Institute of Language Teaching

Details of ICT that is compulsory part of B.Ed. Curriculum

1. B.Ed. Sem - 3 Paper ICT in Curriculum - 3 credits - 100 marks
2. ICT Tools for Assessment
3. ICT Tools for Teaching Learning Material
4. ICT for Instruction

As the above mention topics are compulsory for all B.Ed. trainees, percentage of trainees undergoing ICT will be 100%.

In addition to above there are add-on courses value added courses for ICT.

- Introduction to ICT
- Digital Literacy
- Microsoft Office Essential
- Basics of Cyber Security
- Use of Social Media in Education
- E-Learning Platforms
- Google Tools

Many of the trainees opt for above add-on and value-added courses.

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ILT B.Ed College strategically employs Google Classroom, as our designated Learning Management System (LMS), to optimize the educational framework for our students. Aligned with this commitment to educational excellence, we are proud members of the G Suite, enhancing our capabilities and further integrating technology into our academic processes. Google Classroom functions as a comprehensive platform where students actively participate in a structured learning environment. Within this LMS, students gain access to a diverse range of educational materials, engage in discussions, and seamlessly submit assignments. The platform facilitates the efficient distribution of course materials, including videos and other multimedia resources, fostering a collaborative and interactive learning experience.

In addition to providing a robust space for course content, Google Classroom allows us to streamline the assessment process. Our college strategically utilizes the platform to conduct MCQ exams, enabling students to demonstrate their knowledge and skills in a secure and organized manner. The user-friendly interface of Google Classroom ensures that both faculty and students can navigate the system effortlessly, promoting an efficient and enjoyable learning journey. As active members of the G Suite, ILT B.Ed College remains committed to delivering a modern and effective learning experience, leveraging technology to enhance the educational journey for our students.

Browser Link

Run the app directly in your browser

https://www.appsheet.com/start/c8485abd-4715-43c4-bc5f-426a96c7c5f9

Install Link

Allows mobile users to install the app on their device

https://www.appsheet.com/newshortcut/c8485abd-4715-43c4-bc5f-426a96c7c5f9

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Here are the subject wise the List of the Classroom ▬

Semester - 1
- LS - 1 - Psychology of Learner -
  https://classroom.google.com/c/MTgzODUzNTU0MDYw?cjc=mgdncqz
- Cus -1 - Curriculum Development Principles -
  https://classroom.google.com/c/MjE4NzM2NjI0OTYz?cjc=ytolpwc
- Ps - 01- General Pedagogy for mathematics and science -
  https://classroom.google.com/c/MjQ5MDI4Mjg3NDQ4?cjc=twknfuc
- LPC -1 - Gujarati Language -
  https://classroom.google.com/c/MzcyMjQwNDgwNDkw?cjc=ggxqhwf

Semester - 2
- LS - 2 - Learning and Teaching -
  https://classroom.google.com/c/MzEyNTQyOTQwMzQy?cjc=lnee35l
- CUS - 2 - Knowledge and Curriculum -
  https://classroom.google.com/c/NDYzODU3MzYzMjY5?cjc=bkdqq3t
- L - 1 - https://classroom.google.com/c/NTk0NDAxMjg1MzMw?cjc=lkfrovv
- LPC - 2 -English Language -
  https://classroom.google.com/c/MzEyNTQ4NDM5NDA5?cjc=hvr5yd4

Semester - 3
- CUS - 4 - ICT in Curriculum -
  https://classroom.google.com/c/NjM3NTYyOTgwMTQ4?cjc=xynuc6q
- CUS - 3 - Inclusive Education -
  https://classroom.google.com/c/Mzc5MzI1Njk5NTI4?cjc=6vlywvf
- AE - 1 - Assessment and Evaluation in Learning -
  https://classroom.google.com/c/Mzc2NDA4NDA1OTg2?cjc=zfju6wx
- LPC - 4 - Language Across Curriculum -
  https://classroom.google.com/c/NjE5MTQyMDQyMTEy?cjc=jkhwwou

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Semester - 4

- COS - 1 - Teacher and Learner in Society -
  https://classroom.google.com/c/NDgyMzQ0OTAwMDQ0?cjc=v6gddpu
- COS - 2 - Gender, School and Society -
  https://classroom.google.com/c/NDc4ODA2MzIzNDMy?cjc=7hkyvh5
- PS - 4 - Advanced Pedagogy -
  https://classroom.google.com/c/NTE2NzA5MjY3MjIw?cjc=2zi63n3

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Ref :   **Date :** 1|12|23

Nurturing Digital Literacy: A Technological Tapestry at the Institute of Language Teaching

The Institute of Language Teaching stands at the forefront of educational innovation, weaving a rich technological tapestry into the fabric of its teaching-learning process. From the integration of Google Classroom to a dedicated ICT-focused paper in the Semester 3 Curriculum, the institute ensures that trainees not only embrace but actively utilize technology as a powerful tool in their journey toward becoming proficient language educators.

One of the pivotal components of the institute's tech-infused approach is the incorporation of Google Classroom into the daily academic landscape. This virtual platform serves as a digital nexus, providing a centralized space for trainees to access course materials, engage in collaborative discussions, and submit assignments. The interactive and organized nature of Google Classroom fosters a sense of community among trainees, transcending physical classrooms and allowing for seamless online collaboration.

The institute's commitment to equipping language educators with digital skills is further emphasized by a dedicated 3-credit paper on ICT in the Semester 3 Curriculum. This comprehensive course delves into the intricate world of Information and Communication Technology (ICT), covering topics such as ICT tools for assessment, ICT tools for Teaching-Learning Materials (TLM), and ICT for instruction. By embedding this course in the curriculum, the institute ensures that trainees not only grasp theoretical knowledge but also acquire practical skills relevant to the modern educational landscape.

Building on this foundation, the institute encourages trainees to explore and implement ICT tools in various facets of their teaching practice. From leveraging technology for formative and summative assessments to incorporating digital resources into teaching materials, trainees are equipped to navigate the digital landscape with proficiency and creativity. This hands-on approach ensures that trainees not only understand the theoretical underpinnings of ICT but are also adept at applying this knowledge in real-world teaching scenarios.

Complementing these initiatives, the institute has developed a dedicated mobile app tailored for learners. This app acts as a mobile gateway, offering trainees on-the-go access to educational resources, announcements, and communication channels. By integrating mobile technology into the learning experience, the institute recognizes the evolving nature of education, where flexibility and accessibility are paramount.

The institute's commitment to leveraging technology is further evident in its YouTube channel, a treasure trove of 200 videos specifically curated for trainees in the field of teacher education. Covering a spectrum of topics, these videos serve as a supplementary resource, enhancing trainees' understanding of pedagogical techniques, language acquisition strategies, and the effective use of technology in the classroom. This dynamic and visual dimension enriches the learning experience, catering to diverse learning styles among trainees.

The interactive website, particularly the 'Students Corner,' plays a pivotal role in facilitating technology-enabled learning. Trainees can actively participate by appearing for online tests, engaging in formative assessments that provide instant feedback. This feature not only gauges their comprehension of course content but

also empowers trainees to take an active role in their assessment process, fostering a sense of responsibility for their own learning journey.

In conclusion, the Institute of Language Teaching has orchestrated a harmonious integration of technology into its teaching-learning paradigm. From Google Classroom to a dedicated ICT paper, mobile apps, YouTube channels, and interactive online assessments, the institute ensures that trainees are not merely spectators but active contributors to a digitalized educational experience. By nurturing digital literacy, the institute prepares a generation of language educators who are not just fluent in languages but are also adept navigators of the digital landscape, poised to inspire and shape the future of language education.

As discussed above all the trainees of ILT are supposed to use ICT as integral part of teaching learning during their B.Ed course.

1/12/23

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2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice

2.3.3.1: Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year

Sl. No.	Number of Students using ICT support	Name of the programme*	Name of the course/s	Kinds of ICT support used	Link to appropriate ICT resourses
1	48	B.Ed. - 2018	Pedagogy, Content	Google Classroom, Videos, Microsoft Tools	https://iltrajkot.org/wp-content/uploads/2024/01/LMS-used-at-ILT-.pdf
2	102	B.Ed. - 2019	Pedagogy, Content	Google Classroom, Videos, Microsoft Tools	https://iltrajkot.org/wp-content/uploads/2024/01/LMS-used-at-ILT-.pdf
3	89	B.Ed. - 2020	Pedagogy, Content	Google Classroom, Videos, Microsoft Tools	https://iltrajkot.org/wp-content/uploads/2024/01/LMS-used-at-ILT-.pdf
4	82	B.Ed. - 2021	Pedagogy, Content	Google Classroom, Videos, Microsoft Tools	https://iltrajkot.org/wp-content/uploads/2024/01/LMS-used-at-ILT-.pdf
5	95	B.Ed. - 2022	Pedagogy, Content	Google Classroom, Videos, Microsoft Tools	https://iltrajkot.org/wp-content/uploads/2024/01/LMS-used-at-ILT-.pdf

* Provide data programme wise and year-wise from the list below:
B.Ed I Yr, B.Ed II Yr; M.Ed I Yr, M.Ed II Yr,
B.P.Ed I Yr, B.P.Ed II Yr; M.P.Ed I Yr, M.P.Ed II Yr,
B.Ed (Spl) I Yr, B.Ed (Spl) II Yr; M.Ed (Spl) I Yr, M.Ed (Spl) II Yr,