

University of Pune

S.Y.B.A.B.Ed.

Syllabus

2008

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Group 'D'
S.Y.B.A.B.Ed
Psychology of Development and Learning.

Objectives: To enable the student teacher to:

1. Get acquainted with the meaning, nature and scope of educational psychology.
2. Understand the growth and development of the learner and its importance in the learning process (with special reference to later childhood and adolescent stage).
3. Get acquainted with the individual differences among and within the individual.
4. Identify and cater for the educational needs to various types of children.

Objectives: To enable the student teacher to:

1. Understand the role of teacher in school.
2. Understand the process of learning and higher mental processes.
3. Get acquainted with psychological principles and techniques to facilitate learning.
4. Understand the concept of intelligence and the process of memory.

Section I

Unit 1	Educational Psychology	(4hrs)
1.1	Meaning & nature of educational psychology	
1.2	Methods of studies of Human behaviour:	
	a) Introspection	b) Observation
	c) Experimental	d) Case study
1.3	Use of psychology to the teacher.	

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Unit 2	Growth & development of the learner.	(12hrs)
2.1	Nature & importance of heredity and environment, social heredity.	
2.2	Stages of growth & development: later childhood & adolescence (physical, mental, emotional, social).	
2.3	Role of school in growth & development of the learner.	
Unit 3	Individual differences related to academic achievement	(16 hrs)
3.1	Nature of individual differences: inter and intra	
3.2	Causes of Individual differences:-	
(a)	Personal: Readiness to learn, abilities, aptitude, motivation, age, gender & maturity, interest, attention & attitude.	
(b)	Environmental: socio-economic status, rural-urban home environment, 'e' environment.	
3.3	Individual differences w.r.t.: personality, self concept, achievement motivation, study habits, emotions.	
Unit 4		(8 hrs)
4.1	Identification of children with special needs.	
4.2	Need of special education.	
4.3	Catering for their special education needs.	
4.4	Concept of integrated & inclusive education.	
4.5	Adjustment- causes of maladjustment dealing with Child abuse & Child exploitation.	
Section II		
Unit 5	Learning.	(11hrs)
5.1	Nature of learning process.	
5.2	Theories of learning & their educational importance: Trial	

	& Error, introduction to cognitivism, Behaviourism, & constructivism and learning application of Behaviourism and constructivism.	
5.3	Transfer of Learning: Concept & types.	
Unit 6	Role of Teacher in school.	(8hrs)
6.1	Teacher effectiveness.	
6.2	Teacher-student, student-student interaction. (cooperative	
6.3	Teacher behaviour & classroom achievement, effects of teachers	
6.4	Organization of favorable school climate.	
Unit 7	Higher Mental Processes.	(10hrs)
7.1	Sensation, Perception, Imagination, Concept formation, mind mapping.	
7.2	Sense training programme	
7.3	Thinking: types & tools of thinking.	
7.4	Developing thinking, reasoning, problem solving & creativity	
Unit 8	Intelligence.	(11hrs)
8.1	Brain: Structure & function.	
8.2	Brain-based learning.	
8.3	Concept of intelligence: definition, concept of M.A. and C.A, (Types Intelligence- Artificial Intelligence Emotional Intelligence Multiple intelligence)	
8.4	Memory: Process (registration & retention) & types, ways of Enhancing memory, recall & recognition.	

Practical Work

- 1) Each student will perform at least 5 experiments from the list of Psychology experiments given below. (15 marks).

Psychology Test	
Scoring Key of Practical : Total marks = 15	
1. Initial information :	(Marks 3)
<input type="checkbox"/> Details of the student teacher/Purpose of choosing the test.	(1 Marks)
<input type="checkbox"/> Details of the test : Name, Objectives, description (reliability, validity, no. of items, type- verbal/ non verbal, scoring method).	(2 marks)
2. Administration of the test :	(Marks 4)
<input type="checkbox"/> Date, time	(1 Mark)
<input type="checkbox"/> Age group, number of students, schools, instructions	(3Marks)
3. Analysis of Data:	(Marks 8)
<input type="checkbox"/> Statistical tools used	(2 Marks)
<input type="checkbox"/> Tabular/ graphical presentation	(2 Marks)
<input type="checkbox"/> Interpretation	(2 Marks)
<input type="checkbox"/> Conclusion	(2 Marks)
Total Marks :	
1. Initial Information:	3 Marks
2. Administration of the test:	4 Marks
3. Analysis of Data:	8 Marks
Total Marks	15 Marks

2) Each student will administer any 1 of the psychological group test given below & interpret the results. Intelligence, Attitude, Aptitude, Personality, Self concept, Interest, Adjustment, Creativity. (15marks).

List of Experiments		
Topic	Title	Apparatus
1. Learning	To study the process of learning with the help of learning curve.	i. Letter-digit substitute sheet. ii. Stop watch
2. Learning	(a) To study the process of learning by Trial & Error (b) To study the process of transfer of learning	i. Mirror, star pattern. ii. Stop watch
3. Memory	To study the process of recall and recognition	i. A list of 20 words. ii. A recognition list of 80 words
4. Memory	To determine & compare the immediate memory span of an individual for visual & auditory presentation	A list of numbers containing 3 to 12 digits
5. Fatigue	To study the different stages of learning in a continuous mental work	i. Multiple Test sheet/letter cancellation sheet. ii. Stop watch
6. Imagery	To study & compare the vividness of the audio-visual imagery of the individual (Galton's method)	List of stimulus words with audio & visual sense.

संदर्भ सूची

१. आफळे व बापट, “शिक्षणाचे मानसशास्त्रीय अधिष्ठान” श्री विद्या प्रकाशन, पुणे .
२. वा .ना .दांडेकर, “शैक्षणिक व प्रायोगिक मानसशास्त्र” श्री विद्या प्रकाशन, पुणे .
३. सुरेश करंदीकर, “शैक्षणिक मानसशास्त्र” फडके प्रकाशन, कोल्हापुर .
४. ह .ना .जगताप, “अध्ययन उपपत्ती व अध्यापन” नित्य नूतन प्रकाशन, पुणे .
५. वेळे गो .रा ., चित्रा सोहनी, रामदास बर्कले, ह .ना .जगताप, “शिक्षणाचे मानसशास्त्रीय यथार्थ दर्शन- भाग १ व २”
६. ह .ना .जगताप “शैक्षणिक मानसशास्त्र” नित्य नूतन प्रकाशन, पुणे
७. ह .ना .जगताप “शैक्षणिक व प्रायोगिक मानसशास्त्र” नित्य नूतन प्रकाशन, पुणे .
८. बी .एन . बर्वे व एच .जे .नरके, “मनोमापन “ विद्या प्रकाशन नागपूर
९. प्र .ल . नानकर, संगिता शिरोडे, “शैक्षणिक व प्रायोगिक मानसशास्त्र” नित्य नूतन प्रकाशन, पुणे .
१०. किशोर चव्हाण, “विकास आणि अध्ययनाचे मानसशास्त्र” इनसाईट प्रकाशन, पुणे .
११. शारदा शेवतेकर बडवे, “विकासाचे व अध्ययनाचे मानसशास्त्र” विद्या प्रकाशन, नागपूर
१२. द .बा .पोंक्षे, “शैक्षणिक मानसशास्त्र आणि प्रायोगिक कार्या” नित्य नूतन प्रकाशन, पुणे .
१३. के .वि .कुलकर्णी, “शैक्षणिक मानसशास्त्र” श्री .विद्या प्रकाशन, पुणे .
१४. मुकुंद कृ इनामदार, केशव ना . गाडेकर, अनिता पाटील, “अधुनिक सामान्य मानसशास्त्र” डायमंड प्रकाशन, पुणे .
१५. संजय नाईक, “भावनिक बुद्ध्यांक आणि भावनिक बुद्धिमत्ता” अक्षय साहित्य, पुणे .
१६. पंडित र .वि . (२००७) - शैक्षणिक मानसशास्त्र, पिंपळपुरे आणि सन्स
१७. इनामदार मुकुंद, गाडेकर केशव, पाटील अनिता (२००६) - आधुनिक सामान्य मानसशास्त्र, डायमंड पब्लिकेशन, पुणे .

Reference Books

1. Hans Raj Bhatia, 'A Textbook of Educational Psychology' Macmillan India Ltd.
2. S.B.Kakkar & Mahesh Bhargava, 'In Education & Psychology,' H.P.Bhargava Books House.
3. Ram Nath Sharma & Ruchana Sharma, 'Experimental Psychology' Atlantic. Delhi.
4. A.R. Rather, 'Psychology of learning & Development' Discovery publishing House, New Delhi.
5. Shamshad Hussain, 'Human behaviour' H.P.Bhargava Book House Agra.
6. Tara Chand, 'Modern Child Psychology' Anmol Publications, New Delhi.
7. Tara Chand, 'Educational Psychology' Anmol Publication, New Delhi.
8. Aparna Chattopadhyay, 'What's your Emotional I.Q.' Pustak Mahal Delhi.
9. S.P.Chaube, 'Educational Psychology and Educational Statistics.' Lakshmi Narain Agrwal, Agra.
10. Alice Rajkumari, Rita Suguna Sundari, Digumarti Bhaskara Rao 'Educational Psychology' Discoueny Publishing house New Delhi.
11. W.N.Dandekar, 'Experimental Psychology' Anmol Prakashan, Pune.
12. K.K. Bhatia & Trinath Purohit, 'Educational Psychology & Technique of Teaching' Kalyani Publishers Ludhiana.
13. S. K. Mangal, 'Educational Psychology' Tandon Publications, Ludiana.
14. D.Bhatia, D.K. Walia, J.C. Mangal & T.C. Datt., 'Educational Psychology' Doaba House, Delhi.
15. S.K. Mangal, 'Advanced Educational Psychology' Prentice Hall of India, New Delhi.
16. W.N.Dandekar & Sanyoglata Makhija, 'Psychological Foundations of Educaiton' Mac millan India Ltd. Delhi.
17. Sarla Nasa, 'Educational Psychology' A Mittal Publications, New Delhi.
18. Dandapani S.(2000) – Atextbook of Advanced Educational Psychology, Anmol Prublication Pvt. Ltd. New Delhi.
19. Chavan S.S.(2006) – Advanced Educational Psychology.
20. Panda K.C.(1997) – Education of exceptional children, Vikas Publishing House Pvt. Ltd. New Delhi.
21. A Special Education Research and trends(1986) – Edited by Richad J.Maris Burton Blatt, USA Pergamon Press.

Group 'A'

(English) (w.e.f. June 2009)

(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

Prescribed Text : **Reflections II (CUP)**

Units

1. Enhance your sense of humour
2. What is Body Language
3. A different history - Sujata Bhatt
4. Glut of gullibility
5. Chief Seattle's letter
6. Digging - Seamus Heaney
7. Martin Luther King Jr's Civil Rights Dream at 40
8. People who never took a 'No' (1. Akio Morita, and 2. Henry Ford)
9. Kindness - Sylvia Plath
10. JRD's words of inspiration to Sudha Murthy
11. When ideas make money - Sharmila Ganesan
12. Punishment in K. Garten - Kamala Das
13. The three-piece suit - Ali Deb
14. Unity of mind - A. P. J. Abdul Kalam
15. Sunrise - Padma Sachdev
16. The wonder of new millennium - Michael David
17. After twenty years - O'Henry
18. Ozymandius of Egypt - P. B. Shelley
19. After apple picking - Robert Frost
20. Engine trouble - R. K. Narayan

Poems

*Course Work for Term – I

Units 1 to 10 along with exercises given below each unit

*Course Work for Term – II

Units from 11 to 20 along with exercises given below each unit

(c) Suggestions for Teachers

This is a continuation of the same multi-skills course as in F.Y.B.A. Compulsory English, and hence the teachers are expected to continue with the interactive approach in teaching. The teachers should use learner-focused and learning oriented teaching methods and help the students in developing the four skills of language. As far as possible the class should consist of relevant tasks or activities on the part of the students, and the teacher-talk should be reduced to the minimum necessary level. There should be considerable interaction between the teachers and students and between or among the students in the form of pair work and group work. The teachers should encourage the students to actively participate in the learning activities related to different skills / aspects of language learning. Wherever the situation permits, activities like discussions, and presentations should be promoted. Only the active interest and participation of learner can ensure the communicative and pragmatic competence of the students in using the language. 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.

G1
S.Y.B.A.B.Ed
(G1) मराठी (सामान्य स्तर)

अभ्यासक्रमाची उद्दिष्टे

अ. सामान्य (जनरल)

आ. विशेष (स्पेशल) अशा दोन स्तरांवर ठरतील. सामान्य पातळीवरील अभ्यासक्रम समावेशक असावा. विशेष पातळीवरील अभ्यासक्रम नेमका पण समतोल असावा.

अ. सामान्य (जनरल) स्तर -

१. वेगवेगळ्या प्रकारांतील व कालखंडातील अभिजात साहित्यकृतींचा संस्कार घडविणे, साहित्यकृतींचा साहित्याबद्दल अभिरूची व संवेदनक्षमता जागृती करून त्या कृतींचा आस्वाद घेण्याचे सामर्थ्य जागृत निर्माण करणे.
२. साहित्यांच्या माध्यमातून संस्कृतीचा परिचय घडविणे.
३. मराठी साहित्य - परंपरेचे स्थूल भान देणे.
४. भाषेचे यथोचित आकलन करण्याची व यथायोग्य वापर करण्याची क्षमता वाढविणे.

अभ्यासपत्रिका

आधुनिक मराठी साहित्य

१. १८८० ते १९२० या काळातील एक नाटक किंवा कवितासंग्रह.
२. १९२० ते १९६० या काळातील एक कादंबरी.
३. १९६० नंतरच्या दलित ग्रामीण, स्त्रीवादी या प्रवाहातील एक पुस्तक.
४. वैचारिक गदय
५. प्रथम वर्षाच्या साहित्यप्रकाराची पुनरावृत्ती होऊ नये.

बी.ए.च्या अभ्यासक्रमाची उद्दिष्टे व अपेक्षा

बी.ए.च्या अभ्यासक्रमाची उद्दिष्टे (अ) सामान्य (जनरल) (आ) विशेष (स्पेशल) अशा दोन स्तरांवर ठरतील. सामान्य पातळीवरील अभ्यासक्रम समावेशक असावा. विशेष पातळीवरील अभ्यासक्रम नेमका समतोल असावा.

अ. सामान्य (जनरल) स्तर

१. वेगवेगळ्या प्रसारांतील व कालखंडातील अभिजात साहित्यकृतींचा संस्कार घडविणे, साहित्यावद्दल अभिरूची व संवेदनक्षमता जागृत होऊन त्या कृतींचा आस्वाद घेण्याचे सामर्थ्य निर्माण करणे.
२. साहित्याच्या माध्यमातून संस्कृतींचा परिचय घडविणे.
३. मराठी साहित्य परंपरेचे स्थूल भान देणे.
४. भाषेचे यथोचित आकलन करण्याची व यथायोग्य वापर करण्याची क्षमता वाढविणे. निरनिराळ्या क्षेत्रांत होणारा भाषिक व्यवहार समजावून घेणे, भाषिक उपयोजनांची कौशल्ये संपादन करणे.

मराठी (सामान्य स्तर)
आधुनिक मराठी वाङ्मय

अभ्यासक्रमाची उद्दिष्टे

१. आधुनिक मराठी साहित्यातील विविध वाङ्मय प्रकारांचा परिचय घडविणे . त्यांचे आकलन करून घेणे व वाङ्मयाबद्दलची अभिरूची जागृत होऊन कलाकृतींचा आस्वाद घेण्याची क्षमता निर्माण करणे .
२. नेमलेल्या कलाकृतींच्या संदर्भात साहित्यपरंपरेचे स्थूल भान देणे .
३. भाषेची यथोचित आकलन करण्याची व वापर करण्याची यथायोग्य क्षमता निर्माण करणे .

अभ्यासक्रम

पहिली सहामाही

अ . कादंबरी

आ . नाटक

दुसरी सहामाही

इ . लघुनिबंध संग्रह

ई . आत्मकथन / आठवणी / आत्मचरित्र / चरित्र / व्यक्तिचरित्र

पाठ्यपुस्तके

१. नाटक - संगीत शारदा - गो . ब . देवल
२. कादंबरी - वावटळ - व्यंकटेश माडगूळकर
३. लघुनिबंधसंग्रह - विचार शिल्प - संपादक रा . ग . जाधव
४. आत्मकथन - बिनपटाची चौकट - इंदूमती जोंधळे

G1 (हिंदी : सामान्य - १)

(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. छात्रों को हिंदी के प्रतिनिधि कहानीकारों एवं कवियों से परिचित कराना।
२. छात्रों को हिंदी कहानी एवं नई कविता की विशेषताओं से परिचित कराना।
३. छात्रों को हिंदी के कार्यालयीन एवं व्यावहारिक पत्रों के स्वरूप का ज्ञान देना।
४. छात्रों को हिंदी भाषा में प्रयुक्त शब्दावली की अर्थगत भिन्नता, सूक्ष्मता, उपयोगिता एवं सौंदर्य से परिचित कराना।
५. छात्रों को प्रशासनिक हिंदी की शब्दावली का ज्ञान देना।

अध्यापन पध्दती

१. व्याख्यान तथा विश्लेषण।
२. कहानी समीक्षा के विविध आयाम उद्घाटित करना।
३. पत्रों के नमूनों का छात्रों द्वारा संकलन।
४. वाक्यशुद्धिकरण एवं पारिभाषिक शब्दावली की वस्तुनिष्ठ परीक्षाओं का कक्षा में आयोजन।
५. दृक- श्राव्य माध्यमों/साधनों का प्रयोग।

पाठ्यपुस्तके

१) कथा मंजरी

संपादक : पुष्पपाल सिंह

प्रकाशक : ज्ञानदूत, एच-६०१, फैंडस अपार्टमेंट, पटपडगंज, दिल्ली -११००९२

संस्करण : प्रथम २००३

२) आधुनिक काव्य के सोपान

संपादक : विश्वंभरनाथ उपाध्याय

प्रकाशक : पंचशील प्रकाशन फिल्म कालोनी, चौडा रस्ता, जयपुर, ३०२००३ .

पाठ्यक्रम

प्रथम सत्र

१. 'कथा मंजरी' संग्रह की प्रारंभिक छह कहानियाँ
२. आधुनिक काव्य के सोपान संग्रह में से आयोध्यासिंह उपाध्याय 'हरिऔध' जयशंकर प्रसाद तथा रघुवीर सहाय की कविताएँ।

पाठ्यपुस्तकेतर पाठ्यक्रम

३. वाक्यशुद्धिकरण (वर्तनी के नियमानुसार)
४. पारिभाषिक शब्दावली - केवल प्रशासनिक (सूचि संलग्न)

द्वितीय सत्र

६. कथा मंजरी संग्रह की अंतिम छह कहानियाँ
७. आधुनिक काव्य के सोपान संग्रह में से सर्वेश्वरदयाल सक्सेना तथा धूमिल की कविताएँ।
पाठ्यपुस्तकेतर पाठ्यक्रम
८. शब्द - युग्म
९. पत्र- लेखन - संपादक के नाम पत्र २ आवेदन पत्र ३ व्यावसायिक पत्र .

पारिभाषिक शब्दावली

न .	इंग्रजी	पारिभाषिक	न .	इंग्रजी	पारिभाषिक
A					
१ .	Act	अधिनियम	२ .	Adjustment	समायोजन
२ .	Agenda	कार्यसूचि	४ .	Appendix	परिशिष्ट
५ .	Approval	अनुमोदन	६ .	Attestation	साक्ष्यांकन
७ .	Ability	योग्यता .	८ .	Abstract	सार
९ .	Amendment	संशोधन	१० .	Autonomous	स्वायत्तशासी
B					
११ .	Balance	संतुलन	१२ .	Ban	प्रतिबंध
१३ .	Bona fide	वास्तविक			
C					
१४ .	Catalogue	सूचिपत्र	१५ .	Constituency	निर्वाचन क्षेत्र
१६ .	Capacity	क्षमता	१७ .	Context	संदर्भ

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१८ .	Custody	अभिरक्षा			
D					
१९ .	Delegate	प्रतिनिधि	२०	Decentralization	विकेंद्रीकरण
२१ .	De facto	वस्तुतः	२२	Demotion	पदावनति
२३	Deputation	प्रतिनियुक्ति	२४	Draft	प्रारूप
२५	Detective	जासूस, गुप्तचर	२६	Disposal	निस्तारण
२७	Duration	अवधि	२८	Dispute	विवाद
E					
२९	Efficiency Bar	दक्षता	३०	Enclosure	अनुलग्नक
३१	Endorsement	पृष्ठांकन	३२	Emoluments	परिलब्धियाँ
३३	Estimate	टाकलन	३४	Evaluation	मूल्यांकन
३५	Entry	प्रविष्ट	३६	Evidence	प्रमाण
F					
३७	Federation	महासंघ	३८	Fraud	जालसाजी, धोखा
३९	File	मिसिल, फाइल			
G					
४०	Gratuity	अपदान	४१	Gradation	पदक्रम
४२	Gazette	राजपत्र	४३	Grant	अनुदान
४४	Grievance	शिकायत			
H					
४५	Honorary	अवैतानिक	४६	Humanitarian	मानवीय
४७	Head Quarter	मुख्यालय			
I					
४८	Implementation	कार्यान्वयन	४९	In Camera	गुप्त बैठक
५०	Interpreter	दुभाषिया	५१	Integrity	अखंडता
५२	Interview	साक्षात्कार	५३	Irregular	अनियमित
५४	Immediate	तत्काल, अविलंब	५५	Issue	निर्गम, मामला
५६	Investigation	खोज, छानबीन			
J					
५७	Journalism	पत्रकारिता	५८	Jurisdiction	अधिकार क्षेत्र
५९	Justice	न्याय			
K					
६०	Key Board	कुँजी पटल			
L					
६१	Literacy	साक्षरता	६२	Liability	देयता
६३	Liaison	संपर्क	६४	Lien	पुनर्ग्रहण अधिकार
M					

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६५	Manuscript	पांडुलिपि	६६	Mortgage	बंधक, रेहन
६७	Motion	प्रस्ताव	६८	Minutes	कार्यवृत्त
६९	Misuse	दुरुपयोग	७०	Muster Role	उपस्थिति, नामावली
N					
७१	Notification	अधिसूचना	७२	Native	मूल निवासी
७३	Neutral	तटस्थ			
O					
७४	Ordinance	अध्यादेश	७५	Option	विकल्प
७६	Objection	आपत्ति	७७	Officiating	स्थानापन्न
७८	Over time	अतिरिक्त समय, समयोपरि			
P					
७९	Pamphlet	पुस्तिका	८०	Priority	अग्रता
८१	Petition	याचिका	८२	Privilege	विशेषाधिकार
R					
८३	Review	समीक्षा	८४	Record	अभिलेख
S					
८५	Session	सत्र	८६	Suspension	निलंबन
८७	System	प्रणाली	८८	Service Book	सेवा पंजी
T					
८९	Tourism	पर्यटन	९०	Trust	न्यास
९१	Tribunal	न्यायाधिकरण, अधिकरण			
U					
९२	Utility	उपादेयता	९३	Under Consideration	विचाराधीन
V					
९४	Vacancy	रिक्त स्थान, रिक्ति	९५	Vague	अस्पष्ट
९६	Visa	प्रवेश-पत्र	९७	Valid	मान्य, लागू
९८	Vocation	व्यवसाय			
W					
९९	Warning	चेतावनी	१००	Wing	स्कंध

पारिभाषिक शब्दावली

१.	अन्न - अनाज	२१	छत्र - छाता
	अन्य - दूसरा		छात्र - विद्यार्थी
२.	अश्म - पत्थर	२२	चिर - पुराना
	अश्व - घोडा		चीर - कपडा

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३.	अन्यान्य - दूसरा अन्योन्य - परस्पर
४.	अभय - निर्भय उभय - दोनो
५.	अरी - स्त्री के लिवसंबोधन अरि - शत्रु
६.	अलि - भ्रमर/भौरा अली - सखी/सहेली
७.	अवधि - समय/काल अवधी - अवधदेशकी भाषा अवधी - हिन्दी भाषा का एकरूप
८.	आरति - विरक्ति/ दुःख आरती - धुप/दीप दिखाना
९.	कुल - वंश कूल - किनारा
१०	कुंजन - दुर्जन कूंजन - पक्षियोंकी ध्वनि
११	कर्ण - कान/ एक नाम करण - एक कारक/ इंद्रिय
१२	अनिल - पवन, हवा अनल - आग्नि
१३	अतुल - जिसकी तुलना न होसके अतल - गहरा
१४	अगम - दुर्लभ /अगम्य आगम - प्राप्ति /शास्त्र
१५	अथक - बिना थके हुए अकथ - जो कहा नहीं जारा
१६	अनभिज्ञ - अनजान अभिज्ञ - जाननेवाला
१७	उद्धत - उददंड उद्यत - तैयार
१८	कपि - धिरणि कपी - बंदर
१९	किला - गढ़ कीला - बंडी कील/काँटा
२०	कटिवंध - कमरबंद/ करधनी कटिवद्ध -तैयार /कमर बाँधे

२३	ज़रा - थोडा जरा - बुढ़ापा
२४	तरणी - नाव तरूणी - युवती
२५	तरी - नाव तर - गीलापन
२६	वहन - बहिन वहन - ढोना
२७	बहु - बहुत बहू - पुत्रवधू
२८	भवन - महल भुवन - संसार
२९	मनुज - मनुष्य मनोज -कामदेव
३०	मणि - रत्न मणी - सर्प
३१	रंग - वर्ण रंक - दरिद्र
३२	विधायक - विधान रचने/ बनानेवाला विधेयक - विधान / कानून
३३	सुर - देवता/लय सूर - अंधा / सूर्य
३४	सर्ग - अध्याय स्वर्ग - तीसरा लोक
३५	भारती -सरस्वती/ वाणी भारतीय - भारक का
३६	शशधर - चंद्रमा शशिधर - महादेव
३७	हरि - विष्णू हरी - हरे रंग की
३८	नीरज - कमल नीरद - बादल
३९	निसान - झंडा निशान - चिह्न
४०	पानी - जल पाणि - हाथ

४१	पवन - वायु पावन - पवित्र
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६१	कलि - कलियुग कली - अधखिला फूल
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४२	प्रण - प्रतिज्ञा	६२	कहा - 'कहना' क्रिया का भूतकाल
	प्राण - ज्ञान		कहाँ - स्थान निर्देशक अव्यय
४३	प्रवाह - नदी का बहाव	६३	काटा - 'काटना' क्रिया का भूतकाल
	परवाह - चिंता		काँटा - नुकीला अंकुर
४४	बलि - बलिदान	६४	कपिश - मट मैला
	बली - वीर		कपीश - हनुमान/सुग्रीव
४५	वात - वचन	६५	कुच - स्तन
	वात - हवा		कूच - प्रस्थान
४६	सूचि - पवित्र	६६	लूवा - घर/परिवार
	सूचि - सुई/सूचना करनेवाला		लूवा - खरीदनेवाला
४७	राज - शासन/राज्य	६७	ग्रह - सूर्य, चंद्र आदि
	राज - रहस्य		गृह - घर
४८	लक्ष्य - उद्देश्य/निशाना	६८	चिता - शवजलाने केलिटा लकडियों का ढेर
	लक्ष - लाघ्व		चीता - बाघ की समान हिंस्र पशु
४९	वासना - कामना	६९	जलज - कमल
	वासना - सुगंधित करना		जलद - बादल
५०	सदेह - देह के साथ	७०	जाया - पत्नी
	संदेह - शक		जाया - व्यर्थ/बरबाद
५१	शील - चरित्र/चाल चलन	७१	टुक - थोडा
	शील - मुहर/ठप्पा		टूक - टुकडा
५२	अध्ययन - पढना	७२	तनु - पुत्र/गाय
	अध्यापन - पढाना		तनू - दुबला/पतला
५३	दिन - दिवस	७३	तरंग - लहर
	दीन - गरीब		तुरंग - घोडा
५४	नियम - कानून	७४	दिवा - दिन
	नियति - भाग्य		दीवा - दीया/दीपक
५५	नहर - सिंचाई हेतू निकाली गई कृतिम नदी	७५	दायी - देनेवाला/जवाबदेह
	नाहर - सिंह		दाई - सासी/दात्री
५६	प्रणाम - नमस्कार	७६	कनक - धतुरा
	प्रमाण - सबुत/नाप		कनक - सुवर्ण
५७	परिणाम - फल/नतीजा	७७	अपर - पर रहित
	परिमाण - मात्रा		अपर - अन्य पर/कबुतर
५८	आदि - आरंभ/इत्यादी		
	आदी - अभ्यस्त		
५९	इत्र - सुगंधित द्रव्य		
	इतर - दूसरा		
६०	उपकार - भलाई		
	अपकार - बुराई		

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G1

English

(ii) English General Paper – II : Understanding Fiction

(a) Objectives

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

(b) Course Content

A. Theory of Fiction

- (a) What is Fiction?
- (b) Elements of Fiction: Story, Plot, Characters, Setting, Narrative Technique, Point of View
- (c) Types of Novels : Autobiographical Novel, Epistolary Novel, Picaresque Novel, Regional Novel, Detective Novel, Science Fiction [Types of Novels should be discussed with suitable examples]

B. Prescribed Texts :

- (i) Lord of the Flies : William Golding
- (ii) Inside the Haveli : Rama Mehata
- (iii) A Man of the People : Chinua Achebe

*Course Work for Term – I

A. Theory of Fiction

B. Texts : (i) Lord of the Flies : William Golding

*Course Work for Term – II

Texts : (i) Inside the Haveli : Rama Mehata

(ii) A Man of the People : Chinua Achebe

(c) Suggestions for Teachers

The course consists of three representative samples of British, Indian and Commonwealth fiction. This is an attempt to move away from Eurocentric canons of studying literature. The teacher should begin by acquainting the students with the theoretical background and the basic aspects of fiction as a form of literature. Students should be trained in applying this basic knowledge in understanding individual texts of fiction. They should be encouraged to have detailed first hand acquaintance with the prescribed texts. Instead of relying on the teacher-told meanings and borrowed critical views they should be motivated to interact with the texts and develop their own individual responses, howsoever rudimentary they might be. The fiction texts may be divided into convenient chunks for the purposes of teaching. The teaching need not start with the first chapter. It is possible to begin with the climactic or the most interesting episode in the novel. This may have the benefit of engaging the learners' attention immediately and motivating them to go through the whole text.

(d) Suggestions for Evaluation

There will be a Term End Examination for 60 marks at the end of the First Term. The marks secured by the students in this examination will be reduced in proportion to the value of 20 marks. The Year End Examination will be for 80 marks. As far as possible, the major thrust in question papers for both the Term End and the Annual Examination will be practical, objective, and application oriented.

(e) Reading List

- Abrams, M. H. – A Glossary of Literary Terms (Latest Edition), (Macmillan)
- Barnett, Susan – Students Guide to Writing about Literature (Pearson Education)
- Forster, E. M. – Aspects of Novel
- Mayhead, Robin – Understanding Literature (Blackie and Sons)
- Rees, R. J. – An Introduction of English Literature to Foreign Learners
- Martin, Gray – A Dictionary of Literary Terms (Pearson Education)
- Boulton, Marjorie – Anatomy of Fiction (Routledge)
- Murphy, M. J. –Understanding Unseens
- 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)
- Lerner - English Literature : An Interpretation for Students Abroad (OUP)

G2
History
Modern World (1789-1939)
Periods required

1. *The French Revolution :*
 - 1.1 Causes
 - 1.2 Effects 2
 - 1.3 Internal reforms of Napoleon Bonaparte
2. *Period of Reaction*
 - 2.1 Vienna Congress
 - 2.2 Concept of Europe
 - 2.3 Metternich System
3. *Growth of Nationalism in Europe*
 - 3.1 Unification of Italy
 - 3.2 Unification of Germany
4. *Industrial Revolution*
 - 4.1 Causes
 - 4.2 Impact on the Modern World—Social, Economic and Political
5. *Growth of Democracy in England*
 - 5.1 Parliamentary Reform Acts-1832, 1867-1884 and 1911
 - 5.2 Chartist Movement
6. *China*
 - 6.1 The opening of China
 - 6.2 The Taiping Rebellion
 - 6.3 Hundred Days' Reforms
7. The Meiji Revolution and modernization of Japan
8. *America*
 - 8.1 Monroe Doetrine
 - 8.2 Significance of Civil War
9. Bismark—His Foreign Policy
10. *Imperialism*
 - 10.1 Its nature and causes
 - 10.2 Western imperialism in Africa and Asia
11. *Growth of Nationalism in China*
 - 11.1 Revolution of 1911
 - 11.2 Dr. Sun Yat Sen
12. *The First World War*
 - 12.1 Causes
 - 12.2 Consequences
 - 12.3 The Peace Settlements, 1919
13. The Russian Revolution of 1917
14. The League of Nations—Its achievements and failure

15. *Rise of Dictatorship*

15.1 Italy

15.2 Germany

16. Kemal Pasha and Modernization of Turkey

17. *The Great Depression of 1929*

17.1 Causes

17.2 Effects

18. Rise of Japan as World Power

19. The Second World War-Causes

Books for Study

(1) Hazen—Modern Europe

(2) Gershey, Leo—The French Revolution and Napoleonic

(3) Grant and Temperley—Europe in the 19th and 20th centuries

(4) Marriot, J.A.R.—A History of Europe

(5) Peacock, H.K.A.—History of Modern Europe (1789-1970)

(6) Clyde and Beers—The Far East

(7) Kirk, G.—A Short History of the Middle East

(8) Carr, E. H.—International Relations between the two

World Wars.

(9) डॉ. वैद्य सुमन - आधुनिक जग

(10) आठवले, सदाशिव - अर्वाचीन युरोप.

(11) कुलकर्णी, अ.रा. व फडके, श्री.रा. - आधुनिक युरोप

Books for Reference

(1) Lipson—Europe in the 19th and 20th centuries

(2) Langsam, W. C.—World Science, 1919

(3) Moon, H.P.T.—Imperialism and World Politics

(4) Panikkar, K. M.—Asia and Western Dominance

(5) Vinacke, H. M.—History of the Far East in Modern Times

(6) गुप्ते, र.शं. - पूर्व आशियाचा आधुनिक इतिहास .

(7) सुहास राजदरेकर, स.मा.गर्गे - आधुनिक जगाचा इतिहास.

G2 Geography

Objectives:

1. To acquaint the students with the basic concepts of Human Geography
2. To introduce to the students the evolution of Human races , culture and the factors affecting human survival.
3. To familiarize the students with human life in general and the significance of physical environment in the development of human societies.
4. To acquaint the students with population growth and its distribution in the world.
5. To make them aware of the factors affecting human migration and also the population policies of selected nations .

Sr. no.	Topic	Sub- topic	Learning points	No. of periods
SECTION - I				
1	Introduction	Nature and scope	a. Meaning and definition b. Nature and scope of human geography c. Human Geography and its relation with social sciences	3
2	Human Race	A. Evolution of man B. Race C. Grifith Taylors Theory	a. Stages and process of human evolution b. Defination, the basis of racial classification and causes of racial differences c. Grifith Taylors Theory of Human Race	8
3	Human culture	A. Language and culture B. Religion and culture	a. Major languages families in the world and their distribution b. Language and national integration c. Major world religions and their characteristics d. Religion and national integration	7
4	Human Life and its adaptation to changing environment	A. Human life in hot regions B. Human life in cold regions C. Human life in mountainous region D. Human life in coastal regions	a. Regions and their climate,characteristics of climate,physiofgraphy , plant and animal life. b. Human activities and recent changes in human life.	12

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5	Tribes in India	A. Bhill B. Gond C. Naga	a. Tribes and their distribution b. Their physical environment, economic activities and social life	10
SECTION - II				
6	World distribution of population	A. Distribution and density of population B. Factors affecting the distribution of world population	a. Importance of population density and densely sparsely density. b. Over, optimum and under population regions c. Physical and cultural factors affecting the distribution of world population.	6
7	Population growth	A. History of population growth B. Measures of fertility and mortality C. Factors affecting fertility and mortality D. Demographic transition theory	a. History of population growth in modern times (1950 to 2002) b. Crude birth rate, general fertility rate, age specific birth rate, crude death rate, age specific death rate, Age and sex specific death rate c. Biological, physiological, social and cultural factors affecting fertility d. Critical study of demographic transition	11
8	Human migration	A. Type of migration B. Causes and effects of migration C. Migration policies	a. Types of migration according to distance and time b. Causes – Technological ,Economic, Over population, Social and Religious, political, Demographic causes , Wars and Govt. policies. Effects –Physical, Environmental, Economic, Social, Cultural, Political and Biological. c. Migration policies of the USA ,Australia and Netherlands.	8

9	Population and economical development	A. Population growth and resource development B. Effects of over-population on Indian economy C. Malthus theory	a. Population growth and its adverse affects on Natural , Agricultural and Energy resourses. b. Over population- a major obstacle in the countries economic development c. Critical analysis of Malthus theory	7
10	Population policy	A. United Nations World Population policy B. Population policy in China C. Population policy in India	a. Population policies for developing countries b. Population policy in China after 1950 significance of ther policy after independence	8

Reference Books.:

1. Robinson H. (1976), IInd Ed 'Human Geography' , MacDonald and Evans,Plymouth
2. Perpillou A.V. (1986 IInd Ed. 'Human Geography' Longman, London
3. Money D.C. (1970) 'Human Geography' University Tutorial Press Ltd.
4. R.C. Chandana (1998) IIIrd Ed. 'Geography of Population, Concepts , Determinants and Patterns', Kalyani Pub., Ludhiyana.
5. Beaujeu – Gamier(1976) 'Geography of PopulationLongman,London.
6. Dr, T.N. Gholap, 1992 ' Population Geography' Nishikant publication , pune (Marathi medium)

G2 Economics

1. Basic Concepts :

1.1 Money - Meaning, Evolution of Money.

1.2 Functions and classification.

2. Value of Money and Inflation :

2.1 Price Index - Meaning - Uses - Limitations.

2.2 Value of Money - Quantity Theory of Money – Cash Balance approach.

2.3 Inflation - Meaning, Types, Demand - Pull Inflation,

Cost-Push Inflation. Causes and effects of Inflation, measures to control.

2.4 Deflation - meaning and effects.

3. Commercial Banking :

3.1 Functions of Commercial Banking. The process of Credit Creation and limitation.

3.2 Principal of Banking-Liquidity, Profitability, safety.

3.3 Progress and evaluation of commercial banking in India after nationalization.

3.4 Reforms in banking sector in India since 1991.

4. Central Banking :

4.1 Functions of central Banking.

4.2 Methods of credit control - Quantitative and Qualitative.

4.3 Reserve Bank of India - Functions.

4.4 Monetary Policy - Meaning and Objectives - RBI's monetary policy since 1991.

SECTION II

5. Public Finance :

5.1 Meaning, Nature & Scope of Public Finance

5.2 Distinction between Private and Public Finance.

5.3 The Principal of maximum social advantage (Daltan's approach).

6. Public Expenditure :

6.1 Meaning, classification and Principal of Public Expenditure.

6.2 Trends in Public Expenditure in India.

6.3 Causes of growth of Public expenditure in India.

7. Taxation :

7.1 Taxation-meaning, Canons and classification.

7.2 Division of Tax burden-benefit and ability-to-pay approach-concept of Impact, shifting and incidence of a tax.

7.3 Taxable Capacity - Concept, factors determining taxable capacity.

7.4 Effects of taxation on production - distribution and employment.

7.5 Major Trends in tax revenue of the central Govt. of India.

8. Public Debt and Financial Administration :

8.1 Public Debt-Meaning. Internal and external Public Debt.

8.2 Effects of Public Debt, Growth of India's Public Debt, Repayment of Public Debt.

8.3 Public budget-Meaning and nature, Preparation of Central Budget, Concept of balanced surplus and Deficit budget, Concepts of revenue, fiscal and Primary Deficit.[12]

Basic Reading List

- Ackley. G. (1978), Macroeconomics : Theory and Policy, Macmillan Publishing Co., New York.
- Bhargava, R. N. (1971), The Theory and Working of Union Finance in India. Chaitanya Publishing House, Allahabad.
- Gupta, S. B. (1994), Monetary Economic, S. Chand & Company, New Delhi.
- Houghton, E. W. (Ed.) (1988), Public Finance, Penguin, Baltimore.
- Jha, R. (1998), Modern Public Economics, Routledge, London.
- Mithani, D. M.(1981), Macroeconomic Analysis and Policy, Oxford & IBH, New Delhi.
- Mithani, D. M. (1998), Modern Public Finance, Himalaya Publishing House. Mumbai.
- Musgrave, R. A. and P. B. Musgrave (1976), Public Finance in Theory and Practice, McGraw Hill, Kogakusha, Tokyo.
- Shapiro. E. (1996), Macroeconomic Analysis, Galgotia Publications, New Delhi.
- Day, A. C. L.(1960), Outline of Monetary Economics, Oxford University Press, Oxford.
- De Kock, M. H. (1960) Central Banking Staples Press, London.
- Due, J. F. (1963), Government Finance, Irwin, Homewood.
- Government of India, Economic Survey (Annual), New Delhi.

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- Harris, C. L. (1961), Money and Banking Allyn and Bacon, Lodon.
- Herber B. P. (1976), Modern Public Finance, Richard D. Irwin, Homewood.
- Laliwala, J. I. (1984), The Theory of Inflation, Vani Educational Book. New Delhi.
- Mishra (1981), Money, Inflation and Economic Growth, Oxford & IBH Publishing Company, New Delhi.
- Musgrave R. A. (1959), The Theory of Public Finance, McGraw Hill, Kogakusha, Tokyo.
- Reserve Bank of India (1983), The Reserve Bank of India : Funicitons and Working, Bombay.
- Reserve Bank and India, Rport on Trend and Progress of Banking in India (various years), Mumbai.
- Reserve Bank India, Report on Currency and Finance (Annual), Mumbai,
- Ayers, R. (1978), Modern Banking (7th Edition), Oxford University Press, Delhi.
- Halm, G. N. (1955), Monetary Theory, Asia Publishing House, New Delhi.

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S1
विशेष स्तर - १ - मराठी

आ . विशेष (स्पेशल) स्तर -

- १ . साहित्यकृतीला मुक्त प्रतिसाद देण्याची क्षमता निर्माण करणे .
- २ . मराठी साहित्याच्या परंपरेचे स्थूल ज्ञान देणे .
- ३ . अभ्यासलेल्या किंवा वाचलेल्या साहित्यकृतीचे मूल्यमापन करण्याची व तिचे परंपरेतील स्थान ठरविण्याची दृष्टी देणे .
- ४ . साहित्यप्रकारांचा तात्विक गतिविकासात्मक अभ्यास करणे .
- ५ . साहित्यविषयक काही मूलभूत सिद्धांतांचे नेमके ज्ञान देणे .
- ६ . साहित्यकृतींच्या सांस्कृतिक संदर्भाची व त्याच्या मोलाची जाण देणे .
- ७ . व्यवहारभाषा व साहित्यभाषा यातील भेदांची जाणीव करून देणे . साहित्यकृतीतील भाषेच्या स्वरूपाच्या वैशिष्ट्यांचा बोध व आस्वाद यांची दक्षता वाढविणे . भाषेच्या शास्त्रीय स्वरूपाचा परिचय घडविणे .
- ८ . विद्यार्थ्यांचे लेखन, शुद्ध व सुबोध हे आवश्यक टप्पे, डौलदार हे अपेक्षित टप्पे गाठणारे व्हावे .
- ९ . वाङ्मयाच्या सूक्ष्म पातळीवर अभ्यास करण्याची क्षमता वाढविणे .
- १० . पदव्युत्तर अभ्यास करण्यासाठीची पूर्वतयारी करणे .

आ . विशेष (स्पेशल) स्तर

- १ . साहित्य कृतीला मुक्त प्रतिसाद देण्याची क्षमता निर्माण करणे .
- २ . मराठी साहित्याच्या परंपरेचे स्थूल ज्ञान देणे .
- ३ . अभ्यासलेल्या किंवा वाचलेल्या साहित्यकृतींचे मूल्यमापन करण्याची व तिचे परंपरेतील स्थान ठरविण्याची दृष्टी देणे .
- ४ . साहित्य प्रकारांचा तात्विक व गतिविकासात्मक अभ्यास करणे .
- ५ . साहित्यविषयक काही मूलभूत सिद्धान्तांचे नेमके ज्ञान देणे .
- ६ . साहित्यकृतींच्या सांस्कृतिक संदर्भाची व त्याच्या मोलाची जाण देणे .

७. व्यवहारभाषा व साहित्यभाषा यांतील भेदांची जाणीव करून साहित्यकृतींतील भाषेच्या स्वरूपाच्या वैशिष्ट्यांच्या बोध व आस्वाद यांची क्षमता वाढविणे . भाषेच्या शास्त्रीय स्वरूपाचा परिचय घडविणे .
८. विद्यार्थ्यांचे लेखन, शुद्ध, सुबोध हे आवश्यक टप्पे, डौलदार, शैलीदार हे इप्सित टप्पे गाठणारे व्हावे .

विशेष स्तर - १ - मराठी (S1)

अभ्यासपत्रिका

मराठी साहित्यातील विविध प्रवाह

(शैक्षणिक वर्ष २००१-२००२ पासून)

या अभ्यासपत्रिकेत १८८५ ते १९८५ या कालखंडातील सामाजिक/वाङ्मयीन चळवळींचा/प्रवाहाचा अभ्यास होईल अशी चार पुस्तके नेमावीत . ती पुढील संप्रदाय/प्रवाहातील असावीत . सौंदर्यवादी, वास्तववादी, राष्ट्रीय, गांधीवादी, मानवतावादी, नवसाहित्य, विज्ञान साहित्य, इत्यादी प्रवाह या संदर्भात लक्षात घ्यावे .

जून २००१ पासून पुढील तीन वर्षांसाठी पुढील साहित्यकृती नेमण्यात येत आहेत .

१. रामनगरी - राम नगरकर
२. ऋतूचक्र - दूर्गा भागवत
३. वाटचाल - रा .भि . जोशी
४. धृपद - विं . दा . करंदीकर

टीप : वरील पुस्तकांपैकी पहिली दोन पुस्तके प्रथम सत्रामध्ये व पुढील दोन पुस्तके द्वितीय सत्रामध्ये अभ्यासवयाची आहे .

S1
हिंदी विशेष काव्यशास्त्र

प्रथम सत्र के लिए पाठ्यक्रम -

१. काव्य तथा साहित्य की परिभाषाएँ - संस्कृत, हिंदी तथा की सर्वाधिक प्रचलित परिभाषाओं की व्याख्या |

२. काव्य के हेतु और काव्य के प्रयोजन | (सूक्ष्म अध्ययन अपेक्षित नहीं है |)

३. काव्य के तत्व - भाव तत्व, बुद्धी तत्व, कल्पना तत्व, शैली तत्व |

४. काव्य के भेद - अ) भेद का आधार - श्रवणीय एवं दृश्यात्मकता |

आ) काव्य के निम्नलिखित भेद -

प्रबंध काव्य - महाकाव्य, खंडकाव्य | मुक्तक गीतिकाव्य गद्य काव्य |

५. शब्दशक्ति - अभिधा, लक्षणा और व्यंजना का सामान्य परिचय

(उपभेदों का अध्ययन अपेक्षित नहीं है |)

६. अलंकार - अ) काव्य में अलंकारों का स्थान |

आ) केवल निम्नलिखित अलंकारों का सोदाहरण परिचय -

१) अनुप्रास (छेक, वृत्ती)

२) यमक

३) श्लेष

४) उपमा (पूर्वोपमा, लुप्तोपमा, मालोपमा)

५) दृष्टान्त

६) उदाहरण

७) विरोधाभास

८) उठोक्षा (वस्तु, हेतु)

९) रूपक (सांग, निरंग)

१०) अपहृत

११) अतिशोयक्ती

१२) संदेश

१३) भ्रांतिमान |

७. गद्या के भेद - उपन्यास, कहानी, निबंध, संस्मरण, रेखाचित्र, जीवनी | (इन विधाओं का केवल तात्वीक परिचय

और पारस्परिक तुलना | प्रत्येक विधा के उपभेदोंका का अध्ययन अपेक्षित नहीं है |)

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८. नाटक - अ) परिभाषा और तत्व (भारतीय तथा पाश्चात्य तत्वों का स्थूल परिचय |)

आ) माध्यम के आधार पर नाटक के भेद - रंगमंच नाटक, दूरदर्शन नाटक : तीनों का स्वरूप एवं पारस्परिक तुलना |

इ) गीतिनाटय - तात्विक परिचय |

९. एकांकी - परिभाषा और तत्व |

१०. रस - अ) रस की परिभाषा |

आ) रस के अंगों का परिचय - स्थायी भाव, विभाव, अनुभव और संचारी भाव |

इ) रस निष्पत्ति में उक्त भावों का रस और हास्य रस का सोदाहरण परिचय |

११. आलोचना - स्वरूप, आवश्यकता, आलेचक के गुण |

१२. छंद - अ) काव्य में छंद का स्थान |

आ) वर्णिक और मात्रिक छंदों में अंतर |

इ) केवल निम्नलिखित छंदों का सोदाहरण परिचय

क) वर्णिक छंद - १) मंदाक्रांता, २) शिखरणी, ३) शार्दूलविक्रीडित,

४) द्रुतविलंबित, ५) कवित्त (मनहरण, धनाक्षरी),

६) सवैया (दुर्मिल, मत्तयंदा)

ख) मात्रिक छंद - १) दोहा, २) सोरठा ३) रोला, ४) हरिगीतिका,

५) चौपाई ६) छप्पय, ७) कुंडलिया |

संदर्भ ग्रंथ

१) साहित्य विवेचन - क्षेतचंद्र सुम्न - योगेंद्रकुमार

२) काव्यशास्त्र - डॉ. भगीरथ मिश्र

३) काव्य के तत्व - आ. देवेन्द्रनाथ शर्मा

४) काव्य प्रदीर्घ - कन्हैयालाल पोतदार

५) साहित्यशास्त्र परिचय - डॉ. सुधाकर कलवडे |

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S1

English

(iii) English Special Paper - I : Understanding Drama

(a) Objectives

1. To acquaint and familiarise the students with the terminology in Drama Criticism (i.e. the terms used in Critical Analysis and Appreciation of Drama)
2. To encourage students to make a detailed study of a few sample masterpieces of English Drama from different parts of the world
3. To develop among students the ability to independently read and appreciate as well as critically analyse and evaluate Drama
4. To enhance student awareness in the aesthetics of Drama and to empower them to independently venture into reading, appreciation and critical examination and evaluation of Drama

(b) Course Content

A. Theory of Drama

- (a) What is Drama?
- (b) Elements of Drama : Theme, Characters, Plot, Dialogue, Stage Properties, The Three Unities, Conflict, Elements of Structure
- (c) Types of Drama : Tragedy, Comedy, Tragi-Comedy, Problem Plays, Absurd Drama

B. Prescribed Texts :

- | | | | |
|-------|---------------------------------|---|---------------|
| (i) | The Importance of Being Earnest | : | Oscar Wilde |
| (ii) | Death of a Salesman | : | Arthur Miller |
| (iii) | Hayavadan | : | Girish Karnad |

*Course Work for Term – I

A. Theory of Drama

B. Text : (i) The Importance of Being Earnest : Oscar Wilde

*Course Work for Term – II

Texts : (i) Death of a Salesman : Arthur Miller

(ii) Hayavadan : Girish Karnad

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(c) Suggestions for Teachers

This course is an amalgam of the representative samples of British, American and Indian drama. This is a shift away from the purely Eurocentric literary canon. The teachers should begin by explaining the theoretical background and the basic aspects of dramatic literature. The drama is basically a performing art and the teaching of drama should highlight the theatrical aspects of drama. Techniques like solo/group reading, role-playing, using audio/video cassettes (if available) may be employed to give some idea of live performance. These will also ensure the interest and active participation of the learners. Students should also be guided in carefully examining the text and imaginatively visualizing the performance to get the real idea of the dramatic impact of the text. The resources of spoken language such as stress, intonation, pauses, hesitations, etc are utilised to the fullest extent by the playwrights and hence drama can be an extremely useful tool for the teaching of spoken English. In drama we have the added advantage of contextualizing the teaching points in spoken English and pronunciation.

(d) Suggestions for Evaluation

There will be a Term End Examination for 60 marks at the end of the First Term. The marks secured by the students in this examination will be reduced in proportion to the value of 20 marks. The Year End Examination will be for 80 marks. As far as possible, the major thrust in question papers for both the Term End and the Annual Examination will be practical, objective, and application oriented.

(e) Reading List

- Abrams, M. H. – A Glossary of Literary Terms (Seventh Edition), (Macmillan)
- Barnett, Susan – Students Guide to Writing about Literature (Pearson Education)
- Boulton, Margorie – Anatomy of Drama (Routledge)
- Brooks, Cleanth and Heilman - Understanding Drama
- Eslin, Martin – Anatomy of Drama
- Mayhead, Robin – Understanding Literature (Blackie and Sons)
- Rees, R. J. – An Introduction of English Literature to Foreign Learners
- Martin, Gray – A Dictionary of Literary Terms (Pearson Education)
- Kennedy - Literature : An Introduction to Fiction, Poetry and Drama (Longman)
- 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)
- Lerner - English Literature : An Interpretation for Students Abroad (OUP)

S1
History
A Special Period of Indian History
Medieval India (1206-1707)

Periods required

1. *The early Turkish Sultans of Delhi*

1.1 Qutbuddin Aibak-Foundation of Delhi Sultanate

1.2 Illutmish-(a) Early difficulties

(b) Victory over his rivals

(c) Administration

(d) Estimate

1.3 Razia-(a) Opposition to her rule

(b) Causes of her fall

1.4 Balban-Consolidation of the Sultanate

(a) Restoration of the Crown's prestige

(b) Theory of Kingship

(c) Destruction of the 'Forty'

(d) Recoganzation of Army

(e) Estimate

2. *The Khalji Dynasty*

Alauddin Khalji

2.1 His theory of kingship

2.2 Deccan Policy

2.3 Administrative reforms

2.4 Military reforms

2.5 Market control and revenue policy

2.6 Estimate of his achievements

3. *The Tughlug Dynasty-Muhammad Tughluq*

3.1 His revenue reforms.

3.2 Transfer of Capital.

3.3 Introduction of token currency.

3.4 Famine relief and Agricultural reforms.

3.5 Invasion of China.

3.6 Causes of his failure.

3.7 Estimate of his character and personality.

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4. *Firuz Tughluq*

4.1 Agricultural Policy.

4.2 Religious Policy.

4.3 Estimate.

5. Invasion of Timur (1398)-Its effects.

6. The Saiyyids, the Lodis and the decline of the sultanate.

7. (a) The Bahamanis-Achievements of Muhmad Gawan.

(b) The Vijaynagar Empire-Achievements of Krishna Deva Raya.

8. The Mangol invasions and the Sultans of Delhi.

9. The Bhakti Movement-Suffi Movement.

10. Art and architecture.

11. *Babur : The Foundation of Mughal Empire*

11.1 The First Battle Panipat.

11.2 The Battle of Khanua.

11.3 Estimate.

12. *Humayan*

12.1 Struggle with Sher Shah.

12.2 Estimate of his character.

13. Sher Shah—his administrative reforms.

14. Akbar

14.1 Extent of the Mughal Empire.

14.2 Rajput Policy.

14.3 Religious Policy.

14.4 Mansabdari System.

14.5 Revenue Reforms.

15. *Jahangir—Estimate of his character.*

16. *Shah Jahan*

16.1 Deccan Policy.

16.2 Northwest Frontier Policy.

17. *Aurangzeb : The decline of Mughal Empire*

17.1 Religious Policy.

17.2 Rajput Policy.

17.3 Deccan Policy.

17.4 Causes of his failure.

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18. *Mughal Administration*

18.1 Central Administration.

18.2 Provincial Administration.

19. *Art and Architecture*

Books for Study

- (1) Prasad, Ishwari—History of Medieval India.
- (2) Srivastava, A. L.—The Sultanate of Delhi.
- (3) Singh, Meera—Medieval History of India.
- (4) Pandey, A. B.—Early Medieval India.
- (5) Mujumdar, R. C. (Ed.)—The Delhi Sultanate (BVB).
- (6) Lanepoole, S.—Mughal Empire in India.
- (7) Sharma, S. R.—Mughal Empire in India.
- (8) Srivastava, A. L.—The Mughal Empire (BVB).
- (9) Tripathi, R. P.—Rise and Fall of the Mughal Empire.

Books for Reference

- (1) Habibullah—Foundation of Muslim Rule in India.
- (2) Habib and Nizami—The Delhi Sultanate.
- (3) Lal, K. S.—History of the Khalis.
- (4) Qureshi, I. H.—Administration of the Delhi Sultanate.
- (5) Rushbrook Williams—An Empire builder of the 16th Century.
- (6) Qanungo—Sher Shah and His Times.
- (7) Smith, V. A.—Akbar the Great.
- (8) Qureshi, I. H.—Administration of the Mughal Empire.
- (9) Savkar, J. N.—Mughal Administration.
- (10) Ashraf, K. M.—Life and conditions of the People of Hindustan.
- (11) Tripathi, R. P.—Some Aspects of Muslim Administration.
- (12) Brown Percy—Indian Architecture (Islamic Period).
- (13) चिटणीस, कृ. ना . - मध्ययुगीन संकल्पना व संस्था.

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OR

History

Special Paper I

Modern India (1757-1858)

1. Political Conditions of India on the eve of the battle of Plassey—A Brief Survey.

2. *Foundation of British Power in Bengal*

2.1 Battle of Plassey-Background and consequences.

2.2 Battle of Buxar-Significance.

2.3 Fights of Diwani and Nizamat.

2.4 Dual Government in Bengal-its failure and effects.

3. *Warren Hestings*

3.1 His reforms.

3.2 His relations with the Indian Powers-

(a) Marathas (b) Mysore

3.3 Estimate of his achievements.

3.4 Regulating Act of 1773 and Pilt's India Act of 1784 an outline.

4. *Lord Carnwallis*

4.1 Third Mysore War.

4.2 His reforms.

4.3 Permanent Settlement of Bengal.

5. Sir John Shore and his policy of non-intervention.

6. *Lord Wellesley-Policy of Consequent and Expansion*

6.1 His Subsidiary System.

6.2 Fourth Mysore War.

6.3 Tanjore, Surat and Karnatak.

6.4 Outh.

6.5 Second Maratha War.

6.6 Estimate of his achievements.

7. *Lord Hastings*

7.1 Pindary War.

7.2 Third Maratha War.

7.3 His Reforms.

8. William Bentinck-his reforms.

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9. Rise and Fall of the Sikh Power.
10. *Lord Dalhousie-Policy of intervention and annexation*
 - 10.1 Conquest of Punjab.
 - 10.2 Doctrine of Lapse.
 - 10.3 Abolition of title and pensions.
 - 10.4 His reforms and Indian reaction.
 - 10.5 His responsibility for the Rising of 1857.
11. *Relations of the East India Company with the neighbouring states*
 - 11.1 Nepal.
 - 11.2 Burma.
 - 11.3 Afghanistan.
12. *Rising of 1857*
 - 12.1 Causes.
 - 12.2 Nature.
 - 12.3 Extent.
 - 12.4 Causes failure.
 - 12.5 Effects.
13. The impact of Company rule on Indian Society and economy.

Books for Study

- (1) Mahajan, V. D.—British Rule in India and after.
- (2) Roberts, P. E.—British India.
- (3) Muir, Ramsay—Making of British India.
- (4) Dodwell, H. H.—Cambridge History of India, Vol. V.
- (5) Thomposon and Carret : Rise and Fulfilment of British Rule in India.
- (6) Bearce, G. D.—British attitude towards India.
- (7) Misra, B. B.—The Central Administration of the East India Company.
- (8) Panikkar, K. M.—Evolution of British Policy forwards Indian States (1774-1858).

Books for Reference

- (1) Mujumdar, R. C. (Ed.) : British Paramountcy and Indian Renaissance (Bhavan's series).
- (2) Gopal, S. : The Permanent Settlement in Bengal and its results.
- (3) Datta, K. K. : Survey of India's Social Life and Economic Conditions in the 18th Century.
- (4) Mukherjee, Ramkrishna : The Rise and Fall of the East India Company.
- (5) Kumar, Janardan : Company India—A Comprehensive History of India (1757-1858).
- (6) Hennessy H. E. : Administrative History of British

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S1

Geography

Paper / Course title : **AGRICULTURAL GEOGRAPHY**

Objectives of the paper.

6. To acquaint the students to the relation ships that exists between agricultural activity and Geographical environment.
7. To examine the rule of agricultural determinants towards changing grapping pattern intensity, Productivity, diversification and specialization.
8. The Course further aims to familiars the student with the under techniques used in agricultural Geography.
9. To make aware the student about the management of sustainable agricultural.

Sr. No.	Topic	Sub-topic	Learning Points	No. of Periods
1.	Introduction to Agricultural Geography	Meaning, Nature, Scope, Approaches and significance	d. Definition of Agricultural Geography. e. Nature and scope of Agricultural Geography f. Significance of Agricultural Geography in the context of Indian Economy. g. Approaches to the study of Agicultural Geography. a) Commodity approach. b) Regional approach. c) Deterministic approach d) Systematic approach e) Recent approach	1 2 3 4
2.	Determinants of Agriculture	Influencing determinants of Agriculture	a. Physical, economic, Social & technological factors. b. Land capability and suitability	3 2
3.	Soils	C. Soils formation soil apposition and soil types and their water holding capacity	A) i) What is sail? ii) composition of soils. iii) Soil types iv) Water holding capacity of various soil types. v) Importance of sail moisture in agriculture vi) Soil conservation	3 3

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4.	Irrigation	Importance of Irrigation, Type and methods of Irrigation	i) Need of irrigation Canal tank open well tube well and bore well. ii) Methods of irrigation :- a) Flood irrigation b) Ring and basin irrigation c) Ridge and furrow method d) Drip irrigation e) Sprinkle irrigation	1 2 4
5.	Types of Agriculture	i) Agricultural systems. ii) Types of Agriculture	i) a) Intensive Agriculture b) Extensive Agriculture ii) a) Plantation Agriculture. b) Mixed farming.	2 2
6.	Agriculture Regionalization	Methods of regionalization	d. Crop combination technique e. Crop combination and diversification f. Von Thune model.	3 3 2
SECTION II				
7.	Agriculture Development	Modern techniques used in Agriculture	i) Green Revolution in India. ii) Bio-Technology iii) Organic farming. iv) Pony – House v) Tissue culture	
8.	Management of Agriculture	Management for sustainable Agriculture	i) Soil Management ii) Water Management iii) Fertilizer Applications iv) Weeding v) Pest and deacease control. vi) Labors Management vii) Computerization for agricultural Management	
9.	Allied Areas in Agriculture	A) Occupations B) Biotechnology C) Post harvesting Technology	A) i) Dairy forming. ii) Poultry iii) Sheep and goat. iv) Vermin Culture v) Agriculture B) i) Mushroom culture ii) Bio Fertilizers and Bio Pesticides. C) i) Fruit Processing ii) Vegetable Processing	

10.	Marketing	Marketing of Agricultural Products :- a) Perishable b) Non Perishable	Present marketing methods and future marketing scenario. A) i) Problems and solution for perishable products marketing. B) i) Problem and solutions for the marketing of Non-perishable agro products.
11.	Future of Indian Agriculture	A) Future Problem B) Future Prospects	A) 1) Natural 2) Economic 3) Social B) i) Internal ii) International iii) World Organization

References

1. Jasbir singh & S.S.Dhillon - Agricultural Geography Tata Mc Grow Hill Pub. New Delhi (1988)
2. B.C. Mamoria – Agricultural Geography.
3. L.J.Symons - Agricultural Geography.
4. Majid Hussain - Agricultural Geography.
5. Baylis Sith T.P. – The Ecology of Agricultural Systems Cambridge University press, LONDON 1987.
6. Gregor H.P. Geography of Agricultural, Bent ice Hall, New York 1970
7. Hartshorn T.N. & Alexander J.W. – Economic Geography prentice Hall, New York 1983
8. Margan w.b.and Norton R.J.C. – Agricultural Geographby, mathuen londo.
9. Tarrant J.R. – Agricultural Geography, wiley New York 1974
10. Grigg D.B. – The agricultural systems of the world Cambridge university press, New york 1944.

S1

Economics

SECTION - I

1. Introduction :

- 1.1 Nature, Scope, Importance and Limitations of microeconomics.
- 1.2 Methodology in Economics - Inductive and Deductive, Static and Dynamic.
- 1.3 Basic Economic problems, role of Price mechanism.

2. Consumer's behaviour :

2.1 Cardinal utility approach : Law of Diminishing Marginal

Utility - Law of Equimarginal utility; law demand - changes in demand - Determinants of demand, Elasticity of demand - Price, Income and Cross - elasticity of demand - Measurement of price elasticity - Numerical problems.

2.2 Ordinal utility approach : Indifference curve –

Properties, Consumers equilibrium, price, income and substitution effects.

3. Theory of Production and Cost :

- 3.1 Production Function - Iso-quant, Law of variable Proportions, Returns to scale.
- 3.2 Economics of Scale - Internal and External.
- 3.3 Revenue and cost concepts - Numerical Problems.
- 3.4 Supply - Determinants of supply - Law of Supply, Elasticity of supply Numerical problems.

SECTION - II

4. Market Structure :

4.1 Perfect competition - Features, Price determination, short run and long-run equilibrium of a firm and industry.

4.2 Monopoly - types, price and output determination, Price discrimination
Monopolistic competition - Features, equilibrium of a firm, group equilibrium, selling cost, Excess capacity.

4.3 Oligopoly - features.

5. Factor Pricing

5.1 Marginal Productivity theory of distribution.

5.2 Wage - marginal Productivity theory of wages, and collective bargaining wage.

5.3 Rent - Ricardian theory of rent, modern theory of rent.

5.4 Interest : Classical and Keynesian theory.

5.5 Profit : Gross and net profit, Risk and uncertainty theory, Innovation theory.

6. Economic : Welfare - Concept and measurement of welfare.

Basic reading list

- Bach, G. L. (1977), Economics, Prentice Hall of India, New Delhi.
- Domnik Salvatore (1992), Microeconomic Theory International edition Scheme's Outline series
- Gauld, J. P. and Edward P. L. (1996), Microeconomic Theory, Richard, Irwin, Homewood.
- Henderson J. and RE. Quandt (1980), Microeconomic Theory : A Mathematical Approach, McGraw Hill, New Delhi.
- Heathfield and Wibe (1987), An Introduction to Cost and Production Functions, Macmillan. London.
- Koutsoyiannis, A. (1990), Modern Microeconomics, Macmillan.
- Lipsey, R. G. and KA Chrystai (1999), Principles of Economics (9th Edition), Oxford University Press, Oxford.
- Mansfield, E. (1997), Microeconomics (9th Edition), W. W. Norton and Company, New Yourk.
- Ray, N. C. (1975), An Introduciton to Microeconomics, Macmillan Company of India Ltd., Delhi.
- Rayn, W. J. L. (1962), Price Theory, Macmillan and Co. Limited, London.
- Samuelson, P. A. and W. O. Nordhaus (1998), Economics, Tata McGraw Hill, New Delhi.
- Stonier, AW and D. C. Hague (1972), A Textbook of Economic Theory, ELBS & Longman Group, London.
- Varian, H. R. (2000), Intermediate Microeconomics : A Modern Approach (5th Edition), East West Press, New Delhi.

Group 'D'
OBJECTIVE & C.C.M (PAPER VI)

After studying this course, the student - teacher will be able to

- 1) To state the concept and nature of content cum methodology.
- 2) To state the place importance and need of content cum methodology in teaching.
- 3) To explain the nature and the structure of Language.
- 4) To describe interrelationships among school curriculum syllable and text book.
- 5) To state the need importance of content analysis.
- 6) To explain the procedure of content cum methodology for teaching learning.
- 7) To state the nature and distinctness of the general and special teaching methods.
- 8) To explain the relationship between core elements and contents, moral values and contents.
- 9) To select proper, methods, approaches and technique for specific content and provide rationale for the selection.
- 10) To state techniques and procedures for evaluation of communication skill, content knowledge, generalization, core elements and value and the changes effected there in due to content cum methodology.

आशययुक्त अध्यापन पद्धती पाठ्यक्रम
मराठी शिक्षण

घटक १	मातृभाषा मराठी
१.१	मातृभाषा मराठी स्वरूप, महत्त्व, सद्यःस्थिती
१.२	मातृभाषा मराठीचा अन्य विषयांशी समवाय (भाषा व इतर विषय)
१.३	मातृभाषा मराठीची वैशिष्ट्ये
१.४	मातृभाषा अध्यापन महत्त्व
१.५	मातृभाषा उद्दिष्टे, स्पष्टीकरण, तत्वे व सुत्रे
घटक २	आशययुक्त अध्यापन
२.१	आशययुक्त अध्यापन संकल्पना व स्वरूप
२.२	आशययुक्त अध्यापनाचे महत्त्व
२.३	गद्य, पद्य, व्याकरण अध्यापन
घटक ३	पाठनियोजन
३.१	पाठ नियोजन महत्त्व, गरज व प्रकार
३.२	शैक्षणिक तंत्रज्ञान अध्यापन पद्धती
३.३	प्रतिमान अध्यापन पद्धती
३.४	मूल्य व पर्यावरणासाठी अध्यापन पद्धती
३.५	गट अध्यापन पद्धती
३.६	मातृभाषा अध्यापन शैक्षणिक साधने
घटक ४	आशययुक्त अध्यापन कार्यवाही
४.१	मराठी भाषेची संरचना
४.२	अभ्यासक्रम संकल्पना, स्वरूप व रचना प्रकार
४.३	पाठ्यक्रमाचे विश्लेषण

४.४	पाठ्यपुस्तकाचे विश्लेषण व मूल्यमापन
४.५	आशय विश्लेषणाचे महत्त्व, स्वरूप, पाठ्याच्या
४.६	अध्यापन पद्धती निवड व महत्त्व
४.७	अध्यापन पद्धतीनुसार पाठटाचण
घटक ५	मातृभाषा मराठी अध्यापनाच्या पद्धती
५.१	कथन व व्याख्यान पद्धती
५.२	नाटकीकरण पद्धती
५.३	उद्गामी - अवगामी पद्धती
५.४	प्रश्नोत्तर पद्धती
५.५	चर्चापद्धती
५.६	रसग्रहण पद्धती
५.७	प्रकल्प पद्धती
५.८	संरचना पद्धती
घटक ६	मराठी भाषा आशय गाभाघटक व मूल्ये
६.१	गाभाघटक अर्थ, उद्दिष्टे व उपयोजन
६.२	बहा गाभाघटक महाराष्ट्र शासनाने निर्धारित केलेले
६.३	मूल्ये, अर्थ, उद्दिष्टे व उपयोजन
६.४	बहामूल्ये महाराष्ट्र शासनाने शालेय अभ्यासक्रमात समाविष्ट केलेली
घटक ७	मातृभाषेचा अध्यापक व सहशालेय उपक्रम
७.१	मातृभाषेच्या अध्यापकाची भूमिका
७.२	मातृभाषा अध्यापकाची गुणवैशिष्ट्ये
७.३	मातृभाषा मराठी विषय सहशालेय उपक्रमांचे महत्त्व व कार्यवाही
घटक ८	मातृभाषा मराठी मूल्यमापन

८.१	मूल्यमापन संकल्पना व स्वरूप
८.२	मूल्यमापन साधने (लेस्वी, मौखिक परीक्षा) लेस्वी परीक्षा - प्रश्न प्रकार
८.३	कसोटी (चाचणी) १) नैदानिक कसोटी २) प्राविण्य कसोटी ३) उपचारात्मक अध्यापन

संदर्भ सूची

१. आशययुक्त अध्यापन पद्धती - संपादक, डॉ. अनंत जोशी, १९९९
२. मातृभाषा मराठीचे अध्यापन - शास्त्रीय विश्लेषण - डॉ. नलिनी पिचड, डॉ.रामदास बरकले २००१
३. मराठीचे अध्यापन व अध्ययन - डॉ. दि. टे. पाटील, डॉ. श. स. राणे
४. मराठीचे अध्यापन - कुंडले म. बा.
५. अध्यापन पद्धती व शास्त्र - कुंडले म. बा.
६. मराठी अध्यापन - डॉ. करंदीकर सुरेश
७. मराठी अध्यापन - रणसुरे विलास

आशययुक्त अध्यापन पद्धती

हिंदी शिक्षण

अध्याय १	हिंदी भाषा शिक्षा के उद्देश
१.१	भाषा का प्रयोजन
१.२	भाषा के रूप बोली भाषा, मातृभाषा, प्रादेशिक भाषा, राजभाषा, राष्ट्रभाषा, आंतरराष्ट्रीय भाषा, सांस्कृतिक भाषा
१.३	भारत की भाषिक समस्या, त्रिभाषा सूत्र
१.४	राष्ट्रभाषा अध्यापन के उद्देश
अध्याय २	आशययुक्त अध्यापन
२.१	आशययुक्त अध्यापन संकल्पना एवं महत्त्व
२.२	आशययुक्त अध्यापन की कार्यवाही
२.२.१	हिंदी भाषा संरचना
	विधी, काल तथा भाषिक कौशल्योके आधारपर
२.२.२	पाठ्यचर्या संकल्पना
२.२.३	पाठ्यक्रम संकल्पना
२.२.४	पाठ्यपुस्तक - विश्लेषण
अध्याय ३	आशय विश्लेषण
(अ)	
३.१	आशय विश्लेषण की आवश्यकता एवं महत्त्व
३.२	आशय घटक के उद्देश
३.३	आशय घटक की संरचना में स्थान
३.४	संबोध
३.५	सामान्यीकरण
(ब)	आशय और केंद्रित तत्त्व तथा मूल्य
३.१	केंद्रिय तत्त्व तथा मूल्य का महत्त्व
३.२	केंद्रिय तत्त्व तथा मूल्य की सूचि
३.३	केंद्रिय तत्त्व तथा मूल्य शिक्षा का उपयोजन
अध्याय ४	हिंदी अध्यापन पद्धतियाँ
४.१	अध्यापन के सूत्र
४.२	गद्य, पद्य, तथा व्याकरण की अध्यापन पद्धतियाँ
४.३	पाठ नियोजन
अध्याय ५	शिक्षा सहायक साधन
५.१	शिक्षा सहायक साधनों का महत्त्व
५.२	शिक्षा सहायक साधनों का प्रकार
५.३	शिक्षा सहायक साधनों का उचित प्रयोग

S.Y.B.A.B.Ed Syllabus

अध्याय ६	पाठ्यक्रमानुवर्ती कार्यक्रम
६.१	पाठ्यक्रमानुवर्ती कार्यक्रम - महत्त्व
६.२	पाठ्यक्रमानुवर्ती उपक्रम
६.३	पाठ्यक्रमानुवर्ती उपक्रमों का नियोजन
अध्याय ७	मूल्यमापन
७.१	मूल्यमापन स्वरूप एवं आवश्यकता
७.२	मूल्यमापन के तंत्र
७.३	निदानात्मक एवं उपचारात्मक अध्यापन
अध्याय ८	हिंदी अध्यापक के गुण

संदर्भ सूची

१. राष्ट्रभाषा की शिक्षा - डॉ. श्री. ना. मुखर्जी
२. हिंदी की अध्यापन पद्धती - के. पी. कुलकर्णी
३. राष्ट्रभाषा का अध्यायन - ग. न. साठे
४. राष्ट्रभाषा कैसे पढाए - रा. तु. भगत
५. राष्ट्रभाषा हिंदी का अध्यायन शास्त्रीय विश्लेषण - डॉ. विद्याय मुखुटे
६. हिंदी आशययुक्त अध्यापन पद्धती - डॉ. आनंद वास्कर डॉ. पुष्पा वास्कर
७. हिंदी अध्यापन पद्धती - प्रा. बा. सं. बोबे

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English Education

Unit - 1	The role of English language
1.1	Importance of English
1.2	Functional cultural + Literary roles
1.3	The place of English in the school curriculum
1.4	Three language format
1.5	Objectives of teaching / learning of English as a 1 st Lang / 2 nd Lang / 3 rd Lang.
Unit - 2	Content cum Methodology in teaching - learning of English - I
2.1	Content cum Methodology - concept + Nature
2.2	Need and Importance of content cum Methodology
2.3	Steps of content cum Methodology
2.4	structure of English Language
Unit - 3	Content cum Methodology in Teaching - learning of English II
3.1	Concept of curriculum
3.2	Syllabus - concept, principal, + types (concentric, cyclic, topical, notional, functional, eclectic)
3.3	Correspondence, harmony relationship between syllabus and text book
3.4	Criteria for preparation of a good English text book and its evaluation
3.5	Content analysis - concepts + generalization and there placement in structure of English
Unit- 4	Core elements and values in teaching - learning of English - concept, objectives and its application (as per list of core elements + values published by Maharashtra state board of Secondary education in secondary school curriculum

Unit 7	Special Methods of teaching English and lesson planning II
7.1	Teaching of prose
7.2	Teaching of Poetry
7.3	Teaching of grammar - Inductive + Deductive method
7.4	Teaching of composition - controlled, guided and free composition.
7.5	Applications of models of teaching in Teaching learning of English
Unit - 8	Audio Visual Aids
8.1	Need and importance
8.2	Principles of Selection
8.3	Types of A.V.Aids + its appropriate uses
8.4	Language laboratory
Unit 9	The English Teacher
9.1	Role of English Teacher
9.2	Qualities of good English Teacher
9.3	Organization of curriculum activities essay, elocuteri, debate + drana
Unit 10	Evaluatori Prodeure
10.1	Nature a procedure of evaluation of a) Auditory comprehension b) speaking c) reading d) writing e) compositeis
10.2	Diagnostic testing
10.3	Remedial teaching
10.4	Unit Test