

**CHEMBUR SARVANKASH
SHIKSHANSHASTRA MAHAVIDYALAYA
R.C. CHEMBURKAR MARG, CHEMBUR
MUMBAI -71**



**Credit Based Choice System with effect from the academic year 2017-18
Syllabus for the two years Bachelors of Education Programme**

Chembur Education Society's
Chembur Sarvankash Shikshanshastra Mahavidyalaya
R.C. Marg, Chembur Naka, Chembur-400071
(Affiliated to University of Mumbai)

B.Ed.

Course (CBCS- Two Years Full Time Regular Course)
Credit Based Choice System
with effect from the academic year 2017-2018

A) Programme Outcome (PO)
(On completion of B.Ed. Programme)

After successful completion of the B.Ed. programme the following are programme outcomes expected to achieve:-

- PO 1.** The learner will understand learners' diversity in Indian pluralistic society.
- PO 2.** The learner will understand the philosophical, psychological social & cultural perspective of education.
- PO 3.** The learner will be sensitized towards various gender issues and their role as a teacher in combating these issues.
- PO 4.** The learner will be able to implement drama & arts as pedagogical tools in education.
- PO 5.** The learner will be able to have a holistic and integrated understanding about themselves.
- PO 6.** The learners will be able to understand theoretical perspectives of the learning process.
- PO 7.** The learner will be able to understand various academic disciplines and its relation with their specialized school pedagogy subject.
- PO 8.** The learner will be able to master effective classroom management skills & techniques.
- PO 9.** The learner will be able to understand and adopt the modern assessment tools and techniques in education.
- PO 10.** The learner will be able to recognize & appreciate multilingualism and its implications in the Indian classroom.

PO 11. The learner will be able to understand contemporary issues prevailing in Indian society and their role as the teacher in handling these issues.

PO 12. The learner will be able to appreciate the learner's diversity and become a more diversity friendly teacher.

PO 13. The learner will be able to use ICT driven pedagogy in their teaching career.

PO 14. The learner will understand the need & importance of Lifelong Learning.

PO 15. The learner will be able to understand different challenges faced by teachers and strategies to overcome them.

PO 16. The learner will be able to instill the sense of commitment towards school students & society.

PO 17. The learners will imbibe the sense of pride and value towards Indian culture.

PO 18. The learner will be able to emerge as a professional teacher.

B) Programme Specific Outcome (PSO)
(Pedagogical School Subjects & Special Field)

In B.Ed. programme there are specific subjects like Pedagogy of different school subjects & different special fields such as Action Research, Guidance & Counselling & Environmental education. The specific Programme outcomes are as follows:-

PSO 1. To design and implement various pedagogical techniques and strategies in learners' specialized school subjects.

PSO 2. To adopt modern trends in education.

PSO 3. To enable the learner to undertake Independent research.

PSO 4. To adopt multiculturalism in the Indian context.

PSO 5. To enable the teacher to counsel various personal, educational & vocational issues of the student community.

PSO 6. To sensitize the teachers to effectively perform the role as Environmental guardian.

PSO 7. To adapt to the technological advancement in the field of education.

PSO 8. To impart the knowledge and skills gained in B.Ed. Programme in their teaching career.

PSO 9. To sensitize the teacher in understanding their role for sustainable development.

PSO 10. To inculcate Professional outlook amongst teachers.

C) Course Outcome (CO)

The B.Ed. programme has various courses divided into three categories as Core Courses, Interdisciplinary Courses & Elective Courses. The course outcome is the expected outcome for the different courses studied by the learner. The outcomes of these courses are as follows.

FIRST SEMESTER SEM-I

Core Course: CC-1 Childhood & Growing Up

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 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.

Core Course: CC-2 Knowledge & Curriculum

1. To develop understanding into the epistemological basis of education
2. To develop understanding of modern child-centered education.
3. To develop understanding social and cultural influence on education
4. To develop understanding into curriculum, its determinants , process and evaluation
5. To examine relationship of curriculum to education
6. To gain insight into the need for curriculum reforms

Interdisciplinary Course:

IC-1 Gender School & Society

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 popular culture and at school.

7.To appreciate the role of NGOs and Government organisations in sensitizing society towards inclusion and gender parity.

ABILITY COURSE 1 (AB 1)

Critical Understanding of ICT

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.

ABILITY COURSE 1 (AB 1)
Drama & Art in Education

1. To have 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 theater 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.

AUDIT COURSE 1 (AC 1)
Understanding the Self

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.

SECOND SEMESTER
SEM-II
Core Course: CC-3 Learning & Teaching

1. To develop an understanding of 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.

ELECTIVE COURSE 1 (EC 1)

**(Pedagogy of School Subjects:-Commerce,
Economics, English, Geography, History, Science, Mathematics Marathi, Hindi, Sanskrit)**

a) Pedagogy of School Subject: Commerce

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To comprehend the meaning of interdisciplinary and multidisciplinary learning
4. To understand different approaches in interdisciplinary learning
5. To develop an understanding of the meaning and nature of Commerce Education
6. To develop an understanding of the aims and objectives in the teaching of Commerce
7. To integrate values in the teaching of Commerce
8. To establish relationship of Commerce with other subjects
9. To apply the maxims and principles in the teaching of Commerce
10. To use various learning resource in the teaching of Commerce
11. To implement the various methods of teaching Commerce in the classroom
12. To develop an insight about role, challenges and professional development of a Commerce teacher
13. To analyse the contribution of personalities and institutions in Commerce Education
14. To keep abreast of the current trends in the teaching of Commerce.

b) Pedagogy of School Subject : Economics

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 teaching of Economics
6. To establish relationship of Economics with other subjects
7. To apply the maxims and principles of Economics teaching
8. To use various learning resource in Economics teaching
9. To implement the various methods of teaching Economics in the classroom
10. To develop an insight about qualities, challenges and professional development of a Economics teacher
11. To keep abreast of the innovative methods in Economics teaching

c) Pedagogy of School Subject: English

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

d) Pedagogy of School Subject: Geography

1. To develop an understanding the basic concepts associated with academic disciplines
2. To develop an understanding about place of different disciplines in the school curriculum
3. To develop an understanding of Geography as a subject.
4. To develop an understanding of essentials of teaching Geography.

5. To develop an understanding of approaches of curriculum construction.
6. To develop an understanding of different types of teaching- learning resources.
7. To develop an understanding of different methods and techniques of teaching Geography.
8. To develop an understanding of essentials of a Geography teacher.
9. To develop an understanding of current trends in the subject.

e) Pedagogy of School Subject: History

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

f) Pedagogy of School Subject: HINDI

1. विद्यालयी पाठ्यक्रम में विभिन्न विषयों के महत्व को समझना ।
2. भाषा सृजन के विविध पहलुओं को समझना व उनके अध्यापन हेतु विभिन्न विधियों व उपागमों का प्रयोग करना सीखना ।
3. भाषा का अर्थ और उसकी प्रकृति एवं महत्व को समझना ।
4. हिंदी भाषा अध्यापन के उद्देश्य, सिद्धांत, सूत्र एवं सहसम्बन्ध के उपयोग करने की क्षमता विकसित करना । हिंदी भाषा अध्यापन द्वारा मूल्यों और कौशलों को विकसित करने में शिक्षक की भूमिका समझना ।
5. हिंदी भाषा की विभिन्न विधाओं का परिचय कराना ।
6. हिंदी भाषा समृद्धि के लिये आधुनिक माध्यमों की जानकारी देना ।

g) Pedagogy of School Subject: Mathematics

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

h) Pedagogy of School Subject : Marathi

1. शैक्षणिक विद्याशाखांशी संबंधित मूलभूत संकल्पनांचे आकलन करून देणे.
2. शालेय अभ्यासक्रमातील विविध विद्याशाखांचे स्थान समजावून देणे.
3. मराठी भाषेच्या व अध्यापनउद्दिष्टांच्या उपयोजनाचे आकलन करून देणे.
4. मराठी भाषेच्या अध्यापन पद्धती समजावणे.
5. छात्राध्यापकांमध्ये व्यवसाय वृद्धि व शिक्षकांच्या गुण वैशिष्ट्याविषयक दृष्टी विकसित करणे.
6. छात्राध्यापकांमध्ये मराठी अध्ययन -अध्यापन विषयक आधुनिक दृष्टीकोन वृद्धिंगत करणे.

i) Pedagogy of School Subject: Science

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.

j) Pedagogy of School Subject: Sanskrit

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 importance of Sanskrit language in curriculum and in life.
4. To apply the maxims and principles of Sanskrit teaching.
5. To use various learning resources in Sanskrit teaching.
6. To implement the various methods of teaching Sanskrit in the classroom.
7. To understand the different aspects of language Teaching.
8. To understand the strategies for developing language competencies.
9. To analyze the challenges faced a teacher of Sanskrit.
10. To develop an insight about role and professional development of a Sanskrit teacher

INTERDISCIPLINARY COURSE 2 (IC 2)

Educational Management

- 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 o 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

SECOND YEAR

THIRD SEMESTER

Core Course: CC-4 Assessment for Learning

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.

ELECTIVE COURSE 2 (EC 2)

(Pedagogy of School Subjects:-Commerce, Economics, English, Geography, History, Science, Mathematics Marathi, Hindi,, Sanskrit)

The learner will choose another school subject offered in the institution for sem-III.

The course outcome are same as mentioned in sem-II

INTERDISCIPLINARY COURSE 3 (IC 3)

Language Across Curriculum

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

FOURTH SEMESTER
Core Course: CC-5
Contemporary India & Education

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.

ELECTIVE COURSE 3 (EC 3)

The learner will have to choose any one of the following Elective Course in SEM-IV

- a) **Action Research**
- b) **Environmental Education**
- c) **Guidance & Counselling**

Action Research

1. To help the pupil in understanding the basics of Action Research
2. To help the pupil in understanding the process of Action Research
3. To help the pupil in applying the cycles of Action Research in the teaching-learning process.
4. To help the pupil in analyzing the importance of validating Action Research at each step.
5. To help the pupil in applying the methods of Action Research to the teaching learning process.
6. To help the pupil in understanding various data collection tools of Action Research.

7. To help the pupil in developing the skill of constructing appropriate tools while conducting an Action Research.
8. To help the pupil in comprehending the components of Action Research Plan.
9. To help the pupil in distinguishing between quantitative and qualitative data analysis in Action Research.
10. To help the pupil in understanding the features of a good Action Research Report.
11. To help the pupil in analyzing the ways of sharing and reflecting Action Research.
12. To help the pupil in developing the spirit of enquiry in the students.

Environmental Education

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

Guidance & Counselling

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.

INTERDISCIPLINARY COURSE 4 (IC 4)

IC-IV Creating an Inclusive School

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 action areas to make schools and classrooms more diversity friendly.

ABILITY COURSE 2 (AB 2)

READING AND REFLECTING ON TEXTS

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