

पं. रविशंकर शुक्ल विश्वविद्यालय
रायपुर (छत्तीसगढ़)



पाठ्यक्रम

बी.एड. (कोड-701)

B. Ed. (Code-701) / M. Ed. (Code-711)

परीक्षा : २०१४-१५

कुलसचिव पं. रविशंकर शुक्ल विश्वविद्यालय
रायपुर (छत्तीसगढ़) की ओर से



अधिकृत मुद्रक एवं प्रकाशक :
गीता पब्लिकेशन
महामाईपारा, रायपुर (छत्तीसगढ़)

INDEX

1.	Ordinance No. 59	-	3
2.	Scheme of Evaluation	-	5
3.	B. Ed. Course	-	7
4.	Ordinance No. 31	-	42
5.	M. Ed. Course	-	44

REVISED ORDINANCE NO. 59

(B.Ed.) Examination

BACHELOR OF EDUCATION

1. A person, who had obtained a Bachelor's Degree of the University or a degree recognised as equivalent there to, shall be eligible for admission to the examination for the degree of Bachelor of Education.
2. For admission to examination, a candidate shall apply to the Registrar of the University on a prescribed form through the Principal of the College and produce the following certificates signed by the Principal of the College, viz certificate of :
 - (i) Good conduct.
 - (ii) Fitness to present himself at the examination.
 - (iii) Having attended the prescribed course in physical training or in exceptional case any other activities permitted by the Principal.
 - (iv) Having completed satisfactorily the course in pedagogical drawing. The University examination in theory papers will be held in April and the University examination in Practical will be conducted in Feb./March same session.

3.1 The examination shall consist of two parts, namely-

Part-I Theory 600 marks

Part-II Practical/Internal Assessment 600 marks

Scheme of evaluation is given in the beginning of the syllabus.

The classification of division in theory (Part-I) will be as under :

I Division	-	60% and above
I Division	-	more than 45% but less than 60%
III Division	-	more than 33% but less than 45%
		below 33% will fail.

In each theory paper the candidate should obtain atleast 25% marks.

The Classification of division in the practice component part-II (A+B) will be as under :

I Division	-	80% and above
I Division	-	more than 60% but less than 80%
III Division	-	more than 50% but less than 60%
		below 50% will fail.

The theory Papers are divided in to three groups and each group has two paper of 100 marks each.

Part - I

In order to pass in the part, a candidate will have to obtain atleast 33% marks aggregate in theory papers in University examination. A candidate securing 198 marks in the aggregate shall be placed in the third division in this part, 270 marks in the second division and 360 marks in the first division.

Part - II

''In order to pass in this part, a candidate will require to secure atleast 50% in the aggregate in each part (Part-II (A) and Part (B)). However, every student has to take part in each item of Part-II. A candidate securing 300 marks in this part will be placed in the third division, 360 marks in the second division, and 480 marks in the first division.''

Paper - I Teacher in Emerging Indian Society.

Paper - II Development of Learning & Teaching Learning process.

Paper - III Educational Technology & Management.

Paper - IV Special Papers (Elective Papers).

Paper - V Methodology of First School Subjects.

Paper - VI Methodology of Second School Subjects.

Methodology of first school subjects will contain following School Subjects :

(a) Methodology of teaching physical science.

(b) Methodology of teaching languages.

Methodology of second school subject will have following subject :

(a) Methodology of teaching Social Sciences.

(b) Methodology of teaching mathematics .

(c) Methodology of teaching Biological sciences.

3.2 **Eligibility -**

3.2.1 Candidate with at least 45% marks either in the Bachelor's Degree and/or in the Master's degree or any other qualification equivalent thereto, are eligible for admission to the programme.

3.2.2 There shall be relaxation of marks/ reservation of seats for candidates belonging to SC / ST / OBC communities and other categories as per the Rules of the Central / State Government / UT administration concerned.

3.3 **Admission Procedure**

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and / or in the entrance examination or any other selection process as per the policy of the State Government / UT. Administration and the University.

4. Internal Assessment of each candidate is to be carried throughout the course and a cumulative record of each candidate is to be maintained.
5. Provision has to be made by each college for tutorial classes as given in the curriculum and each candidate is required to attend the tutorial classes and carry out the assignments.
6. A cumulative record is to be maintained for each student-teacher and the entries are to be taken for internal assessment.
7. Each student teacher is required to attend prayer of the College under the community activities and each pupil-teacher has to take part in co-curricular activities.
8. Library study is compulsory for each student-teacher and a record is to be maintained by the college.
9. The scope of the subjects shall be indicated in the prospectus.
10. There will be an internal choice in questions. Questions will be asked unit wise.
11. If any student is absent in any activities of the college whose marks are included in the University Examination shall be declared fail. However 25% marks necessary to obtain in each activities to pass the exam.
12. If any student could not get 75% attendance he can appear only when he will complete his attendance next year after seeking admission.
13. If any student is fail in any one of the papers or in any one item of the practical part, he can appear in paper or item in the next exam.
14. Every student has to conduct 8 Psychology practicals and have to submit a practical copy/ record. An External Examiner will examine the students and will take viva voce examination.
15. Every student has to choose one craft under productive works. An external examiner will

conduct the practical Examination in productive and will take viva-voce examination on this.

16. Every student has to select two school subjects for teaching practice. They have to complete 20 lessons in each subject or they have to complete 20 lessons in micro teaching plan and 10 lessons in each subject in different schools subjects.

SCHEME OF EVALUATION

Paper	Description	External Marks	Internal Marks
Part - I			
Paper I	Teacher in Emerging Indian Society	100	-
Paper II	Development learners & Teaching Learning press	100	-
Paper III	Educational Technology and Management	100	-
Paper IV	Special Papers.	100	-
Paper V	Methodology of First school subject.	100	-
Paper VI	Methodology of second School Subject	100	-
Total of part-I (Theory papers)		600	-
Part II (A)			
	Community work		50
	Co-curricular Activites	-	50
	Tests	-	50
	Micro teaching	-	50
	Supervised teaching	-	100
Total of Part II (A)			300
Part II (B)			
	Psycho, Practical & Viva-voce	75	-
	Viva-Voce on Teaching	75	-
	University exam. on teaching	100	-
	Productive work	50	-
Total of Part II (B)		300	-
Total of part II (A) & II (B) = 600		300	300
Grand total 600 + 600 = 1200			

OBJECTIVES

1. To develop among teachers a clear understanding of the Psychology of their students;
2. To enable them understand the process or socialisation;
3. To develop in them the skills for guidance and counselling.
4. To enable them to foster creative thinking among pupils for the reconstruction of knowledge;
5. To acquaint them with the factors and forces (Within the school and outside) affecting educational system and classroom situations;
6. To acquaint them with educational needs of special groups of pupils;
7. To enable them to utilise community resources as educational inputs;
8. To develop communication skills and to use the modern information technology;
9. To enable them to undertake Action Research and use innovative practices; and
10. To foster in them a desire for life-long learning.

ELIGIBILITY CRITERIA

As per Chhattisgarh SCERT Norms

DURATION OF THE COURSE

The one year B-Ed. Course will be of one academic year in duration; that is from 1st July to 30th April.

PATTERN OF THE COURSE

The structure of the B.Ed. Syllabus comprise Part I - Theory and Part-II - Practical as follows :

	Part I - Theory	Part II - Practical
Paper I	Teacher in Emerging Indian Society	1. Microteaching- 7 skills,3 lessons per skill 21 lessons.
Paper II	Development of learner and teaching learning process	2. Teaching of Subject I - 20 lessons 3. Teaching of Subject II - 20 lessons
Paper III	Educational Technology & Management	4. Final lesson in one Subject. 5. Viva-Voce
Paper IV	Special Papers (Presented in Table 1)	6. Work Experience (One craft or productive work Table 3)
Paper V&VI	Methodology of I and II School Subjects Presented in Table 2	7. Educational Psychology Experiments (8 Experiment 8. Criticism Lessons two (One in each subject)

TABLE 1 : Paper IV special papers/ Elective course

- A- Environmental Education
- B- Educational Administration and management
- C- Educational and Mental Measurement
- D- Career information & career Guidance

TABLE - 2 : Methodology of First School Subjects

- (A) Methodolgy of teaching Physical sciences.
- (B) Methodology of teaching languages.

Methodology of II School Subject.

- A- Methodology of teaching social sciences
- B- Methodology of teaching Mathematics.
- C- Methodology of teaching Biological Sciences.

Table - 3 : Work Experience (Craft or productive work)

- | | | |
|-------------------------------|-------------------------|------------------------------|
| 1. Agriculture | 5. Drawing and painting | 9. Handi Craft |
| 2. Gardening and Horticulture | 6. Music | 10. Wood Craft. |
| 3. Tailoring and Embroidery | 7. Dance | 11. Mat weaving |
| 4. Book Binding | 8. Toy Making | 12. Chalk & Plaster of Paris |

B.ED. COURSES
PAPER - I (Paper Code.1211)
TEACHER IN EMERGING INDIAN SOCIETY

COURSE OBJECTIVES

To enable the student- teacher understand

- 1 about the relationship between Philosophy and Education and implications of philosophy on education.
- 2 the importance and role of education in the progress of Indian society.
- 3 the contribution of great educators to the field of education.
- 4 the need to study education In a sociological perspective. The process of social change and socialisation to promote the development of a sense of commitment to the teaching profession and social welfare.
- 5 their role in the creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.
- 6 the means and measures towards the promotion of National integration and protection of human rights:

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 Russell, Dewey. Their impact on educational thought and class room practices, in term of progressive trends in education.
- Philosophy and Education : Significance of studying philosophy in understanding educational practices and problem.
- Major Philosophical systems - their salient features and their impact on education.
 - a) Realism with reference to Aristotle and Jainism. –
 - b) Naturalism with reference to the view! of Rousseau and Rabindra Nath Tagore.
 - c) Idealism with reference to Plato. Socretes and Advaita Philosophy.
 - d) Pragmatism with reference to Dewey "instrumentalism & Experimentalism"
 - e) Humanism . Historical, Scientific and Buddhists.

UNIT-II

- 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.

UNIT-III

- Meaning of the term "National integration and Emotional integration"its need, role of teacher & educational institution in achieving National integration through democratic integration, 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-IV

- 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 utilitarian, education as a tool of economic education, as an agent of Social change, education as a means of National welfare through the Immediate welfare of the society, education and human resource development.

- 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 programmes like NCC, NSS etc.

Social Stratification and social Mobility:

Modernisation definition, concept, demands and attributes.

UNIT-V

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

REFERENCE :

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- 2 Anant Padmnabhan : Population Education in Classrooms, NCERT, New Delhi.
- 3 Bhatnagar, S. : Adhunik Bhartiya Shiksha Aur Uski Samasyayen, Lyall Book Depot, Meerut.
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26. Shama, R.A. : Educational Technology. International Publishing House, Meerut.

PAPER - II (Paper Code-1212)

DEVELOPMENT OF LEARNER AND TEACHING - LEARNING PROCESS COURSE

OBJECTIVES

To enable teachers trainee to -

- 1 Acquire knowledge and understanding of stages of human development and developmental tasks; with special reference to adolescents learners.
- 2 Develop understanding of process of children learning in the context of various theories of learning.
- 3 Understand intelligence, motivation and various types of exceptional children.
- 4 Develop skills for effective teaching learning process and u4 of psychological tests.

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.
- Guidance and counselling for adolescents.

UNIT-II

Learning and Motivation

- Nature of learning; learning theories -Behaviorists (Skinner's), Information Processing (Roger's) and Humanistic (Maslow's) Gestalt (Kurt Lewin field Theory), Piaget (Cognitive)
- Theory.
- Factors influencing learning and teaching process: learner related; teacher related: process related and content related.
- Motivation- nature, types: techniques of enhancing learners' motivation.

UNIT-III

Intelligence

- Nature and characteristics of intelligence and its development.
- Theories of intelligence; two factor theory - Multifactor Theory (PMA) and SI Model.
- Measuring intelligence - Verbal, non-verbal and Performance tests (one, representative of group test and individual test of each),
- Creativity - definition, measurement, Memory-Short
- Term and Long Term Memory.

UNIT-IV

Exceptional children

- Concept of exceptional children - types, and characteristics of each type including Children with learning disabilities.
- Individual differences - Nature; accommodating Individual differences in the class-room. learner centered techniques for teaching exceptional children.
- Personality- Definition, meaning and nature; development of personality; type and trait

theories of personality.

- Group Dynamics. Psycho-analysis.

UNIT-V

- Types of Test, Standardization of Test
- Measures of central tendency. Variability.
- Co-rrrelation-Rank difference &-product moment method, Normal probability curve & Problems on it.

PRACTICUM:

At least 8 practicals have to be conducted.

1. Span of Attention by Tachistoscope.
2. Mental fatigue.
3. Personality 4 PF.
4. Mirror Drawing.
5. Case Study to measure the problematic behavior of the child.
6. Value Test.
7. Bhatia Battery.
8. Reasoning Ability.
9. Aptitude Test.
10. Achievement Test.

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12. Srivastava, G. N. P.: Recent Trends in Educational Psychology, Psycho, Research Cell. Agra.
13. Tripathi, S. N.: Prathiba Aur Srijntmakta, Mcmillan Co.. Bombay.

PAPER - III (Paper Code1213)

EDUCATIONAL TECHNOLOGY AND MANAGEMENT

COURSE OBJECTIVES

1. To obtain a total perspectives of the role of technologies In modern educational practices.
2. To equip the student-teacher with his various technological applications available to him/her for improving instructional practices.
3. To help the teacher to obtain a total gender of his role, of scientific management in education.
4. To provide the teacher the skills required for effective instructional and institutional management.
5. To develop the professional skills required for guiding pupils in the three initial areas educational penal and victual.

SYLLABUS

UNIT-I Concept of Educational Technology

- Meaning
- Nature
- Scope
- Functions
- Need for Educational Technology In the schools of Chhattisgarh.

UNIT-II Communication Technology:

- Concept
- Nature
- Process
- Principles
- Components
- Types.
- Barriers
- Modes
- Models of Teaching
- Concept
- Criteria
- Tools of Evaluation

UNIT-III System Approach

- Concept and characteristics.
- System Approach, System Analysis.
- System Design and its Implications for Teaching- Learning Activities PLM.

Physical Resources of an Instructional system

- Concept
- Classification (Projected/Non Projected/Hardware/Software)
- Hardware- Chalkboard, Tape Recorder, Educational Radio, Educational Television, VCR, Instant Slide Maker, OHP. Film Strip. Slide Projector, Epidiascope, Interactive, Video Computers. Reprographic Equipment.
- Software-scripts (Audio & Video) Slides, Programs, Learning Materials, Film-strips, Transparencies, News paper. Text Books, Maps, Modules, Models, Pictures etc.

UNIT-IV Innovations In Educational Technology

- Video Lesson and Talk Back, CAI
- Interactive Video
- Language Laboratory
- Teleconferencing
- Tele-Text and Video Text
- Telephone Conferencing
- Computer Networking

Individualised Instruction and Multimedia Packaging.

- Components of Alternative Multimedia Packages,
- The Steps of Development with a System -. Design.
- Using Multimedia Packages in Classroom

UNIT- V Human Resources of an Educational System & Management

- Identification of the Human Resources, Resources within and outside the School system
- Strategies for developing the following : Expertise. Competencies and Teaching. Allied Skills Required (Microteaching and other Skill-Based Techniques).
- Strategies-Tutorial, Seminar, Brain-Storming, Role play. Discussion. Conference,

Workshop.

- Meaning of Management in Education.
- Managing curriculum, managing Co-curriculum, Managing school discipline and managing physical resources.
- Developing performances profiles of Institutions.

ASSIGNMENTS :

- 1 Tutorial /Term Paper/Symposium. -.
- 2 Developing Software- Transparencies/PLM/Slides/Scripts/Scenarios.
- 3 Developing Sell-Instructional Material/Support System/Learning Package/Multimedia Package.
- 4 Workshop on Handling Hardware.
- 5 Preparation of Low-Cost/Improvised Material.
- 6 Conducting a Lesson using OHP/Slide Projector or Computer.

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PAPER - IV

ELECTIVE SUBJECT

One elective subject to be decided by considering the following-

- 1 All electives must be contributing for extra capability of delivering the goods.
- 2 All electives should have equal difficulty level.
- 3 All electives should be unique in native without being covered in any other area (of paper of B.Ed.).
- 4 All electives should have full bearing over the latest developments of the contemporary world.

ELECTIVE COURSE

[A] ENVIRONMEN.TAL EDUCATION

COURSE OBJECTIVES

- 1 To enable the student teacher understand about the concept of environmental education.
- 2 To develop in the student teacher a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.

3. To develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
4. To develop reasonable understanding about the role of school and education in fostering the idea of (earning to live in harmony with nature.
5. To enable the students to understand about the various measures available to conserve the environment for sustaining the development.

COURSE CONTENTS

UNIT-I

- Environment: Education meaning, scope and nature.
- Types of environmental pollution.

UNIT-II

- Type of Pollution - Causes and effects of environmental hazard, global and local environmental pollution and its remedies.
- Green house effect - an Impending catastrophe.
- Ozone layer depletion - environmental threat, acid rain, pillar melting, rise of sea, level and their implications.

UNIT-III

- Role of the teacher, orientation programmes for teacher-trainees & students.
- Salient features of environmental awareness through education : programmes of environmental education for secondary school children.
- Programmes of -environments! education for attitude changes among the children.

UNIT-IV

- Biodiversity: Meaning scope & levels. Indian & Global biodiversity live in harmony with nature. Type. importance & national legal framework.

UNIT-V

- Role of school in environmental conservation and sustainable development. Echo-Club.- Contribution of media in conservation, Environmental programme by state Govt. & Private organisation.

PRACTICUM

- To submit 6 report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data. The area of this project is to include any one of the following topics
 - a) Noise pollution
 - b) Water pollution
 - c) Air pollution
 - d) Deforestation
 - e) Role of. the pollution control boards
 - f) Role of voluntary organisations.
- The report on the practicum should be submitted to the college within the date. specified by the college authority. The length of the report may be around 700 words.

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ELECTIVE COURSE

[B] EDUCATIONAL ADMINISTRATION & MANAGEMENT

COURSE OBJECTIVES

- 1 To acquaint the student teachers with the concept and concerns of educational administration.
- 2 To develop an understanding of the role of the headmaster and the teacher in school management.
- 3 To enable the students to understand to concept at Importance of communication and its possible barriers in educational administration.
- 4 To enable the student teacher to critically analyse the administrative scenario In relation to the functioning of the other secondary schools of the area.
- 5 To acquaint the student teacher with the scientific practices of educational management and keep him to apply it In work situation.

COURSE CONTENTS

UNIT-I

- Conceptual framework concept of educational administration.
- Concept of educational management human beings as inputs, process and products inputs.
- Nature, objectives and scope of educational acimistration

UNIT-II

- Role and functions of headmaster/teacher: Basic functions administration planning, organising directing and controlling.
- Maintenance of discipline, control management.
- Co-ordination and growth, development,
- Supervision and inspection, defects in the present supervision and inspection.
- Scope of educational supervision,
- Types of supervision.
- Providing guidance; leadership function,
- Crisis In management
- Decision making.

UNIT-III

- Communication in Educational Administration Role of communication in effective management and administration.
- Methods of communication.
- Barriers of communication in educational administration.
- Overcoming barriers to communication and effective communication In educational administration..

UNIT-IV

- Management of Schools : Role of headmaster in planning of school activities, approaches to management - manpower approach, cost benefit approach, social demand approach, social justice approach.
- Involvement of other functionaries and agencies In the preparation of a plan.
- Delegation of authority and accountability.
- Role of the headmaster in monitoring, supervision and evaluation.
- Role of the headmaster in motivating the staff, in resolution of interpersonal conflicts.

- Role of the headmaster In creating resources and managing financial matters.
- Optimum use of available resources for growth and development of the school.
- Staff development programmes.
- Role of teachers in school management and administration.

UNIT-V

- Educational administration in the state : The administrative structure in the field of education in the state.
- Control of school education in the state - a critical analysis.
- Functions of the state government in relation to secondary and higher secondary schools.
- Functions of the board of secondary education in controlling secondary schools.
- Problems of secondary school administration in government schools.

PRACTICUM

- The student-teacher is expected to conduct a study on any issue or problem relating to a school administration. The report should be in about 700 words.

REFERENCE

- 1 Bhatnagar, R.P. & Verma. I.B.: Educational Administration, Lyall Book Depot Meerut.
- 2 Bhatnagar, R.R & Agrawal, Vidya : Educational Administration, Supervision Planning and Financing. R. Lall nook Depot. Meerut.

ELECTIVE COURSE

[C] EDUCATIONAL AND MENTAL MEASUREMENT

COURSE OBJECTIVES

- 1 To acquaint the student teacher with the basic scientific concepts and practices in educational and mental measurement.
- 2 To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
- 3 To develop skills and competencies in the student teacher for the use of the techniques in the field.
- 4 To enable the student teacher to interpret the result of educational measurement.
- 5 To enable the student understand about various educational and mental measurement tools.

COURSE CONTENTS

UNIT- I

- Concept of measurement : testing and evaluation.
- Scales of measurement : nominal, ordinal, interval, and ratio scales.
- Discrete and continuous variables.
- Qualities of a test - reliability, validity and usability of a test: item analysis, procedures and item selection.

UNIT-II

- Educational statistics: measures of central tendency from grouped and non-grouped data.
- Measures of variability - range ,quartile deviation, standard deviation.
- Graphical Representation of Data.

UNIT- III

- Techniques of test conduct - importance of establishment of rapport with the students, arranging the seats and distribution of questions for minimum pilgauge and copying; techniques for avoiding guessing in answering; objective scoring.

UNIT- IV

- Interpreting measurement : normal probability curve, skewness and kurtosis.

- Percentiles and percentile ranks.
- Standard scores,
- Co-efficient of correlation by Spearman's method and its interpretation.

UNIT-V

- Achievement tests : construction of standardized achievement tests.
- Types of test items.
- Measurement of intelligence : Concept of intelligence, Binet test, concept of IQ.
- Individual and group tests of intelligence:
- Aptitudes and personality tests. : use of aptitude tests - overview.
- Use of interest inventories.
- Assessment of personality: interview, self-report inventories, rating scale, projective techniques. (Note - Some basic concepts and items covered, under compulsory core courses have been dropped here to avoid repetition although these are relevant).

PRACTICUM

- Administration of a psychological test and interpretation of test results.
- Determination of reliability or validity of any self made test.
- Construction of a test battery with at least five types of test items and trying out of the same on a class/group of students.

REFERENCE

- 1 Asthana, Biptn & Agrawal, R. N. : Mapan ewam moolyankan. Vinod Pustak Mandir, Agra.
- 2 Asthana, Bipin and Agrawal, R. N. : Measurement and Evaluation In Psychology and Education, Vinod Pustak Mandir, Agra
- 3 Bhagwan, Mahesh : Shiksha mein Mapan ewam moolyannkan, Vinod Pustak Mandir Agra
- 4 Lindeman, R. H. annd Merenda, P.F. : Educational Measurement, Scott foreman & Company, London,
- 5 Rawat, D.L. : Shaikshlk Mapan ki Naveen Rooprekha, Gaya Prasad and Sons, A9ra
- 6 Sharma, R. A. : Measurement and Evaluation In Education and psychology, Lyall Book Depot Merrut
- 7 Sharma Shiksha tatha Manovigyan nain mapan Evam moolyankan. Lyall Book Depot Merrut.
- 8 Verma R.S.: Shaikshik Moolyankan. Vinod Pustak Mandir. Agra.

ELECTIVE COURSE

[D] CAREER INFORMATION IN CAREER GUIDANCE

COURSE OBJECTIVES

- To develop an understanding of the need and importance of career information for the pupils.
- To identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils
- To develop an understanding of how one's ability, interests and apitudes are related to world of work.
- To know about the importance of developin9 the right attitudes and values at every To stage of education.

COURSE CONTENTS

UNIT-I

- Meaning of career and career Information, components of career information occupational information, information about education and opportunity and personal social information.

UNIT-II

- Aims to study career information at different school levels, Role of the teacher, Role of govt. & private agencies.

UNIT-III

- Career information : Sources, methods of collection information, and evaluation of the information.

UNIT-IV

- Information about education and training opportunities at secondary, levels of school guidance.

UNIT-V

- Meaning Scope & significance.
- Personal-social information at every school level, personal & social guidance role of the teacher in guidance.
- Setting up of a Career Resource Centre, its major importance.

REFERENCE

- 1 Abramson, Theodore, et. al. (Ed: Handbook of Vocational Education Evaluation, Sage Publications, London.
- 2 Ball, Ben : Career Counselling Practice. Palmer Press, London.
- 3 Brown. Duane : Career Choice and Development, Jersey Publishers, San Fransisco.
- 4 CIRTES : Careers torArts and Commerce Graduates, Ministry of Labour, GOI, New Dehi.
- 5 Dave, Indu The Basic Essential of Counselling, Sterling Publishers, New Delhi.
- 6 Mathur, Kiran : Vocational Guidance Services in Vocational Schools up to +2 Level, PSS Central Institute of Vocational Education, Bhopal.
- 7 Pasrichal Pram Guidance and Counselling in Indian Education, NCERT, New Delhi.

PAPER - V & VI

METHODS OF TEACHING SCHOOL SUBJECTS

Visualising the voluminous content of presentation of methodology of teaching subject wise, methodology of teaching has been enumerated area wise instead of dealing with each subject separately. These are as follows-

PAPER - V Methodology of I school Subject-

- A. Methodology of teaching Physical Sciences.
- B. Methodology of teaching Languages.

PAPER - V Methodology of II school Subject-

- A. Methodology of teaching Social Sciences.
- B. Methodology of teaching Mathematics.
- C. Methodology of teaching Biological Science.

METHODS OF TEACHING

PAPER - V (A) (Paper Code-1226)

PHYSICAL SCIENCES

COURSE OBJECTIVES

Student teacher should have the ability to

1. Develop a broad understanding of the principles and procedures used in modern science education.
2. Develop their essential skills for practicing modern science education.
3. Develop their skills necessary for preparing international accessories.

4. Prepare acceptance lesson models which lay down procedures to be adopted for preparing designs of lessons.
5. Manage introductory activity in such a way that the vast majority of the learners attain most of the objectives.

COURSE CONTENTS

UNIT-I

- Nature of modern sciences - Thrust areas in particular sciences - Impact of science on modern communities, globalization and science; Path tracking discoveries and land mark development in science; Professions in the area of sciences.
- Justification for including science as a subject of study i.e. school curriculum. Objectives of Teaching Phy. Sciences. Taxonomy of educational objectives Other taxonomies and approaches - Process outcomes, Product outcomes, Concept attainments. Behavioural developers of education concept of entering and terminal behaviour - organising learning experiences for achieving specified behavioural outcomes.

UNIT-II

- 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
- 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, projects - organising science fairs and excursions to be taken up.

UNIT-III

- Planning for teaching developing year plans, unit plans, lesson plans, content analysis, pedagogical analysis and identification of important concepts for further locus; 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 subject in terms of team teaching, programmed teaching, seminar presentations, micro-teaching and computer assisted teaching; disciplinary approach in teaching science.

UNIT-IV

- Curriculum and resource utilization; Interior for designing a Phy. Science curriculum, approaches to curriculum organisation using procedures like concentric, tropical, process and Integrated approaches, Assignment which accepted curricular material like PCCS, Chemistry, 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.
- Curricular accessories and support material - Textbooks Journals, Handbooks, students' workbooks, display slides, laboratory materials, audio-video support material, etc. evaluating entire tot the above.

UNIT-V

- Evaluating outcomes of science teaching - Text assumptions about exclusion - text assumptions, 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.
- Designing lesson plans - ability to convert any teaching unit into an instructional unit using

accepted pedagogical practices, formation of lesson plans.

REFERENCE :

- 1 Das; H.C. : Science Teaching in School Sterling Publication, New Delhi.
- 2 Gupta. S.K. : Teaching of Science. Education, Vikas Publications. New Delhi.
- 3 Klineckman, Biology. Teacher Handbook, Walsay i. Eaqtem Pvt. Npw Delhi:
- 4 Mangal. S.K. : Teaching. of Science. Agra Book Depot.
- 5 MetIer, A. New Trends in Biology Teaching. (Vol.1)UNESCO.,
- 6 Nair, C.RS.: Teaching Science. In our Schools.
- 7 NCERT : Teaching of Science, Vinod Pustak Mandlr.
- 8 NCERT Evaluation in General Science. Publication Di., NCERT, .New Delhi.
- 9 Schwalls, J.J. Biology Teachers Handbook.. J. Willey 8 Sons.
10. Sharma. R. C.: Science Teaching Dhanpat Ral & Sons.
11. Siddiquil & Sldciiqui : Teaching of Science, Doaba House, New Delhi.
12. Soundres : The Teaching of Gen. Science in Tropical Sec. Schools. Oxford Press London.

METHODS OF TEACHING
PAPER - V (B) (Paper Code-1227)
HINDI

उद्देश्य

1. हिन्दी भाषा के अध्ययन—अध्यापन में भाषाई क्षमताओं एवं प्रभावशीलता का विकास।
2. बहु भाषीय भारतीय समाज में प्रथम भाषा के रूप में हिन्दी भाषा का समीक्षात्मक अध्ययन।
3. भारत में हिन्दी भाषा की भूमिका को समझना और मध्यप्रदेश के शालेय पाठ्यक्रम में उसका निर्धारित करते हुए हिन्दी भाषा के ज्ञानात्मक कौशलों का विकास करना।
4. हिन्दी भाषा के शिक्षण अधिगम के प्रति अभिरुचि एवं प्रेरणा उत्पन्न करना।
5. समुचित भाषाई आदतों को विकसित करते हुए उनमें अंतर क्रियात्मक स्वमूल्यांकन की क्षमता विकसित करना।
6. देवनागरी लिपि और उसके स्पष्ट उच्चारण से संबंधित समुचित ज्ञान प्रदान करना।
7. हिन्दी शिक्षा के लिए अल्प व्ययी सहायक शिक्षण सामग्रियों का निर्माण करना जिससे छात्रों की भाषायी अशुद्धियों का उपचार किया जा सके।

पाठ चर्चा

1. माध्यमिक स्तर पर हिन्दी शिक्षण के उद्देश्य
 - हिन्दी भाषा का सामान्य परिचय, विकास एवं मूल्यांकन
 - हिन्दी की बोलियाँ या मानक हिन्दी
 - भारत में मातृभाषा, राष्ट्र भाषा एवं सम्पर्क भाषा के रूप में हिन्दी की भूमिका
 - प्रथम एवं द्वितीय भाषा के रूप माध्यमिक स्तर पर हिन्दी शिक्षण के उद्देश्य
2. हिन्दी शिक्षण की विधियाँ एवं उपागम
 - भाषा अधिगम में स्वाभाविक एवं आध्यात्मिक शक्तियाँ
 - हिन्दी शिक्षण के प्रयोग एवं अभ्यास का महत्व
 - हिन्दी शिक्षण के गुण एवं भूमिका
 - भाषा के विभिन्न अंगों का सापेक्षित समन्वय
 - विभिन्न शिक्षण सूत्रों का उपयोग
3. भाषायी कौशलों का अध्यापन—श्रवण, वाचन, लेखन एवं पठन कौशल

- शब्दावली की वर्तनी एवं उच्चारण शिक्षण
- गद्य शिक्षण—उद्देश्य, अध्यापन विधियां एवं पाठ योजना निर्माण
- पद्य शिक्षण— उद्देश्य, अध्यापन विधियां एवं पाठ योजना निर्माण
- व्याकरण शिक्षण – उद्देश्य, अध्यापन विधियां एवं पाठ योजना निर्माण
- निबंध शिक्षण – उद्देश्य, अध्यापन विधियां एवं पाठ योजना निर्माण
- दृश्य—श्रव्य सामग्री— महत्व, प्रकार, निर्माण, व उपयोग
- पाठयोजना – गद्य, पद्य, व्याकरण, निबंध
- दृश्य – श्रव्य उपकरण – महत्व, प्रकार, निर्माण, व उपयोग
- 4. अध्ययन आदतों का आत्मीयकरण – (भाषा व्यवहार)
- श्रवण अवबोध – सुनने और समझने का अभ्यास, बोली जाने वाली हिन्दी की शैलियाँ व प्रकार बालाघात एवं अनुतान का महत्व, सुनते हुए मूल्यांकन करना।
- सम्प्रेक्षण आदतें – वार्तालाप, कथोपकथन, सस्वरवाचन, अभिनयन एवं पद्य, वाचन में भाषा के मौखिक रूपों का उपयोग, बालाघात में आरोह अवरोह का प्रयोग।
- अध्ययन की अच्छी आदतें – विभिन्न उद्देश्यों, यथा—अध्ययन सूचना प्राप्त करने तथा सरसरी निगाह से देखने आदि के लिए उपयुक्त गति से वाचन।
- मूल्यांकन के लिए वाचन
- लेखक के व्यक्तित्व, कृतित्व एवं शैली के मूल्यांकन, आरेखों को समझने के लिए वचन।
- लक्ष्यों, तर्क, तार्किक संबंध, परिभाषकों, सामानीयकरण, आरेखों को समझने के लिए वचन।
- मैनुअल (आचार संहिता) चार्ट अनुसूची एवं नियम पुस्तकों का वाचन

अच्छी लेखन आदतें –

- लेखन की उन्नत यांत्रिकी, यथावर्तनी, विराम, हाशिया छोड़ना, अनुभागों का शीर्षक एवं उपशीर्षक, रेखांकन उद्धरण कोष्ठको का प्रयोग (पत्र) का गठन, विषय वस्तु का गठन
- 5. मूल्यांकन
- मूल्यांकन की नई दिशाएँ
- सतत एवं व्यापक मूल्यांकन
- निदानात्मक परीक्षण एवं उपचारात्मक प्रशिक्षण एवं उपचारात्मक तकनीक, स्वमूल्यांकन एवं स्वसंशोधन अभ्यास।
- ज्ञानात्मक, भावात्मक एवं मनः शारीरिक क्षेत्रों में वस्तुनिष्ठ प्रकार के परीक्षण बिन्दुओं का लेखन।
- अभ्यास के विभिन्न प्रकार, परीक्षण सूची, मूल्यांकन एवं प्रगति अभिलेख।

दत्त कार्य

1. पाठ्यक्रम को इकाइयों में बांटना तथा उन्हें क्रमबद्ध करना।
2. कक्षा 9, 10, 11 अथवा 12 के लिए निर्धारित किसी एक हिन्दी पाठ्य पुस्तक का समीक्षात्मक अध्ययन।
3. हिन्दी शिक्षण के लिए भाषा सामग्री (Language Kit) का निर्माण करना।
4. आकाशवाणी प्रसारण के लिए पाठयोजना तैयार करना।
5. प्रश्न पत्रों एवं परीक्षण सामग्रियों का निर्माण करना।

संदर्भ

1. भाई योगेन्द्रजीत : हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा
2. क्षत्रिय के : मातृभाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा

3. लाल रमन बिहारी : हिन्दी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ ।
4. सफाया, रघुनाथ : हिन्दी शिक्षण, विधि, पंजाब किताब घर जालंधर ।
5. शर्मा, डॉ. लक्ष्मीनारायण : भाषा 1, 2 की शिक्षण विधियाँ और पाठ नियोजन, विनोद पुस्तक मंदिर, आगरा
6. शर्मा, राजकुमारी : हिन्दी शिक्षण, राधा प्रकाशन मंदिर, आगरा ।
7. सिंह सावित्री : हिन्दी स्थल बुक डिपो मेरठ ।

METHODS OF TEACHING
PAPER - V (C) (Paper Code-1228)
TEACHING OF ENGLISH

COURSE OBJECTIVES

To enable the teacher-trainees.

To attain efficiency and effectiveness in teaching and learning English language.

1. To have a critical study of learning English as a second language in the multilingual Indian society.
2. To understand the role of English in India and decide its place in the school curriculum of Chhattisgarh, Improve English language, attainment and cognitive skills.
3. To be committed, inspired and interested in teaching learning English.
4. To teach with skill using interactional mode, to evaluate himself in pupils, inculcate right language hobbies, and
5. To devise learning materials for teaching English as second language and remedy the errors that the pupils make.

SULLABUS

UNIT-I Objectives of Teaching and Learning of English at Secondary level

- Second language learning and mother tongue learning.
- The function of a Second language in a Multilingual society.
- Role of English in India its place in the School Curriculum.
- The Curriculum of English in the Secondary School.
- Qualities and Role of the English teacher.

UNIT-II Methods and Approaches:

- Grammar cum Translation method.
- Direct Method.
- Bilingual Method.
- Structural Approach.
- Communicative Approach.

UNIT-III Teaching of Skills

- Teaching alphabets and spelling.
- Teaching Prose.
- Teaching Grammar.
- Teaching Composition.

Lesson Planning

- Prose
- Poetry
- Grammar
- Composition.
- Audio-visual Aids- Importance. Types. Production and Usage.

UNIT-IV Inculcation of Habits

- Listening Comprehension

- Practice in Listening and Comprehension.
- Types and Modes of Spoken English.
- Implications of Stress and Intonation.
- Making Notes While Listening.
- Communication Habits.
- Use of Spoken Forms in Dialogue. Stories. Reading Aloud, Dramatisation and Poetry Reading.
- Correct Use of Stress and Intonation and Division of Utterance into Meaningful Word-Group

Good Reading Habits

- Reading with appropriate Speed for Various Purposes Such as Studying. Looking for information. Scanning etc.
- Reading for Overall Comprehension, Practice of Analysing a Text for organisation
- Reading for Evaluation.
- Reading for Appreciation of Forms, Style and Author's Personality.
- Reading for Facts. Reasoning. Logical Relationship, Definitions. Generalisations, Understanding Diagrams.
- Reading Manuals, Charts, Schedule and Rule Book

Good Writing Habits

- Advanced Mechanism of Writing i.e. Spelling, Punctuation, Indenting. Title and Sub-title of Sections, Underlining, Quotations, Use of Parentheses, Use of Abbreviations. Capital Letters and Correct Forms of Address in Letters, Applications etc.
- Organisation of a Paragraph. An Essay or a Paper i.e. organisation of Matter.

Language Games

UNIT-V Evaluation

- New Direction in evaluation'
- Continuous and Comprehensive Evaluation.
- Diagnostic Tests and Remedial Tests and Remedial Techniques.
- Self Evaluation and Self Correction Exercise.
- Writing objective Type Test items under the Cognitive. Affective and Psychomotor Domains.
- Different Kinds of Exercises, Probes and progress Records.

ASSIGNMENTS

- 1 Dividing syllabus into units and arranging them in proper sequence.
- 2 Critical study of one English text-book prescribed for class IX, X, XI, or XII.
- 3 Preparation of a Unit Plan for teaching English.
- 4 Preparation of a Lesson Plan for teaching English.
- 5 Preparation of a Question Papers and Test items.

REFERENCE :

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- 2 Bechhold, H.F. and Behling : The Science of Language and the Art of Teaching Charies Scribners Sons, New York.
- 3 Billows, F.L. : The Techniques of Language Teaching, London : Longman. 1975.
- 4 Catarby. E.V. : Teaching English as a Foreign Language.
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 16. Sharma, Kusum : A Handbook D1.Engllsh Teaching, Radha Prakashan, Agra.
 17. Trivedi, R.S. : Techniques of Teaching English. Balgobind Prakashan
 18. Verghese. B.V. : Modern Methods of Teaching English (5 Vols.). Arnql Pub. New Delhi.
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 2 Bokil.V.P. & Paradnik, N.K. : A New Approach To Sanskrit Loka Sangraha Press, Poona.
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 6 Safaya R.N. : Sartskrit Shikshan Vidhi, Haryana Sahitya Academy, Chandigarfr
 7 Shastry arid shastri : Sanskrit Shikshan. Rajasthan prakashan, Jipur.
 8 Sf ngh, S.D. and Sharma, Shashikala : SanskritShlkshan, Radha Prakashan Mandir.Agra.

METHODS OF TEACHING
PAPER - V (D) (Paper Code-1229)
SANSKRIT

उद्देश्य

1. माध्यमिक स्तर पर संस्कृत के उद्देश्यों के प्रति जागरूकता उत्पन्न करना।
2. सम्प्रेषण कौशलों के महत्व को समझना।
3. संस्कृत शिक्षण की विधियों से अवगत होना।
4. संस्कृत शिक्षण के लिए शैक्षिक सामग्री के निर्माण एवं प्रभावी उपयोग के कौशलों को विकसित करना।
5. संस्कृत शिक्षण के विभिन्न पलों एवं भाषा अधिनाम की विभिन्न उक्तियों से अवगत होना।
6. संस्कृत शिक्षण में निदानात्मक एवं उपचारात्मक कौशलों को विकसित करना।

पाठ्य चर्चा

1. माध्यमिक स्तर पर संस्कृत एवं अधिगम के उद्देश्य

- भारत एवं विदेशों में संस्कृत की भूमिका।
- संस्कृत शिक्षण के लक्ष्य एवं उद्देश्य
 - राष्ट्रीय एकता के लिए प्रेरक शक्ति के रूप में
 - राष्ट्रीय धरोहर के रूप में
- नैतिक एवं आध्यात्मिक मूल्यों के बोध के लिए।
- भाषा वैज्ञानिक अध्ययन के नींव के रूप में।

2. शालेय पाठ्यक्रम में संस्कृत का स्थान

- संस्कृत अधिगम को सुरक्षित रखने के लिए केन्द्र एवं राज्य शासन मध्यप्रदेश के प्रयास
- माध्यमिक शिक्षा से संबंधित संस्कृत कमीशन रिपोर्ट की प्रमुख विशेषताएँ।

- माध्यमिक शाला में संस्कृत का पाठ्यक्रम
- संस्कृत शिक्षक के गुण एवं भूमिका।

3. विधियाँ एवं उपागम

- पाठशाला विधि, भंजारकर विधि, प्रत्यय विधि, संरचनात्मक उपागम, कुछ प्रकरणों में लागू किए जाने योग्य शिक्षण प्रतिमान।
- कौशलों का शिक्षण अनुवाद, शिक्षण, गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण, निबंध शिक्षण।

पाठयोजना –

1. अनुवाद
2. गद्य – भावात्मक एवं आध्यात्मिक पक्षों का विकास, अभिव्यक्ति एवं उसका सौंदर्यात्मक आशय
3. पद्य – भावात्मक एवं आध्यात्मिक पक्षों का विकास, अभिव्यक्ति एवं उसका सौंदर्यात्मक आशय, पद्य शिक्षण के अंग।
4. व्याकरण
5. निबंध – मौखिक एवं लिखित निबंध में संबंध।
6. दृश्य – श्रव्य उपकरण – महत्व, प्रकार, निर्माण एवं उपयोग

4. आदतों का आत्मसातीकरण

- सस्वर वाचन, मौनवाचन, मौखिक अभिव्यक्ति, विशिष्ट भाषा शिक्षण कौशल

5. मूल्यांकन –

- मूल्यांकन के नये आयाम
- सतत एवं व्यापक मूल्यांकन
- निदानात्मक परीक्षण एवं उपचारात्मक परीक्षण एवं उपचारात्मक प्रविधियाँ।
- स्वमूल्यांकन एवं स्वसंशोधन अभ्यास।
- अभ्यास के विभिन्न प्रकार, चेकलिस्ट, मूल्यांकन एवं प्रगति अभिलेख, ज्ञानात्मक एवं भावनात्मक एवं मनोगतिक क्षेत्रों में वस्तुनिष्ठ प्रकार की परीक्षण सामग्री तैयार करना।

दत्त कार्य

1. पाठ्यक्रम को इकाईयों में बांटना तथा उन्हें क्रमबद्ध करना।
2. कक्षा 9, 10, 11 अथवा 12 के लिए निर्धारित किसी एक संस्कृत पाठ्य पुस्तक का समीक्षात्मक अध्ययन।
3. संस्कृत शिक्षण के लिए इकाई योजना का निर्माण करना।
4. संस्कृत शिक्षण के लिए पाठयोजना का निर्माण।
5. प्रश्न पत्रों एवं परीक्षण सामग्रियों का निर्माण करना।

REFERENCE :

1. Apte D.G. & Dongre, P.K. : Teaching of Sanskrit in Secondary School, Acharya Book Depot. Baroda.
2. Bokil V.P. & Paradnik, N.K. : A New Approach To Sanskrit Loka Sangraha Press, Poona.
3. Chaturvedi R.S. : Sanskrit Shikshan Paddhati.
4. Govt. of India : Report of Sanskrit Commission.
5. Panday R.S. : Sanskrit Shikshan, Vinod Pustak Mandir, Agra.

- 6 Safaya R.N. : Sanskrit Shikshan Vidhi, Haryana Sahitya Academy, Chandigarh.
- 7 Shastri and shastri : Sanskrit Shikshan, Rajasthan prakashan, Jaipur.
- 8 Singh, S.D. and Sharma, Shashikala : Sanskrit Shikshan, Radha Prakashan Mandir, Agra.

METHODOLOGY OF II SCHOOL SUBJECT
METHODS OF TEACHING
PAPER - VI (A) (Paper Code-1230)
SOCIAL SCIENCES

COURSE OBJECTIVES

To enable the pupil teacher to :

- 1 Appreciate the need for learning History, Geography, Civics, Sociology and Economics- either as separate disciplines or as any integrated discipline.
- 2 Develop knowledge about the basic principles governing the construction of a social science.
- 3 Develop the classroom skills needed for teaching of social science/social studies either as a separate or as an integrated discipline using modern methodology.
- 4 Acquire the competence to plan for Instruction,
- 5 Develop the ability to organise co-curricular activities and community resources to, promoting social science/social studies learning.
- 6 Acquire the ability to develop Instructional support materials.

COURSE CONTENTS

UNIT-I

- The need for teaching the subjects under Social science/social studies (History, Geography, Civics, Sociology and Economics) in school; 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 specialised approach in social science teaching.
- Objectives of teaching social studies. Objectives of teaching the subject at different levels. Discipline - oriented teaching of social studies and social reconstruction approach.

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 co-relation, 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.
- Arranging and organizing 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-V

- 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, enhancement of role play etc..

REFERENCE :

- 1 Bining & Bining : Teaching of Social studies in the Secondary School, Mc Graw Hill Book Co. New York.
- 2 James Fleming : The Teaching of Social studies in Secondary school, Longman, Green & Co. London,
- 3 Sharde B.P. & Sharma, J.C.: Teaching of Geography.
- 4 Hall David : Geography and Geography Teacher
- 5 NCERT : Teaching of History, New Delhi.
- 6 Pandey, K.P. : Artha Shastra Shikshan.
- 7 Tiwari, G.S. : Artha Shastra Shikshan.
- 8 Awasthi, P.P. : Nagrik Shastra Shikshan Vidhi.
- 9 Desia, D.M. and : Evaluation in Social studies, DEPSE, Ministry of Education. Govt. of India
10. Mehta, T.S.
11. Malayya, M. : Social Sciences, Asia Publishing House, Bombay
12. Taneja, V.R. : Fundamentals of Teaching Social Studies, Mohndra Capital Publishing, New Delhi.

METHODS OF TEACHING PAPER- VI (B) (Paper Code-1231) MATHEMATICS

COURSE OBJECTIVES

To enable the pupil teacher to:

- 1 Understand and appreciate us and significance of mathematics in daily life.
- 2 Learn successfully various- approaches of teaching mathematics and to use them judiciously.
- 3 Know the methods of planning instruction for the classroom.
- 4 Prepare curricular activity and Organize the library and book in it as per the needs.
- 5 Appreciate and organize activities to. develop aesthetics of mathematics.
- 6 Obtain feedback both about teaching as well as student's learning;

COURSE CONTENTS

UNIT-I

- Meaning of mathematics; History of Mathematics; Ramanujam. Mathematicians with reference to Bhaskaracharya, Aryabhatta and contributions of Euclid. Pythagoras Rene-descarte.

UNIT-II

- Objectives of teaching mathematics in terms of Instruction and behavior, approaches teaching of mathematics viz., inductive, deductive, analysis, synthesis, 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 of 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

- Principles and rationale 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. Bloom's Taxonomy in Relation to knowledge and fact.
- Textbooks in mathematics qualities of a good textbooks in mathematics; process of obtaining feedback and evaluation in mathematics in terms of cognitive affective to knowledge and facts and psychomotor behavioural developments.

REFERENCE :

- 1 Agrawal, S.M. : Teaching of Modern Mathematics, Dhanpat Pal and Sons. Delhi
- 2 Assistant Masters Association The Teaching of Mathematics in Secondary Schools Cambridge University Press, London.
- 3 Ayanagar & Kuppuswami : Teaching of Mathematics in the New Education. Universal Publication.
- 4 Butler and Wren: The Teaching of Mathematics, McGraw Hill Book Company.
- 5 Davis, R.D. : The Teaching Mathematics. Adison Wesley.
- 6 Shah, S.A. : Principles of Teaching Mathematics, Orient Longman Ltd. New Delhi.
- 7 Sidhu, K.S. : Teaching of Mathematics, Sterling Publishers, New Delhi
- 8 UNESCO : New Trends in Mathematics Teaching, ICM1 Report, Vol.
- 9 गणित शिक्षण : जैन भार्गव बुक हाउस आगरा।
10. गणित शिक्षण : जी डी रस्तोगी विनोद पुस्तक मंदिर आगरा।
11. गणित शिक्षण : रावत एवं अग्रवाल विनोद पुस्तक मंदिर आगरा।

**METHODOLOGY OF TEACHING
PAPER - VI (C) (Paper Code-1232)
BIOLOGICAL SCIENCES**

OBJECTIVES

To enable the teacher-trainees

- 1 To understand the Importance of life sciences as a school subject and its piece in the school curriculum.
- 2 To develop the skills and competencies in teaching of life science at high and higher secondary levels.
- 3 To create and understanding of difficulties faced In teaching and learning life sciences and suggest remedial measures.
- 4 To attain proficiency in organising suitable experiences for effective learning.
- 5 To prepare and use different types of instructional material In teaching of life sciences.
- 6 To design and evaluate tools in life sciences.
- 7 To develop keen Interest In teaching and including the same in the pupils.

SYLLABUS

UNIT-I Biological science - Nature and scope:

- The philosophy and Nature of Science. Emergence and Development of Biology, Biology as Inquiry.
- Objective of Teaching. Taxonomy of Educational Objectives as Given By Bloom and Associates.

UNIT-II Biology Curriculum

- Strategies and Principles of curriculum Construction for Secondary Schools, Modern Trends in Biology Curriculum.
- Unit and Lesson Planning

UNIT-III Methods of Teaching Biology

- Lecture Method. Discovery Method, Demonstration Method. Project Method, Problem Solving Method, Programmed Learning, Team Teaching.

UNIT-IV Teaching Aids:

- Biological Laboratory - Its Design, Maintenance of Equipment. Laboratory Management and Purchase of Equipment, Improvisation of Teaching Aids and Apparatus. Fern House. Glass House, Froggery, Zoological and Botanical Garden. Uses of Resources for Biology Teaching - Excursions, Field Trips, Lectures, Radio. Broadcast, Television; Organisation of Science Club and Science Fairs, Use of Audio Visual Aids, Charts. Models, Film strips, Film Projector.

UNIT-V Evaluation:

- Comprehensive and Continuous Evaluation.
- Types of Tests . Objective, Essay Type and Short Answer Type.
- Diagnostic Test. Achievement Test, Criterion Referenced Test and Blue Print
- Developing Questions for Tests of Different Types in Biology.
- Evaluation in Biology in terms of cognitive, affective to knowledge and facts and Psychomotor Behavioural developments.

ASSIGNMENTS

- 1 Preparation of Model and Charts
- 2 Herbarium
- 3 Preservation of Animals
- 4 Gardening
- 5 Taxidermy
- 6 Improvisation Maintenance of Biological Equipment
- 7 Establishment of Biological Museum
- B. Preparation of Experiments

REFERENCE :

- 1 Heller, R. Volt : New Trends in Biological Teaching. UNESCO
- 2 Kulshrestha S.P. : Jeev Vigyan Shikshan. Lyall Book Depot Merrut
- 3 Maheshwari V.K.: Jeev Vigyan Shikshan, Babulal Book Depot, Meerut Miller. D.F. and lyadas G.W. Methods and Materials for teaching the biological sciences. Mc Gray/Hill Book Co.
- 4 Nair, C.P.S. : Teaching Science In our Schools S. Chand & Co. Pvt. Ltd. New Delhi.
- 5 NCERT: Evaluation in General Science, Publication Div. NCERT, New Delhi.
- 6 NCERT Preparation In Evaluation of Text books in Biology, New Delhi.
- 7 NCERT: Students Field and Laboratory Experiences New Delhi.
- 8 Schwals J..Joseph : Biology Teachers, Handbook. John Wiley and Sons Inc. New York.
- 9 Sharma R.C. : Science Teaching, Dhanpat Ral and Sons. Julunder
- 10 Sinnott,, Dun and Dobshansky Principles of Genetics. McGraw Hill, New York.
11. UNESCO: New Trends in biology Teaching. Vol -1
12. Vaidya N and Rajput J. S.: Reshaping our school ? Science Education, Oxford and IBH

- Publishing Co.
13. Valdy, N. : Impact 01 Science Teaching, Oxford and IBH Publishing Co, New Delhi.

WORK EXPERIENCE
(CRAFT OR PRODUCTIVE WORK)

ELECTIVES

To enable the teacher trainees:

- 1 To Provide practice in various fields of work in order to help the teacher trainees discover their aptitudes and capabilities.
- 2 To enable to gain experience in useful and productive work and
- 3 To foster their creativity

The candidates will select one craft only. The allotment Of craft will depend upon the number of interested students and also on the staff and facilities available in the Institution

GROUP - A

- | | |
|----------------------------|-------------------------------|
| 1 Agriculture | 2 Gardening and Horticulture |
| 3 Tailoring and Embroidery | 4 Book Binding |
| 5 Drawing and painting | 8 Music |
| 7 Dance | 6 Toy Making |
| 9 Handy Craft | 10. Wood Graft |
| 11. Mat weaving | 12 Chalk and Plaster of Paris |

1 AGRICULTURE

THEORY

- 1 Crop production - its Importance in economic life.
- 2 Selection of crop, the climate, nature and types of soil, drainage and water supply. marketing facilities as the basis of crops selection.
- 3 Selection of right variety crop-plant type, duration, yields.
- 4 Seed and seed selection, identification of seed bed, preparation, qualities of growing seed beds, observation of scientific agricultural work.
- 5 Sowing arid planting of crops-the principles and methods.
- 6 Manuring - the rote of manure and fertilisers in crops production, nutritive need of crops.
- 7 Irrigation and water management-principles and system at irrigation, danger of excess water.
- 8 Plant protection - weeds Insects and diseases.
- 9 Harvesting of crops - principles and practice of harvesting
10. Marketing of crops. principles of protection and procedure for storage of crops
11. Crop production and elementary economics.

PRACTICAL

- 1 Preparation work in growing of crops.
- 2 Preparation of Pots & use of Implements.
- 3 Keeping of records and account.
- 4 Visit of Govt. garden of. Farm.

2 GARDENING AND HORTICULTURE

THEORY

- 1 Place gardening - Importance and aims
- 2 Site selection for garden
- 3 Irrigation and drainage - methods of irrigation and Importance
- 4 Seed and seed selection, methods of sowing. germination vegetative propagation
- 5 Place of pot culture, water culture, mixing of soil, manure

- 6 Care and upkeep of garden - inter - culture, mulching and weed control. insects and fungicides.

PRACTICAL

Care and handling of equipment, upkeep of plants, pests, preparation of plants, spraying of insecticides etc. collection of seed bulbs, pests etc.

3 TAILORING AND EMBROIDERY

THEORY

Stitches Various, types, : basting, run, back stitch, blanket, top sewing buttons Decoration

- Simple embroidery stitches, chain stitch
- Straight sewing.
- Making garments of different styles for children.

PRACTICAL

- Stitches and decoration work
- Handling of machine and its care
- Harmony of texture shape, design, and colour
- Decoration and embroidery - drafting of various articles
- Preparation of 2 articles - Pajama kurta, Panjabi. Phulkari, Lucknow Bengal Katha. Kutch.
- Karnataka. Kashida.
- Learning traditional Embroidery Kashmiri, Punjabi, Phulkari Lucknow, Bengal kally Kutch, Karnataka, Kashida.

4 BOOK BINDING

THEORY

- Various branches of book binding and their definition viz book work, stationery binding. general and miscellaneous binding,
- Knowledge of tools accessories used and the maintenance binders nails, bodkins. hammer. saw, knives scoring knives. scissors, backing press, band press perforating machine. ruling machine, numbering machine, cutting machine, wire stitching machine, board cutting machine, hot press treadle numbering machine, stove or electric heater. Acquaintance with binders materials binders needles, twin cord, glue, past gum, binding cloth, marble paper, resin morocco etc.

PRACTICAL

- Book work: general preparation - sizes and quality of paper used. Finishing the printed sheets set of folding to print folding to paper folding - putting to places - shutting Inserting gathering and collating
- Binders work sewing and binding
- Stationary binding size and sub division of paper size of book, of pads, perforation and numbering registers account books. receipt books, and ledger binding etc
- Miscellaneous binding: rebinding. trimming leaflets and pamphlets, mounting of titles of boards for different kinds of work
- Different styles of binding, paper cover, case cover, quarter cloth, lips and stiff quarter, leather, stiff cut, hush, quarter, calico turned I half cloth and marble, half leather and calico, full cloth, full leather binding making of doilets, envelopes portfolios and albums

5 DRAWING AND PAINTING

THEORY

1. Basic design and colour Design.
2. Effect of Strong Contrast in Value and Colour.
3. Effect of Cool Colours in Relation to Topic

- 4 Lettering Design in Lettering
- 5 Postal-Function and Necessity
- 6 Book illustration cover Designing

PRACTICAL

- 1 Preparation of Colour, charts showing tone shades.
- 2 Preparation of geometric design landscape.
- 3 Making of unit designs cover design.

6 MUSIC

THEORY

- 1 Knowledge of nad swar sudha komal, teevra saptak. Mandhra, Madhva, ktaar, Aroha Avroha, Rage, Gat lay matra tat khali.
- 2 Knowledge of Education system as laid down by N. Vishnu Digamber or Pt Bhatkinan
- 3 Outline of History of Indian Music.

PRACTICAL

- 1 To Participate in Community Singing
- 2 Stress on Creating and Developing Proper Sense of Rhythm
- 3 Ability to Sing Five Rages - Yaman Kaji, Khamaj. Phopali. Sarang.
- 4 Five taals and thekas kahrawa, Dadra, Tritaal, Jhaptaal. Chantall.
- 5 Ability to Recognise Taal played Knowledge of Tuning and Instruments.
- 6 To Sing National Anthem. Patriotic, Devotional Songs and Ghazals.

7 DANCE

THEORY

- 1 General Idea of Indian Dance Forms - Classical, Folk and Modern
- 2 Basic Understanding of the Human Body and Anatomy
- 3 Understanding of the Basic Movements of Different Points of the Body and Muscles during Dance Movements

PRACTICAL

- 1 Practice in Basic Movements of Different Points of the Body - Feet, Toes, Thighs, Torso. Waist, Head, Hands Etc.
- 2 Simple Movement in Standing, Sitting and Lying Positions
- 3 Simple Composition of Movement with Props like Dupatta, Dandia, Manjeera Etc.
- 4 Participation in Dance- Drama, Folk Dance and Group Dance.

8 TOY MAKING

THEORY

- 1 Introduction to Traditional Indian Toys
- 2 Preparation of Simple Toys - Clay. Toys; Plaster-of paris Toys, Paper Mache Cardboard Toys
- 3 plywood-Cut Toys, Soft Wire Toys .
- 4 Stuffed Puppets, Simple Puppets
- 5 Simple Mechanisations of Toys.

PRACTICAL .

- 1 Preparation of simple toys and puppets
- 2 Handling of plaster - casting
- 3 Decoration of toys - painting, dresses of toys
- 4 Preparation of a receipt book page

Whole year A complete record/tile and productive articles are to be made or prepared by the students which will be evaluated by an external examiner. the candidate has to prepare one article one article at the time of university examination from the learn article. The candidates will bring the materials for marking articles for themselves.

9. HANDICRAFT

- इकाई - 1 1 (1) केन वर्क पीश = $3' \times 2' = 6''$
(2) ग्रीटिंग कार्ड = 12
- इकाई - 2 2 (1) जूट बैग = $1' \times 1'$ टेबिल मैट्स = $8' \times 1'$
(2) डोर मैट्स = $10' \times 14'$
- इकाई - 3 3 (1) पैचवर्क - पेपर पैचवर्क
(2) पेन होल्डर
- इकाई - 4 4 (1) सिरेमिक वर्क - 3
(2) फ्लावर मेकिंग - वेल्वेट, अरगंडी - 6
- इकाई - 5 5 (1) रंगोली तथा हैंड पेंटिंग = $2' \times 2' = 8''$
(2) टैडीवियर - 1 नग

संदर्भ - उद्यमी शिक्षा गुलाबचंद जैन मदन मोहन जनरल स्टोर, जबलपुर

10. WOODCRAFT

- इकाई - 1 उपकरणों के नाम, कार्य एवं उपयोग जानना एवं करना ।
- इकाई - 2 लकड़ियों के नाम, विशेषता गुण दोषों इत्यादि को जानना ।
- इकाई - 3 पॉलीश के प्रकार, बनाने तथा उपयोग की जानकारी ।
- इकाई - 4 डस्टर, संकेतक, अलग दवात स्टैंड बनाना ।
- इकाई - 5 चार्ट स्टैंड, फ्लेनल बोर्ड तथा नेम प्लेट बनाना ।

11. MATWEAVING

- इकाई - 1 उपकरणों के नाम, भाग के नाम को जानना तथा महत्ता ।
- इकाई - 2 उपकरण अथवा बुनाई की मशीन का उपयोग तथा सावधानियों को जानना ।
- इकाई - 3 वर्ष भर में 3 मीटर कपड़ा चटाई अथवा टाटपट्टी बनाना ।
- इकाई - 4 रंगाई की तकनीकी को जानना ।
- इकाई - 5 छपाई की तकनीकी का ज्ञान का 12 रूमाल की छपाई करना ।

12. चाक एवं प्लास्टर आफ पेरिस उद्योग

- इकाई - 1 चाक मिट्टी तथा प्लास्टर आफ पेरिस का उपयोग करना तथा संरचना जानना ।
- इकाई - 2 पूरे सत्र में 240 चाक बनाना तथा डिब्बे में पैक करना ।
- इकाई - 3 $9' \times 6'$ के दो फ्रेम बनाना तथा उसमें फोटो चिपकाना ।
- इकाई - 4 वैक्स (मोम) के फलों का आकार बनाना
- इकाई - 5 प्लास्टर आफ पेरिस से कोई एक सहायक शिक्षण सामग्री का निर्माण करना ।
