



Sahayog Sevabhavi Sanstha

COLLEGE OF EDUCATION



Sahayog Educational Campus, Vishnupuri, Nanded-431606

(Approved by NCTE, New Delhi, Recognized by Govt. of Maharashtra & Affiliated to SRTMU, Nanded.)

Courses Learning Outcomes

B.ED.

BEDCC 101: Knowledge and Curriculum

1. Student Teacher understands the epistemological and social bases of education
2. Student Teacher describes the concept of educational sociology bases education
3. Student Teacher knows the dimension of curriculum and process of making Curriculum
4. Student Teacher identifies the concept and need of language
5. Student Teacher becomes acquainted with communication skills
6. Teacher describes the characteristics and importance of good Communication

BEDCC 102: School Management and Administration

1. Student teacher gets acquainted with the concept of Management
2. Student teacher understands and knowledge about infrastructure facilities as quality education
3. Student teacher becomes familiar with the areas of management
4. Student teacher gets acquainted with school administration
5. Student teacher understands the new approaches of decision making and related factors attesting it
6. Student teacher becomes aware about the function of school administration
7. Student teacher applies the functions of school administration in class room
8. Student teacher describes the role and function of school administration

BEDCC 103: Contemporary India and Education

1. Student teacher understands the contemporary nature of develop of educational System of India
2. Student teacher classifies the meaning and relation between education and philosophy
3. Student teacher understands the policy frame works for education in India
4. Student teacher analyses the contribution of various major committees and commission On education set up from time to time
5. Student teacher describes the meaning of educational sociology and agencies of Education in Indian society
6. Student teacher understands the provision of education mentioned in the Indian Constitution
7. Student teacher familiar with the marginalization in society and it's impact on Education
8. Student teacher understands the concept of globalization liberalization, privatization and it's impact on education

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BEDOC 104: Learning & Teaching


1. Student teacher understands the various methods of standing of educational psychology and use of educational psychology in learning and teaching process
2. Student teacher analyses the importance of adolescence stage and problems of adolescence stage
3. Student teacher describe the learning theories in the learning process
4. Student teacher identifies the factors affecting on learning teaching process
5. Student teacher becomes familiar with the mental process of learning such as memory and forgetting
6. Student teacher acquainted with the importance of educational psychology and teaching process
7. Student teacher applies the various types of intelligence theories in daily teaching 8. Student teacher analyses and measures the I.Q.

BEDOC 105: ENVIRONMENT EDUCATION AND DISASTER MANAGEMENT

1. Student Teacher understands the importance of Environmental Education
2. Student Teacher becomes acquainted the Environmental Pollution and its Control
3. Student Teacher describes the Knowledge about Health and Safety
4. Student Teacher acquainted with general concept of Disaster Management
5. Student Teacher understands the acts and legal aspects about Disaster Management
6. Student Teacher identifies Disaster preparations
7. Student Teacher describes the role of education in disaster Management
8. Student Teacher well preparation Rescue from Disaster
9. Student Teacher understands the relief for Disaster

BEDCC 201: Gender, School and Society

1. Student teacher gets acquainted with the critical analysis of gender
2. Student teacher describes the manner in which race, class, gender and sexuality intersect
3. Student teacher becomes aware of Women's and People's experience in culture context both
4. Student teacher understands the role of gender and sexuality in social justice movement around the world
5. Student teacher describes how theories reflect the historical and cultural context in which they emerge


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BEDOC 202: Understanding Disciplines and Subjects

1. Student teacher gets acquainted the nature and role of disciplinary knowledge in the school curriculum
2. Student teacher understands the paradigm shift in the nature of disciplines
3. Student teacher describes the nature of science and mathematics his behaviour in Disciplines
4. Student teacher gets acquainted the behaviour in disciplines
5. Student teacher understands the notion of the disciplinary doctrine
6. Student teacher becomes familiar with language as discipline
7. Student teacher understands the history & doctrine of the teaching of subject areas in school
8. Student teacher describes an understanding of social sciences as a disciplines

BEDOC 203: INCLUSIVE EDUCATION

1. Student teacher understands the concept, need and importance of inclusive education
2. Student teacher gets acquainted the educational approaches and strategies for enrichment of inclusive education
3. Student teacher analyses the curriculum adaptation and evaluation for children with diverse need
4. Student teacher understands the teacher preparation for inclusive education concept and meaning of diverse needs
5. Student teacher identifies the educational approaches and measures for meeting the diverse needs and remedial education, special education, integrated education
6. Student teacher describes the effectiveness of inclusive strategies: Enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism

BEDPSS 203-1: Method – Marathi

अध्ययन निष्पत्ती:

- CO1. विद्यार्थी शिक्षक प्रथम मराठी भाषेचे स्थान, महत्व व व्याप्ती जाणून प्रथम भाषा मराठीचा इतर विषयांशी असणारा समन्वय सांगतो.
- CO2. विद्यार्थी शिक्षक प्रथम भाषा मराठीचे ध्येये, उद्दिष्टये व मुल्ये सांगून दहा गाभा घटक जाणतो.
- CO3. विद्यार्थी शिक्षक मराठी अध्यापनात नियोजनाची आवश्यकता, महत्व व गरज समजून घेतो.
- CO4. विद्यार्थी शिक्षक मराठी अध्यापनाचे वार्षिक नियोजन, घटक नियोजन आणि पाठ नियोजन करतो.
- CO5. विद्यार्थी शिक्षक प्रथम मराठी भाषा अध्यापनासाठी पध्दती, प्रयुक्त्या व तंत्रे अवगत करतो.
- CO6. विद्यार्थी शिक्षक अध्यापनाची सुत्रे व अध्यापनाची साधने यांचा वापर सराव अध्यापनात करतो.
- CO7. विद्यार्थी शिक्षक मराठी भाषेच्या शिक्षकांची अर्हता, क्षमता आणि शिक्षकाचे गुण वैशिष्टये अंगीकारतोत्र
- CO8. विद्यार्थी शिक्षक सेवापूर्व प्रशिक्षणातून आपला व्यवसायिक विकास साधण्याचा प्रयत्न करतो.

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BEDPSS 203-2: Method – Hindi

अध्ययन निष्पत्ती:

- 1) छात्राध्यापक हिंदी भाषा-अध्ययन-अध्यापन का महत्व बताने है।
- 2) छात्राध्यापक हिंदी भाषा-विशेषताओं प्रत्यक्ष उपयोग करते है।
- 3) प्रत्यक्ष अध्यापन प्रभावशाली सफलता पूर्वक अध्यापन पध्दती से करने लगे।
- 4) छात्राध्यापक हिंदी भाषा से प्रभावपूर्ण भाषा में संवाद करने लगे।
- 5) छात्राध्यापक हिंदी भाषा नियोजन तथा पाठनियोजन करते है।
- 6) छात्राध्यापक हिंदी भाषा अध्यापन की प्रणालियाँ तथा अध्यापन के सूत्र समझ लेते है।
- 7) छात्राध्यापक हिंदी अध्यापक के गुण-रोंको को समझाते है।
- 8) छात्राध्यापक हिंदी अध्यापक के विकसित उपक्रमोंको जानते है।

BEDPSS 204-3: Method – English

1. Student teacher understands the meaning, nature, scope and importance English
2. Student teacher analyses the objectives of English and three language formula
3. Student teacher applied the various methods in drill teaching
4. Student teacher describes the tools and techniques in English teaching
5. Student teacher knows the characteristics of English Teacher
6. Student teacher becomes acquainted the different professional development program

BEDPSS 204-5: Method – Science

1. Student teacher understands the modern concept, nature and modern concept of Science
2. Student teacher analyses the objectives of Science and value in Science
3. Student teacher applied the various methods in drill teaching
4. Student teacher describes the tools and techniques in Science teaching
5. Student teacher knows the characteristics of Science Teacher
6. To enable student teacher the different professional development program

BEDPSS 204 -6: Method – Mathematics

1. Student teacher understands the modern concept, nature and modern concept of Mathematics
2. Student teacher analyses the objectives of Mathematics and value in Mathematics
3. Student teacher applied the various methods in drill teaching
4. Student teacher describes the tools and techniques in Mathematics teaching
5. Student teacher becomes acquainted with the structure of Mathematics and curriculum concept
6. Student teacher knows the characteristics of Mathematics Teacher

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BEDPSS 204-7: Method – History

1. Student teacher understands the modern concept, nature and modern concept of History
2. Student teacher analyses the objectives of History and value in History
3. Student teacher applied the various methods in drill teaching
4. Student teacher describes the tools and techniques in History teaching
5. Student teacher becomes acquainted with the structure of History and curriculum concept
6. Student teacher knows the characteristics of History Teacher

BEDPSS 204-8: Method – Geography

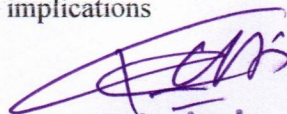
1. Student teacher understands the modern concept, nature and scope of Geography
2. Student teacher understands various planning of Geography
3. Student teacher describes the place and structure of Geography at secondary school level
4. Student teacher studied the various methods and techniques of Geography teaching
5. Student teacher adequate skills and qualities in teaching Geography
6. Student teacher knows the characteristics of Geography Teacher
7. Student teacher understands the different professional development programs

BEDPSS 204-9: Method – Commerce

1. Student teacher gets acquainted with the place & importance of commerce subject
2. Student teacher understands the various planning's of commerce subject
3. Student teacher describes the various methods, techniques and maxims of teaching
4. Student teacher identifies the characteristics of commerce teacher
5. Student teacher understands the different professional development programs

BEDCC 301: Childhood and Growing Up

1. Student teacher understands the growth and development of the learner and its importance in the teaching learning process with special reference to adolescent stage
2. Student teacher becomes aware regarding the individual differences among learners
3. Student teacher identifies the educational needs of diverse learners
4. Student teacher gets acquainted with the new (contemporary) theories of learning
5. Student teacher understands the development of personality
6. Student teacher understands Political, Social and Cultural dimensions along with their implications on childhood and growing up
7. Student teacher becomes familiar with the impact of mass communication media on childhood and growing up
8. Student teacher gets acquainted with the concept multiculturalism and identifies role of the teacher in multicultural classroom
9. Student teacher understands the Government Policies in India for the Education of Children, Women, Minority and Backward Classes
10. Student teacher understands the types of exceptional children and characteristics of exceptional children
11. Student teacher gets acquainted with different learning styles and its educational implications


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BEDCC 302: Assessment for Learning

1. Student Teacher understands the process of evaluation
2. Student Teacher developed the skill in preparing, administering and interpreting the achievement test
3. Student Teacher becomes acquainted with the use of different techniques and tools of evaluation for learning
4. Student Teacher describes the comprehend the processed assessment for Learning
5. Student Teacher Knows the Skills to compute statistical measures to assess the learning

BEDCC 303: Action Research


1. Student teacher understands the basics of action research
2. Student teacher knows the process of action research
3. Student teacher becomes acquainted the nature and scope of Action Research
4. Student teacher becomes acquainted with difference between Fundamental and Action research
5. Student teacher describes the types of Action Research
6. Student teacher understands the components of action research plan
7. Student teacher distinguished between quantitative and qualitative data analysis in action research
8. Student teacher prepared a good action research report

BEDOC 304: GUIDANCE AND COUNSELLING

1. Student teacher understands the meaning, nature and scope of guidance
2. Student teacher knows the meaning, need for group guidance
3. Student teacher appreciated the need for guidance
4. Student teacher becomes acquainted with the essential services involved in school guidance program
5. Student teacher describes the various stages involved in the process of counseling
6. Student teacher recognised the various techniques and approaches of counseling
7. Student teacher analyses the relationship between guidance and counseling
8. Student teacher understands the currier guidance and counseling centers

BEDOC 305: WOMEN EDUCATION

1. Student teacher understands the present status of Women in India
2. Student teacher becomes acquainted with status, problems and issues of Girls education in India
3. Student teacher describes the constitutional provision and scheme for Women Development
4. Student teacher knows the Role and function of NGO'S for women development
5. Student teacher identifies the concept of Women's Empowerment
6. Student teacher describes the contribution of eminent person in women's education
7. Student teacher knows the contribution of various educational thinkers in women's education
8. Student teacher studied the role of women in Globalization.


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BEDCC401: EDUCATIONAL TECHNOLOGY AND ICT

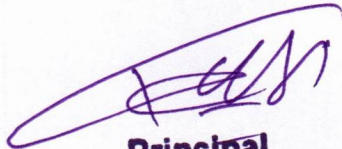
1. Student teacher understands with the various technological applications available to him/her for improving instructional practices
2. Student teacher get acquainted the meaning, nature and scope of ICT in Education
3. Student teacher gets acquainted with structure, Hardware and Software of Computer
4. Student teacher describes the changes that occur due to ICT in Education
5. Student teacher knows to select the appropriate communication facilities through Internet
6. Student teacher understands the Legal and Ethical issues related to Internet and Student safety
7. Student teacher knows the ICT supported teaching learning strategies
8. Student teacher gets acquainted with the e-learning and development of ICT

BEDOC 402: PEACE EDUCATION

1. Student teacher understands the concept and types of Peace
2. Student teacher understand the Constitutional values and their importance for social harmony
3. Student teacher understand the contribution of Mahatma Gandhi, Swami Vivekananda and The Dalai Lama in Peace Building
4. Student teacher understand the concept and areas of Peace Education
5. Student teacher understand the need for a Peace Education in present context
6. Student teacher understand the challenges of Peace in multicultural society
7. Student teacher understand and apply the values, attitudes and skills required for Peace Education
8. Student teacher understand as well as apply methodology for Peace Education
9. Student teacher acquire knowledge of programmes by UNESCO for promoting Peace Education
10. Student teacher understand and analyse the role of mass media in Peace Education

BEDOC 403: VALUE EDUCATION

1. Student teacher understands the concept, nature and different kinds of values
2. Teacher Student becomes acquainted with the need and importance of value education in secondary school curriculum
3. Student teacher identifies the classification of values under different types
4. Student teacher appreciated educational values like democratic, secular and socialist
5. Student teacher identifies the values in the Text Books of secondary schools
6. Student teacher describes the importance of Ten Core Area's
7. Student teacher appreciated the values in Indian Constitution
8. Student teacher prepared for programs to develop expected values


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BEDPSS 405-1: Method – Marathi

अध्ययन निष्पत्ती

- 1) विद्यार्थी शिक्षक प्रथम मराठी भाषा अध्यापनाचे मूल्यमापन करत घटक चाचणी, उत्तर सूची, गुणदान योजना आखतो.
- 2) विद्यार्थी शिक्षक नैदानिक व उपचारात्मक कसोट्यांचे महत्व, गरज व फायदे सांगून प्रचलित मूल्यमापन तंत्रे अंगीकारतो.
- 3) विद्यार्थी शिक्षक मराठी भाषा कौशल्यांना विकसित करणारे विविध उपक्रमांशी परिचित होतो.
- 4) विद्यार्थी शिक्षक मराठी अभ्यासानुवर्ती उपक्रम आणि भाषा प्रयोगशाळा यांची माहिती देतो.
- 5) विद्यार्थी शिक्षक प्रथम मराठी भाषा अभ्यासक्रमाची रचना विशद करतो.
- 6) विद्यार्थी शिक्षक मराठी भाषेच्या चांगल्या पाठ्यपुस्तकाचे निकष ओळखतो.
- 7) विद्यार्थी शिक्षक प्रथम भाषा मराठीतील शुध्दलेखन विषयक सुधारित नियम व उपयोग यांचे ज्ञान प्राप्त करतो.
- 8) विद्यार्थी शिक्षक मराठी भाषेतील व्याकरणाचा अभ्यास करतो.

BEDPSS 405-2: Method – Hindi

अध्ययन निष्पत्ती

- 1) छात्राध्यापक मूल्यांकन की संकल्पना, महत्व तथा उद्देश की जानकारी देते हैं।
- 2) छात्राध्यापक प्रचलित मूल्यांकन के तंत्रोंसे परिचय देते हैं।
- 3) छात्राध्यापक द्वितीय भाषा हिंदी का भाषा विकास करने के लिए विभिन्न गतिविधियाँ बताते हैं।
- 4) छात्राध्यापक पाठ्यक्रमानुवर्ती उपक्रमोंके प्रकार अवगत करते हैं।
- 5) छात्राध्यापक आशययुक्त अध्यापन संकल्पना, स्वरूप और महत्व समझते हैं।
- 6) छात्राध्यापक हिंदी के पाठ्यपुस्तक का परीक्षण तथा विश्लेषण की जानकारी देते हैं।
- 7) छात्राध्यापक हिंदी वर्णमाला तथा भाषा कौशल्य, श्रवण, भाषण, वाचन, लेखन का परिचय देते हैं।
- 8) छात्राध्यापक देवनागरी छिपी तथा विशेषताएँ, मुहाँवरे तथा कहावते बताते हैं।

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BEDPSS 404-3: Method – English

1. Student teacher understands the evaluation tools, tests and remedial teaching
2. Student teacher becomes acquainted with the extra- curricular and co-curricular activities
3. Student teacher describes the methods and techniques in English teaching
4. Student teacher gets acquainted the structure, syllabus and curriculum of English
5. Student teacher analyses the internal and external criteria of a good text book of English
6. Student teacher describes the content analysis of English subject

BEDPSS 404-5: Method – Science

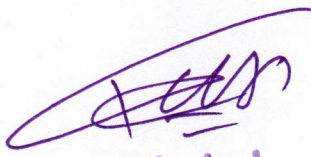
1. Student teacher understands the evaluation tools, tests and remedial teaching
2. Student teacher becomes acquainted with the extra- curricular and curricular activities
3. Student teacher describes the methods and techniques in Science teaching
4. Student teacher gets acquainted the structure, syllabus and curriculum of Science
5. Student teacher analyses the internal and external criteria of a good text book of Science
6. Student teacher describes the content analysis of Science subject.

BEDPSS 404-6: Method – Mathematics

1. Student teacher understands the evaluation tools, tests and remedial teaching
2. Student teacher becomes acquainted with the extra- curricular and curricular activities
3. Student teacher describes the methods and techniques in Mathematics teaching
4. Student teacher gets acquainted the structure, syllabus and curriculum of Mathematics
5. Student teacher analyses the internal and external criteria of a good text book of Mathematics
6. Student teacher describes the content analysis of Mathematics subject.

BEDPSS 404-7: Method – History

1. Student teacher understands the evaluation tools, tests and remedial teaching
2. Student teacher becomes acquainted with the extra- curricular and co-curricular activities
3. Student teacher describes the methods and techniques in History teaching
4. Student teacher gets acquainted the structure, syllabus and curriculum of History
5. Student teacher analyses the internal and external criteria of a good text book
6. Student teacher describes the content analysis of History subject.


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BEDPSS 404-8: Method – Geography

1. Student teacher understands the evaluation tools, tests and remedial teaching
2. Student teacher becomes acquainted with the extra- curricular and curricular activities
3. Student teacher describes the methods and techniques in geography teaching
4. Student teacher gets acquainted the structure, syllabus and curriculum of Geography
5. Student teacher analyses the internal and external criteria of a good text book.
6. Student teacher describes the content analysis of Geography subject.

BEDPSS 404-9: Method – Commerce

1. Student teacher understands the evaluation tools, tests and remedial teaching
2. Student teacher becomes acquainted with extra-curricular activities
3. Student teacher identifies the nature of content cum methodology
4. Student teacher understands the structure commerce subject
5. Student teacher gets acquainted with the content of commerce
6. Student teacher describes the types of capital, bank loans and principles of managements

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B.ED.

The General Objectives of B.Ed. Course

To enable the student teacher-

1. To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
2. To be a competent, committed teaching professionals for achieving excellence in education.
3. To integrate Subject Knowledge with Pedagogical, Contextual, Technological Knowledge, Teaching skills, Interdisciplinary Knowledge, educational media and curricular frame for successful transaction of curriculum content that encourages students learning.
4. To promote social change, social cohesion, international understanding and protection of human rights and rights of the child.
5. To use competencies and skills needed for becoming an effective teacher.
6. To be sensitive student teacher about emerging issues such as environment, Population, gender equality, legal literacy, Yoga & Health Education etc.
7. To enhance professional capacities like reading and reflecting on texts, understanding of self, understanding the use of drama and art in education, etc.
8. To encourage innovation, research and extension activities in educational field.
9. To enhance knowledge, attitude, Skills & competencies of Educational Management, Administration, Evaluation etc.


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Sahayog Educational Campus, Vishnupuri, Nanded-431606

(Approved by NCTE, New Delhi, Recognized by Govt. of Maharashtra & Affiliated to SRTMU, Nanded.)

PROGRAM OUTCOMES (POs)::

Student teacher completed successfully course the final course outcomes are -

PO1: Promotion of National Values and Goals: Student teacher shall be capable to promote national values and goals mentioned in the constitution of India through teaching and other professional work.

PO2: Integration of Knowledge and Pedagogy: Student teacher shall be competent to integrate knowledge of subjects with pedagogical, technological knowledge and different social-cultural context.

PO3: Curricular Analysis and Enrichment: Student teacher shall be able to analyze the curricula, identifying the gaps and enrich the curricula with plural sources of knowledge, media forms, filed activities, study groups, teaching tools and skills for successful transaction of curriculum.

PO4: Understanding of Context and Problem Solving: Student teacher shall understand personal and societal context of the learner, Psycho-Social-Cultural-Economic development processes, historical background and developments in education to cope with complex educational problems at various levels.

PO5: Educational Evaluation, Management, Guidance and Counseling Services: Student teacher shall apply the knowledge of various disciplines allied to education, organizational skills for various educational services, administrative activities, evaluation, guidance & counseling services and co-curricular activities.


PO6: Sensitivity for Emerging Issues: Student teacher will be sensitive towards issues related to population, environment, gender equality, different literacy, Yoga & Health Education etc.

PO7: Learner Centered Educational Practices: Student teacher shall apply knowledge of Educational Psychology, Pedagogy, Philosophical Perspectives and Technology to perform, innovate and evaluate learner centered educational practices.

PO8: Knowledge Creation, Research and Innovation: Student teacher shall involve himself/herself in knowledge updatment, knowledge creation, action research and innovative practices in teaching and activities related to students, parents, community, educational groups and Government Organizations.

PO9: Professional Communication Skills: Student Teacher shall perform Professional Communication Skills Reading and Writing in educational magazines, journals and other forms of publication.

PO10: Collaborative, Culture Responsive and Creative Work Capacities: Student Teacher shall perform Professional Communication Skills Reading and Writing in educational magazines, journals and other forms of publication.


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M.ED.

The General Objectives of M.Ed.(Master of Education) Program:

1. To enable to promote goals of education in response to our constitutional values and national policies in the capacity of Teacher Educator.
2. To enable to understand, analyze, evaluate, and criticize changes in education, Philosophical-Social- Economic-Cultural-Psychological concern of Education.
3. To prepare professional personnel required for staffing of the Colleges of Education.
4. To prepare administrators and supervisors for schools and for positions of responsibilities in the Education Department at Institutions engaged in Educational
5. Research and Educational planning.
6. To prepare personnel for various educational services.
7. To enable to conduct research in different fields of education.
8. Advancement of specialized knowledge and understanding about the philosophical , sociological, Psychological, Historical, Political and Economic perspectives of education
9. To develop ability to understand human behavior and personality, and capability to apply this knowledge and understanding to guide the learners to learn efficiently and effectively
10. To develop Worldwide perspective about educational theories and practices to enable the learners to visualize the inter-linkages different educational systems and educational phenomena
11. To enhance knowledge of ICTs and their application for empowerment of educational practices and research.
12. To enhance knowledge and understanding of Educational Management, Administration, Financing and built up capabilities and skills to effectively work in educational institutions
13. To develop research aptitude and skills to advance knowledge in the field of Education
14. To enhance awareness and understanding of emerging areas of education and human development like special needs of education, curriculum development, environmental education, vocational education, teacher education, elementary education, measurement and evaluation, value education and human responsibility so as to develop ability to deal with modern educational practices and issues related to education.


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PROGRAM OUTCOMES (POs)::

Program Outcomes (PO) of the M.Ed. degree program of the S.R. T. M. University are given below.

PO1. Professional Capacity Building: Apply the knowledge of Philosophy, Sociology, Psychology Management, and ICT to set the context of teaching profession and advances the capacities in teaching, research and extension work in the field of education in general and Teacher Education Institutes in particular.

PO2. Academic Integrity and Professional Ethics: Demonstrate academic integrity and professional ethics by keeping self abiding to rules, regulations, values and high standards in teaching, research, administration at diversified educational setting and Teacher Education Institutes.

PO3. Resilience and cope up with Complex issues: Demonstrate spirit of work in diversified situations and apply knowledge & skills to cope up educational issues in complex situations with appropriate consideration for the rules, norms and the Social, cultural, and environmental context.

PO4. Academic Administration and Management Capacities: Apply the knowledge of Educational administration & management and other allied subjects like Philosophy, Sociology, Psychology etc. in academic planning, organization, evaluation, decision making, resource management according to predetermined goals, norms and standards.

PO5. Continuous Academic Development: Identify own educational needs and requirements, keep academic development and learning in an independent way in the context of change in different aspects of education and teacher education.


PO6. Commitment towards Society and National Goals: Recognize areas of commitment, accountability, constitutional values, and national goals and perform accordingly.

PO7. Sensitivity for Emerging Issues: Apply the knowledge & skills to deal with Issues related to population, environment, gender equality, different literacy, Yoga & Health Education etc. and respond to emerging issues by applying critical, constructive and creative thought process.

PO8. Research and Knowledge Creation: Involve in knowledge dissemination, knowledge creation, research and innovative educational practices related to different stakeholders of education.

PO9. Independent and Team Work Capacities: Perform Function effectively either in the role of member or leader in diversified educational settings and Institutions of Teacher Education.

PO10: Professional Communication Skills: Use diversified tools & technologies of communications and communication Skills to serve the professional purpose and standards expected from classroom to broader zone of educational activities.


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