



# Institute of Language Teaching

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## Rashtriya Shala





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## Sneh Nirzar





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## NAAC Format for Presentation of Best Practices

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<b>1. Title of the Practice</b>	"Teaching to the Deprived"
<b>2. Duration (year of inception-year of discontinuation)</b>	From 2019
<b>3. Objectives of the Practice</b>	<ul style="list-style-type: none"><li>• Equitable access to education</li><li>• Inclusive learning environment</li><li>• Personalized learning</li><li>• Holistic Development</li><li>• Community Engagement</li><li>• Skill Development</li><li>• Cultural Sensitivity</li></ul>
<b>4. The Context</b>	<ul style="list-style-type: none"><li>• Limited Resources</li><li>• Socio-Economic Barrier</li><li>• Teacher Training and Support</li><li>• Parental involvement</li><li>• Cultural Sensitivity</li><li>• Transportation</li><li>• Community Resistance</li></ul>
<b>5. The Practice</b>	<ul style="list-style-type: none"><li>• The ILT (Institute of Language Teaching) initiative's "Teaching the Deprived" project is a prime example of inclusive education, embracing a comprehensive approach. Through unwavering support for the Playhouse of Rashtriyashala, ILT breaks socio-economic barriers, ensuring equal access to quality education for every child. Collaboration in the "Wisdom on Wheels" project with the Government of Gujarat reflects ILT's commitment to inclusive learning environments. ILT trainees engage in personalized teaching at the Playhouse, addressing individual needs.</li><li>• Holistic development is prioritized in ILT's involvement with "Sneh Nizar," offering academic and</li></ul>





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	<p>emotional support to children with mental challenges. Community engagement, notably in "Wisdom on Wheels," extends education beyond boundaries, fostering shared responsibility within the broader community.</p> <ul style="list-style-type: none"><li>• Skill development is integral to ILT's strategy, with trainees participating in projects that demand teaching skills, empathy, and adaptability. Cultural sensitivity is ingrained, adapting methods to diverse trainee backgrounds.</li><li>• In conclusion, ILT's "Teaching the Deprived" initiative stands as a model for comprehensive education, promoting equitable access, inclusive environments, personalized learning, holistic development, community engagement, skill development, and cultural sensitivity. It sets the stage for an inclusive educational landscape transcending socio-economic and cultural boundaries.</li></ul>
<b>6. Evidence of Success</b>	ILT received an appreciation letter from Rashtriya Shala, Saurashtra University.
<b>7. Problems Encountered and Resources Required</b>	<ul style="list-style-type: none"><li>• Time constraint for trainees</li><li>• Limited resource for transportation</li><li>• Financial constraint</li><li>• Technological Equipment constraint</li></ul>
<b>8. Notes (Optional)</b>	



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<b>1. Title of the Practice</b>	Preparing Trainees for Competitive Test for School Teachers
<b>2. Duration (year of inception-year of discontinuation)</b>	From 2019
<b>3. Objectives of the Practice</b>	<ul style="list-style-type: none"> <li>● Enhancing Subject knowledge</li> <li>● Developing pedagogical skills</li> <li>● Improving test-taking strategies</li> <li>● Fostering technological literacy</li> <li>● Promoting professional ethics and values</li> </ul>
<b>4. The Context</b>	<ul style="list-style-type: none"> <li>● Time Constraint</li> <li>● Resource limitations</li> <li>● Test anxiety</li> <li>● Addeption for Exam format</li> <li>● Technological challenges</li> <li>● Competition and pressure</li> <li>● Evolving Test patterns</li> <li>● Lake of personalized guidance</li> <li>● Work-life balance</li> <li>● Emotional resilience</li> </ul>
<b>5. The Practice</b>	<ul style="list-style-type: none"> <li>● ILT BEd Institute Best Practices: Elevating Teacher Preparation</li> <li>● Subject Knowledge Enhancement: Insights from exams like NET, SLET, and PhD entrance exams enrich trainees' subject knowledge.</li> <li>● Pedagogical Skills Development: Emphasizes practical insights into effective teaching methodologies.</li> <li>● Guides trainees in lesson planning, classroom management, and student engagement.</li> <li>● Test-Taking Strategies Improvement: Dedicates special time to continuous preparation for exams like TET, TAT, and CTET.</li> <li>● Focuses on honing test-taking strategies, including time management and question analysis.</li> <li>● Technological Literacy Integration: Incorporates technological literacy into training programs.</li> <li>● IT experts contribute to ensuring trainees are adept at using educational technology tools.</li> </ul>






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	<ul style="list-style-type: none"><li>• Professional Ethics and Values Emphasis:</li><li>• Instills professional ethics through workshops.</li><li>• Promotes integrity, respect, and commitment to holistic development in teaching.</li><li>• Special Lectures and Workshops:</li><li>• Features experts from CRC and BRC for real-world insights.</li><li>• In conclusion, ILT BEd Institute's best practices in teacher preparation, encompassing subject knowledge, pedagogical skills, test-taking strategies, technological literacy, and professional ethics, set a commendable model for institutions aiming to enhance the standard of teacher training.</li></ul>
<b>6. Evidence of Success</b>	Many trainees were able to pass the competitive tests.
<b>7. Problems Encountered and Resources Required</b>	<ul style="list-style-type: none"><li>• Time constraint for trainees</li><li>• Limited academic resource</li><li>• Financial constraint</li><li>• Technological Equipment constraint</li></ul>
<b>8. Notes (Optional)</b>	

  
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