

A.G. Teachers College Website URL : website  
[www.agteacherscollege.ac.in](http://www.agteacherscollege.ac.in)

PLO & CLO URL :

<https://agteacherscollege.ac.in/wp-content/uploads/2023/12/2.7.1-PLO-CLO.pdf>

# Teacher Education Program Outcomes

---

## **Outcome 1 Curriculum and Planning:**

Graduates will apply their knowledge of core content and pedagogy to set goals and objectives for learning based on state and national standards and local curriculum, and design instruction that engages students in meaningful learning activities and includes a balanced approach to student assessment.

## **Outcome 2 The Learner and the Learning Environment:**

Graduates will demonstrate their understanding of intellectual/cognitive, social, and emotional development, and other characteristics of the diversity of learners, in creating an environment of respect and rapport and a culture for learning for all students, and in the implementation of classroom procedures, behaviour management, and organization of the learning environment to assure a focus on learning.

## **Outcome 3 Teaching:**

Graduates will deliver meaningful learning experiences for all students by integrating their knowledge of content, pedagogy, the learner and the learning environment; engaging in the reflective instructional cycle of planning, instructing, assessing, and adjusting based on data; and applying a variety of communication, instructional, and assessment strategies in their teaching.

## **Outcome 4 Professional Responsibilities for Self-Renewal:**

Graduates will demonstrate their commitment to continuous self-improvement by engaging in professional learning, collaborative practice with colleagues, reflection on practice, and investigation of ideas to improve teaching and learning that contribute to the renewal of the teaching profession.

## **Outcome 5 Professional Responsibilities for School and Community:**

Graduates will demonstrate teacher leadership by participating in the development and/or implementation of the school-wide mission, strategic planning/continuous improvement process, curriculum initiatives, student support and management systems; and support a school-wide learner-centred culture by facilitating school, family and community connections, maintaining an environment that fosters student learning, and demonstrating a commitment to ethical and equitable behaviour.

### **Outcome 6 Professional Responsibilities for Technology in Education:**

Graduates will model and apply the National Educational Technology Standards for Teachers (NETS-T) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

### **Outcome 7 Culturally Responsive Teaching Practice:**

Graduates will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs, or poverty - learn; including facilitating learning through joint productive activity among teachers and students, developing students' competence in the language and literacy of instruction throughout all instructional activities. connecting curriculum to experience and skills of students' home and community, challenging students toward cognitive complexity, and engaging students through dialogue, especially instructional conversation.

### **Outcome 8 Effective Communication:**

Graduates use effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.

### **Outcome 9 Professional Dispositions:**

Graduates demonstrate the dispositions of professional educators in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community. They are responsible for meeting professional expectations ethically and with initiative; they are reflective. engaging in ongoing self-assessment and able to exercise sound judgment and critical thinking; and they are responsive as evidenced by their respectful, fair, and collaborative stance toward others and their commitment to help all students learn.

## B.Ed. Course Outcomes

---

### B.Ed. Semester-1

#### Course Subjects

Sr. No.	Course Code	Course Name
1	A-01	Childhood and Growing Up
2	A-02	Contemporary India and Education
3	C - 01	Language Across the curriculum
4	EPC - 01	Reading and Reflection on Texts
5	B - 101	Gujarati
6	B - 103	English (LL)
7	B - 105	Social Science
8	B - 106	Mathematics
9	B - 107	Science and Technology
10	B - 110	Org. of Com. & Management
11	B - 111	Accountancy
12	B - 113	English- HL (For English Medium Students)



### **A-01 Childhood and Growing Up**

After going through the course, the teacher trainee will be able:

- To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development.
- To gain an understanding of different methods and techniques for the assessment of Personality, Intelligence and Creativity of the Child
- To understand the child psychology.
- To get the knowledge about different teaching methods based on psychology.
- To understand the stages of child development and their characteristics.
- To understand the learning theories.
- To understand the different psychological theories like IQ, Personality, Motivation, Defence mechanism, Adjustment, etc.

### **A-02 Contemporary India and Education**

After going through the course, the teacher trainee will be able:

- To understand features, ideals, values and diversities in Indian Education.
- To explain various educational bodies, commission and contemporary policies, programmes and documents for progress of education in India.
- To have insight into constitution of India in relation to education.
- To develop national integrity, international understanding among trainees.

### **C-01 Language Across the Curriculum**

After going through the course, the teacher trainee will be able:

- To promote an understanding of language characteristics of learners, language usage, socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum.
- Understand the language background of students as the first or second language users.
- Create sensitivity to the language diversity that exists in the classroom.
- Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
- Understand the nature of reading comprehension in the content area & writing in specific content areas.
- Understand interplay of language and society.
- Understand function of language and how to use it as a tool.
- Understand language and speech disorder and make remedial measures, too.

### **EPC-1: Reading and Reflection on Text**

After going through the course, the teacher trainee will be able:

- Develop proficiency in reading and responding to written texts.

- Examine and appreciate authentic literary and non-literary texts.
- Develop study and reference skills
- Reflect on the ideas expressed in the texts.
- Plan, draft, edit and present a piece of writing related to their Understanding of a text.
- To enable to read & reflect on variety of texts in different ways.
- To develop metacognitive awareness to become conscious about thinking processes.
- To learn to analyze various text structures to see how they contribute to the comprehension of text.

### **B-101: GUJARATI**

અધ્યયન નિષ્પત્તિઓ :

- તાલીમાર્થીઓ ગુજરાતી વિષયવસ્તુ પર પ્રભુત્વ મેળવે.
- માતૃભાષાના શિક્ષણનું મહત્વ અને તેના હેતુઓથી માહિતગાર થાય.
- માતૃભાષા શિક્ષણના પાઠ આયોજનના સોપાનોથી માહિતગાર થાય.
- માતૃભાષા શિક્ષણની પદ્ધતિઓ અને પ્રયુક્તિઓથી માહિતગાર થાય.
- માતૃભાષાના શિક્ષણ કાર્ય માટે જરૂરી એવી સાધનસામગ્રીની રચના, પસંદગી અને તેનો ઉપયોગ કરવા અંગેનો કૌશલ્યો કેળવે.
- માતૃભાષા શિક્ષણના કૌશલ્યોની માહિતી મેળવે.

### **B-103: ENGLISH (L.L)**

After going through the course, the teacher trainee will be able:

- To acquire knowledge of the nature, structure and components of English language.
- To get acquainted with the objectives of teaching English at secondary school level.
- To formulate instructional objectives in term of observable behaviour of learners.
- To acquire mastery over instructional skills.
- To have a formal and functional knowledge of some elements of English grammar
- To acquire command over sentence constructions in English.
- To acquire competence in both spoken and written English.

### **B-105: SOCIAL SCIENCE**

After going through the course, the teacher trainee will be able:

- To understand the concept, scope & structure of Social Science.
- To enable the student trainees to know the importance of need of teaching Social Science at the higher secondary school level.
- To understand the aims & objectives of teaching Social Science in higher secondary school level.
- To understand the lesson planning process for effective teaching-learning process & better instruction.

- To acquire the knowledge of current higher secondary syllabus of Social Science.
- To get the knowledge of the importance of micro, simulation & stray lesson to develop Social Science teaching skill.
- To practice various microteaching skill in economics teaching.

#### **B-106: MATHEMATICS**

After going through the course, the teacher trainee will be able:

- To enable the student trainees to understand the concept, scope & structure of Mathematics.
- To enable the student trainees to know the importance of need of teaching Mathematics at the secondary school level.
- Understand the aims & objectives of teaching Mathematics in secondary school level.
- Understand the lesson planning process for effective teaching-learning process & better instruction.
- Acquires the knowledge of current secondary syllabus of Mathematics.
- Explain the importance of micro, simulation & stray lesson to develop Mathematics teaching skill.
- Practice various microteaching skills in Mathematics teaching.

#### **B-107: Science and Technology**

After going through the course, the teacher trainee will be able:

- To enable the student trainees to understand the concept, scope & structure of Science and Technology.
- To enable the student trainees to know the importance of need of teaching Science and Technology at the secondary school level.
- Understand the aims & objectives of teaching Science and Technology in secondary school level.
- Understand the lesson planning process for effective teaching-learning process & better instruction.
- Acquires the knowledge of current secondary syllabus of Science and Technology.
- Explain the importance of micro, simulation & stray lesson to develop Science and Technology teaching skill.
- Practice various microteaching skills in Science and Technology teaching.

#### **B-110: Organization of Commerce and Management**

After going through the course, the teacher trainee will be able:

- Acquires the knowledge of current higher secondary syllabus of O.C.M.
- Understands the aims and the objectives of teaching of O.C.M.
- Understands the nature of O.C.M.
- Defines the specific objectives of teaching O.C.M. in the terms of learning outcomes.

- Understands the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better syllabus.
- Understands the place of O.C.M. in higher secondary syllabus.
- Applies evaluation techniques most appropriate to assess the progress and achievement of pupils.
- Develops attitudes to be a competent and committed O.C.M. teacher.
- Develops interest for the betterment of O.C.M. in higher secondary school.

### **B-111: Accountancy**

After going through the course, the teacher trainee will be able:

- Acquires the knowledge of current higher secondary syllabus of Accountancy
- Understands the aims and the objectives of teaching of Accountancy
- Understands the nature of Accountancy
- Defines the specific objectives of teaching Accountancy in the terms of learning outcomes.
- Understands the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better syllabus.
- Understands the place of Accountancy in higher secondary syllabus.
- Applies evaluation techniques most appropriate to assess the progress and achievement of pupils.
- Develops attitudes to be a competent and committed Accountancy teacher,
- Develops interest for the betterment of Accountancy in higher secondary school.

### **B-113: English (H.L.)**

After going through the course, the teacher trainee will be able:

- Acquire knowledge of the nature, structure and components of English language;
- Have a formal and functional knowledge of some elements of English grammar;
- Acquire command over sentence constructions in English;
- Acquire mastery over instructional skills.

## **B.Ed. Semester-2**

### **Course Subjects**

<b>Sr. No.</b>	<b>Course Code</b>	<b>Course Name</b>
1	A-03	Knowledge and Curriculum
2	A-04	Learning and Teaching
3	C - 02	Assessment of Learning
4	EPC - 2	Drama and Arts in Education
5	B - 101	Gujarati
6	B - 103	English (LL)
7	B - 105	Social Science
8	B - 106	Mathematics
9	B - 107	Science and Technology
10	B - 110	Org. of Com. & Management
11	B - 111	Accountancy
12	B - 113	English- HL (For English Medium Students)

### **A 03: Knowledge and Curriculum**

After going through the course, the teacher trainee will be able:

- To get information about concept, sources of knowledge, and facets of knowledge.
- To appraise the Student-Teacher about the concept of Modernization, Multiculturalism and Democratic Education in Curriculum
- To acquaint the Student-Teacher with the culture and modernity, nationalism, universalism and secularism.
- To understand the concept of hidden curriculum and analyse various curriculum framework
- To appraise the Student-Teacher about the concept of autonomy.
- To explain the meaning and different types and determinants of curriculum.
- To get information about principles and Approaches of curriculum construction
- To acquire conceptual understanding of power, Ideology and the curriculum.

### **A 04: Learning and Teaching:**

After going through the course, the teacher trainee will be able:

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social– constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning–making them as basis for designing learning environments and experiences at school;
- Gain insight and reflect on the concept of teaching and the status of teaching as a profession;
- Use various methods of teaching for transacting the curriculums in school; Prepare teachers for reflective teaching.

### **C 02: Assessment of learning:**

After going through the course, the teacher trainee will be able:

- Understand the nature of assessment and its role in teaching learning process
- Critically analyse the role of assessment at different domains of learning
- Develop the skill of construction of testing tools
- Understand, analyse, manage and implement assessment data
- Examine different trends and issues in assessment
- To emerging trends of evaluation and suggest solutions for examination problems

### **EPC-2: Drama and Art in Education:**

After going through the course, the teacher trainee will be able:

- To acquaint the students with art, music and drama for expression and communication purpose.
- To develop imagination, aesthetics and sense of appreciation for Arts.
- To understand local culture, art forms and interpret art work.
- To understand self and self-expressions for enhancing creativity.
- To develop the sense of correlation of art with education.

- To prepare effective teaching aids for effective teaching learning.
- To train, enhance some theatre and music skills that will help them be Creative and enlightened teachers.
- To write legibly on chalk board.
- To learn to handle and display teaching material.

### **B-101: GUJARATI**

અધ્યયન નિષ્પત્તિઓ :

- તાલીમાર્થીઓ ગુજરાતી વિષયવસ્તુ પર પ્રભુત્વ મેળવે.
- માતૃભાષાના શિક્ષણનું મહત્વ અને તેના હેતુઓથી માહિતગાર થાય.
- માતૃભાષા શિક્ષણના પાઠ આયોજનના સોપાનોથી માહિતગાર થાય.
- માતૃભાષા શિક્ષણની પદ્ધતિઓ અને પ્રયુક્તિઓથી માહિતગાર થાય.
- માતૃભાષાના શિક્ષણ કાર્ય માટે જરૂરી એવી સાધનસામગ્રીની રચના, પસંદગી અને તેનો ઉપયોગ કરવા અંગેનો કૌશલ્યો કેળવે.
- માતૃભાષા શિક્ષણના કૌશલ્યોની માહિતી મેળવે.

### **B-103: English (L.L.):**

After going through the course, the teacher trainee will be able:

- To know planning and procedures for teaching English (LL) in formal classroom and informal environment.
- To get the knowledge of different types of tests.
- To develop skills to evaluate performance of learner through written, oral as well as other types of tests.
- To make use of various modern gadgets and non-projection devices in classroom effectively.
- To acquire knowledge of basic language skills.
- To acquire knowledge and mastery over methods, approaches and techniques of teaching English as second / foreign language.
- To teach various areas like, prose, poetry, grammar, composition.
- To develop skills in creating writing.

### **B 105: Social Science:**

After going through the course, the teacher trainee will be able:

- To acquire a conceptual understanding of the nature of Social Science Plan lessons, Units based on different approaches to facilitate learning of Social Sciences.
- To enable student teachers, examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes
- To acquire basic knowledge and skills to analyze and transact the Social Sciences
- To sensitize and equip student teachers to handle social issues
- Realize her/his role as facilitator in enhancing Social Sciences learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- Develop learning materials on selected units to facilitate learning in Social Sciences.

- Understand different ways of assessing learner performance and providing additional support to the learners
- Reflect upon her/his own experiential knowledge in the process of becoming a Social Science teacher.

**B 106: Mathematics:**

After going through the course, the teacher trainee will be able:

- Understand general principles & maxims of teaching of Mathematics.
- Trainee teachers differentiate lesson planning & unit planning in relation to Mathematics.
- To acquire knowledge of teaching Methods and Approaches of Mathematics.
- Develops the skill of using various methods of teaching of Mathematics.
- Trainee teachers will develop the skill of preparing ideal question paper according to blueprint in Mathematics.
- Become familiar with internship programme.

**B 107: Science and Technology:**

After going through the course, the teacher trainee will be able:

- Understand general principles & maxims of teaching of Science and Technology.
- Trainee teachers differentiate lesson planning & unit planning in relation to Science and Technology.
- To acquire knowledge of teaching methods of Science and Technology.
- Develops the skill of using various methods of teaching of Science and Technology.
- Trainee teachers will develop the skill of preparing ideal question paper according to blueprint in Science and Technology.
- Become familiar with internship programme.

**B-110: Organization of Commerce and Management:**

After going through the course, the teacher trainee will be able:

- Will learn Unit Lesson planning of O.C.M.
- Acquires knowledge of different teaching methods of O.C.M.
- Understand the concept and use of evaluation process in account.
- Will develop the skill of preparing ideal question paper according to blue print in O.C.M.
- Applies evaluation techniques most appropriate to assess the progress and achievement of pupils.
- Develops attitudes to be a competent and committed O.C.M. teacher,
- Develops interest for the betterment of O.C.M. in higher secondary school.
- To Prepare Teaching aid for the subject of Account.

**B-111: Accountancy:**

After going through the course, the teacher trainee will be able:

- Will learn Unit Lesson planning of accountancy.
- Acquires knowledge of different teaching methods of accountancy.
- Understand the concept and use of evaluation process in account.
- Will develop the skill of preparing ideal question paper according to blue print in accountancy.
- Applies evaluation techniques most appropriate to assess the progress and achievement of pupils.
- Develops attitudes to be a competent and committed Accountancy teacher,
- Develops interest for the betterment of Accountancy in higher secondary school.



- To Prepare Teaching aid for the subject of Account.

**B-113: ENGLISH (H.L.):**

After going through the course, the teacher trainee will be able:

- Get acquainted with the objectives of teaching English at secondary school level;
- Formulate instructional objectives in terms of observable behaviours of learners;
- Be acquainted with and to acquire the qualities of a good English teacher;
- Acquire knowledge and mastery over methods, approaches and techniques of teaching English and designing learning experiences;
- Teach various areas like prose, Poem poetry, grammar;
- Organize language activities and games in the classroom;
- Design and prepare Teaching Learning Material, Self-Learning Materials and use multimedia technology for teaching English;
- Get the knowledge of different types of tests;
- Develop capacity to prepare and use different evaluation techniques to evaluate pupils' learning.

## **B.Ed. Semester-3**

### **Course Subjects**

<b>Sr. No.</b>	<b>Course Code</b>	<b>Course Name</b>
1	A-05	Gender School and Society
2	A-06	Creating Inclusive School
3	C - 03	Understanding Self
4	EPC - 03	Critical Understanding of ICT
5	B - 101	Gujarati
6	B - 103	English (LL)
7	B - 105	Social Science
8	B - 106	Mathematics
9	B - 107	Science and Technology
10	B - 110	Org. of Com. & Management
11	B - 111	Accountancy
12	B - 113	English- HL (For English Medium Students)

### **A 05: Gender School and Society**

After going through the course, the teacher trainee will be able:

- Understand the concept of sex, gender, transgender and gender role development.
- To prepare student teachers for solving various sexual abuses and harassment issues in school and society.
- To observe and develop strategies and skills for manifestations of gender inequalities in school and society.

### **A 06: CREATING AN INCLUSIVE SCHOOL**

After going through the course, the teacher trainee will be able:

- Understand the concept of inclusive school
- Understand Culture, policies and practices to create an inclusive school
- Understand Concept of integral humanism
- Understand the instructional strategies for inclusion of disabled child
- Understand the policies for promotion of inclusive school
- Understand evaluation tools of disable children

### **C 03: Understanding Self**

After going through the course, the teacher trainee will be able:

- To help student teachers to develop an insight to know ones owns self.
- To make student teachers aware about his/her potentials and limitations.
- To provide student teachers a theoretical and practical perspective about 'self and society', 'conflict resolution' 'stages of human development' and 'self-management'.
- To cultivate positive attitude towards own self and life, openness to understand, and adoptability to life situations. To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the professional growth to enhance personality development of their own students.
- To develop his/her own personality through various techniques like yoga and self-awareness programmes.

### **EPC-3: Critical Understanding of ICT**

After going through the course, the teacher trainee will be able:

- Interpret and adapt ICTs in line with educational aims and principles
- Acquire knowledge of computers its accessories and software.
- Acquire the skills of operating a computer in multifarious activities pertaining to teaching.
- Understanding features of MS office and their operations.
- Develop skill in using MS-Word, PowerPoint and Spreadsheet.
- Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
- Acquire skill in accessing word wide web and internet and global accessing of information
- Integrate technology in to classroom teaching learning strategies.

## B.Ed. Semester-3

### Course Subjects

Sr. No.	Course Code	Course Name
1	A-07	Introduction to Educational Research
2	C-04	Educational Statistics
3	C-08	Indian Education System
4	D-04	Value Education
5	EPC-04	Yoga and Sports Education
6	B - 101	Gujarati
7	B - 103	English (LL)
8	B - 105	Social Science
9	B - 106	Mathematics
10	B - 107	Science and Technology
11	B - 110	Org. of Com. & Management
12	B - 111	Accountancy
13	B – 113	English- HL (For English Medium Students)

### **A-07: Introduction to Educational Research**

After going through the course, the teacher trainee will be able:

- The meaning of research, characteristic, Need & Importance and types of research in education and its implications for educational research.
- The characteristics of Philosophical, Psychological and Sociological researches in education.
- The different steps of Educational Research.
- Various steps in the research processing
- The techniques of developing a research proposal.
- The meaning of techniques of research hypothesis & Sampling.
- Various type of Hypothesis and their testing

### **C-04: Educational Statistics**

After going through the course, the teacher trainee will be able:

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

### **C 08: Indian Education System**

After going through the course, the teacher trainee will be able:

- To Understand the Indian education system.
- To understand Vedic, Islamic, Jainism and Buddhism education system.

### **D 04: Value Education**

After going through the course, the teacher trainee will be able:

- To enable students to understand the need and importance of value education.
- To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
- To enable them to understand the process of moral development vis-à-vis their cognitive and social development.
- To Orient the students with various intervention strategies for moral education.

### **EPC-4: Yoga and Sports**

After going through the course, the teacher trainee will be able:

- Understand the importance of yoga education for physical and mental health.
- Understand the objective of Pranayam and Meditation in yoga and develop the skill of pranayama and meditation.
- Understand the process of stress management through yoga education
- Acquire the knowledge of techniques of performing Yogasana and develop the skill for the same.

### **B-101: Gujarati**

અધ્યયન નિષ્પત્તિઓ :

- તાલીમાર્થીઓ ગુજરાતી વિષયવસ્તુ પર પ્રભુત્વ મેળવે.
- માતૃભાષાના શિક્ષણનું મહત્વ અને તેના હેતુઓથી માહિતગાર થાય.
- માતૃભાષા શિક્ષણના પાઠ આયોજનના સોપાનોથી માહિતગાર થાય.
- માતૃભાષા શિક્ષણની પદ્ધતિઓ અને પ્રયુક્તિઓથી માહિતગાર થાય.
- માતૃભાષાના શિક્ષણ કાર્ય માટે જરૂરી એવી સાધનસામગ્રીની રચના, પસંદગી અને તેનો ઉપયોગ કરવા અંગેનો કૌશલ્યો કેળવે.
- માતૃભાષા શિક્ષણના કૌશલ્યોની માહિતી મેળવે.

### **B-103: English (L.L)**

After going through the course, the teacher trainee will be able:

- To develop the skills to analysed and evaluate English syllabus and textbook
- To be acquainted and to develop the qualities of a good teacher
- To make use of related literature in teaching English as second / foreign language
- To develop the skills to organize English curriculum

### **B-105: Social Science**

After going through the course, the teacher trainee will be able:

- Understand & use of appropriate innovative teaching & techniques in Social Science teaching.
- Develops attitudes to be a committed & competent higher secondary school teacher.
- Develop interest in Social Science subject among the pupils.
- Will correlate content of Social Science with various subjects.
- Trainee teachers become aware of the Social Science club & room's activities.
- Make use of various audio-visual aids in the classroom effectively.
- To acquaint the students teacher with different audio-visual aids & develop in them the skill for the proper use & maintenance of teaching aids.
- Analyse & evaluate economics syllabus & Social Science textbook.
- Understand the concept & use of evaluation process in Social Science.
- Can construct, select & use suitable test items for evaluation.

### **B-106: Mathematics**

After going through the course, the teacher trainee will be able:

- Understand & use of appropriate innovative teaching & techniques in mathematics teaching.
- Develops attitudes to be a committed & competent secondary school teacher.
- Develop interest in mathematics subject among the pupils.
- Will correlate content of mathematics with various subjects.
- Trainee teachers become aware of the mathematics club & room's activities.
- Make use of various audio-visual aids in the classroom effectively.
- To acquaint the students teacher with different audio-visual aids & develop in them the skill for the proper use & maintenance of teaching aids.
- Analyze & evaluate economics syllabus & mathematics textbook.
- Understand the concept & use of evaluation process in mathematics.

- Can construct, select & use suitable test items for evaluation.

### **B-107: Science and Technology**

After going through the course, the teacher trainee will be able:

- Understand & use of appropriate innovative teaching & techniques in science and technology teaching.
- Develops attitudes to be a committed & competent secondary school teacher.
- Develop interest in science and technology subject among the pupils.
- Will correlate content of science and technology with various subjects.
- Trainee teachers become aware of the science and technology club & room's activities.
- Make use of various audio-visual aids in the classroom effectively.
- To acquaint the students teacher with different audio-visual aids & develop in them the skill for the proper use & maintenance of teaching aids.
- Analyse & evaluate economics syllabus & science and technology textbook.
- Understand the concept & use of evaluation process in science and technology.
- Can construct, select & use suitable test items for evaluation.

### **B-110: Organization of commerce and management**

After going through the course, the teacher trainee will be able:

- Understand the concept and use of evaluation process in account.
- Understands the concept and use of evaluation process, diagnostic and remedial measures in O.C.M.
- Realize her/his role as facilitator in enhancing O.C.M. learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in O.C.M.
- Develop learning materials on selected units to facilitate learning in O.C.M.
- Understand different ways of assessing learner performance and providing additional support to the learners.
- Reflect upon her/his own experiential knowledge in the process of becoming an O.C.M. teacher.
- Develops attitudes to be a competent and committed O.C.M. teacher,
- Develops interest for the betterment of O.C.M. in higher secondary school.

### **B-111: Accountancy**

After going through the course, the teacher trainee will be able:

- Acquires knowledge of Annual Lesson plan in accountancy.
- Understand the concept and use of evaluation process in account.
- Understands the concept and use of evaluation process, diagnostic and remedial measures in accountancy
- Realize her/his role as facilitator in enhancing Accountancy learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Accountancy.
- Develop learning materials on selected units to facilitate learning in Accountancy.
- Understand different ways of assessing learner performance and providing additional support to the learners.

- Reflect upon her/his own experiential knowledge in the process of becoming an Accountancy teacher.
- Develops attitudes to be a competent and committed Accountancy teacher,
- Develops interest for the betterment of Accountancy in higher secondary school.

**B-113: English (H.L.)**

After going through the course, the teacher trainee will be able:

- Acquire knowledge of the nature, structure and components of English language;
- Have a formal and functional knowledge of some elements of English grammar;
- Acquire command over sentence constructions in English;
- Acquire mastery over instructional skills.



Year-2020-21  
Semester: 1

Indian Institute of Teacher Education, Gandhinagar

Paper Code: LS-1

Professor/s Name: Dr. R. C. Patel, Dr. D. A. Buntaria  
Paper Name: Psychology of Learner

**Objectives: To enable the prospective teachers:**

- to develop insight about Educational Psychology and the stages of human growth and development.
- to understand different theories of Development and its implication in real classroom scenario.
- to understand and imply theories of Intelligence, Personality and Creativity.
- to understand Mental Health and Adjustment.

Unit	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1 Educational Psychology &amp; Growth and Development</b>	1.1 Psychology: Concept; Educational Psychology: Concept, Scope and Significance 1.2 Growth, Development & Maturity: Concept, Principles and Factors affecting Growth and Development 1.3 Stages of Human Development: Characteristics and Educational Implications 1.4 Adolescence: Concept, Characteristics, Challenges and Educational Implications	Video + Discussion  Lecture Cum Discussion Method  Group Discussion Method & Seminar method  Lecture Cum Discussion Method	MCQ  CCE  Preliminary Test  Assignment	<a href="https://youtu.be/pAn0LQCgXKk">https://youtu.be/pAn0LQCgXKk</a>  <a href="https://youtu.be/FWZteG93ZIY">https://youtu.be/FWZteG93ZIY</a>
<b>Unit-2 Developmental Theories: Concept, Stages and Characteristics</b>	2.1 Piaget's Cognitive Development Theory 2.2 Vygotsky's Theory of Cognitive Development 2.3 Kohlberg's Moral Development Theory 2.4 Erickson's Theory of Psycho-Socio Development	Video + Discussion  Lecture Cum Discussion method	CCE  Quiz  Assignment	YouTube Videos  <a href="https://youtu.be/U-PggJs6_TQ">https://youtu.be/U-PggJs6_TQ</a> <a href="https://youtu.be/n6PI1OPwE9Q">https://youtu.be/n6PI1OPwE9Q</a> <a href="https://youtu.be/s29iB6UuBIs">https://youtu.be/s29iB6UuBIs</a> <a href="https://youtu.be/oCYxi2B_0yU">https://youtu.be/oCYxi2B_0yU</a>

				<p>Google Classroom</p> <p><a href="https://classroom.google.com/c/NDE4NTgxNzUyNDg5?cjc=sd64jgr">https://classroom.google.com/c/NDE4NTgxNzUyNDg5?cjc=sd64jgr</a></p>
<p><b>Unit-3 Intelligence, Personality and Creativity</b></p>	<p>3.1 Individual Difference: Concept, areas of Individual Differences, Educational Implications</p> <p>3.2 Intelligence: Concept and theories (Two factor theory, Guilford's SOI) Measurement of Intelligence and its Educational implications</p> <p>3.3 Personality: Concept, Factors, Types of Personality (Introvert, Extrovert).</p> <p>3.4 Creativity: Concept, difference between creativity and intelligence, Techniques of fostering creativity</p>	<p>Video + Discussion</p> <p>Lecture Cum Discussion method</p>	<p>CCE</p> <p>Quiz</p> <p>Assignment</p>	<p>YouTube videos</p> <p><a href="https://youtu.be/medkU0EU8FQ">https://youtu.be/medkU0EU8FQ</a></p> <p><a href="https://youtu.be/ZSC49eMESyI">https://youtu.be/ZSC49eMESyI</a></p> <p><a href="https://youtu.be/7FUBFRSyt3c">https://youtu.be/7FUBFRSyt3c</a></p> <p><a href="https://youtu.be/P8iPLbeNqMQ">https://youtu.be/P8iPLbeNqMQ</a></p>
<p><b>Unit-4 Mental Health and Adjustment</b></p>	<p>- Mental Health: Concept, Factors affecting Mental Health, Concept of Mental Hygiene</p> <p>- Adjustment: Concept, Characteristics and Maladjustment</p> <p>- Defence Mechanisms: Types and Implications</p> <p>- Group Dynamics: Concept &amp; Implications, Sociometry.</p>	<p>Video + Discussion</p> <p>Lecture Cum Discussion method</p>	<p>CCE</p> <p>Quiz</p> <p>Assignment</p>	<p>YouTube Videos</p> <p><a href="https://youtu.be/f4cmGiXnJfI">https://youtu.be/f4cmGiXnJfI</a></p> <p><a href="https://youtu.be/B7vpYrTWGtM">https://youtu.be/B7vpYrTWGtM</a></p> <p><a href="https://youtu.be/GKlcl4KNCE">https://youtu.be/GKlcl4KNCE</a></p> <p><a href="https://youtu.be/bGv0XAEJECQ">https://youtu.be/bGv0XAEJECQ</a></p>

Indian Institute of Teacher Education, Gandhinagar

Year-2020-21  
Semester: 1

Paper Code: ES-1

Professor/s Name: Dr. S. L. Solanki, Dr. N. U. Dhodi  
Paper Name: Perspectives in Education

**Objectives: To enable the prospective teachers:**

- to understand the Education as a System in India and Education envisioned by Indian Thinkers.
- to understand the importance of Development of Education System.
- to understand the policies implemented in Post-independence Era.
- to appreciate the futuristic National Policies being introduced.

Unit	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1 Education</b>	1.1 Concept of Philosophy and Education; Significance of Education  1.2 Types of Education: Formal, Informal, Non- formal  1.3 Education perceived by Gandhiji, Vivekanand, Rabindranath Tagore, Maharshi Aurbindo  1.4 Ancient Educational Institutions: Takshashila, Nalanda and Valabhi	Lecture Method  Comparative Method  Group Discussion Method	Assignment Submission  Online Evaluation	
<b>Unit-2 Education in India</b>	2.1 Education in Ancient India: Vedic System of Education  2.2 Efforts of strengthening Education System through Math, Mandir, Pathshala and Madressa	Lecture Method  Comparative Method  Group Discussion Method	Assignment Submission  Online Evaluation	

	<p>2.3 Reformation through Education in Indian Societies: Raja Rammonan Ray, Dayanand Saraswati, Thiruvalluvar, Sant Gyaneshwar</p> <p>2.4 Wardha Scheme of Basic Education (Nai Talim)</p>			
<p><b>Unit-3 Education in Post Independent India</b></p>	<p>3.1 Radhakrishna Commission, Secondary Education Commission</p> <p>3.2 Kothari Commission</p> <p>3.3 National Policy on Education 1986, Programme of Action 1992</p> <p>3.4 RTE Act 2009</p>	<p>Lecture Method</p> <p>Comparative Method</p> <p>Group Discussion Method</p>	<p>Assignment Submission</p> <p>Online Evaluation</p>	
<p><b>Unit-4 National Education Policy 2020</b></p>	<p>4.1 Restructuring School Education: 5 + 3 + 3 + 4 and Early Childhood Care and Education</p> <p>4.2 School Curriculum and Pedagogy</p> <p>4.3 Teacher</p> <p>4.4 Promotion of Indian Languages, Art and Culture; Online and Digital Education</p>	<p>Group Discussion Method</p>	<p>Online Evaluation</p>	

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**  
**Semester: 1**

**Paper Code: CUS-1**

**Professor/s Name: Dr. G. S. Patel, Dr. N. U. Dhodi**  
**Paper Name: Curriculum Development Principles**

**Objectives: To enable the prospective teachers:**

- to understand the concepts and Principles of Curriculum.
- to develop an understanding of Types and Approaches to Curriculum.
- to understand various foundations of Curriculum
- to comprehend the process of Curriculum Development

<b>Unit</b>	<b>Major Concepts/Topics</b>	<b>Teaching-Learning Process</b>	<b>Assessment</b>	<b>Resources</b>
<b>Unit-1 Curriculum: Concept &amp; Principles (11.25 Hours)</b>	1.1 Concept of Syllabus & Curriculum 1.2 Aims and Characteristics of Curriculum 1.3 Difference: Curriculum Framework, Curriculum, Syllabus and Text-book 1.4 Principles of Curriculum Development	Moodle Course  Group Discussion	Formative Assessment  Online Evaluation	E-gyankosh Portal
<b>Unit-2 Types &amp; Approaches of Curriculum (11.25 Hours)</b>	2.1 Types of Curriculum: Subject Centered, Student Centered, Objective Centered, Experience Centered and Integrated Curriculum  2.2 Concept of Overt (Explicit), Hidden (Implicit) and Null  2.3 Approaches to Curriculum: Behavioural-Rational Approach, System-Managerial	Moodle Course  Comparative Method	Assignment Submission  Online Evaluation	E-gyankosh Portal

	<p>Approach, Intellectual-Academic Approach, Humanistic-Aesthetic Approach</p> <p>2.4 Determinants of Curriculum: Societal Diversity, Political and Economic Factors, Professional Organisation, Environment and Institutional Consideration</p>			
<p><b>Unit-3 Foundations of Curriculum Development (11.25 Hours)</b></p>	<p>3.1 Source of Curriculum Design: State, Science, Society, Moral Doctrine, Knowledge, Learner</p> <p>3.2 Philosophical Foundations of Curriculum Development</p> <p>3.3 Psychological Foundations of Curriculum Development</p> <p>3.4 Sociological Foundation of Curriculum Development</p>	<p>Moodle Course</p> <p>Lecture Method</p> <p>Group Discussion Method</p>	<p>Online Evaluation</p>	<p>Egyankosh Portal</p>
<p><b>Unit-4 Process of Curriculum Development (11.25 Hours)</b></p>	<p>4.1 Establishing Philosophy and Need Assessment</p> <p>4.2 Formation of Goals and Objectives</p> <p>4.3 Selection and Organisation of Content &amp; Learning Experiences</p> <p>4.4 Evaluation of Curriculum</p>	<p>Lecture Method</p> <p>Group Discussion Method</p>	<p>Online Evaluation</p>	

Indian Institute of Teacher Education, Gandhinagar

Year-2020-21  
Semester: 1

Paper Code: LPC-1

Professor/s Name: Dr. R. M. Patel  
Paper Name: Gujarati Language

હેતુઓ

- પ્રશિક્ષણાર્થીઓ ગુજરાતી ભાષાનો ધ્વનિ વિચાર જાણે, સમાનાર્થી અને વિરુદ્ધાર્થી શબ્દોની આગવી અર્થઠાયા સમજે.
- પ્રશિક્ષણાર્થીઓ સંક્ષેપીકરણની પ્રક્રિયા સમજે અને પોતાના અભ્યાસમાં તેનો ઉપયોગ કરતા શીખે.
- પ્રશિક્ષણાર્થીઓ વિચાર-વિસ્તાર કરતા થાય.
- પ્રશિક્ષણાર્થીઓ નિબંધલેખન સમજે અને વિવિધ પ્રકારના નિબંધ લખી શકે. વિદ્યાર્થીઓ ગદ્યના સ્વરૂપોથી
- પરિચિત થાય અને એક પ્રકારના ગદ્યનું બીજા પ્રકારના ગદ્યમાં રૂપાંતર કરી શકે તેમજ લેખનમાં ઉપયોગ કરી શકે.
- પ્રશિક્ષણાર્થીઓ અહેવાલ લેખન કરી શકે, વિદ્યાર્થીઓ ઉદ્દોષક અને સભાસંચાલકની કામગીરી સમજે અને સભાસંચાલન કરવા પ્રેરાય.
- પ્રશિક્ષણાર્થીઓ ગદ્ય-પદ્યના રસસ્થાનો સમજી સમીક્ષા કરે.

Unit	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
Unit-1 ધ્વનિવિચાર, સમાનાર્થી શબ્દો, વિરુદ્ધાર્થી શબ્દો	1.1 ધ્વનિ, વાગ્અવયવો, ઘોષ – અઘોષ, અલ્પપ્રાણ – મહાપ્રાણ 1.2 સ્વર, વ્યંજન, અનુનાસિકો (ઉચ્ચારણ પ્રક્રિયા) 1.3 સમાનાર્થી શબ્દો અને તેની આગવી અર્થઠાયા 1.4 વિરુદ્ધાર્થી શબ્દો અને તેની આગવી અર્થઠાયા	કથન-ચર્ચા	- CCE (લેખિત પ્રશ્નો દ્વારા) - ટર્મપેપર(લેખિત સ્વરૂપ) - પ્રિલિમિનરીપરીક્ષા	<a href="https://youtu.be/hnuYi6yXpwY">https://youtu.be/hnuYi6yXpwY</a>
Unit-2 સંક્ષેપીકરણ, વિચાર-વિસ્તાર	2.1 સંક્ષેપીકરણ અને સારલેખનનો ભેદ	જૂથ-ચર્ચા	- CCE (લેખિત પ્રશ્નો દ્વારા)	<a href="https://youtu.be/6jyrYE_kkwY">https://youtu.be/6jyrYE_kkwY</a> (વિચાર વિસ્તાર)

	<p>2.2 શબ્દસમૂહ માટે એક શબ્દ શોધી લખવા, રૂઢિપ્રયોગ, કહેવત મૂકી શકાય તેમ હોય તે શોધવા, વાક્યોને કેવી રીતે ભેગા કરી સંક્ષેપ કરવો તેની સમજ</p> <p>2.3 વિચાર એટલે શું?, કાવ્ય પંક્તિ /વાક્યનો કેન્દ્રવર્તી વિચાર ગ્રહણ કરવો,</p> <p>2.4 વિચારનો વિસ્તાર, ઉદાહરણ, અવતરણનું મહત્ત્વ</p>		<p>- ટર્મપેપર(લેખિત સ્વરૂપ)</p> <p>- પ્રિલિમિનરીપરીક્ષા</p>	<p><a href="https://youtu.be/8DU5RI0SAwA">https://youtu.be/8DU5RI0SAwA</a> (વિચાર વિસ્તાર)</p>
<p><b>Unit-3 નિબંધ લેખન, ગદ્ય રૂપાંતર</b></p>	<p>3.1 વિષયને અનુરૂપ મુદ્દા નક્કી કરવા, મુદ્દાનો ક્રમ નક્કી કરવો</p> <p>3.2 અવતરણોનું મહત્ત્વ, પ્રસ્તાવના અને ઉપસંહારનું લેખન, વિષય અનુરૂપ ગદ્યની પસંદગી</p> <p>3.3 વાદાત્મક ગદ્ય, ભાવાત્મક ગદ્ય</p> <p>3.4 વિવરણાત્મક ગદ્ય, વર્ણનાત્મક ગદ્ય</p>	<p>-જૂથકાર્ય</p> <p>- ટીમટીચિંગ</p>	<p>- CCE (લેખિત પ્રશ્નો દ્વારા)</p> <p>- ટર્મપેપર(લેખિત સ્વરૂપ)</p> <p>- પ્રિલિમિનરીપરીક્ષા</p>	<p><a href="https://youtu.be/dLKTXJAoHgc">https://youtu.be/dLKTXJAoHgc</a> (વિવરણાત્મક ગદ્ય)</p>
<p><b>Unit-4 અહેવાલ લેખન, સભાસંચાલન, ગદ્ય- પદ્ય સમીક્ષા</b></p>	<p>4.1 અહેવાલ લેખન</p> <p>4.2 ઉદ્દેશ્યક અને સભાસંચાલકની ભૂમિકા</p> <p>4.3 કાવ્યના રસસ્થાનોની સમજ</p> <p>4.4 પ્રશ્નોની સમજ, જવાબ અને જવાબની ભાષા</p>	<p>પ્રોજેક્ટ કાર્ય</p> <p>જૂથ કાર્ય</p>	<p>- CCE (લેખિત પ્રશ્નો દ્વારા)</p> <p>- ટર્મપેપર(લેખિત સ્વરૂપ)</p> <p>- પ્રિલિમિનરીપરીક્ષા</p>	<p><a href="https://youtu.be/diSSnCHe2VI">https://youtu.be/diSSnCHe2VI</a> (અહેવાલ લેખન)</p>



**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**

**Professor/s Name: Dr. K. H. Yadav, Dr. D. A. Buntaria**

**Semester: 1**

**Paper Code: PS1 01**

**Paper Name: General Pedagogy for Mathematics & Science**

**Objectives: To enable the prospective teachers:**

- to comprehend the concepts of faculty and discipline and knowledge as a whole.
- to appreciate values and recognize correlation.
- to understand pedagogical perspectives.
- to develop skills of microteaching, simulation lesson.

<b>Unit</b>	<b>Major Concepts/Topics</b>	<b>Teaching-Learning Process</b>	<b>Assessment</b>	<b>Resources</b>
<b>Unit-1 Values and Corelation of Mathematics and Science</b>	1.1 Concept of Faculty and Discipline with Reference to Mathematics and Science 1.2 Scope of Science and Mathematics; Values - Disciplinarian, Cultural and Utilitarian 1.3 Corelation: i) Mathematics: with its branches and Social Sciences, ii) Science: with its branches and Social Sciences, iii) Mathematics and Science 1.4 Mathematics and Science in School Curriculum and day to day life: Need and Importance	Lecture cum discussion  Video + Discussion	Quiz (CCE)  Wordwall  Assignment (Google Classroom)	YouTube Videos  <a href="https://youtu.be/9nWEIarPVAE">https://youtu.be/9nWEIarPVAE</a>
<b>Unit-2 Pedagogical Perspectives</b>	2.1 Teaching: Concept and Principles 2.2 Maxims of Teaching 2.3 Concept & Examples: Techniques, Methods, Devices, Approaches and Models of teaching	Lecture cum discussion  Video + Discussion	Quiz (CCE)  Wordwall	YouTube Videos  <a href="https://youtu.be/dMADkEZrH7Y">https://youtu.be/dMADkEZrH7Y</a>  <a href="https://youtu.be/u1nMWdnpRII">https://youtu.be/u1nMWdnpRII</a>

	2.4 Concept: Aims, Objectives and Learning Outcomes in Mathematics and Science		Assignment (Google Classroom)	<a href="https://youtu.be/QUvj8OnnGpA">https://youtu.be/QUvj8OnnGpA</a>
<b>Unit-3 Methods of Teaching Mathematics and Science</b>	3.1 Inductive - Deductive, Demonstration 3.2 Comparison, Logical Approach 3.3 Analysis -Synthesis, Experiment Method 3.4 Project, Exhibition	Comparative method  Practical work	Quiz (CCE)  Wordwall  Assignment (Google Classroom)	YouTube videos  <a href="https://youtu.be/NoncQsBo4E0">https://youtu.be/NoncQsBo4E0</a>  <a href="https://youtu.be/xLOAiCFSP8l">https://youtu.be/xLOAiCFSP8l</a>  <a href="https://youtu.be/Bh9srDue45M">https://youtu.be/Bh9srDue45M</a>
<b>Unit-4 Microteaching, Simulation</b>	4.1 Microteaching: Concept, Steps, and Merits 4.2 Microteaching Skills: Set Induction, Probing Questions, Fluency in Questioning, Explanation, Illustration with Example, 4.3 Microteaching Skills: Board work, Stimulus Variation, Reinforcement, Use of Teaching Aids 4.4 Simulation: Concept, and Characteristics and Steps	Lecture cum discussion  Demonstration method  Practical work	Quiz (CCE)  Wordwall  Assignment (Google Classroom)	YouTube Videos  <a href="https://youtu.be/oYTt-r4k7Eo">https://youtu.be/oYTt-r4k7Eo</a>  <a href="https://youtu.be/6sIk7_Px48w">https://youtu.be/6sIk7_Px48w</a>  <a href="https://youtu.be/d-J9Qcb3424">https://youtu.be/d-J9Qcb3424</a>

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**  
**Semester: 1**

**Professor/s Name: Dr. S. L. Solanki, Dr. G. S. Patel, Dr. R. C. Patel, Dr. N. U. Dhodi**

**Paper Code: PS1 02      Paper Name: General Pedagogy for Languages, Social Sciences & Commerce**

**Objectives: To enable the prospective teachers:**

- to comprehend the concepts of faculty and discipline and knowledge as a whole.
- to appreciate values and recognize correlation.
- to understand pedagogical perspectives.
- to develop skills of microteaching, simulation lesson.

<b>Unit</b>	<b>Major Concepts/Topics</b>	<b>Teaching-Learning Process</b>	<b>Assessment</b>	<b>Resources</b>
<b>Unit-1 Values and Corelation among Languages, Social Sciences and Commerce</b>	1.1 Concept of faculty and discipline with reference to Languages, Social Sciences and Commerce 1.2 Scope of Languages, Social Sciences and Commerce, Values: Aesthetic, Cultural and Utilitarian 1.3 Correlation among Languages, Social Sciences, Commerce, Mathematics and Science 1.4 Languages, Social Sciences and Commerce in school curriculum and day to day life: Need and Importance	Lecture cum discussion Method  Video+ Discussion Method	Assignment	<a href="https://classroom.google.com/c/MjU3MDg2Mjc0MDAy?cjc=puja3s2">https://classroom.google.com/c/MjU3MDg2Mjc0MDAy?cjc=puja3s2</a>
<b>Unit-2 Pedagogical Perspectives</b>	2.1 Teaching: Concept and Principles 2.2 Maxims of Teaching 2.3 Concept & Examples: Techniques, Methods, Devices, Approaches and Models of teaching	Lecture cum discussion Method	Assignment	<a href="https://classroom.google.com/c/MjU3MDg2Mjc0MDAy?cjc=puja3s2">https://classroom.google.com/c/MjU3MDg2Mjc0MDAy?cjc=puja3s2</a>  <a href="https://youtu.be/qpTec7jiTS8">https://youtu.be/qpTec7jiTS8</a>

	2.4 Concept: Aims, Objectives and Learning Outcomes in Languages, Social Science and Commerce	Video+ Discussion Method		
<b>Unit-3 Methods of Teaching Languages, Social Science and Commerce</b>	3.1 Inductive - Deductive, Comparison 3.2 Translation, Story Telling 3.3 Narration cum Discussion, Demonstration, Project 3.4 Analysis-Synthesis, Source Method (Aadhar)	Video+ Lecture cum discussion	Assignment	<a href="https://classroom.google.com/c/MjU3MDg2Mjc0MDAy?cjc=puja3s2">https://classroom.google.com/c/MjU3MDg2Mjc0MDAy?cjc=puja3s2</a>
<b>Unit-4 Microteaching, Simulation</b>	4.1 Microteaching: Concept, Steps, and Merits 4.2 Microteaching Skills: Set Induction, Probing Questions, Fluency in Questioning, Explanation, Illustration with Example, 4.3 Microteaching Skills: Board work, Stimulus Variation, Reinforcement, Use of Teaching Aids 4.4 Simulation: Concept, and Characteristics and Steps	Video+ Lecture cum discussion	Assignment	<a href="https://classroom.google.com/c/MjU3MDg2Mjc0MDAy?cjc=puja3s2">https://classroom.google.com/c/MjU3MDg2Mjc0MDAy?cjc=puja3s2</a> <a href="https://youtu.be/qpTec7jiTS8">https://youtu.be/qpTec7jiTS8</a>

Indian Institute of Teacher Education, Gandhinagar

Year-2020-21  
Semester: 2

Paper Code: LS-2

Professor/s Name: Dr. R. M. Patel, Dr. G. S. Patel  
Paper Name: Learning and Teaching

**Objectives: To enable the prospective teachers:**

- to understand the concept and nature of learning.
- to comprehend the theories of learning with reference to concepts and implications.
- to understand concept of teaching and use of various teaching method
- to understand models of teaching and programmed learning

Unit	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1 Learning: Concept and Nature</b>	1.1 Concept and Nature of Learning, Factors affecting learning  1.2 Motivation: Concept, Need, Theory (Abraham Maslow and McClelland)  1.3 Transfer of learning: Concept, types, factors affecting transfer of learning  1.4 Learning style: Concept and Classification by Kolb's, Edger Dale's Cone of Experience	Statement-Discussion	CCE (लेखित प्रश्नो द्वारा)  टर्मपेपर (लेखित स्वरूप)  प्रिलिमिनरी परीक्षा	<a href="https://youtu.be/nRUJy2y2kuo">https://youtu.be/nRUJy2y2kuo</a>  <a href="https://youtu.be/2cCi7ZsYYEM">https://youtu.be/2cCi7ZsYYEM</a>
<b>Unit-2 Theories of Learning (Concepts)</b>	2.1 Classical Conditioning theory  2.2 Operant Conditioning theory	Statement-Discussion	- CCE (लेखित प्रश्नो द्वारा)	<a href="https://youtu.be/zXfyI XpcrMs">https://youtu.be/zXfyI XpcrMs</a>

<b>and Implications)</b>	2.3 Learning by trial and error 2.4 Gestalt theory (Insight learning)		- टर्मपेपर(लेखित स्वरूप) - प्रिलिमिनरीपरीक्षा	<a href="https://youtu.be/fUmTqGKZ18">https://youtu.be/fUmTqGKZ18</a>
<b>Unit-3 Teaching and Role of Teacher</b>	3.1 Concept and Nature of Teaching, Teaching as a Profession 3.2 Phases of Teaching: Planning, Execution and Reflection 3.3 Levels of Teaching: Memory Level (Herbartian), Understanding Level (Morrison), Reflective Level(Hunt) 3.4 Role of a Teacher: As a Model, Facilitator, Nagotiator, Co-Learner, Reflective Practioner and Classroom Researcher	Lecture cum Discussion	CCE (लेखित प्रश्नो द्वारा) टर्मपेपर (लेखित स्वरूप) प्रिलिमिनरी परीक्षा	
<b>Unit-4 Models of Teaching and Programmed Learning</b>	4.1 Models of Teaching: Concept, Characteristics, Elements 4.2 Concept attainment Model 4.3 Advance Organizer Model 4.4 Programmed Learning: Concept, Principles, Types, Steps of Development	Lecture cum Discussion	- CCE (लेखित प्रश्नो द्वारा) - टर्मपेपर(लेखित स्वरूप) - प्रिलिमिनरीपरीक्षा	

Indian Institute of Teacher Education, Gandhinagar

Year-2020-21  
Semester: 2

Paper Code: ES-2

Professor/s Name: Dr. R. C. Patel, Dr. N. U. Dhodi  
Paper Name: Developing the Self

**Objectives: To enable the prospective teachers:**

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

Unit	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1 Self and Self Identity</b>	1.1 Concept of Self and Self-identity 1.2 Indian Concept of Self with reference to Satva, Rajas and Tamas Guna 1.3 Constituent of Panch Kosh 1.4 Components of Self – Attitude, Beliefs, Values	Lecture Method  Compatative Method	Online Evaluation	
<b>Unit-2 Development of Social Self</b>	2.1 Concept of Social Self & Cultural Self 2.2 Agencies that shape the Self: Family, School and Community	Group Discussion Method  Lecture Method	Online Evaluation	

	<p>2.3 Stereotypes and Prejudices: Concept and role of Gender, Caste, Language and Religion in Developing Self</p> <p>2.4 Crisis of Self-identity in the era of Internet and Skills of enhancing self</p>			
<p><b>Unit-3 Development of Spiritual Self</b></p>	<p>3.1 Concept of Spiritual Self, Spiritualism and Integral Humanity</p> <p>3.2 Process of Self-awareness, Self-observation, Introspection and Austerity</p> <p>3.3 Concept of Sthitpragya (Bhagwad Geeta Ch-2)</p> <p>3.4 Yoga as a tool for Integration of Individual and Universal Self (Ashtang Yog)</p>	<p>Lecture Cum Discussion Method</p> <p>Lecture Method</p> <p>Video+ Discussion Method</p>	<p>CCE</p> <p>Assignment</p> <p>Preliminary Test</p>	<p><a href="https://classroom.google.com/c/MzY4NDg1OTM3MzE3?cjc=ygnbpxj">https://classroom.google.com/c/MzY4NDg1OTM3MzE3?cjc=ygnbpxj</a></p> <p><a href="https://youtu.be/b3jEL0neZH0">https://youtu.be/b3jEL0neZH0</a></p>
<p><b>Unit-4 Developing Self through Books, Case Studies, Films</b></p>	<p>4.1 Books: Kon (Labhshankar Thakar), Gora (Ravindranath Tagore), Potani Olakh (Bababhai Patel)</p> <p>4.2 Case Study: J. Krishnamurthy, Ramkrishna Paramhans</p> <p>4.3 Films: Adi Shankracharya, Reva, Mystic India</p> <p>4.4 Role of a Teacher(Guru) in Developing the Self</p>	<p>Self study Method (PDF Books)</p> <p>Cooperative Learning Method</p> <p>Assignment Method (Films)</p> <p>Discussion Method</p>	<p>CCE</p> <p>Assignment</p> <p>Preliminary Test</p>	<p><a href="https://youtu.be/apVOFuphXZc">https://youtu.be/apVOFuphXZc</a></p> <p><a href="https://classroom.google.com/c/MzY4NDg1OTM3MzE3?cjc=ygnbpxj">https://classroom.google.com/c/MzY4NDg1OTM3MzE3?cjc=ygnbpxj</a></p> <p><a href="https://youtu.be/nMAOJFbn0kl">https://youtu.be/nMAOJFbn0kl</a></p>



**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**  
**Semester: 2**

**Paper Code: CUS-2**

**Professor/s Name: Dr. K. H. Yadav, Dr. D. A. Bumtaria**  
**Paper Name: Knowledge and Curriculum**

**Objectives: To enable the prospective teachers:**

- to describe meanings of knowledge.
- to understand abstract nature of knowledge.
- to identify different facets of knowledge.
- to classify knowledge into different forms and identify different ways of knowing.

<b>Unit</b>	<b>Major Concepts/Topics</b>	<b>Teaching-Learning Process</b>	<b>Assessment</b>	<b>Resources</b>
<b>Unit-1 Epistemology and Basics of Knowledge</b>	1.1 Epistemology: Meaning and Concept 1.2 Knowledge: Meaning, Concept, Nature, Scope and Characteristics 1.3 Sources and Types of Knowledge 1.4 Distinction between: Knowledge and Information, Knowledge and Belief, Knowledge and Skill, Local and Universal; Concrete and Abstract; Theoretical and Practical; Contextual and Textual; School and out of School Knowledge	Lecture cum Discussion  Video + Discussion	Written test  Assignment	<a href="https://youtu.be/9UWJchVOVz4">https://youtu.be/9UWJchVOVz4</a>  <a href="https://youtu.be/enjamJxQqW4">https://youtu.be/enjamJxQqW4</a>
<b>Unit-2 Process of Knowledge</b>	2.1 Components of Knowledge Process  2.2 Approaches to Acquiring Knowledge	Lecture cum Discussion	Written test  Assignment	<a href="https://youtu.be/8aW1ACyCe-4">https://youtu.be/8aW1ACyCe-4</a>  <a href="https://youtu.be/Pt_vHw2fc_I">https://youtu.be/Pt_vHw2fc_I</a>

	<p>2.3 Process of Knowing and Knowledge: The Indian Way</p> <p>2.4 Process of Construction of Knowledge and Factors involved in Construction of Knowledge</p>			<p><a href="https://youtu.be/N-rrDs2ecbM">https://youtu.be/N-rrDs2ecbM</a></p>
<p><b>Unit-3</b> <b>Translating Knowledge to Curriculum</b></p>	<p>3.1 Knowledge as a Foundation of Curriculum and Knowledge Activation through Curriculum</p> <p>3.2 Infusing Knowledge Processes in Curriculum Development</p> <p>3.3 The responsibility of selection and Legitimacy of inclusion of knowledge in School Curriculum</p> <p>3.4 Evaluating Knowledge Potential in Curriculum</p>	<p>Lecture cum Discussion</p>	<p>Written test</p> <p>Assignment</p>	
<p><b>Unit-4</b> <b>Issues and Trends in Knowledge and Curriculum</b></p>	<p>4.1 Dimensions of Curriculum Design: Articulation, Balance, Continuity, Scope Sequence, Integration</p> <p>4.2 Curriculum Planning – Concept and Levels</p> <p>4.3 Autonomy in Curriculum Development – Meaning and Effect</p> <p>4.4 Benchmarking in Curriculum – Concept and Importance</p>	<p>Lecture cum Discussion</p>	<p>Written test</p> <p>Assignment</p>	

Indian Institute of Teacher Education, Gandhinagar

Year-2020-21  
Semester: 2

Paper Code: LPC-2

Professor/s Name: Dr. S. L. Solanki  
Paper Name: English Language

**Objectives: To enable the prospective teachers:**

- to understand the definition, process and types of communication along with the concept and characteristics of effective communication
- to understand the various modes of communication and to learn to communicate effectively through those modes in the day-to-day professional life
- to understand the various components, types and techniques of the listening and speaking skills in English and to apply them in the day-to-day academic and professional activities
- to understand the various components, types and techniques of the reading and writing skills in English and to apply them in the day-to-day academic and professional activities

Unit	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1 Introduction to Communication Skills</b>	1.1 Definition of Communication 1.2 Process of Communication 1.3 Non-verbal communication in Classroom 1.4 Effective Communication: Characteristics and Barriers	Lecture cum discussion	Written test	<a href="https://youtu.be/i-F1cCMGBuw">https://youtu.be/i-F1cCMGBuw</a>
<b>Unit-2 Modes of Communication</b>	2.1 Email Writing Skills	Lecture cum discussion	Written test Online test	<a href="https://youtu.be/gL77ovCaCyE">https://youtu.be/gL77ovCaCyE</a>

	<p>2.2 Presentation Skills</p> <p>2.3 Communication (English) in Social Media: Academic Concerns</p> <p>2.4 Communication in Group Discussion, Personal interview</p>	Demonstration		<p><a href="https://youtu.be/qHaDR EQ5jJU">https://youtu.be/qHaDR EQ5jJU</a></p> <p><a href="https://youtu.be/Gc02ocl 2O6o">https://youtu.be/Gc02ocl 2O6o</a></p>
<b>Unit-3 Listening and Speaking Skills</b>	<p>3.1 Types of Listening, Effective Listening Skills &amp; Barriers to effective listening, Characteristics of a good listener</p> <p>3.2 Listening to high quality speeches and songs in English and Note taking</p> <p>3.3 Speaking Skills in English: Pronunciation skills, Stress and Intonation</p> <p>3.4 Speaking Skills in English: Classroom Interaction, Post-prayer Talks, Meetings, Deliver Lectures/Speeches, Compering</p>	<p>Demonstration</p> <p>Video + Discussion</p>	<p>Written test</p> <p>Debate</p>	<p><a href="https://youtu.be/YMJ89Dz 6Dm8">https://youtu.be/YMJ89Dz 6Dm8</a></p> <p><a href="https://youtu.be/BwmisU6 0Fik">https://youtu.be/BwmisU6 0Fik</a></p>
<b>Unit-4 Reading and Writing Skills</b>	<p>4.1 Concept, Types and Purposes of Reading; Increasing Reading Speed and Barriers to Reading Speed</p> <p>4.2 Intensive and Extensive Reading; SQ3R,</p> <p>4.3 Punctuation Marks, Cohesion, Coherence</p> <p>4.4 Writing Formal Introductions, Agenda and Minutes of the Meetings, Reports, Notices and Announcements</p>	<p>Demonstration</p> <p>Video + Discussion</p>	<p>Written test</p> <p>Book reading</p>	<p><a href="https://youtu.be/Xo-rSHb9vWg">https://youtu.be/Xo-rSHb9vWg</a></p>

Indian Institute of Teacher Education, Gandhinagar

Year-2020-21  
Semester: 2

Paper Code: PS2/PS3

Professor/s Name: Dr. R. M. Patel  
Paper Name: Pedagogy of Gujarati

હેતુ

- પ્રશિક્ષણાર્થીઓ ભાષાના અર્થ, સ્વરૂપ, મહત્વથી પરિચિત થાય તેમજ ભાષા શિક્ષણના સામાન્ય હેતુઓ અને વિશિષ્ટ હેતુઓ જાણે.
- પ્રશિક્ષણાર્થીઓ પાઠ આયોજન અને એકમ આયોજનની સમજ કેળવે
- પ્રશિક્ષણાર્થીઓ ભાષા શિક્ષણમાં ઉપયોગી તમામ પ્રકારની અધ્યયન-અધ્યાપન સામગ્રીથી પરિચિત થઈ તેનો વર્ગમાં ઉપયોગ કરતા શીખે.
- પ્રશિક્ષણાર્થીઓ માતૃભાષા પાઠ્યપુસ્તકનું મૂલ્યાંકન કરે તેમજ ગુજરાતી ભાષા શિક્ષણમાં ઉપયોગી સહઅભ્યાસ પ્રવૃત્તિઓથી પરિચિત થાય.

Unit	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
Unit-1 ગુજરાતી ભાષા શિક્ષણના હેતુઓ	1.1 ગુજરાતી ભાષાનો અર્થ અને સ્વરૂપ (પરિભાષા, લાક્ષણિકતા, ઘટકો, સ્વરૂપ) 1.2 ગુજરાતી ભાષા શિક્ષણનું મહત્વ (શિક્ષણના માધ્યમ તરીકે, પ્રત્યા યનના વાહન તરીકે, અન્ય વિષયોનો પાથો) 1.3 બ્લુમ ટેક્સોનોમી અનુસાર ગુજરાતી ભાષા શિક્ષણના શૈક્ષણિક હેતુઓનું વર્ગીકરણ 1.4 ગુજરાતી ભાષા શિક્ષણના સામાન્ય હેતુઓ અને વિશિષ્ટ હેતુઓ	કથન-ચર્ચા	- CCE (લેખિત પ્રશ્નો દ્વારા) - ટર્મપેપર (લેખિત સ્કારૂપ) - પ્રિલિમિનરી પરીક્ષા	<a href="https://youtu.be/fZflCn7wiac">https://youtu.be/fZflCn7wiac</a> <a href="https://youtu.be/OAQxlBkP5o0">https://youtu.be/OAQxlBkP5o0</a>

<b>Unit-2 પાઠ આયોજન અને એકમ આયોજન</b>	2.1 પાઠ આયોજન: સંકલ્પના, સોપાનો અને ફાયદા 2.2 આદર્શ પાઠ આયોજનની લાક્ષણિકતાઓ 2.3 એકમ આયોજન: સંકલ્પના, સોપાનો, ફાયદા 2.4 ગુજરાતી ભાષા શિક્ષણની પ્રયુક્તિઓ: કાવ્યપઠન, કાવ્યગાન, સંદર્ભકથન, નાટ્યકરણ, મૂખરવાચન	ટીમટીચિંગ	- CCE (લેખિત પ્રશ્નો દ્વારા) ટર્મપેપર(લેખિત સ્કારૂપ) પ્રિલિમિનરીપરીક્ષા	
<b>Unit-3 ભાષા શિક્ષણમાં અધ્યયન-અધ્યાપન સામગ્રી</b>	3.1 શૈક્ષણિક સાધનો: સંકલ્પના, વર્ગીકરણ, મહત્વ અને ઉપયોગ 3.2 શ્રવણ, કથન, વાચન, લેખન કૌશલ્યોના વિકાસ માટેની પ્રવૃત્તિઓ 3.3 ભાષા શિક્ષણમાં ઉપયોગી સંદર્ભ સાહિત્ય, શબ્દકોશ, વિશ્વકોષ, સોફ્ટવેર, મોબાઇલ એપ્લિકેશન અને બીજા સંસાધનો 3.4 ભાષાખંડ અને ભાષા પ્રયોગશાળા: સંકલ્પના અને મહત્વ	જૂથ કાર્ય	- CCE (લેખિત પ્રશ્નો દ્વારા) - ટર્મપેપર (લેખિત સ્વરૂપ) - પ્રિલિમિનરીપરીક્ષા	<a href="https://youtu.be/EcacgCDevW8">https://youtu.be/EcacgCDevW8</a>
<b>Unit-4 અભ્યાસક્રમ અને પાઠ્યપુસ્તક</b>	4.1 પાઠ્યપુસ્તકની લાક્ષણિકતાઓ, મહત્વ અને મૂલ્યાંકન 4.2 શિક્ષક હાથપોથી: સંકલ્પના, લાક્ષણિકતાઓ અને મહત્વ 4.3 ગુજરાતી ભાષા શિક્ષણમાં ઉપયોગી સહઅભ્યાસ પ્રવૃત્તિઓ 4.4 ગુજરાતી ભાષા શિક્ષણમાં નિદાન અને ઉપચાર	ટીમટીચિંગ	- CCE (લેખિત પ્રશ્નો દ્વારા) - ટર્મપેપર (લેખિત સ્વરૂપ) - પ્રિલિમિનરીપરીક્ષા	<a href="https://youtu.be/wbgwRLAkBWg">https://youtu.be/wbgwRLAkBWg</a> <a href="https://youtu.be/ppVLF1a8o-o">https://youtu.be/ppVLF1a8o-o</a>

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**

**Professor/s Name: Dr. G. S. Patel**

**Semester: 2**

**Paper Code: PS2/PS3**

**Paper Name: Pedagogy of Social Science**

**Objectives: To enable the prospective teachers:**

- to understand aims and objectives of teaching Social Science
- to understand lesson planning and unit lesson plan in Social Science
- to understand Teaching Learning Resources in Social Science
- to acquaint with curriculum of social science and Social Science textbooks

<b>Unit</b>	<b>Major Concepts/Topics</b>	<b>Teaching-Learning Process</b>	<b>Assessment</b>	<b>Resources</b>
<b>Unit-1 Aims and objectives of teaching Social Science</b>	1.1 Concepts, Meaning and Scenario of Social Science subject. 1.2 Bloom's Taxonomy of educational objectives of Social Science subject 1.3 Aims and General and specific objectives of Social Science subject 1.4 Behavioral changes of teaching of Social Science subject	Lecture Method  Discussion Method	MCQ  Assignment  CCE  Preliminary Test	<a href="https://youtu.be/3cTgmhjwiNM">https://youtu.be/3cTgmhjwiNM</a>
<b>Unit-2 Lesson Planning and Unit Lesson Plan</b>	2.1 Lesson planning: Concept, Steps and Advantages 2.2 Characteristics and Criteria of ideal lesson plan 2.3 Unit Lesson Planning: Concept, Steps and Advantages 2.4 Techniques: Role play, Brain storming and Assignment	Lecture cum Discussion Method  Assignment Method	MCQ  Assignment  CCE  Preliminary Test	<a href="https://youtu.be/9e95TKT0Mos">https://youtu.be/9e95TKT0Mos</a>

<b>Unit-3 Teaching Learning Resources in Social Science</b>	<p>3.1 Teaching Aids: Concept, Importance, Principles of use and selection</p> <p>3.2 Classification of teaching aids and improvised teaching aids: Timeline, Maps, Globe, Geographical models-instruments, Charts, Graphs, Archeological sources (coin-model-pictures)</p> <p>3.3 Various Learning and Reference Resources in science: Literary sources (history), Journal and Magazine, Reference Books, Documentaries and Movies, Websites and Blogs.</p> <p>3.4 Social Science Room: Importance, Arrangement, Activities, Social Science Club and activities for school.</p>	<p>Lecture Method</p> <p>Discussion Method</p>	<p>MCQ</p> <p>Assignment</p> <p>CCE</p> <p>Preliminary Test</p>	<p><a href="https://youtu.be/EcacgCDevW8">https://youtu.be/EcacgCDevW8</a></p>
<b>Unit-4 Curriculum of Social Science and Social Science Textbook</b>	<p>4.1 Objectives of Social Science Curriculum at Various levels</p> <p>4.2 Characteristics and importance of textbook, evaluation of Social Science text books of std 9th and 10th</p> <p>4.3 Teacher Handbook: Concept, Characteristics and Importance</p> <p>4.4 Co-curricular activities: Tour and visits, Exhibition, Museum, Eco Club.</p>	<p>Lecture cum Discussion method</p> <p>Assignment method</p> <p>Lecture Method</p>	<p>MCQ</p> <p>Assignment</p> <p>CCE</p> <p>Preliminary Test</p>	<p><a href="https://youtu.be/ppVLF1a8o-o">https://youtu.be/ppVLF1a8o-o</a></p> <p><a href="https://youtu.be/JMYxnuqbc0">https://youtu.be/JMYxnuqbc0</a></p>



Indian Institute of Teacher Education, Gandhinagar

Year-2020-21

Professor/s Name: Dr. S. L. Solanki

Semester: 2

Paper Code: PS2/PS3

Paper Name: Pedagogy of English (L2)

**Objectives: To enable the prospective teachers:**

- to understand the historical perspectives, Aims and Objectives of ELT (L2)
- to understand and analyse the methods and approaches in ELT (L2) and to apply them while preparing tasks and activities for teaching LSRW, Grammar and Vocabulary
- to explore the variety of Teaching Learning Materials (TLMs) and resources for ELT (L2) available online and to create need based TLM for English language learners
- to understand concept and types of assessment and evaluation in ELT (L2) and to apply that.
- to prepare language tests and rubrics to assess LSRW skills, Grammar skills and Vocabulary skills

Unit	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1 Historical Perspectives, Aims, Instructional Objectives of ELT (L2)</b>	1.1 History of ELT in India: Before and After Independence (A Brief Overview) 1.2 Concept of ESL, EFL, TESOL, ESP, EAP 1.3 Aims and Objectives of ELT at Primary, Secondary and Higher Secondary Level 1.4 Bloom's Taxonomy and ELT: Preparing Instructional Objectives	Lecture cum discussion	Written test	<a href="https://youtu.be/3cTgmhjwiNM">https://youtu.be/3cTgmhjwiNM</a>
<b>Unit-2 Methods and Approaches in ELT (L2)</b>	2.1 Grammar Translation Method, Direct Method, Structural Approach, Situational Approach, Audiolingual Method, Bilingual Approach to ELT (Concept and Characteristics)	Lecture cum discussion  Demonstration	Written test  Online test	<a href="https://youtu.be/9e95TKT0Mos">https://youtu.be/9e95TKT0Mos</a>

	<p>2.2 Functional Approaches: CLT, CLL, TBLT, Post Method Era: Eclectic Method</p> <p>2.3 Teaching of LSRW, Grammar, Vocabulary: Lesson Planning, Unit Lesson Planning, Preparing Tasks and Activities</p> <p>2.4 Co-curricular Activities for ELT; English Club, Literary Club, Reading Club</p>			
<p><b>Unit-3 Teaching Learning Materials and Resources in ELT (L2)</b></p>	<p>3.1 Textbook Analysis: Criteria and its Application (analysis of any one textbook)</p> <p>3.2 Evaluation of teaching-learning materials of ELT (Criteria and Evaluation of any one Online Material and any one Offline Material)</p> <p>3.3 Authentic Materials and Online Resources for ELT</p> <p>3.4 Preparation of TLM in ELT, Use of ICT tools for TLM</p>	<p>Demonstration</p> <p>Video + Discussion</p>	<p>Written test</p> <p>Debate</p>	<p><a href="https://youtu.be/EcagCDevW8">https://youtu.be/EcagCDevW8</a></p> <p><a href="https://youtu.be/JMYxnuqbcI0">https://youtu.be/JMYxnuqbcI0</a></p>
<p><b>Unit-4 Assessment and Evaluation in ELT (L2)</b></p>	<p>4.1 Study of existing English language question papers at various levels of school education in terms of objectives, blue print, techniques</p> <p>4.2 Types of Questions, Types of Tests (Achievement, Diagnostic and Proficiency)</p> <p>4.3 Using ICT tools for assessment</p> <p>4.4 Assessment of LSRW, Grammar, Vocabulary : Preparing Tests</p>	<p>Demonstration</p> <p>Video + Discussion</p>	<p>Written test</p> <p>Book reading</p>	

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**

**Semester: 2**

**Paper Code: PS2/PS3**

**Professor/s Name: Dr. S. L. Solanki**

**Paper Name: Pedagogy of English (L1)**

**Objectives: To enable the prospective teachers:**

- to understand the historical perspectives, Aims and Objectives of ELT (L1)
- to understand and analyse the methods and approaches in ELT (L1) and to apply them while preparing tasks and activities for teaching LSRW, Grammar and Vocabulary
- to explore the variety of Teaching Learning Materials (TLMs) and resources for ELT (L1) available online and to create need based TLM for English language learners
- to understand concept and types of assessment and evaluation in ELT (L1) and to apply that.
- to prepare language tests and rubrics to assess LSRW skills, Grammar skills and Vocabulary skills

<b>Unit</b>	<b>Major Concepts/Topics</b>	<b>Teaching-Learning Process</b>	<b>Assessment</b>	<b>Resources</b>
<b>Unit-1 Historical Perspectives, Aims, Instructional Objectives of ELT (L1)</b>	1.1 Behavioural Approaches and its challenges 1.2 Nativist Approach and its challenges 1.3 Functional Approaches and its challenges 1.4 Issues in First Language Acquisition with Reference to English (L1); Error Analysis	Lecture cum discussion	Written test	<a href="https://youtu.be/i-F1cCMGBuw">https://youtu.be/i-F1cCMGBuw</a>
<b>Unit-2 Methods and Approaches in ELT (L1)</b>	2.1 Aims and Objectives of Teaching English as First Language at various levels 2.2 Natural Language Processing (LSRW) and Preparing Tasks: BICS and CALP	Lecture cum discussion  Demonstration	Written test  Online test	<a href="https://youtu.be/gL77ovCaCyE">https://youtu.be/gL77ovCaCyE</a> <a href="https://youtu.be/qHaDREQ5jJU">https://youtu.be/qHaDREQ5jJU</a> <a href="https://youtu.be/Gc02ocl2O6o">https://youtu.be/Gc02ocl2O6o</a>

	2.3 Constructivist Approach and Preparing Tasks 2.4 Immersion Approach, TPR and Preparing Tasks			
<b>Unit-3 Teaching Learning Materials and Resources in ELT (L1)</b>	3.1 Literature as authentic materials 3.2 Teaching of Poetry and Drama 3.3 Teaching of Fiction and Short Story 3.4 Teaching of Essays	Demonstration  Video + Discussion	Written test  Debate	<a href="https://youtu.be/YMJ89Dz6Dm8">https://youtu.be/YMJ89Dz6Dm8</a>  <a href="https://youtu.be/BwmisU60Fik">https://youtu.be/BwmisU60Fik</a>
<b>Unit-4 Assessment and Evaluation in ELT (L1)</b>	4.1 Linguistics and its Branches: Influence and Role in Learning English (L1) 4.2 Principles of Needs Analysis and Materials Production for LSRW skills in English (L1) 4.3 Lesson Planning, Unit Planning of Teaching English (L1) at Various Levels in School Education 4.4 Assessment and Evaluation of LSRW, Grammar, Vocabulary in ELT (L1)	Demonstration  Video + Discussion	Written test  Book reading	<a href="https://youtu.be/Xo-rSHb9vWg">https://youtu.be/Xo-rSHb9vWg</a>

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**  
**Semester: 2**

**Paper Code: PS2/PS3**

**Professor/s Name: Dr. K. H. Yadav**  
**Paper Name: Pedagogy of Mathematics**

**Objectives: To enable the prospective teachers:**

- to understand the aims and objectives of teaching Mathematics
- to understand Lesson Planning and Unit Lesson Planning
- to understand Teaching Learning Resources in Mathematics
- to understand Curriculum of Mathematics and Mathematics Textbook

<b>Unit</b>	<b>Major Concepts/Topics</b>	<b>Teaching-Learning Process</b>	<b>Assessment</b>	<b>Resources</b>
<b>Unit-1 Aims and Objectives of Mathematics</b>	1.1 Concept of Mathematics and Elements of Mathematics: Axioms, Postulates, Propositions and Theorems 1.2 Taxonomy of Educational Objectives 1.3 General and specific Objectives 1.4 Instructional Objectives of Teaching Mathematics	Lecture cum discussion  Video + Discussion	Quiz (CCE)  Assignment (Google Classroom)	<a href="https://youtu.be/3cTgmhjwiNM">https://youtu.be/3cTgmhjwiNM</a>
<b>Unit-2 Lesson planning and Unit Lesson Planning</b>	2.1 Lesson planning : Concept, Steps and Advantages 2.2 Characteristics of Ideal lesson plan 2.3 Unit Lesson Planning: Concept, Steps and Advantages 2.4 Techniques: Oral work, Drill and review, Assignment, Brain-storming	Lecture cum discussion  Video + Discussion	Quiz (CCE)  Assignment (Google Classroom)	<a href="https://youtu.be/9e95TKT0Mos">https://youtu.be/9e95TKT0Mos</a>

<b>Unit-3 Teaching Learning Resources in Mathematics</b>	3.1 Teaching Aids: Concept, Importance, Principles of use and selection 3.2 Classification of Teaching Aids and Improvised teaching aids 3.3 Various Learning and Reference Resources in Mathematics: Journal and Magazine, Reference Books, Virtual lab, Apps, Documentaries and Movies of Mathematics and Mathematicians, Websites and Blogs 3.4 Mathematics Laboratory: Need, Importance, Use and Resources	Comparative method  Practical work	Quiz (CCE)  Assignment (Google Classroom)	<a href="https://youtu.be/EcacgCDevW8">https://youtu.be/EcacgCDevW8</a>  <a href="https://youtu.be/KwEWWy71ba8">https://youtu.be/KwEWWy71ba8</a>
<b>Unit-4 Curriculum of Mathematics and Mathematics Textbook</b>	4.1 Objectives of Mathematics Curriculum at Various level 4.2 Importance of Textbook, Characteristics of ideal textbook and Evaluation of Mathematics textbook. 4.3 Teacher Handbook: Concept, Characteristics and Importance 4.4 Co-curricular activities: Mathematics Club, Fair, Field Trip, Maths Olympiad	Lecture cum discussion  Demonstration method  Practical work	Quiz (CCE)  Assignment (Google Classroom)	<a href="https://youtu.be/ppVLF1a8o-o">https://youtu.be/ppVLF1a8o-o</a>  <a href="https://youtu.be/JMYxnuqbcio">https://youtu.be/JMYxnuqbcio</a>  <a href="https://youtu.be/GjCTtUzdK5w">https://youtu.be/GjCTtUzdK5w</a>

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**  
**Semester: 2**

**Paper Code: PS2/PS3**

**Professor/s Name: Dr. D. A. Buntaria**  
**Paper Name: Pedagogy of Science**

**Objectives: To enable the prospective teachers:**

- to understand the aims and objectives of teaching Science
- to understand Lesson Planning and Unit Lesson Planning
- to understand Teaching Learning Resources in Science
- to understand Curriculum of Science and Science Textbook

<b>Unit</b>	<b>Major Concepts/Topics</b>	<b>Teaching-Learning Process</b>	<b>Assessment</b>	<b>Resources</b>
<b>Unit-1 Aims and Objectives of Teaching Science</b>	1.1 Concept of Science and Elements of Science: Facts, Concept, Principles, Hypothesis, Generalization 1.2 Taxonomy of Educational Objectives 1.3 General and Specific Objectives 1.4 Instructional Objectives of Teaching Science	Lecture cum discussion  Video + Discussion	Quiz (CCE)  Wordwall  Assignment (Google Classroom)	<a href="https://youtu.be/3cTgmhjwiNM">https://youtu.be/3cTgmhjwiNM</a>
<b>Unit-2 Lesson planning and Unit Lesson Planning</b>	2.1 Lesson planning : Concept, Steps and Advantages 2.2 Characteristics of Ideal lesson plan 2.3 Unit Lesson Planning: Concept, Steps and Advantages 2.4 Techniques: Oral work, Drill and review, Assignment, Brain-storming, Play-way	Lecture cum discussion  Video + Discussion	Quiz (CCE)  Wordwall  Assignment (Google Classroom)	<a href="https://youtu.be/9e95TKT0Mos">https://youtu.be/9e95TKT0Mos</a>

<b>Unit-3 Teaching Learning Resources in Science</b>	<p>3.1 Teaching Aids: Concept, Importance, Principles of use and selection</p> <p>3.2 Classification of Teaching Aids and Improvised teaching aids</p> <p>3.3 Various Learning and Reference Resources in science: Science fiction (Rhymes, Hykus, Drama), Journal and Magazine, Encyclopedia, Reference Books, Virtual lab, Apps, Documentaries and Movies of Science and Scientists, Websites and Blogs</p> <p>3.4 Science Laboratory: Concept, Types and Importance</p> <ul style="list-style-type: none"> <li>- Planning and layout of General Science Laboratory</li> <li>- Characteristics of Laboratories at Higher Secondary Level</li> <li>- Maintenance of Science laboratory</li> </ul>	<p>Comparative method</p> <p>Practical work</p>	<p>Quiz (CCE)</p> <p>Wordwall</p> <p>Assignment (Google Classroom)</p>	<p><a href="https://youtu.be/EcacgCDevW8">https://youtu.be/EcacgCDevW8</a></p> <p><a href="https://youtu.be/KwEWWy71ba8">https://youtu.be/KwEWWy71ba8</a></p>
<b>Unit-4 Curriculum of Science and Science Textbook</b>	<p>4.1 Objectives of Science Curriculum at Various level</p> <p>4.2 Importance of Textbook, Characteristics of ideal textbook and Evaluation of Science Textbook.</p> <p>4.3 Teacher Handbook: Concept, Characteristics and Importance</p> <p>4.4 Co-curricular activities: Science club, Science fair, Field Trip, National Talent Search examination</p>	<p>Lecture cum discussion</p> <p>Demonstration method</p> <p>Practical work</p>	<p>Quiz (CCE)</p> <p>Wordwall</p> <p>Assignment (Google Classroom)</p>	<p><a href="https://youtu.be/ppVLF1a8o-o">https://youtu.be/ppVLF1a8o-o</a></p> <p><a href="https://youtu.be/JMYxnuqbcI0">https://youtu.be/JMYxnuqbcI0</a></p> <p><a href="https://youtu.be/GjCTtUzdK5w">https://youtu.be/GjCTtUzdK5w</a></p>



Indian Institute of Teacher Education, Gandhinagar

Year-2020-21  
Semester: 2

Paper Code: PS2/PS3

Professor/s Name: Dr. R. C. Patel  
Paper Name: Pedagogy of Accountancy

**Objectives: To enable the prospective teachers:**

- to acquire knowledge about aims and objectives of teaching Elements of Book Keeping at Higher Secondary Level
- to understand Lesson planning and Unit Planning
- to understand and use of technique of Elements of Book Keeping.
- to understand teaching learning resources in Element of Book Keeping
- to understand and evaluate the curriculum and text book prescribed for Higher Secondary level.

Unit	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1 Aims and Objectives of Teaching of Elements of Book Keeping</b>	1.1 Concept of Elements of Book Keeping, Need and Scope. 1.2 Taxonomy of Educational Objectives 1.3 General and Specific objectives 1.4 Instructional Objectives of Teaching Elements of Book Keeping	Lecture Method  Discussion Method  Group Discussion Method	MCQ  Assignment  CCE  Preliminary Test	<a href="https://forms.gle/NDLPVcFnu9hnANDK6">https://forms.gle/NDLPVcFnu9hnANDK6</a>  <a href="https://classroom.google.com/c/MzY3NjE1NTUyNjI0?cjc=2qbcook">https://classroom.google.com/c/MzY3NjE1NTUyNjI0?cjc=2qbcook</a>

<b>Unit-2 Lesson Planning and Unit lesson planning</b>	2.1 Lesson Planning: Concept, Steps, Merits, Characteristics of Ideal Lesson Plan 2.2 Unit lesson planning: Concept, steps and Merits 2.3 Difference between Stray Lesson plan and Unit lesson plan 2.4 Technique: Assignment, Brainstorming, Survey	Lecture cum Discussion Method  Assignment Method  Inductive - deductive method	MCQ Assignment  CCE  Preliminary Test	<a href="https://forms.gle/NDLPVcFnu9hnANDK6">https://forms.gle/NDLPVcFnu9hnANDK6</a>  <a href="https://classroom.google.com/c/MzY3NjE1NTUyNjI0?cjc=2qbcook">https://classroom.google.com/c/MzY3NjE1NTUyNjI0?cjc=2qbcook</a>
<b>Unit-3 Teaching Learning Resources in Elements of book Keeping</b>	3.1 Teaching Aid: Concept, Merits, Principles of use and selection 3.2 Classification of Teaching Aid and Improvised teaching Aids 3.3 Various Learning Resources and Reference Books: Samples, Documents, Video, Journal, Magazine and Reference Books and Apps 3.4 Accounting Software: Concept, Merits, demerits	Cooperative learning Method  Lecture Cum Discussion Method  Seminar Method	MCQ Assignment  CCE  Preliminary Test	<a href="https://forms.gle/NDLPVcFnu9hnANDK6">https://forms.gle/NDLPVcFnu9hnANDK6</a>  <a href="https://classroom.google.com/c/MzY3NjE1NTUyNjI0?cjc=2qbcook">https://classroom.google.com/c/MzY3NjE1NTUyNjI0?cjc=2qbcook</a>
<b>Unit-4 Curriculum of Elements of book keeping and Textbook</b>	4.1 Objectives of Elements of Book Keeping at Higher Secondary level 4.2 Textbook: Concepts, Merits, Characteristics of Ideal text book and Evaluation of present Elements of book keeping textbooks. 4.3 Teacher Handbook: Concept, Characteristics and importance 4.4 Co-curricular activities: Account Club, Exhibition, Field Visit	Lecture cum Discussion method  Assignment method  Lecture Method	MCQ Assignment  CCE  Preliminary Test	<a href="https://forms.gle/NDLPVcFnu9hnANDK6">https://forms.gle/NDLPVcFnu9hnANDK6</a>  <a href="https://classroom.google.com/c/MzY3NjE1NTUyNjI0?cjc=2qbcook">https://classroom.google.com/c/MzY3NjE1NTUyNjI0?cjc=2qbcook</a>

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**  
**Semester: 2**

**Paper Code: PS2/PS3**

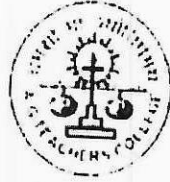
**Professor/s Name: Dr. N. U. Dhodi**  
**Paper Name: Pedagogy of Commerce**

**Objectives: To enable the prospective teachers:**

- To acquire knowledge about aims and objectives of teaching Commerce at Higher Secondary Level
- To understand Lesson planning and Unit Planning
- To understand and use of technique of Commerce.
- To understand teaching learning resources in Commerce.
- To understand and evaluate the curriculum and text book prescribed for Higher Secondary level.

<b>Unit</b>	<b>Major Concepts/Topics</b>	<b>Teaching-Learning Process</b>	<b>Assessment</b>	<b>Resources</b>
<b>Unit-1 Aims and Objectives of Teaching of Commerce</b>	1.1 Concept of Commerce, Need and Scope. 1.2 Taxonomy of Educational Objectives 1.3 General and Specific objectives 1.4 Instructional Objectives of Teaching Commerce	Lecture Method  Discussion Method	MCQ  Assignment  CCE  Preliminary Test	<a href="https://youtu.be/3cTgmhjiwiNM">https://youtu.be/3cTgmhjiwiNM</a>
<b>Unit-2 Lesson Planning and Unit lesson planning</b>	2.1 Lesson Planning: Concept, Steps, Merits, Characteristics of Ideal Lesson Plan 2.2 Unit lesson planning: Concept, Steps and Merits 2.3 Difference between Stray Lesson plan and Unit lesson plan	Lecture cum Discussion Method  Assignment Method	MCQ  Assignment  CCE  Preliminary Test	<a href="https://youtu.be/9e95TKT0Mos">https://youtu.be/9e95TKT0Mos</a>

	2.4 Technique: Assignment, Brainstorming, Survey			
<b>Unit-3 Teaching Learning Resources in Commerce</b>	3.1 Teaching Aid: Concept, Merits, Principles of use and selection 3.2 Classification of Teaching Aid and Improvised teaching Aids 3.3 Various Learning Resources and Reference Books : Samples, Policy Documents, Video, Journal, Magazine and Reference Books and Apps 3.4 E-Commerce: Concept, E-Commerce platform and its impact	Lecture Method Discussion Method	MCQ Assignment CCE Preliminary Test	<a href="https://youtu.be/EcacgCDevW8">https://youtu.be/EcacgCDevW8</a>
<b>Unit-4 Curriculum of Commerce and Textbook</b>	4.1 Objectives of Commerce at higher secondary level 4.2 Textbook: Concepts, Merits, Characteristics of Ideal text book and Evaluation of present Commerce textbooks. 4.3 Teacher Handbook: Concept, Characteristics and importance 4.4 Co-curricular activities: Commerce Club, Exhibition, Field Visit	Lecture cum Discussion method Assignment method Lecture Method	MCQ Assignment CCE Preliminary Test	<a href="https://youtu.be/ppVLF1a8o-o">https://youtu.be/ppVLF1a8o-o</a> <a href="https://youtu.be/JMYxnuqbci0">https://youtu.be/JMYxnuqbci0</a>



A.G. Teachers College- CTE (College of Teacher Education)

M.N. Desai Marg, Commerce Six Road, Navrangpura,  
Ahmedabad - 380 009.

NAAC Reaccr Edited with Grade 'A' (CGPA 3.30)



Semester : | 2<sup>nd</sup> |

Year : 2020/2022

Action Research

Topic : Having the problem in solving H.C.F & LCM

Student Teacher : Thakkar Amisha K. Roll No. : 130

Subject : Maths - Science Mentor : Dr. K. H. Yadav Ma'am

Date : 24. 11. 2021 Total Marks : \_\_\_\_\_



by 2  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD



# Action Research

Name of the trainee: Thakkar Amisha K Roll No. 130

સમસ્યા (Defining the Problem): Solving H.C.F & L.C.M problem Date: 24.11.2021


સમસ્યા ક્ષેત્ર (Scope of Problem): Shri. Niramani Primary School

માર્ગદર્શક Mentor: Krishna Ma'am

## STEPS

No.	Details	Page No.
1	સમસ્યાની પસંદગી (Identification of the Problem)	
2	સમસ્યાના સંભવિત કારણો (Probable Reasons of Problems)	
3	સમસ્યાના કારણોની અગ્રતાક્રમ પ્રમાણે ગોઠવણી (Arrange these Reasons)	
4	કિયાત્મક ઉત્કલ્પનાની રચના (Construct Hypothesis)	
5	પ્રયોગકાર્યની રૂપરેખા (Design of Experiment)	
6	પ્રયોગકાર્યનું મૂલ્યાંકન (Evaluation of Experiment)	
7	તારણ, પરિણામ અને અનુકાર્ય (Findings, Result and Follow up)	
8	સંદર્ભ સુચિ (Bibliography)	



  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD

- The fact that the form of research is practical and real contributes to the improvement of education. And research can also be evaluated.
- As teachers become more prepared, they gain insights into solving problems related to classroom and school day-to-day work.
- Educational work can be made more effective and successful through active research.
- Functional research is remarkably useful for the holistic development of students.
- Functional research is extremely useful in improving the overall planning and functioning of the school.

### **LIMITATIONS OF FUNCTIONAL RESEARCH**

Functional research is practical research. From this the problems arising at the local level can be solved. It is extremely useful research for the improvement of education, thus, it has its limitations as follows.

- (1) Such research is of limited quality.
- (2) Ordinary teachers lack the ingenuity to conduct research. So they show indifference.
- (3) This type of research is for preliminary investigation of problem solving only.
- (4) The solution to the problem found by one teacher through these researches may not be useful for another teacher.


Every work has its own limit, one should accept that limit and aim to get the best out of it

Shri Hiramani Primary School, Students of Std. 6 of OLak, have difficulty in solving hcf and lcm problems.

### **4. POSSIBLE CAUSES OF THE PROBLEM:**

1. Students disliking of subject mathematics
2. Students not understanding the topic
3. Students cannot apply it to real life.
4. Due to class environment students cannot focus on topic.
5. Appropriate method not used by teacher.
6. Students don't know tables, basic division.
7. Irregularity of students in the class.
8. Students are inattentive in class when the teacher is teaching.
9. Improper blackboard work.
10. Students do not practice at home.
11. Teachers do not use the proper teaching aid.



  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD




If children are taught through maximum activity tables and division then the mistakes in calculating the hcf and lcm in children can be avoided and interest in mathematics can be created in children.

## 7. DESIGN OF EXPERIMENT

On the first day, a pre-test of 30 marks was prepared keeping in view the research points to test the pre-knowledge of the children. Then carefully examined the results and observed what kind of mistakes the child was making. Then to find out the reasons for the child's mistakes, to correct their mistakes by making them learn table and division by play way method was done.

No.		Time
1.	Make students to learn tables and do division theroyly	Everyday
2.	Use of teaching aid	Everyday
3.	Making students undertand of hcf and lcm, mathematics in real life	2 hours
4.	Blackboard work proper	Everyday
5.	To make efforts to increase the participation of students in the learning process.	Everyday
6.	The teacher should teach by innovative method.	Everyday
7.	Giving homework for practice	Everyday
8.	Asking questions to every child while explaining concepts.	Everyday



  
 I/C Principal  
 A. G. TEACHERS COLLEGE, CTE,  
 AHMEDABAD



24.	Zala Partipalsinh	00	28	28-00	28	+
25.	Zala Kripalsinh	01	30	30-01	29	+
26.	Zala Vanshrajsinh	00	24	24-00	24	+
27.	Sisodiya Balbhadra	01	Ab	-	-	-
28.	Zala Hardeepsinh	00	Ab	-	-	-
29.	Sisodiya Parthrajsinh	04	30	30-04	26	+
30.	Sisodiya Himaxiba	00	16	16-00	16	+
31.	Chavda Hetalba	03	26	26-03	23	+
32.	Chavda Devyaniba	02	19	19-02	17	+

Mistakes in HCF and LCM sums of children can be eliminated if the educational work is done in a formal way through different activities and through different educational games. Explain the HCF and LCM to the children with a definite concept of place value. Assumed results can be obtained if appropriate effective use is made to suit the problem of children.

One or more factors are responsible for any problem. If research is done to solve the problem keeping in view the main responsible factors then the problem can be solved to a great extent in a short time. Lack of education through activity and children's aversion to mathematics were the main factors in my problem. So I kept in mind the exact cause of the children's problem and accordingly T.L.M. Make education fun and exciting. So the first children who made mistakes in the sum, promise found improvement after the work of educational research. Which we get from pre-test and post-test results.

Signs Number	Positive 23	Negative 00
-----------------	----------------	----------------

In the above table we can see that the total number of positive signs is 23 and The total number of negative signs is 00. So we can say that the number of positive signs is more than the negative signs. So our Remedial work is effective and therefore the students get more score in the post test.

<https://youtu.be/TuKXQ68iEw0>

<https://youtu.be/dQiwXbc1KP4>

*Chavda*




*Chavda*  
I/C Principal  
A. G. TEACHERS COLLEGE, C  
AHMEDABAD

# Case Study

Sr. No.	Particular of Case Study	Page No.
1	વ્યક્તિ અભ્યાસ સંકલ્પના (Concept of Case Study)	1
2	વિષય નિરૂપણ-અભ્યાસનો વિષય (Title of Case Study)	2
3	સમસ્યા પસંદગી (Selection of Problem)	2
4	વિદ્યાર્થી વિશેની માહિતી:- નામ, શાળા, ધોરણ, ઉંમર, ઊંચાઈ, વજન, રસ, વિદ્યાર્થીની અભિરુચિ અને માન્યતાઓ, વિદ્યાર્થીની શૈક્ષણિક સિદ્ધિ, વિદ્યાર્થીના માતા-પિતાનું નામ, શૈક્ષણિક લાયકાત, વ્યવસાય, આર્થિક પરિસ્થિતિ (Information About Student Name, School, Standard, Age, Height, Weight, Interest, Attitude and belief of Student, Educational Achievement of Student Student's Parents' Name, Educational Qualifications, Occupation, Economical Condition)	2
5	વિદ્યાર્થીની વિશેષતાઓ/સમસ્યાઓ અને તેના કારણો (Characteristics / Problems of student and their reasons)	3
6	દૈનિક જીવનશૈલી (Day to day Life Style)	3
7	વિદ્યાર્થીની સમસ્યાઓ નિવારવા માટેના સૂચનો (Suggestions for solving problems of student)	4
8	ઉપસંહાર (Conclusion)	5
9	સંદર્ભસૂચિ (Bibliography)	5



  
 I/C Principal  
 G. TEACHERS COLLEGE, CT  
 AHMEDABAD



## Title of Case Study :

A case study on 13 years old boy with mischievous behaviour.

## Information about student :

Name : Nikhil Badhadevchai Bharwad

School : Telav Primary School

Standard : 8<sup>th</sup>

Age : 13 years

Height : 4' inch

Weight : 30 kg

Father's name : Badhadevchai Bharwad

Mother's name : Bharatiben Bharwad


Occupation : Autorickshaw driver

Economic condition : Tolerable

Interest : Singing and Playing

Attitude belief of student : Mischievous in nature



by   
I/C Principal  
N. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD

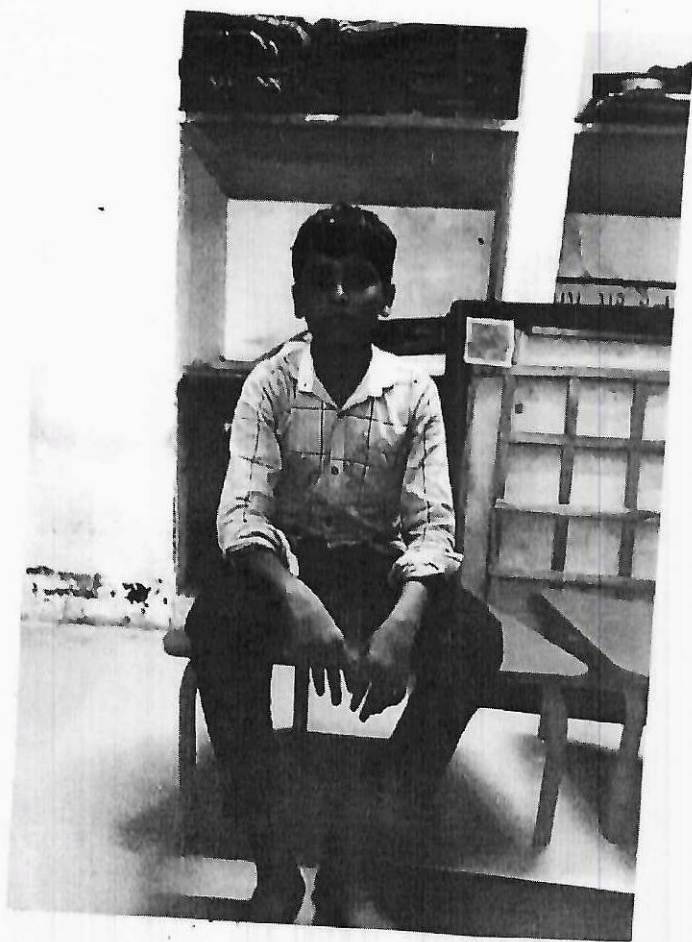
2:00	PM	-	Lunch break
3:00	PM	-	School (back to classes)
5:00	PM	-	Leave for home
5:30	PM	-	Plays with friends
7:30	PM	-	helps his father for cleaning his autorickshaw.
8:30	PM	-	Watching T.V.
9:00	PM	-	Does his homework (both school and tuition)
10:00	PM	-	Have dinner
10:30	PM	-	Goes to bed

### Suggestion for Solving the Problem :

1. Teacher should patiently deal with the child then only the child can be made understood.
2. Fun activities can be done in class to divert his mischievous energy.
3. Connecting with the child emotionally will enable him to mind his mischievous behaviour.
4. Developing interest in child for English subject.
5. Giving interesting activities to students as a work that is to be done at home.







*[Handwritten signature]*

*[Handwritten signature]*

I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD

અચરતલાલ ગિરધરલાલ ટીચર્સ કોલેજ, અમદાવાદ.



**વાર્ષિક પાઠનોંધ**

પરીક્ષા ક્રમાંક : 47 વર્ષ : 2019-21 તારીખ : 05/04/21

પરીક્ષાગોળી નામ : Narsimji Umesh.D.

શાળાનું નામ : A.G. School, Navrangpura. તા.સં : 2

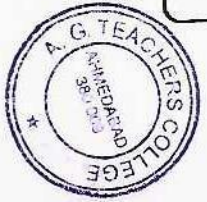
શ્રેણી : 11<sup>th</sup> વિષય : Element of Account વિષયગોળી : Valuation of Goodwill

- સામાન્ય લેનુઓ :
1. Stu. acquire knowledge about principle definitions, concepts, Parts of Ele. of Acc.
  2. Stu. develop understanding about principles, definitions, concept of element of Acc.
  3. Stu. apply knowledge and understanding of Ele. of Acc. in new or unknown situation
  4. Stu. develop skill - Skills of calculation, accuracy of Element of Acc.

વિષય લેનુઓ	સંબંધિત મુદ્દા	સંબંધિત પ્રવૃત્તિ
1.1) Stu. recall the meaning of valuation of Goodwill. 1.2) Stu. Identify factors affecting of valuation of Goodwill. 1.3) Stu. recall the method of valuation of - Goodwill. 2.1) Stu. Interpret the - Factor affecting of valuation of Goodwill. 2.2) Stu. Interpret the methods of Goodwill. 3.1) Stu. apply various methods of Goodwill. 3.2) Stu. select Information to solve the simple. Avg. profit method. 4.1) Stu. calculate sum rapidly & accurately. 4.2) Stu. draw a chart of methods of Goodwill.	— Set Inclusion — → meaning of valuation of Goodwill. → Factors affecting of valuation of goodwill → Methods of valuation of Goodwill. → solve the sum - Regarding simple Avg. Profit method.	* Teachers Activity: (1) Does narration cum discussion. (2) Ask Questions (3) Solve sum (4) Does B/B work. (5) Take evaluation Test. (6) Give homework. * Student Activity: (1) Take Participation in narration cum discussion. (2) Answer the question (3) observe & interpret the sum. (4) Note down B/B work. (5) Give answers in Evaluation Test (6) Note down - homework

ઉપયોગમાં લીધેલા પુસ્તકો	લેખકનું નામ	પુસ્તકનું નામ	પાનાં નં.
		Google link:	<a href="https://www.wall-nat/play/13433/739/744">https://www.wall-nat/play/13433/739/744</a>
	video link:	<a href="https://youtu.be/16Rt1KHjA10">https://youtu.be/16Rt1KHjA10</a>	
		en-wikipedia.org (photos of books)	

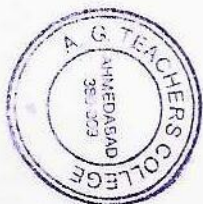
સંબંધિત સાધનો : Laptop (PPT, Images, video), Calculator,





क्र.	विशिष्ट उद्देश्य	शैक्षणिक विषयवस्तु का गुण	विद्यार्थी की क्षमता
			<p>→ Stu. listen the set induction.</p> <p>→ Stu. take justification of the time of answer the question of set induction on pre-knowledge based.</p>
1.1)	Stu. recall the meaning of - valuation of goodwill.	<p>* Meaning of Valuation of Goodwill:</p> <p>"Goodwill is the value of the reputation of a firm in respect to the profit earning over &amp; above the expected profit"</p> <p>→ "Goodwill is an intangible asset which shows the reputation of a firm in the market"</p> <p>* Factors affecting of valuation of Goodwill:</p>	<p>→ Stu. listen the content of - meanings</p> <p>→ Stu. write down B.B work.</p> <p>→ Stu. take participation in discussion-cum discussion.</p>
1.2)	Stu. Identify factor affecting of valuation of goodwill.	<p>1) Nature of business</p> <p>2) Location of business</p> <p>3) Period of business</p> <p>4) Market situation</p> <p>5) Efficiency of managers</p> <p>6) Other special benefits.</p>	→ Stu. take participation in discussion-cum discussion.
2.1)	Stu. Interpret the factors affecting of valuation of goodwill.	* Methods of valuation of Goodwill:	→ Stu. Interpret the factors & method of goodwill by the presentation.
1.3)	Stu. recall the methods of valuation of goodwill.	1) Avg (Simple) Profit method	
2.2)	Stu. Interpret the methods of goodwill.	2) Weighted Avg. Profit method	
3.1)	Stu. apply various methods of goodwill.	3) Super Profit method.	
3.2)	Stu. Select information & solve the sum of Avg. method.	4) Capitalization of Profit method.	→ Stu. Calculate & observe the sum
4.1)	Stu. Calculate sum rationally & accurately.	* Solve the sum of Avg. (Simple) Profit Method. [As per attachment of slide 16 class Question is.]	→ Stu. give answer of evaluation Test.
4.2)	Stu. draw a chart of Methods of Goodwill.		→ Stu. Note down H.W.

विशिष्ट उद्देश्य	शैक्षणिक विषयवस्तु का गुण	विद्यार्थी की क्षमता
		<p>* With the help of Images of different Companies or business logo &amp; short clip teacher's take the questioning &amp; with the help of set induction by taking to students known to unknown situation &amp; gives the knowledge about topic.</p> <p>Questions:</p> <p>1) Which Pictures show the prestige of which company?</p> <p>2) If I am giving you a chance to purchase either McDonald or Pizza Point. which will you select?</p> <p>3) If one compares prestige &amp; capacity of earning &amp; reputation its good. So what would you call them?</p> <p>* Teacher explain the meaning of valuation of goodwill also showing Pictures, video &amp; asked question.</p> <p>* Teacher teach to students regarding factor affecting of valuation of goodwill to showing presentation.</p> <p>* Teacher show's the Model of methods of valuation of goodwill &amp; also show the PPT to students for more understanding. &amp; ask question:</p> <p>Question:- (i) So, students, how many methods &amp; factors affecting of valuation of goodwill today we have learnt?</p> <p>* Teacher solve the sum of Average Profit method with the help of PPT question &amp; in solution also with PPT presentation.</p> <p>* Teacher asks evaluation question to students by method.</p> <p>* Teacher assign homework to stu. for making / drawing chart.</p>
		<p>→ Narration cum discussion method</p> <p>→ Demonstration method. by Images. &amp; clip.</p> <p>→ Questionary method.</p> <p>→ Inductive method.</p> <p>→ With the help of Power point presentation demonstration.</p> <p>→ Narration method.</p> <p>→ To show Model (Handmade) TLM</p> <p>→ Solve the sum by PPT. Slide-show.</p> <p>→ Evaluation Test by Goodwill Game.</p>



Date: 05/04/21

Std: 11<sup>th</sup>

Unit: Valuation of Goodwill

Subj: Accountancy

\* Meaning of Goodwill:

⇒ "Goodwill is the value of the reputation of a firm in respect to the profit earning over & above the expected profit."

⇒ "Goodwill is an intangible assets which shows the reputation of a firm in the market."

સ્વાધ્યાય: Prepare the chart about Methods of -  
Valuation of Goodwill.

પરીક્ષકની નોંધ:



I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD

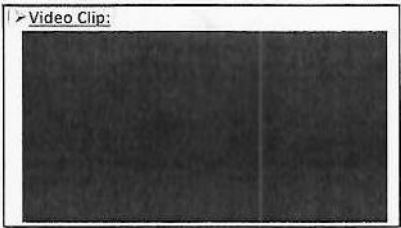
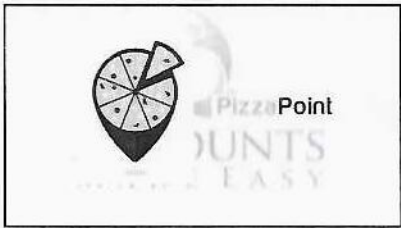
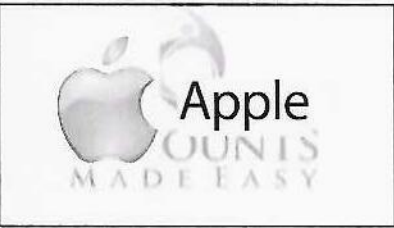
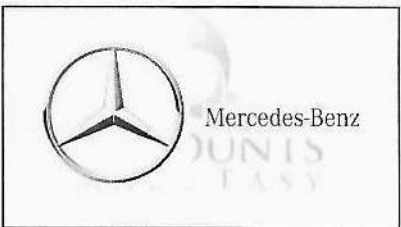
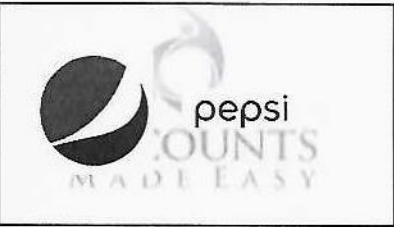
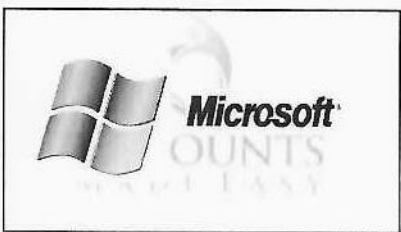
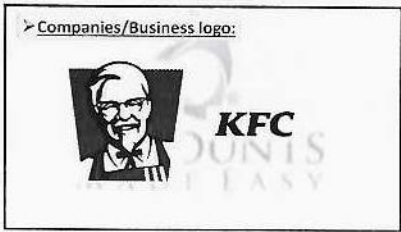


**A.G. TEACHERS COLLEGE – CTE,  
AHMEDABAD**

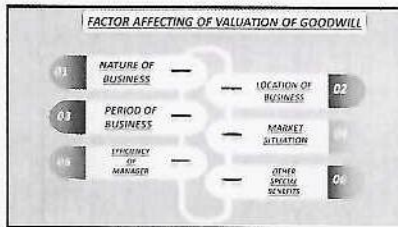
Name : Nainani Umesh D.  
 B.Ed Semester : 4 (2019-2021)  
 Roll no : 47  
 Subject : Elements Of Accounts (12<sup>th</sup>)

**Chapter-3 : Valuation of  
Goodwill**

UNDER THE GUIDANCE OF: DR. R. C. PATEL



*[Signature]*  
 I/C Principal  
 A. G. TEACHERS COLLEGE, CTE,  
 AHMEDABAD



**□ Methods of Valuation of Goodwill Through Model**

**➤ Average Profit Method:**

- (1) Average profit =  $\frac{\text{Total profit of given years}}{\text{No. of years}}$
- (2) Goodwill = Average Profit × No. of years of purchase (defined years)

**➤ Weighted Average Profit Method:**

(1) Prepare Table:

Statement showing Weighted Profit

Year	Profit (₹)	Weight	Weighted Profit
2013-14	---	1	---
2014-15	---	2	---
2015-16	---	3	---
2016-17	---	4	---
Total	---	10	---

- (2) Weightage Average Profit =  $\frac{\text{Total Weighted Profit}}{\text{Total Weight}}$
- (3) Goodwill = Weightage Avg. Profit × No. of years of purchase

**➤ Super Profit Method:**

(1) Capital Employed =  $\frac{\text{Total Assets}}{(\text{Total Liabilities})}$

(2) Expected rate of return

(3) Expected Profit =  $\frac{\text{Capital Employed} \times \text{Expected rate of return}}{100}$

(4) Average Profit =  $\frac{\text{Total Profit}}{\text{Total No. of years}}$  (After Adjustment)

(5) Super Profit = Average Profit - Expected Profit

(6) Goodwill = Super Profit × No. of years of purchase

**➤ Capitalization of Average Profit Method:**

(1) Capital Employed =  $\frac{\text{Total Assets}}{(\text{Total Liabilities})}$   
Net Assets/Capital Employed

(2) Expected rate of return

(3) Average Profit or Weighted Average Profit

(4) Capitalized Profit =  $\frac{\text{Average Profit}}{\text{Expected rate of return}} \times 100$

(5) Goodwill = Capitalized Profit - Capital Employed

**➤ Sum of Average profit method:**

❖ Determine the value of goodwill based on 2 years purchase in the book of "Gadga Electronics" with the help of Average profit Method. Last 3 year profit information is as under:

Years	Profit
2016-17	2,00,000
2017-18	2,10,000
2018-19	1,90,000

**➤ Solution:**

2016-17	2,00,000
2017-18	2,10,000
2018-19	1,90,000
Total	6,00,000

(1) Average profit =  $\frac{\text{Total Profit of given years}}{\text{No. of years}}$

$$= \frac{₹6,00,000}{3 \text{ years}}$$

$$= ₹2,00,000$$

(2) Goodwill = Average Profit × No. of years of purchase (defined years)

$$= ₹2,00,000 \times 2$$

$$= ₹4,00,000$$



I/C Principal  
A. G. TEACHERS COLLEGE, CTĒ.  
AHMEDABAD



> **EVALUATION TEST:**

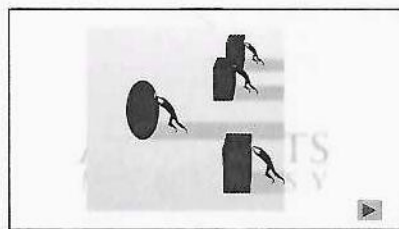
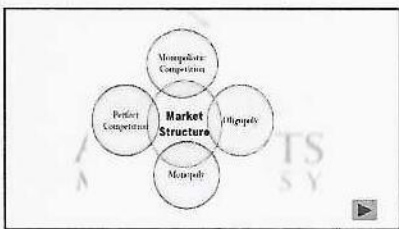
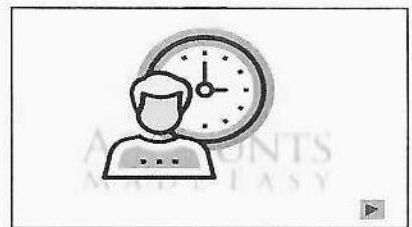
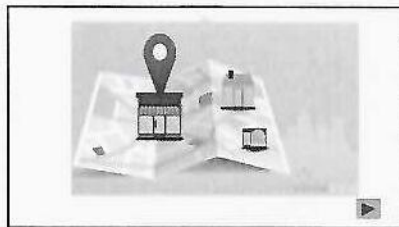
<https://wordwall.net/play/13433/739/784>

> **SAMPLE OF QUESTION:**

Goodwill is what type of assets?      Goodwill is a financial value of \_\_\_\_\_

> **ASSIGNMENT:**

Prepare the Chart about Methods of Valuation of Goodwill.



I/C Principal  
 A. G. TEACHERS COLLEGE, CT. AHMEDABAD





# A. G. Teachers College – CTE

University Road, Navrangpura, Ahmedabad

## Report Writing


---

Year: 2022-2024	Date: 27-08-2022
Session Expert	: Dr. T.S Joshi
Title	: NEP: 2020 & School Education
No. of Participants	: 800+
Coordinated by	: Dr. Rita. C. Patel
Vote of thanks	: Nirav Thakkar
Report Writing	: Apurva khamkar (Trainee)

A. G. Teachers College-CTE, Ahmedabad organized a webinar "Webinar on " NEP 2020" on 27th August, 2022 from 10:40 am -12:00 p.m. .Zoom meeting link was used for the webinar.

Dr. T.S Joshi , Ex. Director GCERT Gandhinagar and also advisor at Deloitte India was the session expert .He very gracefully explained about NATIONAL EDUCATION POLICY. With a wonderful PowerPoint Presentation, he exemplified what does NEP includes, what type of vision are there in NEP, principles of NEP Policy like emphasis on conceptual education instead of rote, use of ICT in education, critical thinking and creativity, identifying unique strengths in students, improvement in education policies through continuous review etc. were integrated. Information was also given about the structure of 5+3+3+4 which has been prepared under the new education policy by transforming the curriculum and educational structure and much more.




  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD

The session began by explaining the terms inclusive and equitable education. The vision for NEP is providing good quality of education, participating everyone. The learning process should be gradual and developing.

The main goal of NEP 2020 is to ensure opportunity to all children. For gifted children arrangements must be made differently. Education should be focused on conceptual scale rather than rote learning and exam centered. Children should be made to think logically. Preferably primary education should be provided in mother tongue. School bags must not feel too heavy also bagless days should be arranged in curriculum. At the end of the webinar, the audience's questions were addressed by the keynote speaker. Apart from this, feedback was also taken online from all those present in the webinar and e-certificates were also given to all those who gave feedback.

Dr. K. H. Yadav (taskforce, chairperson, Offg. Principal, AGTC) delivered a welcome speech and played an instrumental role in successful conduction of the webinar. Dr. Nirav Thakkar, AGTC NEP Taskforce (Member), Principal, AES-AG Higher Secondary School, Ahmedabad proposed a vote of thanks. Dr. Rita C. Patel, task force member, welcomed all stakeholders and anchored the same.

Report writing was done by Apurva khamkar (Student) Photo and Video courtesy was done by Dr. D. A. Bumtaria & Dr. N.U. Dhodi uploaded on all platforms of social media. All staff members supported this webinar directly or indirectly.




**A. G. Teachers College**  
Navrangpura, Ahmedabad-380009  
Managed by The Ahmedabad Education Society  
NAAC Reaccredited with Grade "A" (CGPA 3.30)

**Preparedness for NEP-2020**

**Webinar-1 : NEP 2020 અને શાળેય શિક્ષણ**

Session Expert



**Dr. Y. S. Joshi**  
Ex-Officio  
GCERT Gandhinagar  
Ahmedabad  
Dalavada Road

શ્રેણી વિષયને વાક્ય NEP 2020 ના અમરણ સાથે ગોળાંતની પ્રકાશના બદલાય લાગવાનું આલેખન કરે છે અને અભ્યાસનાં સારંગી અને અનુભવિય બનાવવા શિક્ષક અને શાળા કયા પ્રયત્ન મુકી શકે તે કિશોર આજના પંચનાર વચરકાં બતાવે.

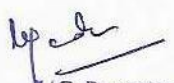
- Date and Day : 27/08/2022, Saturday
- Time : 10:00 am to 11:00 am
- Webinar Platform : Zoom
- Free Registration
- Registration is compulsory
- Last Date for Registration: 26/08/2022 Till 6:00 pm
- E certificate will be issued after the submission of feedback form.
- Registration link: <https://forms.gle/29JFm4kRwWj151a8>

Dr. K. H. Yadav  
AGTC NEP Taskforce (Chairperson)  
Principal (Offg.)  
A.G. Teachers College,  
Ahmedabad

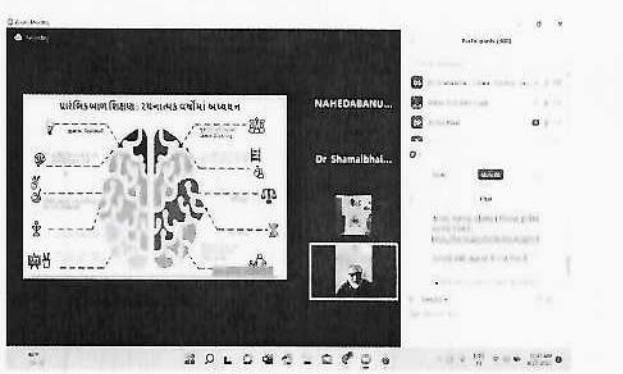
Dr. Nirav Thakkar  
AGTC NEP Taskforce (Member)  
Principal  
AES-AG Higher Secondary School,  
Ahmedabad

Dr. Rita C. Patel  
AGTC NEP Taskforce (Member)  
Assistant Professor  
A.G. Teachers College,  
Ahmedabad



  
I/C Principal  
**A. G. TEACHERS COLLEGE, CTE**  
**AHMEDABAD**





*[Signature]*  
I/c Principal  
A.G. TEACHERS COLLEGE, CTE,  
AHMEDABAD

# Internship SEM-3 (IITE)

Internship in School of Excellence 21-8-2021 to 20-10-2021

GANPAT S PATEL AUG 21, 2021 04:11AM

## Dear Trainees

You have got very nice experience during this internship it will be helpful for your future career...

## Vanaliya Kajal

Date: 21/10/2021

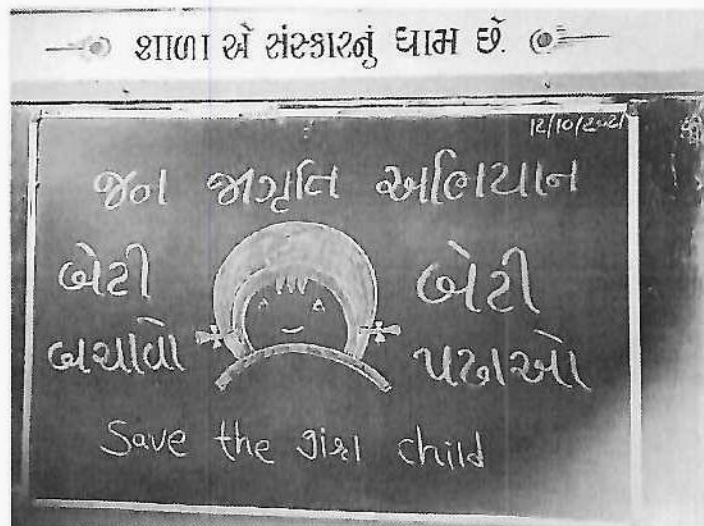
### Internship Last day



## Vanaliya kajal

Date:12/10/2021

### જાન જાગૃતિ અભિયાન



## Vanaliya kajal

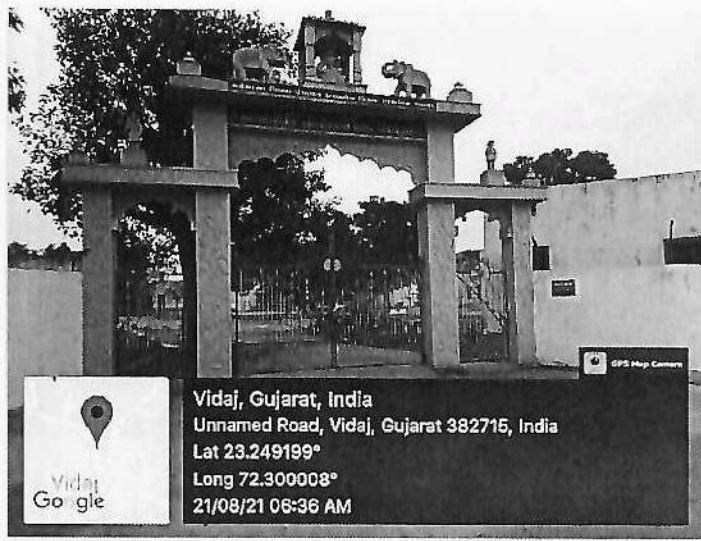
Date:11/10/2021

Action Research

નક્કશાપૂર્તિ

I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD





Vidaj, Gujarat, India  
 Unnamed Road, Vidaj, Gujarat 382715, India  
 Lat 23.249199°  
 Long 72.300008°  
 21/08/21 08:36 AM

Vidaj  
 Go gle

AKSHAT SUMATI KUMAR TIWARI  
 Roll no. 137  
 Khokhra gujrati -12



**Singh Nalini Anantpratap singh**

Roll no-150  
 Sarswati & ktpatel school  
 First day



**21/08/2021**

Suthar Hareshkumar Kushlaram  
 Roll: 105

First day Lakshmpur primary school, Netra



Rangaypadar, Gujarat, India  
 Netra- Laxmpur Rd, Rangaypadar, Gujarat 370620, India  
 Lat 23.441154°  
 Long 69.034248°  
 21/08/21 09:15 AM

Go gle

I/C Principal  
 A. G. TEACHERS COLLEGE, CTE,  
 AHMEDABAD





The Young  
Leaders Plastic  
Challenge

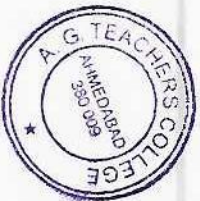
# Certificate

This is to certify that NIDHI CHAUHAN has successfully  
completed the **Tide Turner Plastic Challenge**

Sam Baratt  
Chief - Youth and Education Alliance,  
United Nations Environment Programme

Radhika Suri  
Director - Environment Education  
WWF - India

Kartikeya V. Sarabhai  
Director  
Centre for Environment Education



I/e Principal  
A. G. TEACHERS COLLEGE, CT  
AHMEDABAD

CUS – 4 CCE &  
ASSIGNMENT

TOPIC :  
E-PORTFOLIO

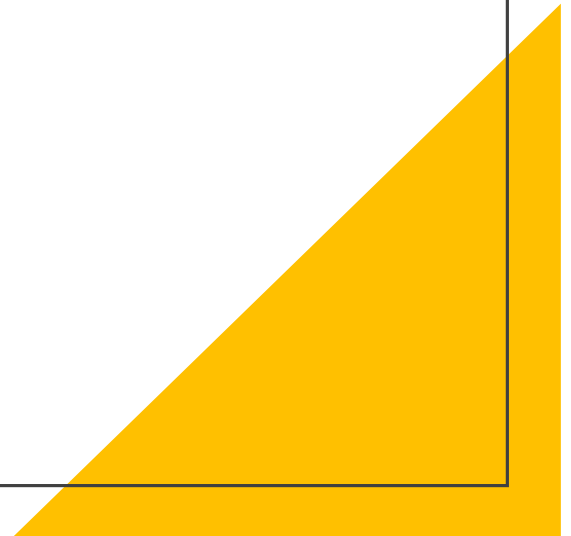
**PRESENTED BY**

ANKITA ROY

ROLL NO – 107

SEMESTER – 3

PAPER - ICT



# E-PORTFOLIO LEARNING



# CONCEPT OF E-PORTFOLIO

An electronic portfolio (also known as an e-portfolio, e-portfolio, digital portfolio, or online portfolio) is a collection of electronic evidence assembled and managed by a user, usually on the web.

Such electronic evidence may include inputted text, electronic files, images, multimedia, blog entries, and hyperlinks.

E-portfolios are both demonstrations of the user's abilities and platforms for self-expression and if they are online, they can be maintained dynamically over time.

## CONCEPT OF E-PORTFOLIO

An e-portfolio can be seen as a type of learning record that provides actual evidence of achievement.

Learning records are closely related to the learning.

To the extent that a personal learning environment captures and displays a learning record, it also might be understood to be an electronic portfolio.

# TYPES OF E-PORTFOLIOS

There are four types of E- Portfolios :-

Developmental  
Portfolios

Showcase  
Portfolios

Assessment  
Portfolios

Hybrid  
Portfolios

# Developmental Portfolio

Demonstrate the advancement and development of student skills over a period of time.

Developmental portfolios are considered works-in-progress and include both self-assessment and reflection/feedback elements.

The primary purpose is to provide communication between students and faculty.



# Assessment Portfolio

Demonstrate student competence and skill for well-defined areas.

These may be end-of-course or program assessments primarily for evaluating student performance.

The primary purpose is to evaluate student competency as defined by program standards and outcomes.



# Showcase Portfolio

Demonstrate exemplary work and student skills.

This type of portfolio is created at the end of a program to highlight the quality of student work.

Students typically show this portfolio to potential employers to gain employment at the end of a degree program.



# Hybrid Portfolio

This portfolio is a combination of both process and showcase. Both the learning progress of the student and the final result are stored here.

# Uses of E-Portfolios

1

1. Maximise engagement

2

2. Enable multimedia evidence

3

3. Support online storage

4

4. Enhance lifelong learning

5

5. Enable self-assessment

6

6. Maintain motivation

# Tools to Create E- Portfolios

Kidblog

Edublogs

Three Ring

VoiceThread

WordPress

Weebly

Google  
Sites

Evernote



**THANK YOU**







# A. G. Teachers College (CTE) Navrangpura, Ahmedabad

Run by Ahmedabad Education Society  
NAAC Reaccredited with Grade "A" (CGPA 3.30)

## Two Days State Level Webinar on "New Normal in Teaching of Mathematics & Science"

આજે જ્યારે સમગ્ર વિશ્વ કોરોનાની મહામારી સામે ઝઝૂમી રહ્યું છે ત્યારે ભવિષ્યનું શિક્ષણ મોટાભાગે ટેકનોલોજી પર નિર્ભર રહેશે. શાળા કક્ષાએ મુખ્ય વિષય તરીકે ગણાતા ગણિત-વિજ્ઞાન વિષય માટે ધરે રહીને પણ વિદ્યાર્થીઓ ધરગથ્થું સાધન-સામગ્રી દ્વારા પ્રવૃત્તિઓ/ પ્રયોગો કરી સંકલ્પના સમજી શકે તે જરૂરી છે. તેમજ ગણિત-વિજ્ઞાન વિષયનું ઓનલાઇન શિક્ષણ વધુ અસરકારક અને રસપ્રદ બનાવવા વિવિધ tools અને applications ખૂબ ઉપયોગી છે. ગણિત, વિજ્ઞાન અને ટેકનોલોજીનો ત્રિવેણી સંગમ ધરાવતો આ વેબિનાર ગણિત-વિજ્ઞાનના ભાવિ શિક્ષકો, શિક્ષકો તેમજ શિક્ષક-પ્રશિક્ષકો માટે અસરકારક શિક્ષણ પ્રદાન કરવામાં મદદરૂપ નીવડશે.

Day-1 (09/06/20)

Session Expert

**Dr. Sanjay R. Pandya**

(M.Sc., M.Ed., C.C.S., Ph.D.)

(Gujarat Best Educator Award Winner)

Program Officer,

M. D. Mehta Dist Community Science Centre

At-Dhrol, Dist- Jamnagar

Day-2 (10/06/20)

Session Expert

**Mr. Chirag Sachania**

(B.Sc., B.Ed.)

(Best Teacher Award Winner)

(ICT: Master Trainer)

Jamnagar Municipal School Board,

Jamnagar

## REPORT

Current global situation is difficult to say about future of teaching-learning process. Mathematics and science subject play a vital role in student's life. Education in future is very much dependent on technology. So we have to prepare ourselves for the same. Many applications are available on various online platforms to be learnt to utilize them.

Main objective of organising this webinar was to make teachers of mathematics and science academically and technically strong enough in new normal.

**Dr. Sanjay R. Pandya** was invited to conduct the session on 9<sup>th</sup> June, 2020 who is a program officer at M. D. Mehta District Community Science Centre, Dhrol, Dist-Jamnagar. He explained many activities and practical of mathematics and science subject which we can perform by materials available at home. Participants learnt many concepts with fun during the



session. He shared some files with explanation of some activities and practical of mathematics and science subject. He answered the questions asked by participants in chat box. He shared his YouTube channel for his uploaded videos and contact details for the future reference. His session was effective.

**Mr. Chirag Sachania** conducted the session on 10<sup>th</sup> June, 2020. He is teacher at School no.32, Municipal School Board, Jamnagar. He explained some useful applications/ websites/ tools which would be useful for teachers in mathematics and science teaching. He shared one pdf file with the list of applications/ websites/ tools which he covered in his session. His session was fruitful.

This webinar was organized through Zoom online platform and also live streaming of webinar on official YouTube channel of A. G. Teachers College also.

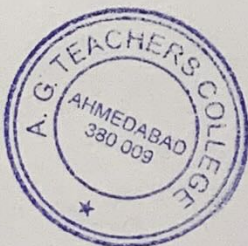
Total 91 participants registered for this webinar. Professors, Teachers, Students of different institutes of various States and one participant from Oman (International participant) participated this webinar actively.

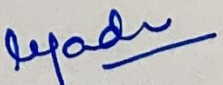
Dr. K. H. Yadav, Principal (Offg.), A. G. Teachers College welcomed & played crucial role in successful conduction of webinar.

Dr. D. A. Buntaria, Webinar Co-ordinator & Assistant Professor, introduced both the Sessions Experts, proposed a vote of thanks, administered different applications (Whatsapp, Gmail), took some screen shots of live webinar and described the report of the webinar.

Dr. G. S. Patel uploaded the link of this event and screenshots of live webinar on social media.

Ahmedabad Education Society IT expert team assisted technological support.



  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD



## New Normal Trends in Commerce Education

A. G. Teachers College-CTE, Ahmedabad organised a webinar on "New Normal Trends in Commerce Education" on 04/10/2020 at 3.00 p.m.

Dr. Nileshkumar B. Gajjar, Assistant Professor, L.N.K. College of Education-CTE, Patan was the session expert of the webinar. Dr. Gajjar explained about the technologies in 21<sup>st</sup> century which helps in blended learning. He also clarified different learning methods and approaches. Future trends of commerce education were elaborated by him very effectively.

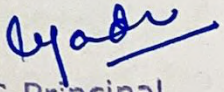
263 participants registered themselves in this webinar. Registration was free in nature. Zoom (Licenced version) platform was used for the webinar.

90 participants joined the webinar from different districts of Gujarat state.

E-certificates were given to participants who submitted the feedback form online. First time we practiced certify'em app which was connected with feedback form. It means that when a participant submits the feedback form, the certificate is auto-generated and sent directly to him/her.

6 participants were Principals of schools and colleges, 25 participants were teacher educators and 38 participants were teachers.



  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD



## Faculty Development Program "The New Normal Teaching System"

A. G. Teachers College, Ahmedabad's Internal Quality Assurance Cell (IQAC) organized a Faculty Development Program "The New Normal Teaching System". It was 6 days' program from 17/07/2020 to 22/07/2020. The college used MOOC platform for the first time. Blended Learning, Google Classroom, YouTube in Education, E-assessment Tools, Video capture software, Audio recording and editing, Video editing and MS Team were the topics covered. This FDP was flexible in nature allowing participants to access the content as per their own time and convenience. It was a paid FDP. Fees for registration were Rs.300.

Participants submitted assignment, quiz and feedback as directed and after successful completion they got their e-certificates.

Total 67 participants registered. Out of them, 65 participants' actually participated in the FDP. Out of state participants had also registered and, even though the medium of instruction was Gujarati, they completed the FDP successfully. Telegram group was created for providing information to participants.

Different designated participants joined this FDP. There were 06 Principals, 09 Associate Professors, 21 Assistant Professors, 17 Teachers, 05 Lecturers and remaining were students of B.Ed., M.Ed., Lab. Assistant, Librarian and Research Scholars. It was found that 26 participants had a Doctorate Degree.

Participants from different disciplines participated this FDP. 22 participants were from Teacher Education Colleges, 13 from Science Colleges, 6 from Arts Colleges, 3 from Commerce Colleges and 7 from other disciplines.

One of the participants was blind but he also participated this FDP actively and enthusiastically.

Dr. K. H. Yadav, Principal (Offg.) of AGTC organized this FDP very ardently and as a director of FDP always motivated the staff.

The MOOC platform was created by Dr. G. S. Patel with the help of Moodle App and he played a key role in successful conduction of the program.

Dr. K. H. Yadav, Dr. G. S. Patel, Dr. R. C. Patel, Dr. D. A. Bumtaria and Dr. N. U. Dhodi extended services as Resource Persons & provided detailed content marvellously.

Other resource persons were from other B.Ed. colleges who also gave their expert services in this FDP. Dr. S. L. Solanki, as an IQAC Co-ordinator, welcomed the participants through his video recorded speech. Dr. R. M. Patel and Mrs. G. R. Parikh also extended their services to make this FDP effective and successful



Resource Person	Topic	Date
Dr. K. H. Yadav Principal (Offg.) A. G. Teachers College	Blended Learning	17/07/2020
Dr. N. U. Dhodi Assistant Professor, A. G. Teachers College	Google Classroom- Create & Join, Add Study Material, Add Assignment	17/07/2020
Dr.PathikBarot Assistant Professor, Swami VivekanandSarvodaya Bank Education College, Mehsana	Google Tools for Evaluation	18/07/2020
Dr.SandipBoricha Assistant Professor, Smt. M.N.K. Dalal Education College for Women, Ahmedabad	Google Tools for Evaluation (In Language Subject)	18/07/2020
Dr.KevalAndharia Assistant Professor, Smt. M.N.K. Dalal Education College for Women, Ahmedabad	OBS software and Video Editing	19/07/2020
Dr. G. S. Patel Assistant Professor, A. G. Teachers College	Audacity (Audio recording and editing)	20/07/2020
Dr. R. C. Patel Assistant Professor, A. G. Teachers College	YouTube in Education	20/07/2020
Dr. D. A. Buntaria Assistant Professor, A. G. Teachers College	MS Team	21/07/2020 To 22/07/2020



*kyadu*  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD



## राष्ट्रीय शिक्षण नीति (National Educational Policy) 2020

A. G. Teachers College - CTE, Ahmedabad and A. G. High School and G. & D. Parikh Higher Secondary School, Ahmedabad organised a webinar on "राष्ट्रीय शिक्षण नीति (National Educational Policy) 2020" on 10/09/2020 at 10.00 am.

Dr. T. S. Joshi, Director, GCERT, Gandhinagar was the session expert of the webinar. Dr. Joshi oriented the participants about the New Education Policy 2020 along with a nice presentation. By using routine life examples during his explanation, the clarity of the topic was increased. He said that this policy gave emphasis to experiential based learning and encouraged with the slogan 'Think Globally & Act Locally'. Because of his busy schedule he discussed about curriculum and evaluation only.

In this webinar, about 1500 participants registered themselves. The webinar was free of cost. Zoom (Licenced version) and Facebook platform were used for the webinar. 342 participants joined in the webinar live. They were from the different districts of Gujarat. E-certificates were given to participants who submitted the feedback form online.

423 participants submitted the feedback form. Among them, 274 participants were from schools, 123 participants were from colleges and 26 participants from different areas.

58 participants were principals (out of them 1 was college principal), 235 participants were teachers, 37 participants were teacher educators, 77 participants were students (most of them were B.Ed. students) and 16 participants were from other designation.

313 participants joined in the webinar through Zoom App and 110 participants joined via Facebook. Every participant agreed that they have gain good knowledge about the topic by participating in this webinar.

69 participants agreed to organise webinar on Student Assessment as per NPE-2020, 64 participants agreed to organise webinar on Inclusion of Vocational Education and Contemporary subjects like Artificial Intelligence. 75 participants agreed to organise webinar on Continuous Development of Teachers, Career Management and Professional Standards for Teachers. 158 participants showed their interest in all topics.

Dr. K. H. Yadav, Principal (Offg.) of AGTC and Dr. Nirav Thakkar, Principal of A. G. High School and G. & D. Parikh Higher Secondary School organised this webinar very purposefully because it was a common platform where both college and school level participants participated.

Introductory speech was delivered by Dr. K. H. Yadav and vote of thanks was given by Dr. Nirav Thakkar.





A. G. Teachers College CTE, Navrangpura, Ahmedabad  
 &  
 A. G. High School and G.&D. Parikh Higher Secondary School



Jointly organizes Webinar on Date: 30/09/2020

" રાષ્ટ્રીય શિક્ષણ -પીતિ (NEP 2020) અને શાળા શિક્ષણ "



**NEP ના મુખ્ય નિર્દેશો**

- વધુ સરળતા, કાર્યક્ષમતા અને ડિજિટલ શિક્ષણ વડે શિક્ષણ સુધારવા માટે
- વિદ્યાર્થીઓને સુવ્યવસ્થિત, સુવ્યવસ્થિત અને સુવ્યવસ્થિત શિક્ષણ આપવા માટે
- વિદ્યાર્થીઓને શિક્ષણ, કાર્યક્રમો અને શિક્ષણ સંબંધિત અન્ય કાર્યોમાં સક્રિયતા અપાવવા માટે
- શિક્ષકોને શિક્ષણ, કાર્યક્રમો અને શિક્ષણ સંબંધિત અન્ય કાર્યોમાં સક્રિયતા અપાવવા માટે
- શિક્ષણ સંબંધિત અન્ય કાર્યોમાં સક્રિયતા અપાવવા માટે



**અભ્યાસ અને શિક્ષણ વિષયક મહત્વનાં પુસ્તકો**

- વિદ્યાર્થીઓને શિક્ષણ, કાર્યક્રમો અને શિક્ષણ સંબંધિત અન્ય કાર્યોમાં સક્રિયતા અપાવવા માટે
- વિદ્યાર્થીઓને શિક્ષણ, કાર્યક્રમો અને શિક્ષણ સંબંધિત અન્ય કાર્યોમાં સક્રિયતા અપાવવા માટે
- વિદ્યાર્થીઓને શિક્ષણ, કાર્યક્રમો અને શિક્ષણ સંબંધિત અન્ય કાર્યોમાં સક્રિયતા અપાવવા માટે



*[Signature]*  
 I/C Principal  
 A. G. TEACHERS COLLEGE, CTE.  
 AHMEDABAD





# A.G. Teachers College – CTE

3

University Road, Navrangpura, Ahmedabad

## Report Writing

Year: 2022-23

Date: 06/07/2022

Dept. : AGian Eco Club

Coordinated by : Dr. R. C. Patel

Guest : Dr. Payal Nandurkar

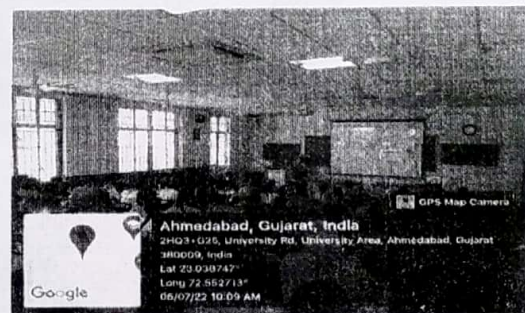
Title : E-Waste Management

Total Participants : 92



Today, AGian Eco-club & WE-The Recycling Company, Mumbai organised a webinar on "E-Waste Management". Dr. Payal Nandurkar, CEO, WE –The Recycling Company, Mumbai was the session expert of the Webinar. With a wonderful PowerPoint Presentation, she exemplified environmental issues like E-waste, Evolution of E-waste management in India, Informal recycling, Health hazards, E-waste management etc.

The webinar was coordinated by Dr. Rita C. Patel. It was organized under very effective direction of Dr. K. H. Yadav, I/C Principal. Dr. N.U. Dhodi and other faculty members assisted webinar. Dr. D. A. Buntaria extended his services to click photos of the event and uploaded on the social media. Report writing by : Priyanshi, Bhavin, Nidhi (Trainees of Sem.-3).



*R. C. Patel*  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD



# A.G. Teachers College – CTE

University Road, Navrangpura, Ahmedabad

## Report Writing

4

Year: 2022-23

Date: 07/072022

Coordinated by :Dr. S. L. Solanki, Dr. G. S. Patel

Guest : Mr. Edgar Fidel

Title : The Education System of Tanzania

Total Participants : 91

Vote of thanks : Dr. S.L. Solanki, Dr. G.S. Patel



A.G. Teachers College organised a Seminar aiming to provide awareness & comparison of Education System in the direction of quality among Trainees on " The Education System of Tanzania" on 7th July 2022.

Mr Edgar was invited to orient Trainee-Teachers of our college through presenting the education structure of Pre-primary, Secondary, Senior Secondary Schools, & about Graduation, Post-Graduation & Higher Education in detail. He focused on language studies such as French, Arabic & Chinese along with various specialisations & required grades for getting admission to higher education for foreign students in a very simple & understandable language meticulously.

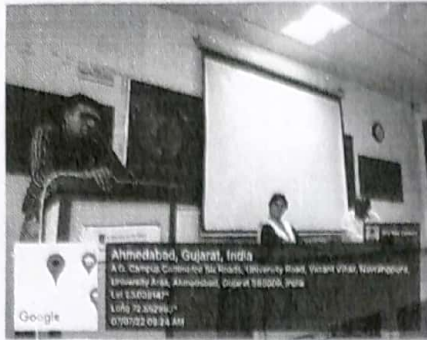
He clarified the motto of furnishing education there in Tanzania concerning his aim of pursuing PhD studies at Gujarat University.

The video recorded song about enhancement of the rate of girls' education in the Swahili language was played & it was translated into English & the central idea of its was given by the speaker very effectively.

Mr Edgar Fidel answered & explained all the questions asked by our trainees descriptively.







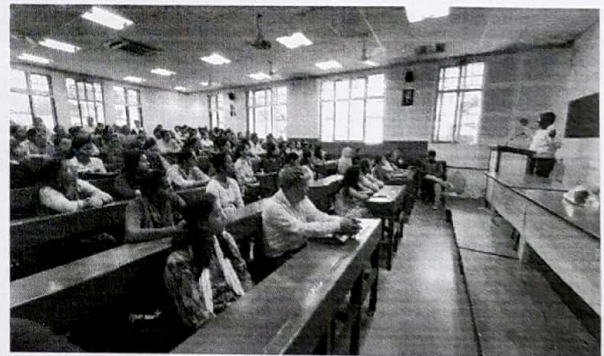
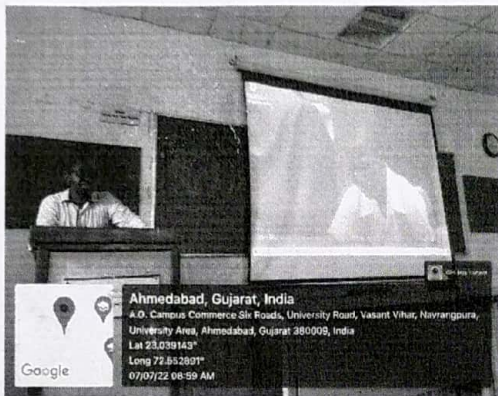
90 Trainees along with Khalid, a PhD research scholar of Gujarat University from Afghanistan, participated in the program actively & felt satisfaction in knowing about 'The Education System of Tanzania'.

Dr K.H. Yadav I/C Principal gave a comprehensive note related to the education system keeping the journey of quality in mind delightfully.

Dr D.A.Bumtaria & Dr.N.U.Dhodi extended their technological support.

Presha, Ghanshyam ,Vedanshi and the trainees of semester :1 were generous enough to assist the seminar in making it a successful one.

Dr S.L.Solanki & Dr G.S. Patel drew out their services for anchoring & for the proposition of vote of thanks & both coordinated the Seminar fruitfully.



*K. Yadav*  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD



# A.G. Teachers College – CTE

5

University Road, Navrangpura, Ahmedabad

## Report Writing

Year: 2022-23

Date: 16/07/2022

Dept. : Innovation Club & Science Club Coordinated by : Dr. R.C. Patel

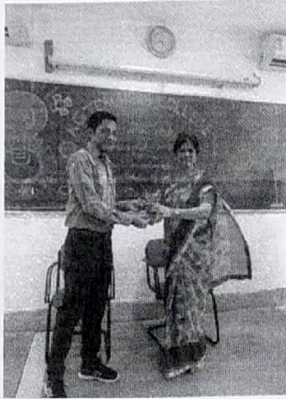
Dr. D.A. Bumtaria

Guest : Dr. Harshit Bhavsar

Title : Seminar on Basics of IPR & Innovation

Total Participants : 95

Today a seminar was arranged at A.G. TEACHERS COLLEGE on "BASICS OF IPR AND INNOVATION". This seminar was in collaboration of Innovation club and AGian Science Club (VIPNET) with VIGYAN GURJARI. The speaker for today's session was DR.HARSHIT

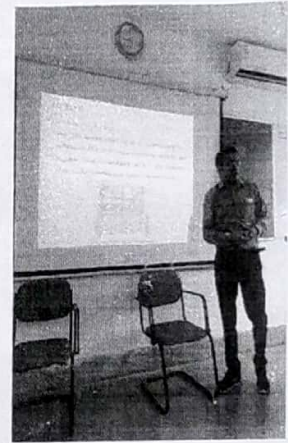


BHAVSAR, Assistant Professor, SAL Education. He very fluently explained the topic of IPR with much ease.

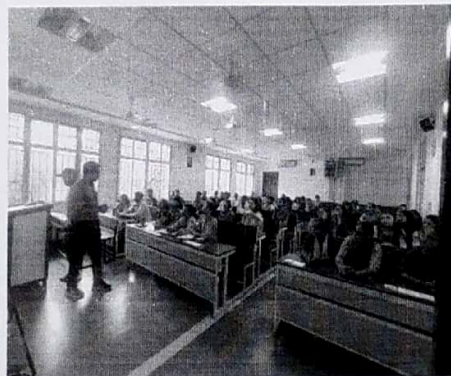
All the trainee took great interest in the seminar.

The seminar was co-ordinated by Dr Rita Patel and Dr. Dharmendra Bumtaria.

Report writing by: Apurva Khamkar and Shreeya Thanki (2022-24)



PC: Romil & Chandni



*by dr*  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD





# A.G. Teachers College – CTE

12

University Road, Navrangpura, Ahmedabad

## Report Writing

Year: 2022-23

Date: 27/08/2022

Dept. : NEP-2020 Taskforce

Coordinated by : Dr. R.C. Patel

Guest : Dr. T. S. Joshi

Title : NEP-2020 & Shaley Shikshan

Total Participants : 800+

Vote of thanks : Dr. Nirav Thakker

A. G. Teachers College-CTE, Ahmedabad organized a webinar on "NEP 2020 અને શાળેય શિક્ષણ" on 27<sup>th</sup> August, 2022 from 10:40 a.m. -12:00 p.m. Zoom Platform was used for the webinar and link was shared to the participants via E-mail.

Dr. T. S. Joshi, Ex. Director GCERT Gandhinagar and also advisor at deliotte India was the session expert. He very gracefully explained about NATIONAL EDUCATION POLICY 2020. With a wonderful PowerPoint Presentation, he exemplified what does NEP includes, what type of vision are there in NEP, principles of NEP and much more.

The session began by explaining the terms inclusive and equitable education. The vision for NEP is providing good quality of education, participating everyone. The learning process should be gradual and developing.

The main goal of NEP 2020 is to ensure opportunity to all children. For gifted children arrangements must be made differently. Education should be focused on conceptual scale rather than rote learning and exam centered. Children should be made to think logically. Preferably primary education should be provided in mother tongue. School bags must not feel too heavy also bagless days should be arranged in curriculum.

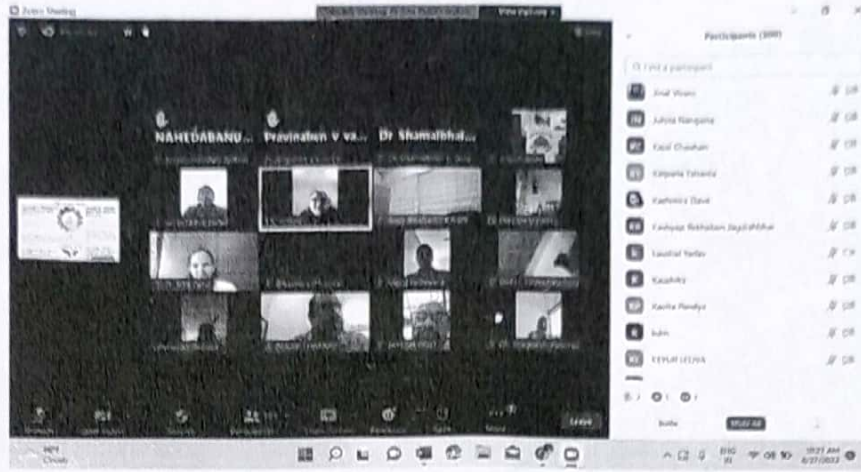
Dr. K. H. Yadav (taskforce, chairperson, Offg. Principal, AGTC) delivered a welcome speech and played an instrumental role in successful conduction of the webinar.

Dr. Nirav Thakkar, AGTC NEP Taskforce (Member), Principal, A. G. High School and G. D. Parikh Higher Secondary School, Ahmedabad proposed a vote of thanks.

Dr. R. C. Patel, task force member, welcomed all stakeholders and anchored the programme.



Photo and Video courtesy was done by Dr. D. A. Bumtaria and uploaded on all platforms of social media. All staff members supported this webinar directly or indirectly.



*Dr. D. A. Bumtaria*  
 I/C Principal  
 G. TEACHERS COLLEGE, CTE,  
 AHMEDABAD





# A.G. Teachers College – CTE

21

University Road, Navrangpura, Ahmedabad

## Report Writing

Year: 2022-23

Date: 08/10/2022

Dept. : NEP-2020 Taskforce

Coordinated by : Dr. R.C. Patel

Guest : Dr. T. S. Joshi

Title : NEP-2020 & Evaluation

Total Participants : 600+

Vote of thanks : Dr. Nirav Thakker

A. G. Teachers College-CTE, Ahmedabad organized a webinar "Webinar on " NEP 2020" on 8th October 2022 from 9:30 am to 10:30 am. Zoom meeting link was used for the webinar.

Dr. T.S Joshi , Ex. Director GCERT Gandhinagar and also advisor at deloitte India was the session expert .He very gracefully explained about NATIONAL EDUCATION POLICY. With a wonderful PowerPoint Presentation, he exemplified what does NEP includes, what type of vision are there in NEP, principles of NEP and much more.

Shortly after the release of the policy, the government clarified that the language policy in NEP is a broad guideline; and that it was up to the states, institutions and schools to decide the implementation. A more detailed language strategy would be released in the National Curriculum Framework in 2021. Note was also made that there were already institutions which had implemented this language policy 60 years ago such as Sardar Patel Vidyalaya. Both the Education Policy of 1986 and the Right to Education Act, 2009 promoted usage of the mother tongue too as an advisory guideline.

The main goal of NEP 2020 is to ensure opportunity to all children. For gifted children arrangements must be made differently. Education should be focused on conceptual scale rather than rote learning. NEP 2020 evaluation system depicts student centric method as well as CCE.

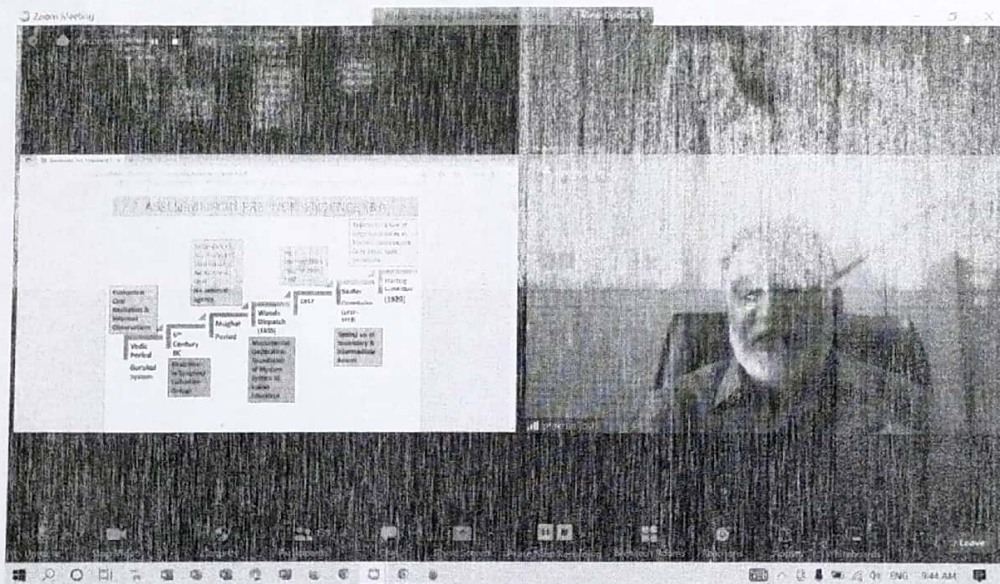
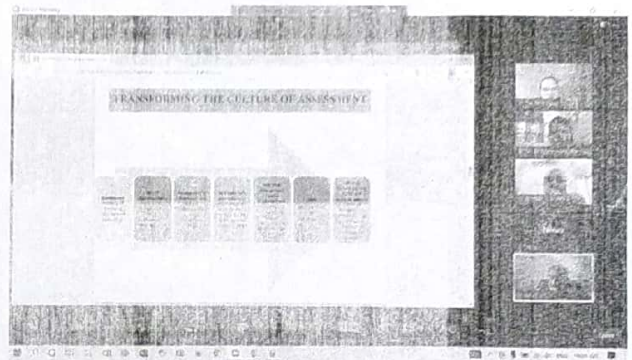
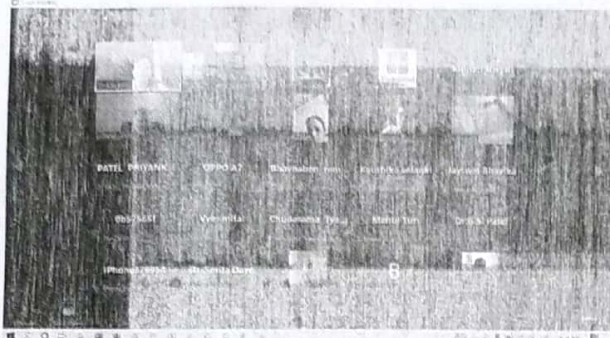
Dr. K. H. Yadav (taskforce, chairperson, Offg. Principal, AGTC) delivered a welcome speech and played an instrumental role in successful conduction of the webinar.

Dr. Nirav Thakkar, AGTC NEP Taskforce (Member), Principal, AES-AG Higher Secondary School, Ahmedabad proposed a vote of thanks.

Dr. R. C. Patel, task force member, welcomed all stakeholders and anchored the same .



Photo and Video courtesy was done by Dr. D. A. Bumtaria & Dr. N.U. Dhodi uploaded on all platforms of social media. All staff members supported this webinar directly or indirectly.



*[Signature]*  
I/C Principal  
A. G. TEACHERS COLLEGE,  
AHMEDABAD





# A.G. Teachers College – CTE

University Road, Navrangpura, Ahmedabad

## Report Writing

Year: 2022-23

Date: 28/02/2023

Dept. : AGian Science Club

Coordinated by : Dr. D. A. Bumtaria

Guest : Mr. Tanmaye Vyas

Title : Seminar 'Science for Society'

Total Participants : 80

Vote of thanks : Dr. D. A. Bumtaria



On the occasion of NATIONAL SCIENCE DAY, AGian science club (VIPNET Club ID: VP-GJ0212) organized a seminar on science for society on 28 Feb, 2023. The seminar was arranged from 9:00 to 10:00 am. Expert of the seminar was Shri Tanmaye Vyas, Certified "SPACE TUTOR" by ISRO and Founder, Tanmaye's Amazing Space, Ahmedabad.

The main theme of seminar was SCIENCE FOR SOCIETY. Dr Kaushal Yadav, Principal (Offg.) introduced expert and handover the session to Shri Tanmaye Vyas sir.

Shri Tanmaye vyas very beautifully raised some of the interesting questions of science with the progress of seminar. The seminar being interactive from both poles made a great impact on the trainees. He talked about science of ancient times. Then he proceeded with the importance of the day. He talked about Dr. C. V. Raman and his achievements. He then explained the process involved in science which is from observation to theory to experiment to judgement. Then he discussed various topics like position of sun, moon's rising time, phases of moon, eclipse and rotation time of sun along with reasons of leap year. At last question answer session was there.

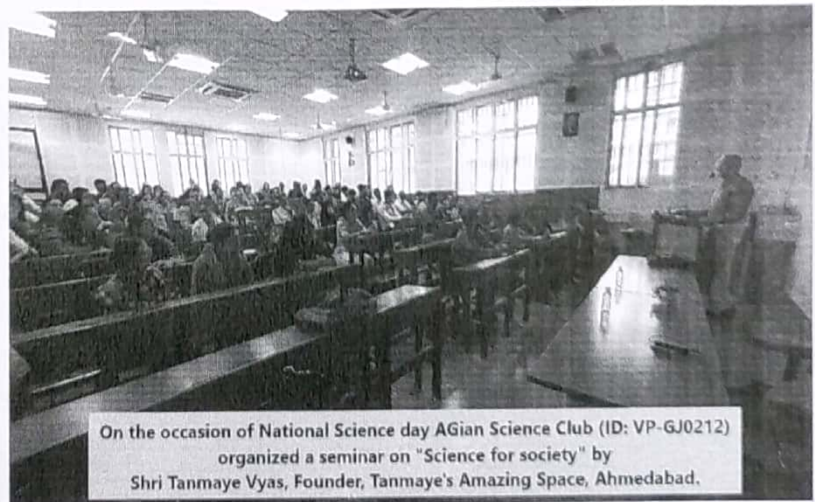
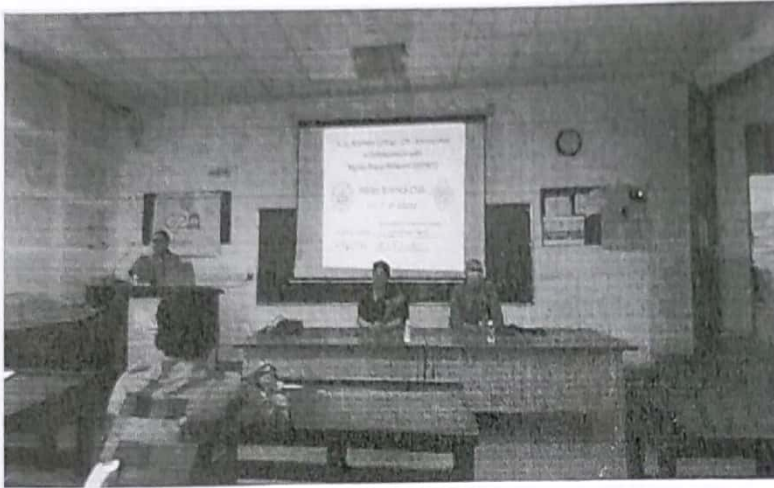
By this seminar, curiosity and a sense of enquiry was developed among prospective teachers. The seminar was worth learning and thinking about right explanation of the existing myths in society related to science.

Total of about 80 trainees (Semester 2 & Semester 4) actively participated in the seminar. Dr. D. A. Bumtaria extended the vote of thanks.



The seminar was successfully managed and organised by Dr. D. A. Bumtaria under the guidance of Dr. K. H. Yadav, Principal (Offg.).

Romil Shah (Semester 2) and Ghanshyam Yadav (Semester 4) extended the courtesy of photography and captured beautiful memories. Apurva Khamkar (Semester 2) did the report writing.



*lyad*  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD





# A.G. Teachers College – CTE

57

University Road, Navrangpura, Ahmedabad

## Report Writing

Year: 2022-23

Date: 22/03/2023

Coordinated by : Dr. D. A. Bumtaria

Guest : Dr. Dhruv Pandya

Title : Webinar on "Water as Potent Natural Resource" & announcement of Science Club Elocution Competition

Total Participants : 80

Vote of thanks : Dr. D. A. Bumtaria

On the occasion of WORLD WATER DAY, AGian science club (VIPNET Club ID: VP-GJ0212) organized a webinar on "Water as Potent Natural Resource" on 22 March, 2023. The webinar was arranged from 4:00 to 5:00 pm. Expert of the webinar was Dr. Dhruv Pandya, Assistant Professor, R. R. Mehta College of Science, Palanpur.

Dr. D. A. Bumtaria welcomed all participants. Dr. K. H. Yadav, Principal (Offg.) addressed audience and participants on the occasion and introduced the expert of webinar.

Dr. Dhruv Pandya delivered his session on World Water Day, different sources of water, causes of water pollution, ways to purify water, various schemes and projects of the Government on water conservation and how can we contribute to conserve water. He presented all the points very nicely and it would be beneficial to the participants. The webinar was worth learning and thinking about water crisis and solutions of global water crisis.

On the same day, Result of National Elocution Competition was announced by Dr. D. A. Bumtaria. The competition was organized by AGian Science Club (VIPNET Club ID: VP-GUJ0212) on the occasion of National Science Day, 2023. Total 36 students participated in the competition. Prizes for the event were sponsored by our alumnus Ms. Nisha Dave as she was thoroughly inspired by her grandparents Mahalaxmiben and Jayantibhai Jani for being a cause to spread education. The following three students got first, second and third rank in the competition.

1<sup>st</sup> Rank: Acharya Kandarp, IITE-Gandhinagar

2<sup>nd</sup> Rank: Pradhan Sheetal, M.G. Science Institute, Ahmedabad

3<sup>rd</sup> Rank: Pandey Manish, A. G. Teachers College, Ahmedabad

Dr. K. H. Yadav & Dr. D. A. Bumtaria congratulates all the winners and participants of the competition and wish all the best for future endeavors.





Total of about 76 students of various colleges actively participated in the webinar. Dr. D. A. Bumtaria extended the vote of thanks.

This webinar and competition were successfully coordinated by Dr. Dharmendra Bumtaria, Coordinator, AGian Science Club (VIPNET) under the guidance of Dr. K. H. Yadav, Principal (Offg.).



I/C Principal  
A. G. TEACHERS COLLEGE, ...  
AHMEDABAD



# A.G. Teachers College – CTE

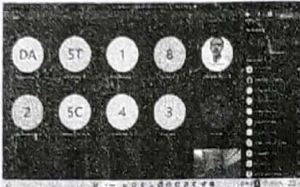
University Road, Navrangpura, Ahmedabad

## Report Writing

Year: 2022-23

Date: 25/3/2023

Guest : -----  
Title : TET-II Guidance Programme  
Dept. : -----  
No. of Participants : 63  
Coordinated by : Dr.R.M.Patel  
Vote of thanks : Dr.R.M.Patel  
Report Writing : .....

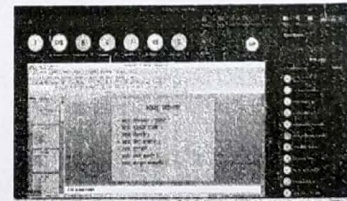
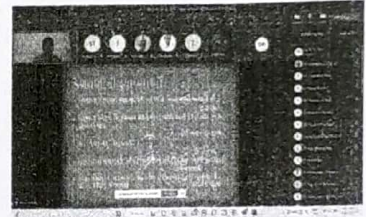


Gist of Programme : -----

**TET-II Guidance Programme** 16/12/2022 to 24-3-2023 દરમિયાન ગુજરાતભરમાંથી જુદી-જુદી બી.એડ.કોલેજમાંથી કુલ 63 તાલીમાર્થીઓ જોડાયા હતા જેમાં કોમર્સમાં-17, આટ્સમાં-25 અને સાયન્સમાં-21 હતા. આ કાર્યક્રમમાં

એક્ષપટ તરીકે ગુજરાતની જુદી-જુદી બી.એડ. તેમજ આર્ટ્સ કોલેજના 15 જેટલા પ્રોફેસર મિત્રોએ સેવા આપી હતી. આ કાર્યક્રમ સંપૂર્ણ ઓનલાઈન(MST) અને અઠવાડિયામાં ત્રણ દિવસ માટે રાખવામાં આવ્યો હતો. તાલીમાર્થીઓની અનુકૂળતાને ધ્યાનમાં રાખી સાંજે 7-30 થી 9-00 દરમિયાન **Guidance Programme** ગોઠવેલ હતો.

આ કાર્યક્રમનું આયોજન પ્રિન્સીપાલ ડૉ.કૌશલબહેન યાદવના માર્ગદર્શન હેઠળ ડૉ. આર.એમ. પટેલે કરેલ હતું.



*Refad*  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD



# A.G. Teachers College – CTE

University Road, Navrangpura, Ahmedabad

## Report Writing

Year: 2021-22

Date: 28/09/2021

Dept. : \_\_\_\_\_ Coordinated by : Dr. S.L. Solanki

Guest : Dr. Vaseem G. Qureshi Title : LSRW based activities

Total Participants : 99 Vote of thanks : Dr. S.L. Solanki

::Report:: (Gujarati/English)

### REPORT

A. G. Teachers College organized a seminar on 28/09/2021, Tuesday on the delivery of an expert session, a step towards the journey of achieving the aim to enhance communication as a soft skill in English language among Trainee - teachers to learn "LSRW Based Activities in English Language" for increasing self confidence and employability.

Dr. Vaseem G. Qureshi, Assistant Professor at Vishwakarma Government Engineering College, Chandkheda Ahmedabad was the expert speaker who delivered & discussed the core aspects/points of how all four skills in English language can be learnt & have command through a natural process of learning. He clarified each points of the skills very minutely with various kinds of live illustrations, provided live/ practical demos and references were used effectively. It was an excellent delivery by Dr. Qureshi.

Trainee - teachers participated the session enthusiastically.

Dr.K.H.Yadav, offg.Principal, offered a bouquet of flowers and presented a certificate of appreciation as a token of remembrance and affection to Dr.Vaseem Qureshi.

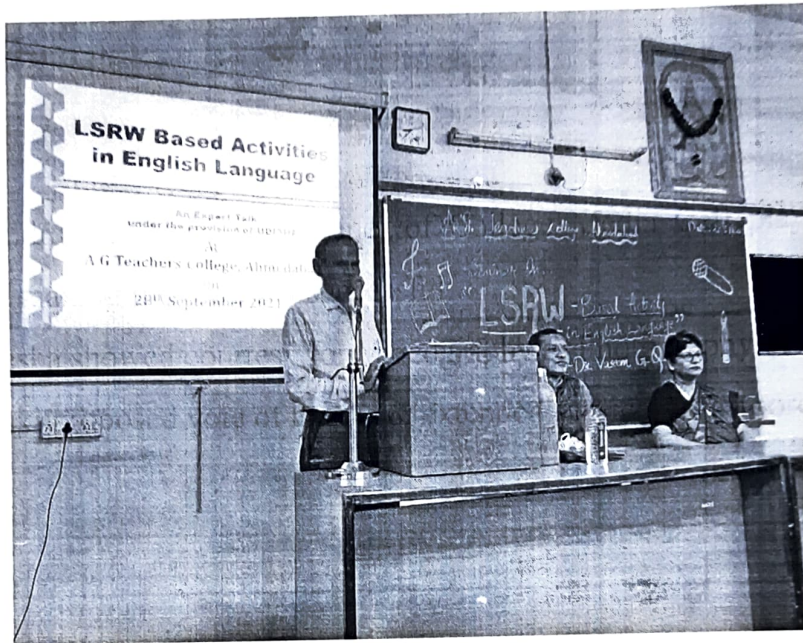




Dr. Dharmendra Buntaria, a convener of College Media Cell played a key role in assisting and making the program successful.

Paresh & Presha showed courtesy for Videography & Photography nicely.

Dr.S.L.Solanki proposed vote of thanks & extended services as a coordinator of the program.



*Hyadan*  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD







# **A.G.Teachers College – CTE**

**University Road, Navrangpura, Ahmedabad**

## **Report Writing**

**Year: 2021-22**

**Date: 09/12/2021**

**Dept. : AGian Eco Club**

**Coordinated by : Dr. R.C. Patel**

**Guest : Dr. Payal Nandurkar**

**Title : E-Waste Management**

**Total Participants :85**

**Vote of thanks : Dr. R. C. Patel**

**::Report:: (Gujarati/English)**

A. G. Teachers College-CTE, Ahmedabad and We –The Recycling Company , Mumbai organized a webinar “Webinar on E-waste Management” on 9<sup>th</sup> December, 2021 from 12.00 to 1.15 p.m. MS Teams used for the webinar.

Dr. Payal Nandurkar, CEO, We –The Recycling Company , Mumbai was the session expert of the Webinar. With a wonderful PowerPoint Presentation, she exemplified environmental issues like E-waste, Evolution of e-waste management in India, Informal recycling, Health hazards, E-waste management etc. Trainees participated in the program by asking questions. At the end of the webinar they issued the e-certificates to all the participants.

Dr. K. H. Yadav (Offg. Principal, AGTC ) played an instrumental role in successful conduction of the webinar.

Dr. R. C. Patel, in charge Co-ordinator AGian Eco –club, delivered a welcome speech and anchored the same and proposed a vote of thanks. Photo and Video courtesy was done by Dr. D. A. Bumtaria & uploaded on all platforms of social media by him. All staff members supported this webinar directly or indirectly.





# A. G. Teachers College (Eco-Club ) and WE-The Recycling Company, Mumbai Organized Webinar on E - WASTE MANAGEMENT



**Date: 09/12/2021**

**Session Expert**

**Time: 12:00pm to 1:00pm**

**E-Waste Management and Recycling**

Presented by  
Dr. Payal Nandurkar

**Dr. Payal Nandurkar**

**What is E-waste?**

- Discarded surplus, broken electrical and electronic devices
- IT & Telecom Equipments
- Large Household Appliances
- Small Household Appliances
- Consumer & Lighting Equipments
- Theoretical & Electronic Tools
- Toys, Leisure & Sports Equipment
- Medical Devices



**Harmful effects of E-waste**

- vomiting
- headache
- lung cancer
- abdominal pain
- appetite loss
- insomnia
- depression
- skin diseases
- allergies
- asthma
- diabetes
- hypertension
- stroke
- kidney failure
- heart disease
- obesity
- osteoporosis
- arthritis
- Alzheimer's disease
- Parkinson's disease
- multiple sclerosis
- amyotrophic lateral sclerosis
- muscular dystrophy
- phenylketonuria
- phenylalaninemia
- phenylglyoxalase deficiency
- phenylpyruvate carboxylase deficiency
- phenylalanine hydroxylase deficiency
- phenylketonuria
- phenylalaninemia
- phenylglyoxalase deficiency
- phenylpyruvate carboxylase deficiency
- phenylalanine hydroxylase deficiency

**53.6 Million Tonnes Of E-Waste Dumped Globally In 2019. India 3rd Biggest Contributor. UN Report**

UN report is a health and environmental hazard, containing toxic pollutants of hazardous substances such as mercury, which damages the human brain and contributes to cancer, UN report said.

The report says that:

- Global E-waste is increased by 21% in last four years
- Top E-waste producing countries in 2018: China (18.1 Mt), India (5.9 Mt), US (3.2 Mt)
- Top cities in India: 1. Mumbai, 2. Delhi, 3. Bangalore

**Evolution of E-waste management in India**

- 2002**: E-waste first emerged as an environmental issue
- 2008**: Guidelines for E-Waste Management, 2 formal recyclers
- 2012**: E-waste law comes into effect, Nearly 100 dismantlers and recyclers in India
- 2016**: Revision of E-waste Law, More than 140 recyclers and dismantlers in India
- 2018**: EPR implementation into effect, About 100 recyclers and dismantlers in India

**Why Recycle E-waste?**

According to UN report only 20% of global E-waste is recycled. E-waste contains toxic substances such as Cadmium, Lead, Mercury, etc. It affects the whole ecosystem. Therefore recycling and reusing is very important.

**Boost to the formal recycling sector**

*Payal*

I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD





# A.G.Teachers College – CTE

University Road, Navrangpura, Ahmedabad

## Report Writing

**Year: 2021-22**

**Date: 23/03/2022**

**Dept. : ECO Club & Science Club**

**Coordinated by : Dr. K. H. Yadav,**

**Dr. R.C. Patel, Dr. D. A. Bumtaria**

**Guest : Mr. Rushi Pathak**

**Title : Waking up to Climate Change**

**Total Participants : 56**

**Vote of thanks : Presha Chuahan**

**::Report:: (Gujarati/English)**

A very informative program 'Waking up to climate change' was organized and conducted by AG Teachers college, Ahmedabad on 23<sup>rd</sup> March 2022 aiming at making the trainee teachers aware about the changing climate factors affecting the wildlife.

Mr. Rushi Pathak was our guest expert on wildlife who conducted this session, guided us, the trainee teachers of A.G Teachers college, our college was also the host for this programme and students from other B.Ed colleges of Ahmedabad also came to A.G Teachers college to attend this workshop.

The anchoring of programme was done very effectively by Presha Chauhan who along with Dr. K.H. Yadav green welcomed Mr.Rushi Pathak by giving them a plant, which is a tradition of eco club of A.G Teachers college. After a brief introduction of himself, Mr. Rushi Pathak went on to tell us how the wildlife is a primary indicator of climate change. Being an avid bird watcher himself, he correlated the climate change with how it impacts the aves and other wildlife.

He explained how Gujarat is becoming a home to migrating water birds that primarily depend on stagnant water bodies to hunt and survive. Thol lake in Ahmedabad which is a RAMSAR site is the primary site of nesting and migration of these birds. Here RAMSAR site refers to a wetland site designated to be of international importance under the 'RAMSAR CONVENTION ACT' an intergovernmental environmental treaty established in 1971 by UNESCO. After this our wildlife expert showed us various pictures and videos of different species of birds such as Flamingo, Pelicans, Ducks, Spoonbills and others. He narrated the lifestyle, food habits, mating patterns, nesting pattern of all these birds.

After giving us all this information our wildlife expert concluded the session by giving a short introduction of their organization 'RUSHI PATHAK WILDLIFER' which works for the welfare and rescue of endangered wildlife such as birds, black bucks and snakes.

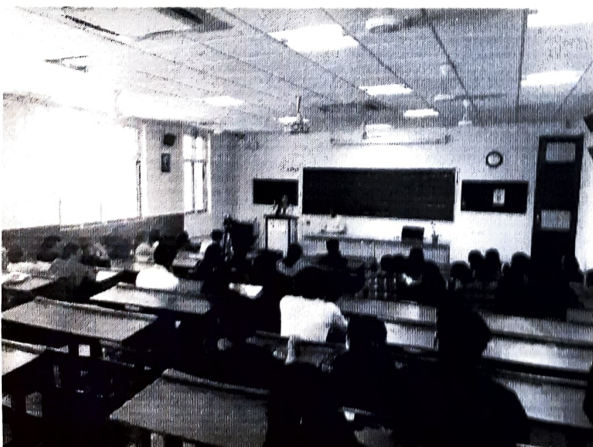
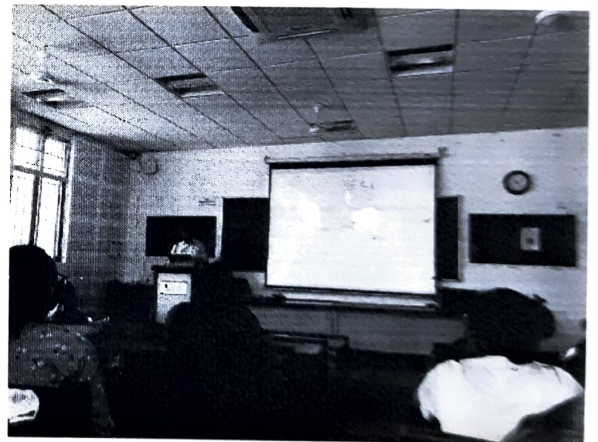




Dr. K.H. Yadav played a prominent role in successful organization of such an informative session and hosting other colleges. Overall it was a wonderful programme for all the trainee teachers , DR. R.C Patel and Dr. D.A. Bumtaria handled the technical aspects of the programme very efficiently and aptly .

Special thanks to Bhavin Joshi and Vaishnavi pratishtha for making the fliers , Bhavin joshi and Dakshesh Patel for technical support , Presha Chauhan for anchoring , Paresh Nakum and Ghanshyam Yadav for videography and Photography , Priyanshi Shah and Malvi Suthar for handling the registration process for our guests.

56 participants were present during the session out of which 13 students were from 3 B.Ed. colleges of Ahmedabad.



*K. H. Yadav*

I/C Principal  
G. TEACHERS COLLEGE, CTE,  
AHMEDABAD





# A.G. Teachers College – CTE

University Road, Navrangpura, Ahmedabad

## Report Writing

**Year: 2021-22**

**Date: 09/05/2022**

**Dept. :**

**Coordinated by :**

**Guest : Dr. Nirav Thakker**

**Title : Glimpses of NEP-2020 cum Annual Day**

**Total Participants : 48**

**Vote of thanks : Dr. R. M. Patel**

**::Report:: (Gujarati/English)**

A. G. Teachers College-CTE, Ahmedabad organized a programme on “Glimpses of NEP-2020” with that Felicitation-Festivity-Feast also organized for the students of Semester-4 on 9<sup>th</sup> May, 2022.

Glimpses of NEP-2020 was given by the expert Dr. Nirav Thakkar, Principal, A. G. High School and G. D. Parikh Higher Secondary School. He explained about the new structure of NEP-2020, challenges for the future teachers, Evaluation pattern and technological aspect also covered by him very impressively.

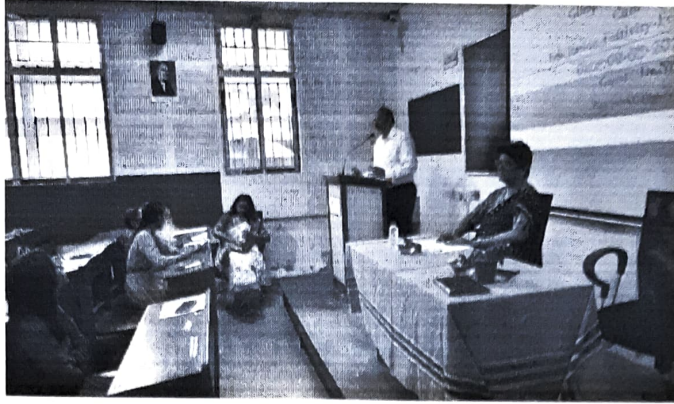
Trainees of semester-4 Aneri and Kajal expressed their own experiences regarding B.Ed. programme in their own emotional way. Certificates of different activities and competitions distributed to trainees of semester 2 & 4. Dr. D. A. Bumtaria, sports in-charge announced names of the trainees. Certificates of winner and participation both were distributed among the trainees.

Dr. K. H. Yadav, Offg. Principal gave a symbol of green welcome, a green plant, to Dr. Nirav Thakkar. Dr. R. C. Patel was the host of the programme and Dr. R. M. Patel expressed vote of thanks at the end of the programme. All teaching and non-teaching staff members render their services systematically during the whole programme. At the end of the programme delicious lunch was provided to everyone.

Photo and Video courtesy was done by Dr. D. A. Bumtaria, Paresh Nakum, Akhil Ganchi, Ghanshyam Yadav & was uploaded on all platforms of social media by Dr. D. A. Bumtaria.







*Ref: 2020*  
I/C Principal  
A. G. TEACHERS COLLEGE, C.T.,  
AHMEDABAD





# A.G. Teachers College – CTE

University Road, Navrangpura, Ahmedabad

## Report Writing

Year: 2019-20

Guest: Dr. G. S. Patel, Dr. Keval Andhariya & Dr. Pathik Barot

Date: 06/07/2019

Title : Online Evaluation  
 Dept. : Student Union  
 Coordinated by : Dr. G.S.Patel  
 Vote of thanks : Dr. G.S.Patel  
 Report Writing : Dr. S. L. Solanki  
 Gist of Programme :

A.G. Teachers College organized a workshop on "ONLINE EVALUATION", on 6th July 2019, Saturday, aiming at providing awareness of it among the teaching fraternity at schools, Colleges levels and for the trainees of Education colleges too. It is a very high time to practice the same in the Educational Institutions as there is an acceptance and a widely use of online tests like CAT, MAT, GSET and NET on the very regular basis now a days. So the college had planned to organize such program on specific theme only. Dr.G.S.Patel , Dr.Keval Andharia and Dr.Pathik Barot were the dynamic expert speakers of the workshop. About 100 participants from across the Gujarat State actively practiced the workshop and made it one of the memorable programs ever attended.

Dr.K.H.Yadav (I/C Principal) guided the workshop. Dr.G.S.Patel engineered the program, co-ordinated and proposed a vote of thanks of the workshop. Dr.S.L.Solanki delivered a welcome speech, addressed the gathering through briefing about the importance of Online Evaluation & prepared a workshop report also. Event management and photo courtesy was done by Dr.R.M.Patel perfectly.



*[Signature]*  
 I/C Principal  
 A. G. TEACHERS COLLEGE, CTE,  
 AHMEDABAD



*By [Signature]*  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD





# A.G. Teachers College – CTE

University Road, Navrangpura, Ahmedabad

## Report Writing

Year: 2019-20

Guest: Mr. Maulik Shah

Date: 06/08/2019

Title : Organ Donation  
Dept. : Social  
Coordinated by : Dr. R. C. Patel  
Vote of thanks : Dr. R. C. Patel  
Report Writing : Dr. S. L. Solanki  
Gist of Programme :

A.G. Teachers College organised a seminar on "Awareness/Orientation of Organ Donation" in association with Ganesh Foundation (Shatayu), NGO for having awareness of it among the trainee- teachers on 06/08/ 2019, Tuesday.


Mr.Maulik Shah, a coordinator of Shatayu, delivered a nice speech about citing various untiring activities carried out by this institute for the sake of humanity every year.

Mr.Shah, very specifically oriented it through showing two short movies and provided information to the trainees about some Facts of Organ Donation, Definition of organ donation, which organs & tissues can be donated, types of donation (Living donation & cadaver donation), when organs can be changed, common myths of it, and some success stories alongwith the roles of this foundation in detail very effectively.

All the trainees and staff members were given "Comic Books" free of cost by Shatayu Foundation.

It was concluded by emphasising that we each one will take care of own organs so cautiously and accepted the reality that we can donate the life through donating organs.

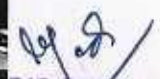
About 50 trainees & all the professors participated the seminar through asking various questions and queries related to organ donation actively.

  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD



Dr.K.H.Yadav (I/C Prin. AGTC) played a key role in successful organization of the program. Dr.R.C.Patel, the co-ordinator of Social portfolio anchored & proposed a vote of thanks of the program. Dr.Dharmendra Buntaria clicked some of the photos witnessing the seminar. Dr.S.L.Solanki wrote a report of the event for uploading on social media. Dr.G.S.Patel uploaded the program



  
I/C Principal  
A. G. TEACHERS COLLEGE, CTI  
AHMEDABAD





# A.G. Teachers College – CTE

University Road, Navrangpura, Ahmedabad

## Report Writing

Year: 2019-20

Guest: ---

Date: 17/09/2019

Title : Vanchan Shibir  
Dept. :  
Coordinated by : Dr. R.M. Patel  
Vote of thanks :  
Report Writing : Dr. S. L. Solanki  
Gist of Programme :



*S. L. Solanki*  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD



# A.G.Teachers College – CTE

University Road, Navrangpura, Ahmedabad

## Report Writing

Year: 2019-20

Guest: ---

Dr.Kuntalbhai Patel


Date: 21/09/2019

Title : E-portfolio Creation  
Dept. :  
Coordinated by : Dr.G.S.Patel  
Vote of thanks :  
Report Writing : Dr. S. L. Solanki  
Gist of Programme :

State level workshop on "E-Portfolio Creation" was organized by A.G.Teachers College on 21 Sept,2019. Eighty four participants from all over Gujarat State participated in this programme.


Dr.K.H.Yadav, Dr.Kuntalbhai Patel and Dr.G.S.Patel gave an expert lecture and explain about how to create E Portfolio with the help of ICT tools.



  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD





  
I/C Principal  
A. G. TEACHERS COLLEGE, C.T.C.,  
AHMEDABAD



# A.G. Teachers College – CTE

University Road, Navrangpura, Ahmedabad

## Report Writing

Year: 2019-20

Guest: --- Mr. Edgar Fidel Nderego

Date: 04/01/2020

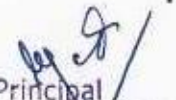
Title : Lecture on Tanzania's Education System  
Dept. :  
Coordinated by : Dr. G.S. Patel  
Vote of thanks : Dr. K.H. Yadav  
Report Writing : Dr. S. L. Solanki  
Gist of Programme :

Mr. Edgar Fidel Nderego, a research scholar from Tanzania at Gujarat University, Ahmedabad was invited to orient the trainees of A.G. Teachers College on 4th Jan.2020 about the "Education System of Tanzania."

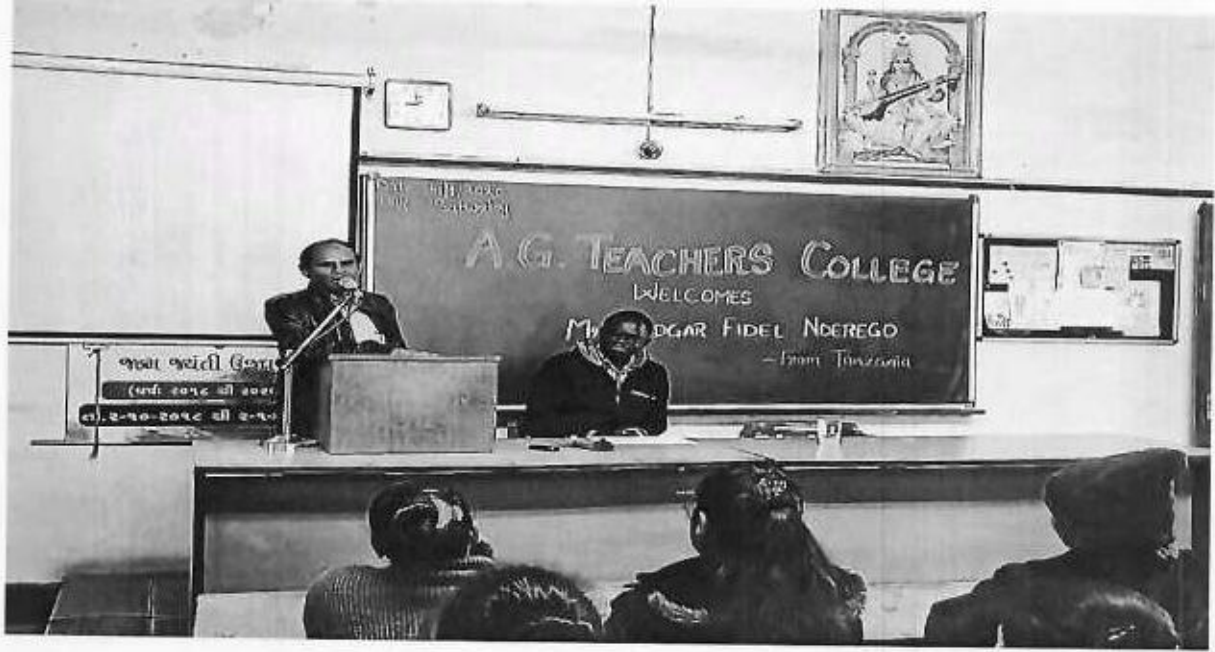
Mr. Edgar oriented the trainees about the "Education System of Tanzania" along with the location of Tanzania in the World map very elaboratively, in a very simple and understandable language. He spoke about the resources available for developing their country too.

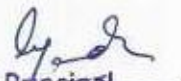
He clarified the motto of providing education in their country along with his aim of getting Ph.D. studies from Gujarat University, Ahmedabad too. He answered the questions asked by our trainees efficiently. Trainees felt satisfaction after knowing about the education system of Tanzania.



  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD





  
 I/C Principal  
 A. G. TEACHERS COLLEGE, CTE,  
 AHMEDABAD



# A.G. Teachers College – CTE

University Road, Navrangpura, Ahmedabad

## Report Writing

Year: 2019-20

Guest: --- Mrs. Shilpa Thaker

Date: 21/01/2020

Title : Drama Workshop  
Dept. :  
Coordinated by : Dr. K.H. Yadav  
Vote of thanks :  
Report Writing :  
Gist of Programme :

આજ તા.૨૧/૦૧/૨૦૨૦, મંગળવાર ના રોજ એ.જી. ટીચર્સ કોલેજ, CTE, ખાતે એક દિવસીય "નાટ્ય કાર્ય શિબિર" (Drama Workshop) યોજવામાં આવી. ડૉ.શિલ્પાબેન ઠાકર, J. G. College of Performing Arts, અમદાવાદ, ને Expert-Resource Person તરીકે બોલાવવામાં આવ્યા હતા.

તેમણે પોતાના દીર્ઘકાલીન અનુભવના આધારે શિક્ષણમાં નાટ્ય અને કલા અંતર્ગત વિવિધ ઉદારણોની મદદથી વિસ્તૃત અને અસરકારક સમજૂતી આપી. જેમાં તેઓએ અભિનય રંગમંચના વિવિધ સ્વરૂપો જેવાકે, એકપાત્રિય અભિનય, એકાંકી, દિવસાંકી, શેરી નાટક, ભવાઈ, માઈમ તથા રોલ પ્લેની વિવિધરીતે અને અસરકારક અભિનય દ્વારા સમજૂતી આપી. સમાજમાં આત્મહત્યા, માર્ગે સલામતી, વ્યસનોથી મુક્તિ, મોબાઈલના પર્યાવૃત્ત ઉપયોગ કરવા, સ્ત્રી સન્માન અને જાતીય સમાનતા, નાગરિકત્વ, સ્વાસ્થ્ય, સ્વચ્છતા અને પર્યાવરણ જાગૃતિ લાવવાના ઉમદા હેતુસર નીચેના શેરી નાટકો માટે કોલેજના તાલીમાર્થીઓને તૈયાર કરવામાં આવ્યા.

આત્મહત્યા  
ટ્રાફિક નિયમોનું પાલન  
વ્યસનમુક્તિ (તમકુ, દારુ, મોબાઈલ, વગેરે)  
સ્ત્રી સન્માન...  
જાતીય સમાનતા  
નાગરિકત્વ( ભાણુતર, ફરજ, સ્વચ્છતા, તંદુરસ્તી, સ્વાસ્થ્ય, પર્યાવરણ જાગૃતિ..)

ઉપર્યુક્ત તમામ શેરી નાટકો તૈયાર કરાવી અને તેમના માર્ગદર્શન હેઠળ તાત્કાલિક ભજવવામાં આવ્યા..

શિલ્પાબેને પોતાના બહોળા અનુભવ થકી ખુબજ અસરકારક જાણકારી સતત મનોરંજન સાથે આપી.

તાલીમાર્થીઓ દ્વારા થયેલ અભિનયરૂપી સર્જન થકી આનંદ, ઉત્સાહ, સંતોષ અને આત્મવિશ્વાસમાં ઉત્તરોત્તર વધારો જોવા મળ્યો હતો. શિલ્પાબેન દ્વારા ખાસ role play રજૂ કરવામાં આવ્યો, જે પ્રત્યેકને ખુબજ આનંદ આપનાર અને ચિર સ્મરણીય બની ગયો.



I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD





*[Signature]*  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD