Student have not joined this in course. This teacher training programme is not functioning since 2014 as students are not willing to join the course. the job opportunities have declined for this course

In spite of best efforts made by the management by reducing fees, providing scholarships etc. nobody has joined the course

Finger dexterity box, Steadiness tester, mirror muller layer illusion board, Tachistoscope, Inventory stress scale, study habits, level of aspiration. etc..

A few years ago, when the information world was highly structured and key resources could be found on the shelves of any respectable college or university library, getting students to use scholarly and other resources was a rather straight-forward matter. Assignments indicated what specific (mostly print) resources formed the “universe” from which students could choose and they, sometimes with the assistance of a librarian, would go directly to the desired books or journals. All this changed dramatically with the introduction of the Internet and the proliferation of online resources. Access to information resources has now become almost universal and mostly unfettered. One might assume that student research and use of resources would have improved dramatically.

Reality, though, is far from satisfactory. The challenges facing today’s information-seeker are far different from those of only a few years ago (1). With the proliferation of resources, both instructors and students must develop information literacy. That is, they must become proficient in: assessing one’s information needs, searching for possible sources of information, evaluating the credibility and quality of sources, and integrating information across sources and into research and/or assignments (2). In too many cases, assignments have not kept pace with the changing information environment. An emphasis on using multiple resources is especially important in classes stressing life-long learning, communication skills, critical analysis, and the development of personal values. But in today’s “information society,” being able to find and use resources will be increasingly relevant regardless of a class’ specific objectives.

Expediency and lack of training are the most common reasons for students’ inability or unwillingness to explore varied resources and to search for them in any ways other than the most superficial ones (3). The basic role of instruction is still essentially that of structuring opportunities for students to learn and being able to demonstrate their learning. However, the controlled, comfortable world of academic resources has given way to an open-ended, highly diverse, and often surprisingly rich universe of information. Using multiple resources has become a more complex and layered activity, but one that instructors can promote successfully when they are willing to move away from old customs. This is one of those unique instances where both instructors and students are learners (4)

Physical education health

The Comprehensive Health and Physical Education standards focus on personal decision-making around emotional and social well-being, positive communication, healthy eating, physical activity, tobacco, drug, and alcohol abuse prevention and violence prevention. The standards underscore important skills for navigating today’s society with its complex and often confusing messages around health, beauty, and happiness. The Social Studies standards guide students in developing the knowledge and skills to make sound judgments, understand historical and contemporary experiences/events, analyze interpersonal and global tensions, and actively participate in the complex world in which they live.

The standards support the use of reasoned and reflective thinking to engage and collaborate with others in an increasingly diverse and interdependent world.

Science

the Science standards reflect a new vision for science education that connects scientific knowledge, in authentic ways, to real-world problem solving and innovation. The standards forefront scientific practices that use and go beyond the inquiry process to arrive at reasoned and justifiable rationales for interpretations of phenomena/events.

 [A Framework for K-12 Science Educatio](http://www.nap.edu/openbook.php?record_id=13165)n, released by the National Research Council (NRC) in July 2011, identifies the key scientific ideas and practices all students should learn by the end of high school.

Mathematics

The Mathematics standards compel us to make mathematics relevant to students by moving beyond mere answer getting to doing the work of mathematicians. The standards emphasize the development of students’ abilities to use mathematics to represent their lived experiences and to simplify and explain complex phenomena.

Arts

The Arts Standards reflect the innate creativity and rigorous cognition, required to produce a work of art, all students deserve to experience. The standards challenge the elitist perception sometimes associated with the arts, asking all students to stretch their thinking and participate in the creative process inherent in each arts discipline (Know/Comprehend, Create, Perform/Present, and Refine/Critique).