SYLLABUS FOR BACHELOR FOR EDUCATION (B.Ed.)
(New Course in Force from June, 1968)

Objectives:

(a) To prepare effective teachers at the secondary level.

(b) To help future teachers to develop competence to teach subjects of their specialization on the basis of an adequate theory of learning and a sound knowledge of their special subjects.

(c) To develop in them understanding, interest and attitudes which will enable them (i) to foster an all-round growth and development of children under their care, and (ii) to provide guidance to individual pupils.

(d) To develop in them an understanding of the aims and objectives of education in the Indian background and to promote an awareness of the role of the school and the teachers in realizing these aims and ideals.

(e) To develop in them an understanding of a close relationship between the society and the school and between life and school work.

(f) To build up in them a professional consciousness.
Edu. O. 1:

A candidate for the degree of Bachelor of Education (B.Ed.) must be a graduate of the Gujarat University or of a university recognised by the Gujarat University, in any faculty, and in addition, must after graduation, have—

(i) kept two terms (the First and the Second) of lectures on the theory and practice of education in a training college affiliated to the Gujarat University for the purposes of the B.Ed. degree, and

(ii) completed a course of practical work extending over two terms to the satisfaction of the Head of the College in which the candidate is studying, consisting of—

(a) attendance at demonstration and discussion lessons,
(b) observation of 60 directed lessons given by other candidates,
(c) teaching practice of not less than 30 lessons in the two subjects selected by him, distributed over standards V to X of recognised schools. In the case of candidates without teaching experience, ten more lessons shall have to be given by them (Candidates should be required to undergo block teaching practice for about two weeks during which about 10 out of the above mentioned 30 lessons may be given.)
(d) attendance at tutorials for the discussion of theory courses, and
(e) completion of practical work related to the theory portion.

The examination for the degree of B.Ed. shall consist of—
Part I : Written Examination (Theory)
Part II : Practical Examination (Practical teaching and year's work in the college.)
Edu. O.12:

The Examination for Part I may be taken after two terms' attendance at a training college as required in Ordinance 185 (i). Candidates will not be permitted to appear for Part II unless they produce a satisfactory certificate along with their application for admission to the examination that they have served subsequent to their passing the Degree Examination as full-time teachers for 100 working days on the staff of a recognised school or schools or primary teachers training college prior or subsequent to their keeping two terms' attendance in a training college, provided however, that in the case of candidates who have served as undergraduate teachers in recognised schools for at least three years preceding their admission to the course, the condition of service after graduation will not apply. In the case also of candidates who have obtained the Diploma in Education of this University or its equivalent examination of any other University, the condition of 100 working days' service will not be necessary. In case of fresh candidates who have given 40 lessons during the course of the year, the condition of 100 working days' service will not be necessary.

Part I

Edu. R. 1:

In Part I, the candidates will be examined in the following subjects:
Each of the first five papers will be of three hours' duration and will carry 100 marks and Paper VI will be of 1 1/2 hours' duration and will carry 50 marks.

Paper I: Philosophical, Sociological and Psychological Foundations of Education
Section I: Principles of Education
Section II: Educational Psychology

Paper II: Planning, Procedures and Evaluation of Instruction; and Modern Trends and Problems of Education
Section I: Planning, procedures and Evaluation of Instruction
Section II: Modern Trends and Problems of Education

Paper III: School Administration, Educational Administration and Health Education
Section I: School Administration
Section II: Educational Administration and Health Education

Papers IV and V: Contents and Methods of Teaching of any two subjects from the following:

1. Gujarati 6. History
2. Hindi 7. Geography
3. English 8. Mathematics
5. Social studies

Section I: Contents
Section II: Methods of Teaching

Note: (i) Those who select (5) Social studies as one of the subjects shall not be permitted to select (6) History or (7) Geography as the other subject.

(ii) For the convenience of arranging the time-table of examination, Section I—Contents of all the nine subjects will be assembled together and labelled as Papers IV & V: Section I.

In the same way, Section II—Methods of teaching of all the nine subjects will be assembled together and labelled as paper IV: & V Section II.

Paper VI: Special fields of Education (any one)

1. Audio-visual Education
2. Educational and Vocational Guidance
3. School Library Organization

Edu. R. 2:

The following are the syllabi of the various papers:

Paper I

Philosophical, Sociological and Psychological Foundations of Education

Section I: Principles of Education

Objectives:

1. The student-teacher understands the nature of education and its implications on educational practice.
2. He understands the basis and the forces that are responsible in developing educational outlook.

3. He develops a balanced outlook of the profession.

Courses of Study:

1. Education.
   (i) Meaning of education
   (ii) The nature of the educational process
   (iii) The functions of education
   (iv) Aims of education as knowledge and understanding, skills and habits, interests and abilities. The all round development of man.
   (v) The interrelatedness of aims, content and evaluation of education. Principles of determining the content of education.

2. Some of the specific aims of education such as—
   (i) Education for leisure
   (ii) Education for emotional integration
   (iii) Education for secularism
   (iv) Education for democratic living
   (v) Education for international understanding to.

3. (i) Philosophical basis of education
   (ii) Sociological basis of education
   (iii) Biological basis of education.

4. Education and the social order.
   (i) Education as related to the social, economic, political and religious orders.
   (ii) Education as an instrument of social control or social change. Factors affecting social change. Scientific and technological advancement, urbanization, change of values.

5. Agencies of Education:
   (i) Types of agencies
   (ii) Home, School, Community, State and International Agencies
   (iii) Interrelationship and co-ordination among the various agencies
(iv) Mass media of education—press, radio, films, television, etc.
(v) The community and the school. The community school. Role of the school in community development in India.

List of Books

Radhakrishnan, 'Indian Philosophy', London : Allen and Unwin.
Dubay, Thomas, 'Philosophy of State as Educator', Bruce Milwan, 1959.


Prem Nath : 'The Basis of Education'.
Harold, L. Hodgkinson, 'Education in Social and Cultural Perspective'.

Section II : Educational Psychology

Objectives:

(i) The student-teacher acquires an understanding of the nature and development of pupils with special reference to adolescence;
(ii) He develops insight into the learning process;
(iii) He comprehends and takes advantage of the various factors that motivate learning;
(iv) He begins to develop insight into the problems of adjustment of pupils and acquires some skill in dealing with them; and
(v) He gets acquainted with techniques of assessing intelligence and special abilities of pupils.

Courses of study:

1. Scope of educational psychology. Teacher and psychology, Subject matter of educational psychology, methods of educational psychology.
2. Human growth and development—Heredity and environment—present day views; Natural equipment of the child—Theories of instincts, drives and needs; Forces affecting development—general nature of development; stages of development; infancy, later childhood, adolescence and adulthood.

3. Physical growth and motor development—changes in height, weight, sex difference; educational implications.

4. Emotional development—nature of emotions, early emotional behaviour; role of maturation, imitation and conditioning, changes with age in emotional behaviour—grief, crying, anger, fear, jealousy, sympathy, love, sex; direction and control of emotional behaviour, educational implications; sex education.

5. Intellectual development—nature of intelligence and aptitudes—their measurement including tests in Gujarati, growth of intelligence and aptitudes, sex difference; Development of concepts, languages development, educational implications.

6. Social development—cooperative and competitive behaviour, appreciation of others, development of interests and attitudes; Forces affecting social development—home, peer group, school, society; Groups and group dynamics in school situation, sociometry.

7. Development of character and personality—distinction between the two.

8. Learning and motivation:

   Nature of learning, theories of learning, trial and error learning, conditioning, learning by insight. Motivation in learning, memory and its training, forgetting and retention; transfer of learning, methods of increasing transfer, effective study habits, creative thinking, reasoning and problem solving.

9. Adjustment and guidance:

   Forces affecting adjustment; frustration, conflict, defence mechanisms. Behaviour problems of school pupils, teachers’ attitudes and psychologists’ attitudes towards behaviour problems, mental hygiene of teachers, personal guidance; guidance services in schools.
List of books

Sawrey, J. M. and Telford, C. W.: 'Educational Psychology',
   New Delhi: Prentice Hall of India (Private) Ltd., 1964

Garrison, K. C. and Gray, J. S.: 'Educational Psychology',
   New York: Apleton Century Crofts Inc., 1955

Stephens, J. M.: 'Educational Psychology',

Kolesnik, W. B.: 'Educational Psychology',
   McGraw Hill Book Co., 1963

Ellis, R. S.: 'Educational Psychology',
   New Delhi: Affiliated East-West Press Pvt. Ltd., 1965

Smith: 'Phychology in Teaching',

Blair, et al: 'Educational Psychology',

Gates, A. I. (Ed.): 'Educational Psychology',

Skinner, C. E. (Ed.): 'Educational Psychology',
   New York, Prentice Hall, 1956

Sorenson: 'Psychology in Education',

Crow and Crow: 'Educational Psychology', New York:
   American Co., 1948

Sharma, R. N.: 'Educational Psychology', Meerut:
   Rastogi Publications, 1966

Paper II

Planning Procedures and Evaluation of Instruction and Modern Trends and Problems of Education

Section I: Planning, Procedures and Evaluation of Instruction

Objectives:

1. The student–teacher understands and grasps the meaning of the planning, procedure and evaluation of instruction.

2. The student–teacher understands the mechanics, function and evaluation of lesson planning.

3. The student–teacher understands the various types of lesson planning.

4. The student–teacher understands the evaluation approach.

The courses of study:

1. General maxims of teaching:

   Broad principles of good teaching leading to independent thinking.
2. Lesson planning:
   (i) Functions and mechanics of lesson planning.
   (ii) Year's planning, unit planning, period lesson planning.

3. Teaching devices:
   (i) Questioning
   (ii) Text-books
   (iii) Audio-visual aids
   (iv) Assignments
   (v) Library
   (vi) School broadcasts
   (vii) Newspapers and periodicals.

4. Modern trends in methods of teaching—Activity method, a project method, Montessori method, kindergarten, supervised study; group study method, programmed learning, corelated teaching, action research.

5. Evaluation procedures:
   Essay type examination and objective tests, objective-centred tests, achievement tests, diagnostic tests, standardised and teacher made tests.
   Rating scales. Self evaluation. Examination reform, parparing better question-papers.
   Statistical methods used in evaluation.
   Tabulation and frequency distribution of scores.
   Graphic presentation of results; histogram, frequency polygon.
   Measures of central tendency—mean, median and mode.
   Measures variability-standard deviation, quartile deviation.
   Normal probability curve, skewed curves, bimodal curves.
   Percentiles and percentile ranks.
   Rank-difference coefficient of corelation.

List of Books


Section II: Modern trends and Problems of Education

Objectives:

1. The student-teacher develops an understanding of modern trends, developments and problems of education.

2. He learns to study their impact on his day today teaching work.

Courses of Study:

Note.—The following problems should be studied with reference to the Five-year plans and the recommendations of the Education
Commission, 1964-66:

1. **Problems of Pre-primary Education**:
   (i) Private and Public Enterprise
   (ii) Finance
   (iii) Teacher Preparation.

2. **Problems of Primary Education**:
   (i) Difficulties in making it universal and compulsory
   (ii) Wastage and Stagnation
   (iii) Dearth of qualified teachers and shortage of equipment
   (iv) Finance.

3. **Problems of Secondary Education**:
   (i) Role of Private enterprise
   (ii) Diversification of courses, multipurpose and higher Secondary Schools
   (iii) Three language formula
   (iv) Wastage and stagnation
   (v) Finance.

4. **Problems of University Education**:
   (i) Medium of instruction—three-language formula
   (ii) General education
   (iii) Problems of discipline and students’ unrest
   (iv) Academic standards
   (v) Wastage and stagnation
   (vi) Students’ welfare and their activities
   (vii) Further or continuation education
   (viii) Finance.

5. **Problems of professional and Technical Education**:
   (i) Professional preparation of teachers at various levels. The economic, social and professional status of teachers. The role of professional organisation.
   (ii) Technical education for meeting the manpower needs. Technical institutions and polytechnics in Gujarat State. UNO and UNESCO assistance.
6. Problems of Social Education:
   (i) Organizational difficulties
   (ii) Types of programmes
   (iii) Financial difficulties
   (iv) Books for the neo-literates
   (v) Lapse into illiteracy

7. Education of the Handicapped:
   (i) Mentally handicapped
   (ii) Physically handicapped
   (iii) Socially handicapped

List of Books


Bhagwan Dayal: 'The Development of Modern Indian Education', Oriental Longmans.

'The Eighteen Years of freedom', Ministry of Education and Scientific Research, Govt. of India, 1967.


'First, Second and Third Five-year plan Section on Education.


Abid Husain: 'What is General Education?' Bombay: Asia Publication House.


'Development Programmes' Sponsord by the U.G.C., 1964 (Report).

'Report of the Committee on the medium at instruction', Bombay University, 1955.
'The Education and training of teachers' Towards World Understanding (UNESCO).


All India Report of Social Education for 1947–51, Govt. of India.

Saidain, K. G.: 'The Activity School', Allahabad: Kitabistan

हिंदी: अने सैफुलु : 'प्रोफ. सिलालु', अमिर्रावार, युवराज विज्ञापिका, शेन्या पार्थ-पार्थ पर्याय अमिर्रावार सिलालु विषयें, युवराज समाजसेवा समिति, दिल्ली

��地语：विशेष अने पंजाब, पी. डी. : 'आर्टीधन सिलालु वर्तमान प्रकोष्ठ', अमिर्रावार : शेन्या, शेन्या सिलालु, १९४५.

अंग्रेजी: अ. डी. : 'आर्टीधन सिलालु अमिर्रावार प्रकोष्ठ', अमिर्रावार : अमिर्रावार १९५५.

Journals
तन्त्र सिलालु
NIE Review.

Part III
School Administration, Educational Administration and Health Education

Section 1: School Administration

Objectives:
1. The student–teacher gets acquainted with the normal administration of school and the duties of the principal and teachers.
2. He understands the principles behind forming a time-table, giving home work and organizing co-curricular activities.
3. He also gets some knowledge of the finance of the school and how various records are maintained.
4. He understands how psychological principles underlying discipline, guidance, etc., are put into practice.
5. He gets familiar with the organization of physical education boarding-home and parent-teacher organizations.

Courses of study:
1. School administration in democracy:
   Its need, importance and objectives; its scope and limitations; the staff as policy maker, pupils' participation in policy formation.
2. The principalship:
   Staff leadership, other leadership responsibilities; curriculum improvement, staffing responsibilities, membership on selection committee, growth qualities of the principal, his relation with—Government Society, Staff, Pupils and Parents.
3. The teacher:
   His importance, qualities of the teacher, his duties and responsibilities, professional outlook of the teacher, his relation with superiors, other staff members, pupils and parents; subject teacher system, class teacher system and rotating teacher system, teachers' associations and their role in improving education, social and economic condition of teachers and private tuitions, pre-service and in-service training of teachers.
4. The pupil:
   Pupil-teacher relation, classification of pupils, admission of pupils of different times of the year, promotion of pupils, pupils' progress and its report to their parents, cumulative record card.
5. Time-table:
   Value of time-table, factors affecting the construction of time-table, modern protests against time-table.
6. Home-work:
   Home-work and time-table, importance of the home-work, the problems of home-work, co-operation of parents.
7. Administering school-community relations:
   Objectives of school-community relations, principles and methods of good school-community relations, parent-teacher association and their role in improving education.

8. Administering funds and facilities:
   Administering the school office, administering school funds and instructional supplies, text-book selection and administration, administering the school plant, food services, transportation.

9. Co-extra-curricular activities:
   Their need, importance and objectives; the present attitude towards co-curricular activities, the function of extra-curricular activities, organising and regulating of pupils' activities, different kinds of activities, importance of student Government in our schools.

10. Discipline as end and as means:
    What is discipline? The older concept and the modern concept of discipline, school discipline problems and their causes, how can school make pupils well disciplined?

11. School records and registration:
    Need for school records, relation of records to school objectives, essential requirements of records, kinds of records to be maintained, principles of record keeping and some important records of our schools.

12. Inspection:
    The older concept and the modern concept of inspection, its importance, need and objectives, the changing direction of supervision, types of supervision, supervision as training and guidance, supervision as democratic professional leadership, qualities and responsibilities of a school supervisor.

13. Physical education:
    The object of physical education, modern views regarding physical education, physical well-being and the school teachers for physical education, attention.

14. Co-education:
    The problem of co-education at various levels, co-education as a sociological problem.
15. Library service:
Importance and functions of the library, types of library service, characteristics of good library service, how to inculcate library habit in pupils.

16. The boarding-house:
Its need and importance, the superintendent—his duties and responsibility. Problems of the boarding-house in our schools, health of the boarders.

**List of books**

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
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<tbody>
<tr>
<td>Mort, P. R.</td>
<td>'Principles of School Administration', McGraw-Hill.</td>
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<td>Mohiuddin and Siddalingaiya</td>
<td>'School Organisation and Management', Department of Public Instruction, Bangalore.</td>
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<td>Ryburn, W. M.</td>
<td>'School Organisation', O.U.P.</td>
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<td>विजयवालिन, अजीतराज, मोहनबुधी</td>
<td>'साहित्य-संस्कृति', अभिलाष, बांसवाड़ा.</td>
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<td>अनुवाद, अमृतलिङ्ग</td>
<td>'साहित्य-संस्कृति, अभिलाष अनुवाद', अभिलाष, बांसवाड़ा.</td>
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<td>'अनन्त', विजयवालिन, अजीतराज.</td>
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<td>Ordway Tead</td>
<td>'The Art of Administration'.</td>
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Section II: Education, Administration and Health Education

Objectives:
1. The student-teacher gets familiar with the administration of education in the state and at the centre.
2. He also gets some knowledge of the administration of universities.
3. He gets acquainted with the activities of the UNESCO in India.
4. He gets a thorough knowledge of the problems of health in the school.
5. He gets a knowledge of how sanitary facilities should be provided in the school plant.

Educational Administration:
1. Primary and Secondary School Administration at district level, at state level and at the centre.
2. Universities:
   Their types, functions and organisation, functions and organisation of U.G.C.
3. Educational organisation in the state and of the centre; State Institutes of Education. Departments of special subjects like English, Hindi and Science; N.C.E.R.T. and its branches. Regional colleges of Education.
4. UNESCO and administration of its activities in India.

Health Education:
1. Functions and responsibilities of the teacher with reference to health and diseases of children.
2. Sanitation and ventilation of the school building, Class-room, area lighting, air circulation, School play ground.
3. School furniture and equipment—drinking water, washing and lavatory arrangements.
4. Postures of pupils -- Physical deformities and their correction:
   Defects like round back, round shoulder, hollow back, flat back, flat foot.
6. Basic health needs; Nutrition, balanced diet, mid-day meals, exercise and play, fatigue and rest.
7. Personal and Social aspects of health education.
8. Defects of speech and the teachers role in correcting them.
11. Health service: Medical inspection and follow up.

List of books


Akhil, M. : 'सारोजिनिकाः', अभ्यास, अनल मिश्र.
Papers IV and V: Contents and Methods of Teaching (Two subjects)

Objectives:
1. The student-teacher attains a reasonable degree of mastery over the contents of the two school subjects, he intends to specialize in teaching.
2. He gets clear idea of aims of teaching those subjects.
3. He gets acquainted with various methods of teaching those subjects.
4. He gets acquainted with the tools and techniques of teaching those subjects in the classroom.
5. He is able to apply the evaluation procedures to assess the achievements of his pupils in those subjects.

1. GUJARATI

Section 1: Contents

Courses of study:

1. Language:
   (i) Vocabulary of the language—original, derived and acquired.
   (ii) Word—word formation, abbreviations, idioms and proverbs.
   (iii) The sentence structures—syntax, agreement expansion.
   (iv) Sentence as a unit of expression—different modes of expressing ideas, emotions and moods.
   (v) The word and meaning.
   (vi) The sounds in the standard Gujarati language, the organs of speech and articulation.
   (vii) Spoken language and dialects of the Gujarati language.
       Variations in the spoken language.
   (viii) The Gujarati script.
   (ix) The mechanics of reading and writing.
   (x) Aids to writing correct spellings and language.
   (xi) Figures of speech and prosody.
2. Literature reading:
A critical study of the current S.S.C. selection for higher level Gujrati with reference to the following items:
The life and work of the authors;
The literary forms;
The outline of the history of Gujrati literature.

3. Composition writing:
(i) Precis writing;
(ii) Essay;
(iii) Expansion or ideas.

List of Books

Sudarshen: 'आषणीने काव्य', अभाव, गुजरात निपुणाक, 1953.
Paik, रा. वि. : 'साहित्य गुजराती फैलौट', अभाव, गुजरात निपुणाक, 1948.
Sahbani, रा. म. : 'गुजराती आचार्यों ने अध्ययन गुजराती साहित्य स्वरूप', अभाव, भारत प्रकाशन, 1914.
Patel, आ. एम. : 'अपने गुजराती साहित्यकारों विषय', अभाव, गूढ़ेर मंगल कार्यालय.
Pandya, रा. ना. : 'गुजराती भाषा अने साहित्य' (पुस्तक २), अभाव, गुजरात संस्कृतिसळ, 1939.
Vaidya, वि. भ. : 'गुजराती साहित्यकारी रंगचंद' (भाग १, २, ३), अभाव, राष्ट्रीय प्रकाशन मंडल, २०१५.
Var, वि. ना. : 'साहित्यकारी स्वाध्याय', अभाव, राष्ट्रीय प्रकाशन मंडल, १९६२.
Pandya, Patel अने 'अपने गुजराती साहित्यकारों ने विषय', अभाव, गूढ़ेर अभियन प्रयोग कार्यालय.
Kare, दीपक : 'गुजराती साहित्यकारी विषयसळ' (भाग १, २), अभाव, गूढ़ेर अभियन कार्यालय.
Ori, रा. का. : 'गुजराती साहित्यकारी अने साहित्य स्वरूप'.
Shah, रा. म. : 'गुजराती स्वरूप' फिक्स, अभाव, गूढ़ेर अभियन कार्यालय.
Videj Anjali अने 'मान्यता', अभाव, संस्कृति अभियन कार्यालय.
Akhil, अभियन : 'गुजराती साहित्यThe Language', अभाव, संस्कृति अभियन कार्यालय.
Shah, रा. म. : 'अभाव, आजादी, डिल्ही.
Section II: Methods of Teaching

Courses of study:

1. The place of the mother-tongue in the education of the child:
   (i) as a means of communication of ideas, emotions and experiences;
   (ii) as a key to social and cultural heritage;
   (iii) as a medium of thought and learning.

2. The instructional objectives of teaching the mother-tongue (language and literature) during the primary and secondary stages and the level of proficiency to be attained in each stage.


4. The present syllabus in Gujarati for the primary and secondary schools.

5. Planning the teaching-learning process in different grades:
   (i) the year's work plan,
   (ii) the unit-teaching plan,
   (iii) planning of different types of lessons in prose, poetry, grammar and composition.

6. Instruction in listening, speaking, reading and writing:
   (i) the significance of the four languages skills,
   (ii) conditions that promote the skills,
   (iii) the formation of correct habits,
   (iv) methods and techniques of developing the skills,
   (v) evaluation of the skills.

7. Instruction in literary appreciation and creative expression:
   (i) significance of the skills,
   (ii) the conditions that promote them,
   (iii) methods and techniques of developing the skills through the teaching of various literatures such as poems, novel, drama, story, etc.

8. Reading in Schools. Important types of reading—silent reading, reading aloud, writing, reading, intensive and extensive reading, supplements, spellings, etc. Drawing up a programme of reading, prosody.

10. Written work and composition. Importance of the different forms of practical and creative living-letter-writing, paragraphs, stories, essay, reports, diaries, etc. Written work based on the text-books.

11. Importance of oral and written work in the teaching of language. Purpose of developing, understanding, reasoning and judgement. Utilising oral and written work in developing skills, imparting knowledge and creating interest.

12. The significance of vocabulary. Methods of enriching and increasing the child’s vocabulary.

13. The teaching of grammar and usage.

14. The methods of teaching language-assignment, dalton plan, supervised study, project. Programmed instruction, cocurricular activities.

15. Instructional material for the teaching of language and literature-audio-visual aids, reference books, encyclopedia, dictionaries, language, work books, course books, text-book, reading material, etc.

16. Principles underlying the preparation and selection of the material for pupils.


18. Problems of language instruction—such as home work, correction of composition, spelling and pronunciation, etc.

19. The language teacher. His personal equipment—the personality of a language teacher.

**List of books**


‘The Use of Vernacular Languages in Education’, UNESCO.


‘The Teaching of Modern Languages’, UNESCO.


वरिष्ठ, मिल्सार्ड: ‘अस्परिस्क शास्त्रां आधारितं’, अभद्राद, गुजरात, 1944.

हरि, जगदीश: ‘भारतीय’, अभद्राद, रचनापुर विश्वविद्यालय, 1954.

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हैकार्ट, जनरल: ‘गुजराती आधारिता नर्मदा प्रवाल’, अभद्राद, रो. आर. शोभी के दिन.

२. (क) हिंदी

लेखन-२ : कार्टेसियन

Courses of study

१. अरबी और छुट्ट हिंदी:

वर्गमान, उच्चारण का प्राथमिक ज्ञान, मुहावरे और कहावते, पद के प्रकार, पदों की पहचान, साहित्यिक तर्क, समाधि, उपाय, उपाय, शब्द-अक्षाय, सामान्य, विद्वान, अनेकाय, शब्द-सादृश्य के लिए एक शब्द, हिंदी और छुट्ट देखें.

२. हिंदी साहित्य का स्वरूप तथा इतिहास:

हिंदी साहित्य का विकास, धीरगथा का, भक्तिकाल, रशिकाल, आधुनिककाल, साहित्य, साहित्य का अन्याय, साहित्य और सामाज, कविता की परिमाण, कविता कक्षा, साहित्य, महाकाव्य, नाटक, कहावत, उपन्यास, कहानी, आलोचना.
5. माध्यमिक शालाजी प्रमाणपत्र परीक्षाओं के निम्न कक्षा के लिये नियोजित हिंदी गद्यपत्र-संबंध:
   गद्य विभाग के द्वीप तथा पत्र विभाग के कार्यालय का परिचय, मंदिर श्री, मुहूरत-कहावत, व्याकरण, पाठ का सार, क्रियात्मका का मायापथ, व्याकरण, विचार-विदेश विषय आदि का विस्तृत अभ्यास.

6. रचना निवेश, कहानी केलन, पत्र लेखन और विचार-विद्वान:

    पुस्तक खूबिच

    गुरु कामतालाइतः
    ‘हिंदी व्याकरण’, नागरी प्रभारिणी समा, पूवा

    लिखारी नीलालायावर
    ‘सरल हिंदी व्याकरण’, राजकमल, दिल्ली

    वर्मा रामचंद्र
    ‘अच्छी हिंदी’, राहिल्य रनमालय, कालिलय,

    तार, शालाकल्याण, बाराणसी-२

    वर्मा रामनाथ
    ‘हिंदी प्रयोग’, राहिल्य रनमालय कार्यालय, बाराणसी-१

    मन्त्री और मिलियाज
    ‘भूमि दुर्गार’, गुरुराज सत्यापीठ, अहिम्मदाबाद

    भिक्षु

    गुरुसराय
    ‘काश्य के रूप’, आमाराम अन्न सनस, दिल्ली

    खुल भिक्षुक
    ‘काश्य-स्रीगुरु’, " " " " "

    बाहुपत्र नंदसुदारे
    ‘नवा राहिल्य और नवे प्रभ’, नंदकिंद्र सनस, बाराणसी

    श्यामनन्दराय
    ‘राहिल्यलोचन’, दिवोद पुस्तक मंदिर, आधा

    शुमाल रामचंद्र
    ‘हिंदी राहिल्य का इतिहास’, " " " " "

    वर्मा राम्राय
    ‘हिंदी राहिल्य का आलोचनात्मक इतिहास’,

    बापु गुरुराय
    ‘हिंदी राहिल्य का खुलोच ‘ ‘ ‘ ‘ ‘ इतिहास

गुरुराज रामचंद्र में माध्यमिक शालाजी के लिए हिंदी में व्यक्त साल्यपुस्टक—माध्यमिक शालाजी प्रमाणपत्र परीक्षाओं के निम्न कक्षाओं के लिए नियोजित हिंदी गद्यपत्र-संबंध.

संक्षेपन-१: मेन्ड्स ऑफ डीप्स

1. भाषाशिक्षण: महत्व तथा उद्देश्य
   भाषा विद्या कहते हैं? भाषा के आधार, भाषा की प्रकृति, भाषा के विभिन्न रूप, भाषा का महत्व, भाषा विषय के उद्देश्य.

2. हिंदी शिक्षण और महत्व
   हिंदी के तीन रूप—भाषा, प्राचीन प्रभाषा, राजपुत्री प्रभाषा—में हिंदी विषय का महत्व, भाषा का सार, विचार-विद्वान का निर्माण, विधालय समस्या, शुमालिया बाबा और कीटारी पंच का
हिंदी की विद्या के बारे में अभिव्यक्त, भवनवार और विद्या में अध्याय का और राज्यभाषा हिंदी का लक्ष, 
हिंदी की विकास अवस्था और उसके समारोह के उपाय.
3. देवनागरी लिपि और उसकी विद्या
   देवनागरी उद्देश्य, देवनागरी की विशेषताएं, देवनागरी के दौर, देवनागरी के दौर, विद्या संस्कार 
   द्वारा स्वीकृत सुधार, लिपि विद्या के उद्देश्य, लिपि विद्या की पद्धति, लिपि विद्या के नियम.
4. राज्यभाषा की विद्या के उद्देश्य
   उद्देश्य विद्या का महत्व, राज्यभाषा के रूप में हिंदी विद्या के सामान्य एवं विशेष उद्देश्य, मात्र- 
   भाषा के रूप में हिंदी विद्या के उद्देश्य.
5. भाषा-विद्या के लिंधांत
   भाषा दौड़ने की सैलूक परिणाम, भाषा के विभिन्न तरीके का अर्थात्, भाषा की विद्या में परिवर्तन,
   क्रियाकलाप करना, विशेषता अवस्था, मात्रभाषा का अवधारण उपयोग, विधायिक की वर्तमान भिन्नता का 
   उपयोग करना, भाषा विद्या के लिंधांतस्वरूप.
6. भाषा-विद्या की विभिन्न लिपि,
   अध्याय लिपि, रोज़ा लिपि, जै. वेस्ट लिपि और गटन लिपि.
7. अर्थ की विद्या
   मात्र और विद्या विभाग.
8. उच्चवर्ग की विद्या
   महत्त्व, उच्चवर्ग के दौर, उच्चवर्ग के दौर के प्रकार, उच्चवर्ग दौर के मुद्दे के उपाय.
9. वोज़वाल की विद्या
   वैज्ञानिक वैज्ञानिक वोज़वाल का महत्व, वोज़वाल की भाषा — विद्या के उद्देश्य, वोजवाल के गुण, वोजवाल 
   के भाषा, वोजवाल की भाषा में विद्याविभिन्नों के होते हुए दौर और उसके मुद्दे के उपाय.
10. लोनियन की विद्या
    लोनियन का महत्व, लोनियन सिल्वर के पद्धतियों, अभिज्ञ विद्याकर्ता के कारण तथा उपयोग, अभी भी अभ्यास 
    और शुद्धता, विद्याओं की विद्या, दूधर अभ्यासों की विद्या.
11. बाणों की विद्या
    बाणों का महत्व, बाण का विभिन्न, बाण का विभिन्न, बाण के प्रकार, विद्याविभिन्नों के बाण दौर तथा 
    उपकरण दौर.
12. ग्रामपंचायत की विद्या
    ग्रामपंचायतों में ग्राम का स्थान, ग्राम की विद्या के उद्देश्य, ग्राम के विभिन्न कस्टों का अभ्यास, बाण 
    व्यवस्था, विधार-विधेयक.
13. विधिक की विद्या
    कविता की विद्या का महत्व, कविता की विद्या के उद्देश्य, कविता सिल्वर के विभिन्न परिणामों 
    कविता का विचार, कविता विद्या के अंग, बाण, बाण, बाण, बाण, बाण, बाण.
15. व्याकरण की धीर्घा
भाषा धीर्घा में व्याकरण का स्थान, मातृभाषा तथा हिंदी का व्याकरण, व्याकरण धीर्घा की पद्धतियों—
भाषा संरचना पद्धति, आमतौर पद्धति, नियमानुसार पद्धति।

16. रचना की धीर्घा
लिखित रचना और मौलिक रचना का महत्व, दूसरा रचना के गुण, रचना धीर्घा की विभिन्न
प्रणालियों, निम्न तथा ऊपर वर्गों में रचना के विश्लेषण, स्वतंत्र रचना का अभ्यास, अेस संबंध
और युक्त छाप का महत्व।

17. हिंदी की पाठ्यपुस्तक
पाठ्यपुस्तकों का महत्व, पाठ्यपुस्तकों के गुण, पाठ्यपुस्तक रचना के विश्लेषण, सुझाव राशि की
स्थिति पाठ्यपुस्तकें।

18. भाषा की आधार-भाव्य साधन
भाषा और भाव्य साधन, शिक्षा साधन, आधार-भाव्य साधन और उनका भाषा धीर्घा में
उपयोग।

19. सहायक पुस्तकें तथा उपनामों
सहायक पुस्तकें का स्थान, उपनामों का स्थान के आधार, सहायक पुस्तकें के आधार गुण एवं
विश्लेषण, उपनामों की विभागीय विभि, उपनाम का महत्व।

20. परीक्षण और भूमिका
परीक्षण के आधार, परीक्षण धीर्घा के दीर्घा और उसके प्रयोग के उपयोग, विभिन्न क्षेत्रों के लिए लिखित
परीक्षण प्रश्नों का आयोजन।

21. हिंदी धीर्घा में प्रयोग तथा शोध
शोधकार्य के आधार, हिंदी धीर्घा के दीर्घा का अध्ययन, हिंदी धीर्घा में अनुसंधान के क्षेत्र
और इसारण दैनिक धीर्घकार्य की समस्याएं, अनुसंधान की विविधता।

22. हिंदी का धीर्घकार
हिंदी भाषा के धीर्घकार की विशेषताएं, हिंदी की उपयोग और धीर्घकार की धीर्घकार।

पुस्तकागोष्ठी

1. पत्रकारि पर. ए. और एस.: ‘हिंदी भाषा का उच्च अध्ययन’
2. भावना सामिक: हिंदी भाषा धीर्घकार, भावना सामिक
3. भावना भाषा संस्कृत: ‘भाषा-धीर्घकार’, भाषा-धीर्घकार हिंदी भाषा धीर्घकार, भाषा-धीर्घकार
4. संस्कृत ग. न.: ‘धीर्घकार का संस्कृत’
5. संस्कृत रूपनाथ: ‘हिंदी धीर्घकार’
6. संस्कृत योगानंद: ‘भाषा के प्रदेश’, हिंदी भाषा धीर्घकार, भाषा-धीर्घकार
7. संस्कृत कवितावाद: ‘हिंदी धीर्घकार’, हिंदी धीर्घकार, भाषा-धीर्घकार
Courses of study:

I. Recognition of language aspects:
   1. Parts of speech
   2. Types of phrases and clauses
   3. Tabular and clause analysis.

II. Mastery of the sentence patterns:
   1. Various concepts and how to express them.
      (i) Commands, prohibitions, requests, invitations
      (ii) Promises and threats, refusals
      (iii) Wishes, hopes; preferences
      (iv) Intention
      (v) Plants and arrangements
      (vi) Obligation and necessity
      (vii) Permission
      (viii) Probability and likelihood
      (ix) Possibility
      (x) Ability and achievement (and their opposites)
      (xi) Conditions and suppositions
      (xii) Purpose and result
      (xiii) Cause and reason
      (xiv) Determination and resolve; willingness
      (xv) Comparisons and contrasts
      (xvi) Concession.
   2. Transformation of sentences
   3. Synthesis of sentences
   4. Direct and indirect narration.
III. Correct usage:

1. Correct use of—
   (i) Nouns  (vii) Participles
   (ii) Adjectives  (viii) Gerunds
   (iii) Pronouns  (ix) Adverbs
   (iv) Articles  (x) Auxiliaries
   (v) Verbs  (xi) Prepositions
   (vi) Infinitives  (xii) Conjunctions.

2. Agreement of the verb with the subject concord
3. The order of words in a sentence
4. Time and tense
5. Spelling
6. Punctuation and capitals.

IV. Enrichment of language:

1. Idiomatic expressions
2. Words often confused
3. Prefixes and suffixes
4. Word building
5. Abbreviations
6. Synonyms and antonyms
7. Collective nouns and diminutives
8. Single words for group of words.

V. Improving speech habits:

1. Sounds of English and the international phonetic script
2. Reading of passages written in the phonetic script
3. Transcribing words into the phonetic script
4. Comparison of the sounds in English and in the regional language
5. Word and sentence stress
6. The main intonation patterns.
VI. **Speed and power of Comprehension**:

1. Comprehension exercises based on the reading of modern English prose (The reading material need not necessarily be literary in nature. Factual material may also be utilised).
2. Comprehension exercises based on listening to a good speaker, actually, or on a tape-recorder or radio.
3. Reviews, in the regional language of books and articles in English.
4. Translation from English into regional language.

VII. **Ability of express**

1. Precis writing
2. Paraphrasing of poems
3. Expression of ideas—oral and written
4. Writing letter of various types
5. Practice in the art of writing essays, dialogues, stories, reports, and reviews
6. Translation into English
7. Participation in talks, debates and symposia
8. Practice in reading prose and poetry with expression
9. Writing to dictation
10. Improving handwriting.

*List of books*

Wren & Martin : ‘High School English Grammar and Composition’, Bombay, K. or J. Cooper
Fitikides, T. J. : ‘Common Mistakes in English’, Longmans

Longmans

Longmans

Leonard, T.: 'A Phonetic Reader', Heffer
Ricks, D.: 'Foundations of English for Foreign Students', Longmans
Roget & Browning: 'Everyman's Treasure of English Words and Phrases', Dent
Tarr, J. C.: 'Good Handwriting and How to Acquire It', London, Pheneix House
Tregidge, P. S.: 'Practical English Usage for Overseas Students', Longmans.
Sanyal & Kapoor: 'Practical English', Longmans
Tae: 'Essentials of Modern English', Macmillan
Pollock-Rounds: 'Words and Ideas', Macmillan
Gowers, E.: 'The Complete Plain Words', London, Her Majesty's Station Office
Sapir, E.: 'Language', Harcourt, Brace
Thomson & Martinent: 'A Practical English Grammar for Foreign Students, O.U.P.
West, M.: 'Improve Your English', Longmans
West & Kimber: 'Desk Book of Correct English', Longmans
Clower, A. J.: 'Build up Your English', Dent
Clower, A. J.: 'Increase Your English', Dent
Clower, A. J.: 'Enrich Your English', Dent
Section II: Methods of Teaching

Courses of study:

I. English in India:
   1. Its place in present and future
   2. Aims and objectives of teaching it as a foreign language
   3. The level of proficiency to be attained.

II. General principles of teaching:
   1. Difficulties in learning a foreign language
   2. Special problems faced by a Gujarati speaking learner
   3. The process of language learning
   4. A comparative study of the grammar, translation and direct methods
   5. The principles of organizing a structural syllabus
   6. The implications and implementation of the structural approach
   7. Use of the regional language.

III. Study of the school syllabus:
   1. Language material prescribed for various grades
   2. The levels of comprehension and expression expected at each grade
   3. Organization of the syllabus as a whole
   4. Instructions to teachers and text-book writers.

IV. Text-books in English:
   1. The place of extensive and intensive reading books in English
   2. Requisites of a good text-book

V. Oral Work:
   1. Importance at various levels of learning
   2. Types of oral work—purpose and methods of planning
   3. Devices leading to variety and efficacy
   4. Developing correct speech habits.

VI. Reading:
   1. The psychology of learning reading
   2. Teaching reading at the initial stage
3. Developing skill in reading aloud with expression
4. Use of the reader for intensive reading
5. Devices for teaching active vocabulary
6. Increasing speed and power of silent reading
7. Place and use of extensive reading material
8. Selection and preparation of graded material for silent reading
9. Equipping and using the school library
10. Enrichment of the passive vocabulary
11. Use of the dictionary—B. B. and printed
12. Translation into the regional language purpose and method of teaching.

VII. Writing and composition:
1. Place of poetry in a structural syllabus
2. Aims and methods of teaching
3. Recitation of poems
4. Evaluating appreciation of a poem, written.
5. Type of exercises
6. Techniques of teaching
7. Correction of written work
8. Preventive and remedial measures to avoid language errors

VIII. Teaching of poetry:
1. Place of poetry in a structural syllabus
2. Aims and methods of teaching
3. Recitation of poems

IX. Miscellaneous aspects:
1. Teaching of grammar in a structural syllabus
2. Use of co-curricular activities such as dramatics, debates, class-magazine, etc.
3. Preventive and remedial measures to avoid spelling errors
4. Preparation and use of teaching aids
5. Writing to dictation—aims and methods of handling
6. Utilizing devices—such as group work, self study and assignments
7. Principles of planning the year's work
8. Planning lessons in view of various objectives.

X. Evaluating achievement:
1. Tools for evaluating various objectives
2. Procedures for evaluating day-to-day work
3. Planning examinations in English
4. Study of the results and inferences therefrom
5. Utilizing examinations to improve instructions.

List of books

Menon & Patel: 'The Teaching of English as a Foreign Language',
Baroda, Acharya Book Depot

Syllabus for Schools in Gujarat

Cochran, A.: 'Modern Methods of Teaching English as a Foreign
Language', Washington, Educational Supervision

'Selected Articles from Language Learning', Series I

'English as a Foreign Language', University of Michigan, Language
Learning Institute

Close, R. A.: 'English as a Foreign Language', O.U.P.

Bhandari, C. S.: 'Teaching English: A Handbook for Teachers,
Longmans

Spencer, D. H.: 'The Teaching of English in the First Year'
Longmans

Byrne, John: 'The Teaching of English in the Second Year
Longmans

West, M.: 'Teaching English in Difficult Circumstances', Longmans

Strevens, P.: 'Aural Aids in Language Teaching', Longmans

Allen, W. S.: 'Living English Structures for Schools', Longmans

Honby, A. S.: 'The Teaching of Structure—Words and Senten
Patterns', Stages one, two and three, O.U.P.

French, F. G.: 'The Teaching of English Abroad'—Parts I, II 
III, O.U.P.
Frisby, A. W.: 'Teaching English' Longmans
Gatenby, E. V.: 'English as a Foreign Language', Longmans
Gauntlett, J. O.: 'Teaching English as a Foreign Language', Macmillan
Gurrey, P.: 'Teaching English as a Foreign Language', Longmans
Billows, F. L.: 'The Techniques of Language Teaching', Longmans
Gokak, V. K.: 'English in India', Asia Publishing House
Lado, R.: 'Linguistics Across Cultures', Ann Arbor, Michigan

Literature Produced by the Evaluation Unit of the NCERT on evolution in English,
'English Language Teaching' (a monthly Journal) O.U.P., British Council.

Bhandari: 'Drills and Exercises in English', Longmans
French, F. G.: 'English in Tables' O.U.P.
French, F. G.: 'Common Errors in English: Their Causes, Prevention and Cure', O.U.P.

4. SANSKRIT

Section I: Contents

Courses of study:
1. Vowels and consonants and the rules of Sandhi.
2. Guna, Vriddhi and Samprasarana.
3. Conjugations of Verbs (1st, 4th, 6th and 10th classes).
4. Upasargas and their uses.
5. Declensions of nouns ending in अ, आ, ०, ई, उ, ॠ, and ़
7. The indeclinables and their use.
8. The participles: The past passive participles, the gerund, the infinitive.
9. The active, passive and the impersonal constructions.
10. Declensions of nouns ending in consonants.
11. The present participles and their declensions.
12. The locative absolute and the genitive absolute.
13. Verbs of the remaining 6 conjugations (2, 3, 5, 7, 8 and 9).
15. The numerals: Cardinals, ordinals and adverbs of frequency.
16. Degrees of comparison (ending in इत्म and रूत).
17. The स्वर form.
18. The causal construction.
19. The compounds.
20. The active past participles.

List of books

Bokil, V. P. : 'वजीरनाथ पारसूण', भाग १-२, संस्कृत विष्कृति, 'निम्नस्तन्न कृसयास्तेः'
Apte, V. S. : 'A Guide to Sanskrit Composition'
Nirkar, K. B. : विद्वान् पवित्रपारसूण, 'संस्कृतम् कृसयास्तेः'
Pandit, Narayana : 'विद्वान् पवित्रपारसूण, निम्नस्तन्न कृसयास्तेः'
Apte, V. S. : 'Sanskrit English Dictionary'

Section II: Methods of Teaching

Courses of study:

1. Importance of Sanskrit:

Utilitarian-Sanskrit in our life; special contribution of Sanskrit in the development of Indian language, Sanskrit and emotion
integration, ways and means to popularise the study of Sanskrit. Stage at which to begin teaching of Sanskrit, total time to be devoted to it and the minimum quantum to be taught.

2. **Aims and objectives of teaching Sanskrit:**
   The ancient and the modern aims of teaching Sanskrit with their specifications.

3. **The Syllabus of Sanskrit:**
   The old and the new syllabus; the principles underlying the new syllabus; the draft syllabus for Higher Secondary Schools.

4. **Methods of Teaching Sanskrit:**
   The Pathshala method, the Bhandarkar method, the psychological method and the direct method, the salient feature of these methods and their evaluation.

5. **The principles of language teaching as applied to the teaching of Sanskrit.**

6. **Teaching of grammar, inductive and deductive methods:**
   Teaching of sandhi, samas, conjugations of verbs of the ten classes in conjugational as well as non-conjugational tenses and methods and declensions of nouns and pronouns.

7. **Reading:**
   Model reading, silent reading and reading aloud. Difficulties in pronunciations, remedies.

8. **Oral Work:**
   Memorization and recitation—their utility in the study of Sanskrit.

9. **Planning of lessons in prose, poetry and grammar.**

10. **Co-relation of Sanskrit with other school subjects.**

11. **The text-book of Sanskrit and its evaluation.** Text-books approved and sanctioned by the State Department of Education; the characteristics of a good Sanskrit text-books; the views of the All-India Seminar on teaching of Indian Language (1957) on Sanskrit text-books.
13. The Sanskrit Teacher: His qualities, training and outlook.

**List of books**


Report of the Sanskrit Commission, Govt. of India, New Delhi, 1958.

Report of All-India Seminar on the teaching of Indian Languages sponsored by All-India Council for Secondary Education, New Delhi, 1958.


Proceeding of the Conference of Professors of Sanskrit, Ministry of Education, Govt. of India, 1956.


अञ्जुनाचा, सिद्धांत: *अञ्जुनाचा आर्थिक अर्थात परिस्थितियां*, अम्बानाचा, आंतर महाराष्ट्र, १५१४.

अञ्जुनाचा, सिद्धांत: *अञ्जुनाचा रिलांडगुली अर्थात परिस्थितियां*, अम्बानाचा, आंतर महाराष्ट्र, १५१४.

5. SOCIAL STUDIES

**Section I: Content**

**Courses of study:**

1. Living in the ancient and mediaeval world:
   - (i) Early human settlement—earliest forms of government—family clan, tribe
   - (ii) River valley civilizations
   - (iii) The Aryan civilization
   - (iv) India under the Mauryas and Guptas
41

(v) Indian life and art under the Sultanate and Moguls (with special reference to the spread of Islam and Bhakti movement in India)

(vi) Middle ages in Europe : Feudalism

(vii) The renaissance of western civilization : the reawakening of science, leading to the Industrial Revolution.

2. Democracy :

(i) The idea of democracy in ancient world :
   (a) The city-states of Greece
   (b) The Roman republic
   (c) The Indian city-states, Ganas.

(ii) Growth of democratic institutions in the West :
   (a) England : Significance of Magna Charta; Habeus Corpus Act, Bloodless revolution, Growth of franchise. Parliamentary supremacy and Cabinet system
   (b) Significance of American and French revolutions in the growth of democratic ideas.

(iii) Problems of Indian Democracy :
   (a) Growth of democratic ideas and institutions in modern India
   (b) India’s struggle for freedom
   (c) Democratic set-up of Indian Government, how to strengthen our democracy.

(iv) Living in the world community and preserving democracy, the two World Wars, wars, need for peace, UNO.

3. Communities in the world today :

(i) A Malayan Community

(ii) A Mining Community in West Australia

(iii) A collective farm in Israel, rapid development of agriculture and industry under a planned economy

(iv) A Dutch Community

(v) An Industrial Community in Rhinelad and, richness of natural resources, effects of wars

(vi) Cattle and wheat farming in Argentina and American Prairies
(vii) A community on the bank of St. Lawrence, saw-mills and paper-mills, trade with Red Indians and Eskimos.

(viii) A collective reindeer farm in north Siberia growing vegetables and wheat in Polar regions, use of ice-breakers.

List of books

Ah, M. S. : 'चश्युलुनतां जडकों', अमरावत, भारत प्रकाशन वांचित्र, 1844

Boeke, M. J. : 'अमीन विज्ञान संस्कृतन', अमरावत, गुरुरात विद्यासंगीत साक्षात्तरी, 1844

Boeke, बलिपर : 'नशीचार अनं नामे', अमरावत, गुरुरात विद्यासंगीत, 1845

Ah, M. S. : 'चिंतामुखिणी भाषयन्येत', अमरावत, भारत प्रकाशन वांचित्र, 1845

Padegi, बुधपार्व : 'चापुवा वानस्पति रत्नस', संज्ञानस, श्री. असर्वेद विलकारी प्रकाशन संस्थान, 1846

Pandit, रुद्राजसाह अनं : 'भारतमां अमुकी रत्नम्', संज्ञानस, गुरुरात विद्यासंगीत

Biswas, बाकादेश (अन.) : 'साक्षात्तर गुरुरात', 1835

Padegi, बुधपार्व : 'चापुवा वानस्पति', संज्ञानस, श्री. असर्वेद विलकारी प्रकाशन संस्थान, 1846

Nagru, गुरुसाहसास : 'नगरान्तर चर्चासंगीत भाषयन्येत', अमरावत, गुरुरात विद्यासंगीत

Nagru, गुरुसाहसास : 'चापुं विद्यासंगीत भाषयन्येत', अमरावत, गुरुरात विद्यासंगीत

Deo, R. V. : 'बासवनी विधानसंगीत', गुरुरात, आर. आर. रोहिनी कापूर, संज्ञानस, आनन्द.

Gupta, A. S. : 'अमीन नृत्यशास्त्री वानस्पतितार', गुरुरात, आनन्द गुरुसाहसास, गुरुरात विद्यासंगीत, 1846

Mukerjee, Radha Kumud : 'Hindu Civilization', Bombay, Bhartiya Vidya Bhavan


Section II : Methods of Teaching

Courses of study :

1. The meaning and scope of social studies in schools, its need and importance as a core subject, the new outlook, why not separate subjects, the school and social learning, the concept of social studies in basic education.

2. Aims and objectives of teaching social studies, cardinal principles of determining the aims, growth of democracy, progress of science, demands of the society, needs of the pupils, acquiring knowledge, developing abilities and attitudes, developing social and technical skills, cultivation of appreciations, social studies and the education for citizenship, international understanding through social studies.

3. The curriculum of social studies, general principles, areas of living, basic framework of the curriculum, the need for adaptability to changing conditions, the syllabus of the Gujarat State.

4. The subject matter of social studies, considerations for the selection of the subject matter, arrangement of the subject matter.

5. Methods of teaching social studies, general principles, the desired outcomes and the methods, effective narration, democratic discussions,
unit procedure, assignment method, problem-solving method and project method, necessity for a synthetic outlook.

6. Teaching devices : When and how to use them?

(i) source books and reference books, newspapers and magazines, supplementary reading materials

(ii) audio-visual aids like maps, charts, pictures, diagrams, graphs, models, films, radio

(iii) the community resources, taking the school to the community, bringing the community to the school, parents’ participation

7. Providing experiences for learning, special activities like fairs, festivals, national days, debates, dramatics, class-panchayats, mock-parliaments and field-trips, local surveys and study-cum-service camps, current affairs and their discussion.

8. Text-books criteria for selecting a text-book, the use of several text-books, and its advantages.

9. Evaluation and testing procedures in social studies, need for evaluation, means of evaluation, oral test and class-discussion, objective type test, essay type tests, diagnostic testing, measuring the development of attitudes and social skills, cumulative record.

10. The social studies, teacher, his professional and academic equipment, his vital role in experimental learning, creative teacher, his attitude.

Bibliography


Journal:
Social Studies Teacher (Quarterly)

6. HISTORY

Section 1: Contents

Courses of study:

World History

I. Early civilisation—River Valley Civilisation.
II. Greek, Roman, Indian, Chinese contributions to civilization.
III. The impact of Buddhism—Hinduism—Christianity—Islam on the different empires and regions.
IV. The Great Empire—their rise and fall (Chinese Empire—Mauryan Empire)
V. Modern period
(a) Discovery of new lands
(b) Industrial Revolutions
VI. Revolutions—
French Revolution; American War of Independence; Russian Revolution; Chinese Revolution; Turkish Revolution.
VII. Resurgence in Asian and African countries after the Second World War.
VIII. The United Nations

Indian History:

I. Long and continuous History—Peoples—problems.
II. Some outstanding Kings (Asoka—Chandra Gupta III—Rajendra Chola—Krishna Deva Raya—Akbar—Shivaji) and their contributions
III. Cultural heritage:

(i) Religion
(1) Hinduism—its growth & expansion
(2) Buddhism and Jainism—tenets and influence
(3) Christianity—expansion
(4) Islam—spread

(ii) Fine Arts
Sculpture
Architecture
Painting

(iii) Literature.

IV. British Rule and its impact on the—
(1) Life of the people
(2) Education—Social life; and
(3) Political Life.

V. Struggle for Independence—The Dawn of Independence Leader

VI. India to-day—Plans—Problems.

List of books

Lucas, H. S. : 'A Short History of Civilization

Savarkar : 'War of Independence'

Majmudar, Raychaudhari and Datt : 'An Advanced History of India
Macmillan & Co.

Ishwariprasad : 'History of Medieval India'

Metraux and Crouzet : 'Studies in Cultural History of Ind
UNESCO Publication, Shivalal Agrwal & Co., Hospital, Road, Agr

राजमी, अष्ट अने कामी : 'मार्ची अर्थशास्त्र विषयक', अमरावत,
नेपालाशास्त्री कपणी

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विद्याधर, कब्बार अने रोज़ार्ज़, अर्जिकुमार : 'भारतीय भाषादायम् विस्तारस्मृति धरमान',
धा पापुत्सर भुक रोज़ार, मुरुळ
Section II: Methods of Teaching

Courses of study:

1. Aims and objectives of teaching history.

2. New outlook in the curriculum and the teaching of history. Syllabus in history for Std. V to XI. Place of history in Social Studies.

3. Organisation of contents:
   (i) Concentric and periodical
   (ii) Topical, Chronological, Regressive, Biographical
   (iii) Culture epoch theory.

4. Types of history—local, national, world, current.

5. Concept of time and place.

6. (a) Methods of teaching—narrative, biographical source, dramatisation, group method, project method, programmed learning.
   (b) Planning of lessons.

7. Teaching aids—history room, maps, charts, graphs, source materials including books, old manuscripts, inscriptions, coins, stamps, historical literature, historical excursions, museums and exhibitions, films, dramas, radio, tape recorder, reading programme.

8. Correlation of history with geography, science, art and literature.

9. Text-books; evaluation of text-books.

10. Evaluation and testing procedures in history.

11. The history teacher, his outlook and training.

List of books

\[hate\] : ‘Suggestions for the Teaching of History’, O.U.P.

\[hosh\] : ‘Creative Teaching of History’, Oxford University Press
Johnson : ‘Teaching of History’, Macmillan
F. Cronfield Hapgood : ‘The Approach to History’, Cristophers
Keatings : ‘Studies in the Teaching of History’, Blackie
कः जिंमे आश्रम : ‘अधिकार अभियंत अभावण’, अभावण, भारत प्रकाशन 1941
शिखर आश्रम : ‘अधिकार-सिद्धांतां आधुनिक पक्षेन’, अभावण, १४३३ आश्रम १४३३

7. GEOGRAPHY

Section I : Contents

Courses of study :

I. Physical Geography :

1. The Earth : size, shape, rotation, day and night, seasons
   Longitudes and latitudes, local time, standard time, international date, line and zones

2. Surface of the earth :
   Earth crust, soils, rocks, mountains, winds-relief and surf configuration, land forms, humidity, cyclone and anti-cyclone atmosphere, rainfall, air pressure belts, denudation and erosion

3. Ocean current :
   Currents, effects on atmosphere, sea and ocean routes

4. Phases of the moon, lunar eclipse, tides and ebbs, solar eclipse

5. Magma, earthquakes, volcanoes and their effects, plains

6. Atmosphere : climate, isobars, isotherms

7. Man’s wants : food, minerals, energy, etc.

8. Natural regions of the world

9. Distribution of the population of the world

10. Factors affecting the growth of industries and industrial segments, etc.

11. Natural resources : forests, minerals.
II. Regional Geography:

1. A study of Asia, North and South America, Africa, Europe, Australia and New Zealand

2. A complete study of India:
   Location, mountains, rivers, lakes, climate, rainfall, relief
   sea-coast plains, plateaux, minerals, forests, irrigation, agriculture,
   communications by land and sea, industries, industrial centres,
   ports and harbours, natural region of India, export and import,
   transports, man's wants and his life.

3. Neighbouring states: Nepal, Bhutan, China, Pakistan, Burma,
   Ceylon, Indonesia, Japan, Malaya, Russia, Afghanistan, Iran,
   Iraq, Siam.

4. Different types of maps; map reading.

List of books

Thornbury, W. D.: 'Principles of Geomorphology', John Willy and Sons

Das Gupta: 'Economic Geography of India and Pakistan', Calcutta,
A. Mukherjee and Co. Ltd.

Trewartha, G. T.: 'An Introduction to Weather and Climate',
McGraw-Hill

Steers, I.: 'The Unstable Earth', Methuen
Austin Miller: 'Climatology', Methuen
Dudly Stamp: 'Asia', Methuen


'Historical Geography of Ancient India', Paris, Asiatic Society,
\(e\)-Press, Cohen, Saul, B.

'Geography and Politics in a Divided World', Methuen
Stanley H. Beaver and Stamp: 'A Regional Geography', Longmans
Vidal-De-La-Blache: 'Principles of Human Geography', London,


Freeman, T. W.: 'A Hundred Years of Geography', London, Gerald Duckworth and Co. Ltd.

Southgate: 'Asia: Lands and People', New Delhi, Universal Book and Stationery Co.

**Journals:**

- Middle East Journal
- The Indian Geographic Journal
- United Asia
- The Geographical Journal
- Land Economics
- Land Scape
- National Geographic Journal
- The Geography Teacher.

**Atlases:**

1. Oxford Atlas

**Section II: Methods of Teaching**

**Courses of studies:**

1. The meaning and scope of geography in schools. The new outlook for the school and community

2. Correlation of geography with other subjects

3. Aims and objectives of teaching geography. The geography and education for citizenship. International understanding through geography.

5. Various aspects of geography: physical, political, economical, local and regional geography.

6. Methods of Teaching:
   (1) (a) Story method
   (b) Journey method
   (c) Inductive method
   (d) Deductive method
   (e) Regional method
   (f) Letter method.
   (2) Practical work:
       Field work, mapping and sketching.
   (3) Appeal to imagination and thought—causal relations.
   (4) Types of map-work:
       Map-reading, map-making, map-filling.

7. Lesson planning.

8. Teaching devices:
   (1) Source books and reference books: Supplementary reading material
   (2) Audio-visual aids
   (3) Excursions
   (4) Geographical magazines and bulletins
   (5) Geography room and museum
   (6) Special activities
   (7) Utilizing the community resources

9. Text-books: Evaluation of text-books

10. Current affairs: Local surveys, field work

11. Evaluation and testing procedures in geography

12. The geography teacher: His outlook and training.

List of books

James Perston, E.: ‘New View Points in Geography’
8. MATHEMATICS

Courses of study:

1. Pure Arithmetic:

(i) Numeration, notation and the four fundamental operations arithmetic and the principles underlying the same with referred
to whole numbers, fractions (both common and decimal) and compound numbers.

(ii) A knowledge of the compound numbers and their interrelations wherever they exist:

Money: Rupees, Naya Paise, Pound, Shilling and Pence.
Length: Kilometer, Hectometer, Decameter, Decimeter, Centimeter, Millimeter, Feet, Yard and Inches, Chains and Links.
Weights: Kilogram, Hectogram, Decagram, Decigram. Centigram and Milligram.
Capacity: Gallon and litre
Time: Day, Week, Month, Year and Century. Hour, Minute and Seconds.
Number: Dozen, Score, Gross, Quire and Ream.
Area: Sq. Metre, etc., Acres and Cents.

(iii) Nature of measurements, approximations to a specified degree.

(iv) Meaning and the practical use of the terms ratio and proportion.


2. Applied Arithmetic:

The meaning and the ordinary use of the following terms that occur in—

(i) Everyday Arithmetic: Buying and selling; wholesale and retail prices; cash and credit purchases; cash discount; cash and credit bills; keeping accounts; post office transactions, etc.

(ii) Trade Arithmetic: Profit, loss list or catalogue price, percentage, trade discount, commission, brokerage, bills and invoice, bill of exchange, bank discount, foreign exchange.
(iii) Arithmetic of Investment; Interest—simple and compound, savings bank, provident funds, investment in lands, houses. Government paper, stocks and shares. Banking, insurance, bankruptcy, assets, liabilities and dividend.

(iv) Arithmetic of Civic life: Government and Municipal budgets; taxes and expenditure; Government and Municipal borrowings; Joint-stock companies, Co-operative Societies and other joint enterprises.

3. Algebra:

(i) The Language of Algebra: Symbolic representation of the processes and principles of arithmetic, the meaning, use and the derivation of formulas, the meaning and use of negative quantities, variation and the function concept.

(ii) The Equation: Its use in solving problems, linear equations in one or two unknowns, simple cases of quadratic equations with numerical coefficients when arising in connection with formulas and problems.

(iii) Factors and fractions.

4. Descriptive and Experimental Geometry:

(i) Practical Geometry: The use of the foot-rule, protractor, set squares, compasses, dividers and the diagonal scale.

Drawing perpendiculars and parallels, dividing a line in a ratio and bisecting an angle, drawing rectilinear figures at circles provided the data are such that the method of construction is more or less a direct and simple application of the same.

(ii) Mensuration: Area of rectilinear figures and circles, areas at volumes of prisms, cylinders, cones and spheres, geometry of the sphere, latitudes, longitudes and elementary principles of map projection. Elementary survey, triangulation and the use the field book, Mariner's Compass and the general methods denoting directions.
(iii) Geometrical Concepts: Solid, surface, plane, line, point, angle and parallelism, shape, size and position, congruency, symmetry and similarity.

(iv) Numerical Trigonometry: Indirect measurements; drawing to scale and finding heights and distances, solution of triangles with the help of trigonometrical ratios. Use of the tables.

(v) Properties of figures: Experimental determination of the main properties of rectilineal figures and circles that are necessary for the proper understanding of the work under items 1 to 4.


List of books


'समाजमूल्यों', अंख 1-2: Group for Improvement of Science Education, Ahmedabad, B. M. Institute Premises.
Section II: Methods of Teaching

Courses of study:

1. The aims and objectives of teaching mathematics in Primary and Secondary Schools.

2. Curriculum of mathematics—the syllabus in mathematics for standards I to XI (in Gujarat State).

3. Methods of Teaching: Analytical, synthetic, inductive, deductive, experimental, intuitive, laboratory and project method, Individual and group work, correlation with other subjects.

4. Lesson planning, unit plan.

5. Drill work and review work.


7. Arithmetic—Oral work in arithmetic. Development of concepts in arithmetic. Special approaches to certain types of topics. Practical work in arithmetic.

8. Algebra—Algebra as a generalised arithmetic. Development of concepts in algebra. Special approaches to certain types of topics, Different approaches to the study of algebra.


14. The mathematics teacher—his outlook and training.

List of books


Gayan, Nanda, Mathur, Dauri, Dubey and N. Bhattacharya:

Journals

Mathematics Teacher (India)', Madras: Situ Colony

Gujarat University, Ahmedabad.
9. SCIENCE

Section I: Contents

Courses of study:

Physics:

Units of measurements, matter and energy. Properties of matter, conservation of energy, conversion of matter into energy.

Simple machines, force, work and power, inertia, friction, gravity, Newton's laws of motion, velocity, acceleration, momentum, brakes, pumps, spring, Hooke's Law, Boyle's law, air pressure, heat and temperature, measurement of heat, engines, sources and uses of fuels, coal, natural gas, effects of heat, heating and cooling homes, fire hazards and prevention, thermometers, hygrometers, light and its properties, reflection, refraction and dispersion of light, mirrors and lenses, microscope, telescope, periscope, stereoscope, film projector. Camera, fluorescent light, illumination in the home.

Sound and sound waves, pitch, timber, volume, rythm, gramophone, talkie films, echoes, whispering galleries. Magnetism, magnetic field, magnetic disturbances, uses of magnets, ultra-sonic waves.

Static electricity, induction, current electricity, electrons, properties of electric current, producing electric current, cells, dynamo, thermal hydro and nuclear plants for producing electricity, electronic tube, electromagnetic waves, radio, television, transistors, tape recorder, phot electric cells, volt, ohm, watt, electric hazards and prevention.

Chemistry:

Molecule, atom, structure of an atom, atomic fission, atom nuclear bomb.

Acids, bases, salts, chemical action—oxidation, deoxidation, met and non-metals, composition of air, rare gases, organic chemistry.

Botany:

Classification of plant life, representative plants of each class, ph cell, micro-organisms, reproduction in plants, food manufactured by plants, trees, grass, use of forests and grass lands. Respiration, transpiration use of carbon and nitrogen in plants.
Zoology:
Animal cell, heredity, evolution of life, classification of animal life, representative animals of each class, insects, birds, migration of birds, hibernation, metamorphosis.

Physiology and Hygiene:
Skeleton, muscular, respiratory, digestive, circulatory, excretory and nervous systems, food types, vitamins energy, value of food, grow more food campaign. Airborne, waterborne and contagious diseases, germs, bacteria and viruses.

Eyes, ears, teeth— their structure, diseases and care, heart diseases, cancer.

Personal and social hygiene—clothes, ventilation, sanitation, first aid, Functions of F.A.O. and W.H.O.

Geology and Weather Science:
Structure of earth, rocks, minerals, formation of ores, Coal and oil, earthquakes and volcanoes. Soil, erosion, conservation water resources, clouds, fog, almanac, aid wind, measurement of speed and direction of wind, of temperature and pressure of air, of humidity and rainfall, weather forecasts, weather satellites.

Astronomy:
The solar system, moon, stars galaxies, the milky way, meteors and meteorites, comets.

Earths' measurements, calendars, light years, telescope, radio telescope. Theories as to the origin and nature of the universe.

Artificial satellites floated by the U.S.A. and the U.S.S.R.

Rockets and their fuels, space research, satellite telecommunication, cosmic rays, ballastic missiles.

Science in Industries:
Iron industry, coal and petroleum industry, rubber and plastic industry, textile and colour industry, manufacture of drugs, paper, ice, match-sticks.

List of books
Brandwin Hollingworth Beck, Burgess, Strehler: 'You and Your Resources' (Science for better living), Harcourt, Bress Co., 1960.


Journals

Understanding Science
The Junior Scientist.

Section II: Methods of Teaching

Courses of study:

1. (a) Place of science in the modern world
   (b) Growth of science teaching in India
   (c) Science in the new set-up on India
   (d) Science in talent search programme
   (e) The concept of general science.

2. The objectives of teaching general science:
   (a) Psychological, sociological and subject-matter foundation objectives of general science
   (b) Broad aims—utilitarian, cultural and disciplinary
   (c) Objectives of teaching—general science at the primary, secondary and higher secondary levels
   (d) Specifications of objectives.
3. Study of the State syllabus in science for the high school stage from the following angles:

(a) Objectives of the syllabus

(b) How the link between Primary and Secondary stages has been established

(c) Plan of the syllabus—presentation and approach

(d) Practical work to be done.

4. (a) Approaches to the teaching of science—concentric and topical

(b) Methods of teaching science—project, demonstration, experimental, group-study-utility of these methods from the viewpoint of large number of pupils in a class, high individual differences and objectives of teaching

(c) Methods of teaching and developing basic concepts in general science.

5. Planning of teaching:

(a) Yearly and monthly planning

(b) Development of teaching units, unit planning

(c) Planning of a lesson.

6. Teaching aids and activities:

(a) The need for teaching aids

(b) Most essential audio-visual aids

(c) Importance of improvised aids

(d) Organization of a laboratory for general science

(e) Science Clubs—their objectives, organization and activities, science fairs

(f) Use of the following in the teaching of general science:
   Aquarium, vivarium, museum, herbarium, botanical garden, visiting places of scientific interest, observation of the sky.

7. Correlation of science teaching within its different branches and with other subjects.

8. Reading material in Science:

(a) Text-books:
   Evaluation of text-books from the point of view of quality of content, organization of content, language illustrations, exercises, references and physical features
(b) Hand-books for teachers and work-books for pupils
(c) Supplementary reading materials including journals.

9. Educational and testing procedures in science:
   (a) Concept of evaluation
   (b) Tools of evaluation
   (c) Types of written tests
   (d) Diagnostic and remedial work.

10. The Science Teacher:
    (a) His professional equipment
    (b) His knowledge of subject-matter
    (c) His duties and responsibilities
    (d) His inservice training.

List of books

Alice Miei : ‘Building Children's Science Concepts’
             Bureau of Publication, Teachers' Colle
             Columbia, 1958.

Bertrand Russel : ‘The Scientific Outlook’,
                  George Allen Unwin Ltd., 1963.

                 School’ (A factual report),
                 National Council of Educational Resea
                 and Training.

                                Teaching’, Bureau of Publications, Teach.

Secondary Modern Schools Sub-committee of the Science Masters’
Association : Secondary Modern Science Teaching,
               Part I and Part II, Murray John, 1957

Secondary Modern Schools Sub-committee of the Science Masters’
               John, 1960.

Joint Committee of Incorporated Association of Assistant Masters and Science Masters’ Association

Labourn and Baily

Saunders, H. N.

Searle, E. J.

Thurber Walter, A. and Collecte Alfred, T.

Welte, A. F., Dimond, J. and Fried A.

Owen, C. B.

Bernard and others

'विज्ञान शिक्षा' अभिविद्या शिखर, अभिविद्या, अभिविद्या, अभिविद्या '.

'विज्ञान-शिक्षा की पूरी अभिविद्या', अभिविद्या, अभिविद्या शिखरी शिखरी.

Journals

'Vignan Shikshak'

School Science'

All-India Science Teachers’ Association

Department of Science Education Research and Training.

Paper VI:

1. Audio-visual Education

Objectives:

1. The student-teacher gets the knowledge of the construction and use of various audio-visual aids.

2. He develops skill in using them.

3. He makes use of these aids in his teaching practice.
Courses of study:


2. Graphic materials—Chalk boards, bulletin boards, pictures and figures, posters, cartoons, graphs, photographs, charts, maps.

3. Solid things—models, specimens, school museum and exhibition.

4. Dramatisation, demonstration, field trips, school garden.

5. Lens and projected pictures—principles.


7. Sterioscope, telescope, microscope.


10. Use of television in secondary schools.

11. Sources of audio-visual materials.

12. Organisation of audio-visual section of the school. Administration and supervision of audio-visual programmes.


List of books


2. Educational and Vocational Guidance

Objectives:

1. The student-teacher becomes familiar with the philosophy, principles and concepts of guidance.
2. He understands the procedures of guidance work.
3. He develops skills of collecting, appraising, arranging and disseminating occupational information.
4. He develops intimate familiarity with the courses and careers available to school and college leavels.

Contents:

1. Guidance—its meaning, need and broad principles.
2. Techniques of guidance—individual and group.
3. Tools of guidance—cumulative record card, self-reports, counselling interview and tests.
4. Tests—their types, administration and interpretation.
5. The set-up of guidance services in Gujarat State and at the Centre.
7. Occupational information—Place of educational and occupational information in guidance; Collection of information; Methods of collecting information; How to appraise information material—Classification, compiling and filing of information materials; Occupational implications of the curricular courses; Dissemination of occupational information; Group orientation programmes—Individual methods; Evaluation of the information programme; Acquaintance and understanding of the nature of work, training requirements, training facilities and employment opportunities with occupations related to the groups such as—

   (a) Sciences (physical), (b) Sciences (biological), (c) Technical, (d) Commercial, (e) Fine Arts, (f) Agriculture, (g) Domestic Science.
List of books

Tyler, L. E.
: 'The Work of the Counsellor', Appleton
  Century Crofts.

Warterst, Jane
Jones, A.
Philip, C. T.
: 'Choosing a Career', Oxford University
  Press.

Mehta, Perin, H. and
  Kanade, H. M.
Wadia, Khorsbed, A.
Traxler, A. E.
Mehta, Perin, H.
  Wadia, Khorsbed, A.
  and Odgers, J. G.
: 'A Survey of School Guidance Services',
  NCERT.
: 'Guidance Movement in India', NCERT
  : 'Hand-book for Counsellors', NCERT.

Bear, Max, F. and Roeber,
  Edward, C.
Hoppock, Robert
Shartle, Carroll L.
: 'Occupational Information—Its Nature and
  Use', Chicago, Science Research Associates
: 'Occupational Information—Its Develop-
  ment and Application', New York-
  Prentice-Hall Inc.

Directorate General of
  Employment and Train-
  ing, Govt. of India,
  Ministry of Labour and
  Employment
National Council of Educational
  : 'Hand-book of Career Masters'.
  Research and Training
National Council of Educational
  : 'Guidance Services in Schools'.
  Research and Training
National Council of Educational
  : 'The First Mental Measurement: Ha
  Research and Training
  'Publications of the State
  Guidance Bureau,
  DGE. and T.'
  book for India'.

National Council of Educational
  : University Employment Bureau,
  'राज्य अनुदेशि
  अधिकारिक अभियांत्र', अधिकार.
  अनुदेशि विषयांक, १५०७.
Journals

The Personnel and Guidance Journal
Occupational Psychology
Journal of Vocational and Educational Guidance (AIEVGA).

3. School Library Organization

Objectives:
1. The student-teacher gets a thorough knowledge of how books are indented, classified and arranged in the library of the school.
2. He acquires a skill in discharging the various duties of the school librarian.

Courses of study:
1. The importance of school library in the process of education, its place and functions.
2. Planning of school libraries; budget of the school library; selections of books and films, etc., placing orders for books, films, etc.
3. Classification and cataloguing of books.
5. Bibliographies—different methods.
6. Periodicals—their selection and display, children's magazines, preservation of old numbers of periodicals.
7. Equipment of school libraries.
8. Teaching children—the use of the library. Talks to children and youth groups.
9. Preparation of reading lists for various ages.
10. School library and the co-operation of the staff. Circulating system of films.

List of books

Grimshaw, E. : 'The Teacher Librarian', Arnold.

বিষয় অনুসারে তালিকা : 'শালা প্রশিক্ষণ প্রণালী', অমৃতপুর, আরেল মাঙ্গাল, ১৮১২.
Edu. R. 3:

The total number of marks for Part I Examination shall be 550, each of the first five papers carrying 100 marks, and Paper VI carrying 50 marks.

Part II

Edu. R. 4:

In Part II of the examination, candidates will be tested in their practical skill in class management and teaching the two subjects of their choice.

The candidates will be required to keep the following for inspection of the Examiners:
1. A note-book containing the criticism on the demonstration lessons and at least 60 lessons of other candidates observed by them during the year.
2. A journal containing notes of at least 30 lessons given during the year and the criticism of the guides therein.
3. A log book of practical work done in connection with the theory papers during the year.

The Head of the college will be required to keep a record of the evaluation of all lessons given by the students, of the term papers, the practical work done by them in relation to the theory papers, and the co-curricular activities.

Edu. R. 5:

The practical work to be done by the candidates during the year will consist of the following:
1. At least 30 (40 in case of fresh students) lessons in practical teaching in schools out of which at least 10 lessons will be given during the block teaching. Not more than two lessons per day will be allowed to be given by a candidate. 
2. Term papers on topics of the theory papers.
3. Co-curricular activities such as lectures, discussions, drama, social and recreational activities and working in group.
4. Periodic tests.
5. Practical work in relation to theory papers, such as—...
Paper I:
(i) Study of the home and social environment of a gifted, a backward or a maladjusted child
(ii) Socio-metric study of groups in class-room
(iii) Experiments on learning, concept-formation, conditioning, work and fatigue, etc.
(iv) Administering a group test of intelligence or aptitude or an interest or personality inventory to a class and evaluation thereof.

Paper II:
(i) Preparation of a short achievement of diagnostic test on the subject of specialization
(ii) Statistical treatment of the examination results of a class in one or more subjects
(iii) Preparation of charts or graphs on progress in education during the Five-year Plans.

Paper III:
(i) Collection or study of different types of prose, poetry and play pieces
(ii) Field studies in history, geography or science
(iii) Laboratory work in geography or science
(iv) Participation in language, social studies, history, geography or science club.

Paper IV and V:
(i) Study of children's vocabulary, spelling mistakes, composition work, etc.
(ii) Preparation of teaching aids
(iii) Conducting field-studies and club activities of school pupils in various subjects.

Paper VI:
(i) Preparation and use of some audio-visual aids
(ii) Field-study of a guidance set up for library
(iii) Collection of career information
(iv) Participation in the activities of a school library.
Edu. R. 6:
The total number of marks for Part II shall be 300.

1. For the practical work done by the candidate and the internal examinations, marks up to a maximum of 150 shall be assigned by the Head of the college in which he is studying and will be communicated to the University before the University practical examinations commences. Marks so assigned may be revised in the case of a candidate who fails to pass in the internal evaluation and apply for such revision, provided:

(a) that he puts in regular attendance for a period of one month at least at the college in which he has previously studied,

(b) that during this period, he gives under the supervision of college authorities six additional lessons in teaching practice (and does other practical work) to the satisfaction of the Head of the college.

2. For the remaining 150 marks, a candidate shall appear for a practical test of one full period lesson in each of the two subjects selected by him for papers IV and V of Part I.

Edu. R. 7:
To pass the examination in Part I, a candidate must obtain less than 40% of the total number of marks in aggregate of the papers of this part, subject to a minimum of 30% in each of them.

Edu. R. 8:
To pass the examination in Part II, a candidate must obtain a minimum of 40% of the total internal marks and a minimum of 40% of each of the two lessons at the University Examination.

Edu. R. 9:
Such of the candidates as appear for Parts I and II and obtain an aggregate of 60% or more in each Part shall be declared to have passed the examination with distinction; those who obtain 60% or more in Part I shall be declared to have passed the examination in the First Class and those who obtain 50% or more in each Part shall be declared to have passed the examination in the Second Class. Candidates failing either Part I or Part II will not be entitled to a class.