

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

**EDUCATION  
(BA. B.Ed.) Syllabus**

**Sub- Foundation Course  
III Semester (w.e.f. 2021-22)  
Paper Code : BAED-301**

**Part A**

**ईकाई - १ :-**

इकाई-1: नैतिक शिक्षा

सदगी: महात्मागान्धी

चित्त जहाँ भय शून्य: रवीन्द्रनाथ ठाकुर

इकाई-2 हिन्दी

कछुआ धर्म निबंध- चंद्रधर शर्मा गुलेरी

वह तोड़ती पत्थर : निराला

सपनों की उड़ान : ए पी जे अब्दुल कलाम

चीप की दावत: भीरम साहनी

वर्ण : विन्यास: दिग्विनाथ प्रसार मिश्र

इकाई-3

आदिवासी धरोहर - डॉ. श्यामचरण दुबे

नारीत्व का अभिशाप - महादेवी वर्मा

ब्रह्माण्ड की रचना- जयंत विष्णु नार्लीकर

प्रमुख वैज्ञानिक आविष्कार- संकलित

संधि और समास- संकलित

**PART-B**

**Unit-4 :-**

**1 Tree: Tina Morris**

**2 Night of scorpion: Nissim Ezekiel**

**What is science? : George Orwell**

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

**Unit 5 :-**  
Comprehensions of unseen passages, paragraph writing, report - Writing, short essay on a given topic

Correspondence skills (formal & non formal letters and application) Basic

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

**Suggested Readings:** संदर्भ पुस्तक- मध्यम देश हिन्दी ३ अकादमी, गोल संदर्भ पुस्तक- मध्यम देश हिन्दी ३ अकादमी, गोल द्वारा प्रकाशित पुस्तक

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

## **EDUCATION (BA. B.Ed.) Syllabus III Semester (w.e.f. 2021-22)**

**Sub : Economics**

**Paper Code : BAED: 302(A) (optional)**

### **UNIT – I**

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

### **UNIT – II**

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

### **UNIT – III**

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

### **UNIT – IV**

Money- Meaning and Functions, Stock of Money and its Measures- M1, M2, M3, M4. Quantity Theory of Money- Cash Transaction and Cash Balance Approaches. Inflation, Deflation and Recession- Definition, Causes and Effects on different Segments of the Economy. Types of inflation- Demand Pull and Cost Push Inflation.

### **UNIT – V**

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

#### **Reference:**

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



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

## **EDUCATION**

**(BA. B.Ed.) Syllabus**

**III Semester (w.e.f. 2021-22)**

**Sub : Geography (Geomorphology)**

**Paper Code : BAED: 302(B) (optional)**

**Objectives:** On completion of this the student shall critically reflect and analyses the issues related to Geomorphology.

### **UNIT-I : Development of Landforms**

- Rocks and rock forming minerals : Types and characteristics.
- Landforms produced by Running Water, Ground Water, Glacier, Wind and Waves

### **UNIT-II: Earth Movements**

- Orogenic and Epeirogenic movements : Types of Fold, Fault and related land forms
- Mountain building : Theories of Kober and Holmes
- Earthquake, Tsunami: causes, impacts, distribution and related landforms.
- Volcanoes : causes, types, distribution

### **UNIT-III: Soils and their characteristics**

- Soil profile, concept of Pedon.
- Soil forming processes
- Zonal soil classification & major soil groups of the world

### **UNIT-IV: Theories on face of the earth**

- Cycle of Erosion : Concepts of Davis and Penck
- Origin of the earth : Big Bang Theory, Interior of the earth, Concept of Isostasy : Theories of Pratt and Airy. Continental drift theory, Theory of plate tectonics and sea floor spreading.

*Transactinal Strategies:*

- Lecture, group interaction, material review and presentation, etc.

### **Reference**

Singh, Savinder	:	Physical Geography, Geomorphology
Thurnbury, W.D.	:	Principles of Geomorphology
Lobeck	:	Geomorphology
Wooldrige & Morgan	:	An outline of Geomorphology
Strahler & Strahler,	:	Physical Geography
Trewartha, Robiunson	:	Fundamentals of Physical Geography





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

**EDUCATION**  
**(BA. B.Ed.) Syllabus**  
**III Semester (w.e.f. 2022-23)**  
**Sub- Sociology**  
**Paper Code : BAED-302 (C)Optional**

## **UNIT – I**

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

## **UNIT – II**

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

## **UNIT – III**

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

## **UNIT – IV**

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

## **UNIT – V**

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

### **References:**

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



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

---

**EDUCATION**  
**(BA. B.Ed.) Syllabus**  
**III Semester (w.e.f. 2021-22)**

**Sub : Psychology (Psychology of Human Development)**

**Paper Code : BAED: 302(D) (optional)**

**UNIT- I**

Concept and laws of human development, difference between growth and development, relation between maturation and learning, theories of development psychoanalytic, cognitive and social learning theories methods of studying human development cross sectional and longitudinal.

**UNIT-II**

Factors influencing development heredity and environment, role of family and school in development , effect of mass media and peer group on development .

**UNIT- III**

Physical and motor development meaning and stage , factors influencing physical and motor development, development of self, social development and development of social relations.

**UNIT- IV**

Cognitive development, Piaget, theory , language development and influencing factors, theories of moral development Kohlberg and Piaget, factors affecting moral development.

**UNIT- V**

Emotional development nature , factors affecting emotional development , problem of adolescence, psychology of exceptional children types gifted children , mentally retarded and child delinquency problems and prevention.

Reference books;

1. Berk J E 1989 CHILD DEVELOPMENT BOSTON; ALLYN AND BACON
2. Healthington E .m and parks , R .D 1986 child psychology , New york McGraw hill
3. Santrock , j w 1999 lifespan development an India perspective , new Delhi NCERT

---

24



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

**EDUCATION**

(BA. B.Ed.) Syllabus

III Semester (w.e.f. 2021-22)

Sub- HINDI (Literature) (अर्वाचीन हिन्दी काव्य)

Paper Code : BAED-301 (E)Optional

कोर्स ओब्जेक्टिव-हिन्दी साहित्य के अर्वाचीन हिन्दी काव्य का विश्लेषणात्मक अध्ययन एवं आधुनिक काव्य से संबन्धित अवधारणाओं और उनके प्रति विभिन्न कवियों और कविताओं का परिचय देना।  
विषय आउट कम्स - 1. जीवन दर्शन के साथ-साथ मैथिलीशरण गुप्त, प्रसाद, निराला, के कविताओं को समझना।

2. आधुनिक कल के कवियों के कवियों के लेखन का अध्ययन करने के लिए।
3. माखन लाल चतुर्वेदी, महादेवी वर्मा, और अज्ञेय की कविता का अध्ययन करने के लिए हमारी भारतीय संस्कृति का दर्शन और हमारे दैनिक जीवन पर इसका प्रभाव।
4. जीवन दर्शन, एकता, राष्ट्रियता, भारतीय संस्कृति को भी इन कवियों की कृतियों को भी समझते हैं।

**UNIT-I**

निर्धारित कवि : मैथिलीशरण गुप्त, जयशंकर प्रसाद, निराला माखनलाल चतुर्वेदी, महोदवी वर्मा और अज्ञेय की रचनाओं से तीन व्याख्यांश  
मैथिलीशरणगुप्त :

1. सखि वे मुझसे कहकर जाते
2. दोनों और प्रेम पलता है (साकेत से)

जयशंकर प्रसाद:

1. बीती विभावरी जागरी
2. शेर सिंह का शस्त्र समर्पण

सूर्यकान्त त्रिपाठी निराला

1. जागो फिर एक बार
2. तोड़ती पत्थर

माखनलाल चतुर्वेदी

1. कैदी और कोकिला.
2. हिमकिरीटिनी

महादेवी वर्मा

1. मैं नीर भरी दुख की बदली
2. बीन भी हूँ मैं तुम्हारी रागिनी भी हूँ

अज्ञेय

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

1. कलगी बाजरे की
2. बावरा अहेरी

### मुक्तिबोध

1. सहर्ष
2. भूल गलती

### UNIT-II

माखनलाल चतुर्वेदी, महादेवी वर्मा, अज्ञेय की कविताओं से समीक्षात्मक प्रश्न

### UNIT-III

मैथिलीशरणगुप्त, जयशंकरप्रसाद एवं निराला की कविताओं से समीक्षात्मक प्रश्न

### UNIT-IV

आधुनिक युग की काव्य प्रवृत्तियाँ : भारतेन्दु युग, द्विवेदी युग, राष्ट्रीय काव्यधारा, छायावाद और छायावादोत्तर हिन्दी काव्य- प्रगतिवाद, प्रयोगवाद एवं नई कविता।

### UNIT-V

द्रुतपाठ-भारतेन्दु, हरिश्चन्द्र, नरेश मेहता, भवानी प्रसाद मिश्र, रघुवीरसहाय और दुष्यंत कुमार की कविताओं से लघुतरीय प्रश्न

### References:-

- कबीर ग्रन्थावली – डॉ. माता प्रसाद गुप्ता
- संत कबीर – डॉ. रामकुमार वर्मा
- जायसी ग्रन्थावली – आचार्य रामचन्द्र शुक्ल
- सूर साहित्य – डॉ. मुंशी राम शर्मा
- कबीर साहित्य की परख – डॉ. परशुराम चतुर्वेदी
- तुलसी साहित्य सुधा – डॉ. भागीरथ मिश्रा
- प्राचीन प्रतिनिधि कवि – डॉ. द्वारका प्रसाद सक्सेना
- बिहारी रत्नाकर – श्री जगन्नाथ दास रत्नाकर
- घनानन्द : काव्य और आलोचना – डॉ. किशोरी लाल
- महाकवि घनानन्द – डॉ. हर्वंश लाल शर्मा
- अर्वाचीन हिन्दी काव्य - १० प्रश्न हिन्दी ग्रन्थ अकादमी, भोपाल



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

## **EDUCATION**

(BA. B.Ed.) Syllabus

**III Semester (w.e.f. 2022-23)**

Sub : English (GENERAL LINGUISTICS AND MODERN ENGLISH STRUCTURES)

Paper Code : BAED: 302(F) (optional)

**Objectives:** On completion of this the student are expected to critically reflect and analyse the issues related to general linguistics and modern English structures.

Unit-I. Nature of Language :

What is language, Linguistic as a scientific study of language, Language and Animal Communication, Branches of Linguistics

Unit II. Phonetics

Production of speech sounds: Vowels and consonants, Problem sounds for Indian learners

Stress: Strong and weak syllables, weak forms problems for Indian learners, Phonetic transcription of words with stress mark.

Intonation, Problems and remedial measures

Unit-III Phonology

Minimal pairs, Distinctive features, form and meaning, syllable structure, Assimilation rules, Dissimilation rules, feature addition, segment deletion and addition.

Unit- IV- Morphology:

Word classes, Morpheme – Bound and free, Derivational Morphology, Compound stress pattern, Meaning of compounds In flexional morphology, Morphophonemic.

*Transactinal Strategies:*

- Lecture, group interaction, material review and presentation, etc.

### **References**

1. English Phonetics and Phonology : Roach, Cambridge University Press, 2009
2. Ship or sheep : Anne Baker, Cambridge University Press, 2006
3. Phonetics and spoken English : Bala Subramaniam, Macmillan Publishers (2012)
4. Linguistics: An Introduction : Chaskar, Pagare, Jadhav, Orient, 2014
5. A general introduction to linguistics : Tariq Rahman, Orient Blackswan; 2010
6. Better English pronunciation : J.D.O'connor, Cambridge University Press, 1980
7. English pronunciation in use – advanced : Martin Hewings Cambridge University Press; 2007
8. Cambridge Encyclopedia of Language, Cambridge University Press, 2010
9. An Introduction to English Morphology, Andrew Carstairs-McCarthy, Edinburgh University Press (2001)





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

---

**EDUCATION**  
**(BA. B.Ed.) Syllabus**  
**III Semester (w.e.f. 2021-22)**

**Sub : History**

**Paper Code : BAED-303**

UNIT – I Sources of Medieval Indian History.

Foundation and Consolidation of the Delhi Sultanate - Qutubuddin Aibak, Iltutmish, Razia

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

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

Timur's invasion and its impact.

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

UNIT – III Akbar- Consolidation and territorial expansion of the Mughal empire, his Religious and Rajput Policy. Jahangir, Shahjahan, Mughal Sikh relations.

Rise of Marathas, Shivaji- His conquests and administration.

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

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

during Sultanate period, Agriculture Industry and Trade.

Administrative system.

UNIT – V Mughal administration and institutions.

Mansabdari System. Social and religious life,

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

---

**Reference :**

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



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

**EDUCATION**  
**(BA. B.Ed.) Syllabus**  
**III Semester (w.e.f. 2022-23)**  
**Sub : Political Science**  
**Paper Code: BAED: 304**

## UNIT – I

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

## UNIT – II

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

## UNIT – III

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

## UNIT – IV

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

## UNIT – V

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

## References:

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



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

**EDUCATION**  
**(BA. B.Ed.) Syllabus**  
**III Semester (w.e.f. 2021-22)**  
**Sub : Language Across the Curriculum Part-II**  
**Paper Code: BAED: 305**

**Objectives :** It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts.

- They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts.
- Overall, areas of language proficiency which are emphasised are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

## **UNIT 1: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS**


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

## **UNIT 2: ENGAGING WITH EDUCATIONAL WRITING**

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

### **Suggested Activities**

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





**References:**

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

---

2

1

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

**EDUCATION**  
**(BA. B.Ed.) Syllabus**  
**III Semester (w.e.f. 2022-23)**  
**Sub : Learning & Teaching**  
**Paper Code: BAED: 306**

## 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-II: 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 -III: 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

## UNIT-IV: 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





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

UNIT -V: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., Shaikshanika Manovijnana, Parichaya: Bhaga I and II, Institute of Kannada Studies, Union of Mysore, Mysore, 1985
- Gagne, R.M. Conditions of Learning and Theory of Instruction, 4 th Edition, Holt Rinehart and Winston, New York, 1977
- Ghangadharappa, N.R. Shaikshanika Manovijnana, Rekha Pradhsna, Davengere, 1996
- Goleman, Daniel, Emotional Intelligence. New York: Bantam, 1995
- Govinda Rao., A.V. Shikshandalli Manovijnana, Vidyanidhi Pradshana, Gadaga, 1996
- Kar, Chintamani, Exceptional Children, Sterling Publishers, New Delhi, 1992



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

**EDUCATION**  
**(BA. B.Ed.) Syllabus**  
**III Semester (w.e.f. 2021-22)**  
**Sub : Drama & Art in Education**  
**Paper Code: BAED: 307**

## **Introduction:**

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

## **Objectives:**

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



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

## COURSE CONTENT

### UNIT -1: VISUAL ARTS AND CRAFTS (PRACTICAL)

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

### UNIT- 2: PERFORMING ARTS:

#### DANCE, MUSIC, THEATRE AND PUPPETRY (PRACTICAL)

- Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry.
- Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach
- Planning a stage-setting for a performance/presentation by the student-teacher.

### UNIT- 3: APPRECIATION OF ARTS

- Meaning and concepts of Arts and aesthetics and its significance at secondary level of schooleducation
- What is the difference between Education in Arts and Arts in Education
- Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)
- Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)

3



- Indian festivals and its artistic significance.

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

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

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

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

#### PRACTICAL PART 1.

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

2. MEDITATION- Focus, Concentration.

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

4. POETRY RECITATION- Rigved Mantras, Vaachik Abhinay.

5. SELECTION OF PLAY FOR CHILDREN.

6. CASTING.



7. BUILDING OF A CHARACTER.

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

References:

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

---

