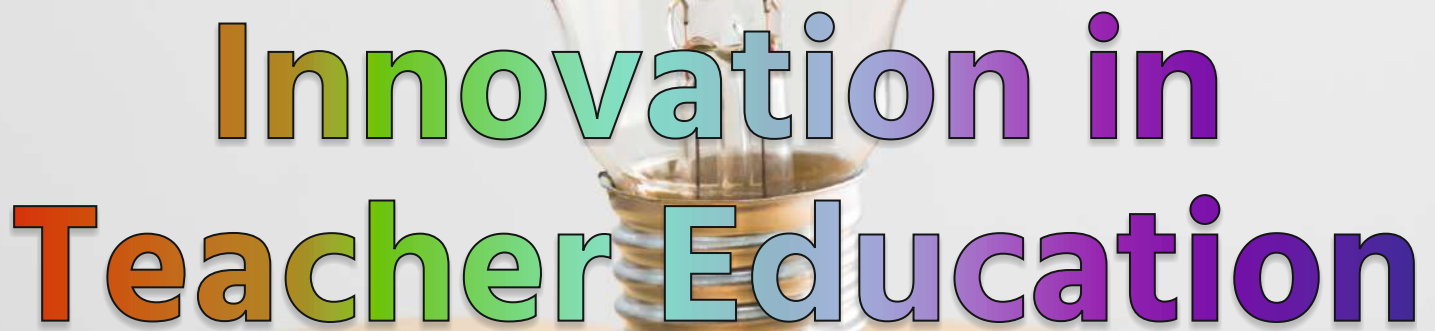




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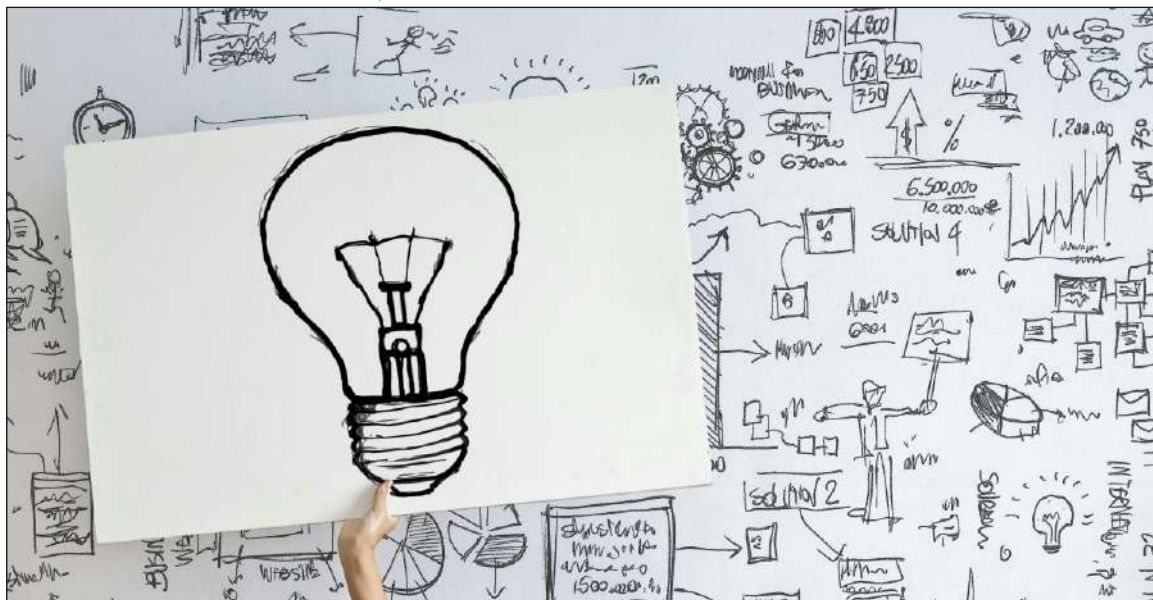
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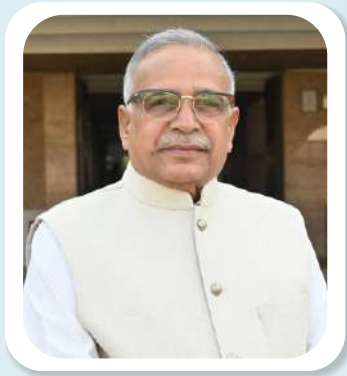
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Message From the Vice Chancellor



Dear Readers,

Teaching has always been more than just imparting knowledge—it is about shaping minds, inspiring curiosity, and nurturing lifelong learners. In today's rapidly evolving world, our approach to teacher education must reflect this dynamic change. This edition of Sutirth highlights innovative teaching methods that go beyond textbooks, embracing hands-on experiences, skill-building, and collaboration to create meaningful learning environments.

Gone are the days when teachers were simply the source of all knowledge. With information readily available at our fingertips, the role of an educator has transformed into that of a mentor and facilitator—guiding students in making sense of the world, encouraging critical thinking, and fostering creativity. Experiential learning and skill-based education are essential pillars of a system that prepares future teachers to be adaptable, thoughtful, and innovative.

At ITE, we believe in empowering educators who can inspire change, adapt to new challenges, and bring out the best in every student. Through collaboration, reflection, and a passion for learning, we can shape a future where education is not just effective but truly transformative. I hope this edition sparks new ideas and reaffirms our shared commitment to excellence in education. ■

Happy Reading!

-Prof. R.C. Patel

Innovative Teaching Methods

In the changing landscape of education, innovative teaching methods have emerged as a powerful tool to enhance learning experiences and empower students. By blending traditional practices with modern techniques, educators can create dynamic classrooms that inspire curiosity, engagement, and deeper understanding. Here are some innovative teaching strategies that are transforming teacher education today:

1. Flipped Classroom Approach

In this method, the conventional teaching model is reversed. Students are introduced to new concepts through videos, readings, or interactive modules before class, allowing classroom time to focus on discussions, projects, and hands-on learning. This approach fosters active participation and enables teachers to address individual learning needs effectively.

2. Gamification in Learning

Integrating game elements such as quizzes, leaderboards, and rewards into lessons can significantly boost student motivation. By turning educational content into an engaging experience, gamification encourages healthy competition and enhances concept retention.

3. Project-Based Learning (PBL)

PBL empowers students to work on real-world problems, encouraging them to apply theoretical knowledge in practical scenarios. This method enhances critical thinking, teamwork, and creativity, preparing students for real-life challenges.

4. Blended Learning

Combining online resources with face-to-face instruction, blended learning offers flexibility and personalized learning experiences. Digital tools like educational apps, virtual simulations, and

teachers nurture curiosity and develop their analytical skills.

6. Peer Teaching and Collaboration

Encouraging students to teach one another enhances their understanding of subjects. Collaborative activities such as group discussions, debates, and peer evaluations foster teamwork and communication skills.

7. Experiential Learning

Field visits, role-plays, and hands-on experiments provide students with practical experiences that bridge theory with application. Such immersive learning opportunities leave lasting impressions and improve knowledge retention.

Embracing these innovative teaching methods empowers educators to create meaningful learning experiences, preparing students not just for examinations, but for life itself. As future educators, IITE students are encouraged to integrate these approaches into their teaching practices, shaping classrooms that are vibrant, inclusive, and impactful. ■



collaborative platforms enhance content delivery and student engagement.

5. Inquiry-Based Learning

This method encourages students to explore topics through questions, investigations, and discussions. By actively involving students in the learning process,



Innovative Evaluation Methods and Techniques

Innovative evaluation methods are essential for assessing student progress in ways that promote critical thinking, creativity, and practical application. By moving beyond traditional tests and embracing diverse strategies, educators can provide comprehensive insights into

strengths and areas for improvement.

3. Rubrics and Criteria-Based Evaluation

Based Exams

Moving away from rote learning, open-book exams encourage students to apply their understanding to real-life scenarios. This evaluation style emphasizes critical thinking and problem-solving skills.

6. Game-Based



students' learning journeys. These modern techniques ensure that assessments are not just about grades but also about skill development and real-world readiness.

1. Portfolio Assessment

Portfolios showcase a student's progress over time through assignments, projects, and reflections. This method encourages creativity and allows educators to evaluate individual growth and learning milestones.

2. Peer and Self-Assessment

Encouraging students to evaluate themselves and their peers nurtures responsibility, reflection, and accountability. It provides students with insights into their

Rubrics provide clear guidelines for assessment, ensuring consistency and fairness in grading. They help students understand the expected outcomes and focus on improving their performance.

4. Digital Assessment Tools

Online platforms like quizzes, interactive simulations, and virtual presentations allow teachers to evaluate students in innovative ways. These tools enable immediate feedback and data-driven insights into student progress.

5. Open-Book and Application-

Assessment

By incorporating gaming elements into valuations, teachers can assess students in a fun and engaging manner. These assessments measure cognitive skills, decision-making abilities, and collaboration.

Embracing these innovative teaching and evaluation methods empowers educators to create meaningful learning experiences, preparing students not just for examinations, but for life itself.

As future educators, IITE students are encouraged to integrate these approaches into their teaching practices, shaping classrooms that are vibrant, inclusive, and impactful. ■

Innovation in Technology, Special Reference to Teacher Education

Innovation in Technology:

Transforming Teacher Education

Technology has revolutionized education, bringing forth innovative tools and methods that have reshaped the way teachers instruct and students learn. In teacher education, technological advancements are playing a pivotal role in enhancing teaching effectiveness, improving student engagement, and streamlining assessment processes. Here are some key innovations in technology that are making a significant impact on teacher education:

1. Virtual Classrooms and Learning Management Systems



(LMS)

Platforms like Google Classroom, Moodle, and Microsoft Teams have enabled educators to create structured learning environments accessible from anywhere. These systems provide teachers with tools to manage content, assignments, and assessments efficiently, fostering better communication and collaboration with students.

2. Artificial Intelligence (AI) in Education

AI-driven tools are personalizing learning experiences by analyzing student data to identify learning

patterns and recommend tailored content. In teacher education, AI aids educators in designing adaptive lesson plans and identifying areas where students may need additional support.



3. Augmented Reality (AR) and Virtual Reality (VR)

Immersive AR and VR experiences enable teachers to create interactive learning environments that enhance conceptual understanding. For instance, trainee teachers can practice classroom management or conduct virtual science experiments in simulated environments, improving their confidence and skills.

4. Digital Assessment Tools

Innovative platforms such as Kahoot, Quizizz, and Mentimeter allow teachers to conduct engaging assessments in real-time. These tools provide instant feedback, enabling educators to adapt their teaching strategies to suit student needs effectively.

5. Online Professional Development Platforms

Websites like Coursera, edX, and

Udemy offer extensive resources for teachers to upgrade their skills. These platforms provide access to global teaching practices, ensuring educators stay informed about the latest pedagogical advancements.

6. Collaborative Tools for Peer Learning

Applications like Padlet, Miro, and Slack foster teamwork, discussion, and idea-sharing among teacher trainees. Such platforms enhance collaborative learning and create opportunities for peer evaluation.

7. Data Analytics for Informed Decision-Making



Data-driven insights help educators track student progress, identify learning gaps, and improve instructional strategies. This evidence-based approach ensures teachers can make informed decisions to enhance learning outcomes.

By integrating these technological innovations, teacher education programs are becoming more interactive, student-centric, and adaptable to diverse learning needs. As future educators, IITE students are encouraged to embrace these advancements, ensuring they are well-equipped to lead classrooms that are dynamic, inclusive, and prepared for the digital age. ■

Innovation Conceptualized in Teacher Education

Innovation Conceptualized in Teacher Education

Innovation in teacher education is not merely about adopting new tools or techniques—it is a mindset that redefines the process of teaching and learning. By conceptualizing innovation, educators can design forward-thinking approaches that empower future teachers with skills, creativity, and adaptability. Here are key ways in which innovation is being integrated into teacher education:

1. Redefining Pedagogy with Creative Approaches

Teacher education now emphasizes experiential learning, critical thinking, and student-centered instruction. Innovative methods like problem-based learning, flipped classrooms, and inquiry-driven teaching allow future educators to build adaptable skills that foster active engagement.

2. Integration of Technology for Enhanced Learning

Technological innovations have revolutionized teacher training. Tools such as interactive whiteboards, virtual simulations, and digital collaboration platforms equip aspiring teachers with the ability to create dynamic and engaging learning environments.

3. Emphasis on Inclusive and Diverse Practices

Modern teacher education programs integrate strategies that address varied learning needs. Techniques such as Universal Design for Learning (UDL) and differentiated instruction ensure educators can tailor their methods to

diverse classrooms effectively.

4. Blending Theory with Real-World Practice

Innovative teacher education emphasizes practical exposure through internship, community projects, and classroom simulations. This experiential approach equips future teachers with hands-on experience, bridging the gap between theory and practice.

5. Promoting Collaborative Learning and Peer Teaching

Encouraging teacher trainees to work collaboratively fosters teamwork, communication, and

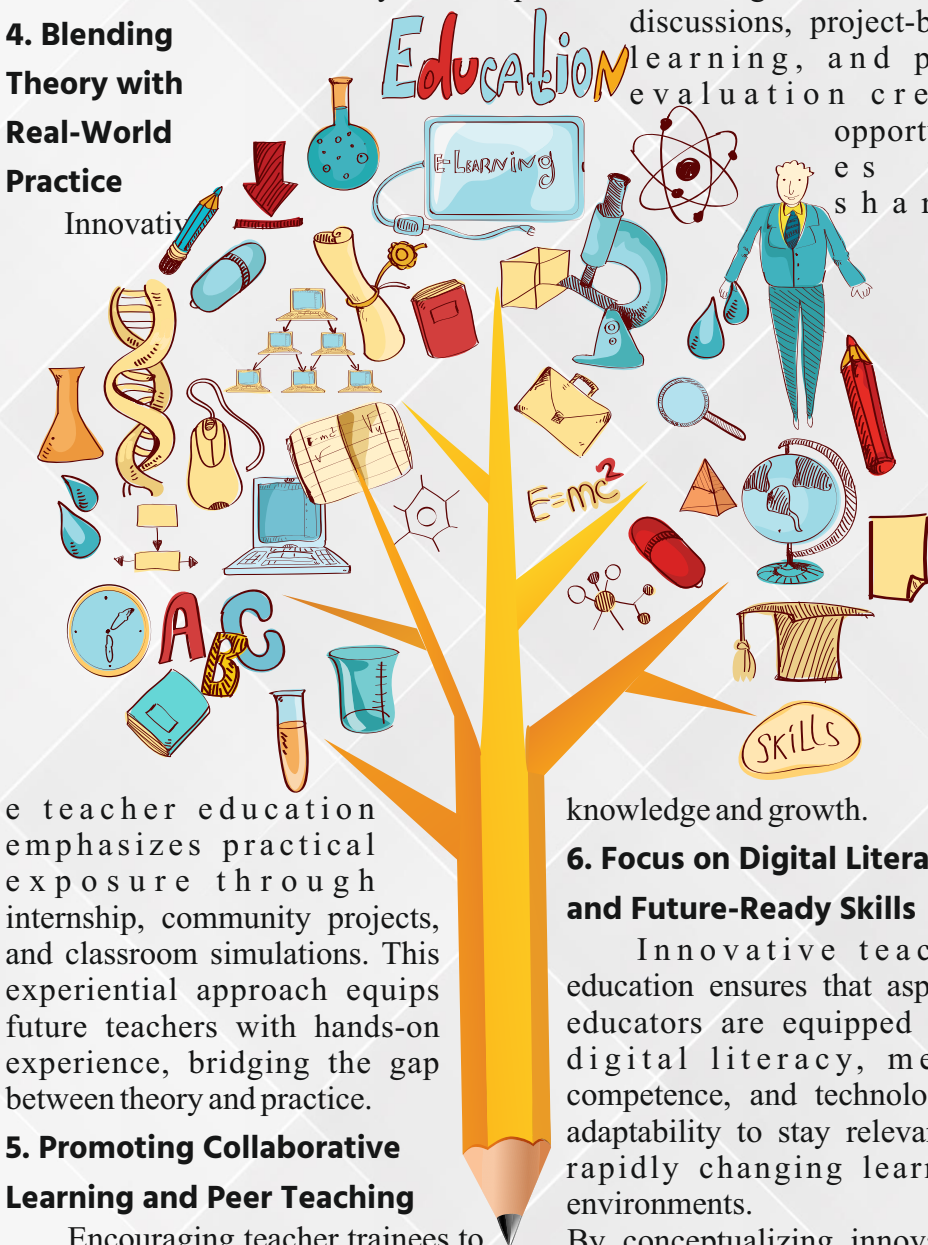
problem-solving skills. Group discussions, project-based learning, and peer evaluation create opportunities for shared

knowledge and growth.

6. Focus on Digital Literacy and Future-Ready Skills

Innovative teacher education ensures that aspiring educators are equipped with digital literacy, media competence, and technological adaptability to stay relevant in rapidly changing learning environments.

By conceptualizing innovation in these ways, teacher education programs are preparing educators to think critically, embrace creativity, and implement progressive methods in their classrooms. As IITE continues to nurture future educators, students are encouraged to embody this innovative spirit, ensuring they are equipped to meet the evolving demands of education in the 21st century. ■



Innovations in Teaching: Shaping Educators for Tomorrow

Education is no longer confined to textbooks and blackboards; it has evolved into a dynamic process where students are active participants in their own learning journey. As teacher education adapts to this changing landscape, four key concepts - experiential learning, skill-based education, the evolving role of teachers, and team teaching - are playing a transformative role in enhancing educational outcomes.

Experiential Learning: Learning by Doing

Experiential learning emphasizes hands-on experiences that connect theoretical knowledge with real-world application. Whether through internships, role-playing, simulations, or community projects, this method allows learners to actively engage in their education. For aspiring teachers, experiential learning provides invaluable opportunities to practice classroom management, design lesson plans, and understand student behavior firsthand.

For instance, teacher trainees may engage in mock classroom activities where they take turns conducting lessons, receiving immediate feedback from peers and mentors. Such immersive experiences foster creativity, improve problem-solving abilities, and instill confidence - qualities essential for effective teaching.

Skill-Based Learning: Preparing for Practical Challenges

In today's fast-paced world, mastering subject knowledge alone is no longer sufficient. Skill-based learning emphasizes the development of practical skills such as communication, leadership, critical thinking, and adaptability. Teacher education now focuses on empowering future educators to nurture these skills in their students as well.

Workshops, role-play exercises, and case studies are integrated into teacher training to build essential skills. For example, aspiring teachers may practice conflict resolution strategies, effective



questioning techniques, and classroom management scenarios to prepare for real-life situations. This shift ensures that students are not just memorizing content but developing the competencies they need for future success.

The Changing Role of Teachers: From Knowledge Providers to Knowledge Managers

Gone are the days when teachers were the sole sources of information. In the digital age, students often have instant access to knowledge at their fingertips. As a result, the teacher's role has evolved from merely delivering content to guiding students in processing, analyzing, and applying information.

Today's educators act as facilitators, helping students navigate vast information sources while fostering critical thinking. Teachers are expected to create meaningful discussions, encourage inquiry, and provide personalized learning experiences. This shift demands that future educators be adaptable, tech-savvy, and skilled in communication.

Team Teaching: Harnessing Collaborative Expertise

Team teaching has emerged as an

innovative strategy that mirrors real-world teamwork. Much like multiple radio announcers complementing each other in a broadcast, team teaching involves two or more teachers collaboratively leading a class. This method allows educators to play to their strengths, ensuring diverse perspectives are shared and complex concepts are explained effectively.

For instance, in a science class, one teacher may focus on theoretical foundations while another demonstrates practical experiments. This collaborative approach not only enriches the learning experience but also models effective teamwork for students.

Blending Innovation for Future Educators

By combining experiential learning, skill-based education, knowledge facilitation, and team teaching, teacher education is fostering adaptable and innovative educators. These strategies ensure that teachers are equipped not just to instruct, but to inspire. As IITE continues to prepare its students for the classrooms of tomorrow, embracing these approaches will empower them to create engaging, inclusive, and impactful learning environments. ■

કલ મી રોય઼ થ઼ તૂ?

ફિર થક હાર કે સોય઼ થ઼ તૂ?
ય઼દ ર઼ખન઼ ઇસ વ઼ક્ટ કે ઇક ઇક પલ કો..
ક઼મ ઇ઼યેંગે તેરે કલ કો,
઼મી ઼઼દ કરકે દે઼઼ તૂ,
ઇક સમસ્ય઼ પહલે મી ઇ઼ થી,
તૂને તબ મી હિમ્મત હ઼રી હોગી ઇક પલ....
ફિર પલ મેં હી મુશ્કિલ મ઼ગ઼ થી,
઼઼઼઼ વો ઼ગર મુશ્કિલ ફિર સે ઇ઼઼ગી..
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બસ ડર લગત઼ હૈ ઇસલિ઼ તુ઼઼ે,
વ઼યેંકિ પહલે કમી લ઼઼઼ નહીં ઇસ પલ સે..
કુ઼઼ સી઼઼ે ન઼ સી઼઼ે દુનિય઼ સે તૂ,
બસ સિ઼઼ ઇપને હી બ઼રે મેં
઼પને બીતે કલ સે ।।

- Kanvee Panchal
B.Sc. B.Ed Semester -4

઼ુવનનું ગ઼િત

઼ુવનનું ગ઼િત,
સં઼ંદોની કેમિસ્ટ્રી,
સં઼ોગોમ઼ ઼ી઼ીક્સ,
લ઼ઈ઼નું સ઼઼઼સ કે
સ઼઼સમ઼ વ્યક્ટ લ઼ઈ઼,
઼઼઼ે-઼઼઼ે પ્રયોગો ઼ત઼઼ ઼઼઼ છે
પ઼઼઼ક્રમ ઼઼઼ુવન ઼પડેટ ઼઼઼ છે.
મ઼નવી રો઼ પરી઼઼઼ ઼઼પે છે.
પ્રગતિપત્રક ક઼઼઼ે઼ ન઼઼ી મળત઼઼
઼સ ઼ંદ઼઼ે ઼ી ક઼મ ઼઼઼ી ઼઼઼ છે.

- Amit Shingala
Assistant Registrar-IITE

ખેતી



કૃષિપ્રધ઼ન દેશમ઼ ઼઼઼઼ ઼ેતી ઼ સર્વસ્વ છે,
ત઼઼઼ પ઼રંપર઼ગત ઼ને ઼઼઼ુનિક ઼ેતીની સ઼઼ળત઼઼ ઼઼઼ે.
઼ે ઼ેતરોમ઼ ઼રત઼ ઼ે તડક઼ પ઼઼ વ઼઼ર઼ ઼ની શ઼ત઼ ઼પત઼,
઼ે સમય કહે છે, ઼઼઼ે હવે સંસ્રમરણોને શણ઼઼ર઼ે.
઼ે હ઼થો઼ે ઼સોપ઼લવ-઼ુલ઼઼-઼મ઼઼ળ વ઼વેલ઼,
઼ે ઼઼઼-પર્લ-કુલ-઼ળ ઼઼ું ઼ ઼઼દ ઼઼વે ઼઼઼ે.
઼઼઼ન઼ ક઼઼મ઼઼ી નિત નવી વ઼નગી ઼ને,
઼ે વ઼નગી ઼઼઼઼ે ક઼રો ઼ને ત઼઼઼ે મ઼નવત઼ લ઼઼ે.
઼઼઼ ઼઼મે-઼઼મ, પ઼દરે-પ઼દરે ઼ેતરો લહેર઼ત઼,
ત઼઼઼ હવે ઇંટ પત્થર- સીમેન્ટ- રેતીન઼ ઼ર ઼઼઼ે.
ખેતરોન઼ ઼ે પ઼ક હોય કે પ઼઼ી કૂલોન઼ ઇપવન,
કુદરતની ઼઼ લીલેરી મોલ઼તની ઼઼સ મ઼ટે,
મનવ઼, સ઼઼વ઼ે ભ઼વિ પે઼ીન઼ દર્શન ક઼઼ે

- Darshan Zaveri
Jr. Clerk-IITE

પોત઼ને પોત઼ની ઼ ઼તમ઼

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ઈચ્છે છે હૂં઼ ઼઼઼ ઼ ઼઼઼ી
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઼ળે ઼ટકેલી ઼ે વ઼તો
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સરળ રહેવું ક઼ંઈ ક઼઼િન ન઼઼ી.
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પોત઼ને પોત઼ની ઼ ઼તમ઼

-Dhruvi Modi
B.A.B.Ed (UG: 4)

Teacher's Myths: Debunking the Misconceptions of Pedagogy

The teaching profession, a cornerstone of societal progress, is often shrouded in myths that hinder its true potential. These misconceptions, perpetuated over time, can limit both teacher effectiveness and student learning. It's time to debunk these "Teacher's Myths" and embrace a more nuanced understanding of the educator's role. Herewith I am expressing some of my own experiential observations.

1. The Myth of the Tripartite

Student Classification:

The traditional belief that students naturally fall into neat categories of high, average, and low achievers (33% each) is not only simplistic but also detrimental. This fixed mindset ignores the dynamic nature of learning. Mastery Learning principles offer a more accurate perspective, recognizing learners as either fast or slow, acknowledging that all students can achieve mastery given the appropriate time and support. This shift in perspective empowers teachers to differentiate instruction and provide personalized learning pathways, ensuring no student is left behind.

2. The Myth of the Prescribed Textbook as the Sole Authority:

Relying solely on prescribed textbooks limits students' exposure to diverse perspectives and richer learning experiences. While textbooks serve as a valuable foundation, teachers should encourage exploration of other reputable resources, including academic journals, primary sources, and diverse media.

This fosters critical thinking and allows students to develop a deeper understanding of the subject matter. Limiting resources stifles intellectual curiosity and confines learning within artificial boundaries.

3. The Myth of the "Bright

Student" as the Sole Judge of Teaching Effectiveness:

Seeking feedback only from high-achieving students creates a biased and incomplete picture of teaching effectiveness. While their insights are valuable, they represent only a segment of the class. Teachers must actively solicit feedback from all learners, especially those who may be



struggling with the challenges faced by these students provides crucial information for adjusting teaching strategies and ensuring inclusivity. A teacher's success lies in their ability to reach all students, not just the most academically inclined.

4. The Myth of the Teacher as Solely a Subject Matter Expert:

The role of a teacher extends far beyond simply imparting subject knowledge. Teachers are mentors, role models, and guides who play a crucial role in shaping students' character and moral values. They cultivate not only intellectual growth but also social-emotional development, fostering empathy, responsibility, and ethical behaviour. Ignoring this holistic

dimension of teaching diminishes the true impact educators have on their students' lives.

5. The Myth of Course

Completion as the Ultimate Goal:

Focusing solely on completing the syllabus often leads to superficial learning. True education involves deep understanding, application of knowledge, and the ability to think

critically. Teachers must prioritize student comprehension over simply covering content. This requires incorporating follow-up activities, assessments that measure understanding rather than rote memorization, and providing opportunities for students to apply their learning in meaningful ways.

A teacher's responsibility doesn't end with course completion; it extends to ensuring students have truly grasped the material.

6. The Myth of Attractive Teaching Aids Equalling Effective Teaching:

While engaging teaching aids can enhance the learning experience, they are merely tools. The true effectiveness of teaching lies in the teacher's ability

to connect with students, explain complex concepts clearly, and foster a stimulating learning environment. A charismatic and knowledgeable teacher can be far more effective with minimal resources than a poorly trained teacher with the latest technology. Focus should be placed on pedagogy and teacher training, not just fancy gadgets.

7. The Myth of Teaching

Administration as an

Unnecessary Burden:

Administrative tasks, such as internal evaluations, monitoring duties, and record keeping, are integral to the smooth functioning of an

educational institution. Teachers who view these tasks as separate from their core duties fail to recognize the interconnectedness of their roles. Active participation in administrative responsibilities contributes to a more efficient and effective learning environment for everyone.

8. The Myth of Teaching Preparation as a One-Time Endeavor:

The notion that teachers don't need to prepare for their lessons each year is dangerously flawed. Content evolves, pedagogical approaches advance, and students' needs change. Continuous professional development and meticulous lesson planning are essential for maintaining teaching

effectiveness. Failing to prepare leads to stagnation, outdated content delivery, and ultimately, a disservice to students. Just as doctors must stay updated with the latest medical advancements, teachers must remain lifelong learners to effectively serve their students.

By dismantling these myths, we can create a more accurate and empowering image of the teaching profession. Embracing mastery learning, holistic development, and continuous improvement are essential for fostering a generation of lifelong learners and ensuring a brighter future for all. ■

- Dr.Paras Uchat

Assistant Professor- IITE

The Universality of Language: A Medium of Expression Across Cultures

"Language is not just a tool of expression; it is the music of thought, the art of understanding, and the heart of communication."

Language is the fundamental medium through which humans express thoughts, emotions, and cultural identities. It is not just a means of communication but a dynamic force shaping individual and collective worldviews. Every language holds intrinsic value, serving unique roles in different contexts. No language is superior or inferior; rather, each is important in its own way, reflecting the cultural and historical fabric of its speakers.

Language as a Medium of Thought and Identity

Language is deeply integrated with human cognition. Edward Sapir (1921) emphasized that language is not merely a vehicle for communication but also shapes how individuals perceive and interpret the world. The Sapir-Whorf hypothesis further suggests that linguistic structures influence thought patterns, meaning speakers of different languages may experience reality in unique ways (Whorf, 1956).

Beyond cognition, language is a critical symbol of identity. Regional and indigenous languages preserve cultural

traditions, values, and historical narratives. Fishman (1991) argues that language acts as a "repository of cultural memory," sustaining traditions across generations. For instance, in India, languages such as Sanskrit, Tamil, and Gujarati carry centuries of literary, philosophical, and historical significance, reflecting the region's rich heritage.

The Equal Importance of All

Languages

Languages serve different purposes depending on their context. While English dominates international communication, regional languages remain indispensable for cultural expression, governance, and education. The linguistic relativity principle suggests that each language reflects the unique experiences of its speakers, reinforcing the idea that no language is inherently more valuable than another (Whorf, 1956).

For example, in academic and business settings, English and Mandarin are widely used, while indigenous languages remain essential for preserving folklore, rituals, and local governance. The coexistence of multiple languages enhances cultural diversity, allowing societies to retain their unique identities while participating in global discourse.

Multilingualism: A Key to Cultural

Harmony

In an increasingly globalized world, multilingualism is a valuable skill. Studies show that bilingual individuals exhibit enhanced cognitive flexibility and problem-solving abilities (Bialystok, 2001). Moreover, multilingualism fosters cross-cultural understanding, breaking barriers between communities.

UNESCO (2003) emphasizes that linguistic diversity is crucial for cultural diversity. Promoting multilingual education and language preservation efforts ensures that linguistic heritage remains intact while allowing individuals to engage in broader societal interactions.

Conclusion

Language is more than a communication tool. It is a fundamental aspect of human thought, identity, and cultural continuity. No language is superior; each serves a distinct purpose in its social and historical context. Embracing linguistic diversity fosters inclusivity, preserves cultural heritage, and strengthens global connections. Recognizing and respecting all languages ensures that every community retains its voice in the evolving world. ■

- Aayushi Gor

M.A.M.Ed. (Semester-6)

સગો ભાઈ નથી એટલે કાકાના દીકરા લગ્ન લઈને અઠવાડિયા પહેલા ગયા હતા. ત્યારથી જ ખુશીનો પાર ન હતો. ઘર મહેમાનોથી ભરેલું હતું, કામનો પાર નોહોતો પણ છતાં થાકનું તો નામ જ નહીં. થાક ખુશી, આનંદ, ઉત્સાહ અને શોરબકોરમાં ક્યાં ગાયબ થઈ જતો તે ખ્યાલ જ ન આવતો. વળી ઘરનો પહેલો પ્રસંગ અને ધૂમના મય એ તો સત્ય જ ન હતું. પણ ખુશીના દિવસો વીતતા વાર કેટલા. ગણેશને યાદ કરાયા. લગ્ન ગીતો ગવાયાં. પીઠીનો શણગાર થયો. માંડવો રોપાયો ને દાંડિયારાસની રાત આવી. બધાએ આનંદથી રાસ લીધા. રાત વીતી, લગ્નનો દિવસ આવ્યો. બહેન ઊઠાડવા આવે એ પહેલા જ ઉઠી ગઈ હતી. કહો કે ઘરે જવાની ખુશીમાં નીંદર જ નહોતી આવી. પાર્લરવાળા આવ્યા અને તૈયાર કરવા લાગ્યા. બહેનો પણ તૈયાર થાય અને દીદી સાથે વાતો કરતી જાય. વાતો તો કહેવાની હતા દીદી અને જુજાજુ વિશે મજાક ચાલતી હતી.

“શું નસીબ છે તારું દીદી! પહેલું જ માગું એવું આવ્યું કે ના કહેવાનો અવકાશ જ ના રહ્યો. જુજાજુને મોટી રેસ્ટોરન્ટ છે. રેસ્ટોરન્ટમાં એટલા બધા લોકો કામ કરે છે. અને ઘરે તો દીદીને કંઈ કરવાનું જ નથી. દીદી તો રાણીની જેમ રહેશે.”

“હાસ્તો વળી. જુજાજુ એ કંઈ જેવા તેવા થોડી છે.”

“અરે, તું જુજાજુની શું વાત કરે છે. દીદીની સાસુ પણ દીદીનું માની જેમ ધ્યાન રાખે છે.”

“લે! તને વળી બહુ ખબર.”

“હા તો. દીદીના કંકુપગલા વખતે તેની સાથે ગઈ હતી ત્યારે દીદીનું ઘર જોયું, સાસુ સસરાનો સ્વભાવ પણ જાણ્યો. પણ સાલુ રેસ્ટોરન્ટ જોવી હતી. પણ મેળ જ ના પડ્યો ને.

નહીં દીદી.”

“હવે રેસ્ટોરન્ટમાં જોવાનું શું હોય? ટેબલ હોય, ખુરશી હોય, લોકો જમવા આવે અને જાય, ચેનલ લોકો પોત પોતાની કામગીરી ભજવતા હોય.” ભાયાડા છાપ અવાજમાં સૌથી નાની બહેન બોલી.

એટલે બધા હસ્યા કે રેસ્ટોરન્ટ જોવા જવાનું દીદીએ જુજાજુ ને કહ્યું હતું ને ત્યારે જુજાજુએ આવો જ જવાબ આપ્યો હતો.

“વળી પપ્પાના મિત્રનો ભાણિયો. એટલે પપ્પાએ પણ વિશ્વાસ રાખ્યો અને રેસ્ટોરન્ટ જોવા ન ગયા. પણ દીદી તું રેસ્ટોરન્ટ જાને ત્યારે ફોટો પાડીને મોકલજે હો.”

ગૃહદાસી

“જા ત્યારે શું. દીદી તો છે ને દિવસમાં ત્રણેય સમય રેસ્ટોરન્ટ જ હશે. અને મનગમતા બટેટાની વાનગી ખાધા કરશે.”

“અરે દીદી કંઈ બોલ તો ખરા. આમ કેમ શરમાય છે?”

મજાક મસ્તી કરતા કરતા સમય વીત્યો. જાન આવી. જાનનું સ્વાગત કરાયું. અત્યાર સુધી બધાના હૃદયનો આનંદ દુઃખમાં ફેરવાઈ ગયો. લગ્ન વિધિ શરૂ થઈ. અગ્નિદેવના ધુમાડાનું તો બહાનું હતું પણ દુઃખના આંસુ છુપાયેલા નહોતા રહેતા. કન્યાદાન સમયે પિતાની આંખ સામે છેલ્લા 20 વર્ષ વીતી ગયા. પણ આ ક્ષણ આજે નહીં તો કાલે આવવાની જ હતી, કેમકે દીકરીને પારકુ ધન ગણીને મોટી કરી હતી.

લગ્ન વિધિ પૂરી થઈ. જાનૈયાએ ભોજન

સ્વીકાર્યું. વર વધુએ પ્રેમનું પહેલું પગથિયું ચડ્યું અને એક થાળીમાં ભોજન લીધું. પકવાન કરતાં સાથીનો સાથ મીઠો લાગતો, તો જનમનું ઘર છોડી જતા કડવાસ લાગતી.

ભોજન પૂરું થતાં વિદાયની વેળા આવી. પિતા દીકરીને તો મળ્યા પણ જમાઈને જાણે વિનંતી કરે છે “સાયવજો, દીકરીની નાની મોટી ભૂલ માફ કરજો.” દીકરી પણ માને ભેટીને રડી. બહેનો માટે સવારનો હાસ્ય રસ કરુણ રસમાં ફેરવાઈ ગયો.

વિદાયનો સમય વીતતો હતો. એટલે જાનૈયાઓ અને વર વધુ બસમાં બેઠા. ઉપલેટાથી વેરાવળ પહોંચતા ૪:૩૦ થયા.

વહુનો ગૃહ પ્રવેશ થયો. વહુએ હૃદયથી, મનથી ઘર-પરિવારને સ્વીકાર્યું. મંદિર પાસે જય ભગવાનના આશીર્વાદ લીધા, વડીલના આશીર્વાદ લીધા. અને કોડીકચડો રમવા બેઠા. ગમ્મે તેમ પણ હવે દીકરી નહોતી વહુ હતી. ઘર નહોતું સાસરુ હતું. તેનો પ્રભાવ કોડીકચડે રમતા જણાઈ આવતો હતો.

રમત પૂરી થઈ અને દૂરથી આવેલા મહેમાનોએ વિદાય લીધી. હવે તો ગણ્યા ગાંઠ્યા આઠ-દસ લોકો જ રહ્યા. વહુ શરમાતી હતી. ક્યાં સમયે ક્યું કાર્ય થાય તેનાથી અજાણ હતી. સાસરાવાળા પણ વહુની સાથે વાતો જ કરતા હતા. ત્યારે ફરિ બોલી ઉઠ્યા “નવી વહુ નવ દિવસ.” વહુએ આ કહેવત ને મજાકમાં લીધી. પણ વહુને શું ખબર કે નવ દિવસ તો દૂરની વાત નવ કલાક પણ નવું રહેતો સારું.

૬:૩૦ થવા આવ્યા હતા. બહારથી એક અવાજ સંભળાયો “રસીલા માસી બટેકાની એક ગુણ આવી ગઈ છે.”

વહુના કાન ચમક્યા. 20 કિલો બટેકા? આટલા બધા?

એ જ સમયે રસીલા માસી તરત જ વહુ

સામે જોયું કે વહુને ખબર તો નથી પડી ગઈ ને? પછી તરત જ રસીલા માસી બહાર ગયા તમે જતા જતા કહેવા લાગ્યા "અલ્યા એય... મેં તને આ બટાકા બે દિવસ પહેલા લાવવાનું કહ્યું હતું. ઘરે પ્રસંગ હતો એટલે. હવે તો પ્રસંગ પૂરો થઈ ગયો. બટેકા તો બીજા પાસેથી લઈ લીધા.

તારી રાહ કેટલી વાર જોવી? આવું કહી રસીલા માસીએ બટેકાની ગુણ છાની રીતે ફળિયામાં કપડું ઢાંકીને મુકાવી દીધી.

સાંજે રસોઈ બની. જમીને વહુ અને તેની સાસુ રસીલા બંને રસોડું સાફ કરતા હતા. વહુ વિચારે કે કંકુપગલા સમયે આવી ત્યારે તો નોકરો હતા. તો અત્યારે તો... આગળ વિચાર કરે ત્યાં જ પાછળથી સાસુનો અવાજ આવ્યો "જાને દિલીપને બોલાવી લાવ તો. એટલે આ બધા મોટા મોટા વાસણો માળિયામાં મૂકી દે."

લગ્ન પછી વહુને પહેલી વખત પોતાના સાથી સાથે વાત કરવાની તક મળી. મનમાં આનંદ હતો પણ શરમાતી શરમાતી વહુ દિલીપ પાસે જતી હતી. રસોડામાંથી બહાર નીકળી આંગણા તરફ જતા સમયે વચ્ચેના ઓરડામાંથી ફઈનો અવાજ સંભળાયો "પણ દિલીપ આજે નહીં તો કાલે, કાલે નહીં તો

પરમદિવસ તારે સાચું કહેવું જ પડશે ને."

દિલીપે પતિ બનેલા અધિકારી અને ઠોસ અવાજે કહ્યું "પરમ દિવસે નહીં કાલે જ. મેં દસ વર્ષથી આ ફાસ્ટફૂડની લારી ચાલુ કરી ત્યારથી મારી મા ઢચળા કરે છે. હવે એ સાસુ બની. લગ્ન પહેલા જ મમ્મીએ મને કહી દીધું હતું કે વહુ લારી માટે રાંધશે તો સ્વાદ બદલાશે અને થોડી ઘણી ઘરાકી થાય છે તે પણ તુટશે. એટલે વહુને તો હું રોજ એક ગુણ બટેકાની પકડાવી જ દઈશ. ભલે બટેકા બાફ્યા કરે, છાલ ઉતાર્યા કરે, અને કટકા કર્યા કરે.

ખાલી વધાર અને મસાલો જ મમ્મી કરશે. અને એ ગુલામડી કરી પણ શું લેશે? કાલથી જ બટેકાની એક ગુણ આપી દઈશ. એનો બાપ શાળામાં પટ્ટાવાળો છે. એનાથી નાની ત્રણ બહેનો છે. એટલે અહીં જ પડી રહેશે."

આવું સાંભળતા વહુના આંખમાંથી....

"અરે કૃપા કાકી તમે રોજ આટલા બધા બટેકા બાફો, છાલ ઉતારો અને કાપો. થાકી નથી જતા?" આઠ દસ વર્ષના છોકરાનો અવાજ આવ્યો. કૃપા જાણે એ છોકરાને જોઈ ખુશ થતી હોય તેમ જવાબ આપે છે "નારે ત્રણ

વર્ષ થયા. હવે તો ટેવ પડી ગઈ હોય ને"

"કૃપા કાકી જેન્સી શું કરે છે?"

"જેન્સી જોને તોફાને ચડી હતી તો હમણાં જ ઘોડિયામાં ઢીંચકા નાખ્યા..." વાક્ય પૂરું કરે ત્યારે સાસુ રસીલાએ બૂમ પાડી "તને વાતો કરવા ઓટા પર નથી બેસાડી. ફટાફટ કામ કર હજી વધારના બટેકા પણ નથી થયા. અને હા મરચા કાપ્યા પછી ગોળ અને લીંબુથી હાથ સાફ કરજે. કાલે રાતે તીખા હાથ જેન્સીને અડાડયા હતા તો આખી રાત કંજિયો કર્યો. સુવા જ નથી દીધા." આવું સાંભળતા છોકરો ત્યાંથી જતો રહ્યો. પણ કૃપા ક્યાં જવાની હતી? અરે અરે કૃપા નહીં વહુ. વિદાય પછી કૃપા તો.... રોજ સાંજે કૃપાનો આ જ ક્રમ. બટેકાની એક ગુણ અને લગ્નની યાદ, લગ્નની યાદમાં કૃપા ખુશ થતી કે દુઃખી થતી તેનાથી શું ફરક પડે? અંતે તો કૃપાનું જીવન સાથી સાથે નહીં પણ બટેકા સાથે જ નીકળવાનું ને. પણ ફર્ક પડ્યો તો પસંદમાં. કૃપા નાનપણથી ત્રણેય સમય બટેકા જ ખાતી અને વહુ બનતા એ જ બટેકા માટે નફરતને વળગી. ■

- Rudra Rathod
B.A.B.Ed UG 8

‘PEER TEACHING INITIATIVE’ Through Art Therapy for Future Teachers

The students of B.A. B.Ed. Semester 2 attended an engaging Peer Training Session conducted by Prasad Prabhu, a student of M.Sc. M.Ed. Semester 4, on the theme Art in Education. The session was an encouraging effort by Dr. Jayna Joshi the Head of B.A. B.Ed. program.

The session began with an insightful discussion on the transition from STEM to STEAM education, followed by an introduction to the 5 E Constructivist Approach to Lesson Planning by giving special focus on the Elaborate and Evaluate phases. In a collaborative group activity students used Warli



Painting to illustrate the processes of the water cycle. Students individually worked on their process and then they got together to create and connect their artworks into a cohesive storyline, fostering creativity and team-building.



The session concluded with an Art Therapy Exercise titled "Where Do I Feel", where students expressed emotions through art by promoting self-awareness and emotional well-being.

It was an enriching experience filled with creativity, collaboration, and art-integrated learning. ■

- PRASAD PRABHU
M.Sc. M.Ed. Semester 04

Report of Shree Kireet Joshi Memorial Lecture Series- Pragya (Fourth Lecture)

in collaboration with Auro University, Surat



About Shree Kireet Joshi (10th August, 1931 – 14th September 2014)

Shree Kireet Joshi was an Indian philosopher and the disciple of Sri Aurobindo and Mirra Alfassa. In 1976, the Prime Minister of India, Indira Gandhi, appointed Kireet Joshi as the Education Advisor to the Government of India. He also served as the Chairman of the Indian Council of Philosophical Research, New Delhi, an Educational Adviser to the Chief Minister, Gujarat during 2008-2010 and held several other important posts related to education across the nation. He has authored several books on Philosophy, Yoga, Education and Teacher Education.

About Shree Kireet Joshi

Memorial Lecture Series- Pragya

The vision Hon'ble PM Shree and then CM of Gujarat Shree Modiji was worded through Shree Kireet Joshi. After much deliberation, discussion and reflective thinking a curriculum was unveiled on 30th June 2011 and

that has echoed in the National Curriculum Framework of Teacher Education as well as NEP 2020 as an innovative integrated curriculum for the future teachers of India. To commemorate the pivotal role played by Shree Kireet Joshi in the foundation and development of Teachers' University (IITE) in particular and in the development of policies on teacher education at national level in general, IITE initiated Shree Kireet Joshi Memorial Lecture Series – Pragya on its 11th Foundation Day 30th June, 2021.

Following are the details of the lectures delivered under the initiative Pragya.

- 1st Lecture by Padma Shree Dr J. S. Rajput on 30th June 2021
- 2nd Lecture by Prof. Anil Gupta on 30th June 2022
- 3rd Lecture by Mr. Kartikeya Sarabhai on 30th June 2023
- 4th Lecture of Pragya in collaboration with Auro University, Surat on 21st February, 2025

With the purpose of academic collaboration with the various universities of excellence in Gujarat, under the guidance and inspiration of the visionary **Hon. Vice Chancellor Prof. R. C. Patel**, the 4th lecture of Shree Kireet Joshi Memorial Lecture Series- Pragya was organised at Auro University, Surat since this university has been established on the educational ideas of Shree Aurobindo and the Mother i.e. the Guru of Shree Kireet Joshi. The date for the lecture was selected 21st February, 2025 since it is the birthday of the Mother.

The Hon. Provost of the Auro University, Prof. Parimal Vyas immediately accepted the proposal of IITE and the programme was meticulously and effectively coordinated by Dr Nishant Joshi, Asst. Prof., IITE and Prof. Nimesh Joshi, Prof. and Head, Business Management Department, Auro University. The venue of the programme was the Discovery Auditorium in the Auro University Campus. The Programme began at 10:00 am with the Guru Vandana Prayer to Shree Aurobindo

and the Mother followed by a welcome address by the Hon. Provost of Auro University, Prof. Parimal Vyas. Prof. R. C. Patel, Hon. Vice Chancellor of IITE was welcomed and felicitated with flowers, books and a shawl by Prof. Parimal Vyas. At 10:15 am, a pre-recorded special message by Mr Alok Pandey, a Sadhak and an international level expert of the spiritual ideas of Sri Aurobindo and the Mother at Sri Aurobindo Ashram, Puducherry, was played and the whole audience experienced and realised the exceptional contribution of the Mother in the area of philosophy, spirituality, music, life skills, Yog, education and evolutionary, harmonious of development of human beings.

The short speech of Mr Alok Pandey was a true homage to the Mother on her birthday. After the short speech of Mr Pandey, Prof. Utpala Kharod delivered 4th lecture of Pragya- Kireet Joshi Memorial Lecture Series. She shared many interesting and inspiring incidents of the life of Shree Kireet Joshi that made the audience realise the height of the personality, character and knowledge of Shree Kireet Joshi.

One of such incidents that were narrated by her is the invitation to Shri Kireet Joshi by then Prime Minister Smt. Indira Gandhi for coming to Delhi and contribute as the



Educational Advisor to the MHRD, Central Government. Shri Kireet Joshi was bed ridden in the hospital having serious muscle related issues and was not able to walk and sit properly. He was advised complete bed rest by the doctor.

The Mother insisted that Shri Kireet Joshi should go and serve Mother India, however, Shri Kireet Joshi expressed his helplessness stating his medical conditions. The Mother asked him to keep his faith in the Divine Power, Blessings of God and go to Delhi for the work and Shri Kireet Joshi went to Delhi and started working committedly.

Surprisingly and miraculously, all the pains of his body vanished and he became healthy within some days. This shows the highly spiritual

relationship between the Shishya (Shri Kireet Joshi) and the Guru (Shri Aurobindo and The Mother). She also threw light on the great contribution of Shree Kireet Joshi in the field of education at national and international level. She also discussed certain basic ideas of Integral Education (Educational Philosophy of Shree Aurobindo and the Mother) and inspired the audience to understand and apply these ideas in our day-to-day teaching-learning activities.

The lecture was followed by the release of “Auro Dhvani”, a Newsletter of Auro University, by the dignitaries. The Hon. Founder President of Auro University, Shree H. P. Rama delivered presidential address and shared his memorable experiences with Shree Kireet Joshi. He also expressed his feelings of gratitude towards Shree Kireet Joshi for his continuous support and contribution to the development of Auro University. The programme got concluded at 11:40 am with the expression of gratitude and singing of

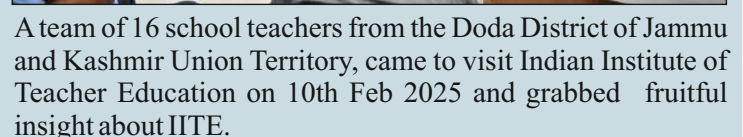
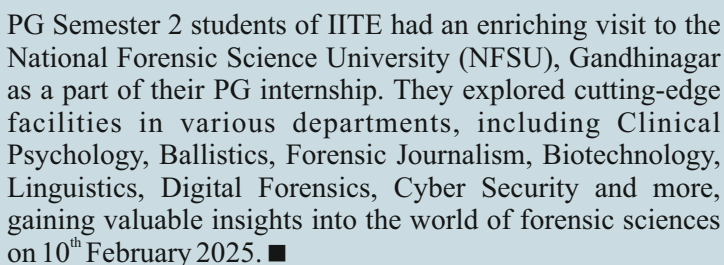
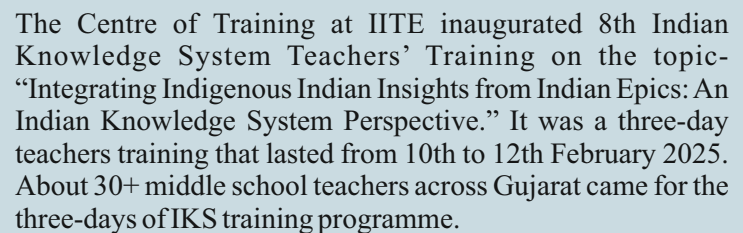
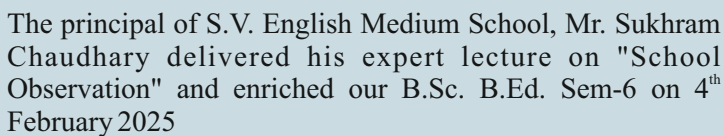
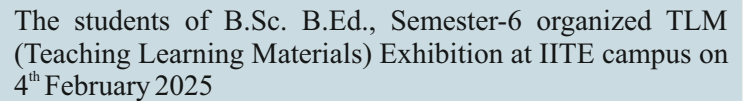
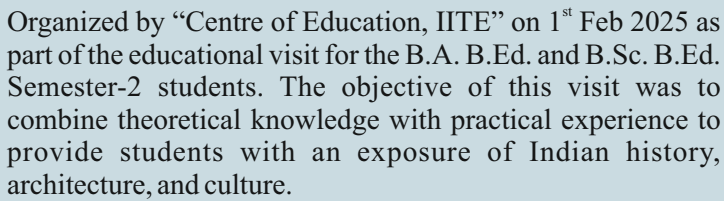


Vande Mataram Song.

Around 500 students and 100 faculty members of IITE university, Gandhinagar and Auro University, Surat attended the programme either in person or digitally through Zoom Application at the Prayer Hall and the P. C. Vaidya Auditorium at IITE with the help of the technical coordination of Mr Nirav Vyas and his team of ICT. However Prof. R C. Patel (Hon. Vice Chancellor, IITE), Dr Anil Varsat (I/C Registrar, IITE), Prof. Prerana Shelat (Dean, Faculty of Education, IITE), Dr Nishant Joshi (Coordinator, Pragya – Shree Kireet Joshi Memorial Lecture Series) and Dr Madhusudan Makwana (Deputy Registrar, IITE) attended the programme in person at Auro University, Surat. They also visited the Meditation Hall and the Sound Park and experienced the innovations at Auro University based on the ideas of Shree Aurobindo and the Mother. ■

- Dr. Nishant Joshi
Assistant Professor - IITE





सुलीथ

एन एम जीके अग्रतः अध्यापक सुनील के



Students of B.Sc. B.Ed. Semester 6 visited GCERT, DIET, and STTI for an insightful educational experience on 11th February 2025. They explored the institutions' roles in curriculum development, teacher training, and policy implementation. This visit provided a deeper understanding of the education system and its functioning. ■



Students of B.Sc.B.Ed. Semester 6 visited Environment Sanitation Institute (ESI), Sughad as a part of curriculum on 13th February 2025. The students were made aware of the working of the institute and key focus areas by the Community engagement. The visit included the peace walk, act of kindness, the journey of the toilet man of India Padmashri Ishwarbhai Patel, meditation for enlightenment of inner strength and SWOT analysis. ■



IIITE students embarked on an insightful visit to IGNOU (Indira Gandhi National Open University), National Council for Teacher Education, NCERT, and NIEPA as part of their internship program this visit was a step toward shaping the future of education organized during February 2025. ■

ACTIVITIES AT A GLANCE

ACTIVITIES AT A GLANCE



The Centre of Training inaugurated 9th Indian Knowledge System 3-days teachers' training on the topic: 'Unlocking Indic Wisdom and Sciences.' About 40 Gandhinagar district and nearby district's school teachers were seen participating in the training during 18th to 20th February 2025. ■



Students of PG-2 participated at Gujarat State School Textbook Board meeting. They got to explore the functionaries of textbook formation starting from academic content creation, production, administration to distribution of text books. ■



Centre of Education hosted a Creativity Workshop at Aranya Udhyan, Gandhinagar on 19th February 2025. The workshop (in step/phase-I) carried out basic exposure processes in three divisions i.e. chiefly in Theatrical process of creativity and primarily on Creative Writing and Creative Photography. ■



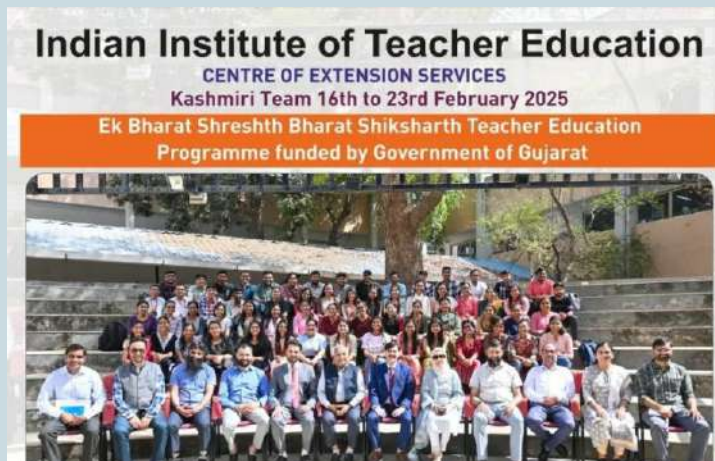
The Center of Training at IITE successfully completed the 38th "Nipunata Ki Aur" two-day training program, designed to equip administrative staff with a deeper understanding of the latest amendments in GCSR rules and the evolving policies in the education sector during February 20-21, 2025. ■



A soulful celebration of 'Mari Bhasha, Maru Gaurav' echoed through IITE as folk melodies, poetic rhythms, and the vibrant essence of Gujarati culture came alive! From duha and chhand to daayro and poetry, every performance was a tribute to the glory of our mother tongue, filling the air with pride and youthful energy. Students were seen having an immersing experience, singing along and embracing the rich Gujarati heritage on 19th February 2025 ■



IITE Gandhinagar, in collaboration with Auro University, Surat, organized the 4th Shri Kireet Joshi Memorial Lecture Series- PRAGYAN on the topic "Integrating Education in the Light of Sri Aurobindo & the Mother." Renowned educationist Shri Kireet Joshi, whose visionary contributions led to the establishment of institutions like IITE, played a pivotal role in shaping teacher education in India. The lecture, delivered by Dr. Utpala Kharod, Former VC of Bhaikaka University, was held at Auro University, Surat, with a live stream at IITE Gandhinagar, continuing the legacy of integrating education with a deeper philosophical and spiritual approach. ■



During 16th to 23rd February 2025, a team of Kashmiri language came for recording the content under The Ek Bharat Shreshtha Bharat - Shiksharth Teacher Education programme. ■



CENTRE OF EXTENSION SERVICES
Telugu Team 18th to 23rd February 2025
Ek Bharat Shreshth Bharat Shiksharth Teacher Education
Programme funded by Government of Gujarat

A large group of approximately 100 people, including students and faculty, are posed for a group photo outdoors. They are arranged in several rows, with some sitting on the ground in the front and others standing behind them. The group is diverse in age and attire, with many wearing traditional Indian clothing like sarees and kurta. They are positioned in front of a large, multi-story building with a prominent tree and a covered walkway in the background. The overall atmosphere is formal yet celebratory.

Students of M.A./M.Sc.-M.Ed. and B.Ed. - M.Ed. Sem - 06 Completed their Internship from Different Prestigious Organizations of India.

	University/Organisation	No of Students	University/Organisation
03	Banaras Hindu University, UP	03	Banaras Hindu University, UP
04	Sundarlal Bahuguna University, Uttarakhand	03	Banaras Hindu University, UP
04	Dev Suman University Uttarakhand	04	NORTH-EAST Hill University, Shilong, Meghalaya
02	NIT- Calicut, Kerala	03	Mahatma Gandhi University, Kerala
04	RIE Ajmer	04	RIE Bhuvaneshwar, Odisha
34	Various Grant-in-Aid and Government Colleges of Gujarat		

