

UNIVERSITY OF MUMBAI



Rizvi Education Society's Rizvi College of Education

Credit Based Choice System with effect from the academic year 2017-2018

SYLLABUS FOR TWO YEARS BACHELOR OF EDUCATION PROGRAMME



Rizvi Education Society's
Rizvi College of Education
Rizvi Educational Complex, Khar Danda,
Govind Patil Rd, Khar (West), Mumbai - 400052

Programme learning Outcomes:

- PLO1. Develop requisite knowledge on the subject matter integrated with necessary pedagogic skills & competencies among the prospective teachers.
- PLO2. Apply the knowledge & practices to solve complex educational problems.
- PLO3. Develop effective communication, team work and leadership skills.
- PLO4. Enable prospective teachers to understand diversity and work towards the optimal development of each learner in their classrooms.
- PLO5. Develop analytical, interpretative, and reflective skills and make the prospective teachers capable of research-oriented practices.
- PLO6. Develop imaginative, creative, innovative, and entrepreneurial skills among the prospective teachers.
- PLO7. Develop appropriate values, attitude, and professional commitment towards teaching.
- PLO8. Enable effective use of technology as a resource to design, implement, and assess learning experiences.
- PLO9. Develop awareness and commitment to deal with issues related to environment, gender parity and other concerns in the community.
- PLO10. Holistic development through physical, mental, emotional, and spiritual wellness.
- PLO11. Foster core competencies befitting globally competent teachers.
- PLO12. Be a catalyst in the process of national development.

FIRST YEAR

FIRST SEMESTER



**Rizvi Education Society's
Rizvi College of Education**

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

Course Objectives: (as per the University syllabus)

1. To develop an understanding of the Principles of development.
2. To develop an understanding of the concept of development within a pluralistic society.
3. To develop an appreciation of the child development in socio-cultural context.
4. To apply the knowledge of the methods and approaches of child development.
5. To examine the theoretical perspectives of child development.
6. To analyse 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.

Course Learning Outcomes:

MODULE 1: PROCESS OF HUMAN DEVELOPMENT

Unit 1: Growth and Development of a child

- CLO1. Explain meaning of growth and development.
- CLO2. Interpret the principles of growth and development.
- CLO3. Differentiate between growth and development.
- CLO4. State the stages of growth and development.
- CLO5. Analyze the role of school in growth and development of a child.

Unit 2: Developmental Process

- CLO6. Explain the meaning of genetics and heredity.
- CLO7. Explain the influence of heredity and environment in the development of individuals.
- CLO8. Analyze various studies on the effect of heredity and environment on development of individuals.
- CLO9. Explain the trends of development - Developmental direction, Differentiation and integration and Cumulative influence.
- CLO10. Attribute characteristics to different trends of development.
- CLO11. Cite examples of different trends.
- CLO12. Explain the meaning of maturation.
- CLO13. Predict the effect of maturation at different developmental stages.

Unit 3: Context of Development

- CLO14. Explain the meaning of child development.
- CLO15. State concept of child development with respect to physical, emotional and social aspects.
- CLO16. Analyze the impact of different parenting styles on child development.
- CLO17. Evaluate child development in socio-cultural context.

MODULE 2: PERSPECTIVES OF HUMAN DEVELOPEMENT

Unit 4: Methods and Approaches of Studying Human development

- CLO18. Explain the methods of human development.
- CLO19. Distinguish between the methods of human development.
- CLO20. Differentiate between experimental and clinical methods of development.
- CLO21. Comprehend the various approaches of human development.
- CLO22. Summarize the methods of human development.

Unit 5: Theoretical Perspectives

- CLO23. Explain Piaget's theory of cognitive development.
- CLO24. Differentiate between assimilation and accommodation.
- CLO25. Exemplify the characteristics of different stages of cognitive development.
- CLO26. Explain the mechanism and process of thinking and reasoning in children at different stages of cognitive development.
- CLO27. Justify the role of different environments in the development of an individual as explained by Urie Bronfrenbrenner.
- CLO28. Explain Kohlberg's levels and stages of Moral development.

Unit 6: Self and Emotions

- CLO29. Analyse one's known self and hidden one.
- CLO30. List one's characteristics of self-concept.
- CLO31. Explain Marcian theory of identity crisis.
- CLO32. Under take test on self-esteem and self-concept and analyse it.
- CLO33. Explain Goleman's theory of emotional intelligence.
- CLO34. Discuss the significance of EQ in one's success in life and profession.



**Rizvi Education Society's
Rizvi College of Education**

**CORE COURSE 2 (CC 2)
KNOWLEDGE AND CURRICULUM**

Course Objectives: (as per the University syllabus)

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

Course Learning Outcomes:

Unit 1: Perspectives of Knowledge and Education

- CLO1. Explain main characteristics of Knowledge.
- CLO2. Elucidate any one Philosophical perspective type of knowledge.
- CLO3. Illustrate suitable examples of Conceptual, Strategic and situational.
- CLO4. Explain concept of Knowledge.
- CLO5. Differentiate between knowledge and information.
- CLO6. Differentiate between teaching and training.
- CLO7. Illustrate suitable examples of Personal, Procedural and Propositional.

Unit 2: Basis of Modern Child-Centered Education (Concept, Basis and educational Significance)

- CLO8. Elaborates Activity method.
- CLO9. Explains the educational significance of the Activity method of teaching by Gandhiji.
- CLO10. Explains Discovery method.
- CLO11. Explain the educational significance of Discovery method of teaching by John Dewey.
- CLO12. Explains Dialogue method.
- CLO13. Explain the educational significance of Dialogue method of teaching by Paulo Freire.

Unit 3 Social and Cultural Context

- CLO14. Explains the changes in education due to the influence of culture and society.
- CLO15. Analyzes the changes in education due to industrialization, democracy and individual autonomy.
- CLO16. Explains the need for equity, equality and social justice in education.
- CLO17. Elaborates the interrelationship of education.
- CLO18. Explains the interrelationship of education with reference to Jiddu Krishnamurti Nationalism.

- CLO19. Discusses the interrelationship of education with reference to Rabindranath Tagore Secularism.
- CLO20. Discusses education and the views of Dr. B.R. Ambedkar's on education in relation to equity, equality and social justice.

Unit 4 Curriculum – Concept Types and Determinants

- CLO21. Explains the meaning and concept of curriculum.
- CLO22. Differentiates between curriculum, syllabus and textbook.
- CLO23. Explains the various determinants of curriculum.
- CLO24. Explains the types of Curriculums.
- CLO25. Evaluates the advantages of each type of curriculum for the training and a child.

Unit 5: Curriculum Development

- CLO26. Explains principles of curriculum development.
- CLO27. Illustrates the process of curriculum development.
- CLO28. Identifies the aims and objectives of curriculum Development.
- CLO29. Classifies the Criteria for selecting knowledge.
- CLO30. Discusses various ideas of social groups in curriculum construction.
- CLO31. Represents knowledge in the form of different subject.
- CLO32. Selects and organizes learning situations.

Unit 6 Curriculum Implementation and Evaluation Seminar

- CLO33. Critically analyze the role of a teacher in generating dynamic curricular experiences.
- CLO34. Enumerates the benefits of effective curriculum construction.
- CLO35. Implements the need and evaluation of effective curriculum construction.
- CLO36. Explains the role of MHRD and NCERT in curriculum reform.
- CLO37. List the ways in which a teacher can generate dynamic curricular experiences through flexible interpretation of curricular aims.
- CLO38. List the ways in which a teacher can generate dynamic curricular experiences through contextualization of learning.



**Rizvi Education Society's
Rizvi College of Education**

**INTERDISCIPLINARY COURSE 1 (IC 1)
GENDER, SCHOOL AND SOCIETY**

Course Objectives: (as per the University syllabus)

1. To acquaint the student teachers with the concept of gendered roles in society and their challenges.
2. To develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
3. To understand the influence of social institutions (family, caste, class, religion and 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.

Course Learning Outcomes:

MODULE 1: GENDER AND SOCIALIZATION

Unit 1: Gender: Concept and Perspectives

- CLO1. Elucidate the meaning of sex and gender.
- CLO2. Differentiate the concepts of sex and gender.
- CLO3. Interpret the concept of gendered roles in society and their challenges.
- CLO4. Explain the concepts of patriarchy, feminism, equity and equality, sexuality.
- CLO5. Analyze the gender roles in society applying sociological theoretical perspectives.
- CLO6. Analyze the gender roles in society applying psychological theoretical perspectives.

Unit 2: Social Construction of Gender Identity

- CLO7. Analyze the Influence of family, caste, religion, culture, region, the media, and popular culture on gender identity.
- CLO8. Interpret the Influence of family, caste, religion, culture, region, the media, and popular culture on gender identity.
- CLO9. Discuss gender bias in health and nutrition, education, and employment.
- CLO10. Define gender bias.
- CLO11. Cite instances of gender bias in society.
- CLO12. List ways of challenging stereotypes.

Unit 3: Gender Issues and Provisions

- CLO13. Explain gender related issues in society.

- CLO14. Analyze the impact of dowry system.
- CLO15. State the meaning and concept of workplace discrimination.
- CLO16. Comprehend sexual abuse and cyber bullying.
- CLO17. Develop strategies to prevent oneself from cyber bullying.
- CLO18. Reflect on the National Policy for Empowerment of women.

MODULE 2: GENDER: EDUCATION AND EMPOWERMENT

Unit 4: Gender Challenges and Education:

- CLO19. Understand gender challenges with respect to the role of schools, peers, teachers, curriculum and textbooks.
- CLO20. Comprehend the construct of gender in National Curriculum Framework
- CLO21. Identify the women role models in India
- CLO22. Appreciate contemporary women role models in India

Unit 5: Gender Jurisprudences in Indian Context

- CLO23. Comprehend the Prenatal Diagnostic Technique Act, 1994.
- CLO24. Explain the Domestic Violence Act, 2005.
- CLO25. Effectively understand the POCSO Act, 2012.
- CLO26. Analyze the impact of Prenatal Diagnostic Techniques Act, 2012.

Unit 6: Strategies for Gender Empowerment

- CLO27. Explore the role of NGOs and Government organisations in sensitizing society towards inclusion and gender parity.
- CLO28. Appreciate the role of NGOs and Government organisations in sensitizing society towards inclusion and gender parity.
- CLO29. Identify the United Nations Entity Equality and the Empowerment of Women for Gender-UN Women.
- CLO30. Research the roles of UN Women towards women empowerment.
- CLO31. Identifies the Millennium Development Goals aimed at promoting gender equality and empowerment.
- CLO32. Research India's status with respect to Millennium Development Goals aimed at promoting gender equality and empowerment.



**Rizvi Education Society's
Rizvi College of Education**

**ABILITY COURSE 1 (AB 1)
CRITICAL UNDERSTANDING OF ICT**

Course Objectives: (as per the University syllabus)

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

Course Learning Outcomes:

MODULE 1: ICT IN EDUCATION AND ITS IMPLICATIONS ACTIVITIES

Unit 1: Understanding of ICT in Education

- CLO1. Appreciates the need and importance of Information and Communication Technology in Education
- CLO2. Applies the knowledge of ICT during the teaching learning process.
- CLO3. Analyzes the role of a teacher as an administrator, facilitator and evaluator in ICT enabled educational situations.
- CLO4. Elaborate the various Legal and ethical issues involved in the use of ICT

Unit 2: Designing Technology Integrated Learning Experiences

- CLO5. Uses ADDIE model Instructional Design in Education.
- CLO6. Develops a lesson on any topic using the ADDIE model Instructional Design.
- CLO7. Enables students to develop a lesson plan on a topic using ICT tools (Script writing and Storyboard).
- CLO8. Displays how to create a rubric.
- CLO9. Enumerates how to create a rubric.
- CLO10. Critically evaluates the lesson plan created by using rubrics.
- CLO11. Explains the meaning, features and application of Learning Management System (LMS).

**MODULE 2: TEACHER AND ICT ENABLED ADMINISTRATION,
EVALUATION AND RESEARCH**

Unit 3: Emerging Trends in E-learning Case studies

- CLO12. Explain the meaning of Mobile learning.
- CLO13. Critically evaluates the features of Mobile Learning
- CLO14. Explain the uses of web2.0 tools for learning.

CLO15. Appreciates the use of social networking site, Blog, Chat, as a source of educational discussion.

CLO16. Identifies Open Educational Resources, Creative Common, Massive Open Online Courses (MOOCs) in the educational process.

Unit 4: Use of ICT in Evaluation, Administration and Research

CLO17. Appreciates the use of e-portfolio.

CLO18. Creates one's own e-portfolio using Google sites.

CLO19. Differentiates between Online Repositories & Online Libraries.

CLO20. Displays the different online assessment tools (Online Survey tools or Test generators).

CLO21. Explain Offline assessment tools.

CLO22. Creates a survey using online tools.

CLO23. Critically evaluates an effective tool for creating an online survey.

SECOND SEMESTER



**Rizvi Education Society's
Rizvi College of Education**

**CORE COURSE 3 (CC 3)
LEARNING AND TEACHING**

Course Objectives: (as per the University syllabus)

1. To develop an understanding the concept of Learning.
2. To analyze the factors affecting Learning.
3. To analyze various theories of Learning.
4. To apply the Cognitive Perspectives of learning in the learning process.
5. To apply Constructivist perspectives of learning in the learning process.

Course Learning Outcomes:

MODULE 1: UNDERSTANDING LEARNING

Unit 1: Concept of Learning

- CLO1. Explain the meaning of learning.
- CLO2. State characteristics of learning.
- CLO3. Interpret the Kolb's classification of learning styles.
- CLO4. Elaborate on different factors which affected learning.
- CLO5. Appreciate Maslow's Need of Hierarchy theory.
- CLO6. Analyze Gardener's multiple intelligence theory.

Unit 2: Theories of Learning

- CLO7. Discriminate between Classical and operant conditioning
- CLO8. Explain importance of MKO and GDP given by Vygotsky
- CLO9. Analyze Ausubel meaningful learning
- CLO10. Attribute Burners Social Learning Theory

Unit 3: Expanding Horizons of Learning

- CLO11. Differentiate between low road and High Road Transfer.
- CLO12. Explain the importance of group dynamics.
- CLO13. List down the educational implication of Sociometry.
- CLO14. Explain Bruce Tuckman Revised Model for Group Dynamic.

MODULE 2: TEACHING: THE ACT AND THE PROFESSION

Unit 4: Teaching for All

- CLO15. Identify Educational needs of differently abled learners.
- CLO16. Explain the characteristics of learners with learning disabilities.
- CLO17. Explain the characteristics of learners with hyperactivity & attention Disorders.
- CLO18. Explain the characteristics of learners gifted Learners.
- CLO19. Elucidate the concept of differentiated Instruction.
- CLO20. Explain the Characteristics / Key Features of differentiated instruction.

- CLO21. Identify strategies for differentiated instruction.
- CLO22. Implement strategies for differentiated instruction.
- CLO23. Explain the concept of multi-cultural Education.
- CLO24. Explain James Bank's Five Dimensions of MCE.
- CLO25. Discuss the implications of MCE in the Indian Context.

Unit 5: Teaching for Effective Learning

- CLO26. Explain the meaning of reflective and critical thinking.
- CLO27. Form strategies to develop reflective and critical thinking among students.
- CLO28. Explain creative thinking & problem solving.
- CLO29. Illustrate the steps of creative thinking.
- CLO30. Enlist strategies for problem solving.
- CLO31. Explain the concept of meta-cognition.
- CLO32. Illustrate the steps of meta-cognition.

Unit 6: Teaching as a Profession

- CLO33. Explain the meaning of professionalism in teaching.
- CLO34. Discuss the principles of professionalism in teaching.
- CLO35. Analyze the importance of academic freedom.
- CLO36. Analyze the roles of teacher as instructional expert, manager, counselor and practitioner-researcher.
- CLO37. Analyze the roles of professional competencies for classroom management: prevention, intervention & remediation.
- CLO38. Provide remediation for chronic behavioural problems among students.
- CLO39. Explain the Gordon Model of Self-discipline.
- CLO40. Discuss strategies of developing meta-cognition among students.



**Rizvi Education Society's
Rizvi College of Education**

**INTERDISCIPLINARY COURSE 2 (IC 2)
EDUCATIONAL MANAGEMENT**

Course Objectives: (as per the University syllabus)

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

Course Learning Outcomes:

**MODULE 1: FUNDAMENTALS OF EDUCATIONAL MANAGEMENT
ACTIVITIES**

Unit 1: Concept of Educational Management

- CLO1. Explain the meaning of educational management.
- CLO2. Elaborate the objectives of educational management.
- CLO3. Explain the importance of educational management.
- CLO4. Discuss the objectives of educational management.
- CLO5. Explain the principles of management by Henry Fayol.
- CLO6. Develop a concept of systems thinking and systems approach to Educational management.
- CLO7. Discuss the steps in system approach in education.

Unit 2: Educational Institution – Organizational perspective

- CLO8. Differentiate between the meaning of organizational culture and organizational climate.
- CLO9. Elaborate the five functions of Management with reference to education.
- CLO10. Explain the meaning and importance Learning Organization
- CLO11. Explain Peter Senge's model of a Learning Organization

Unit 3: Organizational Management

- CLO12. Explain the importance of quality in Educational Management
- CLO13. Enumerate the indicators of quality that can be ensured in the education institutions.
- CLO14. Elaborate the process of quality management with reference to education.
- CLO15. Explain the process of human resource management.
- CLO16. Explain the need for human resource management through tower activity.
- CLO17. Explain the need for change for growth of educational institutions.
- CLO18. Illustrate the procedure of change management.

CLO19. List ways in which change can be managed.

MODULE 2: RESOURCE MANAGEMENT AND ADMINISTRATION

Unit 4: Human Resource Management

CLO20. Explain the concept and function of leaders in an educational setup.

CLO21. Explain the different leadership styles.

CLO22. Identify various prominent leaders who exhibit different leadership styles.

CLO23. Identify the most suited leadership style in educational setup.

CLO24. Explain the meaning and need of different leadership skills.

CLO25. State the process of decision making as a leadership skill.

CLO26. Explain the meaning and importance of grievance management in educational institutions.

Unit 5: Educational Administration

CLO27. Reflect on the principles of timetable construction.

CLO28. Explain the need and importance of timetable

CLO29. Discuss the types and principles of timetable.

CLO30. Explain the need and types of staff meeting

CLO31. Illustrate the process of staff meeting

CLO32. Elaborate the types of staff meeting

CLO33. Discuss the causes and measures of absenteeism for staff

CLO34. Discuss the causes and measures of absenteeism for students.

CLO35. Explain the importance of Secondary School Code.

CLO36. Explain the characteristics of Secondary School Code

Unit 6: Educational Administration in India Seminar

CLO37. Explain the Educational Administrative set-up in India

CLO38. Discuss the characteristics of SSC Boards of State system of Education

CLO39. Discuss the characteristics of ICSE Boards of National system of Education

CLO40. Discuss the characteristics of CBSE Boards of National system of Education

CLO41. Explain the characteristics of IGCSE Boards of International system of Education

CLO42. Discuss the characteristics of IB Boards of International system of Education

CLO43. Explain the characteristics of CBSE Boards of National system of Education

CLO44. Elaborate the function of NCERT

CLO45. Elaborate the functions of MSCERT



**Rizvi Education Society's
Rizvi College of Education**

**ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: COMMERCE**

Course Objectives: (as per the University syllabus)

1. To understand the basic concepts associated with academic disciplines.
2. To understand place of different disciplines in the school curriculum.
3. To 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.
8. To apply the maxims and principles in the teaching of Commerce.
9. To use various learning resource in the teaching of Commerce.
10. To implement the various methods of teaching Commerce in the classroom.
11. To develop an insight about role, challenges and professional development of a Commerce teacher.
12. To analyse the contribution of personalities and institutions in Commerce Education.
13. To keep abreast of the current trends in the teaching of Commerce.

Course Learning Outcomes:

MODULE 1: FUNDAMENTALS OF COMMERCE EDUCATION

Unit 1: Basics of Academic Disciplines

CLO1.

Unit 2: Understanding Commerce Education and Curriculum

CLO2.

CLO3.

Unit 3: Essentials of Teaching Commerce and Curriculum Transaction

CLO4.

CLO5.

MODULE 2: TRANSACTING COMMERCE CURRICULUM

Unit 4: Learning Resources

CLO6.

CLO7.

Unit 5: Methods of Teaching (Meaning, Procedure, Merits and Demerits)

CLO8.

CLO9.

Unit 6: Professional Development of Teacher

CLO10.

CLO11.



**Rizvi Education Society's
Rizvi College of Education**

**ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: ECONOMICS**

Course Objectives: (as per the University syllabus)

1. To understand the basic concepts associated with academic disciplines.
2. To understand place of different disciplines in the school curriculum.
3. To develop an understanding of the meaning and nature of 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 an Economics teacher.
11. To keep abreast of the innovative methods in Economics teaching.

Course Learning Outcomes:

MODULE 1: ECONOMICS AS A SOCIAL SCIENCE DISCIPLINE

Unit 1: Basics of Academic Disciplines

- CLO1. Explain the meaning of academic disciplines.
- CLO2. State the relationship between academic disciplines and economics subject.
- CLO3. Describe the classification of academic disciplines.
- CLO4. Analyze the place of Humanities and Social Sciences - Economics in the present school curriculum.
- CLO5. Summarize the Becher - Biglan typology.

Unit 2: Understanding Economics

- CLO6. Explain the meaning of Economics.
- CLO7. State the importance of economics.
- CLO8. Explain the scope of economics.
- CLO9. Explain the objectives of teaching economics.
- CLO10. Analyze the values of teaching economics.

Unit 3: Learning Resources

- CLO11. Identify the characteristics of economics textbook.
- CLO12. Critically analyze economics textbook.
- CLO13. State the use of Audio visual resources in teaching of economics.
- CLO14. Analyze the importance of visit to various institutions to facilitate learning of economics.

MODULE 2: TRANSACTING ECONOMICS CURRICULUM

Unit 4: Essentials of Teaching Economics and Curriculum Transaction

- CLO15. Discuss the maxims of teaching economics.
- CLO16. State the importance of correlation in economics education.
- CLO17. Explains the principles of teaching economics.
- CLO18. Cite examples of teaching economics via maxims of teaching.

Unit 5: Methods of Teaching

- CLO19. Explain the methods of teaching.
- CLO20. Analyze the various research methods.
- CLO21. List down innovative methods of teaching economics.
- CLO22. Explain the concept of constructivism.

Unit 6: The Economics Teacher

- CLO23. List down qualities of an economics teacher.
- CLO24. Identify the challenges faced by an economics teacher.
- CLO25. Analyze the need and avenues of continuous professional growth for a teacher.
- CLO26. Suggest ways to tackle problems faced by an economics teacher.



**Rizvi Education Society's
Rizvi College of Education**

**ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: ENGLISH**

Course Objectives: (as per the University syllabus)

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To develop understanding about the fundamentals of the English language.
4. To understand the pedagogical bases of language learning.
5. To apply pedagogical approaches and techniques in teaching and learning the language.
6. To adapt learning resources into the teaching learning process.
7. To understand implications of theories of learning about 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

Course Learning Outcomes:

MODULE 1: FUNDAMENTALS OF ENGLISH LANGUAGE AND LANGUAGE TRANSACTIONS ACTIVITIES

Unit 1: Basics of Academic Disciplines

- CLO1. Explain the meaning and characteristics of academic disciplines.
- CLO2. Classify the different disciplines on basis of Becher-Biglan Classification.
- CLO3. Critically analyze the place of English in the school curriculum.
- CLO4. Appreciate the importance of English in the present school curriculum.

Unit 2: Role of English Language

- CLO5. Explain the nature of English.
- CLO6. Enumerate the importance of English in everyday-life.
- CLO7. Illustrate the meaning of different type of language registers with examples as given by Martin Joos.
- CLO8. Explain the characteristics of a multilingual classroom.
- CLO9. Analyze the role of an English teacher in a multilingual classroom.

Unit 3: Pedagogical Approaches and Techniques

- CLO10. Elaborate the 7Es of Constructivism.
- CLO11. Explain the meaning and procedure of Communicative Approach.
- CLO12. Illustrate the advantages of the inductive-deductive approach in teaching grammar.
- CLO13. Differentiate between deductive and inductive approaches in teaching grammar.
- CLO14. Appreciate the expository technique of narration and dramatization in teaching of prose.
- CLO15. Appreciate the narrative technique of in teaching of English Literature.
- CLO16. Develop a concept map of any topic in English.

- CLO17. Explain the steps in essay writing using brainstorming.
CLO18. Appreciate the literary devices used in poetry.

MODULE 2: BASES OF LANGUAGE LEARNING AND ASSESSMENT

Unit 4: Pedagogical Bases Seminar

- CLO19. Explains the aims and objectives of teaching English as a first language and Second language.
CLO20. Differentiates between the aims and objectives of teaching English as a First and as a Second language.
CLO21. Enumerates Palmer's principles of language learning.
CLO22. Explains the meaning of correlation and the 3 different types of correlation techniques used in the teaching of English as a school subject.
CLO23. Illustrates examples of external Correlation of English with Science, Math, History, etc.
CLO24. Identifies maxims of teaching English in actual classroom situations.

Unit 5: Professional Development of a Teacher

- CLO25. Identifies the challenges faced by an English teacher in the Indian classrooms.
CLO26. Find out the different avenues of professional development of a teacher.
CLO27. States the importance of professional development of a teacher.
CLO28. Elucidates the contribution of R.K. Narayan to English literature.
CLO29. Critically evaluates any book by Shri. R.K. Narayan.
CLO30. Presents a book review on any novel written by Shri. R.K. Narayan.
CLO31. Explains the concept of Language Acquisition Device (LAD) and Universal Grammar (UG) as given by Noam Chomsky.

Unit 6: Learning Resources and Assessment in Language

- CLO32. States the importance of a library for English language learning
CLO33. Identifies the numerous e-resources available to an English teacher.
CLO34. Explains ways in which CALL can be used to assist language learning.
CLO35. Assesses lessons of English using various techniques of assessment.
CLO36. Suggest ways in which social networking sites can be used for language learning and assessment.



**Rizvi Education Society's
Rizvi College of Education**

**ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: GEOGRAPHY**

Course Objectives: (as per the University syllabus)

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.

Course Learning Outcomes:

MODULE 1: BASICS OF DISCIPLINE, SUBJECT AND CURRICULUM

Unit 1: Basics of Academic Disciplines

CLO1.

Unit 2: Understanding Subject and Curriculum

CLO2.

CLO3.

Unit 3: Essentials of Teaching Geography and Curriculum Transaction

CLO4.

MODULE 2: TEACHING - LEARNING RESOURCES AND CURRICULUM TRANSACTION

Unit 4: Teaching - Learning Resources

CLO5.

CLO6.

Unit 5: Methods of Teaching and Geography Teacher

CLO7.

CLO8.

Unit 6: Current Trends in Teaching of Geography

CLO9.



**Rizvi Education Society's
Rizvi College of Education**

**ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: HISTORY**

Course Objectives: (as per the University syllabus)

1. To understand the basic concepts associated with academic disciplines.
2. To understand place of different disciplines in the school curriculum.
3. To 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

Course Learning Outcomes:

MODULE 1: HISTORY AND POLITICAL SCIENCE AS A SOCIAL SCIENCE DISCIPLINE

Unit 1: Basics of Academic Disciplines

- CLO1. Explain meaning of academic discipline.
- CLO2. Describe the relationship between academic discipline and history.
- CLO3. Classify different academic disciplines.
- CLO4. Analyze place of social science in the present curriculum.

Unit 2: Understanding History

- CLO5. Explain the nature of history.
- CLO6. Appreciate historical thinking by Peter Seixas et al.
- CLO7. Describe the objectives of teaching history at secondary level.
- CLO8. Explain values of teaching history and political science.

Unit 3: Learning Resources

- CLO9. Critically evaluate history textbook.
- CLO10. State importance of audio-visual resources.
- CLO11. Elucidate importance of Field trips.
- CLO12. Able to detect and dealt with bias of history textbook.

MODULE 2: TRANSACTING HISTORY AND POLITICAL SCIENCE CURRICULUM

Unit 4: Essential of Curriculum Transaction in History and Political Science

- CLO13. Describe maxims of teaching in pedagogy History.
- CLO14. Distinguish between the internal and external correlation of History and political science.

- CLO15. Explain History as Concept-Driven subject.
- CLO16. Exemplify History as Generalization based subject.

Unit 5: Methods of Teaching (Process, Merits and Limitation)

- CLO17. Differentiate between Conventional pedagogy and Contemporary Pedagogy.
- CLO18. Explain story telling method.
- CLO19. Describe importance of lecture cum discussion method.
- CLO20. State social enquiry method.
- CLO21. Elucidate cooperative learning pedagogy.

Unit 6: The History Teacher

- CLO22. List down quality of good history teacher.
- CLO23. Explain need and avenues of professional development.
- CLO24. Find out challenges faced by History teacher.
- CLO25. Elucidate pedagogy and Globalization based problem of history teacher.



**Rizvi Education Society's
Rizvi College of Education**

**ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS**

Course Objectives: (as per the University syllabus)

1. To understand the basic concepts associated with academic disciplines.
2. To understand the place of different disciplines in the school curriculum understand the 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 a 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

Course Learning Outcomes:

MODULE 1: FUNDAMENTALS OF MATHEMATICS EDUCATION

Unit 1: Basics of Academic Disciplines

- CLO1. Defines the meaning of academic disciplines,
- CLO2. Explains the relationship between academic disciplines and Mathematics
- CLO3. Classifies the academic discipline
- CLO4. Explains Becher -Biglan typology
- CLO5. Applies Becher -Biglan typology in a lesson plan.
- CLO6. Discusses the place of Mathematics in the present school curriculum.
- CLO7. Correlates mathematics with other academic disciplines.

Unit 2: Introduction to the Teaching of Mathematics

- CLO8. Elaborates the meaning of mathematics.
- CLO9. Explains the Nature & scope of Mathematics
- CLO10. Presents the aims and objectives of teaching Mathematics at Secondary and Higher Secondary Levels (NCF 2009)
- CLO11. Applies the aims and objectives of teaching Mathematics at Secondary and Higher Secondary Levels (NCF 2009)
- CLO12. Imbibes the values of teaching Mathematics

Unit 3: Essentials of Teaching Mathematics and Curriculum Transaction

- CLO13. Uses maxims of teachings in Mathematics.
- CLO14. Applies maxims of teachings in mathematics in a lesson plan.
- CLO15. Plans a lesson using known to unknown maxim.
- CLO16. Prepare a lesson plan using the maxim whole to part.
- CLO17. Organizes curriculum using a Concentric and Topical approach.
- CLO18. Explains the pedagogical analysis of mathematics.
- CLO19. Prepares pedagogical analysis plan.
- CLO20. Writes a lesson plan and unit plan in mathematics.

MODULE 2: TRANSACTING MATHEMATICS CURRICULUM

Unit 4: Methods and Techniques of Teaching Mathematics

- CLO21. Takes proactive steps in the inductive-deductive method.
- CLO22. Uses a learner centered method in actual classroom situations.
- CLO23. Selects activity centered methods in an actual classroom situation.
- CLO24. Conducts Lecture cum Demonstration method in an actual classroom situation.
- CLO25. Differentiates between drill and review techniques of mathematics.
- CLO26. Applies the techniques of teaching Mathematics in a lesson plan.

Unit 5: Learning Resources

- CLO27. Use a mathematics laboratory to develop interest in the subject.
- CLO28. Explains the significance of mathematics club in a school.
- CLO29. Critically examine a mathematics textbook.
- CLO30. Critically evaluate a mathematics textbook.
- CLO31. Identifies the characteristics of mathematics textbooks.
- CLO32. Implements the use of digital resources for teaching mathematics.
- CLO33. Applies Geogebra in an actual classroom situation.
- CLO34. Appreciates the use of virtual manipulative in an actual classroom situation.
- CLO35. Prepare lesson plans in mathematics using virtual manipulative.
- CLO36. Explains the limitations of Geogebra and virtual manipulative.

Unit 6: Professional Development of Teacher

- CLO37. Explains the Competencies of Mathematics teacher
- CLO38. Discusses the need and avenues of Continuous Professional Development.
- CLO39. Find the need and avenues of Continuous Professional Development.
- CLO40. Explore the contribution of mathematicians- Aryabhata, Ramanujan, Euclid, and Pythagoras.
- CLO41. Present the contribution of mathematicians- Aryabhata, Ramanujan, Euclid, and Pythagoras.
- CLO42. Collect the names of mathematicians and prepare a report on their contribution.



**Rizvi Education Society's
Rizvi College of Education**

**ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: SCIENCE**

Course Objectives: (as per the University syllabus)

1. To understand the basic concepts associated with academic disciplines.
2. To understand place of different disciplines in the school curriculum.
3. To 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.

Course Learning Outcomes:

MODULE 1: FUNDAMENTALS OF SCIENCE EDUCATION

Unit 1: Basics of Academic Disciplines

- CLO1. Explain the meaning of academic disciplines.
- CLO2. Explain the relationship between academic disciplines and science subject.
- CLO3. Paraphrase the classification of academic disciplines: Becher-Biglan typology.
- CLO4. Differentiate disciplines: pure-hard, pure soft, applied-hard, applied-soft types.
- CLO5. Discuss the place of Science subject in the present school curriculum.

Unit 2: Place of Science in the Curriculum and Life

- CLO6. Explain the meaning and nature of science.
- CLO7. Illustrate Science Process skills – Basic and Integrated.
- CLO8. Analyze the aims and objectives of teaching science at upper primary, secondary and higher secondary level (NCF 2005).
- CLO9. Discuss the values of teaching science in socio-cultural context.

Unit 3: Organisation of Science Curriculum

- CLO10. Illustrate the maxims of teaching science.
- CLO11. Exemplify the maxims Known to Unknown, whole to Parts, Simple to complex, Particular to General, Empirical to Rational, Concrete to Abstract.
- CLO12. Explain the meaning of correlation.
- CLO13. Differentiate internal & external correlation.
- CLO14. Give examples of correlation of science with other school subjects.
- CLO15. Analyze ways of infusing global Perspective in Science Curriculum.

CLO16. Explain the two approaches of Curriculum Organization- Concentric and Topical approach.

MODULE 2: TRANSACTING SCIENCE CURRICULUM

Unit 4: Science Teaching - Methods, Approaches and Tools

- CLO17. Explain the methods of teaching - Lecture cum demonstration method, Project method, Problem Solving.
- CLO18. Explain the Inducto-deductive Approach of science teaching.
- CLO19. Apply the Inducto-deductive Approach of science teaching in classrooms.
- CLO20. Explain the meaning of concept mapping.
- CLO21. Illustrate the steps of concept mapping.
- CLO22. Illustrate PEOR (i.e. Predict, Explain, Observe and React).

Unit 5: Learning Resources and Activity

- CLO23. Analyze science Text books in relation to its characteristics.
- CLO24. Explain the significance of science club activities and field visit.
- CLO25. Organise Science Club activities.
- CLO26. Organise Science Field Visit.
- CLO27. Explain the meaning and significance of improvised apparatus.
- CLO28. Prepare improvised apparatus and use it.
- CLO29. Research on different e-resources and use it.

Unit 6: Science Teacher

- CLO30. Discuss the need and avenues of Professional growth of Science teachers.
- CLO31. Plan the set-up of a Secondary school Science Laboratory.
- CLO32. Explain laboratory method of teaching science.
- CLO33. Differentiate diagnostic testing and remedial teaching in Science.

SECOND YEAR

THIRD SEMESTER



**Rizvi Education Society's
Rizvi College of Education**

**CORE COURSE 4 (CC 4)
ASSESSMENT FOR LEARNING**

Course Objectives: (as per the University syllabus)

1. To help prospective teachers in understanding critical role of assessment in enhancing learning.
2. To develop an understanding among prospective teachers about assessment for learning as a constructivist paradigm.
3. To develop an understanding of taxonomy of educational objectives.
4. To develop the skill of writing of objectives and specifications.
5. To develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.
6. To develop critically outlook among prospective teachers towards practices of assessment and selection.
7. To acquaint prospective teachers with an understanding of the concept and issues related to internal examination and external examination.
8. To enable prospective student teachers in understanding and analysing the psychosocial 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.

Course Learning Outcomes:

MODULE 1: FUNDAMENTALS OF ASSESSMENT

Unit 1: Concept of Assessment

- CLO1. Explain meaning of Assessment.
- CLO2. State functions of Assessment.
- CLO3. Explain different perspectives of learning.
- CLO4. Differentiate between Assessment for learning and Assessment of Learning.
- CLO5. Analyze different types of assessment.

Unit 2: Essentials of Assessment

- CLO6. Explain the meaning of aims and objectives.
- CLO7. Differentiate aims and objectives.
- CLO8. Analyse the relationship between aims & objectives.
- CLO9. Write objective statements in the right format.
- CLO10. Explain the meaning of learning outcomes.
- CLO11. Analyse relationship between objectives and learning outcomes.
- CLO12. Write statements of learning outcomes.

- CLO13. Explain blooms taxonomy of learning objectives.
- CLO14. Explain Anderson & Krathwohl taxonomy of (Revised Bloom's taxonomy Assessment) cognitive domain.
- CLO15. Explain objectives of psychomotor domain - Dr. R.H.Dave.

Unit 3: Trends and Issues of Assessment

- CLO16. Differentiate between continuous and Comprehensive assessment.
- CLO17. Psycho social concerns of assessment.
- CLO18. Distinguish between Internal Assessment and External Assessment.
- CLO19. List down the importance of Internal Assessment.
- CLO20. State the significance of external Assessment.

Unit 4: Instruments of Assessment

- CLO21. Explain the characteristics of a good measuring instrument.
- CLO22. Explain validity of a measuring instrument.
- CLO23. Explain reliability of a measuring instrument.
- CLO24. Explain the features of check list, rating scale and rubrics.
- CLO25. Differentiates analytical and heuristic rating scales.
- CLO26. Construct checklist, rating scale, rubrics and anecdotal record.
- CLO27. Discuss the merits and limitations of written test and performance tests.
- CLO28. Differentiate oral and practical assessments.
- CLO29. Discuss the merits and limitations of open book and online examination.
- CLO30. Suggest measures to overcome the limitations of the different assessment tools.

Unit 5: Differentiated Assessment Strategies

- CLO31. Explain the meaning Teacher assessment, Self-assessment and Peer assessment.
- CLO32. Differentiate Teacher assessment, Self-assessment and Peer assessment.
- CLO33. Explain the meaning and characteristics of norm and criterion referenced tests.
- CLO34. Differentiate norm and criterion referenced tests.
- CLO35. Explain the guidelines of developing cumulative records, student portfolio and reflective journal.
- CLO36. Prepare student portfolios.
- CLO37. Prepare learner profile.
- CLO38. Prepare reflective journal.

Unit 6: Feedback Mechanism and Reporting

- CLO39. Explain the importance of feedback.
- CLO40. Develop skill of writing Report.
- CLO41. Calculate of mean and median and interpret it.
- CLO42. Calculate Standard deviation and interpret it.
- CLO43. Interpret various statistical data.
- CLO44. Explain Normal probability curve and interpret it.
- CLO45. Calculate percentile score and interpret it.



**Rizvi Education Society's
Rizvi College of Education**

**INTERDISCIPLINARY COURSE 3 (IC 3)
LANGUAGE ACROSS CURRICULUM**

Course Objectives: (as per the University 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 genres 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.

Course Learning Outcomes:

MODULE 1: UNDERSTANDING LANGUAGE AND LANGUAGE DIVERSITY ACTIVITIES

Unit 1: Language and its Functions Seminar

- CLO1. Explain the concept of language.
- CLO2. Elaborate the characteristics of language.
- CLO3. Explain the functions of Language.
- CLO4. Elucidate the function of language.

Unit 2: Multilingualism and its implications in the Indian

- CLO5. Explain the multilingualism in the Indian Context.
- CLO6. Discuss the characteristics of Indian multilingualism.
- CLO7. Explain the meaning of sociolinguistic.
- CLO8. Discuss the causes of sociolinguistic.
- CLO9. Explain the state policies on Language and Education.
- CLO10. Explain the development of the education system in India.
- CLO11. Develop the socio-linguistics awareness in the Indian classroom.
- CLO12. Critically examine India's Education policies in post-independence India.

Unit 3: Language Acquisition Theory

- CLO13. Illustrate Skinner's Theory of Language Acquisition.
- CLO14. Explain the deficit theory and its educational implications.
- CLO15. Implement the deficit theory in education.
- CLO16. Differentiate between Chomsky's Theory and Skinner's Theory.
- CLO17. Explain Chomsky's Theory on Language Acquisition.
- CLO18. Elaborate skinner's theory in the classroom.
- CLO19. Explain the meaning of language acquisition.

MODULE 2: TRANSACTING LANGUAGE ACROSS DISCIPLINE / CURRICULUM

Unit 4: The Nature of Classroom Discourse, Oral Language in the Classroom Seminar

- CLO20. State the nature of classroom discourse.
- CLO21. Explain the types of classroom discourse.
- CLO22. Appreciate the importance of oral language in the classroom.
- CLO23. Identify the types of questions that can be used while teaching a lesson.
- CLO24. Differentiate between the types of questions.
- CLO25. Analyze the importance of questioning as a teacher's skill.
- CLO26. Explain the concept of discussion-based learning.
- CLO27. Participate in a discussion-based lesson.

Unit 5: Reading & Writing across Content Area

- CLO28. Differentiate between the various types of texts from the reading material provided.
- CLO29. Explain the concept of language schema.
- CLO30. Identify the need to develop upon the language schema in a child.
- CLO31. Demonstrate the techniques of skimming, scanning, columnar and keyword reading.
- CLO32. Explain the different types of writing skills.

Unit 6: Language across Curriculum Discussion

- CLO33. Explain the specific purpose of language for second language users.
- CLO34. Differentiate between English as a Second Language (ESL) and English as a Foreign Language (EFL).
- CLO35. Identify the relationship between language and the various school subjects.
- CLO36. Demonstrate the understanding of L1 (mother tongue) and L2 (target language).
- CLO37. Explain the use of L1 and L2 language as medium of instruction in schools.



**Rizvi Education Society's
Rizvi College of Education**

**ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: COMMERCE**

Course Objectives: (as per the University syllabus)

1. To understand the basic concepts associated with academic disciplines.
2. To understand place of different disciplines in the school curriculum.
3. To 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.
8. To apply the maxims and principles in the teaching of Commerce.
9. To use various learning resource in the teaching of Commerce.
10. To implement the various methods of teaching Commerce in the classroom.
11. To develop an insight about role, challenges and professional development of a Commerce teacher.
12. To analyse the contribution of personalities and institutions in Commerce Education.
13. To keep abreast of the current trends in the teaching of Commerce.

Course Learning Outcomes:

MODULE 1: FUNDAMENTALS OF COMMERCE EDUCATION

Unit 1: Basics of Academic Disciplines

- CLO1.
- CLO2.

Unit 2: Understanding Commerce Education and Curriculum

- CLO3.
- CLO4.

Unit 3: Essentials of Teaching Commerce and Curriculum Transaction

- CLO5.
- CLO6.

MODULE 2: TRANSACTING COMMERCE CURRICULUM

Unit 4: Learning Resources

- CLO7.
- CLO8.

Unit 5: Methods of Teaching (Meaning, Procedure, Merits and Demerits)

- CLO9.

CLO10.

Unit 6: Professional Development of Teacher

CLO11.

CLO12.



**Rizvi Education Society's
Rizvi College of Education**

**ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: ECONOMICS**

Course Objectives: (as per the University syllabus)

1. To understand the basic concepts associated with academic disciplines.
2. To understand place of different disciplines in the school curriculum.
3. To develop an understanding of the meaning and nature of 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 an Economics teacher.
11. To keep abreast of the innovative methods in Economics teaching.

Course Learning Outcomes:

MODULE 1: ECONOMICS AS A SOCIAL SCIENCE DISCIPLINE

Unit 1: Basics of Academic Disciplines

- CLO1. Explain the meaning of academic disciplines.
- CLO2. State the relationship between academic disciplines and economics subject.
- CLO3. Describe the classification of academic disciplines.
- CLO4. Analyze the place of Humanities and Social Sciences - Economics in the present school curriculum.
- CLO5. Summarize the Becher - Biglan typology.

Unit 2: Understanding Economics

- CLO6. Explain the meaning of Economics.
- CLO7. State the importance of economics.
- CLO8. Explain the scope of economics.
- CLO9. Explain the objectives of teaching economics.
- CLO10. Analyze the values of teaching economics.

Unit 3: Learning Resources

- CLO11. Identify the characteristics of economics textbook.
- CLO12. Critically analyze economics textbook.
- CLO13. State the use of Audio visual resources in teaching of economics.
- CLO14. Analyze the importance of visit to various institutions to facilitate learning of economics.

MODULE 2: TRANSACTING ECONOMICS CURRICULUM

Unit 4: Essentials of Teaching Economics and Curriculum Transaction

- CLO15. Discuss the maxims of teaching economics.
- CLO16. State the importance of correlation in economics education.
- CLO17. Explains the principles of teaching economics.
- CLO18. Cite examples of teaching economics via maxims of teaching.

Unit 5: Methods of Teaching

- CLO19. Explain the methods of teaching.
- CLO20. Analyze the various research methods.
- CLO21. List down innovative methods of teaching economics.
- CLO22. Explain the concept of constructivism.

Unit 6: The Economics Teacher

- CLO23. List down qualities of an economics teacher.
- CLO24. Identify the challenges faced by an economics teacher.
- CLO25. Analyze the need and avenues of continuous professional growth for a teacher.
- CLO26. Suggest ways to tackle problems faced by an economics teacher.



**Rizvi Education Society's
Rizvi College of Education**

**ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: ENGLISH**

Course Objectives: (as per the University syllabus)

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To develop understanding about the fundamentals of the English language.
4. To understand the pedagogical bases of language learning.
5. To apply pedagogical approaches and techniques in teaching and learning the language.
6. To adapt learning resources into the teaching learning process.
7. To understand implications of theories of learning about 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

Course Learning Outcomes:

MODULE 1: FUNDAMENTALS OF ENGLISH LANGUAGE AND LANGUAGE TRANSACTIONS ACTIVITIES

Unit 1: Basics of Academic Disciplines

- CLO1. Explain the meaning and characteristics of academic disciplines.
- CLO2. Classify the different disciplines on basis of Becher-Biglan Classification.
- CLO3. Critically analyze the place of English in the school curriculum.
- CLO4. Appreciate the importance of English in the present school curriculum.

Unit 2: Role of English Language

- CLO5. Explain the nature of English.
- CLO6. Enumerate the importance of English in everyday-life.
- CLO7. Illustrate the meaning of different type of language registers with examples as given by Martin Joos.
- CLO8. Explain the characteristics of a multilingual classroom.
- CLO9. Analyze the role of an English teacher in a multilingual classroom.

Unit 3: Pedagogical Approaches and Techniques

- CLO10. Elaborate the 7Es of Constructivism.
- CLO11. Explain the meaning and procedure of Communicative Approach.
- CLO12. Illustrate the advantages of the inductive-deductive approach in teaching grammar.
- CLO13. Differentiate between deductive and inductive approaches in teaching grammar.
- CLO14. Appreciate the expository technique of narration and dramatization in teaching of prose.
- CLO15. Appreciate the narrative technique of in teaching of English Literature.
- CLO16. Develop a concept map of any topic in English.

CLO17. Explain the steps in essay writing using brainstorming.

CLO18. Appreciate the literary devices used in poetry.

MODULE 2: BASES OF LANGUAGE LEARNING AND ASSESSMENT

Unit 4: Pedagogical Bases Seminar

CLO19. Explains the aims and objectives of teaching English as a first language and Second language.

CLO20. Differentiates between the aims and objectives of teaching English as a First and as a Second language.

CLO21. Enumerates Palmer's principles of language learning.

CLO22. Explains the meaning of correlation and the 3 different types of correlation techniques used in the teaching of English as a school subject.

CLO23. Illustrates examples of external Correlation of English with Science, Math, History, etc.

CLO24. Identifies maxims of teaching English in actual classroom situations.

Unit 5: Professional Development of a Teacher

CLO25. Identifies the challenges faced by an English teacher in the Indian classrooms.

CLO26. Find out the different avenues of professional development of a teacher.

CLO27. States the importance of professional development of a teacher.

CLO28. Elucidates the contribution of R.K. Narayan to English literature.

CLO29. Critically evaluates any book by Shri. R.K. Narayan.

CLO30. Presents a book review on any novel written by Shri. R.K. Narayan.

CLO31. Explains the concept of Language Acquisition Device (LAD) and Universal Grammar (UG) as given by Noam Chomsky.

Unit 6: Learning Resources and Assessment in Language

CLO32. States the importance of a library for English language learning

CLO33. Identifies the numerous e-resources available to an English teacher.

CLO34. Explains ways in which CALL can be used to assist language learning.

CLO35. Assesses lessons of English using various techniques of assessment.

CLO36. Suggest ways in which social networking sites can be used for language learning and assessment.



**Rizvi Education Society's
Rizvi College of Education**

**ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: GEOGRAPHY**

Course Objectives: (as per the University syllabus)

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.

Course Learning Outcomes:

MODULE 1: BASICS OF DISCIPLINE, SUBJECT AND CURRICULUM

Unit 1: Basics of Academic Disciplines

- CLO1.
- CLO2.

Unit 2: Understanding Subject and Curriculum

- CLO3.
- CLO4.

Unit 3: Essentials of Teaching Geography and Curriculum Transaction

- CLO5.

MODULE 2: TEACHING - LEARNING RESOURCES AND CURRICULUM TRANSACTION

Unit 4: Teaching - Learning Resources

- CLO6.
- CLO7.

Unit 5: Methods of Teaching and Geography Teacher

- CLO8.
- CLO9.

Unit 6: Current Trends in Teaching of Geography

- CLO10.



**Rizvi Education Society's
Rizvi College of Education**

**ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: HISTORY**

Course Objectives: (as per the University syllabus)

1. To understand the basic concepts associated with academic disciplines.
2. To understand place of different disciplines in the school curriculum.
3. To 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

Course Learning Outcomes:

MODULE 1: HISTORY AND POLITICAL SCIENCE AS A SOCIAL SCIENCE DISCIPLINE

Unit 1: Basics of Academic Disciplines

- CLO1. Explain meaning of academic discipline.
- CLO2. Describe the relationship between academic discipline and history.
- CLO3. Classify different academic disciplines.
- CLO4. Analyze place of social science in the present curriculum.

Unit 2: Understanding History

- CLO5. Explain the nature of history.
- CLO6. Appreciate historical thinking by Peter Seixas et al.
- CLO7. Describe the objectives of teaching history at secondary level.
- CLO8. Explain values of teaching history and political science.

Unit 3: Learning Resources

- CLO9. Critically evaluate history textbook.
- CLO10. State importance of audio-visual resources.
- CLO11. Elucidate importance of Field trips.
- CLO12. Able to detect and dealt with bias of history textbook.

MODULE 2: TRANSACTING HISTORY AND POLITICAL SCIENCE CURRICULUM

Unit 4: Essential of Curriculum Transaction in History and Political Science

- CLO13. Describe maxims of teaching in pedagogy History.
- CLO14. Distinguish between the internal and external correlation of History and political science.

- CLO15. Explain History as Concept-Driven subject.
- CLO16. Exemplify History as Generalization based subject.

Unit 5: Methods of Teaching (Process, Merits and Limitation)

- CLO17. Differentiate between Conventional pedagogy and Contemporary Pedagogy.
- CLO18. Explain story telling method.
- CLO19. Describe importance of lecture cum discussion method.
- CLO20. State social enquiry method.
- CLO21. Elucidate cooperative learning pedagogy.

Unit 6: The History Teacher

- CLO22. List down quality of good history teacher.
- CLO23. Explain need and avenues of professional development.
- CLO24. Find out challenges faced by History teacher.
- CLO25. Elucidate pedagogy and Globalization based problem of history teacher.



**Rizvi Education Society's
Rizvi College of Education**

**ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS**

Course Objectives: (as per the University syllabus)

1. To understand the basic concepts associated with academic disciplines.
2. To understand the place of different disciplines in the school curriculum understand the 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 a 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

Course Learning Outcomes:

MODULE 1: FUNDAMENTALS OF MATHEMATICS EDUCATION

Unit 1: Basics of Academic Disciplines

- CLO1. Defines the meaning of academic disciplines.
- CLO2. Explains the relationship between academic disciplines and Mathematics.
- CLO3. Classifies the academic discipline.
- CLO4. Explains Becher -Biglan typology.
- CLO5. Applies Becher -Biglan typology in a lesson plan.
- CLO6. Discusses the place of Mathematics in the present school curriculum.
- CLO7. Correlates mathematics with other academic disciplines.

Unit 2: Introduction to the Teaching of Mathematics

- CLO8. Elaborates the meaning of mathematics.
- CLO9. Explains the Nature & scope of Mathematics
- CLO10. Presents the aims and objectives of teaching Mathematics at Secondary and Higher Secondary Levels (NCF 2009)
- CLO11. Applies the aims and objectives of teaching Mathematics at Secondary and Higher Secondary Levels (NCF 2009)
- CLO12. Imbibes the values of teaching Mathematics

Unit 3: Essentials of Teaching Mathematics and Curriculum Transaction

- CLO13. Uses maxims of teachings in Mathematics.
- CLO14. Applies maxims of teachings in mathematics in a lesson plan.
- CLO15. Plans a lesson using known to unknown maxim.
- CLO16. Prepare a lesson plan using the maxim whole to part.
- CLO17. Organizes curriculum using a Concentric and Topical approach.
- CLO18. Explains the pedagogical analysis of mathematics.
- CLO19. Prepares pedagogical analysis plan.
- CLO20. Writes a lesson plan and unit plan in mathematics.

MODULE 2: TRANSACTING MATHEMATICS CURRICULUM

Unit 4: Methods and Techniques of Teaching Mathematics

- CLO21. Takes proactive steps in the inductive-deductive method.
- CLO22. Uses a learner centered method in actual classroom situations.
- CLO23. Selects activity centered methods in an actual classroom situation.
- CLO24. Conducts Lecture cum Demonstration method in an actual classroom situation.
- CLO25. Differentiates between drill and review techniques of mathematics.
- CLO26. Applies the techniques of teaching Mathematics in a lesson plan.

Unit 5: Learning Resources

- CLO27. Use a mathematics laboratory to develop interest in the subject.
- CLO28. Explains the significance of mathematics club in a school.
- CLO29. Critically examine a mathematics textbook.
- CLO30. Critically evaluate a mathematics textbook.
- CLO31. Identifies the characteristics of mathematics textbooks.
- CLO32. Implements the use of digital resources for teaching mathematics.
- CLO33. Applies Geogebra in an actual classroom situation.
- CLO34. Appreciates the use of virtual manipulative in an actual classroom situation.
- CLO35. Prepare lesson plans in mathematics using virtual manipulative.
- CLO36. Explains the limitations of Geogebra and virtual manipulative.

Unit 6: Professional Development of Teacher

- CLO37. Explains the Competencies of Mathematics teacher
- CLO38. Discusses the need and avenues of Continuous Professional Development.
- CLO39. Find the need and avenues of Continuous Professional Development.
- CLO40. Explore the contribution of mathematicians- Aryabhata, Ramanujan, Euclid, and Pythagoras.
- CLO41. Present the contribution of mathematicians- Aryabhata, Ramanujan, Euclid, and Pythagoras.
- CLO42. Collect the names of mathematicians and prepare a report on their contribution.



**Rizvi Education Society's
Rizvi College of Education**

**ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: SCIENCE**

Course Objectives: (as per the University syllabus)

1. To understand the basic concepts associated with academic disciplines.
2. To understand place of different disciplines in the school curriculum.
3. To 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.

Course Learning Outcomes:

MODULE 1: FUNDAMENTALS OF SCIENCE EDUCATION

Unit 1: Basics of Academic Disciplines

- CLO1. Explain the meaning of academic disciplines.
- CLO2. Explain the relationship between academic disciplines and science subject.
- CLO3. Paraphrase the classification of academic disciplines: Becher-Biglan typology.
- CLO4. Differentiate disciplines: pure-hard, pure soft, applied-hard, applied-soft types.
- CLO5. Discuss the place of Science subject in the present school curriculum.

Unit 2: Place of Science in the Curriculum and Life

- CLO6. Explain the meaning and nature of science.
- CLO7. Illustrate Science Process skills – Basic and Integrated.
- CLO8. Analyze the aims and objectives of teaching science at upper primary, secondary and higher secondary level (NCF 2005).
- CLO9. Discuss the values of teaching science in socio-cultural context.

Unit 3: Organisation of Science Curriculum

- CLO10. Illustrate the maxims of teaching science.
- CLO11. Exemplify the maxims Known to Unknown, whole to Parts, Simple to complex, Particular to General, Empirical to Rational, Concrete to Abstract.
- CLO12. Explain the meaning of correlation.
- CLO13. Differentiate internal & external correlation.
- CLO14. Give examples of correlation of science with other school subjects.
- CLO15. Analyze ways of infusing global Perspective in Science Curriculum.

CLO16. Explain the two approaches of Curriculum Organization- Concentric and Topical approach.

MODULE 2: TRANSACTING SCIENCE CURRICULUM

Unit 4: Science Teaching - Methods, Approaches and Tools

- CLO17. Explain the methods of teaching - Lecture cum demonstration method, Project method, Problem Solving.
- CLO18. Explain the Inducto-deductive Approach of science teaching.
- CLO19. Apply the Inducto-deductive Approach of science teaching in classrooms.
- CLO20. Explain the meaning of concept mapping.
- CLO21. Illustrate the steps of concept mapping.
- CLO22. Illustrate PEOR (i.e. Predict, Explain, Observe and React).

Unit 5: Learning Resources and Activity

- CLO23. Analyze science Text books in relation to its characteristics.
- CLO24. Explain the significance of science club activities and field visit.
- CLO25. Organise Science Club activities.
- CLO26. Organise Science Field Visit.
- CLO27. Explain the meaning and significance of improvised apparatus.
- CLO28. Prepare improvised apparatus and use it.
- CLO29. Research on different e-resources and use it.

Unit 6: Science Teacher

- CLO30. Discuss the need and avenues of Professional growth of Science teachers.
- CLO31. Plan the set-up of a Secondary school Science Laboratory.
- CLO32. Explain laboratory method of teaching science.
- CLO33. Differentiate diagnostic testing and remedial teaching in Science.

FOURTH SEMESTER



**Rizvi Education Society's
Rizvi College of Education**

**CORE COURSE 5 (CC 5)
CONTEMPORARY INDIA AND EDUCATION**

Course Objectives: (as per the University syllabus)

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

Course Learning Outcomes:

MODULE 1: CONTEMPORARY INDIAN SOCIETY

Unit 1: Understanding and Addressing Diversity in Indian Society

- CLO1. Differentiate between diversity, stratification, and marginalization.
- CLO2. Explain concepts and characteristics of diversity.
- CLO3. Explain the concept and characteristics of linguistic diversity.
- CLO4. Explain the concept and characteristics of regional diversity.
- CLO5. Explain the concept and characteristics of religious diversity.
- CLO6. Discuss the challenges of linguistic diversity.
- CLO7. Discuss the challenges of regional diversity.
- CLO8. Discuss the challenges of religious diversity.

Unit 2: Addressing Inequality of Indian society: Nature, Challenges and Role of Education

- CLO9. Explain the meaning of casteism, class inequalities and gender discrimination.
- CLO10. Justify the stratification of society that leads to loss of human resources.
- CLO11. Explain the concept of marginalization in society.
- CLO12. Elaborate the impact of stratification based on caste.
- CLO13. Elucidate Indian society is stratified on the basis of caste and class.
- CLO14. Elaborate the role of Education with respect to addressing the needs of stratified groups.
- CLO15. Elaborate the role of Education with respect to addressing the needs of marginalized groups.

Unit 3: Constitutional Values and Stratification, Marginalisation and Diversity

- CLO16. Explain the meaning of Constitutional Values like democracy, socialism.
- CLO17. Elucidate fundamental rights
- CLO18. Explain the significance of fundamental rights.

- CLO19. Justifies the directive principles of state policy that has a close relationship with education.
- CLO20. Explain the importance of directive principles of state policy.
- CLO21. Elucidate directive principles of state policy.
- CLO22. Differentiate between fundamental rights and directive principles.

MODULE 2: POLICY FRAMEWORK FOR EDUCATION

Unit 4: Policies and Role of Education

- CLO23. Explain the features of Nayee Taleem in Education.
- CLO24. Explain the merits of basic education/Nayee Taleem.
- CLO25. Explain the demerits of basic Education/Nayee Taleem.
- CLO26. Explain the objective of RTE Act, 2009.
- CLO27. Describe the various features of Right to Education, 2009.
- CLO28. Explain the features of Sarva Shiksha Abhiyan.
- CLO29. Implement activities of Sarva Shiksha Abhiyan.

Unit 5: Education Commission & Recommendations

- CLO30. Explain the National Policy of Education, 1986.
- CLO31. Discuss the goals of National Policy of Education, 1986.
- CLO32. Explain the significance of National Policy of Education, 1986.
- CLO33. Implement National Curriculum Framework, 2005 in education.
- CLO34. Explain the need for National Curriculum Framework, 2005.
- CLO35. Explain the objectives National Curriculum Framework for Teacher Education, 2009.
- CLO36. Elaborate National Curriculum Framework for Teacher Education, 2009 in education.

Unit 6: Emerging Trends

- CLO37. Explain the concept and meaning of open learning systems.
- CLO38. Explain the concept of distance education.
- CLO39. Explain the characteristics of Open Learning Systems.
- CLO40. Discuss the need for distance education.
- CLO41. Critically evaluate the impact of Globalization, Liberalization & Privatization on Education.
- CLO42. Elaborate the challenges faced by higher education due to the advent of Globalization, Liberalization & Privatization.
- CLO43. Explain the different types of e-learning.
- CLO44. Discuss the role of Mass-media in education.
- CLO45. Discuss how e-learning is the new form of learning in education.
- CLO46. Elaborate mass media in education.



**Rizvi Education Society's
Rizvi College of Education**

**INTERDISCIPLINARY COURSE 4 (IC 4)
CREATING AN INCLUSIVE SCHOOL**

Course Objectives: (as per the University syllabus)

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

Course Learning Outcomes:

MODULE 1: TOWARDS NURTURING INCLUSION

Unit 1: Understanding Inclusion

- CLO1. Explain the concepts of diversity, disability and inclusion
- CLO2. Differentiate between diversity, disability and inclusion.
- CLO3. Explain the concept of Inclusion.
- CLO4. Analyze the need of inclusion: (Educational, social, economic, humanitarian, democratic and legal perspectives).
- CLO5. Elucidate the models of inclusion: (Charity Model, Functional Model and Human Rights Model).
- CLO6. Compare the perspectives of different models of inclusion.

Unit 2: Nurturing Inclusion

- CLO7. Explain the categories of disabilities.
- CLO8. Enlists the characteristics of different sensory disabilities.
- CLO9. Enlists the characteristics of different neuro-developmental disabilities.
- CLO10. Enlists the characteristics of different locomotor disabilities.
- CLO11. Enlists the characteristics of multiple disabilities.
- CLO12. Enumerate strategies to include children with sensory disabilities.
- CLO13. Enumerate strategies to include children with neuro-developmental disabilities.
- CLO14. Enumerate strategies to include children with locomotor disabilities.

Unit 3: Policies Promoting Inclusion

- CLO15. Research on the International Policies promoting inclusion.
- CLO16. Analyze International Policies and its significance: Salamanca 1994, UNCRPD, and EFA (MDG).
- CLO17. Research on the National Policies promoting inclusion.

CLO18. Analyze National Policies and Significance of the policies: Constitutional obligations for education of diverse groups, Rehabilitation Council Act, 1992, National Policy for Persons with Disability 2006, Right to Education Act, 2009.

CLO19. Enlists the educational concessions and provisions for CWSN.

MODULE 2: ADDRESSING LEARNERS' DIVERSITY

Unit 4: Curricular Issues

CLO20. Explain the meaning of Curriculum adaptation/ modifications.

CLO21. Implement disability wise curricular adaptations / modifications in Instructions.

CLO22. Enlist strategies for differentiating content in an inclusive classroom.

CLO23. Implement strategies of differentiating content in an inclusive classroom.

CLO24. Use alternative means for assessment and evaluation in an inclusive classroom.

Unit 5: Inclusion in Classrooms

CLO25. Identify barriers of Inclusion: Attitudinal, Social and Infrastructural.

CLO26. Explain barriers of Inclusion: Attitudinal, Social and Infrastructural.

CLO27. Identify facilitators of Inclusion: Attitudinal, Social and Infrastructural.

CLO28. Explain facilitators of Inclusion: Attitudinal, Social and Infrastructural.

CLO29. Identify ICT devices for inclusive classrooms.

CLO30. Analyze the use of ICT in Inclusive classrooms.

CLO31. Explain the concept of Individualized Educational Plan.

CLO32. Apply individualized educational plans.

Unit 6: Functionaries in Inclusive Settings

CLO33. Explain the profile and role of general teacher in an inclusive classroom.

CLO34. Explain the profile and role of resource teacher in an inclusive classroom.

CLO35. Analyze the role of NGO in supporting inclusive school.

CLO36. Appreciate the role of NGO in supporting inclusive school.

CLO37. Explain various strategies for pre-support and pre-vocational training programme for children with special needs.



**Rizvi Education Society's
Rizvi College of Education**

**ELECTIVE COURSE 3 (EC 3)
GUIDANCE AND COUNSELLING**

Course Objectives: (as per the University syllabus)

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

Course Learning Outcomes:

MODULE 1: FUNDAMENTAL OF GUIDANCE

Unit 1: Concept in Guidance

- CLO1. Explain meaning of Guidance.
- CLO2. State Principal of Guidance.
- CLO3. Analyze agencies of Guidance.
- CLO4. Elaborate different functions of Guidance.
- CLO5. Discuss Types of Guidance.
- CLO6. List down Importance of Educational Guidance.
- CLO7. List down significance of Vocational Guidance.

Unit 2: Strategies and Devices for Guidance (Uses and Limitation)

- CLO8. Discriminate between Individual and Group Guidance.
- CLO9. Explain uses of aptitude test.
- CLO10. State importance of Interest test.
- CLO11. Analyze significance of Personality inventories.
- CLO12. Attribute importance of Case study method.
- CLO13. Discuss various types of Interview.
- CLO14. Able to give examples of Checklist.

Unit 3: Career Guidance

- CLO15. Explain concept of Job satisfaction.
- CLO16. Explain the various sources of Career Information.
- CLO17. List down the factors affecting Job satisfaction.

MODULE 2: FUNDAMENTAL OF COUNSELLING

Unit 4: Concepts of Counselling

- CLO18. List the characteristics of Counselling.
- CLO19. Discriminate between types of Directive and Non Directive Counselling.

CLO20. Elaborate different stages of Counseling.

CLO21. State Eclectic type of Counselling.

Unit 5: Counselling and Intervention

CLO22. Explain skill required for Counselling.

CLO23. Differentiate between REBT and Person Centered Counselling.

CLO24. Form strategies for Substance Abuse Counselling.

CLO25. Describe interventions for Academic Stress.

Unit 6: Role of Counsellor in Contemporary Society

CLO26. Explain the role of teacher in prompting positive mental health.

CLO27. Discuss professional Ethics of a counsellor.

CLO28. Explain qualities of counsellor.

CLO29. Discuss various functions of Counsellor.

CLO30. Enlist qualification of counsellor.



**Rizvi Education Society's
Rizvi College of Education**

**AUDIT COURSE 1 (AC 1)
UNDERSTANDING THE SELF**

Course Objectives: (as per the University syllabus)

1. To develop holistic and integrated understanding about themselves.
2. To identify their potential and challenges.
3. To undertake self-reflection
4. To maintain peace and harmony within themselves.
5. To manage conflict effectively.

Course Learning Outcomes:

MODULE 1: THE WORLD WITHIN THE SELF

Unit 1: Exploring the Self

- CLO1. Explain the meaning of self-identity and self-image.
- CLO2. Explore self-identity and self-image.
- CLO3. Differentiate between self-identity and self-image.
- CLO4. Analyze strengths, weaknesses, opportunities, challenges in their lesson plan.
- CLO5. Enumerate different Techniques of Self Reflection

Unit 2: The Evolving Self

- CLO6. Differentiates self-esteem and self-confidence.
- CLO7. Develop self-esteem and self-confidence in an individual.
- CLO8. Practice management of emotions.
- CLO9. Develop positive thinking in a student.
- CLO10. Appreciate positive thinking in a classroom situation.
- CLO11. Take proactive steps in management of emotions.

MODULE 2: SELF AND THE WORLD

Unit 3: The Emerging Self

- CLO12. Develop personal mastery through self-compassion, spirituality and value system.
- CLO13. Develops harmony and peace with self through mindfulness.
- CLO14. Appreciate harmony and peace with self through mindfulness.
- CLO15. Reflect personal mastery through self-compassion, spirituality and value system.
- CLO16. Practice harmony and peace with self through mindfulness.
- CLO17. Develop resilience in an individual.

Unit 4: The Caring Self

- CLO18. Develop Empathetic listening and sensitivity in one-self.
- CLO19. Practice Empathetic listening and sensitivity in one-self.
- CLO20. Appreciate Assertive self-expression in one-self.

CLO21. Imbibe Assertive self-expression.

CLO22. Appreciate good Conflict resolution during a dispute.

CLO23. Apply conflict resolution during a dispute.



**Rizvi Education Society's
Rizvi College of Education**

**ELECTIVE COURSE 3 (EC 3)
ENVIRONMENTAL EDUCATION**

Course Objectives: (as per the University syllabus)

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

Course Learning Outcomes:

MODULE 1: FUNDAMENTALS OF ENVIRONMENTAL EDUCATION

Unit 1: Concept of Environment, Eco System and Ecology

- CLO1.
- CLO2.

Unit 2: Major Environmental Issues: Meaning, Causes, Effects and Remedies

- CLO3.
- CLO4.

Unit 3: Development of Environmental Education

- CLO5.
- CLO6.

**MODULE 2: ENVIRONMENTAL EDUCATION FOR SUSTAINABLE
DEVELOPMENT**

Unit 4: Initiatives for Environment Assessment

- CLO7.
- CLO8.

Unit 5: Sustainable Environmental Management

CLO9.
CLO10.

Unit 6: Environmental Initiatives, Projects and Laws

CLO11.
CLO12.



**Rizvi Education Society's
Rizvi College of Education**

**ABILITY COURSE 2 (AB 2)
READING AND REFLECTING ON TEXTS**

Course Objectives: (as per the University syllabus)

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.

Course Learning Outcomes:

MODULE 1: REVISITING READING

Unit 1: Diversity of Text – Meaning, Significance and Reflection

- CLO1.
- CLO2.

Unit 2: Reading for Understanding – Strategies and Steps of Reading

- CLO3.
- CLO4.

MODULE 2: REFLECTIVE READING AND WRITING

Unit 3: Reading for Writing

- CLO5.
- CLO6.

Unit 4: Reading beyond Texts-Making Connections

- CLO7.
- CLO8.