

B.Ed. Programme Outcomes

The teachers will be able to achieve following outcomes by the end of the programme:

1. Commitment to Learning and Service:

Prepare teachers dedicated to fostering learning and serving the nation with unwavering commitment.

2. Innovative Perspectives and Professional Competencies:

Develop innovative perspectives in education and cultivate essential professional competencies for effective teaching.

3. Enhanced Pedagogical Skills:

Improve pedagogical skills to address classroom challenges efficiently.

4. Addressing Academic and Personal Issues:

Utilize appropriate methods to address both academic and personal issues of learners.

5. Integration of Critical Thinking:

Foster critical thinking skills and integrate them into teaching practices for effective assessment.

6. Interpersonal Effectiveness and Collaborative Learning:

Strengthen interpersonal effectiveness through collaborative and cooperative learning strategies within diverse teams.

7. Cultivation of Self-Directed Learning:

Cultivate self-directed learning habits for continual personal and professional growth and the creation of positive learning environments.

8. Experiential Learning Opportunities:

Provide ample opportunities for experiential learning and skill development.

9. Understanding of Socio-Cultural and Political Systems:

Recognize the role of teachers within socio-cultural and political systems, particularly within the educational framework.

10. Promotion of Value-Based Education:

Promote value-based education to instill fundamental beliefs and a sense of social responsibility in students.

Programme Specific Outcomes

By the end of the course, student-teachers will be able to achieve the following specific outcomes:

1. Understanding Teaching Pedagogy:

Develop a comprehensive understanding of teaching pedagogy and related areas.

2. Effective Communication Techniques:

Utilize effective verbal, non-verbal, and media communication techniques to promote active inquiry, collaboration, and supportive interaction in the classroom.

3. Inclusive Classroom Management:

Understand classroom diversities and implement strategies to support diverse learners in an inclusive classroom setting, covering areas such as subject education, women's empowerment, environmental education, and content development.

4. Understanding Developmental Processes and Educational Policies:

Comprehend the developmental processes in physical, cognitive, social, and emotional domains, along with contemporary issues and educational policies in the Indian education system.

5. Teaching-Learning Methods and School Management:

Acquire knowledge of teaching-learning methods, educational strategies, epistemological foundations of education, school management, professional ethics, and gain practical experience through school internships.

6. Appreciation of Knowledge Structures:

Imbibe learning experiences to appreciate knowledge structures and paradigms of education.

7. Assessment and Evaluation:

Understand individual differences among students, measure their attainment, evaluate progress, assess learning abilities, guide programs, administer psychological tools, utilize ICT-based communication and teaching, and engage in lesson planning.

8. Development of Communication and Artistic Skills:

Develop skills and abilities in communication, reflection, art, aesthetics, theatre, self-expression, and ICT.

9. Formation of Teacher Identity:

Develop a self-identity as a teacher through school-based experiences and reflective practices, continually evaluating the effects of choices and actions.

10. Understanding Learner Nature and Diversity:

Gain insight into the nature of the learner, diversity, and learning processes.

11. Personalized Learning Experience Planning:

Plan learning experiences based on learner proficiency, interests, and experiences.

12. Utilization of Assessment Strategies:

Understand and use formal and informal assessment strategies to evaluate and ensure continuous intellectual, social, and physical development of learners.

13. Understanding Governance and Structural Provisions:

Comprehend the role of governance systems and structural provisions supporting school education.

14. Practical Teaching Experience:

Practice teaching in schools, including real and online teaching methods using various tools and software, catering to remote areas and diverse classroom settings.

15. Understanding Learning Processes:

Understand how children learn and develop, recognizing differences in learning approaches, and create adaptable learning opportunities for diverse learners and contexts.

Course Outcomes

TC-101: Childhood and Growing Up

After completion of the course the student will be able to -

1. Understanding Growth and Development:

Comprehend the meaning, nature, and characteristics of growth and development.

1. Recognition of Development Principles and Theories:

Recognize the principles and theories underlying growth and development.

2. Knowledge Acquisition on Developmental Stages:

Acquire knowledge about the various stages of development and their diverse aspects.

3. Analysis of Socioeconomic and Political Backgrounds:

Analyze the developmental characteristics of children from different socioeconomic and political backgrounds.

4. Understanding Childhood and Adolescence:

Gain insight into childhood, child development, and adolescence.

5. Examination of Urbanization and Economic Impact:

Examine the effects of urbanization and economic changes on adolescent development.

6. Critical Analysis of Influential Agencies:

Critically analyze the influence of different agencies on child development.

7. Appreciation of Societal Influences:

Appreciate the significance of gender, caste, social class, and their impacts on children.

TC-102: Contemporary India and Education

After completion of the course the student will be able to -

1. Understanding Education as a National Agenda:

Develop comprehension of education's role within the nation-state's agenda, including policy visions and efforts towards establishing a national education system.

2. Engagement with Contemporary Indian Society and Education:

Engage in discussions surrounding contemporary Indian society and its intersection with educational practices.

3. Acquisition of Critical Analysis Tools:

Obtain conceptual tools for critical analysis and gain experience in engaging with diverse communities.

4. Understanding Child Development in Socio-Cultural Contexts:

Develop an understanding of child development, learning processes, and the uniqueness of growing children within diverse socio-cultural contexts.

5. Critical Examination of Psychological Constructs:

Critically examine key universal constructs in developmental and educational psychology.

6. Perspective Building within Indian Socio-Cultural Context:

Develop the potential for perspective building grounded in the Indian socio-cultural context.

7. Analysis of Knowledge Structures:

Analyze the structure of knowledge as reflected in disciplinary streams and subjects.

8. Understanding Education for Children with Disabilities:

Build knowledge, understanding, and sensitivity towards different perspectives in educating children with disabilities.

9. Comprehension of Assessment Practices:

Develop an understanding of the concept of assessment and its practical applications in educational contexts.

TC-103: Language across the Curriculum

After completion of the course the students will be able to -

1. Comprehension of Language Concept and Forms:

Gain understanding of the concept of language and its various forms, including acquired and learned languages.

2. Familiarity with Psychological Theories of Language Learning:

Understand different psychological theories, principles, and approaches related to language acquisition and learning.

3. Understanding Language Forms and Contexts:

Recognize the different forms and varieties of language and their usage across various contexts.

4. Knowledge of Constitutional Provisions Regarding Languages in India:

Acquire knowledge of the constitutional provisions regarding languages in India, including their status and recognition.

5. Appreciation of Language's Role:

Understand the multifaceted role of language as a subject of study, as a medium of instruction, and the significance of the mother tongue in educational settings.

TC-104: Understanding Discipline and Subjects

After completion of the course the students will be able to –

1. Understanding Child Nature and Learning Approaches:

Gain insight into the nature of children and various approaches they employ to learn within school and classroom settings.

2. Development of Reflective Reasoning Skills:

Develop the capacity for prospective teachers to engage in reflective reasoning and conceptual understanding of pedagogic practices and the learning process.

3. Capacity Building in Teaching Learning Material Preparation:

Empower prospective teachers to create and utilize appropriate teaching-learning materials to enhance children's learning experiences.

4. Exposure to Assessment Modes and Effective Utilization:

Expose prospective teachers to different assessment methods and enable them to effectively employ these methods to promote classroom learning and monitor progress.

P-105: Reading and Reflecting on Text (EPC-1: Practicum)

After completion of the course the student will be able to -

1. Utilization of Language for Comprehension, Reflection, and Expression:

Utilize language as a medium for understanding ideas, reflecting, thinking critically, and effectively expressing and communicating thoughts.

2. Improvement of Language Proficiency for Instructional Purposes:

Enhance proficiency in the language of instruction, recognizing its significance for student teachers regardless of the subject areas they will teach.

3. Strengthening Reading, Thinking, Discussion, and Writing Skills:

Strengthen abilities in reading, critical thinking, discussion, and effective written communication in the language of instruction.

4. Development of Reading Skills and Appreciation for Various Texts:

Cultivate a preference for and skills in reading, including comprehension and interpretation of diverse text types and genres.

5. Engagement with Ideas and Writing Styles:

Learn to engage with ideas across various contexts and appreciate the different writing styles employed to communicate these ideas effectively.

TC-201: Learning and Teaching

After completion of the course the student will be able to -

1. Comprehensive Understanding of Learner Development:

Describe multiple dimensions of learner development and analyze their implications on the learning process.

2. Reflection on Learning Processes:

Reflect on the process of learning through various theoretical perspectives, recognizing the need to adopt appropriate approaches for effective learning outcomes.

3. Recognition of Learner Diversities:

Understand the learner in terms of diversities and assess their implications on the learning process.

4. Understanding Environmental and Assessment Factors:

Learn about the factors affecting the learner's environment and assessment practices, and their impact on learning outcomes.

5. Strategies for Learning Management:

Discuss strategies for effectively managing the learning process to optimize student engagement and achievement.

6. Development of Teaching-Learning Framework:

Conceptualize a framework for understanding and evaluating teaching-learning situations, and analyze and reflect upon learning episodes.

7. Conceptualization of Learning Needs:

Conceptualize the needs of learners and the learning process to tailor educational experiences accordingly.

8. Understanding Group Dynamics for Learning Management:

Understand group dynamics and utilize them effectively for managing learning processes within a classroom setting.

9. Acquisition of Critical Analysis Tools:

Acquire conceptual tools for critical analysis and gain experience in engaging with diverse communities to enhance the learning environment.

10. Understanding Child Development in Socio-Cultural Contexts:

Develop an understanding of child development, learning processes, and the uniqueness of growing children within diverse socio-cultural contexts.

11. Application of Assessment Practices:

Understand and apply various assessment methods, evaluation techniques, and their relationships with learning outcomes.

12. Critical Analysis of Assessment Perspectives:

Critically analyze major perspectives of assessment to ensure fair and effective evaluation practices.

13. Role of Elementary Statistics in Assessment:

Understand the role of elementary statistics in assessment to interpret and analyze assessment data effectively.

14. Understanding the Teacher's Role:

Understand the multifaceted role of a teacher in facilitating learning, teaching effectively, and conducting fair assessment practices.

TC-202: Knowledge and Curriculum (Part-1)

After completion of the course the students will be able to -

1. Interconnection of Language and Society:

Gain an understanding of the dynamic interplay between language and society, including how language shapes and is shaped by social structures, norms, and interactions.

2. Language Acquisition Development:

Understand the process of language acquisition development, including the cognitive, social, and linguistic factors involved in language learning from infancy through adulthood.

3. Function of Language in Developmental Stages:

Explore the functions of language and how children utilize language as a tool for communication, expression, and cognition at different developmental stages.

4. Language Diversity in Educational Settings:

Recognize and appreciate the linguistic diversity present in classrooms, including variations in dialects, languages, and language backgrounds among students.

5. Classroom Discourse and Learning Tools:

Analyze classroom discourse patterns and the use of various learning tools, including reading materials, in context-specific areas of study to promote effective teaching and learning practices.

TC-203 & TC-301: Pedagogy of School subject

Pedagogy of Hindi

After completion of the course the students will be able to –

1. Understanding Objectives and Goals of Teaching Hindi:

Gain insight into the specific objectives and goals of teaching Hindi at the secondary level, including linguistic proficiency, cultural understanding, and literary appreciation.

2. Proficiency in Hindi Language Skills:

Acquire and master listening, speaking, reading, and writing skills in Hindi to effectively communicate and comprehend the language.

3. Application of Teaching Methods and Approaches:

Develop proficiency in applying various teaching methods, approaches, and techniques to effectively teach Hindi language and literature.

4. Teaching Different Genres of Hindi Literature:

Acquire expertise in teaching various genres of Hindi literature such as poetry, prose, drama, and novels, fostering students' appreciation and understanding of literary works.

5. Lesson Planning and Implementation:

Develop skills in planning and delivering lessons that incorporate diverse teaching methods and approaches, ensuring engagement and effective learning outcomes for students.

6. Assessment and Evaluation Strategies:

Master the ability to design and implement assessment and evaluation strategies aligned with the objectives of teaching Hindi, facilitating student progress and achievement.

Pedagogy of English

After completion of the course the students will be able to –

1. Understanding the Need and Status of English Teaching in India:

Acquire knowledge and understanding of the significance, necessity, and current status of teaching English in the Indian educational context.

1. Familiarity with Aims and Objectives of Teaching English as a Second Language:

Gain insight into the aims, objectives, and expected outcomes of teaching English as a second language, considering the diverse linguistic backgrounds of learners.

2. Proficiency in Approaches, Methods, and Techniques of English Teaching:

Equip oneself with a repertoire of approaches, methods, and techniques for effectively teaching English language skills, including listening, speaking, reading, and writing.

3. Understanding the Role of Lesson Plans in English Teaching:

Understand the importance and role of lesson planning in the effective delivery of English language instruction, ensuring structured and goal-oriented teaching practices.

4. Acquisition of Teaching Techniques and Skills for English Instruction:

Develop proficiency in various teaching techniques and skills specifically tailored for teaching English, facilitating meaningful and engaging learning experiences for students.

Pedagogy of Sanskrit

After completion of the course the students will be able to –

1. Understanding the Aims, Objectives, and Status of Sanskrit as a Classical Language:

Gain comprehension of the aims, objectives, and current status of Sanskrit as a classical language, including its cultural and historical significance.

2. Acquisition of Knowledge on Ancient Indian Teaching Methods for Sanskrit:

Acquire knowledge of the ancient Indian methods of teaching Sanskrit language, literature, and grammar, exploring traditional pedagogical approaches.

3. Mastery of Pronunciation and Recitation in Sanskrit:

Master the skills of accurate pronunciation and proficient recitation of Sanskrit chunks and verses, ensuring fidelity to traditional phonetic principles.

4. Appreciation of Sanskrit Literature and Cultural Importance:

Develop an appreciation for Sanskrit literature and understand the role and importance of Sanskrit as a classical language worth preserving for its rich cultural heritage.

5. Mastering Teaching Skills and Techniques for Sanskrit Language and Literature:

Acquire proficiency in the skills and techniques required for effectively teaching Sanskrit language and literature, incorporating innovative pedagogical approaches while honoring traditional methods.

Pedagogy of Mathematics

After completion of the course the students will be able to –

1. Comprehension of Mathematics Nature, Scope, and Historical Perspective:

Gain an understanding of the nature, scope, and historical development of mathematics, including its fundamental concepts and applications.

2. Understanding the Aims and Objectives of Mathematics Teaching:

Understand the aims and objectives of teaching mathematics, including fostering critical thinking, problem-solving skills, and mathematical literacy.

3. Mastery of Skills, Methods, Approaches, and Techniques in Teaching Mathematics:

Master a variety of skills, methods, approaches, and techniques for effectively teaching mathematics, catering to diverse learning styles and abilities.

4. Proficiency in Evaluation and Assessment of Mathematics Learning:

Master the process of evaluation to assess the achievement of learners in mathematics, including designing and implementing assessment tools and strategies to measure student understanding and progress.

Pedagogy of Physical Science

After completion of the course the students will be able to –

1. Understand the nature and scope of physical science.
2. Acquire and masters the skills of teaching Physical Science.
3. Acquire the mastery in laboratory management of Physical Science.
4. Devise pedagogical strategies for teaching Physical science.

Pedagogy of Biological Science

After completion of the course the students will be able to –

1. Understand the concept, aims and objectives of teaching Biological Science.
2. Understand the role of Biological Science in the development of skills & attitude for social living.
3. Master the skills, approaches, methods and techniques of teaching Biological Science.
4. Acquire the qualities of effective biological science.

Pedagogy of Geography

After completion of the course the students will be able to –

1. Understand the nature and scope of teaching Geography.
2. Understand the importance of teaching Geography.
3. Understand the relationships of Geography with other social sciences.
4. Acquire skills, approaches, methods and techniques of teaching Geography.

Pedagogy of History

After completion of the course the students will be able to –

1. Understand the nature and scope of teaching History.
2. Understand the role and importance of teaching History.
3. Understand the relationships of History with other social sciences.
4. Acquire skills, approaches, methods and techniques of teaching History.

Pedagogy of Civics

After completion of the course the students will be able to –

1. Understand the nature and scope of teaching Civics.
2. Understand the importance of teaching Civics.
3. Understand the relationships of Civics with other social sciences.

4. Acquire skills, approaches, methods and techniques of teaching Civics.

Pedagogy of Economics

After completion of the course the students will be able to –

1. Understand the nature and scope of teaching Economics.
2. Understand the importance of teaching Economics.
3. Understand the relationships of Economics with other social sciences.
4. Acquire skills, approaches, methods and techniques of teaching Economics.

Pedagogy of Commerce

After completion of the course the students will be able to –

1. Understand the nature and scope of teaching Commerce at the higher secondary level.
2. Understand the importance of teaching Commerce at the higher secondary level.
3. Acquire skills, approaches, methods and techniques of teaching Commerce at the higher secondary level.

Pedagogy of Social Science

After completion of the course the students will be able to –

1. Develop an understanding of nature of social sciences, both of individual disciplines comprising social sciences and also of social sciences as an integrated/interdisciplinary area of study.
2. Acquire a conceptual understanding of the processes of teaching and learning social sciences.
3. Enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
4. Acquire basic knowledge and skills to analyse and transact the social sciences curriculum effectively following wide-ranging teaching learning strategies in order to make it enjoyable and relevant for life.
5. Sensitize and equip student teachers to handle social issues and concern in a responsible manner that is preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion or children coming from socially and economically deprived background and saving first delegating natural resources (water, fossils, fuel etc.)

TC-204: Assessment of Learning

After completion of the course the students will be able to –

1. Gain a critical understanding of issues in assessment and evaluation (from **constructivist paradigm**).
2. Become cognizant of key concept, such as formative and summative assessment evaluation and measurement, test and examination.
3. Be exposed to different kinds and forms of assessment that aid student learning.

4. Become the use of wide range of assessment tools and learn to select and construct this appropriately.
5. Evolve realistic comprehensive and dynamic assessment procedure that are able to keep the whole student view.

P-205: Drama and Art in education (EPC 2: Practicum)

After completion of the course the students will be able to –

1. Understand the concept of drama in Education and as pedagogy.
2. Organize drama as an activity on the stage: solo, group etc.
3. Understand and appreciate Indian and regional drama traditions.
4. Review and assess drama as a performing art.
5. Understand the concept of Visual Art and Craft in the propagation of Education.
6. Understand Visual Art and Craft as pedagogy.
7. Acquire knowledge of visual Art and Craft, its different forms, basic resources and their use.
8. Acquire knowledge of Indian Contemporary Art and artists and appreciate their work of art.
9. Review and assess Visual Art and Craft.

P-302: School Internship Report (Practice of Teaching: Practicum)

After completion of the Course the students will be able to -

1. Understand and experience the actual teaching-learning situation in school.
2. Prepare a lesson plan and apply it during her teaching in actual classroom situation.
3. Use the teaching skills useful to teach a particular topic of the given subject.
4. Prepare teaching aids to make teaching more effective, interesting and easy for students to understand the concept of the content taught.
5. Act in the class as a facilitator, classroom manager and an able observer to facilitate, manage and identify learning situations.
6. Prepare test to achieve the objectives of learning.
7. Identify, Study and find viable solutions of a classroom issues through action research.
8. Detect and solve student's problems through case studies.
9. Prepare timetable, blueprint, maintain register and manage class.

P-303: Assessment of Practice Teaching in Selected Subject (Practicum)

After completion of their practice teaching students will be able to -

Perform their teaching skills, professional attitude, aptitude, gesture, posture, body language, facial expression, classroom management, social skills, teaching ability, knowledge and control over the subject content.

TC-401: Gender, School and Society

After completion of the course the students will be able to -

1. Understand the psychological and sociological perspective of gender.
2. Acquire knowledge of women education and law.
3. Understand the importance of gender sensitization for the healthy growth of

society.

4. Understand the relationship among gender, school and society.
5. Understand the role of education in minimizing gender disparity.

TC-402: Knowledge and Curriculum (Part-2)

After completion of the course the students will be able to understand –

1. Interplay of language and society.
2. The development process of language acquisition.
3. Function of language and how children use them as a tool at different developmental stages.
4. Language diversity in classrooms.
5. Classroom discourse, tools of learning and reading in context areas.

TC-403: Creating and Inclusive School

After completion of the course the students will be able to -

1. Demonstrate knowledge of different perspective in the area of education of children with disabilities.
2. Reformulate attitudes towards children with special needs
3. Identify needs of children with diversities
4. Plan need-based programmes for all children with varied abilities in the classroom
5. Use human and material resource in the classroom
6. Use specific strategies involving skills in teaching special needs children in inclusive classrooms
7. Modify appropriate learner-friendly evaluation procedures
8. Incorporate innovative practices to respond to education of children with special needs.
9. Contribute to the formulation of policy
10. Implement lost pertaining to education of children with special needs.

Optional Courses

TC-404 A: Vocational/Work Education

After completion of the course the students will be able to -

1. Have sufficient knowledge of the course.
2. Select teaching strategies, teaching aids with notes.
3. Understand nature of the work, Scope or area.
4. Perform socially useful productive work.
5. Develop the concept of work education in general education suitable for India.
6. Develop relationship with other subject in the school curriculum.
7. Develop qualities and functions of a good teacher.
8. Difference work education with work experience.
9. Understand evaluation in work education.
10. Understand the need of social service project.

TC-404 B: Health and Physical Education

After completion of the course the students will be able to -

1. Understand the concept of Health and Physical Education.
2. Acquire knowledge and understanding for different systems of human body.
3. Acquire knowledge and understanding of food, food habits and nutrients in
4. food for maintaining good health.
5. Acquire knowledge of safety and security outside the school, first aid and other safety measures to protect health and prevent unhealthy conditions.
6. Acquire knowledge of physical fitness, strength, endurance and flexibility.
7. Acquire knowledge and skills of Yogic Practices, Sports and games, exercises and other related activities.

TC-404 C: Peace Education

After completion of the course the students will be able to -

4. Understand peace as a dynamic social reality.
5. Understand conflicts, underlying personal-social processes and mediation and transformation of conflict.
6. Empowerment of self through critical self-reflection.
7. Orient education for peace building.

TC-404 D: Guidance and Counseling

After completion of the course the students will be able to know understand and apply -

4. The knowledge of guidance and counseling in the life of individuals.
5. The concept of guidance and its role in finding the solutions of individual problems.

TC-404E: Issue of Conservation and Environmental Regeneration

After completion of the course the students will be able to -

4. Understand the concept of Environmental Education.
5. Develop a sense of awareness about the environmental pollution and possible hazards as well as its causes and remedies.
6. Develop a sense of responsibility towards conservation of environment, biodiversity and sustainable development.
6. Develop reasonable understanding of the role of the school education in fostering the idea of learning to live in harmony with nature.
8. Know the measures available to conserve the environment for sustainable development.

TC-404 F: Yoga Education

After completion of the course the students will be able to -

1. Understand philosophy, psychology and kinds of yoga.
2. Understand physiology of socio-moral based kinds of dhyana.
3. Understand socio-moral base of yoga.
4. Classify yoga.
5. Understand yoga diet and its application in modern context.

TC-404G: Value education and human rights

After completion of the course the students will be able to -

4. Understand the concept, meaning, types and methods of teaching value education.
5. Understand human rights in education such as UNESCO, role of school, human rights.
6. Understand judicial activism and human rights in education.
7. Understand custodial justice such as standard rules for treatment of prisoners, UN principles for protection of principles.

P-405: Critical Understanding of ICT (EPC-3: Practicum)

After completion of the course the students will be able to -

- **Understanding the Concept of ICT and Its Uses in Education: ICT stands for Information and Communication Technology, encompassing a wide range of technologies used to manage and communicate information. In education, ICT refers to the integration of digital tools and resources to enhance teaching and learning experiences. This includes computers, the internet, multimedia tools, interactive whiteboards, and educational software. ICT in education facilitates access to information, promotes active learning, enhances collaboration, and prepares students for the digital age. It enables personalized learning experiences, supports distance education, and provides opportunities for skill development and knowledge acquisition beyond traditional classroom settings.**

- **Acquiring Knowledge and Skills to Use ICT as Teaching-Learning Resources: Educators need to acquire knowledge and skills to effectively integrate ICT into their teaching practices. This involves familiarizing themselves with various digital tools, educational software, and online resources relevant to their subject areas and instructional goals. Teachers should understand how to use ICT to engage students, facilitate interactive learning experiences, assess student progress, and provide timely feedback. Professional development programs, workshops, and online courses can help educators develop the necessary competencies to leverage ICT for teaching and learning effectively.**

- **Acquiring Functional Knowledge to Operate and Use LCD Projector, Radio, and Audio-Visual Presentation via Computer as Media: Operating equipment such as LCD projectors, radios, and audio-visual presentation tools requires practical knowledge and skills. Educators should learn how to set up and configure these devices, troubleshoot common issues, and utilize them effectively in educational settings. Training programs or tutorials can help teachers become proficient in using these technologies to deliver engaging presentations, conduct multimedia lessons, and enhance classroom interactions.**

- **Acquiring Knowledge and Skills to Prepare Teaching-Learning Content Using MS-WORD, EXCEL, POWER POINT, Graphs, Pictures, Tables, etc.: Creating teaching-learning content using software applications like MS-Word, Excel, and PowerPoint allows educators to develop engaging and interactive materials for instruction. Teachers should learn how to design visually appealing presentations, create multimedia resources, and incorporate graphs, pictures, tables, and other visual aids to enhance learning experiences. Training in these software tools enables educators to organize content effectively, present information clearly, and customize materials to meet the diverse needs of students.**

- **Acquiring Knowledge and Skills to Use the Internet as a Teaching-Learning Resource: The internet offers a vast array of resources and opportunities for teaching and learning across various subjects and disciplines. Educators should acquire the knowledge and skills**

to navigate the internet effectively, evaluate online resources for quality and relevance, and integrate web-based materials into their instructional practices. This includes accessing educational websites, digital libraries, online databases, multimedia resources, and interactive learning platforms. Teachers can use the internet to supplement curriculum content, facilitate research projects, promote collaborative learning, and encourage digital literacy skills development among students. Training programs and professional development initiatives can support educators in harnessing the full potential of the internet as a teaching-learning resource.

P-406: Understanding the Self (EPC-4: Practicum)

After completion of the course the students will be able to -

1. **Exploring the Aim of Life:** The aim of life is a deeply personal and philosophical question that has puzzled humanity for centuries. Different cultures, religions, and individuals may have varying perspectives on this matter. Some may believe that the aim of life is to seek happiness and fulfillment, while others may see it as a journey towards spiritual enlightenment or serving others. Ultimately, discovering the aim of one's life involves introspection, self-awareness, and a deep exploration of values, passions, and aspirations.
2. **Discovering One's True Potential:** Each individual possesses unique talents, strengths, and capabilities waiting to be discovered and nurtured. Finding one's true potential involves self-exploration, pushing boundaries, and stepping out of comfort zones. It requires a willingness to take risks, learn from failures, and embrace growth. Through self-reflection, feedback from others, and continuous learning, individuals can uncover their innate abilities and strive towards realizing their fullest potential.
3. **Developing Sensitivity:** Sensitivity refers to the ability to perceive and understand the emotions, perspectives, and needs of oneself and others. Developing sensitivity involves cultivating empathy, compassion, and emotional intelligence. It requires actively listening to others, being open-minded, and considering diverse viewpoints. Sensitivity fosters deeper connections with others, promotes understanding and acceptance, and contributes to harmonious relationships in personal and professional settings.
4. **Finding and Working Towards Peace, Progress, and Harmony:** Peace, progress, and harmony are essential aspirations for both individuals and societies. Finding these states involves striving for balance, justice, and cooperation while addressing conflicts and inequalities. It requires promoting dialogue, tolerance, and mutual respect among diverse groups. Working towards peace, progress, and harmony entails addressing social, economic, and environmental challenges while fostering collaboration and collective action for the greater good.
5. **Facilitating Personal Growth as an Application in Teaching:** Teaching serves as a powerful platform for facilitating personal growth among students. Educators can create environments that encourage self-discovery, critical thinking, and creativity. By fostering a growth mindset, providing constructive feedback, and offering opportunities for reflection, teachers empower students to unlock their potential and pursue their aspirations. Integrating personal growth into teaching involves promoting values such as resilience, empathy, and self-awareness while nurturing a love for learning and a sense of purpose in students' lives.