



# Institute of Language Teaching

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## **Report of Activities done while teaching topic ‘Micro-Teaching’ that will Enhance Competencies in Organizing Learning and Teaching**

### **Introduction:**

Micro-teaching is a pedagogical technique that provides a controlled and scaled-down environment for teacher trainees to practice and refine their teaching skills. The focus of this report is on the activities conducted during micro-teaching sessions aimed at developing competencies in organizing learning and enhancing teaching skills among trainees.

### **Objectives:**

1. Organizing Learning: Develop trainees' abilities to structure and organize lesson plans effectively.
2. Teaching Competency: Enhance overall teaching competency, including classroom management, communication, and instructional strategies.

### **Activities:**

#### **1. Lesson Planning Workshops:**

- Conducted workshops on effective lesson planning, emphasizing the importance of clear learning objectives, varied instructional methods, and appropriate assessments.

#### **2. Micro-Teaching Sessions:**

- Trainees were assigned specific topics and asked to prepare concise lesson plans.
- Each trainee delivered a 10-15 minute micro-lesson to a small group of peers acting as students.
- Emphasis was placed on the organization of content, engaging instructional techniques, and effective use of teaching aids.

#### **3. Peer Feedback and Reflection:**

- After each micro-teaching session, peers provided constructive feedback based on a predefined rubric.



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- Trainees engaged in reflective discussions, identifying strengths and areas for improvement in their organizational strategies.
- 4. Technology Integration Exercises:**
    - Introduced activities where trainees incorporated technology into their micro-lessons, emphasizing the seamless integration of digital tools to enhance learning organization.
  - 5. Collaborative Lesson Planning Projects:**
    - Assigned group projects that required trainees to collaboratively plan and organize a series of lessons, encouraging teamwork and shared responsibility.
  - 6. Case Studies on Classroom Organization:**
    - Presented case studies highlighting effective and challenging classroom organization scenarios, stimulating discussions on proactive organization strategies.
  - 7. Incorporating Differentiation:**
    - Encouraged trainees to incorporate differentiation strategies into their micro-teaching, addressing diverse learning needs within the simulated classroom.
  - 8. Classroom Management Simulations:**
    - Created scenarios to simulate classroom management challenges, allowing trainees to practice effective organization in handling behavioral situations.
  - 9. Guest Lectures on Teaching Strategies:**
    - Invited experienced educators to deliver guest lectures on effective teaching strategies, providing insights into organizing content and engaging students.
  - 10. Formative Assessment Integration:**
    - Guided trainees in integrating formative assessments into their micro-lessons, ensuring they could gauge student understanding and adjust instruction accordingly.



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## Outcomes:

1. Trainees demonstrated improved abilities in organizing and structuring lessons effectively.
2. Enhanced competencies in using a variety of instructional strategies, managing classrooms, and incorporating technology.
3. Increased confidence among trainees in their teaching abilities and adaptability in different teaching scenarios.

## Conclusion:

The micro-teaching activities successfully contributed to the development of competencies in organizing learning and refining teaching skills among the trainees. Continuous feedback, reflective practices, and exposure to diverse teaching strategies were key components in achieving the outlined objectives. The skills acquired during these activities are foundational for trainees as they progress toward becoming effective educators.

This report was prepared after completion of teaching the topic and after taking the feedback from Peer faculties and trainees.

Dr Jiten Uddhas



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## Report of Activities

### 1. “Report on Organizing Learning- (Lesson Plan)”

Institute of Language Teaching, Rajkot offers a **diverse learning** environment catering to different learning abilities, utilizing various learning key concepts, explanation and experiences like whole class, small group, and peer-group learning. The curriculum includes reading, writing, speaking, discussions, presentations, performing, and role play. Students are the center of the teaching-learning process, focusing on improving inquiry, and linguistic skills. Teachers guide and facilitate activities and provide feedback during and after the lesson. The college also provides bilingual lectures and content in both Hindi and English languages.

#### Organizing Learning- (Lesson Plan)



Lesson Plan:

[Bridge Lesson 1](#)

[Bridge Lesson 2](#)



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## 2. Report on Developing Teaching Competencies

The teacher education programme aims to enhance teaching skills in students through micro-teaching, integration, simulation, and practice sessions. Students prepare lesson plans, use local resources, and develop teaching skills. During the Covid-19 pandemic, online micro-teaching and simulation were implemented. The program also covers Bloom taxonomy, its importance, and behavioral writing objectives.

Microteaching session by Faculties: Six basic skills on separate days are demonstrated by the faculty. In Micro Teaching 6 lessons, block teaching-8, stray lesson-6, simulation lesson-6 online and offline. A layout of the skill lesson plan is explained. Then, students prepared their microteaching lesson plan in their pedagogy subject and presented it before the teacher and peer group. The suitable reinforcement and feed-back provided to them for improvement.





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## Involvement of Faculty



[Micro Teaching Lesson Plan](#)

[Skill of Set Induction](#)

## Video of Micro Teaching

[Video - 1](#)

[Video - 2](#)

[Video - 3](#)

## 3. Report on Assessment of Learning

The workshops are being conducted to develop skills among students to prepare a good test paper (Blueprint and achievement test). Workshop on Achievement test & Preparation of blueprint, 16th July, 2019.

- As an affiliated college of the IITE, Gandhinagar from 2019- 2022 Institute of Language Teaching, Rajkot, adopted an evaluation system as per the guidelines of the University and include formative as well summative assessment.

a) Formative Evaluation: The college monitors performance of students in the classroom teaching-learning process, practical works (EPCs) and conducts internal assessment examinations as a part of the formative assessment. In



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this way, students get proper feed-back about their learning and the areas where they have to improve.

- In the Covid-19 pandemic period, the formative assessment examination was done in online mode via ' Google Form'.

## **Session on Blueprint**

Guest Lecture On BLUEPRINT of Question Paper






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 **V. S. PUBLIC SCHOOL**  
Aashray Park, Nr. Aashray Residency, 80 ft. D.P. Road, Keshod. Mo. : 9664744172

Weekly Test Std.: 8<sup>th</sup> Subject: English Dt: 02-09-2023 (Saturday) Duration: 40 min. Marks: 25

Name: \_\_\_\_\_ Marks Obtained: \_\_\_\_\_

**Q.1 write meaning of Hard words.** (05) 1

1) scorned      2) rebellion      3) Insane      4) acquaintance      5) meek

**Q.2 MCQS:** (03) 3

1) In 1855, the sabthals of.... started rebellion  
A) India      B) Japan      C) Bengal      D) Hariyana

2) The first war of Indian independence started in ... A) 1857      B) 1850      C) 1877      D) 1852

3) How long has bepin choudhary been working in that firm?  
A) For Twenty two years      B) for Twenty years  
C) for Twenty six years      D) for Twenty seven years

**Q.3 True or False:** (03) 3

1) Bepin Choudhary didn't like to spend time in unnecessary conversation  
2) 'Bitting tongue' is an expression for surprise.  
3) Raja Ram Mohan Roy started newspaper

**Q.4 Answer the following questions.** (04) 3 1 2

1) who was Tipu sultan?      2) What was Regulation 3?  
3) who prepared meals at Dinesh Mukerji's place?  
4) what did Bepin Babu do lying in his bed?

**Assessment Pattern by ITE Gandhinagar Syllabus**





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Curriculum Framework Bachelor of Education (2-Year) 2020

## Evaluation Pattern

Type of Paper	Internal			External			Total Marks
	Particulars	Marks	Total Marks	Particulars	Marks	Total Marks	
Theory	Assignment/ Seminar/ Project/ Workshop	5	30	Semester end Written Examination	70	70	100
	Attendance	5					
	CCE	5					
	From Prelim Exam	15					
Theory/ Practical*	Assignment/ Seminar/ Project/ Workshop	5	30	Semester end Written Examination	35	70	100
	Attendance	5		Oral Activities	10		
	CCE	5		Written Activities	10		
	From Prelim Exam	15		Viva-voce	15		
EPC**	Performance Based Assessment: Section A	7.5	15	Submission on Section A	10	35	50
	Performance Based Assessment: Section B	7.5		Submission on Section B	10		
				Viva voce	15		

\*Theory/Practical Papers\*: Gujarati/Hindi/Classical Sanskrit and English

\*\*EPC: Art in Education, Reflective Reading, Environment Education, Yoga in Education, Educational Management, Educational Statistics, Guidance and Counseling, Value Education

\*\*\*Preliminary Examination: One Exam of 35/70 Marks to be taken on the pattern of Annual Exam. It is to be converted to 15 Marks. Converted from Preliminary Exam

CCE (Continuous Comprehensive Evaluation): Two CCE of 25 Marks each to be taken. Average of two CCE to be converted to 5 Marks. CCE I- Unit 1 & 2, CCE 2- Unit 3 & 4



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**Question Paper ::Method-1**  
**Constructed as per Blue-Print**

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

**Block Lesson**

**Blue Print Paper-1 for NEW ERS SCHOOL**

**Topic taught by : SUHANI SORATHIYA AND AAYUSHI VIRADIYA**

Std. : 11th

Marks : 50

Time : 45 minutes

Topic :- ~~Direct Indirect Speech~~ **CONJUNCTION**

Exam : Blue Print Paper-1

Name : \_\_\_\_\_ Roll No. : \_\_\_\_\_

**I. Multiple Choice Questions : (20 Marks)**

1. He wanted to improve his piano playing \_\_\_\_ he wanted to win the competition.  
a. So c. but  
b. Because d. therefore
2. Tom got good marks \_\_\_\_ he studied hard.  
a. Because c. but  
b. So d. then
3. We are going to walk in the mountains \_\_\_\_ play football.  
a. Because c. so  
b. But d. or
4. I am good at English \_\_\_\_ I am not going to help Army.  
A. because c. but  
B. or d. so
5. I like Carolina \_\_\_\_ she is very friendly.  
A. but c. so  
B. because d. or
6. We were late for the show \_\_\_\_ we didn't take a taxi.  
A. but c. and  
B. or d. then
7. They visited an art gallery \_\_\_\_ a museum.  
a. therefore c. but  
B. so d. and
8. He can't walk \_\_\_\_ he fell off the chair \_\_\_\_ hurt his foot, \_\_\_\_ he has a lot of time to read.  
a. and / because / so c. because / and / so  
b. so / and / because d. so / because / and
9. Last Sunday was my mum's birthday \_\_\_\_ I wanted to buy a present for her.  
A. so c. or  
B. but d. because
10. I went to the shopping centre \_\_\_\_ the shops were closed.  
A. or c. because  
B. but d. so



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## Question Paper- Method-1

11. A \_\_\_\_ conjunction connects words, phrases, **and** clauses of equal importance.
- a. Subordinating                      b. **Coordinating**  
c. Inferior                                d. **None**
12. Which conjunction is used to connect alternatives?
- a. And                                        b. **Or**  
c. But                                        d. **Since**
13. Shanta did not play at Zoo Fest \_\_\_\_ zoos keep animals in cages.
- a) before                                    b) **that**  
c) once                                        d) **since**
14. Jenna heard Chris Pepper's new song \_\_\_\_ Leah got to hear it.
- a) although                                b) **but**  
c) before                                      d) **yet**
15. Jenna is a bigger Chris Pepper fan \_\_\_\_ I am.
- a) so    b) **that**  
c) and                                         d) **than**
16. Dr. Dance can play the tuba while he dances. (Identify the conjunction)
- a) can                                         b) **the**  
c) he    d) **while**
17. Jenna heard Chris Pepper's new song \_\_\_\_ Leah got to hear it.
- a) although                                b) **but**  
c) before                                      d) **yet**
18. A conjunction is a word which :
- a. Joins sentence together              b. Join words together  
c. Both a and b                              d. **None**
19. I read the paper \_\_\_\_ it interests me
- a. Whether                                 b. **Because**  
c. also                                         d. **But**
20. The man is poor \_\_\_\_, he is honest
- a. But                                         b. **And**  
c. While                                        d. **even**

### Q2. Answer the following questions in one or two sentences each : (10 Marks)

1. What are conjunctions?
2. Write any five conjunctions in English grammar.
3. Which are the main three types of conjunctions?
4. What do you mean by Coordinating Conjunctions?
5. Write any three Coordinating conjunctions.
6. He left home early. Still he arrived late. (Join the sentence using conjunction)
7. 'AND' is which type of conjunction?
8. What do mean by independent clause?
9. Give an example of subordinating conjunction and make sentence using it.
10. The Mountain Boys were coming to town and Leah had tickets. (Identify the Conjunction)



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## Question Paper- Method-I

### 3. Combine the following sentences using the conjunctions given in the brackets.(10 marks)

1. He will not spend his money. He will not invest it. (neither...nor)

2. John is a doctor. His wife is a doctor. (both...and)

3. He is very ill. The doctors do not expect him to recover. (so...that)

4. Tom was down with flu. He could not attend the class. (because / as)

5. Iron is found in India. Coal is also found in India. (as well as)

6. I had no ticket. Still I was able to get in. (although)

7. John did not work hard. So he failed in the examination. (if)

8. He left home early. Still he arrived late. (although)

9. He is very fat. He cannot walk fast. (too)

10. He has to come in time. Otherwise, he will not be able to see me. (if / unless)

### 4. Create a dialogue using any ten conjunctions.( 10 marks)



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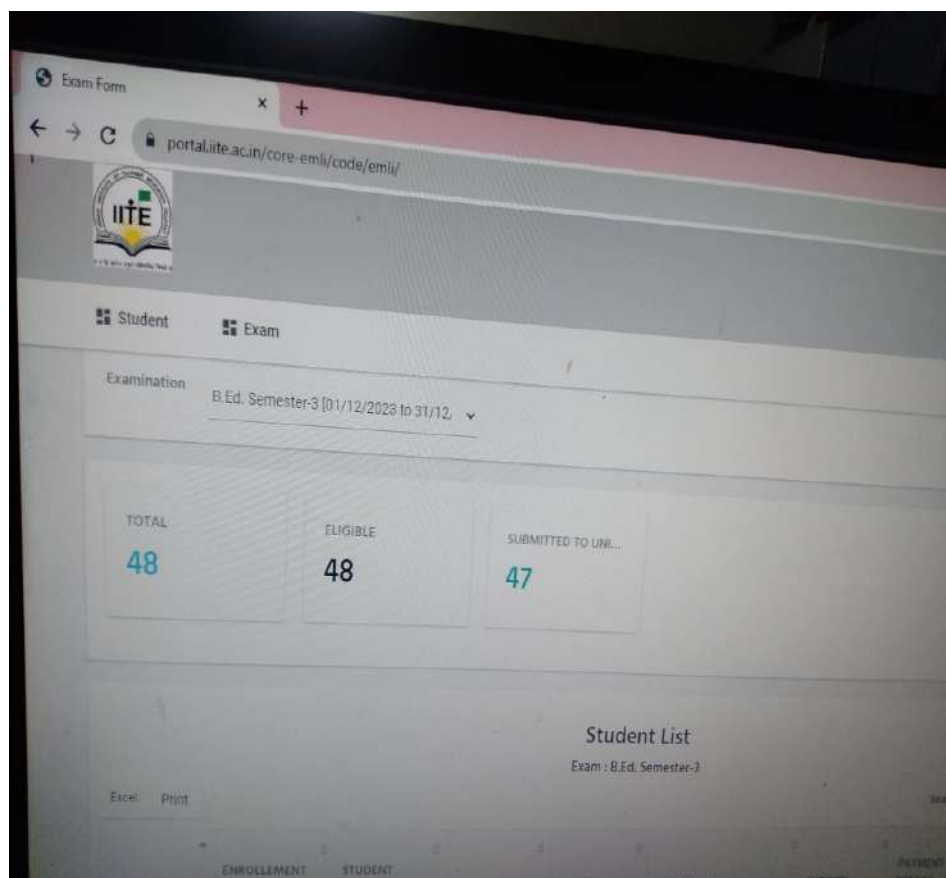
## [Assessment and Evaluation of Learning](#)

ONLINE Summative Term Examination, B. Ed. Second Year 2020 Batch, 2020-2021

## [Semester - 3 Old Papers IITE](#)

OFFLINE:End Term Examination, B. Ed. Second Year 2020 Batch, 2020-2021

b) Summative Evaluation: A summative examination is conducted at the end of the semester. The examination is conducted as per the guidelines of the University. In the Covid-19 pandemic period, the examination University examinations were conducted online via ' IITE Portal' app





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Link of Google Form for assessment of Students

[Google Test](#)

[Assessment](#)



## 4. Report on Technology use and Integration

Institute of Language Teaching, Rajkot develops ICT skills among students by providing theoretical knowledge and practical experience as per the given curriculum. In classroom projectors are used whenever required by teachers and students. Recently a smart board was installed in a classroom to familiarize students with the latest technology. In computer laboratory students learn to use computer in



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teaching-learning. Students are encouraged to give individual and group presentations through power points slides. Students are actively involved in writing blogs and publishing on the college website.



**Projector use: by faculty and student for ICT Presentation**





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Google Classroom use by student

<https://classroom.google.com/c/NDYzODQ4MTIyMTEw?cjc=oticnpw>

Orientation on 7th July 2022 entitled “ Welcome Semester-1” by Semester-3.





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As per the curriculum of 'Critical Understanding of ICT' students conduct online surveys with the help of Survey Monkey or Google form. In the subject, EPC 3: Learning to use Computer in Education (Computer Project) students conduct the following activities under the guidance of faculties viz. . Review of an Educational Website, Preparation of Multimedia Presentation, Reflection.

[EPC - 4 Sem - 4](#)

[EPC - 3 Sem - 3](#)

Last two years during the **pandemic situation and post pandemic**, ILT prepared students for online teaching-learning and integrating technology with the teaching-learning process.





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## Online teacher's day celebration during Pandemic 2020.

*A Teacher!  
Having one is the best blessing! Being one is the highest privilege!*



Dear Trainee,

"A teacher's purpose is not to create students in his own image, but to develop students who can create their own images."

Institute of Language Teaching takes immense pride in inviting our teacher trainees to celebrate an occasion where pleasure will be double-fold. We are going to "Welcome New Trainees" and celebrate "The Teacher's Day – 2020".

Let us bethink our teachers, the great beacons, who seeded the roots of individuality in us and let us grace this day by pledging to be a teacher who can carry forward the legacy left by the greatest teachers of all time.

There will be a relish for our ears and mind as we shall be privileged to have the well-known Writer, Orator, Educationalist and the president of Saurashtra Highschool Trust, "Dr. Bhadrayu Vachhrajani Sir" as the guest speaker.

**Dr. Nidatt Barot**  
Principal  
ILT B.Ed. (English) College

Dr. Mohit Goswami | Dr. Jiten Udhas  
Dr. Nehal Shingala | Ms. Dipika Patel | Ms. Jyoti Tadv  
Assistant Professors

Date: 5<sup>th</sup> September | Time: 10.30 am  
Meeting Platform: Google Meet



Meeting Link



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Teacher's guided students to develop the competencies and skills to create decorated thali and garba and portrayed it virtually on website of college and social media about cultural activities.





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A Four Days Training was carried out by Shubha Mehta, STEM & Robotics Trainer, Gujarat under Institutional Innovation Cell for Sem-1 Students.





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One day workshop on 'Student Centered Learning' in collaboration with Faculty of Education, Saurashtra University was organized for teacher educators, school teachers, college and school students and researchers. In all, 145 participants registered. Mr. Parvez Kotadia conducted the keynote speaker. For students to develop competency and skill as in this session.





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Workshops are also conducted to familiarize the students with the latest technologies to be used in the teaching-learning process.

## Canva preparation by Student

[https://www.canva.com/design/DAFy7AeyChU/h\\_GP99cc-VpKPECILClSjg/edit?utm\\_content=DAFy7AeyChU&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFy7AeyChU/h_GP99cc-VpKPECILClSjg/edit?utm_content=DAFy7AeyChU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

## EPC 3: Learning to use Computer in Education (ICT Project)

### ICT

### PPT uploaded by Students on Slide Share in Group



## Task on Digital tools





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Assessment Done by students on using Digital tools -Kahoot, Quizzlet, Gimkit,etc.

Report:-

Application :- Gimkit :

Today's world is a digital work. In everywhere or anywhere we can do our work online. And it is very fast and easy way. So for the teachers and students it is very useful in education. So to use and apply this digital way in education our Pr. Smita ma'am gave us a task of making online quiz by using different application.

So I chose 'Gimkit' for making the quiz. First of all, we have to sign up for to use the application. I signed up as educator. Then I clicked on the 'New Kit' and

Kahoot use by students:

a page showed up. In that we have to choose an 'Add question' for making a OMR type question. After making the quiz we have to click on 'save' button. We can also add pictures in each question related to the topic. And it has a audio adding option too. We can give a title of our quiz.

After saving it, we can share this quiz as a practice test and as a question-answer test. We can also share it as a live test with marks and timings we can simply share it as an assignment too. So I like about this application more is that we can practice the question as many times as we want and we also add the pictures for making the quiz more interesting. So it is very good application for making MCQ type questions. It is very helpful specially to teachers.



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□ List of questions

- (1) When did Walt Disney born?
- (2) Where did he pursue his art career?
- (3) What was his company's name which fall bankrupt?
- (4) What was 'Old Mill'?
- (5) When was the first 'Disneyland' opened?
- (6) What did he begin in 1954?

\* Ans. :-

- (1) Walt Disney was born on December 5, 1901 in Chicago Illinois.
- (2) He pursued his art career at McKinley High School, Chicago.
- (3) The art company which fall bankrupt was 'Laugh-O-Grams'.
- (4) Old Mill is was the first short subject to utilize the multi-plane camera technique.
- (5) The first Disneyland was opened in 1955.
- (6) He began television production in 1954.



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An Online Webinar on Financial Literacy 15/10/2022 conducted by Ms. CA Swati Panchal Member Team SEBI, New Delhi.



## 5. Report on Organizing Field Visits:

Field visits are organized for our students every year. Students had an opportunity to visit one or more places in a year viz. Visit to Gandhinagar GCERT, GSEB, Raksha Shakti University, and Trimandir. Under able the guidance of Principal Sir Dr. Nidatt Barot the academic tour was organised. Pricipal Sir and faculties Dr. Nehal Shingala, Dipika Patel and Jyoti Tadvı accompanied the tour with students of Sem-2 and 4.



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Students are guided and involved in the executing the field visit, and thus develop competency to organize field visit





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## 6. Report on conducting Outreach/ Out of Classroom Activities:

The college is regularly organizing a number of outreach activities which are directly connected with student's academic, social and cultural development. Activities include creating awareness for social issues, celebration of special days, conducting a small survey etc. Few examples are Workshop on Digital India,





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**Tree Plantation**



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## 7. Report on Community Engagement

The college organizes social awareness programmes, health care programmes and environment friendly initiatives with active involvement of students to benefit the community. The students organize rallies, play Nukkad Natak to generate awareness about social and national importance issues.







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**Wisdom on Wheels- Project for awareness of slum children's basic education**



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## Psychology Lab Survey



## Placement



## Mock Vidhan Sabha Visit



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**Participation in Marriages of 23 Single or No Parents Girls**



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## 8. Report on Facilitating Inclusive Education:

### Curriculum

Sem	CuS 3: Inclusive Education	Compulsory
III		Marks : 70 + 30
<b>Objectives</b> To enable the prospective teachers:		
<ul style="list-style-type: none"><li>• to understand concept of inclusive Education</li><li>• to develop competencies for understanding disabilities</li><li>• to acquaint and understand instructional strategies for inclusive education</li><li>• to develop knowledge about policies and framework for inclusive education</li></ul>		
<b>Unit 1 Introduction of Inclusive Education</b>		
<ol style="list-style-type: none"><li>1.1 Inclusive education: Meaning, concept and needs</li><li>1.2 History of inclusion –paradigm shift from segregation to inclusion</li><li>1.3 Social Inclusion: Meaning, Concept and needs</li><li>1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation &amp; Empowerment</li></ol>		
<b>Unit 2 Understanding to Disabilities</b>		
<ol style="list-style-type: none"><li>2.1 Introduction to Neuro-Developmental Disabilities (SLD, ID, ASD)</li><li>2.2 Introduction to Sensory Disabilities (HI, VI, Deafblind)</li><li>2.3 Introduction to Physical Disabilities (CP and Locomotor disabilities)</li><li>2.4 Introduction to other disabilities as per the RPwD Act-2016</li></ol>		
<b>Unit 3 Instruction strategies for Inclusive Education</b>		
<ol style="list-style-type: none"><li>3.1 Definition and concept of Adaptation, Accommodation and Modification</li><li>3.2 Universal Design for Learning (UDL)</li><li>3.3 Differentiated Instruction for Person with Disabilities</li><li>3.3 ICT for Instructions</li></ol>		
<b>Unit 4 Policies and Framework Facilitating Inclusive Education</b>		
<ol style="list-style-type: none"><li>4.1 Rehabilitation Council of India Act 1992</li><li>4.2 Rights of Person with Disabilities 2016</li><li>4.3 National Trust Act-1999</li><li>4.4 State and Central Government Provisions for Inclusive education</li></ol>		
<b>Transactions</b> Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks		
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Indian Institute of Teacher Education		
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Students involved in knowing special learning needs of an inclusive school.  
(Individual assignment was submitted).

## Assignment

### Learning Disabilities

#### Photo of sneh nirzar





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## Sign Language



**Inclusion Education regular practices of ILT in the class:**

[Learning Disabilities](#)

**Proof of Google classroom**

<https://classroom.google.com/u/4/c/Mzc5Mzl1Njk5NTI4>

Group work to promote inclusiveness: • Students work in group activities like group discussion, projects in which students learn about each other's skills and learn with a peer group too. Students learn to respect diversity and inclusion in this way.

**Assessment Online on Inclusive education**

<https://forms.gle/Upci2bFFU4BffUnDA?authuser=4>

[Student's work](#)



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## 9. Report on Preparing Individualized Educational Plan (IEP):

- Preparation of Special Learning Materials, IEP and its execution: In the subject, Creating an Inclusive school, students prepare special learning materials for addressing the need of special disability. Plan the lesson plan, execute it and evaluate its effectiveness. In this way, students prepared themselves for individualized learning.

- Each and every student is preparing their individual lesson plans, teaching aids, giving presentations, assignments, and feed-back were provided to them individually.

- For slow learners, remedial classes are conducted. The advanced learners are continuously encouraged to strive for higher goals for providing them additional inputs for better career planning and growth e.g. encouraging the students to be active members of various activities. They are encouraged to do some online/offline courses to supplement their learning. Students are encouraged to participate in the competition according to their abilities.

### **Individualized Preparation of Special Learning Materials, IEP and its execution**

[Student Internship Report](#)

### **Individualized Lesson plan prepared by individual student:**

[Lesson Plan](#)

### **Individualized ICT support given to student**

[Video created by student](#)




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Individualized support given to students for competitive exam



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



2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

Competencies/skills provided in different functional areas through specially designed activities/experiences include	Nature of activities conducted	Duration with dates	Nature of teacher involvement	Nature of student participation
1. Organizing Learning (lesson plan)	Orientation on practicum components	12,13,14 /7/2022 3/08/2022	Demonstration and individual	Experiential Learning
2. Developing Teaching Competencies	Micro Teaching,Orientation to Simulation Lesson , Orientation on Practicum Components (Instructional Aids preparation, Teaching skills, Teaching Portfolio, Module Preparation, Observation and Demonstration classes of Senior Teachers) Internships	21/7/2022,4/08/2022	Lecture cum Demonstration , Supervision during internship	Experiential Learning
3. Assessment of Learning	Theoretical course, Practicum Components (Test and Measurement, Orientation on Continuous and Comprehensive Evaluation)	19/12/22 to 23/12/22	Lecture cum Demonstration , arrangement of special lectures	Participative learning and reflective learning
4. Technology use and Integration	Skill oriented course Practicum components (Educational Technology) Brainstorming Sessions on Climate Change: Sensitization were organized for Sem-1 and Sem-3 respectively.	16 & /9/2022	Demonstration	Hands on experience
5. Organizing Field Visits	Tour organised to GCERT, Students of Sem-1 visited Gandhi Museum, Rajkot, A visit to Ramkrishna Ashram, Rajkot ,A Visit to District Institute of Education and Training Rajkot ,	27/2/23 ,29/7/2022 4 hours 29/7/2022	Demonstration	Experiential Learning
6. Conducting Outreach/ Out of classroom Activities	Visit organised for Sem-2, 4 at Sneh Nirzar and Government School for mentally retarded people	19/1/23	Demonstration	Collaborative
7. Community Engagement	Brainstorming Sessions on Climate Change: Sensitization were organized for Sem-1 and Sem-3 respectively.	16 & /9/2022	Offline	Participatory learning
8. Facilitating Inclusive Education	Theoretical Course	One Semester	Lecture	Active Learning

<b>9. Preparing Individualized Educational Plan(IEP)</b>	Practicum Study- Case study and Action Reasearch, A Four Days Training was carried out by Shubha Mehta, STEM & Robotics Trainer, Gujarat under Institutional Innovation Cell for Sem-1 Students.	13 to 16th July, 2022	Lecture cum Discussion	Hands on experience