


Name	Knowledge Acquisition: Understanding the fundamentals of healthy relationships:	Gaining insights into effective communication and conflict resolution strategies:	Recognizing the significance of emotional intelligence in relationships:	Skill Development:Improved communication skills and active listening abilities:	Conflict resolution and negotiation skills:	Enhanced empathy and emotional awareness:	Personal Growth: Strengthened ability to set and maintain healthy boundaries:	Increased self- awareness within relationships:	Better understanding of relational dynamics and factors contributing to successful relationships:
Ravirajsinh Jadeja	4 (Good understanding)	4 (Good insights)	5 (Very high recognition)	5 (Exceedingly improved)	4 (Highly developed)	4 (Greatly enhanced)	3 (Moderately strengthened)	4 (Substantially increased)	4 (Well understood)
Mali Kalpesh	5 (Extremely well)	5 (Extensive insights)	5 (Very high recognition)	4 (Significantly improved)	5 (Exceptionally developed)	5 (Exceptionally enhanced)	4 (Significantly strengthened)	5 (Greatly increased)	4 (Well understood)
Khimsuriya Harsha	3 (Moderate understanding)	4 (Good insights)	4 (High recognition)	4 (Significantly improved)	5 (Exceptionally developed)	4 (Greatly enhanced)	5 (Highly strengthened)	4 (Substantially increased)	4 (Well understood)


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

Name	Demonstrate a solid understanding of computer hardware and software.:How well do you feel you understand computer hardware concepts?	How well do you feel you understand computer software concepts?	Effectively navigate and utilize operating systems and common software applications.Rate your ability to navigate operating systems.	How well do you think you can integrate internet resources into your educational practices?	Rate your understanding of networking tools and their application in education.	Implement educational technology tools to enhance teaching and student engagement. How well do you think you can implement educational technology tools in teaching?	Rate the impact of educational technology tools on student engagement in your opinion.	Foster digital citizenship and ethical behavior in students.How well do you think you can foster digital citizenship in your students?	Rate your effectiveness in promoting ethical behavior in the use of technology among students.	Apply practical knowledge through hands-on activities and real-world case studies. How well did the hands-on activities contribute to your understanding of practical knowledge?	Rate the usefulness of real-world case studies in enhancing your practical knowledge.
KARANGEEYA ANJNA DINESHBHAI	3 (Moderate understanding)	3 (Average)	5 (Excellent)	4 (Good)	4 (High)	5 (Very well)	4 (High impact)	4 (Good fostering)	5 (Highly effective)	4 (Significantly)	3 (Moderately useful)
PARMAR ARJANBHAI KESHUBHAI	4 (Good understanding)	5 (Excellent)	5 (Excellent)	4 (Good)	5 (Very high)	4 (Good impleme	5 (Very high impact)	5 (Very well)	4 (Very effective)	5 (Exceedingly)	4 (Very useful)
KARAVDIYA ARTIBEN MUKESHBHAI	5 (Extremely well)	4 (Good)	5 (Excellent)	5 (Excellent)	4 (High)	3 (Moderate impl	3 (Moderate imp	3 (Moderate fostering)	5 (Highly effective)	3 (Moderately)	4 (Very useful)
MAKAVANA ASHABEN GOBARBHAI	5 (Extremely well)	4 (Good)	4 (Good)	5 (Excellent)	3 (Moderate)	5 (Very well)	4 (High impact)	4 (Good fostering)	4 (Very effective)	5 (Exceedingly)	4 (Very useful)
VADALIYA BANSI JAMANBHAI	4 (Good understanding)	4 (Good)	4 (Good)	5 (Excellent)	4 (High)	5 (Very well)	5 (Very high impact)	5 (Very well)	3 (Moderately eff	4 (Significantly)	5 (Extremely Useful)
SANKLIYA BHAVESHBHAI HARJIBHAI	5 (Extremely well)	5 (Excellent)	5 (Excellent)	4 (Good)	4 (High)	4 (Good impleme	5 (Very high impact)	4 (Good fostering)	5 (Highly effective)	5 (Exceedingly)	3 (Moderately useful)
GOSWAMI BHOOMIKA MUKESHBHAI	4 (Good understanding)	5 (Excellent)	5 (Excellent)	4 (Good)	5 (Very high)	5 (Very well)	5 (Very high impact)	5 (Very well)	4 (Very effective)	4 (Significantly)	4 (Very useful)
MAHETA DARSHANABEN JAYSUKHBHAI	5 (Extremely well)	5 (Excellent)	5 (Excellent)	5 (Excellent)	4 (High)	4 (Good impleme	4 (High impact)	5 (Very well)	5 (Highly effective)	5 (Exceedingly)	4 (Very useful)
SHARMA DIVYA NARESHKUMAR	4 (Good understanding)	4 (Good)	5 (Excellent)	5 (Excellent)	4 (High)	4 (Good impleme	5 (Very high impact)	4 (Good fostering)	5 (Highly effective)	4 (Significantly)	4 (Very useful)
BATAVIYA DOLLY SHAILESH	4 (Good understanding)	4 (Good)	4 (Good)	5 (Excellent)	5 (Very high)	3 (Moderate impl	5 (Very high impact)	5 (Very well)	5 (Highly effective)	5 (Exceedingly)	5 (Extremely Useful)
MACWAN ERIC PATHRUSIM	5 (Extremely well)	4 (Good)	4 (Good)	3 (Average)	5 (Very high)	5 (Very well)	4 (High impact)	3 (Moderate fostering)	4 (Very effective)	3 (Moderately)	5 (Extremely Useful)
ACHARYA FORAM BHAVESHBHAI	4 (Good understanding)	4 (Good)	4 (Good)	5 (Excellent)	4 (High)	5 (Very well)		4 (Good fostering)	5 (Highly effective)	5 (Exceedingly)	5 (Extremely Useful)
JADEJA HARDEEPSINH .	5 (Extremely well)	4 (Good)	5 (Excellent)	4 (Good)	5 (Very high)	4 (Good impleme	3 (Moderate imp	5 (Very well)	4 (Very effective)	4 (Significantly)	4 (Very useful)
KATESHIYA HEENA VINODBHAI	5 (Extremely well)	3 (Average)	4 (Good)	4 (Good)	4 (High)	5 (Very well)	3 (Moderate imp	4 (Good fostering)	3 (Moderately eff	5 (Exceedingly)	5 (Extremely Useful)
VIRAPARIYA HEMABEN KISHORBHAI	4 (Good understanding)	5 (Excellent)	5 (Excellent)	5 (Excellent)	3 (Moderate)	4 (Good impleme	3 (Moderate imp	5 (Very well)	5 (Highly effective)	4 (Significantly)	5 (Extremely Useful)
MAHETA HIRAL MAHENDRABHAI	3 (Moderate understanding)	4 (Good)	4 (Good)	4 (Good)	4 (High)	4 (Good impleme	4 (High impact)	5 (Very well)	4 (Very effective)	5 (Exceedingly)	4 (Very useful)
ZALA JAIMINABAHEN FULUBHA	4 (Good understanding)	4 (Good)	5 (Excellent)	5 (Excellent)	4 (High)	3 (Moderate impl	5 (Very high impact)	4 (Good fostering)	5 (Highly effective)	4 (Significantly)	4 (Very useful)
JADEJA JAYOTIBA TAKHUBHA	5 (Extremely well)	5 (Excellent)	4 (Good)	5 (Excellent)	5 (Very high)	5 (Very well)	3 (Moderate imp	5 (Very well)	5 (Highly effective)	5 (Exceedingly)	4 (Very useful)
. JOSINA .JOSE	4 (Good understanding)	4 (Good)	5 (Excellent)	5 (Excellent)	4 (High)	5 (Very well)	4 (High impact)	3 (Moderate fostering)	5 (Highly effective)	3 (Moderately)	5 (Extremely Useful)
SAIYAD KARISHMA RAHIMBHAI	5 (Extremely well)	5 (Excellent)	4 (Good)	4 (Good)	4 (High)	4 (Good impleme	5 (Very high impact)	4 (Good fostering)	4 (Very effective)	5 (Exceedingly)	5 (Extremely Useful)
RATHOD KHUSHBU RAJESHBHAI	4 (Good understanding)	4 (Good)	5 (Excellent)	5 (Excellent)	5 (Very high)	5 (Very well)	5 (Very high impact)	5 (Very well)	5 (Highly effective)	4 (Significantly)	5 (Extremely Useful)
IDHATIYA KOMALBAHEN AJAYKUMAR	5 (Extremely well)	3 (Average)	4 (Good)	4 (Good)	4 (High)	4 (Good impleme	5 (Very high impact)	4 (Good fostering)	4 (Very effective)	5 (Exceedingly)	4 (Very useful)
VACHHANI KRUTI RAMESHBHAI	5 (Extremely well)	4 (Good)	4 (Good)	3 (Average)	5 (Very high)	4 (Good impleme	4 (High impact)	5 (Very well)	3 (Moderately eff	4 (Significantly)	5 (Extremely Useful)


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MAKVANA MAHESHKUMAR MALDEBHAI	5 (Extremely well)	5 (Excellent)	3 (Average)	4 (Good)	4 (High)	3 (Moderate impl	5 (Very high impact)	5 (Very well)	5 (Highly effective)	5 (Exceedingly)	5(Extremely Useful)
GANDHI MAITRI JITENDRAKUMAR	4 (Good understanding)	4 (Good)	5 (Excellent)	4 (Good)	3 (Moderate)	5 (Very well)	5 (Very high impact)	4 (Good fostering)	4 (Very effective)	4 (Significantly)	4 (Very useful)
RATHOD MANALIBEN KARSHANBHAI	5 (Extremely well)	5 (Excellent)	4 (Good)	5 (Excellent)	4 (High)	5 (Very well)	4 (High impact)	5 (Very well)	5 (Highly effective)	5 (Exceedingly)	4 (Very useful)
GOSWAMI MIRABEN MAGANBHAI	5 (Extremely well)	4 (Good)	5 (Excellent)	3 (Average)	4 (High)	4 (Good implementation)		3 (Moderate fostering)	5 (Highly effective)	3 (Moderately)	4 (Very useful)
VANJA NAYNA MOHANBHAI	5 (Extremely well)	5 (Excellent)	4 (Good)	5 (Excellent)	5 (Very high)	5 (Very well)	4 (High impact)	4 (Good fostering)	5 (Highly effective)	5 (Exceedingly)	5(Extremely Useful)
GALORIYA NEHA VASANTBHAI	4 (Good understanding)	4 (Good)	5 (Excellent)	4 (Good)	4 (High)	4 (Good impleme	5 (Very high impact)	5 (Very well)	4 (Very effective)	4 (Significantly)	5(Extremely Useful)
CHAVAN NIKITA RAMESHBHAI	5 (Extremely well)	4 (Good)	5 (Excellent)	4 (Good)	4 (High)	4 (Good impleme	3 (Moderate imp	4 (Good fostering)	5 (Highly effective)	5 (Exceedingly)	5(Extremely Useful)
GAMIT NIRALIBAHEN GAJENDRAKUMAR	5 (Extremely well)	3 (Average)	5 (Excellent)	5 (Excellent)	5 (Very high)	3 (Moderate impl	4 (High impact)	5 (Very well)	4 (Very effective)	4 (Significantly)	4 (Very useful)
ARDESHNA PAYAL LALITBHAI	5 (Extremely well)	5 (Excellent)	4 (Good)	4 (Good)	4 (High)	5 (Very well)	5 (Very high impact)	5 (Very well)	3 (Moderately eff	5 (Exceedingly)	5(Extremely Useful)
BOGHARA POOJA MANSUKHBHAI	4 (Good understanding)	5 (Excellent)	4 (Good)	5 (Excellent)	5 (Very high)	5 (Very well)	5 (Very high impact)	4 (Good fostering)	5 (Highly effective)	4 (Significantly)	5(Extremely Useful)
GAGIYA POOJA HARDASBHAI	3 (Moderate understanding)	4 (Good)	5 (Excellent)	5 (Excellent)	4 (High)	4 (Good impleme	5 (Very high impact)	5 (Very well)	4 (Very effective)	5 (Exceedingly)	4 (Very useful)
GANVIT PRATIKBHAI MAHESHBHAI	5 (Extremely well)	4 (Good)	5 (Excellent)	5 (Excellent)	3 (Moderate)	5 (Very well)	4 (High impact)	3 (Moderate fostering)	5 (Highly effective)	3 (Moderately)	4 (Very useful)



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JOSHI SIDDHARTH PARESHKUMAR	4 (Good)	4 (Good)	5 (Excellent)	4 (Good)	4 (High)	3 (Moderate impl	4 (High impact)	4 (Good fostering	5 (Highly effective)	3 (Moderately)	4 (Very useful)
PATEL JETALKUMARI DHIRUBHAI	4 (Good)	5 (Excellent)	5 (Excellent)	4 (Good)	5 (Very high)	5 (Very well)		5 (Very well)	4 (Very effective)	5 (Exceedingly)	4 (Very useful)
RATHOD KISHOR MOHANBHAI	4 (Good)	5 (Excellent)	5 (Excellent)	5 (Excellent)	4 (High)	5 (Very well)	4 (High impact)	4 (Good fostering	5 (Highly effective)	4 (Significantly)	4 (Very useful)
KHALPADA RAJ GHANSHYAMBHAI	5 (Excellent)	5 (Excellent)	4 (Good)	4 (Good)	3 (Moderate)	4 (Good impleme	5 (Very high impact)	5 (Very well)	4 (Very effective)	5 (Exceedingly)	5(Extremely Useful)
SHAH DIXA SANDEEP	4 (Good)	4 (Good)	4 (Good)	5 (Excellent)	4 (High)	5 (Very well)	3 (Moderate imp	5 (Very well)	3 (Moderately eff	4 (Significantly)	3 (Moderately useful)
SONPAL RIDDHI SANJAYBHAI	5 (Excellent)	4 (Good)	4 (Good)	5 (Excellent)	4 (High)	4 (Good impleme	4 (High impact)	4 (Good fostering	5 (Highly effective)	5 (Exceedingly)	4 (Very useful)
AARTI	4 (Good)	5 (Excellent)	5 (Excellent)	5 (Excellent)	5 (Very high)	4 (Good impleme	5 (Very high impact)	5 (Very well)	4 (Very effective)	4 (Significantly)	4 (Very useful)
DAVE MUDRA MANISHKUMAR	5 (Excellent)	5 (Excellent)	4 (Good)	5 (Excellent)	4 (High)	3 (Moderate impl	5 (Very high impact)	3 (Moderate fost	5 (Highly effective)	5 (Exceedingly)	4 (Very useful)
PARMAR JAHANVI VIJAYBHAI	4 (Good)	5 (Excellent)	5 (Excellent)	5 (Excellent)	4 (High)	5 (Very well)	5 (Very high impact)	4 (Good fostering	5 (Highly effective)	3 (Moderately)	5(Extremely Useful)
BARAD MIRABEN JESINGBHAI	5 (Excellent)	4 (Good)	4 (Good)	5 (Excellent)	5 (Very high)	5 (Very well)	4 (High impact)	4 (Good fostering	5 (Highly effective)	5 (Exceedingly)	5(Extremely Useful)
PATADIYA POOJA VIJAYBHAI	4 (Good)	4 (Good)	5 (Excellent)	4 (Good)	4 (High)	4 (Good impleme	4 (High impact)	5 (Very well)	5 (Highly effective)	4 (Significantly)	5(Extremely Useful)
BEDISKAR HARSHAL ANILBHAI	5 (Excellent)	5 (Excellent)	4 (Good)	5 (Excellent)	5 (Very high)	5 (Very well)		4 (Good fostering	4 (Very effective)	5 (Exceedingly)	4 (Very useful)
DANGAR DHARABEN DHIRUBHAI	4 (Good)	4 (Good)	4 (Good)	4 (Good)	4 (High)	4 (Good impleme	4 (High impact)	5 (Very well)	5 (Highly effective)	4 (Significantly)	5(Extremely Useful)
GOHIL PRADIPSINH REVVTUBHA	4 (Good)	5 (Excellent)	3 (Average)	3 (Average)	3 (Moderate)	4 (Good impleme	5 (Very high impact)	5 (Very well)	4 (Very effective)	5 (Exceedingly)	5(Extremely Useful)
VALA JAYDEEPSINH KIRITSINH	3 (Average)	5 (Excellent)	5 (Excellent)	4 (Good)	4 (High)	3 (Moderate impl	3 (Moderate imp	4 (Good fostering	3 (Moderately eff	4 (Significantly)	4 (Very useful)
BAKORI DISHA PARESHBHAI	5 (Excellent)	5 (Excellent)	4 (Good)	4 (Good)	4 (High)	5 (Very well)	4 (High impact)	5 (Very well)	5 (Highly effective)	5 (Exceedingly)	4 (Very useful)
ANKLESHVARIYA DHRUTIKA MAHESHBHAI	4 (Good)	4 (Good)	5 (Excellent)	5 (Excellent)	5 (Very high)	5 (Very well)	5 (Very high impact)	3 (Moderate fost	4 (Very effective)	3 (Moderately)	4 (Very useful)
JOSHI MIRAL HITESHBHAI	5 (Excellent)	4 (Good)	4 (Good)	5 (Excellent)	4 (High)	4 (Good impleme	5 (Very high impact)	4 (Good fostering	5 (Highly effective)	5 (Exceedingly)	5(Extremely Useful)
AGHARA AAKANKSHA HITESHBHAI	4 (Good)	5 (Excellent)	5 (Excellent)	5 (Excellent)	4 (High)	5 (Very well)	5 (Very high impact)	4 (Good fostering	5 (Highly effective)	4 (Significantly)	5(Extremely Useful)

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SOLANI YASHA RAJESHKUMAR	5 (Excellent)	4 (Good)	5 (Excellent)	5 (Excellent)	5 (Very high)	4 (Good implementation)	4 (High impact)	5 (Very well)	5 (Highly effective)	5 (Exceedingly)	5 (Extremely Useful)
RAVRANI DIPALIBEN BAKULBHAI	5 (Excellent)	5 (Excellent)	5 (Excellent)	4 (Good)	4 (High)	4 (Good implementation)	4 (High impact)	4 (Good fostering)	5 (Highly effective)	3 (Moderately)	4 (Very useful)
MEMAN SALEHABANU ANAWARBHAI	5 (Excellent)	5 (Excellent)	4 (Good)	5 (Excellent)	5 (Very high)	3 (Moderate implementation)		5 (Very well)	4 (Very effective)	5 (Exceedingly)	5 (Extremely Useful)
THAKER JANKI SUNILBHAI	4 (Good)	5 (Excellent)	4 (Good)	4 (Good)	4 (High)	5 (Very well)	4 (High impact)	5 (Very well)	5 (Highly effective)	4 (Significantly)	5 (Extremely Useful)
GHETIYA KHUSHALIBEN PARESHBHAI	4 (Good)	4 (Good)	5 (Excellent)	3 (Average)	3 (Moderate)	5 (Very well)	5 (Very high impact)	4 (Good fostering)	4 (Very effective)	5 (Exceedingly)	4 (Very useful)
AGHERA URVEE DINESHBHAI	5 (Excellent)	4 (Good)	5 (Excellent)	4 (Good)	4 (High)	4 (Good implementation)	3 (Moderate impact)	5 (Very well)	3 (Moderately effective)	4 (Significantly)	4 (Very useful)
TARAVIYA JANKIBEN DILIPBHAI	3 (Average)	5 (Excellent)	5 (Excellent)	4 (Good)	4 (High)	5 (Very well)	4 (High impact)	3 (Moderate fostering)	5 (Highly effective)	5 (Exceedingly)	4 (Very useful)
NATHVANI DISHA RAJANIBHAI	5 (Excellent)	4 (Good)	4 (Good)	5 (Excellent)	5 (Very high)	4 (Good implementation)	5 (Very high impact)	4 (Good fostering)	4 (Very effective)	4 (Significantly)	5 (Extremely Useful)
DADHANIYA VIBHABEN ASHVINBHAI	4 (Good)	5 (Excellent)	4 (Good)	3 (Average)	4 (High)	4 (Good implementation)	5 (Very high impact)	5 (Very well)	5 (Highly effective)	5 (Exceedingly)	5 (Extremely Useful)
BAGATHARIYA AVANIBEN BHUPENDRABHAI	4 (Good)	5 (Excellent)	4 (Good)	4 (Good)	4 (High)	3 (Moderate implementation)	5 (Very high impact)	5 (Very well)	5 (Highly effective)	3 (Moderately)	5 (Extremely Useful)
VISHNU VARSHABEN BHAKTIRAMBHAI	5 (Excellent)	4 (Good)	5 (Excellent)	4 (Good)	5 (Very high)	5 (Very well)	4 (High impact)	4 (Good fostering)	5 (Highly effective)	5 (Exceedingly)	4 (Very useful)


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Institute of Language Teaching

Ref :

Date :

Career and Personal Counseling Provided to the trainees in last academic year B.Ed. Batch-2022-23

Name of the Month	Year	List of Activities Performed
July	2022-23	<ul style="list-style-type: none">• Personal Counseling trainees on elective papers• Orientation and Personal Counseling for Micro Teaching skills (Practice Teaching)• Personal Counseling and training under Institutional Innovation Cell STEM
August	2022-23	<ul style="list-style-type: none">• Personal Counseling for Subject orientation by faculties• Personal Counseling to students to manage celebration of Ganesh Chaturthi
September	2022-23	<ul style="list-style-type: none">• Counseling for Seminar, Discussions,,Guest lectures• Counseling for celebration of important Days in Assembly e.g- World Ozone Day• Counseling for Inter college University level Micro-Teaching Competition• Counseling for participation and presentation in Climate change and Electoral Literacy Clubs and Cultural Event- Kalakunj
October	2022-23	<ul style="list-style-type: none">• Personal Counseling for presentation• Personal Counseling for value added courses• Counseling for attending webinars and discussing the topic in class.• Personal Counseling for resume Building• Personal Counseling and guidance for TET/TAT exams• Guidance and Personal Counseling for Sports
November	2022-23	<ul style="list-style-type: none">• Guidance for Internal Exam as Pre-prelim and Prelim,
December	2022-23	<ul style="list-style-type: none">• Guidance for internal exams- semester end exam• Guidance for Annual Sports day Event• Developing spirit of Inclusivity by Personal Counseling among students by New Year and Christmas Celebration



Institute of Language Teaching

Ref :

Date :

January	2022-23	<ul style="list-style-type: none">● Personal Counseling for internal college level competitions● Guidance for G-20 Activities
February	2022-23	<ul style="list-style-type: none">● Personal Counseling for TLM preparation, Expert Session on TLM● Personal Counseling for enhancing capacities in regular classes● Personal Counseling for Campus Placement Drive
March	2022-23	<ul style="list-style-type: none">● Personal Counseling for Collaborative task presentation after Educational Tour.● Encouraging and Motivation to Students for clearing competitive exam- CTET● Personal Counseling for Self Study Course-Diksha
April	2022-23	<ul style="list-style-type: none">● Personal Counseling for practical exams Practice teaching
June	2022-23	<ul style="list-style-type: none">● Personal Counseling for assignment submission, students presentations,
July	2022-23	<ul style="list-style-type: none">● Personal Counseling for Examination

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Institute of Language Teaching

Ref :

Date :

The Institute of Language Teaching (ILT) organized a comprehensive Research Skill Workshop on 13 December 2021, aiming to enhance the research capabilities of its trainees and prepare them for the effective development of seminar and research papers. Dr Jiten Uddhas conducted the workshop, a part of ILT's commitment to providing a holistic learning experience, focused on instilling critical research skills necessary for academic and professional growth.

Objectives:

The primary objectives of the Research Skill Workshop were:

- To introduce trainees to effective research methodologies.
- To enhance skills in literature review and source identification.
- To provide hands-on experience in research proposal writing.
- To cultivate an understanding of ethical considerations in research.

Activities and Sessions:

The workshop comprised interactive sessions designed to cover various aspects of research skills. Key activities included:

- **Introduction to Research Fundamentals:** The workshop commenced with an overview of research fundamentals, emphasizing the importance of rigorous methodology and a structured approach to research.
- **Literature Review Techniques:** Trainees engaged in practical exercises focused on conducting literature reviews. The session emphasized the significance of synthesizing existing knowledge and identifying research gaps.
- **Research Proposal Writing:** Participants were guided through the process of writing research proposals. This included formulating research questions, defining objectives, and selecting appropriate methodologies.



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- Data Collection and Analysis: Practical sessions on data collection methods and statistical analysis were conducted. Trainees gained insights into selecting the right methods for their research and using tools like SPSS for data analysis.
- Ethics in Research: A dedicated session discussed ethical considerations in research. Trainees explored topics such as obtaining informed consent, ensuring confidentiality, and navigating ethical challenges.

Outcomes:

The Research Skill Workshop yielded positive outcomes, with trainees demonstrating increased confidence and proficiency in research-related tasks. They gained a deeper understanding of the intricacies of literature review, proposal writing, and ethical conduct in research.

Feedback and Reflection:

Participant feedback indicated a high level of satisfaction with the workshop content and delivery. Trainees expressed gratitude for the practical and hands-on approach, noting that the workshop significantly contributed to their understanding of the research process.


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Institute of Language Teaching

Ref :

Date :

Report on Research Skill Workshop by Dr. Smita Gadhavi at ILT

Date: 16/1/23

The Institute of Language Teaching (ILT) conducted a Research Skill Workshop, led by Dr. Smita Gadhavi, an esteemed in-house faculty member. The workshop aimed to enhance the research capabilities of ILT trainees, equipping them with the skills needed to prepare seminar and research papers.

Key Highlights:

Dr. Smita Gadhavi, an expert in research methodologies, delivered insightful sessions covering fundamental aspects of research. The workshop began with an overview of research fundamentals, followed by hands-on activities on literature review techniques. Dr. Gadhavi guided trainees through the process of crafting research proposals, emphasizing the importance of clarity in research questions and methodology.

Practical Learning:

The workshop provided practical learning experiences, allowing participants to engage actively in literature review exercises and proposal writing. Dr. Gadhavi's expertise and engaging teaching style facilitated an interactive environment, fostering a deep understanding of data collection methods and ethical considerations in research.

Positive Feedback:

Participant feedback highlighted the effectiveness of Dr. Gadhavi's approach in simplifying complex research concepts. Trainees expressed gratitude for the practical insights gained, indicating increased confidence in navigating the research process.



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Date :

Conclusion:

The Research Skill Workshop conducted by Dr. Smita Gadhavi proved to be a valuable initiative in advancing the research capabilities of ILT trainees. The institute remains committed to providing such enriching experiences, reinforcing its dedication to academic excellence and preparing trainees for successful contributions to their respective fields.

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Institute of Language Teaching

Ref :

Date :

Dt. 1/11/2020

Report on E-Content Development Workshop at ILT Organized by Rao Infotech

Introduction:

In line with the rapidly evolving educational landscape, ILT (Institute of Language Teaching) collaborated with Rao Infotech to conduct a comprehensive workshop on E-Content Development. This collaboration was facilitated by a Memorandum of Understanding (MOU) between ILT and Rao Infotech, demonstrating a commitment to fostering educational advancements through digital means.

Workshop Overview:

The workshop aimed to equip trainees with the knowledge and skills necessary for developing effective e-content. The training program began by emphasizing the significance of transitioning from traditional physical content to dynamic electronic formats.

Physical to Digital Transition:

Trainees were initially guided through the process of preparing physical content, laying a foundation for the subsequent transition to digital mediums. This strategic approach ensured that participants understood the fundamentals of educational content creation before delving into the intricacies of digital platforms.

Digital Tools Utilized:

The workshop introduced a range of essential digital tools for e-content development, including Inshort, Camtasia, Vidmate, OBS (Open Broadcaster Software), and more. Each tool was carefully selected to provide trainees with a diverse skill set, accommodating various preferences and requirements in the e-learning domain.



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Inshort - for concise content creation:

Inshort was introduced as a tool for crafting concise and impactful e-content. Trainees learned how to distill complex concepts into bite-sized, engaging formats suitable for online learning environments.

Camtasia - for multimedia integration:

The workshop extensively covered Camtasia, emphasizing its capabilities for multimedia integration. Trainees acquired skills in seamlessly blending audio, video, and graphics to create visually compelling e-content.

Vidmate - for video content management:

Vidmate's role in the workshop focused on video content management. Trainees were guided on efficiently organizing, editing, and enhancing video materials to enhance the overall quality of e-learning resources.

OBS - for live streaming and interactivity:

Open Broadcaster Software (OBS) was introduced as a tool for incorporating live streaming and interactivity into e-content. Trainees learned to leverage OBS to engage learners in real-time, fostering a dynamic and participatory online learning experience.

Test Integration:

A crucial aspect of the workshop centered around teaching trainees how to seamlessly integrate assessments into their e-content. The importance of formative and summative assessments was underscored, ensuring that the e-learning materials developed were not only informative but also conducive to effective knowledge retention.




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Conclusion:

In conclusion, the E-Content Development Workshop at ILT, organized in collaboration with Rao Infotech, proved to be a pivotal initiative in advancing the capabilities of educators in the digital age. The workshop's structured approach, from physical to digital content creation, coupled with hands-on training on versatile digital tools, empowered trainees to create engaging and effective e-learning materials. The emphasis on test integration further highlighted the commitment to ensuring the educational effectiveness of the developed content. This collaborative endeavor between ILT and Rao Infotech sets a commendable standard for future initiatives aimed at enhancing digital learning methodologies.


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Institute of Language Teaching

Ref :

Date :

Dt.4/1/2022

Expert Session Report on Online Assessment of Learning at ILT by Shubham Rathi from Rao Infotech

Introduction:

In a strategic collaboration between the Institute of Language Teaching (ILT) and Rao Infotech, an expert session was organized to prepare trainees for "Online Assessment of Learning." The session, led by the distinguished expert Shubham Rathi, aimed to equip both trainees and faculty members at ILT with the necessary skills and insights to navigate the complexities of assessing learning in online environments. This collaboration was facilitated by a Memorandum of Understanding (MOU) between ILT and Rao Infotech, emphasizing a shared commitment to advancing education through digital means.

Expert Session Overview:

Shubham Rathi, a seasoned expert from Rao Infotech, brought a wealth of experience and knowledge to the forefront in the carefully crafted expert session. The event was well-attended by both trainees and faculty members at ILT, reflecting the collective interest and commitment to enhancing the understanding and application of online assessment practices.

Key Highlights of the Expert Session:

1. Understanding the Online Assessment Landscape:

Shubham Rathi initiated the session by providing a comprehensive overview of the online assessment landscape. Participants gained insights into the evolving nature of assessments in digital learning environments, exploring the advantages, challenges, and best practices associated with this paradigm shift.



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2. Effective Use of Learning Management Systems (LMS):

A significant portion of the session was dedicated to the effective utilization of Learning Management Systems (LMS). Shubham Rathi demonstrated how LMS platforms could streamline the assessment process, offering features for creating, administering, and grading assessments online.

3. Assessment Design Principles:

The expert delved into the essential principles of designing effective online assessments. Participants were guided through the importance of aligning assessments with learning objectives, ensuring validity and reliability, and incorporating various assessment methods to cater to diverse learning styles.

4. Security Measures in Online Assessment:

Given the concerns surrounding the integrity of online assessments, Shubham Rathi addressed the importance of implementing robust security measures. This included strategies to prevent cheating, plagiarism detection tools, and insights into secure assessment platforms.

5. Feedback Strategies for Online Assessments:

The expert emphasized the role of feedback in enhancing the learning experience. Strategies for providing timely, constructive, and personalized feedback in an online setting were discussed, highlighting its impact on student engagement and improvement.

6. Technological Tools for Enhanced Assessment:

Shubham Rathi introduced participants to cutting-edge technological tools that could enhance the online assessment experience. This included the integration of multimedia, interactive elements, and adaptive learning technologies to create dynamic and engaging assessments.

7. Case Studies and Best Practices:

The session incorporated real-world case studies and best practices from the field. Shubham Rathi shared insights into successful implementations of online assessments, allowing participants to learn from practical examples and adapt these experiences to their own teaching contexts.



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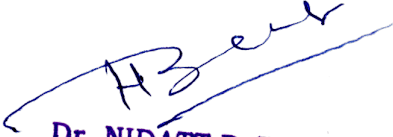
Date :

8. Interactive Q&A and Collaboration:

Throughout the session, participants were encouraged to engage in interactive discussions. The expert responded to queries, shared additional insights, and facilitated collaborative discussions among trainees and faculty members, fostering a dynamic and participatory learning environment.

Conclusion:

The expert session on Online Assessment of Learning, led by Shubham Rathi from Rao Infotech, proved to be a valuable and enriching experience for the trainees and faculty members of ILT. The collaboration between ILT and Rao Infotech, evident through the MOU, facilitated the exchange of expertise and knowledge, contributing to the ongoing enhancement of educational practices at ILT. As the education landscape continues to embrace digital transformations, such expert sessions play a pivotal role in ensuring that educators are well-equipped to harness the full potential of online assessment methodologies, ultimately benefitting both learners and instructors alike.


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Institute of Language Teaching

Ref :

Date :

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

Report :-

Application :- Gimkit :

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

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

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' 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 timers 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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□ List of questions

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

* Ans. :-

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



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Impact of Capability Building Initiatives on ILT B.Ed Students: Skill Enhancement and Practical Application

At ILT B.Ed College, the implementation of comprehensive capability-building initiatives has played a pivotal role in transforming our students into proficient and well-rounded educators. The various value-added and self-study courses have not only enriched their academic knowledge but have also significantly enhanced practical skills, fostering a holistic approach to education. Here's how these initiatives have positively impacted ILT B.Ed students:

Enhanced Teaching Methodologies:

The course on "Use of ICT for Online Teaching" and "Course on Computer Concepts" has equipped students with advanced technological skills, enabling them to seamlessly integrate digital tools into their teaching methodologies. This has resulted in more engaging and interactive online classes, enhancing the overall learning experience for students.

Effective Communication and Language Proficiency:

The "English Enrichment Programme" has played a crucial role in enhancing students' language proficiency and communication skills. As a result, our educators can articulate ideas more effectively, creating a positive and conducive learning environment for students.

Digital Literacy and Online Collaboration:

Courses such as "Digital Platform Tools" and "Google Tools" have empowered students with digital literacy skills. They can now leverage various online platforms and tools for collaborative learning, resource sharing, and effective communication within the educational community.

Promotion of Innovation and Critical Thinking:

The "Innovative Thinking Skill" self-study course has encouraged students to think creatively and critically. This newfound ability to innovate has translated into more dynamic and engaging teaching methods, fostering a spirit of curiosity and exploration among students.



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Leadership and Team Building Skills:

Initiatives like "Leadership Skill" and "Team Building Skill" have not only prepared students for leadership roles but have also instilled a sense of collaboration and cooperation. These skills are reflected in their ability to lead initiatives, work effectively in teams, and contribute positively to the educational community.

Efficient Time Management:

The "Time Management Skill" self-study course has equipped students with effective time management strategies. This has resulted in increased productivity, allowing them to balance teaching responsibilities, professional development, and personal commitments successfully.

Adoption of Social Media for Educational Purposes:

The "Use of Social Media in Education" self-study course has empowered students to leverage social media responsibly as a tool for educational communication. They can now connect with students, parents, and colleagues effectively, creating an inclusive and collaborative learning environment.

Safety and Security Measures:

The "E-Course on School Safety and Security" has heightened awareness among students regarding safety protocols. They now play an active role in creating a secure learning environment, ensuring the well-being of both students and staff.

In essence, these capability-building initiatives, including the self-study course on "Innovative Thinking Skill," have not only enriched the theoretical knowledge of ILT B.Ed students but have also empowered them with practical skills that are directly applicable in real-world educational settings. By aligning academic learning with practical application, ILT B.Ed College ensures that its graduates are well-prepared to meet the evolving challenges of the education sector and contribute meaningfully to the development of their students.



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Key courses include:

Value-Added Courses:

- Gandhian Philosophy
- Use of ICT for Online Teaching
- English Enrichment Programme
- Finishing School
- Course on Computer Concepts
- Digital Platform Tools
- Gender Equality
- Emotional Well-Being and Mental Health
- Action Research
- Interpersonal Relationship

Self-Study Courses:

- Innovative Thinking Skill
- Leadership Skill
- Team Building Skill
- Time Management Skill
- Use of Social Media in Education
- E-Learning Platforms
- Google Tools
- E-Course on School Safety and Security
- NEP 2020 - પાયાની સાક્ષરતા અને સંખ્યાજ્ઞાન : અધ્યયન અતિઆવશ્યક પૂર્વશરત
- NEP 2020 - પ્રારંભિક બાળસંભાળ અને શિક્ષણ : અધ્યયનનો આધારભૂત તબક્કો
- Nutrition, Health and Sanitation
- Online Course on GUNOTSAV 2.0
- PY - Art Integrated Learning - Batch - 1
- PY - Curriculum and Inclusive Classrooms-Batch-1
- Sparsh - ૧૧ - ઇન્ટરનેટ અને સોશિયલ મીડિયાના સુરક્ષિત ઉપયોગને પ્રોત્સાહન આપવું
- Sparsh - 2 - ભાવનાત્મક અને માનસિક આરોગ્ય



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- Sparsh - 3 આંતરવૈયક્તિક સંબંધ
- અધ્યયન - અધ્યાપન પ્રક્રિયામાં માહિતી અને પ્રત્યાયન તકનીકીનો ઉપયોગ
- એન.સી.એફ. 2005 અને પર્યાવરણ શિક્ષણ
- ગાંધીજીનું શિક્ષણદર્શન : ભાગ ૧
- ગુજરાતી વ્યાકરણ (વૈભવે ઉભરાતી ગુજરાતી) મોડ્યુલ - ૩
- નવતર' ઈનોવેશન્સ ઇન એજ્યુકેશન ભાગ - ૧
- બાળવિકાસ અને શિક્ષણપ્રક્રિયા
- શાળા સલામતી અને સુરક્ષા પરનો ઈ-કોર્ષ
- સર્વાંગી શિક્ષણ : યોગ Module 1

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H M Patel Institute of English Training and Research
Vallabh Vidyanagar
&



Institute of Language Teaching, Rajkot

Certificate of Participation

This is to certify that

Aarti Rajapara

has successfully completed

English Enrichment Programme

Jointly organized by

H M Patel Institute of English Training and Research, Vallabh Vidyanagar

&

Institute of Language Teaching, Rajkot

from 21/09/2020 to 01/10/2020

Principal
Institute of Language Teaching

Coordinator

Principal
H M Patel Institute of English
Training and Research



Certificate of Completion

This is to certify that

Abraham Roy

the student of ILT B.Ed. College has successfully completed
the Online Course offered by **Brainzorg**
Entitled "**Introduction to ICT**" organized by **INFINITY**

201820

Certificate No.

2019



Note: This Certificate is computer generated and doesn't require any Seal/Signature.



Government of Gujarat

Certificate of Completion

This is to certify that

Bhumi Sanghvi

has successfully completed the course

E- Course on School Safety and Security

on 20 March 2023



SPD, Samagra Shiksha Gujarat

Director General, GIDM



Scan to Verify Certificate



KNOWLEDGE CONSORTIUM OF GUJARAT

EDUCATION DEPARTMENT, GOVERNMENT OF GUJARAT



FINISHING SCHOOL PROGRAMME

Certificate of Participation

This is to certify that Mr./Ms. Aghera Urvee Dineshbhai

of Education Faculty, Semester 3 Roll No. 2 of

ILT B.Ed. College - Rajkot has participated in 80 hours of 80 hours

Employability Skills, Life Skills Training and Functional English Skill from 25/11/2021 to


20/12/2021 under Finishing School as part of the Extension initiative of KCG, Education

Department, Government of Gujarat.

Place : Rajkot

Date : 30/05/2022


Co-Ordinator


Dr. Nidatt Barot
Principal
Institute of Language Teaching
(English Medium) B.Ed. College, Rajkot



KNOWLEDGE CONSORTIUM OF GUJARAT

EDUCATION DEPARTMENT, GOVERNMENT OF GUJARAT

FINISHING SCHOOL PROGRAMME



Certificate of Participation

This is to certify that Mr./Ms. Ankleshvariya Dhurutika Maheshbhai

of Education Faculty, Semester 3 Roll No. 3 of

ILT B.Ed. College - Rajkot has participated in 80 hours of 80 hours

Employability Skills, Life Skills Training and Functional English Skill from 25/11/2021 to


20/12/2021 under Finishing School as part of the Extension initiative of KCG, Education

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Place : Rajkot

Date : 30/05/2022


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Dr. Nidatt Barot
Principal
Institute of Language Teaching
(English Medium) B.Ed. College, Rajkot



H M Patel Institute of English Training and Research
Vallabh Vidyanagar
&



Institute of Language Teaching, Rajkot

Certificate of Participation

This is to certify that

Akanksha Aghara

has successfully completed

English Enrichment Programme

Jointly organized by

H M Patel Institute of English Training and Research, Vallabh Vidyanagar

&

Institute of Language Teaching, Rajkot

from 21/09/2020 to 01/10/2020

Principal
Institute of Language Teaching

Coordinator

Principal
H M Patel Institute of English
Training and Research



Government of Gujarat

Certificate of Completion

This is to certify that

Yashrajsinh Sodha

has successfully completed the course

E- Course on School Safety and Security

on 19 March 2023



SPD, Samagra Shiksha Gujarat

Director General, GIDM



Scan to Verify Certificate



Certificate of Completion

This is to certify that

Bhatt Kishan

the student of ILT B.Ed. College has successfully completed
the Online Course offered by **Brainzorg**
Entitled "**Introduction to ICT**" organized by **INFINITY**

201821

Certificate No.

2019



Note: This Certificate is computer generated and doesn't require any Seal/Signature.



Institute for Language Teaching
B.Ed. (English) College, RAJKOT

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INDIAN INSTITUTE OF TEACHER'S EDUCATION



B.Ed Semester IV

2020-22

EPC 4 02: Guidance and Counselling

Activity from **Section A**

**A case study of Divyang child by
interviewing care taker, parents
and special educator**

&

Activity from **Section B**

**Designing and implementing
remedial strategies for slow
learners/ gifted learners.**

PREPARED BY: Joshi Siddharth P.

Enrollment No : 201480030001

Roll No. : 17

Activity from Section A

A case study of Divyang child by interviewing care taker, parents and special educator

Case Study Of DEEP

FROM BIRTH TO 6 MONTHS AGE :

- » When Deep born on the date 19/10/2007, he didn't feed till 24 hours and couldn't pass urine to.
- » After 24 hours he fed & passed the urine too. But then he got fever and cried whole night.
- » After that we admitted him in Dr. Anil Patel's hospital for 15 days. He was infected with dehydration and with other many problems.
- » When we admitted him, he was in critical condition.



- » After that our life was in routine.
- » When he became 3 months old, he couldn't recognize me as a mother. His physical mile stone growth was slow than other. He had some muscle tightness. He couldn't focus his sight. We consult many doctors in Bharuch, but nobody caught his problem.



- » When he became 5 months old, we tried to sit him. He cried a lot. We couldn't understand why he was crying.



- » They decided to take opinion of Dr. Anil Patel, Rajkot once again.
- » 12/09/2007 - This was the date when the doctor referred exercise & to consult physiotherapist Dr. Birva Desai for Deep's delayed mild stones.

FROM 6 MONTHS TO 3 YEARS AGE :

- » Dr. Birva Desai was the first physiotherapist in Deep's life.
- » She said to continue with maximum exercise till 3 years age of Deep.
- » After some time when Deep was 7 months old one more physiotherapist Dr. Amin Chatterjee came in Deep's life.
- » In these years he had taken maximum physical exercise from two physiotherapists.
- » Now it was the time to give him some socialization and basic academic. At that time he had no speech. We thought if he will mix with other children, he will try to speak. So, I have taken admission in nearest playhouse on his age of 2.5.
- » He was able to sit, stand and walk with some support, at the age of 3 years.



FROM 3 YEARS TO 6 YEARS AGE :

- » After 6 months of joining playhouse, there was no change in Deep's speech, academics & socialization.
- » He just used to sit. He couldn't do any activity himself.



- » We were in dilemma; we couldn't see any proper way or solutions of Deep's problems.
- » Somebody suggested us Brain Feedback Therapy.
- » We had taken visit of that therapy and one hope awoken.
- » Now Deep was continued with two physiotherapy sessions and on session of Brain Feedback Therapy.
- » **Deep had started that therapy and after 6 months he got some speech and improved his understanding level, grasping power & imagination.**
- » In playhouse result reflected.
- » Now it was the time to take admission in a school.

- » At the age of 4 we got admission of Deep in Nursery, Masoom school.
- » He studied 2 years there. In first year he had no more problems. Because there was no writing in Nursery class.
- » But in Junior KG. he got many problems about writing, understanding, behavior & toileting.
- » School management opposed to continue with Deep.
- » We visited many schools for his admission, but he was rejected.
- » I was in tension for Deep's future.
- » **I have decided to start swimming for him without wasting time.**
- » **Now at the age of 6 he was also taking Physiotherapy & Occupational Therapy in Ram Krishna Ashram.**
- » In swimming pool, I met to Bijal mam and Deep had joined GSK.
- » After starting GSK we came in touch with Dr. Dhara Kotak – Physiotherapist.
- » **She diagnosed that Deep has some Sensory & Cognition related issues too.**
- » **So, we started Sensory Integration Therapy & Cognitive Therapy too.**

In this age group Deep got maximum types of therapy from different persons.

FROM 6 YEARS TO 10 YEARS AGE :

- » In this age he was taking many types of therapy like –Physiotherapy, Occupational Therapy, Brain Feedback Therapy, Sensory Integration Therapy & Cognitive therapy.
- » As result his memory, cognition, academics, logic, imagination, fine motor, gross motor, understanding improved a lot.

Because of all these therapies he can do many things which were impossible for him without therapy.

Here, I am displaying some examples with some images.



Brushing



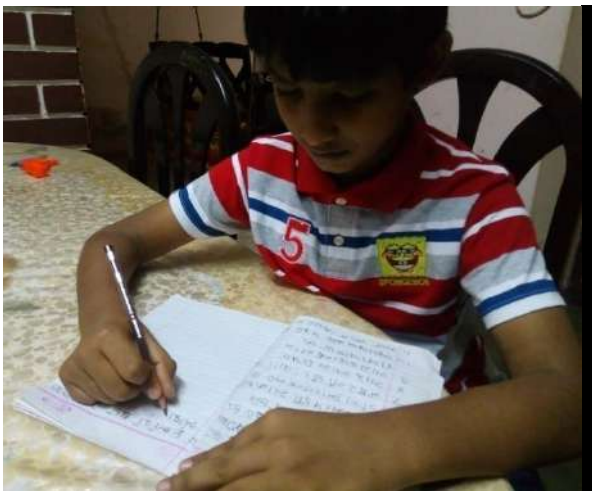
Bathing



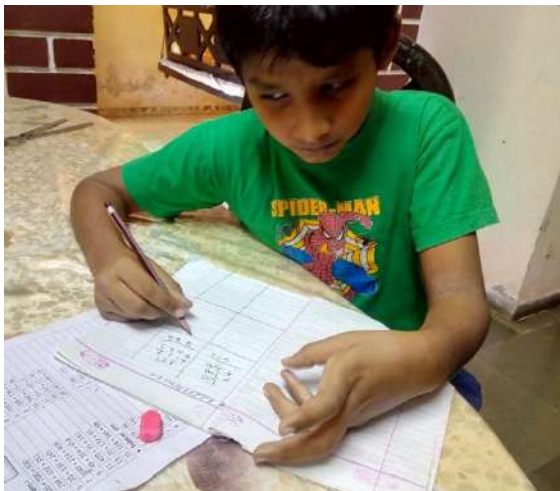
Clothing



Reading



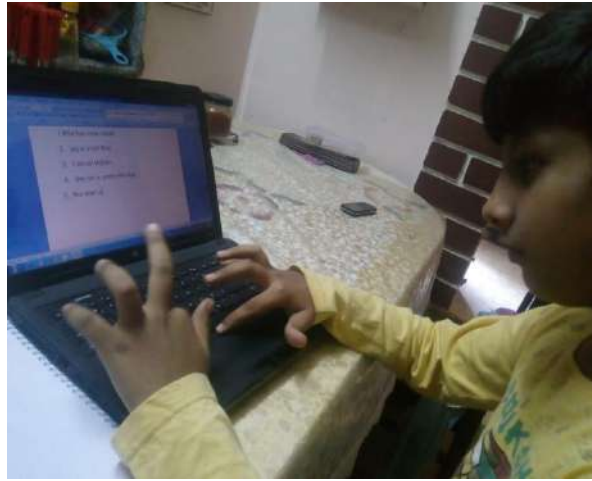
Writing



Counting



Enjoying School



Computer Typing



Cycling



Watching T.V.



Swimming



Drawing & coloring

Playing with different games & toys :



Purchasing



Shopping

Enjoying Diwali :



CONCLUSION :

With proper therapies from childhood of a special need child, we can improve that child's delayed mile stone, and can stop the gap of age growth. Because of therapy activities of daily living & academic can be more affective.

I have submitted 35 parents' reviews about therapy in survey form, with the case study of Deep. All the parents have seen the result in his child because of therapy. Therapy gives result indirectly. Means we can see result of therapy in every routine activity.

Therapy is the base on which a special need child can grow strongly & speedily.

Activity from Section B

Designing and implementing remedial strategies for slow learners/ gifted learners.

Remedial strategies for slow learners/ gifted learners

Introduction

Gifted students—you may or may not spot them in your classroom. They may be highly visible, like the high achievers or straight-A students. But they may also be among those students who don't finish their work (it's never perfect enough), who zone out or act out in class (they're bored), or who test poorly because they overthink things. Some schools and districts have substantial resources to identify and support giftedness, wherever it shows up. Some offer pull-out programs. Others offer cluster grouping, in which gifted students are grouped in specific classes at each grade level.

Then there are the challenges and opportunities at the school level. With the following strategies, teachers can tend to the complex needs of their high-ability students in the heterogeneous classroom.

1. Offer the Most Difficult First

"Gifted students don't need to do 25 problems in math when they can do the five most difficult first to demonstrate mastery. This opportunity is offered to all students, not just those identified as gifted. Students who successfully complete the five problems are excused from that night's homework. If classwork is involved, the teacher simply needs to have a few extension activities on hand—tasks that carry the concept to the next level—for students to work on quietly while others complete the regular assignment.

"Most Difficult First" is one manageable way for teachers to compact the curriculum for their high-ability students. With compacting, students get to "throw away" the part of the curriculum that they already know, while receiving full credit for those competencies. This frees up students to work on more challenging content.

2. Pre-Test for Volunteers

Let's say a teacher is teaching two-digit multiplication. He might do some direct instruction for 10 minutes, then offer students the end-of-chapter test, saying, "If you get 90 percent or higher, you won't have to do the homework or practice work. You'll have different work to do." Some gifted students will take this option, whereas others may decide, "I don't know this; I need the practice work." Again, as in Most Difficult First, this strategy requires having extension work for students who test out of the material.

3. Prepare to Take It Up

Teacher's desk serves as a staging area. He/she has several piles of activities there that take a concept up or down."

For example, when the class is working on the distributive property in math, those "piles" might include differentiated worksheets, word problems, and task cards. Depending on how students grasp the concept, Flores can either reteach, offer practice, or enrich. Teachers can also use "choice boards." In math, they might offer nine ways that students can demonstrate learning of multiplication.

4. Speak to Student Interests

The Ignite presentation format offers another way for Mak to differentiate work on the basis of student interest. The presenter has exactly 5 minutes and 20 slides, which auto-advance every 15 seconds, to discuss a topic of interest. This activity allows students to share their passion with their peers, be it nanotechnology and its role in medicine, the physics of roller coasters, or the latest advances in virtual reality. "over excitabilities"—is also key to teaching gifted students.

Over excitabilities will often appear as quirks, such as compulsive talking or organizing, heightened sensitivity to smells or tastes, insatiable curiosity, or daydreaming. Knowing a student's over excitabilities can help teachers shape engaging—and personalized—learning experiences. An imaginal student will benefit from an assignment that he's free to complete in a unique way. An intellectual student will prefer to investigate why certain areas of the world struggle with starvation rather than simply listing those areas. Although we tend to see over excitabilities negatively, they are often accompanied by great creativity, imagination, and drive.

5. Enable Gifted Students to Work Together

Enabling gifted students to work together in groups boosts their academic achievement and benefits other students in the classroom, as well. When gifted students work together, they challenge themselves in unexpected ways. They bounce ideas off one another and take a peer's idea to a new place. They also learn that as smart as they are, they, too, must exert effort with challenging content—and that they'll sometimes fail along the way.

6. Plan for Tiered Learning

This approach relies on planning lessons or units at different tiers of difficulty. Teachers have to plan for their lessons, so why not develop deep and complex activities for high-ability students at the same time? This one way of planning—providing work at the entry, advanced, and extension levels or at varying Depth of Knowledge Levels—offers a multiplicity of ways to learn. It may take more time in the planning stage, but it is ultimately more efficient because bored students aren't acting out or zoning out in class—they've got challenging work to do—and struggling students are getting support. Once teachers create these tiered resources, they can use them again and again.

Dos & Don'ts of Teaching Gifted Students

Do...

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- Offer training in gifted education to all your teachers.

Don't...

- Confuse high achievers with high-ability students. High achievers put in the time and effort to succeed in school. This may not be the case with high-ability students. Their gifts may not translate into academic achievement and their behavior can at times appear noncompliant.
- Assume that all gifted students are the same and that one strategy works for all.
- Assume that by making gifted students tutors, you're providing a learning extension.
- Confuse extension activities with additional work. Gifted students need deeper and more complex assignments.
- Refer to alternate work for gifted students as "free time." Call it "choice time" or "unfinished work time," so students understand that they are required to tackle a task during this time period.
- Give too many directions to students about how they should complete a task. Say, "Here's the end result I'm grading. How you get there is your choice."
- Assume that gifted students are growing academically. Rely on formative and summative assessments.

Conclusion

All students have the right to learn something new every day, whether they are in regular classrooms or in special education, language acquisition, or gifted programs. And every student will benefit from being pulled up to go beyond the curriculum at times. Learning should be joyful or at least satisfying, rather than just hard. Is this challenging for educators? Sure. Any good teacher can do these things well. It's just good teaching.

ધી સોસાયટી ફોર ધી મેન્ટલી રીટાર્ડેડ

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વહીવટી વિભાગ



ડૉ.એન.એમ.મોદી તથા
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ઓડીયો - વિડીયો સાધનો







5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as

Capability building and skill enhancement initiatives	Nature of activities	Duration with dates	Number of students participated	Contact details of the teachers / agencies involved
1. Career and Personal Counselling				
	Role of Time Management by Shri Harshad Mehta Supritendent of Police, Botad	7/5/2018	48	
	Intricacis of English Grammer Dr. N. V. Bose, Principal H. M. Patel Institute of Language Teaching, Vallabh Vidyanagar	14/08/2019	55	
	The need of Good English Teacher Teacher Dr. Sanjay Mukherjee Prof. Dept. of Head, Saurashtra University, Rajkot	7/9/2019	55	
	Pronunciation of English Language Prof. Paresh Joshi, Department of English, South Gujarat University, Surat	24/09/2019	55	
	Fundamental of Indian Constitution, Dr. Ami Yagnik, M. P. Rajyasabha	22/10/2019	55	
	Learning Teaching in ILT Dr. Dipak Mashru, Marwadi University, Rajkot	27/02/2021	50	
	Developing Self through movie Dr. Manish Raval	31/01/2020	38	
	Teachers a traial blazer Shri Kamlesh Trivedi	5/3/2022	49	
	Workshop on Work Culture at IIM-A by Pratapsinh Chauhan	26/09/2018	48	
	Workshop on the Role of Teacher in 21st Centure Dr. Iros Vaja	21/02/2020	38	
	Workshop on Resume building by Dr. Jiten Udhas	5/1/2022	49	

	Honing the communication skill - R. J. Nimit	15/04/2022	49
	Effective Communication - Bhavisha Vyas, Christ College, Rajkot	14/03/2022	46
	Workshop on Art & Science of Case Study by Dr. Hitesh Shukla	7/7/2022	49
	How to make TLM & What is TLM by Dr. G. F. Mehta	30/01/2023	49
	Workshop on Non verbal Communication by Soni Jhala, Prof. Christ College	12/4/2023	49
	Workshop of Multi Disciplinary Approach Assist Dr. Kalyani Raval, Prof. D. H. College, Rajkot	15/04/2023	49
	Workshop on Art of Letter Writing - Minu Jasdanwala	10/7/2023	49
2. Skill enhancement in academic, technical and organizational aspects	Gandhian Philosophy	2018	48
	Course on Computer Concepts	2018	48
	English Enrichment Programme	2020	39
	Course on Computer Concepts	2020	35
	Use of ICT for Online Teaching	2020	54
	Course on Computer Concepts	2021	30
	Finishing School	2021	60
	Use of ICT for Online Teaching	2021	20
	Emotional Well-Being and Mental Health	2022	5
	Gender Equality	2022	17
	Interpersonal Relationship	2022	3
	Digital Platform Tools	2022	7
	Use of ICT for Online Teaching	2022	19
	Course on Computer Concepts	2022	25
	Action Research	2022	28
	Innovative Thinking Skill	2018	15

	Leadership Skill	2018	15
	Team Building Skill	2018	12
	Time Management Skill	2018	6
	Innovative Thinking Skill	2019	11
	Leadership Skill	2019	8
	Team Building Skill	2019	7
	Time Management Skill	2019	7
	Innovative Thinking Skill	2020	6
	Leadership Skill	2020	10
	Team Building Skill	2020	7
	Time Management Skill	2020	7
	Use of Social Media in Education	2021	10
	E-Learning Platforms	2021	9
	Google Tools	2021	8
	Innovative Thinking Skill	2021	4
	Leadership Skill	2021	13
	Team Building Skill	2021	7
	Time Management Skill	2021	15
	Use of Social Media in Education	2022	16
	E-Learning Platforms	2022	17
	Google Tools	2022	17
	Innovative Thinking Skill	2022	11
	Leadership Skill	2022	9
	Team Building Skill	2022	6
	Time Management Skill	2022	14
	E-Course on School Safety and Security	2022	2
	NEP 2020 - પાયાની સાક્ષરતા અને સંપ્ત્યા જ્ઞાન : અધ્યયન અતિઆવશ્યક પૂર્વશરત	2022	1
	NEP 2020 - પ્રારંભિક બાળસભાળ અને શિક્ષણ : અધ્યયનનો આધારભૂત તબક્કો	2022	1

	Nutrition, Health and Sanitation	2022	2
	Online Course on GUNOTSAV 2.0	2022	1
	PY - Art Integrated Learning - Batch - 1	2022	1
	PY - Curriculum and Inclusive Classrooms-Batch-1	2022	1
	Sparsh - ૧૧ - ઇન્ટરનેટ અને સોશિયલ મીડિયાના સુરક્ષિત ઉપયોગને પ્રોત્સાહન આપવું	2022	1
	Sparsh - 2 - ભાવનાત્મક અને માનસિક આરોગ્ય	2022	2
	Sparsh - 3 આંતરવૈયક્તિક સંબંધ	2022	1
	અધ્યયન - અધ્યાપન પ્રક્રિયામાં માહિતી અને પ્રત્યાયન તકનીકીનો ઉપયોગ	2022	1
	અન.સા.અફ. 2005 અને પયોવરણ શિક્ષણ	2022	1
	ગાંધીજીનું શિક્ષણદર્શન : ભાગ ૧	2022	1
	ગુજરાતી વ્યાકરણ (વલ્લભ ઉભરાતા ગુજરાતી) મોડ્યુલ - ૩	2022	1
	નવતર' ઇનોવેશન્સ ઇન અજ્યુકેશન ભાગ - ૧	2022	2
	બાળવિકાસ અને શિક્ષણપ્રક્રિયા	2022	1
	શાળા સલામતી અને સુરક્ષા પરના ઇ-કોર્ષ	2022	2
	સર્વોગી શિક્ષણ : યોગ Module 1	2022	1
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training	The outreach and community to Sneh Nirzar and school of mentally retarded school	2023	95

4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two	Research Skill Workshop	13-Dec-21	43	
	Report on Research Skill Workshop by Dr. Smita Gadhavi at ILT	16-Jan-23	44	
5. E-content development	E-Content Development Workshop at ILT Organized by Rao Infotech	11-Jan-20	48	
6. Online assessment of learning	Expert Session Report on Online Assessment of Learning at ILT by Shubham Rathi from Rao Infotech	4/1/2022	46	