



**VALUE ADDED COURSES &
SELF STUDY COURSES AT
T.N.RAO COLLEGE
2022-23**

VALUE ADDED COURSE

Gandhian Philosophy

Course Duration: 24 hours

Module 1: Unveiling the Life and Influences of Mahatma Gandhi (4 hours)

Module 2: Practical Applications of Gandhian Principles (8 hours)

Module 3: Gandhian Leadership and Lifestyle (6 hours)

Module 4: Evaluating Contemporary Relevance and Addressing Critiques (6 hours)

Upon completing the course, participants should be able to:

- Grasp the fundamental principles of Gandhian philosophy
- Apply non-violent principles effectively in personal and public spheres
- Analyse and address contemporary issues through the lens of Gandhian ideals
- Assess the relevance and limitations of Gandhian philosophy in the present context.



VALUE ADDED COURSE

Harnessing ICT for Online Teaching: Google Classroom Training

Course Duration: 30 hours

Module 1: Introduction to Online Teaching and Google Classroom (4 hours)

Module 2: Designing Engaging Content (5 hours)

Module 3: Streamlining Communication (4 hours)

Module 4: Collaboration and Interaction (5 hours)

Module 5: Assessment and Feedback (4 hours)

Module 6: Customization and Personalization (4 hours)

Module 7: Google Classroom Best Practices (4 hours)

Upon completing the course, participants should be able to:

- In-depth knowledge of Google Classroom features and functionalities.
- Effective use of communication and collaboration tools within Google Classroom
- Addressing challenges in online teaching through practical solutions



VALUE ADDED COURSE

ICT for Effective Online Teaching: Transformative Education with Google Utility Tools

Course Duration: 30 hours

Module 1: Introduction to Online Teaching and Google Utility Tools (3 hours)

Module 2: Google Classroom Essentials (5 hours)

Module 3: Collaborative Teaching with Google Docs and Google Slides (5 hours)

Module 4: Engaging Students with Google Forms and Quizzes (4 hours)

Module 5: Interactive Learning through Google Jam board and Google Sites (5 hours)

Module 6: Real-time Collaboration with Google Meet and Chat (4 hours)

Module 7: Ensuring Security and Privacy in Online Education (2 hours)

Module 8: Assessing Learning Outcomes and Feedback (2 hours)

Upon completing the course, participants should be able to:

- Utilize Google Utility Tools to design interactive and engaging online learning experiences.
- Integrate Google applications effectively to enhance collaboration and communication in a virtual classroom.
- Apply transformative educational practices using Google technologies to foster critical thinking and creativity among students.

SELF-STUDY COURSE

Use of Social Media in Education

Module 1: Introduction to Social Media in Education

Module 2: Social Media for Student Engagement and Collaboration

Module 3: Social Media for Professional Development

Module 4: Creating and Managing Educational Content on Social Media

Module 5: Enhancing Student Engagement through Social Media

Module 6: Collaborative Learning and Social Media

Module 7: Assessing Learning Outcomes Using Social Media Tools

Upon completing the course, participants should be able to:

- How to leverage various social media platforms to enhance learning experiences, promote collaboration, and engage students more effectively.
- Students will be able to practice and teach responsible and ethical behaviour.
- Students will acquire skills in creating, curating, and managing educational content on social media, utilizing tools



SELF-STUDY COURSE

Use of E-Learning Platforms

Module 1: Introduction to E-Learning Platforms

Module 2: Selecting an E-Learning Platform

Module 3: Setting Up an E-Learning Platform

Module 4: Delivering Content on E-Learning Platforms

Module 5: Assessing Student Performance

Module 6: Managing E-Learning Platforms

Module 7: Future Trends in E-Learning

Upon completing the course, participants should be able to:

- Understand the Fundamentals of E-Learning Platforms
- Evaluate and Select Appropriate E-Learning Platforms
- Set Up and Configure E-Learning Platforms
- Identify emerging technologies and their applications in e-learning.



NOTE: THIS CERTIFICATE IS COMPUTER GENERATED AND DOESNOT REQUIRES ANY SIGN/SEAL



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Deriving Professionally Relevant Understandings and Acumen through the B.Ed and M.Ed Curriculums: A Comprehensive Overview

Introduction

Teacher Education Programs are pivotal in shaping the educators of tomorrow, equipping them with a robust framework of knowledge, skills, and professional dispositions. The meticulous design of these programs ensures that trainees emerge as competent and reflective practitioners ready to face the complexities of modern classrooms. The Bachelor of Education (B.Ed) and Master of Education (M.Ed) curriculums provide comprehensive pathways that encompass subject-specific knowledge, pedagogical expertise, practical experiences, and value-added courses, all aimed at fostering professional acumen. This detailed overview explores how the diverse components of these curriculums contribute to the development of professionally relevant understandings and consolidate these into the professional acumen required for a successful teaching career.

B.Ed Curriculum: Building the Foundation of Professional Acumen

The Bachelor of Education (B.Ed) curriculum is designed to provide aspiring teachers with a strong foundation in both the theoretical and practical aspects of education. This comprehensive curriculum is divided into various components that cover pedagogical theories, subject-specific knowledge, and practical teaching experiences. Each component plays a crucial role in shaping the trainee's understanding and capabilities as a future educator.

Enhancing Professional Capacity (EPC) Subjects

The EPC subjects are at the core of the B.Ed curriculum, aimed at enhancing the professional capacities of teacher trainees. These subjects are strategically aligned with the core teaching subjects, focusing on deepening the understanding and pedagogical skills required to teach these subjects effectively. Each EPC subject is assigned credits, reflecting its importance and the workload involved.



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1. **EPC-1: School Subject-1 (2 Credits)**
 - This course focuses on developing a foundational understanding of the first school subject. It includes content knowledge, instructional strategies, and classroom management techniques specific to the subject.
2. **EPC-2: School Subject-2 (2 Credits)**
 - Concentrates on pedagogical approaches and content knowledge for the second school subject, equipping trainees with the skills to teach this subject effectively.
3. **EPC-3: Advanced School Subject-1 (2 Credits)**
 - Builds upon the foundational knowledge from EPC-1, further developing instructional strategies and subject-specific expertise.
4. **EPC-4: Advanced School Subject-2 (2 Credits)**
 - Continues the progression from EPC-2, enhancing the trainee's proficiency and teaching techniques in the second school subject.
5. **EPC-5: Further Advancement in School Subject-1 (2 Credits)**
 - Focuses on advanced pedagogical practices and deeper content understanding in the first school subject, pushing trainees towards mastery.
6. **EPC-6: Further Advancement in School Subject-2 (2 Credits)**
 - Similar to EPC-5, this subject deepens the understanding and instructional skills in the second school subject.
7. **EPC-7: Specialization Options (2 Credits)**
 - Trainees choose one of three specialization options, allowing them to gain expertise in a niche area of education:
 - **EPC-7 (A): Guidance & Counseling**
 - Provides insights into student guidance, counseling practices, and their applications in educational settings.



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- **EPC-7 (B): Educational Statistics**
 - Focuses on using statistical tools and methods to analyze educational data and improve teaching outcomes.
 - **EPC-7 (C): Fundamentals of Indian Constitution**
 - Explores key aspects of the Indian Constitution relevant to educational policies and practices.
8. **EPC-8: ICT and Advanced Pedagogy (4 Credits)**
- Emphasizes the integration of Information and Communication Technology (ICT) in teaching. It covers advanced pedagogical strategies to enhance learning and engagement in digital and traditional classrooms.

Hands-On Training and Practical Components

Practical experiences are a cornerstone of the B.Ed curriculum, providing opportunities for trainees to apply theoretical knowledge in real-world teaching scenarios. These components are designed to foster professional growth, reflective practice, and the development of effective teaching skills.

1. Internship (10 Credits)

- The internship is a comprehensive, immersive field experience that allows trainees to immerse themselves in the school environment. Trainees engage in classroom teaching, lesson planning, and participation in school activities, which are crucial for developing teaching competencies and professional confidence.

2. Final Lesson Plan (2 Credits)

- In this component, trainees design and implement a detailed lesson plan. This activity showcases their ability to plan, execute, and evaluate coherent and effective instructional sessions, integrating various teaching strategies and assessing student learning outcomes.



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3. Viva Voce & Computer Viva (2 Credits)

- The Viva Voce assesses the trainee's understanding and ability to articulate their knowledge and teaching philosophy. The Computer Viva focuses on their proficiency in using ICT tools for teaching, demonstrating their capability to integrate technology into their instructional practices.

Semester-Wise Breakdown of Practical Components

The B.Ed program is typically divided into semesters, each with specific practical components designed to progressively build the trainee's skills and knowledge. This structured approach ensures that trainees develop the necessary competencies in a systematic and coherent manner.

Semester 1: Initial Exposure and Micro-Teaching

1. Micro Lesson (2 Credits)

- Trainees practice teaching short, focused lessons to peers or a small group. This component hones specific teaching skills, such as questioning techniques, classroom management, and the use of instructional materials.

2. Bridge Lesson

- Bridge lessons serve as a transition from micro-teaching to full classroom teaching. Trainees apply the techniques learned in micro-teaching to more extended, structured lesson formats, preparing them for real classroom scenarios.

3. Book Review (2 Credits)

- This activity encourages critical analysis and reflection on educational literature. Trainees read and review books on various teaching and learning theories, fostering a deeper understanding of pedagogical concepts and their applications.



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Semester 2: Developing Teaching Competencies

1. Stray Lesson (2 Credits)

- Stray lessons focus on unplanned or impromptu teaching sessions, challenging trainees to adapt and respond effectively to spontaneous classroom situations. This component enhances their flexibility and improvisational teaching skills.

2. Unit Lesson and Blueprint 01 (2 Credits)

- Trainees design and teach a comprehensive unit plan. This involves sequencing lessons, setting learning objectives, and developing assessment strategies aligned with curriculum standards.

3. Construction of Teaching-Learning Material (TLM) (1 Credit)

- In this component, trainees create and utilize various teaching aids and materials to enhance instructional effectiveness and student engagement. The focus is on developing creative and innovative resources that support learning.

Semester 3: Advanced Application and Integration

1. Stray Lesson (5 Credits)

- Continuing from Semester 2, stray lessons in Semester 3 further develop the trainee's ability to teach spontaneously. The emphasis is on refining adaptive teaching methods and responding to dynamic classroom needs.

2. Unit Lesson and Blueprint 02 (2 Credits)

- This component involves the creation of another detailed unit plan, with a focus on deeper alignment with curriculum standards and the diverse needs of students. Trainees refine their skills in planning and delivering comprehensive instructional units.

3. Computer Practical (2 Credits)


- The Computer Practical focuses on practical skills in using computer technology for teaching. This includes the application of educational software, online teaching tools, and digital resources to enhance classroom instruction.



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Semester 4: Extended Internship and Professional Practice

1. Internship (10 Credits)

- The extended three-month internship provides a comprehensive field experience where trainees apply their cumulative learning in a real school setting. During this period, they engage in various teaching and school activities, conduct action research, and receive mentorship from experienced educators.

2. Final Lesson Plan (2 Credits)

- The final lesson plan is the culmination of the trainee's lesson planning and instructional skills. Trainees present their fully developed lesson plans for evaluation, demonstrating their ability to deliver coherent and effective teaching sessions.

3. Viva Voce and Computer Viva (2 Credits)

- The final oral and practical examinations assess the trainee's overall readiness and competence as a professional educator. The Viva Voce focuses on their ability to articulate their knowledge and teaching philosophy, while the Computer Viva evaluates their ICT proficiency.

Value-Added and Self-Study Courses

In addition to the core curriculum and practical components, the B.Ed program includes value-added and self-study courses designed to broaden the trainee's knowledge and skills beyond the standard requirements. These courses cover various aspects of personal and professional development, enhancing the trainee's overall educational experience.

1. Value Added Course - Foundations of Computing Literacy for Educators

- Provides foundational skills in computer literacy, essential for integrating technology into the teaching and learning process. Trainees learn to use basic computer applications and digital tools to support their instructional practices.



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2. Value Added Course - Exploring Gandhian Ideals

- This course explores the philosophical and educational contributions of Mahatma Gandhi. It emphasizes principles of non-violence, self-reliance, and ethical living, and discusses how these ideals can be integrated into educational practices.

3. Value Added Course - Comprehensive Course on Understanding Gender Equality

- Addresses issues of gender equality and inclusivity in education. Trainees learn about gender-sensitive teaching practices and strategies for creating inclusive learning environments that respect and promote diversity.

4. Value Added Course - Mastering Interpersonal Connections

- Focuses on building strong interpersonal skills, crucial for effective communication and collaboration in educational settings. Trainees develop competencies in active listening, conflict resolution, and team collaboration.

5. Value Added Course - Leveraging ICT for Effective Online Teaching with OpenShot

- Teaches the use of ICT tools, specifically OpenShot, for creating engaging and effective online teaching content. Trainees learn to design and produce multimedia resources that enhance virtual learning experiences.

6. Value Added Course - Harnessing ICT for Online Teaching: QR Code and Its Applications

- Explores the use of QR codes and their applications in enhancing interactive and technology-enabled learning experiences. Trainees learn to create and use QR codes to facilitate access to digital resources and interactive content.



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7. Value Added Course - Harnessing ICT for Online Teaching: Google Classroom Training

- Provides in-depth training on using Google Classroom as a platform for managing and delivering online instruction. Trainees learn to organize course materials, communicate with students, and assess their progress through this versatile tool.

Mock Interviews and Guest Lectures

To further prepare trainees for professional success, the B.Ed program includes mock interviews and guest lectures by experienced educators and professionals. These activities are designed to help trainees understand the demands of the teaching profession, refine their interview skills, and gain insights from experts in the field.

● Mock Interviews

- Simulated interview sessions provide trainees with the opportunity to practice and refine their interview skills. These sessions mimic real-world job interviews, helping trainees prepare for the questions and scenarios they may encounter when applying for teaching positions.

● Guest Lectures

- Guest lectures by experienced educators and professionals offer trainees valuable insights into the teaching profession. These sessions cover a range of topics, from innovative teaching practices to career development strategies, and provide opportunities for trainees to learn from the experiences of established practitioners. Insights from Esteemed Educators and Experts:

1. **Dr. Shilpa Dave**, from Government Kanya Vidyalaya Dhoraji, emphasized strategies for promoting girls' education and addressing gender equity. Dr. Dave discussed the challenges faced in ensuring gender equity in education and shared practical strategies for overcoming these challenges.



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2. **Meghjja Nandji**, a monk of the Ramkrishna order and former assistant editor of a Hindi monthly magazine, discussed integrating moral and value education in diverse cultural contexts. Meghjja Nandji highlighted the importance of moral education in promoting cultural inclusivity and fostering a sense of shared values among students.



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M.Ed Curriculum: Advancing Professional Expertise

The Master of Education (M.Ed) curriculum builds upon the foundational knowledge acquired during the B.Ed program, focusing on advanced research, specialized knowledge, and leadership skills in education. The M.Ed program is typically structured into four semesters, each with specific components that contribute to the development of a higher level of professional acumen.

Semester 1: Laying the Groundwork for Advanced Study

1. Research Proposal (1 Credit)

- Trainees develop a research proposal outlining their planned dissertation or research project. This proposal includes the research question, methodology, and anticipated outcomes. The process helps trainees refine their research skills and prepare for conducting independent research.

2. Psychology Practical (1 Credit)

- Practical exercises in educational psychology help trainees apply psychological theories and principles to educational practices. This component enhances their understanding of how psychological factors influence teaching and learning, and how they can use this knowledge to improve educational outcomes.

Semester 2: Deepening Research and Practical Experience

1. Dissertation Work (2 Credits)

- Trainees begin their dissertation work, conducting research on a chosen topic under the guidance of a faculty advisor. This component is crucial for developing research skills and contributing to the field of education. The focus is on data collection and initial analysis, laying the groundwork for the final dissertation.



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2. Internship (15 days) (2 Credits)

- A short-term internship provides additional practical experience in educational settings. This period allows trainees to apply advanced knowledge and skills in real-world contexts, taking on roles that may include curriculum development, instructional coaching, or educational leadership.

Semester 3: Advancing Research and Professional Practice

1. Dissertation Work (2 Credits)

- Continuation of the dissertation work, with a focus on data collection, analysis, and preliminary findings. Trainees deepen their research engagement, analyzing their data and drawing initial conclusions that will inform their final dissertation.

2. Internship (15 days) (4 Credits)

- An extended internship period where trainees take on more significant responsibilities and leadership roles in educational environments. This component allows trainees to apply their advanced skills in settings such as school administration, educational consultancy, or higher education institutions.

3. Research Paper (1 Credit)

- Trainees write and submit a research paper based on their dissertation work or another area of interest. This paper demonstrates their ability to conduct independent research and contribute to academic discourse. It also provides an opportunity for trainees to publish their findings in educational journals.



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Semester 4: Completing the Dissertation and Preparing for Leadership

1. Dissertation Work (4 Credits)

- The final phase of the dissertation work includes the completion and defense of the research project. Trainees compile their findings, analyze their data in depth, and present their conclusions. This component is critical for demonstrating their expertise and ability to contribute to educational research.

Professional Development through Mock Interviews and Guest Lectures

The M.Ed program also incorporates mock interviews and guest lectures to prepare trainees for leadership roles in education. These sessions provide insights into the expectations and challenges of educational leadership and help trainees refine their skills in professional communication and presentation.

● Mock Interviews

- Mock interviews simulate real-world job interview scenarios, allowing trainees to practice their responses and receive feedback on their performance. These sessions help trainees prepare for leadership roles in education, such as school principals, curriculum developers, or educational consultants.

● Guest Lectures

- Guest lectures by experts in education provide trainees with valuable perspectives on leadership, policy, and practice. These sessions cover topics such as educational reform, leadership strategies, and emerging trends in education, offering trainees the opportunity to learn from experienced leaders and scholars. Insights from Esteemed Educators and Experts:



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1. **Dr. Nidatt Barot**, Principal at the Institute of Language Teaching, discussed the importance of multilingual education and cultural diversity within schools. Dr. Barot highlighted how multilingual education supports cultural inclusivity and helps students from different linguistic backgrounds feel valued and included.
2. **Dr. Ramesh Sakhiya**, a teacher at Rabindranath Tagore Government School, shared his experiences in managing diverse classrooms. He provided practical insights into inclusive teaching practices and strategies for engaging students from varied backgrounds.
3. **Dr. Nishat Babi**, a lecturer at DIET Rajkot, focused on the need for inclusive education policies and how they prepare educators to meet the diverse needs of their students. Dr. Babi emphasized the importance of policy frameworks that support inclusive educational practices and ensure that all students have access to quality education.



4. **Dr. Nayan Jobanputra**, Assistant Professor and former Director at the Computer Centre, Saurashtra University, discussed the role of technology in supporting diverse educational requirements and enhancing learning accessibility. Dr. Jobanputra highlighted how technology can be used to create more inclusive and adaptive learning environments.



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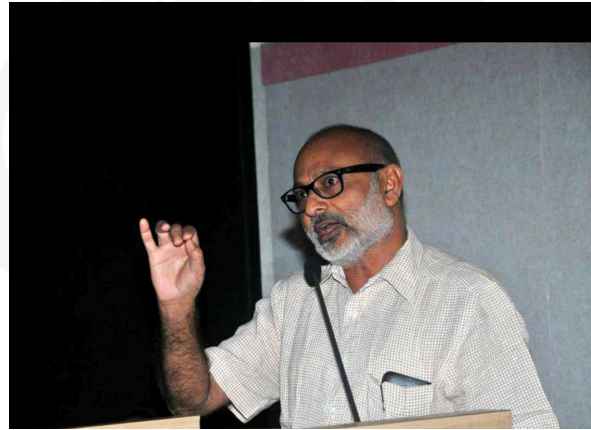


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5. **Dr. Janak Makwana**, former Principal of Darbar GopalDas Shikshan Mahavidyalaya College, provided insights into the role of leadership in fostering inclusive school environments and managing educational diversity. Dr. Makwana discussed how effective leadership can drive positive change and promote inclusivity within educational institutions.



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Conclusion

The B.Ed and M.Ed curriculums are designed to provide a comprehensive and multifaceted education for aspiring and practicing teachers. Through a combination of subject-specific knowledge, practical experiences, and value-added courses, these programs equip trainees with the professionally relevant understandings and skills needed to excel in the field of education. By engaging with a wide range of curricular experiences, trainees develop into well-rounded educators capable of meeting the diverse challenges of modern teaching and contributing to the advancement of educational practice and research.

The structured progression from foundational teaching skills in the B.Ed program to advanced research and leadership competencies in the M.Ed program ensures that trainees are prepared for a successful and impactful career in education. The inclusion of practical components, value-added courses, and professional development opportunities further enriches their learning experience, fostering a deep and lasting professional acumen. As a result, graduates of these programs are well-equipped to navigate the complexities of contemporary education, drive innovation in their teaching practices, and assume leadership roles in their schools and communities.

The comprehensive overview of these curriculums underscores the importance of a well-rounded education in preparing teachers to be effective, reflective, and adaptable professionals. Whether they are at the beginning of their teaching journey in the B.Ed program or advancing their expertise in the M.Ed program, trainees are guided through a transformative educational experience that shapes them into capable and confident educators ready to make a positive impact in the world of education.


Principal
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