

Shivaji University, Kolhapur



B
(2009)

Accredited By NAAC

Revised Syllabus For
Bachelor of Arts & Bachelor of Education

B.A. B.Ed. (Integrated) Part II

Sem-III & Sem-IV

Introduced from June 2011 and Onwards

(Subject to the modifications will be made from time to time)

SECOND YEAR B. A. B. Ed.
Implemented from June 2011

Sr. No.	Title	Marks
1	English (Compulsory)	100
2	Education Paper – II Methodology Specialization in Methodology of any two School Subjects. Section – I . First Method. – 50 Section – II. Second Method. - 50	100
3	Any one of the following (Languages) Marathi (Opt.) Paper – II – 100 Paper – III – 100 Hindi (Opt.) Paper II - 100 Paper III - 100 English (Opt.) Paper II – 100 Paper III - 100	200
4	Any one of the following (Social Science) I) History (Opt.) Paper – II – 100 Paper – III – 100 II) Geography (Opt.) Paper – II – 100 Paper – III – 100	200
5	I. D. S. Any one of the following I) History of Social Reforms In Maharashtra (1800– 1960) - 100 II) Human Development - 100 III) Linguistics - 100	100
Theory Papers 7 =		700

Second Year B.A.B.Ed
Implemented From The Academic Year-2011-2012
Sturucture And Syllbus of B.A.B.Ed. (Intigrated) Course Second Year B.A.B.Ed.

	Subject	Name of the Paper	Theory	Internal	Practical
1	English (Comp)				
	Semester-III	Paprer C	40	10	
	Semester-IV	Paper D	40	10	
2	Education Paper-II				
	Semester-III	Marathi, Hindi, English, History, Geography, Teching Methods.	25+25=50		
	Semester-IV	Marathi, Hindi, English, History, Geography, Teching Methods.	25+25=50		
3	Any One of the Following				
	Marathi (Optional- II)				
	Semester-III	Paprer III	40	10	
	Semester-IV	Paprer IV	40	10	
	Marathi (Optional-III)				
	Semester-III	Paprer V	40	10	
	Semester-IV	Paprer VI	40	10	
	Hindi (Optional-II)				
	Semester-III	Paprer III	40	10	
	Semester-IV	Paprer IV	40	10	
	Hindi(Optional- III)				
	Semester-III	Paprer V	40	10	
	Semester-IV	Paprer VI	40	10	
	English (Optional-II)				
	Semester-III	Paprer III	40	10	
	Semester-IV	Paprer IV	40	10	
	English (Optional-II)				
	Semester-III	Paprer V	40	10	
	Semester-IV	Paprer VI	40	10	
4	Any One of the Following (Social Science)				
	History (Optional-II)				
	Semester-III	Paprer III	40	10	
	Semester-IV	Paprer IV	40	10	
	History (Optional-II)				
	Semester-III	Paprer V	40	10	
	Semester-IV	Paprer VI	40	10	
	Geography (Optional-II)				
	Semester-III	Paprer III	40	10	
	Semester-IV	Paprer IV	40	10	
	Geography (Optional-II)				
	Semester-III	Paprer V	40	10	
	Semester-IV	Paprer VI	40	10	

4	I.D.S. Any One of the Following				
	Semester-III	1.History of Social Reforms in Maharashtra (1800-1960) –A	40	10	
	Semester-IV	1.History of Social Reforms in Maharashtra (1800-1960) –B	40	10	
	Semester-III	1.Human Development-A	40	10	
	Semester-IV	2.Human Development-B	40	10	
	Semester-II	1.Lingustics-A	40	10	
	Semester-IV	2.Lingustics-B	40	10	

STRUCTURE OF PRACTICUM COMPONENT

SECOND YEAR B. A. B. Ed.

Semester-III

Sr. No.	Semester	Title	Marks	Workload Per Week
1	Semester-III	Practical work Related To Education Paper – II A) Lesson Plan workshop (5 Lessons per method) Method – I Method – II B) Simulated Teaching(One lesson per method) Method – I Method – II C) Unit Plan Workshop (Education Paper – II) Method – I Method – II	10 10 5 5 10 10	05 05 05
2	Semester-III	Study of classroom process and training of classroom management	10	01
3	Semester-III	Classroom Teachings Method -I 2 Lessons Method -II 2 Lessons	10 10	16
4	Semester-III	Lesson observation of Student Teacher	05	-
5	Semester-III	Tutorial for Education Paper – II Method – I Method – II	05 05	02
6	Semester-III	Internal Exam – Education Paper No. 2	05	-
7	Semester-III	Field work with Community Based Programme	05	01
8	Semester-III	Creativity and Personality Development Programme (P.D.P)	05	02
9	Semester-III	General Knowledge Enrichment Programme	10	01
10	Semester-III	Content Enrichment Programment II –	05	05
		Total	125	43

STRUCTURE OF PRACTICUM COMPONENT

SECOND YEAR B. A. B. Ed.

Semester-IV

1	Semester-IV	Classroom Teaching Method -I 3 Lessons Method -II 3 Lessons	15 15	24
2	Semester-IV	Practical work Related To Education Paper – II Method – I Method – II	10 10	05
3	Semester-IV	Lesson observation of Student Teacher	05	01
4	Semester-IV	Tutorial for Education Paper – II Method – I Method – II	05 05	03
5	Semester-IV	Internal Exam – Education Paper No. 2	05	-
6	Semester-IV	Creativity and Personality Development Programme (P.D.P)	05	03
7	Semester-IV	Content – Cum Methodology Method – I Method – II	25 25	10
		Total	125	46

B.A.B.Ed.PART-II—ENGLISH COMPULSORY

English for Communication

(Syllabus for Semester Pattern from June 2011)

SEMESTER III

Paper No. C

Division of Teaching Hours:

1. Communication Skills: $12 \times 3 = 36$ Hours
2. Reading Skills: $7 \times 3 = 21$ Hours
3. Poetry : $7 \times 2 = 14$ Hours

Section I: *Communication Skills*

Unit 1: Presenting Your Point of View

Unit 2: Notices, Agenda and Minutes

Unit 3: Information Transfer and Interpretation of Data

Section II: *Reading Comprehension*

Unit 7: The Dawn of Prabhat : Durga Khote

Unit 8: Full Circle : N. Thilak

Unit 9: Post Haste : Colin Howard

Unit 13: Power : N. S. Rajasekaran

Unit 14: Are You Looking for That Poet : Vihang Naik

English for Communication

Pattern of Question Paper (40+10)

SEMESTER III

Total Marks: 40

		Section I: Reading Comprehension	
Q. 1		Four multiple choice objective type question on Reading Comprehension. (Four choices should be given. Out of which one should be the most correct choice: Covering at least 4 units prescribed)	4 Marks
Q.2		Write short notes in about 120-150 words each on ANY THREE of the following (3 out of 5) (Covering all units of Reading Comprehension prescribed)	12 Marks

		Section II: Communication Skills	
Q. 3	A)	Drafting a notice and agenda. OR Drafting minutes on the basis of the information given. (Based on Unit 2)	8 Marks
	B)	A question on narrating and interpreting data given in a bar diagram/ a table/ a pie chart. OR Preparing a flow chart/ a table/ a pie diagram based on given information. (Based on Unit 3) Note: Only ONE of the above to be set. No internal option will be given.	8 Marks
Q. 4	A)	I) Form statements / questions to get the following responses / opinions (4 out of 6) II) Express your agreement or disagreement stating reason in a sentence (4 out of 6) III) Express your opinion about the following in about 4 to 5 sentences each (2 out of 3) (All above questions are to be set on Unit 1) (Only 2 of the above three i.e. I, II, III to be set for 4 marks each)	8 Marks

B.A.B.Ed. PART-II—ENGLISH COMPULSORY
English for Communication
SEMESTER IV
Paper - D

Division of Teaching Hours:

1. Communication Skills: 12x3 =36 Hours
2. Reading Skills: 7x3 = 21 Hours
3. Poetry : 7x1=07 Hours

(Syllabus for Semester Pattern from June 2011)

Section I: Communication Skills

Unit 4: English for Journalistic Writing

Unit 5: Summarizing

Unit 6: Organizing Written Comprehension

Section II: Reading Comprehension

Unit 10: Laughter Kills Stress	: Pramod Batra
Unit 11: When Cellphones Kill	: Aditya Kundalkar
Unit 12: Dusk	: Saki (<i>H.H.Munro</i>)
Unit 15: Richard Cory	: Paul Simon

B.A.B.Ed. PART-II—ENGLISH COMPULSORY

English for Communication Pattern of Question Paper (40+10) **SEMESTER IV**

Total Marks: 40

		Section I: Reading Comprehension	
Q. 1		Four multiple choice objective type question on Reading Comprehension. (Four choices should be given. Out of which one should be the most correct choice: Covering all 4 units prescribed)	4 Marks
Q.2		Write shorts notes in about 120-150 words each on ANY THREE of the following (3 out of 5) (Covering all units of Reading Comprehension prescribed)	12 Marks
		Section II: Communication Skills	
Q. 3	A)	A question on writing a news story / a report based on the details given. OR Write a review of a book / a play / a film. (Details to be given) (Based on Unit 4)	8 Marks
	B)	Write a summary of the passage and suggest a suitable title. (A passage of 250-300) words to be set) (Based on Unit 5)	8 Marks
Q. 4	A)	I) Join the pairs of sentences with appropriate conjunctions (4 out of 6) II) Use appropriate verb forms of verbs given in bracket. (4 out of 6) III) Join pairs of sentences with appropriate relative pronouns. (4 out of 6) IV) Rewrite the following sentences in a proper order to make a cohesive paragraph. (A paragraph of 4 sentences to be given in jumbled form) (All above questions are to be set on Unit 6) (Only 2 of the above four i.e. I, II, III, IV to be set for 4 marks each)	8 Marks

पेपर क्र. ६
मराठी अध्यापन पद्धती
मराठी

उद्दिष्टे :

- प्रशिक्षणार्थीना प्रथम भाषा मराठीच्या, भाषिक वाङ्मयीन ज्ञानाचा विकास साधण्यास मदत करणे.
- मातृभाषेच्या अध्ययन-अध्यापनाचे महत्व समजण्यास मदत करणे.
- मराठीच्या स्वरूप व वैशिष्ट्यांच्या योग्य वापरास प्रशिक्षणार्थीना मदत करणे.
- मराठीच्या यशस्वी व परिणामकारक अध्यापनासाठी विविध पद्धती व तंत्राची माहिती घेण्यास मदत करणे.
- उपलब्ध शैक्षणिक साहित्याच्या व क्लुप्त्यांच्या परिणामकारक वापरास मदत करणे.
- मूल्यमापनाचा विविध तंत्राची माहिती सांपादन मराठीच्या अध्यापनात वापर करण्यास मदत करणे
- मराठीच्या अभ्यासक्रम, पाठयक्रम व पाठयपुस्तके यांचा परस्परसंबंध समजण्यास मदत करणे.

सत्र- एक

घटक क्रमांक १ - मराठीचे अभ्यासक्रमातील स्थान, मराठी भाषेची उद्दिष्टे व नियोजन

अ) मराठी भाषेचे स्वरूप व वैशिष्ट्ये

ब) मातृभाषा अध्ययन - अध्यापनाचे महत्व

१) शिक्षणाचे माध्यम म्हणून स्थान

२) सामाजिक, सांस्कृतिक वारशाच्या प्रसारणाचे साधन

३) वाङ्मयीन आवड व अभिरुची निर्मितीचे साधन

४) माहिती तंत्रज्ञानाचे साधन

५) भाषिक अदान प्रदानाचे साधन

६) राज्यभाषा म्हणून महत्व

७) व्यक्तिमत्व विकासाचे साधन.

क) अन्य शालेय विषयांशी अंतर्गत सहसंबंध (संस्कृत, हिंदी, इंग्रजी, इतिहास, भूगोल, गणित, विज्ञान)

ड) अध्ययन अध्यापनाचे ध्येये व उद्दिष्टे

१) मातृभाषा अध्यापनाची ध्येये व उद्दिष्टे

२) वर्ग अध्यापनाची ध्येये, उद्दिष्टे व स्पष्टीकरणे

३) महाराष्ट्र राज्य पाठयपुस्तक मंडळाची माध्यमिक स्तरावरील उद्दिष्टे

४) पाठ नियोजन

घटक क्रमांक २ मातृभाषा अध्यापनाची सूत्रे, पद्धती व तंत्रे

अ) अध्यापन पद्धती

१) व्याख्यान

२) चर्चा

३) कथन

४) परिसंवाद

५) समग्र व खंडशः

६) बुद्धिमंथन

७) उद्गामी, अवगामी

८) संभाषण

ब) अध्यापनाची तंत्रे —

१) कथाकथन

२) नाटयीकरण

३) पर्यवेक्षित अध्ययन

४) क्रमान्वित अध्ययन

५) साद —संवाद

६) रसग्रहण

७) प्रश्न विचारणे

८) स्वाध्याय

९) उदा — दाखले

क) साधने —

फलक, चित्रे, तक्ते, रेडिओ, ध्वनिमुद्रित व्हिडिओ, चित्रफिती, शब्दपट्ट्या, भाषा प्रयोगशाळा, इंटरनेट, कात्रणे इत्यादी.

सत्र — दोन

घटक क्रमांक ३ - मातृभाषेच्या विविध अंगांचे अध्यापन

अ) गद्य — उद्देश, पद्धती, पाठाच्या पाय—या

ब) पद्य - उद्देश, पद्धती, कविता पाठाच्या पाय—या

क) व्याकरण — उद्देश, पद्धती, व्याकरण पाठाच्या पाय—या

ड) लेखन—उद्देश, पद्धती, पाय—या (उदा.निबंध, पत्रे, मुलाखत लेखन इ.)

इ) भाषिक कौशल्यांचा विकास— श्रवण, भाषण वाचन, लेखन (उद्देश, दोष विकास)

घटक क्रमांक ४ — मराठी भाषा मूल्यमापन व मराठी भाषा शिक्षक

अ) मूल्यमापनाचे स्वरूप व पद्धती (लेखी व तोंडी)

ब) निदानात्मक व उपचारात्मक अध्यापन

क) अभ्यासानुवर्ती उपक्रम - वाङ्मय मंडळ, हस्ताक्षर स्पर्धा, भाषिक खेळ, शब्दकोडे, सुविचार लेखन, दिनविषेश लेखन, कोश व संदर्भ ग्रंथाचा वापर, पाठांतर

ड) मराठीचा अध्यापक —

१) अर्हता, क्षमता, गुणवैशिष्ट्ये,

२) मराठी विषय संघटना — गरज स्वरूप व कार्ये

प्रात्यक्षिक काम (कोणतेही एक)

१ . माध्यमिक स्तरावरील एका मराठी पाठ्यपुस्तकाचे चिकित्सक परीक्षण करणे

२ . एका साहित्यिकाच्या लेखन कार्याचा चिकित्सक अभ्यास करणे .

संदर्भ ग्रंथ:-

(१) अकोळकर ग.वि.पाटणकर ना.वि.(१९७०) मराठीचे अध्यापन व्हीन प्रकाशन पुणे.

(२) करंदीकर सुरेश, मराठीचे अध्यापन फडके प्रकाशन कोल्हापूर (१९८६)

(३) गवस राजन, मराठी आशययुक्त अध्यापन,पुणे.

(४) कुंडले म.बा. (१९७४) मराठीचे अध्यापन, श्री.विद्या प्रकाशन पुणे.

(५) डांगे चंद्रकुमार (१९५३) मातृभाषेचे अध्यापन, चित्रशाला प्रकाशन,पुणे.

(६) देवधर बा.ब. देशपांडे रा.श.(१९६१) मराठी कसे शिकवावे, ठोकळ प्रकाशन,पुणे.

(७) पाटणकर ना.वि.पाटील लीला (१९७०) मराठी अध्ययन अध्यापन,व्हीनस प्रकाशन,पुणे.

(८) पाटील ना.वि.(१९५१) कविता कशी शिकवावी ? लेखन वाचन भांडार,पुणे.

(९) पाटील लिला (१९६४) मातृभाषेचे अध्यापन व मूल्यमापन,व्हीनस प्रकाशन पुणे.

(१०) फाटक अ.वि.(१९५१) मराठी कवितेचे अध्यापन, मॉडर्न बुक डेपो,पुणे.

(११) सरदेशमुख य.वि.करंदीकर सु.रा. (१९७१) मातृभाषा अध्ययन अध्यापन,नीलकंठ प्रकाशन पुणे.

(१२) साठे द.य.(१९६०) मराठीचे अध्यापन, ठाकूर आणि कंपनी, अमरावती.

(१३) राणे श.रा. पाटील दि.ह.मराठीचे अध्ययन व अध्यापन.

पेपर क्रमांक — ६
हिन्दी अध्यापन पद्धति

उद्देश्य —

1. पाठ्यचर्चा में हिंदी का स्थान एवं महत्व समझने की क्षमता निर्माण करना।
2. माध्यमिक स्तर पर हिंदी अध्यापन के उद्देश्यों को समझ लेने में सहाय्यता करना।
3. हिंदी अध्यापन की प्रणालियाँ, प्रयुक्तियाँ अध्यापन साधनों की जानकारी देना।
4. हिंदी के विविध विधाओं अध्यापन एवं भाषिक कौशल विकास करने में सक्षम बनाना।
5. हिंदी भाषा का मूल्यांकन एवं हिंदी शिक्षक के गुणों को आत्मसात करने की मदद करना।
6. हिंदी विषय का प्रायोगिक कार्य बनाने में सक्षम बनाना।

प्रथम — सत्र

इकाई— I पाठ्यचर्चा में हिन्दी का स्थान, हिन्दी भाषा शिक्षा के उद्देश्य एवं नियोजन —

I) पाठ्यचर्चा में हिन्दी भाषा का स्थान,

- क) हिन्दी भाषा का स्वरूप, एवं जीवन में इसका महत्व।
- ख) त्रिभाषा सूत्र — संकल्पना एवं महत्त्व।
- ग) महाराष्ट्र राज्य के माध्यमिक स्तर पाठ्यचर्चा में हिन्दी का स्थान
- घ) समवाय— अर्थ व प्रकार। हिंदी का अन्य विषयों के साथ समवाय (संस्कृत, मराठी, अंग्रेजी, इतिहास, भूगोल)

II) हिन्दी भाषा शिक्षा के उद्देश्य —

- क) हिन्दी भाषा शिक्षा के व्यापक उद्देश्य - राष्ट्रीय, सांस्कृतिक, साहित्यिक एवं व्यावहारिक।
- ख) माध्यमिक स्तर पर हिन्दी भाषा शिक्षा के उद्देश्य।
- ग) द्वितीय भाषा के रूप में हिन्दी सिखाने के विशिष्ट उद्देश्य एवं उनके स्पष्टीकरण।
- घ) पाठनियोजन

इकाई— II: हिंदी अध्यापन के सूत्र, प्रणालियाँ, प्रयुक्तियाँ, अध्यापन साधन एवं अभ्यासपूरक उपक्रम

- क) अध्यापन सूत्र,
- ख) हिंदी अध्यापन की प्रणालियाँ —संभाषण प्रणाली, चर्चा प्रणाली, डॉ.मायकल बेस्ट प्रणाली, समवायत्मक प्रणाली।
- ग) प्रयुक्तियाँ : प्रश्न, विवरण, कथाकथन, स्वाध्याय, उदाहरण , नाट्यीकरण ।
- घ) अध्यापन साधन— चित्र, प्रतिकृति, नक्शा, रेडिओ, टेपरेकार्डर, दूरदर्शन, ओ.एच.पी. भाषा प्रयोगशाला।
- च) अभ्यासपूरक उपक्रम— हिंदी दिवस, भितीपत्रक, प्रतियोगिका का आयोजन, भाषिक खेल, पुस्तक प्रदर्शन।

द्वितीय सत्र

इकाई— III: हिंदी भाषा के विविध विधाओं का अध्यापन एवं भाषिक कौशल विकास

1. विधाओं का अध्यापन

- क) गद्य— उद्देश्य एवं गद्य अध्यापन की सीढियाँ
- ख) पद्य— उद्देश्य, प्रणालियाँ एवं अध्यापन की सीढियाँ
- ग) व्याकरण — उद्देश्य, प्रणालियाँ एवं अध्यापन की सीढियाँ
- घ) रचना— उद्देश्य, प्रणालियाँ एवं अध्यापन की सीढियाँ

2. भाषिक कौशल विकास

- क) श्रवण— उद्देश्य, महत्त्व, श्रवणदोष और उनका निराकरण
- ख) भाषण— उद्देश्य, महत्त्व, एवं भाषणदोष और उनका निराकरण
- ग) वाचन— उद्देश्य, महत्त्व, एवं प्रकार वाचनदोष और उनका निराकरण
- घ) लेखन— उद्देश्य, महत्त्व, एवं प्रकार लेखनदोष और उनका निराकरण

इकाई— IV: हिंदी भाषा का मूल्यांकन एवं हिंदी शिक्षक

- क) मूल्यांकन का स्वरूप एवं पद्धति (लिखित एवं मौखिक)
- ख) निदानात्मक परीक्षा एवं उपचारात्मक अध्यापन
- ग) हिंदी अध्यापक के गुण— सामान्य एवं विशेष
- घ) हिंदी शिक्षक संगठन— उद्देश्य एवं कार्य

प्रात्याक्षिक कार्य (निम्नांकित में से किसी एक पर)

१ . माध्यमिक शिक्षा के हिंदी पाठ्यपुस्तका चिकित्सक परिक्षण

२ . किसी एक साहित्यिक के लेखन कार्य का समीक्षणात्मक अध्ययन

संदर्भ ग्रंथ—

- १) भाई योगेंद्र जीत, हिंदी भाषा शिक्षण (आगरा, विनोद पुस्तक मंदिर १९७०)
- २) लहरी रजनीकांत, हिंदी शिक्षण (आगरा, रामचंद्र अँड सन्स)
- ३) भाटिया एवं नारंग, हिंदी शिक्षण (लुधियाना, प्रकाश ब्रदर्स, १९८७)
- ४) साठे ग. न. राष्ट्रभाषा का अध्यापन (पुणे, महाराष्ट्र राष्ट्रभाषा सभा १९५४)
- ५) सिंह सावित्री, हिंदी शिक्षण (मेरठ, इंटरनेशनल पब्लिशिंग हाऊस, १९८६)
- ६) वास्कर आनंद और वास्कर पुष्पा, हिंदी आशययुक्त अध्यापन पद्धति (पुणे, मेहता पब्लिशिंग हाऊस, १९९३)
- ७) वास्कर आनंद और वास्कर पुष्पा, शिक्षक, प्रशिक्षण और हिंदी अध्यापन (पुणे, मेहता पब्लिशिंग हाऊस २००२)

PAPER-VI
ENGLISH METHODOLOGY

Objectives:

To enable the student teacher to—

1. Understand nature and characteristics of English Language.
2. Understand need and importance of English in the present situation.
3. Understand the general aims and objectives of teaching English.
4. Know the classroom objectives and specifications of teaching English.
5. Understand the methods, approaches, devices and various types of learning experiences.
6. Understand teaching strategies of various aspects.
7. Know about the evaluation procedure and qualities of an English teacher.
8. Do some practical work about teaching of English.

SEMESTER –I

UNIT-I: Teaching English as a Language

- a. Nature (stress, intonation, pronunciation, rhyme and rhythm) and characteristics of English Language education.
- b. Need and importance of learning English.
- c. Place of English in the present school curriculum. Three language formula, correlation of English with other subjects.
- d. General aims and objective of teaching English, classroom objective and specifications.
- e. Basic skills of language learning and preparation of lesson plans for various skills i.e. listening, speaking, reading and writing.

UNIT – II: Methods, Approaches and Devices of Learning Experience

- a) Methods: Direct Method, Dr. West's New Method.
- b) Approaches :-Structural, Communicative.
- c) Devices : pair work/ group work, discussion, role-playing, drilling-types of drilling, Language games.
- d) Learning Experiences: Types , characteristics, various audio-visual aids, and their uses in teaching of English. Language Laboratory.

SEMESTER -II

UNIT-III Teaching of Various Aspects of English

- a) Teaching of prose-Objectives, introducing vocabulary, steps of teaching prose
- b) Teaching of poetry-Objectives, rhymes, figures of speech, vocabulary, Steps of teaching poetry.
- c) Teaching of Grammar- Traditional Vs functional, Objectives Methods and steps of teaching grammar.
- d) Teaching of composition –Objectives, types and steps.

UNIT-IV Evaluation and The Teacher of English

- a) Types of evaluation: continuous Formative and summative.
- b) Tools of evaluation : Oral evaluation, written evaluation, types of question.
- c) Diagnostic Test and Remedial Teaching.
- d) Essential qualification and qualities of an English teacher.
- e) Professional growth and development of an English teacher.

Practicum:

Any one of the following

1. Critical study of the syllabus in English any one std.
2. Critical study of the English text book for any one std.

Note: - Questions may be set on practical and workshop mentioned in the syllabus.

List of Recommended Books:

- 1) Ballard P. B. Teaching and testing English under resonance London Press.
- 2) Bansal R. K. and Outline of General Phonetics, Oxford University Press.
- 3) Brumfit C. J. The communicative approach to teaching of English Oxford University Press.
- 4) David P. H. Testing English as a Second Language, McGraw Hill.
- 5) David Numan Language Teaching Methodology, Prentice Hall.
- 6) Duff A., Teach English – A training course for Teachers (OUP)

- 7) Geetha, Nagaraj (1996) English Language Teaching approach, method, techniques, orient longman Ltd.
- 8) Gimson A. C. An Introduction to the Pronunciation of English (ELBS)
- 9) Gurav H.K., Teaching Aspects of English Language, Nutan Prakashan, Pune.
- 10) Heaton J. B. classroom testing (Longman)
- 11) Johnson K. and Morrow K. (1981) Communication in the Class Room (ELBS/Longman)
- 12) Bose K, Teaching of English- A Modern Approach (Doaba House)
- 13) Paliwal, A.K.
- 14) Jain R. K. Essential of English Teaching (Vinod Pustak Mandir)
- 15) Krashen S. D. Second Language Acquisition and Second Language Learning (Pergman Press)
- 16) Gautam K. New Approach To Teaching English
- 17) Prabhu N.S. Second Language Pedagogy (Oxford University Press)
- 18) Pandit Bansi Bihari, Communicative Language in English, Nutan Prakashan.
- 19) Reverse W. M. Communicating Naturally in A Second Language (CUP)
- 20) Widdoson S. G. Teaching Language as Communication (OUP)
- 21) N. Krishnaswamy Creative English For Communication (McMillan india Limited)
- 22) Vera, Hinghes, English Language Skills (McMillan)

PAPER – VI

HISTORY METHODOLOGY

Objectives:

To enable the students, teacher to –

1. understand place and importance of History in school curricular and human life
2. Be acquainted with the aims and objectives of teaching history in secondary school
3. understand methods techniques and devices of teaching history.
4. Encourage to use variety of learning experience and instructional materials while teaching history.
5. Be acquainted with procedure of diagnostic testing and remedial teaching.
6. Be acquaint with the qualities and professional growth of history teacher and help him in acquiring the same.

SEMESTER -I

UNIT – I Nature Place of History in the Curricular and Aims and Objectives

A. Nature importance and place of history.

1. Meaning, scope with special reference to modern concept of history.
2. Kinds of history.
3. Place and importance of history in the school of curriculum and human life
4. Co-relation of history with other subject.

B. Aims, objectives and values of Teaching History.

1. Aims objectives and values of teaching history at secondary level of education.
2. Instructional objectives of teaching history with their specifications.
3. Objectives of the subjects as given in the present curriculum in secondary school.

UNIT – II Teaching Strategies for Maxims, Methods, Techniques and Device of Teaching History

1. Maxims of teaching- as applied to the teaching of history.
2. Methods:- storytelling, narration, lecture, source, project, discussion.
3. Techniques: assignment, supervised study, Terms teaching.
4. Devices Question – answer, description, dramatization, explanation, home work.
5. Preparation of lesson planning.

SEMESTER -II

UNIT – III Learning Experiences, Instructional Materials and Support System for Teaching History

1. Learning Experiences: direct and indirect as well as verbal and nonverbal learning experiences helpful in teaching of history.
2. Instructional Materials : Text book, supplementary, reading materials, pictures, maps, charts, periodicals, time line, time charts, models, boards, slides, filmstrips, motion pictures, O.H.P, LCD.
3. History Room: Need and importance
4. Support System: debates collection, excursion, history club, exhibition museum visit to historical places.

UNIT – IV Evaluation and Teacher

A) Types of Tests: Achievement, Diagnostic test and remedial teaching in history.

B) The Teacher:

- 1) Qualification and qualities of history teacher.
- 2) Professional teaching and growth of the history teacher.
- 3) History teacher's organization its contribution to professional competencies.

PRACTICUM—(Any one of the following)

1. Critical analysis of any one text book for History
2. Visit to historical place and report it.
3. To organize any one co-curricular activity related to History teaching.

Recommended Books:

1. Ballard m. (1979) New Movement in Study Teaching Of History, Temple Smith, London.
2. Kochhar S. K. (1966) Teaching Of History, Sterling Publishers Pvt. Ltd.
3. NCERT (1970) Teaching History in Secondary School Publication, Delhi.
4. Singh D. R. (1959) The Teaching of History and Civics, Jullunder University.
5. Vajeswari R. (1973) Hand book of History Teachers, Allied Publication, Mumbai.
६. घाटे वि. द. (१९५८) इतिहासाचे अध्यापन, नुतन प्रकाशन, पुणे — २
७. दुनाखे अरविंद (२०००) इतिहासाचे अध्यापन, नुतन प्रकाशन, पुणे.
८. चितळे शं. दा. (१९८७) इतिहास कसा शिकवावा, विद्यार्थीगृह, पुणे.
९. तिवारी सी. म. (१९८७) इतिहासाचे अध्यापन, नुतन प्रकाशन, पुणे.
१०. ठिंगळे एस. एस. (१९७१) इतिहास कसा शिकावा व शिकवावा, सुहास प्रकाशन, अहमदनगर.
११. पत्की श्रीनिवास, (१९८०) इतिहास अध्यापन पद्धती व तंत्र, मिलींद प्रकाशन, औरंगाबाद.
१२. पारसनीस न. रा., धारूरकर य. ज. (१९७१) इतिहासाचे अध्यापन, व्हिनस प्रकाशन पुणे.
१३. बोकील वि. पा. (१९५७) इतिहासाचे शिक्षण, चित्रशाळा प्रेस, पुणे.
१४. हाजीरनीस ब. ग. (१९८९) इतिहास शिक्षण चित्रशाळा प्रेस, पुणे.
१५. जोशी अनंत - आशययुक्त अध्यापन पद्धती, यशवंतराव चव्हाण मुक्त विद्यापीठ, नाशिक.
१६. डॉ. सुशिला ओडियार - इतिहास आशययुक्त अध्यापन पद्धती.
१७. डॉ. रेखा टोपकर, डॉ. ज्ञानदेव शिंदे (२००५) इतिहासाचे आशययुक्त अध्यापन नित्य नुतन प्रकाशन पुणे.

PAPER – VI
GEOGRAPHY METHODOLOGY

Objectives:

To enable the student teacher to -

1. Know the meaning and nature of Geography
2. Understand the place and importance of Geography in Secondary School Curriculum
3. Correlate Geography within the subject and with other subject.
4. Understand specific objectives of Geography at secondary school level.
5. Understand various methods, devices and techniques in teaching Geography.
6. Be acquainted with procedure of diagnostic testing and remedial teaching.
7. Be acquainted with qualities and professional growth of teachers of Geography.

SEMESTER -I

UNIT-I Nature, Scope and Place of Geography with Aims and Objectives

- A) Meaning Nature, importance and place of the subject in the secondary school curriculum.
 - a) Concept, meaning, nature and scope with special reference of modern concept of Geography.
 - b) The place and importance of Geography in secondary school curriculum and in human life.
 - c) Grammar of Geography.
- B) Aims and Objectives of Teaching Geography.
 - a) Aims of Geography teaching at secondary school Level.
 - b) Objectives of Geography as given in the present secondary school curriculum.
 - c) Instructional objectives of teaching Geography with their specifications.

UNIT- II Teaching Strategies: Methods, Techniques, Devices Teaching Geography.

- 1) Maxims of Teaching.
- 2) Methods: Regional, lecture, story, Journey, Project, laboratory, comparative.
- 3) Techniques: Questioning demonstration, discussion, map reading
- 4) Devices:- Narration, assignment, fieldwork, supervised study, Review and revision.
- 5) Lesson planning

SEMESTER -II

UNIT - III Learning Experiences, Instructional Materials and support system for Teaching Geography

- A) Learning Experiences: direct and indirect as well as verbal and non-verbal learning Experiences helpful in teaching of Geography.
- B) Instructional Materials: Atlases, boards, maps, globes, charts, graphs, models, specimens, pictures filmstrips, film-slider projectors T.V. meteorological Instruments L.C. Teacher hand book.
- c) Support systems: Geography club, Geography fair, exhibition. Museum visits and excursions, observation of sky, aquarium.
- D) Geography Room: Importance and utilization.

UNIT - IV Evolution and Teacher

- A) Types of tests: Achievement, Diagnostic, test and remedial teaching in Geography.
- B) Geography teacher:
 - 1) Qualification and qualities of Geography teacher.
 - 2) Professional teaching and growth of the Geography teacher.
 - 3) Geography teacher's organization, its contribution to professional competencies.

PRACTICUM—(Any one of the following)

1. Critical analysis of any one text book for Geography
2. Excursion and its report.
3. To organize any one co-curricular activity related to Geography teaching.

Reference Books:

- 1) Aggarwal – (2000) Modern methods of teaching Geography New Delhi : Sarup and Sons.
- 2) Association of Assistant Masters (1972) The teaching of Geography in Schools. Her Majesty Stationary office, London.
- 3) Fair grive (U.L.P.) Geography in School.
- 4) Gopsill G.R. (1973) The teacher of Geography, McMillan.
- 5) Guzjar R.D.(2001) A Handbook for Geography teacher ABD- Publish Jaipur.
- 6) Longmans – Source book for teaching Geography UNESCO.

- ७) बापट भा.गो. भूगोल अध्ययन आणि अध्यापन, व्हीनस प्रकाशन पुणे १९८१.
- ८) बोकील का.द. बापट शकुंतला -- भूगोलअध्यापन पद्धती. सनदी विद्या प्रकाशन, पुणे १.
- ९) पोंक्षे द.बा. भूगोलाचे अध्यापन, नूतन प्रकाशन पुणे २००१
- १०) पोंक्षे द.बा. भूगोलातील पाठयांश पद्धती व अध्यापन, नूतन प्रकाशन पुणे.
- ११) देशपांडे के.ना. दिक्षित उषा — परिसराभ्यास व भूगोल, निराली प्रकाशन, पुणे.
- १२) पाटणकर ना.वि.- भूगोलाचे अध्यापन, मॉडर्न बुक डेपो, प्रकाशन पुणे.
- १३) जैन मदनलाल भूगोल अध्यापन: रामप्रसाद अँड सन्स, आगरा.
- १४) पाटील उषा व जोशी सुरेखा-- आशययुक्त अध्यापन पद्धती तंत्र भूगोल .

- **उदिदृष्टे**

- अभ्यासक्रम

- मूलभूत वाचन

- पूरक वाचन

- 1 आज्ञापत्र :— संपादक, प्र.न.जोशी, व्हीनस प्रकाशन, पुणे, 1969
- 2 आज्ञापत्र :— संपादक, अ.रा.कुलकर्णी, मानसन्मान प्रकाशन, पुणे, 2004
- 3 आज्ञापत्र :— श्री.ना.बनहट्टी, सुविचार प्रकाशन मंडळ, नागपूर व पुणे, 1974

- संदर्भ ग्रंथ

- 1 प्राचीन मराठी गद्य : प्रेरणा व स्वरूप : श्री.रं.कुलकर्णी
- 2 वृत्तविद्या : स.ह.देशपांडे
- 3 व्यावहारिक मराठी : ल.रा.नसिराबादकर, फडके प्रकाशन, कोल्हापूर, 2008
- 4 संवादशास्त्र : श्रीपाद जोशी

प्रश्नपत्रिकेचे स्वरूप व गुणविभागणी

प्रश्न 1 ला	अ) योग्य पर्याय निवडा (आज्ञापत्र पाठ्यपुस्तकावर)	3 गुण
	ब) गाळलेल्या जागा भरा (आज्ञापत्र पाठ्यपुस्तकावर)	2 गुण
प्रश्न 2 रा	ससंदर्भ स्पष्टीकरण लिहा (3 पैकी 2) (‘आज्ञापत्र’ या पाठ्यपुस्तकावर)	10 गुण
प्रश्न 3 रा	अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न (‘आज्ञापत्र’ या पाठ्यपुस्तकावर)	15 गुण
प्रश्न 4 था	खालील प्रश्नांची उत्तरे लिहा (उपयोजित मराठीवर)	
	अ) वृत्तपत्रासाठी बातमी लेखन	5 गुण
	ब) संवादलेखन	5 गुण

- शिवाजी विद्यापीठाने अंतर्गत मूल्यमापनासाठी सुचविलेले दहा गुणांसाठी प्रकल्प—
दोन स्वाध्याय

विषय : मराठी (ऐच्छिक)
तृतीय सत्र
अभ्यासपत्रिका क्रमांक- 4 (गद्य)
रारंग ढांग' आणि उपयोजित मराठी

- उदिदृष्टे

1. आधुनिक गद्य वाङ्मयाचा परिचय करून देणे.
2. समकालिन वाङ्मयीन प्रवाहांचे आकलन करून देणे
3. आधुनिक गद्य:वाङ्मयाची जाण व अभिरुची वाढवणे.
4. 'रारंग ढांग' कादंबरीचे कथानक व आशयसूत्रे समजावून देणे.
5. 'रारंग ढांग' मधील व्यक्तिचित्रण, प्रसंगचित्रण आणि भाषाविशेष समजावून देणे.
6. विद्यार्थ्यांमध्ये लेखन कौशल्य विकसित करणे.

- अभ्यासक्रम

- | | | |
|------------------|---------------------------------|--|
| 1. पाठ्यपुस्तक | ‘रारंग ढांग’ – | प्रभाकर पेंढारकर,
मौज प्रकाशन गृह, मुंबई 2007 |
| 2. उपयोजित मराठी | अ) जाहीर निवेदन
ब) ललित लेखन | |

- मूलभूत वाचन

- 1 'रारंग ढांग' :- प्रभाकर पेंढारकर,
मौज प्रकाशन गृह, मुंबई 2007
- 2 जाहीर निवेदन
- 3 ललित लेखन

- पूरक वाचन

- 1 लोकसत्ता, दीपावली अंक 2007, 'रारंग ढांग' — प्रभाकर पेंढारकर,
- 2 निवडक ललित शिफारस, संपादक — म.द.हातकणंगलेकर,
मॅजेस्टिक प्रकाशन, मुंबई, 1990
- 3 व्यावहारिक मराठी — ल.रा. नसिरबादकर, फडके प्रकाशन, कोल्हापूर 2008

● संदर्भ ग्रंथ

- 1 गेल्या अर्धशतकातील मराठी कादंबरी – संपादक – डॉ. विलास खोले
- 2 टीकास्वयंवर – भालचंद्र नेमाडे
- 3 अक्षरांचा श्रम केला – विलास सारंग
4. आस्थेचे प्रश्न – रंगनाथ पठारे
5. मराठी कादंबरी : चिंतन आणि समीक्षा – चंद्रकांत बांदिवडेकर
6. मराठी कादंबरी – समाजशास्त्रीय समीक्षा ' डॉ.रवींद्र ठाकूर

प्रश्नपत्रिकेचे स्वरूप व गुणविभागणी

प्रश्न 1 ला	अ) योग्य पर्याय निवडा (‘सारंग ढांग’ कादंबरीवर)	3 गुण
	ब) एका वाक्यात उत्तरे लिहा (‘सारंग ढांग’ कादंबरीवर)	2 गुण
प्रश्न 2 रा	ससंदर्भ स्पष्टीकरण लिहा (3 पैकी 2) ‘सारंग ढांग’ या कादंबरीवर	10 गुण
प्रश्न 3 रा	अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न (‘सारंग ढांग’ कादंबरीवर)	15 गुण
प्रश्न 4 था	खालील प्रश्नांची उत्तरे लिहा (उपयोजित मराठीवर)	
	अ) जाहीर निवेदन	5 गुण
	ब) ललित लेखन	5 गुण

- शिवाजी विद्यापीठाने अंतर्गत मूल्यमापनासाठी सुचविलेले दहा गुणांसाठी प्रकल्प—
दोन स्वाध्याय

विषय : मराठी (ऐच्छिक)
चतुर्थ सत्र
अभ्यासपत्रिका क्रमांक— 5 (पद्य)
अध्यापन जून, 2011 पासून
नामदेवांचे निवडक अभंग आणि उपयोजित मराठी

● उद्दिष्टे

1. मध्ययुगीन पद्याचा स्थूल परिचय करून देणे.
2. मध्ययुगीन कवितेची प्रेरणा स्पष्ट करणे.
3. नामदेवांच्या निवडक अभंगांचा आशय समजावून देणे.
4. विद्यार्थ्यांमध्ये मध्ययुगीन वाङ्मयाची अभिरुची विकसित करणे.
5. विद्यार्थ्यांमध्ये काव्याकलन व पद्यरचना कौशल्य विकसित करणे

● अभ्यासक्रम

1. नेमलेली साहित्यकृती 'नामदेवांचे निवडक अभंग' — संपादक डॉ.डी.ए.देसाई व इतर, शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर
2. उपयोजित मराठी अ) काव्याकलन
ब) पद्य रचना

● मूलभूत वाचन

- 1 'नामदेवांचे निवडक अभंग' — शिवाजी विद्यापीठ, कोल्हापूर
- 2 काव्याकलन
- 3 पद्यरचना

● पूरक वाचन

- 1 नामदेव दर्शन : संपादक नि.ना.रेळेकर व इतर
- 2 नामदेवांची अभंगवाणी : संपादक हे.वि. इनामदार व इतर
- 3 शिखांच्या आदिग्रंथातील नामदेव : अ.का.प्रियोळकर
- 4 सृजनात्मक लेखन : डॉ.आनंद पाटील

● संदर्भ ग्रंथ

- 1 श्रीसकलसंतगाथा, खंड -1 : संपादक डॉ.र.रा.गोसावी
- 2 ज्ञानदेव आणि नामदेव : डॉ.श.दा.पेंडसे, कॉन्टिनेन्टल, पुणे
- 3 पाच संतकवी : डॉ.शं.गो.तुळपुळे, सुविचार, पुणे
4. संत नामदेव : एक विजययात्रा : डॉ.रा.चिं.ढेरे आणि इतर, विश्वकर्मा, पुणे
5. संत पंत आणि तंत : श्री.म.माटे, ठोकळ, पुणे
6. संत नामदेव : डॉ.हे.वि.इ.नामदार, केसरी, पुणे
7. श्री.विठ्ठल : एक महासमन्वय : डॉ.रा.चिं.ढेरे, श्रीविद्या, पुणे

प्रश्नपत्रिकेचे स्वरूप व गुणविभागणी

प्रश्न 1 ला	अ) योग्य पर्याय निवडा (‘नामदेवांचे निवडक अभंग’)	3 गुण
	ब) गाळलेल्या जागा भरा (‘नामदेवांचे निवडक अभंग’)	2 गुण
प्रश्न 2 रा	ससंदर्भ स्पष्टीकरण लिहा (3 पैकी 2) (‘नामदेवांचे निवडक अभंग’)	10 गुण
प्रश्न 3 रा	अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न (‘नामदेवांचे निवडक अभंग’)	15 गुण
प्रश्न 4 था	खालील प्रश्नांची उत्तरे लिहा	
	अ) काव्याकलन	5 गुण
	ब) पद्यरचना	5 गुण

- शिवाजी विद्यापीठाने अंतर्गत मूल्यमापनासाठी अभ्यासपत्रिकेनुसार सुचविलेले दहा गुणांसाठी प्रकल्प— दोन स्वाध्याय

विषय : मराठी (ऐच्छिक)
चतुर्थ सत्र
अभ्यासपत्रिका क्रमांक— 6 (पद्य)
अध्यापन जून, 2011 पासून
नंतर आलेले लोक आणि उपयोजित मराठी

● **उद्दिष्टे**

1. समकालीन साहित्याची संकल्पना व जाणिवा समजावून देणे.
2. 'नंतर आलेले लोक' मधील आशयसूत्रे स्पष्ट करणे.
3. जागतिकीकरण आणि मराठी साहित्य यांचा परस्पर संबंध स्पष्ट करणे
4. विद्यार्थ्यांमध्ये समकालीन साहित्याविषयी अभिरुची विकसित करणे
5. विद्यार्थ्यांमध्ये लेखन कौशल्य विकसित करणे.

● **अभ्यासक्रम**

- | | |
|------------------------|--|
| 1. नेमलेली साहित्यकृती | 1 'नंतर आलेले लोक' अरुण काळे, लोकवाङ्मय गृह, मुंबई |
| 2. उपयोजित मराठी | 2 जाहिरातलेखन
3 व्यक्तिचित्रण |

● **मूलभूत वाचन**

- 1 'नंतर आलेले लोक' — अरुण काळे, लोकवाङ्मय गृह, मुंबई
- 2 जाहिरात लेखन
- 3 व्यक्तिचित्रण

● **पूरक वाचन**

- 1 'नंतर आलेले लोक' मूळच्या लोकांचे करुणास्तोत्र, एकनाथ पगार, 'उर्मी', एप्रिल-मे-जून — 2007
- 2 इतिहासावरचा विषाणू दाखवणारी कविता : रंगनाथ पठारे, कविता— रती— दिवाळी 2007
- 3 नवाक्षर दर्शन : जानेवारी— फेब्रुवारी— मार्च 2007
- 4 नंतर आलेले लोक : विलास सारंग, शब्दवेध, डिसेंबर 2007
- 5 अरुण काळे : पहिल्या धारेची संवेदना : इंद्रजित भालेराव, साधना, नोव्हें 2007
- 6 व्यावहारिक मराठी : डॉ.ल.रा.नसिराबादकर

● संदर्भ ग्रंथ

- 1 समकालीन साहित्य : प्रवृत्ती आणि प्रवाह : संपादक मृणालिनी पाटील व इतर
- 2 काही मराठी कविता : जाणिवा आणि शैली : सुधीर रसाळ, शारदा 1984
- 3 कवितेविषयी : वसंत आबाजी डहाके, स्वरूप प्रकाशन औरंगाबाद
4. आधुनिक मराठी कविता : डॉ.नागनाथ कोत्रापल्ले, प्रतिभास
5. कविता आणि प्रतिमा : डॉ. सुधीर रसाळ
6. नंतर आलेले लोक : डॉ. अनंत देशमुख, ललित, मे.2007

प्रश्नपत्रिकेचे स्वरूप व गुणविभागणी

प्रश्न 1 ला	अ) योग्य पर्याय निवडा (‘नंतर आलेले लोक’)	3 गुण
	ब) एका वाक्यात उत्तरे लिहा (‘नंतर आलेले लोक’)	2 गुण
प्रश्न 2 रा	ससंदर्भ स्पष्टीकरण लिहा (3 पैकी 2) (‘नंतर आलेले लोक’)	10 गुण
प्रश्न 3 रा	अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न (‘नंतर आलेले लोक’)	15 गुण
प्रश्न 4 था	खालील प्रश्नांची उत्तरे लिहा	
	अ) जहिरात लेखन	5 गुण
	ब) व्यक्तिचित्रण	5 गुण

- शिवाजी विद्यापीठाने अंतर्गत मूल्यमापनासाठी अभ्यासपत्रिकेनुसार सुचविलेले दहा गुणांसाठी प्रकल्प— दोन स्वाध्याय

सेमिस्टर III

विषय—हिंदी आधुनिक गद्य — पेपर नं. 3

अध्यापन — जून 2011 से

युनिट 1 — कहानी कुंज —

- | | |
|-----------------------|----------------|
| 1. दो बैलों की कथा | — प्रेमचंद |
| 2. कुत्ते की पूँछ | — यशपाल |
| 3. रानी मां का चबुतरा | — मन्नू भंडारी |

युनिट 2 — कहानी कुंज —

- | | |
|-------------|---------------------|
| 4. स्नेहबंध | — मालती जोशी |
| 5. सलाम | — ओमप्रकाश वाल्मीकी |
| 6. नमकदान | — नासीरा शर्मा |

युनिट 3 — गद्यविविधा —

- | | |
|-----------------------|-------------------------|
| 1. मेरे जीवन की कहानी | — बालकृष्ण शर्मा 'नवीन' |
| 2. एक मुठ्ठी नमक | — रामवृक्ष बेनीपुरी |
| 3. पंछी की लाश | — फणीश्वरनाथ 'रेणू' |

युनिट 4 — गद्यविविधा —

- | | |
|--------------------------|----------------|
| 4. अखबारी विज्ञापन | — चिरंजीत |
| 5. बदले हुए वक्त की गलती | — गोविंद मिश्र |
| 6. अध्यक्ष महोदय | — शरद जोशी |

प्रश्नपत्र का स्वरूप :—

प्रश्न — 1 पूरे पाठ्यक्रम पर बहुविकल्पी पाँच प्रश्न	अंक 05
प्रश्न — 2 'कहानी कुंज' पर ससंदर्भ प्रश्न (3 में से 2)	10
प्रश्न — 3 'गद्यविविध' पर लघूत्तरी प्रश्न (3 में से 2)	10
प्रश्न — 4 'कहानी कुंज' और 'गद्यविविधा' पर दीर्घोत्तरी प्रश्न	15

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सेमिस्टर III

ऐच्छिक हिंदी : प्रश्नपत्र कं 4

(मध्यकालीन एवं आधुनिक काव्य)

पाठ्यपुस्तक : हिंदी मध्यकालीन एवं आधुनिक काव्य

संपादन : शिवाजी विश्वविद्यालय, कोल्हापुर।

युनिट 1 — मध्यकालीन काव्यामृत

1. कबीर के पद
2. सूरदास के पद
3. मीरा के पद

युनिट 2 — मध्यकालीन काव्यामृत

4. रहिम के पद
5. बिहारी के पद
6. तुकडोजी के पद

युनिट 3 – आधुनिक काव्याकाश

- | | |
|-------------------|-------------------------------|
| 1. मानव | : सुमित्रानंदन पंत |
| 2. तोडती पत्थर | : सुर्यकांत त्रिपाठी 'निराला' |
| 3. मुरझाया फूल | : महादेवी वर्मा |
| 4. बुध्द और नाचघर | : हरिवंशराय बच्चन |
| 5. कैदी और कोकिला | : माखनलाल चतुर्वेदी |

युनिट 4 – आधुनिक काव्याकाश

- | | |
|-------------------------------|---------------|
| 6. अहं राष्ट्री संगमनी जनानाम | : अज्ञेय |
| 7. कुत्ता | : धूमिल |
| 9. खा पीकर अपने कृतघ्न | : ममता कालीया |
| 10. गजल | : जहीर कुरेशी |

प्रश्नपत्र का स्वरूप :-

प्रश्न – 1 पूरे पाठ्यक्रम पर बहुविकल्पी पाँच प्रश्न	अंक 05
प्रश्न – 2 'आधुनिक काव्याकाश' पर लघूत्तरी प्रश्न (3 में से 2)	10
प्रश्न – 3 'मध्यकालीन काव्यामृत' पर टिप्पणियाँ (3 में से 2)	10
प्रश्न – 4 'मध्यकालीन काव्यामृत' और 'आधुनिक काव्याकाश' पर दीर्घोत्तरी प्रश्न	15
(अंतर्गत विकल्प के साथ)
	40

सेमिस्टर IV

विषय – हिंदी आधुनिक गद्य – पेपर नं. 5

युनिट 5 – कबीरा खड़ा बजार में – भीष्म सहानी

युनिट 6 – कबीरा खड़ा बजार में – भीष्म सहानी

युनिट 7 – शत्रुघ्न – ज्ञानदेव अग्निहोत्री

युनिट 8 – शत्रुघ्न – ज्ञानदेव अग्निहोत्री

प्रश्नपत्र का स्वरूप :-

प्रश्न – 1 पूरे पाठ्यक्रमपर बहुविकल्पी पाँच प्रश्न	अंक 05
प्रश्न – 2 'कबीरा खड़ा बजार में' पर ससंदर्भ प्रश्न (3 में से 2)	10
प्रश्न – 3 'शत्रुघ्न' पर लघूत्तरी प्रश्न (3 में से 2)	10
प्रश्न – 4 " कबीरा खड़ा बजार में" और "शत्रुघ्न" पर दीर्घोत्तरी प्रश्न	15
(अंतर्गत विकल्प के साथ)
	40

ऐच्छिक हिंदी : प्रश्नपत्र क्रं 6
(मध्यकालीन एवं आधुनिक काव्य)

पाठ्यपुस्तक :

1. विश्वज्योति बापू (खंडकाव्य) :- रामगोपाल शर्मा 'दिनेश'
2. पंचवटी (खंडकाव्य) :- मैथिलीशरण गप्त
- युनिट 5 – विश्वज्योति बापू
- युनिट 6 – विश्वज्योति बापू
- युनिट 7 – पंचवटी
- युनिट 8 – पंचवटी

प्रश्नपत्र का स्वरूप

प्रश्न – 1 पूरे पाठ्यक्रम पर बहुविकल्पी पाँच प्रश्न	अंक
प्रश्न – 2 'विश्वज्योती बापू' पर ससंदर्भ प्रश्न (3 में से 2)	05
प्रश्न – 3 'पंचवटी' पर लघूत्तरी प्रश्न (3 में से 2)	10
प्रश्न – 4 विश्वज्योती बापू और पंचवटी पर दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)	10
	15

40

B.A.B.Ed. Part- II (Optional English)

Proposed Syllabi (w.e.f. June 2011)

Modern English Literature

Semester III

Paper- III

Modern English Literature: Poems and Essays

I. Poems:

❖ **Thomas Hardy:**

- 1, Neutral Tones
2. The Darkling Thrush
3. A Broken Appointment

❖ **Robert Frost:**

4. Stopping by the Woods on a Snowy Evening
5. Mending Wall
6. The Road Not Taken

❖ **W. B. Yeats:**

7. A Prayer for My Daughter
8. The Second Coming

❖ **T. S. Eliot:**

9. Marina
10. The Love Song of J. Alfred Prufrock

❖ **D. H. Lawrence:**

11. Snake

II. Essays:

❖ George Orwell:

1. Shooting an Elephant
2. A Hanging

❖ Aldus Huxley:

3. Work and Leisure

Distribution of Teaching Hours

Poetry : 45 Hours

Essays : 15 Hours

Total : 60 Hours

Pattern of Question Paper (40 + 10)

Semester III

Paper- III

Total Marks: 40

Q.1	Multiple choice questions with four alternatives. (4 on the poetry and 1 on the essays to be set)	05
Q. 2	A) Answer the following questions in about 250-300 words. (A or B on poetry)	12
	B) Answer the following questions in about 200-250 words. (A or B on essays)	08
Q. 3	Write short notes in about 100-150 words each (3 out of 4). (3 on the poetry and 1 on the essays to be set) (N.B. Not covered in Q. 2)	15

B.A.B.Ed. Part- II (Optional English)

Modern English Literature

Semester III

Paper- IV

Modern English Literature: Drama and Essays

I. Drama:

G.B. Shaw- Pygmalion

II. Essays:

❖ Aldus Huxley:

1. J.C.Bose

❖ E. M.Forster:

2. What I Believe
3. Voltaire and Fredrick The Great

Distribution of Teaching Hours

Drama : 45 Hours

Essays : 15 Hours

Total : 60 Hours

Pattern of Question Paper (40 + 10)

Semester III

Paper- IV

Total Marks: 40

- | | |
|--|----|
| Q.1 Multiple choice questions with four alternatives.
(4 on the drama and 1 on the essays to be set) | 05 |
| Q. 2 A) Answer the following questions in about 250-300 words.
(A or B on poetry) | 12 |
| B) Answer the following questions in about 200-250 words.
(A or B on essays) | 08 |
| Q. 3 Write short notes in about 100-150 words each (3 out of 4).
(3 on the Drama and 1 on the essays to be set)
(N.B. Not covered in Q. 2) | 15 |

B.A.B.Ed. Part- II (Optional English)

Indian English Literature

Semester –IV

Paper- V

Novel: R.K. Narayan- The Financial Expert

Total Teaching Hours: 60 Hours

Pattern of Question Paper (40 + 10)

(W.e.f. June 2011)

Semester –IV

Paper- V

Total Marks: 40

- | | |
|--|----|
| Q.1 Multiple choice questions with four alternatives.
(5 items be set) | 05 |
| Q.2 Answer any two of the following questions in about 250-300 words.
(3 items be set) | 20 |
| Q.3 Write short notes on any three of the following
(5 items be set not covered in question No.2) | 15 |

B.A.B.Ed. Part- II (Optional English)
Semester –IV
Paper- VI
Indian English Literature

A. Poetry:

Nissim Ezekiel: 1. Goodbye Party for Miss Pushpa T. S.
2. Night of the Scorpion
3. Poet, Lover and Birdwatcher

Jayant Mahapatra: 4. Dawn at Puri
5. The Exile

A. K. Ramanujan: 6. The Striders
7. Looking for a Cousin on a Swing
8. A River
9. Ecology

Imtiaz Dharker : 10. Purdah I

Kamala Das : 11. An Introduction
12. My Grandmother's House

Dilip Chitre : 13. Father Returning Home
14. The Felling of the Banyan Tree

B. Essays:

A.P.J. Abdul Kalam: 1. India's Needs and Core Competencies

H. Y. Sharad Prasad: 2. Discrimination Begins Early

Arfeen Khan : 3. Are You Ambitious Enough?

Distribution of Teaching Hours

Poetry : 45 Hours

Essays : 15 Hours

Total : 60 Hours

Pattern of Question Paper (40 + 10)

(W.e.f. June 2011)

Semester IV
Paper- VI
Indian English Literature

Total Marks: 40

- | | |
|--|----|
| Q.1 Multiple choice questions with four alternatives.
(5 items be set) | 05 |
| Q.2 A) Answer any one of the following questions in about 250-300 words.
(2 items be set on Poetry) | 10 |
| B) Answer any one of the following questions in about 250-300 words.
(2 items be set on Essays) | 10 |
| Q.3 Write short notes on any three of the following in about 100-150 words.
(5 items be set not covered in question No.2) | 15 |

History
B.A.B.Ed. Part-II
Paper No. III
Semester-III
HISTORY OF MODERN EUROPE (1789 TO 1830)

- 1) **TITLE:** of Paper No. 3: Subject: -1) Sem.III- History of Modern Europe (1789 to 1830)
- 2) **YEAR OF IMPLEMENTATION:** Revised Syllabus will be implemented from June 2011 onwards.
- 3) **OBJECTIVE OF THE COURSE:** Modernization of India demonstrates legacy of Modernization of Europe. For example, the concept of equality and fraternity, as also the 'Mass Struggle', comes from the French Revolution. Likewise, the growth of Dictators and the consequent World Wars make us aware of the context in which they took place at the same time the urgency of peace-keeping efforts which we need most. In view of this two papers on History of Modern Europe have been prepared which will provide the foundation for understanding Modern Europe.

8) EQUIVALENCE IN ACCORDANCE WITH TITLES AND CONTENT OF PAPERS:

Sr. No.	Title of old Paper	Title of New Paper
1	Paper No. 2: History of Modern Europe (1789 to 1945)	1) Sem.III Paper No. 3- History of Modern Europe (1789 to 1830) 2) Sem. IV Paper No. 5- History of Modern Europe (1830 to 1871)

History
B.A.B.Ed. Part-II
Paper No. III
Semester-III
HISTORY OF MODERN EUROPE (1789 TO 1830)

Unit-1 French Revolution of 1789

- a. Causes
- b. Course
- c. Effects

Unit-2 Napoleon Bonaparte

- a. Rise to Power
- b. Internal & External Policy
- c. Downfall

Unit-3 Vienna Congress

- a. Objectives
- b. Achievement
- c. Estimation

Unit-4 Age of Metternich

- a. Biographical sketch
- b. Metternich's system
- c. Effects on Europe

List of Reference Books:-

1. Cipolla C.M.- Fontana Economic History of Europe, Vol.III (The industrial Revolution) (Harvesters, 1976).
2. Evans J.- The Foundations of a Modern State in 19th Century Europe.
3. Jolls James.- Europe Since 1870 (Har- Row 1973).
4. Landes David.- Unbound Prometheus (Cambridge University Press, 1969).
5. Lefebvre George.- Coming of the French Revolution. (Princeton University Press, 1989).
6. Liontheim George.- A Short History of socialism (Glasgow, 1976).
7. Mansergh Nicholas.- The French Question, 1840-1861.
8. Mathias Peter.- First Industrial Revolution (London 1919).
9. Morgan R.P.- German Social Democracy and the First International.
10. Novak Alec.- An Economic History of the USSR. (Penguin, 1972).

Syllabus for Semester System
B.A.B.Ed. Part-II History (Semester IV)

- 1) TITLE:** of Paper No. V: Subject: -1) Sem. IV- History of Modern Europe (1789 to 1830)
- 2) YEAR OF IMPLEMENTATION:** Revised Syllabus will be implemented from June 2011 onwards.
- 3) OBJECTIVE OF THE COURSE:** Modernization of India demonstrates legacy of Modernization of Europe. For example, the concept of equality and fraternity, as also the 'Mass Struggle', comes from the French Revolution. Likewise, the growth of Dictators and the consequent World Wars make us aware of the context in which they took place at the same time the urgency of peace-keeping efforts which we need most. In view of this two papers on History of Modern Europe have been prepared which will provide the foundation for understanding Modern Europe.

8) EQUIVALENCE IN ACCORDANCE WITH TITLES AND CONTENT OF PAPERS:

Sr. No.	Title of old Paper	Title of New Paper
1	Paper No. 2: History of Modern Europe (1789 to 1945)	1) Sem.III Paper No. 3- History of Modern Europe (1789 to 1830) 2) Sem. IV Paper No. 5- History of Modern Europe (1830 to 1871)

History
B.A. B.Ed.Part-II
Semester IV
Paper No. V

HISTORY OF MODERN EUROPE (1830 TO 1871)**Unit 1- Revolutions**

- a. Background
- b. French Revolution of 1830: Causes, course, effects
- c. French Revolution of 1848: Causes, course, effects

Unit-2 Napoleon III

- a. Rise to Power
- b. Internal Policy
- c. External Policy

Unit 3- Unification of Italy

- a. Background
- b. Victor Emanuel II & Cavour
- c. Mazzini and Garibaldi

Unit 4- Unification of Germany

- a. Background
- b. William I
- c. Bismarck

List of Reference Books:-

1. Porter Andrew.- European Imperialism, 1860-1914 (1994).
2. Roberts J.M.- Europe 1880-1945 (Longman, 1989).
3. Soboul Albert.- History of the French Revolution (in two volumes.).
4. Thompson Dorothy.- Popular Politics In Industrial Revolution.
5. Wood Anthony.- History of Europe, 1815-1960 (1983).
6. वैद्य सुमन, आधुनिक जग, विद्या प्रकाशन, औरंगाबाद
7. कोलारकर, श.गो. आधुनिक युरोप
8. गायकवाड, कदम, थोरात, आधुनिक जग, मंगेश प्रकाशन, नागपूर
9. शिरगांवकर शरावती , आधुनिक युरोप
10. कदम, य. ना. आधुनिक जग, फडके प्रकाशन, कोल्हापूर

Syllabus for Semester System B.A.B.Ed. Part-II History (Semester III)

1) TITLE: of Paper No. 4: Subject: -1) Sem. III- History of Modern India (1750 to 1920)

2) YEAR OF IMPLEMENTATION: Revised Syllabus will be implemented from June 2011 onwards.

3) OBJECTIVES OF THE COURSE: The history of Indian Freedom Struggle is the glorious epoch of Indian History. The India in which we live today owes legacy to the great sacrifices made by our great freedom fighters. So, to understand the works and to pay tribute to those leaders, it is necessary to understand the history of Modern India. At the same time, it is necessary to understand the socio-economical context of India in which India went through its major cultural change.

In view of this, two papers on History of Modern India have been prepared which will provide the foundation for understanding Modern India.

8) EQUIVALENCE IN ACCORDANCE WITH TITLES AND CONTENT OF PAPERS:-

Sr. No.	Title of old Paper	Title of New Paper
1	Paper No. 3: History of Modern India (1750 to 1960)	Semester III, Paper no. 4 History of Modern India (1750 to 1920) 2) Sem. IV, Paper No. 6- History of Modern India (1920 to 1950)

History
B.A. B.Ed.Part-II
Paper No. IV
Semester-III

HISTORY OF MODERN INDIA (1750-1920)

Unit-1 Rise of British Power

- a. Bengal
- b. Mysore
- c. Punjab

Unit-2 Cultural Change

- a. Modern Education
- b. Press
- c. Reform Movements: Bramho Samaj, Satyashadhak Samaj Arya Samaj, Ramkrishna Mission

Unit-3 Nationalism

- a. Rise of Nationalism
- b. Foundation of Indian National Congress
- c. Contribution of Moderates

Unit-4 Age of Tilak

- a. Ideology of Extremists
- b. Chatusutri of Tilak
- c. Home Rule movement

List of Reference Books:-

1. Arnold David, Guha Ramchandra,- "Nature Culture Imperialism, Essays on the Environmental History of South Asia."(Delhi Oup, 1995).
2. Bayly C.A.- "Indian Society the making of the British empire", New Cambridge History of India.
3. Bipan Chandra, Panikkar,- Mridula Mukharjee (Ed.) India's Struggle for independence 1857-1947 Delhi Penguin, 1996.
4. Bipan Chandra, Panikkar -Communalism in Modern India. (Second Ed.) (Delhi, Vikas 1987).
5. Bipan Chandra, -'Nationalism, Colonialism in modern India' (Delhi Orient Longnan (1981).
6. Brass Paul,-'The policies of India since independence'. (Delhi Foundation books 1994).
7. Brown Judith, -'Gandhi and Civil Disabedience'.The Mahatma In Indian Politics1928.34 (Cambridge 1977).
8. Chaudhuri N.- European trade in India, Tapan Ray Chaudhari and Irfan Habib (Cambridge Economic History of India Vol.1(Delhi S.Chand 1984).
9. Desai A.R.- 'Social Background of Indian Nationalism'. (Mumbai Popular Prakashan 1986).
10. Dutt R.P.- 'India today' (Kolkata Manisha Granthalaya 1979).

Syllabus for Semester System
B.A.B.Ed. Part-II History (Semester IV)

1) TITLE: of Paper No. 6: Subject: -1) Sem.IV- History of Modern India (1750 to 1920)

2) YEAR OF IMPLEMENTATION: Revised Syllabus will be implemented from June 2011 onwards.

3) OBJECTIVES OF THE COURSE: The history of Indian Freedom Struggle is the glorious epoch of Indian History. The India in which we live today owes legacy to the great sacrifices made by our great freedom fighters. So, to understand the works and to pay tribute to those leaders, it is necessary to understand the history of Modern India. At the same time, it is necessary to understand the socio-economical context of India in which India went through its major cultural change.

In view of this, two papers on History of Modern India have been prepared which will provide the foundation for understanding Modern India.

4) EQUIVALENCE IN ACCORDANCE WITH TITLES AND CONTENT OF PAPERS:-

Sr. No.	Title of old Paper	Title of New Paper
1	Paper No. 3: History of Modern India (1750 to 1960)	Semester III, Paper no. 4 History of Modern India (1750 to 1920) 2) Sem. IV, Paper No. 6- History of Modern India (1920 to 1950)

History
B.A. B.Ed. Part-II
Paper No. VI
Semester-IV

HISTORY OF MODRN INDIA (1920-1950)

Unit-1 Ghandhian Era

- a. Non-Cooperation Movement
- b. Civil Disobedience Movement
- c. Quit India Movement

Unit-2 Contribution of Revolutionaries

- a. Bengal
- b. Maharashtra:
- c. Punjab:

Unit-3 Constitutional Development

- a. Morley-Minto Reforms-1909
- b. Montagu-Chelmsford Reforms-1919
- c. Govt. of India Act-1935

Unit-4 Partition & Independence

- a. Muslim Communalism & Partition
- b. Integration of Princely States: Kashmir, Junagarh, Hyderabad
- c. Framing of the Indian Constitution

List of Reference Books:-

- 1. Guha Ranajit and Gayatri C.- 'Spivak Selected Subaltern Studies'. (Delhi OUP. 1988).
- 2. Hardy Peter,- 'The Muslims of British India'. (Cambridge 1972).
- 3. Hasan,Mushtural, - 'India's Partition, Process, Strategy and Mobilization'.(Delhi OUP,1988).
- 4. Heimsath Charles,-'Indian Nationalism and Social Reforms'(Mumbai CUP. 1964).

5. Hatchins F.- 'Illusion of Permanence British Imperialism in India'. (New Gersey - Princeton Univ. 1967)
- 6^प जावडेकर श.द. – आधुनिक भारत
- 7^प पवार जयसिंगराव, –हिंदुस्थानचा राजकीय आणि घटनात्मक इतिहास
- 8^प देवगिरीकर य र – भारतीय स्वातंत्र्य लढयाचा इतिहास.
- 9^प पंडित नलिनी, महाराष्ट्रातील राष्ट्रवादाचा इतिहास
- 10^प गायकवाड, थोरात भारताचा राजकीय आणि घटनात्मक इतिहास
- 11^प वैद्य, कोठेकर – आधुनिक भारताचा इतिहास, विद्या बुक्स औरंगाबाद 1985

B.A.B.Ed. Part -II

Semester –III / IV

1. TITLE : Subject – Human Geography

Optional under the Faculty of Science

2. YEAR OF IMPLEMENTATION:- New/Revised Syllabus will be implemented from June 2011 onwards.

3. PREAMBLE:-

The faculty of science is a three years integrated course. At B.A. Part - II Human Geography; a basic branch of geography has been introduced. In this branch the study of man and environment, human life and its adaptation to changing environment, rural settlement, population growth and distribution, migration, etc. have been included. With this study students can get ideas of relationship between man and environment.

4. GENERAL OBJECTIVES OF THE COURSE/ PAPER :

- i) Student should know the fundamental branches of human geography in its relation to other social sciences and approaches in the study of Human Geography.
- ii) Student should get acquainted with the man and environment relationship, settlement and concepts and theories in population geography. Students should know the basis of Human development by studying these branches of human geography

5. DURATION

- The course shall be a full time course
- The duration of course shall be of one year (Two semesters Sem. – III & IV)

6. PATTERN:-

Pattern of Examination will be Semester

7. FEE STRUCTURE:- (as applicable to regular/self supporting course)

- i) Entrance Examination Fee (If applicable)- Rs----- (Not refundable)
- ii) Course Fee-

Particulars	Rupees
Tuition Fee	Rs.
Laboratory Fee	Rs.
Computer Fee	Rs.
Annual/Semester fee- Per student	Total Rs.

Other fee will be applicable as per University rules/norms.

8. IMPLEMENTATION OF FEE STRUCTURE:-

In case of revision of fee structure, this revision will be implemented in phase wise manner as mentioned below:-

For Part I- From academic year_____ onwards.

For Part I & II- From academic year_____ onwards.

For Part I, II & III- From academic year_____ onwards.

9. ELIGIBILITY FOR ADMISSION :-

As per eligibility criteria prescribed for each course and the merit list in the qualifying examination.

10. MEDIUM OF INSTRUCTION :

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

11. STRUCTURE OF COURSE- -----

(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.

SECOND YEAR B. A. ----- (NO.OF PAPERS FOUR)

SEMESTER THIRD

Paper. No.	Title	Marks
III	Human Geography	50

SEMESTER FOURTH

Paper. No.	Title	Marks
V	Population Geography	50

12. SCHEME OF TEACHING AND EXAMINATION:-

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

SECOND YEAR

Scheme of Teaching and Examination

Sr. No.	Subject/Paper	Teaching Scheme (Hrs/Week)				Examination Scheme (Marks)		
		L	T	P	Total	Theory	Term Work	Total
1	Human Geography - Paper – III	04	04	00	04	40	10	50
2	Population Geography – Paper - V	04	04	00	04	40	10	50

13. SCHEME OF EXAMINATION :-

- The examination shall be conducted at the end of each semester
- The Theory paper shall carry 40 marks
- The evaluation of the performance of the students in theory papers shall be on the basis of semester Examination of 40 marks.
- Question Paper will be set in the view of the /in accordance with the entire Syllabus and preferably covering each unit of syllabi.

14. STANDARD OF PASSING:-

As Prescribed under rules & regulation for each degree/programme.

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

(Unit wise weightage of marks should also be mentioned)

Semester III	Marks
Qus : 1) Objective Type Question (Multiple Choice)	05
Qus : 2) Short Note Type Question (Any three out of five)	15
Qus: 3) Description Type Question (Any two out of three)	20

Semester IV

Qus : 1) Objective Type Question (Multiple Choice)	05
Qus : 2) Short Note Type Question (Any three out of five)	15
Qus: 3) Broad Ans. Type Question (Any two out of three)	20

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

Sr.No.	Title of Old Paper	Title of New Paper	
1.	Paper – II Human Geography	Semester - III	
		Paper - III	Human Geography
		Semester - IV	
		Paper - V	Population Geography

17. SPECIAL INSTRUCTIONS , IF ANY.

B.A. B.Ed. (Part II) Geography
(Introduced from June 2011 onwards)

Semester - III

- (i) **Paper – III**
- (ii) **Title of Paper :- Human Geography**
- (iii) **Specific Objectives:-**
- (iv) **A brief note :- (On expected level of study from examination and assessment point of view):- -----**

(v) UNIT**No. of Lectures****Unit 1****(No. of Lectures – 15)**

Human Geography: Nature, Scope, Branches and, Approaches

1.1 Definition

1.2 Nature,

1.3 Scope

1.4 Branches and its relation with other Social Sciences

1.5 Approaches to the study

1.6 Significance of the study

Unit 2**(No. of Lectures – 10)****Man and Environment Relationship**

- 2.1 Concept of Environmentalism
- 2.2 Concept of Possibilism and Neo-Determinism
- 2.3 Impact of man on Environment
- 2.4 Human adoption to the environment in the regions of recurrent floods, droughts and cyclones in India.

Unit 3**(No. of Lectures – 20)****Human Race and Human Life**

- 3.1 Human Races – the basis of racial classification.
- 3.2 Major Racial groups of the world.
- 3.3 Human life and its adoption to changing environment.
 - 3.3.1 Human Life in hot region – Bhushmen- past and present life.
 - 3.3.2 Human Life in Mountain Region: Naga- Past & Present Life

Unit 4**(No. of Lectures – 15)****Rural Settlement**

- 4.1 Factors affecting the location of rural settlement
- 4.2 Types of rural settlement
- 4.3 Patterns of rural settlement
- 4.4 Functions of rural settlement

Semester - IV**(i) Paper – V****(ii) Title of Paper :- Population Geography****(iii) Specific Objectives:-****(iv) A brief note :- (On expected level of study from examination and assessment point of view):- -----****(v) UNIT****No. of Lectures****Unit 1****(No. of Lectures – 15)****Population Growth**

- 1.1 Growth of population in the world
- 1.2 Theories of population growth: Malthus theory and demographic transition theory
- 1.3 Concept of over, under and optimum population
- 1.4 Population problems in the developing and developed countries.
- 1.5 Population policies in China and India

Unit 2**(No. of Lectures – 15)****Distribution and Composition of Population**

- 2.1 Factors affecting the distribution of world population
- 2.2 Density of population and its type
- 2.3 Densely, Moderately and sparsely populated regions of the world
- 2.4 Population composition : Age & Sex

Unit 3

(No. of Lectures – 15)

Changes in Population

- 3.1 Measures of fertility: Factors affecting the fertility, level and trend of world fertility
- 3.2 Measures of Mortality: Factors affecting the mortality, level and trend of world mortality
- 3.3 Human Migration: Types, causes and consequences of migration
- 3.4 Migration policies in U.S.A., India

Unit 4

(No. of Lectures – 15)

Practical (Only theory)

- 4.1 Proportional Circles
- 4.2 Proportional squares
- 4.3 Divided rectangle
- 4.4 Population pyramid
- 4.5 Dot method

(vi) **Recommended Reading :**
(In MLA/APA Style Sheet Format)

- a) **Basic Reading** :-
- b) **Additional Reading** :-
- c) **References** :-

1. Beaujeu Gamier : Geography of Population, Longman, London-1978
2. Clarke J.I. : Population Geography, Pergamon Press Oxford – 1972
3. Chandana R.C. : Geography of Population, Kalyani Pub. Ludhiana 1988
4. Hagget Pether : Human Geography
5. Ghosh B.N. : Fundamentals of Population Geography
6. Hussin M. : Human Geography 1994
7. Money D.S. : Human Geography
8. Perpillou A.V. : Human Geography, Longman, London- 1986
9. Robinson H. : Human Geography, 1976
10. Mishra & Puri : Indian Economy 2004
11. India- 2008 : Govt. of India
12. Hassan Mohammed I. : Population Geography, 2005
13. Bhende Asha & Kanitkar Tara : Principles of Population studies
14. Perillouav : Human Geography, 1986
15. Singh, R.Y. : Geography of Settlement, 1998
16. Singh, Gopal : Mapwork & Practical Geography, 1999
17. Sawant S.B. & Athavale A.S. Population Geography, Mehata publishing house, Pune
18. सौदी ए.बी आणि कोळेकर पी.एस.-मानवी व लोक संख्या भूगोल निराली प्रकाशन पुणे. 2006.
19. ताचोळे द.धो.- लोकसंख्याशास्त्र
20. पवार, अडसुळ, फुले, पाटील - मानवी भूगोल सप्रेम प्रकाशन कोल्हापूर.

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)

B.A.B.Ed. Part-II
Semester –III / IV

1. TITLE : Subject – Agricultural Geography

Optional under the Faculty of Science

- 2. YEAR OF IMPLEMENTATION:-** New/Revised Syllabus will be implemented from June 2011 onwards.

3. PREAMBLE:-

Agricultural Geography is the most important and comparatively developed branch of Geography. The present syllabus of this paper includes study of agricultural determinants, systems, land-use theories, agricultural regions, problems and the modern technologies used in agriculture in the context of present situation. In the process of Globalization, the changing nature of agriculture will make aware of the students about the modern technologies used in agriculture. This will further help to improve agricultural practices at local level.

4. GENERAL OBJECTIVES OF THE COURSE/ PAPER :

- 1) To familiarize the students with the concept and development of agriculture.
- 2) To examine the role of agricultural determinants towards the changing cropping pattern and specialization.
- 3) The course further aims to familiarize the students with application of various theories of agricultural land-use
- 4) It also aims to understand the problems of agriculture.
- 5) To familiarize the students with the modern technologies used in agriculture in the context of globalization.

5. DURATION

- The course shall be a full time course
- The duration of course shall be of one year (Two semesters Sem. – III & IV)

6. PATTERN:-

Pattern of Examination will be Semester

7. FEE STRUCTURE:- (as applicable to regular/self supporting course)

i) Entrance Examination Fee (If applicable)- Rs----- (Not refundable)

ii) Course Fee-

Particulars	Rupees
Tuition Fee	Rs.
Laboratory Fee	Rs.
Computer Fee	Rs.
Annual/Semester fee- Per student	Total Rs.

Other fee will be applicable as per University rules/norms.

8.IMPLEMENTATION OF FEE STRUCTURE:-

In case of revision of fee structure, this revision will be implemented in phase wise manner as mentioned below:-

For Part I- From academic year_____ onwards.

For Part I & II- From academic year_____ onwards.

For Part I, II & III- From academic year_____ onwards.

9. ELIGIBILITY FOR ADMISSION :-

As per eligibility criteria prescribed for each course and the merit list in the qualifying examination.

10. MEDIUM OF INSTRUCTION :

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

11. STRUCTURE OF COURSE- -----

(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.

SECOND YEAR B. A. ----- (NO.OF PAPERS FOUR)**SEMESTER THIRD**

Paper.No.	Title	Marks
IV	Agricultural Geography - I	50

SEMESTER FOURTH

Paper.No.	Title	Marks
VI	Agricultural Geography - II	50

12. SCHEME OF TEACHING AND EXAMINATION:-

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

SECOND YEAR***Scheme of Teaching and Examination***

Sr. No.	Subject/Paper	Teaching Scheme (Hrs/Week)				Examination Scheme (Marks)		
		L	T	P	Total	Theory	Term Work	Total
1	Agricultural Geography – I Paper - IV	04	04	00	04	40	10	50
2	Agricultural Geography – II Paper - VI	04	04	00	04	40	10	50

13. SCHEME OF EXAMINATION :-

- The examination shall be conducted at the end of each semester
- The Theory paper shall carry 40 marks
- The evaluation of the performance of the students in theory papers shall be on the basis of semester Examination of 40 marks.
- Question Paper will be set in the view of the /in accordance with the entire Syllabus and preferably covering each unit of syllabi.

14. STANDARD OF PASSING:-

As Prescribed under rules & regulation for each degree/programme.

15. NATURE OF QUESTION PAPER AND SCHEME OF MARKING :-
(Unit wise weightage of marks should also be mentioned)

Semester III	Marks
Qus : 1) Objective Type Question (Multiple Choice)	05
Qus : 2) Short Note Type Question (Any three out of five)	15
Qus: 3) Description Type Question (Any two out of three)	20

Semester IV

Qus : 1) Objective Type Question (Multiple Choice)	05
Qus : 2) Short Note Type Question (Any three out of five)	15
Qus: 3) Broad Ans. Type Question (Any two out of three)	20

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

Sr.No.	Title of Old Paper	Title of New Paper	
1.	Agricultural Geography	Semester - III	
		Paper - IV	Agricultural Geography - I
		Semester - IV	
		Paper - VI	Agricultural Geography - II

17. SPECIAL INSTRUCTIONS , IF ANY.

B.A.B.Ed. (Part II) Geography
(Introduced from June 2011 onwards)

Semester – III

- (i) **Paper – IV**
- (ii) **Title of Paper :- Agricultural Geography - I**
- (iii) **Specific Objectives:-**
- (iv) **A brief note :- (On expected level of study from examination and assessment point of view):- -----**
- (v) **UNIT** **No. of Lectures**
Unit 1 **(No. of Lectures – 12)**
Introduction to Agricultural Geography

- 1.1 Definition and Nature
- 1.2 Scope and Significance
- 1.3 Approaches to the study
- 1.4 Evolution of agriculture in brief

Unit 2 **(No. of Lectures – 18)**
Factors Influencing Agriculture

- 2.1 Physical Factors
- 2.2 Socio-economic and other factors

Unit 3 (No. of Lectures – 18)

Agricultural Systems

- 3.1 Subsistence Agriculture
 - 3.1.1 Shifting Cultivation
 - 3.1.2 Dry farming
 - 3.1.3 Intensive farming
- 3.2 Commercial Agriculture
 - 3.2.1 Extensive grain farming
 - 3.2.2 Mixed farming
 - 3.2.3 Horticulture
 - 3.2.4 Plantation Agriculture

Unit 4 (No. of Lectures – 12)

Agricultural Regionalization

- 4.1 Methods of Agricultural Regionalization
 - 4.1.1 Crop Combination
 - 4.1.2 Crop Concentration
 - 4.1.3 Agricultural Productivity
- 4.2 Crop Combination Regions of Maharashtra

Semester - IV

- (i) **Paper – VI**
- (ii) **Title of Paper :- Agricultural Geography - II**
- (iii) **Specific Objectives:-**
- (iv) **A brief note :- (On expected level of study from examination and assessment point of view):- -----**

- (v) **UNIT** **No. of Lectures**
Unit 1 **(No. of Lectures – 12)**

Theories of Agricultural Land-use

- 1.1 Von Thunen's Theory
- 1.2 Jonasson's Theory

Unit 2 (No. of Lectures – 15)

Agricultural Problems & Measures

- 2.1 Natural
- 2.2 Economic
- 2.3 Social
- 2.4 Other

Unit 3 (No. of Lectures – 18)

Modern Agriculture

- 3.1 Impact of Globalization on Agriculture
- 3.2 Use of Advanced Technologies in Agriculture
 - 3.2.1 Seed Technology – HYV, Tissue Culture, Nano Culture.
 - 3.2.2 Irrigation Technology – Sprinkler, Drip, Water Storage.
 - 3.2.3 Fertilizer and Pesticide Technology – Non-organic – organic
 - 3.2.4 Greenhouse Technology
 - 3.2.5 Organic Farming

Unit 4

(No.of Lectures – 15)

Practical (Theory Only)

- 4.1 Line Graphs – Simple and polygraph
- 4.2 Bar Graphs – Simple and Bar groups
- 4.3 Divided Circle
- 4.4 Isopleths Method
- 4.5 Choropleth Method

(vi) Recommended Reading :
(In MLA/APA Style Sheet Format)

a) Basic Reading :-

b) Additional Reading :-

c) References :-

1. Bayliss Smith, T.P. : The Ecology of Agricultural Systems. Cambridge University Press, London, 1987
2. Berry, B.J.L. et. al. : The Geography of Economic Systems. Prentice Hall, New York, 1976
3. Brown, L.R. : The Changing World Food Prospects – The Nineties and Beyond. World Watch Institute, Washington D.C., 1990
4. Cantor L.M. : A World Geography of Irrigation. Oliver and Bord, London, 1967.
5. Desai G.N. and Vaidhanathan A : Strategic Issues in Future Growth of Fertilizer Use in India. McMillan Pub., New Delhi, 1998.
6. Gregor, H.P. : Geography of Agriculture. Prentice Hall, New York, 1970
7. Grigg D.B. : The Agricultural Systems of the World. Cambridge University Press, New York, 1974.
8. Morgan W.B. and Norton, R.J.C. : Agricultural Geography. Mathuen, London, 1971.
9. Nelson, Paul : Greenhouse Operation and Management. Reston Publishing, Virginia, 1985.
10. Sarkar, A.K. : Practical Geography : A Systematic Approach. Oriental Longman, Calcutta, 1997.
11. Sauer, C.O. : Agricultural Origins and Disparities. M.I.T. Press, Mass, U.S.A., 1969.
12. Singh, J and Dhillon, S.S. : Agricultural Geography. Tata McGraw Hill Pub., New Delhi, 1988.
13. फुले सुरेश : कृषि भूगोल, श्री. विद्याभारती प्रकाशन, लातूर - 2002
14. सांळुखे विजया : कृषि भूगोल, शेठ पब्लिशर्स, मुंबई - 2003
15. घारपुरे विठ्ठल : कृषि भूगोल पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर - 2000
16. खतीब के. अ. : कृषि भूगोल
- 17 Agricultural Geography – Distance Education Department, Shivaji University, Kolhapur

Syllabus for Semester System
B.A.B.Ed. Part-II I.D.S (Semester III)

1) TITLE: IDS Subject: -History of Social Reform Movements in Maharashtra.

2) YEAR OF IMPLEMENTATION: Revised Syllabus will be implemented from June 2011 onwards.

3) RATIONALE/OBJECTIVE: In 19th century, Maharashtra (erstwhile Bombay Presidency) went through a major cultural change, which culminated in transformation of Medieval mindset to that of Modern one. This cultural change owes to various factors, in which, the works of great social thinkers and activists and their achievements played an important role. To understand what we are today, it is necessary to understand the works of these devoted people. It would also help us to define our goals and correct the mistakes and thus pay tribute to those people who sacrificed their lives in making Maharashtra, one of the modern states of India.

3) EQUIVALENCE IN ACCORDANCE WITH TITLES AND CONTENT OF PAPERS:-

Sr. No.	Title of old Paper	Title of New Paper
1	IDS: of Social Reform Movements in Maharashtra (1800 to 1960)	1) Sem. III- History of Social Reform Movements in Maharashtra (1800 to 1890) 2) Sem. IV- History of Social Reform Movements in Maharashtra (1890 to 1960)

I. D. S

Revised Syllabus for B.A. B.Ed.Part-II

IDS

Semester-III

History of Social Reform Movements in Maharashtra (1800-1890)

Unit-1. Maharashtra in Early 19th Century

- a. Political
- b. Economical
- c. Social
- d. Religious

Unit-2. Early Phase of British Rule

- a. Administration & Law
- b. Education
- c. Press
- d. Missionary activities

Unit-3. Early Reformers

- a. Jagannath Shankar Sheth
- b. Balshastri Jambhekar
- c. Gopal Hari Deshmukh
- d. Bhau Daji Lad

Unit-4. Life & Work of Mahatma Jotiba Phule

List of Reference Books:-

1. Social Reforms in Maharashtra : Y.D. Phadake.
2. Cultural Revolt in the Colonial Society : Gail Omvedt.
3. Non-Brahmin Movement in Southern India : K.K. Kavalekar
4. 'ÖÆüÖ,üÖÂ™Öü •Öß¾Ö-Ö ¾Ö ¯Ö,Öü¯Ö,üÖ ¯ÖÖü 1 ¾Ö 2 : ¯Ö. ²ÖÖ. ÄÖ,üæüÖ,ü
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Syllabus for Semester System
B.A.B.Ed.Part-II I. D. S (Semester IV)
History of Social Reform Movements in Maharashtra 1890-1960.

1) TITLE: IDS Subject: - Semester-IV

2) YEAR OF IMPLEMENTATION: Revised Syllabus will be implemented from June 2011 onwards.

3) RATIONALE/OBJECTIVE: In 19th century, Maharashtra (erstwhile Bombay Presidency) went through a major cultural change, which culminated in transformation of Medieval mindset to that of Modern one. This cultural change owes to various factors, in which, the works of great social thinkers and activists and their achievements played an important role. To understand what we are today, it is necessary to understand the works of these devoted people. It would also help us to define our goals and correct the mistakes and thus pay tribute to those people who sacrificed their lives in making Maharashtra, one of the modern states of India.

3) EQUIVALENCE IN ACCORDANCE WITH TITLES AND CONTENT OF PAPERS:-

Sr. No.	Title of old Paper	Title of New Paper
1	IDS: History of Social Reform Movements in Maharashtra (1800 to 1960)	1) Sem. III- History of Social Reform Movements in Maharashtra (1800 to 1890) 2) Sem. IV- History of Social Reform Movements in Maharashtra (1890 to 1960)

History
Revised Syllabus for B.A. B.Ed.Part-II
IDS
Semester-IV

HISTORY OF SOCIAL REFORM MOVEMENTS IN MAHARASHTRA (1890-1960)

Unit-1. Life & Work of Rajarshi Shahu Chhatrapati

Unit-2. Contribution of Social Reformers

1) Vithal Ramji Shinde

2) Gadage Maharaj

Unit-3. Contribution of Educational Reforms.

1) Karmveer Bhaurao Patil

2) Dhondo Keshav Karve

3) Bapuji Salunkhe

4) Panjabrao Deshamukh

List of Reference Books:-

1. Karmveer Bhaurao Patil : Dr. R. A. Kadiyal.
2. x¾Öšüşü»Ö üÖ'Ö•Öß Ø¿Öæëü •Öß¾Ö-Ö ¾Ö _uOμOO : _ÖÖê 'ÖÖ
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Revised Syllabus

The examination shall be conducted at the end of each semester. The theory paper shall Carry 40 Marks and 10 Marks will be for internal assessment. Total Marks for paper will be 50 Marks. The evaluation of the performance. Of the student in theory paper shall be on the basis of semester examination of 40 Marks. Question paper will be set in view of the in accordance with the entire syllabus and preferably covering each unit of syllabi Standard of Passing :- To pass Sem.- III/IV in B.A. Psychology- Human development Part-II examination a Candidate must obtain 40 Percent of full marks in each paper.

समकक्ष विषय

Old Subject	New Subject
HUMAN DEVELOPMENT	Sem.-III- HUMAN DEVELOPMENT (I.D.S.) Paper-I Sem.-IV- HUMAN DEVELOPMENT (I.D.S.) Paper-II

REVISED SYLLABUS OF PSYCHOLOGY AT B. A.B.Ed. PART – II

(HUMAN DEVELOPMENT) Paper- I (I.D.S.)

(Introduced from June- 2011)

SEMESTER – III

Unit 1 : Introduction :

- 1.1 Definition of Human Development
- 1.2 Concepts of Human Development
 - a) Periods of Life-Span
 - b) Aspects of Development
 - c) Influences on Development
- 1.3 Methods of Studying Human Development
 - a) Non-experimental Method- Case study, Interview
 - b) Experimental Method
- 1.4 Theories of Human Development
 - a) Freud's Psychoanalytic Theory
 - b) Behaviouristic Theory. – Classical Conditioning

Unit 2 : Birth :

- 2.1 Fertilization
 - a) Process
 - b) Causes of Multiple Birth
 - c) Sex Determines
- 2.2 Prenatal Development
 - a) Stages
 - b) Prenatal Care
- 2.3 Birth
 - a) Stages
 - b) Types

Unit 3 : Infancy and Babyhood :

- 3.1 Characteristics of Infancy
- 3.2 Characteristics of Babyhood
- 3.3 Speech Development

Unit 4 : Childhood :

- 4.1 Characteristics
- 4.2 Physical Development
- 4.3 Moral Development In Early Childhood

Books for Reading

1. Hurlock E.B. (1996) : Developmental Psychology – A Life Span Approach, Fifth Edition. Tata McGraw – Hill Publishing Company Ltd New Delhi, Nineteenth Reprint.
2. Papalia, Diane E and Olds S.W. (1994) : Human Developmental, 5th Ed., TMH Publishing Co.Ltd., New Delhi.
3. Papalia, Diane E and Olds Sally Wendkas (2002) : Human Developmental, 7th Ed., Tata McGraw – Hill Publishing Company Ltd New Delhi, Second Print.
4. Papalia, Diane E and Olds Sally Wendkos (2004) : Human Developmental, 9th Ed., Tata McGraw – Hill Publishing Company Ltd New Delhi,
5. दूर शिक्षण केंद्र, शिवाजी विद्यापीठ (2008), मानवी विकास, प्रकाशक कुलसचिव, शिवाजी विद्यापीठ, कोल्हापूर

Books for Reference

1. Hurlock E.B. (2001) : Developmental Psycholgy A Life Span Approach, TMH Publishing Company Ltd., New Delhi.
2. बोरुडे, कुमठेकर, देसाई, गोळविलकर (1995) : वैकासिक मानसशास्त्र, पुणे विद्यार्थी गृह प्रकाशन, पुणे.
3. दर्यापूरकर, खोत, दर्यापूरकर (1988) : वैकासिक मानसशास्त्र, सी. जमनादास आणि कंपनी, मुंबई.
4. जनई, माळी, तडसरे, चौत्रे (1988) : वैकासिक मानसशास्त्र, फडके प्रकाशन, कोल्हापूर
5. हिरवे, तडसरे (1997) : वैकासिक मानसशास्त्र, फडके प्रकाशन, कोल्हापूर
6. कांडलकर, लिना (2000) : मानव विकास, विद्या प्रकाशन, नागपुर
7. व-हाडपांडे, नलिनी : बालविकास, महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ.

REVISED SYLLABUS OF PSYCHOLOGY AT B. A. B.Ed. PART – II

(HUMAN DEVELOPMENT) Paper- II (I.D.S.)

(Introduced from June- 2011)

SEMESTER – IV

Unit 5 : Adolescence :

- 5.1 Physical Development
 - a) Physical Changes
 - b) Psychological Impact of physical changes
- 5.2 Health
 - a) Use & Abuse Drugs
 - b) Sexuality Transmitted Diseases (STD)

Unit 6 : Adulthood :

- 6.1 Physical Development
 - a) Health Status
 - b) Influences on Health & Fitness
- 6.2 Intimate Relationships and Personal Lifestyle
 - a) Love
 - b) Marriage
 - c) Divorce
 - d) Parenthood

Unit 7 : Middle Age :

- 7.1 Physical Development
 - a) Sensory and Psychomotor Functioning
 - b) Sexuality
- 7.2 Health in middle Age
 - a) Health Status
 - b) Health Problems
- 7.3 Work In Middle Age
 - a) Occupational Patterns
 - b) Occupational Stress
 - c) Unemployment

Unit 8: Aging :

- 8.1 Longevity and the Aging Process
 - a) Life Expectancy
 - b) Why People Age
- 8.2 Health
 - a) Health care and Problems

8.3 Retirement

- a) Causes
- b) Feeling about Retirement
- c) Planning of Retirement and use of Leisure Time.

Books for Reading

1. Hurlock E.B. (1996) : Developmental Psychology – A Life Span Approach, Fifth Edition. Tata McGraw – Hill Publishing Company Ltd New Delhi, Nineteenth Reprint.
2. Papalia, Diane E and Olds S.W. (1994) : Human Developmental, 5th Ed., TMH Publishing Co.Ltd., New Delhi.
3. Papalia, Diane E and Olds Sally Wendkas (2002) : Human Developmental, 7th Ed., Tata McGraw – Hill Publishing Company Ltd New Delhi, Second Print.
4. Papalia, Diane E and Olds Sally Wendkos (2004) : Human Developmental, 9th Ed., Tata McGraw – Hill Publishing Company Ltd New Delhi,
5. दूर शिक्षण केंद्र, शिवाजी विद्यापीठ (2008), मानवी विकास, प्रकाशक कुलसचिव, शिवाजी विद्यापीठ, कोल्हापूर

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1. Hurlock E.B. (2001) : Developmental Psychology A Life Span Approach, TMH Publishing Company Ltd., New Delhi.
2. बोरुडे, कुमठेकर, देसाई, गोळविलकर (1995) : वैकासिक मानसशास्त्र, पुणे विद्यार्थी गृह प्रकाशन, पुणे.
3. दर्यापूरकर, खोत, दर्यापूरकर (1988) : वैकासिक मानसशास्त्र, सी. जमनादास आणि कंपनी, मुंबई.
4. जनई, माळी, तडसरे, चौत्रे (1988) : वैकासिक मानसशास्त्र, फडके प्रकाशन, कोल्हापूर
5. हिरवे, तडसरे (1997) : वैकासिक मानसशास्त्र, फडके प्रकाशन, कोल्हापूर
6. कांडलकर, लिना (2000) : मानव विकास, विद्या प्रकाशन, नागपुर
7. व-हाडपांडे, नलिनी : बालविकास, महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ.

Nature of Question Paper

History & IDS (Human development)

Sem.- III & IV

Total- 40 Marks

Question -1	Objective (Multiple Choice)	05 Mark
Question -2	Short Note (3 Out of 5)	15 Mark
Question -3	Broad question (2 Out of 3)	20 Mark

B.A.B.Ed. Part-II (I.D.S.)

Psychology - (HUMAN DEVELOPMENT)

Sem.- III Syllabus and Sem.- IV Syllabus (New)

Revised Syllabus

Year of Implementation :- The revised syllabus will be implemented from June – 2011 onwards

Pattern :- Pattern of examination will be semester

Medium of instruction :- The medium of instruction shall be in English / Marathi

Structure of Course :- Sem.- III Paper- I.D.S.

Title :- HUMAN DEVELOPMENT – Part- I

Sem.- IV Paper- I.D.S.

Title :- HUMAN DEVELOPMENT – Part- II

Scheme of Examination :-

The examination shall be conducted at the end of each semester. The theory paper shall Carry 40 Marks and 10 Marks will be for internal assessment. Total Marks for paper will be 50 Marks. The evaluation of the performance. Of the student in theory paper shall be on the basis of semester examination of 40 Marks. Question paper will be set in view of the in accordance with the entire syllabus and preferably covering each unit of syllabi Standard of Passing :- To pass Sem.- III/IV in B.A. Psychology- Human development Part-II examination a Candidate must obtain 40 Percent of full marks in each paper.

समकक्ष विषय

Old Subject	New Subject
HUMAN DEVELOPMENT	Sem.-III- HUMAN DEVELOPMENT (I.D.S.) Paper-I Sem.-IV- HUMAN DEVELOPMENT (I.D.S.) Paper-II

REVISED SYLLABUS OF PSYCHOLOGY AT B. A.B.Ed. PART – II

(HUMAN DEVELOPMENT) Paper- I (I.D.S.)

(Introduced from June- 2011)

SEMESTER – III

Unit 1 : Introduction :

- 1.5 Definition of Human Development
- 1.6 Concepts of Human Development
 - d) Periods of Life-Span
 - e) Aspects of Development
 - f) Influences on Development
- 1.7 Methods of Studying Human Development
 - c) Non-experimental Method- Case study, Interview
 - d) Experimental Method
- 1.8 Theories of Human Development
 - c) Freud's Psychoanalytic Theory
 - d) Behaviouristic Theory. – Classical Conditioning

Unit 2 : Birth :

- 2.4 Fertilization
 - d) Process
 - e) Causes of Multiple Birth
 - f) Sex Determines
 - g)
- 2.5 Prenatal Development
 - c) Stages
 - d) Prenatal Care
- 2.6 Birth
 - c) Stages
 - d) Types

Unit 3 : Infancy and Babyhood :

- 3.4 Characteristics of Infancy
- 3.5 Characteristics of Babyhood
- 3.6 Speech Development

Unit 4 : Childhood :

- 4.4 Characteristics
- 4.5 Physical Development
- 4.6 Moral Development In Early Childhood

Books for Reading

1. Hurlock E.B. (1996) : Developmental Psychology – A Life Span Approach, Fifth Edition. Tata McGraw – Hill Publishing Company Ltd New Delhi, Nineteenth Reprint.
2. Papalia, Diane E and Olds S.W. (1994) : Human Developmental, 5th Ed., TMH Publishing Co.Ltd., New Delhi.
3. Papalia, Diane E and Olds Sally Wendkas (2002) : Human Developmental, 7th Ed., Tata McGraw – Hill Publishing Company Ltd New Delhi, Second Print.
4. Papalia, Diane E and Olds Sally Wendkos (2004) : Human Developmental, 9th Ed., Tata McGraw – Hill Publishing Company Ltd New Delhi,
5. दूर शिक्षण केंद्र, शिवाजी विद्यापीठ (2008), मानवी विकास, प्रकाशक कुलसचिव, शिवाजी विद्यापीठ, कोल्हापूर

Books for Reference

8. Hurlock E.B. (2001) : Developmental Psychology A Life Span Approach, TMH Publishing Company Ltd., New Delhi.
9. बोरुडे, कुमटेकर, देसाई, गोळविलकर (1995) : वैकासिक मानसशास्त्र, पुणे विद्यार्थी गृह प्रकाशन, पुणे.
10. दर्यापूरकर, खोत, दर्यापूरकर (1988) : वैकासिक मानसशास्त्र, सी. जमनादास आणि कंपनी, मुंबई.
11. जनई, माळी, तडसरे, चौत्रे (1988) : वैकासिक मानसशास्त्र, फडके प्रकाशन, कोल्हापूर
12. हिरवे, तडसरे (1997) : वैकासिक मानसशास्त्र, फडके प्रकाशन, कोल्हापूर
13. कांडलकर, लीना (2000) : मानव विकास, विद्या प्रकाशन, नागपुर
14. व-हाडपांडे, नलिनी : बालविकास, महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ.

REVISED SYLLABUS OF PSYCHOLOGY AT B. A. B.Ed. PART – II

(HUMAN DEVELOPMENT) Paper- II (I.D.S.)

(Introduced from June- 2011)

SEMESTER – IV

Unit 5 : Adolescence :

- 5.3 Physical Development
 - c) Physical Changes
 - d) Psychological Impact of physical changes
- 5.4 Health
 - c) Use & Abuse Drugs
 - d) Sexuality Transmitted Diseases (STD)

Unit 6 : Adulthood :

- 6.3 Physical Development
 - c) Health Status
 - d) Influences on Health & Fitness

6.4 Intimate Relationships and Personal Lifestyle

- e) Love
- f) Marriage
- g) Divorce
- h) Parenthood

Unit 7 : Middle Age :

7.4 Physical Development

- c) Sensory and Psychomotor Functioning
- d) Sexuality

7.5 Health in middle Age

- c) Health Status
- d) Health Problems

7.6 Work In Middle Age

- d) Occupational Patterns
- e) Occupational Stress
- f) Unemployment

Unit 8: Aging :

8.3 Longevity and the Aging Process

- c) Life Expectancy
- d) Why People Age

8.4 Health

- b) Health care and Problems

8.3 Retirement

- d) Causes
- e) Feeling about Retirement
- f) Planning of Retirement and use of Leisure Time.

Books for Reading

1. Hurlock E.B. (1996) : Developmental Psychology – A Life Span Approach, Fifth Edition. Tata McGraw – Hill Publishing Company Ltd New Delhi, Nineteenth Reprint.
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2. बोरुडे, कुमटेकर, देसाई, गोळविलकर (1995) : वैकासिक मानसशास्त्र, पुणे विद्यार्थी गृह प्रकाशन, पुणे.
3. दर्यापूरकर, खोत, दर्यापूरकर (1988) : वैकासिक मानसशास्त्र, सी. जमनादास आणि कंपनी, मुंबई.
4. जनई, माळी, तडसरे, चौत्रे (1988) : वैकासिक मानसशास्त्र, फडके प्रकाशन, कोल्हापूर
5. हिरवे, तडसरे (1997) : वैकासिक मानसशास्त्र, फडके प्रकाशन, कोल्हापूर
6. कांडलकर, लीना (2000) : मानव विकास, विद्या प्रकाशन, नागपुर
7. व-हाडपांडे, नलिनी : बालविकास, महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ.

Linguistics (I.D.S.)

Semester III

Paper- I

Introduced from June 2011 onwards

Objectives:-

1. Understand the concept of Language
2. Study Linguistics and its Components
3. Understand Study of Language in Context.
4. Study English and Marathi as two related and different systems of Language.

Total Marks : 40

I) Language :

- i) Difference between human and animal communication system.
- ii) 7 characteristics of Language (Given by Hockett).
- iii) Other Characteristics of language.

II) Language Analysis :

Levels of language Analysis : Phonological level,
Morphological/Syntactic level & semantic level.

II) Phonology :

- i) Difference between speech sound and letter.**
- ii) Difference between phonetics and phonology.**
- iii) Concepts of phoneme & allophone.**
- iv) Minimal pairs.**
- v) Organs of Speech.**
- vi) Three term labels of English consonants and vowels.**
- vii) Transcription of simple words (only mono/di/tri syllabic words)**
- Viii) Accent (only primary accent) related to di & tri syllabic words.**

III) Morphology :

- i) The notions of morpheme & allomorph.**
- ii) Types of morphemes.**
- iii) Morphological Analysis (Labelled).**
- iv) Content words & structural words.**
- v) I.C. Analysis.**

Unit		Details	Lectures/ Period
Unit I	-	Language:- 1) Difference between human and animal communication system 2) 7 Characteristics of Language (Given by Hackett) 3) Other Characteristics of Language	15 Periods
Unit II	-	Language Analysis:_ Levels of Language Analysis, Phonological level/Morphological/Syntactic level & semantic level	15 Periods
Unit III	-	Phonology:- 1) Difference Between speech sound and letters 2) Difference between Phonetics and Phonology 3) Concept of Phoneme and allophone 4) Minimal Pairs 5) Organs or Speech 6) Three Term labels of English Consonants and Vowels 7) Transcription of Simple words (Only Mono/di/tri syllabus words) 8) Accent Conly primary accent/ related to di & tri syllabus words.	15 Periods
Unit IV	-	Morphology:- 1) The nations of morpheme and allomorph 2) Types of morphemes 3) Morphological Analysis (Labelled) 4) Content words and structure words 5) I.C. Analysis	15 Periods

B.A.B.Ed II
Linguistics (I.D.S.)
Semester IV
Paper- II

Total Marks : 40

- I) Linguistics :
- i) What is Linguistics ?
 - ii) Diachronic & Synchronic linguistics.
 - iii) Language as a system of signs.
 - iv) Langue and parole
- II) Semantics :
- i) The notion of lexeme.
 - ii) Lexical relations : Polysemy, Antonymy, homonymy, hyponymy, Synonymy & collocation.
- III) Pragmatics :
- i) What is pragmatics?
 - ii) Emergence of Pragmatics
 - iii) Deixis : person, place, time social act.
 - iv) Adjacency Pairs.
 - v) Co-Operative principle.
 - vi) Violation of Co-operative principle.
- IV) Contrastive study of English and Marathi :
- Speech sounds, word-order, pronouns, gender, number, case, tense, voice etc. in English and Marathi.

Unit-wise Division of Syllabus and allocation of lecturers periods

Unit I	-	Linguistics:- 1) What is Linguistics 2) Diachronic and Synchronic Linguistics 3) Language as a System of Signs. 4) Langue and Parole	15 Periods
Unit II	-	Semantics:- 1) The Notions of Lexeme 2) Lexical Relations : Polysemy, Antonymy, Homonymy, Hyponymy Synonymy & Collocation.	15 periods

Unit III	-	Pragmatics:- 1) What is Pragmatics 2) Emergence of Pragmatics 3) Deixis:- Person, Place, time, Social act 4) Adjacency pairs 5) Co-operative principle 6) Violation of Co-operative principle	15 periods
Unit IV	-	Contrastive Study of English and Marathi:- Speech Sounds, Word-order, Pronouns, gender, number, cause, tense, voice etc. in English and Marathi.	15 periods

Books for Essential Readings

I) Basic Books

- 1) Crystal D. : Linguistics (Penguin)
- 2) Hockett C. : A course in Modern Linguistics
- 3) Ullman S. : Semantics
- 4) Rajimwale S. : Elements of General Linguistics volume I & II
- 5) Yule, George : Pragmatics

II) Book for Further Reading

- 1) Elgin : What is Linguistics?
- 2) Corder P. : Introducing Applied Linguistics
- 3) Bal subramaniam T. : A text book of English Phonetics for Indian Students
- 4) Bolinger D. : Aspects of Language
- 5) Leech G.N. : Principles of Pragmatics
- 6) Kanbarkar & Kulkarni : A Grammar of English
- 7) केळकर अशोक : मराठी भाषेचा आर्थिक संसार

Old Subject	New Subject
English for Communication	Sem.III: <i>Communication Skills</i> Sem. IV: <i>Reading Comprehension</i>
Education Paper-II	
Education Paper – II Methodology Specialization in Methodology of any two School Subjects. Section – I . First Method. – 50 Section – II. Second Method. - 50	Semester-IV- Education Paper – II Methodology Specialization in Methodology of any two School Subjects. Section – I . First Method. – 50 Section – II. Second Method. – 50
	Semester-IV- Education Paper – II Methodology Specialization in Methodology of any two School Subjects. Section – I . First Method. – 50 Section – II. Second Method. – 50

HUMAN DEVELOPMENT	Sem.-III- HUMAN DEVELOPMENT (I.D.S.) Paper-I Sem.-IV- HUMAN DEVELOPMENT (I.D.S.) Paper-II
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