at the end of each academic year.
- The Practical paper shall carry 100/ marks.
- The evaluation of the performance of the students in Practical papers shall be on the basis of Annual Practical Examination of 100 marks.
- Question Paper will be set in the view of the /in accordance with the entire Syllabus and preferably covering each unit of syllabi.

8. STANDARD OF PASSING:-

[As Prescribed under rules & regulation for each degree/program.]

9. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:-

(Unitwise weightage of marks should also be mentioned)

10. EQUIVALENCE IN ACCORDANCE WITH TITLES AND CONTENTS OF PAPERS- (FOR REVISED SYLLABUS)

Sr.No.	Title of Old Paper	Title of New Paper
1.	Map work & Map Interpretation Paper - VII	Map Work & Map Reading Paper XIII (Practical Paper - I)

Geography
Paper No. XIII
(Practical Paper - I)
Map Work & Map Reading

Unit 1 Scales: (No. of Lectures – 40) Marks - 15

- 1.1 Map: Definition, Elements, Types & Importance.
- 1.2 Scale of Map: Definition, Methods of Expression of Scale – Verbal, Numerical & Graphical.
- 1.3 Conversion of scales.
- 1.4 Construction of graphical scale – simple, time and distance, diagonal.
- 1.5 Measurement of area from Map – By Square Method

Unit 2. Map Projection: (No. of Lectures – 50) Marks - 15

- 2.1 Definition, Classification of Map Projection based on the methods of Construction, developable surface, position of Tangent surface, Position of light view point, and Preserved qualities
- 2.2 Necessity and Choice of Map Projection.
- 2.3 Graphical Construction, Properties and uses of the following Projections:
 - a) Zenithal polar Gnomonic projection.
 - b) Conical projection with two standard parallel.
 - c) Cylindrical equal area projection.
 - d) Marketer's projection.

Unit 3.

Analysis of landforms (No. of Lectures 50) Marks - 15

- 3.1 Methods showing relief on map: Qualitative & Quantitative.
- 3.2 Representation of relief features by contours: Hill, Knoll, Volcanic cones & Craters, Ridge, Saddle, Plateau, Spur, Col, Cliff, Waterfall, Gorge, 'V' Shaped Valley, 'U' Shaped Valley, Hanging Valley, Cirque, Ria, Fiord Coast,.
- 3.3 Representation of slope by contours.
- 3.4 Determination of slope by gradient, degree, percent and mills.
- 3.5 Cross-section, Longitudinal profile & Indivisibility.

Unit 4. SOI Toposheets: (No. of Lectures – 50) Marks - 15

- 4.1 Indexing of SOI Toposheets.
- 4.2 Conventional Signs, Symbols and Colors used in SOI Toposheet
- 4.3 Interpretation of SOI topographical map of plain, plateau and

mountain areas with reference to the following points:

- a) Marginal information.
- b) physical environment: relief, drainage, natural vegetation.
- c) cultural environment: , irrigation, land use, transportation and communication, settlements.

Unit 5 IMD report and Indian Weather Maps : (No. of Lectures – 50)

Marks - 15

- 5.1 Study of Weather Instruments: Thermograph, Barograph, Psychrometer or dry and wet bulb thermometer, Wind vane, Cup Anemometer, Rain Gauge,
- 5.2 Conventional Signs and Symbols used in IMD chart
- 5.3 Isobaric patterns: cyclone, depression, anticyclone, col, ridge, secondary depression, wedge etc.
- 5.4 Interpretation of Indian weather maps: Pre Monsoon, Monsoon & Post Monsoon Periods.

Unit 6 Cartographic Techniques :

(No. of Lectures – 50)

Marks -15

- 6.1 One Dimensional Diagrams:
 - a. Multiple Line Graph or Poly Graph.
 - b. Band Graph or Compound Line Graph.
 - c. Compound Bar Graph.
 - d. Compound Pyramid Diagram.
- 6.2 Two Dimensional Diagrams:
 - a) Divided Circle
 - b) Divided Rectangle.
- 6.3 Three Dimensional Diagrams:
 - a. Cube Diagram.
 - b. Proportional Spheres.
 - c. Block Piles.
- 6.4 Pictorial Diagram:
- 6.5 Distributional Maps: Choropleth Maps

Unit 7 Journal and viva voce

Marks -10

a) References :-

1. Bygoot, J. : An Introduction to Mapwork and Practical Geography. University Tutorial, London, 1964
2. Kanetkar, T.P. and Kulkarni S.V.: Surveying and Levelling (Part I & II.) A.V.G. Prakashan, Poona, 1965.
3. Monkhouse, F. J. and Wilkinson, H. R.: Maps and Diagrams. Methuen, 21 London, 1971.
4. Raisz, E.: Principles of Cartography. McGraw Hill Book Co., Inc, New York 1962.
5. Robinson, A.H. and Sale, R. D.: Elements of Cartography. John Wiley and Sons, Inc, New York 1969
6. Sarkar, A.K. : Practical Geography : A Systematic Approach. Oriental Longman, Calcutta, 1997.
7. Singh, L.R. and Singh, R.: Mapwork and Practical Geography. Allahabad, 1973.
8. Gupta, C.B. : An Introduction to Statistical Methods, Vikas Publication House, New Delhi, 1978.
9. Ellhance, D.N. : Fundamentals of Statistics, Kitab Mahal, Allahabad, 1972.
10. Singh, R.L. : Elements of Practical Geography, Kalyani Publishers, New Delhi.
11. Singh, R and Kanaujia, L.R.S. : Map Work and Practical Geography, Central Book Depot., Allahabad, 1970.
12. Mishra, R.P and Ramesh, A. : Fundamentals of Cartography. Concept Publ. Co., New Delhi, 2000.
13. Karlekar, S. and Kale, M. : Statistical analysis of Geographical data, Diamond Publications, Pune, 2006.

NOTE:

- i) The details of field work, seminar, Group Discussion and Oral examination be given wherever necessary.
- ii) General/Specific instructions for Laboratory safety should be given wherever necessary)

Semester- VII
Paper -X
History
Expansion and Downfall of Maratha Power (1707 to 1761)

1) Chhatrapati Shahu :

Release of Shahu and Civil war in Maharashtra :

Contribution of Balaji Vishwanath to Maratha Power.

2) Bajirao I - Karnatak Expedition, Growth of Maratha Power in the North, his relation with Nizam, Portuguese and Siddi.

3) Balaji Bajirao - Raghuji Bhosale and expansion of Maratha Power in Bengal. Peshwa's relations with Angre and Nizam, Karnatak expeditions.

4) Third Battle of Panipat 1761 - Events leading to the battle, causes of the defeat of the Marathas, its effects.

List of Reference Book's -

- 1) आठल्ये व सासवडकर, मराठी साम्राज्याचा विकास आणि —हास
- 2) सरदेसाई गो. स., मराठी रियासत, मध्यविभाग भाग 1,2,3 व 4
- 3) शिवाजी विद्यापीठ प्रकाशन, ताराबाई कालीन कागदपत्रो.
- 4) गर्गे स मा करवीर रियासत
- 5) त्र्य. श. शेजवलकर — निजाम पेशवे संबंध.
- 6) सुधाकर देशपांडे — पानिपत ते पानिपत
- 7) वा.कृ. भावे — पेशवे कालीन महाराष्ट्र
- 8) डॉ. गवळी पा. आ. पेशवेकालीन महाराष्ट्र
- 9) G.S. Sardesai- New History of Maratha's, Vol 2 &3.
- 10) S.N. Sen.- Administrative system of the Marath'a.
- 11) Sinha- Rise of Peshwa's.
- 12) Sharma.-Founding's of Maratha's Power.
- 13) T.S. Shijawalkar.-Battle of Panipat.
- 14) V.G. Dighe.-Bajirao I and the Expansion's of Maratha Power.

Semester- VII
Paper XI
History
Introduction to Historiography - I
(Visit to any important historical place, monuments and record
offices is essential).

- 1)
 - a) Meaning and nature of History.
 - b) Kinds of History.
- 2) **Sources -**
 - a) Importance of sources for the Study of History.
 - b) Classification of sources.
- 3) **Process of writing History.**
 - a) Selection of topic.
 - b) Arrangement of the sources.
 - c) Evaluation of Sources - Internal & External criticism.
 - d) Presentation.
- 4) **Tools of Writing History.**
 - a) Notes taking.
 - b) Footnotes.
 - c) Dating.
 - d) Index.
 - e) Bibliography.

List of Reference Books :

- 1 Louis Gottschalk,-Understanding History.
- 2 Dr. K.N. Chitnis,-Research Methodology.
- 3 H.C. Hockett.-The critical Method in Historical Research & Writing.
- 4 J.N. Kamalapur,-Deccan Forts.
- 5 Bombay state Gazetteer - Poona, Satara, Kolhapur- Districts.
- 6 Desai S.V.-Social life in Maharashtra under the Peshwa's.
- 7 E.H. Carr.-What is History?
- 8 B.Shaikh Ali-History. Its Theory and Method.
- 9 Aurthur Marwick-The Nature of History.
- 10 वा.सी. केंद्रे — साधन चिकित्सा.
- 11 वा. सी. बेंद्रे — गड, कोट, दुर्ग आणि त्याची वास्तू
- 12 सदाशिव आठवले — इतिहासाचे तत्वज्ञान
- 13 श म केतकर — संग्रहालय परिचय
- 14 प्राचार्य गायकवाड, हनमाने, सरदेसाई — इतिहास लेखनशास्त्रा
- 15 प्राचार्य गायकवाड, सरदेसाई हनमाने — इतिहास लेखन पद्धत व ऐतिहासिक स्मारके यांचा अभ्यास.

B.A.B.Ed. Integrated Part-IV (Fourth Year) Course
Semester -VIII
Education Paper- V
SOCIOLOGICAL FOUNDATATION OF EDUCATION

Objectives –

To enable the student teacher to-

- 1) Evaluate critically the contribution Educational thinkers.
- 2) Understand the need to study education in a sociological perceptive. The process of social change and socialization to promote the Develop of a sense of commitment to the teaching profession and social welfare.
- 3) Understand the role in the creation of a new social order in the country and learn above various social welfare opportunities in which they can participate helpfully.
- 4) Develop understanding of the concept of national integration and international understanding. National integration and protection of human rights.
- 5) Understand use the skillfully various agencies for growth and development.

UNIT – I Sociological Basis of Education

- A) Meaning of the education as per sociological basis. Relationship between individual to individual, individual to society in terms of norms given by the existing social order.
- B) Education for Social Change
- C) Liberal Education
- D) Education for Social Control
- E) Education for Social Mobility
- F) Education and Human Resource Development

UNIT – II Education And Indian Society

- A) Salient features of Emerging indian Society
- B) Indian Constitution – its directive principles; articles related to education.
- C) Meaning of Secularism, Social Goals, Democracy and Socialistic Pattern of Society
- D) Economic Planning and the five year plans in relation to Education
- E) Desirable future of Indian Society

UNIT – III National Integration and International Understanding

- A) National Integration and International Understanding
 - a) Meaning of National Integration and its need
 - b) The role of the Teacher and Education Institution in achieving National Integration through democratic interaction.
 - c) Meaning of International Understanding and its need
 - d) The role of the Teacher and Education Institution in achieving International Understanding through democratic interaction

B) New Social Order

- Meaning and concept of new social order
- Means and measures taken Equality of Opportunities in terms of Castes, Tribes, Disabled Gender and Minorities
- State's new Programmes and National Programmes like NCC, NSS, etc.

UNIT – IV Agencies of Education

Family, Peer Group , References Group , School ,Open Education System ,Cultural Orgnisations, Voluntary Orgnisations, Professional Bodies, Mass Media , State .

Practicum-

Any one of the following through group discussion / seminar/ symposia

- A report of the study of an impact of the state's new programme i.e. Mid Day Meal on the education of the children, dropouts etc
- Study of festival celebrated in village/ town
- A survey of educational problems of a locality
- Provisions made in the Constitution of India with special reference to education in general deprived and minorities in special.

List of recommended books:

- Anand C I et al (1983) . The teacher and education emerging Indian society, New Delhi: NCERT.
- Brown francies J. (1954) educational sociology, New York: prentices Hall .
- Cook , L.A & Cook E.F. (1960) ,A sociological Approach to education 3rd ed. (London : McGraw Hill)
- Gore, M.S.(1982).Education and Modernisation in India, Jaipur: Jaipur Publication.
- Gupta. Giri Raj, &1976, Family and Social Change in Modern India, Delhi: Vikas Publishing House.
- Havighurst, Robert & Neugearten, Bemice L.(1975), Society and Education, Boston: Alleyn & Bacon.
- Ivoo, Morrish, &1978) The Sociology of Education : An Introduction, London, George Allen & Unwin.
- Kamat, A.R.(1985), Education and Social Change in India, Bombay : Somaiya Publication.
- Kuppuswamy,(1968), Some aspects of social change in India, Sterling publication, Delhi.
- Mathur, S.S.(1973) A Sociological Approach to Indian Education, Agra: Vinod Pustak Mandir.
- Mohanty. J.(1982). Indian Education in the emerging Society, New Delhi : Sterling.
- Musgrove.F.(1976), The Family, Education and Society, London:Routlege Kegan Paul.
- Ottaway (1964), Introduction to Sociology of Education, end rev.ed.London: Routlege & kegan Paul.
- Samatullah, (1979), Education in the Social Context, New Delhi: N.C.E.R.T.
- Scimeeca, Joseph A, (1980), Education and Society, London : Holt Rimehart and Winston.
- Shukla, Sureshadra Krishnakumar,(1985), Sociological Prospective in Education : A Reader, Delhi : Chankaya Publication.
- Choudhary U.S.(1986), Issues and Advances in Education, Ajanta Publishing House.
१८. कामत,अ.रा.भारतीय शिक्षणाची वाटचाल, लोकवाड्मय गृह प्रायव्हेट लिमिटेड,मुंबई.
१९. काळदाते,सुधा,(१९७८) आधुनिक भारताच्या समस्या, शारदा प्रकाशन,नांदेड.
२०. कुलकर्णी, एम,जी.,(१९७५) भारतीय समाज व्यवस्था, परीमल, औरंगाबाद.
२१. कुंडले म.बा.,(१९७३), शैक्षणिक तत्वज्ञान व शैक्षणिक समाजशास्त्र, श्री.विद्या प्रकाशन ,पुणे.
- २२.पारसनीस न.रा.(१९८७),शिक्षणाची तात्विक आणि समाजशास्त्र भूमिका,नूतन प्रकाशन,पुणे.
२३. बापट, प्र.ग.(१९८७), भारतीय समाजातील शिक्षण व शिक्षक , साहित्य सेवा प्रकाशन,औरंगाबाद.
२४. भंडारी, पी.बी.(१९७१), शैक्षणिक समाजशास्त्र, रावीळ पब्लिकेशन,सातारा.
२५. अहेर हिरा, उदयोन्मुख भारतीय समाजातील शिक्षण.
२६. भारताचे संविधान, भारत सरकार प्रकाशन, न्यू दिल्ली.
२७. राष्ट्रीय प्रौढ शिक्षण कार्यक्रम, प्रौढ शिक्षण संचलनालय, भारत सरकार.

Semester - VIII
EDUCATION PAPER - VI
ELECTIVE: (I) ALTERNATIVE EDUCATION

Objectives:

To enable the student teacher to –

1. Explain the concept of adult and non formal education, its importance and scope in national context.
2. Comprehend the psychology of adult learners and problems of adult and non formal education.
3. Identify the roles of different agencies in adult and non formal education.
4. Identify and suggest the effective means and methods to be employed for adult and non formal education.
5. Be acquainted with the operational aspect of adult education.
6. Critically evaluate the education policies and commission of adult education.
7. Understand the process of non formal education at various stages.
8. Understand the aims, objectives and philosophical foundations on adult and non formal education.

UNIT – I Meaning Concept Need and Scope of Adult and Non Formal Education

- a) Concept, need and scope of adult education.
- b) Aims and objectives concept, need and scope of non formal education.
- c) Philosophical basis of adult education and non formal education.
- d) Psychology of adult learners.
- e) Problems of adult education and remedies to solve the problems.

UNIT – II Agencies Imparting Adult & Non Formal Education

- a) Government Agencies.
- b) Voluntary Agencies.
- c) Social Organisations
- d) Mass Media
- e) UGC, NCERT, SCERT.

UNIT – III Methods and Techniques of Teaching Adults

- a) Methods: Literacy method, study group method, problem solving method and audio - visual method.
- b) Techniques of teaching adult learners
- c) Aids and devices of teaching adult learners

UNIT – IV Non – Formal Education at Various Stages: Recommendations and Operational Aspects of A.E.

- A) Non- Formal Education at Various Stage
 - a) Non – formal education at elementary and secondary stage
 - b) Non – formal education for out of school children
 - c) Non-formal education for weaker section
 - d) Non-formal education for adults
 - e) Non-formal education at university state

B) Recommendations on Adult & Non-Formal Education

- a) NEP 1986
- b) Revised NEP 2001

C) Operational Aspects of Adult Education

- a) Survey and identification of Learner.
- b) Monitoring of Adult Education Centre.

Practicum-

- 1) Report of visit to an adult education center
- 2) Preparation of instructional Material for Adult Learner
- 3) To conduct a survey of the non-formal education centers in the locality: and Prepare its report
- 4) Report of visit to non-formal education center
- 5) Interview of two neo –literate adults

List of Recommended Books :

1. Ansari N. A. (1990) Adult Education in India, (New Delhi & Chand and Co.Ltd) ch.7
2. Dutta S. C. (1968) History of adult education (New Delhi Indian Adult Education Association in India) ch. 10 and 11
3. Dutta S. C. and Friesen J. K. (1985), University Education, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi -110002
4. India (1978) Ministry of Education and Social Welfare : National Adult Education Programme (New Delhi, Ministry Of Education and Social Welfare)
5. Kundu, C. L. (1986) Adult Education, Principles, practice and problems (New Delhi : Sterling Publication) part 6
6. Mohanti J. (1991) Adult and non-formal education.
7. National Policy on Education, 1986, (New Delhi: Ministry of Human Resource Development)
8. Saxena J. C. and sachdeva J. L. (1986), Role of Adult education and mass media for civil, Indian adult education association 17-B, Indraprastha Estate, New Delhi – 110002
9. Shah S. V. (editor) (1989) A source book on adult education (New Delhi : directorate of adult education Govt. Of India) ch-6
10. Sharma Indra Prabha (1985) Adult Education in India (New Delhi : NBO Publishers Distributors) pp – 142 – 145
11. Sachdeva.J.L. and Vora Asha and Mohsini, R.S. (1983) Towards a comprehensive Adult education programme, Indian Adult Education Association, 17-B, Indraprastha Estate. New Delhi-110002.
- १२ अस्वले म.श.(१९८३) अनौपचारिक शिक्षण पद्धती व मूल्यमापन (पुणे: इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन)
१३. इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन (१९७९) राष्ट्रीय प्रौढ शिक्षण कार्यक्रम (पुणे : आय.आय.ई)
- १४.गोगटे श्री.बी. (१९८४) प्रौढ शिक्षण कार्यक्रमातील देखरेख व मूल्यमापन (पुणे : इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन)
१५. बोबे बा.सं.(१९८९) प्रौढ शिक्षण, अनौपचारिक शिक्षण व निरंतर शिक्षण (पुणे : नूतन प्रकाशन)
१६. डांगे चंद्रकुमार (१९८०) राष्ट्रीय प्रौढ शिक्षण (पुणे : नूतन प्रकाशन) प्रकरण २ रे.
१७. नार्डक ज.पा.(१९७८) अनौपचारिक शिक्षण (पुणे : इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन)
१८. नार्डक ज.पा. : अनौपचारिक शिक्षण का व कसे ? (पुणे: इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन)
१९. मिनिस्ट्री ऑफ एज्युकेशन (१९८६) राष्ट्रीय शैक्षणिक धोरण (नवी दिल्ली : मिनिस्ट्री ऑफ एज्युकेशन)
२०. राष्ट्रीय शैक्षणिक धोरण (१९८६) शैक्षणिक आव्हानाकडून कृतिकार्यक्रमांकडे (पुणे : महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद)
२१. विभूते भालबा (१९९०) प्रौढ शिक्षण योजना यंत्रणा आणि कार्यवाही (कोल्हापूर : प्रियदर्शी प्रकाशन)
२२. विभूते भालबा : उज्ज्वल उद्यासाठी साक्षरता अभियान (पुणे:मेहता पब्लिकेशन)
२३. विभूते भालबा : सर्वासाठी साक्षरता (कोल्हापूर : प्रचार प्रकाशन)
२४. विभूते भालबा : ज्ञान ज्योती (कोल्हापूर : प्रियदर्शी प्रकाशन)
२५. संचालक अनौपचारिक प्रौढ शिक्षण साधन केंद्र (१९७८) प्रौढ शिक्षण कार्यकर्त्यांचे प्रशिक्षण (पुणे : इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन)

EDUCATION PAPER –VI
ELECTIVE: (II) CAREER INFORMATION AND CARRER GUIDANCE

Objectives:

To enable the student teacher to-

1. develop an understanding of Career and Career Information.
2. understand the sources, collection & Dissemination of Career Information.
3. understand the concept, types of Guidance.
4. understand the need, techniques and types of counseling.
5. understand various guidance services and roles of different guidance
6. understand the guidance programmes activities at pdifferent levels.
7. understand in importance of Career Guidance.
8. understand the factors affecting Career Choice and nature of Personal Social information.
9. make them aware of information about education and training opportunities at various levels.
10. develop the skills for organizing various guidance programmere.

UNIT -I Career, Career Information

- A) Meaning, nature, importance and aims of Career Information
- B) Career Information Components
- C) Sources, Collection Filing and Dissemination of Career Information

UNIT -II Guidance and Counseling

- A) Meaning, concept of guidance, Assumptions and importance of Guidance
- B) Types of Guidance
- C) Counseling : Concept, need techniques, types and coriselor

UNIT - III Guidance Services and Guidance Programmes

- A) Guidance services
- B) Guidance personnel.
- C) Guidance Programmer. Its content, Essential Activities
- D) Guidance Programmer at Different levels.

UNIT - IV Career Guidance

- A) Aims and importance of career Guidance.
- B) Factors affecting Career Choice and Career Adjustment
- C) Career guidance and Personal Social Information.
- D) Information about education and training opportunities at primary, secondary and higher secondary level

Practicum: (Any one of the following)

1. Preparing a file/collection with classification of occupational information applicable to secondary or higher secondary stage.
2. Arranging exhibition to disseminate Career Information and write a report
3. Visit to the places of career information and writing a report

4. Organising and administering any one psychological test and analyzing and interpreting the data
5. Preparing a career talk

List of Recommended Books:

1. Kochar, S.K. (2006) Educational and vocational Guidance in secondary schools, sterling published Pvt, New Delhi.
2. Chowdhary Shipa, (2006) Guidance, Counseling and career information, Vinod Pnstak Mandir, Agra.2.
3. Gupta Sarda. (2005), Career and Counseling Education Kalpaz Publications, Delhi.52.
4. Chandra Ramesh , Career Information and Guidance and counseling . Isha Books Delhi.33.
5. Bengalee, Mehroo D. Guidance and Counseling Sheth Publishers, Educational Publisher, Bombay,26.
6. Barki B.G. Pmkhopadhyay 5(2000) Guidance and counseling, A manual, Sterling Publishing Pvt.Ltd.New Delhi.16.
७. शर्मा आर.ए.(२००५) वृत्तिक निर्देशन एवं रोजगार सूचना आर लाल बुक डेपोट,मेरठ
८. दुनाखे अरविंद (१९९८) शैक्षणिक व व्यावसायिक मार्गदर्शन आणि समुपदेशन, नूतन प्रकाशन, पुणे.
९. पारनेरकर पु.रा. शिक्षण व व्यवसाय विषयक मार्गदर्शन निलकंठ प्रकाशन,पुणे-९.
१०. पिंपळखरे मो.ह.(१९९१) शैक्षणिक व व्यावसायिक मार्गदर्शन पुणे विद्यार्थी गृह प्रकाशन, पुणे-३०.
११. सुतार बी.पी. (२००३) व्यवसाय मार्गदर्शन. सौ.जयश्री सुतार प्रकाशक, शिरगाव (कोल्हापूर)
१२. शिक्षण संक्रमण वर्ष ३६ वे अंक ५ व ६ वा मे जून २००२ व्यवसाय मार्गदर्शन व निवड विशेषांक
महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ,पुणे-५
१३. शिक्षण संक्रमण मे.जून १९९२, शैक्षणिक व व्यवसायिक मार्गदर्शन विशेषांक.
१४. महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ (२००७) शिक्षक हस्तपुस्तिका.
व्यवसाय मार्गदर्शन इयत्ता नववी व इयत्ता दहावी.

EDUCATION PAPER-VI

ELECTIVE-III: EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Objectives :

To enable the student-teacher to:

1. Explain the meaning of special Education and recognize the incidences of disabilities.
2. Familiarize with the identification, assessment and role of teacher while dealing with children with special needs
3. Differentiate types of educational settings required for-children with special needs
4. Familiarize with various processes of curriculum adaptation and classroom management in case of integrated setting

UNIT-I. INTRODUCTION.

- a) Definition of Exceptional Children and special Education
- b) History of Special Education
- c) Issues and Innovations in the education of exceptional children
- d) Policies and Programmes in the education of exceptional children

UNIT.II: NATURE, PREVALENCE, CLASSIFICATION AND CHARACTERISTICS OF CHILDREN WITH SPECIAL NEEDS

- a) Nature and prevalence of children with special needs
- b) Classification and Characteristics of Children with special needs
 - i) Mentally retarded
 - ii) Visually handicapped
 - iii) Hearing handicapped
 - iv) Emotionally disturbed with behaviour disorders
 - v) Learning Disabled Including Dyslexia
 - vi) Physically Handicapped: Orthopaedic and Health Impairment
 - vii) Speech and Language Handicapped.
 - viii) Slow learners
 - ix) Gifted
 - x) Socially Disadvantaged

UNIT.III: CHILDREN WITH SPECIAL NEEDS

- a) Tools for identifying children with special needs
- b) Implication of assessment, Information for Instructional Planning.
- c) Educational setting, curriculum and Identification of .
Educational settings: Integrated setting and Special Schools.
- d) Curriculum adaptations for children with special needs

UNIT-IV: TEACHER EDUCATION FOR TEACHING EXCEPTIONAL CHILDREN

- a) Emerging objectives of Teacher Training in Special Education
- b) Role of Teacher in integrated setting with special children in regular classroom.
- c) Classroom Management in the integrated setting and other needed adaptations
- d) Programmes of agencies dealing with children with special needs: NCERT, Delhi. The All India Institute of Speech and Hearing, Mysore, Rehabilitation Council

of India, New Delhi. National Institute for the Mentally Handicapped, Secunderabad, The National Institute of Orthopaedically Handicapped, Calcutta, National Institute for the Visually Handicapped Dehradun, Ali Yavar Jung National Institute for Hearing Handicapped, Bombay (AYJNIHH)

PARCTICUM:

Any one of the following :

1. Report of a visit to a Special Institution for Handicapped
2. Case-study of gifted child
3. Case-study of a problem child
4. Testing of a gifted child

LIST OF RECOMMENDED BOOKS :

1. Ainscow. M.(1990) Special Need in ordinary Schools, Children with Learning Difficulties,
2. Gearheart Bill, R.De.Ruiter, JA, Sileo Thomas, W.(1988) Teaching Mildly and Moderately handicapped students, New Delhi, Prentice Hall of India Pvt.Ltd.
3. Hallahan D.P.and Kanfman JM (1990), Exceptional Children : Introduction to special Education, Eagle Wood cliffs Introduction to special Education, Eagle Wood cliffs M.J: Prantice Hall.
4. Haring N.G.(1986) Exceptional Children and oVouth Ohio : Columbus, Charle, E.Merril Publishing Co.A.Bell and Honeel Co.
5. Mukhopadhyay.S.Jangira NK, Mani MNG and Ray Choudhary M.(1987) , Source Book for Training Teachers of visually impaired, NCERT New Delhi.
6. Montgomery.D.(1990) Special Needs in Ordinary Schools, Cassel Education Ltd.London.
7. Panda, K.C.(1997), Education of Exceptional Children, New Delhi : Vikas Publishing House Pvt.Ltd.
8. Sharma P.L.Jangira N.K.(1988), Source Book for Training Teachers of Hearing Impaired, NCERT, New Delhi.

EDUCATION PAPER – V

ELECTIVE: (IV) ENVIRONMENTAL EDUCATION

Objectives –

To enable the student teacher to –

1. Acquire the knowledge and understanding related to concept of environment and environmental education
2. Develop understanding and awareness about the effect of environmental problems on human life.
3. Understand the effect of population explosion on environment and human life.
4. Develop scientific attitude towards environmental problems and suggest remedial measures.
5. Acquire the knowledge and understanding of environmental management, environmental movement and laws for environmental conservation and pollution control with special reference to India.

UNIT – I: Knowing the Environment

- a) Meaning and definition of Environment.
- b) Correlation amE.
- c) Eco-system: Concept of Ecosystem Food Chain, Food Webs
- d) Sustainable development.

UNIT – II: Environmental Problems and Human Life

- a) Problems related with pollution and its effect on human health
- b) Water, air, land and sound pollution
- c) Remedial measures for environmental problems

UNIT – III: Environmental Education

- a) Meaning of Environmental Education.
- b) Objectives, importance and scope of environmental education.
- c) Methods of teaching, curricular activities related to environmental education.
- d) Development of awareness about environmental education among secondary school pupils and local community.
- e) Role of teacher in environmental education
- f) Characteristics of environmental education teacher correlation between school subjects and environmental education

UNIT – IV: Population, Environmental Management, Movements and Laws

- a) Population Explosion – Reasons and impact on environment with special reference to India
- b) Effect of urbanization on environment
- c) Activities of population education for conservation of environment
- d) Environment and human health
- e) The concept of management: management and natural resources – water, land, air, plants and animals.
- f) Environmental Movements – Appiko, Chipko, Silent Valley, Projects – Ganga action Plan, Tiger Project.

- g) Laws for conversation of plants and animals, laws for pollution control with special reference to India

Practicum –

1. Critical appreciation of any one TV, radio, online or offline program related with environmental education
2. Drafting a report on visit to an institute activity or project having relevance with environment awareness
3. Preparation of environmental education album of periodical cuttings of news, articles, photography etc
4. One act play and poems writing for environmental awareness

List of Recommended Books:

1. Arunkumar (1999) Environmental Problems and control (Vol.- I, II) Anmol Publication Pvt. Ltd. New Delhi.
2. Desh Bandhu (1999) Environmental Education Indian Environmental Society, New Delhi.
3. Dhaliwal C.S. Sangha and Pathan P. K. (1996) Fundamentals Of Environmental Science, Kalyani Publisher, New Delhi.
4. Ramesh Ghanta Dr. Bhaskara Rao Dignurti, Environmental Education problems prospects Discovery Publishing House.
5. Gowarikar Vasant (1992) Science Population and Development, Umesh Communication, Jaydev Nagar Pune.
6. Gupta N. L. Gujar R. K. (1993) Sustainable Development Vol.- I Rawat Publications New Delhi.
7. Nanda V. K. (1997) Environmental Education Anmol Publication Pvt. Ltd. New Delhi-110002.
8. Prabhakar V.K. Environmental Education Anoml publication Pvt.Ltd.New Delhi- 110002.
9. Rao V.K. Reddy R.S. Environmental Education commonwealth Publications.
10. Vishvanathan H.N.Models of Teaching in Environmental Education. Discovery Publications House New Delhi.
12. Ganta Venkat, Siv Laxmi, Subbaiah G.L. Rao D.B.Methods of Teaching Environmental Science, Discovery Publications Houses.
13. K.Sharadendu Panday Anupam, {ÉªÉÉÇ´É®úhÉ Ê¶ÉÍÉÉ Discovery Publication Houses.
14. Trivedi P.R.Environmental Education A.P.H.Publihing Corporation New Delhi.
15. Vashista, Himanshu – Environmental Education Problem and solution Book Enclave.
१६. Yadav K.N.S. Yadav R. पर्यावरण शिक्षा अर्जून पब्लिशिंग हाऊस.
१७. Bhandarkar K.M. {र्यावरण शिक्षण नित्य नूतन प्रकाशन, पुणे.
१८. Samant J.S. (Ed.) पर्यावरण अभ्यास शिवाजी विद्यापीठ , कोल्हापूर.
१९. Parasanis, Bahulikar – पर्यावरण शिक्षा नित्य नूतन प्रकाशन.
20. Rao V.K. Raddy R.S. Environmental Education common wealth Publication.
२१. पाथरे, नीला – पर्यावरण शिक्षण चैतन्य प्रकाशन, कोल्हापूर.

EDUCATION PAPER – VI ELECTIVE : (V) ACTION RESEARCH

Objectives:

To enable the student teacher to-

1. Understand the relation between scientific thinking and research.
2. Acquaint with different types of researches in education.
3. Identify and aware about the problems in school systems.
4. Understand the research methodology for solving the problems in school system.
5. Understand the process of data analysis .
6. Undertake a project for conducting action research.

UNIT-I: Scientific Thinking and Research.

- a) Generation of Knowledge
- b) Inductive and Deductive Thinking
- c) Scientific Thinking and Research
- d) Types of Researches in Education-Fundamental, Applied and Action (Basic concepts only)

UNIT- II: Action Research

- a) Action Research – concept, meaning, and need
- b) Steps of action research
- c) Sources of problems for action research, different areas- School, Classroom, administration, teaching, learning and public behaviour
- d) Identification of problems for action research

UNIT- III: Methodology for Action Research

- a) Selection and statement of problem
- b) Objectives
- c) Assumptions & Hypotheses
- d) Research Methods
- e) Surveys and Experimental Designs.

UNIT-IV: Analysis of Data and Report Writing

- a) Tools for collection of data – Questionnaires schedules, and scales.
- b) Standardized & Teacher Made Tests.
- c) Analysis of data – Use of statistical Techniques – Central tendency, variability and graphs
- d) Interpretation of results
- e) Report writing

Practicum—

Any one of the following:

- 1) Review of five reports of action researchers completed by school teachers.
- 2) Visit at least five schools, locate at least ten problems on which action research can be undertaken
- 3) Prepare one questionnaire/ interview schedule/ rating scale related to collection of data for problem from school level
- 4) Interpret the result of any one paper of any one standard at school level of an examination

List of Recommended Books:

- 1) Agrawal, J.C.&1968) Education Research. New Delhi : Arya Book Depot.
- 2) Best. J.W. (1982). Research in Education. New Delhi : Prentice Hall of India Pvt.Ltd.
- 3) Campbell, W.G.etal (1968). Form & Style in Thesis. Boston : Writing Houston Mifin Co.
- 4) Coery,(1953). Action Research to Improve School Practices. New York : Teachers College, Columbia University.
- 5) Gattertt, H.E., (1981). Statistics in psychology & Education Vakits Feffer & Simons Ltd.
- 6) Gullford, J.P., (1950), Fundamental Statistics in Psychology & Education.
- 7) McGraw Hill Book Company, Good & Scates, Methods of Research
- 8) Fox, D.J., The Research Process in Education.(Holt).
- 9) Kual, Lokesh (1988). Methodology of Educational Research New Delhi : Vikas Publishing House Pvt.
- 10) Rober, M.W., Travers. An Introduction of Educational Research. New York: The McMillan Company.
- 10) Sukhla, Mehrotra & Mehrotra (1970) , Elements of Educational Research : Allied. Publishers Ltd.,
- 11) Kerlenger, F. Fundamentals of Behavioural Research.
- 12) Tuckman, Bruce W., (1978) Conducting Educational Research. New York:

Harcourt Barce Javanovich Ing.

१३ पंडीत बन्सीबिहारी १९९५ शैक्षणिक कृती संशोधन पुणे : नूतन प्रकाशन.

१४) मुळे रा.श. व उमाटे वि.तु. १९७७ शैक्षणिक संशोधनाची मूलतत्वे नागपूर : महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ.

१५) देशपांडे प्रकाश आणि द्रपाटोले एन.के. १९९४ संशोधन पद्धती यशवंतराव चव्हाण महाराष्ट्र, मुक्त विद्यापीठ, नाशिक.

EDUCATION PAPER-VI ELECTIVE: (VI) POPULATION EDUCATION

Objectives:

To enable the student teacher to-

1. To develop in the student teacher an understanding of the concept, need and importance of population education
2. To help student teacher to understand the effect of unchecked growth of population on the depletion of natural resources from the environment
3. To help student teacher to appreciate the role of population education as an educational intervention for upgrading the quality of social functioning.
4. To develop an awareness in the student teacher about the effort to control population.
5. To develop positive attitudes towards the human sexuality & population growth.

UNIT-I Nature and Scope of Population Education

- a) Introduction: Nature and scope of population education : meaning, concept, need, importance and objectives.
- b) Factors affecting population growth : fertility, mortality and migration (mobility)

- c) Effect of unchecked growth of population on natural resources and environment

UNIT - II Population Education In School.

- Scope of population education in schools
- Integration of population education with the general school curriculum
- Role of teachers : Teacher role in creating awareness of the consequences of population problems, inculcating new values and attitudes leading to modification of student behavior.

UNIT – III Population and Quality of Life

- Meaning of quality of life, factors affecting quality of life
- Relation to socio – economic development, health status, nutrition health service and education
- Population and literacy campaigns in India

UNIT – IV Human Sexuality

- Human sexuality concept, need, areas, value building.
- Counseling of adolescent youth with socio – psycho problems about human sexuality.
- Personal and government efforts for controlling population growth

Practicum:

- Content analysis of existing secondary level text book to identify the components of population education included in it.
- Survey of the population of student families of any class of school and analysis of the result.
- Drawing out a plan for creating community awareness about social evils such as superstitions, early marriage etc.
- Collection of efforts of State Government for controlling population

References:

- Agrawal S. N. : population book trust New Delhi.
- Bhattacharya D. B.: Population Education for teachers B.T.T. college, Bombay.
- B. Kuppaswamy: Population and society in India. Popular Prakshan, Bombay.
- Shah B. K. : Population problems, Chugh Publication, Allahabad
- Lulla, B. P.: Concept of population Education B.T.T. College Bombay.
- Mathur V. S.: Population Education
- NCERT India's Population Situation.
- Panday and Others (Ed.) : Population Education a National Source Book NCERT 1994.
- Pathaki: Education in human sexuality FPAI
१०. आहिरे, बा. ग., बोंदाई, के. मु. लोकसंख्या शिक्षण, नूतन प्रकाशन, पुणे.(१९९९)
११. घारपुरे, भंडारे, लोकसंख्या शिक्षण, किलोस्कर प्रकाशन, पुणे.
१२. कानिटकर, कुलकर्णी, लोकसंख्याशास्त्र, श्री. विद्या प्रकाशन, पुणे.
१३. नागपूरे, व. रा., जपे, दि. कृ., लोकसंख्या शिक्षण, नूतन प्रकाशन, पुणे

EDUCATION PAPER.VI ELECTIVE : VII- VALUE EDUCATION

OBJECTIVES :

To enable the student teacher to :

- Understand the concept, nature and different kinds of values.
- Understand the classification of values under different types.
- Appreciate educational values like democratic, secular and socialist.
- Prepare some programmes to develop expected values.
- Identify the values in the text books of secondary schools.

UNIT.I : NATURE, PLACE AND NEED OF VALUES IN HUMAN LIFE

- The concept of values
- Nature and sources of values
- The place of values in human life
- The need of value education to students, teachers, and parents

UNIT.II : NEED, PLACE AND IMPORTANCE OF VALUE EDUCATION IN SECONDARY SCHOOL, CURRICULUM AND CLASSIFICATION OF VALUES

- Need, place and Importance of value education in secondary school curriculum
 - Classification of values: Material, Social, Moral and Religious status of values
- Realising these values through education.

UNIT.III: STRATEGIES OF VALUE EDUCATION.

- Rationale behind the incorporation of values in the curriculum.
- Value Education through School subjects
- Value Education through school activities (Co-Curricular)

UNIT.IV: LEVELS OF VALUES IN EDUCATION AND DEVELOPMENT OF VALUES

- i) Levels of value realization, how to resolve the conflicts among values, how to work for the integration of values those are embeded in education
- ii) Development of values as a personal and life long process-teaching of values as on integral part of education
- iii) Overcomming value controvercies

PRACTICUM :

Any one of the following.

- 1) Functional definitions of any three types of values and expected behavioural changes
- 2) A Critical analysis of any text book from the view point of Value Education
- 3) Preparation of Instructional Material for Value Education (for any three values)
- 4) Preparation of morning assambly for any one value.
- 5) A Critical analysis of any one morning assembly in any practicing school

LIST OF RECOMMENDED BOOKS:

- 1) Goyal B.R.Documents on Social, Moral and spritual values in education New Delhi (NCERT) 1979.
- 2) Report of working group to review Teachers Training Programmes (In the list of the need for value-Orientation) (New Delhi Ministry of Education and culture. Govt.of India) 1983.
- 3) Ruhela, S.P.(Ed) Human Values and Education (New Delhi) Sterling Publishers pvt.Ltd) 1986.
- 4) Swadesh Moha: Value oriented Education New Delhi National Publishers) 1986.
- ५) सहस्रबुद्धे दि.ह.शिक्षणातून नैतिक मूल्य संवर्धन (पुणे : साधना प्रकाशन, १९८६)
- ६) जोशी अरविंद सदाशिव, भारतातील नैतिक व अध्यात्मिक शिक्षण : आवश्यकता आणि दिशा (औरंगाबाद : परिमल प्रकाशन, १९८९)
- ७) वेदांते मधुकर, मूल्य शिक्षण आणि मराठी क्रमिक पुस्तके (कोल्हापूर: सन्मित्र प्रकाशन, १९९१)

SemESTER-VIII

Paper-II

Scientific Method

(Compulsory)

Unit 1	Hypothesis:- A) Definition and Nature of hypothesis B) Conditions of Valid hypothesis C) Verification and Proof of hypothesis
Unit 2	Laws of Explanation A) Meaning of Law and Kinds of laws of Nature B) Nature of Scientific explanation definition, nature and kinds) C) Distinction between popular and Scientific explanation
Unit 3	Application of Scientific method in various fields. A) Bio-Technology: Nature and Uses B) Mental stress: Causes and remedies C) AIDS Awarness D) Population Control of Computer
Unit 4	Computer Education A) Definition and Nature B) Hard and Softwares C) Parts of Computer D) Uses of Computer in Various Fields.

वैज्ञानिक पध्दती (आवश्यक)

पेपर-2

युनिट 1 अभ्युपगम (सिध्दांत कल्पना)

- अ. अभ्युपगमाची व्याख्या व स्वरूप
- ब. युक्त अभ्युपगमाच्या अटी
- क. अभ्युपगमाची प्रचिती आणि सिध्दता

युनिट 2 नियम व उपपादन (स्पष्टीकरण)

- अ. नियमाचा अर्थ व निसर्ग नियमांचे प्रकार
- ब. वैज्ञानिक उप-पादनाचे स्वरूप: व्याख्या, स्वरूप व प्रकार
- क. लौकिक व वैज्ञानिक उप-पादनातील फरक

युनिट 3 विविध क्षेत्रातील वैज्ञानिक पध्दतीचे फरक

- अ. जैव-तंत्रज्ञान:- स्वरूप व उपयोग
- ब. मानसिक ताण-तणाव:- कारणे व उपाय
- क. एडस् जाणीव-जागृती

युनिट 4 संगणक शिक्षण

- अ. व्याख्या व स्वरूप:-
- ब. हार्डवेअर-सॉफ्टवेअर
- क. संगणकाचे भाग
- ड संगणकाचे उपयोग

Books for Readings:-

- | | | |
|---|---|-----------------------|
| 1. An Introduction to Logic and Scientific Method | : | Cohen and Nagel |
| 2. Essentials of Scientific Method | : | Wolf |
| 3. Science and Scientific Method | : | Korade-Sawant |
| 4. Introduction to logic | : | K.T. Basantani |
| 5. A.B.C. of Computer | : | M.G. Patakar |
| 6. Aids Education for student Youth | : | A train mounal |
| 7. तर्कशास्त्र आणि वैज्ञानिक पध्दती | : | वाडेकर-हरोलीकर |
| 8. तर्कशास्त्र | : | श्री. ह. दीक्षीत |
| 9. वैज्ञानिक पध्दती | : | ज. रा. दाभोळे |
| 10. वैज्ञानिक पध्दती | : | एल. जी. देशमुख |
| 11. तर्कशास्त्र व वैज्ञानिक पध्दती | : | काळे-कावळे, हुल्याळकर |
| 12. कॉम्प्युटरचा वाटाडया | : | शशिकांत वाकरे |
| 13. जैव-तंत्रज्ञान | : | डॉ. प्रमोद जोगळेकर |
| 14. उपयोजित मानसशास्त्र | : | तडसरे-तंबाखे |

मराठी (विशेष)
सत्र – 8
अभ्यासपत्रिका क्र. 15
मराठी भाषा : उपयोजन आणि सर्जन

• **उद्दिष्टे**

1. औपचारिक आणि अनौपचारिक क्षेत्रानुसार भाषिक व्यवहार समजावून देणे, भाषेचे दैनंदिन जीवनातील महत्त्व समजावून देणे.
2. विविध क्षेत्रातील भाषिक कौशल्ये आणि क्षमता विकसित करणे.
3. आकलन, परीक्षण या कौशल्यांचा विकास करणे.
4. भाषिक उपयोजनाने विद्यार्थ्यांचा शब्दसंग्रह समृद्ध करणे.
5. व्यवहारपयोगी व सर्जनशील लेखनास विद्यार्थ्यांना उद्युक्त करणे.
6. मुलाखत, संपादन, ग्रंथपरीक्षण अशा विविध भाषिक आकृतिबंधांचा परिचय घडविणे, त्यातील लेखनकौशल्य आत्मसात करणे.
7. मराठीच्या विद्यार्थ्यांचा व्यक्तिमत्त्व विकास घडविणे.
8. जनसंपर्क कौशल्याची आवश्यकता व तंत्रे समजावून देणे.

• **अभ्यासक्रम**

घटक 1. स्मरणिका संपादन आणि ग्रंथपरीक्षण

1. स्मरणिकेचे स्वरूप, संपादकाचे कार्य, मुद्रणप्रत
2. ग्रंथपरीक्षणाचे स्वरूप व वैशिष्ट्ये

घटक 2. मुलाखत लेखन

मुलाखतकाराची तयारी, मुलाखतलेखनाची तंत्रे, मुलाखतीचे विविध माध्यमांनुसार बदलणारे स्वरूप

कलावंत-खेळाडू-विद्यार्थी-शेतकरी-कामगार यांच्या मुलाखतीचे उपयोजन – नमुने

घटक 3. सर्जनशील लेखन : स्वरूप आणि विशेष

(लघुकथा व ललितलेख यांचे सर्जनशील लेखन)

घटक 4. प्रशासनिक कौशल्ये

1. कामाचे नियोजन (Event Management)
2. वेळेचे नियोजन (Time Management)
3. परिचयपत्र (Bio-Data), शिष्टाचार (Manners) , पोशाख, कागदपत्रांचे नियोजन, ज्ञान, नोकरीसाठीच्या मुलाखतीची पूर्वतयारी इ.
4. कार्यालयीन प्रशासन : आवक – जावक नोंदवही, परिपत्रक वाचनाचे कौशल्य, कार्यालय अंतर्गत टिप्पणीलेखन, निर्णयप्रक्रिया (Decision Making), सभेची सूचना, विषयपत्रिका , इतिवृत्त लेखन

• मूलभूत वाचन

1. नासिराबादकर ल. रा. – व्यावहारिक मराठी, फडके प्रकाशन, (आठवी आवृत्ती)
2. मोकाशी सयाजीराव, नेमाडे रंजना – व्यावहारिक मराठी
3. तावरे स्नेहल (संपादक) – व्यावहारिक मराठी
4. बोबडे, सुहास , मराठी भाषा : सर्जन आणि उपयोजन (युनिटी, पुणे)
5. पाटील आनंद, सृजनात्मक लेखन, पद्मगंधा प्रकाशन, पुणे
6. यादव आनंद , साहित्याची निर्मितिप्रक्रिया
7. गोर्ले शिवराज , माणसं कशी जोडावी, राजहंस प्रकाशन
8. खेरा शिव, यश तुमच्या हातात, मॅकमिलन प्रकाशन, पुणे

• पूरक वाचन

1. गोखले अरविंद : संपादन
2. भाषिक सर्जनशीलता : स्वरूप आणि प्रकार, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक यांचे प्रकाशन
3. नंदनवार भास्कर : मुलाखती साहित्यिकांच्या
4. दळवी जयवंत : गप्पा दहा साहित्यिकांशी
5. चौगुले वि. शं. : साहित्यसंवाद, प्रतिमा प्रकाशन, पुणे
6. पेंडसे अंजली : देहबोली, नीळकंठ प्रकाशन, पुणे
7. शासन व्यवहारात मराठी : भाषा संचालनालय, महाराष्ट्र राज्य
8. प्रशासनिक भाषा : भाषा संचालनालय, महाराष्ट्र राज्य

• संदर्भ ग्रंथ

1. सराफ रा. सो., भाषा : मातृभाषा आणि परभाषा
2. दावतर वसंत : मराठीचे शिक्षण

3. बेलवलकर सुमन : बेलभाषा
4. गोडबोले अच्युत : संगणकयुग, मौज प्रकाशन
5. व्यावहारिक मराठी विशेषांक, नवभारत 1982
6. पाटील विजया : सेकंद, मुक्ता पब्लिसिंग हाऊस, कोल्हापूर
7. सारडा शंकर : ग्रंथवेध
8. संगवई संजय (संपादक) : माध्यमवेध

● **प्रश्नपत्रिकेचे स्वरूप व गुणविभागणी**

प्रश्न 1.	एका वाक्यात उत्तरे लिहा	—	5 गुण
प्रश्न 2.	अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न	—	15 गुण
प्रश्न 3.	लघुत्तरी प्रश्न (तीन पैकी एक)	—	10 गुण
प्रश्न 4.	लघुत्तरी प्रश्न (तीन पैकी एक)	—	10 गुण

●

● **सूचना**

1. प्रश्न क्र. 4 उपयोजनाचा असेल.
2. घटक क्र. 2 व 3 उपयोजनासाठी असतील.
3. अंतर्गत मूल्यमापनासाठी 10 गुण असून त्यासाठी विद्यार्थ्यांना गट प्रकल्प (Group Project) द्यावा.

सत्र – 8 :
मराठी (विशेष)
अभ्यासपत्रिका क्रमांक 16
वाङ्मयप्रवाहांचे अध्ययन
(आदिवासी व स्त्रीवादी)

● **उद्दिष्टे**

1. मराठीतील विविध साहित्यप्रवाहांचा परिचय करून देणे.
2. आदिवासी व स्त्रीवादी साहित्यप्रवाहांची प्रेरणा, स्वरूप, वैशिष्ट्ये व विकास समजावून देणे.
3. अभ्यासार्थ नेमलेल्या साहित्यकृतीद्वारे संबंधित साहित्यप्रवाहाचे आकलन करून देणे

- अभ्यासक्रम

साहित्यकृती : माझी काटेमुंडरीची शाळा : गो. ना. मुनघाटे, साधना प्रकाशन, पुणे

घटक 1 : आदिवासी साहित्य : प्रेरणा, स्वरूप, वैशिष्ट्ये आणि विकास

घटक 2 : स्त्रीवादी साहित्य : प्रेरणा, स्वरूप, वैशिष्ट्ये आणि विकास

घटक 3 : माझी काटेमुंडरीची शाळा : आशयसूत्रे

घटक 4 : माझी काटेमुंडरीची शाळा : अभिव्यक्ती (प्रसंगचित्रण, व्यक्तिचित्रण, भाषा)

- प्रश्नपत्रिकेचे स्वरूप व गुणविभागणी

प्रश्न 1. एका वाक्यात उत्तरे लिहा. ('माझी काटेमुंडरीची शाळा' वर) — 5 गुण

प्रश्न 2. अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न('माझी काटेमुंडरीची शाळा' वर) — 12 गुण

प्रश्न 3. लघुत्तरी प्रश्न (तीन पैकी एक)('माझी काटेमुंडरीची शाळा' वर) — 07 गुण

प्रश्न 4. अ) अंतर्गत विकल्पासह आदिवासी साहित्यप्रवाहावर प्रश्न — 08 गुण

ब) अंतर्गत विकल्पासह स्त्रीवादी साहित्यप्रवाहावर प्रश्न — 08 गुण

- सूचना

अंतर्गत मूल्यमापनासाठी शिवाजी विद्यापीठ सूचित 'गटप्रकल्प' (Group Project)

10 गुणांसाठी आहे.

- मूलभूत वाचन माझी काटेमुंडरीची शाळा : गो. ना. मुनघाटे,
साधना प्रकाशन, पुणे

- पूरक वाचन

१. आदिवासी मराठी साहित्य : संपादक प्रमोद मुनघाटे (प्रतिमा)
२. आदिवासी साहित्य विचार : प्रमोद मुनघाटे — (हरीवंश, वर्धा)
३. आदिवासी साहित्य : स्वरूप व समीक्षा — विनायक तुमराम (विजय, नागपूर)
४. आदिवासी साहित्य विचार — माहेश्वरी गावित (वाङ्मयसेवा, नाशिक)
५. आदिवासी प्रश्न — गोविंद गारे (आदिम, पुणे)
६. भारतीय संदर्भातून स्त्रीवाद : स्त्रीवादी समीक्षा व उपयोजन — शोभा नाईक (लोकवाङ्मय गृह मुंबई)
७. स्त्रीवादी विचार आणि समीक्षेचा मागोवा — डॉ. शोभा पाटील (स्नेहवर्धन)
८. बायकांचा जन्म : शांता किर्लोस्कर
९. स्त्रीपुरुष तुलना — ताराबाई शिंदे
१०. स्त्रीवादी समीक्षा : स्वरूप आणि उपयोजन — अश्विनी धोंगडे
११. जेव्हा माणूस जागा होतो ÷ गोदावरी परुळेकर, (मौज)

- संदर्भ ग्रंथ

१. आदिवासी साहित्य : डॉ. धनाजी गुरव (वाङ्मयशोभा, नाशिक)
 २. आदिवासी कवितेचा उषःकाल – तुकाराम रोंगटे (संस्कृती, पुणे)
 ३. आदिवासी साहित्य : नियतकालिकातील – तुकाराम रोंगटे (संस्कृती, पुणे)
 ४. जनसाहित्याच्या दिशेने – या. वा. वडस्कर (मेहता)
 ५. स्त्री –पुरुष – छाया दातार (ग्रंथाली)
 ६. स्त्रीवादी समीक्षा : संकल्पना आणि उपयोजन – डॉ. मंगला वरखेडे
 ७. स्त्रीवाद : एक विचार – संपादक, अरुणा सबाणे (आकांक्षा, नागपूर)
 ८. स्त्रीप्रश्नांची चर्चा – प्रतिभा रानडे (पॉप्युलर)
 ९. स्त्रीविकासाच्या पाऊलखुणा – स्वाती कर्वे (प्रतिमा)
 १०. The Second Sex (सिमॉन – द – बोव्हा) अनुवाद करुणा गोखले (पद्मगंधा, पुणे)
 ११. आदिवासी मुले आणि शिक्षक : अनुताई वाघ (महाराष्ट्र दिन रौप्य महोत्सव विशेषांक, १९८५)
- टिप प्रत्येक घटकासाठी १५ तासिका असतील.

सत्र – VIII
प्रश्नपत्र – XV

प्रयोजनमूलक हिंदी

युनिट – १ पारिभाषिक शब्दावली –

दैनिक व्यवहार में प्रयुक्त अंग्रेजी शब्दों एवं पदनामों के हिंदी पर्यायवाची रूप १ परिशिष्ट में दिए हुए 'क' तथा 'ड' विभाग के शब्द एवं पदनाम १

युनिट – २ वाणिज्यिक पत्राचार –

- १) पूछताछ पत्र १
- २) संदर्भ के पत्र १
- ३) कयादेश पत्र १
- ४) भुगतान पत्र १
- ५) सूचनादायी पत्र १
- ६) शिकायती पत्र १

युनिट – ३ संदर्भ स्रोतों का परिचय –

- १) शब्दकोश १
- २) विश्वकोश १
- ३) पर्यायवाची कोश १
- ४) मुहावरें और कहावते कोश १

युनिट – 4 अनुवाद –

- 1) अनुवाद : अर्थ और परिभाषा ।
- 2) अनुवाद के प्रकार (विषय क्षेत्र के तथा प्रकृति के आधार पर)।
- 3) अनुवादक के गुण ।

प्रयोजनमूलक हिंदी

परिशिष्ट

पारिभाषिक शब्दावली –

(क)	कार्यालय तथा बैंक संबंधी शब्द –		
1.	Acknowledgment	:	रसीद
2.	Accidental Profit	:	आकस्मिक लाभ
3.	Account	:	खाता
4.	Act	:	अधिनियम
5.	Acceptance	:	स्वीकृति
6.	Advances	:	अग्रीम राशि
7.	Ad hoc	:	तदर्थ
8.	Article	:	अनुच्छेद
9.	Audit	:	लेखा परीक्षण
10.	Bridge Loan	:	पूरक ऋण
11.	Boom	:	तेजी
12.	Cash Credit	:	नकदी ऋण
13.	Constitution	:	संविधान
14.	Counter Foil	:	आधी रसीद
15.	Envelope	:	लिफाफा
16.	Eraser	:	रबर
17.	Ex-gratia	:	अनुग्रहपूर्वक
18.	Growth rate	:	वृद्धि दर
19.	Ledger	:	लेखा वही
20.	Modus-Operandi	:	कार्यप्रणाली
21.	Promotion	:	पदोन्नति
22.	Stamp-Seal	:	मुहर
23.	Status-quo	:	यथास्थिति
24.	Tentative	:	अंतरिम
25.	Top-priority	:	सर्वोच्च प्राथमिकता

(ड)	पदनाम संबंधी शब्द –		
1.	Accountant	:	लेखाकार
2.	Adviser	:	सलाहकार
3.	Advocate	:	अधिवक्ता
4.	Cashier	:	रोकडिया/ खजांची
5.	Custodian	:	अभिरक्षक
6.	Councillor	:	पार्षद

7.	Director	:	निदेशक
8.	Executive Engineer	:	कार्यकारी अभियंता
9.	Foreign Secretary	:	विदेश सचिव
10.	Governor	:	राज्यपाल
11.	His Majesty	:	महामहिम
12.	Investigator	:	अन्वेषक
13.	Manager	:	प्रबंधक
14.	Member of Legislative Assembly	:	विधायक/ विधानसभा सदस्य
15.	Member of Parliament	:	सांसद/ संसद सदस्य
16.	President	:	राष्ट्रपति
17.	Prime Minister	:	प्रधान मंत्री
18.	Registrar	:	कुलसचिव
19.	Speaker	:	सभापति
20.	Stenographer	:	आशुलिपिक
21.	Superintendent	:	अधीक्षक
22.	Treasurer	:	कोषाध्यक्ष
23.	Under Secretary	:	अवर सचिव
24.	Vice-Chancellor	:	कुलपति
25.	Warden	:	रक्षक

प्रश्नपत्र का स्वरूप एवं अंक विभाजन

प्रश्न — 1	(पारिभाषिक शब्दों व पदनामों) पर बहुविकल्पी प्रश्न	05
प्रश्न — 2	(वाणिज्यिक पत्राचार) पर लघुत्तरी प्रश्न (3 में से 2)	10
प्रश्न — 3	(संदर्भ स्रोतों) पर टिप्पणियाँ (3 में से 2)	10
प्रश्न — 4	(युनिट 4 पर) पर दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)	15

संदर्भ ग्रंथ सूची :-

1. प्रयोजनमूलक हिन्दी — डॉ. विनोद गोदरे, वाणी प्रकाशन, नई दिल्ली ।
2. प्रयोजनमूलक हिन्दी — विविध परिदृश्य — डॉ. रमेशचंद्र त्रिपाठी । डॉ. पवन अग्रवाल, अलका प्रकाशन, कानपुर ।
3. व्यवसायिक हिन्दी — श्री. दुबे और प्रभाकर गुप्ता, नेशनल पब्लिशिंग हाऊस, नई दिल्ली ।
4. हिन्दी और उसका व्यवहार : डॉ. व्ही. के. मोरे — फडके प्रकाशन, कोल्हापूर ।
5. मिडिया में कैरियर : पी. के. आर्य, ग्रंथ अकादमी, नई दिल्ली — 110 002
6. जनसंचार : कल और आज — चंद्रकांत सरदाना / कृषि मेहता, ज्ञानगंगा, चावडी बाजार, दिल्ली ।
7. पत्रकारिता के सिद्धांत : डॉ. रमेशचंद्र त्रिपाठी, नमन प्रकाशन, दरियागंज, नई दिल्ली — 110 002
8. मिडियाकालीन हिन्दी : स्वरूप एवं संभावनाएँ—डॉ. अर्जुन चव्हाण, राधाकृष्ण प्रकाशन, नई दिल्ली ।
9. इलेक्ट्रॉनिक्स मिडिया एवं सूचना प्राद्योगिकी : डॉ. यू. सी. गुप्ता, अर्जुन पब्लिशिंग हाऊस, दरियागंज, नई दिल्ली ।
10. पत्रकारिता : विविध विधाएँ : डॉ. राजकुमारी रानी, जयभारती प्रकाशन, इलाहाबाद — 211 003
11. आधुनिक जनसंचार और हिंदी — प्रो. हरिमोहन तक्षशिला प्रकाशन, नई दिल्ली
12. अनुवाद विज्ञान : डॉ. भोलानाथ तिवारी, किताब घर, दिल्ली
13. अनुवाद सिद्धांत की रूपरेखा : डॉ. सुरेशकुमार, वाणी प्रकाशन, दिल्ली

14.अनुवाद चिंतन : डॉ. अर्जुन चव्हाण, अमन प्रकाशन, कानपुर

सत्र – VIII
(प्रश्नपत्र – XVI)

- युनिट – 1** 1) भाषाविज्ञान की परिभाषाएँ ।
2) भाषाविज्ञान के अध्ययन का महत्त्व ।
3) भाषाविज्ञान की वैज्ञानिकता ।
- युनिट – 2** भाषाविज्ञान के प्रधान अंगों का परिचय –
(ध्वनिविज्ञान, पदविज्ञान, शब्दविज्ञान, वाक्य-विज्ञान, अर्थ-विज्ञान तथा प्रोक्ति – विज्ञान)
- युनिट – 3** भाषाविज्ञान का अन्य ज्ञान-विज्ञानों से संबंध –
1) भाषाविज्ञान और साहित्य ।
2) भाषाविज्ञान और व्याकरण ।
3) भाषाविज्ञान और समाजविज्ञान ।
4) भाषाविज्ञान और मनोविज्ञान ।
5) भाषाविज्ञान और इतिहास ।
6) भाषाविज्ञान और भूगोल ।
- युनिट – 4** व्याकरण –
1) उद्देश्य और क्रिया का अन्वय ।
2) कर्म और क्रिया का अन्वय ।
3) पदक्रम ।
4) विराम – चिह्न (केवल अल्प – विराम, निर्देशक (डैश), और अवतरण – चिह्न)
5) मानक-वर्तनी के नियम ।
(प्रत्येक के केवल पाँच नियम अपेक्षित हैं ।)

प्रश्नपत्र का स्वरूप एवं अंक विभाजन

प्रश्न – 1	बहुविकल्पी पाँच प्रश्न (युनिट 1 और युनिट 3 पर)	05
प्रश्न – 2	लघुत्तरी प्रश्न (3 में से 2) (युनिट 4 – व्याकरण पर)	10
प्रश्न – 3	टिप्पणियाँ (3 में से 2) (युनिट 2 पर)	10
प्रश्न – 4	दीर्घोत्तरी प्रश्न (युनिट 1 और युनिट 3 पर)	15

Understanding Novel

Texts Prescribed:

- 1. Paton, Alan : *Cry, the Beloved Country*. New Delhi: Orient Longman Ltd. , 1962/ 1970.
- 2. Sidwa, Bapsi : *Ice-Candy Man*. New Delhi: Penguin Books, 1988/ 1970.

Books for Reference:

- 1. Foster, E. M. : *Aspects of Novel*. London. 1949.
- 2. Brooks & Warren : *Understanding Fiction*. Prentice Hall, 1959.
- 3. Kermode, Frank : *Sense of an Ending*. OUP, 1967.
- 4. Lubbock, Percy : *The Craft of Fiction*. London: Jonathan Cape, 1965.
- 5. Walt, Ian : *The Rise of the Novel*, Penguin, 1957.
- 6. Edel, Leon : *The Psychological Novel: 1900-1950*. Ludhiana: Kalyani, 1997.
- 7. Bradbury, Malcolm : *The Novel Today*. Glasgow: F. C. Paperbacks, 1978/1982.
- 8. Rimmon-Kennan, Shlomith : *Narrative Fiction*. London and New York: Routledge, 2005
- 9. Matz, Jesse : *The Modern Novel: A Short Introduction*. Oxford: Blackwell, 2004.
- 10. Rees, R. J. : *Introduction to English Literature*. London: Macmillan, 1966/ 1968.
- 11. Kirpal, Vinay (Ed.) : *The New Indian Novel in English*. Allied Publishers, 1990.

Distribution of Teaching Hours:

02 Novels : 30 + 30
Total : 60 Hours

The Pattern of Question Paper:

		Pattern of Question Paper (Semester Pattern 40+10)	Total Marks: 40
Q. 1		Multiple choice questions with four alternatives. (On the texts prescribed to be set)	05
Q. 2	A)	Answer the following questions in about 250-300 words. (I) or II) on <i>Cry, the Beloved Country</i>)	10
	B)	Answer the following questions in about 250-300 words. (a) or b) on <i>Ice-candy Man</i>)	10
Q. 3		Write short notes on ANY THREE of the following: (At least 2 short notes out of five on each novel)	15

Semester - VIII

Paper - XVI

Special English

The Structure and Function of Modern English

* Topics Prescribed :

- 1. Words 4 Marks
- 2. Clauses 12 Marks
- 3. Subordination and Co-ordination 16 Marks
- 4. Semantics 8 Marks

* Teaching Hours : 60 Hours

Pattern Of Question Paper

Semester Pattern (40+10)**Time : 2 Hours****Total Marks-40**

- | | | | |
|------|----|--|---------|
| Q-1. | A) | Identification of word clauses (4 out of 6) | 4 Marks |
| | B) | Identification of elements of clauses (4 out of 6) | 4 Marks |
| Q-2. | A) | Write Short notes (2 out of 3)
(On topic No. 2) | 8 Marks |
| | B) | Identify finite subordinate clauses with form and function labels
(2 out of 3) | 4 Marks |
| Q-3. | A) | Identify non-finite subordinate clauses with form and function labels (2 out of 3) | 4 Marks |
| | B) | Write Short notes (2 out of 3)
(On topic No. 3) | 8 Marks |
| Q-4. | | Write Short notes (2 out of 3)
(On topic No. 4) | 8 Mark |

Geography
Paper XIV
Practical Paper - II
 Advanced Techniques & Field Work

1. PREAMBLE:-

Modern science & technology have gained momentum. The last couple of Decades have witnessed a sudden expansion of knowledge. In the process of development of science and technology, the changing nature of subject of Geography will make aware to the students about the advanced techniques such as Remote Sensing, GIS, and GPS. The application of computers has revolutionized the use of methods & techniques. The present syllabus of this paper includes study of Aerial Photographs, Remote Sensing, GIS, Application of Computer and use of field work in Geography. This will further help to improve the use of advanced techniques and methods in teaching-learning and research work.

2. GENERAL OBJECTIVES OF THE PAPER/ :**(As applicable to the - Paper concerned)**

- 1) To introduce the students with the importance of field work & advanced Techniques in Geography.
- 2) To provide training in application of modern tool & techniques in Geography.
- 3) To enhance the skill of the students in instrumental survey.
- 4) To enable the students to understand the use of computer for analysis of Geographical data.
- 5) To give basic information to the students about Aerial Photographs, Remote Sensing, GIS and GPS.

3. PATTERN:-

Pattern of Examination will be **ANNUAL**.

4. MEDIUM OF INSTRUCTION:

The medium of instruction shall be in English or Marathi. (as applicable to the course/programme concerned.)

Fourth YEAR B.A.B.Ed. PAPER NO - XIV

(Practical Paper-II)

Sr.No.	Subjects/Papers	Theory	Internal	Total Marks
1.	Advanced Techniques & Field Work			100

THIRD YEAR B.A.B.Ed. Part - IV

Scheme of Teaching and Examination

Sr. No.	Subject/Paper	Teaching Scheme (Hrs/Week)				Examination Scheme (Marks)		
		L	T	P	Total	Practical	Term Work	Total
1	Advanced Techniques & Field Work			10	10	100		100

5. SCHEME OF EXAMINATION :-

- The examination shall be conducted at the end of each academic year.
- The Practical paper shall carry 100/ marks.
- The evaluation of the performance of the students in Practical papers shall be on the basis of Annual Practical Examination of 100 marks.
- Question Paper will be set in the view of the /in accordance with the entire Syllabus and preferably covering each unit of syllabi.

6. STANDARD OF PASSING:-

[As Prescribed under rules & regulation for each degree/program.]

7. NATURE OF QUESTION PAPER AND SCHEME OF MARKING :-

(Unit wise weightage of marks should also be mentioned)

8. EQUIVALENCE IN ACCORDANCE WITH TITLES AND CONTENTS OF PAPERS- (FOR REVISED SYLLABUS)

Sr.No.	Title of Old Paper	Title of New Paper
1.	Advanced Techniques of Spatial Analysis (Paper No. VIII)	Advanced Techniques & Field Work Paper XIV (Practical Paper - II)

Geography

Paper no XIV

Practical Paper - II

Advanced Techniques & Field Work

UNIT No. of Lectures Marks

Unit 1

Introduction to Computer: (No. of Lectures – 50) Marks - 10

1.1 Computers Fundamentals: Definition, Evolution, Characteristics

Structure, Hardware-software.

1.2 Application of computer in Geography:

1.3 Construction of Line graphs, Bar graphs, Pie diagram and scatter diagram with the help of computer.

1.4 Significance of Internet in Geographical studies.

Unit 2

Remote Sensing (RS) (No. of Lectures –50) Marks - 10

2.1 Concept of Remote Sensing.

2.2 Fundamentals of Remote Sensing: EMR Sensors and Platforms.

2.3 Application of Remote Sensing in Geography.

2.4 Aerial Photography: Types of Aerial Photographs.

2.5 Identification of Physical & Cultural Features from Arial Photographs or Satellite Imageries

2.6 Determination of Photo Scale

Unit 3

GIS and GPS (No. of Lectures – 30) Marks - 10

A) 3.1.1 Concept of GIS.(Geographic Information System).

3.1.2 Functions of GIS.

3.1.3 Introduction to GIS Software.

3.1.4. Application of GIS in Geography.

B) GPS : Geographical Positioning System

3.2.1 Introduction to GPS.

3.2.2 Application of GPS in Geography.

3.2.3 Field Work in GPS: Determining latitude, longitude and altitude.

Unit 4

Statistical Methods and Techniques: (No. of Lectures – 60) Marks - 15

4.1 Collection and forms of statistical data (Sources and Types of Data)

4.2 Analysis of statistical data by the following methods and techniques:

a) Measurement of Central Tendency: Mean, Median and Mode

b) Dispersion: Mean deviation, Standard deviation, Co-efficient of variation

c) Correlation: Karl Pearson's Method

d) Analysis of Time Series: Semi-average Method

Unit 5

Surveying : (No.of Lectures – 50) Marks -15

5.1 Introduction to Surveying : meaning and types.

5.2 Preparation of plans of the given area with the following survey methods:

5.2.1 Plane Table Survey : object and procedures of plane table

survey - Radial method

Intersection method

Traverse method

5.2.2 Prismatic compass survey:

Whole circle and Reduced Bearings

Examples on conversion of bearings.

Local attraction and correction of bearings

Intersection and traverse method.

Unit 6

Project Report based on field work Marks -15

(Report on any one of the following themes)

a) Flood affected village b) Earthquake affected village c) Landslide affected Village

d) problems of village / city such as kharland, air pollution, water Pollution, noise pollution, water, electricity, slum housing, road, industry, Health, education, city traffic, agricultural activities, land use, tourism or any Other local area based problem

(Period of field work maximum one week. Students have submitted report at

the time of University Examination.)

Study Tour

Marks - 15

(Anywhere in India for a period of Minimum 6 days and maximum 15 days)

Students have to submit study tour report at the time of University Examination.

Unit 7

Journal and Viva-voce

Marks -10

Note 1) Project work should be allotted batch should not more than 12 students

2) each department should have at least 2 Computers , 1 printer,1 scanner, 10 pairs of Aerial Photographs,10 Pocket Stereoscopes and 10 remote sensing Images .

(vi) Recommended Reading :

a) References :-

1. Bygoot, J. : An Introduction to Mapwork and Practical Geography.
University Tutorial, London, 1964 27
2. Kanetkar, T.P. and Kulkarni S.V.: Surveying and Levelling (Part I & II.)
A.V.G. Prakashan, Poona, 1965.
3. Monkhouse, F. J. and Wilkinson, H. R.: Maps and Diagrams. Mathuen, London, 1971.
4. Raisz, E.: Principles of Cartography. McGraw Hill Book Com., Inc, New York 1962.
5. Robinson, A.H. and Sale, R. D.: Elements of Cartography. John Wiley and
Sons, Inc, New York 1969
6. Sarkar, A.K. : Practical Geography : A Systematic Approach. Oriental
Longman, Calcutta, 1997.
9. Singh, L.R. and Singh, R.: Mapwork and Practical Geography.Allahabad,1973.
8. Curran, P. : Principles of Remote Sensing, Logman, London, 1989.
9. Dickinson, G.C. : Maps and Air Photographs, Arnold Publisher, New Delhi,1979.
10. Singh, R.L. : Elements of Practical Geography, Kalyani Publishers, New Delhi.
11. Singh, R and Kanaujia L.R.S. : Map Work and Practical Geography,
Central Book Depot., Allahabad, 1970.
12. Maguire, D.J. : Computers in Geography, Longman scientific and technical
Publication, London, 1989.
- 13.Mathur, P.M. : Computer Application in Geography, John Wiley and Sons,
New York, 1993.
14. Mishra, R.P and Ramesh A. : Fundamentals of Cartography. Concept Publ.
Com., New Delhi, 2000.

15. Burrough, P. A. and McDonell, R. : Princinpiles of Geographical Information Systems, Oxford University Press, Oxferd, 1998.

16. कुंभार अर्जुन : प्रात्यक्षिक भूगोल, सुमेरु प्रकाषन, पुणे.

17. गाताडे, डी.जी व अडवितोट एस.सी : प्रात्याक्षीक भूगोल, अक्षरलेन प्रकाषन, सोलापूर

18. अहिरराव व अलिझाड : प्रात्यक्षिक भूगोल, श्री विद्या प्रकाषन, नागपूर

(NOTE:

- i) The details of field work, seminar, Group Discussion and Oral examination be given wherever necessary.
- ii) General/Specific instructions for Laboratory safety should be given wherever necessary)

SPECIFIC EQUIPMENTS AND INFORASTRUCTURE: (Necessary to run the Course.)

B.A.B.Ed. Special Geography

	A) Equipments	
Sr. No	Name of Instrument	<i>Quantity</i>
1.	Wooden compass box	01
2.	Meter scale (Wooden or plastic or steel)	01
3.	Tracing table	01
4.	Toposheets (1:50,000) & (1:25,000)	Min 20/6
5.	Weather map – Wall map and Daily Weather Report (summer, winter, rainy season)	20
6.	Thermograph	01
7.	Aneroid barometer	01
8.	Barograph	01
9.	Wet & Dry bulb thermometer	01
10.	Minimum & maximum Thermometer	01
11.	Cup anemometer	01
12.	Rain Gauge	01
13.	Wind vane	01
14.	Pocket stereoscope	06
15.	Mirror stereoscope	02
16.	Aerial Photograph – Colour with corresponding Toposheet (1:50,000)	10
17.	Imageries	02
18.	Plane table survey	02
19.	Chain & tape survey	01
20.	Prismatic compass survey	02
21.	Wall maps .District, State, National, World	08
22.	Big Atlas / School Atlas	01/01
23.	Globe- Political Physical	02

24.	Outline – Maharashtra, India, world	01 each
25.	Calculators	06
26.	Camera	01
27.	Magnifying Glasses	10
28.	Wall maps: Taluka, District, State, India & World & Outlines	01 each
29.	Video – cassettes/ C.D./D.V.D of: Volcano, Earth quakes, Urbanizations	01 each
30.	Over-head projector/LCD	01
31.	Computer / Printer / Scanner	02/01/01
32.	Uno Bropel pen set	01
33.	Lettering set	01
34.	GPS	01
	B) Infrastructure	
01.	Laboratory Size 30' X 20'	01
02.	Computer Laboratory	01
03.	Department Library	01
04.	Laboratory Assistant	01
05.	Peon	01

Minimum two journals from the following.

(One English & One Marathi)

- 1. The Deccan Geographer, Pune.
- 2. I I G Transactions, Pune
- 3. Geographical Review of India, Calcutta
- 4. National Geographer Journal, Varanasi
- 5. National Geographic, Washington D.C.
- 6. NAGI – Annals
- 7. Journal of Regional Science: Kolkata.
- 8. Indian Geographers, Chennai.
- 9. Bhugol Sanshodan Patrika.
- 10. Goa Geographer
- 11. Research Link
- 12. Enrich Environment
- 13. Shodh Samiksha Aur Mulyankan
- १४. महाराष्ट्र भूगोलशास्त्र संशोधन पत्रिका
- 15. भूगोलशास्त्र संशोधक
- 16. Journal of Research and Development : A Multidisciplinary International Journal.
- 17. The Indian Geographical Quest.
- 18. Indian Stream Research Journal.

Semester-VIII
Paper -XV
History
Expansion and Downfall of Maratha Power (1762 to 1818)

- 1) Revival of Maratha Power under Peshwa Madhavrao I, Civil War, struggle with Nizam. Northern Policy and Karnatak Expeditions.
- 2) Barbhai Conspiracy, Mahadaji Shinde and Nana Phadanvis, their contributions to the Maratha Power.
- 3) Decline of the Maratha Power - Peshwa Bajirao II, II & III, Anglo Maratha Wars, Causes of decline.
- 4) Socio-Economic & Religions condition under the Peshwa's.

List of Reference Book's -

- 1) आठल्ये व सासवडकर, मराठी साम्राज्याचा विकास आणि –हास
- 2) सरदेसाई गो. स., मराठी रियासत, मध्यविभाग भाग 1,2,3 व 4
- 3) शिवाजी विद्यापीठ प्रकाशन, ताराबाई कालीन कागदपत्रो.
- 4) गर्गे स मा करवीर रियासत
- 5) त्र्य. श. शेजवलकर – निजाम पेशवे संबंध.
- 6) सुधाकर देशपांडे – पानिपत ते पानिपत
- 7) वा.कृ. भावे – पेशवे कालीन महाराष्ट्र
- 8) डॉ. गवळी पा. आ. पेशवेकालीन महाराष्ट्र
- 9) G.S. Sardesai- New History of Maratha's, Vol 2 &3.
- 10) S.N. Sen.- Administrative system of the Marath'a.
- 11) Sinha- Rise of Peshwa's.
- 12) Sharma.-Founding's of Maratha's Power.
- 13) T.S. Shijawalkar.-Battle of Panipat.
- 14) V.G. Dighe.-Bajirao I and the Expansion's of Maratha Power.

Semester-VIII
Paper - XVI
History
Introduction to Historiography - II
(Visit to any important historical place, monuments and record
offices is essential)

- 1) **FORTS** - (With special reference to Maratha history).
 - a) Importance of forts.
 - b) Types of the forts.
 - c) Administration of the forts.
- 2) **Medieval Maratha Capitals.**
 - a) Rajgad.
 - b) Raigad.
 - c) Satara
 - d) Kolhapur.
 - e) Pune.
- 3) **Museums :**
 - a) Meaning, Development, Types & Features of Museums.
 - b) Its importance for the study of History.
 - c) Museums for study -Kolhapur, Aundh & Satara.
- 4) **Historians :** Their Contribution to writing of History.
 - a) V.K. Rajwade.
 - b) G.S. Sardesai.
 - c) Dr. Appasaheb Pawar.

List of Reference Books :

- 16 Louis Gottschalk,-Understanding History.
- 17 Dr. K.N. Chitnis,-Research Methodology.
- 18 H.C. Hockett.-The critical Method in Historical Research & Writing.
- 19 J.N. Kamlapur,-Deccan Forts.
- 20 Bombay state Gazetteer - Poona, Satara, Kolhapur- Districts.
- 21 Desai S.V.-Social life in Maharashtra under the Peshwa's.
- 22 E.H. Carr.-What is History?
- 23 B.Shaikh Ali-History. Its Theory and Method.
- 24 Aurthur Marwick-The Nature f History.
- 25 वा.सी. केंद्रे – साधन चिकित्सा.
- 26 वा. सी. बेंद्रे – गड, कोट, दुर्ग आणि त्याची वास्तू
- 27 सदाशिव आठवले – इतिहासाचे तत्वज्ञान
- 28 श म केतकर – संग्रहालय परिचय
- 29 प्राचार्य गायकवाड, हनमाने, सरदेसाई – इतिहास लेखनशास्त्रा

Shivaji University, Kolhapur
Equivalence Papers for B.A.B.Ed.- IV.

Equivalence in Accordance with titles of Papers.

Sr. No	Old Syllabi	Marks	New Syllabi 2013	Marks
1	Education Paper-V Education in Errergering Indian Society Section -I Philosophical foundation of Education	100	Education Paper-V Semester-VII Philosophical foundation of Education	50
	Section -II Sociological foundation of Education		Education Paper-V Semester-VIII Sociological foundation of Education	50
2	Education Paper VI Trends in Education and Electives Section-I Trends in Education	100	Education Paper-VI Semester -VII Trends in Education	50
	Section-II- Electives 1.Alternative Education 2.Career Information in Career Guidance 3.Education of Children with special needs 4.Environmental Education 5.Action Research 6.Population Education 7.Value Education		Semester-VIII Any one of the following 1.Alternative Education 2. Career Information in Career Guidance 3. Education of Children with special needs 4. Environmental Education 5. Action Research 6. Population Education 7. Value Education	50
3	Scientific Methods (Compulsory)	100	Semester-VII Paper-I Scientific Methods (Compulsory)	50

			Semester-VIII Paper-II Scientific Methods (Compulsory)	50
4	अभ्यासपत्रिका क्रमांक : 7 मराठी भाषा : उपयोजन आणि सर्जन	1	अभ्यासपत्रिका क्रमांक : 10 (सत्र 7 वे) मराठी भाषा : उपयोजन आणि सर्जन	
			अभ्यासपत्रिका क्रमांक : 15 (सत्र 8 वे) मराठी भाषा : उपयोजन आणि सर्जन	
5	अभ्यासपत्रिका क्रमांक : 8 मराठी साहित्यातील विविध प्रवाहांचे अध्ययन	2	अभ्यासपत्रिका क्रमांक : 11 (सत्र 7 वे) वाङ्मयप्रवाहांचे अध्ययन (ग्रामीण व दलित)	
			अभ्यासपत्रिका क्रमांक : 16 (सत्र 8 वे) वाङ्मयप्रवाहांचे अध्ययन (आदिवासी व स्त्रीवादी)	

6	Paper No-7 English	1	Paper No-10
			Paper No-15
7	Paper No-8 English	2	Paper No-11
			Paper No-16
8	अभ्यासपत्रिका क्रमांक : 7 हिंदी	1	अभ्यासपत्रिका क्रमांक : 10
			अभ्यासपत्रिका क्रमांक : 15
9	अभ्यासपत्रिका क्रमांक : 8 हिंदी	2	अभ्यासपत्रिका क्रमांक : 11
			अभ्यासपत्रिका क्रमांक : 16

10	Expansion& Downfall of Maratha Power (1707 to 1818) Paper- VII	1	<u>Semester-VII</u> Paper-X History Expansion and Downtall of Maratha Power (1707 to 1761)	
			<u>Semester-VIII</u> Paper-XV History Expansion and Downtall of Maratha Power (1762 to 1818)	
11	Introduction to Historiography Paper-VIII		<u>Semester-VII</u> Paper XI History Introduction to Historiography -I	
			<u>Semester-VIII</u> Paper XVI History Introduction to Historiography -II	