



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

**A Report on
Art in Education**

:: Name of Teacher Trainee ::

Subani Sorathiya H.

Enrolment Number: 211480030014

Month & Year 31/12/21


Activity of Section A

Music

1. Select a text from your textbooks and identify any Sanskrit Hymns, Shlokas, 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.

Section	Activity	Submission Date	Signature
Section A	(1) Drawing	31/12/21	

Activity of section - A

Fine Arts

(1) Drawing - Stop Violence Against Women

The drawing is about the women's movement in India which has focused on violence against women as a key area of struggle, with the early campaigns addressing some of the more obvious forms of violence such as rape, dowry and widow immolation.

The drawing is consisting of the slogans and sayings like 'Break the silence, End the violence', 'Fight for your right' and 'Respect female'.

The teacher can teach about the violent acts against women or girls and how this violence can be curbed.

The picture of Sita who was assaulted by Ravana ~~she~~ portrays the purity of her character. The teacher can explain how it is important for females to fight for themselves.

It is important to bring about a thought in the mind of coming generation to stop violence against women.

Violence against women and girls is a human rights violation and the immediate and long-term physical, sexual and mental consequences for women and girls can be devastating including death.

The students need to know that any type of violence is never right. If children understand gender equality, they're more likely to understand that girls and women deserve respect.

The poster will help the teachers to remove the wrong belief that girls are not as good as boys; they don't deserve same opportunities or treatment as boys or males.

It will help to prevent violence against women by talking with children about respect, gender, equality and positive attitudes towards girls.

**STOP VIOLENCE
AGAINST WOMEN**

**Break
the SILENCE
End
the VIOLENCE**



**FIGHT
for your
RIGHT**



Suhani Sorathiya



**RESPECT
FEMALE**


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.

Section	Activity	Submission Date	Signature
Section B	3. Mono-acting	31/12/21	

Activities of Section - B

(3) Mono-acting Report

character - Macbeth.

A mono-drama or mono-acting is a theoretical or artistic piece played by a single actor or singer usually portraying one character.

I have performed a character of Lady Macbeth from the act - 5, scene 1 of play Macbeth by William Shakespeare. It is the famous sleepwalking scene.

Lady Macbeth appears to be reliving the night that Duncan was killed. She moves physically through the scene after Duncan's death, trying to wash the blood off her hands.

She talks to herself saying, "out damned spot".

The things required to perform the mono-act was a candle and a candle holder, mirror, red curtain and white garments.

Lady Macbeth is completely undone by guilt and descends into madness.

"What need we fear who knows it when none can call our power to account? She asks, asserting that as long as she and her husband retain power, the murders they committed cannot harm them.

Her guilt racked state and her mounting madness show how hollow her words are, so too, does the army outside her castle.

"Hell is murky", she says, implying that she already knows that darkness intimately. The pair, in their destructive power, have created their own hell, where they are tormented by guilt and insanity.

Teacher Trainee's Reflective Journal

B.Ed. (2 Years)

Semester-II

Year: 2023

Name of the Trainee: Katecha Naveehi .K.

Enrollment No.: 221480030022

Institute of Language Teaching B.Ed. (English) College
Rajkot



Teacher Trainee's Reflective Journal

Part-I (Details of Stray Lessons Delivered)

No.	Date of Lesson	School Name	Std & Div	Subject	Topic	Time
1.	11/02/23	Vision School	8 th	English	Repetitions and its Types.	9:00 - 9:55
2.	21/02/23	Vision School	7 th	English	CH-9 Bicycle in good Repair	9:00 - 9:55
3.	3/02/23	Vision School	6 th	English	CH-9 Poem about us	8:00 - 8:40
4.	13/02/23	Innovative School	8 th A	English	CH-9 The Great Stone Face - I	7:45 - 8:30
5.	14/02/23	Innovative School	8 th B	English	CH-9 Talebi	7:45 - 8:30
6.	15/02/23	Innovative School.	8 th A	English	e-mail Writing	7:45 - 8:30

Part-II (Reflections upon Stray Lessons)

You may reflect upon following points:

- ⊙ Experiences during Stray Lesson Planning
- ⊙ Experiences while delivering Stray Lessons
- ⊙ Post-Stray Lesson Experiences

<p>1. Stray Lesson - 1 - 1/02/23</p> <p>Topic: - Types of Preparations</p>	<p>Std - 8th</p> <p>School - Vision School.</p> <p>9:00 - 9:55</p>	<p>* Experiences during stray lesson planning:-</p> <p>When I got this topic I was confused as it is higher standard and this topic is taught since 4th. But at the end I got my idea by explaining with live examples as my progress was in our class.</p>	<p>* Experiences while delivering lesson:-</p> <p>As it was the first day I was going to face students. I was worried how it would be. But when I entered class all my worries just vanished. I started with an induction which was successful and explained by topic.</p>	<p>* Post stray lesson experiences:-</p> <p>After the completion of my lesson I realised one or two mistakes I made, that is to be overcome. It was a great experience and all my students understood the topic very nicely.</p>
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2. Primary Lesson - 2

Topic -

Std - 4th in
Sch - 9 Bridge in
School - Vision
Revision

School - Vision
Revision
9:00 -
9:55

* Experiences during
primary lesson planning:-

While planning the second lesson, I was stressed as I got the best set induction idea through which I can engage with students. The real struggle was my TLM as nothing was possible in this topic. But at the end I managed to make a TLM, which was not very nice, but yet it was good.

* Experiences while delivering primary lessons:-

During set induction children came up with so many ideas that the chapter became easier and more clear to them. I enjoyed teaching that chapter as I was able to give examples that were experienced by them.

* Post-primary lesson Experiences :-

My this lesson went really well and students and I were happy, and satisfied with what was taught. I noticed that TLM could have been made more attractive if I would have worked hard, but yet I tried my best in the next lesson.

3. Story Lesson - 3 - Std - 6th - School - Vision - 9:00 - 9:55

Topic - CH - 9 What is Poem

* Experiences during story lesson planning :-

The challenge during this lesson was the poem is based on silly questions that poet gets at night. I had to think and plan according to their level. This story was just so was also excited to teach them in the best way I can.

* Experiences while delivering story lesson :-

The bet induction was planned according to the things which they liked to share. I wasn't expecting this much great response. This lesson really went well as they all could relate it with the thoughts they get at night.

* Post story lesson Experiences :-

I was very happy, as after the completion I was getting many feedback answers from them. They all enjoyed my class. It was the last day of just story lesson part and I gained much confidence and much knowledge at the end of my three lessons.

4. Stnary lesson - Lt - Std - 8th A - School - Innovative - 7:45 - 8:30
Topic - CH-9 The Great Stone Face.

* Experiences during stnary lesson planning:-

First of all this chapter was really interesting, but I was not getting set induction idea, as I wanted to do something different from my friends who had already taught this in other classes. At least with the guidance of my professor I got the best idea.

* Experiences while delivering stnary lesson:-

This was the first lesson in new school, and seeing new faces. This time I was very confident and the students enjoyed my set induction activity very much. I explained the chapter and their response was really good.

* Post stnary lesson experiences:-

This stnary lesson went really amazing as the response of students were very good and I tried to connect it to real life and also I carried a T.L.M which had human faces on mountain. The students were really happy as they saw this for the first time. I tried my best to explain them.

5. Stray Lesson :- 5

Dtd - 8th Feb - Topic : CH - 9 Talebi

School - Innovative - Page 45 - 8:30

* Experience during stray lesson planning:

Experience during planning was good as I was clear with the set induction and in the end the activity.

* Experience while delivering stray lesson :-

The students were really happy with the set - induction, as they had to guess answers. This chapter is about a student who I could make them connect with it and asked them what is right or wrong? So in the end the students were also being joyful with the activity.

* Post-stray lesson Experience :-

After the completion there was a little chaos in the class, but I managed to handle the class. In this way I learned confidence, and many more things to become a good teacher.

6. Extra Lesson - 6 -

Topic - Email Writing

Std - 8th A - Bechal

Innovative - # : 45 -
8 : 30

* Experiences during
extra lesson planning:-

As this was the last practical thing of semester - 2 and we were allotted a dynamic topic. So I chose Email as it is the most useful thing for students and every one. So I planned in a way that they enjoy and learn in a proper format.

* Experiences while
delivering extra lesson:-

Experiences during this class was good as they all learnt the proper format of Email.

* Post extra lesson
experience :-

At the end, I learnt many things from all these lessons. Now I have gained confidence, skills, and good command over class. I just feel that I need some practice in B.B. work as I am still not able to write in straight line.



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

**A Report on
Reflective Reading**

:: Name of Teacher Trainee ::

Subani Sorathija H.

Enrolment Number: 211480030014


Month & Year 31/12/21

Activity of 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.

Activity of 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.

Section	Activity	Submission Date	Signature
Section A	4. Case study	31/12/21	
Section B	3. Microteaching	31/12/21	

(4) Activity of Section - A

Case study

MAGNIFICENT MARY

Mary Kom is a leading woman boxer of India. She is one of the pioneers of women's boxing in India. As a sports person she has achieved a huge success.

Mangte Chungneijam Mary Kom was born on 15th March, 1983 in a small village of Kangathel in the northeastern state of Manipur.

Her boxer career as a boxer started in the year 2000 with a victory in the Manipur state women's Boxing Championship. Till then she never informed her parents about her training as a boxer. Her father saw her photograph in the local newspaper when she won the state championship.

India is proud of having a sportsman with her superb achievements. A testimony to women empowerment and an example of indomitable spirit, Mary showed how despite being the mother of three, handling her family and her growing age has not been able to keep her restrained, clinching all the success and fame.

Being a woman, she had to struggle a lot. For her it was a constant battle to overcome prejudice and challenges outside the ring as much as inside it against the opponents. She openly accepted that when she started, she had no encouragement and no support. It was very hard because she came from a poor family.

She met K. Dhanraj Kumar in 2001 once she was at New Delhi on her way to National Games in Aizawl. The young man was extremely affected by Mary's grit and ambitions. The couple tied the knot in 2005. They have been blessed with three sons. Her much-awaited autobiography, 'Unbreakable' that chronicles all her life's struggles and how she rose above them, the famous Indian actor Priyanka Chopra plays this sportswoman in a Bollywood movie based on her life.

In recognition to her huge success, the Government of India conferred on her Arjuna Award (2003), Padma Shree (2006), Rajiv Gandhi Khel Ratna Award (2009) and Padma Bhushan (2013).

As a pioneer of women's boxing in India, Mary is already an inspiration for many others who hope to follow in her footsteps. Her autobiography Unbreakable (2013) and the biopic Mary Kom (2014) are the sources of hope for those who are struggling hard to progress in life.

'Magnificent Mary', as she is known is determined to overcome any obstacles that come in her way even today.

Activity of Section-B

(3) Select an event related to ~~any~~ curriculum, microteaching and reflect upon the experiences of preparing and presenting the skill and process of thinking at the time of teaching.

The event at Institute of Language Teaching (B.ed) college which was the memorable event was the skill of Set Induction. It was completely a new idea for teaching and also amazing. At the time of preparation, the students sitting in front of me were the centre of my thinking process.

In order to make a proper micro-teaching lesson plan, we need to think and explore a lot. The professors guided us for presenting various skills and also in an effective way. I also helped my co-trainees in checking the correctness of their plan.

During the process of completing this assignment, there are so many beneficial experiences that I have attained. I learnt the ways of making the classroom environment fruitful and interesting.

I have planned activities like 'charades' for the topic 'verbs' and also learnt a lot from what others have presented. My strength was good in blackboard skill.

The feedback is an important part after the completion of each skill. Our teacher gave us constructive and positive feedback as in pace and voice improvement, good handwriting, eye contact, use of colourful chalk, no repetition of reinforcements and many more.

Microteaching enables understanding of behaviours is important in class-room teaching. It a vehicle of continuous training for both beginners and for senior teachers. It provides experts supervision and sharpening of specific skills.

Microteaching is must before going to teach in a real classroom. It identified my strengths and weaknesses.

In illustration skill, I gave examples of movie, stories, television programmes, real life experiences and incidents in order build the students connection with the topic.

Microteaching enhances and embilishes a teacher trainees method of explaining, and create an impact on students mind.

Part-II (Reflections upon Stray Lessons)

You may reflect upon following points:

- Experiences during Stray Lesson Planning
- Experiences while delivering Stray Lessons
- Post-Stray Lesson Experiences

1. Stray Lesson - I - 10/03/21 - 10-A - P.B. KOTAK SCHOOL - 8:00 to 8:55 AM

Topic: Reported Speech (Part-I)

* Experiences during Stray Lesson Planning:

Before couple of days of my first stray lesson, I was preparing lesson plan for the same. I was in dilemma how to introduce the topic, as it's one of the key topics of Std. 10th Grammar and if I fail to introduce it properly, entire lesson will ruin. Finally, I came across an activity which was best suitable for the topic. I added that and relaxed. I was in both nervous and confident state.

* Experiences while delivering Stray Lessons:

On the very first day of my stray lessons, my lecture was first. And this time, I had to face real students. So 'No ERROR' should be allowed. I successfully introduced the topic and students have actively participated thoroughly in my lecture/lesson. My TLM of Reported Speech and the handouts which I prepared for students, were great help for me. It was much better than expected.

* Post-Stray Lesson Experiences:

After the completion of the lesson I realised my few errors which might have been overlooked due to my constant flow of explanation but I was feeling that it definitely should not be done again. Perhaps Observers have noticed it and they have remarked negatively. The fear was for a while but it has been replaced with positivity soon.

2. Stray Lesson 2: 12/03/21 - 10A - P. B. Kotak School - 8:00 to 8:35 AM

Topic: Reported Speech (Part-2)

* Experiences during Stray Lesson planning:

While planning the second lesson plan of the same unit, I was feeling relaxed. The reason was, my first lesson plan was tremendous and it has boosted my confidence level like anything. The only thing I need to look after was, not to repeat those little glitches which accidentally occurred by me during first lesson. I was anxiously waiting for my next day's second lesson plan.

* Experiences while delivering Stray lesson:

The best thing was, I didn't need to do set induction as it was a continuous topic. I have given recap of a previous session and then immediately started a topic. As it was a continuous topic, students too, have become familiar and they were even participating actively than first lesson. I enjoyed a lot while the second lesson plan due to confidence booster, student's' active participation and proper execution of my planning.

* Post-Stray Lesson Experiences:

I was very happy after the completion of my second lesson. It went extra-ordinary. Continuous topic has made the things far easier for me. I got even good remarks from the observers. Now, the last part of this unit was remaining which even was extremely crucial. I was ready for what was coming across me. Again the tiny nervousness surrounded me but I overcame it in 'NO TIME'!

3. Stray Lesson - 3 - 10-A - P. B. KOTAK SCHOOL - 13/03/21 - 8:00 to 8:35 AM

Topic: Reported Speech (Part 3)

* Experiences during Stray Lesson Planning:

The challenge while planning the third part of this continuous unit was, "Would I be able to complete the topic tomorrow?" I had to evaluate and check their understanding also. First time, I was feeling like a teacher, rather than a teacher-trainee. Third stray lesson was the last one for the class, I have been teaching for two days. I was waiting for it!

* Experiences while delivering Stray Lesson:

As expected, I have taken little excessive time than expected. Off course, each and every blueprint of the planning cannot be executed in the class. There was an announcement from local teacher in between my stray lesson. It broke the flow and link, I had to put extra efforts to regain the momentum of the class but felt annoyed. I could complete the unit but not the way I wanted!

* Post-Stray Lesson Experiences:

I have prepared feedback forms for the students to get the real idea about my three lessons. They have expressed their positive feedback mostly which made me feel extremely contented and joyous. The annoyance during the lecture has been overcome by this wonderful gesture of students. They expressed their gratitude towards me and I bade goodbye to them with heavy heart.

4. Stray Lesson 4: (Online) - 23/06/21 - 9-C - SAURASHTRA HIGH SCHOOL - 3:45 to 4:20 PM

TOPIC: Parts of Speech (Part-1)

* Experiences during Stray Lesson Planning:

It was totally new sort of experience while preparing for an 'Online Lesson' planning. We have attended online lectures but to take a lesson online, was simply a dream sort of thing for me. We can't judge the certainty, was the biggest challenge. Even though, I prepared myself for the same by the positive experiences of offline stray lesson plans. The first 'Online Stray Lesson Plan' was ready & wanted execution!

* Experiences while delivering Stray Lesson:

Zoom Meeting has been started by me on time but it took a while for participants to enter and join. I deliberately took a short continuous topic online because if there are any challenges in between, then atleast we don't have any issues of completion. The meeting went good overall but the active participation of the students was the major challenge but it was expected while doing the lesson-planning.

* Post-Stray Lesson Experiences:

Now I have gained even the experience of 'Online Teaching'. I was happy and simultaneously, I was feeling lucky also that network connectivity has not lapsed even for a second during my lecture otherwise it could have been more troublesome. Evaluation of the students was challenging as only seldom students were responding. So, couldn't get the swifity. It was a mix-sort of experience.

TOPIC: Parts of Speech (Part-2)

* Experiences during Stray Lesson Planning:

By experiencing online lesson once, the second online lesson planning felt comparatively easier. Now, almost I got used to over challenges which are likely to occur during online lesson. Again the only challenge was about 'The Completion' of the topic. Hopefully, it should go successful. I have even arranged the bluetooth headphones for better sound quality and flexible movement & board work. Ready for it!

* Experiences while delivering Stray Lesson:

It started well and even this time, participants joined in time. It was likely to be a successful completion of the topic but I got a call in-between the lecture, though I cut the call but I lost the connectivity and I got disconnected for a while. Entire flow and link got disrupted by it. Such hidden and unexpected challenges don't come with invitations, I realised it! I could complete the unit in time but could not evaluate the students the way I wanted!

* Post-Stray Lesson Experiences:

Though, it cannot be called 100% successful completion of the continuous unit but I felt satisfied as it was not majorly problematic as expected. I could face the even have more problems if the connectivity was poor, but luckily it went on! Only that call, made me disconnected from the meeting but that was okay. It was pretty nice hand-on experience of the completion of unit online with least challenges. More active participation could be certainly even better!

TOPIC: Call of the Hills (Textbook - Unit 5)

* Experiences during Stray Lesson Planning:

Lesson Planning of the textbook unit was indeed the first experience for me. But I found it bit easier in comparison with Grammar lesson planning. It was the interesting story but again the problem was familiar, "How to introduce the topic?" Finally, I have found relevant discussion cum storytelling in Set-Induction, then rest of the work was easier to be performed. I was very excited!

* Experiences while delivering Stray-Lessons:

While the set induction of this unit was going on, I took excessive time, then I realised and quickly started the topic. I had to complete the story in rush as I had to go for evaluation as well as assignment also. I could complete in time but at that day I have realised that, to complete a unit from textbook in one stray lesson is not easy. One should be extra careful while planning and execution of it.

* Post Stray-Lesson Experiences:

The demerit or regret which I was feeling after completion of the lesson was, I had to complete the unit in rush. I was desperately feeling that I did injustice to the students and this online session has more challenges than of physical session. This unit has indeed taught me a lesson, how one should not be over-confident while planning and executing a textbook unit in stray lesson plans.



INSTITUTE OF LANGUAGE TEACHING

(English Medium) B.Ed. College - Rajkot

Simulation Lesson Plan

Teacher Trainee's Name Kotecha Vanshti Roll No. 24
 Simulation Method Narration Cum Discussion Date 2/8/22
 Std. 6th Subject English Topic Water in life

Skill of Introduction

☐ Name of the technique used Narration Cum Discussion

☐ Brief details of Technique The teacher trainee

will ask the following questions.

- Q1. Basic necessities of life?
- Q2. Do you think water scarcity is occurring nowadays?
- Q3. Types of water resources?

☐ Statement of Aim So today we will learn a

chapter on 'Water in life'.

Skill of questioning

☐ List of questions

- Q1. Who liked to play with water?
- Q2. Where did Vijay's mother take him?
- Q3. What was the name of Vijay's cousin?
- Q4. What scarcity were Rajesh and his family facing?
- Q5. How we can save water?

Illustration with example

What you (students) will do to save water.

Eg: 1] The teacher + trainee will show a chart [Appendix - 2] regarding measures of saving water and try how the students will save water.

Skill of Blackboard work

Black board work in brief

* Teaching points :- [Measures to save water].

- 1] Turn off the tap when you clean your teeth.
- 2] Take shorter showers.
- 3] Wash your bike with a bucket and rag.
- 4] Fix water leaks.
- 5] Find a way to save and store rain water.

Positive Feedback	Constructive Feedback
<p>⇒ You have established rapport.</p> <p>⇒ Your spoken language is excellent. Articulation, accuracy, style, flow AWESOME.</p> <p>⇒ SI was carried through. QAs.</p> <p>⇒ Model reading: speed, style, pauses.</p> <p>⇒ Questions were relevant and asked properly. SQ. ✓</p> <p>⇒ Content mastery was excellent.</p> <p>⇒ A chart was used to save water & teach. I'm overwhelmed to see your spoken language.</p>	<p>Give classroom instructions:</p> <p>↳ Pay attention, I shall read.</p> <p>↳ Note down, I'll check...</p> <p>BB works should be as per planning. Water Resources you covered. Most importantly did... gave x give ✓</p> <p>⇒ Work on body language. SSN ✓</p> <p>hand movements - fingers, etc.</p> <p>⇒ Use white colored chalks for general text. Color chalks for labels.</p>
<p>Date 2/09/2022 Keep it up!!</p>	<p>Observer Signature: <u>Amit</u></p>

SSV, SBBW were used.

Example

Water is Life

Vijay liked to play with water. He liked to play water in many ways:

He liked to open the hose and splash his friends when they walked by.

His mother told him many times not to waste water, but he did not listen.

One day his mother decided to take him with her to her brother's.

His uncle stayed in a small village. Vijay was happy to go because he would be able to play with his cousins.

His mother and he arrived at his uncle's place at night and Vijay went off to sleep. Suddenly, in the middle of the night, Vijay woke up. There was a lot of noise outside the room. Vijay could not understand why so many people are awake at night, but he was very tired. Very soon, he went back to sleep.

The next morning, Vijay got up and went to the bathroom. When he opened the tap, there was no water. He looked around and found water stored in many buckets. He was surprised and asked his mother about it.

His cousin, Rajesh, explained that there was no water anywhere. It had not rained for a couple of years and all the lakes had dried up. They had to depend on some water that came from one tap and they had to keep awake to see that they did not miss it as it could come any day any

late night luckily, the water had come, but it might be days before it came again. Till then, they would have ~~to~~ to only use the water they had collected in the night. Rajesh told Vijay to be careful and not to waste water.

If the family ran out of water, they would have to buy water from someone else, and it was very expensive.

Rajesh gave Vijay some examples to use water wisely.

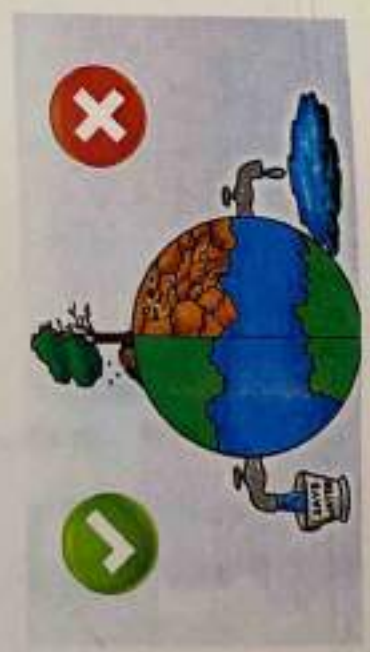
- He gave Vijay a glass of water and told him to use it for brushing his teeth.
- He told Vijay to take bath with a very small amount of water in a bucket.
- He told Vijay to save the water used for washing his clothes so it could be used again.

Vijay was surprised - had never imagined that there could be a place where water was so scarce. His cousin laughed at Vijay and said, "Vijay you use too much water everyday". Soon there will be less rain, and you may have the same problems we are facing now. You should learn to save water".

[Appendix ~ 2]



Dude, you are wasting our precious water!





INSTITUTE OF LANGUAGE TEACHING

(English Medium) B.Ed. College - Rajkot

Simulation Lesson Plan

Teacher Trainee's Name Katecha Vrushhti Roll No. 24

Simulation Method Questioning Date 3/8/22

Std. 7th Subject English Topic Health in Wealth

Skill of Introduction

Name of the technique used Questioning

Brief details of Technique The teacher trainee

will introduce the topic through crossword.

A	B	U	R	G	E	R	O	N	A
B	E	O	C	A	B	B	A	G	E
J	H	A	P	B	E	A	N	S	
A	N	B	S	I	P	I	Z	Z	A

Statement of Aim So today we will learn

"Health in Wealth".

Skill of questioning

List of questions

01. Who hated vegetables?
02. "Jeet does not like me" who growled one day?
03. Who cried angrily and said he hates me?
04. Jeet was fond of which food?
05. At last what did Jeet eat from the fridge?
06. What do you learn from this chapter?

Illustration with example

The teacher trainee will ^{explain} give the following real life fact.

So based on this story we can also compare a fact of real life. At first sight we only make friends who are good looking. We only see materialistic pleasures. But we ignore the friends who are not good looking. At the time of difficulties many times these materialistic friends never help us instead the one ignored by us are still ready to help us. At that time we realize the importance of real ones.

Skill of Blackboard work

Black board work in brief

* Glossary:

- 1] fond - liking
- 2] growled - saying in a low voice.
- 3] stubborn - difficult to move.
- 4] greedily - excessive desire for food.
- 5] bitter - not sweet.
- 6] grumpy - bad tempered and irritable.
- 7] crept - move slowly
- 8] slab - a large and thick piece.

Positive Feedback	Constructive Feedback
<ul style="list-style-type: none">→ Introduced the topic by activity (classroom) & asking questions.→ Used questioning method.→ Good explained.→ Used colourful chart→ Gave relevant examples→ B.b work is o.k.	<ul style="list-style-type: none">→ Remove sound of chalk→ Write in straight line.→ Remove chalk while it is not needed.

Date 3/9/2022

Observer Signature

→ Good Teaching Skill

→ Time management skill was good

(15 minutes)

'Health is Wealth'

Jeet was very fond of chocolates. He also loved the tasty dishes his mother made. However, he would never eat any vegetable. His mother would get angry - but any vegetable dish Jeet would always say a loudy "No!"

He did not like to eat any ~~raw~~ vegetables. Name any vegetable and Jeet would turn his face away, would not look at even carrot halwa topped with raisins and mairins.

Jeet's father and mother would get very angry. "Jeet does not like me. I also don't like him", growled Mr. Kanela one day.

"See how he hates me!" Cried Kanela tops angrily. "I would like to speak the fellow said Miss Bhindi, and I know how to deal with this stubborn boy!" Kanela said with a naughty smile. By the dinner time nearly all the vegetables had worked out their way.

Jeet was ^{fond} of pizza. When the pizza was brought to the table, he greedily put a piece of pizza in his mouth. "This pizza is bitter!" he cried. He knew Mr. Kanela had squeezed his juice on his plate.

"Rubbish his father said"?

But Jeet said, "It is really bitter, Papa", and asked for a chocolate biscuit cake. When the cake was being brought, a cauliflower came a big dump into it. Jeet put a piece of cake into his mouth. He found it so salty that he could not swallow. "The chocolate cake is salty" Mummy?

But his mother and father did not believe him. All he got was a spanking for being such a greedy boy. Teet remained hungry. In the middle of the night, Teet crept hungrily to the fridge. He took a slab of chocolate and took a big bite. But his tongue burnt because the chocolates had rubbed chillies on the chocolate.

His mouth burnt, Teet turned into a big bowl of gajar halwa. He put a spoonful into his mouth. "Oh the halwa tasted so sweet and nice! He took another spoonful and then another. It surprised him that gajar ka halwa could be so tasty. And he always refused to eat it! He like it so much that he ate all the halwa in the bowl.

Next morning, Teet's mother opened the fridge to take but milk for making tea. She found the bowl of gajar halwa empty. "Who has eaten the gajar halwa?" She asked.

"I ate it, Mummy!" Teet said

"You! You hate vegetables, don't you?"

Yes, Mummy! I did hate vegetables. But I don't anymore!"

Teet's mother was happy "Good boy," she said and hugged him.





INSTITUTE OF LANGUAGE TEACHING

(English Medium) B.Ed. College - Rajkot

Simulation Lesson Plan

Teacher Trainee's Name Katecha Vrushali Roll No. 24

Simulation Method Translation Method Date

Std. 6th Subject English Topic 'A House A Home'

Skill of Introduction

☐ Name of the technique used Translation Method.

☐ Brief details of Technique The teacher trainee will make the students write five sentences on 'House'.

☐ Statement of Aim So, we shall learn a poem 'A House, A Home'.

Skill of questioning

☐ List of questions

Q1. Who is the poet of this poem?

Q2. A house is made of?

Q3. A home is made by?

Q4. Would you like to live in a house or home?

Illustration with example

The teacher trainee will ask the students How many of you live in Hostel. Then she will explain that Hostel also gives you shelter, food but when we go home we get love and care.

Skill of Blackboard work

Black board work in brief

* Glossary :

1. Brick - ईंट
2. Stone - पत्थर
3. wood - लकड़ी
4. yard - आंगन
5. unselfish - मिर्चार्थ

House	Home
1. Brick	1. love
2. Stone	2. family
3. wood	3. brothers
4. window	4. sisters
5. yard	5. mothers
6. tile floors	6. fathers
7. roof	7. caring
8. door	8. sharing

Positive Feedback	Constructive Feedback
<ul style="list-style-type: none"> - Introduced the topic by making students think and write - Good - Explained well - asked relevant questions - gave apt assignments - Confident appearance - sound command over English 	<ul style="list-style-type: none"> - Could have given more references - could have made students share their experiences - Good Attempt

Date 21/9/22

Observer Signature:-

* Appendix - 1.

A House, A Home.

What is a house ?

It's brick and stone
and wood that's hard
some window glass
and perhaps yard.

It's eaves and chimneys
and tile floors
and stucco and roof
and lots of doors.

What is a home ?

It's loving and family
and doing for others.

It's brothers and sisters
and fathers and mothers.

It's unselfish acts
and kindly sharing
and sharing your loved ones;
you're always caring.

— Lorraine M. Halli



INSTITUTE OF LANGUAGE TEACHING

(English Medium) B.Ed. College - Rajkot

Simulation Lesson Observation Form

Name and Roll Number of Trainee conducting the lesson: Nilam Sonolagar - 47
Standard: 8th Topic: Dr. A.P.J. Kalam Date: 21/9/2022
Mode: Offline Online Simulation Method: Direct method

Instructions: 1. Tick mark against the factors which are used during this skill lesson.

No	Factor	Teaching			Additional Comments
		Ordinary	Medium	Excellent	
		Modest	Competent	Expert	
*	Introduction Skill			✓	
	Use of Previous Knowledge			✓	
	Use of proper Technique			✓	
	Cohesion Maintained			✓	
	Topic was introduced naturally			✓	
*	Questioning Skill				
	Formation of Question				
	Process of asking Question		✓		
	Construction of Question		✓		
	Question-Answer Pattern		✓		
*	Reinforcement Skill				
	Positive Verbal Reinforcements		✓		
	Positive Non-Verbal Reinforcements		✓		
	Negative Verbal Reinforcements				
	Negative Non-Verbal Reinforcements				
	Inappropriate use of Reinforcements				
*	Blackboard Work Skill				
	Legibility of Handwriting		✓		
	Cleanliness of Black board		✓		
	Appropriateness of Black board work				
	Proper Measures taken during blackboard work		✓		
	Additional Observations				
*	Illustration with Example				
	The examples were relevant			✓	
	The examples were interesting			✓	
	The example methods were appropriate			✓	
*	Use of Teaching Aid				
	Relevancy			✓	
	Timing of Display			✓	
	Effectiveness				
*	Blending of Skills				
	Logical		✓		
	Effective		✓		
	Coherent		✓		

Signature of Trainee conducting the lesson: 

Lecturer's Sign: 

Date: 21/9/22



Institute of Language Teaching

Ref :

Date :

Collaborative Learning





Institute of Language Teaching

Ref :

Date :





Institute of Language Teaching

Ref :

Date :





Institute of Language Teaching

Ref :

Date :

Technology based learning

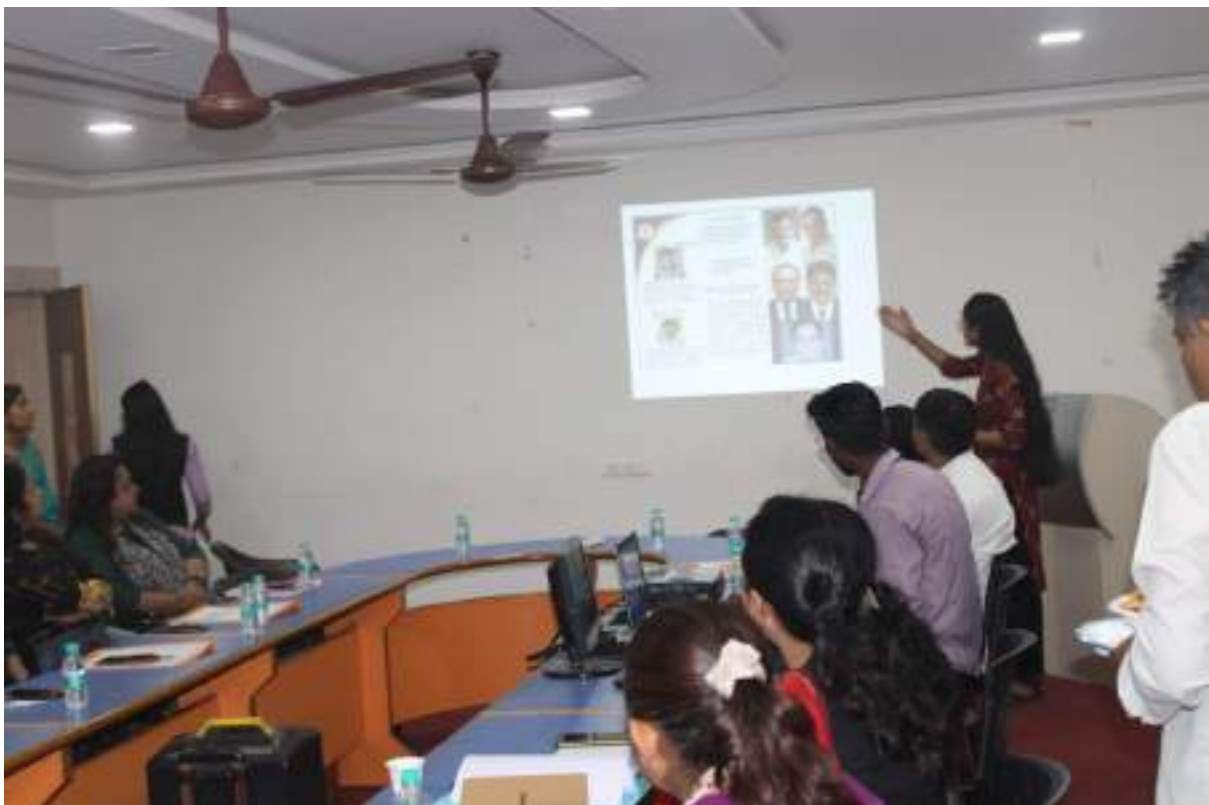




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Date :





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Date :

Trainees at Psychology Department





Institute of Language Teaching

Ref :

Date :





Institute of Language Teaching

Ref :

Date :





Institute of Language Teaching

Ref :

Date :

Professional Networking Opportunities



English Language Teachers' Association of India

REGD. (169/74)

D-54, HIG Flats, Anandham Apartments, 156, SIDCO Nagar Main Road,
Villivakkam, Chennai – 600 049.

Ph.: +91-9344425159; Website: www.eltai.in

Email: eltai_india@yahoo.co.in / indiaeltai@gmail.com

MEMBERSHIP CERTIFICATE

ELTAI Membership ID: E22M00816

This is to certify that Dr. Smita H Gadhvi, Precious Apartment E Flat,
401 Pujara Plot, Street -9, Rajkot 360002, has been enrolled as a Short-
term (3 years) Individual - Teacher member for the period of 23.07.2022
to 23.07.2025.

Dr.K.Elango
Secretary



Date: 23.07.2022



Institute of Language Teaching

Ref :

Date :

**English Language
Association of India**



Teachers'

REGD. (169/74)

D-54, HIG Flats, Anandham Apartments, 156, SIDCO Nagar Main Road,
Villivakkam, Chennai – 600 049.

Ph.: +91-9344425159; Website: www.eltai.in

Email: eltai_india@yahoo.co.in / indiaeltai@gmail.com

MEMBERSHIP CERTIFICATE

ELTAI Membership ID: E22M00809

This is to certify that Dr. Jiten R Udhas, A4, Madhuli Apt., Street No.6,
Jalaram Plot 2, Near Indira Circle, Uni. Road, Rajkot 360005, has been
enrolled as a Long-term (10 years) Individual - Teacher member for the
period 23.07.2022 to 23.07.2032.

**Dr.K.Elango
Secretary**



Date: 23.07.2022



Institute of Language Teaching

Ref :

Date :

**English Language
Association of India**



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MEMBERSHIP CERTIFICATE

ELTAI Membership ID: E22M00815

This is to certify that Dr. Nehal Shingala, Institute of Language Teaching, Saurashtra Highschool Campus, Near Kotecha Chowk, Kalawad Road, Rajkot 360005, has been enrolled as a Short-term (3 years) Individual - Teacher member for the period of 23.07.2022 to 23.07.2025.

**Dr.K.Elango
Secretary**



Date: 23.07.2022



Institute of Language Teaching

Ref :

Date :



**English Language
Association of India**

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MEMBERSHIP CERTIFICATE

ELTAI Membership ID: E22M00817

This is to certify that Ms. Patel Dipika Naranbhai, Institute of Language Teaching (English Medium) B.Ed.College, Rajkot Saurashtra High School Campus, Kotecha Chowk, Kalawad Road, Rajkot 360005, has been enrolled as a Short-term (3 years) Individual - Teacher member for the period of 23.07.2022 to 23.07.2025.

**Dr.K.Elango
Secretary**



Date: 23.07.2022



Institute of Language Teaching

Ref :

Date :



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Email: eltai_india@yahoo.co.in / indiaeltai@gmail.com

MEMBERSHIP CERTIFICATE

ELTAI Membership ID: E22M00818

This is to certify that Ms. Jyotiben Kanchanbhai Tadvi, Tadvi Faliya,
At & Po: Tejgadh, Tal: Chhotaudepur, Chhotaudepur District 391156,
has been enrolled as a Short-term (3 years) Individual - Teacher
member for the period of 23.07.2022 to 23.07.2025.

Dr.K.Elango
Secretary



Date: 23.07.2022