

Syllabus for B.A. (Part II) Semester IV Examination

Macro Economics - II

स्थूल अर्थशास्त्र - II

Time : Three Hours

Max. Marks : 80

Unit 1 : **Banking**

Commercial Bank : Concept, Types and function, Nationalisation of Commercial Bank. The process of credit creation and its limitation.

Central Bank : Concept, Development, Objective and Function.

Credit Control : Meaning, Quantitative & Qualitative Methods.

Modern Banking Services : Concepts of ATM, Credit Card, Debit Card,

and Tele Banking.

Unit 2 : **Public Finance**

Meaning and Scope of public finance.

Difference between private and public finance.

Principle of maximum social advantage.

Public Expenditure : Meaning, principles and Causes of Growth.

Public Revenue : Meaning, Objectives and canon of taxation, Direct &

Indirect tax and its Merits & Demerits

Good and service Tax (GST) : Concept, Objective, Merits & Demerits.

Unit 3 : **International Trade**

International Trade : Concepts, Importance, Difference Between Inter-Regional and International trade.

Free Trade & Protection Trade : Principles Advantage & Disadvantages.

Recondian Theory of International Trade.

International Balance of Trade & Balance of Payments : Concepts & component. *unequilibrium*

Unit 4 : **International Financial Institutes**

International Monetary Fund (IMF) : Meaning, Objectives, Function Merits & Demerits.

World Bank : Meaning, Objectives, Functions.

World Trade Organization (WTO) : Structure, Objective and Function

BRICS : Concept and Objective.

Approved  
 (Signature)  
 02/02/2019

# Scheme of Examination for B.A. Economics

Syllabus to be Implemented From 2017-18  
 (i.e. From June - 2017) Onwards

BA Part - I	
Semester I	Semester II
Core Economics :	Core Economics :
Fundamentals of Micro Economics - I	Fundamentals of Micro Economics - II

Gondwana University, Gadchiroli  
 Syllabus for B.A (Part - I) Semester - I Examination  
**Fundamentals of Micro Economics - I**  
 मूलभूतसूक्ष्म अर्थशास्त्र-1

**Unit 1 - Introduction of Economics** **19 Periods**

1.1 Economics Nature, scope and Definition of Adam Smith, Marshall & Robins.

1.2 Methods of Economic Analysis: Micro and Macro Economics,

1.3 Economic Laws: Nature, Types & Characteristics.

1.4 Basic Economic problems.

आंतराष्ट्रीय  
 व्यापारशास्त्रिक

**Unit 2 - Demand & Supply Analysis** **18 Periods**

2.1 Demand: Definition, Features, Factors influencing of Demand

2.2 Law of Demand: Definition, Individual and Market demand Schedule, Limitations

2.3 Changes in Demand - Increase & Decrease in demand. Extension & contraction in demand.

2.4 Elasticity of Demand: Definition, Kinds of Elasticity, Factors influencing elasticity of demand.

2.5 Supply: Definition, Market Supply, Determinates of Supply,

2.6 Law of Supply: Supply schedule and curve.

2.7 Market equilibrium

राष्ट्रीय  
 अर्थशास्त्रिक

### **Unit 3 - Theory of consumer Behaviour 19 Periods**

- 3.1 Utility Analysis: Definition, Measures of Utility, Law of Diminishing Marginal Utility, Law of Equi-marginal Utility.
- 3.2 Indifference Curve Analysis: Definition, Properties, Significance, Consumers equilibrium with the help of indifference curve, Giffen Goods and Giffen's Paradox.
- 3.3 Consumer's Surplus: Meaning, Measurement of Consumer Surplus.

### **Unit 4 - Theory of Production & Cost 19 Periods**

- 4.1 Production and Production cost: Meaning, Factors of Production, Nature of Production Inputs, Decision of Production Process.
- 4.2 Different concept of production cost. Fixed & variable cost, opportunity cost. Average & Marginal cost, short run & long run cost.
- 4.3 Production Function: Definition, Types of Production Function Analysis – Return to Scale, Law of Variable Proportion and Iso-quant curve.
- 4.4 Revenue of the Firm: Total, Average and Marginal Revenue, Relationship between Average and Marginal Revenue,
- 4.5 Equilibrium of the firm.

# अभ्यासपत्रिका — Communication Marathi

बी. ए. सत्र — पाचवे (CBCS)

शैक्षणिक सत्र — २०१९ — २०२० पासून पुढे

(Skill Enhancement (Job Oriented) Course) SEC

'साहित्य सरिता' भाग — ३ (आवश्यक मराठी)

अभ्यासग्रंथ : व्यावहारिक मराठी : संपादित ग्रंथ

मराठी अभ्यासमंडळ गोंडवाना विद्यापीठ, गडचिरोली

सत्र पाचवे करिता निश्चित अभ्यासक्रम खालीलप्रमाणे :

प्रकरण पहिले — व्यावहारिक मराठी : स्वरूप आणि भूमिका

प्रकरण दुसरे — भाषिक संवाद व्यवहाराची मूलतत्वे

प्रकरण तिसरे — सारांशलेखन

प्रकरण चवथे — इतिवृत्तलेखन

प्रकरण पाचवे — प्रसारमाध्यमांसाठी वृत्तलेखन

प्रकरण सहावे — भाषांतरविद्या

प्रकरण सातवे — मुलाखत लेखन

प्रकरण आठवे — संपादन प्रक्रिया :

अ) संहिता संपादन

ब) स्मरणिका संपादन

प्रकरण नववे — जाहिर निवेदन आणि माहितीपत्रक

प्रकरण दहावे — इंटरनेट आणि मराठी भाषा व साहित्य

प्रकरण अकरावे — कल्पना विस्तार

Gondwana University, Gadchiroli  
Syllabus for FYBA

*New FY-BA  
 2021-22*

Compulsory English (CBCS)

(To be implemented from the Session 2021-22 and Onwards)

Objectives of the Course:

- 1) To enhance language proficiency by providing adequate exposure to reading and writing skills.
- 2) To orient the learners towards the functional aspects of language
- 3) To expose the learners to light prose and poetry.
- 4) To develop their communicative and written competence.

Course Outcomes:

1. Students would become familiar with basic grammar items.
2. The writing and communication skills of students would be improved.
3. Students would come to know various sentence structures and meanings of difficult words.
4. Students would become familiar with the basic phonetic structure of English.

**Semester- I**

Content	Weightage/Marks
<b>Unit - I - Basic Language Skills : Grammar</b>	<b>20</b>
i) Articles	
ii) Prepositions	
iii) Tenses	
iv) Subject-Verb Agreement	
v) Punctuation	
<b>Unit - II - Communication and Writing Skills</b>	<b>20</b>
i) Meeting People, Exchanging Greetings and Taking Leave	
ii) Introducing Yourself	
iii) Information Transfer	
iv) Introduction to the Sounds of English-I	

*Chairman*

*Dr. D. B. Fule*  
 (Dr. D. B. Fule)

*Dr*

*Dr*

*Dr. Anurag N. Mishra*

*Dr. Anurag N. Mishra*  
 (Dr. Anurag N. Mishra)

*Dr. Nishu*  
 (Dr. N. U. Mishra)

*Dr. Nishu*  
 (Dr. N. U. Mishra)

*Dr. Chandraswamy*  
 (Dr. Chandraswamy)

*Dr. R. R. R.*  
 (Dr. R. R. R.)

**Unit - III - Prose**

- |                                  |                       |    |
|----------------------------------|-----------------------|----|
| 1) The Home Coming               | - Rabindranath Tagore | 20 |
| 2) A Lesson My Father Taught Me  | - Dr. APJ Abdul Kalam |    |
| 3) How I Became a Public Speaker | - G. B. Shaw          |    |

**Unit - IV - Poetry**

- |                                   |                       |    |
|-----------------------------------|-----------------------|----|
| 1) Quality of Mercy               | - William Shakespeare | 20 |
| 2) When I Have Fears              | - John Keats          |    |
| 3) The Mountain and the Squirrel  | - Ralph W. Emerson    |    |
| 4) Where the Mind is Without Fear | - Rabindranath Tagore |    |

**Pattern of Question Paper- Sem- I**

**Time: 3 Hours**

**Total Marks: 80**

- |   |           |
|---|-----------|
| Que-1. A) Fill in the blanks with appropriate Articles                  | 4X1 = 04  |
| B) Fill in the blanks with appropriate Prepositions                     | 4X1 = 04  |
| C) Change the Tense of the given sentence                               | 4X1 = 04  |
| D) Use appropriate form of Verb in the sentence                         | 4X1 = 04  |
| E) Punctuate the sentence   | 2X2 = 04  |
| Que-2. A) Complete/Prepare a Dialogue on the given situation            | 2X5 = 10  |
| B) Information Transfer   | 5X1 = 05  |
| C) Introduction to the Sounds of English                                | 5X1 = 05  |
| Que-3. (A) Answer the following question in about 150 words. (Unit-III) | 1X10 = 10 |
| (B) Answer any Two questions out of Four in 75 words each (Unit-III)    | 2X5 = 10  |
| Que-4. (A) Answer the following question in about 150 words. (Unit-IV)  | 1X10 = 10 |
| (B) Answer any Two questions out of Four in 75 words each (Unit-IV)     | 2X5 = 10  |

**Criterion for Internal Assessment-**

Unit Test, Viva-Voce, Assignment, and Attendance and overall response of the student.

*Chairman*

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*[Signature]*

## Semester- II

### Unit - I - Basic Language Skills : Grammar and Vocabulary Building 20

- i) Question Tags
- ii) Synonyms and Antonyms
- iii) Prefixes, Infixes, Suffixes and Zero Suffix
- iv) Homophones

### Unit - II - Communication and Writing Skills 20

- v) Making Requests and Responding to Requests
- vi) Thanking Someone and Responding to Thanks
- vii) Developing a Thought
- viii) Introduction to the Sounds of English-II

### Unit - III - Prose 20

- v) On the Rule of the Road - A. G. Gardiner
- vi) A Simple Philosophy - Seethi
- vii) The Thief - Ruskin Bond

### Unit - IV - Poetry 20

- 1) The World is Too Much With Us - William Wordsworth
- 2) Love's Philosophy - P. B. Shelley
- 3) Money Madness - D. H. Lawrence
- 4) Success is Counted Sweetest - Emily Dickinson

Book for First and Second Semester: Path Maker, Ed. by Board of Editors, Published by Orient BlackSwan

*Chairman*  
*Dell*

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*Mishra*  
*Rishi*

*Sh*

*Tyler*

GONDWANA UNIVERSITY, GADCHIROLI

T. Y. B. A. Sem.- V

COMMUNICATIVE ENGLISH

For the session 2019-20 and onwards

Contents

Marks Allotted

**Unit : I** (20)

1. An Introduction to Communication
2. Information Transfer

**Unit : II** (20)

1. Interview and Interviewing Skills
2. Presentations

**Unit : III** (20)

- A. Meetings
- B. Notices, Agenda and Minutes

**Unit : IV** (20)

1. Degrees of Comparison
2. Direct and Indirect Speech
3. E-Mail Writing



**T. Y. B. A. Sem.- VI**  
**COMMUNICATIVE ENGLISH**

For the session 2019-20 and onwards

**Contents**

**Marks Allotted**

**Unit : I**

1. Speeches
2. Reference Skills

(20)

**Unit : II**

1. Business Correspondence-Letters of Inquiry, Order, Interview Call, Appointment,

(20)

**Unit : III**

1. Editing Skills
2. Synthesis of Sentences (Simple / Complex / Compound)

(20)

**Unit : IV**

1. Report Writing (Official)
2. Essay Writing (200 words)

(20)

Gondwana University, Gadchiroli.

Syllabus of History B.A.III

Semester-V

Modern World (1775 to 1920 A.D)

Assignment Marks: 20 Period- 75/ Theory Marks: 80 Total Marks:- 100.

**Unit -1.**

19]

[ No. of Period -

- 1). American Revolution.
- 2) French Revolution: Causes and Effects
- 3) Industrial Revolution : Causes

**Unit - 2.**

18]

[ No. of Period -

- 4). European colonialism of Asia - India, China.
- 5) Foreign Policy of Bismarck.
- 6). Foreign Policy of Kaiser William-II

**Unit - 3.**

19]

[ No. of Period -

- 7). Eastern Question. ( 1878 - 1913).
- Sanstefano's treaty, Berlin Congress, Young Turk Revolution.
- Balkan War- first & Second Causes and effects.
- 8) Russo - Japanese War (1904-05)
  - 9). Russian Revolution (1917).

[ No. of Period -

**Unit - 4.**

19]

- 10). First World War.
- 11) Treaty of Versailles (1919)
- 12). League of Nation.

**POLITICAL SCIENCE - B. A. III (SEM. V)**

**Paper- B**

**PUBLIC ADMINISTRATION IN INDIA**

**Semester -V**

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**Unit: 1. Public Administration**

- a) Meaning, Nature, Scope, Importance and Salient Feature of Indian Public Administration
- b) Ancient and Medieval Administration in India
- c) Modern Indian Administration

**Unit:2. Personal Administration**

- a) Meaning, Types and Importance of Beaucrocracy.
- b) Recruitment and Trainings,
- c) Benefits of Promotion and Retirement

**Unit:3. Welfare Administration**

- a) Reservation Policy and Social Justice (SC., N.T., O.B.C., ST., SBC.)
- b) Human Rights Commission, National Commission for Women and Children
- c) Niti Aayog

**Unit: 4. Environmental Activism**

- a) Environmental Movement in India.
- b) Role of Civil Society, N.G.O.'s
- c) Globalization and Liberalization Impact on Environment.

# Gondwana University, Gadchiroli

New Syllabus (2012-13)

B.A. First Year (Sociology)

Introduction to Sociology

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Semi – I

Lecture per unit

<b>UNIT – I : Introduction</b>	<b>19</b>
➤ The origin and development of sociology	
➤ Definition of Sociology	
➤ Sociology as a science	
➤ Nature & scope of sociology	
➤ Subject matter of Sociology	
➤ Sociology & its relationship with political Science and economics	
➤ Importance of Sociology	
<b>UNIT – II : Basic Concept</b>	<b>19</b>
➤ Society - Meaning and Characteristics	
➤ Social group – Meaning & Characteristics of Social group	
➤ Type of Social group – Primary group, secondary group	
➤ Characteristics & Importance of primary & Secondary group	
➤ Social Structure - Meaning and elements of social structure	
➤ Functions and Dysfunctions	
➤ Social Status - Meaning and types	
<b>UNIT – III : Institutions</b>	<b>19</b>
➤ Meaning and characteristics	
➤ Family – Definition, Characteristics, Types, recent changes in the functions of family	
➤ Marriage – Meaning, Aims of marriage, characteristics, Theories of origin of Marriage, types of marriage, changing nature of marriage.	
➤ Religion – Meaning & basic characteristics, theories of the origin of Religion, Durkheim's Theory & Religion, functions of religion.	
<b>UNIT – IV : Culture</b>	<b>18</b>
➤ Definition	
➤ Types of culture	
➤ Characteristics of culture	
➤ Elements of Culture	
➤ Functions of Culture	

**B.COM. III Year (Sem-V)**  
**BUSINESS COMMUNICATION**  
**(Paper – I)**

**Theory: 60 Marks**

**Internal Assessment: 15 Marks**

**Objectives:** This course is aimed at equipping the students with the Necessary and Techniques and Skill of Communication.

**Marks Allotment**

**Unit I** **15**

**Communication Concepts**

Meaning and Nature of Communication, Communication Process, Elements of Communication, Purposes and Significance of Communication in and Organization, Essential features of Effective Communication, Objective and Importance of Communication.

**Unit II** **15**

**Types of Communication**

Oral Communication, Their advantages and disadvantages, Written Communication, Their advantages and disadvantages, Visual Communication, Audio-Visual Communication, Principles of Effective Communication, Supervisory Systems and Grapevine Communication.

**Unit III** **15**

**Public Speaking**

The Art and Science of Public Speaking, Basic Principle, Manager as a Public Speakers, Do's and Don'ts of Public Speaking, Qualities of Public Speakers, Role of Humor and Act, Simplicity in Public Speaking, Barriers in Public Speaking.

**Unit IV** **15**

**Business Writing**

Do's and Don'ts of Business Writing, Principles and Importance of Business Writing, Commercial Letters- Drafting of Interview Letters, Appointment Orders, Shown Cause Notice, Sales Letters- e.g. Enquiry, Complaint etc. Writing Business Reports, Sales Reports, Survey Reports, Drafting of an Advertisement.

# GONDWANA UNIVERSITY GADCHIROLI

## SYLLABUS

B.Com. – III

Semester – V

### Foundation Course – 'Compulsory Foundation COMMERCIAL LAW

Theory : 8

Internal Assessment : 2

- **Level of knowledge :** Basic Knowledge
- **Objectives :** To develop conceptual understanding of the fundamentals of Commercial Law. To impart skills in Development.

#### CONTENTS :

- I : **Indian Contract Act 1872**  
Meaning Nature of contract and essentials of valid contract offer, Acceptance, Consideration, Capacity to contract, Free Consent, valid & Void contract, Agreement performance of Contract Discharges of Contract, Quasi Contract Breach of Contract, Indemnity and Guarantee.
- II **Indian Contract Act 1872 –**  
Agency – Meaning, rights types, Agent Qualification, right subject and substitual agent termination of agency liabilities.  
**Partnership Act 1932**  
Definition, Types of Partners, Essentials of Partnership, Registration of Partnership, Rights and liabilities and Duties of Partners, Dissolution of Partnership.
- III **Sale of Goods Act 1930**  
Formation of Contract of sale, Sale and agreement of sell. Essential of Contract of sale, Conditions and Warranties, Transfer of Property, Performance of Contract of sale, Doctrine of Caveat be emptor, unpaid seller & his duties, Sale by Auction.
- IV **Negotiable Instrument Act, 1881.**  
Definition, Kinds – Features of Promissory Note, Bills of Exchange & Cheques and its parties, presentation of negotiable instrument, Negotiation , Dishonour of Negotiable Instruments.  
  
**Consumer Protection Act, 1881**  
Definition of Consumer, Trader, Manufacturer, Meaning of consumer Dispute, Complaint – Unfair Trade Practices, Consumer Disputes Redressal Agencies.

#### BOOKS RECOMMENDED

- Dr. V.K. Jain : Mercantile Law, Seth Publications, Nagpur.
- M.C. Shukla : company law, S.Chand & Company, Nagpur.
- Sen & Mitra : Cinnercuak Kawm The world Press Pvt. Ltd. Kolkata.
- M.C. Kuchhal : mercantile Law, Vikash Publishing House, New Delhi.
- C.K. Kaoor : Lectures on Business and Corporate Laws, vidya sadan Delhi.
- V.S. Datey : Business and Corporate Laws, Taxman, New Dhelhi
- K.R. Bulchandani, Business law for management Himilaya P.House, Mumbai 2006
- N.D. Kapoor : mercantile law, sultan chand & sons, Educational Publishers, New Delhi.
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**B.COM. (V SEMESTER)**  
**Marketing Management**  
**( Industrial Marketing)**

Theory-80 Marks  
Internal Assesment-20 Marks

<b>UNIT-I</b>	20
<b>Industrial Marketing</b> :Introduction, Characteristics, Scope, Analysis of industrial market, business market versus Consumer Market, Classification industrial goods, types of industrial market.	20
<b>UNIT – II</b>	20
<b>Business Buyers Attitude:</b> Types of Buying situation, Buying process, factors influencing on business buying process, participants in the business buying process.	20
<b>UNIT – III</b>	20
<b>Institutional &amp; Government Market</b> :Institutional market, Government Market, Buying decisions by Government buyers, Institutional purchasing, Major influences on government buyers & Institutional buyers, decision making process of institutional & Government Buyers.	20
<b>UNIT – IV</b>	20
<b>Resellers Market</b> : Market Characteristics, Product Characteristics, Buyer Characteristics, Channel Characteristics, Promotional Characteristics, Price Characteristics of reseller market. Buying decision of resellers, resellers market buying process, factors influencing in reseller buying process.	20

**BOOKS RECOMMENDED**

1. Dr. Bodhankar S. & Dr. Kanetkar M. – Industrial & Service Marketing. (ShriSainathPrakashan)
2. B. Balaji – Services Marketing & Management (S. Chand & Company Ltd.)
3. I. K. Chopde & A. M. Shaikh – Industrial management (S. Chand & Company Ltd.)
4. M. S. Syed – Consumer Behaviour & Marketing Research (Shaz's Publication)
5. Rashi Arora – Service Sector Management (Sheth Publication)
6. K. Rama Mohan Rao - Services Marketing
7. Harsh Verma - Services Marketing
8. P K Ghosh - Industrial Marketing
9. S. M. Jha – Service Marketing (Himalaya publishing house)
10. Dr. P.N. Somalkar –Industrial & Service Marketing (SarSahitya Kendra')

**B.Com. Part . I Semester System**

**Semester-II**

**Principles of Management : Paper-II**

**Objectives:**

1. To acquaint the Students with the basic concept, Principles and functions of Management.
2. To make students aware about the recent trends in management.

**Unit-I : Direction and Communication**

Direction- Meaning, Principles, Techniques, Process of Communication of as Management Functions, Barriers to Communication, Essentials of Organizational Communication.  
- 15 Periods

**Unit-II : Motivation and Leadership –**

Motivation- Meaning, importance, Theories of motivation- (Maslow" s need Hierarchy Theory, -Herzberg" s Theory, Douglas, McGregor" s Theory, "x" and Theory "y" , McClelland" s Theory) Leadership – Meaning and Importance, Qualities, Functions of leader, Leadership styles.  
- 15 Periods

**Unit-III : Co-ordination and Control** - Co-ordination – Meaning, Need, Requisites for excellent Co-ordination Techniques of Co-ordination. Control – Need, Steps in the process of Control Techniques. - 15 Periods

**Unit-IV: New Trends in Management :**

1. **Business Ethics and Social Responsibility.**
2. **Disaster Management.**
3. **Management of Change.**
4. **Event Management.**

- 15 Periods

**Books recommended**

1. Principles of Management- Koontz & O" Donnel
2. The Management Process- R.S. Davar
3. Essentials of Management- Koontz & O" Donnel TraleMc-Grow Hill Publishing House
4. Business Administration- Mritunjooy Banerjee
5. Principles and Practice – T.N. Chhabra, Dhanapat Rai & Co. of Management
6. Management- Prasad
7. Ancient Indian Commerce - Dr. Ambedkar
8. Makers of Modern India- NBT Pblishers
9. Economics Thought of Dr. B.R.Ambedkar- Dr. Narendra Jadhav
10. Articles & Speeches of Dr. B. R. Ambedkar, Mahatma Gandhi, Pandit Nehru
- 11 Principle of Management – S.B. Kishor, Das Ganu Prakashan



**GONDWANA UNIVERSITY, GADCHIROLI**  
**CHOICE BASED CREDIT SYSTEM (CBCS) SYLLABUS**  
**PROGRAMME- BACHELOR OF SCIENCE (B.Sc.), SEMESTER-III**  
**SUBJECT- ZOOLOGY, THEORY (CREDITS 2)**

**CORE PAPER V**

**USCZOT05**

**Paper I - ANIMAL DIVERSITY (CHORDATES) AND COMPARATIVE ANATOMY**

**Unit- I**

**(12 periods)**

1. Urochordata- General characters, Ascidian tadpole and retrogressive metamorphosis
2. Cephalochordata- General characters, Amphioxus - External morphology and digestive system.
3. Cyclostomata- General characters, external morphology of-Petromyzon and Myxine.
4. Pisces- General characters and Classification up to order; Osmoregulation in Fishes, Accessory respiratory organs.

**Unit-II**

**(12 periods)**

1. Amphibia- General characters and Classification up to order, Parental care and Neoteny.
2. Reptilia- General characters and Classification based on temporal vacuities. Snake venom, Poison apparatus & biting mechanism, Poisonous and non poisonous snake

**Unit-III**

**(12 periods)**

1. Aves – General characters and classification up to order. Flight adaptations (Morphological, Anatomical and Physiological), Birds migration and its significance
2. Mammals – General characters and classification up to order. Prototheria, Metatheria and Eutheria.

**Unit-IV : Comparative anatomy**

**(12 periods)**

1. Comparative account of derivatives of integuments (Scale and horn).
2. Comparative account of aortic arches and heart.
3. Types of receptors (General cutaneous receptors and chemoreceptor).
4. Comparative account of Urinogenital system.

B.Sc. Part II (Semester - III) (CBCS)

USCChT05

Paper - I (Inorganic Chemistry)

Total marks: 50 Total Lectures: 48

Note: Figures to the right hand side indicate number of lectures

UNIT I

(A) **Hydrides of boron:** Structure and bonding in diborane and borazine, Classification and applications of carbides. [6 L]

(B) **Basic properties of Iodine, interhalogen compounds :** Preparation and structure of  $\text{ClF}$ ,  $\text{ClF}_3$ ,  $\text{IF}_5$  &  $\text{IF}_7$ . Polyhalides : Classification and structure of  $\text{I}_3^-$ ,  $\text{I}_5^-$ ,  $\text{I}_7^-$  and  $\text{ICl}^-$  [2 L]

(C) **Oxy acids of Sulphur:** Preparation and Structure of Caro's and Marshall Acid. [2 L]

(D) **Study of Silicates:** Classification, Preparation, Properties and Structure of tetra sulphur tetranitride,  $\text{S}_4\text{N}_4$  [2 L]

UNIT II

(A) **Ionic Solids:** Ionic structures, radius ratio effect & coordination number, Limitation of radius ratio rule, Lattice energy and Born-Haber cycle. Salvation energy and solubility of ionic solids, polarizing power and polarizability of ions, Fajan's rules. [6L]

(B) **Metallic Bonding:** Free electron theory and properties of metals, valance bond theory and Band theory to explain nature of conductors, insulators & semiconductors (intrinsic and extrinsic). [3L]

(C) **Acids and Bases:** Bronsted Lowery Concept Lux-Flood Solvent system and Lewis concept of acid and bases. [3L]

UNIT III

(A) **Chemistry Of First Transition Series Elements:** Properties of the elements of first transition series with reference to their electronic configuration, atomic and ionic radii, ionization potential, Variable oxidation state, Magnetic properties, Colour, Complex formation tendency and Catalytic activity. [8L]

(B) **Chemistry Of Elements Of Second And Third Transition Series:** Electronic configuration of 4d and 5d transition series. Comparative treatment with 3d-analogus (Groups Cr-Mo-W, Fe-Ru-Os, Co-Rh-Ir, Ni-Pd-Pt) in respect of oxidation states, magnetic behavior and stereo chemistry. [4L]

#### UNIT IV

**A) Chemistry Of Lanthanides:** Position in periodic table, electronic configuration, oxidation state, atomic and ionic radii, Lanthanide contraction and its consequences, complex forming tendency. Occurrence and isolation of lanthanides (ion-exchange and solvent extraction methods). [8L]

**B) Chemistry Of Actinides:** Position in periodic table, chemistry of actinides with respect to electron configuration, oxidation states, atomic and ionic radii. [4L]

**B.Sc. SEMESTER – III**

**Paper – I**

**(48 Periods)**

**Reproductive Biology of Angiosperms, Plant Growth and Development**

**UNIT – I:**

**(12 Periods)**

1. Structure of Stamen, Microsporogenesis and Male gametophyte.
2. Structure of Pistil, Megasporogenesis and Female gametophyte (*Polygonum* type).
3. Types of Embryo sac (Mono, bi and tetrasporic).
4. Structure and types of Ovules.
5. Pollination: Types, Contrivances of self and cross pollinations, Attractions and Rewards.

**UNIT – II:**

**(12 Periods)**

1. Double fertilization and Triple fusion
2. Seed: Endosperm and its types, Embryo and its types, Development of Dicot embryo (*Onagrad* type).
3. Significance of seed: Ecological adaptations  
Seed dormancy: Suspended animation, causes and role of dormancy, methods to break seed dormancy.  
Seed dispersal strategies.

**UNIT – III**

**(12 Periods)**

1. Growth and Development: Definition, phases of growth and development.
2. Plant Growth Regulators: Introduction and Role of Auxin, Cytokinin, Gibberelin, Abscisic acid and Ethylene
3. Plant Movements: Tropic and Nastic Movements.

**UNIT – IV:**

**(12 Periods)**

1. Photoperiodism: Concept, Short-day plants, Long-day plants, Day-neutral plants.
2. Physiology of flowering: Concept of florigen, Vernalization.
3. Phytochromes: Pr and Pfr forms, Circadian rhythm (Biological clock) Process and significance.
4. Senescence and Abscission: Definition and general account.

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## **RESEARCH METHODOLOGY(A)**

**Assignment Marks:20 Period-75/Theory Marks:80**

**Total Marks:100**

**Unit1.NatureofSocialResearch: (No. of Periods-19)**

- a) Meaning,CharacteristicsandSignificanceofSocialResearch
- b) ResearchProcessorStepsinSocialResearch.
- c) BearingofEmpiricalResearchandTheoryonEachOther.

**Unit2.Hypothesis: (No. of Periods-19)**

- a) MeaningandCharacteristicsofHypothesis.
- b) Sources ofHypothesis.
- c) QualitiesofaWorkableorGoodHypothesis.

**Unit3.ResearchDesign: (No. of Periods-19)**

- a) MeaningandObjectsofResearchDesign
- b) StepsofResearchDesign
- c) TypeofResearchDesign–Exploratory,Descriptive,Diagnosticand Experimental ResearchDesign.

**Unit4.Sampling: (No. of Periods-18)**

- a) Meaning ofSampling
- b) MainStepsofSampling
- c) AdvantagesandDisadvantagesofSampling
- d) Types ofSampling.



# GONDWANA UNIVERSITY, GADCHIROLI.

## Ordinance No. 58 of 2017

### Incorporating a Compulsory Course on Environmental Studies in the Under Graduate Courses offered under all the Faculties, ordinance, 2017.

Whereas, it is expedient to provide an ordinance in respect of Incorporating a Compulsory Course on Environmental Studies in the Under Graduate Courses offered under all the Faculties, for the purposes hereinafter appearing, the Management council is hereby pleased to make the following ordinance :

1. This ordinance may be called "Incorporating a Compulsory Course on Environmental Studies in the Under Graduate Courses offered under all the Faculties, ordinance, 2017".
2. This ordinance shall come into force with effect from the date of its making by the Management council.
3. This course will be referred to as compulsory course of Six months duration in Environmental Studies at the under-graduate level of all streams and faculties of higher education under this University and will be taught in second year with course of study and can be cleared in the third year with course of study in case the student/s remain absent on the scheduled day of the examination or fails to pass the course in its first attempt.
4. However excepting the Faculty of Engineering and Technology wherein the aforesaid course shall be taken up during First Year of course of study and that it can be cleared in the second year of course of study in case the student/s remain absent on the scheduled day of the examination or fails to pass the course in its first attempt. student taking direct admission to the second year B.E. course shall be exempted from the fees for the course of environmental studies.
5. Provision of this ordinance will not be applicable to those courses in which the subject on Environmental Sciences has been incorporated as subject of study and examinations such as B.Sc. (Environmental Science) and all other similar cases at the U.G. level."
6. The Principal would appoint Coordinator and Assistant Coordinator as per the need to coordinate the teaching of the course, appoint contributory teachers, if necessary. At the end of the course, the college would conduct the examination. It will appoint paper setters and examiners. The final grades of candidates should be informed to the University in the prescribed format. The expenditure incurred for all the required manpower and necessary support services shall be recovered from the remaining amount of fees.
7. Qualifications of a Teacher: A teacher in any subject possessing relevant knowledge to teach the "Course on Environmental Studies" shall be eligible.
8. This course is also compulsory for external students. In case of external students, they can enroll themselves in any college for the aforesaid course and can complete the same.
9. The admitted undergraduate student/s has to pass in the examination of this course in order to obtain degree from the Affiliating University **or alternatively** in lieu of the entire course, the given students in the batches of 20 may be assigned a project work consisting of People's/Community Bio-diversity Registers (PBR/CBRs) of any Gram Panchayat as per format prescribed by Bio-diversity Authority of India under the guidance of a teacher which shall be evaluated for 100 marks.

10. The concerned Faculty can adopt this mandatory course as per the suggested guidelines without or with minor modifications that are deemed to be desirable considering the curricular structure of the given under-graduate course.
11. The syllabus, relevant guidelines regarding the scheme of examination and fees structure are appended with this ordinance as Annexure-A, Annexure-B and Annexure-C respectively.

#### Annexure– A: Syllabus

**Course Code:** ES (Compulsory Course)  
**Title of the Course:** Environmental Studies

Unit	Contents	Hrs.
I	<b>The Multidisciplinary nature of environment</b> . Definition, scope and importance. . Need for public awareness – Institutions in environment, people in environment	01
II	<b>Social Issues and the Environment</b> . From Unsustainable to Sustainable development, Urban problems related to energy; Water conservation, rain water harvesting, watershed management . Resettlement and rehabilitation of people; its problems and concerns. Case studies. . Environmental ethics: Issues and possible solutions, resource consumption pattern and need for equitable utilisation, Urban and rural equity issues, need for gender equity . Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies. . Wasteland reclamation - Consumerism and waste products. . Environment Protection Act. . Air (Prevention and Control of Pollution) Act. . Water (Prevention and Control of Pollution) Act. . Wildlife Protection Act. . Forest Conservation Act. . Issues involved in enforcement of environmental legislation. . Public awareness- environmental calendar of activities, self initiation	04
III	<b>Human Population and the Environment</b> . Global population growth, variation among nations, Population explosion - Family Welfare Programmes, methods of sterilization; Urbanization . Environment and human health – climate and health, infectious diseases, water-related diseases, risk due to chemicals in food, cancer and environment . Human Rights – equity, nutrition and health rights, IPRs, community biodiversity registers (CBRs) . Value Education – environmental values, valuing nature, cultures, social justice, human heritage, equitable use of resources, common property resources, ecological degradation . HIV / AIDS; Women and Child Welfare. . Role of Information Technology in Environment and human health. . Case Studies.	03
IV	<b>Natural resources: Renewable and non-renewable resources</b> . Natural resources and associated problems. - Forest resources: Use and over exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people. - Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. - Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies. - Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer – pesticide problems, water logging, salinity, case studies. - Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, Case studies. - Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. . Role of an individual in conservation of natural resources. . Equitable use of resources for sustainable lifestyles	04
V	<b>Ecosystems</b> . Concept of an ecosystem- ecosystem degradation, resource utilisation . Structure and function of an ecosystem - Producers, consumers and decomposers. . Energy flow in the ecosystem – water, carbon, oxygen, nitrogen and energy cycles, integration of cycles in nature . Ecological succession - Food chains, food webs and ecological pyramids. . Ecosystemtypes, characteristic features, structure and functions of the following ecosystem- - Forest ecosystem	03

	<ul style="list-style-type: none"> <li>- Grassland ecosystem</li> <li>- Desert ecosystem</li> <li>- Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)</li> </ul>	
VI	<p><b>Biodiversity and its conservation</b></p> <ul style="list-style-type: none"> <li>. Introduction - Definition: genetic, species and ecosystem diversity.</li> <li>. Bio-geographical classification of India.</li> <li>. Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and optional values.</li> <li>. Biodiversity at global, National and local levels.</li> <li>. India as a mega-diversity nation; Hot-spots of biodiversity.</li> <li>Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.</li> <li>. Endangered and endemic plant and animal species of India.</li> <li>. Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.</li> </ul>	04
VII	<p><b>Environmental Pollution</b></p> <ul style="list-style-type: none"> <li>. Definition</li> <li>. Causes, effects and control measures of:- <ul style="list-style-type: none"> <li>- Air pollution</li> <li>- Water pollution</li> <li>- Soil pollution</li> <li>- Marine pollution</li> <li>- Noise pollution</li> <li>- Thermal pollution</li> <li>- Nuclear hazards</li> </ul> </li> <li>. Solid Waste Management: Causes, effects and control measures of urban and industrial waste.</li> <li>. Role of an individual and institutions in prevention of pollution.</li> <li>. Disaster management: floods, earthquake, cyclone and landslides.</li> <li>. Pollution case studies.</li> </ul>	04
VIII	<p><b>Field work</b></p> <ul style="list-style-type: none"> <li>. Visit to a local area to document environmental assets like river / forest / grass land / hill / mountaintec</li> <li>. Visit to a local polluted site - Urban / Rural / Industrial / Agriculturaletc</li> <li>. Study of common plants, insects, birds.</li> <li>. Study of simple ecosystems - pond, river, hill slopes, etc.</li> </ul>	02
<b>Total</b>		25

## Annexure– B: Scheme of Examination

Course Scheme					Examination Scheme		
Lectures	Tutorial(s)	Practical	Periods/week	Credits	MSE	IE	Total
2	0	0	2	0	75	25	100

1. Contents of the syllabi as per Appendix A mentioned under unit I to VII shall be for teaching and for the examination to be conducted at the end of the semester i.e. MSE for 75 marks. The examination paper shall be having MCQs, Short answer type questions and an Essay. The IE consisting of 25 marks will be in the form of Report to be submitted based on field work done as per Unit No VIII.
  
2. The result would be declared in the form of Grades as shown below:  
Grade ‘O’ for score above 75; A:61-75; B:51-60; C:40-50



## **Annexure– C: Fee Structure**

A fee of Rs 150/- per student shall be charged and its utilization is as Rs 25/- to be deposited with the Affiliate University and Rs 125/- to the concerned college for providing human resource, supporting infrastructure and the administrative expenses pertinent to the course as approved by the Affiliate University.

## Syllabus

### Democracy, Elections and Good Governance

- **Democracy in India**
  - Dimensions of Democracy: Social, Economic and Political
  - Decentralisation: Grassroots Level Democracy
  - Challenges before Democracy: women and marginalised sections of the society
- **Election to Local Self Government Bodies**
  - 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment Acts: Institutions at the local level and Role of State Election commission
  - Local Body Elections: Urban & Rural
  - Duties of an Individual towards electoral process
- **Good Governance**
  - Meaning and concept
  - Government and Governance
  - Good Governance initiatives in India

*Rationale: the rationale of the study is to make the pupils aware of the importance of democracy. What constitute democracy, what is its importance from the point of view of the role of individual and what exactly can a individual get if he performs his role well in the society. This module also aims to make the individual understand the different aspects of democracy and its implications in the overall development of the state. The syllabus is introduced from the point of view that all students upon entering into the college, enroll themselves as voters and encourage and enthuse other members of the society to participate not only in election process but also electoral and political process in general.*

## I. Democracy

### A. Introduction

Democracy is derived from the Greek word 'Kratev' meaning power or rule. Democracy thus means rule of the demos (the demos refereeing to the people, although the Greeks originally used this to mean the 'poor' or the 'many' Thus democracy essentially links to the govt to

the people and hence Abraham Lincoln's famous definition of "Democracy is government of the people, by the people and for the people" rightly expresses the spirit of democracy.

Very broadly, democracy may mean the following

1. The system of rule by the poor and disadvantaged.
2. A form of government in which the people rule themselves directly and without the need for professional politicians or public officials.
3. A society based on equal opportunity and individual merit rather than hierarchy and privileges.
4. A system of welfare and redistribution aimed at narrow social inequalities.
5. A system of decision making based on the Principle of majority rule
6. A system of rule that secures the right and interests of minorities by placing checks upon the power of the majority.
7. A means of filling public offices through a competitive struggle for the popular vote.
8. A system of government that serves the interest of people regardless of their participation in political life.

**Democracy is broadly classified as:**

- Direct Democracy and
- Representative Democracy

Direct Democracy is also called as participatory democracy this was the first ever model of democracy introduced in the Greek city state of Athens in 3<sup>rd</sup> century BC. In this form of democracy, citizens participated in the affairs of the state directly and had a say in the governance of the city state. Every citizen had a political right in theism state. (women and slaves were not allowed to participate).

Direct democracy thus obliterates the distinction between government and the governed and between the state and civil society.

#### **Features of Direct Democracy**

It heightens the control that citizens can exercise over their own destinies as it is the only pure form of government.

It creates a better informed and more politically sophisticated citizens.

It enables the public to express their own views and interests without having to rely in self-serving politicians

### **Representative Democracy**

It is also called limited or indirect democracy. The narrow meaning of representative democracy as understood by many is periodic voting after a stipulated time (in case of India it is every five years). However the larger meaning of democracy is full participation in the day to day affairs of governance. The process of election is essentially to establish a link between the government and the governed.

#### **Features of representative democracy:**

It is a practicable form of democracy.

It relieves ordinary citizens the burden of decision making thus possible a division of labour in politics.

It allows governed to be placed in the hands of those with better education, expert knowledge and greater experience.

#### **Principles of Democracy are as follows**

1. **Government by consent:** democracy is government by consent of the people. Rational consent can be obtained by persuasion for which an atmosphere of free discussion is essential. Consent is obtained at two levels.

A) Among the representatives of the people in the legislative assemblies where members of the opposition have their full say and

B) At a public level where there is a direct communication between the leadership and the people.

2. **Public Accountability:** It essentially means the representatives must remain answerable to the people. As we have seen earlier that democracy essentially is based on public consent, therefore it is implied that the government should be responsible and responsive to the people. Whatever will and aspirations of the people are, the government should attempt to fulfil/realise those if they fall well within the constitutional framework of the country.

3. **Majority Rule:** In modern representative democracies, decisions are taken in several bodies right from electing the government to the committees that are constituted. It is considered to be the heart of the democratic system that all issues in all the bodies from legislature to cabinet, executives and other committees are resolved through majority decisions. Political equality is secured by the principle of 'one man one vote', which implies that there will be no privileged sections claiming special weightage nor any underprivileged section whose voice is ignored. No discrimination is allowed on grounds of religion, race

caste, sex, place of birth or ownership of property. The principle of majority rule relies on the wisdom of the majority.

**BOX 1: Popular Sovereignty:**

It means people's rule. The authority of the State and government is created and sustained by the consent of its people, through their elected representatives.

It means people are supreme authority and not the elected representatives.

**4. Constitutional government and Rule of Law:** Constitutional government means 'government by law' rather than by men. Democracy requires an infinitely complex machinery of process, procedures and institutions to translate the majority will into action. If one compromises with the law, rampant corruption and decay of democracy is ensured. It is, therefore, essential to have a well-established tradition of law and constitution for the stability of a democratic government.

**Box 2: Constitutional Supremacy**

As the rule book the constitution is supreme and not the Parliament. The laws emanating from the constitution should supersede all laws

**II. Dimensions of Democracy: Social Democracy, Economic and Political**

**Definition** a democratic welfare state that incorporates both capitalist and socialist practices.

**Meaning:** Social Democracy is a political, social and economic ideology that supports economic and social interventions to promote social justice within the framework of a capitalist economy, as well as a policy regime involving a commitment to representative democracy, measures for income redistribution, and regulation of the economy in the general interest and welfare state provisions. Social democracy thus aims to create the conditions for capitalism to lead to greater democratic, egalitarian and solidaristic outcomes; and is often associated with the set of socioeconomic policies that became prominent in Northern and

Western Europe. In India Dr. B.R. Ambedkar the Chairman of the Drafting Committee of the Constitution strongly advocated for Social Democracy.

Core values of Social Democracy are as follows.

1. **Freedom, Equality and Fraternity:** This was the battle-cry of the French Revolution; and these broadly remain the core values of democratic parties today. The formulation of core values began in the nineteenth century with the rise of the bourgeoisie and they began to conquer the world at the latest in the mid-twentieth century – they came to be the standard by which states and societies were judged.
2. This is also reflected in the legal foundations of the United Nations. With the UN's two Human Rights Covenants of 1966 the fundamental civic, political, economic, social and cultural rights attained the apex of their legitimacy and have been ratified by almost every country in the world. They constitute something like a global legal foundation. Fundamental rights are supposed to ensure the transposition of core values into formal legal claims.
3. **Fundamental Rights:** These are the rights enshrined in the constitutions of democratic countries. These are claims that individuals have in a state. In India, Fundamental Rights are enshrined in Part III of the constitution. If the fundamental rights are abridged by any individual or the state, any citizen can move the Supreme Court or the High courts.

**BOX 2: Six Fundamental Rights:**

Right to equality  
Right to freedom  
Right against exploitation  
Right to freedom of religion  
Educational and cultural right  
Right to constitutional remedies

Economic democracy or stakeholder democracy is a socioeconomic philosophy that proposes to shift decision-making power from corporate managers and corporate shareholders to a larger group of public stakeholders that includes workers, customers, suppliers, neighbours and the broader public. No single definition or approach encompasses economic democracy, but most proponents claim that modern property relations externalize costs, subordinate the general well-being to private profit, and deny the polity a democratic voice in economic policy decisions. In addition to these moral concerns, economic democracy makes practical claims, such as that it can compensate for capitalism's inherent effective demand gap.

**Political Democracy** is a means for the people to choose their leaders and to hold their leaders accountable for their policies and their conduct in office. The people decide who will represent them in parliament, and who will head the government at the national and local levels. They do so by choosing between competing parties in regular, free and fair elections. Government is based on the consent of the governed. In a democracy, the people are sovereign—they are the highest form of political authority. Power flows from the people to the leaders of government, who hold power only temporarily. Political Democracy is a means for the people to choose their leaders and to hold their leaders accountable for their policies and their conduct in office. The people decide who will represent them in parliament, and who will head the government at the national and local levels. They do so by choosing between competing parties in regular, free and fair elections. Government is based on the consent of the governed. In a democracy, the people are sovereign—they are the highest form of political authority. Power flows from the people to the leaders of government, who hold power only temporarily.

#### **B. Decentralisation:**

Decentralisation can be usefully understood as a political process whereby administrative authority, public resources and responsibilities are transferred from central government agencies to lower-level organs of government or to non-governmental bodies, such as community-based organisations (CBOs), 'third party' non-governmental organisations (NGOs) or private sector actors

In 1993, the Government of India passed a series of constitutional reforms, which were intended to empower and democratise India's rural representative bodies – the Panchayats. The 73rd Amendment to the Constitution formally recognised a third tier of government at the sub-State level, thereby creating the legal conditions for local self-rule – or Panchayati Raj. Since this time, the process of decentralisation has been highly variable, ranging from ambitious attempts at Gram Swaraj (or village self-rule).

**Box 3: Political, administrative and fiscal decentralisation.**

Political decentralisation transfers policy and legislative powers from central government to autonomous, lower-level assemblies and local councils that have been democratically elected by their constituencies.

Administrative decentralisation places planning and implementation responsibility in the hands of locally situated civil servants and these local civil servants are under the jurisdiction of elected local governments.

Fiscal decentralisation accords substantial revenue and expenditure authority to intermediate and local governments.

Source: World Bank

**Defining features of Decentralisation:**

- popular control of policy makers, both by regular elections and by the pressure of social interest groups;
- the institutionalisation of all adult citizens in voting (i.e. one person, one vote);
- political freedom in the eyes of the state;
- policy decisions made on the basis of majority rule

**What makes local institutions accountable?**

In this section, we consider three broad conditions under which local institutions can be made more accountable to poor and politically marginal groups:

- an active citizenry, whose participation in broad areas of political life, such as voting, campaigning, attending meetings, running for office, lobbying representatives, etc., serves to counter balance the arbitrary use of power;
- fiscal and political support from higher level authorities within government;
- the existence of competitive political parties whose legitimacy depends at least in part on the ability to support the needs of the poor.
- 

**C. Challenges before Democracy**

The basic challenges before democracy in India are poverty, illiteracy, lower participation, criminalisation of politics, political violence, corruption, communalism, Regionalism.



Apart from this the two very crucial areas of (non)participation are women and marginalised sections.

#### **Women**

After family, patriarchy exists most in politics. Women are always considered to be the secondary citizens of the country. Hence, the opportunities for participation are minimal to them. In most cases they do not even have the right to select their own candidates and are often forced to vote for a candidate who the head of the family (generally male) asks to. If at all women come out to vote during various elections from parliamentary to state legislature to the local bodies of Municipal corporations, municipal councils, the zilla-parishads to panchayat samities to the gram panchayat, the turnout is generally very low. As regards contesting elections women though 33% reservation is available very few women volunteer for the same. As the posts are reserved the political families or the male members of the family operate from behind the curtain.

#### **Marginalised population:**

As regards the marginalised sections (the dalits, the tribals, casual workers, fisher folks, construction, migrated and labour, the voting percentage is very low. The government machinery cannot all the time attempt to bring them to the main stream. Hence community initiatives are most needed in this sphere. These marginalised groups are not even registered voters and hence a large number of people are out of the fray of election and in turn democratic process. It is therefore imperative to bring these people into the political sphere of the country.

## **II. Elections to Local Self Government Bodies:**

India is considered as one of the largest functional democracy in the world. This democratic Experiment has withstood the test of the time. It has been possible because we have been able to conduct free and fair elections at regular interval (Except during 1976 Emergency). The constitution of India guarantees its people right to choose their representatives and people who govern them. This takes place through elections at following three levels:

**National Level:** At this level people directly elect their representatives to the House of People i.e. Lok Sabha for a period of five years. The person elected thus is a representative of that particular area or constituency in the parliament. E.g. Lok Sabha has 543 members which are directly elected by the people through the first past the post system. People cast their votes for candidates belonging to a variety of political parties. The one who secures highest number of votes is declared elected. Members of the Council of States i.e. Rajya Sabha are indirectly elected by members of Lok Sabha and members of the state legislative assembly.

**State Level:** The parliamentary form of government has been adopted at the state level as well. At this level people of a particular state directly elect their representatives to the state legislative Assembly i.e. Vidhan Sabha for a period of five years. The person elected thus is a representative of particular area or constituency from a state in the state legislature. E.g. State legislature of Maharashtra has 288 members in the Vidhan Sabha which are directly elected by the people of the state of Maharashtra.

**Local Level:** In order to achieve ideals of good governance the constitution of India since 1990's has added one more tier to the government, in the form of local self-governing bodies, both in rural and urban areas. In this part of the chapter we shall go into details of Urban and Rural Local Body Elections.

### **Institutions at the Local Level:**

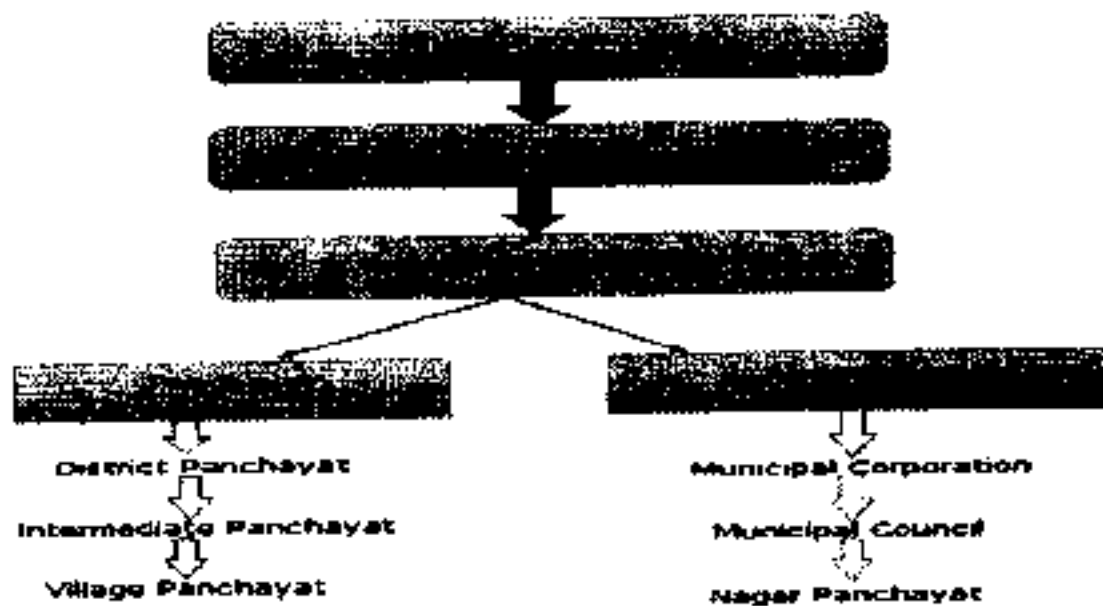
The geographical length and breadth of our country coupled with unimaginable socio cultural diversity makes her a unique nation state. In addition to this a huge population pose many governance challenges before us. Our constitution has divided the powers and functions between the union and state in the form of three lists mentioned in part VII of the constitution. But with changing times and growing expanse of governance, it was realised that a government is needed which closer to people, where people are part of the governing

process and also a part of electing their own local representatives to address their local problems and concerns. To this effect in 1993 two historic constitutional amendments were passed by the Indian Parliament. The 73<sup>rd</sup> CAA and 74<sup>th</sup> CAA celebrate the spirit of local democracy and local governance in India.

#### **Constitutional Provisions of the 73<sup>rd</sup> & 74<sup>th</sup> Constitutional Amendment Acts:**

The 73<sup>rd</sup> and 74<sup>th</sup> Amendment to the Constitution of India has given legal sanctity to the Panchayat Raj System in rural areas and Municipal Governance in Urban areas. India has a chequered history of local self-governing bodies working at the local level. The council of five elderly members from a village i.e. Panchayat existed in India since time immemorial. Sir Charles Metcalf called these village communities as 'Little Republics'. But with the passage of time these communities became dysfunctional. After independence, through the recommendations of various committees like Balwant Rai Mehta Committee, Ashok Mehta committee and others, Indian government tried to revive these institutions. But unfortunately they all failed miserably. However with the onsets of liberal reforms in 1990's, the process of decentralisation also gained momentum. And finally in 1993 73<sup>rd</sup> and 74<sup>th</sup> CAA were passed by the Indian Parliament. These acts implement Article 40 of the DPSP. It added Part XI and XI A to the constitution. It covers Article 243 to 243 O which relates to Panchayati Raj System in rural areas and Article 243 P to 243 ZG which relates to urban local governance in India. These acts also added two schedules to the constitution, namely 11<sup>th</sup> and 12<sup>th</sup> schedule. The 11<sup>th</sup> schedule prescribes a list of 29 functions to be performed by rural local bodies and 12<sup>th</sup> schedule prescribes a list of 18 functions to be performed by the urban local bodies.

These two acts have added third tier to the federal framework of our Government and thus it makes India a unique three tier federal democratic polity in the world. The following flow chart explains this:



**Important features of the 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment Acts:**

- 1) **Gram Sabha or Ward Sabha (Meetings) :** It is a deliberative body at the grassroots level. It comprises of all the registered voters in a village in rural areas or a ward in an urban area. It is the foundation of local democracy and process of decentralisation of powers in India. People at grassroots level can directly participate in the meetings of Gram Sabha or Ward Meeting, where they can discuss issues concerning them, offer suggestions, question their representatives and also approve the plans and budgets prepared by their representatives. In a way it's a miniature of the parliament of India at the grassroots level.
- 2) **Reservation of seats for SC/ ST and Women:** In order to provide fair and equal representation to all the sections of the society, seats are reserved for SC, ST in proportion to their population. Along with this, one third seats are also reserved for women candidates. States like Maharashtra, Madhya Pradesh, Gujarat now reserve fifty per cent of the seats in their Panchayati raj institutions.
- 3) **State Election Commission:** This amendment provides for the establishment of the State Election Commission for conduct of elections to the urban and rural local self-government. This consist of Municipal Corporations, Municipal Councils, Nagar Panchayats in urban areas and Zilla Parishads, Panchayat Samitis, Village Panchayats

in rural areas. This amendment made provision of Article 243-K and 243-ZA wherein State Election Commission were established. The main objective for 73rd and 74th amendment and making this provision was to create independent status of State Election Commission so that elections are conducted in free and fair, without other intervention.

#### **Role of an individual towards electoral process at the local level:**

Democracy as a system and as a way of life becomes meaningful only when there is active participation of people in the electoral process. Following suggested activities help us understand our role as a citizen and as an individual in the electoral process.

#### **Suggested Activities:**

- 1) Find out the name of elected local representative from your rural or urban area in which you live. What promises he made at the time of election and how much work he had done in your area?
- 2) Register yourself in the voters list of your area of residence, to be able vote at the time of National, State or local Elections. If you shift your residence then you also must shift your name to the voters list of that area. Voter registration can now be done online as well.
- 3) Visit a Local body. E.g. Gram Panchayat or Municipal Corporation or Zilla Parishad
- 4) Attend a Gram Sabha or Ward Meeting in your own area.
- 5) Find out what functions rural or urban local bodies are supposed to perform in your Area.
- 6) Find out what are the problems, challenges and concerns of your area. What steps local body has taken to address the same?
- 7) Find out the names of political parties which contested election in your area last time. What was their electoral manifesto or agenda? How far the party has been able to address the local concerns? What is their party ideology? What is their party symbol?

### **III. Good Governance**

#### **Introduction:**

Governance has been defined to refer to structures and processes that are designed to ensure accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment and broad based participation. When a government sticks to these principles while making policies and implementing them, it is said to be good governance.

Let us now look at the concept of Good Governance in detail.

#### **Meaning of Good Governance:**

In 1989, the concept of 'governance' was for the first time highlighted in a World Bank study 'Sub-Saharan Africa-from Crisis to Sustainable Growth' to describe the need for institutional reform and a better and more efficient public sector in Sub-Saharan countries. The study report mentioned four key dimensions of good governance:

- i. Public sector management
- ii. Accountability
- iii. Legal framework for development
- iv. Information and transparency

For a country like India where democracy forms the base of all the governing systems, governance needs to be inclusive and is largely determined by the participation of its people. In a democracy like ours, a system of governance which is accountable and transparent demands the participation of people at every level. People's participation on one hand can help the government formulate better policies which can be communicated to the society again through participation and also implemented well with its help.

If policies of the government are inclusive and people friendly, it would help encourage the participation of citizens in the mainstream political process. In turn, when people participate directly- by contesting or indirectly by voting or by being a part of the electoral process, it would help strengthen the government and would help in bringing more people friendly policies.

Good governance thus has to be understood as a two way process- the government should ensure that the values of good governance like accountability and transparency are taken care of while framing policies while on the other hand, people should participate in the process of governance to make it better.

After having a detailed discussion about the origin, development and meaning of good governance, let us try to understand the essential components of good governance reflected in the various documents and study reports of international organisations, policy makers and in the writings of the researchers and academicians.

#### **Characteristics of Good Governance:**

##### **1. Participation:**

The first characteristic refers to equal participation by all members of society as the key element of good governance, with everyone having a role in the process of decision-making. Participation could be either direct or through legitimate intermediate institutions or representatives. Participation needs to be informed and organized. This means freedom of association and expression on the one hand and an organized civil society on the other hand. All the section of society should be allowed to express their concerns in the policy making influencing them without any fear and discrimination.

##### **2. Rule of Law:**

Good governance requires fair legal frameworks that are enforced impartially. It also requires full protection of human rights, particularly those of minorities. Impartial enforcement of laws requires an independent judiciary and an impartial and incorruptible police force. It also involves provision of free legal aid to the poor and needy people who cannot afford to pay to the legal practitioner. It focuses on judicial and legislative reforms and the importance of legal education and training.

##### **3. Transparency:**

Transparency means that decisions taken and their enforcement are done in a manner that follows rules and regulations. It also means that information is freely available and directly accessible to those who will be affected by such decisions and their enforcement. It also means that enough information is provided and that it is provided in easily understandable forms and media.

**4. Responsiveness:**

Good governance requires that institutions and processes try to serve all stakeholders within a reasonable timeframe. By being responsive, governmental institutions gain 'legitimacy' in the public realm which will automatically ensure their wider acceptance and thus effectiveness in governance.

**5. Consensus oriented:**

There are several actors and as many viewpoints in a given society. Good governance requires mediation of the different interests in society to reach a broad consensus in society on what is in the best interest of the whole community and how this can be achieved. It also requires a broad and long-term perspective on what is needed for sustainable human development and how to achieve the goals of such development.

**6. Equity and inclusiveness:**

A society's well-being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society. This requires all groups, but particularly the most vulnerable, have opportunities to improve or maintain their well-being.

**7. Effectiveness and efficiency:**

Good governance means that processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal. The concept of efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment.

**8. Accountability:**

Accountability is a key requirement of good governance. Not only governmental institutions but also the private sector and civil society organizations must be accountable to the public and to their institutional stakeholders. Accountability cannot be enforced without transparency and the rule of law.

**Government, Governance and Good Governance:**



The word 'Governance' lends itself to wider meaning which includes the processes as well as the results, making it more comprehensive in meaning and implications than the word 'government'. Government refers to the machinery and institutional arrangements of the 'political community' whereas governance means making policies for the development of organisations as well as people.

While governance, on the one hand, deals with collaborative partnership networks which are necessary for policy formulation and implementation, good governance, on the other hand, attempts to make this activity not just efficient but also more accountable, democratic and responsive to the public needs.

Good governance goes beyond the formal institutions of democratic government to address several other central issues which includes — representative legislature; non-discriminatory laws; efficient, impartial and rapid judicial processes; transparent public agencies; Universal protection of human rights; accountability for decisions by public officials, devolution of resources and decision making to local.

#### **Good Governance in India:**

Kautilya's Arthashastra highlighted the principle of good governance as, "In the happiness of his people lies king's happiness, in their welfare his welfare, whatever pleases himself he shall not consider as good, but whatever pleases his people he shall consider as good."

The Indian Constitution has not used the term even once in its preamble. Indeed, the Constitution has used "governance" only once — in its directive principles of state policy. Article 37 says: "The provisions contained in this part shall not be enforceable by any court, but the principles therein laid down are nevertheless fundamental in the governance of the country and it shall be the duty of the state to apply these principles in making laws." The directive principles of the state policy emphasize the "content" part of good governance. E.g. Right to an adequate means of livelihood, Equal pay for equal work for both men and women is ensured, equitable distribution of resources etc.

The problem of good governance (read administrative reform) is discussed in each five-year plan as well as by parliamentary committees. Besides, the Government of India has appointed

no less than 34 committees devoted to good governance making a large number of recommendations.

The plan documents in post 1990 reflected the essential principles of good governance including constitutionally protected right to elect government, accountable and transparent government, effective and efficient delivery of social and economic public services, a special attention for ensuring the effectiveness and efficiency of local governments, delivery of key services such as primary education and health, the rule of law, protection of the disadvantaged groups, especially the SCs, STs, minorities and others etc.

One of the best policies that has set an example in the country is the Right to Information Act which came into full force in the midnight of 12th and 13th October 2005. Under the act any citizen can seek information from government or public authorities as notified in the act. The act seeks to deepen Indian democracy by empowering the citizens to obtain the needed information from the public authorities at the national, state and local levels and aims at good governance by ensuring the much-needed transparency and accountability in them.

Another such initiative is The National Rural Employment Guarantee Act (NREGA), 2005, which has now been renamed as the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA). It is one such step towards implementing the provision of Right to Work and is the largest social welfare scheme of its kind in the world.

Even The Right to Education (RTE) Act, 2009, may be legitimately hailed as one of major landmark legislations that have been enacted by Parliament in the 21st century, with a view to achieve the objectives of Good Governance. It aims at fulfilling the promise of universal education by making it a mandatory obligation for the state to ensure that all children of the 6-14 years age group enroll themselves in schools and attend the classes.

#### **In conclusion**

After understanding the concept, meaning, principles and examples of good governance, one can infer that it is a broad and dynamic concept. Governance to become good governance needs participation of people at each stage through which ideals of the same can be achieved for a better welfare of people. The values of good governance need to be cherished and

practiced in a true sense to make governance more efficient, effective and beneficial to the citizens.

**Operation of the syllabus:**

The syllabus has to be operationalized in the following manner

- Apart from the theoretical understanding given in the above section, the students should be encouraged to follow democratic principles in their daily life
- They should be encouraged to make presentations on various electoral processes
- They should be encouraged to propagate and enthuse for registering voters
- The students should ensure full class registers as voters if they are not.
- The school/colleges may have essay writing competitions on electoral /democratic processes
- Interview atleast on elected representative or politically active individual or one who had contested election to anybody in the area and make presentation in the class.
- Role play, skits, short stories, short dramas, short films in case of BMM students', posters (fine and applied arts students) be used for part assessment during the course.
- Depending upon the activities carried out by the students' one student be declared leader of the month.
- Mock Elections can be organised in your institutions.



# GONDWANA UNIVERSITY, GADCHIROLI

(Established by Government of Maharashtra Notification No. MISC-2007/(322/07) UNI-4  
Dated 27<sup>th</sup> Sept. 2011 & Presently a State University Governed by Maharashtra Public University Act, 2016)

## DEPARTMENT OF LIFELONG LEARNING AND EXTENSION SERVICES

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पत्र क्र. No.GU/ACEES / 851 / 2019

Dt: 15/09/2019

प्रति,

मा. प्राचार्य/कार्यक्रम अधिकारी,  
आजीवन अध्ययन व विस्तार सेवा विभाग,  
गोंडवाना विद्यापीठ, गडचिरोली, सलग्नित सर्व महाविद्यालये.

विषय: सत्र २०१९-२०२० करिता आजीवन अध्ययन व विस्तार सेवा विभागा अंतर्गत राबविण्यात येणाऱ्या उपक्रमात प्रथम वर्षाच्या विद्यार्थी प्रवेशाबाबत.

महोदय/महोदया,

गोंडवाना विद्यापीठ, गडचिरोली, आजीवन अध्ययन व विस्तार सेवा विभागातर्फे आपणास कळविण्यात येते कि, मा. कुलगुरु महोदयांच्या आदेशान्वये सत्र २०१९-२० करिता आपल्या महाविद्यालयात असलेल्या आजीवन अध्ययन व विस्तार सेवा विभागा अंतर्गत राबविण्यात येणाऱ्या उपक्रमात प्रथम वर्षाच्या विद्यार्थ्यांना प्रवेश देवून सहभागी करून घ्यावे. सत्र २०१९-२० मध्ये या विभागाअंतर्गत राबविण्यात येणाऱ्या उपक्रमात सहभागी झालेल्या विद्यार्थ्यांकडून रुपये ५०/- नामांकन शुल्क आकारून त्यापैकी रुपये ३०/- प्रति विद्यार्थी या प्रमाणे नोंदनी शुल्काचा घनाकर्ष (डी.डी.) सहभागी विद्यार्थ्यांच्या यादीसह आणि प्रस्तावासह विद्यापीठाच्या आजीवन अध्ययन व विस्तार सेवा विभागाकडे दि. ३० सप्टेंबर २०१९ पर्यंत पाठवावा. प्रस्तुत घनाकर्ष (डी.डी.) Director, Department of Lifelong Learning and Extension, Gondwana University, Gadchiroli यांचे नावे असावा.

तरी कृपया सत्र २०१९-२०२० साठी प्रथम वर्षाकरिता विद्यार्थ्यांना उपक्रमात सहभागी करून प्रवेश प्रक्रिया आपल्या स्तरावर सुरु करावी, हि विनंती.

डॉ. नरेश मडावी  
संचालक (प्र.)

आजीवन अध्ययन व विस्तार सेवा विभाग,  
गोंडवाना विद्यापीठ, गडचिरोली



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## Director, Department of Lifelong Learning and Extension Service,

आजीवन अध्ययन व विस्तार सेवा विभागाद्वारे महाविद्यालयीन स्तरावर

राबविण्यात येणाऱ्या योजनांची मार्गदर्शिका

आणि

विद्यार्थ्यांना द्यावयाच्या प्रोत्साहनपर गुणांसाठी निर्धारित केलेली मार्गदर्शक तत्वे

२०१९ - २०२०

### (१) प्रोत्साहनपर गुणांसाठी निर्धारित केलेली मार्गदर्शक तत्वे (Guidelines)

गोंडवाना विद्यापीठ निर्देश क्र. १६२ (२०१३) आणि निर्देश क्र. १७९ (२०१५) नुसार आजीवन अध्ययन व विस्तार सेवा कर्त्यात सहभागी होणाऱ्या विद्यार्थ्यांना प्रोत्साहनपर गुण (Incentive Marks) देण्यासंबंधी मार्गदर्शक तत्वे व उपक्रमांच्या मार्गदर्शक संहिता दरवर्षी निर्धारित करण्याची असेनात. आजीवन अध्ययन व विस्तार सेवा विभागाने सन २०१९-२० करिता नव्या मार्गदर्शक निर्धारित केली आहे. प्रस्तुत मार्गदर्शक तत्वे व उपक्रमांच्या मार्गदर्शक संहितांची अमलबजावणी सन २०१९-२० या सत्रात करण्यासाठी मा. कुलगुरूंनी मान्यता प्रदान केली आहे.

या विभागाद्वारा चालविण्यात येणाऱ्या लोकसंख्या शिक्षण, महिला अध्ययन व सेवा केंद्र या उपक्रमात महाविद्यालयातील कोणत्याही विद्याशाखेतील पदवी अभ्यासक्रमाच्या फक्त प्रथम वर्षातील विद्यार्थ्यांनाच सहभागी करण्यात यावे (उदा. बी. ए. भाग-१, बी. कॉम. भाग-१, बी. एससी. भाग-१, बी. एस. डब्ल्यू. भाग-१, याप्रमाणे.)

१. लोकसंख्या शिक्षण मंडळ आणि महिला अध्ययन व सेवा केंद्र या उपक्रमात सहभागी झालेल्या विद्यार्थ्यांकडून रु. ५०/- (रुपये पन्नास) एत विद्यार्थी नामांकन शुल्क म्हणून आकारण्यात यावे. या शुल्कामधून प्रति विद्यार्थी रु. ३०/- (रुपये तीस) याप्रमाणे आजीवन अध्ययन व विस्तार सेवा विभाग, गोंडवाना विद्यापीठ, नडचिरोली यांच्याकडे वळते करावे. आजीवन अध्ययन व विस्तार सेवा विभागाकडे वळते केलेल्या नामांकन शुल्काच्या राशीचा घनाकर्ष (Demand Draft) Director, Department of Lifelong Learning and Extension Service, Gondwana University, Gadchiroli या नावे असावा प्रस्तुत घनाकर्ष विद्यापीठाच्या विभागप्रमुखे जमा करावा व त्यासोबत सहभागी विद्यार्थ्यांची यादी आणि प्रस्ताव अर्ज जोडण्यात यावे. जमा केलेल्या राशीची पावती घ्यावी.

२. नामांकन शुल्कातील उर्वरित राशी प्रति विद्यार्थी रु. २०/- (वीस रुपये) प्रमाणे महाविद्यालयाने स्वतःकडे ठेवून या राशी मधून महाविद्यालयीन स्तरावरील लोकसंख्या शिक्षण मंडळ आणि महिला अध्ययन व सेवा केंद्राच्या कार्यक्रमासाठी खर्च करावा.

३. लोकसंख्या शिक्षण मंडळ आणि महिला अध्ययन व सेवा केंद्रात सहभागी झालेल्या विद्यार्थ्यांना माहिती संकलन आणि सनातन विकासात संतांचे योगदान प्रकल्पासाठी एक संकलन वही तयार करणे अनिवार्य आहे. प्रस्तुत संकलन वहीमध्ये माहिती संकलनाच्या मार्गदर्शक सहितेत नमूद केलेल्या कोणत्याही दोन विषयांवरील २० बातऱ्या, ४ लेख, २ उपलेख आणि १० वाचक संवाद यांचे संकलन वर्तमानपत्रे व नियतकालिके यातून करण्यात यावे. संकलनासाठी दि. १ जानेवारी २०१९ ते ३१ डिसेंबर २०१९ या कालखंडातील वर्तमानपत्रे व नियतकालिके उपयोगात आगावीत.

साप्ताहिक विकासात संतांचे योगदान प्रकल्पाच्या मार्गदर्शक सहितेत नमूद केल्यानुसार त्यावर एक लेख स्वतःच्या हस्ताक्षरात लिहिण्यात यावा

४. संकलन वही महाविद्यालयातील कार्यक्रम अधिकाऱ्यांच्या मार्गदर्शनाखाली तयार करावयाची असून ती महाविद्यालयाकडे दि. १५ जानेवारी २०२० पर्यंत सादर करणे अनिवार्य राईल. विद्यार्थ्यांकडून प्राप्त झालेल्या संकलन वहीवर महाविद्यालयाचे प्राचार्य आणि कार्यक्रम अधिकारी याची स्वाक्षरी असणे आवश्यक आहे तसेच विद्यार्थ्यांनी तयार केलेली संकलन वही कार्यक्रम अधिकाऱ्यांनी तपासून त्यावर उत्कृष्ट, चांगला आणि साधारण यापैकी एक अभिप्राय नमूद करणे आवश्यक आहे.

५. विद्यार्थ्यांच्या संकलन वह्यांचे मुख्यमापन आजीवन अध्ययन व विस्तार सेवा विभागाच्या वतीने संकलन वह्यांचे मुख्यमापन जानेवारी - फेब्रुवारी २०२० मध्ये तज्ञ समितीकडून करण्यात येईल त्यानंतर सहभागी विद्यार्थ्यांना १० पैकी प्रोत्साहनपर गुणाची शिफारस करण्यात येईल. सर्व महाविद्यालयांना २२ जानेवारी २०२० पर्यंत मुख्यमापनाचे सविस्तर वेळापत्रक पाठविण्यात येईल.

६. प्रोत्साहनपर गुणांची विभागणी पुढीलप्रमाणे राहिल.

अ	माहिती संकलन:- (२० वाताव्या, ४ लेख, २ अग्रलेख आणि १० वाचक मंचाद संकलन वहीत विषकवून त्यावर वर्तमानपत्राचे/नियतकालिकाचे नाव, दिनांक आणि स्वतःचा अभिप्राय लिहावा.) विद्यार्थ्यांनी केलेले प्रत्यक्ष कार्य ०२ गुण व अभिप्रायासह अहवाल ०२ गुण वापरमाणे)	४ पैकी
ब	समाज विकासात सत्ताचे योगदान (टाचगेल एक लेख स्वहस्ताक्षराने संदर्भ ग्रंथासहीत लिहावा.)	२ पैकी
क	महाविद्यालयानी छावयाचे गुण (कार्यक्रमातील सहभागवर)	४ पैकी
	एकूण गुण	१० पैकी

७. महाविद्यालयानी नमूद 'क' मध्ये छावयाच्या गुणांसाठी विद्यार्थ्यांनी शैक्षणिक सत्रालील आठ (८) रविवारी दलतक गावामध्ये/वस्तोमध्ये जाऊन प्रत्यक्ष कार्य करावे, त्यासाठी लोकसंख्या शिक्षण मंडळालील विद्यार्थ्यांनी लोकसंख्या शिक्षणाच्या मार्गदर्शन संहितेत दिलेले उपक्रम शर्पाण सारावर अधवा वस्तीपातळीवर आयोजीत करावे. महिला अध्ययन व सेवा केंद्रात सहभागी झालेल्या विद्यार्थ्यांनी महिला अध्ययन व सेवा केंद्राच्या मार्गदर्शक संहितेत नमूद केलेल्या विषयांवा कार्यक्रमामांचे आयोजन महाविद्यालयीन आणि वस्ती पातळीवर आयोजीत करावे.

८. विद्यार्थ्यांच्या प्रोत्साहनपर गुणांसाठी महाविद्यालयांना मा. परीक्षा नियंत्रक, गोडवाना विद्यापीठ, गडचिरोली यांच्याकडे प्रोत्साहनपर गुणांची शिफारस करावयाची आहे. त्यासाठी तज्ञ समितीकडून प्राप्त झालेले प्रोत्साहनपर गुण सधनीत महाविद्यालयाच्या कार्यक्रम अधिकाऱ्यांनी विद्यार्थ्यांचे आसन क्रमांक प्राप्त होताच विद्यापीठाकडून प्राप्त झालेल्या प्रपत्रामध्ये Online upload करावे व त्याची Print प्राचार्यांच्या आणि कार्यक्रम अधिकाऱ्यांच्या स्वाक्षरीसह मा. परीक्षा नियंत्रक, गोडवाना विद्यापीठ, गडचिरोली यांच्याकडे त्वरीत पाठविण्यात यावे दुस्यम प्रत संचालक ' आजीवन अध्ययन व विस्तार सेवा ' विभागाकडे माहितीसाठी सादर करावी.

## (२) माहिती संकलन प्रकल्प मार्गदर्शक संहिता

९. महाविद्यालयीन सतरावरील लोकसंख्या शिक्षण मंडळ आणि महिला अध्ययन व सेवा केंद्र कार्यक्रमात सहभागी विद्यार्थ्यांनी प्रोत्साहनपर गुणांसाठी माहिती संकलन वही तयार करणे अनिवार्य आहे. त्यासाठी विद्यार्थ्यांनी खालीलपैकी कोणत्याही दोन विषयांचे निवड करावी.

- १) सादती लोकसंख्या, समस्य व उपाय, २) पर्यावरण, ३) क्रिडा जगत, ४) महिला सक्षमीकरण,
- ५) जेष्ठ नगरिक, ६) शिक्षण वित्तक, ७) रोजगार वित्तक, ८) बालकांचे प्रश्न आणि उपाय
- ९) आहिारत, १०) राजकीय नेतृत्व, ११) आरोग्य विशयक, १२)स्त्रियांवरील अत्याचार, १३) विज्ञान व तंत्रज्ञान.

१०. निवड केलेल्या विषयावरील दैनिक वृत्तपत्रे (News papers) आणि नियतकालिके (Magazines) इत्यादींमध्ये प्रसिद्ध झालेल्या २० वाक्यां (News), ४ लेख (Articles), १ अप्रलेख (Editorials) आणि १० वाचक संवाद इत्यादींचा संग्रह विद्यार्थ्यांनी संकलन वहीमध्ये चिकटवून त्यावर वर्तमानपत्राचे/ नियतकालिकाचे नाव, तारीख व स्वतःचा अभिप्राय नोंदविणे अनिवार्य आहे.

११. प्रस्तुत संकलनासाठी ०१ जानेवारी २०१९ ते ३१ डिसेंबर २०१९ या कालावधीतील वर्तमानपत्रे अथवा नियतकालिकांचा उपयोग करणे आवश्यक आहे. संकलन वही तयार करताना विषयांची निवड, वाक्यांची निवड दर्जेदार असावी. तसेच कानाच्या सुवर्तेकडे विशेष लक्ष केंद्रित केलेले असावे.

१२. विद्यार्थ्यांनी वरील निकमानुसार तयार केलेले संकलन वही महाविद्यालयातील कार्यक्रम अधिकार्यांनी तपासून त्यावर उत्कृष्ट, चांगल किंवा साधारण असा श्रेय नोंदवून स्वाक्षरी करावी.

१३. प्रत्येक संकलन वही प्राचार्यांनी प्रमाणित करून त्यावर स्वाक्षरी आणि महाविद्यालयाचा शिक्षक मारलेला असावा.

१४. दिनांक ३१ डिसेंबर २०१९ पर्यंत सर्व विद्यार्थ्यांच्या संकलन वही महाविद्यालयामध्ये संग्रही असणे आवश्यक आहे. २५ जानेवारी २०२० नंतर संकलन वहीचे मूल्यमापन विद्यापीठाच्या विभागच्या तर्तीने करण्यात येईल.

### (३) समाज विकासात संतांचे योगदान प्रकल्प मार्गदर्शक संहिता

महाविद्यालयीन विद्यार्थी हा विद्यापीठाचा केंद्रविद्, असल्यामुळे विद्यार्थ्यांपर्यंत संतांचे कार्य पोचणे क्रमप्राप्त ठरते. संतांनी अध्यात्म आणि विज्ञान यांचा समन्वय साधून लोक जागृतीचे व आदर्श ग्राम निर्मितीचे कार्य केले आहे. ग्राम विकास कार्यक्रमांची शिक्षण क्षेत्रामध्ये आज अभ्यास करण्याची गरज आहे. आजोवन अध्ययन व वेस्तार सेवा मंडळाने मा. कुलगुरूंच्या मार्गदर्शनाखाली महाविद्यालयीन विद्यार्थ्यांसोठी प्रस्तुत प्रकल्प सुरु केला आहे. व्यक्तीविकास आणि ग्रामविकासाची दृष्टी संतांच्या साहित्यात असल्यामुळे समाज विकासात संतांचे योगदान या विषयावर प्रत्येक विद्यार्थ्यांनी एक स्वतंत्र लेख स्वहस्ताक्षरात लिहिणे अनिवार्य आहे. प्रस्तुत लेख लिहितांना विद्यार्थ्यांनी संतांचे साहित्य वाचणे आवश्यक आहे. लेखाची शब्दमर्यादा किमान १२०० शब्दांची असावी. लेख कागदाच्या एका बाजूस पुरेसा समास सोडून सुवाच्य अक्षरात लिहीण्यात यावा. लेखाच्या खाली संदर्भ ग्रंथ देण्यात यावे. उदा. संत गाडगे बाबा, राष्ट्रसंत तुकडोजी महाराज, संत नामदेव, संत तुकाराम, संत ज्ञानेश्वर, संत एकनाथ, वगैरे.

विद्यार्थ्यांनी एका विषयावर स्वहस्ताक्षरात लिहिलेला एक लेख माहिती संकलन वहीमध्ये शेवटी लावणे अनिवार्य आहे. त्यावर २ पैकी प्रोत्साहनपर गुणांची शिफारस मूल्यमापन समितीकडून करण्यात येईल.

## (४) लोकसंख्या शिक्षण मंडळ मार्गदर्शक संहिता

### १. लोकसंख्या शिक्षण मंडळाची उद्दीष्टे:

- अ) महाविद्यालयीन विद्यार्थ्यांना लोकसंख्या वाढीच्या गतिमानतेची जाणिव करून देऊन त्यांना वाढत्या लोकसंख्येमुळे निर्माण झालेल्या समस्यांची माहिती करून देणे
- ब) विद्यार्थ्यांना देशाच्या लोकसंख्याविषयक धोरणाची माहिती करून देणे, तसेच लोकसंख्या शिक्षण विषयक माहिती देऊन त्यांच्यामध्ये लहान कुटुंबाच्या संकल्पनेविषयी अनुकूलता निर्माण करणे.
- क) महाविद्यालयीन सभोवताली असलेल्या परिसरातील जनसमुदायाला वाढत्या लोकसंख्येमुळे कुटुंबावर आणि देशावर होणाऱ्या परिणामाविषयी जाणिव निर्माण करून देणे.

### २. लोकसंख्या शिक्षण मंडळाचे संघटन:

महाविद्यालयाने कार्यक्रम अधिकार्यांच्या नेतृत्वाखाली विद्यार्थ्यांचे सभासदत्व असलेले लोकसंख्या शिक्षण मंडळ स्थापन करावे. लोकसंख्या शिक्षणमंडळामध्ये विद्यार्थ्यांची नोंदणी करताना साधारणतः निम्मे मुली असाव्यात. मंडळाच्या मदतीने कार्यक्रमांचे आयोजन करावे. कार्यक्रम आयोजनासाठी इतर प्राध्यापकांचा गरजेनुसार आणि त्यांच्या आवडीनुसार सहभाग घ्यावा. महाविद्यालयीन स्तरावर प्राचार्यांच्या अध्यक्षतेखाली एक सल्लागार समिती गठीत करावी. या समितीने लोकसंख्या शिक्षण विषयक कार्यक्रमांचे आयोजन, नियोजन, देखरेख व पुन्यभाषण करावे. सल्लागार समितीच्या महिन्यातून दोन बैठकी व्हाव्यात.

### ३. लोकसंख्या शिक्षण मंडळाद्वारे सत्र २०१९-२०२० मध्ये आयोजित करावयाच्या कार्यक्रमांचे विषय:

१. सौर उर्जा उपयोगिता
२. जलसंरक्षण आणि जलसंवर्धन
३. साक्षरता
४. पर्यावरण आणि प्रदूषण
५. वाढती लोकसंख्या आणि उपाययोजना
६. विज्ञान व तंत्रज्ञान
७. व्यसनाधिनता
४. कार्यक्रम आयोजनाचे महाविद्यालयीन स्तरावरील नियोजन

लोकसंख्या शिक्षण मंडळात सहभागी महाविद्यालयांच्या कार्यक्रम अधिकार्यांच्या सहभागी विद्यार्थ्यांचे समान पाच गट करावेत. प्रत्येक गटाला उपरोक्त विषयावरील एका विषयावरील एक कार्यक्रम महाविद्यालयीन पातळीवर आणि एक कार्यक्रम प्राचीण अथवा वस्तीपातळीवर आयोजित करण्याची सूचना देण्यात यावी. प्रत्येक महाविद्यालयामध्ये उपरोक्त पाचही विषयावर कार्यक्रमांचे आयोजन करणे आवश्यक आहे. या कार्यक्रमांच्या आयोजनासाठी शैक्षणिक सत्रातील कोणत्याही आठ रविवारी विद्यार्थ्यांनी प्राचीण अथवा वस्तीपातळीवर कार्य करणे आवश्यक आहे.



#### ५. कार्यक्रम आयोजित करावयाची माध्यमे:

उपरोक्त विषयावर लोकसंख्या शिक्षण मंडळात नहभागे झालेल्या विद्यार्थ्यांच्या माध्यमातून महाविद्यालयीन पातळीवर, ग्रामीण अथवा वस्तीपातळीवर कार्यक्रमांचे आयोजन पुढील माध्यमांच्या सहाय्याने करण्यात यावे

१. स्पर्धा :वादविवाद, निबंध, कवित्व, चित्रकला, समयसुचक भाषण स्पर्धा प्रश्नमजुषा, साहित्य गोळा करण्याची स्पर्धा, रीतांच्या कार्यावर वेशभूषा स्पर्धा, इत्यादी.
२. जहियती तयार करणे.
३. सेजगार, व्यक्तिमत्व विकास व जनजागृतिपर कार्यक्रमांचे आयोजन करणे.
४. आठवड्यातून एकदा प्रौढांचे समुपदेशन, कुटुंब समुपदेशन, घटस्फोटीतांचे समुपदेशन, महिलांचे समुपदेशन कार्यक्रम.
५. भाषण: उपरोक्त विषयावर विविध क्षेत्रातील विषयतज्ज्ञांचे भाषण आयोजित करणे
६. दृकश्राव्य साधनांची निर्मिती :उपरोक्त विषयांवर स्लाइड शो, तफ्ते, आलेख इत्यादीची निर्मिती करणे.
७. नाट्य, एकादिका, पथनाट्ये आयोजित करणे. त्याचबरोबर लोक वाडःमयाचा उपयोग करून उपरोक्त विषयांवर भजन, कीर्तन, पोवाडा, वासुदेव, गारुड इत्यादी रादर करणे.
८. उपरोक्त पाच विषयांवर पुढील साहित्य गोळा करून सकलन करणे  
१. महाविद्यालयाचे विस्तारकार्यासाठी दत्तक घेतलेल्या वस्तीमध्ये प्रत्येक घरी जावून नरील विषयांवर जनजागृती करणे. दत्तक घेतलेल्या गावाचे सर्वेक्षण करून गावाच्या लोकसंख्येचा अभ्यास करणे. दत्तक गावामध्ये उपरोक्त विषयांवरील कार्यक्रमांचे आयोजन करणे.
- १०.अहवाल: लोकसंख्या शिक्षण मंडळाच्या वतीने घेण्यात आलेल्या कार्यक्रमांचा सविस्तर अहवाल संबंधित कार्यक्रम अधिकार्यांनी A4 साइझमध्ये संगणकीकृत करून त्यासोबत आयोजित केलेल्या कार्यक्रमांची छायाचित्रे आणि वृत्तापत्रांच्या कायमारूह १५ फेब्रुवारी २०२० र्यंत आजोवन अध्ययन व विस्तार सेवा विभागाकडे पाठविणे अनिवार्य आहे.

#### ५) महिला अध्ययन आणि सेवा केंद्र

##### १) महिला अध्ययन आणि सेवा केंद्राची उद्दीष्टे :

महिला सबलीकरणासाठी महाविद्यालयीन व्यासपीटाने उपयोग व्हाव तसेच महाविद्यालयातील विद्यार्थी, शिक्षक, संसाधने, अध्ययन, अध्यापन आणि संशोधनाद्वारे महिलांच्या समस्यांचे अध्ययन करून त्या सोडविण्यासाठी विभागीय प्रयत्न करण्यात यावेत, या हेतूने महिला अध्ययन आणि सेवा केंद्र कार्यक्रमाची मार्गदर्शक संहिता विभागाच्या स्तरावर स्थापन करण्यात आली आहे. विद्यार्थीनींच्या समस्या, शिक्षण, आरोग्य, सामाजिक दर्जा, कुटुंब कल्याण, रोजगार, राजकारण आणि समाजकारणात महिलांचे स्थान, महिलांवर होणारे अत्याचार इत्यादी महत्त्वाच्या समस्या महिला विकाससाठी आज हाताळण्याची गरज आहे. महाविद्यालयातील विद्यार्थी, प्राध्यापक, प्राचार्य, आणि व्यवस्थापन त्यांच्याकडे ससाधनांच्या मदतीने त्यांचा उपयोग करून घेवून या समस्यांविषयी महिलांना जागृत करणे हा महत्त्वाचा उद्देश आहे.

## २) सल्लागार समिती:

खालीलप्रमाणे सल्लागार समिती स्थापन करावी

१ प्राचार्य	— अध्यक्ष
२ महाविद्यालयातील ३ ते ५ प्राध्यापक	—सदस्य
३ प्रत्येक वर्गातील एक विद्यार्थिनी प्रतिनिधी	—सदस्य
४ व्यवस्थापनचा एक प्रतिनिधी	—सदस्य
५ डॉक्टर (एक)	—सदस्य
६ सामाजिक कार्यकर्ता (एक)	—सदस्य
७ अधिवक्ता (एक)	—सदस्य
८ सहकार श्रेण्यातील एक व्यक्ती	—सदस्य
९ मानसशास्त्रातील एक तज्ज्ञ	—सदस्य
१० प्रसिध्दी माध्यमातील एक व्यक्ती	—सदस्य
११ महिला प्राध्यापिका (एक)	—सदस्य सचिव

(महिला अध्ययन व सेवा केंद्रात महाविद्यालयातील विद्यार्थी आणि विद्यार्थिनी असावेत.)

विद्यार्थ्यांमध्ये संशोधनात्मक कृती निर्माण होवून त्यांची विश्लेषण क्षमता वाढवी आणि महिला विषयक प्रश्नांचे त्यांचे जाणीव होऊन त्यावर उपाययोजना करण्याची क्षमता निर्माण व्हावी या उद्देशाने महिला अध्ययन व सेवा केंद्रामार्फत सत्र २०१९ - २०२० मध्ये पुढील विषयांवर कार्यक्रमांचे आयोजन करावे.

## ३) आयोजित करावयाच्या कार्यक्रमांचे विषय:-

- |   |                                      |
|---|--------------------------------------|
| १) स्त्रियांवरील अत्याचार आणि उपाययोजना | २) खी-पूण हत्या आणि सामाजिक जबाबदारी |
| ३) महिलांचे आरोग्य आणि जाणीव जागृती     | ४) स्त्रियांचा राजकारणातील सहभाग     |
| ५) महिलांसाठी कायदेविषयक जाणीव जागृती   |                                      |

## ४) कार्यक्रम आयोजनाचे महाविद्यालयीन स्तरावरील नियोजन:-

महिला अध्ययन व सेवा केंद्रात सहभागी झालेल्या विद्यार्थ्यांचे कार्यक्रम अधिकाऱ्यांनी समान पाच गट करून प्रत्येक गटाला एक विषय ठेण्यात यावा. दिलेल्या विषयावर प्रत्येक गटाने एक कार्यक्रम महाविद्यालयीन पातळीवर आणि एक कार्यक्रम ग्रामीण अथवा वस्तीपातळीवर आयोजित करावे. त्याकरिता पुढील माध्यमांचा उपयोग करण्यात यावा. प्रत्येक महाविद्यालयामध्ये उपरोक्त पाचही विषयांवर कार्यक्रमांचे आयोजन करणे आवश्यक आहे. या कार्यक्रमांच्या आयोजनासाठी शैक्षणिक स्तरातील कोणत्याही आठ रविवारी विद्यार्थ्यांनी ग्रामीण अथवा वस्तीपातळीवर कार्य करणे आवश्यक आहे.

#### ५) कार्यक्रम आयोजनाची माध्यमे:

- १ चर्चासत्र, कार्यशाळा, उद्बोधन शिबिरे.
- २ स्पर्धा :खादविवाद, निबंध, प्रश्नपत्रां, साहित्य संकलन, नाट्य, पथनाट्ये चित्रकला इत्यादी.
- ३ दृक्श्राव्य साधनांची निर्मिती.
- ४ प्रदर्शनी, घरोघरो भेटी, इत्यादी.

६) अहवाल: महिला अभ्यसन व सेवा केंद्राद्वारे घेण्यात आलेल्या कार्यक्रमांचा सविस्तर अहवाल अधिकाऱ्यांनी A4 साइज मध्ये संगणकीकृत करून कार्यक्रमांची छायाचित्रे आणि वृत्तपत्राच्या कावणसह, १५ फेब्रुवारी २०२० पर्यंत ४ निरंतर आजीवन अभ्यसन व विश्वात विभागाकडे पाठविणे अनिवार्य आहे. कृपया नोंद घ्यावी.

#### प्रमाणपत्र अभ्यासक्रम

- वनीषधी प्रक्रिया : पाहिती व मार्केटींग
  - सेंद्रीय शेती . विस्क, उन्नादन व मार्केटींग
  - बाबू प्रक्रिया
  - वन व्यवस्थापन
  - Tourist Guide
  - Fruits and vegetables process
  - Computer Awareness
  - Rural level Worker
  - Nurising Health and Nutrition
  - NGO Management
  - Fruits and vegetable process and Marketing
  - Financial Literacy – Banking
  - Adolescent Girls Health
  - Montessori
  - Spoken English
  - Fashion Designing
  - Entrepreneurship Development
  - Hair and skin Care
  - Youth Development Training
  - Research Methodology
  - नाट्यशास्त्र
  - आर्ट अँड गॅटींग
- तसेच अन्य प्रमाणपत्र सुरु करण्यासाठी मार्गदर्शक तत्वे व स्वतंत्ररित्या सुरक्षित्यात येतील.

६) प्रस्ताव (नमुना प्रपत्र)

- १) महाविद्यालयाचे नाव व पूर्ण पत्ता : .....
- २) प्राचार्याचे नाव आणि : .....
- दूरध्वनी क्र. व ई-मेल : .....
- ३) गुरु करवयाच्या प्रकल्पाचे नाव : १) लोकसंख्या शिक्षण
- २) महिला अध्ययन व सेवा केंद्र
- ४) कार्यक्रम अधिकाऱ्याचे नाव : .....
- संपूर्ण पत्ता व दूरध्वनी क्रमांक व ई-मेल : .....
- ५) प्रकल्पामध्ये एकूण सहभागी विद्यार्थी : १) लोकसंख्या शिक्षण
- (केंगन्याही विद्याशाखेतील फक्त मुले मुली एकूण
- प्रथम वर्षाचेच विद्यार्थी यामध्ये
- सहभाग करणाना यावे) २) महिला अध्ययन व सेवा केंद्र
- (सहभागी विद्यार्थ्यांची वर्गनिहाण मुले मुली एकूण
- यादी जोडावी)
- ६) प्रकल्पामध्ये सहकार्य करणाऱ्या १) .....
- महाविद्यालयातील प्राध्यापकांनी नावे २) .....
- ३) .....
- ७) विस्तार सेवा कार्यक्रमाला सहकार्य : १) .....
- करणाऱ्या आपल्या परिसरातील २) .....
- संस्थांची नावे ३) .....
- ८) इतर माहिती : .....
- .....
- .....

(सोबत जोडलेल्या नमुनापत्राचो प्रत झेरॉक्स करून घ्यावी)

प्राचार्याची स्वाक्षरी





शिक्षक दिनाच्या दिवशी  
मार्गदर्शन करताना  
अॅड.श्री. मोरेश्वरजी टेमुर्डे



रासेयो विशेष शिबीरात  
मार्गदर्शन करताना  
मा. प्रमोदजी मकेश्वर  
पोलीस निरीक्षक, पो.स्टे.वरोरा



रा.से.यो व पोलिस स्टेशन वरोरा  
द्वारा आयोजित 'राष्ट्रगीत,  
वाहतूक नियम व सायबर क्राईम'  
या कार्यक्रमात बोलताना मा.श्री.  
अशोक कोळी व मान्यवर



जिल्हास्तरीय नाट्य स्पर्धेत  
प्रतिनिधीत्व करताना  
महाविद्यालयात चमू



संविधान दिनाला  
शपथ घेताना विद्यार्थी



डॉ. आंबेडकर महापरिनिर्वाणदिन  
आणि एड्स जनजागृती  
सप्ताहानिमित्त उपस्थित  
समुपदेशक डॉ. पवन दर्वे आणि  
प्राचार्य डॉ. वी.आर. पाण्डेय



मराठी विभागाच्या वार्षिक मंडळातर्फे  
संविधान दिनाच्या अवसराना  
कार्यालय आवडीतून डॉ. शेखराम ताराळे





जनविज्ञान व्याख्यानमालेस  
मान्यवरांसोबत उपस्थित  
कर्मचारी वृंद



आंतरराष्ट्रीय योग दिनाला मार्गदर्शन  
करताना क्रीडा संचालक  
श्री. उत्तम देऊळर



साप्ताहिक लोकसंख्या दिनाला  
उद्बोधन करतांना  
संस्थेचे उपाध्यक्ष  
प्राचार्य अनिल डोंगरे



वाचक मंडळांतर्गत  
'संस्कृत भाषा गौरव समाह'  
साजरा करताना विद्यार्थिनी



अटलविहारी वाजपेयी यांच्या श्रद्धांजली निमित्त कार्यक्रम 'अटलविदा'



विद्यार्थी संघातर्फे आयोजित दिवस दिन स्वयंशासनास उत्प्रेरक कार्यवाह डॉ. मिलिंद देवकारे विद्यार्थी संघ समन्वयक डॉ. लोनाकर प्राचार्य आणि विद्यार्थी



स्पर्धा परीक्षा मार्गदर्शन केंद्राद्वारे रात्कार स्विकारताना माजी विद्यार्थी श्री. प्रवीण राऊत (पोलीस उपनिरीक्षक)



Life Line Blood Bank  
चे कर्मचारी श्री. बाबरे, नागपूर  
सन्मानचिन्ह देतांना



समाजशास्त्र अभ्यास मंडळ  
उद्घाटन कार्यक्रमात  
बोलताना डॉ. रंजना लाड



म्युच्युअल फंड, शेअर मार्केट  
आणि पॅन कार्ड कॅम्पमध्ये  
मार्गदर्शन करताना  
श्री. मिश्रीकोटकर



स्पर्धा परीक्षा विभागातर्फे आयोजित  
कौशल्यविकास मार्गदर्शन



स्पर्धा परीक्षा पूर्वतयारी  
मार्गदर्शनास उपस्थित श्री. कठाले



डॉ. आंबेडकर महापरिनिर्वाण  
दिनानिमित्त वक्तव्य करताना  
प्रा. ववन अवघडे  
आणि प्राचार्य डॉ. शारदा



भीतिपत्रक लेखन स्पर्धेचे उद्घाटन करतांना कार्यवाह मा. श्रीकृष्ण घड्याळपाटील



मराठी भाषा गौरव दिनी ग.दि.मा., पु.ल आणि सुधीर फडके जन्मशताब्दी निमित्त मराठी विभागातर्फे आयोजित कार्यक्रम 'त्रिवार जयजयकार !'



अभंगशास्त्र आणि दामिज्य विभागातर्फे आयोजित भित्तिपत्रक स्पर्धेत उपस्थित परीक्षक प्रा. सुती हंडे, प्रा. नितेश जोशी, आणि प्रा. रवींद्र शेंडे



आनंदमेळ्याचे परीक्षण करताना  
 सौ. प्राची काणव, ग्रंथपाल ते  
 पुष्पलवार सौबत आयोजक  
 प्रा. प्रणिता साटोणे



क्रिडा सत्राच्या उद्घाटन प्रसंगी  
 प्राचार्य डॉ. जयश्री शास्त्री आणि  
 उद्घाटक श्री. नरेश गोंडाणे



English Literary Club  
 उद्घाटनात वक्तव्य करताना  
 प्रा. अविनाश पंधरे



सांस्कृतिक आणि सर्वांगीण महोत्सवात बोलावलेल्या उद्योगात सौ. सुवर्णरेखाबाई पाटील



सांस्कृतिक आणि सर्वांगीण महोत्सवात मुल्य सादर करणाऱ्या विद्यार्थी



संस्थांनी ही पुरस्कार सार्जे सल्लोकेतून उत्कृष्ट विद्यार्थी पुरस्कार सल्लोकेतून ही सल्लोकेतून





एम.ए. इंग्रजी विषयात  
 विद्यापीठातून विशेष योग्यता प्र  
 विद्यार्थिनी कु. प्रगती भुलगावक



विद्यापीठस्तरीय द्वितीय क्रमांक  
 विजेता मुलींचा बॅडमिंटन संघ



विद्यापीठ स्तरीय द्वितीय क्रमांक  
 विजेता मुलींचा व्हॉलीबॉल संघ



योगनृत्य



वर्धा पॉवर प्रकल्प रथळी पथनाट्य सादर करताना विद्यार्थी



समाजशास्त्र अभ्यास मंडळातर्फे आयोजित बॅनर स्पर्धा



म.अ.व.से केंद्र, लोकरसंख्या शिक्षण मंडळ आणि रा.से.यो. तर्फे आयोजित युवती आरोग्य विषयक शिबीर



सांस्कृतिक आणि वार्षिक महोत्सवात नृत्य करताना विद्यार्थी

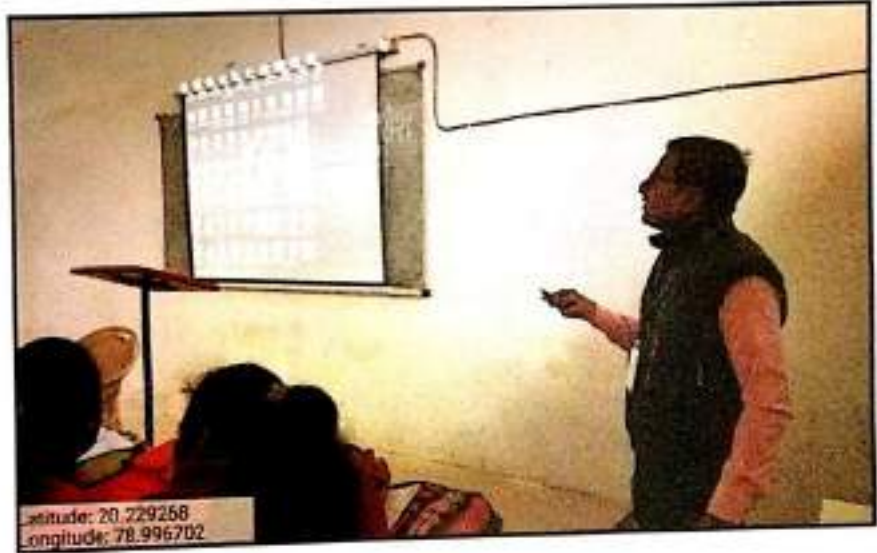


द्वादशारात्मक विष्णू यंत्र आकृती लोकशिक्षण संस्थेतील विद्यार्थी

## \* इंग्रजी विभाग \*



इंग्रजी वाङ्मय क्लबच्या  
उद्घाटन कार्यक्रमाचे  
प्रास्ताविक करताना  
प्रा.पुरी आणि व्यासपीठावर  
श्री.अंकुश गावंडे  
व प्राचार्य डॉ.एस.के.सिंह



ICT चा वापर करून  
तासिका घेतांना  
प्रा.श्रीकांत पुरी



ग्रंथालयातील संदर्भ ग्रंथाविषयी  
विद्यार्थ्यांना माहिती देताना  
प्रा.श्रीकांत पुरी  
व ग्रंथपाल लिना पुष्पलवार

\* मराठी विभाग आणि स्पर्धा परीक्षा व रोजगार मार्गदर्शक केंद्र \*



मराठी विभागद्वारा आयोजित  
कार्यक्रमात स्वरचित कविता  
सादर करताना विद्यार्थिनी



स्वयंरोजगार व  
मार्गदर्शन केंद्राद्वारा  
आयोजित कार्यक्रमात  
मार्गदर्शन करताना  
श्री. प्रकाश धवनाले  
व व्यासपीठावर उपस्थित  
श्री. शुभम् निखाते



स्वयंरोजगार व मार्गदर्शन  
केंद्राद्वारा आयोजित कार्यक्रमात  
मार्गदर्शन करताना  
श्रीमती राखी बोराडे  
(YES सेंटर, चंद्रपूर)

\* राज्यशास्त्र विभाग \*



स्विप अंतर्गत मतदान जनजागृती अभियानासाठी काढण्यात आलेल्या रॅलीत महाविद्यालय, न.प.वरोरा आणि तहसिल कार्यालय, वरोराचे सहभागी सर्व अधिकारी



राज्यशास्त्र विभागाद्वारा आयोजित मतदार जनजागृती रॅलीत सहभागी विद्यार्थीनी



लोकशाही पंधरवाडा निमित्त आयोजित कार्यक्रमात मार्गदर्शन करताना नगराध्यक्ष मा.अहेतेशाम अली (न.प.वरोरा)



\* इतिहास विभाग \*



लोकमान्य टिळक पुण्यतिथीनिमित्त  
आयोजित कार्यक्रमाचे प्रास्ताविक  
करताना प्रा.डॉ.दीपक लोणकर



छत्रपती शिवाजी महाराज  
जयंती निमित्त आयोजित  
कार्यक्रमात मार्गदर्शन करताना  
प्रा. तानाजी माने



वसोऱ्यातील म.गांधी बगीच्यामध्ये  
भग्नावस्थेत असलेल्या प्राचीन  
शिल्पाची माहिती देताना  
डॉ. लोणकर सोबत  
डॉ. चंद्रशेखर गुप्ता  
(पुरातत्ववेत्ता, नागपूर)



✽ अर्थशास्त्र आणि गृहअर्थशास्त्र विभाग ✽



अर्थशास्त्र विभागाद्वारा आयोजित कार्यक्रमात मार्गदर्शन करताना डॉ.करमसिंग राजपूत (लो.टि.महा.वणी) व व्यासपीठावर उपस्थित प्राचार्य डॉ.एस.के.सिंह



गृहअर्थशास्त्र विभागातील वी.ए.तृतीय वर्षाच्या विद्यार्थिनी वीणकामाचे प्रात्यक्षिक सादर करताना



गृहअर्थशास्त्र विभाग व रा.से.यो द्वारा मास्कचे वाटप करताना मा. प्राचार्य, प्राध्यापक आणि विद्यार्थी



## \* राष्ट्रीय सेवा योजना \*



कोल्हापूर-सांगली प्रसंगस्तांसाठीच्या मदत रॅलीला हिरवी झेंडी दाखविताना सौ. विद्या देशमुख (व्यवस्थापक, बँक ऑफ महाराष्ट्र, वरोरा)



रासेयो विभागाद्वारा आयोजित रक्तदान शिबिर



एकोणा येथे रासेयो विशेष शिबिरात श्रमदान करताना स्वयंसेवक



## \* शारीरिक शिक्षण विभाग \*



वार्षिक क्रीडा महोत्सवाचे  
उद्घाटन करताना  
श्री. गजानन लांडे, प्राचार्य  
आणि प्राध्यापक



आंतर महाविद्यालयीन  
बुद्धिबळ स्पर्धेत  
(एफ.ई.एस.महा.चंद्रपूर)  
महाविद्यालयाचे प्रतिनिधीत्व  
करताना विद्यार्थिनी



क्रीडा प्रकारातील  
विविध स्पर्धेत यशस्वी  
खेळाडूंचा सत्कार करताना  
लोकशिक्षण संस्थेचे अध्यक्ष  
व कार्यवाह.

\* सांस्कृतिक विभाग \*



सांस्कृतिक वार्षिक  
महोत्सवात लावणी  
सादर करताना विद्यार्थिनी



सांस्कृतिक वार्षिक  
महोत्सवात  
लघुनाट्य सादर  
करताना विद्यार्थी



सांस्कृतिक वार्षिक महोत्सवाचा  
आनंद घेताना  
महाविद्यालयातील विद्यार्थी

\* विद्यार्थी कल्याण मंडल आणि IQAC \*



विद्यार्थी परिषद निवडणुक  
कार्यशाळेत मार्गदर्शन करताना  
प्राचार्य डॉ. एस.के.सिंह आणि  
व्यासपीठावर प्राचार्य डॉ. मृणाल काळे  
(आ.नि.महा.वरोरा)



शिक्षक दिनानिमित्त  
विद्यार्थ्यांना मार्गदर्शन करताना  
श्री. तुळशिदास जांभुळे



IQAC द्वारा आयोजित  
महाविद्यालय स्तरीय एकदिवसीय  
कार्यशाळेचे प्रस्ताविक करताना  
प्रा.श्रीकांत पुरी



वाणिज्य विभागाद्वारा  
आयोजित कार्यक्रमात  
मार्गदर्शन करताना  
सौ.विद्या देशमुख

महाविद्यालया द्वारा आयोजित  
माजी विद्यार्थी मेळावा  
प्रसंगी मनोगत व्यक्त  
करताना माजी विद्यार्थी



जागतिक महिला दिना निमित्त आयोजित वेशभुषा स्पर्धेत राहभागी विद्यार्थी, प्रमुख चवत्ता  
सौ.सुवर्णरिखाताई पाटील, प्राचार्य डॉ.एस.के.सिंह व प्राध्यापक व शिक्षकेत्तर कर्मचारी



आंतर महाविद्यालयीन व्हॉलीबॉल स्पर्धेत द्वितीय पुरस्कार प्राप्त महाविद्यालयाचा संघ



जनविज्ञान व्याख्यानमालेत प्रमुख वक्ता, संस्थेचे पदाधिकारी, महाविद्यालयाचे प्राध्यापक व कर्मचारी वृंद



अर्थशास्त्र विभागाद्वारा आयोजित राष्ट्रीय चर्चासत्राच्या स्मरणिकेचे प्रकाशन करताना मान्यवर



महाविद्यालयातील य.च.मु.वि., नाशिक केंद्राद्वारे विद्यार्थ्यांना शैक्षणिक साहित्याचे वाटप करताना समन्वयक व विद्यार्थी



सूर्यनमस्कार यज्ञात सहभागी लोकशिक्षण संस्थेतील विद्यार्थी



रा.से.यो.विशेष शिक्षाराध्या उद्घाटन प्रसंगी मार्गदर्शन करताना सौ.सुवर्णरेखाताई पाटील या उपस्थित मान्यवर



\* स्वातंत्र्याचा अमृतमहोत्सवानिमित्त आयोजित कार्यक्रम \*



जागतिक महिला दिनानिमित्त आयोजित कार्यक्रमाचे प्रास्ताविक करताना प्राचार्य डॉ. एस. के. सिंह.



कलम ३७० : या विषयावर वक्तव्य करताना माजी प्राचार्य डॉ. वी.आर.पाण्डेय.



'कमवा आणि शिका' या उपक्रमांतर्गत सहभागी विद्यार्थी.

**\* राष्ट्रीय सेवा योजना - विशेष शिविर, मौजा करंजी \***



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विशेष शिविराच्या उद्घाटनप्रसंगी  
मार्गदर्शन करताना  
मा. प्रा. श्रीकांतजी पाटील  
(अध्यक्ष, लो.शि.सं.वरोडा)

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श्रमदान उपक्रमांतर्गत  
नाली खोदकाम करताना  
रासेयो स्वयंसेवक.



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रोगनिदान शिविरात  
रुग्णाची तपासणी करताना  
डॉ. विशाल हिवरकर.  
(वालरोग तज्ज्ञ, वरोरा)

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समारोप कार्यक्रम प्रसंगी  
मार्गदर्शन करताना  
सौ. प्रतिभाताई धानोरकर  
(आमदार, वरोरा-भद्रावती  
विधानसभा क्षेत्र)



✽ थागा ✽



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दि. २९ जून २०२१ ला  
शारीरिक शिक्षण विभाग व  
रा.से.यो. द्वारा आयोजित  
आंतरराष्ट्रीय योग दिवस  
निमित्त मार्गदर्शन करताना  
प्रा. श्रीकांतजी पाटील  
(अध्यक्ष, लोक शिक्षण संस्था, वरोडा)



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दि. ३० सप्टेंबर ते  
५ ऑक्टोबर २०२१ ला  
शारीरिक शिक्षण विभागाद्वारे  
आयोजित जलनेती व  
योग अभ्यास कार्यशाळेत  
सहभागी योग साधक.



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दि. ३० सप्टेंबर ते  
५ ऑक्टोबर २०२१ ला  
शारीरिक शिक्षण विभागाद्वारे  
आयोजित जलनेती व  
योग अभ्यास कार्यशाळेत  
जलनेती करताना  
प्रशिक्षणार्थी.



## \* पालक मेळावा \*



दि. २६ फेब्रुवारी २०२१ ला  
महाविद्यालयाद्वारे आयोजित  
माजी विद्यार्थी मेळाव्यात  
मार्गदर्शन करताना  
डॉ. ब्रह्मदत्त पाण्डेय  
(माजी प्राचार्य, लोक. महा.वरोरा)



दि. ६ एप्रिल २०२२ ला  
महाविद्यालयाद्वारे आयोजित  
पालक मेळावा व  
माजी विद्यार्थी मेळाव्यात  
मार्गदर्शन करताना  
डॉ. सुबोध कुमार सिंह  
(प्राचार्य, लोक. महा.वरोरा)



दि. ६ एप्रिल २०२२ ला  
महाविद्यालयाद्वारे आयोजित  
पालक मेळावा व  
माजी विद्यार्थी मेळाव्यात  
मार्गदर्शन करताना  
डॉ. दीपक लोणकर  
(समन्वयक)



\* सर्वोत्कृष्ट उपक्रम (Best Practices) - महिला सक्षमीकरण \*



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महिला सक्षमीकरण  
उपक्रमांतर्गत महिलांच्या  
स्वयंसुरक्षा कार्यक्रमात  
मार्गदर्शन करताना  
प्राचार्य डॉ. एस. के. सिंह

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महिला सक्षमीकरण  
उपक्रमांतर्गत विद्यार्थिनींना  
स्वयंसुरक्षेचे प्रशिक्षण देताना  
मुख्य प्रशिक्षक  
श्री. रवी चरुरकर  
(एअरवॉर्न मार्शल  
आर्ट कराटे, वरोरा)



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महिला सक्षमीकरण  
उपक्रमांतर्गत महिला  
उद्योजक कार्यशाळेत  
उपस्थित मान्यवर.

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महिला सक्षमीकरण  
उपक्रमांतर्गत महिला  
उद्योजक कार्यशाळेत  
विद्यार्थिनींनी तयार  
केलेले केक.

