

University of Pune

Final B.A.B.Ed.

Syllabus

2008

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Group 'D'

School Management - Principles & Practices

Objectives:

1. To enable the student Tr. to understand the concept of management.
2. To know about the leadership qualities of H.R.
3. To know about the creation of management of infrastructural facilities for quality education.
4. To know about the importance and concept of institutional planning in school.
5. To, understand administrative set-up of Govt. and functions of supportive Authorities.
6. To understand the use of management principles for improving quality of education with special reference to secondary & Higher secondary education.
7. To understand the various concept of management & their use in daily school routine.
8. To develop professionalism and work culture in Teachers.
9. To understand the concept and importance of research & continuous development in education.

Section I

Unit - I	Introduction to Management
1.1	Concept, Meaning & Characteristics of Management
1.2	Functions of Management
1.3	Theories of Management a) Taylor's Theory b) Fayol's Theory c) Peter Drucker's Theory
1.4	Concept of quality Management & Excellence in Education
Unit - II	Manageral Practices - Human Resources
2.1	Concept & training of human resource development
2.2	Concept of Leadership
2.3	Styles of Leadership
2.4	Functions & qualities a) Teacher b) Asst. Head Master / Supervisor c) Headmaster
2.5	Institutional Planning a) Concept b) Steps involved in IP
Unit - III	Manageral Practices - Infrastructural facilities
3.1	Basic Infrastructural facilities in School - A) Human needs B) Academic needs
3.2	Infrastructural facilities in High excellent schools

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Unit- IV	Administrative setup
4.1	Background and introduction to Maharashtra Private School Act 1981
4.2	A) Govt. setup & controlling Authorities i) Present structure of Secondary & Higher secondary education in Maharashtra ii) Functions & duties a) Secretary b) Director of Education c) District Education officer education d) Block education officer B) Supportive Authorities - NCERT CBSE - SCERT BALCHITRAWANI Text book beuro SSC & HSC Board

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SECTION - II

Unit - V	Management of various issues & problems in secondary & Higher secondary a) Wastage & stagnation b) Crowded Classes c) Enrolment in Urban & Enrolment Rural area d) Discipline problem in school e) Location of '+2' stage f) Vocationalization of Education
Unit -VI	Types of Management
6.1	Time Management
6.2	Classroom Management
6.3	Disaster Management
6.4	Event Management
6.5	Finance Management
Unit 7	Developing Professionalism in Education
7.1	Teacher Training a) Pre-service DT.Ed, B.Ed, B.A. B.Ed b) In-service - i) Short term ii) Long term
7.2	Self appraisal & feed back
7.3	Teacher's professional organizations a) Subject Association b) General organization c) Head Master organization
Unit 8	Research & Development in Education
8.1	Concept of Research &Development
8.2	IMP of Research & Development
8.3	Action Research, it's application for quality management.

PRACTICAL WORK

Section - I (Any one)

1. A study of school plant and compare with high excellent school
Or a study of any innovative type of school .
e.g. : Sakhar shala , Ashram Shala, Kuran Shala etc.
2. A presentation in seminar on any contemporary issue related to school education.

Section - II

1. A review of Research Article or a Review of Action Research Report .

Group 'E-a'
Instructional System
Section I

Total Periods clock Hrs. 40

Unit - I	The systems approach to education
1.1	System - Meaning + Characteristics
1.2	The systems approach - Concept + Principles
1.3	Distinction between education, instruction + Training
1.4	Application of systems approach to education
Unit - II	Instructional System
2.1	Meaning + Nature of Instructional system
2.2	Components of Instructional system
2.3	Need, Importance & uses
2.4	Analysis of Instructional system
Unit - III	Instructional strategies + Models.
3.1	Instruction strategies a) Self Instruction b) Programmed instruction c) Computer Assisted instruction
3.2	Models of Instructional system Mastery Learning Model Synectic Model Modified system Model
Unit - IV	Application & Technology for instructional system
4.1	Need imp + uses of Technology for instruction
4.2	Principles of selecting of Technology for instruction
4.3	Developing self instructional material - steps

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4.4	Developing computer Assisted instruction program concept + steps
4.5	Instructional design instructional for online learning - steps
Unit - V	Evaluation of Instructional system
5.1	Process of validation of instructional Material / Program a) Individual testing b) Group testing c) Field testing d) Master validation
5.2	Models of evaluation a) Educational Decisions Model (CIPP Model) b) Intrinsic evaluation

PRACTICAL FOR SECTION I

1. To develop self instruction / Program instruction / computer assisted instruction material for any unit of any school subject of your choice.

REFERENCE BOOK

- 1) Assessment + Evaluations

P.G. Pnog

- 2) Instructional system Design
Instructional Technology

V.K. Rao

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EDUCATIONAL EVALUATION

Objectives:

1. To understand the theory of evaluation.
2. To understand and to use the quantitative & qualitative tools and techniques of evaluation.
3. To develop the skill in preparing, administering and interpreting achievement test.
4. To familiarize with new trends in evaluation.
5. To develop the skill necessary to compute (with the help of calculator) important statistical estimates and interpret the test scores by applying them.

SECTION - II

Unit - VI	Educational Evaluation and Statistics
6.	Assessment Measurement and Evaluation
6.a	Concepts of four aspects of Evaluation
6.b	Meaning, Importance and difference
6.c	Taxonomy of instructional objectives
6.d	Objectives and learning our comes
6.e	Learning experiences characteristics, types of Merits.
Unit – VII	Tools and Techniques of Evaluation:-
7.1	Characteristics of good measuring instruments and factors affecting them.
7.2	Evaluation Approach
7.2.a	Formative -Summative Qualitative - Quantitative

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7.2.b.	Tools of evaluation:- Quantitative, Qualitative.
7.3	Use of these tools for internal assessment & maintaining cumulative record.
7.4	Planning, Preparation and Standardization of test (including blue print)
Unit - VII	New Trends in education
a.	Question bank
b.	Grading system
c.	Online exam
d.	Open book exam
e.	Credit system
f.	Exam on demand (meaning & uses only)
g.	Continues remedial evaluation procedure
Unit- IX	Statistical Methods and Interpretation of scores
9.1	Need & importance of Statistic in Educational Evaluation
9.2	Tabulation of Data
9.3	Graphical Presentation Histogram. Frequency Polygon.
9.4	Measures of Central Tendencies:- Mean, Median, Mode. (Meaning, Characteristics, use only)
9.5	Measures of Variability (Meaning, characteristics, use only) (Range, quartile deviation, Standard deviation)
9.6	Normal Probability Curve:- Properties and uses.

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	(Skewness and Kurtosis (Meaning & Reasons)
9.7	Coefficient of Correlation-Spearman's Rank Rule Method
9.8	Percentile & Percentile rank (Meaning & Uses)
9.9	Standard Scores (Z& T Scores):- Meaning & uses only.

PRACTICAL

Section - II (Any one)

1. Study of online exam, on demand exam.
2. To evaluate and reform the available unit test.

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Group 'E-b'

***INTRODUCTION TO GUIDANCE AND
COUNSELING IN SCHOOL OBJECTIVES***

To enable the student teacher to

1. Understand the concept, need and meaning of guidance.
2. Get acquainted with the principles , issues, problems and procedure of guidance.
3. Develop understanding about the role of school in guidance.
4. Understand the various areas, tools and techniques in guidance.
5. Understand the concept, need and meaning of counseling.
6. Get acquainted with the principles and process of counseling.
7. Realize the qualities and role of a school counselor.
8. Understand the tools and techniques in counseling.
9. Realize the importance of follow-up in counseling.
10. Realize the need of counseling for children with special needs.

UNIT – A GUIDANCE IN SCHOOL

A.1 Concept, Need and Meaning of Guidance.

A.2 Principles of Guidance.

A.3 Procedure of Guidance (steps)

A.4 Issues and problems of Guidance.

A.5 Role of school in Guidance.

UNIT B AREAS, TOOLS AND TECHNIQUES IN GUIDANCE.

B.1 Personal, Educational and vocational Guidance.

B.2 Seven Point Plan in Guidance

B.3 Tools :- Blanks/ Records of students

Cumulative Record

Rating Psychological tests.

Scale Questionnaire and Inventories

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B.4	Techniques :- Observation Interview Sociometry
<i>UNIT</i>	<i>COUNSELLING IN SCHOOL</i>
C.1	Concept, Need and Meaning of counselling.
C.2	Principles of Counselling.
C.3	counselling Process and Role.
C.4	Directive, non-directive and eclectic counselling.
C.5	Qualities and role of a school counsellor.
<i>UNIT D</i>	<i>TOOLS AND TECHNIQUES IN COUNSELLING</i>
D.1	Individual counselling and Group counselling
D.2	Lectures , discussions and Dramatics as techniques in counseling.
D.3	Importance of follow-up in counseling.
D.4	Counseling for the children with special needs.

PRACTICAL WORK(ANY ONE)

- 1) Interview of a school counselor.
- 2) Visit to a guidance/counseling centre and write a report.
- 3) Administration of an individual test and preparing a report.

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Elective II

Population Education and Adult Education

Unit - 1	
1	Population Education
1.1	Concept of population Education
1.2	Needs importance of population Education
1.3	Scope of population Education
1.4	Objectives of population Education
Unit - 2	World and Indian population
2.1	Scope of world population and Indian population
2.2	Characteristics of world population and Indian population
2.3	Structure of Indian population
2.4	Population mobility in India
Unit - 3	Problems of population
3.1	
	i) Social Problems
	ii) Economical Problems
	iii) Educational Problem
	iv) Urbanizations Problems
	v) Environmental Problems
	vi) Effects on Natural Resources, Health and standard of Living
3.2	Population Control
	i) Planning and Remedies
	ii) HRD and qualities of population in India
Unit- 4	Adult Education
4.1	Concept of Adult Education
4.2	Scope of adult Education

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4.3	Characteristics of Adult Education
4.4	Importance of Adult Education
4.5	Objectives of Adult Education
Unit - 5	National Development and Adult Education
5.1	Conditions of Adult Education before and after independence
5.2	Adult Education in National planning 1978
5.3	Adult Education and NPE - 1978
5.4	Adult Education in Government planning
Unit -6	Role of Institutes in Adult Education
6.1	Role of NGO's in Adult Education
6.2	Adult Education and role of mass media
6.3	Role of Educational institutes in Adult Education
6.4	Adult Education and UNESCO planning

PRACTICAL

Any one from following practical

1. Survey of 10 families.
2. Literate 2 Adult person and submit the reports.
3. Study of any one scheme of adult Education.

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Elective III

Introduction to Educational Research

To enable the student

1. To understand the concept of research and educational research. 2. To understand the types and methods of educational research.
3. To understand the steps involved in educational research.
4. To understand the use of different tools and techniques in educational research.
5. To use the library, Internet services and other sources of knowledge for educational research purposes.
6. To understand the nature of issues and problems faced by the state system of education and to find out the remedies to solve them.
7. To understand the role and use of statistics in educational research.
8. To understand the different steps involved in the preparation of proposal & to prepare it.

Unit - 1	Introduction to Educational Research	(08 hr)
	a	Research - Concept and Definitions
	b	educational research - Concept, Need, Characteristics
	c	Areas of Educational research, Needed areas
	d	Types of Educational research
Unit - 2	Methods of Educational Research	
	a	Historical – Steps, tools & techniques
	b	Survey - Steps, tools, techniques
	c	Experimental - Steps, designs (single group), tools & techniques

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Unit - 3	Sampling and hypothesis
a	Sampling - Concept and Need
b	Methods of sampling, Characteristics of good sample
c	Hypothesis - Concept and Need
d	Various forms of hypothesis
Unit- 4	Proposal preparation
a	Selection of research problem
b	Preparation of bibliography
c	Steps of proposal writing
d	Data Analysis tools

PRACTICAL

1. Preparation and submission / Presentation of a research proposal

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ELECTIVE V
Environmental Education & Disaster Management
Environmental Education

Objectives

1. To understand the importance of environmental.
2. To understand Environmental pollution & its control.
3. To acquaint the knowledge about Health & Safety.
4. To understand General concept of Disaster Management.
5. To know Acts & legal aspects about Disaster Management.
6. To understand Disaster Preparedness.
7. To acquaint with manifesting the mitigation.
8. To understand Rescue from Disaster.
9. To Understand Relief for Disaster.

Unit 1 Introduction

- 1.1 Concept of Environmental Education.
- 1.2 Nature & Scope of Environmental Education.
- 1.3 Importance of Environmental Education.
- 1.4 Balance of Environment.

Unit 2 Environmental Pollution

- 2.1 Introduction of environmental Pollution.
- 2.2 Types of Pollution – Radio active pollution. Solid waste Pollution, Air pollution, water pollution.
- 2.3 Causes of Pollution.
- 2.4 Advances in Pollution control Technology.

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Unit 3 Environmental Health and Safety

- 3.1 Concept of safety, health and environment
- 3.2 Diseases through pollution.
- 3.3 Management to control diseases.
- 3.4 Environmental Health & Human Society.

Unit 4 Disaster - General

- 4.1 Definition & Types of disaster.
- 4.2 Causes of different disasters & their effects.
- 4.3 Disaster Management cycle.
- 4.4 Acts & legal aspects about Disaster.

Unit 5 Disaster Preparedness & Manifesting the Mitigation.

5.1 Disaster Preparedness at community level

- a) Individual.
- b) Society or a group of independent houses.
- c) A place of work.

(Industry, offices, educational Institutes, Hospitals, Hotels, Places of Entertainment, Religious Places & Celebrations, Transport Modes, Government organizations, Major infrastructures – dams, power plants, Mines etc.)

5.1 Manifesting the Mitigation

Matching the resource availability working out requirement of

Medical Teams Establishing a control centre.

Forming & Deploying of Rescue Teams,

Organizing Activities at Ground zero Security.

Disposal of Dead & Records

Casualty Evacuation

Records.

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Unit 6 Rescue from Disaster & Relief for Disaster

6.1 Rescue from Disaster

- a) Principles Governing Rescue,
- b) Rescue Process.

6.2 Relief for Disaster

- a) Preparatory Phase of Relief.
- b) Planning Immediate Relief
- c) Execution of Relief
- d) Survey Aspects

Practical

Conduct any one Practical from the following

1. A project based on any one Environmental problem on Secondary school level or colony level or village level.
2. Survey of any school from the view of Disaster Management & its report writing.
3. Demonstration of about use of First- Aid for Rescue in presence of school students & its report writing.

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4. डॉ. के. म. भांडारकर, (१९९८), 'पर्यावरण शिक्षण', नूतन प्रकाशन, पुणे .
5. प्रा. अशिष विलास माने व इतर, (२००५), 'पर्यावरण अभ्यास एक आधुनिक दृष्टीकोन', चैतन्य प्रकाशन, कोल्हापूर .
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9. मराठे प्र. प्र. (२००७) *कृतिबद्ध आपत्ती व्यवस्थापन*, पुणे, डायमंड प्रकाशन .
10. पाठारे संभाजी व चाक्रणे संजय (२००७) *आपत्ती निवारण*, पुणे, डायमंड प्रकाशन .

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S3

साहित्य : मराठी विशेष स्तर (स्पेशल)

प्रश्नपत्रिका क्र. ३११ साहित्यविचार

अभ्यासक्रम

१. साहित्याचे स्वरूप : - शास्त्रीय वाङ्मय आणि साहित्य यांमधील साहित्याचे शब्दरूप, साहित्यातून व्यक्त होणा-या अनुभवांचे विशेष, वास्तव आणि कल्पित यांचा संबंध, संवेदनात्मक, भावनात्मकता, वैचारिकता, सेंद्रियत्व (आरगॅनिक फॉर्म) सूचकता, विशिष्टता आणि विश्वत्मकता
२. साहित्याचे प्रयोजन :- प्रयोजन म्हणजे काय? स्वरूप व प्रयोजन यांचा परस्परसंबंध, प्रयोजन व परिणाम यामधील भेद, यश अर्थ, आत्माविष्कार, स्वप्नरंजन, विरेचन, जिज्ञासातृप्ती, उद्धोधन, प्रचार मनोरंजन, अनुभवविश्वाची समृद्धी, स्वरूपनिष्ठा, या साहित्यांचा प्रयोजनांचा लेखकांच्या व वाचकांच्या दृष्टीने विचार वरील साहित्यप्रयोजनांचा कलावादी व जीवनावादी भूमिकेतून विचार
३. साहित्याची निर्मितीप्रक्रिया :- साहित्यातील नवनिर्मितीचे स्वरूप, साहित्यनिर्मितीच्या शक्ति-प्रतिभा, कल्पनाशक्ती, चमत्कृतीशक्ती, स्फूर्ती वा संकल्पनांचे स्वरूप व कार्य प्रतिभाव्यापार व स्वप्नव्यापार-साहित्यिकाचे व्यक्तीमत्व, संवेदनक्षमता, शैसववृत्ती, अनुभवसमृद्धी, विद्वत्ता, जीवनविषयक व साहित्यविषयक दृष्टीकोन यांचे साहित्यनिर्मितीतील स्थान
४. साहित्याची भाषा :- व्यवहारभाषा, शास्त्रीय वाङ्मयाची भाषा आणि साहित्याची भाषा यातील फरक भाषा हे साहित्याचे माध्यम की साधन? शब्दार्थाचा वक्रव्यापार, भाषेचे नादरूप, अलंकार, रूपक, प्रतिमा, प्रतिक, पाककथा या संकल्पनांचे स्थूल स्पष्टीकरण आणि त्यांचे साहित्यातील स्थान, शैलीसंबंधी स्थूल चर्चा-लेखक तशी शैली, आशय तशी शैली, साहित्यप्रकार तशी शैली, बोलीभाषेचा उपयोग .

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५. साहित्याचा आस्वाद :- आस्वाद म्हणजे काय? आस्वादाकाला आवश्यक असणारे गुण, आस्वादप्रक्रिया, आस्वादातील अडथळे, आस्वादातील अनंदाचे स्वरूप (स्थूलपणे)
६. साहित्याची सामाजिकता :- साहित्य आणि यांचे परस्परसंबंध, लेखकाची सामाजिकता, भाषेची सामाजिकता, कलात्मकता, अनुभवांतील सामाजिकता, वाचकाची सामाजिकता, साहित्यातील सामाजिकतेला वैश्विक रूप प्राप्त होते काय? बांधिलकीची संकल्पना व साहित्याची बांधिलकी .
७. वाङ्मयीन अभिरूची :- वाङ्मयीन अभिरूची म्हणजे काय? अभिरूची आणि सौंदर्यसृष्टी, अभिरूची आणि औचित्य, अभिरूची भिन्नतेची कारणे, अभिरूची नियत करणारे घटक-सांस्कृतिक पर्यावरण, आर्थिक पर्यावरण, वाङ्मयीन पर्यावरण
८. साहित्यप्रकाराची संकल्पना :- साहित्याच्या वर्गीकरणाची शक्यता व आवश्यकता, साहित्याच्या वर्गीकरणाची तत्वे-माध्यमभिन्नता, प्रस्तुतीकरणाची पद्धती, प्रस्तुतीकर्याचा दृष्टीकोण व प्रस्तुतीकरणातील काल् साहित्याची ठळक प्रकार-काव्य, कादंबरी व नाटक .

अ. अध्यापनाची उद्दिष्टे :-

१. साहित्यविषयक काही मूलभूत सिद्धांताचे ज्ञान मिळविणे .
२. साहित्याचा आस्वाद-आकलन व मूल्यमापन यांकडे पाहण्याची दृष्टी संपादन करणे .
३. साहित्य व त्यांचे पर्यावरण यांचे संबंध समजावून घेणे .

आ. घटक विश्लेषण

१. साहित्याचे स्वरूप :-

१. शास्त्रीय वाङ्मय आणि साहित्य यांमधील फरक .
२. साहित्याचे शब्दरूप .
३. साहित्यातून व्यक्त होणा-या अनुभवांचे विशेष-वास्तव आणि कल्पित यांचा संबंध, संवेदनात्मक-भावनात्मता-वैचारिकता ही अंगे, संद्रियत्व (ऑर्गॅनिक फॉर्म) सूचकता, विशिष्ट आणि विश्वात्मकता ही वैशिष्ट्ये .

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२ . साहित्याचे प्रयोजन :-

- १ . वास्तविक-प्रयोजन म्हणजे काय? स्वरूप व प्रयोजन यांचा परस्परसंबंध, प्रयोजन व परिणाम यांमधील भेद .
- २ . साहित्याची प्रयोजने-यश, अर्थ, आत्माविष्कार, स्वप्नरंजन, विरेचन, जिज्ञासातृप्ती, उद्धोधन, प्रचार मनोरंजन, अनुभव-विश्वाची समृद्धी, स्वरूपनिष्ठ .
- ३ . या प्रयोजनांचा लेखकाच्या व वाचकाच्या दृष्टीने दुहेरी विचार .
- ४ . या प्रयोजनांचा कलावादी व जीवनावादी या भूमिकांतून विचार .

३ . साहित्याची निर्मिती प्रक्रिया :-

- १ . साहित्यातील नवनिर्मितीचे स्वरूप .
- २ . साहित्यनिर्मितीच्या शक्ती-प्रतिभा, कल्पनाशक्ती, स्फूर्ती या संकल्पनांचे स्वरूप व कार्य .
- ३ . प्रतिभाव्यापार व स्वप्नव्यापार .
- ४ . साहित्यिकाचे व्यक्तीमत्व, संवेदनक्षमता, शैशवावृत्ती, अनुभवसमृद्धी, विद्वत्ता, जीवनविषयक व साहित्यविषयक दृष्टीकोण यांचे साहित्यनिर्मितीतील स्थान .

४ . साहित्याची भाषा :-

- १ . व्यवहारभाषा, शास्त्रीय वाङ्मयाची भाषा आणि साहित्याची भाषा यांतील वेगळेपणा .
- २ . शब्दार्थाचा वक्रव्यापार-भाषेचे नादरूप, अलंकार, रूपक, प्रतिमा, प्रतिक, प्राक्कृथा या संकल्पनांचे स्थूल स्पष्टीकरण आणि त्यांचे साहित्यातील स्थान .
- ३ . शैलीसंबंधी स्थूल चर्चा-लेखक तशी शैली, आशय तशी शैली, साहित्य प्रकार तशी शैली, शैलीच्या संदर्भात साहित्यात वापरल्या जाणा-या बोलीभाषेचा विचार .

५ . साहित्याचा आस्वाद :-

- १ . आस्वाद म्हणजे काय?
- २ . आस्वादकाला आवश्यक असणारे गुण .
- ३ . आस्वादप्रक्रिया .
- ४ . आस्वादातील अडथळे .

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५ . आस्वादातील आनंदाचे स्वरूप (स्वरूप)

६ . साहित्याची सामाजिकता :-

- १ . साहित्य आणि समाज यांचे परस्परसंबंध .
- २ . लेखकाची सामाजिकता .
- ३ . भाषेची सामाजिकता
- ४ . कलात्मकता अनुभवातील सामाजिकता .
- ५ . वाचकाची सामाजिकता .
- ६ . साहित्यातील सामाजिकतेला वैश्विक रूप प्राप्त होते काय?
- ७ . बांधिलकीची संकल्पना व साहित्याकाची बांधिलकी .

(७) वाङ्मयीन अभिरूची

- १ . वाङ्मयीन अभिरूची म्हणजे काय?
- २ . अभिरूची आणि सौंदर्यदृष्टी .
- ३ . अभिरूची आणि औचित्य .
- ४ . अभिरूची भिन्नतेची कारणे .
- ५ . अभिरूची नियत करणारे घटक सांस्कृतिक पर्यावरण, आर्थिक पर्यावरण, वाङ्मयीन पर्यावरण .

(८) साहित्यप्रकाराची संकल्पना

- १ . साहित्याच्या वर्गीकरणाची शक्यता
- २ . साहित्याच्या वर्गीकरणाची आवश्यकता .
- ३ . साहित्याच्या वर्गीकरणाची तत्वे-माध्यमभिन्नता, प्रस्तुतीकरणाची पध्दती, प्रस्तुतीकर्त्याचा दुष्टीकोण व प्रस्तुतीकरणातील काळ .
- ४ . साहित्याचे ठळक प्रकार-काव्य, कांदबरी व नाटक .

(ई) संदर्भ-साहित्य :

- १ . साहित्य विचार -डॉ . अ . वा . कुलकर्णी, प्रतिमा प्रकाशन, पुणे .
- २ . साहित्य स्वरूप आणि समीक्षा-वा . ल . कुलकर्णी, पॉप्युलर प्रकाशन, पुणे .

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- ३ . काव्यशास्त्र प्रदीप-डॉ .स .रा .गाडगीळ, मोघे प्रकाशन, कोल्हापूर .
- ४ . वाङ्मयीन शैली आणि तंत्र -म .दा .हातकणंगलेकर, मेहता प्रकाशन, कोल्हापूर .
- ५ . साहित्यविचार -भालचंद्र खांडेकर, अनमोल प्रकाशन, पुणे .
- ६ . साहित्य आणि सामाजिक संदर्भ-सा .ग .जाधव, कॉटिनेंटल प्रकाशन, पुणे .
- ७ . साहित्य आणि समाज-संपादक डॉ .विलास खोले, गोखले एज्युकेशन सोसायटी, नाशिक .
- ८ . साहित्य आणि सामाजिक संदर्भ-डॉ .अंजली सोमण, प्रतिभा प्रकाशन, पुणे .
- ९ . साहित्यविचार आणि समाजचिंतन -भा .शं . भणगे, ओरिएंट लॉगमन लिमिटेड .
- १० . वाङ्मयीन आकलन-रा .म .जाधव, पॉप्युलर प्रकाशन, मुंबई .
- ११ . मराठी वाङ्मयाभिरुचीचे विहंगमावलोकन-रा .श्री .जोग, पुणे विद्यापीठ .
- १० . वाङ्मय प्रकाराची संकल्पना (लेख) -डॉ .मिलिंद मालशे, अनुष्टुभ, सप्टेंबर, ऑक्टोबर १९८३ .
- ११ . साहित्याचे तत्वज्ञान-डॉ .वि .मा .ढवळे, कॉटिनेंटल प्रकाशन, पुणे .
- १२ . रा .श्री .जोग, गौरवग्रंथ-संपादक : गोखले, भावे, पाध्ये, व्हीन्स प्रकाशन, पुणे .
- १३ . परंपरा आणि नवता-डॉ .सुधीर रसाळ, मौज प्रकाशन .
- १४ . साहित्यसिद्धांत- डॉ .स .ग .मालशे (अनुवादक), महाराष्ट्र राज्य साहित्य मंडळ, मुंबई

S3

साहित्य (हिंदी विशेष - ३)

(हिंदी साहित्य का इतिहास)

(शै. वर्ष : २००५-२००६, २००६-२००७, २००७-२००८, २००८-२००९, २००९-२०१०)

(प्रस्तुत पाठ्यक्रम का निर्माण विश्वविद्यालय अनुदान आयोग, नई दिल्ली की "मॉडेल पाठ्यचार्या" के आलोक में किया गया है।)

उद्देश्य

१. हिंदी साहित्य के इतिहास के कालखंडों की पृष्ठभूमि का परिचय देना |
२. हिंदी साहित्य की प्रतिनिधी रचनाओं और रचनाकारों का महत्व, प्रदेय, पूर्वपूर्ती तथा परवर्ती प्रभाव विशद करना |
३. हिंदी साहित्य के विकास क्रम तथा साहित्य के परिवर्तनों के कारणों का परिचय देना |
४. हिंदी साहित्य के इतिहास के माध्यम से साहित्य और युग जीवन का संबंध विशद करना |
५. आधुनिक युग की सामाजिक, राजनीतिक, धार्मिक, साहित्यिक तथा आर्थिक परिस्थितियों के बदलाव के प्ररिप्रेक्ष्य हिंदी साहित्य में आए हुए बदलाव से छात्रों को अवगत कराना |

अध्यापन पद्धति

१. व्याख्यान तथा विश्लेषण |
२. साहित्यकृतियों और साहित्यकारों पर छात्रों द्वारा लेखन |
३. हिंदी साहित्य के इतिहास पर वस्तुनिष्ठ, लघुत्तरी प्रश्न |
४. हिंदी पत्र-पत्रिकाओं में प्रकाशित साहित्येतिहास की सामग्री छात्रों द्वारा संकलित करना |
५. दृक श्राव्य माध्यमों / साधनों का प्रयोग

पाठ्यक्रम :

(आदिकाल से आधुनिक काल तक)

प्रथम सत्र

अ) आदिकाल :

१. हिंदी साहित्य का इतिहास : काल विभाजन तथा नामकरण
२. आदिकाल की पृष्ठभूमि (राजनीतिक, सामाजिक तथा धार्मिक परिस्थितियों संक्षेप में)
३. वीरगाथा और रासों साहित्य की प्रवृत्तियां
४. निम्नलिखित रचनाकारों एवं रचनाओं पर टिप्पणियाँ -

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पृथ्वीराज रासो, चंदबरदाई, वीसलदेव रासो, ढोला मारूरा दुहा, अमीर खुसरो तथा विद्यापति

आ) भक्तीकाल :

१. भक्तिकाल की पृष्ठभूमि (राजनितिक, सामाजिक तथा धार्मिक परिस्थितियों संक्षेप में)
२. भक्तिकाल की प्रमुख शाखाओं का परिचय - ज्ञानाश्रयी शाखा, प्रेमाश्रयी शाखा, रामभक्ति शाखा, कृष्णभक्ति शाखा तथा नीतीकाव्य धारा
३. निम्नलिखित रचनाकारों एवं रचनाओं पर टिप्पणियाँ -
कबीर, जायसी, तुलसीदास, सूरदास, मीराबाई, रसखान, रहीम, पद्मावत, रामचरित मानस तथा भ्रमरगीत

इ) रीतीकाल :

१. रीतीकाल की पृष्ठभूमि (राजनितिक, सामाजिक तथा धार्मिक परिस्थितियों संक्षेप में)
२. रीतीकाल की प्रमुख प्रवृत्तियाँ
३. निम्नलिखित रचनाकारों एवं रचनाओं पर टिप्पणियाँ -
केशवदास, विहारी, धनानंद, भूषण, रामचंद्रिका, विहारी सतसाई, शिवराज भूषण

द्वितीय सत्र

ई) आधुनिक काल : (१९५० ई, तक)

आधुनिक साहित्य का परिचय

क) काव्य : निम्नलिखित काव्यधाराओं का संक्षिप्त परिचय

- | | |
|----------------------------|-------------------------|
| १. भारतेंदुयुगीन काव्यधारा | ४. छायावादी काव्यधारा |
| २. द्विवेदीयुगीन काव्यधारा | ५. प्रगतिवादी काव्यधारा |
| ३. राष्ट्रीय काव्यधारा | ६. प्रयोगवादी काव्यधारा |

ख) कवि : निम्नलिखित कवियों पर टिप्पणियाँ

- | | |
|--------------------------------|-----------------------|
| १. मैथिलीशरण गुप्त | ५. महादेवी वर्मा |
| २. जयशंकर प्रसाद | ६. रामधारी सिंह दिनकर |
| ३. सुमित्रानंदन पंत | ७. माखनलाल चतुर्वेदी |
| ४. सूर्यकांत त्रिपाठी 'निराला' | ८. अज्ञेय |

ग) गद्य साहित्य : निम्नलिखित गद्या विद्याओं के विकास का संक्षिप्त परिचय

- | | |
|------------|---------|
| १. उपन्यास | २. नाटक |
|------------|---------|

घ) गद्यकार : निम्नलिखित कवियों पर टिप्पणियाँ

- | | |
|--------------------------|---------------------|
| १. महावीरप्रसाद द्विवेदी | ७. वृंदावनलाल वर्मा |
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|---|-----------------------------|
| २ . रामचंद्र शुक्ल | ८ . भगवतीचरण |
| ३ . हजारीप्रसाद द्विवेदी | ९ . फणीश्वरनाथ रेणु |
| ४ . प्रेमचंद | १० . अमृतलाल नागर |
| ५ . जैनेंद्र | ११ . श्रीलाल शुक्ल |
| ६ . यशपाल | |
| च) पत्र - पत्रिकाएँ | |
| १ . सरस्वती | २ . नागरी प्रचारिणी पत्रिका |
| छ) रचनाएँ : निम्नलिखित रचनाओं पर टिप्पणियाँ | |
| १ . प्रिय प्रवास | ८ . गोदान |
| २ . साकेत | ९ . बाणभट्ट की आत्मकथा |
| ३ . कामायनी | १० . चित्रलेखा |
| ४ . सरोज - स्मृति | ११ . त्यागपत्र |
| ५ . पल्लव | १२ . मैला आँचल |
| ६ . दीपशिखा | १३ . झूठा - सच |
| ७ . कुरुक्षेत्र | १४ . शेखर : एक जीवनी |

संदर्भ ग्रंथ : -

- १ . हिंदी साहित्य का इतिहास : आ . रामचंद्र शुक्ल (नागरी प्रचारिणी सभा, वाराणसी)
- २ . हिंदी साहित्य का इतिहास : डॉ . लक्ष्मीसागर वाष्णेय (राजपाल प्रकाशन, नई दिल्ली)
- ३ . आधुनिक हिंदी साहित्य का इतिहास : विजयपाल सिंह (जयभारती, इलाहाबाद)
- ४ . हिंदी साहित्य का इतिहास : विजयपाल सिंह (जयभारती, इलाहाबाद)
- ५ . हिंदी साहित्य और उसकी प्रमुख प्रवृत्तियाँ : डॉ . गोविंदराम शर्मा
- ६ . हिंदी साहित्य का संक्षिप्त इतिहास : डॉ . रतन भटनागर
- ७ . हिंदी साहित्य का इतिहास : डॉ . श्रीनिवास शर्मा (तक्षशिला प्रकाशन , नई दिल्ली)
- ८ . हिंदी साहित्य - युग और प्रवृत्तियाँ : डॉ . शिवकुमार शर्मा (अशोक प्रकाशन, दिल्ली)
- ९ . हिंदी साहित्य का इतिहास : डॉ . नगेंद्र (मयुर पेपर वर्क्स, नोएडा)
- १० . हिंदी साहित्य का इतिहास : डॉ . माधव सोनटक्के (विकास प्रकाशन, कानपुर)
- ११ . हिंदी साहित्य का इतिहास (भाग १ व २) : श्री शरण (प्रेम प्रकाशन, दिल्ली)
- १२ . हिंदी साहित्य का इतिहास : सज्जनराम केणी (निराली प्रकाशन, पुणे)

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English

(iii) English Special Paper-III: Introduction to the Study of English Language

(a) Objectives

1. To familiarise the students with the basics of English language
2. To make them aware of the phenomena of World Englishes
3. To sensitize them to English used in India
4. To make them aware of the significance of Context in language use

(b) Course Content

A) Introduction to Three Components of Language Study

1) Morphology

What is Morphology? Concepts of morpheme & allomorph, Types of morpheme, Word formation Processes: prefixation, suffixation, compounding, blending, clipping.

2) Phonology

Physiology of speech production, Consonants & Vowels in English, Accent in words & Connected Speech, Weak & Strong forms, Tone groups, Placement of Nucleus, Intonation patterns.

3) Syntax

‘Section A – *Concepts*’ from Part Three [Grammar in use] of A *Communicative Grammar of English* (1975, rpt. 1992) By Leech, Geoffrey and Jan Svartvik

B) Sociolinguistics

1) Language Contact and Language Variation

Nativization of English, Bilingualism, Multilingualism, Code-Switching, Code-mixing, Pidgins, Creoles, Dialects, Registers, Styles

2) Language in Use

Language & Language Use, Sentence and Utterance, Speech Acts, Deixis (Person, Place & Time), Observance & Violation of Conversational Principles, (CP & PP only)

3) Major Varieties of English

Final B.A.B.Ed. Syllabus

British English, American English, Indian English: Major characteristics

***Course Work for Term – I**

A) Introduction to Three Components of Language Study

1) Morphology

What is Morphology? Concepts of morpheme & allomorph, Types of morpheme, Word formation Processes.

2) Phonology

Physiology of speech production, Consonants & Vowels in English

B) Sociolinguistics

1) Languages in contact & Language Variation

Nativization of English, Bilingualism, Multilingualism, Code-Switching, Code-Mixing, Pidgins, Creoles

2) Language in Use

Language & Language Use, Sentence and Utterance, Speech Acts

***Course Work for Term – II**

A) Introduction to Three Components of Language Study

2) Phonology

Weak & Strong forms, Accent in words & Connected Speech, Tone groups, Intonation patterns.

3) Syntax

Section A – ‘**Concepts**’ from Part Three [Grammar in use] of *A Communicative Grammar of English*, By- Leech, Geoffrey and Jan Svartvik (1975, rpt. 1992)

B) Sociolinguistics

1) Language Contact and Language Variation

Dialects, Registers, Styles

2) Language in Use

Deixis (Person, Place & Time)

Observance & Violation of Conversational Principles, (CP & PP only)

3) Major Varieties of English

British English, American English, Indian English: Major characteristics.

N.B. Morphology for 10 Marks, Remaining 5 topics for 18 Marks each

(c) Suggestions for Teachers

The basic concepts and terms will have to be made clear by offering precise definitions, concrete and familiar examples and by using devices of comparison and contrast.

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However, the teacher talk alone is not enough. Student participation should be ensured by giving them practical exercises related to the topics in the syllabus.

Attempt should be made to link teaching of the topic with real life contexts and uses of language, and hence the examples given should be as authentic as possible. The teaching should aim at acquainting the learners with the core concepts in the study of language in general and English language in particular. Students should be able to cope with varied uses of language in various situations of life with the help of the insights gained through this course.

(d) Reading List

- Balasubramaniam, T. (1981, rpt 1995), A Textbook of English Phonetics for Indian Students (Macmillan)
- Bansal, R. K. and J. B. Harrison (1972), Spoken English for India, New Delhi : Orient Longman
- Kachru, Braj B. (1986), The Alchemy of English, OUP
- Kachru, Braj B. (1983), The Indianisation of English, OUP
- Ford & Others (--), Linguistics: An Introduction, CUP
- Leech, Geoffrey and Svartvik, Jan (1975, rpt. 1992), A Communicative Grammar of English, Longman
- Hudson, R.A. (2003), Sociolinguistics, CUP
- Jones, Daniel (5th Indian reprint 1992), The Pronunciation of English, Universal Book Stall, New Delhi
- Krishnaswamy, Verma and Nagarajan (1992), Modern Applied Linguistics, (Macmillan)
- Moody, H. L. B. (1970), Varieties of English, London: Longman
- Nihalani, p., Tongue, R. K., and Hosali, P. (1979), Indian and British English: A Handbook of Usage and Pronunciation, OUP
- O'Connor, J. D. (1980, rpt. 1992), Better English Pronunciation (New Edition), Universal Book Stall, New Delhi
- Quirk, et al (1985), The Comprehensive Grammar of the English Language, Longman
- Richards, Pratt, Weber (ed.), Longman Dictionary of Applied Linguistics
- Robins, R. H. (1996, 3rd edn.), General Linguistics, Longman
- Sethi & Dhamija (1989), A Course in Phonetics & Spoken English, Prentice Hall of India
- Stevens, Peter (1992), 'English as an International Language' in Braj B. Kachru, ed. (1992), The Other Tongue, OUP
- Thorat Ashok (2008), Discourse Analysis (CUP)
- Verma and Krishnaswamy (1989), Modern Linguistics: An Introduction (OUP)
- Yule, George (1985), The Study of Language: An Introduction (CUP)
- Yule, George (2000), Pragmatics (OUP)
- Trudgil, Peter – Sociolinguistics

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S3

History Special Paper III Modern Europe (1948-1945)

1. Napoleon III
 - 1.1 His foreign policy.
 - 1.2 Domestic policy.
2. Emergence and development of nationalism
 - 2.1 Italy.
 - 2.2 Germany.
3. The Eastern Question disintegration of the Turkish Empire
 - 3.1 The Crimean War (1854-56).
 - 3.2 Berlin Congress, 1878.
 - 3.3 Young Turk Revolution, 1908.
 - 3.4 Balkan Wars 1912-13.
4. Socialist thought and movement in Europe with special reference to
 - 4.1 St. Siman.
 - 4.2 Robert Own.
 - 4.3 Charles Fourier.
 - 4.4 Proudhon.
 - 4.5 Karl Marx.
5. The Third Republic in France—Its achievements.
6. Bismarck
 - 6.1 His foreign policy.
 - 6.2 Domestic policy.
7. New Imperialism—Partition of Africa.
8. Kaiser William II—his foreign policy.
9. Formation of Triple Entente and division of Europe into two Armed Camps.
10. World War-I
 - 10.1 Causes and effects.
 - 10.2 Peace Settlements of 1919. 4
11. The Russian Revolution of 1917
 - 11.1 Events leading to the Revolution.
 - 11.2 Lenin-(a) His role in the Revolution
 - (b) New Economic policy.
 - (c) His foreign Policy.
 - 11.3 Stalin-(a) His Five-Year Plans.
 - (b) His foreign Policy.
12. The League of Nations.
 - 12.1 Its aims and organization.
 - 12.2 Achievements and failure.
13. Inter-war Dictatorship
 - 13.1 Italy.
 - 13.2 Germany.
14. Policy of Appeasement.
15. World War II—Causes.

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Books for Study

1. Hazon–Europe since 1815.
2. Lipson–Europe in the 19th and 20th Centuries.
3. Grant and Temperley–Europe in the 19th and 20th Centuries.
4. Sir Marriot J.A.R.–A History of Europe (1815-1970).
5. Peacock H. K.–History of Modern Europe (1789-1970).
6. Kulkarni & Phadke–Adhunik Europe.
7. Athawale Sadashiv–Arwachin Europe.

Books for Reference

1. Moon H.P.T.–Imperialism and World politics.
2. Cambridge Modern History (Relevant Volumes).
3. Taylor A.J.P.–The Struggle for Mastery in Europe.
4. Hayes–Contemporary Europe since 1870.
5. Seaman from Vienna to Versailles.
6. Hardy Gathorm–A short History of Internal Affairs (1920-30).
7. Carr E. H.–International Relations between the two World Wars.

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OR
Special Paper III
American History (1861-1962)

1. Civil War—Causes, consequences and reconstruction plants.
2. Industrialisation—Rise and growth of big business.
3. The populist movement the growth of labour movement.
4. Theodore Roosevelt-Domestic achievements, foreign policy-the Spanish American War-causes, consequences of the war.
5. President Woodrow Wilson progress viz. New Freedom and his foreign policy.
6. Great Depression and the New Deal.
7. F.D. Roosevelt and his foreign policy.
8. America and the cold war.
9. Eisenhower and his foreign policy.
10. J. F. Kennedy—Domestic achievement and his foreign policy.
11. Civil Rights Movement.

Books for Study

1. Wade Richer, Wilder Howard and Wade Louise—A History of the United States, Boston, 1966.
2. Faulkner, H. U. and Kepner, T.—America : Its History and People, New York, 1950.
3. Current, Williams and Friedel—American History : A Survey, New York, 1965.
4. गोरे ना . ग . - आमेरीकेच्या संघराज्याचा इतिहास, पुणे १९६०
5. देवपुजारी व भंवरे - आमेरीकेचा इतिहास (म . वि . ग्रं . नि . मं .) १९७५.

Books for Reference

1. Current, Williams and Friedel—A History of the United States. (2 Vols.)
2. Hofstadter, Miller and Aron—The United States.
3. Faulkner, H. U.—American Political and Social history.
4. Commager—Oxford History of U.S.A.
5. Schlessinger—The Rise of Modern America.
6. Morison Commager and Leuchtenburg—The Republic of U.S.A. (2 Vols.)

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S3

GEOGRAPHY OF INDIA

Objectives:

1. To acquaint the students with Geography of our nation.
2. To make the student aware of the magnitude of problems and procedure at national level.
3. To help the student to understand the inter relationship between the subject and the society.
4. To help the students to understand the recent trends in regional studies.

Sr. no.	Topic	Sub topic	Learnig Points	No. of periods
1	Introduction	a.Geographical location b.Position c.Geology of India	1.Geographical and relative location of India 2.Space relationship with neighboring countries 3.Major geological formations in India (Map of each learning point given above)	4
2	Physiography and drainage	a.Main Physiographic regions b.Drainage Systems	1.The northern mountains 2.The north Indian plains 3.The plateaue 4.The coastal lowlands and islands 1.East flowing rivers, sindhu, Tapi, Nrmada (Map of each learning point given above)	8
3	Climate of india	Summer, Winter, Monsoon.	1.Various seasons and weather associated with these seasons. 2.Meachanism of Indian monsoon. 3.Major Climatic regions of India. 4.Floods and droughts. (Map of each learning point given above)	8

Reference Books :

- 1.Robinson H. (1985) – Geography of Tourism
- 2.Doglas p.(1989) – Tourism Development.
- 3.Salvam M.(1989) – Tourism industry in India.
- 4.Kaul R.N. (1985)- Dynamics of tourism Vol. 1 to 13

SEMESTER IV

Objective :

1. To acquaint the students with Geography of our nation.
2. To make the students aware of the magnitude of problems and prospectus at national level.
3. To help the students to understand the inter relationship between the subject and the society.
4. To help the students to understand to recent trends in regional studies.

Topic	Subtopic	Learning Points	Periods
Mineral and power resources	Distribution and utilization	<ol style="list-style-type: none"> 1. Iron ore, manganese and bauxite 2. Coal, petroleum, natural gas 3. Hydro, thermal, atomic power projects. Energy crisis (Map of each learning point given above. 	8
Agriculture	<ol style="list-style-type: none"> a. infrastructural factors b. Institutional factors. c. Development 	<ol style="list-style-type: none"> 1. Irrigation, seeds, fertilizers, power and finance. 1. Land holding, land tenure, land reforms. 2. Agriculture productivity and intensity. 1. Green revolution, its socio economic and ecological importance 2. Significance of dry farming. 3. White revolution and blue revolution. 4. Agriculture regionalization (Map of each learning point given above.) 	14
Industry	Major industries and development	<ol style="list-style-type: none"> 1. Locational factors, development and distribution of textile, iron and steel, fertilizer, chemical, automobile and sugar industries. 2. Industrial complex and industrial regionalization, new industrial policy. 	10

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		3. Multinationals and liberalization. (Map of each learning point given above)	
Population	Growth	1. Growth and distribution of population. 2. Composition of population. 3. Rural – Urban migration. 4. Urbanization and related problems. (Map of each learning point given above)	4
Transport Communication and trade.	Transportation network	1. Network of roads, railways, waterways, airways and pipelines. Their complementary role in regional development. 2. Growing importance of ports in national and foreign trade. Trade balance. 3. Developments in communication technology. Its impact on economy and society. (Mp of each learning point given above.	8

NOTE :- Candidates will be required to answer one compulsory map question pertaining to topics covered under this course.

Reference Books –

1. Agrawal A. N. – Indian economy, problems of developing planning.
2. Chopra S. N. – India, Area study.
3. Dubey & Negi – Economics Geography of India.
4. Gosal Singh – India.
5. Memoria C. B. – Geography of India.
6. Sharma R. C. – India.
7. Singh R. L. – Regional Geography of India.
8. Sharma & Cutinho – Economic and Commercial Geography of India.

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Economics

Agricultural Economics (Revised Syllabus)

First Term :

I. Role of Agriculture in the Economy :

Peculiar features of agriculture in an underdeveloped Economy-Risk and uncertainty in Agriculture.

II. Production and Productivity :

Reasons for low productivity-Technology factors-Institutions factors, Measures to increase Productivity. Production and Productivity trends-Growth rates in Indian Agriculture-Regional variations in Agricultural Productivity in India.

III. Land Reforms :

The Concepts of Land Reforms, Technical and Institutional Land Reforms : Achievement and Failures in India.

IV. Agricultural Marketing :

Marketing functions-Defects in Marketing Policies and Measures to improve Agricultural Marketing in India.

Second Term :

V. Agricultural Finance: Importance of Agricultural Finance,

sources of Agricultural Finance in India. Non-Institutional : Relatives-Moneylenders, Traders and Commission Agents Institutional Credit Co-operatives, Commercial Banks Regional Rural Banks, NABARD.

VI. Agricultural Prices : Important factors influencing pricing

of Agricultural Produce, Problems and Policy in India.

VII. Instabilities in Agricultural Sector and Measures to

stabilize-Crop Insurance for Crop Protection-Drought Relief, Relief from Natural and other Calamities.

VIII. Agricultural Labour : Characteristics of Agricultural Labour,

Social Status of Farm Labour, Earning of Agricultural Labour, Standards of Living, Indebtness and Housing Conditions.

References

1. Economics of Organization of Agriculture—Theodore, Schultz.
2. Agricultural Problems in India, Ed. 1986—Singh, Sadhu, Himalaya Publishing House, Bombay.
3. Agricultural Finance : Theory and Practice, Ed. 1988—J. P. Singh, Ashish Publishing House, New Delhi-26.
4. Economic Problems of Indian Agricultural, Ed. 1990—G.D. Agrawal, P. C. Bansil, Vikas Publication, Bombay-4.
5. Indian Economy- Misra and Puri Himalaya, Mumbai, 1997.
6. Indian Economy R. Datta and KPM Sundaram—S. Chand, New Delhi, 1998.

S4

मराठी (विशेष स्तर)
साहित्यविचार

१. एकूण पाच प्रश्न असावेत .
२. सर्व प्रश्नांना समान गुण असतील .
३. प्रत्येक प्रश्नास अंतर्गत पर्याय राहिल .
४. एक प्रश्न लघुत्तरी स्वरूपाचा (अंतर्गत पर्यायासह) .

मराठी भाषिक अभ्यास

१. भाषा स्वरूप व कार्य, भाषेच्या अभ्यासाचे महत्व, भाषाभ्यासाची प्रमुख अंगे, ध्वनीविचार, व्याकरण, अर्थविचार, शब्दसंग्रह, भाषाविज्ञानाच्या प्रमुख शाखा .
 २. स्वनविज्ञान .
 ३. स्वनिमसंकल्पना आणि मराठीची स्वनिम, व्यवस्था .
 ४. स्वनिम लेखनाच्या संदर्भातील प्रश्न .
 - ४.१ मराठी स्वरांचे -ह्रस्वदीर्घत्व .
 - ४.२ मराठी स्वनिमांचे देवनागरीतील लेखन .
 - ४.३ मराठी शुद्धलेखनाचे वर्तमान नियम .
 ५. रूपिमसंकल्पना आणि मराठीची रूपिम-व्यवस्था .
 ६. वाक्यविन्यास आणि अर्थविन्यास या भाषावैज्ञानिक संकल्पनांचा मराठीच्या संदर्भात स्थूल परिचय .
 ७. मराठीच्या संदर्भात विशेषत्वाने करावयाचा विचार .
 ८. प्रमाणभाषा आणि बोली यांमधील परस्परसंबंध व मराठीच्या प्रमुख बोली यांचा परिचय .
- अध्ययनाची उद्दिष्टे :
१. भाषा म्हणजे काय व तिचे मानवी जीवनातील कार्य कोणते ते समजून घेणे .
 २. भाषेच्या अभ्यासाची अंगे, स्वरूप, कार्ये व महत्व जाणून घेणे .
 ३. भाषाविज्ञानाच्या प्रमुख शाखांचा परिचय करून घेणे .

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- ४ . मराठीचा स्वनिमविन्यास, रूपविन्यास आणि अर्थविन्यास समजून घेणे .
- ५ . मराठी स्वनिमांचे देवनागरी लेखन करताना येणा-या अडचणी समजून घेणे .
- ६ . शुद्धलेखनामागील भूमिका समजून घेऊन मराठी शुद्धलेखनाच्या वर्तमान नियमांचा परिचय करून घेणे .
- ७ . मराठीच्या संदर्भातील विशेषत्वाने उपस्थित होणा-या प्रश्नांची माहिती करून घेणे .
- ८ . प्रमाणभाषा व बोली यांमधील परस्परसंबंध व मराठीच्या प्रमुख बोली यांचा परिचय करून घेणे .

घटक विश्लेषण

- १ . भाषेचे स्वरूप व कार्य :- भाषेच्या अभ्यासाचे महत्व, भाषाभ्यासाची मुख्य अंगे : ध्वनीविचार, व्याकरण, अर्थविचार, शब्दसंग्रह . भाषाभ्यासाची पद्धती शाखा / वर्णनात्मक (एककालिक), ऐतिहासिक (द्विवकालिक), तुलनात्मक
- २ . स्वनविज्ञान :- स्वनविज्ञानाचे स्थूल स्वरूप, स्वननिर्मितीची प्रक्रिया, वागिन्द्रिये रचना व कार्य, स्वनांचे वर्गीकरण-स्थानपरत्वे व प्रयत्नपरत्वे .
- ३ . स्वनिमसंकल्पना आणि मराठीची स्वनिम-व्यवस्था :- स्वनिमनिश्चितीचे तत्व, विनियोग-संकल्पनेचा स्थूल परिचय, स्वनुस्वनमस्वानांतर यांमधील परस्परसंबंध, मराठी स्वनिम-व्यवस्थेची रूपरेषा, स्वरस्वनिम, अर्धस्वरस्वनिम, व्यंजनस्वनिम, त्यांचे वर्गीकरण .
- ४ . स्वनिम लेखनाच्या संदर्भातील प्रश्न :- मराठी सरांचे -ह्रस्वदिर्घ (स्वनिमिकदृष्ट्या व लेखनदृष्ट्या) मराठी स्वनिमांचे देवनागरी लिपीत करताना जाणवणा-या अडचणी, शुद्धलेखनाची संकल्पना व वर्तमान मराठीचे शुद्धलेखनविषयक नियम .
- ५ . रूपविन्यास :- रूपमचे तत्व, रूपिका-रूपिस आणि रूपिकानतप यांमधील परस्परसंबंध, रूपिमांचे प्रकार प्रकृति (धातू) आणि प्रत्यय यांचे वर्गीकरण (आशयबोधकृपिम आणि कार्मकर रूपिम)
- ६ . वाक्यविन्यास आणि अर्थविन्यास :- वाक्यविन्यास संकल्पना आणि मराठीतील वाक्यविन्यास व्यवस्था पद (शब्द), पदसमूह, (शब्दबंध), उपवाक्ये व वाक्य यांची स्थूल ओळख, अर्थ विन्यास व मराठीतील त्यांचे स्वरूप, अर्थ ही संकल्पना अर्थनिश्चितीमागील भूमिका, शब्दनिष्ठ अर्थ, वाक्यनिष्ठ अर्थ .
- ७ . मराठीच्या संदर्भात खालील विषयांची चर्चा :- शब्दांच्या जातींची पुनर्व्यवस्था, विभक्ती विषयक वाद, आख्यात व प्रयोग .
- ८ . प्रमाणभाषा आणि बोली यांच्या परस्परसंबंधाचा विचार :- मराठीच्या पुढील बोलींचा परिचय-कोकणी, अहिराणी, व-हाडी, नागपुरी .

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संदर्भ ग्रंथ सूची

१. मराठीचा भाषिक अभ्यास - संपादक डॉ.मु.श्री.कानडे, स्नेहवर्धन प्रकाशन, पुणे .
२. भाषाविज्ञान वर्णनात्मक व ऐतिहासिक - संपादक मालेश, इनामदार, सोमण, संजय प्रकाशन, पुणे .
३. वर्णनात्मक भाषाविज्ञान स्वरूप व पद्धती - संपादक काळे, सोमण, गोखले, एज्युकेशन सोसायटी प्रकाशन - नाशिक .
४. भाषा व संस्कृती - ना.गो.कालेलकर, मौज प्रकाशन, मुंबई .
५. ध्वनिविचार - ना.गो.कालेलकर, मौज प्रकाशन, मुंबई .
६. अभिनव भाषा विज्ञान - डॉ.ग.ना.जोगळेकर, सुविचार प्रकाशन, पुणे .
७. भाषाविज्ञान परिचय - मालशे, सोमण, पंडित .
८. वर्णनात्मक भाषाविज्ञान - डॉ.लिला गोविलकर, आरती प्रकाशन डोंविवली .
९. भाषाशास्त्र विचार - डॉ.र.वा.मंचरकर, युनिव्हर्सल प्रकाशन, कोल्हापूर,
१०. शुद्धलेखन प्रदिप - मो.रा.वाळिंबे, राणे प्रकाशन, पुणे .
११. शुद्धलेखन विवेक - द.ना.गोखले, सोहम प्रकाशन, पुणे .
१२. मराठी साहित्य महामंडलचे लेखनविषयक नियम (पुस्तिका)
१३. मराठी भाषेचा आर्थिक संसार-अ.रा.केळकर, मराठवाडा साहित्य परिषद, औरंगाबाद .
१४. वैखरी - अ. रा. केळकर, मॅजेस्टिक प्रकाशन, पुणे .
१५. भाषा - अतःसूत्र आणि व्यवहार - संपादक मु.ग. पानसे, महाराष्ट्र साहित्य परिषद प्रकाशन पुणे,
१६. भाषा आणि साहित्य -संशोधन खंड १,२,३- महाराष्ट्र साहित्य परिषद प्रकाशन, पुणे .
१७. अर्वाचीन मराठी-डॉ.रमेश धोंगडे, महाराष्ट्र ग्रंथनिर्मिती मंडळ, कॉॅम्ब्रिजनेटल प्रकाशन, पुणे .
१८. मराठीच्या प्रमाणभाषेचे स्वरूप-सुहासिनी लघु .
१९. सुलभ भाषा विज्ञान-संपादक डॉ.दत्तात्रय पुंडे, स्नेहवर्धनप्रकाशन, पुणे .
20. A Course in modern Linguistics – Hockett.
21. A General Linguistics- Robins R.W.
22. A Course in General Linguistics-Saussure F. D.
23. Phonetics – Pike Kenneth.
24. Introductory Linguistics – Lale Robert A.
25. An Introduction to Descriptive
26. What is Linguistics – Crystal David.
27. Language – Sapir Edward.
२८. मराठीच्या व्याकरणाचा पुनर्विचार -अरविंद मंगलूरकर .
२९. मराठी व्याकरणाचा इतिहास- २५ अर्जुनवाडकर, कृ.श्री .
३०. मराठीचे व्याकरण- लीला गोविलकर, मेहता प्रकाशन .

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S4

साहित्य (हिंदी विशेष - ४) (भाषाविज्ञान)

(शै. वर्ष : २००५-२००६, २००६-२००७, २००७-२००८, २००८-२००९, २००९-२०१०)

(प्रस्तुत पाठ्यक्रम का निर्माण विश्वविद्यालय अनुदान आयोग, नई दिल्ली की "मॉडेल पाठ्यचार्या" के आलोक में किया गया है।)

उद्देश्य

१. भाषा की परिभाषा, विशेषताएँ, भाषा विकास, भाषा के विविध रूपों की छात्रों को जानकारी देना |
२. छात्रों में भाषा के वैज्ञानिक अध्ययन की दृष्टि निर्माण करना |
३. हिंदी के संवैधानिक स्वरूप का ज्ञान देना |
४. देवनागरी लिपी का विकास एवं वैज्ञानिकता की जानकारी देना |
५. साहित्यिक एवं विवेचनात्मक निबंध लेखन की क्षमता वृद्धि कर देना |

अध्यापन पद्धति

१. व्याख्यान तथा विश्लेषण |
२. हिंदी बोलियों का भौगोलिक रेखांकन करना - रेखाकृति, आलेख |
३. भाषा वैज्ञानिक अध्ययन के लिए प्रात्यक्षिक की सहायता |
४. प्रमेय पद्धति, सांख्यिकी वर्गीकरण, अनुमान - विश्लेषण |
५. भाषा प्रयोगशाला में प्रात्यक्षिकों द्वारा शब्द उच्चारण से परिचित करना |

पाठ्यक्रम

प्रथम सत्र

१. भाषा की परिभाषाएँ तथा भाषा की विशेषताएँ :-
२. अ) भाषा के विविध रूप :- बोली, परिनिष्ठत भाषा, प्रादेशिक भाषा, राजभाषा, राष्ट्रभाषा संपर्क भाषा, संचार भाषा
आ) बोली भाषा और परिनिष्ठित भाषा, राष्ट्रभाषा और राजभाषा का पारस्परिक संबंध एवं अंतर
३. हिंदी की बोलियों का सामान्य परिचय :- ब्रज, अवधी, खड़ी, बोली, मारावाडी, मेवाडी, दक्खिनी और भोजपुरी (भौगोलिक क्षेत्र, साहित्यिक संपदा, लिखित - मौखिक, उपबोलिया, विशेषताएँ आदि बातों की जानकारी अपेक्षित)
४. भाषा विकास और उनके प्रमुख वाद
शारीरिक विभिन्नतावाद, भौगोलिक विभिन्नतावाद, सांस्कृतिक विभिन्नतावाद और प्रयत्नलाघव

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- ५ . हिंदी का शब्दसमूह :- उद्गस के आधार पर वर्गीकरण :
तत्सम, अर्द्धतत्सम, तद्भव, देशज, विदेशी शब्दों का सोदाहरण परिचय
- ६ . अ) राजभाषा हिंदी का सैधान्तिक स्वरूप
आ) राजभाषा अधिनियम १९६३ (संशोधित) का ज्ञान
इ) राजभाषा अधिनियम १९७६ का ज्ञान
ई) राष्ट्रभाषा हिंदी के प्रचार में विभिन्न संस्थाओं का योगदान
- १ . महाराष्ट्र राष्ट्रभाषा सभा, पुणे ४ . दक्षिण भारत हिंदी प्रचार सभा चेन्नई
२ . राष्ट्रभाषा प्रचार समिती, वर्धा ५ . काशी नागरी प्रचारिणी सभा, वाराणसी
३ . हिंदी साहित्य सम्मेलन, प्रयाग ६ . केद्रिय हिंदी निदेशालय, नई दिल्ली

द्वितीय सत्र

- ७ . भाषाविज्ञान की परिभाषा, भाषाविज्ञान के अंग तथा भाषाविज्ञान की व्याकरण से तुलना |
- ८ . ध्वनिविज्ञान :-
ध्वनिविज्ञान की व्याख्या, भाषाध्वनी की परिभाषा, ध्वनियंत्र और उनकी कार्य प्रणाली (उच्चारण प्रक्रिया) स्वरों और व्यंजनों का वर्गीकरण, ध्वनिगुण
- ९ . पदविज्ञान :-
शब्द और पद, पद और संबंधतत्व, संबंध तत्व के प्रकार
- १० . वाक्यविज्ञान :-
वाक्य की परिभाषा, वाक्य की आवश्यकतः, पद - क्रम, वाक्य विभाजन -
अ) अग्र - पश्च आ) उद्देश - विधेय उ) उपवाक्यीय
- ११ . अर्थविज्ञान :-
शब्द और अर्थ का संबंध, अर्थ परिवर्तन का स्वरूप, अर्थ परिवर्तन की दिशाएँ, अर्थ परिवर्तन के कारण
- १२ . लिपिविज्ञान :-
लिपी की उत्पत्ति, देवनागरी लिपी : उद्भव व विकास, विशेषताएँ, सुधार के प्रयत्न
- १३ . भाषाविज्ञान का अन्य विषयों से संबंध :-
इतिहास, भूगोल, समाजशास्त्र तथा मानसशास्त्र (मनोविज्ञान)
- १४ . निबंध :- साहित्यिक तथा विवेचनात्मक निबंध

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संदर्भ ग्रंथ

१. सुबोध भाषाविज्ञान : डॉ. पीतांबर सरोदे / प्रा. विश्वास पाटील
२. सामान्य भाषाविज्ञान : डॉ. बाबूराम सक्सेना (हिंदी साहित्य सम्मेलन, प्रयाग)
३. भाषाविज्ञान प्रवेश : डॉ. भोलाराम तिवारी (शब्दकार, दिल्ली)
४. भाषाविज्ञान : श्री. शिवबालक चतुर्वेदी / प्रो. अवधेशकुमार चतुर्वेदी
५. अभिनव भाषाविज्ञान : डॉ. ओमप्रकाश शर्मा (निराली प्रकाशन, पुणे)
६. भाषाविज्ञान : लक्ष्मीकांत पांडेय (ग्रंथम, रामबाग, कानपुर)
७. भाषा और भाषाविज्ञान : डॉ. नरेश मिश्र (निर्मल प्रकाशन, दिल्ली)
८. राष्ट्रभाषा आंदोलन : गो.प.नेने
९. राष्ट्रभाषा प्रचर का इतिहास : संपा श्री. गंगाशरण सिंह / गो.प.नेने
१०. हिंदी भाषा, राजवाषा और नागरी लिपि : डॉ. परमानंद पांचाल (हिंदी बुक सेंटर, दिल्ली)
११. देवनागरी लिपि : संपा. डॉ. शहाबुद्दीन शेख (राष्ट्रीय हिंदी परिषद, नेवासा)
१२. आधुनिक भाषाविज्ञान : डॉ. राजमणि शर्मा (वाणी प्रकाशन, नई दिल्ली)
१३. भाषाविज्ञान और हिंदी : डॉ. के.डी. रूवाली (तक्षशिला प्रकाशन, दिल्ली)
१४. भाषाविज्ञान की भुमिका : डॉ. देवेन्द्रनाथ शर्मा
१५. भाषिकी, हिंदी भाषा एवं भाषा शिक्षण : डॉ. अंबादास देशमुख

English

(iv) English Special Paper IV: Introduction to Literary Criticism and Critical Appreciation.

(a) Objectives

- 1) To introduce students to the rudiments of Literary Criticism.
- 2) To acquaint the students with the commonly used literary terms and concepts and to enable them to independently apply this knowledge while responding to literature.
- 3) To create among the students an awareness of language used in Literature.
- 4) To introduce students to devices employed in poetry and prose so as to enable them to appreciate literature better.
- 5) To train them to read literature closely and to help develop their critical insight.

(b) Course Content

***Course Work for Term – I**

(A) : Principles of literary Criticism

- i) What is Criticism? - Definition and principles.
- ii) Fine Arts and Useful Arts, Literature as Fine Art - definition and characteristics.
- iii) Theory of Imitation
- iv) Poetic Truth and Historic Truth.
- v) Qualifications of a good critic.

(B) : Critical Approaches to literature

Biographical, Sociological and Psychological approaches.

(C) : Contribution / theories of some selected critics

- i) Philip Sidney : Superiority of poetry over other Sciences/Disciplines (From *Apology for Poetry*)
- ii) Samuel Johnson: Defence of Shakespeare's intermingling of the tragic and the Comic in drama (From *Preface to Shakespeare*)
- iii) William Wordsworth: Definition of poetry; Language of Poetry & objects of poetry. (From *Preface to Lyrical Ballads*)
- iv) Matthew Arnold: Three kinds of estimates of poetry; the Touchstone method of evaluating poetry. (From *Study of Poetry*)
- v) T. S. Eliot : Concept of Tradition, historical sense.

***Course Work for Term – II**

(D) : Literary and Critical Concepts and Terms

1. Allusion
2. Ambiguity, Connotation and Denotation
3. Simile, Metaphor, Onomatopoeia, Symbol, Imagery; Conceit
4. Wit and Humour
5. Irony, Sarcasm, Satire, Paradox
6. Genre
7. Interior Monologue and Stream of Consciousness
8. Setting

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9. Classicism, Neo-Classicism, Romanticism, Realism, Naturalism, the Absurd, Modernism, Symbolism
10. Allegory and Personification
11. Asides, Soliloquies
12. Comic Relief
13. Poetic Justice
14. Intentional Fallacy
15. Round and Flat Characters

(E) : Applied or Practical Criticism

One unseen poem / poetic passage to be set

(c) Suggestions for Teachers

The teaching of this paper may begin by exposition of the basic principles and aspects of literary criticism and then acquainting the students with important critical approaches to literature. Students also need to be acquainted with the contribution/theories of some important critics. These seminal ideas need to be expounded by the teacher in a lucid and learner friendly manner. The same approach needs to be adopted while explaining the critical concepts and terms as well. Teacher talk, contextualisation and illustration of ideas, question-answer sessions, discussions, etc will be useful in dealing with the content of this paper.

(d) Reading List

- Abrams, M. H. – A Glossary of Literary Terms (Seventh Edition)
Bertens, Hans – Literary Theory Basics
Brooks and Wimsatt - A Short History of Literary Criticism
Butcher, S.H. - Aristotle's Poetics
Chickera, Ernest – English Critical Texts
Eliot, T.S. - Tradition and the Individual Talent
Hamer, Enid - Metres of English Poetry (Chapter 1)
Hudson, W.H. - Introduction to the study of Literature
Humphrey House - Aristotle's Poetics
Lucas, F.L. - Tragedy
Martin, Gray – A Dictionary of Literary Terms (Pearson Education)
Monfries, Helen - Critical appreciation
Prasad, Brijeshwar - Introduction to Literary Criticism
Schreiber - Introduction to Literary Criticism
Scot, Wilbur - Five Approaches to literature
Scott -James - Making of Literature
Sethuraman - Practical Criticism
Thorat, Ashok and others (2001), A Spectrum of Literary Criticism (Frank Bros & Co.)
Worsfold, Basil - Judgement of Literature
For Philip Sidney, Samuel Johnson, William Wordsworth, Mathew Arnold
(Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge Signet Classics, Allen and Unwin, etc)

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History
Special Paper IV
Modern Asia (20th Century)

China

1. Rise and development/of European Imperialism in China/ Japan upto the end of the 19th Century a brief survey.
2. The Revolution of 1911
 - 2.1 Causes.
 - 2.2 Significance.
3. China and World War
 - 3.1 The Twenty-one demands.
 - 3.2 The Mayfourth Movement.
4. Dr. Sun Yat Sen
 - 4.1 Main ideas of his Political Philosophy.
 - 4.2 Role in the History of China.
5. Kuomintang-Communist Relations—Three Phases
 - 5.1 1921-1936 Confrontation leading to Long March.
 - 5.2 1937, 1949 Co-operation and Confrontation.
6. Communist Revolution in China-Causes.
7. Communist China
 - 7.1 Relations with India.
 - 7.2 Relations with Soviet Russia.

Japan

8. Japanese Imperialism
 - 8.1 Anglo-Japanese Tready, 1902.
 - 8.2 Russo-Japanese War, 1904-05.
 - 8.3 Japan and World War.
 - 8.4 Paris Peace Conference, 1919.
 - 8.5 Washington Conference.
9. Rise of Militarism.
10. Rise of Zaibatsu industrialisation and economic progress, 1918-1939.
11. The Manchurian Crisis of 1931 and the role of the League of Nations.
12. Japan and World War-II.
13. American Occupation—Reorganization and reconstruction of Japan under General Mac Arthur.

West Asia

15. The Ottoman Turkish Empire.
 - 15.1 Policies of Sultan Abdul Hamid II.
 - 15.2 Young Turk Revolution.
 - 15.3 Balkan Wars (1912-13).
 - 15.4 Impact of World War I on the Turkish Empire.
 - 15.5 Rise of Mustafa Kemal—Modernization of Turkey.

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16. Development of Arab Nationalism.
 - 16.1 Arab and World War I.
 - 16.2 (a) Emergence of National Movement in Egypt between two world Wars Role of Zagblal Pasha and Waft party.
 - (b) Revolution of 1952.
 - (c) Role of Nasser.
 - 16.3 Iraq under British Mandate—Nationalist Movement in Iraq (1920-1958).
 - 16.4 Rise of Saudi Arabia, role of Ibn Saud.
17. Arab-Israel Relations
 - 17.1 Zionist Movement and the development of the idea of Israel.
 - 17.2 The Arab-Israel conflicts.

18. Iran

- 18.1 Rise of Raza Shah Pehla and the Modernization of Iran.
 - 18.2 Rise and Fall of Dr. Mossadiq.
19. West Asia and the Great Powers.

Books for Study (First Term)

1. Backman S. M.—Modernization of China and Japan.
2. Clyde and beers—The Far East (1830-1965).
3. Storry Richard—A History of Modern Japan.
4. Ahmad L.L.—A. Comprehensive History of the Far East.
5. श . गुप्ते - पुर्व आशियाचा आधु . इतिहास
6. डॉ . विद्यनलंकार - सत्यकेतु ऐशिया का आधु . इतिहास, सरस्वती प्रकाशन मसुरी

Books for Reference

1. Bass Claud A.—Asia in the Modern World.
2. Marius B. Jansen—Japan and China from War to Peace, 1894-1972.
3. Panikkar K. M.—Asia and Western Dominance.
4. Vinacke H. M.—History of the Far East in Modern Times.

Books for Study (Second Term)

1. Kirk—A Short History of the Middle East.
2. Fisher S. N.—The Middle East-A History.
3. Yale William—Near West.
4. Polk William and Chambers R. L.—Beginnings of Modernization in the Middle East.
5. Lewis G. L.—Turkey.

Books for Reference

1. Lenezowsky George—The Middle East.
2. Sharabi H. B.—Government and Politics of the Middle East in the 20th Century.
3. Chatterjee N. C.—History of Modern Middle East.

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OR
Special Paper IV
Russian History (1861-1964)

1. A brief of important events in the Russian history from the Vienna Congress, domestic and foreign policies of Alexander I and Nicholas I.
2. Alexander II domestic policy—Emancipation of the serfs—effort for their settlement, effect of the reforms.
3. Alexander III counter reform measures—Russia's interests in the far East—Russo-Japanese War.
4. Events leading to the Revolution of 1905 October, Government-Duma-failure of Duma.
5. Russia and First World War-I consequences.
6. Russian Revolution of 1917 Mensheviks-Bolsheviks-Lenin—Effects of the Revolution.

Second Term

7. Lenin-War communism-New Economic Policy.
8. Stalin-Struggle with Trotsky-his five-year plans constitution of 1935.
9. Soviet Russia's relations with European countries upto 1939.
10. Soviet Russia and the Second World War.
11. Soviet Russia and the Cold War—the Khrushchev Era, liberal domestic policy.

Books

1. Wern, M.C.—The course of Russia History.
2. Nicholas, L. Fr. Chirovsky—An introduction to Russian History.
3. Florinsky, M. R.—Russia-History and an interpretation, Vols. I and II.
4. Institute of History, Moscow-A short history of the U.S.S.R. Vols. I and II.
5. Carr, E. H.—Soviet Impact on the World.
6. Menon, K. P. S.—The Lamp and Lamp-Stand.
7. Rauch-A History of Soviet Russia.
8. सोवियत क्रांतिची ५० वर्ष
9. पं. नेहरू - आजचा रशिया
10. Laski, H. J.—Reflections on the Revolutions of Our Times.

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GEOGRAPHY

Paper / Course title : **STUDY OF TOPOSHEETS,PROJECT WORK AND FIELD EXCURSION**

Objectives:

1. To acquaint the students with techniques of toposheet interpretation in Geography.
2. To familiarize the students with field techniques and data collection in Geography.

Section I : Study and Interpretation of SOI toposheets

Sr. no.	Topic	Sub- topic	Learning points	No. of periods
1	SOI toposheets	Representation of relief, slope and contour features	<ol style="list-style-type: none"> 1. Qualitative and quantitative methods of relief representation : Hachure, hill shading , color tints, Spot heights ,bench marks , Trig points, Contours, Form lines 2. Methods of slope expression by contours : Even, uneven, concave , convex , gentle, sleep and terraced 3. Representation of features by contours : Conical hill, plateau, ridge, spur, escarpment and waterfall, overhang, river valley, pass, saddle . 	5
		Introduction to toposheets	<ol style="list-style-type: none"> 1. Index to SOI sheets, extent, contour interval on 1:1,000,000,1:250,000,1:25,000 SOI sheets and their corresponding scales in British and Metric systems 2. Marginal information 3. grid reference-international and six figure 	5
		Profile drawing to assist interpretation	<ol style="list-style-type: none"> 4. Description and drawing of conventional signs and symbols. 1. Drawing and description of regional cross profile with 	6

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			<p>a mention of vertical exaggeration.</p> <p>2. Determination of intervisibility from the cross profiles.</p> <p>3. Drawing and description of longitudinal profile of a river.</p>	
2	Study of fluvial landscape	Features of river work	Identification and interpretation of features of river erosion and deposition in upstream. And downstream sectors (such as Gorge V shaped valley, waterfalls knick points, meanders, oxbow lakes, terraces, flood plains, deltas etc) for two toposheets on 1: 50,000 or one inch scale.	8
3	Study of coastal landscape	Features on the coast	Identification and interpretation of features of coastal erosion and and deposition by sea waves.(such as Beaches and dunes ,Bars ,spits, cliffs, shore platforms, shoreline terrace, Creeks , Estuaries, swamps etc) for two toposheets on 1: 50,000 or inch scale.	8
4	Study of settlements	Characteristics of settlements	Study and interpretation of settlements with reference to site and situation, types, functions, facilities, connectivity etc for two toposheets on 1:50,000 or inch scale	8
SECTION II – Project work and field excursion				
5	Project work	Preparation of a set of maps and the description of each map showing relief ,soils, vegetation, climate, settlements and landuse in a taluka from Maharashtra. Or Study of a tribe or an industry or a small town or a village.		30
6	Field excursion	One short tour of two days duration and preparation of tour report Or One long tour of more than five days duration and preparation of tour report.		10

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Note : 1. Use of maps stencils, log tables, statistical table and calculators is allowed at the time of

examination.

5. Journal completion by the student and the certificate of completion by the practical in charge and the Head of dept. is compulsory.
6. Candidate without a certified journal should not be allowed for the practical exa.

Reference books :

1. Singh G. 1996, Map work and practical geography, Vikas publi. New Delhi.
2. Singh R.L. 1979 Elements of Practical Geography, Kalyani publ. New Delhi.

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GEOGRAPHY

Paper / Course title : CARTOGRAPHIC TECHNIQUES AND STATISTICAL METHODS

Objectives:

1. To acquaint the students with various techniques in cartography.
2. To familiarize the students with method of statistical analysis .

Section I : Cartographic techniques

Sr. no.	Topic	Sub- topic	Learning points	No. of periods
1	Introduction	Reference systems	<ol style="list-style-type: none"> 4. Co.ordinate systems, geographical coordinates. 5. Grid systems ,grid north,magnetic nad true north 6. Bearing-magnetic and true 	10
2	Scales	Meaning and types	<ol style="list-style-type: none"> 1.Meaning , definitions and types of map scales 2. Methods of scale representation- verbal, graphical and numerical, representative fraction Conversion of scales 	10
3	Cartographic Interpretation	Signs and symbols	<ol style="list-style-type: none"> 1. signs and symbols used in quantitative ,cartographic data representation,their merits and demerits 2. Point,line and area symbols 3. Proportional symbols 	10
4	Drawing of maps	Quantitative maps	Isopleth,choroplethmaps,dotmaps,flow diagram (one map each)	10
SECTION II – Statistical methods				
5	Statistical data	Frequency distribution	<ol style="list-style-type: none"> 1. tally marks and frequency table 2. Frequency histogram,polygonand curve 3. Cumulative frequency and ogive curves 	10
6	Statically methods	Measure of central tendencies	<ol style="list-style-type: none"> 1. Meaning and description of central tendancies namely mean,mode and median 2. Calculation of mean, mode and median for ungrouped and grouped data 	6
		Measures of dispersion	<ol style="list-style-type: none"> 1. Mean deviation mean absolute deviation,variance, standard deviation and coefficient of variation 	6
		Population and	<ol style="list-style-type: none"> 1. Definition of population and 	6

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		samples	sample Meaning of unbiased random sample 2. Methods of sampling : Random, synthematic and stratfied	
		Testing of hypothesis	Meaning and definition of 1. Null and alternative hypothesis 2. Levels of significance 3. Degrees of freedom 4. Parametric and non parametric tests Application of following tests: 1. Chi squared test (one way only) 2. Student's test (comparision of sample means)	6
		Correlation and regression	1. Concept of bivariate correlation regrestion 2. meaning of coefficient of correlation 3. calculation of Pearson'a product moment correlation coefficient (two ex) 4. Spearman's rank order correlation coefficient (two ex) 5. Calculation, plotting and interpretation of simple regressin equation (two ex)	6

Note : 1. Use of maps stencils, log tables, statistical table and calculators is allowed at the time of

examination.

7. Journal completion by the student and the certificate of completion by the practical in charge and the Head of dept. is compulsory.
8. Candidate without a certified journal should not be allowed for the pactical exa.

Reference books :

3. Singh G. 1996,Map work and practical geography,Vikas publi. New Delhi.
4. Singh R.L. 1979 Elements of Practical Geography,Kalyani publ. New Delhi.
5. Ebdon David,1989, Statistics for Geographers
6. King,1975,Statistical Geography

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Economics
Cooperation and Rural Development
Section I

1. Cooperation :

Meaning, Nature, scope and importance-cooperation as the means of Economic development.

2. Organization of Cooperatives :

Objectives, memorandum and Articles of Association, model by-laws Board types of cooperative societies, Urban, Rural credit, Industrial Co-operatives, Marketing, Societies, Functions of Co-operative Societies, Consumer protection.

3. Rural Development through Co-operation :

The Role of Indian Co-operative movement in rural development, Achievement and failures.

Section II

4. Nature and Problems of Rural Economy :

Concept of Rural Economy, its nature and problems imbalance between Rural and Urban Sectors, causes of imbalance measures, reduce imbalance.

5. Role of Co-operative Agro-Industries in Rural Development : Study of Co-operative Sugar Industry-Dairy and milk product, cotton textile industry.

6. Programmes for Rural Development in India :

Integrated Rural Development Programme (IRDP), Area specific programme (ASP), Drought prone Area programme (DPAP), Hill Area Development project (HADP), Tribal Area Development Project (TADP), Command Area Development Agency (CADA), Employment Oriented programmes : Jawahar Rojgar Yojana (JRY), and Employment Guarantee Scheme (EGS), Training for Rural Youth for Self-Employment (TRYSEM).

References

1. S. S. Mathur : Cooperation in India.
2. D. R. Krishnaswamy : Fundamentals of Cooperation.
3. Vasant Desai : Fundamentals of Rural Development, Himalaya, Delhi.
4. S. P. Jain : Indian Rural Economics, Vikas, Delhi.
5. K. V. Patil : Rural Economics, Himalaya, Delhi.
6. भोसले, काटे - भारतीय अर्थव्यवस्था , फडके प्रकाशन, कोल्हापूर
7. प्रा .वोरीकर कुलकर्णी- भारतीय ग्रामीण व्यवस्था आणि सहकार
8. प्रा .के .एच .ठक्कर- भारतीय अर्थव्यवस्था, फडके प्रकाशन, कोल्हापूर
9. प्रल्हाद झेंडू चौधरी- सहकारी तत्वे- इतिहास व सहकारी संस्थांची कार्यपद्धती, माधुरी प्रकाशन, पुणे .

STEPS OF CONTENT CUM METHODOLOGY WORKSHOP :

- 1. To prepare & develop structure of subject.**
- 2. Analysis of syllabi (Pathyakram)**
- 3. Analysis of text book.**
- 4. Analysis of Unit.**
- 5. Preparation of two lesson notes by different methods.**
- 6. Conduct of two lessons**