



Institute of Language Teaching

Ref :

Date :

Report

Institute of Language Teaching, Rajkot set a number of activities as preparatory for students to school- based practice teaching and internship that include -

1. Formulating learning objectives- In the pedagogy classes and in the subject 'Learning and Teaching', the student learns about the Aims & Objectives of teaching-learning, Bloom Taxonomy and its 3 domains, and writing objectives in behavioral terms.

Thereafter in the integration sessions (organized after microteaching) students observe the faculty's demonstration about a lesson plan. Thereafter, in the Simulation lesson plan sessions, students learn the General and specific learning objectives in detail, and then prepare individual lesson plans that are checked by the faculties.

PEDAGOGY CLASSES

(Student learn aims & Objectives of teaching-learning, Bloom Taxonomy and its 3 domains, and writing objectives in behavioral terms)



Institute of Language Teaching

Ref :

Date :

Lesson : 2 STD/Class: 8 Unit Name: I Wandered lonely as cloud
Date: 11/07/21 Day: Monday Time: 8:20 to 9:00 Period No. 2
Methods and techniques: Transition - M and questioning - T
Teaching Material /Aids: Projector

Steps	Specific Objectives	Teachers' Activities	Students' Activities
Induction	<ul style="list-style-type: none">to motivate the students towards the topic.	<ul style="list-style-type: none">Teacher trainee will introduce the topic by asking questions	<ul style="list-style-type: none">students will answer the questions
Set	<ul style="list-style-type: none">To use previous knowledge of the students		
Statement of aim	<ul style="list-style-type: none">To enable the students understand the stanza.	<p>So, Today we shall learn the Topic "I Wandered lonely as cloud"</p>	<ul style="list-style-type: none">students will note down the topic in their book.
Presentation	<ul style="list-style-type: none">To enable the students know about the poemNew words,Rhyme - scheme	<ul style="list-style-type: none">The teacher trainee will recite the poem.the teacher will explain the poem & ask following questions	<ul style="list-style-type: none">the students will listen to the poem.the student will pay attention on the explanation of poem.students will answer the questions


37



Institute of Language Teaching

Ref :

Date :

Steps	Specific Objectives	Teachers' Activities	Students' Activities
Evaluation	<ul style="list-style-type: none">• to evaluate the newly gained knowledge of the students.	<ul style="list-style-type: none">• Evaluation through blanks cards	<ul style="list-style-type: none">• students will fill up the blanks.
Assignment	<ul style="list-style-type: none">• to enable the students to enrich the knowledge.• to promote self-learning	<ul style="list-style-type: none">• the teacher trainee will assign the homework. 	<ul style="list-style-type: none">• students will read and do the assignment.

Black Board Work

Subject: English

Std.: 8

Topic: I wondered how my cloud

Date: 11/07/22

* Rhyming words

Cloud - crowd

trees - breeze

shine - line

admire - desire

New words

- Twinkly

- but

- slightly

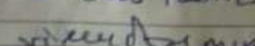
- found

- Pensive

Home Work

- Find out the rhyme scheme of this poem.


Sign of Trainee


Sign of Observer



Institute of Language Teaching

Ref :

Date :

Lesson : 6 STD/Class: 7 Unit Name: U-4 Prince and his friends
Date: 7/9/22 Day: WED Time: 8:20 - 8:50 Period No. 3
Methods and techniques: Direct method
Teaching Material /Aids: Textbook

Steps	Specific Objectives	Teachers' Activities	Students' Activities
Set Induction	<ul style="list-style-type: none">To use the previous knowledge of studentsTo make students attentive	The teacher trainee will introduce the topic by drawing a picture on board.	The students will follow the instructions given by the teacher.
Statement of aim	<ul style="list-style-type: none">To enable the students to get familiar with the topic.	So, we shall learn the chapter, 'The Prince and his friends.'	The students will note down the name of the topic in the note book.
Presentation	<ul style="list-style-type: none">To make the students get familiar to new words.To enable them to understand the presence of mind and its importanceTo make them understand the importance of hard work.	<p>The teacher trainee will do the model reading of the passage and explain it with relevant examples.</p> <p>The teacher trainee will ask following questions during explanation</p>	<ul style="list-style-type: none">Students will listen carefully to the explanation and will give appropriate answers.

45



Institute of Language Teaching

Ref :

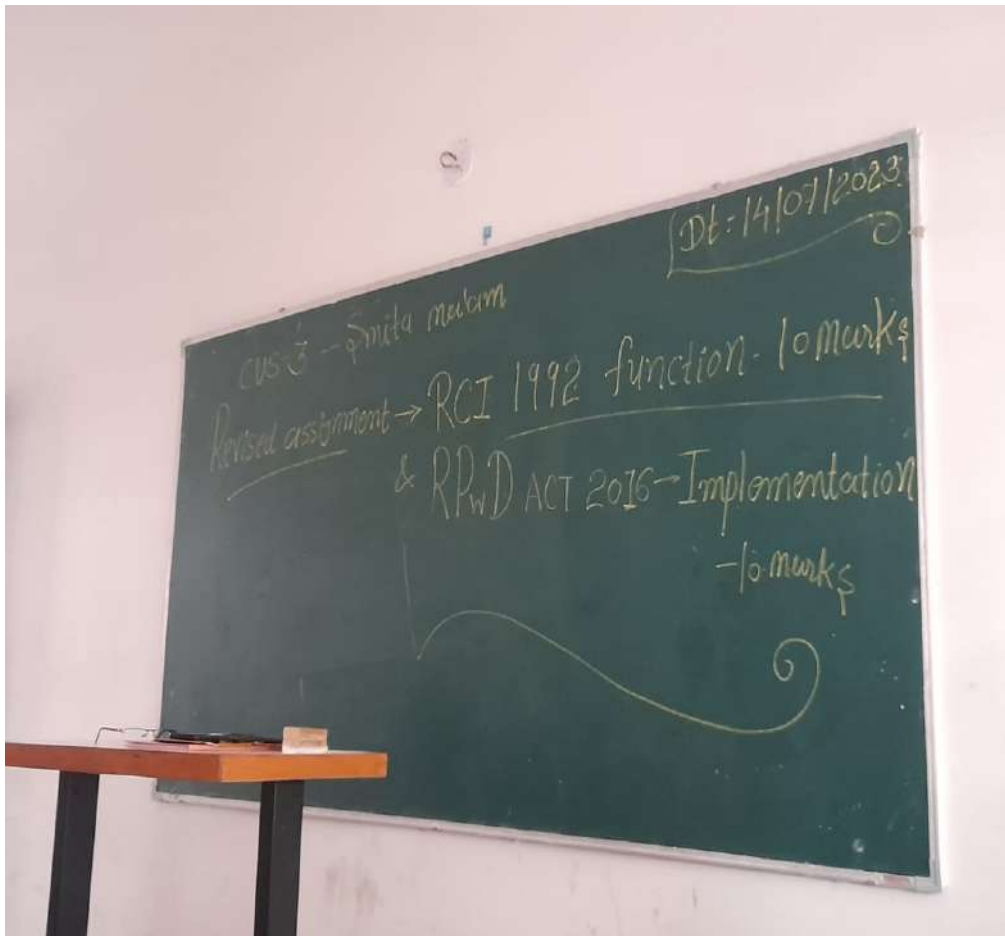
Date :

[Bridge Lesson - 1](#)

[Bridge Lesson](#)

2. Content mapping-

In the classes, faculties discuss the ways of content analysis & mapping and its importance while preparing lesson plans. In integration and simulation sessions, a demonstration of content mapping is given by the faculties and after that students prepare their lesson plans.

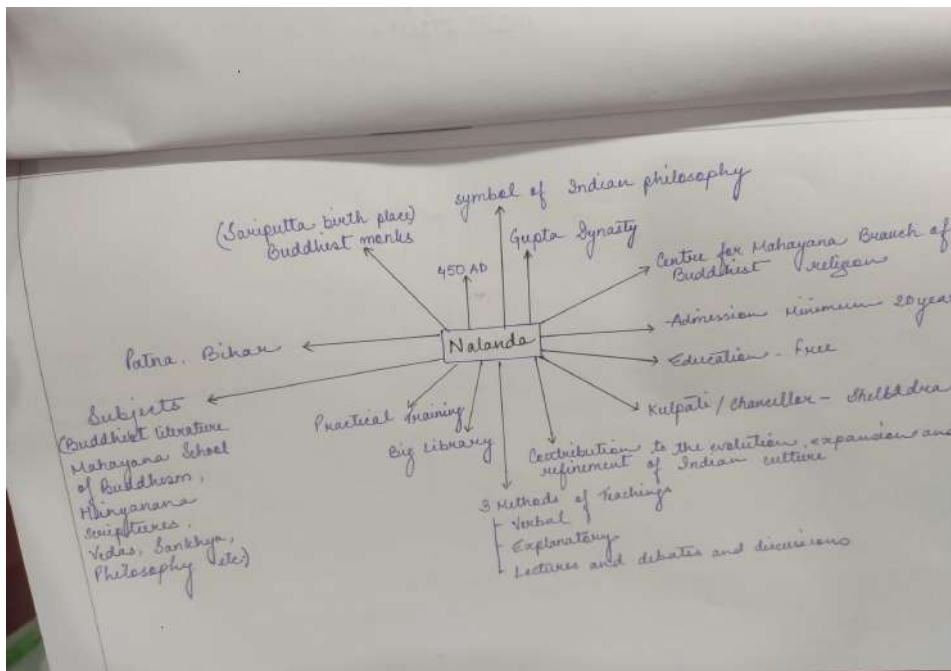
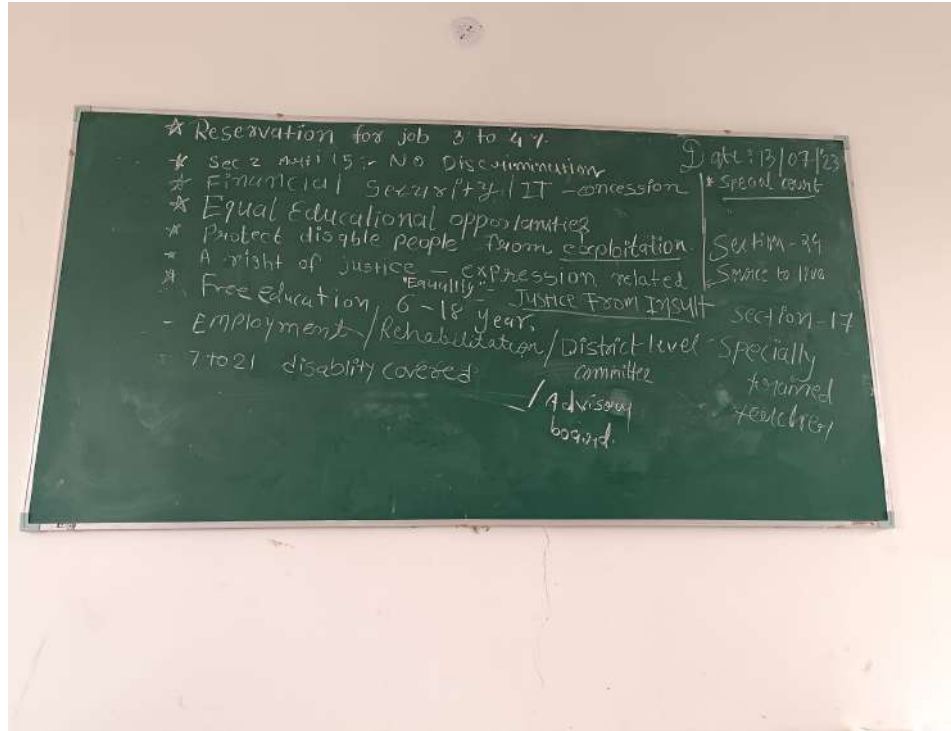




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Ref :

Date :



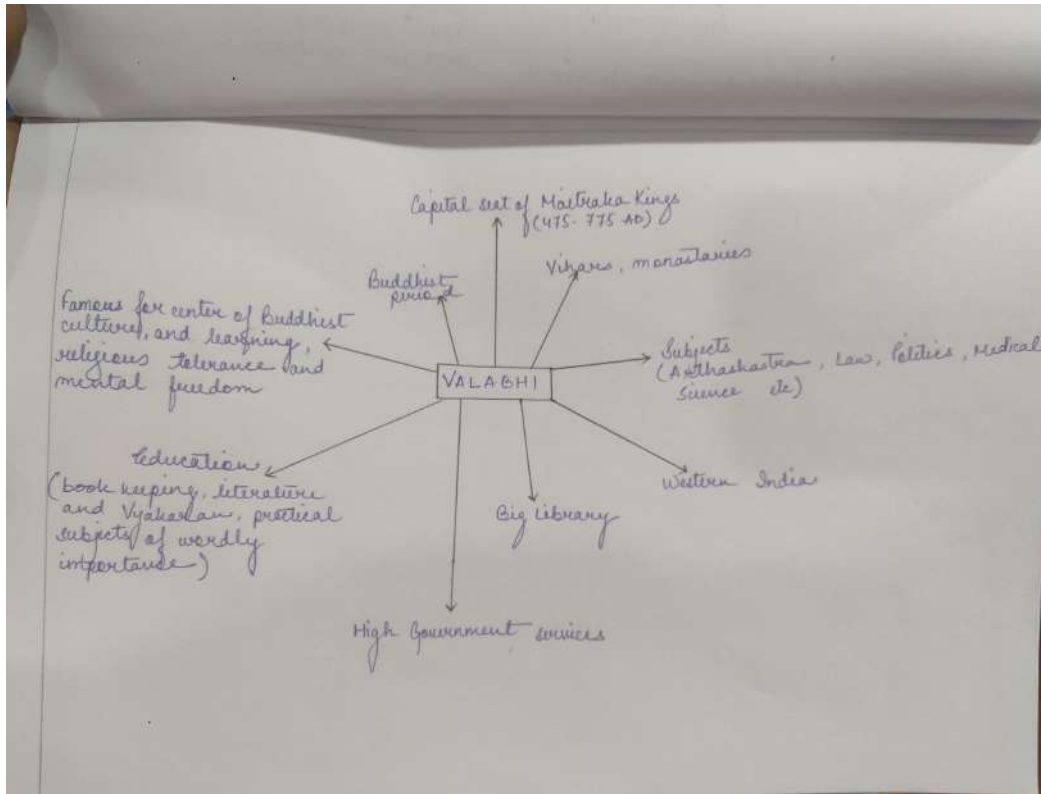
Regular practices of ILT College



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Date :



Bridge session, observation & feedback by faculty , 5-10-2019

[Bridge Lesson - 2](#)

[Stray Lesson Observation](#)



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Ref :

Date :

ADOLESCENCE				
Physical	Mental	Social	Emotional	Ethical
<ul style="list-style-type: none">- Muscle and bone development- facial & body hair- voice changes- skin changes- Reproductive system development- Body composition- Puberty- Growing in size and sensitivity.- Rapid changes	<ul style="list-style-type: none">- Social and emotional habits important for mental well being.- Crucial period- Cognitive development- Risk taking behaviour- Decision making skills- Social awareness	<ul style="list-style-type: none">- Adolescents spend less time with their families- focus more on their peers.- Social media & Technology- Risky behaviours- Social roles & expectations- cultural- Identity formation- peer pressure- family relationships	<ul style="list-style-type: none">- Adolescent has no practice to think over.- Boylaint may take any step out of anger or- Mood swings- Stress & anxiety- self-consciousness- Intense emotions	<ul style="list-style-type: none">- Ethical decision making skills- Digital Ethics- moral reasoning- moral Dilemmas- concern for others- Autonomy- cultural & social influences- make moral judgments on a daily basis



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Ref :

Date :


3. Lesson planning/ Individualized Education Plans (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

 Students internship report.pptx

Individualized Lesson plan prepared by individual student:

[Lesson Plan - Support Document](#)

Individualized ICT support given to student

[Video created by student](#)



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Date :

Individualized support given to students for competitive exam





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Ref :

Date :

Lesson Planning

[Skill of Set Induction](#)

Video and Lesson Planning of students

[Video - 1](#)

[Video - 2](#)

[Video - 3](#)

[Video - 4](#)

4. Identifying varied student abilities: Students at ILT go through the microteaching, bridge and simulation sessions in which they prepare many constructive lesson plans that cater varieties of teaching methodologies (Lecture method, question answer method, explanation, method, demonstration method etc.), and pose varieties of questions to students. By using different methodologies, students with different abilities are identified.

Using different constructive methods

[Simulation Observation](#)

Online Simulation Lesson Plan PPT

[Nandan Rajyaguru - Coordinate Conjunctions](#)



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Ref :

Date :

Lesson Planning of Simulation

Simulation Lesson Plan		
Teacher Trainee's Name	Nandan B. Rajyaguru	Roll No. 44
Simulation Method	Inductive Method	Date 22/11/22
Std.	7 th	Subject English Topic Coordinating Conjunction
Skill of Introduction		
<input type="checkbox"/> Name of the technique used : Inductive and storytelling		
<input type="checkbox"/> Brief details of Technique :		
The teacher trainee will greet the students and introduce the topic by telling a story. (Appendix-1). After telling a story, the teacher trainee will ask the following question:		
① Do you know any concept where the sentences or phrases are joined to make a new sentence?		
<input type="checkbox"/> Statement of Aim		
So, today we are going to learn conjunction and one of its major type i.e. coordinating conjunction.		
Skill of questioning		
<input type="checkbox"/> List of questions -		
① what is a conjunction? (Good)		
② How many types of conjunction? (V. Good)		
③ what is a coordinating conjunction (excellent)		
④ Name any three coordinating		



Ref :

Date :

Illustration with example

① Bridge: Bridge connecting two cities on the banks of river.
Eg: Cable-bridge (Swrat)
Atal bridge (Ahmedabad)

② Lexical multipurpose A11:
The teacher trainee will show
Pewkulle, Pewkool, Pewkittick, Glee, M-seal,
Shoe-tic and explain how different
matter needs different types of glue. Similarly
types of conjunctions are also important.

Skill of blackboard work

Black board work in brief

* teaching points :

- Conjunction (examples)
- Conjunction (concept)
- Coordinating conjunction (examples)
- Coordinating conjunction (concept)

Positive Feedback	Constructive Feedback

Observer Signature:-



Ref :

Date :

Appendix - 1

Magician C

Once upon a time, there lived an old man, his name was magician C. He was very famous magician and his nick name was 'glue'. He had some magical powers. He had powers to joint two things.

He could joint two person and make a completely new person. He could joint two small boxes and make a big box. He could also joint two broken parts of the ruler and make one (whole).

But one day, a young boy comes to him and say I have two sentences can you make it one: ① Mother made me a delicious milkshake - ② Mother made me a chocolate cake. He joined it and made.

"Mother made me a delicious milkshake and a chocolate cake."

→ It was joined by a word - "and"



Institute of Language Teaching

Ref :

Date :

5. Dealing with student diversity in classrooms: Students in their lesson plans use varieties of teaching-learning aids, prepare lesson plans in Hindi and English languages to address diversity in the classroom. Some workshops were also organized to prepare effective teaching learning aids.

Capacity Building proofs

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

- Awareness about Financial Frauds
- Practical knowledge on Financial Planning & Don'ts for Investors
Precautions for Cyber

FINANCIAL LITERACY SESSION BY TEAM SEBI

World Investor Week 2022
10-16 अक्टूबर, 2022
October 10-16, 2022

सागरद्वारा निवेशक - पूरी जागरूकता बनाए रखें और अपनी संपत्ति सुरक्षित रखें।
Investor Resilience - A Smart Investor conducts it before investing and diversifies his portfolio

Participants (51)

- CD Chiragbhai Darji (me)
- C Pankaj Srivastava (Host)
- CS CA SWATI PAN... (Co-host)
- TA tanya agrawal (Co-host)
- AP Agravat Prasham
- AG Anjali Gohil
- B Brijesh
- DG D G
- F Falguni Pathak
- GA Galaxy A2 Core



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Workshop on TLM





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Date :

ILT -Innovative Practices



Awareness form BEd admission and Mock Test for more than 2500 students

Guidance sessions conducted by ILT staff likely played a pivotal role in orienting students to the nuances of the admission process, addressing queries, and providing valuable insights into what to expect in the B.Ed program. This comprehensive support underscores ILT's role as an educational institution that actively engages with and supports its community during significant transitions.

[▶ IITE B.ED. ADMISSIONS | B.ED. COLLEGES' DETAILS | Dr. Nehal Shingala | ...](#)

[▶ B.Ed. \(2 Year- IITE\) Counselling Centre Imp TIPS: Dr. Jiten Udhas, ILT B.E...](#)

[▶ i3T \(B.Ed./M.Ed\) Entrance Test - 18 July 2021: Dr. Jiten Udhas \[ILT B.Ed. C...](#)



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Ref :

Date :

6. Visualizing differential learning activities according to student needs: It is essential to know the student's needs and plan learning activities accordingly. To develop such skills ILT organizes activities like workshops and guest lectures. Students were assigned with a certain topic to prepare models & organize exhibitions. They are given a topic to perform street play in the Subject 'Drama and Art'. "Diversities in Indian and International systems and a comparative Perspective",



"Diversities in Indian and International systems and a comparative Perspective", 2018-20 Batch



Institute of Language Teaching

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Date :

Guest Lecture-Psychological Perceptions under Pandemic





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Date :

Report

Report on Guest Lecture: Psychological Perceptions under **Pandemic** by **Dhara Joshi**

Presenter: Dhara Joshi

Topic: Guiding Mental Health in Continuation with MOU with the Department of Psychology

Dr. Dhara Joshi's guest lecture on the **pandemic's** psychological challenges aimed to guide students' mental health, aligning with the institution's MOU with the Department of Psychology.

Dhara Joshi commenced the lecture with a comprehensive analysis of the psychological impact of the pandemic. Her insights delved into the multifaceted challenges faced by individuals, shedding light on the intersectionality of mental health

The content of the lecture was specifically tailored to address the unique challenges within the academic environment. Joshi emphasized the importance of recognizing and addressing the psychological well-being of students, aligning with the institution's commitment to holistic education.

Dhara Joshi's guest lecture highlighted the successful collaboration between the institution and the Department of Psychology, promoting ongoing initiatives for student and community mental health.

This collaboration serves as a model for other academic institutions looking to integrate psychological expertise into their programs and support structures, ultimately contributing to the overall well-being and success of their students.



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Date :

Dt. 05/10/2021

Superstition Awareness Program - by Students of Psychology Department Saurashtra University at ILT (MOU Activity)



**Superstition Awareness Program - by Students of Psychology Department
Saurashtra University at ILT**



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Report

Enhancing Professional Capabilities- Drama and Art in Education', 2021

The Superstitions Awareness Program, organized in collaboration with students from the Department of Psychology at Saurashtra University, is a commendable outreach and community activity facilitated by the Institute of Language Teaching (ILT). This initiative brings together staff, trainees from ILT, and teachers from practice teaching schools to address and mitigate the impact of superstitions within the community.

The involvement of psychology students from Saurashtra University reflects a collaborative effort to leverage academic knowledge and expertise for the benefit of the broader community. This partnership not only enriches the event with insights from the field of psychology but also establishes a bridge between higher education institutions and community-based initiatives.

The program likely featured workshops, discussions, and interactive sessions aimed at raising awareness about superstitions. Participants, including ILT staff, trainees, and practicing teachers, would have gained valuable insights into the psychological aspects of superstitions and methods to combat or dispel them.

By actively engaging with the Superstitions Awareness Program, ILT fosters a culture of critical thinking and evidence-based practices within its community. The initiative serves as an educational intervention, empowering participants with knowledge and tools to challenge and debunk superstitious beliefs.

This outreach activity goes beyond traditional academic boundaries, emphasizing ILT's commitment to holistic education and community welfare. It contributes to building a more informed and rational community that is equipped to navigate challenges arising from superstitions. The ripple effect of such initiatives can lead to



Institute of Language Teaching

Ref :

Date :

positive behavioral changes, fostering a community that is more resilient to the influence of unfounded beliefs.

7. Addressing inclusiveness: For an inclusive classroom, it is essential to know the requirements of an inclusive classroom in terms of infrastructure, need of child, adoption in curriculum and evaluation. These aspects are explained in the subject- Creating an inclusive school. Students learn the concept in classroom discussion and thus develop their knowledge about inclusive school. Students prepare special learning materials and deliver their lesson plan to address the need for an inclusive classroom. They exhibit an exhibition too to spread awareness about the use of special learning materials. SCE organized a webinar on the occasion of 'Sign Language Day' to show the importance of sign language for all.

Students involved in knowing special learning needs of an inclusive school. (Individual assignment was submitted).

Assignment

[Learning Disability](#)

Photo of sneh Nirzar





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Ref :

Date :

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

[Student Work](#)

Exhibition on special learning material developed by students and exhibited, 6th March, 2021

8. Assessing student learning: A teacher mainly assesses the students by means of a test (oral/written). Oral test is conducted in the classroom during teaching-learning by the concerned faculty, for which the 'skill of questioning' is very important. The skill is explained during the microteaching session. The other aspect is to prepare a written test paper for which preparation of blue print and achievement test is required. Students develop an ability to prepare a good test paper and achievement test in the subject ' Assessment for Learning'. The workshop is also conducted to give another opportunity to students to develop the skill.



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Ref :

Date :

Skill of Questioning:

Scanned copy of micro teaching lesson plan

English Institute, D.D. College - Rajkot

**Teaching
Microteaching Lesson Plan**

Teacher Trainee's Name... Carpenter Kezy B Roll No. (14)
Teaching Skill... Questioning & Reinforcement Date 7/8/2018
Std. 7th Subject... English Topic "Army life"

Objective : The teacher trainee will develop the skill of Questioning & Reinforcement
Teaching Aids - Pictures

Lesson Plan

→ Teacher will show pictures and will ask following questions.
→ Teacher will get the answer from the students.

* Questions :

① Teacher: Where does Moin work as a soldier?
Student: Moin works at a Kangil border as a soldier.
Teacher: Very good!

② Teacher: Which school was visited by Moin Khan?
Student: Gyanswami Primary School was visited by Moin Khan.
Teacher: Good!

Scanned by CamScanner



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Ref :

Date :

③ Teacher: What is the name of Moin's wife?
Student: 'Sabina' is the name of Moin's wife.
Teacher: Very good!

④ Teacher: What ^{does} Sabina write for Moin?
A - Letter
B - Complaint
C - Report
Student: Sabina writes letters for Moin.
Teacher: Very good!

⑤ Teacher: How many children ^{does} Moin have?
Student: Moin has 2 children.
Teacher: Good.

⑥ Teacher: What are the names of Moin's children?
Student: Moin's children's names are Afzal and Afreen.
Teacher: Very good!

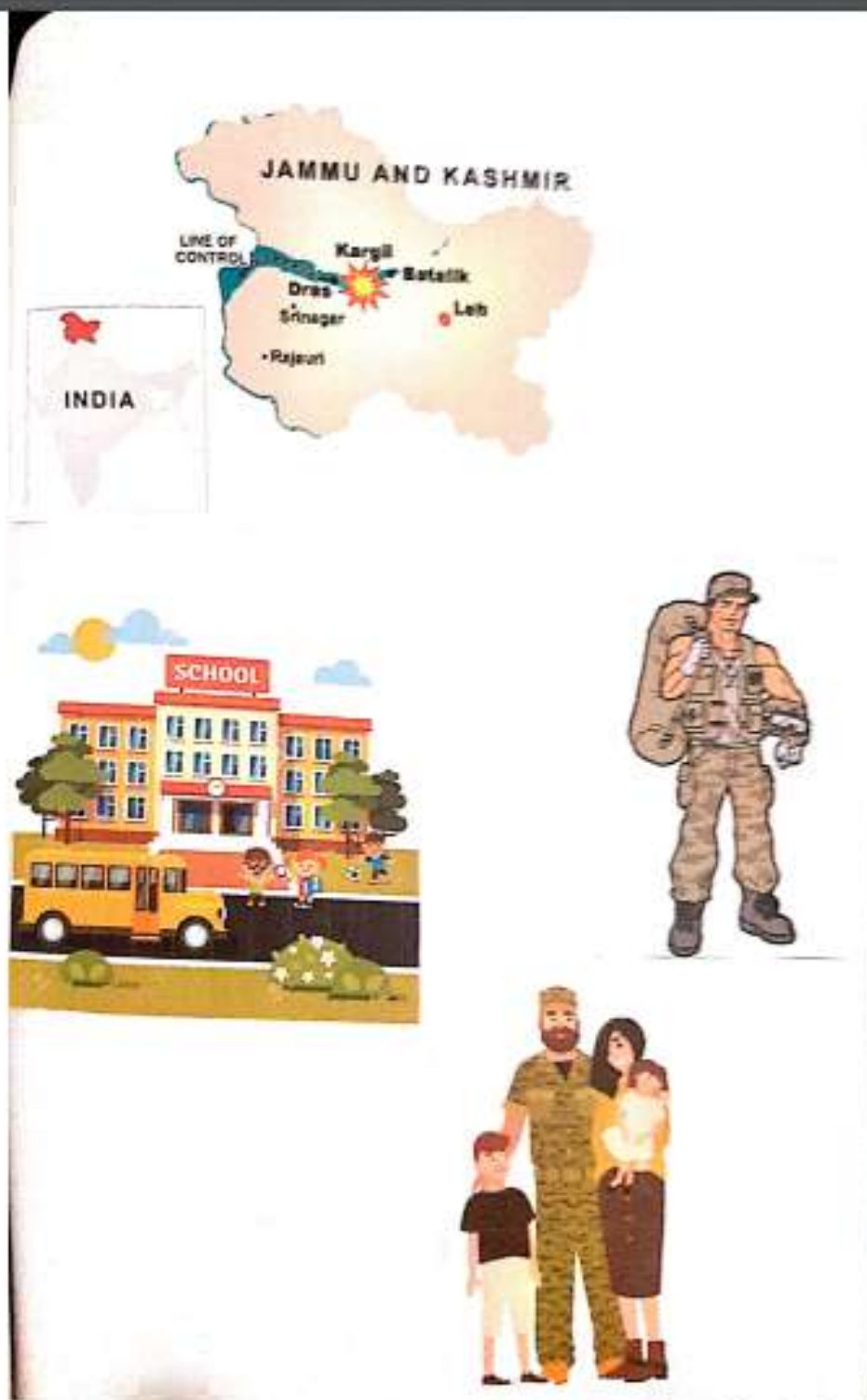
⑦ Teacher: How much load do soldiers have to carry?
Student: '50 kg' of load. Soldiers have to carry '50 kg' of load.
Teacher: Excellent!



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Ref :

Date :





Institute of Language Teaching

Ref :

Date :

Video Link of Questioning Skill

[Video](#)

Preparation of blueprint

THREE DIMANTIONAL TABLE (BLUE PRINT)

STD: 8
SUB: ENGLISH
TOPIC: CHEETAH'S TEARS, THE RIVER
MARKS: 50
TIME: 60 min.

NO ↓	OBJECTIVES ↓	KNOWLEDGE			UNDERSTANDING Comprehension			APPLICATION/ EXPRESSION			SKILL/ APPRECIATION			TOTAL			TOTAL	
		E	S	O	E	S	O	E	S	O	E	S	O	E	S	O		
1	CHEETAH'S TEARS (First half)			4(2)						4(4)			6(6)	-	4(2)	10(10)	14(14)	
2	CHEETAH'S TEARS (Second half)	6(2)						4(4)							6(2)	-	4(4)	10(6)
3	GRAMMAR (Direct Indirect)				6(2)				4(2)			4(2)	4(4)	6(2)	8(4)	4(4)	18(10)	
4	The River (POEM)							8(8)							-	-	8(8)	8(8)
TOTAL	TOTAL	6(2)	4(2)	-	6(2)		12(8)	4(2)	4(4)		4(2)	10(10)	12(4)	12(6)	24(24)	50(36)		
TOTAL	TOTAL	10(4)			18(14)			8(6)			14(12)			50(36)				

NOTE: Figure inside brackets indicate no. of questions and figure outside brackets indicate marks

- E - Essay type que.
- S - short answer type que.
- O - Objective type que.



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Ref :

Date :

① WEIGHTAGE ACCORDING TO OBJECTIVES

NO.	OBJECTIVES	MARKS	PERCENTAGE
1	KNOWLEDGE	10	20%
2	UNDERSTANDING / COMPREHENSION	18	36%
3	APPLICATION / EXPRESSION	8	16%
4	SKILL / APPRECIATION	14	28%
TOTAL		50	100%

② WEIGHTAGE ACCORDING TO TYPES OF QUESTIONS

No	Teaching Point	MARKS	PERCENTAGE
1	CHEETAH'S TEARS (FIRST HALF)	14	28%
2	CHEETAH'S TEARS (SECOND HALF)	20	40%
3	GRAMMAR (DIRECT-INDIRECT)	10	20%
4	THE RIVER (POEM)	6	12%
TOTAL		50	100%

③ WEIGHTAGE ACCORDING TO TEACHING POINT

NO.	Type of Questions	MARKS	Percentage
1	ESSAY TYPE	11	22%
2	SHORT ANSWER TYPE	12	24%
3	OBJECTIVE TYPE	27	54%
TOTAL		50	100%



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Ref :

Date :

Unit Test with blue print

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

Weekly Test Std.: 8th 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 (03) 3

Q.2 MCQS:
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 (03) 3

Q.3 True or False:
1) Bepin Choudhary didn't like to spend time in unnecessary conversation
2) 'Biting tongue' is an expression for surprise.
3) Raja Ram Mohan Roy started newspaper (04) 3 1 2

Q.4 Answer the following questions.
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?

Workshop on 'Construction of test items -report





Institute of Language Teaching

Ref :

Date :

9. Mobilizing relevant and varied learning resources: The same learning resource (model/ chart/ video/ flash card etc.) is sometimes used by different students in different subjects. Thus, assuring the efficient utilization and mobilization of learning resources.



Video Link of Questioning Skill

[Video](#)



Institute of Language Teaching

Ref :

Date :



10. Evolving ICT based learning situations: ICT integration in the teaching-learning is the need of the hour, and ILT develops ICT skills among students by means of the curriculum as specified in the subject 'Critical Understanding of ICT' and EPC 3: Learning to use Computers in Education. Apart from this, some workshops are conducted in different domains of ICT.



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Date :

Workshop on Skill Up for online Teaching-Learning

Technical session on "Google Applications REPORT

Digital Tools for Future Educators,





Institute of Language Teaching

Ref :

Date :

Session on digital tools

Dt. 18/07/2022

**Four day training about Drone Technology - by
KCG Government of Gujarat**



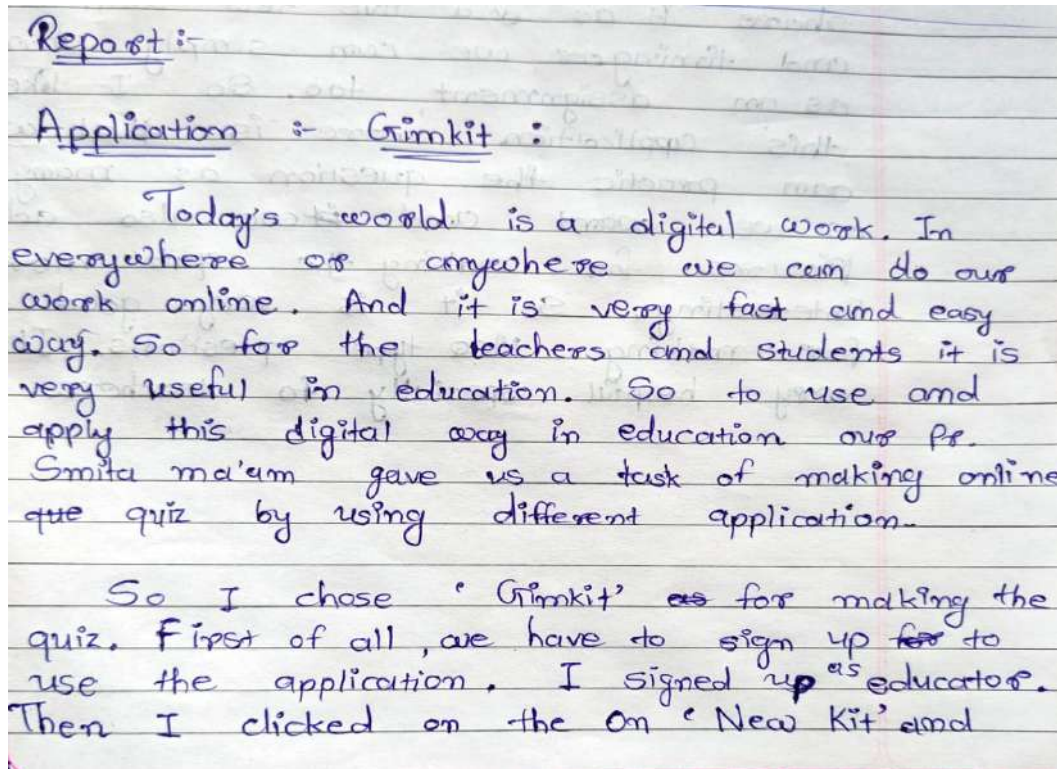


Institute of Language Teaching

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Date :

Report written by student on digital tools



Workshop on literacy





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Date :

Report

Recognizing the transformative potential of digital literacy, ILT embarked on a comprehensive outreach program centered around Digital India at practice teaching schools. The aim was to bridge the digital divide, empower students with essential digital skills, and promote the inclusive adoption of technology within the community.

Workshops formed the core of ILT's Digital India initiative. These sessions covered a range of topics, including basic digital literacy, online safety, and the utilization of digital platforms for education and communication. Facilitators, often comprising tech experts and educators, ensured that the content was tailored to the needs and proficiency levels of the participants.

Practical application of digital skills was a key focus of ILT's outreach program. Hands-on sessions allowed students to navigate common digital tools, create and manage online content, and develop a critical understanding of digital information. The goal was not just to make participants adept users of technology but also to cultivate a sense of digital responsibility and ethical online behavior.

To measure the impact of the Digital India initiative, ILT incorporated assessments and surveys. Participants were evaluated on their digital literacy skills before and after the workshops, providing valuable data on the program's efficacy. This data, coupled with anecdotal feedback, allowed ILT to continuously refine and adapt the outreach activities to better serve the community's needs.

In conclusion, ILT's Digital India outreach is a proactive response to the evolving technological landscape. By combining educational workshops, practical application of digital skills, collaboration with government agencies, and community engagement events, ILT seeks to empower individuals with the tools they need to thrive in the digital age.



Institute of Language Teaching

Ref :

Date :

11. Exposure to Braille /Indian languages /Community engagement: SCE provides an opportunity for students to work in community and thus develop a sense of responsibility for the community. Participation in Rally on Swachh Bharat Abiyan, 2nd October

Participation in Rally on Swachh Bharat Abiyan,

Dt. 15/01/2020

Visit to Old Age Home





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Ref :

Date :

Part of project on “Wisdom on Wheels” with Saurashtra University



Participation in Marriages of 23 Single or No Parents Girls





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Ref :

Date :

Promoting “Disability Awareness” at Sneh Nirjhar (School for Mentally Challenged)



Conducted Awareness Program and organized Swachh Bharat Abhiyan activities - Event as a part of National Mission



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

YEAR :: 2022-23

Name of the Trainee: Khushalce bhagde

Roll Number: 02

Method: ENGLISH

Date of Internship: Dt. 11 July, 2022 to Dt. 10 Sept. 2022

:: Name of the School for Internship::

Shri Vinoba bhawe primary school

:: Details of the School Principal ::

Name :: Vanitaben Rathod

Contact No. :: 8155 05 0102

INDEX

No.	Items	Page No.
1	Marks for Internship	05
2	Preface	06
3	Certificate	07
4	Guideline for Internship Program	08
5	Daily Log Book	09
6	Lesson Planning	35
7	Observation of Teacher	52
8	Overall Reflections upon Stray Lessons	54
9	School Report	58
10	Report of Interview	61
11	Study of School Registers & Forms	63
12	Bulletin Board	64
13	Prayer Assembly	66
14	School Calendar	69
15	Co-curricular Activities	72
13	Book Review	76
17	ACTION RESEARCH	80
18	REPORT OF CASE STUDY	92
19	Appendices: Different Registers & Forms <ul style="list-style-type: none"> • Student Muster Roll • Teacher Muster Roll • General Register • Students' Daily Presence Book • Leaving • Log Book • Leave Application • Class Time Table 	95

Sem

III

SI 3 : Internship

Compulsory

Marks : 200

Objectives

To enable the prospective teachers:

- to develop ability to handle school activities independently.
- to develop the proficiency in imparting lessons.
- to develop the proficiency in conducting curricular and co-curricular activities.
- to develop the ability to analyze and review books and literary texts.
- to develop skills for identifying problem and conducting action research.
- to develop the ability to report the administrative and management system of school.
- to develop the ability to reflect on their daily routine in schools.



Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	M2		Int.	Ext.	Total
Lessons	5	150	4	4	8	80		80
Curricular and Co-Curricular Activities			Participation in school activities and completing all work assigned by Intern school		20		20	
Submissions	2	60	Book Review			20		20
			Action Research in Intern School			20		20
			Case Study			20		20
			Report on Administration and Management of School			20		20
			Reflective Journal			20		20
Total						200		200

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

PREFACE

Dear Trainees,

Internship program in Teacher Education is of great significance because it ensures the professional preparation of prospective teachers. It provides them a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession. The major purpose of the Internship program is to develop and strengthen Trainees' skills and to prepare them for the profession.

NCTE has made internship mandatory for the B.Ed. Course. According to the norms of Saurashtra University, the trainees have to go through the Internship programme in the last semester out of the four semesters of their B.Ed. course. Thus, the 'School Internship' is an essential feature of the B.Ed. Course.

A carefully planned internship program may serve the following functions.

- Understanding of the target profession and future prospects of working conditions.
- Can provide valuable exposure on the job
- Can strengthen content competence among trainees
- Develop professional skills and attitudes
- Establish useful contacts with people working in the same profession.

The institutions that allow internship program benefit by having a dedicated and excited intern as a part of their team. Thus, it can be said that the internship work in two ways and are beneficial for both the intern and the organizations.

(After completion of Internship program the following Certificate should be sign by the principal with Rubber stamp of the school)

CERTIFICATE FOR SEMESTER- III

This is to certify that Shree Khushalee R. Bhagde the trainee of Institute of language teaching, Raykot College has successfully completed the Internship program in this School from Dt. 11/07/2022 to Dt. 10/09/2022. He/ She has done the all the work sincerely.




श्री वि.पु.भा.भा.व. २५६
आ. सानु नं.-६३, रायकोट
Sign & Stamp of
School Principal

Guidelines for Internship Programme

Trainees' Tasks during Internship

During Internship, the trainees are required to undertake a variety of activities relating to classroom teaching, classroom management, and organization of school-based and community-based activities other than teaching. However, for undertaking the activities, the trainees are required to develop a repertoire of understandings, competencies, and skills.

■ Important Instructions:

- Internship Period will be from Dt. 11/07/2022 to Dt. 10/09/2022.
- Remain full time present in working hours of school.
- Comply the rules & regulations of school and related administrative office.
- There shouldn't be your absence in the school except holidays declared by the school. In case of exigency, pre-sanction the leave from the principal and also inform the college.
- You must be professionally dressed up.

■ Teacher related works:

- Participation in the *Prayer Assembly* and maintenance of its record.
- Accessing School Library regularly and motivating students for the same.
- Active participation in various co-curricular and extra-curricular activities as well as mentoring of the students for the same.
- Analysis of school syllabus and textbooks.
- Observing the classroom teaching of regular teachers.
- Preparation of Lesson Plans and Unit Plans.
- Teaching the units of the prescribed syllabus in English currently being taught in the school.

Handwritten note: *Teaching as a substitute teacher.*

Handwritten note: *Preparation and development of teaching-learning resources.*

- Preparation of a question papers and other assessment tools.
- Preparation of a diagnostic tests and organisation of remedial teaching.

■ Research related works.

- Undertake action research project on at least one problem area of schooling. Prepare a report of it.
- Conduct any one Psychological Test and prepare a detailed Report.
- Identify the areas of interest among students and compile a handwritten magazine/booklet with educational articles submitted by the students.

■ Administration related works:


- Maintain the teachers' Log book during whole Internship program.
- Make a Report on *Types of Leaves* granted to teachers.
- Perform administrative works related to school.
- Maintain the daily work minutes.
- Make a report on continuous & comprehensive evaluation.
- Make a report on visit of any administrative officer like Education inspector, CRC, BRC, if possible.


DAILY LOG BOOK

Date: 11/07/2022

Day: Monday.

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	7 th / (B)	Eng.	Vini's smile. learning by an activity	-
2.	7 th (D)	Eng.	- Guessing Game	-
3.	7 th (A)	Eng.	- learning by story	-

 Sign of Trainee

 Sign of Principal/Mentor


Holiday - 12/07/2022


DAILY LOG BOOK

Date: 13/07/2022

Day: Wednesday.

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	6 th C	Eng	Ch-1 Activity - 4	-
2.	6 th B	Eng	Ch-1 Activity - 3(B)	-
3.	6 th D	Eng	Ch-1 Activity - 4	-

 Sign of Trainee

 Sign of Principal/Mentor

Date: 14/07/2022

DAILY LOG BOOK

Day: Thursday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	7 th B	Eng	Ch - 1 Activity - 5	-
2.	7 th A	Eng	Ch - 1 Activity - 8	-
3.	7 th C	Eng	Ch - 1 Activity - 8	-
4.	7 th D	Eng	Ch - 1 Activity - 5	-



Sign of Trainee



Sign of Principal/Mentor

DAILY LOG BOOK

Date: 15/07/2022Day: Friday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	6 th A	Eng	Ch - 1 Activity - 5	-
2.	7 th C	Eng	Ch - 1 Activity - 9	-



Sign of Trainee

Sign of Principal/Mentor




DAILY LOG BOOK

Date: 16/07/2022

Day: Saturday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	6 th A	Eng	Wh- questions.	-
2.	6 th B	Eng	Wh- questions.	-

 Sign of Trainee

 Sign of Principal/Mentor


Sunday - 17/07/2022

DAILY LOG BOOK

Date: 18/07/2022

Day: Monday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	8 th A	Eng	Ch-2 Activity - 1	-
2.	7 th D	Eng	Ch-1 Activity - 9	-
3.	6 th C	Eng	Ch-1 Activity - 5	-

 Sign of Trainee


 Sign of Principal/Mentor

Date: 19-07-2022

DAILY LOG BOOK

Day: Tuesday

No.	STD/Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	7 th C	Eng	Ch-1 Activity - 10	-
2.	7 th A	Eng	Ch-1 Activity - 10	-

 Sign of Trainee


 Sign of Principal/Mentor

DAILY LOG BOOK

Date: 20-07-2022

Day: Wednesday

No.	STD/Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	7 th A	Eng	Ch-2 Activity - 3	-
2.	7 th C	Eng	Ch-2 Activity - 4	-
3.	7 th B	Eng	Ch-2 Activity - 5	-

 Sign of Trainee

 Sign of Principal/Mentor

DAILY LOG BOOK

Date: 21-07-2022

Day: Thursday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	8 th D	Eng	Ch-2 Activity - 2	-
2.	8 th D	Eng	Ch-2 Activity - 3	- showing things.
3.	8 th A	Eng	Ch-2 Activity - 4	-

 Sign of Trainee


 Sign of Principal/Mentor

DAILY LOG BOOK

Date: 22/07/2022

Day: Friday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	6 th B	Eng	Ch-2 Activity - 3	-
2.	6 th A	Eng	Ch-2 Activity - 4	-

 Sign of Trainee


 Sign of Principal/Mentor


Date: 23/08/2022

DAILY LOG BOOK

Day: Saturday.

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	8 th C	Eng	Ch-2 Revision	-

 Sign of Trainee

 Sign of Principal/Mentor


Sunday- 24/08/2022

DAILY LOG BOOK

Date: 25/08/2022

Day: Monday.

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	7 th D	Eng	Ch-2 - Activity - 3	- Audio-visual aids.
2.	7 th B	Eng	Ch-2 Activity 5(A),(B)	-

 Sign of Trainee


 Sign of Principal/Mentor


Date: 26/08/2022

DAILY LOG BOOK

Day: Tuesday

No.	STD/ Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1	8 th C	Eng	Ch-3 Activity-3	-
2.	8 th D	Eng	Ch-2 Activity-5	-
3	8 th B	Eng	Ch-3 Activity-3	-
4	8 th A	Eng	Ch-2 Activity-8	-


 Sign of Trainee

 Sign of Principal/Mentor

DAILY LOG BOOK

Date: 27/08/2022Day: Wednesday

No.	STD/ Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	6 th A	Eng	- Revision	-
2.	6 th C	Eng	Activity (through games)	-

 Sign of Trainee


 Sign of Principal/Mentor

Date: 28/07/2022

DAILY LOG BOOK

Day: Thursday.

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1	7 th B	Eng	Unit - 3 Activity - 3	Unit - 3
2	7 th A	Eng	Unit - 2 Activity - 6	Unit - 2
3	7 th A	Eng	Activity - 5	Unit - 2


 Sign of Trainee

 Sign of Principal/Mentor

DAILY LOG BOOK

Date: 29/07/2022Day: Friday.

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	7 th C	Eng	Ch- 2 Activity - 3	Audio-visual aid.
2.	6 th B	Eng	Ch- 2 Activity - 3	Unit - 2
3.	6 th A	Eng	Ch- 2 Activity - 3	Audio-visual aid.

 Sign of Trainee


 Sign of Principal/Mentor

DAILY LOG BOOK

Date: 30/07/2022

Day: Saturday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1	8 th B	Eng	- Unit test	-

 Sign of Trainee

 Sign of Principal/Mentor


Sunday - 31/07/2022


DAILY LOG BOOK

Date: 01/08/2022

Day: Monday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	6 th B	Eng	Ch-2 Activity - 5	Audio - Video aids.
2.	6 th C	Eng	Ch-2 Activity - 6	-

 Sign of Trainee


 Sign of Principal/Mentor


Date: 02/08/2022

DAILY LOG BOOK

Day: Tuesday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	6 th B	Eng	Ch-2 Activity - 5	Audio- Visual aids
2.	6 th A	Eng	Ch-2 Activity - 6	-
3.	6 th C	Eng	Ch-2 Activity - 6	-


 Sign of Trainee

 Sign of Principal/Mentor

DAILY LOG BOOK

Date: 03/08/2022Day: Wednesday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	8 th B	Eng	Ch-2 Activity - 3	-
2.	8 th B	Eng	Ch-2 Activity - 4	-

 Sign of Trainee

 Sign of Principal/Mentor

Date: 17/04/2024

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																																																																																																				
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T.M. & Ref. Materials
To be in

Sign of Principal/Mentor

Date: 17/04/2024

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																																																																																																				
1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		16		17		18		19		20		21		22		23		24		25		26		27		28		29		30		31		32		33		34		35		36		37		38		39		40		41		42		43		44		45		46		47		48		49		50		51		52		53		54		55		56		57		58		59		60		61		62		63		64		65		66		67		68		69		70		71		72		73		74		75		76		77		78		79		80		81		82		83		84		85		86		87		88		89		90		91		92		93		94		95		96		97		98		99		100	

T.M. & Ref. Materials
To be in


Sign of Principal/Mentor


Date: 06/08/2022

DAILY LOG BOOK

Day: Saturday

No.	STD/ Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	5 th A	Eng	Unit test	

 Sign of Trainee

 Sign of Principal/Mentor


07/08 - Sunday

DAILY LOG BOOK

Date: 08/08/2022

Day: Monday

No.	STD/ Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	7 th D	Eng	Ch. 3 Activity - 4	
2.	7 th B	Eng	Ch. 3 Activity - 3	

 Sign of Trainee

 Sign of Principal/Mentor


09/08/2022 - Maharam

DAILY LOG BOOK

Date: Tuesday

Day: Tuesday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1	6th B	Eng	Ch. 2 Activity - 6	
2	6th A	Eng	Ch. 2 Activity - 7	
3	6th C	Eng	Ch. 2 Activity - 6	

 Sign of Trainee


 Sign of Principal/Mentor


DAILY LOG BOOK

Date: 10/08/2022

Day: Wednesday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	8th A	Eng	Ch - 2 Activity - 4	
2.	8th B	Eng	Ch - 2 Activity - 5	

 Sign of Trainee

 Sign of Principal/Mentor

11/08/2022 to 21/08/2022 On vacation.


Date: 22/08/2022

DAILY LOG BOOK

Day: Monday

No.	STD/ Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	7 th D	Eng	Ch-3 Activity - 4	-

 Sign of Trainee

 Sign of Principal/Mentor

23/08 - On leave

Date: 24/08/22

DAILY LOG BOOK

Day: Wednesday

No.	STD/ Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	6 th A	Eng	Ch-2 Activity - 3	
2.	6 th C	Eng	Ch-2 Activity-2 (B)	

 Sign of Trainee

 Sign of Principal/Mentor

Monday


Ref. Materials


Date: 25/08/2022

DAILY LOG BOOK

Day: Thursday

No.	STD/Class	Subject	Teaching Points in short	T.M. & Ref. Materials To be use
1.	7 th B	Eng	Ch-3 Activity-3	-
2.	7 th A	Eng	Ch-3 Activity-3	Showing visiting cards
3.	7 th A	Eng	Revision-1	

 Sign of Trainee

 Sign of Principal/Mentor

Friday


Ref. Materials


Date: 26/08/2022

DAILY LOG BOOK

Day: Friday

No.	STD/Class	Subject	Teaching Points in short	T.M. & Ref. Materials To be use
1.	7 th A	Eng	Activity-3 Ch-4	Audio- visual aid
2.	7 th A	Eng	Ch-4 Activity-4	Audio- visual aid
3.		Eng		
4.		Eng		

 Sign of Trainee


 Sign of Principal/Mentor

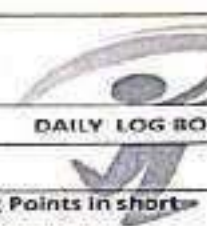
Date: 27/08/2022

DAILY LOG BOOK

Day: Saturday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	5 th B	Eng	Unit test	-

 Sign of Trainee

 Sign of Principal/Mentor


28/08/22 - Sunday

DAILY LOG BOOK

Date: 29/08/22

Day: Monday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	6 th B	Eng	Unit - 3 Activity - 3	

 Sign of Trainee


 Sign of Principal/Mentor

Date: 30/08/22

DAILY LOG BOOK

Day: Tuesday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	6 th A	Eng	Unit - 3 Activity - 4	
2	6 th C	Eng	Activity - 5	Audio
3	8 th A	Eng	Ch - 3 Activity - 3	Audio-visual aids.

 Sign of Trainee

 Sign of Principal/Mentor


31/08 - 01/09 Holidays


DAILY LOG BOOK

Date: 02/09/2022

Day: Friday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	8 th D	Eng	Unit - 3 Activity - 5	
2.	8 th A	Eng	Unit - 3 Activity - 4	

 Sign of Trainee


 Sign of Principal/Mentor

DAILY LOG BOOK

Date: 03/09/2022

Day: Saturday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	8 th B		Unit test	

 Sign of Trainee

 Sign of Principal/Mentor

04/09 - Sunday

DAILY LOG BOOK

Date: 05/09/2022

Day: Monday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
	-	-	Lectures were taken by students.	

 Sign of Trainee


 Sign of Principal/Mentor


DAILY LOG BOOK

Date: 06/09/2022

Day: Tuesday.

No.	STD/ Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	6 th A	Eng	Unit - 3 Activity - 3	
2.	6 th B	Eng	Activity - 4 Bixyu, the brave.	

 Sign of Trainee


 Sign of Principal/Mentor

DAILY LOG BOOK

Date: 07/09/2022

Day: Wednesday.

No.	STD/ Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	7 th C	Eng	Ch - 4 Activity - 4	
2.	7 th C	Eng	Ch - 4 Activity - 5	
3.	7 th A	Eng	Ch - 4 Activity - 6	

 Sign of Trainee


 Sign of Principal/Mentor


Date: 08/09/2022

DAILY LOG BOOK

Day: Thursday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	6 th A	Eng	Ch. 3 Activity - 7	
2.	6 th C	Eng	Ch. 3 Activity - 6 (B)	
3.	8 th B	Eng	Tense	Audio - visual aid.

 Sign of Trainee


 Sign of Principal/Mentor

DAILY LOG BOOK

Date: 09/09/2022

Day: Friday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
1.	7 th C	Eng	Unit - 4 Act - 3	Audio - visual aid.
2.	7 th C	Eng	Act - 4	Audio - visual aid.

 Sign of Trainee

 Sign of Principal/Mentor

DAILY LOG BOOK

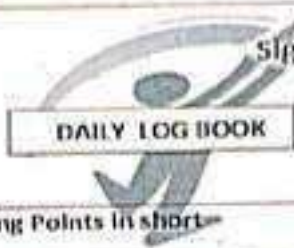
Date: 10.00.2022

Day: Saturday

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use
			Unit test	

Sign of Trainee

Sign of Principal/Mentor



Date:









Day:

No.	STD / Class	Subject	Teaching Points in short	T.L.M. & Ref. Materials To be use

Sign of Trainee

Sign of Principal/Mentor

INDEX OF PLANNED LESSONS


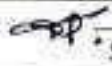
No.	Date	Std.	Subject	Topic	Sign of Guide/Mentor
1	21/07/2022	8 th B	Eng	Ch:- 2 Activity- 3	
2	25/07/2022	7 th D	Eng	Seven at one blow.	
3	01/08/2022	6 th B	Eng	Ch: Two: No-cho The Rainbow	
4	05/08/2022	6 th B	Eng	wh-questions	
5	26/08/2022	7 th A	Eng	Ch- 3 Activity- 3	
6	30/08/2022	8 th A	Eng	Ch- 3 Activity- 3	
7	08/09/2022	8 th B	Eng	Tense	
8	09/09/2022	5 th D	Eng	Sun Toudr	

Lesson Planning Forms

Lesson : 1 STD/Class: 6th Unit Name: Wh- questions
 Date 05.08.22 Day: Friday Time: 09:00 to 09:30 Period No. 3rd
 Methods and techniques : Direct method.
 Teaching Material /Aids : Chart

Steps	Specific Objectives	Teachers' Activities	Students' Activities
Induction	<ul style="list-style-type: none"> - To make the students attentive. - To use the previous knowledge. 	<ul style="list-style-type: none"> - The student will be introduced with the topic by asking questions. <p style="text-align: center;">(App-1)</p>	<ul style="list-style-type: none"> - The students will give the answers properly.
Statement of Aim	<ul style="list-style-type: none"> - To enable the students to get familiar with the topic. 	<ul style="list-style-type: none"> - So today we will learn a grammar topic: wh-questions. 	<ul style="list-style-type: none"> - Students will note down the topic name in their notebooks.
Presentation	<ul style="list-style-type: none"> - To enable the students to understand the definition. - To enable them to know about the types of wh-questions. - To enable student to use 'wh' in sentence. 	<ul style="list-style-type: none"> - The teacher will give the definition of 'wh-questions' - The teacher will give the explanation and teach to students. - The teacher will ask the questions. 	<ul style="list-style-type: none"> - The students will listen it carefully. - Students will try to understand the rules and examples.

Steps	Specific Objectives	Teachers' Activities	Students' Activities
Evaluation	- To evaluate the newly gained knowledge of students.	- The teacher will evaluate the student by asking fill in the blanks:	The students will answer the questions.
Assignment	- To promote self-learning - To enable the students to enrich knowledge.	- The teacher will give the home-work to students for self-learning	- The students will note-down the homework in their book.

Black Board Work	
Subject: English	Std.: 6 th -B
Topic: wh-questions.	Date: 05/08
<p>Who who is your dad?</p> <p>Where - for place when - Time which - thing</p>	<p>What what day is it today.</p> <p>Definition:- a question containing the word 'wh', often in initial position.</p>
Home Work	
- Write down five examples of 'wh-questions'	
 Sign of Trainee	 Sign of Observer

Lesson : 2 STD/Class: 7th Unit Name: How many did you....?


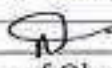
Date : 25/07/22 Day : Monday Time: 11:00 to 11:30 Period No. 6th

Methods and techniques : Direct method, CLT

Teaching Material /Aids : By showing a video.

Steps	Specific Objectives	Teachers' Activities	Students' Activities
Set Induction	<ul style="list-style-type: none"> - To make students attentive. - To use the previous knowledge of students. 	<ul style="list-style-type: none"> - Teacher & trainee will introduce the topic by doing act. 	<ul style="list-style-type: none"> - The student will actively participate.
Statement of Aim.	To enable the students to get familiar with topic.	So today we shall learn 'Seven at one blow.'	Students will note down the topic name in their notebook.
Presentation	<ul style="list-style-type: none"> - To make the students familiar with new vocabulary. - To understand the moral and story of Gopal. - To understand the cleverness of Gopal. 	<ul style="list-style-type: none"> - The trainee will do model reading of the passage. - The teacher & trainee will give appropriate examples and references while explaining the story. 	<ul style="list-style-type: none"> - The students will listen to the model reading - They will try to understand the topic under discussion.

Steps	Specific Objectives	Teachers' Activities	Students' Activities
Evaluation	- To evaluate the knowledge gained by the students.	- The teacher trainee will evaluate the students by asking questions. (App-2)	- The students will answer the questions.
Assignment	To enable the students to promote self-learning.	- The teacher will give the homework to students to do self-learning.	- The students will note down the home-work in their notebooks.

Black Board Work	
Subject: English.	Sid.: 7 th D
Topic: Seven at one blow.	Date: 25/08
<u>New words</u> ⇒ Buzz ⇒ Majesty ⇒ reward ⇒ wander ⇒ valleys ⇒ fiercely	* Questions * ⇒ what did gopal like to eat? ⇒ who killed the giants? ⇒ which insects were buzzing?
Home Work	
* Read the story and answer the questions.	
 Sign of Trainee	 Sign of Observer

Lesson : 3 STD/Class: 8th B Unit Name: LMOB: Learn more be brighter

Date: 21/07/22 Day: Thursday Time: 10:30 to 11:00 Period No. 5th

Methods and techniques: Inductive, CLT

Teaching Material /Aids: By showing things.

Steps	Specific Objectives	Teachers' Activities	Students' Activities
Induction.	<ul style="list-style-type: none"> - To make the students attentive. - To use the previous knowledge. 	<ul style="list-style-type: none"> - The student will be introduced with the topic by discussion. 	<ul style="list-style-type: none"> - The students will get involve.
State ment of Aim	To enable the students to get familiar with the topic.	So, today we shall learn 'Activity - 3.'	Students will notedown the topic name in their notebooks.
Presentation.	<ul style="list-style-type: none"> - To enable the students to understand the definition of degree. - To enable the students to know the types of degree. - To enable the students to use 'degree' in sentence. 	<ul style="list-style-type: none"> - The teacher will give the definition and explanation to teach students. - The teacher trainee will explain 3 types of degree by giving relevant examples 	<ul style="list-style-type: none"> - The students will listen it carefully - The student will involve properly to get the difference in between the 3 degrees.

Steps	Specific Objectives	Teachers' Activities	Students' Activities
Evaluation	- To evaluate the newly gained knowledge of students.	- The teacher & trainee will evaluate the students by asking the blanks given in the text (App-2) book.	- The students will answer the questions.
Assignment	- To enable the students to enrich the knowledge.	- The teacher & trainee will give homework to students for self-learning.	- The students will note down the homework in their book.

Black Board Work

Subject: English

Topic: Ch-2, Activity-3

Sid.: 8th B

Date: 2/1/07

Definition:- It is a form of adjective that is used to compare a person or thing possessing the same quality with another.

- (1) Positive degree: This offers no comparison.
- (2) Comparative: This compares two things which has lesser or greater quality.
- (3) Superlative: This compares more than two things to show which has least or great.

Home Work

Write down six sentences of each degree.



Sign of Trainee



Sign of Observer

Lesson : 4 STD/Class: 6th B Unit Name: Two: Mo-Chha

Date: 01/08/2022 Day: Monday Time: 11:00 to 11:30 Period No. 6th

Methods and techniques : Direct method.

Teaching Material /Aids : By showing a video

Steps	Specific Objectives	Teachers' Activities	Students' Activities
Set Induction	<ul style="list-style-type: none">- To make students attentive.- To use the previous knowledge of students.	The teacher trainee will introduce the topic by showing natural things.	The student will get involved.
State - ment of Aim	<ul style="list-style-type: none">- To enable the students to get familiar with the topic.	So, today we are going to learn the poem "The Rainbow."	Student will note down the topic name in their books.
Presentation	<ul style="list-style-type: none">- To make the students familiar with new vocabulary- The poem is notable for its natural gratefulness.	<ul style="list-style-type: none">- The teacher will play the audio and after that recite the poem.- The teacher trainee will give appropriate example while explaining.- Then after students will recite the poem.	<ul style="list-style-type: none">The students will listen it carefully.Students will recite it in a way.

Steps	Specific Objectives	Teachers' Activities	Students' Activities
Evaluation	- To evaluate the knowledge gained by the students.	- The teacher + trainee will evaluate the student by asking questions. (App- 3)	- The student will answer the question.
Assignment	- To enable the students to promote self-learning.	- The trainee will give h.w to students for self-learning.	- The students will note-down the homework in their book.

Black Board Work

Subject: English

Std.: 6th B

Topic: The Rainbow

Date: 01/08

* New words *

- sail
- pretty
- across
- overtop
- build
- heaven

* Natural things and manmade things.

- | | |
|----------|-----------|
| → Rivers | → Boats |
| → Seas | → Ships |
| → Clouds | → Bridges |
| → Bow | → Road |
| → tree | |
| → sky | |

Home Work

* Recite the poem twice.



Sign of Trainee



Sign of Observer

Lesson : 5 STD/Class: 7th A Unit Name: Yes, I will

Date : 26/08/22 Day : Thursday Time : 11:30-12:00 Period No. 7

Methods and techniques : Story - telling, Elective.

Teaching Material /Aids : Visiting cards

Steps	Specific Objectives	Teachers' Activities	Students' Activities
Induction	<ul style="list-style-type: none">- To make students attentive.- To use the previous knowledge of students.	<ul style="list-style-type: none">- Teacher & trainee will introduce the topic by showing visiting cards.	<ul style="list-style-type: none">- The students will actively participate.
State ment of Aim	<ul style="list-style-type: none">To enable the students to get familiar with topic.	<p>So, today we are going to learn,</p> <p>Activity - 3</p>	<ul style="list-style-type: none">Students will notedown the topic name in their books.
Presentation	<ul style="list-style-type: none">- To make the students familiar with new vocabulary.- To understand the marketing approach.	<ul style="list-style-type: none">- The & trainee will make students read the paragraph of the activity.- The & trainee will explain the things and will give appropriate examples.	<ul style="list-style-type: none">The students will get involve in the activity.- Students will try to get the idea behind the activity.

Steps	Specific Objectives	Teachers' Activities	Students' Activities
Evaluation	- To evaluate the knowledge gained by the students.	- The teacher/trainer will evaluate the students by asking questions. (App- 3)	- The students will answer the questions.
Assignment	- To enable the students to promote self-learning.	The trainer will give homework to students for self-learning.	- The students will note down the homework in notebook.

Black Board Work

Subject: English

Std.: 7th A

Topic: Can I have your five minutes?

Date: 25/08

New words

- ⇒ Doorstep
- ⇒ Drawing room
- ⇒ Product
- ⇒ Formula
- ⇒ People
- ⇒ Foam

Products

- ⇒ The quicker
- ⇒ Happy herbal shampoo

Home Work

Collect some visiting cards and observe it.



Sign of Trainee



Sign of Observer

Lesson : 6 STD/Class: 8th A Unit Name: What were you doing?

Date: 30/08/22 Day: Tues Time: 8:30-9:00 Period No. 2

Methods and techniques : Discussion

Teaching Material /Aids : letters

Steps	Specific Objectives	Teachers' Activities	Students' Activities
Set Induction	<ul style="list-style-type: none"> - To make student attentive. - To use the previous knowledge of students. 	Teacher trainee will introduce the topic by showing letters.	The students will actively participate.
State ment of aim	<ul style="list-style-type: none"> - To enable the students to get familiar with topic 	So, today we are going to learn - Activity - 3	Students will note down the topic name in note books.
Presentation.	<ul style="list-style-type: none"> - To make the students familiar with comm. skills by letters. - To get the idea behind trade fair and village fair. 	<ul style="list-style-type: none"> - The trainee will make students read the para letter and acquire it. - The trainee will explain the difference between both the fair and explain the letters. 	<ul style="list-style-type: none"> - The students will get involved properly. - Students will actively participate.

Steps	Specific Objectives	Teachers' Activities	Students' Activities
Evaluation	- To evaluate the knowledge gained by students.	The teacher trainee will evaluate the students by asking questions. (App - 4)	- The students will answer the questions.
Assessment	- To enable the students to promote self-learning.	- The trainee will give homework to students for self-learning.	- The students will note down the homework in note book.

Black Board Work

Subject: Eng
Topic: Activity-3

Std.: 8th
Date:

- New words
- Household
 - messy-go-round
 - Juggler
 - Demonstrate.

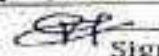
- Places
- Vadodara
 - Bhuj
 - Halol
 - Pavagadh
 - Dholavira

Home Work

Collect letters and get the information.



Sign of Trainee



Sign of Observer

Unit 2: English Grammar - Tenses
 The objective of this unit is to help students understand the different tenses and their uses. This unit will cover the following topics:

Topic	Teacher's Objectives	Students' Objectives	Students' Activities
Introduction to Tenses	<ul style="list-style-type: none"> To make students understand the importance of grammar. To use previous knowledge of students. 	<ul style="list-style-type: none"> Teacher's name will greet the students and will discuss about previous knowledge. 	<ul style="list-style-type: none"> Students will greet the students. Students will get involved.
Introduction of new topic	<ul style="list-style-type: none"> To enable the students to get acquainted with the topic. 	<p>Hi, today we are going to learn a grammar topic 'Tenses'.</p>	<ul style="list-style-type: none"> Students will state down the topic name.
Presentation	<ul style="list-style-type: none"> To enable the students to get the definition. To enable them to know types of tenses. 	<ul style="list-style-type: none"> The teacher will give the definition of tenses. The teacher will explain and teach the types of tenses. 	<ul style="list-style-type: none"> The students will listen it carefully. Students will try to understand the rules and examples.

Steps	Specific Objectives	Teachers' Activities	Students' Activities
Evaluation	- To evaluate the knowledge gained by students.	- The teacher/trainer will evaluate students by asking examples for the same.	- Students will give answers to Teacher.
Assignment	- To enrich the knowledge gained by students.	- Teacher/trainer will ask them to write sentences.	- Teachers will note down the home work.

Black Board Work

Subject: Tenses
Topic: English.

Std.: 8th
Date:

* Present continuous tense

Structure:-

Sub + Am/Is/are + V-ing + ...

Negative

Sub + Am/Is/Are + not + V-ing + obj

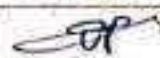
Interrogative: Am/Is/are + S + V-ing + ?

Home Work

Write down 2-2 examples of each.




Sign of Trainee



Sign of Observer

Lesson: II STD/Class: 8th D Unit Name: Sun Tour
 Date: 08/09/22 Day: Friday Time: 11:30-12:30 Period No. 7
 Methods and techniques: Narration cum discussion
 Teaching Material /Aids:

Steps	Specific Objectives	Teachers' Activities	Students' Activities
Set Induction	<ul style="list-style-type: none"> - To make students attentive. - To use the previous knowledge of students 	<ul style="list-style-type: none"> - Teacher teacher will greet the students and introduce the topic by asking the question of bright star of galaxy. 	<ul style="list-style-type: none"> - The students will actively get involved.
Statement of Aim	<ul style="list-style-type: none"> - To enable the students to get acquainted with topic. 	<ul style="list-style-type: none"> So, today we are going to learn about "Sun-Tour". 	<ul style="list-style-type: none"> - Students will note down the topic in their note-book.
Presentation	<ul style="list-style-type: none"> - Students will get familiar with resources of energy. - To make them aware with solar system. 	<ul style="list-style-type: none"> - Teacher will make students read the chapter as well as do model reading. - Teacher will explain the topic 	<ul style="list-style-type: none"> - Students will do loud reading - They will try to understand the topic.

Steps	Specific Objectives	Teachers' Activities	Students' Activities
Evaluation	- To evaluate the knowledge gained by students.	Teachers will evaluate the students by asking questions. (App- 4)	- Students will answer the questions.
Assignment	- To enrich the knowledge obtained by students.	- The teacher trainee will give homework to students. 	- Students will write down the homework.

Black Board Work	
Subject: English Topic: Sun - Town. * New words * => Ecstasemely => Restless => Sun-strokes. => Scorching head => Utilise => Illuminate	Std.: 8 th Date: Questions. (1) what is solar energy? (2) what is solar system? (3) what do you mean by a foreigner?
Home Work	
-> Get more information about so	
_____ Sign of Trainee	_____ Sign of Observer

INDEX FOR Non-Planned Lessons

No.	Date	Std.	Subject	Topic	Sign of Guide/Mentor
1.	14/07/22	7 th B	Eng	Act - 3	D
2.	"	7 th A	Eng	Act - 3	D
3.	"	7 th C	Eng	Act - 5	CPD
4.	16/07/22	6 th B	Eng	wh. que.	CPD
5.	18/07/22	8 th A	Eng	Act - 1	Dr.
6.	"	7 th D	Eng	Act - 3	Dr.
7.	"	6 th C	Eng	Act - 3	D
8.	19/07/22	7 th C	Eng	Act - 10	D
9.	20/07/22	7 th A	Eng	Act - 1	CPD
10.	"	7 th C	Eng	Act - 5	CPD
11.	21/07/22	8 th D	Eng	Act - 2	D
12.	"	9 th A	Eng	Act - 4	D
13.	22/07/22	6 th B	Eng	Act - 3	CPD
14.	25/07/22	7 th B	Eng	Act - 3	J.W.
15.	26/07/22	8 th C	Eng	Act - 3	Dr.
16.	"	8 th D	Eng	Act - 5	Dr.
17.	28/07/22	7 th B	Eng	Act - 3	CPD
18.	"	7 th A	Eng	Act - 6	CPD
19.	29/07/22	6 th B	Eng	Act - 2	J.W.
20.	01/08/22	6 th B	Eng	Act - 6	J.W.
21.	03/08/22	8 th B	Eng	Act - 3	Dr.
22.	05/08/22	8 th C	Eng	Act - 4	Dr.
23.	06/08/22	6 th A	Eng	Act - 3	D
24.	"	6 th C	Eng	Act - 4	D
25.	02/08/22	8 th D	Eng	Act - 5	CPD
26.	"	8 th A	Eng	Act - 4	CPD
27.	30/08/22	6 th A	Eng	Act - 4	D

IN-SERVICE TEACHER OBSERVATION

(The Trainee has to observe 15 Lessons (10 English Subject + 5 Other Subjects) of Experienced Teachers of the School after taking their prior permission. (Fill the Teacher Evaluation Sheet after every lesson observation))

No.	Date/Day	Peri. No.	STD. Class	Subject & Topic	Teacher's Name	Teacher's Sign
1	18/07 Mon	6 th	7 th D	Gujarati &	Chetan sir Salxariya	(Signature)
2	20/07 Wed	8 th	7 th B	English & ch-1	Nizali Mehta	(Signature)
3	26/07 Tues	6 th	8 th A	English & ch-2	Dipti Mam Goswami	(Signature)
4	24/08 Wed	6	7 th A	English & ch-2	Chetan sir Salxariya	(Signature)
5	25/08 Thurs	7	7 th	English Unit-3	Nizali ben Mehta	(Signature)
6	30/08 Tues	5	8 A	English Unit-4	Dipti mam Goswami	(Signature)
7	06/09 Tues	4	6 A	English Unit-3	Chetan Salxariya	(Signature)
8	06/09 Tues	6	6 B	English Unit-3	Dipti mam	(Signature)
9	07/09 Wed	3	7 C	English Unit-3	Nizali mam	(Signature)
10	08/09 Thurs	5	6 C	English Unit-3	Chetan sir	(Signature)
11	09/09 Fri	4	8 D		Dipti mam	(Signature)
12	01/08 Aug	1 st	8 th B	5.5 ch-65	Jasminaben Joshi	(Signature)
13	03/08 Wed	3 rd	8 th B	Guj ch-10	Greetaben Salhiya	(Signature)
14	29/08	4	8A	Science ch-3	Vijaybhai Mothwadiya	(Signature)
15	28/08	6	7A	Maths ch-4	Bhaudipbhai Kalavadiya	(Signature)

No	Details	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Presentation and Skills related to Contents	A	A	B	A	A	B	B	B	A	A	B	A	A	A	A
2	Given References & Examples	A	A	B	B	B	B	B	A	A	A	A	A	B	A	B
3	Use of new methods/ Techniques	B	B	B	B	A	A	B	A	A	A	B	A	A	A	A
4	Use of Educational Technology / Aids	A	A	B	A	A	A	B	A	B	B	B	A	A	A	B
5	Evaluation/ Assignment	A	B	B	A	B	B	B	B	B	A	B	A	B	A	B
6	Quality of Questioning and Re-Enforcements	A	A	A	A	A	A	A	A	B	B	A	A	B	A	A
7	Classroom Interaction with pupils	A	A	A	A	A	A	A	A	A	A	B	A	A	A	A
8	Black Board Work	A	B	A	B	B	B	B	B	B	B	D	B	B	D	B
9	Control over the class Discipline	A	A	B	A	A	A	A	A	A	A	A	A	A	A	A
10	Overall Personality as a Teacher	A	A	B	A	A	B	A	B	A	A	B	A	A	A	A

Put the Grade as : A = Best, B = Medium & C = Ordinary in above table for each Lesson you have observed.

Overall Reflections upon Stray Lessons

You may reflect upon following points:

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

* Experiences during lesson planning:-

First of all, it was going to be my first experience for Gujarati medium school. So I was thinking few steps should be there in mind while planning lesson because, assessment, evaluation and execution of plan should be done in a way that makes student involved in the activity properly.

I was going to take my first lecture according to the planning in 8th std and It was chapter of Sanita williams, so student got interest and showed attentiveness during the lecture. So, it boosted my confidence for next lecture and their behaviour for me made me enthusiastic.

Continued...

After that I took many lectures and got to know few things to keep in mind while planning and executing.

* Experiences while delivering lessons:-

Confidence should be must while you are in class and teaching them. So I kept the same confidence, but it was training where surely we feel or learn something. Some times it was getting hard to keep them calm.

Learning with activity is the thing that always makes student too much excited, so throughout the internship, whichever activities were perform outside of class, they were getting excited for each activity.

Continued...

Instead making one-way teaching. I tried discussion method to get them involved. They were showing interest in that. Idea of chat for questioning helped me to get them more involve while evaluation is going on. All and all It was such a nice experience.

* Post-lesson experiences:-

I was always being happy after conducting the lecture. The satisfaction of executing the plan was being fulfilled.

Sometimes because of how to control the class I was feeling down like how to control. But with time I could come over that thing too and I could teach them the way I wanted too.

Continued...

When students used to force
to conduct the next lecture too, that
used to make myself happy like
anything. When our internship was
going to over, we literally were
overwhelmed by the respect we got
from that, because other than teaching
we did many activities, competition,
celebrated days, so collected so many
memories. It was really very sad
moment when I said good bye to
them by heavy heart.

Preparation of School Report

General Information of the School

- (1) Name of the School : Shri Vinobabhave Pary center School.
- (2) Estd. Year of the school : 2000
- (3) Name of the Management/Trust - Managed by the local body.
- (4) Name of the Principal : Vanitaben Rathod.
- (5) Type of the school : Boys/ Girls/ Mixed- Govt./ Granted/Self-Fina.
- (6) Medium of Education : Gujarati/ English
- (7) Time of the School : 7:30 to 12:00
- (8) Unit of the school : Higher Primary/ Secondary/ Higher-Secondary
- (9) Index No. of the school for Public Exam.

S.S.C. :: -

H.S.C. :: -

DISE Code :: 24091602201

Physical Environment of the School

The school was established in 2000, It is located in Urban area. The school consists 1 to 8 grades. The school has 12 classrooms, 2 rooms for non-teaching activity. The school has 14 boys toilet and 15 girls. The school has 13 computers. The school has a library and has 575 books.

(10) Number of Students::

Std.	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Total
No. of the students	96	102	102	-	-	-	-	-

:: PHYSICAL AMENITIES OF THE SCHOOL ::

(1) Building of the School: 01

(2) Detail of Rooms::

Rooms	Class Rooms	Principal Room/ Office	Teachers' Rooms	Computer Rooms	Toilets	Bathrooms
Nos. of Rooms	12	1	1	1	02	-

(3) Details of school Library::

No.	Nos. of Books	Nos. of Periodicals	Nos. of News Papers
1	575	-	1

(4) Details of Computers Room::

No.	Detail	Nos.
1	Number of Computer Lab Rooms	1
2	Computers	13
3	Printers	1
4	L. C. D. Projector	2
5	Scanner Machine	1
6	No. of Classes getting Computer Education	8

LAST THREE YEARS' BOARD RESULT OF THE SCHOOL

Year	Result of Std. 10 th (%)	Result of Std. 12 th (%)
March- 2017		
March- 2018		
March- 2019		

School Environment

(Write short Report: 8 to 10 lines)



School is not just a place to study but also helps student to flourish in all way as in physical, social, intellectual learning.

The school from where I got training for my internship provides latest technology to students. The school is having a computer aided learning lab. Teacher's behaviour towards student is nice. School is approachable by all weather road. I noticed one thing that students are enthusiastic to learn because,

"When the atmosphere encourages learning, the learning is inevitable."

Time: 11:30 AM
Place: School no: 93
Subject: Interview of
principal.

Report of the Interview

(Here, you have to submit a report on Interview of a management authority/ Principal/ Supervisor/ Senior Teacher (Any One) in reference to Educational Responsibilities, Government Aids and facilities, effect of different Educational Schemes etc.)

An interview was conducted at Shri Vinoba bhavay center school. It was taken by Khushalee bhagde and given by Principal of the school, Vanita Rathod. The following details were discussed in the interview:

- * Educational Responsibilities
- * Government Aids and facilities
- * Effect of different educational schemes.
- * Educational Responsibilities:-

The interviewee replied that there are various educational responsibilities like following planning of school of excellence, Baseline assessment, following things according to daily notebook, other than that going through learning by activity.

Report of the Interview

During the interview, she also discussed the factors that are must in order to improve the education system. It includes regularity, punctuality, Pravech ulau responsibility.

* Government aids and facilities:

The facilities include filtered water, fine computer lab, play-ground, medicine, healthy food in madhyahnan bhojan, mid-day meals, smart class, projects, lectures and mainly all the facilities regarding school of excellence. Motto of the principal is to enrich all the facilities to each and every student. Every student should have advantage for each government aids, so it will help them to be more brighter.

* Effect of different Educational Schemes:

She replied being a principal of the school she has been responsible for the effective well-being of the students in the school. She does all sorts of office work and makes sure that proper attendance is taken and proper counting is done of the students having mid-day meal. She added Prayya, bal schemes and other educational schemes helps students to "build confidence."

STUDY OF

After the study of school Regl
In short about it. (Also get the
appendices)

(1) Student : 1000

I
of all the
many things
guidance for
great way
and the
are descr

(2) Arrangement
caste and
(3) Students
number,

(4) Teachers

teachers
of staff
reports
types
dates

STUDY OF SCHOOL REGISTERS

After the study of school Registers, write the List of such Registers and details in short about it. (Also get the training and fill the forms and Registers given in appendices)

(1) Student muster roll:-

I studied student muster roll of all the students. I got to know so many things as well as teacher's guidance for how to prepare it. It is a great way of tracking individual children and the details. I noticed few things that are described here:

- Arrangement of student's name according to caste and category.
- Student's C.R number, date of birth, index number, date of admission.

(2) Teacher's muster roll:-

I studied muster roll of teachers. I noticed the required details of staff members. I also got to know the reports of their leaves and all the types of leaves. Their enrollment dates, Village names and address etc.

BULLETIN BOARD

The Bulletin Board activity should be done during the Internship. Write short Report on this activity. (Paste Some Photographs)



Subject: _____

The Report of Bulletin Board

"Bulletin boards are essential tools because they improve effectiveness and enjoyment of the learning process."

Bulletin board was being center of attraction by various creativity showcased by students. Even, I note one more thing students were being praised by teachers before doing such a great job. During our internship period various activities were done and photos or posters of few of them were stuck on bulletin board. There were many events regarding 'Har Ghar, Tisanga', 'Atal ni Mitt', Drawing competition, some curricular activities as well as co-curricular. Including all this activities students got my advice or idea where it was requisited and bulletin board used to be filled with colourful creativities and beautiful activities done by student. Students showed zealous excitement for each activity performed by me during internship.


PRAYER ASSEMBLY

(Trainee is expected to note down details of his/her Prayer Assembly Participation)

Integrated Table

No.	Date	Items	Your Contribution
1	11-07 -2022	Thought	Given guidance to students.
2.	13-07 -2022	Shloka gaan	Importance of shloka in life.
3.	14-07 -2022	News Reading	
4.	15-07 2022	Prayer	Sang prayer
5.	16-07 -2022	C.K.	Some facts discussed.
6.	18-07 -2022	Thought presentation	guided students.
7.	19-07 -2022	Prayer	Observed students.
8.	20-07 -2022	C.K.	Asked questions
9.	21-07 -2022	Games	Made them played.
10.	22-07 2022	Prayer	
			Continued....

No.	Date	Items	Your Contribution
11.	23-7 2022	News Reading	guided students.
12.	25-07 -2022	G.K.	discussed facts
13.	29-07 -2022	Day Special	Informed about the day.
14.	30-07 -2022	News Reading	-
15.	01-08 -2022	Prayer	observed. -
16.	05-08 -2022	Prayer	-



Report of the Prayer Assembly

"Prayer is not asking, It is a longing of a soul. It is a daily admission of one's weakness."

How does a day starts in a school: if someone asks this question, we all have one picture in our mind that big mass of students sitting in row folding their hands and singing prayers.

The prayer was done seperately in the classrooms, at class level. So I have been the part of prayer assembly at different standard and classes. The students were also enthusiastic towards prayer assembly, to perform different things.

Indeed, It was really a great experience, to guide them whenever they want guidance. At the end prayer is connected with peace of soul and knowledge for students as well as teachers. At the end prayer just need a gratefulness of hearts.

"If the only prayer you said was thank you, that would be enough."

SCHOOL CALENDER

Here, you have to prepare a school Internship calendar on the basis of Calendar prepared by the school or Education Board. Write a short report on this activity.

SCHOOL CALENDAR: 2022-23

Month: JULY-2022

SUN	MON	TUE	WED	THU	FRI	SAT
	11	12	13	14	15	16 Life skill fair
17	18	19	20	21	22	23 સેકઝ ઉભોટી
24	25	26	27	28	29 વટાચત સુકિત	30 સેકઝ ઉભોટી
31						

Month : AUGUST-2022

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3 બાવ સિંહ દ સુરબી	4	5	6 બેકમ કલોરી
7	8	9 MUHA- RRAM	10 સપ્તમી સપ્તમી	11 RAKSHA BANDHAN	12	13
14	15 INDEPEN- DENCE DAY	16 PATETI	17 જન્મોત્સવ લેકેશન	18	19 JANMA- SHTAMI	20
21	22	23	24	25	26	27 બેકમ કલોરી
28	29	30	31 SAMVA- TSARI ગાંધીજી સુરબી			

MONTH: SEPTEMBER 2022

SUN	MON	TUE	WED	THU	FRI	SAT
				1 1st/2nd 3rd/4th	2	3 5th/6th 8th/9th
4	5	6	7	8	9	10 11th/12th 13th/14th

The school calendar provides guidelines to teachers on the basis of monthly things that are going to occur. It enables the way for imparting education in fun-filled, interesting ways, which can be used by learner, parents and teachers even at home.

During my internship period I learnt the way weekly tests, festivals, day special or any memorable thing that is important in studies, how to showcase and follow it in a way. Teachers are suppose to announce the thing, activity holiday or anything following that calendar, made by particular school.

CO-CURRICULAR ACTIVITIES

Integrated Table

No.	Date	Name of Activity	No. of Participants	Your Contribution
1.	1 Aug	Pictionary	7 th A, 7 th B	Made them aware with things that are there and English name.
2.	27 July	Among us	6 th B, 6 th C	- Played them a game to get knowledge of unity.
3.	5 Aug	'5-11 3-2-14"	215 students	Judge of the "5-11 3-2-14" event & handled.
4.	08 Aug	"भारत माँ ज़ाती"	7 th std students	Prepared students for singing comp.
5.	6 Aug	"Plant-ations"	7 th std.	Planted the Saplings.
6.	15 Aug	Independence day	3 th std 5 students.	Prepared students for patriotic song.
7.	10 Aug	Rakhi competition	Many students	Judge of the event
8.	29 Aug	National sports Day	whole students of school	teachers encouraged them to be super active.
9.	05 Sept	Teacher's Day	Many students	guided them and observed.

Subject:-

Short Report of Co-curricular Activities

"There are two types of education. One should teach us how to make a living and the other how to live."

The part of education which teaches us how to live is co-curricular activity. Education without co-curricular activities is like educating the mind without educating the soul. So keeping in mind that thing co-curricular activities were perform during the internship by us, B.ed. trainees.

On 27 July we played them a game named 'Among us' as it innate the skill of leadership, innovation and unity. Students got involved properly and showed too much excitement. It also helped them inculcate and nurture the social values.

Then, second activity performed by me for 7th A, B class was 'Pictionary', which was totally related to learn new vocabulary and name of the things that too are in English. So that students can remind the name of things that are used being used in their day-to-day life.

Continued...

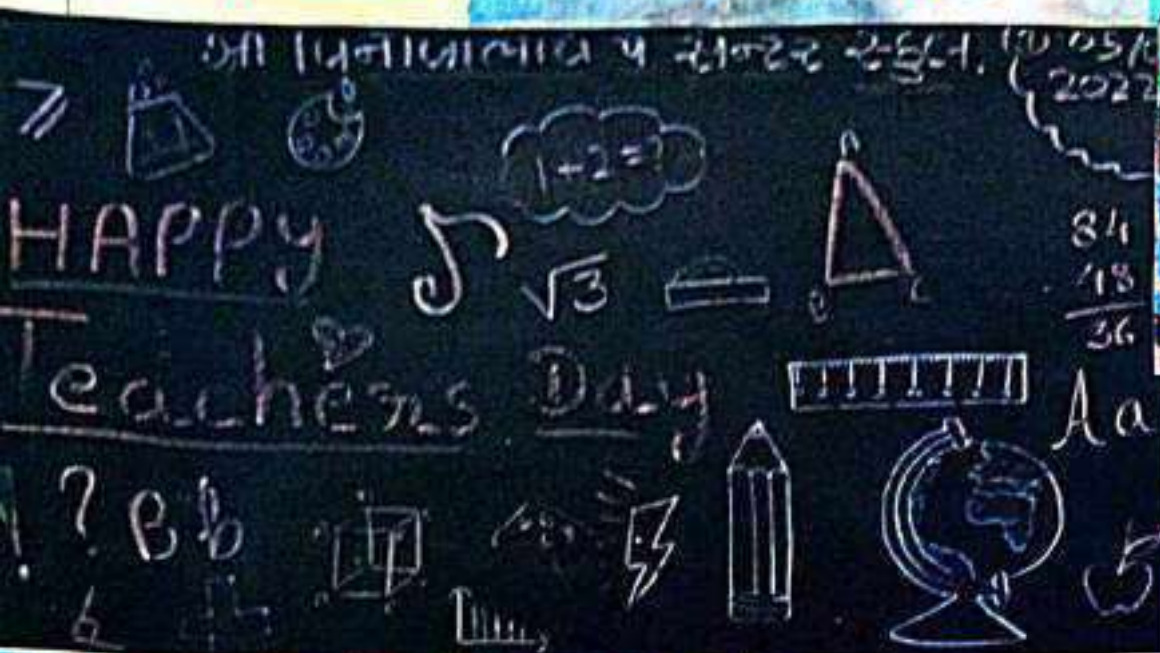
Moving further, on 5th of August, the celebration of 'Gan Bhoj' was going on in our school, so I was the judge of instrumental-singing competition. It was very nice experience to feel the feeling of students as a performer.

Moreover there was an event called 'शान्त की शान्ति' for that 7th standard students prepared song that was in guidance of me to students. On 6th of August we did plantation in the school. Students got familiar with saving trees.

Independence day was celebrated at school level with lots of program and flag hosting. Then at 10th August Rakhi competition was held at school level. Students showed enthusiasm during competition.

Then on 29 of August national sports day was celebrated at school where students were enough encouraged by teachers. Teachers played game for students.

Lastly, teacher's day celebration was done at school where students were guided by us. They really performed well.



Write the Report of Book Review, with the view of below given points.

-: BOOK REVIEW :-
NAME OF THE BOOK
Good Vibes, Good Life.

-: EXTERNAL CHARACTERISTIC OF BOOK :-

- Name of the book :

Good Vibes, Good Life.

- Name of the Author :

Vivek Iyengar

- Publishers : Hey House Publishers
- Edition : 1



- Year of Publication : 21 Dec, 2018
- Price :

- Type of book : Self-Help book, non-fiction.
- Size of book : Width - 16 mm, Height - 216 mm
- Quality of Papers : Good quality, plain white opaque paper.
- Printing & layout : Medium font, with proper line spacing and formatting.
- About Title page :

Paper back cover with impressive design. It readily drives the attention of a reader. It also briefly describes the agenda on which the book is based. 76


GOOD
HOW SELF-LOVE IS
VIBES,
THE KEY TO UNLOCKING
GOOD
YOUR GREATNESS
LIFE

∴ INTERNAL CHARACTERISTIC OF BOOK ∴

• Introduction of Author :

Vese King is author of the Sunday Times # best sellers Good vibes, good life, which has sold over 600,000 copies in the English language. Vese King is mind coach who came to fame on Instagram and is now much in demand as a speaker and writer. He is one of the most respected voices on Instagram in the areas of self-love and positivity.

• Construction of Chapters:



The book is divided into seven parts. In which first part deals with A matter of vibes. Second part talks about positive lifestyle habits. Third part covers the area of making yourself a priority. fourth part deals with accepting yourself. fifth part is about manifestation of goals. Sixth is about taking action and seventh is about pain & purpose.

• Review of contents:

At the beginning of Good life, Good vibes, Vese sets out by having a discussion about self-love and ensuring the reader understands his take on what Self love is.

All and all each chapter explain us the importance of the power of our subconscious mind and self-belief. The book has wonderfully described how the law of vibration plays a vital role in our life. The book goes in a row by discussing to change the way we think, speak, feel and act and how self-love is the key to unlocking your greatness. All chapters talk about practicing self-care.

- Presentation of contents:

The presentation of content has followed up a sequence as it starts with law of vibration then it talks how we can surround ourselves with positive people. Instead pleasing anybody else, it deals with how we can stay away from toxicity. It helps with how we can focus on our goals.

- Usability & Limitations of the book:

Usability:

It is written with the intention to instruct readers on solving problems.

Helps the reader to invest their positive energy on self.

• Summary, conclusion & opinion of Reviewer:

According to my opinion it is all about we need to have faith, practice all the habits that he talks about in the book, and you will start experiencing great things in your life.

The book is written in such a way to open the door for the person who is looking for personal development and self-mastery. It is a constant challenge to balance to love who you are and your life right now, when you are constantly looking at improvement.

"Self-love is the balance between accepting yourself as you are and who you are, regardless of any transformation, you aspire to.

I really related to this concept of balancing love for yourself today even if you are working towards being a better person. There are so many lines in the book that helped me a lot to work upon self-development.

ACTION RESEARCH

INDIAN INSTITUTE OF TEACHER EDUCATION

The Project during Internship Program

ACTION RESEARCH – YEAR: 2022-23

Administration, Analyses & Report Writing

Index

No.	Steps
1	Introduction
2	Problem
3	Problem Area
4	Basic important Information
5	Probable causes of the Problem
6	Formulation of Action Hypothesis
7	Action Design & Application
8	Findings, Results & Remedies
9	Conclusion
10	Appendices

INTRODUCTION

The most common purpose of action research is to guide practitioners as they uncover answers to complex problems in disciplines such as education, health sciences, sociology or anthropology.

The term "Action Research" was coined by Kurt Lewin, but the term was introduced to the educational community by Stephen Corey and his associates at Teacher's College of Columbia University in 1949.

Action research generates knowledge around inquiry in practical educational contexts. It allows educators to learn through their actions with the purpose of developing personally or professionally. Moreover, it helps teachers to use the imagination of children's creativity to change classroom practices which give greater promises, confidence and worth.

TITLE OF ACTION RESEARCH

School name :- Shri Vinoba bhawe pay center school.

Number of students :-

class :- 6th A



Problem

An action research on solving the difficulties faced by the teacher trainee in class 6th A for being unable to read English language.

Problem area

During my internship, I found it difficult in making students of class 6th reading English. I feel like they just want to give up on English language, nobody from that class were even trying to speak English, or read it.

Basic Important Information.

Many a times, whenever I took lectures in class 6th-A, I experienced that they are somehow not very well aware with the base of the language. They don't give importance to English subject as to others.

Always, students learn more via activity than via just reading and explaining. Performing the activities which were planned for them, they showed interest but again there was lack of English words.

Action Research Report

Students' confidence was down regarding such activities. Practice only makes for improvement. Everything we do is practice for something greater than where we currently are.

* Objectives of Action Research

- ⇒ To enable the students to use basic English vocabulary.
- ⇒ Focus on pronunciation
- ⇒ To enable the students to communicate effectively and appropriately in real life situation.

Mainly,

- (1) To develop the necessary skill in the teacher trainee and
- (2) To find a quick solution to the problem of the difficulties in English language faced by me in class 6th - A.

Action Research Report

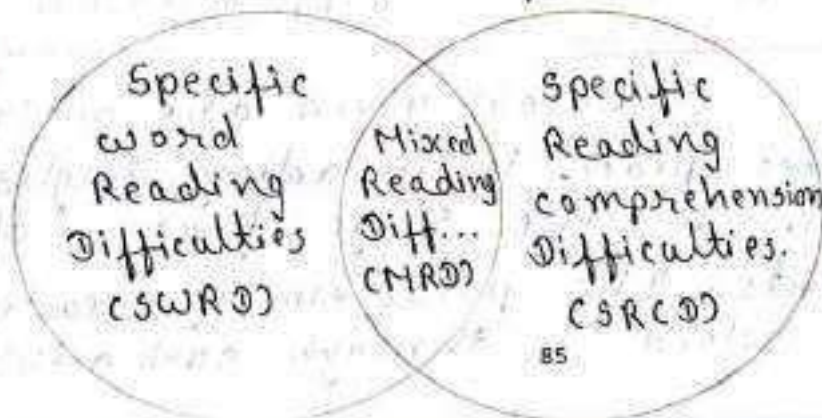
Probable causes of the problem

These are many reasons, let's throw a light on it:

- ⇒ Less knowledge of vocabulary.
- ⇒ Lack of English language environment.
- ⇒ Lack of reading and low self-confidence.
- ⇒ May be the classes of English are not interesting or motivating enough.
- ⇒ Even, Corona pandemic was the biggest loss for students too.
- ⇒ Atmosphere, where they live in local area, they can't speak English.

Formulation of action Hypothesis

Before analyzing the problem and dealing with formulation let's check the common patterns of Reading problems.



Action Research Report

So from this pattern one can analyse if the student has SWRD problem or MRD or SRCO,

And the hypothesis were,

i. if the abstract concepts in the grammar are presented in a concretized way, and are more interesting and motivating, it can enhance the students' understanding of such concepts.

ii. Basic skills such as LSRW should be properly focussed to get desired results.

iii. if the problem pattern for particular student is being followed then it would be beneficial.

Action design and Application.

Below given are actions which takes place in reading English and demolish the stage fear of the students. The problem of reading can be solved through such activities:

Action Research Report

Ser no.	Action to be taken	Procedure	Tools.
01	Providing individual attention to the students according to their reading problem.	Everyday	Just an informal talk with students to get the idea.
02	Giving them task to loud reading.	thrice in a week.	Text book.
03	Questioning	twice a week	Once the session is over, a questioning session will be there.
04	Make them read confusing words.	Everyday	From activity of textbook.

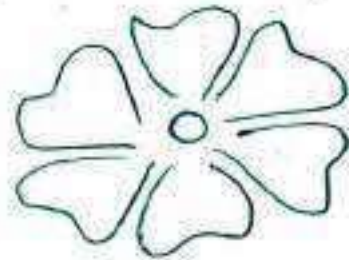
Findings, Results & Remedies

So from the research done the findings I got were like this:

- i. When the topics of language in loud reading are presented in a dramatical way, it enhances the students' understanding.
- ii In the world full of being acknowledged with new things, we have to provide students such tasks to think out of the box.



(i)

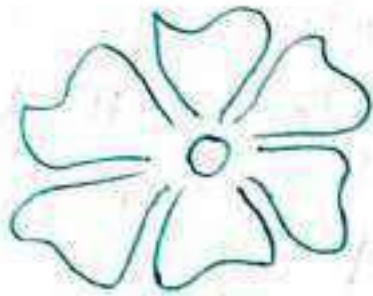


(ii)



Action Research Report

iii Students find the activity based learning very interesting and took part very enthusiastically.



iv. Thus, giving them a stage is surely 'Beneficial'. They need a motivation to help themselves come out best.

So, it's not a piece of cake to find the grey area of students. As a teacher it's our duty to find out the social background of the students. If by bottom of your heart you will observing students in a way, you will surely find results.

Action Research Report



Thus, teacher trainee I, tried possible way to inculcate and acknowledge them for how they can overcome fluency in

reading or basic reading skills. Since the students showed improvement in the learning process

The remedies which I tried, I discussed it with the teachers to for the further development of them. They are full of enthusiasm we just need to push them and surely they will showcase their talent. I believe learning another language is not only learning different words for the same thing, but learning another way to think.

Conclusion

Thus, the action research was successfully conducted. It helped me improve my classroom teaching as well as it provided me the experience of conducting action research which will be undoubtedly, very beneficial for me and my future teaching career.

Appendices



Various activities and remedies were done by me to find the results and photographs of the same are pasted in 'Findings, results and remedies.'

~ Submitted by:
W Khushalee Bhagde W

REPORT OF CASE STUDY

(Here you have to take a visit of any person or Social Institution, educational Institution, (e.g. Any State or National Awardee Teacher, any school having 100 % result in Board Exam. in reference of education, in reference of accountability of school, or the effects of various schemes of government on education.)



स्कूल

From effective to
the most effective ;
Leading principal
of school no: 93

Introduction :-

A case study was done on the national awardee teacher and a principal of government school Teacher Mrs. Vanita Rathod, an environmentalist, a social worker, a writer, a short movie maker and a creator of podcast on radio, and a extraordinary personality.

Early life :-

She was born in Junagadh and completed her schooling from native only. Her further studies was also from Junagadh, BBA. Then after she did M.com, B.ed, Naturopathy and Sangeet Visharad from Rajkot.

Job history:-

She started her journey as a teacher since 01/12/2004, after cracking HTAT she has been working as a principal in Vinoba bhawe school from 2012, for 18 years. She has been working in teaching field.

Contribution in Education:-

First of all if we talk about the contribution of her as a principal in school then, from 3 classrooms and 300 students to 12 classrooms and 3 smart class, 2 floor building and 750 students, that's how she worked.

She tried to make the school called as "green school". She did plantation in a very huge scale. plantation was done in waste tyres, waste garba, plastic bottles etc. Gave ration kit of 1000 Rs to 120 needy family for 3 months by a donor.

She has worked and still working alot for the creativity zone for children, she has made short movies as well as children drama for students and children on radio. Even she is very much into writing poems, she is fan of GHAYAL. By doing many social activities all and all she has contributed alot in education.

Achievements:

- ⇒ National award in 2018 for Punya film.
- ⇒ Received 2 national awards, 15 state level awards and more than 115 local level award.
- ⇒ Received the honor of Best principal 7 times by the nagar primary education.
- ⇒ ગુજરાત શિક્ષણ અકાદમી સન્માન, વાવુલી શિક્ષ.
- ⇒ રાષ્ટ્રપુત્રી યુવકી National Awardee teacher- 2021

Motto of her life:-

She is a firm believer of,

‘રક્તે નેત્રી જડે તો રક્તે સારી જાણી, એણે તને મેળવે મળી, મને જાણી!’ According to her, if you heartily desire something then it would be surely yours. One more thing she added while I visited her office: ‘Being a teacher it's your first and foremost duty to be updated all the time.’ She guided me not just as a principal but as a friend of mine to be a successful teacher in future.

Conclusion:-

Thus, it was a pleasure to meet in real such an extra ordinary personality. She answered all the questions in a proficient manner and is kind and approachable.



APPENDICES

Date
14/07/2022

DAILY LESSON PLANNING (LOG BOOK)

Day
Thursday

Period No.	Std. & Class	Subject	Plan of Lesson	Teaching Aids	HomeWork
1			Prayer		
2	7 th C	Crj	Poem-2 Question-Answer		
3	7 th A	Eng	Smile in the mirror chap-1		
4	6 th A	Crj	Chap-2 Question-Answer		
5	7 th B	Hin	chapter-2 Question-Answer		
6	7 th B	Eng	class assessment		
7	7 th A	Eng	Chap-1, Activity-6		
8	7 th A	Eng	Fill in the blanks of chap-1		


(Teacher's Sign)

(Principal's Sign)

LEAVE APPLICATION

Name of Teacher :: Niraliben Mehta
 Address :: Nandbhum App- Uni. Road
 Date :: 28/10/22

Subj:: Leave Report

Dear Sir/ Madam,

Please sanction my C.L Leave for Dt.. 28.10.22. To Dt.. 29.10.22 of 2 Days for under given reason.

Reason of Leave : Out station

Previous Leave taken				Leave for sanction			Total Leaves			
C.L.	S.L.	E.L.	L.W.P.	C.L.	S.L./E.L./L.W.P.	C.L.	S.L.	E.L.	L.W.P.	
	2			✓		1	2			

Yours Faithfully

[Signature]

(Sign)

To, Shri Niraliben Mehta

Your above mention Leaves for 2 Days is/are sanctioned/ not sanctioned. Sanctioned

Place : Raykot
 Date: 28/10/22

Signature of Officer
[Signature]

8th - C

CLASS TIME TABLE

Educational Year: 2023-24

Name of the School: Sri Sri Vivekananda Mission School

Effective from :: Dt.

Period No.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	Guj	Guj	Guj	Guj	Guj	Bal Sabha
2	S.S	Eng	S.S	S.S	S.S	R-W
3	Maths	S.S	S.S	Science	Hindi	Phy Edu
4	S.S	Science	Maths	Science	Eng	Library
5	Science	Hindi	Sanskrit	Sanskrit	Eng	
6	English	Maths	Science	Hindi	Maths	
7	Science	S.S.	Hindi	Maths	Science	
8						

Subject	Period Allotment	
	Periods	Time
English	4	2h
Gujarati	5	2.5h
Hindi	4	2h
Sanskrit	2	1h
Social Sciences	8	3-30
Science & Technology	7	3-30
Mathematics	5	2:30
Phy.Edu	1	1h
Computer	-	
Drawing	1	1h
TOTAL	36	19h

Class Teacher

 Principal

CLASS TIME TABLE

Educational Year :: 2022-23

Name of the School :: Shri Vinoba Bhawe School

Effective from :: Dt. _____

Period No.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	S.S	S.S	S.S	S.S	S.S	S.S
2	Guj	Guj	S.S	S.S	Sanskrit	Sanskrit
3	Maths	Eng	Maths	Maths	S.S	Drawing
4	Eng	S.S	Hindu	Hindu	Hindu	Music
5	Science	Maths	Science	Eng	Maths	Phy. Edu
6		Sanskrit	Guj	Science	Maths	
7	Guj	Science	Eng	Guj	Science	
8						

Period Allotment	
Subject	Periods Time
English	4 1.30
Gujarati	5 2.30
Hindi	3 1.30
Sanskrit	3 1.30
Social Sciences	9 4h
Science & Technology	5 2.30
Mathematics	6 3h
Phy Edu.	2 1h
Computer	-
Drawing	1 30m
TOTAL	38 18h

Class Teacher


Principal

6th - A

CLASS TIME TABLE

Educational Year :: 2022-23

Effective from :: Dt. _____

Name of the School :: Shri Vinoba Bhave Pary Centre
V School

Period Allotment	
Subject	Periods Time
English	4 2h
Gujarati	4 2h
Hindi	4 2h
Sanskrit	2 1h
Social Sciences	7 3-30
Science & Technology	5 2-30
Mathematics	9 4-30
Phy. Edu.	1 1h
Computer	
Drawing	
TOTAL	36 Wh

Period No.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	Science	Science	Science	Science	Science	
2	Hindi	Eng	Eng	Maths	Maths	Phy. Edu
3	Maths	Maths	Eng	Eng	Maths	Reading
4	S.S.S	S.S.S	Maths	Sanskrit	Eng	
5	Eng	S.S	Maths	Eng	S.S	
6	Maths	Eng	S.S.	S.S	Sanskrit	
7	S.S	Hindi	Hindi	Hindi	Maths	
8						

Class Teacher

Principal

Internship Video

2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

Pre practice teaching/ internship orientation/training encompasses certain significant skills and competencies such as	Nature of activities	Duration with dates	Nature of teacher involvement	Nature of student participation
1. Formulating learning objectives	Workshop mode with collaborative activities	16.8.22 ,28.7.22, 28.7.23,	Facilator and Guide	Collaborative work on concept mapping
2. Content mapping	Collaborative concept mapping	25.7.22 -30.7.22	Facilitator	Concepts in methods
3. Lesson planning/ individualized education plans (IEP)	Planning based on models of teaching.	21/7/2022, 4/08/2022	Facilitator	Peer teaching, Innovative teaching sessions.
4. Identifying varied student abilities	Presensation abilities, sports, artistic, creative abilities, Poster making competition was organized as part of Azadika Amrut Mahotsav	5/8/2022	Modeling teaching skills, Orientation to period plan format at different levels, Demonstation of different types of plans	Participation in different activities
5. Dealing with student diversity in classrooms	Remedial programmes and student supportive programmes	2/8/2022	Conducting activities related	Content internalisation at school level
6. Visualising differential learning activities according to student needs	Participation of students in club related activities and assembly presentation/ Assignment based activities on interest of Learner.	16/9/2022 ,29/8/23	Bilingual teaching in the class	Assignment and seminar presentation
7. Addressing inclusiveness	Workshop on Inclusive Education Course paper Inclusive Education students were taken for a visit to Sneh Nizar , Govt mentally retarded school.	19/1/23	Facilitation	Participation
8. Assessing student learning	Learning the Pedagogy of English, PE-2 NEP 2020 Presentation in collaborative activity mode	25/10/23-26/10/23	Organizing	Formative assessment strategies
9. Mobilizing relevant and varied learning resources	The Electoral Literacy Club was launched at the Institute. Making students aware about local area knowledge and increasing their learning adaptability	27/9/2022 15/10/2022	Orientation , Developing Portfolio, Rubrics	Experient learning

10. Evolving ICT based learning situations	Presentation on ICT by the students on Course Paper of ICT with exporing digital tools.	25/9/23-11/10/23	Organizing	Open Educational Resources,
11. Exposure to Braille /Indian languages /Community engagement	Language Across the curriculum Course paper related activities. Engaging the students in making with TLM related concept of Indian Language and use in teaching it a resource. Awareness programme on sensitive activities to familiarize student. Hindi divas	15/10/2022, 27/2/23, 14/9/2022	Facilitator	Participants in the workshop, Designing instructional plans,