

## : નમૂનાના પ્રશ્નપત્રની રચના :

વિષય Elements of Accounts ધોરણ 11 સમય 35 min કુલ ગુણ 25

સારા પ્રશ્ન પત્રોની રચના કરવા અંગેની સૂચનાઓ :

સારા પ્રશ્નપત્રો તૈયાર કરવા માટે નીચેનાં સોપાનો પ્રમાણે કામ કરવું જોઈએ.

1. પ્રશ્નપત્રની રૂપરેખા (design) તૈયાર કરો. રૂપરેખા તૈયાર કરવાથી હેતુઓ, વિષયવસ્તુ અને પ્રશ્નસ્વરૂપના મહત્ત્વ પ્રમાણે ગુણોની કાળવણી નક્કી થશે.
2. પ્રશ્નપત્રનો નકશો (blue print) તૈયાર કરો. નકશાને આધારે પ્રશ્નને લગતી બધી જ બાબતો નક્કી થશે. એક રૂપરેખા પરથી જુદા જુદા નકશા તૈયાર કરી શકાય.
3. નકશામાં દર્શાવેલી વિગતો પ્રમાણેનું પ્રશ્નપત્ર તૈયાર કરો.

નીચે આપેલી સૂચનાઓ પ્રશ્નપત્રની રચના કરવામાં ઉપયોગી થશે.

1. પ્રશ્નપત્ર દ્વારા ક્યા ક્યા હેતુઓની ચકાસણી કરવા ઈચ્છો છો તે નક્કી કરો.

2. પાઠ્યક્રમનું વિશ્લેષણ કરી, વિષયવસ્તુના એકમો નક્કી કરો. જુદા જુદા એકમોનું મહત્ત્વ જે ધોરણ માટે પ્રશ્નપત્ર તૈયાર કરો છો તેને ધ્યાનમાં રાખી નક્કી કરો.

3. પ્રશ્નની ભાષા સ્પષ્ટ, ચોક્કસ, લાયવ્યુક્ત અને શુદ્ધ હોય તે જુઓ, તેમાં સંદિગ્ધતાને અવકાશ ન રહેવો જોઈએ.

4. વિદ્યાર્થીએ શું કરવાનું છે તેને લગતી સૂચનાઓ સ્પષ્ટ ભાષામાં લખો. કેટલીક સૂચનાઓ સમગ્ર પ્રશ્નપત્ર પૂરતી, કેટલીક પ્રશ્નપત્રના વિભાગો પૂરતી અને કેટલીક પ્રશ્ન અંગેની હોય છે.

5. પ્રશ્નપત્રમાં વિકલ્પો આપવાની જરૂર જણાય તો આંતરિક (internal) વિકલ્પો આપવા. વિકલ્પ પ્રશ્નો, વિષયવસ્તુ, હેતુ, પ્રશ્નસ્વરૂપ અને કઠિનતાની બાબતમાં સરખા હોવા જોઈએ.

6. ત્રણ પ્રકારના પ્રશ્નસ્વરૂપોનો ઉપયોગ કરો. પ્રશ્નોને મુદ્દાસરના બનાવો જેથી જવાબની મર્યાદા વિગત અને લંબાઈ નક્કી થાય. નિર્બંધાત્મક પ્રશ્નો અતિશય લંબાણથી લખવા પડે, ગોખેલું લખે તેવા ન પૂછવા. તેની સંખ્યા વધુમાં વધુ ચાર પાંચની રાખો.

7. ટૂંકજવાબી પ્રશ્નો વધુ પ્રમાણમાં પૂછો. આ પ્રકારના પ્રશ્નોના જવાબ એક શબ્દસમૂહથી માંડીને આશરે ૨૦ શબ્દોમાં આપવાના હોય છે.

8. વસ્તુલક્ષી પ્રશ્નોનો ઉપયોગ શક્ય તેટલા વધુ પ્રમાણમાં કરો. બહુવિકલ્પ જવાબી પ્રશ્નોનો સાંધી વિશેષ પ્રમાણમાં ઉપયોગ કરો.

9. પ્રશ્નપત્રની લંબાઈ, જવાબ આપવા માટે જોઈતો સમય અને પ્રશ્નોની કઠિનતા પર આધાર રાખે છે તે ધ્યાનમાં રાખો.



૧૦. પ્રશ્નોની ક્રમિક ગોઠવણી શક્ય હોય ત્યાં સુધી કઠિનતાના ચઢતા ક્રમમાં કરો. પ્રશ્નપત્રમાંના બધા જ વસ્તુલભી પ્રશ્નોને એક વિભાગમાં અને નિબંધાત્મક અને ટૂંકજવાબી પ્રશ્નોને બીજા વિભાગમાં મૂકો. એક જ શબ્દ કે શબ્દસમૂહમાં જવાબ આપવાનો હોય તેવા પ્રશ્નોને વસ્તુલભી પ્રશ્નોના વિભાગમાં મૂકી શકાય.

૧૧. પ્રશ્નોની કઠિનતા અંગેનો નિર્ણય તમારા અનુભવને આધારે અગાઉથી કરી લો. પ્રશ્નને સરળ (easy), સાધારણ (average) અને કઠિન (difficult) એમ ત્રણ વિભાગમાં વિભાગી શકો. સરળ પ્રશ્ન એવો હોય જેનો જવાબ વર્ગના સઘળા વિદ્યાર્થી આપી શકે. સાધારણ કક્ષાનો પ્રશ્ન તેને કહેવાય જેનો જવાબ વિદ્યાર્થીએ સાધારણ તૈયારી કરી હોય તો પણ સાચો આવે. કઠિન પ્રશ્ન તે કહેવાય જેનો જવાબ ઉચ્ચ કોટિના વિદ્યાર્થીઓ જ આપે. પ્રશ્નપત્રમાં સામાન્ય રીતે ૨૦% પ્રશ્નો સરળ, ૬૦% સાધારણ, ૨૦% કઠિન હોય તે ઈચ્છનીય છે.

૧૨. જવાબોની ચાવી, નમૂનાના જવાબો અને ગુણાંકન યોજના આ બધું પ્રશ્નપત્ર આપતાં પહેલાં તૈયાર કરો. આમ કરવાથી પ્રશ્નપત્ર-પ્રશ્નોમાં રહેલી ખામીઓ હાથ લાગશે. જવાબ લખવા માટેના સમયનો ખ્યાલ આવશે અને ગુણ અને સમયનો કાળવણી વધુ યોગ્ય રીતે કરવામાં તે મદદરૂપ થશે.

૧૩. પ્રશ્નપત્રના દરેક પ્રશ્નનું નીચેની વિગતે વિશ્લેષણ કરો : હેતુ, વિશિષ્ટ હેતુ, મુદ્દો/એકમ, પ્રશ્નસ્વરૂપ, કઠિનતાનો અંદાજ, જવાબ લખવા માટે જરૂરી સમય.


૧૪. પ્રશ્નની રચના કરતી વખતે નીચેની બાબતો લક્ષમાં રાખો :

પ્રશ્ન કોઈ એક વિશિષ્ટ હેતુ પર આધારિત હોય.

નક્કી કર્યા પ્રમાણેના પ્રશ્નસ્વરૂપમાં લખાયો હોય,

પ્રશ્નની ભાષા સરળ, સ્પષ્ટ, લાઘવયુક્ત અને વિદ્યાર્થી સમજી શકે તે પ્રકારની હોય.



  
I/C Principal  
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AHMEDABAD

પ્રશ્નપત્રની રૂપરેખા (Design of Question Paper)  
 વિષય A.C. પોરણ 11 સમય 35 મિનિટ કુલ ગુણ 25  
 હેતુઓને મહત્વ (Weightage to Objectives)

ક્રમ	હેતુઓ	ગુણ	ટકા
1	Knowledge	10	40%
2	Understanding	07	28%
3	Application	03	12%
4	Skill	05	20%
Total		25	100

વિષયવસ્તુના એકમોને મહત્વ (Weightage to Content Units)

ક્રમ	વિષયવસ્તુના એકમો	ગુણ	ટકા
1	Single Entry System	09	36%
2	Capital Comparison Method	09	36%
3	Ascertainment of Profit	07	28%
Total		25	100

પ્રશ્નસ્વરૂપને મહત્વ (Weightage Question Forms)

ક્રમ	પ્રશ્ન સ્વરૂપ	ગુણ	ટકા
1	Objective Type Questions [Sec-A & B]	10	40%
2	Short Questions [Sec-C & D]	10	40%
3	Essay Type Questions [Sec-E]	05	20%
Total		25	100



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પ્રશ્નપત્રનો નકશો (Blue Print of a Questions Paper)

લેતુઓ	Knowledge			Understanding			Application			Skill			કુલ
	એકમ-પેટા-એકમ ↓	પ્રશ્ન સ્વરૂપ →	નિ. દ્. જ. વ.	નિ. દ્. જ. વ.	નિ. દ્. જ. વ.	નિ. દ્. જ. વ.	નિ. દ્. જ. વ.	નિ. દ્. જ. વ.	નિ. દ્. જ. વ.	નિ. દ્. જ. વ.	ક્રમ સંખ્યા	કુલ	
1. Single Entry System			(1) (3)	(1) (1)								06	09
			2 3	3 1									
2. Capital Composition Method			(4)							(1)		05	09
			4							5			
3. Ascertainment of Profit or Loss.			(1)	(1) (1)								04	07
			1	2 1						3			
Total			(9)	(4)						(1)		(1)	15
			10	07						03		05	25

- નોંધ: ૧. કુદડી (★) વાળી સંજ્ઞા વૈકલ્પિક પ્રશ્નો દર્શાવે છે. વૈકલ્પિક પ્રશ્નોની સંખ્યા અને તેના ગુણ કુલ ગુણમાં ઉમેર્યા નથી.  
 ૨. એક કરતાં વધુ લેતુની ચકાસણી કરતા પ્રશ્નો જુદી જુદી એક્સરપ્શન સંજ્ઞા વડે દર્શાવવામાં આવ્યા છે.  
 ૩. કૌંસની અંદર લખેલો અંક પ્રશ્ન સંખ્યા અને કૌંસની બહાર લખેલો અંક ગુણ દર્શાવે છે.



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પ્રશ્નવાર વિશ્લેષણ

ક્રમ ક્રમિક	ક્રમ	વિશિષ્ટ ક્રમ	પ્રશ્ન/વસ્તુ	ક્રમ સ્વરૂપ	ક્રમ	અંક/જેસમય	ક્રમિક ક્રમિક
1	K	identifies uses	Single Entry System	O	1	1 min	C
2	K	identifies statement	Capital Comparison Method	O	1	1 min	C
3	K	recalls meaning	Single Entry System	O	1	1 min	B
4	K	identifies statement	Ascertainment of Profit/Loss	O	1	1 min	C
5	K	recalls method	Capital Comparison Method	O	1	1 min	B
6	K	recalls meaning	Single Entry System	O	1	1 min	C
7	U	differentiate concepts	Single Entry System	O	1	2 min	B
8	K	recalls meaning	Capital Comparison Method	O	1	1 min	C
9	K	recalls method	Capital Comparison Method	O	1	1 min	C
10	U	Interpret steps/items	Ascertainment of Profit-Loss	O	1	1.5 min	B
11	K	recalls characteristic	Single Entry System	S	2	3 min	B
12	U	interprets process	Ascertainment of Profit-Loss	S	2	1.5 min	C
13	U	differentiate concepts	Single Entry System	S	3	4 min	B
14	A	finds solution	Ascertainment of Profit-Loss	S	3	5 min	A
15	S	prepare statement	Capital Comparison Method	E	5	10 min	A

\* A-ક્રમિક, B-સાધારણ, C-સરળ



K = Knowledge  
U = Understanding  
A = Application  
S = Skill

O = Objective  
S = Short Question  
E = Essay Type

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પ્રશ્નપત્ર

શાળા Republic High School

તારીખ 21-02-2023

વિષય Accounts

ધોરણ/વર્ગ 11-C

સમય 35 mins

કુલ ગુણ 25

- (ક) બધા પ્રશ્નો ફરજિયાત છે.  
 (ખ) પ્રશ્નોના જવાબ લખો તે પહેલાં પ્રશ્નો કાળજીપૂર્વક વાંચો.  
 (ગ) જવાબો પ્રશ્નપત્ર પર આપેલી જગ્યામાં જ લખવાના છે.  
 (ઘ) પ્રશ્નોના જવાબ લખવામાં ઝડપ રાખો.  
 (ચ) જે પ્રશ્નના જવાબ વિષે તમને ખાતરી ન હોય તે પ્રશ્ન પર સમય બગાડશો નહિ, તે પછીના બીજા પ્રશ્નોના જવાબ આપો.

**A. G. Teachers College – CTE**

**Republic High School**

પ્રશ્ન : Standard – 11  
 Subject – Accounts

Total marks – 25  
 Time – 35 min.

Ch. 10 – Accounting for  
 Incomplete Records

**Instructions :**

- (i.) All the questions are compulsory  
 (ii.) Marks of each section are indicated to the right.

**Section A : Select the correct option form the given options and write in the box given. [05]**

1. Normally, who uses single entry system?  
 a) Businessmen b) Small Retailers  
 c) Public Co. d) Government
2. Which statement is prepared to obtain capital under Capital Comparison Method?  
 a) Trading A/c b) Balance Sheet  
 c) Statement of Profit / Loss d) Statement of Affairs
3. Single Entry is also known as \_\_\_\_\_  
 a) A/c of Incomplete Records b) A/c of Complete Records  
 c) Independent Accounting d) Dual Entry
4. Which statement is prepared to obtain profit / loss in Single Entry System?  
 a) Trading A/c b) Balance Sheet  
 c) Statement of Profit / Loss d) Statement of Affairs
5. Closing Capital – Opening Capital = (?)  
 a) Loss b) Profit  
 c) Liabilities d) Assets

**Section B : Answer the following in one – two sentence.**

6. What is Single Entry System?  
 7. How does Single Entry System differ from Double Entry System? (only 1 point of difference)  
 8. What is Statement of Affairs?  
 9. Which Capitals are compared in Capital Comparison Method?  
 10. List out the items to be added in Closing Capital, in Statement of Profit or Loss.

**Section C : Answer the following in short. (2 marks each)**

11. Give 3 characteristics of Single Entry System.  
 12. List out the steps to ascertain (obtain) Profit / Loss by Capital Comparison Method.

**Section D : Answer the following in brief. (3 marks each)**

13. Distinguish between Single Entry and Double Entry System. (only 3 points)  
 14. Obtain the value of Net Debtors from the following details.

Debtors=Rs.250000; Bad Debt=Rs.5000; Bad Debt Reserve=10%; Discount Reserve=5%

**Section E : Solve the following. (5 marks each)**

15. Prepare Statement of Affairs of Mr. Kalu to obtain Closing Capital.

Particulars	01-04-2021 (Rs.)	31-03-2022 (Rs.)
Machinery	42000	51000
Land Building	48000	48000
Furniture	6000	6000
Stock	21000	24000
Debtors	18000	21600
Creditors	12000	21000
Bills receivable	3000	5000
Bills payable	9000	12000
Cash and Bank Balance	12000	14000



# A. G. Teachers College - CTE

## Republic High School

Standard - 11

Subject - Accounts

Total marks - 25

Time - 35 min.

Ch. 10 - Accounting for  
Incomplete Records

Name : Solution

Roll No. :     

Dt. 21-02-2023

### Instructions :

- All the questions are compulsory
- Marks of each section are indicated to the right.

### Section A : Select the correct option form the given options and write in the box given.

[05]

Marks

1. Normally, who uses single entry system?

- a) Businessmen                      b) Small Retailers  
c) Public Co.                         d) Government

(b) - 1

2. Which statement is prepared to obtain capital under Capital Comparison Method?

- a) Trading A/c                         b) Balance Sheet  
c) Statement of Profit / Loss       d) Statement of Affairs

(d) - 1

3. Single Entry is also known as \_\_\_\_\_.

- a) A/c of Incomplete Records       b) A/c of Complete Records  
c) Independent Accounting         d) Dual Entry

(a) - 1

4. Which statement is prepared to obtain profit / loss in Single Entry System?

- a) Trading A/c                         b) Balance Sheet  
c) Statement of Profit / Loss       d) Statement of Affairs

(c) - 1

5. Closing Capital - Opening Capital = (?)

- a) Loss                                    b) Profit  
c) Liabilities                           d) Assets

(b) - 1

### Section B : Answer the following in one - two sentence.

[05]

6. What is Single Entry System?

Ans. Accounts prepared on incomplete form by small retailers is known as Single Entry System. - 1

7. How does Single Entry System differ from Double Entry System? (only 1 point of difference)

Ans. In single entry few transactions are given single effect, while in double entry each transaction has - 1

8. What is Statement of Affairs? minimum 2 effects.

Ans. The statement prepared to obtain opening/closing balance of Capital is known as Statement of Affairs. - 1

9. Which Capitals are compared in Capital Comparison Method?

Ans. Opening Capital & Closing Capital - 1

10. List out the items to be added in Closing Capital, in Statement of Profit or Loss.

Ans. Cash withdrawn, Goods withdrawn, Personal expenses, Interest on Drawings. - 1

### Section C : Answer the following in short. (2 marks each)

[04]

11. Give 3 characteristics of Single Entry System.

Ans. → Prepared by Small Vendors; → Mixture of Single & Double entry  
→ No uniformity; → Incomplete Records; → Less time & expenses; → No entry of internal transactions. (1 point - 1 mark)



All The Best

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12. List out the steps to ascertain (obtain) Profit / Loss by Capital Comparison Method.

- (2 steps)  
- 1 mark
- Ans. (1) Find balance of Opening Capital  
(2) Find balance of Closing Capital  
(3) Prepare Statement of Profit - Loss  
(4) Prepare Balance sheet (with help of P&L and ...)

Section D : Answer the following in brief. (3 marks each)

13. Distinguish between Single Entry and Double Entry System. (only 2 points)

- 1 incorrect point = 1.5 marks
- | Ans. Single Entry System        | Double Entry System                  |
|---------------------------------|--------------------------------------|
| • Prepared by small Retailers   | • Prepared by Firm, Business         |
| • Trial balance is not prepared | • Trial Balance is must.             |
| • It is less reliable           | • It is more reliable.               |
| • Few have single effect        | • All transactions have dual effect. |

14. Obtain the value of Net Debtors from the following details.

Debtors = Rs. 250000; Bad Debt = Rs. 5000; Bad Debt Reserve = 10%; Discount Reserve = 5%

3 ←

Ans.

$$\begin{aligned} \text{Debtors} &= ₹ 250000 \\ - \text{Bad Debt} &= ₹ 5000 \\ \hline &245000 \\ - \text{Bad Debt Res. (10\%)} &= 24500 \\ \hline &2,20,500 \\ - \text{Discount Reserve (5\%)} &= 11025 \\ \hline \text{Net Debtors} &= ₹ 2,09,475 \end{aligned}$$

Section E : Solve the following. (5 marks each)

15. Prepare Statement of Affairs of Mr. Kalu to obtain Closing Capital. [05]

1 mark for 2 correct entries posting

Particulars	01-04-2021 (Rs.)	31-03-2022 (Rs.)
Machinery	42000	51000
Land Building	48000	48000
Furniture	6000	6000
Stock	21000	24000
Debtors	18000	21600
Creditors	12000	21000
Bills receivable	3000	5000
Bills payable	9000	12000
Cash and Bank Balance	12000	14000

Ans. Statement of Affairs of Mr. Kalu as on 31-03-2022

Liabilities	(₹)	Assets	(₹)
Creditors	21,000	Machinery	51,000
Bills Payable	12,000	Land - Building	48,000
		Furniture	6,000
		Stock	24,000
		Debtors	21,600
		Bills Receivables	5,000
Closing Capital Balance	1,36,600	Cash & Bank Bal.	14,000
	1,69,600		1,69,600



All The Best

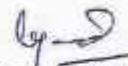
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## Case Study

Sr. No.	Particular of Case Study	Page No.
1	વ્યક્તિ અભ્યાસ સંકલ્પના (Concept of Case Study)	1
2	વિષય નિરૂપણ-અભ્યાસનો વિષય (Title of Case Study)	2
3	સમસ્યા પસંદગી (Selection of Problem)	2
4	વિદ્યાર્થી વિશેની માહિતી- નામ, શાળા, ધોરણ, ઉંમર, ઊંચાઈ, વજન, રસ, વિદ્યાર્થીની અભિરુચિ અને માન્યતાઓ, વિદ્યાર્થીની શૈક્ષણિક સિદ્ધિ, વિદ્યાર્થીના માતા- પિતાનું નામ, શૈક્ષણિક લાયકાત, વ્યવસાય, આર્થિક પરિસ્થિતિ (Information About Student Name, School, Standard, Age, Height, Weight, Interest, Attitude and belief of Student, Educational Achievement of Student Student's Parents' Name, Educational Qualifications, Occupation, Economical Condition)	2
5	વિદ્યાર્થીની વિશેષતાઓ/સમસ્યાઓ અને તેના કારણો (Characteristics / Problems of student and their reasons)	3
6	દૈનિક જીવનશૈલી (Day to day Life Style)	3
7	વિદ્યાર્થીની સમસ્યાઓ નિવારવા માટેના સૂચનો (Suggestions for solving problems of student)	4
8	ઉપસંહાર (Conclusion)	5
9	સંદર્ભસૂચિ (Bibliography)	5



  
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## Concept of Case Study :

A case study is about a person, group or situation that has been studied over time. Case studies can be produced by following a formal research method.

The case that is the subject of the inquiry will be an instance of a class of phenomena that provided can be analytical frame - an object within which the ~~set~~ study is conducted and which the case illuminates and explicates.

A case may be selected studies in testing theory or hypothesis was developed only in recent decades, and chosen because of the inherent interest of the case or the circumstances surrounding it.

Case study have also been used a teaching method and as a part of professional developed especially in legal education. When used in education and professional development case studies are often referred to as critical incidents.



## Title of Case Study :

A case study on 13 years old boy with mischievous behaviour.

## Information about student :

Name : Nikhil Badhadevchai Bharwad

School : Telav Primary School

Standard : 8<sup>th</sup>

Age : 13 years

Height : 4' inch

Weight : 30 kg

Father's name : Badhadevchai Bharwad

Mother's name : Bharatiben Bharwad

Occupation : Autorickshaw driver

Economic condition : Tolerable

Interest : Singing and Playing

Attitude belief of student : Mischievous in nature



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Educational achievement of student : He wants to become a singer in future.

Problems of student and their reason :

- ① Poor family situation makes it hard for the student to behave properly in class.
- ② Quarrel between parents have affected on the child mentally.
- ③ Being beaten up by father for unnecessary reasons shows rebellious nature of child.
- ④ Faces difficulty in studies.
- ⑤ Continuously disturbs the class while the teacher is explaining a topic.
- ⑥ Frustration of the child due to family situation is seen in his behaviour.

Day to day life :

7:00 AM - Wakes up, get freshen up.

8:00 AM - Goes to tuition.

9:30 AM - Back to home.

10:00 AM - Have breakfast.

10:30 AM - Leave for school.

11:00 AM - School.



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2:00	PM	-	lunch break
3:00	PM	-	School (back to classes)
5:00	PM	-	Leave for home
5:30	PM	-	Plays with friends
7:30	PM	-	helps his father for cleaning his autorickshaw.
8:30	PM	-	Watching T.V.
9:00	PM	-	Does his homework (both school and tuition)
10:00	PM	-	Have dinner
10:30	PM	-	Goes to bed

### Suggestion for Solving the Problem :

1. Teacher should patiently deal with the child then only the child can be made understood.
2. Fun activities can be done in class to divert his mischievous energy.
3. Connecting with the child emotionally will enable him to mind his mischievous behaviour.
4. Developing interest in child for English subject.
5. Giving interesting activities to students as a work that is to be done at home.

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6. By performing activities the child will develop interest in studies.

### Conclusion :

As an educator it is the responsibility to understand the pupil and find out the reason to it so that the situation will be handled on time and the child's studies is not affected. As it is well said today's student are tomorrow's leader. Let's help them to succeed and become all that they can be.

### Bibliography :

www.google.com  
www.wikipedia.in



  
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## Action Research

Name of the trainee: Hishul Ashok Vaghela Roll No. 20

સમસ્યા (Defining the Problem): \_\_\_\_\_ Date: \_\_\_\_\_

સમસ્યા ક્ષેત્ર (Scope of Problem): \_\_\_\_\_

માર્ગદર્શક Mentor: \_\_\_\_\_

### STEPS

No.	Details	Page No.
1	સમસ્યાની પસંદગી (Identification of the Problem)	1
2	સમસ્યાના સંભવિત કારણો (Probable Reasons of Problems)	2
3	સમસ્યાના કારણોની અગ્રતાક્રમ પ્રમાણે ગોઠવણી (Arrange these Reasons)	3
4	કિયાત્મક ઉત્કલ્પનાની રચના (Construct Hypothesis)	3
5	પ્રયોગકાર્યની રૂપરેખા (Design of Experiment)	4
6	પ્રયોગકાર્યનું મૂલ્યાંકન (Evaluation of Experiment)	4, 5, 6
7	તારણ, પરિણામ અને અનુકાર્ય (Findings, Result and Follow up)	6
8	સંદર્ભ સુચિ (Bibliography)	6

## Identification of the Problem

1.

A pre-test of M.C.Q type was prepared based on the chapter Topic of World war history. Based on the evaluation of the pre-test it was identified that the students experienced difficulties in sub-topics Russian Revolution and the First world war.

Problem Area

A.G. Highschool



Class 9<sup>th</sup> - B Students

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## Possible Reasons of Problems

1. Students are not taught the topic of world war History.
2. Students doesn't have interest in S.S
3. Teacher's Teaching Method is not appropriate
4. Students don't pay attention in the class
5. Teacher has Skipped the topics (Certain)
6. Students were absent when the topic was taught
7. Students don't like S.S Subject
8. Students Consider the topic difficult.
9. Teacher is pre-occupied in some other things.
10. Students are pre-occupied in some other work.
11. Teacher doesn't have interest in Teaching.

Now, on the next page, the possible reasons of problems experienced by the students is arranged in Ascending order.




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# Arranging Reasons.

3.

Reasons	Assumption OR Fact-	Control? Yes or No	Order.
1. Students are not taught the topic of world war history.	Fact	Yes	1
2. Teacher has skipped certain topics.	Fact	Yes	2
3. Teacher's Teaching method is not appropriate.	Assumption	Yes	10
4. Students don't pay attention in the class.	Fact	Yes	3
5. Students don't have interest in S.S. Subject.	Assumption	No	5
6. Students were absent when the topic was taught.	Assumption	No	9
7. Students don't like S.S. Subject.	Assumption	No	6
8. Students consider the topic difficult.	Fact	No	4
9. Teacher is pre-occupied in some other things.	Assumption	No	7
10. Students are pre-occupied in other work.	Assumption	Yes	8
11. Teacher doesn't have interest in Teaching.	Assumption	No	11

## Conditional Hypothesis

  
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Students are not taught certain topics in detail with appropriate method. So students are to be taught the topic in 1-2 lectures so that their doubts are cleared.

# Lay-out of Experiment.

Sr. no.	Details	Lectures
1	Rules of nations (sub-topic)	1
2	Russian Revolution (sub-topic)	1
3	First world war (sub-topic)	1

As mentioned above, after the successful implementation of the above layout experiment, a post test of students is taken to check upto what extent were their problems cleared and to evaluate their progress. byed

## Evaluation

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Roll. no.	Name	Pre-test marks	Post Test marks	Pre (-) Post	Diff-erence	Sign.
1.	Vinod Agarwal	13	14	14 - 13	1	+
2.	Dhruvi Ajmera	15	15	15 - 15	0	+
3.	Nihar Bavishi	10	15	15 - 10	5	+
4.	Shaily Brahmbhatt	14	15	15 - 14	1	+
5.	Pruthvi charda	12	15	15 - 12	3	+
6.	Dnyanesh Dabhi	12	15	15 - 12	3	+
7.	Hemani Desai	12	15	15 - 12	3	+
8.	Disha Desai	12	15	15 - 12	3	+
9.	Moksha Dixit	12	14	14 - 12	2	+

10.	Aman Ghotlawala	8	15	15-8	7	+
12.	Hem Zaveri	14	15	15-14	1	+
13.	Diya Joshi	7	14	14-7	7	+
14.	Kashvi Joshi	9	12	12-9	5	+
16.	Jalnans Mehta	6	13	13-6	7	+
17.	Tavishya Mehta	13	15	15-13	2	+
18.	Vin Mehta	10	10	10-10	0	+ ✓
19.	Honey Mahinani	10	14	14-10	4	+
20.	Md. faiz kagani	11	14	14-11	3	+
21.	Kavish nanavati	9	14	14-9	5	+
22.	Jaini Polkhiwala	10	15	15-10	5	+
23.	Juhi Panchal	14	15	15-14	1	+
24.	Dev Patel	15	15	15-15	0	vigood ✓
25.	Ishaq Pithwala	15	15	15-15	0	vigood ✓
26.	Dnashti Pithwala	14	15	15-14	1	+
27.	Jarvik prajapati	2	14	14-2	12	+
29.	Jatasya Raval	11	14	14-11	3	+
30.	Jiya Raval	5	15	15-5	10	+
31.	Aditya Shah	12	15	15-12	3	+
32.	Yamang Qureshi	9	15	15-9	6	+
33.	Dev Shah	12	12	12-12	0	+ ✓
34.	Dhaina Shah	13	15	15-13	2	+
35.	Dhan Shah	6	15	15-6	9	+
36.	Dhruvil Shah	13	15	15-13	2	+
37.	Diya Shah	8	15	15-8	7	+
38.	Hetvi Shah	11	15	15-11	4	+
39.	Kavya Shah	13	15	15-13	2	+
41.	Mehwa Shah	11	15	15-11	4	+
42.	Parva Shah	13	15	15-13	2	+
43.	Rhythm Shah	12	15	15-12	3	+
44.	Vanshika Shah	12	14	14-12	2	+
45.	Vatsal Shah	13	15	15-13	2	+
46.	Vanshti Shah	11	15	15-11	4	+
48.	Aditya Chaturvedi	8	4	4-8	-4	-
49.	Diya Seth	8	15	15-8	7	+
50.	Dhyan Shukla	6	15	15-6	9	+

51.	Kulvin Shukla	10	14	14-10	4	+
52.	Vishnu Soni	11	14	14-11	3	+
53.	Vedant Vaghela	13	15	15-13	2	+
54.	Khushi Vora	8	15	15-8	7	+
55.	Vedhi Vyas	14	15	15-14	1	+
57.	Bhavik Parmar	5	12	12-5	7	+
58.	Mishy Kapse	9	15	15-9	6	+

## Findings - Follow-up.

In my Experiment 56 students have positive (+ve) progress, 2 students had null (0) progress and 1 student had negative progress.

Thus, In conclusion the Action Research has been successful as 99% of the students showed positive progress.

## Bibliography

→ Youtube / GSEB class 9th Book Explanation.

\* Pre-test of all 58 students of class 9th-B of A.G. Highschool and post-test of the same 58 students are presented separately in a PPT.



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Post

15  
-----  
15

## A.G HIGHSCHOOL

NAME: Dhruvi Nikunj Ajmera

DATE: 25/07/22

ROLL NO: 2

1. Which countries established colonies in Asia and Africa?  
 A) Arab Countries  
 B) Antarctic Countries  
 C) Western European Countries
2. European Nations exploited Asian African Continents of-  
 A) Cultural Factors  
 B) Social Factors and Economical Factors  
 C) All of the above
3. Portuguese king died without an heir.  
 A) True  
 B) False  
 C) None
4. King of Spain took over Portuguese kingdom because of his-  
 A) Blood relations  
 B) Power  
 C) None
5. England expanded its empire in India, Sri Lanka, Myanmar, Singapore and Malaysia.  
 A) False  
 B) True  
 C) None
6. War between England and China was known as-  
 A) Power wars  
 B) Farming wars  
 C) Opium wars
7. Dutch established its colony for the first time in 15<sup>th</sup> century in-  
 A) India  
 B) South Africa  
 C) None



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8. Europeans exploited desert region of West Asian Countries for-

- A) Its economic resources
- B) Its raw materials
- C) Its oil resources

9. Colonialism in Africa was done for-

- A) Its economic resources
- B) Its raw materials
- C) Its oil resources

10. Greed between \_\_\_\_\_ led to first world war

- A) Germany and England
- B) Portugal and Dutch
- C) Italy and France

11. There was a major loss in terms of manpower and money as result of war.

- A) False
- B) True
- C) None

12. There was groupism among some European nations.

- A) True
- B) False
- C) None

13. In which treaty was the seed of the First World War sown?

- A) Versailles
- B) Frankfurt
- C) Treaty of Germany and Hungary

14. Which treaty was signed at the end of First World War?

- A) Treaty of Versailles
- B) Secret Treaty
- C) Latern Treaty

15. Which Provinces did France lose with Frankfurt treaty?

- A) Alsace and Lorraine provinces
- B) Denzing provinces
- C) None



  
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14  
15

# A.G HIGHSCHOOL

NAME: Shaily . P . Brahmbhatt  
ROLL NO: 4

DATE: 23/07/22

- ✓ 1. Which countries established colonies in Asia and Africa?  
A) Arab Countries  
B) Antarctic Countries  
C) Western European Countries
- ✓ 2. European Nations exploited Asian African Continents of-  
A) Cultural Factors  
B) Social Factors and Economical Factors  
C) All of the above
- ✓ 3. Portuguese king died without an heir.  
A) True  
B) False  
C) None
- ✓ 4. King of Spain took over Portuguese kingdom because of his-  
A) Blood relations  
B) Power  
C) None
- ✓ 5. England expanded its empire in India, Sri Lanka, Myanmar, Singapore and Malaysia.  
A) False  
B) True  
C) None
- ✓ 6. War between England and China was known as-  
A) Power wars  
B) Farming wars  
C) Opium wars
- X 7. Dutch established its colony for the first time in 15<sup>th</sup> century in-  
A) India  
B) South Africa  
C) None



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- ✓ 8. Europeans exploited desert region of West Asian Countries for-
- A) Its economic resources
  - B) Its raw materials
  - Ⓒ) Its oil resources
- ✓ 9. Colonialism in Africa was done for-
- A) Its economic resources
  - Ⓒ) Its raw materials
  - C) Its oil resources
- ✓ 10. Greed between \_\_\_\_\_ led to first world war
- Ⓒ) Germany and England
  - B) Portugal and Dutch
  - C) Italy and France
- ✓ 11. There was a major loss in terms of manpower and money as result of war.
- A) False
  - Ⓒ) True
  - C) None
- ✓ 12. There was groupism among some European nations.
- Ⓒ) True
  - B) False
  - C) None
- ✓ 13. In which treaty was the seed of the First World War sown?
- A) Versailles
  - Ⓒ) Frankfurt
  - C) Treaty of Germany and Hungary
- ✓ 14. Which treaty was signed at the end of First World War?
- Ⓒ) Treaty of Versailles
  - B) Secret Treaty
  - C) Latern Treaty
- ✓ 15. Which Provinces did France lose with Frankfurt treaty?
- Ⓒ) Alsace and Lorraine provinces
  - B) Denzing provinces
  - C) None



  
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Past

15  
15

## A.G HIGHSCHOOL

NAME: Shaily-P. Brahmhatt  
ROLL.NO: 4

DATE: 25/07/22

- ✓ 1. Which countries established colonies in Asia and Africa?  
A) Arab Countries  
B) Antarctic Countries  
C) Western European Countries
- ✓ 2. European Nations exploited Asian African Continents of-  
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- ✓ 5. England expanded its empire in India, Sri Lanka, Myanmar, Singapore and Malaysia.  
A) False  
B) True  
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- ✓ 6. War between England and China was known as-  
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- ✓ 7. Dutch established its colony for the first time in 15<sup>th</sup> century in-  
A) India  
B) South Africa  
C) None



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8. Europeans exploited desert region of West Asian Countries for-

A) Its economic resources

B) Its raw materials

C) Its oil resources

9. Colonialism in Africa was done for-

A) Its economic resources

B) Its raw materials

C) Its oil resources

10. Greed between \_\_\_\_\_ led to first world war

A) Germany and England

B) Portugal and Dutch

C) Italy and France

11. There was a major loss in terms of manpower and money as result of war.

A) False

B) True

C) None

12. There was groupism among some European nations.

A) True

B) False

C) None

13. In which treaty was the seed of the First World War sown?

A) Versailles

B) Frankfurt

C) Treaty of Germany and Hungary

14. Which treaty was signed at the end of First World War?

A) Treaty of Versailles

B) Secret Treaty

C) Latern Treaty

15. Which Provinces did France lose with Frankfurt treaty?

A) Alsace and Lorraine provinces

B) Denzing provinces

C) None



  
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# A.G HIGHSCHOOL

NAME: Mishy N. Koye

DATE: 23/07/22

ROLL.NO: 58


1. Which countries established colonies in Asia and Africa?  
 A) Arab Countries  
 B) Antarctic Countries  
 C) Western European Countries
  
2. European Nations exploited Asian African Continents of-  
 A) Cultural Factors  
 B) Social Factors and Economical Factors  
 C) All of the above
  
3. Portuguese king died without an heir.  
 A) True  
 B) False  
 C) None
  
4. King of Spain took over Portuguese kingdom because of his-  
 A) Blood relations  
 B) Power  
 C) None
  
- X 5. England expanded its empire in India, Sri Lanka, Myanmar, Singapore and Malaysia.  
 A) False  
 B) True  
 C) None
  
6. War between England and China was known as-  
 A) Power wars  
 B) Farming wars  
 C) Opium wars
  
- X 7. Dutch established its colony for the first time in 15<sup>th</sup> century in-  
 A) India  
 B) South Africa  
 C) None



*[Signature]*  
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- X 8. Europeans exploited desert region of West Asian Countries for-
- A) Its economic resources
  - B) Its raw materials
  - C) Its oil resources
- X 9. Colonialism in Africa was done for-
- A) Its economic resources
  - B) Its raw materials
  - C) Its oil resources
- ✓ 10. Greed between \_\_\_\_\_ led to first world war
- A) Germany and England
  - B) Portugal and Dutch
  - C) Italy and France
- ✓ 11. There was a major loss in terms of manpower and money as result of war.
- A) False
  - B) True
  - C) None
- ✓ 12. There was groupism among some European nations.
- A) True
  - B) False
  - C) None
- ✓ 13. In which treaty was the seed of the First World War sown?
- A) Versailles
  - B) Frankfurt
  - C) Treaty of Germany and Hungary
- X 14. Which treaty was signed at the end of First World War?
- A) Treaty of Versailles
  - B) Secret Treaty
  - C) Latern Treaty
- X 15. Which Provinces did France lose with Frankfurt treaty?
- A) Alsace and Lorraine provinces
  - B) Denzing provinces
  - C) None



  
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15

## A.G HIGHSCHOOL

NAME: Vyas Kirti Arand

DATE: 25/07/22

ROLL.NO: 55

1. Which countries established colonies in Asia and Africa?  
A) Arab Countries  
B) Antarctic Countries  
C) Western European Countries
2. European Nations exploited Asian African Continents of-  
A) Cultural Factors  
B) Social Factors and Economical Factors  
C) All of the above
3. Portuguese king died without an heir.  
A) True  
B) False  
C) None
4. King of Spain took over Portuguese kingdom because of his-  
A) Blood relations  
B) Power  
C) None
5. England expanded its empire in India, Sri Lanka, Myanmar, Singapore and Malaysia.  
A) False  
B) True  
C) None
6. War between England and China was known as-  
A) Power wars  
B) Farming wars  
C) Opium wars
7. Dutch established its colony for the first time in 15<sup>th</sup> century in-  
A) India  
B) South Africa  
C) None



  
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8. Europeans exploited desert region of West Asian Countries for-

A) Its economic resources

B) Its raw materials

C) Its oil resources

9. Colonialism in Africa was done for-

A) Its economic resources

B) Its raw materials

C) Its oil resources

10. Greed between \_\_\_\_\_ led to first world war

A) Germany and England

B) Portugal and Dutch

C) Italy and France

11. There was a major loss in terms of manpower and money as result of war.

A) False

B) True

C) None

12. There was groupism among some European nations.

A) True

B) False

C) None

13. In which treaty was the seed of the First World War sown?

A) Versailles

B) Frankfurt

C) Treaty of Germany and Hungary

14. Which treaty was signed at the end of First World War?

A) Treaty of Versailles

B) Secret Treaty

C) Latern Treaty

15. Which Provinces did France lose with Frankfurt treaty?

A) Alsace and Lorraine provinces

B) Denzing provinces

C) None

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# A.G. Teachers College, CTE- Ahmedabad (Gujarat)

ધોરણ - ૮

ઈ-બુક

Prof. Dr. R.M. Patel



વર્ષ: ૨૦૨૨-૨૩

પાઠ ક્રમાંક	સત્ર	પાઠ / કાવ્ય	સાહિત્ય પ્રકાર	લેખક/કવિ	લિંગ બનાવનાર તાલીમાર્થી	લિંક
1	1	બજારમા	ચિત્ર પાઠ	.....	Pending	
2	1	એક જુદું ચિત્રગારી	પ્રાર્થના ગીત	કારિકર ભટ્ટ	Pending	
3	1	જુઓ સિનેલી	બોધકથા	ગૌરીશંકર ગોવર્ધનરામ જોશી	દિશા સુરેશ મહેતા (104)	<a href="https://drive.google.com/file/d/1np7Jm2kuoBbBozUBPexfDBQDa8RzKAn/view?usp=drivesdk">https://drive.google.com/file/d/1np7Jm2kuoBbBozUBPexfDBQDa8RzKAn/view?usp=drivesdk</a>
4	1	કું તને આંખુ કું પાં	ઊર્ધ્વગીત	મનોહર વિવેકા	દિશા સુરેશ મહેતા (104)	<a href="https://drive.google.com/file/d/1j3t8IDMMqI_TlU1vqKC4dsQgs4M1Cj/view?usp=drivesdk">https://drive.google.com/file/d/1j3t8IDMMqI_TlU1vqKC4dsQgs4M1Cj/view?usp=drivesdk</a>
5	1	એક મુલાકાત	અફવાલ	સંકલિત	Pending	
6	1	પૂજિયે મારગ	ઊર્ધ્વગીત	મકરંદ દલ	ગરવી પૂજા અજીતસિંહ (102)	<a href="https://drive.google.com/file/d/1KWFP0UJSH4fDdaveGamyYsQ20BR64nk/view?usp=drivesdk">https://drive.google.com/file/d/1KWFP0UJSH4fDdaveGamyYsQ20BR64nk/view?usp=drivesdk</a>
7	1	દેશ ભકત જગદુક્તા	નાટક	રમણલાલ સોની	Pending	
8	1	આજ આનંદ	લોકગીત	.....	Pending	
9	1	દીકરાનો મારનાર	લોકકથા	ગવરચંદ મેવાણી	Pending	
10	1	અહીં આત્મા	જીવલ પુસ્તક	સ્વામી સચ્ચીદાનંદ	Pending	
11	2	વળાવી બા આવી	સંનંદ	ઉશાલક	બારીયા જયાર્બન કેવળસિંહ (101)	<a href="https://drive.google.com/file/d/1dqx6uFHdZMTgmzDrwqy2nH3SfPq5/view?usp=drivesdk">https://drive.google.com/file/d/1dqx6uFHdZMTgmzDrwqy2nH3SfPq5/view?usp=drivesdk</a>
12	2	નવા વર્ષના સંકલ્પો	શુભ નિબંધ	બહુલ વિપાકી	ગરવી પૂજા અજીતસિંહ (102)	<a href="https://drive.google.com/file/d/1H08rFJA65TT67Q8jym6n_ssdRzAKG/view?usp=drivesdk">https://drive.google.com/file/d/1H08rFJA65TT67Q8jym6n_ssdRzAKG/view?usp=drivesdk</a>
13	2	શરુઆત કરીએ	ગઝલ	કર્ષ બક્ષભટ્ટ	મકવાણા કિરણકુમાર ગેપરભાઈ (103)	<a href="https://drive.google.com/file/d/1hEt0LVoLV2xunKvIcbcYgnN0E9YJD/view?usp=drivesdk">https://drive.google.com/file/d/1hEt0LVoLV2xunKvIcbcYgnN0E9YJD/view?usp=drivesdk</a>
14	2	સાકરનો શોધનારો	બેઠક નાટક	શશવંત પંડયા	Pending	
15	2	અખંડ ભારત ના શિલ્પો	ચરિત્ર લેખ	ડૉ. રાધવજી માધડ	પરમાર પાચલ (105)	<a href="https://drive.google.com/file/d/1--e-anI02VhlttNo08gTpRvVh79chDuV/view?usp=drivesdk">https://drive.google.com/file/d/1--e-anI02VhlttNo08gTpRvVh79chDuV/view?usp=drivesdk</a>
16	2	સુદામો દોહા શી કૃષ્ણ દેવા	આખ્યાન	પ્રેમાનંદ	Pending	
17	2	સંસ્કારની શીખનાઈ	કુટુંબ કથા	કુન્દાલેશ કાપડેયા	મકવાણા કિરણકુમાર ગેપરભાઈ (103)	<a href="https://drive.google.com/file/d/1UWvVAkuuclgcRQ00G5mAsc4FBjTWQ/view?usp=drivesdk">https://drive.google.com/file/d/1UWvVAkuuclgcRQ00G5mAsc4FBjTWQ/view?usp=drivesdk</a>
18	2	કુકા - મુકલક - કાઈકુ	પદ્ય પ્રકાર	.....	Pending	
19	2	સાંક નાશ્યો	નવલકથાખંડ	ઇશ્વર પેટલોશ્વર	બારીયા જયાર્બન કેવળસિંહ (101)	<a href="https://drive.google.com/file/d/1ccaUDkYd8GanLLwgOC6nMK84jCih/view?usp=drivesdk">https://drive.google.com/file/d/1ccaUDkYd8GanLLwgOC6nMK84jCih/view?usp=drivesdk</a>
20	2	બફેલ નો પવ	પવ	મણીલાલ ક. પટેલ	Pending	
21	2	કમાડે ચીતથી મે ....	ગીત	નૃષાર શુક્લ	પરમાર પાચલ (105)	<a href="https://drive.google.com/file/d/1y_4hsX4ctrmVvIzavtQcAqQeMwDv/view?usp=drivesdk">https://drive.google.com/file/d/1y_4hsX4ctrmVvIzavtQcAqQeMwDv/view?usp=drivesdk</a>
22	2	કિસ્સા - દુચકા	દુચકા	સ્વામી આનંદ	Pending	
23	2	ઈચ્છા શાક	વાતી	ચુનીલાલ મડેયા	Pending	
24	2	આવકારો	લજન	કુલા ભાયા શાગ	Pending	
25	2	પડતર	સંનંદ	પુતાપસિંહ શાહડ	Pending	
26	2	વિરલ ત્યાગ	પુસ્તક લેખ	ડૉ. ગભીરસિંહ ગોંડેલ	Pending	
27	2	ચાલો મળવા જઈએ	નિબંધ	વિનોદિની નાંદકેક	Pending	



## "HEALTH IS WEALTH"

Kadri Kashiyanafirdosh



Sanjay and Prasad were good friends. Prasad was a very rich man who believed that wealth was everything in life. Prasad worked very hard to earn money and felt that since he was working hard, he had every right to enjoy life too.

Prasad led lavish lifestyle and partied all night, paying scant attention to his health. Sanjay on the other hand believed that a healthy mind was far more important than money.

Sanjay exercised regularly and was very careful about timely and healthy meals. As he grew wealthier, Prasad became addicted to alcohol and became a drunkard. When Sanjay tried to discipline him, Prasad brushed aside his concerns as being stupid.

One night as he was returning home from a party, Prasad was under the influence of alcohol and lost control of the car he was driving. An accident happened there and Prasad was taken to hospital in serious condition.

As a result the car crashed against a lorry and he was badly injured. After prolonged hospitalization Prasad recovered but he had had injured his spine so badly that he was confined to a wheel chair for life.

Sanjay was pained to see his friend in this state but he had warned him enough number of times. Although Prasad had more than enough money and facilities to live a life of extreme comfort, his movements were restricted due to lack of health.


If he had paid attention to his friend's words and took them serious, Prasad would not have been in this bed-ridden condition for the rest of his life. Of course, the best things appear only after the time is over for them.

No amount of wealth could bring back his health to its old condition. He was very depressed and disappointed and only now, realized the true worth of his friend's advice - good health was always better than any amount of wealth.

A Healthy body paves the way for a healthy mind. When the mind is at peace a lot can be achieved in terms of name, fame and money. Having excessive wealth without good health is of no use.

No amount of wealth will be able to bring back a broken limb or handicap. At best wealth can only get the best treatments but cannot give back healthy body. With a healthy body even impossible feats seem easy.



  
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નામ : ગમાર સુજાતા. બી

રોલ નંબર : ૪૫

વિષય : ગુજરાતી



વત્સલ નામના દેશ પર વત્સરાજ નામનો રાજા રાજ કરતો હતો. રાજા વિદ્વાન હતો. તથા બ્રીજા વિદ્વાન ગુરુઓનો તે ખૂબ જ આદર કરતો હતો. રાજાની માન્યતા હતી કે વિદ્વાનોને રાજ્યાશ્રય મળે, રાજ્ય તરફથી બધી જ સગવડો મળે તો તેઓ વિદ્યાપ્રાપ્તિમાં વધારે સમય ગાળી શકે. ઘણા ગરિબ બ્રાહ્મણ ગુરુઓનો મોટા ભાગનો સમય ભિક્ષા કે દાન-દક્ષિણા માંગવામાં જ પૂરો થઈ જાય છે તેથી આવા વિદ્વાનોને રાજા રહેવા-ભાવા-પીવાની સગવડ વિનામૂલ્યે આપે, તો તેમના જ્ઞાનનો

વધુ સારો ઉપયોગ થઈ શકે.

ચાર્વાક નામનો એક વિદ્વાન ગુરુ હતા. તે વત્સલ દેશના એક અજાણ્યા ખૂણામાં રહીને ઘણા બધા શિષ્યોને જ્ઞાન આપતા હતાં. રાજા સુધી તેમના અગાધ જ્ઞાનની વાત પહોંચી. રાજા વત્સરાજે ચાર્વાક ગુરુને રાજ્યાશ્રય આપવાનું નક્કી કર્યું. રાજાએ રાજધાની પાસે ચાર્વાક માટે મોટો આશ્રમ અને શાળા બનાવડાવી. રાજાએ ચાર્વાક ઋષિને ખૂબ માન આપીને તેમના જીવનનિર્વાહની તેમજ શાળા ચલાવવાની બધી જ આર્થિક જવાબદારી સ્વીકારી લીધી.

વર્ષો સુધી ગુરુ ચાર્વાકે પોતાની આશ્રમશાળામાં અનેક શિષ્યોને વિવિધ વિદ્યામાં પારંગત કર્યાં. વત્સલ દેશના વિદ્વાન વિદ્યાર્થીઓ દેશ-વિદેશમાં સારી નોકરીઓ મેળવવા લાગ્યાં. સમય જતા ધીરે ધીરે ગુરુ ધરડા થતાં ગયાં, અને એક દિવસ તેઓ અવસાન પામ્યાં. તેમના સૌથી વધારે હોંશિયાર શિષ્ય શાલિભદ્રએ નવા ગુરુ તરીકે હોદ્દો સંભાળ્યો. શાલિભદ્ર હોંશિયાર તો ખૂબ હતો, પરંતુ રાજ્ય તરફથી મફતમાં મળતી મદદને લીધે તે ધીમે ધીમે આળસુ થઈ ગયો. તેણે નવા નવા પુસ્તકો વાંચવાનું બંધ કર્યું, તે એશ આરામમાં જીવવા લાગ્યો. નવું શીખવાની તેમજ શીખવવાની વૃત્તિ તેનામાંથી ઘટતી ગઈ.

એક દિવસ રાજા વત્સરાજે બધા ગુરુઓની પરિક્ષા લેવાનું નક્કી કર્યું. રાજાએ બધા ગુરુઓને એક પત્ર લખ્યો અને તેમાં ત્રણ પ્રશ્નો લખ્યા.

સમુદ્રની ઊંડાઈ કેટલી છે ?

આકાશમાં તારા કેટલા છે ?

કઈ વસ્તુ શાશ્વત છે ? એવી કઈ વસ્તુ છે કે જે નાશ પામતી નથી ?

શાલિભદ્રે રાજાનો પત્ર વાંચ્યો અને તે ચિંતામાં પડી ગયો. કારણ કે તેને તેમાંથી એક પણ પ્રશ્નનો જવાબ આવડતો ન હતો. હવે રાજાને મોઢું શી રીતે બતાવવું ? જો જવાબ ન આપે તો નીચાજોવા જેવું થાય. ગુરુ તરીકેનું સ્થાન પણ મફતમાં મળતી બધી જ સહાય અને સુખશાંતિ ગુમાવવા પડે. શાલિભદ્ર મફતમાં મળતી સાહ્યબીથી ટેવાઈ ગયો હતો. તેણે ત્રણેય પ્રશ્નના જવાબ શોધવા માટે ઘણી મહેનત કરી, પરંતુ ક્યાંય જવાબ મળ્યા નહિ, ચિંતામાં ને ચિંતામાં તેનું વજન ઘટવા લાગ્યું. વાળ ઊતરવા લાગ્યા, મોં પર કરચલીઓ પડી ગઈ.

શાલિભદ્રના રસોઈયાનું નામ શંકર હતું. શંકર રોજ પોતાનું કામ ઝડપથી પતાવીને આશ્રમશાળામાં વાંચવા બેસતો. તેને જ્ઞાન મેળવવાની સાચી ઝંખના હતી. એકલવ્યની જેમ તે ગુરુ વગર જ્ઞાની થયો હતો. પોતાના માલિકને આમ દિવસ-રાત ચિંતા કરતા જોઈને શંકરે પૂછ્યું, ગુરુજી, આપ શી ચિંતામાં પડ્યા છો ? આપની તબિયત તો સારી છે ને ? હમણાંથી આપ કેમ પેટ ભરીને જમતા પણ નથી ?

શાલિભદ્રે પોતાના હૃદયની વાત રસોઈયાને કરી. તેણે ગૂરને કહ્યું, આપ ચિંતા ન કરશો. તમારા કપડા મને આપી દો. કપડા પહેરીને હું મહારાજને જવાબ આપીશ.



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

**A.G. Teachers College, Navrangpura, Ahmedabad**  
Time Table of Semester - 2 : Year 2018-19

P.No.	Time	12/12/2018 Wednesday	13/12/2018 Thursday	14/12/2018 Friday	15/12/2018 Saturday
-	08:00 to 08:15	Assembly & Presence	Assembly & Presence	Assembly & Presence	Assembly & Presence
1	08:15 to 09:00	Orientation of Theory & Practicals:- Sem -2 Dr. S. L. Solanki	Objectives: Dr. S. L. Solanki	Blue Print Dr. G. S. Patel	Model Unit Lesson Plan: Dr. G. S. Patel
2	09:00 to 09:45	Unit Plan: What & Why Dr. G.S. Patel	Objectives: Dr. S. L. Solanki	Blue Print Dr. G. S. Patel	Types of Questions: Ms. D. J. Parihar
3	09:45 to 10:30	Unit Plan: Steps & Columns Dr. K. H. Yadav	Method: 2	Method: 2	Method: 2
-	10:30 to 11:00	Recess	Recess	Recess	Recess
4	11:00 to 11:45	Method: 2	Method: 1	Method: 1	Method: 1
5	11:45 to 12:30	Method: 1	Referring Library for Objectives in all the Methodology Subjects	Referring Library for Blue Print in all the Methodology Subjects	Referring Library for Model Unit in all the Methodology Subjects
6	12:30 to 01:15	Library Works for Unit Plan, Theory & Practicals: All the Professor	Library Works for Unit Plan, Theory & Practicals: All the Professor	Library Works for Unit Plan, Theory & Practicals: All the Professor	Library Works for Unit Plan, Theory & Practicals: All the Professor
7	01:15 to 02:00	Library Works for Unit Plan, Theory & Practicals: All the Professor	Library Works for Unit Plan, Theory & Practicals: All the Professor	Library Works for Unit Plan, Theory & Practicals: All the Professor	Library Works for Unit Plan, Theory & Practicals: All the Professor

Prof. In Charge  
(Dr. S.L. Solanki)

I/c Principal  
(Dr. K. H. Yadav)



**A.G. TEACHERS COLLEGE, C.T.L.,  
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## A.G. Teachers College, Navrangpura, Ahmedabad

Time Table of Semester - 2 : Year 2019-20

P.No.	Time	2/12/2019	3/12/2019	4/12/2019	5/12/2019	6/12/2019	7/12/2019
-	08:00 to 08:15	Assembly & Presence	Assembly & Presence	Assembly & Presence	Assembly & Presence	Assembly & Presence	Assembly & Presence
1	08:15 to 09:15	Orientation Semester-2 Dr. K.H. Yadav	C02 Assessment of Learning Dr. D.A. Burtaria	A-03 Dr. N.U. Dhodi	Types of Questions Dr. R. M. Patel	D-04 Dr. R. C. Patel	C-02 Assessment of Learning Dr. G.S. Patel
2	09:15 to 10:15	A-03 Dr. S.L. Solanki	Unit Plan- What? Why? Dr. K.H. Yadav	Objectives- Dr. S.L. Solanki	Blue-Print Dr. G.S. Patel	Action Research : Dr. G.S. Patel	Model Unit Lesson Plan: Dr. R.M. Patel
3	10:15 to 10:45	Recess	Recess	Recess	Recess	Recess	Recess
4	10:45 to 11:45	Method Group - I : - Maths (Room No. 4) - Gujarati (Room No. 6) - English (Room No. 9) - Accountancy (Room No. 3)	Unit Plan- Steps & Columns Dr. K.H. Yadav	Objectives- Dr. S.L. Solanki	Blue-Print Dr. G.S. Patel	A-03 Dr. N.U. Dhodi	Method Group - I : (Block Teaching Guidance) - Maths (Room No. 4) - Gujarati (Room No. 6) - English (Room No. 9) - Accountancy (Room No. 3)
5	11:45 to 12:45	Method Group - II : - Science & Technology (Room No. 4) - Social Science (Room No. 6) - BOM (Room No. 3)	Method Group - I : (Block Teaching Guidance) - Maths (Room No. 4) - Gujarati (Room No. 6) - English (Room No. 9) - Accountancy (Room No. 3)	Method Group - I : (Block Teaching Guidance) - Maths (Room No. 4) - Gujarati (Room No. 6) - English (Room No. 9) - Accountancy (Room No. 3)	Method Group - I : (Block Teaching Guidance) - Maths (Room No. 4) - Gujarati (Room No. 6) - English (Room No. 9) - Accountancy (Room No. 3)	Method Group - I : (Block Teaching Guidance) - Maths (Room No. 4) - Gujarati (Room No. 6) - English (Room No. 9) - Accountancy (Room No. 3)	Method Group - II : (Block Teaching Guidance) - Science & Technology (Room No. 4) - Social Science (Room No. 6) - BOM (Room No. 3)
6	12:45 to 02:00	Library Work	Method Group - II : (Block Teaching Guidance) - Science & Technology (Room No. 4) - Social Science (Room No. 6) - BOM (Room No. 3)	Method Group - II : (Block Teaching Guidance) - Science & Technology (Room No. 4) - Social Science (Room No. 6) - BOM (Room No. 3)	Method Group - II : (Block Teaching Guidance) - Science & Technology (Room No. 4) - Social Science (Room No. 6) - BOM (Room No. 3)	Method Group - II : (Block Teaching Guidance) - Science & Technology (Room No. 4) - Social Science (Room No. 6) - BOM (Room No. 3)	Block Teaching Group

Prof. In Charge

(Dr. G.S. Patel)



Offg. Principal  
(Dr. K.H. Yadav)




I/C Principal  
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AHMEDABAD



A.G. Teachers College  
Navrangpura, Ahmedabad -09  
Time Table- 2021-2022

Lesson No.	Time	15/02/2022, Tuesday		16/02/2022, Wednesday		17/02/2022, Thursday		18/02/2022, Friday		19/02/2022, Saturday	
		SEM-4	SEM-4	SEM-4	SEM-4	SEM-4	SEM-4	SEM-4	SEM-4	SEM-4	SEM-4
1	8:00 AM to 8:15 AM	Prayer & Assembly	Prayer & Assembly	Prayer & Assembly	Prayer & Assembly	Prayer & Assembly	Prayer & Assembly	Prayer & Assembly	Prayer & Assembly	Prayer & Assembly	Prayer & Assembly
1	8:15 AM to 9:15 AM	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa
2	9:15 AM to 10:15 AM	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa
3	10:15 AM to 10:45 AM	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa
4	11:45 AM to 12:45 PM	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa
5	1:30 PM to 1:45 PM	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa	Practical Orientation - Dr. D.A. Bhanusa

Dr. K.H. Yadav (Offg. Principal)

*[Signature]*

**Recess**

Dr. G.S. Patel (In-charge Professor)

*[Signature]*

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

10:25 ✓

Forwarded

A.G.Teachers College, C.T.E

Ahmedabad-09

SEM-4

4/02/2023, Saturday

8.0) AM to 8.15 Prayer and Assembly

8.15 AM to 9.15 AM

Type of Questions -Dr.R.M.Patel

9.15 AM to 10.15 AM Blue Print -Dr.G.S.Patel

10.15 AM to 10.45 AM Recess

10.45 AM to 11.45 AM

Blue Print-Dr.G.S.Patel

11.45 AM to 12.45 PM Completion of Internship Work

12.45 PM to 1.30 PM - Library Work

Dr.G.S.Patel(Prof.Incharge)

Dr.K.H.Yadav(Offg.Principal)

12:26 ✓



*[Signature]*  
I/C Principal  
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