

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

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

Paper Code: BAED-501

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| ईकाई 1 | 1. | भारतीय संस्कृति |
| | 2. | भारतीय समाजव्यवस्था |
| | 3. | सभ्यता एवं संस्कार |
| ईकाई 2 | 1. | धर्म |
| | 2. | न्याय |
| | 3. | दर्शन |
| ईकाई 3 | 1. | संचार संसाधन 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

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

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

UNIT -I

August Comte - Life introduction, Comtes' positivism: -positivism, characteristics of positivism, Hierarchy of science, Law of three stages, level a social organization of human thought.

Emile Durkheim – Life introduction, Theory of Suicide: types of Suicide, criticism and evaluation,

Theory of Religion: -meaning, characteristics,

Pitrim Sorokin – Life introduction, Theory of Cultural Change: reasons and consequences of Cultural Change.

UNIT-II

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 Derivers, theory of surplus value:evaluation.

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

UNIT-IV

Mahatma Gandhi - Non-Violence, Satyagraha, Trusteeship.

Radhakamal Mukherjee - Sociology of Values: -meaning, definition and characteristics, classification of values, law of values, importance of values.

Dr.B.R.Ambedkar - Social Justice, Casteless Equalitarian Society.

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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 Indiansociety, sources of modernization of tradition.

Recommended Books:

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

Sri Satya Sai University of Technology & 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) Dutt, R and Sundharm, K.P.M. (S. Chand and Company LTD).
2. Rathindra P.Sen. Development Theories and Growth Models (S. Chand and Company LTD Qutub Road Ram Nagar New Delhi-110055).

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3. M.L. Jhingan – Economics of Growth and Development.

4. आर्थिक विकास और स्वातन्त्र्य– अमर्त्य सेन (रामप्रसाद एण्ड संस पुस्तक प्रकाशन)

5. भारतीय अर्थव्यवस्था– मिश्रा एवं पुरी (रामप्रसाद एण्डसंस पुस्तक प्रकाशन)

6. भारत में आर्थिक पर्यावरण– ओ. पी. शर्मा (रामप्रसाद एण्ड संस पुस्तक प्रकाशन)

7. अर्थशास्त्र – डॉ. बी.सी. सिन्हा (साहित्य भवन प्रकाशन, आगरा)

8. भारतीय अर्थव्यवस्था– डॉ. चतुर्भुज मामोरिया (साहित्य भवन प्रकाशन, आगरा)

9. भारतीय अर्थव्यवस्था– एस.के. मिश्रा एवं बी.के. पुरी (हिमालया पब्लिशिंग हाउस)

10. भारतीय अर्थव्यवस्था– (रुद्र दत्त एवं के.पी.एम.सुन्दरम)

11. विकास एवं पर्यावरण का अर्थशास्त्र – डॉ. आर.पी.गुप्ता, डॉ. गणेश कावडिया, डॉ. सारा अत्तारी (म.प्र. हिन्दी ग्रन्थ अकादमी, भोपाल)।

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 Rammohan Roy and Brahma Samaj. Lord William Bentinck. Status of women, growth of western education. Modernization of India.

Unit-V

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

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. Kosambi: Culture and Civilization of Ancient India. Vikas Prakashan, 1994

D.N.Jha: Ancient India: An Historical Outline. Manohar Publishers & Distributors, Delhi, 1999.

H.C. Raychoudhary: Political history of Ancient India: From the Accession of Parikshit to the Extinction of the Gupta Dynasty. University of Calcutta, 1950

HasmukhlalDhirajlalSankalia: The Prehistory and Proto-history of India and Pakistan. University of Bombay, 1962.

K.A. NilakantaSastri: Age of Nandas and Mauryas. MotilalBanarsidass, 1967

K.A. NilakantaSastri: History of South India: From Prehistoric Times to the Fall of Vijayanagar. Oxford University Press, 1958

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

B.A.B.Ed.- V -Semester

Paper Code: BAED- 504

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 Srilanka, 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.

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

Processes to facilitate construction of knowledge:

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

Utilizing learners' experiences

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

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

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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)

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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.

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

Code: BAED 601

Unit 1:

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

Unit2:

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

Unit3: हिन्दीव्याकरण

- (I) पत्रलेखन-औपचारिक, अनौपचारिक
- (II) अपठितगधाश
- (III) अपठितपधाश

Unit4:Prose+ Poetry

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

Unit5: Grammar

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

संदर्भपुस्तक:— मध्यप्रदेश हिन्दी ग्रंथ अकादमी, भोपाल द्वाराप्रकाशित पुस्तक

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 Compute in social Research.

Recommended Books:

1. P.V.Young - Social Survey and Research.
2. Beteille A and T.N. Madan- Encounter and Experience: Personal Accounts of Fieldwork, Vikas Publishing House, New Delhi, 1975.
3. Jayram N. - Sociology: Method & Theory, Macmillan: Madras 1989.
4. सिंह, रामगोपाल—सामाजिकअनुसंधानविधि, म०प्र० हिन्दीग्रन्थअकादमीभोपाल ।
5. टोंग्या एवंपाटिल—सामाजिकअनुसंधान के मूलतत्व, म०प्र० हिन्दीग्रन्थअकादमी भोपाल—2004 ।

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 analyzes 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.

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Recommended Books:

3. Dr. Mehta and Madnani - Elementary Mathematics' in Economics.
4. Dr. Mohan Singhal- Elements of Statistics.
5. Dr. Shukla and Sahai - Statistical Analysis.
6. C. R. Kothari - Quantitative Techniques, Vidya Vikas ,Vikas Publishing House Pvt. Ltd.)
7. C. R. Kothari - Research Methodology
8. म० प्र० हिन्दी ग्रन्थ अकादमी, भोपाल के नवीनतम प्रकाशन ।

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

Unit 3:

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
- 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

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

Personal 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 MartinusNijhoff 1992

K.I. Holstic 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.

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, Peace, 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, Prathyahara, 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

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Reference:

- Broudy S. Harry (1961) Building a Philosophy of Education, USA, Prentice-hall Inc.
- Dewey, J. (1916) Democracy and Education. New York: Macmillan.
- Doyle, T.F. (1973) Educational Judgments. London: Roufledge and Kegam Paul.
- Feather T., Norman (1975) Values in Education and Society, New York: A Division of Macmillan Publishing Co.
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**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

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- 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 action research in Yoga
Difference between yogic practices and physical exercises
Yoga and abroad Competitions in Yogasanas.

PRACTICAL PROCESS

Assessment & Observation:

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

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

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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 (phenomena) , 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

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- AshaBhatnagar (1999) Guidance and Counselling : Theoretical Perceptive. Vol-1. New Delhi :Vikas Publishing House.
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B.A.B.Ed. (VI- Semester)

Paper: Optional

Code: BAED-605(D) Environmental Education

Unit 1 :

Introduction to Environmental Education 1.1 Environmental Education – Concept , Importance and Scope 1.2 Objectives and Principles of Environmental Education. 1.3 Basic Concepts in Environmental Education 1.3.1 Ecology 1.3.2 Eco-System 1.3.3 Ecological Balance 1.3.4 Food Chain 1.3.5 Pollution and Pollutants 1.3.6 Natural Resources 1.3.7 Green House Effect 1.3.8 Bio-degradable and Non-degradable Materials. 3.3.9 Bio-sphere – Bio-Diversity 1.4 National Environment Awareness Campaign (NEAC) 1.5 Environmental Orientation for School Education (EOSE) 1.6 Environmental Information System (ENVIS).

Unit 2 :

Environment and Pollution 2.1 Meaning of Environment. 2.2 Types of Environment 2.3 Types of Environmental Pollution 2.3.1 Air Pollution : Meaning, causes The Air (Prevention and Control of Pollution) Act – 1981. 2.3.2 Water Pollution: Meaning, causes, The Water (Prevention and Control of Pollution) Act – 1977 2.3.3 Soil Pollution : Meaning, causes, Remedies 2.3.4 Sound Pollution : Meaning, causes , Remedies 2.4 Ecological Imbalances 2.4.1 Deforestation 2.4.2 Soil Erosion 2.4.3 Extinction of Wild life 2.4.4 Depletion of Ozone layer 2.5 Life and Contributions of Environmental Activists. 2.5.1 Mahesh Chandra Mehta 2.5.2 Sunderlal Bahuguna 2.5.3 Vandana Shiva 2.5.4 Maneka Gandhi 2.5.5 ShivaramKaranth

Unit 3 :

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 Incidental 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

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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

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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.
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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), From & style In thesis, Boston : Writing Houstonmifin Co.
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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 those contribute to it and ways to facilitate change Workshop Themes • Establishing peace within oneself: exercises of concentration and meditation • Understanding group dynamics and communication • Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution • Exploring the bases of social disharmony:

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becoming the agents and catalysts of change and exploring methods of facilitating change Unit 5: Facilitating Personal Growth: Applications in Teaching • To explore attitudes and methods needed for facilitating personal growth in students • To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum Workshop Themes • Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching. • Observing children: appreciating social, economic, cultural and individual differences in children and relating with them • Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching Mode of Transaction There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials which should be contextualised and updated periodically. Expertise/ Specialization required to teach this course Specialists who have conducted personal development workshops and who have a qualification in clinical and counseling Psychology

Essential Readings

1. Antoine de Saint-Exupery. (1977). The Little Prince. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
2. Dalal, A.S. (2001). Our Many Selves. Pondicherry, India: Sri Aurobindo Ashram.
3. Frankl, V. (1946). Man's Search for Meaning. New York: Pocket Books.
4. Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.
5. Krishnamurti, J. (1953). Education and the Significance of Life, Ojai, California, USA: Krishnamurti Foundation Trust.
6. NCERT, (2006). Education for Peace, Position Paper. New Delhi: NCERT.
7. Walk with Me: A Guide for Inspiring Citizenship Action. (2006). New Delhi: Pravah Pub.
8. Readings for Discussion 1. Bach, R. (1994). Jonathan Livingston Seagull, London, UK: Harper Collins Publications.
9. Chatterjee, D. (1998). Leading Consciously, MA, USA: Butterworth-Heinemann.
10. Gibran, K. (1996). The Prophet, Calcutta, India: Rupa & Co.
11. Gupta, L. (2008). Growing up Hindu or Muslim: How Early does it Happen. Economic and Political Weekly, 63(6), 35-41.
12. Haldar, B. (2006). A Life Less Ordinary. New Delhi: Penguin Books. Translated by Urvashi Butalia.
13. Hall, E. and Hall, C. (1988). Human Relations in Education. London, UK: Routledge.
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15. Joshi, P. (2006). Negotiating Identity: Voices of Children with Disabilities in Regular Schools. Contemporary Education Dialogue. 3(2), 1175-195.
16. Kumar, K. (1986). Growing Up Male, Seminar, No. 318.

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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

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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)