



# T. N. RAO COLLEGE OF TEACHER EDUCATION

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## 2.4.2 Trainees Go Through A Set Of Activities As Preparatory To School-Based Practice Teaching And Internship.

Reports and photographs / videos of the activities

[B.Ed. Internship Book - 1](#)

[B.Ed. Internship Book - 2](#)

[B.Ed. Internship Book - 3](#)

[B.Ed. Internship Book - 4](#)

[B.Ed. Internship Book - 5](#)

[M.Ed. Internship Report - 1](#)

[M.Ed. Internship Report - 2](#)

[M.Ed. Internship Report - 3](#)

[M.Ed. Dissertation - 1](#)

[M.Ed. Dissertation - 2](#)

[M.Ed. Dissertation - 3](#)



  
Principal  
T. N. Rao College  
Rajkot

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T.N Rao College of Teacher Education, Rajkot set a number of activities as preparatory for students to school- based practice teaching and internship that include -

## 1) Formulating learning objectives:

[Bridge Lesson 1](#)

[Bridge Lesson 2](#)

[Bridge Lesson 3](#)

## 2) Content Mapping

In the classes, faculties discuss the ways of content analysis & mapping and its importance while preparing lesson plans. In integration and simulation sessions, a demonstration of content mapping is given by the faculties and after that students prepare their lesson plans.

[Lesson Plan 1](#)

[Lesson Plan 2](#)

[Stray Lesson](#)

## 3) Lesson planning/ Individualized Education Plans (IEP)

- Preparation of Special Learning Materials, IEP and its execution: In the subject, Creating an Inclusive school, students prepare special learning materials for addressing the need of special disability. Plan the lesson plan, execute it and evaluate its effectiveness. In this way, students prepared themselves for individualized learning.
- Each and every student is preparing their individual lesson plans, teaching aids, giving presentations, assignments, and feed-back were provided to them individually.
- For slow learners, remedial classes are conducted. The advanced learners are continuously encouraged to strive for higher goals for providing them additional inputs for better career planning and growth e.g. encouraging

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the students to be active members of various activities. They are encouraged to do some online/offline courses to supplement their learning. Students are encouraged to participate in the competition according to their abilities.

## Individualized Preparation of Special Learning Materials, IEP and its execution

[https://tnrao-college.s3.us-east-2.amazonaws.com/2024/07/VINIT\\_WORK.pdf](https://tnrao-college.s3.us-east-2.amazonaws.com/2024/07/VINIT_WORK.pdf)

## Individualized Lesson plan prepared by individual student:

[Lesson Plan](#)

## Video and Lesson Planning of students

[Video 1](#)

[Video 2](#)

[Video 3](#)

[Video 4](#)

## Individualized support given to students for competitive exam

Expert sessions were conducted for students to enhance their preparation for the TET and TAT exams. These sessions provided in-depth guidance, effective study strategies, and valuable insights into exam patterns and key topics. The focused training aimed to boost students' confidence and performance in these crucial assessments.



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**TET-TAT Online Counseling by G.F Meheta**



**TET-TAT Expert Session by Jasmin Pandya**



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## 4) Identifying varied student abilities:

Students at T.N. Rao College of Teacher Education participates in microteaching, bridge, and simulation sessions where they develop numerous constructive lesson plans that incorporate various teaching methodologies (lecture method, question-answer method, explanation method, demonstration method, etc.). They pose a variety of questions to students, allowing them to identify students with different abilities using diverse instructional approaches.

## Using different constructive methods

### Stray Lesson

| સ્વામ ક્લસ નોંધ   |                        |
|---|------------------------|
| વિષય : English  | શ્રેણી : 7th           |
| વિષયગ્રાંથ : Unit - 4 Activity - 2  | તારીખ : 15/7/2022      |
| * Difficult words   | * Opposite words       |
| long = લાંબુ  | long x short           |
| equal = સમાન  | big x small            |
| wall = દિવાલ  | equal x unequal        |
| costly = ઠીકમી  | high x low             |
|   | costly x cheap         |
|   | wide x narrow          |
| સ્વાધ્યાય   |                        |
| * Write down one dialogue between two friends concerning their classroom. |                        |
| નિરીક્ષક નોંધ   |                        |
| શિક્ષણકાર્યની વિશિષ્ટતાઓ  | શિક્ષણકાર્ય અંગે સૂચનો |
| + શ્રીકૌતલી શાલા વિષયાભિમુખ વર્ગ  |                        |
| + સુંદર મુદ્દાઓ આપ્યા   |                        |
| + T.N.R. નો ઉપયોગ વધારે   |                        |
| + સુવ્યવસ્થિત વર્ગ  |                        |
| + આયોજન મુજબ કર્યું   |                        |

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## પરિશિષ્ટ -1 વિધવાલિખુપ પુસ્તકો દ્વારા

શિક્ષક :- પ્રાચીન ભારતમાં કયું સામ્રાજ્ય હતું?

વિદ્યાર્થી :- પ્રાચીન ભારતમાં ગુપ્ત સામ્રાજ્ય હતું.

શિક્ષક :- ગુપ્ત સામ્રાજ્યને ભારતની કયો કાળ કહે છે?

વિદ્યાર્થી :- ગુપ્ત સામ્રાજ્યને ભારતની સુવર્ણકાળ કહે છે.

શિક્ષક :- મૌર્ય સામ્રાજ્યના સ્થાપક કોણ હતા?

વિદ્યાર્થી :- મૌર્ય સામ્રાજ્યના સ્થાપક ચંદ્રગુપ્ત મૌર્ય હતા.

શિક્ષક :- ચંદ્રગુપ્ત મૌર્ય કિલ્લાઓ સ્થાપક હતા.

વિદ્યાર્થી :- ચંદ્રગુપ્ત મૌર્ય પુષ્યમ સ્થાપક હતા.

શિક્ષક :- લખને આવડતા સામ્રાજ્યના નામ આપી.

વિદ્યાર્થી :- ગુપ્ત સામ્રાજ્ય, મૌર્ય સામ્રાજ્ય અને મુઘલ સામ્રાજ્ય છે.

શિક્ષક :- લાજ્મહેલ અને દિલ્હીની લાલ કિલ્લો કયા વંશના શાસકોએ બંધાવ્યા હતા?

વિદ્યાર્થી :- લાજ્મહેલ અને દિલ્હીની લાલ કિલ્લો મુઘલ શાસકોએ બંધાવ્યા હતા.

\* હૈહુ કથન :- લો વિદ્યાર્થી મિત્રી આપણે આને મુઘલ સામ્રાજ્ય વંશી આલ્યાસ કરીશું.

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## 5) Dealing with student diversity in classrooms:

Students in their lesson plans use varieties of teaching-learning aids, prepare lesson plans in Hindi and Gujarati languages to address diversity in the classroom. Some workshops were also organized to prepare effective teaching learning aids.

### Capacity Building proofs

A) Skill Development Program (communication skill) by RJ Nimit on September 17, 2022



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B) Great Start Fresh Start by Lalit Chande on August 10, 2022



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C) How Teachers Can Use Social Media - Expert Advice Session - Dr Mital Vora on  
October 15, 2021



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## 6) Visualizing differential learning activities according to student needs:

It is essential to know the student's needs and plan learning activities accordingly. To develop such skills T.N Rao College of Teacher Education organizes activities like workshops and guest lectures. Students were assigned with a certain topic to prepare models & organize exhibitions. They are given a topic to perform street play in the Subject 'Road Safety Awareness'. "Effort for 'Save Petrol' Event"



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## Guest Lecture 1 - Acharya Na Karyo: The Role of Teachers in Education

Date: October 8, 2022

Speaker: Juhi Makad

### Introduction:

The lecture "Acharya Na Karyo: The Role of Teachers in Education," delivered by Juhi Makad, delves into the profound impact of educators on the educational landscape. Through insightful exploration, this session aims to elucidate the multifaceted responsibilities and roles of teachers in shaping the future of learners.

### Key Points:

1. Foundational Pillars of Education:
  - Highlighting the crucial role of teachers as the cornerstone of the educational system.
  - Emphasizing the significance of educators in nurturing intellectual curiosity, critical thinking, and holistic development among students.
2. Mentorship and Guidance:
  - Discussing the role of teachers as mentors and guides, providing support and encouragement to students in their academic journey.
  - Exploring the importance of fostering positive teacher-student relationships built on trust, respect, and empathy.
3. Facilitators of Learning:
  - Examining the evolving role of teachers as facilitators of learning, adapting teaching methodologies to cater to diverse learning styles and needs.
  - Discussing the integration of technology and innovative pedagogical approaches to enhance learning outcomes.
4. Character Building and Values Education:
  - Addressing the responsibility of teachers in instilling ethical values, moral principles, and social responsibility in students.
  - Exploring strategies for promoting character development, empathy, and inclusive attitudes among learners.

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## 5. Promoters of Lifelong Learning:

- Highlighting the role of teachers in fostering a culture of lifelong learning and continuous professional development among students.
- Discussing the importance of modeling curiosity, resilience, and adaptability as lifelong learning skills.

## Conclusion:

The lecture on "Acharya Na Karyo: The Role of Teachers in Education" by Juhi Makad underscores the pivotal role of educators in shaping the educational landscape and nurturing the next generation of leaders, thinkers, and innovators. By embracing their roles as mentors, facilitators, and advocates for lifelong learning, teachers can inspire students to reach their full potential and contribute meaningfully to society.



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Guest Lecture 2 - Guest Session on CTET by Vinit Chaniyara

Date: January 10, 2023

Venue: T.N. Rao College of Teacher Education

## Overview:

On January 10, 2023, T.N. Rao College of Teacher Education had the privilege of hosting an insightful guest session on the Central Teacher Eligibility Test (CTET) by the esteemed educator, Vinit Chaniyara. This session was part of the college's continuous efforts to provide its students with valuable insights and guidance from industry experts.

## About the Speaker:

Vinit Chaniyara, a renowned educator and expert in teacher training, has extensive experience in preparing candidates for various teacher eligibility tests, including the CTET. His comprehensive understanding of the subject matter, coupled with his engaging teaching style, made him an ideal speaker for this session.

## Session Highlights:

The session commenced with a warm welcome from the college administration, followed by an introduction of Vinit Chaniyara and his notable achievements in the field of education.

## Key Topics Covered:

1. Overview of CTET:  
Vinit Chaniyara provided an in-depth explanation of the CTET, including its importance, structure, and the various categories of the exam. He discussed the two papers: Paper I for aspiring teachers of classes I-V and Paper II for classes VI-VIII.
2. Syllabus Breakdown:  
The session included a detailed breakdown of the CTET syllabus, covering the main topics and sub-topics that candidates need to focus on. Vinit emphasized the weightage of each section and offered strategic advice on how to approach the syllabus effectively.

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## 3. Preparation Strategies:

Vinit shared effective preparation strategies, including time management tips, study plans, and the importance of consistent practice. He highlighted the significance of understanding concepts thoroughly rather than rote learning.

## 4. Question Patterns and Practice:

The session featured an analysis of previous years' question papers, helping students understand the types of questions typically asked in the CTET. Vinit also conducted a mock test during the session, followed by a discussion on the correct answers and common mistakes to avoid.

## 5. Resources and Materials:

Vinit recommended various resources and study materials that would be beneficial for CTET preparation. He provided a list of books, online resources, and practice papers that students could utilize to enhance their preparation.

## 6. Q&A Session:

The session concluded with an interactive Q&A segment where students had the opportunity to ask Vinit questions about their concerns and doubts regarding the CTET. Vinit addressed each query with detailed and practical advice.

## Feedback and Impact:

The guest session by Vinit Chaniyara was met with enthusiastic participation from the students. The insights and strategies shared by Vinit were highly appreciated, and the session was considered immensely beneficial for those preparing for the CTET. Students left the session feeling more confident and better equipped to tackle the exam.

## Conclusion:

The guest session on CTET by Vinit Chaniyara on March 18, 2020, was a resounding success. It provided T.N. Rao College of Teacher Education students with invaluable knowledge and practical strategies for CTET preparation. The college looks forward to hosting more such enlightening sessions in the future to continue supporting the academic and professional growth of its students.

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## Promoting “Disability Awareness” at Sneh Nirjhar (School for Mentally Challenged)

### Introduction:

The students of T.N. Rao College of Teacher Education pursuing B.Ed and M.Ed programs embarked on an educational visit to Sneh Nirjar, a school catering to mentally challenged students aged 50 and above. The purpose of the visit was to provide our students with firsthand experience and insights into the specialized field of special education, particularly in addressing the needs of individuals with mental retardation.

### Objective:

The primary objective of the visit was to expose the students to the practical aspects of teaching and managing a classroom environment for individuals with special needs. By engaging with the students and faculty at Sneh Nirjar, we aimed to deepen our understanding of effective teaching methodologies, behavioral management strategies, and the holistic development of mentally challenged individuals.

### Activities and Observations:

Upon arrival at Sneh Nirjar, our students were warmly welcomed by the staff and students of the school. The visit commenced with an orientation session where the faculty provided an overview of the school's mission, teaching approach, and the unique challenges faced in educating mentally challenged individuals. This session was invaluable in setting the context for our visit and sensitizing us to the diverse needs of the students.

Throughout the visit, our students actively participated in various activities alongside the students of Sneh Nirjar. These activities included interactive storytelling sessions, art and craft workshops, and group games designed to enhance social interaction and cognitive skills. One of the most impactful activities was the collaborative art project where our students and the Sneh Nirjar students worked together to create a mural depicting themes of unity and inclusion.

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In addition to participating in activities, our students had the opportunity to observe classroom sessions led by experienced special educators. These sessions highlighted the importance of individualized instruction, multi-sensory learning techniques, and positive reinforcement in promoting learning outcomes for mentally challenged students.

Moreover, our students gained insights into the use of assistive technologies and adaptive teaching aids to facilitate the learning process.

## Reflection and Learning Outcomes:

The visit to Sneh Nirjar provided our students with a profound learning experience and reinforced several key principles of inclusive education and special needs teaching. Some of the key learning outcomes include:

1. **Empathy and Sensitivity:** Interacting with the students of Sneh Nirjar fostered empathy and sensitivity towards individuals with special needs. Our students learned the importance of creating a supportive and inclusive learning environment where every student feels valued and respected.
2. **Adaptability and Flexibility:** Witnessing the adaptive teaching strategies employed by the faculty at Sneh Nirjar underscored the importance of flexibility and innovation in catering to the diverse needs of students with mental retardation.
3. **Collaboration and Teamwork:** The collaborative activities undertaken during the visit emphasized the significance of teamwork and cooperation in promoting socialization and peer support among students with special needs.
4. **Professional Growth:** The insights gained from observing experienced special educators and engaging with students with special needs will



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inform our students' professional practice and enhance their effectiveness as future educators.

## Conclusion:

In conclusion, the educational visit to Sneh Nirjar was a transformative experience for the students of T.N. Rao College of Teacher Education. It provided them with invaluable insights, skills, and perspectives that will shape their approach to inclusive education and enable them to make meaningful contributions to the field of special education in their future careers. We express our sincere gratitude to the staff and students of Sneh Nirjar for their hospitality and for enriching our learning journey.



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## 7) Addressing inclusiveness:

For an inclusive classroom, it is essential to know the requirements of an inclusive classroom in terms of infrastructure, need of child, adoption in curriculum, and evaluation. These aspects are explained in the subject of Creating an inclusive school. Students learn the concept in classroom discussions and thus develop their knowledge about inclusive schools. Students prepare special learning materials and deliver their lesson plan to address the need for an inclusive classroom. They exhibit an exhibition too to spread awareness about the use of special learning materials.

Students involved in knowing special learning needs of an inclusive school.

(Individual assignment was submitted).

### Photo of Sneh Nirzar



### [Video of Sneh Nirzar](#)

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## Group work to promote inclusiveness:

Students work in group activities like group discussion, projects in which students learn about each other's skills and learn with a peer group too. Students learn to respect diversity and inclusion in this way. Participating in community activities like Sneh nirjar.

## Promoting Inclusivity: Spreading Awareness about Disabilities at Sneh Nirjar

### Introduction:

On October 13, 2022, the aspiring educators from T.N. Rao College of Teacher Education, pursuing B.Ed and M.Ed programs, embarked on an educational excursion to Sneh Nirjar, a school dedicated to serving mentally challenged individuals aged 50 and above. The purpose of this excursion was to immerse our students in the specialized realm of special education, focusing particularly on addressing the needs of individuals with mental challenges.

### Objective:

The primary aim of the excursion was to acquaint the students with the practical aspects of teaching and managing classrooms for individuals with special needs. By interacting with the students and faculty at Sneh Nirjar, we aimed to deepen our understanding of effective teaching methodologies, behavioral management techniques, and the holistic development of mentally challenged individuals.

### Activities and Observations:

Upon arrival at Sneh Nirjar, the students received a warm welcome from the school's staff and students. The excursion commenced with an orientation session, during which the faculty provided insights into the school's mission, teaching methodologies, and the distinctive challenges encountered in educating mentally challenged individuals. This session served as a foundation for our visit, sensitizing us to the diverse needs of the students.

Throughout the excursion, our students actively engaged in various activities alongside the students of Sneh Nirjar. These activities included interactive storytelling sessions, art and craft workshops, and group games aimed at fostering social interaction and cognitive development.



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One particularly impactful activity was a collaborative art project, where our students and those from Sneh Nirjar collaborated to create a mural depicting themes of unity and inclusivity.

In addition to participating in activities, our students had the opportunity to observe classroom sessions led by experienced special educators. These sessions underscored the importance of personalized instruction, multi-sensory learning approaches, and positive reinforcement in facilitating learning outcomes for mentally challenged students. Furthermore, our students gained insights into the use of assistive technologies and adaptive teaching aids to support the learning process.

## Reflection and Learning Outcomes:

The excursion to Sneh Nirjar provided our students with a profound learning experience, reinforcing several fundamental principles of inclusive education and special needs teaching.

## Key learning outcomes included:

**Empathy and Sensitivity:** Interacting with the students of Sneh Nirjar cultivated empathy and sensitivity towards individuals with special needs, emphasizing the significance of creating a supportive and inclusive learning environment.

**Adaptability and Flexibility:** Witnessing the adaptive teaching strategies employed by the faculty highlighted the importance of flexibility and innovation in catering to the diverse needs of mentally challenged students.

**Collaboration and Teamwork:** Collaborative activities emphasized the value of teamwork and cooperation in fostering socialization and peer support among students with special needs.

**Professional Growth:** Insights gained from observing experienced special educators and engaging with students with special needs will inform our students' professional practice and enhance their effectiveness as future educators.



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## Conclusion:

In conclusion, the educational excursion to Sneh Nirjar was a transformative experience for the students of T.N. Rao College of Teacher Education. It provided them with invaluable insights, skills, and perspectives that will shape their approach to inclusive education and empower them to make meaningful contributions to the field of special education in their future careers. We extend our heartfelt gratitude to the staff and students of Sneh Nirjar for their warm hospitality and for enriching our learning journey.



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## 8) Assessing student learning:

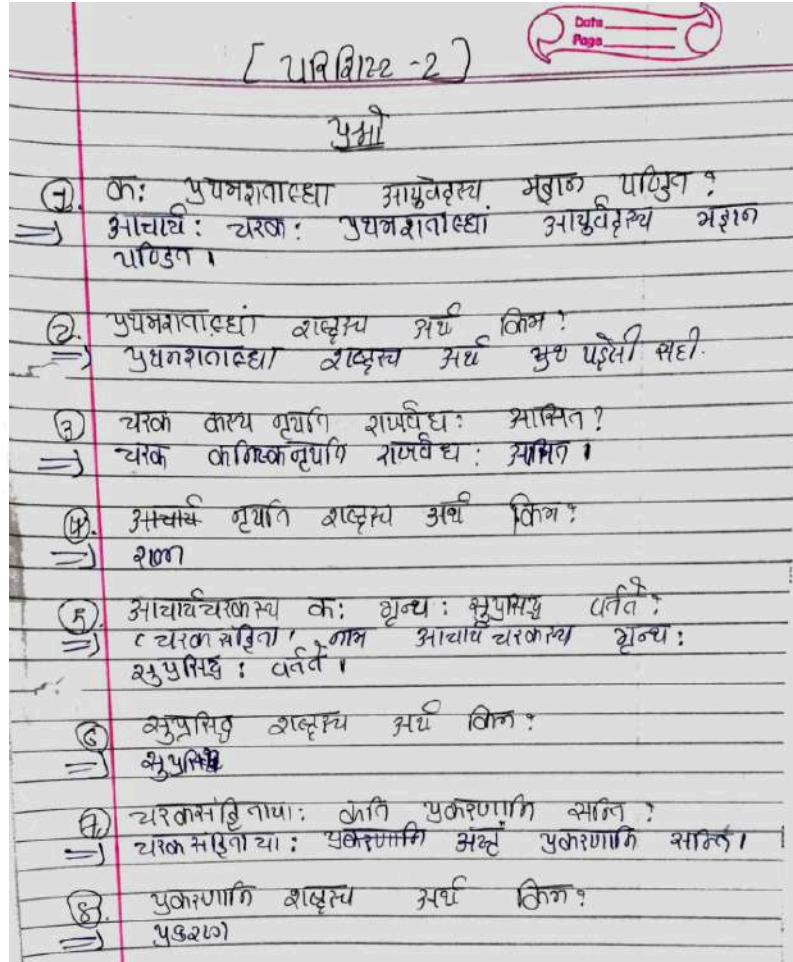
A teacher mainly assesses the students by means of a test (oral/written). Oral test is conducted in the classroom during teaching-learning by the concerned faculty, for which the 'skill of questioning' is very important. The skill is explained during the microteaching session. The other aspect is to prepare a written test paper for which preparation of blue print and achievement test is required. Students develop an ability to prepare a good test paper and achievement test in the subject 'Assessment for Learning'. The workshop is also conducted to give another opportunity to students to develop the skill.

## Skill of Questioning:

### Scanned copy of micro teaching lesson plan

Microteaching Video

<https://tnrao-college.s3.us-east-2.amazonaws.com/2024%2F05%2FVideo-from-Jasmin-Joshi-1.mp4>



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## 17. આચાર્ય: ચરક:

[પ્રાચીન ભારતમાં વિવિધ વિદ્યાલેખોમાં અનેક પ્રકારના અનેક આચાર્યો થઈ ગયા છે. તેમાંના કેટલાક આચાર્યો તેમણે રચેલા જે-તે વિદ્યાશાળાના રૂઢિના રૂપમાં આજે પણ આપણી વચ્ચે ઉપસ્થિત છે. આવા આચાર્યોમાંના એક આચાર્ય ચરક છે.

આચાર્ય ચરક આયુર્વેદશાસ્ત્રના મહાન વિદ્વાન હતા. તેમણે આયુર્વેદશાસ્ત્રનો પાયો નાંખ્યો હતો. બીજા વિદ્વાનોનો જેમ તેમના જીવન વિષે પણ કોઈ ખાસ માહિતી મળતી નથી. પરંતુ તેમણે રચેલો ગ્રંથ આજે પણ આપણી વચ્ચે ઉપલબ્ધ છે. સંસ્કૃત ભાષામાં લખાયેલા આ ગ્રંથનું નામ ચરકસંહિતા છે. આયુર્વેદશાસ્ત્રનો અભ્યાસ કરવાની ઈચ્છા રાખનાર પ્રત્યેક વ્યક્તિએ આ ચરકસંહિતા નામનો ગ્રંથ વાંચવો જ પડે છે.

પ્રભુત્વ પાઠમાં આયુર્વેદશાસ્ત્રના આ સુપ્રસિદ્ધ વિદ્વાનનો પરિચય મેળવવાનો છે. એ સાથે તેમનો એક ઉપદેશ પણ સ્પષ્ટ કરવા જેવો જ છે. રોહિવિહીન શરીર: એ સૌથી મૂલ્યવાન વસ્તુ છે, એટલે પ્રત્યેક વ્યક્તિએ પોતે કેવી રીતે રોગરહિત રહી શકે છે, તે પણ જાણી લેવું જોઈએ. આ મહત્વની જાણકારી આ પાઠના માધ્યમથી મેળવી શકાશે.]

ચરકનામ્ના પ્રસિદ્ધ: આચાર્ય: સ્વિસ્તમ્ય પ્રથમશતાબ્દ્યાં આયુર્વેદસ્ય મહાન્ પાણ્ડિત: । સ: કનિક્કનૃપતે: રાજવૈદ્ય: આસોત્ ।

અસ્ય આચાર્યસ્ય ચરકસંહિતાનામક: સુપ્રસિદ્ધ: ગ્રન્થ: વર્તતે । આયુર્વેદસ્ય પ્રાચીનતમેષુ વિશ્વવિસ્થાતેષુ ચ ગ્રન્થેષુ અસ્ય ગણના ભવતિ ।



અસ્મિન્ ગ્રન્થે સૂત્રસ્થાનમ્, નિદાનસ્થાનમ્, વિમાનસ્થાનમ્, શારીરસ્થાનમ્, કનિક્કનૃપતે: વિશ્વવૈદ્ય: રાજવૈદ્ય: (120) મધ્યાપ્ત: સન્નિ ।

આચાર્ય: ચરક:





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**ત્રિપરિમાણ સારણી**

| ક્રમ | વેતુ                        | જ્ઞાન |   |          | સમજ |   |          | ઉપયોગન |   |            | કોશલ્ય |   |   | કુલ |   |          | કુલ        |
|------|-----------------------------|-------|---|----------|-----|---|----------|--------|---|------------|--------|---|---|-----|---|----------|------------|
|      | પ્રશ્ન પ્રકાર               | E     | S | O        | E   | S | O        | E      | S | O          | E      | S | O | E   | S | O        |            |
|      | વિષય વસ્તુના મુદ્દા         |       |   |          |     |   |          |        |   |            |        |   |   |     |   |          |            |
| ૧    | આચાર્ય ચાલક<br>(પૂર્વાધ)    |       |   | 1<br>(1) |     |   | 1<br>(1) |        |   | 6<br>(6)   |        |   |   |     |   | 8<br>(8) | 8<br>(8)   |
| ૨    | આચાર્ય ચાલક<br>(મધ્યાશ્રાં) |       |   | 1<br>(1) |     |   | 2<br>(2) |        |   | 5<br>(5)   |        |   |   |     |   | 8<br>(8) | 8<br>(8)   |
| ૩    | આચાર્ય ચાલક<br>(ઉત્તરાર્ધ)  |       |   | 3<br>(3) |     |   | 1<br>(1) |        |   | 5<br>(5)   |        |   |   |     |   | 9<br>(9) | 9<br>(9)   |
| ૪    | શિક્ષણ કમીટી                |       |   |          |     |   |          |        |   |            |        |   |   |     |   |          |            |
| ૫    | ઉપચારકમીટી<br>કમીટી         |       |   |          |     |   |          |        |   |            |        |   |   |     |   |          |            |
|      | કુલ કુલ                     |       |   | 5<br>(5) |     |   | 4<br>(4) |        |   | 16<br>(16) |        |   |   |     |   |          | 25<br>(25) |
|      | કુલ કુલ<br>કુલ કુલ          |       |   | 5<br>(5) |     |   | 4<br>(4) |        |   | 16<br>(16) |        |   |   |     |   |          | 25<br>(25) |

- ( ) માં આકેસ હરીવિવામાં લખાવ્યા છે

તારીખ : ૨૫/૧૧/૨૦૨૨

Phonyani  
અધ્યાપકની સહી

Preparation of blueprint



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(જ) પ્રશ્નપત્ર સંચરના :

સારણી : ૧ - વિષય વસ્તુના મુદ્દા પ્રમાણે ભારાંક

| ક્રમ | વિષય વસ્તુના મુદ્દા     | ભારાંક |
|------|-------------------------|--------|
| ૧    | આચાર્ય: ચરક:(પૂર્વાધ)   | ૪      |
| ૨    | આચાર્ય: ચરક:(મધ્યાધ)    | ૪      |
| ૩    | આચાર્ય: ચરક:(ઉત્તરાર્ધ) | ૭      |
| ૪    |                         |        |
| ૫    |                         |        |
|      | કુલ                     | ૨૫     |

સારણી : ૨ - હેતુ પ્રમાણે ભારાંક

| ક્રમ | હેતુ              | ભારાંક |
|------|-------------------|--------|
| ૧    | જ્ઞાન             | ૫      |
| ૨    | સમજ               | ૪      |
| ૩    | ઉપયોગન            | ૧૬     |
| ૪    | કૌશલ્ય / રસાસ્વાદ |        |
| ૫    |                   |        |
|      | કુલ               | ૨૫     |

સારણી : ૩ - પ્રશ્નપ્રકાર પ્રમાણે ભારાંક

| ક્રમ | પ્રશ્ન પ્રકાર           | ભારાંક |
|------|-------------------------|--------|
| ૧    | નિબંધ પ્રશ્નો (E)       | -      |
| ૨    | ટૂંક જવાબી પ્રશ્નો (S)  | -      |
| ૩    | અનાત્મલક્ષી પ્રશ્નો (O) | ૨૫     |
|      | કુલ...                  | ૨૫     |



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## 9) Mobilizing relevant and varied learning resources:

The same learning resource (model/ chart/ video/ flash card etc.) is sometimes used by different students in different subjects. Thus, assuring the efficient utilization and mobilization of learning resources.

### Video links

[Video 1](#)

[Video 2](#)

[Video 3](#)

[Video 4](#)



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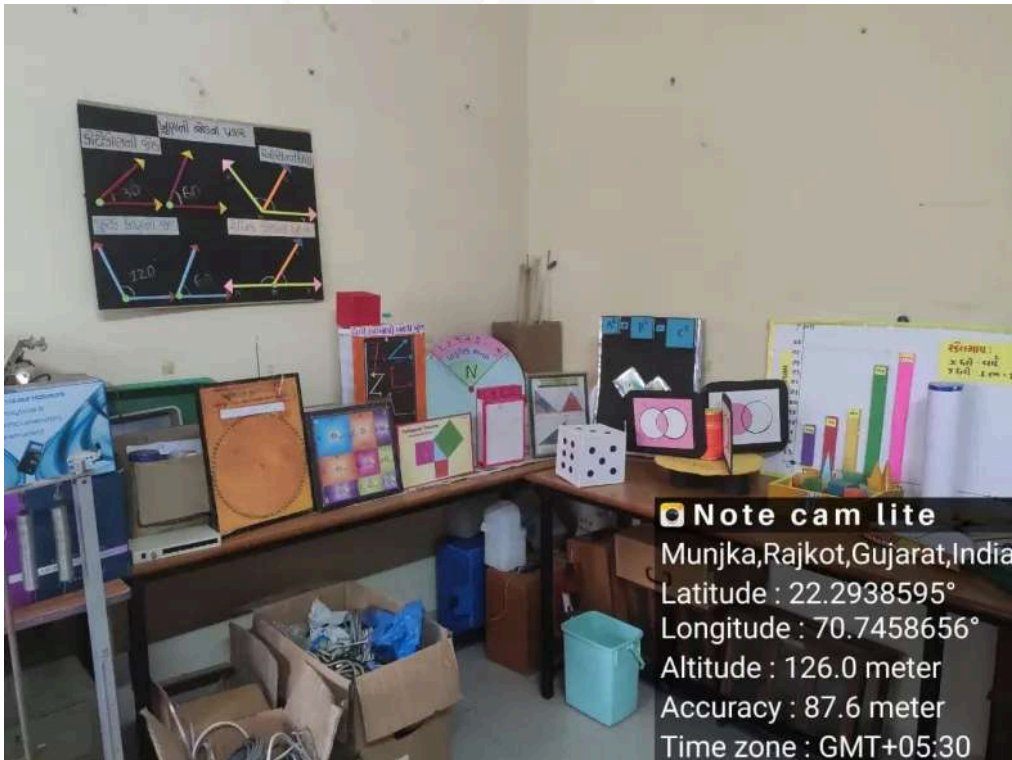
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## 10) Evolving ICT based learning situations:

ICT integration in the teaching-learning is the need of the hour, and ILT develops ICT skills among students by means of the curriculum as specified in the subject 'Critical Understanding of ICT' and EPC 3: Learning to use Computers in Education. Apart from this, some workshops are conducted in different domains of ICT.

Dissertations were completed on the following topics: "Effectiveness of Digital Mode of Education in Teaching of Maths for 9th Standard Students" and "A Study to Assess the Impact of Online Learning During the Pandemic on the Academics, Health, and Habits of Adolescent Students of Selected High School in Rajkot."

Both dissertations are related to evolving ICT-based learning situations. The first explores how digital education methods enhance the learning of mathematics among 9th-grade students, demonstrating the integration of ICT in traditional subjects. The second assesses the broader impact of online learning during the pandemic, examining how ICT influences not only academic performance but also the health and habits of high school students, reflecting the comprehensive role of ICT in modern education.

[M.Ed. Dissertation - 1](#)

[M.Ed. Dissertation - 2](#)

**Session on digital tools :Discovering How to Use Digital Tools Better for Work and School**



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## Workshop on Skill Up for online Teaching-Learning

Awareness about the Use of YouTube in Education



## Using ICT for Crafting CVs and Resumes



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11) Exposure to Braille /Indian languages /Community engagement:

Managing Playhouse at Rashtriya Sh



Raksha Bandhan Celebration with the Indian Army



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ब्रिगेडियर भूपेंद्र सिंह फोगाट  
कमांडर  
Brigadier Bhupendra Singh Fogat  
Commander  
Tele : 2001 (D)  
2702 (R)

मुख्यालय 161 पैदल ब्रिगेड  
पिन : 908161  
घारा 56 ए पी ओ  
Headquarters  
161 Infantry Brigade  
PIN : 908161  
C/o 56 APO

52965/BSF/DO

23 Aug 22

All Girl Students  
TN Rao College  
Rajkot  
Gujarat - 360005

Dear Sir/Madam,

1. I am writing this DO for convey my thanks for your 'RAKHI' send to us on the occasion of Raksha Bandhan. It was indeed very thoughtful of all of you and made us all feel extremely proud. We shall remain ever grateful to all the students for this gesture.
2. I, on behalf of all ranks of the 'PIR PANJAL BRIGADE' convey our best wishes and pray to GOD for yours bright future.

with warm regards,

Yours Sincerely,



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## Green Sweep Initiative



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TN Rao College Student Volunteering at Samarpan Charitable Trust (Valuhdi no Vivah)



## દીકરી વ્હાલનો દરિયો કાર્યક્રમમાં આંસુઓનો દરિયો ઉભરાયો

દાતા મહેશભાઈ કોટેયા-દિક્ષીબેન કોટેયા પત્ને ઋણ વ્યકત કરાયું: સ્કૂલના ટ્રસ્ટી હરદેવસિંહ જાડેજાનું અદકેરું સન્માન: ૫૦ વર્ષની સુવર્ણ જયંતી મહોત્સવની ઉજવણી

રાજકોટ

રાજકોટ શહેરના લાઈસમા કાલાવડ રોડ ઉપર આજથી ૫૦ વર્ષ પહેલાં કુરુજીભાઈ કોટેયા તથા હેમકુંવરબેન કોટેયાના દાનથી શરૂ કરવામાં આવેલ કે.જે. કોટેયા સ્કૂલનું ૫૦મું વર્ષ ચાલી રહ્યું છે. સમગ્ર વર્ષ સુવર્ણ જયંતી મહોત્સવની ઉજવણીરૂપે ઉજવવાનું નક્કી કરવામાં આવેલ હોય જેના ભાગરૂપે સ્કૂલના પટાંગણમાં ભૂતપૂર્વ છાત્રાઓની ઉપસ્થિતિમાં અતિ ભવ્ય કાર્યક્રમ યોજાઈ ગયો જેમાં ૩૦૫થી વધુ ભૂતપૂર્વ છાત્રાઓ ઉપસ્થિત રહી હતી. આ પ્રસંગે રાજકોટના વિવિધ ક્ષેત્રના મહાનુભાવો ઉપસ્થિત રહ્યા હતા.

સ્કૂલની ભૂતપૂર્વ છાત્રાઓએ ગુરુવંદના કરી જુના સંસ્મરણો તાજા કર્યા હતા. કે.જે. કોટેયા ટ્રસ્ટ દ્વારા જામજોધપુર સ્થિત સાઈ ગ્રુપ પ્રસ્તુત દીકરી વ્હાલનો દરિયો કાર્યક્રમ યોજવામાં આવ્યો હતો જેમાં ઉપસ્થિત છાત્રાઓએ



લાગણીસભર થઈ પોતાનું કાળજી ધોયું હતું. કાર્યક્રમના પ્રારંભે રાજકોટ શહેરના વિવિધક્ષેત્રના મહાનુભાવોએ દીપ પ્રાગટ્ય કર્યું હતું જેમાં શહેરના જાણીતા ઉદ્યોગપતિ સુરેશભાઈ અકબરી, જન શ્રેષ્ઠી અનિલભાઈ શાહ, પોપટભાઈ પટેલ, રાજુભાઈ મહેતા, હરીશભાઈ હરિયાણી, હિતેશભાઈ ચોકસી સહિતના

મહાનુભાવો ઉપસ્થિત રહ્યા હતા. પ્રારંભે મહેમાનોનું સ્વાગત સંસ્થાના પ્રમુખ ડો.નિદત બારોટે કર્યું હતું. મહેમાનોનો પરિચય સંસ્થાના ટ્રસ્ટી મુકેશ દોશીએ કરેલ. આભારદર્શન ટ્રસ્ટી હરદેવસિંહ જાડેજાએ કરેલ. કાર્યક્રમનું સંચાલન રમેશભાઈ જોશી દ્વારા કરવામાં આવ્યું હતું.

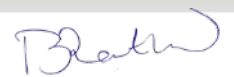
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