

**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE**

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

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

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

**Code : BAED-201**

**UNIT-I**

वह तोड़ती पत्थर कविता. सूर्यकांत त्रिपाठी निराला  
दिमागी गुलामी निबंध वृ राहुल सांकृत यायन  
वर्ण विचार स्वर व्यंजन वर्गीकरण उच्चारण स्थान

**UNIT-II**

नारीत्व का अभिशाप निबंध . महादेवी वर्मा  
चीप की दावत कहानी . भीषम साहनी  
विराम चिन्ह. संकलित

**UNIT-III**

शिकागो व्याख्यान .स्वामी विवेकानंद  
धर्म और राष्ट्रवाद . महर्षि अरविन्द

**Unit - IV English Language**

Basic language skills : Grammer 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, ShortEssay, Paragraph

Writing

(Based on the expansion of an idea)

**Reference:**

Published (books ) through Madhya Pradesh Hindi Grantha Akademy

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IInd Semester (w.e.f. 2021-22)  
Sub : Economics  
Paper Code : BAED-202 (A)Optional**

**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 Parity Theory, Purchasing Power Parity Theory. Concept of Appreciation and Depreciation of Currency and its effects on Foreign Trade.

**Reference:**

- 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
- P.B. The International Economy, Cambridge University press, London.
- Kindleberger, C.P. International Economics, R.D. Irwin, Homewood.
- H.G. Mannur. International Economics

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Sub : Geography  
HUMAN GEOGRAPHY**

**Paper Code : BAED-202 (B) Optional**

**Objectives:** The objectives of this course are to acquaint the students with the nature of man environment relationship and human capability to adopt and modify the environment under its varied conditions from primitive life style to the modern living, to identify and understand environment and population in terms of their quality and spatial distribution pattern and to comprehend the contemporary issues facing the global community.

**Unit -I**

Development and history of human geography; Approaches of Human Geography; Elements of Human Geography; Branches of human geography; Concepts of man environment **relationship**; Concept of dualism in geography.

**Unit-II**

Division of races of mankind: spatial distribution, physical and social profile of racial groups, ethnic groups and tribal groups in the world and in India; Early economic activities of man: food gathering, hunting, fishing and shifting cultivation.

**Unit- III**

Human adaptation to environment (i) Cold Region -Eskimo; (ii) Hot Region -Bushman (iii) Plateau - Gonds (iv) Mountain- Khasi (v) Plain- Santhal. Social and Economic activities and adaptation in modern society by these.

**Unit- IV**

Distribution of population; factors influencing it; Concepts of over population, under population and optimum population. Demographic Transition Theory; Migration-internal and international; Problem of over population in India and its remedial measures.

**Unit- V**

Settlement: Origin and types of settlements; Rural Settlement -Pattern of Rural settlements; House types and Building materials: Urban settlement - Origin of towns; patterns of cities; functional classification cities; zoning of cities; Christaller's theory; Umland; Urbanization and problems; Slums; Town planning.

- 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 maybe resolved during tutorials.

**GEOGRAPHY PRACTICAL**

**CONTENT**

1. Scales - Plain, diagonal and comparative-different units.
2. Enlargement, reduction and combination of maps-Square, Similar Triangle and Pantograph. Measurement of distance and computation of Area on maps.

3. Methods of representation of relief- Hachures, Hill Shading, Layer tint, Contours etc. Relief features, types of slopes, valleys, waterfall, Gorge, meanders, plateaux, conical hill, Ridge, Saddle & Pass to be drawn, with the help of contours shown in topographical sheets of different physiographic regions, profile Drawing.
4. Study of Topographical sheets, Scheme of Indian toposheets. Interpretation of a hilly and a plain area of India in respect of relief, drainage, Human settlement, Transport & Communication Pattern.  
Chain and Tape survey- Importance, Appliances, Methods and Plotting.

**Books recommended**

- 1 Bergwan, Edward E: Human Geography; Culture, Connection and Land Scape, Prentice-Hall, New Jersey. 1995.
- 2 Carr, M: Patterns, Process and change in Human Geography, Mc Millan Education London, 1987.
- 3 Fellman, J. L.: Human Geography-Landscapes of Human Activities. Brown and Benchman Pub., U.S.A., 1997.
- 4 De Blij H.J.: Human Geography, Culture, Society and Space, John Wiley, New York, 1996.
- 5 Singh R L. : Practical Geography .
- 6 Monk House, F.J. and Wilkinson, H.R: Map and Diagrams, Methuen, London 1994.
- 7 Robinson, A.H.: Elements of Cartography, John Willey & Sons, New York.
- 8 Mishra, RP. : Fundamental of Cartography, Macmillan, New Delhi.

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**Sub : Sociology**  
**Paper Code : BAED-202 (C)Optional**

UNIT-I	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 – Dowery, Divorce, Domestic violence, Problem of the elderly, youth tension.
UNIT- V	Social Problem - Castism, regionalism, communalism, cyber- crime, gender inequality.

**Reference:**

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

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**Sub : Psychology (Psychopathology)**

**Paper Code : BAED-202 (D)Optional**

**UNIT-I** Psychopathology: Nature, Concept of Normality and Abnormality. General causes of Abnormality: Biological, Psychological, Socio-cultural. Models of Psychopathology – Psychodynamic, Behavioristic and Cognitive.

**UNIT-II** Anxiety disorder: Introduction, Symptoms, causes and treatment of Generalized Anxiety disorder, Panic disorder, Phobia, Obsessive-Compulsive Disorder.

**UNIT- III** Somatoform Disorder; Introduction , Type , Symptoms , Causes and treatment of Conversion Dissociative Disorder, Amnesia ,Fugue , Somnambulism ,Multiple personality. Personality Disorder; Cluster A, Cluster B and Custer C, Classification, Symptoms and causes.

**UNIT-IV** Psychotic Disorder; Introduction and Types , Symptoms Causes, treatment of Schizophrenia, Paranoia, Mood Disorder, Manic state , Depressive state and Bipolar, Drug abuse and Alcoholism: Introduction, , Type Symptoms.

**UNIT-V** Psycho- Psychological Disorder: Introduction, Types Causes, Mental Retardation, Concept, Types, Symptoms Causes, Post traumatic stress Disorder, Suicide: Causes, Prevention.

**Reference Books:**

1. Lamm, a 1997. Introduction to psychology, N.Y sage
2. Buss, A H 1999 psychology, N. Y john Wiley
3. J.D Page , Abnormal psychology

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**Sub : Hindi (Literature) हिन्दी कथा शीर्षक**

**Paper Code : BAED-201(E) Optional**

**कोर्स ओब्जेक्टिव** – हिन्दी साहित्य की गद्य की विधाओं का विश्लेषणात्मक अध्ययन उपन्यासकार, कहानीकार, नाटककारों की कृतियों का विशिष्ट ज्ञान।

**विषय आउट कम्स** – हिन्दी साहित्य के गद्य का विशिष्ट ज्ञान प्रमुख लेखकों और उनकी कृतियों की समझ विकसित होगी।

सामाजिक आर्थिक के संदर्भ में आधुनिक काल के साहित्य – और विशेषताओं को समझना और उस काल की सांस्कृतिक और राजनीतिक स्थिति।

भारतेंदुयुगीन काव्यधारा द्विवेदीयुगीन काव्यधारा के साहित्य का अध्ययन करने के लिए काव्यधारा छायावादोत्तर कविधरायण।

भारतेंदुयुग द्विवेदीयुग छायावाद के प्रख्यात हिंदी लेखन की पहचान और विश्लेषण करने के लिए छायावादी युग और उनके लेखन के विभिन्न कौशल।

**UNIT-I**

मुंशी प्रेमचंद गबन –  
मन्नू भण्डारी – आपका बंटी  
निर्धारित उपन्यासों से व्याख्या

**UNIT-II**

हिन्दी उपन्यासों एवं कहानी का उद्भव, विकास एवं प्रवृत्तियाँ

**UNIT-III**

"गबन" अथवा "आपका बंटी उपन्यासों पर समीक्षात्मक प्रश्न

**UNIT-IV**

गुंडा – जय शंकर प्रसाद, कफन – प्रेमचंद, अपना – अपना भाग्य – जैनेन्द्र कुमार  
तीसरी कसम उर्फ मारे गए गुलफाम – फणीश्वर नाथ रेणु, चीफ की दावत  
साहनी, दोपहर का भोजन – अमरकांत, ढाई बीघा जमीन – मृदुला सिन्हा की  
कहानियों पर समीक्षात्मक प्रश्न।

भीष्म –

**UNIT-V**

द्रुत पाठ – अमृतलाल नगर, यशपाल, धर्मवीर भारती, कृष्ण सोबती, मालती जोशी  
मीनाक्षी स्वामी

नोट – द्रुत पाठ के कहानिकरों पर लघूत्तरीय प्रश्न पुछे जाएंगे।

**References :-**

- हिन्दी कथा शीर्षकराजकमल प्रकाशन-एनई दिल्ली
- हिन्दी कथा शीर्षक हिन्दी ग्रंथ अकादमी द्वारा प्रकाशित पुस्तकें-ए मध्यप्रदेश
- हिन्दी साहित्य का इतिहास – आचार्य रामचन्द्र शुक्ल
- ललित निबन्ध – डॉ. विद्यानिवास मिश्र
- नौवे दशक के हिन्दी निबन्ध – डॉ. वन्दना मुकेश
- प्रसाद के नाटक – डॉ. गोविन्द चातक

- हिन्दी नाटक आज तक – डॉ. सुरेश गौतम
- गद्य के रूप – वंशीधर लाल
- हिन्दी गद्य की नवीन विधायें – राजनेन्द्र प्रसाद
- समकालीन हिन्दी नाटक और रंग मंच – डॉ. तनजे ।
- आधुनिक हिन्दी नाटक और रंग मंच – डॉ. लक्ष्मीनारायण लाल
- हिन्दी नाटक इतिहास के सोपान – डॉ. गोविन्द चातक



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

**Sub : Literature -**

**English POETRY AND DRAMA**

**Paper Code : BAED-202 (F)**

**Rationale:** English has a rich tradition of poetry and drama. A student aspiring to become a teacher of English should be familiar with some of the poetic creations and dramatic achievements of the sixteenth and seventeenth century poets and playwrights. In order to develop a poetic sensibility a student -teacher must read some representative poems of Shakespeare, Ben Jonson, John Donne, Henry Vaughan, Andrew Marvel, Thomas Gray, William Collins, John Milton, John Dryden and Pope in addition to some plays of Shakespeare. In this paper, Shakespeare's one romantic comedy and one tragedy have been included with a view to giving the students an exposure of the dramatic works of a great poetplaywright of the world.

**Objectives: The students will be able to:**

- Acquaint with certain specimens of Elizabethan and Metaphysical and Neoclassical poetry and drama.
- Develop their analytical and imaginative powers through readings in poetry and their skills in dialogue development through their readings in drama.
- Derive pleasure out of their readings in poetry and Shakespearean drama.

**Course Contents: The paper will be divided into five (5) Units.**

**Unit I- Explanation**

Prose and its forms

Francis Bacon –Of Studies, Of Travel, Of Love, Of Revenge

**Unit II- Poetry**

- (i) Shakespeare : Shall I compare thee to a summer's day?
- (ii) Ben Jonson : To Celia
- (iii) John Donne : The Sun Rising
- (iv) Henry Vaughan : The Retreat
- (v) Andrew Marvel : Thoughts in a Garden

**Unit III -Poetry (ii)**

Thomas Gray : An Elegy written in a country churchyard

William Collins : Ode to Evening

John Milton : On His Blindness

John Dryden : Shadwell

Alexander Pope : Ode on Solitude

**Unit IV -Drama (i)**

William Shakespeare : As you Like It

**Unit V -Drama (ii)**

William Shakespeare : Macbeth

**Readings** 1. David Green edit: The Winged World (An Anthology of Poems. MacMillan

2. Gopalan Nair edit: The Harp and the Lyre. Orient Longman

3. Palgrave's Golden Treasury. Oxford University Press.

4. W.P. Ker: Form and Style in Poetry. MacMillan.

5. A.C. Bradely: Shakespearean Tragedy. MacMillan

6. H. J. Grierson: Metaphysical Poems and Lyrics of the 17th Century. OUP

7. K.D.Sethna: Sri Aurobindo on Shakespeare. Pondicherry: Sri Aurobindo Ashram

8. Saryug Yadav. 2014. Challenges of Teaching English Language and Literature in the Age of Globalisation. Lakshi Publishers. New Delhi

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

**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 the 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 phenomena has to be made.

**UNIT-I**

Third French Republic  
Internal and foreign policy of Bismarck.  
Foreign policy of Kaiser William II.  
Scramble for Africa.

**UNIT-II**

Eastern Question (from 1871).  
Berlin Congress (1878).  
Young Turk Movement and the Balkan wars (1912-13).  
World War I – causes, events and aftermath.  
Russian Revolutions of 1905 and 1917.

**UNIT-III**

Wilson's fourteen points.  
Paris Peace Conference.  
League of Nations.  
Rise of Fascism, internal and foreign policy of Mussolini.  
Nazism – internal and foreign policy of Hitler.

**UNIT-IV**

Imperialism and colonialism in China and Japan. Demands for concessions in China.  
Japan, the Meiji Restoration, Modernization of Japan, Rise of Militarism.  
Sino-Japanese war (1894), Russo-Japanese war (1905).  
Boxer movement, Chinese Revolution-1911, Second Sino-Japanese War.

**UNIT-V**

World politics FROM 1919 to 1939, Causes, events and effects of the World War II.

**Reference:**

- Robert J.M.-Europe 1880-1945 (Longman, 1989)
- E.Lipson-Europe in the 19<sup>th</sup> and 20<sup>th</sup> Century
- C.J.H. Hayes – Modern Europe (Surjeet Publication)
- Grant and Temperley, - Europe in the 19<sup>th</sup> and 20<sup>th</sup> Century (Also Hindi version)
- C.D.M. Ketelby-History of Modern Times
- Penderel Moon-Imperialism in World Politics
- Panikkar K.M. – Asia and Eastern Dominance.
- Fay, Origin of the World War

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**IInd Semester**

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

**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.

**Reference:**

- 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

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**IInd Semester**

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**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).

**Reference:**

- 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
- Baruah, T.C. 1984, The English Teachers Handbook, New Delhi, Sterling Publishers. Bansal, R.K. and Harrison, J.B., 1972: Spoken English in India, Madras, Orient
- Longman
- Brown, J.D. 1996: Testing in Language Programmes, Upper Saddle River, NJ, Prentice Hall Regents Chomsky, N. 1986. Knowledge of Language, New York ,Praeger
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**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, SEHORE**

**(BA. B.Ed.) SYLLABUS  
IInd Semester (w.e.f. 2021-22)**

**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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**(BA. B.Ed.) SYLLABUS**  
**IInd Semester (w.e.f. 2021-22)**

**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.

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