



# **SREE NARAYANA GURU COLLEGE OF EDUCATION (B.Ed.)**

Managed by Sree Narayana Mandir Samiti P. Lokhande Marg,  
Chembur, Mumbai-400089

## **PROGRAM OUTCOMES, PROGRAM SPECIFIC OUTCOMES AND COURSE OUTCOMES**

### **B.ED. PROGRAM**

#### **PROGRAM OUTCOMES**

**The general outcome of B.Ed. program is to foster positive attitudes, skill & knowledge among the student-teachers to be socially responsible & competent teachers.**

#### **PROGRAM SPECIFIC OUTCOMES**

On completion of the 2 year program, the various components of the program will help the student teacher to

- 1) Apply the foundational aspects of teaching, learning and assessments - practices, processes, and methods in their professional practice.
- 2) Develop teaching competencies to function efficiently in diverse instructional situations.
- 3) Demonstrate appropriate pedagogical skills acquired through an intensive internship program.
- 4) Develop effective communication skills, classroom management skills, organizational skills, teamwork and collaboration through participation in various curricular, co-curricular and extra-curricular activities.
- 5) Design differentiated instructional strategies to satisfy the educational needs of diverse learners in inclusive and multicultural classrooms and incorporate them to make inclusion a reality
- 6) Develop technological competence to enhance teaching - learning by integrating technology in lesson planning, classroom instructions, assessments and student management.
- 7) Inculcate critical thinking, creative thinking and research skills to enhance their classroom practices.
- 8) Become self-directed and reflective learners and practitioners working for the betterment of the community
- 9) Imbibe and disseminate the values propounded by Sree Narayana Guru "One Caste, One Religion, and One God" in their personal and professional life.
- 10) Develop a global outlook and meet the constantly changing demands of society and be a catalyst for change.

## COURSE LEARNING OUTCOMES

Course is an integral part of a program where multiple topics are included in a course. The course learning outcomes play an important role in the teaching learning process and in the attainment of the program outcomes.

The two year B.Ed. Program of Mumbai University comprises several courses across the four semesters. The courses allotted semester wise include – Core Courses, Interdisciplinary courses, Elective courses, Ability courses, Project based courses and Audit courses.

The course learning outcomes for the various courses are:

### SEMESTER-I

<p><b>Core course 1: Childhood &amp; Growing Up Credits: 6</b></p>	<p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1) Employ the methods of observation and interaction to gain insight into child development across different age groups.</li> <li>2) Analyse the major features of various theories of child development, and periods of adolescence in various socio-cultural contexts.</li> <li>3) Examine how different cultural realities construct and impact childhood experiences.</li> <li>4) Apply their understanding of different child development theories to guide classroom practices.</li> <li>5) Administer and interpret Tests on Emotional Intelligence, Self-Efficacy and Self-Esteem.</li> </ol>
<p><b>Core course 2: Knowledge &amp; Curriculum Credits: 6</b></p>	<p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1) Examine the epistemological basis of knowledge and education.</li> <li>2) Compare the influences of Indian and Western educational thinkers and methods proposed by them on modern child-centred education.</li> <li>3) Analyse the changing perspectives of education in different socio-cultural contexts.</li> <li>4) Explore the relationship between curriculum and education and the different types of curriculum.</li> <li>5) Examine the principles, processes, approaches and teacher's role in effective curriculum construction.</li> <li>6) Critically examine role of hidden curriculum with reference to school rituals, celebrations and rules &amp; discipline.</li> <li>7) Conduct a seminar presentation to critically appraise the philosophy and practice of education advocated by M.K. Gandhi, John Dewey and Paulo Freire.</li> </ol>
<p><b>Interdisciplina ry Course 1:Gender, School &amp; Society Credits: 6</b></p>	<p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1) Critically examine the gender issues prevailing in the school and society.</li> <li>2) Analyse the process of socialization and the role of different agencies.</li> <li>3) Critically analyse the depiction of women in mass media.</li> <li>4) Examine the role of school and society to encourage challenges existing in the present system of education particularly women empowerment.</li> <li>5) Appreciate the role of government and non-government associations to remove gender inequality issues from the school and society.</li> <li>6) Creatively present the contributions of contemporary women role models in urban and rural India.</li> </ol>

<p><b>Ability Course 1:</b>  <b>Critical Understanding of ICT</b>  <b>Credits: 3</b></p>	<p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1) Integrate technology in classroom in teaching learning process.</li> <li>2) Interpret and adopt ICT keeping in mind educational objectives and principles.</li> <li>3) Explore the use of ICT for teaching learning, administration, evaluation and research aspects in consideration.</li> <li>4) Design, develop and use ICT based learning resources to enhance teaching learning and assessments.</li> <li>5) Examine and practice safe and ethical ways of using ICT.</li> <li>6) Plan and conduct an online discussion on a case study/report related to any legal / ethical issues in use of ICT using an online discussion forum.</li> <li>7) Develop and critically evaluate a Computer Assisted Instruction package using ADDIE model of Instructional design for a pedagogy topic of their choice.</li> <li>8) Conduct an online survey on an educational problem and analyse the survey result.</li> <li>9) Collect Open Educational Resources (Text, Multimedia, Website references) on an educational topic and analyse the type of licenses used in the Open Educational Resources.</li> </ol>
<p><b>SEMESTER-II</b></p>	
<p><b>Core Course 3:</b>  <b>Learning &amp; Teaching</b>  <b>Credits: 6</b></p>	<p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1) Compare and analyse the different theories of learning and its implications in education.</li> <li>2) Design and implement learning processes catering to diverse learning styles and multiple intelligences.</li> <li>3) Examine the educational needs of differently abled learners and the teacher's role in meeting their needs.</li> <li>4) Analyse the dimensions of multi-cultural education and its implication in the Indian educational context.</li> <li>5) Appreciate teaching as a profession &amp; apply professional competencies in classroom management.</li> <li>6) Administer a psychological test and interpret its results.</li> <li>7) Perform experiments related to psychology of learning and interpret the results</li> </ol>
<p><b>Elective Course 1:</b>  <b>Pedagogy of a School Subject</b>  <b>Credits: 6</b></p>	<p style="text-align: center;"><b><u>Teaching of Languages English, Hindi, Marathi</u></b></p> <p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1) Appreciate the fundamentals of language learning.</li> <li>2) Apply diverse pedagogical approaches and techniques in teaching and learning the language.</li> <li>3) Explore varied learning resources and assessment techniques for language learning.</li> <li>4) Present a review paper on any one of R.K Narayan's Book for English language</li> <li>5) Critically analyse passages from different pedagogy textbook of any grade from the language point of view.</li> </ol>

	<p style="text-align: center;"><b><u>Teaching of Mathematics</u></b></p> <p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1) Appreciate the fundamentals of Mathematics education</li> <li>2) Develop teaching competencies related to mathematics subject at the upper primary and secondary level.</li> <li>3) Integrate traditional and innovative methods, tools and techniques to make the teaching-learning of the subject effective and interesting.</li> <li>4) Explore varied learning resources and digital resources to enhance the learning of mathematics.</li> <li>5) Plan and implement lessons in mathematics using appropriate methods/approaches.</li> <li>6) Critically appreciate a mathematics textbook.</li> </ol>
	<p style="text-align: center;"><b><u>Teaching of Science</u></b></p> <p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1) Appreciate the fundamentals of Science education</li> <li>2) Develop teaching competencies related to science subject at the upper primary and secondary level.</li> <li>3) Integrate traditional and innovative methods, tools and approaches to make the teaching-learning of the subject effective and interesting.</li> <li>4) Explore varied learning resources and digital resources to enhance the learning of science.</li> <li>5) Prepare a concept map on any one unit of science.</li> <li>6) Critically evaluate a science textbook.</li> </ol>
	<p style="text-align: center;"><b><u>Teaching of Social Science, History / Geography</u></b></p> <p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1) Appreciate the fundamentals of social science education</li> <li>2) Develop teaching competencies in History / Geography at upper primary and secondary school levels.</li> <li>3) Integrate various conventional and contemporary methods and techniques to make the teaching-learning of the subject effective and interesting.</li> <li>4) Explore varied learning resources and digital resources to enhance the learning of History/ Geography.</li> <li>5) Plan and conduct an Interview of two History teachers and find the challenges faced by them.</li> <li>6) Critically analyse a secondary school History and Political Science textbook</li> </ol>
	<p style="text-align: center;"><b><u>Teaching of Economics</u></b></p> <p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1) Appreciate the fundamentals of Economics education.</li> <li>2) Develop teaching competencies related to Economics at the secondary and higher secondary level.</li> <li>3) Integrate traditional and innovative methods, tools and techniques to make the teaching-learning of the subject effective and interesting.</li> <li>4) Explore varied learning resources and digital resources to enhance the learning of Economics subject.</li> </ol>

	<ol style="list-style-type: none"> <li>5) Plan and conduct a visit to any institution of economic importance (Bank, financial institution, market or any such place) and write a report on its functioning</li> <li>6) Prepare a lesson Plan incorporating the use of ICT for teaching any topic from Std. XI or XII and write reflections on it.</li> </ol>
	<p style="text-align: center;"><b><u>Teaching of Commerce</u></b></p> <p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1) Appreciate the fundamentals of Commerce education.</li> <li>2) Develop teaching competencies related to Commerce at higher secondary level.</li> <li>3) Integrate various methods and techniques of teaching commerce effectively in classroom instructions.</li> <li>4) Explore varied learning resources and digital resources to enhance the learning of commerce subject.</li> <li>5) Study and compare the Commerce education at higher secondary level in India with any other developed country.</li> <li>6) Plan and conduct a visit to any institution of commercial importance (Bank, industry, stock exchange, market or any such place) and write a report on its functioning.</li> </ol>
<b>Interdisciplinary Course 2: Educational Management Credits: 6</b>	<p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1) Analyse the working of school management and administration.</li> <li>2) Examine the underlying principles, approaches and models of management in relation to education.</li> <li>3) Explore the various aspects of organizational management.</li> <li>4) Elaborate the importance of effective organizational management.</li> <li>5) Examine the different leadership styles and its implementation as an administrator.</li> <li>6) Critically analyse a school time table based on the principles of time-table framing.</li> <li>7) Prepare a report on any school activity based on the five functions of Management.</li> </ol>

<b>SEMESTER-III</b>	
<b>Core Course 4: Assessment for Learning Credits: 6</b>	<p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1) Frame correct objective and learning outcome statements for designing classroom instructions and assessments.</li> <li>2) Design holistic learning experiences that encompass cognitive, affective and psychomotor domains of learning in their classroom practice.</li> <li>3) Examine the trends and issues in assessment and their implications on school based assessments.</li> <li>4) Analyse traditional and contemporary methods, tools and techniques of assessing the learning / performance outcomes of diverse learners.</li> <li>5) Interpret the assessment results using basic statistical techniques for educational purpose.</li> </ol>

	6) Design, administer and analyse the results of a Unit test. 7) Study and Compare the implementation of Continuous and Comprehensive Assessment of different school boards. 8) Perform a Comparative study of Assessment of different countries.
<b>Interdisciplinary Course 3: Language Across Curriculum Credits: 6</b>	The learner will be able to 1) Appreciate the significance of language and language diversity in Indian classrooms. 2) Analyse various language acquisition theories and their implications on classroom learning and teaching. 3) Apply language competencies in fostering reading & writing skills among school children 4) Explore the relationship of language to content based instructions. 5) Prepare a lesson plan incorporating the different types of questions 6) Elucidate the challenges faced by teachers in teaching language to children from diverse and disadvantaged sections of the society.
<b>Elective Course 2: Pedagogy of a School Subject Credits: 6</b>	Same as in Semester II
<b>SEMESTER-IV</b>	
<b>Core Course 5: Contemporary India &amp; Education Credits: 6</b>	The learner will be able to 1) Engage with studies on diversity in the Indian Society and Education in contemporary times and the changing role and competencies of teachers. 2) Relate the concerns of marginalization and diversity in education to classroom practices to achieve Universal Education Goals in the Indian context. 3) Explore the constitutional values and directive principles of state policies and National policies with regards to stratification and marginalization. 4) Critically examine the NPEs, NCFs and the recommendations of the various Education commissions in India. 5) Conduct a seminar presentation on the emerging trends of Open & Distance learning, Globalization, Liberalization, Privatization and mass media in education in relation with contemporary classroom practices. 6) Critically analyse an educational film to highlight the concerns of stratification and marginalization.
<b>Elective Course 3: Credits: 6 Special Fields (any one)</b> <ul style="list-style-type: none"> <li>● Action Research</li> <li>● Environmental Education</li> <li>● Guidance &amp;</li> </ul>	<p style="text-align: center;"><b>Guidance &amp; Counseling</b></p> The learner will be able to 1) Identify the basic concepts, processes and types of Guidance and counselling. 2) Explore the strategies and devices to employ for providing guidance to students arising in classroom and school situations. 3) Analyse the skills, approaches and intervention strategies necessary for counselling adolescents.

Counseling	<ol style="list-style-type: none"> <li>4) Develop the skills to prepare for their future role of teacher as a counsellor in promoting positive mental health.</li> <li>5) Collaborate with school professionals to resolve the adolescence issues faced by students in both personal and school life.</li> <li>6) Conduct a study of a counselling centre and write a reflective report on its scope and functions.</li> </ol>
<b>Interdisciplinary Course 4: Creating an Inclusive School</b> <b>Credits: 6</b>	<p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1) Identify the need of inclusion with regards to educational, social, economic, humanitarian, democratic and legal perspectives</li> <li>2) Examine the models of inclusion, the policies promoting inclusion, as well as the national &amp; international framework with reference to disability and inclusion.</li> <li>3) Analyse the diversities of abilities in terms of the characteristics and needs of children with special needs.</li> <li>4) Devise strategies for differentiating content, instructions and assessments in an inclusive classroom based on the recommended curricular adaptations and modifications.</li> <li>5) Prepare a scrap book highlighting different ICT technologies and assistive devices to cater to the needs of children with special needs</li> <li>6) Conduct an interview of a teacher working in a mainstream school promoting inclusion to gain insights into the role of general teachers in an inclusive classroom.</li> </ol>
<b>Ability Course 2: Reading &amp; Reflecting on Texts</b> <b>Credits: 3</b>	<p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1) Examine diverse text forms in education and their connections with socio-cultural diversity.</li> <li>2) Explore the different reading strategies, steps of reading and their practical applications.</li> <li>3) Develop reflective reading and writing skills</li> <li>4) Make connections of text with self, other text and the world.</li> <li>5) Present a critical appreciation of a book of educational significance.</li> </ol>

### AUDIT COURSE (ANY ONE)

<b>Understanding the Self</b> <b>Credits: 3</b>	<p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1) Analyse self in social, cultural and spiritual context.</li> <li>2) Explore strategies, tools and techniques for self-analysis and self-reflection.</li> <li>3) Develop positive thinking, positive self-esteem and self-confidence.</li> <li>4) Explore and implement strategies and techniques for effective conflict resolution.</li> <li>5) Appreciate the importance of compassion, spirituality and value system for self and for society.</li> </ol>
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	6) Foster an attitude of being proactive 7) Practice mindfulness to adopt a culture of peace within themselves and towards others.
<b>Drama &amp; Art in Education</b> <b>Credits: 3</b>	The learner will be able to 1) Explore various forms of drama and art in teaching learning process. 2) Appreciate local culture and global culture through drama and art. 3) Develop aesthetic sensibilities by participating in art activities (painting, craft activities, puppet making) and drama presentations. 4) Integrate drama and art in school curriculum. 5) Appreciate the role of art and drama as a medium of communication and social change 6) Visit and discover places of art and drama like art gallery, exhibitions, cultural fests

## CLOs FOR PROJECT BASED COURSES

### CO-CURRICULAR ACTIVITIES (Semester I)

The learner will be able to

1. Plan co-curricular events and develop pertinent skills like planning, communication skills, organisational skills, leadership, teamwork and interpersonal skills.
2. Analyse similarities and differences among cultures and articulate values and beliefs of different culture
3. Develop respect for diverse cultures.
4. Demonstrate creativity throughout the stages of planning to execution of the activity
5. Exhibit decision making, problem solving and conflict resolution skills while working in the team..

### COMMUNITY WORK (Semester I & IV)

The learner will be able to

1. Connect with the community and work towards being an agent of change
2. Develop sensitivity towards the diversity prevailing in society such as linguistic, religious and socio-economic diversity.
3. Volunteer for community service activities
4. Display responsibility and ownership towards the development of the community.
5. Create Collaborations to work for the betterment of the less privileged and marginalised (sections of society)
6. Sensitise their learners to create an increased sense of social responsibility
7. Organise awareness programs to educate the community on social and environmental issues
8. Sensitise learners and community about social and environmental issues
9. Implement measures to reduce and eradicate social and environmental problems



### **INTERNSHIP (Semesters II, III, IV)**

The learner will be able to

1. Learn the functioning of a school system
2. Apply conceptual knowledge to their classroom practice
3. Plan and execute innovative lessons.
4. Create innovative teaching learning resources
5. Plan, design and conduct a unit test in school and analyse and interpret the results.
6. Develop desirable teaching and professional competencies to discharge their professional duties ethically, effectively and efficiently
7. Develop interpersonal and intrapersonal competencies for effective communication, functioning and collaboration.
8. Collaborate with school teachers and peer teachers to build quality instructional competencies
9. Assist school teachers in curricular, co-curricular and extra-curricular tasks.
10. Network with industry professionals and forge professional bonds

### **LEARNING RESOURCES (Semester IV)**

The learner will be able to

1. Identify and design developmentally appropriate learning resources to support differentiated instructions based on the learning needs
2. Create economical and equitable learning resources to cater to the diverse learning styles and special needs
3. Exhibit creativity in planning and execution of designing learning resources.
4. Plan, organise and conduct a learning resource exhibition to exhibit their learning resources.
5. Incorporate varied resources in classroom practice to provide quality learning experiences and improve learner achievement
6. Source community based and shared resources to achieve the expected learning outcomes
7. Develop creative and critical thinking skills in building improvised learning resources

### **ACTION RESEARCH (Semester IV)**

The learner will be able to

1. Identify and classify classroom problems and situations related to major domains of child development such as cognitive, physical and socio emotional development.
2. Resolve classroom problems using objective and scientific procedures in their professional practices
3. Apply the cycles of action research in their classroom practice to improve current practices
4. Select appropriate approaches and methods to conduct action research
5. Design practical and effective action research plans for solving specific educational problems
6. Construct comprehensive tools for data collection
7. Analyse the data and interpret the results
8. Develop the spirit of inquiry in self as well as in their learners

## CLOs FOR VALUE ADDED COURSES

### LIFE AND TEACHINGS OF SREE NARAYANA GURU

The learner will

1. know about Sree Narayana Guru's Teachings
2. become aware of Sree Narayana Guru's contributions to the society in Kerala
3. understand the mission undertaken by the followers of Sree Narayana Guru
4. become sensitive to the Value system of the Institution which stands on the teachings of Sree Narayana Guru
5. understand the relevance of the messages of Sree Narayana Guru in today's times

### EFFECTIVE COMMUNICATION

The learner will

1. understand the concept of communication.
2. identify the different types of communication.
3. identify the barriers to effective communication.
4. implement various techniques which help to improve communication skills.

### ENGLISH LANGUAGE PROFICIENCY

The learner will

1. frame grammatically correct sentences in English language.
2. use the correct tenses in the formation of grammatically correct English sentences.
3. develop the skill of writing letters, Applications and Resumes .
4. develop the skill of self presentation.
5. deliver presentation skills like welcome address and thanksgiving address on occasions.

### TEAM BUILDING

The learner will

1. understand the concept of team building.
2. highlight the importance of team building.
3. identify the challenges/hurdles in the team building process.
4. implement various strategies of team building in their professional and personal spheres.

### COMPUTER LITERACY

The learner will

1. master the use of ICT in day to day use.
2. develop basic internet navigation skills to facilitate teaching learning process.
3. use search engines to effectively locate desired information
4. explain and elaborate on the component of information and communication technology.
5. use basic computer applications like MS WORD, MS POWERPOINT, MS EXCEL.
6. develop the skill of making effective presentations using PowerPoint.
7. utilise existing educational software to aid the teaching learning process.