



Peer Reviewed/
Refereed Journal



10457 PRINT 2231 3613500 REVISED 8722
International Educational Journal

CHETANA

Impact Factor SJIF=4.157

Received on 8th Oct. 2018, Revised on 18th Oct. 2018; Accepted 26th Oct. 2018

RESEARCH PAPER

Scientific Temper: Need of an Hour

* Dr. Kaushal Yadav, I/c Principal

A.G. Teachers College, Ahmedabad

e-mail: khyadav1971@gmail.com 9377333302 (M)

Key words: Science, Science education, Scientific Temper etc.

Introduction

Ultimate aim of education is for harmonious development of mankind leading to harmony in society. Students are exposed to various subjects during their academic journey. Education is a mix bag of various facts, observations, theories, process, findings, experiments, thoughts etc. Learning outcomes are not to be quantified. Marks have become the benchmark of learning outcome but that's not correct. Learning outcomes are to be observed in terms of transfer of learning. Transfer of learning can be described like attitude building, skill development, critical thinking, temperament etc. These qualities help to nurture and transform society. Curriculum is designed to nurture these qualities where content is the medium. Each subject has its own reflection and contribution in learner's development.

Concept of Scientific Temper

Scientific Temper is a thought process. It describes an attitude which involves the application of logic. Jawaharlal Nehru was the first to use the phrase "Scientific Temper" in 1946. He believed that scientific temperament is a state of mind which is free from superstitions, prejudice, rigidity, irrationality, close mindedness and other parochial tendencies. In his book *Discovery of India*, he says that Scientific Temper is "The refusal to accept anything without testing and trial, the capacity to change previous conclusions in the face of new evidences, the reliance on observed fact and not on pre-conceived theory". Scientific Temper has positive impact on social development.





STEM Education: A call to action

DR. KAUSHAL YADAV

I/c Principal,

A.G.Teachers College, Ahmedabad. Gujarat(India)

Abstract:

Global age is rapidly changing due to the interference of technology in all spheres. Technology and artificial Intelligence has changed entire employer market. It is the prime responsibility of education system to nurture future generation in this direction. Education system is driven majorly by two stakeholders: Teachers and students. Any change has first to be adopted and practiced by teachers and then it has to be penetrated in the classrooms for young generation. Recently, India is encouraging the support to education system for promoting STEM education keeping the importance of development of 21st century skills in mind. UGC and NCERT have advocated the use of experiential learning mode in classrooms, a step in this direction. Several resources have been setup, curriculum framework is being reviewed, and teachers training have been planned for smooth and effective penetration of STEM education. To support and empower teachers to teaching STEM, we need to identify teacher's efficacy, problems and needs for implementing STEM in real classroom setting.

In this research, STEM survey was developed and administered to primary in-service teachers (n=50) of Gujarat, India to identify teacher's efficacy, problems and needs for implementing STEM in real classroom setting. It was found that 95% of teachers were unaware of the STEM concept. After a brief introduction to STEM education, 87% of teachers believed that it is difficult to implement due to time and resource constraints. But 90% of teachers were ready to participate in the workshops and training regarding STEM education. They agreed that resource materials will be helpful to them for enacting STEM approach in classroom.

Keywords: STEM education, Teachers belief, In-service teachers

1. Introduction

Global goals call upon universal action for peace and prosperity across the globe. The objective for defining the goal is for the sustainable development in context of social, economic and environment. The fourth goal of United Nations Sustainable Development (SDGs) is to ensure inclusive and quality education for all and promote lifelong learning. This goal has three fragments like inclusivity, quality education and lifelong learning. Policies and practices have made education accessible and dropout rate has been declined but quality education followed by lifelong learning is still unreached. Mission towards delivering quality education demands a prerequisite set of skilled work force, futuristic curriculum and well trained teachers. All these are interwoven and hence a holistic integrated approach can be the way to gain quality education. Education is one of the most powerful and proven vehicle for transformation. Quality education means to eliminate gender disparities, demographic disparities and ensure equal access to all. Further, quality education shares the responsibility to equip future generation with the knowledge and skills needed to promote SDGs. Transforming education into quality education demands sharper focus on teaching-learning process. Formal education setup is not compatible with the contemporary needs. Moreover, industrial revolution has given birth to the need of new model of learning for 21st century. It is



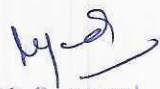
[Signature]
I/c Principal
A. G. TEACHERS COLLEGE, CTE.
AHMEDABAD

DIGITAL INDIA AND EDUCATION- THE WAY FORWARD**DR. K. H. YADAV**Associate Professor
A.G. Teachers College
Ahmedabad-09

Education is one indispensable tool for personal and professional growth leading towards empowering nation. In the course of life, we experience the importance of education. To foster education level among citizens, government has taken several initiatives such as free schooling, welfare schemes, better accessibility etc. Government is continuously striving to achieve the goals of RTE. Since independence various commissions and committees have been framed and reports are transformed into actions in the direction of better access and quality of education. Despite of all efforts our 69 yrs old education system is still ridden with several challenges like- high dropout rates, poor resource distribution, outdated curricula, low recruitment, multitasking by teachers and quality benchmarks, to name a few of them. It is high time the system needs to be reformed and made more productive and fruitful. If we want to place India as knowledge super power globally, we must incorporate the trends adopted by developed countries in the education. Today learning is emphasized a lot instead of teaching. Rather than being stuck with colourless books and chalk-talk teaching method, teaching-learning needs to be more interactive and of practical utility. Our age old curricula needs to be at par to industry expectation and needs. E-learning is a powerful tool used worldwide which can address most of the challenges of education. If black and white gets transformed into bits and bytes and modern learning tools are embraced wholeheartedly by educational institutions then our country can easily emerge as one of the most developed nations in the world. Present state of affairs gave birth to initiatives like "Digital India" and "Make in India". Now an aura needs to be cultivated to utilize these newly launched initiatives and expand the horizons of education system.

Objective of the study:

- An overview of policy evolution in education
- Digital India-initiative
- Aim to achieve growth through digital education
- Identify benefits and barriers of digital education


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



Peer Reviewed/
Refereed Journal



ISSN: 2617-2224 (Print) / 2617-2225 (Online)
International Educational Journal

CHETANA

Impact Factor SJIF=4.157

Received on 4th Jan. 2019, Revised on 9th Jan. 2019; Accepted 19th Jan. 2019

ARTICLE

Designing Learning Environment

* Dr. K.H. Yadav

I.C. Principal

A.G. Teachers College, Ahmedabad

Email: khyadav@yahoo.co.in, Mo:- 9377333302

Key words: teaching, learning, isolation etc.

Over a period of time, learning has become the centre of education. Lot of focus was given on teaching in 20th century but gradually advances in cognitive science shifted the focus from teaching to learning. Teaching and learning are supplementary to each other, they cannot be thought in isolation. Learning sciences are importantly enriching our understanding of how child learn the best and is comfortable in retaining the knowledge. Classrooms, schools and education system cannot change overnight but at the same time absolute contrast situation is also not acceptable. Slowly if education stakeholders will become aware change will become self driven. Individual dots will become trends which is the need of an hour.

How People Learn

During early 21st century the concept of learning science became the priority. Learning in new defined term is **socio-constructivist** i.e. learning should be actively constructed in social context. So we can say that learning environment should be encompassed around

- Intrinsic motivated learner
- Collaborative approach in social environment
- Contextual based

This indicates the nature of learning environment. Teacher needs to design the lesson plan as per the contextual base and try to put maximum efforts for active





Inspiring Prospective teachers towards Game based Learning

DR. KAUSHAL YADAV

I/c Principal,

A.G. Teachers College, Ahmedabad, Gujarat (India)

Abstract:

Teachers are known as literacy designers. They need to design literacy which makes learning encouraging, informative and interactive. It is a big challenge for teachers to transform information consumers to knowledge builders. Game based learning aligns in this direction. Developed nations have included game based learning in their teaching-learning process. Developing countries like India should adapt the promising path of gamification for quality education. Quality teachers are the backbone of education system. Frontiers of education need to be imbibed within prospective teachers. Exploring game based learning process, developing analog games and their tryout at grassroots were the main focus area of this study.

The concept of game based learning was very fresh to the teacher trainees. Lot of brainstorming was done regarding content selection, content analysis, structure of game, administration of game, set of instructions to play etc. Criteria for developing games were improvised analog games, low cost budget, no digital tools and maximum participation in play. Trainees had to create a planning document that answer questions like: What type of game do they plan to create?, How will the particular game satisfy the objective of playful drill and practice in subject like mathematics? How will it be administered in school classroom? After getting feedback from the group a review game was created. Review game was played by the peer group of game creators as a pre pilot study. Due modifications were made and set of game was ready to be administered in school. Teacher trainees made school students play the game during their internship tenure. Trainees noted their reflection on playtest rubrics. This resulted in the final version product of the game.

On the basis of qualitative data, following outcomes were noted:

Teacher trainee experienced game based learning concept for the very first time and so was with the school students. game based learning approach gave them opportunity to analyze the content very differently. This helped in developing their critical thinking and content mastery. Transfer of training took place when they designed a game. They explored various learning resources to fetch the ideas which boosted their creativity. Collaborative approach and communication skills were at pinnacle due to interactive sessions. Observation skills sharpened and they noted that students were enthusiastic to play. Unknowingly students were exposed to a mathematical concept multiple times but still they were attentive. Game based learning strategy could satisfy the principle of inclusion in class. Few of them could give more creative views for designing the game. Games beyond digital world surprised them. School teachers acknowledged the novel idea. It was observed that content to creation path nurtured design thinking among teacher trainees.

Keywords: Prospective teachers, Game based Learning



**BEST PRACTICES FOR LANGUAGE LEARNING WITH REFERENCE TO
LEARNING BEYOND THE CLASSROOM**

DR. SHAMALBHAI L. SOLANKI,
Associate Professor,
A. G. Teachers College,
Ahmedabad.

SNEHAL S. AMIN,
School of Languages,
M. A. Student,
Gujarat University,
Ahmedabad.

Introduction:

English has become an international language and there are two important dimensions to successful second or foreign language learning : what goes on inside the classroom and what goes on outside of the classroom. (Richards,2014) The traditional concept of classroom-based language learning has been criticised for placing learners exclusively inside it's four walls. Out of class learning and activities provide opportunity to address some of the limitations of the classroom-based learning. (Nunan and Richards. 2015) However, the internet technology and the media and the use of English face to face as well as virtual social networks provide greater opportunities for meaningful and authentic language use than are available in the classroom. (Richard, 2014).

This paper provides an overview of learning within the second language classroom and how the classroom together with teachers, learners and learning material can pave the ground for learning to occur. The present paper focuses on main aspects, they are involving the student in out of class learning. Using Technology and the internet learning through television, out class project learning can play an important role to facilitating learning a foreign language out of class learning involves some sort of activities that lead to language learning in the contexts outside the classroom. (Benson, 2011) This paper was intended to say that more efforts need to be made such as power of listening, speaking and writing and etc. in language learning beyond the classroom Through and they can assess on their language learning progress too.

Listening:


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

वर्ग खंड में स्व अध्ययन शिक्षणकी रीत

DR. RAMESH M. PATEL
Asst. Professor,
A. G. Teachers College,
Ahmedabad.

परिचय:

एक ऐसा समय था कि इंसान जानवर की अवस्था से ज्यादा बेहतर न था। धीरे-धीरे इंसान ने अपना-नया शिक्षण शुरू किया। नई शोध शुरू की। इसी लिए इंसान में पहलू ही कुछ करने की सोच थी। इस बात पर ही मैंने प्रोजेक्ट हाथ पालिया।

छात्र स्कूल में एडमिशन लही तो लक्षा है लेकिन दिन-प्रतिदिन छात्र को स्कूल की पढाई में ध्यान कम रहता है। स्कूल में जानने की इच्छा कम होती है। इस की पीछे क्या वजह हो सकती है यज्ञान के लिए और वर्तमान एज्युकेशन सिस्टम सायद कही न कही सोचने के लिए मजबूर करती है। चाक और लोक मध्य आज के जमाने में ही चल रही। क्लास रूम और क्लास रूम के बाहर प्रभावी अपेक्षित परिवर्तन कैसे कर सकते हैं इस सोच के साथ काम शुरू किया। कक्षा ९ गुजराती विषय में बी.एड. के तालिमार्थी ने प्रक्रम किया है।


उद्देश्य:

1. छात्र खुद ही विषय वस्तु तैयार करे।
2. छात्र विषय वस्तु के आधार पर कार्ड तैयार करे।
3. छात्र विषय वस्तु में संप्रश्न निकाले।
4. छात्र विषय वस्तु के आधार पर चित्र तैयार करे।
5. छात्र को ग्रुप में काम करने की स्किल डेवलप हों।
6. छात्र को स्कूल में जानने की इच्छा हों।

सोपान:

1. छात्र का जूथ बनाना
2. विषय वस्तु का विभाजन
3. जूथ के मुताबिक विषय वस्तु की चर्चा करना
4. लिखना



By 
H.C. Principal
A. G. TEACHERS COLLEGE, CTE,
AHMEDABAD

*ONLINE TOOLS FOR FUTURE TEACHERS***DR. G. S. PATEL**

Assistant Professor

A. G. Teachers College-CTE

Ahmedabad

Introduction

Education is what remains after one has forgotten what one has learned in school.

- Albert Einstein

We mostly thought that teaching learning process taken place in the classroom only. We mostly seen face to face learning in classroom and most of the teachers use traditional teaching method for the teaching. In this digital area due to technological development and ICT tools all the aspects of teaching learning have been changes. We can identify this ICT tools as online tools. Now "Online" word become very common. Internet has its significant effect on human life and society. Teaching learning process also affected by these ICT tools and Internet. Now days we heard about various websites for learning and also mobile applications for learning. Government also promotes online learning activity. SWAYAM, MOOC, COURSERA, SAKSHAT ...are the examples of online learning platforms. We also heard about Khan Academy, BYJU'S Learning app. In this paper researcher want to share his experiences about online learning experiment. Researcher working in teacher training institution so he applied different Google tools and other applications so pre service teacher become very familiar to these types of applications and they can use these applications in their teaching process.

Online Tools

Researcher discussed different types of online tools which he applied in his B.Ed. Class for the future teachers.

1. Google Classroom
2. Google Site
3. Padlet

Google Classroom

Google make its significant effect in our life and society. Google have different types of applications for the teaching also. One of the most popular application is Google



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

A Study of Teaching Effectiveness of Primary School Teachers

Dr. G. S. Patel

Assistant Professor

A.G.Teachers College

Ahmedabad-09.

Abstract

In this research paper researcher has prepared teaching effectiveness observation schedule for the primary teachers. Researcher has selected 144 primary teachers who are working in Ahmedabad city and he observed his classroom process. Researcher collected data and tabulated it and find out t-test and F-test for testing null hypothesis.

Key Words : Teaching Effectiveness, Gender, Teaching Experience, Stream

1.Introduction

In this modern age of science, education plays an important role in building up of society. Education is the key to national prosperity and welfare. It is recognized as a mirror of the society and educational institution as society in miniature.

Education enables an individual to understand his responsibilities to society and nation and to become ideal citizen. It is a powerful instrument for change in society.

“Education is not limited to the imparting of information or training in imparting of information or training in skills. It has to give the educator a proper sense of values”.

-Dr. RadhaKrishnan ¹

The educational institutions are a psychological unit where person to person interaction between the teacher's and the taught, is a major factor in the child education. Education is the outcome of interaction in human environment that one experiences as a child, as an adult and as an old person. As such education is the life long process and each one of us gets opportunities for a variety of experiences. The quest for such experiences is an inborn quality. Every human child is compelled to seek his/her basic needs which in turn take the shape of human environment interaction result of which continues throughout life.

Education of an individual human begins at birth and continues throughout life. The very first institution, home [mother, father, siblings, etc.] leaves indelible impact on



Teaching Aptitude of Pre-Service Teachers

Dr.G.S.Patel

Assistant Professor

A.G.Teachers College, Ahmedabad-09

Abstract

In this paper researcher put focus on teaching aptitude of pre service teachers. Researcher has selected 228 pre-service teachers form Ahmedabad city by multistage sampling technique. Researcher calculated t-test for testing null hypothesis. Major findings of the study Gender has no significant effect of their teaching aptitude.

Key Words : Teaching Aptitude, Pre-Service Teachers, College Type

Introduction

"Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research, or simply through auto didacticism. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts."¹

Education is considered as an investment in human beings in terms of development of human resources, skill, motivation, knowledge and evaluation of both the processes and product of education becomes imperative not only to know as to what business is going on in the whole education enterprise, but also and more seriously, to know as to what extent the goal of education have been achieved. In short, it helps build and improve upon its aptitude. It serves

as an in-built monitor within the programme to review from time-to-time His progress in learning. It also provides valuable feedback on the design and Implementation of the programme.

Multi-tasking Teacher of Today: Perspectives from Indian Higher Education System

Dr. Ganpatsinh S. Patel

Assistant Professor

A.G. Teachers College

Ahmedabad-09

Abstract

In this article author put focus on the different task have to performed by the teacher in Indian higher education system. As we all know after the independence so many commissions and education policy gave their recommendation on reformation in exam system. UGC apex body of higher education framed guidelines for teachers appointment and promotion time to time. In India teacher of higher education face different kind of coping situation to deal with these new Guidelines for his or her work and duties.

Key Words : Multitasking Teacher, API, Digital Learning, MOOC.

Introduction:

They test us, assess us, guide us, inspire us and humor us.

They show us the path in life and tell us right from wrong.

They amaze us with their unrelenting patience and ability to motivate.

Teachers take up multiple roles in our lives

Thus becoming the true multitasking superheroes!

(Taken from byjus learning App)

Indian Higher Education system is one of the largest educational systems of the world. After independence, many provisions were made for dissemination of education in our Five-year plans. So many recommendations were made by different Education Commissions and Committees, appointed by the Government in order to make reforms and improvement of education system, so many changes have occurred in Indian Higher Education system. The



1/1678
A. G. TEACHERS COLLEGE, CTE,
AHMEDABAD

Experiential Learning and Geometry teaching: A call to action

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

ABSTRACT

The success of nation depends upon the skills and creativity citizen possess. Expanding horizons of technology and its integration in various fields have promoted multidisciplinary approach. Education has to take up the responsibility to showcase multidisciplinary approach through pedagogical aspect. We are facing challenges – social, economic and environmental – which are the resultant effect of faster development rates. At the same time, these forces are providing us varied opportunities for human advancement. The children entering education in 2018 will be are future citizens of 2030. Schools have to prepare them for unseen jobs. To navigate future citizens they will need to develop curiosity, imagination, resilience and self regulation

among themselves. School education is the first phase to startup thinking and giving opportunity to students for generating ideas. Mathematics and mathematics teaching plays a significant role in the development of ideas and thinking. Mathematics is increasingly needed to understand the world today fully engage in democratic society (NCTM, 2018). Hence mathematics just taught as subject needs to be reinvented. Mathematics has its own language. Due to lack of understanding of literary skills abstractness of mathematics increases. Mathematics is abstract by nature and geometry as a branch of mathematics is closely associated with the thinking development and design. Geometry is a subject of visualization. Students find it difficult when taught in abstract manner. Cognitive science promotes learning through multisensory organs and experiential learning is the best option to be accepted for it. Students develop conceptual understanding and rote learning is minimized by changing pedagogy. This study throws light on how experiential learning can be integrated in classroom teaching and has given positive results in achievement scores.

Keywords: cognitive science, experiential learning

INTRODUCTION

We are facing challenges – social, economic and environmental – which are the resultant effect of faster development rates. At the same time, these forces are providing us varied opportunities for human advancement. The children entering education in 2019 will be future citizens of 2030. Schools have to prepare them for unseen jobs. To navigate future citizens they will need to develop curiosity, imagination, resilience and self regulation among themselves (Schleicher, 2019). School education is the first phase to startup thinking and giving opportunity to students for generating ideas. School subjects contribute immensely in providing opportunities where students can develop their imagination, design thinking. Mathematics is an abstract subject. Mathematics as a subject has the power of developing critical thinking and creativity among students. (Tate, 2013) Mathematics can cover entirely abstract concepts and relations, and it can also be applied for practical purposes in fields like natural sciences, social sciences or engineering. Traditional teaching has tended to emphasis pure mathematics and more modern approaches have tended towards applied mathematics (Peterson, 2018) School education system focuses on utilitarian value of mathematics and classroom are flooded with theory of mathematics. Mathematics pedagogies should maintain balance between abstraction and the application of knowledge. Certain aspects of mathematics indirectly impacts teaching-learning of the subject. As mathematics is abstract by nature, to understand concepts- imagination and linguistic skills needs to be sharpened. Mathematical ideas develop from "concrete to abstract" and "particular to general". So to involve concrete material in teaching learning process is essential. Scaffolding of knowledge is at peak in mathematics. There is a need to help both teachers and learners to develop understanding of mathematics concepts. Mathematics teaching has to be

Copyright © 2019 Authors



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



SPIRITUAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS

Dr. G.S. Patel*

ABSTRACT

In this paper researcher put focus on spiritual intelligence and specially spiritual quotients. As we know that intelligent quotient is very important in human life and specially in school education. Secondary education is the base of students' academic progress. So not only IQ and EQ but spiritual quotient also very important in human life. In this research paper researcher prepare a situational spiritual intelligence test. Researcher administrated this test on the sample of 310 (162 Boys, 148 Girls) secondary school students of Ahmedabad city. Researcher collected data and find out t-test for testing null hypothesis and draw the findings of the study.

Keywords : Spiritual Intelligence , Gender, Working Status of parents, type of family

1. INTRODUCTION

Spirituality is not easy to define because the profoundness of the term cannot be understood by the surface meaning of it. According to the dictionary 'Spiritual' means 'of the human spirit or soul; not of physical things'. Accordingly 'Spirituality' means 'the state or quality of being concerned with spiritual matters'. But this is not enough to convince us of its real meaning.

The real meaning of it lies in the question 'what is the true nature of man?' Is it the body? is it the mind? Or is it Atman, the force beyond body and mind.

The Bhagavad-Gita provides grounding in the facts or reality of universal relationships existing between the person and his own mind, person with the society, person with the Nature and the person with the Supreme Power; thus, a person moves from positions which are dominated by self-concerns. One can recognise the pervasiveness of generosity in one's own life and the relative pettiness of being over-concerned with one's own needs and feelings thus enhancing one's spiritual intelligence. (Satpathy, 2010)

SPIRITUAL QUOTIENT

Spiritual Quotient (SQ) and spiritual intelligence

(SI) are comparatively new fields. These terms are not the part of scientific terminologies yet. As such clinical definitions of SI and SQ is not available, yet there is a growing understanding of two terms (SI and SQ) among many and they believe that these exist.

We have all heard about the importance of Intelligence Quotient (IQ) and Emotional Quotient (EQ). However the concept of Spiritual Quotient is fast emerging as the next big thing. 'Spiritual' means 'of the human spirit or soul; not of physical things.' 'Quotient' a degree or an amount of a specified quality or characteristic. Spiritual quotient is described as a measure that looks at a person's spiritual intelligence in the same way as intelligence quotient (IQ) looks at cognitive intelligence.

To be 'spiritual' is to think, act and interact from an awareness of self as spirit not form, soul, not body. Most of us are taught to believe we are our physical forms, and so we identify with our body or the labels we give to our bodies such as nationality, race, gender, profession etc. This way sense of self creates all fear, anger and sadness in life. From a spiritual point of view these 'unnatural' emotions are always the result of ego (misidentification).

*Assistant Professor - A.G. Teachers College-CTE, Ahmedabad-09



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

Mental Health Problems Among Pre Service Teachers During Covid-19

Dr. G. S. Patel

Assistant Professor, A.G. Teachers College Ahmedabad, Gujarat, India-380009.

E-mail: draganpatpatel@gmail.com, drgpspatel@agteacherscollege.ac.in
Orchid Id. <https://orcid.org/0000-0002-3321-1010>

Abstract

In this research paper research has discussed the mental health issue among pre-service teachers. Researcher has administrated mental health inventory on 549 Pre-service teachers. Researcher has computed percentile rank and t-test for testing null hypothesis. Major findings of the study female pre service teachers having more mental health related problems comparing to male pre service teachers.

Key Word: Mental Health, Pre-Service Teachers, Gender, Family Type, Stream

1. INTRODUCTION

Mental Health is a major concern in this COVID-19 pandemic time. All we know is that students have suffered more in this pandemic. All Educational accepted online mode for teaching during this time. So students have to remain online over a long duration. In a traditional classroom environment they interact with each other. Emotional aspects and social aspects of the students can be developed.

Mental health is determined by the inter-relationship of physical, environment, social and psychological factors and is an integral part of the every child's health development an imbalance between one or more of this factor can lead to a child who experiences mental health issues that interfere with the child's ability to successfully complete his/her development into a healthy productive adults issues that children encounter can create an imbalance include peer bullying, victimization, youth violence, suicide, child abuse or neglect, family violence, mental illness and barriers to mental health care.

Mental health and education are closely related to each other. For any type of education mental health should be the first

and foremost condition. If children are not having sound mental health, they cannot concentrate in learning and retain the knowledge received in the classroom. Learning is dependent on sound health. Healthy children have a desire to acquire more and more information and skills that will give them better control over their environment. Factors such as gender, homework time, school time, pre-existing mental health issues, and therapy did not have a significant influence on mental health degradation. (Rao & Rao, 2011). Students suffer severely from the pandemic-related social restriction. In respect to future pandemic outbreaks or other crises leading to social isolation, the dramatic consequences of social lockdowns should be taken into account. Under pandemic conditions, we especially should support persons lacking social networks. Student's main complaint is that they feel loneliness and depression, and lack of recognition for their specific academic and life situation during the pandemic. (Holm, R et al. 2021.) Due to the long-lasting pandemic situation and onerous measures such as lockdown and stay-at-home orders, the COVID-19 pandemic brings negative impacts on



Teacher Trainees Awareness Regarding E-waste and Its Disposal

¹Dr. Kaushal Yadav & ²Dr. Rita Patel

Corresponding Author's Email:

khyadav1971@gmail.com, drrcpatel@agteacherscollege.ac.in

Abstract

Extensive use of electronic devices is becoming the concern regarding e-waste disposal. Policies and regulation framed are unable to get transformed into practices. Practices need awareness programs. The Younger generation are the biggest consumers of e-devices and rapid change in the technology accelerates the obsolescence of devices generating e-waste. So, it is essential to make the younger generation undergo awareness drives to address this issue. TEI serves as a nodal agency for school education and HEI. Rigor training in TEI can be helpful in transforming school education. Present study aims to investigate teacher trainees' awareness and understanding regarding e-waste and its disposal leading to environmental and health degradation. Investigators had discussed e-waste and its disposal leading to hazardous effects. It was noted that trainees had brief awareness regarding the disposal of e-waste. This originated e-waste collection drive in the institute. Investigators collected data from 75 trainees. 50% students were not aware about e-waste management whereas 98% trainees were aware of the correct disposal method of e-waste and how to manage the domestic e-waste on their own. 80% of respondents recognised e-waste recycling companies. 67% student-teachers enthusiastically donated e-wastes like Mobile, TV Remote, Charger, Earphone, Headphones, old computer accessories, cable, mouse, wire, video game, light bulb, CD, DVD, pen drive, speaker etc. during 'E-waste Collection Drive'. Major outcome of the research was that the institute drew a short term plan to proactively deal with e-waste management. Institutions should launch various activities to create more awareness, knowledge, and positive attitudes toward e-waste management.

Keywords: E-waste Management, Awareness, TEI

Introduction

Technology lays a dominant role in our lives. Post pandemic use of electronic gadgets have increased enormously. But the increase in its use coupled with an extreme consumerist approach has come out with some shedding effects on the

¹ Assistant Professor, A.G. Teachers College, Ahmedabad.

² Assistant Professor, A.G. Teachers College, Ahmedabad.



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



ISSN No. 0974-035X

An indexed refereed & peer-reviewed journal of higher education

Towards Excellence

UGC-HUMAN RESOURCE DEVELOPMENT CENTRE
Gujarat University Ahmedabad-380009 Gujarat India



THE FUTURE OF TEACHER EDUCATION; A REVIEW OF TEACHERS DIGITAL LITERACY, CHALLENGES AND OPPORTUNITIES

Hamis Juma
Dr G. S. Patel

Abstract

Learning of more than 1.7 billion children were disrupted by school closure during covid-19 outbreak, resulted to educational institutions to move to online learning from face-to-face learning. Recent data indicates nearly half of the worlds' population is online today, with 70% of the online population group ranging from 15 to 24 years. Digital literacy is the skills to be possessed by individuals to be relevant in the world that is entirely connected by internet. The digital literacy is paramount for teachers as they interact a lot with the online world during the learning time which is now done online in most parts. The rapid growth of information technologies and Covid-19 pandemic has influenced the use of online pedagogies for most of the educational institutions. However, the challenge existing is how education can exploit the technologies for its affordances with digital literacy gap of teachers. This study reviewed literature to explore the digital literacy of teachers, skills and knowledge, challenges and opportunities that arose during the Covid-19. The findings demonstrate that there is a gap for the teachers' digital literacy which resulted to learning loss during the pandemic, however, there is no significance gap between rural and urban teachers as it was observed between male and female teachers on digital literacy.

Keywords: digital literacy, teaching and learning, teacher education, teacher professional role; educational technology

Introduction

Today, the students are growing up in the world with massive technological advancement. The students have been growing up using digital devices from their early years of life and became 'digital natives'. With their access and exposure to the digital world, students' needs to be taught differently from previous centuries students into more innovative tech integrated pedagogies (Kumari & Souza, 2016). Further, the sudden expansion of technological integration started after the Covid-19 outbreak, the education institutions were not prepared to go online, however, the social change forced the organization to go online and used digital tools in teaching and learning. According to Susanti & Perdana (2020), the experience of teaching online was a new experience to most of the teachers and there was no clear guide on how it could be done.



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

ISSN No. 0974-035X

An indexed refereed & peer-reviewed journal of higher education

**Towards Excellence**UGC HUMAN RESOURCE DEVELOPMENT CENTRE
Gujarat University Ahmedabad-380009 Gujarat India**ASSESSMENT REFORMS IN THE FOURTH INDUSTRIAL
REVOLUTION: PERSPECTIVES OF HIGHER EDUCATION
STUDENTS****Hamis Juma
Dr G. S. Patel****Abstract**

The fourth industrial revolution has transformed the nature of jobs by the vast introduction of breakthrough technologies and triggered a change in education assessment practices. Going to university is one of the ways for learners to gain relevant skills to get the right job. Universities provide students with access to skills and knowledge to be useful in their communities and expand their capabilities. This study explored the students' perspectives on changing nature of assessment in higher education. Students shared perspectives on the current assessment method, the relevance of assessment and how they would like to be assessed in the future. A total of 111 students studying under ICCR scholarship in Gujarat state participated in the study by filling out the questionnaire survey form. Results demonstrate that to date the prominent assessment method is pen and paper, however, the students found it useful when assessed progressively using research, project /experiential learning, coaching and mentorship and incubation in comparison to pen and paper-based assessment. Based upon study findings, the study proposes curricula change and the adoption of new assessment practices that can reflect the need of the fourth industrial revolution.

Keywords: student engagement, higher education assessment, the fourth industrial revolution, Perceptions of students, 21st-century skills

Introduction

The fourth industrial revolution is among the universal words that are used in today's educational world. The fourth industrial revolution is supported by the idea of the rapid change of the world in the need of the workforce for the current and next generation. In the fourth industrial revolution, the nature of knowledge has changed. Today, graduates face a world transformed by technology, in which the Internet, cloud computing, and social media create different opportunities and challenges for formal education systems.

Assessment is a crucial part of any learning process. Assessment is used to show how much learning has taken place and if the instructional strategies applied in the learning and teaching process is impactful to the learner. With technology and the change of nature of learners' assessment has been taking new shapes every day, what is important is to ensure assessment



OPINIONS TOWARDS HYBRID MODE OF TEACHING OF PRE-SERVICE TEACHERS

Dr.G.S.Patel Assistant Professor A.G.Teachers College Ahmedabad, Gujarat, India-380009.

Abstract

In this paper, the researcher has pointed out the importance of a hybrid mode of teaching. As we all know that due to the pandemic we have shifted to an alternative mode of teaching. Many higher regulating authorities suggested implementing a hybrid mode of teaching in the routine teaching-learning process. In this paper, the researcher has prepared a Google form for the collection of Pre-Service Teachers' opinions on the hybrid modes of teaching. The researcher has calculated the percentage and chi-square for the data analysis and drawn the findings. The main findings of the study are essential skills for teacher training programs could not taught through the hybrid mode of teaching.

Key Words: Hybrid Mode, Pre-Service Teacher, Gender, Stream, Opinion

Introduction

As we all know due to the pandemic education system has changed a lot. We are very much interested in alternative modes of education. There is so much research that has been done on which teaching method is very effective face to face teaching or online teaching. Due to COVID all the higher education institutions finding a way to give the best learning experiences to the students. The majority of institutions have started online learning in different ways. They have arranged online lectures, online videos, using different LMS etc. Blended learning as defined by Dziuban et al. (2004), is an instructional method that includes the efficiency and socialization opportunities of the traditional face-to-face classroom with the digitally enhanced learning possibilities of the online mode of delivery. A blended course is very useful in this time of crisis. As COVID-19 cases continue to increase, academia is attempting to increase online learning options for students. Efforts have also been made to include flipped classroom approaches so students can engage in active learning and instructors assume the role of facilitator and provide additional help and scaffolding (Kemp & Grieve, 2014; Singh & Matthees, 2021; Strayer, 2012).

Higher education institutions need to explore innovative learning environments without necessarily increasing space on campus (Oyarzun & Martin, 2013). A novel learning environment that is now very popular in higher education is the implementation of asynchronous online instruction (Lee & Dashew, 2011; McGee & Reis, 2012). A strong utilitarian argument for asynchronous online instruction is that it provides the opportunity to teach new groups of students in places around the world (Popov, 2009). However, asynchronous online instruction can be lonely and disengaging for learners that enjoy social interactions, immediate feedback, and interactive class sessions.

There is some research also done to compare the online, face-to-face, and blended modes. Larson and Sung (2009) demonstrated that there were no significant differences among these three modes. However, the blended and online modes rated particularly highly on measures of "student satisfaction, learning effectiveness, and faculty satisfaction." Yen et al. (2018) conducted a three-way comparison of face-to-face, online, and blended modes in an undergraduate child development course. They found that online classes could be as effective as face-to-face classes in producing satisfactory outcomes. Nevertheless, the blended mode had greater potential for improving the academic performance of students by integrating the merits of both face to-face and online teaching. Likewise, a recent study by Yu et al. (2021) proved that both blended and offline learning was effective educational approaches to improving the critical thinking ability of students, whereas the use of blended case-centered learning showed promising results in improving the academic performance of students. Overall, each mode has





ACQUIRED NEW ICT SKILLS BY THE TEACHERS IN ONLINE TEACHING DURING COVID-19

Dr. G. S. Patel

Abstract

In this paper researcher has presented that new ICT skills adopted by the teachers during COVID-19. Researcher has prepared a Google Form for the data collection. Researcher has shared this Google Form on social Media and Teachers from Primary to Higher Education has responded this Google form. Eighty teachers gave their response on this tool. Researcher have to give response in "Yes", "No" form. Researcher also included open ended questions for collecting the data at the end of Google form. Researcher has computed percentage for the data analysis. The major findings of this research work are majority teachers have learnt new ICT tools for their online Teaching. Due to online learning children become mobile addicted. Government should increase the infrastructural facilities for the online learning. Face to Face teaching is the best option of the effective teaching.

Key Word: ICT Skills, COVID-19, Online Teaching

Introduction

COVID-19 Pandemic is worldwide. Every country and every society has affected from it. Education sector also affected by this deadly pandemic. In the early stage of this pandemic and nobody is aware of how to treat this pandemic due to this fear all educational institute have shut down. Developed nations promote the online education as a alternative source of education since last 10 or 15 years. They have started many online platforms for the education. Many Universities also provide online education as distance education and regular education course. So the students and teachers of that nations and Universities are very much aware about online education. So when most of education



Teachers' Self-Efficacy on the Teaching Style from their Teaching Experience: A Comparative Analysis of Government Aided, Self-Finance/Private and Purely Government Schools

Dr. Ganpatsinh S. Patel

Assistant Professor

**A.G. Teachers College, Ahmedabad.
India-380009.**

Email- drganpat Patel@gmail.com

ORCID ID- <https://orcid.org/0000-0002-3321-1010>

Abstract

Finding an effective way of teaching and learning while engaging 21st-century learners is one of the challenges for teachers globally. Being a good teacher means having the efficacy of using various teaching styles to engage the learners towards reaching their educational goals. The effectiveness of the teaching style depends much on the self-efficacy of the teachers in their teaching styles. This study analysed the self-efficacy of teachers on their teaching styles during instructional activities from government-aided, self-finance/private and government institutions. The study focused on students' agency, inquiry and critical thinking, assessment and feedback, innovative teaching, technology uptake and preparing lifelong learners. The findings indicated that the teachers' self-efficacy is low in using technology for teaching, adopting innovative teaching strategies and teaching inquiry and critical mind.

Keywords: *teaching styles, self-efficacy, students' agency, innovative teaching, assessment and feedback, technology uptake in teaching*

Introduction and background

Traditional teaching is becoming outdated, and teachers are adopting more convenient teaching styles with differentiated instructions. Teachers are adapting to the various learning styles of learners depending on how the learners learn best. The teachers' self-efficacy is important while shifting to new teaching styles, Hussain & Khan, (2022) explained self-efficacy as the level of faith that teachers have in their teaching abilities. It is important to understand self-efficacy as strong self-efficacy contributes to more teaching outcomes for students. Barni et al., (2019) explained further that teachers' self-efficacy is important as it contributes to teaching outcomes and informs the instructional activities. The teachers' self-efficacy proved to progressively implicate positively the instructional activities and achievement of students. Further, Achurra & Villardón (2016) pointed out that teachers with high self-efficacy are open to new ideas and professional growth which in turn contribute to students learning. With high self-efficacy in their teaching, teachers can integrate teaching styles which are more students based through various activities in class as suggested by Klemenc (2017) and not simply being passive learners.

Students' learning style is affected much by the teaching style used by the teacher and good academic performance is highly contributed to how students are learning. Various studies are indicating how learning style is crucial, Ridwan et al., (2019) pointed out the importance of learning style to performance, Dewi et al., (2019) discussed how learning style and diverse techniques of teaching improve learning, also Simović et al., (2018) discussed how learning can be transformed when teachers employ several teaching methodologies and strategies and how they differ from one teacher to another.

Teachers use various teaching styles in their daily instructional activities, contributed by the nature of the lesson, level of learners and teaching experiences hence every teacher has their unique teaching style. In the selection of teaching styles, a study done by Hidalgo-cabrillana (2018) proved that modern practices result in higher chances of academic performance compared to conservative teaching styles. Further, the teaching style allows the teachers to creatively present their teaching. It is, however, of essence to ensure the teaching style develops meaningful skills for students (Shanmugavelu et al., 2020).

The teaching style of the teachers inform how their teachers can transform learners to develop critical thinkers (Mohamad et al., 2015), integrate technology into learning and assessment to reach curriculum goal (OFCO, 2013), and use innovative teaching practices (Kalyani & Rajasekaran, 2018), ensure teaching is student-centred approaches and find meaningful ways to use teaching technologies to enrich learning for lifelong learning (Brode, 2019; MIT, 2019).




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

You are accessing a free view of the Web of Science More

Need Assessment of Spiral Curriculum in Teacher Education: Context to Covid - 19

By: Patel, G. S. (Patel, G. S.)

View Web of Science ResearcherID and ORCID (provided by Clarivate)

INTERNATIONAL JOURNAL OF EARLY CHILDHOOD SPECIAL EDUCATION

Volume: 14 Issue: 5 Page: 1808-1814

DOI: 10.9756/INTJECSE/V14I5.188

Published: 2022

Indexed: 2022-08-12

Document Type: Article

Abstract

1.7 billion Learners were affected globally with educational institutions closures during the COVID-19 outbreak. India has the world's second-largest school system, after China. Shutting schools to maintain social distancing during the COVID-19 crisis was the most logical solution to avoid community transmission in the initial response to COVID-19, given uncertainty over transmission rates among school-aged children and the potential impact of the virus. All education institutions in India were temporarily closed in March 2020. Since the pandemic, education has changed is never going to be the same in the terms of the educational pedagogies. This study focused on the need assessment of spiral curriculum in teacher education due to COVID-19. In the study, a three-point scale for the questionnaire was used to collect educators. A total of 45 teacher instructors responded to the questionnaire that was exploring the opinions of the teacher-instructors about the practical work of the spiral curriculum and collecting suggestions for intensifying the practical work of the trainees. The findings suggest that there was learning loss during the covid19 pandemic due to less classroom interaction, collaboration and peer support and technical difficulties. Further, there was aa digital literacy and technical difficulties that made learning practical work not so possible. The learning outcome proves a need of spiral curriculum in teaching for the learners to gain he skills that was intended in the B. Ed course.

Citation
Network

In Web of
Science C
Collectio

0
Citations

19
Cited
Reference

Use in V
of Scier

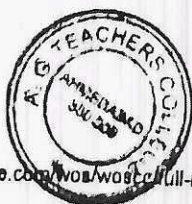
Web of S
Usage Co

4
Last
180
Days

This rec

?
S
Core Coll

1/2



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



s://www.webofscience.com/WoS/full-record/WOS:000834001100039?SID=EUW1ED0B74zkDKebGXWQrnsTQQX6

A. G. TEACHERS COLLEGE, CTE,
AHMEDABAD

1/28/23, 10:43 AM

Welcome to Academic Staff College

SOCIAL MEDIA ADDICTION AND MENTAL HEALTH OF COLLEGE STUDENTS

Authors:

G S Patel

Abstract:

In this paper researcher put focus on the use of social media and mental health of college students. Researcher prepared Google form contains social media addiction scale and mental health inventory items. There are 30 items in social media addiction scale and mental health inventory. Researcher collected data from the students of UG colleges of Ahmedabad and Gandhinagar districts. Total 157 females and 70 males gave their responses on this tool. Researcher computed Percentile rank, correlation and percentage for the data analysis. Major findings are most of students of the sample are social media addicted. Students are using social media have mental health related problem also.

Keywords:

Social Media Addiction, Mental health, Mental health level, Gender, Residence status,

Vol & Issue:

VOL 13, ISSUE No.4, December 2021

DOWNLOAD

CONTACT US

Faculty of Social Sciences Building

9. Shri. Dr. J. K. Patel, Navrangpura, AHMEDABAD-380 009 (Gujarat)

91-078-26305010

11

USEFUL LINKS

- ☐ Other
- ☐ None
- ☐ IGCSE
- ☐ AS/A Level
- ☐ Postgraduate
- ☐ Others
- ☐ Graduate University
- ☐ Education Department of Government of Gujarat
- ☐ Association of Indian Universities



byads

I/C Principal

A. G. TEACHERS COLLEGE, CTE,
AHMEDABAD

DOWNLOADS



<https://hrdc.gujaratuniversity.ac.in/Publication/article?id=3808>

by

I/C Principal

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

You are accessing a free view of the Web of Science More

MENU

Teachers' Self-Efficacy on the Teaching Style from their Teaching Experience: A Comparative Analysis of GovernmentAided, Self-Finance/Private and Purely Government Schools

By: Patel, Ganpatsinh S. (Patel, Ganpatsinh S.)

View Web of Science ResearcherID and ORCID (provided by Clarivate)

INTERNATIONAL JOURNAL OF EARLY CHILDHOOD SPECIAL EDUCATION

Volume: 14 Issue: 2 Page: 4920-4928

DOI: 10.9756/INT-JECSE/V14I2.552

Published: 2022

Indexed: 2022-06-17

Document Type: Article

Abstract

Finding an effective way of teaching and learning while engaging 21st-century learners is one of the challenges for teachers globally. Being a good teacher means having the efficacy of using various teaching styles to engage the learners towards reaching their educational goals. The effectiveness of the teaching style depends much on the self-efficacy of the teachers in their teaching styles. This study analysed the self-efficacy of teachers on their teaching styles during instructional activities from government-aided, self-finance/private and government institutions. The study focused on students' agency, inquiry and critical thinking, assessment and feedback, innovative teaching, technology uptake and preparing lifelong learners. The findings indicated that the teachers' self-efficacy is low in using technology for teaching, adopting innovative teaching strategies and teaching inquiry and critical mind.

Keywords

Author Keywords: teaching styles; self-efficacy; students' agency; innovative teaching; assessment and feedback; technology uptake in teaching

Addresses:

¹ AG Teachers Coll, Ahmadabad 380009, Gujarat, India

Categories/Classification

Research Areas: Education & Educational Research

Citation
Network

In Web of
Science C
Collectio

0
Citations

33
Cited
Reference

Use in V
of Scier

Web of S
Usage Co

0
Last
180
Days

This rec
from:
Web of S
Core Coll

1/2

https://www.webofscience.com/wos/woscc/full-record/WOS:000806137100023?SID=EUW1ED0874zkDKebGXWQrhtsTQQXa



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



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

1/28/23, 9:32 AM

Welcome to Academic Staff College

ACQUIRED NEW ICT SKILLS BY THE TEACHERS IN ONLINE TEACHING DURING COVID-19

Authors:

G S Patel

Abstract:

In this paper researcher has presented that new ICT skills adopted by the teachers during COVID-19. Researcher has prepared a Google Form for the data collection. Researcher has shared this Google Form on social Media and Teachers from Primary to Higher Education has responded this Google form. Eighty teachers gave their response on this tool. Researcher have to give response in "Yes", "No" form. Researcher also included open ended questions for collecting the data at the end of Google form. Researcher has computed percentage for the data analysis. The major findings of this research work are majority teachers have learnt new ICT tools for their online Teaching. Due to online learning children become mobile addicted. Government should increase the infrastructural facilities for the online learning. Face to Face teaching is the best option of the effective teaching.

Keywords:

ICT Skills, COVID-19, Online Teaching

Vol & Issue:

VOL.14, ISSUE No.2, June 2022

DOWNLOAD

CONTACT US

■ UGC-HRDC School of Social Sciences Building

📍 Gujarat University Campus, Navarangpura, AHMEDABAD-380 009 (Gujarat)

☎ 91-079-26302962 📠 91-079-26305010

✉ ascguj@hrdcgujarat.ac.in

USEFUL LINKS

- UGC
- MHRD
- SWAYAM
- INFLISNET
- More Links
- Gujarat University
- Education Department of Government of Gujarat
- Association of Indian Universities



A. G. TEACHERS COLLEGE, CTE,

<https://hrdc.gujaratuniversity.ac.in/Publication/article?id=10088>



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

Blended learning in Teacher Education

Dr. Kaushal Yadav: Associate Professor, A.G. Teachers College, Ahmedabad

The teaching landscape is rapidly changing. Technological rise in 21st century and its integration in education have reframed and restructured our classrooms. ICT boom is replacing desktops and laptops by introducing smart devices. This escalated creation of resources and education transformed into edutainment. The entire scenario looked very new but over a period of time we need to peep into the situation and evolve the best way of using online resources synchronously and asynchronously. ICT in education has moved far away from power point presentation. We should evolve and experiment integration of teaching and ICT so to promote higher order thinking skills. India lacks in establishing position in education at global level. Teaching-learning process in Indian context is not thought provoking. Spoon fed education system has destroyed thinking process and creativity leading to lack in articulating thought process development. There is a huge gap between the essential parameters of employee and employer. Change in education pattern should bridge the gap. ICT has become an integral part of classroom. ICT has changed the culture of young minds and learning.

Any transformative change in education should be experienced by teacher education institute (TEI). Stakeholders of teacher education institute are the future of education. NCTE has introduced two year teaching training course with the assumption of preparing qualitative teachers. Intake of trainees, lack of staff, infrastructure is the resultant effect of two years B Ed Course. If novel methods of teaching are incorporated by TEI, course can be delivered in qualitative way. Researchers have proved the power of ICT in education. A novel integration of classroom teaching and ICT is need of hour for TEI. ICT influenced Blended Learning is a ray of hope and this paper throws light on basic understanding of Blended Learning and a brief of incorporating Blended Learning in Teacher Education as best practice.

What is Blended Learning?

Blended Learning as described by Clayton Cristensen Institute is -

'Blended Learning is a formal education program in which a student learns: at least in part through online learning, with some element of student control over time, place, path, and/or pace; at least in part in a supervised brick-and-mortar location away from home.'

Blended Learning is both simple and complex. It is the thoughtful integration of face to face learning experience with online learning experience. Blended Learning uses online technology not to just supplement classroom teaching but transform and improve learning process. However it is not clear as to how much or how little online learning is inherited to Blended Learning.

Advantages of Blended Learning:

It is no secret that Blended Learning forms headlines in news for school sector in developed countries. Blended Learning has penetrated in education particularly as class size and push for digital fluency increased. Contemporary education has started putting learning before teaching. Not all students learn the same way.

Following are evident advantages of Blended Learning:

- **Improves Efficiency:** As Blended Learning allows teacher educator to use the combination of face to face and digital instruction, trainees of different learning styles are satisfied. Trainees can comprehend the knowledge as per their potential. This gives scope to teacher educator to streamline their efforts to help trainees reach their full potential.





CHETANA

International Journal of Education (CIJE)
peer reviewed refereed journal-ISSN-2455-8729 (online) SJIF 2023-7.286



Volume 3/4 (October-December 2018)

"The Journal fulfills the UGC conditions listed in the Gazette of India, Extraordinary, Page 63, dated. July 18, 2018." as per staff selection.



CHETANA

International Refereed Journal of Education

CHIEF EDITOR

Prof. A. P. Sharma

Chakoli Educational & Social Development Society Dholpur (Rajasthan) 328001



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

DIGITAL INDIA AND EDUCATION- THE WAY FORWARD**DR. K. H. YADAV**

Associate Professor

A.G. Teachers College

Ahmedabad-09

Education is one indispensable tool for personal and professional growth leading towards empowering nation. In the course of life, we experience the importance of education. To foster education level among citizens, government has taken several initiatives such as free schooling, welfare schemes, better accessibility etc. Government is continuously striving to achieve the goals of RTE. Since independence various commissions and committees have been framed and reports are transformed into actions in the direction of better access and quality of education. Despite of all efforts our 69 yrs old education system is still ridden with several challenges like- high dropout rates, poor resource distribution, outdated curricula, low recruitment, multitasking by teachers and quality benchmarks, to name a few of them. It is high time the system needs to be reformed and made more productive and fruitful. If we want to place India as knowledge super power globally, we must incorporate the trends adopted by developed countries in the education. Today learning is emphasized a lot instead of teaching. Rather than being stuck with colourless books and chalk-talk teaching method, teaching-learning needs to be more interactive and of practical utility. Our age old curricula needs to be at par to industry expectation and needs. E-learning is a powerful tool used worldwide which can address most of the challenges of education. If black and white gets transformed into bits and bytes and modern learning tools are embraced wholeheartedly by educational institutions then our country can easily emerge as one of the most developed nations in the world. Present state of affairs gave birth to initiatives like "Digital India" and "Make in India". Now an aura needs to be cultivated to utilize these newly launched initiatives and expand the horizons of education system.

Objective of the study:

- An overview of policy evolution in education
- Digital India-initiative
- Aim to achieve growth through digital education
- Identify benefits and barriers of digital education



H.C. Principal

A. G. TEACHERS COLLEGE, CTE,
AHMEDABAD



International Journal of Research in Humanities and Social Sciences (IJRHSS)

International, Indexed, Peer reviewed,
Referred and Impact Factored online and Print Journal.

Impact Factor: 5.761 (2016)
ISSN: 2320-770X (o) & 2347-5404 (p)

Home	About Us	All Policies	Indexing Database	Guidelines	Board Members	Peer Review Process	Call for Papers	Subscribe Journal	Contact Us
ISSN Reg. Certificate	Frequency of Publication	Current Issue	Archive	Impact Factor	All Submission Steps	Join Us			

FOR REFERENCE

Submit Your Paper: Submission Last Date: 20 (Every Month) Publication Durations: (two Month after your submission) <https://www.ijrhss.in>

HOME IJRHSS VOL. 7, ISSUE 04, APRIL 2019

Vol. 7, Issue 04, April 2019

Sr.	Title of Research Paper/Article	Author	e-Certificate	Download



by 22
I/C Principal
**A.G. TEACHERS COLLEGE, CTE,
AHMEDABAD**



CHETANA

International Journal of Education (CIJE)
peer reviewed refereed journal-ISSN-2455 8729 (online) SJIF 2023-7.286



Volume 4/1 (January-March 2019)

"The Journal fulfills the UGC conditions listed in the Gazette of India, Extraordinary, Page 63, dated, July 18, 2018." as per staff selection.



CHETANA

International Refereed Journal of Education

FOUNDER EDITOR

Late. Prof. A. P. Sharma

Chakoli Educational & Social Development Society Dholpur (Rajasthan) 328001

CHIEF EDITOR

Prof. N. K. Ambasht

Former Chairman, National Institute of Open Schooling (NIOS), NOIDA.



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



International Journal of Research in Humanities and Social Sciences (IJRHSS)

International, Indexed, Peer reviewed,
Referred and Impact Fctored online and Print Journal.

Impact Factor: 5.761 (2016)
ISSN: 2320-771X (o) & 2347-5404 (p)

[Contact Us](#)
[Submit the Journal](#)
[Call for Papers](#)
[Peer Review Process](#)
[Board Members](#)
[Guidelines](#)
[Indexing Database](#)
[All Policies](#)
[Home](#)
[About us](#)
[ISSN Reg. Certificate](#)
[Frequency of Publication](#)
[Current Issue](#)
[Archive](#)
[Impact Factor](#)
[All Submission Steps](#)
[Join Us](#)
[FOR REFERENCE](#)
["MISSION"](#)

HOME * IJRHSS * VOL. 7, ISSUE 03, MARCH 2019

Vol. 7, Issue 03, March 2019

Sr.	Title of Research Paper/Article	Author	e-Certificate	Download
1	Women's Education in India: Reality and Statistics	SHEETAL BEN B. KHAR	e-Certificate	Download Article



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

**BEST PRACTICES FOR LANGUAGE LEARNING WITH REFERENCE TO
LEARNING BEYOND THE CLASSROOM****DR. SHAMALBHAI L. SOLANKI**Associate Professor,
A. G. Teachers College,
Ahmedabad.**SNEHAL S. AMIN,**School of Languages,
M. A. Student,
Gujarat University,
Ahmedabad.**Introduction:**

English has become an international language and there are two important dimensions to successful second or foreign language learning : what goes on inside the classroom and what goes on outside of the classroom. (Richards, 2014) The traditional concept of classroom-based language learning has been criticised for placing learners exclusively inside its four walls. Out of class learning and activities provide opportunity to address some of the limitations of the classroom-based learning. (Nunan and Richards, 2015) However, the internet technology and the media and the use of English face to face as well as virtual social networks provide greater opportunities for meaningful and authentic language use than are available in the classroom. (Richard, 2014).

This paper provides an overview of learning within the second language classroom and how the classroom together with teachers, learners and learning material can pave the ground for learning to occur. The present paper focuses on main aspects, they are involving the student in out of class learning. Using Technology and the internet learning through television, out class project learning can play an important role to facilitating learning a foreign language out of class learning involves some sort of activities that lead to language learning in the contexts outside the classroom. (Benson, 2011) This paper was intended to say that more efforts need to be made such as power of listening, speaking and writing and etc. in language learning beyond the classroom Through and they can assess on their language learning progress too.

Listening:A. G. Teachers College, CTE,
AHMEDABAD

वर्ग खंड में स्व अध्ययन शिक्षण की रीत

DR. RAMESH M. PATEL
Asst. Professor,
A. G. Teachers College,
Ahmedabad.

परिचय:

एक ऐसा समय था कि इंसान जानवर की अवस्था से ज्यादा बेहतर न था। धीरे-धीरे इंसान ने नया-नया शिक्षण शुरू किया। नई शोध शुरू की। इसी लिए इंसान में पहले ही कुछ करने की सोच थी। इस बात पर ही मैंने प्रोजेक्ट हाथ पालिया।

छात्र स्कूल में एडमिशन लही तो लता है लेकिन दिन-प्रतिदिन छात्र को स्कूल की पढ़ाई में ध्यान कम रहता है। स्कूल में जान कि इच्छा कम होती है। इस का पीछा क्या वजह हो सकती है या जानने के लिए और वर्तमान एज्युकेशन सिस्टम साफ़ कही न कही सोचने के लिए मजबूर करती है। चाक और लोक मध्य आज का जमाना नहीं चल रही। क्लास रूम और क्लास रूम के बाहर प्रभावी अपेक्षित परिवर्तन कैसे कर सकते हैं इस सोच के साथ काम शुरू किया। कक्षा ९ गुजराती विषय में बी.एड. के छात्रों को नए कार्यक्रम किया है।

उद्देश्य:

1. छात्र खुद ही विषय वस्तु तैयार करे।
2. छात्र विषय वस्तु के आधार पर कार्ड तैयार करे।
3. छात्र विषय वस्तु में सारांश निकाले।
4. छात्र विषय वस्तु के आधार पर चित्र तैयार करे।
5. छात्र को ग्रुप में काम करने की स्किल डेवलप हों।
6. छात्र को स्कूल में जान कि इच्छा हों।

सोपान:

1. छात्र का जूथ बनाना
2. विषय वस्तु का विभाजन
3. जूथ के मुताबिक विषय वस्तु की चर्चा करना
4. लिखना



ONLINE TOOLS FOR FUTURE TEACHERS

DR. G. S. PATEL

Assistant Professor

A. G. Teachers College-CTE

Ahmedabad

Introduction

Education is what remains after one has forgotten what one has learned in school.

- Albert Einstein

We mostly thought that teaching learning process taken place in the classroom only. We mostly seen face to face learning in classroom and most of the teachers use traditional teaching method for the teaching. In this digital area due to technological development and ICT tools all the aspects of teaching learning have been changes. We can identify this ICT tools as online tools. Now "Online" word become very common. Internet has its significant effect on human life and society. Teaching learning process also affected by these ICT tools and Internet. Now days we heard about various websites for learning and also mobile applications for learning. Government also promotes online learning activity. SWAYAM, MOOC, COURSERA, SAKSHAT ...are the examples of online learning platforms. We also heard about Khan Academy, BYJU'S Learning app. In this paper researcher want to share his experiences about online learning experiment. Researcher working in teacher training institution so he applied different Google tools and other applications so pre service teacher become very familiar to these types of applications and they can use these applications in their teaching process.

Online Tools

Researcher discussed different types of online tools which he applied in his B.Ed. Class for the future teachers.

1. Google Classroom
2. Google Site
3. Padlet

Google Classroom

Google make its significant effect in our life and society. Google have different types of applications for the teaching also. One of the most popular application is Google



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

A Study of Teaching Effectiveness of Primary School Teachers

Dr. G. S. Patel

Assistant Professor

A.G. Teachers College

Ahmedabad-09.

Abstract

In this research paper researcher has prepared teaching effectiveness observation schedule for the primary teachers. Researcher has selected 144 primary teachers who are working in Ahmedabad city and he observed his classroom process. Researcher collected data and tabulated it and find out t-test and F-test for testing null hypothesis.

Key Words : *Teaching Effectiveness, Gender, Teaching Experience, Stream*

1.Introduction

In this modern age of science, education plays an important role in building up of society. Education is the key to national prosperity and welfare. It is recognized as a mirror of the society and educational institution as society in miniature.

Education enables an individual to understand his responsibilities to society and nation and to become ideal citizen. It is a powerful instrument for change in society.

"Education is not limited to the imparting of information or training in imparting of information or training in skills. It has to give the educator a proper sense of values".

-Dr. RadhaKrishnan¹

The educational institutions are a psychological unit where person to person interaction between the teacher's and the taught, is a major factor in the child education. Education is the outcome of interaction in human environment that one experiences as a child, as an adult and as an old person. As such education is the life long process and each one of us gets opportunities for a variety of experiences. The quest for such experiences is an inborn quality. Every human child is compelled to seek his/her basic needs which in turn take the shape of human environment interaction result of which continues throughout life.

Education of an individual human begins at birth and continues throughout life. The very first institution, home [mother, father, siblings, etc.] leaves indelible impact on



Teaching Aptitude of Pre-Service Teachers

Dr. G. S. Patel

Assistant Professor

A. G. Teachers College, Ahmedabad-09

Abstract

In this paper researcher put focus on teaching aptitude of pre service teachers. Researcher has selected 228 pre-service teachers form Ahmedabad city by multistage sampling technique. Researcher calculated t-test for testing null hypothesis. Major findings of the study Gender has no significant effect of their teaching aptitude.

Key Words : *Teaching Aptitude, Pre-Service Teachers, College Type*

Introduction

"Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research, or simply through auto didacticism. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts."¹

Education is considered as an investment in human beings in terms of development of human resources, skill, motivation, knowledge and evaluation of both the processes and product of education becomes imperative not only to know as to what business is going on in the whole education enterprise, but also and more seriously, to know as to what extent the goal of education have been achieved. In short, it helps build and improve upon its aptitude. It serves

as an in-built monitor within the programme to review from time-to-time His progress in learning. It also provides valuable feedback on the design and Implementation of the programme.

Multi-tasking Teacher of Today: Perspectives from Indian Higher Education System

Dr. Ganpatsinh S. Patel
Assistant Professor
A.G. Teachers College
Ahmedabad-09

Abstract

In this article author put focus on the different task have to performed by the teacher in Indian higher education system. As we all know after the independence so many commissions and education policy gave their recommendation on reformation in exam system. UGC apex body of higher education framed guidelines for teachers appointment and promotion time to time. In India teacher of higher education face different kind of coping situation to deal with these new Guidelines for his or her work and duties.

Key Words : Multitasking Teacher, API, Digital Learning, MOOC.

Introduction:

They test us, assess us, guide us, inspire us and humor us.

They show us the path in life and tell us right from wrong.

They amaze us with their unrelenting patience and ability to motivate.

Teachers take up multiple roles in our lives

Thus becoming the true multitasking superheroes!

(Taken from byjus learning App)

Indian Higher Education system is one of the largest educational systems of the world. After independence, many provisions were made for dissemination of education in our Five-year plans. So many recommendations were made by different Education Commissions and Committees, appointed by the Government in order to make reforms and improvement of education system, so many changes have occurred in Indian Higher Education system. The



1/1678 Principal
A. G. TEACHERS COLLEGE, CTE,
AHMEDABAD

Experiential Learning and Geometry teaching: A call to action

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

ABSTRACT

The success of nation depends upon the skills and creativity citizen possess. Expanding horizons of technology and its integration in various fields have promoted multidisciplinary approach. Education has to take up the responsibility to showcase multidisciplinary approach through pedagogical aspect. We are facing challenges – social, economic and environmental – which are the resultant effect of faster development rates. At the same time, these forces are providing us varied opportunities for human advancement. The children entering education in 2018 will be future citizens of 2030. Schools have to prepare them for unseen jobs. To navigate future citizens they will need to develop curiosity, imagination, resilience and self regulation

among themselves. School education is the first phase to startup thinking and giving opportunity to students for generating ideas. Mathematics and mathematics teaching plays a significant role in the development of ideas and thinking. Mathematics is increasingly needed to understand the world today fully engage in democratic society (NCTM, 2018). Hence mathematics just taught as subject needs to be reinvented. Mathematics has its own language. Due to lack of understanding of literary skills abstractness of mathematics increases. Mathematics is abstract by nature and geometry as a branch of mathematics is closely associated with the thinking development and design. Geometry is a subject of visualization. Students find it difficult when taught in abstract manner. Cognitive science promotes learning through multisensory organs and experiential learning is the best option to be accepted for it. Students develop conceptual understanding and rote learning is minimized by changing pedagogy. This study throws light on how experiential learning can be integrated in classroom teaching and has given positive results in achievement scores.

Keywords: cognitive science, experiential learning

INTRODUCTION

We are facing challenges – social, economic and environmental – which are the resultant effect of faster development rates. At the same time, these forces are providing us varied opportunities for human advancement. The children entering education in 2019 will be future citizens of 2030. Schools have to prepare them for unseen jobs. To navigate future citizens they will need to develop curiosity, imagination, resilience and self regulation among themselves (Schleicher, 2019). School education is the first phase to startup thinking and giving opportunity to students for generating ideas. School subjects contribute immensely in providing opportunities where students can develop their imagination, design thinking. Mathematics is an abstract subject. Mathematics as a subject has the power of developing critical thinking and creativity among students. (Tate, 2013) Mathematics can cover entirely abstract concepts and relations, and it can also be applied for practical purposes in fields like natural sciences, social sciences or engineering. Traditional teaching has tended to emphasis pure mathematics and more modern approaches have tended towards applied mathematics (Peterson, 2018). School education system focuses on utilitarian value of mathematics and classroom are flooded with theory of mathematics. Mathematics pedagogies should maintain balance between abstraction and the application of knowledge. Certain aspects of mathematics indirectly impacts teaching-learning of the subject. As mathematics is abstract by nature, to understand concepts- imagination and linguistic skills needs to be sharpened. Mathematical ideas develop from "concrete to abstract" and "particular to general". So to involve concrete material in teaching learning process is essential. Scaffolding of knowledge is at peak in mathematics. There is a need to help both teachers and learners to develop understanding of mathematics concepts. Mathematics teaching has to be

Copyright © 2019 Authors



2020-21

3.2.1

GOVT. OF INDIA- RNI NO. UPBIL/2014/56766
UGC Approved Care Listed Journal

ISSN 2348-7597

WWS

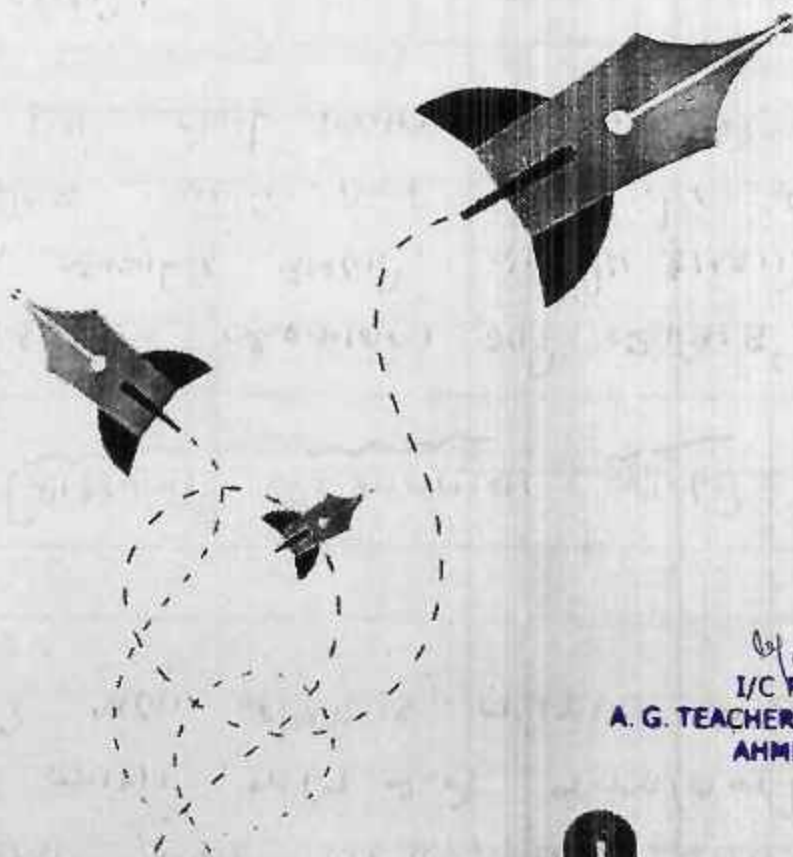
Shodh Sarita

An International Multidisciplinary Quarterly
Bilingual Peer Reviewed Refereed Research Journal

• Vol 7

• Issue 28

• October to December 2020



Editor in Chief

Dr. Vinay Kumar Sharma
D. Litt. - Gold Medallist



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

sanchar
Educational & Research Foundation

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



Towards Excellence

(ISSN NO. 0974-035X)

(An indexed refereed & peer-reviewed journal of higher education)

UGC-HUMAN RESOURCE DEVELOPMENT CENTRE GUJARAT UNIVERSITY

TOWARDS EXCELLENCE

Publication > Current Issues

FILES

PDF

STATISTICS

Article View

PDF Download

HOW TO CITE

APA

MLA

IEEE



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

Home (<https://www.journalppw.com/index.php/jpsp/index>)
/ Archives (<https://www.journalppw.com/index.php/jpsp/issue/archive>)
/ Vol. 6 No. 4 (2022) (<https://www.journalppw.com/index.php/jpsp/issue/view/31>)
/ Articles

Mental Health Problems Among Pre Service Teachers During Covid-19

PDF (<https://www.journalppw.com/index.php/jpsp/article/view/3972/2604>)

Dr. G. S. Patel

Abstract

In this research paper research has discussed the mental health issue among pre-service teachers. Researcher has administrated mental health inventory on 549 Pre-service teachers. Researcher has computed percentile rank and t-test for testing null hypothesis. Major findings of the study female pre service teachers having more mental health related problems comparing to male pre service teachers

Issue

Vol. 6 No. 4 (2022) (<https://www.journalppw.com/index.php/jpsp/issue/view/31>)

Section

Articles

Make a Submission (<https://www.journalppw.com/index.php/jpsp/about/submissions>)



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



Volume 14 (2022) - Issue 2

Volumes and Issues	
Volume 15 (2023)	✓
Volume 14 (2022)	✓
Volume 13 (2021)	✓
Volume 12 (2020)	✓
Volume 11 (2019)	✓
Volume 10 (2018)	✓
Volume 9 (2017)	✓
Volume 8 (2016)	✓
Volume 7 (2015)	✓
Volume 6 (2014)	✓
Volume 5 (2013)	✓

Volume 14 - Issue 2 - Research Article
Knowledge Attitude Practice Of Dental Practitioners Regarding
The COVID-19 Pandemic - A Pilot Survey
ASMIDHA.T Dr.D.Sri Sakthi
DOI: [10.97556/INT-JECSE/V14I2.026](https://doi.org/10.97556/INT-JECSE/V14I2.026)

Pages: None-None Download PDF View Article

Volume 14 - Issue 2 - Research Article
PREVALENCE OF DENTAL CARIES AND NEED FOR DIET
COUNSELLING DURING COVID-19
K. Thirumagal Arthi Balasubramaniam Lalitha Rani Chellappa
DOI: [10.97556/INT-JECSE/V14I2.047](https://doi.org/10.97556/INT-JECSE/V14I2.047)

Pages: None-None Download PDF View Article



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

You are accessing a free view of the Web of Science. [Learn More](#)

Need Assessment of Spiral Curriculum in Teacher Education: Context to Covid - 19

By: Patel, G. S. (Patel, G. S.)

View Web of Science ResearcherID and ORCID (provided by Clarivate)

INTERNATIONAL JOURNAL OF EARLY CHILDHOOD SPECIAL EDUCATION

Volume: 14 Issue: 5 Page: 1808-1814

DOI: 10.9756/INTJECSE/V14I5.188

Published: 2022

Indexed: 2022-08-12

Document Type: Article

Abstract

1.7 billion Learners were affected globally with educational institutions closures during the COVID-19 outbreak. India has the world's second-largest school system, after China. Shutting schools to maintain social distancing during the COVID-19 crisis was the most logical solution to avoid community transmission in the initial response to COVID-19, given uncertainty over transmission rates among school-aged children and the potential impact of the virus. All education institutions in India were temporarily closed in March 2020. Since the pandemic, education has changed is never going to be the same in the terms of the educational pedagogies. This study focused on the need assessment of spiral curriculum in teacher education due to COVID-19. In the study, a three-point scale for the questionnaire was used to collect educators. A total of 45 teacher instructors responded to the questionnaire that was exploring the opinions of the teacher-instructors about the practical work of the spiral curriculum and collecting suggestions for intensifying the practical work of the trainees. The findings suggest that there was learning loss during the covid19 pandemic due to less classroom interaction, collaboration and peer support and technical difficulties. Further, there was aa digital literacy and technical difficulties that made learning practical work not so possible. The learning outcome proves a need of spiral curriculum in teaching for the learners to gain he skills that was intended in the B. Ed course.

Citation
Network

In Web of
Science C
Collection

0
Citations

19
Cited
Reference

Use in V
of Scier

Web of S
Usage Co

4

Last
180
Days

This rec

?
Si
Core Coll

1/2



A. G. TEACHERS COLLEGE, CTE,
AHMEDABAD



A. G. TEACHERS COLLEGE, CTE,
AHMEDABAD

विद्यैव मृतमश्नुते

EDULINK

Journal of Multidisciplinary Research

A Peer Reviewed Journal | Volume-VIII | March-2023 | ISSN-2350-1170



Saraswati College of Professional Studies

Affiliated to CCS University, Recognized by NCTE & Accredited by NAAC

819, 27 KM Stone, NH-9, Delhi-Meerut Expressway, Ghaziabad (U.P)

www.saraswaticollege.com, info@saraswaticollege.com



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



Towards Excellence

UGC-HUMAN RESOURCE DEVELOPMENT CENTRE
Gujarat University Ahmedabad-380009 Gujarat India

THE FUTURE OF TEACHER EDUCATION; A REVIEW OF TEACHERS DIGITAL LITERACY, CHALLENGES AND OPPORTUNITIES

Hamis Juma

Dr G. S. Patel

Abstract

Learning of more than 1.7 billion children were disrupted by school closure during covid-19 outbreak, resulted to educational institutions to move to online learning from face-to-face learning. Recent data indicates nearly half of the worlds' population is online today, with 70% of the online population group ranging from 15 to 24 years. Digital literacy is the skills to be possessed by individuals to be relevant in the world that is entirely connected by internet. The digital literacy is paramount for teachers as they interact a lot with the online world during the learning time which is now done online in most parts. The rapid growth of information technologies and Covid-19 pandemic has influenced the use of online pedagogies for most of the educational institutions. However, the challenge existing is how education can exploit the technologies for its affordances with digital literacy gap of teachers. This study reviewed literature to explore the digital literacy of teachers, skills and knowledge, challenges and opportunities that arose during the Covid-19. The findings demonstrate that there is a gap for the teachers' digital literacy which resulted to learning loss during the pandemic, however, there is no significance gap between rural and urban teachers as it was observed between male and female teachers on digital literacy.

Keywords: digital literacy, teaching and learning, teacher education, teacher professional role; educational technology

Introduction

Today, the students are growing up in the world with massive technological advancement. The students have been growing up using digital devices from their early years of life and became 'digital natives'. With their access and exposure to the digital world, students' needs to be taught differently from previous centuries students into more innovative tech integrated pedagogies (Kumari & Souza, 2016). Further, the sudden expansion of technological integration started after the Covid-19 outbreak, the education institutions were not prepared to go online, however, the social change forced the organization to go online and used digital tools in teaching and learning. According to Susanti & Perdana (2020), the experience of teaching online was a new experience to most of the teachers and there was no clear guide on how it could be done.



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



Towards Excellence

JGU HUMAN RESOURCE DEVELOPMENT CENTRE
Gujarat University, Ahmedabad-380009, Gujarat, India



ASSESSMENT REFORMS IN THE FOURTH INDUSTRIAL REVOLUTION: PERSPECTIVES OF HIGHER EDUCATION STUDENTS

Hamis Juma
Dr G. S. Patel

Abstract

The fourth industrial revolution has transformed the nature of jobs by the vast introduction of breakthrough technologies and triggered a change in education assessment practices. Going to university is one of the ways for learners to gain relevant skills to get the right job. Universities provide students with access to skills and knowledge to be useful in their communities and expand their capabilities. This study explored the students' perspectives on changing nature of assessment in higher education. Students shared perspectives on the current assessment method, the relevance of assessment and how they would like to be assessed in the future. A total of 111 students studying under ICCR scholarship in Gujarat state participated in the study by filling out the questionnaire survey form. Results demonstrate that to date the prominent assessment method is pen and paper, however, the students found it useful when assessed progressively using research, project /experiential learning, coaching and mentorship and incubation in comparison to pen and paper-based assessment. Based upon study findings, the study proposes curricula change and the adoption of new assessment practices that can reflect the need of the fourth industrial revolution.

Keywords: student engagement, higher education assessment, the fourth industrial revolution, Perceptions of students, 21st-century skills

Introduction

The fourth industrial revolution is among the universal words that are used in today's educational world. The fourth industrial revolution is supported by the idea of the rapid change of the world in the need of the workforce for the current and next generation. In the fourth industrial revolution, the nature of knowledge has changed. Today, graduates face a world transformed by technology, in which the Internet, cloud computing, and social media create different opportunities and challenges for formal education systems.

Assessment is a crucial part of any learning process. Assessment is used to show how much learning has taken place and if the instructional strategies applied in the learning and teaching process is impactful to the learner. With technology and the change of nature of learners' assessment has been taking new shapes every day, what is important is to ensure assessment



OPINIONS TOWARDS HYBRID MODE OF TEACHING OF PRE-SERVICE TEACHERS

Dr.G.S.Patel Assistant Professor A.G.Teachers College Ahmedabad, Gujarat, India-380009.

Abstract

In this paper, the researcher has pointed out the importance of a hybrid mode of teaching. As we all know that due to the pandemic we have shifted to an alternative mode of teaching. Many higher regulating authorities suggested implementing a hybrid mode of teaching in the routine teaching-learning process. In this paper, the researcher has prepared a Google form for the collection of Pre-Service Teachers' opinions on the hybrid modes of teaching. The researcher has calculated the percentage and chi-square for the data analysis and drawn the findings. The main findings of the study are essential skills for teacher training programs could not taught through the hybrid mode of teaching.

Key Words: Hybrid Mode, Pre-Service Teacher, Gender, Stream, Opinion

Introduction

As we all know due to the pandemic education system has changed a lot. We are very much interested in alternative modes of education. There is so much research that has been done on which teaching method is very effective face to face teaching or online teaching. Due to COVID all the higher education institutions finding a way to give the best learning experiences to the students. The majority of institutions have started online learning in different ways. They have arranged online lectures, online videos, using different LMS etc. Blended learning as defined by Dziuban et al. (2004), is an instructional method that includes the efficiency and socialization opportunities of the traditional face-to-face classroom with the digitally enhanced learning possibilities of the online mode of delivery. A blended course is very useful in this time of crisis. As COVID-19 cases continue to increase, academia is attempting to increase online learning options for students. Efforts have also been made to include flipped classroom approaches so students can engage in active learning and instructors assume the role of facilitator and provide additional help and scaffolding (Kemp & Grieve, 2014; Singh & Matthees, 2021; Strayer, 2012).

Higher education institutions need to explore innovative learning environments without necessarily increasing space on campus (Oyarzun & Martin, 2013). A novel learning environment that is now very popular in higher education is the implementation of asynchronous online instruction (Lee & Dashew, 2011; McGee & Reis, 2012). A strong utilitarian argument for asynchronous online instruction is that it provides the opportunity to teach new groups of students in places around the world (Popov, 2009). However, asynchronous online instruction can be lonely and disengaging for learners that enjoy social interactions, immediate feedback, and interactive class sessions.

There is some research also done to compare the online, face-to-face, and blended modes. Larson and Sung (2009) demonstrated that there were no significant differences among these three modes. However, the blended and online modes rated particularly highly on measures of "student satisfaction, learning effectiveness, and faculty satisfaction." Yen et al. (2018) conducted a three-way comparison of face-to-face, online, and blended modes in an undergraduate child development course. They found that online classes could be as effective as face-to-face classes in producing satisfactory outcomes. Nevertheless, the blended mode had greater potential for improving the academic performance of students by integrating the merits of both face to-face and online teaching. Likewise, a recent study by Yu et al. (2021) proved that both blended and offline learning was effective educational approaches to improving the critical thinking ability of students, whereas the use of blended case-centered learning showed promising results in improving the academic performance of students. Overall, each mode has



1/28/23, 9:32 AM

ACQUIRED NEW ICT SKILLS BY THE TEACHERS IN ONLINE TEACHING DURING COVID-19

Welcome to Academic Staff College

Authors:

G S Patel

Abstract:

In this paper researcher has presented that new ICT skills adopted by the teachers during COVID-19. Researcher has prepared a Google Form for the data collection. Researcher has shared this Google Form on social Media and Teachers from Primary to Higher Education has responded this Google form. Eighty teachers gave their response on this tool. Researcher have to give response in "Yes", "No" form. Researcher also included open ended questions for collecting the data at the end of Google form. Researcher has computed percentage for the data analysis. The major findings of this research work are majority teachers have learnt new ICT tools for their online Teaching. Due to online learning children become mobile addicted. Government should increase the infrastructural facilities for the online learning. Face to Face teaching is the best option of the effective teaching.

Keywords:

ICT Skills, COVID-19, Online Teaching

Vol & Issue:

VOL.14, ISSUE No.2, June 2022

DOWNLOAD

CONTACT US

■ UGC-HRDC School of Social Sciences Building
9 Gujarat University Campus, Navarangpura, AHMEDABAD-380 009 (Gujarat)
☎ 91-079-26302962 📠 91-079-26305010
✉ hrdc@hrdcgujarat.ac.in

USEFUL LINKS

- UGC
- MHRD
- SWAYAM
- INFLISNET
- More Links
- Gujarat University
- Education Department of Government of Gujarat
- Association of Indian Universities



A. G. TEACHERS COLLEGE, CTE,

<https://hrdc.gujaratuniversity.ac.in/Publication/article?id=10085>



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

You are accessing a free view of the Web of Science™ More

MENU

Teachers' Self-Efficacy on the Teaching Style from their Teaching Experience: A Comparative Analysis of GovernmentAided, Self-Finance/Private and Purely Government Schools

By: Patel, Ganpatsinh S. (Patel, Ganpatsinh S.)

View Web of Science ResearcherID and ORCID (provided by Clarivate)

INTERNATIONAL JOURNAL OF EARLY CHILDHOOD SPECIAL EDUCATION

Volume: 14 Issue: 2 Page: 4920-4928

DOI: 10.9756/INT-JECSE/V14I2.552

Published: 2022

Indexed: 2022-06-17

Document Type: Article

Abstract

Finding an effective way of teaching and learning while engaging 21st-century learners is one of the challenges for teachers globally. Being a good teacher means having the efficacy of using various teaching styles to engage the learners towards reaching their educational goals. The effectiveness of the teaching style depends much on the self-efficacy of the teachers in their teaching styles. This study analysed the self-efficacy of teachers on their teaching styles during instructional activities from government-aided, self-finance/private and government institutions. The study focused on students' agency, inquiry and critical thinking, assessment and feedback, innovative teaching, technology uptake and preparing lifelong learners. The findings indicated that the teachers' self-efficacy is low in using technology for teaching, adopting innovative teaching strategies and teaching inquiry and critical mind.

Keywords

Author Keywords: teaching styles; self-efficacy; students' agency; innovative teaching; assessment and feedback; technology uptake in teaching

Addresses:

¹ AG Teachers Coll, Ahmedabad 380009, Gujarat, India

Categories/Classification

Research Areas: Education & Educational Research

Citation
Network

In Web of
Science C
Collectio

0
Citations

33
Cited
Reference

Use in V
of Scier

Web of Sc
Usage Co

0 (

Last
180
Days

This rec
from:
Web of Sc
Core Coll

1/2

https://www.webofscience.com/wos/woscc/full-record/WOS:000806137100022310E:EUW1ED0B74zkDKebGXWQqhsTQXx6

I/C Principal

A. G. TEACHERS COLLEGE, CTE,
AHMEDABAD



I/C Principal

A. G. TEACHERS COLLEGE, CTE,
AHMEDABAD