

Sri Satya Sai University of Technology and Medical Sciences, Sehore

Department:- Faculty of Education

Outcome Based Curriculum

Programme: Bachelor of Arts And Bachelor of Education (B.A.B.Ed)

Vision:

Development of creative, human and progressive teachers acting as catalysts for social change through a distinctive teacher education program which is embedded with value and professionalism in its approach.

Mission:

- To prepare teachers excelling in teaching and research methodology.
- To foster skills and attitude for teachers to discharge their duties and functions in such a way as to provide significant inputs in school education.
- To prepare teachers to fully utilize potentialities of information technology and communication methodology.

Programme Educational Objectives:

PE01: To integrate general studies comprising science, social science humanities and professional studies to provide a strong foundation to future teachers.

PE02: To maintain a balance between theoretical and practical components of the programme, thus representing a wide knowledge base of a school teacher.

PE03: To train teachers for upper primary and secondary stages of school education.

POs of the Programme:

POs-1: To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.

POs-2: To act as agents of modernization and social change.

POs-3: To promote social cohesion, international understanding and protection of human rights and right of the child.

POs-4: Students can go for a career option in various areas following successful accomplishment.

POs-5: To use competencies and skills needed for becoming an effective teacher.

POs-6: After completion of this course students can go for M.A, M.Ed, or PhD and choose teaching as career either in school or in university.

POs-7: To be sensitive about emerging issues such as environment, population gender equality, legal literacy etc.

POs-8: To inculcate rational thinking and scientific temper among the students.

POs-9: To develop critical awareness about the social realities among the students.

PROGRAM SPECIFIC OUTCOMES (PSOs)

On completion of this course, the graduates will be able to:

PSO 1: Analyze the secondary school curriculum of various schools affiliated to different Boards.

PSO 2: Make use of subject specific pedagogical knowledge and skills

PSO 3: Practice skills and approaches for enhancing understanding of subject matter knowledge to be taught in secondary schools.

PSO 4: Appreciate the role of teacher in prevailing socio-cultural and political systems in general and education system in particular.

POs and PSOs Mapping

Every course leads to some outcomes. All the courses must cover the stated list of PO/PSO outcomes. One way of verifying this to prepare a match matrix as shown below. In the table below

BA, BED	Course Code	Programme Outcomes										specific Programme outcomes			
		POs-1	POs-2	POs-3	POs-4	POs-5	POs-6	POs-7	POs-8	POs-9	PSO-1	PSO-2	PSO-3	PSO-4	
Foundation Course (Hindi & English & Moral values)	101	*	*		*			*	*	*	*	*	*	*	
Sociology	102(A)	*	*				*	*	*	*		*			
Economics	102 (B)	*			*		*		*		*		*	*	
History: History of India (From early age to 1200 AD)	103	*			*		*	*	*	*	*	*			
Political Science	104		*				*		*			*	*		
Childhood & Growing UP	105		*				*		*	*		*	*	*	
Education in India status Problems & Issues	106	*	*	*	*	*	*	*	*		*	*			
Foundation Course (Hindi & English & Moral values)	201		*		*			*	*	*	*	*		*	
Sociology	202(A)	*	*				*	*	*	*		*	*		
Economics	202 (B)	*	*	*			*	*			*			*	
History (World History from 1871 AD to1945 AD)	203	*	*	*	*	*	*		*		*	*	*		
Political Science	204	*		*	*	*	*	*	*	*		*			
Language Across the curriculum Part-I	205	*	*	*					*		*		*		
Curriculum Development & School	206	*			*	*	*	*				*	*	*	
Reading & Reflecting on Texts	207	*	*	*	*	*	*		*		*		*	*	
Foundation Course (Hindi & English & Moral values)	301	*	*		*			*	*	*	*	*	*	*	
Sociology	302(A)	*	*				*	*	*	*		*			
Economics	302 (B)	*			*		*	*	*	*	*	*	*	*	
History: History of India	303	*			*		*	*	*	*	*	*			

Political Science	304		*				*		*	*		*	*	
Education Policies School Leadership and Management	305		*				*		*	*	*	*	*	*
Gender School & Society	306	*	*		*			*	*	*	*		*	*
Foundation Course (Hindi & English & Moral values)	401	*	*				*	*	*	*		*		
Sociology(Tribal Society),	402(A)	*			*		*	*	*		*		*	*
Economics (Indian Economy)	402 (B)	*			*		*	*	*	*		*		
History: History, From (1688 To 1867 AD)	403		*				*		*	*		*	*	
Political Science (Comparative Government and Politics)	404		*				*		*	*	*	*	*	*
Language Across the Curriculum Part-II	405	*	*		*			*	*	*	*	*	*	*
Creating An Inclusive School	406	*	*				*	*	*					
Drama and Art in Education	407	*			*		*	*		*	*	*	*	*
Foundation course (Hindi & English & Moral values)	501	*			*		*	*	*	*	*	*		
Sociology(Basic of Sociological Thoughts)	502(A)		*				*		*	*		*	*	
Economics (Development and Environment Economics)	502 (B)		*				*		*	*	*	*	*	*
History: History (1800-1900)	503	*	*		*			*	*	*	*	*	*	*
Political Science (Indian Foreign Policy)	504	*	*				*	*	*			*		
Learning & Teaching	505	*			*		*	*		*	*	*	*	*
Educational Technology & ICT	506	*			*		*	*			*	*		
Foundation course (Hindi & English & Moral values)	601		*				*		*	*		*	*	
Sociology(Methods of Social Research)	602(A)		*				*		*	*	*	*	*	*
Economics (Statistics)	602 (B)	*	*		*			*	*	*	*	*	*	*
History: History (INM)	603	*	*				*	*	*			*		
Political Science (Paper Public Administration)	604	*			*		*	*	*	*	*	*	*	*
Optional course : (Any one of the subject) a. Value Education b. Health and physical c. Guidance and counseling in School d. Environmental education e. Action Research	605	*			*		*	*	*	*	*	*		
Understanding the self	606		*				*		*	*		*	*	
Understanding of ICT	607		*				*		*	*	*	*	*	*

Structure of Programme:

To fulfil the need of development of all the POs/ GAs, as per above mapping, university decided to have following semester wise programme structure.

Course Outcomes

Year	SUBJECT CODE	SUBJECT	COURSE OUTCOME
FIRST	101	Foundation Course (Hindi & English & Moral values)	This paper familiarizes the students with history of Hindi literature acquainting them with contemporary society and culture of ancient India
	102 (A)	Sociology	The following learning goals and outcomes identify the means by which the preceding general statements of purpose are to be accomplished. The order of presentation reflects no priority or hierarchy.
	102 (B)	Economics	Economics contains a core group of theory courses, a series of quantitative skills courses, and field specialization courses that involve the applications of economic theory and quantitative analysis to major areas of study within the discipline. It is our goal to help our students achieve a certain set of learning outcomes.
	103	History: History of India (From early age to 1200 AD)	Students are able to understand the genesis of history and development of history writing in different country as well as in India.
	104	Political Science	Students will develop an understanding of core political science concepts and theories within multiple disciplinary subfields and be able to apply them to the analysis of the political world. Specifically, students in subfield
	105	Childhood & Growing UP	How does early childhood education influence school success? Early childhood education (ECE) consists of <i>organized supervised programs with social and educational goals for children (of up to school entry age) in the temporary absence of their parents</i> , and encompasses a diversity of programs, varying in hours of operation, ages of children and socio-economic status (SES) of families. Examples include part-day preschools, child-care centres, early intervention and family day-care programs.

	106	Education in India status Problems & Issues	Describe the salient features of education in ancient and medieval India. Discuss the growth of modern system of education based on the documents and reports in British India CO3: Compare and assess with significant points the educational recommendations of various Commissions in Independent India till 1992 CO4: Outline the development of education in Mizoram in historical
SECOND	201	Foundation Course (Hindi & English & Moral values)	This paper seeks to acquaint with social political and cultural background of contemporary society through the history of Hindi literature from medieval modern
	202 (A)	Sociology	Identify the current goals of Sociology. Compare and contrast the three main sociological theories in sociology. Apply social theories correctly to examples of current or historical events. Analyze specific sociological topics, utilizing the major theoretical models that are appropriate for each specific topic.
	202(B)	Economics	Students will learn how markets organize core economic activities, such as production, distribution, and consumption and the growth of productive resources. Students will learn about the determinants of macroeconomic conditions (national output, employment, and inflation), causes business cycles, and interactions of monetary and fiscal policy
	203	History (World History from 1871 AD to 1945 AD)	Explain and analyze a key historical event or process in the area and during the period under study Understand the diversity of the human experience as influenced by geographical location, race, ethnicity, cultural traditions, gender and class Analyze historical processes that shape individuals and communities, drawing on detailed knowledge about the history of the area under study
	204	Political Science	Discuss the theory and apply the methodology of comparative analysis within the discipline of political science. Analyze contemporary problems in the countries under consideration in light of the conceptual frameworks presented in class. List the differences between scholarly and popular publications in Comparative Politics.
	205	Language Across the curriculum Part-I	The emphasis on integration and generalizable skills helps students draw connections between courses and between coursework and other kinds of knowledge, enhancing student engagement. Students understand the conditions and goals of their assessment.

	206	Curriculum Development & School	Curriculum development describes all the ways in which teaching or training organization plans and guides learning. This learning can take place in groups or with individual learners. It can take place inside or outside the classroom. It can take place in an institutional setting like school, college, training center, or in a village or a field. It is central to the teaching-learning process.
	207	Reading & Reflecting on Texts	Exhibit metacognitive awareness to become conscious of their own thinking processes as they engage in reading diverse texts. ☐ build their capacities as readers and writers by becoming participants in the process of reading. plan the readings interactively – individually and in small groups. ☐ appraise the writings with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of other's ideas.
THIRD	301	Foundation Course (Hindi & English & Moral values)	This paper seeks to acquaint the students with various formal and thematic aspects of Hindi poetry beginning from devotional poems belonging to poets of different ages including the modern age.
	302 (A)	Sociology	The following learning goals and outcomes identify the means by which the preceding general statements of purpose are to be accomplished. The order of presentation reflects no priority or hierarchy.
	302 (B)	Economics	Economics students in general will be able to pinpoint and understand the past, present economic conditions of the country. They will also be able to forecast the future course of changes and development through their knowledge of policies and programmes set by the governments and other development agencies. They are equipped with the techniques to find solution of the problems like mobilization of manpower and materials.
	303	History: History of India	The course enlightens the students on the social developments in India from the Gupta to the early medieval periods. • It teaches the analyzation of • the economic conditions of India during the said period. • The course inculcates to the students, the political and cultural development of the said period.
	304	Political Science	Discuss the theory and apply the methodology of comparative analysis within the discipline of political science. Analyze contemporary problems in the countries under consideration in light of the conceptual frameworks presented in class. List the differences between scholarly and popular publications in Comparative Politics.

	305	Education Policies School Leadership and Management	Discuss the basic concept of educational management and compare the different types of management. Outline the procedure to be followed in educational planning. Analyze the problems of financing educational institutions and generate realistic solutions based on their sources of income
	306	Gender School & Society	<ul style="list-style-type: none"> The course familiarizes the students with the economic developments of the said period and intended to analyze it by reinterpreting the existing primary and secondary sources.
FOURTH	401	Foundation Course (Hindi & English & Moral values)	This paper includes modern Hindi poetry of great poets like Jayashankar Prasad, Nirala acquainting the students about the concept of modern age and society.
	402(A)	Sociology(Tribal Society),	The following learning goals and outcomes identify the means by which the preceding general statements of purpose are to be accomplished. The order of presentation reflects no priority or hierarchy.
	402(B)	Economics (Indian Economy)	Develop ideas of the basic characteristics of Indian economy, its potential on natural resources.
	403	History: History, From (1688 To 1867 AD)	The course inculcates the knowledge of social developments in India from the Chalcolithic period upto the post-Maurya period. • The course familiarizes the students with the economic developments of the said period and intended to analyze it by reinterpreting the existing primary and secondary sources. • The course
	404	Political Science (Comparative Government and Politics)	Students will develop an understanding of core political science concepts and theories within multiple disciplinary subfields and be able to apply them to the analysis of the political world. Specifically, students in subfield introductory courses (2000 level) will be able to:
	405	Language Across the Curriculum Part-II	Demonstrate an understanding the concept, functions, types, importance and scopes of Curriculum. Outline the process of Curriculum Construction and the Principles of Curriculum Construction.

	406	Creating An Inclusive School	Demonstrate an understanding the concept, functions, types, importance and scopes of Curriculum. Outline the process of Curriculum Construction and the Principles of Curriculum Construction.
	407	Drama and Art in Education	Understand the historical and socio-political background of Drama in Literature. Understand the concepts of religious drama, tragedy, comedy and contemplate their philosophical and psychological relevance. Critically analyze, understand and make an informed critique on characters and situations thus developing their analytical
FIFTH	501	Foundation course (Hindi & English & Moral values)	This course includes modern Hindi poems of eminent writers acquainting the students of the nation and cultural taste and the theory of impersonality a prominent tenets of modern poetry.
	502(A)	Sociology(Basic of Sociological Thoughts)	Demonstrate the basic concept of Social Administration and its importance in the Modern State. . Identify the social problems and the laws implemented to solve them. . Describe the concept of social welfare planning and role of voluntary organizations at the Centre, State and Local levels.
	502(B)	Economics (Development and Environment Economics)	Realize the importance and influence of environment on the economy including the quality of manpower. Arouse their feelings to make cleaner environment so as to achieve harmonious development. Understand that environmental problem is not the problem of a single country or region but a global problem/issue. Hence,
	503	History: History (1800-1900)	The course enlightens the students on the social developments in India from the Gupta to the early medieval periods. • It teaches the analyzation of • the economic conditions of India during the said period. • The course inculcates to the students, the political and cultural development of the said period.
	504	Political Science (Indian Foreign Policy)	Students will develop an understanding of core political science concepts and theories within multiple disciplinary subfields and be able to apply them to the analysis of the political world. Specifically, students in subfield introductory courses (2000 level) will be able to:

	505	Learning & Teaching	<p>By focusing on the application of knowledge and skills learned in a course and on the integration of knowledge and skills with other areas of their lives, students are more connected to their learning and to the material of the course.</p> <p>The emphasis on integration and generalizable skills helps students draw connections between courses and between coursework and other kinds of knowledge, enhancing student engagement. Students understand the conditions and goals of their assessment.</p>
	506	Educational Technology & ICT	<p>Identify, describe, and apply emerging technologies in teaching and learning environments</p> <p>Demonstrate knowledge, attitudes, and skills of digital age work and learning</p> <p>Plan, design, and assess effective learning environments and experiences</p> <p>Implement curriculum methods and strategies that use technology to maximize student learning</p> <p>Develop technology-enabled assessment and evaluation strategies</p> <p>Compare and contrast social, ethical, and legal issues surrounding technology</p> <p>Facilitate instruction in the new literacies that emerge within digital / interactive learning environments</p>
	601	Foundation course (Hindi & English & Moral values)	<p>This paper includes modern Hindi poetry of great poets like Munshi Premchand acquainting the students about the concept of modern age and society.</p>
SIX	602(A)	Sociology(Methods of Social Research)	<p>Understand the aspects of Administrative Structures in Social Administration. Explain the different personnel roles in the welfare of Social Welfare administration.</p>
	602(B)	Economics (Statistics)	<p>Demonstrate knowledge and understanding of the basic issues in Economic Development. Understand the various aspects of India's economy. Students will learn to apply economic theories and methodologies in analyzing economic issues in various sub-fields of applied microeconomics and international economics.</p>
	603	History: History (INM)	<p>The course enlightens the students on the social developments in India from the Gupta to the early medieval periods. • It teaches the analyzation of • the economic conditions of India during the said period. • The course inculcates to the students, the political and cultural development of the said period.</p>

	604	Political Science (Paper Public Administration)	Demonstrate key Indian thinkers from ancient to contemporary period. Comparative study of thinkers on similar concepts. Understand the various political thinkers in different historical backdrop and different environment shaping them.
	605	Optional course : (Any one of the subject) a. Value Education b. Health and physical c. Guidance and counseling in School d. Environmental education e. Action Research	Describe the different types of educational research and the needs of educational research. Discuss the concept of variables and hypotheses, their nature, importance and types. Write an essay on the various functions of evaluation in Education. Identify the nature of good measuring instrument and the scales of measurement Describe the meaning and importance of guidance and counseling. Classify and compare the various records for assessing the students' strengths and weaknesses. Recognized the difference between Educational and Vocational guidance to meet the multiple needs of vocational guidance
	606	Understanding the self	Learn in both an independent and co-operative manner, using a range of styles and strategies; Analyse and evaluate theories and evidence, thinking laterally and conceptually; Communicate fluently and effectively in speech and writing, presenting coherent arguments.
	607	Understanding of ICT	Students will access, use and communicate information from a variety of technologies. Students will seek alternative viewpoints, using information technologies. Students will critically assess information accessed through the use of a variety of technologies. Students will use organizational processes and tools to manage inquiry. Students will use technology to aid collaboration during inquiry. Students will use technology to investigate and/or solve problems. Students will use electronic research techniques to construct personal knowledge and meaning.

BA, BED	Programme Outcomes									specific Programme outcomes				Cours e Outc omes
	POs-1	POs-2	POs-3	POs-4	POs-5	POs-6	POs-7	POs-8	POs-9	PSO-1	PSO-2	PSO-3	PSO-4	Cos
Foundation Course (Hindi & English & Moral values)	*	*		*			*	*	*	*	*	*	*	Cos1
Sociology	*	*				*	*	*	*		*			Cos2
Economics	*			*		*	*	*	*	*	*	*	*	Cos3
History: History of India (From early age to 1200 AD)	*			*		*	*	*	*	*	*			Cos4
Political Science		*				*		*	*		*	*		Cos5
Childhood & Growing UP		*				*		*	*	*	*	*	*	Cos6
Education in India status Problems & Issues	*	*	*	*	*	*	*	*	*	*	*			Cos7
Foundation Course (Hindi & English & Moral values)		*		*			*	*	*	*	*		*	Cos8
Sociology	*	*				*	*	*	*		*	*		Cos9
Economics	*	*	*			*	*	*	*	*	*		*	Cos10
History (World History from 1871 AD to1945 AD)	*	*	*	*	*	*		*	*	*	*	*		Cos11
Political Science	*	*	*	*	*	*	*	*	*		*			Cos12
Language Across the curriculum Part-I	*	*	*	*			*	*	*	*	*	*		Cos13
Curriculum Development & School	*			*	*	*	*				*	*	*	Cos14
Reading & Reflecting on Texts	*	*	*	*	*	*	*	*	*	*	*	*	*	Cos15
Foundation Course (Hindi & English & Moral values)	*	*		*			*	*	*	*	*	*	*	Cos16
Sociology	*	*				*	*	*	*		*			Cos17
Economics	*			*		*	*	*	*	*	*	*	*	Cos18
History: History of India	*			*		*	*	*	*	*	*			Cos19
Political Science		*				*		*	*		*	*		Cos20
Education Policies School Leadership and Management		*				*		*	*	*	*	*	*	Cos21
Gender School & Society	*	*		*			*	*	*	*	*	*	*	Cos22
Foundation Course (Hindi & English & Moral values)	*	*				*	*	*	*		*			Cos23

Sociology(Tribal Society),	*			*		*	*	*	*	*	*	*	*	Cos24
Economics (Indian Economy)	*			*		*	*	*	*	*	*			Cos25
History: History, From (1688 To 1867 AD)		*				*		*	*		*	*		Cos26
Political Science (Comparative Government and Politics)		*				*		*	*	*	*	*	*	Cos27
Language Across the Curriculum Part-II	*	*		*			*	*	*	*	*	*	*	Cos28
Creating An Inclusive School	*	*				*	*	*	*		*			Cos29
Drama and Art in Education	*			*		*	*	*	*	*	*	*	*	Cos30
Foundation course (Hindi & English & Moral values)	*			*		*	*	*	*	*	*			Cos31
Sociology(Basic of Sociological Thoughts)		*				*		*	*		*	*		Cos32
Economics (Development and Environment Economics)		*				*		*	*	*	*	*	*	Cos33
History: History (1800-1900)	*	*		*			*	*	*	*	*	*	*	Cos34
Political Science (Indian Foreign Policy)	*	*				*	*	*	*		*			Cos35
Learning & Teaching	*			*		*	*	*	*	*	*	*	*	Cos36
Educational Technology & ICT	*			*		*	*	*	*	*	*			Cos37
Foundation course (Hindi & English & Moral values)		*				*		*	*		*	*		Cos38
Sociology(Methods of Social Research)		*				*		*	*	*	*	*	*	Cos39
Economics (Statistics)	*	*		*			*	*	*	*	*	*	*	Cos40
History: History (INM)	*	*				*	*	*	*		*			Cos41
Political Science (Paper Public Administration)	*			*		*	*	*	*	*	*	*	*	Cos42
Optional course : (Any one of the subject) a. Value Education b. Health and physical c. Guidance and counseling in School d. Environmental education e. Action Research	*			*		*	*	*	*	*	*			Cos43
Understanding the self		*				*		*	*		*	*		Cos44
Understanding of ICT		*				*		*	*	*	*	*	*	Cos45

Structure of Programme: To fulfill the need of development of all the POs/ GAs, as per above mapping, the following semester wise programme structure are as under.

[L= Lecture, T = Tutorials, P = Practical's & M = Marks]

Total Marks= 4800

Structure of Undergraduate BABED Program:

S.No.	Course Category	Marking of Curriculum
1.	Humanities and Social Sciences including Management	800
2.	Professional Core Subjects	1750
3.	Professional Subjects: Subjects relevant to chosen specialization/branch	1350
4.	Open Subjects: Electives from other technical and/or emerging subjects	900
	Total	4800

Scheme of Studies: Table 1:- Course of study for Semester- I

Course Code	Course Title	CONTENT TREATMENT MODE					MARKS
		Lecture s/Week	Assignment & Seminar Presentations	ICT enabled Learning	Practical's	Works -hops	
101	Foundation Course (Hindi & English & Moral values)	5	1	NA	NA	NA	100
102(A)	Sociology	5	1	NA	NA	NA	
102 (B)	Economics	5	1	NA	NA	NA	
103	History: History of India (From early age to 1200 AD)	5	1	NA	NA	NA	100
104	Political Science	5	1	NA	NA	NA	100
105	Childhood & Growing UP	5	1		NA		100
106	Education in India status Problems & Issues	5	1	NA	NA	NA	100
Total							600

Scheme of Studies:

Table 2-: Course of study for Semester- II

Course Code	Course Title	CONTENT TREATMENT MODE					MARKS
		Lecture s/Week	Assignment & Seminar Presentations	ICT enabled Learning	Practical's	Works -hops	
201	Foundation Course (Hindi & English & Moral values)	5	1	NA	NA	NA	100
202(A)	Sociology	5	1	NA	NA	NA	100
202 (B)	Economics	5	1	NA	NA	NA	
203	History (World History from 1871 AD to1945 AD)	5	1	NA	NA	NA	100
204	Political Science	5	1	NA	NA	NA	100
205	Language Across the curriculum Part-I	5	1	NA	NA	NA	50
206	Curriculum Development & School	5	1	NA	NA	NA	100
207(P)	Reading & Reflecting on Texts	NA	1	NA	4	NA	50
Total							600

Scheme of Studies:

Table 3:- Course of study for Semester- III

Course Code	Course Title	CONTENT TREATMENT MODE					MARKS
		Lecture s/Week	Assignment & Seminar Presentations	ICT enabled Learning	Practical's	Works -hops	
301	Foundation Course (Hindi & English & Moral values)	5	1	NA	NA	NA	100
302(A)	Sociology	5	1	NA	NA	NA	
302 (B)	Economics	5	1	NA	NA	NA	
303	History: History of India	5	1	NA	NA	NA	100
304	Political Science	5	1	NA	NA	NA	100
305	Education Policies School Leadership and Management	5	1		NA		100
306	Gender School & Society	5	1	NA	NA	NA	100
Total							600

Scheme of Studies:

Table 4-: Course of study for Semester- IV

Course Code	Course Title	CONTENT TREATMENT MODE					MARKS
		Lecture s/Week	Assignment & Seminar Presentations	ICT enabled Learning	Practical's	Works -hops	
401	Foundation Course (Hindi & English & Moral values)	5	1	NA	NA	NA	100
402(A)	Sociology(Tribal Society),	5	1	NA	NA	NA	100
402 (B)	Economics (Indian Economy)	5	1	NA	NA	NA	
403	History: History, From (1688 To 1867 AD)	5	1	NA	NA	NA	100
404	Political Science (Comparative Government and Politics)	5	1	NA	NA	NA	100
405	Language Across the Curriculum Part-II	5	1	NA	NA	NA	50
406	Creating An Inclusive School	5	1	NA	NA	NA	100
407 (P)	Drama and Art in Education	NA	1	NA	4	NA	50
Total							600

Scheme of Studies:

Table 5:- Course of study for Semester- V

Course Code	Course Title	CONTENT TREATMENT MODE					MARKS
		Lecture s/Week	Assignment & Seminar Presentations	ICT enabled Learning	Practical's	Works -hops	
501	Foundation course (Hindi & English & Moral values)	5	1	NA	NA	NA	100
502(A)	Sociology(Basic of Sociological Thoughts)	5	1	NA	NA	NA	100
502 (B)	Economics (Development and Environment Economics)	5	1	NA	NA	NA	
503	History: History (1800-1900)	5	1	NA	NA	NA	100
504	Political Science (Indian Foreign Policy)	5	1	NA	NA	NA	100
505	Learning & Teaching	5	1	NA	NA	NA	100
506	Educational Technology & ICT	3	1	2	NA	NA	100
Total							600

Scheme of Studies:

Table 6-: Course of study for Semester- VI

Course Code	Course Title	CONTENT TREATMENT MODE					MARKS
		Lecture s/Week	Assignment & Seminar Presentations	ICT enabled Learning	Practicals	Works -hops	
601	Foundation course (Hindi & English & Moral values)	5	1	NA	NA	NA	100
602(A)	Sociology(Methods of Social Research)	5	1	NA	NA	NA	
602 (B)	Economics (Statistics)	5	1	NA	NA	NA	
603	History: History (INM)	5	1	NA	NA	NA	100
604	Political Science (Paper Public Administration)	5	1	NA	NA	NA	100
605	Optional course : (Any one of the subject) a. Value Education b. Health and physical c. Guidance and counseling in School d. Environmental education e. Action Research	5	1	NA	NA	NA	100
606 (P)	Understanding the self	NA	1	2	3	NA	50
607 (P)	Understanding of ICT	NA	1	2	3	NA	50
Total							600

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-101

BAED-101	Foundation Course	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

This paper familiarizes the students with history of Hindi literature acquainting them with contemporary society and culture of ancient India.

UNIT I

17Hrs

हिन्दी भाषा

1. स्वतंत्रता पुकारती कविता : जयशंकर प्रसाद
2. पुष्प की अभिलाषा कविता: माखनलाल चतुर्वेदी
3. वाक्य संरचना और अशुद्धियाँ: संकलित

UNIT II

17Hrs

हिन्दी भाषा

1. नमक का दरोगा कहानी: प्रेमचंद्र
2. एक थे राजा भोज निबंध :डॉ त्रिभुवननाथ शुक्ल
3. पर्यायवाची, विलोम, एकार्थी, अनेकार्थी, एवं शब्दयुग्म शब्द: संकलित

UNIT III

17Hrs

नैतिक मूल्य

1. नैतिक मूल्य परिचय एवं वर्गीकरण आलेख : डॉ शशि राय
2. आचरण की सभ्यता निबंध :सरदार पूर्णसिंह
3. अंतर्ज्ञान और नैतिक जीवन :डॉ सर्वपल्ली राधाकृष्णन
4. अप्य दीपो भवःस्वाम श्रद्धानंद

UNIT IV

17Hrs

1. Where the man is without fear: Rabindranath Tagore
2. The Hero: R.K. Narayan
3. Tryst with Destiny: Jawaharlal Nehru
4. Indian weavers: Sarojini Naidu
5. The Portrait of a lady: Khushwani Singh
6. The Solitary Reaper : William Wordsworth

UNIT V

17Hrs

1. Basic Language Skills: Vocabulary, Synonyms, Antonyms, Word formation, Prefixes, Suffixes.
2. Basic Language Skills: Uncountable Noun, Verbs, Tenses, Adverbs.
3. Comprehension/Unseen Passage.
4. Composition and Paragraph Writing

Suggested Readings:

Published (books) through Madhya Pradesh Hindi Grantha Akademy

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-102(A)

BAED-102 (A)	Sociology Optional	5L:0T:0P	100 Marks	5Hrs/Week
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Objective

- To teach students the concepts, theories, and methods of the behavioral and social services.
- To introduce students to the basic social processes of society, social institutions and patterns of social behavior.
- To train students to understand and to interpret objectively the role of social processes, social institutions and social interactions in their lives.
- To enable students to cope effectively with the socio-cultural and interpersonal processes of a constantly changing complex society.
- To train students for positions in criminal justice, gerontology, social science and social welfare.
- To prepare students for graduate study.
- To strengthen the marketable expertise in quantitative analysis and computer applications in advertising, demography, marketing and the social sciences.

UNIT-I: 17Hrs

Nature of Sociology, Meaning of Sociology, Sociological Perspective, Sociology and Social Sciences, The scientific and humanistic orientations to sociological study

UNIT- II: 17 Hrs

Society, Community, Institutions, Associations, Group, Social, structure, Status- Role, Family, Kinship, Religion, Education, Politics

UNIT- III: 17 Hrs

Society, Culture, Socialization - Relation between individual and society Social Control, Values and Norms Social Stratification and mobility — Meaning, forms and theories

UNIT- IV: 17 Hrs

Social Change- Meaning and type, Evaluation and revolutions, progress and Development factors of social change and theories

UNIT- V: 17 Hrs

Introduction to Applied Sociology, Sociology and social problems- Sociology and social policy and action, Sociology and Development, Sociology and Professions.

Suggested Readings:

1. R.G. Singh- Samaj Shastra Parichaye
2. D. S. Baghel- Samaj Shastra ki mool awadharna
3. C.N. Shankar Rao- Samaj Shastra
4. Hirendra Pratap Singh- Samajsha

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-102(B)

BAED-102 (A)	Economics Optional	5L:0T:0P	100 Marks	5Hrs/Week
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OUTCOMES:

Economics contains a core group of theory courses, a series of quantitative skills courses, and field specialization courses that involve the applications of economic theory and quantitative analysis to major areas of study within the discipline. It is our goal to help our students achieve a certain set of learning outcomes.

UNIT I: 17 Hrs

Definition, Evolution, Scope & Nature of economics, Methods of Economics

Analysis -Inductive & Deductive — Logic, Merits & Demerits.

Basic Concept — Law of Demand and Supply.

UNIT II: 17 Hrs

Utility — Cardinal and Ordinal Approaches, Elasticity of Demand — Price, Income & Cross Elasticity, Indifference Curve Analysis — Meaning, Characteristics, Consumer Equilibrium, Consumer Surplus.

UNIT III: 17 Hrs

Production — Laws of Production, Law of Variable Proportion, Return to Scale,

Economies of Scale, Isoquants — Meaning and Characteristics, Concepts of Cost and Revenue — Total, Marginal & Average.

UNIT IV: 17 Hrs

Market — Concept and Classification.

Perfect Competition — Characteristics, Price and Output Determination for Firm and Industries. Monopoly — Characteristics, Price and Output Determination. Monopolistic Competition - Characteristics, Price and Output Determination.

UNIT V: 17 Hrs

Factor Pricing - Theory of Marginal Productivity of Distribution, Classical and Modern Theories of Wages, Rent, Interest and Profit. Keynesian Theory of Interest.

Suggested Readings:

1. Case, Karl E. & Ray C. Fair, Principles of Economics, Pearson Education, Inc, 8th edition, 2007

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-103

BAED-103	History (Early age to 1200 AD)	5L:0T:0P	100 Marks	5Hrs/Week
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OUTCOMES:

Students are able to understand the genesis of history and development of history writing in different country as well as in India.

UNIT-I

17 Hrs

History its concept, nature, scope and significance Survey of sources, land, environment and people. Indian Pre history age, Paleolithic culture - traditions and geographical distribution. Mesolithic culture, Distribution, Cultural developments with special reference to Rock art.

UNIT II:

17 Hrs

Saraswati / Sindhu Civilization (harapan Civilization) - origin, extent, & decline. Saraswati / Sindhu Civilization — Social, Economic & Cultural life, Science & Technology. Vedic Culture - Society, Polity, economy, culture and religion, Iron age - culture in India.

Vedic Culture-Social Condition--Varna, Jati, 'Occupational categories, marriage, Sixteen sansakars and Four purusharthas.

UNIT III:

17 Hrs

Sixteenth Mahajanpad, Rise of new religious movements in North India. Buddhism and Jainism - its principles and rise and fall, The Mauryan Empire — Administration and conomy, Ashoka's "Dhamma" Mauryan art and architecture. Post Mauryan Period: Sungas, Kshatrapas. Sathavahanas and Kushanas - Political social, economic and cultural condition.

UNIT IV:

17 Hrs

Post Gupta Time (Upto 1200 A.D.): Society and culture. Important dynasties of the north: Social, Economy and Cultural conditions during Gurjar Pratihar, Kalchuries, Chancielas, and Permaras a.e

UNIT V:

17 Hrs

**chalukya, dynasty - social, and economical and Cultural life. Sangam Age
India's relations with neighbour relation with East Asian countries and
Srilanka , Invasion and their impacts of Arab**

**- Mohammad bin Qasim Gazani - Mohammad Gazanavi Ghorī - Mohammad
Ghorī**

Suggested Readings:

- 1. A. K. Majumdar- prachin Bharat Ka Itihas**
- 2. V.D. Mahajan- prachin Bharat Ka Itihas**

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-104

BAED-104	Political Science	5L:0T:0P	100 Marks	5Hrs/Week
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OUTCOMES:

Students will develop an understanding of core political science concepts and theories within multiple disciplinary subfields and be able to apply them to the analysis of the political world. Specifically.

UNIT-I	17 Hrs
Brief History of Indian National Movement The Making of Indian Constitution and its sources. Preamble of Indian	
UNIT II	17 Hrs
Fundamental Rights and Duties. Directive Principles of State Policy.	
UNIT III	17 Hrs
Union Parliament : Loksabha, RajyaSabha. Supreme Court; Centre-State Relations; Election Commission	
UNIT IV	17 Hrs
The State Government Executive Governor, Council of Ministers and Chief Minister	
UNIT V	17 Hrs
Political Parties: National and Regional Parties. Major issues in Indian politics: Caste, Religion, Language, Region, Poverty- Alleviation and Electoral Reforms.	

Suggested Readings :

- 1. Questions in India the President Parliament and the State, Delhi, Oxford University Press**
- 2. J.C. Johari- Indian Government and Politics; Orient Longmans Publication, New Delhi**
- 3. Rajani Kothari- Caste and Politics in India Orient Longmans Publication New Delhi.**
- 4. Rajani Kothari- Politics of India, Orient Longmans Publication New Delhi.**
- 5. Prof. R.N. Agrawal- National Movement and Constitutional Development of India.**
- 6. Prof. Bipin Chandra- Indian National Movement, Vikas Publisher, New Delhi**

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-105

BAED-105	Childhood & Growing Up	5L:0T:0P	100 Marks	5Hrs/Week
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OUTCOMES:

How does early childhood education influence school success? Early childhood education (ECE) consists of organized supervised programs with social and educational goals for children (of up to school entry age) in the temporary absence of their parents, and encompasses a diversity of programs, varying in hours of operation, ages of children and socio-economic status (SES) of families. Examples include part-day preschools, child-care centres, early intervention and family day-care programs

Objectives:

- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, cultural and political context.
- To build sensitivity towards children's developmental needs and capabilities, within their socio- cultural context.
- To develop a sensitive and critical understanding of the different social/ educational /cultural/political realities at the core of the exploration into childhood.

Unit 1: Perspectives in Development

22 Hrs

- Concept , Meaning ,Scope and Function and Educational Psychology
- Introduction to development: concept and introduction to perspectives in development, humanistic psychology and developmental theory
- Enduring themes in the study of development: development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous? ; Socio-cultural contexts influencing development
- Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget
- Method: Longitudinal, Cross Sectional, Sequential, Cohort methods: Biographical, Case study and Observational method.

Unit 2: Stages of Human Development

22 Hrs

- Child as a developing individual; a psycho-social entity; stages of development
- Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships
- Developmental tasks of childhood and adolescence and their implications
- Factors influencing development such as heredity& environment, media, nutrition, child-rearing practices, siblings and peers

- **Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context-Living in an urban Slum, Growing girl, and Growing up in dalit household**

Unit 3: Social and Emotional Development

22 Hrs

- **Basic understanding of emotions, how differential gender socialization occurs • Personality development: Freud; psycho-social development-Erikson; influence of early childhood experiences on later personality.**
- **Social theories and gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.**
- **Development of emotions: functions of emotions, attachment-Bowlby.**

Unit 4: Contexts of Socialization

22 Hrs

- **Concept of socialization: family and child relationships; parenting, child rearing practices**
- **Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner**
- **Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.**
- **Social, economic and cultural differences in socialization: implications for inclusion.**

Essential Readings

- **Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.**
- **Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.**
- **Papalia, D. E. and Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and**

Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter : Physical Development in Middle Childhood.

- **Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage publications. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.**

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-106

BAED-106	Education in India- Status, Problems and Issues	5L:0T:0P	100 Marks	5Hrs/Week
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OUTCOMES:

Describe the salient features of education in ancient and medieval India. Discuss the growth of modern system of education based on the documents and reports in British India CO3: Compare and assess with significant points the educational recommendations of various Commissions in Independent India till 1992.

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 M.P.

To develop an understanding of the brief historical background of Indian Education with special reference to Secondary Education.

UNIT 1: Concept of Education –

22Hrs

- **Indian and Western. Aims of Education; Functions of Education.**
- **Education as an instrument of Social Control, Social Change,**
- **Preservation of Cultural Heritage and Values.**
- **School and the society, Culture and Education, School as a Social System. Agencies of**

Education – Informal, Formal and Non-formal .

UNIT 2: Salient Features of Ancient Indian Education –

22Hrs

- **Vedic, Buddhist, Islamic**
- **Tradition in Education.**
- **Major landmarks of British System of Education in Colonial India particularly From the**

viewpoint of Aims, Structure, Curricula and Methods of Education.

- **Efforts towards evolving a national system of Education**

Unit-3: Secondary Education

22Hrs

- **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,

- **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.,**

- Secondary School Teacher–Qualifications, Competences, Job Profile, Professional Code of Ethical conduct.
- Role of Secondary school teacher in Emerging India.

Unit - 4: Teacher Education and Secondary School Curriculum

22Hrs

- Status, Aims and Objectives of Teacher Education in India.
- Role and Responsibilities of NCTE NCERT, DSERT, CTE, IASE
- Professional organisation in the field of Teacher education
- Rastriya Madhyamika Shikshana Abiyana (RMSA), NCF-2005
- Programmes for enhancing efficiency and productivity of school teachers- In- service training – orientation and content enrichment programmes.

Assignments: (Any two of the following.)

- Prepare and execute a plan for making at least two children and one adult literate from the community.
- Plan and organize a field trip/excursion to a nearby area of educational importance and submit a report.
- Visit to block or district and divisional educational offices and study their educational management pattern and submit the report.
- Prepare one project for institutional planning.
- Critically Study the working of the one of the parent teacher association in any two secondary schools.
- 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, Jacques (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.
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- **Government of India (1966) *Report of Education Commission Ministry of Education*, New Delhi.**
- **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.**

Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections.

. Contemporary Education Dialogue, Vol. 2(1), 5-29. 6. Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.

- **Readings for Discussion 1. Aries, P. (1965). *Centuries of Childhood-A social history of the family life*. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood. 2. Harris, M. and Butterworth, G. (2002).**
- **Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology.**

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-201

BAED-201	Foundation Course	5L:0T:0P	100 Marks	5Hrs/Week
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OUTCOMES:

This paper seeks to acquaint with social political and cultural background of contemporary society through the history of Hindi literature from medieval modern

Unit – I

17Hrs

नैतिक मूल्य

1. अंतर्ज्ञान नैतिक जीवन : सर्वपल्ली राधाकृष्णन

2. बुद्ध की करुणा : डॉ श्रद्धा तिस्र

Unit – II

17Hrs

हिन्दी भाषा

1. भारत वन्दना : सूर्यकांत त्रिपाठी निराला

2. अकाल और उसके बाद : नागार्जुन

3. निमाल्य : विद्यानिवास मिश्र

Unit – III

17Hrs

हिन्दी भाषा

1. अफसर : शरद जोशी

2. भारत का सामाजिक व्यक्तित्व: जवाहरलाल नेहरू

3. पल्लवन और संक्षेपण: संकलित

Unit – IV English Language

17Hrs

Basic language skills : Grammar and Usage, Tenses, Prepositions, determiners, countable/ uncountable nouns, verbs, articles and adverbs vocabulary, synonyms, antonyms, prefixes, suffixes, confusing words, similar words with different meanings

Unit – V English Language

17Hrs

Comprehension, Unseen Passages, Report- writing, Composition, Short Essay, Paragraph Writing

(Based on the expansion of an idea)

Suggested Readings:

Published (books) through Madhya Pradesh Hindi Grantha Akademy

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
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Paper Code: BAED-202(A)

BAED-202 (A)	Sociology	5L:0T:0P	100 Marks	5Hrs/Week
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OUTCOMES:

Identify the current goals of Sociology. Compare and contrast the three main sociological theories in sociology. Apply social theories correctly to examples of current or historical events. Analyze specific sociological topics, utilizing the major theoretical models that are appropriate for each specific topic

Unit-I **17 Hrs**

Dharma, Varna- system, Ashram- System, Purushartha, Karma, Sanskar

Unit II **17 Hrs**

Caste, Class, Family marriage, Kinship

Unit III **17 Hrs**

The Structure of Indian Society; villages, Towns, Rural – Urban continuum, diversity of Indian society – demographic, Cultural Religious and linguistic.

Unit IV **17 Hrs**

Family Problem – Dowry, Divorce, Domestic violence, Problem of the elderly, youth tension.

Unit V **17 Hrs**

Social Problem - Castism, regionalism, communalism, cyber- crime, gender inequality.

Books:

- 1. ML Gupta & DD Sharma – Bhartiya Samaj**
- 2. Ds Baghel – Samajshastra**
- 3. Prof. Ram Gopal Singh – Viashvikaran Media aur samaj**

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-202(B)

BAED-202 (B)	Economics	5L:0T:0P	100 Marks	5Hrs/Week
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OUTCOMES:

Students will learn how markets organize core economic activities, such as production, distribution, and consumption, and the growth of productive resources. Students will learn about the determinants of macroeconomic conditions (national output, employment, and inflation), causes of business cycles, and interactions of monetary and fiscal policy

Unit-I

17Hrs

Public Finance and Public Economics : Meaning, Nature and scope. Meaning and Nature of Public, Private and Merits Goods, Market and State. Role and Functions. Principle of Maximum Social Advantage. Sources of Revenue. Taxes, Loans, Grants and Aid, Meaning and Types, Canons of Taxation.

Unit-II

17Hrs

Principles of Public Expenditure, Principles of Public Debt and Methods of Redemption; Wegener's Law, increasing Activities, Effects of Public Expenditure on Production and Distribution. Public Finance in India: Sources of Revenue of Central and State Government. Concept and Types of Budget, Fiscal Deficit, Deficit Financing and Deficit Budget. Constitution and Function of Finance Commission, Recommendation of Latest Finance Commission, Latest Budget of Central and M.P. Government.

Unit-III

17Hrs

Meaning and importance of international Economics, Intra and International Trade, Importance of International Trade in Economic Development. Theories of International Trade. Absolute and Comparative Advantage, Factor Endowments : Heckscher. Ohlin.

Unit-IV

17Hrs

Terms of Trade: Concept and Types, Tariff and Non-Tariff Barriers in International Trade. W.T.O. Objectives and its Functions. Balance of Trade. Concept and Types. Compositions and Structure of B.O.T and its Relationship with Balance of Payment, Methods of Corrections of imbalance of Payment, International Capital Movement.

Unit-V

17Hrs

Trends and Directions of India's Foreign trade, Exchange Rate. Theories of Exchange Rate, Mint Par parity Theory, Purchasing Power Parity Theory. Concept of Appreciation and Depreciation of Currency and its effects on Foreign Trade.

Recommended Books:

Heijdra, B.J. and F.V. Ploeg (2001) Foundations of Modern Macroeconomics, Oxford, University Press, Oxford.

Lewis, M.K. and P.D. Mizan (2000) Monetary Economics, Oxford University Press, New Delhi.

Hason, A.H. (1953) A Guide to Keynes, McGraw Hill, New York.

Keynes, J.M. (1936), The General Theory of Employment Interest and Money, Macmillan, London.

Gupta, S.B. (1994) Monetary Economics, S.Chand & Company, New Delhi.

Bhagwati, J. (Ed. International Trade Selected Readings, Cambridge University Press, Massachusetts.)

Carbough, - R.J. International Economics, International Thompson Publishing, New York

Kenen, P.B. The International Economy, Cambridge University press, London.

Kindleberger, C.P. International Economics, R.D. Irwin, Homewood.

H.G. Mannur. International Economics

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-203

BAED-203	World History 1871 AD to 1945 AD	5L:0T:0P	100 Marks	5Hrs/Week
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OUTCOMES:

Explain and analyze a key historical event or process in the area and during the period under study

Understand the diversity of the human experience as influenced by geographical location, race, ethnicity, cultural traditions, gender and class

Analyze historical processes that shape individuals and communities, drawing on detailed knowledge about the history of the area under study

Objective – Imperialism and colonialism were caused as a by product of nationalism and industrial revolution in Europe. This laid basis for a well defined capitalism. Ideological clashes between nations resulted in the two world wars. In this period Russian Revolution as well as anti imperial and anti colonial struggle took place. A good understanding of all the above phenomenon has to be made.

Unit-I

17 Hrs

Third French Republic

Internal and foreign policy of Bismarck.

Foreign policy of Kaiser William II.

Scramble for Africa.

Unit-II

17 Hrs

Eastern Question (from 1871).

Berlin Congress (1878).

Young Turk Movement and the Balkan wars (1912-13).

World War I – causes, events and aftermath.

Russian Revolutions of 1905 and 1917.

Unit-III

17 Hrs

Wilson's fourteen points.

Paris Peace Conference.

League of Nations.

Rise of Fascism, internal and foreign policy of Mussolini.

Nazism – internal and foreign policy of Hitler.

Unit-IV

17 Hrs

Imperialism and colonialism in China and Japan. Demands for concessions in China.

Japan, the Meiji Restoration, Modernization of Japan, Rise of Militarism.

Sino-Japanese war (1894), Russo-Japanese war (1905).

Boxer movement, Chinese Revolution-1911, Second Sino-Japanese War.

Unit-V

17 Hrs

1. World politics FROM 1919 to 1939, Causes, events and effects of the World War II.

Recommended Books:

1. **Robert J.M.-Europe 1880-1945 (Longman, 1989)**
2. **E.Lipson-Europe in the 19th and 20th Century**
3. **C.J.H. Hayes – Modern Europe (Surjeet Publication n)**
4. **Grant and Temperley, - Europe in the 19th and 20th Century (Also Hindi version)**
5. **C.D.M. Ketelby-History of Modern Times**
6. **Penderel Moon-Imperialism in World Politics**
7. **Panikkar K.M. – Asia and Eastern Dominance.**
8. **Fay, Origin of the World War**

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-204

BAED-204	Political Science	5L:0T:0P	100 Marks	5Hrs/Week
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OUTCOMES:

Discuss the theory and apply the methodology of comparative analysis within the discipline of political science.

Analyze contemporary problems in the countries under consideration in light of the conceptual frameworks presented in class.

List the differences between scholarly and popular publications in Comparative Politics.

Unit-I

17Hrs

Political science - Definition nature and scope, Nature and significance of Political Theory. Methods: Traditional and Modern ; Relations with other social sciences : Sociology, history, economics, psychology and geography.

Unit-II

17Hrs

Power and Authority, State – Origin, Development and Elements. State: Dominant perspectives – Sovereignty; Pluralist criticism; Citizenship

Unit-III

17Hrs

Rights: Theories of Rights, Specific Rights, Rights and Duties; Liberty, Equality and Justice. Democracy: Meaning, Types and Theories, Theories of Representation, Development and Welfare state.

Unit-IV

17Hrs

Legislature, Executive and Judiciary. Theory of Separation of Powers. Constitution: Meaning and types.

Unit-V

17Hrs

Types of Government: Dictatorship, Parliamentary and Presidential. Unitary and Federal, Party System, Pressure groups; Feminism.

Recommended Books:

- **Ashirvadam E.- Modern Political Theory**
- **Sir E. Barker- Principles of Social and Political Theory Calcutta Oxford University 1976**
- **Laski H.J.- A Grammar of Politics- London Allan University**
- **D Held- Political Theory Cambridge Polity Press**
- **Tripti Jain- Foundation of Politics – College Book Depot.**
- **Verma S.P.- Modern Political Theory New Delhi Vikas 1983**
- **Prof. A.D. Panth- Basis of Political Science Allahabad Publisher.**
- **Dr. Om Nagpal- Fundamentals of Political Science, Kamal Publisher Indore**

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-205

BAED-205	Language across the curriculum Part- 1	3L:0T:0P	50 Marks	3Hrs/Week
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OUTCOMES:

The emphasis on integration and generalizable skills helps students draw connections between courses and between coursework and other kinds of knowledge, enhancing student engagement.

Students understand the conditions and goals of their assessment.

Objectives

- **Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication.**
- **Enhancing one's facility in the language of instruction is thus a vital need of student-teachers, irrespective of the subject areas that they are going to teach.**
- **This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.**
- **It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.**

UNIT 1: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

15Hrs

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.

Suggested Activities

Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)

Re-telling the account – in one's own words/from different points of view (taking turns in a smaller group)

Narrating/describing a related account from one's life experience (in front of a smaller group)

Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)

Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).

UNIT 2: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING 15Hrs

- The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces) For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student- teachers.

Suggested Activities

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group)
- Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented—this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)
- Writing a review or a summary of the text, with comments and opinions (individual task)

UNIT 3: ENGAGING WITH JOURNALISTIC WRITING

15Hrs

- The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this Unit.

Suggested Activities

- Using reading strategies, such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc. (guided working in pairs)
- Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)

- **Researching and writing articles on topics of local interest (working to produce a local interest magazine).**

Recommended Books:

Bose, R. B. N. & Sterling, T. S. : Elements of English Rhetoric and Prosody;

Chakraborty, Chatterjee Co. Ltd. Calcutta, Latest Edition.

Bright, J. A. & McGregor, G. P.; Teaching English as a Second Language, ELBS & Longman, London, 1978.

Brumfit, C. J. & Johnson, K.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.

Heaton, J. B. : Language Testing, Modern English Publication Ltd., Great Britain, 1982.

Hornby, A. S. : Oxford Advanced Learner's Dictionary of Current English, OUP, Oxford, Latest Edition.

Johnson, J.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.

Johnson, K. : Communicative Syllabus Design and Methodology, Pergamum Press, Oxford, 1982.

Jones, D. : English Pronouncing Dictionary, ELBS, London, Latest Edition.

Kemp, et al.; Designing Effective Instruction, Macmillan College Publishing Company, 1994.

Krashen, S.; Second Language, Acquisition and Second Langu., Learning, Pergamum Press, New York, 1979.

Agnihotri, R.K., Khanna, AL, 1994(Eds). Second Language Acquisition: Socio-Cultural and Linguistic Aspects of English in India(RALI), New Delhi, Sage Publication

Baruah, T.C. 1984, The English Teachers Handbook, New Delhi, Sterling Publishers.

Bansal, R.K. and Harrison, J.B., 1972: Spoken English in India, Madras, Orient

Longman

Brown, J.D. 1996: Testing in Language Programmes, Upper Saddle River, NJ, Prentice

Hall Regents Chomsky, N. 1986. Knowledge of Language, New York ,Praeger

Crystal David, 1997. Globalization of English, Cambridge; Cambridge University Press

Ellis, R. 1992, The Study of Second Acquisition, Oxford, Oxford University Press

Khulchandani, L.M. 1988: Language in a plural society, Delhi, Motiram Banarasidas and Shimla

Lewis.M. 1993, The Lexical Approach: The State of ELT and a way Forward, Hove: Language Teaching Publications.

Lock, G. 1996. Functional English Grammar, Cambridge: Cambridge University Press
Mohanty, Bilingualism in a Multilingual Society: Psycho Social and Pedagogical
Implication, Mysore: CIIL

Nagaraj, Geeta:2001 : English Language Teaching, Orient Longman Limited, Kolkata

NCERT, 2000, Continuous and Comprehensive Evaluation, New Delhi

**NCERT, 2005. National Curriculum Framework, 2005, New Delhi Nuna, D. 1991, Language Teaching
Methodology, London Prentice Hall**

Richards, J.C, and Rodgers, T.S. 1986, Approaches and Methods in Language Teaching,
University of Hawaii, Maroo: Cambridge University Press

Vygotsky, L.S. (1978), Mind in Society, Harvard University Press: Cambridge.

Widdowson, H.G. 1992, Aspects of Language Teaching, Oxford University Press

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-206

BAED-206	Curriculum Development & School	5L:0T:0P	100 Marks	5Hrs/Week
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OUTCOMES:

Curriculum development describes all the ways in which teaching or training organization plans and guides learning. This learning can take place in groups or with individual learners. It can take place inside or outside the classroom. It can take place in an institutional setting like school, college, training center, or in a village or a field. It is central to the teaching-learning process.

Objective

- To acquaint students with the nature and types of curriculum.
- To acquaint students with the context of curriculum development and some Innovative Curriculum Models.
- To familiarize students with Designing of Curriculum.
- To give practical experience in Evaluating, Designing and Reviewing Curriculum.

UNIT- I

17 Hrs

- **Curriculum – Meaning and Nature, types of Curriculum, Syllabus and Text books –their interrelationship. Issues and problems of existing curriculum.**

UNIT- II

17 Hrs

- **Curriculum Construction, Curriculum Development and Curriculum Designing: Concepts and differences. Determinants and motives of Curriculum Development. Different Curriculum Models- open university, Open School, etc.**

UNIT- III

17 Hrs

- **Steps of Designing different Curriculum. Selection, Gradation and Organization of Curriculum. Development and Implementation of Curriculum. Enrichment of Curriculum.**

UNIT- IV: PRACTICALS

38 Hrs

- **Evaluation of B.Ed. Curriculum**
- **Designing a Curriculum in a given condition Reviewing of Syllabus/Books**

REFERENCES

- **Ashcroft, Kate and Palacio, David: The Primary Teacher's Guide to the New National Curriculum. London: Flamer Press, 1995.**
- **Doll, Ronald C.: Curriculum Improvement – Decision Making and Process. London; Allyn and Bacon, 1996.**
- **Eccles tone, Kathryn: How to Assess the Vocational Curriculum. London: Kogan Page Ltd. 1996.**

- Hendricks, Joanne: Total Learning Developmental Curriculum for the Young Child. New York: Maxwell McMillan International, 1994.
- Hooper, R.: The Curriculum Context, Design and Development. The Chaucer Press Ltd., Great Britain, 1977.
- Kaushik, S.L.: Shikshakram Vikas. Rajasthan Granth Academy. Jaipur, 1977.
- Kelly, A.V.: The Curriculum – Theory and Practices. Harper and Row Publishers, London, 1982.
- Kerr, J.E. (Ed.): Changing the Curriculum. University of London Press Ltd., London, 1970.
- Lawton, D.: Class, Culture and the Curriculum. Routledge and Kegan Paul Ltd., London, 1975.
- Lowy, A. (Ed.): Handbook of Curriculum Evaluation. International Institute for Educational Planning, New York, 1977.
- Lowy, A.: The International Encyclopaedia of Curriculum. New York: Pergamon Press, 1991.
- Mamidi, M.R. and Ravishankar: Curriculum Development and Educational Technology, Sterling Publishers Pvt. Ltd., New Delhi, 1983.
- Nichols, S.H. and Nichols, A.: Developing Curriculum. George Allen and Unwin, Boston, London, 1976.
- Oriosky, D.E. and Smith, B.D.: Curriculum Development – Issues and Insights. Rand McNally College Publishing Company, USA, 1976.
- Prasad, Janardan & Kaushik, V.K. Advanced Curriculum Construction. New Delhi: Kanishka Publishers, 1997.
- Richmond, K.W.: The School Curriculum. Methuen and Co. Ltd., London. 1973.
- Saylor, J.G. and Alexander, W.H.: Curriculum, Planning for Modern Schools. London: Holt, Rinehart and Winston, Inc., 1966.
- Wiles, Jon. & Bondi, Joseph C.: Curriculum Development –A Guide to Practice. London: Charles E. Merrill Publishing Co., 1984.

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-207

BAED-207	Reading And Reflecting On Texts	0L:0T:3P	50 Marks	3Hrs/Week
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OUTCOMES:

Exhibit metacognitive awareness to become conscious of their own thinking processes as they engage in reading diverse texts. ☐ build their capacities as readers and writers by becoming participants in the process of reading. plan the readings interactively – individually and in small groups. ☐ appraise the writings with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of other's ideas.

OBJECTIVES

- **To enable the students to read and response to a Varity of text in different ways**
- **To develop Meta cognitive awareness**
- **To enhance the capacities as readers and writers by becoming participants in the process of reading**
- **To enable the student teachers to work on the field and make predictions and check their predictions and then to summarize.**

UNIT- I (Reading Skills)

15 Hrs

- **Creating environment for reading – reading clubs, class libraries**
- **Reading aloud and silent reading**
- **Scaffolding: concept and activities**
- **Reading different texts types like stories, poems, riddles, jokes, and instructions for games**

UNIT- II (Reading with comprehension)

15Hrs

- **Reading for global and local comprehension**
- **Inferences, analysis and extrapolation**
- **Reading strategies including word-attack strategies**
- **Discourse analysis**
- **Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet**
- **Using ideas of critical literacy to analyze chapters from textbooks .**
- **Acquisition of Reading Skills**

UNIT -III (Types of text)

15 Hrs

- **Narrative text**
- **Expository**
- **Autobiographical Narratives**
- **Field Notes**
- **Ethnographies**
- **Addressing different types of skills and strategies**

Mode of Transaction

- **Participating in tasks and activities to improve proficiency in the receptive and productive skills of English.**
- **Text analysis of school textbooks to improve skills in critical literacy.**
- **Reflecting on one's own learning to make connections with pedagogy.**

Essential Readings

Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press

Maley, A. & Duff, A. (1991). *Drama techniques in language learning: A resource book of communication activities for language teachers* (2nd ed.). Cambridge: Cambridge University Press.

Morgan, J. & Rinvulcri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge: Cambridge University Press.

Wright, A. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University Press.

Advanced Readings

1. **Parrot M. (1993). *Tasks for language teachers* Cambridge: Cambridge University Press**
2. **Richards, J. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press**
3. **Slatterly, M. & Willis, J. (2001). *English for primary teachers: A handbook of activities & classroom language*. Oxford: Oxford University Press**

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-301

BAED-301	Foundation Course	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

This paper seeks to acquaint the students with various formal and thematic aspects of Hindi poetry beginning from devotional poems belonging to poets of different ages including the modern age.

ईकाई –१ :- 16 hrs

1 शिकागो व्याख्यान –स्वामी वववेकानंद

2 धम्म और व्याख्यान –महवषम अरववंद

ईकाई –२:- 16 hrs

1 सादगी –महात्मा गांधी

2 चित्त जहां भय िन्न्य –रवीन्द्रनाथ ठाकुर

ईकाई –३:- 16 hrs

1 कछुआ धम्म ननबंध –िंरधर िमाम गुरेरी

2 वह तोड़ती नत्थर (कववता) –ननरारा

3 सननों की उड़ान (प्रेरक ननबंध) –ए. नी. जे. अब्दुर कराम

4 िीफ़ की दावत (कहानी) –भीस्म साहनी

5 वर्म –ववन्यास (व्याकरर्मनरक) –ववश्वनाथ प्रसाद शमश्र

PART-B

Unit-4 :- 16 hrs

1 Tree: Tina Morris

2 Night of scorpion: Nissim Ezekiel

3 What is science? : Gerorge orwell

4 On the rule of the road: A.G. Gar

Unit 5 :- 16 hrs

Comprehensions of unseen passages, paragraph writing, report – Writing, short essay on a given topic

Correspondence skills (formal & non formal letters and application)

Basic Language skills: tenses, Prepositions, determiners, verbs & articles.

Suggested Readings: संदर्भ पुस्तक— मध्यप.देश हिन्दी ग्रंथ अकादमी, भोपाल संदर्भ पुस्तक— मध्यप्रदेश हिन्दी ग्रंथ अकादमी, भोपाल द्वारा प्रकाशित पुस्तक

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-302(A)

BAED-302(A)	Sociology Optional	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

The following learning goals and outcomes identify the means by which the preceding general statements of purpose are to be accomplished. The order of presentation reflects no priority or hierarchy.

UNIT – I **17Hrs**

Rural Sociology - Meaning and Definition, Subject Matter, Scope. Urban Sociology - Meaning and Definition, Subject Matter, Scope Importance of Rural Sociology and Urban Sociology.

UNIT – II **17Hrs**

Migration - Meaning, Definition and Characteristics, Migration from Rural Society causes and consequences.
Jajmani System in Rural India - Meaning Characteristics and Change. Agrarian Relation in India.

UNIT – III **17Hrs**

Rural Leadership Meaning, Characteristics and Emerging Pattern. Dominant Caste and Factionalism in Rural India.
Panchayati Raj Institution - Aims, Functions and Organization, Achievements and Challenges of Panchayati Raj System.

UNIT – IV **17Hrs**

Urban Migration - Nature, Characteristics Meaning, Scope, Importance.
Problems Related with Urban Development Housing, Slums, Environmental Pollution Urban Local Self Government.

UNIT – V **17Hrs**

Urban Development - Market, Technology and Changes.
Changing Dimensions of Urban Life - Individualism, Lonely Life, New Patterns of Relationships
Changes in Indian Urban society .

Recommended Books:

- 1.Heijdra, B.J. and F.V. Ploeg (200!) Foundations of Modern Macroeconomics, Oxford, University Press, Oxford**
- 2. Lewis, M.K. and P.D. Mizan (2001) Foundations of Modern Macroeconomics, Oxford, University Press, Oxford.**
- 3.Lewis, M.K. and RD. Mizan (2000). Monetary Economics, Oxford University Press, New Delhi.**

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-302(B)

BAED-302(B)	Economics Optional	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

Economics students in general will be able to pinpoint and understand the past, present economic conditions of the country. They will also be able to forecast the future course of changes and development through their knowledge of policies and programmes set by the governments and other development agencies.

UNIT – I

17Hrs

Macro Variables, Stock and Flow. Circular Flow of Income in closed and Open Economy. Concept of National Income- GDP, GNP. Measurement of National Income and Social Accounting in India. National Income and Economic Welfare.

UNIT – II

17Hrs

Classical Theory of Employment, Say's Law of Market, Income determination- Aggregate Demand and Supply Functions, Keynesian Theory of Employment- Effective demand. Consumption Function, Factors Affecting Consumption, Average and Marginal Propensities to consume. Simple Investment and Govt. Expenditure, Multiplier and Leakages of Multiplier.

UNIT – III

17Hrs

Investment Function and Marginal Efficiency of Capital (MEC), Factors Affecting Capital Formation Concept of Accelerator, Keynesian Theory of Liquidity Preference, Liquidity Trap.

UNIT – IV

17Hrs

Money- Meaning and Functions, Stock of Money and its Measures- M 1, M2, M3, M4. Quantity Theory of Money- Cash Transaction and Cash Balance Approaches. Inflation, Deflation and Recession- Definition, Causes and Effects on different Segments of the Economy. Types of inflation- Demand Pull and Cost Push Inflation.

UNIT – V

17Hrs

Bank: Meaning and Types. Central Bank and its Functions with Reference to R.B.I. Credit Control- Qualitative and Quantitative Methods. Objectives and Limitations of Monetary Policy. Functions of Commercial Bank. Meaning and Methods of Credit Creation, Recent Reforms in Banking Sectors. Money Market and its Instrument, Defects of Money Market in India. Role of Private Banking in India. Stock Market.

Recommended Books:

- 1. Heijdra, B.J. and F.V. Ploeg (2001) Foundations of Modern Macroeconomics, Oxford, University Press, Oxford**
- 2. Lewis, M.K. and P.D. Mizan (2001) Foundations of Modern Macroeconomics, Oxford, University Press, Oxford.**
- 3. Lewis, M.K. and RD. Mizan (2000). Monetary Economics, Oxford University Press, New Delhi.**

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-303

BAED-303	History	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

The course enlightens the students on the social developments in India from the Gupta to the early medieval periods. It teaches the analyzation of the economic conditions of India during the said period.

The course inculcates to the students, the political and cultural development of the said period.

UNIT – I

17Hrs

Sources of Medieval Indian History.

Foundation and Consolidation of the Delhi Sultanate - Qutubuddin Aibak,

Iltutmish. Razia Sultana and Balban. Alauddin Khalji - His conquests and reforms.

UNIT – II

17Hrs

Mohammad bin Tughluq and Firuz Shah Tughluq. Disintegration of the Delhi Sultanate, Vijayanager and Bahmani Kingdoms. Timur's invasion and its impact. Invasion of the Mighals, Babur and Humayun, Sher Shah Suri.

UNIT – III

17Hrs

Akbar- Consolidation and territorial expansion of the Mughal empire, his Religious and Rjput Policy.

Jahangir, Shahjahan, Mughal Sikh relations. Rise of Marathas, Shivaji- His conquests and dministration.

Aurangzeb and the decline of the Mughal empire, Nadir Shah's invasion and its mpact.

UNIT – IV

17Hrs

Socio-religious life during the Sultanate period-Bhakti and Sufi movenents. Economic

life during Sultanate peiod, Agriculture Industry and Trade. Administrative system.

UNIT – V

17Hrs

Mughal administration and institutions. Mansabdari System. Social and religious life,Status of women. Economic life, Agriculture, Trade and Commerce Architecture.

Suggested Readings;

1. Dr. Ashirwadi Lal Srivastava-Madhya kalin Bharat Ka Itihaas
2. Dr. A.V. Pandey-MadhyakalinBharat Ka Itihas
3. Dr. Satish Chandra-Madhyakalin Bharat me Itihas lekhan,Dharm or Rajya ka swaroop.
4. Sir Jadunath Sarkar- Histories of Marathas

5. Dr. Radhe Sharan Agarwal- Madhya Kalin Bharat Ka Itihas

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-304

BAED-304	Political Science	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

Discuss the theory and apply the methodology of comparative analysis within the discipline of political science.

Analyze contemporary problems in the countries under consideration in light of the conceptual frameworks presented in class.

List the differences between scholarly and popular publications in Comparative Politics.

UNIT – I **17Hrs**

Salient features of Ancient Indian Political Thought: Ramayan and Mahabharat, Political Ideas of: Manu and Kautilya.

UNIT – II **17Hrs**

- **Political Ideas of: Gandhi, Nehru, Ambedkar and Ram ManoharLohia.**

UNIT – III **17Hrs**

- **Salient Features of Greek Political Thought, Plato and Aristotle, Salient features of Western Medieval Political Thought.**

UNIT – IV **17Hrs**

- **Political Ideas of: Machiavelli, Bentham, J.S. Mill and Rousseau.**

UNIT – V **17Hrs**

- **Political Ideas of: Hegel, Green, Marx and Mao**

Suggested Readings:

1. **Alatekar A.S. ,State and Government in Ancient India,Delhi Motilal Banarasidas,1958**
2. **A. Appadurai,; Indian Political Thinking, Oxford Press**
3. **R.P. Kangle,; Arthashastra Of Kautilya, Delhi,Motilal Banarsidas,1965**
4. **K.P. Karunakaran,; Indian Politics from Dadabhai Naoroji to Gandhi**
A study of Political Ideas of Modern India New Delhi,
5. **B.R. Nanda,; Gokhale,Gandhi and Nehru: Studies in Indian Nationalism,**
Londan,Alian and Unwin,1974.

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-305

BAED-305	Education Policies School Leadership And Management	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

Discuss the basic concept of educational management and compare the different types of management. Outline the procedure to be followed in educational planning. Analyze the problems of financing educational institutions and generate realistic solutions based on their sources of income.

Objectives :-

- . To develop perception of the role and function 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 Madhya Pradesh
- . To develop an understanding of the brief historical background of Indian Education with special reference to secondary Education
- . To acquire elementary knowledge of educational administration and management.

Unit -1: Educational Policies

17Hrs

- . General aims and objectives of educational policies with reference of secondary education.
- . Different education policies during pre and post- independence period wood dispatch, Maqualey minutes, Wardh summit, Indian Act- 1935. Basic Shiksha and Mudaliar Commission Taleem. Radha Krishnaan Commission, Kothari Commission, NPE amended 1992, sarva Shiksha Abhiyan and RTE-2010

Unit – II : School Curriculum

17Hrs

- . Main features of secondary school curriculum and the process of curriculum development
- . General principles of school curriculum
- . Critical analysis of secondary school curriculum in context of Madhya Pradesh

Unit –III: Leadership

17Hrs

- . Leadership in school : Concept need and importance of leadership, Dimension and style of leadership at secondary level. Role of leadership in school effectiveness.

- . Implementation of leadership at secondary level issues and challenges.
- . Types , styles problems of leadership role of school Head Master/ Principal in institutional planning.

Unit IV :- Educational Management

17Hrs

- **Concept, need, characteristics, principles of educational management.**
 - **Basic of management - planning, organization, control decision making and financing.**
- **Prevailing education management pattern in Madhya Pradesh**

Unit - V : Function of Management

17Hrs

Time management - Principles and Importance of time management in school curricular and co curricular activities.

- **Resource management - Different types of resources at school level maximum optimization of resources**

Reference Book;-

Agrawal, J.E., 2005 : Nai Shiksha Niti, Prabhat Prakashan, New Delhi

Bhatnagar, R.P., Vidhya Shaikshik Prakashan, Eagle Book Depot, Meerut

NCERT (1998) : School Mapping, New Delhi

- **NIEPA (1988) : School mapping, New Delhi. Saxena, N.R.**
- Swaroop Shikshan kala evam Padhtiyen Loyal Book Depot, Meerut.**
- Combs P.H. (1970) : What is education planning? IIEP (Unesco) Paris**

Hardy C. & Altcin R. (1986) : Understanding school as organization, Penguin, London

Naik J.P. (1970) : On Planning, Asia Institute for Educational planning & Administration, New Delhi

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-306

BAED-306	Gender, School and Society	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

- The course familiarizes the students with the economic developments of the said period and intended to analyze it by reinterpreting the existing primary and secondary sources.

Objectives:

- To acquaint the student teachers with the concept of gendered roles in society and their challenges.
- To develop an understanding of the inequality and disparities in equal opportunities in education in societal context.
- To enable the student teachers to critically examine the stereotypes and rethink their beliefs.
- To help student teachers to develop abilities to handle notion of gender and sexuality.

COURSE CONTENTS:

UNIT I Gender Issues: Key Concepts

17Hrs

- The meaning and concept of gender and experience of gender in across different social groups, regions and time-periods. Challenges in gendered roles in society: Family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.
- Unequal access of education to girls; access to schools; gender identity construction at home and in society.
- Indian societal context: Power and authority in Indian Social System (patriarchy). Socialization of child into a specific gender influences, and opportunities for

education.

UNIT II : Gender Challenges and Education

17Hrs

- **Challenging gender inequalities or reinforcing gender parity: The role of schools, peers, teachers, curriculum and textbooks, etc.**
- **Representation of gendered roles, relationships and ideas in textbooks and curricula.**
- **Schools nurture or challenge creation of young people as masculine and feminine selves.**

UNIT III : Gender Issues and Role of Teacher

17Hrs

- **Counseling and Guidance: Teachers' need help to develop abilities to handle notions of gender and sexuality, (often addressing the issues under diverse cultural constraints, their own and their students', instead of shying away from the same.)**
- **Sex Education: Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues).**
- **Identification of sexual abuse/violence and its verbalisation, (combating the dominant societal outlook of objectification of the female body, and so on.)**

Unit IV : Role Of Media and Life Skills Education

17Hrs

- **Role of the media and Life Skills Education**
- **. Role of the media in propagation of popular beliefs, reinforcing gender roles in the popular culture and by implication, at school.**
- **Life skills courses in school: Provisions to deal with some issues of gender identity roles and performativity for the development of positive notions of body and self.**

Unit -V

17Hrs

- **Gender equality Education: Of regions and exploring the roles of the institutions (family, caste, religion, culture, media and popular culture, law and the state).**

Assignment:

Group Discussion: REd. students will observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls and physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their

beliefs. Why these issues are delineated only for supplementary extracurricular periods in school and not integrated into subjects of study need to be discussed.

- 1. Group work& activities, brainstorming, audio-visual presentations: prospective teachers to attend and themselves undertake sessions of open verbalization with school students, voluntary cum friendly involvement in discussions, together with the co-participation of school (teachers, counselors and other resources), home (parents and siblings) and society (NGOs, other expert groups, etc.).**
- 2. Assignments and Projects: Student-teachers will be exposed and trained to prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities, while being sensitive to social groups.**

References:

- 1. Aker, S. (1994) Feminist theory and the study of gender and education; In S.**
- 2. Aker, Gendered Education: Sociological Reflections on women, Teaching and**
- 3. Feminism, Buckingham: Open University Press.**
- 4. Barks, O. (1971) Sociology of Education Ed. 2 Landon: Batsford.**
- 5. Kumar, K. (1991) Political agenda of Education, New Delhi: Sage.**
- 6. Lips, Hilary M. (1989) Sex and Gender an Introduction, California**
- 7. Mountainview, Mayfield Publishing Company.**
- 8. Hokeshaft, Charol (1989). Women in education administration, New Bury Park: Sage Publication.**
- 9. Crapo, H. (ed.) (1970) Family, Class and education, London: Longman**

10. David, Mirrian, E. (1980) State the Family and education, London: Routledge and kegan Paul Desai,
11. Tyler, W. (1977) The sociology of educational inequality, London: Methuen. Chandra, Karuna (1984) Structures and ideologies: Socialization and Education of girl child in South Asia', Indian. Journal of Social Sciences.Vol 3 No. 1.
12. Ahmad, Karuna (1984) 'Social context of Women's Education 1921-81', New frontiers in higher education, Vol.- XV No. 3.

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-401

BAED-401	Foundation Course	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

This paper includes modern Hindi poetry of great poets like Jayashankar Prasad, Nirala acquainting the students about the concept of modern age and society.

Unit I: 16 hrs

नैतिक मूल्य

1. भारतीय संविधान की प्रस्तावना
2. नागरिक के अधिकार और कर्तव्य
3. राज्य की नीति के नीति निर्देशक तत्व

Unit II: 16 hrs

हिन्दी भाषा

1. दिमागी गुलामी निबंध राहुल सांकृत्यायन
2. फॉस कहानी – गोविंद मिश्र
4. हमारा सौरमंडल संकलित
5. जीवन: उत्पत्ति और संरचना ;संकलित
6. विराम चिन्ह – उपयोग और प्रयोग संकलित

Unit III: 16 hrs

हिन्दी भाषा

1. इन्द्रधनुष का रहस्य वैज्ञानिक लेख – डां कपूरमल जैन
2. चली फगुनहट बौरे आम ;ललित निबंध – विवेकी राय
3. निबंध रचना ;संकलित
4. संक्षिप्तियाँ ;संकलित

Unit IV: 16 hrs

English Language

1. Three Questions: C. Rajgopalachari

2. Ramanujan: C.P. Snow

3. The Power of W.E. : Roger

Rosenblatt Part-B

4. A Short Extract from the Naked Ape: Desmond

Morris Unit V:

English Language

1. Narrative Skills- narration of events and situations.

2. Production of Speech: Classification of Sounds.

3. Correction of Common Errors in the sentence structure, drafting C.V.

4. Basic Language Skills: Tenses, prepositions, determinor, verbs & Articles, Nouns & Pronouns. Suggested Reading

संदर्भ पुस्तक— मध्यप. देश हिन्दी ग्रंथ अकादमी, भाेपाल संदर्भ पुस्तक— मध्यप. देश हिन्दी ग्रंथ अकादमी, भोपाल द्वारा प.काशित पुस्तक

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-402(A)

BAED-402(A)	Sociology	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

The following learning goals and outcomes identify the means by which the preceding general statements of purpose are to be accomplished. The order of presentation reflects no priority or hierarchy.

Unit I: 17Hrs

- **Scheduled Tribe - Meaning, Characteristics, Demographic Profile, Tribal Area and Tribal Women**
- **Indian Tribes - Geographical Distribution, Language, Classification, Isolation, Assimilation and Integration.**
- **Status of Tribal Women - Participation in Panchayati Raj System, Rights and Social Security.**

Unit II: 17Hrs

- **Socio Cultural Introduction - Family, Marriage, Leadership & Cultural Diversities.**
- **Kinship, Religion, Belief, Totam and Taboo.**
- **Future of Indian Tribal Society.**

Unit III: 17Hrs

- **Tribal Economy - Life Style, New Agricultural Policy, Land Reform, Poverty Indebtedness**
- **Social Mobility and Change - Sanskritization, Acculturation, Impact of Urban Life Style. Impact of Globalization on Tribal Society**

Unit IV: 17Hrs

- **Tribal Problems - Land Alienation, Peasant Exploitation, Illiteracy, Unemployment**
 - **Tribal Movements - Meaning, Characteristic Cause and Consequences**
 - **Scenario After Independence – Political Participation, Social and Economic Development.**
- Unit V:
- **Scenario of Tribal Life in Madhya Pradesh Life Style of Gond, Bhil, Korku, Bharia, Maria and Baiga Tribes**

Recommended Books:

M. Hansnain, Tribes in India, Harnam Publication, New Delhi. Singh K.S.
Tribal Situation in India, Harnam Publication, New Delhi.

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-402(B)

BAED-402(B)	Economics	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

Develop ideas of the basic characteristics of Indian economy, its potential on natural resources.

UNIT I

17Hrs

Structure of Indian economy, Basic features: Nature Resources:- land ,water forest and mineral resources, Demographic Features: Population, size, sex, rural-urban classification, Population Distribution. Composition of Gross Domestic product.

UNIT II

17Hrs

Agriculture: Nature and Importance, Land Use Pattern, Changes in Cropping Pattern of Madhya Pradesh, Trends in Agriculture Production and Productivity, Green revolution, Agriculture Marketing and Mechanization.

UNIT III

17Hrs

Industrial Policy of 1956, New Industrial Policy of 1991 and changes three in, Role of Public sector in Industrialization. Industrial Policy of Madhya Pradesh. Concepts of small scale Industries (SSI) and cottage industries, problems and prospects of SSI in Indian economy. Start Up India and Make In India.

UNIT IV

17Hrs

Infrastructure for Indian Economy: Power, Transportation and Communication. India's foreign Trade:- composition and direction, Balance of Payment, Role of Foreign Direct Investment and Multinational Corporation.

UNIT V

17Hrs

Planning in India:- Objectives, Strategy, achievements and failure, NITI Ayog, Problems of Indian Economy-Poverty, Unemployment, Inflation and Black Money.

Recommended Books:

1. Indian Economy: Dutt & Sundaram
2. Indian Economy: AK Ghosh
3. Indian Economy: Uma Kapila

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-403

BAED-403	History	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

The course inculcates the knowledge of social developments in India from the Chalcolithic period upto the post-Maurya period.

The course familiarizes the students with the economic developments of the said period and intended to analyze it by reinterpreting the existing primary and secondary sources.

Unit I

17Hrs

The Beginning of modern era-Renaissance. Decline of Feudalism. Reformation and Counter Reformation - Rise of the Absolute state- Spain, France and Britain.

Unit II

17Hrs

Economic revolution of the modern western world -Mercantilism and commercial Revolution, Beginnings of colonialism. Industrial revolution.

Unit III

17Hrs

Glorious Revolution of 1688 A.D., American Revolution (1776 A.D.) - Its causes and effects. French Revolution (1789) - Nature, Causes and effects.

Unit IV

17Hrs

Age of Napoleon Bonaparte- rise and fall, Vienna Congress (1815), Age of Metternich, Revolution of 1830 and 1848 A.D. and their impact over Europe, Eastern Question up to Crimean war 1856 A.D.

Unit V

17Hrs

Liberalism in England—Act of 1832 and Chartist movement, Act 1867 A.D. American civil war. Napoleon –III Unification of Germany and Italy.

Books:

1. Dr.Vimal Chandra pandey-यूरोप का इतिहास
2. Mathura lal Sharma - यूरोप का इतिहास भाग 1&2
3. Dr. Bhagwan Singh verma- विश्व का इतिहास

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-404

BAED-404	Political Science	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

Students will develop an understanding of core political science concepts and theories within multiple disciplinary subfields and be able to apply them to the analysis of the political world. Specifically, students in subfield introductory courses will be able to:

Unit I: 17Hrs
Salient features of british constitution: Executive, Legisture, Judiciary and Political Parties

Unit II: 17Hrs
Salient feature of American Constitution: Executive, Legisture, Judiciary and political parties.

Unit III: 17Hrs
Salient features of Swiss Constitution: Executive, Legislature, Judiciary and Federal Tribal, Direct Democracy.

Unit IV: 17Hrs
Salient features of the Constituion of People's Republic of China: Executive, Legislature, Judiciary and Communist Party.

Unit V: 17Hrs
Comparative study of the Constitution of Britain, USA, Switerland and China: Federal System of USA & Switerland, Constitutional Amendmets in USA and Switerland, Second Chamber- House of Lords and senate, party system in the USA, UK and china.

Suggested Readings :

- 1. Lucian Pye. New Aspects of Politics. Princeton Hall. 1966**
- 2. Almond Powell, Comparative Politics, Boston, Little Brown, 1966**
- 3. C.B. Gena, Comparative Politics, Publisher Jaipur, Rajasthan.**
- 4. B.E. Padia, Comparative Politics. Sahitya Bhavan Publisher, Agra.**

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-405

BAED-405	Language across the curriculum – Part 2	3L:0T:0P	50 Marks	3Hrs/Week
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Outcomes:

Demonstrate an understanding the concept, functions, types, importance and scopes of Curriculum. Outline the process of Curriculum Construction and the Principles of Curriculum Construction.

Objectives

- It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts.
- **They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts.**
- **Overall, areas of language proficiency which are emphasised are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.**

UNIT 1: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS 12Hrs

For this Unit, the student-teachers should work in groups divided according to their subjects. Within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this Unit is, as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves. Sequence of Activities • Selecting the topic for research and articulating some guiding questions • Searching and locating relevant reference books (could be from a school library or the institute library) • Scanning, skimming and extracting relevant information from the books by making notes • Collating notes and organizing information under various subheadings • Planning a presentation – with display and oral components • Making presentations to whole subject group, fielding questions.

UNIT 2: ENGAGING WITH EDUCATIONAL WRITING 12Hrs

Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this Unit.

Suggested Activities

Reading for discerning the theme(s) and argument of the essay (guided reading- individually or in pairs) • Analysing the structure of the argument—identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion) • Discussion of the theme, sharing responses and point(s) of view (small group discussion) • Writing a response paper (individually or in pairs) • Presentations of selected papers, questions and answers (large group)

References:

- Agarwal Deepale (2007) Curriculum Development Concept methods and techniques New Delhi
- Arora GL (1984) Reflection on curriculum NCERT
- Kumar Krishana (1997) what is worth teaching orient longman new Delhi
- NCERT (1984) Curriculum and evaluation NCERT New Delhi
- NCERT (2006) Systematic reforms for curriculum change New Delhi
- NCERT (2009) National curriculum framework for teacher Education
- NCERT (2000) National curriculum framework for school education NCERT New Delhi
- NCERT (2005) National curriculum framework NCERT sri Aurobindo marg New Delhi
- NCERT (2014) Basics in Education NCERT sri Aurobindo marg New Delhi

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-406

BAED-406	Creating An Inclusive School	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

Demonstrate an understanding the concept, functions, types, importance and scopes of Curriculum. Outline the process of Curriculum Construction and the Principles of Curriculum Construction.

Objectives:

On completion of the Course the Student Teacher will be able to :

1. Identify the children of special needs.
2. Understand the nature of special needs their psycho educational characteristics and functional limitation.
3. Familiarize with assessment and placement procedure for children with special needs.
4. Development understanding about accommodating special needs in regular classroom.
5. Appreciate the education of children with special needs.

COURSE CONTENT

Unit 1- Special needs and education 17Hrs

- Concept and types of special needs.
- Education of children with special needs and its implication for universalization of elementary education.
- understanding and respecting diversity.
- trends of education for children with special need in India.
- policies schemes and legislations about the education of children with special educational needs.

Unit 2- nature ,types and characteristics of children with special needs 17Hrs

- psycho-social and educational characteristics functional limitations with reference to-
- locomoter impairment
- hearing impairment
- visual impairment
- learning disability
- gifted and disadvantaged children
- mental retardation and slow learners.

Unit III Inclusive Education 17Hrs

- concept and philosophy of inclusive education
- teaching competencies required for inclusive education
- Roll of class teachers and Resource teachers in inclusive education.
- School and classroom management for implementing inclusive education.
- guidance and counseling in inclusive education.
- Specific roll of family and community participation.

Unit IV 17Hrs

**Support services needed for inclusive schools
assessment of children with special
educational needs Concept and techniques of
assessment**

- -identification and functional assessment of children with special needs
- -implication of assessment for instructional planning and curriculum.
 - curriculum ,adaptation, teaching strategies and evaluation in inclusive school. Unit V
- -Principles and methods of curriculum adaptation and adjustment to address diversity.
- teaching learning strategies for children with special educational needs:
 - comparative learning ,peer tutoring ,behavior modification, multisensory approach, perceptual strategy and system approach.
- individual educational program (IEP) and use of emerging technology
- adaptation in evaluation procedures.

Practicum: Any one of the following:

17Hrs

(suggested practicum but more activities can be taken up by the teacher based on any topic from above unit)

- 1. Preparation of a report on importance of education for children with special needs**
- 2. Case study of children with special needs school in school situation.**
- 3. Observation of class room situation and identification of special needs.**
- 4. Identification of gifted /creative /slow learner/children with learning disability using standardized test.**
- 5. Preparation of teaching plan for accommodation special need(Any one type) in regular classroom.**
- 6. List out the resources for effective implementation of integration programme with reference to any one category of special needs. Apart from the above similar activities from the five units will be identified and given.**

References:

- 1. Montgomery,D. (1990),special need in ordinary schools: children with learning difficulties, Cassel Educational limited ,Indian**
 - 2. Ainscow,M.(1990)special needs in the classroom: A Teacher education resource pack UNESCO**
 - 3. Hallahan and Kuffman J.M.(1984) excetional children ,Prentice hall**
 - 4. 4.Haring N.G.(1986)Exceptional Children and youth Ohio:Columbus Charles E Meml Publishing Co. A Bell and Howell Co.**
- Hegarty S. and Mithu Alur(2002)Education and children with**

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-407

BAED-407	DRAMA AND ART IN EDUCATION	0L:0T:3P	50 Marks	3Hrs/Week
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Outcomes:

Understand the historical and socio-political background of Drama in Literature. Understand the concepts of religious drama, tragedy, comedy and contemplate their philosophical and psychological relevance. Critically analyze, understand and make an informed critique on characters and situations thus developing their analytical skills.

Introduction:

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts. An understanding of the arts will give our youth the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the Nation. Keeping in view some of these ideas, the National Curriculum Framework-2005, introduced arts education as a mainstream curricular area, which must be taught in every school as a compulsory subject (up to Class X) and facilities for the same may be provided in every school. Keeping this in view, it is all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this, not only Art teachers but every teacher in the school system should be sensitized to understand and experience the use of Arts for holistic development of the learner, as a teacher as well as an individual.

OBJECTIVES

- Understanding basics of different Art forms – impact of Art forms on the human mind
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- Enhance skills for integrating different Art forms across school curriculum at secondary level
- Enhance awareness of the rich cultural heritage, artists and artisans.

COURSE CONTENT

UNIT 1: VISUAL ARTS AND CRAFTS (PRACTICAL)

15 Hrs

- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.

- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modeling, paper cutting and folding, etc.

- Paper framing and display of Art works.

- UNIT 2:

15 Hrs

- PERFORMING ARTS:

DANCE, MUSIC, THEATRE AND PUPPETRY (PRACTICAL)

- Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry.

- Viewing/listening to live and recorded performances of Classical and Regional Art forms

- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach

- Planning a stage-setting for a performance/presentation by the student-teacher.

UNIT 3: APPRECIATION OF ARTS

15 Hrs

- Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education

- What is the difference between Education in Arts and Arts in Education

- Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)

- Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)

- Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)

- Indian festivals and its artistic significance.

Project Work (Units 1 and 2) Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc.–how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/Maths/Social Sciences/ Languages etc.) while integrating different art forms.

Workshop Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance.

The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, rangoli, clay modeling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner- centred .

The focus of the workshops should be on how art forms can be used as tool/ method of teaching- learning of Languages, Social Sciences, Mathematics and Sciences.

PRACTICAL PART 1.

BODY MOVEMENT-Different theatre games, Exercises, Martial Arts, Folk Dances.

2. MEDITATION- Focus, Concentration.

3. SCRIPT WRITING-characterization, dialogue, time and space, beginning, middle, end

4. POETRY RECITATION- Rigved Mantras, Vaachik Abhinay.

5. SELECTION OF PLAY FOR CHILDREN.

6. CASTING.

7. BUILDING OF A CHARACTER.

8. PARTS OF SPEECH- Volume, Pitch, Speed, clarity, Audibility, Diction, Intonation, Feel and Toner Quality, Projection.

References

- Nimish Dwivedi Marketing chronicales compendium of global and local marketing insights from the Agrawal Publication
- Reeta chouhan, Drama, Art and Education, Agrawal Publication

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-501

BAED-501	Foundation Course	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

This course includes modern Hindi poems of eminent writers acquainting the students of the nation and cultural taste and the theory of impersonality a prominent tenets of modern poetry.

bldkbl 1 14Hrs

- 1- Hkkj rh; I dfr
- 2- Hkkj rh; I ekt0; oLFkk
- 3- I H; rk , oal dki

bldkbl 2 14Hrs

- 1- /kel
- 2- U; k;
- 3- दर्शन

bldkbl 3 14Hrs

- 1- I pkj I d k/ku I Ei dZ ds u, f{kfr t
- 2- I eapkj i =
- 3- Hkkj rh; i d i fj "kn

bldkbl 4 14Hrs

- 1- fl uek
- 2- jæep
- 3- I æhr

bldkbl 5 14Hrs

- 1- dEI; Wj
- 2- nij Hkk" k foKku dh I k&kr
- 3- ea= %dgkuh % i æpn

UNIT - 6 14Hrs

1. Stopping by Woods on a Snowy evening: Robert Frost.
2. Cherry Tree: Ruskin Bond
3. The Axe: R.K. Narayan
4. The Selfish Giant: Oscar Wilde
5. On the rule of the Road: A.G Gardiner
6. The song of Kabir: Translated by Tagore

I nHkZ dfrd% e/; प्रदेश fgUnhx&Fk vdkneh] Hkks ky }kj k प्रकाशित i dfrd

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-502(A)

BAED-502(A)	Sociology	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

Demonstrate the basic concept of Social Administration and its importance in the Modern State. Identify the social problems and the laws implemented to solve them. . Describe the concept of social welfare planning and role of voluntary organizations at the Centre, State and Local levels.

UNIT -I

17Hrs

- August Comte - Life introduction, Comtes' positivism: -positivism, characteristics of positivism, Hierarchy of science, Law of three stages, level a social organization of human thought.
- Emile Durkheim – Life introduction, Theory of Suicide: types of Suicide, criticism and evaluation, Theory of Religion: -meaning, characteristics,
- Pitrim Sorokin– Life introduction, Theory of Cultural Change: reasons and consequences of Cultural Change.

UNIT-II

17Hrs

- Max Weber - Life introduction, Theory of Authority: - essential elements of power, type of authority, Theory of Bureaucracy :-characteristics , Theory of social action , Theory of ideal format .
- Karl Marx- Life introduction, Class Struggle:- meaning ,reason, result , Theory of Surplus Value , dialectical materialism :- meaning , characteristics of dialectical materialism ,principal of excess value .
- Thorstein Veblen -Technological Change, Theory of Leisure Class

UNIT-III

17Hrs

- R.K. Merton -Life introduction, Theory of Functionalism: -meaning, characteristics, Functionalism of R.K.merton ,Reference Group.
- Vilfredo Pareto- Life introduction, Circulation of Elites, Residues and Derivers, theory of surplus value: evaluation.
- Talcott Parsons - Life introduction, Theory of Social Action: - meaning and definition, essential element of Socialaction, social System.

UNIT-IV

17Hrs

- Mahatma Gandhi - Non-Violence, Satyagraha, Trusteeship.
- Radhakamal Mukherjee - Sociology of Values: -meaning, definition and characteristics, classification of values, law of values, importance of values.
- Dr.B.R.Ambedkar - Social Justice, Casteless Equalitarian Society.

UNIT-V

17Hrs

- M.N.Srinivas- Sanskritization :- ideals, Sanskritization process and social change , Westernization, meaning and definition of Secularization ,essential element ,impact of secularization in Indian society ,lord cast :-meaning and definition ,some lord caste in Indian village
- A.R. Desai - Social background of Nationalism in India.
- Yogendra Singh-Modernization of Indian Tradition, basic process of change, concept of tradition, modernization: -concept and characteristics, modernization of tradition in Indian society, sources of modernization of tradition.

Recommended Books:

1. Yogendra Singh - Modernization of Indian Tradition
2. C.A.Coser - Master of Sociological Thoughts
3. Raymond Aron - Main Currents in Sociological Thoughts Vol-I&II

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-502(B)

BAED-502(B)	Economics	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

Realize the importance and influence of environment on the economy including the quality of manpower.

Arouse their feelings to make cleaner environment so as to achieve harmonious development.

Understand that environmental problem is not the problem of a single country or region but a global problem/issue

Unit-I 17Hrs

Economic Growth and Development – Concept, meaning and Definitions.

Characteristics of Developing nations. Factors of Economic development.

Unit-II 17Hrs

Theories of Economic Development- Adam Smith, Karl Marx and Schumpeter. Stages of Economic growth. Investment criteria of Economic Development. Capital output ratio, Capital Labour ratio.

Unit-III
17Hrs

Balance V/s Unbalance growth- Rodan, A.Lewis, Hirshman, Liebenstein, Gunnar Myrdal, Harrod- Domar.

Unit-IV 17Hrs

Economic Development and Gender Equality. Women Empowerment, Techniques of Development- Capital Intensive and Labour intensive techniques. Human Development Index.

Unit-V 17Hrs

Environment- Economy linkage; Environment as a necessity and luxury; Population environment

Linkage; Market failure for environmental goods; the commons problem; Concept of sustainable development, Valuation of environmental damages- Land, water, air and forest. Prevention control and abatement of pollution.

Recommended Books:

1. Indian economics (A development oriented study) Dutt, R and Sundharm, K.P.M. (S. Chand and Company LTD).
2. Rathindra P.Sen. Development Theories and Growth Models (S. Chand and Company LTD Qutub Road Ram Nagar New Delhi-110055).
3. M.L. Jhingan – Economics of Growth and Development.

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-503

BAED-503	History(1800-1900)	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

The course enlightens the students on the social developments in India from the Gupta to the early medieval periods.

- It teaches the analyzation of
- the economic conditions of India during the said period.
- The course inculcates to the students, the political and cultural development of the said period.

UNIT-I

17Hrs

Advent of Europeans, Political trends in the mid-18th century, Anglo-French conflict in Karnataka, Third Battle of Panipat, Establishment of East India Company's rule in India- Battles of Plassey and Buxar, Diwani of Bengal, Bihar and Orissa, Dual Government.

Unit-II

17Hrs

Growth of colonial administration- Warren Hastings and Lord Cornwallis, Regulating Act, Pitt's India Act, Anglo-Maratha relations, Anglo-Mysore relations, Wellesley and the Subsidiary alliance Policies.

Unit-III

17Hrs

Maharaja Ranjeet Singh and Anglo-Sikh relations. Lord Hastings and British Paramountcy, downfall of Marathas, Anglo- Burmese Relations, Anglo-Afghan relations, Lord Dalhousie and the Doctrine of Lapse, Revolt of 1857-causes, nature and results

Unit-IV

17Hrs

Indian Renaissance, Socio-Religious movements. Raja Rammohan Roy and Brahma Samaj. Lord William Bentinck. Status of women, growth of western education.

Modernization of India.

Unit-V

17Hrs

British Land Revenue Settlement – Permanent Settlement, Ryatwari and Mahalwari
Conditions of Peasants. Rural-indebtedness. Commercialization of agriculture, drain
of Wealth. Decline of cottage industries and de-industrialization.

References:

- A. L. Basham: The Wonder that was India. Sidgwick and Jackson, 1954
- D.D. Kosambi: Culture and Civilization of Ancient India. Vikas
Prakashan, 1994 D.N.Jha: Ancient India: An Historical Outline. Manohar
Publishers & Distributors, Delhi, 1999.
- H.C. Raychoudhary: Political history of Ancient India: From the Accession of
Parikshit to the Extinction of the Gupta Dynasty. University of Calcutta, 1950
- Hasmukhlal Dhirajlal Sankalia: The Prehistory and Proto-history of India and
Pakistan. University of Bombay, 1962.
- K.A. Nilakanta Sastri: Age of Nandas and Mauryas. Motilal Banarsidass, 1967
- K.A. Nilakanta Sastri: History of South India: From Prehistoric Times to the Fall of
Vijayanagar. Oxford University Press, 1958

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-504

BAED-504	Political Science	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

Students will develop an understanding of core political science concepts and theories within multiple disciplinary subfields and be able to apply them to the analysis of the political world. Specifically, students in subfield introductory courses will be able to:

UNIT: - 1

17Hrs

Indian foreign policy : salient features, principles and development, Indian foreign policy object and conclusion

UNIT: - 2

17Hrs

India's Relations with Neighboring Countries, India and Pakistan, India Bangladesh, India and Bhutan, India and Srilanka, India and Afghanistan

UNIT: - 3

17Hrs

Relations with Super Power: India's Relations with United States of America, India's Relations with Russia, India's Relations with China

UNIT:- 4Regional Organization: The South Asian Association For Regional Co-Operation, Association Of South- East Asian Nation, Organization Of Petroleum Countries', Brics

UNIT: - 4

17Hrs

Contemporary International Issues Human Right, Globalization and Interest of the Developing Countries.

UNIT: - 5

17 Hrs

Environmental Issues and International Agenda, Disarmament: Problems and Challenges, Cross Border, International Terrorism.

Suggested Readings

1. W.D. Coplin Introduction to International Relations.
2. R. Deutch: The Analysis of International Relations.
3. Brown: International Relations Theory
4. J. Frankel: The Making of Foreign Policy.
5. S.H. Hoffman (ed), Contemporary Theory in International Relations.
6. S.P. Verma, International System and the Third World, New Delhi Vikas 1988
7. N.K. Jha, Domestic Imperatives in India's Foreign Policy New Delhi South Asia Pub House 2001.
8. M.S. Rajan, The Non Alignment Movement in the Present World Order, Delhi, Konark 1994

9. K.P Mishra, India's Policy of Recognition of States and Government.

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-505

BAED-505	Learning and Teaching	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

By focusing on the application of knowledge and skills learned in a course and on the integration of knowledge and skills with other areas of their lives, students are more connected to their learning and to the material of the course. The emphasis on integration and generalizable skills helps students draw connections between courses and between coursework and other kinds of knowledge, enhancing student engagement. Students understand the conditions and goals of their assessment.

Unit 1: Theoretical Perspectives on learning:

17Hrs

Knowledge and beliefs about Learning , Characteristics of Learning , Perspectives on human learning : Behaviorist , Cognitive , information processing view , humanist , social constructivist (ideas of Skinner , Piaget , Rogers , Vygotsky) , Concepts and principles of each perspective .

Unit 2: Role of learner in learning

17Hrs

Role of learner in different perspective , Role of teacher in learning process , differences between learning as Construction Of Knowledge and Transmission and Reception Of Knowledge , Learning style and types of learning style ,

Unit 3: Constructivist Perspective

17Hrs

Overview,Principles, Scope and Applications Bruner and Isobel's perspectives, Application of Vygotsky's ideas in teaching.Social-constructivist perspective

Processes to facilitate construction of knowledge:

- (i) Experiential learning and reflection
- (ii) Social mediation
- (iii) Cognitive negotiability
- (iv) Situated learning and cognitive apprenticeship
- (v) Meta-cognition

Utilizing learners' experiences

Unit 4: Individual differences among learners

17Hrs

Definitions of Individual Differences Types of Individual Differences:Dimension of differences in psychological attributes – cognitive abilities,interest,aptitude, creativity,personality,values. Gardner's theory Teaching – learning concept

Differences in learner based on:

- i) Predominant learning style ii) Social cultural contexts
- iii) Impact of home languages of learner, language of instruction
- iv) Impact of different cultural capital of learner

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.
- Bhargava, Mahesh, Introduction of Exceptional Children, Sterling Publishers, New Delhi, 1994.
- Bhatia, H.R., A Text Book of Educational Psychology, Delhi: McMillan Co., New Delhi, 1977
- Bhatia, K.K. Educational Psychology and Techniques for Teaching, Kalyani Publishers, Ludhiana, 1994.
- Chauhan, S.S. Advanced Educational Psychology, Vikas Publishing New Delhi, 1996
- Dandapani, S., Advanced Educational Psychology. New Delhi. Anmol Publications Pvt. Ltd., 2000
- DeCecco, John P., Psychology of Learning and Instruction, Prentice Hall, New Delhi, 1987.
- Drescoll, Mercy P.M Psychology of Learning for Instruction, Allyn and Bacons, USA, 1993
- Eshwar, H.S. and Nataraj P., ShaikshanikaManovijnana, Parichaya: Bhaga I and II, Institute of Kannada Studies, Union of Mysore, Mysore, 1985
- Gagne, R.M. Conditions of Learning and Theory of Instruction, 4 th Edition, Holt Rinehart and Winston, New York, 1977
- Ghangadharappa, N.R. ShaikshanikaManovijnana, RekhaPradhsna, Davengere, 1996
- Goleman, Daniel, Emotional Intelligence. New York: Bantam, 1995
- GovindaRao., A.V. ShikshandalliManovijnana, VidyanidhiPradshana, Gadaga, 1996
- Kar, Chintamani, Exceptional Children, Sterling Publishers, New Delhi, 1992

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-506

BAED-506	Educational Technology & ICT	5L:0T:1P	100 Marks	5Hrs/Week
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Outcomes:

Identify, describe, and apply emerging technologies in teaching and learning environments
Demonstrate knowledge, attitudes, and skills of digital age work and learning
Plan, design, and assess effective learning environments and experiences
Implement curriculum methods and strategies that use technology to maximize student learning
Develop technology-enabled assessment and evaluation strategies
Compare and contrast social, ethical, and legal issues surrounding technology
Facilitate instruction in the new literacies that emerge within digital / interactive learning environments

UNIT-I

17Hrs

Fundamentals of Computer : History and Generations of Computer ,Meaning, Definition and Characteristics of Computer , Basic Functions of Computer - Input-Process-Output Concepts Classification of Computers: Based on size and capacity (Micro, Mini, Mainframe and Super Computers.) , Based on working principle (Analog, Digital and Hybrid Computers.)

Unit 2:

17Hrs

Computer Organization: Hardware and Software, Input Devices:Key Board, Mouse, Scanner, Digital Camera, Mike, Digital Board Central Processing Unit: Arithmetic and Logic Unit, Control Unit and Memory Units. Memory Devices (Storage devices): Primary memory Devices: RAM ROM, PROM, EPROM and EEPROM. Secondary memory Devices: Hard Disk, CD-ROM, DVD, Optical Disk, Pen drive. Output Devices: Monitor, Printer, Plotter, Speaker

Unit 3:

17Hrs

Operating System: Needs and Functions of Operating System, Types of Operating System – single user and multi user/languages, Computer Software: System Software, Application Software and Operating System, Computer Virus and its prevention.

Unit 4:

17Hrs

Microsoft Windows (System Software) Introduction to MS-Windows , Elements of MS-Windows, Start Menu, Desktop, Window Accessories, Control panel, Windows Explorer Application Programme: MS-OFFICE (Application Software) MS-WORD, MS- EXCEL AND MS-POWERPOINT. Microsoft Word, Microsoft Excel,Microsoft Power Point:

Unit 5:

17Hrs

Applications Information and Communication Technology in Education,Introduction to ICT: Meaning, Need and importance of ICT. Introduction to Multi Media : Scope of Multimedia, Components of Multimedia,, Graphic Effects and Techniques ,Sound and Music , Uses of Multimedia for teaching , Developing a lesson plan using a multimedia package , Introduction to Internet ,: Uses of Internet, Educational based applications of Internet ,Computer Assisted Instruction: Concept, Characteristics, Modes, Merits and demerits. , Social

websites (Blog/Twitter/face book)

References:

1. Infrastructure requirements: In order to implement ICT literacy in in-service teacher education and ICT laboratory/Multimedia center 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's.)
 4. Institution should have to appoint ICT Teacher with minimum qualification of PGDCA/BCA/MCA
- Assignments: (Any One Uniform pattern)

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.

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-601

BAED-601	Foundation Course	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

This paper includes modern Hindi poetry of great poets like Munshi Premchand acquainting the students about the concept of modern age and society.

Unit 1: 17 hrs

- (I) अधिकारवर्तव्य :- परिभाषा, अंतर, महत्व, दोनों में सन्तुलन का महत्व
- (II) भारतीय संस्कृति की विशेषता
- (III) वैश्विकचेतना

Unit2: 17 hrs

- (I) मातृभूमि – मैथिलीशरणगुप्त
- (II) मीराकेपद – मीराबाई
- (III) दोबैलोकीकहानी – मुन्शीप्रेमचन्द्र

Unit3: हिन्दीव्याकरण 17 hrs

- (I) पत्रलेखन-औपचारिक, अनौपचारिक
- (II) अपठितगद्यांश
- (III) अपठितपद्यांश

Unit4:Prose+ Poetry 17 hrs

- (I) Our Casurina Tree -Toru Dutt
- (II) Autumn - Helen Keller
- (III) Ode to a Nightingale – John Keats
- (IV) Black Beauty – Anna Sewell
- (V) The gift of Magi – O. Henry

Unit5: Grammar 17 hrs

- (I) Direct – Indirect Speech
- (II) Active – Passive Voice

संदर्भपुस्तक:- मध्यप्रदेश शिक्षा अकादमी, भोपाल द्वारा प्रकाशित हिन्दी

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-602(A)

BAED-602(A)	Sociology	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

Understand the aspects of Administrative Structures in Social Administration. Explain the different personnel roles in the welfare of Social Welfare administration

UNIT-I

17Hrs

Social Research - Meaning, Importance and Characteristics. Basic Steps of Scientific Research, Importance Of Scientific Method, Formulation Of Hypothesis, Research Design, Social Survey- Meaning Definition, Characteristics, Objectives, Types.

UNIT-II

17Hrs

Research Methodology - Case Study Method, Sampling Method. Techniques of Data Collection - Questionnaire, Schedule, Interview, Observation.

UNIT-III

17Hrs

Scaling Techniques - Types of Scale: Likert and Bogardus Scale. Classification and Tabulation of Data-Meaning, Characteristics, Objectives and Basic.Report Writing.

UNIT-IV

17Hrs

Meaning of Statistics, Utility and Limitations.Central Tendency- Meaning, Characteristics and Importance.Measures of Central Tendency-Mean, Median, Mode.

UNIT-V

17Hrs

Presentation of data, Diagrammatic and Graphic presentation.Use of Compute in social Research.

Recommended Books:

1. P.V.Young - Social Survey and Research.
2. Beteille A and T.N. Madan- Encounter and Experience: Personal Accounts of Fieldwork, Vikas Publishing House, New Delhi, 1975.
3. Jayram N. - Sociology: Method & Theory, Macmillan: Madras 1989.
4. सिंह, रामगोपाल—सामाजिकअनुसन्धानविधि, म०५० हिंदीग्रन्थअकादमीनेपाल ।
5. रायगा एवंगेलिन—सामाजिकअनुसन्धान क मूलतत्व, म०५० हिंदीग्रन्थअकादमी नेपाल—२००४।

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-602(B)

BAED-602(B)	Economics	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

Demonstrate knowledge and understanding of the basic issues in Economic Development. Understand the various aspects of India's economy. Students will learn to apply economic theories and methodologies in analyzing economic issues in various sub-fields of applied microeconomics and international economics.

Unit- I

17Hrs

Meaning and Definition of Statistics, Nature and Scope of Function, Importance and Limitation of Statistics, Population, Sample, Frequency Distribution, Cumulative frequency, Graphical Representation of Data, Techniques of Data Collection, Sampling v/s Population, Primary and Secondary Data. Sources of Primary and Secondary Data, Questionnaire and Schedule.

Unit II

17Hrs

Measures of Central Tendencies -Mean Median, Mode, Geometric Mean and Harmonic Mean,
Measures of Dispersion: Range, Mean Deviation, Standard Deviation, Co-efficient of
Variation, Quartile Deviation.

Unit III

17Hrs

Correlation: Karl Pearson's Co -efficient of Correlation, and Spearman's Rank Correlation.

Regression: Regression analyzes is, Co-efficient of Regression. Use and Application of
Regression.

Unit IV

17Hrs

Association of Attributes. Time Series analysis. Concept and components Abdicative and
Multiplicative models, Method s of Moving Averages. Index Number. Concept, Laspeyer's,
Panache's and Fisher's Index N umbers, Problems in the construction of Index n umbers and
Their limitations.

Unit V

17Hrs

Probability: Concept, Rules of Probability (Addition and Multiplication) Conditional Probability, Binomial
Distribution. Concept and Definition of Research, Selection of Research Problems, Problems in Research in
Social Sciences Types of Research. Hypo thesis, Meaning

& Types, Research Report Writing.

Recommended Books:

3. Dr. Mehta and Madnani - Elementary Mathematics' in Economics.
4. Dr. Mohan Singhal- Elements of Statistics.
5. Dr. Shukla and Sahai - Statistical Analysis.
6. C. R. Kothari - Quantitative Techniques, Vidya Vikas ,Vikas Publishing House Pvt. Ltd.)
7. C. R. Kothari - Research Methodology

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SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-603

BAED-603	History	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

The course enlightens the students on the social developments in India from the Gupta to the early medieval periods.

It teaches the analyzation of the economic conditions of India during the said period. The course inculcates to the students, the political and cultural development of the said period.

UNIT-I

17Hrs

Reasons of failure of revolt of 1857; good government Act 1858; Indian National Congress (INC); Council of India Act 1892; Partition of Bengal 1905– Political reasons, Communal reasons, effects; how it impacted Hindu - Muslim unity.

Unit 2:

17Hrs

Muslim League (1906); Congress split (1907) – causes, effects, Minto Morley Reform (1909); Home rule league (1916); Lucknow Pact (1916); JallianwalaBaghMassacare(1919); Government of India Act (1919); Rowlatt Act (1919); Non-Co-operation Movement (1920); Chauri – Chaura Movement (1922).

Unit 3:

17Hrs

Maplah Riots (1924); Simon commission (1927) ; Congress Lahore session and Nehru's Report (1928); 14 Points of Jinnah (1929); Civil Disobedience Movement (1930); Gandhi – Irwin Pact (1931); Second Round Table conference (1931); Government of India Act 1935.

Unit 4 :

17Hrs

Provincial election of 1937; Jinnah's demand for Pakistan 1940; Cripps Mission (1942); INA (1943); Shimla Conference (1945); Cabinet Mission (1946); Independence of Indian Act 1947; Interim government of 1947 till 1950.

Unit 5:

17Hrs

Social reforms in 19th century; impact of World War on INM;
Participation of women's in INM.

References:

A. L. Basham: The Wonder that was India. Sidgwick and Jackson, 1954
D.D. Kosambi: Culture and Civilization of Ancient India. Vikas Prakashan, 1994 D.N.Jha: Ancient India: An Historical Outline. Manohar Publishers & Distributors, Delhi, 1999.
H.C. Raychoudhary: Political history of Ancient India: From the Accession of Parikshit to the Extinction of the Gupta Dynasty. University of Calcutta, 1950 HasmukhlalDhirajlalSankalia: The Prehistory and Proto-history of India and Pakistan. University of Bombay, 1962.
K.A. NilakantaSastri: Age of Nandas and Mauryas. MotilalBanarsidass, 1967

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-604

BAED-604	Political Science	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

Demonstrate key Indian thinkers from ancient to contemporary period. Comaparative study of thinkers on similar concepts. Understand the various political thinkers in different historical backdrop and different environment shaping them.

UNIT:-1

17Hrs

Public Administration: Meaning, Nature& Scope, Public Administration & Private Administration , Public Administration Science Or Art, Study Of Public Administration- Approach And Method.

UNIT: - 2

17Hrs

Organization: Meaning, Definition And Theories, Principles Of Organization, Bases Of Organization, Line And Staff Agencies, Chief Executive As A General Manager

UNIT:-3

17Hrs

Personal Administration: Concept of Civil Service, Recruitment, Trainingand Promotion, Position Classification And Service Condition, Union Public Service Commission, Settlement Of Disputes, Organization And Method

UNIT: 4

17Hrs

Financial Administration Budget: Meaning Principles And Importance, Accounting And Auditing, Control Over Public Expenditure.

UNIT 5

17Hrs

Development Administration: Role of Bureaucracy, Role of Panchayat Raj Institution, Lokpaland Lokayukt, Good Governance and E-Governance.

Reference Book:-

- P. Allan and K. Oldman (eds.) The End of the Cold War, Dordrecht MartinusNijhoff 1992
- **Holistic International Politics A Framework of Analysis, Englewood Cliffs, NJ Prentice Hall 1967.**
- **Morgenthau: Politics Among Nations, 6th Edition Revised by K.W. Thompson New York, Alfred Knopf, 1985**
- S.P. Verma, Contemporary Theory in International Relations, New Delhi, Vikas 1988
- S.P Verma, International System and the Third World, New Delhi, Vikas 1988.
- J.N. Rose Man. International Studies and the Social Sciences. London, Sage, 1973.

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-605(A)

BAED-605(A)	Value Education	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

Describe the different types of educational research and the needs of educational research.

Discuss the concept of variables and hypotheses, their nature, importance and types.

Unit 1:

17Hrs

Introduction to Values : Values: Concept, Nature, Types and Significance Classification of Values - Intrinsic Values, Instrumental Values, Moral Values, Aesthetic Values, Economic Values, Social Values, Contemporary Values in Indian Context Values , Basic Human Values – Truth, Beauty, Goodness, Love, Peace, Non-Violence , Contemporary Values – Scientific Temper, Intellectual Honesty, Social Service and Protection of Environment.

Unit 2:

17Hrs

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

Unit 3:

17Hrs

Role of Social Agencies in Value Education, Family, Religion, Educational Institutions Community, MassMedia (Print and Electronic), Information and Communication Technology (Computer and Internet)

Unit 4:

17Hrs

Value Education in Secondary Schools , Integrated approach , Direct Approach, Incidental approach, Co-curricular and Extra-Curricular Activities , Resolving Value Conflicts (value crisis) , Discussion of Burning Social and Moral Problems

Unit 5:

17Hrs

Project Work and Community Centered Activities Assignments (any one)

Visit to religious institutions which are involved in Educational endeavor

Documentation of the contributions of the great personalities and institutions for the promotion and protection of values. Selection of incidences/ episodes from the biographies depicting particular/ selected value. Preparation of Value Judgment Scale

Reference:

- Broudy S. Harry (1961) Building a Philosophy of Education, USA, Prentice-hall Inc.
- Dewey, J. (1916) Democracy and Education. New York: Macmillan.
- Doyle, T.F. (1973) Educational Judgments. London: Routledge and Kegan Paul.
- Feather T., Norman (1975) Values in Education and Society, New York: A Division of Macmillan Publishing Co.
- Gupta, N.L. (1986) Value-education: Theory and Practice, Amjeer, Krishna brothers.
- Kneller, G.F., (1971) Introduction to the Philosophy of Education. New York: John Wiley and Sons.
- Lowenthal, F. and Vandamme F. Eds. (1986) Pragmatics and Education. New York. Plenum.
- Marlow A.H., Ed. (1959) New Knowledge in Human Values. London: Harper and Row
- Peters, R.S. (1963) Authority, Responsibility and Education. London: George Allen and Unwin.
- Rogers, C.R. (1980) A Way of Being. Houghton Mifflin, Boston.
- Russell, B. (1972) Education and the Good Life. New York: Liveright.
- Venkataiah N. (Ed), (1998) Value Education. New Delhi: APH Publishing Corporation

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-605 (B)

BAED-605(B)	Health and Physical Education	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

Write an essay on the various functions of evaluation in Education. Identify the nature of good measuring instrument and the scales of measurement

UNIT-I

17Hrs

Meaning and nature of health, ecological concept of health, interdependence of physical, mental, emotional and social dimensions of health, factors and conditions influencing health, importance of health, meaning, purpose, principles and methods of health education; role of media in Health Education. Health Problems in India

Communicable and Non-Communicable Diseases, Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population, Relationship of personal and environmental health practices with prevention of diseases and health promotion, cultural practices and health.

UNIT-II

17Hrs

First-aid measures for cuts, wounds, sprains, strains, continuous bleeding, fractures, bites and stings, drowning, fainting, shock, burns: Principles of first aid, home nursing and skills in dealing with specific situations.

Factors and conditions affecting nutritional status of an individual, nutritional needs of the body in terms of calories and nutrients, low-cost, locally available sources of food rich in these nutrients, nutritive values of commonly used foodstuff, balanced diet-its importance and requirements according to age, sex, occupation, pregnancy and geographical location, principles of diet planning, deficiency diseases and their prevention.

UNIT-III

17Hrs

Introduction to Physical Education

Meaning and Concept of Physical Education, Aims and Objectives of Physical Education

- Meaning and Concept

- Components of Physical Fitness
 - Speed
 - Strength
 - Endurance
 - Flexibility
 - Coordinative Ability

Unit – IV

17Hrs

Sociological Aspects of Physical Education

- Meaning and Concept of sports culture, society
- Role of Family, School in Sports Socialization
Community Recreation
- Meaning and Concept of Recreation
- Recreational activities for different age groups

Unit – V

17Hrs

Sports and Human Resources

- Role of Sports in creating fit citizens
- Fit citizen as an asset for the family, society and nation
- Fit citizen and productivity

Yoga Education Basic, applied and action research in Yoga
Difference between yoga and physical exercises
Yoga and abroad Competitions in Yoga
asanas.

PRACTICAL PROCESS

Assessment & Observation:

During the school sessions, many observations would arise because of individual behavior, related conditions, change in social/c need to take corrective actions and record the behavior. Some key assessment points and their observations are mentioned here.

- Initiate to participate, if yes, observe for: Leadership quality/Active/Energetic/Talented
- Team game, if yes, observe for: Sportsman spirit/Good group behavior/Group sharing/Interaction & Coordination
- Organized game participation, if yes, observe for: Discipline/Emotionally balanced/Rashness
- Rules & regulations follower, if yes, observe for: Listening & speaking skills/knowledge about the rules
- Equipment management, if yes, observe for: Self-control/Self-disciplined/Organized maintained.

References

- Kamalesh and Sangral, (2000), Principles and History of Physical Education, Ludhiana :Tandon

(1998) ,SharirShikshanadVidhanagalu, Dharwad : MallesajjanVyayama Shale.

- Nadgir, K.G.(1997) , ArogyaMuttuAragyaShikshana, Dharwad : MallasajjanaVyama Shale
- Prakash Brothers (2000) Organization, Administration and Recreation in Physical Education, L Publication.
- Rao, V. K. (2003), Physical Education, New Delhi A.P.H. Publishing Corporation.
- SarojkantBihari and Prasanna Kumar Chowdhary (2003), Health and Physical Education.Ludh
- Vijendra Kumar (2000), Modern Methods of Teaching Physical Education, New Delhi :Sarup& Sons.

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-605 (C) (Optional)

BAED-605(C)	Guidance and Counseling in schools	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

Describe the meaning and importance of guidance and counseling. Classify and compare the various records for assessing the students' strengths and weaknesses. Recognized the difference between Educational and Vocational guidance to meet the multiple needs of vocational guidance.

Unit 1:

17Hrs

Guidance and Counseling : Meaning and Definitions, Difference between guidance and Counseling, Nature, purpose and scope.

Unit2:

17Hrs

Development and Characteristic of Guidance and Counseling, areas of guidance

Unit3 :

17Hrs

Problems of development in children , problems related to physical development & emotional development , Process of learning , Classical conditioning (procedure and phenomena) , Instrumental Learning phenomena , Reinforcement (basic variable an schedules) , Verbal learning (methods and materials) , concept of learning ; factors affecting learning .

Unit4:

17Hrs

Learning disability of children, Factors contributing to learning problems, External factors – psychological and educational. Assessment of the child, case study,assessment of general studies. Remediation, principal of guidance service, designing remedial strategies.

Unit5:

17Hrs

Guidance for children with special needs, Meaning, definition and type of exceptional children, Strategies for helping exceptional children to overcome their problem.

Assessments (any one) : case study of a child with special problem , publication of bulletin based on authentic sources of job , organization of career conference , organization of counseling session for students who are genuinely in need of counseling .

References:

- Adams, J.F.(1965) Counselling and Guidance : A Summary, New York : The McMillan company Ltd.
- Aggarwal. J. C. Educational & Vocational Guidance &Counselling. Delhi :Doaba House.
- AshaBhatnagar (1999) Guidance and Counselling : Theoretical Perceptive. Vol-1. New Delhi :Vikas Publishing House.
- Berki B. G. &Mukhopadhy. B.

Guidance & Counselling : A Manual New Delhi: Sterling Publishers. • Byrne, M. and Sheranian. C (1977), Introduction to Communicative Disorders, New York: Harper and Row. • Cattle, W.C. and Downie N M (1970) Preparation for Counselling, Eaglewood Cliffs. N J : Prentice Hall. • Hammil, D D and Bartel N R (Eds) (1975) Teaching Children with Learning and Behavioural Disorder. Boston :Allyn and Bacon.

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-605 (D) (Optional)

BAED-605(D)	Environmental Education	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

Environment, Economics and Ecology is a unique interdisciplinary degree that advances your critical abilities to tackle real-world environmental challenges, manage economic and social pressures in a sustainable manner, and integrate the benefits that people derive from the environment into policy decisions and practice.

Unit 1 :

17Hrs

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. 3.3.9 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).

Unit 2 :

17Hrs

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. 2.3.2 Water Pollution: Meaning, causes, The Water (Prevention and Control of Pollution) Act – 1977 2.3.3 Soil Pollution : Meaning, causes, Remedies 2.3.4 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 ShivaramKaranth

Unit 3 :

17Hrs

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 BachaoAndolan (NBA). 3.7.4 Western Ghats Protection Movement

Unit 4:

17Hrs

Methods of Teaching Environmental Education 4.1 Direct (Specialized) Approach 4.2 Integrated (Multi-Disciplinary) Approach 4.3 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. Practicum / Assignments (any one)

Unit 5:

17 Hrs

1. Visit any one of the following organization and prepare a report on the history, structure, functions and activities 1. District Environment office 2. ParyavaranVahini 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.

References

Government of India (2001) India – 2001 – A Reference Annual, New Delhi : Ministry of Information and Broadcasting. Carson, Sean Mc. B. (1978) Environmental Education – Principles and Practices, London : Edward, Arnold Publishers. Dash, M. C. (1993) Fundamentals of Ecology, Tata McGraw Hill.Khopkar, S. M. (1995) Environmental Pollution Analysis, New Delhi : New Age International Pvt. Ltd. Krishnamacharyulu, V. and Reddy, G. S. (2000) Environmental Education, Hyderabad: Neelkamal Publications Pvt. Ltd. Mallik, S. C. and Bhattacharya, D. K. (1986) Aspects of Human Ecology, New Delhi : Northern Book House. National Council of Educational Research and Training (1981) Environmental Education at the School Level, New Delhi.Patro, S. N. and Panda, G. K. (1994) Eastern Ghats in Orissa : Environment, Resources and Development, Bhubaneswar : Orissa Environmental Society. Purushotham Reddy and Narasimha Reddy, D. (2002) Environmental Education, Hyderabad :Neelkamal Publications Pvt. Ltd. Saxena, A. B. (1986) Environmental Education, Agra : National Psychological Corporation.

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION
Paper Code: BAED-605 (E)Optional

BAED-605(E)	Action Research	5L:0T:0P	100 Marks	5Hrs/Week
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Outcomes:

Educational action research can be engaged in by a single teacher, by a group of colleagues who share an interest in a common problem, or by the entire faculty of a school. Whatever the scenario, action research always involves the same seven-step process. These seven steps, which become an endless cycle for the inquiring teacher,

Unit I: 17Hrs

Research – Meaning, definition and importance, Types of Research, fundamental, applied, action research. Scientific thinking and research – Generation of knowledge, Inductive and deductive thinking.

Unit II: 17Hrs

Action Research – Action research concept, meaning and need, steps of action research, sources of problems for action research, different areas – School, classroom, administration, teaching, learning and public behavior, identification of problems for action research.

Unit III: 17Hrs

Methodology of Research – Selection and statement of problem, objectives, assumptions & hypotheses, research methods, surveys and experimental designs.

Unit IV: 17Hrs

Data Collection – Tools for collection of data – Questionnaires schedules, and scales, Standardized & teacher made tests. Analysis of data – use of statistical techniques – central tendency, variability and graphs, interpretation of results,

Unit V: 17Hrs

Proposal/Report writing–Format of report/proposal in terms of steps of action research – summary, bibliography and appendix, preparation of an action plan a classroom problem, identifying the causes for poor drawing of diagrams and suggesting remedial measures.

Reference:

1. Agrwal, J.C. (1975), Educational research New Delhi :Arya Book Depot.
2. Best. J.W. (1982), Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
3. Campbell, W.G. Etal (1968), From & style In thesis, Boston : Writing Houstonmifin Co.
4. Fox, D. J. , the research process in education. (Holt).
5. Gattertt, H.E., (1981). Statistics in psychology & education VakitsFeffer& Simons Ltd.

6. Gullford, J. P. (1950), Fundamental statistics in Psychology & Education.
7. McGraw Hill Book Company, Good & Scates, Methods of Research.
8. Kaul, Lokesh (1988), Methodology of educational research New Delhi: Vikas Publishing house PVT.
9. Rober, M.W. Travers, An introduction of educational research, New York: The McMillan Company.

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-606

BAED-606	Under Standing of the Self	0L:0T:3P	50 Marks	3Hrs/Week
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Outcomes:

learn in both an independent and co-operative manner, using a range of styles and strategies;

Analyse and evaluate theories and evidence, thinking laterally and conceptually;

Communicate fluently and effectively in speech and writing, presenting coherent arguments.

Unit 1:

11Hrs

Exploring the Aim of Life Objectives • To enable students to develop a vision of life for themselves. • To encourage students to give conscious direction to their lives to take responsibility for their actions. • To develop a holistic and integrated understanding of the human self and personality. Workshop Themes • Vision as a person: Aspiration and purpose of life. • Giving a conscious direction to life. • Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.

Unit 2:

11Hrs

Discovering one's True Potential • To facilitate the personal growth of the students by helping them to identify their own potential • To develop the power of positive attitude. • To encourage students to develop the capacity for self- reflection and personal integration. Workshop Themes • Understanding one's strengths and weaknesses through self observation exercises. • Taking responsibility for one's own actions. • Developing positivity, self esteem and emotional integration. • Exploring fear and trust; competition and cooperation • Developing skills of inner self organization and self reflection • Writing a self-reflective journal

Unit 3:

11Hrs

Developing Sensitivity • To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation. • To encourage students to develop the capacity for perspective taking and appreciating different points of view. • To develop sensitivity towards needs of children by connecting with one's own childhood experiences Workshop Themes • Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g., media). • Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness. • Developing the capacity for empathic listening and communication skills. • Understanding one's own childhood and adult-child gaps in society.

Peace, Progress and Harmony • To develop the capacity to establish peace within oneself • To develop the capacity to establish harmony within a group and methods of conflict resolution • To understand the meaning of leadership and develop attitudes and skills of a catalyst • To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change

Workshop Themes • Establishing peace within oneself: exercises of concentration and meditation • Understanding group dynamics and communication • Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution • Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change

Unit 5: Facilitating Personal Growth: Applications in Teaching • To explore attitudes and methods needed for facilitating personal growth in students • To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum

Workshop Themes • Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching. • Observing children: appreciating social, economic, cultural and individual differences in children and relating with them • Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching

Mode of Transaction

There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials which should be contextualised and updated periodically. Expertise/ Specialization required to teach this course Specialists who have conducted personal development workshops and who have a qualification in clinical and counseling Psychology

Essential Readings

1. Antoine de Saint-Exupery. (1977). The Little Prince. London, UK: Wordsworth Edition Translated by Irene Testot- ferry (available in Hindi).
2. Dalal, A.S. (2001). Our Many Selves. Pondicherry, India: Sri Aurobindo Ashram.
3. Frankl, V. (1946). Man's Search for Meaning. New York: Pocket Books.
4. Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.
5. Krishnamurti, J. (1953). Education and the Significance of Life, Ojai, California, USA: Krishnamurti Foundation Trust.
6. NCERT, (2006). Education for Peace, Position Paper. New Delhi: NCERT.
7. Walk with Me: A Guide for Inspiring Citizenship Action. (2006). New Delhi: Pravah Pub.
7. Readings for Discussion 1. Bach, R. (1994). Jonathan Livingston Seagull, London, UK: Harper Collins Publications.
8. Chatterjee, D. (1998). Leading Consciously, MA, USA: Butterworth- Heinemann.
9. Gibran, K. (1996). The Prophet, Calcutta, India: Rupa& Co.
10. Gupta, L. (2008). Growing up Hindu or Muslim: How Early does it Happen. Economic and Political Weekly, 63(6), 35-41.
11. Haldar, B. (2006). A Life Less Ordinary. New Delhi: Penguin Books. Translated by UrvashiButalia.
12. Hall, E. and Hall, C. (1988). Human Relations in Education. London, UK: Routledge.
13. Joshi, K. (1996). Education for Character Development. DharamHinduja

International Centre for Indic Research. 14. Joshi, P. (2006). Negotiating Identity: Voices of Children with Disabilities in Regular Schools. Contemporary Education Dialogue. 3(2), 1175-195. 15. Kumar, K. (1986). Growing Up Male, Seminar, No. 318.

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION

Paper Code: BAED-607

BAED-607	Under Standing of ICT	0L:0T:3P	50 Marks	3Hrs/Week
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Outcomes:

Students will access, use and communicate information from a variety of technologies. Students will seek alternative viewpoints, using information technologies. Students will critically assess information accessed through the use of a variety of technologies. Students will use organizational processes and tools to manage inquiry. Students will use technology to aid collaboration during inquiry. Students will use technology to investigate and/or solve problems.\ Students will use electronic research techniques to construct personal knowledge and meaning.

Objective

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

- Develop skill in handling computer and using word documents.
- Understand the applications of Information Technology in the field of teacher education programme and training.

1. Computer Fundamental 15Hrs

- Instructions on operating the Computer
- Connecting of all peripherals to CPU for a system
- Switching on/off/restart
- Creating a new folder

2. Exercise in MS-Word 15Hrs

- 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 15Hrs

- 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
 6. browsing the Internet and down loading – search word using search engine
 7. Working with Multimedia
 8. Receiving/Sending of E mail and attachment
 9. DESIGN OF A PRODUCTION.
 10. PRODUCTION- Poster Making, Audience, Execution of Different Aspects of Production, Analysis of Increase in Understanding of Children through Drama.

References:

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. Institution should have to appoint ICT Teacher with minimum qualification of PGDCA/BCA/MCA
- Assignments: (Any One Uniform pattern)