

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, EHORE

EDUCATION

(BA. B.Ed.) Syllabus

(VII- Semester) (w.e.f. 2024-25)

Paper: Pedagogy of School Subject (Part II)

Paper Code: BAED-701

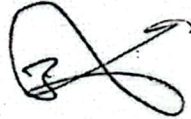
Objective

- To enable Students to respond to a variety of Maxims of Teaching
- To develop the teaching skills of Students.

COURSE CONTENT

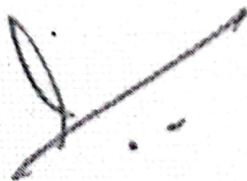
Unit I- Maxims of Teaching and Micro Teaching

Meaning , Nature and Types of Maxims of Teaching Meaning , Definition, Principles of Micro Teaching
Micro Teaching Cycle, Process of Micro Teaching Advantages , limitations and uses of Micro Teaching



Unit II- TEACHING SKILLS

- 1) Introduction Skill
- 2) Fluency in Questioning
- 3) Probing Question
- 4) Explaining
- 5) Illustrating and use of Examples
- 6) Teacher's silences and Non Verbal Cues
- 7) Lecturing
- 8) Reinforcement
- 9) Stimulus variation
- 10) Black board
- 11) Effective Communication
- 12) Recognizing and Attending Behaviors
- 13) Self Induction
- 14) Classroom Management
- 15) Planned repetition
- 16) Achieving Closure



Devika

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, EHORE

EDUCATION

(BA. B.Ed.) Syllabus

Sub- School Internship

VII Semester(w.e.f. 2024-25)

Paper Code : BAED-702

School Internship: Twenty Weeks (four Weeks) Practice Teaching and (Sixteen Weeks) Internship School.

Internship In Teaching Note: Twenty weeks (four weeks) practice Teaching & (Sixteen weeks) internship school. The activities and the allotment of marks for internship in teaching in each method of teaching school subjects are as follows

S.NO	Particulars	Max.	Min.
1	Micro Teaching under simulated conditions (Eight Skills)	16x3=48	17
2	Lesson planning (Practice Teaching)	50	18
3	Execution of the lesson in the actual class room situation & school work	50	18
4	Unit plan	40	14
5	Unit test administration evaluation and interpretation	40	14
6	Resource Unit/ instructional kit/workbook	12	04
7	Observation records	10	04
	Total	250	89

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES, EHORE
EDUCATION
(BA. B.Ed.) Syllabus
Sub- Self Analysis
VII Semester(w.e.f. 2024-25)
Paper Code : BAED-703

Objectives:

- The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self-reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and a true individuality.
- Students also develop a capacity for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society. The workshops are also aimed at equipping the students with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching.
- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students

Unit 1: Exploring the Aim of Life Objectives

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for the actions.
- To develop a holistic and integrated understanding of the human self and personality.

Workshop Themes

- Vision as a person: Aspiration and purpose of life.
- Giving a conscious direction to life.
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.

Unit 2: Discovering one's True Potential

- To facilitate the personal growth of the students by helping them to identify their own power
- To develop the power of positive attitude.
- To encourage students to develop the capacity for self-reflection and personal integration.



Workshop Themes

- Understanding one's strengths and weaknesses through self observation exercises.
- Taking responsibility for one's own actions.
- Developing positivity, self esteem and emotional integration.
- Exploring fear and trust; competition and cooperation
- Developing skills of inner self organization and self reflection
- Writing a self-reflective journal

Unit 3: Developing Sensitivity

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences Workshop Themes • Understand and challenge the unconscious conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race region, disability etc.) and critically examine the sources of stereotyped messages (e.g., media).
- Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.
- Developing the capacity for empathic listening and communication skills.
- Understanding one's own childhood and adult-child gaps in society.



Unit 4: Peace, Progress and Harmony

- To develop the capacity to establish peace within oneself
- To develop the capacity to establish harmony within a group and methods of conflict resolution
- To understand the meaning of leadership and develop attitudes and skills of a catalyst
- To understand the basis of social disharmony, the factors those contribute to it and ways facilitate change

Workshop Themes

- Establishing peace within oneself: exercises of concentration and meditation
- Understanding group dynamics and communication
- Creating group harmony: exploring methods of creating a collective aspiration progress and conflict resolution
- Exploring the bases of social disharmony: becoming the agents and catalysts of change exploring methods of facilitating change

Unit 5: Facilitating Personal Growth: Applications in Teaching

- To explore attitudes and methods needed for facilitating personal growth in students
 - To explore ways of integrating the facilitation of personal growth and social skills within formal curriculum
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Workshop Themes

Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.

Observing children: appreciating social, economic, cultural and individual differences in children and relating with them

Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching Mode of Transaction

There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials which should be contextualised and updated periodically. Expertise/ Specialization required to teach this course Specialists who have conducted personal development workshops and who have a qualification in clinical and counseling Psychology

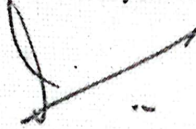
Essential Readings

1. Antoine de Saint-Exupery. (1977). *The Little Prince*. London, UK: Wordsworth Edition
Translated by Irene Testot-ferry (available in Hindi).
2. Dalal, A.S. (2001). *Our Many Selves*. Pondicherry, India: Sri Aurobindo Ashram.
3. Frankl, V. (1946). *Man's Search for Meaning*. New York: Pocket Books.
4. Joshi, K. (ed) (2005). *The Aim of Life*. Auroville, India: Saiier.
5. Krishnamurti, J. (1953). *Education and the Significance of Life*, Ojai, California, U
Krishnamurti Foundation Trust.
5. NCERT, (2006). *Education for Peace, Position Paper*. New Delhi: NCERT. 7. *Walk with Me: A Guide for Inspiring Citizenship Action*. (2006). New Delhi: Pravah Pub.
7. *Readings for Discussion 1*. Bach, R. (1994). *Jonathan Livingston Seagull*, London, UK: H
Collins Publications.
8. Chatterjee, D. (1998). *Leading Consciously*, MA, USA: Butterworth-Heinemann.
9. Gibran, K. (1996). *The Prophet*, Calcutta, India: Rupa & Co.
10. Gupta, L. (2008). Growing up Hindu or Muslim: How Early does it Happen. *Economic Political Weekly*, 63(6), 35-41.
11. Haldar, B. (2006). *A Life Less Ordinary*. New Delhi: Penguin Books. Translated by
Urvashi Butalia.
12. Hall, E. and Hall, C. (1988). *Human Relations in Education*. London, UK: Routledge.
13. Joshi, K. (1996). *Education for Character Development*. Dharam Hinduja International
Indic Research.

14. Joshi, P. (2006). Negotiating Identity: Voices of Children with Disabilities in Regular Schools: Contemporary Education Dialogue. 3(2), 1175-195.
15. Kumar, K. (1986). Growing Up Male, Seminar, No. 318.
16. Seminar, Identity. No. 387, November 1991. New Delhi. 11. UNESCO, (2001). Learning the Way of Peace: A Teachers' Guide to Peace Education. New Delhi: United Nations Educational, Scientific and Cultural Organization.

Suggested Audio-Visual Resources

1. Aim of Life by Kireet Joshi (DVD) for DVD/facilitation contact mothersinstitute@hotmail.com
 2. Full of Life: A sensitive Japanese Teachers explores feelings, death with 10 year olds. (<http://www.arvindguptatoys.com/films.html>)
 3. Personality Development (Interactive CD, Computer Only) With Yoga and Guided Meditation Modules, Indus Quality Foundation
 4. The House on Gulmohar Avenue by Samina Mishra (www.cultureunplugged.com)
 5. Advanced Readings
-
1. Csikzentmihalyi, M. (1993). The Evolving Self: A Psychology for the Third Millennium. New York: Harper Collins.
 2. Dalal, A.S. (1987). Living Within, Pondicherry, India: Sri Aurobindo Ashram Trust.
 3. Dalal, A.S. (2001). A Greater Psychology. Pondicherry, India: Sri Aurobindo Ashram Trust



EDUCATION
(B.A. B.Ed.) Syllabus
Sub- Analysis of ICT
VII Semester(w.e.f. 2024-25)
Paper Code : BAED-704

Objectives:

Upon the completion of the course the student-teachers will able to:

- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroomcontext.
- Understand the applications of Information Technology in the field of teacher educationprogramme and training.

Practicum :

1. **Computer Fundamental**
 - Instructions on operating the Computer
 - Connecting of all peripherals to CPU for a system
 - Switching on/off/restart
 - Inserting/removing a floppy from the floppy drive
 - Running a file from a floppy using floppy drive
 - Copying a file from hard disk to floppy disk
 - Inserting/removing a CD from the CD-ROM drive
 - Running a file from a CD-ROM using CD-ROM drive
 - Copying files from one drive to another
 - Creating a new folder
 - Running a file from hard disk
 - Connecting the printer and print out hard copies
2. **Exercise in Ms-Word**
 - Creating a new document
 - Formatting and editing of a document
 - Inserting pictures, objects, frames and tables
 - Practicing Mail-Merge facility
 - Working with the drawing tools



3. Exercise in Ms-Excel

- Creating a new worksheet
- Inserting and deleting rows/columns in worksheet
- Formatting and editing of a document - sorting
- Preparation of statement of marks and using of some statistical concepts Descriptive Statistics
- Preparation of School Time Table
- Preparation of Tables

4. Exercise in Ms-Power Point

- Preparation of MS-PowerPoint presentation using text, picture, sound, word art, clipart, and the other available tools with animation

5. Exercise in Information and Communication Technology

- Browsing the Internet and down loading – search word using search engine
- Working with Multimedia
- Receiving/Sending of E mail and attachment

- DESIGN OF A PRODUCTION.

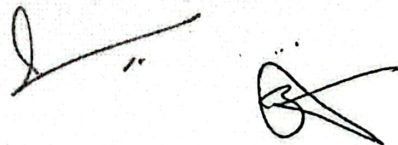
- PRODUCTION- Poster Making, Audience, Execution of Different Aspects of Production, Analysis of Increase in Understanding of Children through Drama.

Suggested Approach for Teaching-learning Process

Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of arts/see performances/ exhibitions/art and craft fairs/local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers can also be motivated to interpret art works/ commercials/events etc. to enhance their aesthetics sensibility.

A Resource Centre for Arts and Crafts should be a part of all the RIEs, where materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation.

Applications of Arts and Aesthetics in day-to-day life, in the institute and in the



community are some of the practical aspects, which needs to be taken care too. Student-teachers must organise and participate in the celebrations of festivals, functions, special days, etc.

Modes of Assessment

The complete course is of 50 marks. It is recommended that evaluation of this course should be done at both the levels; (i) Internal as well as (ii) External. Practical Activities (Units 1 and 2 of 30 marks) in nature are more on the process than the product, hence need continuous and comprehensive evaluation (CCE). Therefore, recommended to be evaluated by the internals. The theory and project part (Unit 3 and Project work of 20 marks) can be in viva-voce and in presentation mode therefore recommended to be evaluated by the externals. The engagement of student-teacher in the above set of experiences should be evaluated on continuous and comprehensive manner, based on (a) submission of work/project; (b) participation in the activities; (c) creative potential displayed; (d) application of aesthetic sensibility in campus events and in other course activities.

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EDUCATION
(B.A. B.Ed.) Syllabus
(VII- Semester) (w.e.f. 2024-25)
Paper: (Psychology Practical)
Paper Code: BAED-705

PSYCHOLOGY TEST

- Intelligence Test- Verbal
- Intelligence Test- Non Verbal
- Interest Test
- Attitude Test
- Learning by Whole and Part Method
- Personality test -Introvert and Extrovert
- Value Test
- Adjustment Test
- Anxiety Test
- Achievement Test

Reference Book:

- Galotti, K. M. 1999. Cognitive Psychology in and outside laboratory, Thomson As Mumbai.
- Matlin, M. W. 1995. Cognition , 3rd Ed. Prism Books, Bangalore