

ANNUAL REPORT

2025



Annual Report 2024 - 2025

Gijubhai Badheka Chair

Children's Research University
Gandhinagar, Gujarat

Submitted to

Ministry of Women and Child Development,
Government of India
New Delhi

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From the Vice Chancellor's Desk



It gives me immense pleasure to present the Annual Report for the year 2024-2025 of the Gijubhai Badheka Chair at Children's Research University, Gandhinagar. The Chair, inspired by the visionary ideals of Gijubhai Badheka, has continued to contribute meaningfully towards nurturing the creative and emotional development of children.

This year, the Chair initiated the inspiring Baal Anand Yatra, a vibrant journey into the world of children's stories, songs, games, activities, and the practice of good thoughts. This initiative brought alive the spirit of joy, imagination, and learning among young minds, in true alignment with Gijubhai's philosophy of child-centric educational significant achievement during the year was the successful organization of a Workshop on Storytelling for Children, where more than 35 storytellers recorded their narratives through the GITE platform. These stories will serve as a rich repository for future generations, fostering a culture of storytelling that is deeply rooted in our tradition yet open to innovation. Additionally, the Chair Professor and the dedicated team conducted numerous *field visits* to strengthen community engagement, promote child-focused educational practices, and further the vision and mission of the Gijubhai Badheka Chair.

The publication of significant works, including "A book based on "Gijubhainan-Vicharmoti", "Sadhanpothi", "Shishukathao part-2 " and "Shishukavyo part-2,"

marks a crucial step in making Gijubhai's teachings accessible to a wider audience of students, parents, teachers, and educators that uphold and disseminate Gijubhai's vision.

I extend my heartfelt appreciation to the Chair Research fellow Dr. sima M. Bihola and all contributors for their sincere efforts and commitment. I am confident that through such initiatives, the Gijubhai Badheka Chair will continue to be a beacon of excellence in the field of children's education and research.

I extend my heartfelt gratitude to the Ministry of Women and Child Development, Government of India, and all our collaborators for their unwavering support. I also commend the tireless efforts of the staff involved in the Gijubhai Badheka Chair. Your dedication and passion are the driving forces behind our success.

Let us move forward with renewed energy and dedication, continuing to enrich the lives of children and shaping a brighter future.

With best wishes,

Dr. T. S. Joshi

(Former Director, G.C.E.R.T., (GoG)

Hon. Vice Chancellor

Children's Research University,

Gandhinagar, Gujarat

From The Editors Desk



We express our heartfelt gratitude to all those who have contributed to the successful endeavours of the Gijubhai Badheka Chair during the academic year 2024–2025.

At the outset, we extend our deepest thanks to Hon. Vice Chancellor, Dr. T. S. Joshi, for his visionary leadership, unwavering encouragement, and constant support, which have been a source of inspiration in carrying forward the Chair’s mission.

We are sincerely grateful to the Registrar Dr. Nilesh Pandya of the University for providing administrative guidance and facilitating the smooth execution of various initiatives throughout the year.

Our heartfelt thanks are due to P.P.R Brance all staff and all the storytellers, educators, field experts, and participants who actively engaged with the Baal Anand Yatra and the Workshop on Storytelling for Children, publications, meetings, field visits, field work and other projects, we continue to honor and disseminate the pioneering educational philosophies of Shri Gijubhai Badheka. Our commitment to enriching child care and education remains steadfast, and we look forward to your continued support and engagement.

I extend my heartfelt gratitude to the Ministry of Women and Child Development, Government of India, Children's Research University, Gandhinagar for their continuous support. We also acknowledge the dedicated efforts of the Chair Professor, the team members, and supporting staff whose tireless commitment, meticulous planning, and field engagements have been the cornerstone of this year's achievements. Finally, we thank all our well-wishers, partner institutions, and the vibrant community of learners and educators who continue to inspire and strengthen our resolve to uphold the legacy of Gijubhai Badheka and to champion the cause of child-centric education.

Dr. Sima Manuji Bihola

Chair Research Fellow,
Gijubhai Badheka Chair,
Children's Research University,
Gandhinagar, Gujarat

Introduction

The Gijubhai Badheka Chair is a memorandum of understanding between the Ministry of Women and Child Development, Government of India and Children's Research University, Gandhinagar established in 2023. The main focus of the chair is to focus on spreading the ideas, values, thoughts and philosophy of the remarkable educationist, Shri Gijubhai Badheka especially in the field of Child Care & Education.

This report is a description of the different activities carried out by the Gijubhai Badheka Chair (GBC) during the academic year 2024- 2025, following the action plan submitted to the ministry for the initial year. During this time, the team chair has been working to promote and disseminate Gijubhai's values and educational philosophy in the field by various means; like workshops, training, review meetings, field works, content creation for children (Bal-Anand Yatra), and publication work. Furthermore, by teaming up with eminent experts and other organizations like Shri Dakshina murti Bal Adhyayan Mandir - Bhavnagar, Bhaskar Acharya National Institute for Space Application & Geo-informatics (BISAG-N) - Gandhinagar, the chair has shared knowledge and created valuable materials to help teachers, parents and others who involved in the field can apply these ideas in their work for child care and education.

The report also includes how these activities have affected different groups like teachers, parents, leaders, and children, showing how these ideas can make a big difference in how children learn and grow. Monitoring mechanism ensures transparency and accountability of the tasks that reaffirming the commitment to achieving tangible outcomes for the benefit of society in terms of child care and education.

About the Ministry of Women and Child Development

The Department of Women and Child Development in India became its own Ministry on January 30, 2006, after being a part of the Ministry of Human Resources Development since 1985. Its main goal is to fill in the gaps in how states support women and children. It aims to bring different government departments and sectors together to make laws, policies, and programs that treat women and children fairly and put them at the center.

The vision of the department is to have empowered women who are respected and treated equally, and who contribute fully to development without facing violence or discrimination. Additionally, it envisions children who are well cared for, given all opportunities to grow, and live in a safe environment.

The mission of the department includes empowering women socially and economically through various policies and programs that focus on gender equality. It also involves raising awareness about women's rights and providing them with legal support to help them achieve their full potential. Similarly, it aims to ensure that children are cared for and protected, with access to education, nutrition, and legal support, so they can grow and thrive.

To ensure children grow up healthy and well-rounded, the Ministry runs the largest and special program worldwide, called Integrated Child Development Services (ICDS). This program offers a bundle of services like extra food, vaccines, health check-ups, and preschool education. The major policy initiatives undertaken by the Ministry in the recent past include universalization of ICDS, establishment of the Commission for protection of Child Rights and enactment of Protection of Women from Domestic Violence Act. The Ministry has 4 autonomous organizations viz.

- National Institute of Public Cooperation and Child Development (NIPCCD),
- National Commission for women (NCW),
- National Commission for Protection of Child Rights (NCPCR), and

- Central Adoption Resource Agency (CARA)

The Ministry is responsible for various subjects, including family welfare, women and child welfare, coordination of related activities across ministries and organizations, handling references from UN organizations regarding trafficking in women and children, implementing national nutrition policies and missions, managing charitable and religious endowments, promoting voluntary efforts in these areas, enforcing laws related to immoral trafficking, indecent representation of women, dowry prohibition, and prevention of sati, as well as regulating infant milk substitutes and feeding bottles. Additionally, it coordinates with organizations like CARE, engages in planning, research, evaluation, and training for women and children's welfare, and works with UNICEF, NIPCCD, and the Food and Nutrition Board on development, popularization of nutritious foods, and nutrition extension programs.

Fulfilling vision and mission of the Ministry, The Ministry of Women and Child Development and Children's University have come together to create a unique Memorandum of Understanding (MoU) for the Gijubhai Badheka Chair under certain objectives. It is a mutual initiative aimed at promoting cooperation, offering global experiences, and facilitating the advancement of knowledge. It is based on reciprocity, best efforts, mutual benefits, and frequent interactions for child care and education. The Ministry of Women and Child Development will financially support initiatives under this Memorandum of Understanding.

About the Children's Research University

The Children's University was established in the year 2009 with the objectives of bringing about holistic development to the children of new India. Today, it is known as the Children's Research University. This university is unique and first of its kind that has 'Child' as a focal point. It aims to work for unborn child to the age of 18 years of youth encompassing activities related to *Garbha Dhan Sanskar*, early child care and education to the incarnation of best progeny and hatches the dream of preparing a holistic human being for the society

ABOUT CHILDREN'S RESEARCH UNIVERSITY

Children's Research University (CRU) in India embodies a visionary approach to education, research and societal progress. At its core, CRU is dedicated to empowering young minds through exploration, inquiry and discovery. By fostering a dynamic environment where children are not just learners but active participants in shaping knowledge and understanding, CRU redefines traditional notions of education.

CRU's mission extends beyond academic achievement; it champions holistic development, nurturing curiosity, creativity, and critical thinking from an early age. Through innovative programs and interdisciplinary research, CRU equips children with the skills and knowledge to navigate an increasingly complex world. By embracing diversity and inclusivity, CRU celebrates every child's unique talents and perspectives, ensuring that all voices are heard and valued.

Collaboration is at the heart of CRU's ethos, bridging academia, industry and communities to tackle pressing challenges and ignite positive change. By forging partnerships with educators, researchers and policymakers, CRU strives to influence policies and practices that enhance children's well-being and educational outcomes nationwide.

As CRU continues to evolve, it remains steadfast in its commitment to cultivating the next generation of thinkers, innovators and leaders who will shape India's future. Through its dedication to excellence, equity and empowerment, CRU stands as a beacon of hope and possibility, inspiring young minds to dream, discover and make a difference in the world.

VISION

The Vision of Children's Research University is three-dimensional.

- ▶ To develop Bharatiya stream of knowledge and lifestyle by achieving five-layered development of children
- ▶ To make children realize the higher spiritual truths
- ▶ To augment knowledge capita by preparing children for substantial researches along with building and creating their sublime character and self-pride



MISSION

The mission of Children's Research University is to undertake and inspire massive research pertaining to 'Children and their Future'. In order to serve this purpose, the following instrumental tri-dimensional conceptual points are at its center.

- ▶ Every child matters. (A Bright Child: A Glorious Nation)
- ▶ To develop a child holistically by learning every child's uniqueness, inclination and specialty.
- ▶ To create noble human beings through scientific development and aesthetic sense with an inspirational force of science and spirituality

OBJECTIVES

- ▶ To re-create the teaching pedagogical structure by integrating the guidance of globally acclaimed academicians.
- ▶ To create human beings inspired by nationalistic zeal and patriotism.
- ▶ To inculcate ethical and cultural values in children.
- ▶ To establish Bharat as an academic power of the world by integrating the knowledge of antiquity and modernity.
- ▶ To prepare a child in multiple talents, science and technology and thereby, to inspire the one for the purpose of nation-building.



5 Pillars of the University



CENTRE OF RESEARCH

- ▶ The Centre of Research of CRU is driving progress in child development, education and learning methodologies. Its mission is to push the boundaries of how children learn and grow by integrating psychology, neuroscience, education and other related disciplines. The centre aims to foster interdisciplinary collaboration to enhance children's cognitive, emotional, social and spiritual development.

CENTRE OF TRAINING

- ▶ This Centre of CRU is key to translating the university's vision into actionable educational practices. It provides targeted training for teachers, students, principals, parents and policy-makers aiming to enhance education across all levels from pre-natal stages to adulthood.

CENTRE OF EXTENSION

- ▶ The Centre part of CRU is dedicated to the holistic development of children beginning from the prenatal stage. It combines ancient teachings with modern research to offer comprehensive childcare and educational guidance to families and educators. Its core aim is to reach different stakeholders of the society at large to widen the reach of the University.

CENTRE OF EDUCATION

- ▶ The Centre of Education offers specialized programs such as Ph.D. and Master's focused on child development. It ensures the quality of these programs through rigorous supervision and assessment processes supporting research and training initiatives to foster academic excellence.

CENTRE OF TOY SCIENCE

- ▶ The Centre of Toy Science is dedicated to revolutionizing toy design through research and innovation. It focuses on understanding the science of play and its effects on holistic child development aiming to blend traditional and modern approaches in toy design.

future that combines spiritual unity, equality among all people, and individual freedom. The Children's Research University is guiding children to create a world where we all get along, no matter our differences, leaving behind old conflicts for a brighter, happier future. The aim is to foster a Bharatiya stream of knowledge and lifestyle through a five-layered approach to children's development. This includes instilling in them an understanding of higher spiritual truths and enhancing their knowledge base. Moreover, children are being equipped for significant research endeavors while simultaneously nurturing their character and self-esteem, contributing to the enrichment of their overall development.

Every year on the university's foundation day, the Department of Gijubhai Elementary Education Training presents the Gijubhai Badheka Award in two categories: the first is called the "Shreshth Bal-Guru Award," to an individual who has made outstanding contribution in the field of early childhood care and education and the second is called the "Shreshth Bal Vatika Award" to an organization that have made significance progress in promoting early child care and education. Both awards come with a trophy, a certificate, and a cash prize of fifty thousand and one lakh rupees, respectively.

The awards not only highlight Gijubhai's Legacy in the field of early child care and education but also inspire others to continue their legacy in the holistic development of young students. It is important to remember that Gijubhai himself came up with the initial concept for Children's University back in the 20th century.

The University is committed to making meaningful contributions to the realms of child care and education through a multifaceted approach. This dedication encompasses a wide array of efforts, ranging from innovative methodologies, processes, and material development to research initiatives aimed at enhancing understanding and addressing key challenges in child development and learning. University runs Tapovan center for pregnant ladies and Shishu Paramarshan for mothers of birth to 3-year-old children, vidya-vatika (Bal Mandir) for children of 3- to 6-year-old and offers several under graduate & post graduate courses, and Ph.D.

Additionally, the University actively engages with various stakeholders, including educators, policymakers, parents, and the broader community, to foster collaboration and exchange of ideas that can positively impact the well-being and educational outcomes of children. To shape the dream of the Children's Research University, in accordance to the National Education Policy (NEP) 2020 the university will strive to cater to the Elementary Education and its needs (Foundational Stage to School Education) to impart Indian Knowledge System in the State, Nation and at Global level. The leap and the changes offered by the policy can be achieved by incorporating thoughts, works, writing and philosophy of Gijubhai Badheka. As a result, the university has requested that the institution be granted the Gijubhai Badheka Chair in order to promote the achievement of the preceding objective in the field.

About the Gijubhai Badheka Chair

Gijubhai Badheka (1885-1939) is a well-known figure from Gujarat. He was a lawyer by profession, but he committed his life to children's development and education. Gijubhai was a distinguished reformer, educator, and author in the field of children's education. He was an educator who helped introduce Montessori education principles to India.

Gijubhai possessed an experimenter's scientific rigor, the desire to do and demonstrate something new, the notion of being able to locate sparks in the changing educational structure of the period, and, most importantly, faith. Guided by them, he set out on his voyage into the domains of education, leaving a legacy of work and writing in India's knowledge system.

According to the National Education Policy-2020, elementary education plays a crucial role in implementing the Indian knowledge system through diverse avenues. The principles, ideas, works, writings, and philosophy of Gijubhai Badheka will be leveraged to incorporate the policy's recommendations. This implies that Badheka's insights and approaches will be utilized to enrich and align educational practices with the goals and vision outlined in the national policy, thereby enhancing the quality and effectiveness of foundational stage in school education in India.

In the nation and the region, Shri Gijubhai Badheka's vision, mission, and works are recognized as revolutionary and reforming, advancing wider social and educational aspects. Given this historical link, Children's Research University taken an opportunity to honor and pay tribute to this outstanding teacher by sending a proposal to establish Gijubhai Badheka Chair to the Ministry of Women and Child Development, GoI. As a result, on April 28, 2023, the Ministry of Women and Child Development, Government of India, and Children's Research University, Gandhinagar signed a Memorandum of Understanding (MoU) for the Gijubhai Badheka. The Chair will remain in force for a time period of five years from the date of MoU with a possibility for further renewal. The chair shall absorb the

guidance from Gijubhai Badheka's writings and practices. The state and the country will benefit from this by gaining input from its numerous creative exercises and activities.

❖ **Objectives of the Chair**

- To provide advanced Centers of learning, where Anganwadi Workers, Elementary Education Teachers, Child Care & Protection duty holders, scholars and students would enrich and advance studies and research to understand, assess, disseminate and implement the ideas and thoughts of Shri Gijubhai Badheka.
- To engage in research and in turn contribute to the advancement of knowledge in the area of the study particularly in the discipline of Elementary Education, Holistic Child Development, Language, Child Rights, Philosophy, Human Rights, Sociology, Social Work, Law, and other disciplines.
- To publish the outcome of the research studies in the form of scholarly articles in the peer-reviewed indexed journals from the UGC-CARE list and also as books published by the reputed national and international publishers having strong peer-reviewed policy.
- To develop appropriate methodologies to translate and transmit Shri Gijubhai Badheka's ideas of elementary education and holistic development of children into practical propositions and policy instruments.

❖ **Functions of the Chair**

The Chair will serve as the Centre of learning and research subjects containing Gijubhai Badheka's works and philosophy. It will further elaborate on the present issues in elementary Education and early child care Education. In pursuance of the above objectives, the Chair will have the following academic function;

- To conduct research on early child care and Education, organize lectures, seminars, symposia, workshops, and other similar academic activities pertaining to the Education of the children.
- To engage in field research work related to the contemporary problems, issues and challenges in early child care and Education.
- To initiate quality research to be reflected by publications in the form of scholarly articles in the peer-reviewed journals (indexed and/or in the UGC-CARE list) and books/ book chapters by the chair every year.
- To supervise doctoral students in research in accordance with thrust areas of the chair.
- To design and execute short-term awareness and capacity-building programmes for the teachers in early child care and Education on the objectives, including the thrust areas of the chair.
- To coordinate and provide a think tank on the thrust areas of the Chair, drawing expertise and inputs from academic experts of other sectors like Government and National and International organizations including NGOs.
- To provide a forum for research policy level dialogues, discussion, meetings.
- To publish the proceedings of the lectures/seminars/symposia organized by the chair in the form of an edited book.

Staff of the Chair



Chair Professor

Dr. T. S. Joshi,

Former Director, G.C.E.R.T., GoG

e-mail: cpgeet@cugujarat.ac.in

Joining Date: 22/05/2023



Chair Research Fellow

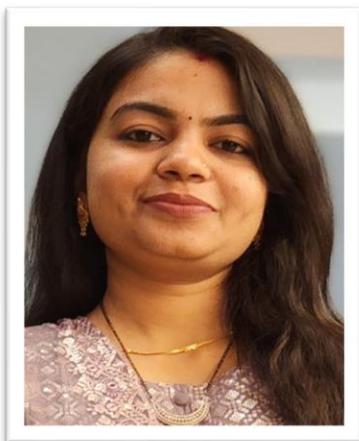
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Joining Date: 07/10/2024

Activities of Gijubhai Badheka Chair

The Gijubhai Badheka Chair's activities are directly driven by its core objectives to focus on research and education related to Gijubhai Badheka's philosophy of elementary education and child care and development. This includes training professionals, conducting research in various relevant fields, publishing scholarly works, and developing practical applications of Gijubhai Badheka's ideas for policy and implementation.

A variety of activities were handled under the chair in order to bring consideration to its goals. These activities in the Chair's first year establish a foundation for its continued work in promoting Gijubhai Badheka's legacy and shaping the future of holistic child development. Workshops and seminars equipped educators with the practical tools to apply Gijubhai Badheka's philosophy in their classrooms. Review meetings facilitated collaboration among experts, ensuring the quality and focus of ongoing projects. Field works yielded valuable data on the real-world implementation of Gijubhai Badheka's ideas in diverse environments. Additionally, facilitated field visits allowed participants to observe best practices in action, sparking new ideas and approaches.

The Chair also involved in the publication of articles, books, and educational materials to disseminate thoughts, values, and philosophy of Gijubhai Badheka. These activities yielded reports, photographs, and educational materials, provided in this report.



Workshop

1. Children's Story and poetry creation workshop

This workshop was designed to enhance the skills and techniques of story writing and storytelling, particularly focusing on stories for children. It aimed at equipping educators, parents, and storytellers with the tools necessary to effectively convey stories that not only entertain but also educate and inspire young minds. The training included practical sessions on narrative techniques, voice modulation, and the creative use of props and visuals.



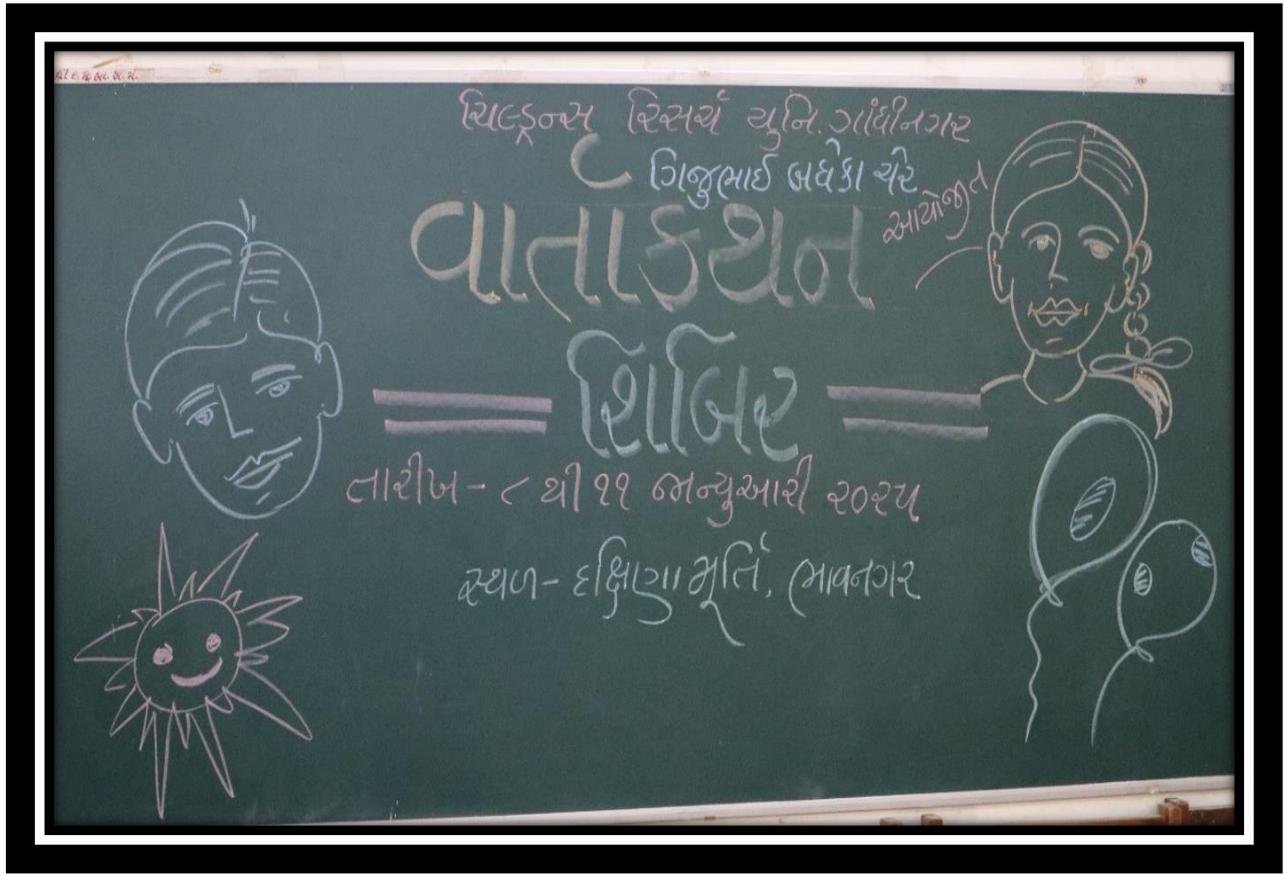
- **Date:** 6 to 10 February 2025
- **Place:** Aranya Dham, Upala Ghoda, Ta- Amir Gadh, Di-Banas kantha
- **Outcome:** Participants improved their story writing and storytelling abilities through practical sessions on narrative techniques, voice modulation, and the creative use of props and visuals. The workshop provided hands-on experience

and strategies for story-based pedagogy as an engaging and educational activity for children.

- **Users:** The primary users of the skills and knowledge gained from this workshop include educators, parents, storytellers, librarians, and anyone involved in field.
- **Impact on Users:** Educators can apply enhanced creating stories and storytelling techniques in their classrooms to make learning more engaging and interactive. Parents can use these skills to foster a love of creating and storytelling at home, enriching their children's learning experiences. Storytellers and librarians can create more captivating and educational story writing and storytelling sessions that stimulate children's imaginations and promote literacy.
- **Utilization by Organizations:** Educational institutions, libraries, and community centers can organize workshops using the techniques learned. Schools can incorporate story writing & storytelling into their curriculum to enhance language and communication skills. Additionally, these organizations can host events and programs that promote the importance of story in child development and education, fostering a community-wide appreciation for the art of story writing & storytelling.
- **Note: Refer Annexure-1 (Page No 60.) for Detail Report on the Workshop**

2. Children's Storytelling workshop

Detailed discussion on the science of storytelling- A workshop on Gijubhai's story theory was held in Dakshina murti More than 35 children's stories were recorded by teachers A discussion on the rhythm of storytelling and music was also held under the program.



A four-day workshop on Gijubhai's story theory was organized in Bhavnagar by the Gijubhai Badheka Chair of Children's Research University and the Dakshinamurti Teaching Institute. A workshop on Gijubhai Badheka's story theory was successfully organized on the hill of Dakshinamurti, the birthplace of child educator Gijubhai Badheka, with selected teachers and professors from all over Gujarat.

In the inaugural session of this workshop, Prashant Bhai Bhatt, Managing Trustee of Dakshina murti Bhavnagar, Rachnaben Dave of Nutan Bal Shikshan and T.S. Joshi, Director of Gijubhai Badheka Chair, Vadodara, were present and discussed in detail about the science of storytelling. After that, the knowledge of Vipul Bhai Vyas and Haresh Bhai Pandya of Dakshina Murti was also benefited. In addition, Dr. Dikpalsinhji, Professor of Gujarati at Bhavnagar University and famous as 'I am a storyteller', also gave a lecture. Dakshina murti's former music teacher dhrupad Bhai Parikh also discussed the rhythm of storytelling and music. During this workshop, more than 35 children's stories were also recorded by elite teachers and professors from all over Gujarat through GIET Throughout

this workshop, I received constant guidance from T. S. Joshi, Director of Gijubhai Badheka Chair and former Director of GCERT.

- **Date:** 8 to 11 January, 2025
- **Place:** At Shri Dakshina murti Institution, Bhavnagar
- **Outcome:** The implementation of this plan will lead to the expansion of children's story creation workshops across various districts in Gujarat, enriching the skill set of teachers and educators. By integrating local cultural and historical elements into children's stories, Children become more interested in listening to stories if they are told using the medium of technology. Therefore, with the help of GIET these children's stories will be available to us in digital form. the workshops aim to make learning more enjoyable and effective, fostering a deeper connection between children and their educational materials.
- **Users:** The primary users of the skills and knowledge gained from this workshop include educators, parents, storytellers, librarians, and anyone involved in field.
- **Impact on Users:** Educators can apply enhanced creating stories techniques in their classrooms to make learning more engaging and interactive. Basic information and explanation on how to create a children's story was provided by experts during this workshop, which will be useful for teachers, principals and aspiring writers. Parents can use these skills to foster a love of creating stories at home, enriching their children's learning experiences. Storytellers and librarians can create more captivating and educational story writing and creating stories sessions that stimulate children's imaginations and promote literacy.
- **Utilization by Organizations:** Educational institutions, libraries, and community centers can organize workshops using the techniques learned. Schools can incorporate story writing & storytelling into their curriculum to

enhance language and communication skills. Additionally, these organizations can host events and programs that promote the importance of story in child development and education, fostering a community-wide appreciation for the art of story writing & storytelling.

- **Note: Refer Annexure-2 (Page No. 90) for Detail Report on the Workshop**

❖ **Bal Anand Yatra (Joyful Journey with Children)**

Children's Research University
Children's Research University
Gijubhai Badheka Centre

બાળકોની પ્રિય 'મુઠાળી મા' અને
'બાળસાહિત્યના પ્રહારી'
શ્રી ગિજુભાઈ બધેકાની
જન્મજયંતી નિમિત્તે શત શત નમન.

The Bal Anand Yatra was organized to commemorate Shri Gijubhai's 139th birthday by promoting his educational legacy on social media. The aim was to engage parents and teachers through a 15-day Joyful Journey, creating awareness about Shri Gijubhai and his progressive educational philosophy. The content for five different categories has been prepared by various experts in the field as 1. Children' Song, 1. Children's Story, 1. Game, 1. Activity, and 1. Messages from various dignitaries for fifteen days and uploaded to open source including Webpage of the Chair on the University website ant YouTube Channel of the university, dissemination of content has been done through social media platforms like WhatsApp, Instagram and Facebook.

- **Outcome:** Content such as children's stories, poems, games, task-based activities, and messages from educationists, all reflecting Shri Gijubhai's educational philosophy, was prepared and circulated daily to children via online platforms. The initiative garnered active engagement, as evidenced by the viewership and watch time on the university's YouTube channel. The content was daily uploaded and archived on the platform for future use.
- **Users:** The primary users of this initiative were children, parents, and teachers. Additionally, anyone interested in progressive educational philosophy or Shri Gijubhai's legacy could benefit from the content shared on social media platforms.

- **YouTube Analytics**

| Duration | Views | Subscribers |
|-----------------------|-------|-------------|
| 1 to 15 November 2024 | 5.9k | 29 |

- **Facebook Analytics**

| Duration | Views | New Followers | Reach |
|--------------------------------|---------------|---------------|---------------|
| 1 to 30 November 2024 | 57.6K(68.3%+) | 30 | 13.4K(77.8%+) |
| ContentInteraction:1.7K(175%+) | | | |

- **Instagram Analytics**

| Duration | Views | New Followers | Reach |
|--------------------------------|----------------|---------------|---------------|
| 1 to 30 November 2024 | 24.2K(149.6%+) | 68 | 2.9K(220.1%+) |
| ContentInteraction:1K (53.9%+) | | | |

- **Impact on Users:** The Bal Anand Yatra initiative had a positive impact by raising awareness about Shri Gijubhai and his educational philosophy among children, parents, and teachers. By engaging with the provided content, users could gain insights into child-centric education and its practical implementation. The growing viewership and subscriber count on the university's YouTube channel, Facebook, Instagram indicate user satisfaction and sustained interest in the initiative.
- **Utilization by Organizations:** The university's YouTube channel served as a platform for disseminating the content, reaching a wide audience of children, parents, and educators. The consistent uploading and archiving of content on the platform ensured its accessibility for future use. Educational institutions, NGOs, and other organizations can learn from this initiative and utilize similar approaches to promote progressive educational philosophies and engage with their target audience effectively.
- **Note: Refer Annexure -3 (Page No.114) for fifteen brochures of all the event and table of links directed to the content for the Bal Anand Yatra.**

Field Visits

Exploring Live Teaching-learning Practices of Gijubhai Badheka's Educational Philosophy in Contemporary Institutions

❖ Detail of Field Visits

| Sr. No. | Name of the Institution | Place | Date of Visit |
|---------|--------------------------------|-------------|-----------------------------|
| 1. | Shri Lok Bharti adyapan Mandir | Sanosara | 09/12/2024 to 13/12/2024 |
| 2. | Moti Bhai Amin library | Vaso | 30/01/2025 |
| 3. | Daahyi laxmibaai library | Nadiad | 21/02/2025 |
| 4. | Rashtriyabhilekhagar | Gandhinagar | 25/03/2025 |

- **Outcome:** The visits provided opportunities to observe and comprehend live teaching-learning practices aligned with Gijubhai Badheka's educational philosophy. These observations aimed to deepen understanding of principles like experiential learning, play-based education, and child-centric approaches in real-world settings. Additionally, the visits facilitated the exchange of ideas and best practices among educators, fostering collaboration and inspiration for improving educational practices.
- **Users:** Educators, researchers, policymakers, and anyone interested in innovative educational practices can benefit from insights gained through observing live teaching-learning practices aligned with Gijubhai Badheka's philosophy. Additionally, students and parents may gain a better understanding of effective teaching methodologies and holistic development approaches.
- **Impact on Users:** By witnessing firsthand the implementation of Gijubhai Badheka's educational philosophy in practice, educators can gain practical insights into effective teaching methodologies and classroom activities. Researchers can gather data on the impact of these practices on student learning outcomes and holistic development. Policymakers can use these observations to inform education policy decisions aimed at promoting child-centric approaches and experiential learning.
- **Utilization by Organizations:** Educational institutions, teacher training institutes, and educational policymakers can utilize insights from these visits to improve their practices and policies in alignment with Gijubhai Badheka's educational philosophy. Collaboration between institutions can facilitate the sharing of best practices and the development of innovative educational approaches. Additionally, dissemination of findings through conferences, workshops, and publications can further promote the adoption of Gijubhai Badheka's principles in education.

- **Note: Refer Annexure 4 (Page No. 156) for Detail Report on the Visits**

❖ Field Work

The importance of field work in the context of the Gijubhai Badheka Chair can be understood in terms of the practical and experiential aspects of education that Gijubhai himself practiced. It helps in conservation and preservation of the targeted material/content/legacy in various means plus allows application of progressive educational theories in real-world settings, facilitating community engagement by understanding and addressing local educational needs. Field work enables the experimentation and refinement of innovative teaching practices, supports empirical research through data collection, and fosters the professional development of educators by enhancing their skills and understanding of Gijubhai's educational philosophies.

❖ Detail of the Field Work

| Sr. No. | Particular | Place | Date |
|---------|---|---|--|
| 1 | Editing Session, Quality Control & Assurance Session | BISAG-N, Gandhinagar | 18/ 12/2025 to 20/12/2025 to 27/ 12/2025 |
| 2 | Gandhi Smriti Memorial | Bhavnagar | 8/01/2025, to 9/01/2025 |
| 3 | Workshop for Experiential Learning on Gijubhai Badheka's Thoughts on Education and NEP-2020 | Indian Institute of Teacher Education-Gandhinagar | 22/08/2024 |
| 4 | Two Day National Seminar | Children's Research University-Gandhinagar | 18/02/2025 to 19/02/2025 |

- **Note: Refer Annexure 5 (Page No. 177) for Detail Report on the Work**

1. Editing Session, Quality Control & Assurance Session of Equipment Applied by Shri Gijubhai Badheka

To preserve and showcase the legacy of the educational methodologies used by Shri Gijubhai Badheka, a video shoot was conducted to document the equipment and techniques he applied in his teaching practices. These videos provide step-by-step demonstrations by experts from Dakshinamurti Bal-mandir and Bal-adyapan Mandir, where Gijubhai initially started his educational experiments. The video shoot initiative not only preserves the legacy of Shri Gijubhai Badheka's educational methodologies but also serves as a valuable resource for contemporary educators. By making these videos available online, the university facilitates the dissemination of these pioneering techniques, ensuring that Gijubhai Badheka's innovative spirit continues to inspire and guide future generations in the field of education. Planning and Coordination: Conducted the video shoots at Dakshina murti Bal Mandir and Bal Adyapan Mandir with the help of the team of BISAG-N, capturing the experts demonstrating the use of each piece of equipment including its importance, use and pre-preparation by teacher. Editing and Production: Edited the footage to create polished, informative videos with clear visual and audio quality.

Quality control: proofing of videos for technical correctness by experts. Upload and Distribution: Upcoming Uploaded the videos to the university's YouTube channel and share to other resources, categorizing them for easy access.

- **Outcome:** The field work resulted in a series of instructional videos that demonstrate the use of various educational tools and equipment pioneered by Gijubhai Badheka. These videos capture the essence of his innovative methodologies and make them accessible to a wider audience.
- **Users:** The primary users of these videos include teachers, educators, trainee educators, researchers, and anyone involved in foundational stage education.

Additionally, parents and educational enthusiasts can also benefit from these resources.

- **Impact on Users:** Teachers and educators can gain practical insights into Gijubhai Badheka's methods, enhancing their teaching practices by incorporating these time-tested techniques. Trainee educators can learn and apply these methodologies in their future classrooms, promoting effective and child-centric education. Researchers can study these practices for academic purposes, and parents can use them to support their children's learning at home.
- **Utilization by Organizations:** Educational institutions and teacher training institutes can integrate these videos into their professional development programs, using them as training materials for their staff. The videos can also be used in workshops and seminars to demonstrate effective educational practices. By uploading these videos to the university's YouTube channel, the resources become globally accessible, allowing a wider audience to benefit from Gijubhai Badheka's educational legacy.
- **Note: Refer Annexure 4 (Page No. & 155) for Detail Report on the Field Work**

❖ **upcoming Book Publication by Gijubhai Badheka Chair**

The Gijubhai Badheka Chair is committed to producing high-quality educational literature that reflects the pioneering educational philosophies of Gijubhai Badheka. The team has planned to publish series of books for students, parents, teachers, educators, etc. The initial publications— "Gijubhainan Vicharmoti", "sadhan pothi, "Shishukathao part-2," and "Shishukavyo part-2"—are significant steps towards this goal, offering valuable resources for its readers. Entire

process of publication is being carried out by the chair and publication expenses covered by the Publication Branch of Children's Research University.

"Gijubhaina Vicharmoti"

A three-day workshop entitled "*Gijubhai Saathe Vanchan Yatra* (Re-reading Gijubhai)" was conducted at Kocharab Ashram, Ahmedabad to assess contemporary relevance and practicality of Shri Gijubhai's educational principles and philosophy that consolidate valuable content for teachers, parents, and children. Workshop participants from various educational fields read Gijubhai Badheka's books and identified significant paragraphs related to education that reflect Gijubhai's educational philosophy. Compilation of those paragraphs has been done in order to publish them in book format. Subsequently, review meetings were held at Children's Research University to finalize the book content. Under the task of book publication in the process as an outcome of the mentioned activities.

❖ Key Steps in the Review Process

1. Initial Compilation: Gathered educational paragraphs from 17 books of Gijubhai Badheka selected during the workshop, organized, typed and compile in one single file.
2. Expert Review: Organized review meetings with educational experts to authenticate and validate the selected content.
3. Finalization: Refined and finalized the material, ensuring clarity, coherence, and relevance.
4. Finishing Touches: Added final touches to the layout, design, and presentation of the book to enhance its appeal and usability.
5. Preparation for Publication: Prepared the finalized content for publication, including proofreading, formatting, and obtaining necessary approvals.

- **Outcome:** This book will serve as a valuable resource for teachers, parents, and children, providing insights into Gijubhai Badheka's educational philosophy and principles.
- **Users:** The primary users of teachers, parents, educators, and students. It serves as a comprehensive resource for those interested in the educational philosophies of Shri Gijubhai Badheka.
- **Impact on Users:** This book provides invaluable insights into Gijubhai's educational principles, allowing teachers to integrate his methods into their classrooms, parents to better support their children's learning, and students to benefit from a more holistic and child-centric approach to education. By highlighting key paragraphs from Gijubhai's works, the book fosters a deeper understanding and appreciation of effective educational practices.
- **Utilization by Organizations:** Educational institutions and teacher training programs can use this book as a core resource in their curricula. It can also be employed in workshops and seminars to train educators and parents, ensuring Gijubhai's methods are widely adopted and practiced. Libraries and educational resource centers can make the book available for reference and study, promoting its use in academic research and practical applications.

“Shishukathao part-2”

A workshop was organized to empower writers and teachers to craft stories to make the teaching-learning process of particular subjects more interesting. The workshops resulted in the creation children's stories. From these, stories were selected for publication entitled “Shishukathao part-2” as engaging children's literature in the educational field.

❖ **Key Steps in the Creation and Publication Process:**

1. Story Creation by workshop Facilitation: Conducted sessions to train and guide writers and teachers in crafting educational stories for children. Participants developed stories aimed at making the learning process enjoyable and effective for children.
 2. Selection Process: stories were chosen based on criteria such as creativity and their educational value and appeal to children.
 3. Content Editing: The selected stories underwent a thorough editing process to ensure language clarity, age-appropriate content, and educational effectiveness.
 4. Illustration Addition: Illustrations were added to enhance the visual appeal and aid in comprehension for young readers.
 5. Publication Preparation: Finalized the book layout, design, and presentation to make it visually attractive and user-friendly. Conducted proofreading to eliminate any errors and ensure the highest quality of content.
- **Outcome:** "Shishukathao part-2" will provide engaging children's literature that can be used to enrich the educational experience and make learning more enjoyable for children.
 - **Users:** "Shishukathao part-2" targets educators, parents, storytellers, and children. It is designed to provide engaging and educational stories that can be used both in the classroom and at home.
 - **Impact on Users:** For educators and parents, the book offers a valuable tool to make learning more enjoyable and effective. The stories are crafted to spark children's imagination, foster creativity, and enhance language skills. They also serve as a medium to convey important moral and ethical lessons in an accessible and entertaining format.
 - **Utilization by Organizations:** Schools and educational programs can incorporate these stories into their teaching materials to enrich the learning experience. Storytelling sessions can be organized using these stories to promote literacy and language development. Additionally, libraries and community centers can use the book for reading programs and workshops, encouraging a culture of storytelling and reading among children.

“Shishukavyo part-2

Contemporary children's poets in Gujarati literature were invited to craft children's poems as an initiative to create enriching children's literature. This collaborative effort resulted in the contribution of poems, out of which have been finalized for publication. This collection, entitled “Shishukavyo part-2,” will be significant for children's learning especially for language education.

❖ Key Steps in the Creation and Publication Process:

1. **Poem Development:** Invited about thirty contemporary poets specializing in children's literature to participate in the initiative. Poets crafted a total of 115 poems, focusing on themes and styles suitable for children.
 2. **Poem Selection:** Selected 60 poems based on criteria such as linguistic richness, educational relevance, and engagement potential for children.
 3. **Content Editing:** The selected poems underwent an editing process to ensure linguistic clarity, age-appropriate content, and educational efficacy.
 4. **Illustration Addition:** Illustrations were incorporated to complement the poems, making them more visually engaging and aiding in comprehension.
 5. **Publication Preparation:** Finalized the design and layout of the book to ensure it is visually appealing and accessible to all users. Conducted proofreading to eliminate any errors and ensure the highest quality of content.
- **Outcome:** "Shishukavyo part-2" will be an important resource for children's language education, providing a collection of poems that stimulate curiosity and imagination.
 - **Users:** The primary users of "Shishukavyo part-2" include children, educators, parents, and poets. This collection of poems is intended to enrich children's literature and support language education.
 - **Impact on Users:** "Shishukavyo part-2" aims to cultivate a love for poetry among children, enhancing their language and literacy skills. The poems stimulate imagination, creativity, and emotional expression. For educators

and parents, the book provides a resource to introduce children to the beauty and rhythm of language in a fun and engaging way.

- **Utilization by Organizations:** Educational institutions can integrate the poems into their language arts curriculum, using them to teach rhyme, rhythm, and expressive reading. Poetry reading sessions and competitions can be organized to encourage children to explore and enjoy poetry. Libraries and literary clubs can include the book in their collections, promoting it through poetry workshops and events that celebrate children's literature.

❖ ***Jivan shixan* -Visheshank**

A Special Issue in *Jivan shixan* Magazine -Monthly magazine of G.C.E.R.T. Gandhinagar-As part of the initiatives to promote and disseminate the educational philosophies of Shri Gijubhai Badheka, the Gujarat Council of Educational Research & Training Gandhinagar published a special issue of its monthly magazine *Jivan shixan*, titled "**Gijubhainu Kelvanima pradan** (Volume: 67, Issue 11) 15- November- 2024. The Gijubhai Badheka Chair played a pivotal role providing valuable reference materials for this issue. This special issue includes 13 articles covering various aspects Child Education and Some articles covering of Gijubhai Badheka's life, literature, experiments, and philosophy related to child education. These articles were contributed by various experts in the field, ensuring a comprehensive exploration of Gijubhai's contributions.

- **Users:** The primary users of "*Jivan shixan*" include educators, researchers, students, parents, and anyone interested in the legacy and educational philosophies of Gijubhai Badheka. This special issue aims to reach a wide audience, both within and beyond the academic community.
- **Impact on Users:** For educators and researchers, this issue serves as a rich source of information and insights into Gijubhai Badheka's methodologies and philosophies, aiding in their academic and practical pursuits. Parents can gain a deeper understanding of effective child care and educational practices, inspired

by Gijubhai's principles. Students and readers can explore the historical and philosophical aspects of education through the lens of Gijubhai's work, fostering a broader appreciation for innovative educational practices.

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શ્રુપનશિક્ષણ



વિશ્વ બાળ અધિકાર દિવસ



ગિજુભાઈ અંબેકા



નાનાભાઈ ભટ્ટ



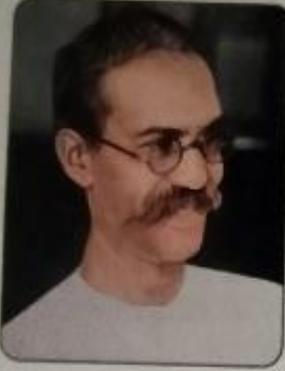
ગુજરાત શૈક્ષણિક સંશોધન અને તાલીમ પરિષદ
ગાંધીનગર

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ગિજુભાઈ બધેકા



ગિજુભાઈનો જન્મ 15મી નવેમ્બર 1885માં ચિતલ (અમરેલી)માં થયો હતો. પ્રાથમિક શિક્ષણ વતન વલભીપુર, માધ્યમિક શિક્ષણ ભાવનગર અને વકીલાતનું શિક્ષણ મુંબઈમાં લઈને વઢવાણ-સુરેન્દ્રનગરમાં વકીલાત કરતા હતા. પુત્રજન્મ પછી તેના ઉછેર અને શિક્ષણ વિષે વિચારતાં તેઓ વકીલાતનો વ્યવસાય છોડી અંતઃસ્કૂલભાષી ભાવનગર દક્ષિણામૂર્તિમાં શિક્ષક તરીકે જોડાયા.

બાળકોના 'મુછાળી મા', 'બાળકોના ગાંધી' (જુગતરામ દવે), 'બાળશિક્ષણના પ્રણેતા' (રા.ના. પાઠક), 'બાળસાહિત્યના વ્રક્ષા' (કાકાસાહેબ), 'બાળસાહિત્યના સમ્રાટ' (રણજિતરામ સુવર્ણચંદ્રક), 'બાળસાહિત્યના ત્રય - ભીષ્મપિતામહ વગેરે બિરુદથી નવાજીએ છીએ તે ગિજુભાઈ એક સ્વયંભૂ બાળકેળવણીકાર હતા. બાળશિક્ષણના ક્ષેત્રમાં અમર નામ અને કીર્તિવંત કામ કરનાર ગિજુભાઈ મોખરે છે.

બાળશિક્ષણ એ તેમના જીવનની સાધના રહી છે. મોન્ટેસોરીના વિચારોને અનુસરી અભ્યાસ, પ્રયોગો અને સ્વાનુભવના આધારે નૂતન દષ્ટિ, કાર્યસૂત્ર અને હથોટીના પરિણામે તેઓ ઉત્તમ, રસમય અને બાળકત્યાણને વરેલા સફળ શિક્ષક બન્યા. તેમણે પ્રત્યક્ષ પ્રયોગો કરીને દક્ષિણામૂર્તિના બાલમંદિરમાં વર્ષો સુધી પ્રાણ રેડીને નાનાં બાળકોને કલ્પોલતાં જોઈ સૌ કોઈનો આત્મા પ્રસન્ન થાય એવું સીમાચિહ્ન્ય કાર્ય કર્યું છે.

તેઓ માનતા કે બાળકને સ્વતંત્ર વ્યક્તિત્વ છે. શિક્ષણક્ષેત્રે આ ક્રાંતિકારી વિચાર છે જે બાળક પ્રત્યેની આપણી દષ્ટિને સમૂળગી બદલી નાખે છે. તેમની શૈક્ષણિક ફિલસૂફીમાં બાલસન્માન, સ્વાધીનતા-સ્વાવલંબન, સ્વાતંત્ર્ય, સ્વનિયમન, બાળકોની અભિવ્યક્તિ, સર્જનશક્તિ, કુદરતપરિચય, ઇન્દ્રિયશિક્ષણ, સજા - ભય - ઈનામનો નિષેધ વગેરે મહત્વપૂર્ણ ઘટકો છે. તેમણે નિર્દોષ બાળકોમાં ઈશ્વરના દર્શન કર્યાં. બાળકોને બિવરાવશો કે મારશો નહિ, બાળક એ આપણું કિમતી ધન છે. બાળસેવા એ પ્રભુસેવા છે. આ વિચારોના પ્રચાર-પ્રસાર માટે અથાક પુસ્તકો દ્વારા બાળકેળવણીનું પ્રયંત્ર મોજું પ્રસારાવ્યું.

તેમણે દક્ષિણામૂર્તિ ટેકરી પરના બાલમંદિર અને અધ્યાપન મંદિરમાં બાળશિક્ષણની હૃદયની તાલીમ દ્વારા અસંખ્ય બાળશિક્ષકો અને માતા-પિતાઓને બાળસ્વાતંત્ર્ય, બાળબક્તિ અને બાળપૂજાની દીક્ષા આપીને ગુજરાતને બાળશિક્ષણનું ઘેલું લગાડ્યું. મોન્ટેસોરી પદ્ધતિને ક્રાંતિકારી શિક્ષણપદ્ધતિ તરીકે સ્વીકારીને બાલશિક્ષણમાં નાટક, રમત, અભિનય, ગીત-સંગીત, બાળવાર્તા, ધ્યાન-શાંતિની રમત, ચિત્ર, રંગપૂરણી, રમકડાં, પ્રવાસનો ઉપયોગ કરીને સફળ આનંદદાયી અભિગમ આપ્યો. ગુજરાતમાં અને બહાર ઉત્તમ બાળમંદિરો વાઢીને ઉગાડવાનું પ્રશસ્ત્ર કાર્ય કરીને નૂતન કેડી કંડારી છે.

બાળકોના સર્વદેશીય વિકાસ માટે નૂતન બાલશિક્ષણ સંઘ, 'શિક્ષણપત્રિકા' અને 'દક્ષિણામૂર્તિ' સામયિક, બાલમેળા, બાલસંમેલન, મોન્ટેસોરી સાધનો, બાલમંદિરો, અધ્યાપન મંદિરો, બાલશિક્ષકો, બાલકીડાંગણો ઉપરાંત બાળવિદ્યાપીઠ (Children's University) બાલ જ્ઞાનકોષ (Children's Encyclopedia)નાં સપનાં સેવીને સાકાર કર્યાં છે.

વિશ્વશાંતિની ચાવી બાળહૃદયમાં છે. આ માટે તેમણે અટલ બાળસાહિત્યનું સર્જન કર્યું છે. 'બાળવાર્તા', 'ઇસપનાં પાત્રો', 'ચાલણગાડી', કિશોરસાહિત્ય, 'મોન્ટેસોરી પદ્ધતિ', 'બાળશિક્ષણ મને સમજાયું તેમ', 'વાર્તાનું શાસ્ત્ર', 'પ્રાથમિક શાળામાં ભાષાશિક્ષણ', 'કલાકારીગરીનું શિક્ષણ', 'દિવાસ્વપ્ન', 'મા-બાપ થવું અઘરું છે', 'મા-બાપોને', 'આ તે શી માથાફોડ?' વગેરે પુસ્તકો લખીને ગિજુભાઈએ અનેક અને સર્વોચ્ચ પ્રદાન કર્યું છે. 23મી જૂન 1939માં મુંબઈમાં તેમનો જીવનચિરાગ જુગાચો પરંતુ બાળવિકાસની એમણે પ્રગટાવેલી જ્વલંત જ્યોત ઝળહળે છે.

- ડૉ. ભીષુ વેગડા
(મુખ્ય શિક્ષક, કન્યા શાળા નં.૨, ધોળકા)



- **Utilization by Organizations:** Educational institutions and teacher training centers can use the articles from "*Jivan shixan*" as supplementary reading material in their courses and workshops. Libraries and educational resource centers can include this special issue in their collections, making it accessible for reference and research. Additionally, organizations involved in child care and education can use the insights and methodologies discussed in the articles to enhance their programs and practices.

❖ **Gijubhai Archives (in progress)**

Gijubhai Archives in digitization project aims to preserve and make accessible the literary collection of Shri Gijubhai Badheka, which includes his published works, as well as literature related to him, such as the 'Shikshan Patrika Monthly' magazine run by Gijubhai himself and the 'Dakshinamurti Patrika' run by Nanabhai Bhatt. The collection, housed at Dakshinamurthi and Gandhi Smriti Library in Bhavnagar, spans nearly a century and is currently in a state of severe disrepair.

- **Outcome:** The solution to this challenge is the digitization of these historical documents, ensuring their preservation and accessibility for future generations. An MoU has been signed with the Office of Archives, Government of Gujarat, for the execution of this action plan.
- **Users:** The primary users of the digitized collection would include researchers, scholars, historians, educators, students, and anyone interested in the literary and educational legacy of Shri Gijubhai Badheka. Additionally, educational institutions, libraries, and cultural organizations could benefit from access to these digitized materials.
- **Impact on Users:** Digitizing the literary collection would not only preserve invaluable historical documents but also facilitate broader access to Gijubhai Badheka's works and the literature surrounding him. Researchers and scholars

would have enhanced opportunities for studying and analyzing his contributions to education and literature. Educators can incorporate digitized materials into their teaching, enriching students' understanding of educational philosophy and practices. Overall, the impact would be the preservation and dissemination of cultural and educational heritage.

- **Utilization by Organizations:** Once digitized, the collection can be made available through online platforms, archives, and libraries, ensuring widespread access. Educational institutions and organizations focused on research and cultural preservation can utilize these digitized materials for academic purposes, exhibitions, and educational programs. Additionally, partnerships with digital archives and libraries can facilitate the long-term maintenance and accessibility of the digitized collection.

❖ **Unpublished Literature**

Uncovering Unpublished Literary Treasures (in progress)

The initiative aims to uncover previously unpublished literary works associated with Shri Gijubhai Badheka, thereby enriching our understanding of his contributions to literature and education. A comprehensive search is underway to locate such materials in institutes closely linked to Gijubhai, such as Shri Dakshinamurti Institute and Gandhi Smruti in Bhavnagar, as well as Sharda Mandir and Sheth C. N. Vidyalaya in Ahmedabad; Shreyash Foundation: where Madam Montessori visited the place by herself and prepared curriculum for 3-5 Age group students with Shri Leenababen Sarabhai (Educationists). Collaboration with scholars, historians, and experts familiar with Gijubhai's life and work is essential to identify hidden literary treasures.

- **Outcome:** The desired outcome of this initiative is the discovery and retrieval of unpublished literary materials associated with Shri Gijubhai Badheka. These materials may include manuscripts, letters, essays, or other

written works that shed light on Gijubhai's ideas, experiences, and contributions to literature and education.

- **Users:** The primary users of the uncovered literary treasures would be scholars, researchers, historians, educators, and anyone interested in the life and work of Shri Gijubhai Badheka. Educational institutions, libraries, and cultural organizations could also benefit from access to these materials for academic and archival purposes.
- **Impact on Users:** Uncovering unpublished literary treasures associated with Gijubhai Badheka can have a significant impact on our understanding of his legacy. Scholars and researchers can analyze these materials to gain deeper insights into Gijubhai's thoughts, philosophies, and contributions to literature and education. Educators can incorporate findings from these materials into their teaching to enrich students' understanding of educational theory and practice. Overall, the impact would be the preservation and dissemination of Gijubhai's intellectual heritage for future generations.
- **Utilization by Organizations:** Educational institutions, libraries, and cultural organizations involved in the preservation and promotion of Gijubhai's legacy can utilize the uncovered literary treasures for exhibitions, academic research, publications, and educational programs. Collaborations with scholars and experts can facilitate the interpretation and contextualization of these materials, ensuring their significance is understood and appreciated by a wide audience.

❖ **Research Repository (in progress)**

The establishment of a research repository focused on Gijubhai Badheka aims to centralize and preserve valuable research works related to his life, work, and contributions to education. A search was conducted on '*Shodhganga*'* to identify existing research conducted at the Ph.D. level by scholars from various institutes and universities across India.

**Shodhganga* is a digital repository established by the Information and Library Network (INFLIBNET) Centre, which provides a platform for research scholars to deposit their Ph.D. theses and make them accessible to the academic community worldwide.

This repository aims to preserve Indian academic research and promote open access to scholarly works, thereby enhancing the visibility and impact of research conducted in Indian universities. By facilitating the sharing of knowledge, *Shodhganga* supports academic collaboration, prevents duplication of research, and contributes to the advancement of various fields of study.

- **Outcome:** A comprehensive list comprising 25 research works has been compiled, showcasing the depth and breadth of scholarly inquiry into Gijubhai Badheka's legacy. Furthermore, to ensure accessibility and long-term preservation, a local repository has been established to securely house the downloaded theses in hard format, safeguarding them for future reference and study.
- **Users:** Scholars, researchers, educators, students, and anyone interested in Gijubhai Badheka's life and work can benefit from accessing the research repository. Educational institutions, libraries, and cultural organizations interested in promoting research and scholarship related to education and literature can also utilize these resources.
- **Impact on Users:** The research repository provides a centralized platform for accessing and preserving valuable research on Shri Gijubhai Badheka, facilitating further study, analysis, and review of his contributions to education. Scholars and researchers can build upon existing research, identify gaps in knowledge, and generate new insights into Gijubhai's educational philosophy and practices.
- **Utilization by Organizations:** Educational institutions, libraries, and cultural organizations can utilize the research repository as a resource for academic research, curriculum development, teacher training, and public outreach programs. Collaborations with universities, research institutes, and

academic networks can further enhance the visibility and impact of the repository, fostering interdisciplinary dialogue and collaboration in the field of education and literature.

❖ **Expert Lectures**

Dissemination of Gijubhai Badheka's Thoughts, Values, & Philosophy, Educational- Equipment and NEP-2020.

The Gijubhai Badheka Chair conducted a series of expert lectures on Gijubhai's educational philosophy, values, & thoughts Educational- Equipment and NEP-2020. These lectures were aimed at in-service and pre-service teachers from various educational institutes and organizations. By engaging educators in meaningful discussions and insights into Gijubhai's educational philosophy, these expert lectures have laid the groundwork for fostering a community of practice committed to innovative and child-centered education.

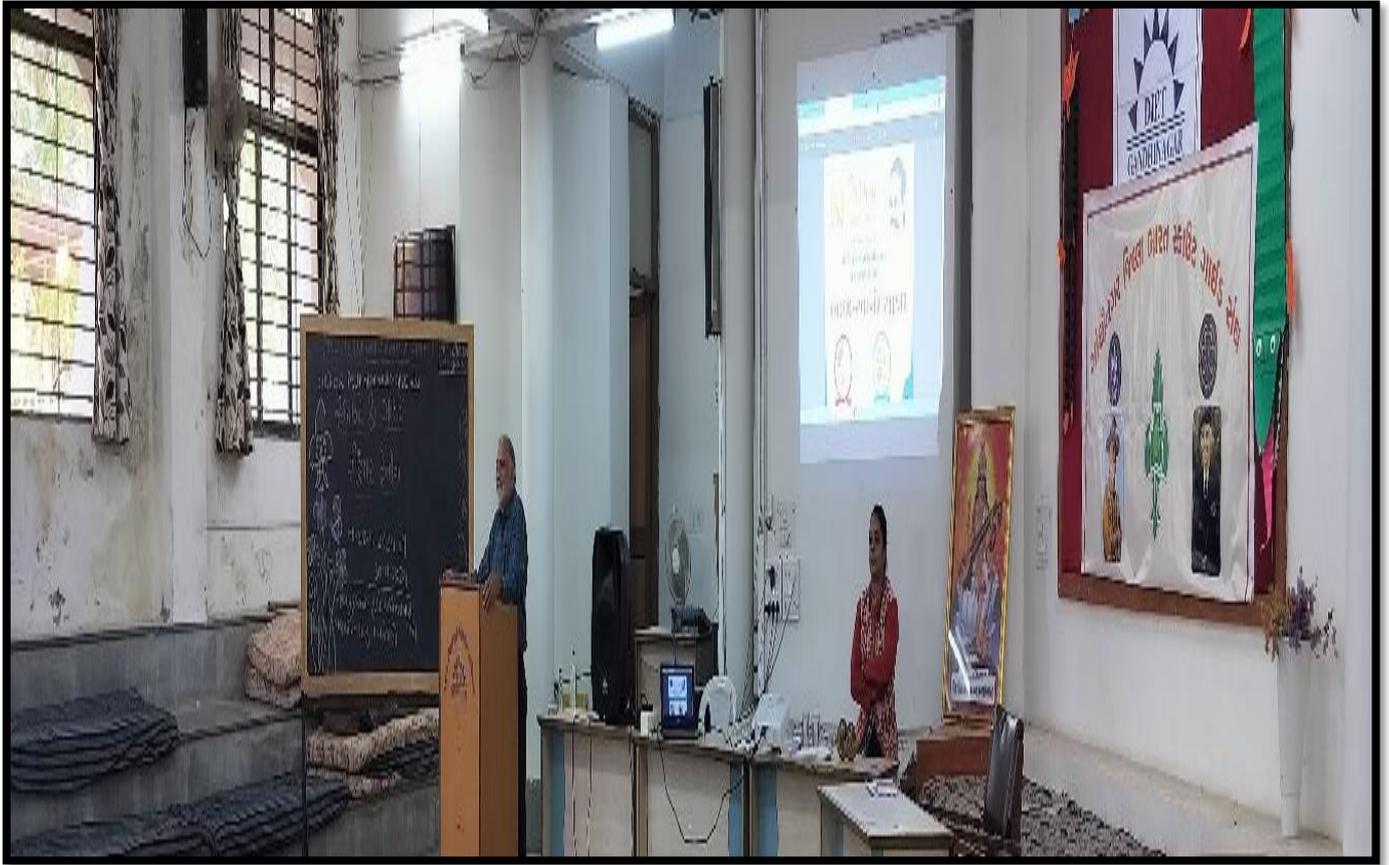
The chair remains dedicated to advancing Gijubhai Badheka's vision through ongoing educational initiatives and collaborations with educational institutions across Gujarat. It is also a part of preliminary research for developing a Certificate Course on Educational Values and Philosophy of Gijubhai Badheka. Lectures covered diverse aspects of Gijubhai Badheka's educational philosophy at the following institutes:

❖ **Gijubhai's Presentation in the field of education**

| No. | Date | Target of Group | Place | Subject |
|-----|----------------------|--|---|---|
| 1. | 20/04/24 | Teachers of Global Internation School | Global Internation School- Dist.- Rajkot | Gijubhai Badheka's Thoughts, Values, & Philosophy, Educational- Equipment and NEP-2020. |
| 2. | 24/04/24 | Teachers of Sardar Patel and swami Vivekanand High School | Shri Saradar Patel and Swami Vivekanand High School, Dist.- Ahmedabad | Gijubhai Badheka's Thoughts, Values, & Philosophy, Educational- Equipment and NEP-2020. |
| 3. | 29/04/24 | Principal of Vidyabharati School | Vidyabharati School Shanta devi Road. Dist.-Navsari | NEP-2020 and Gijubhai's Classrooms) |
| 4. | 08/07/24 | Primary and Upper Primary Teachers of babapur institution | Babapur institutaion Dist.-Amreli | Importance of education Equipment Gijubhai's |
| 5. | 01/06/24 | Awarded Teachers | Chaparada, Dist.-Junagadh | Gijubhai's educational philosophy, values, & thoughts |
| 6. | 11/06/24 | Anganwadi Worker of Bhavnagar City | Dist.-Bhavnagar City | Impotence of Gijubhai tools (Child Goals Project Programmed) |
| 7. | 08/08/24 | Students of B.Ed. collage | DIET-Idar, Dist.- Sabar kantha | Gijubhai Badheka's Thoughts, Values, & Philosophy, Educational- Equipment and NEP-2020. |
| 8. | 13/08/24 | Students of F.Y., B.A., B.Sc., B. Ed | IITE- Gandhinagar, Dist.- Gandhinagar | Gijubhai Badheka's Thoughts, Values, & Philosophy, Educational- Equipment and NEP-2020. |
| 9. | 21/08/24 | Students of B.Ed. collage | DIET- Vadodara Dist.- Vadodara | Gijubhai Badheka's Thoughts, Values, & Philosophy, Educational- Equipment and NEP-2020. |
| 10. | 22/08/24 | Students of Second Years B.Sc., B. Ed | IITE- Gandhinagar, Dist.- Gandhinagar | Gijubhai Badheka's Thoughts, Values, & Philosophy, Educational- Equipment and NEP-2020. |
| 11. | 24/08/24 | Teachers of Shree Pratap Sinhji Hindi Vidyalaya | Mahuli, Dist.- Gandhinagar | Gijubhai Badheka's Thoughts, Values, & Philosophy, Educational- Equipment and NEP-2020. |
| 12. | 27/07/24 | National Conference | IITE- Gandhinagar, Dist.- Gandhinagar | Planning Under Gijubhai and FLN Subject |
| 13. | 27/07/24 28/07/24 | Teachers OF primary and Secondary Schools affiliated to Gujarat Vidyapeeth | Gujarat Vidyapith, Dist.-Ahmedabad | Gijubhai Badheka's Thoughts, Values, & Philosophy, Educational- Equipment and NEP-2020. |
| 14. | 29/09/24 | Students of B.Ed. collage | DIET- Bhavnagar, | Gijubhai Badheka's Thoughts, |

| | | | | |
|-----|------------|---|---------------------------------------|---|
| | | | Dist.-Bhavnagar | Values, & Philosophy, Educational-Equipment and NEP-2020. |
| 15. | 16/11/024 | Lecture held on the occasion of Educational Festival organized BY Education Council Ahmedabad | Dist. Surendra Nagar Sayala, | Gijubhai Badheka's Thoughts, Values, & Philosophy, Educational-Equipment and NEP-2020. |
| 16. | 29/11/2024 | Students of B.Ed. collage | DIET-Gandhinagar Dist.- Gandhinagar | Discussion about gijubhai Badheka Chair and Gijubhai Badheka's Thoughts, Values, & Philosophy, Educational-Equipment and NEP-2020. |
| 17. | 28/12/2024 | Students of Diet Navsari | DIET- Navsari Dist.- Navsari | Discussion about Gijubhai Badheka Chair and Gijubhai Badheka's Thoughts, Values, & Philosophy, Educational- Equipment and NEP-2020. |
| 18. | 26/02/2024 | All the participants and members present | Anandalaya Platform Online Discussion | A conversation about Gijubhai's philosophy, Gijubhai's contribution to education. |









- **Purpose and Impact:** The expert lectures aimed to deepen understanding among educators about Gijubhai's innovative approaches to education, including experiential learning, child-centric methodologies, and the integration of cultural and ethical values into teaching practices. Participants gained insights into practical applications of Gijubhai's philosophy in classroom settings, enhancing their pedagogical skills and fostering a holistic approach to education.
- **Future Developments:** The lectures served as foundational research for the development of a Certificate Course on Educational Values and Philosophy of Gijubhai Badheka. This course will further disseminate Gijubhai's educational principles to a broader audience of educators, ensuring his legacy continues to inspire and inform contemporary educational practices

❖ Logo of Gijubhai Badheka Chair

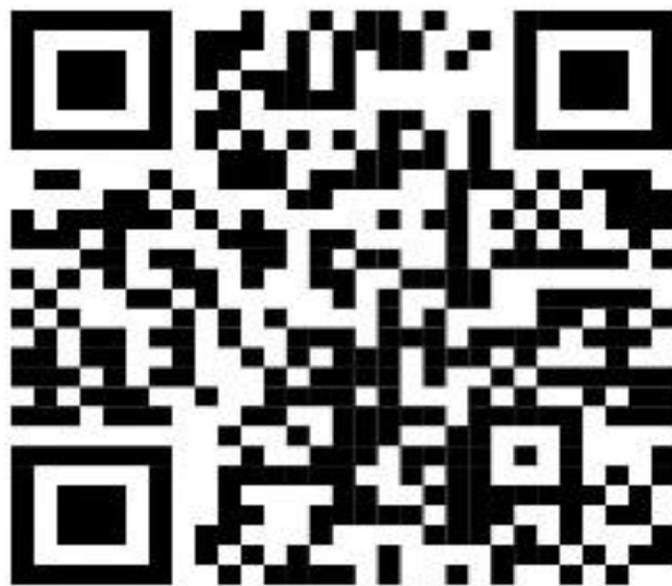


Creating a logo for the Gijubhai Badheka Chair involves a thoughtful process to capture the essence and identity of the chair; a logo that not only visually represents its identity but also resonates with its audience and reinforces its commitment to Gijubhai's educational legacy. The chair has finalized a logo presented here that embodies the intended concept, designed by Dr Sima Bihola, Chair Research Fellow at the Gijubhai Badheka Chair. Here are some steps involved in designing and selecting the final logo.

1. **Concept Development:** Begin by brainstorming concepts that reflect Gijubhai Badheka's educational philosophies, such as child-centric education, experiential learning, creativity, and holistic development. Consider elements like books, children's imagery, educational tools, etc.
2. **Design Exploration:** Create multiple design options based on the chosen concepts. These designs can vary in style, colour schemes, and graphical elements. Ensure each design is unique yet aligns with the core values of the chair.
3. **Feedback and Iteration:** Present the initial designs to stakeholders, including members of the Children's Research University and experts familiar with Gijubhai's work. Gather feedback on each design regarding its relevance, impact, and visual appeal.
4. **Refinement:** Based on feedback, refine the selected designs. This may involve adjustments to colours, typography, or graphical elements to better convey the desired message of the Gijubhai Badheka Chair.
5. **Selection of Final Logo:** After iterations and refinements, narrow down to a few final designs that best embody the identity of the chair. Consider factors such as versatility (usable across different mediums), scalability (effective in various sizes), and timeless appeal.
6. **Presentation and Approval:** Present the final logo options to key decision-makers for the chair. Seek final approval based on alignment with the chair's mission, values, and overall visual representation.

7. **Implementation:** Once the final logo is approved, ensure it is applied consistently across all communications, including publications, digital platforms, and promotional materials. Establish guidelines for its usage to maintain brand integrity.

Webpage of Gijubhai Badheka Chair



Creating a webpage for the Gijubhai Badheka Chair on the Children's Research University website involves organizing and presenting detailed information effectively.

The webpage for the Gijubhai Badheka Chair will serve as an informative and engaging platform, effectively communicating its mission and fostering collaboration within the educational community. Here's a structured approach to develop the webpag

Webpage Structure for Gijubhai Badheka Chair

- **Introduction to Gijubhai Badheka Chair**

Provide a brief overview of the chair's purpose and significance within the university and educational community. Detail the inception of the Gijubhai Badheka Chair, including its establishment and its partnership with the Ministry of Women and Child Development, Government of India.

- **Objectives**

Clearly state the objectives of the chair, emphasizing its commitment to promoting Gijubhai Badheka's educational philosophy, values and thought for child care and education.

- **Functions**

Outline the specific functions and activities undertaken by the chair, such as workshops, publications, research initiatives, and community engagements. Articulate the long-term vision of the chair in advancing child care and education based on Gijubhai Badheka's principles.

- **Staff**

Provide information about the key personnel involved in the chair, including chair Professor & Chair Research Fellow. Also provided contact information for inquiries, collaborations, and partnership opportunities related to the Gijubhai Badheka Chair. Also to gather input from visitors regarding the chair's activities and website content.

- **Bal Anand Yatra**

Uploaded brochures with accessible links of content created for children on the occasion of Celebration of Gijubhai's 139th Birth Anniversary.

- **Events**

- **Past Events:** Highlight significant events organized by the chair, such as workshops, expert lectures, and seminars related to Gijubhai Badheka's educational philosophies.

- **Upcoming Events:** List upcoming events and activities scheduled under the chair, including dates, themes, and registration details for interested participants.

- **Downloads-**Provide downloadable resources produced by the chair, such as research papers, articles, educational material, and publications, etc.

- **Photo Gallery (Under Update)-** Showcasing photographs from past events, workshops, and fieldwork conducted by the chair. Highlight participant interactions and key moments.

- **Sadhan pothi & Equipment (Under Update)-Guidelines for practical work**

The description, purpose and presentation of each tool are given here. Presentation is not a strict template but an explanation of how to do this activity or how to familiarize children with the tool. In short, the name of presentation is to show the child the ability to use any tool or activity by carefully analysing its action.

- **The inaccessible literature of Gijubhai Badheka (Under Update)**

- Shixan Patrika
- Gaati Granth Mala
- Chalo Pravase Granth Mala
- Gijubhaina Pustako
- Prasang Kathao
- Baal Gito, Baal vaarta, Baal Natak
- Baal sahitya mala
- Baal Vinod Granth Mala
- Vasant Bhaini vaato

- **Screen Shots of the Webpage**

The screenshot displays the homepage of Children's Research University. At the top, a red navigation bar contains links for IRINS, NIRF & GSIRF, ABC/NAD, NEP-2020, Grievance, RTI, HHE Journal, Online Payment, Balvishva Subscription, Online Book Sell, Toy Library Subscription, and Children's Corner. Below this is the university's logo and name, 'Children's RESEARCH UNIVERSITY', with a menu including Home, About, Programmes, Admission, Centres, Department, Examination, IQAC, and Recruitment. The main banner features a crowd of children with their hands raised, overlaid with the text 'Gijubhai Badheka Chair' and '(Sponsored by Women & Child Development, Govt. of India)'. A sidebar on the right contains social media icons for Facebook, Twitter, YouTube, Instagram, and LinkedIn. Below the banner, a navigation path reads 'Home / Centres / Gijubhai Badheka Chair'. The 'About Us' section is highlighted in red and includes a sub-menu with 'Objectives', 'Functions', 'Events', and 'Staff, Gijubhai Bhadeka Chair'. The main content area provides a detailed description of the university's mission and the significance of the Gijubhai Badheka Chair.

About Us

Children's Research University, Gandhinagar is a unique concept of a University conceptualized by Honorable Prime Minister Shri Narendrabhai Modi, then the Chief Minister of Gujarat state. The Children's University caters to the holistic development of the children across the state, nation and globe. The University focuses on children from the womb of a mother to the age of youth. The University runs the Garbha Sanskar and Early Child Care and Education through its vision, mission and objectives. The University revolves around the 'Child' through its values and teaching courses.

Shri Gijubhai Badheka is an illustrious person born way back in 1885 in Gujarat. By profession he was a lawyer but he dedicated his life towards childhood development and Education. Shri Gijubhai was a distinct reformist, Educationist and an author in the field of Education for Children. He was an educator who assisted in introducing



November-2024

Children's RESEARCH UNIVERSITY

શ્રી કૃપાળુ સહુર દેવે
શ્રી કૃપાળુ સહુરોશી યજ્ઞેશી
સાચવેલી કલિભી

બાળ-આનંદયાત્રા

સાચવેલી કલિભી
સાચવેલી કલિભી

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Bal AnandYatra - 1

Children's RESEARCH UNIVERSITY

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Bal AnandYatra - 2

Children's RESEARCH UNIVERSITY

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Bal AnandYatra - 3

Children's RESEARCH UNIVERSITY

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શ્રીકૃષ્ણ, સમસ્ત!

Children's RESEARCH UNIVERSITY

શ્રી કૃપાળુ સહુર દેવે
શ્રી કૃપાળુ સહુરોશી યજ્ઞેશી
સાચવેલી કલિભી

બાળ-આનંદયાત્રા

સાચવેલી કલિભી
સાચવેલી કલિભી

06
Nov
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Annexure

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Annexure-1

1. Children's Story and poetry creation workshop

- **Date:** January 8 to 11, 2025
- **Place:** Shri Dakshina murti Baal Adyapan Mandir, Bhavnagar
- **Co-ordinators:** Chair Research Fellow Dr. Sima M. Bihola, Children's Research University, Gandhinagar

❖ Experts:

- **Rachnaben Pathak**, Nutan baal shixan Sangh Vadodara- Mantreeshree
- **Dr. Digpalsinhji Jadeja**, Asso.Pro. I am the one known as the storyteller Department of Gujarati, Maharaja Krishnakumarsinhji Bhavnagar University
- **Dr. T. S. Joshi**, Chair Professor, Gijubhai Badheka Chair, Children's Research University
- **Dr. Haresh Pandya**- Shri Dakshina murti Bal Adyapan Mandir, Bhavnagar
- **Drupad Bhai Maheta**- Re. music teacher, Shri Dakshina murti Bal Adyapan Mandir, Bhavnagar

- **Shri Vipul Bhai Vyas**, Principal, Shri Dakshina murti Bal Adyapan Mandir, Bhavnagar

❖ **Participants Name:**

| | | |
|-----------------------------|------------------------------|-------------------------|
| ➤ Dr. Dharmashu Vaidya | ➤ Shri Ravindra Bhai Solanki | ➤ Madhusudan Trivedi |
| ➤ Dr. Jay Bhai Ojha | ➤ Shri Amit Bhai Gor | ➤ Dipaben Patel |
| ➤ Dr. Krunal Bhai Panchal | ➤ Harshaviben Patel | ➤ Binduben Rathod |
| ➤ Jaydev Bhai Dhandhiya | ➤ Rakesh Bhai Patel | ➤ Naliniben Mali |
| ➤ Divyaben Rawal | ➤ Chhayaben Upadhyay | ➤ Pravin Bhai Sarvaiya |
| ➤ Shri Bharat Bhai Messia | ➤ Mitul Bhai Rawal | ➤ Gopal Bhai Patel |
| ➤ Shri Yahya Bhai Sapatwala | ➤ Jignesh Bhai Gauswami | ➤ Raju Bhai Jani |
| ➤ Bhavesh Bhai Pandya | ➤ Shashikant Bhai | ➤ Sanjay Bhai Trivedi |
| ➤ Mamtaben Sharma | ➤ Madhusudan Trivedi | ➤ Haresh Bhai Chaudhary |
| ➤ Vishnu Bhai Nayi | ➤ Ishwar Bhai Solanki | ➤ Hetalben Dabhi |
| ➤ Rajesh Bhai Mehta | ➤ Balwant Bhai Kalia | ➤ Sachin Bhai Patel |
| ➤ Jayesh Bhai Patel | ➤ Dr. Jigar Joshi | ➤ Razakbhai Unadpotra |
| ➤ Umesbhai Chavda | ➤ Pravin Bhai Khachar | ➤ Purnimanben Pandya |
| ➤ GIET-TEEM | Chandresh Bhai Bori Sagar | |

❖ **List and awards of those whose childhood stories have been recorded**

| Name of Expert's | Name of Story |
|-------------------------------|---|
| Dr. DHARMANSHU VAIDYA | 1. Patience with hard work |
| Dr. JAY OZA | 1. Forest Goddesses and Birds 2. Painter - Krishna-Kansa |
| Dr. KRUNAL MAHESHBHAI PANCHAL | 1. Who won? (Creator- Ghanshyam Desai) |
| JAYDEVKUMAR G. DHANDHIYA | 1. Magic word (Creator- Yashwant Mehta) |
| DIVYABEN K. RAVAL | 1. Understanding |
| YAHYA SAPATWALA | 1. Dog's tail twisted, 2. Kabir's sister birthday |

| | |
|-----------------------------------|--|
| TARUNBHAI P. KATBANMA | 1. Tell a lie and win a prize (Creator- Yashwant Mehta) 2. Kacherimi Jaunga |
| AMIT DHIRAJLAL GOR | 1. Who won? (Creator-Ghanshyam Desai) |
| PATEL RAKESHKUMAR CHANDRAKANT | 1. Two frogs, 2. Hands, feet and a toe (Creator- Rabindranath Tagore) |
| RAVAL MITUL K. | 1. Making a map of the pair of people |
| BHAVESHKUMAR N. PANDYA | 1. Hapuji, Wapuji |
| MAMTABEN J. SHARMA | 1. That means the bread is ready 2. Hututu (Uddayan Thakkar) |
| MAHETA RAJESHKUMAR HARILAL | 1. The Cuckoo , 2. Who is afraid of the lion (self-composed) |
| UNADPOTRA RAJAKBHAI SUMARBHAI | 1. One second 2. The cubs do not believe(self-composed) |
| RAVINBHAI LAGHDHIRBHAI KHACHAR | 1. The roots of perfume (Hilarious Nilakantha) |
| CHAVDA UMESHBHAI JETHABHAI | 1. The story of Jetha Dada 2. The rough and tumble of the excavation |
| R. BALVANTBHAI GORDHANBHAI KALIYA | 1. Naughty Crow (self-composed) |
| JIGAR ARVINDBHAI JOSHI | 1. Leon and Rate (Panchatantra) |
| DEEPABEN JADAVJI BHAI PATEL | 1. Chanani, 2. Parrot and crow |
| BINDU BHASKARBHAI RATHOD | 1. The giraffe is a giraffe. 2. Mother, please tell me, tell me. |
| NALINIBEN BHARATBHAI MAALI | 1. The king is sitting 2. The monkey and grand mammy |
| HETAL V. VYAS | 1. The crow took my pearl, 2. The brave sparrow 3. Ramu's goat |
| DRUPADBHAI GOVINDBHAI PARIKH | 1. Dala Tar wadi, 2. Clever Rabbit |
| GOPALKRISHNA SHANKARLAL PATEL | 1. The clever sparrow, 2. The fox and the papers |

❖ Workshop- -Schedule

| Date and time | Detail | Note |
|---------------------|--|--|
| 08 /01/2025 | | |
| 10.30-11.00 | Registration | ..... |
| 11.00- 11.30 | Opening (Workshop Objectives) | Shri Prashant Bhai Bhatt, Trustee, Dakshina Murthy Bhavnagar Dr. T. S. Joshi Chair Professor, Gijubhai Badheka Chair, Children's Research University, Gandhinagar |
| 11.30- 13.00 | Session 1: Storytelling-1 | Shri Vipul Bhai Vyas |
| 13.00- 14.00 | Lunch break | ..... |
| 14.00- 15.15 | Session 2: Storytelling-2 | Shri Haresh Bhai Pandya |
| 15.15-15.30 | Tea break | ..... |
| 15.30- 17.30 | Session 3: Storytelling | Dr. Digpalsinhji |
| Date and time | Detail | note |
| 09/01/2025 | | |
| 9.00- 10.30 | Visit to Dakshinamurthy Kindergarten | Trainees, Experts, Organizers and Managers |
| 10.30-11.00 | Break | ..... |
| 11.00- 13.00 | Session 4: Storytelling Art | Experts, |
| 13.00- 14.00 | Lunch Break | ..... |
| 14.00- 15.15 | Session 5: Sample Stories | Experts |
| 15.15-15.30 | Tea break | ..... |
| 15.30- 17.30 | Session 6: Story Presentation, Discussion and Recording | Experts |
| 17.30-18.00 | co-ordination | |
| Date and time | Detail | note |
| 10/01/2025 | | |
| 9.00- 10.30 | Session 7: Storytelling, Presentation and Discussion | Experts |
| 10.30-11.00- | Break | ..... |
| 11.00- 13.00 | Session 8: Storytelling, Presentation, Discussion and Recording | Experts |

| | | |
|--------------|--|---------|
| 13.00- 14.00 | Lunch Break | ..... |
| 14.00- 15.15 | Session 9: Storytelling, Presentation, Discussion and Recording | Experts |
| 15.15-15.30 | Tea Break | ..... |
| 15.30- 17.30 | Session 10: Storytelling, Presentation, Discussion and Recording | Experts |
| 17.30-18.00 | Conclusion | |

| Date and time | Detail | note |
|-------------------|--|-------------------------------|
| 11/01/2025 | | |
| 9.00- 10.30 | Story presentation, discussion and recording | Experts |
| 10.30-11.00 | Break | ..... |
| 11.00- 13.00 | Session 11: Story presentation, discussion and recording | Experts |
| 13.00- 14.00 | Lunch break | ..... |
| 14.00- 15.30 | Recording | Experts |
| 15.30-15.45 | Tea break | ..... |
| 15.45- 16.30 | Session 12: Story presentation, discussion and recording | Experts |
| 16.30- 17.00 | Closing programme | Trainees, experts, organizers |
| Departure | | |

❖ Introduction

The aim of this workshop was to create Children's Stories for Contemporary children in alignment with Gijubhai Badheka's art of storytelling/writing. Under Gijubhai Badheka Chair, Children's University Gandhinagar, organised **Bal Varta Training Workshop on January 8th and 11th, 2025, at Shri Dakshina murti Institution, Bhavnagar**. The workshop aims to inspire the creation of impactful children's literature, ensuring the enduring relevance of Gijubhai's contributions across generations based on Gijubhai's 'Principles of Storytelling' in his pedagogy. The workshop had eight sessions, focused on fostering the creation of children's literature. Key Facilitators of the workshop were Dr. T. S. Joshi, Chair Professor, Gijubhai Badheka Chair, Children's Research University; Shri Vipulbhai Vyas, Principal, Shri Dakshinamurti Bal Adyapan

Mandir, Bhavnagar and **Rachnaben Pathak**, Nutan baal shixan Sangh Vadodara- Mantreeshree Total number of invitees were forty-five from different districts of Gujarat

❖ Day-1

The workshop commenced with an introductory session during which Dr. T. S. Joshi distinguished Chair Professor, Mr. Prashant Bhai Bhatt Managing Trustee Dakshina murti (son of Nanabhai Bhatt) , and Mr. Vipul Bhai presented their insights. Dr. TS Joshi also introduced the mission of Children's University and emphasised the importance of involving teachers and other stakeholders from all across Gujarat in this venture, along with the creation of children's stories. The entire workshop was conducted by Dr. Seema Bihola and Dr. Krunal Panchal. The visionary message of the Dr. T. S Joshi was shared with all the attendees to further clarify the objectives and goals of this training program.

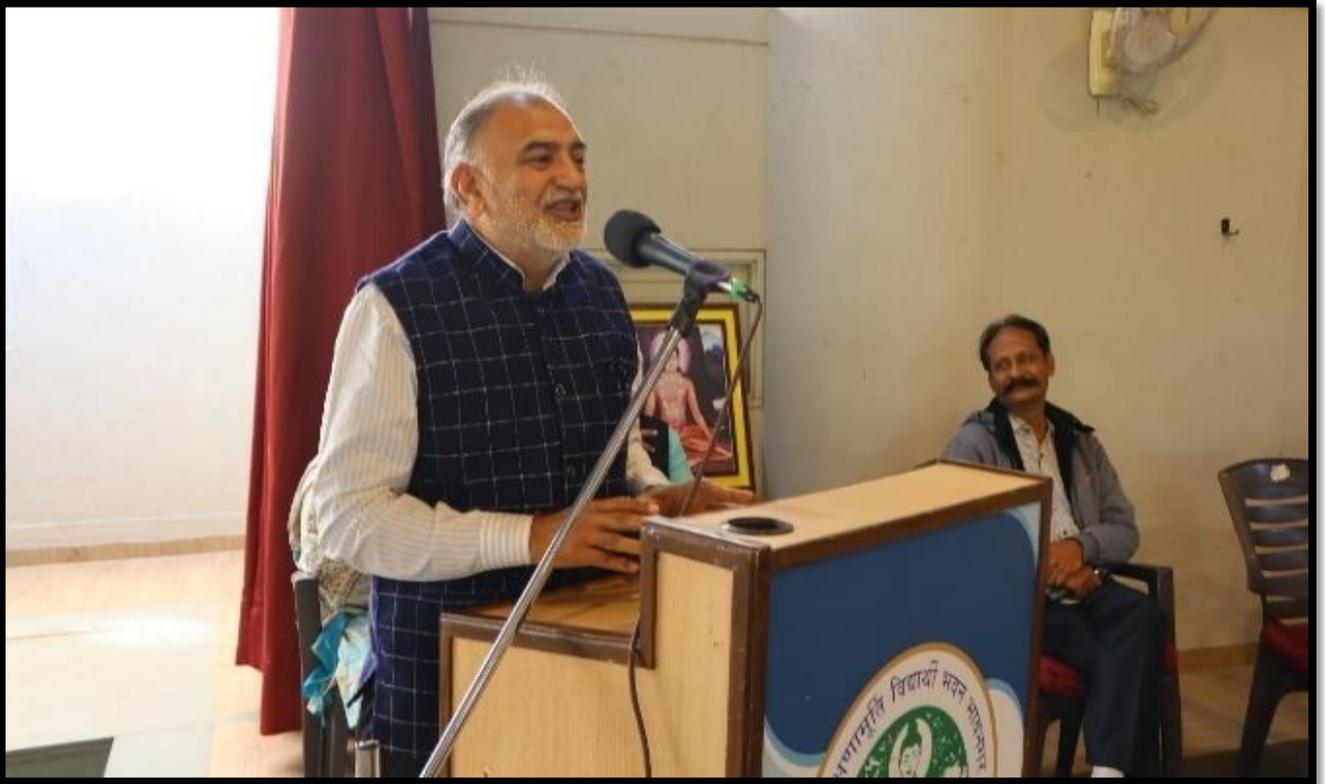
The initial gathering was not just about introductions; it also delved into the fundamental concepts of storytelling. Each teacher was encouraged to share three details about themselves: their name, place of origin, and their thoughts on storytelling. This exchange of ideas served as an icebreaker while helping everyone grasp the core elements of storytelling.

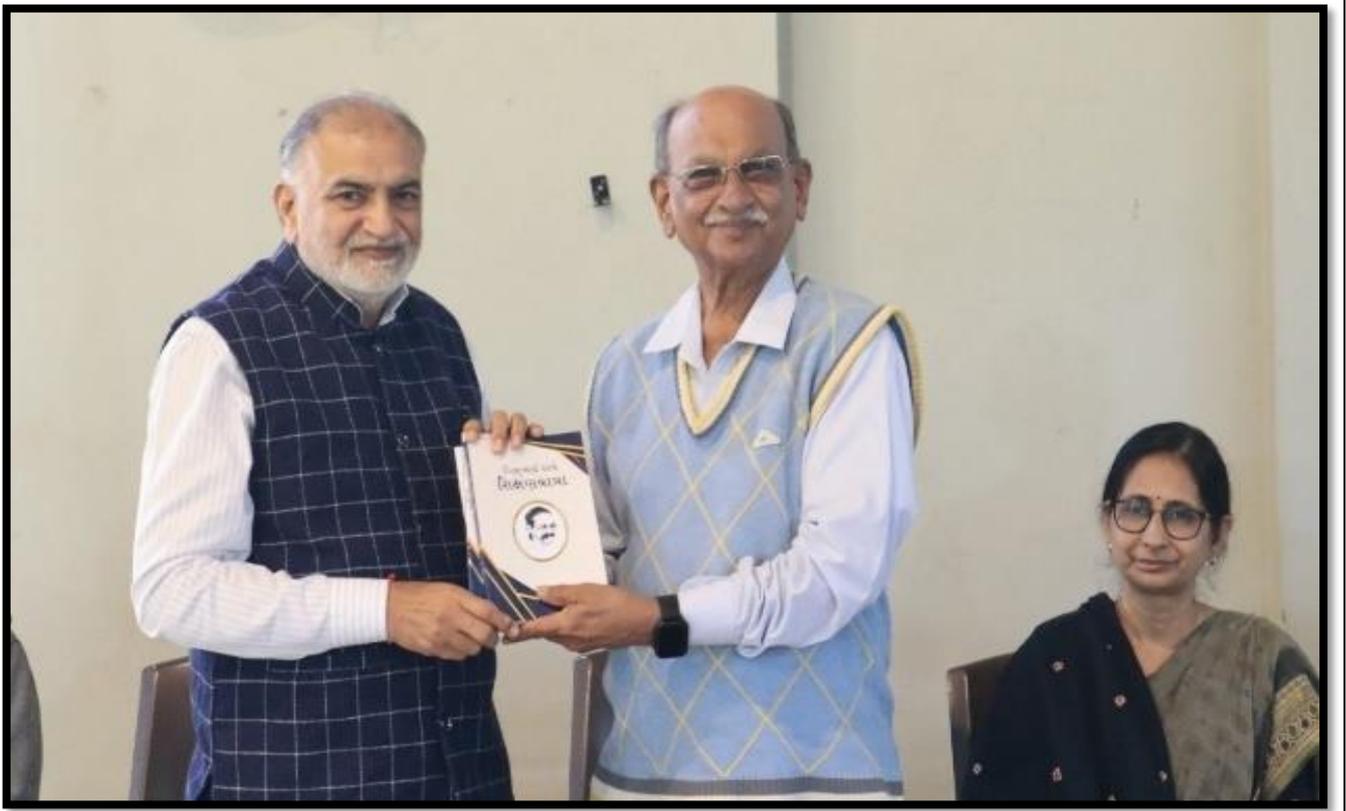
Dr. Haresh Pandya- Shri Dakshinamurti Bal Adyapan Mandir, Bhavnagar delved deeper into the components of an engaging story, stressing the significance of comprehending the story's intent, its characters, and the elements of its narrative. The meeting, therefore, evolved into both a personal introduction and a conversational exploration of storytelling.

Dr. Dignalsinhji Jadeja, Asso.Pro. I am the one known as the storyteller Department of Gujarati, Maharaja Krishnakumarsinhji Bhavnagar University shared his insights on the impact of stories on children's psychology, shaping their environment, and impacting their lifestyles in the contemporary world. He made a distinction between "children's stories" and "stories for children," using examples to illustrate that defining the story's purpose before writing it is crucial. He also explained the reasons for refraining from burdening stories with excessive moral lessons, as children often disengage from such narratives.

An interactive post-meal session titled '**What it's like to be a kid!**' aimed to help participants to immerse in the world of children, and experience the world through a child's eyes. Dhruvad Bhai maheta introduced a playful language game where participants had to converse in an unfamiliar language. This activity revealed that creative communication is possible without preconceived notions, and it showcased the power of unfettered imagination. Participants recognized that stories originating from such free creativity are exceptionally delightful. The conversation delved into the enduring charm of Gijubhai's stories for both children and adults. It led to the identification of key elements that make a story captivating, such as "original concepts" and "distinctive narrative components." Moreover, the discussion emphasized the significance of eschewing rigid naming conventions to avert monotony in storytelling. In order to gain a deeper understanding of how to use metaphors and similes in stories for children, the group collectively shared and analysed a song by Gulzar. At the end of the first day, all participants made a collective commitment to create short stories, not exceeding two pages, as their homework assignment.

















Day -2

Day 2 began with an interactive session with the children of Dakshina Murthy's Kindergarten. During this session, the workshop attendees interacted with the children to understand their likes and interests. After observing storytelling and story dramatization during the session, all participants regrouped to share their insights.

This training workshop was a unique platform where educators and storytellers came together to explore the art of storytelling through the lens of contemporary children's needs and interests. The workshop's impact was far-reaching, inspiring participants to create stories that genuinely resonate with the young audience. This 2-day training workshop led towards a profound journey into the world of children's stories, embracing the spirit of imagination, creativity, and empathy to craft tales that captivate the hearts and minds of the upcoming generations.







Day 3,4

On the third day, a demonstration was held for the participants on how to tell a children's story. It was planned that the writers and poets who have to record a children's story should first demonstrate it in front of an expert, make improvements and add to it, and only after the story is finalized, their story should be recorded. Different places were selected to record this story, and a suitable place and environment were provided to those who wanted to do so. Thus, a beautiful event was organized on the tenth and eleventh. In the end, more than 45 children's stories have been recorded, which are available on the website so that every member of every society, especially children, can benefit from it. The main objective of this workshop.

















Annexure-2

2. Children's Storytelling workshop

- ❖ **Date:** 6 to 10 February-2025
- ❖ **Place:** Upala Ghoda, taluka- Amirgarh Palampur, district - Banas kantha
- ❖ **Co-ordinators:** Chair Research Fellow Dr. Sima M. Bihola, Children's Research University, Gandhinagar

- ❖ **Experts:**
 - **Mahendra Bhai Chotalia**, Former Director, children's research university- Gandhinagar, Retd, Prof. S.P. University - Aanand
 - **Rakesh Patel**, Teacher Nava Nadishar Prathamik shala, Di- Pancha mahal (National Teacher Award, good writer)
 - **Dr. T. S. Joshi**, Chair Professor, Gijubhai Badheka Chair, Children's Research University
 - **Dr. Bhavesh Pandya**- good painter, writer and principal of Salath Primary School.

❖ Participants:

| | | |
|---|---|---|
| ➤ Kavi Shree Krushna Dave | ➤ Shree Rupal B. Bhatt | ➤ Roshaniben sureshkumar joshi |
| ➤ Shree Geeraben Bhatt | ➤ Shree Jayesh Bhai Vaagdoda | ➤ Shree Bharat Kumar Valajibhai Parmaar |
| ➤ Shree kirtida ben Brahmbhatt | ➤ Shree Bakul Chandra Vaaljibhai Parmar | ➤ Shree Harshviben Patel |
| ➤ Shree Haresh Bhai Chodhari | ➤ Shree Rupal B. Bhatt | ➤ Shree Mamtaben Sharma |
| ➤ Shree Ramanlal Soni | ➤ Shree Jayesh Bhai Vaagdoda | ➤ Shree Gopal Bhai Patel |
| ➤ Shree Jigar Arvind Bhai Joshi | ➤ Shree Patel Sanjaykumar Babubhai | ➤ Shree Umesh Bhai Chavada |
| ➤ Roshaniben Suresh Kumar Joshi | ➤ Shree Chandresh Bhai Borisagar | ➤ Shree Suthar Aashish Kumar Bhupendra Bhai |
| ➤ Shree Bharat Kumar Valajibhai Parmar | ➤ Shree Bhavesh Bhai Borisagar | ➤ Shree Hitesh Bhai Brahmbhatt |
| ➤ Shree Bakul Chandra Vaaljibhai Parmar | ➤ Shree Shashikant Rajyaguru | ➤ Shree Maheshbhai Valland |
| ➤ Shree Arvind Bhai chhagan bhai Sachpara | ➤ Shree Sangeeta Khuman | ➤ Shree Joshi Narendra Bhai Chimanbhai |
| ➤ Shree Anant Vaagdoda | ➤ Shree Gopal Bhai laxan Bhai Chosala | ➤ Shree Dhirubhai Patel |
| ➤ Shree Tarun Bhai Katbamana | ➤ Shree Aanandkumar Dinesh Bhai Thakar | ➤ Shree Kalpesh Bhai Patel |
| ➤ Shree Rucha Pandya | | |

❖ Introduction

The Gijubhai Badheka Chair is functioning in the only Children's Research University in the country through the Department of Women and Child Welfare of the Central Government. It is necessary to mention here that Gijubhai Badheka has a unique identity all over the world for spreading the educational philosophy, children's stories and ideas for young children by the Bhishma Pitamah of children's literature and "Muchaali Maa". Such a unique state of Gujarat and a unique university have been continuously doing special work for children. One such unique program was a workshop

for the revival and illustration of children's stories and folk songs at the Arany Adham Complex located in Upal Ghoda, Amirgarh taluka of Banas kantha district from 06/02/2025 to 10/02/2025. This entire workshop was organized by the Chair of Gijubhai Badheka Chair Prof. Dr. T. S. Joshi and Chair Research Fellow Dr. Seema M. This work camp was organized with the support of Bihola. Sahitya Academy working for Gujarat and Gujarat Literature provided special support in this program.

The leading creators of children's literature were present at Arany Adham. Dr. Mahendra Bhai Chotlia was present as the main guide of this camp. Apart from this, experts like poet Krishna Dave, Ramanlal Soni (Mastram), Kirtidaben Brahmhatt and Giraben Pinakin Bhatt were also present in this camp and also fulfilled the responsibility of guiding.

❖ **Execution:**

- **Rigorous Evaluation:** Conduct a comprehensive evaluation of each submitted poem for artistic merit, educational value, and suitability for the target audience.
- **Documentation and Compilation of selected poems**
- **Metadata Collection:** Create comprehensive metadata for each poem, including author information, publication dates, and themes.
- **Digital Archive:** Establish a digital archive for storing and preserving the selected poems for future access.
- **Promotion and Dissemination:** Collaborate with publishers to produce an anthology of the selected poems in various formats, including print and digital.
- **Educational Outreach:** Promote the anthology in schools, libraries, and educational institutions to make it accessible to teachers and students.
- **Public Engagement:** Organize poetry readings, workshops, and cultural events to engage children with the curated poems.

- ❖ **Outcome:** The specialty of this workshop for the creation of children's literature was that literature was created for children up to the age of five, and in the coming days, this literature would be illustrated and prepared in the form of a book and a poster, and a beautiful plan was made under this camp to make this literature accessible to children. Are the created children's stories and children's poems suitable for children up to five years of age? Are they easily understandable by children? At the end of the review, child-friendly children's stories and children's poems were selected and the illustrators were guided by experts to develop them in

the form of posters. The successful execution of this plan will result in curating quality children's poems. The anthology will not only celebrate the rich literary tradition of Gujarat but also contribute to the literary and educational enrichment of young readers.

Day-1 On the first day, on 6/02/2025 at 5 pm, all the invited experts gathered at the Paki Nishal located in Palanpur. After welcoming and introducing all the guests present, the first meeting was held in which the agenda of the second day was discussed. After having dinner, they left for the Arany Dham Complex and the Sarvodaya Trust-run M.G. Patel residence.





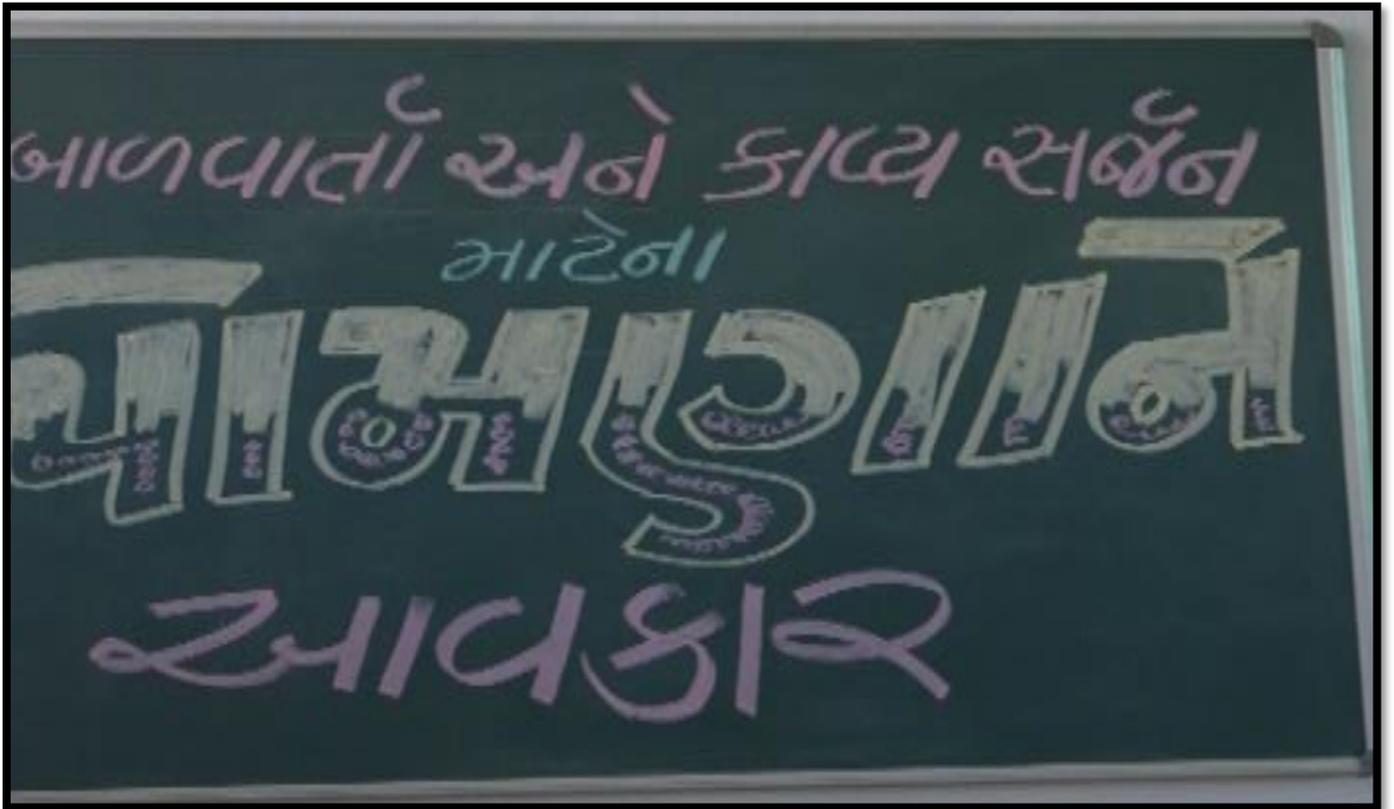


Day-2

On Date- 07/02/2025 at Aranya Dham at 7 am and after having tea and breakfast, the workshop started with a prayer and the introduction of the program was given by Dr. Seema ben. Prof. Mahendra Bhai Chotaliya, who was present as the chief expert of the camp, explained how children's poems and stories can be created for children up to five years old? What things can be kept in mind? What do children of which age like? How do they know? Milestones have been decided for this, which were explained in detail with examples by him. After the lunch break, another meeting was held in which an exhibition of posters and books made by Eklavya Foundation Bhopal was kept, from which an outline of how children's poems and stories can be created was discussed with each other by Joshi Saheb. After that, a beautiful and fun children's film Luca was watched together by everyone. And all the experts present were given a free atmosphere and a spacious environment where they could express themselves and their skills. Everyone arranged themselves according to their convenience and started creating children's stories and poems in their own unique style. The whole day passed

beautifully and at 6 pm, everyone went for trekking together among the beautiful hills in Aranya Dham. After returning and having lunch, everyone separated.

Day-3



The workshop was started as per the previous plan on 08/02/2025. On 07/02/2025, various children's poems, rhymes and children's songs created were collectively presented and Chair Professor T. S. Joshi Saheb and Prof. Mahendra Chotlia gave guidance on how to publish them in the form of posters, if there were any corrections or additions. After that, how is literature created through teamwork? He gave guidance in his own unique style. In which six to seven groups were formed and children's literature was created by discussing ideas by each member of his group. Out of the main experts who presented it, the suitable design for the poster was accepted and the experts gave the design to the illustrator to develop it in the form of a poster. At the end of the day, everyone's opinions were known and accordingly, nine dates were planned.









Day-4,5



On 09/02/2025, a music program was organized by Dhingli Ghar-Ahmedabad for two hours from eight to ten in the morning at Government Primary School, in which how can children's stories be presented through music? The guidance was given to the children and teachers by their team along with practical. The experts, teachers and children were mesmerized by the presentation of their music and stories through their music. And they informed the teachers with their unique style. After the afternoon session, a review meeting of the created children's stories was held. In which whether the created children's stories, children's poems are suitable for children up to five years of age? Are they easily understandable by children? At the end of which review, child-friendly children's stories and children's poems were selected and the illustrators were guided by the experts to develop them in the form of posters.

The entire day of 10/02/2025 was reserved for illustrators, in which the illustrators would get useful guidance in creating posters and create effective children's literature throughout the day. The main aim of this camp was to create beautiful and fun children's literature so that children could gain knowledge with joy. And such posters are very rare in Gujarati for children up to five years of age, so with such a noble purpose, such beautiful and fun learning material was provided to children. This was organized by the joint initiative of Gijubhai Badheka Chair and Sahitya Academy so that children of government schools could easily get such posters.

Annexure-3

❖ **Bal Anand Yatra (Joyful Journey with Children)**

Detailed information on the planned activities from one to fifteen days

- ❖ **Date:** 1 to 15 November-2024
- ❖ **Place:** Children's Research University-Gandhinagar., and GCERT Gandhinagar
- ❖ **Co-ordinators:** Chair Research Fellow Dr. Sima M. Bihola, Children's Research University, Gandhinagar
- ❖ **introduction**

November 15th is known as the 'Mother of Children', 'Gandhi of Children', 'Brahma of Children's Literature', a well-known child educator and children's writer of Gujarat. Such Girja Shankar Bhagwani Badheka is our Gijubhai Badheka..

The 139th birth anniversary of Gijubhai Badheka was celebrated by the Women and Child Development Department, Central Government-funded Gijubhai Badheka Chair, working under Children's Research University-Gandhinagar. As part of the celebration, a Bal Anand Yatra was organized with the courtesy of the Gijubhai Badheka Chair from 1/11/2024 to 15/11/2024, along with the Shishu Paramarshan Department, Shri Dakshina Murthy, Bhavnagar and Nutan Bal Shikshan Sangh, Vadodara.

In which children's songs, children's stories, children's activities, children's games, and various good ideas are made to reach children, parents and teachers by making more and more child-centred programs. The entire plan was organized with the cooperation of Gijubhai Badheka Chair and I.T. and P. R.O. Branch. In addition, all the workers working in the field of education and child development as well as I. T. With the courtesy of Samagra Shiksha, B.R.C.C.O., C.R.C.O., Principals, Teachers, Parents and Children tried to pay tribute to Gijubhai through a channel that would reach this joyous journey.

On Friday, 15/11/2024, a program was organized to worship the idol of Gijubhai Badheka at GCERT Gandhinagar. In which the Vice Chancellor of Children's Research University Prof. Sanjay Gupta, Chair Prof. T.S. Joshi, Director of GCERT Shri Prakash Bhai Trivedi, GSQAC- Deputy Director Shri A. K. Modh Patel, Principal of DIET Shri Hitesh Dave Saheb, GCERT staff, School Administrator Shri Prahar Vora, Children's Research University Prof. Ranjitsinh Pawar, Jaydev Bhai, Media Manager were all present. This entire program was managed and organized by Gijubhai Badheka Chair. On this occasion, GCERT's "Jeevan Shikshan" magazine was released. In which a detailed article written by Shri Bharatbhai Pathak on “Shri Gijubhai Badheka's Contribution to Education” was published.

In addition, on 15 November 2024 at 5 pm, a conversation was organized on F.M. 90.4 on the topic “Gijubhai Badheka's Life Story and Contribution to Education” by Chair Professor Shri Dr. T. S. Joshi and Motivational Speaker/Anchor of Radio Palampur Roshini Joshi. Along with this, to promote Gijubhai Badheka, all matters related to Gijubhai should be included in the celebration through social media like Facebook, Twitter, Instagram etc. by using the common hashtag #gijubhai139cru. Honourable Former Education Minister Shri Bhupendra Singhji Chudasama, Vice Chancellor of Gujarat Vidyapith Shri Harshad Patel, Trustees of Dakshina murti Sanstha, Experts, C. N. Vidyalaya Ahmedabad as well as many dignitaries and educationists like Pujya Bhai Ramesh Bhai Ojha, Sairam Dave, Vishal Bhadani, Jyotiben Thanki, together with social media, made reels regarding Gijubhai Badheka, so that Gijubhai's thoughts and his message would reach everyone.

Details of articles and programs written about Gijubhai through various communication media have been added. In which, on the occasion of Gijubhai Badheka's 139th birth anniversary, an article written by Dr. Seema Bihola, Chair Research Fellow of Gijubhai

Badheka Chair, on the topic of 'Let's get to know Gijubhai' was published in Gandhinagar Samachar. In addition, an article published in News Amreli Express on the topic of 'Let's salute Gijubhai Badheka's 'Muchali Maa' was published by Dr. Mayur Dave. An article about Gijubhai was also published in Rakhewal-Palanpuram.

An article on the freedom fighter in education - Gijubhai Badheka was published by Vijay Sorella in Phul Chhab. Also, an article written on the topic of the freedom fighter in education that gave freedom to children in the true sense was published in the book Parab Morbi. Also, a special issue of children's stories printed on the topic of Gijubhai Badheka: 'Muchali Maa' was published in Kutch Mitra Junior on 9-11-2024. Special discussion and question and answer on the topic of "Children's 'Muchali Maa' Gijubhai Badheka" on D. D News Gujarati at 3:30 pm Dr. T.S. Joshi, former director, GCERT Rachna Dave, Minister, Nutan Bal Shikshan Sangh, Vadodara This program was organized. The details of which are as follows. Contact number (079) 26853814 / 26853816 was also given to ask your questions related to this topic and to watch the complete program, the following link was used: https://youtube.com/live/8S-g4s_3PTo?feature=share This program was broadcast live through this link. Gijubhai, a pioneer of child education, child storyteller and 'Muchaali Maa', wrote about 200 books for children alone. A film has also been made based on Gijubhai's best work 'Divaswapn'. This quiz was prepared to implement the education given by Gijubhai for child upbringing. These children's stories are an emotional offering to the God of children. A live program was organized on the Facebook page of Story Circle Ejayusar on the topic. This program Was organized by anchor Satya Raj Sinh Jadeja on Facebook

- <https://www.facebook.com/share/v/14DLGBGhnE/?mibextid=xfxF2i>.
- <https://www.facebook.com/share/v/157qrgisg5/andInstagram>
- <https://www.instagram.com/reel/DCXvCfZBLtL/?igsh=Z2o1d2NvODcwcHNy>

Thus, many people associated with the world of education have come forward individually and institutionally and have made a huge contribution to celebrating the 139th birth anniversary of Gijubhai Badheka. Congratulations to all those friends. May we not only bring Gijubhai's ideas into our lives for fifteen or twenty days, but also do noble work to make the future of children brighter.



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શ્રી ગિજુભાઈ બઘેકાની ૧૩૯મી
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બાળ-આનંદયાત્રા



બાળગીત

ચકા ચકીનું કથાગીત

<https://youtu.be/6ddUKhkqkw?si=yUdhnupoVJGq8PnH>



બાળવાર્તા

શ્રી કૃષ્ણનું પીછું

[https://cugujarat.ac.in/Uploads/Anandyatra/2024_Balvarta02/\(05\)_Balvarta_ShriKrishn_Nu_Pinchhu.mp4](https://cugujarat.ac.in/Uploads/Anandyatra/2024_Balvarta02/(05)_Balvarta_ShriKrishn_Nu_Pinchhu.mp4)



પ્રવૃત્તિ

પાંદડાથી કલર કરીએ

<https://www.youtube.com/watch?v=8DCKcxtcJhM&t=13s>



રમત

રિંગ પસાર કરવી

[https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalRamto/\(05\)_Game_\(Khushiben\)_Pass_the_ring.mp4](https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalRamto/(05)_Game_(Khushiben)_Pass_the_ring.mp4)

આયમન

સહકાર અને સ્પર્ધા

શિક્ષણમાં બે વાત એકી સાથે ચાલી શકે નહી - એક સહકાર અને બીજી સ્પર્ધા. સહકાર વ્યક્તિ પાસેથી સૌને માટે કંઈક ફાળો માંગે છે; સહકાર વ્યક્તિ-વિકાસને સંપૂર્ણ અવકાશ આપવા છતાં સમૂહનું હિત પ્રથમ ગણે છે. સ્પર્ધા વ્યક્તિનું જ હિત આગળ ધરી, વ્યક્તિને જ આગળ વધારવાનું સાધન છે. સ્પર્ધા સમૂહ, સંગઠન અને જીવનનો વિરોધ છે.

સૌજન્ય: શ્રી દક્ષિણામૂર્તિ, ભાવનગર



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બાળગીત

જેને પેલી વાદળી

<https://youtu.be/bDkBqkL5kJg?si=bHom6ypRUNVtibG0>



બાળવાર્તા

લકી અને ચીંકી

<https://www.youtube.com/watch?v=GZXRvAcWn9A&t=1s>



પ્રવૃત્તિ

મોતી પરોવવાં

[https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalPravruti/\(03\)_Pravruti_\(Dipuben\)_Pearl_Necklace.mp4](https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalPravruti/(03)_Pravruti_(Dipuben)_Pearl_Necklace.mp4)



રમત

ડોલમાં દડા નાંખવા

[https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalRamto/\(06\)_Game_\(Meghaben\)_Ball_Bucket.mp4](https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalRamto/(06)_Game_(Meghaben)_Ball_Bucket.mp4)

આચમન

તો પણ...

બાળક ભૂલ કરે તો પણ તેના ઉપર ગુસ્સો કરવો નહિ, કેમ કે ગુસ્સે થવાની સાથે જ આપણી બુધ્ધિની નિર્મળતા ચાલી જાય છે. બાળક ભૂલ કરે તો પણ તેને મારવું નહિ, મારવાથી બાળક આપણા પ્રત્યેનો પ્રેમ અને માન ગુમાવી દે છે.

સૌજન્ય: શ્રી દક્ષિણામૂર્તિ, ભાવનગર



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श्री गिजुभाई बढेका चेर
श्री गिजुभाई बढेकानी १३८मी
जन्मजयंती निमित्ते

भाषा-आनंदयात्रा



भाषागीत
लावी छुं रंगभेरंगी



भाषावार्ता
कोई ना करी शके



प्रवृत्ति
छाप कार्य



रमत
डाटा पास करवां

आयमन

जवाब आपो

भारे रमवुं कयां ? भारे कूदवुं कयां ? भारे गावुं कयां ? भारे कोनी साथे वातो करवी ?
भोलुं तो भाने गरभड लागे, रमुं तो पिताळ वढे. कूदुं तो भेसी जवानुं कडे, गाउं तो मूंगा रडेवानुं कडे.
कोई कडेशो, भारे जवुं कयां ?

सौजन्य: श्री दक्षिणामूर्ति, भावनगर

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બાળગીત
કાળી કાળી મીંદડી

<https://youtu.be/f0yuu8WCqtM?si=712kUPd8Bh4L3Wqf>



બાળવાર્તા
સર્વદમન

https://cugujarat.ac.in/Uploads/Anandyatra/Balvarta_2024/16_Sarvadaman.mp4



પ્રવૃત્તિ
એ વર્ક

[https://cugujarat.ac.in/Uploads/Anandyatra/2024/BalPravruti/\(02\)_Pravruti_\(Radhikaben\)Spray_work.mp4](https://cugujarat.ac.in/Uploads/Anandyatra/2024/BalPravruti/(02)_Pravruti_(Radhikaben)Spray_work.mp4)



રમત
દડા રીંગમાં સરકાવવા

[https://cugujarat.ac.in/Uploads/Anandyatra/2024/BalRamto/\(08\)_Game_\(Dipubn\)_Ball_Ring.mp4](https://cugujarat.ac.in/Uploads/Anandyatra/2024/BalRamto/(08)_Game_(Dipubn)_Ball_Ring.mp4)

આચમન

ભય

બાળક ભૂલ કરે તો પણ તેને ભય બતાવવો નહિ, કેમ કે ભયથી બાળક નરમ થઈ જઈ પોતાનું તેજ અને શક્તિ ગુમાવી બેસે છે. ભૂલનું ઔષધ ભય નથી કેમ કે ભય રાક્ષસનું રૂપ છે. બાળક ભૂલ કરે તો પણ તેને વઢવું નહિ, વઢવાથી બાળક વઢકણું અને ચીડિયું થાય છે, કેમ કે, વઢકણાપણું એ જંગલીપણાનો અવશેષ છે.

સોજન્ય: શ્રી દક્ષિણામૂર્તિ, ભાવનગર



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બાળ-આનંદયાત્રા



બાળગીત
ચાલને ઘોડા ચાલ



બાળવાર્તા
ચકલીના ચતુર ભચ્યા



પ્રવૃત્તિ
રંગ અને પાણીની રમત



રમત
ડોશીમાં ડોશીમાં

આયમન

બાળક બહુ માંગતું નથી

આપણી પાસેથી બાળક પોતાના વિકાસ માટે બહુ માંગતું નથી. તે પ્રથમ આપણી પાસેથી સન્માન માંગે છે. જો આપણે તેને કહીએ,
“આ તો તારાથી ન બની શકે, તારાથી કશું થઈ શકે તેમ છે ? છોકરાથી છાશ ન પીવાય.”
તેથી આ બધાં વચન બાળકના અસન્માન સૂચક છે. બાળકને એ નથી ગમતાં.

સૌજન્ય: શ્રી દક્ષિણામૂર્તિ, ભાવનગર

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બાળગીત

હું તો દોડું ત્યાં ઘરતી ધમધમતી

<https://www.youtube.com/watch?v=bMlgw0fdEVU&t=21s>



બાળવાર્તા

દીકરીને ઘેર જાવા દે

[https://cugujarat.ac.in/Uploads/Anandyatra/2024_Balvarta02/\(02\)_BalVarta_Dikari_Ne_Java_De_.mp4](https://cugujarat.ac.in/Uploads/Anandyatra/2024_Balvarta02/(02)_BalVarta_Dikari_Ne_Java_De_.mp4)



પ્રવૃત્તિ

હિંદી વર્ક

<https://www.youtube.com/watch?v=5A-joV4Pkrc>



રમત

આટલે આટલે પાણી

[https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalRamto/\(03\)_Game_\(Suniibhai\)_Water.mp4](https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalRamto/(03)_Game_(Suniibhai)_Water.mp4)

આરમ્ભ

ઈશ્વરનો અનુગ્રહ

ઈશ્વરનો અનુગ્રહ એ સૌથી મોટો ચમત્કાર છે. બાળકો સૌથી વધારે પ્રભુના અનુગ્રહીતો છે. બાળકોને સમજવા માટે ચોપડીઓ ન વાંચો પણ, બાળકોને જ વાંચો. બાળકોમાં લોકો અને વાતાવરણને પારખવાની અદ્ભૂત શક્તિ છે.

સૌજન્ય: શ્રી દક્ષિણામૂર્તિ, ભાવનગર



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બાળગીત

હું તો રાતલડી બનીને

<https://www.youtube.com/watch?v=232c1WgEdRM>



બાળવાર્તા

ભાઈબંધી

https://www.youtube.com/watch?v=D-7_1UpwrFk&t=1s



પ્રવૃત્તિ

કાગળમાંથી હોડી બનાવવી

[https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalPravruti\(01\)_Pravruti_\(Radhikaben\)PaperBoat.mp4](https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalPravruti(01)_Pravruti_(Radhikaben)PaperBoat.mp4)



રમત

નદીકિનારે ટામેટું

[https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalRamto\(02\)_Game_\(Khushiben\)_Nadi_Kinare_Tametu.mp4](https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalRamto(02)_Game_(Khushiben)_Nadi_Kinare_Tametu.mp4)

આયમન

સાચી શાળા

મા-બાપ એમ માને કે, અમે ગમે તેમ વર્તીએ તેમ છતાં અમારાં બાળકોને સંસ્કારી બનાવીશું, તો તેઓની મોટી ભૂલ છે. મા-બાપ અને ઘર આ દુનિયાની સૌથી મોટી અને બળવાન શાળા છે. ઘરમાં બગડેલાં બાળકોને ભગવાન પણ બચાવી શકશે નહિ.

સૌજન્ય: શ્રી દક્ષિણામૂર્તિ, ભાવનગર



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બાળગીત

હું દોડું તો ચાંદો દોડે

<https://www.youtube.com/watch?v=jTD9HrmoqLM>



બાળવાર્તા

કીડી-ગટુની દોસ્તી

https://cugujarat.ac.in/Uploads/Anandyatra/Balvarta_2024/11_Kidi_ane_gatuni_dosti.mp4



પ્રવૃત્તિ

પાંદડાની છાપ કરવી

<https://www.youtube.com/watch?v=3PDyEKQd4FM&t=3s>



રમત

વાઘભાઈ વાઘભાઈ

[https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalRamto\(01\)_Game_\(Khushiben\)_Waghbhai.mp4](https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalRamto(01)_Game_(Khushiben)_Waghbhai.mp4)

આયમન

બાળકની શક્તિ

તમે દુનિયા આખીને છેતરી શકશો, પણ તમારાં બાળકોને નહીં છેતરી શકો. તમે બધાને બનાવી શકશો, પણ તમારાં બાળકોને નહીં બનાવી શકો. તમે સૌનાથી છુપાવી શકશો, પણ તમારાં બાળકોથી કશું નહીં છુપાવી શકો. બાળક સર્વજ્ઞ છે, સર્વ-વ્યાપક છે, સર્વ-શક્તિમાન છે.

સૌજન્ય: શ્રી દક્ષિણામૂર્તિ, ભાવનગર



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શ્રી ગિજુભાઈ બઢેકા ચેર
શ્રી ગિજુભાઈ બઢેકાની ૧૩૯મી
જન્મજયંતી નિમિત્તે

બાળ-આનંદયાત્રા



બાળગીત
એક મજનો માળો

<https://www.youtube.com/watch?v=TAmDqxY0T7A>



બાળવાર્તા
ચકલીબહેને બ્રશ કર્યું

[https://cugujarat.ac.in/Uploads/Anandyatra/2024_Balvarta02/\(08\)_Balvarta_ChakaliBen_E_Brush_Karyu.mp4](https://cugujarat.ac.in/Uploads/Anandyatra/2024_Balvarta02/(08)_Balvarta_ChakaliBen_E_Brush_Karyu.mp4)



પ્રવૃત્તિ

હવાના દબાણનો પ્રયોગ

[https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalPrayogo/\(02\)BalPrayog_\(Bhavbnaben\)_Air_Pressure.mp4](https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalPrayogo/(02)BalPrayog_(Bhavbnaben)_Air_Pressure.mp4)



રમત

રીંગણ, બટાકું, કોળું

<https://youtube.com/watch?v=0J4EpvMhig&feature=shared>

આચમન

ખરાબ ભેટ

બાળકોને અંધશ્રદ્ધા આપવી એ બહુ ખરાબ ભેટ છે. અંધશ્રદ્ધા, નિરાશાવાદ, શંકાશીલ પ્રકૃતિ, આ બધા ભયંકર રોગ છે. આ રોગ માતા-પિતામાંથી બાળકોમાં ઉતરે છે. જીવનનાં દેવાળિયા મા-બાપના આ રોગો બાળકોને મળેલો વારસો છે.

સૌજન્ય:

શ્રી દક્ષિણામૂર્તિ, ભાવનગર
નૂતન બાલશિક્ષણ સંઘ, વડોદરા



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શ્રી ગિજુભાઈ બઢેકા ચેર
શ્રી ગિજુભાઈ બઢેકાની ૧૩૯મી
જન્મજયંતી નિમિત્તે

બાળ-આનંદયાત્રા



બાળગીત

આંગણાનો જાદુ

https://www.youtube.com/watch?v=ms_S-MBmcTk



બાળવાર્તા

મજાની દુનિયા

https://cugujarat.ac.in/Uploads/Anandyatra/Balvarta_2024/12_Majani_Duniya.mp4



પ્રવૃત્તિ

બબલ્સ પેઇન્ટિંગ

<https://www.youtube.com/watch?v=3tCFm1b22Jc>



રમત

સતોડિયું

<https://youtube.com/watch?v=36sKpqimQAE&feature=shared>

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આચમન

કદી નહિ

બાળકને ભય કે લાલચ કદી ન બતાવવાં.
ભય અને લાલચ એ માણસજાતની સુખાકારી અને આનંદના મોટામાં મોટા શત્રુ છે.

સૌજન્ય:

શ્રી દક્ષિણામૂર્તિ, ભાવનગર
નૂતન બાલશિક્ષણ સંઘ, વડોદરા



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શ્રી ગિજુભાઈ બઘેકાની ૧૩૯મી
જન્મજયંતી નિમિત્તે

બાળ-આનંદયાત્રા



બાળગીત

અંતર-મંતર-જંતર

<https://www.youtube.com/watch?v=xg4mxsskkuk>



બાળવાર્તા

સાંભળો છો દળભંજનજી

[https://cugujarat.ac.in/Uploads/Anandyatra/2024_Balvarta02/\(06\)_Balvarta_Shambalo_Chho_Dalbhanjanji.mp4](https://cugujarat.ac.in/Uploads/Anandyatra/2024_Balvarta02/(06)_Balvarta_Shambalo_Chho_Dalbhanjanji.mp4)

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પ્રવૃત્તિ

ચમચીથી કઠોળ ભરવા

<https://www.youtube.com/watch?v=4lbvkc8G2J4>



રમત

ગ્રુપ જેપ

<https://youtube.com/watch?v=dAT9D7jivoE&feature=shared>

આચમન

જાતે કામ કરવા દો

બાળકને જાતે કામ કરવાનો શોખ હોય છે. એને રૂમાલ ધોવા દો, એને પ્યાલો ભરવા દો, એને ફૂલ ગોઠવવા દો, એને વાટકી માંજવા દો, એને વટાણા ફોલવા દો, એને પીરસવા દો, બાળકને બધું કામ એની મેળે કરવા દો, એની રીતે કરવા દો.

સોજન્ય:

શ્રી દક્ષિણામૂર્તિ, ભાવનગર
નૂતન બાલશિક્ષણ સંઘ, વડોદરા



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શ્રી ગિજુભાઈ બઘેકાની ૧૩૯મી
જન્મજયંતી નિમિત્તે

બાળ-આનંદયાત્રા



બાળગીત

પપ્પા રે પપ્પા મને નાનો ના સમજો

<https://www.youtube.com/watch?v=67YrJyJ15E8>



બાળવાર્તા

સ્નેહપરી

https://cugujarat.ac.in/Uploads/Anandyatra/Balvarta_2024/14_Snehpari.mp4



પ્રવૃત્તિ

દહન માટે ઓક્સિજનની જરૂરિયાત

[https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalPrayogo\(01\)BalPrayog_\(Bhavnaben\)_Oxygen_Fire.mp4](https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalPrayogo(01)BalPrayog_(Bhavnaben)_Oxygen_Fire.mp4)



રમત

ધન આઉટ

<https://youtube.com/watch?v=Bskrgl0Kuhw&feature=shared>

આયમન

કાંતિ અને શાંતિ

ઈશ્વરની દુનિયામાં બાળક એ એક અલૌકિક નિર્દોષ સર્જન છે. આપણે તેના વિકાસના ક્રમને ઓળખીએ. જેણે આજના બાળકને સ્વતંત્ર અને સ્વાધીન થવાની અનુકૂળતા કરી આપી છે, તેણે માનવજાતને સર્વતોમુખી કાંતિ અને આત્યંતિક શાંતિના માર્ગે મૂકેલી ગણાશે.

સૌજન્ય:

શ્રી દક્ષિણામૂર્તિ, ભાવનગર
નૂતન બાલશિક્ષણ સંઘ, વડોદરા

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શ્રી ગિજુભાઈ બઘેકાની ૧૩૯મી
જન્મજયંતી નિમિત્તે

બાળ-આનંદયાત્રા



બાળગીત
ટપાક ટોલકી

<https://www.youtube.com/watch?v=4FQBA8WX6wo>



બાળવાર્તા
રૂપો હાથી

[https://cugujarat.ac.in/Uploads/Anandyatra/2024_Balvarta02/\(01\)_Balvarta_Rupo_haathi.mp4](https://cugujarat.ac.in/Uploads/Anandyatra/2024_Balvarta02/(01)_Balvarta_Rupo_haathi.mp4)



પ્રવૃત્તિ

ચમચીથી પાણી ભરવું

<https://www.youtube.com/watch?v=TpJ5ZXIHrEI>



રમત

અવાજનો તફાવત

<https://youtube.com/watch?v=gKBG8vZ5IGU&feature=shared>

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આયમન

ક્યાં સુધી ?

આપણી અતૃપ્ત ઈચ્છાઓને તૃપ્ત કરવા ખાતર
આપણે બાળકોને ક્યાં સુધી વાપરશું ?

સૌજન્ય:

શ્રી દક્ષિણામૂર્તિ, ભાવનગર
નૂતન બાલશિક્ષણ સંઘ, વડોદરા



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શ્રી ગિજુભાઈ બઘેકા ચેર
શ્રી ગિજુભાઈ બઘેકાની ૧૩૯મી
જન્મજયંતી નિમિત્તે

બાળ-આનંદયાત્રા



બાળગીત

કુગ્ગાવાળો આવ્યો

<https://www.youtube.com/watch?v=xvzIGUJxR-E>



બાળવાર્તા

વાંસડીવાળો

https://cugujarat.ac.in/Uploads/Anandyatra/Balvarta_2024/02_Vansadi_Valo.mp4

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પ્રવૃત્તિ

ડ્રોપરથી પાણી ભરીએ

<https://www.youtube.com/watch?v=BJuZ247G7II>



રમત

ઊંચે નીચે

https://youtube.com/watch?v=cOw_DnQ9gWc&feature=shared

આચમન

પાયો

જીવન-વિકાસનો પાયો બાલ્યાવસ્થામાં નખાય છે; બાળરોપાને સાચવશું તો બધું સચવાશે.
જે દેશ બાળકેળવણીમાં પછાત નહીં રહે, તે કશામાં પછાત નહીં રહે.

સોજન્યા:

શ્રી દક્ષિણામૂર્તિ, ભાવનગર
નૂતન બાલશિક્ષણ સંઘ, વડોદરા



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શ્રી ગિજુભાઈ બઘેકાની ૧૩૯મી
જન્મજયંતી નિમિત્તે

બાળ-આનંદયાત્રા



બાળગીત

મજાની પેલી ડુગડુગિયાવાળી આવી

[https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalAbhinayGeet/\(09\)_AbhinayGeet_Majani_Dugdugiya_vadi.mp4](https://cugujarat.ac.in/Uploads/Anandyatra/2024_BalAbhinayGeet/(09)_AbhinayGeet_Majani_Dugdugiya_vadi.mp4)



બાળવાર્તા

ચકલીબેન અને કાગડાભાઈ

[https://cugujarat.ac.in/Uploads/Anandyatra/2024_Balvarta02/\(09\)_BalVarta_ChakaliBen_Ane_KagadaBhai.mp4](https://cugujarat.ac.in/Uploads/Anandyatra/2024_Balvarta02/(09)_BalVarta_ChakaliBen_Ane_KagadaBhai.mp4)



પ્રવૃત્તિ

છાપામાંથી વિવિધ ટોપીઓ બનાવવી

<https://youtu.be/jD9F8Wh92tA?si=BnXnlJ206A02zW4G>



રમત

વાઘ-બકરીની રમત

<https://youtube.com/watch?v=6h6d1kj0o3A&feature=shared>

આચમન

પ્રેમનું માપ

બાળકોના માતા-પિતા પ્રત્યેના પ્રેમનું માપકયંત્ર
બાળકોની નિખાલસતા અને નિર્ભયતા છે.

સૌજન્ય:

શ્રી દક્ષિણામૂર્તિ, ભાવનગર
નૂતન બાલશિક્ષણ સંઘ, વડોદરા

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Content uploaded from Day 1 to 15: 1 November 2024 to 15 November 2024

Special discussion and question and answer on the topic of "Children's 'Muchali Maa' Gijubhai Badheka" on D. D News Gujarati at 3:30 pm Dr. T.S. Joshi, former director, GCERT Rachna Dave, Minister, Nutan Bal Shikshan Sangh, Vadodara This program was organized.

The details of which are as follows. Contact number (079) 26853814 / 26853816 was also given to ask your questions related to this topic and to watch the complete program, the following link was used: https://youtube.com/live/8S-g4s_3PTo?feature=share This program was broadcast live through this link.

On Friday, 15/11/2024, a program was organized to worship the idol of Gijubhai Badheka at GCERT Gandhinagar. In which the Vice Chancellor of Children's Research University Prof. Sanjay Gupta, Chair Prof. T.S. Joshi, Director of GCERT Shri Prakashbhai Trivedi, GSQAC- Deputy Director Shri A. K. Modh Patel, Principal of DIET Shri Hitesh Dave Saheb, GCERT staff, School Administrator Shri Prahar Vora, Children's Research University Prof. Ranjitsinh Pawar, Jaydev Bhai, Media Manager were all present. This entire program was managed and organized by Gijubhai Badheka Chair.

DD NEWS ગુજરાતી

ગિરનાર

બાળકોની 'મૂઠાળી મા'
ગિજુભાઈ બધેકા

રચના દવે
મંત્રી, નૂતન બાલ શિક્ષણ સંઘ, વડોદરા

ડૉ. ટી.એસ. જોષી
પૂર્વ નિયામક, GCERT

@DDGirnarOfficial @ddnewsgujarati

પ્રસારણ: તા. 15-11-2024 બપોરે 3.30 વાગ્યે ડીડી ગિરનાર પર - ફોન નંબર : 079-26853814, 26853816

શિક્ષણના સ્વાતંત્ર્ય સેનાની : ગિજુભાઈ બધેકા

■ વિષય સુરેલિયા

(બ્યાખાતા, ડાયેટ-મોરબી)

ભારતના

અગ્રણી

બાળકેળવણીકાર ગિજુભાઈ બધેકાનો જન્મ ૧૫/૧૧/૧૯૮૫નાં રોજ ભાવનગર જિલ્લાના વલ્લભીપુર તાલુકાના વળા ગામે થયો હતો. એ વખતે પૂર્વ પ્રાથમિકનો યુગ ન હતો. ગિજુભાઈ પાંચ વર્ષ પૂરા કરી છ વર્ષની ઉંમરે વળાની પ્રાથમિક શાળામાં દાખલ થયા. એ દિવસોમાં શિક્ષણ સમગ્રપણે શિક્ષકકેન્દ્રી હતું. સોટી વાગે ચમચમ અને વિદ્યા આવે ધમધમની માન્યતામાં રાચતો સમાજ હતો. એ સમયે શિક્ષણ શારીરિક દંડ, ગોબણપટ્ટી તેમજ ભયથી ત્રસ્ત હતું. ગિજુભાઈ પર આ બધી બાબતની ખૂબ ગંભીર અસર થઈ.

વાસ્તવમાં, તે સમયે બાળકોના શિક્ષણ પ્રત્યે જે ઉપદેશાત્મક, અવૈજ્ઞાનિક, અભ્યવહારુ અને ખૂબ રૂઢિચુસ્ત વલણ અપનાવવામાં આવતું હતું. તેનાથી ગિજુભાઈ ખૂબ દુખી થયા હતા. ગિજુભાઈએ પોતાના વિદ્યાર્થીકાળ

દરમિયાન આ બધી સમસ્યાઓનો પ્રત્યક્ષ અનુભવ કર્યો હતો. તેઓ ઈચ્છતા હતા કે તેમને જે પરિસ્થિતિએ ખૂબ ત્રાસ આપ્યો હતો તેવો ત્રાસ અન્ય કોઈ બાળકને સહજ પણ ન થાય. ગાંધીજીની લડાઈ અંગેજી હકૂમત સામે દેશને સ્વરાજ અપાવવા માટેની હતી, તો ગિજુભાઈની લડાઈ બાળકોને સંસ્થાનવાદી શિક્ષણ પ્રણાલીમાંથી મુક્તિ અપાવવા માટેની હતી. બન્ને શામળદાસ કોલેજના વિદ્યાર્થી હતા. બન્ને આફ્રિકામાં નોકરી અર્થે ગયેલા હતા. બન્નેએ બોમ્બેમાં શિક્ષક તરીકે નોકરી કરી હતી. બન્ને વ્યવસાયે વક્રીલ હતા. બન્ને અલગ અલગ ક્ષેત્રમાં સ્વતંત્રતાની લડાઈ લડ્યા. ગાંધીજી અંગેજી હકૂમત સામે તો ગિજુભાઈએ અંગેજી શિક્ષણ પ્રણાલી સામે અહિંસક લડત લડી. બન્ને માનવતાના પૂજારી રહ્યા.

ગિજુભાઈનો અભિગમ સંરચનાવાદી હતો. બાળક પોતાના અનુભવમાંથી જ પોતાના જ્ઞાનનું સર્જન કરે તે માટે પ્રત્યક્ષ અનુભવ દ્વારા શીખવવા પર જોરે આપતા હતા. તેઓ વિદ્યાર્થી કેન્દ્રી શિક્ષણના સિમાયતી હતા,



ગિજુભાઈ બધેકા

(૧૫/૧૧/૧૯૮૫ થી ૨૩/૬/૧૯૩૯)

નહીં કે શિક્ષણ કેન્દ્રી. તેઓ અનુભવજન્ય શિક્ષણ (એક્સપેરીએન્ટલ લર્નિંગ)માં માનતા હતા. ભૂગોળ માટે બાળકને ક્લિલ વિઝિટ કરાવતા અને ઈતિહાસ વાર્તા અને નાટક દ્વારા શીખવતા હતા. ભાષા અને વ્યાકરણ શીખવવા માટે

બાળકને રમત રમાડતા. ગિજુભાઈએ ક્રિયા દ્વારા શિક્ષણ (લર્નિંગ બાય ડુઈંગ) સિદ્ધાંત પર ખૂબ બારીકાઈથી કામ કર્યું. એટલું જ નહીં, ગિજુભાઈએ વાર્તાને બાળકોના હૃદય સુધી પહોંચવાનું સાધન બનાવ્યું અને તેના દ્વારા શિક્ષણને રસપ્રદ બનાવ્યું. ગિજુભાઈ શિક્ષણને આનંદદાયી અને પ્રવૃત્તિમય બનાવવા સતત વિચારતા રહ્યા અને શિક્ષણને જીવનલક્ષી બનાવતા રહ્યા.

ગિજુભાઈ માનતા કે શાળાનું વાતાવરણ આનંદપ્રદ અને પ્રેમભર્યું હોવું જોઈએ. બાળકને ઘર અને શાળા વચ્ચે તફાવત ન લાગવો જોઈએ. જે રીતે બાળક ઘરમાં રમતા-રમતા શીખે છે. તેવી જ રીતે બાળકને શાળામાં પણ વાર્તા દ્વારા, રમત દ્વારા, ચિત્રકામ દ્વારા, લોકકથા દ્વારા, પ્રવૃત્તિ દ્વારા, ગીતો દ્વારા, નૃત્ય દ્વારા, નાટકો દ્વારા, પ્રવાસ-પર્યટન દ્વારા, શોધખોળ દ્વારા સહજ અને ભયરહિત શીખવાનો માહોલ આપવો જોઈએ. બાળકના આત્મવિશ્વાસને ઠેસ પહોંચે તેવું કોઈ કાર્ય શાળાએ ક્યારેય ન કરવું જોઈએ. આ ત્યારે જ થાય જો શાળામાં

ભયરહિત માહોલ હોય. શાળામાં શિક્ષકે બાળકને 'શીખવવા' પર ભાર આપવાને બદલે 'કેવી રીતે શીખવું' (લર્નિંગ ટુ લર્ન) તેના પર ધ્યાન આપવું જોઈએ.

ગિજુભાઈએ શિક્ષણને મારકૂટ, ભય, હિંસા, નિરર્થક શિક્ષણની ચુંગાલમાંથી મુક્તિ અપાવી. તેઓ શિક્ષકો અને વિદ્યાર્થી માટે મુક્ત શિક્ષણના આગ્રહી હતા. મુક્ત અને પ્રાકૃતિક વાતાવરણમાં જ બાળકો પોતાનું સર્વસ્વ આપી શકે તેમજ ખીલે તેવું તેઓ માનતા. શિક્ષણના બાળકને કરવામાં આવતી શારીરિક સજાના ગિજુભાઈ સખત વિરોધી હતા. આજે બાળકો ભયરહિત અને મુક્ત વાતાવરણમાં અભ્યાસ કરે છે, તેના બીજા ગિજુભાઈ રોપેલા છે. ગિજુભાઈના સપન પ્રયત્નને કારણે આજે શિક્ષણ ભયરહિત અને ભારરહિત બનવા તરફ પ્રગતિ કરી રહ્યું છે. ગિજુભાઈએ બાળકોને ઈશ્વર માન્યા અને કહ્યું: બાલ દેવો ભવ: રાષ્ટ્રિય શિક્ષણ નિતિ-૨૦૨૦ પણ ગિજુભાઈએ કંડારેલા માર્ગ પર ચાલવાની ભલામણ લઈને આવી છે.

ગિજુભાઈ બધેકા : 'મુછાળી મા'

જાળકોના બેલીની જન્મજયંતી : ૧૫ નવેમ્બર, શુક્રવાર

જરાતના વરિષ્ઠ ગુણિતશાસ્ત્રી ગિરિજીશંકર ભગવાનજી બધેકાનો જન્મ સૌરાષ્ટ્ર પ્રાંતના અમરેલી જિલ્લામાં ચિત્તલમાં ૧૫ નવેમ્બર-૧૮૮૫માં થયો હતો. તેઓ વ્યવસાયે ઉચ્ચ ન્યાયાલયના વકીલ હતા. ઇ.સ. ૧૯૧૫માં દક્ષિણામૂર્તિ વિદ્યાર્થી ભવનના કાનૂની સલાહકાર બન્યા. નાનાં બાળકોનાં શિક્ષણમાં તેમણે અમુલ્ય ફેરફાર કર્યો. તેઓ શિક્ષણવિદ્ સાથે શિક્ષક હતા. તેઓ બાળકોના બહુ પ્યારા હતા. તેથી બાળકો તેમને 'મુછાળી મા' તરીકે ઓળખતા હતા. તેઓને ઇ.સ. ૧૯૦૭માં પૂર્વ આફ્રિકા જવું પડ્યું. ત્યાં તેમણે કાયદાનો અભ્યાસ કર્યો. ગુજરાતના નગર નેતિહાસિક વલ્લભીપુરમાં તેમના પિતા ભગવાનજીભાઈ બધેકા વકીલ હતા. તેમનાં માતા કાશીબાઈ સરળ, ધર્મપરાયણ હતાં. સાતમી પાસ કરી ગિજુભાઈને વધુ અભ્યાસ કરવા ભાવનગર જવું પડ્યું. તેમના મામા જે રેલવેમાં સર્વિસ કરતા હતા તે હરગોવિંદભાઈ પંડ્યાનાં ઘેર રહી અભ્યાસ કરવા માંડ્યા. ગિજુભાઈ કોલેજમાં અભ્યાસ કરતાં કરતાં તેમનાં લગ્ન હરિબેનથી થયાં. ગિજુભાઈ માટે દુઃખની વાત એ હતી કે, નાની વયે જ હરબેનનું મૃત્યુ થયું. દરબાર શ્રી ગોપાળદાસને ત્યાં વસોમા



મોતીભાઈ અમીન સાથે પરિચય થયો. તેમણે એક શિક્ષણનું પુસ્તક આપ્યું મોન્ટેસરી શિક્ષણ. આ પુસ્તક બાળકોને કેવી રીતે અભ્યાસ કરાવી શકાય તે બાબત જણાવતું હતું. ભાવનગરમાં ઇ.સ. ૧૯૧૦માં દક્ષિણામૂર્તિ છાત્રાલય શરૂ કરવામાં આવ્યું, જેમાં આસપાસનાં ગામડાંના વિદ્યાર્થીઓ નિવાસ કરી અભ્યાસ કરતા હતા. નાનાભાઈ ભટ્ટની જવાબદારી ઓછી કરવા ૩૨ વર્ષના ગિજુભાઈએ વકીલાત છોડી બાળકોના 'નઈ તાલીમ' મુજબના અભ્યાસ માટે દક્ષિણામૂર્તિની સેવાઓનો સ્વીકાર કર્યો. ગિજુભાઈએ નૂતન બાલશિક્ષણ સંઘની સ્થાપના કરી. આ અંગેની શિક્ષણ પત્રિકા શરૂ કરી. ઇ.સ. ૧૯૨૦માં રાષ્ટ્રવાદી આઝાદી ચળવળમાં તેઓ સામેલ થયા. ઇ.સ. ૧૯૩૦માં બારડોલી સત્યાગ્રહમાં ભાગ લીધો. તેમણે 'દિવારવન' જેવું અદ્ભુત પુસ્તક શિક્ષણ જગતને આપ્યું. તેમણે બાળમાનસ અને બાળશિક્ષણ

પ્રસંગ વિશેષ



ડૉ. મધુકાંત આચાર્ય

વિશે સંખ્યાબંધ પુસ્તકો લખ્યાં છે. ગિજુભાઈ બધેકાએ મોન્ટેસરી શિક્ષણ પદ્ધતિ જગતને ભેટ આપી, માત્ર ૫૩ વર્ષ જૂન ૧૯૩૯માં ભાવનગરમાં જીવનલીલા સંકેતી લીધી, પણ આજે સમગ્ર સંસાર તેમનાં કાર્યોને યાદ કરે છે.



પ્રતીકાત્મક તસ્વીર

નહીં દોસ્ત, નહીં !

એક દિવસ સુરેશને શેઠના બગીચામાંથી એક સોનાનું કિમતી આભૂષણ મળ્યું. સહેજે રૂપિયાનો અદાજ લગાવ્યો... બહુ જ મૂલ્યવાન...

તેણે તે આભૂષણ ખિસ્સામાં મૂક્યું... હરખમાં ને હરખમાં જમવાનું પણ જલ્દી જલ્દી પતાવી હવે આ આભૂષણનું શું કરવું તેના તે વિચાર કરતો જાગતો જ રહ્યો... ને એક પછી એક જૂની સ્મૃતિઓ યાદ આવી.

ચાલીસક વર્ષ પહેલાં ગામડેથી પપ્પા-મમ્મી સાથે ત્રણ-ચાર વર્ષનો સુરેશ પણ બજારમાં ફરી રહ્યો છે... ચોકમાં રેંકડીમાં કાચના કપ-રકાબી સાથે માટીના ડંસ, કબૂતર, કાગડા, સસલાં તથા નાનકડાં ગલ્લુડિયાંનાં રમકડાં જુએ છે ને નિદ્રાષ ભાવે તે રમકડું ગમ્યું એટલે લઈ લીધું, તેમ ગલ્લુડિયાંનું રમકડું પણ ખિસ્સામાં શેરવ્યું.

વળતાં ગામ જતી બસમાં તે કૂકું... કૂકું... કહી ગલ્લુડિયાંનાં રમકડાંને રમાડે છે. તેના પપ્પા-મમ્મીને નવાઈ લાગી કે આ રમકડું તેની પાસે

ક્યાંથી આવ્યું ? નક્કી સુરેશે નજરચૂક કરી લાગે છે !

બીજે દિવસે સુરેશ સાથે તેના પપ્પા શહેરમાં આવ્યા અને તે રેંકડીને શોધી તેના માલિકની માફી માગી ને સુરેશને હાથે જ તે રમકડું પાછું આપતાં બોલ્યા, ભાઈ ! હવે તમે જ તમારા હાથે આ ગલ્લુડિયું આ છોકરાને આપો અને તેની કિંમત આ છોકરાને હાથે જ સ્વીકારો.

આ પ્રસંગની છબિ સુરેશની જિંદગીમાં કાયમ રહી ગઈ ને તેણે પપ્પાની સ્મૃતિને પ્રણામ કર્યાં ને શેઠને બંગલે જતા પહેલાં બેગમાં આભૂષણ સાથે રાખેલ તે ગલ્લુડિયાંનાં રમકડાંને પૂછી લે છે, ચાલ, દોસ્ત ! શેઠને બગલે... આ આભૂષણ તેમને આપવા માટે. દોસ્ત ! સાચું કહેજે...

બીજાની વસ્તુ-આભૂષણ રસ્તામાંથી મળે તો પણ તે તેના માલિકને શોધી પાછી અપાય ને ? કે રાખી લેવાય ?

ને ગલ્લુડિયું જાણે પૂંછડી આમતેમ હલાવતું... આંખો પટપટાવતું બાલ્યું, રાખી ન લેવાય... દોસ્ત ! રાખી ન લેવાય... દોસ્ત... !

પ્રેરક જાળવાર્તા



નવીન ત્રિપાઠી 'અલ'



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રાત્રે ૧૦.૦૦ વાગ્યે લોકડાવરાનું આયોજન કરાયેલ છે. શુભલગ્નસ્થળ: રિજન્સી લગુન રીસોર્ટ, સજ્જનવાટીકા, ન્યારી ૩મ રોડ, કલાવડ રોડ, રાજકોટ (૪.૨૭)

આજે બાળકોના ગાંધી ગિજુભાઈ બધેકાનો જન્મદિન

રાજકોટ : ગિજુભાઈનો જન્મ ભાવનગર જિલ્લાના વલ્લભીપુર તાલુકામાં આવેલ વળા ગામે થયો હતો. તારીખ હતી ૧૫, નવેમ્બર-૧૮૮૫. ગિરજાશંકર ભગવાનજીભાઈ બધેકા જેને આપણે ગિજુભાઈ બધેકા તરીકે જાણીએ છીએ. ગિજુભાઈ બધેકાના પિતા ભગવાનજીભાઈ બધેકા પોતે વલ્લભીપુરમાં વકીલ હતા અને પિતાની જેમ ગિજુભાઈ પણ વકીલ થયા. એ સમયે પૂર્વ પ્રાથમિકનો યુગ નહતો. આથી ગિજુભાઈનો પણ છ વર્ષ વળાની પ્રાથમિક શાળામાં પ્રવેશ થયો અને ગિજુભાઈનું પ્રાથમિક શિક્ષણ વળા ખાતે પૂરું થયું. ગાંધીજીએ જેને મુછાળી મા તરીકે ઓળખાવ્યા અને કાકા કાલેલકરે જેને બાલ સાહિત્યના જ્ઞાતા કહ્યા તે ગિજુભાઈએ બાળકોના ગાંધી બની ગુજરાતના અને ભારતના શિક્ષણને નવી દિશા આપી હતી.

ગિજુભાઈએ અભ્યાસ અને નોકરી માટે વિવિધ સ્થળે પોતાનું રહેઠાણ બનાવ્યું. દરેક સ્થળેથી તેઓ કશુંક નવું શિખતા, જેમ કે ભાવનગરમાં મામા પાસેથી તેઓ જીવનના કેટલાંક પાઠ શીખે છે, જેમ કે જીવન પ્રત્યેનો દૃષ્ટિકોણ, ઈમાનદારી, સરળતા, વિદ્યતા, મહેનત કરવાની ભાવના અને મજબૂત ચારિત્ર્ય. આ બધા સંસ્કારની અસર ગિજુભાઈના જીવનકાર્યમાં સતત જોવા મળી છે. ગિજુભાઈ ખૂબ સારા વાચક હતા. યુવાન ગિજુભાઈ બેન્જામિન ફ્રેન્કલિન, ગ્રેડીબાલ્ડી, મેરી કોરેલી, મણિલાલ નભુભાઈ, ગોવર્ધનરામ ત્રિપાઠી, કલાપીને ખૂબ વાંચતા હતા. તેઓને કવિતા વાંચવાનો



ભારે શોખ હતો. ગિજુભાઈ પાસે સરળતાથી મિત્રો બનાવવાની આવડત હતી. આફ્રિકાના રોકાણ દરમિયાન ગિજુભાઈએ સમાન વિચારધારા વાળા મિત્રો સાથે મળીને સાહિત્ય ક્લબ શરૂ કર્યું હતું. વાંચન, લેખન, ચર્ચા કરવી, ભાષણ આપવું જેવી પ્રવૃત્તિઓ આ ક્લબ મારફત કરવામાં આવતી હતી. ગિજુભાઈને પ્રવાસ અને ભુગોળમાં ખૂબ રસ હતો, તેના વિકાસની ભરપૂર તક આફ્રિકામાં મળી હતી. બોમ્બેના એક વર્ષના અભ્યાસ દરમિયાન રામનારાયણ પાઠક, મહાદેવભાઈ દેસાઈ, કલાગુરુ રવિશંકર રાવલ જેવા મિત્રો સાથે અવારનવાર મળવાનું બનતું હતું. ગિજુભાઈએ કાનુની પુસ્તકોના અભ્યાસની સાથે સાથે સાહિત્યના પુસ્તકો વાંચવાનું પણ ચાલુ રાખ્યું હતું. વડવાણ કેમ્પ ખાતે વકીલાત કરવાનું નક્કી કર્યું, તે સમયે વડવાણમાં અમૃતલાલ શેઠ, પોપટલાલ ચૂડગર, મોહનલાલ બેરિસ્ટર, મણિભાઈ કોઠારી જેવા ખૂબ લભ્ય પ્રતિષ્ઠિત વકીલ પ્રકિટશ કરતા હતા. ગિજુભાઈએ અમૃતલાલ શેઠ અને પોપટલાલ ચૂડગર સાથે ભાગીદારીમાં પ્રેક્ટિસ શરૂ કરી હતી, અને વકીલ બની ગયા. પણ અહીંથી એક નવો મોડ આવે છે, જે તેઓને શિક્ષણ તરફ દોરી જાય છે.

ઈ. સ. ૧૯૧૩ માં ગિજુભાઈને ઘરે પુત્રનો જન્મ થાય છે. દીકરા નરેન્દ્રના જન્મથી ગિજુભાઈની ભૂમિકા જ બદલાઈ ગઈ. એ દિવસોમાં શિક્ષણ સમગ્રણે શિક્ષક કેન્દ્રી હતું. સોટી વાગે ચમચમ અને વિદ્યા આવે ધમધમ-ની માન્યતામાં રાચતો સમાજ હતો. મોટાભાગે પુટી નિશાળોમાં અંકગણિત અને લિપિલેખન સિવાય કશું શીખવવામાં નહોતું આવતું. તે સમયે બાળકોના શિક્ષણ પ્રત્યે જે ઉપદેશાત્મક, અવેશાનિક, અલ્પવહારુ અને ખૂબ રૂઢિચુસ્ત વલણ અપનાવવામાં આવતું હતું, તેનાથી ગિજુભાઈ ખૂબ દુઃખી થયા હતા. ગિજુભાઈએ પોતાના વિદ્યાર્થીકાળ દરમિયાન આ બધી સમસ્યાઓનો પ્રત્યક્ અનુભવ કર્યો હતો.

૩૬ વર્ષની વયે વકીલાત છોડી વર્ષ ૧૯૧૬માં દક્ષિણમુર્તિ વિદ્યાથી ભવનના સહાયક વોર્કન બન્યા. ગિજુભાઈ પુરો સમય છાત્રાલયમાં પસાર કરવા લાગ્યા અને કાનુની પુસ્તકોની જગ્યા હવે મનોવિજ્ઞાન અને શિક્ષણના પુસ્તકો લેવા લાગ્યા હતા. નાનાભાઈ અને ગિજુભાઈએ જોયું કે છાત્રાલય બાળકોને જે વાતાવરણ પૂરું પાડે છે તેનાથી વિપરીત વાતાવરણ શાળાઓમાં જોવા મળે છે. શાળાઓ હજુ

પારંપરિક શિક્ષણ પ્રણાલીમાંથી બહાર આવી ન હતી. આથી છાત્રાલય અને શાળા વચ્ચે મેળ ખાતો નહતો. તો પછી પ્રાથમિક શાળા કેમ શરૂ ન કરવી? પહેલી જૂન, ૧૯૧૮ માં 'કુમાર મંદિર' નામે પારણ ૧ થી ૫ ની પ્રાથમિક શાળા સારું કરવામાં આવી. તેના આચાર્ય હતા- ગિજુભાઈ ભગવાનજીભાઈ બધેકા. આ શાળા ગિજુભાઈના પ્રયોગની પ્રથમ શાળા બની. જેમ જેમ પોરણ વધતાં ગયા તેમ તેમ વિનય મંદિર નામે હાઈસ્કૂલ પણ શરૂ કરવામાં આવી. શાળાને 'મંદિર' નામ આપવું પણ કેટલું બધું સાર્યક લાગે છે !!! ગિજુભાઈએ આચરે તે આચાર્યની વાત પ્રથમ પોતાના જીવનના આચરણ દ્વારા સાબિત કરી બતાવી.

દક્ષિણમુર્તિ બાલમંદિરના સંચાલન દરમિયાન ગિજુભાઈ જોઈ શક્યા કે જે પ્રકારનું શિક્ષણ તે બાળકોને આપવા ઈચ્છે તેને આગળ ધપાવવા માટે તાલીમબદ્ધ શિક્ષકોની જરૂર પડશે. આથી ઈ. સ. ૧૯૨૫ માં દક્ષિણમુર્તિ બાલઅધ્યાપન મંદિરની સ્થાપના કરવામાં આવી. સમાન વિચારધારા લોકો સુધી પોતાની વાત પહોંચાડવા અને બાળકોના શિક્ષણ પ્રત્યે વ્યાપક રુચિ પેદા કરવા દક્ષિણમુર્તિ ખાતે મોન્ટેસરી સંમેલન યોજવામાં આવ્યું. સંમેલનનું સમાપન નૂતન બાલ શિક્ષણ સંધની સ્થાપનાથી થયું, જેથી આ કામને આગળ વધારી શકાય. પોતાના કામને લોકો સુધી પહોંચાડવા માટે માસિક ગુજરાતી પત્રિકા 'શિક્ષણ પત્રિકા' પ્રકાશિત કરવાનું નક્કી થયું. ગિજુભાઈ અને તારાબેન મોડક શિક્ષણ પત્રિકાના સંપાદક હતા.

ઉપરાંત, ગિજુભાઈએ પોતે જ બાળસાહિત્યમાં મોટું યોગદાન આપ્યું છે. બાલવાર્તા, બાલગીત, સાહસિક પ્રવાસ વાર્તા માટે ૧૭૫ જેટલા પુસ્તકો લખ્યા. જેમાં દિવાસ્વાન તો બાલકંબલી માટેનું 'સંવિધાન' ગદ્યપ. ઈ. સ. ૧૯૨૮માં ગિજુભાઈને બહુસાહિત્યક વિશેષ પ્રદાન બદલ 'રજિતસામ સુવર્ણ ચંદક' એનાયત થયો.

રાષ્ટ્રીય શિક્ષણ નીતિ-૨૦૨૦ પણ ગિજુભાઈએ કંડારેલા માર્ગ પર ચાલવાની ભલામણ લઈને આવી છે. ગિજુભાઈએ ઈ. સ. ૧૯૨૦ માં પૂર્વ પ્રાથમિકની શરૂઆત કરી હતી, તે જ વાતનો સ્વીકાર રાષ્ટ્રીય શિક્ષણ નીતિ-૨૦૨૦માં પ્રારંભિક શિક્ષણના તબક્કા (FOUNDATIONAL STAGE) - ૩ થી ૮ વર્ષ) તરીકે કરવામાં આવ્યો છે. રાષ્ટ્રીય શિક્ષણ નીતિ-૨૦૨૦માં ગિજુભાઈ બધેકાના વિચારનો ખૂબ પ્રભાવ જોવા મળે છે, જેમ કે બાળકોની જિજ્ઞાસા અને સર્જનાત્મકતાને પોષક એવી રમત-ગમત દ્વારા શિક્ષણ (PBL METHOD), (DISCOVERY) અન્વેષણ (EXPLORATION) બાલગીત જેવી બાલકેન્દ્રી ભલામણ આ નીતિમાં કરવા માતૃભાષામાં શિક્ષણ, નીતિમાં ક્રિયા દ્વારા શિક્ષણ, અનુભવજન્ય શિક્ષણ, શિક્ષણમાં ભારતીયતા લાવવાની વાત કરવામાં આવી છે તે પણ ગિજુભાઈની દેન છે. (૨૩.૨૦)

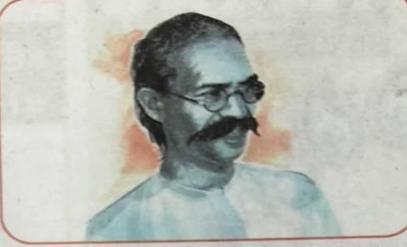
- વિષય સુરેશિયા, વ્યાખ્યાતા, ડાચેટ-મોરબી



ગિજુભાઈ બધેકાની ૧૩૯મી જન્મ જયંતી નિમિત્તે ચાલો મિત્રો ગિજુભાઈને જાણીએ...

‘બાળકોની મુછાળી મા’નું બિરુદ પામેલા, ગુજરાતના સુ-પ્રસિદ્ધ બાલકેળવણીકાર અને બાલસાહિત્યકાર તરીકે ઓળખાય છે. એમનું આનું નામ ગિરજશંકર ભગવાનજી બધેકા અને વતન વળામાં. શાળાનો અભ્યાસ પૂરો કરીને, વધુ અભ્યાસ અર્થે ભાવનગર આવ્યા. ત્યાં મેટ્રિકની પરીક્ષા પાસ કરીને શામળદાસ કોલેજમાં દાખલ થયા. કુટુંબની નબળી આર્થિક સ્થિતિને કારણે અભ્યાસ અધૂરો મૂકીને તેઓ ધંધાઈ આર્થિક ગયા અને આર્થિકમાં તેઓને ઘણા અનુભવો મળ્યા તેમ છતાં વધુ કમાણી કરવાને બદલે વતન તરફ તેઓ પાછા વળ્યા. ત્યારબાદ તેઓએ મુંબઈમાં વક્રીલાતનો અભ્યાસ કર્યો અને વર્ષ ૧૯૧૧માં વઢવાણ કેમ્પમાં વક્રીલાત શરૂ કરી હતી. ત્યારબાદ તા. ૨૭-૨-૧૯૧૩ના રોજ તેમના ઘરે પુત્ર નરેન્દ્રનો જન્મ થયો અને પોતાના પુત્રને ચીલાચાલુ નિશાળોની બદીઓથી તેઓ મુક્ત રાખવા માંગતા હતા તેથી તેમના મિત્ર દરબાર ગોપાળદાસે તેમને વસોના મોતીભાઈ અમીનને મળવા સુચવ્યું હતું અને મોતીભાઈએ તેમને મારિયા મોન્ટેસોરીનાં પુસ્તકો વાંચવા આપ્યાં. આ પુસ્તકોના વાચનથી ગિજુભાઈને બાલકેળવણીનો સાચો રસ્તો મળ્યો ને તે કાયદાના વકીલને બદલે બાળકોના વકીલ બન્યા બાળકોના બેલી બન્યા.

ભાવનગરમાં ગિજુભાઈના મામા હરજીવન પંડ્યા તથા શામળદાસ કોલેજના પ્રો. નૃસિંહપ્રસાદ (નાનાભાઈ) ભટ્ટ સ્થાપિત છાત્રાલયમાં મદદનીશ ગૃહપતિ તરીકે જોડાવા આમંત્રણ મળતાં ગિજુભાઈ વકીલાત છોડીને ૧૯૧૬ના નવેમ્બરની ૧૩મી તારીખે ‘દક્ષિણામૂર્તિ’માં જોડાઈ ગયા. તે દરમિયાન તેમનામાં સુતેલો કેળવણીકાર જાગી ઊઠ્યો અને ત્યાં બાલકેળવણીની વિચારણાને સાકાર કરવાનું વિશાળ કાર્યક્ષેત્ર તેમને પ્રાપ્ત થયું. ગુજરાતની કેળવણીનાં દશા-દિશા બદલાયાં. ગિજુભાઈ હાર્દે શિક્ષક, પણ પછી બાલશિક્ષણ માટેનું સાહિત્ય તૈયાર કરતાં બાલસાહિત્યકાર થયા. છાત્રાલય સાથે ૧૯૧૮થી કુમાર મંદિર શરૂ થયું. ગિજુભાઈ તેના આચાર્ય બન્યા. ગિજુભાઈ નવું નવું વાંચે, વિચારે તે શાળામાં પ્રયોગ કરે. તેઓ વિચારતા કે નાનાં બાળકો પર પ્રયોગો કરીએ તો પાયાં પરિણામો મળે. છેવટે ૧૯૨૦ના ઓગષ્ટની પહેલી તારીખે તેમને રામબહેન પટ્ટણીના હસ્તે બાલમંદિર ખુલ્લું મુકાયું.



માટેની અનિવાર્યતા પણ દર્શાવી. આ માટે તેમણે સહકાર્યકરો કેળવ્યાં; શિક્ષકો, મા-બાપો અને વાલીઓની સભાઓ કરી. પત્રિકાઓ કાઢી. બાળકોના હાથમાં ‘અમને મારશો નહિ’, ‘અમને બિવરાવશો નહિ’ - જેવાં સૂત્રો લખેલાં પૂંઠાં મૂકી સરઘસો કાઢ્યાં. મોન્ટેસોરી સંઘ સ્થાપ્યો, મોન્ટેસોરી પદ્ધતિનાં સાધનો બનાવવાના પ્રયોગ કર્યાં. આમ, અનેકવિધ પ્રયત્નો કરી બાલકેળવણી અંગે ગુજરાતમાં એક વિશાળ મોજું ઉત્પન્ન કર્યું.

● આ સાચા બાલસાહિત્યકાર અને બાલમિત્ર મન મૂકીને બાલકેળવણીના પ્રયોગો કરતા રહ્યા ને તેના પરિણામે ગુજરાતને સાચું સમૃદ્ધ બાલસાહિત્ય મળ્યું. તેમની બાલકેળવણીકાર તરીકેની-બાલસાહિત્યના ચિત્રક તરીકેની પ્રતિભાનો સમગ્ર ખ્યાલ આપતાં બે પુસ્તકો સહજેય પહેલાં આપણી નજરે ચરે : (૧) ‘દિવાસ્વપ્ન’ (૧૯૩૧) અને (૨) ‘વાર્તાનું શાસ્ત્ર’ (૧૯૨૫). ‘દિવાસ્વપ્ન’ ગિજુભાઈનું શ્રેષ્ઠ સાહિત્યિક પ્રદાન છે. ગિજુભાઈના માનસપુત્ર જેવા કથાનાયક લક્ષ્મીરામભાઈ દ્વારા શાળામાં-વર્ગમાં અવનવા શિક્ષણના પ્રયોગો કરી, શિક્ષણ શુદ્ધ માહિતી ન બની રહેતાં, કેવી રીતે બાળકોની સર્વ ઈન્દ્રિયોને સ્પર્શીત-કેળવતો રસમય-લીલામય પ્રયોગ થઈ શકે તે રમણીય રીતે બતાવ્યું છે. કેળવણીના આચાર માટેનું આ એમનું એક સ્વપ્ન હતું. ગિજુભાઈનું બીજું નોંધપાત્ર પુસ્તક છે ‘વાર્તાનું શાસ્ત્ર’, તેમણે અહીં બાલવાર્તા દ્વારા બાલકેળવણીમાં જે કાંઈ લખ્યું છે તેની માર્મિક આલોચના કરી છે. તેમના બાલસાહિત્યલક્ષી વિપુલ સર્જનમાં ત્રીજું નોંધપાત્ર પુસ્તક છે. તારીખ ૨૫-૮-૧૯૩૨ સુધીના બાલસાહિત્યને સમાવતો ‘બાલસાહિત્ય-સર્વસંગ્રહ’ (૧૯૩૨). બાલસાહિત્યની એક સરસ સુચિનું કાર્ય આમાં થયેલું છે. ગિજુભાઈનો આંતર પરિચય થાય છે. ‘શાંત’ પળોમાં’ (૧૯૩૪) પુસ્તકમાં. ‘રખડું ટોળી’ અને ‘કિશોરકથાઓ’ (ભાગ-૧-૨) તેમની અનુદિત-રૂપાંતરિત કૃતિઓ છે. દક્ષિણામૂર્તિ નિમિત્તે તેમણે લગભગ દોઢસો પુસ્તિકાઓ આપી છે.

રૂપાંતરિત કૃતિઓ છે. દક્ષિણામૂર્તિ નિમિત્તે તેમણે લગભગ દોઢસો પુસ્તિકાઓ આપી છે. ‘બાલસાહિત્યમાળા’, ‘બાલસાહિત્યગુચ્છ’, ‘બાલસાહિત્યવટિકા’ વગેરેનો આમાં સમાવેશ થાય છે. તારાબહેન મોડક અને જુગતરામભાઈની તેમને આ બાબતે ખુબ મદદ મળેલી. તારાબહેન મોડક સાથે મળીને તેમણે ‘પાઠપોથી ગ્રંથમાળા’, ‘પશુપત્રી ગ્રંથમાળા’, ‘જ્ઞાનવર્ધક ગ્રંથમાળા’, ‘જીવનપરિચય ગ્રંથમાળા’, ‘કથાનાટ્ય ગ્રંથમાળા’ આદિ અનેક ગ્રંથમાળાઓ આપી છે, જેના દ્વારા તે બાળકોને તેમના પરિસરમાં આવતી વસ્તુ, સ્થળ, ભાષા અને સર્વ સાથે સાહજિકતાથી સાંકળે છે. ગિજુભાઈએ બાલકથા-સાહિત્યક્ષેત્રે પણ ઠીક ઠીક ધ્યાન કર્યું છે. તેમણે વિવિધ ગ્રંથમાળાઓ નિમિત્તે અનેક કથાઓ આપી છે. ‘ગિજુભાઈની બાલવાર્તાઓ’ તેમની જાણીતી કથાશ્રેણી છે. તે ૧૯૨૧માં પાંચ ભાગમાં પ્રકાશિત થયેલી. આજે તેની પરિષ્કૃત આવૃત્તિ ૧૯૭૯માં દસ ભાગમાં પ્રાપ્ય છે. ગિજુભાઈની કહેવાની આ કથાઓ, હકીકતે તેમની મૌલિક કથાઓ નથી, પણ તેમણે સાંભળેલી-જાણેલી-ભેગી કરેલી કથાઓને બાલભોગ્ય લેખિત સ્વરૂપ તેમણે આપ્યું હોઈ તે કથાઓ સાથે તેમનું નામ જોડાઈ ગયું છે. લોકકથાઓના સહારે જ આ બાલકથાઓ દ્વારા બાલમાનસ ધસતરનું અને તેમને મનોરંજન પુરું પાડવાનું સુંદર કાર્ય તેમણે કર્યું.

આ વિશાળ સાહિત્ય-સંદર્ભે જ કાકાસાહેબે તેમને ‘બાલસાહિત્યના બ્રહ્મા’ કહીને બિરદાવેલા. તેમના બાલકેળવણી અને સાહિત્યના ક્ષેત્રના પાયાના સત્વશીલ કાર્યને કારણે ૧૯૨૯નો ‘શ્રી રણજિતરામ સુવર્ણચંદ્રક’ તેમને એનાયત થયેલો.

આ ઉપરાંત ‘વસંત’ અને ‘જ્ઞાનસુધા’માં ‘વિનાયક’ નામે છપાયેલાં કાવ્યો, વાર્તાઓ; ‘દક્ષિણામૂર્તિ’, ‘શિક્ષણ-પત્રિકા’, ‘છાત્રાલય’, ‘પ્રસ્થાન’, ‘ક્રીમુદી’ વગેરેમાં છપાયેલા, પણ ગ્રંથસ્થ નહિ થયેલા લેખો અને પત્રોનો ઉલ્લેખ અવશ્ય કરવો જોઈએ. તેમનું પંદર પુસ્તકોનું હિન્દી ભાષાંતરો થયાં છે. ‘દિવાસ્વપ્ન’નું તો મરાઠી અને અંગ્રેજી ભાષાંતર પણ થયું છે. ગિજુભાઈમાં ઉત્તમ પ્રકારની રાષ્ટ્રીય ભાવના ભરી પડી હતી. તેમનું જીવન ગાંધીજીના રાષ્ટ્રીય વિચારોથી પરિપ્લાવિત હતું. તેમના વિચારોમાંથી અક્ષરજ્ઞાન યોજનાઓ, બાલવાદી અને કીડાંગણની યોજનાઓ આવી. વાનરસેના અને વાનરપરિપદોનો વિચાર તેમણે અસહકારના આંદોલન દરમિયાન આપેલો. તેમની વિસ્તરણ સેવાની પ્રવૃત્તિઓ પંજાબ, સિંધ, રાજસ્થાન, મધ્યપ્રદેશ, મહારાષ્ટ્ર, કચ્છ અને અનેક સ્થળો સુધી દૂર દૂર વિસ્તરી હતી. એક રાષ્ટ્રીય ભાવનાવાળા શિક્ષક તરીકેનું તેમનું આ પ્રદાન ખૂબ જ મૂલ્યવાન હતું.

કાકાસાહેબે આથી જ અંજલિ આપતાં કહ્યું હતું કે, ‘એ જમાનામાં ગિજુભાઈ અને તારાબહેને જે કામ કર્યું તે કોઈ પણ સમાજને મગરૂર બનાવે તેવું હતું. બાળ ઉદ્ધારક ગિજુભાઈએ અસંખ્ય મા-બાપોને બાળસ્વતંત્રતાની, બાળભક્તિની અને બાળપૂજાની દીક્ષા આપી.’ બાલશિક્ષકો અને બાલહિતચિંતકો તૈયાર કરવાનું ગિજુભાઈએ મહત્વનું પ્રદાન કર્યું છે. તેમણે પોતાના જ્ઞાનદીપથી અનેક દીવડાઓ પ્રગટાવ્યા હતા. નૂતન બાલશિક્ષણના દેષ્ટા અને પ્રવર્તક તરીકે ગિજુભાઈનું પ્રદાન ચિરંજીવ છે.

● બાલમંદિરનો કાર્યક્રમ આવકાર, આરોગ્ય તપાસ અને ગોઠવણ, સંગીત, વર્ગમાં સાધનોની રમત, વાર્તા અને નાટકો શાંતિની રમત, ભાગમાં સાધન કામ, નાસ્તાની પ્રવૃત્તિ અને ધ્યાનની રમત, બાળકોને વિદાય બાદ સહકાર્યકારો સાથે અનુભવની આપલે અને બીજા દિવસની પૂર્વતૈયારી આ રીતે બાલમંદિરમાં ગિજુભાઈ દ્વારા બાળશિક્ષણનું આયોજન કરવામાં આવતું હતું. આમ ગિજુભાઈએ વાતચીત, સંગીત, ઈન્દ્રિય શિક્ષણ, શાંતિની રમત, જીવનવ્યવહાર અને મુક્ત વિવસાય, ભાષા-શિક્ષણ, ગણિત શિક્ષણ, કુદરત પરિચય, વાર્તા, નાટક, ચિત્ર, ભાગકામ, બાળ રમતો, પ્રવાસો વગેરેનો પોતાના બાલમંદિરમાં સમાવેશ કર્યો હતો. ત્યારપછી ૧૯૨૨માં ટેકરી પરનું બાલમંદિર કસ્તુરબા ગાંધીના હસ્તે ખુલ્લું મુકાયું. ત્યારથી માંડીને ૧૯૩૬ સુધી ગિજુભાઈ ‘દક્ષિણામૂર્તિ’ સાથે જોડાયેલા રહ્યા. ગિજુભાઈના ૧૯૨૦ થી ૧૯૩૬ સુધીનાં સોળ વર્ષના બાલશિક્ષણ અંગેના ભગીરથ કાર્યથી પ્રભાવિત થઈ ગુજરાતની પ્રજાએ તેમનું રૂપિયા ૧૧,૦૦૦ની થેલી અર્પણ કરી સન્માન કર્યું. ગિજુભાઈએ આ રકમ બાળકોના કલ્યાણ અર્થે વાપરવા સંયોજકોને સુપરત કરી.

આજીવન સભ્યપદની મુદત પૂરી થતાં તેઓ ‘દક્ષિણામૂર્તિ’માંથી છૂટા થયા. જૂના મિત્ર પોપટલાલ ચુડગરના અતિ આગ્રહથી રાજકોટમાં અધ્યાપન મંદિર શરૂ કર્યું. બાલવિદ્યાપીઠ (ચિલ્ડ્રેન્સ યુનિવર્સિટી)ની સ્થાપના. બાલજ્ઞાનકોશની રચના અને આત્મદર્શન-તેમની આ ત્રણ ઈચ્છાઓ ૧૯૩૯માં તેમનું અવસાન થતાં અધૂરી રહી. ● ગિજુભાઈનું બાળકેળવણી અને બાલસાહિત્ય ક્ષેત્રે પ્રદાન જાણીએ ગિજુભાઈએ સામાન્ય શિક્ષકો અને જનસમાજ પણ કામ કરી શકે એવી બાલપ્રેમ પર નિર્ભર, વ્યવસ્થિત અને વિગતપુર્ણ બાલશિક્ષણ-પદ્ધતિ એમને વિકસાવી હતી. ગિજુભાઈએ બાળશિક્ષણ અંગેની વ્યવસ્થિત ફિલસૂફી આપી. તેઓના મતે બાળકો સ્વતંત્ર વ્યક્તિત્વ છે અને આપણે તેમના તરફ માનભરી દૈષ્ટિએ જોવું જોઈએ. એ એમનું બાળશિક્ષક તરીકેનું મુખ્ય વિચારકેન્દ્ર છે. માણસના વ્યક્તિત્વનો વિકાસ તેની બાલ્યાવસ્થા પર આધારિત છે તેથી તેની સૌથી વધારે કાળજી રાખવી જોઈએ. વળી બાળકોને સ્વતંત્રતા મળે, તેઓ સ્વયંસ્ફુરણથી પ્રવૃત્તિઓ કરે, સ્વાવલંબી બને, જીવનવિકાસને પોષક વાતાવરણ મળે, તેઓ સહકારથી જીવતાં શીખે વગેરેની તેમણે હિમાયત કરી. આ સંદર્ભમાં તેમણે ‘મોન્ટેસોરી પદ્ધતિ’, ‘પાઠ આપનારાંઓને’, ‘આ તે શી માથાકોડ ?’, ‘મા-બાપ થવું અધરું છે’, ‘વાર્તા કહેનારને’ - વગેરે જેવા ઘણા પુસ્તકો પણ આપ્યાં છે.

● ગિજુભાઈએ બાલશિક્ષણનો પ્રસાર કરવાનો ખૂબ પ્રયત્ન કર્યો. આ અંગે સમગ્ર સમાજને બાલકેળવણીના ક્ષેત્રની અગત્યતા સમજાવી અને તે સાથે તેમાં પરિવર્તન કરવા

- ડૉ. સિમા એમ. બિહોલા

On this occasion, GCERT's "Jeevan Shikshan" magazine was released. In which a detailed article written by Shri Bharatbhai Pathak on “Shri Gijubhai Badheka's Contribution to Education” was published. On the occasion of Gijubhai's birth anniversary, articles related to Gijubhai were published in various newspaper as well as on various social media



Annexure-4

Field Visits

Exploring Live Teaching-learning Practices of Gijubhai Badheka's Educational Philosophy in Contemporary Institutions

❖ Detail of Field Visits

| Sr. No. | Name of the Institution | Place | Date of Visit |
|---------|--------------------------------|-------------|--------------------------|
| 1 | Shri Lok Bharti adyapan-Mandir | Sanosara | 09/12/2024 to 13/12/2024 |
| 2 | Moti Bhai Amin library | Vaso | 30/01/2025 |
| 3 | Daahyi laxmibaai library | Nadiad | 21/02/2025 |
| 4 | Rastriya Abhilekhagaar | Gandhinagar | 19/03/2025 |

1. This institution is located in Sanosara village of Bhavnagar district

❖ introduction

Lok Bharati Gram Vidyapeeth, Sanosara The institution was founded on the basis of Mahatma Gandhi's Sarvodaya principles of truth and non-violence. It was founded by Nanabhai Bhatt on 28 May 1953 and inaugurated by Kakasaheb Kalelkar, a staunch Gandhian. This 'Lok Bharati Gram Vidyapeeth' is a shining example of how primary and higher education can contribute to bringing practical solutions to rural problems. Manubhai Pancholi is the co-founder of this institution.

- ❖ **Achievements-** Dr. Jhaver bhai H. Patel's research resulted in the discovery of the wheat variety Lok-1 (Lok-van or Lokvan), which is very popular in Gujarat today.

- ❖ **References-** "Do you know the person who invented the food that is in our mouths?". www.divyabhaskar.co.in. Retrieved 2018-10-29. Lokbharti.org Archived 2009-01-11 at the Wayback Machine.
- ❖ **History Lok Bharti Gram Vidyapeeth, Sanosara-** Like the legendary *Trivikram*, the *Vaman Avatar* of *Lord Vishnu*, Shri Nanabhai Bhatt took three steps that changed forever the face of Indian rural education.

First step: He left his prestigious professorship at? and diverted all his time and energy into establishing *Dakshina murti Vidyarthi Bhavan* at Bhavnagar town (in 1910). **Second step:** He left the prosperous *Dakshina murti* which was in town and came to Ambla village, Dist. Bhavnagar (in 1938) to initiate the work of building pioneer rural higher education institutes in rural areas. **Third step:** At the age of 71, with the strength and willpower befitting a young man, he started *Lok Bharti*, the first institution of its own kind in country, at Sanosara village, Bhavnagar dist. (in 1953). Inaugurated by *Shri Kaka Saheb Kalelkar*, the great *Gandhian* on 28th May, 1953.

The Lok Bharti Gramvidyapith, based on the *Sarvodaya* principles of truth and non-violence, is an ideal example that shows how basic and higher education can contribute towards solving rural problems practically. Basic education has to spread even to the lowest rungs of Society, and this can instil a sense of equality and humanity in people. With this as the foundation, Lok Bharti imparts practical knowledge to its students which is suitable to the Indian psyche and culture, as well as useful to the society at large. *Shri Nanabhai* said that partial form of knowledge is burdensome and that knowledge without character is futile and destructive. Therefore, he felt that it was important for students to stay in the campus hostel of Lok Bharti to acquire education with character building.

The present education, has led to an almost dichotomous partition between the “*classes*” and “*the masses*”, thereby weakening the society. Unless correlated education is given to the vast majority of rural Indians, real democracy cannot exist. The current system of education, a British legacy, makes students literate individuals rather than social human being. Thus, the educated individual is alienated from the

uneducated masses even though he depends upon them and lives among them. The remedy for this social evil is to make hostel life the centre of our education. In hostel, students learn to live and work together in harmony, doing useful productive work on campus. Thus, whatever knowledge and skills the student acquires is in the context of a close rapport with life, society and its healthy development.

The exploration of live teaching-learning practices in institutes adhering to Shri Gijubhai Badheka's educational philosophy aims to observe firsthand how his principles are integrated into contemporary educational practices. Specifically, visits were made to exemplary institutions such as Shri Shri Lok Bharti adyapan-Mandir (Pre-school Teacher Training Institute) in Sanosara, Gujarat, the institution was founded on the basis of Mahatma Gandhi's Sarvodaya principles of truth and non-violence. It was founded by Nanabhai Bhatt on 28 May 1953 and inaugurated by Kaka Saheb Kalelkar, a staunch Gandhian. his experiments in education through various activities]

Lok Bharti Sanosara is an institution founded on the basis of Gandhiji's principles of truth and non-violence, which was founded by Nanabhai Bhatt on 28 May 1953. Nanabhai Bhatt, who established the Dakshina Murti Bal Adhya pan Mandir. And it was there that Gijubhai Badheka started his experiments in child education, based on the penance of that land of austerity, he became known by many nicknames like the mother of children and the pioneer of child education. On 28 May 1953, Lok Bharti Sanosara Gram Vidyapith was opened by the hands of Kaka Saheb Kalelkar, an ardent Gandhian. A new attempt at village education and the first Chief Minister of Saurashtra, Uchhangrai Dhebar, who has identified this institution as a great gift to Gujarat. Nanabhai Bhatt laid the foundation of Gram Bhikkhus in Amla in 1937. This Lok Bharti Gram Vidyapeeth is a vivid example of how primary and higher education can contribute to bringing practical solutions to rural problems. Manubhai Pancholi, who is known as Darshak, is the co-founder of this institution. As a result of the research of Dr. Jhaverbhai H Patel, the wheat Lok-1 was discovered here. The pride of hard work, social cohesion and the development of the entire philosophy of education for cohesion have been his specialty. The reason for the success of the Gram Vidyapeeth is the intimate relationship between students and teachers as well as the compulsory hostel in the

institution, which has become a strong medium for character formation and training in civic religion. A new children's temple has been established in this same institution. Chair Professor Dr. T. S. Joshi Saheb was present as the chief guest of its inauguration. He informed everyone about the different aspects of Gijubhai Badheka's philosophy of education and his ideas on child education.

2. Moti Bhai Amin library in Vaso, Anand, Gujarat

❖ introduction

The great personality and honourable Shri Motibhai Amin Saheb were well educated, value-based teacher, social worker and the Bhishma Pitah of the Library system. Vaso Kelvani Mandal was established with the economical help by Darbar Gopaldas and inspiration of Shri Motibhai Amin Saheb. 1 February Motibhai Amin Charotar nu moti (1873 to 1-02-1939) Charotar education society the journey of education society starts before 90 years – in the year 1918 by Shri Moti Bhai Amin – A born teacher of Vaso. He was strongly inspired by the library activities in the former Baroda state.

He was a sincere educationalist of Charotar, who established the Vaso Kelavni Mandal under the Patronage of Vaso Yuvak Mandal, Vaso. He was known with the nick name of 'SAHEB'. The Italian educationalist Mrs. Mary Montessori presented the idea of Pre-Primary School (Kinder Garden) in 1907. **He was inspired with her idea and he started Montessori Education for the first time in 1915 in the state.** For the smooth function of Kelavni Mandal which was established by Moti Bhai, have produced teachers for new generations, Where Gijubhai Badheka first studied Montessori books was the library of Moti Bhai Amin, whose inspiration and guidance opened up a new direction in his life and society gained a true educator. Who was called the Brahma of children, the Belly of children, who wrote many books through constant concern and contemplation of children.

Any mission started at any time is usually transformed into a tradition in course of time. For any creative work it is essential for a person to be associated with it emotionally. Moti Bhai Amin's empathy – spirit played a pivotal role in the establishment of Charotar Education Society, Anand. Moti Bhai was aware of the inconvenience of the students who had to commute to Petlad from the rural areas of Charotar.

The students were facing a number of problems like lodging, boarding and financial problems too. The students from the rural areas could not afford to travel to Vadodara, Pune, or Mumbai. Moti Bhai and his colleagues managed for the boarding facilities in Petlad on 16th January 1906. Moti Bhai's student Mr. Bhokre became the first superintendent of the boarding established in Petlad.

After passing metric examination Mr. Bhokre had to give up his studies because of family liabilities and financial problems. It was Moti Bhai who inspired and co-operated Mr. Bhokre to complete his graduation. He remained jobless even after being a graduate so he suggested Moti Bhai to establish an Education Society in the area of Charotar. But Moti Bhai did not welcome his suggestion due to monetary issues.

Mr. Bhokre joined college for further studies and in his absence his student Ambalal Patel from Sojitra rendered his services as the superintendent of the Boarding. Ambalal Patel once again suggested Moti Bhai to set up an Education Society when he had to join college to study further. The students who left the Boarding and joined college impressed the other students by their virtues like simplicity and hard work. Moti Bhai established Old Boarding Association with the help of Ambalal Patel and 15 to 20 students were about to complete their graduation.

It was really a golden opportunity to take advantage of these students to promote the mission of education in Charotar. Ultimately Moti Bhai implemented Ambalal's and Bhokre's suggestions and established Charotar Education Society in 1914. The fourth sitting of Old Boards Association at Bandhani (Ta. Petlad) was held. This proposal was put before the students and after giving much thought to it, it was decided to establish in Charotar an institution like Deccan Education Society. Later on, the volunteers met

together and discussed where to establish the institution and how to manage for the finance. In the beginning there were three volunteers, Ambalal Moti Bhai Patel from Sojitra, Shri Bhikhabhai Kuber Bhai Patel from Karamsad.

They were appointed at Borsad from 3-1-1915 and the third one Govardhan Kalidas Patel was appointed at Vaso. Then Moti Bhai went to Pune and with the help of the volunteers of Deccan Education Society studied the constitution of that institution and minutely observed the method of administration. By utilizing it as the foundation, he temporarily planned the administration of Charotar Education Society. In October 1915 for the further discussion, it was sent to the friends who were interested in the field of Education.

Daahyi Laxmi Baai library Nadiad, Gujarat

This library, which is the pride of the literate land of Nadiad, was established on 25 April 1898 by the famous writer Mansukh ram Surya ram Tripathi in the memory of his wife. It was officially registered during the British rule and was given the status of a library. This library has more than 50 thousand books. It also has magazines and manuscripts. The library is continuously active in many literary-linguistic activities including the book collection.

Dahi Lakshmi Library in Nadiad has a unique identity among the many libraries in Gujarat. Due to its cultural activities, it has become known not only as a library but also as a center of excellence.

Nadiad, the headquarters of Kheda district, has earned the title of Literacy City. More than 100 years old books are preserved in the Dahi Lakshmi Library located here. Located in the Samadi Chakla area of the city, this library has more than 50 thousand books of various references and manuscripts are also preserved. Dahi Lakshmi Library means a memorial temple of literates. This building was built on 25 April 1898 by Sakshararatna Man: Sukhram Surya ram Tripathi. He established this library in the memory of his wife Dahi Lakshmi.

When Dahi Lakshmi Library was established on 5th April 1898 (Vaisakh Sud Chauth, Samvat 1954), it cost Rs. 30 thousand. The first president of this library was Govardhan ram

Madhavaram Tripathi, the creator of Saraswati Chandra and a great literate of Gujarati. For the upkeep of the institution, Man: Sukhram Surya ram Tripathi had made a trust deed as the library expanded. He gave promissory notes of Rs. 25 thousand for the maintenance of the library and another Rs. 10 thousand for the reprinting of his own books. Recognition as a 'District Library' was received in 1948

The rules (trust deed) for the institution were framed in the meeting of the governing body of the institution held on 13th August, 1905. Which were made by Govardhan ram himself. During the British rule, Dahi Lakshmi Library was given the status of 'Registered Library'. In 1948, it was recognized as a 'District Library' as per the plan of the Government of India. Dahi Lakshmi Library has played a significant role in strengthening the image of Nadiad as a literate city. Even today, the people of Bharoj come here to read books every day and people from the district and outside the district are also visiting this library. It is worth mentioning that more than 200 books are taken to this library every day for reading.

- ❖ **Outcome:** The visits provided opportunities to observe and comprehend live teaching-learning practices aligned with Gijubhai Badheka's educational philosophy. These observations aimed to deepen understanding of principles like experiential learning, play-based education, and child-centric approaches in real-world settings. Additionally, the visits facilitated the exchange of ideas and best practices among educators, fostering collaboration and inspiration for improving educational practices.
- ❖ **Users:** Educators, researchers, policymakers, and anyone interested in innovative educational practices can benefit from insights gained through observing live teaching-learning practices aligned with Gijubhai Badheka's philosophy. Additionally, students and parents may gain a better understanding of effective teaching methodologies and holistic development approaches.
- ❖ **Impact on Users:** By witnessing firsthand the implementation of Gijubhai Badheka's educational philosophy in practice, educators can gain practical insights into effective teaching methodologies and classroom activities. Researchers can gather data on the impact of these practices on student learning

outcomes and holistic development. Policymakers can use these observations to inform education policy decisions aimed at promoting child-centric approaches and experiential learning.

- ❖ **Utilization by Organizations:** Educational institutions, teacher training institutes, and educational policymakers can utilize insights from these visits to improve their practices and policies in alignment with Gijubhai Badheka's educational philosophy. Collaboration between institutions can facilitate the sharing of best practices and the development of innovative educational approaches. Additionally, dissemination of findings through conferences, workshops, and publications can further promote the adoption of Gijubhai Badheka's principle in education.



લોકભારતી અધ્યાપનમંદિર-સણોસરા

સ્થાપના વર્ષ: ૧૯૪૮

૫૩ મો બાલવાડી શિબિર

તા. ૦૯/૧૨/૨૦૨૪ થી

૧૩/૧૨/૨૦૨૪



બાલવાડી શિબિર પ્રારંભ
મંગળવાર, તા. ૦૯ ડિસેમ્બર, ૨૦૨૪
સવારે ૮.૩૦ કલાકે



સ્થળ :

લોકભારતી અધ્યાપનમંદિર

શિબિર સંયોજક

અમિતભાઈ સાસાણી
૯૭૧૨૫૫૭૬૭૨

શિબિર સહસંયોજક

અજયભાઈ પંડ્યા
૯૩૨૮૨૧૪૮૨૮

આચાર્ય

જગદીશગિરિ ગોસાઈ

૯૪૨૬૯૭૯૮૭૦, ૮૭૮૦૧૩૦૦૧૬

Youtube Live link : <https://surl.li/oqivm>



કાર્યક્રમ

તારીખ- ૦૯/૧૨/૨૦૨૪ સમય:- ૮.૩૦

બાલવાડી શિબિર મહોત્સવ કાર્યક્રમ સમારંભ

શ્રી નલિનભાઈ પંડિત (પૂર્વ નિયામક જી.સી.ઈ.આર.ટી.)

શ્રી ટી.એસ. જોષી (પૂર્વ નિયામક જી.સી.ઈ.આર.ટી., ચેન્નઈ પ્રોજે.,

ગિજુભાઈ ભદેકા ચેન્નઈ, વિદ્યુત રીસર્ચ યુનિ., ગાંધીનગર)

શ્રી અરુણભાઈ દવે (મિને.ટૂટીશ્રી લોકભારતી ગ્રામવિદ્યાપીઠ, સણોસરા)

વક્તા- શ્રી રવીન્દ્રભાઈ અંધારિયા (બાળ મનોવિજ્ઞાન અને વિજ્ઞાન કથા)

સમય:- ૨.૦૦

તારીખ- ૧૦.૧૨.૨૦૨૪ સમય:- ૭.૩૦

વક્તા- શ્રી તરુણભાઈ કાટભામણા - હસ્યકલાકાર (બાળવાર્તાઓ)

મોજીલીગ્રા. શાળા - આંખલા (બાલ મનોરંજન કાર્યક્રમ) સમય:- ૨.૦૦

તારીખ- ૧૧.૧૨.૨૦૨૪ સમય:- ૭.૩૦

વક્તા- શ્રી બંસીબિનલખતરીયા (ગીત દ્વારા શિક્ષણ)

શ્રી ડ. મૂ. બાલ અ. મંદિર, શ્રી ધરશાળા અ.મંદિર (બાલ મનોરંજન

કાર્યક્રમ)

સમય:- ૨.૦૦

તારીખ- ૧૨.૧૨.૨૦૨૪ સમય:- ૭.૩૦

વક્તા- શ્રી કિરીટભાઈ ગોસ્વામી - (બાળકાવ્યમાં બાળ માનસ)

શ્રી દશિષ્ઠામૂર્તિ બાલમંદિર (બાલ મનોરંજન કાર્યક્રમ) સમય:- ૨.૦૦

તારીખ- ૧૩.૧૨.૨૦૨૪ સમય:- ૭.૩૦

વક્તા- શ્રી મહાવીરસિંહ ગોહિલ - અભિનય ગીતો

સમાપન કાર્યક્રમ

શ્રી રાજેન્દ્રભાઈ ખીમાણી (કલ્પતિશ્રી, લોકભારતી યુનિ.)

શ્રી હસમુખભાઈ દેવમુરારિ (નિયામકશ્રી, લોકભારતી ગ્રામવિદ્યાપીઠ)

દરરોજ સવારે ૯.૩૦ થી ૧૧.૦૦ અને બપોરે ૨.૦૦ થી ૩.૦૦

સુધી કાર્યશાળા (સંગીત, રમત, નાટક, સર્જન અને વિજ્ઞાન) ચાલશે

અને ૩.૩૦ થી ૫.૦૦ બાલ મનોરંજન સાંસ્કૃતિક કાર્યક્રમ



લોકભારતી અધ્યાપનમંદિર- સણોસરા

સ્થાપના વર્ષ: ૧૯૪૮

૫૩ મો બાલવાડી શિબિર

તા. ૦૯/૧૨/૨૦૨૪ થી

૧૩/૧૨/૨૦૨૪



બાલવાડી શિબિર પ્રારંભ
મંગળવાર, તા. ૦૯ ડિસેમ્બર, ૨૦૨૪
સવારે ૮.૩૦ કલાકે



સ્થળ :

લોકભારતી અધ્યાપનમંદિર

શિબિર સંયોજક

અમિતભાઈ સાસાણી
૯૭૧૨૫૫૭૬૭૨

શિબિર સહસંયોજક

અજયભાઈ પંડ્યા
૯૩૨૮૨૧૪૮૨૮

આચાર્ય

જગદીશગિરિ ગોસાઈ

૯૪૨૬૯૭૯૮૭૦, ૯૭૮૦૧૩૦૦૧૬

Youtube Live link : <https://surl.li/oqivm>



કાર્યક્રમ

તારીખ- ૦૯/૧૨/૨૦૨૪ સમય:- ૮.૩૦

બાલવાડી શિબિર મહોત્સવ કાર્યક્રમ સમારંભ

શ્રી નલિનભાઈ પંડિત (પૂર્વ નિયામક જી.સી.ઈ.આર.ટી.)

શ્રી ટી.એસ. જોષી (પૂર્વ નિયામક જી.સી.ઈ.આર.ટી., ચેઅર પ્રોફે.,

ગિજુભાઈ ભદેકા ચેઅર, વિદ્વાન રીસર્ચ યુનિ., ગાંધીનગર)

શ્રી અરુણભાઈ દવે (મિને.ટૂટીશ્રી લોકભારતી ગ્રામવિદ્યાપીઠ, સણોસરા)

વક્તા- શ્રી રવીન્દ્રભાઈ અંધારિયા (બાળ મનોવિજ્ઞાન અને વિજ્ઞાન કથા)

સમય:- ૨.૦૦

તારીખ- ૧૦.૧૨.૨૦૨૪ સમય:- ૭.૩૦

વક્તા- શ્રી તરુણભાઈ કાટભામણા - હસ્યકલાકાર (બાળવાર્તાઓ)

મોજીલીગ્રા. શાળા - આંખલા (બાલ મનોરંજન કાર્યક્રમ) સમય:- ૨.૦૦

તારીખ- ૧૧.૧૨.૨૦૨૪ સમય:- ૭.૩૦

વક્તા- શ્રી બંસીબિનલખતરીયા (ગીત દ્વારા શિક્ષણ)

શ્રી ડ. મૂ. બાલ અ. મંદિર, શ્રી ધરશાળા અ. મંદિર (બાલ મનોરંજન

કાર્યક્રમ) સમય:- ૨.૦૦

તારીખ- ૧૨.૧૨.૨૦૨૪ સમય:- ૭.૩૦

વક્તા- શ્રી કિરીટભાઈ ગોસ્વામી - (બાળકાવ્યમાં બાળ માનસ)

શ્રી દશિષ્ઠામૂર્તિ બાલમંદિર (બાલ મનોરંજન કાર્યક્રમ) સમય:- ૨.૦૦

તારીખ- ૧૩.૧૨.૨૦૨૪ સમય:- ૭.૩૦

વક્તા- શ્રી મહાવીરસિંહ ગોહિલ - અભિનય ગીતો

સમાપન કાર્યક્રમ

શ્રી રાજેન્દ્રભાઈ ખીમાણી (કલ્પતિશ્રી, લોકભારતી યુનિ.)

શ્રી હસમુખભાઈ દેવમુરારિ (નિયામકશ્રી, લોકભારતી ગ્રામવિદ્યાપીઠ)

દરરોજ સવારે ૯.૩૦ થી ૧૧.૦૦ અને બપોરે ૨.૦૦ થી ૩.૦૦ સુધી કાર્યશાળા (સંગીત, રમત, નાટક, સર્જન અને વિજ્ઞાન) ચાલશે અને ૩.૩૦ થી ૫.૦૦ બાલ મનોરંજન સાંસ્કૃતિક કાર્યક્રમ



लोकभारती अभ्यापन मंदिर, सप्तोसरा
53 मो बालवाडी शिबिर



प्रतिश्री,

श्री टी.अस. जेपी साहेब

वेअर प्रो.के., गिजुल्हाई बरेडा वेअर,

बिल्डिंग रीसर्च युनि., गांधीनगर

नमस्कार,

सविनय जणाववानुं के अमारा तालीमार्थीओ बालशिक्षण अंगे केटलाक सैद्धांतिक अने प्रत्यक्ष माहिती-ज्ञान-अनुभव मेणवे ते हेतुशी अमे दरवर्षे महत्वानो बालशिक्षणिक कार्यक्रम 'बालवाडी शिबिर' योज्जे छीअे. आ वर्षानो 53मो बालवाडी शिबिर आगामी ता. 09/12/2024 थी 13/12/2024 दरम्यान योज्जेल छे. आ बालवाडी शिबिरना उद्घाटन कार्यक्रममां आप पधारो तेलुं आपने अमारुं बालबाल्युं निमंत्रण छे. सुचित कार्यक्रम आ साथे सांगेल छे.

आभार सह,

निमंत्रक

आचार्य
जगदीशगिरि गोसाई

शिबिर संयोजक
अमितलाल सासाणी

शिबिर सहसंयोजक
अजयलाल पंड्या

मेनेजिंग ट्रस्टीश्री
डॉ. अरुणलाल दवे

લોકભારતી અધ્યાપન મંદિર સણોસરા ખાતે પાંચ દિવસીય બાલવાડી શિબીર યોજાઈ

યુગાંતર ભાવનગર

લોકભારતી અધ્યાપન મંદિર, સણોસરામાં પાંચ દિવસીય બાલવાડી શિબિર મહોત્સવ યોજાઈ ગયો. જેનું ઉદ્ઘાટન ચિલ્ડ્રન યુનિવર્સિટીમાં ગિજુભાઈ બધેકા ચેઅરના ચેર પ્રો. ડી.એસ.જોષી અને GCERT ના પૂર્વ અધ્યક્ષ નલિનભાઈ પંડિતના હસ્તે તેમજ લોકભારતી ગ્રામવિદ્યાપીઠના અરુણભાઈ દવે, રાજેન્દ્રભાઈ ખીમાણી, હસમુખભાઈ દેવમુરારિ અને અન્ય વિભાગીય વડાઓની હાજરીમાં થયું હતું. બાલવાડી શિબિર લોકભારતી અધ્યાપન મંદિરમાં પર વર્ષથી ચાલતો કાર્યક્રમ છે. ભાવી શિક્ષકોને બાલકેળવણીશાસ્ત્ર અંગેની વિસ્તૃત સમજણ માટે આ કાર્યક્રમ થઈ રહ્યો છે. પ્રારંભિક બેઠકમાં ડી.એસ.જોષીએ પ્રાસંગિક વાત કરતા



જણાવ્યું હતું કે ધર અને શાળા એ બે સર્જનશક્તિના મુખ્ય ઠેકાણા છે. પ્રવૃત્તિ જ વિશ્વાસ, ઉત્સાહ અને સ્વતંત્રતા આપે છે. તો નલિનભાઈ પંડિતે બાળકોને અપાતું મોજીલું શિક્ષણ કે બાલવાડી શિક્ષણ એ જ સર્વાંગીણ શિક્ષણનો પાયો છે તેમ જણાવ્યું હતું. આ મહોત્સવમાં તાલીમાર્થીઓની સંખ્યા

માટે વિવિધ ક્ષેત્રે કામ કરતા રવીન્દ્રભાઈ અંધારિયા, તરુણભાઈ કાટબામણા, બંસીબેન લખતરીયા, કિરીટભાઈ ગોસ્વામી, મહાવીરસિંહ ગોહિલ વગેરેએ વાર્તા, અભિનયગીત, ગીત દ્વારા શિક્ષણ, બાળમનોવિજ્ઞાન, બાળકાવ્ય સર્જન જેવા વિષયો પર રજૂઆત કરી હતી. મોજીલી પ્રા. શાળા

આંબલા, ધરશાળા અને દક્ષિણામૂર્તિ બાલઅધ્યાપન મંદિરના વિદ્યાર્થીઓ તેમજ દક્ષિણામૂર્તિ બાલમંદિરના શિક્ષિકા બહેનોએ સરસ બાલમનોરંજક કાર્યક્રમની રજૂઆત કરી હતી. દ્વિતીય વર્ષ ડી.એલ.એડના તાલીમાર્થીઓએ સંગીત, સર્જન, નાટ્ય, રમત અને વિજ્ઞાન કાર્યશાળાઓમાં વિદ્યાર્થીઓને પ્રવૃત્તિઓ કરાવી હતી. શિબિરના સમાપનમાં કાંતિભાઈ ગોઠી અને શ્રી રાજેન્દ્રભાઈ ખીમાણીએ કરેલ પૂર્વ તૈયારી અને મહેનતને બિરદાવી હતી. સમગ્ર શિબિરની વિવિધ શાળાઓના ૧૩૦૦ જેટલા વિદ્યાર્થીઓ અને મહેમાનોએ મુલાકાત લીધી હતી.

આચાર્યજગદીશગિરિ ગોસાઈના માર્ગદર્શન તળે આ કાર્યક્રમનું સંકલન અમિતભાઈ સાસાણી અને સમગ્ર અધ્યાપકગણે કર્યું હતું.

Visit photography - Moti Bhai Amin library - Vaso





17 JAN. 1941

50902
▲▲PR1948

મોંટીસોરી શિક્ષણ પદ્ધતિ.

(સચિત્ર) ▲▲PR1948

દંત્રેણ પુસ્તકોને આધારે યોજનાર

તથા

છપાવી પ્રસિદ્ધ કરનાર

છોટાલાલ બાલકૃષ્ણ, પુરાણી એમ. એ.

શિક્ષક, મેલ ટ્રેનિંગ કોલેજ—વડોદરા.

સોલ એજન્ટ

મોહનલાલ મનસુખરામ શાહ.

બુકસેલર્સ અને પબ્લીશર્સ

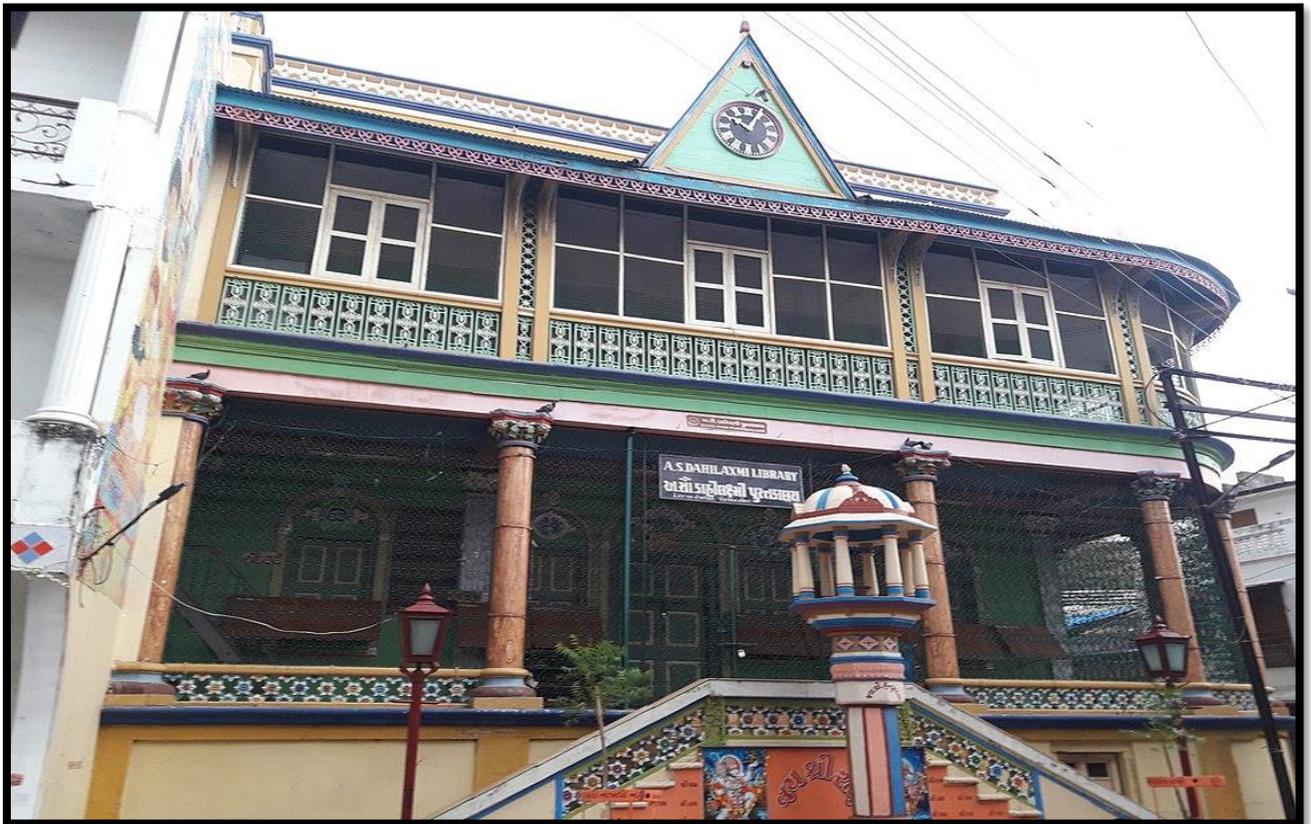
લહેરીપુરા, વડોદરા.

ઈ. સ. ૧૯૧૭.

સંવત ૧૯૭૩

કીંમત રૂ. ૨-૦-૦

Visit photography - Daahyi laxmibaai librry-Nadiad—Vaso



Visit photography Rastriya Abhilekhagaar – Gandhinagar



- ❖ **Date:** 19^h march 2025
- ❖ **Venue:** Rastriya Abhilekhagaar – Gandhinagar
- ❖ **Guidance:** Dr. T. S. Joshi, Chair Professor, Gijubhai Badheka Chair, Children's Research University, Gandhinagar
- ❖ **Coordinator:** Dr. Seema M. Bihola, Chair Research Fellow, Gijubhai Badheka Chair, Children's Research University, Gandhinagar

❖ **Introduction-**

National Archives in Gandhinagar is an important institution of the state government responsible for the preservation, research and dissemination of historical documents and records of the state. The main objective of this archive is to ensure the preservation and proper utilization of the historical heritage of the state. Whose Vice Chancellor Shailesh Kumar Solanki also visited the Gijubhai Badheka Chair and expressed his enthusiasm to help them in future planning

An agreement has been signed between the Gijubhai Badheka Chair and the National Archives, Gandhinagar, in which an effort has been made to preserve the literature of Gijubhai Badheka by scanning it and presenting it to the society in a new form. After scanning this various literature, it will be divided into various categories after taking expert opinion, for which this institution was visited.

❖ **Main Function**

- Document Preservation: Collection and preservation of government and historical documents.
- Research Assistance: Providing documents and information to scholars and researchers.
- Training Programs: Organizing training programs on archive management and document preservation.
- If you want to know more about Gijubhai Badheka's literary legacy and his documents, a visit to the National Archives, Gandhinagar is an excellent option

Annexure-5

❖ Detail of the Field Work

| Sr. No. | Particular | Place | Date |
|---------|---|--|---|
| 1 | Editing Session, Quality Control & Assurance Session | BISAG-N, Gandhinagar | 18/12/2025 to 20/12/2025 to 27/12/2025 |
| 2 | Gandhi Smriti Memorial | Bhavnagar | 8/01/2025, to 9/01/2025 |
| 3 | Workshop for Experiential Learning On Gijubhai Badheka's Thoughts on Education and NEP-2020 | Indian Institute of Teacher Education- Gandhinagar | 22/08/2024 |
| 4 | Two Day National Seminar | Children's Research University- Gandhinagar | 18/02/2025, to 19/02/2025 |

Report on Video Editing Quality and Assurance of Created Videos of Equipment Applied by Shri Gijubhai Badheka

- ❖ **Date:** 18/12/2025 to 20/12/2025 AND 27/12/2025
- ❖ **Venue:** BISAG-N in Gandhinagar
- ❖ **Guidance:** Dr. T. S. Joshi, Chair Professor, Gijubhai Badheka Chair, Children's Research University, Gandhinagar
- ❖ **Coordinator:** Dr. Seema M. Bihola, Chair Research Fellow, Gijubhai Badheka Chair, Children's Research University, Gandhinagar

❖ Video Editing

Following the completion of the video shoot at BISAG-N in Gandhinagar, an essential phase of editing commenced to ensure the seamless compilation and preparation of the footage for final use and broadcasting. The editing sessions have been scheduled at BISAG-N during 2nd to 6th April 2024 & 29th April to 2nd May 2024. The chair research fellow, Gijubhai Badheka Chair has coordinated with skilled editors to meticulously curate the recorded demonstrations with the, focusing on enhancing visual clarity, coherence, and overall production quality. This editing process involved tasks such as colour correction, audio enhancement, and the integration of graphics or textual elements for enhanced educational value. By refining the footage, the team aimed to produce a polished final product that would effectively convey the essence of Shri Gijubhai Badheka's pedagogical principles to a wider audience, thereby perpetuating his legacy in the realm of education.

❖ Quality Assurance of Created Videos

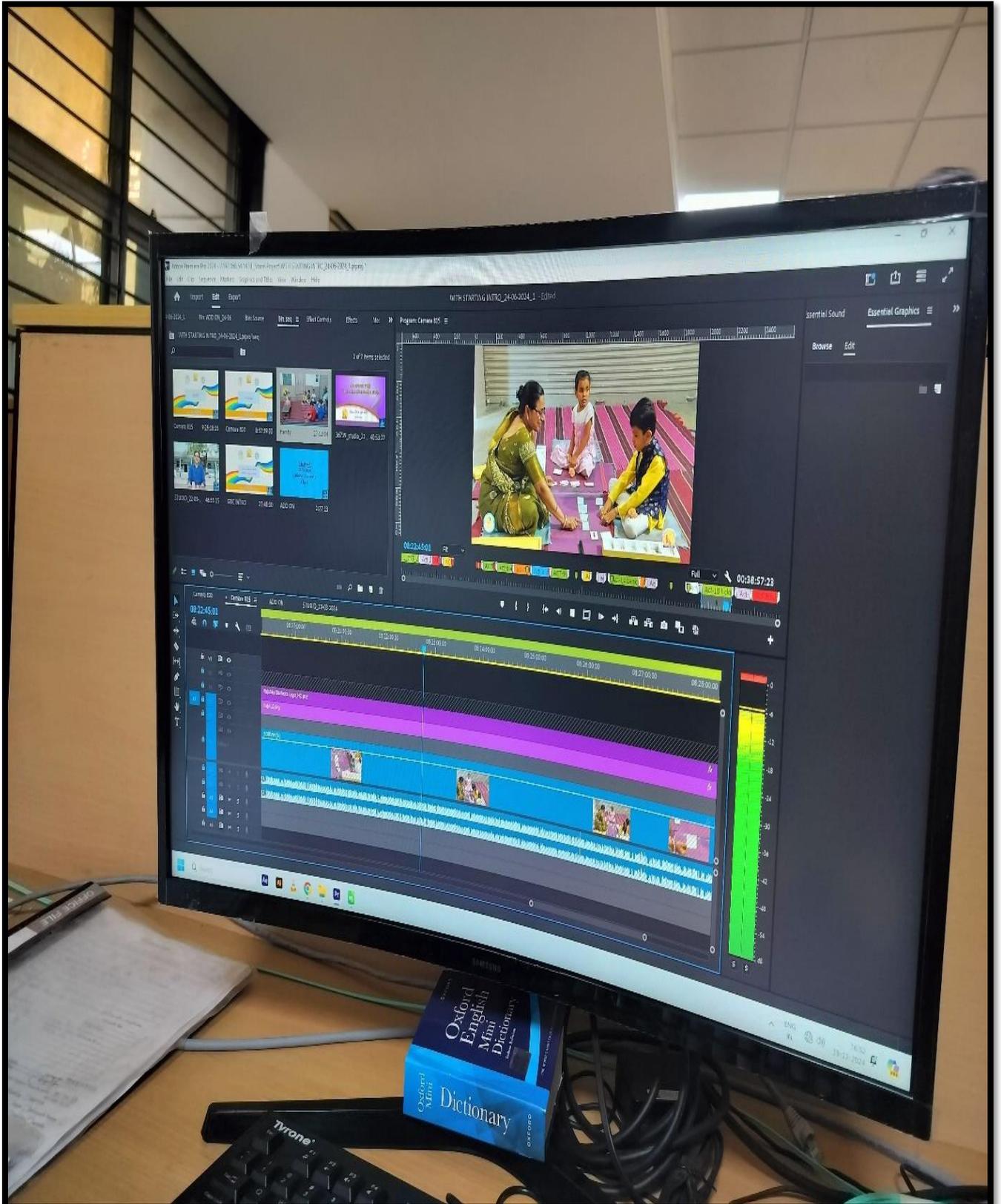
After the editing process of the videos, they have entered the quality control and assurance phase. This stage focuses on ensuring the technical accuracy and quality of the content as well as the clarity and effectiveness of the demonstrations presented in the videos.

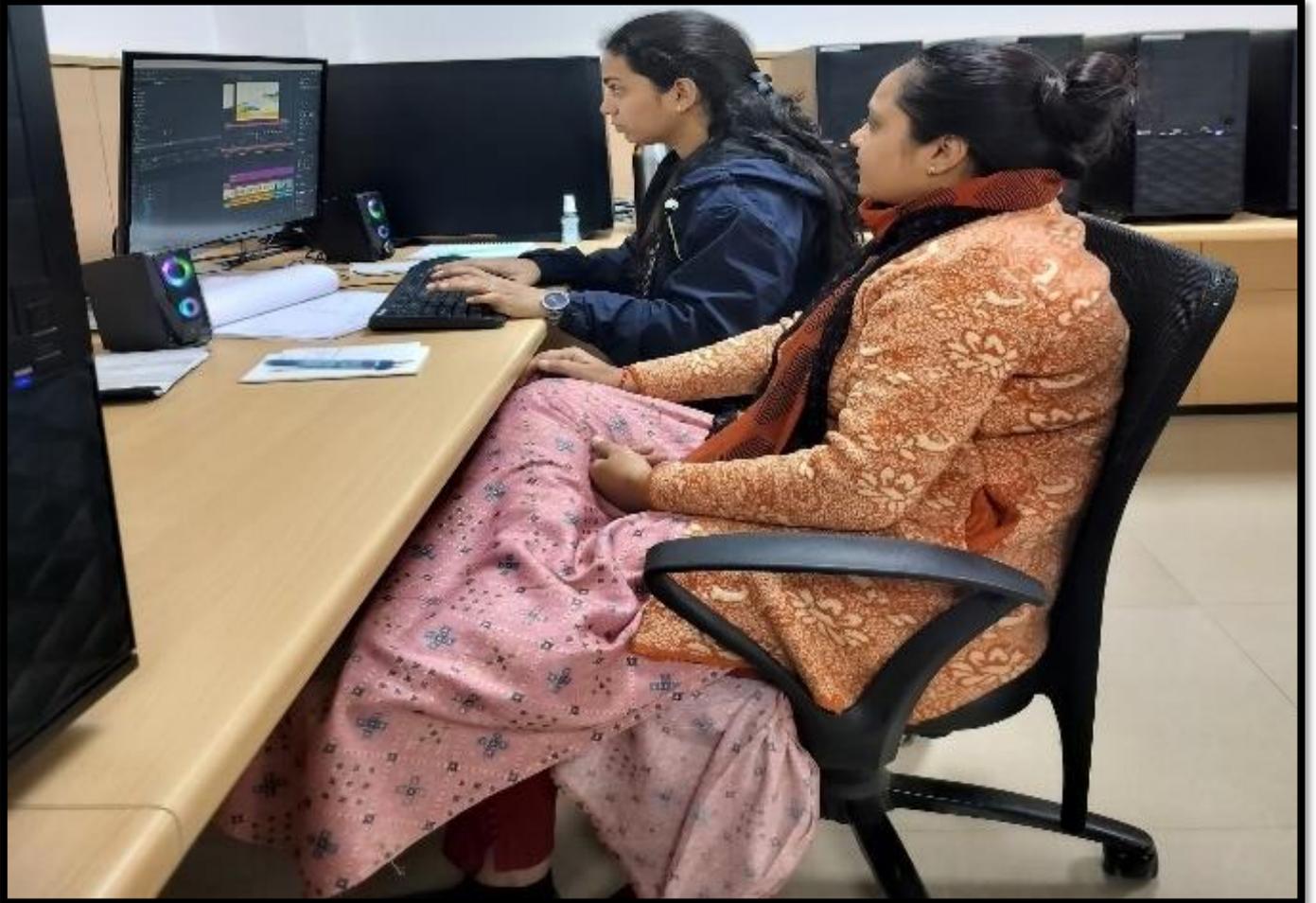
This team has thoroughly evaluated the videos to ensure they meet the required standards. They have checked for elements such as video and audio quality, accuracy of information, coherence of demonstrations, and overall presentation. Providing detailed feedback and identified areas that may require further improvement. The goal is to ensure

that the final product is of the highest quality, delivering valuable and precise information to its intended audience.

- ❖ **Outcome:** The field work resulted in a series of instructional videos that demonstrate the use of various educational tools and equipment pioneered by Gijubhai Badheka. These videos capture the essence of his innovative methodologies and make them accessible to a wider audience.
- ❖ **Users:** The primary users of these videos include teachers, educators, trainee educators, researchers, and anyone involved in foundational stage education. Additionally, parents and educational enthusiasts can also benefit from these resources.
- ❖ **Impact on Users:** Teachers and educators can gain practical insights into Gijubhai Badheka's methods, enhancing their teaching practices by incorporating these time-tested techniques. Trainee educators can learn and apply these methodologies in their future classrooms, promoting effective and child-centric education. Researchers can study these practices for academic purposes, and parents can use them to support their children's learning at home.
- ❖ **Utilization by Organizations:** Educational institutions and teacher training institutes can integrate these videos into their professional development programs, using them as training materials for their staff. The videos can also be used in workshops and seminars to demonstrate effective educational practices. By uploading these videos to the university's YouTube channel, the resources become globally accessible, allowing a wider audience to benefit from Gijubhai Badheka's educational legacy.

Field Work Visit photography







INDIAN INSTITUTE OF TEACHER EDUCATION
A State Public University Established by Government of Gujarat



Workshop for Experiential Learning

OR

Gijubhai Badheka's Thoughts on Education and NEP-2020

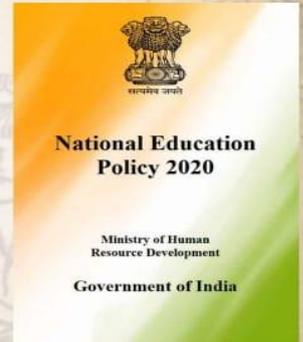
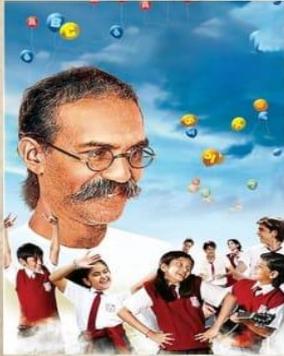
B.A. B Ed. & B.Sc.B.Ed.

Date:22/08/2024 | Time:10:00 AM Onwards

Expert

Dr. T.S. Joshi

Chair Professor, Gijubhai Badheka Chair,
Children's Research University, Gandhinagar &
Former Director, G.C.E.R.T., Government of Gujarat



Organized by

Center of Extension
Prof. Jayna Joshi

Center of Education
Prof. Divya Sharma

Co-ordinator
Dr. Archana Patel

Venue

Bramhani krupa Hall
Gate no-1, Kadi Sarv vishwavidyalay, Gha-6,
Sector-23, Gandhinagar, Gujarat

Important Dates:

Last date for submission of the full paper : **8/2/2025**
Paper should be sent in soft copy.
It should be sent to, rbupadhyay.edu@cugujarat.ac.in
Seminar Date : 18-19/02/2025

Registration:

Please do registration by visiting following link:
<https://forms.gle/rXbv2Pine3uatx9u5>

The registration fee is as follows:

| | Faculty | Researcher & Students |
|---|------------|-----------------------|
| Without Accommodation Before 8 th February 2025. | Rs.1000/- | Rs.500/- |
| With Accom. Before 8 th Feb. 2025. | Rs.2000/- | Rs.1000/- |
| Without Accommodation (Only Participation) | Rs. 500/- | Rs. 250/- |
| With Accommodation (Only Participation) | Rs. 1000/- | Rs. 500/- |

Payment Details:

<https://www.cugujarat.ac.in/Onlinepayment/Payment/>

For Registration: Please Contact: **Dr. Hayati Vaidya : 9429299995**
Smt. Divya Raval : 9924073811
Dr. Shital Dixit : 9879343412
For Accom.: Please Contact: **Mr. Dakshesh Patel: 9724313700**
Dr. Trupti Upadhyay: 9429537339

No T.A. and D.A. will be provided by the organizer of the Seminar.

Call for Paper: Format for paper writing

Following are the instructions regarding the format of the paper that is to be submitted:

- MS-word version 2003 or higher
- Margin- Left- 1.5" Right- 1" Top- 1" & Bottom- 1"
- Paper-A4, Line spacing 1.5, Alignment justified
- Title of the Paper should be in central alignment, author's name, designation and name of the institutions should be in right alignment below the title of the paper.
- Font For English Language: Times New Roman
- References should be given in APA style.
- Language: English/Gujarati/Hindi

Paper Publication

Selected Papers will be published in ISBN Book by

Organizing Committee

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Children's Research University,
Gandhinagar

Prof. Veenaben Patel
Principal & Dean, Faculty of
Education, Kadi Sarva
Vishwavidyalaya, Gandhinagar

Convener of the Seminar

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Children's Research University,
Gandhinagar

Dr. Sunita Lilani
Head of Department,
S.S Patel college of Education
Gandhinagar

Organizing Secretary of Seminar

Smt. Divya Raval

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ADG, Professor Gijubhai Badheka Chair,
(C.R.U., Gandhinagar)

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Prof. Prashant Patel
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Ms. Himali Prajapati
Principal SBMP, Nursing and
paramedical college,
Kadi Sarva Vishwavidyalaya



TWO DAYS NATIONAL SEMINAR

on
**Infant and Toddler Education:
Practice, Challenges and Pedagogy**

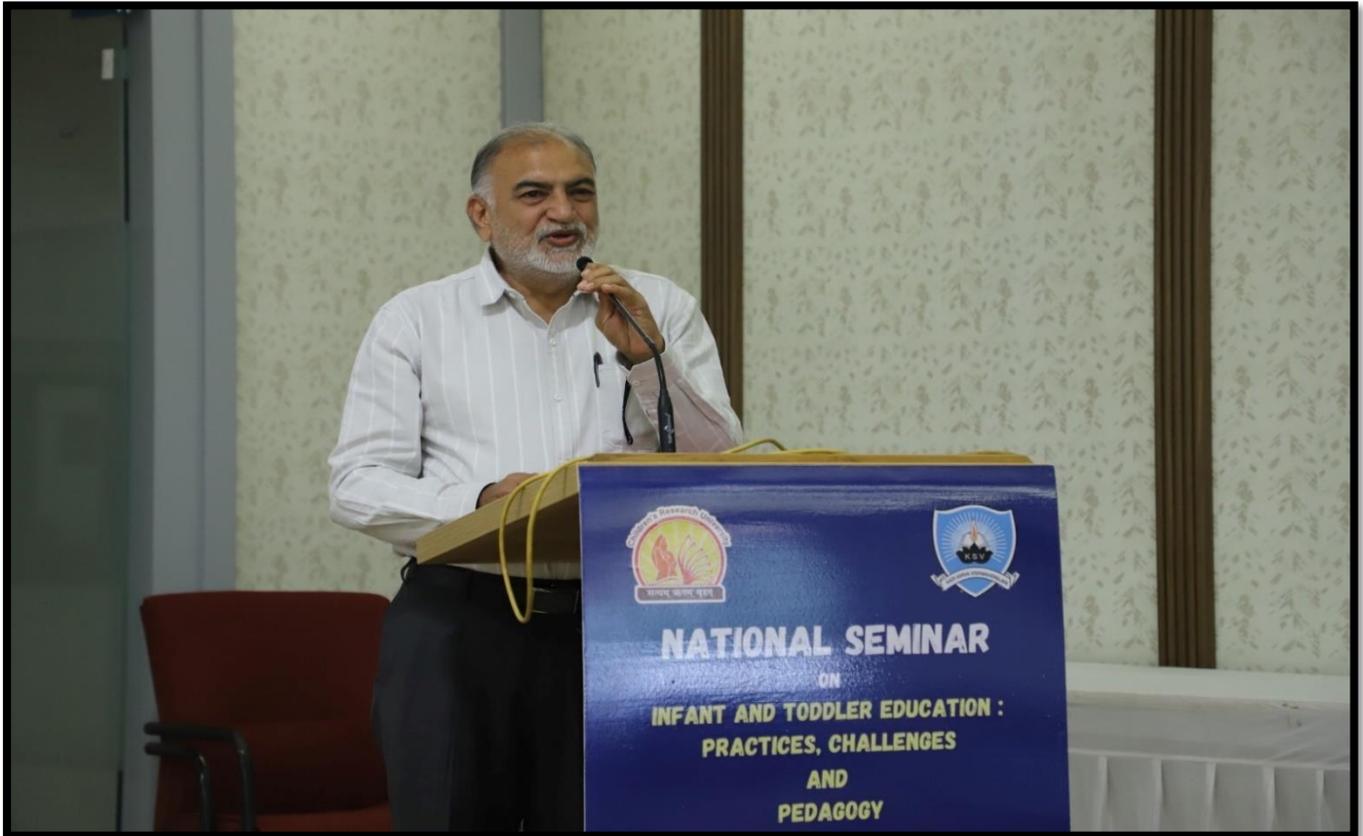
Organized by

Department of
Toddler Education
Children's Research University, Gandhinagar
&
Faculty of Education
Kadi Sarva Vishwavidyalaya, Gandhinagar

On
18-19 February, 2025

Patron

Prof. Sanjay Gupta
Vice - Chancellor
Children's Research University
and





Annexure-6

❖ Details of Action Plan

❖ introduction

The Gijubhai Badheka Chair is a significant engagement between the Ministry of Women and Child Development, Government of India and the Children's Research University, under a vision to perpetuate the wisdom, knowledge and philosophy of renowned educationist Gijubhai Badheka, especially in the field of child education and dissemination of the same among related stakeholders to give its benefits to contemporary and future generations. After successful implementation of action plan of 2023-2024 during the year of the Gijubhai Badheka Chair to achieve its objectives and express deep respect and appreciation for Gijubhai Badheka's extraordinary contribution in the field of child education, we now seek to unveil an action plan for the coming year. It is designed to ensure the continuation of the chair's role & responsibility and the realization of its ultimate objectives. Additionally, certain tasks and initiatives may require more time or resources than initially anticipated, leading to their continuation into the

following year. Several actions are ongoing and carried over from the action plan implemented in the year 2025-2026 to achieve objectives of the Chair.

A. Children's Story Creation part-2

The endeavor to enrich educational practices through storytelling finds its roots in the NEP 2020's acknowledgment of storytelling as a potent pedagogical tool (Ch. 4.6, NEP 2020, p. 12) which was mentioned in the book '*Vartanu Shashtr*' by Gijubhai himself in 1925. Gijubhai Badheka's advocacy for storytelling as a cornerstone of effective education underscores the importance of this initiative. We aim to empower educators to craft stories that resonate with the diverse cultural and historical tapestry of our nation, thereby amplifying the impact of storytelling in the educational landscape.

❖ **Activities:** Our approach involves a series of meticulously planned activities to facilitate the creation and dissemination of culturally relevant children's stories. These include workshops, evaluations, documentation, collaboration with publishers, and promotional events, all aimed at nurturing a rich storytelling ecosystem.

❖ **Execution steps:**

1. Conduct workshops and interactive sessions to guide participants in crafting culturally resonant stories.
2. Collect stories from expert participants, ensuring a diverse range of narratives.
3. Evaluate submitted stories for language, educational value, and suitability for the target audience.
4. Document and compile selected stories, creating comprehensive metadata for future reference.
5. Establish a digital archive for long-term preservation and accessibility.
6. Collaborate with publishers to produce anthologies in various formats.
7. Promote the anthologies in educational settings to facilitate widespread access.

8. Organize story readings and cultural events to engage children with the curated content.

- ❖ **Outcome:** This initiative promises a manifold expansion of story writing & telling workshops across Gujarat; enriching educators' skill sets and fostering a vibrant story writing & telling culture. By infusing local elements into narratives, we anticipate a more profound educational experience for children, enhancing their engagement and understanding of diverse cultural contexts.
- ❖ **Users:** Educators, storytellers, children, educational institutions, publishers, and cultural organizations stand to benefit from this initiative.
- ❖ **Impact on users:** Educators and storytellers will gain valuable skills in crafting culturally relevant narratives, while children will enjoy a more engaging learning experience. Educational institutions will witness enriched pedagogical practices, and publishers will have access to a diverse pool of compelling stories. Cultural organizations will contribute to the preservation and dissemination of local heritage through writing & telling.
- ❖ **Utilization by Organizations:** Educational institutions, publishing houses, and cultural organizations can leverage the curated anthologies and digital archives to enrich their educational offerings and promote cultural literacy among students and the wider community.

B. Children's Poetry Creation part -2

Within the ambit of the "Gijubhai Badheka Chair," an initiative is underway to elevate children's literature through the curation of exceptional poetry. Recognizing the inherent beauty and educational value of poetry, this endeavour seeks to engage renowned contemporary poets from the realm of Gujarati literature in crafting a collection of enriching and evocative poems for children.

- ❖ **Activities:** The initiative unfolds through a series of collaborative activities designed to harness the creative process of esteemed poets in the realm of children's literature. These activities encompass workshops, evaluations, documentation, collaboration with publishers, and promotional endeavours, all geared towards nurturing a treasury of high-quality children's poetry.

❖ **Execution steps:**

1. Facilitate workshops and interactive sessions to inspire poets in the creation of children's poetry.
2. Curate poems from expert participants, ensuring diversity in style and theme.
3. Conduct a thorough evaluation of each poem for linguistic, educational, and artistic merit.
4. Document and compile selected poems, creating comprehensive metadata for cataloging.
5. Establish a digital archive for long-term preservation and accessibility.
6. Collaborate with publishers to produce anthologies in print and digital formats.
7. Promote the anthology in educational settings to enhance accessibility.
8. Organize poetry readings, workshops, and cultural events to foster engagement with the curated poems.

❖ **Outcome:** The successful implementation of this initiative will yield a collection of quality children's poems, celebrate the literary heritage of Gujarat while enrich the literary and educational landscape for young readers.

❖ **Users:** Poets, educators, children, literary enthusiasts, educational institutions, publishers, and cultural organizations stand to benefit from this initiative.

❖ **Impact on users:** Poets will find a platform to showcase their talent and contribute to children's literature, while educators will have access to enriching poetic material for educational purposes. Children will be exposed to the beauty and depth of poetry, enhancing their language skills and imaginative faculties. Educational institutions and publishers will have access to curated content for literary enrichment initiatives. Cultural organizations will play a vital role in preserving and promoting the literary heritage of Gujarat.

- ❖ **Utilization by Organizations:** Educational institutions, publishers, and cultural organizations can leverage the curated anthology and digital archive to enhance their literary offerings and promote a culture of poetry appreciation among children and the broader community.

C. Montessori Quotation with Audio-based book

In this book, Gijubhai has shown his life experiences in the Montessori book written by him. This book has been created very beautifully and based on the reality of life. Therefore, in order to ensure that this book is read as much as possible, there is a plan to separate the very important quotes printed in this book and prepare a book in a new form. Those who want to read the entire book in addition to the quotes, can also listen to the entire book through audio. In addition, if they want to read only the quotations, that can also be done.

- ❖ **Activities:**

Before preparing this book, a plan was made so that various experts, subject experts, teachers, children and even common people of the society could study it easily. Apart from being useful for the society, this book will also be very helpful for children who have difficulty in reading. And a beautiful and fun book that will create interest in reading is being prepared.

- ❖ **Execution steps:**

1. Guidance will be taken from experts who know Gijubhai's philosophy
2. Study it in depth and discuss it in a group
3. Encourage other readers to inspire you
4. Seek suggestions from other experts and further develop the process based on that
5. Ensure accessibility by hosting the content on the university website and YouTube for wide dissemination.
6. Finally, prepare a final draft and submit it for publication

- ❖ **Outcome:** Gijubhai's educational principles to a broader audience, enhancing parenting and teaching capabilities while enriching the university's educational resources. By leveraging social media platforms, the reach and impact of this endeavour will be significantly augmented. Gijubhai's invaluable contributions to a wider audience, thereby benefiting parents, teachers, and children in the 21st century.
- ❖ **Users:** Scholars, historians, educators, students, researchers, preservation experts, and the general public interested in Gijubhai's contributions to education and literature.
- ❖ **Impact on users:**

Scholars and researchers will have access to a wealth of digitized materials for in-depth study and analysis, while educators can incorporate Gijubhai's teachings into their pedagogical practices. Students will benefit from enhanced learning resources, and the general public will gain insight into Gijubhai's profound impact on child education.

- ❖ **Utilization by Organizations:**

promote Gijubhai's educational philosophy. Collaborative efforts can further expand the reach and impact of this initiative, ensuring the preservation and dissemination of Gijubhai's literary legacy

D. Bal Anand Yatra (Joyful journey with Children 2.0)

Building upon the success of the previous year's online tribute to Gijubhai Badheka on his 140th birth anniversary, the forthcoming 140th birthday commemoration aims to further disseminate his educational legacy. This iteration, titled Bal Anand Yatra 2.0, endeavours to engage children, parents, and educators through a 15-day digital journey celebrating Gijubhai's progressive educational philosophy.

- ❖ **Activities:** The Bal Anand Yatra 2.0 encompasses a diverse range of activities designed to immerse participants in Gijubhai's educational ethos. From storytelling sessions to musical endeavours and interactive games, each activity is meticulously curated to resonate with Gijubhai's principles and inspire meaningful engagement. Additionally, messages of goodwill and parenting advice derived from Gijubhai's

thoughts, values and philosophy will be shared to empower parents and educators alike.

❖ **Execution steps:**

1. Collaborate with educators, storytellers, musicians, and parenting experts to curate content aligned with Gijubhai's educational philosophy.
2. Establish a comprehensive repository of curated content to serve as a valuable educational resource.
3. Ensure accessibility by hosting content on the university website and YouTube for widespread dissemination.
4. Promote daily activities across various social media platforms, fostering consistent engagement throughout the 15-day journey.
5. Actively engage with parents and teachers, encouraging participation, sharing experiences, and soliciting feedback.

❖ **Outcome:** This initiative promises to amplify the dissemination of Gijubhai's educational principles to a broader audience, enhancing parenting and teaching capabilities while enriching the university's educational resources. By leveraging social media platforms, the reach and impact of this endeavour will be significantly augmented. Ultimately, the celebration of Gijubhai's birthday will not only pay homage to his invaluable contributions but also serve as a conduit for imparting his educational wisdom to a wider audience, thereby benefiting parents, teachers, and children in the 21st century.

❖ **Users:** Children, parents, educators, storytellers, musicians, parenting experts, and the wider community interested in progressive education.

❖ **Impact on users:** Participants will gain insight into Gijubhai's educational philosophy, enhancing their parenting and teaching practices. Educators and experts will have a platform to share their knowledge, fostering a collaborative learning environment. Children will benefit from engaging and educational content aligned with Gijubhai's principles, promoting holistic development and lifelong learning.

❖ **Utilization by Organizations:** Educational institutions, parenting organizations, and social media platforms can leverage the curated content and engagement

strategies to promote progressive education and enhance parental involvement in children's learning journeys.

E. Digitization of Gijubhai Badheka Literary Collection

The Gijubhai Badheka Chair embarks on a noble endeavour to digitally preserve and promote the invaluable literary collection of Shri Gijubhai Badheka, housed at the Dakshina Murthi, Gandhi Smriti Library in Bhavnagar and other sources; especially 'Shiksha Patrika' Monthly magazine run by Gijubhai himself and 'Dakshina murti Patrika' run by Nanubhai Bhatt. This collection, spanning nearly a century, includes Gijubhai's own writings and works about him, yet accessibility remains limited. The task at hand is to digitize these historical documents, ensuring their eternal preservation and accessibility for future generations.

❖ **Activities:** A meticulously planned series of activities is set in motion to achieve this ambitious goal. Collaborating with scholars, historians, and preservation experts, the initiative aims to identify, authenticate, and digitize Gijubhai's literary treasures, while also addressing preservation issues and establishing a digital repository. Additionally, an awareness campaign and virtual exhibitions will be organized to promote engagement and utilization of the digitized materials.

❖ **Execution steps:**

1. Collaborate with experts to identify hidden literary treasures and authenticate discovered materials.
2. Thoroughly digitize each document using high-resolution scanning and ensure comprehensive metadata creation.
3. Address preservation issues with the assistance of experts, if necessary.
4. Establish a digital repository hosted on the Chair's webpage, enhancing it with user-friendly features.
5. Organize an awareness campaign in collaboration with educational institutions to promote outreach.

6. Encourage researchers to utilize digitized materials for further study and publications.
7. Organize virtual exhibitions, webinars, and events to engage the public and foster participation in preservation efforts.

- ❖ **Outcome:** The successful execution of this plan will culminate in the comprehensive digitization, preservation, and promotion of Shri Gijubhai Badheka's literary collection. This digital archive will serve as a global resource, enriching scholarly research and fostering a deeper appreciation of Gijubhai's educational legacy for generations to come.
- ❖ **Users:** Scholars, historians, educators, students, researchers, preservation experts, and the general public interested in Gijubhai's contributions to education and literature.
- ❖ **Impact on users:** Scholars and researchers will have access to a wealth of digitized materials for in-depth study and analysis, while educators can incorporate Gijubhai's teachings into their pedagogical practices. Students will benefit from enhanced learning resources, and the general public will gain insight into Gijubhai's profound impact on child education.
- ❖ **Utilization by Organizations:** Educational institutions, research organizations, and cultural institutions can leverage the digitized repository and educational resources to enrich their programs and promote Gijubhai's educational philosophy. Collaborative efforts can further expand the reach and impact of this initiative, ensuring the preservation and dissemination of Gijubhai's literary legacy.

F. Uncovering Published/Unpublished Literary Treasures

The quest to unearth and preserve the literary treasures of Shri Gijubhai Badheka is an endeavor rooted in the desire to enrich our collective understanding of his profound contributions to education. Through a comprehensive search and collaboration with experts, this initiative seeks to bring to light both published and unpublished works, ensuring their accessibility and relevance in the contemporary era.

- ❖ **Activities:** The execution of this mission involves a systematic approach, beginning with a thorough search for published and unpublished materials across relevant institutes. Collaborating with scholars and historians, the initiative aims to authenticate and validate these discoveries, safeguarding them for future research and study.
- ❖ **Execution steps:**
 1. Conduct a comprehensive search across institutes to locate published and unpublished literary materials associated with Gijubhai Badheka.
 2. Collaborate with scholars, historians, and experts to identify hidden literary treasures and authenticate discovered materials.
 3. Thoroughly authenticate and validate the discovered materials to ensure their authenticity and relevance to Gijubhai's literary legacy.
 4. Compile and safeguard these literary findings for future research and study, ensuring their preservation and accessibility.
- ❖ **Outcome:** This concerted effort seeks to uncover and preserve both published and unpublished literary works by Shri Gijubhai Badheka, shedding light on his enduring legacy and educational philosophy. By disseminating his literature to the masses and publishing relevant works for the contemporary era, we aim to perpetuate his invaluable contributions and inspire future generations.
- ❖ **Users:** Scholars, educators, researchers, students, historians, and enthusiasts interested in Gijubhai Badheka's literary and educational legacy.
- ❖ **Impact on users:** Researchers and scholars will have access to a wealth of previously undiscovered materials for further study and analysis, enriching our understanding of Gijubhai's contributions. Educators can integrate these findings into their pedagogical practices, while students will benefit from enhanced learning resources. Enthusiasts and the general public will gain insight into Gijubhai's literary prowess and educational philosophy.
- ❖ **Utilization by Organizations:** Educational institutions, research organizations, and cultural institutions can utilize the uncovered literary treasures to enrich their programs and promote Gijubhai's educational legacy. Collaborative efforts can

ensure the preservation, publication, and dissemination of Gijubhai's literature, fostering a deeper appreciation of his enduring impact on education and society.

G. Research Endeavor

Three research-focused tasks are initially outlined to advance the second objective of the chair, emphasizing the significance of scholarly investigation into understanding thoughts, values and educational philosophy of Gijubhai Badheka in the vast area of child education & development and others interconnected areas, and striving to produce valuable and profound research outcomes for present and future generations.

I. Gijubhai Badheka's research review book

Various researches conducted across the country regarding Gijubhai Badheka will be collected and reviewed, and a book will be published based on it, which will be useful for various institutions that operate on the philosophy of Gijubhai Badheka.

❖ **Activities:** The execution of this task involves three key steps: reviewing the available Ph.D. theses, preparing research papers based on the findings, and publishing them in reputable journals. Through these activities, we seek to disseminate valuable insights gleaned from existing research and contribute to the academic discourse surrounding Gijubhai's educational philosophy.

❖ **Execution steps:**

1. Thoroughly analyze the content of each thesis to identify common themes, gaps in research, and emerging trends.
2. Prepare research papers based on the review findings, synthesizing key insights and proposing avenues for further exploration.
3. Collaborate with scholars and experts to ensure the rigor and credibility of the research papers.
4. Publish the research papers in reputable journals with a focus on education, child development, and related disciplines.

❖ **Outcome:** By undertaking this task, we aim to enrich the scholarly understanding of Gijubhai Badheka's educational legacy through a systematic review of existing Ph.D. research. The publication of research papers in reputable journals will

facilitate the dissemination of valuable insights to academics, educators, and researchers, fostering ongoing dialogue and exploration in the field of education.

- ❖ **Users:** Scholars, educators, researchers, students, policymakers, and anyone interested in Gijubhai Badheka's educational philosophy and its impact on child development and education.
- ❖ **Impact on users:** The systematic review and publication of research papers will provide scholars and researchers with a comprehensive overview of existing literature on Gijubhai Badheka, stimulating further inquiry and debate in the academic community. Educators and policymakers can draw upon these insights to inform their practices and policies, ultimately benefiting children's education and holistic development.
- ❖ **Utilization by Organizations:** Educational institutions, research organizations, and policymaking bodies can leverage the synthesized research findings to inform curriculum development, teacher training programs, and policy initiatives aimed at enhancing the quality of education and promoting holistic child development.

1. Research Review under process on Gijubhai Badheka at Ph.D. Level in India

As part of the research endeavour under the Gijubhai Badheka Chair, a comprehensive review of Ph.D. theses on Gijubhai Badheka conducted in India has been initiated. This task aims to compile and analyse existing research to advance scholarly understanding of Gijubhai's contributions to education.

- ❖ **Activities:** The execution of this task involves three key steps: reviewing the available Ph.D. theses, preparing research papers based on the findings, and publishing them in reputable journals. Through these activities, we seek to disseminate valuable insights gleaned from existing research and contribute to the academic discourse surrounding Gijubhai's educational philosophy.
- ❖ **Execution steps:**
 1. Review the 25 Ph.D. theses available on Gijubhai Badheka, sourced from the 'Shodhganga' repository spanning the period from 2007 to 2022.

3. Thoroughly analyze the content of each thesis to identify common themes, gaps in research, and emerging trends.
 4. Prepare research papers based on the review findings, synthesizing key insights and proposing avenues for further exploration.
 5. Collaborate with scholars and experts to ensure the rigor and credibility of the research papers.
 6. Publish the research papers in reputable journals with a focus on education, child development, and related disciplines.
- ❖ **Outcome:** By undertaking this task, we aim to enrich the scholarly understanding of Gijubhai Badheka's educational legacy through a systematic review of existing Ph.D. research. The publication of research papers in reputable journals will facilitate the dissemination of valuable insights to academics, educators, and researchers, fostering ongoing dialogue and exploration in the field of education.
 - ❖ **Users:** Scholars, educators, researchers, students, policymakers, and anyone interested in Gijubhai Badheka's educational philosophy and its impact on child development and education.
 - ❖ **Impact on users:** The systematic review and publication of research papers will provide scholars and researchers with a comprehensive overview of existing literature on Gijubhai Badheka, stimulating further inquiry and debate in the academic community. Educators and policymakers can draw upon these insights to inform their practices and policies, ultimately benefiting children's education and holistic development.
 - ❖ **Utilization by Organizations:** Educational institutions, research organizations, and policymaking bodies can leverage the synthesized research findings to inform curriculum development, teacher training programs, and policy initiatives aimed at enhancing the quality of education and promoting holistic child development.

1. Case Study on Educational Institution Runs Under Educational Thoughts and Philosophy of Gijubhai Badheka

In continuation of the research endeavour under the Gijubhai Badheka Chair, a case study focusing on educational institutions operating under the educational thoughts and

philosophy of Gijubhai Badheka has been initiated. This study aims to explore the practical implementation of Gijubhai's educational principles in contemporary educational settings, offering valuable insights and solutions to address current challenges in education.

❖ **Activities:** The execution of this task involves several key activities, including the preparation of a research proposal, visiting educational institutions aligned with Gijubhai's philosophy, conducting thorough studies, documenting valuable findings, and publishing the outcomes. Through these activities, we aim to uncover successful practices, challenges faced, and innovative solutions adopted by educational institutions inspired by Gijubhai's educational ethos.

❖ **Execution steps:**

1. Develop a comprehensive research proposal outlining the objectives, methodology, and scope of the case study.
2. Identify and select educational institutions that prominently feature Gijubhai Badheka's educational thoughts and philosophy in their operational framework.
3. Conduct field visits to the selected institutions, engaging in immersive observation, interviews, and data collection to understand their organizational structure, pedagogical approaches, and educational outcomes.
4. Thoroughly analyze the gathered data to identify successful practices, challenges, and areas for improvement within the context of Gijubhai's educational philosophy.
5. Compile and document valuable findings, insights, and recommendations derived from the case study.
6. Publish the case study outcomes in academic journals, educational publications, and relevant platforms to disseminate knowledge and facilitate informed discourse.

❖ **Outcome:** By undertaking this case study, we aspire to generate valuable insights and solutions that can inform educational policies, practices, and implementation strategies. The documented findings and recommendations are expected to serve as a valuable resource for educators, policymakers, and stakeholders involved in the implementation of NEP 2020 and other educational initiatives.

- ❖ **Users:** Educators, policymakers, researchers, educational administrators, stakeholders in the field of education, and anyone interested in advancing Gijubhai Badheka's educational philosophy and its practical implications.
- ❖ **Impact on users:** The case study outcomes will provide educators and policymakers with actionable insights and strategies to enhance the quality of education and address contemporary challenges in the field. By showcasing successful practices and innovative approaches inspired by Gijubhai's educational philosophy, the study aims to contribute to the ongoing efforts to improve educational outcomes and promote holistic development.
- ❖ **Utilization by Organizations:** Educational institutions, government bodies, non-governmental organizations, and other stakeholders can leverage the findings and recommendations of the case study to inform policy formulation, curriculum development, teacher training programs, and organizational practices. The insights derived from successful implementation models can serve as a guide for organizations seeking to align their practices with Gijubhai Badheka's educational ethos.

1. Exploring the Educational Contribution of Gijubhai Badheka

(under process)

As part of the ongoing research initiatives under the Gijubhai Badheka Chair, a seminar or conference is proposed to bring together researchers working on Gijubhai's thought and philosophy. This event aims to facilitate collaboration, knowledge exchange, and scholarly discourse among researchers dedicated to exploring and advancing Gijubhai's educational legacy.

- ❖ **Activities:** The organization of the seminar or conference entails planning, coordination, and execution of various activities to ensure a productive and enriching experience for participants. These activities may include inviting speakers, scheduling sessions, facilitating discussions, and disseminating research findings.
- ❖ **Execution steps:**
 - Develop a comprehensive plan outlining the objectives, theme, and structure of the seminar or conference.

- Identify and invite eminent scholars, researchers, and experts in the field of Gijubhai Badheka's educational philosophy to serve as speakers and panelists.
- Coordinate logistics such as venue selection, scheduling, registration, and accommodation arrangements.
- Curate a diverse program comprising keynote addresses, paper presentations, panel discussions, and interactive sessions.
- Provide opportunities for researchers to present their work, share insights, and engage in dialogue with peers.
- Facilitate networking opportunities to foster collaboration and interdisciplinary exchange among participants.
- Ensure the dissemination of seminar or conference proceedings and research findings through publications, reports, or online platforms.
- ❖ **Outcome:** The seminar or conference aims to create a platform for researchers to showcase their work, exchange ideas, and collectively advance scholarship on Gijubhai Badheka's educational thought and philosophy. By fostering collaboration and dialogue, the event seeks to stimulate further research, deepen understanding, and promote the integration of Gijubhai's ideas into contemporary educational practices.
- ❖ **Users:** Researchers, scholars, educators, students, policymakers, and anyone interested in Gijubhai Badheka's educational philosophy and its application in modern education.
- ❖ **Impact on users:** The seminar or conference provides a forum for researchers to disseminate their findings, receive feedback, and engage in meaningful discussions with peers and experts. Through collaboration and exchange of ideas, participants can enhance their understanding of Gijubhai's educational philosophy and explore its implications for educational theory and practice.
- ❖ **Utilization by Organizations:** Educational institutions, research organizations, and policy-making bodies can leverage the insights and recommendations generated from the seminar or conference to inform curriculum development, teacher training programs, and policy initiatives. The event can also inspire collaborative research projects and partnerships aimed at furthering the application of Gijubhai's educational principles in diverse educational contexts.
- ❖ **Conclusion:**

Action plan 2024-25 for the Gijubhai Badheka Chair has laid the groundwork for impactful initiatives in child education. Through research, seminars, and practical applications, we want to Foster understanding and implementation of his values. Moving forward, we're committed to continued growth, innovation, and empowerment in education, guided by Gijubhai's timeless wisdom.

V. Life and Works of Gijubhai Badheka:

❖ Introduction

One of the most significant contributors to the growth of child-centric education in India was Gijubhai Badheka (1885-1939). He promoted an approach based on freedom, creativity and empathy while working in Gujarat in the early 20th century, challenging conventional models of rote learning and authoritarian classrooms. Inspired by the Montessori method. Badheka did not simply adopt it in its entirety: instead, he adapted it to fit the Indian context by fusing it with local culture, storytelling and a thorough understanding of children's psychology. Despite having laid the groundwork for India's early attempts at educational reform, his legacy is still largely unexplored in scholarly works.

❖ Aims and Objectives

- This study sets out to examine the life and educational philosophy of Gijubhai Badheka in a critical and comprehensive manner. It will focus on close readings and analysis of his major works, including *Diva Svapna*, *Varta nu Shastra* and his writings on the Montessori Method. Through this, the research will:
 - Trace the evolution of his thoughts and methods in early education.
 - Understand the philosophical roots that shaped his pedagogical stance.
 - Explore the foundational education models he developed, especially in institutions like *Dakshina murti Bal mandir*.
 - Assess the continued relevance of his ideas in today's educational landscape, particularly in the Indian context.

❖ Scope of the Study

- This will be a broad yet focused study, looking at both the biographical journey and intellectual contributions of Gijubhai. Key themes include:
 - His shift from a career in law to a lifelong commitment to education.

- A critical exploration of *Diva Svapna*, which offers a fictional but incisive commentary on the school system.
- His use of storytelling and folk forms in *Varta nu Shastra*, reflecting his belief in experiential and narrative-driven learning.
- His interpretation and adaptation of Montessori principles within Indian classrooms.
- His experiments with foundational education, especially how he built environments of care and curiosity for children in early schooling.

❖ **Methodology**

The study will follow a qualitative and interpretive approach, combining these methods: extual analysis of Badheka's writings, both in original Gujarati and in available translations. Archival research, examining letters, records and school documents from the time. A comparative lens, especially positioning his ideas alongside those of Maria Montessori and other contemporary educational thinkers.

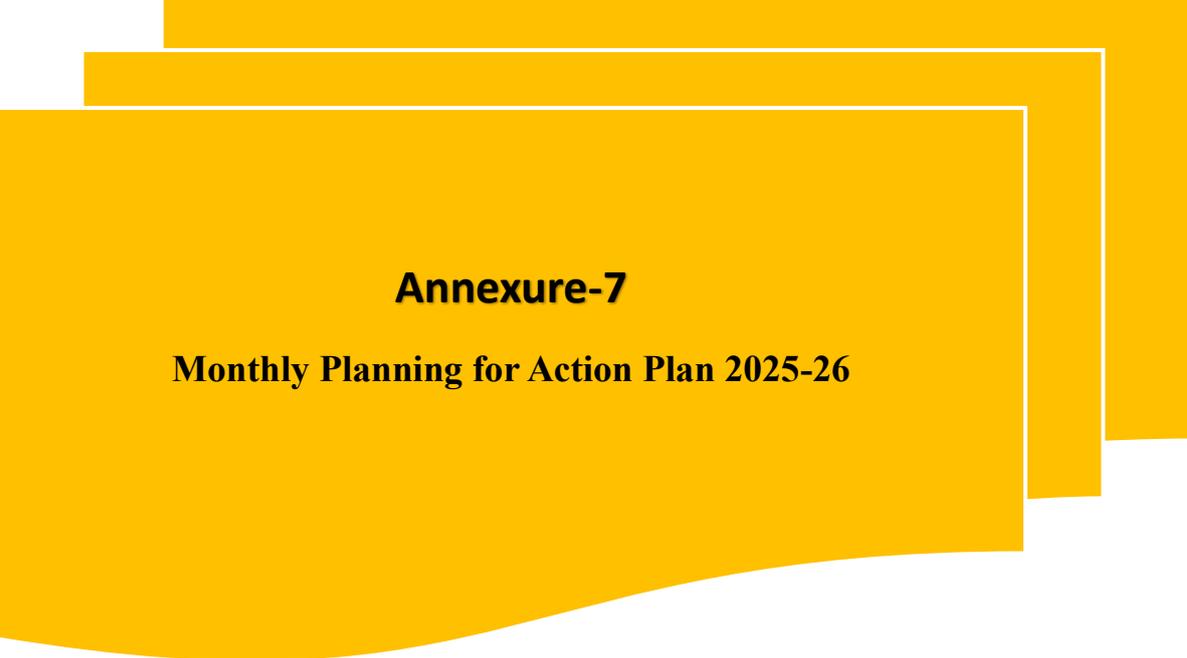
Where possible, interviews or fieldwork in schools or institutions that trace their pedagogical lineage to Badheka's model

❖ **Significance of the Study**

Though his ideas have shaped generations of teachers and reformers in Gujarat and beyond, Gijubhai Badheka remains a somewhat peripheral figure in mainstream education discourse. This study aims to bring his work to the fore, highlighting not just his historical importance but also the freshness and relevance of his ideas in the current debates on foundational literacy. play-based learning and inclusive education. His life offers valuable insights into how education can be transformed from within not by imposing systems, but by listening to children and shaping schools around their needs.

❖ **Expected Outcomes**

A critical and contextual understanding of Gijubhai Badheka's educational philosophy. Documentation and analysis of early Indian models of foundational education. A scholarly resource that can inform both academic research and practical policy work on early childhood education in India.



Annexure-7

Monthly Planning for Action Plan 2025-26

Monthly Planning for Action Plan 2025-26

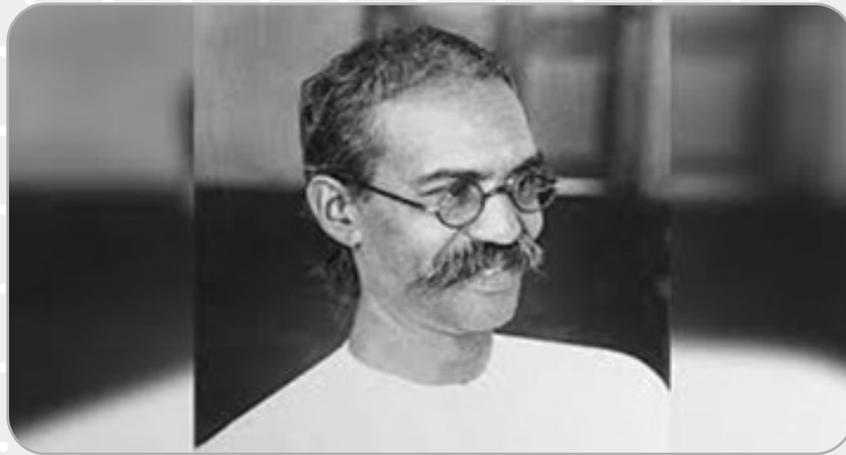
| TASK | Apr 2025 | May 2025 | Jun 2025 | Jul 2025 | Aug 2025 | Sep 2025 | Oct 2025 | Nov 2025 | Dec 2025 | Jan 2026 | Feb 2026 | Mar 2026 |
|--|--|--|------------------------------|-----------------|------------------|----------------------------|-------------------------|-------------|----------|---|---------------------|----------|
| A. Children's Story Creation part-2 | Preparation of Action Taken Report 2024-25, Preparation of Action Plan 2025-26, Tasks of action plan 2024-2 like Publication work, editing and compilation of video shooting of Gijubhai Inspired equipment. | Finalize approach based on evaluation of previous years' experience and present requirement and Preparation/ Planning of workshop/ sessions | Conduct workshops & sessions | Collect stories | Evaluate stories | Document & compile stories | Develop digital archive | Publication | | Promote anthologies, organize story readings & Evaluate initiative's impact | Report Writing - | |
| B. Children's Poetry Creation part-2 | | Finalize approach based on evaluation of previous years' experience and present requirement in the field and Preparation/ Planning of workshop/ sessions | Conduct workshops & sessions | Curate poems | Evaluate poems | Document & compile poems | Develop digital archive | Publication | | Promote anthology, organize poetry readings/ events, & Evaluate initiative's impact | Report Writing | |

| TASK | Apr 2025 | May 2025 | Jun 2025 | Jul 2025 | Aug 2025 | Sep 2025 | Oct 2025 | Nov 2025 | Dec 2025 | Jan 2026 | Feb 2026 | Mar 2026 |
|---|---|----------|----------|---|----------|---|---|--|---|-------------------------|--|----------|
| C. Montessori Quotation Audio -based book (Gijubhainan Vicha Moti) | Guidance will be taken from expert who know Gijubhai's philosophy, and Study it in depth and discuss it in group | | | Encourage other readers to inspire you | | | Seek Suggestiions other expert and further devlp the process based on that | | Ensure accessibility by hosting the contents on the university website and you tube for wide dissemination | | Finally prepare a final draft and submit it for publication | |
| TASK | Apr 2025 | May 2025 | | Jun-Jul-Aug-Sep 2025 | | Oct 2025 | | Nov 2025 | | Dec 2025 | Jan-Feb-Mar 2026 | |
| D. Bal Anand Yatra (Joyful journey with Children 2.0) | Finalize content & collaborators | | | Development of Content | | Ensure accessibility (Collaborate with Organisations, Educationists, teachers, parents and students) | | Disseminate & promote daily activities, Engage with parents/ teachers & Analyse engagement data | | Report Writing - | | |

| TASK | Apr 2025 | May 2025 | Jun 2025 | Jul 2025 | Aug 2025 | Sep 2025 | Oct 2025 | Nov 2025 | Dec 2025 | Jan 2026 | Feb 2026 | Mar 2026 |
|---|---|------------------------------|--------------------------------------|--|---------------------------------|---|--|------------------------------------|--|--|--|---|
| E. Digitization of Gijubhai Badheka Literary Collection | (In progress) Identify & authenticate treasures | | Digitize documents & create metadata | Address preservation issues if require | Develop digital repository | | Organize awareness campaign (if not done earlier) | Monitor usage & gather feedback | Refine approach based on feedback | Plan for next year's activities | Secure funding for next year (if needed) | Finalize report |
| TASK | Apr 2025 | May 2025 | Jun 2025 | Jul 2025 | Aug 2025 | Sep 2025 | Oct 2025 | Nov 2025 | Dec 2025 | Jan 2026 | Feb 2026 | Mar 2026 |
| F. Uncovering Published/ Unpublished Literary | (In progress) | | Conduct search for materials | Collaborate with experts | Analyse & validate materials | Compilation of Data | Dissemination of work through webpage and launch programme | Publication of the work one by one | | | | |
| TASK | Apr 2025 | May 2025 | Jun 2025 | Jul 2025 | Aug 2025 | Sep 2025 | Oct 2025 | Nov 2025 | Dec 2025 | Jan 2026 | Feb 2026 | Mar 2026 |
| G. Embracing Gijubhai's Legacy: A Certificate Course on Educational Values and Philosophy | Organized expert lectures/ workshops for initial exposure and preparation | Conduct preliminary research | Develop course module | Design course materials | Implement (start with workshop) | Refine course content based on feedback | | Implement (expand to pilot course) | Secure platform for online delivery (if finalized) | Monitor pilot & evaluate learning outcomes | Refine course based on evaluation | Launch full-fledged course (if Finalised) |

| H. Research Endeavor | Apr 2025 | May 2025 | Jun 2025 | Jul 2025 | Aug 2025 | Sep 2025 | Oct 2025 | Nov 2025 | Dec 2025 | Jan 2026 | Feb 2026 | Mar 2026 |
|---|-------------|---|-----------------------|-------------------------|----------------|---|------------------------------|----------|---------------------------|----------|----------|----------------|
| i. Research Review on Gijubhai Badheka Book | In progress | Develop proposal | First Review Meeting | Document & Compile Data | Analysed Data | Final Review meeting | Submission of Publication | | Report Writing | | | |
| ii Research Review on Gijubhai Badheka PhD Level in India | | Selection of and organise review order of the theses & Review and Data Analysis | | | | Preparation of Draft Research Papers and Finalisation | | | Submission of Publication | | | |
| iii. Case Study on Educational Institution Runs Under Educational Thoughts and Philosophy of Gijubhai Badheka | | - Develop proposal | Identify institutions | Identify institutions | Report Writing | Report Writing and Publication (Carried next year and secure funding if needed) | | | | | | |
| iv. Exploring the Educational Contribution of Gijubhai Badheka | | Seminar/ Conference (Develop plan; Invite speakers and other preparations) | | | | | Host the Seminar/ Conference | | | | | Report Writing |
| v. Life and Works of Gijubhai Badheka: A Critical Study | | In progress | Identify institutions | Identify institutions | Analysed Data | | Report Writing | | | | | |

Gijubhai Badheka
tells a father that his child is complaining



**Leave the diplomatic intrigue for a moment,
and play with your child.**

**Leave the legal artfulness for a moment,
and play with your child.**

**Leave the burden of business for a while,
and play with your child.**

**Leave poetry and music for a moment,
and play with your child.**

**Leave your friends for a while
and play with your child.**

**Leave the chanting of Her name for a moment
and play with your child.**

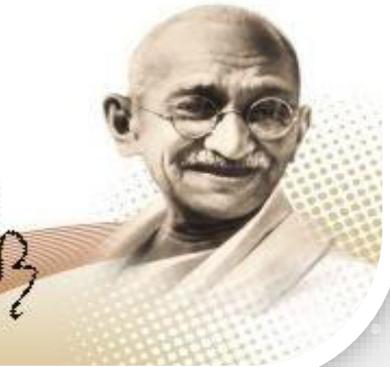
**Be forgetful of life for a moment
and play with your child.**

**Get rid of worrisome world for a moment
and play with your child.**



“भुखानी मा” गिजुभाई बघेडा

गिजुभाई गिजे
बुखानी मा + गिजुभाई
उकल्ले सती बानी
सुखल्ले नम सुनेल्ले
कुज्जे + मी ल्ले
अजुं + मी ल्ले
गिजुभाई
अवनील्ले लुगुल्ले
एल्ले समील्ले
एल्ले ए ल्ले



“गिजुभाई के बारे में लिखनेवाला मैं कौन ?

उनके उत्साह और उनकी श्रद्धा ने

मुझे सदैव प्रभावित किया है,

उनका कार्य सर्वव्याप्त होगा ॥”

- बापूना आशीर्वाद

सेवाग्राम वर्धा - 15/05/1940

