

From the Desk of Secretary

Shri Agrawal Shiksha Samiti, Bharatpur started Shri Agrasen Shikshak Prashikshan Mahila Mahavidyalaya in Bharatpur in the year 2006 for promoting high class professional women education with intake of 100 student teachers.

In the year 2006, the institution was granted recognition for B. Ed. Program from NCTE, NOC from the State Government and affiliation by University of Rajasthan. Now the institution is affiliated to Maharaja Surajmal Brij University, Bharatpur, established by the State Government in the year 2012.

With the pace of time, the institution started D. El. Ed. program from the session 2008-09 with an intake of 50 student teachers.

The institution is imparting education to student teachers coming from all sections of the society without any discrimination. The management committee considers all students at one platform in the campus.

The institution was started with the vision of grooming student teachers having moral values, ethics, national character and dedication for the profession of education. It provides all infrastructural, technical, sports & cultural facilities and maintains a cordial atmosphere in the campus for the overall development of student teachers.

The management committee emphasizes on inculcating social responsibilities in student teachers.

K. K. Agrawal
Secretary

From the Desk of Principal

Shri Agrasen Shikshak Prashikshan Mahila Mahavidyalaya, Bharatpur provides a platform of holistic learning for women education by adopting the principle **“Woman (Mother) is the First and foremost mentor of the child”**.

Today modern education demands a different kind of approach for learning. We welcome you to this institution which educates not only the mind but also the heart. Holistic education enhances innovative capabilities in student teachers which leads to giving better educationists to the society.

All faculty members and staff are committed to provide quality education to the student teachers and they work together to make student teachers technically and professionally sound enough to be globally competent.

Student teachers are motivated to participate in rallies, camps, guest lectures, nukkad natak etc arranged on various social issues. They are given 360 degree view of latest trends in the field of education thereby enabling them to become successful educationists.

At Shri Agrasen Shikshak Prashikshan Mahila Mahavidyalaya you will find development from good to best, great to greatest and high to highest.

Dr. Sudha Sharma
Principal

Vislon

The vision of the institution is:

1. To inculcate values relevant to moral, social and national needs.
2. To encourage student teachers in dreaming and achieving their goal in their career.
3. To mould the student teachers to become dedicated, responsible and honest teachers.
4. The student teachers should be able to communicate and express themselves impressively.
5. To promote student teachers' own decision making power and cognitive skills.
6. The student teachers should treat themselves an important part of the organization.
7. To make student teachers aware of commitments and responsibilities towards the society.
8. To make the student teachers academically strong and versatile.
9. To create aptitude to grasp and use latest technology.
10. To inculcate gender equity among the student teachers.

Mission

The mission of the institution is:

1. To establish an educational institution of excellence to produce student teachers who are technically globally competent.
2. To impart quality and value based education to girl student teachers who become disciplined citizens, devoted to the society and the nation, thereby strengthening women empowerment.
3. To produce trained girl student teachers having moral and ethical values capable of taking care of not only two families but grooming future generation as well.
4. To groom student teachers of highest caliber who will become trend setters in the teaching profession.
5. To mentor student teachers who are well aware of social needs, issues, evils and are committed for upliftment of the society.

Admission Process for B. Ed. Program.

Students are admitted in Bachelor of Education (B.Ed.) Program through the PTET conducted by the State Government.

The institution is not authorized to admit any student directly as per the policy of State Government.

Fee Structure

As prescribed by the State Government.

Book Bank Membership Facility

The institution has extended book bank membership to its student teachers who wish to avail this library facility.

Admission Process for D. El. Ed. Program.

Students are admitted in Bachelor of Education (B.Ed.) Program through the Pre D. El. Ed. Test conducted by the State Government.

The institution is not authorized to admit any student directly as per the policy of State Government.

Fee Structure

As prescribed by the State Government.

Book Bank Membership Facility

The institution has extended book bank membership to its student teachers who wish to avail this library facility.

Internship

Student teachers of both Programs are allotted government schools by the State Government Education Department.

Scout and Guide Facility

All student teachers of D. El. Ed. Program have to participate in the 10 days camp activity as per State Government guidelines.

Code of Conduct for Faculty Members

1. Faculty members will perform their duties honestly and with dedication.
2. They shall report in the college on time.
3. They shall take their classes as per schedule assigned in the time table.
4. They shall complete their curriculum in time.
5. They shall maintain impartial behaviour with all student teachers.
6. They shall use latest techniques during teaching.
7. They shall observe and take care of student teachers during college activities for overall development of student teachers.
8. They shall maintain discipline in the campus.
9. They shall follow all instructions issued by the Principal and management committee.
10. They shall motivate student teachers to participate in all curricular, co-curricular and social activities organized by the institution.
11. They shall actively perform their duties assigned as teacher mentors, house-in-charges and personally look into the problems of new student teachers in the campus.
12. They shall maintain decorum during term and university examinations and remain unbiased while assessing the answer sheets.
13. They shall encourage student teachers to participate in teaching learning material workshop for preparing working models with innovative ideas.
14. They shall remain vigilant during skill development and microteaching session.
15. They shall actively participate in guest lectures, seminar/ workshops, classroom seminars and active research session after completion of a topic.

Code of Conduct for Student teachers

1. All student teachers shall maintain discipline in the campus.
2. They shall report in the college as per college schedule and maintain regularity in the campus.
3. They shall attend their classes as per the time table.
4. They shall attend ICT and Language Lab classes arranged for newly admitted student teachers.
5. They shall remain cooperative with other student fellows.
6. They shall respect the dignity of others.
7. They shall follow the instructions given by the teacher mentor/ student teacher mentor.
8. They shall actively participate in teaching learning material workshop organized by the institution.
9. They shall remain attentive during skill development classes, microteaching session and follow the instructions given by the faculty members.
10. They shall follow the instructions given by the Principal and Management Committee.
11. They shall actively participate through respective houses in curricular, co-curricular, social and other activities which are arranged for their overall development.
12. They shall report in the college immediately after getting relieved from practice teaching school.
13. They shall submit their filled and verified diaries in the office for evaluation.
14. They shall actively attend guest lectures, seminar/ workshops, classroom seminars and active research session after completion of a topic.

Glimpses of various activities organized in the campus



APNA GHAR VISIT 2022-23



Student teachers participating in Blood Donation Activity session 2022-23



Sports and SUPW activities



Use of technology in teaching learning process

SHRI AGRASEN SHIKSHAK PRASHIKSHAN MAHILA MAHAVIDYALAYA, Bharatpur
Online Prospectus session 2023-24



Vote Barat organized by student teachers to motivate residents in nearby areas to cast vote



Student teachers preparing rangoli and decorating Model Election Booth



Ragolies prepared by student teachers on different occasions

PLO and CLOs of B. Ed. Course

Program Learning Outcomes

The student teachers passing out with the degree of Bachelor of Education program are capable of guiding the upcoming generation. This program trains them and develops skills to express & communicate their views, to inculcate moral values, build national character in them which would groom the school going students in a similar way for future.

Student teachers are engaged in various social activities like rallies, nukkad natak etc to develop social responsibilities in them. In a similar manner schools are the best places where moral values and ethics can be imbibed in the school students - the upcoming generation. The society as well as the nation will be benefitted by it.

The student teachers are updated with their knowledge and use of latest technology in the field of Education. The student teachers after completion of the programme are able to make school students aware of skills and latest technology learned by them.

All these skills and qualities learned by the student teachers during the program make them efficient, responsible and academically sound prospective teachers.

Course learning Outcomes of B.Ed.

B. Ed. I Year

Course – CHILDHOOD AND GROWING UP

The student teacher will be able:

- To study and get the introduction of childhood, child development and adolescence.
- To develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.
- To arrive at an understanding of how different socio-political realities construct different childhoods, within children's lived contents: family, schools, neighbourhoods and community.
- To understand learning as divergent process.
- To read about theories of child development, childhoods and adolescence as constructed in different social economic and cultural settings.
- To focus on the issues of marginalization of difference and diversity, and stereotyping.
- To understand the role of the family, and the school in the child's development,

Course – CONTEMPORARY INDIA AND EDUCATION

The student teacher will be able:

- To acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.
- To understand the diversity, inequality and marginalisation in society and the implications for education.

- To provide a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives of issues.
- To understand the classroom in social context
- To provide a setting for interaction, generation of dialogue and the opportunity of appreciate diverse perspectives of issues.
- To understand the concept of policy frameworks for public education in India.
- To understand critically the policy perspectives of education.
- To understand the prominent social determinants.

Course – LEARNING AND TEACHING

The student teacher will be able:

- To develop understanding of concept of teaching and learning from socio- cultural and cognitive processes.
- To develop scientific attitude for the process of teaching & learning.
- To compare the views of behaviourist, cognitive and humanist about teaching and learning.
- To explain the relationship among variable in teaching learning process.
- To reflect on their own implicit understanding of the nature and kinds of learning.
- To explore the possibilities of an understanding of processes in human cognition and meaning making them as basis for designing learning environments and experiences at school.
- To appreciate the critical role of learners based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.
- To plan teaching learning based on learner centred approaches.

Course – LANGUAGE ACROSS THE CURRICULUM

The student teacher will be able:

- To understand children's language background for effective teaching and learning.
- To create sensitivity to the language diversity that exists in the classroom
- To be familiar with theoretical issues, and to develop competence in analysing current school practices and coming up with appropriate alternatives.
- To enhance the theoretical understanding of multilingualism in the classroom.
- To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
- To understand the nature of reading comprehension in the content area and writing in specific content areas.
- To understand interplay of language and society.
- To understand function of language and how to use it as a tool.
- To understand language and speech disorder and make remedial measures too.

Course – UNDERSTANDING DISCIPLINES AND SUBJECTS

The student teachers will be able:

- To reflect on the nature and role of disciplinary knowledge in the school curriculum.
- To know the paradigm shifts in the nature of disciplines.
- To study the methods of study and validation of knowledge in changing scenario.

SHRI AGRASEN SHIKSHAK PRASHIKSHAN MAHILA MAHAVIDYALAYA, Bharatpur
Online Prospectus session 2023-24

- To know a school subject and how the context was selected, framed in the syllabus and how it can be transformed so that the learner construct their own knowledge through it.

Course EPC 1 – READING AND REFLECTING ON TEXT

The student teachers will be able to:

- Improve Proficiency in reading, writing, thinking and communication.
- Develop reading habit.
- Develop ability to understand instructions.

Course EPC 2 – DRAMA AND ARTS IN EDUCATION

The student-teachers will be able to:

- Develop aesthetic sense and creative thinking.
- Understand forms of art performing and visualising its significant role in human life.
- Understand importance of Professional development of Art Teachers.
- Understand relationship between art, literature and education.
- Understand cultural heritage of India with special reference to Rajasthan.
- Understand about teaching of different subjects through drama and art education at school level.
- Understand about technical invasion in the field of Art, future perspective of Drama and art education
- Understand the role of Art in society, culture and international understanding.
- Understand the significant role and Educational values of Art Room; Art Museums, Art Exhibitions and Art Galleries.

Course EPC 3 – CRITICAL UNDERSTANDING OF ICT

The student-teachers will be able to:-

- Recognize, understand and appreciate ICT as an assertive learning and an enormous fictional support.
- Know and understand different parts of computer and their functioning.
- Understand the operating system of the computer
- Develop skill in the use of internet
- Appreciate the concept of integration of information and communication technology with education
- Make use of modern information and communication technology to improve teaching learning process.

PEDAGOGY COURSES FOR I AND II YEAR

Course - PEDAGOGY OF ENGLISH

The student teacher will be able to:

- Develop an understanding and use concept mapping and curricular elements in English language teaching.
- Develop the ability to plan Curriculum in English language at senior secondary level.
- Undertake Critical appraisal of existing English language curriculum at secondary/ senior secondary stage prescribed by RBSE / CBSE.
- Know the qualities of text book of English language.
- Develop necessary skills to prepare and use various instructional/learning material.

SHRI AGRASEN SHIKSHAK PRASHIKSHAN MAHILA MAHAVIDYALAYA, Bharatpur
Online Prospectus session 2023-24

- Develop the ethics & Professional growth of a English language teacher.
- Develop an Understanding and use learning resources in English language.
- Organize various activities related to English language subject viz. Field trip, Exhibition, Fair, language Games.

विषय – हिन्दी का शिक्षण शास्त्र

प्रशिक्षणार्थी इस पाठ्यक्रम को पढ़ने के उपरान्त—

- हिन्दी पाठ्यचर्या निर्माण के सिद्धांत जान सकेंगे।
- हिन्दी पाठ्यचर्या एवं पाठ्यपुस्तक को जान सकेंगे।
- हिन्दी भाषा के मूल्यांकन की प्रक्रिया को जान सकेंगे।
- माध्यमिक शिक्षा बोर्ड द्वारा प्रस्तावित पाठ्यचर्या का समालोचनात्मक विश्लेषण कर सकेंगे।
- एक अच्छी हिन्दी की पाठ्य पुस्तक की विशेषता जान सकेंगे।
- हिन्दी भाषा शिक्षक की विशेषता जान सकेंगे।
- हिन्दी प्रश्नों के आधार बिन्दु जान सकेंगे।
- हिन्दी प्रश्न पत्र निर्माण एवं अंकन प्रक्रिया को जान सकेंगे।
- हिन्दी भाषा शिक्षक की व्यवसायिक एवं नैतिक जिम्मेदारियों का निर्वहन कर सकेंगे।
- हिन्दी भाषा शिक्षक के शैक्षिक उन्नयन हेतु विविध उपागमों की जानकारी प्राप्त कर सकेंगे।

विषय – संस्कृत का शिक्षण शास्त्र

- संस्कृत की ध्वनियों, शब्दों, वाक्यों का वर्गीकरण कर प्रयोग कर सकेंगे।
- संस्कृत के विद्वानों, संस्थाओं का परिचय प्राप्त कर प्रेरणा ग्रहण कर सकेंगे।
- संस्कृत की पत्रिकाओं की समीक्षा कर सकेंगे।
- संस्कृत शिक्षक के गुणों एवं दायित्वों को समझ सकेंगे संस्कृत शिक्षक की व्यवसायिक दक्षता के कार्यक्रमों में सहभागी बन सकेंगे।
- संस्कृत शिक्षक की मूल्य-संदर्भित जवाबदेही को समझ सकेंगे।
- संस्कृत कक्ष की आवश्यकता व साज-सज्जा को समझ सकेंगे।
- संस्कृत पाठ्यक्रमों की समीक्षा कर सकेंगे।
- पाठ्यपुस्तकों की समीक्षा कर सकेंगे।
- छात्रों की संस्कृत सम्बन्धी उच्चारण, वर्तनी अथवा वाक्य रचना सम्बन्धी त्रुटियों का निराकरण करने हेतु उपचारात्मक शिक्षण योजना निर्माण कर सकेंगे।
- संस्कृत शिक्षण के अनुभूत समस्याओं के निराकरण हेतु क्रियात्मक अनुसंधान ;।बजपवद त्मेमंतबीद्ध के आकल्प का निर्माण कर सकेंगे।

Course –PEDAGOGY OF SOCIAL STUDIES

The student teachers will be able to –

- Develop an understanding of Principles of Social Science curriculum development.
- Develop an ability to evaluate the existing curriculum of Social Science.
- Construct and use Instructional/ Learning material.
- Develop an ability to use community resources in teaching of Social Science.
- Use audio visual aids and ICT in teaching of Social Science.
- Develop an understanding of responsibilities and professional ethics of Social Science teacher.
- Develop an understanding of modes of professional development of Social Science teacher.

Course –PEDAGOGY OF CIVICS

The student teachers will be able to –

- Develop an understanding of curriculum construction.
- Develop ability to evaluate the existing curriculum in Civics/political science at the Sr. Secondary level.
- Use ICT and community resources in teaching of Civics.
- Organize Co-curricular activities related to Civics teaching.
- Develop an ability to construct and use instructional/ learning material.
- Develop professional understanding required as Civics teacher.
- Develop an understanding of modes of professional development of Civics teacher.

Course – PEDAGOGY OF ECONOMICS

The student teachers will be able to:-

- Develop the ability to evaluate the present curriculum in economics at the Secondary and Senior Secondary level.
- Use Learning Resources in teaching learning process.
- Develop professional understanding required as economic teacher.
- Develop an understanding of modes of Professional development of Economic Teacher.
- Develop awareness about recent advancements in teaching of Economics.

Course – PEDAGOGY OF GEOGRAPHY

The student teacher will be able to:-

- Develop understanding about Principles of Curriculum construction in Geography.
- Develop skill in constructing & analysing geography curriculum.
- Develop skills in using different resource for teaching geography.
- Understands importance of Professional development of geography teachers.
- Develop skills to be a successful geography teacher.

Course – PEDAGOGY OF HISTORY

The student teachers will be able to:-

- Develop an understanding of principles of development of curriculum of history.
- Develop an ability to evaluate the existing curriculum of History.
- Construct and use Instructional/ Learning material.
- Develop an ability to use community resources in teaching of History.
- Use audio visual aids and ICT in teaching of History.
- Develop an understanding of responsibilities and professional ethics of History teacher.
- Develop an understanding of modes of professional development of History teacher.

Course – PEDAGOGY OF GENERAL SCIENCE

The student teachers will be able to:-

- Develop ability to evaluate the existing syllabus of General Science.
- Develop an understanding of curriculum construction.
- Use audio-visual aids, community resources and ICT in teaching-learning of General Science.
- Organize co-curricular activities related to General Science teaching.

- Develop abilities to equip and manage General Science laboratory and organize practical work in General Science.
- Construct and use instructional / learning materials.
- Understand responsibilities, qualities and professional ethics of General Science teacher.
- Understand the modes of professional development of General Science Teacher

Course – PEDAGOGY OF BIOLOGY

The student teachers will be able to:-

- Develop ability to evaluate the existing syllabus of Biology.
- Develop an understanding of curriculum construction.
- Use audio-visual aids, community resources and ICT in teaching-learning of Biology.
- Organize co-curricular activities related to Biology teaching.
- Develop abilities to equip and manage biology laboratory and organize practical work in Biology.
- Construct and use instructional / learning materials.
- Understand responsibilities, qualities and professional ethics of biology teacher.
- Understand the modes of professional development of Biology Teacher

Course – PEDAGOGY OF CHEMISTRY

The student teacher will be able to:

- Understand qualities and ethics of Chemistry Teacher.
- Foster creativity through Teaching of Chemistry.
- Relate chemistry to conservation of environment
- Review a chemistry text book.
- Organize various activities related to chemistry viz field trip, Science Fair, Science Club, Science Quiz.
- Create Awareness in community through various programmes about the issues such as Food Adulteration, Superstitions and Hazards from Chemical substances and Chemical Industries etc.

Course – PEDAGOGY OF MATHEMATICS

The student teachers will be able to:

- Identify difficulties in learning concepts and generalization, and provide suitable remedial measures.
- Develop ability to teach proof of theorems and to develop mathematical skills to solve problems.
- Develop understanding of the strategies for teaching exceptional students in mathematics.
- Develop capacity to evaluate and use instructional materials in mathematics education.
- Develop skills to be a successful mathematics teacher.
- Construct appropriate assessment tools for evaluating mathematics learning.
- Familiarize with the development of curriculum in mathematics.
- Understand and use of learning resources in Mathematics.

Course – PEDAGOGY OF PHYSICS

The student teacher will be able to:

- Critically appraise Physics curriculum at senior secondary level.
- Study science laboratory in schools, facilities and materials available in class that facilitate learning of Physics.
- Plan, manage physics laboratory and organize physics practical work
- Analyse the text book with reference to the content, its organization, learning experiences and other characteristics
- Select and effectively make use of multimedia and other learning resources in classroom teaching
- Conduct Physics related activities through science clubs, science fairs, science exhibitions during school attachment
- Conduct Physics practical prescribed by RBSE
- Become aware of various professional organizations and professional development.
- Programs for Physics Teacher.
- Identify themes in Physical Science for which community can be used as a learning Resource

Course – PEDAGOGY OF HOME SCIENCE

The student teacher will be able to:

- Develop interest in teaching of Home Science.
- Understand terms and concepts of teaching of Home Science and their use in class room situations.
- Develop understanding and skill of using various teaching methods and teaching aids.
- Use problem solving approach in problems related to home life.
- Develop practical skills to organize various activities.
- Develop competency and skill for effective evaluation.

Course – PEDAGOGY OF BOOK KEEPING AND ACCOUNTANCY

- Acquire the basic understanding of teaching of book keeping.
- Develop the ability to plan curriculum and instructions at school level.
- Develop the ability to critically evaluate the existing school curriculum.
- Impart knowledge of the method and devices of teaching book keeping and accountancy to develop the skill of using the same
- Apply appropriate method in teaching particular topics.
- Prepare achievement and diagnostic test
- Develop skill in preparation of using various teaching aids.

Course – PEDAGOGY OF COMMERCE PRACTICE

- Development and understanding of concepts of commerce and accountancy.
- Understand the characteristic of commerce and its role in the development of modern society.
- Understand the commercial implication of various theories of learning.

- Gain competency in using modern psychological theories to devise teaching learning process.
- Understand the nature and functions of various instructional support.
- Improve the understanding of the principles of curriculum construction and organization in commerce.
- Develop the understanding of various methods and approaches and techniques of commerce teaching.
- Identify the role of IT in commerce education.
- Develop an appreciation towards the role of commerce in daily life.

B. Ed. II Year

Course – KNOWLEDGE AND CURRICULUM

The student teacher will be able to:

- Know the perspectives in education.
- Focus on epistemological base of education between knowledge and skill teaching and training – Knowledge and information and reason and belief to engage with the enterprise of education.
- Discuss the basis of modern child centered education.
- Identify relationship between the curriculum framework and syllabus.
- Focus on social base of education.
- Help prospective teachers to understand the process of curriculum development.

Course – GENDER, SCHOOL AND SOCIETY

The student teacher will be able to:

- Know the difference between gender and sex.
- Develop basic understanding and familiarity with key concepts – gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- Know the learning and challenges of gendered roles in society.
- Study various aspects of gender roles, relationship and ideas in textbooks and curricula.
- Study the overview of girl education in India.
- Acquaint with gender just education and ways & means to promote.
- Know the process of gender sanitization in teaching learning process

Course – ASSESSMENT FOR LEARNING

The student teacher will be able to:–

- Understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
- Know the critical role of assessment in enhancing learning.
- Know the constructivist paradigm of learning and assessment.
- Acquaint with the importance of feedback in the process of assessment.
- Know the practicality of learning centred assessment.
- Prepare prospective teachers to critically look at the prevalent practices of assessment.
- Prepare students teachers to facilitate better learning and prepare more confident and creative learners.

- Understand the policy, perspective on examination, evaluation and their implementation practices.

Course – CREATING AN INCLUSIVE SCHOOL

The Student teacher will be able to:

- Understand concept, meaning and significance of inclusive education.
- Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
- Learn the definition of disability and inclusion within an educational framework so as to identify the dominating threads that contribute to the psychological construct of disability and identity.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Screen out and identify special needs of children for developing a broader plan to foster the need of the diverse inclusive class.
- Develop critical understanding of international acts, policies and educational provision for children with special needs.
- Develop the ability to conduct and supervise action research activities.

B. Ed. II Year Optional Special Courses offered by Affiliating University and student teachers can opt any one of them

Course – PEACE EDUCATION

The student teacher will be able to:

- Explain and know about peace education, its relevance and connection to inner harmony as well as harmony in social relationships.
- Study about Human Rights and peace Education.
- Understand the views of different philosophies about peace.
- Know how peace education is helpful in conflict resolution.
- Study the ways of integrating peace into the curriculum
- Study how teacher can be a peace builder
- Use pedagogical skills and strategies in and out of classroom for promoting peace.
- Resolve conflicts within self and in society.

Course – YOGA EDUCATION

The student teacher will be able to:

- Understand the need and importance of Physical Education
- Acquaint with allied areas in physical education
- Sensitize with physical fitness and its importance.
- Become aware of benefits of physical fitness and activities for its development
- Acquire skills for assessment of physical fitness.
- Get introduced to philosophical bases of yoga.
- Get introduced to types of yoga and their importance.
- Resort to physical activity for fitness development.
- Understand the procedure of health related fitness evaluation.

Course – GUIDANCE AND COUNSELLING

The student teacher will be able to:

- Develop an understanding of the concepts of guidance and counselling.
- Develop an understanding of educational, vocational and personal guidance.
- Know the various types of guidance and counselling programme.
- Study the essential guidance and counselling services.
- Acquaint the students with the testing devices and techniques of guidance.
- Know the recent trends, issues and challenges in guidance and counselling.

Course – ENVIRONMENTAL EDUCATION

The student teacher will be able to:

- Get acquainted with the concept of environment and ecology.
- Become aware and interested in environmental education.
- Gain knowledge about pollution and its control.
- Become sensitized to the global environmental problems.
- Become sensitized to the need for conservation of resources.
- Develop desirable attitude, values and respect for environment.

Course EPC 4 – UNDERSTANDING THE SELF

The student teacher will be able to:

- Develop understanding about themselves the development of the self as a person and a teacher
- Develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
- Develop a holistic and integrated understanding of the human self and personality.
- Build resilience within to deal with conflicts at different level and learn to create terms to draw upon collective strength.
- Help explore one's dreams, aspiration, concerns through varied forms of self-expression, including poetry and humour.
- Introduce yoga to enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.