

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

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

Paper: Foundation Course (School Management)

Paper Code: BAED-801

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. Dimension 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 and 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: Concept, 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.

- 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 issue related to schooleducation.

Mode of Assessment

- Assessment will be based on tutorials, seminars, projects, texts 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.
- Blumbery, A. and Greenfield W. (1986) The Effective Principle, Aryan & Becon, London
- Combs P.H. (1970) What is Education Planning? IIEP (UNESCO) Paris
- Chesswar J.D. (1969) Methodologies for Educational Planning for Developing Countries, Volumes IIEP, Parris
- George, Harward H.L. & Robert A.S. (1976) Motivation and organizational climates, Harward University, Boston.
- Hardy C. & Altken 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 (1998) : School Mapping, New Delhi.

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

B.A.B.Ed.(VIII- 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 contest 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 caste, 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 contest shaping human development

- Nature of socio-culture and environment
- Physical environment
- Influence of education technology

UNIT-V

- Medial exposures
- Dealing with learners from varied socio-cultural context and creating culturally compatible classroom

Reference

- Aives phillipper 1962 centuries of childhood
- Ambron SR 1983 child development hoit Rinehart & Winston New York
- Barry johson 1964 classroom group behavior mecmillan new york

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 theoryof trade; Doctrine of reciprocal demand its importance and limitations in thetheory 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 inthe 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 monetarysystem 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 bythe government to correct the deficit after 1991; Need for and retionable 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:

- Kenan,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. Obstgeld (1994), International ,Economics : Theory andPolicy, Glenview, Foresman.
- Salvatore, D.L: (1997) International Economics, Prentice : Hall, Upper Saddle River. N.J.
- Sodersten, Bo (1991),International Econoinics, Macmillan Press Ltd London
- Aggarwal, M. R. (1979), Regional Economic Cooperation. In South Asia
- Bhagwati, J. (Ed.) (1981), International Trade, Selected readings, Cambridge

- 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 I.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 1960s.
- Cambridge University Press, Cambridge.
- Panchmukhi, V.R. (1978), Trade Policies of India : A Quantitative Analysis, Concept Publishing Company, New Delhi.
- Patel, S.J. (1995), Indian Economy Towards the 21st Century, University Press
- Ltd., India.

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B.A.B.Ed.(VIII- 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
- Nationalisation of Banks and Abolition of Privy Purse.

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

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**

- Three sessional tests out of which average of two test will be counted for marks (10+10)
- Two assignments one oral presentation and one written assignments(10+10)
- Semester and Examination will be for 60 marks. Each unit will carry a weightage of 12 marks.

References:

- भारत 2006, वार्षिक स्मरंन ग्रंथ, प्रकाशन विभाग, सूचना एवं प्रसारण मंत्रालय, भारत सरकार नई दिल्ली
- विपिन चन्द्र, मृदुला मुखर्जी एवं आदित्य मुखर्जी : आजादी के बाद भारत
○ (1947-2000) हिंदी माध्यम क्रियान्वयन निदेशालय, दिल्ली विश्वविद्यालय, नई दिल्ली
- M.S.A. Rao: "Social movements in India, Vol I and II

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, Direction 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 fortitude. 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.

- **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 Goewirth : 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 stamatopulor and Clarenace 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. Basu: Human Rights in Constitutional Law, Press.
- V. Kaushik, Women's movements and Human Rights.

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Paper: Pedagogy of School Subject (Part II)

Paper Code: BAED-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

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

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 1 :

Physical Education- Meaning Scope, Aims & 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-Pranayana, Surya Namaskara, Meditation and Mental Health.

References:

- Kamalesh and Sangral, (2000), Principles and History of Physical Education, Ludhiana : Tandon Publication,.
- Nadgir, K.G. (1998) , Sharir Shikshanad Vidhanagalu, Dharwad : MallesajjanVyayama Shale.
- Nadgir, K.G.(1997) , Arogya Muttu Aragya Shikshana, Dharwad : MallasajjanaVyama 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.
- Sarojkant Bihari and Prasanna Kumar Chowdhary (2003), Health and Physical Education. Ludhiana : Kalyeni Publishers.
- Vijendra Kumar (2000), Modern Methods of Teaching Physical Education, New Delhi : Sarup & Sons.

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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 Book:

- Galotti, K. M. 1999. Cognitive Psychology in and outside laboratory, Thomason Asia, Mumbai.
- Matlin, M. W. 1995. Cognition , 3rd Ed. Prism Books, Bangalore