

Vision

Our Vision is to scaffold students into becoming responsible teachers, dedicated to the holistic development of their pupils through Selfless Service to the Community

We envisage our graduates to

- Imbibe right attitudes, values, ideals and ideologies.
- Achieve academic excellence through hard work, critical thinking and effective decision making.
- Facilitate learning among their pupils through appropriate skills and methodologies.
- Exercise responsible leadership in the total formation of their pupils.
- Render selfless service to the community.

Mission

Our Mission is to chisel our students into

- Intellectually competent and Emotionally Enhanced
- Socially Sensitive
- Morally upright
- Spiritually oriented
- Loyal teacher-citizens of INDIA.

Programme Educational Objectives (PEO)

Our graduates would transform into:

1. Competent and committed academicians, curriculum developers, educational administrator, educational techno designers and edupreneurs integrating self-managed learning techniques through professional networking and research activities.
2. Empowered team leaders, culturally responsive, ethically conscious, reflective women teachers with social and human sensibility meeting local, national and global standards in pursuit of holistic development of their pupils.
3. Facilitators with professional attitudes with a deep sense of consideration for the society, teacher ethics, life-long learning; simultaneously re-conceptualising citizenship education in terms of human rights and approaches of critical pedagogy.

Programme Learning Outcomes (PLO)

The student teacher will develop:

1. **Disciplinary Knowledge:** Acquire professional, technical knowledge and understanding, knowledge from a range of disciplines. Constructing and connecting knowledge, ideas and experiences and relating it to daily life.
2. **Communication skills:** Demonstrate communication skills required to articulate thoughts and ideas effectively to present information and explanations in a well-structured and logical manner;
3. **Critical Thinking, Reflective thinking and Problem-Solving skills:** Ability to employ critical thinking and efficient problem-solving skills through development of new strategies, making judgements of the relevance and quality of information assessing assumptions and considering alternative perspectives and solutions, reflecting with critical sensibility to lived experiences with self-awareness and reflexivity to emerge as reflective practitioners.
4. **Sense of Inquiry with Scientific reasoning:** Skill of asking relevant/appropriate questions relating to the issues and problems in the field of education and emerging problems in the society. Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective through experiential and project-based learning.
5. **Research-related skills:** Infusing scientific attitude to initiate research aptitude by engaging in active research. A sense of inquiry, problematising, synthesizing, articulating and drawing conclusions.
6. **Leadership & Team Work:** Capable of leading and working effectively and respectfully with diverse teams, emphasising on the relationship between theoretical and practical aspects of leadership and administrative responsibilities in the interest of a common cause. Identifying and mobilizing appropriate resources required for organizing effective curricular and co – curricular programmes in a dynamic and evolving environment.
7. **Digitally Literate:** Competent in integrating current technological innovations into instructional strategies, assessment, portfolio development and data analysis.
8. **Ethical Awareness and Reasoning:** Maintains ethical standards; effective decision making and displays integrity. Ethically committed towards the teaching profession adhering to the human values in Indian and global cultural context.
9. **Lifelong Learning with a Pursuit for Excellence:** Capable of self-paced and self-directed learning aimed at personal development. To have a positive attitude toward one's own potentials to nurture identity development with humane dispositions.
10. **Sense of Justice and Equity with respect for diversity:** Ability to empathise with other's views and needs as well as respect for cultural diversity in and outside the classroom. Recognizing social and environmental justice and acting justly with a sense of fairness in all the life situations imbibing social resilience.

Programme Specific Outcome (PSO): B.Ed

1. **Skill development:** Engage in Reading and reflecting on texts, Drama and Art in Education, Critical understanding of ICT and Understanding the self-adapting to changing scenario and apply new domains of knowledge meeting local and global demands.
2. **Pedagogical Skills:** Peer teaching, innovative teaching and practice teaching in Schools at different levels and boards, inculcating the real experiences of classroom teaching and online teaching
3. **Portfolio creation:** Document artifacts and reflections on achieved dispositions for holistic development in scholastic and co-scholastic domains in the form of a portfolio.

Course Outcome Semester I

Course Code	Title of the Paper	Course outcome After completing the course, the student teacher will be competent in:
EDN101	Understanding Childhood, Adolescence and Learning Process	<ol style="list-style-type: none">1. applying psychological theories and practices to teaching learning process with respect to Indian context.2. integrating ideas and experiences for holistic understanding of the learner with a humanistic approach.3. designing tools to collect data and plan interventions for case study4. exploring the dimensions of growth and development of the learner5. analyzing learning theories based on the understanding of cognitive abilities6. selecting suitable learning experiences to be applied in teaching learning process.
EDN102	Knowledge and Curriculum Part I	<ol style="list-style-type: none">1. integrating ideas, experiences and basics of knowledge, information and skills and applying them in educational process.2. applying the process of constructing knowledge from the perspective of different schools of philosophy in the teaching learning3. comparing the philosophical reflections and educational thoughts of great educational thinkers.4. appreciating the contributions of education to social process in cultural context5. exploring the role of education in the development of Nationalism and secularism6. designing different child- centered method to interact and facilitate socio emotional learning.

EDN103	Language Across the Curriculum	<ol style="list-style-type: none"> 1. critically analysing the existing barriers in developing language proficiency and formulating improvements to these impediments. 2. applying multi-language system and its significance on acquiring language skills and proficiency. 3. exploring the existing approaches to language learning being implemented at all levels 4. designing instructional plans, classroom material and LSRW activities to create a link between language learning and subject knowledge transaction. 5. engaging in peer teaching to demonstrate their ability to implement the LAC Approach 6. evolving an aptitude to foster interest among students for vocabulary building and language learning.
EDN104	Understanding Disciplines and subjects	<ol style="list-style-type: none"> 1. analysing the evolution of disciplines and subjects. 2. adopting interdisciplinary approach to pedagogical domains in teaching learning process 3. developing aesthetic basis of disciplinary knowledge and applying different strategies. 4. critically evaluating the paradigm shift from discipline centred to learner centred curriculum.
EDN105	Pedagogy of School Subjects-MI	<p>Mathematics (a)</p> <ol style="list-style-type: none"> 1. applying the basic principles of teaching to concept of mathematics understanding its nature and scope. 2. analysing the pedagogical content knowledge with an interdisciplinary approach relating to technology, society and environment 3. exploring the structure of mathematics for effective delivery of content identifying the aims and objectives. 4. integrating the values hidden in mathematical concepts during teaching learning process 5. formulating academic standards and learning outcomes to create appropriate learning experiences and develop mathematical language 6. designing the activities and instructional plans for the concepts of mathematics at primary level
		<p>Biological Science (b)</p> <ol style="list-style-type: none"> 1. analyzing the nature and structure of biological Sciences for identifying the aims, objectives and values of teaching and learning. 2. integrating knowledge drawn from various disciplines relating science to technology, society and environment to develop scientific literacy. 3. generating ideas to develop scientific attitudes

		<p>and scientific temper among learners</p> <ol style="list-style-type: none"> examining the pedagogical aspects of biological science to develop competencies for organizing various instructional and student support activities designing instructional plans with well-defined academic standards and learning outcomes developing suitable learning experiences by integrating ICT at primary level for effective teaching-learning process.
		<p>Social Sciences (c)</p> <ol style="list-style-type: none"> analyzing meaning, nature of social sciences comparing it to natural sciences integrating knowledge drawn from various branches of social sciences identifying its aims and objectives of teaching at school level. developing scientific temper, historical thinking and values among learners through teaching social sciences critically evaluating role of social sciences in solving the current social problems and contemporary issues designing instructional plans with well-defined academic standards and learning outcomes for primary level teaching analyzing social sciences from pedagogical perspective and representing it using ICT.
EDN106	Pedagogy of School Subjects-MII	<p>English (a)</p> <ol style="list-style-type: none"> analysing the diversified roles that language teaching plays in one's life. critically evaluating the myths of second language and mother tongue to understand the misconceptions of language learning and language acquisition. Applying the acquisition of language skills to the different levels of educational taxonomy cross sectionally. evaluating and appreciating the elements of prose, poetry and non-detail for conceptual clarity designing a lesson plan for primary level grammatical content after analysing its elements creating varied sentence patterns by using the parts of speech with technological intervention in day-to-day communication
		<p>Telugu (b)</p> <ol style="list-style-type: none"> applying the principles of learning language and mother tongue to real life situations effectively comparing the international, national and regional languages and applying contextually

		<ol style="list-style-type: none"> 3. developing keen interest in language and literature and enumerating aesthetics in teaching Telugu 4. illustrating the socio-cultural aspects of Telugu language through literary work of ancient and modern poets 5. formulating academic standards and learning outcomes to achieve objective of language learning. 6. designing instructions at primary level supported with ICT applications.
		<p>Physical Sciences (c)</p> <ol style="list-style-type: none"> 1. analysing pedagogical theories based on the understanding of philosophical and epistemological aspects of Physical Sciences. 2. integrating ideas, experiences and basics of pedagogy, pedagogical skills and applying in the educational process to achieve well-defined learning outcomes. 3. incorporating scientific attitude and values in teaching of Physical Sciences with an interdisciplinary approach. 4. selecting suitable learning theories and psychological principles to teaching concepts in physical sciences. 5. designing instructional plans, classroom material and activities at primary level with philosophical and psychological basis. 6. engaging with lesson research and internship connecting different aspects of children's science learning with respect to concept.
EDN107 EPC-1	Reading and Reflecting on Texts Communicative English Project	<ol style="list-style-type: none"> 1. acquiring knowledge and applying various reference and study skills on reading material. 2. critically analysing variety of texts and engaging themselves with the readings interactively to develop meta-cognitive awareness 3. developing critiquing skills, valuing diverse opinions, beliefs and ideas based on various models of reflection 4. writing clear and concise reflective journal reports and evolving as a reflective practitioner.
EDN108	School Internship (Phase-1)	<ol style="list-style-type: none"> 1. critically analysing observations of teaching sessions at primary level 2. designing instructions and planning based on theories of learning integrating academic knowledge to effectively engage primary students. 3. communicating and presenting using information and communication technology to create a conducive learning environment. 4. planning and implementing the assessment framework in alignment with learning indicators, content, and instructional design.

Semester II		Course outcome
		After completing the course, the student teachers will be competent in
EDN 201	Learning & Teaching/ Classroom Dynamics	<ol style="list-style-type: none"> 1. analyzing advanced psychological constructs in learning. 2. integrating ideas, experiences for modern dynamics of learning 3. planning interventions for the problems faced in classroom dynamics 4. designing tools and techniques to collect information related to individual differences and learning styles 5. applying principles of group dynamics to classroom management. 6. selecting suitable strategies based on learning styles considering individual differences.
EDN 202	Knowledge and Curriculum	<ol style="list-style-type: none"> 1. critically analysing the determinants and types of curriculum designing. 2. exploring the different curriculum frame work with respect to NCF, NCFTE, SCF. 3. organizing learning resources and experiences in the process of curriculum development. 4. reflecting on the role of teacher in the curriculum transaction. 5. selecting effective evaluation criteria for curriculum construction. 6. critically evaluating textbooks and instructional material.
EDN 203	Assessment for Learning	<ol style="list-style-type: none"> 1.integrating quantitative and qualitative tools of assessment and strategies in a constructivist learning paradigm 2. statistically analyzing and interpreting the data. 3.designing consolidated learner profiles and analysing procedures of monitoring and reporting the progress of the learners. 4. developing critical and reflective skills through peer and self-assessment strategies. 5. critically analysing the emerging perspectives and current educational assessment and evaluation practices. 6.constructing rubrics and evolving comprehensive and dynamic assessment procedures keeping in view the diverse backgrounds of learner.
EDN	Pedagogy of	Mathematics (a)

204	School Subjects- M1	<ol style="list-style-type: none"> 1. applying suitable approaches to teaching and learning mathematical concepts 2. exploring the community resources to support the process of learning mathematics 3. selecting appropriate instructional materials foreffective transaction of mathematical concepts. 4. critically evaluating the different strategies and models of teaching mathematics. 5. designing teaching learning material and e-resources to facilitate learning mathematics atelementary and secondary level. 6. designing different kinds of instructional plans considering elements of mathematics teaching.
		<p>Biological Sciences (b)</p> <ol style="list-style-type: none"> 1. analysing traditional and contemporary approaches and strategies of learning biological sciences. 2. critically evaluating models of teaching and apply them for effective classroom transaction 3. planning, organizing and practicing of peer teaching skills and integrating them into teaching learning process. 4. designing instructional learning process integrating ICT considering elements of lesson planning/ period planning 5. selectingcommunity resources from immediate environment, and organizing laboratory experiences for effecting teaching. 6. developing teaching-learning materials and integrating ICT to support learning of Biological Sciences.
		<p>Social Sciences (C)</p> <ol style="list-style-type: none"> 1. applying the different methods of teaching Social Sciences in teaching learning process. 2. critically evaluating different approaches and models of teaching and apply them for effective transaction 3. planning, organizing and practicing of peer teaching skills for achieving performance standards 4. designing different types of instructional plans, considering elements of social science. 5. selecting local community resources and utilizing to maximise conceptual understanding. 6. developing teaching learning materials with e-resources utilizing laboratory and library resources for effective teaching and learning.
EDN 205	Pedagogy of School Subjects- MII	<p>English (a)</p> <ol style="list-style-type: none"> 1. selecting an appropriate approach, method and strategy

		<p>while teaching in relation to the content taught.</p> <ol style="list-style-type: none"> valuing and integrating the teaching skills into the teaching process designing prescribed instructional plans to be transacted at the elementary level examining and distinguishing the elements of grammar prescribed in the syllabus for its classroom usage. justifying the usage of teaching learning scaffolding material in a language classroom designing multimedia presentations to make teaching more interesting and captivating.
		<p>Telugu (b)</p> <ol style="list-style-type: none"> applying language skills and their developmental activities for efficient usage. designing instructional plans and material for peer teaching sessions selecting different teaching learning aids including ICT based resources. appraising various literary processes and applying it to enrich teaching learning experiences mastering the subject content of school Telugu syllabus at elementary levels designing lessons based on innovative models of teaching Telugu and modifying according to learner requirements.
		<p>Physical Sciences (c)</p> <ol style="list-style-type: none"> critically analysing the different approaches and strategies to teach Physical Sciences in modern context designing teaching based on models of teaching to create an effective learning environment developing instructional plan and materials for peer teaching and transact using local elements at elementary and secondary level designing instructional learning process formulating meaningful enquiry episodes, problem-solving situations, projects-based learning in transacting science concepts. planning and designing material for differentiated instruction for Inclusive Science classrooms critically analysing and developing learning and ICT based resources and selecting the apt resources to teach concepts in physical sciences.
EDN 206	Drama and Art in Education	<ol style="list-style-type: none"> acquiring cognizance of Indian art, artists and craft traditions, Indian festivals to design a sensitivity pyramid.

		<ol style="list-style-type: none"> 2. reflecting and critically evaluating the practical aspects of performing arts assimilating the philosophy of aesthetics and expression through different art forms. 3. designing technology integrated innovative materials to teach school subject facilitating higher order thinking. 4. implementing art integrated classroom practice to develop meta cognitive abilities and promote value - based education.
EDN 207	Critical Understanding of ICT	<ol style="list-style-type: none"> 1. analysing the need for integrating ICT in the day-to-day teaching learning process 2. designing innovative teaching learning material using MS office applications and multimedia. 3. critically evaluating the different MOOCs platform available and understanding the basic principles of designing 4. creating basic e-content on a google classroom LMS platform including e-assessments and uploading you tube videos
EDN 208	School Internship	<ol style="list-style-type: none"> 1. Critically analysing observations of peer teaching sessions and master teachers at middle school. 2. Designing instruction and planning based on model and theories of learning integrating academic knowledge effectively at middle and secondary level. 3. Communicating and performing using information and communication technology to create a conducive learning environment. 4. Planning and implementing the assessment framework to match learning outcome, content, and instructional design to efficiently engage students.
Semester III		Course outcome After completing the course, the student teachers will be competent in
EDN 301	Creating an Inclusive School	<ol style="list-style-type: none"> 1. implementing the recommendations of international and national policies for inclusive education. 2. selecting suitable learning environment based on psychological principles to be applied in inclusive classroom 3. designing tools and techniques to collect data for case studies of differently abled children. 4. analyzing the common behavioural problems observed in the classroom and suggesting ways to address them 5. planning intervention and remedial programmes for the learning disabled 6. developing positive attitude among students, teachers, parents and community towards inclusive education.
EDN 302	Pedagogy of School	Mathematics (a) <ol style="list-style-type: none"> 1. analysing the existing mathematical curriculum based

	Subjects M-I	<p>on national and state curriculum framework.</p> <ol style="list-style-type: none"> critically analysing the mathematics textbooks from SSC, CBSE & ICSE assessing students' progress in learning mathematics using various tools and techniques of evaluation planning a remediation programme based on error analysis. imbibing the competencies of good mathematics teacher and appreciating their role as a researcher. designing innovative lesson plans based on models of teaching by integrating ICT.
		<p>Biological Sciences (b)</p> <ol style="list-style-type: none"> analyzing dimensions of biological science curriculum and syllabus based on the recommendations of national and state curriculum framework. critically analysing the evolution of approaches to curriculum development and its basis of designing biological science textbook assessing students' progress by focusing on Learning indicators in biological sciences evolving and employing assessment tools by using different assessment strategies and techniques developing various competencies and elaborating the role of reflective practices for professional development of biological science teachers designing and integrating innovations in pedagogy for professional development
		<p>Social Sciences (C)</p> <ol style="list-style-type: none"> analyzing Social Science curriculum and syllabus with a focus on recommendations of national and state curriculum framework critically evaluating the evolution of approaches to curriculum development and its implications to designing social science textbook evolving assessment tools by using different assessment strategies and techniques assessing students' progress by focusing on Learning indicators in social sciences developing various competencies by focusing on reflective practices for professional development designing and practicing innovative lesson plans for teaching social sciences
EDN 303	Pedagogy of School Subjects M-II	<p>English (a)</p> <ol style="list-style-type: none"> deducing the structural importance of each of the curriculum models in terms of opinions and judgements developing instructional plans using multimedia presentations to enhance grammar and language skills

		<p>among learners.</p> <ol style="list-style-type: none"> distinguishing and interpreting the steps of various instructional plans for maximizing extrapolation. recommending various discourses prescribed as classroom activities to augment the four skills of English language designing a question paper based on prescribed academic standards and identifying the learning gaps to plan action research. comparing and contrasting the different proficiency tests in English
		<p>Telugu (b)</p> <ol style="list-style-type: none"> designing year plan, unit plan, period plan according to the curriculum and get mastery over it devising different tools and techniques to assess classroom evaluations. planning and implementing innovative strategies and models in teaching Telugu structuring question paper and analysing scholastic achievement test. developing professional skills and integrating it with literary skills through mastery over high school content diagnosing learning gaps and planning remedial action through action research
		<p>Physical Sciences (C)</p> <ol style="list-style-type: none"> critically analysing the existing physicalscience curriculum to emerge as curriculum developers designing assessment framework in alignment with performance-based indicators applying the modern theories such as cognitive acceleration theory, cognitive load theory, information processing theory and conceptual change theory to teaching of physical science developing and practicing innovative teaching methods in classroom transaction devising, implementing and documenting an action research with a problem related to learning of physical sciences formulating a road map for professional development to evolve as a reflective practitioner
EDN 304 EPC-4	Understanding the Self	<ol style="list-style-type: none"> applying self-assessment strategies, exercising sound judgment and critical thinking of one's own self. evaluating and developing social relational sensitivity at personal and professional front inculcating emotional intelligence integrating skills and dispositions to facilitate a holistic

		<p>and integrated understanding of one's own self.</p> <ol style="list-style-type: none"> reflecting on educational practices, one's experiences, aspirations and efforts towards becoming a humane teacher establishing self-identity
EDN 305	Innovative Teaching	<ol style="list-style-type: none"> designing instructions based on models of teaching. implementing the plans based on different type of lessons such as CAM, inquiry based, value based, multiple intelligence theory and ICT based developing teaching learning material and assessment rubrics for different types of designed plans communicating and performing with confidence and attitude to improve and innovate.
EDN 306	Scholastic Achievement Record	<ol style="list-style-type: none"> designing a question paper with scientific basis analysing the results statistically and interpreting the same reflecting on the interpretations and diagnosing the learning gaps. planning a remedial action to mitigate the learning gaps.
EDN 307	School Internship - III	<ol style="list-style-type: none"> designing instruction and planning, based on model and theories of learning integrating academic knowledge effectively. communicating and performing using information and communication technology to create a conducive learning environment. planning and implementing the assessment framework to match learning outcome, content, and instructional design to efficiently engage students. diagnosing learning difficulties among students planning an action research planning and implementing remedial programme for minimizing learning gaps conducting curricular and co- curricular activities in the school.
Semester IV		<p>Course outcome After completing the course, the student teachers will be competent in</p>
EDN 401	Gender, School and Society	<ol style="list-style-type: none"> critically analysing key concepts arising within gender perspectives promoting gender inequality. contextualizing gender from diversified perspectives within the Indian context. designing interventions to address sexual harassment in formal, informal institutions and social platforms. engaging in classroom discourse on matters related to gender issues. evolving of self through mitigating gender stigmatization and socialization process. evaluating the impact of national policies, programmes and schemes for promotion of gender equality and

		empowerment.
EDN 402	Contemporary India and Education	<ol style="list-style-type: none"> 1. examining contemporary Indian social issues and their impact on education. 2. evaluating educational provisions in the Indian constitution and their implications. 3. analyzing dynamics and evolution of Indian education system 4. discussing contemporary educational problems and issues and suggesting comprehensive solutions. 5. appraising contemporary educational policies and programmes in India 6. reflecting on role of teachers in implementing government policies and programmes
EDN 403	Elective Courses	<p>Disaster Management</p> <ol style="list-style-type: none"> 1. analysing the different types and consequences of disasters. 2. documenting a case study on a specific disaster based on the understanding of disaster cycle. 3. integrating government initiatives and policies related to disaster management in teaching learning process. 4. critically examining the role of education and various organisations in disaster management 5. exploring all possible disaster response mechanisms. 6. designing a psychological intervention with empathy for students in an arbitrary situation. <p>Entrepreneurship Training</p> <ol style="list-style-type: none"> 1. analysing the role of teacher as an entrepreneur. 2. evaluating and selecting the suitable skills for entrepreneurship training 3. developing the skill to initiate their own enterprise 4. integrating ideas, experiences for establishing their own institutes for financial gains 5. assessing the needs of the local community and formulating solutions for the same. 6. designing various programmes and strategies to run an educational enterprise successfully. <p>Environmental Education: Issues and Concerns</p> <ol style="list-style-type: none"> 1. analysing the concepts related to environment education and understand its impact on climatic changes 2. appreciating the role of environmental education in promoting clean and green schools. 3. applying suitable control measures to avoid health risks of various food, water and vector borne diseases in the community

		<ol style="list-style-type: none"> 4. generating ideas to describe the different ways to understand environmental issues and their sustenance 5. examining human interference on biotic and abiotic ecosystem 6. applying the suitable support activities and learning experiences by integrating ICT for conservation of natural resources <p>Professional Development and Teacher Ethics</p> <ol style="list-style-type: none"> 1. apply teacher ethics to professional development. 2. analysing concepts of moral, morality and moral dilemma in context of teaching 3. critically evaluating pro-social behaviour with a focus on social and individual ethics 4. reflecting on teaching profession with a sense of responsibility and accountability. 5. integrating 21st Century Skills with code of ethics through Continuous Professional Development. 6. promoting ethical culture through ethical leadership, governance and social responsibility <p>Yoga Education</p> <ol style="list-style-type: none"> 1. analysing the different systems of yoga and its benefits 2. evaluating practices of yoga for an integrated personality 3. appreciating the therapeutic value of yoga for stress management. 4. designing a module to integrate yoga into school curriculum 5. practicing yoga regularly for physical and mental health 6. reviewing contributions of yoga for self – development to achieve human excellence <p>Fundamental Bases of Gandhian Philosophy</p> <ol style="list-style-type: none"> 1. reflecting on different phases of Gandhiji's life experiences and imbibing his ideals 2. appreciate Gandhiji as theorist, philosopher and practitioner 3. promoting Gandhian values of truth, non-violence, tolerance, freedom and equality among learners 4. analysing the relevance of Gandhiji's principles to political thought, society, economy, secularism, education, non-violence and swaraj in contemporary India
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		<ol style="list-style-type: none"> 5. integrating Gandhian thoughts of sustainable development in curricular and co-curricular activities. 6. exploring women entrepreneurship platforms (WEP) for women empowerment
EDN 404	School Internship (Phase-IV)	<ol style="list-style-type: none"> 1. designing instruction and planning based on model and theories of learning integrating academic knowledge effectively. 2. communicating and performing using information and communication technology to create a conducive learning environment. 3. planning and implementing the assessment framework to match learning outcome, content, and instructional design to efficiently engage students. 4. diagnosing learning difficulties and planning remedial programme for minimizing learning gaps 5. conducting curricular and co- curricular activities in the school 6. developing a positive attitude and passion for teaching profession
EDN 405	Portfolio/ Reflective journal/ Feedback	<ol style="list-style-type: none"> 1. reflecting on all the curricular aspects to identify the achieved dispositions 2. documenting the professional development to transform into reflective practitioners 3. designing the different aspects of curriculum and artifacts on digital platform 4. Planning a futuristic perspective with a road map 5. reflecting on the learning related to internship and teaching experiences 6. assessing self and institution in respond to feedback

Certificate Courses

Course code	Course Title	Course outcome After completing the course, the student teachers will be competent in
CC-1 (A)	Conversational English Level I	<ol style="list-style-type: none"> 1. Integrating accurate pronunciation in speech through an in-depth analysis of sounds in phonetics. 2. applying the syntax of grammar in English to communicate effectively 3. attaining fluency through regular practice and speaking skills through efficient usage of vocabulary. 4. engaging in classroom discourse to develop skills in interactive communication so that deficiencies in

		<p>spoken English are eliminated.</p> <ol style="list-style-type: none"> designing pertinent dialogue for effective consolidation of education-based learning experiences. evaluating conversations, speeches and digital content to identify, analyse and remediate language errors.
CC I (B)	Advanced Conversational English	<ol style="list-style-type: none"> conducting self in public with basic ethics developing accuracy and fluency in speaking English with adequate vocabulary for prescribed situations. acquiring competencies in usage of grammatically sound language analysing common grammatical errors and remediating. communicating effectively in day-to day transactions. Reflecting and evaluating for continuous self-improvement
CC-II (A)	Computer Education	<ol style="list-style-type: none"> developing the skill of digital literacy among learners selecting the suitable computer hardware/software and operating systems for personal use. applying basic of technologies to web-based applications, social networking tools and searching strategies. designing innovative teaching learning material using MS Office applications and multimedia. exploring internet technology to create e-support systems, e-content, e-classrooms, e-assessments, tutorials, remedial interactive automated modules for facilitate e-learning and web authoring engaging in self-directed learning through MOOCs such as COURSERA, SWAYAM etc.
CC- II (B)	Advanced Computer Education	<ol style="list-style-type: none"> exploring the components and different types of e-learning and use various instructional design for development of e-content package. appreciating the academic potential of web 2.0 technologies for web-based learning, mobile learning and blended learning developing the skill of using google apps to explore the different modern applications of technology in education critically analyzing the technological tools and techniques to design techno pedagogical content knowledge

		<ol style="list-style-type: none"> 5. developing a positive attitude and ethical approach towards use of emerging technologies in education 6. demonstrating skills in using technological tools in teaching learning process
CC – III	Choreography	<ol style="list-style-type: none"> 1. exploring thenature and scope of choreography in instructional designing. 2. developing skills for organizing and performing on stage 3. enhancing physical, cognitive, psycho-socialabilities through integration of choreography in curricular and co-curricular aspects 4. analysing the relationship between music, dance, drama and synergies for effective performance and criteria-based evaluation
CC – IV	Theatre Arts	<ol style="list-style-type: none"> 1. appraising the evolution of theatre arts. 2. analysingthe importance of drama in Education 3. planning, organizing and performing different forms of theatre arts aligning with need-based themes. 4. designing rubrics for assessing the skills of theatre art
CC- V	Educational Management	<ol style="list-style-type: none"> 1. applying the various dimensions of management models to the school environment 2. maximizing the human resource potential for efficient functioning of the institution 3. leading the team to achieve the vision and mission of the organization 4. building collaborations for academic conclave 5. communicating effectively the decisions, programmes and expectations of the management 6. organizing efficiently to minimize stress and nurture talent to create a congenial school climate
CC- VI	Basic skills in Counseling	<ol style="list-style-type: none"> 1. analysing the scope of counseling in shaping human behavior with a focus on socio-cultural context. 2. acquiring theoretical perspectives on counseling and its techniques 3. developing appropriate skills for counseling 4. exploring the possibilities of application in different counseling techniques 5. designing interventions by applying varioustherapeutic techniques 6. collaborating with school counselors to facilitate normalization of student mental health
CC- VII	Soft Skills	<ol style="list-style-type: none"> 1. fostering efficient communication skills and interpersonal skills

		<ol style="list-style-type: none"> 2. reflecting on leadership qualities for working collaboratively. 3. developing skills of negotiation and conflict management 4. enhancing decision making through innovative problem-solving strategies 5. applying time and stress management strategies to daily life. 6. acquiring employability in diversified roles in the contemporary society
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