


**1.2.1.2: Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

Sr. No.	Course Code	Subject Name
<b>B.Ed. 1st Year</b>		
<b>A</b>	<b>BED106</b>	<b>Understanding disciplines and school subjects (Any two from the list)</b>
1		1) Marathi
2		2) Hindi
3		3) English
4		4) History
5		5) Geography
6		6) Science
7		7) Mathematics
8		8) Sanskrit
9		9) Urdu
10		10) ICT
11		11) Economics
<b>B</b>	<b>BED107</b>	<b>Pedagogy of School subjectss (Any two from the list)</b>
12		1) Marathi
13		2) Hindi
14		3) English
15		4) History
16		5) Geography
17		6) Science
18		7) Mathematics
19		8) Sanskrit
20		9) Urdu
21		10) ICT
22		11) Economics
<b>B.Ed. 2nd Year</b>		
<b>D</b>	<b>BED204</b>	<b>List of elective subjects for BED 204 (Any One)</b>
23		1) BED 204-01 Guidance and Counseling
24		2) BED 204 -02 Education for Human Rights and Peace Education
25		3) BED 204 -03 Women Education
26		4) BED 204 -04 Life Long Education
27		5) BED 204-06 Education for Sustainable Development and Environment Education
28		6) BED 204 -07 Disaster Management
29		7) BED 204 -08 Inclusive Education
30		8) BED 204- 09 Introduction to Educational Research
31		9) BED204 -10 Water, Air and Energy Education
<b>E</b>	<b>BED 205</b>	<b>Additional Pedagogy Course: Understanding disciplines (Any One)</b>
32		1) Marathi
33		2) Hindi
34		3) English
35		4) History
36		5) Geography
37		6) Science
38		7) Mathematics
39		8) Sanskrit
40		9) Urdu
41		10) ICT
42		11) Economics
43		12) German
44		13) French
45		14) Japanese
46		15) Physics

  
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47		16) Chemistry
48		17) Biology
49		18) Home Science
50		19) Commerce
51		20) Psychology
52		21) Philosophy
53		22) Sociology
54		23) Political Science
55		24) Logic
56		25) Physical Education
57		26) Physical Education
58		27) Music and Art Education
59		28) Value Education
<b>M.Ed. 2nd Year : Semester : III</b>		
<b>F</b>		<b>Common Core-(Any One)</b>
60	MED301	Early Childhood and Care Education and Elementary Education
61	MED302	Secondary & Higher Secondary
62	MED303	Higher Education
63		<b>Theme Based -(Any One)</b>
64	MED304	Curriculum, Pedagogy and Assessment
65	MED305	Educational Leadership
66	MED306	Inclusive Education
67	MED307	Educational Technology, Instructional design & e-Learning
<b>M.Ed. 2nd Year : Semester : IV</b>		
<b>H</b>		<b>Optional Courses(Any 3)</b>
68	MED401	Educational Management
69	MED402	Comparative Education
70	MED403	Education of Children with Special Needs
71	MED404	Guidance and Counseling
72	MED405	Testing, Measurement and Evaluation in Education
73	MED406	Advanced Educational Statistics

  
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# सावित्रीबाई फुले पुणे विद्यापीठ

(पूर्वीचे पुणे विद्यापीठ)

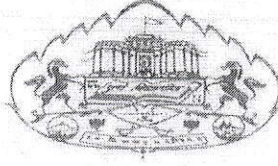
दूरध्वनी क्रमांक :

०२०-२५६९१२३३

२५६०१२५७

२५६०१२५८

२५६०१२५९



शैक्षणिक विभाग

गणेशखिंड, पुणे-४११ ००७

टेलिग्राफ : 'युनिपुणे'

फॅक्स : ०२०-२५६९१२३३

वेबसाइट : [www.unipune.ac.in](http://www.unipune.ac.in)

ई-मेल : [boards@pun.unipune.ac.in](mailto:boards@pun.unipune.ac.in)

दिनांक : २८/८/२०१५

संदर्भ क्र. : सीबीई/२०८

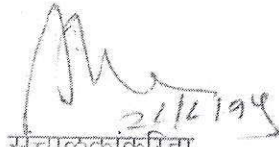
परिपत्रक क्र. २०३/२०१५


विषय:- शैक्षणिक वर्ष २०१५-१६ पासून बी.एड. (Annual & Credit System)  
(२ वर्षे) व एम. एड. (Semester & Choice based Credit System)  
(२ वर्षे) या पदव्या प्रस्थापित करण्यास मान्यता देणेबाबत.

विद्यापीठ अधिकार मंडळाने घेतलेल्या निर्णयानुसार कळविण्यात येते की, शिक्षणशास्त्र विद्याशाखेअंतर्गत शैक्षणिक वर्ष २०१५-१६ पासून बी.एड. (Annual & Credit System) (२ वर्षे) व एम. एड. (Semester & Choice based Credit System) (२ वर्षे) या अभ्यासक्रमाच्या आराखड्यास व अभ्यासक्रमास मान्यता देण्यात येत असून बी.एड. (२ वर्षे) व एम. एड. (२ वर्षे) या पदव्या प्रस्थापित करण्यास मान्यता देण्यात येत आहे.

सदर अभ्यासक्रम पुणे विद्यापीठाच्या [www.unipune.ac.in](http://www.unipune.ac.in) या संकेतस्थळावर Syllabi या शीर्षकाखाली उपलब्ध करण्यात आला आहे, याची सर्व संबंधितांनी नोंद घ्यावी.

मा. विभागप्रमुख, शिक्षणशास्त्र व विस्तार विभाग, सावित्रीबाई फुले पुणे विद्यापीठ, पुणे-७ व मा. प्राचार्य, सर्व शिक्षणशास्त्र महाविद्यालये यांना विनंती की, सदर परिपत्रकाचा आशय सर्व संबंधितांच्या निदर्शनास आणून दयावा.


  
संचालकांकरिता  
(म.वि.वि.म.)

  
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**SAVITRIBAI PHULE PUNE UNIVERSITY,  
PUNE  
(FORMERLY UNIVERSITY OF PUNE)**

**FACULTY OF EDUCATION**

**REVISED SYLLABUS FOR THE  
B.Ed. TWO YEAR PROGRAMME  
Choice Based Credit System  
Annual Pattern-2015**

  
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**B. Ed. SYLLABUS FRAMEWORK 2015**  
(Based on NCTE Regulations 2014)

**B.Ed. FIRST YEAR**

Course Code	Title of the Course	Credits	Hours	Marks (External +Internal)
<b>PERSPECTIVES OF EDUCATION – CORE COURSES</b>				
BED101	Childhood and Growing up	4	64	80+20
BED102	Contemporary Indian Education, Gender and Society	4	64	80+20
BED103	Learning and Teaching	4	64	80+20
BED104	Assessment and Evaluation for Learning	4	64	80+20
BED105	Advanced Pedagogy and Application of ICT	4	64	80+20
<b>SPECIALIZED COURSES- OPTIONAL COURSES</b>				
BED106	Understanding disciplines and school subjects (any two from the list No. 1)	4 (2+2)	64 (32+32)	40+10 40+10
BED107	Pedagogy of school subjects (any two from the list No. 2)	4 (2+2)	64 (32+32)	40+10 40+10
<b>PRACTICING FOR CONSTRUCTIVIST TEACHING LEARNING</b>				
BED108	<b>Teaching Competency I</b> (a)Micro Teaching (b)Integration Lessons and Simulation Lessons	2	32	50
BED109	<b>Teaching Competency II</b> (a) Technology based teaching (b) Team teaching (c)Lessons using Models of teaching	2	32	50
BED110	<b>Teaching Competency III</b> (a)Practice Lessons (b) Introduction to Internship	4	64	100
<b>ENHANCING PROFESSIONAL CAPACITIES</b>				
BED 111	A) Critical understanding of ICT – Practical B) Co curricular Activities and social service	2 (1+1)	32 (16+16)	50 (25+25)
BED 112	Health and Yoga	2	32	50
<b>TOTAL</b>		<b>40</b>	<b>640</b>	<b>1000</b>

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## B.Ed. SECOND YEAR

Course Code	Title of the Course	Credits	Hours	Marks (External +Internal)
<b>PERSPECTIVES OF EDUCATION – CORE COURSES</b>				
BED 201	Quality and Management of School Education	4	64	80 + 20
BED 202	Knowledge and curriculum, Language across curriculum	4	64	80 + 20
BED 203	School and Inclusive School	4	64	80 + 20
<b>SPECIALIZED COURSES- OPTIONAL COURSES</b>				
BED 204	Elective (any one from the list No. 3)	4	64	80 + 20
BED 205	Additional Pedagogy Course : 01 to 28 Understanding disciplines and Pedagogy of schoolsubject (any one from the list No. 4)	4 (2+2)	64 (32+32)	40 + 10  40 + 10
<b>PRACTICING FOR CONSTRUCTIVIST TEACHING LEARNING</b>				
BED 206	Teaching Competency IV: Practice Lessons	2	32	50
BED 207	Teaching Competency V: Internship	8	128	200
<b>ENHANCING PROFESSIONAL CAPACITIES</b>				
BED 208	Reading and Reflecting on Texts	2	32	50
BED 209	Understanding of Self	2	32	50
BED 210	Basics of Research	2	32	50
BED 211	Drama and Art in Education	2	32	50
BED 212	Open Course or Entrepreneurship Development	2	32	50
<b>TOTAL</b>		<b>40</b>	<b>640</b>	<b>1000</b>

## B.Ed. FIRST YEAR

- Courses **BED 101 to BED 105** are common for all student teachers.
- For course **BED 106 – Understanding disciplines and school subjects**, student teacher will select any two subjects from the following list. Out of these, two subjects one subject must be the subject in which admission is given.

### List No. 1: List of school subjects for BED 106


BED 106-01	Marathi	BED 106-07	Geography
BED 106-02	Hindi	BED 106-08	General Science
BED 106-03	English	BED 106-09	Mathematics
BED 106-04	Sanskrit	BED 106-10	Economics
BED 106-05	Urdu	BED 106-11	ICT
BED 106-06	History		

The scope of **BED 106 Understanding disciplines and School subject** is the syllabus of that subject up to the secondary level.

- For course **BED 107 – Pedagogy of School subjects** the student teacher will select two subjects from the following list. Student should select the same two subjects s/he has offered for course **BED 106**.

### List No. 2: List of school subjects for BED 107

BED 107-01	Marathi	BED 107-07	Geography
BED 107-02	Hindi	BED 107-08	General Science
BED 107-03	English	BED 107-09	Mathematics
BED 107-04	Sanskrit	BED 107-10	Economics
BED 107-05	Urdu	BED 107-11	ICT
BED 107-06	History		

  
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resources and resource persons. However a prior permission from the University of Pune will be necessary.

**Marks out of 50 shall be given for BED 111**

**BED 112: Health and Yoga (2 credits) – 50 marks**

For this programme at least two periods per week will be assigned in the college time table. In these periods some physical exercises, games, special programmes on yoga and suryanamaskar, sports activities, lectures on physical and mental health, awareness lectures, etc will be organized for the student teachers under the guidance of the teacher educator. Student teacher should maintain a report of the activities.

**Marks calculated out of 50 are to be given for the same.**

**B.Ed. SECOND YEAR**

- Course **BED 201 to BED 203** are common for all.

**BED 204:** Student teacher will select **any one** course from the given list under course **BED 204** as Elective subject.

**List No. 3 : List of elective subjects for BED 204**

BED 204-01 Guidance and Counseling
BED 204 -02 Education for Human Rights and Peace Education
BED 204 -03 Women Education
BED 204 -04 Life Long Education
BED 204-05 Population Education and Family Life Education
BED 204-06 Education for Sustainable Development and Environment Education
BED 204 -07 Disaster Management
BED 204 -08 Inclusive Education
BED 204- 09 Introduction to Educational Research
BED204 -10 Water, Air and Energy Education

- **Course BED 205 Additional Pedagogy Course: Understanding disciplines**

▪

- **and Pedagogy of School subject.**

Student teacher has to select any one from the following list excluding the subjects selected as BED 106 and BED 107.

**List No. 4: List of school subjects for BED 205**

BED 205-01	Marathi	BED 205-15	Physics
BED 205-02	Hindi	BED 205-16	Chemistry
BED 205-03	English	BED 205-17	Biology
BED 205-04	Sanskrit	BED 205-18	Home Science
BED 205-05	Urdu	BED 205-19	Commerce

BED 205-06	History	BED 205-20	Psychology
BED 205-07	Geography	BED 205-21	Philosophy
BED 205-08	General Science	BED 205-22	Sociology
BED 205-09	Mathematics	BED 205-23	Political Science
BED 205-10	Economics	BED 205-24	Logic
BED 205-11	ICT	BED 205-25	Physical Education
BED 205-12	German	BED 205-26	Yoga Education
BED 205-13	French	BED 205-27	Music and Art Education
BED 205-14	Japanese	BED 205-28	Value Education

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

• **Course BED 206: Teaching Competencies IV:**

**Practice Lessons : 2 credits (50 marks)**

Each student teacher will conduct 6 classroom lessons as far as possible equally distributed in the three subjects selected under Course BED 107 and Course BED 205. These lessons shall be engaged preferably at upper primary, secondary and higher secondary level.

**Marks are calculated out of 50.**

• **Course BED 207: Teaching Competencies IV:**

**Internship: 8 credits (16 weeks) 200 marks**

It is expected that student teachers are exposed to a variety of approaches for teaching, observation of children in multiple socio-cultural environment and involve themselves in reflective thinking. It is also expected that student teachers engage themselves in CCE through planning of formative and summative evaluation. The activities should be planned in such a way so as to facilitate mentoring, supervising and assessing the student teachers mutually by the teacher educators and school teachers.

**Objectives of the Internship:-** To enable the student teacher :-

- to develop lesson plans and conduct lessons.
- to develop a plan of evaluation for the unit taught.
- to know the various types of records are prepared and maintained in the school.
- to organize co-curricular and extracurricular activities in the school.
- to observe, give feedback and reflect on the lessons given by peers.
- to get a feel of total experience of teaching in the school.

**In the Internship the student teacher will complete the following activities:**

**(a) Lessons (6 lessons) : 3 credits (75 marks)**

The student teacher will select one unit from the school subject in consultation with the school teacher and faculty. S/he will prepare the lesson plan for that unit. S/he will teach that unit for at least three periods under the guidance and observation of the school teacher /teacher educator. The same shall be repeated for other school subject. **These lessons shall be engaged preferably at upper primary, secondary or higher secondary level.**

## **FACULTY OF EDUCATION**

### **Master of Education (M.Ed.) (Two Year) Program Semester & Choice Based Credit Based Program**

**R.1** Any person who has taken the degree of Bachelor of Education of this University or a degree of any other University recognized as equivalent (B.Ed., B.A.B.Ed., B.Sc.B.Ed., B.El.Ed., .B.Ed (Physical Education), B.Ed (Special Education), D.El.Ed., with an undergraduate degree should have obtained at least 50% marks or equivalent grade, there to may be admitted to the examination for the degree of Master of Education after having fulfilled the requirements as mentioned in R.2 and R.3.

Reservation and relaxation for SC/ST/ VJNT/ OBC/PWD and other applicable categories shall be as per the rules of the Central/ State Government whichever is applicable.

The medium of instruction of this program is either English or Marathi. The candidate appearing for M.Ed. Examination will have the option of answering all courses either in English or in Marathi provided that the option is exercised course wise only and not section wise or question wise.

#### **R 1.1 General Objectives of the Program**

After successfully undergoing this program students will be able to:

- i. understand the socio-economic-cultural and academic background of students of the B.Ed. program.
- ii. master the methods and techniques for developing competencies, commitment and performance skills essential in the teaching profession.
- iii. explain the nature of issues and problems faced by the State system of education and suggest some innovative remedies to solve them.
- iv. appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country, and the ways to equip would be secondary teachers for the same.
- v. understand in the light of recent global developments, the new thrusts in education and the ways to inculcate intellectual, emotional and performance skills among secondary would be secondary teachers teaching the "Global citizens of tomorrow".
- vi. imbibe in would be secondary teachers the attitudes and skills required of 'life-long learners' on the 'ICT influenced world of today and tomorrow'.
- vii. acquire the skills required of a 'consumer' and 'practitioner' of educational research and innovation.

**TWO YEAR M.ED PROGRAM**  
**R.6 CURRICULUM ORGANISATION BASED ON THE PROPOSED FRAMEWORK**

Semester	Course Code	Title of the course	Credit	Hours	Marks
<b>FIRST YEAR</b>					
<b>I</b>					
Theory Course	MED 101	Psychology of Learning and Development	4	64	100
	MED 102	History and political Economy of Education	4	64	100
	MED 103	Educational studies	4	64	100
	MED 104	Introduction to research method	4	64	100
Practical Course	MED105	Communication & Yoga Education	2	32	50
<b>II</b>					
Theory Course	MED 201	Philosophy of Education	4	64	100
	MED 202	Sociology of Education	4	64	100
	MED 203	Curriculum Studies	4	64	100
	MED 204	Pre- Service and In-service Teacher Education	4	64	100
Practical Course	MED 205	Dissertation - Part I (Proposal and Review)	2	32	50
	MED 206	Internship in TEI (Teacher Education Institute)	4	64	100
<b>SECOND YEAR</b>					
<b>III</b>					
Theory Course	MED301	<b>Common Core-(Any One)</b> Early Childhood and Care Education and Elementary Education	4	64	100
	MED 302	Secondary & Higher Secondary			
	MED303	Higher Education			
Theory Course	MED 304	<b>Theme Based -(Any One)</b> Curriculum, Pedagogy and Assessment	4	64	100
	MED 305	Educational Leadership			
	MED 306	Inclusive Education			
	MED 307	Educational Technology, Instructional design & e-Learning			
Theory Course	MED 308	Advanced Research Methodology & Inferential Statistics	4	64	100
	MED 309	Perspective, Research and Issues in Teacher Education	4	64	100
Practical Course	MED 310	Internship (Secondary / Higher Secondary)	4	64	100
	MED 311	Dissertation - Part II (Tool and Data Analysis )	2	32	50
	MED 312	Open Course	2	32	50
<b>IV</b>					
Theory Course	MED 401	<b>Optional Courses(Any 3)</b> Educational Management	12	192	
	MED 402	Comparative Education			
	MED 403	Education of Children with Special Needs			
	MED 404	Guidance and Counseling			
	MED 405	Testing, Measurement and Evaluation in Education			
	MED 406	Advanced Educational Statistics			

Practical Course	MED 407	Dissertation - Part III(Report Writing and Viva-voce)	4	64	100
			<b>80</b>	<b>1280</b>	<b>2000</b>

### SEMESTER – I

#### MED 101 Psychology of Learning and Development

##### Objectives of the Course:

To enable students:

- (i) to develop understanding of the psychological basis of Education.
- (ii) to develop the understanding of the theories of development and personality.
- (iii) to understand the changing concept of Intelligence and creativity and its application.
- (iv) to understand the models of Teaching and their utility in the Teaching learning process.
- (v) to understand the Theories of learning and their utility in the Teaching learning process.

#### Unit – I Introduction to psychological Basis of Education


(Credit 1)

- 1.1 Methods of study in psychology-Introspection/ self-reporting, observation, survey. Case study, Interview, Testing, Experimental.
- 1.2 Major school and their contribution of psychology – structuralism, associationism, Behaviorism, Gestalt, psycho-analytic, Humanistic and Cognitive.
- 1.3 Contribution of these schools to education.

#### Unit – II Development & Personality

(Credit 1)

- 2.1 Development – Concept, stages, Factors influencing development – genetic, Biological, Environment and physical.
- 2.2 Theories of development
  - Piaget's cognitive development.
  - Freud's psycho-sexual development.
  - Erikson's psycho-social development.
  - Having Hurst's developmental tasks.
  - Kohlberg's moral development.
  - Gessel's maturation theory
- 2.3 Cognitive development – Concept and development of thinking and problem solving.
- 2.4 Affective development – Concept and development of attitude, interest and values.
- 2.5 Psychomotor development – development of skills, objectives, task-analysis, practice, feedback.
- 2.6 Theories of personality
  - Trait (All port, Cattell).
  - Type.
  - Humanistic (Carl Rogers).
  - Indian Concept of Personality development.
- 2.7 Self Concept – Meaning and development.

  
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