

APPENDIX_I

Questionnaire on Innovative Practices in Teacher Education Institutions

CENTRE OF ADVANCED STUDY IN EDUCATION
FACULTY OF EDUCATION AND PSYCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
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From:
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To,

Sir/Madam,

I am Brijesh B. Darji, pursuing Ph.D. in Education titled “A Study of Innovative Practices in Teacher Education Institutions of Gujarat State”. I would like to collect the data from various Teacher Education Institutions. In this context I am attaching the following tools.

1. Checklist on Innovative Practices in Teacher Education Institutions
2. Questionnaire on Innovative Practices in Teacher Education Institutions

In this regard, may I request you to fill the data in both the tools. The data collected from you will be used for research purpose only and kept confidential.

Thanking you,

(Brijesh B. Darji)
Research Scholar

1. Does your Institute have innovative criteria for admitting the student-teachers?

Yes No If yes, please specify.

શું તમારી સંસ્થા પાસે શિક્ષક-પ્રશિક્ષકોના પ્રવેશ માટે અત્યાધુનિક માપદંડ છે?

હા ના જો હોય તો સ્પષ્ટ કરો.

2. Which models of Lesson Plans are followed in your institution?

Is the lesson plan followed in a structured form? Yes No

તમારી સંસ્થામાં પાઠ આયોજનનું કયું માળખું અનુસરવામાં આવે છે?

શું કોઈ એક માળખું મુજબ જ પાઠ આયોજન અનુસરવામાં આવે છે? હા ના

3. Has your institute made changes in the selected model of lesson plan? Yes

No

Specify the changes adapted in the Lesson Plan as per the requirement.

તમારી સંસ્થાએ જરૂરિયાત મુજબ પાઠ આયોજન ના નમુના માં ફેરફાર કર્યા છે? હા ના

જરૂરિયાત મુજબ પાઠ આયોજનમાં સ્વીકારવામાં આવેલા ફેરફારોને સ્પષ્ટ કરો.

- a)

- b)

- c)

- d)

- e)

4. Do the students in the institute make lesson plans based on Multiple Intelligence?

Yes No If yes, please specify.

શું સંસ્થામાં વિદ્યાર્થીઓ પાઠના આયોજનો બહુવિધિય બુદ્ધિજીવી (Multiple Intelligence) ના

આધારે બનાવે છે? હા ના જો હા, તો સ્પષ્ટ કરો.

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5. Do the student-teachers integrate activity based learning components in their lesson plans? Yes No If yes, please specify.

શું શિક્ષક-પ્રશિક્ષક તેમના પાઠ આયોજનમાં પ્રવૃત્તિ આધારિત અદ્યતન ઘટકોનો સમાવેશ કરે છે? હા ના જો હા, તો સ્પષ્ટ કરો.

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6. How is the orientation to different skills given to the Student-Teachers? If any new approach has been adopted, then please specify.

શિક્ષક-પ્રશિક્ષક ને જુદા જુદા કૌશલ્યોથી કેવી રીતે અભિમુખ કરાય છે? જો તમારી સંસ્થાએ કોઈ અત્યાધુનિક અભિગમ અપનાવ્યો હોય તો તે સ્પષ્ટ કરો.

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7. Does your institution conduct any innovative demonstration lessons? Yes No

If yes, please specify.

શું તમારી સંસ્થા નવીન નિદર્શન પાઠ હાથ ધરે છે? હા ના જો હા તો સ્પષ્ટ કરો.

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8. Have your institution taken up any new practices in Simulation/Micro-teaching sessions? Yes No If yes, please specify.

શું તમારી સંસ્થાએ સિમ્યુલેશન/ માઈક્રોટીચીંગ માટે કોઈ નવો અભિગમ અપનાવ્યો છે? હા ના જો હા તો સ્પષ્ટ કરો.

9. Which type of orientation is given to the student-teachers on Content Analysis of lessons, Writing Objectives, Lesson plan & Unit Plan?

શિક્ષક-પશિક્ષક ને પાઠના વિષયવસ્તુ પૃથક્કરણ માટે, હેતુઓ લખવા માટે, પાઠ આયોજન અને એકમ આયોજન માટે કેવી રીતે અભિમુખ કરવામાં આવે છે?

a) Content Analysis- _____

b) Objectives- _____

c) Lesson Plan _____

d) Unit Plan _____

e) If Any Other (Specify) _____

10. Does your institute carry out any innovative practices during the block teaching/practice teaching phase? Yes No If yes, please specify.

શું તમારી સંસ્થા તાલીમ શિક્ષણના સમયગાળા દરમિયાન નવીન/અત્યાધુનિક તાલીમો હાથ ધરે છે?

હા ના જો હા, તો સ્પષ્ટ કરો.

11. What are the criteria for evaluating the student-teachers during practice teaching phase?

તાલીમ શિક્ષણના સમયગાળા દરમિયાન શિક્ષક-પશિક્ષક ના મૂલ્યાંકન માટે ના માપદંડ કયાં કયાં છે?

12. Do you follow any innovative ways of providing feedback? If yes, please specify.

શું તમે પ્રતિપુષ્ટિ માટે નવીન માર્ગો અપનાવો છો? જો હા, તો સ્પષ્ટ કરો.

13. Do you use innovative methods while transacting the contents in the classroom?

Yes No If yes, please specify.

વર્ગખંડમાં વિષયવસ્તુની આપ-લે માટે તમે અત્યાધુનિક પદ્ધતિઓનો ઉપયોગ કરો છો?

હા ના જો હોય તો સ્પષ્ટ કરો.

14. Do you use Information and Communication Technology (ICT) in your classroom?

Yes No please specify any new approach adopted in ICT in your institution.

શું તમે વર્ગખંડમાં માહિતી પ્રત્યાયન ટેકનોલોજીનો ઉપયોગ કરો છો?

હા ના તમારી સંસ્થામાં અપનાવેલ નવા માહિતી પ્રત્યાયન ટેકનોલોજી અભિગમ સ્પષ્ટ કરો.

15. Do you integrate the techno-pedagogic skills in your classroom? Yes No

If yes enlist them.

શું તમે તમારા વર્ગખંડમાં techno-pedagogic કૌશલ્યોનો સમન્વય કરો છો? હા ના જો હા તો યાદી બનાવો.

16. Do the student-teachers conduct action research? Yes No If yes, mention some of the innovative action researches conducted in your institute.

શું શિક્ષક-પશિક્ષક ક્રિયાત્મક સંશોધન કરે છે? હા ના જો હા, તો તમારી સંસ્થામાં યતા નવીન પ્રકારના કેટલાક ક્રિયાત્મક સંશોધનો દર્શાવો.

17. Does your institute provide Life Skills education during curriculum transaction?

Yes No If yes, how it is provided? If no why it is not provided?

શું તમારી સંસ્થામાં અભ્યાસક્રમના વ્યવહાર દરમિયાન જીવન-કૌશલ્ય શિક્ષણ હાથ ધરવામાં આવે છે? હા ના જો હા તો કેવી રીતે?

18. Enlist the innovative Projects/Assignments given/assigned to the Student-Teachers.

શિક્ષક-પશિક્ષક ને આપવામાં આવતા નવીન પ્રોજેક્ટ/અસાઈનમેન્ટ ની યાદી આપો.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

19. Does your institute give Practical work related to theory courses? Yes No if yes how?

શું તમારી સંસ્થા સૈધાંતિક અભ્યાસક્રમ સંબંધિત પ્રાયોગિક કાર્ય હાથ ધરે છે? હા ના જો હા તો કેવી રીતે?

20. Enlist the activities taken up by your institution for community participation of student-teachers.

શિક્ષક-પ્રશિક્ષક ને સમુદાય સુધી પહોચવા માટે તમારી સંસ્થાએ હાથ ધરેલી પદ્ધતિઓ દર્શાવો.

21. Any separate orientation programmes or workshops are being organized in your institution for the development of practical work? (Self-learning material/Instructional material, teaching aid, preparation of blue-print etc.) Please specify.

શું તમારી સંસ્થામાં practical work ના વિકાસ માટે orientation programmes/કાર્યશાળા કાર્યક્રમ યોજાય છે? સ્પષ્ટ કરો.

22. Enlist innovative co-curricular activities taken up by the student-teachers during the course of the study (eg. Extension activities for Community welfare).

અભ્યાસ સમયગાળા દરમિયાન શિક્ષક-પ્રશિક્ષક દ્વારા કરાતી નવીન સહ-અભ્યાસિક પ્રવૃત્તિઓની યાદી બનાવો.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

23. Does your institute conduct remedial programme/Tutorial Programme? Yes

No

If yes, it is Remedial or Tutorial _____?

Whether is it Subject wise? Yes No if yes write the name of subject _____

If any new approach has been adopted for Remedial/Tutorial programme, please specify & elaborate it.

શું તમારી સંસ્થા ઉપચારાત્મક કાર્યક્રમ હાથ ધરે છે? હા ના

શું તે ઉપચારાત્મક/tutorial કાર્યક્રમ છે?

શું તે વિષય આધારિત છે? હા ના જો હા તો વિષય નું નામ _____

જો ઉપચારાત્મક/tutorial કાર્યક્રમ માટે કોઈ નવો અભિગમ અપનાવાતો હોય તો તે સ્પષ્ટ કરો અને તેની વિસ્તૃત માહિતી આપો.

24. Does your institute provide internship to student-teachers? Yes No If you have adopted any new approach for internship programme, please specify.

શું તમારી સંસ્થા શિક્ષક-પશિક્ષક ને ઈન્ટર્નશીપ પૂરી પાડે છે? હા ના જો તમે ઈન્ટર્નશીપ માટે કોઈ નવો અભિગમ અપનાવ્યો હોય તો તે સ્પષ્ટ કરો.

25. What are the criteria used to evaluate the student-teachers learning outcomes in theoretical subjects?

શિક્ષક-પશિક્ષકના અદ્યતન પરિણામનાં મૂલ્યાંકન માટે કયાં criteria નો ઉપયોગ કરવામાં આવે છે?

26. Do you conduct Continuous Comprehensive Evaluation in your institute? Yes

No If yes, which aspects do you evaluate?

શું તમે તમારી સંસ્થામાં સતત સર્વગ્રાહી મૂલ્યાંકન કરો છો? હા ના જો હા, તો ના કયાં પાંસાઓ મૂલ્યાંકન કરો છો?

27. Does your institution prepare student-teachers to adopt the needs of CCE in schools? Yes No if yes specify how?

શાળા માં સતત અને સર્વગ્રાહી મૂલ્યાંકનની પદ્ધતિને પહોંચી વળવા તમારી સંસ્થા શિક્ષક-પ્રશિક્ષકને તૈયાર કરે છે? હા ના જો હા, તો કેવી રીતે?

28. Do you think that the present curriculum of teacher education serves the needs of the present day schools? Yes No If no, which are the added inputs given to student – teachers in your institution?

શું તમે વિચારો છો કે શિક્ષક-પ્રશિક્ષણનો અભ્યાસક્રમ વર્તમાન સમયની શાળાની જરૂરિયાતો સંતોષે છે? હા ના જો ના તો શિક્ષક-પ્રશિક્ષકને તમારી સંસ્થામાં વધારાના કયા inputs આપવામાં આવે છે? ટૂંકમાં જણાવો.

29. How can block/practice teaching be made more innovative and meaningful?

પ્રેક્ટિસ ટિચીંગને વધુ નવીનપૂર્ણ અને અર્થપૂર્ણ કેવી રીતે બનાવી શકાય?

30. Which innovations are essentially required for the present teacher education curriculum?

વર્તમાન શિક્ષણ-પ્રશિક્ષણ અભ્યાસક્રમમાં કેવા નવતર પ્રયોગોની જરૂર છે?

- a) _____
b) _____
c) _____
d) _____
e) _____

31. What type of innovative programmes do you integrate in the teacher education curriculum for the all-round development of the student teacher?

Or

Does your institute integrate programmes for all round development of student-teachers? Yes No if yes enlist the programmes.

શિક્ષક-પ્રશિક્ષકના સમગ્ર વ્યક્તિત્વ વિકાસ માટે શિક્ષણ પ્રશિક્ષણના અભ્યાસક્રમમાં તમે કેવા નવીન/અત્યાધુનિક કાર્યક્રમો નો સમાવેશ કરશો?

32. Can the evaluation of practice teaching be made innovative? Yes No if yes give your comments.

Practice Teaching ના મૂલ્યાંકન મા નવતર પૃથોગ શક્ય છે? હા ના જો હા, તો તમારા મંતવ્યો જણાવો.

33. Enlist the innovations adopted/ to be adopted by your institution for improving B.Ed. Programme.

બી.એડ. ના programme માં તમારી સંસ્થાએ અપનાવેલા/ અપનાવવા વિચારતા હોય એવા નવતર પૃથોગોની યાદી આપો.

34. Does the present B.Ed. syllabus reflect policy matters? If yes, to what extent the NPE-1986, NCF-2000, NCF-2005 & NCFTE-2009 is integrated/followed in the Teacher Education Curriculum?

શું પૂર્વત્તમાન બી.એડ. અભ્યાસક્રમ પોલીસી ને દર્શાવે છે? જો હા તો કેટલી કક્ષા સુધી તે NPE-1986, NCF-2000, NCF-2005 & NCFTE-2009 નો સમાવેશ શિક્ષણ પ્રશિક્ષણ મા કરે છે?

APPENDIX II

Checklist on Innovative Practices in Teacher Education Institution

Instructions: Following is a checklist consisting of various practices in the teacher education institutions. Kindly indicate the practices in your institution by putting \surd in the given space. [For all the Items more than one response can be given if it is practices]

1. Entrance Test For B.Ed. Admission
 - a. Paper Pen Manual
 - b. Computer Based/Automated
 - c. Choice Based Credit System
 - d. No Entrance Test
 - e. If any other _____

2. Approaches of Practice Teaching Under Simulated Condition in your Institution
 - a. Micro Teaching Lessons
 - b. Simulated Teaching Lessons
 - c. Demonstrative Teaching Lessons
 - a. If any Other (Specify) _____

3. Use of Various Approaches of Lesson Designing
 - b. Herbertian Approach
 - c. Blooms Approach
 - d. Problem Solving Approach
 - i. Inductive
 - ii. Deductive
 - iii. Inducto-Deductive
 - iv. Deducto-Inductive
 - e. If any Other (Specify) _____

4. Innovative Lesson Designing by Student-Teachers
- a. Digital Lesson Designing
 - b. Activity Based Lesson Designing
 - c. Constructivist Approach of Lesson Designing
 - d. Life Skill Integrated Lesson Designing
 - e. Value Integrated Lesson Designing
 - f. Wholistic Lesson Designing
 - g. Multiple Intelligence Lesson Designing
 - h. Models of Teaching based Lesson Designing
 - i. Technology Integrated Lesson Designing
 - j. Cooperative/Collaborative Approach of Lesson Designing
 - k. Inquiry Based Lesson Designing
 - l. Cognitive Lesson Planning
 - m. If any other (Specify) _____

5. Innovative Approaches during Practice Teaching At School Level

- a. Constructivist Approach
- b. Cooperative/Collaborative Learning Approach
- c. Activity Based Approach
- d. Technology Integrated Approach
- e. Multiple Intelligence Based Approach
- f. Life Skill Integrated Approach
- g. Value Integrated Approach
- h. Wholistic Approach
- i. Models of Teaching
- j. If any other (Specify) _____

6. Feedback Mechanism

Innovative Approaches During.....

I. Micro Teaching/Simulated Teaching

(a) Mode of Giving Feedback

- i. Oral Feedback
- ii. Written Feedback
- iii. Video Recording & Play Back

- iv. Individual Feedback by Teacher Educators
- v. Group Feedback by Teacher Educators

(b) Feedback Given by

- i. By Peer Group
- ii. By Teacher Educators
- iii. If any other _____

II. Practice Teaching

(a) Mode of Giving Feedback

- i. Oral Feedback
- ii. Written Feedback
- iii. Video Recording & Play Back
- iv. Individual Feedback by Teacher Educators
- v. Group Feedback by Teacher Educators

(b) Feedback Given by

- i. By Peer Group
- ii. By Teacher Educators
- iii. By School Principal
- iv. By Subject Teacher
- v. If any other _____

7. Innovations In Teaching By Teacher Educators

- a. Digital Lesson Designing
- b. Constructivist Approach of Teaching
- c. Cooperative/Collaborative Approach of Teaching
- d. Participatory Approach of Problem Solving
- e. Models of Teaching
- f. Use of Differentiated Instruction
- g. Continuous Comprehensive Evaluation
- h. Participatory Approach To Teaching
- i. Personalized Teacher Education
- j. Demonstration Lesson
- k. Team Teaching
- l. Criticism Lesson

m. If any other _____

8. Classroom Management

- a. Democratic
- b. Autocratic
- c. Laissez Faire
- d. Delegation
- e. If any Other (Specify) _____

9. Innovative Approaches In Evaluation

- a. Continuous Comprehensive Evaluation
- b. Objective Type Testing
- c. Automated Testing (Computer Aided Testing)
- d. Few Lessons with ICT only
- e. Peer Testing
- f. Self-Testing
- g. Community Testing

APPENDIX III

Questionnaire on Innovative Practices for Student-Teachers

CENTRE OF ADVANCED STUDY IN EDUCATION
FACULTY OF EDUCATION AND PSYCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA – 390002

From:
Brijesh B. Darji
Research Scholar,
Department of Education (CASE),
The M. S. University of Baroda,
Vadodara.

Dear Student-Teachers,

I am Brijesh B. Darji, pursuing Ph.D. in Education titled “A Study of Innovative Practices in Teacher Education Institutions of Gujarat State”. In this regard, I would like to know the views of Student Teachers of various Teacher Education Institutions of Gujarat State on the innovative practices followed in your respective institution.

This Questionnaire contains questions regarding the practices usually followed in a Teacher Education Institution; I request you to kindly respond to all the questions and be honest while responding to each question. Your co-operation will indeed help the researcher to build up a true scenario of the innovative practices in Teacher Education Institutions. The data collected from the respondents will be used only for the research purpose and will be kept strictly confidential.

-
1. Do you think the orientation given for the _____ practice was adequate? Yes No

Write the points for the improvement. If any.

શું તમે માનો છો કે અભ્યાસ માટે આપવામાં આવેલ _____ અભિગમ પર્યાપ્ત હતો? હા ના

સુધારણા માટે ના મુદ્દા લખો.

2. Did you feel that you had a clear understanding of _____practice?

Yes No

Please justify your answer.

શું તમે માનો છો કે અભ્યાસ માટે આપવામાં આવેલ _____ અભિગમની તમને સ્પષ્ટ સમજ હતી? હા ના

તમારો જવાબ justify કરો.

3. While implementing this practice what were your experiences?

આ અભિગમ ના અમલીકરણ વખતે તમારા અનુભવો કેવા હતા?

I. Positive experiences: હકારાત્મક અનુભવો

II. Suggestions for the Improvement: સુધારણા માટે સૂચનો

4. Do you think that practicing _____ will make you a better teacher?

Yes No

Please justify your answer.

શું તમને લાગે છે કે _____ ની પ્રેક્ટિસ તમને સારો શિક્ષક બનાવશે? તમારો જવાબ justify કરો.

5. What were the difficulties faced by you during the following phases of the _____ practice?

આ અભિગમના તબક્કાઓ અનુસરવામાં તમને કઈ મુશ્કેલીઓનો સામનો થયો હતો?

I. Planning phase: આયોજન નો તબક્કો

II. Implementation phase: અમલીકરણ નો તબક્કો

6. How far the _____ innovation helped you in your academic improvement?

કેવી રીતે નવીનતા (નવીનીકરણ) _____ તમારા શૈક્ષણિક સુધારો કરવામાં મદદ કરે છે?

7. Please give your suggestions to improve the practices in Teacher Education Institutions to make teacher education more innovative and meaningful/helpful for student teachers.

You can also specify any of the practices followed in your institution, which you think, is the most innovative and helpful for student teachers

શિક્ષક પ્રશિક્ષણ સંસ્થાઓમાં ઉપયોગી અભિગમને વધુ નવીન અને અર્થપૂર્ણ બનાવવા માટેની સુધારણા માટે તમારા સૂચનો આપો. તમારી સંસ્થામાં અનુસરવામાં આવેલા અભિગમ જે વિદ્યાર્થી શિક્ષકો માટે સૌથી નવીન અને ઉપયોગી હોય તો તે સ્પષ્ટ કરો.

APPENDIX_IV

Semi-Structured Interview Schedule for Principal & Teacher Educators

1. Which are the innovative practices recently (2-3 years) introduced in your institute?
2. When was the practices initiated?
3. Are all the innovative practices practiced now?
4. Which practices are ceased?
5. Does any other institute successfully implement the practices that are ceased in your institute?
6. What was the cause that led to take up the practices?
7. What was the change expected in student-teachers, by the introduction of the practice/s?
8. How did the idea for the innovative practice/s emerge?
9. Did you have a clear understanding of the objective of the practice/s and its implementation?
10. Could the student-teachers gain practically/theoretically by practicing this innovative practice?
11. Was it feasible to integrate the practice in the B.Ed. Curriculum?
12. What are the skills required by the Teacher Educator to conduct this practice/s?
13. What were the objectives of the practice/s?
14. What were the needs of the student-teachers addressed by this practice/s?
15. What are the Impact and Outcome of this practice/s?
16. Why do you consider this practice/s innovative?
17. What are the requirements for adoption and adaptation of practice/s?
18. Were the results of the innovation visible easily observed by others?
19. Do you recommend for other institutions?
20. Was the response from the principal favourable?
21. Please share if you have any other suggestions or comments regarding innovation in the field of Teacher Education.
22. During the whole period, when this practice/s was practiced what were the difficulties faced?
23. What steps were taken to overcome the difficulties?
24. Did the department/institution/college recognize your innovation practice?

APPENDIX V

Semi-Structured Interview Schedule for Principal & Teacher Educators

For facilitating factors to Practice/s

1. What motivated you to adopt this practice?
2. Did the department/institution/college recognize your innovation practice?
3. Did the department/institution/college provide any incentive to appreciate your initiative?

For impeding factors to Adoption of practice/s

1. What was the decision making process before the introduction of the innovative practice/s?
2. How much was the time gap between decision making and implementation of practice?
3. What was the cause for this time lag?
4. What were the hindrances in initiating the practice?
5. What was the management's role in planning and implementation of the practice/s?
6. As a Principal, what was your reaction when the Teacher Educators sought permission for starting the practice/s?
7. How were the infrastructural facilities a hindrance to the planning and implementation of the practice/s?
8. Was there a discussion about it in the staff meeting?
9. If a staff denies for supporting the implementation of the practice, how he/she persuaded?
10. Who persuades for adoption of the practice?
11. Which were the procedural hindrances faced from the affiliated university for initiating the implementation of the practice/s?
12. Which were hindrances at the institutional/ college level with respect to
 - Support of colleagues
 - Decision making process
 - Freedom to plan for an innovation
 - Resources
 - Time factor

13. Which are the other factors, which impeded the implementation of the practice/s?

For personal Concerns for avoiding Adoption

- 1) How much are you comfortable in utilizing the new resources?
- 2) How much easy/difficult is it for you to convince your colleagues to adapt an innovation?

APPENDIX_VI

Proforma for Analysis of Documents/Records

- a) University B.Ed. Syllabus
 - Newly Implemented Core papers
 - Evaluation Pattern
 - Weightage given to the theories and practical in terms of credits
- b) Lesson Plans
 - Criticism of Lesson plan format
 - Adapted Lesson Plans
 - Lesson Plans prepared by Student-Teachers
 - Total number of lessons supervised and observed by concerned staff member
- c) Annual yearly (Macro) Planning
- d) Micro Teaching/Simulation
- e) Practice Teaching/Block Teaching Sessions
- f) Internship/Off Campus Programme and Reports given by the student teachers
- g) Practical work submitted by Student-teachers
- h) Photographs of Activities done by the Institution in recent years

APPENDIX_VII

University wise List of B.ED. Colleges in Gujarat State

Sr. No.	Name of the University	Place
1	The Maharaja Sayajirao University of Baroda	Vadodara
2	Navrachna University	Vadodara
3	Gujarat Vidhyapeeth	Ahmedabad

4. Sardar Patel University, V.V.Nagar

Sr. No.	Name of Colleges	Place
Grant in aid Colleges		
1	M.B. Patel college of Education	V.V.Nagar
2	N.H. Patel College of Education	Anand
3	Anand Education College	Anand
4	H.M. Patel Institute of English, Training & Research	VV Nagar
Self Finance Colleges		
5	Shree I.J. Patel B.Ed. College	Mogri, Anand
6	Anand College of Education	Anand
7	Waymade College of Education	V.V.Nagar
8	P. M. Patel College of Education	Anand
9	Smt P.K. Inamdar College of Education	Bakrol, Anand
10	Christian College of Education	Anand
11	N. R. Patel Mahila B.Ed. College	Karamsad, Anand
12	Sardar Patel College of Education	Bakrol, V.V.Nagar
13	Baavis Gaam B.Ed. College	V.V.Nagar

5. K. Shyamji Krishna Verma Kuttchh University, Kachchh

Sr. No.	Name of Colleges	Place
Grant in aid Colleges		
1	S. D. Shethia College of Education	Mundra- Kachchh.
Self Finance Colleges		
2	Dada Dukhayal College of Education (Hindi Medium)	Adipur - Kachchh
3	Dr. H. R Gajwani College of Education (Eng Medium)	Adipur -Kachchh
4	Smt.V. D. Thacker College of Education	Gandhidham- Kachchh
5	M D College of Education	Bhuj – Kachchh
6	Ma Ashapura B.Ed. College of Girls	Bhuj - Kachchh.

6. Kadi Sarva Vishwa Vidhyalaya, Gandhinagar, Gandhinagar

Sr. No.	Name of Colleges	Place
1	R.H.Patel English Medium B.Ed. College	Gandhi Nagar
2	S.S.Patel College of Education	Gandhi Nagar
3	S.V. College of Education	Kadi
4	Soorjba College of Education	Kadi

7. Maharaja Krushnakumarsinhji Bhavnagar University, Bhavnagar

Sr. No.	Name of Colleges	Place
1	Smt. Laxmiben Kakadia B.Ed. college	Bhavnagar
2	Shri G.H. Sanghvi Sikshan Mahavidhyalaya	Bhavnagar
3	Shree Sahjanand B.Ed. College	Bhavnagar
4	Shree Swaminarayan College of Education	Bhavnagar
5	Shree Aradhana Educational and Charitable trust	Bhavnagar
6	Takshashila Educational and Charitable Trust	Bhavnagar

8. Veer Narmad South Gujarat University, Surat

Sr. No.	Name of Colleges	Place
Granted		
1.	V. T. Chokshi Sarvanjanik College of Education	Surat
2.	Shri Rang Mahavidhayalaya	Bilimora, Navasari
3.	College of Education	Kharod, Bharuch
4.	College of Education	Katheria, Daman
5.	Shrimati V. R. Bhakt Shikshan Mahavidhyalaya	Kamerej, Surat
6.	Snatak Adhyapan Mandir	Vedchi, Tapi
7.	Sarakri Shikshan Mahavidhyalaya	Karchaliya, Surat
8.	Sarkari Shikshan Mahavidhyalaya	Vasada, Navasari
9.	Sarakari B.Ed. College	Rajpipla, Narmada
10.	B. J. Patel College of Education	Bardoli, Surat
11.	Naranlala Institute of Teacher Education	Navasari
12.	R. K. Desai College of Education	Vapi
13.	Vivekanand College for B.Ed.	Surat
14.	Shri Mahavir Vidhyamandir Trust B.Ed. College	Pandsara, Surat
15.	Jai Jalaram Talimi Snatak Mahavidhyalaya	Valia, Bharuch
16.	Shiksanbharati College of Education	Bharthana, Surat
17.	Shri Narmada College of Education	Nanod, Narmada
18.	Vidhyabharati Trust College of Education	Bardoli, Surat
19.	SwamiNarayan Swarup B.Ed. College	Ankleshwar
20.	Shri V. H. Patel College of B.Ed.	Dharampur, Valsad
21.	Sarvodaya B.Ed. College	Nana Varacha, Surat
22.	Kamala College of Education	Kholwad, Surat
23.	C.N. Parmar B.Ed. College	Paradi, Valsad
24.	Shri M.K.Mehta College of Education	Umargam, Valsad

25.	Shri Sarvodaya Shikshan Mandal Sanchalit B.Ed. College	Surat
26.	Sardar Patel College of Education	Surat
27.	Shri S. R. Patel B.Ed. College	Surat
28.	Shri Sardar Patel College of Education	Jalalpor, Navasari
29.	Amity B.Ed. College	Bharuch
30.	Shrimati G.N.Pandya B.Ed. College	Vadod, Surat
31.	Munsi Mahila B.Ed. College	Bharuch

9. Gujarat University, Ahmedabad

Sr. No	Name of Colleges	Place
Granted Colleges		
1	A. G. Teachers College (NAAC-A Grade)	Ahmedabad
2.	Shri M.N. Shukla College of Education (NAAC-B Grade)	Thaltej, Ahmedabad
3.	Prakash College of Education (NAAC-B Grade)	Ahmedabad
4.	R.B.Sagar College of Education	Sabarmati, Ahmedabad
5.	Shrimati Ullasben Goverdhandas College of Education (NAAC-C Grade)	Vasana, Ahmedabad
6.	Shrimati M.N.K.Dalal Education College for Women (NAAC-B Grade)	Ahmedabad
7.	Vidyashri M.M.Patel College of Education	Ahmedabad
8.	Vivekanand College of Education (NAAC-B Grade)	Ahmedabad
9.	Shri R.P. Anada College of Education	Borsad, Anand
10.	Shrimati B.C.J. College of Education (NAAC-B Grade)	Khambhat, Anand
11.	Sheth Motilal Nathabhai Contractor College of Education (NAAC-B Grade)	Dabhoi, Vadodara
12.	Shri Sarvajani College of Education	Godhara, Panchmahal
13.	Secondary Teachers Training College (NAAC-C Grade)	Kheda, Nadiad
14.	Shrimati S.I.Patel Epcowala College of Education	Petlad, Anand
15.	Sarkari B.Ed. College	Nasvadi, Vadodara
16.	Sheth C.N. B.Ed. Education	Ahmedabad
17.	Aakar Adhayapan Mandir, B.Ed. College	Ooganaj, Ahmedabad
18.	G.L.S.Institute of Teacher Education (B.Ed.)	Ahmedabad
19.	H.B.Kapadia College of Education	Ratanpole, Ahmedabad
20.	J.G. College of Education (English Medium)	Thaltej, Ahmedabad
21.	Parth College of Education	Ahmedabad
22.	Sahajanad College of Education	Ahmedabad
23.	Shri Gayatri College of Education	Ahmedabad
24.	Shri V.I.Patel College of Education	Navanikol, Ahmedabad
25.	Som-lalit College of Education	Ahmedabad
26.	Takshshila College of Education	Odhav, Ahmedabad
27.	The Sadipani Shikshan Mahavidhayalaya	Ghatlodiya, Ahmedabad
28.	Varahi Education College	Sabarmati, Ahmedabad
29.	Vision College of Education	Ahmedabad
30.	Maniba College of Education	Ta-Daskoi, Ahmedabad
31.	Shri Sadguru B.Ed. College	Sanad, Ahmedabad
32.	Dharmaj College of Education	Dharmaj, Anand
33.	K. G. Patel College of Education	Anand
34.	B.Ed. College Singvad (Randhikpur)	Dahod
35.	B. J. Katara College of Education	Dahod
36.	J and R College of Education	Dahod
37.	J.K.Desai B.Ed. College,	Zalod, Dahod

38.	Aardhana College of Education	Gandhinagar
39.	Chaudhari College of Education, (Mahila College)	Gandhinagar
40.	Hillwoods Acedemy of Teachers Education	Gandhinagar
41.	Loknad B.Ed. College	Dahegam, gandhinagar
42.	Manubhai Rambhai Amin B.Ed. College (Ta-Dahegam,)	Gandhinagar
43.	President College of Education	Ta-Kalol, Gandhinagar
44.	Sarvoday College of Education	Kalol, Gandhinagar
45.	Sarsavati B.Ed. College	Gandhinagar
46.	Sarada Aadhayapan Mandir B.Ed. College	Ta-Kalol, Gandhinagar
47.	Shrimati S.S.M.Patel B.Ed. College	Ta-Manasa, Gandhinagar
48.	Shri M.D. Patel College of Education	Zudad
49.	Shri Swaminarayan B.Ed. College	Kalol, Gandhinagar
50.	Shrimati S.G. Rav College of Teachers Education	Ta-Manasa, Gandhinagar
51.	Umiya B.Ed. College (HighwayKalol,)	Gandhinagar
52.	Anjumen B.Ed. College	Ta-Balasinor, Kheda
53.	B.Ed. College Balasinor	Ta-Balasinor, Kheda
54.	Shri Umiya Education Trust Sanchalit B.Ed. College	Kheda
55.	Nalanda B.Ed College	Ta-Virpur,Kheda
56.	Shri Virpur Mahila Utakarsh B.Ed College	Ta-Virpur,Kheda
57.	Divyadrashti B.Ed. College	Ta-Kalol, Panchmahal
58.	H.M.Bhura College of Education, Santrampur	Santrampur, Panchmahal
59.	Gopalak Vikas Mandal B.Ed. College, Aaniyad	Ta-Sahera, Panchmahal
60.	Sardar Patel College of Education (Ta-Lunawada,)	Panchmahal
61.	Sarvoday College of Education (NAAC-B Grade)	Ta-Kalol, Panchmahal
62.	Shrimati J. N. Patel B.Ed. College (Ta-Lunawada,)	Panchmahal
63.	Shrimati K.C.M.Shah B.Ed. College	Ta-Godhara, Panchmahal
64.	S. D. Patel B.Ed. College	Ajwa road,Vadodara
65.	Samarth College of Education	Ta-Pavijetpur, Vadodara
66.	Sanskar Bharati College of Education (B.Ed.)	Ta-Savali, Vadodara
67.	Vanvasi Sevasamaj B.Ed. College	Ta-Pavijetpur, Vadodara
68.	Kapadvanj Kalavani Mandal College of Education	Kapadvanj, Kheda
69.	Shri Ram Cheritable Trust B.Ed. College, Koydam	Ta-Virpur,Kheda
70.	Mahemadavad B.Ed. College, Mahemadavad	Kheda
71.	K.M.Patel College of Education	Ghatlodia, Ahemdabad
72.	I. D. Patel Education Campus	Ghatlodia, Ahemdabad
73.	Shri Umiya College of Education	Ahemdabad
74.	Shri Sahjanad B.Ed. College	Naroda, Ahemdabad
75.	Shrimati S. N. Patel B.Ed. College	Aasarava, Ahemdabad
76.	Dhruv-Rutvij College of Education	Vadnagarapura
77.	Shrimati L.M.Patel Womens B.Ed. College, Lunawada	Panchmahal
78.	Hirabaa B.Ed. College.(Only for Womens)	Sahibaug, Ahmedabad
79.	J.G. College of Education	Ahmedabad
80.	Aakshar Mahila B.Ed. College (Only for womens)	Karelibaug, Vadodara
81.	Siddhi B.Ed. College (Vasana)	Vasana, Ahmedabad
82.	Sardar Patel B.Ed. College	Satellite, Ahmedabad
83.	M.C.Parmar G.T.B.College	Khatamba,Vadodara
84.	Bhavana B.Ed. College	Bopal, Ahmedabad
85.	Kameshwar College of Education	Vejalpur, Ahmedabad
86.	Maa Gayatri B.Ed. College	Dahod
87.	Mahila B.Ed. College	Nagrada, Dahod
88.	Lokmanya College of Education	Satelite, Ahmedabad
89.	Uma B.Ed. College	Jodhapur, Ahmedabad
90.	Vidhyanagar B.Ed. College	Bapunagar, Ahmedabad

91.	Shrimati S.P.Patel College of Education	Ghatlodia, Ahemdabad
92.	Pachatvarg Kalvani Mandal B.Ed. College	Ta-Sahera, Panchmahal
93.	R.N.Pitti B.Ed. College for Women	Karelibaug, Vadodara

10. Hemchandracharya North Gujarat University, Patan

Sr. No.	Name of Colleges	Place
Grantable		
1.	College of Education	Daramal
2.	Swami Vivekanand Sarvoday Bank Education College	Mehsana
3.	Shri B. D.Shah College of Education	Modasa
4.	Sarkari B.Ed. College	Meghraj
5.	Lilavati Nandlal Kilachand College of Education (CTE)	Patan
6.	Shri D. D. Chokshi College of Education	Palanpur
7.	Secondary Teachers Training College	Visnagar
Self Finance		
8.	B.Ed College,Antoli	Sabarkantha
9.	B.Ed College,Androkha	Vijaynagar
10.	R.G.Barot College of Education	Bhiloda
11.	P. & T. Patel College of Education	Bhandu
12.	B.Ed. College	Bayad
13.	Shahjanand College of Education	Becharaji
14.	Divyachetna College of Education	Bhetali, Idar
15.	College of Education	Baspa
16.	College of Education	Chhapi, Idar
17.	Sanskar B.Ed. College (Dhanpura,)	Mehsana
18.	Kadva Patel B.Ed. College (Ghaghret)	Visnagar
19.	Radhe B.Ed. College	Hirpura
20.	College of Education	Himatnagar
21.	L. N. Patel Education College	Kalyanpura
22.	Panchshil College of Education	Kansa, Visnagar
23.	Shree Gurukrupa B.Ed. College	Ladol, Vijapur
24.	R.K.Patel College of Education, Kamipura	Sabarkantha
25.	New Progressive Teacher Education	Mehsana
26.	Matrushri Lalitaba Soni College of Education	Modasa
27.	Kantaba B.Ed College,Mithadharva	Chanasma
28.	Ekta College of Education	Navi Metral
29.	Matrushree S.S.Govinda B.Ed. College	Palanpur
30.	Experimental College of Education	Prantij
31.	Shri Sarvajanic Education College	Mehsana
32.	Shrimati K.B.Dave College of Education	Pilvai
33.	S.V.Chaudhri College of Education	Pamol
34.	Uttar-Purva B.Ed. College	Pilvai
35.	Shri G.H.Patel College of Education	Patan
36.	Amardeep B.Ed. College	Pilvai
37.	Smt.J.D.Thakkar (Pumpwala) B.Ed. College	Radhanpur
38.	Sheth I.M.Patel College of Education, Ranchhodupura	Vijapur
39.	Lok Niketan B.Ed. College	Ratanpur
40.	B.Ed. College	Shamlaji
41.	College of Education,Samarth	Himatnagar
42.	Gitanjali College of Education	Talod

43.	Mahila Education College	Unjha
44.	Patel Ramjibhai Narayandas Balavot (Morarji)	Unjha
45.	Ash Education Trust Sanchalit B.Ed. College	Vijapur
46.	Smt.B.V.P.P.College of Education	Vadu
47.	Sarswati College of Education	Virwada
48.	B.Ed. College	Vijaynagar
49.	Rajpur College of Education	Vijaynagar
50.	Sardar B.Ed. College	Vijapur
51.	Shri B.H.Dave College of Education	Sami
52.	College of Education	Vadasma
53.	Vidyasagar B.Ed. College	Danodarda
54.	Shri S.V.T. College of Education	Ujleshwar
55.	Grow More College of Education (Berana)	Himmatnagar
56.	Shri Marutinandan B.Ed. College	Umta-Visnagar
57.	Avadh Mahavidhyalaya B.Ed. College	Visnagar
58.	Nilkanth College of Education	Visnagar
59.	Shree Swaminarayan Gurukul B.Ed. College	Palanpur
60.	B.Ed. College	Takhatpur Malpur
61.	Shri Shankar College of Education	Manund, Patan
62.	Shree Navjivan B.Ed. College	Dessa
63.	M. K. College of Education	Patan
64.	Shri B. J. Gadhavi College of Education	Radhanpur
65.	R.J.Patel College of Education	Palasar
66.	Kamla Kelavani Mandal College of Education	Pilvai
67.	Shri V.S.Raval College of Education	Prantij
68.	Vrundavan College of Education	Ganeshpura
69.	M. K. Institute of Secondary Teacher Education	Patan
70.	Smt. M. V. Patel College of Education	Ranasan
71.	Shri Maharshi Dayanand Saraswati B.Ed. College	Visnagar
72.	Shri N. S. Desai College of Education	Kheralu
73.	Special Education College	Palanpur

11. Saurashtra University, Rajkot

Sr. No.	Name of Colleges	Place
Granted		
1	Institute Of Language Teaching (B.Ed. English Only)	Jamnagar
2.	D.G. Shikshan Mahavidyalay (Granted)	Aliabada
3.	Dr.Subhash Mahila College Of Education (Granted)	Junagadh
4.	Shree Ramba Graduate Teachers College (Granted)	Rajkot
5.	Shree Shardapith Arts, Commerce College Of Education	Surendranagar
6.	Smt. J. J. Kundaliya Graduate Teachers College (Granted)	Porbandar
7.	P.D.M. Graduate Teachers College (Granted)	Dwarka
8.	C.H.Shah Maitri Vidhyapith Mahila College Of Education	Rajkot
9.	Smt. M.M.Shah College Of Education (Granted)	Surendranagar
Self -Finance		
10.	Apex B.Ed. College	Morbi, Rajkot
11.	Arpit Collge Of Education (B.Ed.)	At-Hadala, Tankara
12.	B. Ed. College, Amrapur	Jasdan,Dist,Rajkot
13.	B. Ed. College	Bhutvad, Dhoraji
14.	B. Ed. College (Jamkandorna)	Rajkot

15.	B. Ed. College, Chaparda	Pedhala,
16.	Brahmandad Institute of Teacher Education (Visavadar,)	Junagadh
17.	Dr. Subhash B.Ed. College	Junagadh
18.	Dr. V. R. Godhaniya B.Ed. College	Porbandar
19.	Gayatri Guru Krupa B.Ed. College	Lathi
20.	Harivandana B.Ed. College	Munjka, Rajkot
21.	J. K. Mandal B.Ed. College	Junagadh
22.	Kumari S. V. Patel (Gardi) B.Ed. College	Nyara, Rajkot
23.	Lt. M. J. Kundaliya Education College, Rajkot (Female Only)	Rajkot
24.	Lt. Matushree Shantaben Jivrajbhai Korat B.Ed. College	Jetpur
25.	Maharshi Dayanand Saraswati B.Ed. College	Tankara, Rajkot
26.	Maharshi Sri Arvind B.Ed. College	Haripa, Rajkot
27.	Matrushri V.B.Manvar B.Ed. College	Dumiyani
28.	Navyug B.Ed. College	Virpur, Morbi,
29.	Om Vidhayavasini B.Ed. College	Morbi
30.	Panchashil B.Ed. College	Rajkot
31.	Parangat B.Ed. College	Halvad
32.	Patel Kelvani Mandal B.Ed. College	Junagadh
33.	R. O. Patel Womens B.Ed. College, Tankara	Tankara
34.	Sanskar Dham B.Ed. College	Rajkot
35.	Saraswati B.Ed. College	Rajkot
36.	Sardar Patel Kelwani Mandal Mahila B.Ed. College	Jetpur
37.	Sharda Gram College Of Education	Mangrol, Junagadh
38.	Shashtri Swami Dharmprasadji B.Ed. College	Una, Junagadh
39.	Shree Dharmjivandasji Swami B.Ed. College (Male Only)	Taravada, Amreli
40.	Shree Lallubhai Sheth B.Ed. College	Ghelasomnath
41.	Shree M. P. Patel B.Ed. College	Jodhpar, Morbi
42.	Shree Maruti Kelavani Mandal Sanchalit B.Ed. College	Jasapar, Atkot
43.	Shree S.D. Mehta Mahila B.Ed. College	Dhrol
44.	Shree Sardar Patel Mahila B.Ed. College	Joshiपुरa, Junagadh
45.	Shree Tejendraprasadji B.Ed. College	Charadva
46.	Shree Vinubhai D. Chovatiya Mahila B.Ed. College	Jasdan, Rajkot
47.	Shree Vivekbharti B.Ed. College (Bamangam,)	Junagadh
48.	Shri & Smt. V.K.Kamdar B.Ed College -Kalawad Road	Rajkot
49.	Shri A.V. Oza Institute Of B.Ed. College, Lakhtar	Surendranagar
50.	Shri Arjun B.Ed. College	Supasi, Veraval
51.	Shri Arya Tej B.Ed. College	Morbi
52.	Shri Bharad Institute of Teachers Education	Rajkot
53.	Shri H. N. Shukla College of Teacher Education	Amargarh, Rajkot
54.	Shri Haribhai Narbheshankar Shukla B.Ed.	Rajkot
55.	Shri J. B. Barad B.Ed. College	Sutrapada, Veraval
56.	Shri Joyananda College of Education	Jamnagar
57.	Shri Mahavir B.Ed. College	Dhangdhara
58.	Shri Matravadand B.Ed. College	Simar, Veraval
59.	Shri Mirambika Mahila B.Ed. College	Rajkot
60.	Shri Mukesh Jani B.Ed. College	Amreli
61.	Shri Murlidhar B.Ed. College	Rajkot
62.	Shri Navyug College of Education	Sukhpur, Junagadh
63.	Shri S. J. Thakkar B.Ed. College	Rajkot
64.	Shri Saraswati College Of Education	Gir, Una
65.	Shri Shyamji Krishna Verma B.Ed	Rajkot
66.	Shri Takshashila B.Ed. College	Halvad
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68.	Shri V. G. Solanki B.Ed. College	Kodinar
69.	Smt. J. N. Bhatu College Of Education	Vadala, Junagadh
70.	Smt. M. J. Gajera B.Ed. (Mahila) College	Amreli
71.	Smt. Minaxiben Shantibhai Dave College Of Education	Jamnagar
72.	Smt. Prabhaben Patel B.Ed. College	Morbi
73.	Smt. R.D.Gardi College Of Teacher Education	Rajkot
74.	Smt. S. R. Herma B.Ed. College (Female Only)	Satapar, Jamjodhpur
75.	Smt. S.B. Gardi B.Ed. College	Dhrol
76.	Smt. Vanitaben Bachubhai Nandola B.Ed. College	Bhacha, Una
77.	Somnath B.Ed. College	Kodinar
78.	T. N. Rao. College of Teachers Education	Rajkot
79.	Umiyaji Parivar Mahila B.Ed. College	Dhrol
80.	Yadav B.Ed. College	Keshod, Junagadh

APPENDIX VIII

Certificate of Ph.D. Course Work



THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

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No.ACA3/PhDCWCerti/12/ 1084
Day & Date: Friday, 07 February 2014

14/2/14

To,
The Dean,
Faculty of Education & Psychology,
The M. S. University of Baroda

Subject: Issuance of Ph.D. Course Work completion Certificate.

Sir/Madam,

Please find an enclosed certificate towards completion of Ph.D. Course work of the below specified Research Scholar:

Name of the Research Scholar: Mr. Brijesh B. Darji

Registration Number: 119

Registration Date: 13/12/2011

Ph.D. course work certificate number: ACA3/12

Since the certificate being a pre-requisite for the submission of the synopsis, you are requested to arrange to send the certificate to the Research Scholar concerned through the concerned guide for further necessary actions.

Thanking you,

Yours faithfully,

Faculty of Education

and Psychology, Baroda.

Inward No. FEP / 1086

Date 14 / 2 / 14

Deputy Registrar (Academic)
For Registrar (OSD)
The M. S. University of Baroda

Enclosure:

Ph.D. Course Work completion Certificate of Mr. Brijesh B. Darji.

Copy to:

- Section Examination



THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
CERTIFICATE

[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]

This is to certify that **Mr. Brijesh B. Darji**, Research Scholar, registered under UGC (*Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree*) Regulation, 2009, vide Registration Certificate Number **119** dated **13/12/2011**, for pursuing Ph.D. on has undertaken and completed the course work with the **Grade A**.

STATEMENT OF CREDITS EARNED

Name of Research Scholar: **Mr. Brijesh B. Darji (M)**

Faculty/Institution: Faculty of Education & Psychology

Department: Education

Paper Number	Course Title	Course Credits	Grade Earned
Core Courses – 09 Credits [Offered At University Level]			
I.	Introduction to Research & Research Writings	3	B
II.	Introduction to Basic Computer Functions & Application for Research Purposes	3	A
III.	Quantitative Research Techniques & Data Analysis	3	C
Departmental Courses – 06 Credits [Offered at Departmental Level]			
IV.	Review and Report of Researches	3	A
V.	Theoretical/Conceptual Framework of Research Problem	3	A
Overall Grade			A

ACA3/12

Date of Issue: 07/02/2014

Place: Vadodara

Registrar (OSD)

Grade Conversion Table and Grade Calculation Formula

Grade	Grade Points	Range
O	10	Above 9.01
A	9	8.01 - 9.00
B	8	7.01 - 8.00
C	7	6.01 - 7.00
D	6	5.01 - 6.00
E	5	4.01 - 5.00
F	4	Below 4.00

$$\text{Overall Grade} = \frac{\sum (\text{Grade Points} \times \text{Credits})}{\sum \text{Credits}}$$

APPENDIX IX

Paper Published

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Need of Innovative Practices in Teacher Education

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Abstract

National Policy on Education (NPE, 1986) has rightly emphasized, “The status of teacher reflects the socio-cultural ethos of the society and no people can rise above the level of its teacher. Good teachers are concerned it can be produced only when we have good and effective teacher education programme.” On this background of demand and expectation from schools and society, teacher education programmes need to be strengthened in all aspects adding innovative ideas and practices. The process of innovation includes activities like - a felt need, analysis of the present situation, planning of innovative/changed situation, testing and validating of innovation and finally implementing to find out how much improvement can be brought. Thus it becomes a model of educational change. To be competitive in the period of globalization it is important to change our traditional methods to meet the challenges posed by the global markets. To meet these demands, a teacher must supplement or replace traditional methods of instruction with innovative educational experiences. Thus, it is imperative that the teacher must go through the innovative process of teacher education so that they become innovators in their spirit and continue to try out and adopt innovations in their own situations. The present paper makes an attempt to study the innovative practices that are being used and that can be designed and used in teacher education institutions like integration of techno pedagogic skills & life skills, different types of approaches i. e., participatory, cooperative & collaborative approach, specialized teacher education, ICT mediated teacher education, need based teacher education.

1.0. Introduction

Today the pattern of education and its transaction process is changing very fast. Many new forces like Scientific and Technological advancement, Industrialization, Globalization, Modernization etc. have emerged in society and it has become very complex. Education is an instrument for preparing younger generation for this complex society which has to face many new challenges. A modern generation needs essential skills, an updated knowledge, latest information of changing social needs, technologies and attitudes to make them fit to survive well and face the complexities of the present era. Lifelong and continuous learning is the characteristic of a man living a successful life in this modern age and to empower modern generation, there is need for sufficient powerful education system. UNESCO's Commission on Education (1972) declared that education is a lifelong process and its purpose is to establish a learning society, i.e., a society that knows how to learn, to grow and to transform itself to the needs of ever changing world. It is only through learning that one acquires knowledge and this knowledge comes mainly through education. The process of education is shaped and moulded by the human personality called the teacher, who plays a crucial role in education of country. In order to meet the demands of globalization the educational system of the country needs more efficient, as well as, competent teachers. The quality of teachers mostly depends on the teacher education programme of any nation. National Policy on Education (NPE, 1986)

has rightly emphasized, "The status of teacher reflects the socio-cultural ethos of the society and no people can rise above the level of its teacher. Good teachers are concerned it can be produced only when we have good and effective teacher education programme."

According to National Curriculum Framework for Teacher Education (NCFTE-2009), 'A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The expectations of the school system from a teacher changes from time to time, responding to the broader social, economic and political changes taking place in the society.' On this background of demand and expectation from schools and society, teacher education programmes need to be strengthened in all aspects adding innovative ideas and practices.

1.1 Teacher Education

Teacher education is an integral component of the educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. When India attained freedom, the then existing education system was accepted as such because it was thought that an abrupt departure from the same would be disturbing and destabilizing. Thus, a predisposition to retain the system acquired preponderance and all that was envisaged by a way of changes was its rearrangement. Consequently, education including teacher education largely remained isolated from the people. During the last five decades,

certain efforts have been made to indigenize the system. The gaps, however, are still wide and visible. The imperatives for building the bridges may be as follows: (NCFTE, 2009)

1. To build a national system of teacher education based on India's cultural ethos, its lenity and diversity synchronizing with change and continuity.
2. To facilitate the realization of the constitutional goals and emergence of the new social order.
3. To prepare professionally competent teachers to perform their roles effectively as per needs of the society.
4. To upgrade the stranded of teacher education, enhance the professional and social status of teachers and develop amongst them a sense of commitment.

The entire educational system of our country is in the process of change. We all know that no educational reform can be successful unless the quality of teacher is improved; but in turn the quality of teacher depends to a large extent on the quality of teacher education. Education commission (1964-66) says, 'Of all different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality of recruits to the training profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective'. The

quality of teacher education in our country especially at the secondary level is far from satisfactory. This may be due to lack of focus on providing meaning full experiences to the student teachers especially at the secondary level. It is said that the quality of nation depends upon the quality of its citizens.

1.2 Need and Importance of Teacher Education

In teaching profession a teacher has to perform multiple activities like teaching, evaluating, communicating, guiding and counselling the students, organizing co-curricular activities, participate in community programmes, diagnose and remedy students problems etc., together with activities which are intrinsic to teaching and learning. This needs perfection in academic and professional preparation of teachers. So the need and importance of teacher education is: According to Mangla (2010)

1. To educate teachers in organizing learning resources so that they can identify and design how to use a variety of appropriate teaching learning resources from the environment, community, media, A.V. aids and self learning materials.
2. To accomplish them for effective curriculum teaching strategies like developing episodes, lesson plans, instructional units, sequences etc., through inquiry, discovery, problem solving, projects, discussion, dialogues or lectures.
3. To qualify them to conduct effective interaction during

- classroom teaching to promote individual and group learning.
4. To educate them to evaluate the outcomes of learning by planning and conducting a continuous - comprehensive evaluation of the teaching learning process through appropriate tools and techniques.
 5. To make them sufficient to implement compensatory education programmes for the disadvantaged learner through organizing and participating in remedial instruction, tutorials, special coaching etc.
 6. To make them competent to cater to the special needs of disabled and gifted children.
 7. To educate them to organize and guide variety of co-curricular activities designed to facilitate the all round development of the learners.
 8. To make them adequate to guide students in solving their learning, occupational and personal problems and also participate in other student support activities.
 9. To prepare them to participate in and contribute to parallel and complimentary educational service systems like non-formal education, adult literacy, workers education etc.
 10. To make them proficient to develop in students, the qualities of democratic citizenship like tolerance, concern for others, cooperation, responsibility, commitment to social justice etc.

11. To make them sufficient to promote environmental consciousness, secular outlook, scientific temper, and cultural pursuit the students and in the community.
12. To endow them the quality to organize and participate in programmes of community service and development.

Though these changes have been included in the teacher education system, lot more has to be done to make the student-teachers efficient. The existing programme of teacher education at primary and secondary stages is generally based upon the teacher education curriculum framework brought out by the NCTE.

Among all these things it is clear that teacher education is an integral component of the educational system it is intimately connected with society and is conditioned by the ethos, culture and character of nation. There are certain points, which compels us to view teacher education programme with special attention because our constitutional goals, the directive principle of the state policy, the emerging expectation and changes operating in education etc. call for an appropriate response from a futuristic education system. Certain efforts have been done like

- To facilitate the realization of the emergence of the social order.
- To prepare professionally competent teachers to perform their roles effectively as per the need of the society.

There are but a few of the major concern which call for an immediate action. A comprehensive, dynamic and responsive

system of teacher education needs to be continually evolved keeping the overall scenario in view.

1.3 Present Scenario of Teacher Education

A teacher is the builder of nation and the teacher education institutions prepare teachers by enhancing or developing skills, knowledge, teaching practices related to class-room teaching i.e. the institutions provides educated teachers to the school system. The backlog of untrained teachers in school system and the essential requirement of pre-service teacher certification for appointment as a teacher led to increasing pressure on existing institutional capacity. The demand far exceeding supply, market forces have taken over causing unprecedented rise in the number of teacher education institutions in most parts of the country. The increasing demand for trained teachers and the belief that a training certificate acts as security against future unemployment have made the teacher education a beneficial business proposition. It has also led to large scale mushrooming of substandard teacher education institutions as well as trainees to these educational institutions. As a result the teacher-educator has to educate and train almost 80-100 teachers per year which has greater impact upon the future of the teacher education. If the teacher educators themselves are not competent enough to deal with the emerging issues then they cannot justify their duty to prepare quality teachers.

Today we have more organized, more elaborate and more comprehensive system

of education and of teachers training. We have better qualified teachers, willing to learn pupils, more cooperative parents, more organized and well founded department of education, more adequate funds and equipment and scientifically based curricula increasing opportunities for teachers to professionally advance and grow. Organizations such as the National Council of Educational research and training, the teaching department of training colleges and universities the teachers-exchange foundation, the State Institution of Education, the educational broadcasts of the A.I.R and various education commissions are diligently at work for the betterment of teachers' condition, professional as well as academic.

There are no linkages between the foundational knowledge and skills required for the effective transaction in the classroom. The whole purpose of foundational knowledge in such a manner gets shattered. Even, the curricula are outdated and not meeting the requirement of the present day demand of the society. To overcome and fulfill the demand many new areas like integration of ICT (Information and Communication Technology), CCE (Continuous Comprehensive Evaluation) and CBCS (Choice Based Credit System) are emerging but are not included in the curricula of teachers' education. (NCFTE-2009)

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The number of courses offered at different stages - pre-primary, elementary and secondary-face-to-face and distance modes of teacher education; programmes of M.Ed., face-to-face and distance modes, C.P.Ed., B.P.Ed., and M.P.Ed., have increased from 3,489 courses in 3,199 institutions in March, 2004 to a whopping 14,428 courses in 11,861 institutions in March 2009. The student intake has likewise increased from 2,74,072 to 10,96,673 during this period. This expansion has taken a heavy toll on quality parameters of infrastructural provision, faculty qualification, learning resources and student profile. Till December 2009, as many as 31 Institutes of Advanced Studies in Education (IASEs) and 104 Colleges of Teacher Education (CTEs) were sanctioned, and all of these were functional. Of the 599 Districts in the country, District Institutes of Education and Training (DIETs) were set up in 571 Districts, of which only 529 are functional. Thus, 42 DIETs are yet to become functional (Working Group Report on Elementary Education and Literacy, 2007). The main problem facing is non-availability of qualified faculty. Presently,

the faculty appointed does not possess qualifications or experience in elementary teacher education. A good number of CTEs face faculty shortage, poor library facilities, spend more time on initial teacher education while research, development and innovative activities are yet to take concrete shape. The same is the case with IASEs. The capacity of both CTEs and IASEs in performing their mandated roles has more recently come under serious scrutiny (NCTE 2009).

The training of the teachers is a major area of concern at present, as both pre-service and in-service training of school teachers are extremely inadequate and poorly managed in most of the States. Pre-service training needs to be improved and differently regulated both in public and private institutions, while systems for in-service training require expansion and major reform that allow for great flexibility. There exists a wide variation in the status of teachers and the need for teachers at different levels of school education across the country. It is important to develop a broad frame work that can address some of the crucial issues common to teacher education across different levels with a view to enable states to respond to needs specific to their contexts. Moreover, the diversity in the institutional arrangements for school education in terms of alternative schools, government and private schools places its own demands and will need to be addressed (NCFTE, 2009).

According to Mangala (2010) there is no provision for training the teachers for the subjects like art, craft, and music while these subjects are very well taught in

schools. In this context researcher feels that there is urgent need of special courses to be started to train teachers. Until the teachers develop interest & acquire the new knowledge, they may not be able to transmit the knowledge properly to their students. If the teachers cannot provide current knowledge to the students, then there would be no use of giving training to teachers. Thus, it can be concluded that teacher education has to face multiple challenges in the present social context under the impact of global needs.

During the last decade, need thrusts have been posed due to rapid changes in the educational, political, social, and economic contexts at the national and international level. Curriculum reconstruction has also become imperative in the light of some perceptible gaps in teacher education. Teacher education by and large, is conventional in its nature and purpose. The integration of theory and practice and consequent curricular response to the requirements of the school system still remains inadequate. Teacher is prepared in competencies and skills, which do not necessarily equip them for becoming professionally effective. Their familiarity with latest educational development remains insufficient. Organized and stimulatory learning experiences rarely contribute to enhancing teachers' capacities for self directed lifelong learning. A large number of teacher training institutions do not practice what they preach. Several of the skills acquired and methodologies learned are seldom practiced in actual school system. This highlights the need to bring realism and dynamism in the curriculum.

The National Curriculum Framework (NCF-2005) has also suggested different types of teaching methodology, such as, constructivist, collaborative, cooperative approach and to use of critical pedagogy, for teaching of the content. But these new dimensions have not been incorporated by the teacher education institutes. Today, there is a plenty of techno-resources which gives great scope for teachers and students to work in innovative and interesting ways. However, the applicability of these resources depends upon teacher educators who prepare teachers for future.

1.3. Problems and Challenges Faced By Teacher Education Programme

The role of the teacher is changing so fast therefore efforts of the teacher education institution must be increased to meet the demands and expectations of the society. The teacher needs to be convinced as a 'change agent' and not as a mere transmitter of knowledge and culture. Government of India - Policy Perspective' (1985) observed that the process of updating teacher education is extremely slow and the major portion of teacher education curriculum was irrelevant even to the contemporary needs. National Policy on Education (NPE-1986) also stated that the existing system of teacher education will be overhauled.

The system of teacher preparation is weak on several counts though efforts have been made to upgrade these and enhance the quality of products of teacher training institutions. Problems in the teacher education include mainly from the area of expectations, roles, relationships, rewards, recognition and sanction in the social

group in which teachers work. General problems in teacher education are listed as below.

1. Syllabus at school level was revised and new textbooks have been designed accordingly but the programme of teacher education has not responded to this.
2. The most important part of teacher education programme is practice teaching and related practical work. But still its purpose is not achieved.
3. There is no provision for training the teachers for the subjects like art, craft, and music while these subjects are very well taught in schools.
4. Vast curriculum, the ever expanding knowledge and many subjects to be taught in a small, limited period of time i.e. 9 months.
3. Teacher education programmes provide little scope for student teachers to reflect on their experiences.
4. Disciplinary knowledge is viewed as independent of professional in pedagogy.
5. Repeated 'practice' in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development.
6. It is assumed that links between learning theories and models and teaching methods are automatically formed in the understanding developed by student teachers.
7. There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.

(Mangala, 2010)

The NCF (2005) has described the current concerns of teacher education as follows:

1. Experiences in the practice of teacher education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question; there is no engagement with the curriculum. Textbooks, syllabi, and curriculum are never critically examined by the student teacher or the regular teacher.
2. Language proficiency of the teacher needs to be enhanced, but existing programmes do not recognize the centrality of language in the curriculum.
8. Theory courses have no clear link with practical work and ground realities.
9. The evaluation system followed in teacher education programmes is too information-oriented, excessively quantitative and lacks comprehensiveness.
10. Apart from conceptual and pedagogical aspects, existing programmes need to develop certain attitudes, dispositions, habits and interests in a teacher. The present evaluation protocol has no place for evaluating these aspects.

To solve all these and even other than these problems, one of the important solutions is innovation in teacher

education programme. Proper innovations may lead to quality improvement.

1.4. Concept of Innovation

An innovation means an idea or practice perceived as new by the adopter. Oxford Dictionary defines innovation as ‘the action of innovating, the introduction of novelties, and the alteration of what is established by the introduction of new elements or forms’.

The concept of ‘innovation’ has been defined in different ways.

Ryan & Gross (1943) have comprehensively defined the word innovation as “New ideas are generated or invented in systems. These new ideas are located from various sources and are given appropriate shape according to the needs. The process involved in creating a new idea is called the process of developing innovations. The process of innovations involves various stages; these are: locating the need for developing new ideas, awareness, and source of getting information, administration of innovation, teamwork and flow of communication, decision making and characteristics of innovations.” Whereas, Burnett (1953) has defined that innovation is the new thought which is qualitatively different from the existing form. Clapham (2003) states that “the word innovate comes from the Latin word ‘innovare’ which means to renew, to make new”. Therefore, by definition, an innovation can be a renovation of a theme or a variation of an idea. Kostoff (2003) also suggest that “innovation reflects the metamorphosis from present practice to some new, hopefully, ‘better’ practice”. Mangala (2010) defined it innovation as a

change made in old practices, introduction of novel ideas and concepts, invention of new products, promotion of new ideas.

Rogers (1995) defined innovativeness as the degree to which an individual is relatively earlier in adopting new ideas than the other members of his system and remarks that if the idea seems new to the individual, then as far as he is concerned, it is an innovation. Innovativeness of an institution depends on how much freedom does it enjoy to make decisions to experiment, try and adopt new ideas and practices. Not only the freedom from the external imposition of decisions does to make a favorable climate for the adoption of innovations but also the system within the organization needs to be made receptive to new ideas and practices. If every member has the freedom and there by develops a will to try for him and identify his personality with the practice that he is called upon to implement, there is every likelihood that he will strain every nerve to adopt and maintain innovations. Thus, innovation can be understood as promotion of new ideas, administering them to replace the old practices which do not suit the needs of the society.

1.5. Innovations and Education

In education, the word ‘innovation’ is used to describe a deliberate attempt to improve educational practices. Innovations do not come out of despair - they are first conceptualized in the need situation and then are implemented after long testing. Havelock (1973) pointed out “when we use expression like ‘innovation in education’ we think we are talking about something positive, a change for the better

of something that is both new and beneficial”. Thus, innovation is viewed as a conscious and planned act of intervention to improve practice in the direction of legitimate and pre-determine objectives.

The process of innovation includes activities like - a felt need, analysis of the present situation, planning of innovative/changed situation, testing and validating of innovation and finally implementing to find out how much improvement can be brought. Thus it becomes a model of educational change. It can be said that innovation is a change which is planned and formulated for the betterment of the system on which it will get implemented. Education is a process that involves from time to time as the practices of teaching and learning get affected by a variety of factors. Innovations in the field of education are purposeful changes which are brought in to make the process function at the desired level.

It is possible that apart from these institutions there are other teacher education institutions which may have adopted some innovations which have not been brought out. The researcher feels that by visiting some institutions and checking out whether any kind of innovations has been initiated by them would prove to be a fruitful exercise.

1.6. Need of Innovative Practices in Teacher Education

Entering into the 21st century today's school curriculum is becoming increasingly complex. Many new areas of knowledge are getting integrated into it. The methodology of curriculum

transaction is also undergoing transformations. There is a major paradigm shift in the instructional methods with the change of time. To be competitive in the period of globalization it is important to change our traditional methods to meet the challenges posed by the global markets. To meet these demands, a teacher must supplement or replace traditional methods of instruction with innovative educational experiences.

The UNESCO Report of the International Commission on Education in the 21st century (1996) strongly believes that the rethinking of teacher education is necessary in order to bring in future teachers' precisely those human and intellectual qualities that will facilitate fresh approach to teaching. The NCTE after becoming the statutory body brought out a discussion document on Curriculum Framework for Quality Teacher Education (1998) in order to give a new look to the teacher education. Although various measures taken to improve the quality of teacher education have brought out changes in the system. But these developments and transformations have not been able to bring a change in the teacher education programme as envisaged in NPE (1986-92)

The National Policy on Education, (1986) has rightly stated, “No people can rise above the level of its teachers.” So for the development of the country, it is very important to have good teachers and good teachers can be produced only if we have a good system of teacher education and dedicated and efficient teacher-educators. According to NCFTE (2009) there is also a dire need to critically review the secondary

teacher education system. The one-year second Bachelor's degree (B.Ed.) model seems to have outlived its relevance. With the increase of B.Ed. colleges, particularly with privatization and commercialization, B.Ed. programmes have become weak both in theory and practice. Even the few institutions, which keep struggling to make this programme meaningful, find it difficult to overcome the structural constraints that the short duration of the programme poses. According to Singh (2008), one way to improve the situation is to absorb the innovation in the field of teacher education because modernization of education depends to an extent on modernization of teacher. He further states that "there is a need to revamp today's teacher education system in tune with the changing needs of the society and particularly changing needs of school education". In teacher education programme efficient and good teachers are prepared who always try to introduce new ideas, techniques and practices in classroom transaction, curricular or co-curricular activities. Thus, it is imperative that the teacher must go through the innovative process of teacher education so that they become innovators in their spirit and continue to try out and adopt innovations in their own situations. The National Curriculum Framework (NCF-2005) also emphasized on innovations and good practices in teacher education.

Teacher education means programmes of education and research which equip an individual to teach at schools. The role of teacher has been changing from being a knowledgeable person on the stage to a facilitator and guide beside. In this context

the teacher education programme is undergoing changes nationally as well as internationally. The NCTE (2004) stating that, "The programme of teacher education is institution based. The students are not exposed to the realities of school and community, internship, practice of teaching; practical activities are not paid proper attention. Despite the commendable improvement in service conditions and perks, the profession is yet to attract best brain".

A teacher plays an important role in shaping the students and also the future of nation. Therefore, any nation cannot neglect the preparation of teachers. In India, teacher education programme has been given importance both before and after the independence. With reference to the teacher education programme many eminent personalities in the field of education from the education field i.e. Vachhrajani (2005), Goel & Goel (2005) are of the view that there is an urgent need to update the teacher education programme with reference to the changing needs of society. Education is one of the major aspects of the society. So, our education system needs to bring desirable changes with the changes in society. Therefore, the teacher preparation programme needs to be updated in the light of the changing needs of society and for that adoption of innovative practices is necessary. Further, in this era of globalization, we need to prepare teachers for the global world. This can only be made possible if innovations are introduced in system to bring about quality improvement. The National Curriculum Framework (NCF-2005) has also emphasized the need for bringing

change in teacher education for developing professional identity of teachers and to make teacher education more relevant in school education.

Further NCFTE (2009) states that, there is also a dire need to critically review the secondary teacher education system. The one-year second Bachelor's degree (B.Ed.) model seems to have outlived its relevance. With the proliferation of B.Ed. colleges, particularly with privatization and commercialization, B.Ed. programmes have become weak both in theory and practice. Even the few institutions, which keep struggling to make this programme meaningful, find it difficult to overcome the structural constraints that the short duration of the programme poses. While the second Bachelor's degree model may still be relevant, it is imperative that this needs strengthening in terms of intensity, rigor and duration.

Proper implementation of innovations will lead to real progress only if they are brought about in an orderly sequence of goal setting, planning and systematic execution. The aim of innovation is the change for better. Such changes bring progress. To be competitive in the period of globalization it is important to change our traditional methods so as to meet the challenges posed by the global markets. To meet these demands, a teacher must supplement or replace traditional methods of instruction with innovative educational approaches.

One of the questions that is being increasingly considered is: How best may innovation improve quality? It is not possible to answer this question in general terms other than to say that, if the current

quality needs to be improved, something new will have to be done. Even if the question is rephrased such as: What innovations are likely to best improve quality of teacher education? The answer is still hard to define because it depends on what aspect is under consideration and what is known to work best in the specific aspect. There is, however, considerable consensus in the region that teachers are of central importance in improving the quality of education. This implies that innovations in pre-service teacher training are a good form of investment.

Secondary education has a key role to play in the social, economic, and human capital development of a country. Further education at these levels is a crucial link between primary schooling and higher education. The task before today's societies is to transform secondary education institutions and current schooling practices to align them with the demands of a globalized and technology-driven world. Policymakers and educators must address the twin challenges of increasing "access to" and "quality and relevance of" secondary education for all young people.

Keeping in view the important role of secondary education in the development of the children, preparation of teachers for this level is indeed a very important and challenging task.

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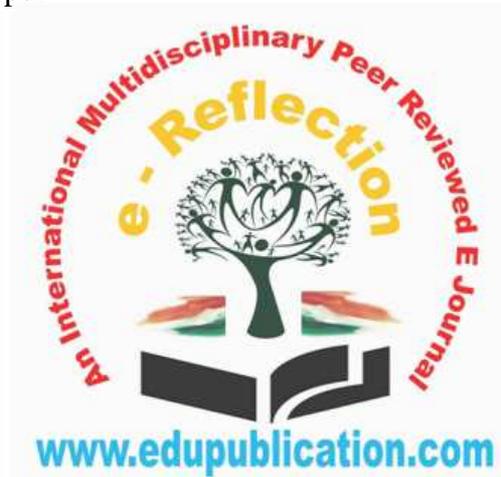
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APPENDIX_X

Format to Compile Innovative Practices

1	Preliminary
2	Objectives of the practice
3	Description of the Practice
4	Practice Context & the Need Addressed
5	Sources & Resources Required
6	Voices of Student-Teachers
7	Practice Outcome
8	Innovativeness of the Practice
9	Requirements for Adoption and Adaptation

APPENDIX XI

Rubric for Classroom Observation

Student-Teacher _____ School _____

Subject _____ Date _____ Time _____

Topic _____ Final Grade _____

	Accomplished (O)	Advanced (A)	Satisfactory (B)	Progressive (C)	Beginner (D)
I. Planning and Preparation					
States objectives clearly in behavioural terms					
Design objectives to cater to learner diversity					
Designs objectives to ensure higher order learning					
Designs lessons that break down complex tasks and address learning needs, styles and interests.					
Plans usage of materials/resources that support instructional goals and engage students in meaningful learning					
Allocates time for activities judiciously					
Grade					
II. Implementation & Execution					
	Accomplished (O)	Advanced (A)	Satisfactory (B)	Progressive (C)	Beginner (D)
Makes learning relevant by connecting students' prior knowledge and experiences to the learning process					
Presents content as per <ul style="list-style-type: none"> • Framed objectives • Level of students 					
Incorporates a variety of teaching methods/ instructional strategies according to the content					
Designs relevant activities to enhance student participation					

Presents material clearly and explicitly, with well-chosen examples.					
Develops students' critical thinking and problem solving skills					
Uses relevant teaching aids/other resources to support student learning					
Uses technology to support higher order thinking skills					
Communicates ideas effectively					
Correlates subject with <ul style="list-style-type: none"> • Other subjects • Real life experiences 					
Includes current research and data to enhance learning					
Uses Skills of teaching <ul style="list-style-type: none"> ➤ Introduction ➤ Explanation with examples ➤ Questioning/ Probing ➤ Timely Reinforcement ➤ Stimulus Variation ➤ Black Board Writings ➤ _____ 					
Grade					

III. Classroom Environment

	Accomplished (O)	Advanced (A)	Satisfactory (B)	Progressive (C)	Beginner (D)
Facilities a student-centered learning environment. - Encourages student interaction during teaching - learning process					
Ensures participation of all students in discussion/activities					
Promotes curiosity in learning					
Promotes disciplined behaviour & mutual respect during teaching-learning process.					
Grade					

IV. Evaluation					
	Accomplished (O)	Advanced (A)	Satisfactory (B)	Progressive (C)	Beginner (D)
Correlates instructional objectives, activities and assignments.					
Communicates clearly assessment activities and criteria to the students					
Uses assessment data to monitor student progress and modify instruction as needed					
Provides timely and specific feedback					
Grade					
V. Personal Correlates					
	Accomplished (O)	Advanced (A)	Satisfactory (B)	Progressive (C)	Beginner (D)
Maintains a positive pattern of professional behaviour 1. Punctuality 2. Attendance 3. Effectiveness in Communication 4. Collegiality 5. Appearance 6.					
Grade					
Final Grade					

Supervisor's name

APPENDIX_XII

a. Lesson Plan

b. Scripted lesson Plan

શાળાનું નામ: આણંદ હાઈસ્કૂલ , આણંદ

તારીખ: _____

તાસ: _____

સમય: 10 થી 10:30

ધોરણ: ૯-અ _____

વિષય: ગુજરાતી _____

એકમ: કન્યાવિદાય

પાઠની સંખ્યા: પદ્ધતિ (૧) ગુજરાતી

(✓)

(૨) સામાજિક વિજ્ઞાન ()

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* શૈક્ષણિક સાધનો :

* ટેઈપ રેકોર્ડર → પ્રારંભ

- * ચાર્ટ
 - જાન ઉઘલવી અને ઢોલ ઢબૂકવો
 - કન્યાનું કળિયમાંથી વિદાય થવું
 - પૈડું સીંચવું
 - પાદર અને બાળપણ

- * રોલ-અપ-બોર્ડ
 - સંદર્ભ પંક્તિ
 - પ્રવૃત્તિ

શૈક્ષણિક પદ્ધતિઓ :

- * કથનચર્યા પદ્ધતિ
- * પ્રશ્નોત્તર પદ્ધતિ
- * દાર્શનિક પદ્ધતિ

પ્રસંગ-ઘટના

ભાવ-રસ-મૂલ્ય

પ્રવૃત્તિ - સંદર્ભપંક્તિ

પૂરકમાહિતી

સમીસાંજના
કન્યાની વિદાય

વિદાયનો ભાવ

સંદર્ભપંક્તિ:
“ઢોલીડા હો ઢબૂક્યા લાડી
ચાલો આપણે ઘેર જઈએ.”

કન્યા જતાં
સૂનકાર વ્યાપવો

કરુણ રસ

પ્રવૃત્તિ :
આપેલાં બે ચિત્રોના
આધારે કન્યાવિદાયની
તુલના કરો.

કણ્વ ઋષિ - દીકરીની વિદાય-
રુદન કરતાં સહુ-પ્રકૃતિ પણ
રડતી હોવી.

એકમવસ્તુ અને તેની સમજના મુદા

હેતુનિર્દેશ (અપેક્ષિત વર્તનપરિવર્તનના સંદર્ભમાં)

* પ્રારંભ : (કાવ્ય પંક્તિ અને પ્રશ્નોત્તરી)

“બાબુલ કી દુઆ લેતી જા, જા તુજકી સુખી સંસાર મિલે
મયકેકી કભી ના યાદ આયે, સસુરાલમે ઈતના ધ્યાર મિલે”

* કન્યાવિદાય :

અનિલ જોશી

* આદેશગાન :

સમી સાંજનો....
.....અજવાળાને ઝંખે
પાન નંબર : ૫૯ થી ૬૦

* કાવ્યનિરૂપણ:

સમીસાંજનો ઢોલ ઢબૂકતા જાન ઉઘલવી- વરનું
કન્યાને લઈને જવું-પાદર આવતા કન્યાને બાળપણ
કન્યાને લઈને જવું-પાદર આવતા કન્યાને બાળપણ
યાદ આવવું-ડૂસકામાં બાળપણ છૂટી જતું લાગવું

પૈડું સીંચતા કન્યાએ વિતાવેલ શેરી સૂની થવી-
જાન જતાં માતાને દીકરીની વધુ યાદ આવવી-
ખડકી પાસે આવી દીકરીની રાહ જોવી-સમગ્ર
કાવ્યમાં કન્યાવિદાયનું કરુણમંગલ નિરૂપણ કરવું.

* સંદર્ભપંક્તિ :

“ઢોલીડા હો ઢબૂક્યા લાડી,
ચાલો આપણે ઘેર જઈએ”
“બેના રે સાસરિયે જાતા જોજો પાંપણ ના ભીજાય,
દીકરી તો પારકી થાપણ કહેવાય.”

* ભાષાતત્ત્વ :

○ શબ્દાર્થ :

સમીસાંજ = સંધ્યાકાળ
ઢબૂકવું = ઢોલનું વાગવું
ઉઘલવું = વરનું કન્યા સાથે પરણી વિદાય થવું
ઘરચોળું = લગ્ન સમયે કન્યા પહેરે તે સાડી
પૈડું સીંચવું = જાનની વિદાય વખતે ગાડાને શ્રીકૃણ પર
ચલાવવું

○ સમાનાર્થી શબ્દો :

પાદર = સીમ , ભાગોળ
શૈશવ = બાળપણ , બચપન

*વિદ્યાર્થીઓ વિષયાભિમુખ થાય.

-વિદ્યાર્થીઓ એકમના અધ્યયન માટે ઉત્પ્રેરિત થાય.
-વિદ્યાર્થીઓ પૂર્વજ્ઞાનને નવા જ્ઞાન સાથે જોડે.

*વિદ્યાર્થીઓ કાવ્યગાન કરે.

-વિદ્યાર્થીઓ તાલબદ્ધ ગાન કરે.
-વિદ્યાર્થીઓ લયબદ્ધ ગાન કરે.
-વિદ્યાર્થીઓ યોગ્ય ઉચ્ચારણ સહિત ગાન કરે.

*વિદ્યાર્થીઓ કાવ્યનું હાર્ટ જાણે.

-વિદ્યાર્થીઓ કન્યાવિદાયની સમાજમાં રહેલી
સંવેદનશીલતા પ્રત્યે સભાન બને.
-વિદ્યાર્થીઓ કન્યાની બદલાતી ભૂમિકા વર્ણવે.
-વિદ્યાર્થીઓ કાવ્યમાં રહેલા વિશિષ્ટ શબ્દપ્રયોગોને
ઓળખાવે.

*વિદ્યાર્થીઓ કાવ્યમાં વ્યક્ત થયેલાં ભાવો જાણે.

-વિદ્યાર્થીઓ કન્યાના મનોભાવો સમજાવે.
-વિદ્યાર્થીઓ કન્યાવિદાયની કરુણતાને સ્પષ્ટ કરે.
-વિદ્યાર્થીઓ કન્યાના નાજુક સંવેદનો સંવેદે.
-વિદ્યાર્થીઓ કન્યા અને માતાના સંબંધો સ્પષ્ટ કરે.

*વિદ્યાર્થીઓની મૌખિક અભિવ્યક્તિનો વિકાસ થાય.

-વિદ્યાર્થીઓ શુદ્ધ અને સરળ ભાષામાં પોતાના
વિચારો રજૂ કરે.
-વિદ્યાર્થીઓ પ્રશ્નોના જવાબ આપે.

*વિદ્યાર્થીઓ ભાષાતત્ત્વ જાણે.

-વિદ્યાર્થીઓ શબ્દોના અર્થ આપે.
-વિદ્યાર્થીઓ સમાનાર્થી શબ્દો જણાવે.

- * શિક્ષિકા કાવ્યપંક્તિ રજૂ કરીને નીચેના જેવાં પ્રશ્નો પૂછી વિદ્યાર્થીઓને વિષયાભિમુખ કરાવશે.
 - દુઆ કોણ આપે છે ?
 - બાબુલ ક્યારે દુઆ આપે છે ?
 - બાબુલ કઈ દુઆ આપે છે ?
- * શિક્ષિકા કન્યાવિદાય કાવ્યનું આરોહ-અવરોહ સાથે ગાન કરશે. વિદ્યાર્થીઓ ધ્યાનથી સાંભળશે.
- * શિક્ષિકા નાચેના જેવાં પ્રશ્નો પૂછી કાવ્યની ચર્ચા કરશે અને જરૂરી નોંધ કા.પા.માં કરશે.
- * વિદ્યાર્થીઓ ચર્ચામાં ભાગીદાર બની પ્રશ્નોના જવાબ આપશે.
 - કાવ્યમાં કયા સમયનું વર્ણન છે ?
 - સમીસાંજ શબ્દનો અર્થ આપો.
 - કવિએ કાવ્યનો સમીસાંજ દ્વારા પ્રારંભ કેમ કર્યો છે?
 - કાવ્યમાં કયા વાજિંની વાત છે ?
 - ઢાલ ઢબૂકવો શબ્દનો અર્થ આપો.
 - ઢોલ ઢબૂકતા શું થાય છે ?
 - જાન ઉઘલવી શબ્દનો અર્થ આપો.
 - વરરાજા માટે કયો પ્રતીકરૂપ શબ્દ વપરાયો છે ?
 - કેસરિયાળો શબ્દ વરરાજા માટે શાથી વપરાયો છે?
 - ઘરનું ક્ષણિયું પ્રતીક કોના માટે વપરાયો છે ?
 - કન્યા માટે આ શબ્દ કેમ પ્રયોજાયો છે?
- * શિક્ષિકા સંદર્ભપંક્તિ રજૂ કરશે.
 - પાદર શબ્દના સમાનાર્થી શબ્દો આપો.
 - પાદર આવતા શું થાય છે?
 - ઘરચોળું શબ્દનો અર્થ આપો.
 - ઘરચોળાની ભાત શા માટે ફૂડી ઊઠે છે?
 - ડૂસકામાં શું થાય છે?
 - બાળપણ શબ્દના સમાનાર્થી શબ્દો આપો.
 - કોલાહલ ક્યારે થાય છે ?
 - પૈડું સીચવું શબ્દનો અર્થ આપો.
 - સૂનકારમાં શું ડૂબે છે ?
 - શૈશવ શબ્દના સમાનાર્થી શબ્દો આપો.
 - દીવડો ચરચર કંપે શબ્દ દ્વારા કોની વેદના વ્યક્ત થઈ છે ?
 - માતાની વેદના કઈ રીતે વ્યક્ત થઈ છે ?
 - આ કાવ્ય દ્વારા કયો ભાવ વ્યક્ત થયો છે ?
- * શિક્ષિકા વિવિધ યુક્તિ-પ્રયુક્તિ દ્વારા ભાષાતત્વની ચર્ચા કરશે.

*શિક્ષિકા કન્યાવિદાય કાવ્યનું સમૂહગાન કરાવશે.

સ્વાધ્યાય:
વિદ્યાર્થીઓ કન્યાવિદાય કાવ્ય કંઠસ્થ કરી લાવશે.

<p>વિષય : ગુજરાતી</p> <p>ઐક્ય : કન્યાવિદાય</p> <p>ભાષાતત્વ :</p> <p>* શબ્દાર્થ : સમીસાંજ =સંધ્યાકાળ ઢબૂકવું =ઢોલનું વાગવું ઉઘલવું =વરનું કન્યા સાથે પરણી વિદાય થવું ઘરચોળું =લગ્ન સમયે કન્યા પહેરે તે સાડી પૈડું સીંચવું=જાનની વિદાય વખતે ગાડાને શ્રીકૃણ પર ચલાવવું</p> <p>* સમાનાર્થી શબ્દો : પાદર= સીમ , ભાગોળ શૈશવ =બાળપણ , બચપન</p>	<p>તારીખ :</p> <p>ધોરણ : ૯-અ</p> <p>વિષયવસ્તુ :</p> <p>* સમીસાંજનો ઢોલ ઢબૂકતા જાન ઉઘલવી-વરનું કન્યાને લઈને જવું-પાદર આવતા કન્યાને બાળપણ યાદ આવવું-ડૂસકામાં બાળપણ છૂટવું.</p> <p>* પૈડું સીંચતા કન્યાએ વિતાવેલ શેરી સૂની થવી- જાન જતાં માતાને દીકરીની વધુ યાદ આવવી- ખડકી પાસે આવી દીકરીની રાહ જોવી-સમગ્ર કાવ્યમાં કન્યાવિદાયનું કરુણમંગલ નિરૂપણ કરવું.</p>
<p>સારા પાસા</p>	<p>નરસા પાસા</p>

*** પાઠના સામાન્ય હેતુઓ :**

- *વિદ્યાર્થીઓ વિચારવહનના સાધન તરીકે ભાષાજ્ઞાન કેળવે
- *વિદ્યાર્થીઓ બોલાયેલુ સમજપૂર્વક સાંભળવાની શક્તિ કેળવે
- *વિદ્યાર્થીઓ લખાયેલ સમજપૂર્વક વાંચવાની શક્તિ કેળવે
- *વિદ્યાર્થીઓની લેખિત અભિવ્યક્તિનો વિકાસ થાય
- *વિદ્યાર્થીઓની મૌખિક અભિવ્યક્તિનો વિકાસ થાય
- *વિદ્યાર્થીઓ પદ્ય સાહિત્યમાં રસ લેતા થાય

ગુજરાતી પદ્ય પાઠની સ્ક્રીપ્ટ (Script of Lesson Plan) – કન્યાવિદાય

સૌપ્રથમ હું વર્ગખંડમાં જઈશ. નમસ્તે વિદ્યાર્થી મિ ઠો બોલીશ. વિદ્યાર્થીઓ પણ નમસ્તેનો પ્રત્યક્તર આપશે. ત્યારબાદ હું સફેદ અને રંગીન ચોકના યોગ્ય ઉપયોગથી નીચેની વિગતો લખીશ.

વિષય : ગુજરાતી

ધોરણ : ૯-અ

વિષયાંગ :

તારીખ : ૧૩-૧-૧૩

* પ્રારંભ :

ત્યારબાદ પ્રારંભની રોલ-અપ બોર્ડની પંક્તિ કા.પા.પર લટકાવીશ. પછી આ પ્રમાણે સૂચના આપીશ કે આ પંક્તિ તમારામાથી કોઈએ વાંચવાની છે. ત્યારબાદ તેમાંથી કેટલાંક પ્રશ્નો પૂછીશ. જેનો પૂરા વાક્યમાં જવાબ આપવાનો છે. સમૂહમાં જવાબ આપવાનો નથી. આંગળી ઊંચી કરવાની છે. જેને કહું તેણે જ જવાબ આપવાનો છે.

(હા બેન, તમે વાંચો.)

“બાબુલ કી દુવાએ લેતી જા, જા તુજકો સુખી સંસાર મિલે,
મ્યકે કી કભી ના યાદ આયે, સસુરાલમે ઇતના ધ્યાર મિલે.”

સરસ

* પ્રારંભના પ્રશ્નો :

૧. આ પંક્તિમાં કોણ દુઆ આપે છે ?
૨. બાબુલ કઈ દુઆ આપે છે ?
૩. બાબુલ ક્યારે દુઆ આપે છે ?

એકદમ સાચું છે

ખૂબસરસ

તમે સાચા છો

* હેતુકથન :

તો વિદ્યાર્થી મિ ઠો આ પંક્તિમાં આપણે જોયું કે જ્યારે કન્યાને લગ્ન પછી સાસરે વળાવાય છે ત્યારે બાબુલ તે સુખી થાય તેવી દુઆ સાથે વિદાય આપે છે. આ પંક્તિમાં કન્યાવિદાયનો જે ભાવ રહેલો છે તેવો જ ભાવ રજૂ કરતું કાવ્ય આજે આપણે સાથે મળી શીખીશું જેનું નામ છે – કન્યાવિદાય.

(આમ કહીને હું કા.પા. પર વિષયાંગમાં કન્યાવિદાય એમ નોંધીશ.)

* કાવ્યગાન :

કાવ્ય કન્યાવિદાય-પાન નંબર ૫૯ - હવે હું આ કાવ્ય કેવી રીતે ગાઈ શકાય તે ગાઈને બતાવીશ. બધાંએ ધ્યાનથી સાંભળવાનું છે. કાવ્ય સમજી લઈશું પછી છેલ્લે બધાં જ સાથે ગાઈશું.

આમ કહી કાવ્યનું આરોહ અવરોહ-અવરોહસહ ગાન કરીશ

* કૃતિ પરિચય :

બધાંનું આ તરફ ધ્યાન. આ કોનું ચિંત છે ?

બરાબર છે

(કવિનું નામ મળતાં કા.પા.પર કન્યાવિદાય લખ્યું છે તેની નીચે અનિલ જોશી એમ લખીશ.)

અને કવિનો પરિચય આપીશ.

આ ગુજરાતી ગીતકવિ અનિલ જોશી છે. જેમનો જન્મ ૨૮-૯-૧૯૪૦ માં ગોંડલમાં થતો હતો. જેમણે ‘કદાચ’, ‘બરફના પંખી’ જેવાં કાવ્યસંગ્રહો આપ્યા છે. કન્યાવિદાય તેમનું જ નહીં સમગ્ર ગુજરાતી સાહિત્યનું ઉત્તમ કાવ્ય છે. આ કાવ્યમાં કવિએ કન્યાના લગ્ન પછીની જે ખૂબ કરુણ ઘડી એટલે કે વિદાયનું કરુણમંગલ નિરૂપણ કર્યું છે. જેને આપણે પંક્તિએ પંક્તિએ સમજીએ.

* પ્રથમ પંક્તિઓ :

“સમીસાંજનો ઢોલ ઢબૂકતો જાન ઊઘલતી મ્હાલે,
કસરિયાળો સાકી ઘરનું કળિયું લઈને ચાલે.”

(આ પંક્તિઓ પરથી હું તમને કેટલાંક પ્રશ્નો પૂછીશ જેના આખા વાક્યમાં જવાબ આપવાના છે.)

* પ્રશ્નોત્તરી (વિષયવસ્તુ અને ભાષાતત્ત્વ)

૧. કાવ્યમાં દિવસના કયા સમયનું વર્ણન કરવામાં આવ્યું છે ?

હા

૨. સમી સાંજ શબ્દનો અર્થ આપો.

તદન સાચું છે

(આમ કહીને કા.પા.માં ડાબી તરફ શબ્દાર્થમાં આ શબ્દ નોંધીશ.)

* ક્ર.પા.કાર્ય :

વિષય:ગુજરાતી	તારીખ: 13-1-13
વિષયાંગ:કન્યાવિદાય	ધોરણ:૯ અ
*શબ્દાર્થ:	
સમીસાંજ-સંધ્યા	

૩. કવિએ કાવ્યનો સમીસાંજ દ્વારા પ્રારંભ કેમ કર્યો છે?

સરસ

૪. કાવ્યમાં કયા વાજિંની વાત છે ?

બરાબર

૫. ઢોલ ઢબૂકવો શબ્દનો અર્થ આપો.

યોગ્ય છે

(આમ કહીને કા.પા.માં ડાબી તરફ શબ્દાર્થમાં આ શબ્દ નોંધીશ.)

વિષય:ગુજરાતી	તારીખ: 13-1-13
વિષયાંગ:કન્યાવિદાય	ધોરણ:૯ અ
*શબ્દાર્થ:	

સમીસાંજ-સંધ્યા ઢોલ ઢબૂકવો-ઢોલનું વાગવું	
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૬. ઢોલ ઢબૂકવાથી શું થાય છે ?

સાયુ છે

૭. જાન ઉઘલવી શબ્દનો અર્થ આપો.

સરસ

(આમ કહીને કા.પા.માં ડાબી તરફ શબ્દાર્થમાં આ શબ્દ નોંધીશ.)

વિષય:ગુજરાતી વિષયાંગ:કન્યાવિદાય *શબ્દાર્થ: સમીસાંજ-સંધ્યા ઢોલ ઢબૂકવો-ઢોલનું વાગવું. જાન ઉઘલવી-વરનું કન્યા સાથે પરણીને વિદાય થવું	તારીખ: ૧૩-૧-૧૩ ધોરણ:૯ અ *કવિએ કન્યાવિદાયના કરુણમંગલ પ્રસંગનું નિરુપણ કરવું-સમીસાંજે ઢોલ ઢબૂકતા જાન ઉઘલવી-કન્યાનું વર સાથે વિદાય થવું.
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૮.વરરાજા માટે કયો પ્રતીકરૂપ શબ્દ વપરાયો છે ?

અતિસુંદર

૯.કેસરિયાળો શબ્દ વરરાજા માટે શાથી વપરાયો છે?

સુંદર

૧૦.ઘરનું કળિયું પ્રતીક કોના માટે વપરાયો છે ?

બરાબર

૧૧.કન્યા માટે આ શબ્દ કેમ પ્રયોજાયો છે?

શ્રેષ્ઠ

*** વિદ્યાર્થીનું સ્પષ્ટીકરણ :**

વિદ્યાર્થી મિ તે આ પંક્તિના શબ્દના અર્થ અને પ્રશ્નોના જવાબ તમે આપ્યા છે તો તેના પરથી આ પંક્તિ આપણને શું કહેવા માંગે છે અથવા તમે શું સમજ્યા તે જેવું આવડે તેવું કહેવાનું છે.

*** વિદ્યાર્થી સ્પષ્ટીકરણ કરશે.**

ખૂબ જ સરસ

*** શિક્ષકનું સ્પષ્ટીકરણ :**

કવિ આ બે પંક્તિઓમાં ખૂબ જ કરુણતાવાળું ચિત્ર રજૂ કરે છે કે જ્યાં કન્યાની વિદાય થઈ રહી છે એટલે કે હવે તેને સાસરે વળાયાય છે. ત્યારે સમય છે સમી સાજનો કારણ કે કન્યા જતાં જાણે કે પિયરમાં પણ સાંજ થઈ રહી છે. આથી અહીં ઢોલ વાગે છે કારણ કે જાનૈયાઓ કન્યાને લઈ જતા હોવાથી ખૂબ ખુશ છે પણ સામે કરુણતા છે. કવિ એમ પણ કહે છે કે કેસરી સાફી તો વરરાજા પહેરે કે જ હવે કન્યા માટે કેસરી રંગ જેવા રંગો જીવનમાં આપશે. તો કન્યાન કળિયું કહ્યું છે તે પણ ચાલતું કળિયું કારણ કે જે કન્યા આટલા વર્ષો

સુઘી માબાપ, ભાઈબહેન, અને આડોસી-પાડોસી સાથે ઉછરી હતી તે બધું જ હવે તેના જતાં જ તેની સાથે સાથે જાણે કે જઈ રહ્યું છે.

* ચિ ૧ દર્શાવવું : (સમીસાંજે ઢોલ ઢબૂકે અને વિદાય થાય કન્યાનું તે)

ચિ ૧ લટકાવી પૂછાશ કે

- અહીં દર્શાવેલ સાંજનો સમય તમને કેવો લાગે છે ? ખૂબસરસ
-આ ચિ ૧માં તમને શું દેખાય છે ? સરસ
-અહીં બતાવેલ જાન ઊઘલતી પ્રક્રિયા વિશે જણાવો ? ઉત્તમ

* ચિ ૧નું સ્પષ્ટીકરણ :

જો આ ચિ ૧માં સાંજ ઢળી ચૂકેલી છે. અને વરરાજા ઘોડા ઉપર બેઠેલા છે. તથા ઢોલ વાગી રહેલાં દેખાય છે. આમ થતા કન્યાને બધાં વિદાય આપી રહ્યાં છે. પરિણામે દરેકની આંખમાં આંસુ છે. તો જાન ધીરે ધીરે ઘર અને કળિયું વટાવી રહેલી દેખાય છે.

* પૂરક માહિતી :

વિદ્યાર્થીઓ તમને ખબર જ હશે તમારા ગામમાં કે ઘરમાં કોઈ દિકરીને વળાવવામાં આવી હોય ત્યારે પણ આવું જ જોવા મળે છે. અને તમે ટી.વી. પર, ગુજરાતી કે હિન્દી ફિલ્મમાં પણ આવું કન્યાને સાસરે વળાવતું દ્રશ્ય જોયું જ હશે. જ્યારે હિન્દી ફિલ્મ મહેંદીમાં રાની મુખરજીને વળાવે છે ત્યારે તો આપણને પણ આંખમાં પાણી આવી જાય છે. તો ગુજરાતી ફિલ્મ ગામમાં પિયરિયું ને ગામમાં સાસરિયું, અને દીકરી તો પારકી થાપણ કહેવાય માં પણ આવી જ વાત છે. જો તમે અત્યારે આવતી શકુંતલા સિરીયલ જોતા હો તો કણ્વ ઋષિ પણ પાલક પુત્રીને આવી રડતી આંખે વિદાય આપે છે આમ અહીં કન્યાવિદાયનો ઉદાહ આપ્યો છે.

* પૂરક પ્રશ્ન :

૧. કન્યાવિદાયની તમે જોયેલી કોઈ ઘટના જણાવો ? હા
૨. આજના સમયમાં કન્યાને કેવી રીતે વિદાય આપવામાં આવે છે ? તમારો જવાબ સારો છે

* સંદર્ભ પંક્તિ :

(વિદ્યાર્થી પાસે વંચાવીશ. જો ગાઈ શકાય તેવી હોય તો અને તેમને રાગ આવડતો હોય તો ગાવા જણાવીશ. અને મને આવડતી હશે તો હું ગાઈશ.)

“ ઢોલોડો ઢો ઢબૂકો લોડો , યોલો ઓપણે ઘેર જઈએ.”

ઓ પંકિતોમાં [પણ] ઢોલોડો ઢોલ વગોડતો વગોડતો ઢવે પરણેલો કન્યોને [જોણ] કહી રહ્યો છે [કે ઢવે] ઢોલ વોગી યૂક્યો છે. ઓ ઘર [એટલે] પિયર ઢવે છોડવોનો સમય થઈ ગયો છે. [એને] ઓજથી ઓ ઘર ઢવે તમોરું નથી. તમોરું ખરું ઘર તો ઢવે તમોરું સોસરું છે [તો] યોલો બેની ઓપણે ઘેર ઢવે જઈએ.

(ઓમ કહીને કો.પો.માં જમણી તરફ વિષયવસ્તુનો મુદો નોંધીશ.)

***પ્રવૃત્તિ:**

અહીં બે ચિ. ઓખ્યાં છે તે બંનેની સરખોમણી નીચે મુજબ કરો.

ક્રમ	ચિ	તમોરો વિચોરો	તમોરો ભોવ
૧	પ્રોચીન સમયમાં કન્યોવિદોય અપોતું ચિ.		
૨	ઓધુનિક સમયમાં કન્યો વિદોય અપોતું ચિ.		

* ઢ્વિતીય પંકિતો : ઓ પંકિતનું જ ગોન કરીશ અને પછી અગોઉની જેમ જ ચર્ચો કરીશ.

“પોદર બેસી કહી ઊઠતી ઘરચોળોની ભોત

ડૂસકે ડૂસકે ઢડસેલોતી બોળપણોની વોત”

(ઓ પંકિતો પરથી ઢું તમને કેટલોંક પ્રશ્નો પૂછીશ જેનો ઓખો વોક્યમાં જવોબ ઓપવોનો છે.)

* પ્રશ્નોત્તરી (વિષયવસ્તુ અને ભોષોતત્વ)

૧૨. પોદર શબ્દનો સમોનોરૂં શબ્દો ઓપો.

બરોબર

વિષય:ગુજરોતી વિષયોંગ:કન્યોવિદોય *શબ્દોરૂં: સમીસોંજ-સંધો ઢોલ ઢબૂકવો-ઢોલનું વોગવું. જોન ઊઘલવી-વરનું કન્યો સોથે પરણીને વિદોય થવું *સમોનોરૂં: પોદરસીમ, ભોગોળ	તોરીખ: ૧૩-૧-૧૩ ઘોરણ:૯ અ *કવિએ કન્યોવિદોયનો કરુણમંગલ પ્રસૂગનું નિરુપણ કરવું-સમીસોંજે ઢોલ ઢબૂકતો જોન ઊઘલવી-કન્યોનું વર સોથે વિદોય થવું.
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૧૩. પોદર ઓવતો શું યોય છે?

સોચું છે

<p>વિષય:ગુજરાતી</p> <p>વિષયાંગ:કન્યાવિદાય</p> <p>*શબ્દાર્થ:</p> <p>સમીસાંજ-સંધ્યા</p> <p>ઢોલ ઢબૂકવો-ઢોલનું વાગવું.</p> <p>જાન ઊઘલવી-વરનું કન્યા સાથે પરણીને વિદાય થવું</p> <p>ઘરચોળુ-લગ્ન સમયે કન્યા પહેરે તે સાડી</p> <p>*સમાનાર્થી:</p> <p>પાદર-સીમ, ભાગોળ</p>	<p style="text-align: right;">તારીખ: ૧૩-૧-૧૩</p> <p style="text-align: right;">ઘોરણ:૯ અ</p> <p>*કવિએ કન્યાવિદાયના કરુણમંગલ પ્રસંગનું નિરુપણ કરવું-સમીસાંજે ઢોલ ઢબૂકતા જાન ઊઘલવી-કન્યાનું વર સાથે વિદાય થવું.</p>
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૧૫. ઘરચોળાની ભાત શા માટે ફફડી ઊઠે છે?

તદન સાચું

૧૬. ડૂસકામાં શું થાય છે?

હા

૧૭. બાળપણ શબ્દના સમાનાર્થી શબ્દો આપો.

ખૂબસરસ

<p>વિષય:ગુજરાતી</p> <p>વિષયાંગ:કન્યાવિદાય</p> <p>*શબ્દાર્થ:</p> <p>સમીસાંજ-સંધ્યા</p> <p>ઢોલ ઢબૂકવો-ઢોલનું વાગવું.</p> <p>જાન ઊઘલવી-વરનું કન્યા સાથે પરણીને વિદાય થવું</p> <p>ઘરચોળુ-લગ્ન સમયે કન્યા પહેરે તે સાડી</p> <p>*સમાનાર્થી:</p> <p>પાદર-સીમ, ભાગોળ</p> <p>બાળપણ-બચપણ, બાલ્યાવસ્થા</p>	<p style="text-align: right;">તારીખ: ૧૩-૧-૧૩</p> <p style="text-align: right;">ઘોરણ:૯ અ</p> <p>*કવિએ કન્યાવિદાયના કરુણમંગલ પ્રસંગનું નિરુપણ કરવું-સમીસાંજે ઢોલ ઢબૂકતા જાન ઊઘલવી-કન્યાનું વર સાથે વિદાય થવું.</p>
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***વિદ્યાર્થીનું સ્પષ્ટીકરણ :**

વિદ્યાર્થી મિ ઠો આ પંક્તિના શબ્દના અર્થ અને પ્રશ્નાના જવાબ તમે આપ્યા છે તો તેના પરથી આ પંક્તિ આપણને શું કહેવા માંગે છે અથવા તમે શું સમજ્યા તે જવું આવડે તેવું કહેવાનું છે.

વિદ્યાર્થી સ્પષ્ટીકરણ કરશે.

ખૂબ જ સરસ

*** શિક્ષકનું સ્પષ્ટીકરણ :**

પાદર એ એવી જગ્યા છે કે જ્યાંથી એક ગામ પૂરું થાય અને બીજાનો રસ્તો શરુ થાય. કવિ એ જ બતાવે છે કે હવે અહીં કન્યાનું પિયર પૂરું થાય છે અને સાસરિયું શરુ થાય છે. કન્યા પણ પાદર આવે છે અને જાણે કે એકદમ ઘરચોળું પહેરેલું છે તેના પર નજર જાય છે અને તેને થાય છે કે હવે તો હું આ ઘરચોળું પહેરતાં જ આજથી એક સ્ત્રી બની જઈશ અને મારે આવી જ ભાત સાસરિયામાં ઉપસાવવી પડશે. ત્યાં મારે દરેકને જ નવાં છે તેમને પોતાના કરવાના છે અને મારે ત્યાંનું થવાનું છે. આ માટે મારે દરેક સાથે આવી રંગબેરંગી ભાત જેવાં સંબંધો બાંધવાના છે. એ બધું જ કરીશ પણ હવે આ મારું બાળપણ મને નહીં મળે તેનું શું? અહીં જ હું હીંચકે કૂદી હતી અને મોરલા સાથે નાચી હતી. સખીઓ સાથે ઈટ્ટાકીટ્ટા કર્યાં હતા તે બધું જ યાદ આવે છે અને તે રડી ઊઠે છે. સાથે એક એક ડૂસકામાં એની બાળપણની એક એક મીઠી યાદો પણ તેને હડસેલાતી એટલે કે હવે ક્યારેય પાછી નહીં આવે તેવી બાળપણની ભાત પણ ભૂંસાય છે.

* ચિા દર્શાવવું : (પાદરે કન્યાની વિદાયનું)

ચિા લટકાવી પૂછીશ કે

- | | |
|--|-------|
| -આ ચિામાં તમને શું દેખાય છે ? | સરસ |
| -કન્યાની સખીઓનું વર્ણન કરો ? | બરાબર |
| -અહીં પાદર અને કન્યા વચ્ચે કેવો સેતુ તમને દેખાય છે ? | સાચું |

* ચિાનું સ્પષ્ટીકરણ :

આ ચિામાં પાદર છે જ્યાં ગાડું આવીને થંભ્યું છે અને ત્યાં ગાડામ્ બેઠેલી કન્યા છે અને તે ડૂસકાં ભરી રહી છે.

* પૂરક માહિતી :

આ તો આપણી પ્રાચીન પરંપરા પ્રમાણેની કન્યાવિદાય છે પણ હવે તેમાંનું ઘણું બધું આજે જોવા મળતું નથી. કારણ કે અત્યાર કન્યાવિદાયમાં પણ આધુનિકતા આવી ગઈ છે એટલે જ હવે ઘર આંગણામાંથી થોડાં જ લોકો વિદાય આપે છે જ્યારે પહેલાં તો આખું ગામ પાદર સુધી જતું હતું આમ લોકોનો સંબંધ પણ દેખાય આવે છે. પહેલાં કન્યાવિદાય સમયે બધી જ સખીઓ તેની આસપાસ જ રહેતી જ્યારે આજે તેવું ખાસ હોતું નથી.

* પૂરક પ્રશ્ન :

- કન્યાવિદાયનો આ કાવ્ય જવો જ જોયેલાં પ્રસંગનું વર્ણન કરો.
- આજના સમયમાં થતી કન્યાવિદાય સમયની તમે જોયેલી પરિસ્થિતિ વર્ણવો.

પ્રવૃત્તિ:

તમે કન્યા હો અને વિદાય થઈ રહ્યાં હો તો —નીચેના ભાવ અને પ્રતિક્રિયાઓ જણાવો.

ક્રમ	કન્યાવિદાયનો પ્રસંગ	તમારા ભાવ	તમારી પ્રતિક્રિયા
૧			

ત્યાર બાદ કા.પા.કાર્ય કરીશ.વિષયવસ્તુના મુદાનું.અને મારી સાથે લખવા સૂચન કરીશ.

* કા.પા.કાર્ય :

<p>વિષય:ગુજરાતી</p> <p>વિષયાંગ:કન્યાવિદાય</p> <p>*શબ્દાર્થ:</p> <p>સમીસાંજ-સંધ્યા</p> <p>ઢોલ ઢબૂકવો-ઢોલનું વાગવું.</p> <p>જાન ઊઘલવી-વરનું કન્યા સાથે પરણીને વિદાય થવું</p> <p>ઘરચોળુ-લગ્ન સમયે કન્યા પહેરે તે સાડી</p> <p>*સમાનાર્થી:</p> <p>પાદર-સીમ, ભાગોળ</p> <p>બાળપણ-બચપણ, બાલ્યાવસ્થા</p>	<p>તારીખ: ૧૩-૧-૧૩</p> <p>ઘોરણ:૯ અ</p> <p>* કવિએ કન્યાવિદાયના કરુણમંગલ પ્રસંગનું નિરુપણ કરવું-સમીસાંજે ઢોલ ઢબૂકતા જાન ઊઘલવી-કન્યાનું વર સાથે વિદાય થવું.</p> <p>* પાદર આવતા ભાન થવું કે હવે તેને ફરી આ બાળપણ માણવા મળશે નહિ-પાદરે તેના ડૂસકામાં બાળપણની વાતો હડસેલાવી.</p>
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* મૂલ્યાંકન :

સમગ્ર કાવ્ય શીખવી લીધા પછી કા.પા.પરનું બધું સાફ કરી લઈશ.સૂચના આપીશ કે તમે પણ બધું બંધ કરી દો. આપણે શીખ્યા તેનું રાગ સાથે કાવ્યગાન કરીશું

* સ્વાધ્યાય :

તમારે બધાંએ કાલે નીચે આપેલું સ્વાધ્યાય કરી લાવવાનું છે.બધાં લખી લેજો.

આ કાવ્ય કંઠસ્થ કરી લાવવું.

આભાર

APPENDIX_XIII

Open Book Exam paper _ Education in Emerging Indian Society

Q-1 (A) Write answer to one of the following questions in about 350 words (10)

1. Is it necessary for the teacher to have knowledge of educational philosophy? Why? Discuss it in terms of interrelation between concept and its parts like aims, syllabus, procedure, textbook and discipline.
2. Is there any difference in the role of the teacher as a class teacher and a teacher of India? Which type of role emerges in the context of these two perspectives in context/ terms of an individual and social aims of education? Comment

(B) Write answer to any one out of the following questions in about 125 words. Explain (04)

1. Define/Explain the concept of Kakasaheb Kalelkar's philosophy.
2. What is the difference between formal and informal education in terms of - A child is grown up/brought up by mother and a child's growth through education in school?
3. Which procedure of polar education can be called of education received by Eklavya? Why?

Q-2 (A) Write answer to any two of the following questions in about 100 words (06)

1. How will you solve the problem of addiction of students to social networking sites like face book in today's activity of education? Analyse the disadvantages of it.
2. Which activities and options will you offer to the students handle challenges of knowledge explosion in education?
3. Due to which type of circumstances of poverty the farmers commit suicide? Which kind of facilities can we try to provide as a teacher to the students with this kind of family background?

(B) Write answer to any one of the following questions in about 750 words (08)

1. Give your opinion/express your opinion on effects of migration of people from different regions on the metro cities of the India like Mumbai, Delhi, and Calcutta on its social and economic life styles of the people. As a teacher which kinds of points to keep in mind to teach the students from different caste, culture and religion?
2. Due to globalization & industrialization, many automobile companies are establishing their plants in Gujarat which has created job opportunities in industries. So, as a teacher which X-factor- will you develop in your students to provide professional training, use of technology, opportunities of research?

Q-3 (A) Write answer to any one of the following questions in about 750 words (10)

1. Do you find/Give your opinion on contribution of the society in the development of personalities like Ambedkar, Sachin Tendulkar, Gandhiji, Bismillakhan? Can we call Sardar Vallabhbhai as proponent of culture? How will you evaluate all these personalities as a teacher?
2. Evaluate personalities of social activists like Anna Hazare, Arvind Kejriwal, T.V. anchor Arun Goswami, film director – Prakash Zha as role played in today's society in the context of factors of social change brought by them in the society.

(B) Write answer to any one of the following questions in about 150 words (04)

1. Which point of social change will you add to the syllabus as a teacher, when teaching science and social science in the class?
2. Which factors of your behaviour/personalities will you hone to develop yourself through the procedure of education, so that you can create your brand image in 2047?
3. When does the life style of joint family become helpful or a hindrance in development of a person? Analyse / comment on three points of both the sides.

Q-4 (A) Write answer to any two of the following questions in about 100 words (06)

1. Why are the educational institutions of today running away from the naturalistic system of education? What effects has it caused on (community of) students?
2. Discuss on women education offered in Gujarat from the view point of Jean Jacque Rousseau.
3. Ramayana, Mahabharata, Kuran-Sharif, Bible and Guru GranthSahib concentrate more on values and thoughts. Do you agree to include this idealism in your classroom teaching assembly? Discuss in the contexts of objectives.

(B) Write answer to anyone of the following questions in about 100 words (08)

1. Why did Gandhiji support basic education system? Analyse its characteristics
2. Discuss the methods of teaching adopted/developed by Jean Jacque Rousseau in details.

Q-5 Write short answer to the following questions (14)

1. Good hand writings, presentation in communicative language in classroom – activities of these factors can be called education or training? Why?
2. Can the pre-service education run by Ahmedabad Management Association be called formal education or continuous education? Why?
3. Is physical punishment a crime? Why?
4. Explain the meaning of EDUCARE.
5. The schools are pressurized by D.E.O. to conduct activities and every year expected by state education departments to do everything, which kind of bad effects does it cause on school education?
6. Which kind of educational presentation can be presented creatively in the assembly, which is not related to subject and yet important to explain to students? Write your activities related to it.
7. Explain point of view of Gandhiji on Truth and nonviolence
8. Exhibitions organized in city like – photographs, sculpture, industry, conferences on literature, organized at place like natrani, fairs organized at different cultures- which kind of system of education can it be put into?
9. Can an expensive house, TV, Freeze, buying a new vehicle called social change? What can we do to reduce the negative effect of it?
10. Which two challenges would you give preference before celebrating 15 August of 2047?
11. Which kind of discipline did Rousseau object/against/protest?
12. What can be called lifetime education?
13. Write the name of authors of the books – “Satya na Prayogo” (My experiments with truth) and Diwaswapna.
14. How much income everyday per head by a person is called below poverty line according to the planning commission -2012?

શ્રી એમ.એન. શુક્લ કૉલેજ ઓફ એજ્યુકેશન

વિશ્વભારતી ભવન, ભાઈકાકા નગર, થલતેજ, અમદાવાદ - ૩૮૦૦૫૯

પ્રથમ સત્ર પ્રિલિમ પરીક્ષા

કુલ ગુણ : ૭૦

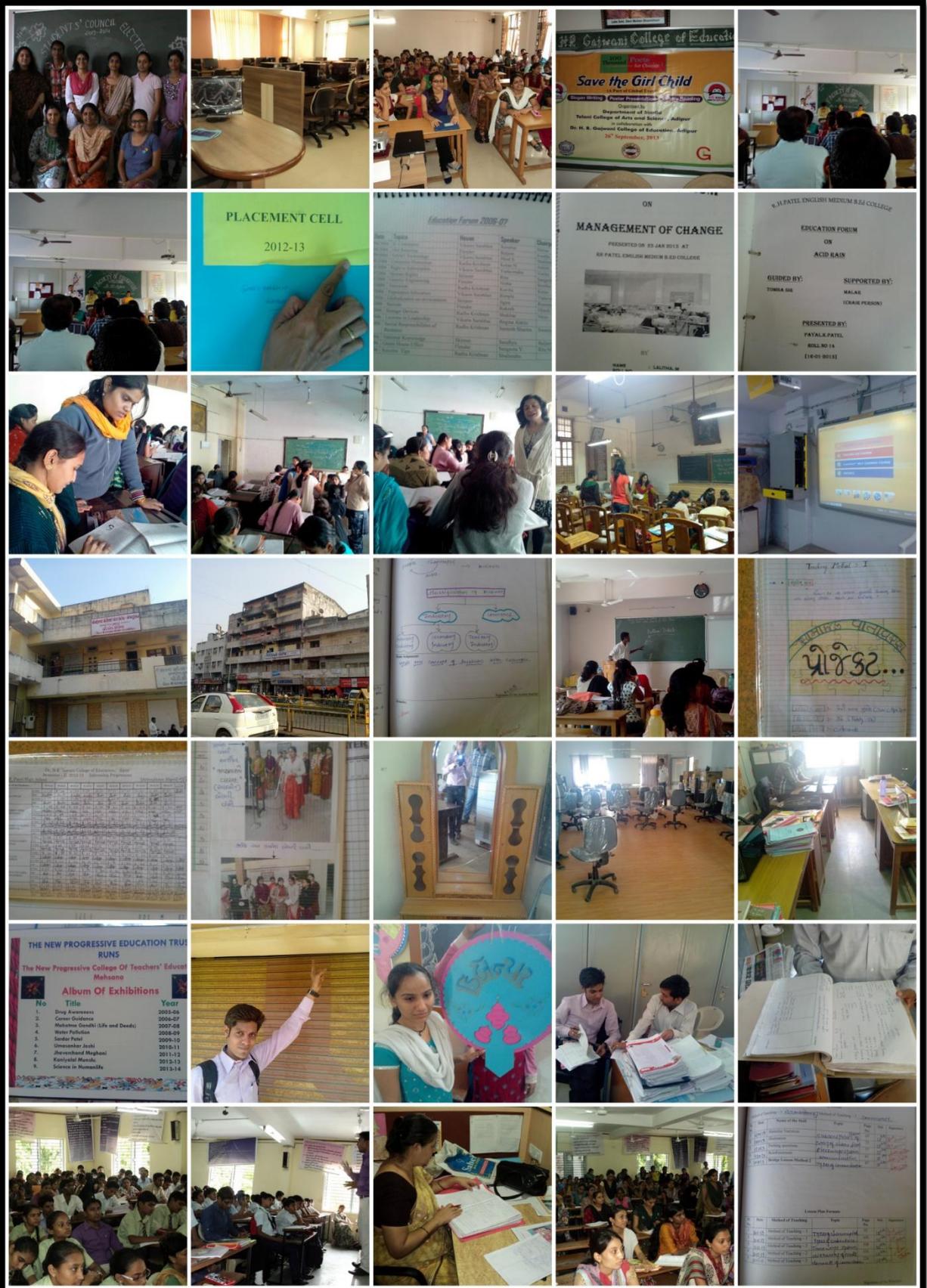
સમય : ૩ કલાક

A-501 વિકાસમાન ભારતીય સમાજમાં શિક્ષક

- પ્રશ્ન ૧. (અ) નીચે આપેલા બે પ્રશ્નોમાંથી કોઈપણ એક નો ઉત્તર આશરે ૩૫૦ શબ્દોમાં લખો. (૧૦)**
- ૧) શૈક્ષણિક તત્વજ્ઞાનની જાણકારી શિક્ષકને જરૂરી છે ? શા માટે ? સંકલ્પના અને વિભિન્ન અંગો જેવા કે ઉદ્દેશો, અભ્યાસક્રમ, પદ્ધતિઓ, પાઠ્યપુસ્તકો, શિસ્ત અને આંતરસંબંધોના સંદર્ભમાં ચર્ચા કરો.
- ૨) શિક્ષક એક વર્ગશિક્ષક તરીકે અને ભારતના શિક્ષક તરીકે જે ભૂમિકા ભજવે તેમાં ફર્ક હોઈ શકે ? આ બંને પરિપેક્ષમાં કેળવણીના વ્યક્તિગત અને સામાજિક ઉદ્દેશ્યના સંદર્ભમાં કયા પ્રકારની ભૂમિકા સર્જાય તે લાક્ષણિકતાઓનાં સંદર્ભમાં જણાવો.
- પ્રશ્ન ૧. (બ) નીચે આપેલા ત્રણ પ્રશ્નોમાંથી કોઈપણ એક નો ઉત્તર આશરે ૧૨૫ શબ્દોમાં લખો. (૦૪)**
- ૧) કાકા સાહેબ કાલેલકરના શૈક્ષણિક વિચારની વિભાવના સ્પષ્ટ કરો.
- ૨) બાળક માતા પાસે ઉછરે અને શાળામાં શિક્ષણ દ્વારા વૃદ્ધિ પામે આ બંને વચ્ચે ઔપચારિક અને અનૌપચારિક શિક્ષણમાં શું તફાવત જણાય છે ?
- ૩) એકલવ્યનું પ્રાપ્ત કરેલું શિક્ષણ કયાં ધ્રુવિય શિક્ષણની પ્રક્રિયા કહી શકાય ? શા માટે ?
- પ્રશ્ન ૨. (અ) નીચે આપેલા ત્રણ પ્રશ્નોમાંથી કોઈપણ એક નો ઉત્તર આશરે ૧૦૦ શબ્દોમાં લખો. (૦૬)**
- ૧) શિક્ષણની પ્રવૃત્તિમાં આજના વિદ્યાર્થીઓ દ્વારા થતા સતત Social Networking Facebook ના વ્યસનને એક શિક્ષક તરીકે તમે કેવી રીતે હલ કરી શકશો ? તેનાથી થતી આડઅસરોની છણાવટ કરો.
- ૨) શિક્ષણમાં જ્ઞાનનાં વિસ્ફોટના પડકારોને ઝીલવા માટે તમે વિદ્યાર્થીઓને કઈ-કઈ પ્રવૃત્તિઓ અને વિકલ્પો પૂરા પાડશો ?
- ૩) ગરીબીના કયા ઘટકોને લીધે અત્યંત દાણુસ્થિતિમાં રહેનાર ખેડૂતને આપઘાત કરવો પડે છે ? આ પ્રકારનું જીવન જીવતા પરિવારના બાળકોને શિક્ષક તરીકે આપણે શું સુવિધાઓ પૂરી પાડવાના પ્રયત્નો કરવા જોઈએ?
- પ્રશ્ન ૨. (બ) નીચે આપેલા બે પ્રશ્નોમાંથી કોઈપણ એક નો ઉત્તર આશરે ૬૫૦ શબ્દોમાં લખો. (૦૮)**
- ૧) મુંબઈ, દિલ્હી, કલકત્તા જેવી મેટ્રો સીટીમાં સમગ્ર ભારત દેશની વિવિધ પ્રાંતોની પ્રજા ડલવાતી જાય છે તેની તે શહેરના સમાજ જીવન પર તેમજ આર્થિક જીવન પર કેવી અસરો પડે છે તે જણાવો. શિક્ષક તરીકે વિવિધ જાતિ, ધર્મ, સંસ્કૃતિ પ્રાંતના વિદ્યાર્થીઓને ભણાવવા માટે કેવા પ્રકારની સજ્જતા કેળવશો ?
- ૨) ગુજરાતમાં ઘણી ઓટોમોબાઇલ કંપનીઓએ પોતાના પ્લાન્ટ્સ નાખ્યા અને વૈશ્વિકરણ-ઔદ્યોગિકીકરણ દ્વારા વ્યાપક ઔદ્યોગિક નોકરીની તકો ઉભી થઈ રહી છે ત્યારે શિક્ષક તરીકે વ્યાવસાયિક તાલીમ, ટેકનોલોજીનો ઉપયોગ, સંશોધનોની વિશાળ તકોને ઉજાગર કરવા તમે કયું X factor વર્ગશિક્ષણમાં વિકસાવશો, તે વ્યાવસાયિકતાના સંદર્ભમાં ચર્ચો.
- પ્રશ્ન ૩. (અ) નીચે આપેલા બે પ્રશ્નોમાંથી કોઈપણ એક નો ઉત્તર આશરે ૭૫૦ શબ્દોમાં લખો. (૧૦)**
- ૧) આંબેડકર, સચિન તેંડુલકર, ગાંધીજી, બિસ્મીલ્લાખાન જેવા વ્યક્તિત્વોના વિકાસમાં સમાજનો ફાળો જણાય છે ? સામાજિક પ્રક્રિયાના ઘટકોના સંદર્ભમાં વિવરણ કરો. અબ્દુલ કલામ, યશ ચોપડા, સરદાર વલ્લભભાઈ સંસ્કૃતિના વાહક કહી શકાય ? શિક્ષક તરીકે તમે કેવી રીતે આ વ્યક્તિત્વોને ભૂલવશો ?
- ૨) સમાજ-સેવક અન્ના હજારે, અરવિંદ કેજરીવાલ, ટી.વી. એન્કર અરનબ ગોસ્વામી, ફિલ્મ દિગ્દર્શક-પ્રકાશ ઝા - જેવા વ્યક્તિત્વની હાલની સાંપ્રત સમાજમાં જે ભૂમિકા છે તે સામાજિક પરિવર્તન લાવનારા પરિબળોના સંદર્ભમાં મૂલવો. શિક્ષક તરીકે સામાજિક જાગૃતિના કાર્યમાં તમે શું ભૂમિકા ભજવી શકશો ?

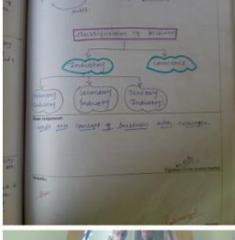
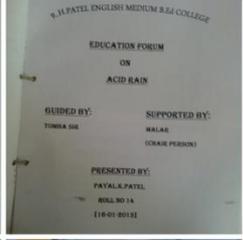
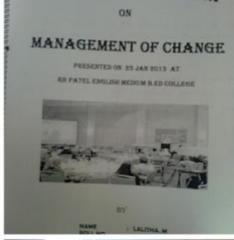
- પ્રશ્ન ૩. (બ) નીચે આપેલા ત્રણ પ્રશ્નોમાંથી કોઈપણ એક નો ઉત્તર આશરે ૧૨૫ શબ્દોમાં લખો. (૦૪)
- ૧) વિજ્ઞાન અને સામાજિક વિજ્ઞાન વર્ગમાં શીખવાની વખતે શિક્ષક તરીકે અભ્યાસક્રમમાં તમે સામાજિક પરિવર્તનનાં કયા મુદ્દાઓ સામેલ કરશો ?
 - ૨) શિક્ષણની પ્રક્રિયાથી વિકાસ સાધવા માટે તમે તમારા વર્તનના એવા કયા ઘટકો ઉજાગર કરશો, જેથી તમારી ૨૦૪૭ માં એક **Brand Image** ઉભી થઈ શકી હોય ?
 - ૩) સંયુક્ત કુટુંબની જીવન પ્રણાલી વ્યક્તિના વિકાસમાં કયારે ઉપયોગી બને છે અને કયારે ઘાતક બને છે ? ત્રણ-ત્રણ મુદ્દાઓની છણાવટ કરો.
- પ્રશ્ન ૪. (અ) નીચે આપેલા ત્રણ પ્રશ્નોમાંથી કોઈપણ બે ના ઉત્તર આશરે ૧૦૦ શબ્દોમાં લખો. (૦૬)
- ૧) આજની મોટાભાગની શિક્ષણ સંસ્થા પ્રકૃતિવાદી શિક્ષણ પ્રણાલીથી કેમ દૂર ભાગે છે ? તેને લીધે વિદ્યાર્થીગણ પર શી અસરો પડી છે ?
 - ૨) ગુજરાતમાં અપાતા સ્ત્રી કેળવણીના અભિગમ અને જિન જેક રૂસોના સ્ત્રી કેળવણીના દૃષ્ટિબિંદુની ચર્ચા કરો.
 - ૩) રામાયણ અને મહાભારત તેમજ કુરાન-શરીફ, બાઈબલ અને ગ્રંથસાહેબ મૂલ્યો અને વિચારો પર વધારે ધ્યાન કેન્દ્રિત કરે છે. શિક્ષક તરીકે તમે આ આદર્શવાદને વર્ગખંડ શિક્ષણમાં-એસેમ્બલીમાં શિક્ષણનો ભાગ બનાવવામાં સહમત છો ? હેતુના સંદર્ભમાં ચર્ચા કરો.
- પ્રશ્ન ૪. (બ) નીચે આપેલા બે પ્રશ્નોમાંથી કોઈપણ એક નો ઉત્તર આશરે ૧૦૦ શબ્દોમાં લખો. (૦૮)
- ૧) મહાત્મા ગાંધીએ બુનિયાદી શિક્ષણ પ્રણાલીની શા માટે હિમાયત કરી ? તેની લાક્ષણિકતાઓની છણાવટ કરો.
 - ૨) જિન જેક રૂસો દ્વારા વિકસાવવામાં આવેલ શિક્ષણ પદ્ધતિઓને વિગતવાર ચર્ચા કરો.
- પ્રશ્ન ૫. નીચે આપેલા પ્રશ્નોના ટૂંકમાં ઉત્તર લખો. (૧૪)
- ૧) મરોડદાર અક્ષરો, શુદ્ધ ભાષામાં વર્ગમાં પ્રસ્તુતિકરણ-આ ઘટકોની પ્રવૃત્તિને કેળવણી કહેવાય કે તાલીમ ? શા માટે ?
 - ૨) અમદાવાદ મેનેજમેન્ટ એસોસિએશન દ્વારા જે પ્રશિક્ષણ કાર્યક્રમો યોજાય છે તે ઔપચારિક શિક્ષણ કહેવાય કે નિરંતર શિક્ષણ ? શા માટે ?
 - ૩) શારીરિક શિક્ષા કરવી ગુનો બને છે ? શા માટે ?
 - ૪) **EDUCARE** - નો અર્થ સમજાવો.
 - ૫) ડી.ઈ.ઓ. તરફથી સતત પ્રવૃત્તિઓ કરવા અંગે શાળામાં દબાણ કરવામાં આવે છે અને બધું જ દર વર્ષે કરવાનો આગ્રહ રાજ્ય શિક્ષણ વિભાગ તરફથી રેખાય છે તેનાથી શાળા શિક્ષણ પર કયા પ્રકારની માઠી અસર પડે છે ?
 - ૬) એસેમ્બલી દરમિયાન કયા પ્રકારની શૈક્ષણિક રજૂઆતો મૌલિકતાથી કરી શકાય જે જે તે વિષયમાં ન ઉલ્લેખાયા હોવા છતાં વિદ્યાર્થીઓને સમજાવવા જરૂરી હોય ? ચાર પ્રવૃત્તિ જણાવો.
 - ૭) સત્ય અને અહિંસાનું ગાંધીજીનું દ્રષ્ટિબિંદુ સમજાવો.
 - ૮) શહેરમાં યોજાતા ફોટોગ્રાફસ-શિલ્પ-વનસ્પતિ-ઉદ્યોગો જેવા અસંખ્ય પ્રદર્શનો, સાહિત્યપરિષદ, નટરાણી જેવી જગ્યાએ યોજાતા કાર્યક્રમો, વિવિધ સ્થળે યોજાતા સાંસ્કૃતિક મેળાઓ- આ કયા પ્રકારની કેળવણીના માળખામાં મૂકી શકાય ?
 - ૯) વધુ મોંઘુ ઘર, ટી.વી., ફ્રિજ, વાહન ખરીદવા - એ સામાજિક પરિવર્તન કહી શકાય તે નકારાત્મક અસરોને ઘટાડવા શિક્ષક તરીકે આપણે શું પ્રયત્નો કરી શકીએ ?
 - ૧૦) ૨૦૪૭ ની ૧૫ મી ઓગષ્ટ ઉજવવા તમે પહેલા કયા બે પડકારોને કાર્યક્રમમાં અગ્રતા આપશો ?
 - ૧૧) રૂસો કયા પ્રકારની શિસ્તનો વિરોધ કરતા હતા ?
 - ૧૨) જીવનપર્યન્તની કેળવણી કોને કહેવાય ?
 - ૧૩) સત્યના પ્રયોગો અને દિવાસ્વપ્ન પુસ્તકના લેખકોનાં નામ આપો.
 - ૧૪) આયોજનપંચ-૨૦૧૨ ના ધોરણો અનુસાર પ્રતિદિન માથાદીક કેટલી આવક હોય ત્યાં સુધી ગરીબીની રેખા નીચે ગણી શકાય ?





Education Forum 2006-07

Topic	Name	Speaker	Chairman
1. Education for All	Dr. H. K. Patil	Dr. H. K. Patil	Dr. H. K. Patil
2. Quality Education	Dr. H. K. Patil	Dr. H. K. Patil	Dr. H. K. Patil
3. Education for All	Dr. H. K. Patil	Dr. H. K. Patil	Dr. H. K. Patil
4. Education for All	Dr. H. K. Patil	Dr. H. K. Patil	Dr. H. K. Patil
5. Education for All	Dr. H. K. Patil	Dr. H. K. Patil	Dr. H. K. Patil
6. Education for All	Dr. H. K. Patil	Dr. H. K. Patil	Dr. H. K. Patil
7. Education for All	Dr. H. K. Patil	Dr. H. K. Patil	Dr. H. K. Patil
8. Education for All	Dr. H. K. Patil	Dr. H. K. Patil	Dr. H. K. Patil
9. Education for All	Dr. H. K. Patil	Dr. H. K. Patil	Dr. H. K. Patil
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5.	Social Work	2009-10
6.	Umeshwar Joshi	2010-11
7.	Jhaverchand Meghani	2011-12
8.	Kalyanji Mevadi	2012-13
9.	Science in Humanlife	2013-14

