

**Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)**  
**B.A.B.Ed.(VIII- Semester)**  
**Paper: (Foundation Course)**  
**Paper Code: BAED-801**

इकाई – एक

- मैथलीशरण गुप्त परिचय पाठ : मातृभूमि (कविता)
- प्रेमचन्द : परिचय पाठ : शतरंज के खिलाड़ी (कहानी)
- व्यंग्य :शरदजोशी: जीप पर सवार इल्लिया

इकाई –दो

- वैचारिक-भारतीय भाषाओं में राम
- आचार्यरामचन्द्र शुक्ल परिचय पाठ : उत्साह (भावमूलक निबंध)
- रामधारी सिंह दिनकरपरिचय पाठ : भारत एक है (संस्कृति)

इकाई – तीन

- पर्यायवाची शब्द : विलोम शब्द : अनेक शब्द के लिए एक शब्द (हिन्दी व्याकरण)
- संधि और उसके प्रकार (हिन्दी व्याकरण)
- बीज शब्द- धर्म, अद्वैत, भाषा अवधारणा, उदारीकरण।
- सत्य का साथ मेरे प्रयोग –महात्मागान्धी का आत्मकथा का संक्षिप्त संस्करण

**English Part**

**Unit – 4**

**English Language**

1. Stopping by Woods On a Snowy Evening : Robert Frost
2. Communication Education an Information Technology : K. Adudiopillai
3. The Gift of Magi : O Henry

**Unit – 5**

**English Language**

Translation of a short passage From Hindi to English and English to Hindi Communication Through Social media

Preparation of Power Point Presentation

संदर्भ सूची

प्रेमचन्द-मानसरोवर, खण्ड-3

आचार्यरामचन्द्र शुक्ल-चिन्तामणि, भाग-1

डॉ. वासुदेवनन्दनप्रसाद, आधुनिकहिन्दीव्याकरणऔररचना, भारतीभवन, ठाकुरबाड़ीरोड, पटना, बिहार

डॉ. राजेश्वरचतुर्वेदी, हिन्दीव्याकरण-उपकारप्रकाशन, आगरा उ.प. हिन्दीज्ञानकोश

## OBJECTIVE

Students are expected to :

- Understand the importance of the study of international economics.
- Understand the difference between inter regional and international trade.
- Develop the Critical thinking about for the globalization and openeconomy.
- Understand various theories of international trade.

## CONTENTS

### UNIT I : Importance of Trade and Trade Theories

Importance of the study of international economics; Inter-regional and international trade; Theories of absolute 'advantage, comparative advantage and opportunity costs; Heckscher Ohlin theory of trade – Its main features, assumptions and limitations.

### UNIT II : Gains from Trade

Gains fro trade. - Their measurement and distribution; Trade as an engine of Economic growth; Concepts of terms of trade and their importance in the theory of trade; Doctrine of reciprocal demand its importance and limitations in the theory of trade.

### UNIT III : Tariffs and Quotas

Types of tariffs and 'quotas; their impact in partial equilibrium analysis; Free trade and policy of tariffs in relation to economic growth with special reference to India; Concept of optimum tariff.

### UNIT IV : Balance of Trade and Balance of Payments

Concepts and components of balance of trade and balance of payments; Equilibrium and disequilibrium in balance of payments; Consequences of disequilibrium in balance of payments; Various measures to correct deficit in the balance of payments; Relative merits, demerits and limitations of devaluation; Concept and implications of foreign trade multiplier; Functions of IMF, World Bank and GATT/WTO; Reform of the international monetary system and India.

### UNIT V : Foreign Trade in India

Recent changes in the composition and direction of foreign trade; Causes and effects of persistent deficit in the balance of payments; 'Measures adopted by the government to correct the deficit after 1991; Need for and retention of trade reforms in India (including partial and full convertibility of rupee); Instruments of export promotion and recent export and import policies of India; Role of multinational corporations in India.

## References:

- Kenan, P.B. (1994), The International Economy, Cambridge University Press, London.
- Kindberger, C.P. (1973), International Economics', R.D. Irwin, Homewood.
- Krugman, P.R. and M. Obstfeld (1994), International Economics : Theory and Policy, Glenview, Foresman.
- Salvatore, D.L. (1997) International Economics, Prentice : Hall, Upper Saddle River. N.J.
- Sodersten, Bo (1991), International Economics, Macmillan Press Ltd London
- Aggarwal, M. R. (1979), Regional Economic Cooperation. In South Asia S.Chand and Co., New Delhi.

- Bhagwati, J. (Ed.) (1981), International Trade, Selected readings, Cambridge University Press, Mass.
- Crockett. A. (1982), International Money: Issue and Analysis, ELBS and Nelson London, London.
- Greenaway, D.(1982) International Trade Policy, Macmillan Publishers Ltd., London.
- Heller H.R. (1968), International Monetary Economics. Prentice Hall, India.
- Joshi V. and I.M.D Little (1998), India's Economic Reforms, 1999-2001, Oxford University Press, Delhi
- Nayyar, D. (1976), India's Exports and Export Policies in the 1960s. Cambridge University Press, Cambridge.
- Panchmukhi, V.R. (1978), Trade Policies of India : A Quantitative Analysis, Concept Publishing Company, New Delhi.
- Patel, S.J. (1995), Indian Economy Towards the 21<sup>st</sup> Century, University Press Ltd., India.



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

**B.A.B.Ed.(VIII- Semester)**

**Paper: (Geography) POPULATION & SETTLEMENT GEOGRAPHY**

**Paper Code: BAED-802-B Optional**

**Objectives:** On completion of this the student shall critically reflect and analyse the issues related the Population & Settlement Geography.

**UNIT-I : Composition of population**

- Age and Sex composition, rural-urban composition, economic composition, determinants, world regional patterns, composition of population in India

**UNIT-II : Migration**

- Classification, determinants and consequences of migration ; world regional patterns

**UNIT-III : Settlement site and structure**

- Internal morphology, external form, field patterns, functions, house-types. Theories of Urban Morphology
  - i. Multiple & Nuclear theory
  - ii. Sectoral theory, Concentric zones

**UNIT-IV : Spatial Organization of settlements :**

- Size, spacing and hierarchy of settlements, Rank size Rule, emergence and characteristics of types of Urban and Rural settlements. Census of India definition of towns and its classification.

**Transactinal Strategies:**

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

**Reference**

1. Beaujeu-Garnier, J. : Geography of population (Translated by Beaver, S.H.) Longmans, London 1966
2. Census of India 2001 series -I India provisional population totals, published by Registrar General & Census commissioner, India 2001
3. Census of India, 1991 India : A state Profile published by office of the Registrar General of India, Census operations, New Delhi
4. Chandna, R.C. : Geography of Population : Concepts, determinants and patterns, Kalyani Publishers, New Delhi, 2000
5. R.L. Singh : Readings in Rural settlement
6. Mayer : Readings in Urban Geography
7. Chislom : Rural settlement & Land use

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

**Education**

**B.A.B.Ed.(VIII- Semester)**

**Paper: (Sociology) Human development in socio-cultural context**

**Paper Code: BAED-802-C Optional**

**Objectives:**

- To develop a contemporary understanding of human development its meanings, processes and perspectives in socio cultural context .
- To acquire theoretical perspectives and develop an understanding of dimensions of human development with special reference to adolescent learners.
- To develop an understanding about the impact/ influence of socio- cultural contest in shaping adolescent development.

**Course Content:**

**UNIT-I Human development and the contests**

- Human development : Meaning, Nature and Dimensions
- Role of heredity and environment in development
- Socio-cultural contexts: Meaning nature and its influences of Human development culture caste, class, religion and gender-their bearing on development.

**Unit-II Socio-cultural aspects of personality development**

- Cognitive development (piaget, vygotsky & bruner)
- Psycho-social development
- Moral development
- Character development
- Culture and personality

**UNIT-III Understanding adolescents**

- Nature of adolescence: stage of development, socio-cultural context
- Characteristics and concerns of adolescents
- Biological: physical, sexual, emotional
- Cognitive: Abstract thinking meta-cognition

**UNIT-IV Socio-cultural contest shaping human development**

- Nature of socio-culture and environment
- Physical environment
- Influence of education technology

**UNIT-V**

- Medial exposures
- Dealing with learners from varied socio-cultural context and creating culturally compatible classroom

**Reference**

- Aives phillipper 1962 centuries of childhood
- Ambron SR 1983 child development hoit Rinehart & Winston New York
- Barry johson 1964 classroom group behavior mecmillan new york

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

**B.A.B.Ed.(VIII- Semester)**

**Paper: (Psychology) Cognitive Psychology**

**Paper Code: BAED-802- D Optional**

**Course Objectives:-** CO1-Provide an in-depth understanding of some of the cognitive processes in terms of current theories, models and applications. CO2-To help learners understand the importance of these cognitive processes in everyday life.

**Subject Outcomes:-** SO1-The student has basic knowledge of cognitive psychology. SO2The student has knowledge of the key methods used in modern cognitive psychology research. SO3The student has knowledge of the key methods used in modern cognitive psychology research. Course Content:-

**Unit I:**

- Perception: Nature and determinants, Bottom up and down approaches
- Depth perception, distance and movement perception.
- Perceptual Process: pattern recognition and attention, depth perception, colour, movement, illusions

**Unit II:**

- Memory: Models of memory, Sensory memory, short term memory and long term memory
- Retroactive and Proactive Inhibition, Methods of measurement
- Theories and neurocognition, Theories of forgetting.

**Unit III:**

- Attention: Nature and determinants, Selective attention and its theories
- Divided Attention, Biological basis of attention, neurocognition of attention.
- Language Process: models of reading and language comprehension
- Meaning and beyond; Language production; Language and thought.

**Unit IV:**

- Creativity: Nature and determinants
- Stages of creative thinking, Theories of creativity, Judging creativity,
- Characteristics of creative thinker.

**Unit V:**

- Problem Solving: Nature and representation of the problem determinants, internal representation, Problem solving strategies.
- Decision Making and problem solving: Models & theories; Complex and uncertain decision making;
- Human problem solving strategies- heuristics and algorithmic; expert and novice problem solvers; Artificial Intelligence.

**References:-**

1. Galotti, K. M. 1999. Cognitive Psychology in and outside laboratory, Thomson Asia, Mumbai. Matlin, M. W. 1995. Cognition , 3rd Ed. Prism Books, Bangalore
2. Edward, E. S., & Stephen, M.K. (2007). Cognitive Psychology: Mind and Brain. New Jersey: Prentice Hall India.
3. Baron, R.A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentice-Hall of India.
4. Chaplin, P., &Kraweic, T.S. (1974). System and Theories in Psychology. New York: Holt, Rinehart & Winston.
5. Marx, M.H. &Hillix, W.A. (1987). Systems and Theories in Psychology. New York: McGraw Hill.
6. Morgan, C.T. (1965). Physiological Psychology (3rd edition) Tokyo: McGraw Hill Kogakusha.

7. Schultz, D. (1985). A History of Modern Psychology. New York: Academic Press.
8. Wolman, B.H. (1973). Handbook of Psychology. New Jersey: Prentice Hall.
8. Woodworth, R., & Schlosberg, (1976). Experimental Psychology. New York: Holt and Rinehart.
9. Tripathi, A.N. & Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.). Psychology in India: Advances in Research, Vol. 1. New Delhi: Pearson Education.



कोर्स ऑब्जेक्टिव- 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 आउट कम्स हिन्दी साहित्य के मध्यकालीन युग का विशिष्ट ज्ञान। इतिहास, आलोचना और विचारकों की समझ विकसित होगी।

1- जीवन के दर्शन के साथ-साथ विद्यापति के साहित्य को समझना।

2- भक्तिकालीन सतं कवि कबीरदास और जायसी के लेखन का अध्ययन करने के लिए।

3- सूरदास और तुलसी दास की कृष्ण भक्ति और राम भक्ति कविता 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 दादू दयाल, मीराबाई और रसखान के साहित्यिक कार्यों को भी समझते हैं।

पाठ्यक्रम

इकाई- 1

व्याख्या 1- विद्यापति-20 पद (विद्यापति, जय भारती प्रकाशन, इलाबाद) पद क्रमांक-1,4,5,7,8, 11,12, 14,15,16,20,22,23,26,27,28,31,35,36,39, 2- कबीर-कबीर ग्रंथावली-डॉ- श्याम सुन्दर दास गुरुदेव को अंग (साखी क्रमांक 1 से 10), सुमिरण का अंग (साखी क्रमांक 1 से 10), ज्ञान-विरह को अंग (साखी क्रमांक 1 से 10), ज्ञान-विरह के अंग (साखी क्रमांक 1 से 10 ) परचा का अंग (साखी क्रमांक 1 से 3- जायसी-पद्मा व संपादक-आचार्य रामचन्द्र शुक्ल पद क्रमांक-1,11,16,21, 24, 50,60,65,69,70 (दस पद) (मानसरोवर खण्ड , व नागमती वियोग खण्ड)

इकाई- 2

विद्यापति, कबीर और जायसी से सम्बन्ध आलोचनात्मकप्रश्न

इकाई- 3 प्राचीन काल एवं मध्य कालीन काव्य (निर्गुण धारा) का इतिहास : प्रमुख प्रवृत्तियां एवं रचना कारों से सम्बन्धित प्रश्न

इकाई-4 द्रुतपाठ के कवि-चन्दबर दाई,अमीर खुसरो, रैदास, नाम देव से सम्बन्धित लघु उत्तरीय प्रश्न

इकाई- 5 वस्तुनिष्ठ प्रश्न (सम्पूर्ण पाठ्यपुस्तक से )

संदर्भ ग्रंथ सूची-

1. विद्यापति - संपादक डॉ आनंद प्रकाश दीक्षित
2. कबीर ग्रंथावली - डॉ श्यामदास
3. पद्मावत - आचार्य रामचन्द्र शुक्ल
4. हिन्दी साहित्य का इतिहास - डॉ नगेंद्र



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

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

Paper: (English) LANGUAGE AND CAREER SKILLS

Paper Code: BAED-802-F Optional

**Objectives:** On completion of this the students are expected to be familiar with use of English language and to use it for developing their career skills.

Unit-I : Career skills

What are career/soft skills?

Soft skills in communication; soft skills and intercultural communication

Unit-II : Skills in preparing for a career 1

Competency in verbal and written communication skills: active listening, interactive speaking, reading different types of texts, writing for formal and business contexts

1. Using the Microsoft Office: word, excel, PowerPoint; working online and offline; telephone and face-to-face etiquette in professional communication

2. Intercultural & Cross-Cultural etiquette: cultural awareness, cultural sensitivity, cultural flexibility, inter-and cross-cultural communication

Suggested reading

Soft Skills for your Career: Chs 2-7, 3, 8 -9; 13, 15

Unit-III : Skills in getting jobs

CV Writing, writing job applications; GD Skills and interview taking skills; getting another job

Suggested reading

Soft Skills for your Career: Chs 9-13

Unit-IV : Soft skills on the job

Emotional Intelligence; time and stress management; team work and networking; presentation skills; making meetings work: preparing, executing, following up; negotiation skills and crisis management

Transactional Strategies:

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

Suggested reading

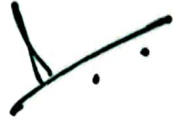
Soft Skills for your Career: Chs 14- 18

Prescribed Reading:

- i. Kalyani Samantray, Soft Skills for your Career, OUP
- ii. Himansu S. Mohapatra, Model of the Middle ( Pieces to read: " Our Literature Their Literature", " Life style English", "Writing it Right", " The Vinglish way to English")

*Suggested Reading:*

1. Jayashri Mohanraj, Skill Sutras, Prism Books Pvt Ltd (2015)
2. Marian K Woodab, How to Communicate under Pressure, Jaico Publishing House; First edition (1997)
3. English and soft skills, S.P.Dhanavel, Orient BlackSwan; First edition (2010)
4. Group Disussion And Interview Skills – Patnaik, Foundation Books; 2010
5. Professional presentations - Malcolm Goodale CUP 2005
6. Enriching speaking and writing skills – E.Suresh Kumar Orient 2012
7. Soft skills for interpersonal communications – S.Balasubramanium , Orient BlackSwan; First edition (2011)



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

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

Paper: (History) CONTEMPORARY INDIA (1947-2000 A.D.)

Paper Code: BAED-803

**OBJECTIVES:**

- This Semester is of most crucial information for the study of IndianHistory.
- We are closely to the present. The knowledge of history unfolds and leadsus to the present.
- We try to understand how we got where we are but writing about thisperiod is the most difficult.
- We have to trade a path free of the quagmire of politics.
- Truth and only truth must be explored however unpalatable it could be.

**UNIT I**

- Legacy of freedom struggle, socio cultural values of non-violence.
- Problems and process of integration of Indian states.
- Problems of displaced persons and rehabilitation process.
- Framing of Indian constitution main Features and Amendments.

**UNIT II**

- Agrarian reforms and Bhudan movement, Green revolution.
- Five year plans and beginning of planned economy.
- Industrialization : Problems and prospects
- Nationalisation of Banks and Abolition of Privy Purse.

**UNIT III**

- Policy of Non-alignment and role of India, Principle of Panchsheel
- Indo china war, Indo Pakistan wars, Kashmir problem.
- India's relations with neighboring countries
- Role of India in UNO

**UNIT IV**

- Major political parties and their role in Indian democracy, changingscenario of the political parties.
- Challenges to developing India social evils, population growth environmental crisis, poverty, terrorism etc.
- Indian women after Independence, Political participation and contributionof women in various spheres.
- Upliftment of depressed classes, problems and challenges before tribalsociety.

**UNIT V**

- Achievements in the field of science and technology with specialreference to space, atomic energy and I T sector
- Development of Hindi literature
- Impact of mass communication on society.
- India emerging as a world power.

**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**

- Three sessional tests out of which average of two test will be counted for marks (10+10)
- Two assignments one oral presentation and one written assignments(10+10)
- Semester and Examination will be for 60 marks. Each unit will carry a weightage of 12 marks.

**References:**

- भारत 2006, वार्षिक स्तरांत र्थ, पकाशन विभाग, स्तरना एतं प्रसारण मंत्रालय, भारत सरकार नई दिल्ली
- विपिन चन्द्र, गृदुता मुखर्जी एवं आदित्य मुखर्जी : आजादी के बाद भारत  
○ (1947-2000) हिंदी माध्यम क्रियान्वयन निदेशालय, दिल्ली विश्वविद्यालय, नई दिल्ली
- M.S.A. Rao: "Social movements in India, Vol I and II



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

**Education**

**B.A.B.Ed.(VIII- Semester)**

**Paper: (Political Science) HUMAN RIGHTS: THEORY AND PRACTICE**

**Paper Code: BAED-804**

### **OBJECTIVE**

- Understand the meaning and nature of Human rights
- Acquire the capacity of distinguished human rights prospective indifferent ideological framework.
- Acquaint themselves with socio-political history of Human rights.
- Understand the Human Rights dimension of certain concepts, such as Liberty, Justice etc.
- Understand the world wide concern of Human rights as evinced through Universal proclamation of Human rights.
- Understand the nature and scope of Human rights as proclaimed in the Constitution of India.
- Appreciate and evaluate the institutional legal arrangement for the protection of human rights in India.
- Appreciate and analyse the social economic environment for human rights in India as also the relevant social issues associated with Human rights.
- Understand and appreciate specific context of women, childrens as regards the Human rights.
- Appreciate the role of civil society institutions for the protection of Human rights.

### **CONTENT**

#### **UNIT- I**

Human Rights : Meaning and Nature, developmental land marks, characteristics of Human Rights, relationship of Human Rights with social and Human Values. Concepts : Dalit perspective Indian view of human rights, (2) Liberal ideology and human rights, (3) Socialist ideology and human rights

#### **UNIT- II**

Socio Political History of Human Rights : State, Civil Society, Liberty, Equality and Justice with special relationship to human rights.

#### **UNIT- III**

International Conventional and Human Rights : With special reference to Universal Declaration 1948. United Nations and Human rights, American war of Independent and Bill of rights – French Revolution, Indian struggle for Independence, Russian Revolution.

#### **UNIT- IV**

Human Rights And Indian Constitution Preamble, Fundamental Rights, Direction Principles and Fundamental duties judiciary approach, NHRC; Composition and Working Process.

#### **UNIT- V**

Human Rights in Reference to Changing Human Society Changing social customs with special reference to dowry and female fortitude. Increasing women rights. Child labour, Rights of the aged, Education as a tool of mind, Making role of participatory society with special reference to youth.

- **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 60 marks. Each Unit will carry a weightage of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weightage of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five (05) marks.

**References:**

- A Goewirth : Human Rights : Essays on Justification and Applications Chicago and London, University of Chicago Press, 1982.
- A A An Naim (ed.) : Human Rights in cross cultural perspectives, Philadelphia University of Pennsylvania Press, 1991
- Danjili Yael, Else stamatopulor and Clarence J. Dias, (Ed.) : The declaration of Human Rights – Fifty years and Beyond
- J.C.Johari : Human Rights and New World Order : Towards perfection of the Democratic Way life.
- S. Subramanian : Human Rights : International Challenges, Delhi, Manad 1997.
- V. Kaushik : Women's Movements and Human Rights
- D. D. Basu: Human Rights in Constitutional Law, Press.
- V. Kaushik, Women's movements and Human Rights.





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

**B.A.B.Ed.(VIII- Semester)**

**Paper: (Physical Education- Health and Yoga Education)**

**Paper Code: BAED-805**

Upon completion of the course the student–teacher will be able to :

- Understand the significance of Health Education for the all-round development.
- Maintain and promote good health
- Develop the understanding of physical education and its related fields.
- Acquire the knowledge about the teaching methods of physical education and its activities.
- Know about the effective organization of physical education activities.

**CONTENT**

**Unit 1 :**

Physical Education- Meaning Scope, Aims & Objectives of Physical Education. Health Education and recreation general education. Concept and importance of Health, Personal and Environmental Hygiene Nutrition and Balance Diet.

**Unit II :**

Physical Fitness, Motor Fitness, Component of Physical Fitness, Effect of Exercise on different Body system.

**Unit III:**

Measurements of evaluation in Physical Education. Different types of Physical Fitness test and motor fitness test.

**Unit IV:**

Common sports injuries and their rehabilitation. First Aid, Snake bite and its First Aid.

**Unit V :**

Yoga harmony of body and mind. Instrument of Yoga-Pranayana, Surya Namaskara, Meditation and Mental Health.

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- Nadgir, K.G. (1998) , Sharir Shikshanad Vidhanagalu, Dharwad : MallesajjanVyayama Shale.
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- Prakash Brothers (2000) Organization, Administration and Recreation in

- Physical Education, Ludhiana : Prakash Book Publication.
- Rao, V. K. (2003), Physical Education, New Delhi : A.P.H. Publishing Corporation.
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  - Vijendra Kumar (2000), Modern Methods of Teaching Physical Education, New Delhi : Sarup & Sons.





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

**B.A.B.Ed.(VIII- Semester)**

**Paper: School Management**

**Paper Code: BAED-806**

**Objectives:**

- To acquaint the student with the basic principles of school management.
- To enable the students to organize different school activities.
- To develop awareness among student regarding different aspects of school management.

**UNIT I**

- Educational Management : Concept and function of educational management. Basic of management – planning, organization, control decision making and financing.
- Institutional planning: Principles, planning execution and evaluation,
- school complex and clusters – concept, need, and use for resource generation.

**UNIT II**

- Leadership in school : Concept, need and importance of leadership. Dimension and style of leadership at different levels. Role of leadership in school effectiveness.
- Approaches to professional development of teacher in school mechanism.
- Concept of Total Quality Management. (TQM).
- Indicators of quality, related to learning, student outcomes.

**UNIT III**

- Management of Time and Resources:
- Time Management: Principles and Importance, types of time schedule for teachers, student and administrative personnel, time schedule for curricular and co-curricular activities.
- Management of Resources: Types of resources –Human and material principles, organization and monitoring of resources – (School building, library, laboratories, hostels and play grounds) to optimum level.
- Financial (cost) Management in education: Its impact on school, teacher and students.
- Issues related to management of time and resources (focus on practical issues).

**UNIT IV**

- Management of School Activities:
- Arrangement of morning activities, assembly, class arrangement and monitoring.
- Admission, classification and promotion of students, school office and records.
- Co-curricular Activities: Importance, values, types of activities (games, sports, literary, cultural, scientific recreational, educational and their relevance to curriculum).
- Supervision: Concept, importance
- Discipline: Concept, importance and principles, techniques of maintaining discipline in the school and classroom, Role of students council and association in school climate.

**UNIT V**

- Management of Health and Physical Education:
- Meaning, definition and objectives of Health & Health Education and its importance.
- School Health Programme : First aid & safety Education, sex education.
- Meaning, definition, aims & objectives of physical Education, Physical fitness, test of physical fitness.
- Organisation of games & sports.

- Fundamental rules and regulation related to different games and sports (selected as per available resources), Balanced Diet, Yoga and Meditation, Stress Management.

**Mode of Transaction:**

- Lecture-cum-discussion, panel discussion, symposium, Group work, Extension Lecture, field visit, block exercise.
- Interview with teachers, field data & analysis.

**Practicum**

- Visit of different types of schools & preparation of school profiles.
- Conduct interview with teachers/students/parents and prepare a report.
- Study of any innovative types of schools.
- Prepare an institutional of a school for one academic session.
- A presentation in seminar on any contemporary issue related to schooleducation.

**Mode of Assessment**

- Assessment will be based on tutorials, seminars, projects, texts and assignments.
- Classroom transactions and participation of pupils therein will also be a part of assessment, specially involvement of pupils in terms of their critical approach and experiential learning.

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