

**Rareshwar Dongari Vikas Parishad's  
Adhyapak Mahavidhyalaya,  
Dhankawadi, Pune-43.**

**Syllabus with limitations and scope decided and Question Bank Prepared in syllabus orientation workshop on (B.Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015) B.Ed. 205-01 to 28 All Methods at Rareshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**This syllabus has been formed in the group discussion of subject expert and participant of workshop. Kindly refer it as a guide line for your specific subject. If you have any query regarding syllabus you can contact to the respective subject experts**

**Coordinator**

**(Asst. Prof. Kiran Abnave)**

**Principal**

**(Dr. Savita Sagade)**

**(B.Ed. Two Year Programme Choice Based Credit System  
Annual Pattern-2015)**

**Syllabus for B.Ed. Course 205-Understanding Disciplines & School  
Subjects and Pedagogy of School Subjects–(01-28) of Savitribai Phule  
Pune University**

**List of school subjects for BED- 205**

- BED 205-01 Marathi
- BED 205-02 Hindi
- BED 205-03 English
- BED 205-04 Sanskrit
- BED 205-05 Urdu
- BED 205-06 History
- BED 205-07 Geography
- BED 205-08 General Science
- BED 205-09 Mathematics
- BED 205-10 Economics
- BED 205-11 ICT
- BED 205-12 German
- BED 205-13 French
- BED 205-14 Japanese
- BED 205-15 Physics
- BED 205-16 Chemistry
- BED 205-17 Biology
- BED 205-18 Home Science
- BED 205-19 Commerce
- BED 205-20 Psychology
- BED 205-21 Philosophy
- BED 205-22 Sociology
- BED 205-23 Political Science
- BED 205-24 Logic
- BED 205-25 Physical Education
- BED 205-26 Yoga Education
- BED 205-27 Music and Art Education
- BED 205-28 Value Education

**Total subjects= 28**

**The scope of BED-205-Understanding disciplines and School subject is the syllabus of that subject up to the higher secondary level.**

**Syllabus with limitations and scope has been decided in syllabus orientation workshop on B.Ed. 205-(01 to 28) at Raireshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**Following subjects are orientated and discussed in workshop On 14/07/2016.**

**BED 205-01 Marathi  
BED 205-02 Hindi  
BED 205-03 English  
BED 205-06 History  
BED 205-07 Geography  
BED 205-08 General Science  
BED 205-09 Mathematics  
BED 205-10 Economics  
BED 205-11 ICT  
BED 205-12 German  
BED 205-15 Physics  
BED 205-16 Chemistry  
BED 205-17 Biology  
BED 205-20 Psychology  
BED 205-23 Political Science  
BED 205-25 Physical Education  
BED 205-26 Yoga Education  
BED 205-28 Value Education**

**Total subjects= 18**

**Following subjects are not orientated and discussed in workshop On 14/07/2016.**

**BED 205-04 Sanskrit  
BED 205-05 Urdu  
BED 205-13 French  
BED 205-14 Japanese  
BED 205-18 Home Science  
BED 205-19 Commerce  
BED 205-21 Philosophy  
BED 205-22 Sociology  
BED 205-24 Logic  
BED 205-27 Music and Art Education**

**Total subjects= 10**

**Syllabus orientation workshop has been done in following groups on B.Ed. 205-(01 to 28) at Raireshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016**

**1)Language Group-      Resource Person- Dr. Vijay Dhamane**

BED 205-01 Marathi  
BED 205-02 Hindi  
BED 205-03 English  
BED 205-04 Sanskrit  
BED 205-05 Urdu  
BED 205-12 German  
BED 205-13 French  
BED 205-14 Japanese

**2)Social science Group-      Resource Person- Dr. Mohan Kamble**

BED 205-06 History  
BED 205-07 Geography  
BED 205-10 Economics  
BED 205-23 Political Science

**3)Science and Mathematics Group-      Resource Person- Dr. Deepak Chavan**

BED 205-08 General Science  
BED 205-09 Mathematics  
BED 205-15 Physics  
BED 205-16 Chemistry  
BED 205-17 Biology

**4)Other subjects Group-      Resource Person- Prof. Suresh Isave**

BED 205-11 ICT  
BED 205-25 Physical Education  
BED 205-26 Yoga Education  
BED 205-27 Music and Art Education  
BED 205-28 Value Education

**5)Non School subjects Group-      Resource Person- Dr. Atul Gaikwad**

BED 205-18 Home Science  
BED 205-19 Commerce  
BED 205-20 Psychology  
BED 205-21 Philosophy  
BED 205-22 Sociology  
BED 205-24 Logic

**(B.Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015)  
Syllabus for B.Ed. Course 205-01 of Savitribai Phule Pune University**

**Syllabus with limitations and scope decided in syllabus orientation workshop  
on B.Ed. 205-01 Marathi at Rareshwar Dongari Vikas Parishad's Adhyapak  
Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**B.Ed. 205-01: Understanding Disciplines & School Subjects and Pedagogy of  
School Subjects–Marathi**

**विषय -मराठी**

**उद्दिष्ट्ये:-**

- १ . मराठी भाषेची माध्यमिक व उच्च माध्यमिक स्तरावरलि उद्दिष्ट्ये , भाषेचे स्वरूप,व्याप्ती व महत्व समजावून घेणे .
- २ . मराठी भाषा अध्यापनाच्या विविध पध्दती,उपक्रम व तंत्रे माहिती करून घेऊन त्यांचा वापर करणे .
- ३ . माध्यमिक व उच्च माध्यमिक स्तरावरील मराठी भाषेच्या पाठ्यपुस्तकाचे व आशयाचे विश्लेषण करणे .
- ४ . मराठी भाषेचे इयत्ता सहावी ते बारावी अंतर्गत व्याकरण व त्याची उपांगे समजावून घेणे .
- ५ . मराठी भाषेतील साहित्य प्रकारांची ओळख करून घेणे .
- ६ . उपयोजित मराठी लेखनाची कौशल्ये आत्मसात करणे .
- ७ . मराठी भाषेची श्रवण,भाषण,वाचन,लेखन ही कौशल्ये आत्मसात करणे .

**घटक : १**

**(1 Credit)**

- अ .वर्णविचार: वर्णमाला (सुधारित वर्णमाला,महाराष्ट्र शासन , मसाप , पुणे)  
ब . शब्दविचार : शब्दाच्या जाती , विभक्ती व कारकार्य  
क . वाक्यविचार: १ . वाक्याचे प्रकार - अनुरोधाने , क्रियापदाच्या रूपावरून  
२ .काळ प्रकार - **वर्तमान ,भूत, भविष्य**  
३ . वाक्याचे प्रयोग प्रकार (**कर्तरी,कर्मणी,भावे**)  
ड . शब्दसिद्धी: १ . सिद्ध व साधित शब्द  
२ .उपसर्वघटित शब्द  
३ .प्रत्ययघटित शब्द } **अर्थ व प्रकार**  
इ .संधी प्रकार : **स्वर संधी, व्यंजन संधी , विसर्ग (अर्थ प्रकार)**  
फ . समास प्रकार : **अव्ययभाव , तत्पुरुष, द्वंद्व , बहुव्रीही**  
ग . मराठी साहित्य प्रकारांची ओळख - **प्रकार ,स्वरूप व वैशिष्ट्ये गद्य व पद्य**

**घटक : २**

**(1 Credit)**

**अ .वृत्त - अर्थ व प्रकार- संकल्पना उदाहरणे .**

- १ .अक्षरवृत्त - अर्थ ,प्रकार

इंद्रवजा, उपेंद्रवजा,भुजंगप्रयात ,शिखरिणी ,वसंततिलका,मालिनी,पृथ्वी,मंदाक्रांता,मंदारमाला,

## शार्दूलविक्रीडीत

२ . मात्रावृत्त - अर्थ , प्रकार

पादाकुलक, दिंडी, आर्या , नववधू ,फटका

ब . छंद- प्रकार (उदाहरणे व वैशिष्ट्ये)

१ . ओवी - ज्ञानेश्वरी, मुक्तेश्वरी, एकनाथ

२ . अभंग - मोठा अभंग , लहान अभंग

३ . मुक्तछंद (उदाहरणे व वैशिष्ट्ये)

४ . अलंकार - महत्व प्रकार (लक्षणे व उदाहरणे)

यमक , अनुप्रास, श्लेष, उपमा, उत्प्रेक्षा, व्यतिरेक, अपन्हृती, अतिशयोक्ती, चेतनागुणोक्ती, अन्योक्ती, अर्थान्तरन्यास, दृष्टांत, विरोधाभास

५ . रस - अर्थ , महत्व , प्रकार (लक्षणे व उदाहरणे)

६ . उपयोजित मराठी लेखन प्रकार - **स्वरूप , महत्व, वैशिष्ट्ये , उपयोजन**

औपचारिक पत्र, आकलन, सारांश लेखन , भाषांतर, वृत्तलेखन, जाहिरात लेखन , अभिप्राय लेखन, बोलीभाषा परिचय, सूत्रसंचालन, सादरीकरण, कोषवाङ्मय, पटकथा लेखन , सर्जनशील लेखन , मुलाखत , भाषेचे वाङ्मयीन उपयोजन

**(इ.६ वी ते १२ वीच्या पाठ्यपुस्तकातील व्याकरण संदर्भ घ्यावा)**

**घटक : ३**

**(1 Credit)**

**अ . मराठी शिक्षणाची ओळख**

१ . मराठी विषयाचे स्वरूप व व्याप्ती

व्याप्ती - **भाषेची निर्मिती ते उपयोग मातृभाषा , बोलीभाषा, प्रमाणभाषा, औपचारिक (शालेय), अनौपचारिक (व्यवहार)**

२ . माध्यमिक व उच्च माध्यमिक स्तरावरील अभ्यासक्रमात मराठीचे स्थान व महत्व

३ . माध्यमिक व उच्च माध्यमिक स्तरावरील मराठी अध्यापनाची उद्दिष्टे

४ . मराठी विषयाचा इतर शालेय विषयांची असणारा समवाय **समवाय संकल्पना, महत्व, मराठी पाठयांशाचा इतर शालेय विषयांशी असणारा समवाय**

५ . मराठी शिक्षणाशी संबंधित समस्या

**शिक्षक , विद्यार्थी व व्यावहारिक स्तर समस्या**

**ब . मराठी विषयाचे अध्यापन शास्त्रीय उपागम**

१ . गदय अध्यापनाच्या

२ . पदय अध्यापनाच्या पध्दती

३ . व्याकरण अध्यापनाच्या पध्दती

४ . रचना अध्यापनाच्या पध्दती

१ **संकल्पना, स्वरूप, पायच्या, उद्दिष्टे, वैशिष्ट्ये, फायदे, मर्यादा**

२ **. आशयानुरूप पध्दती वापराचे नियोजन**

**घटक ४ .**

**(1 Credit)**

**अ) मराठी विषयाचे विश्लेषण**

१ . मराठी विषयाची संरचना - **अर्थ , संकल्पना, वैशिष्ट्ये, शिक्षकांना होणार उपयोग प्रत्यक्ष संरचना, प्रकार**

२ . अभ्यासक्रम आणि पाठ्यक्रम विश्लेषण - **संकल्पना , प्रकार सहसंबंध**

- ३ . गाभाघटक, मूल्ये व जीवनकौशल्ये - अर्थ , अभ्यासक्रमात समाविष्ट करण्याचा हेतू, पाठयांशातून प्रतिबिंबित होणारे गाभाघटक, मूल्ये, जीवनकौशल्ये
- ४ . पाठयपुस्तक विश्लेषण - अर्थ, महत्व ,अंतरंग व बाह्यरंग चिकित्सा, विश्लेषणाचे घटक
- ५ . आशय विश्लेषण - अर्थ , महत्व , आशय विश्लेषणाचे घटक

#### ब)अध्ययन स्रोत आणि मराठी विषय शिक्षक

- १ . अध्ययन स्रोत - संकल्पना ,गरज व महत्व
- २ . पारंपारिक अध्ययन स्रोत - क्रमिक/संदर्भ पुस्तके, आंतरक्रियेद्वारे होणारे अध्ययन
- ३ . तंत्रज्ञानाधारित अध्ययन स्रोत - भाषा प्रयोगशाळा ,सोशल नेटवर्कींग ,मोबाईल ॲप्स, ई लर्निंग , व्हिडीओ कॉन्फरन्सिंग
- ४ . चांगल्या मराठी विषय शिक्षकाची गुणवैशिष्ट्ये
- ५ . मराठी विषय शिक्षकाची भूमिका व जबाबदाऱ्या - भाषा संवर्धन व संक्रमण , सामाजिक दृष्टीकोनातून मातृभाषा शिक्षक म्हणून शिक्षकाची भूमिका (ज्ञानभाषा)

#### आदान प्रदान पध्दती

- १ . व्याख्यान २ . चर्चा ३ . गटचर्चा ४ . भिक्तीपत्रक व सादरीकरण ५ . पॉवरपॉईंट प्रेझेंटेशन

#### प्रात्यक्षिक कार्य

- १ . मराठी व्याकरणातील एका घटकावर संकल्पना चित्र तयार करणे
- २ . मराठी साहित्य प्रकारावर आधारित प्रकल्प सादरीकरण
- ३ . माध्यमिक /उच्चमाध्यमिक स्तरावरील मराठी विषयाच्या पाठयपुस्तकाचे विश्लेषण अंतरंग वबहिरंग निकषाद्वारे विश्लेषण अपेक्षित
- ४ . क्षेत्रभेट - साहित्यिकांशी संबंधित ठिकाणे/प्रासंगिक साहित्य संमेलन/स्मारके /प्रयोगशाळा /ग्रंथालये इ .

#### संदर्भग्रंथ :

- १) आहेर मी.ल. (२००८) मातृभाषा मराठीचे आशययुक्त अध्यापन, पुणे : नित्यनूतन प्रकाशन
- २) बामणे, ल. वि. (२०१४)मराठी आशययुक्त अध्यापन पध्दती, कोल्हापूर : फडके प्रकाशन
- ३) करंदीकर, सु. (१९९६) मराठी अध्यापन पध्दती, कोल्हापूर : फडके प्रकाशन
- ४) घोरमडे क. (२००८) मराठी अध्यापन पध्दती, नागपूर : विद्या प्रकाशन
- ५) दुनाखे अं. (२००५) मराठीचे आशययुक्त अध्यापन, पुणे : नित्यनूतन प्रकाशन
- ६) पवार ना. ग. (२००५) मातृभाषा मराठीचे आशययुक्त अध्यापन, पुणे : नूतनप्रकाशन
- ७) विचड न. आणि बरकलेरा. (२००५) मातृभाषा मराठीचे अध्यापनशास्त्रीय विश्लेषण, नाशिक : इनसाइट प्रकाशन
- ८) रणसुरे वि. (२००८) मराठी शिक्षण व आशययुक्त अध्यापन, मिरज : संधमित्रा प्रकाशन
- ९) वाळबेमो. (२००५) सुगम मराठी व्याकरण लेखन, पुणे : नितीन प्रकाशन
- १०) इयत्ता ६वी ते १२वी या इयत्तांची मातृभाषा मराठी (प्रथम भाषा) पाठयपुस्तके

**Note- Any content from syllabus has not been omitted.**

Language Group In-charge & Subject Expert

(Dr. Vijay Dhamane)

**(B.Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015)  
Syllabus for B.Ed. Course 205-02 of Savitribai Phule Pune University**

**Syllabus with limitations and scope decided in syllabus orientation workshop on B.Ed. 205-02 Hindi at Rareshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**B.Ed. 205-02: Understanding Disciplines & School Subjects and Pedagogy of School Subjects–Hindi**

**विषय - हिंदी**

**Objectives - उद्देश्य**

इस विषय के अध्ययन के उपरान्त छात्र शिक्षक सक्षम होंगे :

१. हिंदी भाषा का स्वरूप एवं संरचना समझना
२. उच्च माध्यमिक स्तर पर हिंदी भाषा अध्यापन के उद्देश्य समझना
३. हिंदी विषय की अध्यापन पद्धतियों स्पष्ट करना
४. हिंदी विषय पाठ्यपुस्तक परिक्षण एवं आशयविश्लेषण करना
५. हिंदी अध्ययन के विविध स्रोतोंको समझना
६. हिंदी अध्यापक के गुणोंसे परिचित होना
७. हिंदी भाषा का व्याकरण समझना
८. हिंदी भाषा के विविध रचनाप्रकारों का समझना
९. हिंदी साहित्य के इतिहास को समझना
१०. हिंदी की विभिन्न विश्वाओं एवं साहित्यिकों समझना

**घटक-१ . हिंदी भाषा का व्याकरण**

- १.१ व्याकरण : वर्ण , शब्द,वाक्य,क्रिया,उपसर्गप्रत्यय, संधि ,मुहावरें एवं कहावते
- १.२ रचना: पत्रलेखन , निबंध , कथालेखन , (परिभाषा,प्रारूप,प्रकार)

**घटक-२ . हिंदी साहित्य का इतिहास,साहित्यिक विधाएँ एवं साहित्यिकों का परिचय**

- २.१ हिंदी साहित्य का इतिहास :- आदिकाल, मध्यकाल,और आधुनिक काल (कालविभाजन,काल की विशेषताएँ, तात्कालीन ऐतिहासिक ,राजनैतिक ,सामाजिक ,सांस्कृतिक परिस्थितियों )
- २.२ हिंदी साहित्यविश्वाओंका (गद्य,पद्य,व्याकरण,रचना)संक्षिप्त परिचय
- २.३ कक्षा ९ से १२ वी तक की प्रचलित पाठ्यपुस्तकों में से जिनकी रचनाएँ है उन साहित्यिकों का सामान्य परिचय तथा विशेषताएँ

**घटक-३ . हिंदी भाषा का स्वरूप**

- ३.१ हिंदी भाषा का स्वरूप (उगम एवं विकास संक्षिप्त परिचय) हिंदी विषय संरचना
- ३.२ हिंदी भाषा का उच्च माध्यमिक स्तर की पाठ्यचर्यामें स्थान
- ३.३ उच्च माध्यमिक स्तर पर हिंदी भाषा अध्यापन के उद्देश्य
- ३.४ हिंदी भाषा की पाठ्यपुस्तक एवं आशय विश्लेषण

**घटक-४ . हिंदी अध्यापनशास्त्रीय अध्ययन -अध्यापन स्रोत एवं हिंदी अध्यापक**

- ४.१ अध्यापन पद्धती : गद्य , पद्य,व्याकरण एवं रचना
- ४.२ भाषा प्रयोगशाला : नियोजन , संगठन एवं रखरखाव
- ४.३ हिंदी अध्ययन के स्रोत (पारंपारिक एवं तकनीकी)

४.४ हिंदी अध्यापक के गुण

**अधिगम गतिविधियाँ:-**

व्याख्यान , चर्चा ,संगोष्ठी, पावरपाईट प्रेझेंटेशन, वादविवाद, क्षेत्रभेट

**प्रात्यक्षिक कार्य:-**

१ . व्याकरणपर आधारित अध्ययन सामग्री तैयार करना:-

- प्रास्तविक/प्रस्तावना
- संकल्पना/विषय - उद्देश्य, परिभाषा,प्रकार,उदाहरण स्वाध्याय प्रश्न
- रचना, संघटन
- शैक्षणिक महत्व
- अभिप्राय/स्वमत

२ . हिंदी साहित्य विधा के आधारपर साहित्यिकोंका वर्गीकरण करना

- प्रास्तविक/प्रस्तावना
- साहित्य विधाएँ (गद्य,पद्य,रचना,व्याकरण)संक्षिप्त परिचय एवं प्रकार
- साहित्यिकोंका वर्गीकरण
- रचना,संघटन
- शैक्षणिक महत्व
- अभिप्राय/स्वमत

३ . पाठ्यपुस्तक विश्लेषण - कक्षा ९ से १२ वी तक की किसी एक पाठ्यपुस्तक का विश्लेषण

- प्रास्तविक
- पाठ्यपुस्तक विश्लेषण का महत्व एवं आवश्यकता
- कक्षा ९ से १२ वी तक की किसी एक पाठ्यपुस्तकका विश्लेषण (अंतरंग एवं बाह्यरंग)
- मूल्य,केंद्रिय तत्व, जीवन कौशलोके अनुसार विश्लेषण
- अभिप्राय/स्वमत

४ . क्षेत्रभेट

- संकल्पना
- क्षेत्रभेट महत्व एवं आवश्यकता
- स्थल : ग्रंथालय, भाषा, प्रयोगशाला ऐतिहासिक स्थल ,कवी एवं लेखक निवासस्थान ,राष्ट्रभाषा हिंदी से संबंधित स्थल संस्था
- अभिप्राय /स्वमत

संदर्भ.

- १) हिन्दी आशययुक्त अध्यापन : डा. वि० ल० मुरकुटे
- २) हिन्दी शिक्षण : डा. केशवप्रसाद
- ३) हिन्दी साहित्य का इतिहास-आ. शुक्ल
- ४) साहित्य विवेचन- क्षेमचंद सुमन
- ५) हिन्दी साहित्य का इतिहास- डा. राजनाथ शर्मा
- ६) हिन्दी भाषा विज्ञान- डा. भोलानाथ तिवारी

**Note- Any content from syllabus has not been omitted.**

**Language Group In-charge & Subject Expert**

**(Dr. Vijay Dhamane)**

**(B.Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015)**  
**Syllabus for B.Ed. Course 205-03 of Savitribai Phule Pune University**

**Syllabus with limitations and scope decided in syllabus orientation workshop on B.Ed. 205-03 English at Rareshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**B.Ed. 205-03: Understanding Disciplines & School Subjects and Pedagogy of School Subjects–English**

**Objectives: To enable student teacher to**

- 1) Develop interest and attitude towards English as foreign language.
- 2) Understand the phonological aspects of English language.
- 3) Acquainted with the essential aspects of English Grammar
- 4) Acquaint with the functional aspects of English Language.
- 5) Understand the nature of English as a subject at secondary and Higher secondary level
- 6) Comprehend various teaching approaches and methods of English subject.
- 7) Understand various learning resources for English subject.

**Unit-1 School Content**

**(1 Credit)**

**A) Phonetics- \*(Meaning , definition ,concept, importance)**

Phonemes -\*(Concept, Application)

Syllable - \*(Concept, types, application)

Words- \*(Concept, types, application)

- 1) Vowel, Diphthongs, Consonants \*( Concept, types, application)
- 2) Semantics- \*(Concept, application)
- 3) Intonation- Stress, accent, intonation pattern \* (Concept, types application)

**B) Grammar**

- 1) Parts of Speech
- 2) Punctuation
- 3) Kinds of Sentences
- 4) Tense
- 5) Transformation of sentences
  - a) Direct and Indirect Speech
  - b) Voice
  - c) As soon as
  - d) Degree
  - e) Remove “too”
  - f) Not only .....but also.
  - g) Question tag

Note: Other transformation of sentence from the prescribed text-book of std 8<sup>th</sup> to 12<sup>th</sup>

**Unit-2 Subject Pedagogy**

**(1 Credit)**

**A) Functional Language - I**

- 1) Comprehension of Text**
- 2) Drafting questions for an interview.
- 3) Preparing a book review.
- 4) Article writing**

## **B) Functional Language - II**

- 1) Prepare a speech.
- 2) News drafting.
- 3) Initiating and sustaining a conversation.
- 4) Describing an event/incident.
- 5) **Essay / Composition writing.**

### **Unit-3 Nature of the English subject and English Language Teacher (1Credit)**

- 1) Nature and scope of subject English.
- 2) Place of English subject in **secondary** and higher secondary school curriculum.
- 3) Objectives of teaching of English subject at **secondary** and Higher secondary school level
- 4) **Correlation** of English subject with other school subjects.
- 5) Qualities and competencies of English Language Teacher

### **Unit-4 Pedagogical Approaches, Methods and Learning Resources. (1 Credit)**

**Concept**, features, Steps, merits, limitations and educational implication of-

- 1) Communicative Approach
- 2) Structural Approach
- 3) Direct Method
- 4) Grammar Translation Method
- 5) Dr. West Method
- 6) Inductive and Deductive Method

#### **Learning Resources for English**

- 1) Concept, need and importance of learning resources.
- 2) Traditional and Technology based learning resources.  
(Language Lab, Mobile Apps, Websites)

#### **Practical: (any one)**

- 1) Preparing Project about vocabulary.  
**(Prepare dictionary, puzzles, word games, list different types of vocabulary, etc)**
- 2) Develop any one short story.  
**(Approximate 750 to 1000 words)**
- 3) Prepare tree diagram /web diagram/pie charts based on any five **lessons**/topics.

#### **Mode of Transaction**

- Inductive and deductive method.
- Lecture
- Discussion
- Seminar
- Project
- Poster Presentation
- Language games
- Use of Technology
- Workshop

**References:**

1. Wren PC and Martin M, highschool English grammar and composition.
2. Thomson A.J., Martine A.V., A practical English Grammar.
3. Hornby A.S. Guide to patterns and usage in English.
4. Basal and Harison, Spoken English for India.
5. ChobheRavindra, English Grammar.
6. Teaching of English- P.K. gupta, Anil Gandhi and S.S. Bhatnagar.
7. Teaching of English- A modern approach, Bose F.L.
8. The technique of Language Teaching, Bose F.L.
9. Teaching of English as Second Language- Allen H.B.
10. Language Testing- Rabo Robert
11. The essentials of English Teaching- R.K. Jain.
12. Teaching of English- G.L. Gadre
13. Structural approach to teaching of English
14. English Language Teaching in India- Kudchedkar S.
15. Content Cum Methodology of English – Dr. O. H. Suryawanshi
16. Content Cum Methodology of English- Patil and Vaze.

**Note- Any content from syllabus has not been omitted.**

**Language Group In-charge & Subject Expert**

**(Dr. Vijay Dhamane)**

**(B.Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015)**  
**Syllabus for B.Ed. Course 205-06 of Savitribai Phule Pune University**

**Syllabus with limitations and scope decided in syllabus orientation workshop on B.Ed. 205-06 History at Rareshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**B.Ed. 205-06: Understanding Disciplines & School Subjects and Pedagogy of School Subjects–History**

**Objectives :-**

1. Interpreted the past for better understanding of the present.
2. Compare social, economic, cultural and political background of different Civilizations of ancient and medieval world
3. Study critically the impact of political, social, economical and cultural trends in various dynastic of ancient and medieval Bharat.
4. Develop the feeling of universal brotherhood and international harmony.
5. Develop critical and analytical thinking and problem solving activity.
6. Apply the knowledge acquired in Historical Research.
7. Explain and implementation use of core elements, values and life skills.
8. Understand different evaluation techniques and procedures.
9. Explain the importance of CCM.

**SCHOOL CONTENT**

**Unit I – Civilization, Revolutions and Progress of Maharashtra (CREDIT-1)**

- 1.1 Harappa and Vedic – Civilization and life in the period.
- 1.2 Ancient and Medieval Civilization- India.
- 1.3 Age of Revolutions- Industrial Revolution, American War of Independence, French Revolution.
- 1.4 Twentieth Century- Age of Conflict-
  - A) First World War
  - B) Russian Revolution.
- 1.5 Progress of Maharashtra – 1960 to 2000
  - A) Political
  - B) Economic
  - C) Educational
  - D) Social-cultural.

**Unit II – Constitution and Democracy (CREDIT-1)**

- 2.1 The functions of the United Nations.
- 2.2 Making of Constitution –
  - A) Need of the Constitution,
  - B) Preamble to Indian Constitution.
- 2.3 Challenges to Democracy.
- 2.4 21st Century and Importance of Applied History
- 2.5 Mass Media and History.

## PEDOGAGY OF SUBJECT

### Unit III – Content cum Methodology, Maxims & Historical Research (CREDIT-1)

3.1 Content cum Methodology.

- A) Concept
- B) Importance
- C) Syllabus
- D) Difference between syllabus and curriculum.

3.2 Place of the Subject history and civics in the higher secondary school curriculum

3.3 Principles and Maxims in teaching History

3.4 Technology based learning resources- **\*(Mobile, laptop, PC, LCD projector etc.)**

3.5 Need & Importance of Historical Research

### UNIT IV Evaluation and E-learning Resources (CREDIT-1)

4.1 Planning and Evaluation

**\*A) Year Plan**

B) Unit Plan

C) Unit Test

4.2 Achievements Tests, Diagnostic Test & Remedial Teaching in History

4.3 Analysis of the Civics Textbook-**\*(Internal & External factors -Separate Textbook of Civics)**

4.4 Use of Values, Core-elements & Life Skills in day to day life.

4.5 Use of e-learning resources in teaching history.

#### Mode of Transaction:

- Lecture
- Discussion
- Seminar
- Visit to Historical Place
- Poster presentation
- Film Show

#### Practical: (Any one )

1. Write a report on any one Historical Place.
2. Write a note on any one Revolution – Industrial or French Revolution.
3. Write a report on one Indian Culture and its life style.
4. Write a report on Historical Museum or Historical Research Institute.
5. Prepare a Achievements Test or Diagnostic Test related to std. 6 to 12 students

**Note- Any content from syllabus has not been omitted.**

**Social Science Group In-charge & Subject Expert**

**(Dr. Mohan Kamble)**

**(B. Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015)  
Syllabus for B.Ed. Course 205-07 of Savitribai Phule Pune University**

**Syllabus with limitations and scope decided in syllabus orientation workshop on B.Ed. 205-07 Geography at Rareshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**B.Ed. 205-07: Additional Pedagogy Course Understanding Disciplines & School Subjects and Pedagogy of School Subjects–Geography**

**Objectives:**

1. To enable student teachers to revise the knowledge of all branches of Geography subject at a school level.
2. To enable the student teachers to understand the interdependence and interrelationship among the various concepts and processes in Geography Subject.
3. To enable student teachers to acquire the skills related to map and instruments in Geography.
4. To develop a technique of observation and reporting of Geographical phenomenon among student teacher.
5. To create interest of Geography subject among student teachers.
6. To understand the nature, scope and importance of the subject.
7. To state the objectives of the subject Geography.
8. To explain and use different approaches, methods and techniques of teaching learning of subject.
9. To explain and understand the structure of subject.
10. To explain importance and use of core elements, life skills and values.
11. To analyze the text book and content.
12. To analyze the various resources in teaching learning of subject.
13. To understand qualities of a good Geography teacher.

**School Content**

**Unit I: Physical Geography (1Credit)**

**1.1 Solar System & Motion of Earth\*(Rotation & Revolution)** Graticule : Latitude and Longitude and Interior of Earth-\*(Concept & Diagram).

**1.2 Structure of Atmosphere and Factors affecting Climate, Air Temperature: Definition, Factors affecting Temperature and Temperature Zone on Earth, Rainfall: Concept and Types of Convectional, Orographic and Cyclonic-\*(Concept & Diagram).**

**1.3 Lithosphere: Concept, Mountain, Plateau and Plain: Definitions and Types, Earthquake & Volcano – Causes and Zones.**

**1.4 Types of water bodies - Ocean, Sea, Bay, Gulf, Strait, Creek, River and Lake –Concept and Examples.**

**Unit II. Human, Regional and Practical Geography (1Credit)**

**2.1- A. Population – Meaning of Population, Causes and Effects of Population Explosion and Density of Population-\*(Concept & World Distribution).**

**2.1- B. Occupation – Meaning and Classification of Occupation- Primary, Secondary, Tertiary and Quaternary**

**2.2 Biosphere - Concept and Composition of–Biosphere, Meaning and Structure of Food**

Chain, Concept of Eco system and Bio-Diversity.

**2.3. Regional Geography -India: Location, Physiographic features, Climate, Natural Resources and Human life (Brief)**

**2.4. Practical Geography -Definition and Elements of Map, Types of Map and Field visit and Report writing – Meaning and Importance,**

**\*(Types of Map-1)Political 2)Physical).**

Geographical Instruments –Thermometer, Wind vane, Barometer, Rain gauge and Seismograph: Diagram and Functions.

### Pedagogy

**Unit: III Nature of the subject Geography.**

**(1Credit)**

**3.1. Meaning, Nature, Scope, Various Concepts, Place and Objectives of Geography at Upper Primary, Secondary and Higher Secondary Curriculum.**

**3.2. Co-relation:- Within the Subject and with other School Subject.**

**3.3. Structure of the subject Geography and Core Elements, Values and Life Skills-**

**\*(Concept & Units in Geography).**

**3.4. Text Book and Content Analysis.**

**Unit: IV Pedagogical Approaches and Learning Resources for the subject Geography.**

**(1Credit)**

**4.1 Pedagogical Approaches - 1.Regional Method**

2. Journey Method

3. Excursion Method

4. Project Method

5. Comparative method

6. Lecture cum discussion method

7. Question -Answers method

8. Object method

9. Field Visit

10. Experimental method.

**4.2 Learning Resources: Concept, Need, Importance & Types of Learning Resources - Traditional Learning Resources and Technology based Learning Resources.**

**4.3 Geography Room**

**4.4 Qualities of an Ideal Geography Teacher.**

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### **Practical –**

1) To prepare a geographical instrument or model.

2) A visit to geographical / Native place and writing a report.

3) Text – book Analysis

4) Content Analysis of any one Unit.

### **Mode of Transaction:**

1. Discussion cum Lecture

2. Demonstration

3. Seminar

4. Supervised Study

5. Project based approach

6. Field visit

7. Technology based interaction

8. Blended approach

9. Observation technique

10.Heuristic method

## **References:**

### **School Content**

1. Std.6th to Std.12th Geography/Social Science text books of State boards of Maharashtra and CBSE Board.
2. Chandan and Puri, Regional Development
3. Doniwal Hemant Kumar , Population of Geography, Authors Press
4. Frederick K.Lutgens, Edward J.Tarback & Dennis Tasa,The atmosphere: an introduction to meteorology
5. Joshi and Kaji, Principles of General Geography
6. K. Siddharth, Ecology and Environment, Kisalaya Publication
7. Majid Husain, Geography of India, McGraw Hill Education series
8. Majid Husain, Human Geography, Rawat Publication, New Delhi
9. Majjid Husain, Models in Geography, Rawat Publication, New Delhi
10. Oxford Publication, Dictionary of Geography
11. Sawadi A.B., Physical Geography
12. Singh Savindar, Physical geography, Prayag Pustak Bhawan
13. Singh Savindra, Geomorphology
14. Roger Minshull, Regional Geography: Theory and Practice, Aldine Transaction

### **Pedagogy**

१. भूगोल अध्ययन- अध्यापन- भा.गो. बापट
२. भूगोलाचे अध्यापन - द.बा. पोंक्षे.
३. आशययुक्त अध्यापनपध्दती - प्रा.(श्रीमती) यु.बी. पाटील ., श्रीमती. सुरेखा जोशी.
४. भूगोलाचे अध्यापन - प्रा. पाटणकर.
५. भूगोल परिचय - प्रा. खतीब .
6. Handbok of suggestion on the teaching of Geography.(UNESCO)
7. Geography teaching, sterling publishers New Delhi, Verma O.P.
8. Teaching of Geography - B.C. Rai.
९. अध्यययुक्त अध्यापन पध्दती- यशवंतराव चव्हान,महाराष्ट्र
१०. जाधव के.के. - भूगोल आशययुक्त अध्यापन पद्धती.
११. जोशी आनंत - आशययुक्त अध्यापन पद्धत.

**Note- Any content from syllabus has not been omitted.**

**Social Science Group In-charge & Subject Expert**

**(Dr. Mohan Kamble)**

**(B.Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015)  
Syllabus for B.Ed. Course 205-08 of Savitribai Phule Pune University**

**Syllabus with limitations and scope decided in syllabus orientation workshop on B.Ed. 205-08 General science at Rareshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**BED-205-08-Additional Pedagogy Course Understanding disciplines and school subjects and Pedagogy of School Subject- General Science**

**Objectives:** To enable student teacher to

- Familiarize facts, terms, concepts, laws & principles in general science
- understand nature, scope & importance of general science at secondary & higher secondary level
- analyze the textbook & content of general science at secondary & higher secondary level
- Implement methods & models of teaching learning of general science
- acquire the competencies of general science teacher

**Unit 1: Concepts in Physics & Chemistry**

(Credit:1)

**1.1 Chemistry:**

- a) Hydrocarbons-\*(**Concept, types, saturated and unsaturated hydrocarbons, nomenclature, Physical and chemical properties**) (std X pg. no. 104 to 114)
- b) Periodic Table- \*(**Introduction, significance of classification.**) (std XI pg, no,72 to 89)
- c) States of Matter, (std. XI pg, no 20 to 41)
  - i) **Three states of matter, ii) properties of matter (std. IX pg, no 1 to 10)**
  - iii) **Evaporation & sublimation.**

**1.2 Physics:**

- a) Magnetism \*(std. VIII, std XI pg.167 to 175), **Concept , Properties of magnet, uses of magnet.**
- b) Electricity \*(std. VIII pg. 103.)
  - \*(**i) Definition of electric current, ii) Ohms law, iii) Symbol & Electrical circuits iv) Conductors & Insulators- Properties**)
- c) Light (std X pg. no. 61 to 89)
  - i) **Types of mirror**
  - ii) **lens- concepts of lenses**
  - iii) **Problems of vision and remedies a) myopia b) hypermetropia c) presbyopia**
  - iv) **Application of spherical mirror & lenses**
  - v) **Refraction of light, laws**
  - vi) **Dispersion of light**

**Unit 2: Concepts in Biology ( 8<sup>th</sup> class)**

(Credit:1)

- 2.1 Classification & Life Process: Plants & Animals
- 2.2 Biodiversity & Biotechnology
- 2.3 Microorganism

### **Unit 3: Nature of general science**

(Credit:1)

- 3.1 Nature, scope & importance of general science at secondary & higher secondary level.  
Correlation of science with other disciplines
- 3.2 Objectives of general science at secondary & higher secondary level.
- 3.3 Curriculum & syllabus of general science at secondary & higher secondary level.
- 3.4 Text book and content analysis of general science.

### **Unit 4: Pedagogical approaches & resources of general science, general science**(Credit:1)

- 4.1 a) Methods of teaching: lecture – demonstration, laboratory, & project  
**(Concept, merits, demerits, role of teacher)**  
b) Model: 5 E Learning Model 5steps with example
- 4.2 Planning, organizing and maintaining general science laboratory. **\*(with structure)**
- 4.3 Learning resources in general science, **\*(botanical garden, Encyclopedia, Wikipedia, audio-visual aids, science laboratory, research centre.( as in I<sup>st</sup> yr. syllabus 107-Gen,Sci))**
- 4.4 Competencies of general science teacher.( as per NCTE)

### **MODE OF TRANSACTION:**

- Lecture cum Discussion
- Seminar
- Presentation (Poster/PPT)
- General Science Laboratory Visit
- Scientific Inquiry

### **Practical (Any One)**

1. Analysis of General Science Text Book (IX/X<sup>th</sup> Std.)
2. Investigatory Project/ Model
3. General Science Laboratory visit

### **REFERENCES**

#### **For Unit 1 & 2**

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education are recommended for study.

#### **For Unit 3&4**

- Prasad, J. (1999). *Practical aspects in teaching of science*. New Delhi: Kanishka Publication
- Rao V. K. (2007). *Science Education*. New Delhi. APH Publishing corporation.
- Sharma, B.M. (2007). *Teaching of Science*. Chandigarh: Abhishek Publication.
- Sharma, R. C. (2006). *Modern Science Teaching*. New Delhi: Dhanpatrai publishing comp.
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**Note- Any content from syllabus has not been omitted.**

**Science & Mathematics Group In-charge & Subject Expert**

**(Dr. Deepak Chavan )**

**(B.Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015)  
Syllabus for B.Ed. Course 205-09 of Savitribai Phule Pune University**

**Syllabus with limitations and scope decided in syllabus orientation workshop on B.Ed. 205-09 Mathematics at Rareshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**B.Ed. 205-09: Understanding Disciplines & School Subjects and Pedagogy of School Subjects–Mathematics**

**Objectives:** To enable the student teacher to-

- Understand the basic concepts in arithmetic and algebra
- Understand the basic concepts in geometry and applied mathematics
- Understand nature, scope, place & importance of mathematics at secondary level
- Understand the objectives of mathematics subject and classroom objectives of mathematics subject
- Understand the concept of curriculum, syllabus and methods of construction of curriculum
- Analyze the textbook & content of mathematics at secondary level
- Acquaint with methods and models of mathematics teaching
- Realize the importance of mathematics laboratory
- Understand different types of learning resources for mathematics
- Acquire the competencies of mathematics teacher

**Content of the subject**

**Unit 1: Arithmetic and Algebra**

**(Credit: 1)**

**A. Arithmetic**

1. Numbers

a) Natural, whole, integers, rational, irrational, real numbers

(Concept, Properties, Place on Number line and Venn diagram of all types of numbers)

b) Operations on numbers: addition, subtraction, multiplication and division

(Operation based on properties given in 6<sup>th</sup> & 7<sup>th</sup> textbook)

c) Use of brackets. (Examples based on rules)

d) Indices, squares, square roots, cube, cube roots.

(I-Laws of indices and examples based on it)

II-Square & Square root- Concept & eg.given in 8<sup>th</sup> Std.)

III-Cube & Cube root- Concept & eg. given in 8<sup>th</sup> Std.)

2. Unitary method, (optional)

Variation- direct and inverse (Concept & e.g. in 7<sup>th</sup> Std., 9<sup>th</sup> & 10<sup>th</sup> concept only)

3. Ratio and proportion (topics in 7<sup>th</sup> and 8<sup>th</sup> complete and 9<sup>th</sup> and 10<sup>th</sup> concept only)

**B. Algebra**

1. Basics of Algebra

1.1 Use of letters in place of numbers. (6<sup>th</sup> Std.only)

1.2. Algebraic expressions, addition, subtraction, multiplication and division of algebraic expressions. ( concept and examples from 6<sup>TH</sup>, 7<sup>TH</sup>, 9<sup>th</sup> std)

4. Polynomials: factors and multiples. (Concept, all e.g. from 8<sup>th</sup> std. and 9<sup>th</sup> std.)
5. Identities.( Square and Cubes from 7<sup>th</sup> and 8<sup>th</sup> Std.)
6. Equations: equations with one variable, linear equations in two variables, quadratic equations.  
(Concept of all type of Equations, examples from 8<sup>th</sup>, 9<sup>th</sup> & 10<sup>th</sup>, first two type of method to solve Simultaneous eqn.)

## **Unit 2: Geometry and Applied Mathematics**

**(Credit: 1)**

### **A. Geometry**

1. Basics of Geometry
  - i. Basic concepts. (Concept of Point, line, Ray, Segment from 6<sup>th</sup> Std.)
  - ii. Angles( Concepts & Types of Angles) pairs of angles,( Concepts and 5 types of pair of Angles)  
triangles (Types based on angles and sides and combinations) and quadrilaterals –(concept, types & properties of 6 Quadrilateral).
  - iii. Triangles- congruence and similarity. (Concepts and properties 8<sup>th</sup> and 9<sup>th</sup>)
2. Circle – basic concepts (Center, radius, diameter, chord, secant, tangent), Circumference, Area, (Concept, formula and examples)
3. Quadrilaterals – properties of different quadrilaterals.
4. Geometric constructions
  - 1) To construct the circum circle of a triangle.( 10<sup>th</sup> std.)
  - 2) To construct the in circle of a triangle.( 10<sup>th</sup> std.)
  - 3) Dividing a line segments into equal parts.( 8<sup>th</sup> std.)
  - 4) To construct a triangle with a given base, vertex angle and a median corresponding to the base.(10<sup>th</sup> Std.)
  - 5) To construct a triangle with a given base, corresponding altitude and the angle opposite to the base.(10<sup>th</sup> Std.)

### **B. Applied Mathematics**

1. Mathematics in day to day life
  - i. Profit and loss.( concept, formula, example from 6<sup>th</sup> Std.)
  - ii. Percentages.( concept, formula, example from 6<sup>th</sup> Std.)
  - iii. Simple and compound interest. (Concept, formula, example from 6<sup>th</sup> Std. & 8<sup>th</sup> Std.)
  - iv. Discount and commission.( concept, formula, example from 8<sup>th</sup> Std.)
2. Statistics – measures of central tendency (concept, example of mean, median, mode 9<sup>th</sup> Std.)  
and Variability, Graphs. (Histogram, frequency polygon from 9<sup>th</sup> Std.)
3. Mensuration – Area and volumes of different geometrical figures.(Cube, Cuboid, Cylinder, Cone, Sphere)
4. Co- ordinate geometry. (Slope of a line, Equation of the line 10<sup>th</sup> Std.)

### **Theorems Selected-**

- The sum of the measures of the angle of a triangle is  $180^\circ$  ( 9<sup>th</sup> std.)
- Theorem of  $30^\circ$ - $60^\circ$ - $90^\circ$  Triangle (9<sup>th</sup> std.)
- Theorem of  $45^\circ$ - $45^\circ$ - $90^\circ$  Triangle (9<sup>th</sup> std.)
- Theorem of Pythagoras ( 10<sup>th</sup> Std.)
- Converse of Pythagoras theorem ( 10<sup>th</sup> Std.)
- The opposite sides of a parallelogram are congruent.(9<sup>th</sup> Std.)
- The diagonals of a parallelogram bisect each other.( 9<sup>th</sup> Std.)
- Diagonals of a rectangle are congruent.( 9<sup>th</sup> Std.)
- If diagonals of a parallelogram are congruent then it is a rectangle.( 9<sup>th</sup> Std.)

- Diagonal of a square are congruent and perpendicular bisectors of each other. ( 9<sup>th</sup> Std.)
- Diagonals of an isosceles trapezium are congruent.( 9<sup>th</sup> Std.)
- The perpendicular drawn from the centre of a circle to a chord bisects the chord. (9<sup>th</sup> Std.)
- Congruent chords of a circle subtend congruent angles at the centre ( 9<sup>th</sup> Std.)
- Converse of above theorem. ( 9<sup>th</sup> Std.)
- Prove that congruent chords of a circle are equidistant from the centers. ( 9<sup>th</sup> Std.)

### **Pedagogy of the subject**

#### **Unit 3: Nature of mathematics**

**(Credit: 1)**

1. Nature, scope & place & importance of mathematics at secondary level.
2. Objectives of teaching mathematics and mathematics subject at secondary level
3. Curriculum & syllabus
  - a. concept of curriculum
  - b. concept of syllabus
  - c. methods of construction of curriculum : linear, concentric and mixed method
  - d. Difference between curriculum and syllabus
4. Text book & content analysis of mathematics
  - a. Concept of textbook and reference book
  - b. Textbook analysis.
  - c. concept, need and importance of content analysis
  - d. categories of content analysis

#### **Unit 4: Pedagogical approaches & resources of mathematics, mathematics**

**(Credit: 1)**

1. Methods of teaching– demonstration, Experimental, Heuristic, inductive-deductive method, Analysis –Synthesis method
2. Model: 5 E Learning Model, Advance organizer model
  - a. Concept of models of teaching
  - b. Application of these models
3. Concept, planning, organizing & maintaining mathematics laboratory.
4. Learning resources in mathematics.( Print resources, e-resources : On-line, introduction to Mathematics Software : Geogebra, MathCAD, Math Lab)
5. Ten Competencies of mathematics teacher as per NCTE.

#### **Mode of Transactions**

1. Lecture cum discussion
2. Seminar
3. Technology based interactions
4. Field visit
5. Projects
6. Group Discussion

#### **Practical**

1. Textbook Analysis
2. Content analysis of any one unit
3. Visit to Mathematics Laboratory
4. Preparation of Teaching aids and Exhibition

**Mode of transaction:**

1. Lecture cum Discussion
2. Seminars
3. Technology based interaction
4. Field visit
5. Group Discussion
6. Projects

**References:**

Text books published by Maharashtra State Bureau of Textbook production and curriculum research, Pune and Maharashtra state board of secondary and higher secondary education , Pune.

**Note- Any content from syllabus has not been omitted.**

**Science Group In-charge & Subject Expert**

**(Dr. Deepak Chavan)**

**(B.Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015)  
Syllabus for B.Ed. Course 205-10 of Savitribai Phule Pune University**

**Syllabus with limitations and scope decided in syllabus orientation workshop on B.Ed. 205-10 Economics at Rareshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**B.Ed. 205-10: Additional Pedagogy Course Understanding Disciplines & School Subjects and Pedagogy of School Subjects–Economics**

**Objectives:**

**To enable student teacher to-**

1. Understand meaning, nature, scope, importance & basic concepts of economics.
2. Understand major challenges before Indian Economy
3. Understand the concept & scope of micro and macro economics.
4. Understand basic concepts of teaching of economics.
5. Understand and implement pedagogical approaches & learning resources of economics.
6. Understand qualities of good economics teacher.

**School Content**

**UNIT-1 –Economics as subject and basic concept (CREDIT-1)**

- 1.1) Economics- Meaning, Definition, Nature, Scope, Need and Importance of the Study of Economics
- 1.2) Basic Concepts of Economics
  - a) i) Human Wants ii) Resources iii) Value **\*iv)** Price.
  - b) Major Challenges before Indian Economy
    - i) Population ii) Poverty iii) Unemployment iv) Terrorism v) Corruption
    - vi) Hoarding vii) Black Magic viii) Deterioration and its Economics Effect.

**UNIT – 2 Micro and Macro Economics (CREDIT-1)**

- 2.1) Micro Economics Concept
- 2.2) Various Concepts of Micro Economics-Utility, Demand, **\*Supply**, Forms **\*of** Market, factors of Production
- 2.3) Macro Economics- Concept
- 2.4) Various Concepts of Micro Economics, National Income, Money, Commercial Banking, Central Banking and Government Budget

**Pedagogy**

**UNIT – 3- Basics of Economics Teaching (CREDIT-1)**

- 3.1) Objectives of Teaching Economics
- 3.2) Place of Subject Economics of Secondary and Higher Secondary School Curriculum.
- 3.3) Co-relation **\*of** Economics with other School Subjects
- 3.4) Structure of the Subject Economics
- 3.5) Curriculum, Syllabus and Text book of Economics

**UNIT- 4: Pedagogical approaches and learning resources of the subject of economics and teacher of economics** (CREDIT-1)

4.1) Methods of Teaching of Economics

i) Lecture ii) **\*Inductive and Deductive** iii) Problem Solving iv) Project v) **\*Discussion**

4.2.) Learning Resources for the Subject Economics

i) Concept, Need and Importance of Learning Resources.

ii) Traditional Learning Resources.

iii) Technology based Learning Resources

iv) Qualities of a Good Economic Teacher.

**Practical Work**

1. Text Book Analysis of any one standard.

2. Field Visit and Report Writing.

3. Preparation of Structure of Economics Subject.

4. PPT or Poster Presentation if any Unit of Economics and Report Writing.

**Mode of Transaction**

1. Lectures

2. Discussion

3. Seminars

4. PPT/ Poster Presentation

5. Supervised study

6. Project

**Note- Any content from syllabus has not been omitted.**

**Social Science Group In-charge & Subject Expert**

**(Dr. Mohan Kamble)**

**(B.Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015)**  
**Syllabus for B.Ed. Course 205-11 of Savitribai Phule Pune University**

**Syllabus with limitations and scope decided in syllabus orientation workshop on B.Ed. 205-11 ICT at Rareshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**B.Ed. 205-11: Additional Pedagogy Course Understanding Disciplines & School Subjects and Pedagogy of School Subjects– Information and Communication Technology (ICT)**

**Objectives:** The student teachers should be able to-

1. Acquire basic knowledge of Computers.
2. Make effective use of information and communication technology.
3. Understand the concepts in Multimedia.
4. Develop capabilities to access Information using Internet.
5. Acquaint with basic techniques and knowledge required for computing applications.
6. Be aware of cyber laws and ethics.
7. Understand nature, scope & importance of ICT at secondary & higher secondary level.
8. Analyze the textbook & content of ICT at secondary & higher secondary level.
9. Implement methods & models of teaching learning of ICT.
10. Acquire the competencies of ICT teacher

**School Content**

**Unit I: Introduction to Computer** (1 Credit)

- 1.1 Introduction to Computers: Definition, Structure\* (**input ,output process**), Types  
\*( **Smartphone, Tab, laptop, personal computer, main brain computer, supercomputer-features of all types**)
- 1.2 Components of Computer –
  - i) Hardware- Concept and classification – CPU & Peripherals- Input, output and storage
  - ii) Software- Concept and types (**A) Readymade and tailor-made B) system software and application software-meanings only**)
  - iii) Operating system – Concepts, type and functions
  - iv) Application Software - Concepts, type - Word processors, Multimedia, Spreadsheets, Presentations, LOGO \* (**facilities only**)
- 1.3 Introduction to basic programming, Introduction to C programming, **Generation of Programming Language- concepts only**
- 1.4 Introduction to Unicode and Binary number system

**Unit II: Introduction to Networking** (1 Credit)

- 2.1. Definition and types of Network – LAN to WAN
- 2.2 Internet Facilities – a) World Wide Web b) e-mail c) Instant Messaging and Chat d) Blog e)VoIP f) e-maps\* (**basic facilities**)
- 2.3 Morals and Ethics of with reference to cyber law, copyright act and **netiquette (main provision related to education)**
- 2.4 Computer Lab: Concept, requirement and lab management

## Pedagogy

### Unit III: Nature of ICT

(1 Credit)

- 3.1. Nature, scope & place of ICT at secondary & higher secondary level.
- 3.2. Objectives of teaching ICT at secondary & higher secondary level.
- 3.3. Curriculum & syllabus of ICT at secondary & higher secondary level.
- 3.4. Textbook\*(**Reference book**) and content analysis of ICT

### Unit IV: Pedagogical approaches & resources of ICT.

(1 Credit)

- 4.1. a) Methods of teaching: lecture – Demonstration, Experimental, & Project  
**\*(concepts, features, advantages, limitations, education implements)**  
b) Models & Approaches: 5-E Learning Model, Computer Assisted Instruction, Project based learning, Blended Learning,  
**\* (concepts, features, advantages, limitations, education implements)**
- 4.2 Use of ICT for students from Deprived Community-  
**Woman, Adiwas backward class, physically and mentally challenged people etc,**
- 4.3. Learning resources in ICT  
**A) Offline Resources-Educational DVD's Educational games, encyclopedia, Interactive software, Documentary & movies etc**  
**B) Online Resources websites Blogs, Wikis, Social Networking conferencing –facilities and educational uses**
- 4.4. Competencies of ICT teacher
  - a. **Technology based**
  - b. **Pedagogy based**

### Mode of Transaction:

1. Discussion cum Lecture
2. Demonstration
3. Seminar
4. Project based approach
5. Technology based interaction
6. Blended Learning
7. Self Learning

### Practical (Any one of the following) :

1. Creation of short audiovisual content (not exceeding 5 minutes) using webcam or digital Camera or **smart phone** with video recording facility **related to any school subject.** Copying and viewing the same on a PC.
2. Prepare a Multimedia Presentation on ICT unit
3. Critical analysis of any online course/ web based learning programme.
4. Analysis of textbook/**Reference book** of ICT

### Reference:

1. Text/Reference books of ICT subject of std VIII to XII
2. Arora Bansal - Computer fundamentals
3. Chavan Kishor - Information and communication
4. Crumlish Christian - ABC of internet
5. Dyne, Nandkishore- Information Technology
6. Mohanty Laxman- ICT strategies of for school
7. Singh and Sukhvir - Fun of computer

**Note- Any content from syllabus has not been omitted.**

**Other Subject Group In-charge & Subject Expert**

**(Prof. Suresh Isave)**

**(B.Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015)**  
**Syllabus for B.Ed. Course 205-12 of Savitribai Phule Pune University**

**Syllabus with limitations and scope decided in syllabus orientation workshop on B.Ed. 205-12 German at Rareshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**B.Ed. 205-12: Additional Pedagogy Course Understanding Disciplines & School Subjects and Pedagogy of School Subjects–German**

**Objectives:**

1. To help the student teacher to acquire proficiencies in listening, speaking, reading, writing and communication skills in German
2. To acquaint the student teacher with essential aspects of Grammar and composition in German
3. To enable the student teacher to understand the **nature, scope and importance of German syllabus as a foreign language**
4. To encourage the student-teacher to develop proper interest and attitude towards German as a foreign language.
5. **To comprehend various methods of German teaching**
6. **To understand various learning resources in German subject**

**UNIT-1-**

**(CREDIT:1)**

**A) Phonetics**

1. Phonemes, Syllables and words.
2. Bowels, Diphthongs and consonants
3. Intonation-stress, intonation pattern.
4. Pronunciation and accent.

**B) Grammar**

1. Verb conjugations
2. W Questions and Yes/No questions
3. Separable Verbs and their usage
4. Modal auxiliaries and their usage in sentences
5. Imperative
6. Present Perfect Tense/ Past Tense
7. Conjunctions: weil, wenn, obwohl, indirect questions, interrogative pronouns as questions.
8. All types of prepositions.
9. Degrees of Comparison
10. Konjunktiv II: Use of "would be"
11. Adjective declension
12. Reflexive and reciprocal verbs

**C) Vocabulary**

1. Understanding Vocabulary
2. Use of vocabulary in different contexts.

**UNIT: 2**

**(CREDIT:1)**

**Application of Language**

**A) Written Application**

1. Informal Letter

2. Picture Description
3. Dialogue Writing
4. Composition writing with the help of points given

#### **B) Oral Application**

1. Introducing oneself
2. Interviewing a partner
3. Telephone communication
4. Picture Description
5. Reacting orally as per the given situation
6. Describing one's own experience in daily routine.

### **UNIT:3 INTRODUCTION OF GERMAN AS A FOREIGN LANGUAGE (CREDIT:½)**

- 3.1) **Nature, Scope &** Importance of German as a foreign language
- 3.2) Place of German in school curriculum
- 3.3) Functional, cultural and literary roles of German as a foreign language
- 3.4) Objectives of learning German as a foreign language

### **UNIT: 4 TEACHING PEDAGOGY AND LEARNING RESOURCES OF GERMAN AS A FOREIGN LANGUAGE (CREDIT: ½)**

- 4.1) Methods of teaching learning German as a foreign language (Grammar translation method, direct method, audio lingual and audio visual method and communicative didactics)
- 4.2) Modern approaches of teaching learning German (project method, Handlungsorientiertes, Lernen, autonomes Lernen)
- 4.3) Teaching learning and evaluation of listening, reading, writing and speaking
- 4.4) Sozialformen (pair work, group)
- 4.5) Teaching learning of Grammar and culture and civilization.
- 4.6) Teaching learning of German as a foreign language in large group.
- 4.7) Need and importance of learning resources
- 4.8) Authentic learning material
- 4.9) Language laboratory
- 4.10) Traditional Learning resources
- 4.11) Visual and audio-visual learning resources
- 4.12) Technology based learning resources
- 4.13) Qualities of a German Teacher

#### **Practical Work (Any one)**

- 1) Develop a German-English-Marathi dictionary.
- 2) Develop any two situation based dialogue writing.(10 pages)
- 3) Visit to foreign language study centre (German)
- 4) Conduct an interview of a German teacher

#### **Mode of Transaction**

- 1) Lecture    2) Discussion    3) Seminar
- 4) Project    5) Poster Presentation    6) Use of Technology

**Note- Any content from syllabus has not been omitted.**

**Language Group In-charge & Subject Expert  
(Dr. Vijay Dhamane)**

**(B.Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015)  
Syllabus for B.Ed. Course 205-15 of Savitribai Phule Pune University**

**Syllabus with limitations and scope decided in syllabus orientation workshop on B.Ed. 205-15 Physics at Rareshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**B.Ed. 205-15: Additional Pedagogy Course Understanding Disciplines & School Subjects and Pedagogy of School Subjects–Physics**

**Objectives:** To enable student teacher to

- Familiarize facts, terms, concepts, laws & principles in physics
- Understand nature, scope & importance of physics at secondary & higher secondary level, correlation with other discipline.
- analyze the textbook & content of physics at secondary & higher secondary level
- implement methods & models of teaching learning of physics
- acquire the competencies of physics teacher

**Unit-1:**

**(Credit:1)**

**1.1 General Physics:**

**a) Measurement (11<sup>th</sup>)**

- i) Need for measurements.**
- ii) Units for measurements.**
- iii) System of Units.**
- iv) SI Units.**
- v) Fundamental and derived Units.**
- vi) Dimensional analysis- meaning and uses.**
- vii) Order of magnitude and significant figures.**
- viii) Accuracy and Errors in measurement. Numericals based on dimensions.**

**b) Scalars & Vectors**

- i) Types of vectors-Zero, negative and positive.**
- ii) Addition and subtraction of vectors.**
- iii) Products of vectors.**

**1.2 Work, Energy & Power:**

- i) Work- Concept, unit and types.**
- ii) Energy- Concept, unit, types and law of conservation of energy.**
- iii) Power- concept and unit.**
- \* Numericals based on Work, Energy and Power.**

**1.3 Heat**

- i) Introduction- Temperature and Heat , measurement of temperature.**
- ii) Ideal gas equation.**
- iii) Specific heat capacity.**
- iv) Change of state.**
- v) Latent heat**
- vi) Heat transfer.**

**1.4 Force**

- i) Force-concept, type**

- ii) General idea of gravitational, electromagnetic and nuclear force from daily life experiences.
- iii) Law of conservation of momentum.
- iv) Elastic and inelastic collision.
- v) Concept of moment of force.

## **Unit-2:**

**(Credit:1)**

### **2.1 Motion**

- i) Motion of an object.
- ii) Displacement and velocity.
- iii) Uniform and non-uniform motion along a straight line.
- iv) Acceleration
- v) Uniform circular motion.
- vi) Newton's three laws of motion.
- vii) Concept of projectile motion, circular motion, Rotational motion.

### **2.2 Magnetic Effect of Electric Current**

- i) Magnetic field due to-
  - a) Current carrying conductor
  - b) a current through a circular loop
  - c) current in a solenoid.
- ii) Right Hand Rule.
- iii) Biot-Swvart's Law ( Laplace's law)
- iv) Magnetic induction at the centre of a circular coil carrying current.
- v) Fleming's Left Hand Rule.

### **2.3 Sound**

- i) Nature of Sound
  - ii) Production and Propagation of sound
  - iii) Nature and characteristics of sound waves in terms of Progressive waves.
  - iv) Speed of sound
  - v) Range of hearing in humans.
  - vi) Reflection and Reverberation of Sound
  - vii) SONAR
  - viii) Relation between Velocity , wavelength and frequency.
  - ix) Musical sound and noise.
- \*Numerical based on calculation of Velocity , wavelength and frequency.

## **Unit-3: Nature of physics**

**(Credit: 1)**

### **3.1 Nature, scope& importance of physics at secondary &higher secondary level, Correlation with other discipline**

- i) Nature of Physics at sec. and H. sec. levels
- ii) Scope of Physics at sec. and H. sec. level.
- iii) Importance of Physics at sec. and H. sec. level.
- iv) Correlation of Physics with-
  - a) Mathematics ( Arithmetic , Algebra , Geometry)
  - b) Chemistry
  - c) Biology
  - d) Languages
  - e) History

f) **Geography**

g) **Other subjects like Art , Craft,P. Edn., Music etc.**

3.2 Objectives of physics at secondary & Higher secondary level.

3.3 Curriculum & syllabus of physics at secondary & higher secondary level.

3.4 Text book and content analysis of physics.

**Unit-4: Pedagogical approaches & resources of physics, physics teacher** (Credit:1)

4.1 a) **Methods of teaching-(Considering Nature , steps , Merits, Limitations)**

i) **Lecture – Demonstration,**

ii) **Laboratory &**

iii) **Project**

b) **Model: 5 E Learning Model**

4.2 **Planning, organizing and maintaining physics laboratory.**

4.3 **Learning resources in physics.**

4.4 **Competencies of physics teacher.**

**MODE OF TRANSACTION:**

- Lecture cum Discussion
- Seminar
- Presentation (Poster/PPT)
- Physics Laboratory Visit
- Scientific Inquiry

**Practical (Any One)**

1. Analysis of Physics Text Book (XI/XII<sup>th</sup> Std.)
2. Investigatory Project/ Model
3. Physics Laboratory visit

**REFERENCES**

**For Unit 1&2**

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education are recommended for study.

**For Unit 3& 4**

- Borse, Chandrakant. (2007). Science education: Pedagogical analysis. Nashik: Insight Publication.
- Das, R.C. (2009). Science teaching in schools. New Delhi: sterling Publishers Pvt. Ltd.
- Kalra, Rajinder. M. (2007). Teaching of Science: for Primary and secondary pre and in – service teachers. Delhi:Shipra Publication.
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- RaoV. K. (2007). Science Education. New Delhi. APH Publishing Corporation.
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- Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep.
- NCERT.(2006). Position paper on 'Teaching of Science'. New Delhi: NCERT.

**Note- Any content from syllabus has not been omitted.**

**Science & Mathematics Group In-charge & Subject Expert**

**(Dr. Deepak Chavan )**

**(B.Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015)**  
**Syllabus for B.Ed. Course 205-16 of Savitribai Phule Pune University**

**Syllabus with limitations and scope decided in syllabus orientation workshop on B.Ed. 205-16 Chemistry at Rareshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**BED-205-16-Additional Pedagogy Course Understanding disciplines and school Subjects and pedagogy of School Subject- Chemistry**

**Objectives:** To enable student teacher to

- familiarize facts, terms, concepts, laws & principles in chemistry
- understand the nature, scope & importance of chemistry at secondary & higher secondary level
- analyze the textbook & content of chemistry at secondary & higher secondary level
- implement methods & models of teaching learning of chemistry
- acquire the competencies of chemistry teacher

**Unit1: Organic and Inorganic Chemistry**

(Credit: 1)

- 1.1 Hydrocarbons – Types, IUPAC Nomenclature, **\*(Physical and Chemical properties (std X pg. no. 104 to 114))**
- 1.2 Alkanes, Alkenes, alkynes & Aromatic compounds **\*(Introduction, General structure, formula, nomenclature, physical & chemical properties, general uses) ( std XI pg.290-329)**
- 1.3 Alcohols, phenols and ethers **\*(Introduction, General Structure, formula, nomenclature, physical & chemical properties, General uses ( std. XII part II pg 411-444))**
- 1.4 Periodic Table-**\*(Introduction, electronic configuration, general characteristics, physical and chemical properties.)**  
S & P-**\*(std XI std. 217-230)**  
d and f block elements **\*( std XII std. 305-334)**

**Unit 2:Physical and Inorganic Chemistry**

(Credit: 1)

- 2.1 States of matter **\*(three states of matter, hydrogen bonding, Boyles law (IX pg.2-5; IX pg. 20-27)**
- 2.2 Solid state, Solution-**suspension and colloidal solution (IX pg.15 to 16)**  
and colligative **properties \*(XII part I pg.40)**
- 2.3 Chemical Thermodynamics **\*(XII part 1 70-75)**
  - 2.3.1 **Basic concepts in Thermodynamics**  
**\*(a) Types of system, b)Properties of system, c)state and state function, d) types of Processes)**
  - 2.3.2 **Nature of Heat & work (only informative without expression & problems)**  
**(XII part 1 75-80)**
  - 2.3.3 **First law of thermodynamics (XII part 1 83-84)**
  - 2.3.4. **Second law of thermodynamics (XII part 1 85-90)**
  - 2.3.5. **Third law of thermodynamics (XII part 1 113-114)**

2.4 Chemistry in everyday Life \*(XII part II Pg.549 to 560)

**2.4.1 Introduction**

**2.4.2 Classification of drugs**

**2.4.3 Chemicals in medicines**

**2.4.4. Chemicals in food**

**2.4.5 Cleansing agent**

**Unit 3: Nature of chemistry**

(Credit:1)

3.1 Nature, Scope & Importance of Chemistry at secondary & higher secondary level.

Correlation of Chemistry with other discipline

3.2 Objectives of Chemistry at secondary & higher secondary level.

3.3 Curriculum & Syllabus of Chemistry at secondary & higher secondary level.

3.4 Text book and Content Analysis of chemistry

**Unit 4: Pedagogical approaches & resources of chemistry, chemistry teacher** (Credit: 1)

4.1 a) Methods of teaching: lecture – Demonstration, Laboratory & Project

b) Model: 5 E Learning Model

4.2 Planning, organizing and maintaining chemistry laboratory.

4.3 Learning resources in Chemistry.

4.4 Competencies of Chemistry teacher.

**MODE OF TRANSACTION:**

- Lecture cum Discussion
- Seminar
- Presentation (Poster/PPT)
- Chemistry Laboratory Visit
- Scientific Inquiry

**Practical (Any One)**

1. Analysis of Chemistry Text Book (XI/XII<sup>th</sup> Std.)
2. Investigatory Project/Model
3. Chemistry Laboratory visit

**REFERENCES**

**For Unit 1&2**

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education are recommended for study.

**For Unit 3&4**

- Borse, Chandrakant. (2007). Science education: Pedagogical analysis. Nashik: Insight Publication.
- Das, R.C. (2009). Science teaching in Schools. New Delhi: Sterling Publishers Pvt. Ltd.
- Kalra, Rajinder. M.(2007). Teaching of Science: for Primary and secondary pre and In – service teachers. Delhi: Shipra Publication.
- Malhotra, Vinayak. (2007). Methods of teaching science. Delhi: Crescent Publishing Corporation.
- Mangal, S.K. (2004). Teaching of general science. Ludhiana: Tandon Publications.
- Prasad, J. (1999). *Practical aspects in teaching of science*. New Delhi: Kanishka Publication
- Rao V. K. (2007). Science Education. New Delhi. APH Publishing Corporation.

- Sharma, B.M. (2007). Teaching of Science. Chandigarh: Abhishek Publication.
- Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpatrai Publishing Company
- Siddiqui, N.N. & Siddiqui, M.N. (2009). Teaching of science: Today & tomorrow. Delhi: Doaba House.
- Sood, J.K. Teaching of Science, Agra, Vinod Pustak Mandir.
- Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep.
- NCERT(2006). Position paper on 'Teaching of Science'. New Delhi: NCERT.

**Note- Any content from syllabus has not been omitted.**

**Science & Mathematics Group In-charge & Subject Expert**

**(Dr. Deepak Chavan )**

**(B.Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015)**  
**Syllabus for B.Ed. Course 205-17 of Savitribai Phule Pune University**

**Syllabus with limitations and scope decided in syllabus orientation workshop on B.Ed. 205-17 Biology at Rareshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**BED-205-17-Additional Pedagogy Course Understanding disciplines and school Subjects and pedagogy of School Subject- Biology**

**Objectives:** To enable student teacher to.....

- familiarize facts, terms, concepts, laws & principles in biology
- understand nature, scope & importance of biology at secondary & higher secondary level  
Co-relation with other disciplines
- analyze the textbook & content of biology at secondary & higher secondary level
- implement methods & models of teaching learning of biology
- acquire the competencies of biology teacher

**UNIT 1: Cells & Plant -Animal Kingdom** (Credit 1)

- 1.1 Cell **\*(fundamental unit of animal and plants)**, Cell Structure – Plants, Animals, **prokaryotic and Eukaryotic cells) (IX unit 5 pg. no. 37 to 55)**
- 1.2 Microorganisms **\*(std. 8<sup>th</sup> pg. 67 to 70; XII unit 3, chapter 5)**  
**Microbes in human welfare- microbes in household food processing, Industrial Production, sewage treatment & biogas production**
- 1.3 Classification of Plants and Animals
- 1.3.1 Classification of plants (XI unit 2 pg. 13-17)**  
**Salient features of major plant groups (Algae, Bryophyta, Pteridophyta, Gymnosperms & Angiosperms)**
- 1.3.2. Classification of animals (XI Unit- 8 pg. 99-113)**  
**Criteria for animal classification, salient features of non-chordates up to phylum Level) Salient features of chordates up to class level**
- 1.4 Life Processes in Plants, Animals and Humans  
**\*(Human- a) Reproductive b) circulatory, c) respiratory, d) digestive system)**  
**(X pg. 125 to 133; pg. 146 to 170)**

**Unit 2: Food, Health & Ecosystem** (Credit 1)

- 2.1 Food Pyramid **\*(concept and effect of food pyramid on ecosystem)**
- 2.2 Enhancement in food production **\*(IX pg. 115 to 124)**
- 2.3 Human health and diseases **\*(IX pg. 73 to 83)**
- 2.4 Biodiversity and Ecosystem
- 2.4.1 (Concept, pattern, importance and laws) (XII unit 6, chapter -19)**
- 2.4.2. Ecosystem: (Concept, patterns, Components) (XII, unit 6 chapter-9)**
- 2.5 Biotechnology – Process and Application **\*(XII unit 2chapter 3)**
- 2.5.1 Process of Biotechnology (Concept & importance only)**  
**a) Recombinant DNA Technology b) Concept of DNA engineering**

- c) Genomics of human genome Project, d) DNA cloning  
b) Application of Biotechnology ( Agriculture, Human and animal)

**Unit 3: Nature of biology**

(Credit:1)

- 3.1 Nature, scope, importance of biology at secondary & higher secondary level.  
Correlation with other disciplines  
3.2 Objectives of biology at secondary & higher secondary level.  
3.3 Curriculum & syllabus of biology at secondary & higher secondary level.  
3.4 Text book analysis and content analysis of biology

**Unit 4: Pedagogical approaches & resources of biology, biology teacher**

(Credit: 1)

- 4.1 a) Methods of teaching: lecture – demonstration, Laboratory & project  
b) Model: Biological Science Inquiry Model  
4.2 Planning, organizing and maintaining biology laboratory.  
4.3 Learning resources in biology.  
4.4 Competencies of biology teacher.

**MODE OF TRANSACTION:**

- Lecture cum Discussion
- Seminar
- Presentation (Poster/PPT)
- Biology Laboratory Visit
- Scientific Inquiry

**Practical (Any One)**

1. Analysis of Biology Text Book (XI/XII<sup>th</sup> Std.)
2. Investigatory Project/ Model
3. Biology Laboratory visit

**REFERENCES**

**For Unit 1&2**

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education are recommended for study

**For Unit 3&4**

- Borse, Chandrakant. (2007). Science education: Pedagogical analysis. Nashik : Insight Publication.
- Das, R.C. (2009). Science teaching in schools. New Delhi : sterling Publishers Pvt. Ltd.
- Kalra, Rajinder. M.( 2007). Teaching of Science : for Primary and secondary pre and In – service teachers. Delhi : Shipra Publication.
- Malhotra, Vinayak. (2007). Methods of teaching science. Delhi : Crescent Publishing Corporation.
- Mangal, S.K. (2004). Teaching of general science. Ludhiana : Tandon Publications.
- Prasad, J. (1999). *Practical aspects in teaching of science*. New Delhi: Kanishka Publication
- Rao V. K. (2007). Science Education. New Delhi. APH Publishing corporation.
- Sharma, B.M. (2007). Teaching of Science. Chandigarh: Abhishek Publication.

- Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpatrai publishing comp.
- Siddiqui, N.N. & Siddiqui, M.N. (2009). Teaching of science : Today & tomorrow. Delhi : Doaba House.
- Sood, J.K. ( ). Teaching of Science, Agra , vinod pustak Mandir.
- Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep.
- NCERT.(2006). Position paper on 'Teaching of Science'. New Delhi: NCERT.

**Note- Any content from syllabus has not been omitted.**

**Science & Mathematics Group In-charge & Subject Expert**

**(Dr. Deepak Chavan )**

**(B.Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015)**  
**Syllabus for B.Ed. Course 205-23 of Savitribai Phule Pune University**

**Syllabus with limitations and scope decided in syllabus orientation workshop on B.Ed. 205-23 Political Science at Rareshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**B.Ed. 205-23: Additional Pedagogy Course Understanding Disciplines & School Subjects and Pedagogy of School Subject- Political Science**

**Objectives**

1. To introduce to student teacher various concepts from political Science.
2. To explain the political theory and contemporary world politics.
3. To comprehend the constitution of India
4. To understand various social political movements in India.
5. To know the objectives of political science at secondary level.
6. To understand various teaching learning sources of political science.
7. To know the pedagogy of political science.
8. To enlighten qualities of political science teacher.

**UNIT-1- Political Theory and Contemporary World Politics** (CREDIT-1)

- 1.1) State, Nation, Liberty, Human Rights-\*(**Need & Importance**)
- 1.2) Contemporary world politics- Changing World, end of Bipolarization, Emergence of unipolar- system, Multi-polar system. – \*(**Concept, Nature and Need**)
- 1.3) International Organization- Need, International Organization, Regional Organization.- \*(**Functions, Nature, Structure in brief of above mentioned organization**)
- 1.4) World Security- Meaning, Importance, factors, endangering world security, Terrorism, violation of Human Rights, Poverty in the World. Arms Race.- \*(**importance**)

**UNIT-2- Indian Constitution & Politics in India** (CREDIT-1)

- 2.1) Indian Constitution- Characteristics, Fundamental Rights, Directive Principles and Fundamental duties.
- 2.2) Legislature- Parliament- Loksabha, Rajyasabha.  
State- Vidhansabha, VidhanParishad
- 2.3) Executive- Union and State  
Judiciary- Supreme court, High Court, sub-ordinate court, Lok Nyayalaya.
- 2.4) Politics in India  
-Patterns of Party competition, political and social movements  
-New trends in Indian Politics- \*(**Importance**)

**UNIT: 3 Nature, scope, objectives and relation with other subjects.** (CREDIT-1)

- 3.1. Nature and scope of Political Science.
- 3.2. Place of Political Science in Higher Secondary School Curriculum
- 3.3. Objectives of teaching Political Science in Higher Secondary School Curriculum.
- 3.4. Relation of Political Science with other subjects.
- 3.5. Relation of Political Science with Education.
- 3.6 Qualities of a political science teacher.

**UNIT: 4 Pedagogy of Political Science**

(CREDIT-1)

4.1. Structure of Political Science. -\*(**Importance**)

4.2 Core element and values in Political Science. -\*(**To find values and core-elements in textbook of higher secondary**)

4.3. Content Analysis

4.4. Methods of teaching Political Science.

-Lecture

-Seminar

-Discussion

-Library Method

\*(**Nature, limitation, steps, importance of each method**)

**Practical Work (Any One)**

1. Study of a Political Science branch.

2. Analysis of any one text book of Political Science at Higher Secondary Level.

3. Comparison of Democracy and Autocracy with special reference to Education

**Mode of Transaction:**

Lecture, Seminar, Field visit, Project

**Note- Any content from syllabus has not been omitted.**

**Social Science Group In-charge & Subject Expert**

**(Dr. Mohan Kamble)**

**(B.Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015)**  
**Syllabus for B.Ed. Course 205-25 of Savitribai Phule Pune University**

**Syllabus with limitations and scope decided in syllabus orientation workshop on B.Ed. 205-25 Physical Education at Rareshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**B.Ed. 205-25: Additional Pedagogy Course Understanding Disciplines & School Subjects and Pedagogy of School Subjects -Physical Education**

**UNIT-1: Education and Physical Education** (CREDIT: 1)

- 1.1 Meaning and Concept of General Education
- 1.2 Meaning and definition of, aim, objective and scope of Physical Education.
- 1.3 Physical Education and its relationship with General Education.
- 1.4 Values and Ethics in Physical Education and Sports.

**UNIT-2: Historical Foundations of Physical Education & Sports** (CREDIT: 1)

- 2.1 History of Physical Education in India from ancient to modern period-pre Vedic period, epic period, Hindu period, Muslim period, British period.
- 2.2 Trends in physical education in Greece, China, U.S.A., Germany and U.K.
- 2.3 Historical perspectives of the Olympics. Olympic movement- Ancient and Modern Olympic.
- 2.3 Indian Legends: Khashaba Jadhav, Major Dhyanchand, Sachin Tendulkar, P.T. Usha, Milkha Singh, (What makes them different)
- 2.4 Issues, challenges and opportunities in Physical Education and sports
- 2.5 Careers in Physical Education and Sports.
- 2.6 Gender in Physical Education
- 2.7 Role Conflict in Physical Education and Sports.

**UNIT-3: Nature of Physical Education** (CREDIT: 1)

- 3.1 Nature, Scope and Place of Physical Education at secondary and Higher Secondary level.
- 3.2 Objectives of Physical Education at Secondary and Higher Secondary level.
- 3.3 Curriculum and syllabus of Physical Education at Secondary and Higher Secondary level.
- 3.4 Reference material analysis & content analysis of Physical Education.

**UNIT-4 : Pedagogical Approaches and Resources of Physical Education** (CREDIT: 1)

- 4.1 Methods of teaching –Demonstration, Part Method, command method, progressive parts, whole part whole method-concepts, features, advantages, limitation, and educational uses
- 4.2 competencies of Physical Education Teacher
- 4.3 Resources and Tools in Physical Education
- 4.4 Use of Technology in physical Education

**Practical :** Any one of the following

- 1) A report on a biography of an Indian sport idol.
- 2) An interview of P.T Teacher from secondary Level.

- 3) A report on a Particular Game.
- 4) Making a short video on a particular game

### **References**

1. Bucher, C.A., (2010). Foundation of Physical Education (16th ed) New Delhi,:Tata McGraw-Hill.
2. Barrow, H.M. (1983). Man and Movement: Principles and Physical Education. Phi. Lea and Febiger
3. Bucher and Wuest. (1987). Foundations of Phy.Edu. & Sports. Missouri: C.V. Mosby co.
4. Ziegler, E.F. (2007). An introduction to Sports and Phy.Edu. Philosophy. Delhi: Sp. Education Tehno.
5. William, J.E. (1964). Principles of Physical Education:, .Com. Philadelphia: W.B.Sounders.
6. Kretchmar, R.S. (1994). Practical Philosophy of Sport. IL: Human Kinetics.
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8. Young, D.C. (2004)A brief History of Olympic Games. UK: Blackwell Publishing
9. Frank, A.M. (2003). Sports & Education. CA: ABC-CLIO.
10. Susan Capel, Susan Piotrowski. (2000) Issues in Physical Education. London: Routledge.

**Note- Any content from syllabus has not been omitted.**

**Other Subject Group In-charge & Subject Expert**

**(Prof. Suresh Isave)**

**(B.Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015)**  
**Syllabus for B.Ed. Course 205-26 of Savitribai Phule Pune University**

**Syllabus with limitations and scope decided in syllabus orientation workshop on B.Ed. 205-26 Yoga Education at Rareshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**B.Ed. 205-26: Additional Pedagogy Course Understanding Disciplines & School Subjects and Pedagogy of School Subjects -Yoga Education**

**Objectives:**

1. To provide information about yoga education
2. To make them aware about healthy habits and hygiene (food, personal and group).
3. To help children know correct postural habits of basic movements so as to avoid postural defects and physical deformities.
4. To understand the historical and philosophical basis of Yoga.
5. To understand the therapeutic aspects of Yoga.

**UNIT:1 Foundations of Yoga**

**(CREDIT: 1)**

**A. Introduction to yoga,**

- Introduction to Yoga. Meaning, Definition and Characteristics
- History of Yoga The relevance of Yoga today
- Need and Importance of Yoga
- Benefits of yoga, Misconceptions of yoga , **Role of Teacher to avoid these Misconceptions**

**B. Yoga Philosophy Four Steps of Life :Brahmacharya(Renunciation), Garahastha (Family Life) Vanaprasthya (Non-attachment), Sanyas (Asceticism)**

**C. The Astanga Yoga: **Yama - Don'ts, Niyama - Do's, Asana, Pranayama , Pratyahara - Dharana- Dhyana, Samadhi (only concept)****

**D. Branches of Yoga:**

**1.Karma Yoga 2.Raja Yoga 3.Jnana Yoga –concept, historical background, significance in today's life to Asanas , Pranayama & Meditation**

**UNIT:2 Introduction to Asana, Pranayam & Meditation**

**(CREDIT: 1)**

**A. Introduction to Asanas :Yoga and the Spine, Understanding the following asanas , Standing poses, Sitting Poses, Kneeling Poses, Supine Poses, Prone Poses and Arm Support Poses, Surya Namaskar**

**B. Pranayama: Breathing techniques:**

Aspects of Pranayama,

The Pranic koshas(anamaya, manomaya, Pranamaya, Vijnanamaya, anandmaya), General Considerations for pranayama (time, diet, Place, Breathing sequence, Sideeffects ) NadiShodhana -AnulomaViloma (alternate nostril breathing), Ujjayi, Sheetali, Sheetkari , Bhramari, Bhastrika, Kapalabhati (lung cleansing exercise

**Omkar –Need and Importance**

**Major Nadis: Ida,Pingala and sushumna**

**C. Meditation: Pratyahar, dharna, dhyana, Samadhi & Relaxation techniques**

**UNIT: 3- Yoga Therapy :**

**(CREDIT: 1)**

**3.1 Need and Principles of Therapeutic yoga:** Preventive yoga Practice principles, Alignment, Contraction versus Stretching of Muscles, Yoga Therapy for chronic and acute diseases and disorders

**3.2 Yogic concept of Lifestyle diseases:** The Five Kosha / Dimensions :Annamaya, anomaya, Pranamaya, Vigyanmaya, Anandmayakosha

**3.3 Mind Management :**Power of mind, Self discipline, Hatha Yoga and physical harmony, Raja Yoga and mental harmony

**UNIT: 4**

**(CREDIT: 1)**

4.1 Place of yoga in Secondary Education

4.2 Content Analysis of yoga

4.3 Relation of Yoga with education and other subjects.

4.4 Teaching methods for Yoga

a) Lecture

b) Group Discussion

c) Experiment

d) Discussion

**Practical**

**1) A report on an Interview of a yoga Teacher**

**2) A report on a visit to yoga center**

**3) A report of practice of yoga asanas for school students**

**4) A report of practice of pranayama for school students.**

**References**

□ Anspaugh, D. J. & Ezell (2000). *Teaching Today's Health*. Allyn& Bacon: USA

□ Bell R. (1998) *Simple Yoga Techniques*, Time Life Custom Publishing, U.S.A

□ Brown, F. Y. (2000). *How to use yoga* . Delhi: Sports Publication.

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□ Satyananda S. S (1984) *Yoga and Cardiovascular Management*, Bihar School of Yoga(second edition) by Yoga Publication Trust, Bihar India

- Shankar,G.(1998). *Holistic approach of yoga*. New Delhi:Aditya Publishers.
- Shekar,K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.
- Vivekananda R. (2005) *Practical Yoga Psychology*, by Yoga Publication Trust, Bihar, India

**Note- Any content from syllabus has not been omitted.**

**Other Subject Group In-charge & Subject Expert**

**(Prof. Suresh Isave)**

**(B.Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015)**  
**Syllabus for B.Ed. Course 205-28 of Savitribai Phule Pune University**

**Syllabus with limitations and scope decided in syllabus orientation workshop on B.Ed. 205-28 Value Education at Rareshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**B.Ed. 205-28: Additional Pedagogy Course Understanding Disciplines & School Subjects and Pedagogy of School Subjects -Value Education**

**Objectives:**

1. To understand the meaning and nature of Value Education.
2. To explain various types of values and social evils.
3. To understand the nature, scope objectives and methods of value education.
4. To develop the structure of value education.

**UNIT: 1 Value Education as a subject (CREDIT:1)**

- A) Meaning and nature of values, Value Education- its purpose and significance in the present world, Value System, the role of culture and civilization, Holistic living.
- B) Salient values for life- Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality- Time, Task and resource management- Problem solving and decision making skills- Interpersonal and Intra personal relationship- Team work- Positive and creative thinking.

**UNIT:2 Types of Values and Social Evils (CREDIT:1)**

- A) Types of Values-Personal, Social and National Values, Value Crisis.
- B) Study of Indian Values with special reference to Indian Constitution.
- C) Social Evils- Corruption, Cyber Crime, Terrorism,- Alcoholism, Drug Addiction- Dowry- Domestic violence- un touchability- female infanticide- atrocities against women- Role of Values through Education to face above problems.

**UNIT: 3 Nature, Place, objectives and methods of value education (CREDIT:1)**

- 3.1. Nature and scope of Values **as a subject**
- 3.2. Place of Values in School Curriculum.
- 3.3. Objectives of teaching Values in School Curriculum.
- 3.4. Relation of Values with education.
- 3.5. Methods of teaching Values.

-Lecture  
-Seminar  
-Discussion  
-Library Method

**UNIT: 4 Value Education- Structure, curriculum and content analysis (CREDIT:1)**

- 4.1. Structure of Values.
- 4.2. Curriculum and syllabus of Values.
- 4.3 Core element and values in National Policy of Education.
- 4.4. Content Analysis of Values.

Practical: Any one of the following

- 1) Writing a story to inculcate a particular Value.
- 2) Making a poster to inculcate a particular Value.
- 3) A report on Indian Values with reference to Indian constitution.
- 4) Analysis any unit from any school subject with reference to value .

**Note- Any content from syllabus has not been omitted.**

**Other Subject Group In-charge & Subject Expert**

**(Prof. Suresh Isave)**

**(B.Ed. Two Year Programme Choice Based Credit System Annual Pattern-2015)  
Syllabus for B.Ed. Course 205-20 of Savitribai Phule Pune University**

**Syllabus with limitations and scope decided in syllabus orientation workshop on B.Ed. 205-20 Psychology at Rareshwar Dongari Vikas Parishad's Adhyapak Mahavidhyalaya, Dhankawadi, Pune-43. On 14/07/2016.**

**B.Ed. 205-20: Additional Pedagogy Course Understanding Disciplines & School Subjects and Pedagogy of School Subjects –Psychology**

**Objectives:** To enable the student teacher to-

- 1) Familiarize with the definition and branches of psychology.
- 2) Understand the nature, scope and importance of the subject.
- 3) State the objectives of the subject.
- 4) Explain and use different approaches methods and techniques of teaching-learning of the subject.
- 5) Explain and understand the structure of subject.
- 6) Explain the concept and types of curriculum and syllabus.
- 7) Explain importance and use of core elements values and life skills.
- 8) Analyze the text book and content.
- 9) Analyze the various resources in the teaching- learning of the subject.
- 10) Understand the qualities of a good teacher
- 11) To analyze and evaluate the new trends of current issues in subject.

**Unit 1: Introduction To Psychology**

(Credit-1)

(A) Unit 1: Introduction To Psychology

1.1 Definitions of Psychology –\*(**Meaning, Definition & Concept of Psychology**)

1.2 Branches of Psychology:

- Cognitive Psychology \*(**Educational Implication**)
- Biological Psychology
- Developmental Psychology
- Social Psychology
- Environmental Psychology
- Health Psychology
- Clinical and Counseling Psychology
- Organizational Psychology
- Educational Psychology

1.3 Recent Perspectives of Psychology - Behaviouristic Perspective, Psychoanalytic Perspective, Biological Perspective, Humanistic Perspective.

\*(**Background, Characteristics, Contribution Application, Need, and Limitation**)

(B) Unit 1: Introduction To Psychology

1.4 Important Methods of Data Collection\* (**Need, Importance, Limitation**)

- Observational method
- Experimental method
- Co relational method
- Survey method
- Psychological Testing
- Case Study and

– Project method

**\*(Concept, Merits, Need, Importance, Limitations, and Examples)**

**Unit 2: Cognitive Psychology:**

(Credit 1)

(A)Unit 2: Cognitive Psychology

2.1 Attention and Perception – meaning, differences between attention and perception, principles of perception, illusion.

2.2 Memory and Forgetting – meaning, types of memory, factors affecting memory and forgetting.

(B)Unit 2: Cognitive Psychology:

2.3 Motivation – Nature, types, Maslow’s hierarchy of needs

2.4 Attitude – Definition and Attitude formation

2.5 Stress Management – Nature of stress and stress management techniques

2.6 Psychological Disorders and Therapies – Concept and classification of psychological disorders, types of therapies.

**Pedagogy Of School Subject: Psychology**

**Unit 3:- Nature Of The Subject Psychology**

(Credit-1)

(A)

3.1 Nature and scope of the Subject Psychology

3.2 Place of the Subject Psychology in the higher secondary school curriculum

3.3 Objectives of teaching the subject psychology at the higher secondary school level

3.4 Relation of the Subject Psychology with Natural Sciences (biological and development, Medical Science) and with Social Sciences (Philosophy, Economics, Political Science, Sociology, Mass communication, Law and Criminology) and other disciplines (Architecture, Engineering, Computer Science, Arts and Fine Arts)

3.5 Relation of the Subject Psychology with Education

3.6 Lecture cum discussion method

3.7 Seminar method

3.8 Experimental method

3.9 Observation method

3.10 Case study method

**Unit 4:- Analysis Of The Subject Psychology**

(Credit- 1)

(A)Unit 4:- Analysis of the Subject Psychology

4.1 Structure of the Subject Psychology

4.2 Curriculum and syllabus (Concept and types).

4.3 Core elements, values and life skills.

4.4 Analysis of the Text book/ Reference Book.

4.5 Content analysis.

(B):- Learning Resources for the Subject Psychology

4.6 Concept, need and importance of learning resources

4.7 Psychology laboratory

a) Importance of the laboratory in learning of the Subject Psychology

b) Planning, organizing and maintaining a laboratory of Psychology

4.8 Psychology tests and inventories – Importance and Types

4.9 Technology based learning resources.

4.10 Teacher of the Subject Psychology – Qualities and role

### **Mode Of Transaction**

- 1) Lecture
- 2) Discussion
- 3) Seminar
- 4) Experimental Method/Experiments
- 5) Poster presentation

### **Practical Work:-** (Any Two Of The Following)

- \_ Experiment (any 2)
- \_ Case study (any 1)
- \_ Interview of counselor/ psychologist/ experienced teacher of psychology (any 1)
- \_ Administration of a test (any 1)
- \_ Visit to a psychology lab and writing a report
- \_ Textbook analysis

### **Reference: Books:**

- \_ Breakwell G., Hammond S, Fife-Schaw, C. (1995). Research Methods in Psychology. London: SAGE Publication.
- \_ Bhatia, H. R. (2000). A textbook of Educational Psychology. India: Macmillan India Limited.
- \_ Dandapani, S. (2002). A Textbook of Advanced Educational Psychology. India: Amol Publications Private Ltd.
- \_ Dandekar, W. N., & Makhija, S. (2002). Psychological Foundations of Education (3rd ed.). India: Macmillan India Limited.
- \_ Fontana, D.(1995). Psychology for Teachers, Third Edition. London: The British Psychological Society, Mac Millan in Association with BPS Books.
- \_ Mohan, J. (1993). Educational Psychology. New Delhi: Wiley Eastern Limited.
- \_ Report of UGC review committee (2003). Psychology in the Indian University
- \_ Maharashtra State Board of Secondary and Higher Secondary Education:

### **Syllabi for std. XI and XII.**

- \_ Mangal, S.K. & Mangal, U. (2010). Learner, Learning and Cognition. India,Ludhiana:Tandon Publications.
- \_ Mangal, S.K. (2005). Advanced Educational Psychology. (2nd ed.). New Delhi, India: Prentice Hall of India Private Limited.
- \_ Nayak, A.K. & Rao, V.K. (2008).Educational Psychology. India: APH Publishing Corporation. New Delhi.

### **Websites:**

- \_ <http://www.examsadda.in/2015/01/free-download-ncert-text-books-class-12-science.html>
- \_ [http://ncertbooks.prashanthellina.com/class\\_11.Psychology.IntroductiontoPsychology/index.html](http://ncertbooks.prashanthellina.com/class_11.Psychology.IntroductiontoPsychology/index.html)
- \_ [http://ncertbooks.prashanthellina.com/class\\_12.Psychology.Psychology/index.html](http://ncertbooks.prashanthellina.com/class_12.Psychology.Psychology/index.html)
- \_ [http://ncertbooks.prashanthellina.com/class\\_12.Psychology.Manovigyan/index.html](http://ncertbooks.prashanthellina.com/class_12.Psychology.Manovigyan/index.html)
- \_ Manasshastra (General Psychology Marathi): Varte Nache Sashtra (THE SCIENCE OF BEHAVIOUR) -by Dr. Shobhana Abhyankar, Dr. Amruta Oke and Dr. Sheela Golwilkar

**Note- Any content from syllabus has not been omitted.**

**Non School Subject Group In-charge & Subject Expert  
(Dr. Atul Gaikwad)**