



A. G. TEACHERS COLLEGE

RUN BY THE AHMEDABAD EDUCATION SOCIETY

NAAC Reaccredited with grade A

Ref. No. :

Date : 20.04.2019

Best practices 2018 -2019

Title: TAT/ TET Training Program

Context:

After completing teachers training course students who wish to become teachers in government schools have to pass competitive exam of TET and TAT. So it becomes necessary for Teacher Education College to provide them guidance in this direction. IQAC team identified this area and it was decided that college will hold informative sessions for competitive exam by inviting guest speakers and college faculty.

Objectives:

- To identify topics to be covered in competitive exam guidance program.
- To impart knowledge for various topics in different sessions.
- To assess students by taking exams based on the structure of competitive exam.

Practice:

As per the suggestion by IQAC committee college decided to design a program for trainees in the direction of competitive exam which they have to appear. Coordinator for the entire program was decided and brochure was prepared and circulated among different colleges of Ahmedabad. Various college students participated in this 26 session competitive exam training program. Time table was prepared, Session experts were identified for the entire program. Each session expert was instructed to prepare good quality material as well as questions for self-assessment. After completion of 24 sessions practice test based on the the paper style of competitive exam was designed and test was taken, OMR sheet was used for conducting the test and it was technologically analyzed. Results were given to participants and necessary feedback was provided.

Impact:

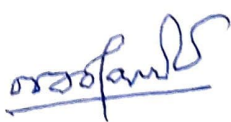
- It was a good opportunity for liaison with students of different colleges.
- Students who participated in this program were satisfied and they gained confidence for appearing in competitive exam.
- When government conducted competitive exam few students could perform very nicely and they scored high merits.

Challenges:

- It was difficult to get participants as timings of colleges were different.
- Necessary arrangement in the time table for participants and session experts became a big challenge due to time constraint.

Resources required:

- Technology enabled classroom
- Efficient knowledgeable session experts


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Title: Internship in "SAMARTH" an online professional development program

Context:

Educational Innovations Bank (EI Bank), RJMCEI, Indian Institute of Management Ahmedabad in partnership with Sarva Shiksha Abhiyan, Gandhinagar, Gujarat is conducting "SAMARTH", an online professional development program for about 19,000 science and mathematics teachers of government elementary school teachers (Classes 6 to 8). As part of the online program, the teachers had to submit classroom projects that they undertook after receiving theory inputs. The format in which it had to be submitted is a written document with photos, with optional video. A total of 15000 projects were received. In addition to these, the pilot project conducted last year for principals on school governance had generated 1400 projects. It was an opportunity presented by the projects to B.Ed students and faculty members of college to learn about the actual projects done by a large number of government school teachers in response to their classroom problems in science and math. IIMA provided the guidelines on how to study and assess the projects.

Objectives:

- To Offer internship opportunities to last year B.Ed students. The internship will be off-campus mostly online for a period of two months.
- To make students aware about doing analysis and assessment of the projects.
- To provide opportunity to faculty members to serve as mentors to students during evaluation process of projects.

Practice:

It was an opportunity to have internship for B.Ed trainees in national importance institute like IIM, Ahmedabad. After discussion with project manager, trainees and faculty member visited IIM, Ahmedabad and had full day training regarding evaluation of projects. As the entire task was online, it was explained how they can perform through their mobile phones. Rubrics of assessment was discussed in detail. As a pilot round initially each trainee was assigned 300 projects which they had to assess. Faculty members had to randomly select assessed project and verify. Thus double verification of assessment was conducted. After the satisfactory performance of trainees they were allotted more projects to be evaluated. Mid time review of faculty and students was conducted to observe the progress of task. After final submission of assessed projects, meeting at IIM, Ahmedabad was held for all involved in this project. It was appreciated that trainees could do very true assessment.

Impact:

- Trainees developed the skill of assessment through rubrics.
- Faculty had a great learning experience of working with IIM, Ahmedabad faculty
- It was a learning experience for all about how primary teachers are functioning for their students to uplift education standards.
- Faculty and students had institutional visit of IIM, Ahmedabad
- Students developed the skill of assessment through mobile technology. They underwent an experience of integrated use of ICT in education.

Challenge

As the entire task was time bound, trainees and faculty faced some difficulty in completion of it.

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