



**INSTITUTE OF LANGUAGE TEACHING  
B.Ed. (English) College, Rajkot**

**A Report on  
Reflective Reading**

**:: Name of Teacher Trainee ::**

Hetal M. Dafda

**Enrolment Number:** 211480030036

**Month & Year** December . 2021

# Activity of section

A

- 1. Select a text from the text book of your choice. Identify the context, diversity and values inherent in the text. State the authors purpose of the text and reflect upon your understanding for the same.
- Name of the textbook -  
class 6<sup>th</sup>. A pact with the Sun
- Name of the Text - The old-clock shop by Marlene Hughes

## The Old-clock Shop

⇒ The old-clock shop is a story of a Christmas eve. It is a short Christmas story that teaches us the importance of peace and goodwill in people. The entire story takes place during the eve of Christmas in an old-clock shop run by an old man called Ray. In echoing the true Christmas spirit, the protagonist extends compassion and thoughtfulness to a man with wrong intentions. The act of benevolence stops the man from committing a crime, and it spreads peace, kindness, hope and positivity around.

### ⇒ Major characters.

- Ray: protagonist and a major character, runs an old-clock shop
- Man - A major character, visits the clock shop with ill-intentions.

2

The story begins with the Christmas Eve. While it is common to have snow during the Christmas season, snow can also be seen as a metaphor.

Snow is a sign of hope and a new beginning. As Shelley had said - If winter comes, can spring be far behind?

In the story Ray, an old deaf man, and at Christmas Eve his shop remained open. The line - "yet the lights were still burning in the old-clock shop" may have an undertone. While the idea of 'burning lights' may simply mean that the shop was open, light can be seen as a symbol of hope.

⇒ Context, diversity and values inherent in the text:

Entire story is based on the goodwill and the helpful nature of the Ray. The chapter "The Old-Clock Shop" inherent the goodwill and peaceful mind strategies.

3

In the story author wants to deliver a message of "peace on earth, goodwill towards all". The theme and plot of the story helps the learners and students to develop the good human kind in themselves.

In this chapter - Marlene Hughes represented the idea of true humanism.

In the story Roy was a deaf man, since he couldn't have heard it getting opened or the noise came from outside, but still he was ready to help the unknown buyer.

⇒ Over all story represents the idea of good human kind which helps the students to develop the good moral human being during his/her lessons.



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## The Old-Clock Shop

4

- It's Christmas Eve, and closing time for shops.
- Ray's old-clock shop is still open.
- Two shoppers call at this late hour.

CHRISTMAS Eve had arrived. As last-minute shoppers were going home, a thick, white sheet of snow lay over Salt Lake City, USA. Yet the lights were still burning in the old-clock shop, as Ray, its old, deaf owner, worked on a clock he had sold that day.



## Activity of Section-B-

1. Reflect upon your experiences that helped you in transforming the theory taught to you and practice that you adopted related with microteaching skills.

Overall my thoughts about this experience for the preparation part was a struggle. I had a hard time deciding what to do for my micro teaching skills. I wanted to do something that fit the standard well and that I would be able to teach. Originally, I had multiple different ideas, first I choose the idea when I had my idea I think it was easy to prepare. But I was still worried that I was doing it wrong. On the day of my teaching, I think my micro teaching went well.

I agree that one of the best methods of learning is through practice and trial and error. I enjoyed the experience because I think it was helpful to put together

What I have been learning. It feel like the reflection experience was very beneficial. I have done similar observations in another class.

I remember walking around throughout the whole group discussion and throughout my teaching.

I think the experience of observing most of them was valuable for I had chance to be exposed to different teaching styles and strategies as well as to berainite my own strategies.





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Trainees, Demonstrating, Knowledge Skills, Values attributes in learning area





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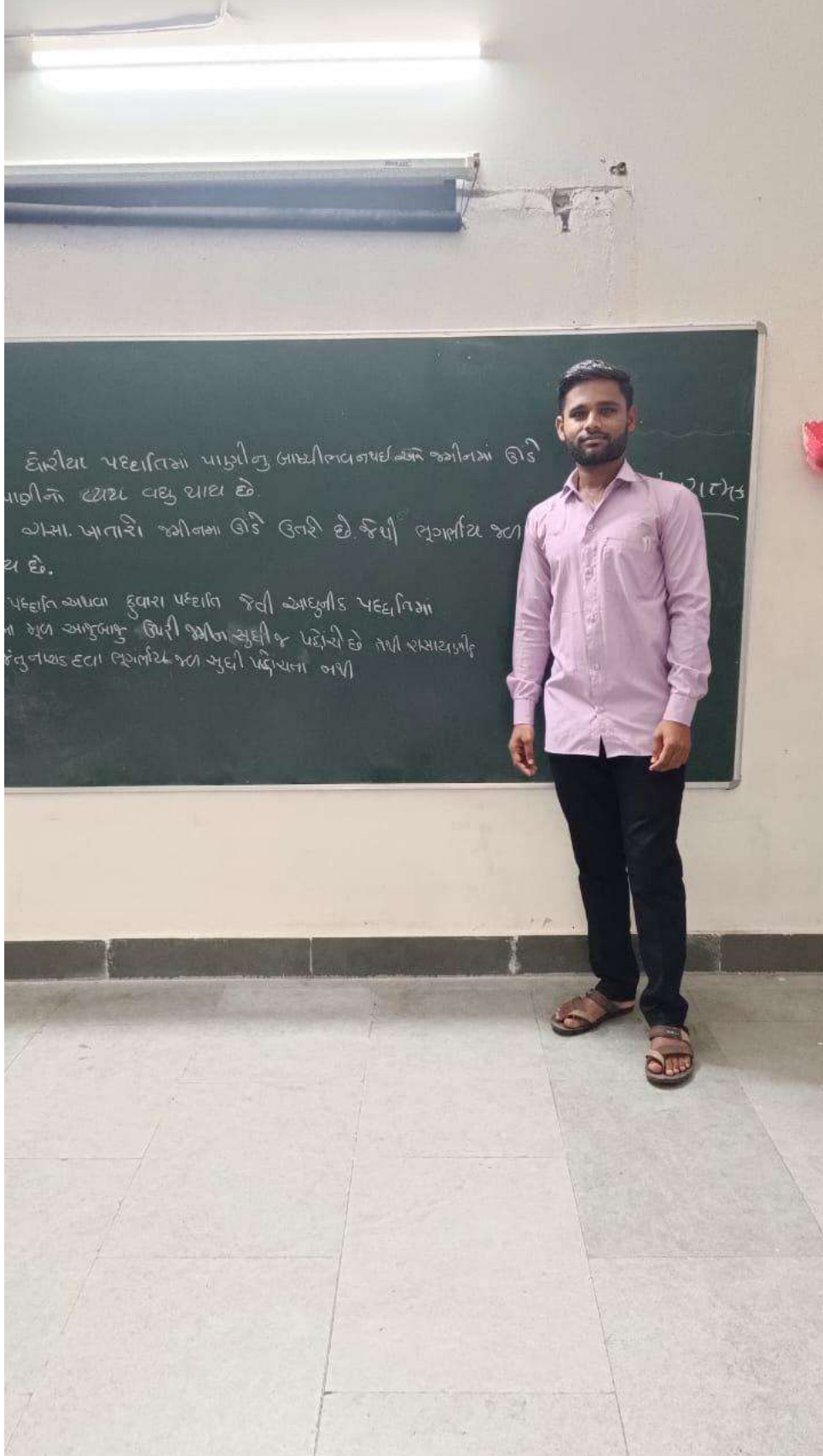




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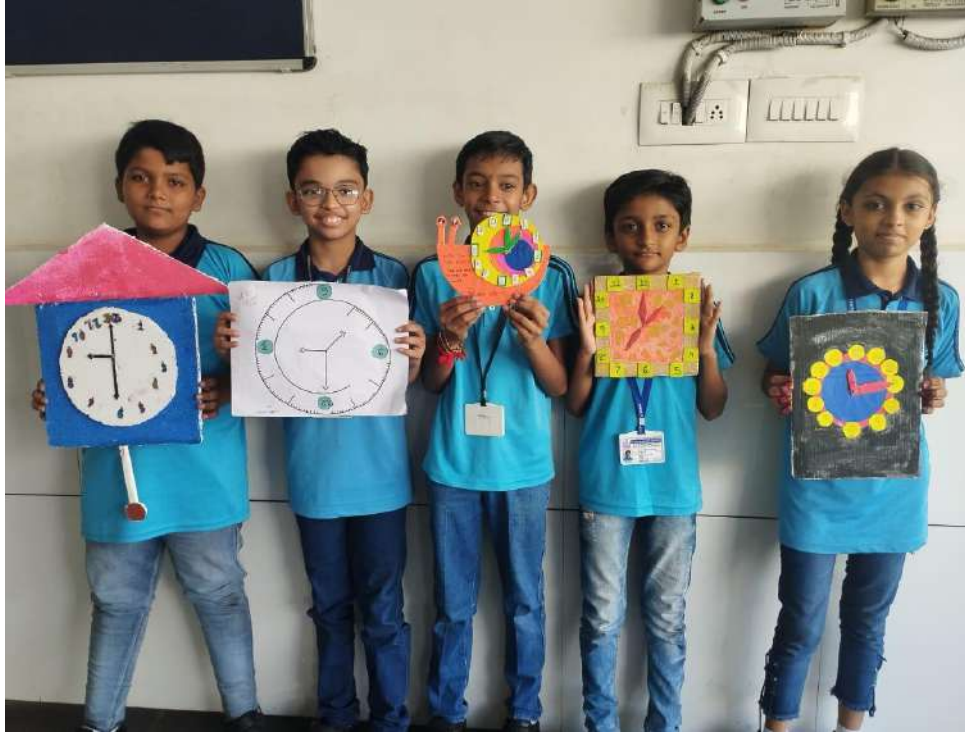




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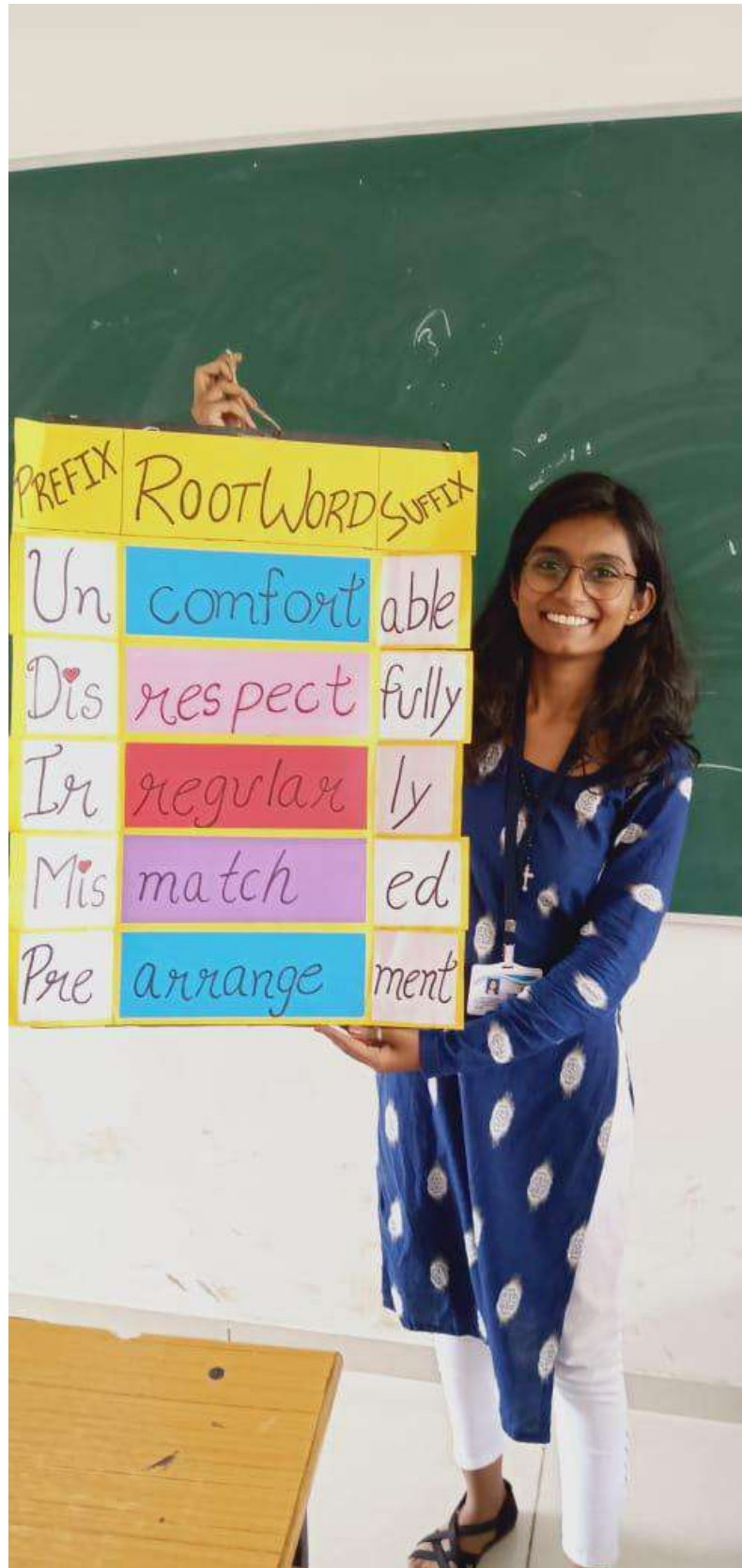




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Video

[Trainees, Demonstrating, Knowledge Skills, Values attributes in learning area](#)



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Dt.01/12/2023

List of Activities that are conducted as a part of the curriculum that provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas


## Enhancing Professional Capabilities

Paper Reflective Reading	Credit - 3
Art in Education	Credit - 3
Environment Education / Yoga in Education / Education Management	Credit - 3
Educational Statistics, Guidance and Counseling / Value Education	Credit - 3

## School Internship

Pre-practice Teaching	Credit - 5
Practice Teaching	Credit - 4
Block Teaching	Credit - 4
Internship Activities	Credit - 11

The documentary evidence of the curriculum framework is attached.

  
**Dr. NIDATT P. BAROT**  
PRINCIPAL,  
INSTITUTE OF LANGUAGE TEACHING  
(ENGLISH MEDIUM) B.Ed. COLLEGE, RAJKOT

# Curriculum Framework

## Bachelor of Education (Two year)

(Based on NCFTE & NEP 2020)



॥ न हि ज्ञानेन सदृशं पवित्रमिह विद्यते ॥

**Indian Institute of Teacher Education**  
(State Public University established by Govt. of Gujarat)

# Curriculum Framework Bachelor of Education (2- Year) From AY 2022-24



॥ न हि ज्ञानेन सदृशं पवित्रमिह विद्यते ॥

## Indian Institute of Teacher Education

(State Public University established by Govt. of Gujarat)





# Semester I

Sem  
I

PS1 O2 :

**General Pedagogy for Languages,  
Social Sciences & Commerce**

Optional

Marks : 70 + 30

**Objectives****To enable the prospective teachers:**

- to comprehend the concepts of faculty and discipline and knowledge as a whole.
- to appreciate values and recognize correlation.
- to understand pedagogical perspectives.
- to develop skills of microteaching, simulation lesson.

**Unit 1: Values and Corelation among Languages, Social Sciences and Commerce**

- 1.1 Concept of faculty and discipline with reference to Languages, Social Sciences and Commerce
- 1.2 Scope of Languages, Social Sciences and Commerce, Values - Aesthetic, Cultural and Utilitarian
- 1.3 Correlation among Languages, Social Sciences, Commerce, Mathematics and Science
- 1.4 Languages, Social Sciences and Commerce in school curriculum and day to day life: Need and Importance

**Unit 2: Pedagogical Perspectives**

- 2.1 Teaching: Concept and Principles
- 2.2 Maxims of Teaching
- 2.3 Concept & Examples: Techniques, Methods, Devices, Approaches and Models of teaching
- 2.4 Concept: Aims, Objectives and Learning Outcomes in languages, Social Science and Commerce

**Unit 3: Methods of Teaching Languages, Social Science and Commerce**

- 3.1 Inductive-Deductive, Comparison
- 3.2 Translation, Story Telling
- 3.3 Narration cum disCuSsion, Demonstration, Project
- 3.4 Analysis-Synthesis, Source Method (Aadhar)

**Unit 4: Microteaching, Simulation**

- 4.1 Microteaching: Concept, Steps, and Merits
- 4.2 Microteaching Skills: Set Induction, Probing Questions, Fluency in Questioning, Explanation, Illustration with Example,
- 4.3 Microteaching Skills: Board work, Stimulus Variation, Reinforcement, Use of Teaching Aids
- 4.4 Simulation: Concept, and Characteristics and Steps

**Objectives****To enable the prospective teachers:**

- to identify and relate to the context and diversity exhibited in the text book.
- develop skill of interpretation and reflection in relation with the text.
- to relate to the purpose of conducting various microteaching, curricular and co-curricular activities.
- to develop skills and ability to reflect in action and on action.

**Section A : Context And Diversity In Text**

(This section foCuS on developing the reading and comprehending ability of the teacher trainee with reference to text and develop skills for verbally, visually kinesthetically reflecting on the same.)

- 1.1 Conceptual Understanding: Text, Diversity, Context, Comprehension, Reading Strategies
- 1.2 Davis's nine potential component skills of comprehension
  1. Word meanings
  2. Word meanings in context
  3. Follow passage organization
  4. Main thought
  5. Answer specific text-based questions
  6. Text-based questions with paraphrase
  7. Draw inferences about content
  8. Literary devices
  9. Author's purpose.
- 1.3 Reading Strategies-Previewing, Skimming, Scanning, Inferring, Reflecting, Predicting, Paraphrasing and Expansion of ideas

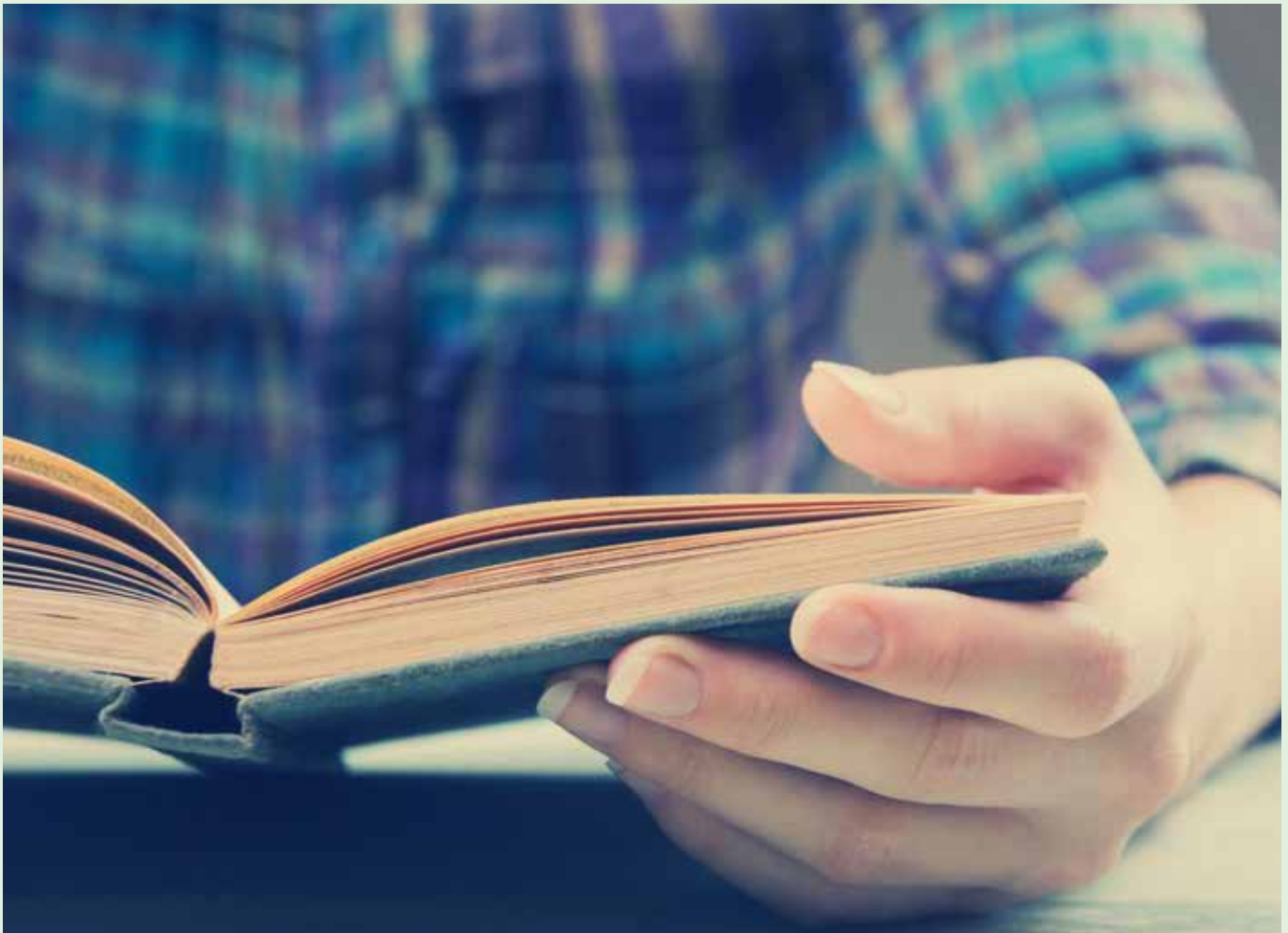
**Section B : Reflections On Curricular Practices**

(This section foCuS on providing opportunities of reflection to teacher trainee with reference to curricular practices and school internship activities and develop skills for verbally, visually kinesthetically reflecting on the same.)

- 2.1 Conceptual Understanding: Reflective learning, Reflective Diary, stages of reflection
- 2.2 Reflection in action, reflection on action –Donald Schon

**Activities for Section A :**

1. Select a text (at least a lesson of 4-5 pages) from the text book of your choice. Identify the context, diversity and values inherent in the text. State the authors purpose of the text and Reflect upon your understanding for the same.
2. Select a text (at least a lesson of 4-5 pages) from the text book of your choice. Paraphrase the text and redesign the pages of the text in creative ways.
3. Narrate a story with true events (a current news piece from newspaper related to current events or any incidence can be selected). Re-telling the account - in one 's own words/ reflect your views / allow different viewpoints to be presented. from different points of view (taking turns in a smaller group)
4. Select a text from school text book which describes an event /case study/narration etc. Identify the cultural/social/gender relations prevalent during the describe period and present it in audio/visual/ audio-visual form other than the text.
5. Select an event based text from school text book and elaborate on the history before the events listed in the book. Identify the cultural/gender/social biases/thoughts/ideas inherent during the given period. Present it in audio/visual/audio-visual form other than the text.



**Activities for Section B :**

1. Select a text analyses the structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations (guided working in pairs)
2. Reflect upon your experiences that helped you in transforming the theory taught to you and practice that you adopted related with microteaching skills.
3. Select an event related to microteaching and reflect upon the experiences of preparing and presenting the skill and the process of thinking at the time of teaching.
4. Select an event related to any curricular or co- curricular activity in which you have participated. List down the sequence of the events and elaborate at least one / two events during the process which might have weakened / strengthen/ changed changed your thoughts/ attitudes.
5. Researching and select an article of your choice. Research on the chain of events and develop a journal related to the event.

**Note: Trainees will select one activity from each unit for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.**



**Objectives****To enable the prospective teachers:**

- to identify and relate to the components related to music, fine arts, dance and drama inherent in the school curriculum.
- to develop skills of identifying and appreciating values related to music, fine arts, dance and drama in the school textbooks.
- to relate the textbooks to the purpose of conducting various celebrations in the form of curricular and co-curricular activities through the various forms of art.
- to develop skills and abilities to identify art in the curriculum and relate it to the day-to-day teaching and learning and lifelong learning.

**Section A : Music and Fine Arts in Education (Conceptual Understanding)**

- 1.1 Fine Arts : Elements (Line, form, tone, shape, color, texture) and its various expressions (Drawing, Painting, Poster Making, Collage, Rangoli, Clay Modeling etc.)
- 1.2 Music (Sanskrit Hymns, Shlokas, Stotras, Prayers, Patriotic Songs, Folk Songs, Light Vocals)

**Section B : Dance and Drama in Education (Conceptual Understanding)**

- 2.1 Dance: Taal, Laya, Matra, Sam, Tali, Khali and Avartan with example of different Taals. Writing of Taals, Folk, Traditional and Regional Dances, Classical dance forms
- 2.2 Drama : Theatre, Mono Acting, Mimicry, Skit, One Act Play, Mime, Dialogues and Dialogue Delivery

**Activity of Section A****Music**

1. Select a text from your textbooks and identify any Sanskrit Hymns, Shloks, Stotra, Prayers, Patriotic Songs, Folk Songs, Light Vocal with which you can present the content or the text in a better way. Prepare a report with guidelines for the teacher showing the process.
2. Select a concept or text from your textbook. Develop Sanskrit Hymns/ Shloks/ Stotra / Prayer/ Patriotic Song / small poems for teaching the concept. Prepare a detailed report.
3. Find out a text or a topic related to any folk song pertaining to any region. Learn how to perform it in the classroom for the better understanding of the topic. How will you relate it and explain it? Prepare a detailed report.
4. Find out a song related to Bhakti Sangeet of India pertaining to any religion that is related to one or more topics of any textbooks. Learn to sing it appropriately in the classroom and relate it to discuss your topic. Prepare a detailed report
5. Can music be used to teach science and mathematics? If yes, how? Find out the ways and sources. Prepare or create your own poem, song or instrumental tune and perform before your teacher educators and teacher trainees. Prepare a detailed report of the project.

**Fine Arts**

1. Select a concept or topic from the school textbooks and prepare a drawing or painting. Prepare an outline of how to use that in the teaching of that topic in the class. Perform it and Prepare a report.
2. Select a concept or topic related to raising social awareness regarding any social or national or global issue from the school textbooks and prepare a poster. Prepare an outline of how to use that in the teaching of that topic in the class. Perform it and Prepare a report.

3. How can we use Clay Modeling, Paper Modeling and other crafts to teach any topic or concept of Mathematics, science or even languages and Social Sciences? Select a topic or a concept from any textbook and Prepare a Model to teach that topic or concept through any type of modeling. Prepare a report.
4. Select a unit of any textbook where more than one characters or concepts are discussed and they are inter-related as well. Prepare a collage containing all these characters or concepts on a single drawing sheet. Show how can it be used in the classroom. Prepare a report.
5. Study the school text and make a list of at least 10 two dimensional images and 10 three dimensional images. Can you prepare better two dimensional and three dimensional images related to that topic in the textbook? If yes, show how and prepare it. Prepare a report of its use in the classroom.

### Activity of Section B

#### Dance

1. Study the tribal and regional dances and identify how they can be used to teach a concept to the learner. Prepare a detailed report and presentation. Make presentation in your class.
2. Study the Classical Dance of an artist (Watch his/her videos available on internet) and identify how they can be used to teach a concept to the learner. Prepare a detailed report and presentation.
3. Select a text from your school textbooks and list out various aspects of dance forms angles, moves, culture etc. that are available in the school text. Prepare a report and presentation.
4. Perform a folk dance (in group) that is related to any of the textbooks of school education and that can help the learners of that standard to understand that unit. Prepare a report.
5. Select a concept of your choice and prepare a nritya naatika of atleast 10-15 minutes to explain the concept. Prepare a report.

#### Drama

1. Select a concept from your text book and present the concept in the form of a full length play of at least 40 minutes. Prepare a script and a report.
2. Select a topic of creating awareness / current event from your textbooks and prepare an awareness campaign using mime/street play. Prepare a report.
3. Select a character from any textbook of languages or social sciences. Prepare and perform mono acting exhibiting that character. Prepare a report.
4. Study the various Rasas of Natyashastra given by Bharat. Find out various dialogues given in the language textbooks. Find out which dialogues are related to which Rasas? Perform those dialogues without reading and learn to produce that Rasa through the art of dialogue delivery or Role play (individually or in group). Prepare a report.
5. Find out good dialogues from movies that teaches a particular value to all of us. Perform that individually or in group on the stage. Prepare a report.

**Note: Trainees will select one activity from each unit for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.**

Sem

I

## SI 1 : Pre Practice Teaching

Compulsory

Marks : 200

**Objectives****To enable the prospective teachers:**

- to understand the concept of microteaching skills and simulation
- to develop the proficiency in application of microteaching skills
- to develop the proficiency in delivering simulation lessons
- to develop the ability to use online medium and give lessons through online mode.
- to be exposed to school environment and gain multiple experiences

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M 1	M 2		Int.	Ext.	Total
Micro Lesson	1.5	45	3	3	6	60	-	100
Observation			6	6	12			
Simulation (Face to Face)	2.5	75	3	3	6	60	-	
Observation			3	3	6			
Simulation (Digital)			2	2	4	40	-	
Observation			2	2	4			
School Exposure	1.0	30	Report writing & Reflective journal			20	-	40
			Film Review and Reflective writing			20	-	
	<b>5.0</b>	<b>150</b>	<b>Total</b>			<b>200</b>	<b>-</b>	<b>200</b>





# Semester III

# Semester IV

Sem  
IV**PS 4 Advance Pedagogy**

Compulsory

Marks : 70 + 30

**Objectives****To enable the prospective teachers:**

- to understand the concept of advance pedagogy
- to understand concept and need of different advance pedagogies
- to use rubrics, portfolio as an assessment tool
- to understand use remedial measures

**Unit 1: Introduction to Advance Pedagogy**

- 1.1 Advance Pedagogy: Concept, Need and Importance
- 1.2 Principles of Advance Pedagogy
- 1.3 STEAM (Science,Technology,Engineering,Arts,Maths) learning: Concept, Need and Importance
- 1.4 Experiential learning and Project based learning

**Unit 2: Advance Pedagogy-1**

- 2.1 Constructivist Approach: Concept, Principles and Role of Teacher
- 2.2 5E Model: Steps and Role of Teacher
- 2.3 Concept Mapping: Concept,Types, Importance and Role of Teacher
- 2.4 Reflective Learning: Concept, Gibb's Cycle and Role of Teacher

**Unit 3: Advance Pedagogy-2**

- 3.1 Cooperative Learning: Concept, Strategies and Role of Teacher
- 3.2 Collaborative Learning:Concept, Strategies and Role of Teacher
- 3.3. Techno pedagogy: Concept, Skills and Role of teacher
- 3.4 Integrated Pedagogy: Concept

**Unit 4: Assessment and Evaluation**

- 4.1 Rubrics: Concept, types, Development and its effective use
- 4.2 Portfolio: Concept, types, Development and its effective use
- 4.3 Diagnosis and Remedial measures , Action Research
- 4.4 Modern tools and techniques for formative assessment

Sem  
IV**EPC 3 O1: Environmental Education**

Optional

Marks : 35 + 15

**Objectives****To enable the prospective teachers:**

- to understand functions of various Environmental Education centers.
- to conduct case study on Environmental Education and NGO or Academic organization.
- to prepare report on implementation Environmental policies.
- to conduct interview for Environmental Education activities at the school
- to develop an understanding of concepts and issues related to environment as depicted in curriculum

**Section A**

1. Study of students' understanding of the environmental concepts depicted in the text books
2. Activities for developing environmental friendly life style
3. Visit to any Environmental Education Centre and prepare report based on its activities
4. A study of Environmental issues by interviewing student, parents and educator.
5. A case study of any NGO, Academic organization such as special institution for Environmental Education with reference to their activities
6. Report on implementation of Environmental policies with reference to provisions for Environmental Education in the school.
7. Interviewing and preparing report to find out Environmental Education activities at the school by interviewing associated personnel (school principal, teachers, parents and students).
8. One day camping in a village or in Forest
9. Prepare a report on pollution in your place and inform the local authority.

**Section B**

1. Study of students' understanding of the images, graphs and figures related to environmental concepts as depicted in the text books.
2. A study on representation of concepts of environment across the curriculum (different subjects in same class or same subject in different classes)
3. Administration of Environmental awareness test on school students and preparing report
4. Group discussion on significance of Panch Mahabhoota in the wellbeing of people.
5. Administration of Environment awareness inventory on school students and preparing report
6. Administration of Environmental awareness checklist/ rating scale/observation on students and preparing report
7. Administration of Environmental awareness interview on teachers and preparing report
8. Reflection on the policies and practices related to environment issues
9. Movie/ documentary review with reference to Environmental Education.

**Mode of Transaction:** Workshops of one day to describe the idea and the activity.  
Activities to be conducted (any one from section A and B respectively)

**Note:** Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.



Sem

Optional

IV

## EPC 3 O2: Yoga in Education

Marks : 35 + 15

**Objectives****To enable the prospective teachers:**

- to perform various Asanas and Pranayam
- to understand the power of meditation
- to understand the impact of yoga on health
- to apply the knowledge yoga in the well being of self and society
- to appreciate the traditional knowledge in yoga

**Section A**

1. Perform any five Paranyama and prepare a video of it.  
Anulom vilom, Bhastika, Kapalbhanti, Shitali, Sitkari, Bhramari, Surya bhedan and Chandra bhedan
2. Organize Yoga awareness camp in the practice teaching school and prepare a report of it.
3. Undertake a project on scientific parameters of Yoga and prepare a report of it
4. Conduct a survey about the awareness towards yoga and prepare a report
5. Participate in any one seminar or workshop related to yoga and health and prepare a report
6. Visit a Yoga University or any Yoga centre and prepare report
7. Interview any regular yoga practitioner and prepare report on their daily routine and their views about Yoga
8. International Yoga day Celebration and report preparation

**Section B**

1. Perform Asanas ( Any Twelve) and prepare a video of it.
  - a) Sitting Posture : Matsyendrasana, Kukkutasana, Vakrasana, JanuShirshasana, Bakasana
  - b) Sleeping Posture: Ardha Salbhasana, Navkasana, Mandukasana, Matsyasana, Setubandhasana
  - c) Standing Posture : Katichakrasana, Ustrasana, Garudasana, Virbhadrasana, Adho mukhasana
2. Visit any two certified yoga teacher and conduct interview about the impact of yoga on health and submit a report
3. Prepare a detailed report on different styles of meditation
4. Visit any yoga training Centre and prepare a report
5. Organize an interview with any five well known personalities of the city and find out their views about yoga.
6. Prepare a study paper on Emotional disorders and yoga
7. Taking precautions while doing Yoga-Prepare a report
8. Perform Shudhdhikriya (Jal Neti, Sutra Neti, Tratak) and prepare a video

**Mode of Transaction:** Workshops of one day to describe the idea and the activity.

Activities to be conducted (any one from section A and B respectively)

**Note:** Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.

Sem

Optional

IV

**EPC 3 O3: Educational Management**

Marks : 35 + 15

**Objectives****To enable the prospective teachers:**

- to understand functions of various educational agencies.
- to suggest way to improvise functioning of the school
- to develop understanding regarding functioning of various types of schools
- to acquire resource management skill

**Section A**

- 1 Group discussion on difference between management and administration
- 2 A case study of any reputed/model educational institution with reference to its nature, structure, ethos, communication channel, function, branding policy (Public Relation Policy), leadership style adopted, record maintained, etc.
- 3 Familiarizing with various records maintained by self-financed school and government school following various educational boards
- 4 SWOT analysis of any educational institution
- 5 Visit to Pragna School, BaLa School, KGBV, Eklavya Model School, Special School
- 6 Visit to NCERT/SCERT/ DIET/ BRC/CRC and prepare report on its function
- 7 A Study of school culture by adopting sociometry or any other technique.

**Section B**

1. Preparing report on leadership style adopted by principal in the school with reference to its impact on HR relations, productivity, etc.
2. Preparing workload of any educational institution based on HR available
3. Conducting any co-curricular activities with available resources in the school (Resource management)
4. Prepare various type of time table (academic time table, teacher wise time table, class wise time table) for school
5. Prepare schedule to conduct examination in the school with reference to available resources
6. Prepare a comparative report about the evaluation pattern of different school board
7. Study of a school using the School Evaluation Format developed by GCERT

**Mode of Transaction:** Workshops of one day to describe the idea and the activity.

Activities to be conducted (any one from section A and B respectively)

**Note:** Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.



Sem

Optional

IV

## EPC 4 O1: Educational Statistics

Marks : 35 + 15

**Objectives****To enable the prospective teachers:**

- to acquaint the student teachers with the basic scientific concepts and practices in the educational statistics.
- to enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
- to develop skills and competencies in the student teachers for the use of the statistical techniques in the field.
- to enable the student teacher to interpret the result of educational statistics.

**Section A**

1. Write a report on data collected of your class result by finding the mean, median and mode of scores on any one subject.
2. Write a report on data collected of your class result by finding the mean deviation, standard deviation and quartile deviation of scores on any one subject.
3. Do the analysis of achievement in different subjects.
4. Find the correlation between the scores of two subjects in the class and prepare a report.
5. Finding the central tendencies and measures of dispersion of result with the help of MS-Excel and write a report.
6. Do the trend analysis of five year result of standard XI of different subjects.
7. Graphical presentations of student's achievement in the different subject of your nearby school.

**Section B**

1. Graphical presentations of student's achievement in the different standard of your nearby school.
2. Prepare Graphical presentations of students achievement in the different subject of your nearby school with the help of excel.
3. Graphical presentations of student's achievement in the different standard of your nearby school with the help of excel.
4. Convert a achievement scores of one standard students in any subject in percentile and percentile rank and prepare a report.
5. Prepare a frequency distribution of a score in one subject and prepare its report.
6. Do the trend analysis of attendance of B.Ed. students.
7. Compare the judgment of different judges of the activities done at college level.

**Mode of Transaction:** Workshops of one day to describe the idea and the activity.

Activities to be conducted (any one from section A and B respectively)

**Note:** Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.

Sem  
IV**EPC 4 O2: Guidance and Counselling**

Optional

Marks : 35 + 15

**Objectives****To enable the prospective teachers:**

- to understand functions of various counseling centers.
- to conduct case study on Divyang children and NGO or Academic organization.
- to prepare report on implementation of RTE.
- to conduct an interview of counsellor to find out guidance and counselling activities at the school
- to administer IQ, Aptitude and Personality test.

**Section A**

- 1 Discussion on concept and need of Guidance and Counselling
- 2 Visit to any guidance and counselling centre (Vocational, Personal guidance centre) and prepare report based on its activities
- 3 A case study of Divyang child by interviewing care taker, parents and special educator
- 4 A case study of any NGO, Academic organization such as special school for divyang children with reference to their activities
- 5 Report on implementation of RTE-2009 with reference to provision of 25% seats for economically weaker and disadvantaged children in the schools.
6. Interviewing and preparing report to find out guidance and counselling activities at the school by interviewing associated personnel (counsellor, school principal, teachers, parents and students).
7. Movie/ documentary review with reference to guidance and counselling
8. Designing and implementing vocational guidance programme for school students
9. DisCuSsion on the case study of counseling presented in the textbook of English (SL) of standard-11
10. Identify the issues related to guidance and perform role playing.

**Section B**

1. Administering Intelligence test and based on it guiding students and preparing report
2. Administering study habits inventory and based on it guiding students and preparing report
3. Administering Personality test and based on it guiding students and preparing report
4. Administering Aptitude Test and based on it guiding students and preparing report
5. Administering interest inventory and based on it guiding students and preparing report
6. A study of group dynamics with the help of Sociometry and prepare report
7. Designing and implementing remedial strategies for slow learners/ gifted learners.
8. Preparing student profile by administering psychological tests at school level

**Mode of Transaction:** Workshops of one day to describe the idea and the activity.

Activities to be conducted (any one from section A and B respectively)

**Note:** Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.

Sem  
IV

## EPC 4 O3: Value Education

Optional

Marks : 35 + 15

**Objectives****To enable the prospective teachers:**

- to understand the concept of various value and analyse it.
- to review and reflect on the events involving value judgement.
- to prepare report of their reflections.

**Section A**

- In order to move from “me” to “we”, what changes would you like to bring in your college environment?
- Prepare presentation/paper on any one topic with your reflection: The factors for lacking of values in today’s world is:
  - Wealth Without Work
  - Pleasure Without Conscience
  - Knowledge Without Character
  - Commerce Without Ethics
  - Science Without Humanity
  - Politics Without Principles
- Watch the following youtube videos <https://www.youtube.com/watch?v=gIYJePEEnvUY> and <https://www.youtube.com/watch?v=OVAokeqQuFM> and analyse it.
- Watch the following youtube video <https://www.youtube.com/watch?v=IfdjubjdMtc> and analyse it.
- Watch movie: “Madam Geeta Rani” and reflect your view if you were there in place of Geeta Rani.
- Write a script of a Drama to inculcate any one value among this student

**Section B**

- Watch any one patriotic movie any analyse identify the values and if you are a director, how you have projected this theme in this movie.
- Read article 51A of Indian constitution and analyse your behavior with reference to these fundamental duties.
- Read the chapter 6: ‘Equitable and Inclusive Education: Learning for All’ of NEP 2020 and make an action plan to implement it as a teacher.
- Read the textbook of Social Science of any standard from 6 to 8 and make a list of the values reflected from it.
- Visit any orphan/old age house and reflect your thoughts that came after this visit.
- For example think “Because of the corona disease, you are hospitalized for a short time. What cautions will you take for society? Reflect your views and make a list of values that are governing your decisions.

**Mode of Transaction:** Workshops of one day to describe the idea and the activity.

Activities to be conducted (any one from section A and B respectively)

**Note:** Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.



Sem  
IV

## SI 4: Block Teaching and Internship

Compulsory  
Marks : 200

## Objectives

## To enable the prospective teachers:

- to develop ability to handle school activities independently.
- to develop the proficiency in imparting lessons.
- to develop the proficiency in preparing blueprint.
- to develop the ability to administer psychological test.
- to develop the ability to reflect on their daily routine in schools.

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	M2		Int.	Ext.	Total
<b>Block Teaching</b>								
Lessons	4	120	4	4	10	100		100
Test			1	1				
Observation			5	5				
			Test Result Analysis and Remedial Lesson Planning (1+1)				10	
Type of Activity	Credit	Hrs.	Activity			Marks		
<b>Internship</b>						Int.	Ext.	Total
Internship	4	120	Internship Lessons and activities assigned by school. Submission of Internship report with reflective Journal+ Observation of lessons of School teachers and peers			20		20
Submissions			Blue Print in each method of 50 marks			30		30
			Science Practical/ / Map Reading/ Literary Activity/ Math Puzzle/ Budget Analysis /any other related activity to the subject			10		10
			Psychological Test			20		20
			Institutional Visit			10		10
			<b>Total</b>		<b>200</b>	--	<b>200</b>	

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	M2		Int.	Ext.	Total
<b>Annual Lesson</b>	-	-	1	1	2	-	100	100

# School Internship

## School Internship

### Practice Teaching and Internship

The practice teaching and internship component aims at concretizing the experience of the trainee to be an effective teacher. The theory course provided the necessary knowledge which forms the basis for developing professional skills and competencies in teaching and learning. Next few pages present the practical components and activities that are to be performed during the course of 2 years.

The major objectives of practice teaching and internship components will be to develop:

1. A better understanding of the theoretical concepts, principles and their applications.
2. Competencies for undertaking multiple role of a teacher and develop understanding of the school system.
3. Professional skills and competencies for effective teaching and learning.
4. An understanding of the real life work atmosphere and the challenges therein.
5. A positive attitude towards teaching profession with an inclination towards innovations.
6. Ability to reflect upon the school experiences and foster self-development.

Student teacher is given first exposure of school environment in 1<sup>st</sup> semester and various types of learning experiences continues till 4<sup>th</sup> semester. During the course of practice teaching the student teacher will be gradually exposed to school environment followed by exposure to various microteaching skills, simulation, stray lessons, finally leading to a whole school experience.

### School Internship Overview

Semester	Title	Code
I	Pre practice Teaching (School Observation, Microteaching and Simulation)	SI 01
II	Practice Teaching (Stray Lessons)	S1 02
III	Internship ( 10-12 Weeks at Upper Primary School)	SI 03
IV	Block Teaching & Internship ( 4 -6 Weeks at Secondary School)	SI 04

Semester wise Distribution of Credits and Marks				
Semester	Credit	Internal	External	Total Marks
I	4	200		200
II	4	100		100
III	7	200		200
IV	8	200		200
Annual Lesson			100	100
<b>Total</b>	<b>23</b>	<b>700</b>	<b>100</b>	<b>800</b>

Sem

I

## SI 1 : Pre Practice Teaching

Compulsory

Marks : 200

**Objectives****To enable the prospective teachers:**

- to understand the concept of microteaching skills and simulation
- to develop the proficiency in application of microteaching skills
- to develop the proficiency in delivering simulation lessons
- to develop the ability to use online medium and give lessons through online mode.
- to be exposed to school environment and gain multiple experiences

Type of Activity	Credit	Hrs.	Lessons		Total	Marks			
			M 1	M 2		Int.	Ext.	Total	
Micro Lesson	1.5	45	3	3	6	60	-	100	
Observation			6	6	12				
Simulation (Face to Face)	2.5	75	3	3	6	60	-		
Observation			3	3	6				
Simulation (Digital)			2	2	4	40	-		
Observation			2	2	4				
School Exposure	1.0	30	Report writing & Reflective journal			20	-		
			Film Review and Reflective writing			20	-		
	<b>5.0</b>	<b>150</b>	<b>Total</b>			<b>200</b>	-		<b>200</b>



Sem

II

## SI:2 Practice Teaching

Compulsory

Marks : 100

**Objectives:****To enable the prospective teachers:**

- To understand the concept of stray lessons.
- To develop the proficiency in delivering stray lessons.
- To develop the ability to reflect on the lessons delivered by them.
- To develop skills for preparing TLM.

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	M2		Int.	Ext.	Total
Stray Lessons	3	90	3	3	6	60	-	60
Observation			6	6	12			
Submissions	1	30	Reflective Journal for Stray Lessons			20	-	20
			Preparation of TLM in First Method			20	-	20
			<b>Total</b>			<b>100</b>	-	<b>100</b>

**Objectives****To enable the prospective teachers:**

- To develop ability to handle school activities independently.
- To develop the proficiency in imparting lessons.
- To develop the proficiency in conducting curricular and co-curricular activities.
- To develop the ability to analyze and review books and literary texts.
- To develop skills for identifying problem and conducting action research.
- To develop the ability to report the administrative and management system of school.
- To develop the ability to reflect on their daily routine in schools.

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	M2		Int.	Ext.	Total
Lessons	5	150	4	4	8	80		80
Curricular and Co-Curricular Activities			Participation in school activities and completing all work assigned by Intern school			20		20
Submissions	2	60	Book Review			20		20
			Action Research in Intern School			20		20
			Case Study			20		20
			Report on Administration and Management of School			20		20
			Reflective Journal			20		20
			<b>Total</b>			<b>200</b>		<b>200</b>



**VALUE ADDED & SELF STUDY  
COURSES AT ILT B.Ed.  
COLLEGE  
2022-24**

# VALUE ADDED COURSE

## Gandhian Philosophy

**Course Duration:** 30 hours

**Week 1:** Introduction to Gandhian Philosophy (4 hours)

**Week 2:** Applications of Gandhian Principles (8 hours)

**Week 3:** Gandhian Leadership and Lifestyle (6 hours)

**Week 4:** Contemporary Relevance and Critiques (6 hours)

**Upon completing the course, participants should be able to:**

- Understand the core principles of Gandhian philosophy.
- Apply non-violent principles in personal and public life.
- Analyse and address contemporary issues through a Gandhian lens.
- Evaluate the relevance and limitations of Gandhian philosophy in today's world.
- Demonstrate leadership qualities inspired by Gandhi.
- Formulate practical strategies for integrating Gandhian principles in their lives and communities.



# VALUE ADDED COURSE

## Gender Equality

**Course Duration:** 35 hours (divided into modules)

**Module 1:** Introduction to Gender Equality (4 hours)

**Module 2:** Gender Stereotypes and Bias (5 hours)

**Module 3:** Laws, Policies, and Human Rights (6 hours)

**Module 4:** Gender-Based Violence and Health (7 hours)

**Module 5:** Economic Empowerment and Gender Equality (6 hours)

**Module 6:** Education and Social Change (7 hours)

**Module 7:** Practical Applications and Case Studies (5 hours)

**Conclusion and Certification (1 hour)**

### Upon completing the course, participants should be able to:

- Promoting awareness of gender stereotypes and biases.
- Encouraging discussions on gender inclusivity and diversity.
- Educating on the importance of equal opportunities for all genders.
- Advocating for gender equity in various spheres of society.



# VALUE ADDED COURSE

## Digital Platform Tools

**Course Duration:** 32 hours

**Week 1:** Introduction to Digital Teaching Tools (4 hours)

**Week 2:** Utilizing Interactive Whiteboards and Presentation Tools (4 hours)

**Week 3:** Engaging Students with Multimedia Resources (4 hours)

**Week 4:** Digital Assessment Tools (4 hours)

**Week 5:** Introduction to Learning Management Systems (LMS) (4 hours)

**Week 6:** E-Learning Platforms and Educational Apps (4 hours)

**Week 7:** Blended Learning Strategies (4 hours)

**Week 8:** Innovative Teaching Practices with Technology (4 hours)

**Upon completing the course, participants should be able to:**

- Integrating interactive multimedia for diverse learning styles.
- Utilizing educational apps and software for dynamic teaching methodologies.
- Implementing online collaboration tools to enhance student engagement.
- Leveraging digital assessment techniques for comprehensive student evaluation.

# VALUE ADDED COURSE

## Action Research

**Course Duration:** 40 hours

**Module 1:** Understanding Action Research (4 hours)

**Module 2:** Identifying Research Opportunities (4 hours)

**Module 3:** Formulating Research Questions (4 hours)

**Module 4:** Planning Action Research Projects (8 hours)

**Module 5:** Engaging Stakeholders (4 hours)

**Module 6:** Data Analysis and Informed Conclusions (8 hours)

**Module 7:** Reflection and Adaptation (4 hours)

**Module 8:** Communication of Research Findings (4 hours)

**Module 9:** Implementing Change through Research Insights (4 hours)

**Upon completing the course, participants should be able to:**

- Understand the principles and methodologies of Action Research.
- Application of Active Research concepts in real-life scenarios and academic settings.
- Analysing the impact of Action Research on problem-solving and decision-making processes.



# VALUE ADDED COURSE

## Interpersonal Relationship

**Course Duration:** 45 hours

**Module 1:** Foundations of Interpersonal Relationships (6 hours)

**Module 2:** Effective Communication Skills (8 hours)

**Module 3:** Conflict Resolution and Management (8 hours)

**Module 4:** Emotional Intelligence in Relationships (6 hours)

**Module 5:** Relationship Dynamics and Boundaries (8 hours)

**Module 6:** Cultivating Healthy Relationships (9 hours)

**Upon completing the course, participants should be able to:**

- Understanding effective communication techniques.
- Developing empathy and active listening skills.
- Managing conflicts and resolving differences constructively.
- Cultivating emotional intelligence for healthier relationships.





# SELF STUDY COURSE

## E-Learning Platforms

**Course Duration:** 45 hours

**Module 1:** Foundations of Interpersonal Relationships (6 hours)

**Module 2:** Effective Communication Skills (8 hours)

**Module 3:** Conflict Resolution and Management (8 hours)

**Module 4:** Emotional Intelligence in Relationships (6 hours)

**Module 5:** Relationship Dynamics and Boundaries (8 hours)

**Module 6:** Cultivating Healthy Relationships (9 hours)

**Upon completing the course, participants should be able to:**

- Understanding effective communication techniques.
- Developing empathy and active listening skills.
- Managing conflicts and resolving differences constructively.
- Cultivating emotional intelligence for healthier relationships.



# SELF STUDY COURSE

## Basic of Cyber Security

Upon completing the course, participants should be able to:

- **Foundational Understanding:** Students will acquire a solid grasp of fundamental concepts in cyber security, including threat landscapes, risk assessment, and security protocols, providing a sturdy base for further exploration.
- **Practical Skills:** The course equips learners with hands-on skills in essential cyber security practices such as encryption methods, network security, and incident response, enabling them to apply theoretical knowledge to real-world scenarios.
- **Risk Mitigation Techniques:** Participants will learn effective strategies to identify, assess, and mitigate cyber threats, emphasizing proactive measures to safeguard systems and data against potential vulnerabilities.



# SELF STUDY COURSE

## Use of Social Media in Education

Upon completing the course, participants should be able to:

- Understanding the role of social media as an educational tool.
- Exploring strategies to integrate social media platforms into educational settings.
- Examining the impact of social media on student engagement and learning outcomes.
- Addressing ethical considerations and best practices for using social media in education.
- Implementing practical applications and case studies demonstrating effective use of social media for educational purposes.



# SELF STUDY COURSE

## Google Tools

Upon completing the course, participants should be able to:

- **Navigate and Utilize Google Workspace:** Understand and navigate through various Google applications such as Gmail, Google Drive, Docs, Sheets, Slides, and Forms proficiently.
- **Efficient Communication:** Master effective email communication using Gmail, including composing, organizing, and managing emails, as well as utilizing chat and video call features.
- **Collaborative Document Editing:** Demonstrate competence in creating, editing, and sharing documents, spreadsheets, and presentations using Google Docs, Sheets, and Slides while leveraging collaborative editing features.
- Understanding Google Sheets for data organization and analysis.
- Utilizing Google Slides for effective presentation creation.

