

SYLLABUS 2024-2025

# **ST. XAVIER'S INSTITUTE OF EDUCATION (Autonomous) MUMBAI**

NAAC Accredited with A Grade  
NCTE Recognized and Affiliated to the University of Mumbai



***Choice based Credit System with  
effect from the academic year 2022 -  
2023***

## **B.ED. SYLLABUS 2024 - 2025**

**40-A NEW MARINE  
LINES MUMBAI,  
MAHARASHTRA,  
INDIA**

**[www.sxie.info](http://www.sxie.info)**







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## About St. Xavier's Institute of Education

St. Xavier's Institute of Education (Autonomous) is the oldest Government aided, Christian minority Teacher Education College for the course (B.Ed., and Ph.D.) affiliated to the University of Mumbai and recognized by the National Council for Teacher Education (N.C.T.E.). Besides, it has various courses and extension services for students, teachers and the society. St. Xavier's Institute of Education (Autonomous) is a Christian minority College, established and administered by the Jesuit Mumbai Province of the Society of Jesus.

Before the Institute came to be located in the present premises at Churchgate, it started out in the premises of St. Xavier's College in June 1953. In 1953, when the Institute was granted affiliation to Bombay University, Fr. Angel Solagran started the B.Ed. Degree Course. He was the architect and founder of SXIE and SXBA and its first Superior and Principal. In 1955, it took over the Dip. Ed. Course from St. Xavier's College and for a long time was the only college affiliated to the Bombay University to run this course, till its discontinuance by the University in 1977.

The B.Ed. Degree Course is a full time two-year Course. It combines theory with practical and includes regular lectures, practice teaching, lesson observation, community work, internship programme, preparation of instructional materials & teaching aids and project work. computer literacy, physical fitness, emotional health and the use of educational technology are also included.

The College has completed 70 years as a Teacher Education College par excellence, with alumni ranging from Principals of various colleges, a Vice Chancellor of Mumbai University and Heads of Department of Education. The College aims at imparting Quality Teacher Education and all round development. The College stands for academic excellence and the development of skills and strives after character formation based on the love of God and the service of man. It seeks to educate citizens distinguished for their integrated development and sincere commitment to God and country, leading lives that are socially meaningful.

## B.ED. CURRICULUM FRAMEWORK

Courses	Credits	External Marks	Internal Marks	Total Marks
<b>Semester1</b>				
Core Course 1: Childhood and Growing up	4	60	40	100
Core Course 2: Knowledge and Curriculum	4	60	40	100
Interdisciplinary Course 1: Gender, School and Society	4	60	40	100
Ability Course 1: Digital Education	2	----	50	50
Project Based Course 1	4	----	70	70
Total	18	180	240	420
<b>Semester 2</b>				
Core Course 3: Learning and Teaching	4	60	40	100
Elective Course 1: Pedagogy of School Subject 1	4	60	40	100
Interdisciplinary Course 2: Educational Management	4	60	40	100
Project Based Course 2	6	----	90	90
Total	18	180	210	390
<b>Semester 3</b>				
Core Course 4: Assessment for Learning	4	60	40	100
Elective Course 2: Pedagogy of School Subject 2 (Any one)	4	60	40	100
Interdisciplinary Course 3: Language Across the Curriculum	4	60	40	100
Project Based Course 3	15	----	170	170
Total	27	180	290	470
<b>Semester 4</b>				
Core Course 5: Contemporary India and Education	4	60	40	100
Elective Course 3: Action Research /Guidance and Counselling / Environmental Education (anyone)	4	60	40	100
Interdisciplinary Courses 4: Creating an Inclusive School	4	60	40	100
Ability Course 2: Reading and Reflecting on Texts	2	----	50	50
Project Based Course 4	10	---	170	170
Any one Audit Course (Understanding theSelf, Art in Education) will be opted by students in Semester 1 and Certified in Semester 4	2	---	----	---
Total Credits	26	180	340	520
Total Credits : 89; Total Marks 1800 (1 Credit = 15 Hours)				

### **1.1 Paper Pattern Theory courses: Semester End Examination**

**Theory Courses comprise of**

1. Core courses
2. Interdisciplinary courses
3. Elective courses

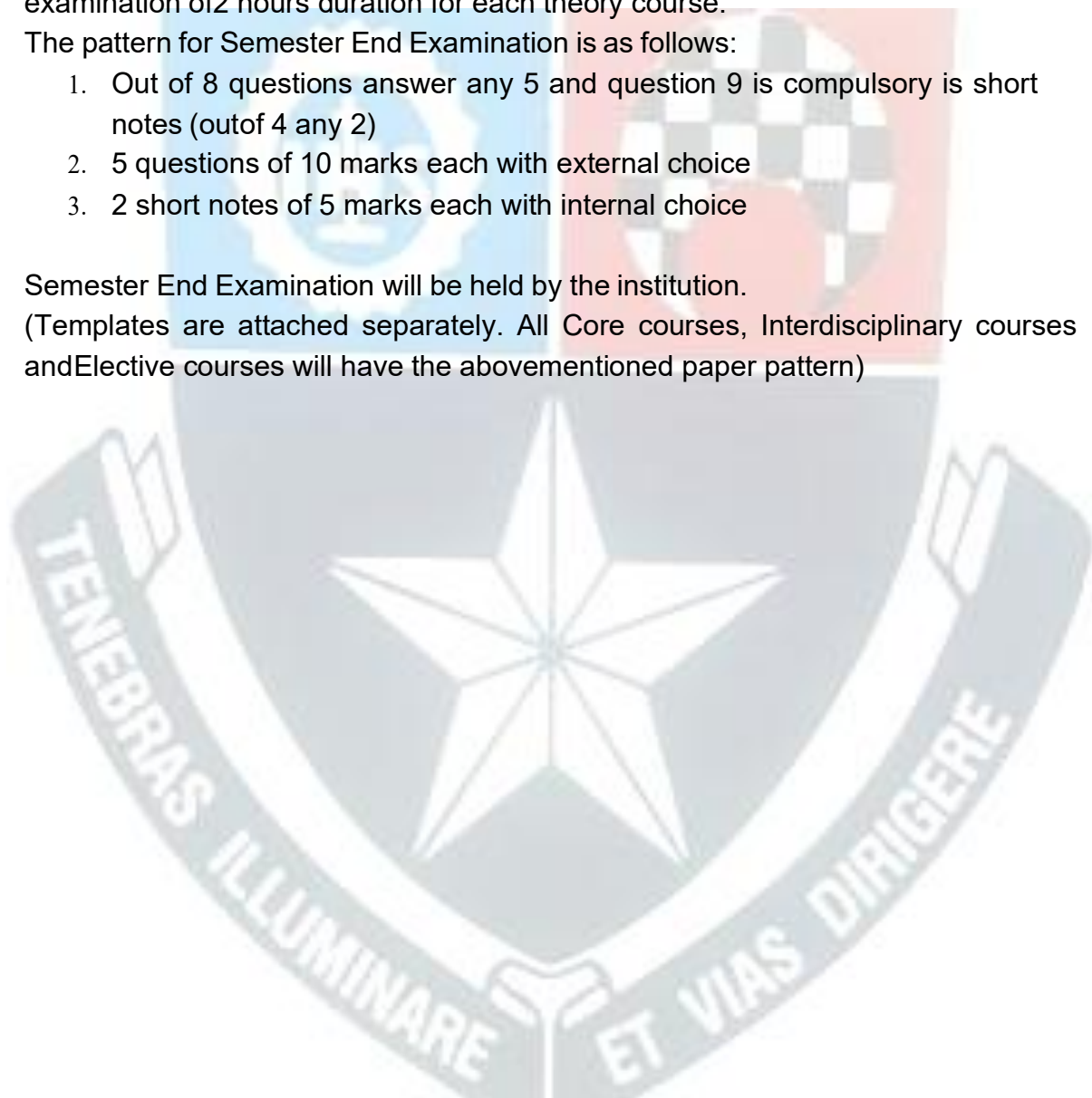
The total marks for each theory paper are 60 marks. The semester end examination of 2 hours duration for each theory course.

The pattern for Semester End Examination is as follows:

1. Out of 8 questions answer any 5 and question 9 is compulsory is short notes (out of 4 any 2)
2. 5 questions of 10 marks each with external choice
3. 2 short notes of 5 marks each with internal choice

Semester End Examination will be held by the institution.

(Templates are attached separately. All Core courses, Interdisciplinary courses and Elective courses will have the abovementioned paper pattern)





**1.2 i) Internal Assessment - Part A:** Internal assessment activities of theory component (Core courses, Elective courses and Interdisciplinary courses) consists of 40 marks. For each theory component of Part A, 40 marks of Internal assessment will consist of the following:

Sr. No	Particulars	Marks
1	Assignment	10
2	Course Task	15
3	Multiple Choice & Unit Test	15
	Total	40

**1.2 ii) Internal Assessment Part B:** Internal assessment activities of Project Based Courses:

**1.3 i) Distribution of marks of Internal Assessment Part B:**

- Semester 1--Project Based Course 1 70 Marks
- Semester 2--Project Based Course 2 90 Marks
- Semester 3--Project Based Course 3 170 Marks
- Semester 4--Project Based Course 4 170 Marks

**1.3 ii) Semester wise details of Project Based Courses (Part B)**

**Semester I (All activities should be systematically documented and maintained for the purpose of internal assessment) – 70 marks**

- Internship for 2 weeks (1 week + 1 week community work I)
- Observation of lessons given by S.Y. B.Ed. peers (5 lessons)
- Observation of one school activity
- Teacher shadowing
- Reflective Journal
- Participation in Co-curricular Activities in college

**Semester II (All activities should be systematically documented and maintained for the purpose of internal assessment) – 90 marks**

- Internship for 4 weeks
- Observation of lessons given by F.Y.B.Ed. peers (5 lessons)
- Teaching lessons in Pedagogy of school subject I (7 Lessons)
- Reflective Journal
- Multicultural & Multidisciplinary Initiative (Assembly Presentation)

**Semester III (All activities should be systematically documented and maintained for the purpose of internal assessment) -170 marks**

1. Internship for 9 weeks
2. During Internship teaching not less than 9 lessons in the opted Pedagogy of school subject I distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Institution as practicing School/ College
3. 2 theme-based lessons in the above school/college.
4. 2 co-teaching lessons with school teachers
5. Maintain Reflective Journal with reference to internship program.
6. Administration of Unit Test and analysis of results (in the pedagogy of school subject I opted)
7. Learning Resource
8. Multicultural Initiative

**Semester IV (All activities should be systematically documented and maintained for the purpose of internal assessment) – 170 marks**

1. Internship for 5 weeks (4 weeks + 1 week community work II)
2. During Internship teaching not less than 5 lessons in the opted pedagogy of school subject II distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Institution as practicing School/ College. For those students who have opted Peace Education they have to take 5 lessons from Pedagogy of school subject I.
3. 5 Co-teaching lessons with peers
4. Maintain a Reflective journal with reference to internship program.



5. Action Research
6. Participation in Community work II in collaboration with schools/ NGO's (for a period of 1 week)
7. Skilling for Inclusion or Entrepreneurship or 21st Century Skills

**1.4 Ability Courses (100 Marks): Two courses 50 marks each (Detailed documentation of the courses)**

- 1.4.1 Semester 1- Digital Education
- 1.4.2 Semester 4 - Reading and Reflecting on Texts

**1.5 Audit Courses:** **Any one** Audit Course (Understanding the Self / Drama and Art in Education) will be opted by student in Semester 1 and certified in Semester 4 by the head of the institution (**No marks allotted**, Students are required to complete the hours of workshop organized by staff in charges)

**1.6 Examination criteria:** The passing criteria, grading pattern and the grading pattern is according to that prescribed by the University of Mumbai. Revaluation, Moderation and Reassessment services will be available on students' request. The Exam code, Course code and the Question paper code is generated by the institution.

**1.6.1 Evaluation of the student:**

The performance of the student shall be evaluated in two parts in each semester through internal assessment and external assessment:

1. Internal assessment by way of continuous evaluation of the course areas of Theory and Practicum (Part A and Part B) as envisaged in the Credit Based Choice System by way of participation of students in various Internal Assessment assignments/task of theory courses and Practicum component per semester of the B.Ed. programme.
2. Semester End Assessments by way of assessing the performance of the student in the semester end theory / written examination.
3. A candidate who has completed 2 Years of the B.Ed. Degree Examination but who has either not appeared for 'Theory' (Part A), will be permitted at his/her option to carry forward the internal assessment mark of that course and grade obtained in 'Practicum' (Part B) to two subsequent semester examinations. The candidate will appear only for the course/s he/she has failed. Candidates exercising this option shall be eligible for the grade.
4. A candidate who has passed in 'Theory component' (Part A) but has not completed or

has failed in 'Practicum' (Part B) will be permitted at his/her option to carry forward the marks obtained in 'Theory' to two subsequent semester examinations. The candidate is required to revise his grade in the 'Practicum' (Part B) only in areas he / she has not completed or failed. Candidates exercising this option shall be eligible for the grade.

5. A candidate who has failed in 'Theory' (Part A) and 'Practicum' (Part B), will be required to put in 50% attendance in the subsequent year at the College from which he/she appeared for the University Examination and completes the work of 'Practicum' (Part B) in which he /she has failed and reappears in the theory course of 'Theory' (Part A).

#### **1.6.2 Ordinances for passing, gracing and grading are as per the University of Mumbai.**

##### **i) ORDINANCE O.5042 – A: Grace Marks passing in each course/ head of passing (Theory/ Practical/ Oral/ Sessional/ TW/ External / Semester End Exam /Internal Assessment)**

The examinee shall be given the benefit of grace marks only for passing in each course / head of passing (Theory / Practical / Oral / Sessional/ TW) in External / Semester End Examination or Internal Examination Assessment as follows:

Head of Passing	Grace Marks upto
Upto 50	2
051-100	3
101-150	4
151-200	5
201-250	6
251-300	7
301-350	8
351-400	9
And 401 and above	10

1. Provided that the benefit of such gracing marks given in different courses/head of passing shall not exceed 1% of the aggregate marks in that examination.

2. Provided further that the benefit of gracing of marks under this Ordinance, shall be applicable only if the candidate passes the entire examination of semester / year.
3. Provided further that this gracing is concurrent with the rules and guidelines of professional statutory bodies at the All-India level such as NCTE, UGC.

**ii) ORDINANCE O. 5043 A: Grace Marks for getting Higher Class / Grade**

4. A candidate/learners who passes in all the subjects / courses and heads of passing in the examination without the benefit of either gracing or condonation rules and whose total number of marks falls short for securing Second Class / Higher Second Class/ First Class or next Higher Grade by marks not more 1% of the aggregate marks of that examination or up to 10 marks, whichever is less, shall be given the required marks to get the next higher or grade as the case may be.
5. Provided that benefits of above-mentioned grace marks shall not be given, if the candidate fails to secure necessary passing marks in the aggregate course / head of passing also, if prescribed, in the examination concerned.
6. Provided further those benefits of above-mentioned grace marks shall be given to the candidate for such examinations only for which provision of award of Class / Grade has been prescribed.
7. Provided further that this gracing is concurrent with the rules and guidelines of professional statutory bodies at the All-India level such as NCTE, UGC.

**iii) ORDINANCE O.5044 A: Grace Marks for getting distinction / Grade 'O' in the subject / course only**

1. A candidate/learners who passes in all the Courses or Subjects/ Heads of passing in the examination without benefit of either gracing or condonation rules and whose total number of marks in the courses/ subject/s falls short by not more than three marks for getting Grade 'O' / distinction in the courses / subject/s respected shall be given necessary grace marks up to three (03) in maximum two subjects, courses subject to maximum 1% of the total marks of that Head of Passing whichever is more, in a given examination.
2. Provided that benefits of above-mentioned grace marks shall not be given to the candidate only for such examination/s for which provision for distinction in a course / subject has been prescribed.
3. Provided further that this gracing is concurrent with the rules and guidelines of professional statutory bodies at the All-India level such as AICTE, MCI, Bar Council, CCIM, CCIH, NCTE etc.



**iv) Grading System: Conversion of Percentage of Marks to Grade Points:**

1. The External examination of Part A of Theory component (Semester end theory examination) will be submitted at the end of each semester.
2. The Internal assessment marks of Theory component and Part B Semester wise Practicum component will be submitted after a week of the respective internal assessment.
3. The aggregate of marks obtained in each year for Theory cum Practicum (i.e. Part A & Part B) shall be converted into Grades as given in the scheme. (R4257)

The marks obtained by a student in a course shall be indicated by a grade point and a letter grade and Performance is follows:

Ten Point Grading System (As per the University Circular UG/79 of 2016-17)

Marks	Grade points	Grade	Performance
Less than 40	0	F	Fail
40-44.99	4	D	Pass
45-49.99	5	C	Average
50-54.99	6	B	Above Average
55-59.99	7	B+	Good
60-69.99	8	A	Very Good
70-79.99	9	A+	Excellent
80 and above	10	O	Outstanding

**1.7 i) Passing Criteria:** Each student must complete all the requirements of the B.Ed. course mentioned above in **point 2.1** that is 89 credits. All students are also expected to complete an additional 4 credits (2 Value added courses of 2 credits each) during the two-year B.Ed. course for passing. Participation in Extracurricular activities will fetch

2 credits. Students who have not completed two Value added courses and Extracurricular activities offered by the institution will not be issued the final marksheet till they do so. Such students will not be considered for the final certification of the B.Ed. degree.

**1.7 ii) Fail / F grade:**

1. The 'F' grade, once awarded to a student, stays in the grade card of the student and is not deleted even when he/she completes the course

successfully later. The grade acquired later by the student shall be indicated in the grade sheet of the final year in which the candidate has appeared and fulfilled the credit criteria.

2. If a student fails in the internal examination of the core or elective course, he/she will have to appear for the internal examination of the course when the course is offered again.
3. If the student fails in the semester end examination of a core or elective course or interdisciplinary course, he/she may re-appear for the same examination, when it is held again in the following semester. A student can appear at the most three times including the original attempt. If a student obtains a letter grade 'F' in all the three attempts, he/she will have to seek fresh admission.
4. If a student obtains letter grade 'F' in any course in a given semester the letter grade 'F' will continue to be shown in the grade card for that semester, even when the student passes the course subsequently in another semester.
5. If the student obtains minimum 40 % marks in the internal assessment and fails to obtain minimum 40 % marks in the semester end examination of any course in any of the semester, the marks of the internal examination shall be carried forward.
6. If a student is absent from Semester end examination or Internal assessment in any course including the project course, he/she will get a grade point of 0 and a letter grade of 'F'.
7. A candidate who passes in the internal examination but fails in the semester end theory examination shall reappear for the said paper/papers only. However his/her marks of the internal examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
8. A candidate who passes in the semester end examination but fails in the internal assessment of the course shall reappear for the internal examination of that course. However, his/her marks of the semester end examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

#### **1.7 iii) Calculation of GPA and CGPA:**

The semester wise GPA and CGPA shall be printed on the grade card of the student along with the table of the 10 Point Grading System. The final semester grade card shall also have the aggregate percentage marks scored by the students in all the courses in which student has obtained the relevant credits.

The grade card issued at the end of the semester to each student shall contain the

following:

- a) The credits earned for each course registered that year
- b) The performance in each course indicated by the letter grade
- c) The Grade Point Average (GPA), of all the courses registered for the semester
- d) The Cumulative Grade Point Average (CGPA)
- e) Overall Weighted Percentage of Marks (OWPM), and cumulative grade point average after completing the programme will appear only on the grade card for the final year

### **1.8 Final compilation of marks**

**1.8 i) Submission of marks:** The staff in charge shall forward to the Examination committee the Semester wise original marks awarded to every candidate in internal assessment of theory component (Part A) and Practicum component of each semester (Part B) as per the format provided by the Examination committee at the Semester end along with the Certification of Audit course in the Semester 4 which will be scrutinized by the **Examination Committee**.

**1.8 ii) Verification of Internal Assessment marks:** For the purpose of co-ordination of Internal Assessment marks in Part A and Part B of Practicum, the Examination Committee will scrutinize the same. The committee shall go through Internal Assessment marks and grades awarded to students at the end of each Semester. If any discrepancy is found in the standard of marking and/or grading, the Principal will be informed who will inform the staff in charge. The staff in charge concerned would be required to accordingly modify the marks as per the directions given by the Examination Committee. The Examination Committee is authorized to check all the internal work of the students, to verify the marks awarded by the College and make the necessary changes wherever required.

**1.8 iii) Marksheets:** Marksheets will be designed, and marks will be compiled and printed by St. Xavier's Institute of Education. The final degree certificate will be awarded to the students by the University of Mumbai.

**1.8 iv) Loss of original marksheet by students:** In case of loss of original marksheet, the students can apply for a 'DUPLICATE' marksheet. The fresh mark sheet issued to the student in this case will have the word 'DUPLICATE' mentioned on the top right corner with all the necessary details as mentioned in the original marksheet. The duplicate marksheet can be used by the student for further study or career purpose.



### **1.9 Moderation: Ordinance O. 5046 A**

1. The Moderation System shall be application to the End semester examination only.
2. 100% moderation of the answer book shall be carried out in the case of candidates failing by 10% of marks of the aggregate marks of that course / paper.
3. 100% moderation shall be carried out in case of candidates obtaining 70% and above marks or Grade 'O'.
4. The moderation of answer books of at least 5% of total number of candidates obtaining marks between Grade 'E' / minimum passing marks and marks required for Grade 'A' and above First Class/ distinction shall be carried out on random sample basis.
5. One moderator shall be appointed per paper for at least 2-3 examiners as the case may be. However senior faculty will act as the moderator, when moderators are not available.
6. Moderation work shall be carried out simultaneously with the assessment of answer books.
7. Where marks awarded by the moderator vary from those awarded by original examiner, the marks awarded by the moderator shall be taken as final.
8. The scheme of moderation will be decided by the Examination committee.

### **1.10 ATKT (Allowed to Keep Term)**

1. A student shall be allowed to keep terms for Year II irrespective of number of heads of failure in the Year I. The result of Year II shall be kept in abeyance until the student passes each of the courses in Part A & Part B for Year I & Year II.
2. **Revaluation:** Students can avail of revaluation facility after submitting a written request to the Examination committee within 3 days after the result is declared. No request will be taken after 3 days of the result. Students have to submit the application for revaluation. An external examiner will be asked to reevaluate the paper. The marks of the student will be totaled again and checked for errors. If no errors found the marksheet will remain the same. If there are errors a fresh marksheet will be issued to the student concerned. Students have to pay an additional charge for this facility
3. **Reassessment:** Students can avail of reassessment facility after submitting

a written request to the Examination committee within 3 days after the result is declared. No request will be taken after 3 days of the result. Students have to submit the application for reassessment. An external examiner will be asked to reassess the paper. The marks of the external examiner will be considered for finalization of marks. If there is a lot of discrepancy the staff in charge of evaluating that paper will be informed about the same. A fresh marksheet will be issued to the students concerned if there is a change of marks. Students have to pay an additional charge for this facility.

4. **Photocopy of the evaluated answer sheet** will be provided to a student on payment after submitting the application for the same. This request can be applied for within 5 days of the declaration of results.
5. **Absenteeism In Examination:** Students are expected to follow the rules and regulations of the University of Mumbai

## **2.0 Condonation: Ordinance O. 5045 A**

- 2.1 If a candidate/learner fails in only one course/ head of passing, having passed in all other courses/ heads of passing, his/her deficiency of marks in such head of passing may be condoned by not more than 1% of the aggregate marks of the examination or 10% of the total number of marks of that course / head of passing in which he/she is failing, whichever is less. However, condonation, whether in one head of passing or aggregate head of passing be restricted to maximum upto 10 marks only.
- 2.2 Condonation of deficiency of marks can be shown in the Grade Card/ Statement of Marks in the form of asterisk and Ordinance number.
- 2.3 Provided that this condonation of marks is concurrent with the rules and guidelines of professional statutory bodies at the All-India level such as NCTE, UGC.

**3.0 Grievance committee:** All grievances of students related to Examinations must be directed to the 'Grievance Committee'. The grievance committee will look into the matter and provide the necessary redressal for the same.

## **4.0 Amendments of Results Due to errors**

- i. **Ordinance O. 504 A:** In any case where it is found that the result of an examination has been affected by errors, the Controller of Examinations shall have power to amend such result in such manner as shall be in accordance with the true position and to make such declaration as is necessary, with the necessary approval of Principal provided the errors are reported / detected

within 6 months from the date declaration of results. Errors detected thereafter shall be placed before the Board of Examinations. **Error means:**

- i. Error in computer/data entry, printing or programming and the like.
- ii. Clerical error, manual or machine, in totaling or entering of marks on ledger/register.
- iii. Error due to negligence or oversight of the examiner or any other person connected with evaluation, moderation and result preparation.

**Fraud, malpractices etc.** in any case where the result of an examination has been ascertained and published and it is found that such result has been affected by any malpractices, fraud or any other improper conduct whereby an examiner has benefited and that such examinee, has in the opinion of the Examination Committee been party of privy to or connived at such malpractice, fraud or improper conduct, the Examination Committee shall have power at any time notwithstanding the issue of the Certificate or the award of a Prize or Scholarship, to amend the result of such examinee and to make such declaration as the Examination Committee considers necessary in that behalf .

**5.0 Declaration of Results:** Results will be declared within 30 days after the last paper of the exam.

**6.0 Policy of transparency:** Transparency will be maintained at all levels of examination. The students will be informed about the dates of examinations in the academic calendar. The marks obtained in each examination will be shared with the students. The Individual & Group Feedback for the performance will be provided after each exam.

**7.0 Discarding of old answer sheets:** The old answer sheets will be discarded after 3 years. Some answer papers will be kept for NAAC purposes.

**8.0 Awards for outstanding performance:** The Examination committee decides the awards for meritorious students and distribute awards/certificates as per the criteria laid down by the institution

**9.0 Exam Audit:** An exam audit will be conducted by internal members every year. External exam audit with external members will be conducted only once in the NAAC



assessment year. The Examination committee will decide the names of the members of the Exam external audit.

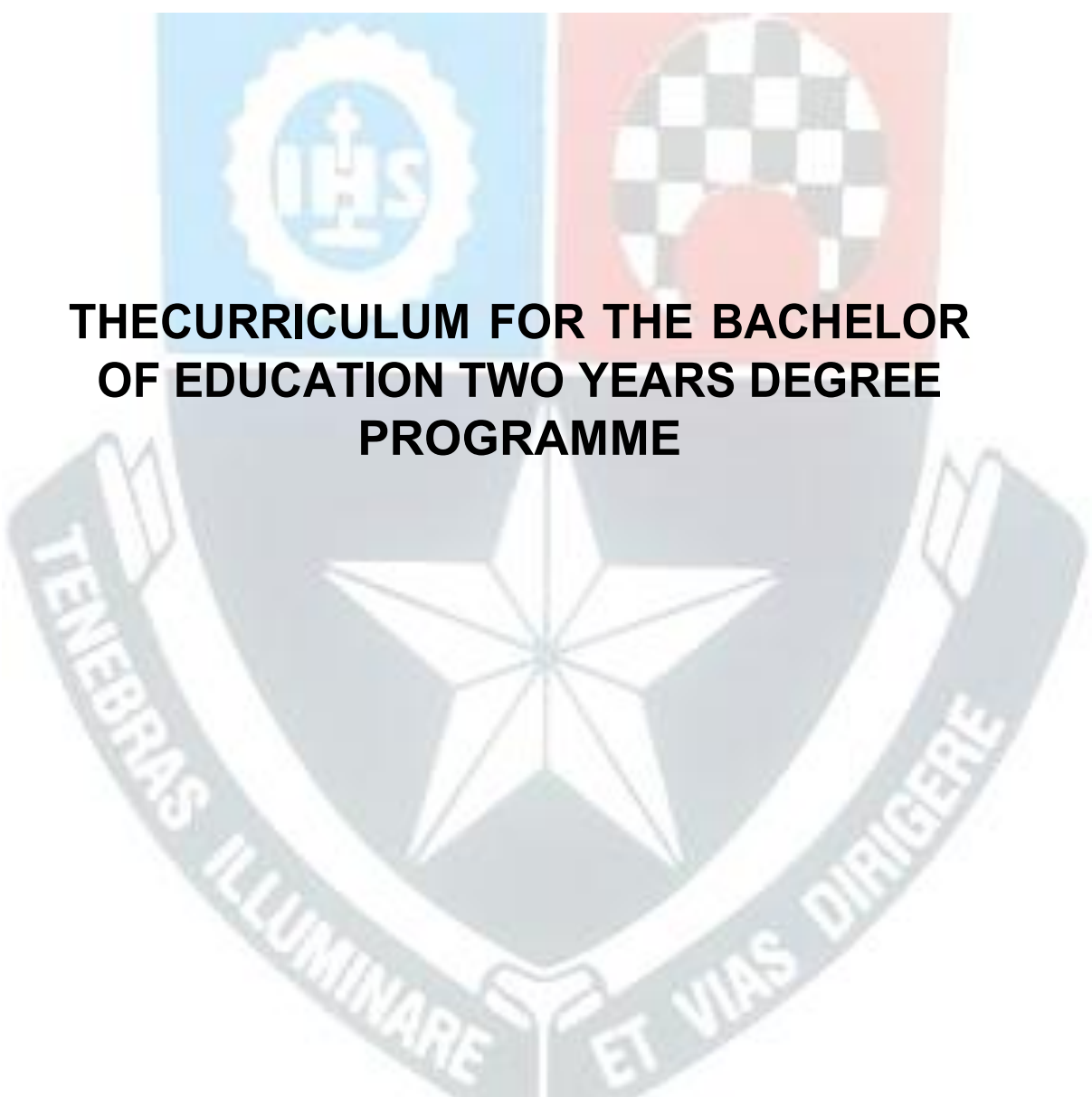
**10.0 Value added courses:** Students can avail of Value-added courses offered by the institution from time to time to upgrade their knowledge and skills. Each student is supposed to complete at least 2 Value added courses within the two-year B.Ed. course. Each Value-added course will yield 2 credits. Policy for Value added courses is available in the college website and is followed by the Examination Committee. The credits and the certification of the Value-added courses is the responsibility of the Examination committee. The credits for Value-added courses will be a part of the overall credits of the B.Ed. course.

**11.0 Certificate courses:** Students can avail of Certificate courses offered by the institution from time to time to upgrade their knowledge and skills. All certificate courses are paid courses and students can avail them as per their interest and requirement. The Examination Committee will follow the policy for certificate courses available in the college website. The credits and the certification of the certificate courses is the responsibility of the Examination committee. The credits for certificate courses will NOT be a part of the overall credits of the B.Ed. course.

**12.0 Completion of Course Requirements:** All students are required to complete 89 credits of academic work and 6 credits which includes 2 credits for Value added courses and 2 credits for extracurricular activities (Participation in PRAYAS – 1 credit and Research Forum – 1 credit)

### **Conclusion:**

All points in this policy in terms of procedures holds good for the B.Ed. program, Value added courses and Certificate courses conducted by the institution. The Examination committee is finally responsible to the Management, Principal, staff and students of St. Xavier's Institute of Education. The decision taken by the Examination committee will be final and binding on all members of staff and the students. All terms in the policy are subject to change with the permission of the Management and the Academic Council of St. Xavier's Institute of Education.

The logo of St. Xavier's Institute of Education is a shield-shaped emblem. The top left quadrant is blue with a white gear-like border containing the letters 'IHS' and a small cross. The top right quadrant is red with a white and grey checkered pattern. The bottom half of the shield is grey and features a large white eight-pointed star. A grey banner curves around the bottom of the shield with the Latin motto 'TENEBRAS ILLUMINARE ET VIAS DIRIGERE' in white capital letters.

## **THE CURRICULUM FOR THE BACHELOR OF EDUCATION TWO YEARS DEGREE PROGRAMME**

## **ORDINANCES, REGULATIONS AND THE CURRICULUM FOR THE B. Ed. TWO YEAR PROGRAMME**

**(Semesters I, II, III and IV)**

(As per Choice Based Credit System with effect from the academic year 2022)

Decision of UGC for introducing the Semester and Choice Based Credit System in all the central, state and deemed universities and institutions of higher learning in the country under the Eleventh Five Year Plan. (D. O. No. F.1-2/2008-XI Plan dated January 31, 2008 from the Chairman, UGC).

Credit system involves breaking down the curriculum into measurable units that can be combined to get a degree/diploma. A credit is generally a value used to measure a student's work load in terms of learning time required to complete course units, resulting in learning outcomes. The number of credits awarded to a learner is determined by Credit Value or Credit Points assigned to a particular course. It is a way of expressing the 'learner's workload'. (Student's). One (01) credit is Fifteen (15) learning hours. Credits once gained cannot be lost.

The definitions of the key terms used in the Credit Based Choice System

**Program:** Program is a set of courses that are linked together in an academically meaningful way and generally ends with the award of a Certificate or Diploma or degree depending on the level of knowledge attained and the total duration of study. ponds to the word 'subject' used in many universities. A course is essentially a constituent

**Course:** A course is part of a 'program' and may be conceived of as a composite of several learning topics taken from a certain level. All the learning topics included in a course must necessarily have academic coherence, that is there must be a common thread linking the various components of a course. A number of linked courses considered together are in practice, a 'program'.

**Credit Point:** Credit point refers to the 'workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counselling sessions, writing assignments, preparing for examinations, etc. Credits are assigned for a single Course and always pay attention to how many hours it would take for a learner to complete a Single course successfully.



By and large a course may be assigned anywhere between 2 to 15 Credits where in one credit is construed as corresponding to 15 hours.

#### ORDINANCES, REGULATIONS AND CURRICULUM FOR THE DEGREE OF THE BACHELOR OF EDUCATION

### **Two Year B.Ed. Programme from the academic year 2024- 25** **Title: Bachelor of Education (B.Ed.)**

**Duration:** Two academic years as Credit Based Choice System comprising four semesters. The B.Ed. Programme shall be of a duration of two years, which can be completed in a maximum period of three years from the date of admission to the programme

#### **Admission Eligibility: Following candidates are eligible for admission:**

Candidates with at least 50 % marks either in the Bachelor Degree (three year programme) in B.A, B.Sc or 50% (49.50-49.99%) in post-graduation and for the reserved category (ST,SC,OBC,VJNT 1,2,3) 45% (44.50-44.99%) will be eligible. For B.Com, Management, Engineering, Computer Science, Technology, Agriculture, BBI, Pharmacy, Law, Fine Arts Performing Arts, Music, Dance, Drama with 55% marks at graduation or post-graduation will be eligible for open category and for reserved category 50%. Any other qualification equivalent thereof is eligible for admission to the programme. The reservation and relaxation for SC/ ST / OBC / PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

**O. 1.1.** A Candidate for the admission to degree of education (B.Ed.) must fulfill the eligibility criteria as per the directives of Government of Maharashtra from time to time.

#### **Course Requirements**

For the completion of the B.Ed. program the candidate must have:

- Attended four semesters of the full-time Two-year B.Ed. programme spread over a maximum period of three years from the date of admission in a College of Education.
- **Attendance:** Minimum attendance of 80 % for all Theory component work (Part A) and Practicum component (Part B); 90 % for school internship.

- Completed the Practicum component and Internal Assessment assignments of each Theory paper of each semester as certified by the Principal of the Institution in which the candidate is studying.

### **O. 2.1. Curriculum, Programme Implementation and Assessment**

**Curriculum** The B.Ed. Programme is designed to develop attitude, skill and knowledge in the student teachers. The curriculum of 2 years B Ed. programme shall comprise the following components:

**Part A:** Theory component that includes Core courses, Elective courses and Inter-disciplinary courses.

**Part A:** Theory Component

- Core Courses (CC)
- Elective Course (EC)
- Interdisciplinary Courses (IC)

**Part B:** Practicum component that includes Project Based courses, Ability courses and Audit courses.

**Part B:** Practicum component

- Ability Courses (AB)
- Project Based Courses (PBC)
- Audit Courses (AC)

#### **Part A: Theory component**

Core courses: Following are the five courses which are to be studied by a student in two years

1. Childhood and Growing up
2. Knowledge and Curriculum
3. Learning and Teaching
4. Assessment for learning
5. Contemporary India and Education

### **Elective Course Elective course 1 - Pedagogy of School Subject I**

Select any One Course

1. Economics
2. English
3. Geography
4. History
5. Mathematics
6. Science

## **Elective course 2 – Select any One course from Pedagogy of School Subjects II**

Select any One course - other than in Elective course 1

1. Economics
2. English
3. Geography
4. History
5. Mathematics
6. Science

### **II. Peace Education**

Each student is required to opt for one course from Pedagogy of School Subjects I (Elective Course 1) in Semester 2 which must be with reference to the subject/s at the graduation degree, on the basis of which the student is admitted.

Each student is required to opt for any one of the courses from Pedagogy of school subject II in Semester 3 (Elective Course 2). For Pedagogy courses students should opt for another pedagogy which they must have studied at least one paper at their Graduation /Post graduation.

## **Elective course 3 –Special Fields (Select anyone)**

1. Action Research
2. Guidance and Counseling
3. Environmental Education

**Interdisciplinary courses: Four courses, one in each semester, that are interdisciplinary in nature**

1. Gender, School and Society
2. Educational Management
3. Language Across the Curriculum
4. Creating an Inclusive School

## **Part B: Practicum componentAbility course**

Prime focus is to enhance skill rather than merely the content. Two courses included herein that are to be studied in semester 1 and semester 4 respectively are;

1. Digital Education
2. Reading and Reflecting on Texts

**Audit courses:** The course is spread throughout the 4 semesters, and will be certified in the 4th semester only, by the head of the institution. The courses offered herein, from which any one would need to be selected are;

1. Understanding the Self
2. Art in Education



## **Project Based Courses**

### **Semester wise details of Project Based Courses (Part B)**

**Semester I (All activities should be systematically documented and maintained for the purpose of internal assessment)**

#### **Course Outcome:**

1. Contextualises teaching learning in a non formal situation in community centres
2. Explore the educational environment through a one week internship program in internship schools.
3. Analyze pedagogy lessons given by S.Y.B.Ed Peers
4. Experience the internship school teachers' experience of school activity and teacher shadowing.
5. Reflect on the internship program
6. Analyses social concerns/issues through participation in the Co-Curricular program.

#### **ACTIVITIES**

1. Internship for 2 weeks (1 week + 1 week community work I)
2. Observation of lessons given by S.Y. B.Ed. peers (5 lessons)
3. Observation of one school activity
4. Teacher shadowing
5. Reflective Journal
6. Participation in Co-curricular Activities in college

**Semester II (All activities should be systematically documented and maintained for the purpose of internal assessment)**

#### **Course Outcomes:**

1. Explore the school environment through a 4 weeks internship program in internship schools.
2. Analyse pedagogy lessons given by S.Y.B.Ed Peers
2. Discover the art of teaching lessons in the internship schools.
3. Discover the art of teaching innovative lessons in internship schools.
4. Reflect on the internship program
5. Explore the art of presenting assembly on the theme of multiculturalism in alignment with NEP 2020

#### **ACTIVITIES**

1. Internship for 4 weeks
2. Observation of lessons given by F.Y.B.Ed. peers (5 lessons)
3. Teaching lessons in Pedagogy of school subject I (7 Lessons)
4. Reflective Journal
5. Assembly Presentation

**Semester III (All activities should be systematically documented and maintained for the purpose of internal assessment)**

**Course Outcomes :**

1. Explore the educational environment through a 9 weeks internship program in internship schools.
2. Discover the art of teaching general lessons in Pedagogy I & Pedagogy II, theme based lessons and co-teaching lessons in the internship schools.
3. Reflect on the internship program.
4. Investigate the administration and analysis of Unit Test in internship schools.
5. Discover the art of preparing the learning resource in the pedagogy subject.
6. Advocate multicultural perspectives and activities aligning with NEP 2020

**ACTIVITIES**

1. Internship for 9 weeks
2. During Internship teaching not less than 9 lessons in the opted Pedagogy of school subject I distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Institution as practicing School/ College
3. 2 theme-based lessons in the above school/college.
4. 2 co-teaching lessons with schoolteachers
5. Maintain Reflective Journal with reference to internship program.
6. Administration of Unit Test and analysis of results (in the pedagogy of school subject I opted)
7. Learning Resource
8. One Multicultural activity

**Semester IV (All activities should be systematically documented and maintained for the purpose of internal assessment)**

**Course Outcomes:**

1. Explore the school environment through 5 weeks internship program in internship schools
2. Discover the art of teaching general lessons in Pedagogy I & Pedagogy II and co-teaching lessons in internship schools.
3. Summarize the nine-week internship journey by reporting and reflecting in the internship journal.
4. Action Research - Acclimatize oneself to the application of Action Research
5. Contextualizes teaching learning in a non-formal situation in rural centres
6. Explore the skills for Inclusion or Entrepreneurship or 21st Century skills in alignment with NEP 2020

**ACTIVITIES**

1. Internship for 5 weeks (4 weeks + 1 week community work II)
2. During Internship teaching not less than 5 lessons in the opted pedagogy of school subject II distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Institution as practicing School/ College.

3. Co-teaching lessons with peers
4. Maintain a Reflective journal with reference to internship program.
5. Action Research
6. Participation in Community work II in collaboration with schools/ NGO's (for a period of 1 week)
7. Skilling for Inclusion or Entrepreneurship or 21st Century Skills)

#### **Programme Structure of B.Ed. 2 Years Programme**

1. Year 1: 16-18 Weeks \* 2 Semesters (200 Working Days)
2. Year 2: 16-18 Weeks \* 2 Semesters (200 Working Days)
3. 20 Weeks for Internship (18 + 2 weeks Community work) 200 working days are exclusive of admission and examination period
4. Total Credits: 89; Marks 1800 (1 Credit = 15 Hours)

#### **Mandatory Credits to be earned (Total 6 Credits)**

1. Two Value Added Courses (one per year) = 4 Credits
2. Two Co-curricular activities = 2 Credits





## B.ED. CURRICULUM FRAMEWORK

Courses	Credits	External Marks	Internal Marks	Total Marks
<b>Semester 1</b>				
Core Course 1: Childhood and Growing up	4	60	40	100
Core Course 2: Knowledge and Curriculum	4	60	40	100
Interdisciplinary Course 1: Gender, School and Society	4	60	40	100
Ability Course 1: Digital Education	2	----	50	50
Project Based Course 1	4	----	70	70
<b>Total</b>	<b>18</b>	<b>180</b>	<b>240</b>	<b>420</b>
<b>Semester 2</b>				
Core Course 3: Learning and Teaching	4	60	40	100
Elective Course 1: Pedagogy of School Subject 1	4	60	40	100
Interdisciplinary Course 2: Educational Management	4	60	40	100
Project Based Course 2	6	----	90	90
<b>Total</b>	<b>18</b>	<b>180</b>	<b>210</b>	<b>390</b>
<b>Semester 3</b>				
Core Course 4: Assessment for Learning	4	60	40	100
Elective Course 2: Pedagogy of School Subject 2 (Anyone)	4	60	40	100
Interdisciplinary Course 3: Language Across the Curriculum	4	60	40	100
Project Based Course 3	15	----	170	170
<b>Total</b>	<b>27</b>	<b>180</b>	<b>290</b>	<b>470</b>
<b>Semester 4</b>				
Core Course 5: Contemporary India and Education	4	60	40	100
Elective Course 3: Special Field Action Research/Guidance and Counselling/Environmental Education (any one)	4	60	40	100
Interdisciplinary Courses 4: Creating an Inclusive School	4	60	40	100
Ability Course 2: Reading and Reflecting on Texts	2	----	50	50
Project Based Course 4	10	---	170	170
Any one Audit Course(Understanding the Self, Art in Education) will be opted by students in Semester 1 and Certified in Semester 4	2	---	----	---
<b>Total Credits</b>	<b>26</b>	<b>180</b>	<b>340</b>	<b>520</b>

**Total Credits for the B.Ed. program: 89; Total Marks 1800 (1 Credit = 15 Hours)**

## SCHEME OF ASSESSMENT AND EXAMINATION

### Theory Courses: Semester End Examination

R. 60 marks for semester end examination of 2 hours duration for each theory course

1. Pattern of Semester End Examination: For courses, out of 8 questions answer any 5 and question 9 is compulsory which is short notes (out of 4 any 2).
2. 5 questions of 10 marks each with external choice.
3. 2 short notes of 5 marks each with internal choice University Examination will be held at the end of each semester.

### Internal Assessment

Internal Assessment includes following aspects.

Internal Assessment activities of Theory component- Part A (Core Courses, Elective Courses and Interdisciplinary Courses) consist of 40 marks. For each Theory component of Part A, 40 marks internal assessment consisting of

Sr.No	Particulars	Marks
1	Content Test / Assignment	10
2	Course Task	15
3	Multiple Choice & Class Test	15
	Total	40

(Content test is compulsory for Pedagogy of school subject-1 out of 10 marks. It is a part of internal assessment.)

### Practicum component of Part B Project Based Course:

**Semester wise detail documentation of the activities carried out under Project Based Course**

1. Semester 1- Project Based Course 1 70 Marks
2. Semester 2- Project Based Course 2 90 Marks
3. Semester 3- Project Based Course 3 170 Marks
4. Semester 4- Project Based Course 4 170 Marks

**Ability Courses 100 Marks: Two courses 50 marks each  
(Detailed documentation of the courses)**

1. Semester 1- Digital Education
2. Semester 4 - Reading and Reflecting on Texts

Any one **Audit Course** (Understanding the Self / Art in Education) will be opted by students in Semester 1 and certified in Semester 4 by the head of the institution

**R. Examination Scheme**

Grading System: Conversion of Percentage of Marks to Grade Points: The External examination of Part A of Theory component (Semester end theory examination), the Internal assessment marks of Theory component and Part B Semester wise Practicum component will be submitted at the end of each semester. The aggregate of marks obtained in each year for Theory cum Practicum (i.e. Part A & Part B) shall be converted into Grades as given in the scheme. (R4257). The marks obtained by a student in a course shall be indicated by a grade point and a letter grade and Performance is follows:

**10 Point Grading System (As per the University Circular UG/79 of 2016-17)**

Marks	Grade points	Grade	Performance
Less than 40	0	F	Fail
40-44.99	4	D	Pass
45-49.99	5	C	Average
50-54.99	6	B	Above Average
55-59.99	7	B+	Good
60-69.99	8	A	Very Good
70-79.99	9	A+	Excellent
80 and above	10	O	Outstanding

The F grade, once awarded to a student, stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student shall be indicated in the grade sheet of the final year in which the candidate has appeared and fulfilled the credit criteria.

If a student is absent from Semester end examination or Internal assessment in any course including the project course, he/she will get a grade point of 0 and a letter grade of 'F'.



If a student fails in the internal examination of the core or elective course, he/she will have to appear for the internal examination of the course when the course is offered again.

If the student fails in the semester end examination of a core or elective course or interdisciplinary course, he/ she may re-appear for the same examination, when it is held again in the following semester. A student can appear at the most three times including the original attempt. If a student obtains a letter grade F in all the three attempts, he/she will have to seek fresh admission.

If a student obtains letter grade F in any course in a given semester the letter grade F will continue to be shown in the grade card for that semester, even when the student passes the course subsequently in another semester.

If the student obtains minimum 40 % marks in the internal assessment and fails to obtain minimum 40 % marks in the semester end examination of any course in any of the semester, the marks of the internal examination shall be carried forward.

In any semester the students GPA and CGPA will be calculated as per the resolution of the Academic Council dated 23rd May 2016, Item No 4.17

The semester wise GPA and CGPA shall be printed on the grade card of the student along with the table of the 10 Point Grading System.

The final semester grade card shall also have the aggregate percentage marks scored by the students in all the courses in which the student has obtained the relevant credits. The grade card issued at the end of the semester to each student shall contain the following:

The credits earned for each course registered that year

The performance in each course indicated by the letter grade

The Grade Point Average (GPA), of all the courses registered for the semester

The Cumulative Grade Point Average (CGPA)

Overall Weighted Percentage of Marks (OWPM), and cumulative grade point average after completing the programme will appear only on the grade card for the final year.

**R.** A candidate who passes in the internal examination but fails in the semester end theory examination shall reappear for the said paper/papers only. However, his/her marks of the internal examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

**R.** A candidate who passes in the semester end examination but fails in the internal assessment of the course shall reappear for the internal examination of that course.

However, his/her marks of the semester end examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

The Examination Board shall collate and go through Internal Assessment marks and grades awarded to students at the end of each Semester. If any discrepancy is found in the standard of marking and/or grading by college, the concerned faculty would be required to accordingly modify the marks as per the directions given by the Examination Board. The Examination Board is authorized to check all the internal work of the students to verify the marks awarded and make the necessary changes wherever required.

### **ATKT (Allowed to Keep Term)**

A student shall be allowed to keep terms for Year II irrespective of number of heads of failure in the Year I. The result of Year II shall be kept in abeyance until the student passes each of the courses in Part A & Part B for Year I & Year II.

The performance of the student shall be evaluated in two parts in each semester through internal assessment and external assessment:

01. Internal assessment by way of continuous evaluation of the course areas of Theory and Practicum (Part A and Part B) as envisaged in the Credit Based Choice System by way of participation of students in various Internal Assessment assignments/task of theory courses and Practicum component per semester of the B.Ed. programme.
02. Semester End Assessments by way of assessing the performance of the student in the semester end theory / written examination.
  - A candidate who has completed 2 Years of the B.Ed. Degree Examination but who has either not appeared for 'Theory' (Part A), will be permitted at his/her option to carry forward the internal assessment mark of that course and grade obtained in 'Practicum' (Part B) to two subsequent semester examination. The candidate will appear only for the course/s he/she has failed. Candidates exercising this option shall be eligible for the grade.
  - A candidate who has passed in 'Theory component' (Part A) but has not completed or has failed in 'Practicum' (Part B) will be permitted at his/her option to carry forward the marks obtained in 'Theory' to two subsequent semester examination. The candidate is required to revise his grade in the 'Practicum' (Part B) only in areas he / she has not completed or failed. Candidate exercising this option shall be eligible for the grade.
  - A candidate who has failed in 'Theory' (Part A) and 'Practicum' (Part B), will be required to put in 50% attendance in the subsequent year at the College from which he/she appeared for the Semester-end Examination and completes the work of 'Practicum' (Part B) in which he /she has failed and reappears in the theory course of 'Theory' (Part A).

## COURSES AND CREDITS

Components	Courses	Credits
<b>Core Courses</b>	<ul style="list-style-type: none"> <li>i. Childhood and Growing up (CC 1)</li> <li>ii. Knowledge and Curriculum (CC 2)</li> <li>iii. Learning and Teaching (CC 3)</li> <li>iv. Assessment for Learning (CC 4)</li> <li>v. Contemporary India and Education (CC 5)</li> </ul>	<b>20</b>
<b>Elective Courses</b>	<p><b>Elective Course 1</b> Pedagogy of School Subject I -Select anyone. (EC 1)</p> <ul style="list-style-type: none"> <li>i. Economics</li> <li>ii. English</li> <li>iii. Geography</li> <li>iv. History</li> <li>v. Mathematics</li> <li>vi. Science</li> </ul> <p><b>Elective Course 2</b> -Pedagogy of School Subjects II – (EC2)  <i>Select anyOne course other than in Elective course 1</i></p> <ul style="list-style-type: none"> <li>i. Economics</li> <li>ii. English</li> <li>iii. Geography</li> <li>iv. History</li> <li>v. Mathematics</li> <li>vi. Science</li> </ul> <p><b>Elective Course 3 - Basket of Special Fields -</b>            Select anyone (EC 3)</p> <ul style="list-style-type: none"> <li>i. Action Research</li> <li>ii. Guidance and Counselling</li> <li>iii. Environmental Education</li> </ul>	<b>12</b>
<b>Interdisciplinary Courses</b>	<ul style="list-style-type: none"> <li>i. Gender, School and Society (IC1)</li> <li>ii. Educational Management (IC2)</li> <li>iii. Language Across the Curriculum (IC3)</li> <li>iv. Creating an Inclusive Society (IC4)</li> </ul>	<b>16</b>



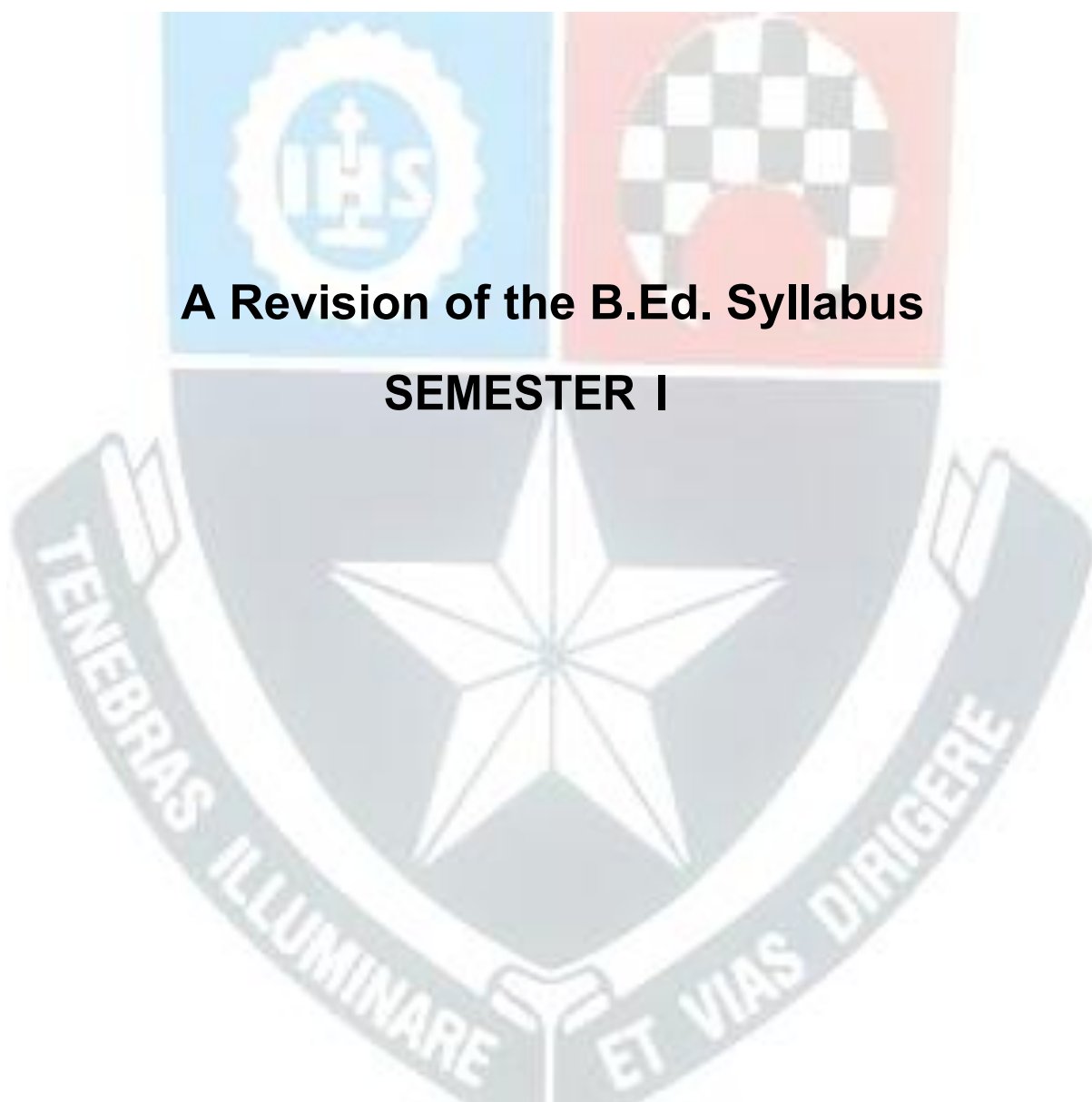
B.Ed. Curriculum							
SEM-1	CREDITS	SEM-2	CREDITS	SEM-3	CREDITS	SEM-4	CREDITS
<b>CORE COURSES(CC)</b>		<b>CORE COURSES (CC)</b>		<b>CORE COURSES (CC)</b>		<b>CORE COURSES (CC)</b>	
CC-1 Childhood and Growing up- 100 marks	4	CC-3 Learning and Teaching - 100marks	4	CC-4 Assessment for Learning - 100marks	4	CC-5 Contemporary India and Education - 100marks	4
CC - 2 Knowledge and Curriculum - 100 marks	4						
<b>ELECTIVE COURSES (EC)</b>		<b>ELECTIVE COURSES (EC)</b>		<b>ELECTIVE COURSES (EC)</b>		<b>ELECTIVE COURSES(EC)</b>	
		EC1 Pedagogy of School Subject -I (Select any one based on graduation subject) - 100marks	4	EC 2 Pedagogy of School Subject II / Peace Education (Any One) - 100marks	4	EC3 - Special Field Basket Action Research, Guidance and Counselling , Environmental Education (Any One ) - 100marks	4
<b>INTERDISCIPLINARY COURSES (IC)</b>		<b>INTERDISCIPLINARY COURSES (IC)</b>		<b>INTERDISCIPLINARY COURSES (IC)</b>		<b>INTERDISCIPLINARY COURSES (IC)</b>	
IC1- Gender, School And Society - 100 marks	4	IC2- Educational Management -100marks	4	IC3 Language Across The Curriculum – 100 marks	4	IC4- Creating Inclusive Schools - 100marks	4
<b>ABILITY COURSES (AB)</b>		<b>ABILITY COURSES(A B)</b>		<b>ABILITY COURSES( AB)</b>		<b>ABILITY COURSES(AB)</b>	
AB1 – Digital Education - 50 Marks Internal	2					AB2 - Reading and Reflecting on Texts – 50 Marks Internal	2
<b>PROJECT BASED COURSE PC1</b> Total 70 Marks	4	<b>PROJECT BASED COURSE PC2</b> Total 90 Marks Internship of 4 weeks	6	<b>PROJECT BASED COURSE PC3</b> Total 170 Marks Internship of 9 weeks	15	<b>PROJECT BASED COURSE PC4</b> Total 170 Marks Internship of 5 weeks including Community work (One week)	10

B.Ed. Curriculum							
SEM-1	CREDITS	SEM-2	CREDITS	SEM-3	CREDITS	SEM-4	CREDITS
a. Community Work Part I - 30 Marks (1 Week)		a. Lessons (7) – 70 marks		a. Lessons 9 Lessons*10 marks = 90 marks		a. Lessons 5 Lessons*10 marks = 50 marks	
b. Participation in CCA -1*20 =20 Marks		b. Observation of lessons given by peers - (5 lessons) 5*2Marks= 10 Marks		b. Theme based lessons- 2 lessons*10 marks = 20 marks		b. Co Teaching with peers 5 lessons*10 marks =50 Marks	
Internship of 1 week (20 marks) c. Teacher Shadowing (5mks.) d. 5 Peer Lesson Observation (5marks) e. Observation of school activity (5 marks) f. Reflective Journal (5 marks)		c. Reflective Journal – 5 marks)		c. Co-teaching with schoolteachers 2 lessons X 10 marks =20 Marks		c. Action Research – 30 Marks	
		d. Theme based Assembly * – 5 marks		d. Administration of Unit Test and analysis of results – 20 Marks		d. Reflective Journal on internship activities - 5 Marks	
				e. Reflective Journal on internship activities - 5 Marks		e. Community work – Part II - 30 Marks	
				f. Learning Resource 1* 10 Marks= 10 Marks		f. Skilling for Inclusion or Entrepreneurship or 21st Century Skills* –5 marks	
				g. Multicultural Activity * - 5 marks			
<b>AUDIT COURSES (AC)</b>	<b>18</b>	<b>AUDIT COURSES (AC)</b>	<b>18</b>	<b>AUDIT COURSES (AC)</b>	<b>27</b>	<b>AUDIT COURSES (AC)</b>	<b>24</b>
(TO BE CERTIFIED BY INSTITUTE)							
<b>Art in Education</b> Spread throughout the 4 semesters. Certified in 4th semester only.							<b>2</b>
<b>TOTAL 420</b>	<b>18</b>	<b>TOTAL 390</b>	<b>18</b>	<b>TOTAL 470</b>	<b>27</b>	<b>TOTAL 520</b>	<b>26</b>

\*Activities in keeping with the NEP 2020 policy Total Credits = 89; Total Marks =1800  
Mandatory Credits = 6 (2 Value Added Courses - 4 Credits: 2 Co-Curricular Activities - 2 Credits)

The following are the syllabi for the various Courses

**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
**REVISED B.ED. SYLLABUS**



**A Revision of the B.Ed. Syllabus**  
**SEMESTER I**

# ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI

## REVISED B.ED. SYLLABUS

**COURSE NAME: CORE COURSE 1: CHILDHOOD AND GROWING UP**

**COURSE CODE: SXBED1CC1**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

### Course Outcomes

**The learner will be able to...**

1. Examine the role of school in growth and development during pre-adolescence and adolescence.
2. Infer the various factors influencing the developmental process of an individual.
3. Illustrate the socio-cultural influence on a child's development
4. Explore suitable methods for studying human development in different contexts.
5. Critically examine theories of child development for their implications on child development.
6. Explore different theories of well-being on self and their applicability in the present context.

<b>B.Ed. Syllabus</b>
<b>MODULE I: PROCESS OF HUMAN DEVELOPMENT</b>
<b>UNIT 1: Growth &amp; Development in Pre - Adolescent and Adolescent</b> <ol style="list-style-type: none"> <li>a. Growth and Development: Meaning, difference, principles</li> <li>b. Stages of growth and development- Physical, social, moral, emotional and cognitive (Preadolescents and Adolescents)</li> <li>c. Role of school in the development of pre- adolescents and adolescents</li> </ol>
<b>UNIT 2: Developmental Process</b> <ol style="list-style-type: none"> <li>a. Genetic background, Impact of social media, peer pressure in child development</li> <li>b. Maturation – Meaning and Implications</li> <li>c. Individual differences: Meaning and Implications</li> </ol>
<b>UNIT 3: Multidimensional perspective of child development</b> <ol style="list-style-type: none"> <li>a. Child Development as a multidimensional concept within a pluralistic society (physical, Emotional and Social, intellectual)</li> <li>b. Impact of different parenting styles on child development</li> <li>c. Child development in socio- cultural context: Interplay of poverty, caste, gender and social disadvantage.</li> </ol>
<b>MODULE II: PERSPECTIVES OF HUMAN DEVELOPMENT</b>
<b>UNIT 4: Methods and Approaches of Studying Human development</b> <ol style="list-style-type: none"> <li>a. Methods: Observation (Participatory and Non-Participatory)</li> <li>b. Experimental &amp; Clinical.</li> <li>c. Approaches: Cross Sectional, Cross Cultural, Longitudinal.</li> </ol>
<b>UNIT 5: Theoretical Perspectives</b> <ol style="list-style-type: none"> <li>a. Piaget's Theory of Cognitive Development.</li> <li>b. Kohlberg's theory of Moral Development</li> <li>c. Society and Development - Erikson's theory; Urie Bronfenbrenner's Ecological theory</li> </ol>
<b>UNIT 6: Well- being for Self</b> <ol style="list-style-type: none"> <li>a. Seligman's multidimensional well-being theory</li> <li>b. Emotions: Goleman's Theory of Emotional Intelligence</li> <li>c. Identity crisis- Marcian Theory</li> </ol>
<b>MODULE III: INTERNAL ASSESSMENT</b> <ol style="list-style-type: none"> <li>a. Assignment: 10 marks</li> <li>b. Course Tasks: 15 marks</li> <li>c. MCQS &amp; Class Test: 15 marks</li> </ol>



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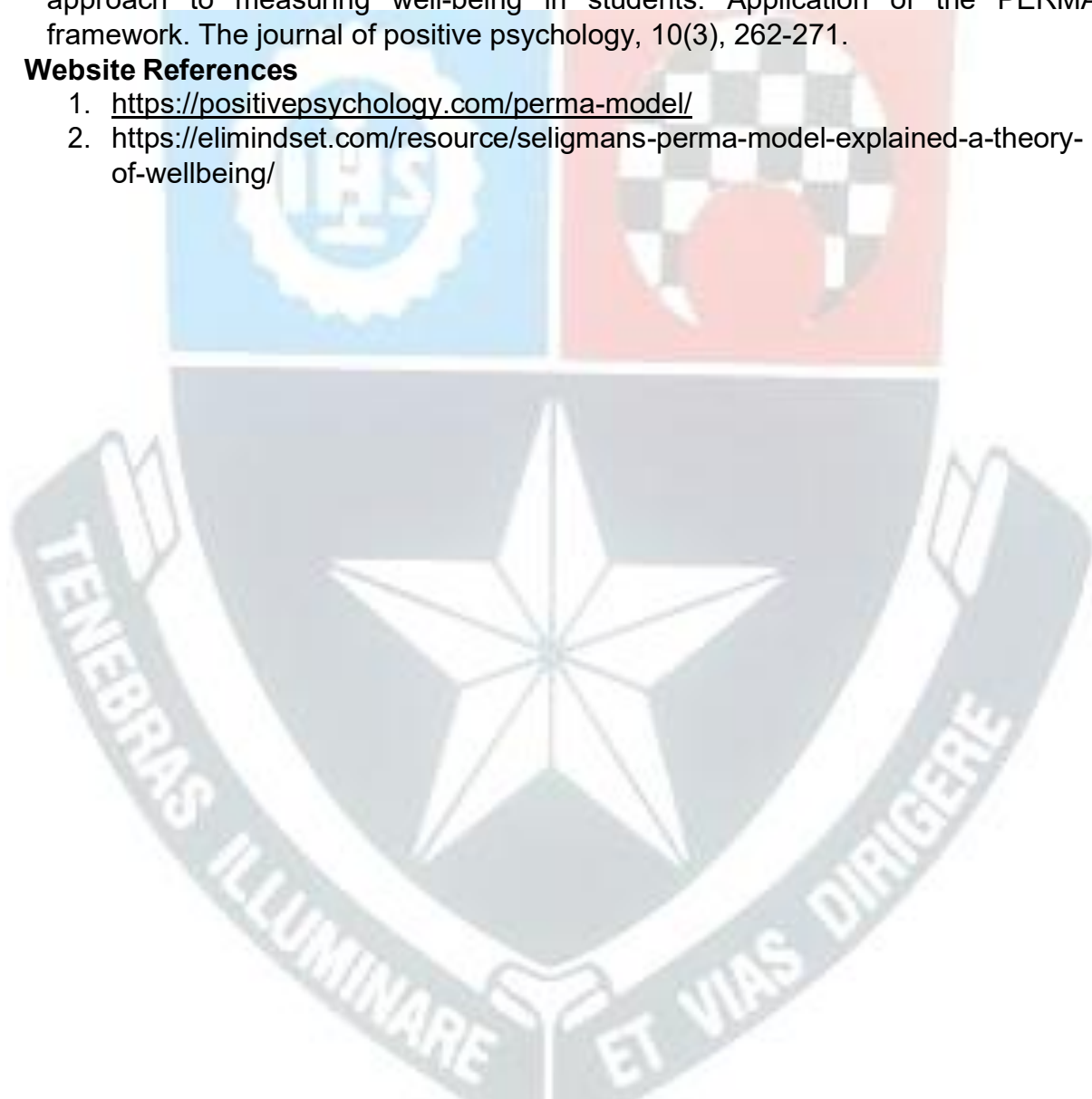
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# ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI

## REVISED B.ED. SYLLABUS

**COURSE NAME: CORE COURSE 2: KNOWLEDGE AND CURRICULUM**

**Course Code: SXBED1CC2**

**Total Credits: 4 credits**

**Total Marks: External 60 + Internal 40 = 100 Marks**

### Course Outcomes

**The learner will be able to...**

1. Appraise the epistemological basis of education
2. Explore the philosophical basis of Education
3. Investigate the transformational approach to education
4. Analyse the perspectives and determinants of the curriculum
5. Apply the models of curriculum design in education
6. Examine the effective implementation of the curriculum

<b>MODULE I: UNDERSTANDING KNOWLEDGE AND EDUCATION</b>
<b>UNIT 1: Epistemological basis of Education</b> <ol style="list-style-type: none"> <li>a. Epistemological basis: Meaning and characteristics of knowledge</li> <li>b. Types of knowledge: Philosophical perspective (Personal, Propositional and Procedural) Educational perspective: (Conceptual, Strategic and situational).</li> <li>c. Nonaka and Takeuchi's Model of Knowledge Conversion SECI Model and role of teacher in knowledge conversion and creation.</li> </ol>
<b>UNIT 2: Philosophical basis of Education</b> <ol style="list-style-type: none"> <li>a. Education – meaning, characteristics and function of education</li> <li>b. Implications of Schools of Philosophy on Education - Idealism, Naturalism, Pragmatism and Constructivism</li> <li>c. Learner-centered Education – Mahatma Gandhi (Activity Method) and Paulo Freire (Dialogue Method)</li> </ol>
<b>UNIT 3: Evolution of Education</b> <ol style="list-style-type: none"> <li>a. Knowledge in Evolution of Education from 1.0 to 4.0</li> <li>b. Spady's Transformational Approach to Outcome Based Education</li> <li>c. Learner autonomy – Feasibility, desirability, and Responsibility</li> </ol>
<b>MODULE II: DEVELOPMENT OF CURRICULUM AND ITS RELATION TO EDUCATION</b>
<b>UNIT 4: Concept, Determinants and Perspective of curriculum</b> <ol style="list-style-type: none"> <li>a. Meaning and types of curricula (Subject vs. child centered, Enacted vs. hidden), Difference between Curriculum and Syllabus</li> <li>b. Determinants of Curriculum (Philosophical, Psychological Sociological Determinants of curriculum)</li> <li>c. Four perspectives on curriculum: Traditionalists; Conceptual-Empiricists; Reconceptualists; Social constructivists</li> </ol>
<b>UNIT 5: Curriculum design</b> <ol style="list-style-type: none"> <li>a. Process of Curriculum Design (Formulate aim, objectives and learning outcome, Criteria of knowledge selection and organization of learning situation)</li> <li>b. Curriculum Design Models: Tyler's model and Hilda Taba's model.</li> <li>c. Curriculum as process and practices: Interdisciplinary, Multidisciplinary and Transdisciplinary approach</li> </ol>

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**UNIT 6: Curriculum Implementation and Evaluation**

- a. Role of teachers, stakeholders and state in the development of curriculum
- b. Linkage model of curriculum implementation
- c. Role of MHRD and NCERT in curriculum reform

**MODULE III: INTERNAL ASSESSMENT:**

- a. **Assignment: 10 marks**
- b. **Course Tasks: 15 marks**
- c. **MCQS & Class Test: 15 marks**

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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
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**COURSE NAME: INTERDISCIPLINARY COURSE 1 GENDER, SCHOOL AND SOCIETY**

**Course Code: SXBED1IC1**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes**

**The learner will be able to...**

1. Analyse the basic concepts of gender and sex, gender-related terms, and theories of gender.
2. Explore the concept of social construction of gender identity.
3. Analyse various issues related to gender and provisions available for redressal.
4. Apply Knowledge and Understanding to various equity provisions that contribute to society
5. Critically analyse the rights of other genders and government provisions for them
6. Explore the various gender perspectives and gender empowerment schemes

<b>MODULE I. GENDER AND SOCIALIZATION</b>	
<b>Unit 1: Gender and Socialization</b>	<ol style="list-style-type: none"><li>a. Meaning of Sex, Gender, Sexual Orientation</li><li>b. Gender Related concepts: Patriarchy, Feminism (Types- Liberal, Radical and Cultural), Masculinity, Gender Neutrality</li><li>c. Emergence of specific roles: Sociological Perspectives: Functionalism, Conflict and Symbolic Interaction, Psychological Perspectives: Evolution theory, Biosocial theory of Gender Role Development, Social Learning theory, Gender Schema theory</li></ol>
<b>Unit 2: Social Construction of Gender Identity</b>	<ol style="list-style-type: none"><li>a. Meaning of Social Construction of Gender Identity</li><li>b. Gender stereotypes and biases with respect to: Culture (Language, Religion, Customs, Rituals, Personal Interactions), Media, and Region</li><li>c. Meaning and Impact of stereotypes and biases: Meaning of Gender stereotyping, Education, Health and Employment</li></ol>
<b>Unit 3: Gender Issues and Constitutional Provisions</b>	<ol style="list-style-type: none"><li>a. Dowry: Meaning, Dowry Prohibition Act 1961 and The Protection of Women from Domestic Violence Act 2005</li><li>b. Sexual harassment: Workplace sexual harassment and POSH</li><li>c. Dealing with Children: Protection of Children from Sexual Offences (POCSO) Act 2012, Information Technology Act 2000, Pre-natal diagnostic technique Act 1994</li></ol>
<b>MODULE II. GENDER - EDUCATION AND EMPOWERMENT</b>	
<b>UNIT 4: Gender Equity Provisions</b>	<ol style="list-style-type: none"><li>a. Organizational Gender Inclusive practices: Programs and Infrastructural requirements</li><li>b. Gender Audit: Meaning, Process and Outcomes</li><li>c. Gender Entrepreneurship and Development: Meaning, Impact, Relationship between Entrepreneurship and Development</li></ol>
<b>UNIT 5: Gender Identities and Their Challenges</b>	<ol style="list-style-type: none"><li>a. LGBTQ+: Challenges and Contemporary Role Models</li><li>b. LGBTQ+: Psychological Perspectives</li><li>c. Policies for LGBTQ+ in India and Abroad: Status of LGBTQ+ rights in India and abroad, The Transgender Persons (Protection of Rights) Act 2019</li></ol>

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**UNIT 6: Global Perspectives and Gender Empowerment**

- a. United Nations Initiatives for Equality - UN Women
- b. Sustainable Development Goals (SDG) for Gender Equality
- c. International Gender Equality Policy - CARE 2018, Beti Bachao Beti Padhao

**MODULE III :**

**INTERNAL ASSESSMENT**

- a. **Assignment: 10 marks**
- b. **Course Tasks: 15 marks**
- c. **MCQS & Class Test: 15 marks Tests**

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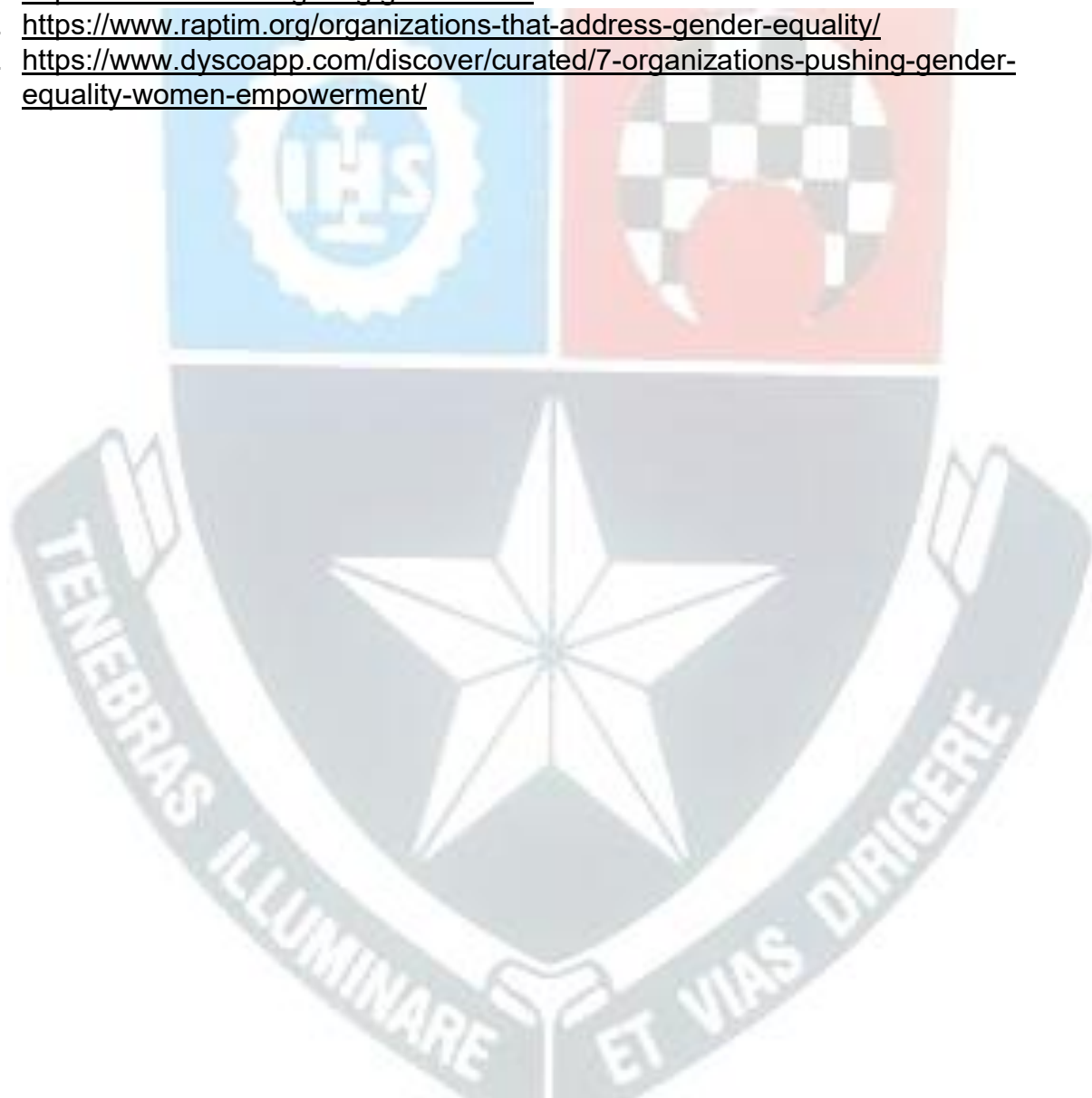
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**COURSE NAME: ABILITY COURSE 1 DIGITAL EDUCATION**  
**COURSE CODE : SXBED1AB1**

**Total Credits: 3**

**Total Marks: 50 (Internal)**

**Course Outcomes**

**The Learner will be able to...**

1. Examine the characteristics of Digital Education
2. Elaborate on the ethical and legal use of ICT
3. Design TPACK Model of Lesson
4. Apply the various web- supported pedagogical approaches and digital tools for their professional and self-development

<b>MODULE I: DESIGNING OF DIGITAL EDUCATION</b>
<b>UNIT 1: Understanding of Digital Education</b> <ol style="list-style-type: none"> <li>a. Concept of Socio-Technical designs for education</li> <li>b. Synchronous and Asynchronous Teaching Mode</li> <li>c. Concept of AI and its application in Education.</li> </ol>
<b>UNIT 2: Designing Technology Integrated Learning Experiences</b> <ol style="list-style-type: none"> <li>a. Pedagogy and Models for integrating technology in education: Designing TPACK Model Lessons</li> <li>b. Digital learning: Flipped Learning, Blended Learning and Devices used for digital learning</li> <li>c. Content Delivery Mechanism: Learning Management System (LMS)</li> </ol>
<b>MODULE II: APPLICATION OF DIGITAL EDUCATION</b>
<b>UNIT 3 -Trends in Digital Education</b> <ol style="list-style-type: none"> <li>a. Ethical, Legal &amp; Social safety in the use of Digital Information: Copyright, Plagiarism, Academic honesty and Data Privacy</li> <li>b. Design thinking approach to Develop Open Educational Resources (OER), MOOC and Creative Common License.</li> <li>c. Use of Web tools for teaching, evaluation and research.</li> </ol>
<b>UNIT 4 - Professional Development</b> <ol style="list-style-type: none"> <li>a. e-Portfolio – Concept, Development, and application in education.</li> <li>b. Basics of Python Coding and its application in digital education</li> <li>c. Recommendations of National Educational Policy (2020) and Technology Vision 2035 for ICT in school education.</li> </ol>
<b>MODULE III: INTERNAL ASSESSMENT (ANY FOUR ACTIVITIES)</b>
<ol style="list-style-type: none"> <li>1. Develop and deliver a lesson through Learning Management System</li> <li>2. Develop a TPACK model of Instructional design based on any school topic.</li> <li>3. Develop an Interface Program using Python Coding. Submit the Report</li> <li>4. Illustrate the use of any ONE Web 2.0 tools for teaching and evaluation. Submit the Report</li> <li>5. Develop Open Educational Resources using Design Thinking. Submit the</li> </ol>

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Report.

6. Select an educational problem and conduct an online survey. Submit a report on the procedure and analysis of the survey result along with a screenshot.
7. A report on recommendations of National Educational Policy (2020) and Technology Vision 2035 for ICT in school education.
8. Survey on Socio-techno culture of an educational institution.

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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
**REVISED B.ED. SYLLABUS**

**COURSE NAME: AUDIT COURSE: ART IN EDUCATION**

**COURSE CODE: SXBED1/2/3/4/AC**

**Total Credits: 2**

**Course Outcomes**

**The learner will be able to -**

1. Classify various art forms that could be effectively used in the classroom
2. Demonstrate various art forms that could be effectively used in the classroom
3. Strategies to exhibit Indian and global art forms dramatize social and environmental issues using various art forms
4. Appreciate using various art forms to enrich teaching learning

<b>MODULE I: UNDERSTANDING AESTHETICS IN EDUCATION DRAMA AND ART</b>
<b>UNIT 1 - Introduction to Art &amp; Drama</b> <ol style="list-style-type: none"><li>a. Concept of Art &amp; Drama</li><li>b. Understanding the various Art Forms (Visual art, Performing art, Fine art, Digital art, Photography)</li><li>c. Theater exercises and Logistics in each art form</li></ol>
<b>UNIT 2 - Application of each Art form in Education</b> <ol style="list-style-type: none"><li>a. Functions of Art - Information, Instructive, Persuasive, Educative, Entertainment, Development</li><li>b. Integration of all Art forms aesthetically in school curriculum</li><li>c. Art Therapy for children</li></ol>
<b>MODULE II: ARTISTRY AS A MEDIUM OF COMMUNICATION IN EDUCATION FOR SOCIAL CHANGE</b>
<b>UNIT 3 - Aesthetic approach to Pedagogy</b> <ol style="list-style-type: none"><li>a. Emotional development &amp; Self-realization for Children with special needs</li><li>b. Creative expressions for all children</li><li>c. Strategies for self-realization</li></ol>
<b>UNIT 4 - Drama and Art for Social Intervention</b> <ol style="list-style-type: none"><li>a. Understanding of social and environmental, issues</li><li>b. Indian cultural perspectives in education through art</li><li>c. Global perspectives through art</li></ol>
<b>MODULE III: INTERNAL ASSESSMENT</b>
<b>Suggestions for Activities</b> <ol style="list-style-type: none"><li>1. Workshop on developing short plays/ street play for educational, entertainment or social/ environmental relevance</li><li>2. Workshop on preparing a script for to propagate a social behavior or awareness of social issues</li><li>3. Visit to an Art gallery</li><li>4. Report on the folk life</li><li>5. Interview with experts from the field like artists, actors, singers, writers, poets, painters, musicians, dancer, etc</li><li>6. Appreciation of a film/drama /novel/folk drama, etc.</li></ol>



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7. Organizing display of any art form in educational context
8. I) Workshop –Developing theater skills, pottery, folk dance, animations depicting culture and art, photography. Dance. Drama, music and any other art form
9. Workshop on dramatics and theatre skills
10. Workshops on yoga

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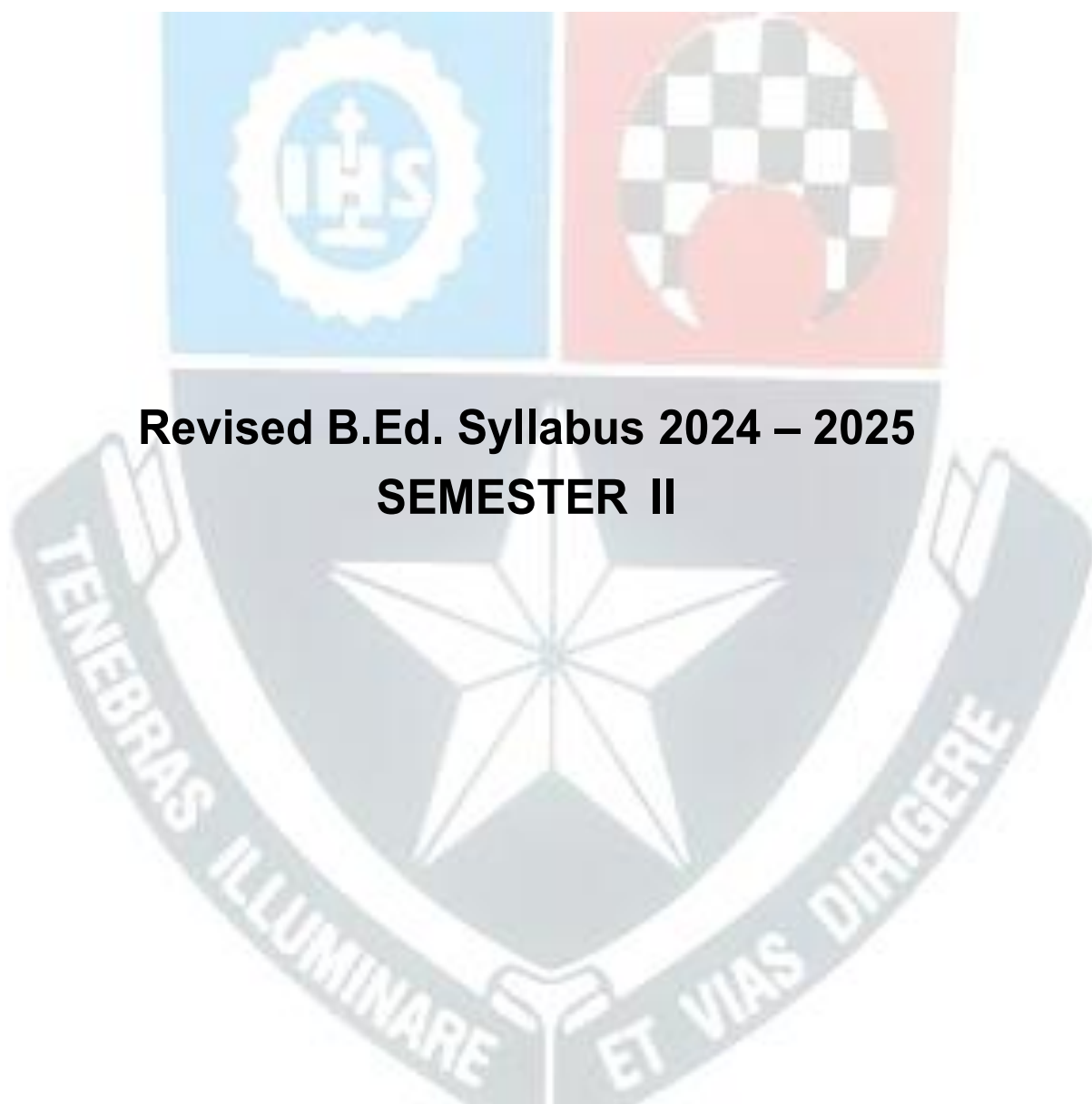
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5. Drama Strategies, <http://dramaresource.com/strategies/69-drama-techniques>
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**REVISED B.ED. SYLLABUS**



**Revised B.Ed. Syllabus 2024 – 2025**  
**SEMESTER II**

**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
**REVISED B.ED. SYLLABUS**

**COURSE NAME: CORE COURSE 3 LEARNING AND TEACHING**

**COURSE CODE: SXBED2CC3**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

1. Evaluate conceptual framework of learning
2. Analyze the various learning theories
3. Apply the strategies of collaborative learning
4. Understand inclusive pedagogies in the classroom context
5. Apply the various thinking processes in classroom situation
6. Strategize teacher wellness

<b>B.Ed. Syllabus</b>
<b>MODULE 1: FUNDAMENTALS OF LEARNING AND TEACHING</b>
<b>UNIT 1: Conceptual Framework of Learning</b> <ol style="list-style-type: none"> <li>a. Meaning, Characteristics, Process of Learning; Styles of learning (David Kolb's theory of Experiential Learning; Howard Gardner's theory of Multiple intelligences)</li> <li>b. Factors Affecting Learning: Maturation, Memory, Motivation, Attention (Meaning, Characteristics, Implications)</li> <li>c. Learning for Transfer: Concept, Types (Low-Road or Substantive Transfer &amp; High Road or Procedural Transfer) Educational Implications: Visible Thinking Routines and their significance</li> </ol>
<b>UNIT 2: Theories of Learning (Principles and Educational Implications)</b> <ol style="list-style-type: none"> <li>a. Behaviourist Theories – Conditioning (Pavlov, Skinner);</li> <li>b. Cognitive theories – David Ausubel, Jerome Bruner</li> <li>c. Social theories – Lave and Wenger's Situated Learning Theory; Bandura's theory of Social Learning</li> </ol>
<b>UNIT 3: Fundamentals of Collaborative Learning</b> <ol style="list-style-type: none"> <li>a. Group Dynamics and Sociometry: Meaning and Educational Implications</li> <li>b. Bruce Tuckman's Revised Model for Group Development: Five Phases &amp; Role of Teacher</li> <li>c. Learning through community interactions: Social Constructivism (Vygotsky) and Connectivism (Siemens and Downes)</li> </ol>
<b>MODULE II: THE PROFESSION OF TEACHING AND HOLISTIC LEARNING</b>
<b>UNIT 4: Teaching and Learning in a diverse context</b> <ol style="list-style-type: none"> <li>a. Diverse learners – Inclusive Pedagogy; Differentiated Instruction, Universal Design for Learning (concept and classroom implementation)</li> <li>b. Multicultural Education: Concept, James Banks' Five Dimensions of MCE, Implications of MCE in the Indian Context</li> <li>c. Multilingual Education: Multilingualism: Central Concepts; Challenges &amp; Implications in the classroom</li> </ol>
<b>UNIT 5: Teaching Thinking</b> <ol style="list-style-type: none"> <li>a. Reflective and Critical Thinking: Meaning &amp; Educational Implications</li> <li>b. Creativity and Problem solving: Meaning, Process &amp; Promoting</li> </ol>



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c. Meta-cognition: Meaning, Components & Strategies
<b>UNIT 6: Teacher and Teaching</b> <ul style="list-style-type: none"> <li>a. Teacher wellness (physical, psychological) – meaning, scope and significance.</li> <li>b. Teacher Burn-out (Causes, Effects, and Interventions)</li> <li>c. Teacher strategies to deal with inter and intra relational issues</li> </ul>
<b>MODULE III:</b> <b>INTERNAL ASSESSMENT:</b> <ul style="list-style-type: none"> <li>a. Assignments: 10 marks</li> <li>b. Course Tasks: 15 marks</li> <li>c. MCQS &amp; Class Test: 15 marks Tests</li> </ul>

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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
**REVISED B.ED. SYLLABUS**

**COURSE NAME: ELECTIVE COURSE 1 PEDAGOGY OF SCHOOL**

**SUBJECT- ENGLISH**

**COURSE CODE SXBED2EC1E**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to -**

1. Describe the basics of language as a discipline
2. Apply the basis of language in teaching and learning
3. Analyze the evolving roles and competencies of an English teacher
4. Apply the techniques of language teaching
5. Create lesson plans using different pedagogical approaches
6. Evaluate the teaching-learning resources for language acquisition

<b>B.Ed. Syllabus</b>
<b>MODULE I: FUNDAMENTALS OF LANGUAGE TEACHING AND LEARNING AS A SUBJECT</b>
<b>UNIT 1: Basics of Language as a Discipline</b> <ol style="list-style-type: none"><li>a. Meaning of academic disciplines, Becher-Biglan typology (pure-hard, pure soft, applied-hard, applied soft types); Relationship between academic disciplines and English</li><li>b. Place of English in the present school curriculum</li><li>c. Importance of English language for a learner ; Challenges of teaching English in India</li></ol>
<b>UNIT 2: Basis of Language Teaching and Learning</b> <ol style="list-style-type: none"><li>a. Aims and objectives of teaching English as a first language and as second language</li><li>b. Principles (Palmer's principles) of teaching English language</li><li>c. Psychological basis of language learning, Maxims of Teaching English, Correlation in English Pedagogy</li></ol>
<b>UNIT 3: Evolving Roles and Competencies of an English Teacher</b> <ol style="list-style-type: none"><li>a. Continuous Professional Development (CPD): Emerging trends, digital platforms (MOOCs, webinars, professional learning communities), and reflective teaching practices.</li><li>b. Indian Influence on English Literature: Contemporary Perspectives on Indian English Writers – Arundhati Roy, Amitav Ghosh, and the Relevance of Postcolonial Literature.</li><li>c. Global Perspectives in English Literature: Influences of classic Western laureates – William Shakespeare, George Orwell, and T.S. Eliot – with a focus on their lasting impact and evolving literary themes in the digital age.</li></ol>
<b>MODULE II: LANGUAGE ACQUISITION AND ASSESSMENT</b>
<b>UNIT 4: Transacting the language curriculum</b> <ol style="list-style-type: none"><li>a. Appreciation of Literature (Prose and Poetry)</li><li>b. Teaching Grammar: Approaches to grammar instruction – formal (rule-based) vs. functional (context-based); methods of teaching – inductive (discovery) vs. deductive (explicit instruction); and assessment techniques.</li><li>c. Acquisition of Creative Writing Competencies</li></ol>

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<b>UNIT 5: Pedagogical Approaches and Techniques</b> <ul style="list-style-type: none"><li>a. Constructivist Approach (7Es), Communicative Approach (Concept &amp; procedure)</li><li>b. Techniques of teaching- expository (narration, dramatization) &amp; Interactive techniques (discussion, questioning, brainstorming)</li><li>c. Strategies for acquisition and assessment of language skills (listening, speaking, reading, vocabulary)</li></ul>
<b>UNIT 6: Teaching learning Resources for Language Acquisition</b> <ul style="list-style-type: none"><li>a. Library as a Resource for teaching and learning a language</li><li>b. ICT-enabled language resources (teaching and assessment) – teaching tools – Digital Storytelling Tools: Storybird, Book Creator, Canva; assessment tools Kahoot!, Google form, Grammarly, Socrative</li><li>c. Co-curricular activities as language learning resources (Art, Sports, book reviews, Competitions, Visits)</li></ul>
<b>MODULE III:</b> <b>INTERNAL ASSESSMENT:</b> <ul style="list-style-type: none"><li>a. <b>Content Test: 10 marks</b></li><li>b. <b>Course Tasks: 15 marks</b></li><li>c. <b>MCQS &amp; Class Test: 15 marks</b></li></ul>

**References**

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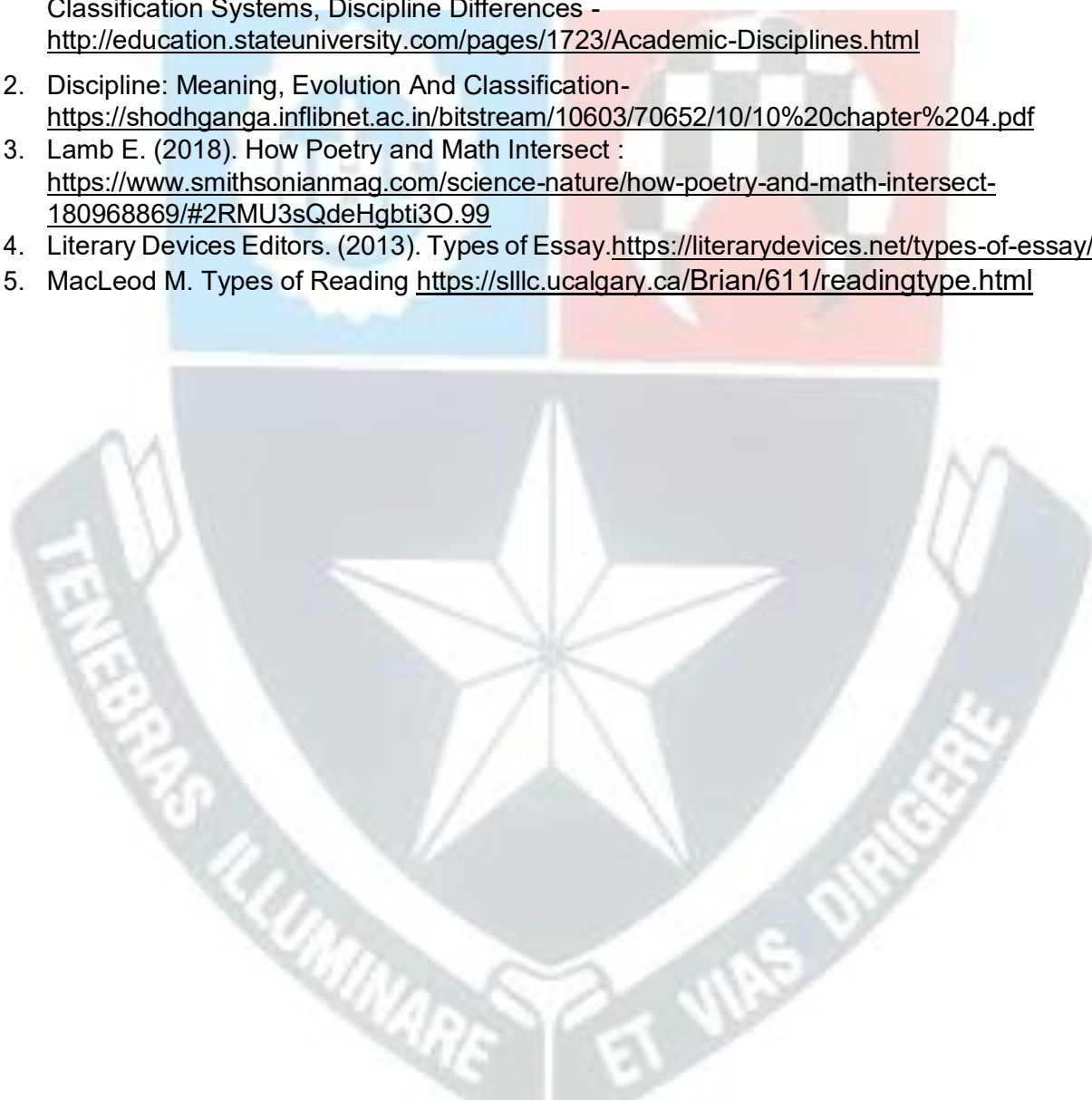


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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
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**COURSE NAME: ELECTIVE COURSE 1 PEDAGOGY OF SCHOOL SUBJECT: SCIENCE**

**COURSE CODE: SXBED2EC1S**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

1. Correlate various academic disciplines to science education.
2. Elaborate the relevance of developing scientific temper through science education in school
3. Apply various teaching methods, approaches and tools in science education.
4. Create integrated learning resources and OERs to promote science education.
5. Design lesson plans using various taxonomies of educational objectives for outcomes-based learning.
6. Justify the need for diverse continuous professional development among science teachers.

**B.Ed. SYLLABUS**

**MODULE I: FUNDAMENTALS OF SCIENCE EDUCATION**

**UNIT 1: Basics of Academic Disciplines with reference to Science Education**

- a. Meaning of Academic Disciplines, Multidisciplinarity and Interdisciplinarity in science
- b. Classification of Academic Disciplines: Becher-Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on the nature of knowledge in each type.
- c. Aims and Objectives of teaching Science across the Middle and Secondary Stage as outlined in NEP 2020 and NCFSE 2023

**UNIT 2: Importance of Teaching Science**

- a. Meaning and Nature (Product & Process) of Science, Science Process skills - Basic and Integrated
- b. Scientific Temper: Meaning, Characteristics and Importance.
- c. Significance of teaching Science (NCFSE 2023)

**UNIT 3: Organisation of Science Curriculum**

- a. Maxims of teaching science, Curricular Correlation of Science with other subjects
- b. Visual and Spatial Learning, Problem Based Learning, Inquiry Based Learning: POE, 5E Model for Science
- c. Outcome Based Learning (OBE): Taxonomy of Educational Objectives, Bloom's Taxonomy, Mc Cormack and Yager's Classification, Anticipated outcomes of teaching Science

**MODULE II: TRANSACTING SCIENCE CURRICULUM**

**UNIT 4: Science Teaching: Methods, Approaches and Tools**

- a. Teaching Methods: Lecture-Demonstration, Project method, Problem Based Learning, Laboratory Method
- b. Teacher-Centered and Learner Centered approaches, Inducto-Deductive, Inquiry-Discovery, STEM to STEAM
- c. Mind Mapping and Concept Mapping – Meaning, Steps and Significance, PEOR (i.e. Predict, Explain, Observe and React/Rethink/Reinforce)

**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
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**UNIT 5: Learning Resources and Activities**

- a. Science Textbook: Characteristics and Critical Analysis of a Science textbook
- b. Science Club, Laboratory and Field Visits – Concept, Organization and Significance
- c. Open Educational Resources, Artificial Intelligence and Science teaching apps, Virtual lab, Simulations.

**UNIT 6: The Science teacher**

- a. Professionalism and CPD: Meaning, Characteristics and Avenues.
- b. Diagnostic testing and Remedial teaching in Science
- c. Areas of Continuous Comprehensive Evaluation in Science

**MODULE III:**

**INTERNAL ASSESSMENT:**

- a. Content Test: 10 marks
- b. Course Tasks: 15 marks
- c. MCQS & Class Test: 15 marks

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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
**REVISED B.ED. SYLLABUS**

**COURSE NAME: ELECTIVE COURSE 1: PEDAGOGY OF SCHOOL SUBJECT MATHEMATICS**

**COURSE CODE: SXBED2EC1M**

**Total Credits: 4 credits      Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

1. Analyse the status of Mathematics in history, society development and academic disciplines
2. Explore Mathematics w.r.t meaning, nature, mathematisation and reference in NCFSE
3. Develop understanding and skills in teaching and curriculum transaction of Mathematics
4. Integrate methods and techniques of teaching Mathematics in the teaching learning situation
5. Explore the features and application of learning resources in Mathematics
6. Apply the understanding of the status of professional development of Mathematics through research

<b>B.Ed. SYLLABUS</b>
<b>MODULE 1: FUNDAMENTALS OF MATHEMATICS EDUCATION</b>
<b>UNIT 1: Basics of Mathematics Education</b>
<ul style="list-style-type: none"> <li>a. Mathematics Education: Indian context (history and current status)</li> <li>b. Mathematics in Societal Development</li> <li>c. Meaning of academic disciplines, Mathematics as an academic discipline</li> </ul>
<b>UNIT 2: Introduction to the teaching of Mathematics</b>
<ul style="list-style-type: none"> <li>a. Meaning, Nature and Scope of Mathematics</li> <li>b. Aim and Objectives of teaching Mathematics (NCFSE 2023)</li> <li>c. Mathematisation: Meaning and Application</li> </ul>
<b>UNIT 3: Essentials of Teaching Mathematics and Curricular Transaction</b>
<ul style="list-style-type: none"> <li>a. Effective Mathematics teaching practices</li> <li>b. Organization of Mathematics curriculum in the Secondary and Higher Secondary levels</li> <li>c. Unit Planning and Lesson Planning - importance and steps in planning.</li> </ul>
<b>MODULE II: TRANSACTING MATHEMATICS CURRICULUM</b>
<b>UNIT 4: Methods and Techniques of Teaching Mathematics</b>
<ul style="list-style-type: none"> <li>a. Experiential Methods of Teaching Mathematics: Art Integration, Sports Integration, Story Telling, Role Play</li> <li>b. Project Zero thinking routine toolbox</li> <li>c. Drill and Assignment techniques</li> </ul>
<b>UNIT 5: Learning Resources</b>
<ul style="list-style-type: none"> <li>a. Mathematics lab, Mathematics club (Objectives, Significance, Working)</li> <li>b. Textbook – Critical analysis of a textbook</li> <li>c. Digital Resources for Teaching Mathematics- GeoGebra - Tools and Application</li> </ul>

**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
**REVISED B.ED. SYLLABUS**

**UNIT 6: Professional Development of Teacher**

- a. Competencies of Mathematics teacher (academic, professional and personal competencies)
- b. Need and Avenues of Continuous Professional Development (Internal and External)
- c. School Quality Assessment and Assurance Framework (SQAAF) - Implications for Mathematics teachers

**MODULE III:**

**INTERNAL ASSESSMENT:**

- a. **Content Test: 10 marks**
- b. **Course Tasks: 15 marks**
- c. **MCQs & Class Test: 15 marks**

**References**

1. Aggarwal, S.M. : Teaching of Modern Mathematics, Dhanpat Rai and Sons, Delhi
2. Chambers, P. : Teaching Mathematics, Developing as a Reflective Secondary Teacher, Sage Publications, 2010. New Delhi
3. Sidhu K.S.: The Teaching of Mathematics, Sterling Publishers Pvt.Ltd., New Delhi, 2002.
4. Singh, C. & Rohatgi, R.P. : Teaching of Mathematics, Dominant Publishers and Distributors, New Delhi. 2005
5. Vedanayagam, E.G. : Teaching technology for College Teachers, Sterling Publishers pvt. Ltd. , New Delhi, 1988

**Website References**

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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
**REVISED B.ED. SYLLABUS**

**COURSE NAME: ELECTIVE COURSE 1 PEDAGOGY OF SCHOOL**

**SUBJECT: HISTORY**

**COURSE CODE: SXBED2EC1H**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

1. Analyse how academic discipline classifications impact History as a school subject
2. Justify the teaching of History and Political Science in Secondary and Higher Secondary
3. Evaluate the significance of diverse learning resources in teaching history and political science
4. Apply different means of curriculum transactions in building historical knowledge Critically evaluate various methods and approaches in teaching History and Political Science
5. Examine the competencies required for 21st-century History and Political Science teachers

<b>B.Ed. SYLLABUS</b>
<b>MODULE 1: HISTORY AND POLITICAL SCIENCE AS A SOCIAL SCIENCE DISCIPLINE</b>
<b>UNIT 1: Basics of Academic Disciplines</b> <ol style="list-style-type: none"><li>a. Meaning of Academic Disciplines, Relationship between academic disciplines and school subject of History</li><li>b. Classification of academic disciplines: Becher - Biglan typology ( pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type,</li><li>c. Significance of History in School Curriculum and Contextualizing of History</li></ol>
<b>UNIT 2: Understanding History</b> <ol style="list-style-type: none"><li>a. Nature of History, Historical Thinking Concepts (Peter Seixas &amp; Tom Morton)</li><li>b. Objectives of teaching History &amp; Political Science at the secondary level and Higher Secondary Level</li><li>c. Values of teaching History &amp; Political Science</li></ol>
<b>UNIT 3: Learning Resources</b> <ol style="list-style-type: none"><li>a. Introduction and importance of learning resources (Edgar Dale's Cone of Experience)</li><li>b. Classification of learning Resources<ol style="list-style-type: none"><li>1. Audio-visual Resources: Films, documentary.</li><li>2. Visual: Maps, models, timelines.</li><li>3. Print Media: Magazines, newspapers, archives and OER (Uses and importance)</li><li>4. Field trips, museums, virtual museums and virtual tours</li></ol></li><li>c. History Textbook: Textbook as a learning resource. (Features and strategies for effective use of textbook as a learning resource), Addressing bias in the history textbook</li></ol>
<b>MODULE 2: TRANSACTING HISTORY AND POLITICAL SCIENCE CURRICULUM</b>
<b>UNIT 4: Essentials of Curriculum Transaction in History &amp; Political Science</b> <ol style="list-style-type: none"><li>a. Correlation and Maxims (4) in Pedagogy of History</li><li>b. Concept-Based and Generalization-Based Learning</li><li>c. Historiography: Meaning and Importance, Characteristics of Modern Historiography (Rationality, Proofreading, Growth of Knowledge, Change of Views)</li></ol>

**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
**REVISED B.ED. SYLLABUS**

**UNIT 5: Methods and Approaches of Teaching History and Political Science (Process, Merits and Limitations)**

- a. Methods: Story Telling, Project Based Learning, Social Enquiry
- b. Multidisciplinary Approach: Meaning and Importance
- c. Skills: Research and Communication Skill (Meaning and Importance)

**UNIT 6: Professional Growth of History and Political Science Teachers**

- a. Competencies of 21st Century History and Political Science Teacher
- a. Need and Avenues for Professional Development
- b. Challenges faced by History and Political Science teacher (Technological, Pedagogical and Globalisation)

**MODULE III**

**INTERNAL ASSESSMENT:**

- a. Content Test: 10 marks
- b. Course Tasks: 15 marks
- c. MCQS & Class Test: 15 marks

**References:**

1. Interdisciplinary Higher Education: Perspectives and Practicalities, edited by W. Martin Davies, Marcia Devlin, Malcolm Tight, Emerald Group Publishing Ltd
2. Batra Poonam, Social Science Learning in Schools: Perspectives and Challenges, Sage Publications
3. Brandes, D. et. al. (1994). A Guide to Student-centred Learning, Basil Blackwell Ltd. Celntham. UK.
4. Burke, Peter (1991), New Perspectives on History Writing, Blackwell, Oxford publications.
5. Carr, E.H. (1962), What is History? Knopf, London.
6. Diff Block, Mark (1992), The Historian's Craft, M
7. Digumarti Bhaskara Rao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi
8. Kochar S.K. Teaching of History: Sterling publications.
9. Teaching Citizenship Education: A Radical Approach by Ralph Leighton
10. The SAGE Handbook of Education for Citizenship and Democracy Edited by: James Arthur, Ian Davies & Carole Hahn Publisher: SAGE Publications Ltd, 2008

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History and Citizenship Education

[http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/education/jeunes/pfeq/PFQ\\_histoire-education-citoyennete-premier-cycle\\_EN.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFQ_histoire-education-citoyennete-premier-cycle_EN.pdf)



**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
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**COURSE NAME: ELECTIVE COURSE 1: PEDAGOGY OF SCHOOL SUBJECT: ECONOMICS**

**COURSE CODE: SXBED2EC1EC**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

1. Analyze the role of academic discipline in economics
2. Analyze the objectives of teaching economics at different levels of education.
3. Create different learning resources in the teaching of economics
4. Justify the use of digital technology in the teaching of economics
5. Analyze the modern techniques of teaching
6. Commit to enhance the continuous professional growth of the teacher

<b>B.Ed. SYLLABUS</b>
<b>MODULE I: ECONOMICS AS A SOCIAL SCIENCE DISCIPLINE</b>
<b>UNIT 1: Basics of Academic Disciplines</b> <ol style="list-style-type: none"><li>a. Meaning of Academic Disciplines, Relationship between academic disciplines and Economics</li><li>b. Classification of academic disciplines: Becher-Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.</li><li>c. Place of Humanities and Social Sciences – Economics subject in the present school curriculum</li></ol>
<b>UNIT 2: Understanding Economics</b> <ol style="list-style-type: none"><li>a. Meaning, Importance and Scope of Economics</li><li>b. Objectives of teaching Economics at Higher Secondary level, Maxims and Correlation in teaching Economics</li><li>c. Values of teaching Economics- Global citizenship, Entrepreneurship, Consumerism</li></ol>
<b>UNIT 3: Learning Resources</b> <ol style="list-style-type: none"><li>a. Economics Textbook – Characteristics and Critical analysis</li><li>b. Audio visual resources: Print media: Newspaper, Magazines, (Meaning &amp; Uses)</li><li>c. Visits (importance, organization) Visit to bank, Multinational company, stock exchange &amp; industries</li></ol>
<b>MODULE II: TRANSACTING ECONOMICS CURRICULUM</b>
<b>UNIT 4: Teaching &amp; Learning through Digital Technology</b> <ol style="list-style-type: none"><li>a. Open Educational Resource (Meaning, uses, importance and challenges)</li><li>b. Social Networking (Facebook, Twitter, Instagram, YouTube, Podcasts, Reels) in the teaching of economics</li><li>c. Digital assessment techniques in Economics (Kahoot, Google form)</li></ol>
<b>UNIT 5: Methods of Teaching (Meaning, Procedure, Merits and Demerits)</b> <ol style="list-style-type: none"><li>a. Classroom Methods: Lecture, Seminar, Discussion</li><li>b. Research Methods: Project, Problem Solving, Case study, Survey</li><li>c. Innovative methods: Cooperative learning (Jigsaw, Think-pair- share, Round table), Constructivism (7 E), Scenario Based Learning, Concept Mapping,</li></ol>

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**UNIT 6: Competencies & Challenges for an Economics Teacher**

- a. Competencies of an Economics teacher
- b. Challenges faced by an Economics teacher
- c. Professional Growth of a economics teacher: Need and Avenues of Continuous Professional Development

**MODULE III**

**INTERNAL ASSESSMENT:**

- a. Content Test: 10 marks**
- b. Course Tasks: 15 marks**
- c. MCQS & Class Test: 15 marks**

**References**

1. Aggarwal J.C: Teaching Of Economics, A Practical Approach", Vinod Pustak Mandir. Agra
2. Dhillon S; Chopra K. : Teaching Of Economics
3. Mustafa M, 2005," Teaching of Economics New Trends and Challenges' Deep& Deep · Publications Pvt. Ltd F-159, Rajouri Garden, New Delhi-110027.
4. N.R. Saxena : Teaching of Economics, R Lall Book Depot, Meerut
5. Natarajan S. 1993, "Introduction to Economics of education", sterling publications Private Limited
6. Sharma Kadambari : Teaching of Economics
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9. Yadav Amita, 1999, "Teaching of Economics" Anmol Publications Pvt. Ltd., New Delhi.
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11. Singh Ramphal, Kumar. D. Pedagogy of School Subject Economics: Vinay Rakheja. Meerut

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2. National Digital Library (visva-bharati-library.in)
3. <https://www.jbcnschool.edu.in/blog/social-media-in-education/>
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**REVISED B.ED. SYLLABUS**

**COURSE NAME: ELECTIVE COURSE 1 PEDAGOGY OF SCHOOL**

**SUBJECT GEOGRAPHY**

**COURSE CODE: SXBED2EC1G**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

1. Describe the academic disciplines
2. Explain the meaning, nature, aim and scope and Geo-Literacy of teaching Geography
3. Identify the need for continuous professional development among Geography teachers
4. Apply various learning resources and e- resources while teaching Geography.
5. Discuss the importance of resources and e resources while teaching Geography.
6. Applies various teaching methods and approaches in teaching of Geography.

<b>B.Ed. SYLLABUS</b>
<b>MODULE I: GEOGRAPHY AS A SOCIAL SCIENCE DISCIPLINE</b>
<b>UNIT 1: Basics of Academic Disciplines</b> <ol style="list-style-type: none"><li>a. Meaning of academic disciplines, Relationship between academic disciplines and Geography.</li><li>b. Classification of academic disciplines: Becher - Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.</li><li>c. Place of Humanities and Social Sciences – Geography as a subject in the present school curriculum.</li></ol>
<b>UNIT 2: Understanding Geography</b> <ol style="list-style-type: none"><li>a. Meaning, nature, aim and scope of teaching Geography.</li><li>b. Geo-literacy: Concept, need and ways to create awareness</li><li>c. Maxims of teaching Geography and Correlation of Geography with other school subjects.</li></ol>
<b>UNIT 3: Geography Teacher</b> <ol style="list-style-type: none"><li>a. Competencies of a Geography teacher</li><li>b. Geography teacher: Need and Avenues for Professional Development</li><li>c. Challenges faced by a Geography teacher.</li></ol>
<b>MODULE II: LEARNING RESOURCES AND TRANSACTING THE CURRICULUM</b>
<b>UNIT 4: Learning Resources</b> <ol style="list-style-type: none"><li>a. Importance and uses: Globe, Atlas, Models, Travelogues, Aerial photographs, Satellite imagery, Maps (Map reading and interpretations, using distance, direction, signs and symbols, point, line and area)</li><li>b. Textbook: Characteristics and Critical analysis (std VIII to X)</li><li>c. E- resources: Meaning and Significance – GIS, computer based online and offline resources</li></ol>
<b>UNIT 5: Methods of Transacting the Curriculum</b> <ol style="list-style-type: none"><li>a. Methods (Meaning, Procedure, Merits and Demerits): 'A' Method, Field Visit - Excursion Method and Project Method</li><li>b. Cooperative learning techniques - Gallery Walk, and Think-pair-share</li><li>c. Inductive and deductive Approach of teaching</li></ol>



**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
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**UNIT 6: Current Trends in Teaching of Geography**

- a. Geography Club (objectives, significance, activities)
- b. Innovative trends in teaching of Geography: - Concept –mapping and Constructivism (5E's)
- c. Diagnostic and Remedial teaching

**INTERNAL ASSESSMENT:**

- a. **Content Test: 10 marks**
- b. **Course Tasks: 15 marks**
- c. **MCQS & Class Test:: 15 marks**

**References**

1. Arora, K.L.(1994), The Teaching of Geography, Parkash Brothers.
2. Bryant Richard (1976), Physical Geography Made Simple, Made Simple books.
3. Dudley Stamp (1977), The World - A General Geography, Orient Longman.
4. Dutta Sanjay and Garg O. P., Teaching of Geography
5. Gopsill G.H.(1973), The teaching of Geography Fourth Edition, Macmillan
6. Gurjar R.D.(2001), A Handbook for Geography Teachers, ABD Publishers.
7. Kochhar S.K., Methods and Techniques of Teaching
8. Lubna J. Mansuri, (2021), Pedagogy of Geography, Himalaya Publications.
9. Macenee E.A. (1956), The teaching of Geography, Oxford University Press.
10. Macnee E.A.(1971), Teaching of Geography, Oxford University Press.
11. Muthuja B., Usha R. & Mathur A.(2009), Teaching of Geography (Book I),Centrum Press.
12. Muthuja B., Usha R. & Mahajan N.(2009), Teaching of Geography (Book II),Centrum Press.
13. Nawale Deepti, & Garg Sheenam (2014), Teaching and Techniques in Geography, Pacific Books International
14. Rao M.S. (1993), Teaching of Geography, Anmol Publications, New Delhi.
15. Ratho T.N. & Prakash R.(1995), Emerging Trends in Teaching of Geography,Kanishka Publishers Distributors.
16. Singh R. P. & Dudeja G. (2017), Pedagogy of School Subject – Geography, R.Lall Book Depot.

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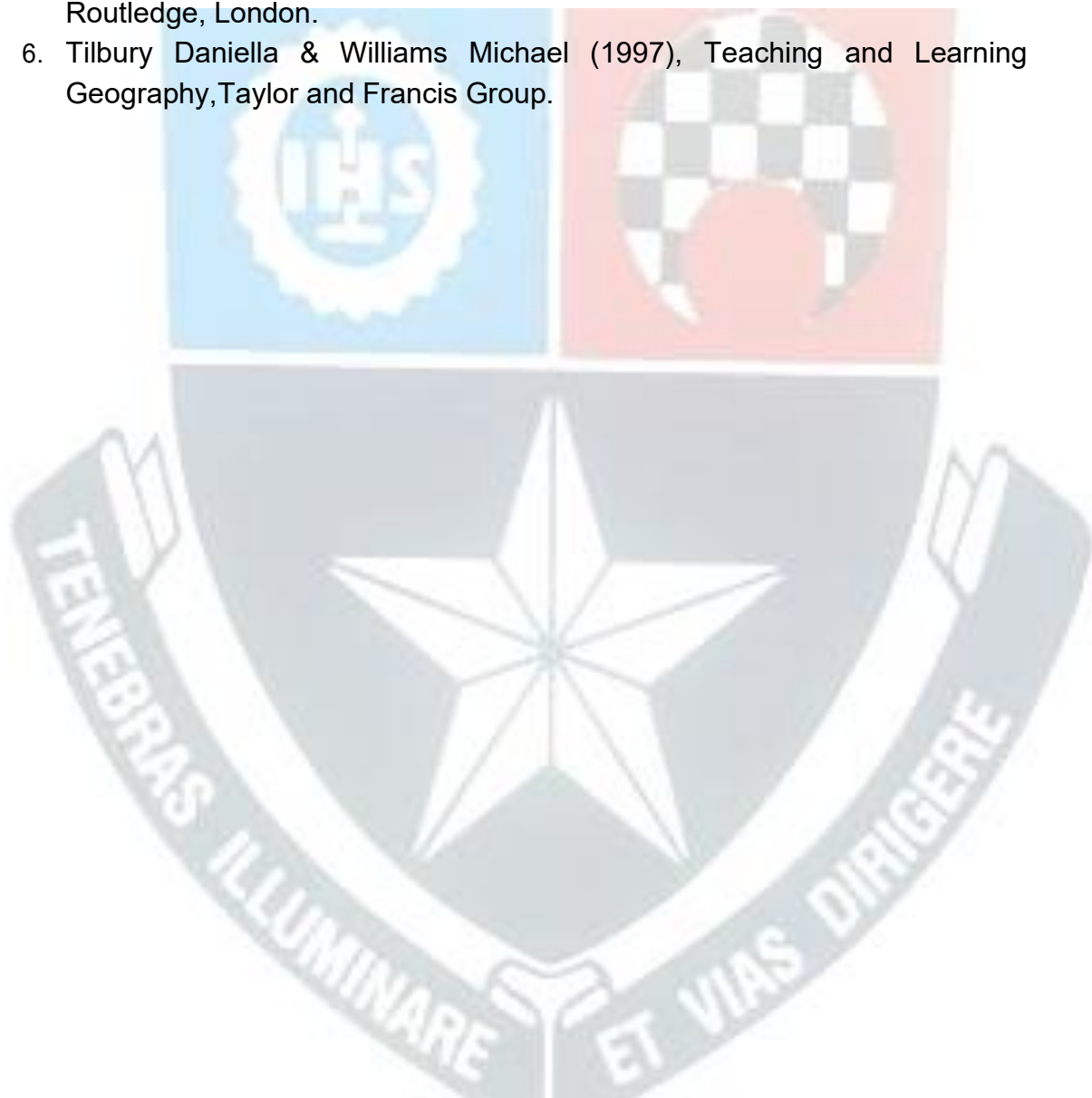
1. Best Brin (2011), The Geography Teacher's Handbook, Bloomsbury PublishingPlc.
2. David Lambert (2010), Teaching Geography, Maidenhead, England : Open University Press.
3. Leeder Andy (2006), 100 Ideas for teaching Geography, London ; New



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**REVISED B.ED. SYLLABUS**

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4. Rafael de Miguel González and Karl Donert (2014), Innovative learning geography in Europe : New Challenges for the 21st Century, Newcastle upon Tyne, [United Kingdom] : Cambridge Scholars Publishing.
5. Standish Alex (2009), Global perspectives in the geography curriculum, Routledge, London.
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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
**REVISED B.ED. SYLLABUS**

**COURSE NAME: INTERDISCIPLINARY COURSE 2: EDUCATIONAL MANAGEMENT**  
**COURSE CODE: SXBED2IC2**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

1. Analyze the concept, principles and approach to educational management
2. Understand the processes of educational organization
3. Analyze the role of Human Resource Management in educational context
4. Evaluate the concept, styles and skill of leadership in educational management
5. Analyze the role of Time Table, staff meeting and handling absenteeism in educational institutions
6. Evaluates the Changing Landscape of Educational Administration in India

<b>B.Ed. SYLLABUS</b>
<b>MODULE I: FUNDAMENTALS OF EDUCATIONAL MANAGEMENT</b>
<b>UNIT 1: Concept of Educational Management</b> <ol style="list-style-type: none"><li>a. Educational Management - Meaning, Objectives and Importance</li><li>b. Principles of Management by Henry Fayol and Its Application to Educational Management</li><li>c. Concept of Systems Approach to Educational Management</li></ol>
<b>UNIT 2: Understanding Organizations</b> <ol style="list-style-type: none"><li>a. Concept of Organizational Culture</li><li>b. Concept of Induction: Process and Importance</li><li>c. Peter Senge's Model of Learning Organization</li></ol>
<b>UNIT 3: Human Resource Management</b> <ol style="list-style-type: none"><li>a. Skills: Conflict Management (Process and Importance) Matrix Management (Meaning and Techniques)</li><li>b. Managing Change and Innovations: Meaning, Process of Change and Indicators of Innovations</li><li>c. Total Quality Management in Education Concept, Process, and Indicators</li></ol>
<b>MODULE II: RESOURCE MANAGEMENT AND ADMINISTRATION</b>
<b>UNIT 4: Leadership in Education</b> <ol style="list-style-type: none"><li>a. Concept of Leadership in educational context</li><li>b. Styles of leadership: Transformational Leadership, Situational Leadership, Community Leadership (Meaning, Characteristics, Applications of Leadership styles in Education)</li><li>c. Leadership Skills: Meaning and application of leadership skills in educational context.</li></ol>
<b>UNIT 5: Educational Administration</b> <ol style="list-style-type: none"><li>a. Timetable: Importance, Types and Principles of Timetable Construction</li><li>b. Staff Meeting: Need, Types and Process</li><li>c. Absenteeism – Causes and Measures (Staff and Students), School Code - Importance and Characteristics</li></ol>

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**UNIT 6: The Changing Landscape of Educational Administration in India**

- a. Teacher Quality: Certification and Licensing
- b. Role of National Bodies: Networking & Partnership
- c. Characteristics of state, national and international systems of education – SSC, ICSE, CBSE, NIOS, IB, IGCSE Boards of Education,

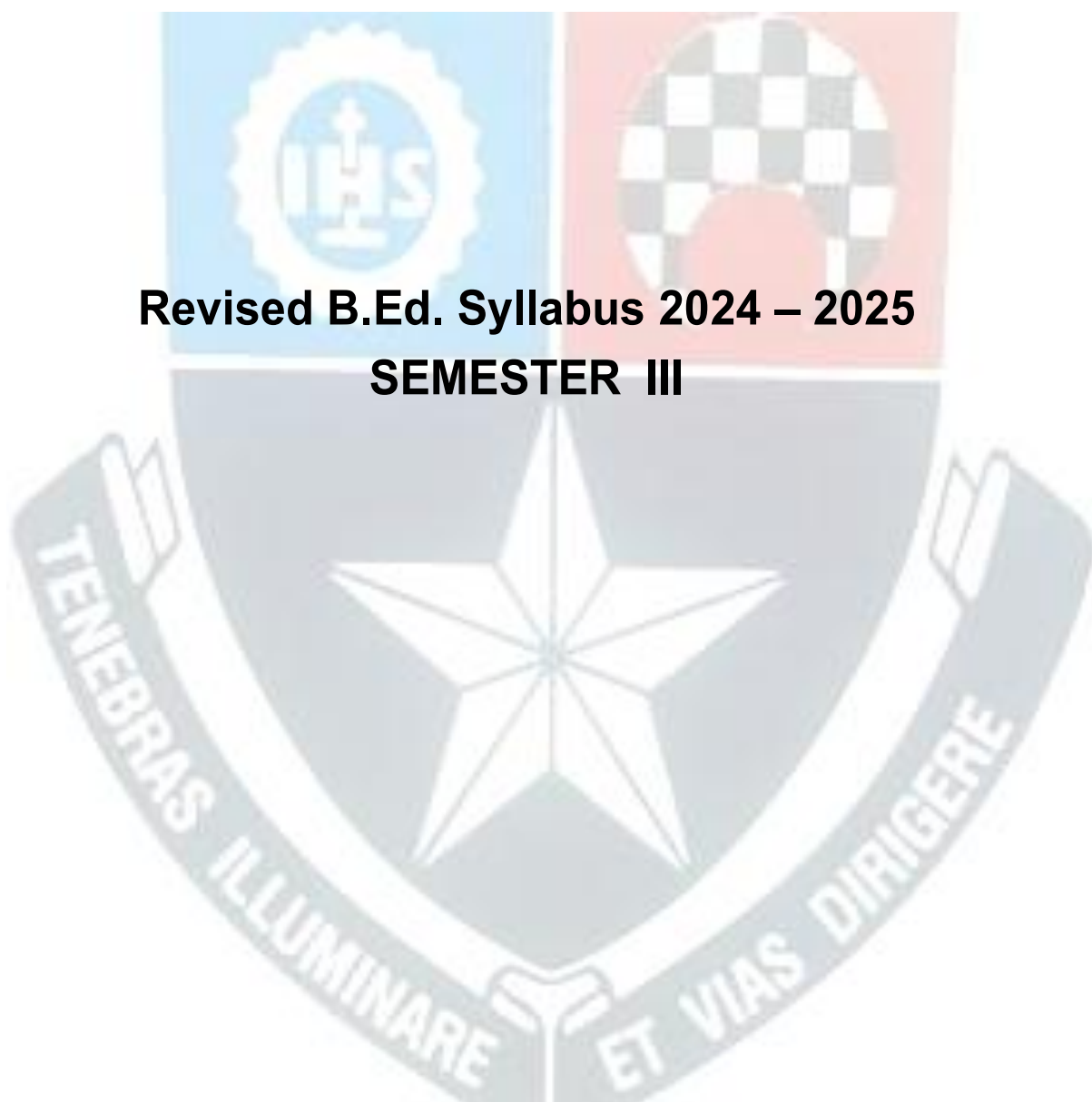
**MODULE III: INTERNAL ASSESSMENT:**

- a. **Assignment: 10 marks**
- b. **Course Tasks: 15 marks**
- c. **MCQs & Class Test: 15 marks**

**References**

1. Udai Pareek, Making Organizational Roles Effective, Tata Mc-Graw-Hill Publishing Company Limited
2. Rustam S. Davar, Creative Leadership, UBS Pub Distributors Ltd
3. Anthony A.D, Leaders for Today Hope for Tomorrow Empowering and Empowered Leadership, Pauline Publications
4. Anthony A.D, Leadership A trilogy on leadership and effective management, Better Yourself Book
5. John Adair, The Action Centred leader, Jaico Publishing House
6. J.M. Juran, Juran on Leadership for Quality An Excellent Handbook, The Free Press,
7. Lisa Hadfield-Law, Train your team yourself, Jaico Publishing House, Skill
8. Prasad.L.M. Principles and Practice Of Management, Sultan Chand and Sons
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11. Richard, Pettinger Contemporary Strategic Management Macmillan Publishers Limited 2004
12. Robinson, David, Getting the Best out of People, Universal Book Stall, 1988.
13. Sekaran, Uma. Organizational Behaviour Text and Cases, Tata McGraw Hill Publishing Company Limited, 1989
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**Revised B.Ed. Syllabus 2024 – 2025**  
**SEMESTER III**



**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
**REVISED B.ED. SYLLABUS**

**COURSE NAME: CORE COURSE 4 ASSESSMENT FOR LEARNING**

**COURSE CODE: SXBED3CC4**

**Total Credits: 4 credits      Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

1. Analyzes the different concepts of assessment
2. Creates a framework for Objectives and learning outcomes
3. Analyses the concerns and trends in assessment
4. Designs various tools of assessment
5. Evaluates the need for Differential Assessment
6. Apply the skills of reporting and interpretation of assessment

<b>B.Ed. SYLLABUS</b>
<b>MODULE I: FUNDAMENTALS OF ASSESSMENT</b>
<b>UNIT 1: Concept of Assessment</b> <ol style="list-style-type: none"><li>a. Meaning, Nature, Functions of Assessment, Relationship between Measurement, Evaluation and Assessment</li><li>b. Perspectives of Assessment (Assessment for learning, Assessment of learning &amp; Assessment as learning)</li><li>c. Types of Assessment: Meaning &amp; Features (Formative, Diagnostic and Summative)</li></ol>
<b>UNIT 2: Objectives and Learning Outcomes</b> <ol style="list-style-type: none"><li>a. Domains of Learning and Evaluation: Cognitive (Anderson and Krathwohl), Affective (Krathwohl), Psychomotor (R.H.Dave), Intersection of Knowledge Dimension and Cognitive Process Dimension)</li><li>b. Program outcomes and Course outcomes: Meaning and relevance</li><li>c. Instructional Objectives and Learning Outcomes: Meaning, Development of Instructional Objectives and Learning outcomes for a topic, Charting performance by measuring Learning outcomes at the secondary stage (NCERT)</li></ol>
<b>UNIT 3: Trends and Concerns in Assessment</b> <ol style="list-style-type: none"><li>a. Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance)</li><li>b. Choice-Based Credit System (Meaning, Characteristics, and Significance), National Assessment Center- PARAKH</li><li>c. Assessment Concerns: Ethics in Assessment, Competitive ranking of schools, Profiteering by private agencies</li></ol>
<b>MODULE II: INSTRUMENTS OF ASSESSMENT AND REPORTING OF RESULT</b>
<b>UNIT 4: Instruments of Assessment</b> <ol style="list-style-type: none"><li>a. Tools and Techniques of Assessment (Meaning, Guidelines of development &amp; Uses) Checklist, Rating Scale, Rubric, Anecdotal Records</li><li>b. Achievement tests (Merits, Limitations, Suggestions for Improvement, Criteria for evaluation):<ol style="list-style-type: none"><li>i. Performance tests: Oral and Practical assessment</li><li>ii. Written test -Essay type &amp; Objective type test</li></ol></li><li>c. Open Book Examination and Online Examination (Merits and Limitations)</li></ol>

**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
**REVISED B.ED. SYLLABUS**

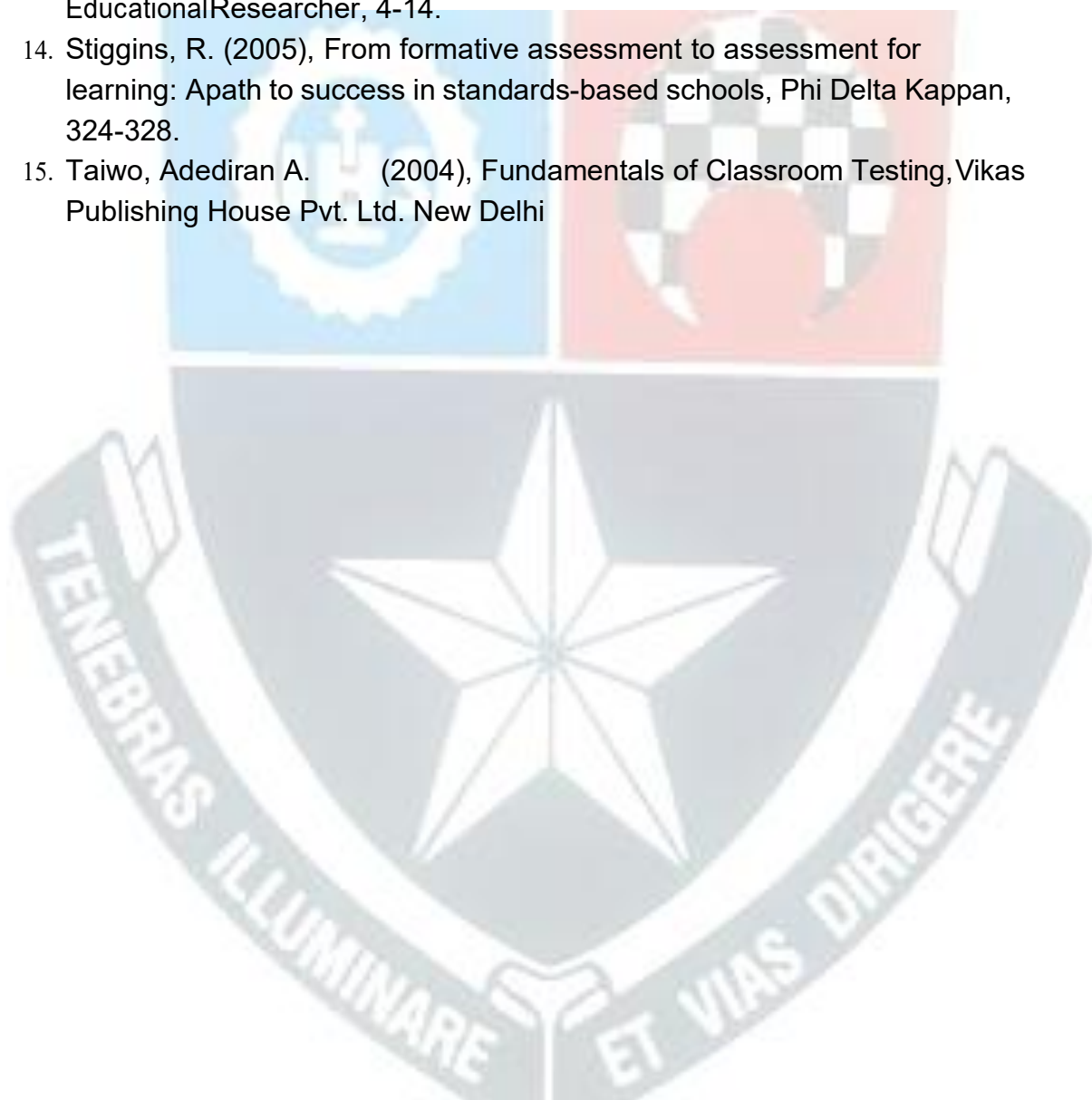
<b>Unit 5: Differentiated Assessment Strategies</b> <ul style="list-style-type: none"><li>a. Meaning &amp; Guidelines for Differentiated Assessment</li><li>b. Strategies for Differentiated Assessment - Criterion Referenced Tests and Norm-Referenced tests (Meaning, Characteristics)</li><li>c. Records used in Differentiated Assessment (Meaning, Guidelines of development and uses): Cumulative records, Learner Profile, Student Portfolio and reflective journal.</li></ul>
<b>Unit 6. Reporting in Assessment</b> <ul style="list-style-type: none"><li>a. Reporting (Meaning of Reporting, Methods of Reporting, Records for reporting-Holistic report card)</li><li>b. Feedback: Meaning, Types, Tips for delivering oral and written feedback, Issues related to feedback, Follow up</li><li>c. Statistical application for Reporting results: Calculation and Interpretation of Mean and Median., Interpretation of Standard Deviation with reference to Normal Probability Curve, Interpretation of Percentile and Percentile Rank, Graphical representations for reporting</li></ul>
<b>MODULE III: INTERNAL ASSESSMENT:</b> <ul style="list-style-type: none"><li>a. <b>Assignments: 10 marks</b></li><li>b. <b>Course Tasks: 15 marks</b></li><li>c. <b>Tests: 15 marks</b></li></ul>

**References**

1. Aggarwal, J.C. (2006), Essentials of Examination System: Evaluation, Tests and Measurement, Vikas Publishing House Pvt. Ltd
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**COURSE NAME: ELECTIVE COURSE 2 PEDAGOGY OF SCHOOL  
SUBJECT- ENGLISH**

**COURSE CODE SXBED2EC2E**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to -**

7. Describe the basics of language as a discipline
8. Apply the basis of language in teaching and learning
9. Analyze the evolving roles and competencies of an English teacher
10. Apply the techniques of language teaching
11. Create lesson plans using different pedagogical approaches
12. Evaluate the teaching-learning resources for language acquisition

<b>B.Ed. Syllabus</b>
<b>MODULE I: FUNDAMENTALS OF LANGUAGE TEACHING AND LEARNING AS A SUBJECT</b>
<b>UNIT 1: Basics of Language as a Discipline</b> <ol style="list-style-type: none"><li>a. Meaning of academic disciplines, Becher-Biglan typology (pure-hard, pure soft, applied-hard, applied soft types); Relationship between academic disciplines and English</li><li>b. Place of English in the present school curriculum</li><li>c. Importance of English language for a learner ; Challenges of teaching English in India</li></ol>
<b>UNIT 2: Basis of Language Teaching and Learning</b> <ol style="list-style-type: none"><li>a. Aims and objectives of teaching English as a first language and as second language</li><li>b. Principles (Palmer's principles) of teaching English language</li><li>c. Psychological basis of language learning, Maxims of Teaching English, Correlation in English Pedagogy</li></ol>
<b>UNIT 3: Evolving Roles and Competencies of an English Teacher</b> <ol style="list-style-type: none"><li>a. Continuous Professional Development (CPD): Emerging trends, digital platforms (MOOCs, webinars, professional learning communities), and reflective teaching practices.</li><li>b. Indian Influence on English Literature: Contemporary Perspectives on Indian English Writers – Arundhati Roy, Amitav Ghosh, and the Relevance of Postcolonial Literature.</li><li>c. Global Perspectives in English Literature: Influences of classic Western laureates – William Shakespeare, George Orwell, and T.S. Eliot – with a focus on their lasting impact and evolving literary themes in the digital age.</li></ol>
<b>MODULE II: LANGUAGE ACQUISITION AND ASSESSMENT</b>
<b>UNIT 4: Transacting the language curriculum</b> <ol style="list-style-type: none"><li>a. Appreciation of Literature (Prose and Poetry)</li><li>b. Teaching Grammar: Approaches to grammar instruction – formal (rule-based) vs. functional (context-based); methods of teaching – inductive (discovery) vs. deductive (explicit instruction); and assessment techniques.</li><li>c. Acquisition of Creative Writing Competencies</li></ol>



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## REVISED B.ED. SYLLABUS

<b>UNIT 5: Pedagogical Approaches and Techniques</b> <ol style="list-style-type: none"> <li>Constructivist Approach (7Es), Communicative Approach (Concept &amp; procedure)</li> <li>Techniques of teaching- expository (narration, dramatization) &amp; Interactive techniques (discussion, questioning, brainstorming)</li> <li>Strategies for acquisition and assessment of language skills (listening, speaking, reading, vocabulary)</li> </ol>
<b>UNIT 6: Teaching Learning Resources for Language Acquisition</b> <ol style="list-style-type: none"> <li>Library as a Resource for teaching and learning a language</li> <li>ICT-enabled language resources (teaching and assessment) – teaching tools – Digital Storytelling Tools: Storybird, Book Creator, Canva; assessment tools Kahoot!, Google form, Grammarly, Socrative</li> <li>Co-curricular activities as language learning resources (Art, Sports, book reviews, Competitions, Visits)</li> </ol>
<b>MODULE III: INTERNAL ASSESSMENT:</b> <ol style="list-style-type: none"> <li><b>Assignment: 10 marks</b></li> <li><b>Course Tasks: 15 marks</b></li> <li><b>MCQS &amp; Class Test: 15 marks</b></li> </ol>

### References

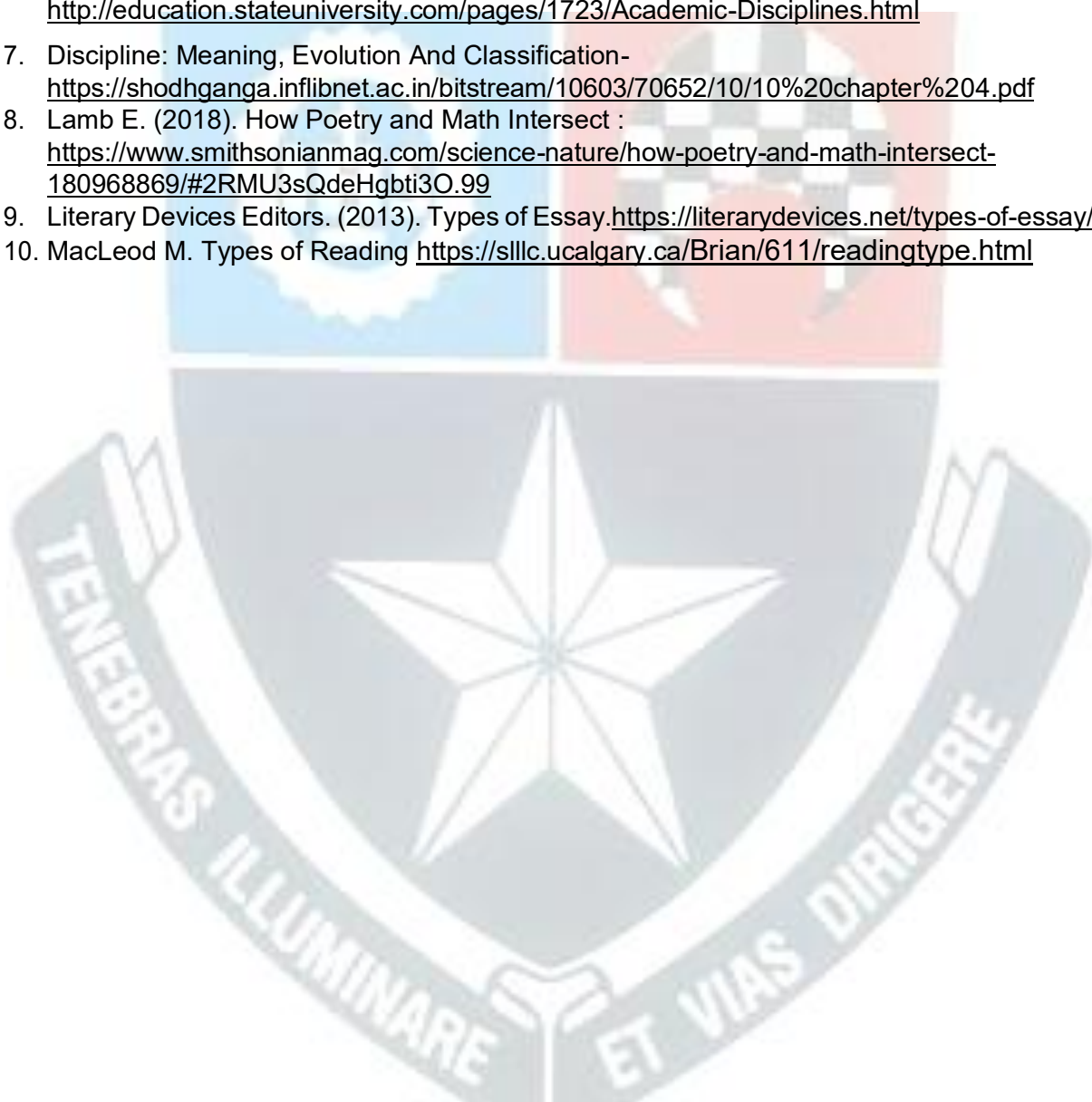
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- Richmond W.K (1971) The School Curriculum; Methuen & Co. Ltd; London;
- Teaching & Learning English by Raja T Nasr
- Teaching of English by Dr.J.E.Vallabi
- Teaching of English by Kshanika Bose

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**REVISED B.ED. SYLLABUS**

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- 7. Discipline: Meaning, Evolution And Classification- <https://shodhganga.inflibnet.ac.in/bitstream/10603/70652/10/10%20chapter%204.pdf>
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**REVISED B.ED. SYLLABUS**

**COURSE NAME: ELECTIVE COURSE 2 PEDAGOGY OF SCHOOL SUBJECT: SCIENCE**

**COURSE CODE: SXBED2EC2S**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

7. Correlate various academic disciplines to science education.
8. Elaborate the relevance of developing scientific temper through science education in school
9. Apply various teaching methods, approaches and tools in science education.
10. Create integrated learning resources and OERs to promote science education.
11. Design lesson plans using various taxonomies of educational objectives for outcomes-based learning.
12. Justify the need for diverse continuous professional development among science teachers.

**B.Ed. SYLLABUS**

**MODULE I: FUNDAMENTALS OF SCIENCE EDUCATION**

**UNIT 1: Basics of Academic Disciplines with reference to Science Education**

- a. Meaning of Academic Disciplines, Multidisciplinarity and Interdisciplinarity in science
- b. Classification of Academic Disciplines: Becher-Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on the nature of knowledge in each type.
- c. Aims and Objectives of teaching Science across the Middle and Secondary Stage as outlined in NEP 2020 and NCFSE 2023

**UNIT 2: Importance of Teaching Science**

- a. Meaning and Nature (Product & Process) of Science, Science Process skills - Basic and Integrated
- b. Scientific Temper: Meaning, Characteristics and Importance.
- c. Significance of teaching Science (NCFSE 2023)

**UNIT 3: Organisation of Science Curriculum**

- a. Maxims of teaching science, Curricular Correlation of Science with other subjects
- b. Visual and Spatial Learning, Problem Based Learning, Inquiry Based Learning: POE, 5E Model for Science
- c. Outcome Based Learning (OBE): Taxonomy of Educational Objectives, Bloom's Taxonomy, Mc Cormack and Yager's Classification, Anticipated outcomes of teaching Science

**MODULE II: TRANSACTING SCIENCE CURRICULUM**

**UNIT 4: Science Teaching: Methods, Approaches and Tools**

- a. Teaching Methods: Lecture-Demonstration, Project method, Problem Based Learning, Laboratory Method
- b. Teacher-Centered and Learner Centered approaches, Inducto-Deductive, Inquiry-Discovery, STEM to STEAM
- c. Mind Mapping and Concept Mapping – Meaning, Steps and Significance, PEOR (i.e. Predict, Explain, Observe and React/Rethink/Reinforce)

**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
**REVISED B.ED. SYLLABUS**

**UNIT 5: Learning Resources and Activities**

- a. Science Textbook: Characteristics and Critical Analysis of a Science textbook
- b. Science Club, Laboratory and Field Visits – Concept, Organization and Significance
- c. Open Educational Resources, Artificial Intelligence and Science teaching apps, Virtual lab, Simulations.

**UNIT 6: The Science teacher**

- a. Professionalism and CPD: Meaning, Characteristics and Avenues.
- b. Diagnostic testing and Remedial teaching in Science
- c. Areas of Continuous Comprehensive Evaluation in Science

**MODULE III: INTERNAL ASSESSMENT:**

- a. **Assignment: 10 marks**
- b. **Course Tasks: 15 marks**
- c. **MCQS & Class Test: 15 marks**

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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
**REVISED B.ED. SYLLABUS**

**COURSE NAME: ELECTIVE COURSE 2: PEDAGOGY OF SCHOOL SUBJECT MATHEMATICS**

**COURSE CODE: SXBED2EC2M**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

1. Analyse the status of Mathematics in history, society development and academic disciplines
2. Explore Mathematics w.r.t meaning, nature, mathematisation and reference in NCFSE
3. Develop understanding and skills in teaching and curriculum transaction of Mathematics
4. Integrate methods and techniques of teaching Mathematics in the teaching learning situation
5. Explore the features and application of learning resources in Mathematics
6. Apply the understanding of the status of professional development of Mathematics through research

<b>B.Ed. SYLLABUS</b>
<b>MODULE 1: FUNDAMENTALS OF MATHEMATICS EDUCATION</b>
<b>UNIT 1: Basics of Mathematics Education</b> <ol style="list-style-type: none"><li>a. Mathematics Education: Indian context (history and current status)</li><li>b. Mathematics in Societal Development</li><li>c. Meaning of academic disciplines, Mathematics as an academic discipline</li></ol>
<b>UNIT 2: Introduction to the teaching of Mathematics</b> <ol style="list-style-type: none"><li>a. Meaning, Nature and Scope of Mathematics</li><li>b. Aim and Objectives of teaching Mathematics (NCFSE 2023)</li><li>c. Mathematisation: Meaning and Application</li></ol>
<b>UNIT 3: Essentials of Teaching Mathematics and Curricular Transaction</b> <ol style="list-style-type: none"><li>a. Effective Mathematics teaching practices</li><li>b. Organization of Mathematics curriculum in the Secondary and Higher Secondary levels</li><li>c. Unit Planning and Lesson Planning - importance and steps in planning.</li></ol>
<b>MODULE II: TRANSACTING MATHEMATICS CURRICULUM</b>
<b>UNIT 4: Methods and Techniques of Teaching Mathematics</b> <ol style="list-style-type: none"><li>a. Experiential Methods of Teaching Mathematics: Art Integration, Sports Integration, Story Telling, Role Play</li><li>b. Project Zero thinking routine toolbox</li><li>c. Drill and Assignment techniques</li></ol>
<b>UNIT 5: Learning Resources</b> <ol style="list-style-type: none"><li>a. Mathematics lab, Mathematics club (Objectives, Significance, Working)</li><li>b. Textbook – Critical analysis of a textbook</li><li>c. Digital Resources for Teaching Mathematics- GeoGebra - Tools and Application</li></ol>

**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
**REVISED B.ED. SYLLABUS**

**UNIT 6: Professional Development of Teacher**

- a. Competencies of Mathematics teacher (academic, professional and personal competencies)
- b. Need and Avenues of Continuous Professional Development (Internal and External)
- c. School Quality Assessment and Assurance Framework (SQAAF) - Implications for Mathematics teachers

**MODULE III: INTERNAL ASSESSMENT:**

- a. **Assignment: 10 marks**
- b. **Course Tasks: 15 marks**
- c. **MCQs & Class Test: 15 marks**

**References**

6. Aggarwal, S.M. : Teaching of Modern Mathematics, Dhanpat Rai and Sons, Delhi
7. Chambers, P. : Teaching Mathematics, Developing as a Reflective Secondary Teacher, Sage Publications, 2010. New Delhi
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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
**REVISED B.ED. SYLLABUS**

**COURSE NAME: ELECTIVE COURSE 2 PEDAGOGY OF SCHOOL SUBJECT  
HISTORY**

**COURSE CODE: SXBED2EC2H**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

1. Analyse how academic discipline classifications impact History as a school subject
2. Justify the teaching of History and Political Science in Secondary and Higher Secondary
3. Evaluate the significance of diverse learning resources in teaching history and political science
4. Apply different means of curriculum transactions in building historical knowledge Critically evaluate various methods and approaches in teaching History and Political Science
5. Examine the competencies required for 21st-century History and Political Science teachers
6. Explore the role of the teacher in professional development, teaching and evaluation

<b>B.Ed. SYLLABUS</b>
<b>MODULE 1: HISTORY AND POLITICAL SCIENCE AS A SOCIAL SCIENCE DISCIPLINE</b>
<b>UNIT 1: Basics of Academic Disciplines</b> <ol style="list-style-type: none"><li>a. Meaning of Academic Disciplines, Relationship between academic disciplines and school subject of History</li><li>b. Classification of academic disciplines: Becher - Biglan typology ( pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type,</li><li>c. Significance of History in School Curriculum and Contextualizing of History</li></ol>
<b>UNIT 2: Understanding History</b> <ol style="list-style-type: none"><li>a. Nature of History, Historical Thinking Concepts (Peter Seixas &amp; Tom Morton)</li><li>b. Objectives of teaching History &amp; Political Science at the secondary level and Higher Secondary Level</li><li>c. Values of teaching History &amp; Political Science</li></ol>
<b>UNIT 3: Learning Resources</b> <ol style="list-style-type: none"><li>a. Introduction and importance of learning resources (Edgar Dale's Cone of Experience)</li><li>b. Classification of learning Resources<ol style="list-style-type: none"><li>i. Audio-visual Resources: Films, documentary.</li><li>ii. Visual: Maps, models, timelines.</li><li>iii. Print Media: Magazines, newspapers, archives and OER (Uses and importance)</li><li>iv. Field trips, museums, virtual museums and virtual tours</li></ol></li><li>c. History Textbook: Textbook as a learning resource. (Features and strategies for effective use of textbook as a learning resource), Addressing bias in the history textbook</li></ol>
<b>MODULE 2: TRANSACTING HISTORY AND POLITICAL SCIENCE CURRICULUM</b>



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**REVISED B.ED. SYLLABUS**

<b>UNIT 4: Essentials of Curriculum Transaction in History &amp; Political Science</b> <ul style="list-style-type: none"> <li>a. Correlation and Maxims (4) in Pedagogy of History</li> <li>b. Concept-Based and Generalization-Based Learning</li> <li>c. Historiography: Meaning and Importance, Characteristics of Modern Historiography (Rationality, Proofreading, Growth of Knowledge, Change of Views)</li> </ul>
<b>UNIT 5: Methods and Approaches of Teaching History and Political Science (Process, Merits and Limitations)</b> <ul style="list-style-type: none"> <li>a. Methods: Story Telling, Project Based Learning, Social Enquiry</li> <li>b. Multidisciplinary Approach: Meaning and Importance</li> <li>c. Skills: Research and Communication Skill (Meaning and Importance)</li> </ul>
<b>UNIT 6: Professional Growth of History and Political Science Teachers</b> <ul style="list-style-type: none"> <li>a. Competencies of 21st Century History and Political Science Teacher</li> <li>b. Need and Avenues for Professional Development</li> <li>c. Challenges faced by History and Political Science teacher (Technological, Pedagogical and Globalisation)</li> </ul>
<b>MODULE III: INTERNAL ASSESSMENT:</b> <ul style="list-style-type: none"> <li>a. Assignment: 10 marks</li> <li>b. Course Tasks: 15 marks</li> <li>c. MCQS &amp; Class Test: 15 marks</li> </ul>

**References:**

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**REVISED B.ED. SYLLABUS**

**COURSE NAME: ELECTIVE COURSE 2: PEDAGOGY OF SCHOOL SUBJECT: ECONOMICS**

**COURSE CODE: SXBED2EC2EC**

**Total Credits: 4 credits**

**Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

7. Analyze the role of academic discipline in economics
8. Analyze the objectives of teaching economics at different levels of education.
9. Create different learning resources in the teaching of economics
10. Justify the use of digital technology in the teaching of economics
11. Analyze the modern techniques of teaching
12. Commit to enhance the continuous professional growth of the teacher

<b>B.Ed. SYLLABUS</b>
<b>MODULE I: ECONOMICS AS A SOCIAL SCIENCE DISCIPLINE</b>
<b>UNIT 1: Basics of Academic Disciplines</b> <ol style="list-style-type: none"> <li>a. Meaning of Academic Disciplines, Relationship between academic disciplines and Economics</li> <li>b. Classification of academic disciplines: Becher-Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.</li> <li>c. Place of Humanities and Social Sciences – Economics subject in the present school curriculum</li> </ol>
<b>UNIT 2: Understanding Economics</b> <ol style="list-style-type: none"> <li>a. Meaning, Importance and Scope of Economics</li> <li>b. Objectives of teaching Economics at Higher Secondary level, Maxims and Correlation in teaching Economics</li> <li>c. Values of teaching Economics- Global citizenship, Entrepreneurship, Consumerism</li> </ol>
<b>UNIT 3: Learning Resources</b> <ol style="list-style-type: none"> <li>a. Economics Textbook – Characteristics and Critical analysis</li> <li>b. Audio visual resources: Print media: Newspaper, Magazines, (Meaning &amp; Uses)</li> <li>c. Visits (importance, organization) Visit to bank, Multinational company, stock exchange &amp; industries</li> </ol>
<b>MODULE II: TRANSACTING ECONOMICS CURRICULUM</b>
<b>UNIT 4: Teaching &amp; Learning through Digital Technology</b> <ol style="list-style-type: none"> <li>a. Open Educational Resource (Meaning, uses, importance and challenges)</li> <li>b. Social Networking (Facebook, Twitter, Instagram, YouTube, Podcasts, Reels) in the teaching of economics</li> <li>c. Digital assessment techniques in Economics (Kahoot, Google form)</li> </ol>
<b>UNIT 5: Methods of Teaching (Meaning, Procedure, Merits and Demerits)</b> <ol style="list-style-type: none"> <li>a. Classroom Methods: Lecture, Seminar, Discussion</li> <li>b. Research Methods: Project, Problem Solving, Case study, Survey</li> <li>c. Innovative methods: Cooperative learning (Jigsaw, Think-pair- share, Round table), Constructivism (7 E), Scenario Based Learning, Concept Mapping,</li> </ol>

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**UNIT 6: Competencies & Challenges for an Economics Teacher**

- a. Competencies of an Economics teacher
- b. Challenges faced by an Economics teacher
- c. Professional Growth of a economics teacher: Need and Avenues of Continuous Professional Development

**MODULE III: INTERNAL ASSESSMENT:**

- a. Assignment: 10 marks**
- b. Course Tasks: 15 marks**
- c. MCQS & Class Test: 15 marks**

**References**

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- 16. Natarajan S. 1993, "Introduction to Economics of education", sterling publications Private Limited
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- 18. Siddiqui M.H.: Teaching of economics, APH Publications Corporation.
- 19. Sindhu H.S.: Teaching of economics, Tandon Publications, Books Market, Ludhiana141008.
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- 21. Saxena Mishra Mahonty ( 2004 ) "Teaching ofEconomics" Surya publication, Meerut
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- 6. National Digital Library (visva-bharati-library.in)
- 7. <https://www.jbcnschool.edu.in/blog/social-media-in-education/>
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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
**REVISED B.ED. SYLLABUS**

**COURSE NAME: ELECTIVE COURSE 2 PEDAGOGY OF SCHOOL SUBJECT:  
GEOGRAPHY**

**COURSE CODE: SXBED2EC2G**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

1. Describe the academic disciplines
2. Explain the meaning, nature, aim and scope and Geo-Literacy of teaching Geography
3. Identify the need for continuous professional development among Geography teachers
4. Apply various learning resources and e- resources while teaching Geography.
5. Discuss the importance of resources and e resources while teaching Geography.
6. Applies various teaching methods and approaches in teaching of Geography.

<b>B.Ed. SYLLABUS</b>
<b>MODULE I: GEOGRAPHY AS A SOCIAL SCIENCE DISCIPLINE</b>
<b>UNIT 1: Basics of Academic Disciplines</b> <ol style="list-style-type: none"><li>a. Meaning of academic disciplines, Relationship between academic disciplines and Geography.</li><li>b. Classification of academic disciplines: Becher - Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.</li><li>c. Place of Humanities and Social Sciences – Geography as a subject in the present school curriculum.</li></ol>
<b>UNIT 2: Understanding Geography</b> <ol style="list-style-type: none"><li>a. Meaning, nature, aim and scope of teaching Geography.</li><li>b. Geo-literacy: Concept, need and ways to create awareness</li><li>c. Maxims of teaching Geography and Correlation of Geography with other school subjects.</li></ol>
<b>UNIT 3: Geography Teacher</b> <ol style="list-style-type: none"><li>a. Competencies of a Geography teacher</li><li>b. Geography teacher: Need and Avenues for Professional Development</li><li>c. Challenges faced by a Geography teacher.</li></ol>
<b>MODULE II: LEARNING RESOURCES AND TRANSACTING THE CURRICULUM</b>
<b>UNIT 4: Learning Resources</b> <ol style="list-style-type: none"><li>a. Importance and uses: Globe, Atlas, Models, Travelogues, Aerial photographs, Satellite imagery, Maps (Map reading and interpretations, using distance, direction, signs and symbols, point, line and area)</li><li>b. Textbook: Characteristics and Critical analysis (std VIII to X)</li><li>c. E- resources: Meaning and Significance – GIS, computer based online and offline resources</li></ol>
<b>UNIT 5: Methods of Transacting the Curriculum</b> <ol style="list-style-type: none"><li>a. Methods (Meaning, Procedure, Merits and Demerits): 'A' Method, Field Visit - Excursion Method and Project Method</li><li>b. Cooperative learning techniques - Gallery Walk, and Think-pair-share</li><li>c. Inductive and deductive Approach of teaching</li></ol>



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**UNIT 6: Current Trends in Teaching of Geography**

- a. Geography Club (objectives, significance, activities)
- b. Innovative trends in teaching of Geography: - Concept –mapping and Constructivism (5E's)
- c. Diagnostic and Remedial teaching

**MODULE III: INTERNAL ASSESSMENT:**

- a. **Assignment: 10 marks**
- b. **Course Tasks: 15 marks**
- c. **MCQS & Class Test:: 15 marks**

**References**

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2. Bryant Richard (1976), Physical Geography Made Simple, Made Simple books.
3. Dudley Stamp (1977), The World - A General Geography, Orient Longman.
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8. Lubna J. Mansuri, (2021), Pedagogy of Geography, Himalaya Publications.
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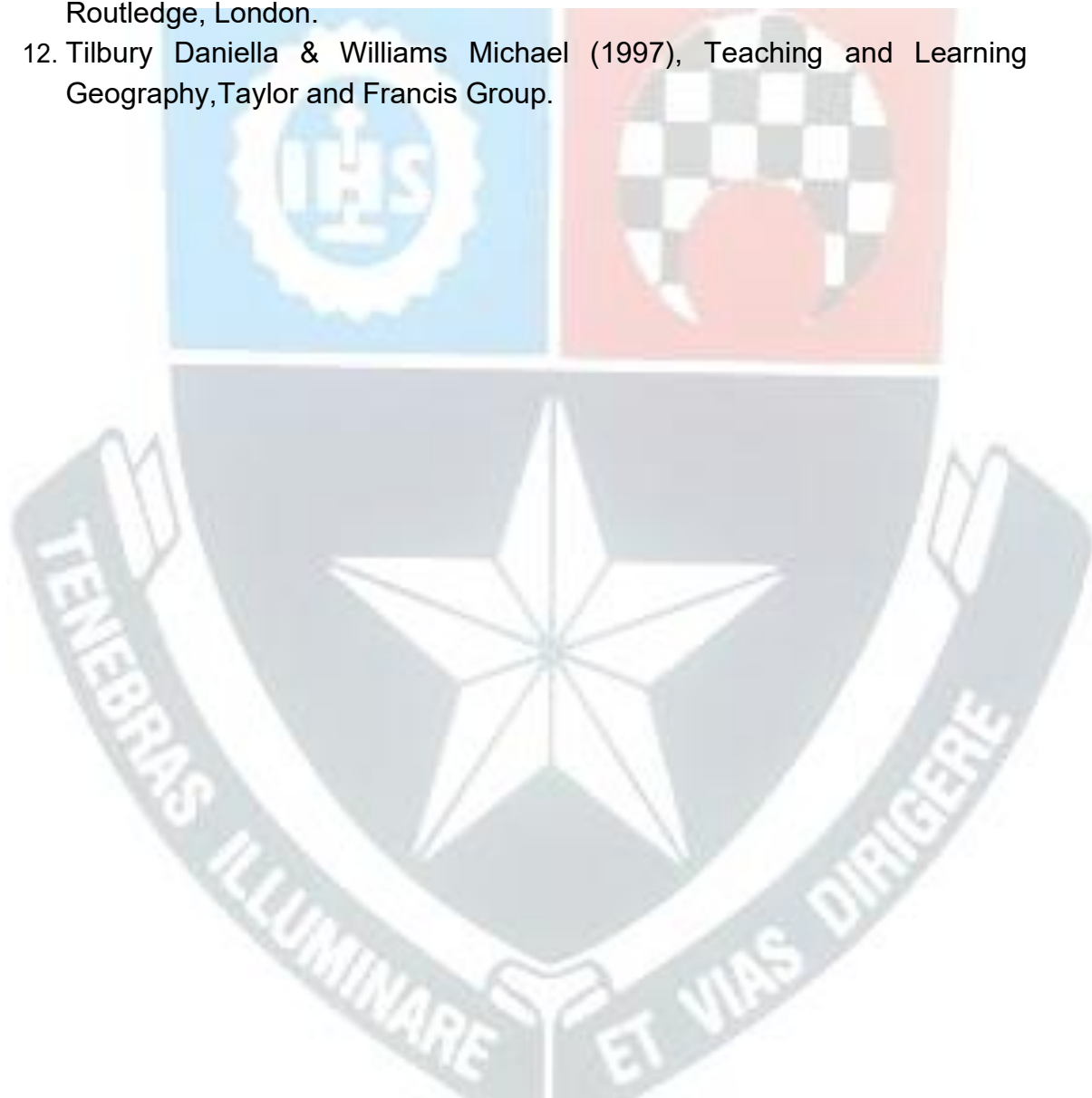
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**COURSE NAME: INTERDISCIPLINARY COURSE 3: LANGUAGE ACROSS CURRICULUM**

**COURSE CODE: SXBED3IC3**

**Total Credits: 6 credits      Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

1. Understand the foundations of language across curriculum
2. Analyze the different perspectives in language across curriculum
3. Understand the cognitive and sociocultural foundations of language acquisition
4. Apply the strategies of classroom discourse and oral communication
5. Analyze the various communication competencies
6. Understand the integration of language across disciplines

**B.Ed. SYLLABUS**

**MODULE I: FUNDAMENTALS OF LANGUAGE ACROSS CURRICULUM (LAC)**

**UNIT 1: FOUNDATIONS OF LANGUAGE ACROSS THE CURRICULUM (LAC)**

- a. Concept, purpose, and principles of LAC
- b. Nature and characteristics of language
- c. Functions of language and the role of language registers in communication

**UNIT 2: PERSPECTIVES ON LANGUAGE ACROSS THE CURRICULUM**

- a. Multilingualism in education: Challenges and opportunities
- b. Multicultural influences on language learning and teaching
- c. Interdisciplinary approaches to language integration across subjects

**UNIT 3: COGNITIVE and SOCIOCULTURAL FOUNDATIONS OF LANGUAGE ACQUISITION**

- a. Behaviorist perspective: Conditioning theory (Skinner)
- b. Innatist perspective: Nativist theory (Chomsky)
- c. Sociocultural perspective: Acculturation theory (Schumann)

**MODULE II: TRANSACTING LANGUAGE ACROSS DISCIPLINES**

**UNIT 4: Classroom Discourse and Oral Language development**

- a. Nature, types, and significance of classroom discourse
- b. Techniques to foster oral language development inside and outside the classroom
- c. Engaging learners through inquiry-based, discussion-based learning, and questioning strategies

**UNIT 5: Developing Communication Competencies Across Disciplines**

- a. Speaking and listening strategies for effective communication across subjects
- b. Reading processes and techniques: Extensive and intensive reading, skimming, scanning, critical reading
- c. Writing structures and text types: Expository, descriptive, narrative, persuasive, subjective, objective, creative, and review-based writing

**UNIT 6: Integrating Language Across Disciplines**

- a. Language for Specific Purposes (LSP): Concept, applications in education, training, and research
- b. Content-based language instruction in Mathematics, Social Science, and Natural Science
- c. Medium of instruction and assessment strategies for language integration

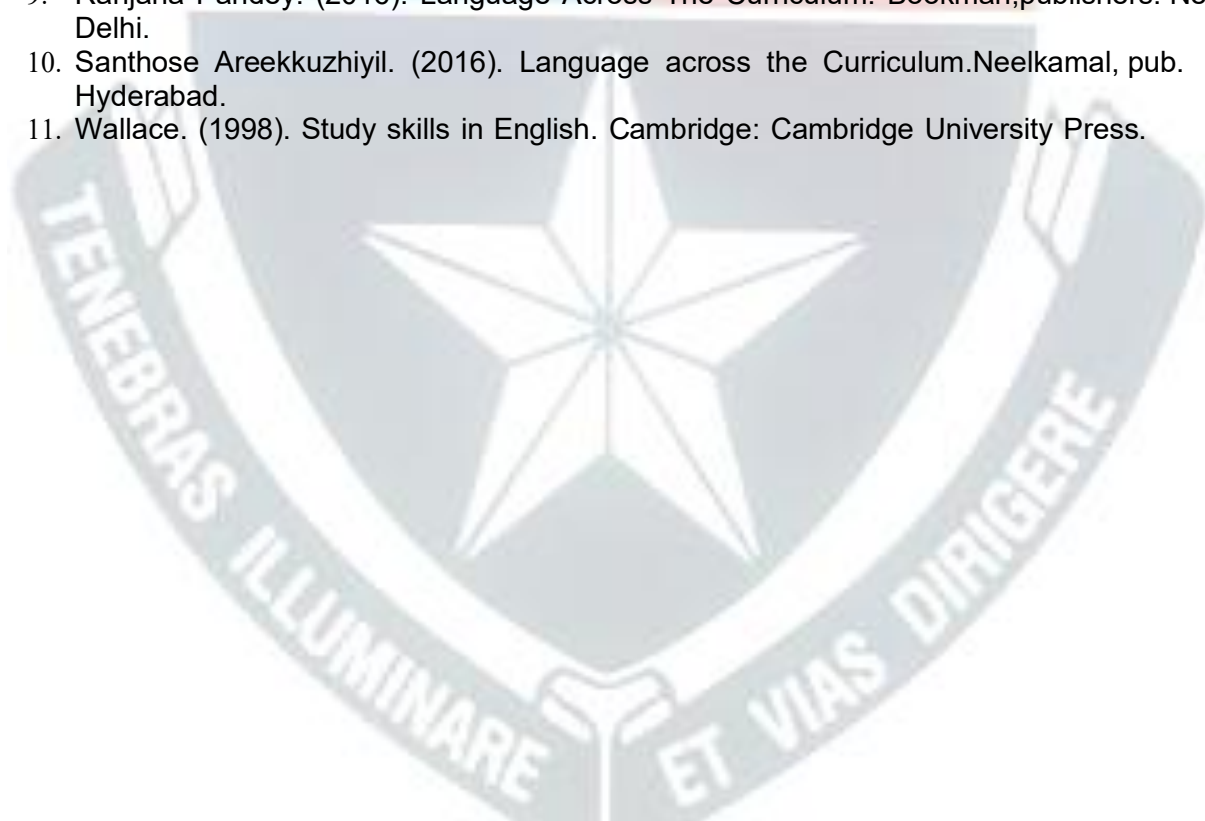
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**MODULE III: INTERNAL ASSESSMENT:**

- a. Assignment: 10 marks**
- b. Course Tasks: 15 marks**
- c. Tests: 15 marks**

**References**

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh
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**REVISED B.ED. SYLLABUS**



**Revised B.Ed. Syllabus 2024 – 2025**  
**SEMESTER IV**

**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
**REVISED B.ED. SYLLABUS**

**COURSE NAME: CORE COURSE 5 CONTEMPORARY INDIA AND EDUCATION**  
**COURSE CODE: SXBED4CC5**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

1. Critically evaluate the challenges of contemporary Indian society
2. Explain the educational implications of change in the contemporary Indian society
3. Critically examine educational policies and their impact on the role of education in fostering equity and inclusion in contemporary Indian society
4. Analyze the NEP 2020, NCF 2005, and NCFTE 2009, evaluating their impact on school curriculum and teacher education
5. Explore emerging trends in education, assess ODL and digital learning, and evaluate the impact of globalization and the digital divide.

<b>B.Ed. SYLLABUS</b>
<b>MODULE I: CONTEMPORARY INDIAN SOCIETY</b>
<b>UNIT 1: Understanding and Promoting Diversity in Indian Society</b> <ol style="list-style-type: none"><li>a. Concept, characteristics and types of diversity.</li><li>b. Challenges to diversity in contemporary Indian Society</li><li>c. Role of Education in promoting diversity in contemporary India</li></ol>
<b>UNIT 2: Exclusion to Inclusion</b> <ol style="list-style-type: none"><li>a. Concept and Types of Stratification</li><li>b. Class and caste based Stratification and Role of education towards reducing the stratification</li><li>c. Concept of Exclusion and its types based on marginalization and role of education in promoting inclusion, Education in relation to social justice with special reference to the contribution of Dr Babasaheb. Ambedkar.</li></ol>
<b>UNIT 3: Education for Change</b> <ol style="list-style-type: none"><li>a. Equitable Education: Democracy and Education</li><li>b. Entrepreneurship Education- Concept and Characteristics</li><li>c. The Impact and implications of SDG4 in India</li></ol>
<b>MODULE EDUCATION: POLICY FRAMEWORK FOR EDUCATION</b>
<b>UNIT 4: Policies and Role of Education</b> <ol style="list-style-type: none"><li>a. Naye Taleem and its impact on integrating life, work and education</li><li>b. Recommendations of RTE Act 2009 and amended 2012</li><li>c. Samagraha Shiksha Recommendations for Secondary Education</li></ol>
<b>UNIT 5: National Policies and Framework</b> <ol style="list-style-type: none"><li>a. National Education Policy 2020: Main Features and School Curriculum</li><li>b. Recommendations of National Curricular Framework, 2005</li><li>c. National Curriculum Framework for Teacher Education, 2009</li></ol>
<b>UNIT 6: Emerging trends in Education</b> <ol style="list-style-type: none"><li>a. Open, Distance and Digital Learning –Concept &amp; Characteristics</li><li>b. Globalization, Liberalization &amp; Privatization – Concept, Characteristics and Implications</li><li>c. Understanding the Digital Divide in India- Concept and strategies to bridge the digital</li></ol>

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divide
<b>MODULE III: INTERNAL ASSESSMENT:</b>
<b>a. Assignments: 10 marks</b>
<b>b. Course Tasks: 15 marks</b>
<b>c. MCQs &amp; Class Test: 15 marks</b>

### References

1. Agarwal J.C.( 19991). Theory and [practices of education. Vikas publishing house Pvt Ltd. New Delhi.
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15. Sharma Rashmi (2019). Formal and Distance Education A Comparative Study, Serials Publications Pvt. Ltd., New Delhi.
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**REVISED B.ED. SYLLABUS**

**COURSE NAME: ELECTIVE COURSE 3 ACTION RESEARCH**

**COURSE CODE: SXBED4EC3AR**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

1. Understand action research to solve classroom problems
2. Applies the methods and approaches of action research
3. Analyses data for quantitative/qualitative data analysis
4. Explain the process of Action Research with ethical considerations
5. Apply appropriate data collection tools and techniques
6. Examine the process of reporting and disseminating Action Research
7. Analyse the instrumental value of Action Research

<b>B.Ed. SYLLABUS</b>
<b>MODULE I : FUNDAMENTALS OF ACTION RESEARCH</b>
<b>UNIT 1: Basics of Action Research</b> <ol style="list-style-type: none"><li>a. Research in Education: Meaning of research, Types of research: Basic, Applied, Action research</li><li>b. Essentials of Action Research: Principles, Characteristics, Limitations, Role of the teacher</li><li>c. Designing the Action Research Plan (research question, need, significance, aims and objectives, research team, research design, schedule and budget)</li></ol>
<b>UNIT 2: Action Research – Types, Approaches and Methods</b> <ol style="list-style-type: none"><li>a. Types of Action Research: Individual Action Research, Collaborative action research and PAR (Meaning, Rationale, Uses and Limitations),</li><li>b. Paradigms in Action Research: Interpretivist paradigm, Critical/Transformative paradigm</li><li>c. Methods of Action Research: Experimental action research, Case study action research (Meaning, Research design, Advantages, Limitations)</li></ol>
<b>UNIT 3 : Process of Action Research</b> <ol style="list-style-type: none"><li>a. Educational implications of the Action Research Process - Stephen Kemmis' Action Cycle, Kurt Lewin's Force Field Analysis.</li><li>b. Validation of Action research -Concept and types: Self, Peer and Learner</li><li>c. Ethics in Action Research</li></ol>
<b>MODULE II: ACTION RESEARCH: TOOLS AND TECHNIQUES, PLAN AND REPORT</b>
<b>UNIT 4: Data Collection- Tools and Techniques</b> <ol style="list-style-type: none"><li>a. Methodical considerations to data collection techniques</li><li>b. Tools for Data Collection – (Characteristics, uses and limitations) Questionnaire – Open and Close ended</li><li>c. Methods of Data Collection (Characteristics, uses and limitations)<ol style="list-style-type: none"><li>1. Interviews –Structured and Unstructured</li><li>2. Observation- Participant and Non-Participant</li><li>3. Artifacts: Documents, Records (Student's journals, logs, audio, videos)</li></ol></li></ol>
<b>Unit 5: Data Analysis in Action Research</b> <ol style="list-style-type: none"><li>a. Analysis of Quantitative Data: Descriptive analysis – Percentage, Mean, Correlation,</li></ol>

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<p>and Graphical representation (uses and limitations), t-test for Mean comparison</p> <p>b. Analysis of Qualitative Data: Immersion, Crystallization, Corroboration, Final Interpretations and Reporting</p> <p>c. Using Action Research in digital interface</p>
<p><b>UNIT 6: Reporting and Disseminating Action Research</b></p> <p>a. Features of a Good Quality Action Research Report – Comprehensibility, Authenticity, Truthfulness, and Appropriateness</p> <p>b. Instrumental value of Action Research</p> <p>c. Sharing and Reflecting – Locally, Action Research Communities, Professional Conferences, and print and e-journals.</p>
<p><b>MODULE III: INTERNAL ASSESSMENT:</b></p> <p>a. <b>Assignments: 10 marks</b></p> <p>b. <b>Course Tasks: 15 marks</b></p> <p>c. <b>MCQs &amp; Class Test: 15 marks</b></p>

### Reference

1. Bassey, M. (1998). Action research for improving educational practice. Teacher research and school improvement: Opening doors from the inside, 93-108
2. Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches (Vol. 4). Thousand Oaks, CA: Sage
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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
**REVISED B.ED. SYLLABUS**

**COURSE NAME: ELECTIVE COURSE 3 ENVIRONMENTAL EDUCATION**

**COURSE CODE: SXBED4EC3EE**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

1. Understand the meaning, objectives, principles and approaches of teaching Environmental Education
2. Explains the various aspects of Ecosystem and Ecology
3. Examines the causes, effects and remedies of major environmental issues
4. Understand the meaning of sustainable development and the UN SDG Agenda and Framework
5. Analyse the impact of sustainable practices and initiatives
6. Apply the legal framework for environmental sustenance

<b>B.Ed. SYLLABUS</b>
<b>MODULE I: FUNDAMENTALS OF ENVIRONMENTAL EDUCATION</b>
<b>UNIT 1: Concept of Environment and Environmental Education</b> a. Environment: Meaning, Components (Biotic and Abiotic) b. Environmental Education: Meaning, Objectives, Principles & Significance c. Approaches of teaching Environmental Education (Multidisciplinary and Interdisciplinary)
<b>UNIT 2: Ecosystem and Ecology</b> a. Concept and Types of Ecosystems b. Concept of Ecology, Ecological Pyramids (Numbers, Mass, Energy), c. Food Web and Ecological Energy Dynamics
<b>UNIT 3: Major Environmental Issues: Meaning, Causes, Effects and Remedies</b> a. Climate Change and Loss of Biodiversity b. Biomagnification and Eutrophication c. Genetic Engineering and Urban Sprawl
<b>MODULE II: ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT</b>
<b>UNIT 4: Sustainable Environmental Management</b> a. Sustainable Development: Meaning, Need, Guiding Principles b. The UN SDG Framework and Agenda 2030 c. Green Audit (Concept and Process) and Role of educational institutions in promoting the SDGs
<b>UNIT 5: Sustainable Environmental Initiatives</b> a. Sustainable Environmental Practices: Rainwater Harvesting, Mangrove Management, b. Solid Waste Management (Meaning, Process and Significance of each) c. Initiatives for Sustainability: Tarun Bharat Sangh, Project Tiger, Sustainability and Entrepreneurship, Indigenous Practices; Green Start-ups; Nature-deficit disorder
<b>UNIT 6: Legal framework for Environmental Sustenance</b> a. Plastic Waste Management Rules 2016 (amendment 2021) b. E-waste management rules, 2018 c. Role of National Green Tribunal in environmental sustenance
<b>INTERNAL ASSESSMENT:</b> a. <b>Assignments: 10 marks</b> b. <b>Course Tasks: 15 marks</b> c. <b>Tests: 15 marks</b>

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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
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**COURSE NAME: ELECTIVE COURSE 3 GUIDANCE AND COUNSELLING**

**COURSE CODE: SXBED4EC3GC**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

1. Understand the concepts and types of guidance
2. Analyze the uses and limitations of various strategies and devices for guidance
3. Apply vocational guidance theories to career decision-making
4. Understand the evolving concept of counselling
5. Analyze the theories and approaches in counselling
6. Analyze the role of teacher in counselling

<b>B.Ed. SYLLABUS</b>
<b>MODULE I: FUNDAMENTALS OF GUIDANCE</b>
<b>UNIT 1: Concepts in Guidance</b> <ol style="list-style-type: none"><li>a. Concept (Meaning and Characteristics), Principles and Functions</li><li>b. Types of Guidance – Educational and personal guidance</li><li>c. Agencies of Guidance – Home and School</li></ol>
<b>UNIT 2: Strategies and Devices for Guidance (Uses and Limitations)</b> <ol style="list-style-type: none"><li>a. Strategies for Guidance - Individual and Group</li><li>b. Testing Devices -Aptitude, Interest &amp; Personality</li><li>c. Non-Testing Devices – Case study, Interview and anecdotal record</li></ol>
<b>UNIT 3: Vocational Guidance</b> <ol style="list-style-type: none"><li>a. Career information: Sources and dissemination.</li><li>b. Ginsberg's Theory of Vocational Choice, Factors influencing Vocational Choice</li><li>c. Concept and Factors affecting Job Satisfaction</li></ol>
<b>MODULE II: FUNDAMENTALS OF COUNSELLING</b>
<b>UNIT 4 - EVOLVING CONCEPT OF COUNSELLING</b> <ol style="list-style-type: none"><li>a. Meaning, Characteristics, Need of Counselling.</li><li>b. Skills of Counselling (Listening, responding, inquiring, communicating)</li><li>c. Process of Counselling (Initial Disclosure, In-depth exploration and Commitment to action)</li></ol>
<b>UNIT 5: THEORIES &amp; APPROACHES IN COUNSELLING</b> <ol style="list-style-type: none"><li>a. Approaches of Counselling – Directive. Non-Directive, Eclectic</li><li>b. Theories of Counselling – Cognitive Behavioral Theory (Albert Ellis), Self-Theory (Carl Rogers)</li><li>c. Ethical Considerations</li></ol>
<b>UNIT 6: INTERVENTIONS BY THE TEACHER</b> <ol style="list-style-type: none"><li>a. Issues of Adolescents (Academic Stress, Addiction - drugs/ cyber, peer pressure)</li><li>b. Growth Mindset</li><li>c. Scope of Teacher as a Counsellor</li></ol>

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**INTERNAL ASSESSMENT:**

- a. Assignments: 10 marks**
- b. Course Tasks: 15 marks**
- c. Tests: 15 marks**

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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI**  
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**COURSE NAME: INTERDISCIPLINARY COURSE 4 CREATING AN INCLUSIVE SCHOOL**

**COURSE CODE: SXBED4IC4**

**Total Credits: 4 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

**Course Outcomes:**

**The learner will be able to . . .**

1. Explain the basic concepts and need for inclusion
2. Evaluate different kinds of learners with special needs.
3. Examine the different policies for promoting inclusion
4. Analyze the inclusive curriculum for inclusive learners.
5. Apply strategies promoting inclusion.
6. Explain the significance of management of inclusive settings

<b>B.Ed. SYLLABUS</b>
<b>MODULE I: INCLUSION, DIVERSITY AND EQUITY</b>
<b>UNIT 1: Basics of Inclusion</b> a. Concept of segregation, integration and inclusion b. Need for Inclusion (Educational, Social, Economic, Humanitarian, and Democratic) c. Concept and Models of Disability (Charity, Functional, and Human Rights Model).
<b>UNIT 2: Special Education Needs (SEN)</b> a. Concept of Children with Special Needs, 21 disabilities - a classification by RPWD Act b. Sensory and Locomotor Disabilities (Identification and Interventions) c. Neuro-developmental and Multiple Disabilities (Identification and Interventions)
<b>UNIT 3: Policies Promoting Inclusion</b> a. Tracing the roots of national policies from the international level - Salamanca 1994, UNCRPD 2006-2016 b. Policies at National and State Level: i) Right to Education Act 2009 and amended 2012 and its Implications on Inclusion in Schools (measures to promote and facilitate inclusive education), ii) Maharashtra State Policy for Persons with Disability 2017, iii) Concession in exams for children with special needs at the state level. c. Rehabilitation Council Act 1992 – Objectives and Functions
<b>MODULE II: SYSTEMIC MANAGEMENT FOR INCLUSION AND DIVERSITY</b>
<b>UNIT 4: Inclusive Curriculum</b> a. Curricular adaptations and reasonable accommodations b. Inclusive Pedagogical Practices: Differentiated instruction and Universal Design for Learning c. Alternative means for assessment and evaluation in an inclusive classroom: Portfolios, Oral examination, journals, open book, and skill-based assessment.



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### **UNIT 5: Inclusion in Classrooms**

- a. Barriers and Facilitators of Inclusion: Attitudinal, Social, and Infrastructural, Contact Theory of Inclusion,  
Models for Inclusive Education and Models for Diversity
- b. Meaning and importance of using assistive technology in inclusive education
- c. Individualized Educational Plan: Concept, steps and significance

### **UNIT 6: Management of Inclusion and Diversity**

- a. Change Management: Models for Inclusion and Diversity (ADKAR Model, Lewin's Force Field Analysis)
- b. Inclusive Leadership – concept, traits and challenges of inclusive leadership
- c. Inclusion Index, Inclusion and Diversity Audit

### **MODULE III: INTERNAL ASSESSMENT:**

- a. **Assignments: 10 marks**
- b. **Course Tasks: 15 marks**
- c. **MCQs & Class Tests: 15 marks**

### **References**

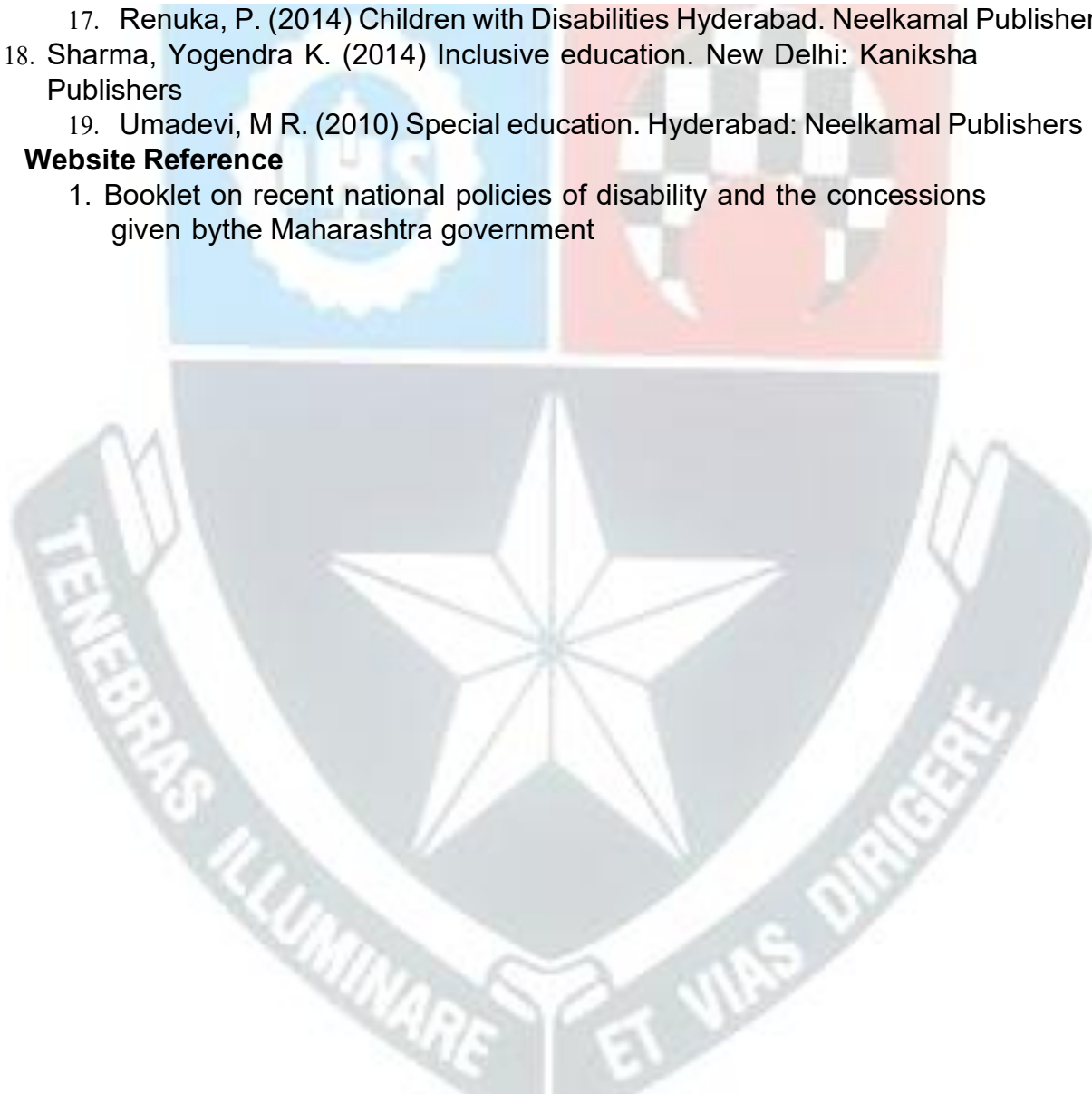
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**Website Reference**

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# ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS), MUMBAI

## REVISED B.ED. SYLLABUS

**COURSE NAME: ABILITY COURSE 2 READING AND REFLECTING ON TEXTS**

**COURSE CODE: SXBED4AB2**

**Credits: 3 credits**

**Total Marks: Internal 50 Marks (Internal)**

### Course Outcomes :

The Learner will be able to –

1. Classify the different types of texts to promote the skill of reading and writing
2. Explore various reading strategies
3. Exhibit creative writing skills to write experiences based reflective journal
4. Develop connections with different types of texts

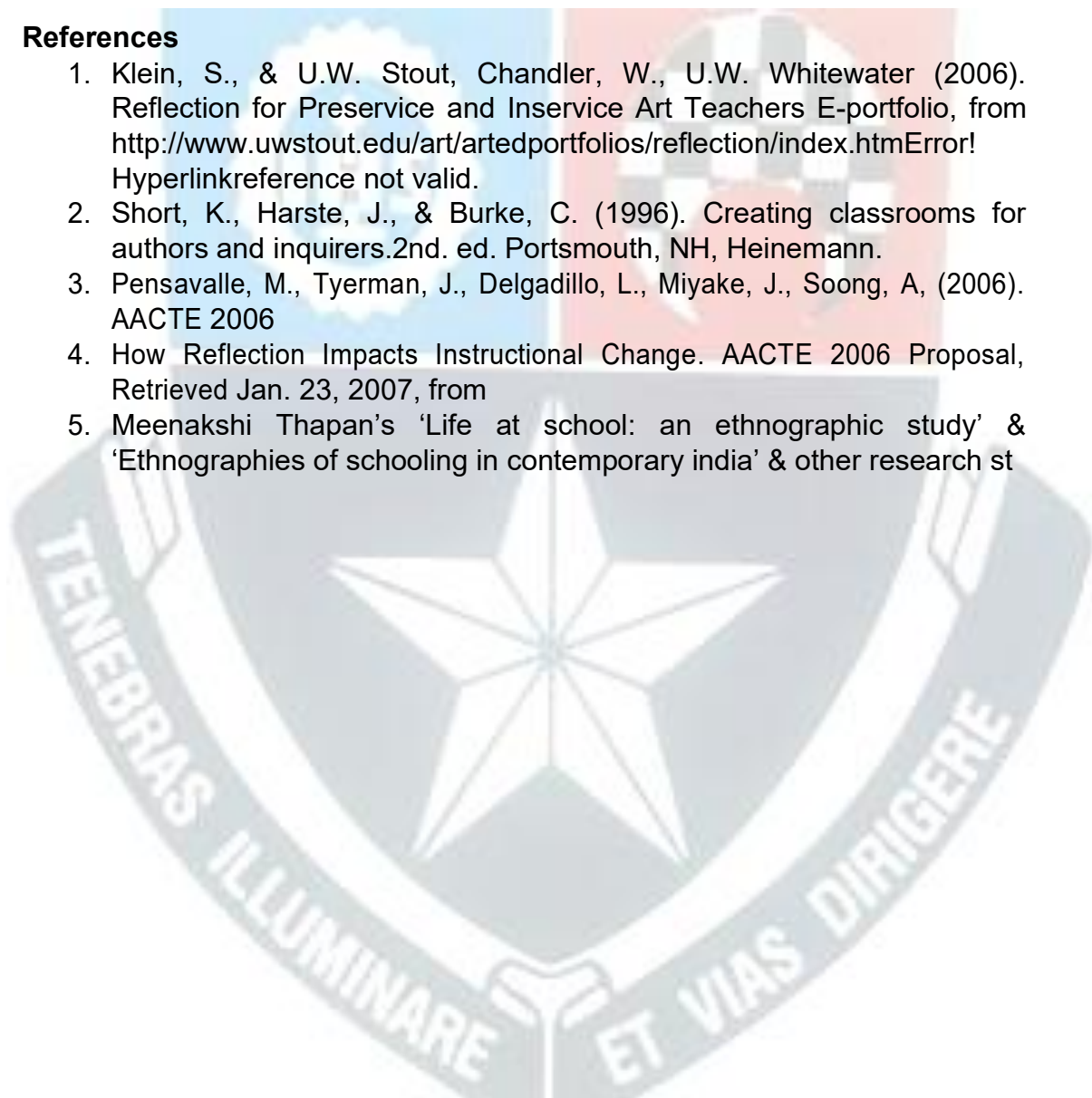
<b>B.Ed. Syllabus</b>
<b>MODULE I: REVISITING READING</b>
<b>Unit 1 Diversity of Text – Meaning, Significance and Reflection</b> <ol style="list-style-type: none"> <li>a. Understanding Diverse Text Forms- Expository, Narrative, Persuasive, Scientific and Technical.</li> <li>b. Diversity of Texts related to Education –Expository, narrative, technical, documentaries, policies, historical and ethnographies.</li> <li>c. Socio-cultural Diversity and Texts: <ol style="list-style-type: none"> <li>1. Influence of individual diversity (Language, culture, caste, gender) on texts.</li> <li>2. Influence of group on understanding texts(Communicative Reader)</li> </ol> </li> </ol>
<b>Unit 2: Reading for Understanding – Strategies and Steps of Reading</b> <ol style="list-style-type: none"> <li>a. Davis' Nine Component Skills of Comprehension.</li> <li>b. Reading strategies: Previewing, Infer and Predicting, Skimming, Scanning and Paraphrasing.</li> <li>c. Reflecting through stages of Reading: Pre-reading, During Reading and Post Reading.</li> </ol>
<b>MODULE II: REFLECTIVE READING AND WRITING</b>
<b>Unit 3: Reading for Writing</b> <ol style="list-style-type: none"> <li>a. Recreating Texts: Rewriting texts from new perspectives</li> <li>b. Critical Analysis of a text</li> <li>c. Reflective journal writing</li> </ol>
<b>Unit 4: Reading beyond Texts-Making Connections</b> <ol style="list-style-type: none"> <li>a. Making connections to the Text: Text to self, Text to text, Text to World.</li> <li>b. Reading Images and Seeing Texts: Visual to Word and Word to Visual.</li> <li>c. Reading for Change: Understanding educational documents.</li> </ol>
<b>MODULE III: INTERNAL ASSESSMENT</b>
<b>Suggestion for Assignment Activities</b> <ol style="list-style-type: none"> <li>a. Choose a textbook of any one standard from your pedagogy. Identify the different types of text used. Write a report on use of these texts and explain their significance to education\</li> <li>b. Explore multicultural perspectives of local/classic/ world literature, stories, folk songs, plays etc. and reflect its influence on individual and social life. Present your perspective in the form of a report or PowerPoint presentation.</li> <li>c. Read a passage and analyze the same using Davis' Nine Component Skills of Comprehension for understanding the text.</li> <li>d. Apply different reading strategies in the three stages of reading of any text and prepare a report.</li> </ol>

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- e. Read a text of students' choice and make connection to oneself, to other text and to the present context.
- f. Explore two texts one visual and one verbal. Explore visual to text and text to visual perspectives and present your perspectives in form of a report.
- g. Presentation of a book review of educational significance (Compulsory)
- h. Reflective Journal based on readings in the course

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