

અચરતલાલ ગિરધરલાલ ટીચર્સ કોલેજ, અમદાવાદ.



વાર્ષિક પાઠનોંધ

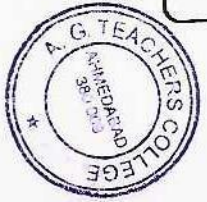
પરીક્ષા ક્રમાંક : 47 વર્ષ : 2019-21 તારીખ : 05/04/21
 પરીશાળીનું નામ : Narsana Omesh.D.
 શાળાનું નામ : A.G. School, Navrangpura. તા.સં : 2
 શ્રેણી : 11th વિષય : Element of Account વિષયગોળ : Valuation of Goodwill

- 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.	* <u>Teacher's Activity</u> : (1) Does narration cum discussion. (2) Ask Questions (3) Solve sum (4) Does B/B work. (5) Take evaluation Test. (6) Give homework. * <u>Student Activity</u> : (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

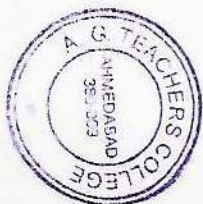
ઉપયોગમાં લીધેલા પુસ્તકો	લેખકનું નામ	પુસ્તકનું નામ	પાના નં.
		Google link:	https://www.wall-nat/play/13433/739/74
	video link:	https://youtu.be/16Rt1KHjA10	
		en-wikipedia.org (photos of books)	

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 & 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. Interpret the factors & method of goodwill by the presentation.
2.1)	Stu. Interpret the factors affecting of valuation of goodwill.	* Methods of valuation of Goodwill:	
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 AMI	4) Capitalization of Profit method.	→ Stu. Calculate & observe the sum
4.1)	Stu. Calculate sum rationally & accurately.	5) 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 & short clip teacher's take the questioning & with the help of set induction by taking to students known to unknown situation & 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 & capacity of earning & reputation its good. So what would you call them?</p> <p>* Teacher explain the meaning of valuation of goodwill also showing Pictures, video & 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 & also show the PPT to students for more understanding. & ask question:</p> <p>Question:- (i) So, students, how many methods & 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 & 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. & 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: 11th

Unit: Valuation of Goodwill

Subj: Accountancy

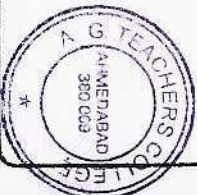
* Meaning of Goodwill:

⇒ "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:



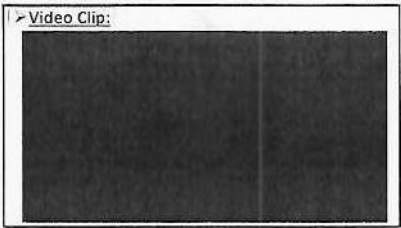
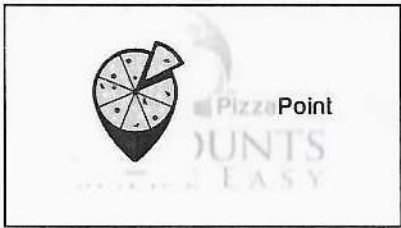
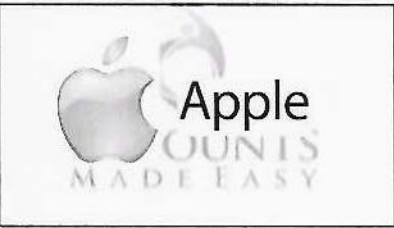
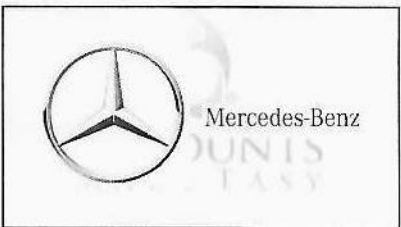
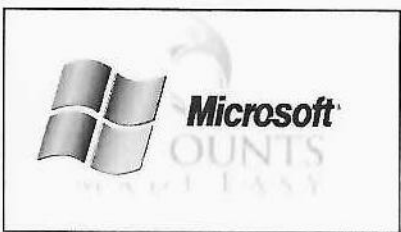
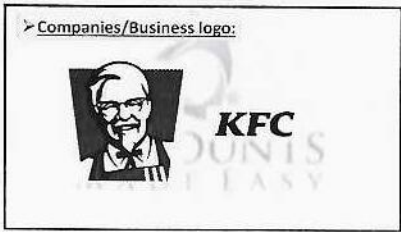
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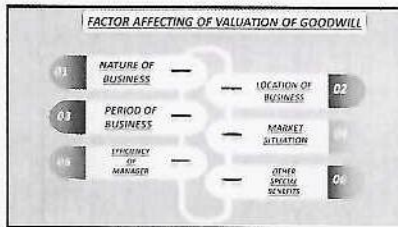
Name : Nainani Umesh D.
 B.Ed Semester : 4 (2019-2021)
 Roll no : 47
 Subject : Elements Of Accounts (12th)

**Chapter-3 : Valuation of
Goodwill**

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



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□ 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 × 2

= ₹4,00,000



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> **EVALUATION TEST:**

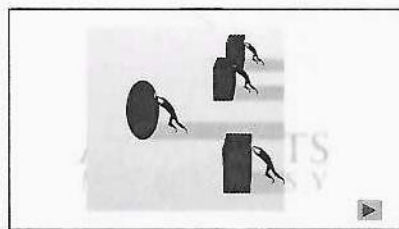
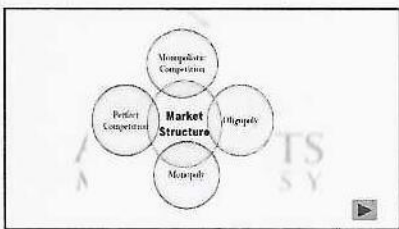
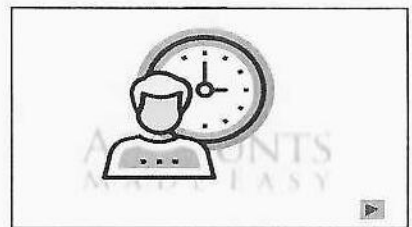
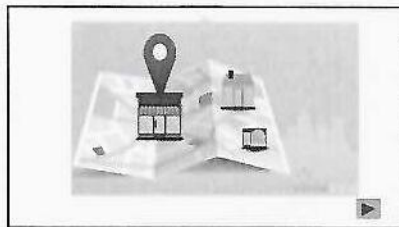
<https://wordwall.net/play/13433/739/784>

> **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.



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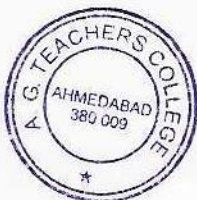
University Road, Navrangpura, Ahmedabad


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.





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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
Dalmecha Group

શ્રેણીય શિક્ષકોને વખતે NEP 2020 ના અમરણ સાથે જોડાવાની પ્રક્રિયામાં બદલાયેલા વાતાવરણને આલેખવા અને તે અલગ અલગ સ્તરોની અને અનુભવી બનાવવા શિક્ષક અને શાળા કેવું પ્રયત્ન કરી શકે તે શિક્ષકોને આજના સંજોગોમાં વ્યવસ્થા બતાવે.

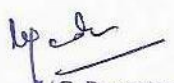
- Date and Day : 27/08/2022, Saturday
- Time : 10:00 am to 11:00 am
- Webinar Platform : Zoom
- Free Registration
- Registration is compulsory
- Last Date for Registration: 26/08/2022 Till 6:00 pm
- E certificate will be issued after the submission of feedback form.
- Registration Link: <https://forms.gle/29JFm4kRwWj151a8>

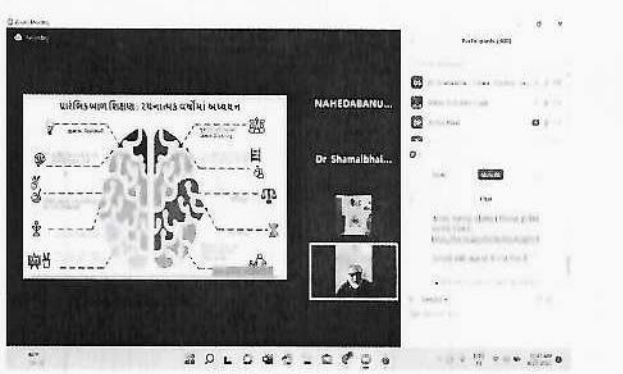
Dr. K. H. Yadav
AGTC NEP Taskforce (Chairperson)
Principal (Offg.)
A.G. Teachers College,
Ahmedabad

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




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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

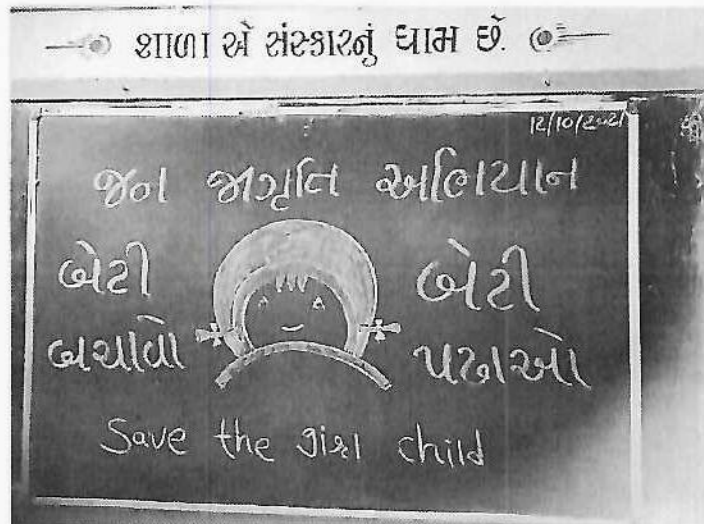
Internship Last day



Vanaliya kajal

Date:12/10/2021

જન જાગૃતિ આભિયાન



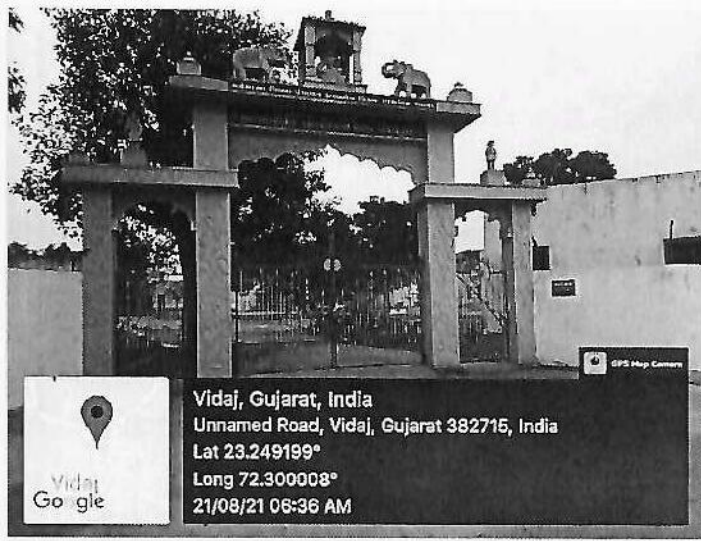
Vanaliya kajal

Date:11/10/2021

Action Research

નકશાપૂર્તિ

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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



21/08/2021

Suthar Hareshkumar Kushlaram
 Roll: 105

First day Lakshmpur primary school, Netra



Singh Nalini Anantpratap singh

Roll no-150
 Sarswati & ktpatel school
 First day



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

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The Young
Leaders Plastic
Challenge

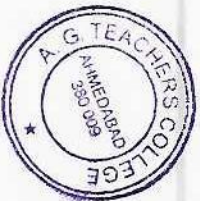
Certificate

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

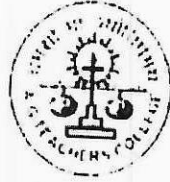
Sam Baratt
Chief - Youth and Education Alliance,
United Nations Environment Programme

Radhika Suri
Director - Environment Education
WWF - India

Kartikeya V. Sarabhai
Director
Centre for Environment Education



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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 : | 2nd |

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
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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)	




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- 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.




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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




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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
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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




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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 : 8th

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



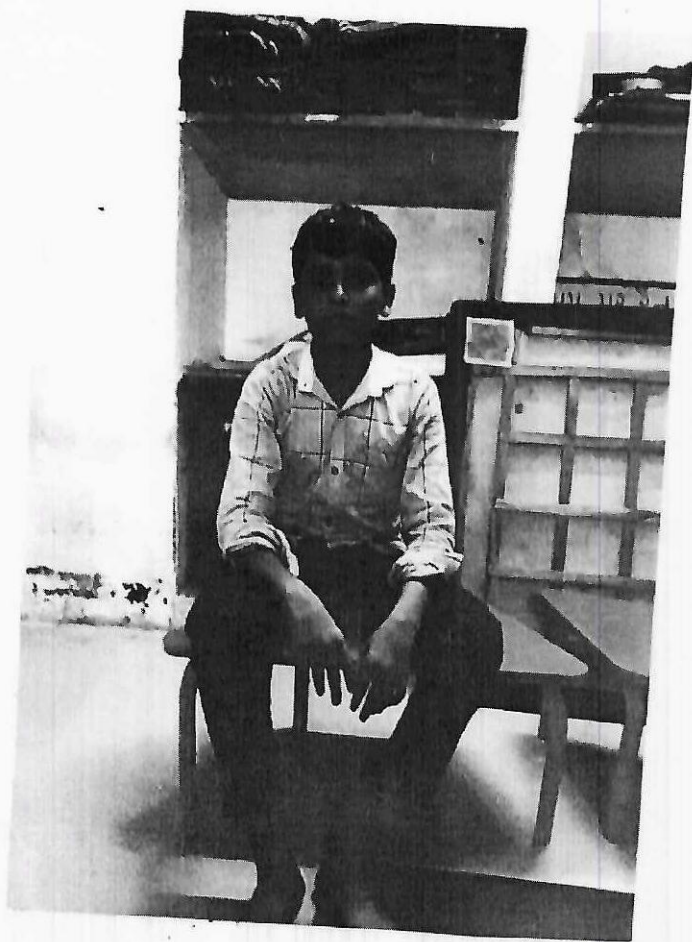
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2:00	PM	-	Lunch break
3:00	PM	-	School (back to classes)
5:00	PM	-	Leave for home
5:30	PM	-	Plays with friends
7:30	PM	-	helps his father for cleaning his autorickshaw.
8:30	PM	-	Watching T.V.
9:00	PM	-	Does his homework (both school and tuition)
10:00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





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Case Study

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5	વિદ્યાર્થીની વિશેષતાઓ/સમસ્યાઓ અને તેના કારણો (Characteristics / Problems of student and their reasons)	4.
6	દૈનિક જીવનશૈલી (Day to day Life Style)	7.
7	વિદ્યાર્થીની સમસ્યાઓ નિવારવા માટેના સૂચનો (Suggestions for solving problems of student)	8.
8	ઉપસંહાર (Conclusion)	9.
9	સંદર્ભસૂચિ (Bibliography)	9.




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(1) Concept of Case Study:-

A case study is an in-depth, detailed examination of a particular case within real world context.

Generally, a Case Study can highlight nearly any individual, group, organisation, event, belief system & action. A Case Study does not necessarily have to be one observation, but may include many observations.

John Gerring defines the case study approach as an, "Intensive study of a single unit or a small number of units, for the purpose of understanding a larger class of similar units."

The case study research method was originated in clinical medicine, and in psychology. Case study is often confined to the study of a particular individual, where the information is mainly biological biographical and related to events in the individual's past, as well as to significant events which are currently occurring in his/her everyday life.

P. V. Young defines Case Study as "A fairly exhaustive study of a person or a group is called a life of case history."



According to Goode and Matt, "The Case Study method is a way of organising social data so as to present the unitary character of the social object being studied". Expressed somewhat differently, it is an approach which views a social unit as a whole."

* Characteristics of Case Study:-

- ⇒ Study of a Unit
- ⇒ Intensive or Depth Study
- ⇒ Knowledge of Behavioural Pattern
- ⇒ The Study of the whole Unit

* Uses of Case Study:-

- ⇒ Case Study is a fruitful way to come up with hypothesis and to generate theories.
- ⇒ Useful for understanding outliers/deviant cases.
- ⇒ Case Study is useful for formulating different concepts and theories related to it.
- ⇒ Case Studies add up the descriptive richness and have greater internal validity than quantitative studies.

(2) Title of Case Study:-

**CASE STUDY OF 10 YEAR OLD
EXCEPTIONAL CHILD**




(3.) Selection of Problem:-

A case study on 10 years old boy of Std. 5 of Khokha Gujarati Shala No. 12, who is Mentally challenged (50%) and faces problem in foundational learning.

(4.) Information about Student:-

- Name :- Jilpe Sanjay Ghanshyambhai
- School :- Khokha Gujarati Shala No. -12
- Standard :- 5
- Age :- 10 Years
- Height :- 135 c.m.
- Weight :- 34 k.g.
- Interest :- Playing Games, Drawing, Singing Poems, Class decoration.
- Parents Name :-
 - Father - Jilpe Ghanshyambhai
 - Mother - Jilpe Sapna
- Occupation :- None [M.R. - both]
- Guardian :- Grandmother
- Economic Condition :- Not Stable




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(5) (a) Characteristics of Student :-

- ⇒ Being an exceptional child, Sanjay is always found happy and smiling, willing to be friends with everyone around him.
- ⇒ Sanjay is always found helping others, has a helping nature and likes to help the teachers. - for e.g. arranging books, cleaning study tables, etc.
- ⇒ Sanjay is always willing to learn new things and actively participates in all the activities of class.
- ⇒ Being a MR (50%), a slow learner, but he put a lot of efforts in gaining knowledge.
- ⇒ Sanjay likes to sing poems and songs in prayer assembly.
- ⇒ He likes to draw different objects and tries to cope up with the class.
- ⇒ Sanjay has a very good grasping power. He catches new things very speedily.
- ⇒ He wants to become a 'Teacher' once when he grows up.
- ⇒ He tries to support his family by helping his grandmother for economic support.



(b) Problems of Student:-

- ⇒ Sanjay is 50% Mentally Challenged, this is the reason where he lacks in F.I.T.
- ⇒ Sanjay belongs to Korkadi Cast and his mother language is 'Kuchchi Kavaai' (a mixture of Marathi and Karnatak), this creates a communication gap as he cannot understand Gujarati.
- ⇒ Due to the mental challenge issue, he is a slow learner and lacks in fundamental studies.
- ⇒ Sanjay, sometimes fails to stay disciplined, despite of repetitive instructions from teachers.
- ⇒ He can remember the lessons of each subject, but cannot write in exams.
- ⇒ Can not understand English language on his own.

* Reasons for Problems:-

The main reason behind the problems faced by this child, is his mental condition. He is 50% mentally retarded and this creates obstacles in learning.

During counselling, it was observed that, Sanjay has few



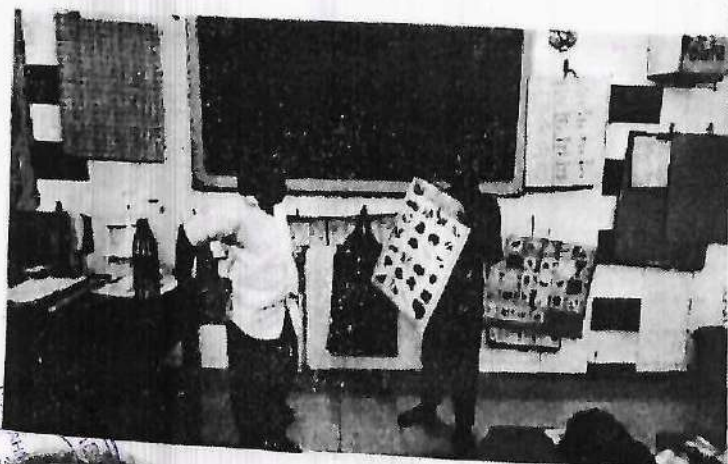
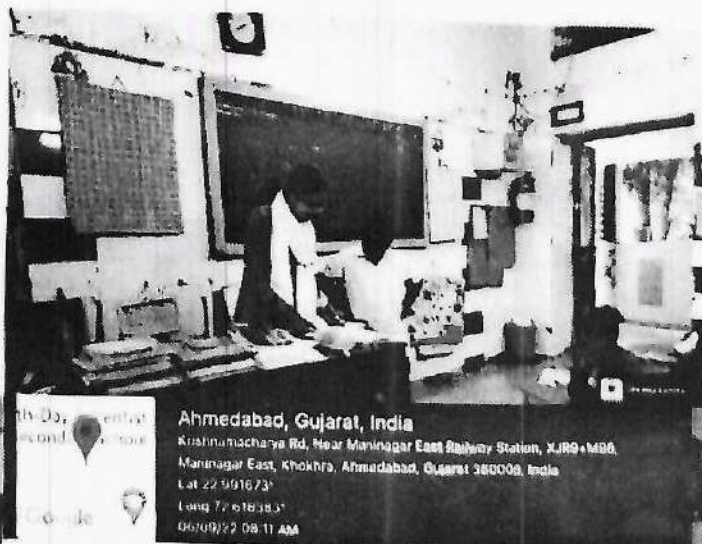
Symptoms of Dyslexia, as he was found writing letters like 'b' and 'd' in wrong manner and numbers either upside down or mirrored.

Dyslexia stops him from learning the correct sentence formations and has writing problems.

One more reason is his house environment. As his both parents are MR, he cannot get appropriate study environment at home. He is taken care off by his Grandmother.

Sometimes other students of his class make fun of him; this develops inferiority complex and can lose his confidence for public interaction.

Sanjay helping
in taking →
Class Attendance



← Identifying vegetables
from chart and
dictating it in classroom.

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(6.) Day to Day Life Style :-

6:30 a.m.	Wakes up
6:30 a.m. - 7:15 a.m.	Gets ready for school
7:20 a.m. - 12:30 p.m.	School
↳ 7:20 - 7:30	Prayer Assembly
7:35 - 8:45	FLN class
8:50 - 10:20	Lectures
10:20 - 11:00	Recess - Mid day meal
11:05 - 12:30	Lectures
1:00 p.m.	Returns home
1:00 p.m. - 1:30 p.m.	Has lunch with family
1:30 p.m. - 2:00 p.m.	Watches T.V.
2:00 p.m. - 4:00 p.m.	Takes rest and sleeps for a while
4:00 p.m. - 5:30 p.m.	Accompanies his sister with school work
5:30 p.m. - 6:30 p.m.	Plays with his sister and friends
6:30 p.m. - 8:00 p.m.	Helps his grandmother with household work
8:30 p.m. - 9:00 p.m.	Has dinner with family
9:00 p.m. - 10:00 p.m.	Spends time with family
10:00 p.m.	Goes to sleep




(7.) Suggestions for solving problems of Student:-

Sanjay. After observing and counselling following suggestions are there to solve his problems.

- If one-on-one attention is given to him, basic foundational literacy & Numeracy (FLN) can be improved.
- Corporal punishments need to be stopped as it won't help in improving the child, instead it will make child more reserved/reserved.
- Psychological counselling needs to be given to him, for controlling his behavioural fluctuations.
- Appropriate diagnosis and treatment should be given in context of mentally challenged conditions.
- Specific teaching methodologies need to be used to overcome the problems arised due to dyslexia.
- Guardians needs to be counseled regarding the mental conditions of the student and if required necessary support should be provided to them.




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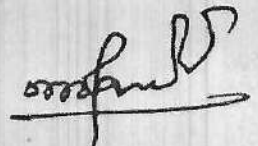
(8) Conclusion:-

Due to the prevailing effects of Inclusive education pattern, students like Sanjay are merged with the routine teaching-learning process. But due to some or the other lacking in this process, the purpose of inclusive education is not fulfilled upto the mark.


Though there are drawbacks but as an Educator, if collective efforts are made, in no time, students like Sanjay will also be able to learn like others. ◦

(9) Bibliography:-

- www.google.com
- wikipedia of Case Study
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- e-pathshala
- encyclopedia of case study.






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નિરીક્ષણ નોંધ

પાઠ ક્રમ

2

પ્રવિધતાથી નમુ Robot Praksutiવિષય : SSITસેલ નં. 103 અને Republic School તારીખ : 19/03/22ધોરણ : 9thએકમ : Disaster management

1. આ શ્રેણીમાં આ એકમ શીખવવા પાછળ કયા કયા વિશિષ્ટ હેતુઓ લક્ષમાં રાખવામાં આવ્યા હતા ?
 - Student will recall the concept of disaster.
 - Student acquire the knowledge of disaster mangem-ent.
2. આ હેતુઓ એકમ અને શ્રેણીને અનુલક્ષીને યોગ્ય હતા ? હા / ના. પસંદગીમાં જરૂર હોય તો ફેરફાર સૂચવો.
3. શિક્ષકે યોજેલી અધ્યયન પ્રવૃત્તિઓ કઈ કઈ હતી ?
 - Questioning
 - Demonstration
4. એ પ્રવૃત્તિઓ યોગ્ય હતી ? હા / ના, પ્રમાણમાં પૂરતી હતી ? હા / ના, વિવિધતાવાળી હતી ? હા / ના, અસરકારક રીતે હાથ ધરવામાં આવી હતી ? હા / ના, જો પ્રવૃત્તિઓમાં ફેરફાર હોય તો જણાવો.
5. વિદ્યાર્થીઓને વિષયાભિમુખ કરવા શિક્ષકે શું શું કર્યું ?
 - asked riddles
6. શિક્ષકના વિષયાભિમુખ કૌશલ્યમાં જોવા મળેલાં સારાં તત્ત્વો કયાં કયાં હતા ?
 - Unique.
7. વિષયાભિમુખમાં સુધારો વધારો કરવા અંગે તમે શું સૂચવો છો ?
 -
8. કયા કયા મુદ્દાઓમાં શિક્ષકે પોતે દોરવણી આપી ?
 -
9. વિદ્યાર્થીઓએ જાતે કયા કયા મુદ્દાઓ ઉપસ્થિત કર્યા ?
 -
10. એકમ શીખવવા માટે શિક્ષકે કઈ કઈ શૈક્ષણિક સાધન સામગ્રીનો ઉપયોગ કર્યો ?
 - charts



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11. અધ્યયન-અધ્યાપનમાં તેનો ઉપયોગ યોગ્ય રીતે થયો હતો ? હા / ના

12. શૈક્ષણિક સાધન સામગ્રીની પસંદગીની અને ઉપયોગમાં કોઈ ફેરફાર કરવો જરૂરી હોય તો સૂચવવો.

no.

13. શીખવેલી વસ્તુ દઢ કરવા શિક્ષકે શું કર્યું ?

give examples

14. શીખેલી વસ્તુનો ઉપયોગ થાય તે માટે શિક્ષકે શું કર્યું ?

assigned H.W

15. વર્ગમાં થયેલ કાર્યનું-અભ્યાસનું સમાપન, સમીક્ષણ કે મૂલ્યાંકન યોગ્ય રીતે થયું હતું ? હા / ના

16. સ્વાધ્યાય માટે વિદ્યાર્થીઓને શું કામ સોંપવામાં આવ્યું ?

write the effects of earthquakes

17. શીખી ગયેલા એકમ સાથે સ્વાધ્યાય સંબંધિત હતો ? હા / ના, વિદ્યાર્થીઓને સ્પષ્ટપણે સમજાય તેવો હતો ? હા / ના

18. શિક્ષકે કૃષ્ણફલકની નોંધ સારા અક્ષરે, શુદ્ધ ભાષામાં કરી હતી ? હા / ના, તે નોંધ જરૂર પ્રમાણેની હતી ? હા / ના

19. કૃષ્ણફલક પરની નોંધનો વિકાસ પાઠના વિકાસની સાથે સાથે થયો હતો ? હા / ના

20. કૃષ્ણફલકની નોંધ વધુ સારી રીતે થાય તે માટે તમે શું સૂચવો છો ?

21. શિક્ષણ પાઠ દરમિયાન વર્ગવ્યવસ્થા કેટલે અંશે કાર્યક્ષમ હતી ? વિદ્યાર્થીઓનું વર્તન કેટલે અંશે અધ્યયલક્ષી હતું ?

It was good.

Student behaviour is good.

22. શિક્ષકનો અવાજ અને અભિવ્યક્તિ કેટલે અંશે સુશ્રાવ્ય સ્પષ્ટ અને અસરકારક હતાં ?

Audible sound.

23. આખા પાઠની સમગ્ર છાપ અંગે તમારો અભિપ્રાય આપો.

Overall observation is good.



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નિરીક્ષણ નોંધ

પાઠ ક્રમાંક

4

પ્રશિક્ષણાર્થીનું નામ Patel Kashyab

વિષય : Science

ધોરણ : 9th

રોલ નં. 126 શાળા Republic School તારીખ : 21/03/22 એકમ : Natural resources.

૧. આ શ્રેણીમાં આ એકમ શીખવવા પાછળ કયા કયા વિશિષ્ટ હેતુઓ લક્ષમાં રાખવામાં આવ્યા હતા ?
 - Student will recall the concept of Air pollution, Water Pollution.
 - Student acquire the knowledge of air pollution, water Pollution.
 - Student apply the knowledge of Science in unknown situation.
૨. આ હેતુઓ એકમ અને શ્રેણીને અનુલક્ષીને યોગ્ય હતા ? હા / ના. પસંદગીમાં જરૂર હોય તો ફેરફાર સૂચવો.
૩. શિક્ષકે યોજેલી અધ્યયન પ્રવૃત્તિઓ કઈ કઈ હતી ?
narration.
Questioning.
૪. એ પ્રવૃત્તિઓ યોગ્ય હતી હા / ના, પ્રમાણમાં પૂરતી હતી હા / ના, વિવિધતાવાળી હતી હા / ના, અસરકારક રીતે હાથ ધરવામાં આવી હતી હા / ના, જો પ્રવૃત્તિઓમાં ફેરફાર હોય તો જણાવો.
૫. વિદ્યાર્થીઓને વિષયાભિમુખ કરવા શિક્ષકે શું શું કર્યું ?
-
૬. શિક્ષકના વિષયાભિમુખ કૌશલ્યમાં જોવા મળેલાં સારાં તત્ત્વો કયાં કયાં હતા ?
-
૭. વિષયાભિમુખમાં સુધારો વધારો કરવા અંગે તમે શું સૂચવો છો ?
-
૮. કયા કયા મુદ્દાઓમાં શિક્ષકે પોતે દોરવણી આપી ?
Water: A wonderful liquid.
૯. વિદ્યાર્થીઓએ જાતે કયા કયા મુદ્દાઓ ઉપસ્થિત કર્યા ?
-
૧૦. એકમ શીખવવા માટે શિક્ષકે કઈ કઈ શૈક્ષણિક સાધન સામગ્રીનો ઉપયોગ કર્યો ?
-



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૧૧. અધ્યયન-અધ્યાપનમાં તેનો ઉપયોગ યોગ્ય રીતે થયો હતો ? હા / ના

૧૨. શૈક્ષણિક સાધન સામગ્રીની પસંદગીની અને ઉપયોગમાં કોઈ ફેરફાર કરવો જરૂરી હોય તો સૂચવવો.

૧૩. શીખવેલી વસ્તુ ઠંઠ કરવા શિક્ષકે શું કર્યું ?

Asked Question

૧૪. શીખેલી વસ્તુનો ઉપયોગ થાય તે માટે શિક્ષકે શું કર્યું ?

Assign How

૧૫. વર્ગમાં થયેલ કાર્યનું-અભ્યાસનું સમાપન, સમીક્ષણ કે મૂલ્યાંકન યોગ્ય રીતે થયું હતું ? હા / ના

૧૬. સ્વાધ્યાય માટે વિદ્યાર્થીઓને શું કામ સોંપવામાં આવ્યું ?

૧૭. શીખી ગયેલા એકમ સાથે સ્વાધ્યાય સંબંધિત હતો ? હા / ના, વિદ્યાર્થીઓને સ્પષ્ટપણે સમજાય તેવો હતો ? હા / ના

૧૮. શિક્ષકે કૃષ્ણફલકની નોંધ સારા અક્ષરે, શુદ્ધ ભાષામાં કરી હતી ? હા / ના, તે નોંધ જરૂર પ્રમાણેની હતી ? હા / ના

૧૯. કૃષ્ણફલક પરની નોંધનો વિકાસ પાઠના વિકાસની સાથે સાથે થયો હતો ? હા / ના

૨૦. કૃષ્ણફલકની નોંધ વધુ સારી રીતે થાય તે માટે તમે શું સૂચવો છો ?

૨૧. શિક્ષણ પાઠ દરમિયાન વર્ગવ્યવસ્થા કેટલે અંશે કાર્યક્ષમ હતી ? વિદ્યાર્થીઓનું વર્તન કેટલે અંશે અધ્યયલક્ષી હતું ?

It was good

૨૨. શિક્ષકનો અવાજ અને અભિવ્યક્તિ કેટલે અંશે સુશ્રાવ્ય સ્પષ્ટ અને અસરકારક હતાં ?

The voice is audible

૨૩. આખા પાઠની સમગ્ર છાપ અંગે તમારો અભિપ્રાય આપો.

The overall lesson was good.



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નિરીક્ષણ નોંધ

પાઠ ક્રમાંક

8

પ્રશિક્ષણાર્થીનું નામ Shaukh Mohammod Ziaeeem

વિષય : Account

રોલ નં. 119 શાળા A. (P. T. School)

ધોરણ : VI - A

તારીખ : 17/3/22

એકમ : Debit memo System

1. આ શ્રેણીમાં આ એકમ શીખવવા પાછળ કયા કયા વિશિષ્ટ હેતુઓ લક્ષમાં રાખવામાં આવ્યા હતા ?

Students will recalled meaning of Debit memo system.

2. આ હેતુઓ એકમ અને શ્રેણીને અનુલક્ષીને યોગ્ય હતા ? હા / ના. પસંદગીમાં જરૂર હોય તો ફેરફાર સૂચવો.

Yes

3. શિક્ષકે યોજેલી અધ્યયન પ્રવૃત્તિઓ કઈ કઈ હતી ?

B.B. work, Asked question

4. એ પ્રવૃત્તિઓ યોગ્ય હતી? / પ્રમાણમાં પૂરતી હતી? / વિવિધતાવાળી હતી? હા / અસરકારક રીતે હાથ ધરવામાં આવી હતી? હા / જો પ્રવૃત્તિઓમાં ફેરફાર હોય તો જણાવો.

No need to change

5. વિદ્યાર્થીઓને વિષયાભિમુખ કરવા શિક્ષકે શું શું કર્યું ?

Questioning

6. શિક્ષકના વિષયાભિમુખ કૌશલ્યમાં જોવા મળેલાં સારાં તત્ત્વો કયાં કયાં હતા ?

Break knowledge question

7. વિષયાભિમુખમાં સુધારો વધારો કરવા અંગે તમે શું સૂચવો છો ?

8. કયા કયા મુદ્દાઓમાં શિક્ષકે પોતે દોરવણી આપી ?

Characteristics, meaning,

9. વિદ્યાર્થીઓએ જાતે કયા કયા મુદ્દાઓ ઉપસ્થિત કર્યા ?

10. એકમ શીખવવા માટે શિક્ષકે કઈ કઈ શૈક્ષણિક સાધન સામગ્રીનો ઉપયોગ કર્યો ?



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૧૧. અધ્યાયન-અધ્યાપનમાં તેનો ઉપયોગ યોગ્ય રીતે થયો હતો? હા / ના

૧૨. શૈક્ષણિક સાધન સામગ્રીની પસંદગીની અને ઉપયોગમાં કોઈ ફેરફાર કરવા જરૂરી હોય તે સૂચવો.

૧૩. શીખવેલી વસ્તુ ઠંઠ કરવા શિક્ષકે શું કર્યું?

Connect with daily life

૧૪. શીખેલી વસ્તુનો ઉપયોગ થાય તે માટે શિક્ષકે શું કર્યું?

૧૫. વર્ગમાં થયેલા કાર્યનું-અભ્યાસનું સમાપન, સમીક્ષણ કે મૂલ્યાંકન યોગ્ય રીતે થયું હતું? હા / ના

૧૬. સ્વાધ્યાય માટે વિદ્યાર્થીઓને શું કામ સોંપવામાં આવ્યું?

૧૭. શીખી ગયેલા એકમ સાથે સ્વાધ્યાય સંબંધિત હતો? હા / ના, વિદ્યાર્થીઓને સ્પષ્ટપણે સમજાય તેવો હતો? હા / ના

૧૮. શિક્ષકે કૃષ્ણફલકની નોંધ સારા અક્ષરે, શુદ્ધ ભાષામાં કરી હતી? હા / ના, તે નોંધ જરૂર પ્રમાણેની હતી? હા / ના

૧૯. કૃષ્ણફલક પરની નોંધનો વિકાસ પાઠના વિકાસની સાથે સાથે થયો હતો? હા / ના

૨૦. કૃષ્ણફલકની નોંધ વધુ સારી રીતે થાય તે માટે તમે શું સૂચવો છો?

No need for suggestions

૨૧. શિક્ષણ પાઠ દરમિયાન વર્ગવ્યવસ્થા કેટલે અંશે કાર્યક્ષમ હતી? વિદ્યાર્થીઓનું વર્તન કેટલે અંશે અધ્યયનમયી હતું?

→ class was well maintained

→ student were answering to the questions.

૨૨. શિક્ષકનો અવાજ અને અભિવ્યક્તિ કેટલે અંશે સુશ્રાવ્ય સ્પષ્ટ અને અસરકારક હતી?

Yes, Teacher was audible and lesson was delivered effectively.

૨૩. આખા પાઠની સમગ્ર છાપ અંગે તમારો અભિપ્રાય આપો.

Nice Explained

તારીખ: 14/3/2022



માર્ગદર્શકની સહી:

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નિરીક્ષણ નોંધ

પાઠ ક્રમાંક 20

પ્રશિક્ષણાર્થીનું નામ Biji

વિષય : S.S

રોલ નં. — શાળા A.G. High School તારીખ : 21/3/22

પોરણ : qth

એકમ : Disaster management

૧. આ શ્રેણીમાં આ એકમ શીખવવા પાછળ કયા કયા વિશિષ્ટ હેતુઓ લક્ષમાં રાખવામાં આવ્યા હતા ?

૨. આ હેતુઓ એકમ અને શ્રેણીને અનુલક્ષીને યોગ્ય હતા ? ના / ના. પસંદગીમાં જરૂર હોય તો ફેરફાર સૂચવો.

૩. શિક્ષકે યોજેલી અધ્યયન પ્રવૃત્તિઓ કઈ કઈ હતી ?

asked question

૪. એ પ્રવૃત્તિઓ યોગ્ય હતી ? હા / ના, પ્રમાણમાં પૂરતી હતી ? હા / ના, વિવિધતાવાળી હતી ? હા / ના, અસરકારક રીતે હાથ ધરવામાં આવી હતી ? હા / ના, જો પ્રવૃત્તિઓમાં ફેરફાર હોય તો જણાવો.

૫. વિદ્યાર્થીઓને વિષયાભિમુખ કરવા શિક્ષકે શું શું કર્યું ?

asked Preknowledge question and demonstration.

૬. શિક્ષકના વિષયાભિમુખ કોશલ્યમાં જોવા મળેલાં સારાં તત્ત્વો કયાં કયાં હતા ?

Teacher give Example to the student about disaster

૭. વિષયાભિમુખમાં સુધારો વધારો કરવા અંગે તમે શું સૂચવો છો ?

We need to suggestion.

૮. કયા કયા મુદ્દાઓમાં શિક્ષકે પોતે દોરવણી આપી ?

manidmed disaster

૯. વિદ્યાર્થીઓએ જાતે કયા કયા મુદ્દાઓ ઉપસ્થિત કર્યા ?

Give Example of different type of disaster.

૧૦. એકમ શીખવવા માટે શિક્ષકે કઈ કઈ શૈક્ષણિક સાધન સામગ્રીનો ઉપયોગ કર્યો ?

Picture, TLM.



[Signature]
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૧૧. અધ્યયન-અધ્યાપનમાં તેનો ઉપયોગ યોગ્ય રીતે થયો હતો ? હા / ના

૧૨. શૈક્ષણિક સાધન સામગ્રીની પસંદગીની અને ઉપયોગમાં કોઈ ફેરફાર કરવો જરૂરી હોય તો સૂચવવો.

૧૩. શીખવેલી વસ્તુ દંઢ કરવા શિક્ષકે શું કર્યું ?

Asking Evaluation question
Asking Example.

૧૪. શીખેલી વસ્તુનો ઉપયોગ થાય તે માટે શિક્ષકે શું કર્યું ?

૧૫. વર્ગમાં થયેલા કાર્યનું-અભ્યાસનું સમાપન, સમીક્ષણ કે મૂલ્યાંકન યોગ્ય રીતે થયું હતું ? હા / ના

૧૬. સ્વાધ્યાય માટે વિદ્યાર્થીઓને શું કામ સોંપવામાં આવ્યું ?

list out of disaster

૧૭. શીખી ગયેલા એકમ સાથે સ્વાધ્યાય સંબંધિત હતો ? હા / ના, વિદ્યાર્થીઓને સ્પષ્ટપણે સમજાય તેવો હતો ? હા / ના

૧૮. શિક્ષકે કૃષ્ણફલકની નોંધ સારા અક્ષરે, શુદ્ધ ભાષામાં કરી હતી ? હા / ના, તે નોંધ જરૂર પ્રમાણેની હતી ? હા / ના

૧૯. કૃષ્ણફલક પરની નોંધનો વિકાસ પાઠના વિકાસની સાથે સાથે થયો હતો ? હા / ના

૨૦. કૃષ્ણફલકની નોંધ વધુ સારી રીતે થાય તે માટે તમે શું સૂચવો છો ?

no need to suggested

૨૧. શિક્ષણ પાઠ દરમિયાન વર્ગવ્યવસ્થા કેટલે અંશે કાર્યક્ષમ હતી ? વિદ્યાર્થીઓનું વર્તન કેટલે અંશે અધ્યયનમયી હતું ?

The teacher handled the class very well. all students supported the teacher very much.

૨૨. શિક્ષકનો અવાજ અને અભિવ્યક્તિ કેટલે અંશે સુશ્રાવ્ય સ્પષ્ટ અને અસરકારક હતો ?

The teacher voice was effective and good.

૨૩. આખા પાઠની સમગ્ર છાપ અંગે તમારો અભિપ્રાય આપો.

was very good.

તારીખ ૨૧ / ૩ / ૨૦૨૨

માર્ગદર્શકની સહી :



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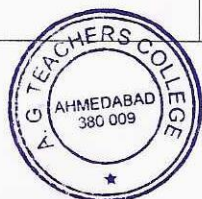
A.G. TEACHERS COLLEGE, AHMEDABAD
Semester -2
ES-1 Understanding Self
CCE
Unit : 3 & 4
Assignment Method
YEAR : 2022-24


Roll No.	Name	Film / Book
101	BARIA JAYABEN KEVALSINH	Mystic India
102	GADHAVI POOJABEN AJITSINH	Potani Olakh (Bababhai Patel)
103	MAKWANA KIRANKUMAR GEMARBHAI	Reva
104	MEHTA DISHA SURESH	Kon (Labhshankar Thakar)
105	PARMAR PAYAL	Adi Shankracharya
106	PANICKER NIKITHA SUNIL	Gora (Ravindranath Tagore)
107	ROY ANKITA	Mystic India
108	BAVA ARATIBEN ANANDGAR	Potani Olakh (Bababhai Patel)
109	DESAI JIGNABEN VISHNUBHAI	Reva
110	PATEL BHAGYASHREE PRASHANTBHAI	Kon (Labhshankar Thakar)
112	THAKOR MANISHKUMAR	Adi Shankracharya
113	TRIVEDI YASH	Gora (Ravindranath Tagore)
114	CHAUDHARY VISHNU BHAI KHEMABHAI	Mystic India
115	KUKRETI MUSKAN SANJAY	Potani Olakh (Bababhai Patel)
116	MEHTA RIYA PARAS	Reva
117	RATHOD MANUJI	Kon (Labhshankar Thakar)
118	SAVADHARIYA GOPI	Adi Shankracharya
119	SHARMA EKTA	Gora (Ravindranath Tagore)
120	TIWARI DIVYA RAJKARAN	Mystic India
121	VASAVA RAHULKUMAR MANSINGBHAI	Potani Olakh (Bababhai Patel)



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122	BHOI SNEHA	Reva
123	CHUDASAMA ABHIJITSINH	Kon (Labhshankar Thakar)
124	DAVE ABHILASHA AMBARISH	Adi Shankracharya
125	GAMIT PURVIBEN BHANABHAI	Gora (Ravindranath Tagore)
126	GUPTA RAJ	Mystic India
127	SHAIKH MOHAMMEDSAMIR SABIRHUSEIN	Potani Olakh (Bababhai Patel)
128	VAGHASIYA SHYAM DAYALBHAI	Reva
129	CHAUDHARY VAIDITKUMAR VIJAYBHAI	Kon (Labhshankar Thakar)
130	GUPTA CHANDANI	Adi Shankracharya
131	KHAMKAR APURVA D.	Gora (Ravindranath Tagore)
132	SHAH ROMIL ROHITKUMAR	Mystic India
133	SHUKLA RUTVI MITHILESH	Potani Olakh (Bababhai Patel)
134	SOJITRA BHAVIN UMESHBHAI	Reva
135	VASAVA GANESH M.	Kon (Labhshankar Thakar)
136	YADAV SUDHA	Adi Shankracharya
137	BATIYA HARI HABHU	Gora (Ravindranath Tagore)
138	BHUTAIYA HETAL SAVJIBHAI	Mystic India
139	MAKWANA BHAVIKABEN SURESHBHAI	Potani Olakh (Bababhai Patel)
141	SONI SHRADDHA VIPULKUMAR	Reva
142	THACKER CHANDNI RAJENDRA	Kon (Labhshankar Thakar)
143	THANKI SHREEYA BHASKARRAI	Adi Shankracharya
144	CHAVDA JAYSHREEBEN GANESHBHAI	Gora (Ravindranath Tagore)
145	GURNANI RESHMA SUNIL	Mystic India
146	PANCHAL CHARMI BHAVINKUMAR	Potani Olakh (Bababhai Patel)
147	PANDEY ANSHOO ASHVINBHAI	Reva
148	PANDEY MANISH AMBEPRASAD	Kon (Labhshankar Thakar)
149	SATHVARA SHIVANIBEN MANSUKHBHAI	Adi Shankracharya
150	SHAIKH AAFRIN AFZALHUSEN	Gora (Ravindranath Tagore)
151	VYAS VIDHIBEN VIJAYKUMAR	Mystic India




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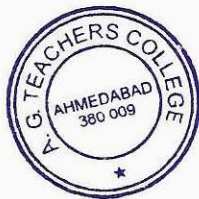
Dear Students,

- It is a compulsory task as **CCE of ES-1** Understanding Self. Submit softcopy max.**Two Pages (PDF in Google Class)** and Hard copy after oral presentation of Assignment/CCE work to Dr. Rita Patel.
- You can access study materials related to E S-1 in Google Classroom **Code: wsklkeo** and **Classroom link** https://classroom.google.com/c/MzY0OTk3MDE2NzU4?cjc=ws_klkeo
- Find the answers of the following questions while you are watching film or reading book.
 1. How you can develop self with help of above mention film/book ?
 2. Summary of the film /book.
 3. Main Characters of the film/ book.

Dr. Rita C. Patel

Assistant Professor

A.G. Teachers College, Ahmedabad



A handwritten signature in blue ink, appearing to read 'Rita C. Patel', written over a horizontal line.

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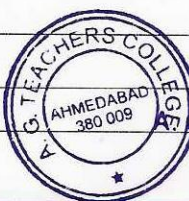
A.G. TEACHERS COLLEGE, AHMEDABAD

Semester – 3 (Batch - 2022-24)

CUS -4 ICT in Education

Assignment and CCE (Year : 2023)

Roll No.	Name	Med.	Topic
101	BARIA JAYABEN KEVALSINH	Guj.	Email
102	GADHAVI POOJABEN AJITSINH	Guj.	Chat
103	MAKWANA KIRANKUMAR GEMARBHAI	Guj.	Blogging
104	MEHTA DISHA SURESH	Guj.	Wiki
105	PARMAR PAYAL NAVINCHANDRA	Guj.	Social Networking
106	PANICKER NIKITHA SUNIL	Eng.	Open Educational Resources
107	ROY ANKITA	Eng.	E- Portfolio
108	BAVA ARATIBEN ANANDGAR	Guj.	Web Conferencing
109	DESAI JIGNABEN VISHNUBHAI	Guj.	LMS
110	PATEL BHAGYASHREE PRASHANTBHAI	Guj.	Adapt
112	THAKOR MANISHKUMAR CHATURJI	Guj.	Xerte
113	TRIVEDI YASH AKSHAYKUMAR	Guj.	Powtoon
114	CHAUDHARY VISHNUBHAI KHEMABHAI	Guj.	EPUB
115	KUKRETI MUSKAN SANJAY	Eng.	Blogging
116	MEHTA RIYA PARAS	Eng.	Google Classrooms
117	RATHOD MANUJI BHAVANJI	Guj.	Podcasting
118	SAVADHARIYA GOPIBEN VIRAMBHAI	Guj.	Audio/Video Streaming
119	SHARMA EKTA	Eng.	Social Networking
120	TIWARI DIVYA RAJKARAN	Eng.	Web Conferencing
121	VASAVA RAHULKUMAR MANSINGBHAI	Guj.	Mooc
122	BHOI SNEHABEN BABUBHAI	Guj.	E- Portfolio
123	CHUDASAMA ABHIJITSINH DHARMENDRASINH	Guj.	Computer Adaptive Assessment
124	DAVE ABHILASHA AMBARISH	Eng.	EPUB
125	GAMIT PURVIBEN BHANABHAI	Guj.	Rubrics Generator
126	GUPTA RAJ RADHESHYAM	Guj.	Test Generator
127	SHAIKH MOHAMMEDSAMIR SABIRHUSEIN	Guj.	Google Forms and Drives
128	VAGHASIYA SHYAM DAYALBHAI	Guj.	Open Educational Resources
129	CHAUDHARY VAIDITKUMAR VIJAYBHAI	Guj.	NROER
130	GUPTA CHANDNI	Eng.	LMS
131	KHAMKAR APURVA D.	Eng.	Adapt
132	SHAH ROMIL ROHITKUMAR	Eng.	Xerte
133	SHUKLA RUTVI MITHILESH	Eng.	Powtoon
134	SOJITRA BHAVIN UMESHBHAI	Guj.	SWAYAM
135	VASAVA GANESH M.	Guj.	E PATIHSHALA



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E PATIHSHALA

136	YADAV SUDHA SATYENDRANATH	Eng.	MOOC
137	BATIYA HARI HABHU	Guj.	Amrita O Labs
138	BHUTAIYA HETAL SAVJIBHAI	Guj.	ANGIRA
139	MAKWANA BHAVIKABEN SURESHBHAI	Guj.	Google Classrooms
141	SONI SHRADDHA VIPULKUMAR	Eng.	Podcasting
142	THACKER CHANDNI RAJENDRA	Eng.	Audio/Video Streaming
143	THANKI SHREEYA BHASKARRAI	Guj.	Google Meet
144	CHAVDA JAYSHREEBEN GANESHBHAI	Guj.	WebEx
145	GURNANI RESHMA SUNIL	Eng.	Rubrics Generator
146	PANCHAL CHARMI BHAVINKUMAR	Guj.	Zoom
147	PANDEY ANSHOO ASHVINBHAI	Eng.	Test Generator
148	PANDEY MANISH AMBEPRASAD	Guj.	Microsoft team
149	SATHVARA SHIVANIBEN MANSUKHBHAI	Guj.	ICT
150	SHAIKH AAFRIN AFZALHUSEN	Guj.	Hacking
151	VYAS VIDHIBEN VIJAYKUMAR	Guj.	Plagiarism

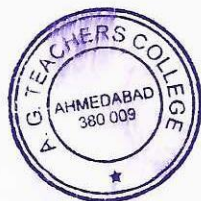
સૂચનાઓ (Instructions)

- આપેલ સ્વાધ્યાય અને CCE દરેક તાલીમાર્થી માટે ફરજિયાત છે.
(The given assignment and CCE is compulsory for all trainees.)
- દરેક તાલીમાર્થીએ આપેલા વિષય અનુસાર વિડિયો ક્લિપ (મહત્તમ 5-7 મિનિટ) તૈયાર કરવાની રહેશે.
(Each trainee has to prepare a video clip (maximum 5-7minutes)according to the given topic.)
- દરેક તાલીમાર્થીએ Google વર્ગખંડમાં અસાઈનમેન્ટ તરીકે વિડિયો ક્લિપ સ્ક્રિપ્ટ (PDF) સબમિટ કરવાની રહેશે.(Each trainee will have to submit video clip script (PDF) as an assignment in Google classroom.)
- આ સ્વાધ્યાય હાથથી બનાવેલ અથવા કમ્પ્યુટરાઈઝ હોવું જોઈએ.
(This assignment should be hand -made or computerized.)
- આ સ્વાધ્યાય અને CCE સબમિટ કરવાની છેલ્લી તારીખ 02/12/2023 છે.
(Last date for submission of Assignment and CCE is 02/12/2023)
- નીચે આપેલ Google Classroom લિંક દ્વારા તમારા નામ અને રોલ નંબર સાથે તમારી વિડિયો ક્લિપ (યુ ટ્યુબ લિંક) અને વિડિયો ક્લિપ સ્ક્રિપ્ટ (PDF) સબમિટ કરો: (Submit your video clip (YouTube link) and video clip script (PDF) as per topic given to you with your Name and Roll No. through following Google Classroom Link or Code : **27fkvz2**)
- Students can access study material and question bank through this Google Classroom.
- Google Classroom Link :
<https://classroom.google.com/c/NTY5Njk3ODg4MDIz?cjc=27fkvz2>

Dr. Rita C. Patel

Asst. Prof.

A.G. Teachers College,
Ahmedabad



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