

Book Review

પુસ્તકનું નામ(Name of Book): Jaya: An illustrated retelling of Mahabharata.

લેખક/સંપાદક(Author / Editor)નું નામ Devdutt Pattanaik

કિંમત(Price) ₹ 370 સાહિત્ય પ્રકાર(Literature Type) Mythology

પ્રકાશન વર્ષ(Year of publication): 2010 આવૃત્તિ(Edition Year) 2010

કુલ પાના(Total Pages) 372 પ્રકાશક(Publisher) Penguin India.

પ્રાપ્તિ સ્થાન(place): _____

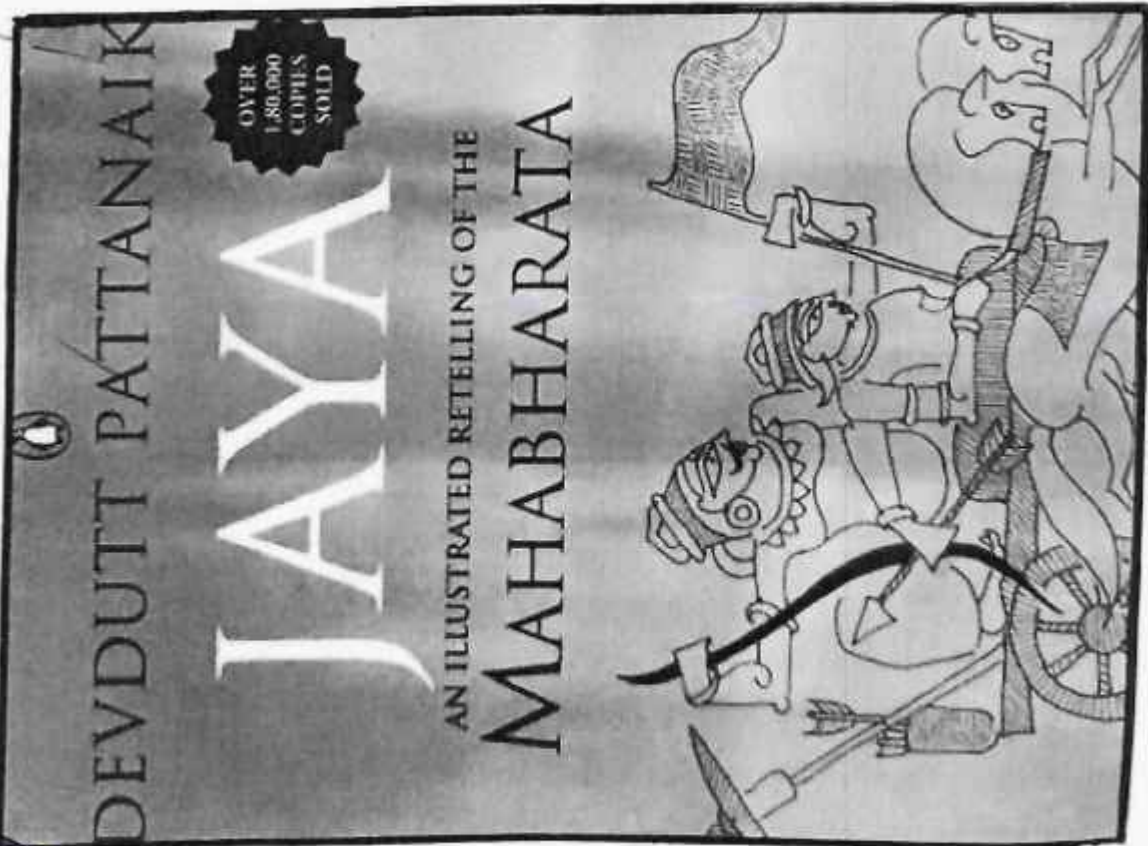
પુસ્તકની સાઈઝ(size of the book) 3 1/8 x 17.75
x 22.86 cm.

બાંધણી(Binding) _____

કાગળનો પ્રકાર(Type of paper) Yellow Paper.

ફોન્ટ સાઈઝ(Font size) _____

મુખપૃષ્ઠ ચિત્ર(First page picture):



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Author Introduction

Devdutt Pattanaik is a mythologist from Mumbai, India. He is also a speaker, illustrator and author, on Hindu Sacred tones, legends, folklores, fables and parables. His work focuses largely on the areas of religion and mythology. One of His very famous book of all time is JAYA: An illustrated retelling of the Mahabharata.

Book Introduction

In this Enthralling retelling of India's greatest Epic, the Mahabharata originally known as Jaya, Devdutt Pattanaik seamlessly weaves into a single narrative plots from the Sanskrit classic as well as its many folk and regional variants, including Pandavani of Chattisgarh, Gondhal of Maharashtra, Tenkuttu of Tamil Nadu and Yakshagana of Karnataka.

Richly illustrated with over 250 line drawings by the author, the 108 chapters abound with little known details such as the names of the hundred Kauravas, the worship of Draupadi as goddess in Tamil Nadu, the stories of Astika, Madhavi, Jirini, Aravan and Barbarick, the Mahabharata version of the Shakuntala and the Ramayana, and the dating of the war based on Astronomical Data.

With Clarity and Simplicity, the tales in this elegant volume reveal the eternal relevance of the Mahabharata.



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Chapter Formation

There are in total 18 main chapters in this book in which the author has given minute details of the great Epic of Mahabharata. The first chapter contains pre-story of the Mahabharata and the story very slowly and in detail progresses further as the next chapters come. Hence the contents of the story are very systematically arranged in these 18 chapters.

Content

Here, I have done my best efforts to accommodate such a vast Epic into small explanations of what are the contents of each individual chapter in this book.

- Chapter 1 is titled ADI and it introduces the chapters characters and tales right upto the rise of the Pandava Kingdom of Indraprastha.

- Chapter 2 is titled Sabha and it narrates the Gambling match in which the Pandavas lost the fortune.
- Chapter 3 is titled Vana which contains the twelve years of Exile of the Pandavas
- Chapter 4 is titled Virata including the final years of Hiding of Pandavas in the kingdom of Matsya
- Chapter 5 is Udyoga which indicates the negotiation between Pandavas and Kauravas for peace.
- Chapter 6 to Chapter 10 contains detailed description of 18 days of war of Mahabharata.
- Chapter 11 and 12 tells the Discourse of peace and organization Even after the Pandavas won the Battle of Mahabharata.
- Chapter 13, 14 and 15 narrates how a curse resulted in End of the whole YADAV clan of Bhagwan Sri Krishna.
- Chapter 16, 17 narrates End of Pandavas and the last Chapter 18 narrates the famous interaction between the Lord of Paradise Indra and Yudhishthira when including and regarding Entry of a dog in the Paradise.



Content Presentation

In my accordance and in my opinion the total of Content given in form of various chapters were presented APPROPRIATELY and in a SEQUENTIAL manner. The Content was in logical order and was inter-linking with each other seamlessly.

Neutrality / Variety

There is no way of determining the Neutrality of mythological Content as it is a Subject of Belief. As far as Variety is concerned there is a lot of differing Scenarios and many-many side-stories given in this book. Mahabharata itself is an amalgamation of a number incidences and thus its Content was diverse in nature.

Presentation of language.

Author Devdutt Pattanaike has done an Excellent Job of putting such a wonderful story by ~~us~~ very apt and accurate use of language.



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The story is penned very majestically by the author. Only drawback to notice here is that perhaps the language used in this book is too advance for a relatively younger group of Readers.

Occasions I liked the most.

Although I think I liked the book and its content as a whole. But few occasions in the book that caught my attention are as follows:-

1. A very interesting thing happened that every warrior in the Kurukshetra war field died in the battle, so there was no one to narrate the whole ordeal of what happened in the battle field. But when a pregnant bird was flying from the top of the battle field an arrow tore her stomach and her eggs fell on the ground which had become soft from all the blood of men who died during the battle that the eggs stayed intact and a bell from an elephants neck fell on those eggs and thus these unborn birds narrated the whole incident of Mahabharata to the sages.

2. In this book a priest tells Janmejaya that Karma of Parents has to be borne by their children and Karma of childrens are to be borne by their parents in this lifetime only.

Thus, these were the occasions I liked in this book.

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Use of pictures, figures, graphs

The Author Devdutt Pattanaik has used very eye-catching pictures, doodles and murals in this book. These doodles are made by author himself. Photos of some of them are as follows :-



Devdutt Pattanaik
30-9-22

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Name :- Rajput Nikita D.

Roll No. :- 146

Subject :- Developing the Self.



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Developing Self Films

Name:- Mystic India.

* Point for Self Development.

- Meditation should be done daily.
- People's problems should be understood.
- One should always think positively and motivate people to think positive.
- It always grows by sharing knowledge.
(That's why we say "Sharing is caring".)
- Man should think about his goal and work hard to achieve it.
- Man should always be down-to-earth.
- We should do yoga in daily life so that our health is good.



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Developing Self Films.

Name :- Kevla.

* Point for Self Development

- There should be trust and reverence in oneself (because everything is possible if you believe in yourself)
- Success is achieved only after working hard in any work.
- Everyone should be respectful, But do not believe in superstition.
- We should respect our culture and not harm our culture.
- Human emotions should be understood.
- The value of a human being should always be there. Money should not have value.



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Developing Self Films.

Name :- Adi Shankracharya.

* Point for Self Development.

- We should have knowledge of our culture Vedas.
- No one can stop death.
- Man should always do good deeds and good things.
- God is the Supreme soul.
- If we have faith in some work, only then our work will be successful.
- Success is achieved only after working hard in any work.

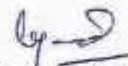


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Case Study

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 : 8th

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 9th - 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.

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

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.

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Lay-out of Experiment.

4.

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 Palkhiwala	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.	Vishu 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 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 15th 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
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C) None
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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 15th century in-
A) India
B) South Africa
C) None



[Signature]
I/C Principal
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AHMEDABAD

- ✓ 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-
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 15th 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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9
15

A.G HIGHSCHOOL

NAME: Mishky N. Korppe

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 15th century in-
 A) India
 B) South Africa
 C) None



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 - B) Its raw materials
 - C) Its oil resources
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 - C) None
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 - B) False
 - C) None
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 - B) Frankfurt
 - C) Treaty of Germany and Hungary
- X 14. Which treaty was signed at the end of First World War?
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 - B) Secret Treaty
 - C) Latern Treaty
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 - B) Denzing provinces
 - C) None




H.C. Principal
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Page

15
15

A.G HIGHSCHOOL

NAME: Vyas Viki Vrand

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
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C) Opium wars
7. Dutch established its colony for the first time in 15th century in-
A) India
B) South Africa
C) None




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

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C) Its oil resources

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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

University Road, Navrangpura, Ahmedabad

Report Writing

267

Year: 2022-23

Date: 14/03/2023

Coordinated by : Dr. D. A. Bumtaria

Title : Institutional Visit to IPR, Gandhinagar

Total Participants : 29

As a part of Institute visit in B.Ed. Sem-4 Syllabus and Field trip in B.Ed. Sem-2 Syllabus, Mathematics and Science trainees along with Dr. D. A. Bumtaria and Mr. Sahil Desai visited Institute for Plasma Research (IPR), Bhat, Gandhinagar.



They reached the place at 10 AM. The campus of IPR was very pleasant and eye catching. Mr. Narendrasinh Chauhan welcomed all.

The visit was systematically arranged starting with introductory session cum seminar by Mr. Ramesh Babu Gattu and Mr. Narendrasinh Chauhan (Scientists @ IPR) about what plasma actually means, how it is formed and applications of it. Students also got the opportunity to experience different ways of using plasma via various working models for better understanding the concepts of plasma.



Students also visited a laboratory of tokamak where the experiment on plasma are carried out by IPR. This academic visit is indeed a great learning exposure for all.

Dr. D. A. Bumtaria played a prime role for organizing the institute visit.



Dr. D. A. Bumtaria
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A.G. Teachers College – CTE

University Road, Navrangpura, Ahmedabad

Report Writing

Year: 2022-23

Date: 28/02/2023

Coordinated by : Dr. S. L. Solanki, Dr. R. M. Patel, Dr. G. S. Patel

Title : Visit to Sardar Patel Smarak

Total Participants : 47



એ. જી. ટીચર્સ કોલેજ, અમદાવાદ દ્વારા તારીખ 21 માર્ચ, 2023નાં રોજ સરદાર વલ્લભભાઈ પટેલ નેશનલ મેમોરિયલ ખાતે "સંસ્થા મુલાકાત"નું આયોજન કરવામાં આવ્યું હતું. એ. જી. ટીચર્સ કોલેજના પ્રોફેસર ડો. એસ. એલ. સોલંકી સર ડો.આર. એમ. પટેલ સર અને ડો. જી. એસ. પટેલ સરનાં માર્ગદર્શન હેઠળ આ મુલાકાત સુપેરે હાથ ધરવામાં આવી.

આ મુલાકાતમાં સેમેસ્ટર 4નાં ભાષા તેમજ સામાજિક વિજ્ઞાન મેથડના અને સેમેસ્ટર 2નાં ભાષા, સામાજિક વિજ્ઞાન, ગણિત અને વિજ્ઞાન મેથડ નાં તાલીમાર્થીઓ જોડાયા હતાં.

સવારે 10:00 કલાકે તમામ તાલીમાર્થીઓ સરદાર વલ્લભભાઈ પટેલ નેશનલ મેમોરિયલ ખાતે એકત્ર થયા. મુલાકાતની શુરુઆતમા સરદાર વલ્લભભાઈ પટેલના જીવન ચરિત્રનું છણાવટ કરતી એક ડોક્યુમેન્ટ્રી મૂવી નિહાળી. જેમાં સરદાર વલ્લભભાઈ પટેલના જીવનનાં આદર્શો અને મૂલ્યોનું ઉત્કૃષ્ટ વર્ણન કરવામાં આવ્યું હતું. ત્યાર બાદ તાલીમાર્થીઓ એ મ્યુઝિયમમાં સરદાર વલ્લભભાઈ પટેલનાં જીવનની તમામ બાબતો, તેમની અંગત ચીજવસ્તુઓ, તેમને નિવાસ કરેલી જગ્યાઓના મોડ્યુલ, તેમણે કરેલા સત્યાગ્રહોની માહિતી, તેમનાં વર્તમાનપત્રોનાં લેખો, તેમનાં જીવન ચરિત્રને લગતી તમામ બાબતોનું સુંદર સંગ્રહ નિહાળ્યું. સરદાર વલ્લભભાઈ પટેલ

સિવાય આઝાદીની લડતમાં પોતાનો અમૂલ્ય ફાળો આપનાર અન્ય સ્વાતંત્ર્ય સેનાનીઓની પણ માહિતી મેળવી. વિવિધ ટેકનોલોજીની મદદથી સરદાર વલ્લભભાઈ પટેલનાં જીવનનાં તમામ પ્રસંગો વિશે તાલીમાર્થીઓ માહિતગાર થયાં.

અંતે તમામ તાલીમાર્થીઓ અલ્પાહાર લઈ છૂટા પડ્યાં.




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

Visit to Sardar Patel Smarak

Year: 2022-23

Date: 28/02/2023

Coordinated by : Dr. S. L. Solanki, Dr. R. M. Patel, Dr. G. S. Patel

Title : Visit to Sardar Patel Smarak

Total Participants : 47

A. G. Teachers College-CTE, Ahmedabad organized an institute visit on 21st March 2023 for B.Ed. trainees. Trainees visited Sardar Patel National Memorial under the guidance of Dr. S. L. Solanki, Dr. R. M. Patel, and Dr. G. S. Patel.

Trainees of semester-4 and semester-2 Language and Social Science method joined together for this visit. Trainees meet at 10.00 am on the place. Trainees shown one documentary movie related to sardar Vallabhbhai Patel. Other things related to their freedom fight was also displayed in the museum.



[Signature]
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A.G. Teachers College – CTE

University Road, Navrangpura, Ahmedabad

Report Writing

Year: 2022-23

Date: 21/03/2023

Coordinated by : Dr. R. C. Patel

Title: Visit to Sardar Dham

Total Participants : 35

A. G. Teachers College-CTE, Ahmedabad organized an institute visit on 21st March 2023 for B.Ed. trainees. Trainees visited Sardardham near vaishnodevi circle, Ahmedabad under the guidance of Dr. Rita Patel and Dr. D. A. Bumtaria.



The team of Sardardham welcomed and cooperated us so heartedly and offered tribute with group photo in front of Sardar Patel statue in the beginning. Firstly, Ishani patel, Mass Media manager warmly welcomed our A. G. Team. Kinjal Madam and Amit sir assisted us for guided visit of campus.

They introduced the institute and history of the center & elaborated about the different types of facilities provided to the students who really want to achieve the dream of being an IAS or IPS with breakfast. We all gathered and enjoyed Sardardham documentary in smart class. After that Secretary Sardardham, CA B.K.Patel sir delivered motivational speech and blessed trainees for their bright future then after Knowledge provoking Session of Shri Meena, Director civil services was very interesting and interactive. Shri Zalawadiya, Co-ordinator civil services also blessed all. Lastly we had a lunch



with their hostel students. The trainees really had an unforgettable experience and really got motivated to encourage the coming generation to opt for the civil services which is the need of an hour. We really thankful to all (top to bottom level) human resource management members of Sardardham.



[Signature]
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A. G. TEACHERS COLLEGE, CTE,
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A.G. Teachers College – CTE

University Road, Navrangpura, Ahmedabad

Report Writing

Year: 2022-23

Date: 18/03/2023

Dept. : Panchprakalp

Coordinated by : Dr. R. C. Patel

Title : Visit to Heartfulness Institute Meditation Center, Adalaj

Total Participants : 31

A. G. Teachers College-CTE, Ahmedabad organized an institute visit on 18th March 2023 for B.Ed. trainees under the head of 'Panch Prakalpa'- Fit India (Sem-2



& 4) and EPC-3 Yoga in Education (Sem-4). Trainees visited Shri Ram Chandra Mission Heartfulness Institute Meditation Center, Adalaj under the guidance of Dr. Rita C. Patel. Heartfulness Centre Head Shri Girish Gaggar welcomed and cooperated us so heartedly and gifted literature as token of love. Mrs. Mitali Chakrabarty, preceptor at the center, introduced the institute and

history of the center. She elaborated different forms of meditation and explained how heartfulness works for spiritual growth and developments of youth through meditation and yoga. Dr. Rita Patel along with the 31 B.Ed. trainees and M.Ed. Intern (Dharmishta) performed primary stage meditation guided by Mrs. Mitali at the center. Trainees had a spiritually enlightening experience during this visit.



R. C. Patel
I/C Principal
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A.G. Teachers College – CTE

University Road, Navrangpura, Ahmedabad

Report Writing

Year: 2022-23

Date: 18/03/2023

Coordinated by : Dr. N. U. Dhodi

Title : Visit to School for Deaf-Mutes Society, Navrangpura


Total Participants : 25



A. G. Teachers College- CTE organized an institute visit for B.Ed. trainees under the subject of EPC-4 Guidance and Councelling. Trainees visited School for Deaf-Mutes Society, Navrangpura today at 8 AM under the guidance of Dr. N. U. Dhodi. Mrs. Inaben Desai, Principal, told us the history of an institute in a very brief manner but the way she explained that

was very impressive. She elaborated each examples related to their school students very nicely. Primary class teacher also shown us their deaf students learning pattern in a real classroom situation. The institute also run one special D.El.Ed. course in their campus. Our visit started with a very surprising way of their performance during Assembly. Students of the school sung Prayer and National Anthem in a very unique way which is really a great moment to show them. 24 trainees and 3 M.Ed. Interns and Dr. R. C. Patel, Dr. D. A. Buntaria & Dr. N.U. Dhodi visited the Institute with a very heart touching and full of emotional memories of the life.




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Year: 2022-23

Date: 18/03/2023

Dept. : Panchprakalp

Coordinated by : Dr. D. A. Buntaria

Title : Visit to Environmental Sanitation Institute, Sughad

Total Participants : 33

A. G. Teachers College organized a visit of the Environmental Sanitation Institute at Sughad, Gandhinagar under the banner of

Panchprakalp- Environment and as a part of activity of EPC-3 Environmental Education.

Trainees of sem-4 and sem-2 visited the institute.

This visit was coordinated and guided by Dr. D. A.

Buntaria and Dr. N. U. Dhodi. It was a very

informative visit and students were especially

mesmerized by such a beautiful and scenic campus along with that a very warm welcome of students was done by a very knowledgeable and dynamic host for this


visit Mr. Devendrabhai Parikh of environmental sanitation Institute. Trainee

teachers were introduced to various domains of sanitation and environmental

preservation in the context of education for overall betterment of the nation as a

whole.





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P.L. 2
other

B.Ed. Semester-II (Revised)

Semester -II (Core Paper)							
Subject Code	Subjects/ Curriculum Components	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
A - 03	Knowledge and Curriculum	4	4	3	30	70	100
A - 04	Learning and Teaching	4	4	3	30	70	100
Curriculum and Pedagogic Study							
C - 02	Assessment of Learning	4	4	3	30	70	100
Enhancing Professional Capacity (EPC)							
* EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-2 exam.							
EPC-2	Drama And Art In Education	2	2	2	50	--	50
Pedagogy of School Subject (Any two from given group)							
Method Code	Course	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
B - 101	Gujarati	4	4	3	30	70	100
B - 102	Hindi	4	4	3	30	70	100
B - 103	English (LL)	4	4	3	30	70	100
B - 104	Sanskrit	4	4	3	30	70	100
B - 105	Social Science	4	4	3	30	70	100
B - 106	Mathematics	4	4	3	30	70	100
B - 107	Science and Technology	4	4	3	30	70	100
B - 108	Urdu	4	4	3	30	70	100
B - 109	Economics	4	4	3	30	70	100
B - 110	Org. of Com. & Management	4	4	3	30	70	100
B - 111	Accountancy	4	4	3	30	70	100
B - 112	Psychology	4	4	3	30	70	100
B - 113	English- HL (For English Medium Students)	4	4	3	30	70	100




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B.Ed.-SEMESTR-II (Revised)

Practical Work

Sr. No	Practical Work	Credit	Internal	External	Total
1	Block Teaching (10- Lessons + 10- Observation)	4	100	--	100
2	Blue Print (One in Each method)	2	50	--	50
3	Action Research	2	50	--	50
4	Prepare Objective type test for main school subject	1	25	--	25
5	Seminar/Workshop/Project Work	1	25	--	25
Total		10	250	--	250

Guidelines for Practical Work

- Block Teaching Lesson Planning:** For Secondary School subject Std-6 to Std-10 and for higher secondary school subject Std-11 and Std-12.
- Blue print:** In each school subject one blue print having 25/50/100 marks planning.(Submission of total two Blue Prints).
- Action Research:** Selection of Problem, Data Collection, Analysis, Report writing and Submission. (One Submission)
- Objective Type Test: Submission** from selected methods by the trainee. (Submission of Two objective type test sets)
- Seminar/Workshop/Project Work:** In any one Core Paper Subject or General Topic regarding teacher education.



19/8
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2

B.Ed.-SEMESTER-IV (Revised)

Practical Work

Sr. No.	Practical Work	Credit	Internal	External	Total
1	Internship 04-Week (Non plan 16- Lessons, 10- Observation, Maintain Log book)	2	50	--	50
2	Digital lesson plan (Presentation) (Each method)	1	25	--	25
3	Institutional Visit (Any One)	1	25	--	25
4	Map Filing/ Analysis of Balance sheet/Budget Analysis/ Science/Psychology Practical/Review of Prose or Poem	1	25	--	25
5	Presentation of Trainees' Portfolio and Viva	1	25	--	25
6	Annual lesson (University Exam)	4	--	100	100
Total		10	150	100	250

Guidelines for Practical Work:

- 1. Internship:** Four weeks Internship in Upper Primary/ Secondary/ Higher secondary School. Trainee has to perform following activities during internship and prepare brief report.
 - ✓ Internship report must be verified and signed by the counselor/School Principal.
 - ✓ Non plan 16 lesson and 10 observations.
 - ✓ Interaction and observation of student
- 2. Digital Lesson Plan:** Trainees have to prepare digital lesson plan in each school subject with the help of ICT and he/she has to present digital lesson in classroom in relevant College.
- 3. Institutional Visit:** Visit of any special school, Well-known Higher Education institutes, Library/Inflibnet, Govt. Institutes/Training Center (G.C.E.R.T., DIET, SPIPA, Text Book Board etc.) and detail report submission.
- 4. Map Filing (Five) /Analysis of Balance sheet / Budget Analysis / Science/Psychology Practical (Five) /Review of Prose and Poem.**
- 5. Trainees' Portfolio:** The activities perform by teacher trainee during two years should be presented in this portfolio with all description and photographs, duly signed by in-charge college method master. Portfolio should be present at the time of Viva at the end of semester-IV.
- 6. Annual Lesson:** Two annual lessons (One of each school subject) conducted by the University at the end of semester-IV.



Sem

I

EPC 2: Art in Education

Compulsory

Marks : 35 + 15

Objectives**To enable the prospective teachers:**

- to identify and relate to the components related to music, fine arts, dance and drama inherent in the school curriculum.
- to develop skills of identifying and appreciating values related to music, fine arts, dance and drama in the school textbooks.
- to relate the textbooks to the purpose of conducting various celebrations in the form of curricular and co-curricular activities through the various forms of art.
- to develop skills and abilities to identify art in the curriculum and relate it to the day-to-day teaching and learning and lifelong learning.

Section A : Music and Fine Arts in Education (Conceptual Understanding)

- 1.1 Fine Arts : Elements (Line, form, tone, shape, color, texture) and its various expressions (Drawing, Painting, Poster Making, Collage, Rangoli, Clay Modeling etc.)
- 1.2 Music (Sanskrit Hymns, Shlokas, Stotras, Prayers, Patriotic Songs, Folk Songs, Light Vocals)

Section B : Dance and Drama in Education (Conceptual Understanding)

- 2.1 Dance: Taal, Laya, Matra, Sam, Tali, Khali and Avartan with example of different Taals. Writing of Taals, Folk, Traditional and Regional Dances, Classical dance forms
- 2.2 Drama : Theatre, Mono Acting, Mimicry, Skit, One Act Play, Mime, Dialogues and Dialogue Delivery

Activity of Section A**Music**

1. Select a text from your textbooks and identify any Sanskrit Hymns, Shloks, Stotra, Prayers, Patriotic Songs, Folk Songs, Light Vocal with which you can present the content or the text in a better way. Prepare a report with guidelines for the teacher showing the process.
2. Select a concept or text from your textbook. Develop Sanskrit Hymns/ Shloks/ Stotra / Prayer/ Patriotic Song / small poems for teaching the concept. Prepare a detailed report.
3. Find out a text or a topic related to any folk song pertaining to any region. Learn how to perform it in the classroom for the better understanding of the topic. How will you relate it and explain it? Prepare a detailed report.
4. Find out a song related to Bhakti Sangeet of India pertaining to any religion that is related to one or more topics of any textbooks. Learn to sing it appropriately in the classroom and relate it to disCuSs your topic. Prepare a detailed report
5. Can music be used to teach science and mathematics? If yes, how? Find out the ways and sources. Prepare or create your own poem, song or instrumental tune and perform before your teacher educators and teacher trainees. Prepare a detailed report of the project.

Fine Arts

1. Select a concept or topic from the school textbooks and prepare a drawing or painting. Prepare an outline of how to use that in the teaching of that topic in the class. Perform it and Prepare a report.
2. Select a concept or topic related to raising social awareness regarding any social or national or global issue from the school textbooks and prepare a poster. Prepare an outline of how to use that in the teaching of that topic in the class. Perform it and Prepare a report.



3. How can we use Clay Modeling, Paper Modeling and other crafts to teach any topic or concept of Mathematics, science or even languages and Social Sciences? Select a topic or a concept from any textbook and Prepare a Model to teach that topic or concept through any type of modeling. Prepare a report.
4. Select a unit of any textbook where more than one characters or concepts are discussed and they are inter-related as well. Prepare a collage containing all these characters or concepts on a single drawing sheet. Show how can it be used in the classroom. Prepare a report.
5. Study the school text and make a list of at least 10 two dimensional images and 10 three dimensional images. Can you prepare better two dimensional and three dimensional images related to that topic in the textbook? If yes, show how and prepare it. Prepare a report of its use in the classroom.

Activity of Section B

Dance

1. Study the tribal and regional dances and identify how they can be used to teach a concept to the learner. Prepare a detailed report and presentation. Make presentation in your class.
2. Study the Classical Dance of an artist (Watch his/her videos available on internet) and identify how they can be used to teach a concept to the learner. Prepare a detailed report and presentation.
3. Select a text from your school textbooks and list out various aspects of dance forms angles, moves, culture etc. that are available in the school text. Prepare a report and presentation.
4. Perform a folk dance (in group) that is related to any of the textbooks of school education and that can help the learners of that standard to understand that unit. Prepare a report.
5. Select a concept of your choice and prepare a nryta naatika of atleast 10-15 minutes to explain the concept. Prepare a report.

Drama

1. Select a concept from your text book and present the concept in the form of a full length play of at least 40 minutes. Prepare a script and a report.
2. Select a topic of creating awareness / current event from your textbooks and prepare an awareness campaign using mime/street play. Prepare a report.
3. Select a character from any textbook of languages or social sciences. Prepare and perform mono acting exhibiting that character. Prepare a report.
4. Study the various Rasas of Natyashastra given by Bharat. Find out various dialogues given in the language textbooks. Find out which dialogues are related to which Rasas? Perform those dialogues without reading and learn to produce that Rasa through the art of dialogue delivery or Role play (individually or in group). Prepare a report.
5. Find out good dialogues from movies that teaches a particular value to all of us. Perform that individually or in group on the stage. Prepare a report.

Note: Trainees will select one activity from each unit for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.



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B.Ed.-SEMESTR-III (Revised)
Practical Work

Sr. No.	Practical Work	Credit	Internal	External	Total
1	Internship 11 Week (Non plan 25- Lessons, 20- Observation, Maintain Log book)	10	250	--	250
2	TLM (Each School Method)	2	50	--	50
3	Computer practical (MS-Office, Internet)	2	50	--	50
4	PPT Submission (Each School Method)	2	50	--	50
5	Viva Examination based on Internship taken by university	4	--	100	100
	Total	20	400	100	500

Guidelines for Practical Work

- 1. Internship** : 11 week internship in recognized Upper primary/ Secondary/ Higher secondary school. Trainee have to perform following activities during internship and prepare detailed report with photograph.
 - Internship report must be verified and signed by the counselor/School Principal.
 - Non plan 25 lesson and 20 observations.
 - Detailed study of School document, like GR, Progress Report, Academic calendar.. etc
 - Organize cultural activity.
 - Interaction and observation of student
 - Submission of total report of Internship program.
- 2. TLM**: Each Subject's TLM must be submitted at college (Two).
- 3. Computer Practical Exam (Based on EPC-3)** :Examination should be conducted by college , Working knowledge of MS-Word, MS-Excel, MS-power point and Internet browser.
- 4. Power Point** : Prepare 2 power point presentation in each school subject (Submission of Two P.P.T.)
- 5. Viva examination**: This Examination will be conducted by the university at the end of semester-III. Trainees have to present documentary evidence of his/her internship work for e.g. Internship School permission letter, Internship report with necessary photographs, Internship completion Certificate issued by school.
 - Question asked by the external examiner on the bases of internship work and theory papers.



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CERTIFICATE OF COMPETENCY

PRESENTED TO
NIRAV LANGALIYA

FOR SUCCESSFULLY ATTENDING

"3030 Eklavya Program"

(In line with NEP 2020, Nurture Creativity and Critical Thinking)

CONDUCTED BY

Center for Creative Learning (CCL), IIT Gandhinagar
in collaboration with CBSE

Equivalent to 30 hrs of online course training/professional development

Learning Objectives

- Using experiential learning pedagogy through hands-on activities and toys for conceptual clarity
- Developing critical thinking in students
- Using history of Science and Maths in teaching

Manish Jain

Prof. Manish Jain

Associate Teaching Professor,
IIT Gandhinagar

Myky

Dr. Joseph Emmanuel

Director, Academic
CBSE



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

Season 1, Sep-26-Oct 24, 2021 Season 2, Aug 14-Sep 11, 2022



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TEACHFORINDIA



Certificate

OF PARTICIPATION

THIS CERTIFICATE IS PROUDLY AWARDED TO

Manish Pandey

for successfully completing
'Action Research For Future Teachers' Learning
Program. We commend you for displaying fortitude
and excellence in this 2-week long program.

(20th March 2023- 29th March 2023)

ASHWATH BHARATH
SENIOR DIRECTOR
TEACH FOR INDIA

DR. R POORNIMA
ACADEMIC CONSULTANT,
COURSE DESIGN AND TRAINING



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