GUJARAT UNIVERSITY

Courses of Studies (including recommended books) prescribed for T.D., B.Ed. and M.Ed. Examinations

DIPLOMA IN TEACHING (T.D.)

O. 183:
No candidate shall be admitted to the examination for the Diploma in Teaching unless he has passed—

(a) the S.S.C. Examination with English or the Entrance Examination of this University, if any, or the examination recognised as equivalent thereto, and subsequently has obtained teaching experience for a period of not less than two years in Schools recognised by this University;

or

(b) the Pre-University Examination in Arts, Science or Commerce of this University or the Intermediate Examination of any other University or examining body recognised by this University.

184:
Every candidate for admission to the Examination for the Diploma in Teaching shall be required to produce a certificate—

(a) of having kept two terms (each of 65 day) at a college affiliated to this University for the Diploma in Teaching; and

(b) of having completed the prescribed course or practical work, to the satisfaction of the Head of the College consisting of—

(i) practical work related to theory portion (Part I);

(ii) attendance at demonstration lessons;

(iii) observation of directed teaching;

and

All Secondary School's teaching V, VI & VII Standards and recognised by the Education Department, Gujarat, the Primary Training Institutions recognised by the Education Department of the Governor, VI and VII in Primary Schools recognised by the Local Authority of the Government of Gujarat, for the purpose of Ordinance 183. Teaching experience 'objectives, and those who have passed in the other States of India or in any other country are approved by the Minister of Education in accordance with Ordinance 183. Candidates from Schools outside Gujarat shall produce the necessary documents for admission to the Diploma in Education Course.
(iv) teaching practice of 30 practice lessons, 10 in each of the three subjects of
his own choice from the following, one of which should be a language:
1. Mother-tongue or Regional Language (Gujarati, Marathi, Sindhi, Urdu
   and Hindi),
2. Rashtrabhasa Hindi (for those who do not offer Hindi in 1 above),
3. English,
4. History and Civics,
5. Geography,
6. Mathematics,
7. General Science,
8. Craft,
9. Arts (for those who have passed S.S.C. Examination with Arts as one
   of the subjects.

Candidates for the Diploma shall be required to produce a further certificate from
the Head of their College that they have completed to his satisfaction a course in each
of the following:

(a) Physical Training and Instruction;
(b) Blackboard work;
(c) Course in correct pronunciation and reading.

R. 37:
The Examination for the Diploma in Teaching shall consist of—
Part I : Written Examination .. Four Papers
Part II : Practical Examination .. Two Lessons.

R. 38:
Candidates may appear in both parts simultaneously or in either separate
Applications for permission to appear for the Examination either in Part I or Part
or both shall be made on or before a fixed date and on a form prescribed by
 Syndicate and shall be accompanied by the prescribed fees.

R. 39:
Candidates shall be examined in—

PART I
Principles of Education and Teaching, and Elementary Education
Fundamentals of Education and Teaching, Elementary Educational Psychology.


PAPER II: Class Organisation, and Health Education and State Educational Administration.

Section I: Class Organisation.

Section II: (i) Health Education and State;
           (ii) State Educational Administration.

PAPER III: Current Problems in Indian Education and Special Fields of Education.

Section I: Current Problems in Indian Education.

Section II: Special Fields of Education.

Any one of the following:

   (a) School Library Organisation;
   (b) Organisation of Co-curricular activities;
   (c) Audio-visual Education;
   (d) Social Education;
   (e) Basic Education.

PAPER IV: Special Methods of Teaching.

Any three of the following, out of which one should be a Language:

Section I: Mother Tongue or one of the regional languages
Section II: Rashtrabhasa Hindi
Section III: English
Section IV: History
Section V: Geography
Section VI: Mathematics
Section VII: General Science
Section VIII: Craft (In this paper candidates shall answer questions on the methods pertaining to the subjects selected by them for Part II)

Section IX: Art (Drawing).

PAPER I

FUNDAMENTALS OF EDUCATION AND TEACHING AND ELEMENTARY EDUCATIONAL PSYCHOLOGY

Section I: Principles of Education and Teaching

Courses:

1. Meaning and purpose of education.
2. Important agencies of education—Home, School and Society.
3. The child in education.
   The role of teacher in education.
   The role of parent in education.
4. Principles of curriculum construction, the interrelationship of objectives, learning experiences and evaluation.
5. Some Modern trends in education:
   (i) Activity School
(ii) Project Method
(iii) Montessori Method
(iv) Kindergarten
(v) Supervised study
(vi) Group-study Methods
(vii) Basic Education.

6. Lesson-planning and teaching devices assignment questioning, audiovisual aids, text-books.

List of Books:

Stutt & Oakden: Matter and Method in Education.
Barnard: An Introduction to Teaching, University of London Press.
Macleon: The Young Teacher's Problem, Elliot Rightway Books, Kingswood Survey.

Section II: Elementary Educational Psychology

1. Psychology and educational practice.
6. Individual differences — their implications in school work.

List of Books:

Hymes: 'Behaviour and Misbehaviour', Prentice-Hall.
Bernard: 'Mental Hygiene for Classroom Teachers', McGraw-Hill.
Valentine: 'Psychology and Its bearing on Education', Methuen, London
PAPER II
CLASS ORGANISATION AND HEALTH EDUCATION AND STATE
EDUCATIONAL ADMINISTRATION

Section I: Class Organisation

Courses:

1. Class as a unit of school system. General Principles of classification of pupils.
2. Teacher and his relation with class. Class-teacher system and subject specialist system. Rotation of teachers.
4. Participation in the social life of the school. Class committees and their leaders. Prefect-system. Co-curricular activities—Class Assembly and prayer, class library, cultural activities, outings, museum, magazine, news bulletins.
6. Examinations—different types such as essay type, teacher—made tests, standardised Records of Year’s Work. Cumulative record card—Academic and career information.
7. Methods of Parent-teacher cooperation.

Books:
Ryburn: ‘Playway-Suggestions’, “

Section II: (i) Health Education, and (ii) State Educational Administration

Health Education:


Health Service. Medical inspection and Follow-up Work.

State Educational Administration:
The Educational ladder—Set up of educational administration in the Bombay State.
2. Administration of Primary and Secondary education. The role of local authorities and private enterprise in primary and secondary education.

List of Books:

- Smith: 'Hygiene for Schools', Blackie.
- Pranipe and Joshi: 'Administration of Education in the State of Bombay', Poona.
- Government: 'Grant-in-aid Code', of Bombay

EAP III

CURRENT PROBLEMS IN INDIAN EDUCATION AND SPECIAL FIELDS OF EDUCATION

Section I: Current Problems in Indian Education

Courses:

1. Pre-Primary education.
2. Primary education—compulsion, wastage, stagnation, shift-system.
3. Basic Education.
5. Vocational Education.
6. Social Education.

List of Books:

1. Mukerji, S. N.: 'Education in India—To-day and To-morrow', Acharya Book Depot,
2. Ten Years of Freedom: 'Ministry of Education and Scientific Research', Government of Ind
3. Bhagwan Dayal: 'The Development of Modern Indian Education', Orient I
Section II: Special Fields of Education

(A) Courses: School Library Organisation:

1. The School Library in process of education—its place and function.
2. Organisation and planning of school libraries.
3. Equipment of school libraries—Classification and cataloguing.
4. Talks to children and youth groups.
5. Teaching the use of the library.
9. Reading lists of various ages.
10. Classic and modern authors.
11. Reference books and their use.
12. Children's Periodicals.

Resources:

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

Co-curricular Activities in School:

1. Place of co-curricular activities in school, such as school parliament, school assembly and prayer, debates and speeches, school publications, students' store, dance, drama and music, outings, celebrations and decorations, exhibitions and museums, self-administration day, etc.

Selection and Organisation of the activities; planning and execution of the plan; evaluation of the activity.

Participation of the pupils in the activity; the role of the teacher.

Equipment and material needed for the activities. Improvised material.

Books:


(C) Audio-visual Education:

1. Psychological basis of audio-visual education.
2. The motion picture—its value, uses and scope. Selection of material and care of equipment. Still pictures, film-strips, slides, photographs. Opaque projection of different types of projectors.
3. Graphic materials, illustrations, charts, bulletins, boards, posters, black-board models, globes.
5. Auditory aids, Radio, gramophone, tape-recorder, microphone and amplifiers. Assembly addresses, Storage and display of audio-visual aids.

List of Books:

- McKnown & Roberts: 'Audio-visual Aids to Instruction', McGraw-Hill.

(D) Social Education:

1. Nature and scope of Social Education. The place of Social Education in the national system of education.
5. Agencies of social education in the Bombay State. Administration and Community Projects and national extension services.
6. Training of teachers for Social Education.

List of Books:

- 'Training of Social Education'. Workers, Indian Adult Education Association.

Reports of the National Seminar from 1949-50 onwards.

Indian Adult Education Association, Delhi.
E) Basic Education:


3. The technique of correlation, Lesson planning in activity method. Three points of contexts (1) Draft, (2) Social Relation, (3) Physical Education.

4. Problems of administration and finance of Basic Education, the present condition of Basic Education in India. Syllabus: Comparative study of the Syllabus of the Basic Education and that of the Academic Education.


Books:

- *पाठवारी इतिहास*, तन्त्रज्ञ.
- *The Story of Twelve Years*, Hindustani Talimi Sangh, Wardha.
- Reports of the All India Basic Education Conferences: Government of India.

PAPER IV

SPECIAL METHODS OF TEACHING

Section I: Mother-tongue or Regional Language

Importance of the mother-tongue in the education of the child.

Aims and objectives of teaching Gujarati in Std. V to VII. Syllabus in Gujarati in the Bombay State.

Some cardinal factors in language learning, hearing, speaking, reading, writing, Principles in language learning.

Planning of lessons.

 Oral work, speech, pronunciation, Intonation, Accents.

 Reading — Model, silent, oral, remedial, intensive and supplementary reading.

 Prose and Poetry: Different approaches.

 Composition: Oral and written, transcription, dictation, story-writing, comprehension, paragraph-writing, report writing, letters, correction and follow-up work, written work, Improving hand-writing.
13. The Teacher—his outlook and training.

List of Books:

1. निवेदी: ‘भाषाविद्या अभ्यास’, संवादी प्रकाशन, अमेरिका.
2. कवि: ‘भाषाविद्या शिक्षा’, भारती-म, मुंबई.
3. पृष्ठ: ‘पुस्तकालय अभ्यास’, राजस्थान नागरिक अकादमी, जयपुर.
4. तत्व: ‘साहित्यशिक्षा’, संवादी प्रकाशन, अमेरिका.

Section II : Hindi

1. The place of Hindi in India. Hindi as Rashtabhasha and Hindi as mother-to
2. The aims and objectives of teaching Hindi.
3. The syllabus in Hindi for Std. V to VII in the Bombay State.
4. Some cardinal principles in language learning. Factors in language learn-
   ing, speaking, reading and writing.
5. Planning of lessons in prose, poetry, composition, grammar, etc.
6. Oral work—speech, pronunciation, intonation, accents.
7. Different approaches to teaching of prose and poetry.
8. Composition, oral and written transription, dictation, story-writing,
   hension, paragraph-writing, report-writing, letter-writing, correcti
   follow-up of written work, Improving handwriting.
10. Text-books and supplementary reading books. Evaluation of Text-bo
11. Audio-visual aids.
13. Hindi Teacher—His outlook and training.

List of Books:

सतीश शुक्ला: ‘भाषारी शिक्षा’, हिंदी साहित्य कूट, नागर.
किशोर स. जाजी: ‘भाषाशिक्षा पद्धति’, शिक्षाराज, राजस्थान.
मुरली: ‘साहित्यशिक्षा विद्या’, भारतीय साहित्य, 3000 शताब्दी.
निमल: ‘साहित्यशिक्षा’, संशीद्र अकादमी, नागर.


Section III: History

Courses:
1. Aims and objectives of teaching History.
3. Organisation of contents:
   (i) Concentric and periodical.
   (ii) Topical, Chronological, regressive, biographical.
   (iii) Culture-epoch theory.
4. Concepts of time and place.
5. (a) Methods of teaching—narrative, biographical, source, dramatisation.
   (b) Planning and lessons.
6. Teaching aids—history room, maps, charts, graphs, source books, historical literature, historical excursions, museums and exhibitions, films, dramas and radio reading programme.
7. Correlation of history with geography and literature.
8. Text-books—Evaluation of text-books.
9. Evaluation and testing procedures in History.
10. The Teacher—His outlook and training.

List of Books:

Ghat : 'Suggestions for the teaching of History in India', Oxford University Press.
Ghose : 'Creative Teaching of History', Oxford University Press.
Happold
Section IV: Geography

Courses

1. Aims and objectives of teaching of geography.
3. Various aspects of Geography Physical, Political, Economic, Local and Regional Geography.
   (b) Practical work, field work.
   (c) Appeal to imagination and thought causal relations.
   (d) Map-reading, map-making.
5. Lesson-planning.
6. Teaching aids: Geography room and museum, audio-visual aids, excursions geographical magazines and bulletins.
7. Correlation of Geography with other subjects.
8. Text-books, Evaluation of text-books.
9. Evaluation and testing procedures in Geography.
10. The Geography teacher—his outlook and training.

List of Books

- International: ‘Teaching of Geography’, UNESCO.
- Understanding

Section V: Mathematics

Courses

1. The aims and objectives of teaching Maths.
6. Teaching aids: Collection and separation and use of concrete material for teaching practical work in Arithmetic and Geometry.
7. Correlation of Mathematics with other school subjects.
8. Text-books — Evaluation of Text-books.
10. The Mathematics Teacher — His outlooks and training.

List of Books:
Keith & Robertson

Courses:
1. Place of Science in the World in the new set-up in India.
4. (a) Approaches to teaching of Science: Concentric, topic, historical.
    (b) Methods of Teaching: Heuristic, project, problem, demonstration, individual and group.
    (c) Planning of lessons.
5. Teaching aids — Laboratory (Laboratory for General Science and laboratories for special fields of Science) improvised apparatus, museum, aquarium and vivarium, botanical garden, audio-visual aids, field-trips, observation of the sky, Science clubs, magazines and bulletins.
6. Correlation of Science with other subjects.
9. The Science Teacher — his outlook and training.
List of Books:

Brown : 'Teaching of Science in Schools', University of London Press.
Hughes : 'Elementary General Science', Blackie.
Joseph : 'The Teaching of Science in Tropical Primary Schools', UNESCO Series, Oxford University Press.

Section VII: Craft

1. Importance and place of activity in education.
2. The place and value of craft in Schools.
3. Basis and principles of craft teaching.
4. Correlation of craft work with other School subjects.
5. Types of craft work suitable for various classes.
6. Choice of crafts, their classification and basis for their selection.
7. Principles of Methods of Teaching Crafts:
   (a) Preparation and planning of lessons.
   (b) Classroom teaching and its technique.
   (c) Place of demonstration by teacher.
   (d) Place of experiment by pupils.
   (e) Individual and collective work,
   (f) Preparation and use of illustrative aids.
9. General principles underlying the planning and equipment of Craft Room.

Practical:

Practical: 6 models in the craft selected by the candidate.

Books recommended:

1. L. Evans and J. T. Udale : 'Illustrative model making for Schools'.
2. Maria Patree : Modelling.
3. H. R. Bhatia : 'Craft in Education'.
Section VIII: Art

(A) Theoretical:
1. Place of Art in General Education.
2. Aims of Arts Education.
3. Ways and means of creating Aesthetic Environment in Primary and Secondary Schools.
5. Art Appreciation—How to develop.
6. Child Art. The development of design in the artistic expression of children at various age levels.
7. Introducing children to—
   (1) Posters.
   (2) Commercial Art
   (3) Clay modelling
   (4) Puppetry.
8. Teaching of Lettering, scale drawing and preparation of geographical as well as scientific diagrams.
9. Art equipment.
10. Art Teacher’s Role.
11. Educatively valuable visits to—
    (1) Art Galleries
    (2) Art Exhibitions
    (3) Museums
    (4) Place of architectural importance
    (5) Gardens and parks
    (6) Old Monuments
    (7) Places of Natural Beauty.

(B) Practical:
15 studies in testimony of the graded work of the year representing various media and modes of expression to be submitted by each candidate.

List of Books:
2. ‘Creative Teaching in Art’, International Text-books Co., N.Y.
12. सिलसिला उपन्यास: ‘तपस्यका सर्वोपसर्गाय’, तुमारे ग्रंथनिके.
13. अष्टोवेणिक आंगुली: ‘रघुनाथ’, तुमारे ग्रंथनिके.
14. O. C. Gangooly.

PART II

PRACTICAL EXAMINATION

R. 40:
In Part II of the examination the teaching ability of candidates shall be judged by a test in two lessons, in any two out of the three school subjects selected by the candidates for practice lessons. They will be tested in their practical skill in class management as well as in class teaching. They will be required to produce for inspection by the Examiners:

(a) A diary of demonstration and directed lessons observed; and
(b) A journal containing notes of lessons given, together with the observations on these lessons by the Master of Method.

R. 41:
The total marks for the examination shall be 400 for Theory and 300 for practical work. Each paper in Part I (Theory) shall carry 100 marks and be of three hours' duration and each lesson in Part II (Practical) shall carry 75 marks. For Practical work done by the candidate during the period of training (including the practical work related to the theory papers), marks up to a maximum of 150 (half of the marks allotted for Part II) shall be assigned by the Head of the College in which the candidate has been studying. Marks so assigned may be revised in the case of candidates who fail to pass the University examination and apply for such revision, provided that they give under the supervision of the College authorities ten additional lessons in teaching practice to the satisfaction of the Head of the College, not more than three such lessons being given in any one week.

The assessment of each lesson in Part II shall include among other things an evaluation on the following points on a five point scale, with an allotment of 10 marks to each of them:
1. Selection of the teaching unit
2. Technique
3. Use of devices
4. Teacher’s handling of the class
5. General impression.

R. 42:
A candidate obtaining 40% or more of the total marks separately in Part I and in Part II shall be declared to have passed the examination.

A candidate obtaining 65% or more in the aggregate and not less than 50% in Part II shall be declared to have passed with distinction.