



Institute for Language Teaching
B.Ed. (English) College, RAJKOT

affiliated with

INDIAN INSTITUTE OF TEACHER'S EDUCATION



B.Ed Semester IV

2020-22

EPC 3 03 : Educational Management

Activity from **Section A**

**SWOT Analysis of Delhi World
Public School, Rajkot**

&

Activity from **Section B**

**A comparative report about the
evaluation pattern of different
school boards**

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Activity from Section A

SWOT Analysis of Delhi World Public School

INTRODUCTION

A school is an institution that offers a learning space and environment for the teaching and learning of a student under the guidance of a teacher. Many countries have laid the foundation of a formal education system where schooling is compulsory in some instances. Today, we'll discuss the SWOT analysis of Delhi World Public School. It's going to focus on the internal and external factors that one should consider of Delhi World Public School while

STRENGTHS OF A SCHOOL

- Natural surrounding among the outskirts of the city.
- The percentage of students passing out from the school.
- A better financial background would help the school to sustain itself in the long term
- The well trained and professional staff of teachers
- A lot of extra-curricular activities for students to occupy their mind like gymnasium, sports ground, in-door sports hall, etc.
- Trust and confidence of other parents in the schooling education system
- The ethical, moral, and open environment of the school for the students to be involved and learn in it
- It has a strong history of organizing different types of events for students.
- A strong academic record in terms of school course and syllabus
- Establish a better relationship with other schools and the society
- Keeping the communication channel open among families and parents
- Innovative and creative programs for students

WEAKNESSES OF A SCHOOL

- Negative reviews and feedback of the students
- Poor scores of students in different tests
- The poor communication channel of the school with students and parents
- Poor management in the case of discipline of the students
- Not well-trained staff and faculty
- The school administration doesn't have time to meet with parents
- The school has insufficient staff and faculty members to manage students
- Reports of online bullying among students of the school
- The school has insufficient funds to launch extra-curricular programs like sports equipment, sports ground, gymnasium, etc.
- Limited lectures of extra-curricular activities
- Inaccessible transport to visit the school
- Declining enrolment of new students
- A lower retention rate of the students
- The school management won't see them as weaknesses, but they're a great concern for parents and families.

OPPORTUNITIES AVAILABLE TO A SCHOOL

- Highlighting the development of the new programs
- Asking the feedback of parents of families and acting on it
- Cutting out some programs in order to move funds
- Finding new investors to launch new programs
- Building a new school committee comprising of volunteers
- Finding ways to minimize the weaknesses
- Motivating parents to check the educational curriculum of students

- Increasing the scope of online education if schools are off
- Increasing the enrolment of students, and decreasing the retention rate

THREATS A SCHOOL HAS TO FACE

- The pandemic of covid-19 and lockdown of schools
- Limited funding and investors are pulling their resources
- Students are deregistering every year
- Dissatisfied parents and they're complaining about it
- Development of the new high school in the area
- Limited internal communication among the parents and school body
- Too much communication causing annoyance
- Poorly planned academic syllabus and extra-curricular activities
- Changing demands of parents and students
- School administration should keep these threats in mind while laying out the plan, and they should have a plan to address these challenges.

CONCLUSION

After an in-depth study of the SWOT analysis of a school, we've realized that the school or an educational institution plays a significant role in the growth and development of a student. It's a very important decision for parents and families to choose the right education institute for their child. Therefore, they should keep the above-mentioned internal and external factors in mind while evaluating them.

Activity from Section B

CBSE, CISCE, IB, IGCSE or State board: Details of Different School Boards in India

Over the past few years, a number of new education systems have emerged to be popular in India. With the increased number of education boards, it's quite natural for parents to get confused about the best choice for their kids. Here, we will discuss all the leading school boards in India and compare them basis their teaching and assessment methods, curriculum, difficulty level and other factors affecting a student's overall development. Here, you will to get a fair idea about the features and benefits offered by different school boards in India.

1. Central Board of Secondary Education (CBSE)

The Central Board of Secondary Education (CBSE) is the most popular board in India, controlled and managed by Union Government of India. With around 19,316 CBSE affiliated schools in India, the board also has global presence with nearly 141 affiliated schools across 21 countries.

Objective: CBSE always works with a vision to provide stress-free education to its students by adapting innovative teaching methods infused with psychological and instructive principles.

Syllabus: CBSE syllabus more or less focuses on preparing students for Engineering and Medical entrance examinations. All national entrance examinations are conducted as per the CBSE syllabus. The board emphasizes on the use of NCERT Books which form the basis of all entrance examinations conducted in India.

Examinations: The two major examinations conducted by CBSE are All India Secondary School Examination (AISSE) for Class 10 and All India Senior School Certificate Examination (AISSCE) for Class 12.

2. Council for the Indian School Certificate Examination (CISCE-ICSE/ISC)

The Council for the Indian School Certificate Examinations (CISCE) is a privately held national level board of school education in India.

Objective: The main objective of ICSE is to provide high quality education to students through a practical approach. It encourages students to choose across diverse streams/subjects for Class 12 by putting equal emphasis on science, arts and language subjects, especially English.

Syllabus: CISCE syllabus is vaster and comprehensive in comparison with that of CBSE. It has been structured in a way to impart practical knowledge and build analytical skills required for the overall development of a student.

Examinations: The Council for the Indian School Certificate Examinations conducts three examinations, namely, the Indian Certificate of Secondary Education (ICSE – Class X); The Indian School Certificate (ISC – Class XII) and the Certificate in Vocational Education (CVE - Year 12). The C.V.E. course is intended to prepare candidates for specific vocations.

3. International Baccalaureate (IB)

International Baccalaureate is a no-profit educational organization that offers prime quality programmes for children aged between 3 and 19. The IB schools are considered prestigious, at the same time expensive.

Objective: It focuses on Analytical skills, language, arts and humanities. The purpose of the IB is to produce global citizens

Syllabus: It has international curriculum where subjects are taught in an integrated way in order to avoid a fragmented approach. IB has a different approach with few textbooks. Students are free to explore the world.

Examinations: It has 3 sections, the PYP (Primary years program, KG to 5th standard), MYP (Middle years program, 6th-10th standard) and the DYP (Diploma years program, 11th-12th standard). It has no prescribed textbooks delivering a lot of freedom in learning.

4. Cambridge Assessment International Education (Cambridge International)

Many schools in India are now getting affiliated to Cambridge International. Cambridge International conducts the IGCSE and AS & A Level exams. Cambridge International is part of the University of Cambridge. Cambridge curriculum starts from Primary, Lower Secondary and Upper Secondary to Advanced. This is called the Cambridge Pathway. Cambridge Pathway gives students a clear path for educational success from age 5 to 19.

Objective: Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning.

Syllabus: Cambridge International offers a choice of over 70 subjects at IGCSE level and over 55 subjects AS & A level, which makes it one of the most flexible education boards in India. Schools can shape the curriculum around how they want students to learn. A lot of emphasis is put on English language and students are encouraged to propel their creativity through a variety of writings. Then there is additional focus on foreign language that is intended to help the children in the long run.,

Examinations: IGCSE exams are conducted at the end of Cambridge Upper Secondary (14 to 16 year olds), and AS & A Level is conducted at the end of Cambridge Advanced (16 to 19 year olds). Schools may choose to hold the examinations in June, November or March. The March series is only conducted in India to benefit students who wish to apply to Indian universities for higher education.

5. State Boards

State boards are specific to each State and follows separate syllabus and grading methodology. Every state board has its own educational approach which causes a variance in the syllabus from one state to another state in India.

Objective: It focuses on state level topics and content of local relevance which helps students in preparing for state level engineering and medical entrance tests.

Syllabus: The syllabus is usually limited when compared to other boards. Regional languages and culture have a prominent place in the syllabus. Some state boards have ordered all their schools to follow NCERT books only which are important for students to prepare for pan India examinations.

Examinations: Exams are conducted in each class. In Class X, the students appear for Secondary School Certificate (SSC) and the Class XII students appear for the Higher Secondary School Certificate (HSC) exams.

CBSE or State Board – Which is a better option?

All this comparison does not bring us to say which education system is better than the other. Instead, parents should look at all the possible options and make the best decision depending upon their child's interests and learning capability.

Curriculum Framework

Bachelor of Education (Two year)

(Based on NCFTE & NEP 2020)



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

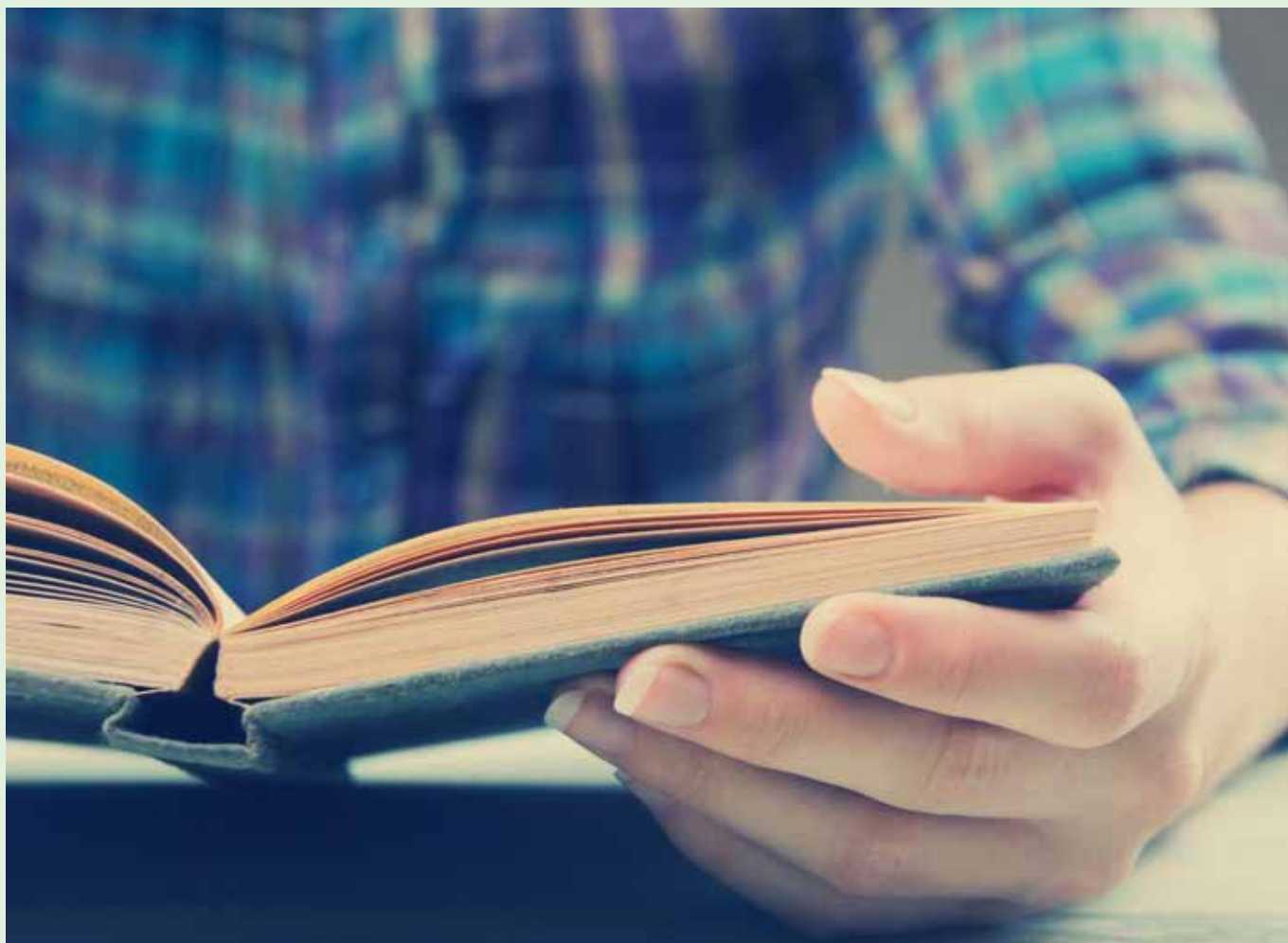
Section B : Reflections On Curricular Practices

(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 :

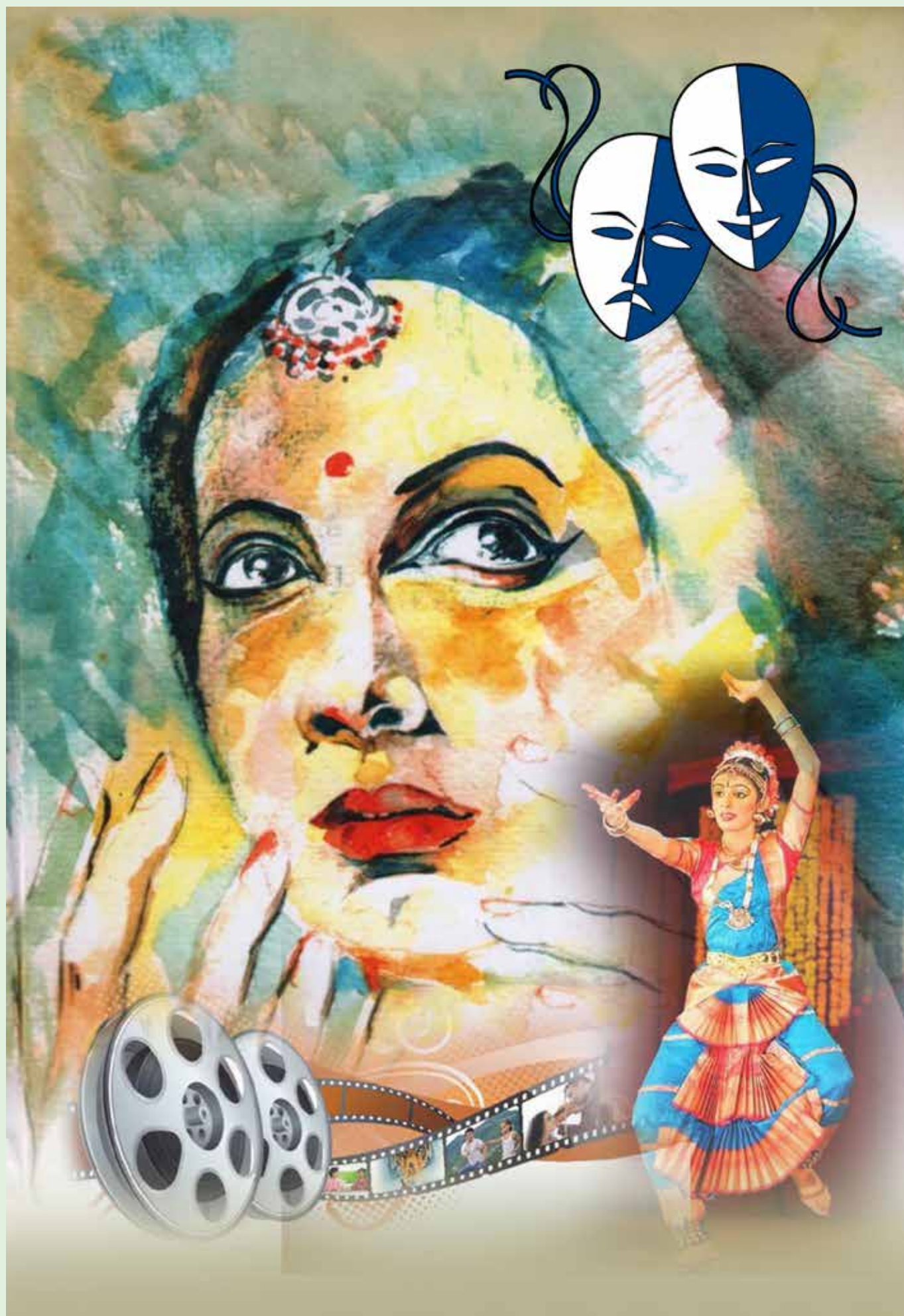
1. Select a text (at least a lesson of 4-5 pages) from the text book of your choice. Identify the context, diversity and values inherent in the text. State the authors purpose of the text and Reflect upon your understanding for the same.
2. Select a text (at least a lesson of 4-5 pages) from the text 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	-		
			Film Review and Reflective writing			20	-		
	5.0	150	Total			200	-		200



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 Paranaayama 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
IV**EPC 3 O3: Educational Management**

Optional

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
Block Teaching								
Lessons	4	120	4	4	10	100		100
Test			1	1				
Observation			5	5				
Test Result Analysis and Remedial Lesson Planning (1+1)					10		10	
Internship								
Type of Activity	Credit	Hrs.	Activity			Marks		
Internship						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
Total			200	--	200			

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	M2		Int.	Ext.	Total
Annual Lesson	-	-	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 1st semester and various types of learning experiences continues till 4th 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
Total	23	700	100	800

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	-		
	5.0	150	Total			200	-		200

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
			Total			100	-	100

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
			Total			200		200

Educational Excursion

25th January, 2021

Introduction:

The Institute of Language Teaching recently organized a comprehensive educational excursion for its trainees, offering them a firsthand experience in diverse educational settings. The trainees visited Pragna School, BaLa School, Kasturba Gandhi Balika Vidyalaya (KGBV), Eklavya Model School, and Special Schools. This report provides a detailed account of the information collected and presentations made by the trainees during their visit to each school.

Pragna School: Embracing Experiential Learning

Pragna School, the first stop on the educational journey, is renowned for its innovative approach to experiential learning. The trainees were welcomed into an environment where creativity and hands-on experiences were central to the learning process. The classrooms at Pragna School were dynamic spaces, utilizing various teaching aids and interactive tools to engage students actively.

The trainees observed teachers employing a range of teaching methodologies, including project-based learning, group activities, and real-world applications of language skills. The integration of technology into the curriculum was evident, enhancing the overall learning experience. Language teaching, in particular, was approached in a manner that made it not only educational but also enjoyable for the students.

The presentations made by the trainees highlighted the significance of experiential learning in language education. They emphasized the importance of moving beyond traditional teaching methods to create an immersive environment that fosters language acquisition naturally. The discussions in the class centered on adapting such innovative practices in mainstream education to make language learning more engaging.

BaLa School: Architecture as a Learning Aid

BaLa School, the second destination, is known for its unique approach where the school building itself becomes an integral part of the learning experience. The trainees were introduced to a concept where the architecture, design, and layout of the school were intentionally leveraged to enhance the educational process.

The school's infrastructure was designed to stimulate curiosity and creativity. Classrooms were not only spaces for lectures but interactive hubs equipped with visual aids, thematic displays, and learning corners. The trainees observed how the physical environment influenced the students' mindset and contributed to a positive learning atmosphere.

Presenting their findings, the trainees discussed the impact of the learning environment on language acquisition. They delved into the idea that a well-designed school can act as a catalyst for language development by providing stimuli that encourage communication, collaboration, and exploration.

Kasturba Gandhi Balika Vidyalaya (KGBV):

Empowering Girls through Education

The visit to KGBV shed light on the challenges and triumphs of girls' education in rural areas. The trainees learned about the school's commitment to empowering girls through education, offering a safe and inclusive space for them to learn and grow.

Presentations from the trainees highlighted the importance of linguistic empowerment in the context of gender equality. The discussions in the class revolved around strategies to address cultural and linguistic barriers that girls in rural areas may face. The trainees recognized the role of language education in breaking down societal norms and empowering young girls to become confident communicators.

Eklavya Model School: Cultural Sensitivity in Tribal Education

Eklavya Model School, situated in tribal areas, provided the trainees with insights into the intersection of education and cultural sensitivity. The school emphasized the incorporation of local languages and dialects into the

curriculum, acknowledging and celebrating the cultural diversity of the students.

Trainees reported on the school's success in promoting linguistic diversity and fostering a sense of pride in the students' cultural heritage. The class discussions centered on the importance of recognizing and integrating regional languages into language education, especially in areas with distinct cultural identities.

Special Schools: Tailoring Language Instruction for Diverse Needs

The educational excursion concluded with visits to special schools catering to students with diverse learning needs. These schools demonstrated the importance of tailored language instruction to meet the unique requirements of differently-abled students.

Trainees observed educators using adaptive teaching strategies to ensure effective language learning for all students. Presentations in the class emphasized the significance of inclusive language teaching practices and discussed ways to create supportive environments that cater to the diverse linguistic needs of students with disabilities.

Reflections and Synthesis: Integrating Insights for Inclusive Language Education

The trainees, in their reflective discussions, recognized the significance of the diverse approaches witnessed during the educational excursion. They collectively acknowledged that effective language education goes beyond conventional methods, necessitating adaptability and sensitivity to the needs of diverse student populations.

The overarching theme that emerged from the presentations and discussions was the importance of inclusivity in language education. Trainees discussed strategies to incorporate elements of experiential learning, utilize architectural features for educational purposes, address gender disparities through language empowerment, embrace cultural sensitivity, and tailor language instruction to cater to diverse learning needs.

Conclusion: Towards Inclusive Language Education in Diversified Schools

The Institute of Language Teaching's educational excursion provided trainees with a comprehensive understanding of the multifaceted nature of language education. The insights gained from Pragna School, BaLa School,

KGBV, Eklavya Model School, and Special Schools collectively underscored the importance of flexibility, cultural sensitivity, and inclusivity in language teaching.

As the trainees return to their language classrooms, they carry with them a rich tapestry of ideas and strategies to create inclusive and engaging learning environments. The experiences shared and lessons learned during this educational journey will undoubtedly shape the future practices of these language educators, contributing to the evolution of a more inclusive and effective language education landscape.

EPC - EDUCATION MANAGEMENT ASSIGNMENT AND PRESENTATION

by Sonpal Riddhi

Educational Excursion

17th January, 2021

Introduction:

The Institute of Language Teaching recently organized an enriching educational excursion for its trainees, exposing them to a variety of educational settings. The visit aimed to provide the trainees with practical insights into different teaching methodologies, diverse student populations, and unique learning environments. The schools chosen for the visit were Pragna School, BaLa School, KGBV (Kasturba Gandhi Balika Vidyalaya), Eklavya Model School, and Special Schools. This report will detail the observations, experiences, and reflections from this educational journey.

Pragna School:

Pragna School, known for its innovative teaching methods, was the first stop on the excursion. The trainees were greeted by a vibrant atmosphere where creativity and student engagement took center stage. The school's emphasis on activity-based learning left a lasting impression on the trainees. They witnessed interactive classrooms, collaborative projects, and the integration of technology to enhance the learning experience. Teachers at Pragna School demonstrated effective strategies to make language learning more enjoyable, catering to diverse learning styles.

BaLa School:

The visit to BaLa School showcased a holistic approach to education, emphasizing the importance of physical and mental well-being. The trainees observed a well-designed curriculum that not only focused on academic excellence but also on the overall development of the students. BaLa School's commitment to instilling a love for languages through literature, storytelling, and drama left the trainees inspired. The school's serene environment, coupled with its dedication to promoting

a love for languages, served as a model for creating a nurturing educational atmosphere.

Kasturba Gandhi Balika Vidyalaya (KGBV):

The KGBV visit exposed the trainees to the unique challenges and opportunities in girls' education, particularly in rural areas. The trainees observed the school's commitment to empowering girls through education, ensuring a safe and inclusive environment. The KGBV model, focusing on bridging gender gaps in education, sparked discussions among the trainees about the importance of addressing societal issues through language education. The visit highlighted the role of language as a tool for empowerment and social change.

Eklavya Model School:

Eklavya Model School provided insight into education in tribal areas, emphasizing cultural sensitivity in the curriculum. The trainees learned about the integration of local languages and dialects into the teaching process, fostering a connection between education and the students' cultural heritage. This visit encouraged the trainees to reflect on the importance of acknowledging linguistic diversity in the classroom and tailoring language instruction to the cultural context of the students.

Special Schools:

The excursion concluded with visits to special schools catering to students with diverse learning needs. This segment of the journey emphasized the significance of inclusive language teaching practices. Trainees witnessed dedicated educators employing adaptive strategies to meet the unique linguistic requirements of differently-abled students. The experience underscored the importance of fostering a supportive and inclusive language learning environment for all students, regardless of their abilities.

Reflections and Key Takeaways:

The trainees, collectively, expressed a newfound appreciation for the diverse approaches to language teaching observed during the excursion. They recognized the importance of tailoring language instruction to the unique needs and backgrounds of students. The visit underscored the role of educators in fostering a

love for languages, promoting inclusivity, and adapting teaching methods to accommodate various learning styles.

The exposure to different educational models broadened the trainees' perspectives on language teaching. The excursion served as a reminder that effective language education goes beyond grammar and vocabulary; it encompasses cultural sensitivity, inclusivity, and a commitment to addressing the specific needs of diverse student populations.

Conclusion:

The Institute of Language Teaching's educational excursion to Pragna School, BaLa School, KGBV, Eklavya Model School, and Special Schools provided trainees with valuable insights into the multifaceted world of language education. The diverse settings highlighted the importance of flexibility and adaptability in teaching methods, as well as the role of language in empowering individuals and communities. The experiences gained during this excursion will undoubtedly shape the future teaching practices of the trainees, enabling them to create inclusive and engaging language learning environments for their future students.

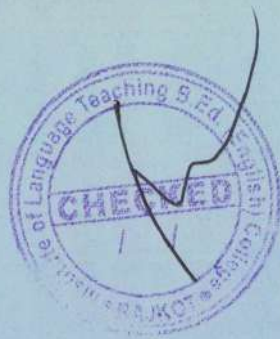
INSTITUTE OF LANGUAGE TEACHING, RAJKOT

EPC - 03

• EDUCATIONAL MANAGEMENT

Name: Pooja D. Odedara

B.Ed Sem- 4



Section:- (A).

- Visit to DIET And Prepare Report its Functions.*

Section:- (B).

- Prepare a Comparative Report about the Evaluation Pattern of defferent school board.*



Q.- 2. Prepare a Comparative Report about The Evaluation Pattern of Different schools Boards.

Which is the **best board in India for education?** - CBSE, NIOS, or State Boards? Or Which Board should we choose for our children? Many parents think about these questions and get into a dilemma when choosing from different **education boards in India** to ensure the best education for their child.

India has a unique education system with several national, international, and state education boards. Also, Indian education boards are initiating amendments to cater to the different requirements of the children. Therefore, educational choices nowadays aren't only about choosing the best school or stream but rather determining from the different education boards.



There are mainly three national boards in India- the **Central Board of Secondary Education (CBSE)**, the **Council for the Indian School Certificate Examinations (CISCE)**, and the **National Institute of Open Schooling (NIOS)**. Apart from these, India also has several state and private education boards. Not only this but different international boards have also been incorporated into the Indian education system, such as **Cambridge Assessment International Education (CAIE)** and the **International Baccalaureate (IB)**.

The following guide will help you get all the information you need to know about choosing from the several education boards in the country. Take a look:

List of Education Boards in India

- Here is the list of different **types of boards in India**:
- State Boards
- Central Board of Secondary Education (CBSE)
- Council for the Indian School Certificate Examinations (CISCE)
- National Institute of Open Schooling (NIOS)
- International Baccalaureate (IB)
- Cambridge International Examinations (CIE)

State Boards

- Every state in India has a state education department that organises board exams for the classes 10th and 12th with its separate syllabus and grading system: The **Secondary School Certificate (SSC)** and **Higher School Certificate (HSC)**. Currently, there are 32 different state **education boards in India**.
- State boards are recommended for those students who are settled in a particular state
- for a couple of years as well as for those who are preparing for the state-level
- engineering and medical entrance tests, as the syllabus covers the topics of regional
- relevance to their local area. Also, the syllabus is quite limited compared to other
- boards, making it a preferred choice among students. Students can participate in
- sports or extracurricular activities as well as can learn a lot about their local culture.
- **Objective** - The object is to facilitate a regional-based program and syllabus to help
- students teach state language as well as prepare for the state-level engineering or
- medical entrance tests.
- **Curriculum** - Some state boards follow the prescribed textbooks and curriculum
- determined by the government to prepare students for the national exams. While
- certain state boards prescribe NCERT books.
- **Exam Pattern** - The State Board conducts two examinations: Secondary School
- Certificate (SSC) for class 10 students and Higher Secondary School Certificate (HSC)
- for class 12 students.
- **Pros**
- The easy admission process to the board.
- Accessible and easy textbooks compared to other education boards.

Pros

The curriculum is based on theories including language and knowledge acquisition, language, literature, individuals and societies, creativity and service, and Arts and Mathematics.

Students can pick one subject from each of the six distinct subject groups

Cons

Higher fees.

Difficult to shift boards.

Textbooks aren't easily accessible.

• Cambridge International Examinations (CIE)

The CIE board conducts the International General Certificate of Secondary Education (IGCSE) and AS & A Level exams and is a part of the University of Cambridge. It is an **international education board in India** with over 10,000 schools affiliated with Cambridge International across 160 countries. Students with CIE credentials are accepted at universities in the UK, USA, Canada, the Middle East, and West Asia.

Objective - To build a solid foundation of knowledge through lifelong learning.

Curriculum - It doesn't have any prescribed textbooks. It comprises primary, lower secondary, and upper secondary to advanced levels. It is one of the most flexible **education boards in India**, with more than 70 subjects alternatives at the IGCSE level and over 55 subjects AS & A level. The board strongly focuses on the English language, making it favourable for admission to foreign universities.

Exam Pattern - The main examinations are the IGCSE, the AS level, and the A-level exams.

Thus, choosing the right board depends on various factors. First, you should be aware of their pros and cons, and also pay equal attention to their future scope. Choose a board that best fits your child's capabilities. So, which board is Better: ICSE or IGCSE? As parents, we are concerned about getting our kids a quality education. So, make an informed decision by keeping these criteria in mind and ensure that children face no trouble in the later years of school.

Cons

CBSE syllabus is more focused on students preparing for engineering or other medical entrance exams.
Higher school fees.

The syllabus includes theoretical concepts to follow the rote learning.

The CISCE is a privately-held national-level education board in India that conducts the **Indian Certificate of Secondary Education (ICSE)** and the **Indian School Certificate (ISC)** examinations for Class 10th and Class 12th, respectively. It was established in 1958 and recognised as a "Non-Governmental Board of School Education" by the Constitution of India. Currently, more than 2300 schools in India and abroad are affiliated with the CISCE. The board primarily focuses on Math and Science with equal attention to Languages, Arts and Humanities.

Objective - High-quality education through practical learning. The CISCE curriculum focuses on application-based knowledge and analytical thinking.

Curriculum - Science, Humanities, and Commerce streams are offered to senior school students. They are also offered a range of subjects to choose. For literature in English or other languages, the board prescribes textbooks but not for other subjects. CISCE is known for its detailed, comprehensive, and complex syllabus that covers a range of topics, in addition to 23 Indian languages and 12 foreign languages, making it the **toughest board in India**.

Exam Pattern - It conducts three examinations - ICSE for Class 10th, ISC for Class 12th, and the Certificate of Vocational Education Examination (CVE) for students who have completed ISC exams and are interested in specific vocations.

Pros

The course is broad enough to ensure overall growth development in students.

Adopts application-based learning.

The subject selection option is available to the students.

Equal focus on science, art, and languages.

Cons

Students may find the syllabus cumbersome.

More emphasis on the English language.

Higher fee structure.

- Students who wish to score well in 12th and prepare for competitive exams like IIT
- JEE or NEET can benefit from this board.

- **Cons**

- The syllabus is not comprehensive enough.
- Might lack the necessary facilities.
- Teaching quality can vary.

Central Board of Secondary Education (CBSE)

- The CBSE is a national education board of India for public and private schools, administered by the Union Government of India. It is among the most popular **education boards in India**, with over 24,000 schools in India and approximately 240 schools in 26 foreign countries affiliated with **CBSE**.

- Around 1138 Kendriya Vidyalayas, 595 Jawahar Navodaya Vidyalaya, 3011 Government Schools and 16741 Independent schools, and 14 Central Tibetan Schools are affiliated with the CBSE. The board offers various subjects after Class 10th in Science, Commerce, Arts/Humanities streams.

- **Objective** - To enable students to polish their physical, intellectual, and social skills by advancing teaching, knowledge and application.

- **Curriculum** - CBSE boards follow the NCERT curriculum to help students prepare for all the entrance exams in India. Some of the major subjects offered by the board in 10+2 include Physics, Chemistry, Mathematics, Biology, Accountancy, Business Studies, Economics, English, History, Political Science, Psychology, Geography, and English.

- **Exam Pattern** - The All India Secondary School Examination (AISSE) for Class 10 and the All India Senior School Certificate Examination (AISSCE) for Class 12.

- **Pros**

- The admission rate is higher.

- Recognition by all colleges in India, making it a **top education board in India**.

- Freedom to choose subjects of choice from several subjects.

- Due to its extensive presence, parents with transferable jobs or students pursuing schooling in distance mode can easily apply.

- Continuous Comprehensive Evaluation (CCE) from classes 6 to 10 to test students throughout the year.

- Application-based activities.

- Students from a non-affiliated school are not permitted to take the exam.

• **National Institute of Open Schooling (NIOS)**

The NIOS is a national education board administered under the Union Government of India and was established by the Ministry of Human Resource Development in 1989. The board offers vocational and community-oriented courses at the secondary and senior secondary levels. With around 3,50,000 enrolled students every year, it is one of the largest open schooling systems.

Objective - To facilitate versatile education to all segments of society to improve literacy and flexible education.

Curriculum - The board follows NCERT and NIOS books in its curriculum. The Open Basic Education (OBE) from classes 3 to 8 covers basic Math, Environmental Science, and computer skills. Class 10th students can choose from 2 basic groups with at least 5 subjects and a language. Class 12th students can choose from Commerce, Science, and Humanities.

Exam Pattern - NIOS conducts secondary and post-secondary exams.

Pros

The maximum time a student must complete their exams is five years.

Beneficial for flexible education.

Students can learn anytime remotely.

• **International Baccalaureate (IB)**

Established in 1968, the IB is a non-profit, **international education board in India**, headquartered in Geneva, Switzerland, as well as recognised by UNESCO. It has over 5500 schools across 159 countries. sign in

Objective - To create global citizens by developing critical thinking and problem-solving skills with international mindedness throughout the program.

Curriculum - The curriculum is focused on experiment-based learning by not fixing any reading lists or textbooks. The IB board offers the following educational programs:
Primary Years Programme for students aged 3-12 years.

Middle Year Programme for students aged 11-16 years.

Diploma Programme for students aged 16-19 years.

Career-Related Programme for students aged 16-19 years.

Exam Pattern - The IB Diploma Programme (DP) and Career-related Programme (CP) are conducted in two sessions in November and May every year.



Institute of Language Teaching

Ref :

Date :

Trainees at Different Academic Institutions





Institute of Language Teaching

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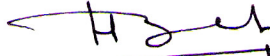
Institute of Language Teaching

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Date : 1/12

Action Plan for familiarizing the trainees with diversified school system

- To organize workshops and expert lectures on cultural sensitivity, Inclusive diversity, gender sensitization and special education exposure.
- Field visit to be conducted in different types of schools including the school of mentally challenged.
- Community engagement projects to be given to the trainees
- Discussion and presentations to be done within trainees
- Reflective teaching journals to be prepared by trainees


Dr. Nidatt Barot
Principal,
Institute of Language Teaching