

# નઈ તાલીમ : ગઈકાલ, આજ અને આવતીકાલ

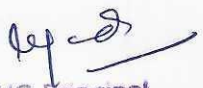
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મોતીભાઈ મ. પટેલ

સંપાદક  
ડૉ. રમેશભાઈ મો. પટેલ



ડિવાઇન પબ્લિકેશન્સ  
અમદાવાદ



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

## Online Learning v/s Offline Learning

Dr. Ganpatsinh S. Patel

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### Abstract


The writer has described online learning v/s offline learning in this article. He has presented the information about changes occurred in the field of education in the present world and explained the concept of online learning. Along with online learning programme, the detail of websites and portals providing the facilities of online learning is discussed. The advantages of online learning and the matters to be taken into consideration for it are also discussed. Finally, the need for online learning in the emerging country like India and causes of less development of this facility are presented in this article.

Online learning v/s Offline learning

### Introduction

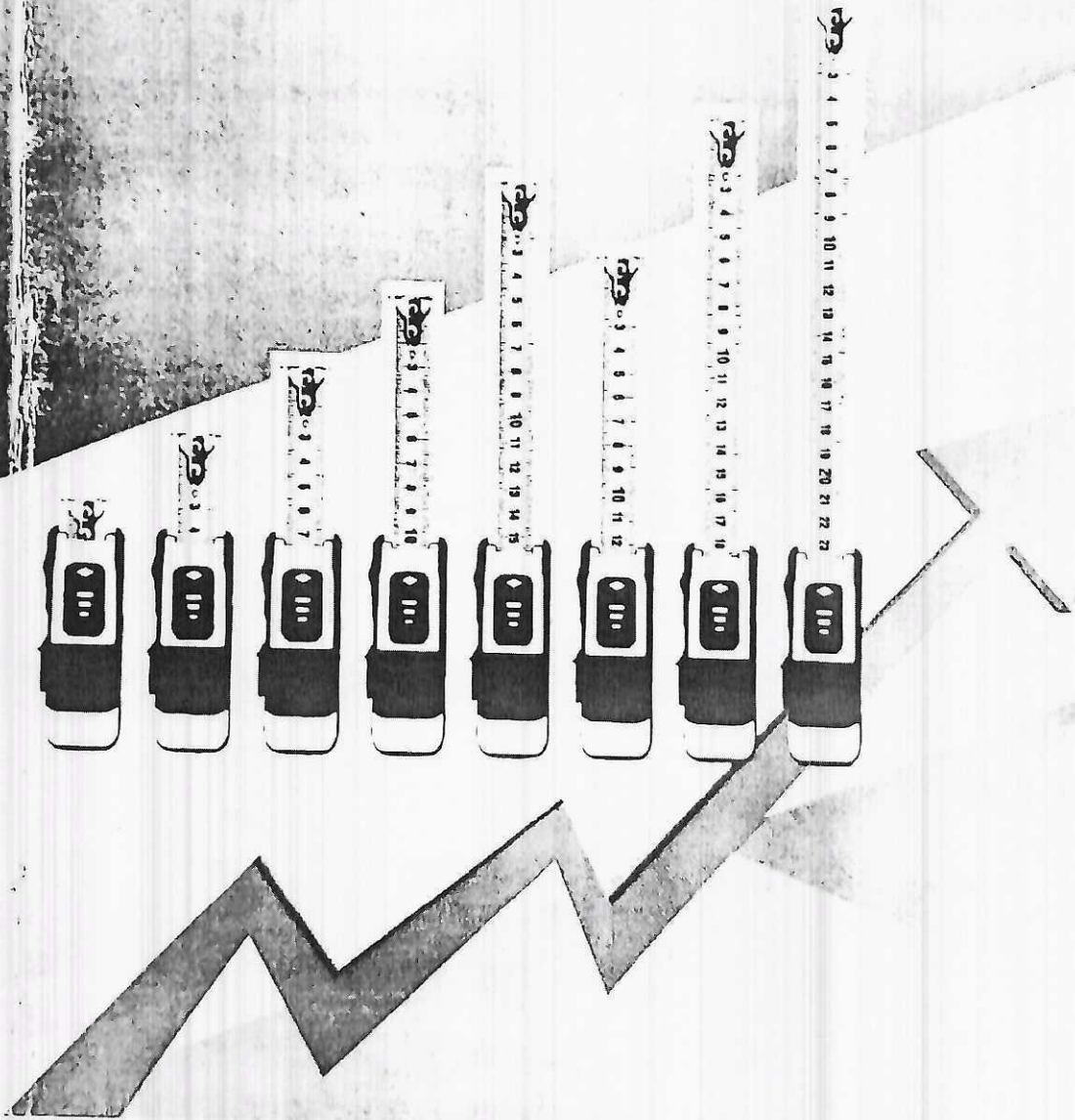
Radical changes have occurred in educational system due to technological progress in the 21<sup>st</sup> century. We have achieved higher progress and development in many fields by utilising technological inventions. The field of education has not remained debarred from it. Indian education system is the most ancient education system in the world and it is famous for its educational administration and management. So many changes are found from ancient Vedic education to the modern education system. The effect of world level innovative trends is seen in the education also. The prevalence of new inventions is found in the field of higher education all over the



  
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# MEASUREMENT


# EVALUATION



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Study Habit Inventory for School Students

Minor Research Project

PRINCIPAL INVESTIGATOR

Dr.G.S.Patel

Publisher

Dr.G.S.Patel

Block-77/5 Chh Type

Sector-28

Gandhinagar-382028



*Dr. G. S. Patel*  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
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A STUDY OF REFLECTIVE THINKING OF TEACHERS

**Minor Research Project**

**PRINCIPAL INVESTIGATOR**

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I/C Principal  
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શિક્ષકોનો મનોભાર અને કાર્યસંતોષ

Stress and Job Satisfaction of Teachers

Minor Research Project

PRINCIPAL INVESTIGATOR

Dr.G.S.Patel

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*Dr. G. S. Patel*  
I/E Principal  
A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD

## 22. Disaster Management At The Secondary School Level

Dr. Rita Chhaginhai Patel

### Abstract

In present scenario human life become very complex due to increasing social chaos and unexpected calamities. Disaster refers to an abnormal situation which renders sudden disruption of the normal way in which the society runs. Schools are part of society. In recent days, much importance has been laid on preparation of Disaster Management Plans at various levels. An attempt has been made to lay a precise research work in Secondary Schools in Gujarat state. Type of present research study would be applied research and survey type descriptive research. Area of present research was Educational Psychology and Environmental Education. In present study sampling was objective - stratified - random. Total 300 students and 50 teachers from Government and Private Secondary schools of Dhansura Taluka of Sabarkantha District (Gujarat) were selected as sample. The researcher created separate questionnaire for students and teachers. Researcher personally visited the selected schools and collected data from teachers and students. Researcher used 'Chi-square' test for the data analysis. All Teachers and most of the students of secondary schools were aware of disaster. The building of secondary schools of Dhansura Taluka cannot withstand the disaster. 95% teachers have not received any disaster training. 40% of secondary schools of Dhansura Taluka have no planning to save students during disaster.

### Introduction

In today's age, human life is becoming more and more complex day by day. Human unrest seems to be surrounded by uncertainties and thoughts due to the increasing social chaos and calamities in recent time. As a result, healthy human life is becoming a matter of imagination. Humans have to face some unexpected calamities in their life. Our lives are become more vulnerable to disaster continuous. Disasters are natural and man-made, causing massive damages. Disaster refers to an abnormal situation which renders sudden disruption of the normal way in which the society runs. Disaster means an emergency situation where saving lives of people becomes the immediate demand of the hour. An emergency situation may arise due to any natural disasters like flood, earthquake or fire. Any disaster management plan cannot mitigate the happening of the disaster but a well and advanced preparedness minimizes the damage.

Why Schools? Schools are places where innocent children assemble for learning and spend most of the hours of the day in the school. If not at all trained how to behave in an emergency situation, the risk of damage, injury would be much more. In recent days, much importance has been laid on preparation of Disaster Management Plans at various levels. Many



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

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## The Great Digital Divide: How to Connect Students and Teachers Digitally

Dr. Kaushal Yadav

### Abstract

Digital era has revolutionised all aspects of mankind. The global platform serves as a global meet in educational programs. A generation gap exists in terms of using technology in education. Qualitative worldwide content in all subjects is available in digital form. A lot of public situation of knowledge resulting to waste of time and energy happens just due to ignorance to the adoption of technology in education. The new generation is smart device user, mesmerised by technology. Most of the teachers lack in digital skills. Due to this, the education system is not benefited with digital advancement. Classroom situation faces the digital divide between the teacher and the learner. This the apter focuses on the causes of the digital divide and how the digital divide can become a digital opportunity.

*Keywords:* Digital Education, Connection between students and teachers, digital divide, digital skills

### Introduction

ICT has influenced all aspects of human endeavors. Advancement in ICT and its uses have brought us to the digital age. Teaching landscape is rapidly changing. Learning paradigm has undergone changes triggered by both technology and society. The technological rise in the 21<sup>st</sup> century and its integration in education has reframed

and restructured our classrooms. But the inequalities in ICT access and use creates a digital divide, among those who can use ICT and those who cannot. Traditional media are replaced by digital media, which leads to differences in the use of media causing a digital divide. In other words, Digital divide refers to the inequalities between people with the effective use of ICT and those with the very limited use or no use at all. Availability of ICT infrastructure doesn't guarantee equality in the use of technology. Usage divide can be seen due to various reasons ranging from availability of resources to ICT skills. Learners are techno-savvy. They have grown up along with technology. They may be referred to as "digital natives". The education system has a role to play in shaping learners relationship with smart devices. It is all about creating "digital wisdom" (Awasthi P., 2015). Teachers at some point have reluctance in adopting technology in the education system. Teachers are often noted as "digital immigrants". Learners have grown up with technology whereas most of the teachers have to adopt the technology. Bridging the digital divide is not only bridging the gap of usage but leveraging it as a way to enhance learning. So the idea of a digital divide between teachers and students is like digital immigrants versus digital natives.

### Causes of Digital Divide

ICT offers a unique opportunity to extend learning beyond classrooms for both teachers and learners. Various concerns foster disconnection existing between student comfort with using technology for learning and teachers comfort in using technology for teaching.

- *Digital infrastructure:* Digital infrastructure is directly linked with access. Urban and rural areas have a gap in the infrastructure facility. Bridging the gap requires the integration of various tools, techniques, and pedagogy supported by ICT. ICT infrastructure from hardware to data connectivity should be supportive. This is the major issue in the digital gap.





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લેખક	
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ડૉ. મીના આઈ. રાજપૂત	ડૉ. બાબાસાહેબ આંબેડકર ઓપન યુનિવર્સિટી. અમદાવાદ.

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Principal  
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AHMEDABAD

# Construction and Effectiveness of 'Interactive Teaching Model' of Vedic Mathematics

Dr. Dharmendra A. Buntaria; Assistant Professor, A.G. Teachers College-CTE, Ahmedabad

## 1.0 Introduction

The classrooms of school are crowded with the students. Taking any particular educational method for teachers is not possible and learning of students individually is also not possible. So, it is needed for students to learn any topic by him/ her. Use of computer in education field is not new thing in today's life. Computer is also reached to classroom.

Difficult topics can be made easy by different techniques of teaching method. To change approach of teachers and to make Mathematics subject easy for students, researcher has developed 'Interactive Teaching Model' of Vedic Mathematics and applied it to students of std-6 to std-10.

## 2.0 Objectives of Study

Objectives of present study are as follows:

1. To develop 'Interactive Teaching Model' of Vedic Mathematics.
2. To check effectiveness of 'Interactive Teaching Model' of Vedic Mathematics.

## 3.0 Importance of the Study

Importance of the present study is as follows:

1. Teachers can use 'Interactive Teaching Model' of Vedic Mathematics in std-6 to std-10 for teaching.
2. Teacher can make teaching effective.
3. Students can use 'Interactive Teaching Model' of Vedic Mathematics for self-learning and make calculation of Mathematics subject easily and fast.
4. Interest towards Mathematics subject can be improved.

## 4.0 Delimitations of the Study

Keep in mind of time, energy and economy, present study had some delimitations. These were as follows.

1. Present research carried out in Rajkot district primary and secondary school students.
2. In present research, measurement of educational achievement carried out by teacher made test.

## 5.0 Hypotheses

Hypotheses of present study are as follows:

1. There would be no significance difference between averages of scores of teacher made test of Experimental and Controlled group students of std-10.

## 6.0 Variables

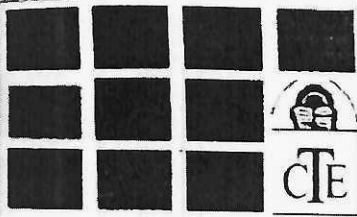
Variables of present study are as follows:

1. Independent Variables: Educational Method  
(1. Experimental Group: 'Teaching with 'Interactive Teaching Model' of Vedic Mathematics' and  
2. Controlled Group: 'No Treatment')
2. Dependent Variable: Educational achievement
3. Controlled Variables: Time, Content, and Environment of school.
4. Intervening Variables: Personalized difference, Novelty of Model, Interest of Mathematics, interaction between groups.
5. Moderator Variables: Standard

## 7.0 Population and Sample Selection

In present study, students of Gujarati medium primary and secondary schools of academic year 2018-19 of Rajkot district were taken as population of the present study. In present study, there had to check effectiveness of 'Interactive Teaching Model' of Vedic Mathematics. For that, data was collected from students of Gujarati medium primary and secondary schools of Rajkot district by intensive sampling technique. Students of std-6 to std-8 of Parevada Primary School, Ta-Dist-Rajkot and Government Secondary School (Parevada), Ta-Dist-Rajkot were taken as the sample. From these schools, total 276 students were taken as the sample. To make equal groups, students were distributed in decreasing order of their mathematics marks of first term examination in odd even numbers. Number of students in std-6 to std-10 is shown in table-7.1.





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## Building Ecosystem to Promote National Education Policy-2020 in Teacher Education Institute

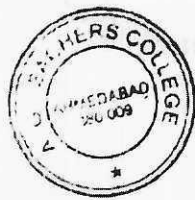
Dr. Kaushal Yadav  
Offg. Principal,  
A. G. Teachers College,  
Ahmedabad

### Abstract

National Education Policy (NEP)-2020 is a visionary document suggesting path breaking reforms about how students learn and how teachers teach. NEP-2020 is an opportunity to nurture an ecosystem which is student centric. Ecosystem which is expected to make educational outcomes more fruitful in terms of competencies and skill. 21st century skills, vocational education, art integrated education have to be interwoven in pedagogical aspects in classroom practices. Various initiatives at all levels of school education are undertaken by the Ministry of Education which resonates with the vision of NEP-2020. Education is the backbone of school education and any strategy drawn for school education cannot be successful unless teacher education institutes are carved with that strategy.

This working paper discusses short-term transformations identified in NEP-2020 for school education and how teacher education institutes can support them for more effective implementation.

**Keywords:** Joyful learning, Assessment reforms, Teaching learning resource creation



*K. Yadav*  
I/C Principal

A. G. TEACHERS COLLEGE, CTE,  
AHMEDABAD

*K. Yadav*  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
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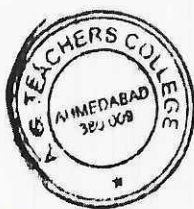
## Classroom Assessment Practice in Pre-service Teacher Training Program

Dr. Dharmendra A. Buntaria  
Assistant Professor,  
A. G. Teachers College,  
Ahmedabad

### Abstract

Important component of the teaching-learning process, assessment needs to be done properly to make the teaching process more effective. Today's 21st century teachers have multiple options available for assessment. By choosing the proper technique from available options and using the right assessment technique tailored to one's subject and content, the effectiveness of one's teaching-learning process can be increased and proper results can be obtained. The present article discusses the use of some of the assessment techniques used in the classroom under the pre-service teacher training program and the results obtained. The use of audio assessment, video assessment and some online tools from various online and offline assessment techniques has enabled prospective teachers to acquire various skills and become professionally sound.

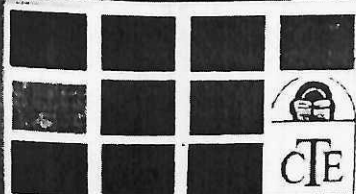
**Keywords:** Audio Assignment, Video Assignment, Online Tools



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



*by adu*  
I/C Principal  
A. G. TEACHERS COLLEGE, CTE,  
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## Critical Analysis of 'Art in Education' Subject in Teacher Education in Context of National Education Policy-2020

**Dr. Rita Chhaganbhai Patel**  
Assistant Professor,  
A. G. Teachers College,  
Ahmedabad

### Abstract

The National Education Policy 2020 recognizes and identifies teachers and faculty as the heart of the learning process. The New Education Policy (2020) emphasizes Experiential learning and Art integrated learning. Teachers play a key role in the education system. This study was conducted on Prospective teachers to know the views and opinion about 'Art In Education' subject which is a part of the Curriculum framework of Teacher Education AY 2020-21. In the present study 335 Student-teachers of 2 Years B.Ed. programs under IITE University, Gujarat State were selected as a sample. Survey Method was used for present research work. To know the opinions of Student –teachers Opinionnaire was constructed in Google form by the researcher. Collected data was analyzed with the help of MS Excel Program. Majority of teacher trainees replied positively (more than 90%) that means they like "Art in Education" subject and it became helpful to enhance their professional capabilities moreover they could be prepared TLM and could be innovated their subject teaching through "Art in Education" subject. Experiences or knowledge gained in "Art in Education" would be helpful for effective classroom teaching and they would be able to bring out inner talent, ability and expression through this subject. Mass community replied positively (98.5%) that it is a very important subject in the context of NEP 2020.

**Keywords:** Student-teacher, Art in Education subject, NEP 2020, Teacher Education Institution, IITE, B.Ed. Program, Teacher Educator



*Rita Chhaganbhai Patel*  
I/C Principal  
A. G. TEACHERS COLLEGE,  
AHMEDABAD

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



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## PRESENT CRISIS IN TEACHING PROFESSION

— Dr. G.S. Patel

### Abstract :

In this paper, the author has pointed out the present crisis in the teaching profession. The author has discussed the reasons for the crisis in the teaching profession. Every nation facing this crisis and they also thinking about how to overcome this crisis. The major concern is that many teachers are thinking to leave their job due to the workload and stress. Government should focus on in-service and pre-service teacher training programs the overcome this crisis.

**Key Words :** Crisis, Teaching Profession, Pre-Service Teacher, In-Service Teachers, Digital Divide

### Introduction :

The teaching profession, like other professions, has been evolving in recent years as a result of the massive technological changes that are happening globally. However, still, the teaching profession is facing several crisis compared to other professions which in a way impact the quality of education provided in the education institutions. The teaching profession is what shapes the country using the education and preparing the workforce of any nation. In India, 2016 the population was 50% in the age group of 15 -25, the age which most of them are attending schools or colleges and ready to enter the



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

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