

# Shivaji University, Kolhapur



B

(2009)

Accredited By NAAC

Revised Syllabus For

## **Bachelor of Arts & Bachelor of Education**

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

Introduced from June 2011 and Onwards

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

Revised Syllabus For  
B.A.B.Ed. (Integrated) Part –IV  
(Subject to the modifications to be made from time to time)  
Syllabus to be implemented from June 2011 onwards.

**FOURTH YEAR B. A. B. Ed.**

<b>Sr. No.</b>	<b>Title</b>	<b>Marks</b>
1	Education Paper – V Education in Emerging Indian Society. Section – I. Philosophical foundation of Education Section – II. Sociological foundations of Education	<b>100</b>
2	Education Paper – VI Trends In Education and Electives Section – I. Trends In Education Section – II. Electives <ol style="list-style-type: none"> <li>1) Alternative Education</li> <li>2) Career Information in Career Guidance</li> <li>3) Education of Children with special Needs</li> <li>4) Environmental Education</li> <li>5) Action Research</li> <li>6) Population Education</li> <li>7) Value Education</li> </ol>	<b>100</b>
3	Scientific Method	<b>100</b>

4	<p>Any one of the following</p> <p>A) Marathi (Opt.) Paper – VII – 100 Paper – VIII – 100</p> <p>B) Hindi (Opt.) Paper – VII – 100 Paper – VIII – 100</p> <p>C) English (Opt.) Paper – VII – 100 Paper – VIII – 100</p> <p>D) History (Opt.) Paper – VII – 100 Paper – VIII – 100</p> <p>E) Geography (Opt.) Paper – VII – 100 Paper – VIII – 100</p>	<b>200</b>
<b>Theory Papers 5 =</b>		<b>500</b>

**STRUCTURE OF PRACTICUM COMPONENT**  
**FOURTH YEAR B. A. B. Ed.**

<b>Sr. No.</b>	<b>Title</b>	<b>Marks</b>	<b>Workload Per Week</b>
1	Class-room Teaching ( 3 Lessons per method = 6 lessons ) One lesson from each Special Method Should be based on Models of Teaching.	60	<b>24</b>
2	Practical work related to Education Paper – V Paper – VI	10 10	<b>01</b> <b>05</b>
3	Field work with community based programme A) Social Service ( Community level ) B) Parent – Teacher Association C) Subject – Teacher Association D) Study Visit / Excursion E) Study of Needs & Aspiration of Two Pupils & their Parents	10 10 10 10 05	<b>02</b> <b>01</b> <b>01</b> <b>02</b> <b>01</b>
4	Creativity & P.D.P.- III A) Creative Activity B) Co-curricular Activities C) Teaching Aids Work Shop	10 10 20	<b>01</b> <b>01</b> <b>01</b>
5	Tutorial for Education Paper – V & VI ( One per section – 4 )	20	<b>07</b>
6	Internal Exam Paper – V & VI	10	<b>01</b>
7	F) Content Enrichment Programme B ) General Knowledge Enrichment	10 05	<b>01</b> <b>01</b>
8	Internship ( 2 Weeks ) ( 2 + 2 lessons per method )	50	<b>16</b>
9	Action Research	20	<b>10</b>
10	Practice Teaching Exam. & Viva Voce	80 20	<b>00</b> <b>00</b>
	<b>TOTAL</b>	<b>380</b>	<b>76</b>

## PAPER- V - EDUCATION IN EMERGING INDIAN SOCIETY

### Objectives –

To enable student teacher to-

- 1) Develop understanding of 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 to 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 Educational thinkers.
- 7) 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.
- 8) 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.
- 9) Develop understanding of the concept of national integration and international understanding. National integration and protection of human rights.
- 10) Understand use the skillfully various agencies for growth and development.

## SECTION- I – PHILOSOPHICAL FOUNDATION OF EDUCATION

### 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 specific reference to - Pestalozzi, Russell.
- Education in the Indian context with specific references to Mahatma Gandhi, Swami Vivekananda, Ravindranath Tagore, Karmveer Bhaurao Patil.

### Unit-II Goals of Education and Values

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

### Unit – III Major Philosophy system-

Their salient future 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 organization and their role in teacher's development
- D) Qualities of the teacher

## SECTION – II

### SOCIOLOGICAL FOUNDATATIONS OF EDUCATION

#### UNIT – V Sociological Basis 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) Education as liberal and utilization.
- D) Education for social control
- E) Education for social mobility
- F) Education and human resource development

#### UNIT – VI Education And Indian Society

- A) Salient features of emerging Indian society.
- B) Indian constitution – its directive principles; various 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 – VII National Integration and International Understanding

- A)
- 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
- a) Meaning of concept of new social order
- b) Means and majors taken equality of opportunities in terms of castes, Tribes, Disabled Gender and Minorities
- c) States new programmes and national programmes like NCC, NSS, etc.

#### UNIT – VIII Agencies of Education

Family, peer Group , references group , school ,open education system ,cultural organisations, voluntary orgnisations, professional bodies, mass media , state .

#### Practicum-

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

1. Report on the contribution of any Indian Thinkers of social reformers in the field of education in view of the aims and objective , curriculum, methods of implementation examination etc.
2. 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, dropout etc.
3. Study of festival celebrated in village/ town
4. A survey of educational problems of a locality
5. Provisions made in the constitution of India with special reference to education in general deprived and minorities in special.

List of recommended books:

1. Anand C I et al (1983) . The teacher and education emerging Indian society, New Delhi: NCERT.
2. Avinashilingam, TS. (1988) educational philosophy of swami vivekanand , madras : shri ram Krishna math printing press.
3. Brown francies J. (1954) educational sociology, New York: prentices Hall .
4. Cook , L.A & Cook E.F. (1960) ,A sociological Approach to education 3<sup>rd</sup> ed. (London :McGraw Hill)
5. Gore, M.S.(1982).Education and Modernisation in India, Jaipur: Jaipur Publication.
6. Gupta. Giri Raj, &1976, Family and Social Change in Modern India, Delhi: Vikas Publishing House.
7. Havighurst, Robert & Neugearten, Bemice L.(1975), Society and Education, Boston: Alleyn & Bacon.
8. Ivoo, Morrish, &1978) The Sociology of Education : An Introduction, London, George Allen & Unwin.
9. Kamat, A.R.(1985), Education and Social Change in India, Bombay : Somaiya Publication.
10. Kuppaswamy,(1968), Some aspects of social change in India, Sterling publication, Delhi.
11. Mathur, S.S.(1973) A Sociological Approach to Indian Education, Agra: Vinod Pustak Mandir.
12. Mohanty. J.(1982). Indian Education in the emerging Society, New Delhi : Sterling.
13. Musgrove.F.(1976), The Family, Education and Society, London:Routledge Kegan Paul.
14. Ottaway (1964), Introduction to Sociology of Education, end rev.ed.London: Routledge & kegan Paul.
15. Samatullah, (1979), Education in the Social Context, New Delhi: N.C.E.R.T.
16. Scimeeca, Joseph A, (1980), Education and Society, London : Holt Rimehart and Winston.
17. Shukla, Sureshadra Krishnakumar,(1985), Sociological Prospective in Education : A Reader, Delhi : Chankaya Publication.
18. Choudhary U.S.(1986), Issues and Advances in Education, Ajanta Publishing House.
१९. अकोलकर, ग.वि.(१९७३), शैक्षणिक तत्वज्ञानाची रुपरेषाए श्री.विद्या प्रकाशन,पुणे.
२०. अकोलकर,ग.वि.(१९७३), शैक्षणिक तत्वज्ञानाची रुपरेषाए श्री.विद्या प्रकाशन, पुणे.
२१. अकोलकर,ग.वि.(१९७१), गांधीजींचे शिक्षणविषयक विचार, चिरंजीव ग्रंथ प्रकाशन,पुणे.
२२. अविनाशिलिंगम, टी.एस.(१९८५) ए , शिक्षण - स्वामी विवेकानंद, नागपूर मठ,नागपूर.
२३. आचार्य, श्री.रा. (१९७९) , आधुनिक भारतातील शैक्षणिक प्रबोधन,पुष्पक प्रकाशन,पुणे.
२४. कामत,अ.रा.भारतीय शिक्षणाची वाटचाल, लोकवाड्मय गृह प्रायव्हेट लिमिटेड,मुंबई.
२५. काळदाते,सुधा,(१९७८) आधुनिक भारताच्या समस्या, शारदा प्रकाशन,नांदेड.
२६. कुलकर्णी, एम,जी.,(१९७५) भारतीय समाज व्यवस्था, परीमल, औरंगाबाद.
२७. कुंडले म.बा.,(१९७३), शैक्षणिक तत्वज्ञान व शैक्षणिक समाजशास्त्र, श्री.विद्या प्रकाशन ,पुणे.
- २८.पारसनीस न.रा.(१९८७),शिक्षणाची तात्विक आणि समाजशास्त्र भूमिका,नूतन प्रकाशन,पुणे.

२९. बापट, प्र.ग.(१९८७), भारतीय समाजातील शिक्षण व शिक्षक , साहित्य सेवा प्रकाशन, औरंगाबाद.
३०. भंडारी, पी.बी.(१९७१), शैक्षणिक समाजशास्त्र, रावीळ पब्लिकेशन,सातारा.
३१. अहेर हिरा, उदयोन्मुख भारतीय समाजातील शिक्षण.
३२. भारताचे संविधान, भारत सरकार प्रकाशन, न्यू दिल्ली.
३३. राष्ट्रीय प्रौढ शिक्षण कार्यक्रम, प्रौढ शिक्षण संचलनालय, भारत सरकार.

PAPER – VI  
TRENDS IN EDUCATION & ELECTIVES  
SECTION – I  
TRENDS IN EDUCATION

Objectives:

To enable the student teachers to -

1. Comprehend innovation, 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 of 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 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) Cruckshank, W. N. & Johnson 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. उमाते 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
- 20) [ÉÉ]Ö±É, +¶ÉÉäÈ ¨ÉÉ. (2002) +v³ÉÉ{ÉxÉÉÉÉÖ | ÉÉiÉ¨ÉÉxÉä, °ÉÍx¨ÉjÉ | ÉÉÖÉ¶ÉxÉ, ÈÖÉä±½pÉ{ÉÚ®ú.

PAPER - VI: SECTION - II  
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 foundation of adult and non formal education.

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

- a) Concept need and scope of adult education.
- b) Aims and objectives and concept, need and scope of non formal education.
- c) Philosophical bases of adult education and non formal education.
- d) Psychology of adult learners.
- e) Problems of adult's 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 Method and Techniques of Teaching Adults

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

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

- A)
  - 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) Recommendation on Adult & Non-Formal Education

- a) NEP 1986
- b) Revised NEP 2001

## C) Operational Aspect of Adult Education

- a) Survey and identification of learner.
- b) Monitoring of adult education centre.

## Practicum-

- 1) Report of visit to and 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: The written report should be around 500 words.
- 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 अखले 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. नार्क ज.पा.(१९७८) अनौपचारिक शिक्षण (पुणे : इंडियन इन्स्टीट्यूट ऑफ एज्युकेशन)
१८. नार्क ज.पा. : अनौपचारिक शिक्षण का व कसे ? (पुणे: इंडियन इन्स्टीट्यूट ऑफ एज्युकेशन)
१९. मिनिस्ट्री ऑफ एज्युकेशन (१९८६) राष्ट्रीय शैक्षणिक धोरण (नवी दिल्ली : मिनिस्ट्री ऑफ एज्युकेशन)
२०. राष्ट्रीय शैक्षणिक धोरण (१९८६) शैक्षणिक आढावाकडून 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 इन्स्टीट्यूट ऑफ एज्युकेशन)

**PAPER –VI: SECTION-II**  
**ELECTIVE: (II) CAREER INFORMATION AND CARRER GUIDANCE**

**Objectives:**

To enable the student teacher to-

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

**UNIT -I Career, Career Information**

- A) Meaning, nature, importance and aims of career information.
- B) Career information components.
- C) Sources, collection filing and Dissemination on of career information.

**UNIT -II Guidance and Counseling**

- A) Meaning, concept of guidance, Assumptions importance.
- B) Types of Guidance.
- C) Counseling, need techniques, Types, Counselor.

**UNIT - III Guidance Services and Guidance Programmer**

- A) Guidance services.
- B) Guidance personal.
- 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 of 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.

## PAPER.V.SECTION-II.

## PAPER.VI.SECTION-II.

### 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 incidence 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 Vouth 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.

PAPER – V: SECTION – II  
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 measure.
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 among the natural and other dimensions of environment.
- c) Importance of environment.
- f) Eco-system: concept of ecosystem food chain, food webs.
- g) Sustainable development.

UNIT – II: Environmental Problems and Human Life

- a) Problems related with pollution and it's effect on human health.
- b) Water, air, land and sound pollution.
- c) Remedial measure 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, Movement 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 animal.
- f) Environmental movements – Appiko, Chipko, Silent valley, Projects – Ganga action plan, Tiger project.
- g) Law for conversation of plant 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 of 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. Gowardikar 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. {पर्यावरण 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.
२२. Pandey ए.ए. पर्यावरण शिक्षा. Dominent, Publisher and Distributars New Delhi.
२३. घोष टी.एस.पर्यावरण शास्त्र, निशिकांत प्रकाशन पुणे.

२४ अलीझाड, वराट व अन्य, पर्यावरण शिक्षण निराली प्रकाशन.

२५ कायंदे पाटील – पर्यावरण विषयक प्रबोधन- चैतन्य पब्लिकेशन , नाशिक.

Websites on environment:

1. Center for science and Environment (CSE) [www.Cseindia.org](http://www.Cseindia.org).
2. Ecology and Environment [www.ene.com](http://www.ene.com).
3. Encyclopedia of the Atmospheric Environment [www.ace.mmu.ac.uk/](http://www.ace.mmu.ac.uk/)
4. Freshwater Society-[www.freshwater.org](http://www.freshwater.org).
5. Global Environment facility . [www.gefweb.org](http://www.gefweb.org).
6. Global warming-[www.ucsusa.org](http://www.ucsusa.org).
7. International rivers Network – [www.irn.org](http://www.irn.org).
8. Ministry of Environment and forest Govt.of India [www.envfor.nic.in](http://www.envfor.nic.in).
9. National climatic Data Center (NCDC)- [www.ncdc.noaa.gov/oa/ncdc.html](http://www.ncdc.noaa.gov/oa/ncdc.html).
10. National geographic [www.nationalgeographic.com](http://www.nationalgeographic.com)
11. Nature conservancy [www.nature.org](http://www.nature.org).
12. The nature Conservancy [www.nature.com](http://www.nature.com)
13. United Nations Environment Programme-UNEP [www.unep.org](http://www.unep.org)
14. United Nations Frame works convention on climate change [www.unfccc.int](http://www.unfccc.int)
15. Water Environment federation [www.wef.org](http://www.wef.org)
16. Women's Environment and development organization [www.wedo.org](http://www.wedo.org)

## PAPER – VI: SECTION – II 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-V: 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- VI: Action Research

- a) Action Research – concept, meaning, 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- VII: Methodology for Action Research

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

#### UNIT-VIII: 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 report of action researchers completed by school teacher.
- 2) Visit at least five school, 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 पाटोळे एन.के. १९९४ संशोधन पद्धती यशवंतराव चव्हाण महाराष्ट्र, मुक्त विद्यापीठ, नाशिक.

## PAPER-VI: SECTION - II 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 objective.
- 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.

- a) Scope of population education in schools.
- b) Integration of population education with the general school curriculum.
- c) 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

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

### UNIT – IV Human Sexuality

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

### Practicum:

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

### References:

1. Agrawal S. N. : population book trust New Delhi.
2. Bhattacharya D. B.: Population Education for teachers B.T.T. college, Bombay.
3. B. Kuppaswamy: Population and society in India. Popular Prakshan, Bombay.
4. Shah B. K. : Population problems, Chugh Publication, Allahabad
5. Lulla, B. P.: Concept of population Education B.T.T. College Bombay.
6. Mathur V. S.: Population Education
7. NCERT India's Population Situalim.
8. Panday and Others (Ed.) : Population Education a National Source Book NCERT 1994.
9. Pathaki: Education in human sexuality FPAI
१०. आहिरे, बा. ग., बोंदार्डे, 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.

### PAPER.VI: SECTION.II. ELECTIVE : VII- VALUE EDUCATION

#### OBJECTIVES :

To enable the student teacher to :

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

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

- i) The concept of values.
- ii) Nature and sources of values.
- iii) The place of values in human life.
- iv) 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.

- i) Need, place and Importance of value education in secondary school curriculum.
- ii) Classification of values: Material, Social, Moral and religious status of values, how can these be realised through education.

## UNIT.III: STRATEGIES OF VALUE EDUCATION.

Strategies of value education.

- i) Rationale behind the incorporation of values in the curriculum.
- ii) Through the teaching of school subjects.
- iii) 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 that are embedded in education.
- ii) Development of values as a personal and life long process-teaching of values as an integral part of education.
- iii) Overcoming value controversies.

## PRACICUM :

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 assembly 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 spiritual 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-Oriented) ( 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)

## Revised Syllabus of B.A.B.Ed. Part IV

### Scientific Method (Compulsory)

#### Section I

- Unit 1 Introduction
  - A) Definition and Characteristics of Science
  - B) Commonsense and Science
  - C) Classification of Sciences:-
    - Natural and Social Sciences
    - Positive and Normative Sciences
- Unit 2 Postulates of Science
  - A) Certiformity of Nature
  - B) Principle of Causality
  - C) Objectivity
- Unit 3 Stages of Scientific Investigation
  - A) Nature and Characteristics of Scientific Investigation
  - B) Stages of Scientific Investigation
  - C) Observation and Experiment:- Characteristics
    - 1) Nature and Characteristics
    - 2) Merits and Demerits
- Unit 4 Techniques of Social Research
  - A) Survey
  - B) Questionnaire
  - C) Interview

#### Section II

- Unit 5 Hypothesis:-
  - A) Definition and Nature of hypothesis
  - B) Conditions of Valid hypothesis
  - C) Verification and Proof of hypothesis
- Unit 6 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 7 Application of Scientific method in various fields.
  - A) Bio-Technology: Nature and Uses
  - B) Mental stress: Causes and remedies
  - C) AIDS Awareness

- Unit 8 Computer Education
- A) Definition and Nature: Hard and Softwares
  - B) Parts of Computer
  - C) Uses of Computer

सुधारित अभ्यासक्रम बी.ए.बी.एड  
वैज्ञानिक पध्दती (आवश्यक)

युनिट 1 प्रास्ताविक

- अ. विज्ञानाची व्याख्या व वैशिष्ट्ये
- ब. व्यावहारिक ज्ञान व विज्ञान
- क. विज्ञानाचे वर्गीकरण:-  
निसर्गशास्त्रे व सामाजिकशास्त्रे  
वस्तुनिष्ठशास्त्रे व आदर्शवादीशास्त्रे

युनिट 2 विज्ञानाची गृहितके

- अ. निसर्गाच्या एकविधतेचे तत्त्व
- ब. कारणकार्य संबंधाचे तत्त्व
- क. वस्तुनिष्ठतेचे तत्त्व

युनिट 3 वैज्ञानिक संशोधनाच्या अवस्था:-

- अ. वैज्ञानिक पध्दतीचे स्वरूप व वैशिष्ट्ये
- ब. वैज्ञानिक संशोधनाच्या अवस्था
- क. निरीक्षण आणि प्रयोग
  - 1. स्वरूप व वैशिष्ट्ये
  - 2. फायदे व तोटे

युनिट 4 समाजिक संशोधनाची तंत्रे

- अ. सर्वेक्षण
- ब. प्रश्नावली
- क. मुलाखत

विभाग दुसरा

युनिट 5 अभ्युपगम (सिध्दांत कल्पना)

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

युनिट 6 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 7 विविध क्षेत्रातील वैज्ञानिक पध्दतीचे फरक

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

युनिट 8 संगणक शिक्षण

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

### अभ्यासपत्रिका क्रमांक 7

#### मराठी भाषा : उपयोजन आणि सर्जन

##### ● उद्दिष्टे

1. औपचारिक आणि अनौपचारिक क्षेत्रानुसारचा भाषिक व्यवहार समजावून देणे, भाषेचे दैनंदिन जीवनातील महत्त्व समजावून देणे.
2. विविध क्षेत्रातील भाषिक कौशल्ये आणि क्षमता विकसित करणे.
3. लेखन, वाचन, भाषण, आकलन, परीक्षण या कौशल्यांचा विकास करणे
4. भाषिक उपयोजनाने विद्यार्थ्यांचा शब्दसंग्रह समृद्ध करणे
5. व्यवहारोपयोगी व सर्जनशील लेखनास विद्यार्थ्यांना उद्युक्त करणे.
6. वृत्तपत्र, नभोवणी, दूरचित्रवाणी या माध्यमांतील मराठीच्या वापराचा परिचय, स्वरूप आणि महत्त्व सांगणे.
7. मुलाखत, संपादन, ग्रंथपरीक्षण, पत्रलेखन, परिचयपत्रलेखन, कार्यक्रमपत्रिका अशा विविध भाषिक आकृतिबंधांचा परिचय घडविणे, त्यातील लेखन कौशल्ये आत्मसात करणे.
8. मराठीच्या विद्यार्थ्यांचा व्यक्तिमत्त्व विकास घडविणे.
9. जनसंपर्क कौशल्याची आवश्यकता व तंत्रे समजावून देणे.

##### ● अभ्यासक्रम :

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

## 2. आकाशवाणीसाठी लेखन

उद्घोषक, उद्घोषणा, बातमीलेखन, जाहिरातलेखन, श्रुतिकालेखन

## 3. दूरचित्रवाणीसाठी लेखन

संवादक, बातमीलेखन, जाहिरातलेखन, महाचर्चा/संवाद

## 4. परिचयपत्र – पत्रलेखन, वृत्त भाषांतर ( इंग्रजीतून मराठीत )

परिचयपत्र (Bio-Data), कार्यक्रमपत्रिका, निमंत्रणपत्र, शुभेच्छापत्र, विनंतीपत्र, तक्रारपत्र

## 5. स्मरणिका संपादन आणि ग्रंथपरीक्षण

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

## 6. मुलाखत लेखन

मुलाखतकाराची तयारी, मुलाखतलेखनाची तंत्रे, मुलाखतीचे विविध माध्यमांनुसार बदलणारे स्वरूप,

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

## 7. सर्जनशील लेखन : स्वरूप आणि विशेष

(लघुकथा व ललितलेख यांचे सर्जन)

## 8. व्यक्तिमत्त्व विकास आणि प्रशासनिक कौशल्ये.

1. मराठीच्या विद्यार्थ्यांचे व्यक्तिमत्त्व (साहित्य/व्यावसायिक क्षेत्राशी संबंधित)
2. भाषण कौशल्य (Skill of Speaking) (मनोगत-मत व्यक्त करणे, सूत्रसंचालन करणे, आभार मानणे इ.)
3. वाचन कौशल्य (Skill of Reading)
 

(उच्चार, शब्दबोध, चुकीचे वाचन, प्रकटवाचन, मूकवाचन)
4. लेखन कौशल्य(Skill of writing)(शब्दनिवड, वाक्यरचना, शब्दक्रम, शब्दांकन, सुलेखन व श्रुतलेखन)
5. कामाचे नियोजन (Event Management)

6. वेळेचे नियोजन (Time Management)

7. शिष्टाचार (Manners) पोशाख, कागदपत्रांचे नियोजन, ज्ञान, नोकरीसाठीच्या मुलाखतीची पूर्वतयारी इ.

8. कार्यालयीन प्रशासन : आवक-जावक नोंदवही, परिपत्रक वाचनाचे कौशल्य, कार्यालय अंतर्गत

टिप्पणीलेखन, निर्णय प्रक्रिया (Decision Making), इतिवृत्त लेखन, सभेची सूचना, विषयपत्रिका

टीप : प्रत्येक घटकासाठी 15 तासिका असतील

● प्रश्नपत्रिकेचे स्वरूप व गुणविभागणी

अभ्यासपत्रिका क्रमांक – 7

मराठी भाषा : उपयोजन आणि सर्जन

प्रश्न 1.	अ.	योग्य पर्याय निवडा	04 गुण
	ब.	गाळलेल्या जागा भरा.	03 गुण
	क.	एका वाक्यात उत्तरे लिहा.	03 गुण
प्रश्न 2.		अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न	15 गुण
प्रश्न 3.		अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न	15 गुण
प्रश्न 4.		लघुत्तरी प्रश्न (चार पैकी दोन)	20 गुण
प्रश्न 5.		लघुत्तरी प्रश्न (चार पैकी दोन)	20 गुण
(सूचना :- लघुत्तरी प्रश्न क्रमांक 4 व 5 हे उपयोजन आणि सर्जनाचे असतील. हे प्रश्न लघुकथालेखन, ललितलेख-लेखन, आकाशवाणीवरील जाहिरातलेखन, दूरचित्रवाणीवरील जाहिरातलेखन, परिचयपत्रलेखन, पत्रलेखन, वृत्तभाषांतर, मुलाखतलेखन या घटकांवर असतील.)			
प्रकल्प :- मराठी अभ्यासमंडळाने अंतर्गत मूल्यमापनासाठी अभ्यासपत्रिकेनुसार सुचविलेले दहा गुणांसाठीचे लेखन – प्रकल्प			
□ क्षेत्रीय कार्य आणि अहवाल (Field work & Report)			

● मूलभूत वाचन

1. व्यावहारिक मराठी : डॉ. ल. रा. नसिराबादकर (फडके प्रकाशन, आठवी आवृत्ती)
2. व्यावहारिक मराठी : डॉ. सयाजीराव मोकाशी, रंजना नेमाडे
3. व्यावहारिक मराठी : संपादक डॉ. स्नेहल तावरे
4. सृजनात्मक लेखन : डॉ. आनंद पाटील (पद्मगंधा, पुणे)
5. नभोवाणी आणि दूरचित्रवाणी : प्रसाद नामजोशी (टिळक महाराष्ट्र विद्यापीठ, पुणे)
6. संवादशास्त्र : डॉ. श्रीपाद जोशी (संभव, नागपूर)
7. साहित्याची निर्मितिप्रक्रिया : डॉ. आनंद यादव
8. जाहिरातीचं जग : यशोदा भागवत (मौज)
9. यश तुमच्या हातात : शिव खेरा (मॅकमिलन, पुणे)
10. माणसं कशी जोडावी? : शिवराज गोर्ले (राजहंस)

● पूरक वाचन

1. भाषिक सर्जनशीलता : स्वरूप आणि प्रकार
2. अध्ययनासाठी संवादकौशल्ये
2. दृक-श्राव्य माध्यमांसाठी लेखन
3. वाचन आणि लेखन कौशल्ये
4. श्रवण आणि संभाषण कौशल्ये  
(पुस्तके 1 ते 5 य. च. म. मुक्त विद्यापीठ, नाशिक यांची प्रकाशने)
5. संपादन : अरविंद गोखले
6. वार्ताजगत : एस. के. कुलकर्णी  
(पुस्तके 6 ते 7 टिळक महाराष्ट्र विद्यापीठ, पुणे यांची प्रकाशने)
7. वृत्तविद्या : स. ह. देशपांडे
8. माध्यम चित्रवाणी : आकाशानंद (ग्रंथघर, कुर्ला, मुंबई)
9. आकाशवाणी : विश्वकर्मा रामबिहारी (सूचना प्रसारण मंत्रालय)
10. नभोवाणी कार्यक्रम – तंत्र आणि मंत्र : पुष्पा काणे (इंडिया बुक कंपनी, पुणे)
11. मुलाखती साहित्यिकांच्या : भास्कर नंदनवार
12. गप्पा दहा साहित्यिकांशी : जयवंत दळवी
13. साहित्यसंवाद : वि. शं. चौघुले (प्रतिमा, पुणे)
14. संवाद : संपादक, अरुण शेवते (मुळा एज्युकेशन सोसायटी, सोनई)
15. सुसंवाद : स्वतःशी व इतरांशी : श्रीपाद जोशी
16. मराठी नाट्यलेखनतंत्राची वाटचाल : रवींद्र कुलकर्णी
17. देहबोली : अंजली पेंडसे (नीलकण्ठ, पुणे)
18. प्रभावी भाषणकला : रवींद्र देसाई (प्रफुल्लता, पुणे)
19. शासन व्यवहारात मराठी : भाषा संचालनालय, महाराष्ट्र राज्य
20. प्रशासनिक भाषा : भाषा संचालनालय, महाराष्ट्र राज्य

21. साहित्याची भाषा : भालचंद्र नेमाडे (साकेत)
22. मध्यमा : अशोक केळकर (मेहता)
23. वैखरी : भाषा आणि भाषा व्यवहार : अशोक केळकर (मॅजेस्टिक)
24. भाषा : स्वरूप, सामर्थ्य व सौंदर्य : वा. के. लेले (राजहंस, पुणे)

● **संदर्भ ग्रंथ**

1. भाषा : अंतःसूत्र आणि व्यवहार (संपादक) मु. ग. पानसे (मसाप प्रकाशन, पुणे यातील शासनव्यवहाराची भाषा हा ग. प्र. प्रधान यांचा लेख पाहा.)
2. भाषा : मातृभाषा आणि परभाषा : रा. सो. सराफ
3. भाषाव्यवहार आणि भाषाशिक्षण : डॉ. सुरेंद्र ग्रामोपाध्ये (मौज)
4. मराठीचे शिक्षण : वसंत दावतर
5. बेलभाषा : सुमन बेलवलकर
6. बोलू ऐसे बोल : लीलावती भागवत
7. भंयकर सुंदर मराठी भाषा : द. दि. पुंडे (मॅजेस्टिक)
8. शब्दानुबंध : शंकर सखाराम (मॅजेस्टिक)
9. किमया : माधव आचवल (मौज)
10. संगणक युग : अच्युत गोडबोले (मौज)
11. बोलका कॅमेरा : यशोदा भागवत (मौज)
12. व्यावहारिक मराठी विशेषांक : नवभारत – 1982
13. मराठी लेखन – कोश : अरुण फडके (ढवळे, मुंबई)
14. राजहंस व्यावहारिक शब्दार्थ कोश : मो. वि. भाटवडेकर (राजहंस)
15. पर्याय शब्दकोश : वि. शं. ठकार (मेहता)
16. महानतेच्या दिशेने : रॉबीन शर्मा
17. सेकंद : विजया पाटील (मुक्ता पब्लिसिंग हाऊस, कोल्हापूर)
18. वेली आणि फुले : डॉ. जी. पी. माळी
19. ग्रंथवेध : शंकर सारडा
20. माध्यमवेध : संपादक संजय संगवई

● **मराठी विद्यार्थ्यांचे व्यक्तिमत्त्व : साहित्य-व्यावसायिक क्षेत्राशी संबंधित/एक टिपण**

मराठीच्या विद्यार्थ्यांचे व्यक्तिमत्त्व कसे असावे याबाबत अनेक मते असू शकतील. मात्र आजच्या कॉर्पोरेट जगात आणि गतिमान तसेच स्पर्धेच्या काळात मराठीच्या विद्यार्थ्याने आपल्या व्यक्तिमत्त्वाकडे अधिक लक्ष द्यावयास हवे. कसे बोलावे, कसे लिहावे, वाचावे कसे, ऐकावे कसे या गोष्टी अत्यंत महत्त्वाच्या आहेत. संभाषणचातुर्य लेखनकौशल्ये, विशिष्ट वाचन आणि श्रवण कौशल्य याबाबत त्याने जागरूक असावयास हवे. आपल्यापेक्षा अनुभवी व ज्येष्ठ चार व्यक्तींशी बोलताना, त्यांच्यासमोर उभे राहताना व्यक्तिमत्त्वाचे सर्व विशेष त्याला आत्मसात करता यावेत. आपले मत त्याने कमीत कमी शब्दात पण उत्तम भाषेत आणि ठासून-विचारपूर्वक मांडले पाहिजे. हल्ली संमिश्र भाषाव्यवहाराचा काळ आला आहे. अशा वेळी मराठीच्या

विद्यार्थ्यांनेही मागे राहता कामा नये. मराठी भाषेची अस्मिता व जगाशी व्यवहार साधणारी भाषा म्हणून इंग्रजी भाषा यांची आराधना त्याने करावयास हवी. मानवी मूल्ये आणि व्यक्तिमत्त्वाची सांगड महत्त्वाची आहे. भारतात अनेक भाषा असल्याने विविध भाषांतील अनुवादित वाङ्मयाचा त्याने आस्वाद घ्यावयास हवा. तसेच स्पर्धेच्या या युगात त्याच्याकडे असणारी निर्णयक्षमताही तितकीच महत्त्वाची आहे. त्याच जोडीला कसे वागावे, कसे दिसावे या प्रश्नांची उत्तरे द्यावयाची झाल्यास पोशाख, पेहराव (मॅनर्स) यांनाही महत्त्व आलेच. बँक, पोस्ट, विविध, शासकीय कार्यालये, प्रसारमाध्यमे यांचे व्यवहार करण्यास तो सक्षम असला पाहिजे. तो बहुश्रुत तर असावाच. राजकीय, आर्थिक, धार्मिक, सांस्कृतिक, क्रीडा-कला, अशा जागतिक स्तरावर कोठे काय चालले आहे, त्याचे परिणाम व दिशा याचे त्यास आकलन हवे. अणुकरार, सेझ, महास्फोटप्रयोग, अमरनाथ जागा प्रकरण, ऑलिंपिक खेळ, बहुराष्ट्रीय कंपन्या अशा विविध गोष्टींची त्याला पक्की जाण असावी. मराठी विद्यार्थी म्हणजे केवळ कथा-कादंबरी यात रमणारा आणि व्याकरणात हुशारी हरवून बसलेला विद्यार्थी असे म्हणण्याचे दिवस आता संपले! आता तो साहित्य क्षेत्रातील व कॉर्पोरेट जगातील संपन्न, समृद्ध विद्यार्थी बनवू या.

### अभ्यासपत्रिका क्रमांक 8

#### मराठी साहित्यातील विविध प्रवाहांचे अध्ययन

##### ● उद्दिष्टे

1. मराठी साहित्यातील विविध प्रवाहांचा परिचय करून देणे.
2. साहित्यप्रवाहांच्या उदयामागील कारणमीमांसा समजावून देणे.
3. विविध साहित्यप्रवाहांबद्दलची जाण व अभिरुची वाढविणे.
4. ग्रामीण, दलित व स्त्रीवादी साहित्यप्रवाहांची प्रेरणा, स्वरूप आणि विकास समजावून देणे.
5. ग्रामीण साहित्यकृतीमधील जीवन – जाणिवा समजावून देणे.
6. दलित साहित्यकृतीमधील जीवन – जाणिवा समजावून देणे.
7. स्त्रीवादी साहित्यकृतीमधील जीवन – जाणिवा समजावून देणे.

##### अभ्यासक्रम :

1. ग्रामीण साहित्य : प्रेरणा, स्वरूप आणि विकास
2. दलित साहित्य : प्रेरणा, स्वरूप आणि विकास
3. स्त्रीवादी साहित्य : प्रेरणा, स्वरूप आणि विकास

##### पाठ्यपुस्तके :

1. इडा पिडा टळो – आसाराम लोमटे, देशमुख आणि कंपनी, पुणे.
2. बामनवाडा – रामनाथ चव्हाण, श्रीविद्या प्रकाशन, पुणे / नवीन उद्योग, पुणे
3. भूमी – आशा बगे, मौज प्रकाशन, मुंबई.

- प्रश्नपत्रिकेचे स्वरूप व गुणविभागणी

### अभ्यासपत्रिका क्रमांक – 8

#### मराठी साहित्यातील विविध प्रवाहांचे अध्ययन

प्रश्न 1.	अ.	योग्य पर्याय निवडा	04 गुण
	ब.	गाळलेल्या जागा भरा.	03 गुण
	क.	एका वाक्यात उत्तरे लिहा.	03 गुण
प्रश्न 2.		अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न (इडा पिडा टळो)	15 गुण
प्रश्न 3.		अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न (बामनवाडा)	15 गुण
प्रश्न 4.		अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न (भूमी)	15 गुण
प्रश्न 5.	अ.	लघुत्तरी प्रश्न (तीन पैकी दोन) (ग्रामीण, दलित आणि स्त्रीवादी साहित्यप्रवाहांवर)	20 गुण
	ब.	टिपा लिहा (दोन पैकी एक : नेमलेल्या साहित्यकृतीवर असतील)	05 गुण
(सूचना :- वस्तुनिष्ठ प्रश्न नेमलेल्या साहित्यकृतीवर असतील)			
<p>प्रकल्प :- मराठी अभ्यासमंडळाने अंतर्गत मूल्यमापनासाठी अभ्यासपत्रिकेनुसार सुचविलेले दहा गुणांसाठीचे लेखन – प्रकल्प</p> <p>□ अभ्यासक्रमाव्यतिरिक्त ग्रामीण, दलित, स्त्रीवादी पैकी एका साहित्यकृतीचे परीक्षण</p>			

टीप : अध्ययनासाठी तासिकाचे विभाजन खालील प्रमाणे असावे.

ग्रामीण साहित्य : प्रेरणा, स्वरूप आणि विकास	05
इडा पिडा टळो : कथानक, आशयसूत्रे	15
इडा पिडा टळो : व्यक्तिचित्रण, प्रसंगचित्रण व भाषाविशेष	15
दलित साहित्य : प्रेरणा, स्वरूप आणि विकास	05
बामनवाडा : कथानक, आशयसूत्रे	15
बामनवाडा : व्यक्तिचित्रण, प्रसंगचित्रण व भाषाविशेष	15
स्त्रीवादी साहित्य : प्रेरणा, स्वरूप आणि विकास	05
भूमी : कथानक	15
भूमी : आशयसूत्रे	15
भूमी : व्यक्तिचित्रण, प्रसंगचित्रण व भाषाविशेष	15

● मूलभूत वाचन

1. इडा पिडा टळो : आसाराम लोमटे, देशमुख आणि कंपनी, पुणे.
2. बामनवाडा : रामनाथ चव्हाण, श्रीविद्या प्रकाशन, पुणे / नवीन उद्योग, पुणे
3. भूमी – आशा बगे, मौज प्रकाशन, मुंबई.

● पूरक वाचन

1. ग्रामीण साहित्य : स्वरूप आणि शोध – नागनाथ कोत्तापल्ले, (मेहता)
2. ग्रामीण साहित्य : रा. रं. बोराडे (साकेत)
3. ग्रामीण साहित्य : एक चिंतन – द. ता. भोसले, (मेहता)
4. ग्रामीण साहित्य : स्वरूप आणि समस्या – आनंद यादव, (मेहता)
5. ग्रामीण कथा : स्वरूप आणि विचार – वासुदेव मुलाटे
6. 1960 नंतरची सामाजिक स्थिती आणि साहित्यातील नवे प्रवाह – आनंद यादव, (मेहता)
7. दलित साहित्याच्या निमित्ताने : सदा क-हाडे, (अभिनव मुंबई)
8. दलित चळवळ : एक आकलन : बाळकृष्ण कवठेकर, (अजब )
9. दलित चळवळ आणि साहित्य : कृष्णा किरवले, (प्रतिमा )
10. दलित नाटक : प्रेरणा आणि विकास : शैलेश त्रिभुवन.
11. दलित रंगभूमी आणि नाटक : बबन भाग्यवंत, (चिन्मय, औरंगाबाद)
12. दलित कथासाहित्य : प्रकाश कुंभार (प्रियदर्शी, कोल्हापूर)
13. गेल्या अर्धशतकातील मराठी कादंबरी : संपा. विलास खोले

14. स्त्रीवादी समीक्षा : संकल्पना व उपयोजन : संपा. मंगला वरखेडे ( का.स.वाणी म.प्र.अ.संस्था, धुळे )
15. स्त्रीमुक्ती चळवळ आणि वृत्तपत्रांचा सहभाग : मंगल खिंवसरा ( स्वरूप, औरंगाबाद )
16. स्त्रीक्षेतील नव्या संकल्पना : संपा. डॉ.मनोहर जाधव ( स्वरूप, औरंगाबाद )

● **संदर्भ ग्रंथ**

1. ग्रामीण साहित्य : स्वरूप आणि वास्तव : आनंद यादव (मेहता)
2. ग्रामीण साहित्य : स्वरूप आणि संस्कृती : मोहन पाटील (स्वरूप, औरंगाबाद)
3. दलित साहित्य : आजचे क्रांतिविज्ञान : बाबुराव बागूल
4. निळी पहाट : रा. ग. जाधव, (श्रीविद्या)
5. दलित साहित्य : वेदना आणि विद्रोह : भालचंद्र फडके
6. दलित साहित्य : स्वरूप व भूमिका : वामन निंबाळकर (प्रबोधन, नागपूर)
7. दि, सेंकड सेक्स : सिमॉन द बोव्हा
8. स्त्रीवादी विचार आणि समीक्षेचा मागोवा : डॉ. शोभा पाटील (स्नेहवर्धन)
9. भारतीय संदर्भातून स्त्रीवाद : स्त्रीवादी समीक्षा आणि उपयोजन : डॉ. शोभा नाईक (लोकवाङ्मय)
10. मराठी रंगभूमी आणि नाटक : डॉ. विश्वनाथ शिंदे, हिंमाशू स्मार्त
11. स्त्रीवादी समीक्षा : स्वरूप आणि उपयोजन : डॉ. अश्विनी धोंडगे, दिलीपराज प्रकाशन पुणे.

## B.AB.Ed. IV English (Special) Paper No. VII

### Understanding Novel

**A) OBJECTIVES :**

- ❖ To introduce the students to Literatures in English.
- ❖ To acquaint the students with novels written by different writers from different countries.
- ❖ To study different novels in the context of such themes as Partition, racial segregation, Crisis of identity, diaspora etc.

**B) 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

**C) TEXTS PRESCRIBED :**

- 1) Conrad, Joseph : Heart of Darkness, Mumbai : Orient Longman Ltd., 1902 / 1994.
- 2) Paton, Alan : Cry, The Beloved Country, New Delhi : Orient Longman Ltd., 1962 / 1970.
- 3) Sidhwa, Bapsi : Ice-Candy-Man, New Delhi : Penguin Books, 1988 / 1970.

**D) DIVISION OF TEACHING HOURS****Total teaching hours – 120**

- A) General Topics – 30
- B) Novels – 90 (Each Novel 30 hours)

**E) REFERENCE BOOKS :**

- 1) Foster E. M. : Aspects of the Novel, London, 1949.
- 2) Brooks and 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. Parebacks  
1978, 1982.
- 8) Kirpal, Vinay (Ed.) : The New Indian Novel in English, Allied  
Publishers, 1990.
- 9) Rimmon-Kennan, Shlomith : Narrative Fiction, London and New York :  
Routledge, 2005.
- 10) Matz, Jesse : The Modern Novel : A Short Introduction,  
Oxford : Blackwell, 2004.
- 11) Rees, R. J. : Introduction to English Literature, London :  
Macmillan, 1966 / 1968.

## F) THE PATTERN OF QUESTION PAPER FOR PAPER NO. VII

**‘Understanding Novel’****Question Paper (80 +20) Pattern****(Examinations March/April-2011 onwards)****Time : 3 Hours****Total Marks : 80**

Que.1	Multiple Choice questions with four alternatives (15 items) (5 items to be set on each novel)		15
Que.2	Write Short notes on the following)  (two out of three) (Covering General Topics)		10
Que.3	Answer the following question in about 250 words		15
	A)	Based on ‘Heart of Darkness’	
	OR		
	B)	Based on ‘Heart of Darkness’	
Que.4	Answer the following question in about 250 words		15
	A)	Based on ‘Cry the Beloved Country’	
	OR		
	B)	Based on ‘Cry the Beloved Country’	
Que.5	Answer the following question in about 250 words		15
	A)	Based on ‘Ice-candy Man’	
	OR		
	B)	Based on ‘Ice-candy Man’	
Que.6	Write short notes on the following (Two out of Three)  (Items not covered in Q.Nos.3, 4, & 5)		10

**B.A.B.Ed. IV English (Special) Paper No. VIII**  
**The Structure and Function Of Modern English**  
**Revised Syllabus**

**A) OBJECTIVES :**

To acquaint the students with :

- ❖ The nature and characteristics of language
- ❖ The basic sounds of English language.
- ❖ The word – formation processes, phrases and clauses
- ❖ The structure of compound and complex sentences in English
- ❖ The nature of semantics

**B) TOPICS PRESCRIBED :**

- 1) Language
  - i) Definitions
  - ii) Characteristics
  - iii) Human and Animal Communication
- 2) Phonology
  - i) Speech Mechanism
  - ii) Description of sounds with three-term labels
  - iii) Word transcription with primary stress
- 3) Morphology
  - i) Morpheme
  - ii) Classification of morphemes
  - iii) Word formation processes
- 4) Words
  - i) Word Classes : Open and Closed
  - ii) Form and function
- 5) Phrases
  - i) Classes of phrase
  - ii) Main and subordinate phrase
  - iii) Form and function labels
- 6) Clauses
  - i) Elements of the clause
  - ii) Classes of clauses
  - iii) Form and function labels

- 7) Sub-ordination and Co-ordination
  - i) Finite sub-ordinate clauses
  - ii) Non-finite sub-ordinate clauses
  - iii) Direct and Indirect – subordination

- 8) Semantics
  - i) Definition
  - ii) Synonymy
  - iii) Antonymy
  - iv) Polysemy
  - v) Homonymy
  - vi) Hyponymy

**C) DIVISION OF TEACHING HOURS                      Note : Total teaching hours : 120**

15 hours per unit = 15 x 8 = 120

**D) REFERENCE BOOKS :**

- 1) Balsubramanian : A Textbook of English Phonetics for Indian Students, Macmillan, 1981.
- 2) Bansal R. K., Harrison J. B.: Spoken English for India, 1976.  
Orient Longman Reprint 2006.
- 3) Hockett C. F. : A Course in Modern Linguistics, Macmillan 1963
- 4) Hornby A. S. : Oxford Advanced Learner's Dictionary of Current English.
- 5) Jones Daniel, : English Pronouncing Dictionary, ELBS Edition.
- 6) Leech et. al : English Grammar for Today : A New Introduction, Macmillan 1982.
- 7) Lyons John, : Language and Linguistic : An Introduction, Cambridge University Press 1981.
- 8) Palmar F. R. : Semantics
- 9) Velayudhan S. & Mohanan K. P. : An Introduction to the Phonetics and Structure of English, Somaiya Pub. Pvt. Ltd., New Delhi, 1977.
- 10) Verma S.K. and Krishnaswamy N. : Modern Linguistics, Oxford University Press 1989

**D) THE PATTERN OF QUESTION PAPER FOR PAPER NO. VIII****Paper No.-VIII:****The Structure and Function of Modern English****(Revised Syllabus from June 2009)****Question Paper (80 +20) Pattern****(Examinations March/April-2011 onwards)****Time : 3 Hours****Total Marks : 80**

Que.1	A.	Three term labels (4 out of 6)	4
	B.	Transcription of words with primary stress (4 out of 6)	4
	C.	Identification of word formation processes (4 out of 6)	4
	D.	Identification of word class (4 out of 6)	4
Que.2	A.	Write short notes (2 out of 3) on Unit No.1	8
	B.	Morphological Analysis (2 out of 4)	4
Que.3	A.	Write short notes (2 out of 3) on Unit No.5	8
	B.	Identification of phrases with form and function labels (4 out of 6)	8
Que.4	A.	Write short notes (2 out of 3) on Unit No.6	8
	B.	Identification of elements of classes (2 out of 4)	4
Que.5	A.	Write short notes (2 out of 3) on Unit No.7	8
	B.	Identification of subordinate classes with form and function labels (2out of 4)	8
Que.6		Write short notes (2 out of 3) on Unit No.8	8

## हिंदी स्पेशल (प्रश्नपत्र क्र. 7)

### प्रयोजनमूलक हिंदी

#### • उद्देश्य —

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

#### अध्ययनार्थ विषय —

##### (क) अनुवाद —

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

##### (ख) जनसंचार माध्यम — सामान्य परिचय —

- (1) जनसंचार माध्यम : अर्थ, स्वरूप और प्रकार ।
  - (अ) मुद्रित माध्यम — विज्ञापन लेखन, दै. समाचार पत्र और पत्र-पत्रिकाएँ ।
  - (ब) इलेक्ट्रॉनिक माध्यम — रेडियो , दूरदर्शन और संगणक ।(तकनीकी जानकारी अपेक्षित नहीं है ।)
- (2) वृत्तांत लेखन — महाविद्यालयीन एवं सामाजिक समारोह तथा प्राकृतिक आपदाओं एवं दुर्घटनाओं का वृत्तांत लेखन । (प्रश्नपत्र में दो विषयों का वृत्तांत लेखन अपेक्षित है ।)

(ग) पत्राचार —

(अ) कार्यालयी पत्राचार ।

(1) नौकरी के लिए आवेदन पत्र ।

(2) पदाधिकारियों के नाम पत्र ।

(3) अधिसूचना ।

(4) परिपत्र ।

(5) कार्यालय आदेश ।

(6) कार्यालय ज्ञापन ।

(ब) वाणिज्यिक पत्राचार ।

(1) पूछताछ पत्र ।

(2) संदर्भ के पत्र ।

(3) क्रयदेश पत्र ।

(4) भुगतान पत्र ।

(5) सूचनादायी पत्र ।

(6) शिकायती पत्र ।

## (घ) संदर्भ स्रोतों का परिचय —

- |                           |                                    |
|---------------------------|------------------------------------|
| 1. शब्दकोश                | 5. राजभाषा और राष्ट्रभाषा का परिचय |
| 2. विश्वकोश               | 6. टेलिफोन                         |
| 3. पर्यायवाची कोश         | 7. इंटरनेट                         |
| 4. मुहावरे और कहावतें कोश | 8. बहुमाध्यम (मल्टीमीडिया)         |

## (च) पारिभाषिक शब्दावली —

दैनिक व्यवहार में प्रयुक्त अंग्रेजी शब्दों एवं पदनामों के हिंदी पर्यायवाची रूप (100 शब्द)

परिशिष्ट – 1 में दिए हुए ।

## प्रश्नपत्र का स्वरूप एवं अंक विभाजन

अंक

	प्रश्नपत्र क्र. 7 प्रयोजनमूलक हिंदी	
(अ)	‘च’ विभाग पर वस्तुनिष्ठ प्रश्न 08	(08)
(आ)	पूरे पाठ्यक्रम पर एक वाक्य में उत्तरवाले आठ प्रश्न	(08)
	‘ग’ (अ) विभाग पर लघुत्तरी प्रश्न (पत्रलेखन) –( तीन में से दो )	(12)
	‘ग’ (ब) विभाग पर लघुत्तरी प्रश्न (पत्रलेखन)– (तीन में से दो )	(12)
	‘घ’ विभाग पर टिप्पणियाँ – (छः में से चार )	(16)
	‘क’ विभाग पर निबंधात्मक प्रश्न – (अंतर्गत विकल्प के साथ)	(12)
	‘ख’ विभाग पर निबंधात्मक प्रश्न – (अंतर्गत विकल्प के साथ)	(12)

### संदर्भ ग्रंथ सूची —

1. अनुवाद विज्ञान — डॉ. भोलानाथ तिवारी — किताबघर, दिल्ली.
2. अनुवाद सिद्धांत की रूपरेखा — डॉ. सुरेशकुमार — वाणी प्रकाशन, दिल्ली.
3. अनुवाद चिंतन — डॉ. अर्जुन चव्हाण — अमन प्रकाशन, कानपुर.
4. मीडिया में कैरियर — पी. के. आर्य — ग्रंथ अकादमी, नई दिल्ली—110002.
5. जनसंचार — कल, आज और कल — चंद्रकांत सरदाना/कृशि. मेहता — ज्ञानगंगा, चावडी बाजार, दिल्ली.
6. पत्रकारिता के सिद्धांत — डॉ. रमेशचन्द्र त्रिपाठी — नमन प्रकाशन, दरियागंज, नई दिल्ली—110002.
7. मीडियाकालीन हिंदी : स्वरूप एवं सभावनाएँ — डॉ. अर्जुन चव्हाण, राधाकृष्ण प्रकाशन, नई दिल्ली.
8. पत्रकारिता : विविध विधाएँ — डॉ. राजकुमारी रानी — जयभारती प्रकाशन, इलाहाबाद—211003.
9. आधुनिक जन-संचार और हिंदी — प्रो. हरिमोहन, तक्षशिला प्रकाशन, नई दिल्ली.
10. प्रयोजनमूलक हिंदी — डॉ. विनोद गोदरे — वाणी प्रकाशन, नई दिल्ली.
11. प्रयोजनमूलक हिंदी — विविध परिदृश्य — डॉ. रमेशचन्द्र त्रिपाठी/डॉ. पवन अग्रवाल — अलका प्रकाशन, कानपुर.
12. व्यावसायिक हिंदी — श्री. दुबे और प्रभाकर गुप्ता — नेशनल पब्लिशिंग हाऊस, नई दिल्ली.
13. हिंदी और उसका व्यवहार — डॉ. व्ही. के. मोरे — फडके प्रकाशन, कोल्हापुर.
14. प्रयोजनमूलक हिंदी — डॉ. माधव सोनटक्के, छाया प्रकाशन, औरंगाबाद.
15. व्यावसायिक संप्रेषण — डॉ. अनूपचन्द्र पु. भायाणी — राजपाल अँड सन्स, दिल्ली.
16. आधिकारिक टिप्पण एवं मसौदा लेखन — मोतीलाल चतुर्वेदी — विनोद पुस्तक मंदिर, आगरा.
17. प्रयोजनमूलक हिंदी — डॉ. के. पी. शहा — फडके प्रकाशन, कोल्हापुर.

## हिंदी स्पेशल (प्रश्नपत्र क्र. 8)

### भाषा विज्ञान

#### • 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 —

##### (क) भाषा : स्वरूप एवं विविध रूप ।

- (1) भाषा की परिभाषाएँ ।
- (2) भाषा की विशेषताएँ ।
- (3) भाषा की उत्पत्ति एवं तत्संबंधी विविध वाद ।
- (4) भाषा की परिवर्तनशीलता के कारण ।
- (5) 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 ।

##### (ख) भाषाविज्ञान : स्वरूप एवं विविध अंग ।

- (1) भाषाविज्ञान की परिभाषाएँ ।
- (2) भाषाविज्ञान के अध्ययन का महत्त्व ।
- (3) भाषाविज्ञान की वैज्ञानिकता ।
- (4) भाषाविज्ञान के प्रधान अंगों का सामान्य परिचय ।
- (5) भाषाविज्ञान का साहित्य, व्याकरण, समाजविज्ञान, मनोविज्ञान, इतिहास और भूगोल से संबंध ।

**(ग) भाषा और लिपि ।**

- (1) हिंदी शब्द की व्युत्पत्ति ।
- (2) हिंदी भाषा का उद्भव और विकास ।
- (3) हिंदी का शब्दसमूह ।
- (4) लिपि-विकास का सामान्य परिचय ।
- (5) देवनागरी लिपि की वैज्ञानिकता ।

**(घ) व्याकरण ।**

- (1) उद्देश्य और क्रिया का अन्वय ।
- (2) कर्म और क्रिया का अन्वय ।
- (3) पदक्रम ।
- (4) विरामचिह्न ।
- (5) मानक वर्तनी के नियम ।

**प्रश्नपत्र का स्वरूप एवं अंक विभाजन**

अंक

		<b>प्रश्नपत्र क्र. 8 भाषा विज्ञान</b>	
प्रश्न 1.	(अ)	पूरे पाठ्यक्रम पर बहुविकल्पी आठ प्रश्न ।	(08)
	(आ)	पूरे पाठ्यक्रम पर एक वाक्य में उत्तरवाले आठ प्रश्न	(08)
प्रश्न 2.		‘‘ग’ विभाग – लघुत्तरी प्रश्न – (तीन में से दो ) ।	(12)
प्रश्न 3.		‘घ’ विभाग – लघुत्तरी प्रश्न –( तीन में से दो ) ।	(12)
प्रश्न 4.		‘क’, ‘ख’ और ‘ग’ विभाग पर टिप्पणियाँ – (छः में से चार ) ।	(16)
प्रश्न 5.		. ‘क’ विभाग पर निबंधात्मक प्रश्न (अंतर्गत विकल्प के साथ) ।	(12)
प्रश्न 6.		. ‘ख’ विभाग पर निबंधात्मक प्रश्न – (अंतर्गत विकल्प के साथ) ।	(12)

### संदर्भ ग्रंथ सूची —

1. भाषाविज्ञान — डॉ. भोलानाथ तिवारी ।
2. भाषाविज्ञान की भूमिका — डॉ. देवेंद्रनाथ शर्मा ।
3. भाषाविज्ञान के तत्त्व— डॉ. राजनारायण मौर्य ।
4. भाषाविज्ञान और हिंदी भाषा — डॉ. सुधाकर कलावडे ।
5. भाषाविज्ञान के सिद्धांत और हिंदी भाषा — डॉ. द्वारकाप्रसाद सक्सेना ।
6. संक्षिप्त भाषाविज्ञान — डॉ. सुरेशचंद्र त्रिवेदी ।
7. हिंदी : उद्भव, विकास और रूप — डॉ. हरदेव बाहरी ।
8. हिंदी भाषा — डॉ. धीरेंद्र वर्मा ।
9. हिंदी भाषा की विकास यात्रा — डॉ. रामप्रकाश ।
10. हिंदी भाषा, व्याकरण और लिपि विज्ञान — डॉ. हरदान हर्ष ।
11. हिंदी व्याकरण — कामताप्रसाद गुरु ।
12. हिंदी व्याकरण एवं रचना — कृ. ज. वेदपाठक ।
13. नागरी लिपि और उसकी समस्याएँ— डॉ. नरेश मिश्र ।
14. हिंदी की मानक वर्तनी — कैलासचंद्र भाटिया, रचना भाटिया ।
15. मानक हिंदी का शुद्धिपरक व्याकरण — डॉ. रमेशचंद्र मेहरोत्रा ।

हिंदी स्पेशल (प्रश्नपत्र क्र. 7)

प्रयोजनमूलक हिंदी

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.	Compositer	:	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	:	साक्षात्करण / अनुप्रमाणन
10.	Audience	:	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	:	संगोष्ठी
25.	Viva-Voce	:	मौखिक परीक्षा

(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	:	अग्रिम 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 Magesty	:	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

## Paper -VII

### Expansion and Downfall of Maratha Power (1707 to 1818)

#### Syllabus

#### Section- I.

**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.

#### Section - II

**5)** Revival of Maratha Power under Peshwa Madhavrao I, Civil War, struggle with Nizam. Northern Policy and Karnatak Expeditions.

**6)** Barbhai Conspiracy, Mahadaji Shinde and Nana Phadanvis, their contributions to the Maratha Power

**7)** Decline of the Maratha Power - Peshwa Bajirao II, II & III, Anglo Maratha Wars, Causes of decline.

**8)** 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 कागदपत्रे.
- 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.

### Paper VIII -Introduction to Historiography.

(Visit to any important historical place, monuments and record offices is essential).

#### Section - I

- 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.

**Section - II**

**5) FORTS - (With special reference to Maratha history).**

- a) Importance of forts.
- b) Types of the forts.
- c) Administration of the forts.

**6) Medieval Maratha Capitals.**

- a) Rajgad.
- b) Raigad.
- c) Satara
- d) Kolhapur.
- e) Pune.

**7) Museums :**

- a) Meaning, Development, Types & Features of Museums.
- b) Its importance for the study of History.
- c) Museums for study -Kolhapur, Aundh & Satara.

**8) Historians : Their Contribution to writing of History.**

- a) V.K. Rajwade.
- b) G.S. Sardesai.
- c) Dr. Appasaheb Pawar.

**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. Kamlapur,-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 Aurther Marwick-The Nature f 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 लेखनशास्त्र
- 15 प्राचार्य गायकवाड, सरदेसाई हनमाने — इतिहास लेखन पद्धत व ऐतिहासिक स्मारके यांचा अभ्यास.

**Equivalence Papers for B.A.B.Ed.- IV.**

<b>Old Paper (From June 2006)</b>	<b>New Paper (From June 2011)</b>
1) Paper VII -History of Modern china & Japan - 1839 to 1950).	Expansion & Downfall of Maratha Power (1707 to 1818).
2) Paper -VIII - History of England. (1688 to 1945)	Introduction to Historiography.

पेपर न. 7 व 8 करीता प्रश्नपत्रिकेचे स्वरूप व गुणविभागणी पुढीलप्रमाणे ठेवण्यात यावे.

	विभाग-1	
प्र.-1	वस्तुनिष्ठ प्रश्न (योग्य पर्याय निवडा)	05 मार्क
प्र.-2	टीपा लिहा (5 पैकी 3)	15 मार्क
प्र.-3	दीर्घोत्तरी प्रश्न (3 पैकी 2)	20 मार्क
	विभाग-2	
प्र.-1	वस्तुनिष्ठ प्रश्न (योग्य पर्याय निवडा)	05 मार्क
प्र.-2	टीपा लिहा (5 पैकी 3)	15 मार्क
प्र.-3	दीर्घोत्तरी प्रश्न (3 पैकी 2)	20 मार्क

## Paper – VII

### Title of Paper - Map Work and Map Interpretation

**1.TITLE : Map work and Map Interpretation Paper - VII (PRACTICAL PAPER – 1)**

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

<b>(iii)</b>	<b>UNIT</b>	<b>No.of Lectures</b>	<b>Marks</b>
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#### Unit 1 Map Work

1. Scales :	(No.of Lectures – 30) 10
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- i) Meaning of scale ,Definition and methods of expression of scale – Verbal, Numerical / R.F. and Graphical
- ii) Conversion of scale.
- iii) Construction of graphical scale – simple, time and distance, diagonal

## 2. Map Projection : (No.of Lectures – 30) 10

- i. Definition, Classification of Projection based on : methods of construction, developable surface, position of viewpoint or light, tangent surface and qualities
- ii. Necessity and Choice of Map Projection
- iii. Graphical Construction, Properties and uses of the following projections :
  - a) Zenithal polar equidistance projection
  - b) Simple conical projection with one standard parallel
  - c) Cylindrical equal area projection
  - d) Marketers projection
  - e) Universal Transform Marketers projection
  - f) Polyconic or Polynomical projection

### Unit 3

#### Representation of Relief and Map Interpretation

(No.of Lectures 70) 20

- i. Methods of representation of relief
- ii. Representation of relief features and slope by contours
- iii. Determination of slope by gradient, degree, percent and mills.
- iv Simple profile / cross – section and Intervisibility
- v. Indexing of SOI Toposheets.
- Vi. Conventional Signs, Symbols and Colors used in SOI Toposheet
- Vii .Interpretation of SOI topographical map of plain, plateau and mountain areas with reference to the following points:
  - a) Marginal information
  - b) Information of physical environment: relief, drainage, natural vegetation.
  - c) Information of cultural environment: land use, transportation and communication, irrigation, settlements.

### Unit 4

#### Study of Indian Weather Maps :

(No.of Lectures – 50) 15

- i. Conventional Signs and Symbols used in IMD chart
- ii. Isobaric patterns: cyclone, depression, anticyclone, col, ridge, secondary depression, wedge etc.
- iii. Interpretation of Indian weather maps of summer, rainy and winter seasons with reference to the following points : day, date, time and season, pressure, wind, rainfall, cloud cover, other phenomena, sea conditions, temperature departure from normal etc.

**Unit 5**

**Statistical Methods and Techniques:** (No.of Lectures – 60) 20

- i. Collection and forms of statistical data( Sources and Types of Data)
- ii. Analysis of statistical data by the following methods and techniques :
  - a) 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 6**

**Cartographic Techniques :** (No.of Lectures – 50) 15

- i. Cartographic methods and techniques
- ii. Representation of Statistical data by following methods
  - a) Graphs – Histogram, Hythergraph, Hydrograph
  - b) Diagrams – Proportional Circle, Wind rose, Age and Sex Pyramid
  - c) Distributional maps – Dot maps, Choropleth, Isohyets, Isobars, Isotherms

**Unit 7**

Journal and viva voce 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. Mathuen,  
London, 1971.
4. Raisz, E.: Principals 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.
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. Com., New Delhi, 2000.
13. Karlekar, S. and Kale, M. : Statistical analysis of Geographical data, Diamond Publications, Pune, 2006.

### Paper No. VIII

#### (PRACTICAL PAPER –2 )

TITLE : Advanced Techniques of Spatial Analysis

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

(iii)	UNIT	No.of Lectures	Marks
	<b>Unit 1</b>		
	<b>Introduction to Computer :</b>	<b>(No.of Lectures – 30)</b>	<b>10</b>
	i. Computers Fundamentals : Definition, Characteristics, Evolution, Structure, Hardware-software ii. Application of computer in Geography : Construction of Line graphs, Bar graphs, Pie diagram and scatter diagram iii. Significance of Internet in Geographical studies.		
	<b>Unit 2</b>		
	<b>Remote Sensing</b>	<b>(No. of Lectures – 45)</b>	<b>20</b>
	iv. Concept of Remote Sensing. v. EMR Sensors and Platforms. vi. Application of Remote Sensing in Geography. vii. Aerial Photography: Types Aerial Photographs.		

- viii. Determination of Photo Scale :
  - a) By establishing the relationship of photograph and ground distance.
  - b) By establishing the relationship of photograph to ground distance with the help of map
  - c) By establishing the relationship between focal length and flying height.
- ix. Visual interpretation of aerial photography / imagery : Identification of physical and cultural features.

### Unit 3

#### GIS and GPS

15

#### 1. GIS :

(No.of Lectures – 20)

- i Concept of GIS.
- ii Component of GIS.
- iii Data formats: Vector and Raster.
- iv Application of GIS in Geography.
- v Application of ELWIS

#### 2. GPS :

(No.of Lectures – 20)

- iv. Introduction to GPS.
- v. Application of GPS in Geography.
- vi. Determining latitude, longitude and altitude.

### Unit 4

#### Surveying :

(No.of Lectures – 50) 15

- iii. Introduction to Surveying : meaning, divisions and types.
- iv. Preparation of plans of the given area with the following surveys :
  - e) Plane Table Survey : object and procedures of plane table survey - Radial method
    - Intersection method
    - Traverse method
  - f) Prismatic Compass Survey :
    - Whole circle and Reduced Bearings
    - Examples on conversion of bearings.
    - Local attraction and correction of bearings
    - Intersection and open traverse method.

**Unit 5****Project Report based on field work 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.)

**Unit 6****Study Tour 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 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 :**

**(In MLA/APA Style Sheet Format) :-**

**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 Diadgrams. Mathuen,  
London, 1971.

4. Raisz, E.: Principals 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.
8. 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. : Principinciples of Geographical Information Systems, Oxford University Press, Oxferd, 1998.

**(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)

## Geographical Instruments List

### B.A./. Special Geography

## Geographical Instruments List

1. Wooden compass box 1
2. Meter scale (Wooden or plastic or steel)
3. Tracing table 1
4. Toposheet- (1:50,000) minimum 20
5. Weather map 20 (summer, winter, rainy season)
6. Thermograph 1
7. Aneroid barometer 1
8. Barograph 1
9. Wet & Dry bulb thermometer 1
10. Minimum & maximum Thermometer
11. cup anemometer 1
12. Rain Gauge 1
13. Pocket stereoscope 6
14. Mirror stereoscope 4
15. Aerial Photograph (10 black & 10 colour both)
16. Plane table survey (set)
17. Chain & tape survey (set)
18. Prismatic compass survey (set)
19. Imageries 10
20. Abney level
21. Wall maps .District, State, National
22. Big Atlas 2 / School Atlas 6
23. Globe- Political Physical – 1 each
24. Out line – Tahsil, Maharashtra, India
25. Calculators -12
26. Camera 1
27. Magnifying Glasses – 1
28. Planimeter – 2
29. 3 Dimensional maps: State, India & World – 1 each
30. Wind vane 1
31. VCP & VCR – Laptop CDP
32. Video – cassettes/ C.D./D.V.D of: Volcano, Earth quakes, Urbanisations
33. Over-head projector/LCD – 1
34. Computer –2, Printer – 1, Scanner – 1
35. Uno Bropel pen set
36. Hatching Machine - 1
37. Lettering set – 1
38. Slide projector – 1
39. Drafting Machine
40. ILWIS software
- 41.

1. Laboratory

Size      30 X 20'

2. Lab Assistant – 1

3. Peon – 1

At least one journal from the following .

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: Kolkatta.
8. Indian Geographers , Chennai.
9. Bhugol Sanshodan Patrika.
10. Goa Geographar
11. Research Link
12. Enrich Environment
13. Shodh Samiksha Aur Mulyankan

### B.A.B.Ed. - IV

#### The equivalence of the pre-revised course (2010-2011) with the revised course (2011-2012)

Pre – revised course (2010-2011)

Revised Course (2011-2012)

B.A.B.Ed. – IV

B.A.B.Ed. – IV

As per practice, two more chances following the last regular examination of the prerevised course (2003) will be given to repeater students i.e. for the examination to be held in and

The equivalence of the papers shall be as follows

<b>Pre – Revised (2010-2011)</b>	<b>Marks</b>	<b>Revised Course (2011-2012)</b>	<b>Marks</b>
Education Paper – VI Education in Emerging Indian Society. Section – I. Philosophical foundation of Education Section – II. Sociological foundations of Education	100	Education Paper – V Education in Emerging Indian Society. Section – I. Philosophical foundation of Education Section – II. Sociological foundations of Education	100
Education Paper – VII Trends In Education and Electives Section – I. Trends In Education Section – II. Electives	100	Education Paper – VI Trends In Education and Electives Section – I. Trends In Education Section – II. Electives	100
Practical Component	350	Practical Component	380