

**EDUCATION
(BA. B.Ed.) SYLLABUS
Ist Semester (w.e.f. 2021-22)
Foundation Course (Hindi,English & Moral Values)**

Paper Code : BAED-101

UNIT I

हिन्दी भाषा

स्वतंत्रता पुकारती –जयशंकर प्रसार

पुष्प की अभिलाषा –माखनलाल चतुर्वेदी

वाक्य संरचना और अशुद्धियाँ

UNIT II

हिन्दी भाषा

नमक का दरोगा –प्रेमचंद

एक थे राजा भोज–डॉ. त्रिभुवन नाथ शुक्ल

पर्यायवाची, विलोम, एकार्थी अनेकार्थी, एवं शब्दयुग्म शब्द

UNIT III

नैतिक मूल्य

नैतिक मूल्य परिचय एवं बर्गीकरण – डॉ. शशि राय

आचरण की सभ्यता –सरदार पूर्ण सिंह

अंतर्ज्ञान और नैतिक जीवन– डॉ सर्वपल्ली राधाकृष्णन

अप्य दीपों भव – 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

Reference :

मध्यप्रदेश हिन्दी ग्रन्थ आकादमी द्वारा प्रकाशित पुस्तकें

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

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

Sub: (Hindi) Literature प्राचीन एवं मध्यकालीन काव्य

Paper Code : BAED-102(E) Optional

कोर्स आब्जेक्टिव–

हिन्दी साहित्य के प्राचीन एवं मध्यकालीन इतिहास का विश्लेषणात्मक ज्ञान देना। मध्यकालीन साहित्य से संबंधित अवधारणाओं और उनके प्रति विभिन्न मतों का परिचय देना।

विषय आउटकम

1. हिंदी साहित्य के मध्यकालीन युग का विशिष्ट ज्ञान।
2. कबीर के दोहों का विश्लेषणात्मक अध्ययन
3. सूरदास की कृष्ण भक्ति का अध्ययन करने के लिए भक्ति संस्कृति का दर्शन और हमारे दिन-प्रतिदिन के जीवन पर इसका प्रभाव
4. जीवन के दर्शन के साथ-साथ तुलसीदास विहारी घनानंद भूषण के काव्य का दैनिक जीवन पर प्रभाव

UNIT-1

कबीरदास –गुरुदेव को अंग, बिरह को अंग, ग्यान बिरह को अंग, सुमिरन को अंग (प्रत्येक से 5–5 दोहे)

सूरदास – विभिन्न प्रसंगों से कुल 15 पद– उद्धव संदेश से पद क्रमांक 9, 10, 15, 21, 22, 26, 27, 29, 52, 53, 62, 82, 95, 101, 120.

तुलसीदास – विनय पत्रिका एवं कवितावली से प्रारम्भिक 5–5 पद.

अयोध्या कांड (रामचरितमानस) दोहा क्रमांक 117 से 121 तक .

बिहारी– बिहारी रत्नाकर–से चयनित दोहे (भक्ति, नीति, प्रकृति, श्रृंगार, विरह के 5–5 दोह) दोहा संख्या 1, 5, 6, 7, 8, 11, 14, 16, 18, 19, 21, 25, 28, 31, 32, 35, 37, 38, 41, 51 कुल 20 दोहे.

घनानन्द – रीतिकाव्यधारा (कुल 15 छन्द) 2, 3, 4, 6, 9, 10, 11, 12, 14, 15, 17, 19, 20, 22, 15

भूषण – कवित्व वंदना– 1, 2 शिवाजी प्रशस्ति – 9, 10, 11, 12, 15, 17, 18, 20.

छत्रसाल प्रशस्ति 22, 23, 26, 32, 34

UNIT-II

भक्तिकाल– पृष्ठभूमि, प्रमुख प्रवृत्तियां, धाराएं एवं विशेषताएं

रीतिकाल – पृष्ठभूमि, प्रमुख प्रवृत्तियां, धाराएं एवं विशेषताएं

UNIT-III

कबीर, सूर तुलसी पर समीक्षात्मक प्रश्न

UNIT-IV

बिहारी, घनानन्द और भूषण पर समीक्षात्मक प्रश्न

UNIT-V

द्रुत पाठ के कवि– अमीर खुसरो, विद्यापति, जायसी, मीरा, रसखान, केशव, पद्माकर

नोट – द्रुत पाठ के कवियों पर लघु उत्तरीय प्रश्न पूछे जाएंगे

References :-

- कबीर ग्रन्थावली – डॉ. माता प्रसाद गुप्ता
- संत कबीर – डॉ. रामकुमार वर्मा
- जायसी ग्रन्थावली – आचार्य रामचन्द्र शुक्ल
- सूर साहित्य – डॉ. मुंशी राम शर्मा
- कबीर साहित्य की परख – डॉ. परशुराम 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 धनानन्द – डॉ. हरवंश लाल शर्मा

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA. B.Ed.) SYLLABUS
1st Semester (w.e.f. 2021-22)
Sub : English Literature (Optional)
Paper Code : BAED-102 (F)
Optional

Rationale: English is a global language in multilingual country like India. It is considered to be a library language or a window on the world. A good and proficient teacher of English must possess a profound knowledge of the various aspects of English language and literature. In order to acquire a good command over the skills of English language teaching learning, the teacher-students needs to make themselves familiar with the history and development of English language and literature, literary genres, poetic devices etc. The paper aims to provide ample opportunities to gain a good understanding of the above-mentioned dimensions of English language and literature.

Objectives:

The students will be able to:

- have an understanding of historical development of English language and literature
- make themselves aware of various literary genres and figures of speech
- make themselves familiar with various schools of thought and literary movements.

Course Contents: *The paper will be divided into five Units.*

Unit I: Historical Development of English Language

The position of English in Germanic Family, Landmarks in the history of English (Old English, Middle English, Modern English), The influence of French, Latin, Greek and other languages and current trends, English as an international language

Unit II: Literary Genres

Poetry : Lyric, sonnet, ballad, elegy, ode, epic

Prose : (i) Fiction: Novel; short story

(ii) Nonfictional prose: Essay, Travelogue; autobiography; biography

Drama: Tragedy, Comedy, one-act play, Dramatic Monologue

Unit III: Figures of Speech

Simile; metaphor; allegory; alliteration; personification, pun; repetition; onomatopoeia; Transferred epithet, oxymoron; soliloquy; irony; wit; humour; satire; hyperbole; conceit.

Unit IV: Literary History (i)

Elizabethan Period:

- Elizabethan Lyrics, songs & sonnets
- University wits
- Metaphysical Poetry

Neo Classical Period:

- Eighteenth century Novel
- Augustan Poetry

Pre-Romantic period:

- Pre-Romantic Poetry

Unit V: Literary History (ii) Romantic period:

- Romantic Revival poets
- Early Nineteenth century Novel

Victorian period

- Victorian poetry
- Victorian Novel

The present Age:

- Modern Poetry
- Modern Fiction
- Modern Verse Drama

Modes of Learning Engagement

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

- *Tutorials/ Practicum*

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture period. Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

Scheme of Assessment

- The term-end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

Suggested Readings

Abrams, M. H. *A Glossary of Literary Terms*, MacMillan: New Delhi. 2005.

Aurobindo, Sri. *The Future Poetry*. Pondicherry: Sri Aurobindo Ashram. 1998.

Bate, Jonathan. *English Literature: A Very Short Introduction*. New Delhi: Oxford University Press. 2010.

Daiches, David. *A Critical History of English Literature* Vol.1 & 2. New Delhi: Supernova Publishers. 2012.

Evans, Ifor. *A Short History of English Literature*. New Delhi: Penguin. 2011.

Gray, Martin. *A Dictionary of English Literary Terms*. London: Longman. 1994.

Hudson, W.H. *An Introduction to the Study of Literature*. New Delhi: Maple Press.

2012. Hudson, W.H. *An Outline History of English Literature*. New Delhi: Maple Press.

2012. Prasad, B. *A Background to the Study of English Literature* Delhi: MacMillan. 1999.

Rees, J.A. *English Literature: An Introduction for Foreign Readers*. New Delhi: Macmillan. 1974.

Thakur, D. *A Concise History of English*. Patna: Bharti Bhavan, 2008.

Wolfeys, Julian. *The English Literature Companion*. New York: Palgrave Macmillan. 2012.

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SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA. B.Ed.) SYLLABUS

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

Sub : Sociology (Optional)

Paper Code : BAED-102 (C)

UNIT I:

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

UNIT II

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

UNIT III

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

UNIT IV

Social Change- Meaning and type, Evaluation and revolutions, progress and Development factors of social change and theories

UNIT V

Introduction to Applied Sociology, Sociology and social problems- Sociology and social policy and action, Sociology and Development, Sociology and Professions.

Reference:

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

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA. B.Ed.) SYLLABUS

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

Sub : Economics

Paper Code : BAED-102(A) Optional

UNIT I:

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

-Inductive & Deductive — Logic, Merits & Demerits.

Basic Concept — Law of Demand and Supply.

UNIT II

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

UNIT III

Production — Laws of Production, Law of Variable Proportion, Return to Scale,

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.

Reference:

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

(BA. B.Ed.) SYLLABUS

1St Semester (w.e.f. 2021-22)

Sub : Basic Psychological Processes

Paper Code : BAED-102 (D) Optional

Course Objectives:

On successful completion of this course students should be able to:

CO1- Explain the meaning of Psychology, the role of Psychologists in a society, and Its relation with other social and natural sciences.

CO2- Identify individual differs in terms of Intelligence and Aptitude and measure Different aptitudes.

CO3- Discuss the basic processes of learning like classical, cognitive, operant learning and how reinforcement and punishment influences learning in organisms.

Subject Outcomes:

SO1- The course will demonstrate to students the manner in which particular theoretical frameworks emerged to understand society as an autonomous field not reducible to other disciplinary fields.

SO2- The students will be able to engage with conceptual frameworks in sociology with ease and apply them to their understanding of social issues.

Course Content:

UNIT-I

- Introduction: Subject matter, Fields of Psychology
- A brief history of Psychology. Psychology in India.
- Approaches to Psychology- behaviorist, psychodynamic, cognitive and humanistic.
- Schools of psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology and Psychoanalysis

UNIT-II

- Attention: Nature, types and Determinants
- Perception: Nature and Laws of Perceptual organization.
- Thinking: Concepts and propositions, inductive and deductive reasoning.
- Steps in problem solving. Decision making-heuristics and biases.
- Sensation: Meaning, Structure of Eye and Ear

UNIT-III

- Learning: Meaning, Determinants and importance
- Theories of learning: Thorndike, Pavlov, Skinner and Kohler
- Verbal Learning: Material, Methods:- Recall-Free& Serial Learning,
- Part VS Whole, Anticipation, Recognition, Method of paired associated learning
- Transfer of training.

UNIT-IV

- Memory: Nature, Types: Short term Memory(STM),Long term Memory(LTM)
- Sensory memory (only conceptual frame work)
- Forgetting: Nature. Forgetting curve, Determinants of Forgetting
- Proactive and Retroactive Inhibition
- Intelligence: Nature, Theories: Two Factor and group factor, Intelligence Quotient.

UNIT-V

- Motivation: Meaning and criteria
- Types of Motives: Biological and Psychosocial (Achievement Affiliation and power)
- Emotion: Nature, Theories: Cannon-Bard, James-Lange and Two Factor Theory

- Personality, Meaning, Determinants

References:

1. Passer, Michael W. & Smith, Ronald E. (2013). Psychology: The Science of Mind and Behavior. McGraw hill Education (Indian Edition).
2. Baron, Robert A. & Misra, G. (2014). Psychology: Indian subcontinent edition, Pearson. Delhi.
3. Ciccarelli, S.K. & Myer, G.E. (2008). Psychology: South Asian Edition Pearson, Delhi.
4. Singh, A.K. (2003). आधुनिक सामान्य मनोविज्ञान/ Motilal Banarasidas, Delhi.
5. John.W Santrock, Psychology Essentials 2, II Edition (Updated) 2006, Tata McGraw Hill Publication.
6. Saundra K Ciccarelli and Glenn E Meyer, Psychology, South Asian Edition, Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in south Asia.
7. Feldman. R.S Understanding Psychology, IV Edition, 2006, Tata McGraw Hill Publication.
8. Robert A Baron, Psychology, III Edition, Prentice Hall Publications.
9. Sridhara.A. Manovigyana Sidhantagala Kaipidi.(Kannada)
10. Srivasthava, Indian Psychology
11. Anand Paranjpay, Indian Psychology

(BA. B.Ed.) SYLLABUS

1St Semester (w.e.f. 2021-22)

Sub : PHYSICAL GEOGRAPHY(LITHOSPHERE)

Paper Code : BAED-102 (B) Optional

Objectives: The objective of this unit is to introduce the latest concepts in Physical Geography, essentially geomorphology: to the students of geography in a brief but adequate manner.

Unit-I

The nature and scope of Physical Geography: Inter relation of Physical Geography with other branches of earth science, the place of Geomorphology in Physical Geography, Geological Time scale

Unit-II

Shape and size of the earth, Motions of the Earth and its satellite, Mathematical location of Places on the Globe, Standard Time, Time Zones and the International Date Line

Unit-III

Earth's interior: Wegener's theory of Continental drift, Theories of Mountain Building – July and Kober; Plate Tectonics, Isostasy. Earth Movements: Diastrophic forces – Faults and folds. Sudden Endogenetic Forces– Earthquake and Volcano

Unit-IV

Rocks: Origin and Composition of rocks; Weathering and Soil Formation, Concept of Cycle of Erosion – Davis and Penck

Unit-V

Major Land forms associated with Fluvial, Karst, Glacier, Aeolian and Coastal landscapes

- *Transactional Modalities*
Lecture/Contact periods
Communicative/Interactive and Constructivist **approaches**
Imparting knowledge by means of creating situations.
- *Tutorials/Practicum*
Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.
- *Assessment Modalities*
 - The end examination will be of 40 marks. Each unit will carry a weightage of 8 marks.
 - 36% marks will be essential for passing the examination both in theory and practical.
 - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

Reference:

1. Strahler, A.H. & Strahler A. H.: Elements of Physical Geography
2. Wooldridge S.W. : The physical basis of geography, Longman's Green & Co. London 1959.
3. Mathur I. R. : Climatology, Mc.Graw Hill, New York
4. Banerjee H.C. & D.S. : Mosam Vigyan, Rajasthan Upadhyaya Hindi Granth Academy, Jaipur.
5. Gerald S. : General Oceanography- An introduction, John Wiley & Sons, New York.
6. Finch & Trewartha : Elements of Physical Geography
7. Negi : Physical Geography
8. Sharma R. C. : Oceanography for Geography, Chaitanya Publishers, Allahabad.

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA. B.Ed.) SYLLABUS

Ist Semester

(w.e.f. 2021-22)

Sub : History (Early age to 1200 AD)

Paper Code : BAED-103

UNIT-I

History its concept, nature, scope and significance Survey of sources, land, environment and people. Indian Pre history age, Paleolithic culture - traditions and geographical distribution. Mesolithic culture, Distribution, Cultural developments with special reference to Rock art.

UNIT- II

Saraswati / Sindhu Civilization (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. Satavahanas and Kushanas - Political social, economic and cultural condition.

UNIT- IV

Post Gupta Time (Upto 1200 A.D.): Society and culture. Important dynasties of the north: Social, Economy and Cultural conditions during Gurjar Pratihar, Kalchuries, Chandelas, and Parmaras 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 Ghorani - Mohammad Ghori

Reference:

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

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA. B.Ed.) SYLLABUS

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

Sub : Political Science

Paper Code : BAED-104

UNIT I:

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

UNIT II

Fundamental Rights and Duties. Directive Principles of State Policy.

UNIT III

Union Parliament : 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.

Reference :

- Questions in India the President Parliament and the State, Delhi, Oxford University Press
- J.C. Johari- Indian Government and Politics; Orient Longmans Publication, New Delhi
- Rajani Kothari- Caste and Politics in India Orient Longmans Publication New Delhi.
- Rajani Kothari- Politics of India, Orient Longmans Publication New Delhi.
- Prof. R.N. Agrawal- National Movement and Constitutional Development of India.
- Prof. Bipin Chandra- Indian National Movement, Vikas Publisher, New Delhi

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA. B.Ed.) SYLLABUS

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

Sub : Childhood & Growing Up

Paper Code : BAED-105

Objectives:

- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, cultural and political context.
- To build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context.
- To develop a sensitive and critical understanding of the different social/ educational /cultural/political realities at the core of the 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 -II: Stages of Human Development

- Child as a developing individual; a psycho-social entity; stages of development
- Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships
- Developmental tasks of childhood and adolescence and their implications
- Factors influencing development such as heredity & environment, media, nutrition, child-rearing practices, siblings and peers
- Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context-Living in an urban Slum, Growing girl, and Growing up in dalit household

UNIT-III: Social and Emotional Development

- Basic understanding of emotions, how differential gender socialization occurs • Personality development: Freud; psycho-social development-Erikson; influence of early childhood experiences on later personality.
- Social theories and gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.
- Development of emotions: functions of emotions, attachment-Bowlby.

UNIT-IV: Contexts of Socialization

- Concept of socialization: family and child relationships; parenting, child rearing practices
- Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner

UNIT-V

- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- Social, economic and cultural differences in socialization: implications for inclusion.

Reference:

- 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.

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE

(BA. B.Ed.) SYLLABUS

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

Sub : Education in India- Status, Problems

and Issues Paper Code : BAED-106

Objectives:

- To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Secondary level in M.P.

To develop an understanding of the brief historical background of Indian Education with special reference to Secondary Education.

UNIT -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-II: Salient Features of Ancient Indian Education –

- Vedic, Buddhist, Islamic
- Tradition in Education.
- Major landmarks of British System of Education in Colonial India particularly From the viewpoint of Aims, Structure, Curricula and Methods of Education.
- Efforts towards evolving a national system of Education

UNIT-III: Secondary Education

- General Aims and Objectives of Secondary Education and Structure., Education during Post Independence Period. Constitutional provisions for education, Secondary Education commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action 1992,
- Different streams of Secondary Education 1) C.B.S.E. 2) I.C.S.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 - IV: 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.

UNIT - V Assignments: (Any two of the following.)

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

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- *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology.