



# Institute of Language Teaching

Ref :

Date : 30/1/22

## **Report for “Mechanisms are in place to honour student diversities in terms of learning needs”**

In the pursuit of fostering an inclusive and diverse learning environment, educational institutions recognize the importance of addressing the unique learning needs of their students. This report outlines the mechanisms employed by our institution to honor student diversities through various strategies and interventions based on learner profiles.

### **Mentoring/Academic Counseling:**

One of the key mechanisms in place is a robust mentoring and academic counseling system. Each student is assigned a mentor who plays a crucial role in understanding the individual learner profiles. Mentors provide personalized guidance, addressing academic concerns and ensuring that the learning experience aligns with the unique strengths and challenges of each student.

Institute provides a Mentor-mentee system. Each student is assigned a mentor. The feedback is taken from manatees regarding mentors. Principal guides the manatee, for counseling the trainees as per their requirements.

### **Peer Feedback/Tutoring:**

Peer interaction is leveraged as a valuable resource in our institution. Through peer feedback and tutoring programs, students engage with their peers to provide insights, support, and constructive criticism. This collaborative approach not only fosters a sense of community but also allows students to learn from each other's diverse perspectives and approaches to learning.

Peer feedback is taken when the trainees are performing in groups. When the task is assigned to the trainees for their visit to different types of schools, they come back and share their experiences. In this way trainees get information with different types of schools and education boards. Peer feedback plays an important role when the



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trainees are preparing for Cultural program and Debates, elocution and group discussion.

## **Remedial Learning Engagement:**

Recognizing that students may enter the educational journey with varying levels of preparedness, our institution implements remedial learning programs. These programs aim to bridge gaps in foundational knowledge and skills, ensuring that every student has the opportunity to succeed regardless of their starting point.

After the preliminary exams are conducted, the results are analyzed and in the topics where the trainees find difficulty, they are revised and the feedback from trainees are sent to the principal.

## **Learning Enhancement/Enrichment Inputs:**

In addition to addressing learning gaps, our institution emphasizes learning enhancement and enrichment. Tailored interventions are designed to challenge and stimulate students who excel in particular areas. This ensures that each student, regardless of their current proficiency, is provided with opportunities for continuous growth and development.

Curriculum provides space to work on Learning Enhancements. All the activities are done in groups and are monitored by the faculties.

## **Collaborative Tasks:**

Collaboration is a cornerstone of our approach to education. Collaborative tasks, projects, and group assignments are structured to encourage students to work together, leveraging their diverse skills and perspectives. This not only promotes teamwork but also exposes students to different ways of thinking and problem-solving, enriching the overall learning experience.

In almost all add on and value added courses the collaborative approach is done. The practicum work related to Skills drilling and preparation of reports, preparation of e content etc are done with collaborative approach.





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## **Assistive Devices and Adaptive Structures (for the differently-abled):**

Our commitment to inclusivity extends to students with diverse abilities. We have implemented assistive devices and adaptive structures to create an accessible learning environment for differently-abled students. This includes technologies, tools, and infrastructure modifications that cater to the specific needs of individuals, ensuring equal participation in the educational process.

## **Multilingual Interactions and Inputs:**

Acknowledging linguistic diversity, our institution promotes multilingual interactions and inputs. Course materials, discussions, and instructional methods are designed to accommodate students with various language backgrounds. This not only facilitates better understanding but also celebrates the richness of linguistic diversity within the student body. As and when necessary we provide learning material in the mother tongue language.


## **Institute organizes Diversity Workshops**

Last such workshop was organized on 25th January 2022, where all the trainees of the Institute participated.

**Institute provides expert lectures of diversified personalities from the field of Sports, Religion, Teaching, Police, Administrators and experts from diversified cultures.**

## **Community activities :**

Ample space is provided to the trainees for community service. We take trainees to the challenged children school at sneh nirzar, to the play house of Rashtriyashala, to the playhouse of Rotary club Manjul to the Government project Wisdom on wheels. The trainees actively participate in the marriage event of 23 Girls having no or single parent organized by Samarpan Charitable trust, with whom we have MOU.

  
30/1/22

Dr. Nidatt Barot  
Principal,  
Institute of Language Teaching



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There is regular practice in the Institute to organize workshops on diversity. The is inhouse workshop arranged with the help of faculties of the Institute. The report of the last workshop organized for the trainees of 2020-22 and 2021-23 batch trainees is as under.

**Dt of workshop 25th January 2022**

## **Workshop on Diversity: Fostering Inclusion in Educational Environments**

### **Introduction:**

In response to the growing recognition of the importance of diversity in educational settings, our institution conducted a workshop titled "Fostering Inclusion: Embracing Diversity in Education." The workshop aimed to equip educators, administrators, and support staff with the knowledge, skills, and attitudes necessary to create inclusive learning environments that celebrate diversity.

### **Objectives:**

- **Raise Awareness:** Increase awareness among participants about the significance of diversity in educational settings.
- **Enhance Cultural Competence:** Develop cultural competence among educators to better understand and respect diverse perspectives and backgrounds.
- **Share Inclusive Teaching Strategies:** Provide practical strategies for designing and implementing inclusive teaching practices that cater to diverse learning needs.
- **Promote Collaboration:** Encourage collaboration and exchange of ideas among participants to foster a supportive and inclusive community within the institution.

### **Workshop Agenda:**

#### **Session 1: Understanding Diversity in Education : By Principal Dr Nidatt Barot**

- Introduction to the workshop objectives and goals
- Defining diversity in the context of education
- Exploring the benefits of a diverse and inclusive learning environment
- Group discussions on personal experiences with diversity in education





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## **Session 2: Cultural Competence in Teaching : By Jiten Uddhas**

- Presentation on the concept of cultural competence
- Interactive activities to enhance participants' cultural awareness
- Strategies for creating a culturally responsive classroom
- Case studies highlighting the impact of cultural competence in teaching

## **Session 3: Inclusive Teaching Practices : Dr Nisha Raninga ( IQAC member)**

- Overview of inclusive teaching practices
- Differentiated instruction techniques
- Group exercises on adapting lesson plans to meet diverse learning needs
- Sharing success stories and challenges in implementing inclusive teaching methods

## **Session 4: Promoting Inclusive Learning Environments : Mitaba Jadeja ( Principal Practice teaching school)**

- Importance of a welcoming and inclusive school culture
- Strategies for promoting diversity in school policies and practices
- Panel discussion featuring successful examples of inclusive educational institutions
- Action planning: Developing steps to enhance inclusivity in participants' own educational contexts

## **Session 5: Collaborative Workshops and Resources : Dr Nehal Shingala**

- Breakout sessions for participants to collaborate on creating inclusive teaching resources
- Presentation of collaborative projects
- Sharing of additional resources, including books, websites, and tools to support diversity in education

### **Conclusion and Feedback:**

The workshop concluded with a reflection session where participants shared their insights, key takeaways, and action plans for implementing inclusive practices in their educational settings. Feedback was collected through surveys to assess the effectiveness of the workshop and gather suggestions for future diversity-related initiatives.



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## Outcomes:

- Increased awareness of the importance of diversity in education.
- Enhanced cultural competence among participants.
- Improved understanding of inclusive teaching practices and strategies.
- Promotion of a collaborative and supportive community within the institution.
- Development of action plans for implementing inclusive practices in participants' respective roles and classrooms.

## Recommendations for Future Workshops:

- Continuous professional development opportunities on diversity and inclusion.
- Incorporation of more interactive activities and case studies.
- Inclusion of student perspectives and experiences in future workshops.
- Regular follow-up sessions to track the implementation of inclusive practices.

In conclusion, the "Fostering Inclusion" workshop provided a platform for participants to engage in meaningful discussions, share experiences, and acquire practical strategies to create inclusive educational environments. The success of this workshop serves as a foundation for future initiatives aimed at promoting diversity and inclusivity in our educational community.

This report is prepared by Dr Jiten Uddhas, forwarded to the Principal.

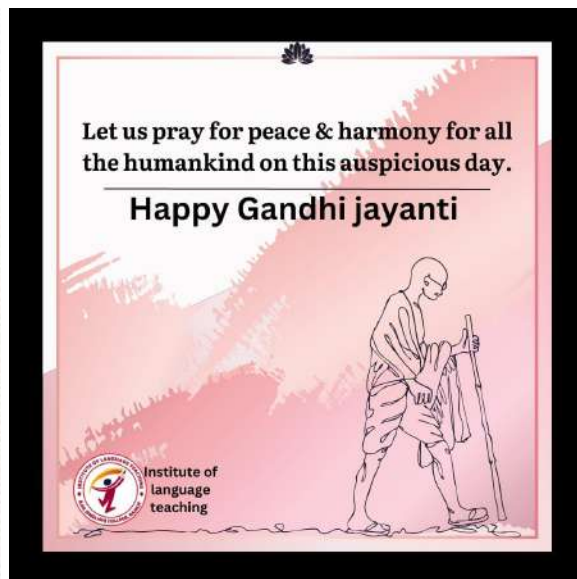
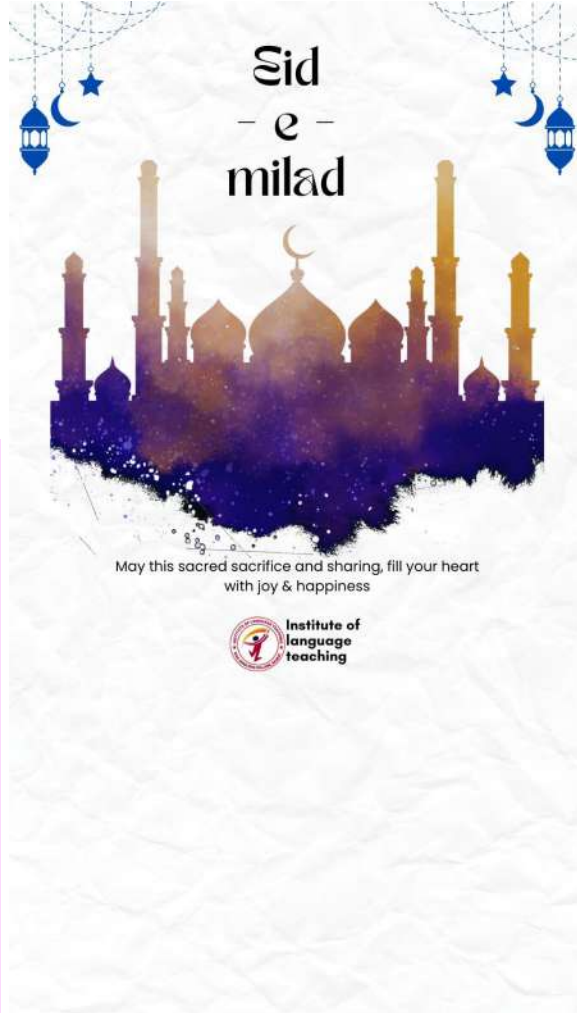
Dr. Nidatt Barot  
Principal,  
Institute of Language Teaching



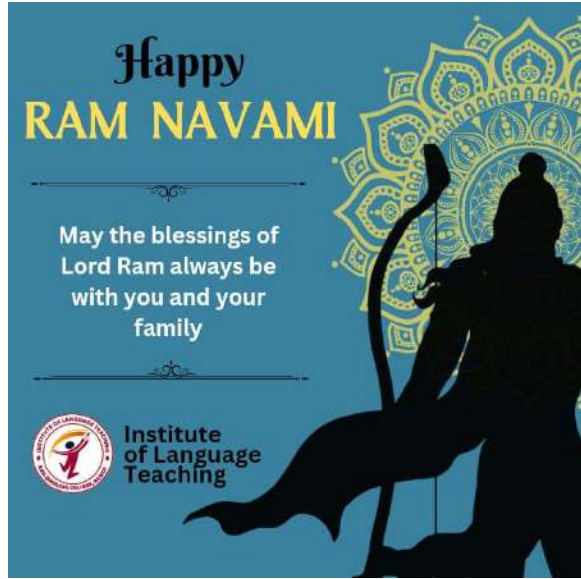
## Guests with Diversified Background at ILT

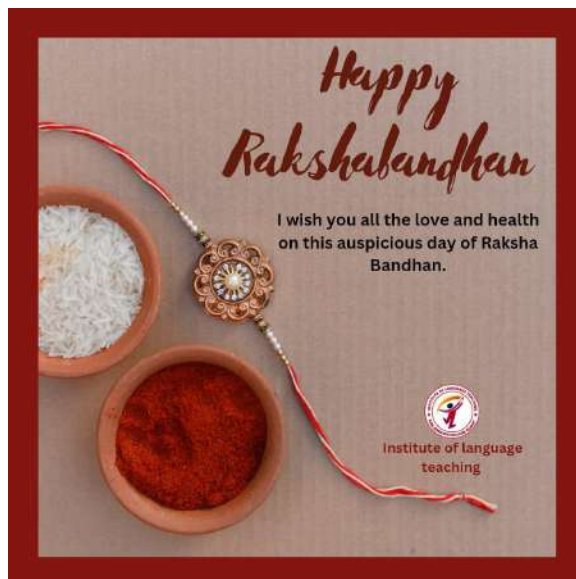
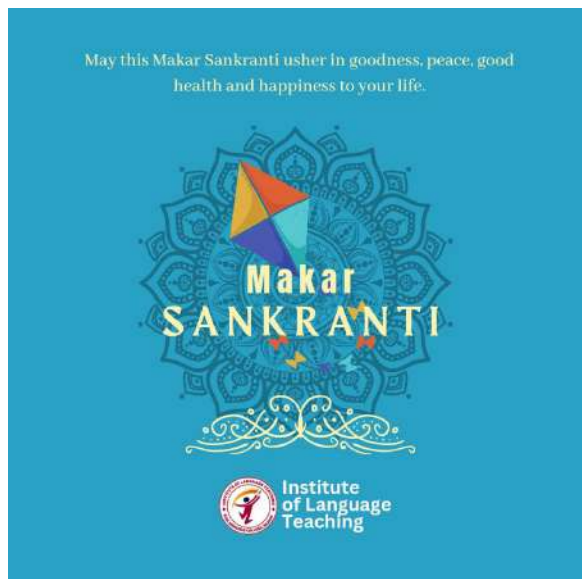
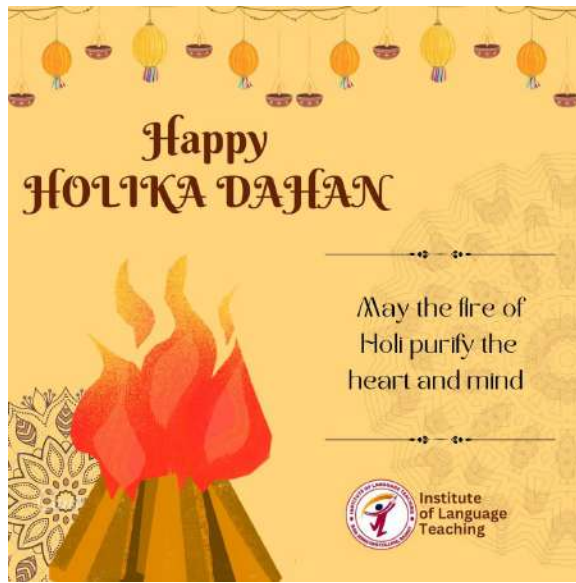
Dr. Pratapsinh Chauhan	Academician and Administrator
Swami Parmatmanandaji	Religious Guru
Dr. Janak Makwana	Academician
Dr. Bhagirath Manjariya	Law Expert
Dr. Iroz Vaja	English Expert
Jaydev Gosai	Singer and Musician
Dr. Hitesh Shukla	Management Expert
Dr. Gopal Mehta	School Teacher
Harshad Mehta	IPS, Police Officer
Dr. Ami Yagnik	Member of Parliament, Politician
Parth Joshi	Gujarati Teacher
Dr. Bharat Boghara	Former MLA, Doctor and Politician
Nagnath Dharmadhikari	Academic Consultant
Chandani Lathiya	Craft Designer
Jitubhai Bhatt	Social Worker

## Days celebrated to sensitize trainees for diversity

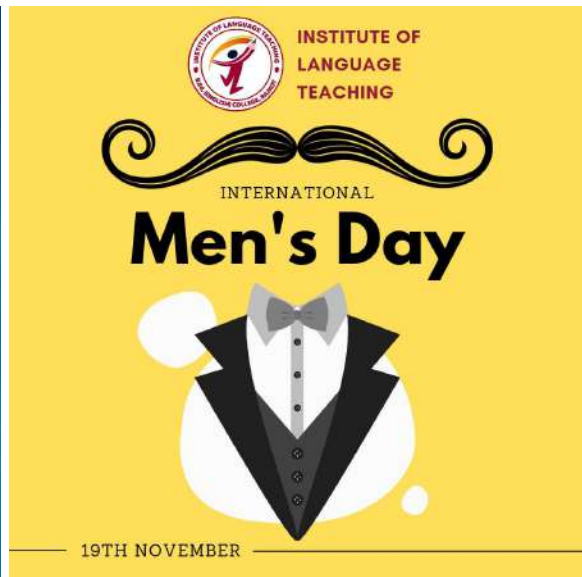
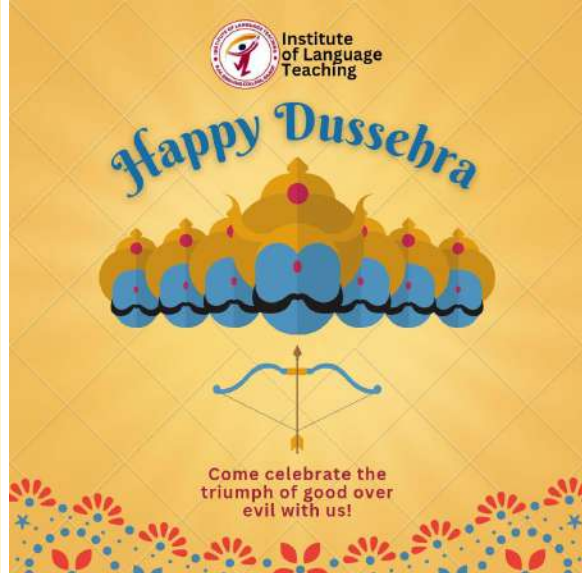


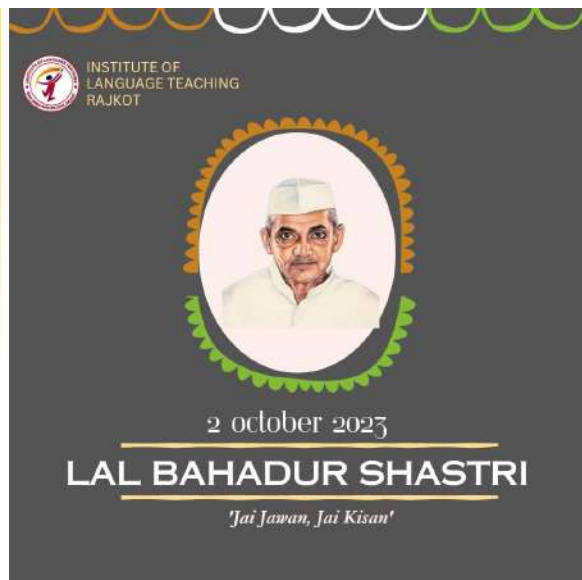


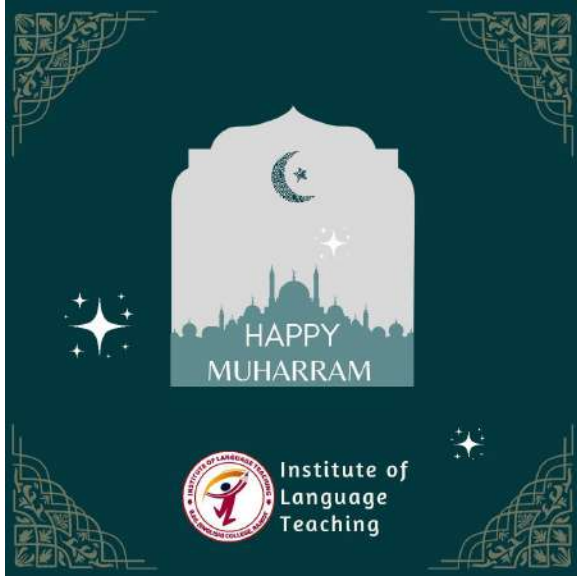




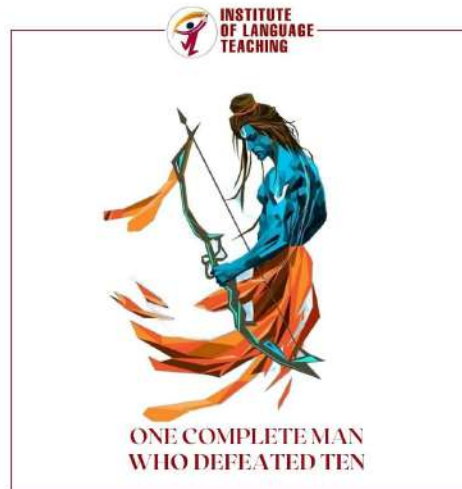
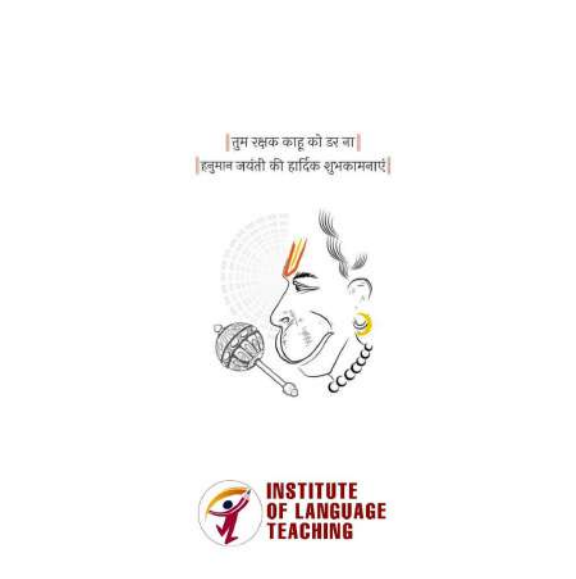
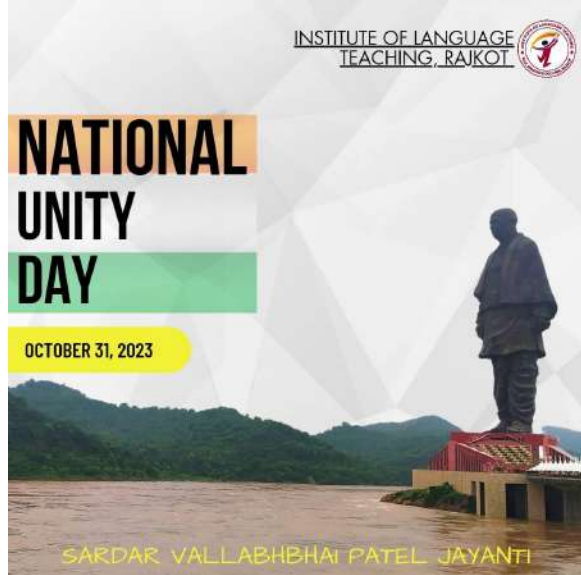












**Photos of Programs by ILT trainees to sensitize diversity and collaborative learning, tutoring, Feedback, Learning Enhancement activities.**













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DARSHITA JEBALIYA

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

affiliated with

**INDIAN INSTITUTE OF TEACHER'S EDUCATION**



**B.Ed Semester IV**

**2020-22**

**EPC 4 02: Guidance and Counselling**

Activity from **Section A**

**A case study of Divyang child by  
interviewing care taker, parents  
and special educator**

&

Activity from **Section B**

**Designing and implementing  
remedial strategies for slow  
learners/ gifted learners.**

**PREPARED BY: Joshi Siddharth P.**

**Enrollment No : 201480030001**

**Roll No. : 17**



## **Activity from Section A**

A case study of Divyang child by interviewing care taker, parents and special educator

# **Case Study Of DEEP**

### ***FROM BIRTH TO 6 MONTHS AGE :***

- » When Deep born on the date 19/10/2007, he didn't feed till 24 hours and couldn't pass urine to.
- » After 24 hours he fed & passed the urine too. But then he got fever and cried whole night.
- » After that we admitted him in Dr. Anil Patel's hospital for 15 days. He was infected with dehydration and with other many problems.
- » When we admitted him, he was in critical condition.



- » After that our life was in routine.
- » When he became 3 months old, he couldn't recognize me as a mother. His physical mile stone growth was slow than other. He had some muscle tightness. He couldn't focus his sight. We consult many doctors in Bharuch, but nobody caught his problem.



- » When he became 5 months old, we tried to sit him. He cried a lot. We couldn't understand why he was crying.



- » They decided to take opinion of Dr. Anil Patel, Rajkot once again.
- » 12/09/2007 - This was the date when the doctor referred exercise & to consult physiotherapist Dr. Birva Desai for Deep's delayed mild stones.

### ***FROM 6 MONTHS TO 3 YEARS AGE :***

- » Dr. Birva Desai was the first physiotherapist in Deep's life.
- » She said to continue with maximum exercise till 3 years age of Deep.
- » After some time when Deep was 7 months old one more physiotherapist Dr. Amin Chatterjee came in Deep's life.
- » In these years he had taken maximum physical exercise from two physiotherapists.
- » Now it was the time to give him some socialization and basic academic. At that time he had no speech. We thought if he will mix with other children, he will try to speak. So, I have taken admission in nearest playhouse on his age of 2.5.
- » He was able to sit, stand and walk with some support, at the age of 3 years.





### **FROM 3 YEARS TO 6 YEARS AGE :**

- » After 6 months of joining playhouse, there was no change in Deep's speech, academics & socialization.
- » He just used to sit. He couldn't do any activity himself.



- » We were in dilemma; we couldn't see any proper way or solutions of Deep's problems.
- » Somebody suggested us Brain Feedback Therapy.
- » We had taken visit of that therapy and one hope awoken.
- » Now Deep was continued with two physiotherapy sessions and on session of Brain Feedback Therapy.
- » **Deep had started that therapy and after 6 months he got some speech and improved his understanding level, grasping power & imagination.**
- » In playhouse result reflected.
- » Now it was the time to take admission in a school.

- » At the age of 4 we got admission of Deep in Nursery, Masoom school.
- » He studied 2 years there. In first year he had no more problems. Because there was no writing in Nursery class.
- » But in Junior KG. he got many problems about writing, understanding, behavior & toileting.
- » School management opposed to continue with Deep.
- » We visited many schools for his admission, but he was rejected.
- » I was in tension for Deep's future.
- » **I have decided to start swimming for him without wasting time.**
- » **Now at the age of 6 he was also taking Physiotherapy & Occupational Therapy in Ram Krishna Ashram.**
- » In swimming pool, I met to Bijal mam and Deep had joined GSK.
- » After starting GSK we came in touch with Dr. Dhara Kotak – Physiotherapist.
- » **She diagnosed that Deep has some Sensory & Cognition related issues too.**
- » **So, we started Sensory Integration Therapy & Cognitive Therapy too.**

**In this age group Deep got maximum types of therapy from different persons.**

### ***FROM 6 YEARS TO 10 YEARS AGE :***

- » In this age he was taking many types of therapy like –Physiotherapy, Occupational Therapy, Brain Feedback Therapy, Sensory Integration Therapy & Cognitive therapy.
- » As result his memory, cognition, academics, logic, imagination, fine motor, gross motor, understanding improved a lot.

Because of all these therapies he can do many things which were impossible for him without therapy.

Here, I am displaying some examples with some images.



**Brushing**



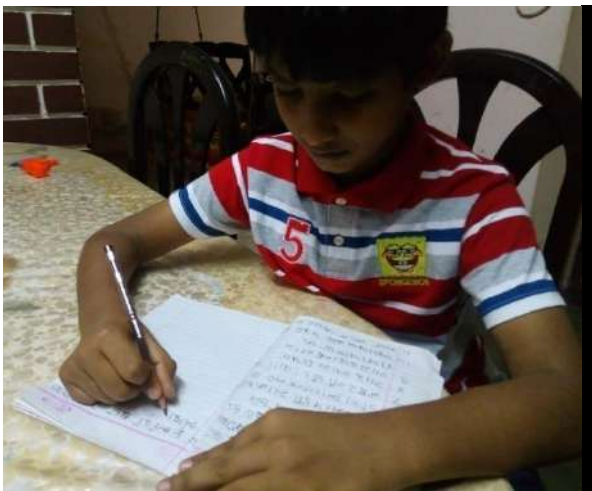
**Bathing**



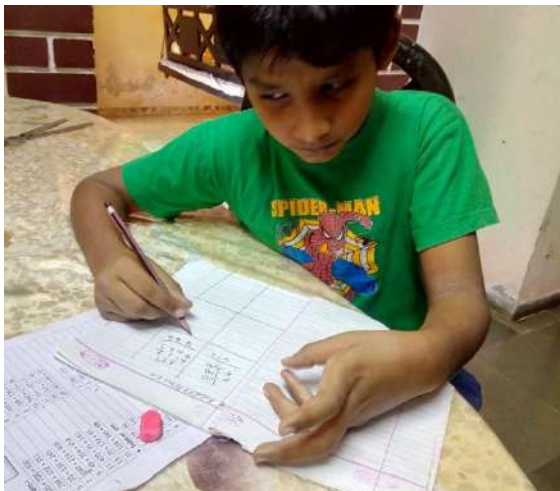
**Clothing**



**Reading**



**Writing**

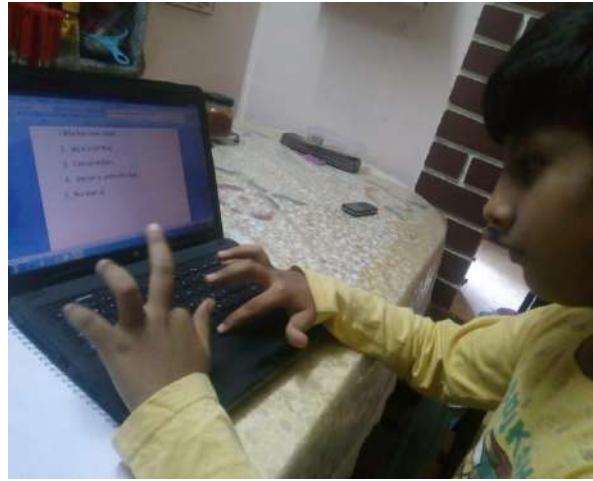


**Counting**





**Enjoying School**



**Computer Typing**



**Cycling**



**Watching T.V.**



**Swimming**



**Drawing & coloring**

**Playing with different games & toys :**



**Purchasing**



**Shopping**



## Enjoying Diwali :



## **CONCLUSION :**

With proper therapies from childhood of a special need child, we can improve that child's delayed mile stone, and can stop the gap of age growth. Because of therapy activities of daily living & academic can be more affective.

I have submitted 35 parents' reviews about therapy in survey form, with the case study of Deep. All the parents have seen the result in his child because of therapy. Therapy gives result indirectly. Means we can see result of therapy in every routine activity.

Therapy is the base on which a special need child can grow strongly & speedily.



## **Activity from Section B**

Designing and implementing remedial strategies for slow learners/ gifted learners.

### **Remedial strategies for slow learners/ gifted learners**

#### **Introduction**

Gifted students—you may or may not spot them in your classroom. They may be highly visible, like the high achievers or straight-A students. But they may also be among those students who don't finish their work (it's never perfect enough), who zone out or act out in class (they're bored), or who test poorly because they overthink things. Some schools and districts have substantial resources to identify and support giftedness, wherever it shows up. Some offer pull-out programs. Others offer cluster grouping, in which gifted students are grouped in specific classes at each grade level.

Then there are the challenges and opportunities at the school level. With the following strategies, teachers can tend to the complex needs of their high-ability students in the heterogeneous classroom.

#### **1. Offer the Most Difficult First**

"Gifted students don't need to do 25 problems in math when they can do the five most difficult first to demonstrate mastery. This opportunity is offered to all students, not just those identified as gifted. Students who successfully complete the five problems are excused from that night's homework. If classwork is involved, the teacher simply needs to have a few extension activities on hand—tasks that carry the concept to the next level—for students to work on quietly while others complete the regular assignment.

"Most Difficult First" is one manageable way for teachers to compact the curriculum for their high-ability students. With compacting, students get to "throw away" the part of the curriculum that they already know, while receiving full credit for those competencies. This frees up students to work on more challenging content.

#### **2. Pre-Test for Volunteers**

Let's say a teacher is teaching two-digit multiplication. He might do some direct instruction for 10 minutes, then offer students the end-of-chapter test, saying, "If you get 90 percent or higher, you won't have to do the homework or practice work. You'll have different work to do." Some gifted students will take this option, whereas others may decide, "I don't know this; I need the practice work." Again, as in Most Difficult First, this strategy requires having extension work for students who test out of the material.

#### **3. Prepare to Take It Up**

Teacher's desk serves as a staging area. He/she has several piles of activities there that take a concept up or down."

For example, when the class is working on the distributive property in math, those "piles" might include differentiated worksheets, word problems, and task cards. Depending on how students grasp the concept, Flores can either reteach, offer practice, or enrich. Teachers can also use "choice boards." In math, they might offer nine ways that students can demonstrate learning of multiplication.

#### **4. Speak to Student Interests**

The Ignite presentation format offers another way for Mak to differentiate work on the basis of student interest. The presenter has exactly 5 minutes and 20 slides, which auto-advance every 15 seconds, to discuss a topic of interest. This activity allows students to share their passion with their peers, be it nanotechnology and its role in medicine, the physics of roller coasters, or the latest advances in virtual reality. "over excitabilities"—is also key to teaching gifted students.

Over excitabilities will often appear as quirks, such as compulsive talking or organizing, heightened sensitivity to smells or tastes, insatiable curiosity, or daydreaming. Knowing a student's over excitabilities can help teachers shape engaging—and personalized—learning experiences. An imaginal student will benefit from an assignment that he's free to complete in a unique way. An intellectual student will prefer to investigate why certain areas of the world struggle with starvation rather than simply listing those areas. Although we tend to see over excitabilities negatively, they are often accompanied by great creativity, imagination, and drive.

#### **5. Enable Gifted Students to Work Together**

Enabling gifted students to work together in groups boosts their academic achievement and benefits other students in the classroom, as well. When gifted students work together, they challenge themselves in unexpected ways. They bounce ideas off one another and take a peer's idea to a new place. They also learn that as smart as they are, they, too, must exert effort with challenging content—and that they'll sometimes fail along the way.

#### **6. Plan for Tiered Learning**

This approach relies on planning lessons or units at different tiers of difficulty. Teachers have to plan for their lessons, so why not develop deep and complex activities for high-ability students at the same time? This one way of planning—providing work at the entry, advanced, and extension levels or at varying Depth of Knowledge Levels—offers a multiplicity of ways to learn. It may take more time in the planning stage, but it is ultimately more efficient because bored students aren't acting out or zoning out in class—they've got challenging work to do—and struggling students are getting support. Once teachers create these tiered resources, they can use them again and again.

## **Dos & Don'ts of Teaching Gifted Students**

### **Do...**

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- Offer training in gifted education to all your teachers.

### **Don't...**

- Confuse high achievers with high-ability students. High achievers put in the time and effort to succeed in school. This may not be the case with high-ability students. Their gifts may not translate into academic achievement and their behavior can at times appear noncompliant.
- Assume that all gifted students are the same and that one strategy works for all.
- Assume that by making gifted students tutors, you're providing a learning extension.
- Confuse extension activities with additional work. Gifted students need deeper and more complex assignments.
- Refer to alternate work for gifted students as "free time." Call it "choice time" or "unfinished work time," so students understand that they are required to tackle a task during this time period.
- Give too many directions to students about how they should complete a task. Say, "Here's the end result I'm grading. How you get there is your choice."
- Assume that gifted students are growing academically. Rely on formative and summative assessments.

### **Conclusion**

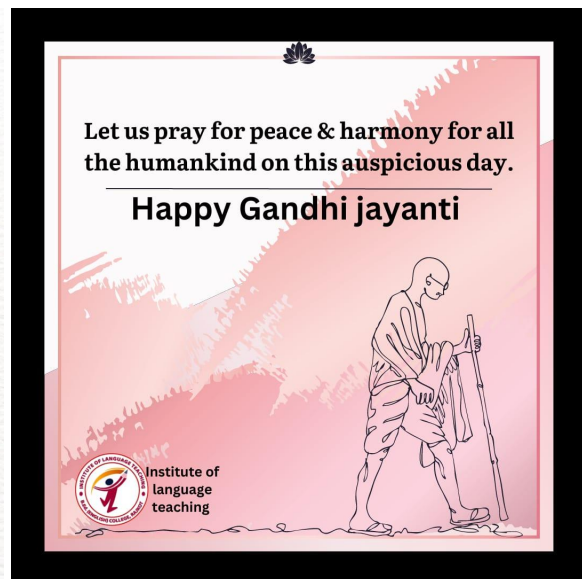
All students have the right to learn something new every day, whether they are in regular classrooms or in special education, language acquisition, or gifted programs. And every student will benefit from being pulled up to go beyond the curriculum at times. Learning should be joyful or at least satisfying, rather than just hard. Is this challenging for educators? Sure. Any good teacher can do these things well. It's just good teaching.

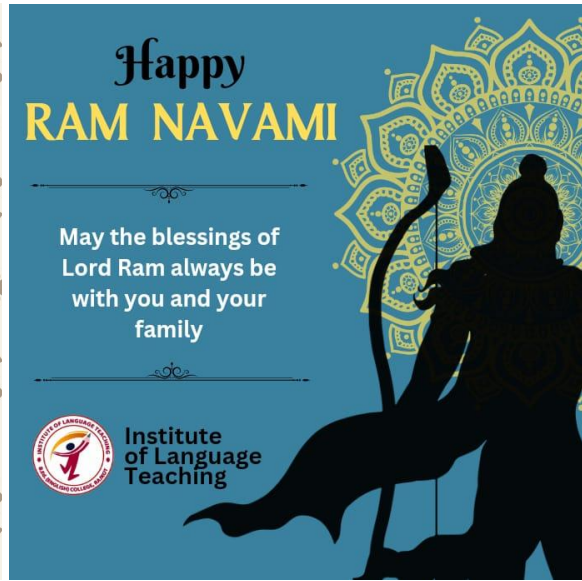
## Guests with Diversified Background at ILT

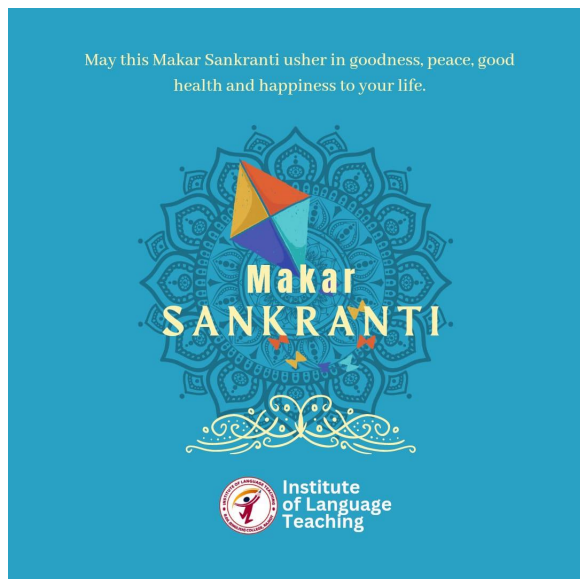
Dr. Pratapsinh Chauhan	Academician and Administrator
Swami Parmatmanandaji	Religious Guru
Dr. Janak Makwana	Academician
Dr. Bhagirath Manjariya	Law Expert
Dr. Iroz Vaja	English Expert
Jaydev Gosai	Singer and Musician
Dr. Hitesh Shukla	Management Expert
Dr. Gopal Mehta	School Teacher
Harshad Mehta	IPS, Police Officer
Dr. Ami Yagnik	Member of Parliament, Politician
Parth Joshi	Gujarati Teacher
Dr. Bharat Boghara	Former MLA, Doctor and Politician
Nagnath Dharmadhikari	Academic Consultant
Chandani Lathiya	Craft Designer
Jitubhai Bhatt	Social Worker



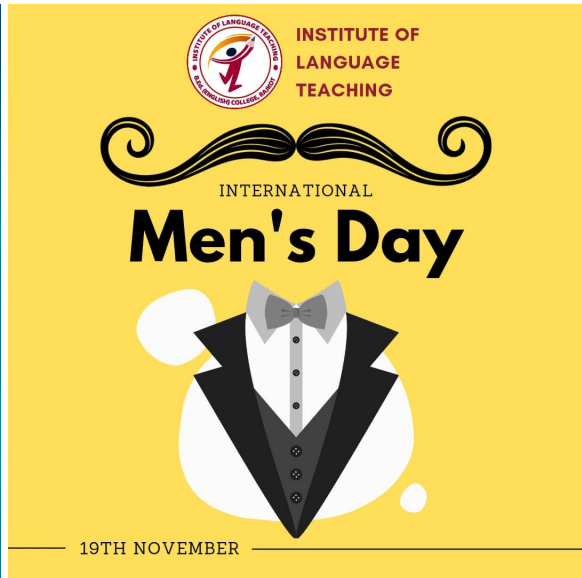
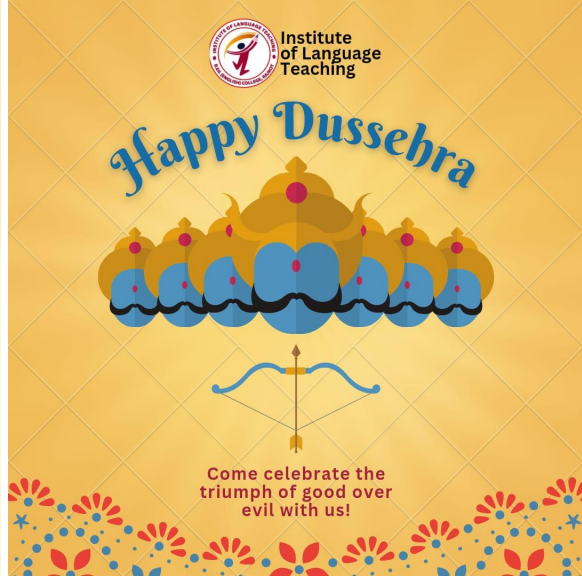
## Days celebrated to sensitize trainees for diversity



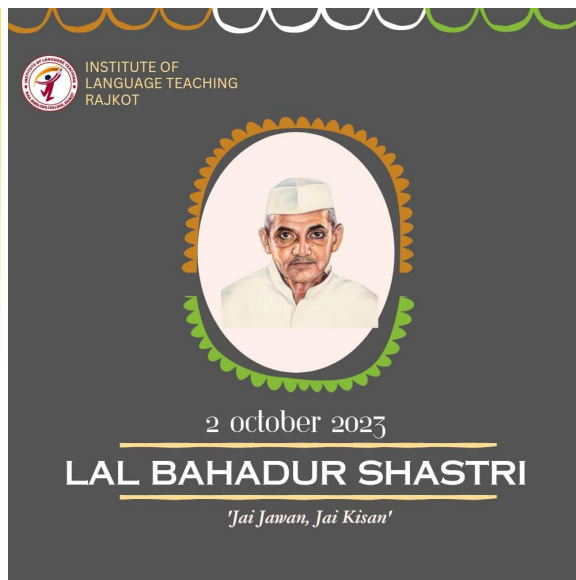
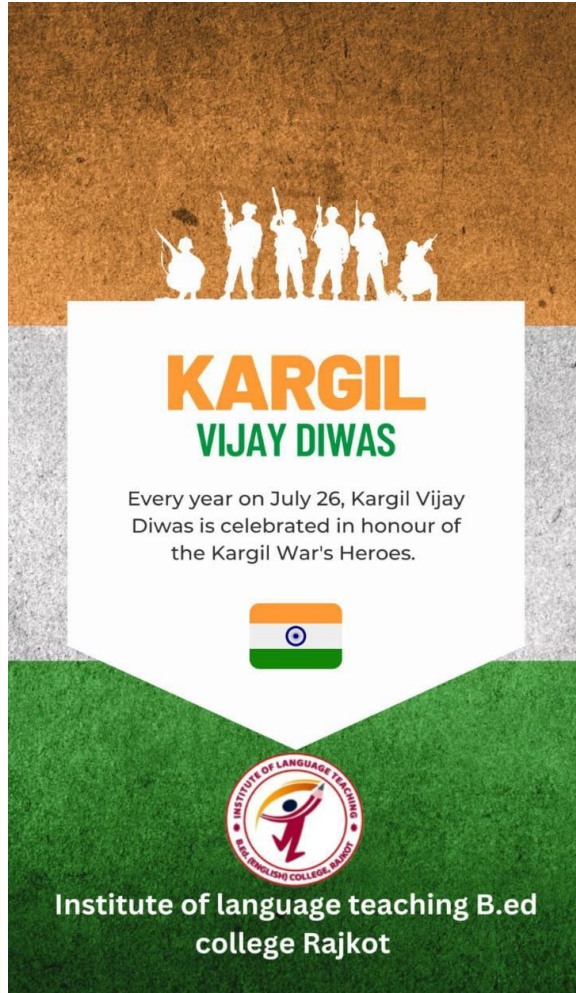




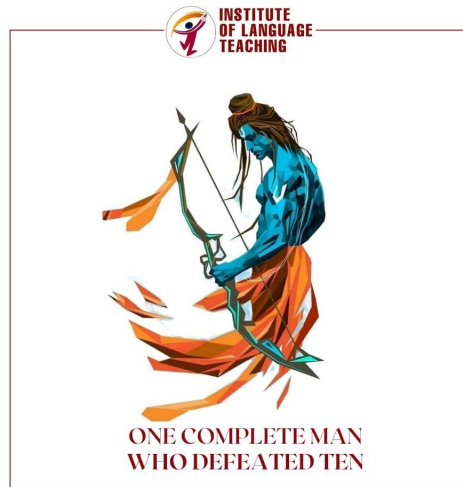
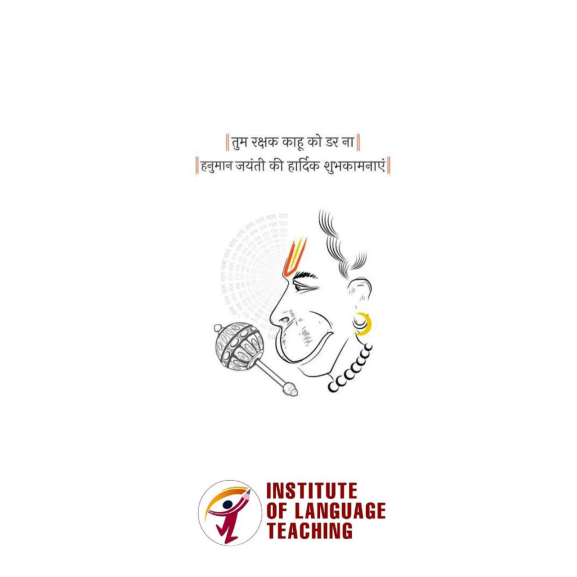












**Photos of Programs by ILT trainees to sensitize diversity and collaborative learning, tutoring, Feedback, Learning Enhancement activities.**





























2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. Mentoring/Academic counselling
2. Peer feedback/Tutoring
3. Remedial learning engagement
4. Learning enhancement /enrichment inputs
5. Collaborative tasks
6. Assistive Devices and Adaptive Structures (for the differently abled).
7. Multilingual interactions and inputs

Activity	Sl. No	Name of the students	Nature of activity	Date/s / Duration	Teachers involved	Link to the relevant document
<b>1. Mentoring/academic counselling</b>	1		This includes appropriate guidance in course, setting academic goals, addressing academic challenges, and ensuring students meet graduation requirements.	As per the policy , Every working saturday , 2 hours	Dr Nidatt Barot Dr. Rushiraj Joshi Dr. Mohit Patel Dr. Nehal Shinghala Dipika Patel Jyoti Tadvi Dr.Smita Gadhvi Dr Jiten Uddhas Dr.Chirag Darji	<a href="https://iltraikot.org/wp-content/uploads/2023/12/Mentor-Mentee.pdf">https://iltraikot.org/wp-content/uploads/2023/12/Mentor-Mentee.pdf</a>
<b>2. Peer feedback/Tutoring</b>	2		Provides an opportunity for learners to ask questions and seek clarification on challenging concepts.B.Ed. students take turns teaching a lesson to their peers. This not only allows them to practice their teaching skills but also provides an opportunity for constructive feedback and peer evaluation	As per the policy , Every working saturday , 2 hours	Dr Nidatt Barot Dr. Rushiraj Joshi Dr. Mohit Patel Dr. Nehal Shinghala Dipika Patel Jyoti Tadvi Dr.Smita Gadhvi Dr Jiten Uddhas Dr.Chirag Darji	<a href="https://iltraikot.org/wp-content/uploads/2024/01/Peer-Feedback.pdf">https://iltraikot.org/wp-content/uploads/2024/01/Peer-Feedback.pdf</a>

<p><b>3. Remedial learning engagement</b></p>	<p>3</p>		<p>Set achievable goal. Identify learning gaps. Tailoring the teaching approach to the student's needs</p>	<p>As per the policy , Every working Saturday , 2 hours</p>	<p>Dr Nidatt Barot Dr. Rushiraj Joshi Dr. Mohit Patel Dr. Nehal Shinghala Dipika Patel Jyoti Tadvi Dr.Smita Gadhvi Dr Jiten Uddhas Dr.Chirag Darji</p>	<p><a href="https://iltraikot.org/wp-content/uploads/2024/01/Remedial-Teaching.pdf">https://iltraikot.org/wp-content/uploads/2024/01/Remedial-Teaching.pdf</a></p>
<p><b>4. Learning enhancement /enrichment inputs</b></p>	<p>4</p>	<p><a href="https://iltraikot.org/wp-content/uploads/2024/01/2019-20-2021-2022-Mentor-Mente-List-1.docx.pdf">https://iltraikot.org/wp-content/uploads/2024/01/2019-20-2021-2022-Mentor-Mente-List-1.docx.pdf</a></p>	<p>Utilize a variety of learning materials, such as textbooks, online courses, videos, podcasts, and e-books articles. To provide different perspectives and make learning more engaging.</p>	<p>As per the policy , Every working Saturday , 2 hours</p>	<p>Dr Nidatt Barot Dr. Rushiraj Joshi Dr. Mohit Patel Dr. Nehal Shinghala Dipika Patel Jyoti Tadvi Dr.Smita Gadhvi Dr Jiten Uddhas Dr.Chirag Darji</p>	<p><a href="https://iltraikot.org/wp-content/uploads/2024/01/Learning-enhancement-inputs.pdf">https://iltraikot.org/wp-content/uploads/2024/01/Learning-enhancement-inputs.pdf</a></p>
<p><b>5. Collaborative tasks</b></p>	<p>5</p>		<p>In B.Ed. programs often group projects that require students to work together to research and develop lesson plans, teaching materials, or classroom activities. These projects encourage collaboration, creativity, and the sharing of teaching strategies.</p>	<p>As per the policy , Every working Saturday , 2 hours</p>	<p>Dr Nidatt Barot Dr. Rushiraj Joshi Dr. Mohit Patel Dr. Nehal Shinghala Dipika Patel Jyoti Tadvi Dr.Smita Gadhvi Dr Jiten Uddhas Dr.Chirag Darji</p>	<p><a href="https://iltraikot.org/wp-content/uploads/2024/01/Collaborative-tasks.pdf">https://iltraikot.org/wp-content/uploads/2024/01/Collaborative-tasks.pdf</a></p>

<p><b>6. Assistive Devices and Adaptive Structures (for the differently abled).</b></p>	<p>6</p>		<p>Students in a B.Ed. program learn about various types of disabilities, including physical, sensory, cognitive, and emotional disabilities. Student-teachers learn how to select, use, and integrate their tools into their teaching to support students' learning and participation.</p>	<p>As per the policy , Every working Saturday , 2 hours</p>	<p>Dr Nidatt Barot Dr. Rushiraj Joshi Dr. Mohit Patel Dr. Nehal Shinghala Dipika Patel Jyoti Tadvi Dr.Smita Gadhvi Dr Jiten Uddhas Dr.Chirag Darji</p>	<p><a href="https://iltraikot.org/wp-content/uploads/2024/01/Assistive-Devices-and-Adaptive-Structures-for-the-differently-abled.pdf">https://iltraikot.org/wp-content/uploads/2024/01/Assistive-Devices-and-Adaptive-Structures-for-the-differently-abled.pdf</a></p>
<p><b>7. Multilingual interactions and inputs</b></p>	<p>7</p>		<p>We encourage B.Ed. students to get engaged in fieldwork and student teaching experiences in schools with diverse student populations. This exposure can help them learn how to effectively support and engage with multilingual learners.</p>	<p>As per the policy , Every working Saturday , 2 hours</p>	<p>Dr Nidatt Barot Dr. Rushiraj Joshi Dr. Mohit Patel Dr. Nehal Shinghala Dipika Patel Jyoti Tadvi Dr.Smita Gadhvi Dr Jiten Uddhas Dr.Chirag Darji</p>	<p><a href="https://iltraikot.org/wp-content/uploads/2024/01/Multilingual-interactions-and-inputs.pdf">https://iltraikot.org/wp-content/uploads/2024/01/Multilingual-interactions-and-inputs.pdf</a></p>