

**Mahatma Education Society's  
Pillai College of Education & Research  
Chembur Naka, Mumbai 400071**

**COURSE LEARNING OBJECTIVES FOR THE B. ED. PROGRAMME  
Batch 2017-19**

**FIRST SEMESTER**

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

<b>Course Objectives (as per the University syllabus)</b>	
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.

<b>MODULE 1: PROCESS OF HUMAN DEVELOPMENT</b>	
<b>Unit 1</b>	<b>Growth and Development of a Child</b>
CLO1	Explain the meaning of growth and development.
CLO2	Differentiate between growth and development
CLO3	Elaborate the stages of growth and development in Early childhood, Later childhood and Adolescence
CLO4	State the role of school in growth and development of a child
<b>Unit 2</b>	<b>Developmental Process</b>
CLO5	Illustrate the genetic background and Development.
CLO6	Elaborate the trends in development
CLO7	Explain the concept of maturation and learning
<b>Unit 3</b>	<b>Context of Development</b>
CLO8	Elaborate the child development as a multidimensional concept within a pluralistic society
CLO9	Illustrate the impact of different parenting styles on child development

CLO10	Explain the child development in socio- cultural context of Interplay of poverty and caste
CLO11	Elaborate the child development in socio- cultural context of gender and tribal communities
<b>MODULE 2: PERSPECTIVES OF HUMAN DEVELOPMENT</b>	
<b>Unit 4</b>	<b>Methods and Approaches of Studying Human Development</b>
CLO12	Elaborate Observation as a method for studying child development
CLO13	Explain Clinical method as an effective method to study child development
CLO14	Explain with suitable examples the cross sectional and cross cultural approaches in child development
CLO15	Elaborate the longitudinal approaches in child development
CLO16	Explain the merits and Limitations of cross cultural and cross sectional approaches
<b>Unit 5</b>	<b>Theoretical Perspectives</b>
CLO17	Elaborate the Piaget's theory of cognitive development
CLO18	Elaborate Kohlberg's Theory of Moral Development
CLO19	Explain the stage of Psycho-social development given by Erik Erikson
CLO20	Explain the ecological system theory given by Urin Bronfenbrenner
<b>Unit 6</b>	<b>Self and Emotions</b>
CLO21	Explain the formation of self
CLO22	Elucidate self-concept, self-esteem, self-efficacy
CLO23	Explain Goleman's Theory of Emotional Intelligence
CLO24	Explain Identity crisis as given in Marcian Theory

**MES's Pillai College of Education and Research, Chembur**  
**Academic Year 2017 – 18**

**CORE COURSE 2 (CC2) – KNOWLEDGE AND CURRICULUM**

<b>Course Objectives (as per the University syllabus)</b>	
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

<b>MODULE 1: PERSPECTIVES OF EDUCATION</b>	
<b>Unit 1</b>	<b>Perspectives of Knowledge</b>
CLO1	To understand the importance of knowledge and the types of knowledge
CLO2	To understand the concept of education and its characteristics
CLO3	To understand the importance of knowledge
CLO4	To distinguish between the various aspects of knowledge and education
<b>Unit 2</b>	<b>Basis of Modern Child-Centered Education</b>
CLO5	To understand the importance of activity method
CLO6	To explain the activity method as given by Gandhiji
CLO7	To explain the activity method as given by John Dewey
CLO8	To understand the importance of discovery method
CLO9	To explain the activity method as given by Paulo Freire
CLO10	To illustrate with examples all the modern child centered education
<b>Unit 3</b>	<b>Social and Cultural Context</b>
CLO11	To understand the changes in education in the cultural context
CLO12	To understand the changes in education in the social context
CLO13	To understand the changes in education due to industrialization, democracy and individual autonomy
CLO14	To understand education in relation to equity, equality and social justice
CLO15	To understand the interrelationship of education
CLO16	To understand the interrelationship of education with reference to Nationalism
CLO19	To understand the interrelationship of education with reference to Secularism
CLO20	To understand education in relation to equity, equality and social justice based on Dr. B.R. Ambedkar's thoughts

CLO21	To understand the social and cultural context in Education
<b>MODULE 2: DEVELOPMENT OF CURRICULUM AND ITS RELATION TO EDUCATION</b>	
<b>Unit 4</b>	<b>Curriculum – Concept Types and Determinants</b>
CLO22	On learning this unit, the student-teacher will be able to
CLO23	To explain the meaning and concept of curriculum and the relationship between it.
CLO24	To explain the determinants of curriculum
CLO25	To explain the types of Curriculum
<b>Unit 5</b>	<b>Curriculum Development</b>
CLO26	Understand the principles of curriculum development
CLO27	Understand the participatory approach to curriculum development
CLO28	Explain the Process of curriculum development
CLO29	Explain the Process of curriculum development and i. Formulating aims and objectives ii. Criteria for selecting knowledge and representing knowledge in the form of different subjects. iii. Selection and organization of learning situations
<b>Unit 6</b>	<b>Curriculum Implementation and Evaluation</b>
CLO30	Elucidate role of a teacher in generating dynamic curricular experiences
CLO31	List the Need and evaluation of effective curriculum construction with reference to existing
CLO32	Explain the Role of MHRD and NCERT in curriculum reform
CLO33	Explain the teachers' role in generating dynamic curricular experiences through (i) flexible interpretation of curricular aims Explain the teachers' role in generating dynamic curricular experiences through, (ii) contextualization of learning
CLO34	Explain the teachers' role in generating dynamic curricular experiences (iii) varied learning experiences
CLO35	Explain the teachers' role in generating dynamic curricular experiences through (iv) learning resources

**MES's Pillai College of Education and Research, Chembur**  
**Academic Year 2017 – 18**

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

<b>Course Objectives (as per the University syllabus)</b>	
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 organisations in sensitizing society towards inclusion and gender parity

<b>MODULE 1: GENDER AND SOCIALIZATION</b>	
<b>Unit 1</b>	<b>Gender: Concept and Perspectives</b>
CLO 1	Explain the concept and characteristics of gender.
CLO 2	Critically examine the various gender related concepts in society.
CLO 3	Explain the concept of patriarchy and its impact on women.
CLO 4	Elaborate the concepts of gender equality and gender equity.
CLO 5	Analyze the gender specific roles from the sociological perspective.
CLO 6	Examine gender specific roles from the psychological perspective.
<b>Unit 2</b>	<b>Social Construction of Gender Identity</b>
CLO 7	Analyze the influence of social institutions on gender identity.
CLO 8	Illustrate the role of media and popular culture in influencing gender identity.
CLO 9	Explain the issue of gender bias in health and nutrition.
CLO 10	Elaborate the issue of gender bias in education and employment.
CLO 11	Elucidate gender stereotyping in society.
<b>Unit 3</b>	<b>Gender Issues and Provisions</b>
CLO 12	Critically examine gender related issues in society such as dowry system.

CLO 13	Elucidate the issue of work place discrimination in society.
CLO 14	Analyze issues such as sexual abuse and cyber bullying.
CLO 15	Explain the National Policy for Empowerment of Women.
<b>MODULE 2: GENDER: EDUCATION AND EMPOWERMENT</b>	
<b>Unit 4</b>	<b>Gender Challenges and Education</b>
CLO 16	Critically examine the role of schools, peers and teachers with respect to gender challenges in education.
CLO17	Explain the role of curriculum in addressing gender challenges.
CLO 18	Elucidate the role of textbooks in addressing gender challenges.
CLO 19	Elaborate the construct of gender in national curriculum framework.
CLO 20	Explain the contributions of contemporary urban and rural women role models in India.
<b>Unit 5</b>	<b>Gender Jurisprudences in Indian Context</b>
CLO 21	Explain the features of the Prenatal Diagnostic Technique Act, 1994.
CLO 22	Elaborate the Domestic Violence Act, 2005.
CLO 23	Analyze Protection from Sexual Offences (POCSO) Act, 2012 in dealing with cases of child sexual abuse.
<b>Unit 6</b>	<b>Strategies for Gender Empowerment</b>
CLO 24	Explain the role of NGOs in fostering gender equity.
CLO 25	Elaborate the role of women's action groups in promoting gender equity.
CLO 26	Analyze the role of U.N Entity, Equality and Empowerment of Women in supporting gender empowerment.
CLO 27	Elaborate the Millennium Development Goal for promoting gender equality and empowerment.

**MES's Pillai College of Education and Research, Chembur**  
**Academic Year 2017 – 18**

**ABILITY COURSE (AB1) – CRITICAL UNDERSTANDING OF ICT**

<b>Course Objectives (as per the University syllabus)</b>	
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.

<b>MODULE 1: ICT IN EDUCATION AND ITS IMPLICATIONS</b>	
<b>Unit 1</b>	<b>Understanding of ICT in Education</b>
CLO1	Understand the meaning of Information and Communication Technology
CLO2	Understand the importance of Information and Communication Technology
CLO3	Analyse the Role of teacher in ICT enabled education - Administrator, Facilitator and Evaluator
CLO4	Enumerate the Legal and ethical issues in the use of ICT - Hacking, Violating of copyright, Plagiarism
<b>Unit 2</b>	<b>Designing Technology Integrated Learning Experiences</b>
CLO5	Develop ADDIE model Instructional Design based on School
CLO6	Develop Learning Resources on a topic using ICT tools (Script writing and Story board)
CLO7	Critically evaluate it by using rubrics
CLO8	Learning Management System (LMS) – Concept, Features and Applications
<b>MODULE 2: TEACHER AND ICT ENABLED ADMINISTRATION, EVALUATION AND RESEARCH</b>	
<b>Unit 3</b>	<b>Emerging Trends in E-learning</b>
CLO9	Understand Mobile learning – Concept, Features
CLO10	Use of any ONE Mobile application for teaching and learning
CLO11	Elucidate Concept, Use of web2.0 tools for learning (Social networking

	site, Blog, Chat, Video conferencing, Discussion forum)
CLO12	Identify Open Educational Resources, Creative Common, Massive Open Online Courses (MOOCs) in educational process
<b>Unit 4</b>	<b>Use of ICT in Evaluation, Administration and Research</b>
CLO13	Learn about e Portfolio – Concept and Development
CLO14	Find out different types of ICT for Research- Online Repositories & Online Libraries
CLO15	Understand Online assessment tools ( Online Survey tools or Test generators)
CLO16	Understand Offline assessment tools
<b>MODULE 3: SUGGESTED TASKS/ ASSIGNMENT ACTIVITIES</b>	
CL017	Prepare Computer Assisted Instructions
CLO 18	Prepare and present E- Newsletter of a topic concerning ICT
CLO 19	Prepare Online resources, upload in OER and initiate discussion
CLO 20	Browse and write a report on Management Information System

**MES's Pillai College of Education and Research, Chembur**  
**Academic Year 2017 – 18**

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

<b>Course Objectives (as per the University of Mumbai Syllabus)</b>	
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.

<b>MODULE 1: UNDERSTANDING DRAMA AND ART IN EDUCATION</b>	
<b>Unit 1</b>	<b>Introduction to Concepts of Drama and Art</b>
CLO1	Elaborate on the forms of Drama & Art
CLO2	Identify the different elements of drama and art



CLO3	Display stagecraft in a classroom setting
<b>Unit 2</b>	<b>Application of Drama and Art in Academics</b>
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	Present a play in which all elements of drama is incorporate
<b>MODULE 2: DRAMA AND ART AS A MEDIUM FOR COMMUNICATION AND SOCIAL CHANGE</b>	
<b>Unit 3</b>	<b>Drama and Art for Pedagogy</b>
CLO8	Elaborate the importance of self-realisation
CLO9	Analyse the different needs of children with special needs
CLO10	Suggest 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
<b>Unit 4</b>	<b>Drama and Art for Social Intervention</b>
CLO13	Choose any one monument of India and present its architectural significance
CLO14	Illustrate the cuisine and local art and craft of any one state in India
CLO15	Discuss how global cultures are related to each other
CLO16	Elaborate how a single food grain finds expression in cuisie through out India
<b>MODULE 3: SUGGESTED TASKS/ ASSIGNMENT ACTIVITIES</b>	
CLO17	Collaborate with peers to create a script of any chosen author's story or play
CLO18	Present a play based on the script created in CLO18 by exhibiting diverse use of stagecraft and props etc.
CLO19	Select 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	Visit a museum or a monument of significance and report about its architectural significance.

**MES's Pillai College of Education and Research, Chembur**  
**Academic Year 2017 – 18**

**AUDIT COURSE 1 (AC1) – UNDERSTANDING THE SELF**

<b>Course Objectives (as per the University of Mumbai Syllabus)</b>	
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.

<b>MODULE 1: THE WORLD WITHIN THE SELF</b>	
<b>Unit 1</b>	<b>Explaining the Self</b>
CLO1	Exploring the self (potential of self, fears, aspirations)
CLO2	Self identity
CLO3	Teacher as a reflective practitioner
CLO4	Exploring the self (potential of self, fears, aspirations)
<b>Unit 2</b>	<b>The Evolving Self</b>
CLO5	To reflect on personal self esteem and self image.
CLO6	To practice strategies for a healthy self esteem and self image.
CLO7	To understand the concepts of resilience, mindfulness and emotional regulation.
CLO8	To practice strategies to enhance resilience and emotional regulation and cultivate mindfulness.
<b>MODULE 2: SELF AND THE WORLD</b>	
<b>Unit 3</b>	<b>The Emerging Self</b>
CLO 9	Elucidate about Stereotypes
CLO10	Elucidate about Stereotypes – Gender
CLO11	Elucidate about Stereotypes – Class, Caste, Race and Region
CLO12	Elucidate about Stereotypes – Language, Religion and Disability
<b>Unit 4</b>	<b>The Caring Self</b>
CLO 13	Understand the importance of Self Compassion
CLO14	Explain the importance of Spirituality
CLO15	Critically evaluate the Value System.
<b>MODULE 3: SUGGESTED TASKS/ ASSIGNMENT ACTIVITIES</b>	
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'

Mahatma Education Society's  
Pillai College of Education & Research  
Chembur Naka, Mumbai 400071

**Academic Year 2017-18**

**COURSE LEARNING OBJECTIVES FOR THE B. ED. PROGRAMME  
Batch of 2017-19**

**SECOND SEMESTER**

**CORE COURSE 3 – LEARNING AND TEACHING**

<b>Course Objectives (as per the University of Mumbai Syllabus)</b>	
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.

<b>MODULE 1: UNDERSTANDING LEARNING</b>	
<b>Unit 1</b>	<b>Concept of Learning</b>
CLO1	Explain the meaning of learning and Teaching
CLO2	Elaborate the Process of leaning
CLO3	Explain attention as a factor affecting Learning
CLO4	Explain motivation as a factor affecting Learning
CLO5	Elaborate Maslow's Theory of Hierarchy of Needs

CLO6	Identify the needs of Student teachers and Categorize it based on Maslow's Theory of Hierarchy of Needs
CLO7	Analyse the Learning Styles as given by Kolb's Classification
CLO8	Illustrate Multiple Intelligences among the students
<b>Unit 2</b>	<b>Theories of Learning (Principles &amp; Educational Implications)</b>
CLO9	Differentiate between Classical & Operant Conditioning
CLO10	Elaborate the discovery model of Learning given by Bruner
CLO11	Prepare a lesson plan based on Advance organizer model given by Ausubel
CLO12	Elaborate the modelling theory of Bandura
CLO13	Explain the major contributions of Vygotsky
<b>Unit 3</b>	<b>Expanding Horizons of Learning</b>
CLO14	Differentiate between Low-Road or Substantive Transfer & High Road or Procedural Transfer
CLO15	Suggest ways to promote transfer
CLO16	Explain characteristics of Group Dynamics
CLO17	Prepare Sociogram of any selected standard
CLO18	Analyse Phases of group development by Bruce Tuckman's Revised Model for Group Development
CLO19	State the role of teacher in group development
<b>MODULE 2: TEACHING: THE ACT AND THE PROFESSION</b>	
<b>Unit 4</b>	<b>Teaching for All</b>
CLO20	Identify the educational needs of differently abled learners who have learning disabilities
CLO21	Analyse the characteristics of Learners with Hyperactivity & Attention Disorders
CLO22	Prepare learning strategies for Gifted Learners
CLO23	Differentiated Instruction: Concept, Characteristics / Key Features & Strategies
CLO24	Explain the Multi-Cultural Education
CLO25	Elaborate James Bank's Five Dimensions of MCE
CLO26	Elaborate the implications of MCE in the Indian Context
CLO27	Prepare a lesson plan based on Multi-Cultural Education
<b>Unit 5</b>	<b>Teaching for Effective Learning</b>
CLO28	Elaborate meaning & educational Implications Reflective Thinking
CLO29	Elaborate meaning & educational Implications Critical Thinking
CLO30	Differentiate between Critical thinking and Reflective Thinking
CLO31	Illustrate the process of Creativity
CLO32	Elucidate the meaning and process of Problem Solving
CLO33	Suggest ways to promote Problem Solving among secondary students
CLO34	Elaborate the Components of meta-cognition
CLO35	Suggest strategies to develop meta-cognition
<b>Unit 6</b>	<b>Teaching as a Profession</b>
CLO 36	Elaborate the principles of professionalism in Teaching
CLO37	State the importance of Academic Freedom
CLO38	State the evolving roles of teacher as an instructional expert and manager

CLO39	Elaborate the evolving roles of teacher as counsellor and practitioner-researcher
CLO40	Analyse 'Prevention' as the professional competencies for classroom management
CLO41	Analyse various rules of schools and consequences of stopping misbehaviour as a part of Intervention
CLO42	Suggest various professional competencies for Remediation

**MES's Pillai College of Education and Research, Chembur**  
**Academic Year 2017 – 18**

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

<b>Course Objectives (as in University syllabus)</b>	
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.

<b>MODULE 1:</b>	
<b>Unit 1</b>	<b>Basics of Academic Disciplines</b>
CLO1	Explain the characteristics of academic disciplines
CLO2	Classify disciplines on basis of Becher Biglan Classification
CLO3	Critically analyse the place of Social Sciences in the school curriculum
CLO4	Appreciate the importance of Social Sciences in the school curriculum
<b>Unit 2</b>	<b>Understanding Commerce Education and Curriculum</b>
CLO5	Analyse the meaning and nature of Commerce education
CLO6	Explain the aims and objectives of teaching Commerce at Higher Secondary Level as per NCF 2005
CLO7	Understand the values of teaching Commerce - global citizenship, practical, social, cultural, and vocational
CLO8	Enumerate objectives of teaching Commerce at Higher Secondary levels
CLO9	Elaborate the value in teaching Commerce
CLO10	Plan activities to inculcate values through Commerce
<b>Unit 3</b>	<b>Essentials of Teaching Commerce and Curriculum Transaction</b>
CLO11	Elucidate Maxims of Teaching Commerce
CLO12	Illustrate the Maxims of Teaching Commerce
CLO13	Understand the Importance of Correlation in Commerce Education
CLO14	Illustrate Correlation in Commerce Education
CLO15	Explain the Principles of Commerce teaching
CLO16	Illustrate the Principles of Commerce teaching
CLO17	Elucidate the significance of Correlation in commerce
CLO18	Explain the importance of Maxims of teaching Commerce
CLO19	Enumerate the importance of Principles of teaching Commerce

<b>MODULE 2:</b>	
<b>Unit 4</b>	<b>Learning Resources</b>
CLO19	Understand the importance of Commerce Club, the organization and activities.
CLO20	Explain the importance of Field visit, the objectives and organization of the same as an essential in curriculum transaction
CL021	Critically evaluate a Commerce Textbook and understand the characteristics of the same.
CLO22	Understand the use of ICT in teaching of Commerce, use the various tools in making learning of Commerce easy
<b>Unit 5</b>	<b>Method of Teaching (meaning, Procedure, Merits and Demerits)</b>
CLO23	Plan (and deliver) lessons using conventional methods like storytelling and lecture cum discussion
CLO24	Plan (and deliver) lessons based on Project Method
CLO25	Plan (and deliver) lessons based on Problem Solving method
CLO26	Plan and use co-operative learning strategies such as Think Pair Share, Round Robin and Buzz
<b>Unit 6</b>	<b>Professional Development of Teacher</b>
CLO27	Elucidate qualities of effective Commerce Teacher
CLO28	Imbibe qualities expected of effective Commerce teacher
CLO29	Justify the need for professional growth of a Commerce teacher
CLO30	Identify avenues that foster professional growth of a Commerce teacher
CLO31	Suggest ways to deal with challenges faced by Commerce teacher
CLO32	Take proactive steps at individual level to deal with challenges faced by a Commerce teacher

**MES's Pillai College of Education and Research, Chembur**  
**Academic Year 2017 – 18**

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

<b>Course Objectives (as per University of Mumbai syllabus)</b>	
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	

<b>MODULE 1: ECONOMICS AS A SOCIAL SCIENCE DISCIPLINE</b>	
<b>Unit 1</b>	<b>Basics of Academic Discipline</b>
CLO1	Explain the characteristics of academic disciplines
CLO2	Classify disciplines on basis of Becher Biglan Classification
CLO3	Critically analyse the place of humanities and Social Sciences in the school curriculum
CLO4	Appreciate the importance of Social Sciences in the school curriculum
<b>Unit 2</b>	<b>Understanding Economics</b>
CLO5	Understand the Meaning of Economics
CLO6	Enumerate the Importance of Economics
CLO7	Explain the Scope of Economics
CLO8	Enumerate objectives of teaching Economics at Higher Secondary levels
CLO9	Elaborate the value in teaching Economics
CLO10	Plan activities to inculcate values through Economics
<b>Unit 3</b>	<b>Learning Resources</b>
CLO11	Elucidate characteristics of a good Economics Textbook
CLO12	Critically analyse a Economics Textbook
CLO13	Identify bias in the Economics textbook if any
CLO14	Understand the use and importance of audio-visual aids in teaching Economics
CLO15	Understand the use and importance of print media in teaching Economics
CLO16	Understand the use and importance of ICT in the teaching Economics
CLO17	Elucidate the importance and organization of visits in teaching of Economics
CLO18	Appreciate the role played by visits in teaching Economics



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

**MES's Pillai College of Education and Research, Chembur**  
**Academic Year 2017 – 18**

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

<b>Course Objectives (as per University of Mumbai syllabus)</b>	
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

<b>MODULE 1: FUNDAMENTALS OF ENGLISH LANGUAGE AND LANGUAGE TRANSACTIONS</b>	
<b>Unit 1</b>	<b>Basics of Academic Discipline</b>
CLO1	Explain the characteristics of academic disciplines
CLO2	Classify disciplines on basis of Becher-Biglan Classification
CLO3	Critically analyse the place of English in the school curriculum
CLO4	Appreciate the importance of English in the present school curriculum
<b>Unit 2</b>	<b>Role of English Language</b>
CLO5	Analyse the nature of English
CLO6	Elucidate the six importance of English in everyday-life
CLO7	Explain, with examples the five registers as given by Martin Joos
CLO8	Elaborate the characteristics of a Multilingual classroom
CLO9	Explain the role of English in a multilingual classroom
<b>Unit 3</b>	<b>Pedagogical Approaches and Techniques</b>
CLO10	Elucidate the 7Es of Constructivism
CLO11	Prepare a lesson plan based on Communicative Approach
CLO12	Explain the advantage of the inductive-deductive approach over a purely deductive approach
CLO13	Plan a lesson using the inductive-deductive approach
CLO14	Appreciate the expository technique of narration and dramatisation
CLO15	Prepare a concept map of any topic in English
CLO16	Elucidate the characteristics of a good questions

CLO17	Trace a story-line in Prose using brainstorming
CLO18	Appreciate the literary devices used in poetry
CLO 19	Create a poem of their own using at least three literary devices
<b>MODULE 2: BASES OF LANGUAGE LEARNING AND ASSESSMENT</b>	
<b>Unit 4</b>	<b>Pedagogical Bases</b>
CLO20	Elaborate the aims and objectives of teaching English as a first language and Second language
CLO21	Differentiate between the aims and objectives of teaching English as a First and as a Second language
CLO22	Explain the Palmer's principles of language learning
CLO23	Correlate English with other school subjects
CLO24	Correlate the internal aspects in English (Prose, poetry, grammar and composition)
CLO25	Apply maxims of teaching English in actual classroom situation
<b>Unit 5</b>	<b>Professional Development of a Teacher</b>
CLO26	Elucidate the challenges faced by an English teacher
CLO27	Identify avenues that foster professional development of a teacher
CLO28	Justify the need for the professional development of a teacher
CLO29	Present a book review on any book by Shri. R.K. Narayan
CLO30	Elucidate the contribution of R.K. Narayan to English literature
CLO31	Elaborate the concept of Language Acquisition Device (LAD) and Universal Grammar (UG) as given by Noam Chomsky
<b>Unit 6</b>	<b>Learning Resources and Assessment in Language</b>
CLO32	Elaborate the importance of a library for language learning
CLO33	Visit a library of repute and identify the various resources it possesses
CLO34	Identify the numerous e-resources available to an English teacher
CLO35	Suggest ways in which CALL can be used to assist language learning
CLO36	Assess lessons of English using various techniques
CLO37	Suggest ways in which ICT can be used for assessment.
CLO38	Create a quiz to assess any one aspect of an English language
CLO 41	Present his/her understanding of the given topic

**MES's Pillai College of Education and Research, Chembur**  
**Academic Year 2017 – 18**

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

<b>Course Objectives (as per University of Mumbai syllabus)</b>	
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

<b>MODULE 1: HISTORY AND POLITICAL SCIENCE AS A SOCIAL SCIENCE DISCIPLINE</b>	
<b>Unit 1</b>	<b>Basics of Academic Disciplines</b>
CLO 1	Explain the characteristics of academic disciplines
CLO 2	Classify disciplines on the basis of Becher- Biglan typology
CLO 3	Critically examine the place of Social Sciences in the school curriculum
CLO 4	Appreciate the importance of Social Sciences in the school curriculum
<b>Unit 2</b>	<b>Understanding History</b>
CLO 5	Elaborate the nature of History
CLO 6	Elucidate the six historical thinking concepts
CLO 7	Enumerate the objectives of teaching History at the secondary level
CLO 8	Explain the values of teaching History and Political Science
<b>Unit 3</b>	<b>Learning Resources</b>
CLO 9	Elaborate the characteristics of a good History textbook
CLO 10	Critically analyze a History textbook
CLO 11	Elucidate the ways of detecting and dealing with bias in the History textbook
CLO 12	Justify the use of audio visual aids in the teaching of History
CLO 13	Explain the use and importance of visual aids in the teaching of History
CLO 14	Elaborate the use and importance of print media in the teaching of History

CLO 15	Appreciate the importance of field trips and museums in the teaching of History
CLO 16	Plan a visit to a museum
<b>MODULE 2: TRANSACTING HISTORY AND POLITICAL SCIENCE CURRICULUM</b>	
<b>Unit 4</b>	<b>Essentials of Curriculum Transactions in History and Political Science</b>
CLO17	Illustrate the maxims of teaching History
CLO 18	Elaborate the correlation of History with other school subjects
CLO 19	Explain the concept based learning in history
CLO 20	Explain generalization based learning in history
<b>Unit 5</b>	<b>Methods of Teaching (Process, Merits and Limitations)</b>
CLO 21	Elaborate the Conventional pedagogy of teaching History
CLO 22	Explain the Project based Learning pedagogy of teaching History
CLO 23	Elucidate the Social Enquiry pedagogy of teaching History
CLO 24	Critically examine the cooperative learning pedagogy of teaching History
<b>Unit 6</b>	<b>The History Teacher</b>
CLO 25	Elucidate the qualities of a History Teacher
CLO 26	Justify the need for professional growth of a History Teacher
CLO 27	Identify the avenues that promote professional growth of a History Teacher
CLO 28	Analyze the challenges faced by a History Teacher
Module 3	Internal Assessment
CLO 29	Display proficiency of the content
CLO 30	Indicated as assignment in unit 3
CLO 31	Display proficiency of the syllabus of the course Pedagogy of School Subject- History
CLO 32	Present his/her understanding of the given topic.

**MES's Pillai College of Education and Research, Chembur**  
**Academic Year 2017 – 18**

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

<b>Course Objectives (as per University of Mumbai syllabus)</b>	
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

<b>MODULE 1: FUNDAMENTALS OF MATHEMATICS EDUCATION</b>	
<b>Unit 1</b>	<b>Basics of Academic Disciplines</b>
CLO1	Explain the characteristics of academic disciplines
CLO2	Classify disciplines on basis of Becher Biglan Classification
CLO3	Critically analyze the place of Social Sciences in the school curriculum
CLO4	Appreciate the importance of Social Sciences in the school curriculum
<b>Unit 2</b>	<b>Introduction to the Teaching of Mathematics</b>
CLO5	Analyze the meaning and nature of erce education
CLO6	Explain the aims and objectives of teaching Mathematics at Secondary and Higher Secondary Level as per NCF 2009
CLO7	Understand the values of teaching Mathematics
CLO8	Enumerate objectives of teaching Mathematics at Secondary and Higher Secondary levels
CLO9	Elaborate the value in teaching Mathematics
CLO10	Plan activities to inculcate values through Mathematics
<b>Unit 3</b>	<b>Essentials of Teaching Mathematics and Curriculum</b>
CLO11	Elucidate Maxims of Teaching Mathematics
CLO12	Illustrate the Maxims of Teaching Mathematics

CLO13	Understand the Approaches to curriculum construction
CLO14	Illustrate Concentric approach
CLO15	Explain the Topical approach
CLO16	Illustrate the Topical approach
CLO19	Elucidate the pedagogical analysis
CLO20	Explain the importance of Unit planning
CLO21	Enumerate the importance of Lesson planning
<b>MODULE 2: TRANSACTING MATHEMATICS CURRICULUM</b>	
<b>Unit 4</b>	<b>Methods and Techniques of Teaching Mathematics</b>
CLO22	Understand the learner centered methods
CLO23	Explain the activity centered method
CLO24	Explain the techniques of teaching Mathematics
CLO25	Understand the use of Drill and Review and Assignment in Mathematics
<b>Unit 5</b>	<b>Learning Resources</b>
CLO26	Plan (and deliver) lessons using mathematical laboratory and activities of club
CLO27	Critically analyze the textbook and characteristics
CLO28	Plan (and deliver) lessons based on digital resources
CLO29	Plan and use co-operative learning strategies such as Think Pair Share, Round Robin and Buzz
<b>Unit 6</b>	<b>Professional Development of Teacher</b>
CLO30	Elucidate qualities of effective Mathematics Teacher
CLO31	Imbibe qualities expected of effective Mathematics teacher
CLO32	Justify the need for professional growth of a Mathematics teacher
CLO33	Identify avenues that foster professional growth of a Mathematics teacher
CLO34	Suggest ways to deal with challenges faced by Mathematics teacher
CLO35	Understand the Contribution of mathematician

**MES's Pillai College of Education and Research, Chembur**  
**Academic Year 2017 – 18**

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

<b>Course Objectives (as per University of Mumbai syllabus)</b>	
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.

<b>MODULE 1: FUNDAMENTALS OF SCIENCE EDUCATION</b>	
<b>Unit 1</b>	<b>Basics of Academic Disciplines</b>
CLO-1	Explain the meaning of academic disciplines
CLO-2	State the relationship between academic disciplines and Science subject
CLO-3	Classify academic disciplines as given by Becher -Biglan
CLO-4	Analyse the place of Science subject in the present school curriculum
<b>Unit -2</b>	<b>Place of Science in the Curriculum and Life</b>
CLO-5	Explain the meaning and nature of Science
CLO-6	Analyse the Science Process skills
CLO-7	Analyse the aims and objectives of teaching science at upper primary, secondary and higher secondary level
CLO-8	Analyse the aims and objectives of teaching science at secondary and higher secondary level



CLO-9	List the values of teaching science in socio-cultural context
<b>Unit-3</b>	<b>Organisation of Science Curriculum</b>
CLO-10	Illustrate the maxims of teaching in science
CLO11	Co-relate Science with any other school subject
CLO12	State the importance of infusing global perspective in Science Curriculum
<b>MODULE 2: TRANSACTING SCIENCE CURRICULUM</b>	
<b>Unit 4</b>	<b>Science Teaching: Methods, Approaches and Tasks</b>
CLO-14	Prepare a lesson plan in Science subject using the method Lecture cum demonstration method
CLO-15	Prepare a Science Project for secondary level
CLO-16	Elucidate the steps of Problem Solving
CLO-17	Illustrate the Inducto-deductive Approach in Science teaching
CLO-18	Prepare a Concept Mapping for any chosen topic
CLO-19	State the importance of PEOR in teaching Science
<b>Unit-5</b>	<b>Learning Resources and Activity</b>
CLO-20	Critically analyse 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	Organise a Field Visit to nearby place which is of scientific importance
CLO-23	Prepare and Improvised Apparatus for teaching any science topic
CLO-24	Create any E- resources for a selected topic in Science
CLO-25	State the importance of Virtual lab in Science Teaching
<b>Unit-6</b>	<b>Science Teacher</b>
CLO-26	Elaborate the need Professional growth among Science teachers
CLO-27	List the venues of Professional growth among Science teachers
CLO-28	Elaborate the Planning and Maintenance required for Science Laboratory -,
CLO-29	Prepare a lesson plan in Science based on Laboratory Method
CLO-30	Differentiate between diagnostic testing and remedial teaching in Science

**MES's Pillai College of Education and Research, Chembur**  
**Academic Year 2017 – 18**

**INTERDISCIPLINARY COURSE 2 (1C2) – EDUCATIONAL MANAGEMENT**

<b>Course Objectives (as per University of Mumbai syllabus)</b>	
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

<b>MODULE 1: FUNDAMENTALS OF EDUCATIONAL MANAGEMENT</b>	
<b>Unit 1</b>	<b>Concept of Educational Management</b>
CLO1	Explain the meaning of Educational Management
CLO2	Appreciate the importance of Educational Management
CLO3	Elaborate the objectives of Educational Management
CLO4	Describe the principles of Educational Management as given by Fayol
CLO5	Elaborate the concept of systems thinking
CLO6	Construct the systems approach to Educational Management
<b>Unit 2</b>	<b>Educational Institution – Organisational perspective</b>
CLO7	Analyse the concept of organizational culture and climate
CLO8	Enumerate the five functions of Management
CLO9	Elucidate the five functions of management with reference to education
CLO10	Elaborate Peter Senge's model of a Learning Organisation
CLO11	Review the book The Fifth Discipline by Peter Senge
<b>Unit 3</b>	<b>Organisational Management</b>
CLO12	Analyse the need for quality in Educational Management
CLO13	Brainstorm the indicators of quality can be ensured in the education sector
CLO14	Elaborate the process of quality management with reference to education
CLO15	Justify the need for human resource management

CLO16	Elucidate the process of human resource management
CLO17	Prepare a concept map of any topic in English
CLO18	Identify the change and its effect in the educational sector
CLO19	Suggest ways in which change can be managed
<b>MODULE 2: RESOURCE MANAGEMENT AND ADMINISTRATION</b>	
<b>Unit 4</b>	<b>Human Resource Management</b>
CLO20	Elaborate concept and function of leadership
CLO21	Identify different leadership styles
CLO22	Elaborate the merits and demerits of the various leadership styles
CLO23	Explain the meaning and need of different leadership skills
CLO24	Explain the process of decision making as a skill
<b>Unit 5</b>	<b>Educational Administration</b>
CLO25	Explain the importance of a timetable in an educational institution
CLO26	Identify the different types of timetable in a school
CLO27	Understand the principles behind making a good timetable
CLO28	Compare the timetable of their practice teaching school against the principles of timetable making
CLO29	Explain the need for staff meetings
CLO30	Elaborate the various types of staff meetings
CLO31	Understand the process of holding a staff meeting
CLO32	Identify the causes of absenteeism in schools
CLO33	Suggest measures to deal with absenteeism
CLO34	Understand the importance of the Secondary School Code
CLO35	Elucidate the characteristics of the SSC
<b>Unit 6</b>	<b>Educational Administration in India</b>
CLO36	Understand the educational set up in India
CLO37	Identify the characteristics of the different Educational Boards in India
CLO38	Participate in a symposium about different Boards in India
CLO39	Attend an expert talk about the different educational Boards
CLO40	Elucidate the functions of the NCERT and the SCERT in India

Mahatma Education Society's  
Pillai College of Education & Research  
Chembur Naka, Mumbai 400071

## COURSE LEARNING OBJECTIVES FOR THE B. ED. PROGRAMME Batch of 2017-19

### THIRD SEMESTER

#### CORE COURSE 4 (CC4) - ASSESSMENT FOR LEARNING

<b>Course Objectives (as in University syllabus)</b>
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	
<b>Unit 1</b>	<b>Concept of Assessment</b>
CLO1	Understanding among prospective teachers about assessment for learning , assessment of learning and assessment as learning as a constructivist paradigm.
CLO2	Acquaint prospective teachers in understanding the different types of assessment
CLO3	Comprehend the understanding among prospective teachers about assessment for learning
CLO4	Understand the assessment of learning and assessment as learning as a constructivist paradigm.
<b>Unit 2</b>	<b>Domains of Assessment</b>
CLO5	Enable 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	Enable the prospective student teachers to develop understanding of the relationship between objectives and learning outcomes
CLO7	Develop understanding of the criteria for writing statements of Learning Outcomes
CLO8	Understanding of taxonomy of educational objectives.
CLO9	Develop understanding of the criteria for writing statements of Learning Outcomes.
CLO10	Develop an understanding of taxonomy of educational objectives.

<b>Unit 3</b>	<b>Trends and Issues of Assessment</b>
CLO11	Develop critical outlook among prospective teachers towards Continuous Assessment.
CLO12	Develop critical outlook among prospective teachers towards Comprehensive Assessment.
CLO13	Acquaint prospective teachers with an understanding of the concept and issues related to internal examination.
CLO14	Acquaint prospective teachers with an understanding of the concept and issues related to external examination.
CLO15	Enable prospective student teachers in understanding the psycho-social concerns of assessment.
CLO16	Enable prospective student teachers in analysing the psycho-social concerns of assessment.
CLO19	Enable prospective student teachers in understanding and analysing the psychological concerns of assessment.
CLO20	Enable prospective student teachers in understanding and analysing the social concerns of assessment.
CLO21	Understand trends in assessment
<b>MODULE 2: INSTRUMENTS OF ASSESSMENT AND REPORTING OF RESULT</b>	
<b>Unit 4</b>	<b>Instruments of Assessments</b>
CLO22	Understand the meaning and purpose of Teacher assessment, Self-assessment and Peer assessment .
CLO23	Understand the Concept and Characteristics of Criterion Referenced Tests and Norm Referenced tests.
CLO24	Critical understanding among prospective student teachers with Meaning,
CLO25	Understand the Guidelines of development and uses of various records used in assessment .
<b>Unit 5</b>	<b>Differentiated Assessment Strategies</b>
CLO26	Understanding of meaning and purpose of Teacher assessment, Peer assessment
CLO27	understanding of meaning and purpose of Teacher assessment, Self-assessment
CLO28	Concept and Characteristics of Criterion Referenced Tests and Norm Referenced tests.
CLO29	Understand the Guidelines of development and uses of various records used in assessment .
<b>Unit 6</b>	<b>Feedback Mechanism and Reporting</b>
CLO30	Acquaint prospective teachers with the Concept of Constructive feedback.

CLO31	Enable prospective teachers with the meaning of reporting
CLO32	Understand the various statistical measures
CLO33	Understand the various statistical measures and their use for interpretation
CLO34	Enable prospective teachers with the meaning of reporting and types of reporting
CLO35	Acquaint prospective teachers with the Criteria of Constructive feedback.

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

<b>Course Objectives (as in University syllabus)</b>	
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.

<b>MODULE 1:</b>	
<b>Unit 1</b>	<b>Basics of Academic Disciplines</b>
CLO1	Explain the characteristics of academic disciplines
CLO2	Classify disciplines on basis of Becher Biglan Classification
CLO3	Critically analyse the place of Social Sciences in the school curriculum
CLO4	Appreciate the importance of Social Sciences in the school curriculum
<b>Unit 2</b>	<b>Understanding Commerce Education and Curriculum</b>
CLO5	Analyse the meaning and nature of Commerce education
CLO6	Explain the aims and objectives of teaching Commerce at Higher Secondary Level as per NCF 2005
CLO7	Understand the values of teaching Commerce - global citizenship, practical, social, cultural, and vocational
CLO8	Enumerate objectives of teaching Commerce at Higher Secondary levels
CLO9	Elaborate the value in teaching Commerce
CLO10	Plan activities to inculcate values through Commerce
<b>Unit 3</b>	<b>Essentials of Teaching Commerce and Curriculum Transaction</b>
CLO11	Elucidate Maxims of Teaching Commerce
CLO12	Illustrate the Maxims of Teaching Commerce
CLO13	Understand the Importance of Correlation in Commerce Education
CLO14	Illustrate Correlation in Commerce Education
CLO15	Explain the Principles of Commerce teaching
CLO16	Illustrate the Principles of Commerce teaching
CLO17	Elucidate the significance of Correlation in commerce
CLO18	Explain the importance of Maxims of teaching Commerce
CLO19	Enumerate the importance of Principles of teaching Commerce
<b>MODULE 2:</b>	
<b>Unit 4</b>	<b>Learning Resources</b>
CLO19	Understand the importance of Commerce Club, the organization and activities.

CLO20	Explain the importance of Field visit, the objectives and organization of the same as an essential in curriculum transaction
CLO21	Critically evaluate a Commerce Textbook and understand the characteristics of the same.
CLO22	Understand the use of ICT in teaching of Commerce, use the various tools in making learning of Commerce easy
<b>Unit 5</b>	<b>Method of Teaching (meaning, Procedure, Merits and Demerits)</b>
CLO23	Plan (and deliver) lessons using conventional methods like storytelling and lecture cum discussion
CLO24	Plan (and deliver) lessons based on Project Method
CLO25	Plan (and deliver) lessons based on Problem Solving method
CLO26	Plan and use co-operative learning strategies such as Think Pair Share, Round Robin and Buzz
<b>Unit 6</b>	<b>Professional Development of Teacher</b>
CLO27	Elucidate qualities of effective Commerce Teacher
CLO28	Imbibe qualities expected of effective Commerce teacher
CLO29	Justify the need for professional growth of a Commerce teacher
CLO30	Identify avenues that foster professional growth of a Commerce teacher
CLO31	Suggest ways to deal with challenges faced by Commerce teacher
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**

<b>Course Objectives (as per University of Mumbai syllabus)</b>	
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	

<b>MODULE 1: ECONOMICS AS A SOCIAL SCIENCE DISCIPLINE</b>	
<b>Unit 1</b>	<b>Basics of Academic Discipline</b>
CLO1	Explain the characteristics of academic disciplines
CLO2	Classify disciplines on basis of Becher Biglan Classification
CLO3	Critically analyse the place of humanities and Social Sciences in the school curriculum
CLO4	Appreciate the importance of Social Sciences in the school curriculum
<b>Unit 2</b>	<b>Understanding Economics</b>
CLO5	Understand the Meaning of Economics
CLO6	Enumerate the Importance of Economics
CLO7	Explain the Scope of Economics
CLO8	Enumerate objectives of teaching Economics at Higher Secondary levels
CLO9	Elaborate the value in teaching Economics
CLO10	Plan activities to inculcate values through Economics
<b>Unit 3</b>	<b>Learning Resources</b>
CLO11	Elucidate characteristics of a good Economics Textbook
CLO12	Critically analyse a Economics Textbook
CLO13	Identify bias in the Economics textbook if any
CLO14	Understand the use and importance of audio-visual aids in teaching Economics
CLO15	Understand the use and importance of print media in teaching Economics
CLO16	Understand the use and importance of ICT in the teaching Economics
CLO17	Elucidate the importance and organization of visits in teaching of Economics
CLO18	Appreciate the role played by visits in teaching Economics
CLO19	Plan a visit to a bank
<b>MODULE 2: TRANSACTING ECONOMICS CURRICULUM</b>	
<b>Unit 4</b>	<b>Essentials of Teaching Economics and Curriculum Transaction</b>

CLO20	Apply maxims of teaching Economics in actual classroom situation
CLO21	Correlate Economics with other subjects when delivering lessons or when discussing content
CLO22	Understand the importance of Principles of teaching
CLO23	Apply Principles of teaching in teaching of Economics in actual classroom situation
<b>Unit 5</b>	<b>Methods of Teaching (Meaning, Procedure, Merits and Demerits)</b>
CLO24	Plan (and deliver) lessons using classroom methods like lecture, seminar, discussion
CLO25	Plan (and deliver) lessons based on Research Methods: project, Problem Solving, Case study, survey
CLO26	Plan and use co-operative learning strategies such as Jigsaw, Think- pair-share, Round table in teaching Economics
CLO27	Plan and use Constructivism (5 E) in teaching Economics
<b>Unit 6</b>	<b>The Economics Teacher</b>
CLO28	Elucidate qualities of effective Economics Teacher
CLO29	Imbibe qualities expected of effective Economics teacher
CLO30	Justify the need for professional growth of a Economics teacher
CLO31	Identify avenues that foster professional growth of a Economics teacher
CLO32	Suggest ways to deal with challenges faced by Economics teacher
CLO33	Take proactive steps at individual level to deal with challenges faced by a Economics teacher

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

<b>Course Objectives (as per University of Mumbai syllabus)</b>	
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

<b>MODULE 1: FUNDAMENTALS OF ENGLISH LANGUAGE AND LANGUAGE TRANSACTIONS</b>	
<b>Unit 1</b>	<b>Basics of Academic Discipline</b>
CLO1	Explain the characteristics of academic disciplines
CLO2	Classify disciplines on basis of Becher-Biglan Classification
CLO3	Critically analyse the place of English in the school curriculum
CLO4	Appreciate the importance of English in the present school curriculum
<b>Unit 2</b>	<b>Role of English Language</b>
CLO5	Analyse the nature of English
CLO6	Elucidate the six importance of English in everyday-life
CLO7	Explain, with examples the five registers as given by Martin Joos
CLO8	Elaborate the characteristics of a Multilingual classroom
CLO9	Explain the role of English in a multilingual classroom
<b>Unit 3</b>	<b>Pedagogical Approaches and Techniques</b>
CLO10	Elucidate the 7Es of Constructivism
CLO11	Prepare a lesson plan based on Communicative Approach
CLO12	Explain the advantage of the inductive-deductive approach over a purely deductive approach
CLO13	Plan a lesson using the inductive-deductive approach
CLO14	Appreciate the expository technique of narration and dramatisation
CLO15	Prepare a concept map of any topic in English
CLO16	Elucidate the characteristics of a good questions
CLO17	Trace a story-line in Prose using brainstorming
CLO18	Appreciate the literary devices used in poetry
CLO 19	Create a poem of their own using at least three literary devices

<b>MODULE 2: BASES OF LANGUAGE LEARNING AND ASSESSMENT</b>	
<b>Unit 4</b>	<b>Pedagogical Bases</b>
CLO20	Elaborate the aims and objectives of teaching English as a first language and Second language
CLO21	Differentiate between the aims and objectives of teaching English as a First and as a Second language
CLO22	Explain the Palmer's principles of language learning
CLO23	Correlate English with other school subjects
CLO24	Correlate the internal aspects in English (Prose, poetry, grammar and composition)
CLO25	Apply maxims of teaching English in actual classroom situation
<b>Unit 5</b>	<b>Professional Development of a Teacher</b>
CLO26	Elucidate the challenges faced by an English teacher
CLO27	Identify avenues that foster professional development of a teacher
CLO28	Justify the need for the professional development of a teacher
CLO29	Present a book review on any book by Shri. R.K. Narayan
CLO30	Elucidate the contribution of R.K. Narayan to English literature
CLO31	Elaborate the concept of Language Acquisition Device (LAD) and Universal Grammar (UG) as given by Noam Chomsky
<b>Unit 6</b>	<b>Learning Resources and Assessment in Language</b>
CLO32	Elaborate the importance of a library for language learning
CLO33	Visit a library of repute and identify the various resources it possesses
CLO34	Identify the numerous e-resources available to an English teacher
CLO35	Suggest ways in which CALL can be used to assist language learning
CLO36	Assess lessons of English using various techniques
CLO37	Suggest ways in which ICT can be used for assessment.
CLO38	Create a quiz to assess any one aspect of an English language
CLO 41	Present his/her understanding of the given topic

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

<b>Course Objectives (as per University of Mumbai syllabus)</b>	
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

<b>MODULE 1: HISTORY AND POLITICAL SCIENCE AS A SOCIAL SCIENCE DISCIPLINE</b>	
<b>Unit 1</b>	<b>Basics of Academic Disciplines</b>
CLO 1	Explain the characteristics of academic disciplines
CLO 2	Classify disciplines on the basis of Becher- Biglan typology
CLO 3	Critically examine the place of Social Sciences in the school curriculum
CLO 4	Appreciate the importance of Social Sciences in the school curriculum
<b>Unit 2</b>	<b>Understanding History</b>
CLO 5	Elaborate the nature of History
CLO 6	Elucidate the six historical thinking concepts
CLO 7	Enumerate the objectives of teaching History at the secondary level
CLO 8	Explain the values of teaching History and Political Science
<b>Unit 3</b>	<b>Learning Resources</b>
CLO 9	Elaborate the characteristics of a good History textbook
CLO 10	Critically analyze a History textbook
CLO 11	Elucidate the ways of detecting and dealing with bias in the History textbook
CLO 12	Justify the use of audio visual aids in the teaching of History
CLO 13	Explain the use and importance of visual aids in the teaching of History
CLO 14	Elaborate the use and importance of print media in the teaching of History
CLO 15	Appreciate the importance of field trips and museums in the teaching of History
CLO 16	Plan a visit to a museum

<b>MODULE 2: TRANSACTING HISTORY AND POLITICAL SCIENCE CURRICULUM</b>	
<b>Unit 4</b>	<b>Essentials of Curriculum Transactions in History and Political Science</b>
CLO17	Illustrate the maxims of teaching History
CLO 18	Elaborate the correlation of History with other school subjects
CLO 19	Explain the concept based learning in history
CLO 20	Explain generalization based learning in history
<b>Unit 5</b>	<b>Methods of Teaching (Process, Merits and Limitations)</b>
CLO 21	Elaborate the Conventional pedagogy of teaching History
CLO 22	Explain the Project based Learning pedagogy of teaching History
CLO 23	Elucidate the Social Enquiry pedagogy of teaching History
CLO 24	Critically examine the cooperative learning pedagogy of teaching History
<b>Unit 6</b>	<b>The History Teacher</b>
CLO 25	Elucidate the qualities of a History Teacher
CLO 26	Justify the need for professional growth of a History Teacher
CLO 27	Identify the avenues that promote professional growth of a History Teacher
CLO 28	Analyze the challenges faced by a History Teacher
Module 3	Internal Assessment
CLO 29	Display proficiency of the content
CLO 30	Indicated as assignment in unit 3
CLO 31	Display proficiency of the syllabus of the course Pedagogy of School Subject- History
CLO 32	Present his/her understanding of the given topic.

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

<b>Course Objectives (as per University of Mumbai syllabus)</b>	
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

<b>MODULE 1: FUNDAMENTALS OF MATHEMATICS EDUCATION</b>	
<b>Unit 1</b>	<b>Basics of Academic Disciplines</b>
CLO1	Explain the characteristics of academic disciplines
CLO2	Classify disciplines on basis of Becher Biglan Classification
CLO3	Critically analyze the place of Social Sciences in the school curriculum
CLO4	Appreciate the importance of Social Sciences in the school curriculum
<b>Unit 2</b>	<b>Introduction to the Teaching of Mathematics</b>
CLO5	Analyze the meaning and nature of erce education
CLO6	Explain the aims and objectives of teaching Mathematics at Secondary and Higher Secondary Level as per NCF 2009
CLO7	Understand the values of teaching Mathematics
CLO8	Enumerate objectives of teaching Mathematics at Secondary and Higher Secondary levels
CLO9	Elaborate the value in teaching Mathematics
CLO10	Plan activities to inculcate values through Mathematics
<b>Unit 3</b>	<b>Essentials of Teaching Mathematics and Curriculum</b>
CLO11	Elucidate Maxims of Teaching Mathematics
CLO12	Illustrate the Maxims of Teaching Mathematics
CLO13	Understand the Approaches to curriculum construction
CLO14	Illustrate Concentric approach
CLO15	Explain the Topical approach
CLO16	Illustrate the Topical approach

CLO19	Elucidate the pedagogical analysis
CLO20	Explain the importance of Unit planning
CLO21	Enumerate the importance of Lesson planning
<b>MODULE 2: TRANSACTING MATHEMATICS CURRICULUM</b>	
<b>Unit 4</b>	<b>Methods and Techniques of Teaching Mathematics</b>
CLO22	Understand the learner centered methods
CLO23	Explain the activity centered method
CLO24	Explain the techniques of teaching Mathematics
CLO25	Understand the use of Drill and Review and Assignment in Mathematics
<b>Unit 5</b>	<b>Learning Resources</b>
CLO26	Plan (and deliver) lessons using mathematical laboratory and activities of club
CLO27	Critically analyze the textbook and characteristics
CLO28	Plan (and deliver) lessons based on digital resources
CLO29	Plan and use co-operative learning strategies such as Think Pair Share, Round Robin and Buzz
<b>Unit 6</b>	<b>Professional Development of Teacher</b>
CLO30	Elucidate qualities of effective Mathematics Teacher
CLO31	Imbibe qualities expected of effective Mathematics teacher
CLO32	Justify the need for professional growth of a Mathematics teacher
CLO33	Identify avenues that foster professional growth of a Mathematics teacher
CLO34	Suggest ways to deal with challenges faced by Mathematics teacher
CLO35	Understand the Contribution of mathematician



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

<b>Course Objectives (as per University of Mumbai syllabus)</b>	
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.

<b>MODULE 1: FUNDAMENTALS OF SCIENCE EDUCATION</b>	
<b>Unit 1</b>	<b>Basics of Academic Disciplines</b>
CLO-1	Explain the meaning of academic disciplines
CLO-2	State the relationship between academic disciplines and Science subject
CLO-3	Classify academic disciplines as given by Becher -Biglan
CLO-4	Analyse the place of Science subject in the present school curriculum
<b>Unit -2</b>	<b>Place of Science in the Curriculum and Life</b>
CLO-5	Explain the meaning and nature of Science
CLO-6	Analyse the Science Process skills
CLO-7	Analyse the aims and objectives of teaching science at upper primary, secondary and higher secondary level
CLO-8	Analyse the aims and objectives of teaching science at secondary and higher secondary level
CLO-9	List the values of teaching science in socio-cultural context
<b>Unit-3</b>	<b>Organisation of Science Curriculum</b>
CLO-10	Illustrate the maxims of teaching in science
CLO11	Co-relate Science with any other school subject
CLO12	State the importance of infusing global perspective in Science Curriculum
<b>MODULE 2: TRANSACTING SCIENCE CURRICULUM</b>	

<b>Unit 4</b>	<b>Science Teaching: Methods, Approaches and Tasks</b>
CLO-14	Prepare a lesson plan in Science subject using the method Lecture cum demonstration method
CLO-15	Prepare a Science Project for secondary level
CLO-16	Elucidate the steps of Problem Solving
CLO-17	Illustrate the Inducto-deductive Approach in Science teaching
CLO-18	Prepare a Concept Mapping for any chosen topic
CLO-19	State the importance of PEOR in teaching Science
<b>Unit-5</b>	<b>Learning Resources and Activity</b>
CLO-20	Critically analyse 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	Organise a Field Visit to nearby place which is of scientific importance
CLO-23	Prepare and Improvised Apparatus for teaching any science topic
CLO-24	Create any E- resources for a selected topic in Science
CLO-25	State the importance of Virtual lab in Science Teaching
<b>Unit-6</b>	<b>Science Teacher</b>
CLO-26	Elaborate the need Professional growth among Science teachers
CLO-27	List the venues of Professional growth among Science teachers
CLO-28	Elaborate the Planning and Maintenance required for Science Laboratory -,
CLO-29	Prepare a lesson plan in Science based on Laboratory Method
CLO-30	Differentiate 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	
<b>Unit 1</b>	<b>Language and its Functions</b>
CLO1	Explain the concept of language
CLO2	Define the language
CLO3	Explain the characteristics of language
CLO4	Analyse the function of language in the development of Man
CLO5	Relate the language learning process to a child's education
<b>Unit 2</b>	<b>Multilingualism and its implications in the Indian Classroom/ Context</b>
CLO6	Explain the characteristics of Indian Multilingualism
CLO7	Differentiate between the Indian and American multilingualism
CLO8	Elaborate the causes of socio-linguistics differences in the Indian scenario
CLO9	Understand the education system in India before and during British rule in India
CLO10	Critique the various state policies on language and education
<b>Unit 3</b>	<b>Language Acquisition Theory</b>
CLO11	Elaborate the environmentalist's views of language acquisition
CLO12	Identify the link between rewards/ punishments and learning
CLO13	Elaborate the role of the teacher in adopting Skinner's theory of language learning
CLO14	Critique Skinner's theory of language acquisition
CLO15	Elucidate the process of language acquisition as given by Noam Chomsky
CLO16	Elaborate upon the concepts of Language Acquisition Device (LAD) and Universal Grammar (UG)
CLO17	Explain the ill-effects of the Deficit Theory.
MODULE 2: TRANSACTING LANGUAGE ACROSS DISCIPLINE/ CURRICULUM	

<b>Unit 4</b>	<b>The Nature of Classroom Discourse, Oral Language in the Classroom</b>
CLO18	Elaborate the nature and types of classroom discourse
CLO19	Analyse the importance of oral language in the classroom
CLO20	Identify the types of questions that can be used in a classroom
CLO21	Explain the importance of questioning as a teacher's skill
CLO22	Conduct a discussion-based lesson
<b>Unit 5</b>	<b>Reading &amp; Writing across Content Area</b>
CLO23	Identify the various types of texts
CLO24	Elaborate upon the language schema that needs to be developed in a child
CLO25	Demonstrate the techniques of skimming, scanning, columnar and keyword reading
CLO26	Exhibit different types of writing skills
<b>Unit 6</b>	<b>Language across Curriculum</b>
CLO27	Understand the specific purpose of language for second language users
CLO28	Differentiate between English as a Second Language (ESL) and English as a Foreign Language (EFL)
CLO29	Identify the relationship between language and the various school subjects
CLO30	Demonstrate the understanding of L1 (mother tongue) and L2 (target language)
CLO31	Explain the use of L1 and L2 language as media of instructions in schools

Mahatma Education Society's  
Pillai College of Education & Research  
Chembur Naka, Mumbai 400071

## COURSE LEARNING OBJECTIVES FOR THE B. ED. PROGRAMME

**BATCH OF 2017-19**

## FOURTH SEMESTER

### CORE COURSE 5 (CC5) – CONTEMPORARY INDIA AND EDUCATION

<b>Course Objectives (as per the University of Mumbai syllabus)</b>
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 |
|-------------------------------------------------------------------------------------------------------------------------------|

<b>MODULE 1: CONTEMPORARY INDIAN SOCIETY</b>	
<b>Unit 1</b>	<b>Understanding and Addressing Diversity in Indian Society</b>
CLO 1	Analyze the difference between diversity, stratification and marginalization in contemporary India
CLO 2	Explain the concept and characteristics of Linguistic diversity in India
CLO 3	Elaborate the concept and characteristics of Regional diversity in India
CLO 4	Explain the concept and characteristics of Religious diversity in India
CLO 5	Critically examine role of education with respect to the challenges of Linguistic diversity in Indian society
CLO 6	Analyze the role of education with respect to the challenges of Regional diversity in Indian society
CLO 7	Justify the role of education with respect to the challenges of Religious diversity in Indian society
<b>Unit 2</b>	<b>Addressing Inequality of Indian society: Nature, Challenges and Role of Education</b>
CLO 8	Elaborate the nature and challenges of caste and class stratification in Indian society
CLO 9	Examine the nature and challenges of gender stratification in Indian society
CLO 10	Explain the concept of marginalized groups in Indian society
CLO 11	Justify the role of education in addressing the needs of stratified groups in Indian society
CLO 12	Critically examine the role of education in addressing the needs of marginalized groups in Indian society
<b>Unit 3</b>	<b>Constitutional Values and Stratification, Marginalisation and Diversity</b>
CLO 13	Elucidate the constitutional values like democracy, socialism and equality with reference to reducing stratification in Indian society
CLO 14	Analyze the significance of the Fundamental Rights with respect to education
CLO 15	Examine the significance of Fundamental duties with respect to education
CLO 16	Justify the Directive Principles of State Policy with regards to addressing stratification and marginalization
<b>MODULE 2: POLICY FRAME WORK FOR EDUCATION</b>	
<b>Unit 4</b>	<b>Policies and Role of Education</b>
CLO17	Elaborate the features of Nayee Taleem
CLO 18	Justify the relevance of Nayee Taleem in present context

CLO 19	Analyze the Right to Education Act 2009 and the Universalization of education
CLO 20	Explain the recommendations of RMSA for secondary education
<b>Unit 5</b>	<b>Education Commissions &amp; Recommendations</b>
CLO 21	Elaborate the efforts of NPE 1986 in addressing the diverse needs of the nation
CLO 22	Analyze the NCF 2005 in enhancing the quality of education in our country
CLO 23	Justify the relevance of NCFTE 2009 in the present scenario of teacher education in India
<b>Unit 6</b>	<b>Emerging Trends</b>
CLO 24	Explain the concept and characteristics of Open and Distance learning
CLO 25	Analyze open and distance learning in addressing the needs of the modern society
CLO 26	Elaborate the concept and characteristics of Liberalization, Privatization and Globalization
CLO 27	Critically examine Liberalization, Privatization and Globalization with respect to implications on education
CLO 28	Elucidate the role of mass media in education

### **ELECTIVE COURSE 3 (EC3) – ENVIRONMENTAL EDUCATION**

<b>Course Objectives (as per the University of Mumbai syllabus)</b>
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

<b>MODULE 1: FUNDAMENTALS OF ENVIRONMENTAL EDUCATION</b>	
<b>Unit 1</b>	<b>Concept of Environment, Eco System and Ecology</b>
CLO1	Explain the meaning and components of Environment
CLO2	Illustrate types of Ecosystem
CLO3	Elaborate the types of Ecological Pyramids
CLO4	Prepare food chain and food web
CLO5	Elaborate the Ecological Energy Dynamics in an ecosystem.
CLO6	State the importance of food chain in an ecosystem
CLO7	State importance of Biotic components
<b>Unit 2</b>	<b>Major Environmental Issues: Meaning, Causes, Effects and Remedies</b>
CLO8	Analyse climate change & loss of biodiversity as major environmental issues
CLO9	Suggest ways to reduce the environmental issues loss of biodiversity
CLO10	Analyse bio magnification as a major environmental issue
CLO11	Elaborate genetic engineering and urban sprawl as a major environmental issue.
CLO12	Elaborate urban sprawl as a major environmental issue.
CLO13	Analyse eutrophication is a major environmental issues
CLO14	List causes of Climate Change
CLO15	Suggest remedies of Climate Change
<b>Unit 3</b>	<b>Development of Environmental Education</b>
CLO16	Explain the significance of Stockholm conference (1972) as a Historical Developments in Environmental Education
CLO17	Explain the significance of Kyoto Protocol (2005), Tbilisi + 30 (2007) as a Historical development in Environmental Education
CLO18	Elaborate the Meaning and Objectives of Environmental Education
CLO19	Elaborate the principles & Significance of Environmental Education
CLO20	Elaborate the Multidisciplinary Approaches of teaching Environmental Education
CLO21	Elaborate the Interdisciplinary Approaches of teaching Environmental Education.
CLO22	State the features of Stockholm conference
CLO23	Enumerate the significance of multi-disciplinary approach in Environmental Education
<b>MODULE 2: ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT</b>	
<b>Unit 4</b>	<b>Initiatives for Environmental Assessment</b>
CLO24	Prepare an Environmental Impact Assessment of any one project which is known to learner
CLO25	Elaborate the functions and characteristics of environmental management

CLO26	State the characteristics of environmental management
CLO27	Elaborate the Features and types of environmental auditing
CLO28	Explain the significance of Environmental Impact Assessment
<b>Unit 5</b>	<b>Sustainable Environmental Management</b>
CLO29	Explain the Meaning and Need of Sustainable Development
CLO30	Elaborate the Guiding Principles of Sustainable Development
CLO31	Elaborate the Process and Significance of Rain Water Harvesting as a Sustainable Environmental Practices
CLO32	Prepare a model of Rain Water Harvesting for your school
CLO33	Suggest Mangrove Management strategies
CLO34	State the significance of Mangrove Management
CLO35	Elaborate the Indigenous Technical Knowledge as an important sustainable Practice
<b>Unit 6</b>	<b>Environmental Initiatives, Projects and Laws</b>
CLO36	Elaborate the significance of Tarun Bharat Sangh as Environmental Initiatives
CLO37	Analyse the significance of 'Narmada Bachao Andolan as a significant Environmental Initiatives'
CLO38	Elaborate the significance of 'Tiger Project' as an Environmental Initiatives
CLO39	Elaborate the recommendations of 'Ganga Action Plan' as an Environmental Initiatives

### **ELECTIVE COURSE 3 (EC3) – GUIDANCE AND COUNSELLING**

<b>Course Objectives (as per the University of Mumbai syllabus)</b>	
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.

<b>MODULE 1: FUNDAMENTALS OF GUIDANCE</b>	
<b>Unit 1</b>	<b>Concepts in Guidance</b>



CLO1	Explain the Meaning ,Characteristics, Principles, Functions and Need of Guidance
CLO2	Classify Types of Guidance – Educational, Vocational & Personal
CLO3	Critically analyze Home as the agencies of Guidance
CLO4	Critically analyze School as the agencies of Guidance
<b>Unit 2</b>	<b>Strategies and Devices for Guidance (Uses and Limitations)</b>
CLO5	Explain the Individual as strategies for Guidance
CLO6	Explain the Group as strategies for Guidance
CLO7	Use 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
<b>Unit 3</b>	<b>Career Guidance</b>
CLO11	Elucidate sources of Career information
CLO12	Explain the strategies of disseminating career information
	Plan a Career Dissemination Session for school or junior college (Assignment)*
CLO13	Explain the Ginsberg's Theory of Vocational Choice,
CLO14	Understand the Factors influencing Vocational Choice
CLO15	Explain concept of Job satisfaction
CLO16	Explain the Factors affecting Job Satisfaction
<b>MODULE 2: FUNDAMENTALS OF COUNSELLING</b>	
<b>Unit 4</b>	<b>Concept of Counselling</b>
CLO17	Understand meaning of counselling
CLO18	Elaborate Characteristics of counselling
CLO19	Explain Types of counselling – Directive, Non-directive and Eclectic
CLO20	Understand Process of counselling ( Initial Disclosure, In-depth exploration and Commitment to action)
<b>Unit 5</b>	<b>Counselling and Intervention</b>
CLO21	Understand the skills required for counselling (Rapport Building, Listening, Questioning & Responding)
CLO22	Explain the Approaches of counselling - Cognitive-Behavioural (Albert Ellis – REBT)
CLO23	Explain the Approaches of counselling Humanistic ( Person Centered Counselling - Carl Roger's)
CLO24	Sensitize the importance of counselling for adolescent issues- Addiction (Substance abuse & technology induced social networking), Academic Stress
<b>Unit 6</b>	<b>Role of Counsellor in Contemporary Society</b>
CLO25	Elucidate qualities of Teacher as a counsellor and promoting positive mental health
CLO26	Understand the importance and need of ethics of a counsellor
CLO27	Justify the function of a counsellor
CLO28	Understand the qualities of a counsellor
CLO29	Elucidate the qualifications of counsellor

CLO30	Reflect upon the avenues of a counsellor
-------	------------------------------------------

## INTERDISCIPLINARY COURSE 4 (IC4) – CREATING AN INCLUSIVE SCHOOL

<b>Course Objectives (as per the University of Mumbai syllabus)</b>	
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.

<b>MODULE 1: TOWARDS NURTURING INCLUSION</b>	
<b>Unit 1</b>	<b>Understanding Inclusion</b>
CLO1	Understand the difference between diversity, disability and inclusion
CLO2	Understand the meaning of inclusion
CLO3	Comprehend the need of inclusion
CLO4	Understand the various models of inclusion
<b>Unit 2</b>	<b>Nurturing Inclusion</b>
CLO5	Understand the concept with special needs and their types
CLO6	Characteristics of disabilities – sensory, neuro-developmental, loco-motor ad multiple disabilities.
CLO7	Catering to special needs - sensory, neuro-developmental, loco-motor ad multiple disabilities.
CLO8	Understand the concept with special needs and their types
CLO9	Characteristics of disabilities – sensory, neuro-developmental, loco-motor ad multiple disabilities.
CLO10	Catering to special needs - sensory, neuro-developmental, loco-motor ad multiple disabilities.
<b>Unit 3</b>	<b>Promoting Policies of Education</b>
CLO11	Understand the international policies on promoting inclusion
CLO12	Understand the importance of international policies on promoting inclusion
CLO13	Understand the national policies on promoting inclusion
CLO14	Understand the importance of national policies on promoting inclusion

CLO15	Understand the constitutional obligations for education of diverse groups
CLO16	Understand the Rehabilitation Council Act 1992
CLO17	Understand the National Policy for persons with Disability 2006
CLO18	Understand the Right to Education Act 2009
CLO19	Understand the Educational concessions, facilities and provisions for children with special need
<b>MODULE 2: ADDRESSING LEARNERS' DIVERSITY</b>	
<b>Unit 4</b>	<b>Curricular Issues</b>
CLO20	Understand the curricular issues with respect to disability wise curricular adaption
CLO21	Understand the curricular issues with respect to disability wise curricular modifications in instructions
CLO22	Comprehend the strategies for differentiating content in an inclusive classroom
CLO23	Understand the curricular issues with respect to disability wise curricular adaption
<b>Unit 5</b>	<b>Inclusion in Classroom</b>
CLO24	Understand the attitudinal, social and infrastructural barriers of inclusion
CLO25	Understand the attitudinal, social and infrastructural facilitators of inclusion
CLO26	Understand the use of ICT in inclusive classrooms.
CLO27	Understand the concept, steps and significance of Individualized Educational Plan.
<b>Unit 6</b>	<b>Functionaries in Inclusive Settings</b>
CLO28	Understand the role of a general teacher
CLO29	Understand the role of an NGO in supporting inclusive school
CLO30	Understand the pre-support for children with special needs
CLO31	Explain the profile of a general teacher
CLO32	Understand the pre-vocational training programme for children with special needs
CLO33	Understand the profile of a resource teacher

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

<b>Course Objectives (as per the University of Mumbai syllabus)</b>
1. To infuse in student teachers the penchant for reading and writing
2. To instil 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

<b>MODULE 1: REVISITING READING</b>	
<b>Unit 1</b>	<b>Diversity of Text – Meaning Significance and Reflection</b>
CLO1	Identify the different types of texts
CLO2	Explain the text structures of the various types of texts
CLO3	Give examples of different types of texts
CLO4	Explain the influence of culture, class and gender on texts
CLO5	Elaborate on the need and importance of Communicative Readers
<b>Unit 2</b>	<b>Reading for Understanding – Strategies and Steps of Reading</b>
CLO6	Explore comprehension texts on the basis of Davis' Nine Skills of Comprehension
CLO7	Suggest ways in which teachers can use the nine skills to enhance comprehension texts.
CLO6	Explore the various reading strategies
CLO7	Explain Kolb's and Schon's Reflective practice models
CLO8	Differentiate between Kolb's and Schon's models
CLO9	Reflect of various reading stages.
<b>MODULE 2: REFLECTIVE READING AND WRITING</b>	
<b>Unit 3</b>	<b>Reading for Writing</b>
CLO10	Explain different perspectives which changes a texts (culture, gender, groups etc.)
CLO11	Critically analyse texts from different perspectives
CLO12	Reflect on a text from with reference to self, the world and the existence
CLO13	Reflect on the various class activities and journal the same
<b>Unit 4</b>	<b>Reading beyond Texts – Making Connections</b>
CLO14	Explain connections of text to self
CLO15	Point out the connection of texts to self and other texts
CLO16	Discuss how visuals and texts relate to each other
CLO17	Elaborate how advertisements relate to texts and visuals
CLO18	Understand educational documents of importance
<b>MODULE 3: SUGGESTED TASKS/ ASSIGNMENTS ACTIVITIES</b>	
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.