1.3.3 Students derive professionally relevant understandings and consolidate these into professional

acumen from the wide range of curricular experiences provided during Teacher Education

Programme

* Diverse learning engagements help the student teachers to develop multidisciplinary viewpoints
* and knowledge, formation of dispositions, values and become well-versed in the latest
* advances in education.
* The institution provides an effective and conducive environment to the prospective teachers for
* the overall development including social, moral, cultural and academic aspects of personality.
* Curriculum transactions through seminars, discussions, debate and activities of women cell, the student teachers understand and apply the strategies of addressing gender bias in educational
* institutions in the curriculum development and transactions, empowerment of girls as well as
* empowerment of society
* Brain storming sessions, seminar presentations, problem based practicums, activities, cultural programmes and school based conscientisation programmes are organized to identify and resolve the major social, intellectual and environmental issues, challenges faced by our pluralistic society.
* It helps in accentuating the use of functional knowledge in nurturing and equipping the classroom learner to face those challenges.
* Cultural programmes competitions, community visits and camps, develop a proper value system based on the cultural, social, political and moral base of Indian society.
* Theoretical discourses, school / community- based experiences, and reflective practices ceaselessly evaluate the effects of choices and actions of student teachers.
* By organizing and participating in games, sports, theoretical and practical inputs render an integrated holistic understanding about physical fitness, developing positive attitudes, values, skills and behaviour related to health and physical education. Proffering health and
* fitness through aerobics and yoga helped student teachers to maintain a healthy mind in a healthy body.
* Practicing ICT integrated teaching, and awareness on Web 2.0 tools: - Hot Potatoes, Ptadle (Dynamic periodic table), Go animate, Jing, Edmodo, Teacher Tube, Edjudo, Edublog, Chem Collective for physical science student teachers helped during internship to mould techno-pedagogically competent teachers.
* In theoretical discourses and setting examples in the institution, student teachers get experiences to identify the role of a Teacher as an HR manager.
* Curricular experiences were provided to identify and resolve the major social, intellectual and environmental issues / challenges faced by our pluralistic society and make use of the knowledge in nurturing/equipping the classroom learner to face those challenges. Familiarisation of tools and techniques for Evaluation, Development of competencies and Entrepreneurship in education are incorporated in the curriculum.
* Daily Class experiences helped to acquire pedagogical knowledge and communication skills.
* Reflective practices after internship phase 1 and 2 helped student teacher to reflect on
* Strength, challenges and future possibilities in their teaching behaviour.
* The six subject associations and different clubs organize life related programmes which adds an impetus to the thrust areas of curriculum.
* Training and Participation in art and aesthetics improved development of Aesthetic values among student teachers