

University of Pune

T.Y.B.A.B.Ed.

Syllabus

2008

Group 'D'

PAPER - I

EDUCATION FOR NEW TIMES

Objectives:

1. To acquaint the student teacher with the general nature of the modern Indian society.
2. To enable student teacher to understand the meaning and scope of education and its philosophical basis.
3. To acquaint the student teacher with goals of education and life.
4. To acquaint the student teacher with the national goals and provisions of education mentioned in the Indian Constitution.
5. To enable student teacher to understand and appreciate the teachers role in shaping the modern Indian society.
6. To acquaint the student teacher with the contribution of educational thinkers.
7. To enable the student teachers to understand the social aspect of education and problems faced in contemporary Indian Society.
8. To acquaint the student teachers with some agencies of education and mass communication media.
9. To acquaint the student teacher with some social aspects of education and human values.
10. To enable the students to know the new concepts i.e. LPG.
11. To enable the students to know the contribution of in NGO education.

SECTION - I

Education for New Times

Unit - 1	Education and Philosophy
1.1	Concept of Education & Philosophy
1.2	Scope and Function of Education
1.3	Types of Educations, Formal, Informal and Non-formal Education
Unit - 2	Aims of Education
2.1	Vedic, Buddhist, Jain & Islamic Education
2.2	Education after independence - Recommendations of Commissions - Secondary Education commission, Kothari Commission, National Policy on Education 1986
2.3	National goals of Education as stated in Indian constitution
2.4	Modern aim of Education
Unit - 3	Aspects of Education
3.1	Liberal and vocational Education
3.2	Education for character formation
3.3	Education for democratic citizenship
3.4	Education for National integration
3.5	Education for work culture
3.6	Education for Peace
Unit- 4	Contribution of Educational thinkers
4.1	Rousseau
4.2	John Dewey
4.3	Ravindranath Tagore
4.4	Mahatma Gandhi
4.5	Mahatma Phule
4.6	Karmavir Bhaurao Patil

Unit - 5	Teacher for new Times
5.1	Qualities of good teacher for new times
5.2	Role of teacher in the age of globalization, liberalization and Privatization
5.3	Development of 21 st Century skills in Teachers

SECTION - II

Modern Indian Society

Unit -6 (A)	Modern Indian society
6.1	Characteristics of modern Indian society Globalization, Liberalization, Privatization, Urbanization, Modernization. Westernization.
6.2	Forces working in modern Indian society
6.3	Education as an instrument of social change
Unit - 7	Agencies of Education
7.1	Family
7.2	Community
7.3	State
7.4	Group :-
i)	Reference group
ii)	Peer group
7.5	NGO - Non Government organizations
7.6	Different ways of Access to Education
Unit - 8	Role of school in modern society
8.1	Function of school
8.2	Interaction in school
8.3	School as community development center.
Unit - 9	Social Aspects of Education -

9.1	Women Education
9.2	Education for deprived people
9.3	Education for Minority
9.4	Education for Sustainable Development
9.5	Futurology of Education and reflective Education
9.6	Promoting inclusive Education
Unit - 10	Mass Communication media
10.1	The role of modern mass communication media in Education Satellite, Literature, Press, Movies, Television, Radio, Internet.
10.2	Awareness of Proper use of mass communication through Education

PRACTICAL

Section - I (Any one)

1. Comparison of any two thinker excluding unit No. 4.
2. An Interview with an experienced teacher (Minimum 10 years experience)

Section II (Any one)

1. A study of any one N.G.O (Non Government Organization) promoting education. (Study includes the objectives, functions, problems & contribution education.)
2. A Study contribution of any one mass communication media influencing Education. (Nature, importance & Educational implication)

Group ‘A’ English

(English) (w.e.f. June 2010)

(i) Compulsory English

(a) Objectives

1. To develop the communicative skills of the students and thereby develop their proficiency in English language.
2. To develop competence among the students for self-learning.
3. To encourage and enable the students to read the various types of texts on their own and discuss them among peers.

(b) Course Content

Text : **Reflections III** [*Units and other details will be specified later*]

(c) Suggestions for Teachers

The ultimate aim of all compulsory English courses is to make the learners more competent and confident users of language. This can be achieved by making the learner participate in the language learning activities and equipping them with the self-learning skills. The teachers should provide maximum opportunities for using language through classroom activities like discussions, role-playing and interactive sessions of different kinds. The main reading unit and the units dealing with language skills as well as grammar, vocabulary, etc are to be treated as one composite unit and every part of it needs to be dealt with carefully in the class-room and reflected in evaluation system. The tasks and exercises should be appropriate to the needs of students and their level of competence at this stage of learning. Teachers need to guide the students, monitor their activities, and provide feedback on student performance every now and then. The success of the teacher lies in making the students independent learners and confident users of language.

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(२) मराठी (सामान्यस्तर)

आधुनिक मराठी वाङ्मय

अभ्यासक्रमाची उद्दिष्टे

१. आधुनिक मराठी साहित्यातील विविध वाङ्मयप्रकारांचा परिचय वाढविणे . त्यांचे आकलन करून घेणे व वाङ्मयाबद्दलची अभिरूची जागृत होऊन कालकृतीचा आस्वाद घेण्याची क्षमता निर्माण करणे .

२ . नेमलेल्या कलकृतीच्या संदर्भात साहित्यपरस्परेचे स्थूल भान देणे .

३ . भाषेचे यथोचित आकलन करण्याची व वापर करण्याची यथायोग्य क्षमता निर्माण करणे

अभ्यासक्रम

- | | | |
|------------------------|---|--------------|
| अ) सभासदांची वखर | } | प्रथम सत्र |
| ब) जनाबाईचे अभंग | | |
| क) अर्धविराम | } | द्वितीय सत्र |
| ड) माझा रशियाचा प्रवास | | |

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हिंदी सामान्य

(निबंध, खंडकाव्य तथा व्याकरण)

(शैक्षणिक वर्ष : २००५-२००६, २००६-२००७, २००७-२००८, २००८-२००९, २००९-२०१०)
(प्रस्तुत पाठ्यक्रम का निर्माण विश्वविद्यालय अनुदान आयोग, दिल्ली की "मॉडेल पाठ्यचर्या" के आलोक में किया गया है।)

उद्देश

१. निबंध के विविध रूपों से छात्रों को अवगत कराना।
२. हिंदी खंडकाव्य की परंपरा का परिचय देना।
३. पठित खंडकाव्य का काव्यशास्त्रीय एवं प्रतिपाद्यगत मूल्यांकन करना।
४. कार्यालयीन हिंदी के स्वरूप एवं व्यवहार का परिचय देना।
५. छात्रों में साक्षात्कार तथा पल्लवन कौशल विकसित करना।

अध्यापन पद्धती

१. व्याख्यान तथा विश्लेषण।
२. पत्र लेखन, साक्षात्कार, भेटवार्ता तथा पारिभाषिक शब्दों के प्रात्यक्षिक।
३. अतिथि विद्वानों के व्याख्यान।
४. हिंदी शुद्धलेखन, निबंधलेखन तथा पारिभाषिक शब्दों पर प्रतियोगिताओं का आयोजन।
५. दृक-श्राव्य माध्यमों / साधनों का प्रयोग।

पाठ्यपुस्तकें

१. निबंध : श्रेष्ठ निबंध

संपादक : डॉ. आलोक गुप्ता

प्रकाशक : शिक्षा भारती, मदरसा रोड, कश्मीरी गेट, दिल्ली - ११०००६.

संस्कारण : प्रथम, २००४.

२. खंडकाव्य : भूमिजा - नागार्जुन

प्रकाशक : राधाकृष्ण प्रकाशन प्रा. लि.

जी - १७, जगतपुरी, दिल्ली - ११००५१.

संस्कारण : दूसरी आवृत्ती, २०००.

पाठ्यक्रम

पाठ्यक्रम

१. श्रेष्ठ निबंध संग्रह के सभी निबंध

पाठ्यपुस्तकेत्तर पाठ्यक्रम

क. पारिभाषिक शब्दावली (पदनाम-सूचि संलग्न)

ख. पल्लवन

द्वितीयसत्र

२. 'भूमिजा' खंडकाव्य

पाठ्यपुस्तकेत्तर पाठ्यक्रम :

ग . पत्र लेखन :- परिपत्र, ज्ञापन, अधिसूचना, कार्यालयीन आदेश

घ . साक्षात्कार/भेटवार्ता

छ . संक्षिप्तियाँ (सूचि संलग्न)

क . पारिभाषिक शब्दावली (पदनाम)

1	Accountant General	महालेखाकार
2	Associate	सहा
3	Advisor	सलाहाकार
4	Additional Secretary	अवर सचिव, अतिरिक्त सचिव
5	Advocate	अधिवक्ता
6	Ambassador	राजदूत
7	Acting	कार्यकारी
8	Apprentice	प्रशिक्षु
9	Block Development Officer	खंड विकास अधिकारी
10	Custodian	अभिरक्षक
11	Commissioner	आयुक्त
12	Chancellor	कुलाधिपती
13	Divisional Personnel Officer	मंडल कार्मिक अधिकारी
14	Director General	महानिदेशक
15	Establishment Officer	स्थापना अधिकारी
16	Estate Officer	संपदा अधिकारी
17	Executive Engineer	कार्यपालक अभियंता/इंजिनियर
18	General Manager	महाप्रबंधक
19	In Charge	प्रभारी
20	Joint Secretary	संयुक्त सचिव
21	Legal Advisor	विधि सलाहाकार
22	Liaison Officer	संपर्क अधिकारी
23	Operator	प्रचालक/ऑपरेटर
24	Officiating	स्थानापन्न
25	Overseer	अधिदर्शक
26	Post Master General	डाक महाध्यक्ष
27	Pro-Vice Chancellor	समकुलपती
28	Probationer	परखाधीन/परीविक्षाधीन
29	Pay and Account Officer	वेतन और लेखा अधिकारी
30	Quality Control Officer	गुणता नियंत्रण अधिकारी
31	Receptionist	स्वागती

32	Record Keeper	अभिलेखापाल
33	Research Assistant	अनुसंधान सहायक
34	Returning Officer	निर्वाचन अधिकारी
35	Divisional Mechanical Engineer	मंडल यांत्रिका अभियंता
36	Supervisor	पर्यवेक्षक
37	Section Officer	अनुभाग अधिकारी
38	Stenographer	आशुलिपिक
39	Surveyor	सर्वेक्षक
40	Typist	टंकक
41	Taxation	कराधान निरीक्षक
42	Technologist	शिल्प विज्ञानी
43	Tracer	अनुरेखक
44	Treasury Officer	कोषाधिकारी / खजाना अधिकारी
45	Trustee	न्यासी
46	Under Secretary	अवर सचिव
47	Valuation Officer	मूल्यांकन अधिकारी
48	Vice Chancellor	कुलपति
49	Work-Shop Manager	कर्मशाला प्रबंधक
50	Watchman	प्रहरी

ख . संक्षिप्तियाँ / संक्षेपीकरण

१	A.F.C	Agriculture Finance Corporation कृषि वित्त निगम
२	B.B.C.	British Broadcasting Corporation ब्रिटीश प्रसारण निगम
३	C.B.	Commercial Bank वाणिज्यिक बैंक
४	ADAC	Centre For Development Advance Computing प्रगत काम्यूटर (संगणकीय) विकास केंद्र
५	C.T.B.T.	Comprehensive Testing Ban Treaty परमाणु परीक्षण नियेध संधि
६	C.B.I.	Central Bureau of Investigation केंद्रिय अन्वेषण ब्युरो
७	C.I.D.	Crime Investigation Department अपराध अनुसंधान विभाग
८	D.I.R.	Differential Interest Rate

		विभेद ब्याज दर
९	D.R.D.A.	District Rural Development Agency जिला ग्रामीण विकास एजेंसी
१०	D.Litt.	Doctor of Literature साहित्य वाचस्पती
११	D.C.C.	District Co-Ordinate Committee जिला समन्वय समिती
१२	F.E.R.A.	Foreign Exchange Regulation Act. विदेश मुद्रा नियमन अधिनियम
१३	F.S.S.	Farmer Service Society कृषक सेवा समिती
१४	G.A.T.A.	General Agreement of Tariffs and Trade प्रशुल्क तथा वाणिज्य संबंधी सर्वसाधारण अनुबंध
१५	I.M.F.	International Monetary Fund अंतरराष्ट्रीय मुद्रा कोष
१६	I.B.A.	Indian Bank Association भारतीय बँक संघ
१७	I.T.D.C.	Indian Tourism Development Corporation भारतीय पर्यटन विकास निगम
१८	I.B.R.D.	International Bank For Reconstruction Development अंतरराष्ट्रीय पुर्ननिर्माण तथा विकास बँक
१९	I.D.A.	International Development Association अंतरराष्ट्रीय विकास संघ
२०	I.R.D.P.	Integrated Rural Development Programme एकीकृत ग्रामीण विकास संघ
२१	I.D.B.I	Industrial development Bank of India भारतीय औद्योगिक विकास बँक
२२	I.P.C.	Indian Penal Code भारतीय दंड संहिता
२३	I.A.S.	Indian Administrative Service भारतीय प्रशासकीय सेवा
२४	I.P.S.	Indian Police Service / Indian Post Service भारतीय पुलिस सेवा / भारतीय डाक सेवा
२५	I.F.S.	Indian Forest Service भारतीय वन सेवा
२६	I.T.S.	Indian Telecom Service

		भारतीय दूरसंचार सेवा
२७	M.L.A.	Member of Legislative Assembly विधायक
२८	M.P.	Member of Parliament सांसद
२९	M.I.D.C.	Maharashtra Industrial development Corporation महाराष्ट्र औद्योगिक विकास निगम
३०	M.P.S.C.	Maharashtra Public Service Commission महाराष्ट्र लोकसेवा आयोग
३१	N. E. T.	National Eligibility Test राष्ट्रीय योग्यता परीक्षा
३२	N.I.M.B.	National Institute of Bank Management राष्ट्रीय बैंक प्रबंधन संस्थान
३३	N.A.B.A.R.D.	National Bank of Agriculture & Rural Development राष्ट्रीय कृषि तथा अंतरराष्ट्रीय ग्रामीण विकास बैंक
३४	N.C.T.E.	National Council For Teacher Education राष्ट्रीय अध्यापक शिक्षा परिषद
३५	N.D.A.	National Defence Academy राष्ट्रीय रक्षा अकादमी
३६	N.A.M.	Non Aligned Movement अलिप्त राष्ट्र संघटन
३७	N.A.S.A.	National Aeronautical and Space Administration राष्ट्रीय वैमानिका एवं अंतरिक्ष प्रशासन
३८	Ph.D.	Doctor of Philosophy विद्यावाचस्पती
३९	R.R.B.	Regional Rural Bank क्षेत्रीय ग्रामीण बैंक
४०	R.B.I.	Reserve Bank of India भारतीय रिजर्व बैंक
४१	S.A.A.R.C.	South Asian Association for Regional Corporation दक्षिण एशिया क्षेत्रीय सहयोग संघ
४२	S.E.B.I.	Security Exchange Board of Investment मुद्रा निवेश सुरक्षा मंडल

४३	S.E.T.	State Eligibility Test राज्य स्तरीय योग्यता परीक्षा
४४	U.G.C.	University Grant Commission विश्वविद्यालय अनुदान आयोग
४५	U.K.	United Kingdom ब्रिटेन के संयुक्त संस्थान
४६	U.N.O.	United Nations Organization संयुक्त राष्ट्र संघटन
४७	U.P.S.C.	Union Public Service Commission संघ लोकसेवा आयोग/केंद्रीय लोकसेवा आयोग
४८	W.H.O.	World Health Organization विश्व स्वास्थ्य संघटन
४९	U.N.E.S.C.O.	United Nations Educational Scientific and Cultural Organization संयुक्त राष्ट्र शैक्षणिक, वैज्ञानिक एवं सांस्कृतिक संघ
५०	U.N.I.C.E.F.	United Nations International Children Emergency Fund संयुक्त राष्ट्र बाल आपात कोष

संदर्भ ग्रंथ

१. प्रतिनिधी हिंदी निबंधकार : डॉ. विभुराम मिश्र (शिल्पी प्रकाशन, इलाहाबाद)
२. नागार्जुन - कवि और कथाकार : सत्यनारायण (रचना प्रकाशन, कानपुर)
३. हिंदी प्रबंध काव्य में नैतिक मूल्य : डॉ. सीता सैनी (प्रतिमा प्रकाशन, होशियारपुर, पंजाब)
४. देवनागरी लिपि तथा हिंदी वर्तनी का मानकीकरण : केंद्रीय हिंदी निदेशनालय, नई दिल्ली .
५. प्रायोगिक व्याकरण एवं पत्र लेखन : डॉ. शिवाकांत गोस्वामी (विद्या प्रकाशन, कानपुर-६.)
६. व्यवहारिक हिंदी (भाग १ व २) : ओम प्रकाश सिंहल / तिलकराज बडेहारा .
७. प्रारूपण, शासकीय पत्राचर और टिप्पण लेखन विधि : राजेंद्र प्रसाद श्रीवास्तव . (सुलभ प्रकाशन, लखनऊ)
८. प्रयोजन मुलक हिंदी व्याकरण : डॉ. द्रविजराम यादव (साहित्य रत्नाकर, रामबाग, कानपुर)
९. व्यवहारिक हिंदी : सोमेश्वर सिंह / राजेंद्र प्रसाद श्रीवास्तव (साहित्य रत्नालय, कानपुर, १.)
१०. व्यावहारिक हिंदी : डॉ. ओम प्रकाश (राजपाल एण्ड सन्ज, दिल्ली)

G1 English

(ii) English General: Enriching Oral and Written Communication

(a) Objectives

To acquaint the students with the different modes of Communication in the context of modern life.

To make them effective and efficient users of language.

To impress upon their minds the importance and value of Communication in personality development and career prospects.

To enhance their employment opportunities in communication based careers.

(b) Course Content

***Course Work for Term – I**

Orientation

What is Communication?

Formal and Informal Communication

Non-verbal Communication

Features of Effective Communication

Vocabulary

Splitting the Fine Senses of Words

Literal and Figurative Use of Words

Word Parallels and Alternatives

Lexical Sets

Using a Dictionary/ Activator/ Thesaurus

Language Games

Oral Communication

Word Stress and Sentence Stress

Intonation

Use of Politeness Markers

Making Presentations: Important Features

Making Presentations: Preparing, Planning and Performing

***Course Work for Term – II**

Using Audio-visual Aids (from handouts to computer Graphics)

Characteristic Features of an Effective Group Discussion

Facing Interviews

(Activities/tasks like role playing, group discussion, public speaking, extempore presentation and interviews to be conducted)

Written Communication

Writing Task : identifying the focus, generating ideas, outlining, etc.

Paragraph Structure and Linking Sub-points in a Paragraph

Cohesion and unity in a paragraph

Minding Punctuation and Proofreading

Summarising

Reviewing

Aspects of Creative Writing

(Activities/tasks to be conducted like paragraph writing, essay writing, writing a review of a literary text, writing a summary of a literary text, comprehension and analysis of a literary text, preparing an advertisement, making PowerPoint Presentations)

Technology-enabled Business Communication

Telephonic conversation and manners

E-mails and e-mail etiquettes

PowerPoint Presentation

(c) Suggestions for Teachers

The course is designed to acquaint the students with the basic aspects of communication and help them to become effective communicators by using different modes of communication. Teacher talk may be used for clarification of basic ideas. However, keeping in mind the essentially practical nature of the course, the teachers should engage the students through various tasks, activities, projects and assignments, and offer them guidance about carrying them out effectively. Student involvement can also be enhanced through activities like Oral presentations, writing exercises, vocabulary building exercises, role playing, mock interviews, etc. The teacher should play the role of a facilitator, monitor the student activities and provide feedback wherever necessary. The

interaction between and among the students needs to be encouraged for effective implementation of the course.

(d) Reading List

Titles recommended for reference will be communicated later.

G2

HISTORY OF THE MARATHAS (1630-1818)

(To be taught in broad outline) Periods required

1. Rise of the Maratha power-Political and Socio religious background.

2. Shivaji's Relations with the Adilshahi Kingdom :
 - 2.1 Javali Incident.
 - 2.2 Afzalkhan Episode.
 - 2.3 Siddi Jauhar's Expedition to Panhala.
3. Shivaji's Relations with the Mughals :
 - 3.1 Invasion of Shaista Khan.
 - 3.2 Sack of Surat.
 - 3.3 Expedition of Mirza Raja Jaisingh and the treaty of Purandar.
 - 3.4 Visit to Agra and escape.
 - 3.5 Struggle with the Mughals (1670-73).
4. Shivaji's Coronation :
 - 4.1 First Coronation causes and significance.
 - 4.2 Second coronation.
5. Karnatak Expedition, objectives and achievements.
6. Relations with foreign powers :
 - 6.1 The Siddis.
 - 6.2 The Portuguese.
 - 6.3 The English.
7. Shivaji's Administrative System an outline :
 - 7.1 Civil Administration.
 - 7.2 Military Organization.
8. Sambhaji—his career and achievements.
9. Maratha War of Independence—a brief survey :
 - 9.1 Rajaram.
 - 9.2 Role of Ramchandrapant Amatya, Tarabai, Santaji Ghorpade and Dhanaji Jadhav. 4
10. Release of Shahu Ascension to power.
11. Balaji Vishwanath—Role of consolidating the Maratha Power.
12. Bajirao I :
 - 12.1 His policy of expansion Maratha.
 - 12.2 Expansion in the North and South.
 - 12.3 Relations with the Dabhades.
 - 12.4 Relations with the Portugees.
 - 12.5 Achievements.
13. Balaji Bajirao :
 - 13.1 Maratha activities in the North & South.
 - 13.2 Relations with the Angres, Raghuji Bhosale and the Kolhapur State.
 - 13.3 Third Battle of Panipat, 1761 :
 - (a) Circumstances leading to the battle.
 - (b) Defeat of the Marathas.
 - (c) Consequences.
14. Madhavarao I :
 - 14.1 Domestic problems.

- 14.2 Revival of Maratha power in the North.
- 14.3 Karnatak expeditions.
- 14.4 Evaluation of achievements.
15. (a) Barbhai council.
- (b) Nana Fadnavis and Mahadji Shinde.
16. Peshwa-Nizam Relations.
17. Bajirao II and the downfall of the Maratha power.

Books for Study

1. Sarkar N. N.-Shivaji and his Times.
2. Sardesai, G. S.-New History of the Marathas, Vols. I, II, III.
3. Pagdi Setu Madhavrao-Chhatrapathi Shivaji Maharaj.
4. काळे वि . वि . - छत्रपती शिवाजी महाराज.
5. कुलकर्णी, अ . रा . व खरे, ग . ह . (संपा) - मराठयांचा इतिहास.

Books for Reference

1. Ranade M. G.-Rise of the Maratha Power.
2. Sen S. N.-Administrative System of the Marathas.
3. Sen S. N.-Military System of the Marathas.
4. Nadkarni R. V.-Rise and Fall of the Maratha Empire.
5. Sarkar J. N.-House of Shivaji.
6. बेंद्रे, वा . सी . - शिवाजी महाराजांचे विधिचिकित्सक चरित्र.
7. रामचंद्र पंत अमात्य - आज्ञापत्र.
8. शेजवलकर- पानिपत, १७६१.
9. शेजवलकर - मराठे -निजाम संबंध.
10. सौ . कमल गोखले - शिवपुत्र संभाजी.
11. शिवचरित्र कार्यालय- शिवाजी निबंधावली, भाग १ व भाग २, शिवचरित्र.
12. शालिनीताई पाटील - महाराणी ताराबाई.

G2
GEOGRAPHY
Section I

Paper / Course title : Resources and Environment (paper I)

Objectives:

1. To acquaint the students with the Interrelationship between resources and environment.
2. To make the students aware of the problems of utilization and conservation of resources.
3. To acquaint the students with the major Eco systems on the earth.
4. To help the students to understand the global environmental problems and their solution.

Sr. no.	Topic	Sub- topic	Learning points	No. of periods
1	Introduction Resources	Meaning , nature and Components of resources.	<ol style="list-style-type: none"> 1. Definition of resources. 2. Nature and components of resources. 	6
2	Classification of resources	Renewable and non renewable (biotic,abtioc)	<ol style="list-style-type: none"> 1. Meaning and classes of renewable resources. 2. Importance of biotic and biotic renewable resources. 3. Importance of biotic and abiotic non renewable resources. 	6
3	Forest resources	Economic and environmental Significance and conservation	<ol style="list-style-type: none"> 1. Direct and indirect advantages of forest as a resource . 2. Environmental significance of forest resource 3. Deforestation : causes and effects 4. Remedial measure to conserve forest resources. 	8
4	Energy resources	Exhaustible and non exhaustible, Environmental significance	<ol style="list-style-type: none"> 1. Types and distribution of exhaustible energy resources : need for conservation. 2. Types of exhaustible energy resources 3. Environmental significance of exhaustible and non exhaustible energy resources. 	8
5	Population resource and Resource utilization	Population distribution and resource Utilization	<ol style="list-style-type: none"> 1. Population as a resource . 2. Parameters of quality of human resources, over exploitation 3. Effects of over population on economic development 	12

			4. Over population , its pressure on resources.	
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Reference Books :

1. Negi – Geography of resources
2. Zimmerman – Geography of resources.
3. Morgan – Land, Soil, and water
4. Anderson J.M. – Ecology for environmental sciences
5. Turk J. – Introduction to environmental studies.
6. Rao P.L.D. – Pollution control
7. Nebel Bernard – Environmental sciences
8. Kupchell C.L. & Hyland M.C. - Environmental sciences
9. Barleimus P. – Environment & Development

Section II

GEOGRAPHY OF TOURISM

Objectives:

1. To acquaint the students with Concepts in tourism.
2. To make the students aware of the tourism potential of the area..

To Sr. no.	Topic	Sub- topic	Learning points	No. of periods
1	Introduction : Nature & Scope	a. Nature b. Scope & extent c. Beginning & growth d. Components e. Elements	1. Definition of tourists & tourism . 2. Role of Geography in tourism. 3. Tourism & travel as an economic activity. 4. Tourism & national integration. 5. concept of recreation and leisure. 6. Location, accommodation & transportation. 7. Accessibility, amenities, attractions, climate, Historical & cultural factors	11
2	Types of tourists & tourism	Basis of classification	1. Nationality : International & domestic. 2. Time of travel : Long haul , short haul , holiday tourists and day –trippers. 3. Travel distance : Global, continental , regional and local. 4. Number of tourists : Individuals & groups. 5. Purpose of travel : Recreation, culture , health, sports, business& education.	7
3	Factors affecting tourism	a. Physical b. Cultural c. Others	1. Relief : Mountains, lakes, coasts ,waterfalls and Hot Springs. 2. Climate : Hill station , hill resorts 3. Vegetation : National parks , sanctuaries. 4. Religious & pilgrim centers 5. Historical monuments, archaeological sites,temples 6. Centers of tribal cultures,	13

			folk, and festivals(examples from India) 7. Sport centers, dams dams and reservoirs , major industrial towns , planned cities (examples from India)	
4	Role of transportation	<ul style="list-style-type: none"> a. Mode of transport used by tourists b. Factors influencing choice of transport c. Agencies & guides d. 	<ul style="list-style-type: none"> 1. Types of tourists 2. Availability of means of transport. 3. Coast of transport 4. Efficiency levels: Frequency & carrying capacity 5. Travel time 6. Incentives offered 7. Govt. organizations & private agencies 8. Training programmes to guides, 9. Languages known & proficiency levels. 	6
5	Role of accomodation	Types	<ul style="list-style-type: none"> 5. Need for the different types of accommodations 6. Hotels , motels , inns, dormitories,tourist houses,youth hostels,cottages,tents 7. rail yatri bhavans,house boats,private accommodation,unrecognized accomodations 	3

Economics
Indian Public Finance and Planning
SECTION-I

1. *The Nature and Scope of Public Finance* : Public Finance Meaning, Scope Principle of Maximum Social Advantage.
2. *Indian Union Budgets* : Revenue and capital budgets—Surplus, deficit and balanced budget, different concepts of deficit, Revenue deficit, Fiscal deficit, monetized deficit and primary deficit with reference to latest Union budget of India, Objectives of budgetary Policy : Allocation, distribution stabilization and Growth.
3. *Indian Public Expenditure* : Classification of Public Expenditure; Developmental and Non– developmental, Plan and Non-Plan expenditure- Reason for growth of Public expenditure in India.
4. *Indian Tax System* : Structure of Indian taxation; Direct and Indirect taxes of the Union and State Government, Income Tax, Corporation Tax, Union Excise, Customs, Land Revenue & Sales Tax, Characteristics of Indian tax system, Indian tax Reforms since 1991.
5. *Indian Public Debts* :Sources of Internal and External debt—Burden of Public debt causes of rise in the public dept. Economic effects of Public debt, Repayments of public debt.
6. *Union State Financial Relation* : The Role of Finance Commission, Union, State and Inter State devolution of financial resources – its criteria. The role of Planning Commission of Tenth Finance Commission.
7. *Planning in India* : Planning : Concepts, Objectives, Process, Planning Commissions Formulation of India’s Five-Year Plan.
8. *Indian Planning* : Objectives, Strategy, Investment Financing of the Plan (with reference to Seventh and Eighth Year Plans).
9. Achievements of India with reference to Growth rates of National and per capita income, Growth rates in Agriculture and industry, self sufficiency, poverty alleviation and Expansion of Employment opportunities.

References

B. P. Tyagi, Public Finance, Jayprakash, Meerut Andley and Sundaram, Public Economics and Public Finance, Ratan Prakashan, Delhi. M. C. Vaish and H. S. Agarwal, Public Finance, Wiley Eastern Ltd, New Delhi. Misra and Puri, Economics of Development and Planning, Himalaya, 1996, Govt. of India, Budget at a Glance (Various years). Ministry of Finance, Budget Division, New Delhi. Govt. of India—Latest available Economic Survey, Ministry of Finance, Economic Division, Delhi, R. Datta and KPM Sundaram, Indian Economy, S. Chand, 1990, Tondon and Tondon, Indian Economy, Tata McGraw Hill, 1997.

Scheme of Papers at T.Y.B.A. Economics

with effect from July 1995 onwards

G-3 Indian Economy Paper II (Problems and Policies)

एस्- ३ खालील चार पेपर्सपैकी कोणताही एक पेपर घेणे .

1. Agricultural Economics.
2. History of Economics Thought.
3. Public Finance.
4. Statistical Pre-requisites.

एस्- ४ खालील चार पेपर्सपैकी कोणताही एक पेपर घेणे .

1. Rural Economics.
2. Economics of Development.
3. International Economics.
4. Quantitative Techniques.

S2
विशेषस्तर - मराठी

अभ्यासपत्रिका क्र. २

“मध्ययुगीन मराठी वाङ्मयाचा इतिहास” (प्रारंभ ते १८१८)

पहिले सत्र : प्रारंभ ते इ.स.१६००

दुसरे सत्र : इ.स.१६०१ ते १८१८

-: संदर्भ ग्रंथ :-

१. महाराष्ट्र सारस्वत : वि.ल.भावे, श.गो.तुळपुळे.
२. मराठी वाङ्मयाचा इतिहास खंड १,२,३, ल.ला.पांगारकर.
३. प्राचीन मराठी वाङ्मयाचा इतिहास भाग १ ते ७ :डॉ.अ.नादेशपांडे.
४. मराठी वाङ्मयाचा इतिहास खंड १,२,३,४ प्रकाशन -महाराष्ट्र साहित्य परिषद,पुणे.
५. प्राचीन मराठी वाङ्मयाचे स्वरूप : प्रा.ह.श्री.शेणोलीकर.
६. पाच संतकवी (आवृत्ती) : शंगो.तुळपुळे.
७. प्राचीन मराठी गद्य : प्रेरणा आणि परंपरा : श्री रं. कुलकर्णी
८. प्राचीन मराठी पंडिती काव्य : डॉ.के.ना.वाटवे.
९. मराठी लावणी वाङ्मय : डॉ.गंगाधर मोरजे.
१०. म-हाटी लावणी (या ग्रंथाची प्रस्तावना) म.वा.धोंड.
११. मराठी कवितेची उषःकाल : श्री. म. वर्दे.
१२. संत, पंत आणि तंत : श्री म. माटे.
१३. मराठी बखरवाङ्मयाचा पुनर्विचार : गं.ब. ग्रामोपाध्ये.
१४. मराठी बखर वाङ्मय : र.वि.हेरवाडकर.
१५. बखर वाङ्मय : उद्गम व विकास : वापूजी संकपाळ.
१६. मराठी ख्रिस्ती वङ्मयः (फादर स्टीफन्स ते १९६०) : गं.ना. मोरजे, अहमदनगर कॉलेज प्रकाशन.

- १७ . दक्षिण भारतातील मराठी वाङ्मयाचा इतिहास : तंजावर खंड- संपादक- डॉ. वसंत स . जोशी - राज्य मराठी विकास संस्था, मुंबई .
- १८ . प्राचीन मराठी वाङ्मयाचा इतिहास : ल . रा . नसिरावादकर .
- १९ . पैजण : म . ना . अदवंत .
- २० . प्राचीन मराठी वाङ्मयाचा विवेचक इतिहास : प्र . न . जोशी .
- २१ . ओवी ते लावणी : श्री . रं . कुलकर्णी .
- २२ . शोधसंवाद : डॉ . रमेश आवलगावकर .
- २३ . नरेंद्र, एकनाथ आणि सामराज यांची रूक्मिणीस्वयंवरे एक चिकित्सा : डॉ . रमेश आवलगावकर
- २४ . श्रीगोविंदप्रभु विषयक साहित्य : शोध आणि समीक्षा:- डॉ . अविनाश आवलगावकर .
- २५ . मराठी साहित्याचे आदिबंध - डॉ . उषा मा . देशमुख .
- २६ . ज्ञानेश्वरांचे श्रोतृसंवाद :- डॉ . द . भि . कुलकर्णी .

S2
साहित्य (हिंदी : विशेष - २)

(शैक्षणिक वर्ष : २००५-२००६, २००६-२००७, २००७-२००८, २००८-२००९, तथा २००९-२०१०)

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

उद्देश्य

- १ . हिंदी उपन्यास एवं नाटक के विविध मानदंडों के आधार पर छात्रों से समीक्षण क्षमता निर्माण करना |
- २ . छात्रों की हिंदी उपन्यास एवं नाटक के आस्वादन की क्षमता वृद्धि कर देना |
- ३ . मध्ययुगीन संत एवं भक्तों के काव्य से छात्रों को परिचित कराना |
- ४ . मध्ययुगीन संत एवं भक्तों के काव्य से छात्रों को परिचित कराना |
- ५ . साहित्य कृतियों के माध्यम से छात्रों को साहित्य के शिल्प एवं सौंदर्य से परिचित कराना |

अध्यापन पद्धति

- १ . व्याख्यान तथा विश्लेषण |
- २ . नाटक का छात्रों द्वारा मंचन |
- ३ . छात्रों द्वारा काव्यपाठ |
- ४ . समूह चर्चा |
- ५ . दृक-श्राव्य माध्यमों /साधनों का प्रयोग |

पाठ्यपुस्तकें

- १ . उपन्यास : - आकाश की छत - रामदशरथ मिश्र
प्रकाशक : वाणी प्रकाशन, २१ ए, दरियागंज,
नई दिल्ली - ११००२२
- २ . मध्ययुगीन हिंदी काव्य :- प्राचीन एवं मध्यकालीन हिंदी काव्य
संपादक : प्रो . पुरनचंद टंडन
प्रकाशक : राजपाल एण्ड सन्ज, कश्मीरी गेट,
मदरसा रोड, दिल्ली - ११०००६ .

संस्कारण : प्रथम, २००४

३ . नाटक :

एक और द्रोणाचार्य - शंकर शेष

प्रकाशक : परमेश्वरी प्रकाशन, दिल्ली

पाठ्यक्रम

प्रथम सत्र

१ . आकाश की छत (उपन्यास)

२ . 'प्राचीन एवं मध्यकालीन हिंदी काव्य' में से कवीर तथा सूरदास का काव्य |

द्वितीय सत्र

३ . 'प्राचीन एवं' मध्यकालीन हिंदी काव्य' में से तुलसीदास तथा बिहारी का काव्य

४ . 'एक और द्रोणाचार्य' नाटक

संदर्भ ग्रंथ

१ . डॉ .शंकर शेष का नाटक साहित्य : डॉ .प्रकाश जाधव (साहित्य रत्नालय, कानपुर)

२ . प्रयोगशिल नाटककार डॉ .शंकर शेष : मधुकर हसमनीस (प्रकाशक : आशा मधुकर हसमनीस, इस्लामपूर,सांगली)

३ . राजपथ से जनपथ नटशिल्पी शंकर शेष : डॉ .सुरेश गौतम / वीणा गौतम (शारदा प्रकाशन, नई दिल्ली)

४ . कवीर की भक्ती भावना : विलीयम द्वार (जयभारती प्रकाशन, इलाहाबादी)

५ . मध्ययुगीन म्हाकसव्य - व्यखितत्व विश्लेषण : कमलाप्रासाद (निर्मल प्रकाश)

६ . भक्ती आंदोलन और सुरदास का काव्य : मैनेजर पांडेय (वाणी प्रकाशन,नई दिल्ली)

७ . तुलसी के काव्य का मनोवैज्ञानिक विश्लेषण : अंबिकाप्रसाद वाजपेयी (विश्वभारती प्रकाशन, सीताबर्डी, नागपुर)

८ . हिंदी के प्राचीन प्रतिनिधि कवि : द्वारिकाप्रसाद सक्सेना (विनोद पुस्तक मंदीर,आगरा)

९ . रामदरश मिश्र की सृजन यात्रा : महावीर सिंह चौहान (वाणी प्रकाशन,नई दिल्ली)

10. समकालीन हिंदी उपन्यास : डॉ .विवेकी राय (राजीव प्रकाशन, इलाहाबाद)

11. हिंदी उपन्यास के सौ वर्ष : रामदरश मिश्र (गिरणार प्रकाशन, महेसाना गुजरात)

S2
English

(iv) English Special Paper - II : Understanding Poetry

(a) Objectives

1. To acquaint and familiarise the students with the terminology in poetry criticism (i.e. the terms used in critical analysis and appreciation of poems)
2. To encourage students to make a detailed study of a few sample masterpieces of English poetry from different parts of the world
3. To enhance student awareness in the aesthetics of poetry and to empower them to independently venture into reading, appreciation and critical examination and evaluation of poems

(b) Course Content

A. Theory of Poetry

- (a) What is poetry?
- (b) Elements of poetry : Rime, Rhythm, Stanza Forms, Figures of Speech, Symbols, Imagery, and other poetic devices like Repetition, Contrast.
- (c) Types of poetry : Elegy, Sonnet, Dramatic Monologue, Lyric, Ode, Ballad.

B. Prescribed Text : Poetry Down the Ages (O. L.)

[Only the following Selections from **Poetry Down the Ages**]

- | | |
|-----------------------------|--|
| William Shakespeare | : 1. A Requiem |
| John Donne | : 2. A Valediction: Forbidding Mourning |
| Andrew Marvell | : 3. To his Coy Mistress |
| William Blake | : 4. The Chimney Sweeper
5. The Tyger |
| William Wordsworth | : 6. Lucy Gray
7. Strange Fits of Passion Have I Known |
| Percy Bysshe Shelley | : 8. To a Skylark |
| John Keats | : 9. Ode on a Grecian Urn |
| Lord Alfred Tennyson | : 10. <i>From</i> In Memoriam, LIV- LVI
11. Tears, Idle Tears |
| Matthew Arnold | : 12. To Marguerite |
| Robert Browning | : 13. The Bishop Orders his Tomb |
| Thomas Hardy | : 14. The Darkling Thrush |

G.M. Hopkins	: 15.	Felix Randal
W.B. Yeats	: 16.	An Irish Airman Foresees his Death
T .S. Eliot	: 17.	Sweeney Among the Nightingales
W.H. Auden	: 18.	Song
Dylan Thomas	: 19.	And Death shall have no Dominion
Philip Larkin	: 20.	Church Going
Nissim Ezekiel	: 21.	Goodbye Party for Miss Pushpa T. S.
Jayanta Mahapatra	: 22.	The Abandoned British Cemetery at Balasore
A.K. Ramanujan	: 23.	The Last of the Princes
R. Parthasarthy	: 24.	Delhi
Walt Whitman	: 25.	Gods
Emily Dickinson	: 26.	The Wind Tapped Like a Tired Man.
Robert Frost	: 27.	The Road Not Taken
R. W. Emerson	: 28.	Give All to Love
Langston Hughes	: 29.	Ballad of the Landlord
	30.	I, Too

*Course Work for Term – I

A. Theory of Poetry

B. Text : Poetry Down the Ages

(i) Selected Poems : *From William Shakespeare To John Keats*

*Course Work for Term – II

B. Text : Poetry Down the Ages

(ii) Selected Poems : *From Lord Alfred Tennyson To Langston Hughes*

(c) Suggestions for Teachers

The teaching of a poem should begin with reading the poem aloud with proper stress and rhythm. This should be followed by a close and careful analysis of the text. Student participation should be ensured by asking questions on the specific parts/lines/expressions in the text and their answers should be used in analyzing the text. Background/authorial information may be given only when absolutely necessary for the understanding of the text of the poem. The students should be motivated to discover or interpret the poem on the basis of intra-textual linguistic clues. Paraphrasing the poem by teachers kills the students' initiative and hence it should be avoided. The teachers may explain figures of speech, poetic devices, and poetic forms with concrete examples from the prescribed texts. The distinction between ordinary language and poetic/literary

language should be highlighted. Students should be encouraged to form their own opinions rather than merely parroting the critical opinions or teacher-told meanings.

(d) Reading List

Abrams, M. A. – A Glossary of Literary Terms (Seventh Edition),(Macmillan)

Barnett, Susan – Students Guide to Writing about Literature (Pearson Education)

Brooks, Cleanth and Robert Penn Warren – Understanding Poetry

Mayhead, Robin – Understanding Literature (Blackie and Sons)

Martin, Gray – A Dictionary of Literary Terms (Pearson Education)

Murphy, M. J. – Understanding Unseens

Rees, R. J. – An Introduction of English Literature to Foreign Learners

Wainwright, Jeffrey (2004), Poetry : The Basics (Routledge)

Hooper - An Introduction to the Study of Language and Literature

Hudson, W. H. - Introduction to the Study of English Literature

Iyengar, K. R. Srinivas and Nandakumar, Prema - Introduction to the Study of
English Literature (Sterling, 1984)

Kennedy - Literature : An Introduction to Fiction, Poetry and Drama (Longman)

Lennard – The Poetry Handbook: Guide Reading Poetry for Pleasure and Criticism
(OUP)

Lerner - English Literature : An Interpretation for Students Abroad (OUP)

S2 HISTORY

Constitutional History of India (1858-1950)

1. Constitutional development from 1773 to 1857—a brief survey.
2. Transfer of power from the East India Company to the Crown :
 - 2.1 The Government of India Act, 1858—its salient features and significance.
 - 2.2 The Queen's Proclamation and its importance.
3. The development of Central and Provincial Council :
 - 3.1 Indian Council Act, 1861.
 - 3.2 Indian Council Act, 1892.
4. Rise and Growth of Indian Nationalism :
 - 4.1 Foundation of Indian National Congress.
 - 4.2 The Moderates and the Extremists
 - 4.3 Partition of Bengal.
 - 4.4 The Swadeshi Movement.
 - 4.5 The Surat Split.
 - 4.6 The Revolutionary Movement.
5. Morley-Minto Reforms-The Indian Councils Act, 1909 : its salient features and significance.
6. The Home Rule Movement, Luknow Pact.
7. *The Government of India Act, 1919* :
 - 7.1 Montague's Declaration of August 1917—its salient features.
 - 7.2 The Government of India Act, 1919—its main provisions.
 - 7.3 Dyarchy- (a) Its nature. (b) Causes of its failure.
8. Non-Co-operation Movement—its achievement and failure.
9. The Swarajist Party :
 - 9.1 Its policy and programme.
 - 9.2 Achievements and failure.
10. Simon Commission—Its recommendations and Indian reaction.
11. Nehru Report : 14 Points of Jinnah.
12. (a) Civil Disobedience Movement.
(b) Round Table Conference.
(c) Communal Award and Poona Pact.
(d) White Paper.
13. The Government of India Act, 1935 :

- 13.1 Its salient features.
- 13.2 Provincial Autonomy and its working.
14. *Constitutional Development between 1939-1947 :*
 - 14.1 World War II and Constitutional Deadlock.
 - 14.2 The August Offer.
 - 14.3 Cripp's Proposals.
 - 14.4 Quit India Movement.
 - 14.5 Wavell Plan.
 - 14.6 Cabinet Mission Plan—its merits and demerits.
 - 14.7 The Mountbattan Plan and Partition of India.
 - 14.8 The Indian Independence Act, 1947.
15. The Constitution of India—its salient features.

Books for Study

- (1) Keith, A. B.—A Constitutional History of India.
- (2) Singh, G. N.—Landmarks in Indian Constitutional and National Development.
- (3) Sharma, Shri Ram—Constitutional History of India.
- (4) Aggarwala, R. N.—National Movement and Constitutional Development of India.
- (5) Sikri, S. L.—Studies in the constitutional History of India.
- (6) कुलकर्णी, गर्गे - भारतीय राज्यघटनेचा विकास.
- (7) ओतूरकर, घारे- भारतीय राज्यघटनेचा सोपत्तिक इतिहास.
- (8) भोगले, शां.कृ - भारतीय राष्ट्रीय आंदोलन आणि घटनात्मक विकास.

Books for Reference

- (1) Chhabra, G. S.—Advanced Study in the Constitutional History of India.
- (2) Banerjee, A. C.—Documents of Indian Constitutional History.
- (3) Tara Chand—History of Indian Freedom Struggle.
- (4) Menon, V. L.—Transfer of Power.
- (5) Tope, T. K.—The Constitution of India.
- (6) Pylee—Indian Constitution.
- (7) जावडेकर- आधुनिक भारत.

OR
S2

Outline of Ancient Indian History and Culture
(2500 BC to 1206 AD)

FIRST TERM

1. Sources for the study of Ancient Indian History and Culture
 - 1.1 Archaeological.
 - 1.2 Epigraphical.
 - 1.3 Literary.
 - 1.4 Numismatical.
2. Indus Valley or Harappan Culture
 - 2.1 Sites and Extent.
 - 2.2 Founders.
 - 2.3 Daily Life, Economy.
 - 2.4 Religion, Society.
 - 2.5 Legacy.
3. Vedic and Later Vedic Ages
 - 3.1 Social, Political, Economic Life of the Aryans.
 - 3.2 Literary activities and emergence of Philosophical ideas.
 - 3.3 Emergence of empires and Janpads Mahajanpads.
4. Social-Religious reform movements leading to emergence of Jainism Buddhism and other Sects-Roles of Mahavir and Gautam Buddha—their teaching and Philosophy.
5. Contact with outside world and its impact on Indian Culture—epigraphy, coinage, script, art and architecture, social life. From the first term the topic No. 5 be taught at second term.

SECOND TERM

6. The Mauryas
 - 6.1 Effects of Persian and Greek invasions on India.
 - 6.2 Chandragupta Maurya.
 - 6.3 Ashoka.
 - 6.4 Decline and fall of the Mauryan Empire.
 - 6.5 Administration.
 - 6.6 Arts and Architecture.
7. The Post-Maurya period upto A.D. 300
The Sungas, Satvahanas, Sakas and Kushanas—a brief Survey.
8. The Age of the Imperial Guptas
 - 8.1 Chandragupta I.
 - 8.2 Samudra Gupta.
 - 8.3 Chandrapupta II (Vikramaditya).
 - 8.4 Government.
 - 8.5 Religion.
 - 8.6 Art, Architecture and Science.
 - 8.7 Downfall of the Imperial Guptas.
9. Harshavardhana-estimate of his achievements.
10. North India after Harsh's death.
Rise of Rajput dynasties—a brief survey.
11. South Indian Dynasties The Chalukyas, Rashtrakutas, Pallavas. and Cholas
—a brief survey.

Books for Study

1. Tripathi, R. S.—History of Ancient India.
2. Raychoudhari, H. C.—Political History of Ancient India.
3. Mujumdar, R. C.—Ancient India.
4. Mahajan, V. D.—Ancient India.
5. Mookerjee, R. K.—Ancient India.
6. Smith, V. A.—Early History of India.

Books for Reference

1. History and Culture of Indian People—Bharateeya Vidya Bhavan's Series, Vols. I, II, III.
2. Kosambi, D. D.—Culture and Civilization of Ancient India in Historical outline.
3. Ghosh, N. M.—Early History of India.
4. Bhandarkar, D. R.—Some Aspects of Ancient Indian Culture.
5. Altekar, A. S.—State and Government in Ancient India.
6. Sharma, S. R.—Aspects of Political Ideas and Institutions in Ancient India.
7. Beni Prasad—Theory and Government in Ancient India.
8. विल्यु ड्यूरंट, अनु . शिखरे, मा .पं- भारतीय संस्कृती (पॉप्युलर प्रकाशन, मुंबई).

S2

PRACTICAL IN GEOGRAPHY

Title of the Course : Cartographic Techniques and Surveying

Objectives:

1. To enable the students to use various cartographic techniques and interpret.
2. To acquaint the students with the principles of surveying, its importance and utility in the geographical study.
3. To introduce the importance and basic principles of remote sensing.

Sr. no.	Topic	Learning points	Exercises	No. of periods
1	Maps and Scales	1.Map-Meaning, definition and types. 2.Map Scale-Definition and types.	3. Map-Meaning, definition and types. 4. Map Scale-Definition and types. i.Conversion of verbal scale to numeric and vice versa (in british and Metric system.) ii.Construction of simple graphical scale (Two examples.) iii.Construction of comparative scale (Two examples.) iv.Digonal Scale.	12
2	Map Projection	1.Definition and need of map projection. 2.Classification of map projection based on method of construction and developable surfaces used. 3.Choice of map projections.	4. Zenithal polar projection i.Gnomonic ii.Stereographic 5. Conic projection i.with one standard parallel ii.Bonne 3.Cylindrical projection i.Equal area ii.Mercator (Construction of above map projections with properties and uses) For each group – one example from each hemisphere.	18
3	Data representation by cartographic techniques	1.Difference between maps graph, and diagrams.	Construction of the following and interpretation 1.simple line graph 2.polygraph	30

	(Computer based)	2.Line – graphs 3.Diagrams i.One-dimensional ii. Two-dimensional iii.Three-dimensional 4.Maps	3.simple bar diagram 4.compound bar diagram 5.pie diagram 6.Proportional circles 7.Cubes 8.Spheres 9.isopleth map 10.Choropleth	
		Section II		
4	Remote sensing	1.Need and use of remote sensing techniques in geography 2.Defination of remote sensing 3.Basic concept of remote sensing 4.Idease of sensors and platform 5.Application of Remote sensing in geography	1.Types of stereoscopes 2.setting aerial photo for stereovision 3.Determination of photo scale and measurement of area. 4.Study of aerial photography, satellite images (two) preparation of map showing geographical fetures.	12
5	Surveying	1.Definition of surveying and leveling 2.object of surveying 3.Types of surveying Geodetic and plane surveying 4.Method of surveying 5.Plane Table Surveying 6.Prismatic Compass Surveying 7.Indian Clinometer 8.Dumpy Level (Definition of terms used in surveying and	1.plane table surveying i.Radiation Method ii.Intersection Method 2.Prismatic Compass Surveying i.Types of bearing – whole Circle Bearing (WCB) and Quadrantal (QB) Bearing ii.Conversion of WCB to QB and Vice Versa iii.Open traverse iv.Close traverse v.Correction bearing and closing of error by bowditch Method (Two example each) 3.indian clinometer Calculation of elevation. 4.Dumpy Level i.Collimation Method ii.Rise and Fall Method	30

		leveling)		
6	Field excursion	Visit to place of geographical interest any where in the country.	1.One Short tour of two days duration and preparation of tour report. 2.One long tour of more than five days and preparation of tour.	18

Notes

- 1.Use of stencils, log tables, calculators and computers is allowed.
- 2.Journal should be completed and duly certified by practical in charge and head of the department.
- 3.Candidates should not be allowed for examination without certified journal.

Reference Books :

- Curran, P.J. 1985 principles of remote sensing. Longman, London UK.
- Kanetkar, T.P. and Kulkarni, S.V. 1986. Surveying and Levelling pune Vidyarthi Griha Prakashan, Pune India.
- Lillesand, T.M. and Kiefer, R.W., 1979 Remote sensing and Image Interpretation. Wiley, New York U.S.A.
- Monkhouse, F.J. and Wilkinson, H.R., 1971 Maps and Diagrams. Methuen and company ltd. London UK.
- Sing G., 1996 Map Work and Practical Geography. Vikas Publishing House Pvt.Ltd., New Delhi. India.
- Sing R.L., 1979 Elements of practical Geography. Kalyani publishers, New Delhi. India.
- Steers, J.A., 1970 An Introduction to study of map projections. University of London press ltd., London. U.K.

S2 ECONOMICS

: MACRO-ECONOMICS (Revised Course)(FROM JUNE 2003)

PEAMBLED :

On account of the growing influence and involvement of the state in economic fields, macroeconomics has become a major area of economic analysis in terms of theoretical, empirical as well as policy-making issues. Macroeconomics has an extensive, substantive as well as methodological content. It deals with the functioning of the economy as a whole, including how the economy's total output of goods and services and employment of resources is determined and what causes these totals to fluctuate. The canvass of the study is the whole rather than the part because what is true of parts is not necessarily true of the whole. The paper entitled "Macroeconomics" is designed to make undergraduate student aware of the basic theoretical framework underlying the field of macroeconomics.

SECTION - I

LECTURES

1. Introduction :

- 1.1 Macro-economics - meaning, nature and scope.
- 1.2 Importance and limitations of macro-economics.

2. National Income :

- 2.1 Concepts - GDP and NDP, GNP and NNP, income at factor cost and market price (current and constant prices), personal Income, Disposable and percapita Income.
- 2.2 Measurement of National Income - Methods and problems.

3. Output and Employment :

- 3.1 Say's law of market - Classical theory of employment- Criticism by Keynes.
- 3.2 Keynesian theory of Employment - Principle of Effective demand, consumption Function, Average and marginal propensity to consume, Factors influencing consumption function, Numerical problems.

SECTION - II

4. Saving and Investment

- 4.1 Macro approach - Saving and investment, average and marginal propensity to saving, Paradox of saving, Numerical problems.

4.2 Theory of investment - Autonomous and induced, investment, marginal efficiency of capital, Investment multiplier -concept and limitations, Numerical problems.

4.3 Keynesian approach : saving and investment.

5. Trade Cycle

5.1 Nature and characteristics of Trade Cycle

5.2 Phases of Trade Cycle

5.3 Theories of Trade Cycle : Hautrey's monetary theory, Hayek's over-investment theory

5.4 Keynes view on Trade Cycle

5.5 Control of Trade Cycle.

6. Economic Growth

6.1 Meaning and Indicator's of Economic Growth

6.2 Sources of growth

6.3 Growth models - Harrod and Domar model, Neoclassical growth models.

BASIC READING LIST

- Ackley, G. (1976), Macroeconomics : Theory and Policy, Macmillan Publishing Company, New York.
- Ahuja HL (2002) Macroeconomics : Theory and Policy, S. Chand & Co. Ltd., New Delhi.
- Day, A. C. L. (1960), Outline of Monetary Economics, Oxford University Press, Oxford.
- Gupta, S. B. (1994), Monetary Economics, S. Chand and Co., Delhi.
- Heijdra, B. J. and F. V. Ploeg (2001), Foundations of Modern Macroeconomics, Oxford University Press, Oxford.
- Lewis, M. K. and P. D. Mizan (2000), Monetary Economics, Oxford University Press, New Delhi.
- Shapiro, E. (1996), Macroeconomics Analysis, Galgotia Publications, New Delhi.
- Dillard, D. (1960), The Economics of John Maynard Keynes. Crosby Lockwood and Sons, London.
- Hanson, A. H. (1953), A Guide to Keynes, McGraw, Hill, New York.

C.C.M
History Education

Unit – 1	History as a subject
	Meaning and nature of History as a subject
	Importance and objectives of History
	Place of History in school curriculum
	Correlation within the subject and other subjects
Unit -2	Methods of teaching History
	1) Narration method
	2) Dramatization method
	3) Discussion method
	4) Source method
	5) Project method
	6) Journey method
Unit -3	Teaching Aids and devices
	Principles and importance of teaching aids chart, Pictures, Three dimensional aids, Projecting instruments
	Principles and maxims in teaching History
	Types of devices
	History room and its importance
Unit -4	Content cum Methodology in History
	Concept and nature
	Importance and need
Unit -5	Implementation of CCM
	Structure of History
	Analysis of History Curriculum Methods for construction of

	curriculum of History
	1) Concentric
	2) Chronological
	3) Periodic
	4) Regressive
	Analysis of syllabus of one standard
	Characteristics of good History text book and its evaluation
Unit-6	Content analysis of History (one specific unit)
6.1	Content analysis
6.2	Concepts and Generalization
6.3	Planning of one unit for different levels and different methods
Unit 7	History Teacher, Values and Core elements
	History teacher and his qualities
	Values-given by the Maharashtra Govt.
	Core Elements –as stated in NPE
Unit 8	Planning and Evaluation
8.1	Planning –Year plan, Unit plan and unit Test
8.2	Meaning and Nature of Evaluation
8.3	Tools & Techniques of Evaluation – Achievements tests, Diagnostic test & remedial teaching in History.

Reference Books

- | | |
|----------------------------------|--|
| 1) Teaching of History | - V.D.Ghate |
| 2) Teaching of History | - S.V. Kochhar |
| 3) इतिहासाचे आशययुक्त अध्यापन | - डॉ. सुशिल मोडियार |
| ४) आशययुक्त अध्यापन पद्धती | - संपादक, डॉ. अनंत जोशी |
| ५) इतिहासाचे अध्यापन | - वि.द. घाटे |
| ६) इतिहासाचे अध्यापन | - न.रा. पारसनीस, प.ज. धारकर |
| ७) इतिहास अध्यापन पद्धती व तंत्र | - प्रा.श्री. मपल्ली |
| ८) इतिहास अध्यापन पद्धती | - प्रा.सी.मा.तिवारी |
| ९) आशययुक्त अध्यापन पद्धती | - यशवंतराव चव्हाण मुक्त विद्यापीठ, नाशिक |
| १०) आशययुक्त अध्यापन पद्धती | - डॉ. विलास राणसुर |

C.C.M
Geography Education

Unit – 1	Geography as a subject
1.1	Meaning and Nature of Geography as subject
1.2	Concepts of Geography
1.3	Place of Geography in school curriculum
1.4	Branches of Geography and importance of Geography
1.5	Correlation – within the subject and with other subjects
1.6	Importance of local Geography
Unit -2	Method for construction of curriculum & Methods of teaching of Geography
A]	Construction of curriculum of Geography -
	1) Concentric
	2) Regional
	3) Unit Method
	4) Mixed Method
B]	Special method of teaching of Geography -
	1) Regional Method
	2) Journey Method
	3) Excursion Method
	4) Comparative Method
	5) Project Method
	6) Questioning Method
	7) Discussion Method
	8) Object Method
	9) Lecture Method

	10) Supervised study and assignment
	11) Story Method
	12) Learning through computer
	13) Singing Method
C]	Use of maxims in teaching Geography
D]	Geography teacher and his qualities
Unit – 3	Effective Teaching Aids for Geography
	Visual Aids –Models, Earth globe, graphs and pictures and various maps
	Audio aids – Radio, Tape recorder
	Audio Visual – Films and Film strip, T.V.Computer.
Unit -4	Content cum methodology in teaching learning Geography
	Content cum methodology – concept, Nature, Need and it's Importance
	Implementation of content cum Methodology in teaching learning of Geography (including it's structure)
	Content analysis
	Planning of one teaching unit at two different levels
	Selection of specific method for teaching and rationale for selection
Unit – 5	Planning in teaching of Geography
	Year Plan, Unit Plan and Unit Test
	Characteristic of good Geography text book
Unit - t	Evaluation of Geography
6.1	Meaning and Nature
6.2	Tools and Techniques -
	Achievement tests, diagnostic test and remedial teaching in geography

१. भूगोल अध्ययन - अध्यापन - भा.गो.वापट
२. भूगोलाचे अध्यापन - द.बा.पेंक्षे
३. आशययुक्त अध्यापनपद्धती - प्रा. (श्रीमती) यु.वी.पाटील, श्रीमती.सुरेखा जोशी
४. भूगोलाचे अध्यापन - प्रा.पाटणकर
५. भूगोल परिचय - प्रा.खतीव
६. Handbook of suggestion on the teaching of Geography. (UNESCO)
७. Geography – B.C.Rai.
८. आशययुक्त अध्यापन पद्धती - यशवंतराव चव्हाण, महाराष्ट्र
९. जाधव के.के. - भूगोल आशययुक्त अध्यापन पद्धती
१०. जोशी आनंत - आशययुक्त अध्यापन पद्धती

C.C.M
Economics Education

Unit – 1	Economics as a subject
1.1	Meaning and Nature of Economics as subject
1.2	Place of Economics in School curriculum
1.3	Importance of Economics in daily life
1.4	Correlation – Concept, Importance & Types
1.5	Structure of Economics as a Subject.
Unit – 2	Methods of Teaching of Economic
	Special methods of teaching of Economic
	1. Lecture Method
	2. Discussion Method
	3. Problem Method
	4. Project Method
	5. Inductive – Deductive Method
	6. Supervised learning
	Selection of specific method for teaching & rationale for selection
	Teaching aids & teaching of Economics Nature, Importance & Classification
	Use of maxims in teaching of Economics
	Planning of one teaching unit at two different levels
	Economic teacher & his qualities
Unit – 3	Content cum Methodology in teaching learning of Economics
	Content cum methodology – concept and nature
	Importance and need of content cum methodology in teaching – learning of the Economics

	Implementation of content cum methodology in teaching – learning of Economics
Unit -4	Pedagogical Analysis of Economics
	Methods for construction of curriculum of Economics
	Objectives of teaching Economics & their specifications
	Analysis of Economics curriculum (Std. 9 th to 12 th)
	Analysis of syllabus of one standard
	Relationship between syllabus and text book
	Characteristics of good Economics text book and its evaluation
Unit – 5	Content analysis of Economics (one specific unit)
	Need of analysis of Economics content
	Objectives of the unit selected
	Place of the selected unit in structure of Economics
	Content analysis of the unit
	Generalization
Unit – 6	Core elements, Values & Economics content
6.1	Core elements :
	1) History of India’s Freedom Movement
	2) Constitutional Obligation
	3) Content Essential to Nurture National
	4) India’s common cultural heritage
	5) Egalitarianism, Democracy & Secularism
	6) Equality of sexes
	7) Protection of Environment
	8) Removal of social barriers
	9) Observance of small family norms

	10) Inculcation of Scientific temper
6.2	Analysis of Economics content according to the core elements
6.3	Values :
	1) Patriotism
	2) National Integrity
	3) Tolerance towards all religions
	4) Gender Equality
	5) Dignity for labour
	6) Scientific Attitude
	7) Modesty
	8) Sensitivity
	9) Punctuality
	10) Neatness
6.4	Analysis of Economics content according to the values
Unit – 7	Evaluation
7.1	Questions of evaluate content
7.2	Questions to evaluate core elements & values
7.3	Questions to evaluate generalization in Economics
7.4	Achievements tests, Diagnostic test, & remedial teaching in Economic

Reference Book

1) Teaching of Economics – (Faculty of Education Baroda)

२) अर्थशास्त्र अध्यापन पद्धती - प्राचार्य गाजरे, प्रा.पुराणिक

३) आशययुक्त अध्यापन - संपादक, डॉ. अनंत जोशी