

Syllabus

(According to U.G.C.)

B.Ed.

(C.S.J.M. University, Kanpur)

C.S.J.M. University, Kanpur
B.Ed. COURSES
Duration : One Year

1- Practice Teaching

- (a) Practice teaching will be organized on two or three days per week through a cycle of "Practice – Feedback – Practice" leading to near mastery of various teaching skills.
- (b) Observation by Peers.

2- Internship

- Apart from teaching practice experience in school, the trainee-teacher should function as a regular teacher in a school (i.e. taking attendance, participating in staff meetings, preparing 'written work' e.g. notices, examination papers, letters to parents, maintenance of schools records etc.
- The trainee-teacher should prepare a report about the school experiences with specific reference to their chosen area of specialization.
- Internship should be utilized for completing the application-based assignments of the theory papers.

Part I- Theory	Weightage Marks
Core (4)	400
Method (2)	200
Specialization (1) optional - 100 Marks (Marks not to be included)	
Total	600

Part II - Practical¹	200
A. External Assessment: (at the time of final examination)-	150
Note: These 150 marks will be divided between the three examiners.i.e. subject-wise as:	
(i) Two Examiners (external)	100 marks (50 each)
(ii) One Internal (examiner)	50 marks
Total	150 marks
B. Internal Assessment	50 marks
Internal assessment will be based on field-based experiences:	
(i) Observation of the 20 lessons (10 in each subject) of the Peer groups and Block teaching (taking attendance, Preparation of notice, fee receipts etc.)	10 marks
(ii) Preparation of teaching aids (One in each subject)	10 marks
(iii) Ten micro teaching lesson plans (developing at least any five skills)	10 marks
(iv) Preparation and administration of achievement test (adopting unit plan, unit test and blue print)	10 marks
(v) Two Projects based on Action Research (one in each subject)	10 marks
Total	50 marks

B.ED. COURSES**PAPER – I****TEACHER IN EMERGING INDIAN SOCIETY****COURSE CONTENTS****UNIT I**

- Education; nature and meaning – Its objectives in relation to the time and place. Education in the western context: with specific reference to Rousseau, Pestalozzi, Dewey, Russell, their impact on educational thought and classroom practices, in term of progressive trends in education.
- Indian thought and its contribution to educational practices.

UNIT II

- Philosophy and education: significance of studying philosophy in understanding educational practices and problem.
- Major philosophical systems – their silent features and their impact on Education.
 - (a) Realism with reference to Aristotle and Jainism.
 - (b) Naturalism with reference to the views of Rousseau and Rabindra Nath Tagore.
 - (c) Idealism with reference to Plato, Socrates and Advaita Philosophy.
 - (d) Pragmatism with reference to Dewey "Instrumentalism & Experimentalism"
 - (e) Humanism – Historical & Scientific and Buddhists.
- Child centred education: concept of a learner, with reference to Gijju Bhai as teacher educator.

UNIT III

- Educational Thinkers and their contribution in developing principles of education.
- M.K. Gandhi: Basic tenets of Basic Education.
- Gijju Bhai: the world of the child
- Swami Vivekananda: Man making education.
- Sri Aurobindo: Integral education, its basic premises; stages of development,
- Froebel: The Play way Method.
- Montessori: The didactic Apparatus.

UNIT IV

- Knowledge about the Indian Constitution and its directive principles; various articles mentioned in the constitution that are related to

education; meaning of secularism, social goals; democracy and socialistic pattern of society; meaning of the term "National Integration and Emotional Integration" factors contributing for achieve them; Economic planning and the meaning of Five Year Plans.

UNIT V

- Sociological basis of education, Relationship between individual to individual and individual to society, in terms of Norms given by the existing social order; education as liberal and utilitarian, education as a tool of economic development, education as agent of social change, education as a means of National Welfare through the immediate welfare of the society, education and human resource development.

UNIT VI

- Meaning of national integration and its need, role of teacher and educational institution in achieving National Integration through democratic interaction, explanation of cultural heritage, contributions of different religions (Hinduism, Buddhism, Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment, equal communication, philosophy of celebration of Indian festivals.

UNIT VII

- Meaning of a new social order, eradication of illiteracy, objectives of NAEP; provisions made and channels started for educating socially, culturally and economically deprived; means and measures taken for equality of opportunities in terms of castes, tribes, disabled, gender and minorities; Achieving a learning society in terms of distance education, green and clean society & poverty less society through planning the population and available resources, State's new programmes and Nation's programmers likes, NCC, NSS, etc.

PAPER II DEVELOPMENT OF LEARNER AND TEACHING – LEARNING PROCESS

COURSE CONTENTS

UNIT I

- Nature of Psychology and Learners.

- Psychology: Its meaning, nature, methods and scope; functions of Educational Psychology.
- Stages of human development; stage specific characteristics and developmental tasks.
- Adolescence in Indian context – characteristics and problems of adolescents; their needs and aspirations.
- Guiding and Counselling of adolescents.

UNIT II

- Learning and Motivation
 - a) Nature of learning theories – Behaviourists (Skinner's), Information Processing (Rosger's) and Humanistic (Maslow's)
 - b) Factors influencing learning and teaching process; Learner related; teacher related; process related and content related.
 - c) Motivation – nature, types; techniques of enhancing learner's motivation.

UNIT III

- Intelligence
 - a) Nature and characteristics of intelligence and its development.
 - b) Theories of intelligence; Two factor theory– Multifactor theory (PMA) and SI model.
 - c) Measuring intelligence – Verbal, Non-verbal and Performance tests (one representative of group test and individual test of each)

UNIT IV

- Exceptional children
 - a) Concept of exceptional children- Types, and characteristics of each type including children with learning disabilities.
 - b) Individual differences – nature; accommodating individual differences in the classroom.
 - c) Learner centred techniques for teaching exceptional children.

UNIT V

- Personality – Definition, Meaning and Nature; Development of Personality; Type and trait theories of personality.

PRACTICUM

- Observing the Behaviour of an early, mid adolescent and describing her/his characteristics and problems.
- Administering and interpreting the results of two tests of intelligence – Verbal, Non-verbal or Performance.

- A case study of a exceptional child and suggesting how to provide for this particular child education.

PAPER III

DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA

COURSE CONTENTS

UNIT I

- Education in India during (a) Vedic, (b) Buddhist and (c) Medieval periods.

UNIT II

- Macaulay's minutes and Bentinck's resolution of 1835.
- Adam's report and its recommendations.
- Wood's dispatch – 1854
- Lord Curzon's educational Policy – 1889
- Growth of National consciousness.
- National education movement.

UNIT III

- Recommendations of Indian Education Commission-1882, its influence on the subsequent development of education.
- Essential features of Sadler Commission Report – 1917.
- Wardha scheme of education – 1937.

UNIT IV

- University Education Commission (1948-49).
- Secondary Education Commission Report (1952-53).
- Indian Education Commission (1964-66).
- National Policy of Education (1986).
- Revised National Policy (1992).

PAPER IV
ESSENTIAL OF EDUCATIONAL
TECHNOLOGY AND MANAGEMENT

COURSE CONTENTS**UNIT I**

- Definition of Educational Technology, distinction between Hardware and Software Technologies. Their role in modern educational practices.
- Hardware Technologies: Important accessories and their application – OHP, Still and Moving Projectors, Audio-Video recording instruments; TV, Computers, new technologies like e-mail; Internet; etc.
- Use of strategies like Teleconferencing, Micro teaching, Programmed Instruction, CAI, Language Laboratory.

UNIT II

- Psychological uses for use of Modern Technologies – Cone of experience (Edger Dale), Multisensory Instruction and advantages.
- Developing Programmed Instructional Material–Linear, Branching Programmes, tryouts and validation etc.
- Meaning of guidance – Rationale for Guidance services, concept of counselling – Directed and Non-directed Counseling.

UNIT III

- Meaning of guidance – Rationale for Guidance services, concept of counselling – Directed and Non-directed Counseling.
- Organization school Guidance services; use of community resources for school Guidance services;
- Career Guidance Services; Career Information Centre; Career Conferences;
- Personal Guidance – Identify those needing special help directing clients to specialists (referral service).

UNIT IV

- Meaning of Management in Education – Managing men resources and materials. Implications for educational initiations.
- Managing Curriculum, Managing Co-curriculum, Managing school discipline, and Managing physical resources.
- Developing performance Profiles of Institutions.

UNIT V

- Evaluating Institutional Performance – Methods used – pupils evaluation, teacher evaluation, evaluation of institutional performance.

- Methods of teacher evaluation – Use of pupil rating, Peer rating, Supervisor rating, Community rating– Ratings used for institutional improvement.
- Accountability to school education – Methods used for assessing accountability.
- Use of Professional Norms and Ethics.

PAPER VI & VII

METHODS OF TEACHING

Visualizing the voluminous content of presentation of teaching subject wise, methodology of teaching has been enumerated area wise. These are as follows. (Only one methodology can be taken from one group)

1. Methodology of teaching Physical Science.
2. Methodology of teaching Biology Science/Mathematics.
3. Methodology of teaching Social Science.
4. Methodology of teaching Languages(Hindi/English/Sanskrit/ Urdu)
5. Methodology of teaching Commerce/Home Science/Music/ Fine Arts

A

METHODS OF TEACHING

PHYSICAL SCIENCES

COURSE CONTENTS

UNIT I

- Nature of Modern Sciences – Thrust areas in particular sciences – Impact of sciences on modern communities, globalization and science; Path tracking discoveries and land mark development in science; eminent world scientists, eminent Indian scientists, Professions in the area of sciences.

UNIT II

- Justification for including science as a subject of study i.e. school curriculum. Objectives of Teaching Phy/Bio Sciences – taxonomy of educational objectives - Other taxonomies and approaches – Process outcomes, product outcomes, concept attainments, Behavioural developers of education – concepts of entering and terminal behaviour – organising learning experiences for achieving specified behavioural outcomes.

UNIT III

- Major methods used for science instruction.
- Major models of instruction useful for science education.
- Defining desired outcomes (statement of objectives) for different levels of education.

UNIT IV

- Co-curricular and Non-formal approaches: Activity approaches and Non-formal methods of science teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums and vivariums, original science projects – organizing science fairs excursion to be taken up.

UNIT V

- Planning for teaching, developing year plans, unit plans, lesson plans, content analysis, pedagogical analysis and identification of important concepts for further focus; use of Piagetian, Brunerian, Gagnesian principles in developing lesson plan, preparation and development of improvised apparatus; preparation, selection and use of teaching aids, innovations in teaching the subjects in terms of team teaching, programmed teaching, seminar presentations, micro-teaching and computer assisted teaching; disciplinary approach in teaching science.

UNIT VI

- Curriculum and resource utilization; Interior for designing a Phy/Bio Science Curriculum. Approaches to curriculum organization using procedures like concentric, topical, process and integrated approaches, Assignment which accepted curricular material like Physics, Chemistry, Biology, etc, and their assumptions, Adapting the curriculum to local needs and requirements and the availability of local resources availabilities. Practical work in science teaching; record writing for science projects.

UNIT VII

- Curricular accessories and support material – Textbooks Journals, Handbooks, students work books, display slides, laboratory materials, audio-video support material, etc. evaluating entire for the above.

UNIT VIII

- Evaluating outcomes of science teaching – Text assumptions about evaluation – text items formats; try-outs; item analysis developing teaching mode lists, scoring procedures, developing tests for measuring specific outcomes – cognitive outcomes, affective

outcomes, psycho-motor outcomes, process outcomes, product outcomes, scientific reasoning, scientific activity etc.

- Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning.

UNIT IX

- Designing lesson plans- ability to convert any teaching unit into an instructional unit using accepted pedagogical practices, formation of lesson plans.

B

METHODS OF TEACHING BIOLOGICAL SCIENCES

COURSE CONTENTS

UNIT I

- Nature of Biological Sciences – Thrust areas in biological sciences – Impact of Biological Sciences on modern communities, globalization and science; Path tracking discoveries and land mark development in Biological Sciences; eminent world scientists, eminent Indian Biological scientists, Professions in the area of Biological Sciences.

UNIT II

- Justification for including science as a subject of study i.e. school curriculum. Objectives of Teaching Biological Sciences – taxonomy of educational objectives - Other taxonomies and approaches – Process outcomes, product outcomes, concept attainments, Behavioural developers of education – concepts of entering and terminal behaviour – organising learning experiences for achieving specified behavioural outcomes.

UNIT III

- Major methods used for Biological Sciences instruction.
- Major models of instruction useful for Biological Sciences education.
- Defining desired outcomes (statement of objectives) for different levels of education.

UNIT IV

- Co-curricular and Non-formal approaches: Activity approaches and Non-formal methods of Biological Sciences teaching in terms of field trips, school gardening, Biological Sciences clubs, visits to

Biological Sciences museums, maintenance of aquariums, herbariums and vivariums, original Biological Sciences projects – organizing Biological Sciences fairs excursion to be taken up.

UNIT V

- Planning for teaching, developing year plans, unit plans, lesson plans, content analysis, pedagogical analysis and identification of important concepts for further focus; use of Piagetion, Brunerian, Gagnesian principles in developing lesson plan, preparation and development of improvised apparatus; preparation, selection and use of teaching aids, innovations in teaching the subjects in terms of team teaching, programmed teaching, seminar presentations, micro-teaching and computer assisted teaching; disciplinary approach in teaching of Biological Sciences.

UNIT VI

- Curriculum and resource utilization; Interior for designing a Biological Sciences Curriculum. Approaches to curriculum organization using procedures like concentric, topical, process and integrated approaches, Assignment which accepted curricular material like General Science, Zoology and Botany etc, and their assumptions, Adapting the curriculum to local needs and requirements and the availability of local resources availabilities. Practical work in Biological Sciences teaching; record writing for science projects.

UNIT VII

- Curricular accessories and support material – Textbooks Journals, Handbooks, students work books, display slides, laboratory materials, audio-video support material, etc. evaluating entire for the above.

UNIT VIII

- Evaluating outcomes of Biological Science teaching – Text assumptions about evaluation – text items formats; try-outs; item analysis developing teaching mode lists, scoring procedures, developing tests for measuring specific outcomes – cognitive outcomes, affective outcomes, psycho-motor outcomes, process outcomes, product outcomes, scientific reasoning, scientific activity etc.
- Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning.

UNIT IX

- *Designing lesson plans- ability to convert any teaching unit into an instructional unit using accepted pedagogical practices, formation of lesson plans.*

C**METHODS OF TEACHING
SOCIAL SCIENCES****COURSE CONTENTS****UNIT I**

- The need for teaching the subjects under Social sciences/social studies (History, Geography, Civics, Sociology and Economics) in schools; concept of social studies and how it differs from other social sciences; present perception about social studies/social sciences. Rationale for including these areas in school curriculum. The integrated section of the specialized approach in social sciences teaching.

UNIT II

- Principles of designing a social studies curriculum with weightages to be given for each component subject areas; approaches to organising social studies curriculum in terms of correlation, integration, concentric, spiral unit and chronological approaches.

UNIT III

- Instructional strategies, methods and models. Importance of instructional strategies, strategies for teaching social studies in terms of specific methods like lecture, lecture cum discussion, projects, and source methods, socialised recitation and supervised study. Models of teaching appropriate for teaching social studies.

UNIT IV

- Objectives of teaching social studies- specifications to clarify planning viz., lesson, unit and year plans, micro-teaching lesson plans for developing the skills of introduction, explanation, questioning, stimulus variation and providing illustrations with relevant examples.

UNIT V

- Arranging and organising field trips to places of cultural importance through planning, preparing, executing, recording and following up the field trip for learning the underlying importance of content of the subject; team-teaching, organising social studies clubs; social studies laboratories and thought provoking programmes like quizzes, word searches etc.

UNIT VI

- Purposes of evaluation in social studies, formative and summative evaluations, their salient features, remedial teaching, question proportion and objectivity in essay type examinations, preparation of unit tests and tests of performance like product preparation, model construction, enactment of role play etc.

D**METHODS OF TEACHING
MATHEMATICS****COURSE CONTENTS****UNIT I**

- Meaning of mathematics; History of Mathematics; contributions of Indian Mathematicians with reference to Bhaskaracharya, Aryabhata, Leelabathi, Ramanujam and contributions of Euclid, Pythagorus, Rene-descarte.

UNIT II

- Objectives of teaching mathematics in terms of Instruction and behaviour, approaches to teaching of mathematics viz., inductive, deductive, analytical, synthetic, Heuristic, project and laboratory; using various techniques for teaching mathematics viz., oral, written, drill, assignment; supervised study and programmed learning.

UNIT III

- Meaning and importance/purpose of a lesson plan; Proforma of a lesson plan and its rationality, meaning and purpose of a unit-and-unit plan; meaning and purpose an yearly plan; developing/preparing low cost improvised teaching aids relevant to local ethos; skill in maintaining and using blackboard, models, charts, TV, films and video tapes and VCR.

UNIT IV

- Principle and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children; Planning activities and methods of developing the substitutes/alternatives material to the prescribed, for completing the syllabi.

UNIT V

- Using mathematics as a game for recreation; organizing Quiz programmes, skill development in answering puzzles, riddles, magic squares, word search etc., developing a maths laboratory; learning about the short cuts mentioned in Vedic mathematics.

UNIT VI

- Textbooks in mathematics—qualities of a good textbooks in mathematics; process of obtaining feedback and evaluation in mathematics in terms of cognitive, affective and psychomotor behavioural developments.

E

**METHODS OF TEACHING
ENGLISH LANGUAGE**

COURSE CONTENTS

1. The nature of the language; its phonology, Morphology and syntax.
2. The importance and role of English in India and its place in the curriculum of Junior High School and Secondary Education levels.
3. Aims of teaching English in India.
4. Curriculum, Courses of study in English at different levels. A Critical appraisal of the existing syllabus in English, suggestions for improvement.
- 5.(a) Aims and methods of teaching Prose, Poetry, Rapid Readers, Composition, Grammar and Translation.
 - (b) Structural approach and lingual method.
 - (c) Training in Listening, Reading (oral and silent), written (spelling and punctuation) speech (pronunciation)
 - (d) Importance of debates and dramatization in teaching of English.
 - (e) Lesson Planning.
6. Correlation of English with other subjects.

7. Audio visual Aids and their use in teaching of English.
8. Textbook, criteria of good textbook in English. A critical appraisal of the present textbooks in English. Suggestions for improvement.
9. Qualities of a good English teacher.
10. Different type of tests (Essay type, short answer type and objective) their construction and administration.
11. Subject matter content upto high school stage.

METHODS OF TEACHING HINDI LANGUAGE

COURSE CONTENTS

1. The nature of the language; its phonology, morphology and syntax.
2. The importance of Mother tongue and its place in the curriculum of Primary, Junior High School and Secondary Education levels.
3. Aims of teaching Mother Tongue.
4. Curriculum: Courses of study in Hindi at different levels, A critical appraisal of the existing syllabus in Hindi. Suggestions for improvement.
- 5.(a) General principles of teaching Mother Tongue.
 - (b) Propels or teaching mother tongue; standard language interference or dialects of other modern Indian language and of English.
 - (c) Aims and methods of teaching Prose, Drama, Story, Poetry.
 - (d) Development of literary appreciation, teaching of Ras and Alankars.
 - (e) Training in listening. Reading (oral and silent) Written (spelling) and speech (Pronunciation).
 - (f) Organisation of literary and cultural activities and their importance in teaching of language.
 - (g) Lesson Planning.
6. Correlation of mother tongue with other subjects.
7. Audio visual Aids and their use in teaching of mother tongue.
8. Textbook, criteria of a good textbook, a critical appraisal of the present textbook in Hindi. Suggestions for improvement.
9. Qualities of a good Hindi teacher.
10. Different type of tests (Essay type, short answer type and objective type) their construction and administration.

11. Knowledge of Subjects matter contents upto High School Stage; Related Practical.

METHODS OF TEACHING SANSKRIT LANGUAGE

COURSE CONTENTS

1. The nature of the language and its phonology, morphology and syntax.
2. The importance of Sanskrit in Indian Society and its place in the curriculum of Primary, Junior High School and Secondary Education levels.
3. Aims of teaching Sanskrit.
4. Curriculum: Courses of study in Sanskrit at different levels. A critical appraisal of the existing syllabus in Sanskrit. Suggestions for improvement
5. (a) Traditional and Modern Methods of Teaching Sanskrit.
(b) Aims and Methods of teaching Prose, Poetry, Grammar, Composition and Translation.
(c) Training in listening, Reading (oral and silent). Writing (Spellings) and speech (Pronunciation).
(d) Value of memorization in teaching of Sanskrit.
(e) Lesson Planning.
6. Correlation of Sanskrit with other School subjects.
7. Audio visual Aids and their use in teaching of Sanskrit.
8. Textbook: Criteria of a good textbook: A critical appraisal of the present textbook in Sanskrit. Suggestions for improvement.
9. Qualities of a good Sanskrit teacher.
10. Different type of tests (Essay type, short answer type and objective) their construction and administration.
11. Knowledge of subjects matter contents upto High School stage.

METHODS OF TEACHING HOME SCIENCE

COURSE CONTENTS

1. Nature and scope of Home Science.
2. Importance of Home Science and its place in the curriculum.
3. Curriculum: Courses of study in Home Science.
4. Aims of teaching home science at different levels, a critical appraisal of the existing syllabus in Home Science. Suggestions for improvement.
5. (a) Methods of teaching Home Science, Discussion, Laboratory, Demonstration, Field Trip, Project, Problem Solving, Group work and Assignment.
(b) Training in Tailoring and First Aid.
(c) Lesson Planning.
6. Correlation of Home Science with other school subjects.
7. Audio-visual aids and their use in teaching Home Science.
8. Textbooks, criteria of a good textbook in Home Science. A critical appraisal of the present textbooks in Home Science. Suggestions for improvement.
9. Home Science Room: Its need, organization and equipments.
10. Different type of tests (Essay type, short answer type and objective). Their construction and administration, testing practical skill in Home Science.
11. Knowledge of the subject matter content upto High School stage.

METHODS OF TEACHING COMMERCE

COURSE CONTENTS

1. Nature and scope of commerce.
2. Importance of Commerce and its place in the curriculum.
3. Aims of teaching Commerce.
4. Curriculum: Courses of study in Commerce, a critical appraisal of the existing syllabus in Commerce, suggestions for improvement.
5. (a) Methods of teaching Commerce.
(b) Exploitation of local resources in teaching of Commerce, visit to offices and factories.
(c) Lesson Planning.

6. Correlation of Commerce with other school subjects.
7. Audio-visual aids and their use in teaching of Commerce.
8. Textbooks, criteria of a good textbook in Commerce, a critical appraisal of the present textbooks in Commerce, suggestions for improvement.
9. Commerce Room: Its need, organization and equipments.
10. Different type of tests (Essay type, short answer type and objective) their construction and administration.
11. Knowledge of the subject matter contents upto High School stage.

METHODS OF TEACHING MUSIC

COURSE CONTENTS

1. Nature and scope of Music, Vocal and Instrumental Music.
2. The importance of Music and its place in the curriculum of Primary, Junior High School and Secondary Education levels.
3. Aims of teaching Music.
4. Curriculum: Classical, Light, Film and Folk music and the claims of each for inclusion in the syllabus: songs for school children.
5. a. General principles of teaching Rags.
b. Melodic grace, devices and Tune.
c. Training in Rhythmic perception.
6. Correlation of Music with other school subjects.
7. Audio-visual aids and their use in teaching Music.
8. Textbooks: criteria of a good textbook in Music, a critical appraisal of the present textbooks in Music, suggestions for improvement.
9. Music Room: Its equipments and organization.
10. Different type of tests, their construction and administration, test in practical skill in Music.
11. Knowledge of subject matter contents upto High School.

METHODS OF TEACHING FINE ARTS

COURSE CONTENTS

1. Nature and scope of Art.
2. Importance of Art and its place in the curriculum of Primary, Junior High School and Secondary Education levels.
3. Aims of teaching Art.
4. Curriculum: Courses of study in Art, a critical appraisal of the existing syllabus in Art, suggestions for improvement.
5.
 - a. Methods of teaching Art.
 - b. Free Expression, Representation, Designing and clay modeling at various stages.
 - c. Representing model and Imagination.
 - d. Lesson Planning.
6. Correlation of Art with other school subjects.
7. Audio-visual aids and their use in teaching of Art.
8. Textbooks, criteria of a good textbook in Art, a critical appraisal of the present textbooks in Art, suggestions for improvement.
9. Art Room: Its need, equipments and decoration.
10. Different type of tests, their construction and administration, testing practical skill in Art.