



Ref :

Date :

2.4.5 Documents

1. Preparation of lesson plans EPC-1, EPC-3 syllabus

Curriculum Framework Bachelor of Education (2-Year) 2020

Sem	EPC 1: Reflective Reading	Compulsory
I		Marks : 35 + 15

Objectives
To enable the prospective teachers:

- to identify and relate to the context and diversity exhibited in the text book.
- develop skill of interpretation and reflection in relation with the text.
- to relate to the purpose of conducting various microteaching, curricular and co-curricular activities.
- to develop skills and ability to reflect in action and on action.

Section A : Context And Diversity In Text
(This section foCuS on developing the reading and comprehending ability of the teacher trainee with reference to text and develop skills for verbally, visually kinesthetically reflecting on the same.)

1.1 Conceptual Understanding: Text, Diversity, Context, Comprehension, Reading Strategies

1.2 Davis's nine potential component skills of comprehension
1. Word meanings 2. Word meanings in context 3. Follow passage organization 4. Main thought 5. Answer specific text-based questions 6. Text-based questions with paraphrase 7. Draw inferences about content 8. Literary devices 9. Author's purpose.

1.3 Reading Strategies-Previewing, Skimming, Scanning, Inferring, Reflecting, Predicting, Paraphrasing and Expansion of ideas

Section B : Reflections On Curricular Practices
(This section foCuS on providing opportunities of reflection to teacher trainee with reference to curricular practices and school internship activities and develop skills for verbally, visually kinesthetically reflecting on the same.)

2.1 Conceptual Understanding: Reflective learning, Reflective Diary, stages of reflection

2.2 Reflection in action, reflection on action –Donald Schon

Activities for Section A :

1. Select a text (at least a lesson of 4-5 pages) from the text book of your choice. Identify the context, diversity and values inherent in the text. State the authors purpose of the text and Reflect upon your understanding for the same.
2. Select a text (at least a lesson of 4-5 pages) from the text book of your choice. Paraphrase the text and redesign the pages of the text in creative ways.
3. Narrate a story with true events (a current news piece from newspaper related to current events or any incidence can be selected). Re-telling the account - in one 's own words/ reflect your views / allow different viewpoints to be presented. from different points of view (taking turns in a smaller group)
4. Select a text from school text book which describes an event /case study/narration etc. Identify the cultural/social/gender relations prevalent during the describe period and present it in audio/visual/ audio-visual form other than the text.
5. Select an event based text from school text book and elaborate on the history before the events listed in the book. Identify the cultural/gender/social biases/thoughts/ideas inherent during the given period. Present it in audio/visual/audio-visual form other than the text.

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Curriculum Framework Bachelor of Education (2-Year) 2020



Activities for Section B :

1. Select a text analyses the structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations (guided working in pairs)
2. Reflect upon your experiences that helped you in transforming the theory taught to you and practice that you adopted related with microteaching skills.
3. Select an event related to microteaching and reflect upon the experiences of preparing and presenting the skill and the process of thinking at the time of teaching.
4. Select an event related to any curricular or co- curricular activity in which you have participated. List down the sequence of the events and elaborate at least one / two events during the process which might have weakened / strengthen/ changed changed your thoughts/ attitudes.
5. Researching and select an article of your choice. Research on the chain of events and develop a journal related to the event.

Note: Trainees will select one activity from each unit for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.



Institute of Language Teaching

Ref :

Date :

Curriculum Framework Bachelor of Education (2-Year) 2020		
Sem	EPC 2: Art in Education	Compulsory
I		Marks : 35 + 15
Objectives To enable the prospective teachers:		
<ul style="list-style-type: none">to identify and relate to the components related to music, fine arts, dance and drama inherent in the school curriculum.to develop skills of identifying and appreciating values related to music, fine arts, dance and drama in the school textbooks.to relate the textbooks to the purpose of conducting various celebrations in the form of curricular and co-curricular activities through the various forms of art.to develop skills and abilities to identify art in the curriculum and relate it to the day-to-day teaching and learning and lifelong learning.		
Section A : Music and Fine Arts in Education (Conceptual Understanding)		
1.1 Fine Arts : Elements (Line, form, tone, shape, color, texture) and its various expressions (Drawing, Painting, Poster Making, Collage, Rangoli, Clay Modeling etc.)		
1.2 Music (Sanskrit Hymns, Shlokas, Stotras, Prayers, Patriotic Songs, Folk Songs, Light Vocals)		
Section B : Dance and Drama in Education (Conceptual Understanding)		
2.1 Dance: Taal, Laya, Matra, Sam, Tali, Khali and Avartan with example of different Taals. Writing of Taals, Folk, Traditional and Regional Dances, Classical dance forms		
2.2 Drama : Theatre, Mono Acting, Mimicry, Skit, One Act Play, Mime, Dialogues and Dialogue Delivery		
Activity of Section A		
Music		
<ol style="list-style-type: none">Select a text from your textbooks and identify any Sanskrit Hymns, Shloks, Stotra, Prayers, Patriotic Songs, Folk Songs, Light Vocal with which you can present the content or the text in a better way. Prepare a report with guidelines for the teacher showing the process.Select a concept or text from your textbook. Develop Sanskrit Hymns/ Shloks/ Stotra / Prayer/ Patriotic Song / small poems for teaching the concept. Prepare a detailed report.Find out a text or a topic related to any folk song pertaining to any region. Learn how to perform it in the classroom for the better understanding of the topic. How will you relate it and explain it? Prepare a detailed report.Find out a song related to Bhakti Sangeet of India pertaining to any religion that is related to one or more topics of any textbooks. Learn to sing it appropriately in the classroom and relate it to disCuSs your topic. Prepare a detailed reportCan music be used to teach science and mathematics? If yes, how? Find out the ways and sources. Prepare or create your own poem, song or instrumental tune and perform before your teacher educators and teacher trainees. Prepare a detailed report of the project.		
Fine Arts		
<ol style="list-style-type: none">Select a concept or topic from the school textbooks and prepare a drawing or painting. Prepare an outline of how to use that in the teaching of that topic in the class. Perform it and Prepare a report.Select a concept or topic related to raising social awareness regarding any social or national or global issue from the school textbooks and prepare a poster. Prepare an outline of how to use that in the teaching of that topic in the class. Perform it and Prepare a report.		
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Date :

Sem IV	EPC 3 O1: Environmental Education	Optional Marks : 35 + 15
Objectives To enable the prospective teachers:		
<ul style="list-style-type: none">• to understand functions of various Environmental Education centers.• to conduct case study on Environmental Education and NGO or Academic organization.• to prepare report on implementation Environmental policies.• to conduct interview for Environmental Education activities at the school• to develop an understanding of concepts and issues related to environment as depicted in curriculum		
Section A		
<ol style="list-style-type: none">1. Study of students' understanding of the environmental concepts depicted in the text books2. Activities for developing environmental friendly life style3. Visit to any Environmental Education Centre and prepare report based on its activities4. A study of Environmental issues by interviewing student, parents and educator.5. A case study of any NGO, Academic organization such as special institution for Environmental Education with reference to their activities6. Report on implementation of Environmental policies with reference to provisions for Environmental Education in the school.7. Interviewing and preparing report to find out Environmental Education activities at the school by interviewing associated personnel (school principal, teachers, parents and students).8. One day camping in a village or in Forest9. Prepare a report on pollution in your place and inform the local authority.		
Section B		
<ol style="list-style-type: none">1. Study of students' understanding of the images, graphs and figures related to environmental concepts as depicted in the text books.2. A study on representation of concepts of environment across the curriculum (different subjects in same class or same subject in different classes)3. Administration of Environmental awareness test on school students and preparing report4. Group discussion on significance of Panch Mahabhoota in the wellbeing of people.5. Administration of Environment awareness inventory on school students and preparing report6. Administration of Environmental awareness checklist/ rating scale/observation on students and preparing report7. Administration of Environmental awareness interview on teachers and preparing report8. Reflection on the policies and practices related to environment issues9. Movie/ documentary review with reference to Environmental Education.		
Mode of Transaction: Workshops of one day to describe the idea and the activity. Activities to be conducted (any one from section A and B respectively)		
Note: Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.		
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Date :

Curriculum Framework Bachelor of Education (2-Year) 2020		
Sem		Optional
IV	EPC 3 O2: Yoga in Education	Marks : 35 + 15
Objectives To enable the prospective teachers: <ul style="list-style-type: none">• to perform various Asanas and Pranayam• to understand the power of meditation• to understand the impact of yoga on health• to apply the knowledge yoga in the well being of self and society• to appreciate the traditional knowledge in yoga		
Section A <ol style="list-style-type: none">1. Perform any five Paranyama and prepare a video of it. Anulom vilom, Bhastika, Kapalbhanti, Shitali, Sitkari, Bhramari, Surya bhedan and Chandra bhedan2. Organize Yoga awareness camp in the practice teaching school and prepare a report of it.3. Undertake a project on scientific parameters of Yoga and prepare a report of it4. Conduct a survey about the awareness towards yoga and prepare a report5. Participate in any one seminar or workshop related to yoga and health and prepare a report6. Visit a Yoga University or any Yoga centre and prepare report7. Interview any regular yoga practitioner and prepare report on their daily routine and their views about Yoga8. International Yoga day Celebration and report preparation		
Section B <ol style="list-style-type: none">1. Perform Asanas (Any Twelve) and prepare a video of it.<ol style="list-style-type: none">a) Sitting Posture : Matsyendrasana, Kukkutasana, Vakrasana, JanuShirshasana, Bakasanab) Sleeping Posture: Ardha Salbhasana, Navkasana, Mandukasana, Matsyasana, Setubandhasanac) Standing Posture : Katichakrasana, Ustrasana, Garudasana, Virbhadrasana, Adho mukhasana2. Visit any two certified yoga teacher and conduct interview about the impact of yoga on health and submit a report3. Prepare a detailed report on different styles of meditation4. Visit any yoga training Centre and prepare a report5. Organize an interview with any five well known personalities of the city and find out their views about yoga.6. Prepare a study paper on Emotional disorders and yoga7. Taking precautions while doing Yoga-Prepare a report8. Perform Shudhdhikriya (Jal Neti, Sutra Neti, Tratak) and prepare a video		
Mode of Transaction: Workshops of one day to describe the idea and the activity. Activities to be conducted (any one from section A and B respectively)		
Note: Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.		

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Ref :

Date :

Sem IV	EPC 3 O3: Educational Management	Optional Marks : 35 + 15
Objectives To enable the prospective teachers:		
<ul style="list-style-type: none">• to understand functions of various educational agencies.• to suggest way to improvise functioning of the school• to develop understanding regarding functioning of various types of schools• to acquire resource management skill		
Section A		
<ol style="list-style-type: none">1 Group disCuSsion on difference between management and administration2 A case study of any reputed/model educational institution with reference to its nature, structure, ethos, communication channel, function, branding policy (Public Relation Policy), leadership style adopted, record maintained, etc.3 Familiarizing with various records maintained by self-financed school and government school following various educational boards4 SWOT analysis of any educational institution5 Visit to Pragna School, BaLa School, KGBV, Eklavya Model School, Special School6 Visit to NCERT/SCERT/ DIET/ BRC/CRC and prepare report on its function7 A Study of school culture by adopting sociometry or any other technique.		
Section B		
<ol style="list-style-type: none">1. Preparing report on leadership style adopting by principal in the school with reference to its im pact on HR relations, productivity, etc.2. Preparing workload of any educational institution based on HR available3. Conducting any co-curricular activities with available resources in the school (Resource management)4. Prepare various type of time table (academic time table, teacher wise time table, class wise ime table) for school5. Prepare schedule to conduct examination in the school with reference to available re-sources6. Prepare a comparative report about the evaluation pattern of different school board7. Study of a school using the School Evaluation Format developed by GCERT		
Mode of Transaction: Workshops of one day to describe the idea and the activity. Activities to be conducted (any one from section A and B respectively)		
Note: Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.		

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Curriculum Framework Bachelor of Education (2-Year) 2020

Sem IV	EPC 4 O1: Educational Statistics	Optional Marks : 35 + 15
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Objectives

To enable the prospective teachers:

- to acquaint the student teachers with the basic scientific concepts and practices in the educational statistics.
- to enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
- to develop skills and competencies in the student teachers for the use of the statistical techniques in the field.
- to enable the student teacher to interpret the result of educational statistics.

Section A

1. Write a report on data collected of your class result by finding the mean, median and mode of scores on any one subject.
2. Write a report on data collected of your class result by finding the mean deviation, standard deviation and quartile deviation of scores on any one subject.
3. Do the analysis of achievement in different subjects.
4. Find the correlation between the scores of two subjects in the class and prepare a report.
5. Finding the central tendencies and measures of dispersion of result with the help of MS-Excel and write a report.
6. Do the trend analysis of five year result of standard XI of different subjects.
7. Graphical presentations of student's achievement in the different subject of your nearby school.

Section B

1. Graphical presentations of student's achievement in the different standard of your nearby school.
2. Prepare Graphical presentations of students achievement in the different subject of your nearby school with the help of excel.
3. Graphical presentations of student's achievement in the different standard of your nearby school with the help of excel.
4. Convert a achievement scores of one standard students in any subject in percentile and percentile rank and prepare a report.
5. Prepare a frequency distribution of a score in one subject and prepare its report.
6. Do the trend analysis of attendance of B.Ed. students.
7. Compare the judgment of different judges of the activities done at college level.

Mode of Transaction: Workshops of one day to describe the idea and the activity.
Activities to be conducted (any one from section A and B respectively)

Note: Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.

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Ref :

Date :

Sem
IV

EPC 4 O2: Guidance and Counselling

Optional

Marks : 35 + 15

Objectives

To enable the prospective teachers:

- to understand functions of various counseling centers.
- to conduct case study on Divyang children and NGO or Academic organization.
- to prepare report on implementation of RTE.
- to conduct an interview of counsellor to find out guidance and counselling activities at the school
- to administer IQ, Aptitude and Personality test.

Section A

- 1 Discussion on concept and need of Guidance and Counselling
- 2 Visit to any guidance and counselling centre (Vocational, Personal guidance centre) and prepare report based on its activities
- 3 A case study of Divyang child by interviewing care taker, parents and special educator
- 4 A case study of any NGO, Academic organization such as special school for divyang children with reference to their activities
- 5 Report on implementation of RTE-2009 with reference to provision of 25% seats for economically weaker and disadvantaged children in the schools.
6. Interviewing and preparing report to find out guidance and counselling activities at the school by interviewing associated personnel (counsellor, school principal, teachers, parents and students).
7. Movie/ documentary review with reference to guidance and counselling
8. Designing and implementing vocational guidance programme for school students
9. DisCuSsion on the case study of counseling presented in the textbook of English (SL) of standard-11
10. Identify the issues related to guidance and perform role playing.

Section B

1. Administering Intelligence test and based on it guiding students and preparing report
2. Administering study habits inventory and based on it guiding students and preparing report
3. Administering Personality test and based on it guiding students and preparing report
4. Administering Aptitude Test and based on it guiding students and preparing report
5. Administering interest inventory and based on it guiding students and preparing report
6. A study of group dynamics with the help of Sociometry and prepare report
7. Designing and implementing remedial strategies for slow learners/ gifted learners.
8. Preparing student profile by administering psychological tests at school level

Mode of Transaction: Workshops of one day to describe the idea and the activity.

Activities to be conducted (any one from section A and B respectively)

Note: Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.



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Date :

Curriculum Framework Bachelor of Education (2-Year) 2020

Sem
IV

EPC 4 O3: Value Education

Optional
Marks : 35 + 15

Objectives

To enable the prospective teachers:

- to understand the concept of various value and analyse it.
- to review and reflect on the events involving value judgement.
- to prepare report of their reflections.

Section A

- In order to move from "me" to "we", what changes would you like to bring in your college environment?
- Prepare presentation/paper on any one topic with your reflection: The factors for lacking of values in today's world is:
 - Wealth Without Work
 - Pleasure Without Conscience
 - Knowledge Without Character
 - Commerce Without Ethics
 - Science Without Humanity
 - Politics Without Principles
- Watch the following youtube videos <https://www.youtube.com/watch?v=g1YJePEEnvUY> and <https://www.youtube.com/watch?v=OVAoqeqQuFM> and analyse it.
- Watch the following youtube video <https://www.youtube.com/watch?v=ifdjubjdMtc> and analyse it.
- Watch movie: "Madam Geeta Rani" and reflect your view if you were there in place of Geeta Rani.
- Write a script of a Drama to inculcate any one value among this student

Section B

- Watch any one patriotic movie any analyse identify the values and if you are a director, how you have projected this theme in this movie.
- Read article 51A of Indian constitution and analyse your behavior with reference to these fundamental duties.
- Read the chapter 6: 'Equitable and Inclusive Education: Learning for All' of NEP 2020 and make an action plan to implement it as a teacher.
- Read the textbook of Social Science of any standard from 6 to 8 and make a list of the values reflected from it.
- Visit any orphan/old age house and reflect your thoughts that came after this visit.
- For example think "Because of the corona disease, you are hospitalized for a short time. What cautions will you take for society? Reflect your views and make a list of values that are governing your decisions.

Mode of Transaction: Workshops of one day to describe the idea and the activity.

Activities to be conducted (any one from section A and B respectively)

Note: Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.



Ref :

Date :

Sem

II

ES 2: Developing the Self

Compulsory

Marks : 70 + 30

Objectives:

To enable the prospective teachers:

- to develop critical understanding of concept of self and self-identity.
- to analyze the role of socialization in development of self.
- to analyze the role of spiritualism in development of self
- to critically discuss and analyses the role of teacher, books, films and case studies on development of self

Unit 1: Self and Self Identity

- 1.1 Concept of Self and Self-identity
- 1.2 Indian Concept of Self with reference to Satva, Rajas and Tamas Guna
- 1.3 Constituent of Panch Kosh
- 1.4 Components of Self – Attitude, Beliefs, Values

Unit 2: Development of Social Self

- 2.1 Concept of Social Self & Cultural Self
- 2.2 Agencies that shape the Self: Family, School and Community
- 2.3 Stereotypes and Prejudices: Concept and role of Gender, Caste, Language and Religion in Developing Self
- 2.4 Crisis of Self-identity in the era of Internet and Skills of enhancing self

Unit 3: Development of Spiritual Self

- 3.1 Concept of Spiritual Self, Spiritualism and Integral Humanity
- 3.2 Process of Self-awareness, Self-observation, Introspection and Austerity
- 3.3 Concept of Sthitpragya (Bhagwad Geeta Ch-2)
- 3.4 Yoga as a tool for Integration of Individual and Universal Self (Ashtang Yog)

Unit 4: Developing Self through Books, Case Studies, Films

- 4.1 Books: Kon (Labhshankar Thakar), Gora (Ravindranath Tagore), Potani Olakh (Bababhai Patel)
- 4.2 Case Study: J. Krishnamurthy, Ramkrishna Paramhans
- 4.3 Films: Adi Shankracharya, Reva, Mystic India
- 4.4 Role of a Teacher(Guru) in Developing the Self



Institute of Language Teaching

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2. Developing assessment tools for both online and offline learning Assignment No 2: (offline) Paper -Assessment for Learning (Development of blue print)

Sem III	AE 1: Assessment and Evaluation in Learning	Compulsory Marks : 70+30
Objectives To enable the prospective teachers:		
<ul style="list-style-type: none">• to understand concept of assessment and evaluation• to understand and differentiate tools of assessment and evaluation.• to understand about elementary statistics in evaluation.• to develop ability to critically review current trends in evaluation.		
Unit 1: Assessment & Evaluation		
<ol style="list-style-type: none">1.1 Meaning of testing, measurement, assessment and evaluation1.2 Steps of Evaluation Process, Principles of Evaluation, Importance of Evaluation1.3 Meaning of assessment of learning, assessment for learning and assessment as learning1.4 Formative, Summative, Continuous and Comprehensive Evaluation		
Unit 2: Tools of Assessment and Evaluation		
<ol style="list-style-type: none">2.1 Types of Examination: Written, Oral and Performance base2.2 Preparation of Blue Print based Question Paper and Characteristics of Ideal Question Paper2.3 Techniques of Assessment (Concept, Merit & Demerit): Observation, Interview, self-assessment, peer-assessment and Sociometry2.4 Tools of Assessment (Concept, Merit & Demerit) : Questionnaire, Checklist, Scales, Anecdotal Records, Achievement test, Diagnostic Test and Psychological Test		
Unit 3 : Elementary Statistics		
<ol style="list-style-type: none">3.1 Nature of Data: Grouped and ungrouped, Frequency distribution3.2 Measure of central tendency: Mean , Median and Mode3.3 Measure of dispersion: Average Deviation, Standard Deviation3.4 Concept of correlation, Spearman's Rank Difference Correlation, Percentile and Percentile Rank		
Unit 4: Current Trends in Evaluation		
<ol style="list-style-type: none">4.1 Examination Reforms- Scrapping of CCE by CBSE, Choice Based Credit System4.2 Uniform system of Assessment, Standardized testing- ASSET and Olympiad4.3 On-Line Examination and Open-Book Examination: Concept, need, benefits4.4 Grade and Grading System: Meaning, Types (Absolute and Comparative or Relative Grading), Merits and limitations		
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Question Paper prepared by Student as per blue print

Institute of Lanaguage Teaching B.Ed. (English) College, Rajkot
Block Lesson Blue Print Paper-1 for K.G Dholakiya school
Topic taught by : Anjali Gohil

Std. : 10th Topic : Direct Indirect Speech Marks : 50
Time : 45 minutes Exam : Blue Print Paper-1 Date : 31/01/2023

Name : _____ Roll No. : _____

1. Multiple Choice Questions : (20 Marks)

1. Direct speech sentence is always marked with _____ sign.
(a) inverted comma (b) colon (c) semi colon (d) comma
2. Direct speech sentence is always ended with _____ sign in Interrogative Sentences.
(a) Full Stop (b) Question Mark (c) Exclamatory Mark (d) None
3. Indirect speech sentence always ends up with _____ sign.
(a) Full Stop (b) Question Mark (c) Exclamatory Mark (d) None
4. Most common conjunction used in Indirect Speech sentences is _____.
(a) What (b) Since (c) That (d) So
5. In _____ sentences, there will be 'NO USE' of conjunction 'That'.
(a) Interrogative (b) Assertive (c) Imperative (d) both (a) and (c)
6. There are total _____ rules to transform a direct speech sentence into an indirect one.
(a) five (b) six (c) four (d) seven
7. The teacher said that the earth goes around the sun. (Identify the reporting verb)
(a) The teacher (b) earth (c) said (d) the sun
8. Ram ordered Rahim to bring a glass of water for him. (Identify the type of sentence)
(a) Interrogative (b) Assertive (c) Exclamatory (d) Imperative
9. She asked her what she was doing. (Identify the conjunction)
(a) asked (b) was (c) She (d) what
10. The doctor advised him to continue with the medicine. (Identify the type of sentence)
(a) Exclamatory (b) Interrogative (c) Imperative (d) Assertive
11. Abdul asked, "Would you prefer to play cricket now?" (Identify the type of question)
(a) 'Wh' question (b) Yes/No question (c) both (a) and (b) (d) None



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Question Paper ::Method-2 Counstructed as per Blue-Print

Std. : 11th.

Topic : Direct Indirect Speech

Marks : 50

Time : 45 minutes

Exam : Blue Print Paper-2

Date : 21/03/2023

Name : _____

Roll No. : _____

1. Multiple Choice Questions :

(20 Marks)

1. Direct speech sentence is always marked with _____ sign.
(a) inverted comma (b) colon (c) semi colon (d) comma
2. Direct speech sentence is always ended with _____ sign in Interrogative Sentences.
(a) Full Stop (b) Question Mark (c) Exclamatory Mark (d) None
3. Indirect speech sentence always ends up with _____ sign.
(a) Full Stop (b) Question Mark (c) Exclamatory Mark (d) None
4. Most common conjunction used in Indirect Speech sentences is _____.
(a) What (b) Since (c) That (d) So
5. In _____ sentences, there will be 'NO USE' of conjunction 'That'.
(a) Interrogative (b) Assertive (c) Imperative (d) both (a) and (c)
6. There are total _____ rules to transform a direct speech sentence into an indirect one.
(a) five (b) six (c) four (d) seven
7. The teacher said that the earth goes around the sun. (Identify the reporting verb)
(a) The teacher (b) earth (c) said (d) the sun
8. Ram ordered Rahim to bring a glass of water for him. (Identify the type of sentence)
(a) Interrogative (b) Assertive (c) Exclamatory (d) Imperative
9. She asked her what she was doing. (Identify the conjunction)
(a) asked (b) was (c) She (d) what
10. The doctor advised him to continue with the medicine. (Identify the type of sentence)
(a) Exclamatory (b) Interrogative (c) Imperative (d) Assertive
11. Abdul asked, "Would you prefer to play cricket now?" (Identify the type of question)
(a) 'Wh' question (b) Yes/No question (c) both (a) and (b) (d) None



Institute of Language Teaching

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Date :

CONSTRUCTION OF BLUE PRINT

Under this programme you have to construct a question paper of 50 Marks in the format of Blue Print design for both the methods.

Method : 1 Subject : English

Table-1 : Weightage as per Contents

No	Content points	Weightage	Marks
1	Direct Indirect	100%	50
2			
3			
4			
5			
TOTAL		100%	50

Table-2 : Weightage as per Objectives

No	Objectives	Weightage	Marks
1	Knowledge	22%	11
2	Understanding	26%	18
3	Application	32%	16
4	Skills		10
5			
TOTAL		100%	50

Table-3 : Weightage as per Type of Questions

No	Type of Questions	Weightage	Marks
1	E-Type	20%	10
2	SA Type	40%	20
3	SH Type	40%	20
4	-	-	-
5	-	-	-
TOTAL		100%	50

3-D Table of Blue Print

Unit	Knowledge			Understanding			Application			Skills			Total		
	Essay Type	Short Answer Type	Objective Type	Essay Type	Short Answer Type	Objective Type	Essay Type	Short Answer Type	Objective Type	Essay Type	Short Answer Type	Objective Type	Essay Type	Short Answer Type	Objective Type
1	-	5(5)	6(6)	-	5(5)	8(8)	-	10(10)	6(6)	10(2)	-	-	10(2)	24(24)	20(20)
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	5(5)	6(6)	-	5(5)	8(8)	-	10(10)	6(6)	10(2)	-	-	10(2)	50(50)	42(42)
Total	-	11(11)			8(13)			16(16)		10(22)					

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Date :

Workshop on "Construction of Test items, BluePrint and the Answer key



Design workshops on assessment techniques and methods.

- Task trainees with creating and implementing assessment tools for diverse subjects.

Preparation of blueprint - helps to match various competencies with the course content and the appropriate modality of assessment.



Institute of Language Teaching

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THREE DIMANTIONAL TABLE (BLUE PRINT)

STD: 8
SUB: ENGLISH

TOPIC: CHEETAH'S TEARS, THE RIVER.

MARKS: 50
TIME: 60 min.

NO ↓	OBJECTIVES → Teaching Point ↓	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)	26(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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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 (PARTIAL)	14	28%
2	CHEETAH'S TEARS (COMPREHENSION)	20	40%
3	GRAMMAR (Direct-Indirect)	15	30%
4	THE RIVER (FORM)	8	16%
TOTAL		50	100%

③ WEIGHTAGE ACCORDING TO TEACHING POINT

NO.	Type of Question	Marks	Percentage
1	ESSAY TYPE	13	26%
2	SHORT ANSWER TYPE	12	24%
3	OBJECTIVE TYPE	25	50%
TOTAL		50	100%



Ref :

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3. Effective use of socialmedia-

Sem III	CuS 4: ICT in Curriculum	Compulsory Marks : 70 + 30
Objectives To enable the prospective teachers:		
<ul style="list-style-type: none">• to develop critical understanding of concept & aspects of ICT• to develop skills for integrating ICT and Pedagogy• to acquaint them with tools of ICT in education• to familiarize them with ICT enabled assessment		
Unit 1 ICT- Concept & Aspects		
<ol style="list-style-type: none">1.1 Meaning & Concept: Information, Technology, Information Technology & ICT1.2 Concept & Use: Internet and browser - basic and advanced search strategies1.3 Internet Resources: Location and evaluation with reference to authentic content1.4 Legal & Ethical issues in use of ICT- Hacking, Violation of Copyright, Plagiarism		
Unit 2 Integrating ICT and Pedagogy		
<ol style="list-style-type: none">2.1 Technological Pedagogical Content Knowledge (TPCK) – Concept and Meaning2.2 Technology integrated learning experiences2.3 Online Teaching Tools – Google Classrooms, Interactive Virtual Classroom platforms like Google Meet, WebEx , Zoom, Microsoft Team2.4 Assistive technology: Concept & Tools - Reading & Writing Tools		
Unit 3 ICT for Education		
<ol style="list-style-type: none">3.1 Communication Tools: Email, Chat, Blogging3.2 Collaboration Tools: Wiki, Social Networking, Web conferencing,3.3 Content Creation/ Authoring Tools: Learner Management System - Adapt, Xerte & Powtoon3.4 Delivery & Distribution Tools : EPUB, Podcasting, Audio/Video Streaming, MOOC		
Unit 4 ICT Enabled Assessment and Education		
<ol style="list-style-type: none">4.1 Computer Assisted & Computer Adaptive Assessment: Concept and Use4.2 Electronic assessment portfolio - Concept and types4.3 Digital Tools for Assessment: rubrics generator, test generator, google forms & drives4.4 ICT in Education- National Repository of Open Educational Resources (NROER), SWAYAM, E PATHSHALA, AMRITA O Labs, ANGIRA		
Indian Institute of Teacher Education		01



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Ref :

Date :

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
- Cautions for Cyber

CA SWATI PANCHAL

FINANCIAL LITERACY SESSION BY TEAM SEBI

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

Investor Resilience - A Smart Investor conducts research 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

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



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Ref :

Date :

Influential Educators Season 2k21
#Talk01


Dr. Deepak Mashru
Assistant Professor, Marwadi University

Will deliver an expert talk
on

**Leveraging Technology in
English Language Teaching**

On
27th February, 2021

 ILT B.Ed (English) College, RAJKOT





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Ref :

Date :

4. Identifying and using online and offline learning resources.

Assignment by Student in submitted Online in Google Classroom:

<https://classroom.google.com/u/2/c/Mzc2NDA4NDA1OTg2>

<https://classroom.google.com/u/2/c/Mzc2NDA4NDA1OTg2>

Amber Joshi
Roll No :- 20

Date

20	78	31	42	78
32	48	32	46	
48	58	33	53	
52	52	20	78	

class interval	frequency	RF = $\frac{f}{N}$	CF
20 - 25	2	0.13	2
26 - 30	0	0	2+0 = 2
31 - 35	4	0.26	2+4 = 6
36 - 40	0	0	6+0 = 6
41 - 45	1	0.06	6+1 = 7
46 - 50	3	0.2	7+3 = 10
51 - 55	3	0.2	10+3 = 13
56 - 60	1	0.06	13+1 = 14
61 - 65	0	0	14+0 = 14
66 - 70	0	0	14+0 = 14
71 - 75	0	0	14+0 = 14
76 - 80	1	0.06	14+1 = 15
	15	RF = 0.61	



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Ref :

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AE-1
Ch-3

Anjali - 15 Dharmu - 14
Shweta - 25 Mehjbeen - 23

* Que-1 Data

→ 15, 25, 32, 49, 17, 28, 44, 40, 19, 22, 34, 35, 22, 49, 30

Class interval	Frequency	RF $RF = \frac{f}{\text{Total } f}$	CF
15-20	3	0.2	3
21-25	3	0.2	6
26-30	2	0.13	8
31-35	3	0.2	11
36-40	1	0.06	12
41-45	2	0.13	14
46-50	1	0.06	15
	<u>15</u> Total frequency	<u>Total RF = 0.98</u>	

* Que-2 Data

V	F	Sum of Observation	* Mean = $\frac{\text{Sum of obs.}}{\text{Total freq.}}$
5	3	15	= $\frac{101}{13}$
7	4	28	
8	2	16	<u>Mean = 8</u>
9	1	9	
11	3	33	* <u>Median = 8</u>
	<u>13</u>	<u>101</u>	* <u>Mode = 7</u>



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Raw Data

\sqrt{x}	f	(xf)	Sum
5	1		5
8	4		32
10	5		50
15	6		90
20	20		200
	26		380

$$\text{Mean} = \frac{\text{Sum of Ob.}}{\text{No. of Ob.}} = \frac{380}{26} = 14.61$$

$$\text{Median} = \left[\frac{\frac{n}{2} + \frac{n+1}{2}}{2} \right] = \frac{14 + 15}{2} = 14.5$$

$$\text{Mode} = 15$$

	NAME		Roll No
Bhumi	Sanghvi	-	39
Nidhi	Acharya	-	1
Pritya	Tethva	-	19
Rushti	Rajpara	-	33



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Link of Google Form for assessment of Students

<https://classroom.google.com/u/2/c/Mzc2NDA4NDA1OTg2>

* Vishwa, Gladdish, Pooja, Jigna

Data: Marks of students out of 100

42	45	50	55	61
67	86	95	75	72
<u>41</u> L.V	69	85	88	<u>96</u> H.V

$$R = H.V - L.V$$
$$= 96 - 41$$
$$= \underline{55}$$

<u>class</u>	<u>f</u>	<u>R.F</u>	<u>C.F</u>
41 - 50	4	0.26	4
51 - 60	1	0.06	1+4=5
61 - 70	3	0.2	5+3=8
71 - 80	2	0.13	8+2=10
81 - 90	3	0.2	10+3=13
91 - 100	<u>2</u>	<u>0.13</u>	13+2=15
	15	0.98	55



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Page

<u>V</u>	<u>f</u>	<u>Sum.</u>
45	4	180
55	1	55
65	3	195
75	2	150
85	3	255
95	2	190
	<u>15</u>	<u>1025</u>

Mode = 45

Median = $\frac{65 + 75}{2} = \frac{140}{2}$
 $= \underline{\underline{70}}$

Mean = $\frac{\text{Sum of observation}}{\text{No. of observation.}}$
 $= \frac{1025}{15}$
 $= \underline{\underline{68.33}}$



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Content shared as guidance for AE-1 by Faculty in Online Class

<https://classroom.google.com/u/2/c/Mzc2NDA4NDA1OTg2/m/NTAxNTQyNzAyMDM1/details>

[Google Test](#)

[Assessment](#)



Institute of Language Teaching

Ref :

Date :

5. Evolving learning sequences (learning activities) for online as well as face to face situations- Institute of Language Teaching, Rajkot , students are given learning experience of Microteaching, Simulation lesson, practice teaching and internship in a sequence and thus develop teaching-learning abilities among them. Workshops are also conducted to provide them hands-on experience in the aspect.

Curriculum Framework																
Semesters		Sem 1			Sem 2			Sem 3			Sem 4			Total		
NCFTE-2009	Titles of the Paper/Subject	Paper	Credit	Total C	Paper	Credit	Total C	Paper	Credit	Total C	Paper	Credit	Total C	Paper	Credit	Total C
Area A: Foundations of Education																
Learner Studies	Psychology of Learner	1	3	3			0			0			0	1	3	3
	Learning & Teaching			0	1	3	3			0			0	1	3	3
Contemporary Studies	Teacher & Learner in Society			0		0				0	1	3	3	1	3	3
	Gender, School and Society			0		0				0	1	3	3	1	3	3
Educational Studies	Perspective in Education	1	3	3			0			0			0	1	3	3
	Developing the Self			0	1	3	3			0			0	1	3	3
Total Area A		2	6	6	2	6	6	0	0	0	2	6	6	6	18	18
Area B: Curriculum and Pedagogy																
Curriculum Studies	Curriculum Development Principles	1	3	3			0			0			0	1	3	3
	Knowledge and Curriculum			0	1	3	3			0			0	1	3	3
	Inclusive Education			0		0		1	3	3			0	1	3	3
	ICT in Curriculum			0		0		1	3	3			0	1	3	3
Language Proficiency and Curriculum	Gujarati Language	1	3	3			0			0			0	1	3	3
	English Language			0	1	3	3			0			0	1	3	3
	Hindi Language			0		0		1	3	3			0	1	3	3
	Classical Sanskrit			0		0			0	1	3	3	1	3	3	3
	Language across the curriculum			0		0		1	3	3			0	1	3	3
Pedagogical studies	General Pedagogy for Maths and Science (O)	1	3	3			0			0			0	1	3	3
	General Pedagogy for Languages, Social Sciences and Commerce (O)	1	3	3			0			0			0	1	3	3
	Pedagogy of Teaching Method 1			0	1	3	3			0			0	1	3	3
	Pedagogy of Teaching Method 2			0	1	3	3			0			0	1	3	3
	Advance Pedagogy			0		0			0	1	3	3	1	3	3	3
Assessment & Evaluation Studies	Assessment and Evaluation in Learning			0		0		1	3	3			0	1	3	3
Enhancing Professional Capabilities (Tool Courses)	Reflective Reading	1	1	1			0			0			0	1	1	1
	Art in Education	1	1	1			0			0			0	1	1	1
	Environment Education/ Yoga in Education/ Eco- Management			0		0			0	1	1	1	1	1	1	1
	Educational Statistics / Guidance and Counselling / Value Education			0		0			0	1	1	1	1	1	1	1
Total Area B		5	11	11	4	12	12	5	15	15	4	8	8	18	46	46
Area C: School Internship																
School Internship	Pre-practice Teaching (Micro-Simulation)	1	5	5			0			0			0	1	5	5
	Practice Teaching			0	1	4	4			0			0	1	4	4
	Block Teaching			0		0				0	1	4	4	1	4	4
	Internship			0		0		1	7	7	1	4	4	2	11	11
Total Area C		1	5	5	1	4	4	1	7	7	2	8	8	5	24	24
Total		8	22	22	7	22	22	6	22	22	8	22	22	29	88	88



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Semester wise Distribution of Credits and Marks

	Semester	Hours	Credit	Internal	External	Total
Theory	I	225	15	150	350	500
EPC	I	60	2	30	70	100
SI	I	150	5	200	00	200
		435	22	380	420	800
Theory	II	270	18	180	420	600
EPC	II	0	0	0	0	0
SI	II	120	4	100	00	100
		390	22	380	420	700
Theory	III	225	15	150	350	500
EPC	III	0	0	0	0	0
SI	III	210	7	200	00	200
		435	22	350	350	700
Theory	IV	180	12	120	280	400
EPC	IV	60	2	30	70	100
SI	IV	240	8	200	100	300
		480	22	350	450	800
	Total	1740	88	1360	1640	3000

AE : Assessment and Evaluation

LS : Learner Studies

ES : Educational Studies

CuS : Curriculum Studies

CoS : Contemporary Studies

LPC : Language Proficiency and Curriculum

PS : Pedagogical Studies



Institute of Language Teaching

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Date :

Semester I

	Hours	Credit	Internal	External	Total
Theory	225	15	150	350	500
EPC	60	2	30	70	100
SI	150	5	200	-	200
	435	22	380	420	800

S.No.	Code	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	LS 1	Psychology of Learner	T	45	3	30	70	100
2	ES 1	Perspectives in Education	T	45	3	30	70	100
3	CuS 1	Curriculum Development Principles	T	45	3	30	70	100
4	LPC 1	Gujarati Language	T/P	45	3	30	70	100
5	PS 1 - O1/O2	General Pedagogy For Mathematics and Science or General Pedagogy for Languages, Social Sciences and Commerce	T	45	3	30	70	100
6	EPC 1	Reflective Reading	P	30	1	15	35	50
7	EPC 2	Art in Education	P	30	1	15	35	50
8	SI 1	Pre-practice Teaching (Micro-Simulation, School Exposure)	P	150	5	200	-	200
Total				435	22	380	420	800



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Curriculum Framework Bachelor of Education (2-Year) 2020

Semester II

	Hours	Credit	Internal	External	Total
Theory	270	18	180	420	600
EPC	0	0	0	0	0
SI	120	4	100	0	100
	390	22	380	420	700

Sr. No.	Code	Subject Name	T/P	Hours	Credit	Internal	External	Total
1	LS 2	Learning and Teaching	T	45	3	30	70	100
2	ES 2	Developing the Self	T	45	3	30	70	100
3	CuS 2	Knowledge and Curriculum	T	45	3	30	70	100
4	LPC 2	English Language	T/P	45	3	30	70	100
5		Optional Paper (Two Methods to be selected from the given Subjects) Pedagogy of Gujarati, Pedagogy of Hindi, Pedagogy of English-L2, Pedagogy of English-L1, Pedagogy of Sanskrit, Pedagogy of Mathematics, Pedagogy of Science, Pedagogy of Social Science, Pedagogy of Accountancy, Pedagogy of Commerce, Pedagogy of Economics.						
6	PS 2	Pedagogy Teaching Method 1	T	45	3	30	70	100
7	PS 3	Pedagogy Teaching Method 2	T	45	3	30	70	100
8	SI 2	Practice Teaching	P	120	4	100	00	100
		Total		390	22	380	420	700



Institute of Language Teaching

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Date :

Curriculum Framework Bachelor of Education (2-Year) 2020

Semester III

	Hours	Credit	Internal	External	Total
Theory	225	15	150	350	500
EPC	0	0	0	0	0
SI	210	7	200	00	200
	435	22	350	350	700

Sr. No.	Code	Subject Name	T/P	Hours	Credit	Internal	External	Total
1	CuS 3	Inclusive Education	T	45	3	30	70	100
2	CuS 4	ICT in Curriculum	T	45	3	30	70	100
3	LPC 3	Hindi Language	T/P	45	3	30	70	100
4	LPC 4	Language Across Curriculum	T	45	3	30	70	100
5	AE 1	Assessment and Evaluation in Learning	T	45	3	30	70	100
6	SI 3	Internship	P	210	7	200	00	200
		Total		435	22	350	350	700



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Date :

Curriculum Framework Bachelor of Education (2-Year) 2020

Semester IV

	Hours	Credit	Internal	External	Total
Theory	180	12	120	280	400
EPC	60	2	30	70	100
SI	240	8	200	100	300
	480	22	350	450	800

Sr. No.	Code	Subject Name	T/P	Hours	Credit	Int	Ext	Total
1	CoS 1	Teacher and Learner in Society	T	45	3	30	70	100
2	CoS 2	Gender, School and Society	T	45	3	30	70	100
3	LPC 5	Classical Sanskrit	T/P	45	3	30	70	100
4	PS 4	Advanced Pedagogy	T	45	3	30	70	100
5	EPC 3	Optional Paper (Any one)	P	30	1	15	35	50
		Environment Education						
		Yoga in Education						
		Educational Management						
6	EPC 4	Optional Paper (Any one)	P	30	1	15	35	50
		Educational Statistics						
		Guidance and Counselling						
		Value Education						
7	SI 4	Block Teaching & Internship	P	240	8	200	100	300
		Total		480	22	350	450	800



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Date :

Semester I

	Hours	Credit	Internal	External	Total
Theory	225	15	150	350	500
EPC	60	2	30	70	100
SI	150	5	200	-	200
	435	22	380	420	800

S.No.	Code	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	LS 1	Psychology of Learner	T	45	3	30	70	100
2	ES 1	Perspectives in Education	T	45	3	30	70	100
3	CuS 1	Curriculum Development Principles	T	45	3	30	70	100
4	LPC 1	Gujarati Language	T/P	45	3	30	70	100
5	PS 1 - O1/O2	General Pedagogy For Mathematics and Science or General Pedagogy for Languages, Social Sciences and Commerce	T	45	3	30	70	100
6	EPC 1	Reflective Reading	P	30	1	15	35	50
7	EPC 2	Art in Education	P	30	1	15	35	50
8	SI 1	Pre-practice Teaching (Micro-Simulation, School Exposure)	P	150	5	200	-	200
Total				435	22	380	420	800



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Sem I		SI 1 : Pre Practice Teaching				Compulsory Marks : 200		
Objectives								
To enable the prospective teachers:								
<ul style="list-style-type: none"> to understand the concept of microteaching skills and simulation to develop the proficiency in application of microteaching skills to develop the proficiency in delivering simulation lessons to develop the ability to use online medium and give lessons through online mode. to be exposed to school environment and gain multiple experiences 								
Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M 1	M 2		Int.	Ext.	Total
Micro Lesson	1.5	45	3	3	6	60	-	100
Observation			6	6	12			
Simulation (Face to Face)	2.5	75	3	3	6	60	-	100
Observation			3	3	6			
Simulation (Digital)			2	2	4	40	-	
Observation			2	2	4			
School Exposure	1.0	30	Report writing & Reflective journal		20	20	-	40
			Film Review and Reflective writing		20			
			Total			200	-	200



Institute of Language Teaching

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Date :

Curriculum Framework Bachelor of Education (2-Year) 2020

Semester II

	Hours	Credit	Internal	External	Total
Theory	270	18	180	420	600
EPC	0	0	0	0	0
SI	120	4	100	0	100
	390	22	380	420	700

Sr. No.	Code	Subject Name	T/P	Hours	Credit	Internal	External	Total
1	LS 2	Learning and Teaching	T	45	3	30	70	100
2	ES 2	Developing the Self	T	45	3	30	70	100
3	CuS 2	Knowledge and Curriculum	T	45	3	30	70	100
4	LPC 2	English Language	T/P	45	3	30	70	100
5		Optional Paper (Two Methods to be selected from the given Subjects) Pedagogy of Gujarati, Pedagogy of Hindi, Pedagogy of English-L2, Pedagogy of English-L1, Pedagogy of Sanskrit, Pedagogy of Mathematics, Pedagogy of Science, Pedagogy of Social Science, Pedagogy of Accountancy, Pedagogy of Commerce, Pedagogy of Economics.						
6	PS 2	Pedagogy Teaching Method 1	T	45	3	30	70	100
7	PS 3	Pedagogy Teaching Method 2	T	45	3	30	70	100
8	SI 2	Practice Teaching	P	120	4	100	00	100
		Total		390	22	380	420	700



Institute of Language Teaching

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Date :

Curriculum Framework Bachelor of Education (2-Year) 2020

Sem

II

SI: Practice Teaching

Compulsory

Marks : 100

Objectives:

To enable the prospective teachers:

- to understand the concept of stray lessons.
- to develop the proficiency in delivering stray lessons.
- to develop the ability to reflect on the lessons delivered by them.
- to develop skills for preparing TLM.

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	M2		Int.	Ext.	Total
Stray Lessons	3	90	3	3	6	60	-	60
Observation			6	6	12			
Submissions	1	30	Reflective Journal for Stray Lessons			20	-	20
			Preparation of TLM in First Method			20	-	20
			Total			100	-	100



Institute of Language Teaching

Ref :

Date :

Semester III

	Hours	Credit	Internal	External	Total
Theory	225	15	150	350	500
EPC	0	0	0	0	0
SI	210	7	200	00	200
	435	22	350	350	700

Sr. No.	Code	Subject Name	T/P	Hours	Credit	Internal	External	Total
1	CuS 3	Inclusive Education	T	45	3	30	70	100
2	CuS 4	ICT in Curriculum	T	45	3	30	70	100
3	LPC 3	Hindi Language	T/P	45	3	30	70	100
4	LPC 4	Language Across Curriculum	T	45	3	30	70	100
5	AE 1	Assessment and Evaluation in Learning	T	45	3	30	70	100
6	SI 3	Internship	P	210	7	200	00	200
		Total		435	22	350	350	700



Institute of Language Teaching

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Date :

Curriculum Framework Bachelor of Education (2-Year) 2020

Semester IV

	Hours	Credit	Internal	External	Total
Theory	180	12	120	280	400
EPC	60	2	30	70	100
SI	240	8	200	100	300
	480	22	350	450	800

Sr. No.	Code	Subject Name	T/P	Hours	Credit	Int	Ext	Total
1	CoS 1	Teacher and Learner in Society	T	45	3	30	70	100
2	CoS 2	Gender, School and Society	T	45	3	30	70	100
3	LPC 5	Classical Sanskrit	T/P	45	3	30	70	100
4	PS 4	Advanced Pedagogy	T	45	3	30	70	100
5	EPC 3	Optional Paper (Any one)	P	30	1	15	35	50
		Environment Education						
		Yoga in Education						
		Educational Management						
6	EPC 4	Optional Paper (Any one)	P	30	1	15	35	50
		Educational Statistics						
		Guidance and Counselling						
		Value Education						
7	SI 4	Block Teaching & Internship	P	240	8	200	100	300
		Total		480	22	350	450	800



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Date :

Sem IV		SI 4: Block Teaching and Intern-				Compulsory		
						Marks : 200		
Objectives								
To enable the prospective teachers:								
<ul style="list-style-type: none"> • to develop ability to handle school activities independently. • to develop the proficiency in imparting lessons. • to develop the proficiency in preparing blueprint. • to develop the ability to administer psychological test. • to develop the ability to reflect on their daily routine in schools. 								
Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
Block Teaching			M1	M2		Int.	Ext.	Total
Lessons	4	120	4	4	10	100		100
Test			1	1				
Observation			5	5				
Test Result Analysis and Remedial Lesson Planning (1+1)						10		10
Type of Activity	Credit	Hrs.	Activity			Marks		
Internship						Int.	Ext.	Total
Internship	4	120	Internship Lessons and activities assigned by school. Submission of Internship report with reflective Journal+ Observation of lessons of School teachers and peers			20		20
Submissions			Blue Print in each method of 50 marks			30		30
			Science Practical/ / Map Reading/ Literary Activity/ Math Puzzle/ Budget Analysis /any other related activity to the subject			10		10
			Psychological Test			20		20
			Institutional Visit			10		10
Total			200	--	200			
Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
Annual Lesson	-	-	M1	M2		Int.	Ext.	Total
			1	1	2	-	100	100

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Ref :

Date :

School Internship

Practice Teaching and Internship

The practice teaching and internship component aims at concretizing the experience of the trainee to be an effective teacher. The theory course provided the necessary knowledge which forms the basis for developing professional skills and competencies in teaching and learning. Next few pages present the practical components and activities that are to be performed during the course of 2 years.

The major objectives of practice teaching and internship components will be to develop:

1. A better understanding of the theoretical concepts, principles and their applications.
2. Competencies for undertaking multiple role of a teacher and develop understanding of the school system.
3. Professional skills and competencies for effective teaching and learning.
4. An understanding of the real life work atmosphere and the challenges therein.
5. A positive attitude towards teaching profession with an inclination towards innovations.
6. Ability to reflect upon the school experiences and foster self-development.

Student teacher is given first exposure of school environment in 1st semester and various types of learning experiences continues till 4th semester. During the course of practice teaching the student teacher will be gradually exposed to school environment followed by exposure to various microteaching skills, simulation, stray lessons, finally leading to a whole school experience.

School Internship Overview

Semester	Title	Code
I	Pre practice Teaching (School Observation, Microteaching and Simulation)	SI 01
II	Practice Teaching (Stray Lessons)	SI 02
III	Internship (10-12 Weeks at Upper Primary School)	SI 03
IV	Block Teaching & Internship (4 -6 Weeks at Secondary School)	SI 04

Semester wise Distribution of Credits and Marks

Semester	Credit	Internal	External	Total Marks
I	4	200		200
II	4	100		100
III	7	200		200
IV	8	200		200
Annual Lesson			100	100
Total	23	700	100	800



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2.4.5 Samples Evidence

EPC-3: Practical : Preparation of Multimedia Presentation Lesson Plan of Nandan Rajguru

[Online]

INSTITUTE OF LANGUAGE TEACHING
(English Medium) B.S.S. College - Rajkot

Simulation Lesson Plan

Teacher/Trainer's Name: Nandan B. Rajguru Roll No: 111
Simulation Method: Inductive Method Date: 11/11/20
Std: 7th Subject: English Topic: Coordinating Conjunction

Start of Introduction:

- 1. Name of the lesson is about Inductive and Storytelling
- 2. Goal of the Lesson is:

The teacher trainer will greet the students and introduce the topic by telling a story (Appendix-1). After telling a story, the teacher trainer will ask the following question:

(a) Do you know any concept where the sentences or phrases are joined to make a new sentence?
1. Compound sentence 2. new sentence

So, today we are going to learn conjunction and one of its major type i.e. coordinating conjunction.

End of Introduction:

- 1. List of questions:

(a) what is a conjunction? (Good)

(b) How many types of conjunction? (4 Good)

(c) what is a coordinating conjunction? (Excellent)

(d) Name any three coordinating conjunction and provide one example by using it in a sentence.



Ref :

Date :

Illustration with example

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

② Lexical multipurpose ME :
The teacher trained will show
Fevikalk, Fevikel, Fevithick. Also, M-deal,
Shoe-to-a-pod explain how different
maths needs differ types of. Give variety
types of conjunctions are also
important.

Classroom activity

Black board work in class

* teaching points :

- Conjunction (examples)
- Conjunction (concept)
- coordinating conjunction (examples)
- coordinating conjunction (concept)

Positive Feedback	Constructive Feedback

Teacher 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 persons 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 jointed it and made.

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

→ It was jointed by a word - "and".



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Date :

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of:

1. Preparation of lesson plans

CUS ICT presentation
unit 3 (ICT for education)



Submitted to :-Dr. Nehal singhala

GROUP INFO.:


JANAK DABHI	JHANVI VERMA
NIDHI PARMAR	HEMADRI MEHTA
MANISH KATUA	HINAL SEJPAL
RAVIRAJ SINGH JADE JA	URVASHI KHETANI
KHUSHI SHARMA	EURICKA DODIYA
POOJA GOHEL	

Communication tools

How does email work?

The moment an email is sent, a message is routed from server to server via the Simple Mail Transfer Protocol until it makes its way from the client to the email recipient's email server. Sending an email is just like sending a letter to a friend.

A formal Email Structure



- To
- C.C
- B.C.C
- Subject
- Salutation
- Message
- Closing Remarks
- signature



Ref :

Date :

Advantages

- The service is readily available in mobile and computer.
- There is no cost for communication other than internet.
- The message can be sent or received quickly.
- The message is stored in a personal account and can be retrieved at any time.
- Pictures, audio, video and other documents can also be sent.
- E-mail is more secure and faster than usual media for communication.
- It is very popular medium for administrative as well as academic communication.

Limitation

- Not all people are connected to this service.
- Only limited people can communicate.
- Mobile, computer, internet facilities and basic knowledge are required.
- Communication is possible only with a person who has knowledge of internet service.
- Pictures, audio, video and document can only be sent in size up to a few MB.
- Junk messages become a nuisance.
- Sometimes having e-mail accounts creates insecurity.

what is chat ?

- Chat is a written form of communication.
- The word "chat" means "an information communication".
- Ex- WhatsApp, Facebook, Instagram.

Characteristics

- Messages are exchanged instantly.
- communication between two or more people at anytime, anywhere.
- There is no charge for communication other than the internet.
- It is useful when voice-call or verbal communication is not possible.
- Chat is used for question-solving, discussion and guidance.

Etiquette required in chat communication:

- One should not leave chat improperly.
- Start the conversation in respectful way.
- Write any information only if it is authentic.
- Use linguistically correct and error-free words.
- Appropriate emojis should be used for effective communication.

Limitation of chat

- knowledge of digital skills is needed for chat communication.
- A lengthy message takes time and effort.
- Excessive chatting makes one addicted to chat.
- There is a possibility of fake communication.

what is blogging ?

Blogging refers to the act of creating, maintaining, and updating an online journal, often referred to as a blog. It typically involves the sharing of information, experiences, opinions, and expertise on various topics. Bloggers usually update their blogs regularly, allowing for ongoing discussions and interactions with their audience.

Role of Blogging in Education

1. Enhanced Communication
2. Sharpened Writing Skills
3. Encouraging Critical Thinking
4. Community Building
5. Experiential Learning
6. Community Building

Requirements of Blog as a Teacher

- Clear Educational Goals
- Engaging Content
- Interactive elements
- Consistent Updates



Ref :

Date :

3.2 Collaboration Tools

what is a wiki? A wiki is a collection of web pages designed to enable anyone to easily contribute or modify content. Each page can be edited by any user from everywhere at any given time.

As a teacher, one can use Wikis...

- As a resource for basic information for a class or group project with a bibliography
- to build a family wiki where everyone can share photos and memories.
- to collaborate on ideas and organize documents and resources from individuals and groups of students.
- for writing purpose : student created books and journaling

SOCIAL NETWORKING

WHAT IS SOCIAL NETWORKING?

Social networking is the use of online platforms to connect with others.

4Social networks allow users to:

- Stay connected with friends, family, colleagues, or customers
- Develop social relationships with others who share similar interests, backgrounds, or career activities
- Communicate, share information, and form relationships

"THE THINGS WHICH YOU SHARE ARE THINGS THAT MAKE YOU LOOK GOOD, THINGS WHICH YOU ARE HAPPY TO TIE INTO YOUR PERSONALITY."

HELENY MASON, CHIEF DATA SCIENTIST, BITLY VENTUREBEAT, 2012



Ref :

Date :

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-MELISSA MASON, CHIEF DATA SCIENTIST, BITLY VENTUREMAY, 2012

HISTORY

Originally the term 'social media' was coined in 2004 and open used to describe social networking services.

1990: USER PROFILE 1st platform to allow to compile friend list

Early on, on www began in online communities such as

- Theglobe.com(1995)
- Geocities(1994)
- Tripod.com(1995)

1. sixtyfour (1997)
2. open diary (1998)
3. MIXI (1999)
4. MAKEOUTCLUB (2000)
5. HUB CULTURE (2002)
6. friendster (2003)
7. myspace (2003)
8. in (2003)
9. f (2004)

Most Popular Social Media Platforms in 2023

Platform	Users
Facebook	2.97 billion
YouTube	2.72 billion
WhatsApp	2 billion
Instagram	2 billion
WeChat	1.23 billion
TikTok	1.22 billion
Facebook Messenger	1.21 billion
Snapchat	760 million
Beats	750 million
Telegram	700 million

FEATURES

- ➔ PROVIDES IDENTITY
- ➔ POLITICS
- ➔ PRIVACY
- ➔ SOCIAL INTERACTION
- ➔ YOUTH CULTURE
- ➔ EDUCATION



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ISSUES OF SOCIAL NETWORKING

- ➔ CYBER BULLYING
- ➔ PRIVACY SETTINGS LOOPHOLES
- ➔ FEAR OF MISSING OUT
- ➔ ADDICTION
- ➔ IDENTITY THEFT
- ➔ CYBER STALKING
- ➔ MALWARE
- ➔ SLEEP DEPRIVATION

ADVANTAGES:

- ➔ PROVIDES INTERACTIVE CHAT ROOMS
- ➔ PLATFORM TO SHARE INFO. AND IDEAS
- ➔ EASY PUBLISHING TOOLS
- ➔ FREE OR INEXPENSIVE WEB SPACE
- ➔ WORLDWIDE

Web conferencing is real-time, synchronous, two-way, collaborative communication technology involving multiple participants located at different geographic locations, and different time zones on the internet.

Features

- Creating or scheduling live meeting
- Allows to join meeting with sharable link or security pin
- Gives restriction control to the organizer. It allows enabling or disabling mic and camera to the participants.
- Facilitates document sharing, screen sharing
- Availability of event recording feature
- Secure and reliable to use
- Easy to use in computer and mobile devices.

Advantages

- Accessibility • Cost efficiency • Time saving • Enhanced collaboration • Recording and documentation

Content creation / Authoring Tools learner management system.

Adapt is a community led open source project established by Kines, Learning Pool and Springs. Adapt community is passionate about learning technology, especially around responsive design and open source. Adapt is an authoring tool in which anyone can create course content very easily. It is an application that allows to quickly build content for the Adapt Framework.

Vision of Adapt

- To create the leading authoring tool for producing responsive, multi-device e-learning
- To encourage a global community of end users and developers
- To drive wide adoption with our free and open source licence
- To support collaborative development and transition to community led governance



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Date :

Adapt is a community led open source project established by Xerte, Learning Pool and Spunge. Adapt community is passionate about learning technology, especially around responsive design and open source. Adapt is an authoring tool in which anyone can create course content very easily. It is an application that allows to quickly build content for the Adapt framework.

Vision of Adapt

- To create the leading authoring tool for producing responsive, multi-device e-learning
- To encourage a global community of end users and developers
- To drive wider adoption with our free and open source licence
- To support collaborative development and transition to community led governance

Xerte

- Xerte is an open source e-learning tool that allows educators and instructional designers to create interactive and engaging digital learning materials, such as quizzes, interactive, timelines, and multimedia presentation.

Usage of Xerte in education and training includes:

Creating engaging and interactive digital learning materials that can be accessed any time, any where.

Developing and sharing multimedia rich educational content that enhance learner engagement and motivation.

- Creating online assessments, quizzes, and adapted to meet specific learning needs and styles.
- Providing accessible and inclusive digital content that meets diverse learning needs and styles.
- Providing a cost-effective and flexible solution for online learning that can be easily integrated into existing learning management systems.

SOME FACILITIES OF XERTE

- One can easily share content with learners.
- Interactive materials can be easily created.
- Capturing learning designs and templates, themes.
- Advance developers can do so many things with HTML, CSS, and JavaScript.
- Content can be shared and used to any device using standards compliant HTML5.

Posttoon is an online platform for creating short video presentations. Posttoon gives anyone the ability to create professional videos and presentations. You can select from royalty-free libraries of animation, live action video, images, designed backgrounds, soundtracks, and moving graphics, or you can use your own visual content and voiceover.



Ref :

Date :

Content creation / Authoring tools learner management system

Xerte Powtoon

What is epub?

Features

- Reflowable document: optimize text for a particular display
- Fixed-layout content: pre-paginated content can be useful for certain kinds of highly designed content, such as illustrated books intended only for larger screens, such as tablets.
- Page bookmarking
- Passage highlighting and notes.
- A library that stores books and can be searched.
- Re-sizable fonts, and changeable text and background colors

Podcasting

Features of podcasting

- Flexibility
- content sharing
- Recordable
- Attracts listener
- Easy to create
- Downloadable
- Cost free

Use of Podcasting in education

- audio materials can be most effective used in pedagogical terms.
- teachers can make reading resources available in audio formats
 - For delivering good messages
 - poems, educational songs can be podcasted.
 - students can podcast to demonstrate their understanding.
- Students can podcast their project, assignment work in an interactive way.
- class lectures, talks can be recorded as Podcasts
- As an activity Podcasts develops recording skills of the teachers and students.

Podcasting Audio/Video streaming MOOC



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Streaming media is video or audio content sent in compressed form over the internet and played immediately over a user's device, rather than being saved to the device hard drive or solid-state drive. During the streaming process, the media file that's played on the user's device is retrieved from a remote location and transmitted continuously over the internet using a wired or wireless connection.

What is full form of MOOC ?

Definition: MOOCs are free online courses accessed for degree or credit. MOOCs provide an affordable and flexible way to learn new skills, advance your career and achieve quality education, experience a course.

Millions of people around world use MOOCs for a variety of reasons, including career development, changing careers, college preparation, supplemental learning etc.

Popular courses:-
- Chemistry Courses
- Computer programming Courses
- Accounting Courses
- Creative Arts Courses
- Current Event Courses
- Language Courses

Advantages:-
- Cost Effectiveness
- Access to wide range of programs
- learn at your own pace
- Flexibility

Disadvantages:-
- Can't provide personal tutor
- It is difficult to keep track of students
- language is a barrier

Let's sum up

Communication tools :-
Email
Chat
Blogging

Collaborating tools :-
Wiki
social Networking
Web conferencing

**Content creation/ Authoring tools
learner management system**
Adapt
Xerte
Powtoon

Delivery & Distribution tools
EPUB
Podcasting
Audio / video streaming
MOOC

Thank you

Edited by Manish Khatua



Institute of Language Teaching

Ref :

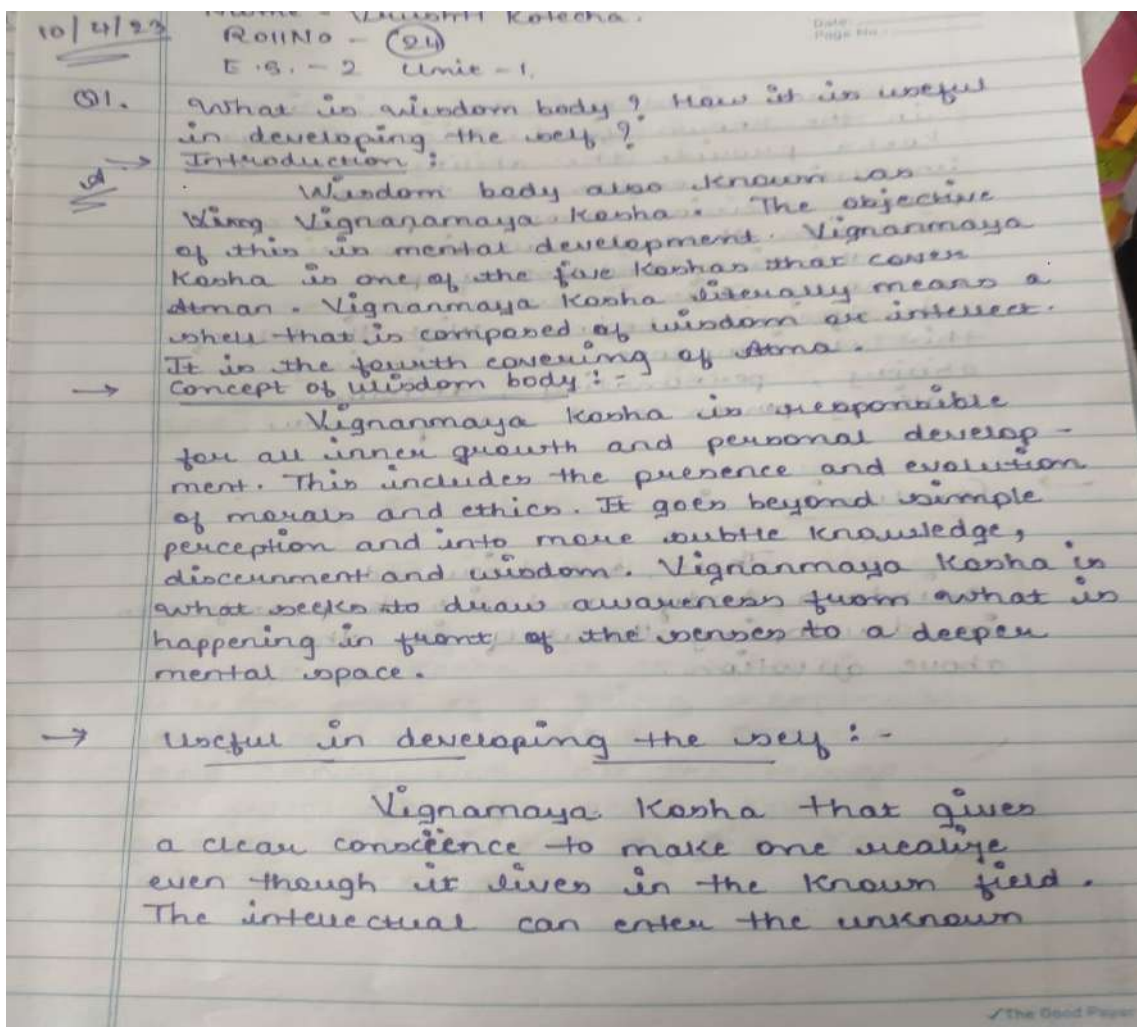
Date :

2. Developing assessment tools for both online and offline learning

Proof of Online submission in the Google Classroom

Orange And Black Professional Startup Business Presentation Template.pdf

EVALUATION write up of student offline





Ref :

Date :

Q2. What is bliss body? How it is useful in developing the self?

→

Introduction :

Bliss body also known as (Anandmaya Kosha). The Anandmaya Kosha is the name given in yogic philosophy to the fifth of five layers of body. Ananda means "bliss" and "Kosha" means sheath.

→ Concept of Bliss body :-

It is said to be the most spiritual or subtle of the five layers of the body. Anandmaya Kosha is considered to be the part of a being responsible for unconditional love, oneness and unity with all the beings. Also responsible for peace, love, and joy. The objective of this Kosha is self-realization.



Ref :

Date :

Date: _____
Page No.: _____

→ Useful in developing the self :-

According to Indian Brahma philosophy here the self emerges with Brahma. It is the bliss that the knower enlightened without covering. With self + knowledge, the self experiences Sat Chit - anand. The realization of Brahma becomes the ultimate goal.

→ Conclusion :-

Thus, we discussed Bliss body and its usefulness.



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Date :

1) What is wisdom body? How it is useful in developing the self. And bliss body

* Introduction

→ The word panch means five. The word panch, panchayat, panchamout, panchmukhi, panchang etc. kasha means sheath, cover, which is valuable, there is need for a cover to protect it. These are the five kashas that cover the soul as the sword covers the sheath.

* Wisdom body.

Mental developing

The structure of these kasha was according to Indian philosophy and the structure of the fourth and fifth kasha is based on Indian philosophy. There is an assumption in Indian philosophy that a subtle Vignya Amaya kasha that gives a clear conscience to make one realize conscience and essence. The intellectual can enter the unknown field even though it lives in the known field. Vignya Amaya kashas provide the ability to make innovative thoughts and to take proper decision about a person or situation through new discoveries, new thinking and use of pre-memory. Knowledge is the science. This is where self-identification begins.

* Bliss body

Objective - Self-realization

→ This level of self is called the Ananda Maya kasha.

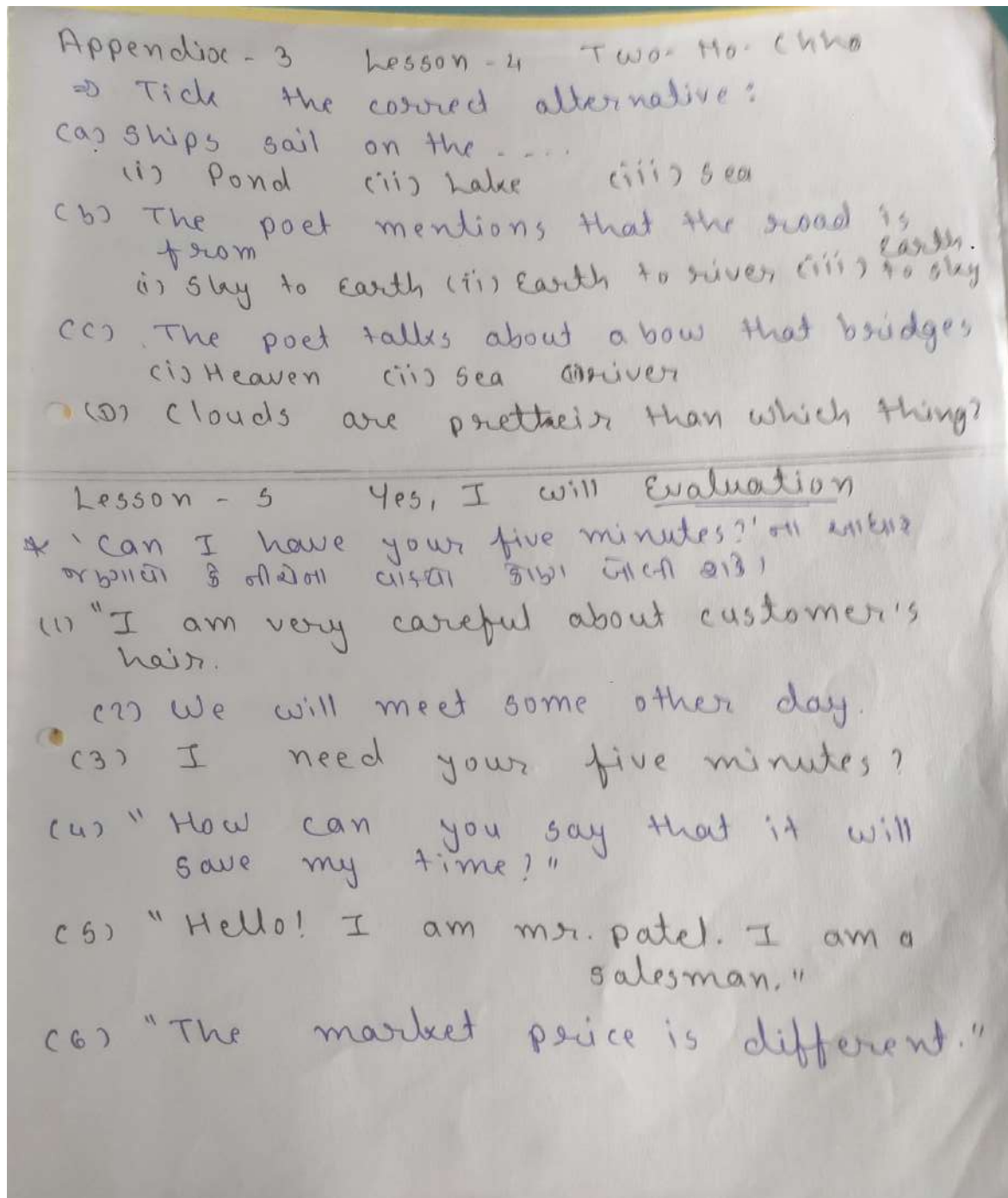


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Teacher made written tests essentially based on subject content- A sample of tests from different classes and grade levels was selected for a comprehensive overview.





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Sample of Teacher made test-The test was administered under standardized conditions to maintain fairness and consistency

Appendix - 1

Lesson 1:-
Question of set induction

(1) what do you do when you want to know something?
(2) Do you know about the types of questions?
(3) Is there any question that requires answer rather than yes or no?

Evaluation

(1) _____ is the car parking? (where/
when)
(2) _____ will you come to India?
(where/
when)
(3) _____ do you think about this? (what/
where)
(4) _____ is this? Is he an artist?
(who/what)
(5) _____ is your favourite
candy? (which/what)



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Date :

Question Paper prepared by Student as per blue print

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

Block Lesson Blue Print Paper-1 for K.G Dholakiya school

Topic taught by : Anjali Gohil

Std. : 10th Topic : Direct Indirect Speech Marks : 50

Time : 45 minutes Exam : Blue Print Paper-1 Date : 31/01/2023

Name : _____ Roll No. : _____

1. Multiple Choice Questions : (20 Marks)

1. Direct speech sentence is always marked with _____ sign.
(a) inverted comma (b) colon (c) semi colon (d) comma
2. Direct speech sentence is always ended with _____ sign in Interrogative Sentences.
(a) Full Stop (b) Question Mark (c) Exclamatory Mark (d) None
3. Indirect speech sentence always ends up with _____ sign.
(a) Full Stop (b) Question Mark (c) Exclamatory Mark (d) None
4. Most common conjunction used in Indirect Speech sentences is _____.
(a) What (b) Since (c) That (d) So
5. In _____ sentences, there will be 'NO USE' of conjunction 'That'.
(a) Interrogative (b) Assertive (c) Imperative (d) both (a) and (c)
6. There are total _____ rules to transform a direct speech sentence into an indirect one.
(a) five (b) six (c) four (d) seven
7. The teacher said that the earth goes around the sun. (Identify the reporting verb)
(a) The teacher (b) earth (c) said (d) the sun
8. Ram ordered Rahim to bring a glass of water for him. (Identify the type of sentence)
(a) Interrogative (b) Assertive (c) Exclamatory (d) Imperative
9. She asked her what she was doing. (Identify the conjunction)
(a) asked (b) was (c) She (d) what
10. The doctor advised him to continue with the medicine. (Identify the type of sentence)
(a) Exclamatory (b) Interrogative (c) Imperative (d) Assertive
11. Abdul asked, "Would you prefer to play cricket now?" (Identify the type of question)
(a) 'Wh' question (b) Yes/No question (c) both (a) and (b) (d) None



Ref :

Date :

Question Paper- Method-1

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

Q2. Answer the following questions in one or two sentences

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



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Ref :

Date :

Question Paper ::Method-2 Counstructed as per Blue-Print

Std. : 11th-

Topic : Direct Indirect Speech

Marks : 50

Time : 45 minutes

Exam : Blue Print Paper-2

Date : 21/03/2023

Name : _____

Roll No. : _____

1. Multiple Choice Questions :

(20 Marks)

1. Direct speech sentence is always marked with _____ sign.
(a) inverted comma (b) colon (c) semi colon (d) comma
2. Direct speech sentence is always ended with _____ sign in Interrogative Sentences.
(a) Full Stop (b) Question Mark (c) Exclamatory Mark (d) None
3. Indirect speech sentence always ends up with _____ sign.
(a) Full Stop (b) Question Mark (c) Exclamatory Mark (d) None
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10. The doctor advised him to continue with the medicine. (Identify the type of sentence)
(a) Exclamatory (b) Interrogative (c) Imperative (d) Assertive
11. Abdul asked, "Would you prefer to play cricket now?" (Identify the type of question)
(a) 'Wh' question (b) Yes/No question (c) both (a) and (b) (d) None



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CONSTRUCTION OF BLUE PRINT

Under this programme you have to construct a question paper of 50 Marks in the format of Blue Print design for both the methods.

Method : 1 Subject : English

Table-1 : Weightage as per Contents

No	Content points	Weightage	Marks
1	Project	100%	50
2			
3			
4			
5			
TOTAL		100%	50

Table-2 : Weightage as per Objectives

No	Objectives	Weightage	Marks
1	Knowledge	22%	11
2	Understanding	26%	18
3	Application	32%	16
4	Skills		10
5			
TOTAL		100%	50

Table-3 : Weightage as per Type of Questions

No	Type of Questions	Weightage	Marks
1	E-Type	20%	10
2	S.A Type	40%	20
3	SA Type	40%	20
4	-	-	-
5	-	-	-
TOTAL		100%	50

3-D Table of Blue Print

Unit	Knowledge			Understanding			Application			Skills			Total		
	Essay Type	Short Answer Type	Objective Type	Essay Type	Short Answer Type	Objective Type	Essay Type	Short Answer Type	Objective Type	Essay Type	Short Answer Type	Objective Type	Essay Type	Short Answer Type	Objective Type
1	-	5(5)	6(6)	-	5(5)	8(8)	-	10(10)	5(6)	10(2)	-	-	10(2)	20(20)	20(20)
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	5(5)	6(6)	-	5(5)	8(8)	-	10(10)	5(6)	10(2)	-	-	10(2)	20(20)	20(20)
Total	-	11(11)			13(13)			16(16)		10(2)				50(42)	

45



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BLUE PRINT FOR METHOD 2 (English) QUESTION PAPER

STANDARD : 11

SUBJECT : English (S.L.) (013)

TIME : 45 MINUTES

TOTAL MARKS : 50

NO.	TYPE OF QUESTION=>	KNOWLEDGE			UNDERSTANDING			APPLICATION			SKILL			TOTAL
		OBJ.	V.S.A.	L.A.	OBJ.	V.S.A.	L.A.	OBJ.	V.S.A.	L.A.	OBJ.	V.S.A.	L.A.	
		MARKS PER QUESTION=>	1	1	5	1	1	5	1	1	5	1	1	
1	Multiple Choice Questions	6 (6)			8 (8)			6 (6)						20 (20)
2	Answer in one sentence each		5 (5)			5 (5)								10 (10)
3	Do as directed							10 (10)						10 (10)
4	Create/Write any five Present Continuous Tense sentences between two characters and then transform them into Past Continuous Tense.												10 (5)	10 (5)
	SUB-TOTAL	6 (6)	5 (5)		8 (8)	5 (5)		6 (6)	10 (10)				10 (5)	50 (45)
	TOTAL		11 (11)			13 (13)			16 (16)				10 (5)	50 (45)

Note : Number in the bracket shows total NUMBER of the questions and number outside the bracket shows MARKS of the questions.



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Workshop on "Construction of Test items, BluePrint and the Answer key



Preparation of blueprint - helps to match various competencies with the course content and the appropriate modality of assessment.





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Use of 'Google form' in Learning and Teaching- Assessment conducted online

Link of Google Form for assessment of Students

[Google Test
Assessment](#)

Session on Digital Tools for Future Educators, 2022





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Sample prepared by the student

Report :-

Application :- Grimkit :

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

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



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3. Effective use of social media/learning apps/adaptive devices for learning Course

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

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

समृद्धिदायक निवेशक - पूरी जांच परख करके ही निवेश करना है और अपनी सारी पूंजी एक ही जगह नहीं लगाना
Investor Resilience - A Smart Investor conducts a before investing and diversifies his portfolio

संघीय प्रतिष्ठान और विनियम बोर्ड
Securities and Exchange Board of India

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

CA SWATI PANCHAL

FINANCIAL LITERACY SESSION BY TEAM SEBI



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Date :

4. Identifying and selecting/ developing online learning resources

Kahoot use by students:

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

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



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Date :

5. Evolving learning sequences (learning activities) for online as well as face to face situations



Online teacher's day celebration during Pandemic 2020.




Institute of Language Teaching

Ref :

Date :

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




Dear Trainee,

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

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

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

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

Dr. Nidatt Barot Principal ILT B.Ed. (English) College	Dr. Mohit Goswami Dr. Jiten Udhas Dr. Nehal Shingala Ms. Dipika Patel Ms. Jyoti Tadv Assistant Professors
Date: 5 th September Time: 10.30 am Meeting Platform: Google Meet	 Meeting Link

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

Influential Educators Season 2k21

#Talk01

Dr. Deepak Mashru
Assistant Professor, Marwadi University

Will deliver an expert talk on

Leveraging Technology in English Language Teaching

On
27th February, 2021



 ILT B.Ed (English) College, RAJKOT



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Date :



Canva preparation by Student

https://www.canva.com/design/DAFy7AeyChU/h_GP99cc-VpKPECILClSjg/edit?utm_content=DAFy7AeyChU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

ICT Presentation by Student Name: Nandan Rajguru

Sem-2 (2022)



Ref :

Date :

What is a Conjunction?

- A conjunction is a word which is used to link thoughts and ideas within a sentence.
- You might think of them as being 'the glue' of the phrase.
- A word that is used for joining other words, phrases or sentences.

Coordinate Conjunctions (Example)

(1) Faveal multipurpose kit:

COORDINATING CONJUNCTIONS

CONJUNCTION	EXAMPLE
For	We listened eagerly, for he brought news of our families.
And	She didn't speak to anyone, and nobody spoke to her.
But	I don't expect children to be rich, but I do expect to be disappointed.
Not	They rushed to the hospital, but they were too late.
Or	I will go shopping, or I will go camping.
Yet	Julia was a somewhat reserved, yet many people admired her.
So	I was feeling hungry, so I made myself a sandwich.

COORDINATING CONJUNCTION (FANBOYS)	PURPOSE
For	To show reason
And	To add information
But	To add negative information
Not	To show contrast
Or	To give a choice
Yet	To show connection or to contrast
So	To show result

What is a Coordinate Conjunction?

- A coordinating conjunction is a conjunction that connects words, phrases, and clauses that are coordinate, or equal to each other.
- There are seven coordinating conjunctions: for, and, nor, but, or, yet, so.
- They can be remembered using the acronym **FANBOYS**.

Thank You!!!!



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Date :

Relevant Document- Proofs of Online Submission by students

Links of Online Google Classroom submission by students:

Assignment by Student in submitted Online in Google Classroom:

<https://classroom.google.com/u/2/c/Mzc2NDA4NDA1OTg2>

<https://classroom.google.com/u/2/c/Mzc2NDA4NDA1OTg2>

Proof of Online submission in the Google Classroom

[Orange and Black Professional Startup Business Presentation](#)

Use of 'Google form' in Learning and Teaching- Assessment conducted online

Link of Google Form for assessment of Students

[📄 Google Test Link](#)

[📄 Link of Assessment](#)



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Date :

Session on Digital Tools for Future Educators, 2022

Kahoot use by students:

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

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



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Canva preparation by Student

https://www.canva.com/design/DAFy7AeyChU/h_GP99cc-VpKPECILClSjg/edit?utm_content=DAFy7AeyChU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Online teacher's day celebration during Pandemic 2020

Link of Google Form for assessment of Students

<https://classroom.google.com/u/2/c/Mzc2NDA4NDA1OTg2>

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. Preparation of lesson plans
2. Developing assessment tools for both online and offline learning
3. Effective use of social media/learning apps/adaptive devices for learning
4. Identifying and selecting/ developing online learning resources
5. Evolving learning sequences (learning activities) for on line as well as face to face situations

Sl. No.	Activities	Nature of activities	Duration with dates	Nature of teacher involvement	Nature of student participation
1	Preparation of lesson plans	EPC-3: Practical : Preparation of Multimedia Presentation Workshop on Computer Literacy Day Students of Sem-1 made the presentation on ES-01 Unit 4.1 & 4.2 on NEP- 2020 Preparation of Multimedia Presentation	22/11/22, 15/10/2022 14/10/2022	Guide, Instructure, Supervisor	Creater, Observation based Learning
2		Assignmnet: Paper - Assessment for Learning (Development of blue print)	2/8/2022, 10/4/23, 31/1/23, 21/1/23, 11/11/22 to 16/11/22, 26/11/22 to 30/11/22, 26/11/22 to 30/11/22, 23/12/22 to 26/12/22	Observer	Creater, developer
		Training session on the use of Kahoot App	2/3/2023	Guide, Instructure, Supervisor	Creater, developer

	Developing assessment tools for both online and offline learning	Use of 'Google form' as quiz in Learning and Teaching- Quiz 1 (Chart and Model for communication) used in the class	2/3/2023	Observer	Creator, developer
		Workshop on Digital Tools for Future Educators	11/6/2020	Guide, Examiner, Supervisor	Responder
		Workshop on "Construction of Test items, Blue Print and the Answer key"	21/1/23	Guide, Examiner, Supervisor	Creator
3	Effective use of social media/learning apps/adaptive devices for learning	Course 3: Critical Understanding of ICT Assignment 1- Developing assessment tools for both online and offline learning	10/4/2023	Guide, Examiner, Supervisor	learner, user of survey tools
		"EPC-4: Research Project Use of 'Google form' for on line survey"	2/3/2023	Guide, Examiner, Supervisor	learner, user of survey tools
		Use of Kahoot App	3/3/2023	Facilitator	Developer
		Workshop on Digital India	2/3/2023	Organizer, Facilitator	Learner
		Use of Twitter for data collection and self expression	3/3/2023	Facilitator	Developer
		Workshop on Creating a Digital Teacher Portfolio	5/1/2022	Facilitator	Developer

4	Identifying and selecting/ developing online learning resources	Google Classroom, Pathashala, You Tube, Shala Mitra etc.Revision and Remedy based of the courses were conducted for Sem-1 & 3 students.	10/10/2022 to 20/10/2020	Guide & Instructure	Active Learning
5	Evolving learning sequences (learning activities) for online as well as face to face situations	Microteaching	12,13,14 /7/2022, 21/7/2022,	Guide, Supervisor and examiner	Performer and Peer Observer
		Lesson plan preparation and on line simulation	27/08/2022	Guide, Supervisor	Performer
		Workshop on Skill up for Online Teaching-Learning	27/2/21	Facilitator	Developer