

Academic Year 2017-2022

COURSE LEARNING OBJECTIVES FOR THE B. ED. PROGRAMME

FIRST SEMESTER

CORE COURSE 1 (CC 1) – CHILDHOOD AND GROWING UP

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CORE COURSE 1 (CC 1) – CHILDHOOD AND GROWING UP

Course Objectives (as per the University syllabus)
1. To develop an understanding of the Principles of development.
2. To develop an understanding of the concept of development within a pluralistic society.
3. To develop an appreciation of the child development in socio- cultural context.
4. To apply the knowledge of the methods and approaches of child development.
5. To examine the theoretical perspectives of child development.
6. To analyze the Issues and Implications of changing family structure and parenting on growing up in a pluralistic society.
7. To develop an understanding of looking at one's own self, feeling and emotion.
8. To reflect on how we relate to the world through emotions.

MODULE 1: PROCESS OF HUMAN DEVELOPMENT		ACTIVITIES
Unit 1	Growth and Development of a Child	Think-Pair-Share, Group Discussion
CLO1	Describes the meaning of development and growth.	
CLO2	Differentiates between growth and development	
CLO3	Elucidates the growth and development stages shown during early childhood, later childhood, and adolescence.	
CLO4	Summarizes the part that school plays in a child's development and progress.	
Unit 2	Developmental Process	Think-Pair-Share
CLO5	Demonstrates the development and genetic background.	
CLO6	Describes the development trends	
CLO7	Explains the principles of development and education.	
Unit 3	Context of Development	Think-Pair-Share, Group Discussion
CLO8	Explains child development as a multifaceted concept in a pluralistic society.	
CLO9	Show how different parenting philosophies affect a child's development.	

CLO10	Describe the way poverty and caste interact with child development in a sociocultural context.	
CLO11	Explains how gender and tribal communities interact with child development in a sociocultural context.	
MODULE 2: PERSPECTIVES OF HUMAN DEVELOPMENT		
Unit 4	Methods and Approaches of Studying Human Development	Think-Pair-Share, Group Discussion
CLO12	Explains the observation method used for studying child development	
CLO13	Describes how the clinical approach is a useful tool for examining child development.	
CLO14	Explains cross-sectional and cross-cultural methods to child development with appropriate examples.	
CLO15	Expounds longitudinal approaches to child development.	
CLO16	Analyzes the benefits and drawbacks of cross-cultural and cross-sectional approaches.	
Unit 5	Theoretical Perspectives	Jigsaw group work
CLO17	Explains Piaget's theory of cognitive development	
CLO18	Describes Kohlberg's Theory of Moral Development in detail	
CLO19	Elaborates the Erik Erikson-described stage of psycho-social development.	
CLO20	Explains Urin Bronfenbrenner's ecological system theory	
Unit 6	Self and Emotions	Think- Pair-Share
CLO21	Describes the formation of self	
CLO22	Explains self-concept, self-esteem, self-efficacy	
CLO23	Elucidates Goleman's Theory of Emotional Intelligence	
CLO24	Expounds Identity crisis as given in Marcian Theory	

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CORE COURSE 2 (CC2) – KNOWLEDGE AND CURRICULUM

Course Objectives (as per the University syllabus)
1. To understand the importance of knowledge and the types of knowledge
2. To understand the concept of education and its characteristics
3. To understand the importance of knowledge
4. To distinguish between the various aspects of knowledge and education
5. To understand the importance of activity, discovery and dialogue method
6. To explain the activity method as given by Gandhiji
7. To explain the concept and types of curriculum
8. To understand the importance of curriculum development
9. To explain the curriculum implementation and evaluation

MODULE 1: PERSPECTIVES OF EDUCATION		ACTIVITIES
Unit 1	Perspectives of Knowledge	Think-Pair-Share
CLO1	Explains the importance of knowledge and the types of knowledge	
CLO2	Describes the concept of education and its characteristics	
CLO3	Narrates the importance of knowledge	
CLO4	Distinguishes between the various aspects of knowledge and education	
Unit 2	Basis of Modern Child-Centered Education	Seminar
CLO5	Expresses the importance of activity method	
CLO6	Explains the activity method as given by Gandhiji	
CLO7	Demonstrates the activity method as given by John Dewey	
CLO8	Discovers the importance of discovery method	
CLO9	Explains the activity method as given by Paulo Freire	
CLO10	Gives examples all the modern child centered education	
Unit 3	Social and Cultural Context	Scenario based learning, Case studies
CLO11	Explains the changes in education in the cultural context	
CLO12	Compares the changes in education in the social context and cultural context	
CLO13	Explains the changes in education due to industrialization, democracy and individual autonomy	
CLO14	Describes education in relation to equity, equality and social justice	
CLO15	Explains the interrelationship of education	
CLO16	Illustrates the interrelationship of education with reference to Nationalism	
CLO19	Explains the interrelationship of education with reference to Secularism	
CLO20	Describes education in relation to equity, equality and social justice based on Dr. B.R. Ambedkar's thoughts	
CLO21	States the social and cultural context in Education	
MODULE 2: DEVELOPMENT OF CURRICULUM AND ITS RELATION TO EDUCATION		
Unit 4	Curriculum – Concept Types and Determinants	Think-Pair-Share
CLO22	Explains the importance of curriculum	
CLO23	Describes the meaning and concept of curriculum and the relationship between it.	
CLO24	Explains the determinants of curriculum	
CLO25	Elaborates the types of Curriculum	
Unit 5	Curriculum Development	Panel Discussion Experiential Learning
CLO26	Illustrates the principles of curriculum development	
CLO27	Explains the participatory approach to curriculum development	

CLO28	Explains the Process of curriculum development	
CLO29	Formulates aims and objectives Marks out Criteria for selecting knowledge and representing knowledge in the form of different subjects. Participates in the Selection and organization of learning situations	
Unit 6	Curriculum Implementation and Evaluation	Seminar
CLO30	Elucidates role of a teacher in generating dynamic curricular experiences	
CLO31	Explains the need and evaluation of effective curriculum construction with reference to existing	
CLO32	Explains the Role of MHRD and NCERT in curriculum reform	
CLO33	Describes the teachers' role in generating dynamic curricular experiences through flexible interpretation of curricular aims Explains the teachers' role in generating dynamic curricular experiences through contextualization of learning	
CLO34	Explains the teachers' role in generating dynamic curricular experiences	
CLO35	Analyzes the teachers' role in generating dynamic curricular experiences.	

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INTERDISCIPLINARY COURSE 1 (IC1) – GENDER, SCHOOL & SOCIETY

Course Objectives (as per the University syllabus)
1. To acquaint the student teachers with the concept of gendered roles in society and their challenges.
2. To develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
3. To understand the influence of social institutions (family, caste, class, religion, region,) on inclusion and gender identity
4. To examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging inclusion and gender inequalities /reinforcing gender parity.
5. To develop an understanding about policies, plans and schemes of the government for addressing all forms of disparities, inequalities and their inclusion in the society
6. To critically appraise the role of media in reinforcing inclusion and gender roles in the popular culture and at school.
7. To appreciate the role of NGOs and Government organizations in sensitizing society towards inclusion and gender parity

MODULE 1: GENDER AND SOCIALIZATION		ACTIVITIES
Unit 1	Gender: Concept and Perspectives	Brainstorming, Think pair share Role Play
CLO 1	Explains the concept and characteristics of gender.	
CLO 2	Analyzes critically the various gender related concepts in society.	
CLO 3	Expounds the concept of patriarchy and its impact on women.	
CLO 4	Elaborates the concepts of gender equality and gender equity.	
CLO 5	Differentiates the gender specific roles from the sociological perspective.	
CLO 6	Examines gender specific roles from the psychological perspective.	
Unit 2	Social Construction of Gender Identity	Group Discussion
CLO 7	Justifies the influence of social institutions on gender identity.	
CLO 8	Illustrates the role of media and popular culture in Influencing gender identity.	
CLO 9	Describes the issue of gender bias in health and nutrition.	
CLO 10	Explains the issue of gender bias in education and employment.	
CLO 11	Elucidates gender stereotyping in society.	
Unit 3	Gender Issues and Provisions	Seminar
CLO 12	Analyses gender related issues in society such as the dowry system.	
CLO 13	Elucidates the issue of work place discrimination in society.	
CLO 14	Analyzes issues such as sexual abuse and cyber bullying.	
CLO 15	Explains the National Policy for Empowerment of Women.	
MODULE 2: GENDER: EDUCATION AND EMPOWERMENT		
Unit 4	Gender Challenges and Education	Seminar
CLO 16	Analyzes the role of schools, peers and teachers with respect to gender challenges in education.	
CLO17	Explains the role of curriculum in addressing gender challenges.	
CLO 18	Elucidates the role of textbooks in addressing gender challenges.	
CLO 19	Explains the construct of gender in national curriculum framework.	
CLO 20	Elaborates the contributions of contemporary urban and rural women role models in India.	

Unit 5	Gender Jurisprudences in Indian Context	Jigsaw Group Work
CLO 21	Narrates the features of the Prenatal Diagnostic Technique Act, 1994.	
CLO 22	Elaborates the Domestic Violence Act, 2005.	
CLO 23	Critically examines Protection from Sexual Offences (POCSO) Act, 2012 in dealing with cases of child sexual abuse.	
Unit 6	Strategies for Gender Empowerment	Seminar
CLO 24	Explains the role of NGOs in fostering gender equity.	
CLO 25	Elaborates the role of women's action groups in promoting gender equity.	
CLO 26	Analyzes the role of U.N Entity, Equality and Empowerment of Women in supporting gender empowerment.	
CLO 27	Explains the Millennium Development Goal for promoting gender equality and empowerment.	

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ABILITY COURSE (AB1) – CRITICAL UNDERSTANDING OF ICT

Course Objectives (as per the University syllabus)
1. To develop an understanding of the concept of ICT
2. To practice safe and ethical ways of using ICT.
3. To use ICT in Teaching Learning, Administration, Evaluation and Research.
4. To design, develop and use ICT based learning resources.
5. To develop an understanding of the concept of Open Education Resources and Creative Commons in education.
6. To evaluate ICT based learning resources.
7. To adopt mobile learning, open learning and social learning in the classroom.

MODULE 1: ICT IN EDUCATION AND ITS IMPLICATIONS		ACTIVITIES
Unit 1	Understanding of ICT in Education	Think-Pair-Share
CLO1	States the meaning of Information and Communication Technology	
CLO2	Explains the importance of Information and Communication Technology	
CLO3	Analyzes the Role of teacher in ICT enabled education -Administrator, Facilitator and Evaluator	
CLO4	Enumerates the Legal and ethical issues in the use of ICT - Hacking, Violating of copyright, Plagiarism	

Unit 2	Designing Technology Integrated Learning Experiences	Project based learning
CLO5	Prepares an ADDIE model Instructional Design based on School	
CLO6	Develops Learning Resources on a topic using ICT tools (Script writing and Story board)	
CLO7	Evaluates it by using rubrics	
CLO8	Explains Learning Management System (LMS) – Concept, Features and Applications	
MODULE 2: TEACHER AND ICT ENABLED ADMINISTRATION, EVALUATION AND RESEARCH		
Unit 3	Emerging Trends in E-learning	Case studies
CLO9	Explains Mobile learning – Concept, Features	
CLO10	States the use of any ONE Mobile application for teaching and learning	
CLO11	Elucidates Concept, Use of web2.0 tools for learning (Social networking site, Blog, Chat, Video conferencing, Discussion forum)	
CLO12	Explains the Open Educational Resources, Creative Common, Massive Open Online Courses (MOOCs) in educational process	
Unit 4	Use of ICT in Evaluation, Administration and Research	Project based learning
CLO13	Explains about e Portfolio – Concept and Development	
CLO14	Finds out different types of ICT for Research- Online Repositories & Online Libraries	
CLO15	Elaborates Online assessment tools (Online Survey tools or Test generators)	
CLO16	Explains Offline assessment tools	
MODULE 3: SUGGESTED TASKS/ ASSIGNMENT ACTIVITIES		
CL017	Prepares Computer Assisted Instructions	
CLO18	Makes and present E- Newsletter of a topic concerning ICT	
CLO19	Prepares the Online resources, upload in OER and initiate discussion	
CLO20	Writes a report on Management Information System	

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AUDIT COURSE 1 (AC1) – DRAMA AND ART IN EDUCATION

Course Objectives (as per the University of Mumbai Syllabus)
1. To have a practical experience with drama and art.
2. To be acquainted with the concepts thus enhancing their understanding of drama and art.
3. To be acquainted with aspects of theatre management.
4. To integrate drama and art in the school curriculum.
5. To develop their aesthetic sensibilities.
6. To elucidate the role of drama and art in self- realization of learners.
7. To sensitize learners on the use of drama and art for special learners.
8. To highlight the use of drama and art in creative expression.
9. To perceive the social and environmental issues through drama and art.
10. To develop understanding of the local culture through drama and art.
11. To widen the understanding of learners by integrating global culture.

MODULE 1: UNDERSTANDING DRAMA AND ART IN EDUCATION		ACTIVITIES
Unit 1	Introduction to Concepts of Drama and Art	Roleplay
CLO1	Elaborate on the forms of Drama & Art	
CLO2	Identify the different elements of drama and art	
CLO3	Display stagecraft in a classroom setting	
Unit 2	Application of Drama and Art in Academics	Roleplay, Project based learning
CLO4	Justify the different functions of Drama	
CLO5	Suggest ways in which drama can be integrated into different school subjects	
CLO6	Collaborate with peers to script and present a drama	
CLO7	Presents a play in which all elements of drama is incorporate	
MODULE 2: DRAMA AND ART AS A MEDIUM FOR COMMUNICATION AND SOCIAL CHANGE		
Unit 3	Drama and Art for Pedagogy	Group discussion, Project based learning
CLO8	Details the importance of self-realization	
CLO9	Analyses the different needs of children with special needs	
CLO10	Suggests ways in which art can be creatively used in the classroom.	
CLO11	Plan a lesson using art creatively	
CLO12	Appreciate the expositive technique of storytelling for teaching	

Unit 4	Drama and Art for Social Intervention	Group Discussion
CLO13	Explains monument of India and present its architectural significance	
CLO14	Illustrates the cuisine and local art and craft of any one state in India	
CLO15	Describes how global cultures are related to each other	
CLO16	Elaborates how a single food grain finds expression in cuisine through out India	
MODULE 3: SUGGESTED TASKS/ ASSIGNMENT ACTIVITIES		
CLO17	Organizes with peers to create a script of any chosen author's story or play	
CLO18	Makes a play based on the script created in CLO18 by exhibiting diverse use of stagecraft and props etc.	
CLO19	Selects a state in India and present the culture of that state through the food, songs, dance, dress, festivals etc. in the form	
	of a class exhibition	
CLO20	Visits a museum or a monument of significance and report about its architectural significance.	

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AUDIT COURSE 1 (AC1) – UNDERSTANDING THE SELF

Course Objectives (as per the University of Mumbai Syllabus)	
1.	To develop holistic and integrated understanding about themselves.
2.	To identify their potential and challenges.
3.	To undertake self-reflection
4.	To maintain peace and harmony within themselves.
5.	To manage conflict effectively.

MODULE 1: THE WORLD WITHIN THE SELF		ACTIVITIES
Unit 1	Explaining the Self	Group discussion
CLO1	Explores the self (potential of self, fears, aspirations)	
CLO2	Analyses Self identity	
CLO3	Describes Teacher as a reflective practitioner	
CLO4	Explains the self (potential of self, fears, aspirations)	
Unit 2	The Evolving Self	Think-Pair-Share
CLO5	Reflects on personal self esteem and self image.	
CLO6	Operates on strategies for a healthy self esteem and self image.	
CLO7	Explains the concepts of resilience, mindfulness and emotional regulation.	
CLO8	Practices strategies to enhance resilience and emotional regulation and cultivate mindfulness.	
MODULE 2: SELF AND THE WORLD		
Unit 3	The Emerging Self	Roleplay
CLO 9	Explains about Stereotypes	
CLO10	Expounds about Stereotypes – Gender	
CLO11	Elucidates about Stereotypes – Class, Caste, Race and Region	
CLO12	Describes about Stereotypes – Language, Religion and Disability	
Unit 4	The Caring Self	Case studies
CLO 13	Understand the importance of Self Compassion	
CLO14	Explains the importance of Spirituality	
CLO15	Critically evaluates the Value System.	

MODULE 3: SUGGESTED TASKS/ ASSIGNMENT		
ACTIVITIES		
CLO 16	Write a reflection about your journey as a student-teacher. Identify areas where you think you need to improve and elucidate how you intend bringing improvement in yourself in these areas	
CLO 17	Present a narrative on “The Journey So Far major insights/takeaways, the applications of these to your life, the breakthroughs achieved, and action plans for the future. Students may choose any media for presentation (writing /drawing/oral presentation/multimedia presentation/dramatization.)	
CLO 18	Interview at least ten students (Class VIII to XII) to identify the prejudices they harbour. Find the reasons for the same. (You may solicit information through a structured tool). Plan activities to facilitate elimination of prejudices among Students.	
CLO 19	“Self –affirmation is important for nurturing the Personal self”. Prepare a one page flyer about how you see yourself (you can use pictures, sketches, colours, graphical representations etc) or alternatively write an autobiography of 1000 words about yourself.	
CLO 20	Based on the experiences you have during this course, write an 800-1000 words essay on 'Where I was---Where I am---where I wish to be'	

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**COURSE LEARNING OBJECTIVES FOR THE B. ED. PROGRAMME
Batch of 2019-20**

SECOND SEMESTER

CORE COURSE 3 – LEARNING AND TEACHING

Course Objectives (as per the University of Mumbai Syllabus)
1. To develop an understanding the concept of Learning.
2. To analyze the factors affecting Learning.
3. To analyze various theories of Learning.
4. To apply the Cognitive Perspectives of learning in the learning process.
5. To apply Constructivist perspectives of learning in the learning process.

MODULE 1: UNDERSTANDING LEARNING		ACTIVITIES
Unit 1	Concept of Learning	Brainstorming, Group discussion, Think-pair share, Seminar
CLO1	Describes the meaning of learning and Teaching	
CLO2	Explains the Process of leaning	
CLO3	Describes attention as a factor affecting Learning	
CLO4	Describes motivation as a factor affecting Learning	
CLO5	Elaborates Maslow’s Theory of Hierarchy of Needs	
CLO6	Recognizes and Organizes the needs of student instructors using Maslow's Hierarchy of Needs	
CLO7	Examines the Learning Styles as given by Kolb’s Classification	
CLO8	Illustrates Multiple Intelligences among the students	
Unit 2	Theories of Learning (Principles & Educational Implications)	Scenario based learning
CLO9	Differentiate between Classical & Operant Conditioning	
CLO10	Elaborates the discovery model of Learning given by Bruner	
CLO11	Prepare a lesson plan based on Advance organizer model given by Ausubel	
CLO12	Explains the modelling theory of Bandura	
CLO13	Describes the major contributions of Vygotsky	

Unit 3	Expanding Horizons of Learning	Think-Pair-Share
CLO14	Differentiate between Low-Road or Substantive Transfer & High Road or Procedural Transfer	
CLO15	Suggests ways to promote transfer	
CLO16	Elaborates characteristics of Group Dynamics	
CLO17	Prepares Sociogram of any selected standard	
CLO18	Examines Phases of group development by Bruce Tuckman's Revised Model for Group Development	
CLO19	States the role of teacher in group development	
MODULE 2: TEACHING: THE ACT AND THE PROFESSION		
Unit 4	Teaching for All	Case studies
CLO20	Defines the educational needs of differently abled learners who have learning disabilities	
CLO21	Examines the characteristics of Learners with Hyperactivity & Attention Disorders	
CLO22	Prepares learning strategies for Gifted Learners	
CLO23	Differentiated Instruction: Concept, Characteristics / Key Features & Strategies	
CLO24	Elaborates the Multi-Cultural Education	
CLO25	Explains James Bank's Five Dimensions of MCE	
CLO26	Describes the implications of MCE in the Indian Context	
CLO27	Prepares a lesson plan based on Multi-Cultural Education	
Unit 5	Teaching for Effective Learning	Seminar
CLO28	Describes meaning & educational Implications Reflective Thinking	
CLO29	Describes meaning & educational Implications Critical Thinking	
CLO30	Differentiates between Critical thinking and Reflective Thinking	
CLO31	Elaborates the process of Creativity	
CLO32	Explains the meaning and process of Problem Solving	
CLO33	Suggest ways to promote Problem Solving among secondary students	
CLO34	Describes the Components of meta-cognition	
CLO35	Suggests strategies to develop meta-cognition	
Unit 6	Teaching as a Profession	Group Discussion
CLO 36	Explains the principles of professionalism in Teaching	
CLO37	States the importance of Academic Freedom	
CLO38	States the evolving roles of teacher as an instructional expert and manager	
CLO39	Describes the evolving roles of teacher as counsellor and practitioner-researcher	
CLO40	Examines 'Prevention' as the professional competencies for classroom management	
CLO41	Describes various rules of schools and consequences of stopping misbehaviour as a part of Intervention	
CLO42	Suggests various professional competencies for Remediation	

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ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT: COMMERCE

Course Objectives (as in University syllabus)
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To develop an understanding of the meaning and nature of Commerce Education
4. To develop an understanding of the aims and objectives in the teaching of Commerce
5. To integrate values in the teaching of Commerce
6. To implement the various methods of teaching Commerce in the classroom
7. To demonstrate an ability to raise learners' interest
8. To develop an insight about role, challenges and professional development of a Commerce teacher
9. To keep abreast of the current trends in the teaching of Commerce.

MODULE 1:		ACTIVITIES
Unit 1	Basics of Academic Disciplines	Think-Pair-Share
CLO1	Describes the characteristics of academic disciplines	
CLO2	Classify disciplines on basis of Becher Biglan Classification	
CLO3	Critically examines the place of Social Sciences in the school curriculum	
CLO4	Appreciates the importance of Social Sciences in the school curriculum	
Unit 2	Understanding Commerce Education and Curriculum	Seminar
CLO5	Examines the meaning and nature of Commerce education	
CLO6	Elaborates the aims and objectives of teaching Commerce at Higher Secondary Level as per NCF 2005	
CLO7	Explains the values of teaching Commerce - global citizenship, practical, social, cultural, and vocational	
CLO8	Elaborates objectives of teaching Commerce at Higher Secondary levels	
CLO9	Explains the value in teaching Commerce	
CLO10	Plans activities to inculcate values through Commerce	
Unit 3	Essentials of Teaching Commerce and Curriculum Transaction	Seminar,
CLO11	Explains Maxims of Teaching Commerce	
CLO12	Illustrates the Maxims of Teaching Commerce	
CLO13	Understands the Importance of Correlation in Commerce Education	

CLO14	Describes Correlation in Commerce Education	
CLO15	Enumerates the Principles of Commerce teaching	
CLO16	Describes the Principles of Commerce teaching	
CLO17	Explains the significance of Correlation in commerce	
CLO18	Elaborates the importance of Maxims of teaching Commerce	
CLO19	Explains the importance of Principles of teaching Commerce	
MODULE 2:		
Unit 4	Learning Resources	Seminar, Group Discussion, Project based learning
CLO19	Understands the importance of Commerce Club, the organization and activities.	
CLO20	Elaborates the importance of Field visit, the objectives and organization of the same as an essential in curriculum transaction	
CL021	Critically evaluates a Commerce Textbook and understand the characteristics of the same.	
CLO22	Understands the us of ICT in teaching of Commerce, use thevarious tools in making learning of Commerce easy	
Unit 5	Method of Teaching (meaning, Procedure, Merits and Demerits)	
CLO23	Plans (and deliver) lessons using conventional methods likestorytelling and lecture cum discussion	
CLO24	Plas (and deliver) lessons based on Project Method	
CLO25	Plans (and deliver) lessons based on Problem Solving method	
CLO26	Plans and use co-operative learning strategies such as Think Pair Share, Round Robin and Buzz	
Unit 6	Professional Development of Teacher	Group Discussion, Think-Pair Share
CLO27	Explains qualities of effective Commerce Teacher	
CLO28	Imbibe qualities expected of effective Commerce teacher	
CLO29	Justifies the need for professional growth of a Commerce teacher	
CLO30	Highlights avenues that foster professional growth of a Commerce teacher	
CLO31	Suggests ways to deal with challenges faced by Commerceteacher	
CLO32	Takes proactive steps at individual level to deal with challenges faced by a Commerce teacher	

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ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT: ECONOMICS

Course Objectives (as per University of Mumbai syllabus)
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To develop an understanding of the meaning and nature of Economics Education
4. To develop an understanding of the objectives of Economics teaching
5. To integrate values in the teachings of Economics
6. To establish relationships of Economics with other subjects
7. To apply the maxims and principles of Economics teaching
8. To use various learning resources in Economics teaching
9. To implement the various methods of teaching Economics in the classrooms
10. To develop an insight about qualities, challenges and development of a Economics teacher
11. To keep abreast of the innovative methods in Economics teaching

MODULE 1: ECONOMICS AS A SOCIAL SCIENCE DISCIPLINE		ACTIVITIES
Unit 1	Basics of Academic Discipline	Think-Pair Share
CLO1	Explores the characteristics of academic disciplines	
CLO2	Classifies disciplines on basis of Becher Biglan Classification	
CLO3	Critically examines the place of humanities and Social Sciences in the school curriculum	
CLO4	Appreciates the importance of Social Sciences in the school curriculum	
Unit 2	Understanding Economics	Seminar
CLO5	Explains the Meaning of Economics	
CLO6	Describes the Importance of Economics	
CLO7	Elaborates the Scope of Economics	
CLO8	Describes objectives of teaching Economics at Higher Secondary levels	
CLO9	Explains the value in teaching Economics	
CLO10	Plans activities to inculcate values through Economics	
Unit 3	Learning Resources	Seminar, Project based learning
CLO11	Elaborates characteristics of a good Economics Textbook	
CLO12	Critically examines a Economics Textbook	
CLO13	Identifies bias in the Economics textbook if any	
CLO14	Understands the use and importance of audio-visual aids in teaching Economics	

CLO15	Understands the use and importance of print media in teaching Economics	
CLO16	Recognizes the use and importance of ICT in the teaching Economics	
CLO17	Describes the importance and organization of visits in teaching of Economics	
CLO18	Highlights the role played by visits in teaching Economics	
CLO19	Plans a visit to a bank	
MODULE 2: TRANSACTING ECONOMICS CURRICULUM		
Unit 4	Essentials of Teaching Economics and Curriculum Transaction	Seminar
CLO20	Explains maxims of teaching Economics in actual classroom situation	
CLO21	Correlates Economics with other subjects when delivering lessons or when discussing content	
CLO22	Describes the importance of Principles of teaching	
CLO23	Explains Principles of teaching in teaching of Economics in actual classroom situation	
Unit 5	Methods of Teaching (Meaning, Procedure, Merits and Demerits)	
CLO24	Plans (and deliver) lessons using classroom methods like lecture, seminar, discussion	
CLO25	Plans (and deliver) lessons based on Research Methods: project, Problem Solving, Case study, survey	
CLO26	Plans and use co-operative learning strategies such as Jigsaw, Think-pair-share, Round table in teaching Economics	
CLO27	Plans and use Constructivism (5 E) in teaching Economics	
Unit 6	The Economics Teacher	Think-Pair-Share, Group Discussion
CLO28	Explains qualities of effective Economics Teacher	
CLO29	Imbibe qualities expected of effective Economics teacher	
CLO30	Explains the need for professional growth of a Economics teacher	
CLO31	Recognizes avenues that foster professional growth of a Economics teacher	
CLO32	Suggests ways to deal with challenges faced by Economics teacher	
CLO33	Takes proactive steps at individual level to deal with challenges faced by a Economics teacher	

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ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT: ENGLISH

Course Objectives (as per University of Mumbai syllabus)
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To develop understanding about the fundamentals of English language.
4. To understand pedagogical bases of language learning.
5. To apply pedagogical approaches and techniques in teaching and learning the language.
6. To adapt learning resources into teaching learning process.
7. To understand implications of theories of learning with regard to language learning.
8. To practice learner-centered methods in the classroom.
9. To sensitize the student teacher about learner diversities.
10. To apply tools and techniques of assessment in language
11. To understand English language and literature

MODULE 1: FUNDAMENTALS OF ENGLISH LANGUAGE AND LANGUAGE TRANSACTIONS		ACTIVITIES
Unit 1	Basics of Academic Discipline	Group Discussion
CLO1	Elaborates the characteristics of academic disciplines	
CLO2	Explains disciplines on basis of Becher-Biglan Classification	
CLO3	Critically examines the place of English in the school curriculum	
CLO4	Highlights the importance of English in the present school curriculum	
Unit 2	Role of English Language	Think-Pair-Share
CLO5	Examines the nature of English	
CLO6	Explains the six importance of English in everyday-life	
CLO7	Elaborates, with examples the five registers as given by Martin Joos	
CLO8	Explains the characteristics of a Multilingual classroom	
CLO9	Describes the role of English in a multilingual classroom	

Unit 3	Pedagogical Approaches and Techniques	Jigsaw Group Discussion, Demonstration, Project based learning
CLO10	Explains the 7Es of Constructivism	
CLO11	Prepares a lesson plan based on Communicative Approach	
CLO12	Elaborates the advantage of the inductive-deductive approach over a purely deductive approach	
CLO13	Plans a lesson using the inductive-deductive approach	
CLO14	Explains the expositive technique of narration and dramatization	
CLO15	Prepares a concept map of any topic in English	
CLO16	Describes the characteristics of a good questions	
CLO17	Describes a story-line in Prose using brainstorming	
CLO18	Highlights the literary devices used in poetry	
CLO 19	Creates a poem of their own using at least three literary devices	
MODULE 2: BASES OF LANGUAGE LEARNING AND ASSESSMENT		
Unit 4	Pedagogical Bases	Seminar
CLO20	Explains the aims and objectives of teaching English as a first language and Second language	
CLO21	Differentiates between the aims and objectives of teaching English as a First and as a Second language	
CLO22	Elaborates the Palmer's principles of language learning	
CLO23	Correlates English with other school subjects	
CLO24	Correlates the internal aspects in English (Prose, poetry, grammar and composition)	
CLO25	Applies maxims of teaching English in actual classroom situation	

Unit 5	Professional Development of a Teacher	Book review, Presentation
CLO26	Elaborates the challenges faced by an English teacher	
CLO27	Describes avenues that foster professional development of a teacher	
CLO28	Explains the need for the professional development of a teacher	
CLO29	Presents a book review on any book by Shri. R.K. Narayan	
CLO30	Explains the contribution of R.K. Narayan to English literature	
CLO31	Describes the concept of Language Acquisition Device (LAD) and Universal Grammar (UG) as given by Noam Chomsky	
Unit 6	Learning Resources and Assessment in Language	Think-Pair-Share, Project based learning
CLO32	Describes the importance of a library for language learning	
CLO33	Visits a library of repute and identify the various resources it possesses	
CLO34	Illustrates the numerous e-resources available to an English teacher	
CLO35	Suggests ways in which CALL can be used to assist language learning	
CLO36	Examines lessons of English using various techniques	
CLO37	Suggests ways in which ICT can be used for assessment.	
CLO38	Creates a quiz to assess any one aspect of an English language	
CLO39	Presents his/her understanding of the given topic	

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ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT: HISTORY

Course Objectives (as per University of Mumbai syllabus)
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To understand the nature of History and Political Science as a school subject
4. To correlate History & Political Science with other subjects
5. To critically analyze the History and Political science textbook
6. To understand the significance of learning resources to teach the subject
7. To demonstrate an ability to raise learners' interest
8. To prepare appropriate lesson plans in history and Political science
9. To understand the need and avenues for professional development

MODULE 1: HISTORY AND POLITICAL SCIENCE AS A SOCIAL SCIENCE DISCIPLINE		ACTIVITIES
Unit 1	Basics of Academic Disciplines	Seminar
CLO 1	Describes the characteristics of academic disciplines	
CLO 2	Classifies disciplines on the basis of Becher- Biglan typology	
CLO 3	Evaluates the place of Social Sciences in the school curriculum	
CLO 4	Highlights the importance of Social Sciences in the school curriculum	
Unit 2	Understanding History	Seminar
CLO 5	Describes the nature of History	
CLO 6	Explains the six historical thinking concepts	
CLO 7	Elaborates the objectives of teaching History at the secondary level	
CLO 8	Explains the values of teaching History and Political Science	
Unit 3	Learning Resources	Project based learning
CLO 9	Describes the characteristics of a good History textbook	
CLO 10	Evaluates a History textbook	
CLO 11	Describes the ways of detecting and dealing with bias in the History textbook	
CLO 12	Justifies the use of audio visual aids in the teaching of History	

CLO 13	Describes the use and importance of visual aids in the teaching of History	
CLO 14	Explains the use and importance of print media in the teaching of History	
CLO 15	Explains the importance of field trips and museums in the teaching of History	
CLO 16	Plans a visit to a museum	
MODULE 2: TRANSACTING HISTORY AND POLITICAL SCIENCE CURRICULUM		
Unit 4	Essentials of Curriculum Transactions in History and Political Science	Group Discussion
CLO17	Elaborates the maxims of teaching History	
CLO 18	Explains the correlation of History with other school subjects	
CLO 19	Enumerates the concept based learning in history	
CLO 20	Elaborates generalization based learning in history	
Unit 5	Methods of Teaching (Process, Merits and Limitations)	
CLO 21	Describes the Conventional pedagogy of teaching History	
CLO 22	Describes the Project based Learning pedagogy of teaching History	
CLO 23	Elaborates the Social Enquiry pedagogy of teaching History	
CLO 24	Critically evaluates the cooperative learning pedagogy of teaching History	
Unit 6	The History Teacher	Group Discussion
CLO 25	Describes the qualities of a History Teacher	
CLO 26	Highlights the need for professional growth of a History Teacher	
CLO 27	Describes the avenues that promote professional growth of a History Teacher	
CLO 28	Evaluates the challenges faced by a History Teacher	
Module 3	Internal Assessment	
CLO 29	Displays proficiency of the content	
CLO 30	Indicated as assignment in unit 3	
CLO 31	Displays proficiency of the syllabus of the course Pedagogy of School Subject- History	
CLO 32	Presents his/her understanding of the given topic.	

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ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT: MATHEMATICS

Course Objectives (as per University of Mumbai syllabus)
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum understand nature, scope & importance of Mathematics at secondary level.
3. To acquaint and formulate aims and instructional objectives in teaching mathematics in Secondary school level as per revised taxonomy.
4. To apply different approaches and methods of teaching mathematics in classroom situations.
5. To set up mathematics club in the school and organize its activities.
6. To use a mathematics laboratory to develop in students an interest in mathematics.
7. To understand the professional competencies, commitments and expectations of mathematics teacher.
8. To develop knowledge of various values of teaching Mathematics
9. To appreciate the role of mathematics in day-to-day life
10. To understand that mathematics is more than formulas and mechanical procedures
11. To channelize, evaluate, explain and reconstruct students' thinking
12. To appreciate the importance of mathematics laboratory in learning mathematics

MODULE 1: FUNDAMENTALS OF MATHEMATICS EDUCATION		
Unit 1	Basics of Academic Disciplines	Seminar Group Discussion
CLO1	Explains the characteristics of academic disciplines	
CLO2	Classify disciplines on basis of Becher Biglan Classification	
CLO3	Critically examines the place of Social Sciences in the school curriculum	
CLO4	Appreciates the importance of Social Sciences in the school curriculum	
Unit 2	Introduction to the Teaching of Mathematics	Seminar
CLO5	Analyzes the meaning and nature of erce education	
CLO6	Expounds the aims and objectives of teaching Mathematics at Secondary and Higher Secondary Level as per NCF 2009	
CLO7	Explains the values of teaching Mathematics	
CLO8	Enumerates objectives of teaching Mathematics at Secondary and Higher Secondary levels	

CLO9	Elaborates the value in teaching Mathematics	
CLO10	Suggests activities to inculcate values through Mathematics	
Unit 3	Essentials of Teaching Mathematics and Curriculum	Seminar
CLO11	Elucidates Maxims of Teaching Mathematics	
CLO12	Illustrates the Maxims of Teaching Mathematics	
CLO13	Explains the Approaches to curriculum construction	
CLO14	Illustrates the Concentric approach	
CLO15	Explains the Topical approach	
CLO16	Illustrates the Topical approach	
CLO19	Elucidates the pedagogical analysis	
CLO20	Explains the importance of Unit planning	
CLO21	Enumerates the importance of Lesson planning	
MODULE 2: TRANSACTING MATHEMATICS CURRICULUM		ACTIVITIES
Unit 4	Methods and Techniques of Teaching Mathematics	Think-Pair-Share
CLO22	Explains the learner centered methods	
CLO23	Expounds the activity centered method	
CLO24	Explains the techniques of teaching Mathematics	
CLO25	Describes the use of Drill and Review and Assignment in Mathematics	
Unit 5	Learning Resources	Project based learning
CLO26	Prepares lessons using mathematical laboratory and activities of club	
CLO27	Critically analyzes the textbook and characteristics	
CLO28	Delivers lessons based on digital resources	
CLO29	Uses co-operative learning strategies such as Think Pair Share, Round Robin and Buzz	
Unit 6	Professional Development of Teacher	Group Discussion
CLO30	Elucidates qualities of effective Mathematics Teacher	
CLO31	Imbibes qualities expected of effective Mathematics Teacher	
CLO32	Justifies the need for professional growth of a Mathematics teacher	
CLO33	Identifies avenues that foster professional growth of a Mathematics teacher	
CLO34	Suggests ways to deal with challenges faced by Mathematics teacher	
CLO35	Explains the contributions of mathematician	

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ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT: SCIENCE

Course Objectives (as per University of Mumbai syllabus)
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To understand the meaning and nature of Science.
4. To familiarize the objectives of teaching Science as given by NCF 2005
5. To identify the values of teaching science
6. To develop an understanding of the approaches to teaching Science.
7. To familiarize the concept, needs and ways of infusing Global Perspectives in Science curriculum.
8. To develop an understanding of the methods of teaching Science.
9. To acquire knowledge about various learning resources and its management in science education.
10. To develop an understanding of the need and avenues of professional development of a Science teacher.

MODULE 1: FUNDAMENTALS OF SCIENCE EDUCATION		ACTIVITIES
Unit 1	Basics of Academic Disciplines	Seminar
CLO-1	Explains the meaning of academic disciplines	
CLO-2	States the relationship between academic disciplines and Science subject	
CLO-3	Classifies academic disciplines as given by Becher -Biglan	
CLO-4	Analyzes the place of Science subject in the present school curriculum	
Unit -2	Place of Science in the Curriculum and Life	Seminar
CLO-5	Explains the meaning and nature of Science	
CLO-6	Explains Science Process skills	
CLO-7	Analyses the aims and objectives of teaching science at upper primary, secondary and higher secondary level	
CLO-8	Analyses the aims and objectives of teaching science at secondary and higher secondary level	

CLO-9	Lists the values of teaching science in socio-cultural context	
Unit-3	Organization of Science Curriculum	Seminar
CLO-10	Illustrates the maxims of teaching in science	
CLO11	Co-relates Science with any other school subject	
CLO12	States the importance of infusing global perspective in Science Curriculum	
MODULE 2: TRANSACTING SCIENCE CURRICULUM		
Unit 4	Science Teaching: Methods, Approaches and Tasks	Workshop
CLO-14	Prepares a lesson plan in Science subject using the method Lecture cum demonstration method	
CLO-15	Makes a Science Project for secondary level	
CLO-16	Elucidates the steps of Problem Solving	
CLO-17	Illustrates the Inducto-deductive Approach in Scienceteaching	
CLO-18	Prepares a Concept Mapping for any chosen topic	
CLO-19	States the importance of PEOR in teaching Science	
Unit-5	Learning Resources and Activity	Activity based learning
CLO-20	Critically analyses the characteristics of any Science Text book from secondary level	
CLO-21	Organizes any one activity related to health and hygienethrough Science Club	
CLO-22	Organizes a Field Visit to nearby place which is of scientific importance	
CLO-23	Prepares and Improvised Apparatus for teaching any sciencetopic	
CLO-24	Analyzes any E- resources for a selected topic in Science	
CLO-25	States the importance of Virtual lab in Science Teaching	
Unit-6	Science Teacher	Think pair share Group Discussion
CLO-26	Elaborates the need Professional growth among Scienceteachers	
CLo-27	Lists the venues of Professional growth among Science teachers	
CLO-28	Elaborates the Planning and Maintenance required forScience Laboratory -,	
CLO-29	Prepares a lesson plan in Science based on Laboratory Method	
CLO-30	Differentiates between diagnostic testing and remedial teaching in Science	

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INTERDISCIPLINARY COURSE 2 (1C2) – EDUCATIONAL MANAGEMENT

Course Objectives (as per University of Mumbai syllabus)
1. To develop an understanding of the concept of Educational management
2. To develop an understanding of the importance of effective organizational management
3. To develop an understanding of Systems Approach to Educational management
4. To develop an understanding of the functions of management
5. To understand Quality management, Human resource management and Change management
6. To develop an understanding of the concept of Leadership
7. To acquaint students of the various Leadership styles
8. To acquaint students of the various Leadership skills
9. To develop an understanding about Educational administration
10. To develop an understanding about Educational administration in India

MODULE 1: FUNDAMENTALS OF EDUCATIONAL MANAGEMENT		ACTIVITIES
Unit 1	Concept of Educational Management	Brain storming Discussion
CLO1	Explains the meaning of Educational Management	
CLO2	Appreciates the importance of Educational Management	
CLO3	Elaborates the objectives of Educational Management	
CLO4	Describes the principles of Educational Management as given by Fayol	
CLO5	Elaborates the concept of systems thinking	
CLO6	Constructs the systems approach to Educational Management	
Unit 2	Educational Institution – Organisational perspective	Think-Pair-Share
CLO7	Analyses the concept of organizational culture and climate	
CLO8	Enumerates the five functions of Management	
CLO9	Elucidates the five functions of management with reference to Education	
CLO10	Elaborates Peter Senge's model of a Learning Organisation	
CLO11	Reviews the book The Fifth Discipline by Peter Senge	
Unit 3	Organizational Management	Brain storming
CLO12	Analyses the need for quality in Educational Management	

CLO13	Brainstorms the indicators of quality can be ensured in the education sector	
CLO14	Elaborates the process of quality management with reference to education	
CLO15	Justifies the need for human resource management	
CLO16	Elucidates the process of human resource management	
CLO17	Prepares a concept map of any topic in English	
CLO18	Identifies the change and its effect in the educational sector	
CLO19	Suggests ways in which change can be managed	
MODULE 2: RESOURCE MANAGEMENT AND ADMINISTRATION		
Unit 4	Human Resource Management	Concept map, Case study
CLO20	Writes in detail concept and function of leadership	
CLO21	Identifies different leadership styles	
CLO22	Elaborates the merits and demerits of the various leadership styles	
CLO23	Explains the meaning and need of different leadership skills	
CLO24	Explains the process of decision making as a skill	
Unit 5	Educational Administration	Group Discussion, Brain storming
CLO25	Explains the importance of a timetable in an educational institution	
CLO26	Identifies the different types of timetable in a school	
CLO27	Practices the principles behind making a good timetable	
CLO28	Compares the timetable of their practice teaching school against the principles of timetable making	
CLO29	Explains the need for staff meetings	
CLO30	Elaborates the various types of staff meetings	
CLO31	Describes the process of holding a staff meeting	
CLO32	Identifies the causes of absenteeism in schools	
CLO33	Suggests measures to deal with absenteeism	
CLO34	Explains the importance of the Secondary School Code	
CLO35	Elucidates the characteristics of the SSC	
Unit 6	Educational Administration in India	Seminar
CLO36	Explains the educational set up in India	
CLO37	Identifies the characteristics of the different Educational Boards in India	
CLO38	Participates in a symposium about different Boards in India	
CLO39	Attends an expert talk about the different educational Boards	
CLO40	Elucidates the functions of the NCERT and the SCERT in India	

COURSE LEARNING OBJECTIVES FOR THE B. ED. PROGRAMME

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THIRD SEMESTER

CORE COURSE 4 (CC4) - ASSESSMENT FOR LEARNING

Course Objectives (as in University syllabus)
1. To help prospective teachers in understanding critical role of assessment in enhancing learning.
2. To develop an understanding among prospective teachers about assessment for learning as a constructivist paradigm.
3. To develop an understanding of taxonomy of educational objectives.
4. To develop the skill of writing of objectives and specifications.
5. To develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.
6. To develop critically outlook among prospective teachers towards practices of assessment and selection.
7. To acquaint prospective teachers with an understanding of the concept and issues related to internal examination and external examination.
8. To enable prospective student teachers in understanding and analysing the psycho-social concerns of assessment.
9. To develop competencies among prospective teachers in using diverse methods and tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.
10. To develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student teachers.
11. To develop an understanding of various statistical measures and their use for interpretation of results.

MODULE I UNIT 1: FUNDAMENTALS OF ASSESSMENT		ACTIVITIES
Unit 1	Concept of Assessment	Jigsaw Groupwork
CLO1	Explains assessment for learning , assessment of learning and assessment as learning as a constructivist paradigm.	
CLO2	Describes the different types of assessment	
CLO3	Describes the understanding among prospective teachers about assessment for learning	
CLO4	Explains the assessment of learning and assessment as learning as a constructivist paradigm.	
Unit 2	Domains of Assessment	Project based learning

CLO5	Enables the prospective student teachers to develop understanding of the relationship between aims and objectives. To develop understanding of the criteria for writing statements of objectives.	
CLO6	Describes the prospective student teachers to develop understanding of the relationship between objectives and learning outcomes	
CLO7	Describes the criteria for writing statements of Learning Outcomes	
CLO8	Explains taxonomy of educational objectives.	
CLO9	Describes the criteria for writing statements of Learning Outcomes.	
CLO10	Describes taxonomy of educational objectives	
Unit 3	Trends and Issues of Assessment	Case Study, Group work
CLO11	Develops critical outlook among prospective teachers towards Continuous Assessment.	
CLO12	Develops critical outlook among prospective teachers towards Comprehensive Assessment.	
CLO13	Acquaints prospective teachers with an understanding of the concept and issues related to internal examination.	
CLO14	Prepares prospective teachers by explaining the idea of external examinations and the problems associated with them.	
CLO15	Enables prospective student teachers in understanding the psycho-social concerns of assessment.	
CLO16	Enables prospective student teachers in evaluating the psycho-social concerns of assessment.	
CLO19	Enables prospective student teachers in understanding and evaluating the psychological concerns of assessment.	
CLO20	Enables prospective student teachers in understanding and examining the social concerns of assessment.	
CLO21	Understand trends in assessment	
MODULE 2: INSTRUMENTS OF ASSESSMENT AND REPORTING OF RESULT		
Unit 4	Instruments of Assessments	Demonstration
CLO22	Explains the meaning and purpose of Teacher assessment, Self-assessment and Peer assessment .	

CLO23	Describes the Concept and Characteristics of Criterion Referenced Tests and Norm Referenced tests.	
CLO24	Critically describes among prospective student teachers with Meaning,	
CLO25	Understands the Guidelines of development and uses of various records used in assessment .	
Unit 5	Differentiated Assessment Strategies	Demonstration
CLO26	Describes meaning and purpose of Teacher assessment, Peer assessment	
CLO27	Elaborates meaning and purpose of Teacher assessment, Self-assessment	
CLO28	Concept and Characteristics of Criterion Referenced Tests and Norm Referenced tests.	
CLO29	Understands the Guidelines of development and uses of various records used in assessment .	
Unit 6	Feedback Mechanism and Reporting	Demonstration , Group discussion
CLO30	Acquaints prospective teachers with the Concept of Constructive feedback.	
CLO31	Enables prospective teachers with the meaning of reporting	
CLO32	Elaborates the various statistical measures	
CLO33	Understands the various statistical measures and their use for interpretation	
CLO34	Enables prospective teachers with the meaning of reporting and types of reporting	
CLO35	Acquaints prospective teachers with the Criteria of Constructive feedback.	

**ELECTIVE COURSE 2 (EC2) – PEDAGOGY OF A SCHOOL SUBJECT:
COMMERCE**

Course Objectives (as in University syllabus)
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To develop an understanding of the meaning and nature of Commerce Education
4. To develop an understanding of the aims and objectives in the teaching of Commerce
5. To integrate values in the teaching of Commerce
6. To implement the various methods of teaching Commerce in the classroom
7. To demonstrate an ability to raise learners' interest
8. To develop an insight about role, challenges and professional development of a Commerce teacher
9. To keep abreast of the current trends in the teaching of Commerce.

MODULE 1:		ACTIVITIES
Unit 1	Basics of Academic Disciplines	Think-Pair-Share
CLO1	Describes the characteristics of academic disciplines	
CLO2	Classifies disciplines on basis of Becher Biglan Classification	
CLO3	Critically examines place of Social Sciences in the school curriculum	
CLO4	Highlights the importance of Social Sciences in the school curriculum	
Unit 2	Understanding Commerce Education and Curriculum	Seminar
CLO5	Examines the meaning and nature of Commerce education	
CLO6	Elaborates the aims and objectives of teaching Commerce at Higher Secondary Level as per NCF 2005	
CLO7	Describes the values of teaching Commerce - global citizenship, practical, social, cultural, and vocational	
CLO8	Elucidates objectives of teaching Commerce at Higher Secondary levels	
CLO9	Explains the value in teaching Commerce	
CLO10	Plans activities to inculcate values through Commerce	
Unit 3	Essentials of Teaching Commerce and Curriculum Transaction	Seminar
CLO11	Explains Maxims of Teaching Commerce	
CLO12	Explains the Maxims of Teaching Commerce	
CLO13	Understands the Importance of Correlation in Commerce Education	
CLO14	Explains Correlation in Commerce Education	
CLO15	Explains the Principles of Commerce teaching	
CLO16	Illustrates the Principles of Commerce teaching	
CLO17	Explains the significance of Correlation in commerce	
CLO18	Elucidates the importance of Maxims of teaching Commerce	

CLO19	Enumerates the importance of Principles of teachingCommerce	
MODULE 2:		
Unit 4	Learning Resources	Project based learning
CLO19	Describes the importance of Commerce Club, the organization and activities.	
CLO20	Elucidates the importance of Field visit, the objectives and organization of the same as an essential in curriculum transaction	
CL021	Critically examines a Commerce Textbook and understand thecharacteristics of the same.	
CLO22	Understands the use of ICT in teaching of Commerce, use thevarious tools in making learning of Commerce easy	
Unit 5	Method of Teaching (meaning, Procedure, Merits and Demerits)	
CLO23	Plans (and deliver) lessons using conventional methods likestorytelling and lecture cum discussion	
CLO24	Plans (and deliver) lessons based on Project Method	
CLO25	Plans (and deliver) lessons based on Problem Solving method	
CLO26	Plans and uses co-operative learning strategies such as ThinkPair Share, Round Robin and Buzz	
Unit 6	Professional Development of Teacher	Brainstormin g, Group Discussion
CLO27	Explains qualities of effective Commerce Teacher	
CLO28	Imbibes qualities expected of effective Commerce teacher	
CLO29	Explains the need for professional growth of a Commerce teacher	
CLO30	Highlights avenues that foster professional growth of aCommerce teacher	
CLO31	Suggests ways to deal with challenges faced by Commerceteacher	
CLO32	Take proactive steps at individual level to deal with challenges faced by a Commerce teacher	

**ELECTIVE COURSE 2 (EC2) – PEDAGOGY OF A SCHOOL SUBJECT:
ECONOMICS**

Course Objectives (as per University of Mumbai syllabus)
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To develop an understanding of the meaning and nature of Economics Education
4. To develop an understanding of the objectives of Economics teaching
5. To integrate values in the teachings of Economics
6. To establish relationships of Economics with other subjects
7. To apply the maxims and principles of Economics teaching
8. To use various learning resources in Economics teaching
9. To implement the various methods of teaching Economics in the classrooms
10. To develop an insight about qualities, challenges and development of a Economics teacher
11. To keep abreast of the innovative methods in Economics teaching

MODULE 1: ECONOMICS AS A SOCIAL SCIENCE DISCIPLINE		ACTIVITIES
Unit 1	Basics of Academic Discipline	Group Discussion
CLO1	Elucidates the characteristics of academic disciplines	
CLO2	Classifies disciplines on basis of Becher Biglan Classification	
CLO3	Critically examines the place of humanities and Social Sciences in the school curriculum	
CLO4	Highlights the importance of Social Sciences in the school curriculum	
Unit 2	Understanding Economics	Seminar
CLO5	Describes the Meaning of Economics	
CLO6	Enumerates the Importance of Economics	
CLO7	Elucidates the Scope of Economics	
CLO8	Enumerates objectives of teaching Economics at Higher Secondary levels	
CLO9	Explains the value in teaching Economics	
CLO10	Plans activities to inculcate values through Economics	
Unit 3	Learning Resources	Seminar
CLO11	Explains characteristics of a good Economics Textbook	
CLO12	Critically examines a Economics Textbook	
CLO13	Identifies bias in the Economics textbook if any	
CLO14	Describes the use and importance of audio-visual aids in teaching Economics	
CLO15	Describes the use and importance of print media in teaching Economics	
CLO16	Explains the use and importance of ICT in the teaching Economics	
CLO17	Explains the importance and organization of visits in teaching of Economics	
CLO18	Highlights the roles played by visits in teaching Economics	

CLO19	Plans a visit to a bank	
MODULE 2: TRANSACTING ECONOMICS CURRICULUM		
Unit 4	Essentials of Teaching Economics and Curriculum Transaction	Case studies
CLO20	Applies maxims of teaching Economics in actual classroom situation	
CLO21	Correlates Economics with other subjects when delivering lessons or when discussing content	
CLO22	Elaborates the importance of Principles of teaching	
CLO23	Applies Principles of teaching in teaching of Economics in actual classroom situation	
Unit 5	Methods of Teaching (Meaning, Procedure, Merits and Demerits)	
CLO24	Plans (and deliver) lessons using classroom methods like lecture, seminar, discussion	
CLO25	Plans (and deliver) lessons based on Research Methods: project, Problem Solving, Case study, survey	
CLO26	Plans and uses co-operative learning strategies such as Jigsaw, Think-pair-share, Round table in teaching Economics	
CLO27	Plans and uses Constructivism (5 E) in teaching Economics	
Unit 6	The Economics Teacher	Brainstorming, Think-Pair-Share
CLO28	Explains qualities of effective Economics Teacher	
CLO29	Imbibes qualities expected of effective Economics teacher	
CLO30	Explains the need for professional growth of a Economics teacher	
CLO31	Highlights avenues that foster professional growth of a Economics teacher	
CLO32	Suggests ways to deal with challenges faced by Economics teacher	
CLO33	Takes proactive steps at individual level to deal with challenges faced by a Economics teacher	

ELECTIVE COURSE 2 (EC2) – PEDAGOGY OF A SCHOOL SUBJECT: ENGLISH

Course Objectives (as per University of Mumbai syllabus)
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To develop understanding about the fundamentals of English language.
4. To understand pedagogical bases of language learning.
5. To apply pedagogical approaches and techniques in teaching and learning the language.
6. To adapt learning resources into teaching learning process.
7. To understand implications of theories of learning with regard to language learning.
8. To practice learner-centered methods in the classroom.
9. To sensitize the student teacher about learner diversities.
10. To apply tools and techniques of assessment in language
11. To understand English language and literature

MODULE 1: FUNDAMENTALS OF ENGLISH LANGUAGE AND LANGUAGE TRANSACTIONS		ACTIVITIES
Unit 1	Basics of Academic Discipline	Seminar Group Discussion
CLO1	Elucidates the characteristics of academic disciplines	
CLO2	Classifies disciplines on basis of Becher-Biglan Classification	
CLO3	Critically examines the place of English in the school curriculum	
CLO4	Highlights the importance of English in the present school curriculum	
Unit 2	Role of English Language	Think-Pair-Share
CLO5	Examines the nature of English	
CLO6	Explains the six importance of English in everyday-life	
CLO7	Elucidates with examples the five registers	
CLO8	Explains the characteristics of a Multilingual classroom	
CLO9	Elucidates the role of English in a multilingual classroom	
Unit 3	Pedagogical Approaches and Techniques	Demonstration, Jigsaw group work, Presentation, Concept Mapping Play way
CLO10	Explains the 7Es of Constructivism	
CLO11	Prepares a lesson plan based on Communicative Approach	
CLO12	Elucidates the advantage of the inductive-deductive approach over	

	a purely deductive approach	
CLO13	Plans a lesson using the inductive-deductive approach	
CLO14	Appreciates the expositive technique of narration and dramatisation	
CLO15	Prepares a concept map of any topic in English	
CLO16	Elucidates the characteristics of a good questions	
CLO17	Traces a story-line in Prose using brainstorming	
CLO18	Highlights the literary devices used in poetry	
CLO 19	Creates a poem of their own using at least three literary devices	
MODULE 2: BASES OF LANGUAGE LEARNING AND ASSESSMENT		
Unit 4	Pedagogical Bases	Group Discussion
CLO20	Explains the aims and objectives of teaching English as a first language and Second language	
CLO21	Differentiates between the aims and objectives of teaching English as a First and as a Second language	
CLO22	Elucidates the Palmer's principles of language learning	
CLO23	Correlates English with other school subjects	
CLO24	Correlates the internal aspects in English (Prose, poetry, grammar and composition)	
CLO25	Applies maxims of teaching English in actual classroom situation	
Unit 5	Professional Development of a Teacher	Brianstorming
CLO26	Explains the challenges faced by an English teacher	
CLO27	Recognizes avenues that foster professional development of a teacher	
CLO28	Explains the need for the professional development of a teacher	
CLO29	Presents a book review on any book by Shri. R.K. Narayan	
CLO30	Explains the contribution of R.K. Narayan to English literature	
CLO31	Describes the concept of Language Acquisition Device (LAD) and Universal Grammar (UG) as given by Noam Chomsky	
Unit 6	Learning Resources and Assessment in Language	Project based learning, Presentations
CLO32	Explains the importance of a library for language learning	
CLO33	Visit a library of repute and identify the various resources it possesses	
CLO34	Identifies the numerous e-resources available to an English teacher	
CLO35	Suggests ways in which CALL can be used to assist language learning	
CLO36	Assesses lessons of English using various techniques	
CLO37	Suggests ways in which ICT can be used for assessment.	
CLO38	Creates a quiz to assess any one aspect of an English language	
CLO 39	Presents his/her understanding of the given topic	

ELECTIVE COURSE 2 (EC2) – PEDAGOGY OF A SCHOOL SUBJECT: HISTORY

Course Objectives (as per University of Mumbai syllabus)
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To understand the nature of History and Political Science as a school subject
4. To correlate History & Political Science with other subjects
5. To critically analyze the History and Political science textbook
6. To understand the significance of learning resources to teach the subject
7. To demonstrate an ability to raise learners' interest
8. To prepare appropriate lesson plans in history and Political science
9. To understand the need and avenues for professional development

MODULE 1: HISTORY AS A SOCIAL SCIENCE DISCIPLINE		ACTIVITIES
Unit 1	Basics of Academic Disciplines	Think-Pair-Share
CLO 1	Elucidates the characteristics of academic disciplines	
CLO 2	Classifies disciplines on the basis of Becher- Biglan typology	
CLO 3	Critically analyzes the place of Social Sciences in the school curriculum	
CLO 4	Highlights the importance of Social Sciences in the school curriculum	
Unit 2	Understanding History	Brainstorming
CLO 5	Explains the nature of History	
CLO 6	Explains the six historical thinking concepts	
CLO 7	Enumerates the objectives of teaching History at these secondary level	
CLO 8	Elucidates the values of teaching History and Political Science	
Unit 3	Learning Resources	Group Discussion, Project based learning, Demonstration
CLO 9	Explains the characteristics of a good History textbook	
CLO 10	Critically examines a History textbook	

CLO 11	Explains the ways of detecting and dealing with bias in the History textbook	
CLO 12	Explains the use of audio visual aids in the teaching of History	
CLO 13	Elucidates the use and importance of visual aids in the teaching of History	
CLO 14	Explains the use and importance of print media in the teaching of History	
CLO 15	Highlights the importance of field trips and museums in the teaching of History	
CLO 16	Plans a visit to a museum	
MODULE 2: TRANSACTING HISTORY CURRICULUM		
Unit 4	Essentials of Curriculum Transactions in History	Seminar
CLO17	Elaborates the maxims of teaching History	
CLO 18	Describes the correlation of History with other school subjects	
CLO 19	Elucidates the concept based learning in history	
CLO 20	Elucidates generalization based learning in history	
Unit 5	Methods of Teaching (Process, Merits and Limitations)	Seminar
CLO 21	Elucidates the Conventional pedagogy of teaching History	
CLO 22	Elucidates the Project based Learning pedagogy of teaching History	
CLO 23	Explains the Social Enquiry pedagogy of teaching History	
CLO 24	Critically examine the cooperative learning pedagogy of teaching History	
Unit 6	The History Teacher	Group discussion
CLO 25	Explains the qualities of a History Teacher	
CLO 26	Explains the need for professional growth of a History Teacher	
CLO 27	Highlights the avenues that promote professional growth of a History Teacher	
CLO 28	Examines the challenges faced by a History Teacher	
Module 3	Internal Assessment	
CLO 29	Displays proficiency of the content	
CLO 30	Explains the areas of challenges	
CLO 31	Shows proficiency of the syllabus of the course Pedagogy of School Subject- History	
CLO 32	Presents his/her understanding of the given topic.	

**ELECTIVE COURSE 2 (EC2) – PEDAGOGY OF A SCHOOL SUBJECT:
MATHEMATICS**

Course Objectives (as per University of Mumbai syllabus)
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum understand nature, scope & importance of Mathematics at secondary level.
3. To acquaint and formulate aims and instructional objectives in teaching mathematics in Secondary school level as per revised taxonomy.
4. To apply different approaches and methods of teaching mathematics in classroom situations.
5. To set up mathematics club in the school and organize its activities.
6. To use a mathematics laboratory to develop in students an interest in mathematics.
7. To understand the professional competencies, commitments and expectations of mathematics teacher.
8. To develop knowledge of various values of teaching Mathematics
9. To appreciate the role of mathematics in day-to-day life
10. To understand that mathematics is more than formulas and mechanical procedures
11. To channelize, evaluate, explain and reconstruct students' thinking
12. To appreciate the importance of mathematics laboratory in learning mathematics

MODULE 1: FUNDAMENTALS OF MATHEMATICS EDUCATION		ACTIVITIES
Unit 1	Basics of Academic Disciplines	Group Discussion
CLO1	Elucidates the characteristics of academic disciplines	
CLO2	Classifies disciplines on basis of Becher Biglan Classification	
CLO3	Critically examines the place of Social Sciences in the school curriculum	
CLO4	Highlights the importance of Social Sciences in the school curriculum	
Unit 2	Introduction to the Teaching of Mathematics	Seminar
CLO5	Assesses the meaning and nature of erce education	
CLO6	Elucidates the aims and objectives of teaching Mathematics at Secondary and Higher Secondary Level as per NCF 2009	
CLO7	Describes the values of teaching Mathematics	
CLO8	Enumerates objectives of teaching Mathematics at Secondary and Higher Secondary levels	
CLO9	Explains the value in teaching Mathematics	
CLO10	Plans activities to inculcate values through Mathematics	
Unit 3	Essentials of Teaching Mathematics and Curriculum	Seminar

CLO11	Elaborates Maxims of Teaching Mathematics	
CLO12	Explains the Maxims of Teaching Mathematics	
CLO13	Explains the Approaches to curriculum construction	
CLO14	Describes Concentric approach	
CLO15	Elucidates the Topical approach	
CLO16	Illustrates the Topical approach	
CLO19	Explains the pedagogical analysis	
CLO20	Elucidates the importance of Unit planning	
CLO21	Enumerates the importance of Lesson planning	
MODULE 2: TRANSACTING MATHEMATICS CURRICULUM		
Unit 4	Methods and Techniques of Teaching Mathematics	
CLO22	Illustrate the learner centered methods	
CLO23	Elucidates the activity centered method	
CLO24	Elucidates the techniques of teaching Mathematics	
CLO25	Understand the use of Drill and Review and Assignment in Mathematics	
Unit 5	Learning Resources	Project based learning
CLO26	Plans (and deliver) lessons using mathematical laboratory and activities of club	
CLO27	Critically examines the textbook and characteristics	
CLO28	Plan (and deliver) lessons based on digital resources	
CLO29	Plans and use cooperative learning strategies such as Think Pair Share, Round Robin and Buzz	
Unit 6	Professional Development of Teacher	Think-Pair-Share
CLO30	Explains qualities of effective Mathematics Teacher	
CLO31	Imbibes qualities expected of effective Mathematics teacher	
CLO32	Explains the need for professional growth of a Mathematics teacher	
CLO33	Highlights avenues that foster professional growth of a Mathematics teacher	
CLO34	Suggests ways to deal with challenges faced by Mathematics teacher	
CLO35	Describes the Contribution of mathematician	

ELECTIVE COURSE 2 (EC2) – PEDAGOGY OF A SCHOOL SUBJECT: SCIENCE

Course Objectives (as per University of Mumbai syllabus)
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To understand the meaning and nature of Science.
4. To familiarize the objectives of teaching Science as given by NCF 2005
5. To identify the values of teaching science
6. To develop an understanding of the approaches to teaching Science.
7. To familiarize the concept, needs and ways of infusing Global Perspectives in Science curriculum.
8. To develop an understanding of the methods of teaching Science.
9. To acquire knowledge about various learning resources and its management in science education.
10. To develop an understanding of the need and avenues of professional development of a Science teacher.

MODULE 1: FUNDAMENTALS OF SCIENCE EDUCATION		ACTIVITIES
Unit 1	Basics of Academic Disciplines	Think-Pair-Share
CLO-1	Elucidates the meaning of academic disciplines	
CLO-2	States the relationship between academic disciplines and Science subject	
CLO-3	Classifies academic disciplines as given by Becher -Biglan	
CLO-4	Evaluates the place of Science subject in the present school curriculum	
Unit -2	Place of Science in the Curriculum and Life	Brainstorming
CLO-5	Elucidates the meaning and nature of Science	
CLO-6	Evaluates the Science Process skills	
CLO-7	Evaluates the aims and objectives of teaching science at upper primary, secondary and higher secondary level	
CLO-8	Examines the aims and objectives of teaching science at secondary and higher secondary level	
CLO-9	Lists the values of teaching science in socio-cultural context	
Unit-3	Organisation of Science Curriculum	Group Discussion
CLO-10	Describes the maxims of teaching in science	
CLO-11	Co-relate Science with any other school subject	
CLO-12	States the importance of infusing global perspective in Science Curriculum	

MODULE 2: TRANSACTING SCIENCE CURRICULUM		
Unit 4	Science Teaching: Methods, Approaches and Tasks	
CLO-14	Prepares a lesson plan in Science subject using the methodLecture cum demonstration method	
CLO-15	Prepares a Science Project for secondary level	
CLO-16	Explains the steps of Problem Solving	
CLO-17	Describes the Inducto-deductive Approach in Science teaching	
CLO-18	Prepares a Concept Mapping for any chosen topic	
CLO-19	States the importance of PEOR in teaching Science	
Unit-5	Learning Resources and Activity	Project based learning
CLO-20	Critically examines the characteristics of any Science Text book from secondary level	
CLO-21	Conduct any one activity related to health and hygiene through Science Club	
CLO-22	Organises a Field Visit to nearby place which is ofscientific importance	
CLO-23	Prepares and Improvised Apparatus for teaching anyscience topic	
CLO-24	Creates any E- resources for a selected topic in Science	
CLO-25	States the importance of Virtual lab in Science Teaching	
Unit-6	Science Teacher	Brainstorming , Group Discussion
CLO-26	Describes the need Professional growth among Scienceteachers	
CLo-27	Lists the venues of Professional growth among Science teachers	
CLO-28	Explains the Planning and Maintenance required for Science Laboratory -,	
CLO-29	Prepares a lesson plan in Science based on LaboratoryMethod	
CLO-30	Differentiates between diagnostic testing and remedial teaching in Science	

INTERDISCIPLINARY COURSE 3 (1C3) – LANGUAGE ACROSS CURRICULUM

Course Objectives:

Course Objectives (as per University of Mumbai syllabus)
1. To understand the meaning and functions of language.-
2. To develop appreciation for the significance of language across curriculum
3. To develop understanding of language diversity in the Indian context
4. To understand the different theories of language acquisition and language deficit
5. To understand the impact of oral language and questioning on student learning
6. To understand various genre of texts available in different content areas.
7. To develop competencies in fostering reading and writing skills among school children
8. To develop appreciation for the critical role of the teacher in transacting language across curriculum

MODULE 1: UNDERSTANDING LANGUAGE AND LANGUAGE DIVERSITY		ACTIVITIES
Unit 1	Language and its Functions	Seminar
CLO1	Elucidates the concept of language	
CLO2	Defines the language	
CLO3	Elucidates the characteristics of language	
CLO4	Evaluates the function of language in the development of Man	
CLO5	Relates the language learning process to a child's education	
Unit 2	Multilingualism and its implications in the Indian Classroom/ Context	Group Discussion, Debate
CLO6	Elucidates the characteristics of Indian Multilingualism	
CLO7	Differentiates between the Indian and American multilingualism	
CLO8	Explains the causes of socio-linguistics differences in the Indian scenario	
CLO9	Understands the education system in India before and during British rule in India	
CLO10	Reviews the various state policies on language and education	
Unit 3	Language Acquisition Theory	Group discussion, Think-Pair-Share
CLO11	Explains the environmentalist's views of language acquisition	

CLO12	Identifies the link between rewards/ punishments and learning	
CLO13	Explains the role of the teacher in adopting Skinner's theory of language learning	
CLO14	Examines Skinner's theory of language acquisition	
CLO15	Examines the process of language acquisition as given by Noam Chomsky	
CLO16	Illustrates upon the concepts of Language Acquisition Device (LAD) and Universal Grammar (UG)	
CLO17	Elucidates the ill-effects of the Deficit Theory.	
MODULE 2: TRANSACTING LANGUAGE ACROSS DISCIPLINE/ CURRICULUM		
Unit 4	The Nature of Classroom Discourse, Oral Language in the Classroom	Seminar
CLO18	Explains the nature and types of classroom discourse	
CLO19	Evaluates the importance of oral language in the classroom	
CLO20	Identifies the types of questions that can be used in a classroom	
CLO21	Elucidates the importance of questioning as a teacher's skill	
CLO22	Conducts a discussion-based lesson	
Unit 5	Reading & Writing across Content Area	Demonstration, Project based learning, Presentation
CLO23	Describes the various types of texts	
CLO24	Explains upon the language schema that needs to be developed in a child	
CLO25	Illustrates the techniques of skimming, scanning, columnar and keyword reading	
CLO26	Exhibits different types of writing skills	
Unit 6	Language across Curriculum	Discussion, Debate
CLO27	Describes the specific purpose of language for second language users	
CLO28	Differentiates between English as a Second Language (ESL) and English as a Foreign Language (EFL)	
CLO29	Identifies the relationship between language and the various school subjects	
CLO30	Illustrates the understanding of L1 (mother tongue) and L2 (target language)	
CLO31	Elucidates the use of L1 and L2 language as media of instructions in schools	

COURSE LEARNING OBJECTIVES FOR THE B. ED. PROGRAMME
Academic Year 2017 – 22
FOURTH SEMESTER

CORE COURSE 5 (CC5) – CONTEMPORARY INDIA AND EDUCATION

Course Objectives (as per the University of Mumbai syllabus)
1. To understand the concept of Diversity as it exists in Contemporary Indian society
2. To understand the inequalities in Indian Society and the marginalization of the weaker sections
3. To understand the implications for education in coping with Diversity and Inequality to achieve Universal Education in Indian society
4. To critically understand the constitutional values related to the aims of education in a Democracy
5. To be acquainted with contemporary issues and policies and their origin with regard to Education in Indian society
6. To be acquainted with the relevant education commissions in the context of Liberalization, Privatization and Globalization

MODULE 1: CONTEMPORARY INDIAN SOCIETY		ACTIVITIES
Unit 1	Understanding and Addressing Diversity in Indian Society	Group Discussion, Think-Pair-Share
CLO 1	Examines the difference between diversity, stratification and marginalization in contemporary India	
CLO 2	Elucidates the concept and characteristics of Linguistic diversity in India	
CLO 3	Explains the concept and characteristics of Regional diversity in India	
CLO 4	Elucidates the concept and characteristics of Religious diversity in India	
CLO 5	Critically analyze role of education with respect to the challenges of Linguistic diversity in Indian society	
CLO 6	Examines the role of education with respect to the challenges of Regional diversity in Indian society	

CLO 7	Examines the role of education with respect to the challenges of Religious diversity in Indian society	
Unit 2	Addressing Inequality of Indian society: Nature, Challenges and Role of Education	Group Discussion
CLO 8	Explains the nature and challenges of caste and class stratification in Indian society	
CLO 9	Evaluates the nature and challenges of gender stratification in Indian society	
CLO 10	Elucidates the concept of marginalized groups in Indian society	
CLO 11	Justifies the role of education in addressing the needs of stratified groups in Indian society	
CLO 12	Critically evaluates the role of education in addressing the needs of marginalized groups in Indian society	
Unit 3	Constitutional Values and Stratification, Marginalization and Diversity	Think-Pair-Share
CLO 13	Explains the constitutional values like democracy, socialism and equality with reference to reducing stratification in Indian society	
CLO 14	Evaluates the significance of the Fundamental Rights with respect to education	
CLO 15	Evaluates the significance of Fundamental duties with respect to education	
CLO 16	Explains the Directive Principles of State Policy with regards to addressing stratification and marginalization	
MODULE 2: POLICY FRAMEWORK FOR EDUCATION		
Unit 4	Policies and Role of Education	Seminar
CLO17	Elucidates the features of Naye Taleem	
CLO 18	Explains the relevance of Naye Taleem in present context	
CLO 19	Evaluates the Right to Education Act 2009 and the Universalization of education	
CLO 20	Elucidates the recommendations of RMSA for secondary education	
Unit 5	Education Commissions & Recommendations	Seminar
CLO 21	Describes the efforts of NPE 1986 in addressing the diverse needs of the nation	
CLO 22	Analyzes the NCF 2005 in enhancing the quality of education in our country	
CLO 23	Explains the relevance of NCFTE 2009 in the present scenario of teacher education in India	
Unit 6	Emerging Trends	Think-Pair-Share

CLO 24	Elucidates the concept and characteristics of Open and Distance learning	
CLO 25	Evaluates open and distance learning in addressing the needs of the modern society	
CLO 26	Describes the concept and characteristics of Liberalization, Privatization and Globalization	
CLO 27	Critically evaluates Liberalization, Privatization and Globalization with respect to implications on education	
CLO 28	Explains the role of mass media in education	

ELECTIVE COURSE 3 (EC3) – ENVIRONMENTAL EDUCATION

Course Objectives (as per the University of Mumbai syllabus)
1. To develop an understanding about the concept of environmental education, its need and principles.
2. To develop an understanding of the concepts of Environment and Ecology.
3. To develop an understanding about ecological energy dynamics and entropic pollution.
4. To generate an awareness about major environmental issues
5. To explore and appreciate environmental values depicted in ancient Religious Philosophies.
6. To develop an understanding of the various approaches of environmental education.
7. To create an awareness about the public efforts and government initiatives protecting and conserving environment.
8. To develop an understanding about the concept and need for sustainable development.
9. To develop a positive attitude towards protecting and conserving environment.
10. To develop skills of observation, participation and assessment through environmental projects.
11. To understand the status of environmental education in school curriculum
12. To understand the curriculum and methods in environmental education.
13. To acquire knowledge about the different methods of teaching in environmental education
14. To acquire knowledge of the tools and techniques for the evaluation of environmental education

MODULE 1: FUNDAMENTALS OF ENVIRONMENTAL EDUCATION		ACTIVITIES
Unit 1	Concept of Environment, Eco System and Ecology	Graphic Organizer, Concept maps
CLO1	Elucidates the meaning and components of Environment	
CLO2	Illustrates types of Ecosystem	
CLO3	Describes the types of Ecological Pyramids	
CLO4	Prepares food chain and food web	
CLO5	Describes the Ecological Energy Dynamics in an ecosystem.	
CLO6	Highlights the importance of food chain in an ecosystem	
CLO7	Highlights importance of Biotic components	
Unit 2	Major Environmental Issues: Meaning, Causes, Effects and Remedies	Group Discussion, Debate
CLO8	Evaluates climate change & loss of biodiversity as major environmental issues	
CLO9	Describes ways to reduce the environmental issues loss of biodiversity	
CLO10	Evaluates bio magnification as a major environmental issue	
CLO11	Describes genetic engineering and urban sprawl as a major environmental issue.	
CLO12	Explains urban sprawl as a major environmental issue.	
CLO13	Evaluates eutrophication is a major environmental issues	
CLO14	Lists causes of Climate Change	
CLO15	Suggests remedies of Climate Change	
Unit 3	Development of Environmental Education	Seminar
CLO16	Elucidates the significance of Stockholm conference (1972) as a Historical Developments in Environmental Education	
CLO17	Elucidates the significance of Kyoto Protocol (2005), Tbilisi +30 (2007 as a Historical development in Environmental Education	
CLO18	Explains the Meaning and Objectives of Environmental Education	
CLO19	Explains the principles & Significance of Environmental Education	
CLO20	Explains the Multidisciplinary Approaches of teaching Environmental Education	
CLO21	Explains the Interdisciplinary Approaches of teaching Environmental Education.	
CLO22	Explores the features of Stockholm conference	
CLO23	Enumerates the significance of multi-disciplinary approach in Environmental Education	
MODULE 2: ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT		
Unit 4	Initiatives for Environmental Assessment	Seminar
CLO24	Prepares an Environmental Impact Assessment of any one project which is known to learner	

CLO25	Explains the functions and characteristics of environmental management	
CLO26	States the characteristics of environmental management	
CLO27	Explains the Features and types of environmental auditing	
CLO28	Elucidates the significance of Environmental Impact Assessment	
Unit 5	Sustainable Environmental Management	Jigsaw groupwork, casestudy
CLO29	Elucidates the Meaning and Need of Sustainable Development	
CLO30	Explains the Guiding Principles of Sustainable Development	
CLO31	Describes the Process and Significance of Rain Water Harvesting as a Sustainable Environmental Practices	
CLO32	Prepares a model of Rain Water Harvesting for your school	
CLO33	Suggests Mangrove Management strategies	
CLO34	Highlights the significance of Mangrove Management	
CLO35	Explains the Indigenous Technical Knowledge as an important sustainable Practice	
Unit 6	Environmental Initiatives, Projects and Laws	Case study, Group Discussion
CLO36	Explains the significance of Tarun Bharat Sangh as Environmental Initiatives	
CLO37	Evaluates the significance of 'Narmada Bachao Andolan as a significant Environmental Initiatives'	
CLO38	Describes the significance of 'Tiger Project' as an Environmental Initiatives	
CLO39	Explains the recommendations of 'Ganga Action Plan' as an Environmental Initiatives	

ELECTIVE COURSE 3 (EC3) – GUIDANCE AND COUNSELLING

Course Objectives (as per the University of Mumbai syllabus)
1. To develop an understanding of the basic concepts in guidance and counselling.
2. To develop an understanding of the strategies and devices used for guidance.
3. To develop an understanding of the concept and strategies for career guidance and job satisfaction.
4. To develop an understanding of the process, skills and strategies of counselling.
5. To sensitize the students to the psychological issues faced by adolescents and strategies to help them cope.

MODULE 1: FUNDAMENTALS OF GUIDANCE		ACTIVITIES
Unit 1	Concepts in Guidance	Group Discussion
CLO1	Elucidates the Meaning ,Characteristics, Principles, Functions and Need of Guidance	
CLO2	Classifies Types of Guidance – Educational, Vocational & Personal	
CLO3	Critically evaluates Home as the agencies of Guidance	
CLO4	Critically evaluates School as the agencies of Guidance	
Unit 2	Strategies and Devices for Guidance (Uses and Limitations)	Demonstration, Think-Pair-share
CLO5	Elucidates the Individual as strategies for Guidance	
CLO6	Elucidates the Group as strategies for Guidance	
CLO7	Uses of tests for Guidance- Aptitude , Interest & Personality	
CLO8	Limitations of tests for Guidance- Aptitude , Interest & Personality	
CLO9	Uses of Non- testing devices- Case study, Interview & Check list	
CLO10	Limitations of Non- testing devices- Case study, Interview & Check list	
Unit 3	Career Guidance	Seminar
CLO11	Explains sources of Career information	
CLO12	Elucidates the strategies of disseminating career information	
	Plans a Career Dissemination Session for school or junior college (Assignment)*	
CLO13	Elucidates the Ginsberg’s Theory of Vocational Choice,	
CLO14	Understands the Factors influencing Vocational Choice	
CLO15	Elucidates concept of Job satisfaction	
CLO16	Elucidates the Factors affecting Job Satisfaction	
MODULE 2: FUNDAMENTALS OF COUNSELLING		
Unit 4	Concept of Counselling	Brainstorming,
CLO17	Understands meaning of counselling	
CLO18	Describes Characteristics of counselling	
CLO19	Elucidates Types of counselling – Directive, Non-directive and Eclectic	

CLO20	Illustrates the Process of counselling (Initial Disclosure, In-depth exploration and Commitment to action)	
Unit 5	Counselling and Intervention	Group Discussion
CLO21	Understands the skills required for counselling (Rapport Building, Listening, Questioning & Responding)	
CLO22	Elucidates the Approaches of counselling - Cognitive-Behavioural (Albert Ellis – REBT)	
CLO23	Elucidates the Approaches of counselling Humanistic (Person Centered Counselling - Carl Roger’s)	
CLO24	Sensitizes the importance of counselling for adolescent issues- Addiction (Substance abuse & technology induced social networking), Academic Stress	
Unit 6	Role of Counsellor in Contemporary Society	Brainstorming, Case study
CLO25	Explains qualities of Teacher as a counsellor and promoting positive mental health	
CLO26	Understands the importance and need of ethics of a counsellor	
CLO27	Explains the function of a counsellor	
CLO28	Describes the qualities of a counsellor	
CLO29	Explains the qualifications of counsellor	
CLO30	Reflects upon the avenues of a counsellor	

INTERDISCIPLINARY COURSE 4 (IC4) – CREATING AN INCLUSIVE SCHOOL

Course Objectives (as per the University of Mumbai syllabus)
1. To discuss basic understanding of key concepts: diversity, disability and inclusion;
2. To gain insight into models of inclusion
3. To understand the diversities of abilities, classification and characteristics of students
4. To describe the national and international framework with reference to disability and inclusion;
5. To understand the curriculum and assessment adaptations for inclusive classrooms.
6. To describe the role general teachers, resource teachers and NGOs.
7. To identify and implement actions areas to make schools and classrooms more diversity friendly.

MODULE 1: TOWARDS NURTURING INCLUSION		ACTIVITIES
Unit 1	Understanding Inclusion	Think-Pair-Share
CLO1	Explains the difference between diversity, disability and inclusion	
CLO2	Defines the meaning of inclusion	
CLO3	States the need of inclusion	
CLO4	Explains the various models of inclusion	
Unit 2	Nurturing Inclusion	Seminar, Case studies,
CLO5	Differentiates the concept with special needs and their types	
CLO6	Explains characteristics of disabilities	
CLO7	Describes special needs of- sensory, neuro-developmental, loco-motor and multiple disabilities.	
CLO8	Explains the concept with special needs and their types	
CLO9	Explains characteristics of disabilities – sensory, neuro-developmental, loco-motor and multiple disabilities.	
CLO10	Explains special needs - sensory, neuro-developmental, loco-motor and multiple disabilities.	
Unit 3	Promoting Policies of Education	Seminar
CLO11	Describes the international policies on promoting inclusion	
CLO12	Explains the importance of international policies on promoting inclusion	
CLO13	Describes the national policies on promoting inclusion	
CLO14	Explains the importance of national policies on promoting inclusion	
CLO15	Illustrates the constitutional obligations for education of diverse groups	
CLO16	Elaborates the Rehabilitation Council Act 1992	
CLO17	Explains the National Policy for persons with Disability 2006	
CLO18	Explains the Right to Education Act 2009	
CLO19	Elaborates the Educational concessions, facilities and provisions for children with special need	
MODULE 2: ADDRESSING LEARNERS' DIVERSITY		
Unit 4	Curricular Issues	Think-Pair-Share
CLO20	Explains the curricular issues with respect to disability wise curricular adaptation	
CLO21	Explores the curricular issues with respect to disability wise curricular modifications in instructions	
CLO22	Suggests the strategies for differentiating content in an inclusive classroom	

CLO23	Explains the curricular issues with respect to disability wise curricular adaption	
Unit 5	Inclusion in Classroom	Group Discussion, Debate
CLO24	Explains the attitudinal, social and infrastructural barriers of inclusion	
CLO25	Describes the attitudinal, social and infrastructural facilitators of inclusion	
CLO26	Illustrates the use of ICT in inclusive classrooms.	
CLO27	Explains the concept, steps and significance of Individualized Educational Plan.	
Unit 6	Functionaries in Inclusive Settings	Brainstorming, Seminar
CLO28	Explains the role of a general teacher	
CLO29	Describes the role of an NGO in supporting inclusive school	
CLO30	Explains the pre-support for children with special needs	
CLO31	Elucidates the profile of a general teacher	
CLO32	Explains the pre-vocational training programme for children with special needs	
CLO33	Illustrates the profile of a resource teacher	

ABILITY COURSE 2 (AB2) – READING AND REFLECTING ON TEXTS

Course Objectives (as per the University of Mumbai syllabus)
1. To infuse in student teachers the penchant for reading and writing
2. To instill and promote the skill of reading and writing
3. To appreciate texts from diverse fields
4. To acquaint the student teachers with comprehension skills
5. To examine the social angle to reading texts
6. To engage readers to interact with the text individually and in groups
7. To develop interpretation skills in reading texts
8. To develop reflective reading and writing skills
9. To generate critical/analytical responses from the readers
10. To maintain reflective journals
11. To develop the skill of reviewing a book
12. To gain insight into interpretive skills

MODULE 1: REVISITING READING		ACTIVITIES
Unit 1	Diversity of Text – Meaning Significance and Reflection	Group Discussion
CLO1	Identifies the different types of texts	
CLO2	Elaborates the text structures of the various types of texts	
CLO3	Illustrates examples of different types of texts	
CLO4	Explains the influence of culture, class and gender on texts	
CLO5	Elaborates on the need and importance of Communicative Readers	
Unit 2	Reading for Understanding – Strategies and Steps of Reading	Seminar
CLO6	Explores comprehension texts on the basis of Davis’ Nine Skills of Comprehension	
CLO7	Suggests ways in which teachers can use the nine skills to enhance comprehension texts.	
CLO6	Explains the various reading strategies	
CLO7	Elaborates Kolb’s and Schon’s Reflective practice models	
CLO8	Differentiates between Kolb’s and Schon’s models	
CLO9	Explains various reading stages.	
MODULE 2: REFLECTIVE READING AND WRITING		
Unit 3	Reading for Writing	Demonstration, Group work
CLO10	Explains different perspectives which changes a texts (culture, gender, groups etc.)	
CLO11	Critically analyses texts from different perspectives	
CLO12	Elaborates on a text from with reference to self, the world and the existence	
CLO13	Illustrates on the various class activities and journal	
Unit 4	Reading beyond Texts – Making Connections	Demonstration, Think-Pair-Share
CLO14	Explains connections of text to self	
CLO15	Brings out the connection of texts to self and other texts	
CLO16	Describes how visuals and texts relate to each other	
CLO17	Elaborates how advertisements relate to texts and visuals	
CLO18	Explains educational documents of importance	
MODULE 3: SUGGESTED TASKS/ ASSIGNMENTS ACTIVITIES		
CLO18	Explore multicultural perspectives of local/classic/ world literature, stories, folk songs, plays etc. and reflect its influence on individual and social life. Present your perspective in form of a report or power point presentation	
CLO19	Read a passage and analyse the same using Davis’ Nine Component Skills of Comprehension for understanding the text	
CLO20	Presentation of a book review of educational significance (Compulsory)	
CLO21	Read a text of students’ choice and make connection to oneself, to other text and to the present context.	

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AUDIT COURSE 1 (AC1) – UNDERSTANDING THE SELF

Course Objectives (as per the University of Mumbai Syllabus)
1. To develop holistic and integrated understanding about themselves.
2. To identify their potential and challenges.
3. To undertake self-reflection
4. To maintain peace and harmony within themselves.
5. To manage conflict effectively.

MODULE 1: THE WORLD WITHIN THE SELF		ACTIVITIES
Unit 1	Explaining the Self	Journaling, Think-Pair-Share
CLO1	Explores the self (potential of self, fears, aspirations)	
CLO2	Identifies Self identity	
CLO3	Explains Teacher as a reflective practitioner	
CLO4	Explores the self (potential of self, fears, aspirations)	
Unit 2	The Evolving Self	Journaling, Seminar
CLO5	Reflects on personal self esteem and self image.	
CLO6	Suggests practice strategies for a healthy self esteem and self image.	
CLO7	Explains the concepts of resilience, mindfulness and emotional regulation.	
CLO8	Works out strategies to enhance resilience and emotional regulation and cultivate mindfulness.	
MODULE 2: SELF AND THE WORLD		
Unit 3	The Emerging Self	Group Discussion
CLO 9	Explains about Stereotypes	
CLO10	Elucidates about Stereotypes – Gender	
CLO11	Elaborates about Stereotypes – Class, Caste, Race and Region	
CLO12	Explains about Stereotypes – Language, Religion and Disability	
Unit 4	The Caring Self	Journaling
CLO	Explains the importance of Self Compassion	

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CLO14	Explains the importance of Spirituality	
CLO15	Critics the Value System.	
MODULE 3: SUGGESTED TASKS/ ASSIGNMENT ACTIVITIES		
CLO 16	Write a reflection about your journey as a student-teacher. Identify areas where you think you need to improve and elucidate how you intend bringing improvement in yourself in these areas	
CLO 17	Present a narrative on “The Journey So Far major insights/takeaways, the applications of these to your life, the breakthroughs achieved, and action plans for the future. Students may choose any media for presentation (writing /drawing/oral presentation/multimedia presentation/dramatization.)	
CLO 18	Interview at least ten students (Class VIII to XII) to identify the prejudices they harbour. Find the reasons for the same. (You may solicit information through a structured tool). Plan activities to facilitate elimination of prejudices among students.	
CLO 19	“Self–affirmation is important for nurturing the Personal self”. Prepare a one page flyer about how you see yourself (you can use pictures, sketches, colours, graphical representations etc) or alternatively write an autobiography of 1000 words about yourself.	
CLO 20	Based on the experiences you have during this course, write an 800-1000 words essay on 'Where I was---Where I am---where I wish to be'	