



Where talent meets opportunity

SRI SATYA SAI UNIVERSITY **OF TECHNOLOGY AND MEDICAL SCIENCES**

SYLLABUS REVISION

Name of School-Faculty of Education

Program-B.Ed,B.A.B.Ed

2017-18 TO 2021-22

www.sssutms.co.in

Opp.Oilfed Plant, Bhopal-Indore Road,Sehore (M.P), Pin - 466001



(+91) 07562-292740 | 7562292720



SRI SATYA SAI

UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES

Bhopal-Indore Road opposite Pachama Oil Fed Plant, Pachama, Sehore (M.P.) Pin.- 468001
Phone: 07562-223647, Fax: 07562-223644, website- www.ssaums.co.in, e-mail- info@ssaums.co.in

(Minutes of Board of Studies Committee Meeting)

Name of Department: Faculty of Education

Minutes of Board of Studies Committee Meeting Dated: 17.04.2017

The Board of studies Committee Meeting was held in the room of Dean (Education) at 12:00 PM on 17.04.2017 Following members were present.

1. Dr. S.K. Ray (External Member)
2. Dr. Yasmeen Gani Khan (External Member)
3. Dr. Seema Pandey
4. Mrs. Neelam Khare
5. Dr. Kanchan Shrivastava
6. Mr. Dhiraj Shinde
7. Mr. Rishikesh Yadav

Handwritten signatures of the members present:
Dr. S.K. Ray
Dr. Yasmeen Gani Khan
Dr. Seema Pandey
Mrs. Neelam Khare
Dr. Kanchan Shrivastava
Mr. Dhiraj Shinde
Mr. Rishikesh Yadav

The Chairman of Board of Studies Committee welcomes and appreciated of efforts put up by the faculty for progress of the departmental activities. The following agenda points were discussed and resolved.

Agenda 1. Approval of Ist & IInd semester syllabus (NON-CBCS)

Discussion (if any) : Syllabus was prepared as per NCTE Norms and Current Demand in Schools for forthcoming Ist & IInd semester

The chairman thanks the members for peaceful conduction of meeting.

Signature of all members (Including Chairman)

1. Dr. S.K. Ray (External Member)
2. Dr. Yasmeen Gani Khan (External Member)
3. Dr. Seema Pandey
4. Mrs. Neelam Khare
5. Dr. Kanchan Shrivastava
6. Mr. Dhiraj Shinde
7. Mr. Rishikesh Yadav

Handwritten signatures of the members present:
Dr. S.K. Ray
Dr. Yasmeen Gani Khan
Dr. Seema Pandey
Mrs. Neelam Khare
Dr. Kanchan Shrivastava
Mr. Dhiraj Shinde
Mr. Rishikesh Yadav

Handwritten signature of the Registrar
Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)

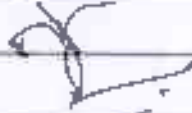
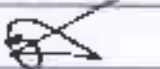
Department of Education

Minutes of Meeting

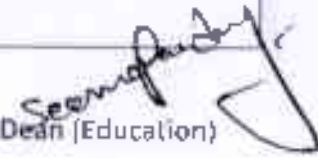
Date: 11.04.2017

A meeting was held on dated 11.04.2017 at HOD Office and following points were discussed.

1. Prepare the B.A.B.Ed. Ist & IInd Semester Syllabus

S.No	Faculty Name	Signature	
1	Dr. Seema Pandey		
2	Mrs. Neelam Khare		
3	Dr. Kanchan Shrivastava		
4	Mr. Dhiraj Shinde		
5	Mr. Rishikesh Yadav		

Head of the Department


Dean (Education)

Copy to :

V.C. Sir

Registrar Sir

Dean Education

Academic Council


Registrar
Sri Sree Sri University of Technology
& Medical Sciences, Solapur (M.P.)

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

Course Code	Course Title	CONTENT TREATMENT MODE					MARKS
		Lecture s/Week	Assignment & Seminar Presentatio ns	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	100
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


 Registrar
 Sri Sree Bal University of Technology
 & Medical Sciences, Sehore (M.P.)



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	Practicals	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 to 1945 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


Registrar
Shri Satya Sai University of Technology
& Medical Sciences, Seclore (M.P.)



EDUCATION
(BA. B.Ed.) SYLLABUS
1st Semester (w.e.f. 2018-19)
Foundation Course (Hindi, English & Moral Values)

Paper Code : BAED-101 w.e.f. 2018-19

UNIT I

हिन्दी भाषा

1. स्वतंत्रता पुस्तकाली (कविता) - जयशंकर प्रसाद
2. कृष्ण की उल्लेखना (कविता) - लखनसिंह शुक्ल
3. बाल्य संस्कृत और अनुष्ठित (संकलित)

UNIT II

हिन्दी भाषा

1. बाल्य का दर्शन (कविता) - जयशंकर प्रसाद
2. बाल्य की उल्लेखना (कविता) - लखनसिंह शुक्ल
3. बाल्यसंस्कृत, बाल्यसंस्कृत, एवं बाल्यसंस्कृत (संकलित)

UNIT III

वैदिक मूल्य

1. वैदिक मूल्य वृत्ति (कविता) - डॉ. बाली राव
2. बाल्य की उल्लेखना (कविता) - लखनसिंह शुक्ल
3. बाल्यसंस्कृत और वैदिक मूल्य (कविता) - डॉ. बाल्यसिंह शुक्ल
4. बाल्य की उल्लेखना (कविता) - लखनसिंह शुक्ल

UNIT IV

1. Where the sun is without fear: Rabindranath Tagore
2. The Hero: R.K. Narayan
3. Trye with Destiny: Jawaharlal Nehru
4. Indian warriors: Sarojini Naidu
5. The Portrait of a lady: Khushwant Singh
6. The Solitary Reader: William Wordsworth

UNIT V

1. Basic Language Skills: Vocabulary, Synonyms, Antonyms, Word formation, Prefixes, Suffixes.
 2. Basic Language Skills: Uncommon Nouns, Verbs, Tenses, Adverbs.
 3. Comprehension/Answer Passage.
 4. Composition and Paragraph Writing
- Suggested Readings:

संस्कृत हिन्दी बाल्य अकादमी द्वारा प्रकाशित पुस्तकें

Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



(BA. B.Ed.) SYLLABUS

Ist Semester (w.e.f. 2018-19)

Sub : Sociology Optional

Paper Code : BAED-102 (A)

UNIT I:

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

UNIT II

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

UNIT III

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

UNIT IV

Social Change- Meaning and types, Evolution and revolutions, progress and Development factors of social change and theories

UNIT V

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 Shashtra Parichaye
2. D. S. Baghel- Samaj Shashtra ki moel awadharan
3. C.N. Shankar Rao- Samaj Shashtra
4. Harendra Pratap Singh- Samajsha

Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA. B.Ed.) SYLLABUS

1st Semester

(w.e.f. 2018-19)

Sub : Economics

Paper Code : BAED-102(B) Optional

UNIT I:

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

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

Basic Concept — Law of Demand and Supply.

UNIT II

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

UNIT III

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

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

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

Suggested Readings:

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


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



(BA. B.Ed.) SYLLABUS
1st Semester (2018-19)
Sub : History (Early age to 1200 AD)
Paper Code : BAED-103

UNIT I:

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

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

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

UNIT IV

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



Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



UNIT V

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 Gaxanavi Ghorī - Mohammad
Ghorī

Suggested Readings:

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



Registrar
Sri Sathya Sai University of Technology
& Medical Sciences Sriharu (M P)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA. B.ED.) SYLLABUS

1st Semester (2018-19)

Sub : Political Science

Paper Code : BAED-104

UNIT I:

Brief History of Indian National Movement The Making of Indian Constitution and its sources. Preamble of Indian

UNIT II

Fundamental Rights and Duties. Directive Principles of State Policy.

UNIT III

Union Parliament : Lok Sabha, Rajya Sabha. Supreme Court; Centre-State Relations; Election Commission

UNIT IV

The State Government Executive Governor, Council of Ministers and Chief Minister

UNIT V

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



Registrar

**Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)**



(BA, B.Ed.) SYLLABUS
1st Semester (2018-19)
Sub : Childhood & Growing Up
Paper Code : BAED-105

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

- 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

- 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

Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Unit 3: Social and Emotional Development

- 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

- 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.


Registrar
Sri Sathya Sai University of Technology
& Medical Sciences, Shirdi (M.S.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA. B.Ed.) SYLLABUS

Ist Semester (2018-19)

Sub : Education in India- Status, Problems and Issues

Paper Code : BAED-106

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 -

- 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 -

- 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

- 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.,



Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



- 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

- 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 Abhiyana (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 organise 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 Phillips 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 International Commission on Education for Twenty First Century UNESCO*.
- Dewey J (1952) *Experience in Education*, Collier Macmillan.
- Dewey J (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.


 Prof. (P.T.)
 Dr. Suresh Kumar University of Technology
 & Applied Sciences Sector (P.T.)



- Government of India (1966) *Report of Education Commission Ministry of Education*, New Delhi.
- Kneiler George (1978) *Introduction to Philosophy of Education*, New York: John Wiley and Sons INC.
- Mali 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.
- Vasanth, 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. Arles, 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.



Prof. Dr. K. V. Mukunda
 Sri Sree Sree University of Technology
 & Medical Science School (PLP)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(B.A. B.Ed.) SYLLABUS
IInd Semester (2018-19)

Sub : Foundation Course
(Hindi, English & Moral Values)
Paper Code : BAED-201

Unit - I नैतिक मूल्य

1. अर्जुन और नैतिक जीवन - सर्वपल्ली राधाकृष्णन
2. बुद्ध की कथा - डॉ. सत्या विस्स

Unit - II हिन्दी भाषा

1. भारत वन्दना (कविता) - सयू कीर्ति त्रिपाठी 'निरुता'
2. अकाल और उसके बाद (कविता) - नागार्जुन
3. निर्धारण (ललित निबंध 1) - विद्यानिवास मिश्र

Unit - III

1. जफ़र (कहानी) - बरत माये
2. भारत का सामाजिक व्यक्तित्व (चिंतनपरक) - जवाहरलाल नेहरू
3. पल्लवन और सनो पेन (संकलित)

Unit - IV English Language

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


Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Unit - V

English Language

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



Registrar
St. Stephen's University of Technology
& Medical Sciences Scheme (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA. B.Ed.) SYLLABUS

IInd Semester

Sub : Sociology (2018-19)

Paper Code : BAED-202 (A)

- Unit-I** Dharma, Varna- system, Ashram- System, Purushartha, Karma, Sanskar
- Unit II** Caste, Class, Family marriage, Kinship
- Unit III** The Structure of Indian Society: villages, Towns, Rural – Urban continuum, diversity of Indian society – demographic, Cultural Religious and linguistic.
- Unit IV** Family Problem – Dowery, Divorce, Domestic violence, Problem of the elderly, youth tension.
- Unit V** Social Problem - Casteism, regionalism, communalism, cyber- crime, gender inequality.

Books:

1. ML Gupta & DD Sharma – Bharatiya Samaj
2. De Baghel – Samajshashtra
3. Prof. Ram Gopal Singh – Vasthvikaran Media aur samaj



Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & Medical SCIENCES, SEHORE

(BA. B.Ed.) SYLLABUS
IInd Semester (2018-19)

Sub : Economics
Paper Code : BAED-202 (B)

Unit-I

Public Finance and Public Economics : Meaning, Nature and scope, Meaning and Nature of Public, Private and Merito 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

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

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

Unit-IV

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, Composition 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

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.


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Recommended Books:

Heijdra, B.J. and F.V. Ploeg (2001) *Foundations of Modern Macroeconomics*, Oxford, University Press, Oxford.
Lewis, M.K. and P.D. Mizap (2000) *Monetary Economics*, Oxford University Press, New Delhi.
Hasan, 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*



R.L.

Sri Sathya Sai University of Technology,
& Medical Sciences, Sathya (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA. B.Ed.) SYLLABUS
IInd Semester (2018-19)

Sub : History (World History 1871 AD to 1945 AD)
Paper Code : BAED-203

Objective - Imperialism and colonialism were caused as a bye 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

1. Third French Republic
2. Internal and foreign policy of Bismarck.
3. Foreign policy of Kaiser William II.
4. Scramble for Africa.

Unit-II

1. Eastern Question (from 1871).
2. Berlin Congress (1878).
3. Young Turk Movement and the Balkan wars (1912-13).
4. World War I - causes, events and aftermath.
5. Russian Revolutions of 1905 and 1917.

Unit-III

1. Wilson's fourteen points.
2. Paris Peace Conference.
3. League of Nations.
4. Rise of Fascism, internal and foreign policy of Mussolini.
5. Nazism - internal and foreign policy of Hitler.

Unit-IV

1. Imperialism and colonialism in China and Japan. Demands for concessions in China.
2. Japan, the Meiji Restoration, Modernization of Japan, Rise of Militarism.
3. Sino-Japanese war (1894), Russo-Japanese war (1905).
4. Boxer movement, Chinese Revolution-1911, Second Sino-Japanese War.

Unit-V

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)
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


Registrar

Sri Sathya Sai University of Technology
& Medical Sciences, Sathya (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

**(BA. B.Ed.) SYLLABUS
IInd Semester (2018-19)**

**Sub : Political Science
Paper Code : BAED-204**

Unit-I

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

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

Unit-III

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

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

Unit-V

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
- Lasaki H.- A Grammar of Politics- London Allen University
- D Held- Political Theory Cambridge Polity Press
- Tripti Jais- Foundation of Politics – College Book Depot.
- Verma S.P.- Modern Political Theory New Delhi Vikas 1983
- Prof. A.D. Panik- Basis of Political Science Allahabad Publisher.
- Dr. Om Nigpal- Fundamentals of Political Science, Kamal Publisher Indore


Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA. B.ED.) SYLLABUS
[IInd Semester (2018-19)]

Sub : Language across the curriculum Part I

Paper Code : BAED-203

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 I: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

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).


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



UNIT 2: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING

- 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

- 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)


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Secunderabad (M.P.)



- 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 Language Learning, Pergamum Press, New York, 1979.
- Agnihotri, R.K., Khanna, A.L., 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 Sharda
- Lewis, M. 1993, The Lexical Approach: The State of ELT and a way Forward, Hove: Language Teaching Publications.

[Handwritten Signature]

Registrar
Shri Satish Shri University of Technology
B. Medical Education Group (M.P.)



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



Registrar
Sri Sree Sai University of Technology
& Medical Science, Sathem (H.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

**(BA, B.Ed.) SYLLABUS
IInd Semester (2018-19)**

Sub : Curriculum Development & School

Paper Code : BAED-206

OBJECTIVES:

- 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

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

UNIT- II

- 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

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

UNIT- IV: PRACTICALS

- 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: Aflin and Bacon, 1996.
- Eccles tone, Kathryn: How to Assess the Vocational Curriculum. London: Kogan Page Ltd. 1996.


HOD/BAED
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



- 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.
- Orlosky, 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.

[Handwritten Signature]

M.L.
Shri Satish Sai University of Technology
& Medical Sciences, Shrihar (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(B.A. B.Ed.) SYLLABUS
IIInd Semester (2018-19)

Sub : READING AND REFLECTING ON TEXTS

Paper Code : BAED-207

OBJECTIVES

- To enable the students to read and response to a Variety 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)

- 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)

- 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)

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


Registrar

**Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)**



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. & Rinalucci, 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



Registrar

Sri Sathya Sai University of Technology
& Medical Sciences, Sathya (M.P.)





SRI SATYA SAI

UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES

Bhopal-Indore Road opposite Pachama Oil Fed Plant, Pachama, Sehore (M.P.) Pin.- 468001
Phone: 07562-223647, Fax: 07562-223644, website: www.ssatma.co.in, e-mail: info@ssatma.co.in

(Minutes of Board of Studies Committee Meeting)

Name of Department: Education

Minutes of Board of Studies Committee Meeting Dated: 17.04.2017

The Board of studies Committee Meeting was held in the room of Dean (Education) at 2:00 PM on 17.04.2017 Following members were present.

1. Dr. S.K. Ray (External Member) 
2. Dr. Yasmeen Gani Khan (External Member) 
3. Dr. Seema Pandey 
4. Mrs. Neelam Khare 
5. Mr. Rishikesh Yadav 
6. Mr. Dhiraj Shinde 

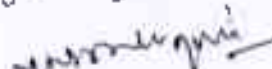
The Chairman of Board of Studies Committee welcomes and appreciated of efforts put up by the faculty for progress of the departmental activities. The following agenda points were discussed and resolved.

Agenda 1. Approval of 1st & IInd semester syllabus (CBCS)

Discussion (if any) : Syllabus was prepared as per NCTE Norms and Current Demand in Schools for forthcoming 1st & IInd semester

The chairman thanks the members for peaceful conduction of meeting.

Signature of all members (Including Chairman)

1. Dr. S.K. Ray (External Member) 
2. Dr. Yasmeen Gani Khan (External Member) 
3. Dr. Seema Pandey 
4. Mrs. Neelam Khare 
5. Mr. Rishikesh Yadav 
6. Mr. Dhiraj Shinde 


Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)

Department of Education

Minutes of Meeting

Date: 12.04.2017

A meeting was held on dated 12.04.2017 at HOD Office and following points were discussed.

1. Prepare the B.Ed. Ist & IInd Semester Syllabus

S.No	Faculty Name	Signature	
1	Dr. Seema Pandey	Seemapandey	
2	Mrs. Neelam Khare	NK	
3	Mr. Rishikesh Yadav	R.Y.	
4	Mr. Dhiraj Shinde	D.S.	

Head of the Department

Copy to :

V.C. Sir

Registrar Sir

Dean Education

Academic Council

Seemapandey
Dean (Education)

A

Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Seclore (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
Choice Based Credit System (CBCS)
Scheme of Examination (I- Year)

Bachelor of Education (B.Ed.) - I Semester Session 2016-18

S.No.	Subject Code	Subject Name	Maximum Marks (Theory Slot)						Maximum Marks (Practical Slot)				Periods/ hour/ week			Credits	Total Marks
		Course/ Paper	End Sem. Exam.	End Sem. Exam.	Internal Exam & Internal Record	Internal Exam & Internal Record	Internal Exam & Internal Record	End Sem. Practical & Viva (External)	Practical Record (Internal)	L	T	P					
		Group A : Core Course	Max	Mini	Max	Mini	Max	Mini	Max	Mini							
1	ED-101 (TH)	Childhood & Growing Up	60	22	40	14	---	---	---	---	6	---	---	6	100		
2	ED-102 (TH)	Education in India - Status, Problems and Issues	60	22	40	14	---	---	---	---	6	---	---	6	100		
3	ED-103 (TH)	Language across the curriculum - Part I	30	11	20	7	---	---	---	---	4	---	---	4	50		
4	ED-104 (TH)	Curriculum Development & School	60	22	40	14	---	---	---	---	6	---	---	6	100		
5	ED-105 EPC-I (PR)	Reading and Reflecting on Texts	---	---	---	---	30	11	20	7	---	---	4	2	50		
Total			210	---	140	---	30	---	20	---	22	---	4	24	400		

Note : Assignments & Tasks For Courses 101,102,103 & 104

EPC-I : (Encouraging Practical Creativity) ED-105

L-Lecture
T-Tutorial
P-Practical



(Signature)

Registrar

Sri Satya Sai University of Technology
& Medical Sciences Scheme (B. Ed.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES

Choice Based Credit System (CBCS)

Scheme of Examination (I- Year)

Bachelor of Education (B.Ed.) - II Semester Session 2016-18

S.No.	Subject Code	Subject Name	Maximum Marks (Theory Slot)						Maximum Marks (Practical Slot)				Periods/ hour/ week				Credits	Total Marks		
			End Sem. Exam.		End Sem. Exam.		Internal Exam & Internal Record		Internal Exam & Internal Record		End Sem. Practical & Viva (External)		Practical Record (Internal)		L T P					
			Max	Mini	Max	Mini	Max	Mini	Max	Mini	Max	Mini	Max	Mini	L	T			P	
Group A : Core Course																				
1	ED-201 (TH)	Learning & Teaching	60	22	40	14	---	---	---	---	---	---	---	---	6	---	---	6	100	
2	ED-202(TH)	Pedagogy of a school subject- Part-I (Subject: ILM Science Group) Biology/Math's, Subject (2) (Social Group) Hindi/English/ Urdu/ Sanskrit	60	22	40	14	---	---	---	---	---	---	---	---	6	---	---	6	100	
3	ED-203(TH)	Pedagogy of a School (Part-I) : (Subject : ILM Science Group) Physical Science (Physics +Chemistry) Subject: (2) (Social Group) History +Civics, Geography, Economics, Commerce)	60	22	40	14	---	---	---	---	---	---	---	---	6	---	---	6	100	
4	ED-204(TH)	Language across the curriculum - Part - II	30	11	20	7	---	---	---	---	---	---	---	---	4	---	---	4	50	
5	ED-205 EPC-II (PR)	Drama & Art in Education	---	---	---	---	---	---	---	30	11	20	7	---	---	---	4	2	50	
Total			210	---	140	---	---	---	---	30	---	20	---	22	---	4	24	400		

Note : Assignments & Tasks For Courses 201,202,203 & 204

EPC-II : (Encouraging Practical Creativity) ED-205

L-Lecture

T-Tutorial

P-Practical

[Signature]
 Head of Department
 Sri Satya Sai University of Technology
 & Medical Sciences, Puttaparthi (A.P.)



**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL
SCIENCES, SEHORE**

Bachelor of Education (B.Ed.) Course Compulsory Paper Group – A

ED 101 : Childhood & Growing Up

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.
- To build an interdisciplinary frame work to interpret, analyze observations and interactions from cross culture psychology.
- To develop critical deconstruction of significant events that media highlights and creates during childhood
- To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.
- To develop the power to interpret how gender caste and social class may impact the lived experience of children.



Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



CONTENT

Unit 1: Perspectives In Development

- 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

- 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

- 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: Contents of Socialization

- 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 9: 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.

- Vasana, 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.

Advanced readings

- Kakkar, S. (1978). Indian Childhood: Cultural Ideas, And Social Reality. New Delhi: Oxford.
- Nambissan, G. (2010). Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working paper series Volume 01, Number 01, Indian Institute of Dalit Studies and UNICEF.
- Kakkar S. (1991). The Inner World: A Psycho-analytic study of childhood and society in India. Delhi: Oxford University Press.
- Sandra, L. Bem (1987). Gender Schema Theory and Its Implications for Child Development: raising gender a schematic children in a gender schematic society, in M.R. Walsh. (ed). The Psychology of Women. Harvard University Press Cambridge, 206-226.
- Weiner, M. (1991). The State and the Child in India: Child Labour and Education Policy in Comparative Perspective. Princeton: Princeton University Press.

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

ED 102 : Education in India- Status, Problems and Issues

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.
- To develop an understanding of the objectives and scope of Secondary Education.
- To develop an awareness of the professional ethics.

CONTENT

UNIT 1: Concept of Education -

- 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 -

- 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

- 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

- Status, Aims and Objectives of Teacher Education in India.
- Role and Responsibilities of NCTE, NCERT, DIET, CTE, IASE
- Professional organisation in the field of Teacher education
- Rastriya Madhyamika Shikshana Abhiyana (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 Phillips 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 Nalajiban.
- Government of India (1952) *Report of the Secondary Education Commission*, New Delhi:- Ministry of Education.
- Government of India (1966) *Report of Education Commission* Ministry of Education, New Delhi.
- Government of India MHRD (1986) (Revised 1992) *National Policy of Education*. New Delhi.
- Government of India (1992) *Report of Core Group on Value Orientation of Education Planning Commission*.
- Kneller G. F. (1978) *Foundation of Education*, New York: John Willy and Sons.
- Kneller George (1978) *Introduction to Philosophy of Education*, New York: John Willey and Sons INC.
- Mani R S. (1964) *Educational Ideas and Ideals of Gandhi and Tagore*, New Book Society, New Delhi.
- Mathur S.S. (1988) *A Sociological Approach to Indian Education*, Agra. Vinda Prakashan.
- Mookherjee K.K. (1972) *Some Great Educators of the World*. Fas Gupta & Co Pvt Ltd. Calcutta.
- Mulherjee S. N. (1966) *History of Education in India*, Baroda. Acharya Book Depot.
- Nalk J. P. and Syed N (1974) *A Student's History of Education in India*, New Delhi. Macmillan Co.
- Nalk J. P. (1975) *Equality, Quality & Quantity: The Elusive Tringle of Indian Education* Bombay : Allied Publishers.
- NCTE (1988) *Gandhi on Education* , New Delhi
- Salamalila(1979) *Education in Social Context*. New Delhi, NCERT.

**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL
SCIENCES, SEHORE**

**ED 103: Language across the curriculum
Part 1**

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.

Course outline

UNIT 1: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

- 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

- 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

- 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).

REFERENCES :

1. Bose, R. B. N. & Sterling, T. S. : Elements of English Rhetoric and Prosody; Chakraborty, Chatterjee Co. Ltd. Calcutta, Latest Edition.
2. Bright, J. A. & McGregor, G. P.; Teaching English as a Second Language, ELBS & Longman, London, 1978.
3. Brumfit, C. J. & Johnson, K; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
4. Heaton, J. B. : Language Testing, Modern English Publication Ltd, Great Britain, 1982.
5. Hornby, A. S. : Oxford Advanced Learner's Dictionary of Current English, OUP, Oxford, Latest Edition.
6. Johnson, J; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
7. Johnson, K : Communicative Syllabus Design and Methodology, Pergamum Press, Oxford, 1982.
8. Jones, D. : English Pronouncing Dictionary, ELBS, London, Latest Edition.
9. Kemp, et al; Designing Effective Instruction, Macmillan College Publishing Company, 1994.
10. Krashen, S.; Second Language Acquisition and Second Language Learning, Pergamum Press, New York, 1979.

Suggested Reading:

- Agnihotri, R.K., Khanna, A.L, 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 Shukla
- 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: CIL
- 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
- Nunan, 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

BED(CBCS)


Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL
SCIENCES, SEHORE**

ED104: Curriculum Development & School

OBJECTIVES:

- 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.

CONTENT: UNIT I:

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

UNIT II:

- 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:

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

UNIT IV: PRACTICALS

- 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: Pergamum 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.



Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



- Orosky, 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.



Registrar

Sri Sarya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL
SCIENCES, SEHORE**

ED 105 (EPC 1) : READING AND REFLECTING ON TEXTS

OBJECTIVES

- To enable the students to read and response to a Variety 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

- 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

- 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


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



UNIT III Types of text

- 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

1. Lightbown, P. M & Spada, N. (1999). How Languages are Learned Oxford: Oxford University Press
2. 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.
3. Morgan, J. & Rinvolutri, M. (1983). Once upon a time: Using stories in the language classroom. Cambridge: Cambridge University Press.
4. 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



Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY &
MEDICAL SCIENCES, SEHORE**

ED 201: Learning & Teaching

Aims of the Course

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivism theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school; and
- Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

UNIT 1: THEORETICAL PERSPECTIVES ON LEARNING

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning: Behaviorist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

UNIT 2: ROLE OF LEARNER IN LEARNING

- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).
- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.



UNIT 3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE

- Social-constructivist perspective (also Bruner and Isobel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge':
 - (i) Experiential learning and reflection
 - (ii) Social mediation
 - (iii) Cognitive negotiability
 - (iv) Situated learning and cognitive apprenticeship
 - (v) Meta-cognition.
- Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self-regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner-centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS

- Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural contexts: Impact of home languages of learners and language of instruction, impact of differential 'cultural capital' of learners.
- Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexia, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective. (The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching)


Registrar
Sri Sathya Sai University of Technology
& Medical Sciences, Chennai (M.P.)



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.
- Chavhan, S.S. *Advanced Educational Psychology*, Vikas Publishing New Delhi, 1996
- Dandapani, S., *Advanced Educational Psychology*, New Delhi: Anmol Publications Pvt. Ltd., 2000
- DeCocco, John P., *Psychology of Learning and Instruction*, Prentice Hall, New Delhi, 1987.
- Dreacoll, Marcy P.M. *Psychology of Learning for Instruction*, Allyn and Bacon, USA, 1993
- Eshwar, H.S. and Nataraj P., *Shikshanika Manovijnana. Parichaya: Bhaga I and II*, Institute of Kannada Studies, Union of Mysore, Mysore, 1985
- Gagne, R.M. *Conditions of Learning and Theory of Instruction*, 4th Edition, Holt Rinehart and Winston, New York, 1977
- Ghungadharappa, N.R. *Shikshanika Manovijnana. Rakha Pradhana*, Davengere, 1996
- Goleman, Daniel, *Emotional Intelligence*. New York: Bantam, 1995
- Govinda Rao, A.V. *Shikshandalli Manovijnana*, Vidyanidhi Pradhana, Gadaga, 1996
- Kar, Chintamani, *Exceptional Children*, Sterling Publishers, New Delhi, 1992
- Kundu, C.L. and Turoo, D.N., *Educational Psychology*, Sterling Publishers, New Delhi, 1980.
- Lingren, H.C., *Educational Psychology in the Classroom*, 6th Ed., Oxford University Press, New Delhi, 1980
- Mangal, S.K. *Advanced Educational Psychology*, Prentice Hall of India. Pvt. Ltd., 1999

Registrar

SI Sahya Sai University of Technology
& Medical Sciences Sahya (M.P.)



- Mathur, S.S., *Educational Psychology*, 9th Ed., Vinod Pustak Mandir, Agra, 1981
- Raul, Lizy T., (1998) *Educational Psychology*, CMC Mary Matha, Kerala.
- Sharma, R.N. *Educational Psychology and Guidance*, Vikas Publishers, New Delhi, 1998
- Shivasubakara H.V. and Basakumar P., *Shatksanika Manovijnana*, Hanji Prakashana Davangere, 1977
- Skinner, C.E. (Ed) *Educational Psychology*, 4th Ed., Prentice Hall of India Pvt., Ltd., New Delhi, 1996
- Walia, J.S. *Foundation of Educational Psychology*, Paul Publishers, Jalandhar, 2001.
- Walia, J.S. *Foundations of Educational Psychology*, Paul Publishers Jalandhar, Punjab, 1999
- Yelon, S.L. and Weinstein, G.W., *A Teacher's World: Psychology in the Classroom*, McGraw Hill Co., Tokyo, 1977.



Registrar

St. Salvo Sri University of Technology
& Medical Sciences School (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY &

MEDICAL SCIENCES, SEHORE

ED 202: Pedagogy of a School Subject –

Part 1

Mathematics

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

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

CONTENT

Unit I: Meaning, Nature and Scope of Mathematics

1.1 Meaning of Mathematics

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


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



1.2 Nature of Mathematics

1.3 Scope of Mathematics

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

Unit 2: Aims and Objectives of Teaching Mathematics

2.1 Aims/Values of Teaching Mathematics

- 2.1.1 Meaning of Aim/Values
- 2.1.2 Utilitarian Aim/Values
- 2.1.3 Disciplinary Aim/Values
- 2.1.4 Cultural Aim/Values
- 2.1.5 Intellectual Aim/Values
- 2.1.6 Aesthetic and Recreational Aim/Values

2.2 Instructional objectives of Teaching Mathematics

- 2.2.1 Meaning of Instructional Objectives
- 2.2.2 Instructional Objectives and there specifications of teaching mathematics
- 2.2.3 Knowledge
- 2.2.4 Understanding
- 2.2.5 Application
- 2.2.6 Skill
- 2.2.7 Attitude
- 2.2.8 Appreciation
- 2.2.9 Interest
- 2.2.10 Formulation and Statement of objectives in behavioural terms

Unit 3: Instructional Design in Mathematics and Co-curricular Activities in Mathematics :

- 3.1 Lesson Planning: Meaning ,Steps , Importance and Format of Lesson Plan
- 3.2 Unit Plan-Meaning ,Steps , Importance and Format of Lesson Plan


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Shriharipuram (M.P.)



- 3.3 Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan
- 3.4 Yearly Planning-Meaning, Principles and Format
- 3.5 Mathematics Club : Objectives of Maths club, organisation and activities
- 3.6 Mathematics Olympiads : objectives and importance
- 3.7 Mathematics Quiz : Organisation and importance
- 3.8 Mathematics Museum : Organisation and importance
- 3.9 Mathematics Fair : Organisation and importance
- 3.10 Mathematics Laboratory : Objective, importance and uses
- 3.11 Recreational activities in mathematics : Games, Puzzles, Riddles, etc.,
- 3.12 Ethno Mathematics

Unit 4: Approaches, Methods and Techniques of Teaching Mathematics

4.1 Learner Centered Approach

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

4.2 Activity Centered Approach

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

4.3 Concept Mapping-Meaning, Advantages and Disadvantages

4.4 Techniques of teaching Mathematics

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

References

Butler and Wren (1960) *The Teaching of Secondary Mathematics*, Tokyo: McGraw Hill Book Company.


Registrar
Sri Sree Sri University of Technology
& Medical Sciences, Seremban (M-1)



Howard Eves, *An Introduction to the History of Mathematics*.

Krulik and Weise (1975). *Teaching Secondary School Mathematics*. London W.B. Saunders.

Mangal, S. K. (1989) *Teaching of mathematics*. Ludhiana: Prakash Brothers Publishers.

Wren (1973). *Basic Mathematical concepts*. New York, McGraw Hill.

Yadavwad S.B. and Rahenal R.T.,(2000) *Vishayadharit Ganiti Bodhane*, Vitayunichhi Prakashan, Gadag.'

15

Registrar
GSI Science & Technology of Technology
& Medical Sciences, Science (H-2)



**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY &
MEDICAL SCIENCES, SEHORE**

**ED 202: Pedagogy of a School Subject –
Part II**

Biological Science

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

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

Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



CONTENT

Unit 1:1.1 Introduction to Teaching Biological Science

- 1.1.1 Biological Science: Meaning, Nature and Scope
- 1.1.2 Relationship between Biology & human welfare
- 1.1.3 Latest developments in the field of Biology

1.2 Co-curricular Activities and Resources in Teaching Biological Science

- 1.2.1 Bio Science laboratory - Need and importance, equipping, Bio-lab, Organizing the practical Work
- 1.2.2 Project Activities: Aquarium, Viverium, Terrariums, Museum, School garden,
- 1.2.3 Preservation of specimen through plastination-Meaning, Importance and Steps.
- 1.2.4 Meaning, importance and Organization of Co-Curricular Activities
- 1.2.5 Bio-Science Club - organisation & its activities
- 1.2.6 Bio Science Exhibition
- 1.2.7 Field trips
- 1.2.8 Bio-Science Quiz
- 1.2.9 Nature Study
- 1.2.10 Bird watching
- 1.2.11 Collection & Preservation of Specimens-Plants and Animals

Unit 2: Aims and Objectives

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


Registrar
Set System Set University of Technology
& Medical Sciences School (H.P.)



Unit 3: Approaches, Methods and Models of Teaching Biology

3.1 Approaches:

- 3.1.1 Structure and function Approach
- 3.1.2 Types specimen Approach
- 3.1.3 Inductive and Deductive Approach

3.2 Methods of Teaching

- 3.2.1 Guided Discovery Method

3.3 Models of Teaching:

- 3.3.1 Biological Science Enquiry Model (Joseph Schwab)
- 3.3.2 Memory Model (J. Lucas)

Unit 4: Instruction Design In Teaching Biological Science.

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

Assignments (any one)

- 1. Preparing power point slides for any selected unit in VIII or IX class Biology.
- 2. Preparing a set of (OHP) transparencies
- 3. Slides for a selected Unit in 10th Std. Biology.

Practicum:

- 1. Writing of Instructional objectives & behavioral specifications on a selected Unit.
- 2. Preparing improvised apparatus in Biology
- 3. Preparing a lesson Plan on any topic in Biology using any innovative Method / Model of Teaching
- 4. Developing an Achievement test / Diagnostic test


Registrar
Sir Sree Sri University of Technology
& Medical Sciences School (M.P.)



References

- Buffaloe, N.D. Thorneberry (1969) - *Principles of Biology*, Prentice Hall of India, New Delhi.
- Chikkara & Sharma (1989) *Teaching of Biology*, Prakash Bros. Ludhiana.
- Green T.L. (1963) - *Teaching of Biology in Tropical Secondary Schools*, Oxford University Press, London.
- Guddalli NM (1993) - *Vignana Bhondane*, Bharat Book Dept. Dharwad.
- Mangal S.K., (1997) *Teaching of Physical & Life Sciences* Avg. Book Depot. New Delhi.
- Miller & Blayden (1962)- *Methods & Materials for teaching of Biological Science*, Tata Mc.Grawhill Pub. Co - New Delhi.
- Narwandra Vaidya (1971) *The Impact of Science Teaching*, Oxford and IBH Pub.Co. New Delhi.
- NCERT (1982) *Teaching of Science in Secondary Schools*, New Delhi.
- Patil S. S & Rakhasagi (1998) - *Jeeva Vignana Bhondane*, Vidyavidhi Prakashan, Gadag.
- Sharma L.N. (1977) *Teaching of Life Science*, Dhanpuri Rai & Sons, New Delhi.
- Sivashankar H.V., and Basavakurmaiiah, P. (1987) *Vignana Bhondane*, Hanji Prakashan. Davangere.
- Sood J.K. (1987) *Teaching of Life Sciences*, Kohli Pub. Chandigarh.
- Thurber & Collett (1964) *Teaching of Science in Today's Secondary School*, Prentice Hall Pvt. Ltd, New Delhi
- UNESCO (1978) - *New Source book of Science Teaching*, Oxford & BH Pub. Co. Ltd., New Delhi.
- Yadav K. (1995)- *Teaching of Life Sciences*, Anmol Pub. New Delhi.


 Registrar
 Set Setya Set University of Technology
 & Medical Sciences Setya (M.P.)



**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY &
MEDICAL SCIENCES, SEHORE**

**ED 202 : Pedagogy of a School Subject –
Part 1**

Hindi (A)

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

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

Unit 1: Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi

- Meaning and concept of language.
- Nature and importance of language
- Three language formulae and Hindi
- Place of Hindi in the Secondary School Curriculum of M.P.
- Present position of Hindi in India
 - a. In the constitution
 - b. In the life of Indian people
- Aims of teaching Hindi as a second / third language.
- Functional aims of Hindi Teaching.
- Cultural Aims of Hindi Teaching. National and International Aims of Hindi Teaching.
- Instructional objectives with practical – Theoretical background Writing of instructional objectives of Hindi Teaching
- Modification of Objectives in terms of behavioral changes.


Rajendra
Sri Satya Sai University of Technology,
A Medical Sciences Sehore (M.P.)



Unit 2 : Planning Lessons, Resource Units, Unit Plan, Drill Lessons

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

Unit 3: Language Skills

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

Unit 4 :Curriculum Design

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


Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Puttapet (M.P.)



Seminar Topics (any one)

- a) Preparing scheme of assessment.
- b) A study of an author / poet.
- c) Developing Linguistics Skills.
- d) System our examination.
- e) Importance of teaching materials for effective teaching.

Practicum

- a) Review of Books – 8, 9 standard school text books.
- b) Resource Unit User.
- c) Unit plan processing.
- d) A study of an Author / Poet.
- e) Developing Linguistics Skills.

Assignments (any one)

1. Solving grammar exercise of 8th and 9th Standard Text books of second language Hindi/Third Language. Hindi
2. Preparing crossword puzzles on technical terms, difficult terms of prescribed Hindi Text Books.
3. Construction of substitution – tables on the concerned texts
4. Report on constitutional provisions – provided to Hindi and the implication.
(Note: Records should be maintained).

References

- Bhal.Y (1978) *Hindi Bhasashiksha*, Vinod Pustak Mandir Agra.
- *Bhasa Visheshshankh Patrick* (1980) Department of Education, Rajasthan , Bikaner
- Chaturvedi, V.S. (1999) *Adhapan Kala*. Varanasi: Gopinath Bhargav Nand Kishor and Sons.
- Jha, L. (1940) *Bhasha Shikshan Paddhanti*. Allahabad: N.G. Saigal. U.P Press.
- John, D. (1953) *The Study of Language*. Harvard University Press.
- Keshav Prasad (1984) *Hindi Shikshan*. Delhi; Dhansraj and Sons
- *Kothari Commission Report* (1968) Govt. of India, New Delhi


Dr. Rajendra
In-charge for University of Technology
Institute of Engineering & Technical Sciences, Sehore (M.P.)



- Narang and Bhatia (1987) - *Hindi - Shikshan Vidhi*, Ludhiana : Prakash Brothers.
- Nimaj Kumar Sinha (1990) *Madhyamik - Vidyalayome Hindi Shiksha*, Jaipur: Hindi Grantha Academy.
- Robert, L. (1964) *Language Teaching: A Teacher's Book*, New York: McGrawmill.
- Rybaru, W.M. (1950) *The Teaching of the Mother Tongue*, Madras: Oxford University Press
- Satigeri, K.I (1997) *Nutan Hindi Shikshan*, Belgaum: Vijaya Satigeri.
- Srivastava, B.D. (1968) *The Structural Approach to the Teaching of English*, Agra: Ram Prasad and Sons
- Sugandhi, Deepak (2004) *Hindi Shiksha Pranali*, Uda : Neha Prakashan, Karnataka
- Sugandhi, V. (2003) *Hindi Adhayapan*, Kolhapur, Creative Publishers.
- Syandhya Mukarji (1989) *Hindi Bhasha Shikshan*, Lucknow: Prakashan Kendra, Uttar Pradesh.



**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY &
MEDICAL SCIENCES, SEHORE**

**ED 202: Pedagogy of a School Subject – Part 1
English(B)**

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

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

Unit 1 : Nature of English Language

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

Unit 2 : Aims and Objectives of Teaching English


Rectified by
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



- 2.1 Aims and objectives of teaching English at the Secondary School level as first and second language.
- 2.2 English as a library language, link language and international language.
- 2.3 Position of English in India before and after Independence - The three language formula its meaning and scope.

Unit 3 : Instructional design of Teaching English Language

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

Unit 4 : Methods, Approaches to Develop English Language Skills

Psychological principles of learning English as a foreign language. Methods and approaches of Teaching English

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


 Sri Sree Sri University of Technology
 & Medical Sciences, Solapur (M.P.)



Composition - Objectives - Types (oral, written and picture composition) Free and guided composition Translation - Objectives- Importance - Characteristics of good translation.

Reference

- Ahuja R.L. (2000) *Teaching of English as a Foreign Language* - Indian Press Publications Allahabad.
- Allan C, R (1971) *Teaching English as a Second Language*. New-Delhi. McGrawhill.
- Allen H.B. and Compell P.N.(1979) *Readings in Teaching English as a Second Language*
- Baruah T.C. (1984) *The English Teachers Handbook*. Sterling Publishers.
- Billows: F.L. (1961) *The Techniques of Language Teaching* : London, Longman. Brigh J. A. and McGregor C.P. (1970) *Teaching English as Second Language*. London, Easen,.
- Gordon H.S. (1960): *The Teaching of English in Free India*, Madras: Christian Literature Society.
- Hornby A.S. *The Advance Learner's Dictionary of Current English Language*.
- Hudson, N. and McAdem, B. (2000) *English without Errors*, London.
- Kohli A. L. (1984) *Techniques of Teaching English*, 9th Edition: Delhi, Dhanpal Rai and Sons, Pvt. Ltd.
- Menon and Patel (1957) *Teaching English as a Foreign Language*, Baroda Acharya Book Depot.
- Sachdev M.S. (1976): *A New Approach to Teaching English in Free India*. Ludiana Publications.


Registrar
Sri Satsa Sri University of Technology
& Medical Sciences Bhopal (M.P.)



**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY &
MEDICAL SCIENCES, SEHORE**

ED 202: Pedagogy of a School Subject –

Part 1

Sanskrit (C)

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

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

Unit 1 : Sanskrit Language – Nature and Importance

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

Unit 2 : Place of Sanskrit in the Secondary School Curriculum


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



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

Unit 3 : Lesson Plan in Sanskrit Language

- Planning lesson plans in prose, poetry, grammar and composition.
- Unit plan : importance, characteristics, format
- Resource unit: importance, characteristics, format
- Micro lesson plan: importance, format, practice

Unit 4 : Development of Language Skills, Curriculum Design

- Listening: importance, activities for its development.
- Speaking: importance, characteristics of good speaking, activities for its development.
- Reading: mechanics of reading, objectives, different kinds of reading – silent reading and loud reading.
- Writing: importance of good handwriting - specialties of the Devanagari script, causes of spelling mistakes, remedial measures.
- Principles of curriculum construction of Sanskrit.
- Curriculum design in Sanskrit: subject centered, learner centered, problem centered.
- Transaction of curricular/ co-curricular activities.
- Curriculum development and evaluation.


 Registrar
 Shri Satya Sai University of Technology
 & Medical Sciences, Shirdi (M. P.)



Reference

- Apte.D.G. (2000) *Teaching of Sanskrit*. Bombay : Padma Publications.
- Shanbhag D.N. (2002) *Subhāṣa Sanskrit Vyākaraṇa*. Dharwad:Bharat Book Depot & Publications.
- Hulkerkar. G.S. (1998) *The Problems of Sanskrit Teaching*. Kolhapur : Bharat Book Depot.
- Narasimharao, K.V.V.L. (1997) *Evaluation in Language Education*. Mysore: CIIL Publications.
- Patnayak. P. (1997) *Language Curriculum*. Mysore: CIIL Publications.
- Ramadhekal Pardeya. (2000) *Sanskrit Shiksha*. Agra: Pustaka Mandir.
- Ramavarmanuja . K. (2000) *The Teaching of Sanskrit*. Madras : Sanskrit Education Society.



Registrar

Sri Satyam Sai University of Technology
& Medical Sciences, Sesham (M.P.)



**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY &
MEDICAL SCIENCES, SEHORE**

**ED 203: Pedagogy of a School Subject – Part 1
Physical Science (Physics and Chemistry)**

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

- 1) Understand the nature, scope and importance of Physical science with special reference to secondary school content.
- 2) Understand the aims and objectives of teaching Physical science.
- 3) State the specific behavioral changes under each objective.
- 4) Understand and make use of different approaches & methods of teaching Physical science.
- 5) Prepare objective based lesson plans and use them in their internship.
- 6) Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
- 7) Plan, use and maintain the physical science laboratory systematically.
- 8) Understand the principles of text-book construction.
- 9) Understand the importance of appropriate instructional materials (hardware's and software's) in teaching Physical science and use them by preparing/selecting them in their practice teaching.
- 10) Understand the importance of principles of curriculum construction in the organization of Physical science content.
- 11) Get mastery in Physical science content and imbibe the special qualities of Physical Science teacher.
- 12) Prepare and use different tools of evaluation to assess the achievements of students in Physical Science.
- 13) Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organization.
- 14) Organise co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc through the science club.


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



- 15) Apply the knowledge of physical science to develop scientific thinking and scientific outlook.
- 16) Develop skills in analyzing the content in terms of concepts and in learning experiences.
- 17) Construct and administer unit test, conduct experiments improve teaching aids.

CONTENT

Unit 1: Meaning, Nature and Impact of Physical Science

- Concept of science - Science as process and science as a product;
- Nature and Scope of Physical Science
- Impact of Science and Technology on modern living.
- Scientific Attitude - Meaning definition and importance.
- Qualities of a person who possesses scientific attitude.
- Scientific Method-Meaning, importance and steps involved (with an illustration).

8 hours

Unit 2: Aims and Objectives of Teaching Physical Science

- Aims of teaching Physical science in Secondary school:
 - 1 Personal development aim,
 - 2 Learner's academic and process skills development aim,
 - 3 Disciplinary aim and
 - 4 Cultural aim.
- Objectives of teaching physical science:
 - 1 Basis for formulation of objectives
 - 2 Objectives of teaching Physical science at Secondary level; (To be Discussed keeping in view of the objectives of teaching Physical science enunciated in the physical science syllabi of secondary school of M.P.); Instructional objectives of teaching physical science and stating them in observable behavioural changes ; i) Knowledge ii) Understanding, iii) Application, iv) Skill, v) Attitude, vi) Interest, vii) Appreciation.

10 hours

Unit 3: Approaches and Methods of Teaching Physical Science


 Registrar
 Shaheed Bhagat Singh University of Technology
 & Industrial Sciences, Sahaspur (H.P.)



- Enquiry Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
- Inductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
- Deductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
- Problem Solving Approach- Meaning, Uses with Illustrations, Steps, Advantages and disadvantages.
- Demonstration Method- Meaning, uses, Advantages and disadvantages.
- Lectures-Cum-Demonstration Method- Meaning, uses with Illustration, Advantages and disadvantages.
- Laboratory Method- Meaning, uses with Illustration, Advantages and disadvantages.
- Guided Discovery Method - Meaning, uses with Illustration, Advantages and disadvantages.
- Biographical Method-Meaning, uses with Illustration, Advantages and disadvantages.
- Individual Instruction Techniques and Active Learning Strategies.
- Concept Mapping: Its use for summarizing a unit and evaluating students understanding

Unit 4: Instructional Design, Resources and Teaching Aid for teaching Physical Science:

- Lesson Planning-Meaning, Steps, Importance and Format of Lesson Plan according to active learning strategies.
- Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan
- Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan
- Audio-Visual Aids (Preparation and Use)
 - i Charts;
 - ii Models;
 - iii OHP transparencies;
 - iv Filmstrips;
 - v slides;
 - vi Video tapes;
 - vii Films;
 - viii Educational C.D.'s
- Mass Media –
 - i Television (T.V.);



ii Radio - Meaning and importance.

- Community Resources and Self learning materials -

iii Meaning and importance.

- Physical Science Library;
- Importance & organizing of physical science library;
- Sections of science library;
- Choice of book for science library.

References

- Ahmed, Shaikti R. (1983) *Management of Laboratory Science Programmes, Report of Orientation Programme in Educational Planning and Administration*, New Delhi; NIEPA Mimeo.
- Bhandula & Chand (1986) *Teaching of Science*, Prakash Brothers, Ludhiana
- Bose, A. H. Sood, J.K. and Vaidya, N. (1970), *Strategies in Science Education*, Regional Institute of Education, Ajmer.
- Carn/Sund *Teaching Science Through Discovery*, C.E. Merrill Publishing Co. London.
- Cleavel and J. M. (1964) *Physical Science* C.E. Merrill Publishing Co., Ohio.
- Craig (1958) *Science for the Elementary School Teacher*, Ginn & Co., New York
- Das R. C. (1985) *Science Teaching in Schools*, Sterling Publishers, Pvt. Ltd., New Delhi.
- Fensham P. J. et al., (1994) *The Content of Science : A Constructive Approach to its Teaching & Learning*, The Falmer Press, Washington D.C.
- Gupta S. K. (1983) *Technology of Science Education*, Vikas Publishing House, Pvt. Ltd., New Delhi.
- Gupta S. K. (1985) *Physical Science Teaching in Secondary Schools*, Sterling Publishers, Pvt. Ltd., New Delhi.
- Jacobson, David et al., (1985) *Methods for Teaching: A Skills Approach*, Charles, E Merrill Publishing, Co., Columbus.
- Jennings Terry (1987) *The Young Scientist Investigator : The Teacher Manual* of Oxford University Press.


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Seclore (M.P.)



- Joseph-Bradwin, et al. (1998) , *Sourcebook for Physical Science*, Broadwin-Watson-Blackwood
- Kalara R. M. (1981), *Innovation in Science Teaching*, Prakashan Kendra, Lucknow.
- Kohli V. K. (2003) *How to Teach Science (A Treatise on Methodology of Teaching Physics and Chemistry)* Viveka Publishers, Ambala.
- Mangal S.K. (1993); *Teaching of Physical and Life Science*, Avg. Book Depot : Delhi.
- Nagel E. (1961) *The Structure of Science*, Harcourt Brace and World Inc., New York
- Nair C. P.S., (1971) *Teaching Science in Our Schools*, S. Chand & Co., New Delhi
- Schwab J. J. and Bradwein P.F. (1962) *The Teaching of Science*, Marks, Harvard University Press, Cambridge.
- Sharma, R.C. (1993); *Modern Science Teaching*, Dhanpat Rai & Sons, Delhi .
- Siddiqi M.N. and Yadav R.A. (1995) *Teaching of Science at Elementary Level, Part I & Part - II*, Arya Book Depot : New Delhi.
- Siddiqi N. N. & Siddiqi M.N. (1994) *Teaching of Science Today and Tomorrow*, Donba House, Delhi - 110 006.
- Sood S. K. (1988) *New Direction in Science Teaching*, Indian Publishers, Delhi.
- *The Importance of Art Activities for Science Teaching : A Hand Book for Teacher (1984)* Published by Centre for Cultural Resources and Training, Bahawalpur House, New Delhi.
- UNESCO (1983) *Teaching School Chemistry*, Sterling Publishers Pvt. Ltd., New Delhi.
- UNESCO,(1978) *New UNESCO Source Book's for Science Teaching*, New Delhi; Oxford and IBH Publishing Co.,
- Walter A Thurman and Alfred T. Collette (1964) *Teaching Science in Today's Secondary Schools*, New Delhi. Prentice Hall


 Head
 Sri Satya Sai University of Technology
 & Medical Sciences Scheme (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY &

MEDICAL SCIENCES, SEHORE

ED 203: Pedagogy of a School Subject – A

Part 11

History/Civics

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

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



Head of Institution
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



CONTENT

Unit 1: Nature and Scope of History and Civics

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

Unit 2: Aims and Objectives of Teaching History and Civics

- 2.1 Meaning and Importance of teaching History and civics in Secondary Schools
- 2.2 Aims of teaching History and Civics
 - 2.2.1 Political consciousness, understanding of current events, democratic citizenship, understanding of Union and the State Govt.
 - 2.2.2 Functional awareness of Rights and Duties of citizens.
- 2.3 Instructional objectives and values of Teaching History and civics
 - 2.3.1 Knowledge, understanding, critical thinking, skills, Attitude, Interests, Application - Analysis of these objectives in terms of specific behaviours of learners.
 - 2.3.2 Spelling out Instructional objectives and learning outcomes
 - 2.3.3 History and civics based hobby clubs, societies
- 2.4 Correlation of History and Civics with other School Subject
 - 2.4.1 Meaning and Importance of correlation
 - 2.4.2 Types of correlation.
 - 2.4.3 Correlation of History with Geography, Economics, Literature
 - 2.4.3 Co curricular /Activities in History and Civics
 - 2.4.5 Importance of organization of field trips, visits.


Registrar
Sri Sreeni University of Technology
A Medical Sciences Scheme (M 21)



Unit 3: Instructional design in Teaching History and Civics

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

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

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

Practical

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


Registrar

Sanjivani University of Technology
& Medical Sciences School (M.P.)



References

- Agarwal J.C. (2002) *Essential of Educational technology: Teaching, Learning, Innovations in Education*, Prakash Publishing house Pvt. Ltd. New Delhi.
- Arora R.L. (1990) *Teaching of History*, Prakash Brother Ltd.
- Bhattacharya S. (1966) *Teaching of Social Studies in Indian Schools*, Acharya Books Depot, Baroda.
- Bruce Joyce and Marshall Weill (1990) *Models of Teaching*. Third Edition – Prentice – Hall of India Pvt. Ltd. New Delhi.
- Kochhar S.K. (1989) *Teaching of Social Studies*, Sterling Publisher New Delhi
- N.C.E.R.T. (1970) *Effective Teaching of History in India A Handbook for History Teachers*.
- Taneja U.R. (1910) *Fundamentals of Teaching Social Sciences*, Mahendra Capital Publishers, Chandigarh.
- Vajreswari R (1973) *A Hand Book for History Teachers*, Allied Publisher's New Delhi.



Registered
in Office for University of Technology
& Medical Sciences Sector (M.P.)



**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY &
MEDICAL SCIENCES, SEHORE**

**ED 203: Pedagogy of a School Subject – Part II
Geography/Economics**

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

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

CONTENT

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

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

Unit 2: Aims and Objectives of teaching Geography and Economics

- 2.1 Aims/Values of teaching Geography and Economics
 - 2.1.1 Intellectual aims
 - 2.1.2 Cultural aims
 - 2.1.3 Environmental aims
 - 2.1.4 Utilitarian aims


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



2.1.5 Aesthetic aims

2.2 Taxonomy and objectives of teaching Geography and Economics

2.2.1 Knowledge

2.2.2 Understanding

2.2.3 Application

2.2.4 Attitude and interest

2.2.5 National Integration, International Understanding

2.3 Co-relation of Geography and Economics with History, Science, Mathematics and languages

2.4 Trends in Geography Education

2.5 Importance and Organization of Field trips, Visits

2.6 Geography based hobby clubs / societies (National geography specials)

Unit 3: Instructional Design In Geography and Economics :

3.1 Meaning, importance and format of lesson plan

3.2 Principles of lesson planning

3.3 Characteristics of a lesson plan

3.4 Prepare Lesson Plan according to Active Learning Strategies

3.4 Unit plan

3.5 Resource Unit

Unit 4 : Methods of Teaching Geography and Economics

4.1 Meaning and importance of methods of teaching Geography and Economics

4.2 Different Methods of teaching Geography and Economics

4.1.1 Lecture Method

4.1.2 Laboratory Method

4.1.3 Observation Method

4.1.4 Excursion Method

4.1.5 Project Method

4.1.6 Discussion Method

4.1.7 Active Learning Strategies


Sr. Smt. Smt. University of Technology,
& Medical Sciences School (M.P.)



Practicum

1. Preparation of charts, globe and models of Geography.
2. Preparation of transparencies about- section of volcanoes, asched, plains etc.
3. Interpretation of weather maps
4. Drawing of geographical maps
5. Preparation of resource unit in Geography

Assignments

1. Visit to an observatory, planetarium or Geography museum
2. Collection of specimens
3. Preparation of a project report - based on local geographical survey.

Note

1. Submission of report after doing any one of the above practical work

References

- Dillar, Thomas A., (1951), *Climatology: General and Regional*, New York, Prentice-Hall Inc.
- Briant, E.W. and D.W. Shave, (1965), *Geography in and out of School*, London, Harrap and Co.
- Brock, Jan O.M., (1963), *Geography, Its Scope and Spirit*, Ohio, Charles E. Merrill
- Charley, R.J. and P. Haggett (Eds) (1967), *Frontier in Geographical Teaching*, Methuen Educational Ltd.
- Cons, G.J. (1957) *Handbook for Geography Teacher*, London, Methuen Educational Ltd.
- Gabler, Robert, et al, (1945), *Introduction to Physical Geography*, San Francisco, Holt, Rinehart and Winston
- Garnett Ohio, (1965), *Fundamental in School Geography*, London, Harrap and Co.
- Gopil, G.H. (1965), *The Teaching of Geography*, London, Macmillan and Co.
- Graves, N.J. (1971), *Geography in Secondary Education*, London, Geography Association



- Graves, N.J. (1972), *New Movement in the Study and Teaching of Geography*, Australia, F.W. Cheahire Publishing Printing Ltd.
- Haggett, P., (1972) *Geography: A Modern Synthesis*, New York, Harper and Row
- Indian National Committee for Geography, (1968) *Developing Countries of the World* Calcutta, 21st IGU Publication
- Indian National Committee for Geography, (1968), *Indian Regional Studies*, Calcutta, 21st IGU Publication
- Indian National Committee for Geography, (1968), *Mountains and Rivers of India*, Calcutta, 21st IGU Publication
- Keedaw, W.O. (1938), *Climatology*, London, Oxford University Press.
- Lake, Philip, (1974), *Physical Geography*, Madras, Macmillan Co. of India Ltd.
- Leong, Gob, Cheug, (1971), *Certification Physical and Human Geography*, Singapore, Oxford University Press.
- Long and Robertson, (1968), *Teaching of Geography*, London, Heinemann Educational Books Ltd.
- Long, M.L. (Ed) (1974), *Handbook for Geography Teachers*, London Methuen Educational Ltd.
- Macnee E.A., (1953) *Teaching of Geography*, London, Oxford University Press.
- Robinson, Arthur H. (1960), *Elements of Cartography*, New York, John Wiley and Sons, Inc.
- Senithirajah, N. and J. Weira, (1971), *Evaluation in Geography*, Ontario, Ontario Institute of Education
- Standing Sub-committee in Geography, (1954,) *Handbook for Geography Teacher*, London, Methuen Educational Ltd.
- Tregartha, Gellin T., (1954), *An Introduction to climate*, New York, McGraw Hill Book Company Inc.
- UNESCO (1965) *Source Book for Geography Teaching*, London, Longman, Longman Co.
- Wheeler, Jr. J. Renton Kostabade and Richard S. Thoman (1969), *Regional Geography of the World*, New York: Holt, Rinehart and Winston, Inc.
- Woolridge, S.W. and W.O. East, (1951), *The Spirit and Purpose of Geography*,


 Registrar
 Sri Satya Sai University of Technology
 & Medical Sciences, Shriharipuram (M.P.)



**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY &
MEDICAL SCIENCES, SEHORE**

**ED 203: Pedagogy of a School Subject –
Part II
Commerce**

Objectives:

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

COURSE CONTENT:

UNIT-I

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

UNIT – II

1. Different methods of teaching commerce, uses and critical analysis. a.
Lecture Method
b. Discussion Method
c. Problem-Solving Method d.
Project Method



- e. Survey Method
- f. Demonstration Method

2. Commerce Text-books and Supplementary Materials.

Techniques of teaching commerce subject: Questioning – Answering, Assignment, Observation, Explanation and Illustration.

UNIT – III

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

UNIT – IV

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

PRACTICALS:

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

Reference

- Agarwal J.C (2004) Teaching of Commerce; A Practical approach New-Delhi, Vikas Public House.
- Nataraj S. (2006) Learning to teach. V.V. Nagar CVM
- Tewari S.A (2005) Commerce Education in the Global era Delhi, Delhi
- Adhyan Publication.
- Tomar S. (200) Teaching of Commerce Agra, Vinod Pustak Mandir.
- Venkat E.T. (2004) method of Teaching of Commerce, New-Delhi, Discovery



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY &

MEDICAL SCIENCES, SEHORE

ED 204: Language across the curriculum – Part 2

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

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)


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



- Scanning, skimming and extracting relevant information from the books by making notes
- Collating notes and organising information under various sub-headings
- Planning a presentation – with display and oral components
- Making presentations to whole subject group, fielding questions.

UNIT 2: ENGAGING WITH EDUCATIONAL WRITING

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)


 Registrar
 Sri Sathya Sai University of Technology
 & Medical Sciences Scheme (M.P.)



**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY
& MEDICAL SCIENCES, SEHORE**

**ED 205 (EPC 2): DRAMA AND ART IN
EDUCATION**

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.


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



COURSE CONTENT

UNIT 1: VISUAL ARTS AND CRAFTS (PRACTICAL)

- Experimentation with different materials of Visual Art, such as panel, poster, pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.
- Paper framing and display of Art works.

UNIT 2: 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

- 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 instruments, 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.

Registrar
Sri Sathya Sai University of Technology
& Medical Sciences, Sathya Sai (M.P.)



Project Work (Unit 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 Science/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 modelling, 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, Vachik 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.





SRI SATYA SAI

UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES

Bhopal-Indore Road opposite Pachama Oil Ref Plant, Pachama, Sehore (M.P.) Pin.- 466001
Phone: 07582-223647, Fax: 07582-223644, website- www.sasutma.co.in, e-mail- info@sasutma.co.in

(Minutes of Board of Studies Committee Meeting)

Name of Department: Education

Minutes of Board of Studies Committee Meeting Dated: 07.05.2018

The Board of studies Committee Meeting was held in the room of Dean (Education) at 2:00 PM on 07.05.2018 Following members were present.

1. Dr. S.K. Ray (External Member)
2. Dr. Yasmeen Gani Khun (External Member)
3. Dr. Seema Pandey
4. Dr. Neelam Khare
5. Dr. Yachna Saxena
6. Dr. Dhiraj Shinde

S. K. Ray
Yasmeen Gani
Seema Pandey
Neelam Khare
Yachna Saxena
Dhiraj Shinde

The Chairman of Board of Studies Committee welcomes and appreciated of efforts put up by the faculty for progress of the departmental activities. The following agenda points were discussed and resolved.

Agenda1. Approval of IIIrd & IVth semester syllabus (CBCS)

Discussion (if any) : Syllabus was prepared as per NCTE Norms and Current Demand in Schools for forthcoming IIIrd & IVth semester

The chairman thanks the members for peaceful conduction of meeting.

Signature of all members (Including Chairman)

1. Dr. S.K. Ray (External Member)
2. Dr. Yasmeen Gani Khun (External Member)
3. Dr. Seema Pandey
4. Dr. Neelam Khare
5. Dr. Yachna Saxena
6. Dr. Dhiraj Shinde

S. K. Ray
Yasmeen Gani
Seema Pandey
Neelam Khare
Yachna Saxena
Dhiraj Shinde

Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)

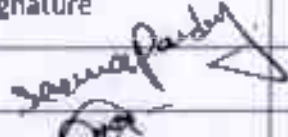
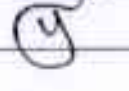
Department of Education

Minutes of Meeting

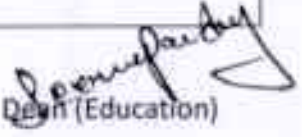
Date: 05.05.2018

A meeting was held on dated 05.05.2018 at HOD Office and following points were discussed.

1. Prepare the B.Ed. IIIrd & IVth Semester Syllabus

S.No	Faculty Name	Signature	
1	Dr. Seema Pandey		
2	Dr. Neelam Khare		
3	Dr. Rishikesh Yadav		
4	Dr. Dhiraj Shinde		
5	Dr. Yachana Sexena		

Head of the Department


Dean (Education)

Copy to :

V.C. Sir

Registrar Sir

Dean Education

Academic Council


Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Seclore (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES

Choice Based Credit System (CBCS)

Scheme of Examination (II- Year)

Bachelor of Education (B.Ed.) - III Semester Session 2016-18

S.No.	Subject Code	Subject Name	Maximum Marks (Theory Slot)				Maximum Marks (Practical Slot)				Periods/ hour/ week			Credits	Total Marks	
			End Sem. Exam.		End Sem. Exam.		Internal Exam & Internal Record		Internal Exam & Internal Record		End Sem. Practical & Viva (External)		Practical Record (Internal)			
			Max	Mini	Max	Mini	Max	Mini	Max	Mini	L	T	P			
Group A : Core Course																
1	ED-301 (TH)	Pedagogy of a School Subject (Part-II)	30	11	20	7	---	---	---	---	---	---	---	6	50	
2	ED-302(PR)	School Internship	---	---	---	---	---	---	---	200	72	150	54	---	350	
3	ED-303(PR)	Educational Psychology Practical	---	---	---	---	---	---	---	30	11	20	7	---	50	
Total			30	---	20	---	---	---	---	230	---	170	---	6	450	

Note : Assignments & Tasks For Courses ED-301

(Encouraging Practical Creativity) ED-302 & ED-303

L-Lecture
T-Tutorial
P-Practical

[Signature]

Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Puttaparthi (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
Choice Based Credit System (CBCS)

Scheme of Examination (II- Year)

Bachelor of Education (B.Ed.) - IV Semester Session 2016-18

S.No.	Subject Code	Subject Name	Maximum Marks (Theory Slot)						Maximum Marks (Practical Slot)				Periods/ hour/ week			Credits	Total Marks
Course/ Paper			End Sem. Exam.	End Sem. Exam.	Internal Exam & Internal Record	Internal Exam & Internal Record	Internal Exam & Internal Record	End Sem. Practical & Viva (External)		Practical Record (Internal)		L	T	P			
			Max	Mini	Max	Mini	Max	Mini	Max	Mini	Max						Mini
Group B : Core Course																	
1	ED-401 (TH)	Gender, School & Society	60	22	40	14	---	---	---	---	---	6	---	---	6	100	
2	ED-402(TH)	Educational Technology & ICT	60	22	40	14	---	---	---	---	---	6	---	---	6	100	
3	ED-403(TH)	Creating an Inclusive school	60	22	40	14	---	---	---	---	---	6	---	---	6	100	
4	ED-404(TH)	Optional course : (Any one of the subject a. Value Education b. Futurology in Education c. Health and Physical d. Guidance and Counseling in School e. Environmental Education f. Action Research	60	22	40	14	---	---	---	---	---	6	---	---	6	100	
5	ED-405 [EPC-III] (PR)	Understanding the self	---	---	---	---	30	11	20	7	---	---	---	4	2	50	
6	ED-406 [EPC-IV] (PR)	Understanding of ICT	---	---	---	---	30	11	20	7	---	---	---	4	2	50	
Total			240	---	160	---	60	---	40	---	24	---	8	28	28	500	

Note : Assignments & Tasks For Courses 401, 402, 403 & 404

EPC-III & IV : (Encouraging Practical Creativity) 405 & 406

L-Lecture
T-Tutorial
P-Practical


Registrar
 Sri Satya Sai University of Technology
 & Medical Sciences Campus (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

Syllabus & course structure

BACHELOR OF EDUCATION (B.Ed.)

**B.Ed. Course Scheme of Examination-II Year ,
III Semester**

ED-301 :Pedagogy of a School Subject (Part II)

- 1.To enable Students to respond to a variety of Maxims of Teaching**
- 2.To develop the teaching skills of Students.**

COURSE CONTENT

Unit I- Maxims of Teaching and Micro Teaching

Meaning , Nature and Types of Maxims of Teaching Meaning , Definition, Principles of Micro Teaching

Micro Teaching Cycle, Process of Micro Teaching Advantages , Limitations and uses of Micro Teaching



Registrar
**Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)**



Unit II- TEACHING SKILLS

- 1) Introduction Skill**
- 2) Fluency in Questioning**
- 3) Probing Question**
- 4) Explaining**
- 5) Illustrating and use of Examples**
- 6) Teacher's silences and Non Verbal Cues**
- 7) Lecturing**
- 8) Reinforcement**
- 9) Stimulus variation**
- 10) Black board**
- 11) Effective Communication**
- 12) Recognizing and Attending Behaviours**
- 13) Self Induction**
- 14) Classroom Management**
- 15) Planned repetition**
- 16) Achieving Closure**



Registrar
Sri Sathya Sai University of Technology
& Medical Sciences Scheme (M.P.)



ED-302

**School Internship: Twenty Weeks (four Weeks)
Practice Teaching and (Sixteen Weeks) Internship
School.**

INTERNSHIP IN TEACHING

Note: Twenty weeks (four weeks) practice Teaching & (Sixteen weeks) internship school.

The activities and the allotment of marks for internship in teaching in each method of teaching school subjects are as follows

S. No.	Particulars	Sem.-III Marks	
		Max.	Min.
1.	Micro Teaching under simulated conditions (Eight Skills)	16×3= 48	17
2.	Lesson planning (Practice Teaching)	100	36
3.	Execution of the lesson in the actual class room situation & school work	100	36
4.	Unit Plan	40	14
5.	Unit Test Administration Evaluation and interpretation	40	14
6.	Resource unit/instructional kit/workbook	12	04
7.	Observation Records *	10	04
Total		350	125


Head of Institution
Dr. Sarita Sin University of Technology,
& Medical Sciences School (MUP)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, EHORE
Semester 4th

Group - B
ED 401: Gender, School and Society

Course Objectives:

To enable the Student to

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

COURSE CONTENTS: UNIT I Gender Issues: Key Concepts

1. 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.
2. Unequal access of education to girls; access to schools; gender identity construction at home and in society.
3. 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

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

UNIT III Gender Issues and Role of Teacher

1. 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.)
2. Sex Education: Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues).
3. Identification of sexual abuse/violence and its verbalisation, (combating the dominant societal outlook of objectification of the female body, and so on.)


Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Eshwari (H.P.)



UNIT IV Role of the Media and Life Skills Education

1. Role of the media in propagation of popular beliefs, reinforcing gender roles in the popular culture and by implication, at school;
2. 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.
3. 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:

1. Group Discussion:

B.Ed. 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 extra-curricular periods in school and not integrated into subjects of study need to be discussed.

2. 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.).
3. 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. Acker, S. (1994) Feminist theory and the study of gender and education; In S.
2. Acker, Gendered Education: Sociological Reflections on women, Teaching and
3. Feminism, Buckingham: Open University Press.
4. Barks, O. (1971) Sociology of Education Ed. 2 London: 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. Hakeshaft, Charol (1989). Women in education administration, New Bury Park: Sage Publication.



Registrar

Sanjivani University of Technology
& Medical Sciences School (M.P.)



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
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. Ahmed, 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 & MEDICAL SCIENCES, SEHORE
ED 402: Educational Technology & ICT

Objectives: Upon the completion of the course the student-teachers will able to: Explain meaning, components, functions of computer and its historical backgrounds.

- Understand the computer peripherals and its Organization in computer system.
- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel

Spread sheets.

- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of Information Technology in the field of teacher education programme and training.

CONTENT

Unit 1 : Fundamentals of Computer

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

Unit 2: Computer Organization: Hardware and Software

- 2.1 Input Devices:
 - 2.1.1 Key Board, Mouse, Scanner, Digital Camera, Mike, Digital Board
- 2.2 Central Processing Unit:

Arithmetic and Logic Unit, Control Unit and Memory Units.


 Registrar
 Sri Satya Sai University of Technology
 & Medical Sciences, Sehore (M.P.)



- 2.3 Memory Devices (Storage devices):
 - 2.3.1 Primary memory Devices: RAM, ROM, PROM, EPROM and EEPROM.
 - 2.3.2 Secondary memory Devices: Hard Disk, CD-Rom, DVD, Optical Disk, Pen drive.
- 2.4 Output Devices: Monitor, Printer, Plotter, Speaker
- 2.5 Operating System:
 - 2.5.1 Needs and Functions of Operating System
 - 2.5.2 Types of Operating System – single user and multi user
- 2.6 Programming Languages: Types of Languages – LLL and HLL
- 2.7 Computer Software:
 - System Software, Application Software and Operating System
- 2.8 Computer Virus and its prevention.

Unit 3: Microsoft Windows (System Software)

- 3.1 Introduction to MS-Windows
 - Elements of MS-Windows, Start Menu, Desktop, Window Accessories, Control panel, Windows Explorer
- 3.2 Application Programme: MS-OFFICE (Application Software) MS-WORD, MS- EXCEL AND MS-POWERPOINT.
- 3.3 Microsoft Word :
 - 3.3.1 Parts of Ms-Word windows, MS-Word Standard, Formatting, Drawing Toolbars.
 - 3.3.2 Starting Ms-Word, Opening a new document, Opening old document, naming the new document, saving the document using save and save as commands.
 - 3.3.3 Formatting the Document ..
 - Fonts: Font style, Size, Bold, Italics, Underline, Normal, Spacing, Paragraph: Line spacing, Paragraph spacing, Paragraph borders, bullets, Numbered list, Shadings, Page Setup: Paper orientation, Margins and Paper size, Alignment: Centre, Left, Right, Justified
 - 3.3.4 Editing the Document
 - Cut, copy, paste, paste special, undo, redo, select all, find, replace, go to, page number, clear
 - 3.3.5 Inserting: Frame, objects, pictures, headers, footers, page number, date and time
 - 3.3.6 Tabs, Tables, Columns : Insert table, delete cells, merge cells, split cells, select row, select column, select table, table auto format, cell height and width headings, sort text and formula
 - 3.3.7 Working with the Drawing Tools : Line, rectangle, ellipse, arc, style, freeform, text box, callout, format callout, fill colour, line colour, line bring to front, send to back, bring to front of text send behind text, flip vertical, flip horizontal, rotate right, reshape
 - 3.3.8 Page setting and printing the document and Mail merge
 - 3.3.9 Educational based applications : Preparation of lesson plans using Ms Word
- 3.4 Microsoft Excel :
 - 3.4.1 Parts of Excel windows, Excel Standard, Formatting, Drawing Toolbars.
 - 3.4.2 Creating a new worksheet, Opening an existing worksheet, saving the worksheet.
 - 3.4.2 Working with worksheet, Inserting and deleting rows & columns merge cells, formulae, sorting, inserting charts.
 - 3.4.3 Preparation of School Time Table, Marks list, Salary Bill etc.
- 3.5 Microsoft Power Point :
 - 3.5.1 Parts of PowerPoint windows, PowerPoint Standard, Formatting, Drawing Toolbars.


 Registrar
 The State University of Technology
 & Medical Sciences Scheme (M.P.)



- 3.5.2. Working with Text—Changing Focus, Changing Font Size and Bold, Alignments, Moving text etc
- 3.5.3. Working with Graphics – Moving the Frames and Inserting Clip Arts, Inserting pictures, Inserting New Slide, Organisation of Charts, Tables, Designing Templates, Master Slide, Colour box etc
- 3.5.4. Presentation of Slides – Saving Slides, Auto Content Wizard Slide Show, Animation, etc.
- 3.5.5. Educational based application, use of the Power Point.

Unit 4: Applications Information and Communication Technology in Education

- 4.1 Introduction to ICT: Meaning, Need and importance of ICT.
- 4.2 Introduction to Multi Media :
 - 4.2.1 Meaning of Multi media
 - 4.2.2 Scope of Multi media
 - 4.2.3 Components of Multi media
 - 4.2.4 Pre-requisites of Multimedia PC
 - 4.2.5 Graphic Effects and Techniques
 - 4.2.6 Sound and Music
 - 4.2.7 Uses of Multimedia for teaching
 - 4.2.8 Developing a lesson plan using a multimedia package
- 4.3 Introduction to Internet
 - 4.3.1 Meaning of Internet
 - 4.3.2 Characteristics of Internet
 - 4.3.3 Uses of Internet
 - 4.3.4 Educational based applications of Internet
- 4.4 Computer Application in Education
 - 4.4.1 Computer Assisted Instruction: Concept, Characteristics, Modes, Merits and demerits.
 - 4.4.2 Computer Assisted Testing : concept, characteristics, modes, merit and demerits
 - 4.4.3 Computer Managed Instruction : concept, characteristics, modes, merits and demerits
- 6. Introduction to/ website –meaning and importance
 - 4.5.1 Social websites (Blog/Twitter/facebook)

Requirements:

1. Infrastructure requirements: In order to implement ICT literacy in in-service teacher education and ICT laboratory/Multimedia centre may have to be setup No. of PCs /Systems will be required.
2. It is recommended that for each student teacher get hands on experience at least one hour per week. College is free to design the practical time table.
3. It is recommended that out of 4 Hours a week. (2 Hours theory and 2 hour practical'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


 Registrar
 Sai Sai Sai University of Technology
 & Medical Sciences Sector (M P)



Soft copy.

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

Reference

Balaguruswamy E. (2001), Programming in Basic, New Delhi: Tata McGraw Hill Publishing Company Limited.

Casanova and Molina (1996), Multi media : Production, Planning and Delivery, New Delhi : Prentice-Hall of India Private Limited.

Gupta, Vikas (1997) , Micro soft Windows, New Delhi : Pustak Mahal.

Gupta, Vikas (1997), Rapidex Computer Course, New Delhi : Pustak Mahal.

Harley, Hahn (1996), The Complete Internet Reference, New Delhi: Tata McGraw Hill Publishing Company Limited.

Hayes, J.P. (1998), Computer Architecture and Organisation, New Delhi: Tata McGraw Hill Publishing Company Limited.

Jain, V.K. (1997), Computer for Beginners, New Delhi : Pustak Mahal.

Leon, Alexis and Mathews (1998), E mail in a Nutshell, Chennai : Leon Tech World.

Leon, Alexis and Mathews (1999), Fundamentals of Information Technology, Chennai : Leon Tech World.

Milan, Milenkovic (1987), Operating System – Concept and Design, New Delhi : Tata McGraw Hill Publishing Company Limited.

Rajaraman V. (1992) , Fundamentals of Computer, New Delhi : Prentice-Hall of India Private Limited.

Ron, Mansfield (1994), The Compact Guide to Microsoft Office, New Delhi: B.P.B Publication.

Singh, Vishnu Priya and Singh, Meenakshi (1998), Multimedia Illustrate, New Delhi : Prentice-Hall of India Private Limited.

Subramanian N. (1986), Introduction to Computer Fundamentals, New Delhi: Tata McGraw Hill Publishing Company Limited.



Registrar

Sri Sree The University of Technology
& Medical Sciences School (M.S.S)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

ED 403: CREATING AND INCLUSIVE SCHOOL

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

- Concept and types of special needs.
- education of children with special needs and its implication for universalisation 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

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

Unit III Inclusive Education

- 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 counselling in inclusive education.
- Specific roll of family and community participation.
- Support services needed for inclusive schools


Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



UNIT IV- Identification and assessment of children with special educational needs

- Concept and techniques of assessment
- -Identification and functional assessment of children with special needs
- -Implementation of assessment for instructional planning and curriculum.
- curriculum adaptation, teaching strategies and evaluation in inclusive school.
- -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:

(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 ,london
2. 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 Merrill Publishing Co, A Bell and Howell Co.
5. Hegarty S. and Mithu Alur(2002)Education and children with Special



Registrar
Sri Sree Sri University of Technology
& Medical Sciences, Sikkim (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

ED 404: Optional Course:

(Any One of the Subject mentioned below)

(A) Value Education

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

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

Unit 1: Introduction to Values

CONTENT

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

Unit 2: Strategies of Inculcation of Values

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

Unit 3: Role of Social Agencies in Value Education

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



Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



- 4.1 Integrated approach
- 4.2 Direct Approach
- 4.3 Incidental approach
- 4.4 Co-curricular and Extra-Curricular Activities
 - 4.4.1 Resolving Value Conflicts (value crisis)
 - 4.4.2 Discussion of Burning Social and Moral Problems
 - 4.4.3 Project Work and Community Centered Activities
- Assignments (any one)

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

- 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*, Anjmer, Krishna brothers.
- Kneller, G.F., (1971) *Introduction to the Philosophy of Education*. New York: Johnwilly 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: Leveright.
- Venkatesiah N. (Ed), (1998) *Value Education*. New Delhi: APH Publishing Corporat

[Signature]

Sri Sathya Sai University of Technology
A Medical Sciences Centre (MUSC)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

ED:404 OPTIONAL PAPER

(B) FUTUROLOGY IN EDUCATION

OBJECTIVES:

To acquaint students with the significance of the study of Futures in general and Futurology in particular.

To develop the knowledge and skills of students for Forecasting Futures of Education through methods and techniques.

To develop critical thinking of students about the problem and prospects of school education in future.

CONTENT:

UNIT I: Concept of Future and Future studies;
Needs, Scope and Significance of Futures Studies in General

UNIT II: Concepts of Futurology in Education and Futuristic Education; Needs and relevance of study of Futurology in Education at Teacher Education stage and School stage

UNIT III: Parameters of Forecasting Educational Futures.
Different methods of Futures Studies: simple Trend Extrapolation, Brain Storming, Delphi, Future Wheel, Role Playing, and Scenario Writing.

UNIT- IV: Futures of Educational System:
Library, Classroom, Methods, Media and Teaching Aids, Textbooks, Examination System, Futures School Teachers and Students. Futures of Primary and Secondary Education in the Context of Social and Technological Change

ACTIVITY:

Group Activity (ONE)

Development of Scenario on any one area of Education as specified in Units 4 and 5 using the activities specified in unit 3.

Individual Activity (ONE)

- Designing futuristic course content of own subject at school level on the basis of study of Literature.
- Writing Scenario of Future of Students/ Teachers/School/ Environment/ Library/ Teaching Aids/ Textbooks; etc. using Future Wheel Exercise.
- Using Future Wheel Exercise.

References:

- Eksarth Sade ke Liye Shiksha. Palash, Madhya Pradesh Shiksha


Head of Institution
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Prashikshan Mandal, Bhopal, Jan., 1990.

- NIEPA Report: Education in the 2001, New Delhi, 1986.
- Passi, B.K. and Sahoo, P.K.: Future Studies National Psychological Corporation, Agra, 1991.
- Reddy, N.: Problems of Futurology. Sterling Publishing Co., New Delhi, 1985.
- Sapat, C.L., and Dadauz, S.S.: Education of the Future Management Challenges. National Book, New Delhi, 1986.
- Seth, S.C.: India- The Next 7000 days. Wiley Eastern Ltd., New Delhi, 1986.
- Seth, S.C.: Future Scan and anticipatory Management. Centre for Anticipatory Management, New Delhi.
- Sharma, P.L.: India the Fourth World. Pankaj, New Delhi, 1985.
- Srivastava, A.P.: Teaching and Learning in XII Century. The Learning Laboratory, New Delhi, 1987.
- Toffler, A.: The Third Wave. Pan book, London, 1980.



Registrar

Sri Sree Sree University of Technology
& Medical Sciences School (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

ED:404 OPTIONAL PAPER

(C) Health and Physical Education

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

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

CONTENT

Unit 1 : Health and Physical Education

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

Unit 2 : Health Service and Supervision

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

Unit 3 : Leadership, Discipline, Incentives and Awards

- 3.1 Leadership
 - 3.1.1 Qualities of good leader in physical education
 - 3.1.2 Teacher leadership
 - 3.1.3 Student leadership
- 3.2 Discipline
 - 3.2.1 Meaning
 - 3.2.2 Common forms of indiscipline in schools
 - 3.2.3 Causes for indiscipline
 - 3.2.4 Steps to check indiscipline


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



- 3.2.5 Rewards and discipline
- 3.2.6 Punishment and discipline

3.3 Incentives and Awards

- 3.3.1 Letter – Crest
- 3.3.2 Cup
- 3.3.3 Trophy
- 3.3.4 Medal
- 3.3.5 Honour Board
- 3.3.6 Scholarship
- 3.3.7 Certificate
- 3.3.8 Cash prize – based on the Player's Performance

Unit 4 : Organization of Physical Education Activities

- 4.1 Intramural and Extramural Competitions: Meaning, Organization, Benefits
- 4.2 Tournaments : Meaning, Types – Knock-out and league, Benefits.
- 4.3 Sports meet : Meaning, Organization, Benefits.
- 4.4 Camps and Hikes : Meaning, Organization, Benefits.

Practicum

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

References

- Kamalesh and Sangral. (2000), Principles and History of Physical Education, Ludhiana : Tandon Publication.
- Nadgir, K.G. (1998) , Sharir Shikshanad Vidhanagata, Dharwad : Mallasajjan Vyayama Shale.
- Nadgir, K.G.(1997) , Arogya Mutta Aragya Shikshana, Dharwad : Mallasajjan Vyayama Shale
- Prakash Brothers (2000) Organization, Administration and Recreation in Physical Education, Ludhiana : Prakash Brother Publication.
- Rao, V. K. (2003), Physical Education, New Delhi : A.P.H. Publishing Corporation.
- Sarojkani Bihari and Prasanna Kumar Chowdhary (2003), Health and Physical Education, Ludhiana : Kalyani Publishers.
- Vijendra Kumar (2000), Modern Methods of Teaching Physical Education, New Delhi : Sarup & Sons.


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Shrihari (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

ED:404 OPTIONAL PAPER

(D) GUIDANCE AND COUNSELING IN SCHOOLS

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

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

CONTENT

Unit 1: Guidance and Counselling

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

Unit-2: Problems of Developments in Children

- 2.1 Problems related to physical development
 - 2.1.1 Common problems faced by children
 - 2.1.2 Nutrition
- 2.2 Problems related with Emotional Development
 - 2.2.1 Adjustment to Home
 - 2.2.2 Adjustment to School
 - 2.2.3 Adjustment to Peer Group
 - 2.2.4 Problems related to academic achievement
 - 2.2.5 Problems related to Gender bias and Gender related issues
- 2.3 Applications of the whole child concept for parents, teachers and counselors
- 2.4 Acquisition and Process of Learning
 - 2.4.1 Concept of learning
 - 2.4.2 Factors affecting learning
 - 2.4.3 Physiological factors
 - 2.4.4 Psychological factors


Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



- 2.6.5 Socio-emotional factors
- 2.6.6 Educational factors

Unit 3: Learning Disabilities of Children

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

Unit 4: Guidance for Children with Special Needs

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

Assignments (any one)

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

References

- Adams, J.F. (1965) *Counseling and Guidance : A Summary*, New York : The Mc Millan company Ltd.
- Aggarwal, J. C. *Educational & Vocational Guidance & Counselling*, Delhi : Dams House.
- Asha Bhatnagar (1999) *Guidance and Counselling : Theoretical Perceptive*, Vol-I, New Delhi : Vikas Publishing House.
- Berki B. G. & Mukhopadhyay, B. *Guidance & Counselling : A Manual* New Delhi: Sterling Publishers.
- Byrne, M. and Sheranina, C (1977). *Introduction to Communicative Disorders*, New York: Harper and Row.
- Canke, W.C. and Downale N M (1970) *Preparation for Counselling*, Eaglewood Cliffs, N J : Prentice Hall.
- Hammit, D D and Barrel N R (Eds) (1975) *Teaching Children with Learning and Behavioural Disorder*, Boston : Allyn and Bacon.


Registrar

Sri Sai Baba University of Technology
B Medical Sciences Scheme (M.P.)



- Hart, E L and Cramer, S H (1972) Vocational Guidance and Career Developments in the Schools: Towards a Systems Approach. Boston : Houghton Mifflin.
- Jones, A J. (1963) Principles of Guidance. New York: McGraw Hill.
- Kochhar, S. K Educational & Vocational Guidance in Secondary Schools. Sterling Publishers : New Delhi.
- Learner, J.C (1985) Learning Disabilities, Boston, Houghton Mifflin.
- Lowning, L. N. (1968) Guidance and Counselling Services: Introduction, Mc. Grow Hill Book Company.
- Myers, G. Principles and Techniques of Vocational Guidance. New York : McGraw Hill.
- Rao, S. N Counselling & Guidance. New Delhi : Tata McGraw Hill.
- Sharma, S. R. Research in Educational & Vocational Guidance. New Delhi : Anmol Publications.
- Sherzer, B E and Peter H J (1965) Guidance: Techniques of Individual Appraisal and Development. New York : McGraw Hill.
- Traxler, A C and Narh, R D. (1966) Techniques of Guidance. New York : McGraw Hill.
- Vashita, S. R Vocational Guidance in Elementary Schools, New Delhi : Anmol Publications.
- Waters, J (1960) Group Guidance: Principles and Practices. New York : McGraw Hill.
- Weomberg, C (1966) Social Foundations of Guidance. New York : Free Press.


Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Shrihar (M.P)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

ED:404 OPTIONAL PAPER

(E) Environmental Education

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

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

CONTENT

Unit 1 : Introduction to Environmental Education

- 1.1 Environmental Education – Concept , Importance and Scope
- 1.2 Objectives and Principles of Environmental Education.
- 1.3 Basic Concepts in Environmental Education
 - 1.3.1 Ecology
 - 1.3.2 Eco-System
 - 1.3.3 Ecological Balance
 - 1.3.4 Food Chain
 - 1.3.5 Pollution and Pollutants
 - 1.3.6 Natural Resources
 - 1.3.7 Green House Effect
 - 1.3.8 Bio-degradable and Non-degradable Materials.
 - 1.3.9 Bio-sphere – Bio-Diversity
- 1.4 National Environment Awareness Campaign (NEAC)
- 1.5 Environmental Orientation for School Education (EOSE)
- 1.6 Environmental Information System (ENVIS).

Unit 2 : Environment and Pollution

- 2.1 Meaning of Environment.
- 2.2 Types of Environment
- 2.3 Types of Environmental Pollution
 - 2.3.1 Air Pollution : Meaning, causes The Air (Prevention and Control of Pollution) Act – 1981.
 - 2.3.2 Water Pollution: Meaning, causes, The Water (Prevention and


Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P)



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 Mehra
- 2.5.2 Sunderlal Bahuguna
- 2.5.3 Vandana Shiva
- 2.5.4 Maneka Gandhi
- 2.5.5 Shivaram Karanth

Unit 3 : Agencies in Environmental Education

- 3.1 United Nations Environment Programme (UNEP)
- 3.2 International Union for Conservation of Nature and Natural Resources (IUCN).
- 3.3 Union Ministry of Environment and Forests.
- 3.4 Central Pollution Control Board (CPCB).
- 3.5 Centre for Environment Education (CEE).
- 3.6 National Afforestation and Eco-Development Board (NAEB)
- 3.7 Environment Protection Movements in India.
- 3.7.1 Chipko Movement
- 3.7.2 Appiko Movement
- 3.7.3 Narmada Bachao Andolan (NBA).
- 3.7.4 Western Ghats Protection Movement

Unit 4: 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.


Key Signer

Dr. Sarita Sati, University of Technology
& Medical Sciences, Sonbhadra (M.P.)



Practicum / Assignments (any one)

1. Visit any one of the following organization and prepare a report on the history, structure, functions and activities
 1. District Environment office
 2. Paryavaran Vahini
 3. Eco-clubs / Nature clubs
2. Collect articles published in News Papers / Periodicals concerning environment and write a critical comment on them.
3. Prepare a Directory of individuals and institutions working for protection of the purity of the environment in your district / state and document the activities of any three individuals and three institutions.
4. Collect Twenty Five complaints published in Newspapers/Periodicals concerning pollution of the environment and suggest plan of action for solution of the complaints.
5. Prepare an Annotated Bibliography of 50 Websites concerning Environment, Ecology, Forests, Nature, Environmental Education.
6. Prepare a list of academic courses/programmes run by 50 universities/ educational institutions about Environmental Science, Environment Education and Ecology, Environment Engineering etc.
7. Create a Garden in your college and document your experiences.
8. Organizing environment education activities for school students (any two) Exhibitions, quiz competitions, plays, slogan development, environment skits, Dramas, Essay and Drawing competitions.
9. Interviewing Ten Environmental Activists championing a genuine environmental movement and use the recorded interview for creating awareness among 20 families.

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.
- Malik, 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.


Registrar

Sri Satsanghi University of Technology
& Research Services, Sehore (M.P.)



- Sharma, R. C. (1981) Environmental Education, New Delhi.
- Sharma, R.C. (1985) Inter Disciplinary Approaches in Environmental Education, Paris.
- Sharma R. K. and Kaur, H. (2000) Air Pollution, Meerat : Goel Publishing House.
- Sharma, B. K. and Kaur, H. (2000) An Introduction to Environmental Pollution, Meerat : Goel Publishing House.
- Sharma, B. K. and Kaur, H. (1994) Soil and Noise Pollution, Meerat: Goel Publishing House.
- Sharma, J. N. (1991) An Introduction to Water Pollution, Meerat : Krishna Prakash Mandir.
- UNESCO, Environmental Education – Principles of Teaching and Learning, Paris.
- (1985) Evaluation of Environmental Education in Schools – A Practical Guide for Teachers, Paris.
- (1985) Interdisciplinary Approaches in Environmental Education, Paris.
- (1985) Living the Environment, A Source Book in Environmental

Education.

- (1987) Trends in Environmental Education, Paris.
- (1985) Guide on Environmental Value Education, Paris.


 Registrar
 Jee Sahni Institute of Technology
 & Medical Sciences, Sahni (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

ED:404 (OPTIONAL PAPER) (F)

Action Research

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

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

CONTENT

Unit 1 : Research and Educational Research

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

Unit 2 : Action Research

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

Unit 3 : Research Steps and Tools

- 3.1 Steps In Action Research
 - 3.1.1 Identifying the problem area (examples– experimental design and qualitative design).
 - 3.1.2 Pinpointing the problem.
 - 3.1.3 Problem analysis in terms of causes.
 - 3.1.4 Identifying the objectives.
 - 3.1.5 Formulating action hypotheses.
 - 3.1.6 Designing action plan.


Registrar

**Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)**



3.1.7 Execution of the plan.

3.1.8 Analysing the data.

3.1.9 Findings

3.1.10 Reporting.

3.2 Tools of Data Collection.

3.2.1 Achievement Test, Questionnaire, Interview Schedule, Checklist, Rating Scale – meaning, need, advantages and limitations.

3.2.2 Tests/Inventories of Aptitude, Attitude, Interest, Personality, Values, Intelligence and Creativity (Knowledge of at least 2 tests in each category).

3.2.3 Measures in classroom – Sociometric technique and Classroom Social Distance Scale (uses of these tools in action research)

3.3 Quantitative and Qualitative data : meaning and examples.

3.3.1 Analysis of the Data—frequency distribution, measures of central tendency, variability,

3.3.2 Co-efficient of correlation (Pearson's rank difference method).

3.3.3 Interpretation of data with an example – descriptive and graphical. (Note : to be discussed without computation)

Unit 4 : Action Research Report

4.1 Format of report in terms of steps of action research (as in 3.1 above).

4.2 Summary, bibliography and appendix.

Assignments (any one)

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

- identifying causes of poor reading ability and suggesting remedial measures.
- identifying the causes and types of spelling errors and suggesting remedial measures.
- identifying the causes of poor map-reading skills and suggesting remedial measures.
- identifying the causes for poor drawing of diagrams and suggesting remedial measures.
- identifying the causes of truancy and suggesting remedial measures.
- identifying the causes of problem behaviour of students in the classroom and suggesting remedial measures.

(any other problems similar to above mentioned)

Reference

- Aggarwal, J.C. (1975), Educational Research : An Introduction. New Delhi : Arya Book Depot.
- Best, J. W. and Kahn, J. V. (2002), Research in Education, (7th Ed.) New Delhi : Prentice Hall Pvt. Ltd.
- Corey, S.M. (1953), Action Research to Improve School Practices, New York: Bureau of Publications, Columbia University
- Fox, D. J. (1969), The Research Process in Education. New York : Holt, Rinehart and Winston, Inc.
- Garrett, H.E. (1969), Statistics in Psychology and Education. Bombay : Vakils, Fefter and Simons, Ltd
- Koul, L. (1984), Methodology of Educational Research, New Delhi : Vikas Publishing House Pvt. Ltd.


Registrar
Sri Lanka State University of Technology
& Medical Sciences Sector (M.P.)



- McLean J.E. (1995), Improving Education through Action Research, California : Corwin Press, INC.
- NCERT (1979), Research in Classroom, New Delhi : Volume I to IV.
- Sharma, R.N. (1993), Methodology of Research in Education, New Delhi : Surjeet Publications.
- Sidhu, K. S. (1984), Methodology of Research in Education, New Delhi : Sterling Publishers Pvt. Ltd.
- Van Dalen. D. (1973) Understanding Educational Research : An Introduction, New Delhi : McGraw Hill Book Co.


 Registrar
 Set Setra Set University of Technology
 & Medical Sciences Sector (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, EHORE

ED 405:EPC 4 (A) PR : Understanding the Self

Objectives:

- The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self-reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and a true individuality.
- Students also develop a capacity for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society. The workshops are also aimed at equipping the students with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching.
- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students

Unit 1: 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: 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.


REGISTRAR
Sri Satya Sai University of Technology
& Medical Sciences, Elore (M.P.)



- 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: 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.

Unit 4: 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 that 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


 Registrar
 Sri Sree Sri University of Technology
 & Medical Sciences School (N.P.)



- 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. Chancerjee, 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 Urvasi Butalia.
12. Hall, E. and Hall, C. (1988). Human Relations in Education. London, UK: Routledge.
13. Joshi, K. (1996). Education for Character Development. Dharam Hinduja 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.


Registrar
Sri Sree Sri University of Technology
& Medical Sciences, Solapur (M.P.)



16. Seminar, Identity, No. 387, November 1991. New Delhi. 11. UNESCO, (2001). Learning the Way of Peace: A Teachers' Guide to Peace Education. New Delhi: United Nations Educational, Scientific and Cultural Organization.

Suggested Audio-Visual Resources

1. Aim of Life by Kireet Joshi (DVD) for DVD/facilitation contact mothersinstitute@hotmail.com
 2. Full of Life: A sensitive Japanese Teachers explores feelings, death with 10 year olds. (<http://www.arvindguptatoys.com/films.html>)
 3. Personality Development (Interactive CD, Computer Only) With Yoga and Guided Meditation Modules, Indus Quality Foundation
 4. The House on Gulmohar Avenue by Samina Mishra (www.cultureunplugged.com)
 5. Advanced Readings
-
1. Csikszentmihalyi, M. (1993). The Evolving Self: A Psychology for the Third Millennium. New York: Harper Collins.
 2. Dalal, A.S. (1987). Living Within, Pondicherry, India: Sri Aurobindo Ashram Trust.
 3. Dalal, A.S. (2001). A Greater Psychology. Pondicherry, India: Sri Aurobindo Ashram Trust



Registrar

Sri Sathya Sai University of Technology
& Medical Sciences, Shree (N.P.)



ED:406 (EPC 4 'B')PR: Understanding of ICT

Objectives:

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

- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of Information Technology in the field of teacher education programme and training.

Practicum :

1. Computer Fundamental

- Instructions on operating the Computer
- Connecting of all peripherals to CPU for a system
- Switching on/off/restart
- Inserting/removing a floppy from the floppy drive
- Running a file from a floppy using floppy drive
- Copying a file from hard disk to floppy disk
- Inserting/removing a CD from the CD-ROM drive
- Running a file from a CD-ROM using CD-ROM drive
- Copying files from one drive to another
- Creating a new folder
- Running a file from hard disk
- Connecting the printer and print out hard copies

2. Exercise in Ms-Word

- Creating a new document
- Formatting and editing of a document
- Inserting pictures, objects, frames and tables
- Practicing Mail-Merge facility
- Working with the drawing tools

3. Exercise in Ms-Excel

- Creating a new worksheet
- Inserting and deleting rows/columns in worksheet
- Formatting and editing of a document - sorting
- Preparation of statement of marks and using of some statistical concepts
Descriptive Statistics


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (N.P.)



- Preparation of School Time Table
 - Preparation of Tables
4. **Exercise in Ms-Power Point**
- Preparation of MS-PowerPoint presentation using text, picture, sound, word art, clipart, and the other available tools with animation
5. **Exercise in Information and Communication Technology**
- Browsing the Internet and down loading – search word using search engine
 - Working with Multimedia
 - Receiving/Sending of E mail and attachment
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.

Suggested Approach for Teaching-learning Process

Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of arts/see performances/ exhibitions/art and craft fairs/local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers can also be motivated to interpret art works/commercials/events etc. to enhance their aesthetics sensibility.

A Resource Centre for Arts and Crafts should be a part of all the RJE's, where materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation.

Applications of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical aspects, which needs to be taken care too. Student-teachers must organise and participate in the celebrations of festivals, functions, special days, etc.

Modes of Assessment

The complete course is of 50 marks. It is recommended that evaluation of this course should be done at both the levels; (i) Internal as well as (ii) External. Practical Activities (Units 1 and 2 of 30 marks) in nature are more on the process than the product, hence need continuous and comprehensive evaluation (CCE). Therefore, recommended to be evaluated by the internals. The theory and project part (Unit 3 and Project work of 20 marks) can be in viva-voce and in presentation mode therefore recommended to be evaluated by the externals. The engagement of student-teacher in the above set of experiences should be evaluated on continuous and comprehensive manner, based on (a) submission of work/project; (b) participation in the activities; (c) creative potential displayed; (d) application of aesthetic sensibility in campus events and in other course activities.


 Registrar
 Sri Sree Sri University of Technology
 & Medical Sciences, Bangalore (N.P.)





SRI SATYA SAI

UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES

Bhopal-Indore Road opposite Pachama Oil Fed Plant, Pachama, Sehore (M.P.) Pin.- 466001
Phone: 07562-223647, Fax: 07562-223644, website- www.ssatma.co.in, e-mail- info@ssatma.co.in

(Minutes of Board of Studies Committee Meeting)

Name of Department: Faculty of Education

Minutes of Board of Studies Committee Meeting Dated: 07.05.2018

The Board of studies Committee Meeting was held in the room of Dean (Education) at 12:00 PM on 07.05.2018 Following members were present.

1. Dr. S.K. Ray (External Member)
2. Dr. Yasmeen Gani Khan (External Member)
3. Dr. Seema Pandey
4. Mrs. Neelam Khare
5. Dr. Kanchan Shrivastava
6. Mr. Dhiraj Shinde
7. Mr. Rishikesh Yadav

Handwritten signatures of the members listed above.

The Chairman of Board of Studies Committee welcomes and appreciated of efforts put up by the faculty for progress of the departmental activities. The following agenda points were discussed and resolved.

Agenda: Approval of IIIrd & IVth semester syllabus (NCTE-CBCS)

Discussion (if any) : Syllabus was prepared as per NCTE Norms and Current Demand in Schools for forthcoming IIIrd & IVth semester

The chairman thanks the members for peaceful conduction of meeting.

Signature of all members (including chairman)

1. Dr. S.K. Ray (External Member)
2. Dr. Yasmeen Gani Khan (External Member)
3. Dr. Seema Pandey
4. Mrs. Neelam Khare
5. Dr. Kanchan Shrivastava
6. Mr. Dhiraj Shinde
7. Mr. Rishikesh Yadav

Handwritten signatures of the members listed above.

Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)

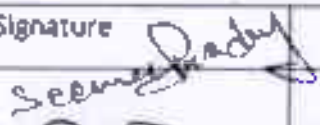
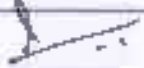
Department of Education

Minutes of Meeting

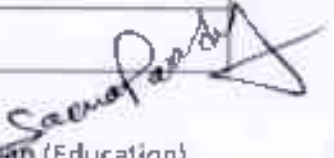
Date: 05.05.2018

A meeting was held on dated 05.05.2018 at HOD Office and following points were discussed.

1. Prepare the B.A.B.Ed. IIIrd & IVth Semester Syllabus

S.No	Faculty Name	Signature	
1	Dr. Seema Pandey		
2	Mrs. Neelam Khare		
3	Dr. Kanchan Shrivastava		
4	Dr. Dhiraj Shinde		
5	Dr. Rishikesh Yadav		


Head of the Department


Dean (Education)

Copy to :

V.C. Sir

Registrar Sir

Dean Education

Academic Council



Registrar

Sri Sree Sai University of Technology
& Medical Sciences, Sahay (M.P.)

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

FACULTY OF EDUCATION

		B.A. B.Ed. Scheme (3rd Semester)						W.E.F. 2018-19					
Sem	Course Code	Subject	Credit	Theory						Practical			
				Internal		External		Internal		External		Total	
				Max	Min	Max	Min	Max	Min	Max	Min		
3rd Sem	BAED-301	Foundation Course (Hindi & English)	4	40	14	60	22	-	-	-	-	100	
	BAED-302(A)	(Any One) Sociology	4	40	14	60	22	-	-	-	-	100	
	BAED-302(B)	Economics	4	40	14	60	22	-	-	-	-	100	
	BAED-303	History: History of India	4	40	14	60	22	-	-	-	-	100	
	BAED-304	Political Science	4	40	14	60	22	-	-	-	-	100	
	BAED-305	Education Policies School Leadership and Management	4	40	14	60	22	-	-	-	-	100	
	BAED-306	Gender School & Society	4	40	14	60	22	-	-	-	-	100	
		Total	24	240		360						600	

Register

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



FACULTY OF EDUCATION

B.A. B.Ed. Scheme (4th Semester)													W.E.F. 2017-18			
Sem	Course Code	Subject	Credit	Theory						Practical				Total		
				Internal		External		Internal		External		Internal			External	
				Max	Min	Max	Min	Max	Min	Max	Min	Max	Min		Max	Min
4th Sem	BAED-401	Foundation Course (Hindi & English & Moral values)	4	40	14	60	22	-	-	-	-	-	-	100		
	BAED-402(A)	(Any One) Sociology/Criminal Sociology	4	40	14	60	22	-	-	-	-	-	-	100		
	BAED-402(B)	Empowerment (Indian Economy)	4	40	14	60	22	-	-	-	-	-	-	100		
	BAED-403	History: Modern From 1492 AD To 1947 AD	4	40	14	60	22	-	-	-	-	-	-	100		
	BAED-404	Political Science (Comparative Government and Politics)	4	40	14	60	22	-	-	-	-	-	-	100		
	BAED-405	Language Across the Curriculum Part-II	2	20	07	30	11	-	-	-	-	-	-	50		
	BAED-406	Creating An Inclusive School	4	40	14	60	22	-	-	-	-	-	-	100		
	BAED-407(P)	Drama and Art in Education	2	-	-	-	-	20	08	30	12	-	50			
		Total	24	210		330		20		30			600			


 Registrar
 Sri Satya Sai University of Technology
 & Medical Sciences, Puttur (M.P.)



Sub : FOUNDATION COURSE

Paper Code : HAED-301

Part A

ईकाई - १ :-

- 1 शिकागो व्याख्यान - स्वामी विवेकानंद
- 2 धर्म और व्याख्यान - महर्षि अरविंद

ईकाई - २:-

- 1 सादगी - महात्मा गांधी
- 2 चित्त जहां अथ शून्य - रवीन्द्रनाथ ठाकुर

ईकाई - 3:-

- 1 कछुआ धर्म निबंध - चंद्रधर शर्मा गुलेरी
- 2 वह तोड़ती पत्थर (कविता) - निराला
- 3 सपनों की उड़ान (प्रेरक निबंध) - ए. पी. जे. अब्दुल कलाम
- 4 चीफ की दावत (कहानी) - भीष्म साहनी
- 5 वर्ण - विन्यास (व्याकरणपरक) - विश्वनाथ प्रसाद मिश्र

PART-B

Unit-4 :-

- 1 Tree: Tins Morris
- 2 Night of scorpion: Nisám Ezekiel
- 3 What is science? : George orwell
- 4 On the rule of the road: A.G. Gar

Unit 5 :-

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- मध्य प्रदेश हिन्दी ग्रंथ अकादमी, नोपाल संदर्भ पुस्तक- मध्य प्रदेश हिन्दी ग्रंथ अकादमी, नोपाल द्वारा प्रकाशित पुस्तक

Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Sub- Sociology

Paper Code : BAED-302 (A)

UNIT - I

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

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

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

Urban Migration - Nature, Characteristics Meaning, Scope, Importance.

Problems Related with Urban Development Housing, Slums, Environmental Pollution

Urban Local Self Government.

UNIT - V

Urban Development - Market, Technology and Changes.

Changing Dimensions of Urban Life - Individualism, Lonely Life, New Patterns of Relationships

Changes in Indian Urban society .


Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

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 R.D. Mizan (2000). Monetary Economics, Oxford University Press, New Delhi.


Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Sub : Economics

Paper Code : BAEID: 302(B) (optional)

UNIT - I

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

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

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

UNIT - IV

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

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 Instruments, Defects of Money Market in India, Role of Private Banking in India, Stock Market.



Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

Recommended Books:

1. Heljdra, 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.


Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

Sub : History

Paper Code : BAED-303

UNIT – I 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 Mohammad bin Tughluq and Firuz Shah Tughluq, Disintegration of the Delhi Sultanate, Vijayanagar and Bahmani Kingdoms.

Timur's invasion and its impact.

Invasion of the Mughals, Babur and Humayun, Sher Shah Suri.

UNIT – III 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 administration.

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

UNIT – IV Socio-religious life during the Sultanate period-Bhakti and Sufi movements.

Economic life during Sultanate period, Agriculture Industry and Trade.

Administrative system.

UNIT – V Mughal administration and institutions.

Mansabdari System.

Social and religious life,

Status of women. Economic life, Agriculture, Trade and Commerce Architecture.



Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

Suggested Readings;

1. Dr. Ashirwadi Lal Srivastava-Madhya kalin Bharat Ka Itihas
2. Dr. A.V. Pandey-Madhyakalin Bharat Ka Itihas
3. Dr. Sarish Chandra-Madhyakalin Bharat me Itihas Lekhan, Dharm or Rajya ka swarup.
4. Sir Jadunath Sarkar- Histories of Marathas
5. Dr. Radhe Sharan Agarwal- Madhya Kalin Bharat Ka Itihas

Regd. No.

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Sub : Political Science
Paper Code: BAED: 304

UNIT - I

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

UNIT - II

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

UNIT - III

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

UNIT - IV

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

UNIT - V

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

Suggested Readings:

1. Alastkar A.S. „State and Government in Ancient India, Delhi Motilal Banarasidas, 1953
2. A. Appadurai, : Indian Political Thinking, Oxford Press
3. R.P. Kangle, : Arthashastra Of Kautilya, Delhi, Motilal Banarasidas, 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,
London, Allen and Unwin, 1974.


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sub. : Education Policies School Leadership And Management

Paper Code : BAED :305

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 -I: Educational Policies

- . 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 Mudallir Commission Taleem. Radha Krishnan Commission, Kothari Commission, NPE amended 1992, sarva Shiksha Abhiyan and RTE-2010

Unit - II : School Curriculum

- . 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


Registrar
Sri Satya Sai University of Technology
Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

Unit -III: Leadership

- 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

- 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

- 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 :-

- Agrawal, J.E., 2005 : Nai Shiksha Niti, Prabhat Prakashan, New Delhi
Bhatnagar, R.P., Vidhya Shikshik Prakashan, Eagle Book Depot, Meerut
NCERT (1998) : School Mapping, New Delhi
• NIEPA (1988) : School mapping, New Delhi. Saxena, N.R. Swaroop
Shikshan kala evam Padhtyan Loyal Book Depot, Meerut.
Combs P.H. (1970) : What is education planning? IIEP (Unesco) Paris
Hardy C. & Altier R. (1986) : Understanding school as organization, Penguin, London
Naik J.P. (1970) : On Planning, Asia Institute for Educational planning & Administration, New Delhi


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sub : Gender, School and Society

Paper Code : BAED-306

Course Objectives: To enable the Student to :

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

COURSE CONTENTS:

UNIT I Gender Issues: Key Concepts

1. 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.
2. Unequal access of education to girls; access to schools; gender identity construction at home and in society.



Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



3. 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

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

UNIT III : Gender Issues and Role of Teacher

7. 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.)
8. Sex Education: Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues).
9. Identification of sexual abuse/violence and its verbalisation, (combating the dominant societal outlook of objectification of the female body, and so on.)

REGISTRAR
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Unit IV : Role Of Media and Life Skills Education

10. 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.

11: 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

12: 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:

1. 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



Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



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

2. 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.).
3. 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 London: 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. Hakeshaft, Carol (1989), Women in education administration, Newbury Park: Sage Publication.
9. Crapo, H. (ed.) (1970) Family, Class and education, London: Longman


Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



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.


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



B.A. B.Ed. IV Semester

**Sub -Foundation Course
BAED: 401**

Unit I:

नैतिक मूल्य

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

Unit II:

हिन्दी भाषा

1. दिगम्बर गुलाबी : निबंध - राजल साहूधरन
2. फौज : कहानी - गोविंद मिश्र
3. इन्द्रास सौरभस, संकलित
4. जीवन उत्पत्ति और संरचना : संकलित
5. विराम चिह्न - उपयोग और उपयोग : संकलित

Unit III:

हिन्दी भाषा

1. इन्द्रधनुष का रहस्य : वैज्ञानिक संकलित - डॉ. कपूरनल जैन
2. बली फगुनदट कीरे भाग : संकलित निबंध - विवेकी राय
3. निबंध रचना : संकलित
4. संविधिनी : संकलित

Unit IV:

English Language

1. Three Questions: C. Rajgopalachari
2. Ramdujan: 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, determiner, verbs & Articles, Nouns & Pronouns.

Suggested Reading-संदर्भ पुस्तक- मध्यप. वेत हिन्दी ग्रंथ अकादमी, नेपाल संदर्भ पुस्तक- मध्यप्रदेश हिन्दी ग्रंथ अकादमी, नेपाल द्वारा प्रकाशित पुस्तक


Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

SOCIOLOGY
Paper: Tribal Society

BAED:402 (A)

Unit I:

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

Unit II:

1. Socio Cultural Introduction - Family, Marriage, Leadership & Cultural Diversities.
2. Kinship, Religion, Belief, Totem and Taboo.
3. Future of Indian Tribal Society.

Unit III:

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

Unit IV:

1. Tribal Problems - Land Alienation, Peasant Exploitation, Illiteracy, Unemployment
2. Tribal Movements - Meaning, Characteristic Cause and Consequences
3. Scenario After Independence - Political Participation, Social and Economic Development.

Unit V:

1. Scenario of Tribal Life in Madhya Pradesh
2. 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.

Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Paper (Economics) : Indian Economy

BAED-402 (B)

Sem- IV

Subject - (Economics)

Subject Code

- UNIT I** 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** 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** Industrial Policy of 1956, New Industrial Policy of 1991 and changes there 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.



Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

UNIT IV 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 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: Dun & Sundaram
2. Indian Economy: AK Ghosh
3. Indian Economy: Uma Kapila


Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



B.A. B.Ed.

IV th Semester

Sub : HISTORY

Sub.Code: BAED-403

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

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

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

Unit IV 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 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. Mazharul Shazma - यूरोप का इतिहास पृ. 1 & 2
3. Dr. Bhagwan Singh verma- विश्व का इतिहास


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



**Paper : (Political Science):
Comparative Government and Politics
BAED-404**

Unit I:

Salient features of British constitution: Executive, Legislature, Judiciary and Political Parties

Unit II:

Salient feature of American Constitution: Executive, Legislature, Judiciary and political parties.

Unit III:

Salient features of Swiss Constitution: Executive, Legislature, Judiciary and Federal Tribunal, Direct Democracy.

Unit IV:

Salient features of the Constitution of People's Republic of China: Executive, Legislature, Judiciary and Communist Party.

Unit V:

Comparative study of the Constitution of Britain, USA, Switzerland and China: Federal System of USA & Switzerland, Constitutional Amendments in USA and Switzerland, 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. Genu, Comparative Politics, Publisher Jaipur, Rajasthan.
4. B.E. Padia, Comparative Politics, Sahitya Bhavan Publisher, Agra.


Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



BAED-405

ED 405: Language across the curriculum – Part 2

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

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

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)


Registrar
Sri Satya Sai University of Technology & Medical Sciences



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


Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



CREATING AN INCLUSIVE SCHOOL

BAED: 406

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 I- Special needs and education

- 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

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

Unit III Inclusive Education

- 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.


Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

Specific role of family and community participation.

Unit IV

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:

(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, Cusvel Educational limited ,Jordan
2. Alnicow,M.(1990)special needs in the classroom: A Teacher education resource pack UNESCO
3. Hallahan and Kuffman J.M.(1984) exceptional children ,Prentice hall
4. Haring N.G.(1986)Exceptional Children and youth Ohio:Columbus Charles E Merrill Publishing Co. A Bell and Howell Co.
5. Hegarty S. and Mithu Alur(2002)Education and children with


Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



**DRAMA AND ART IN EDUCATION
BAED 407 (EPC 2)**

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.


Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

COURSE CONTENT

UNIT 1: VISUAL ARTS AND CRAFTS (PRACTICAL)

- 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 modelling, paper cutting and folding, etc.
- Paper framing and display of Art works.

UNIT 2: 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

- 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)

Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

= 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 Abhinaya.

5. **SELECTION OF PLAY FOR CHILDREN.**

6. **CASTING.**


Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

7. BUILDING OF A CHARACTER.

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

References

- Nlmish Dwivedi Marketing chronicles compendium of global and local marketing Insights from the Agrawal Publication
- Reeta chouhan, Drama, Art and Education, Agrawal Publication

Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)





SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES

Bhopal-Indore Road opposite Pachama Oil Fed Plant, Pachama, Sehore (M.P.) Pin:- 468001
Phone: 07582-223647, Fax: 07582-223644, website- www.ssatms.co.in, e-mail- info@ssatms.co.in

(Minutes of Board of Studies Committee Meeting)

Name of Department: Faculty of Education

Minutes of Board of Studies Committee Meeting Dated: 01.05.2019

The Board of studies Committee Meeting was held in the room of Dean (Education) at 2:00 PM on 01.05.2019 Following members were present.

1. Dr. S.K. Ray (External Member)
2. Dr. Yasmeen Gani Khan (External Member)
3. Dr. Minakshi Pathak
4. Dr. Neelam Khare
5. Dr. Kanchan Shrivastava
6. Dr. Rafat Afroz
7. Dr. Abhilasha Pathak

The Chairman of Board of Studies Committee welcomes and appreciated of efforts put up by the faculty for progress of the departmental activities. The following agenda points were discussed and resolved.

Agenda 1. Approval of Vth & Vith semester syllabus (NON-CBCS)

Discussion (if any) : Syllabus was prepared as per NCTE Norms and Current Demand in Schools for forthcoming Vth & Vith semester

The chairman thanks the members for peaceful conduction of meeting.

Signature of all members (Including Chairman)

1. Dr. S.K. Ray (External Member)
2. Dr. Yasmeen Gani Khan (External Member)

3. Dr. Minakshi Pathak

4. Mrs. Neelam Khare

5. Dr. Kanchan Shrivastava

6. Dr. Rafat Afroz

7. Dr. Abhilasha Pathak

Signature of Dr. S.K. Ray
Signature of Dr. Yasmeen Gani Khan

Signature of Dr. Minakshi Pathak
Signature of Mrs. Neelam Khare
Signature of Dr. Kanchan Shrivastava
Signature of Dr. Rafat Afroz
Signature of Dr. Abhilasha Pathak

Signature of Registrar

Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)

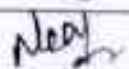
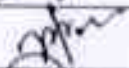
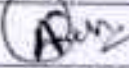
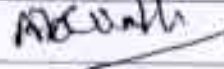
Department of Education

Minutes of Meeting

Date: 28.03.2019

A meeting was held on dated 28.03.2019 at HOD Office and following points were discussed.

1. Prepare the B.A.B.Ed. Vth & VIth Semester Syllabus

S.No	Faculty Name	Signature	
1	Dr. Minakshi Pathak		
2	Mrs. Neelam Khare		
3	Dr. Kanchan Shrivastava		
4	Dr. Rafat Afroz		
5	Dr. Abhilasha Pathak		


Head of the Department


Dean (Education)

Copy to :

V.C, Sir

Registrar Sir

Dean Education

Academic Council


Registrar
Dr. Sushil Kumar University of Technology
& Medical Sciences Sector (M P)

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES

FACULTY OF EDUCATION

B.A B.ED. SCHEME (5TH SEMESTER)

W.E.F 2019-20

Sem	Course Code	Subject	Credit	Theory				Practical				Total
				Max	Min	Max	Min	Max	Min	Max	Min	
5 th sem	BAED-501	Foundation course (Hindi & English & Moral values)	4	40	14	60	22	-	-	-	-	100
	BAED-502 (A)	(Any one)	4	40	14	60	22	-	-	-	-	100
	BAED-502 (B)	Sociology(Basic of Sociological Thoughts)										
		Economics (Development and Environment Economics)	2	40	14	60	22	-	-	-	-	100
	BAED-503	History: History (1800-1900)	4	40	14	60	22	-	-	-	-	100
	BAED-504	Political Science (Indian Foreign Policy)	4	40	14	60	22	-	-	-	-	100
	BAED-505	Learning & Teaching	4	40	14	60	22	-	-	-	-	100
	BAED-506	Educational Technology & ICT	4	40	14	60	22	-	-	-	-	100
		Total	24	240		360		--	--	--	--	600

Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Puttaparthi (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES

FACULTY OF EDUCATION

B.A.B.ED. SCHEME (6TH SEMESTER)

W.E.F 2019-20

		Theory										practical					
Seri	Course Code	Subject	credit	Internal		External		Internal		External		MAX	MIN	MAX	MIN	Total	
				MAX	MIN	MAX	MIN	MAX	MIN	MAX	MIN						
6th sem	BAED-601	Foundation course (Hindi & English & Moral values)	4	40	14	60	22	-	-	-	-	-	-	-	-	100	
	BAED-602 (A)	(Any one)	4	40	14	60	22	-	-	-	-	-	-	-	-	100	
	BAED-602 (B)	a. Sociology(Methods of Social Research)															
	BAED-603	Economics (Statistics)	4	40	14	60	22	-	-	-	-	-	-	-	-	100	
	BAED-604	History: History (HNM) Political Science (Paper Public Administration)	4	40	14	60	22	-	-	-	-	-	-	-	-	100	
	BAED-605	Optional course : (Any one of the subject) a. Value Education b. Health and physical c. Guidance and counselling in School d. Environmental education e. Action Research	4	40	14	60	22	-	-	-	-	-	-	-	-	100	
	BAED-606 (P)	Understanding the self	2					20	07	30	11					50	
	BAED-607 (P)	Understanding of ICT	2					20	07	30	11					50	
		Total	24	200		300		40		60						600	



Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Bangalore (M.P.)

Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

B.A.B.Ed.(V- Semester)

**Paper: Foundation Course
(Hindi & English & Moral Values)**

Paper Code: BAED-501

- ईकाई 1
1. भारतीय संस्कृति
 2. भारतीय समाजव्यवस्था
 3. सभ्यता एवं संस्कार
- ईकाई 2
1. धर्म
 2. न्याय
 3. दर्शन
- ईकाई 3
1. संचार संसोधन सम्पर्क के नए क्षितिज
 2. समाचार पत्र
 3. भारतीय प्रेस परिषद
- ईकाई 4
1. सिनेमा
 2. रंगमंच
 3. संगीत
- ईकाई 5
1. कम्प्यूटर
 2. दूरभाष विज्ञान की सौगात
 3. मंत्र (कहानी) प्रेमचंद

UNIT - 6

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

संदर्भपुस्तक:- मध्यप्रदेशहिन्दीग्रंथअकादमी, भोपाल द्वाराप्रकाशितपुस्तक

Registrar

**Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)**



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

B.A.B.Ed.(V- Semester)

**Subject: Sociology
(Basis of Sociological Thought)
Paper Code -502(A)**

UNIT -I

August Comte - Life introduction, Comte's positivism: -positivism, characteristics of positivism, Hierarchy of science, Law of three stages, level of 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

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

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 Derivatives, theory of surplus value: evaluation.

Talcott Parsons - Life introduction, Theory of Social Action: - meaning and definition, essential element of Social action, social System.

UNIT-IV

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 Egalitarian Society.

Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

UNIT-V

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 - Manner of Sociological Thoughts
3. Raymond Aron - Main Currents in Sociological Thoughts Vol-I&II



Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

**B.A.B.Ed. –V -Semester
Subject: Economics
(Development and Environment Economics)
Paper Code: (BAED-502 B)
Unit-I**

Economic Growth and Development – Concept, meaning and Definitions, Characteristics of Developing nations, Factors of Economic development.

Unit-II

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

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

Unit-IV

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

Unit-V

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) Dut, R and Sundharn, 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).



Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

J. M.L. Jhingam - Economics of Growth and Development.

1. **अर्थिक विकास और विकास- अमर्ष सेन (समग्रतः एक सार पुस्तक प्रकाशन)**
2. **भारतीय अर्थव्यवस्था- निखा एवं गुरी (समग्रतः एक सार पुस्तक प्रकाशन)**
3. **भारत में अर्थिक परिवर्तन- डॉ. पी. सार्ग (समग्रतः एक सार पुस्तक प्रकाशन)**
4. **अर्थशास्त्र - डॉ. पी.सी. सिन्हा (समग्रतः एक सार पुस्तक प्रकाशन, अंग्रेजी)**
5. **भारतीय अर्थव्यवस्था- डॉ. कर्तुषि मणोरम (समग्रतः एक सार पुस्तक प्रकाशन, अंग्रेजी)**
6. **भारतीय अर्थव्यवस्था- एल.के. निखा एवं पी.के. गुरी (विश्वविद्यालयी पाठ्यक्रम के लिए)**
7. **भारतीय अर्थव्यवस्था- (एक सार एवं पी.के.एन.गुप्ता)**
8. **विकास एवं परिवर्तन का अर्थशास्त्र - डॉ. अर.पी.गुप्ता, डॉ. पंकज कर्माकर, डॉ. सार अमर्ष (ए.ए. डिग्री एवं अमर्षी कोष)।**



Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

**B.A.B.Ed. (V- Semester)
Paper: History
Code: BAED-503 (1800 – 1900)**

Unit-I

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

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

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

Indian Renaissance, Socio-Religious movements, Raja Ram Mohan Roy and Brahmo Samaj, Lord William Bentinck, Status of women, growth of western education, Modernization of India.

Unit-V

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


Rajendra
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

References:

- A. L. Basham: The Wonder that was India. Sidgwick and Jackson, 1954
- D.D. Kowumbi: 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
- K.A. NilakantaSastri: History of South India: From Prehistoric Times to the Fall of Vijayanagar. Oxford University Press, 1958


Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sahore (M.P.)

B.A.B.Ed- V -Semester

Paper Code: BAED- 584

PAPER- POLITICAL SCIENCE (INDIAN FOREIGN POLICY)

UNIT: - 1

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

UNIT: - 2

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

UNIT: - 3

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: - 5

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


Registrar

**Sri Satya Sai University of Technology
& Medical Sciences Sahore (M.P.)**



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

**B.A.B.Ed. V-Semester
Paper: Learning and Teaching
Paper Code:BAED 505**

Unit 1: Theoretical Perspectives on learning:

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

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

Overview,Principles, Scope and ApplicationsBruner and Isobel'sperspectives, 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.

Unit4: Individual differences among learners

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


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

Unit 5:

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.L. 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.
- Dressoll, Mercy P.M Psychology of Learning for Instruction, Allyn and Bacon, USA, 1993
- Eshwar, H.S. and Nataraj P., Shikshanika Manovijnana, 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
- Ghengadharappa, N.R. Shikshanika Manovijnana, Raksha Pradhyana, Duvengere, 1996
- Goleman, Daniel, Emotional Intelligence, New York: Bantam, 1995
- Govindarao, A.V. Shikshanika Manovijnana, Vidyanidhi Pradhyana, Gadaga, 1996
- Kar, Chittamani, Exceptional Children, Sterling Publishers, New Delhi, 1992


Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Sri Salya Sai University of Technology & Medical Sciences, Sehore (M.P.)

**B.A.B.Ed. (V- Semester)
Paper: Educational Technology & ICT
Code: BAED-506**

Unit 1:

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:

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:

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:

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:

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)


Rajeshwar
Sri Salya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

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.



Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

**B.A.B.Ed. VI-Semester
Foundation Course**

Code: BAED 601

Unit 1:

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

Unit2:

- (I) मातृभूमि - मेधिलीशरणगुप्त
- (II) मीराकेपद - मीराबाई
- (III) दोबैलोकीकहानी - मुन्शीप्रेमचन्द्र

Unit3: हिन्दीभाषाकरण

- (I) पत्रलेखन-औपचारिक, अनौपचारिक
- (II) अपठितगद्याक्षर
- (III) अपठितपद्याक्षर

Unit4: Prose+ Poetry

- (I) Our Casuarina 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

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

संदर्भपुस्तक:- मध्यप्रदेश हिन्दी ग्रंथ अकादमी, भोपाल द्वाराप्रकाशित पुस्तक

Registrar

**Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)**



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

B.A.B.Ed.(VI- Semester)

Paper: Sociology(Methods of Social Research)

Code: BAED-602(A)

UNIT-I

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

Research Methodology - Case Study Method, Sampling Method.

Techniques of Data Collection - Questionnaire, Schedule, Interview, Observation.

UNIT-III

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

UNIT-IV

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

UNIT-V

Presentation of data, Diagrammatic and Graphic presentation. Use of Computer 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, रामनोपाल-सामाजिक अनुसंधान विधि, भाग 1 हिन्दी प्रत्यक्ष कक्षा बोध प्रकाश ।
5. टीका एनोपाध्याय-सामाजिक अनुसंधान के प्रस्ताव, भाग 1 हिन्दी प्रत्यक्ष कक्षा बोध प्रकाश-2004 ।


Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

**B.A.B.Ed – VI Semester
Subject: Economics
(Statistics)
Paper Code: BAED 602-B**

Unit-I

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

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

Correlation: Karl Pearson's Co-efficient of Correlation, and Spearman's Rank Correlation.
Regression: Regression analysis is, Co-efficient of Regression. Use and Application of Regression.

Unit IV

Association of Attributes. Time Series analysis. Concept and components Additive and Multiplicative models, Methods of Moving Averages. Index Number. Concept, Laspeyres's, Paasche's and Fisher's Index Numbers, Problems in the construction of Index numbers and Their limitations.

Unit V

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. Hypothesis, Meaning
& Types, Research Report Writing.



Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

Recommended Books:

3. Dr. Mehta and Madhani - '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
8. म० प्र० हिन्दी ग्रन्थ अकादमी, भोपाल के नवीनतम प्रकाशन ।


Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

B.A.B.Ed.- VI (Semester)

HISTORY (Indian National Movement (INM))

Code – BAED 603

Unit 1:

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:

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

Unit 3:

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 :

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:

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
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



Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

**B.A.B.Ed- VI Semester
POLITICAL SCIENCE (PUBLIC ADMINISTRATION)
Paper Code: BAED 604**

UNIT:-1

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

UNIT: - 2

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

UNIT:-3

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

UNIT: 4

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

UNIT 5

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

Reference Book:-

P. Allan and K. Oldman (eds.) The End of the Cold War, Dordrecht Martinus Nijhoff 1992

K.L. Holsti International Politics A Framework of Analysis, Englewood Cliffs, NJ Prentice Hall 1967.

H.J. 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.


Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

**B.A.B.Ed. VI- Semester
Paper: Optional Course
Code: BAED-605(A) Value Education**

Unit 1:

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, Power, Non-Violence , Contemporary Values – Scientific Temper, Intellectual Honesty, Social Service and Protection of Environment.

Unit 2:

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, Pratyahara, Dhyana, Dharana, and Samadhi) , Role of Teachers in Value Education.

Unit 3:

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:

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:

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



Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

Reference:

- Brundy S. Harry (1961) *Building a Philosophy of Education*, USA, Prentice-hall Inc.
- Dewey, J. (1916) *Democracy and Education*. New York: Macmillan.
- Doyin, 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: Johnwilly 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: Leveright.
- Venkatesh N. (Ed), (1998) *Value Education*. New Delhi: APH Publishing Corporat



Registrar

**Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)**



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

**B.A.B.Ed- VI Semester
Paper Code: BAED 605(B)
Health and Physical Education**

UNIT-I

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

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

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


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

- Flexibility
- Coordinative Ability

Unit – IV

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

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 advanced research in Yoga Diff forms www.yogispracticesandphysicalexercises.com
Yoga and broad Competitions in Yoga www.yogispracticesandphysicalexercises.com

PRACTICAL PROCESS

Assessment & Observation:

During the school sessions, many observations would arise because of individual behavior, related conditions, change in social/ 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 games, if yes, observe for: Sportsman spirit/Good group behavior/Group sharing/Interaction & Coordination
- Organized game participation, if yes, observe for: Discipline/Emotionally balanced/Resilient
- 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

Handwritten signature

Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



References

- Kamalesh and Sangral, (2000), Principles and History of Physical Education, Ludhiana :Tandon (1998) ,ShanirShikshanadVidhanagalu, Dharwad : MallesajjanVyayama Shale.
- Nadgir, K.G.(1997) , ArogyaMuttuArogyaShikshana, 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.Ludhi
- Vijendra Kumar (2000), Modern Methods of Teaching Physical Education, New Delhi :Sarup& Sons,


Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

**B.A.B.Ed. VI – Semester
Paper: (Optional)**

Code: BAED – 605(C) Guidance and Counseling in schools

Unit 1:

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

Unit2:

Development and Characteristic of Guidance and Counseling, areas of guidance

Unit3 :

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

Unit4:

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:

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. & Mukhopadhyay. B.

Registrar

**Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)**



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

Guidance & Counselling : A Manual New Delhi: Sterling Publishers. • Byrne, M. and Sheranjan, C (1977), Introduction to Communicative Disorders, New York: Harper and Row. • Cattle, W.C. and Downnie 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.



Rectrator
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

B.A.B.Ed. (VI- Semester)

Paper: Optional

Code: BAED-605(D) Environmental Education

Unit I :

Introduction to Environmental Education 1.1 Environmental Education – Concept , Importance and Scope 1.2 Objectives and Principles of Environmental Education. 1.3 Basic Concepts in Environmental Education 1.3.1 Ecology 1.3.2 Eco-System 1.3.3 Ecological Balance 1.3.4 Food Chain 1.3.5 Pollution and Pollutants 1.3.6 Natural Resources 1.3.7 Green House Effect 1.3.8 Bio-degradable and Non-degradable Materials. 1.3.9 Bio-sphere – Bio-Diversity 1.4 National Environment Awareness Campaign (NEAC) 1.5 Environmental Orientation for School Education (EOSE) 1.6 Environmental Information System (ENVIS).

Unit 2 :

Environment and Pollution 2.1 Meaning of Environment. 2.2 Types of Environment 2.3 Types of Environmental Pollution 2.3.1 Air Pollution : Meaning, causes The Air (Prevention and Control of Pollution) Act – 1981. 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 Shrivaram Karanth

Unit 3 :

Agencies in Environmental Education 3.1 United Nations Environment Programme (UNEP) 3.2 International Union for Conservation of Nature and Natural Resources (IUCN). 3.3 Union Ministry of Environment and Forests. 3.4 Central Pollution Control Board (CPCB). 3.5 Centre for Environment Education (CEE). 3.6 National Afforestation and Eco-Development Board (NAEB) 3.7 Environment Protection Movements in India. 3.7.1 Chipko Movement 3.7.2 Appiko Movement 3.7.3 Narmada BachaoAndolan (NBA). 3.7.4 Western Ghats Protection Movement.

Unit 4:

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) 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


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

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 skills, 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.
- Sakena, A. B. (1986) Environmental Education, Agra : National Psychological Corporation.



REGISTERED
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

B.A.B.Ed.-VI Semester

Paper: Optional

Paper Code-BAED – 605- E (Action Research)

Unit I:

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:

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:

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

Unit IV:

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:

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), Form & style In thesis, Boston : Writing Houstonmifin Co.
4. Fox, D. J. , the research process in education, (Holt).
5. Gahern, H.E., (1981). Statistics in psychology & education VakiusFeffer& Simons Ltd.
6. Gullford, J. P. (1950), Fundamental statistics in Psychology & Education.
7. McGraw Hill Book Company, Good &Scates, Methods of Research.
8. Kual, 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.

Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

B.A.B.Ed. (VI- Semester)

Paper: Under Standing of the Self (Practical)

Code: BAED-606

Unit 1:

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:

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:

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.

Unit 4:

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 that 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:


Registrar

**Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)**



Sri Satya Sai University of Technology & Medical Sciences, Sohore (M.P.)

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 Testoterry (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: Saller. S. Krishnamurti, J. (1953). Education and the Significance of Life, Ojai, California, USA: Krishnamurti Foundation Trust.
5. NCERT, (2006). Education for Peace, Position Paper. New Delhi: NCERT.
6. 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. Gibrán, 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. Halder, B. (2006). A Life Less Ordinary. New Delhi: Penguin Books. Translated by Urvashi Butalia.
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.

Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sohore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

B.A.B.Ed. (VI- Semester)

**Paper: Under Standing of ICT (Practical)
Code: BAED-607**

Objectives:

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

- 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

- Creating a new document
- Formatting and editing of a document
- Inserting pictures, objects, frames and tables
- Practicing Mail-Merge facility
- Working with the drawing tools

3. Exercise in MS-Excel

- Creating a new worksheet
- Inserting and deleting rows/columns in worksheet
- Formatting and editing of a document - sorting
- Preparation of statement of marks and using of some statistical concepts Descriptive Statistics
- Preparation of School Time Table
- Preparation of Tables


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

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)



REGISTRAR
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)





SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES

Bhopal-Indore Road opposite Pachama Oil Feed Plant, Pachama, Sehore (M.P.) Pin.- 466001
Phone: 07562-223647, Fax: 07562-223644, website- www.ssatms.co.in, e-mail- info@ssatms.co.in

(Minutes of Board of Studies Committee Meeting)

Name of Department: Faculty of Education

Minutes of Board of Studies Committee Meeting Dated: 06.03.2020

The Board of studies Committee Meeting was held in the room of Dean (Education) at 12:00 PM on 06.03.2020 Following members were present.

1. Dr. S.K. Ray (External Member)
2. Dr. Yasmeen Gani Khan (External Member)
3. Dr. Minakshi Pathak
4. Dr. Neelam Khare
5. Dr. Kanchan Shrivastava
6. Dr. Rafai Afroz
7. Dr. Abhilasha Pathak
8. Dr. Divyanshu Yadav

The Chairman of Board of Studies Committee welcomes and appreciated of efforts put up by the faculty for progress of the departmental activities. The following agenda points were discussed and resolved.

Agenda 1. Approval of VIth & VIIth semester syllabus (NON-CBCS)

Discussion (if any) : Syllabus was prepared as per NCTE Norms and Current Demand in Schools for forthcoming VIth & VIIth semester

The chairman thanks the members for peaceful conduction of meeting.

Signature of all members (Including Chairman)

1. Dr. S.K. Ray (External Member)
2. Dr. Yasmeen Gani Khan (External Member)
3. Dr. Minakshi Pathak
4. Mrs. Neelam Khare
5. Dr. Kanchan Shrivastava
6. Dr. Rafai Afroz
7. Dr. Abhilasha Pathak

Handwritten signatures of the members listed above.

Handwritten signature of the Registrar.

Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)

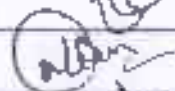
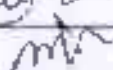
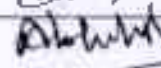
Department of Education

Minutes of Meeting

Date: 05.03.2020

A meeting was held on dated 05.03.2020 at HOD Office and following points were discussed.

1. Prepare the B.A.B.Ed. VIth & VIIth Semester Syllabus

S.No	Faculty Name	Signature	
1	Dr. Minakshi Pathak		
2	Dr. Neelam Khare		
3	Dr. Kanchan Shrivastava		
4	Dr. Rafat Afroz		
5	Dr. Ashutosh Dasgupta		

6. Dr. Ashutosh yadav

Head of the Department

Copy to :

V.C. Sir

Registrar Sir

Dean Education

Academic Council

Dean Education


Registrar

Sri Sree Sri University of Technology
& Medical Sciences Sector (M P)

SKI SAIYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION (Scheme)

Examination (IV - Year)
Bachelor of Arts Bachelor of Education (B.A.B.Ed.) - VII Semester Session
2020-21

S.No.	Subject Code	Subject Name	Maximum Marks (Theory Slot)				Maximum Marks (Practical Slot)			Total Marks
		Course/ Paper	End Sem. Exam.	End Sem. Exam.	Internal Exam & Internal Record	Internal Exam & Internal Record	Max	Mini	End Sem. Practical & Viva	
		Group A : Core Course								
1	BAED-701	PRE-INTERNSHIP	---	---	---	---	50	18	---	50
2	BAED-702	INTERNSHIP	---	---	---	---	200	72	---	200
3	BAED-703	EXTERNAL FINAL TEACHING	---	---	---	---	200	72	---	200
4	BAED-704	POST-INTERNSHIP	---	---	---	---	50	18	---	50
5	BAED-705	ACTION RESEARCH	---	---	---	---	50	18	---	50
6	BAED-706	CONCERNS OF EDUCATION COMING FROM THE FIELD A REPORT	---	---	---	---	50	18	---	50
Total			---	---	---	---	600	---	---	600

[Signature]

[Signature]



Registrar
 Sri Saiya Sai University of Technology
 & Medical Sciences Scheme (M.P.)

SKI SAIYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION (Scheme)

Examination (IV- Year)

Bachelor of Arts Bachelor of Education (B.A.B.Ed.) - VIII Semester Session
2020-21

ZUZU-21													
S.No.	Subject Code	Subject Name	Maximum Marks (Theory Slot)						Maximum Marks (Practical Slot)			Total Marks	
		Course/ Paper	End Sem. Exam.	Max	Mini	Internal Exam & Internal Record	Max	Mini	Internal Exam & Internal Record	End Sem. Practical & Viva (External)	Max	Mini	Practical Record (Internal)
	Group A : Core Course												
	BAED-801	School Management	60	60	22	40	40	14	---	---	---	---	---
	BAED-802 (A) (Any One)	Sociology	60	60	22	40	40	14	---	---	---	---	---
	(B) Economics												
	BAED-803	History	60	60	22	40	40	14	---	---	---	---	---
	BAED-804	Political Science	60	60	22	40	40	14	---	---	---	---	---
	BAED-805	Yoga Education	30	30	11	20	20	7	---	---	---	---	---
	BAED-806	Pedagogy of a School Subject (Part II)	60	60	22	40	40	14	---	---	---	---	---
	BAED-807	Educational Psychology Practical	---	---	---	---	---	---	---	30	12	20	8
Total			330			220	220			30		20	

[Signature]

[Signature]

[Signature]



Registrar
 Sri Satya Sai University of Technology
 & Medical Sciences Scheme (M.P.)

Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

Bachelor of Arts and Bachelor of Education

Four Year Integrated

B.A.B-Ed. Course SEVENTH SEMESTER

Activities

A) Training into Micro-teaching Skills

- i. Skill of Introduction/Induction .
- ii. Skill of Explanation.
- iii. Skill of Illustration with examples.
- iv. Skill of Reinforcement.
- v. Skill of Stimulus variation .Skill of Black Board Writing

B) Orientation into process skills and Content Analysis

- i. Content Analysis of respective school subjects to identify concepts and process
- ii. Process of Observation
- iii. Process of Classification
- iv. Process of Inference
- v. Process of Interpretation
- vi. Process of Measurement

C) Practice of making Unit and Lesson plans

- i. Preparing Unit-plans (Two in each Pedagogy course)
- ii. Preparing Lesson Plans/learning situations (Two in each pedagogy course)

D) Evaluation Formats

- E) i. Preparation of Blue Print (One in each pedagogy course)
- ii. Question Paper (One in each pedagogy course)
- iii. Orientation into Portfolios iv. Orientation into Rubrics

INTERNSHIP

Activities:

- ☐ Lesson Delivery in the classrooms
- ☐ Critical observation lesson (One in each pedagogy subject)
- ☐ Final Lessons (One in each pedagogy subject)
- ☐ Peer Observation and Reporting (Ten in each pedagogy subject)
- ☐ Preparation of Pedagogical Resources (In two pedagogy Subjects)
- ☐ Scholastic Achievement Test Record (One in each pedagogy subject)
- ☐ Case Study Record


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

B.A.B.Ed.(VII- Semester)

Paper: Foundation Course (School Management)

Paper Code: BAED-301

Objectives:

- To acquaint the student with the basic principles of school management.
- To enable the students to organize different school activities.
- To develop awareness among student regarding different aspects of school management.

UNIT I

- Educational Management : Concept and function of educational management. Basic of management – planning, organization, control decision making and financing.
- Institutional planning: Principles, planning execution and evaluation.
- school complex and clusters – concept, need, and use for resource generation.

UNIT II

- Leadership in school : Concept, need and importance of leadership. Discussion and style of leadership at different levels. Role of leadership in school effectiveness.
- Approaches to professional development of teacher in school mechanism.
- Concept of Total Quality Management (TQM).
- Indicators of quality, related to learning, student outcomes.

UNIT III

- Management of Time and Resources:
- Time Management: Principles and importance, types of time schedule for teachers, student and administrative personnel, time schedule for curricular and co-curricular activities.
- Management of Resources: Types of resources – Human and material/principles, organization and monitoring of resources – (School building, library, laboratories, hostels and play grounds) to optimum level.
- Financial (cost) Management in education: Its impact on school, teacher and students.
- Issues related to management of time and resources (focus on practical issues).

UNIT IV

- Management of School Activities:
- Arrangement of morning activities, assembly, class arrangement and monitoring.
- Admission, classification and promotion of students, school office records.
- Co-curricular Activities: Importance, values, types of activities (games, sports, literary, cultural, scientific recreational, educational and their relevance to curriculum).
- Supervision: Concept, importance
- Discipline: Concepts, importance and principles, techniques of maintaining discipline in the school and classroom, Role of students council and association in school climate.

UNIT V

- Management of Health and Physical Education:
- Meaning, definition and objectives of Health & Health Education and its importance.
- School Health Programme : First aid & safety Education, sex education.
- Meaning, definition, aims & objectives of physical Education, Physical fitness, test of physical fitness.
- Organisation of games & sports.



Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



- Fundamental rules and regulation related to different games and sports (selected as per available resources), Balanced Diet, Yoga and Meditation, Stress Management.

Mode of Transaction:

- Lecture-cum-discussion, panel discussion, symposium, Group work, Extension Lecture, field visit, block exercise.
- Interview with teachers, field data & analysis.

Practicum

- Visit of different types of schools & preparation of school profiles.
- Conduct interview with teachers/students/parents and prepare a report.
- Study of any innovative types of schools.
- Prepare an institutional of a school for one academic session.
- A presentation in seminar on any contemporary issues related to schooleducation.

Mode of Assessment

- Assessment will be based on tutorials, seminars, projects, tests and assignments.
- Classroom transactions and participation of pupils therein will also be a part of assessment, specially involvement of pupils in terms of their critical approach and experiential learning.

References:

- Awasthi, A. (1974) Public Administration, Laxmi Narayan Agarwal, Agra.
- Blumberg, A. and Greenfield W. (1986) The Effective Principle. Aryan & Bacon, London
- Combs P.H. (1970) What is Education Planning? IIEP (UNESCO) Paris
- Chatterjee J.D. (1969) Methodologies for Educational Planning for Developing Countries, Volume IIEP, Paris
- George, Harvard H.L. & Robert A.S. (1976) Motivation and organizational climates, Harvard University, Boston.
- Hardy C. & Alden R. (1986) Understanding School as Organisation, Penguin, London.
- Mukherjee (1991) On Planning Problematic, The Role of Institutional Planning Societies, New Delhi.
- Naik J.P. (1970) On Planning, Asia Institute for Educational Planning & Administration, New Delhi.
- NCERT (1988) : School Mapping, New Delhi.



Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sec-17 (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehara (M.P.)

B.A.B.Ed.(VI- Semester)

Paper: (Sociology) Human development in socio-cultural context

Paper Code: BAED-802-A

Objectives:

- To develop a contemporary understanding of human development: its meanings, processes and perspectives in socio-cultural context.
- To acquire theoretical perspectives and develop an understanding of dimensions of human development with special reference to adolescent learners.
- To develop an understanding about the impact/ influence of socio-cultural context in shaping adolescent development.

Course Content:

UNIT-I Human development and the contexts

- Human development : Meaning, Nature and Dimensions
- Role of heredity and environment in development
- Socio-cultural contexts: Meaning nature and its influences of Human development, culture, race, class, religion and gender-their bearing on development.

Unit-II Socio-cultural aspects of personality development

- Cognitive development (piaget, vygotsky & bruner)
- Psycho-social development
- Moral development
- Character development
- Culture and personality

UNIT-III Understanding adolescents

- Nature of adolescence: stage of development, socio-cultural context
- Characteristics and concerns of adolescents
- Biological: physical, sexual, emotional
- Cognitive: Abstract thinking meta-cognition

UNIT-IV Socio-cultural context shaping human development

- Nature of socio-culture and environment
- Physical environment
- Influence of education technology

UNIT-V

- Media exposures
- Dealing with learners from varied socio-cultural context and creating culturally compatible classroom

Reference

- Aiken phillipper 1962 centuries of childhood
- Ambrose SR 1983 child development bailey Rinehart & Winston New York
- Barry johnson 1984 classroom group behavior macmillan new york



Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehara (M.P.)



OBJECTIVE

Students are expected to :

- Understand the importance of the study of international economics.
- Understand the difference between inter regional and international trade.
- Develop the Critical thinking about for the globalization and openeconomy.
- Understand various theories of international trade.

CONTENTS

UNIT I : Importance of Trade and Trade Theories

Importance of the study of international economics; Inter-regional and international trade; Theories of absolute advantage, comparative advantage and opportunity costs; Heckscher Ohlin theory of trade - Its main features, assumptions and limitations.

UNIT II : Gains from Trade

Gains fro trade, - Their measurement and distribution; Trade as an engine of Economic growth; Concepts of terms of trade and their importance in the theory of trade; Doctrine of reciprocal demand its importance and limitations in the theory of trade.

UNIT III : Tariffs and Quotas

Types of tariffs and 'quotas'; their impact in partial equilibrium analysis; Free trade and policy of tariffs in relation to economic growth with special reference to India; Concept of optimum tariff.

UNIT IV : Balance of Trade and Balance of Payments

Concepts and components of balance of trade and balance of payments; Equilibrium and disequilibrium in balance of payments; Consequences of disequilibrium in balance of payments; Various measures to correct deficit in the balance of payments; Relative merits, demerits and limitations of devaluation; Concept and implications of foreign trade multiplier; Functions of IMF, World Bank and GATT/WTO; Reform of the international monetary system and India.

UNIT V : Foreign Trade in India

Recent changes in the composition and direction of foreign trade; Causes and effects of persistent deficit in the balance of payments; Measures adopted by the government to correct the deficit after 1991; Need for and rationale of trade reforms in India (including partial and full convertibility of rupee); Instruments of export promotion and recent export and import policies of India; Role of multinational corporations in India.

References:

- Kenen, P.B. (1994), The International Economy, Cambridge University Press, London.
- Kindiberger, C.P. (1973), International Economics', R.D. Irwin, Homewood.
- Krugman, P.R. and M. Obengeld (1994), International Economics : Theory and Policy, Glenview, Foreman.
- Salvatore, D.L. (1997) International Economics, Prentice : Hall, Upper Saddle River, N.J.
- Sodersten, Bo (1991), International Economics, Macmillan Press Ltd London.
- Aggarwal, M. R. (1979), Regional Economic Cooperation, In South Asia
- Bhagwati, J. (Ed.) (1981), International Trade, Selected readings, Cambridge

S.Chand and Co., N

Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sohore (M.P.)



- University Press, Mass.
- Crockett, A. (1982), *International Money, Issue and Analysis*, ELBS and Nelson London,
- Greenaway, D. (1982) *International Trade Policy*, Macmillan Publishers Ltd.,
- London.
- Heller H.R. (1968), *International Monetary Economics*, Prentice Hall, India.
- Joshi V. and L.M.D Little (1998) *India's Economic Reforms, 1999-2001*, Oxford University Press, Delhi
- Nayyar, D. (1976), *India's Exports and Export Policies in the 1950s*,
- Cambridge University Press, Cambridge.
- Panchnicki, V.R. (1978), *Trade Policies of India : A Quantitative Analysis*, Concept Publishing Company, New Delhi.
- Patel, S.J. (1993), *Indian Economy Towards the 21st Century*, University Press
- Ltd., India.

[Handwritten Signature]

Registrar
 Sri Saipe Sri University of Technology
 & Medical Sciences, Sion (W.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sahare (M.P.)

B.A.B.Ed.(VM- Semester)

Paper: (History) CONTEMPORARY INDIA (1947-2000 A.D.)

Paper Code: BAED-803

OBJECTIVES:

- This Semester is of most crucial information for the study of Indian History.
- We are closely to the present. The knowledge of history unfolds and leads us to the present.
- We try to understand how we got where we are but writing about this period is the most difficult.
- We have to tread a path free of the quagmire of politics.
- Truth and only truth must be explored however unpalatable it could be.

UNIT I

- Legacy of freedom struggle, socio cultural values of non-violence.
- Problems and process of integration of Indian states.
- Problems of displaced persons and rehabilitation process.
- Framing of Indian constitution: main Features and Amendments.

UNIT II

- Agrarian reforms and Bhudan movement, Green revolution.
- Five year plans and beginning of planned economy.
- Industrialization : Problems and prospects
- Nationalization of Banks and Abolition of Privy Purses.

UNIT III

- Policy of Non-alignment and role of India, Principle of Panchsheel
- Indo china war, Indo Pakistan wars, Kashmir problem.
- India's relations with neighboring countries
- Role of India in UNO

UNIT IV

- Major political parties and their role in Indian democracy, changing scenario of the political parties.
- Challenges to developing India: social evils, population growth, environmental crisis, poverty, terrorism etc.
- Indian women after Independence, Political participation and contribution of women in various spheres.
- Upliftment of depressed classes, problems and challenges before tribal society.

UNIT V

- Achievements in the field of science and technology with special reference to space, atomic energy and I T sector
- Development of Hindi literature
- Impact of mass communication on society.
- India emerging as a world power.
- Transactional Modalities
- Lecture/Contact periods

Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sahare (M.P.)



5

9

- Three sectional tests 2/3 of which average of two test will be counted for marks (10+10)

- ## References

- [illegible]

As

Registrar

Sri Sreeni Sri University of Technology
A Medical Sciences School (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sathare (M.P.)
B.A.B.Ed.(VII- Semester)
Paper: (Political Science) HUMAN RIGHTS: THEORY AND PRACTICE
Paper Code: BAED-804

OBJECTIVE

- Understand the meaning and nature of Human rights
- Acquire the capacity of distinguished human rights prospective indifferent ideological framework.
- Acquaint themselves with socio-political history of Human rights.
- Understand the Human Rights dimension of certain concepts, such as Liberty, Justice etc.
- Understand the world wide concern of Human rights as evinced through Universal proclamation of Human rights.
- Understand the nature and scope of Human rights as proclaimed in the Constitution of India.
- Appreciate and evaluate the institutional legal arrangement for the protection of human rights in India.
- Appreciate and analyse the social economic environment for human rights in India as also the relevant social issues associated with Human rights.
- Understand and appreciate specific context of women, childrens as regards the Human rights.
- Appreciate the role of civil society institutions for the protection of human rights.

CONTENT

UNIT I

Human Rights : Meaning and Nature, developmental land marks, characteristics of Human Rights, relationship of Human Rights with social and Human Values. Concepts : Dalit perspective Indian view of human rights, (2) Liberal ideology and human rights, (3) Socialist ideology and human rights

UNIT II

Socio Political History of Human Rights : State, Civil Society, Liberty, Equality and Justice with special relationship to human rights.

UNIT III

International Conventional and Human Rights : With special reference to Universal Declaration 1948, United Nations and Human rights, American war of Independent and Bill of rights - French Revolution, Indian struggle for Independence, Russian Revolution.

UNIT IV

Human Rights And Indian Constitution Preamble, Fundamental Rights, Directive Principles and Fundamental duties judiciary approach, NHRC; Composition and Working Process.

UNIT V

Human Rights in Reference to Changing Human Society Changing social customs with special reference to dowry and female foeticide. Increasing women rights, Child labour, Rights of the aged, Education as a tool of mind, Making role of participatory society with special reference to youth.


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sathare (M.P.)



- **Transactional Modalities**
- **Lecture/Contact periods**
- **Communicative/Interactive and Constructivist approaches**
Imparting knowledge by means of creating situations.
- **Tutorials/Practicum**
- Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods. Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.
- **Assessment Modalities**
- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weightage of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five (05) marks.

References:

- A Gewirth : Human Rights : Essays on Justification and Applications Chicago and London, University of Chicago Press, 1982.
- A A An Naim (ed.) : Human Rights in cross cultural perspectives. Philadelphia University of Pennsylvania Press, 1991
- Danjili Yael, Else staratopulor and Clarence J. Dias, (Ed.) : The declaration of Human Rights – Fifty years and Beyond
- J.C.Johari : Human Rights and New World Order : Towards perfection of the Democratic Way life.
- S. Subramanian : Human Rights : International Challenges, Delhi, Manad 1997.
- V. Kaushik : Women's Movements and Human Rights
- D. D. Banu : Human Rights in Constitutional Law, Press.
- V. Kaushik, Women's movements and Human Rights.



Registrar

Sri Sree Sri University of Technology
& Medical Sciences, Chennai (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sahore (M.P.)

B.A.B.Ed.(VI)- Semester)

Paper: Pedagogy of School Subject (Part II)

Paper Code: SAED-805

Objective

- To enable Students to respond to a variety of Maxims of Teaching
- To develop the teaching skills of Students.

COURSE CONTENT

Unit I- Maxims of Teaching and Micro Teaching

Meaning, Nature and Types of Maxims of Teaching Meaning, Definition, Principles of Micro Teaching

Micro Teaching Cycle, Process of Micro Teaching Advantages, limitations and uses of Micro Teaching



Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sahore (M.P.)



Unit II- TEACHING SKILLS

- 1) Introduction Skill
- 2) Fluency in Questioning
- 3) Probing Question
- 4) Explaining
- 5) Illustrating and use of Examples
- 6) Teacher's silences and Non Verbal Cues
- 7) Lecturing
- 8) Reinforcement
- 9) Stimulus variation
- 10) Black board
- 11) Effective Communication
- 12) Recognizing and Attending Behaviors
- 13) Self Induction
- 14) Classroom Management
- 15) Planned repetition
- 16) Achieving Closure



Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Puttur (M.P.)



Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

B.A.B.Ed.[VIII- Semester] .

Paper: (Physical Education- Health and Yoga Education)

Paper Code: BAED-B08

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

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

CONTENT

Unit I :

Physical Education- Meaning Scope, Aim & Objectives of Physical Education. Health Education and recreation general education. Concept and importance of Health, Personal and Environmental Hygiene Nutrition and Balance Diet.

Unit II :

Physical Fitness, Motor Fitness, Component of Physical Fitness, Effect of Exercise on different Body system.

Unit III:

Measurements of evaluation in Physical Education. Different types of Physical Fitness test and motor fitness test.

Unit IV:

Common sports injuries and their rehabilitation. First Aid, Snake bite and its First Aid.

Unit V :

Yoga harmony of body and mind. Instrument of Yoga-Pranayama, Surya Namaskara, Meditation and Mental Health.

References:

- Kamallesh and Sangral, (2000), Principles and History of Physical Education, Ludhiana : Tandon Publication.
- Nadgir, K.G. (1998) , Sharir Shikshanad Vidhanagalu, Dharwad : MallasajjanaVyayama Shale.
- Nadgir, K.G.(1997) , Arogya Muttu Aragya Shikshana, Dharwad : MallasajjanaVyayama Shale
- Prakash Brothers (2000) Organization, Administration and Recreation in Physical Education, Ludhiana : Prakash Brother Publication.


Registrar

**Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)**



- Rao, V. K. (2003), Physical Education, New Delhi : A.P.H. Publishing Corporation.
- Saroj Kumar Bihari and Prasad Kumar Chowdhury (2003), Health and Physical Education. Ludhiana : Kalyani Publishers.
- Vijendra Kumar (2000). Modern Methods of Teaching Physical Education, New Delhi : Sarup & Sons.


 Received at
 Sri Satya Sai University of Technology
 & Medical Sciences, Srisastrya (M.P.)



Sri Sanya Sai University of Technology & Medical Sciences, Sehore (M.P.)

B.A.B.Ed.(V)II- Semester)

Paper: (Psychology Practical)

Paper Code: BAED-807

PSYCHOLOGY TEST

- Intelligence Test- Verbal
- Intelligence Test- Non Verbal
- Interest Test
- Attitude Test
- Learning by Whole and Part Method
- Personality test -Introvert and Extrovert
- Value Test
- Adjustment Test
- Anxiety Test
- Achievement Test

Reference Books:

- Galotti, K. M. 1999. Cognitive Psychology in and outside laboratory, Thomson Asia, Mumbai.
- Matlin, M. W. 1995. Cognition , 3rd Ed. Printh Books, Bangalore


Registrar
Sri Sanya Sai University of Technology
& Medical Sciences, Sehore (M.P.)





SRI SATYA SAI

UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES

Bhopal-Indore Road opposite Pachama Oil Fed Plant, Pachama, Sehore (M.P.) Pin.- 466001
Phone: 07582-223647, Fax: 07582-223644, website- www.sasutms.co.in, e-mail- info@sasutms.co.in

Minutes of Meeting

आज दिनांक 19.06.2020 को 2.30 बजे फैकल्टी ऑफ एजुकेशन विभाग द्वारा ऑनलाइन परीक्षा से संबंधित चर्चा की गई जिसमें डॉन डॉ. मीनाक्षी पाठक द्वारा सभी विभागाध्यक्षों से ऑनलाइन परीक्षा प्रणाली व प्रश्न पत्र के स्वरूप पर सुझाव लिए गये जिनमें निम्नलिखित विभागाध्यक्ष सम्मिलित हुए।

5. डॉ. बीपज सिन्हे
6. डॉ. ऋषिकेश यादव
7. डॉ. दीपक मितल
8. डॉ. रफत अफरोज खान
9. डॉ. अभिलाषा पाठक
10. श्रीमति हेमलता परमार
11. श्री विवेक झा


डॉ. मीनाक्षी पाठक


Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



SRI SATYA SAI

UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES

Bhopal-Indore Road opposite Pachama Oil Ref Plant, Pachama, Sehore (M.P.) Pin.- 465001
Phone: 07552-223647, Fax: 07552-223644, website- www.ssautms.co.in, e-mail- info@ssautms.co.in

Minutes of Meeting

आज दिनांक 04.08.2020 को 2.30 बजे फैकल्टी ऑफ एजुकेशन विभाग कि डीन डॉ मीनाक्षी पाठक मैडम द्वारा बैठक का आयोजन किया गया जिसमें ऑनलाइन क्लास, फीस रिकवरी एण्ड न्यू एडमिशन के मुद्दों पर चर्चा हुई । जिसमें निम्न सदस्य उपस्थित रहे।

1. डॉ. वन्दना मटनागर
2. डॉ. धीरज शिन्दे
3. डॉ. ऋषिकेश यादव
4. श्री विवेक झा

डॉ. मीनाक्षी पाठक

Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



SRI SATYA SAI

UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCE

Bhopal-Indore Road opposite Pachama Oil Fed Plant, Pachama, Sehore (M.P.) Pin.- 468001
Phone: 07562-223647, Fax: 07562-223644, website- www.sasutms.co.in, e-mail- info@sasutms.co.in

Faculty of Education

Minutes of Meeting

Date: 02.02.2021

A meeting was held on dated 02.02.2021 at HOD Office and following points were discussed. at 2.30 pm

Agenda 1. B.A. B.Ed. II, IV, VI, VIII Semester students online classes.

Agenda 2. B.Ed. II, IV Semester students online classes.

1. Dr. Kanchan Shrivastava

2. Dr. Rafiq Afroz Khan

3. Dr. Rishikesh Yadav

4. Dr. Dhiraj Shinde

5. Dr. Abhilasha Pathak

6. Dr. Tabasum Khan

7. Dr. Mamta Vyas

nh
Dhruv
3-
2
Shivansh
Rishi
Monika

Discussion (if any) : B.A. B.Ed. II, IV, VI, VIII Semesters and B.Ed. II, IV Semesters online classes.

Resolution of the Discussion: B.A. B.Ed. II, IV, VI, VIII Semesters and B.Ed. II, IV Semesters online classes will be started regularly.

Head of the Department

Copy to :

V.C. Sir

Registrar Sir

Dean Education

Academic Council

Dean (Education)

Registrar

Sri Satya Sai University of Technology
& Medical Science Sehore (M.P.)

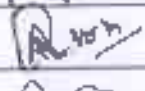
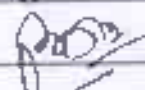
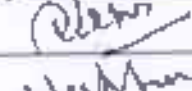
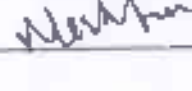
Faculty of Education

Minutes of Meeting

Date: 28.01.2021

A meeting was held on dated 28.01.2021 at HOD Office and following points were discussed. at 2.00 PM

1. B.A. B.Ed. I, IV, VI, VIII Semester students online classes.
2. B.Ed. II, IV Semester students online classes.

S.No	Faculty Name	Signature	
1	Dr. Kanchan Shrivastava		
2	Dr. Rafat Afroz Khan		
3	Dr. Rishikesh Yadav		
4	Dr. Dhiraj Shinde		
5	Dr. Abhilasha Pathak		
6	Dr. Tabasum Khan		
7	Dr. Mamta Vyas		

Head of the Department


HOD (Education)

Copy to :

V.C. Sir

Registrar Sir

Dean Education

Academic Council



Registrar

Shri Satya Sai University of Technology
& Medical Sciences Sector (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES

Bhopal-Indore Road opposite Pachama Oil Fed Plant, Pachama, Sehore (M.P.) Pin.- 466001
Phone: 07562-223647, Fax: 07562-223644, website- www.sssutms.co.in, e-mail- info@ssutms.co.in

(Minutes of Board of Studies Committee Meeting)

Name of Department: Faculty of Education

Minutes of Board of Studies Committee Meeting Dated: 30.03.2021

The Board of studies Committee Meeting was held in the room of Dean (Education) at 1:30 PM on 30.03.2021 Following members were present.

1. Dr. S.K. Ray (External Member)
2. Dr. Yasmeen Gani Khan (External Member)
3. Dr. Minakshi Pathak
4. Dr. Kanchan Shrivastava
5. Dr. Rishikesh Yadav
6. Dr. Dhiraj Shinde

Handwritten signatures of the members listed above.

The Chairman of Board of Studies Committee welcomes and appreciated of efforts put up by the faculty for progress of the departmental activities. The following agenda points were discussed and resolved.

Agenda1. Approval of some additional Elective Subjects (BAED-102-F English literature, BAED 102-E Hindi literature, BAED 102-D Psychology & BAED 102-B Geography) for 1st semester revise scheme and syllabus (NON -CBCS) of B.A B.Ed.

Discussion (if any) : Syllabus was prepared as per current Norms of NCTE and was approved and this will applicable for the student admitted in academic session 2021-22.

Resolution of the Discussion: Additional Elective Subjects Scheme and Syllabus was prepared as per current demand in School was approved for forthcoming session 2021-22 1st semester.

The chairman thanks the members for peaceful conduction of meeting.

Handwritten signature of the Registrar.

Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)

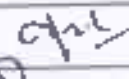
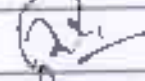
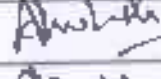
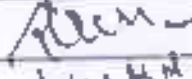
Faculty of Education

Minutes of Meeting

Date: 08.03.2021

A meeting was held on dated 08.03.2021 at HOD Office and following points were discussed.

2. Prepare the B.A.B.Ed. Ist Semester Additional Elective Subjects Scheme and Syllabus

S.No	Faculty Name	Signature	
1	Dr. Kanchan Shrivastava		
2	Dr. Rafat Afroz Khan		
3	Dr. Rishikesh Yadav		
4	Dr. Dhiraj Shinde		
5	Dr. Abhilasha Pathak		
6	Dr. Tabasum Khan		
7	Dr. Manua Vyas		


Head of the Department


Dean (Education)

Copy to :

V.C. Sir

Registrar Sir

Dean Education

Academic Council


Registrar

Sri Balaji Sri University of Technology
& Medical Sciences Scheme (M P)

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION (Scheme)

Examination (I- Year)

Bachelor of Arts Bachelor of Education (B.A. B.Ed.) - I Semester
Session 2021-22

S.No.	Subject Code	Subject Name	Maximum Marks (Theory Slot)				Maximum Marks (Practical Slot)				Total Marks
		Course/ Paper	End Sem. Exam.	Mini	Internal Exam & Internal Record	Max	Mini	End Sem. Practical & Viva (External)	Max	Mini	Practical Record (Internal)
	Group A : Core Course										
B.A. Part	BAED-101	Foundation Course (Hindi & English & Moral values)	60	22	40	40	14	---	---	---	---
	BAED-102	(Any One) (A) Economics (B) Geography (C) Sociology (D) Psychology (E) Literature- Hindi (F) Literature- English	60	22	40	40	14	---	---	---	---
	BAED-103	History	60	22	40	40	14	---	---	---	---
	BAED-104	Political Science	60	22	40	40	14	---	---	---	---
B.Ed. Part	BAED-105	Childhood & Growing Up	60	22	40	40	14	---	---	---	---
	BAED-106	Education in India - Status, Problems and Issues	60	22	40	40	14	---	---	---	---
Total			360		240						600

Marks Distribution
 B.A. Part-400
 B.Ed. Part-200


 Sri Satya Sai University of Technology
 & Medical Sciences Session (I & II)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

EDUCATION
(BA, B.Ed.) SYLLABUS

1st Semester

(w.e.f. 2021-22)

Foundation Course (Hindi, English & Moral Values)

Paper Code : BAED-101

UNIT I

हिन्दी भाषा

सर्वप्रथम पुस्तकी – कवचालय प्रकाश

पुनः की कविता – कवचालय प्रकाश

कवच संस्कृत और कविता

UNIT II

हिन्दी भाषा

कवच का चरित्र – कवच

एक के एक को – डॉ. विपुल नाथ प्रकाश

कवचालय, विज्ञान, कवचालय, एवं कवचालय

UNIT III

नैतिक मूल्य

नैतिक मूल्य परिवर्तन एवं बर्गीकरण – डॉ. कवि नाथ

आचार्य की संस्था – सावरकर पूर्ण सिंह

अंतर्राष्ट्रीय और नैतिक जीवन – डॉ. सर्वप्रथम प्रकाश

अन्य दीर्घ भाष – स्वामी श्रीमानंद

UNIT IV

1. Where the sun is within four: Babubhadracharya Tagore
2. The Hero: R.K. Narayan
3. Tryal with Destiny: Jankarajal Nagra
4. Indian warriors: Sarojini Naidu
5. The Portrait of a Lady: Kishorelal Singh
6. The Solitary Reaper: William Wordsworth

UNIT V

1. Basic Language Skills: Vocabulary, Synonym, Antonym, Word formation, Prefix, Suffix.
2. Basic Language Skills: Uncountable Noun, Verb, Tense, Adverb.
3. Comprehension/Understanding Passage.
4. Composition and Paragraph Writing

Reference :

कवचालय हिन्दी भाषा कवचालय प्रकाश कवचालय प्रकाश



[Signature]

Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



EDUCATION
(B.A. B.E.D.) SYLLABUS

1st Semester

(w.e.f. 2021-22)

Sub: (Hindi) Literature प्राचीन एवं मध्यकालीन काल

Paper Code : BAED-102(E) Optional

कोर्स आब्जेक्टिव-

हिन्दी साहित्य के प्राचीन एवं मध्यकालीन इतिहास का विश्लेषणात्मक ज्ञान देना। मध्यकालीन साहित्य से संबंधित अवधारणाओं और उनके प्रति विभिन्न मतों का परिचय देना।

विषय आउटकम

1. हिंदी साहित्य के मध्यकालीन युग का विशिष्ट ज्ञान।
2. कबीर के दोहों का विश्लेषणात्मक अध्ययन
3. सूरदास की कृष्ण भक्ति का अध्ययन करने के लिए भक्ति संस्कृति का दर्शन और हमारे दिन-प्रतिदिन के जीवन पर इसका प्रभाव
4. जीवन के दर्शन के साथ-साथ तुलसीदास बिहारी घनानंद भूषण के काव्य का दैनिक जीवन पर प्रभाव

UNIT-I

कबीरदास - गुरुदेव को अंग, विरह को अंग, ग्यान विरह को अंग, सुमिरन को अंग (प्रत्येक से 5-5 दोहे)

सूरदास - विभिन्न प्रसंगों से कुल 15 पद- छन्द संदेश से पद क्रमांक 9, 10, 15, 21, 22, 26, 27, 29,

52, 53, 52, 52, 101, 120.

तुलसीदास - विनय पत्रिका एवं कवितावली से प्रारम्भिक 5-5 पद.

अयोध्या कांड (रामचरितमानस) दोहा क्रमांक 117 से 121 तक.

बिहारी- बिहारी रत्नाकर-से चयनित दोहे (भक्ति, नीति, प्रकृति, शृंगार, विरह के 5-5 दोह) दोहा संख्या 1, 6, 8, 7,

5, 11, 14, 15, 18, 19, 21, 25, 28, 31, 32, 35, 37, 38, 41, 51 कुल 20 दोहे.

घनानन्द - रीतिकाव्यपारा (कुल 15 छन्द) 2, 3, 4, 6, 9, 10, 11, 12, 14, 15, 17, 19, 20, 22, 15

भूषण - कवित्व संदना- 1, 2 शिवाजी प्रशस्ति - 9, 10, 11, 12, 15, 17, 18, 20.

छत्रसाल प्रशस्ति 22, 23, 28, 32, 34

UNIT-II

भक्तिकाल- पृष्ठभूमि, प्रमुख प्रवृत्तियाँ, धाराएं एवं विशेषताएं

रीतिकाल - पृष्ठभूमि, प्रमुख प्रवृत्तियाँ, धाराएं एवं विशेषताएं

UNIT-III

मगीर, शूर तुलसी पर समीक्षात्मक प्रश्न

UNIT-IV

बिहारी, घनानन्द और भूषण पर समीक्षात्मक प्रश्न

UNIT-V

दुत पाठ के कवि- अभीर खुसरो, बिद्यापति, जायसी, मीरा, रसखान, केशव, पद्माकर

नोट - दुत पाठ के कवियों पर लघु उत्तरीय प्रश्न पूछे जाएंगे

References:-

- कबीर ग्रन्थावली - डॉ. माता प्रसाद गुप्ता
- संत कबीर - डॉ. रामकुमार वर्मा
- जायसी ग्रन्थावली - आचार्य रामचन्द्र शुक्ल
- सूर साहित्य - डॉ. मुंशी राम शर्मा
- कबीर साहित्य की परख - डॉ. परशुराम मत्तुर्वेदी
- तुलसी साहित्य सुभा - डॉ. भागीरथ मिश्रा

Registrar

Sri Satya Sai University of Technology
& Medical Sciences Semore (M.P.)



- प्राचीन प्रतिनिधि कवि – डॉ. द्वारका प्रसाद सक्सेना
- बिहारी रत्नाकर – श्री जगन्नाथ दास रत्नाकर
- धनानन्द : काव्य और आलोचना – डॉ. किशोरी लाल
- पद्मकवि धनानन्द – डॉ. हरद्वेश लाल शर्मा



Registrar

Git Sahas Das University of Technology
& Medical Sciences School (K.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(B.A. B.Ed.) SYLLABUS
1st Semester (w.e.f. 2021-22)
Sub : English Literature (Optional)
Paper Code : BAED-102 (F)
Optional

Rationale: English is a global language in multilingual country like India. It is considered to be a library language or a window on the world. A good and proficient teacher of English must possess a profound knowledge of the various aspects of English language and literature. In order to acquire a good command over the skills of English language teaching learning, the teacher-students needs to make themselves familiar with the history and development of English language and literature, literary genres, poetic devices etc. The paper aims to provide ample opportunities to gain a good understanding of the above-mentioned dimensions of English language and literature.

Objectives:

The students will be able to:

- have an understanding of historical development of English language and literature
- make themselves aware of various literary genres and figures of speech
- make themselves familiar with various schools of thought and literary movements.

Course Contents: The paper will be divided into five Units.

Unit I: Historical Development of English Language

The position of English in Germanic Family, Landmarks in the history of English (Old English, Middle English, Modern English), The influence of French, Latin, Greek and other languages and current trends, English as an international language

Unit II: Literary Genres

Poetry: Lyric, sonnet, ballad, elegy, ode, epic

Prose : (i) Fiction: Novel; short story

(ii) Nonfictional prose: Essay, Travelogue; autobiography; biography

Drama: Tragedy, Comedy, one-act play, Dramatic Monologue

Unit III: Figures of Speech

Simile; metaphor; allegory; alliteration; personification, pun; repetition; onomatopoeia; Transferred epithet, oxymoron; soliloquy; irony; wit; humour; satire; hyperbole; conceit.

Unit IV: Literary History (i)

Elizabethan Period:

- Elizabethan Lyrics, songs & sonnets
- University wits
- Metaphysical Poetry

Neo Classical Period:

- Eighteenth century Novel
- Augustan Poetry

Pre-Romantic period:

- Pre-Romantic Poetry



Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



Unit V: Literary History (II) Romantic period:

- Romantic Revival poets
- Early Nineteenth century Novel

Victorian period

- Victorian poetry
- Victorian Novel

The present Age:

- Modern Poetry
- Modern Fiction
- Modern Verse Drama

Modes of Learning Engagement

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

- Tutorials/ Practicum

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture period. Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

Scheme of Assessment

- The term-end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

Suggested Readings

Abrams, M. H. *A Glossary of Literary Terms*, MacMillan: New Delhi. 2005.

Aurobindo, Sri. *The Future Poetry*, Pondicherry: Sri Aurobindo Ashram. 1998.

Bate, Jonathan. *English Literature: A Very Short Introduction*. New Delhi: Oxford University Press. 2010.

Dalches, David. *A Critical History of English Literature Vol 1 & 2*. New Delhi: Supernova Publishers. 2012.

Evans, Ifor. *A Short History of English Literature*. New Delhi: Penguin. 2011.

Gray, Martin. *A Dictionary of English Literary Terms*. London: Longman. 1994.

Hudson, W.H. *An Introduction to the Study of Literature*. New Delhi: Maple Press.

2012. Hudson, W.H. *An Outline History of English Literature*. New Delhi: Maple Press.

2012. Prasad, B. *A Background to the Study of English Literature* Delhi: MacMillan. 1999.

Rees, J.A. *English Literature: An Introduction for Foreign Readers*. New Delhi: Macmillan. 1974.

Thakur, D. *A Concise History of English*. Patna: Bharti Bhavan, 2008.

Wolfeys, Julian. *The English Literature Companion*. New York: Palgrave Macmillan. 2012.


Registrar
Sri Guru 3D University of Technology
& Medical Sciences, Sector 14, P.T.



S
Y
A
S
A
I

U
N
I
V
E
R
S
I
T
Y

O
F

T
E
C
H
N
O
L
O
G
Y

&

M
E
D
I
C
A
L



Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sathare (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA, B.Ed.) SYLLABUS

1st Semester (w.e.f. 2021-22)

Sub : Sociology (Optional)

Paper Code : BAED-102 (C)

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

References:

- R.G. Singh- Samaj Shashtra Parichaya
- D. S. Baghel- Samaj Shashtra ki mool awadharan
- C.N. Shankar Rao- Samaj Shashtra
- Harendra Pratap Singh- Samajshas



Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE
(BA. B.B.A.) SYLLABUS

1st Semester (w.e.f. 2021-22)

Sub : Economics

Paper Code : BAED-102(A) Optional

UNIT I:

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

-Inductive & Deductive — Logic, Merits & Demerits.

Basic Concept — Law of Demand and Supply.

UNIT II

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

UNIT III

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

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

UNIT IV

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

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

Reference:

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



Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



(BA, B.EA) SYLLABUS

10th Semester (w.s.r. 2021-22)

Sub : Basic Psychological Processes

Paper Code : BAED-102 (D) Optional

Course Objectives:

On successful completion of this course students should be able to:

CO1- Explain the meaning of Psychology, the role of Psychologists in a society, and its relation with other social and natural sciences.

CO2- Identify individual differences in terms of Intelligence and Aptitude and measure Different aptitudes.

CO3-Discuss the basic processes of learning like classical, cognitive, operant learning and how reinforcement and punishment influences learning in organisms.

Subject Outcomes:

SO1- The course will demonstrate to students the manner in which particular theoretical frameworks emerged to understand society as an autonomous field not reducible to other disciplinary fields.

SO2-The students will be able to engage with conceptual frameworks in sociology with ease and apply them to their understanding of social issues.

Course Content:

UNIT-I

- Introduction: Subject matter, Fields of Psychology
- A brief history of Psychology. Psychology in India.
- Approaches to Psychology- behaviorist, psychodynamic, cognitive and humanistic.
- Schools of psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology and Psychoanalysis

UNIT-II

- Attention: Nature, types and Determinants
- Perception: Nature and Laws of Perceptual organization.
- Thinking: Concepts and propositions, inductive and deductive reasoning.
- Steps in problem solving. Decision making-heuristics and biases.
- Sensation: Meaning, Structure of Eye and Ear

UNIT-III

- Learning: Meaning, Determinants and importance
- Theories of learning: Thorndike, Pavlov, Skinner and Kohler
- Verbal Learning: Material, Methods:- Recall-Free & Serial Learning.
- Part VS Whole, Anticipation, Recognition, Method of paired associated learning
- Transfer of training.



Registrar

Sri Satya Sati University of Technology
& Medical Sciences, Sehore (M.P.)



UNIT-IV

- Memory: Nature, Types: Short term Memory (STM), Long term Memory (LTM)
- Sensory memory (only conceptual frame work)
- Forgetting: Nature, Forgetting curve, Determinants of Forgetting
- Proactive and Retroactive Inhibition
- Intelligence: Nature, Theories: Two Factor and group factor, Intelligence Quotient.

UNIT-V

- Motivation: Meaning and criteria
- Types of Motives: Biological and Psychosocial (Achievement Affiliation and power)
- Emotion: Nature, Theories: Cannon-Bard, James-Lange and Two Factor Theory

• Personality, Meaning, Determinants

References:

1. Passer, Michael W. & Smith, Ronald E. (2013). Psychology: The Science of Mind and Behavior. McGraw hill Education (Indian Edition).
2. Baron, Robert A. & Misra, G. (2014). Psychology: Indian subcontinent edition, Pearson. Delhi.
3. Ciccarelli, S.K. & Myer, G.E. (2008). Psychology: South Asian Edition Pearson, Delhi.
4. Singh, A.K. (2003). आधुनिक सामान्य मनोविज्ञान/ Motilal Banarsidas, Delhi.
5. John, W Santrock, Psychology Essentials 2, II Edition (Updated) 2006, Tata McGraw Hill Publication.
6. Sandra K Ciccarelli and Glenn E Meyer, Psychology, South Asian Edition, Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in south Asia.
7. Feldman, R.S Understanding Psychology, IV Edition, 2006, Tata McGraw Hill Publication.
8. Robert A Baron, Psychology, III Edition, Prentice Hall Publications.
9. Sridharan.A. Manovigyanika Sidhanthaga Kaipidi.(Kannada)
10. Srivastava, Indian Psychology
11. Anand Paranjpey, Indian Psychology


Registrar
Sri Sreeni Sri University of Technology
& Medical Sciences School (H.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA, B.Ed.) SYLLABUS

1st Semester (w.e.f. 2021-22)

Sub : PHYSICAL GEOGRAPHY(LITHOSPHERE)

Paper Code : BAED-102 (B) Optional

Objectives: The objective of this unit is to introduce the latest concepts in Physical Geography, essentially geomorphology, to the students of geography in a brief but adequate manner.

Unit-I

The nature and scope of Physical Geography; Inter relation of Physical Geography with other branches of earth science, the place of Geomorphology in Physical Geography, Geological Time scale

Unit-II

Shape and size of the earth, Motions of the Earth and its satellite, Mathematical location of Places on the Globe, Standard Time, Time Zones and the International Date Line

Unit-III

Earth's interior: Wegener's theory of Continental drift, Theories of Mountain Building – Joly and Kober; Plate Tectonics, Isostasy. Earth Movements: Diastrophic forces – Faults and folds, Sudden Endogenetic Forces– Earthquake and Volcano

Unit-IV

Rocks: Origin and Composition of rocks; Weathering and Soil Formation, Concept of Cycle of Erosion – Davis and Penck

Unit-V

Major Land forms associated with Fluvial, Karst, Glacier, Aeolian and Coastal landscapes

• **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

• **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, maybe resolved during tutorials.

• **Assessment Modalities**

- The end examination will be of 40 marks. Each unit will carry a weightage of 08marks.
- 36% marks will be essential for passing the examination both in theory and practical.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

Reference:

1. Strahler, A.H. & Strahler A. H.: Elements of Physical Geography
2. Wooldridge S.W. : The physical basis of geography, Longman's Green & Co. London 1959.
3. Mathur I. R. : Climatology, Mc.Graw Hill, New York
4. Banerjee H.C. & D.S. : Mosam Vigyan, Rajasthan Upadhyaya Hindi Granth Academy, Jaipur.
5. Gerald S. : General Oceanography- An introduction, John Willey & Sons, New York.
6. Finch & Trewartha : Elements of Physical Geography
7. Negi : Physical Geography
8. Sharma R. C. : Oceanography for Geography, Chaitanya Publishers, Allahabad.

Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



SRI SATYA SAJ UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA. B.Ed.) SYLLABUS

1st Semester

(w.e.f. 2021-22)

Sub : History (Early age to 1200 AD)

Paper Code : BAED-103

UNIT-I

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

Saraswati / Sindhu Civilization (Harappan 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 varnakars and Four purusharthas.

UNIT- III

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

UNIT- IV

Post Gupta Time (Upto 1200 A.D.): Society and culture. Important dynasties of the north: Social, Economy and Cultural conditions during Gurjar Pratihars, Kalchuries, Chandelas, and Parmaras etc

UNIT- V

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

- Mohammed bin Qasim Gazni - Mohammad Ghaznavi Ghori - Mohammad Ghori

Reference:

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

Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA. B.Ed.) SYLLABUS

1st Semester (w.e.f. 2021-22)

Sub : Political Science

Paper Code : BAED-104

UNIT I:

Brief History of Indian National Movement The Making of Indian Constitution and its sources, Preamble of Indian

UNIT II

Fundamental Rights and Duties, Directive Principles of State Policy.

UNIT III

Union Parliament : Lok Sabha, Rajya Sabha, Supreme Court; Centre-State Relations; Election Commission

UNIT IV

The State Government Executive Governor, Council of Ministers and Chief Minister

UNIT V

Political Parties: National and Regional Parties, Major issues in Indian politics; Caste, Religion, Language, Region, Poverty- Alleviation and Electoral Reforms.

Reference :

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



Registrar

**Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)**



(BA. B.Ed.) SYLLABUS

1st Semester (w.a.f. 2021-22)

Sub : Childhood & Growing Up

Paper Code : BAED-105

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 experience from childhood.

UNIT- I: Perspectives in Development

- 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 -II: Stages of Human Development

- 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



Registrar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



UNIT-III: Social and Emotional Development

- 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-IV: Contexts of Socialization

- 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

UNIT-V

- 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.

References:

- 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.
- Sarawathi, 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.



Registrar
Sri Satya Sai University of Technology
& Medical Sciences Sector (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(B.A. B.Ed.) SYLLABUS

In Semester (w.e.f. 2021-22)

**Sub : Education in India- Status, Problems
and Issues Paper Code : BAED-106**

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 -I: Concept of Education –

- 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-II: Salient Features of Ancient Indian Education –

- 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-III: Secondary Education

- 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.B. 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 - IV: Teacher Education and Secondary School Curriculum

Signature
Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



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

UNIT - V 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.

References:

- Anand C. L. et al., (1993) *Teacher and Education in the emerging Indian society* NCERT New Delhi.
- Coombs Philip H (1983) *The World Crisis in Education*. New York, Oxford University Press, New York
- Delors, Jacques (1996) *Learning the Treasure within Report to UNESCO of the International Commission on Education for Twenty First Century* UNESCO.
- Dewey J (1952) *Experience in Education*, Collier Macmillan.
- Dewey J (1956) *Democracy in Education* New York: Macmillan.
- Gandhi M. K. (1956) *Basic Education*, Ahmedabad Nalajiban.
- Government of India (1952) *Report of the Secondary Education Commission*, New Delhi:- Ministry of Education.
- Government of India (1966) *Report of Education Commission* Ministry of Education, New Delhi.
- Kneiler George (1978) *Introduction to Philosophy of Education*, New York: John Wiley 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*, Agni. Vaidya Prakashan.
- Vargha, D. (2004). *Childhood, Work and Schooling: Some Reflections*.
- Contemporary Education Dialogue, Vol. 2(1), 3-29. 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.



Registrar

Sri Sree Siddhanta College of Technology
& Medical Sciences, Agartala (M.P.)

- Readings for Discussion 1. Ariès, E. (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.



Registrar
Sri Sripada Sri University of Technology
& Medical Sciences Scheme (M +)





SRI SATYA SAI

UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES

Bhopal-Indore Road opposite Pachama Oil Field Plant, Pachama, Sehore (M.P.) Pin.- 466001
Phone: 07582-223647, Fax: 07582-223644, website- www.ssatums.co.in, e-mail- info@ssatums.co.in

Minutes of Board of Studies Committee Meeting)

Name of Department: Faculty of Education

Minutes of Board of Studies Committee Meeting Dated: 28.10.2021

The Board of studies Committee Meeting was held in the room of Dean (Education) at 2:30 PM on 28.10.2021 Following members were present.

1. Dr. S.K. Ray (External Member)

2. Dr. Yasmeen Gani Khan (External Member)

3. Dr. Minakshi Pathak

4. Dr. Kanchan Shrivastava

5. Dr. Rishikesh Yadav

6. Dr. Dhiraj Shinde

The Chairman of Board of Studies Committee welcomes and appreciated of efforts put up by the faculty for progress of the departmental activities. The following agenda points were discussed and resolved.

Agenda1. Approval of some additional Elective Subjects (BAED-202-F English literature, BAED 202-E Hindi literature, BAED 202-D Psychology & BAED 202-B Geography) for 2nd semester revise scheme and syllabus (NON -CBCS) of B.A B.Ed.

Discussion (if any) : Syllabus was prepared as per current Norms of NCTE and was approved and this will applicable for the student admitted in academic session 2021-22.

Resolution of the Discussion: Additional Elective Subjects Scheme and Syllabus was prepared as per current demand in School was approved for forthcoming session 2021-22 2nd semester.

The chairman thanks the members for peaceful conduction of meeting.


For
Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)

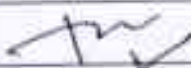
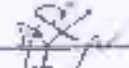
Faculty of Education

Minutes of Meeting

Date: 25.10.2021

A meeting was held on dated 25.10.2021 at HOD Office and following points were discussed.

1. Prepare the B.A.B.Ed. 2nd Semester Additional Elective Subjects Scheme and Syllabus

S.No	Faculty Name	Signature	
1	Dr. Kanchan Shrivastava		
2	Dr. Rafat Afroz Khan		
3	Dr. Rishikesh Yadav		
4	Dr. Dhiraj Shinde		
5	Dr. Abhilasha Pathak		
6	Dr. Tabasum Khan		
7	Dr. Mamta Vyas		

Head of the Department


Dean (Education)

Copy to :

V.C. Sir

Registrar Sir

Dean Education

Academic Council



Registrar
Sri Sankar Das University of Technology
& Medical Sciences Sonow (M.P.)

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES
FACULTY OF EDUCATION (Scheme)

Examination (I- Year)

Bachelor of Arts Bachelor of Education (B.A. B.Ed.) - II Semester
Session 2021-22

S.No.	Subject Code	Subject Name	Maximum Marks (Theory Slot)						Maximum Marks (Practical Slot)				Total Marks
Course/ Paper			End Sem. Exam.	End Sem. Exam.	Internal Exam & Internal Record	Internal Exam & Internal Record	End Sem. Practical & Viva (External)	End Sem. Practical Record (Internal)					
Group A : Core Course			Max	Mini	Max	Mini	Max	Mini	Max	Mini	Max	Mini	
B.A. Part	BAED-201	Foundation Course (Hindi & English & Moral values)	60	22	40	14	---	---	---	---	---	---	
	BAED-202	(Any One) (A) Economics (B) Geography (C) Sociology (D) Psychology (E) Literature- Hindi (F) Literature- English	60	22	40	14	---	---	---	---	---	---	
	BAED-203	History	60	22	40	14	---	---	---	---	---	---	
	BAED-204	Political Science	60	22	40	14	---	---	---	---	---	---	
B.Ed. Part	BAED-205	Language across the curriculum - Part I	30	11	20	7	---	---	---	---	---	---	
	BAED-206	Curriculum Development & School	60	22	40	14	---	---	---	---	---	---	
	BAED-207	Reading and Reflecting on Texts	---	---	---	---	30	12	20	8	---	---	
Total			330		220		30		20			600	

Marks Distribution
 B.A. Part-400
 B.Ed. Part-200

K. Rajiv
 Registrar
 Sri Satya Sai University of Technology
 & Medical Sciences, Puttaparthi (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA. B.Ed.) SYLLABUS

IIInd Semester (w.e.f. 2021-22)

Sub : Foundation Course

(Hindi, English & Moral Values) Paper

Code : BAED-201

UNIT-I

वह तोड़ती पत्थर कठिता, सूर्यकांत त्रिपाठी निराला
दिनांगी गुलाबी निबंध दू राहुल सांकृत धावन
वर्ण विचार स्वर व्यंजन वर्गीकरण उच्चारण स्थान

UNIT-II

नारीत्व का अभिशाप निबंध, महादेवी वर्मा
चीप की दावत कहानी, भीष्म साहनी
विराज चिन्ह, संकलित

UNIT-III

सिक्काण व्याख्यान स्वामी विवेकानंद
धर्म और राष्ट्रवाद, महर्षि अरविन्द

Unit - IV

English Language

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

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

Writing

(Based on the expansion of an idea)

Reference:

Published (books) through Madhya Pradesh Hindi Grantha Akademy

Registrar

**Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)**



**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & Medical SCIENCES,
SEHORE**

**(BA. B.ED.) SYLLABUS
IInd Semester (w.s.f. 2021-22)
Sub : Economics
Paper Code : BAED-202 (A)Optional**

UNIT-I

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

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 Governments, 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

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

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, Composition and Structure of B.O.T and its Relationship with Balance of Payments, Methods of Corrections of imbalance of Payment, International Capital Movement.

UNIT-V

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.

Reference:

- Heljdra, B.J. and F.V. Plossy (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.)
- Carbaugh, - R.J. International Economics, International Thompson Publishing, New YorkKenen, P.B. The International Economy, Cambridge University press, London.
- Kindleberger, C.P. International Economics, R.D. Irwin, Homewood.
- H.G. Mannur. International Economics

Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & Medical SCIENCES,
SEHORE**

**(BA. B.Ed.) SYLLABUS
IInd Semester (w.e.f. 2021-22)
Sub : Geography
HUMAN GEOGRAPHY**

Paper Code : BAED-2B2 (B) Optional

Objectives: The objectives of this course are to acquaint the students with the nature of man environment relationship and human capability to adopt and modify the environment under its varied conditions from primitive life style to the modern living, to identify and understand environment and population in terms of their quality and spatial distribution pattern and to comprehend the contemporary issues facing the global community.

Unit -I

Development and history of human geography; Approaches of Human Geography; Elements of Human Geography; Branches of human geography; Concepts of man environment relationship; Concept of dualism in geography.

Unit-II

Division of races of mankind: spatial distribution, physical and social profile of racial groups, ethnic groups and tribal groups in the world and in India; Early economic activities of man: food gathering, hunting, fishing and shifting cultivation.

Unit- III

Human adaptation to environment (i) Cold Region -Eskimo; (ii) Hot Region -Bushman (iii) Plateau - Gonds (iv) Mountain- Khasi (v) Plain- Santhal. Social and Economic activities and adaptation in modern society by these.

Unit- IV

Distribution of population; factors influencing it; Concepts of over population, under population and optimum population. Demographic Transition Theory; Migration-Internal and International; Problem of over population in India and its remedial measures.

Unit- V

Settlement: Origin and types of settlements; Rural Settlement -Pattern of Rural settlements; House types and Building materials; Urban settlement - Origin of towns; patterns of cities; functional classification of cities; zoning of cities; Christaller's theory; Umland; Urbanization and problems; Slums; Town planning.

• **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches imparting knowledge by means of creating situations.

• **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods; Peer group teaching may be encouraged. Hard spots if any maybe resolved during tutorials.

GEOGRAPHY PRACTICAL

CONTENT

1. Scales - Plain, diagonal and comparative-different units.
2. Enlargement, reduction and combination of maps-Square, Similar Triangle and Pantograph. Measurement of distance and computation of Area on maps.

Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



3. Methods of representation of relief- Hachures, Hill Shading, Layer tint, Contours etc, Relief features, types of slopes, valleys, waterfall, Gorge, meanders, plateaux, conical hill, Ridge, Saddle & Pass to be drawn, with the help of contours shown in topographical sheets of different physiographic regions, profile Drawing.
4. Study of Topographical sheets, Scheme of Indian toposheets, Interpretation of a hilly and a plain area of India in respect of relief, drainage, Human settlement, Transport & Communication Pattern.
Chain and Tape survey- Importance, Appliances, Methods and Plotting.

Books recommended

1. Bergman, Edward E: Human Geography; Culture, Connection and Land Shape, Prentice-Hall, New Jersey. 1995.
2. Carr, M: Patterns, Process and Change In Human Geography, Mc Millan Education London, 1987.
3. Fellman, J. L: Human Geography-Landscapes of Human Activities. Brown and Benchman Pub., U.S.A., 1997.
4. De Blij H.J.: Human Geography, Culture, Society and Space, John Wiley, New York. 1996.
5. Singh R L : Practical Geography.
6. Monk House, F.J. and Wilkinson, H.R: Map and Diagrams, Methuen, London 1994.
7. Robinson, A.H.: Elements of Cartography, John Wiley & Sons, New York.
8. Mishra, R.P. : Fundamental of Cartography, Macmillan, New Delhi.



Registrar
Sri Sree Sri University of Technology
& Medical Sciences, Solapur (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

Education

(BA. B.Ed.) SYLLABUS

IInd Semester (w.e.f. 2021-22)

Sub : Sociology

Paper Code : BAED-202 (C) Optional

- UNIT-I** Dharma, Varna-system, Ashram-System, Purushartha, Karma, Samskar
- UNIT-II** Caste, Class, Family marriage, Kinship
- UNIT -III** The Structure of Indian Society; villages, Towns, Rural – Urban continuum, diversity of Indian society – demographic, Cultural Religious and linguistic.
- UNIT- IV** Family Problem – Dowry, Divorce, Domestic violence, Problem of the elderly, youth tentation.
- UNIT- V** Social Problem - Casteism, regionalism, communalism, cyber- crime, gender inequality.

Reference:

- ML Gupta & DD Sharma – Bhartiya Samaj
- Dr Baghel – Samajshashtra
- Prof. Ram Gopal Singh – Vashvikaran Media aur samaj

Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & Medical SCIENCES,
SEHORE**

(BA, B.Ed.) SYLLABUS

IInd Semester (w.e.f. 2021-22)

Sub : Psychology(Psychopathology)

Paper Code : BAED-202 (D)Optional

UNIT-I Psychopathology: Nature, Concept of Normality and Abnormality. General causes of Abnormality: Biological, Psychological, Socio-cultural. Models of Psychopathology – Psychodynamic, Behavioristic and Cognitive.

UNIT-II Anxiety disorder: Introduction, Symptoms, causes and treatment of Generalized Anxiety disorder, Panic disorder, Phobia, Obsessive-Compulsive Disorder.

UNIT- III Somatoform Disorder; Introduction , Type , Symptoms , Causes and treatment of Conversion Dissociative Disorder, Amnesia ,Fugue , Somnambulism ,Multiple personality. Personality Disorder; Cluster A, Cluster B and Cluster C, Classification, Symptoms and causes.

UNIT-IV Psychotic Disorder; Introduction and Types , Symptoms Causes, treatment of Schizophrenia, Paranoia, Mood Disorder, Manic state , Depressive state and Bipolar, Drug abuse and Alcoholism; Introduction, , Type Symptoms.

UNIT-V Psycho- Psychological Disorder: Introduction, Types Causes, Mental Retardation, Concept, Types, Symptoms Causes, Post traumatic stress Disorder, Suicide: Causes, Prevention.

Reference Books:

1. Lamm, a 1997. Introduction to psychology, N.Y sage
2. Buss, A H 1999 psychology, N. Y john Wiley
3. J.D Page , Abnormal psychology


Registrar
Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(B.A. B.Ed.) SYLLABUS

IInd Semester (w.e.f. 2021-22)

Sub : Hindi (Literature) हिन्दी कथा शीर्षक

Paper Code : BAED-201(E) Optional

कोर्स ओब्जेक्टिव - हिन्दी साहित्य की गद्य की विधाओं का विश्लेषणात्मक अध्ययन उपन्यासकार, कहानीकार, नाटककारों की कृतियों का विशिष्ट ज्ञान।

विषय आउट कम्स - हिन्दी साहित्य के गद्य का विशिष्ट ज्ञान प्रमुख लेखकों और उनकी कृतियों की समझ विकसित होगी।

साप्ताहिक अवधि के संदर्भ में साहित्यिक काल के साहित्य - और विशेषताओं की समझना और उस काल की सांस्कृतिक और राजनीतिक स्थिति।

भारतेंदुयुगीन काव्यधारा द्विवेदीयुगीन काव्यधारा के साहित्य का अध्ययन करने के लिए काव्यधारा छायावादोत्तार कविधारायण।

भारतेंदुयुग द्विवेदीयुग छायावाद के प्रभावों हिंदी लेखन की पहचान और विश्लेषण करने के लिए छायावादी युग और उनके लेखन के विभिन्न कौशल।

UNIT-I

मुंशी प्रेमचंद गबन -
मधू घणवारी - आपका बंदी
निर्यातित उपन्यासों से व्याख्या

UNIT-II

हिन्दी उपन्यासों एवं कहानी का उद्भव, विकास एवं प्रवृत्तियाँ

UNIT-III

"गबन" अथवा "आपका बंदी उपन्यासों" पर समीक्षात्मक प्रश्न

UNIT-IV

गुंठा - जय शंकर प्रसाद, कफन - प्रेमचंद, अपना - अपना भाग्य - जैनेन्द्र कुमार
तीसरी कसम उर्फ़ मारे गए गुलफाम - फणीश्वर नाथ रेणु, चीफ की दाबत
साहूनी, दोपहर का भोजन - अमरकांत, बार्ड बीचा जमीन - मृदुला सिन्हा की
कहानियों पर समीक्षात्मक प्रश्न]

UNIT-V

हुत पाठ - अमृतलाल नगर, पक्षपाल, धर्मवीर भारती, कृष्ण सोबती, मालती जोशी
मीनाक्षी स्वामी

नोट - हुत पाठ के कहानिकारों पर संपूर्तरीय प्रश्न पूछे जाएंगे।

References:-

- हिन्दी कथा शीर्षकराजकमल प्रकाशन-नई दिल्ली
- हिन्दी कथा शीर्षक हिन्दी ग्रंथ अकादमी द्वारा प्रकाशित पुस्तकें-२ मध्य प्रदेश
- हिन्दी साहित्य का इतिहास - आचार्य रामचन्द्र शुक्ल
- ललित निबन्ध - डॉ. विद्यानिवास मिश्र
- नौवे दशक के हिन्दी निबन्ध - डॉ. रमना मुकुंश
- प्रसाद के नाटक - डॉ. गोविन्द चातक

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



- हिन्दी नाटक आज तक – डॉ. सुरेश गौतम
- गद्य के रूप – वंशीधर लाल
- हिन्दी गद्य की नवीन विधायें – राजेन्द्र प्रसाद
- समकालीन हिन्दी नाटक और नये नये – डॉ. तनजे ।
- आधुनिक हिन्दी नाटक और नये नये – डॉ. लक्ष्मीनारायण लाल
- हिन्दी नाटक इतिहास के सोपान – डॉ. गोविन्द दातक



Registration
 Sri Satya Sai University of Technology
 & Medical Sciences, Secunderabad (M.P.)



**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & Medical SCIENCES,
SEHORE**

(BA, B.Ed.) SYLLABUS
IInd Semester (w.e.f. 2021-22)
Sub : Literature-
English POETRY AND DRAMA
Paper Code : BAED-201 (F)

Rationale: English has a rich tradition of poetry and drama. A student aspiring to become a teacher of English should be familiar with some of the poetic creations and dramatic achievements of the sixteenth and seventeenth century poets and playwrights. In order to develop a poetic sensibility a student-teacher must read some representative poems of Shakespeare, Ben Jonson, John Donne, Henry Vaughan, Andrew Marvel, Thomas Gray, William Collins, John Milton, John Dryden and Pope in addition to some plays of Shakespeare. In this paper, Shakespeare's one romantic comedy and one tragedy have been included with a view to giving the students an exposure of the dramatic works of a great playwright of the world.

Objectives: The students will be able to:

- Acquaint with certain specimens of Elizabethan and Metaphysical and Neoclassical poetry and drama.
- Develop their analytical and imaginative powers through readings in poetry and their skills in dialogue development through their readings in drama.
- Derive pleasure out of their readings in poetry and Shakespearean drama.

Course Contents: The paper will be divided into five (5) Units.

Unit I- Explanation

Prose and its forms

Francis Bacon -Of Studies, Of Travel, Of Love, Of Revenge

Unit II- Poetry

- (i) Shakespeare : Shall I compare thee to a summer's day?
- (ii) Ben Jonson : To Celia
- (iii) John Donne : The Sun Rising
- (iv) Henry Vaughan : The Retreat
- (v) Andrew Marvel : Thoughts in a Garden

Unit III -Poetry (II)

Thomas Gray : An Elegy written in a country churchyard

William Collins : Ode to Evening

John Milton : On His Blindness

John Dryden : Shadwell

Alexander Pope : Ode on Solitude

Unit IV -Drama (I)

William Shakespeare : As you Like It

Unit V -Drama (II)

William Shakespeare : Macbeth

Readings 1. David Green edit: The Winged World (An Anthology of Poems. MacMillan

2. Gopalak Nair edit: The Harp and the Lyre. Orient Longman

3. Palgrave's Golden Treasury. Oxford University Press.

4. W.P. Ker: Form and Style in Poetry. MacMillan.

5. A.C. Bradley: Shakespearean Tragedy. MacMillan

6. H. J. Grierson: Metaphysical Poems and Lyrics of the 17th Century. OUP

7. K.D.Sethna; Sri Aurobindo on Shakespeare. Pondicherry: Sri Aurobindo Ashram

8. Saryug Yadav, 2014. Challenges of Teaching English Language and Literature in the Age of Globalisation. Lakshi Publishers. New Delhi



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(B.A. B.Ed.) SYLLABUS

IInd Semester (w.a.f. 2021-22)

Sub : History (World History 1871 AD to 1945 AD)

Paper Code : BAED-203

Objective –

Imperialism and colonialism were created 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

Third French Republic
Internal and foreign policy of Bismarck.
Foreign policy of Kaiser William II.
Scramble for Africa.

UNIT-II

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

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

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

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

References:

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

Signature
Rajiv Kumar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

Education

(BA. B.Ed.) SYLLABUS

IInd Semester

(w.e.f. 2021-22)

Sub : Political Science

Paper Code : BAED-2D4

UNIT-I

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

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

UNIT-III

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

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

UNIT-V

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

References:

- 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 Allen University
- D Hald- Political Theory Cambridge Policy Press
- Tripti Jain- Foundation of Politics – College Book Depot.
- Verma S.P.- Modern Political Theory New Delhi Vikas 1983
- Prof. A.D. Panth- Basics of Political Science Allahabad Publisher.
- Dr. Om Nagpal- Fundamentals of Political Science, Karnal Publisher Indore

Signature
Rajiv Kumar

Sri Satya Sai University of Technology
& Medical Sciences Sehore (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA, B.Ed.) SYLLABUS

First Semester

(w.e.f. 2021-22)

Sat : Language across the curriculum Part- 1

Paper Code : BAED-205

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 students-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 students-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 I: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

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 situation into a dialogue, etc. (individual task)


Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



UNIT 2: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING

- 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 content 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

- 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)

Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Shriem (M.P.)



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

References:

- Boase, R. B. N. & Sterling, T. S. : Elements of English Rhetoric and Prose; Chakraborty, Chatterjee Co. Ltd. Calcutta, Latest Edition.
- Bright, J. A. & McGregor, O. 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.
- Heston, 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, Pergamon 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 Language Learning, Pergamon Press, New York. 1979.
- Agnihotri, R.K., Khanna, A.L, 1994(Eds). Second Language Acquisition: Socio-Cultural and Linguistic Aspects of English in India(RALJ), New Delhi, Sage Publication
- Baruah, T.C. 1984, The English Teachers Handbook, New Delhi, Sterling Publishers.
- Bhatia, 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 Khotchandani, L.M. 1988: Language in a plural society, Delhi, Motiram Banarsidas and Shrivastava
- Lewis, M. 1993, The Lexical Approach: The State of ELT and a way Forward, Hove: Language Teaching Publications.



Registrar

Sri Sree Sri University of Technology
& Medical Sciences, Sikkim (M.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SENORE

(BA. B.Ed.) SYLLABUS
IInd Semester (w.e.f. 2021-22)

Sub : Curriculum Development & School

Paper Code : BAED-206

Objectives:

- 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

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

UNIT- II

- 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

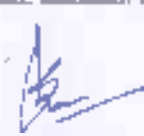
- Steps of Designing different Curriculum. Selection, Gradation and Organisation of Curriculum. Development and Implementation of Curriculum. Enrichment of Curriculum.

UNIT- IV: PRACTICALS

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

References:

- Askecroft, Kate and Palacin, David: The Primary Teacher's Guide to the New National Curriculum. London: Flamar Press, 1993.
- Doll, Ronald C.: Curriculum Improvement – Decision Making and Process. London: Allyn and Bacon, 1996.
- Bocker tom, Kathryn: How to Assess the Vocational Curriculum. London: Rogan Page Ltd. 1996.


Registrar

**Sri Satya Sai University of Technology
& Medical Sciences, Senore (TS-59)**



- 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 Charter 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 Encyclopedia of Curriculum. New York: Pergamon Press, 1991.
- Maridi, M.R. and Ravishanker: 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, 1978.
- Orlosky, D.E. and Smith, B.D.: Curriculum Development – Issues and Insights. Rand McNally College Publishing Company, USA, 1976.
- Prasad, Javedan & Kaushik, V.K. Advanced Curriculum Construction. New Delhi: Kamishka 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., 1965.
- Wiles, Jan. & Bondi, Joseph C.: Curriculum Development – A Guide to Practice. London: Charles E. Merrill Publishing Co., 1984.

AK

Registrar

Sri Suresh Das University of Technology
G. M. Delft Science School (D.P.)



SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA, B.Ed.) SYLLABUS
IInd Semester (w.e.f. 2021-22)

Sub : READING AND REFLECTING ON TEXTS

Paper Code : BAED-207

Objectives:

- To enable the students to read and respond to a Variety 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 summarise.

UNIT- I (Reading Skills)

- 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)

- Reading for global and local comprehension
- Inferences, analysis and extrapolation
- Reading strategies including word-track 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)

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


Registrar

Sri Satya Sai University of Technology
& Medical Sciences, Sehore (M.P.)



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.

References:

- Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press
- Maley, A. & Duff, A. (1991). *Distance techniques in language learning: A resource book of communication activities for language teachers* (2nd ed.). Cambridge: Cambridge University Press.
- Morgan, J. & Rivolucci, 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

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


Rajesh

Sri Satya Sai University of Technology
& Medical Sciences, Srisa (H.P)

