

EDUCATION
(BA. B.Ed.) SYLLABUS
Ist 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 पुकारती (कविता) -जयशंकर प्रसाद
2. पुष्प की अभिलाषा (कविता) - माखनलाल चतुर्वेदी
3. वाक्य संरचना और अशुद्धियां (संकलित)

UNIT II

हिन्दी भाषा

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

UNIT III

नैतिक मूल्य

1. नैतिक मूल्य परिचय एवं वर्गीकरण (आलेख) -डॉ. शशि राय
2. आचरण की सभ्यता (निबंध) -सरदार पूर्णसिंह
3. अंतर्ज्ञान और नैतिक जीवन (लेख) -डॉ. सर्वपल्ली राधाकृष्णन
4. अप्प दीपो भव (लेख) - स्वामि श्रद्धानंद

UNIT IV

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

UNIT V

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

मध्यप्रदेश हिन्दी ग्रंथ आकादमी द्वारा प्रकाशित पुस्तकें

(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 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.

Suggested Readings:

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

(BA. B.Ed.) SYLLABUS

Ist 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:

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

(BA. B.Ed.) SYLLABUS
Ist 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, Kalchuries, Chancelas, and Permaras a.e

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 Gazanavi Ghorī - Mohammad
Ghorī**

Suggested Readings:

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

(BA. B.Ed.) SYLLABUS

Ist 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 : Loksabha, RajyaSabha. 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**

(BA. B.Ed.) SYLLABUS
Ist 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

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.

(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.,

- 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 Abiyana (RMSA), NCF-2005
- Programmes for enhancing efficiency and productivity of school teachers- In- service training – orientation and content enrichment programmes.

Assignments: (Any two of the following.)

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

Reference:

- Anand C. L. *et al.*, (1993) *Teacher and Education in the emerging Indian society* NCERT New Delhi.
- Coombs Philips H (1985) *The World Crisis in Education*. New York. Oxford University Press, New York
- Delors, Jacques (1996) *Learning the Treasure within Report to UNESCO of the Internal Commission on Education for Twenty First Century* UNESCO.
- Dewey I (1952) *Experience in Education*, Collier Macmillan.
- Dewey S (1956) *Democracy in Education* New York: Macmillan.
- Gandhi M. K. (1956) *Basic Education*, Ahmedabad Nalijiban.
- Government of India (1952) *Report of the Secondary Education Commission*, New Delhi:- Ministry of Education.
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- Government of India (1966) *Report of Education Commission Ministry of Education*, New Delhi.
- Kneller George (1978) *Introduction to Philosophy of Education*, New York: John Willey and Sons INC.
- Mani R S. (1964) *Educational Ideas and Ideals of Gandhi and Tagore*, New Book Society, New Delhi.
- Mathur S.S. (1988) *A Sociological Approach to Indian Education*, Agra. Vindo Prakashan.
- Vasanta, D. (2004). *Childhood, Work and Schooling: Some Reflections*.
- Contemporary Education Dialogue, Vol. 2(1), 5-29. 6. Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- Readings for Discussion 1. Aries, P. (1965). *Centuries of Childhood-A social history of the family life*. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood. 2. Harris, M. and Butterworth, G. (2002).
- *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology.

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

Sub : Foundation Course
(Hindi, English & Moral Values)

Paper Code : BAED-201

Unit — I नैतिक मूल्य

१. अंतर्ज्ञान और नैतिक जीवन - सर्वपल्ली राधाकृष्णन
२. बुद्ध की करुणा - डॉ. सद्धा तिस्र

Unit - II हिन्दी भाषा

१. भारत वन्दना (कविता) - सयू कीर्त त्रिपाठी 'निराला'
२. अकाल और उसके बाद (कविता) - नागार्जुन
३. निर्माल य (ललित निबधं I) - विद्यानिवास मिश्र

Unit - III

१. अफसर (व्यंग य) - शरद जाषे ती
२. भारत का सामासिक व्यक्तित्व (चिंतनपरक) - जवाहरलाल नेहरू
३. पल्लवन और सधं पे ण (सकं लित)

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)

Suggested Readings:

Published (books) through Madhya Pradesh Hindi Grantha Akademy

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA. B.Ed.) SYLLABUS

IInd Semester

Sub : Sociology (2018-19)

Paper Code : BAED-202 (A)

<u>Unit-I</u>	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 – Dowry, Divorce, Domestic violence, Problem of the elderly, youth tension.
Unit V	Social Problem - Castism, regionalism, communalism, cyber- crime, gender inequality.

Books:

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

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & 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 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 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 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. Compositions and Structure of B.O.T and its Relationship with Balance of Payment, Methods of Corrections of imbalance of Payment, International Capital Movement.

Unit-V

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

Recommended Books:

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

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

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

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

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

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

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

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

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

H.G. Mannur. International Economics

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & 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 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

- 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 Western Dominance.
8. Fay, Origin of the World War

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

Recommended Books:

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

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

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

Sub : 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 student-teachers, irrespective of the subject areas that they are going to teach.**
- **This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.**
- **It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.**

UNIT 1: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

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).

Recommended Books:

Bose, R. B. N. & Sterling, T. S. : Elements of English Rhetoric and Prosody; Chakraborty, Chatterjee Co. Ltd. Calcutta, Latest Edition.

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

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

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

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

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

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

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

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

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

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

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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**

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SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

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

Sub : READING AND REFLECTING ON TEXTS

Paper Code : BAED-207

OBJECTIVES

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

UNIT- I (Reading Skills)

- 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

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

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Advanced Readings

- 1. Parrot M. (1993). Tasks for language teachers Cambridge: Cambridge University Press**
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 - 3. Slatterly, M. & Willis, J. (2001). English for primary teachers: A handbook of activities & classroom language. Oxford: Oxford University Press**
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