



**RANI CHANNAMMA UNIVERSITY,  
Vidyasangama  
BELAGAVI**

**Syllabus**

**for**

**BACHELOR OF EDUCATION**

**B.ED. DEGREE**

**I & II Semester**

**2012-13 Academic Year and Onwards**



**RANI CHANNAMMA UNIVERSITY,  
BELAGAVI**

**SCHOOL OF EDUCATION  
Syllabus & Course Structure**

**For**

**BACHELOR OF EDUCATION (B.Ed.)**

**COURSE STRUCTURE:**

**B.Ed. Course Scheme of Examination – Semester Scheme**

**Semester – I**

Sl. No.	Paper	Paper Title	Instructional Hours per Week	I.A.	University Examination	Total
1	Ed <sub>1</sub> S <sub>1</sub>	Philosophical and Sociological Foundations of Education	4	20	80	100
2	Ed <sub>2</sub> S <sub>1</sub>	Psychology of Teaching and Learning-1	4	20	80	100
3	Ed <sub>3</sub> S <sub>1</sub>	Skills and Strategies of teaching	4	20	80	100
4	Ed <sub>4</sub> S <sub>1</sub>	Educational Technology	4	20	80	100
5	Ed <sub>5</sub> S <sub>1</sub> - ICT	Information and Communication Technology in Education	4	20	80	100
6	Ed <sub>6</sub> MOT-1	Methodology of Teaching – 1	4	20	80	100
7	Ed <sub>7</sub> -MOT-2	Methodology of Teaching – 2	4	20	80	100
8	Ed <sub>8</sub> – PT-1	Internship in teaching-I		50	-	50
9	Ed <sub>9</sub> – PT-2	Internship in teaching-II		50	-	50
	Total		<b>28</b>	<b>240</b>	<b>560</b>	<b>800</b>

**Semester – II**

Sl. No.	Paper	Paper Title	Instructional Hours per Week	I.A.	University Examination	Total
1	Ed <sub>1</sub> S <sub>2</sub>	Secondary Education in India-Status, Problems and Issues	4	20	80	100
2	Ed <sub>2</sub> S <sub>2</sub>	Psychology of Teaching and Learning-II	4	20	80	100
3	Ed <sub>3</sub> S <sub>2</sub>	Educational Administration and Management	4	20	80	100
4	Ed <sub>4</sub> S <sub>2</sub>	Educational Measurement, Evaluation and statistics	4	20	80	100

5	Ed <sub>5</sub> – OPT.	Any one of the subjects mentioned below: 1. Value Education 2. Human Rights Education 3. Health and Physical Education 4. Guidance and Counseling in School 5. Environmental Education 6. Action Research 7. Population Education	4	20	80	100
6	Ed <sub>6</sub> –MOT 1	Methodology of Teaching – 1	4	20	80	100
7	Ed <sub>7</sub> – MOT 2	Methodology of Teaching – 2	4	20	80	100
8	Ed <sub>8</sub> – PT-1	Internship Teaching– I		100		100
9	Ed <sub>9</sub> – PT-2	Internship Teaching– II		100		100
		Total	<b>28</b>	<b>340</b>	<b>560</b>	<b>900</b>
		Grand Total of Semester I & II	-	-	-	<b>1700</b>

### **B - INTERNSHIP IN TEACHING**

The activities and the allotment of marks for internship in teaching in each method of teaching school subjects (Ed<sub>8</sub> & Ed<sub>9</sub>) are as following

Sl.No.	Particulars	Sem. I Marks	Sem. II Marks
1	Micro Teaching under Simulated conditions (Five Skills)	10 5 x 2	-
2	Lesson Planning	20 10 x 2	20 10 x 2
3	Execution of the lesson in the actual class room situation	20 10 x 2	20 10 x 2
4	Unit Plan	-	10
5	Unit Test Administration Evaluation and interpretation	-	20
6	Resource unit/instructional kit/workbook/working models.	-	20
7	Observation records	-	10
	<b>Total</b>	<b>50</b>	<b>100</b>

**Note :** In the I semester students should plan the lesson and teach 10 lesson in each method. Similarly in the second semester also a total of 20 lessons (ten in each method) should be carried out along with the preparation of observation record, unit test and resource unit/workbook/working models/ instructional kit. There will be no annual practical examination on the other hand every lesson taken by students will be considered & assessed.

## **Eligibility to take the Examination**

- a. A candidate shall appear at the final examination if he/she satisfactorily completes, besides fulfilling all other conditions under regulation of this syllabus.

### **Guidelines for Internal Assessment:**

- 1 The college shall submit to the University all the internal assessment marks pertaining to theory and practicum as detailed in above to the University a week before the commencement of the theory examination along with CD in the format supplied by the University.
- 2 The Registrar(Evaluation) shall arrange for scrutiny of internal marks by constituting a committee of 2-3 members. The committee shall ascertain IA marks in the light of guidelines. The Registrar (Evaluation)shall call for all the IA related records of any Affiliated College without any prior intimation or the screening committee may visit any B.Ed college at any time during the office hours without any intimation; and during such surprise visit, the screening committee shall verify the IA records.
- 3 The individual colleges shall also submit the required descriptive statistics i.e., Frequency distribution, Mean, for (i)Total Internal Assessment (ii) Individual papers and (iii) Internship in Teaching as directed by the Registrar(Evaluation).
- 4 The Principal of the college shall submit a fair copy of the moderated consolidated marks lists incorporating the directions of the Registrar (Evaluation).
- 5 In the instance of any malpractice coming to the knowledge of the Registrar (Evaluation) the matter will be seriously viewed by the University for appropriate action.
- 6 The decision of the University shall be final.

### **Scheme of Examination:**

- 1 There shall be a University Examination at the end of each semester.
- 2 Scheme of studies and examination of the B.Ed. Course (vide Annexure 1)
- 3 The internal assessment for each Theory and MOT paper shall be 80 and 20 marks respectively.
4. There will be no Co-ordination Board.

## Theory Examination – Question Paper Pattern

Pattern of Question Papers for B.Ed. papers Ed<sub>1</sub>, Ed<sub>2</sub>, Ed<sub>3</sub>, Ed<sub>4</sub>, Ed<sub>5</sub> MOT 1 and 2 (duration of examination-3 hrs)

Section	No. of questions to be answered	Marks per question	Total marks	Nature of objectives to be covered
A	12 Questions out of 15 questions to be answered	5	60	Knowledge / Understanding / Comprehension type questions. Each should answered in not more than one page.
B	2 Questions with internal choice	10	20	Application, Analysis, Synthesis, Evaluation type questions Each should be answered in about 2 to 3 pages
		Total	80	

- Note :
- All units in a given subject/paper should be adequately represented in the question paper.
  - Due weightage in terms of marks should be given to each unit.

### Internal Assessment:

A. The Internal Assessment marks of the theory papers are as follows.

Particulars	Marks
1. Attendance	3 Marks
2. 1 <sup>st</sup> Test in 8 <sup>th</sup> week of 1 hr. duration	4 Marks
3. 2 <sup>nd</sup> Test in 12 <sup>th</sup> week for 3 hrs. duration.	10 Marks
4. Assignment	3 Marks
<b>Total</b>	<b>20 Marks</b>

### Attendance Marks Split-up

Attendance (in percentage)	90 and above	Above 80 to 90	Above 75 to 80	70 and below
Marks	3	2	1	No Marks

Community Orientation	Grades
a. SUPW	
b. PE/Games	
C. Citizenship Training Camp (CTC)	

**Grades (A= Excellent, B=Good, C= Average)**

# SYLLABUS

Bachelor of Education (B.Ed.) Course

## Semester – I

Ed<sub>1</sub> Sec. I: Philosophical and Sociological Foundations of Education.  
(Compulsory Paper)

60 hours

**Objectives:** Upon completion of the course the student teacher will be able to :

1. Understand Philosophical and Sociological bases of education.
2. Understand importance of philosophical and sociological perspectives in evolving different aspects of education.
3. Develop insight into Indian and Western Schools of Philosophy as well as the life and contributions of educational thinkers.
4. Understand the different processes in society in relation to education.
5. Develop awareness about various social agencies of education.

### Unit 1: Introduction to Educational Philosophy

- 1.1 Meaning, Nature, Scope and Functions of Philosophy.
- 1.2 Interrelationship of Philosophy and Education.
- 1.3 Meaning, Nature, Scope and Functions of Educational philosophy

12 hours

### Unit-2:

#### 2.1 Indian Schools of Philosophy and Value Education

- 2.1.1 Sankhya
- 2.1.2 Vaisesika
- 2.1.3 Nyaya
- 2.2 Educational Thinkers of India : (With reference to Principles, Aims, Method of teaching, teacher's role)
  - 2.2.1 Rabindranath Tagore
  - 2.2.2 Swami Vivekananda
  - 2.2.3 Lord Basaveshwar
  - 2.2.4 Gandhiji's thought on Basic Education and its educational relevance
  - 2.2.5 Jiddu Krishnamurthy

16 hours

### Unit 3: Western Schools of Philosophy and Western Educational Thinkers:

- 3.1. Western Schools of Philosophy.
  - 3.1.1 Idealism.
  - 3.1.2 Naturalism.
  - 3.1.3 Pragmatism.
- 3.2 Western Thinkers
  - 3.2.1 Paulo Friar.

- 3.2.2 John-Dewey
- 3.2.3 Rousseau
- 3.2.4 R. S. Peters

**16 hours**

**Unit 4: Education and Sociology**

- 4.1 Educational Sociology: Concept and Nature
- 4.2 Relationship between Sociology and Education.
- 4.3 Educational sociology :aims and functions
- 4.4 Education and Socialization:
  - 4.4.1 Concept and nature of socialization
  - 4.4.2 Role of a school in process of socialization.
  - 4.4.3 Education as an effective Medium for Social Change.
  - 4.4.4 Culture- meaning, universality and Particularity of Culture, Culture lag, Culture and Personality Development.
  - 4.4.5 Modernization- meaning & its attributes,

**16 hours**

**Assignments: (any one)**

- I. Study of Biography of one of the Eminent Indian Educationist.  
Assessment Pattern
    - 1. Photography
    - 2. Life Sketch
    - 3. Contributions
  - II. Study of Biography of one of the Eminent Western Educationist.  
Assessment Pattern
    - 4. Photography
    - 5. Life Sketch
    - 6. Contributions
  - III. Point out 10 School Programmes for Modernizations.
  - IV. Select any one unit from your school subject and prepare and present a Lesson by enlisting various values that can be developed through the content.
  - V. List the activities to be conducted in the schools to promote democracy/secularism/national-emotional integration and international understanding and organize an activity in the school to promote any one of the above mentioned values and submit a report.
- All assignments are compulsory. Each assignment is to a group of 25 students.

**Reference:**

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📖 ಶೈಲಜಾ ಹೆಚ್.ಎಂ ಮತ್ತು ಗುಂಡಾಳೆ ಆರ್. ಪಿ. (2005)ಭಾರತೀಯ ತಾತ್ವಿಕ ಪರಂಪರೆ ಮತ್ತು ಶಿಕ್ಷಣ, ಗದಗ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ.

📖 Theos B. (1995) *Hindu Philosophy*, Bangalore : Jaico Publishing House. *Vol.-I&II*". Neelkamal Publications Pvt. Ltd, Hyderabad.

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## **Bachelor of Education (B.Ed) course**

### **Semester – I**

#### **Ed 2 S1: Psychology of Teaching and Learning (Compulsory Paper)**

**50 Hours**

**Objectives:** Upon completion of the course, the student-teachers will be able to:

1. Acquire the understanding of meaning and importance of educational psychology and acquire an insight into its methods.
2. Understand stages and aspects of developments, appreciate the role of heredity and environment and become aware of the needs and problems of adolescents.
3. Acquire knowledge regarding the concept, nature and types of human abilities (cognitive, affective, psychomotor) and take measures to enhance human abilities and individual differences.
4. Gain knowledge of theoretical foundations, recent developments and practical educational bearing concerning personality and dynamics of human adjustment.
5. Know the nature and process of learning and to acquire insight into related factors that are influencing on the learning.
6. Familiarise with the students of special ability, children with physical and mental challenge and exceptional children.
7. Acquaint with the view points, approaches and recent developments in the field of motivation with their educational implications.
8. Consider theoretical view points of intelligence and its relationship with creativity with a ability to measure intelligence.
9. Create suitable instructional setting with the knowledge of classroom structure and dynamics
10. Develop practical skills in administering, analyzing and reporting on standardized tests in learning, intelligence, motivation, personality and classroom dynamics.

#### **Unit 1: Understanding Psychology and Educational Psychology**

- 1.1 Psychology: meaning, nature and scope and branches.
- 1.2 Educational Psychology: meaning, nature, scope; implications of developmental psychology, social psychology, differential psychology to education.
- 1.3 Psychological methods: introspection, observation, case study, experimental method and psychoanalysis - meaning, principles, procedures, usefulness to education.

**14 hours**

**Unit 2: Understanding the Learner and Motivation**

- 2.1 Perspectives of Development: physical, emotional, social and moral – meaning, components and their implications to education
- 2.2 Adolescent Psychology: significance and characteristics; common emotional, social and moral problems; challenges and responsibility to education.
- 2.3 Stages of Cognitive Development: Piaget’s stages: sensorymotor, preoperational, concrete operational and formal, operational stage;
- 2.4 Motivation and drive: explanations of motivation, instinct (Mcdugall’s views of instincts) and emotions
- 2.5 Maslow’s Hierarchy of Needs
- 2.6 Attention and Interest – meaning, nature, types, factors and conditions  
Favorable for attention

**12 hours**

**Unit 3: Understanding the Learning Theories and Learning Factors**

- 3.1 Learning: definition, nature and process; Principles, Salient features and classroom implications of the following types of learning:
  - i. Thorndike’s laws of learning
  - ii. Pavlov’s Classical conditional theory
  - iii. Skinner’s theory of Operant conditioning
  - iv. Gagne’s Cumulative learning model
- 3.2 Factors influencing learning – physiological, psychological and environmental; retention-meaning, nature, factors favouring retention, methods to improve retention.
- 3.3 Transfer of learning – concept, significance, types, theories and implications.

**12 hours**

**Unit 4: Experiments:**

Every student-teacher has to conduct the following experiments and maintain the records-

- 1. Learning curve (letter digit substitution method)
- 2. Transfer of training (Mirror drawing)
- 3. Directed observation and accuracy of reports.

**12 hours**

**Assignments (any one)**

- 1. Case study of 5 students with special abilities/problematic behavior.

2. Assessing cognitive abilities of children in the age group 7-14 using Piagetian conservation Tasks.
3. Studying emotional intelligence of adolescent students using Emotional Intelligence Scale by Hyde, Pethe, Dhar.
4. Administration & Interpretation of strong's vocational interest blanks on 5 adolescent students.

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## References

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**Rani Channamma University, Belagavi.**  
**Bachelor of Education (B.Ed) course**  
**Semester – I**

**Ed 3 S<sub>1</sub> : Skills and strategies of Teaching**  
**(Compulsory Paper)**

**50 Hours**

**Objectives :** Upon completion of the course the student-teacher will be able to:

1. Acquire competency in different teaching skills.
2. Understand the context of application of different strategies of teaching and also implement them.
3. Understand and appreciate the role of communication in effective teaching.
4. Understand the impact of teacher communication on student's personality development.
5. Understand the various features of models of teaching.
6. Know and understand the correlates of teaching effectiveness.
7. Acquaint with classroom interaction analysis category system.

**Unit 1 : Micro-teaching**

- 1.1 Meaning, definitions and importance of micro-teaching.
- 1.2 Micro-teaching cycle.
- 1.3 Elements of micro-teaching- modeling, setting (simulation/real), feed-back, integration.
- 1.4 Planning of micro lesson.
- 1.5 Teaching skills-
  - 1.5.1 Introducing lesson
  - 1.5.2 Explaining
  - 1.5.3 Fluency in questioning
  - 1.5.4 Stimulus variations
  - 1.5.5 Probing questions
  - 1.5.6 Black board writing.(the above skills will be discussed with reference to, meaning, components and observation schedule of the above)

**10 hours**

**Unit 2 : Strategies of Teaching**

- 2.1 Teacher centered methods.
  - 2.1.1 Exposition method-meaning, context of use, features of exposition method.
  - 2.1.2 Demonstration method- meaning, planning and uses.
- 2.2 Learner Centered methods.
  - 2.2.1 Discussion-meaning, planning, context, Choice of topic (issue-based), Teacher providing background information to students, discussion in the class-Role of the teacher

2.2.2 Types of small group -discussion. Brain Storming, Buzz, Panel discussion

### **2.3 Models of Teaching**

2.3.1 Meaning, distinction between methods and models

2.3.2 General features in terms of objectives, syntax, social system, principles of reaction, support system and effects.

2.3.3 Families of Models of Teaching-

Concept attainment, Role Model (any one model to be discussed with respect to objectives, syntax, principles of reaction and effects)

**9 hours**

### **Unit 3: Communication and Teaching**

3.1 Meaning and definition of communication

3.2 Components of Communication –Sender, message, Channel receiver and feedback.

3.3 Types of Communication -Verbal, Nonverbal and extra verbal

3.4 Factors affecting Communications (Barriers to Communications- Noise, attitude, knowledge, social system and culture.)

### **Unit 4 : Teaching Effectiveness**

4.1 Definition, Distinction among teacher competency

4.2 Flanders Interaction Analysis Category System

(description of categories, observation procedures, training in observation, concept of direct/indirect behaviour, relationship between teacher behavior and teaching effectiveness)

4.3 Correlates of teaching effectiveness

[i] Clarity [ii] Variability [iii] Enthusiasm [iv] Criticism [v] Teacher indirectness [vi] Student opportunity to learn criterion material [vii] Use of structuring comments [viii] Multiple levels of cognitive discourse

**10 hours**

### **Assignments (any one)**

1. Small group discussion: Organization of any one of the following and writing report on it.
  - a) Panel discussion
  - b) Brain storming
  - c) Buzz session
  - d) small Group discussion
2. writing a report on the organization of models of teaching ( any one)
  - a) Concept attainment model
  - b) Role Model
3. By following observation schedule of Flanders’s category analysis system. Observe any five practice lessons of teacher students and write a report on it.
4. A seminar on the topic “Communication in teaching” and reporting.

## Reference :

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**  
**Semester – I**

**Ed 4 S<sub>1</sub> : Educational Technology**  
**(Compulsory Paper)**

**50 Hours**

**Objectives:** Upon completion of the course, the student-teachers will be able to:

1. Acquire the knowledge of meaning, nature and scope of Educational Technology.
2. Understand the Taxonomy of Instructional Objectives, their behavioural terms and frame instructional objective in all the domains.
3. Write Self-instructional Programme for pre-determined terminal student behaviors in a subject area of his choice.
4. Understand the concept of system and systems approach to education.
5. Learn to operate, maintain and use specified media hardware and to produce and select instructional software appropriate to particular occasions.

**Unit 1 : Concept of Educational Technology**

- 1.1 Meaning and Definitions of Educational Technology
- 1.2 Objectives of Educational Technology
- 1.3 Nature and scope of Educational Technology
- 1.4 Importance of Educational Technology in teaching – learning process

**8 hours**

**Unit 2 : Taxonomy of Educational Objectives**

- 2.1 Meaning and Taxonomy of Objectives
- 2.2 Bloom's Cognitive Domain- knowledge, comprehension, application, analysis, synthesis and evaluation
- 2.3 NCERT's version of Instructional Objectives and Specifications – knowledge, understanding, application, skill, appreciation, attitude and interest

**10 hours**

**Unit 3 : Individualized Instruction**

- 3.1 Introductory concepts:
  - 3.1.1. Meaning of Individualized Instruction
  - 3.1.2. Nature and Characteristics of Individualized Instruction
  - 3.1.3. Types of Individualized Instruction
  - 3.1.4. Importance of Individualized Instruction
- 3.2 Programmed learning



- 3.2.1 Origin and Historical background
- 3.2.2 Meaning and Definitions of Programmed Learning
- 3.2.3 Characteristics of Programmed Learning
- 3.2.4 Basic Principles of Programmed Learning
- 3.3.1 Evaluation of a programme :
  - 3.3.1 Individual Testing
  - 3.3.2 Small Group Testing
  - 3.3.3 Field Testing

**16 hours**

#### **Unit 4: Systems Approach**

- 4.1 Concept of System :
  - 4.1.1 Meaning and Definitions of System
  - 4.1.2 Types of System
  - 4.1.3 Parameter of a System
  - 4.1.4 Flow diagram for designing a System
  - 4.1.5 Steps in Systems Approach with reference to Educational process

#### **4.2 Media Application in Education**

- 4.2.1 Audio-Visual Aids :
  - Meaning and Definitions of A-V Aids
  - Edger Dale's Cone of experience
  - Need and Importance of A-V Aids in Teaching
- 4.3 Classification of Audio-Visual Aids:
  - 4.3.1 Audio, Visual and Audio Visual Aids; Meaning, Examples and differentiation
  - 4.3.2 Projected and Non-projected Aids; Meaning, Examples and differentiation
  - 4.3.3 Technical and Non-technical Aids; Meaning, Examples and differentiation
  - 4.3.4 Softwares and Hardware's; Meaning, Examples and differentiation.

**16 hours**

#### **Assignment: (any one)**

1. Development of Programmed Learning Material (20 frames).
2. Preparation of Transparencies and its experimentation (10 transparencies).
3. Preparation of Slides for any topic in Secondary school subjects (15 slides).
4. Preparation, reporting and submission of Audio cassette (2 cassettes).
5. Submission of report for operation & maintenance of hardware (5 hardware)

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**Rani Channamma University, Belagavi  
Bachelor of Education (B.Ed) Course**

**Semester – I**

**(Optional Paper)**

**Ed<sub>5</sub> S<sub>1</sub>: Information and Communication Technology in Education  
(ICTE)**

**50 Hours**

**Objectives:** Upon the completion of the course the student-teachers will able to:

1. Explain meaning, components, functions of computer and its historical backgrounds.
2. Understand the computer peripherals and its Organization in computer system.
3. Develop skill in handling computer and using word documents.
4. Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
5. Understand the Educational implications of Power Point Presentation and its use in classroom context.
6. Understand the applications of Information Technology in the field of teacher education programme and training.

**Unit 1 : Fundamentals of Computer**

- 1.1 History and Generations of Computer
- 1.2 Meaning, Definition and Characteristics of Computer
- 1.3 Basic Functions of Computer - Input-Process-Output Concepts
- 1.4 Anatomy of Computer
- 1.5 Classification of Computers:
  - 1.5.1 Based on size and capacity (Micro, Mini, Mainframe and Super Computers.)
  - 1.5.2 Based on working principle (Analog, Digital and Hybrid Computers.)

**8 hours**

## **Unit 2: Computer Organization: Hardware and Software**

- 2.1 Input Devices:
  - 2.1.1 Key Board, Mouse, Scanner, Digital Camera, Mike, Digital Board
- 2.2 Central Processing Unit:
  - Arithmetic and Logic Unit, Control Unit and Memory Units.
- 2.3 Memory Devices (Storage devices):
  - 2.3.1 Primary memory Devices: RAM, ROM, PROM, EPROM and EEPROM.
  - 2.3.2 Secondary memory Devices: Hard Disk, CD-Rom , DVD, Optical Disk, Pen drive.
- 2.4 Output Devices:
  - Monitor, Printer, Plotter, Speaker
- 2.5 Operating System:
  - 2.1.1 Needs and Functions of Operating System
  - 2.1.2 Types of Operating System – single user and multi user
- 2.6 Programming Languages: Types of Languages – LLL and HLL
- 2.7 Computer Software:
  - System Software, Application Software and Operating System
- 2.8 Computer Virus and its prevention.

**12 hours**

## **Unit 3: Microsoft Windows (System Software)**

- 3.1 Introduction to MS-Windows
  - Elements of MS-Windows, Start Menu, Desktop, Window Accessories, Control panel, Windows Explorer
- 3.2 Application Programme: MS-OFFICE (**Application Software**)
  - MS-WORD, MS-EXCEL AND MS-POWERPOINT.
- 3.3 Microsoft Word:**
  - 3.3.1 Parts of Ms-Word windows, MS-Word Standard, Formatting, Drawing Toolbars.
  - 3.3.2 Starting Ms-Word, Opening a new document. Opening old document, Naming the new document, Saving the document using save and save as commands.
  - 3.3.3 Formatting the Document
    - Fonts: Font style, Size, Bold, Italics, Underline, Normal, Spacing.

Paragraph: Line spacing, Paragraph spacing, Paragraph borders, bullets, Numbered list, Shadings.

Page Setup: Paper orientation, Margins and Paper size.

Alignment: Centre, Left, Right, Justified

#### 3.3.4 Editing the Document

Cut, copy, paste, paste special, undo, redo, select all, find, replace, go to, page number, clear

#### 3.3.5 Inserting: Frame, objects, pictures, headers, footers, page number, date and time

#### 3.3.6 Tabs, Tables, Columns: Insert table, delete cells, merge cells, split cells, select row, select column, select table, table auto format, cell height and width headings, sort text and formula

#### 3.3.7 Working with the Drawing Tools : Line, rectangle, ellipse, arc, style, freeform, text box, callout, format callout, fill colour, line colour, line bring to front, send to back, bring to front of text send behind text, flip vertical, flip vertical, rotate right, reshape

#### 3.3.8 Page setting and printing the document and Mail merge

#### 3.3.9 Educational based applications: Preparation of lesson plans using Ms Word

### **3.4 Microsoft Excel :**

#### 3.4.1 Parts of Excel windows, Excel Standard, Formatting, Drawing Toolbars.

#### 3.4.2 Creating a new worksheet, Opening as existing worksheet, saving the worksheet.

#### 3.4.2 Working with worksheet, Inserting and deleting rows & columns merge cells, formulae, sorting, inserting charts.

#### 3.4.3 Preparation of School Time Table, Marks list, Salary Bill etc.

### **3.5 Microsoft Power Point :**

#### 3.5.1 Parts of PowerPoint windows, PowerPoint Standard, Formatting, Drawing Toolbars.

#### 3.5.2. Working with Text –Changing Fonts, Changing Font Size and Bold, Alignments, Moving text etc

#### 3.5.3. Working with Graphics – Moving the Frames and Inserting Clip Arts, Inserting pictures, Inserting New Slide, Organisation of Charts, Tables, Designing Templates, Master Slide, Colour box etc

3.5.4. Presentation of Slides – Saving Slides, Auto Content Wizard Slide Show, Animation, etc.

3.5.5. Educational based application, use of the Power Point.

**6+6+8=20 hours**

#### **Unit 4: Applications Information and Communication Technology in Education**

4.1 Introduction to ICT : Meaning, Need and importance of ICT.

4.2 Introduction to Multi Media :

4.2.1 Meaning of Multi media

4.2.2 Scope of Multi media

4.2.3 Components of Multi media

4.2.4 Pre-requisites of Multi media PC

4.2.5 Graphic Effects and Techniques

4.2.6 Sound and Music

4.2.7 Uses of Multi media for teaching

4.2.8 Developing a lesson plan using a multimedia package

4.3 Introduction to Internet

4.3.1 Meaning of Internet

4.3.2 Characteristics of Internet

4.3.3 Uses of Internet

4.3.4 Educational based applications of Internet

4.4 Computer Application in Education

4.4.1 Computer Assisted Instruction : Concept, Characteristics, Modes, Merits and demerits.

4.4.2 Computer Assisted Testing : concept, characteristics, modes, merit and demerits

4.4.3 Computer Managed Instruction : concept, characteristics, modes, merits and demerits

4.5. Introduction to/ website –meaning and importance

4.5.1 Social websites (Blog/Twitter/face book)

#### **Requirements :**

1. Infrastructure requirements: In order to implement ICT literacy in in-service teacher education and ICT laboratory/Multimedia centre may have to be setup No. of PCs /Systems will be required.

2. It is recommended that for each student teacher get hands on experience at least one hour per week. College is free to design the practical time table.

3. It is recommended that out of 4 Hours a week. ( 2 Hours theory and 2 hour practical.)
4. Institution should have to appoint ICT Teacher with minimum qualification of PGDCA/BCA/MCA

**Tutorial / Practicum :**

1. **Computer Fundamental**
  - Instructions on operating the Computer
  - Connecting of all peripherals to CPU for a system
  - Switching on/off/restart
  - Inserting/removing a floppy from the floppy drive
  - Running a file from a floppy using floppy drive
  - Copying a file from hard disk to floppy disk
  - Inserting/removing a CD from the CD-ROM drive
  - Running a file from a CD-ROM using CD-ROM drive
  - Copying files from one drive to another
  - Creating a new folder
  - Running a file from hard disk
  - Connecting the printer and print out hard copies
2. **Exercise in Ms-Word**
  - Creating a new document
  - Formatting and editing of a document
  - Inserting pictures, objects, frames and tables
  - Practicing Mail-Merge facility
  - Working with the drawing tools
3. **Exercise in Ms-Excel**
  - Creating a new worksheet
  - Inserting and deleting rows/columns in worksheet
  - Formatting and editing of a document - sorting
  - Preparation of statement of marks and using of some statistical concepts – Descriptive Statistics
  - Preparation of School Time Table
  - Preparation of Tables
4. **Exercise in Ms-Power Point**
  - Preparation of MS-PowerPoint presentation using text, picture, sound, word art, clipart, and the other available tools with animation
5. **Exercise in Information and Communication Technology**
  - Browsing the Internet and down loading – search word using search engine
  - Working with Multimedia
  - Receiving/Sending of E mail and attachment

**Assignments:** (any one)

1. Write the History and Generations of Computer.
2. Write the Input, Output and Storage devices of Computer system.

3. Preparation of a Lesson Plan, Student List, Letters, Invitations – Hard copy and Soft copy.
4. MS Excel: Preparation of a School Time table, Marks List – Analysis of Data and Graphical representation - Hard copy and Soft copy.
5. MS PowerPoint: Preparation of Animated slides (Insert Pictures, Cliparts, Word art, sound, effects, animation, etc...)for teaching any concept on your subjects.
6. Internet: Surfing Educative websites, downloading, taking a printout, creating E-mail Id.

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**

**Semester – I**

**Methods of Teaching (MOT) : Mathematics**

**40 Hours**

**Objectives:** Upon completion of this course student teachers will be able to-

1. Recall the meaning, nature and scope of mathematics.
2. Acquaint aims and objectives of teaching mathematics in Secondary school level.
3. Plan teaching in mathematics at micro and macro level.
4. Prepare unit plans, resource unit and organize lesson to meet at different class room situations.
5. Analyse and evaluate the curriculum of mathematics at Secondary school level.
6. Apply different approaches and methods of teaching mathematics in classroom situations.
7. Prepare and use instructional materials in teaching mathematics.
8. Prepare different kinds of test and understand the comprehensive evaluation.
9. Participate and organize the different co-curricular activities in mathematics.
10. Understand the professional competencies, commitments and expectations of mathematics teacher.

**Unit 1: Meaning, Nature and Scope of Mathematics**

1.1 Meaning of Mathematics

- 1.1.1. As a Science of Number
- 1.1.2. As a Science of Quantity
- 1.1.3. As a Science of Measurement
- 1.1.4. As a Science of Logical reasoning

1.2 Nature of Mathematics

1.3 Scope of Mathematics

- 1.2.1 Place of Mathematics in day today life activities
- 1.2.2 Mathematics use in day to day life activities
- 1.2.3 Relation with School subjects
- 1.2.4 Relation with other Disciplines – Engineering, Agriculture, Medicine

**8 hours**

## **Unit 2: Aims and Objectives of Teaching Mathematics**

- 2.1 Aims/Values of Teaching Mathematics
  - 2.1.1 Meaning of Aim/Values
  - 2.1.2 Utilitarian Aim/Values
  - 2.1.3 Disciplinary Aim/Values
  - 2.1.4 Cultural Aim/Values
  - 2.1.5 Intellectual Aim/Values
  - 2.1.6 Aesthetic and Recreational Aim/Values
- 2.2 Instructional objectives of Teaching Mathematics
  - 2.2.1 Meaning of Instructional Objectives
  - 2.2.2 Instructional Objectives and their specifications of teaching mathematics
  - 2.2.3 Knowledge
  - 2.2.4 Understanding
  - 2.2.5 Application
  - 2.2.6 Skill
  - 2.2.7 Attitude
  - 2.2.8 Appreciation
  - 2.2.9 Interest
  - 2.2.10 Formulation and Statement of objectives in behavioural terms

**8 hours**

## **Unit 3: Instructional Design in Mathematics**

- 3.1 Lesson Planning: Meaning, Steps, Importance and Format of Lesson Plan
- 3.2 Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan
- 3.3 Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan
- 3.4 Yearly Planning-Meaning, Principles and Format

**12 hours**

## **Unit 4: Approaches, Methods and Techniques of Teaching Mathematics**

### **4.1 Learner Centered Approach**

- 4.1.1 Inductive method and Deductive method
- 4.1.2 Analytical method and Synthetic method

### **4.2 Activity Centered Approach**

- 4.2.1 Guided discovery method and Problem Solving Method
- 4.2.2 Project Method and Discovery Learning Method
- 4.2.3 CAI in Teaching Mathematics

- 4.1 Concept Mapping-Meaning, Advantages and Disadvantages
- 4.4 Techniques of teaching Mathematics

- 4.4.1 Supervised study
- 4.4.2 Oral work and written work
- 4.4.3 Drill and Review
- 4.4.4 Assignment in Maths
- 4.4.5 Home work

**12 hours**

**Assignment:** (any one)

1. Preparation of enriched materials and models in mathematics.
2. Contributions of leading Indian and Western mathematicians.
3. Preparation of work book.
4. Preparing self programmed Learning Material on a topic of mathematics.

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**  
**Semester-I**

**Methods of Teaching (MOT) : Physical Science**

**40 Hours**

**Objectives:** Upon completion of the course, the student teacher will be able to:

- 1) Understand the nature, scope and importance of Physical science with special reference to secondary school content.
- 2) Understand the aims and objectives of teaching Physical science.
- 3) State the specific behavioral changes under each objective.
- 4) Understand and make use of different approaches & methods of teaching Physical science.
- 5) Prepare objective based lesson plans and use them in their internship.
- 6) Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
- 7) Plan, use and maintain the physical science laboratory systematically.
- 8) Understand the principles of text-book construction.
- 9) Understand the importance of appropriate instructional materials (hardwares and softwares) in teaching Physical science and use them by preparing/selecting them in their practice teaching.
- 10) Understand the importance of principles of curriculum construction in the organisation of Physical science contact.
- 11) Get mastery in Physical science content and imbibe the special qualities of Physical Science teacher.
- 12) Prepare and use different tools of evaluation to assess the achievements of students in Physical Science.
- 13) Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organisation.
- 14) Organise co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc through the science club.
- 15) Apply the knowledge of physical science to develop scientific thinking and scientific out look.
- 16) Develop skills in analyzing the content in terms of concepts and in learning experiences.
- 17) Construct and administer unit test, conduct experiments improves teaching aids.

**Unit 1: Meaning, Nature and Impact of Physical Science**

- 1.1 Concept of science-Science as process and science as a product;
- 1.2 Nature and Scope of Physical Science
- 1.3 Impact of Science and Technology on modern living.

- 1.4 Scientific Attitude - Meaning definition and importances.
- 1.5 Qualities of a person who possesses scientific attitude.
- 1.6 Scientific Method-Meaning, importance and steps involved (with an illustration).

**8 hours**

### **Unit 2: Aims and Objectives of Teaching Physical Science**

- 2.1 Aims of teaching Physical science in Secondary school:
  - 2.1.1 Personal development aim,
  - 2.1.2 Learner's academic and process skills development aim,
  - 2.1.3 Disciplinary aim and
  - 2.1.4 Cultural aim.
- 2.2 Objectives of teaching physical science:
  - 2.2.1 Bases for formulation of objectives
  - 2.2.2 Objectives of teaching Physical science at Secondary level; (To be Discussed keeping in view of the objectives of teaching Physical science enunciated in the physical science syllabi of secondary school of Karnataka);
  - 2.2.3 Instructional objectives of teaching physical science and stating them in observable behavioral changes ; i) Knowledge ii) Understanding, iii) Application, iv) Skill, v) Attitude, vi) Interest, vii) Appreciation.

**10 hours**

### **Unit 3: Approaches and Methods of Teaching Physical Science**

- 3.1 Enquiry Approach -Meaning, Uses with Illustrations, Advantages and disadvantages.
- 3.2 Inductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
- 3.3 Deductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
- 3.4 Problem Solving Approach- Meaning, Uses with Illustrations, Steps, Advantages and disadvantages.
- 3.5 Demonstration Method- Meaning, uses, Advantages and disadvantages.
- 3.6 Lectures-Cum-Demonstration Method- Meaning, uses with Illustration, Advantages and disadvantages.
- 3.7 Laboratory Method- Meaning, uses with Illustration, Advantages and disadvantages.
- 3.8 Guided Discovery Method - Meaning, uses with Illustration, Advantages and disadvantages.
- 3.9 Biographical Method-Meaning, uses with Illustration, Advantages and disadvantages.
- 3.10 Individual Instruction Techniques
- 3.11 Concept Mapping: Its use for summarizing a unit and evaluating students understanding

**10 hours**

#### **Unit 4: Instructional Design and Resources for teaching Physical Science**

- 4.1 Lesson Planning-Meaning ,Steps , Importance and Format of Lesson Plan
- 4.2 Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan
- 4.3 Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan

**12 hours**

#### **Assignments: (any one)**

1. Survey of the science lab facilities of any five high schools with suggestions for improvement.
2. Organizing science club, conducting activities and writing report on it.
3. Preparation of work book on physical science unit.
4. Preparation of programmed learning material on a unit (about 60 frames).
5. Contributions of Indian scientists to physical science.

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**Rani Channamma University, Belagavi**

**Bachelor of Education (B.Ed) course**

**Semester – I**

**Methods of Teaching (MOT) : Biological Science**

**40 Hours**

**Objectives:** - On completion of the course the student teacher will be able to :

1. Understand the nature, scope & importance of Biological Sciences and get acquainted with ancient as well as modern developments in the field of Bio-Sciences.
2. Understand the Aims, Objectives of teaching Bio-Science and will be able to state the objectives in behavioral terms
3. Acquaint with the Resources for teaching Biology & their effective Utilization.
4. Get exposed to Micro teaching and preparing Resource Unit, Unit Plan & Lesson Plans.
5. Understand the concept of curriculum, principles of curriculum construction and trends curriculum revision
6. Be introduced to various methods, approaches & models of teaching Biological Science and implement them in their teaching practice.
7. Understand and prepare the different types of test items for the Evaluation of students performance in Biology.
8. Appreciate and inculcate the Competencies and commitments needed for a biological Science Teacher.
9. Plan & execute various curricular & co-curricular activities related to teaching of Bio-Science

**Unit 1: Introduction to Teaching Biological Science**

- 1.1 Biological Science: Meaning, Nature and Scope
- 1.2 Relationship between Biology & human welfare
- 1.3 Latest developments in the field of Biology

**6 hours**

**Unit 2: Aims and Objectives**

- 2.1 2.1.1 Utilitarian, Cultural and Disciplinary Aims  
2.1.2 Scientific Attitude and Training in Scientific Method
- 2.2 Instructional Objectives:  
Bio - Science in Secondary schools:
  - 2.2.1 As per NCERT Curriculum Framework-2000
  - 2.2.2 As per NCTE Curriculum Framework
  - 2.2.3 As per National Curriculum Framework-2009
- 2.3 Behavior Specifications of Instructional Objectives w.r.t.:
  - 2.3.1 Knowledge
  - 2.3.2 Understanding
  - 2.3.3 Application
  - 2.3.4 Skill

**8 hours**



### **Unit 3: Approaches, Methods and Models of Teaching Biology**

- 3.1 Approaches:
  - 3.1.1 Structure and function Approach
  - 3.1.2 Types specimen Approach
  - 3.1.3 Inductive and Deductive Approach
- 3.2 Methods of Teaching
  - 3.2.1 Guided Discovery Method
- 3.3 Models of Teaching:
  - 3.3.1 Biological Science Enquiry Model (Joseph Schwab)
  - 3.3.2 Memory Model (J. Lucas)

**12 hours**

### **Unit 4: Instruction a Design in Teaching Biological Science.**





- 4.1 Pedagogical Analysis: Analysis of 8th, 9th and 10th Standard Biology Text book of Karnataka State
- 4.2 Lesson Planning- Meaning, Importance and format
- 4.3 Unit Plan - Meaning, importance and steps
- 4.4 Resource Unit - Meaning, importance and components.

**14 hours**

#### **Assignments:** (any one)

1. Preparing power point slides for any selected unit in VIII or IX class Biology.
2. Preparing a set of (OHP) transparencies
3. Slides for a selected Unit in 10th Std. Biology.
4. Writing of Instructional objectives & behavioral specifications on a selected Unit.
5. Preparing improvised apparatus in Biology
6. Preparing a lesson Plan on any topic in Biology using any innovative Method / Model of Teaching.
7. Developing an Achievement test / Diagnostic test.

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**Rani Channamma University, Belagavi**

**Bachelor of Education (B.Ed) course**

**I- Semester**

**Methods of Teaching (MOT) : History and Civics**

**40 hours**

**Objectives:** Upon completion of the course the student-teacher will be able to:

1. Understand meaning, scope and importance of History and civics in the school curriculum.
2. Acquire content knowledge of methods of history and civics.
3. Acquire knowledge of aims and instructional objectives of teaching history and civics
4. Acquire skills in planning lessons in History and civics
5. Understand and apply the principles of organizing content in the teaching history and civics.
6. Acquire knowledge about Local, Regional National, and World History.
7. Acquire the knowledge of Instructional Material and resources in teaching History and Civics
8. Preparing suitable teaching devices & using them & organizing field trips.
9. Proficiency in correlating History and civics with other school subjects.
10. Cultivate the qualities of a good History and civics teacher
11. Acquire the knowledge of content of History and civics for viii to xth standard in Karnataka
12. Evaluate History and civics text books and prescribed courses
13. Develop necessary skills in the application of methods and techniques in the classroom

**Unit 1: Meaning, Nature and Scope of History and Civics**

- 1.1 Meaning, Nature, and scope of history
  - 1.1.1 History - an art or Science
  - 1.1.2 Modern Concept of History, exploration, criticism synthesis and exposition.
  - 1.1.3 Different levels of History - World History, National, Regional and Local History
- 1.2. Meaning and scope of civics
  - 2.1.1 Man as a social animal and as a citizen

**8 hours**

## **Unit 2: Aims and Objectives of Teaching History and Civics**

- 2.1 Meaning and Importance of teaching History and civics in Secondary Schools
- 2.2 Aims of teaching History and Civics
  - 2.2.1 Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Govt.
  - 2.2.2 Functional awareness of Rights and Duties of citizens.
- 2.3 Instructional objectives and values of Teaching History and civics
  - 2.3.1 Knowledge, understanding, critical thinking, skills, Attitude, Interests, Application - Analysis of these objectives in terms of specific behaviours of learners.
  - 2.3.2 Spelling out Instructional objectives and learning outcomes

**8 hours**

## **Unit 3: Instructional design in Teaching History and Civics**

- 3.1 Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments
- 3.2 Resource Unit
- 3.3 Unit Plan

**12 hours**

## **Unit 4: Methods and Techniques, Instructional Materials of teaching History and civics**

- 4.1 Meaning and need of methods
- 4.2 Methods and techniques of teaching History –discussion\*, project, problem solving, source, dramatization and biographical.
- 4.3 Methods of teaching Civics - Survey observation, comparative and demonstration.
- 4.4 Instructional Materials in History and civics :
  - 4.4.1 Collateral Reading – Importance, Reading materials, Historical Novels
  - 4.4.2 Auto biographic, Magazines, News papers Drams, Journals Audio-Aids- Radio, Tape recorder, Visual-Aids-Maps- Importance,
  - 4.4.3 Types, procedure of using maps, pictures, charts, models, film strips, diagrams ,
  - 4.4.4 Audio-Visual Aids-Films, TV
    - a. History Room-Meaning and Importance, planning equipping
    - b. Computers, multimedia packages and Internet as an Instructional aid.

**12 hours**

**Assignments:** (any one)

1. Critically evaluate History Civics content of 8<sup>th</sup> 9<sup>th</sup> 10<sup>th</sup> Standard.
2. Conducting Quiz Competition in History/civics.
3. Survey of the locality and collection of information about places or institutions of historical interests.
4. Organizing short field trip to a place of historical / political interests
5. Preparing resource unit on a topic of your choice in History and Civics.
6. Preparation of materials for a History room or museum
7. Student is also allowed to do his own interested practical work pertaining to the syllabus.

**References**

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**

**Semester -I**

**Methods of Teaching (MOT) : Geography and Economics**

**40 Hours**

**Objectives:** Upon completion of the course the student-teacher will be able to:

1. Acquire knowledge about basic facts, concepts, laws principles and trends in Geography and Economics
2. Acquire knowledge and understanding of the aims and objectives of Geography
3. Realize the values of learning geography
4. Make use of Audio-visual aids about Geography and Economics
5. Develop skills in equipping the Geography (i) Museum (ii) Room (iii) Library
6. Develop skills in organizing planning- learning experiments and in writing and organizing the lesson plan.
7. Acquire the knowledge of Geography Curriculum

**Unit 1: Meaning, Nature and Scope of Geography and Economics**

- 1.1 Meaning, Nature, Scope and importance of Geography
- 1.2 Branches of Geography and their importance- physical, economic, human and political.
- 1.3 Meaning, Nature, Scope and importance of Economics.
- 1.4 International relations and study of Geography and Economics

**8 hours**

**Unit 2: Aims and Objectives of teaching Geography and Economics**

- 2.1 Aims/Values of teaching Geography and Economics
  - 2.1.1 Intellectual aims
  - 2.1.2 Cultural aims
  - 2.1.3 Environmental aims
  - 2.1.4 Utilitarian aims
  - 2.1.5 Aesthetic aims
- 2.2 Taxonomy and objectives of teaching Geography
  - 2.2.1 Knowledge
  - 2.2.2 Understanding
  - 2.2.3 Application
  - 2.2.4 Attitude and interest
  - 2.2.5 National Integration. International Understanding.

**10 hours**

### **Unit 3: Instructional Design in Geography :**

- 3.1 Meaning, importance and format of lesson plan
- 3.2 Principles of lesson planning
- 3.3 Characteristics of a lesson plan
- 3.4 Unit plan
- 3.5 Resource Unit

**12 hours**

### **Unit 4 : Methods of Teaching Geography and Economics**

- 4.1 Meaning and importance of methods of teaching Geography and Economics
- 4.2 Different Methods of teaching Geography and Economics
  - 4.1.1 Lecture Method
  - 4.1.2 Laboratory Method
  - 4.1.3 Observation Method
  - 4.1.4 Excursion Method
  - 4.1.5 Project Method
  - 4.1.6 Discussion Method

**10 hours**

#### **Assignments:** (any one)

1. Preparation of charts, globe and models of Geography.
2. Preparation of transparencies about- section of volcanoes, seabed, plains etc.
3. Interpretation of weather maps
4. Drawing of geographical maps
5. Preparation of resource unit in Geography
6. Visit to an observatory, planetarium or Geography museum
7. Collection of specimens
8. Preparation of a project report – based on local geographical survey.

#### **References**

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**  
**Semester - I**

**Methods of Teaching (MOT) :English**

**40 Hours**

**Objectives:** upon completion of the course the student teacher will be able to:

1. To master the different techniques, devices of the Second language structure, sounds and vocabulary.
2. To understand the status of English language.
3. To distinguish between different approaches and methods of teaching English and their use in the classroom.
4. Acquire the basic skills of language learning.
5. Plan and execute of different types of lessons in prose, poetry according to classroom situations.
6. To appreciate the importance and use of suitable audio -visual aids in class room situations.
7. To know the principles of curriculum construction.
8. To prepare and use appropriate tools of evaluation to measure the linguistic abilities of the pupils.
9. To realize his/her responsibilities as language teacher and pursue towards the aims of professional growth.
10. To guide the students to use the language correctly.

**Unit 1 : Meaning, Nature and Scope of English Language**

- 1.1 Language its nature and structure - Meaning of language, Functions of language - Informative, expressive and Directive Linguistic Principles.
- 1.2 Structure of English Language - phonological, morphological, Syntactic, Semantic and graphic ( a brief explanation of the concepts )

**8 hours**

**Unit 2 : Aims and Objectives of Teaching English**

- 2.1 Aims and objectives of teaching English at the Secondary School level as first and second language.
- 2.2 English as a library language, link language and international language.

- 2.3 Position of English in India before and after Independence - The three language formula its meaning and scope.

**8 hours**

### **Unit 3 : Instructional design of Teaching English Language**

- 3.1 Teaching of Prose - detailed and non-detailed Objectives - Methods and Approaches steps in lesson planning.
- 3.2 Teaching of poetry - Objectives - Methods and Approaches - Steps in lesson planning.
- 3.3 Teaching of Grammar - Objectives - Formal and Functional -Methods of teaching grammar.
- 3.4 Use of mother tongue in teaching of English, different occasions for its effective use
- 3.5 Preparation of Unit plan, Resource Unit.

**12 hours**

### **Units 4 : Methods, Approaches to Develop English Language Skills**

Psychological principles of learning English as a foreign language.

Methods and approaches of Teaching English

- a. Grammar Translation Method.
  - b. Direct Method
  - c. Bilingual method.
  - d. Structural approach- Dr. WEST method
  - e. Communicative approach.
- 4.1 Development of language skills - listening objectives and importance - activities for its development.
- 4.2 Speaking - Objectives - Activities for its development , role of learning by heart, role-play, extempore and prepared speeches, debates, language games, substitution table need for correct pronunciation, defects in pronunciation - Remedial Measures.
- 4.3 Reading - Objectives - Types of reading - silent and a loud, intensive - methods of teaching reading.
- 4.4 Writing - Objectives - Characteristics of handwriting - dictation.
- 4.5 Composition - Objectives - Types (oral, written and picture composition) Free and guided composition Translation - Objectives– Importance - Characteristics of good translation.

**12 hours**

**Assignments:** (any one)

1. Critical study of any one English Authors literature.
2. Organization and reporting about co- curricular activities which promotes English Learning.
3. Solving Grammar Exercise of 8<sup>th</sup> or 9<sup>th</sup> Standard second language English Text Book.
4. Preparation of Substitution table.

**Reference**

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**Rani channamma University, Belagavi**  
**Bachelor of Education (B.Ed.) course**  
**Semenster – I**

**ಬೋಧನಾ ಪದ್ಧತಿ (MOT) : ಕನ್ನಡ**

**40 ಘಂಟೆಗಳು**

ಗುರಿಗಳು: ಈ ತರಬೇತಿ ಹೊಂದಿದ ನಂತರ ಶಿಕ್ಷಕ ವಿದ್ಯಾರ್ಥಿಯು,

1. ಮಾತೃಭಾಷಾ (ಪ್ರಥಮ ಭಾಷಾ) ಬೋಧನೆಯ ಮಹತ್ವ ಅರಿಯುವನು ಮತ್ತು ಅದರ ಬೋಧನೆಯ ಗುರಿ ಮತ್ತು ಉದ್ದೇಶಗಳನ್ನು ನಿರೂಪಿಸುವುದು
2. ಭಾಷಾ ಕೌಶಲ್ಯಗಳನ್ನು ಅರಿತು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಅವುಗಳನ್ನು ಬೆಳೆಸುವ ವಿಧಾನಗಳನ್ನು ಉಪಯೋಗಿಸುವುದು.
3. ಸಾಹಿತ್ಯದ ವಿವಿಧ ಪ್ರಕಾರಗಳನ್ನು ಬೋಧಿಸುವ ಪದ್ಧತಿಗಳನ್ನು ಅರಿತು ತನ್ನ ರೂಢಿಪಾಠಗಳಲ್ಲಿ ಅವನ್ನು ಅನುಷ್ಠಾನಕ್ಕೆ ತರುವನು
4. ಗುರಿನಿಷ್ಠ ಪಾಠಯೋಜನೆ ತಯಾರಿಸಿ ನೀಡುವನು
5. ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಸೂಕ್ತ ಬೋಧನಾ ಸಾಮಗ್ರಿಗಳ ಮಹತ್ವ ಅರಿತು ತಯಾರಿಸಿ ಆಯ್ಕೆ ಮಾಡಿ ಉಪಯೋಗಿಸುವನು
6. ಪಠ್ಯಪುಸ್ತಕ ರಚನೆಯ ತತ್ವಗಳನ್ನು ಅರಿಯುವನು.
7. ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯ ಸಾಧನೆಗಳನ್ನು ಅಳೆಯುವ ವಿವಿಧ ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳನ್ನು ರಚಿಸಿ ಉಪಯೋಗಿಸುವನು.
8. ಪ್ರಚಲಿತ ಐದರಿಂದ ಹನ್ನೊಂದನೆಯ ಕನ್ನಡ ಪಠ್ಯಕ್ರಮದ ಸಂಪೂರ್ಣ ಜ್ಞಾನ ಹೋದಿರುವನು.
9. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ವಿಶೇಷ ಅರ್ಹತೆಗಳನ್ನು ಮೈಗೂಡಿಸಿಕೊಳ್ಳುವನು.

**ಘಟಕ 1 . (ಅ) ಕನ್ನಡ ಭಾಷೆಯ ಅರ್ಥ, ಸ್ವರೂಪ ಮತ್ತು ವ್ಯಾಪ್ತಿ:**

**8 ಘಂಟೆಗಳು**

- 1.1 ಅದರ ಅರ್ಥ ಮತ್ತು ವ್ಯಾಖ್ಯೆಗಳು

- 1.2 ಭಾಷೆಯ ಸ್ವರೂಪ ಮತ್ತು ವೈಶಿಷ್ಟ್ಯ
- 1.3 ಭಾಷೆಯ ಉಗಮದ ಸಿದ್ಧಾಂತಗಳು

- 1.3.1 ದೈವವಾದ

- 1.3.2 ಮಾನವ ನಿರ್ಮಿತ ವಾದ

(ಬ) ಮಾತೃ ಭಾಷೆ

- 1.4 ಕನ್ನಡ ಭಾಷೆಯ ವೈಶಿಷ್ಟ್ಯಗಳು

- 1.5 ಶಿಕ್ಷಣದಲ್ಲಿ ಪ್ರಥಮ ಭಾಷೆಯಾಗಿ ಶಿಕ್ಷಣ ಮಾಧ್ಯಮವಾಗಿ ಮತ್ತು ಸಂಪರ್ಕ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ

- 1.6 ಕರ್ನಾಟಕ ರಾಜ್ಯದಲ್ಲಿ ಆಡಳಿತ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ.

ಘಟಕ 2. (ಅ) ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಗುರಿಗಳು ಮತ್ತು ಉದ್ದೇಶಗಳು

10 ಘಂಟೆಗಳು

- 2.1 ಕನ್ನಡ ಭಾಷಾ ಗುರಿಗಳು

- 2.1.1 ಪ್ರಥಮ ಭಾಷೆಯಾಗಿ

- 2.1.2 ದ್ವಿತೀಯ ಭಾಷೆಯಾಗಿ

- 2.1.3 ತೃತೀಯ ಭಾಷೆಯಾಗಿ

- 2.2 ವ್ಯವಹಾರಿಕ ಗುಣಗಳು

- 2.3 ಸಾಂಸ್ಕೃತಿಕ ಗುರಿಗಳು

- 2.4 ಶೈಕ್ಷಣಿಕ ಗುರಿಗಳು

(ಬ) ಮಾತೃಭಾಷೆಯ ಘಟಕಗಳ ಬೋಧನೆ

- 2.5 ಪದಗಳನ್ನು ಗುರುತಿಸುವ ಕ್ರಮ, ಪದದ ಪರಿಕಲ್ಪನೆ, ಪದ ಮತ್ತು ಶಬ್ದ ಸಂಪತ್ತು, ಶಬ್ದ ಸಂಪತ್ತಿನ ಪ್ರಕಾರಗಳು, ಪದ ಬೋಧನಾ ವಿಧಾನಗಳು

ಘಟಕ 3. ಬೋಧನಾ ವಿನ್ಯಾಸಗಳು

10 ಘಂಟೆಗಳು

- 3.1 ವರ್ತನೆಯ ಸಂಭಾಷಣೆಯಲ್ಲಿ ನಿರ್ದಿಷ್ಟ ಗುರಿಗಳ ರಚನೆ

- 3.2 ಗದ್ಯ, ಪದ್ಯ ಮತ್ತು ವ್ಯಾಕರಣ ಪಾಠ ಯೋಜನೆಗಳು

- 3.3 ಘಟಕ ಯೋಜನೆ ತಯಾರಿಕೆ, ಭಾಷಾ ಬೋಧಕನಿಗೆ ಅದರ ಮಹತ್ವ

- 3.4 ಸಂಪನ್ಮೂಲ ಘಟಕ ಯೋಜನೆ ಮತ್ತು ರಚಿಸುವ ಕ್ರಮ

- 3.5 ವಿಮರ್ಶಾತ್ಮಕ ಪಾಠದ ಅಗತ್ಯತೆ

ಘಟಕ 4. ಭಾಷಾ ಬೋಧನಾ ವಿಧಾನಗಳು ಹಾಗೂ ಕೌಶಲಗಳು

12 ಘಂಟೆಗಳು

- 4.1 ಪದ್ಧತಿಯ ಅರ್ಥ, ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಬೋಧನೆಯಲ್ಲಿ ಅದರ ಮಹತ್ವ

ಗದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಸಾಂಪ್ರದಾಯಿಕ ಹಾಗೂ ನವೀನ ಬೋಧನಾ ವಿಧಾನಗಳ ಸಮನ್ವಯ

- 4.2 ಪದ್ಯ ಬೋಧನಾ ವಿಧಾನಗಳು

- 4.2.1 ಖಂಡ ವಿಧಾನ, ಅಖಂಡ ವಿಧಾನ ಮತ್ತು ಸಮನ್ವಯ ವಿಧಾನಗಳು

- 4.2.2 ಪದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಕಂಠಪಾಠ, ಹಾಡುಗಾರಿಕೆ, ಪ್ರಶಂಸೆಗಳ ಮಹತ್ವ

- 4.2.3 ಪದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಭಾವಾನುವಾದಗಳ ಮಹತ್ವ

- 4.3 ಬೋಧನಾ ಪದ್ಧತಿಗಳು

- 4.3.1 ಸಾಂಪ್ರದಾಯಿಕ/ ಪರಂಪರಾಗತ ಬೋಧನಾ ಪದ್ಧತಿಗಳು: ಉಪನ್ಯಾಸ ಪದ್ಧತಿ, ಪಠ್ಯಪುಸ್ತಕ ಪದ್ಧತಿ

- 4.3.2 ನವೀನ/ ಆಧುನಿಕ ಬೋಧನಾ ಪದ್ಧತಿಗಳು: ಕ್ರೀಡಾ ಪದ್ಧತಿ, ಯೋಜನಾ ಪದ್ಧತಿ ಮತ್ತು ಮೇಲ್ವಿಚಾರಣಾ ಅಧ್ಯಯನ

- 4.3.3 ಬೋಧನೆಗೆ ಅನುಕೂಲವಾಗುವಂತೆ ಬೋಧನಾ ವಿಧಾನಗಳ ಸಮನ್ವಯ ಮತ್ತು ಮಾರ್ಪಾಡು

- 4.4 ವ್ಯಾಕರಣ ಬೋಧನೆ:

- 4.4.1 ವ್ಯಾಕರಣ ಬೋಧನೆಯ ಪ್ರಕಾರಗಳು ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ

ಸಾಂಪ್ರದಾಯಿಕ ವ್ಯಾಕರಣ

ಪ್ರಾಯೋಗಿಕ ವ್ಯಾಕರಣ

- 4.4.2 ವ್ಯಾಕರಣ ಬೋಧನಾ ಪದ್ಧತಿಗಳು

ಅನುಗಮನ ಪದ್ಧತಿ

ನಿಗಮನ ಪದ್ಧತಿ

ಸಂಪೂರ್ಣ (ಸಮನ್ವಯ) ಪದ್ಧತಿ

4.5 ಭಾಷಾ ಕೌಶಲ್ಯಗಳ ಅಭಿವೃದ್ಧಿ

4.5.1 ಆಲಿಸುವಿಕೆ:

- ಅರ್ಥ
- ಆಲಿಸುವಿಕೆಯಲ್ಲಿನ ದೋಷಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು
- ಆಲಿಸುವಿಕೆಯ ಅಭಿವೃದ್ಧಿಗಾಗಿ ಕೈಗೊಳ್ಳುವ ಚಟುವಟಿಕೆಗಳು

4.5.2 ಮಾತುಗಾರಿಕೆ

- ಮಾತುಗಾರಿಕೆಯ ಮಹತ್ವ
- ಮಾತುಗಾರಿಕೆಯಲ್ಲಿನ ದೋಷಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು
- ಮಾತುಗಾರಿಕೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವ ಚಟುವಟಿಕೆಗಳು
  - ಬಾಯ್ಬರೆ
  - ಸಂಭಾಷಣೆ
  - ವರ್ಣನೆ ಮತ್ತು ವಿವರಣೆ

4.5.3 ಓದುಗಾರಿಕೆ

- ಓದುಗಾರಿಕೆಯ ಅರ್ಥ
- ಓದುಗಾರಿಕೆಯ ಉದ್ದೇಶಗಳು
- ಓದುಗಾರಿಕೆಯನ್ನು ಬೋಧಿಸುವ ವಿಧಾನಗಳು
- ಓದಿನ ಪ್ರಕಾರಗಳು- ಬಾಯೋದು, ಮೌನ ಓದು, ಅರ್ಥಗ್ರಹಣ ಓದು, ಶೀಘ್ರ ಓದು, ಆನಂದಕ್ಕಾಗಿ ಓದು ಮುಂತಾದವು

4.5.4 ಬರಹ

- ಮಹತ್ವ
- ಉತ್ತಮ ಬರಹದ ಲಕ್ಷಣಗಳು
- ಕನ್ನಡ ಅಕ್ಷರಗಳ ರಚನೆಯ ಕಲ್ಪನೆ
- ಬರಹ ಕಲಿಸುವ ವಿಧಾನಗಳು
  - ಕೇಳಿ ಬರಹ
  - ನೋಡಿ ಬರಹ
  - ತೀಡಿ ಬರಹ

4.5.5 ಪ್ರಬಂಧ ಬೋಧನೆ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ, ಉದ್ದೇಶಗಳು, ಪ್ರಕಾರಗಳು-ಮೌಖಿಕ, ಲಿಖಿತ ಮತ್ತು ಚಿತ್ರ ನಿರ್ದೇಶಿತ ಪ್ರಬಂಧ, ಪ್ರಬಂಧ ಪಾಠದ ಹೆಜ್ಜೆಗಳು/ ಹಂತಗಳು, ಪ್ರಬಂಧ ತಿದ್ದುವ ಕ್ರಮ.

**ದತ್ತಕಾರ್ಯಗಳು (Assignment) (ಯಾವುದಾದರೂ ಒಂದು)**

1. ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆಯ ಸಮೀಕ್ಷೆ ಮತ್ತು ವಿಶ್ಲೇಷಣೆ (ಈಗಿನ 8, 9 ನೆಯ ತರಗತಿಯ ಪ್ರಶ್ನೆಪತ್ರಿಕೆಗಳು)
2. ಬೋಧನಾ ಸಾಮಗ್ರಿಗಳ ತಯಾರಿಕೆ.
3. ಸ್ಥಳೀಯ ಇಲ್ಲವೇ ಗ್ರಾಮೀಣ ಜನರಲ್ಲಿ ಇರುವ ಗ್ರಾಮಪದಗಳ ಪದಕೋಶ ತಯಾರಿಸುವುದು. (ಕನಿಷ್ಠ 200 ರಿಂದ 300 ಪದಗಳವರೆಗೆ)
4. ರೇಡಿಯೋ, ಟಿ.ವಿ ಹಾಗೂ ಮುಕ್ತ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳಿಂದ ಪ್ರಸಾರವಾಗುವ 'ಭಾಷಾ' ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ವೀಕ್ಷಿಸಿ ವರದಿಯನ್ನು ಸಲ್ಲಿಸುವುದು.
5. ನಿಕಟ ಆಧಾರಿತ ಪರೀಕ್ಷೆ.

## ಆಕರ ಗ್ರಂಥಗಳು

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- ☞ ಚಿದಾನಂದ ಮೂರ್ತಿ ಎಂ. ಡಾ (1986) ಭಾಷಾ ವಿಜ್ಞಾನದ ಮೂಲ ತತ್ವಗಳು . ಡಿ.ವಿ.ಕೆ ಮೂರ್ತಿ, ಕೃಷ್ಣ ಮೂರ್ತಿಪುರಂ: ಮೈಸೂರು - 570004
- ☞ ಪಟ್ಟಣಶೆಟ್ಟಿ ಎಂ.ಎಂ. ಡಾ (2002) ಶಾಲಾ ಕಾಲೇಜುಗಳಲ್ಲಿ ಪರಿಣಾಮಕಾರಿಯಾದ ಬೋಧನೆಗೆ ಅಣುಬೋಧನೆ ಯು ನೀಡ ಪಬ್ಲಿಕೇಶನ್ಸ್, 1960 / 24 11 ನೇ ತಿರುವು ತರಳಬಾಳು ಬಡಾವನೆ , ದಾವಣಗೆರೆ - 577005.
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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed.) Course**  
**Semester- I**

**Methods of Teaching (MOT) : Hindi**

**40 Hours**

**Objectives :** Upon completion of the course, the student-teachers will be able to:

1. Appreciate the importance of teaching Hindi as a second / third Language.
2. Help the Students to understand the aims and objectives of teaching Hindi.
3. Help pupils to acquire basic skills of language teaching, Aims/Objectives.
4. Know the different methods of teaching .
5. Prepare a lesson notes and teach accordingly.
6. Appreciate and use of modern educational media.

**Unit 1: Perspectives of Hindi Language**

- 1.1 Meaning and concept of language.
- 1.2 Nature and importance of language
- 1.3 Three language formula and Hindi
- 1.4 Place of Hindi in the Secondary School Curriculum of Karnataka State.
- 1.5 Present position of Hindi in India
  - a. In the constitution
  - b. In the life of Indian people

**8 hours**

**Unit 2: Aims and Objectives of Teaching Hindi**

- 2.1 Aims of teaching Hindi as a second / third language.
- 2.2 Functional aims of Hindi Teaching.
- 2.3 Cultural Aims of Hindi Teaching. National and International Aims of Hindi Teaching.
- 2.4 Instructional objectives with practical -- Theoretical background Writing of instructional objectives of Hindi Teaching
- 2.5 Modification of Objectives in terms of behavioural changes.

**8 hours**

**Unit 3: Planning Lessons, Resource Units, Unit Plan, Drill Lessons**

- 3.1 Planning of prose, poetry and Grammar lessons.
- 3.2 Processing of lesson notes and micro lesson plans.
- 3.3 Meaning and importance of a Unit plan and administration.
- 3.4 Resource Units – Use and implications.
- 3.5 Plan and process of lessons in Practice teaching.

**8 hours**

#### **Unit 4: Language Skills**

- 4.1 Development of language skills- listening objectives and importance – activities for its development
- 4.2 Speaking – Objectives – activities for its development – role of learning by heart, role-play, extempore and prepared speeches, debates, languages games, substitution table need for correct pronunciation – Remedial Measures
- 4.3 Reading – Objectives – Types of reading silent and loud, intensive – methods of teaching reading
- 4.4 Writing – Objectives – Characteristics of handwriting – dictation
- 4.5 Composition – Objectives – Types - Oral, written and picture composition – Free and guided composition, Translation – Objectives- Importance's – Characteristics of good translation

**8 hours**

#### **Unit 5: Curriculum Design**



- 5.1 Principles of Curriculum construction of Hindi
- 5.2 Curriculum Design in Hindi - Subject centered – Learner Centered – Problem centered.
- 5.3 Transaction of curriculum / Co-curricular , Extra curricular activities pertaining to teaching and learning.
- 5.4 Curriculum of prose – poetry and composition.  
Prose – Ancient / Medieval / Modern prose versions.  
Poetry – Bhakti period – Ritti period – Modern period.  
Composition – Exercises , Assignments and remedial teaching activities and Grammar – Translations.
- 5.5 Curriculum development and evaluation.

**8 hours**

#### **Assignments (any one)**

1. Solving grammar exercise of 8<sup>th</sup> and 9<sup>th</sup> Standard Text books of second language Hindi/Third Language. Hindi
2. Preparing crossword puzzles on technical terms, difficult terms of prescribed Hindi Text Books.
3. Construction of substitution – tables on the concerned texts
4. Report on constitutional provisions – provided to Hindi and the implication.
5. A study of an author / poet.

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**Rani Channamma University, Belagavi**

**Bachelor of Education (B.Ed) course**

**Semester – I**

**Methods of Teaching (MOT) : Marathi**

**40 Hours**

**Objectives:** Upon completion of the course, the students-teachers will be able :

- 1) To know the special features of Marathi Language
- 2) To know the Aims of teaching Marathi
- 3) To develop the different language skills among the students
- 4) To know comprehend and appreciate of Marathi Literature
- 5) To prepare the objectives based on lesson plans and teaching accordingly
- 6) To know the importance of grammar teaching in Marathi

- 7) To appreciate the importance of suitable teaching aids and co-curricular activities in languages teaching and prepared, select them use in his lessons
- 8) To prepare and use appropriate tools of evaluation measures the linguistic abilities of his pupils
- 9) To know the principles of Text-Book construction
- 10) To develop the special qualities aptitude and interest of a Marathi Teacher

**Unit 1: Meaning, Nature and Scope of Marathi Language**

- 1.1 Language – its meaning, original development and uses
- 1.2 Special features of Marathi language
- 1.3 Its importance as the mother-tongue, medium of instruction and link language

**6 hours**

**Unit 2: Aims and Objectives of Teaching Marathi Language**

- 2.1 Aims of teaching Marathi language
  - a) Practical    b) Cultural    c) Literary
- 2.2 Objectives of teaching Marathi language
  - a) Mastery over the language
  - b) Vocabulary
  - c) Comprehension
  - d) Appreciation
  - e) Criticism
  - f) Recitation
  - g) Summarizing

**8 hours**

**Unit 3: Lesson Planning in Marathi**

- 3.1 Importance of lesson planning
- 3.2 Preparation of model lesson plan for Prose, Poetry and Grammar
- 3.3 Resource unit, Unit plan and Drill Plan

**8 hours**

**Unit 4: Development of Language Skills – Marathi**

- 4.1 Listening: - Important activities for it development
- 4.2 Speaking: - Important activities for the development of flawless, clear speaking ability, need for correct pronunciation, the role of learning by heart dialogues, role play, extempore and prepared speeches, Debates and language games defects in pronunciation and remedial measures
- 4.3 Reading Mechanic's of reading, Objectives of reading, Different kinds of reading-silent and loud. Intensive and extensive and there uses
- 4.4 Writing- Handwriting and composition

- a) Importance of good handwriting specialties of Marathi script letter shapes spelling copy, Writing Transcription and Dictation
- b) Composition- Types of compositions i) Oral ii) Written iii) Guided 4) Free composition
- c) Types of written composition  
Paragraph writing, Story, Letter expansion of ideas, Correction of composition

**10 hours**

### **Unit 5: Marathi Curriculum Design**

- 5.1 Principles of Text-Book construction for Marathi Text-Book
- 5.2 Characteristics of a good Textbook in Marathi
- 5.3 A critical study of Text-Book of Marathi for Std.8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> in Karnataka State

**8 hours**

#### **Assignments: (any one)**

1. A Critical study of secondary school 8th or 9th standard marathi text book.
2. A study of an marathi author / poet.
3. Preparation of yearly conspectus for the marathi subject at secondary level.

#### **Reference**

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**  
**Semester-I**  
**Methods of Teaching (MOT) : Urdu**

**40 Hours**

**Objectives:** Upon Completion of the course the student-teacher will be able to:

1. To know the importance of teaching the mother-tongue (the first language)
2. Acquire the basic skills of Language learning
3. To use defects methods of teaching, literature
4. To prepare objective based plans and lessons and teach accordingly.
5. To appreciate the importance of suitable teaching in methods, Language teaching,
6. To know the principles of textbook construction
7. To prepare and use appropriate tools of evaluation to measure the linguistic abilities of his pupils.
8. To know the entire syllabus prescribed for standard V to X in Urdu
9. To develop in him/her the special qualities aptitudes and interest an Urdu teacher

**Unit 1 : Meaning, Nature and Significance of Language Urdu Language**

- 1.1 Language – Its meaning, Origin, Development and Uses
- 1.2 Special feature of Urdu Language
- 1.3 Urdu as the Mother Tongue
- 1.4 Urdu as a First Language, Medium of instruction, and Link Language

**6 hours**

**Unit 2 : Aims and Objectives of Teaching Urdu**

- 2.1 Aims and Objectives
  - 2.1.1 Practical – Details
  - 2.1.2 Cultural
  - 2.1.3 Literacy

**8 hours**

**Unit 3 : Preparing Lesson Plan in Urdu**

- 3.1 Preparation of Model Lesson Plans for Prose and Poetry, Grammar and Composition
- 3.2 Stating objectives in terms of behavioural changes, micro Teaching, brief and detailed Lesson Plan, Evaluation, Unit Plan and Resource Unit.

**8 hours**

#### **Unit 4 : Development of Language Skills**

- 4.1 Listening – Importance –activities for its development
- 4.2 Speaking – Importance –activities for the development of flowness, clear and coherent, speaking ability, need for the correct pronunciation, the role of learning by heart, dialogues, role play extempore and prepared, speeches ,debates and Language – Games- defects in pronunciation and Remedial , measure vocabulary.
- 4.3 Reading – Mechanic of Reading
  - 4.3. 1 Objectives, different kinds of Reading
  - 4.3.2 Silent and aloud, intensive and Extensive Reading, theory uses , Methods of teaching reading, Alphabetic, Words, sentences look and say and Story Methods.
- 4.4 Writing
  - 4.4.1 Handwriting, importance of good handwriting and its qualities. Specialties of the Urdu Script, Letter, Shapes, How to write them, spelling, copy writing, transcription and Dictation
- 4.5 Composition – Its importance, objectives types and written picture, composition, written composition types, Dialogue, Paragraphs, writing , story, letters , application, report and precise-writing expansion of ideas.
  - 4.5.1 Punctuation, importance, uses, correction of composition
  - 4.5.2 Need- modes of Correction, Translation, need and importance – objective, characteristics of good translation

**10 hours**

#### **Unit 5 : Teaching Aids and Co-curricular activities**











- 5.1 Linked in teaching, need, audio visual and Audio-visual (Aids, different occasions for their uses, preparing. Improving/selecting)
- 5.2 Teaching aids for effective language laboratory
- 5.3 Different co-curricular activities which promote learning language

**8 hours**

#### **Assignments: (any one)**

1. A Critical Study of Urdu- text book prescribed for 8th or 9th standard.
2. A critical study of any one Urdu author Literatures.
3. Preparation of work book on a unit.

## References

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-  Gleason, H.A. (1966) *An Introduction to Descriptive Linguistics*, Rinehart and Winston
-  Iaam (UNESCO) *Teaching of Modern Language*, Sterling Publication Pvt., Ltd., New Delhi.
-  Ibadat- Baredari (2002) *Urdu Tanqueed-Ka-Irtaka*. Educational Book house Aligarh
-  Mirza Khaleed Ahamed Saif (1995) *Urdu Zuban Ki Tareekh*, Educational Book House, Aligarh.
-  Naseenuddin (1997) *Hum Urdu Kaise Pada Yein*; Maktab-e-Jamaia, Delhi
-  Naseerahamed Khan (1991) *Urdu Sakhat-Ke-Buniyadi-Anasir*, Urdu Mahal Publication, New Delhi.
-  Noor – ul- Hasan (2003) *Nagari, Tarekh – e – adab – e-Urdu*. Educational Book House, Aligarh
-  Qhtehaam – Husain (1991), *Urdu Adabki Tanqurdi Takekh*, Council of Development of Urdu Language, New Delhi
-  Sayed Abdullah (1989) *Urdu Adabki-yek-sadee*, Saqi Book House, New Delhi.

**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**  
**Semester - I**

**Methods of Teaching (MOT) : Sanskrit**

**40 Hours**

**Objectives** - Upon completion of the course the student-teacher will be able to:

1. Understand the importance of Sanskrit language and its contribution to Indian culture and emotional integration.
2. Understand the aims and objectives of teaching Sanskrit and state them in the form of specific behavioural changes.
3. Prepare objective based lesson plans and implement them.
4. Understand the basic skills of language learning.
5. Understand the principles of curriculum construction in Sanskrit.
6. Understand the different methods of teaching Sanskrit and use them in his practice teaching lessons.
7. Understand the importance of appropriate instructional material and use them in his practice teaching lessons.
8. Understand the importance of Language Laboratory.
9. Understand the importance of Evaluation, prepare and use different tools of Evaluation in language learning.
10. Understand the importance of co-curricular activities in language learning.
11. Imbibe the special qualities of Sanskrit teacher.

**Unit 1 : Sanskrit Language – Nature and Importance**

- 1.1 Importance of Sanskrit language
- 1.2 Contributions of Sanskrit to other Indian Languages to Indian culture and tradition and to emotional integration.

**5 hours**

**Unit 2 : Place of Sanskrit in the Secondary School Curriculum**

- 2.1 Aims & Objectives of teaching Sanskrit with reference to three language formula.
- 2.2 Instructional Objectives - Specifications of each objective in the form of specific behavioural changes.

**9 hours**

**Unit 3 : Lesson Plan in Sanskrit Language**

- 3.1 Planning lesson plans in prose, poetry, grammar and composition.
- 3.2 Unit plan : importance, characteristics, format

3.2 Resource unit: importance, characteristics, format

3.3 Micro lesson plan: importance, format, practice

**9 hours**

**Unit 4 : Development of Language Skills**

4.1 Listening: importance, activities for its development.

4.2 Speaking: importance, characteristics of good speaking, activities for its development.

4.3 Reading: mechanics of reading, objectives, different kinds of reading - silent reading and loud reading.

4.4 Writing: importance of good handwriting - specialties of the Devanagari script, causes of spelling mistakes, remedial measures.

**10 hours**

**Unit 5 : Curriculum Design**

5.1 Principles of curriculum construction of Sanskrit.

5.2 Curriculum design in Sanskrit: subject centered, learner centered, problem centered.

5.3 Transaction of curricular/ co-curricular activities.








5.4 Curriculum development and evaluation.

**7 hours**

**Assignments: ( any one)**

1. Review of 8th or 9th standard Sanskrit text book.
2. Preparation of work book on unit.
3. Solving the Grammar exercise Given in the 8th and 9th standard text books.

**Reference**

-  Apte.D.G. (2000) *Teaching of Sanskrit*. Bombay : Padma Publications.
-  Shanbhag D.N. (2002) *Subhoda Sanskrit Vyakarana*. Dharwad:Bharat Book Depot & Publications.
-  Hulkerikar. G.S. (1998) *The Problems of Sanskrit Teaching*. Kolhapur : Bharat Book Depot.
-  Narasimharao. K.V.V.L. (1997) *Evaluation in Language Education*. Mysore: CIIL Publications.
-  Patnayak. P. (1997) *Language Curriculum*. Mysore: CIIL Publications.
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**RANI CHANNAMMA UNIVERISTY**  
**Bachelor of Education (B.Ed) course**

**Semester - I**

**METHODOLOGY OF TEACHING : Commerce**

**Objectives:**

1. To introduce student teachers with the methodology of teaching used in -teaching of Commerce in schools.
2. To make student teachers aware of the values of Commerce and the relationship of Commerce with other subjects.
3. To encourage student teachers to use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.
4. To acquaint student teachers with the role of teaching aids, textbook, homework, libraries in commerce.
5. To equip student teachers with the curriculum.

**COURSE CONTENT:**

**UNIT-1**

1. Meaning, nature, scope and concept of Commerce.
2. Place of commerce in secondary school curriculum and its critical appraisal.
3. Commerce and its relationship with other Social Sciences.

**UNIT - II**

1. Different methods of teaching commerce, uses and critical analysis.
  - a. Lecture Method
  - b. Discussion Method
  - c. Problem-Solving Method
  - d. Project Method
  - e. Survey Method
  - f. Demonstration Method
2. Commerce Text-books and Supplementary Materials.  
Techniques of teaching commerce subject: Questioning – Answering, Assignment, Observation, Explanation and Illustration.

**UNIT - III**

1. Analysis and Discussion on skills of teaching Commerce (practice for developing atleast 5 micro skills).
  - a. Skill of introducing the lesson
  - b. Skill of questioning
  - c. Skill of explanation
  - d. Skill of stimulus variation
  - e. Skill of black board writing
2. Lesson planning in commerce, Meaning, need and importance, construction of composite lesson plan.
3. Development and utilization of teaching aids(projects, Non-projected and performing arts) required for commerce programme.






**UNIT - IV**

1. Qualification, Qualities and Professional growth of Commerce Teacher.
2. Role of Co-curricular activities in commerce.
3. Types and Techniques of evaluation.

**Assignments:** ( any one)

1. Evaluation of a commerce text-book at Secondary level.
2. Writing objectives and specifications on any one topic from commerce and discussions amongst the group regarding decision making while selecting objectives and difficulties faced.

**Reference**

-  Agarwal J.C (2004) Teaching of Commerce; A Practical approach New-Delhi, Vikas Public House.
-  Nataraj S. (2006) Learning to teach, V.V. Nagar CVM
-  Tewari S.A (2005) Commerce Education in the Global era Delhi, Delhi Adhyan Publication.
-  Tomar S. ( 2005) Teaching of Commerce Agra, Vinod Pustak Mandir.
-  Venkat E.T. (2004) method of Teaching of Commerce, New-Delhi, Discovery Public House.

# **Rani Channamma University, Belagavi.**

## **Bachelor of Education (B.Ed.) Course**

### **Semester – II**

#### **Ed<sub>1</sub> S<sub>2</sub> : Secondary Education in India – Status, Problems and Issues. (Compulsory Paper)**

**50 hours**

#### **Objectives:**

- To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Secondary level in Karnatak.
- To develop an understanding of the brief historical background of Indian Education with special reference to Secondary Education.
- To develop an understanding of the objectives and scope of Secondary Education.
- To develop an awareness of the professional ethics.

#### **CONTENT**

##### **Unit -1: Secondary Education**

- 1.1. General Aims and Objectives of Secondary Education and Structure., Education during Post Independence Period. Constitutional provisions for education, Secondary Education commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action 1992,
- 1.2 Different streams of Secondary Education 1) C.B.S.E. 2) I.C.S.E. and 3) KSEEB with respect to curriculum.4) Examination System etc.,

**12 hours**

##### **Unit - 2: Teacher Education and Secondary School Curriculum**

- 2.1 Status of Teacher Education in India.
- 2.2 Aims and Objectives of Teacher Education.
- 2.3 Role and Responsibilities of NCTE NCERT, DSERT, CTE, IASE
- 2.4 Professional organisation in the field of Teacher education
- 2.5 Salient feature
- 2.6 Rastriya Madhyamika Shikshana Abiyana (RMSA)
- 2.7 NCF-2005

**12 hours**

##### **Unit – 3: Efficiency and Productivity of School Teacher**

- 3.1 Secondary School Teacher – Qualifications, Competences, Job Profile, Professional code of Ethical conduct.
- 3.2 Role of Secondary school teacher in Emerging India.
- 3.3 Programmes for enhancing efficiency and productivity of school teachers.
- 3.4 In-service training – orientation and content enrichment programmes.

**10 hours**

##### **Unit- IV Management of School Programme in Secondary schools.**

- 4.1 Institutional Planning : Meaning, purpose and procedure to plan.
- 4.2 School Time Table : Importance, principles, procedure and problems involved in the preparation of Time table.
- 4.3 School records: Types, Importance and Maintenance.

- 4.4 Co-curricular Activities: Meaning need and importance, Organization.  
4.5 Parent Teacher Association, Allumni Association: Need and Functions.

Mother Teacher Association

16 hours

**Assignments:** (any one)

1. Prepare and execute a plan for making at least two children and one adult literate from the community.
2. Plan and organize a field trip/excursion to a near by area of educational important and submit a report.
3. Visit to block or district and divisional educational offices and study their educational Management pattern and submit the report.
4. Prepare one project for institutional planning.
5. Critically Study the working of the one of the parent teacher association in any two secondary schools.
6. A critical survey of co-curricular activities in secondary schools.

**Reference:**

- 📖 Anand C. L. *et al.*, (1993) *Teacher and Education in the emerging Indian society* NCERT New Delhi.
- 📖 Coombs Philips H (1985) *The World Crisis in Education*. New York. Oxford University Press, New York
- 📖 Delors, Jaeques (1996) *Learning the Treasure within Report to UNESCO of the Internal Commission on Education for Twenty First Century UNESCO*.
- 📖 Dewey I (1952) *Experience in Education*, Collier Macmillan.
- 📖 Dewey S (1956) *Democracy in Education* New York: Macmillan.
- 📖 Gandhi M. K. (1956) *Basic Education*, Ahmedabad Nalijiban.
- 📖 Government of India (1952) *Report of the Secondary Education Commission*, New Delhi:- Ministry of Education.
- 📖 Government of India (1966) *Report of Education Commission Ministry of Education*, New Delhi.
- 📖 Government of India MHRD (1986) (Revised 1992) *National Policy of Education*. New Delhi.
- 📖 Government of India (1992) *Report of Core Group on Value Orientation of Education Planning Commission*.

- 📖 Kneller G. F. (1978) *Foundation of Education*. New York: Johri Willy and Sons.
- 📖 Kneller George (1978) *Introduction to Philosophy of Education*, New York: John Willey and Sons INC.
- 📖 Mani R S. (1964) *Educational Ideas and Ideals of Gandhi and Tagore*, New Book Society, New Delhi.
- 📖 Mathur S.S. (1988) *A Sociological Approach to Indian Education*, Agra. Vindo Prakashan.
- 📖 Mookherjee K.K. (1972) *Some Great Educators of the World*. Fas Gupta & Ce Put Ltd. Calcutta.
- 📖 Mukherjee S. N. (1966) *History of Education in India*, Baroda. Acharya Book Depot.
- 📖 Naik J. P. and Syed N (1974) *A Student's History of Education in India*, New Delhi. Macmillan Co.
- 📖 Naik J. P. (1975) *Equality, Quality & Quantity: The Elusiuve Tringle of Indian Education* Bombay : Allied Publishers.
- 📖 NCTE (1988) *Gandhi on Education* , New Delhi
- 📖 Salamaliha(1979) *Education in Social Context*. New Delhi. NCERT.

**Rani Channamma University, Belagavi**

**Bachelor of Education (B.Ed.) Course**

## **Semester II**

**Ed<sub>2</sub> S<sub>2</sub> : Psychology of Teaching and Learning  
(Compulsory Paper)**

**50 Hours**

**Objectives :** Upon completion of the course, the student-teachers will be able to:

1. Acquire the understanding of meaning and importance of educational psychology and acquire an insight into its methods.
2. Understand stages and aspects of developments, appreciate the role of heredity and environment and become aware of the needs and problems of adolescents.
3. Acquire knowledge regarding the concept, nature and types of human abilities (cognitive, affective, psychomotor) and take measures to enhance human abilities and individual differences.
4. Gain knowledge of theoretical foundations, recent developments and practical educational bearing concerning personality and dynamics of human adjustment.
5. Know the nature and process of learning and to acquire insight into related factors that are influencing on the learning.
6. Familiarise with the students of special ability, children with physical and mental challenge and exceptional children.
7. Acquaint with the view points, approaches and recent developments in the field of motivation with their educational implications.
8. Consider theoretical view points of intelligence and its relationship with creativity with a ability to measure intelligence.
9. Create suitable instructional setting with the knowledge of classroom structure and dynamics
10. Develop practical skills in administering, analyzing and reporting on standardized tests in learning, intelligence, motivation, personality and classroom dynamics.

### **Unit 1: Personality**

- 1.1 Personality: concept, approaches (type, trait, factorial) in analyzing personality
- 1.2 Structure, Development and Dynamics of personality given by the following psychologists
  - 1.2.1 Freud
  - 1.2.2 Rogers
  - 1.2.3 Allport
- 1.3 Measurement of Personality Types:
  - 1.3.1 Projective techniques-TAT
  - 1.3.2 Non-projective technique - Interview method

**13 hours**

**Unit 2: Human Abilities**

- 2.1 Human Abilities : Concept, nature, types – cognitive, affective, psychomotor.
- 2.2 Individual Differences in Human Abilities : meaning, characteristics, causes, measures to enhance human abilities and individual differences.
- 2.3 Cognitive Abilities : intelligence – concept, nature, distribution, concept of MA, CA and IQ. Guilford’s SI model; Tests of intelligence – Kamat test, Bhatia, RPM, Otis test, Cattell’s Culture Fair Intelligence Scale.
- 2.4 Creativity : nature factors measurement, promotion, relationship between creativity and intelligence

**12 hours**

**Unit 3 : Special Abilities of Children and Group Dynamics:**

- 3.1 Gifted Children: meaning, giftedness and creativity, identification, characteristics of gifted children and education of gifted children.
- 3.2 Creative children: meaning, identification, and assessment of creativity, fostering creativity, education of creative children.
- 3.3 Backward children: meaning, types, identification courses, and education of backward children.
- 3.4 Mentally Retarded Children – meaning, special features of mental retardation, causes, and education for mentally retarded children
- 3.5 Group Dynamics: Classroom as a social system, Social Evaluation theory – Cooperation and Competition; Sociometry and Classroom Social Distance Scale as a means of grouping.
- 3.6 Classroom Management and discipline: meaning, influencing on pupil behaviour.

**13 hours**

**Unit 4 : Experiments :**

- i. Division of Attention
- ii. Distraction of Attention
- iii. Cooperation and Competition in learning

**Assignments : (any one)**

1. Administration, Scoring and interpretation of TAT/HSPQ/EPQ-R (Eysnecks’ Personality Questionnaire)
2. Measuring Creativity using Baquer Mehdi Verbal Test of Creative Thinking
3. Study of the structure of a classroom group using sociometric technique or Classroom Social Distance Scale.
4. Measuring intelligence of children by using Guilford’s Tests of intelligence / Bhatia’s battery of performance Test of Intelligence.
5. Measuring creativity of secondary school students using Baquer Mehdi’s Verbal test of creative thinking.

**12 hours**

## References

- 📖 Aggarwal, J.C. *Essential of Educational Psychology*, Vikas Publishers, Delhi, 1998
- 📖 Aggarwal, J.C. *Essential of Educational Psychology*, Vikas Publishing House, New Delhi, 1994.
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- 📖 Govinda Rao., A.V. *Shikshandalli Manovijnana*, Vidyanidhi Pradshana, Gadaga, 1996
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- 📖 Kundu, C.L. and Tutoo, D.N., *Educational Psychology*, Sterling Publishers, New Delhi, 1980.
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- 📖 Raul, Lizy T., (1998) *Educational Psychology*, CMC Mary Matha, Kerala.



- 📖 Sharma, R.N. *Educational Psychology and Guidance*, Vikas Publishers, New Delhi, 1998
- 📖 Shivashankara H.V. and Basakumar P., *Shaikshanika Manovijnana*, Hanji Prakashana Davangere, 1977
- 📖 Skinner, C.E. (Ed) *Educational Psychology*, 4<sup>th</sup> Ed., Prentice Hall of India Pvt., Ltd., New Delhi, 1996
- 📖 Walia, J.S. *Foundation of Educational Psychology*, Paul Publishers, Jalandhar, 2001.
- 📖 Walia, J.S. *Foundations of Educational Psychology*, Paul Publishers Jalandhar, Punjab, 1999
- 📖 Yelon, S.L. Weinstein, G.W., *A Teacher's World: Psychology in the Classroom*, McGraw Hill Co., Tokyo, 1977.

**Rani Channamma University, Belagavi.**

**Bachelor of Education (B.Ed.) Course**

## **Semester - II**

**Ed<sub>3</sub> S<sub>2</sub> : Educational Administration and Management  
(Compulsory Paper)**

**50 Hours**

**Objectives :** Upon the completion of the course, the student-teacher will be able to:

1. Understand the concept and concerns of educational administration and management.
2. Develop an understanding of the role of the headmaster and the teacher in school management.
3. Understand the educational administration and management at the different levels and their functioning
4. Develop the skill of quality control measures in school management.
5. Develop the healthy school climate in the institution.
6. Learn to maintain school office and records.

### **Unit 1 : Educational Administration and Management: Conceptual Framework**

- 1.1 Concept of Organization, Administration and Management.
- 1.2 Distinction between administration and management.
- 1.3 Nature, objectives and scope of educational management.
- 1.4 System approach: Educational institution as a system. Human beings and other resource(Sub-systems) as inputs, process and outputs(products).

10 hours

### **Unit 2 Administration of Education at the Centre and State**

- 2.1. Centre – State Relationship in Educational Administration and Management.
- 2.2 Administration of Education at the Centre.
  - 2.2.1. Ministry of Human Resource Development Department (MHRD)
  - 2.2.2. Advisory bodies to the Central Government on Education: UGC, NCTE, NCERT, CABE, NUEPA.
- 2.3 Administration of Education in the State.
  - 2.3.1 The administrative structure of education in the State.
  - 2.3.2. Control of school education in the State: Role of D.S.E.R.T.
  - 2.3.3. Managerial functions of the State Government in relation to Primary, Secondary and Higher Education and Grants-in-Aid policy
  - 2.3.4 Functions of the Department of Public Instructions in controlling Secondary Schools
  - 2.3.5 SDMC.

### 2.3.6 Problems of Secondary schools administration in the State

14 hours

#### **Unit 3: Role and Functions of Head Master**

- 3.1 Basic functions of management: planning, organizing, directing and controlling, decision making and communication.
- 3.2 Supervision and Inspection. Concepts and scope(areas) of Educational Supervision. Objectives and Features of Supervision.
- 3.3 Types of Supervision.
- 3.4 Functions of Supervisors.
- 3.5 Defects in the present supervision system in Karnataka
- 3.6 Suggestions for the improvement of supervision

12 hours

#### **Unit 4: Management of Resources:**

- 4.1 Concept, importance and Scope of School administration.
- 4.2. Mobilizing the community resources.
- 4.3 Managements of human resources.
- 4.4 Management of material resource including establishment.
- 4.5 Classroom management.
- 4.6 Personnel management: Duties of Head Master and Staff.
- 4.7 Total Quality Management: Role of Head Master and Teachers in promoting total quality of school affairs: Admission, Teaching, Examination, Promotions, Library, Co-curricular activities etc.


14 hours

#### **Assignment: (Any one)**

Survey and write report on:

1. School Plant and its maintenance.
2. Development of Evaluation proforma for supervision.
3. A critical study on effectiveness of SDMC in Secondary Schools.
4. A critical Study of the present supervision system.

#### **Reference**

-  Aggarwal J. C., (1987), *The Progress of Education in Free India*, Arya Book Depot, New Delhi.

- 📖 Anthony, N. F. (1981), *Management Competencies and in Competencies*, Canada: Addison Wesley Publishing Company, Inc.,
- 📖 Devegouda A. C., (1973), *A Handbook of Administration of Education in Mysore*, Bangalore Book Bureau, Bangalore.
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- 📖 Mathur S.S. Dr (1990)*Educational Administration and Management*. The Indian Publishers: Ambala, Cantt.
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- 📖 Sachadev M. S. *Modern Approach to School Organization and Administration*, Prakash Brothers, Ludhiana .
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**Rani Channamma University, Belagavi.**

**Bachelor of Education (B.Ed.) Course**

## **II Semester**

**Ed<sub>4</sub> S<sub>4</sub>: Educational Measurement, Evaluation and Statistics  
(Compulsory Paper)**

**50 Hours**

### **Objectives:**

**Upon the completion of the course the student teachers will be able to:**

1. Get acquainted with the basic scientific concepts and practices in the educational and mental measurement.
2. Be aware about examination reforms for improving the present day
3. Examination.
4. Develop an understanding of the concepts of validity, reliability, objectivity and usability of a test.
5. Develop the skills in statistical analysis and interpretation of school
6. Examination results.
7. Develop skills and competencies for the administration, analysis and
8. Interpretation of psychological tests.

### **Unit 1 : Measurement and Evaluation**

- 1.1 Measurement and Evaluation –concept, importance and differences.
- 1.2 Types of Evaluation – Formative and summative evaluation; Norm –referenced and Criterion –referenced evaluation : concept and differences.
- 1.3 Tri-polar relationship among objectives, learning experiences and evaluation

**10 hours**

### **Unit-2: Characteristics of a Good Measuring Instrument**

- 2.1 Concept of validity, reliability, objectivity, norms, usability of test
- 2.2 Types of Validity:
  - 2.2.1 Content validity
  - 2.2.2 Criterion related validity: Concurrent and predictive Validity
  - 2.2.3 Construct Validity
  - 2.2.4 Face Validity
  - 2.2.5 Factorial Validity
- 2.2 Types of Reliability:
  - 2.3.1 Test Retest Reliability
  - 2.3.2 Split Half Reliability
  - 2.3.3 Equivalent form Reliability
  - 2.3.4 Kuder Richardson Reliability

**12 hours**

### **Unit 3 : Tools and Techniques of Evaluation**

- 3.1 Cognitive tests : Achievement Test.
  - 3.1.1. Planning the test.

- 3.1.2. Construction of a blue – print.
- 3.1.3. Writing good test items – essay, short items, and different types of objective test items, scoring keys/ guides.
- 3.1.4. Administration, scoring, item analysis and improving test items.
- 3.1.5. Interpretation of test results.
- 3.1.6. Differences between teacher made and standardized tests.
- 1.2 Non-cognitive techniques
  - 3.2.1. Sociometry-administration, scoring, interpretation and context of use
  - 3.2.2 Problem checklist (Adjustment)
    - (3.2.1 and 3.2.2 to be discussed with respect to description, administration, scoring, interpretation and context of use)
- 3.3 Development of Question Bank – meaning and importance – categories under which a test item is coded (objectives, content, types of test items and scoring).

**14 hours**

#### **Unit 4 : Educational Statistics**

- 4.1 Meaning and important of educational statistics.
- 4.2 Scores – discreet and continuous series, meaning of score, ungrouped and grouped data.
- 4.3 Steps followed in preparing frequency distribution table.
- 4.4 Graphical representation of data: frequency polygon, histogram and pie diagram.
- 4.5 Measures of central tendency – mean, median and mode – computation for both grouped and ungrouped data, interpretation and uses.
- 4.6 Measures of variability – range, quartile deviation and standard deviation – computation for both grouped and ungrouped data, interpretation and uses.

#### **Assignments: (any One)**

- 1. Administering and interpreting the results of one standardized test.
- 2. Compare the results of two subjects of any class of the Secondary/Higher Secondary School and find the correlation and interpret it.
- 3. Take 5 items of statistics and administer them on 30 or more students and do their item analysis.
- 4. Graphical representation of data – all the three types of graphs.
- 5. Development of specification cards for Question Bank for 20 test items.

## Reference:

- 📖 Aggarwal, J. C.(2004), “Essentials of Examination System: Evaluation, Tests
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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) Course**  
**Semester – II**  
**Optional Subject**  
**Ed5: Value Education**

**50 Hours**

**Objectives:** Upon completion of the course the student-teachers will be able to:

1. Understand the concept and types of values.
2. Understand the meaning and basic-theories of axiology.
3. Get an insight into the strategies of inculcation of values among children.
4. Develop awareness about the different agencies working in the sphere of value education.
5. Develop skills and techniques needed to teach value education.
6. Understand the role of the teacher in value education.

**Unit 1: Introduction to Values**

- 1.1 Values: Concept, Nature, Types and Significance
- 1.2 Classification of Values - Intrinsic Values, Instrumental Values, Moral Values, Aesthetic Values, Economic Values, Social Values
- 1.3 Contemporary Values in Indian Context
  - 1.3.1 Panchakosha Theory of Values
  - 1.3.2 Basic Human Values – Truth, Beauty, Goodness, Love, Peace, Non-Violence
  - 1.3.3 Contemporary Values – Scientific Temper, Intellectual Honesty, Social Service and Protection of Environment.

**14 hours**

**Unit 2: Strategies of Inculcation of Values**

- 2.1 Sources of Value Education – Autobiography and Biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.
- 2.2 Techniques of Inculcating Values in Life
  - 2.2.1 Ashtangayoga (Yama, Niyama, Asana, Pranayama, Prathyahara, Dhyana, Dharana, and Samadhi)
- 2.3 Role of Teachers in Value Education.

**14 hours**

**Unit 3: Role of Social Agencies in Value Education**

- 3.1 Family
- 3.2 Religion
- 3.3 Educational Institutions
- 3.4 Community
- 3.5 Mass Media (Print and Electronic)
- 3.6 Information and Communication Technology (Computer and Internet)

**11 hours**

**Unit 4: Value Education in Secondary Schools**

- 4.1 Integrated approach
- 4.2 Direct Approach
- 4.3 Incidental approach
- 4.4 Co-curricular and Extra-Curricular Activities
  - 4.1.1 Resolving Value Conflicts (value crisis)
  - 4.1.2 Discussion of Burning Social and Moral Problems
  - 4.1.3 Project Work and Community Centered Activities

**11 hours**

**Assignments:** (any one)

1. Visit to religious institutions which are involved in Educational endeavor
2. Documentation of the contributions of the great personalities and institutions for the promotion and protection of values
3. Selection of incidences/ episodes from the biographies depicting particular/ selected value
4. Preparation of Value Judgment Scale

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**Rani Channamma University, Belagavi  
Bachelor of Education (B.Ed) Course**

**Semester – II**

**Optional Subject**

**Ed<sub>5</sub> OPT.: Human Rights Education**

**50 Hours**

**Objectives :** Upon completion of the course, the student-teacher will be able to :

1. Understand the concept, foundations, historical developments and important issues relating to human rights and their teaching.
2. Interpret the provisions in the Universal Declaration of Human Rights (UDHR) and the Constitution of India.
3. Explain the concept, need and importance of Human Rights Education and incorporate the same in curriculum.
4. Understand the role of –
  - United Nations High Commission for Human Rights (UNHCHR)
  - National Human Rights Commission (NHRC)
  - Human Rights Courts in India and
  - The Press/Media in protecting Human Rights and creating awareness about incidences of violation of human rights.
5. Understand the evolution of rights of children and describe the measures taken by Government of India and other agencies in their protection and promotion.
6. Identify the problems involved in ensuring the human rights of human beings and children and their protection in family, school and community.

### **Unit 1: Introduction to Human Rights**

- 1.1 Meaning of Rights and Duties
- 1.2 Human Rights-concept, origin and significance
- 1.3 Bill of Human Rights in the International context
  - 1.3.1 Universal Declaration of Human Rights (UDHR)
  - 1.3.2 International Covenant on Economic, Social and Cultural Rights (ICESCR)
  - 1.3.3 International Covenant on Civil and Political Rights.

**12 hours**

### **Unit 2: Human Rights and Children**

- 2.1 Crimes against children
- 2.2 Rights of Children
- 2.3 Child Labour – Socio-Economic Analysis
- 2.4 Rights of Girl Child
- 2.5 Rights of Disabled Children
- 2.6 Convention on the Rights of Children

**12 hours**

### **Unit 3: Agencies in Human Rights**

- 3.1 National Human Rights Commission (NHRC)
- 3.2 National Commission for Women (NCW)
- 3.3 State Human Rights Commission
- 3.4 NGO's working in the Area of Human Rights
  - 3.4.1 Amnesty International
  - 3.4.2 Child Relief and You (CRY)
  - 3.4.3 Peoples Union for Civil Liberties (PUCL)
  - 3.4.4 UNESCO Recommendations
  - 3.4.5 World plan of Action on Human Rights
  - 3.4.6 National Policy on Education (1986) and Human Rights.

**10 hours**

### **Unit 4 : Human Rights Education in Schools**

- 4.1 Direct Approach
- 4.2 Integrated Approach
  - 4.2.1 Integrating concept of human rights in Languages and Literature
  - 4.2.2 Integrating in Social Science Subjects
  - 4.2.3 Integrating in Science Subjects

#### 4.2 Incidental Approaches

#### 4.3 Co-curricular Activities

##### 4.3.1 Projects, Field Extension and Outreach Activities

#### 4.4 Role of Teacher in Promotion of Human Rights Culture

**16 hours**

#### **Assignments** (any one)

1. Collection of news paper clippings on various issues/dimensions of Human Rights from different News papers and writing a critical report (collection of at least 50 clippings).
2. Development and administration a tool for the assessment of extent of violation of Human Rights in Schools/Community
3. Visit to an NGO working in the area of Human Rights and documenting its history, functions and major contributions.
4. Development of Literature, Posters, Charts, Visuals, Cases, Compact Discs (CDS) on Human Rights.
5. Preparation of an Audio script for a 20 Mts. programme to create awareness in the community regarding rights of child/girl child.

#### **References**

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) Course**

**Semester – II**

**Optional Subject**

**Ed<sub>5</sub> OPT.: Health and Physical Education**

**50 Hours**

**Objectives** : Upon completion of the course the student–teacher will be able to :

1. Understand the significance of Health Education for the all-round development.
2. Maintain and promote good health
3. Develop the understanding of physical education and its related fields.
4. Acquire the knowledge about the teaching methods of physical education and its activities.
5. Know about the effective organization of physical education activities.

**Unit 1 : Health and Physical Education**

- 1.1 Health : Meaning, Aims and Objectives, Importance and Scope
- 1.2 Physical Education : Meaning, Aims and Objectives, Importance and Scope
- 1.3 Related fields – Recreation, Health Education and Education
- 1.4 National and Emotional Integration through Sports and Physical Education
- 1.5 Yoga – Meaning – Astanga Yoga – Significance in Modern Society.

**10 hours**

**Unit 2 : Health Service and Supervision**

- 2.1 Medical Inspection – Meaning, Procedure and Importance
- 2.2 Personal Care – Skin, Eyes, Ears and Teeth
- 2.3 Safety Education – Meaning and Significance, Safety in Classrooms, Play field, Gymnasium, Roads and Homes.
- 2.4 First Aid – Meaning, Significance, principles of giving first aid
- 2.5 Fatigue – Meaning, Causes and Remedies.
- 2.6 Balanced DIET – Meaning and Benefits.

**16 hours**

**Unit 3 : Leadership, Discipline, Incentives and Awards**

- 3.1 Leadership
  - 3.1.1 Qualities of good leader in physical education

3.1.2 Teacher leadership

3.1.3 Student leadership

### 3.2 Discipline

3.2.1 Meaning

3.2.2 Common forms of indiscipline in schools

3.2.3 Causes for indiscipline

3.2.4 Steps to check indiscipline

3.2.5 Rewards and discipline

3.2.6 Punishment and discipline

### 3.3 Incentives and Awards

3.3.1 Letter – Crest

3.3.2 Cup

3.3.3 Trophy

3.3.4 Medal

3.3.5 Honour Board

3.3.6 Scholarship

3.3.7 Certificate

3.3.8 Cash prize – based on the Player’s Performance

**16 hours**

## **Unit 4 : Organization of Physical Education Activities**

4.1 Intramural and Extramural Competitions: Meaning, Organization, Benefits

4.2 Tournaments : Meaning, Types – Knock-out and league, Benefits.

4.3 Sports meet : Meaning, Organization, Benefits.


4.4 Camps and Hikes : Meaning, Organization, Benefits.

**8 hours**

### **Assignments: (any one)**

1. Participation in any one major game and one sports item.
2. Ground marking for selected games and sports.
3. Commands, line formation and marching, ceremonial parade.
4. Participation in two National festival programmes for flag hoisting.

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**

**Semester – II**

**Optional Subject**

**Eds: Guidance and Counselling in Schools**

**50 Hours**

**Objectives:** Upon completion of this course the student-teacher will be able to :

1. Understand the principles, scope and need of guidance and counselling in schools
2. Acquaint himself with nature of different problems faced by children in context of learning and development.
3. Understand the acquisition and process of learning in children with special needs.
4. Acquaint himself with learning disabilities of children and its remedies
5. Take up minimum guidance programme at school level.

**Unit 1: Guidance and Counselling**

- 1.1 Introduction to Guidance and Counselling
- 1.2 Nature, Purpose and Scope of Guidance and Counselling
- 1.3 Difference between Guidance and Counselling
- 1.4 Counselling
  - 1.4.1 Principles
  - 1.4.2 Approaches
- 1.5 Areas of Guidance
  - 1.5.1 Educational Guidance
  - 1.5.2 Vocational Guidance
  - 1.5.3 Personal Guidance \*

12 hours

**Unit-2: Problems of Developments in Children**

- 2.1 Problems related to physical development
  - 2.1.1 Common problems faced by children
  - 2.1.2 Nutrition
- 2.2 Problems related with Emotional Development
  - 2.2.1 Adjustment to Home
  - 2.2.2 Adjustment to School
  - 2.2.3 Adjustment to Peer Group
- 2.3 Problems related to academic achievement
- 2.4 Problems related to Gender bias and Gender related issues

- 2.5 Applications of the whole child concept for parents, teachers and counselors
- 2.6 Acquisition and Process of Learning
  - 2.6.1 Concept of learning
  - 2.6.2 Factors affecting learning
  - 2.6.3 Physiological factors
  - 2.6.4 Psychological factors
  - 2.6.5 Socio-emotional factors
  - 2.6.6 Educational factors

**16 hours**

**Unit 3: Learning Disabilities of Children**

- 3.1 Factors Contributing to Learning Problems
  - 3.4.1 External factors – Psychological and Educational
  - 3.4.2 Internal factors – Low general ability, Attention, Specific reading, writing etc.
- 3.2 Assessment of the child
  - 3.2.1 Case history
  - 3.2.2 Assessment of general abilities
- 3.3 Remediation
  - 3.3.1 Principles of Guidance Services
  - 3.3.2 Designing remedial strategies.

**14 hours**

**Unit 4: Guidance for Children with Special Needs**

- 4.1 Meaning, definitions and types of exceptional children
- 4.2 Gifted and Creative children
- 4.3 Slow learners and backward children
- 4.4 Strategies for helping exceptional children to overcome their problems.

**10 hours**

**Assignments ( any one )**

1. Case study of a child with special problem.
2. Publication of a career bulletin based on authentic sources of Jobs. Employment etc.
3. Organization of career conference, Campus Interviews, etc.
4. Organization of Counseling session for (Individual / Groups) students who are genuinely in need of Counselling.
5. Organization of Guidance sessions about services and facilities available in a school or college.

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) Course**  
**Semester – II**  
**Optional Subject**  
**Ed<sub>5</sub> OPT: Environmental Education**

**50 Hours**

**Objectives :** Upon completion of the course, the student-teacher will be able to :

1. Understand the concept, significance, scope and terminologies, objectives and programmes of environmental education.
2. Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities.
3. Interpret the environmental legislations in conservation and protection of the environment.
4. Understand the role of governmental and non-governmental agencies in environmental education.
5. Apply the methods of teaching and evaluation in environmental education.

**Unit 1 : Introduction to Environmental Education**

- 1.1 Environmental Education – Concept , Importance and Scope
- 1.2 Objectives and Principles of Environmental Education.
- 1.3 Basic Concepts in Environmental Education
  - 1.3.1 Ecology
  - 1.3.2 Eco-System
  - 1.3.3 Ecological Balance
  - 1.3.4 Food Chain
  - 1.3.5 Pollution and Pollutants
  - 1.3.6 Natural Resources
  - 1.3.7 Green House Effect

- 1.3.8 Bio-degradable and Non-degradable Materials.
- 1.3.9 Bio-sphere – Bio-Diversity
- 1.4 National Environment Awareness Campaign ( NEAC)
- 1.5 Environmental Orientation for School Education ( EOSE)
- 1.6 Environmental Information System (ENVIS).

**10 hours**

## **Unit 2 : Environment and Pollution**

- 2.1 Meaning of Environment.
- 2.2 Types of Environment
- 2.3 Types of Environmental Pollution
  - 2.3.1 Air Pollution : Meaning, causes The Air (Prevention and Control of Pollution) Act – 1981.
  - Water Pollution: Meaning, causes, The Water ( Prevention and Control of Pollution) Act – 1977
  - 2.3.2 Soil Pollution : Meaning, causes, Remedies
  - 2.3.3 Sound Pollution : Meaning, causes , Remedies
- 2.4 Ecological Imbalances
  - 2.4.1 Deforestation
  - 2.4.2 Soil Erosion
  - 2.4.3 Extinction of Wild life
  - 2.4.4 Depletion of Ozone layer
- 2.5 Life and Contributions of Environmental Activists.
  - 2.5.1 Mahesh Chandra Mehta
  - 2.5.2 Sunderlal Bahuguna
  - 2.5.3 Vandana Shiva
  - 2.5.4 Maneka Gandhi
  - 2.5.5 Shivaram Karanth

**14 hours**

## **Unit 3 : Agencies in Environmental Education**

- 3.1 United Nations Environment Programme (UNEP)
- 3.2 International Union for Conservation of Nature and Natural Resources (IUCN).
- 3.3 Union Ministry of Environment and Forests.
- 3.4 Central Pollution Control Board ( CPCB).
- 3.5 Centre for Environment Education (CEE).
- 3.6 National Afforestation and Eco-Development Board (NAEB)
- 3.7 Environment Protection Movements in India.

- 3.7.1 Chipko Movement
- 3.7.2 Appiko Movement
- 3.7.3 Narmada Bachao Andolan (NBA).
- 3.7.4 Western Ghats Protection Movement

**12 hours**

#### **Unit 4: Methods of Teaching Environmental Education**

- 4.1 Direct (Specialized) Approach
- 4.2 Integrated (Multi-Disciplinary) Approach
- 4.3 Incidental Approach
- 4.4 Co-curricular and Extra-Curricular activities.
  - 4.4.1 Project Work.
  - 4.4.2 Intellectual Meets – Seminars, Symposia, Workshops, Conferences, Group Discussion, Debates, Special Lectures, Brain Storming.
  - 4.4.3 Field Outreach and Extension Activities.
  - 4.4.4 Eco-Clubs / Nature Clubs.
  - 4.4.5 Problem Solving Activities related to Burning Ecological Problems.
  - 4.4.6 Quiz, Poster Making, Models Making and Exhibitions.
- 4.5 Evaluation in Environmental Education
  - 4.5.1 Formative Evaluation
  - 4.5.2 Summative Evaluation.

**14 hours**

#### **Assignments (any one)**

1. Visit any one of the following organization and prepare a report on the history, structure, functions and activities
  1. District Environment office
  2. Paryavaran Vahini
  3. Eco-clubs /Nature clubs
2. Collect articles published in News Papers / Periodicals concerning environment and write a critical comment on them.
3. Prepare a Directory of individuals and institutions working for protection of the purity of the environment in your district / state and document the activities of any three individuals and three institutions.
4. Collect Twenty Five complaints published in Newspapers/Periodicals concerning pollution of the environment and suggest plan of action for solution of the complaints.
5. Prepare an Annotated Bibliography of 50 Websites concerning Environment, Ecology, Forests, Nature, Environmental Education.

6. Prepare a list of academic courses/programmes run by 50 universities/ educational institutions about Environmental Science, Environment Education and Ecology, Environment Engineering etc.
7. Create a Garden in your college and document your experiences.
8. Organizing environment education activities for school students ( any two) Exhibitions, quiz competitions, plays, slogan development, environment skits, Dramas, Essay and Drawing competitions.
9. Interviewing Ten Environmental Activists championing a genuine environmental movement and use the recorded interview for creating awareness among 20 families.

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**

**Semester – II**

**Optional Subject**

**Ed<sub>5</sub> OPT. : Action Research**

**50 Hours**

**Objectives :** Upon completion of this course the student-teacher will be able to:

1. Acquire the knowledge of concept of research and educational research.
2. Understand the concept of basic, applied and action research and their differences.
3. Understand the meaning, significance and scope of action research
4. Become aware of action research problems in different areas in schools.
5. Acquire the knowledge of steps involved and tools used in action research.
6. Acquire the skills of conducting action research and to develop the skills of interpreting and reporting the findings of action research.

**Unit 1 : Research and Educational Research**

- 1.1 Research – meaning, definition and importance.
- 1.2 Educational Research – meaning, definition and importance.
- 1.3 Steps in Educational Research.
- 1.4 Types of Research : Fundamental/Basic, Applied and Action Research – meaning definition and importance.
- 1.5 Methods of research : Historical, Experimental and Survey
- 1.6 Differences between applied and action research with reference to –
  - i) purpose, ii) definition, iii) hypotheses, iv) sample, v) data collection instruments, vi) data analyses, vii) generalization, viii) limitations.

**12 hours**

**Unit 2 : Action Research**

- 2.1 Meaning, definition and scope of action research.
- 2.2 Importance of action research to classroom teachers, administrators and guidance personnel.
- 2.3 Limitations of action research
- 2.4 Action problems in different areas in schools – examples.

**12 hours**

**Unit 3 : Research Steps and Tools**

- 3.1 Steps in Action Research
  - 3.1.1 Identifying the problem area (examples – experimental design and qualitative design).

- 3.1.2 Pinpointing the problem.
  - 3.1.3 Problem analysis in terms of causes.
  - 3.1.4 Identifying the objectives.
  - 3.1.5 Formulating action hypotheses.
  - 3.1.6 Designing action plan.
  - 3.1.7 Execution of the plan.
  - 3.1.8 Analysing the data.
  - 3.1.9 Findings
  - 3.1.10 Reporting.
- 3.2 Tools of Data Collection.
- 3.2.1 Achievement Test, Questionnaire, Interview Schedule, Checklist, Rating Scale – meaning, need, advantages and limitations.
  - 3.2.2 Tests/Inventories of Aptitude, Attitude, Interest, Personality, Values, Intelligence and Creativity (Knowledge of at least 2 tests in each category).
  - 3.2.3 Measures in classroom – Sociometric technique and Classroom Social Distance Scale (uses of these tools in action research)
- 3.3 Quantitative and Qualitative data : meaning and examples.
- 3.3.1 Analysis of the Data – frequency distribution, measures of central tendency, variability,
  - 3.3.2 Co-efficient of correlation (Pearson’s rank difference method).
  - 3.3.3 Interpretation of data with an example – descriptive and graphical.  
(Note : to be discussed without computation)

**18 hours**

#### **Unit 4 : Action Research Report**

- 4.1 Format of report in terms of steps of action research (as in 3.1 above).
- 4.2 Summary, bibliography and appendix.

**8 hours**

#### **Assignments (any one)**

Preparation of an action plan on a classroom problem such as :

- a. identifying causes of poor reading ability and suggesting remedial measures.
- b. identifying the causes and types of spelling errors and suggesting remedial measures.
- c. identifying the causes of poor map-reading skills and suggesting remedial measures.
- d. identifying the causes for poor drawing of diagrams and suggesting remedial measures.
- e. identifying the causes of truancy and suggesting remedial measures.

- f. identifying the causes of problem behaviour of students in the classroom and suggesting remedial measures.  
(any other problems similar to above mentioned)

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**

**Semester – II**

**Optional Subject**

**Ed 5 Population Education**

**50 Hours**

Objectives: Upon completion of the course, the student-teacher will be able to :

1. Develop awareness about the basic concept of demography.
2. Understand the concept, significance, scope and aims of population education.
3. Understand the theories of population.
4. Think and evolve indicators of quality of life
5. Understand the impact of population growth on different aspects of life.
6. Know the national programs for improving the quality of life in rural and urban India.
7. Understand the relationship between population growth and sustainable development.
8. Develop awareness about different governmental and non governmental agencies working in the sphere of population education act inter and international levels.

**Unit 1: Introduction to Population Education**

- 1.1. Population Education –concept, significance, scope and aims.
- 1.2. Basic concepts in demography

- 1.2.1 Crude Birth Rate (CBR)
- 1.2.2 Crude Death Rate (CDR)
- 1.2.3 Fertility, Mortality and Morbidity.
- 1.2.4 Under Five Mortality Rate (U5MR)
- 1.2.5 Census, Population Density, Sex Ratio
- 1.2.6 Family Welfare, birth Control
- 1.2.7 Per Capita Income and Poverty Line

1.3 Theories of Population

- 1.3.1 Report Thomas Malthus theory of population.
- 1.3.2 Transition theory of population.
- 1.3.3 National Population Education Program (NPEP)
- 1.3.4 National Population Policy in India

**10 hours**

**Unit 2 : Population Growth and Quality of Life**

**2.1. Indicators of quality of**

- 2.1.1 Standard of living.
- 2.1.2 Physical quality of Life Index (PQLI)
- 2.1.3 Human Development Index (HDI)
- 2.1.4 Gender Development Index (GDI)

**2.2. Impact of Population on Socio-Economic Development**

- 2.2.1 Education.
- 2.2.2 Health.
- 2.2.3 Food and Nutrition.
- 2.2.4 Housing
- 2.2.5 Employment.

**2.3. National Program for Improving Quality of Life**

- 2.3.1 Reproductive and Child Health Program.
- 2.3.2 Maternal Health Program
- 2.3.3 Immunization Programs.
- 2.3.4 Basic Needs Programs (BNP)
- 2.3.5 Sarva Shikshana Abhiyan (SSA)

**15 hours**

**Unit 3 : Agencies of Population Education**

- 3.1 United Nations Population Fund (UNPF)
  - 3.2 World Health Organization (WHO)
  - 3.3 Union Ministry of Health and Family Welfare
  - 3.4 State Ministry of Health and Family Welfare
  - 3.5 Family Planning Association of India
  - 3.6 Mass Media-Print and Electronics.
- (the above programmes are to be taught with respect to objectives and functions)

**4 hours**

**Unit 4: Approaches and Evaluation in Population Education**

- 4.1 Integrated Approach
- 4.2 Direct (Specialized /Curricular) Approach.
- 4.3 Co-Curricular and Extra-Curricular Activities.
  - 4.3.1 World Population Week
  - 4.3.2 Organisation of Debates, Elocutions and Quizzes.
  - 4.3.3 Preparation of Posters, Charts, Models..
  - 4.3.4 Field Works, Extension/ outreach Programs.
  - 4.3.5 Dramas, Exhibitions, Seminars.
  - 4.3.6 Media Clippings
  - 4.3.7 Assignments and projects
- 4.4 Evaluation Techniques.
  - 4.4.1 Formative Evaluation.
  - 4.4.2 Summative Evaluation

**Assignment: (any one)**

1. Census of Population of a small Village/Locality and development of demographic profile.
2. Critical appraisal of implementation of any one National or State program concerning population education or health program or family welfare program in a Taluka or District.
3. Critical appraisal of working any one governmental or non-governmental agency in the field of population education (Selecting a taluka or a district as its jurisdiction).
4. Organizing any two co-curricular or extra-curricular activities and development of a report.
5. Development and Administration of a tool on assessing the quality of life or awareness or knowledge, attitude and practices (KAP) of Population.

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**  
**Semester – II**

**Methods of Teaching (MOT) : Mathematics**

**40 Hours**

**Objectives:** Upon completion of this course student teachers will be able to-

1. Recall the meaning, nature and scope of mathematics.
2. Acquaint aims and objectives of teaching mathematics in secondary school level.
3. Plan teaching in mathematics at micro and macro level.
4. Prepare unit plans, resource unit and organize lesson to meet at different class room situations.
5. Analyse and evaluate the curriculum of mathematics at secondary school level.
6. Apply different approaches and methods of teaching mathematics in classroom situations.
7. Prepare and use instructional materials in teaching mathematics.
8. Prepare different kinds of test and understand the comprehensive evaluation.
9. Participate and organize the different co-curricular activities in mathematics.
10. Understand the professional competencies, commitments and expectations of mathematics teacher.

**Unit 1: Curriculum Design in Mathematics**

1.1 Concept of Curriculum

1.1.1 Principles of Curriculum Construction

1.1.2 Organisation of content of the curriculum

1.1.3 Psychological and Logical

1.1.4 Spiral and Topical

1.1.5 Comparing CBSE, ICSE and KSSEB curriculum

1.1.6 Revising Mathematics curriculum

1.1.7 Critical analysis of Karnataka State Secondary School Mathematics

Curriculum keeping in view the curriculum principles



- 1.2 New trends of Mathematics Curriculum in India
  - 1.2.1 School Mathematics Study Group (SMSG)
  - 1.2.2 National Council for Educational Research and Training (NCERT)
  - 1.2.3 National Educational Policy (NEP) – 1986
  - 1.2.4 National Curriculum Framework-2009
- 1.3 Correlation in Mathematics
  - 1.3.1 Relationship of Mathematics with other disciplines
  - 1.3.2 Relationship among different branches of Mathematics
  - 1.3.3 Relationship among different units, in the same branch of Mathematics
  - 1.3.4 Relationship of Mathematics with day to day life
- 1.4 C0-curricular Activities in Mathematics :
  - 1.4.1 Mathematics Club : Objectives of Maths club, organisation and activities
  - 1.4.2 Mathematics Olympiads : objectives and importance
  - 1.4.3 Mathematics Quiz : Organisation and importance
  - 1.4.4 Mathematics Museum : Organisation and importance
  - 1.4.5 Mathematics Fair : Organisation and importance
  - 1.4.6 Mathematics Laboratory : Objective, importance and uses
  - 1.4.7 Recreational activities in mathematics : Games, Puzzles, Riddles, etc.,
  - 1.4.8 Ethno Mathematics

**12 hours**

## **Unit 2: Instructional Materials in Teaching Mathematics**

- 2.1 Text Book
  - 2.1.1 Meaning of Text Book
  - 2.1.2 Characteristics of a good Mathematics Text Book
  - 2.1.3 Importance of Text Book
  - 2.1.4 Critical study of secondary school Mathematics textbook of Karnataka State using a format
- 2.2 Work Book
  - 2.2.1 Concept of work book
  - 2.2.2 Guidelines for preparing work book, Hand book in Mathematics – meaning, need and importance – Teachers’ Manual
- 2.3 Reference books – meaning, need and uses
- 2.4 Hardwares and Softwares
  - 2.4.1 Hardwares- OHP, LCD, Digital Board, Slide projector, Television, Computer etc.,
  - 2.4.2 Softwares- Charts, Models, Pictures, CD-ROMs, etc.,

## 2.5 Geometrical Instruments – types and importance

12 hours

### **Unit 3 : The Mathematics Teacher**

- 3.1 Professional Competencies and responsibilities
- 3.2 Inservice education and training
- 3.3 Orientation
- 3.4 Content enrichment programme
- 3.5 Mathematics Teacher Association – State, National and International level
  - i. Need and Importance
  - ii. Activities, commitment and expectation
- 3.6 Problems of Mathematics Teacher
- 3.7 Role of NCERT, DSERT, CTE & IASE in continuing education for mathematics teacher
- 3.8 Fostering and Maintaining interest in Mathematics
- 3.9 Teaching mathematics to gifted, slow learner and under achiever

10 hours

### **Unit 4 : Evaluation in Mathematics**

- 4.1 Concept of Evaluation
  - 4.1.1 Evaluation procedures used in evaluating students performance in mathematics
- 4.2 Classification of test and test items
- 4.3 Unit Test in Mathematics
  - 4.3.1 Meaning
  - 4.3.2 Importance
  - 4.3.3 Steps for construction
  - 4.3.4 A sample Unit Test in Mathematics
  - 4.3.5 Format of well balanced Question paper
  - 4.3.6 Objective based test items
  - 4.3.7 Question bank in mathematics – meaning, construction and importance
- 4.4 Diagnosis in Mathematics
  - 4.4.1 Diagnostic Test in Mathematics – its types and uses
  - 4.4.2 Construction of Diagnostic Test in Mathematics
  - 4.4.3 Identification of difficulties/error in mathematics made by students
- 4.5 Remedial Instruction
  - 4.5.1 Meaning of remedial teaching
  - 4.5.2 Importance of remedial teaching
  - 4.5.3 Follow up work

10 hours

**Assignments :**( any one)

1. Preparing self programmed learning material on any one topic in Mathematics
2. Preparation of diagnostic test
3. Preparation of question bank
4. Report on mathematics club activities
5. Analysis of secondary school Mathematics Question paper

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**  
**Semester-II**

**Methods of Teaching (MOT): Physical Science**

**40 Hours**

**Objectives:** Upon completion of the course, the student teacher will be able to:

- 1) Understand the nature, scope and importance of physical science with special reference to secondary school content.
- 2) Understand the aims and objectives of teaching physical science.
- 3) State the specific behavioral changes under each objective.
- 4) Understand and make use of different approaches & methods of teaching physical science.
- 5) Prepare objective based lesson plans and use them in their practice teaching.
- 6) Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
- 7) Plan, use and maintain the physical science laboratory systematically.
- 8) Understand the principles of text-book construction.
- 9) Understand the importance of appropriate instructional materials (hardwares and softwares) in teaching physical science and use them by preparing/selecting them in their practice teaching.
- 10) Understand the importance of principles of curriculum construction in the organisation of physical science contact.
- 11) Get mastery in physical science content and imbibe the special qualities of physical science teacher.
- 12) Prepare and use different tools of evaluation to assess the achievements of students in physical science.
- 13) Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organisation.
- 14) Organise co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc through the science club.
- 15) Apply the knowledge of physical science to develop scientific thinking and scientific out look.
- 16) Develop skills in analyzing the content in terms of concepts and in learning experiences.
- 17) Construct and administer unit test, conduct experiments improves teaching aids.

## **Unit 1: Curriculum and Instructional Materials in Teaching Physical Science**

- 1.1 Meaning, definition and importance of physical science curriculum
- 1.2 Principles of physical science curriculum construction;
- 1.3 Organisation of content of the curriculum; Topical Logical and Psychological arrangements.
- 1.4 Co-relation of physical science with other school subjects - meaning, importance types and examples.
- 1.5 Study of the principles, design and materials produced in some well known curricula such as PSSC, CHEM study and NUFFIELD, NCERT Curricular Framework (2000)
  - 1.5.1 Physical Science Textbooks;
    - i. Importance of physical science text book;
    - ii Functions of physical science text book;
    - iii Characteristics of a good physical science text book;
    - iv Use of proforma in the evaluation of text-book; a) Hunters score card; b) Voget's check list ; c) Reviewer's Form.
  - 1.5.2 Work books;
    - i Teachers Manuals
    - ii Laboratory manuals;
    - iii Supplementary reading materials;
    - iv Reference materials - Meaning, Characteristics and uses.
  - 1.5.3 Audio-Visual Aids (Preparation and Use)
    - I Charts;
    - ii Models;
    - iii OHP transparencies;
    - iv Filmstrips;
    - v slides;
    - vi Video tapes;
    - vii Films;
    - viii Educational C.D.'s
  - 1.5.4 Mass Media –
    - i Television (T.V.);
    - ii Radio - Meaning and importance.
  - 1.5.5 Community Resources and Self learning materials –
    - i Meaning and importance.
- 1.6 Physical Science Library;
  - 1.6.1 Importance & organizing of physical science library;
  - 1.6.2 Sections of science library;
  - 1.6.3 Choice of book for science library.

**11 hours**

## **Unit 2: Uses and Management of Science Laboratory**

- 2.1 Need and importance of physical science laboratory;
- 2.2 Characteristics of an Ideal physical science laboratory ;

- 2.3 Importance of Laboratory work;
- 2.4 Planning of physical science Laboratory,
- 2.5 Surroundings of the Laboratory;
- 2.6 Procurement and maintenance of Laboratory equipments;
- 2.7 Storage of physical science materials;
- 2.8 Management of Safety; Laboratory & Students ;
- 2.9 Laboratory records;
- 2.10 Preparation of Lab work timetable;

**9 hours**

### **Unit 3: Co-Curricular Activities in Science**

- 3.1 Physical Science club - i) Importance; ii) Aims; iii) Organisation; and  
iv) activities; v) Science club and classroom teaching; vi) Projects of the science club.  
Importance; Organizations and evaluation of field trips/visits;
- 3.2 Physical science museums ,Science Exhibitions and fairs and Film shows;
- 3.3 Guest Lectures and Seminars;
- 3.4 Physical Science based hobby clubs; i) Scientific hobbies; ii) Need and Importance; iii) Some useful and interesting hobbies like sky watching etc.
- 3.5 Art activities for physical Science Teaching- importance and use.
- 3.6 Characteristics of an ideal physical science teacher;
- 3.7 Responsibility of a physical science teacher -Supervision and Inspection of Phy. science department
- 3.8 Role of physical science teacher i) Discriminator of Information ii) Script writer and Presenter for Radio and TV Programmes; iii) Quiz master; iv) Propagating concerned for Environments – sustainable development – green house effect, Acid rain, Ozone Depredation, Fain Failure, Sea Erosion etc.,
- 3.9 General problems of physical science teacher in Karnataka state;
- 3.10 Nurturing creativity of students in Secondary schools
- 3.11 Avenues for Professional development of Science Teacher
- 3.12 Role of Physical Science Teacher – National Science Talent Search Scheme

**12 hours**

#### **Unit 4: Concepts and Importance of Evaluation in Physical Science**

- 4.1 Meaning and definitions of Evaluation;
- 4.1.1 Techniques of assessment of Theory and practicals in Physical science;
- 3.4 Preparation of Unit test in physical science preparation and blueprint; Writing test items;
- 3.5 Diagnostic use of test data; Remedial planning - meaning, planning and uses;
- 4.3.1 Evaluation of Practical work in physical science - planning and uses;
- 4.3.2 Construction of a well balanced question paper in physical science;
- 4.3.3 Critical Evaluation of “present the evaluation system” in physical science.

**10 hours**

#### **Assignments: (any one)**

- 1) Preparation of a model question paper for a class.
- 2) Physical Science and environment - preparation of exhibits/ albums.
- 3) Preparation of a diagnostic test.
- 4) Organization planning and Evaluation of field trip.
- 5) Critical study, analysis and evaluation of existing secondary school science curriculum in Karnataka.
- 6) Recommendations of NPE 1986 regarding science curriculum at secondary stage.
- 7) Physical science education in India – Mudaliar and Kothari Commissions recommendations.

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**Rani Channamma University, Belagavi**

**Bachelor of Education (B.Ed) course**

**Semester – II**

**Methods of Teaching (MOT) :Biological Science**

**40 Hours**

**Objectives:** - On completion of the course the student teacher will be able to:

1. Understand the nature, scope & importance of Biological Sciences and get acquainted with ancient as well as modern developments in the field of Bio-Sciences.
2. Understand the Aims, Objectives of teaching Bio-Science and will be able to state the objectives in behavioral terms
3. Acquaint with the Resources for teaching Biology & their effective Utilization.
4. Get exposed to Micro teaching and preparing Resource Unit, Unit Plan & Lesson Plans.
5. Understand the concept of curriculum, principles of curriculum construction and trends curriculum revision
6. Be introduced to various methods, approaches & models of teaching Biological Science and implement them in their teaching practice.
7. Understand and prepare the different types of test items for the Evaluation of students performance in Biology.
8. Appreciate and inculcate the Competencies and commitments needed for a biological Science Teacher.
9. Plan & execute various curricular & co-curricular activities related to teaching of Bio-Science.

**Unit 1: Curriculum**

1.1 Principles of Biology Curriculum Construction

1.2 Organisation of Content:

1.2.1 Psychological

1.2.2 Spiral

1.3 Trends in Biology curriculum construction

1.3.1 B.S.C.S

1.3.2 Nuffield

1.3.3 NCERT Curriculum Framework – 2000

1.3.4 NEP (1986) and POA (1992)

1.4 Correlation of Biology with other school subjects

**8 hours**

## **Unit 2: Co-curricular Activities and Resources in Teaching Biological Science**

- 2.1 Bio Science laboratory - Need and importance, equipping, Bio-lab, Organizing the practical Work
- 2.2 Project Activities: Aquarium, Viverium, Terrariums, Museum, School garden,
- 2.3 Preservation of specimen through plastination-Meaning, Importance and Steps.
- 2.4 Meaning, importance and Organization of Co-Curricular Activities
  - 2.4.1 Bio-Science Club – organisation & its activities
  - 2.4.2 Bio Science Exhibition
  - 2.4.3 Field trips
  - 2.4.4 Bio-Science Quiz
  - 2.4.5 Nature Study
  - 2.4.6 Bird watching
  - 2.4.7 Collection & Preservation of Specimens-Plants and Animals
- 2.5 Resources for Teaching Biological Science:
  - i. Text books - Importance, Characteristics
  - ii. Audio - Visual Aids - Need & importance
  - iii. Audio Aids - Audio CDs
  - iv. Visual Aids- Charts, Models Specimens, OHP, Slide Projector
  - v. Audio Visual Aids - T.V., Computers (Multimedia), V.C.D., LCD
  - vi. Projector, Laboratory Manual
  - vii. Improvised Apparatus – meaning, importance and preparation
  - viii. Self Instructional Material – meaning and importance

**12 hours**

## **Unit 3: Biological Science Teacher**

- 3.1 Professional competencies & IT skills -use of Internet, using softwares & CDs, power point- presentation, use of multimedia of computers
- 3.2 Academic problems of Biology Teacher
- 3.3 Opportunities for professional growth - Seminars, Conferences, workshop, refreshes and orientation courses
- 3.4 Commitments - Learner, Professional excellence, Community

**8 hours**

## **Unit 4: Evaluation in Biological Science**

- 4.1 Concept of Evaluation - continuous and comprehension and competency based evaluation in Biology
- 4.2 Types of tests: Essay type, short answer and objective type
  - 4.2.1 Unit Test / Achievement Test - Meaning and steps
  - 4.2.2 Construction of Unit Test - Preparation of blue print
  - 4.2.3 Administration and analysis of Unit Test
  - 4.2.4 Diagnostic testing and remedial measures
  - 4.2.5 National Talent Search Programme.

**12 hours**

### Assignments (any one)

1. Organize Bio-Science - Club and prepare a report of the activities undertaken.
2. Preparing a SIM as a support material for a selected Unit in Biology.
3. Setting up Aquarium.
4. Setting up Biology Museum.
5. Collection of specimens and preservation of specimens.

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**  
**Semester – II**  
**Methods of Teaching (MOT) : History and Civics**

**40 hours**

**Objectives:** Upon completion of the course the student-teacher will be able to:

1. Understand meaning, scope and importance of History and civics in the school curriculum.
2. Acquire content knowledge of methods of history and civics.
3. Acquire knowledge of aims and instructional objectives of teaching history and civics
4. Acquire skills in planning lessons in History and civics
5. Understand and apply the principles of organizing content in the teaching history and civics.
6. Acquire knowledge about Local, Regional National, and World History.
7. Acquire the knowledge of Instructional Material and resources in teaching History and Civics
8. Preparing suitable teaching devices & using them & organizing field trips.
9. Proficiency in correlating History and civics with other school subjects.
10. Cultivate the qualities of a good History and civics teacher
11. Acquire the knowledge of content of History and civics for viii to xth standard in Karnataka
12. Evaluate History and civics text books and prescribed courses
13. Develop necessary skills in the application of methods and techniques in the classroom

**Unit 1: Curriculum in History and Civics**

- 1.1 Selection of content in History
- 1.2 Principles of selection of content,
- 1.3 Organization of the content approaches.
  - 1.3.1 Chronological plan.
  - 1.3.2 Concentric plan.
  - 1.3.3 Biographical plan.

**10 hours**

**Unit 2: Correlation of History with other School Subject**

- 2.1 Meaning and Importance of correlation
- 2.2 Types of correlation.

- 2.3 Correlation of History with Geography, Economics, Literature
- 2.4 Co curricular /Activities in History and Civics
  - 2.4.1 Importance of organization of field trips, visits.
  - 2.4.2 History and civics based hobby clubs, societies

**9 hours**

### **Unit 3: Teacher of History and Civics**

- 3.1 Qualification, Qualities and competencies of History and civics teacher
- 3.2 Professional growth- Seminars, workshops, orientation, refresher course, in service training, talent search, membership of history clubs, reading, research, journals magazines, newspaper etc.,
- 3.3 Relationship of History and Civics teacher with – students, co-workers, Headmaster and Communities

**9 hours**

### **Unit 4: Evaluation in History and Civics**

- 4.1 Meaning and Importance of Evaluation.
- 4.2 Design of unit test- Construction of objective based test Items
- 4.3 A critical study of present Secondary School History and civics syllabus and text books.

**12 hour**

### **Assignments: (any one)**

1. Preparation of models of History and civics
2. Preparation of Self Instructional materials
3. A critical study of present Secondary School History and civics textbooks 8<sup>th</sup> ,9<sup>th</sup> , 10<sup>th</sup> Standard
4. Conducting of model parliament (mock) and submission of report.
5. Preparation of software on historical events.
6. Analysis of a question paper of History and Civics of X Standard
7. Student is also allowed to do his own interested practical work pertaining to the syllabus.

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**  
**Semester -II**  
**Methods of Teaching (MoT) : Geography and Economics**

**40 Hours**

**Objectives:** Upon completion of the course the student teacher will be able to

1. know and understand importance of methods of teaching Geography and Economics
2. acquire knowledge about the content of textbook of Geography and Economics
3. acquire knowledge about the weather, climate, natural resources, Human resources and basic concept of Indian Economy.
4. acquire the qualities of good teacher
5. comprehend the tools and techniques of evaluation
6. know about content of secondary school geography and its critical study of text book

**Unit 1 : Curriculum and co-curriculum activities in Geography**

- 1.1 Principles of curriculum construction
- 1.2 Organisation of content of the Curriculum – physiological, logical, spiral, special and local environment
- 1.3 Co-relation of Geography with History, Science – Mathematics and languages
- 1.4 Trends in Geography Education
  - 1.4.1 Importance and Organization of Field trips, Visits
  - 1.4.2 Geography based hobby clubs / societies (National geography specials)
- 1.5 Study of Local and Regional Geography:
  - 1.5.1 Local Geography – aims of studying local Geography, Local – Geographical conditions around the school
  - 1.5.2 Regional Geography – meaning of weather and climate; Natural regions of India and important rivers, distribution of rainfall important crops, like rice, wheat, sugarcane and cotton and minerals like coal, iron, bauxite

**11 hours**

**Unit 2 : Instructional Material in Geography**

- 2.1 Need and Characteristics of Text books in Geography
- 2.2 Audio-visual aids, software, charts, maps, pictures, models, film projector, OHP, TV
- 2.3 Geography Museum its importance and need equipments, arrangement.
- 2.4 Geography Room – Size, living- laboratory, planning, equipments and arrangement
- 2.5 Geography library and its importance

**10 hours**



### **Unit 3 : Geography Teacher**

3.1 Qualification and qualities of a Geography Teacher – His training and practical experiences

3.2 Competencies and skills of a Geography Teacher – Organisation for academic and professional growth

1.3 Problems of Geography Teacher rural/Urban his attainments

**7 hours**

### **Unit 4 : Evaluation in Geography**

4.1 Meaning and importance of Evaluation

4.2 Types of Evaluation – Essay type Short answer type and objective type

4.3 Preparation of Unit Test- Construction of Test items. Diagnostic test data and remedial teaching

4.4 Preparation of Model Test papers – administering the question paper

4.5 Critical study of present Evaluation system in Geography Critical study of Geography textbook of 8<sup>th</sup> to 10<sup>th</sup> standard of Karnataka state

**12 hours**

#### **Assignments: ( any one)**

1. Preparation of unit test along with scheme of evaluation
2. Preparation of album of different countries – flags, stamps, currency and human race.
3. Preparation of software on Geographical events
4. A critical study of present evaluation system in Geography
5. Preparation of maps – local and regional geographical areas.
6. Development of CRT
7. Simple survey of local place, physical features and natural resources.
8. A survey/ visit to a factory, cultivated land or Agricultural form near by.
9. Collection of natural specimens alike rocks, minerals, soil, wood and crops.
10. Collection of newspaper based information about earth quakes, floods, town plant etc.

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**  
**Semester - II**

**Methods of Teaching (MOT) : English**

**40 Hours**

**Objectives:** upon completion of the course the student teacher will be able to:

1. To master the different techniques, devices of the second language structure, sounds and vocabulary.
2. To understand the status of English language.
3. To distinguish between different approaches and methods of teaching English and their use in the classroom.
4. Acquire the basic skills of language learning.
5. Plan and execute of different types of lessons in prose, poetry according to classroom situations.
6. To appreciate the importance and use of suitable audio -visual aids in class room situations.
7. To know the principles of curriculum construction.
8. To prepare and use appropriate tools of evaluation to measure the linguistic abilities of the pupils.
9. To realize his/her responsibilities as language teacher and pursue towards the aims of professional growth.
10. To guide the students to use the language correctly.

**Unit 1 : Curriculum Development**

- 1.1 Meaning of Curriculum Development
- 1.2 Scope of English Curriculum
- 1.3 Organization of English Content – psychological, logical, topical and spiral arrangements.
- 1.4 Views of National Curriculum Framework on English Language

**10 hours**

**Unit 2 : Instructional materials in Teaching English**

- 2.1 Teaching aids - Importance - different types of Audio Visual aids and occasion for their use - Language Laboratory.

2.2 Language club- Need – meaning-activities for its use for development linguistic abilities

2.3 Need for Co-curricular activities and types Co-curricular activities.

**9 hours**

**Unit 3 : Teacher of English Language**

3.1 The teacher of English language – qualities and qualifications –

3.2 Role of teacher as an innovator

3.3 Need and ways of growing professionally.

**9 hours**

**Unit 4 : Evaluation in English Language**

4.1 Evaluation - Propose and principles of Evaluation in English

4.2 Types of Evaluation

4.3 Construction of Objective based tests for Evaluation of different linguistic skills unit test and diagnostic test.

**12 hours**

**Assignment: (Any two)**

1. Preparation of a Manuscript Magazine in a practicing school.
2. Conducting Debates / Elocution competitions or dramatics in a practicing school and maintaining a record.
3. Preparation of CRT.
4. Preparation of Diagnostic test.
5. Report on language club activities.

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**

**Semenster – II**

**ಬೋಧನಾ ಪದ್ಧತಿ (MOT) : ಕನ್ನಡ**

**40 ಘಂಟೆಗಳು**

ಉದ್ದೇಶಗಳು: ಈ ತರಬೇತಿ ಹೊಂದಿದ ನಂತರ ಶಿಕ್ಷಕ ವಿದ್ಯಾರ್ಥಿಯು,

01. ಮಾತೃಭಾಷಾ (ಪ್ರಥಮ ಭಾಷಾ) ಬೋಧನೆಯ ಮಹತ್ವ ಅರಿಯುವನು ಮತ್ತು ಅದರ ಬೋಧನೆಯ ಗುರಿ ಮತ್ತು ಉದ್ದೇಶಗಳನ್ನು ನಿರೂಪಿಸುವುದು
02. ಭಾಷಾ ಕೌಶಲ್ಯಗಳನ್ನು ಅರಿತು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಅವುಗಳನ್ನು ಬೆಳೆಸುವ ವಿಧಾನಗಳನ್ನು ಉಪಯೋಗಿಸುವುದು.
03. ಸಾಹಿತ್ಯದ ವಿವಿಧ ಪ್ರಕಾರಗಳನ್ನು ಬೋಧಿಸುವ ಪದ್ಧತಿಗಳನ್ನು ಅರಿತು ತನ್ನ ರೂಢಿ ಪಾಠಗಳಲ್ಲಿ ಅವನ್ನು ಅನುಷ್ಠಾನಕ್ಕೆ ತರುವನು
04. ಗುರಿನಿಷ್ಠ ಪಾಠ ಯೋಜನೆ ತಯಾರಿಸಿ ನೀಡುವನು
05. ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಸೂಕ್ತ ಬೋಧನಾ ಸಾಮಗ್ರಿಗಳ ಮಹತ್ವ ಅರಿತು ತಯಾರಿಸಿ ಆಯ್ಕೆ ಮಾಡಿ ಉಪಯೋಗಿಸುವನು
06. ಪಠ್ಯ ಪುಸ್ತಕ ರಚನೆಯ ತತ್ವಗಳನ್ನು ಅರಿಯುವನು.
07. ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯ ಸಾಧನೆಗಳನ್ನು ಅಳೆಯುವ ವಿವಿಧ ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳನ್ನು ರಚಿಸಿ ಉಪಯೋಗಿಸುವನು.
08. ಪ್ರಚಲಿತ ಐದರಿಂದ ಹನ್ನೊಂದನೆಯ ಕನ್ನಡ ಪಠ್ಯಕ್ರಮದ ಸಂಪೂರ್ಣ ಜ್ಞಾನ ಹೋದಿರುವನು.
09. ಕನ್ನಡ ಬಾಷಾ ಶಿಕ್ಷಕನ ವಿಶೇಷ ಅರ್ಹತೆಗಳನ್ನು ಮೈಗೂಡಿಸಿಕೊಳ್ಳುವನು.

**ಘಟಕ 1 . ಪಠ್ಯಕ್ರಮ:**

**8 ಘಂಟೆಗಳು**

- 1.1 ಭಾಷಾ ಪಠ್ಯಕ್ರಮದ- ಅರ್ಥ, ಸ್ವರೂಪ ಮತ್ತು ಮಹತ್ವ
- 1.2 ಭಾಷಾ ಪಠ್ಯಕ್ರಮ ರಚನಾ ತತ್ವಗಳು.
- 1.3 ಭಾಷಾ ವಿಷಯ ವಸ್ತುವಿನ ಸಂಘಟನೆ:  
ತಾರ್ಕಿಕ ವಿಷಯವಾರು, ಸುರುಳಿರೂಪ, ಮನೋವೈಜ್ಞಾನಿಕ ವ್ಯವಸ್ಥೆಗಳು
- 1.4 ಈಗಿನ ಮಾಧ್ಯಮಿಕ ಶಾಲಾ ಪಠ್ಯಕ್ರಮದ ವಿಮರ್ಶೆಗಳು

**ಘಟಕ 2: ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು ಮತ್ತು ಮೌಲ್ಯಮಾಪನ**

**14 ಘಂಟೆಗಳು**

- 2.1 ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಸಂಪನ್ಮೂಲಗಳ ಮಹತ್ವ
- 2.2 ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು  
ಪಠ್ಯಪುಸ್ತಕ: ಅರ್ಥ, ಸ್ವರೂಪ, ಮಹತ್ವ
- 2.3 ಭಾಷಾ ಪಠ್ಯ ಪುಸ್ತಕದ ಉತ್ತಮ ಗುಣಲಕ್ಷಣಗಳು
- 2.4 ಅಭ್ಯಾಸ ಪುಸ್ತಕ, ಶಿಕ್ಷಕರ ಕೈಪಿಡಿ, ಆಧಾರ ಗ್ರಂಥಗಳು  
ವಿಶ್ವಕೋಶ, ನಿಘಂಟು/ ಶಬ್ದಕೋಶ
- 2.5 ದೃಕ್, ಶ್ರವಣ ಮತ್ತು ಶ್ರವಣ ಸಂಪನ್ಮೂಲಗಳು
- 2.6 ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ
- 2.7 ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳನ್ನು ಈಡೇರಿಸುವಲ್ಲಿ ಪ್ರತಿಯೊಂದರ ಮಹತ್ವ

- 2.8 ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿಯಾಗಿ ಶಿಕ್ಷಕ
- 2.9 ಮೌಲ್ಯಮಾಪನ:
  - 2.9.1 ಮೌಲ್ಯಮಾಪನದ ಪರಿಕಲ್ಪನೆ
  - 2.9.2 ನಿರ್ದಿಷ್ಟ ಗುರಿಗಳ ಮೌಲ್ಯಮಾಪನ
  - 2.9.3 ಭಾಷಾ ಬೋಧನೆ ಮತ್ತು ಭಾಷಾ ಪರೀಕ್ಷೆ
  - 2.9.4 ಭಾಷಾ ಪರೀಕ್ಷೆಯ ರಚನೆಯ ಸಾಮಾನ್ಯ ತತ್ವಗಳು
  - 2.9.5 ಭಾಷಾ ಸಾಮರ್ಥ್ಯ ಅಳೆಯುವ ತಂತ್ರಗಳು

**ಘಟಕ 3. ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳು**

**10 ಘಂಟೆಗಳು**

- 3.1 ಕವಿ ಜಯಂತಿ ಆಚರಣೆ ಮತ್ತು ಅದರ ಉದ್ದೇಶಗಳು
- 3.2 ಕವಿ ಗೋಷ್ಠಿಗಳು
- 3.3 ಸಾಹಿತ್ಯ ಸಂಘಗಳು ಮತ್ತು ಬಳಗಗಳು
- 3.4 ಚರ್ಚಾ ಸ್ಪರ್ಧೆ, ವಾಚನ ಸ್ಪರ್ಧೆ, ಆಶುಭಾಷಣ, ಕಂಠಪಾಠ ಸ್ಪರ್ಧೆ, ಹಾಡಿನ ಸ್ಪರ್ಧೆ ಮುಂತಾದವುಗಳನ್ನು ಏರ್ಪಡಿಸುವುದು
- 3.5 ಅಭಿವ್ಯಕ್ತಿಯಲ್ಲಿ ಭವಾಭಿನಯದ ಮೂಕಾಭಿನಯಗಳ ಪಾತ್ರ

**ಘಟಕ 4. ಕನ್ನಡ ಬೋಧಕ**

**8 ಘಂಟೆಗಳು**

- 4.1 ಅವನ ಶೈಕ್ಷಣಿಕ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು
- 4.2 ಕನ್ನಡ ಬೋಧಕನಲ್ಲಿರಬೇಕಾದ ವಿಶೇಷ ಅರ್ಹತೆಗಳು
- 4.3 ಸಹೋದ್ಯೋಗಿಗಳೊಡನೆ ಸಂಬಂಧ
- 4.4 ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ
- 4.5 ಅನ್ಯ ಭಾಷೆಗಳ ಪರಿಚಯ

**ದತ್ತಕಾರ್ಯಗಳು (Assignment) (ಯಾವುದಾದರೂ ಒಂದು)**

1. ಶೈಕ್ಷಣಿಕ ಮತ್ತು ಭಾಷಾ ಮಾಸಿಕ ಸಂಚಿಕೆಗಳ ಅಧ್ಯಯನ ಮತ್ತು ಭಾಷೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ವರದಿ.
2. 8 ನೇ ತರಗತಿಗೆ ಭಾಷಾ ದೃಷ್ಟಿಯಿಂದ ಹಿಂದುಳಿದ ಮಕ್ಕಳಿಗೆ, ಪರಿಹಾರಾತ್ಮಕ ಬೋಧನೆ.
3. ಕಾರ್ಯ ಚಟುವಟಿಕೆ ಪುಸ್ತಕ ಈಗಿನ 8, 9ನೇಯ ತರಗತಿಯ ಅಭ್ಯಾಸ ಚಟುವಟಿಕೆಗಳಿಗೆ ಸಂಬಂಧಿಸಿ ಕಾರ್ಯಾ ಚಟುವಟಿಕೆ ತಯಾರಿಕೆ.
4. ಸ್ಥಳೀಯ ಸಾಹಿತಿಗಳ ಇಲ್ಲವೇ ಸಾಹಿತ್ಯ ಸಂಘಗಳ ಅಥವಾ ಬಳಗಗಳ ಸರ್ವೇಕ್ಷಣೆ.
5. ಒಳ್ಳೆಯ ಹಾಡುಗಾರರಿಂದ ಪಠ್ಯದಲ್ಲಿರುವ ಪದ್ಯಗಳನ್ನು ಹಾಡಿಸಿ ವಿಡಿಯೋ ಮಾಡಿಸಿ ಹಾಡುಗಾರಿಕೆಯ ಪರಿಣಾಮವನ್ನು ತಿಳಿಯುವುದು.

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- ▣ ಅನಂತರಾಮ, ರಾ. (1983) ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ, ಮೈಸೂರು ; ಭಾರತೀ ಪ್ರಕಾಶನ, ಸರಸ್ವತಿ ಪುರಂ-570001.
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- ▣ ಚಿದಾನಂದ ಮೂರ್ತಿ ಎಂ. (1986) ಭಾಷಾ ವಿಜ್ಞಾನದ ಮೂಲ ತತ್ವಗಳು, ಡಿ.ವಿ.ಕೆ ಮೂರ್ತಿ, ಕೃಷ್ಣ ಮೂರ್ತಿಪುರಂ: ಮೈಸೂರು-570004.
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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed.) Course**  
**Semester- II**

**Methods of Teaching (MOT) : Hindi**

**40 Hours**

**Objectives :** Upon completion of the course, the students-teachers will be able to:

- 1) Understand the common grammatical points in comparison with other relative language.
- 2) Know the technique of critical revision of Text-Book of Hindi.
- 3) Comprehend the process of Translation from Hindi to mother tongue other languages and vice-versa.
- 4) Study the effective means of Evaluation/ Assessment work pertaining to Hindi at varied stages.
- 5) Make them a realization of their responsibilities as a language Teacher and to pursue towards professional growth.
- 6) Develop insight for love for Hindi Teaching and energizing aesthetic sense of Hindi.

**Unit 1: Methods, Models and Techniques of Teaching**

- 1.1 Meaning and importance of different methods of teaching Hindi.
- 1.2 Brief introduction to
  - 1.2.1 Dr. West's method
  - 1.2.2 Substitution method
  - 1.2.3 Oral method
  - 1.2.4 Direct method.
  - 1.2.5 Bilingual Method
- 1.3 Meaning and importance of grammar and translation Method .
- 1.4 Comparison and contrast between structural approach and communication approach.
- 1.5 Micro-teaching and programmed – instruction, application of these in Hindi teaching.

**9 hours**

## **Unit 2: Instructional Materials, Language Laboratory**

- 2.1 Meaning , Importance, types of teaching aids and their effective uses.
- 2.2 Computer applications – Software production only a sample study and Language Laboratory.
- 2.3 Text Book – Detailed and Non detailed, Distinction in between two books and their use purpose , implications.
- 2.4 Role of reference , multimedia communication, concept of Aerial Schools.
- 2.5 Resource unit, Unit approach Drill, review, demonstrations and critical evaluations of Vth to X standard Text-Books.

**9 hours**

## **Unit 3: Evaluation**

- 3.1 Purpose and process of Evaluation work in teaching and learning Hindi.
- 3.2 Types of Evaluation – Essay type short answer and objective type tests.
- 3.3 Construction of test, item analysis application, collection of data and analysis.
- 3.4 A detailed study of Unit Test / Diagnostic tests and also a remedial teaching.
- 3.5 Format of Grading – System as a new experience in teaching learning Hindi [Oral skills and writing skills].

**6 hours**

## **Unit 4: Co-curricular Activities**

- 4.1 The Place of co-curricular activities in teaching Hindi
- 4.2 Types of co-curricular activities which promotes Hindi
- 4.3 Role of a teacher and functioning of co-curricular activities in middle and secondary schools
- 4.4 Language club – antaksharies, debates, group discussion, creative writings
- 4.5 Distinction between co-curricular and extra curricular activities in teaching Hindi

**8 hours**

## **Unit 5 The Teacher Teaching Hindi**

- 5.1 Qualities and qualifications of a Hindi Teacher.
- 5.2 Competencies of Hindi Teacher i.e. academic and professional.
- 5.3 His attainments, innovative practices, curricular – Co-curricular – and extra –curricular activities.
- 5.4 Problems of Hindi Teacher – Rural – School –moral education – Constitutional Study practices of core elements.
- 5.5 Hindi Teacher's training, interests and aptitudes.









**8 hours**



### Assignments: (any one)

1. Diagnostic Test, Construction and Administration.
2. Spelling – V to VII standard Completion test.
3. Influence of mother tongue in Hindi expressions.
4. Preparation of manuscript magazine in schools.
5. Organization of projects / action – research in Hindi.
6. Special abilities needed for Hindi teacher of Non-Hindi Speaking areas.
7. Practicing new method or correlative study of two methods of teaching Hindi.
8. Revolutionary impact of Mass-Media on the teaching and learning Hindi

### References

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**  
**Semester – II**  
**Methods of Teaching (MOT) : Marathi**

**40 Hours**

**Unit 1 : Methods of Teaching Prose & Poetry**

- 1.1 Importance of Methods of teaching for Prose and Poetry
- 1.2 Modern methods of teaching
  - a) Project Method
  - b) Play way Method
  - c) Supervised study method
- 1.3 Traditional Methods of teaching
  - a) Lecture Method
  - b) Text-Book Method
  - c) Question Answer Method
  - d) Inductive and Deductive Method

**10 hours**

**Unit 2 : Use of Audio-visual Materials**

- 2. Instructional materiel – Language, Laboratory etc
- 2.1 Language laboratory
  - 2.1.1 Printed materials - Text-Book dictionary encyclopedia
  - 2.1.2 Audio materials - Radio Tape-Recorder
  - 2.1.3 Visual material – Black board, Pictures, OHP, Flash cards
  - 2.1.4 Mass Media – Radio, TV, Newspaper and cinema
- 2.2 Direct Experience – Study tour, Interview  
Literary Excursion and Dramatization etc

**10 hours**

**Unit 3 : Evaluation**

- 3.1 Need and importance of evaluation
- 3.2 Difference between Evaluation and Examination
- 3.3 Different types of Test  
Diagnostic Test, Remedial Test
- 3.4. Tools and Techniques of Evaluation Oral test, Recitation, Essay type test, Short answer type test and objective type of test

**7 hours**

#### **Unit 4 : Co-curricular Activities**

- 4.1 Importance of Co-curricular activities
- 4.2 Different types of Co-curricular activities – Literary club, Hand writing, Singing, Reading, Essay and prepared Speech Drama, Recitation competitions. Thought for the day, Daily Bulletin Board, Study Tour, Literary excursion, Celebration of Important days, Connected to personality development

**7 hours**

#### **Unit 5 : Competencies of Teacher Teaching Marathi**

- 5.1 Academic and Professional Pre service and In service training  
Love for language and Marathi literature
- 5.2 Organization of Co-curricular activities
- 5.3 Relationship with Colleagues, Students and Parents

**6 hours**

#### **Assignments: (any one)**

1. Visit to the libraries and collect information about marathi literature.
2. Preparation of one teaching aid based on one sub unit.
3. Preparation of one co-curricular activity which promote learning Marathi.
4. Preparation of diagnostic test.
5. Preparation of work book on a topic.

#### **Reference**

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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**  
**Semester-II**  
**Methods of Teaching (MOT) : Urdu**

<b>Unit 1 : Teaching of Grammar</b>	<b>40 Hours</b>
1.1 Aims and Objectives	
1.2 Formal and Functional Methods of teaching Grammar	
	<b>10 hours</b>
<b>Unit 2 : Teaching of Urdu Literature</b>	
2.1 Teaching of Prose and Poetry	
2.2 Objectives – Mastery over Language. Vocabulary building, comprehension appreciation, (Criticism) Recitation, Summarizing Methods of teaching Prose Essay, story, Play, detailed Prose (Text) Poetry, traditional and Modern Methods Lecture, Method text book Method, deductive and Inductive Methods , questions and answers Method, Project Method, Supervised study, evolving an eclectic methods, Biography of famous authors and posts (Dr Mohammed Iqbal, Mirza Galib, Altaf Hussein Hali, Firaq Gorakpuri, Sir Sayed Ahmed Khan, Moulana Abul Kalam Azad)	
	<b>10 hours</b>
<b>Unit 3 : Evaluation in Urdu Language, Concept, Importance, Examination</b>	
3.1 Different types of tests (Essay type, short answer type and objective type)	
3.2 Tests to evaluate, pupils linguistic abilities, Unit test, Diagnostic tests)	
	<b>7 hours</b>
<b>Unit 4 : Urdu Textbook</b>	
4.1 Importance, detailed text book	
4.2 Principles of text book – construction	
4.3 Characteristics of Good text book. A critical evaluation of the current text book for VIII, IX and X standards	
4.4 The Qualities of a Urdu Teacher	
	<b>7 hours</b>
<b>Unit 5 : Context Study</b>	
5.1 An overview of the Current Syllabus in Urdu for V and X Standards	
5.2 A Study of Critics Grammar Portion, Prescribed for the V to X standards	
	<b>6 hours</b>

**Assignments:** (any one)

1. A critical study of Urdu textbook prescribed for IX Standard.
2. Study of an Author / poet in Urdu.

**References**

-  Akthar Ansare (1986) *Studies in Language and Language Teaching*, Neel Kalam Book Unit Publishers, Hyderabad.
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**Rani Channamma University, Belagavi**  
**Bachelor of Education (B.Ed) course**  
**Semester - II**

**Methods of Teaching (MOT) : Sanskrit**

**40 Hours**

**Unit 1: Methods of Teaching Sanskrit**

- 1.1 Teaching of prose - objectives, methods of teaching prose:  
Pathashala method, textbook method, direct method, translation method.
- 1.2 Teaching of poetry - objectives, methods of teaching poetry : analytic method,  
synthetic method & integrated method.
- 1.3 Teaching of drama - objectives, methods of teaching drama : adharshanatyavidhi,  
abhinayavidhi.
- 1.4 Teaching of composition: objectives, oral and written types of composition ,  
importance of memorization in Sanskrit.

**15 hours**

**Unit 2 : Instructional Resources**

- 2.1 Importance - need for audio-visual aids, preparing and selecting teaching aids for  
effective teaching.
- 2.2 Language laboratory: importance, nature and characteristics.

**6 hours**

**Unit 3 : Evaluation**

- 3.1 Evaluation – meaning, importance
- 3.2 Types of test items (Essay type, Short answer type and Multiple choice)
- 3.3 Preparation of unit test.

**6 hours**

**Unit 4 : Co-curricular Activities in Sanskrit Teaching**

- 4.1 Need for co-curricular activities, Types of co-curricular activities.
- 4.2 Language club : importance, organization of language club.
- 4.3 Sanskrit Sambhashana Shibira : importance and organization

**8 hours**

**Unit 5 : Teacher Teaching Sanskrit**








- 5.1 Special competencies of a Sanskrit teacher
- 5.2 Need for in-service training programme

**5 hours**

**Assignments: (any one)**

1. Review of VIII & IX Standards Sanskrit text books.
2. Preparation of Dictionaries: Synonyms and Antonyms (With reference to text books).
3. Collections of Sanskrit Subhashitas.
4. Preparation of teaching aids on selected topic.

**Reference**

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**RANI CHANNAMMA UNIVERISTY**  
**Bachelor of Education (B.Ed) course**

**Semester – II**

**METHODOLOGY OF TEACHING : Commerce**

**Objectives:**

1. To introduce student teachers with the methodology of teaching used in - teaching of Commerce in schools.
2. To make student teachers aware of the values of Commerce and the relationship of Commerce with other subjects.
3. To encourage student teachers to use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.
4. To acquaint student teachers with the role of teaching aids, textbook, homework, and libraries in commerce.
5. To equip student teachers with the curriculum.

**UNIT-I**

1. Aims and objectives of teaching Commerce at Secondary level including Bloom's Taxonomy of objectives.
2. Meaning and nature of Commerce in developing and developed countries.
3. Scope and significance of Commerce in Indian Secondary Schools today.

**UNIT – II**

1. Development and Designing of Curriculum.
2. Principles of curriculum construction, a critical analysis of present syllabus in Commerce subject in the State.
3. Aids and Illustration of teaching Commerce.

**UNIT –III**

1. Equipment of commerce room and library.
2. Application of evaluation approach in the teaching of Commerce.
3. Constructions of objective test in commerce.

**UNIT –IV**






1. Meaning, Definition and objectives of book-keeping and Accountancy.
2. Methods of teaching book-keeping and Accountancy.
3. Form of Organization, Sole trader partnership and Joint stock company.

**Assignments: (any one)**

1. Analyzing Commerce content according core values.
2. Group-work Efforts to be made while teaching Commerce for establishing correlation with other subjects.



## Reference

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