
Faculty of Education

First Semester, 2023-2024
Course Handouts

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The ICFAI University, Raipur

Faculty of Education

First Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDU211	Assessment of Learning	3	0	3

Instructor-in-charge: Dr.DEEPIKA CHATTERJEE

Learning Outcomes:

After successful completion of the course student will be able to

1. To develop understanding of the interrelationship between social science and education.
2. To develop appreciation of the basic contents, principles, and developments of the social science.

Text Book T1	Assessment for Learning ,Dr.Bipin Asthana ,Agrawal Publications
Text Book T2	Measurement and Evaluation in education ,Jyoti Sharma,
Text Book T3	Educational and Mental Measurement and Evaluation ,R.K.Sharma
Reference Book R1	Educational Administration and school Management,,S.P.Sukhiya ,Agrawal Publications
Reference Book R2	Learning and Teaching ,Radha Publications,B.K.Sharma
Reference Book R3	Information and communication technology, Radha Publications, S.K.Dubey.

Lecture-wise-plan:

Lecture Nos	Learning Objective	Topics to be covered	Reference
1-2	To understand the term Assessment	over view of assessment and evaluation	T1Ch.3 Pg No.42-50
3	To understand the concept of Evaluation	<ul style="list-style-type: none">• Perspective on assessment and evaluation of learning in a constructivist paradigm	T1Ch.3 PgNo.51-59
4-5	Major differences between learning and assessment	<ul style="list-style-type: none">• Distinction between 'AssessmentofLearning'and'Assesment forLearning'	T1Ch.4Pg No.60-65
6-7	To clarify the term evaluation	<ul style="list-style-type: none">• Clarifying the terms (i) assessment,evaluation,test,examination,measurement (ii) formative and summative evaluation	T1Ch.4 Pg No.66-72

Lecture Nos	Learning Objective	Topics to be covered	Reference
8	Concept of grading	(i) continuous and comprehensive assessment (ii) Grading.	T2Ch.2Pg No.17-20
9	Importance of learning	• Dimensions and levels of learning	T2Ch.2 Pg No.21-24
10	Concept of specific skills	• Retention/recalloffacts and concepts;Application of specific skills	T1Ch.8 Pg No.111– 115
11	Importance of tools	• Manipulating tool sand symbols;Problem-solving;applyinglearning to diverse situations	T1Ch.8Pg No.116– 120
12	Significance of tools	Meaning-making propensity;Abstraction of ideas	T1Ch.8Pg No.121-125
12-13	Concept of Analysis	Inference;Analysis;Reflection • Originality and initiative;	T1Ch.3PgNo.42-48
14	To understand the concept of Creativity	• Collaborative participation;Creativity; Flexibility	T1Ch.3Pg No.49 – 52
14-15	To understand the significance of learning	• Contexts ofassessment;Subject-related;Person-related	T1Ch.3Pg No. 53 – 59
16-17	Dimensions and levels of learning	• Dimensions and levels of learning Retention/recalloffacts and concepts	T2Ch.4Pg No.55- 58
18	To give brief history of assessment to the students	Assessment of subject-based learning • Enlargingnotionsof'Subject-based Learning'in aconstructivistperspective	T2Ch.4Pg No. 59-61,
19	Concept of Assessment tools	• Assessment tools	T1 Ch.29 PgNo.432-436
20	Kinds of tasks	• Kinds of tasks:projects,assignments,performances	T1Ch.18Pg No.294-299
21-22	To understand the concept of tests	• Kinds of tests and their constructions	T1Ch.18Pg No.300-304
23-24	Meaning of Observation	• Observation of learning processes byself,bypeers, byteacher	T1Ch.30Pg No.437-439
25	Concept of self – assessment	• Self-assessment and peer-assessment	T1 Ch.30 Pg No.440-443

Lecture Nos	Learning Objective	Topics to be covered	Reference
26	Concept of assessment tools	<ul style="list-style-type: none"> • Enlarging notions of 'Subject-based Learning' in a constructivist perspective • Assessment tools 	T2 Ch.3 Pg No.25-28
27-28	Concept of Assignments	<ul style="list-style-type: none"> • assignments, performances • Kinds of tests and their constructions • Self-assessment and peer-assessment 	T2 Ch.3 PgNo.29-33
29	Concept of Visualisation	<p>Teacher competencies in evolving appropriate assessment tools</p> <ul style="list-style-type: none"> • Visualising appropriate assessment tools for specific contexts, content, and student • Formulating tasks and questions that engage the learner and demonstrate the process of thinking; Scope for original responses 	T2Ch.3Pg No.34-36
29	Approach of visualization	<p>Visualising appropriate assessment tools for specific contexts, content, and student</p> <ul style="list-style-type: none"> • Formulating tasks and questions that engage the learner and demonstrate the process of thinking; 	T2Ch.3PgNo.37-40
30	Criteria for Assessment	<ul style="list-style-type: none"> • Evolving suitable criteria for assessment 	T2Ch.3 Pg No.41-43
31	Concept of port folio	<ul style="list-style-type: none"> • Organising and planning for student portfolios and developing rubrics for portfolio assessment • Using assessment feedback for furthering learning. 	T2 Ch.3 Pg No.44-46
32	Concept of assessment feedback	<ul style="list-style-type: none"> • Using assessment feedback for furthering learning. 	T2 Ch.3 PgNo.47-49
33	Concept of demonstration	<ul style="list-style-type: none"> • Visualising appropriate assessment tools for specific contexts, content, and student • Formulating tasks and questions that engage the learner and demonstrate the 	T2Ch.3 PgNo.50-52
33	Scope of assessment	<ul style="list-style-type: none"> • Scope for original responses • Evolving suitable criteria for assessment 	T2 Ch.3 PgNo.52-54

Lecture Nos	Learning Objective	Topics to be covered	Reference
34	Planning for portfolio	<ul style="list-style-type: none"> Organising and planning for student portfolios and developing rubrics for portfolio assessment Using assessment feedback for furthering learning. 	T1 Ch.30 Pg.No.437-443
34	Importance of assessment	<ul style="list-style-type: none"> Using assessment feedback for furthering learning. 	R1Ch.17 Pg.No.256-260
35	Approach of data analysis	<p>Data analysis, feedback and reporting</p> <ul style="list-style-type: none"> Feedback as an essential component of formative assessment 	R1Ch.17 Pg.No.261-266
35	Use of assessment	<ul style="list-style-type: none"> Use of assessment for feedback; For taking pedagogic decisions 	R1Ch-17 Pg.No.267-271
36	Types of teacher feedback	<ul style="list-style-type: none"> Types of teacher feedback (written comments, oral); Peer feedback 	R1Ch.17Pg.No.272-275
36	Approach of grading	<ul style="list-style-type: none"> Place of marks, grades and qualitative descriptions 	R1 Ch.17 Pg.No.276-279
37	Description of learner profile	<ul style="list-style-type: none"> Developing and maintaining a comprehensive learner profile 	R1Ch.17Pg. No.280-282
37	Purpose for Reporting	<ul style="list-style-type: none"> Developing and maintaining a comprehensive learner profile Purposes of reporting: To communicate 	R1Ch.17Pg .No.283-285
38	Concept of profile of learner	<ul style="list-style-type: none"> Progress and profile of Learner 	T1Ch.3 Pg.No.42-45
38-39	To understand the approach of pedagogic decisions	<ul style="list-style-type: none"> Basis for further pedagogic decisions 	T1Ch.3 Pg No.46-48
40	Approach of Reporting	<ul style="list-style-type: none"> Progress and profile of Learner Basis for further pedagogic decisions Reporting a consolidated learner profile. 	T1 Ch.3 Pg.No.49-59
41	Approach of data analysis	<p>:Data analysis ,feedback and reporting</p> <ul style="list-style-type: none"> Feedback as an essential component of formative assessment 	T1 Ch.30Pg.No.437-440
42	To understand the importance of feedback	<ul style="list-style-type: none"> Use of assessment for feedback; For taking pedagogic decisions 	T1Ch.30 Pg.No.441-443

Evaluation Scheme:

Student evaluation is based on the series of Tests and Quizzes conducted during the course of semester followed by a comprehensive examination

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	16	29-09-2023	1-17	CB
Test 2	60 Minutes	17	16-10-2023	18-25	OB
TEST 3	60 Minutes	17	20-11-2023	26-42	CB
Project	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	08-12-2023	1-42	CB

Make-up Policy: Make –up will be given only under genuine circumstances for Tests Only. However prior and proper intimation to the concerned instructor is must.

General: It shall be the responsibility of individual students to attend all sessions, to take prescribed Assessment Tests, Tests and Comprehensive Examinations, etc.

Date: 03/08/2023

Dr.DEEPIKA CHATTERJEE
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDU212	Nai Talim Skill Based Learning	3	0	3

Instructor-in-charge: Mrs.ANITA PANDEY

Learning Outcomes:

After successful completion of the course student will be able to

1. To develop understanding of the interrelationship between local community with teacher education.
2. .To develops appreciation of the basic contents, principles, and developments of local occupations.

To develop the understanding of basic theories, importance of technology integration and research to develop our community

T1	Nai Talim: An Experimental Learning, Shalini Tiwari
T2	Gandhiji ki Nai Talim aevam samudaay,S.V Prabhat
T3	Nai Talim, Dr.Divya Sharma
T4	Nai Talim, Baleeveda

Lecture-wise-plan:

Lecture Nos	Learning Objective	Topics to be covered	Reference
1-2	To understand the meaning of Autonomy	Meaning of Autonomy .	T1Ch.1 Pg No.1 -19
3	To understand the concept of Autonomy	Concept of Autonomy :meaning ,basic assumptions ,;Need of Autonomy ..	T1Ch.2 PgNo.20-43
4-5	To get the knowledge of education issues	Freedom autonomy and teacher autonomy in our community .characterstics of teacher autonomy .domains of Teacher Autonomy .	T2Ch.4Pg No.51-54
6-7	To understand the role of teacher	Arguments for teacher anatomy . ,Basic types Principles of teacher autonomy .	T1Ch.3Pg No.44-60
8	To understand the factors of teacher autonomy.	Factors affecting Teacher Autonomy .ways to develop the teacher autonomy.	T1Ch.2Pg 20-43
9	Try to explain the importance of autonomy	How does teacher Autonomy help in teaching learning process?	T1Ch.3 Pg No.44--60

Lecture Nos	Learning Objective	Topics to be covered	Reference
10	To understand the term. Accountability.	Meaning, definitions , types and functions of Accountability.	T1Ch.24 Pg No.465--479
11	To understand the process of education.	Education is an activity and process .process of education .modes of education	T1Ch.24Pg No.465- -479
12	To understand the concept of school education	Inclusiveness of school education .Need of school for all the students.	T1Ch.9Pg No.166-- 199
13	To understand the approach of Humanistic behavior	Humanistic Approach to education .Education for citizenship, character building Values and Ethics.	T2Ch.17 PgNo.315—329
14	To understand the concept of different types of creativity. .	Work play act ,craft ,Theater, Music in school curriculum .and the basis of creativity	T3Ch12Pg No115- 128
15	To understand the concept of social harmony.	Social harmony, it's implications to develop Head,Heart and hands Role of the teacher in helping such children.	T3Ch.7Pg No. 66- 76
16-17	Significance of child work Vs child labour .	Meaning and definitions of child work Vs child labour .	T3Ch.9Pg No.90-95
18	Try to teach the concept of child labour .	Context, concerns and issues of child work and child labour .	T3Ch.27Pg No.348- 360
19	To understand the term education and alienation	Education and alienation.	T1 Ch.27 PgNo.524-546
20	To understand the concept of guidance service.	Reflection in curriculum and pedagogical practices.	T1Ch.7 Pg No.122- 143
21-22	To understand the term curriculum	Relevance of curriculum content to the lives of children.	T1Ch24Pg No.465- 479
23-24	To understand the term sensitization of student	Sensitization of student on global issues	T1Ch.5Pg No.88-97
25	Significance of teacher	Basic assumptions of , Role of teacher .	T1 Ch.24 Pg No465--479
26	To understand the Technology and resources.	Reresources and technology availability,	T2 Ch.20 Pg No.342--348
27-28	Basic concept of Poverty	Inequity ,Poverty ,	T1 Ch.33 PgNo.656-672
29	Try to explain the term climate change .	Climate change	T3Ch.15Pg No.158- 173
29	To understand the : meaning and definitions of global warming	Global warming.	T1Ch.24 PgNo.465--479

Lecture Nos	Learning Objective	Topics to be covered	Reference
30	To understand the Characteristics ,Principles of value crises	Meaning ,need ,purpose of value crises ,	T1Ch.24 Pg No.470--479
31	To understand the Characterstics ,Principles of :value .	Need	T1 Ch.26 Pg No.498--523
32	To understand the term food and energy crises.	Food and energy crises.	T2 Ch.16 PgNo.284--314
33	To give proper information of education in non violent school	Education in non violent school /classroom environment	T2Ch.11 PgNo.162--179
33	Concept of curriculum	Implication of above Issues on curriculum and Pedagogy .	T2 Ch.9 PgNo.— 130-142
34	To understand the Nature and ,Aims of : Nai taleem	Nai Taleem and Field Engagement	T1 Ch.25 PgNo 480-497
34	To understand the concept of Nai taleem	Meanging and importance of Nai taleem and Field Engagement	T1Ch.27 Pg.No.524-546
35	To understand the concept of community.	Meanging and importance of community	T1Ch.25- Pg.No.480-497
35	To understand the importance of community.	Significance of community	T1Ch-25 Pg.No.480-497
36	To give proper information of community service.	Meanging and importance of community service.	T1Ch-14 Pg.No.274--302
36	To give brief introduction of community service.	Community service and it's implications.	T1 Ch.15 Pg.No.303-319
37	Try to explain the term importance of National Intigration	Meanging and importance of National Intigration	T1Ch.16 Pg.No.320--341
37	To understrand the topic . National Intigration	Significance of National Intigration	T1Ch.17Pg.No.342-366
38	To understand the Meanging and importance of value Education	Meanging and importance of value Education	T2Ch.3Pg.No.45-50
39	To give all the information to the students which are related to Significance of value Education	Significance of value Education	T2Ch.4 Pg No.51-54
40	To understand the concept of Nai taleem	National Integration through Nai Taleem .	T2 Ch.17 Pg.No.315-329

Lecture Nos	Learning Objective	Topics to be covered	Reference
41	To understand the concept of Nai taleem and value education	Nai Talim and Value Education	T3Ch.7Pg No. 66-76
42	To understand the concept of Nai taleem and Disaster management	Disaster Management.	T1Ch.9Pg No.166--199

Evaluation Scheme:

Student evaluation is based on the series of Tests and Quizzes conducted during the course of semester followed by a comprehensive examination.

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	16	29-09-2023	1-17	CB
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Project	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	13-12-2023	1-42	CB

Make-up Policy: Make –up will be given only under genuine circumstances for Tests Only. However prior and proper intimation to the concerned instructor is must.

General: It shall be the responsibility of individual students to attend all sessions, to take prescribed Assessment Tests, Tests and Comprehensive Examinations, etc.

Date: 02/08/2023

**Mrs.ANITA PANDEY
Instructor-in-charge**

The ICFAI University, Raipur

Faculty of Education

First Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
PDG211	Mathematics Teaching II	3	0	3

Instructor-in-charge: Mrs.ANITA PANDEY

Learning Outcomes:

After successful completion of the course student will be able to

1. Develop insight into the meaning ,nature ,scope and objective of mathematics education .
2. Appreciate the process of developing a concept .
3. Learn important mathematics : mathematics is more than formulas and mechanical procedures.
4. Channelize, evaluate ,explain and reconstruct their thinking.
5. Pose and solve meaningful problems .
6. Appreciate the importance of mathematics laboratory in learning mathematics .
7. Develop competencies for teaching-learning mathematics through various measures .
- 8.** Examine the language of mathematics ,engaging with research on children's learning in specific are

Text Book T1	Arun kumar Kulshrestha, “Pedagogy C”, R. Lall Publication ,
Text Book T2	M.S.Rawat & M.B.Lall Agrawal , “Pedagogy of Mathematics ”, Agrawal Publication ,
Text Book T3	Unnatti Bishnoee, “Pedagogy of Mathematics ”, R. Lall Publication ,
Text Book T4	Payal Bhola Jain & M.B.Lall Agrawal, “Teaching of Mathematics”, ”, Agrawal Publication ,
Text Book T5	“Pedagogy of Mathematics ”, National Council of Education Research And Training
	https://hi.m.wikipedia.org
	https://en.m.wikipedia.org
	http://scert.cg.gov.in

Lecture-wise-plan:

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
1.	Organization Of Concepts For Teaching- Learning of Mathematics	Planning For Teaching-Learning Of Mathematics	T-3 Ch-2 Pg. No 17-30 T-1 Ch-2 Pg. No 10-13
2.	Stating Instructional Objectives, Identifying Learning Experiences	Stating Instructional Objectives, Identifying Learning Experiences, Appropriate Strategies	T-1 Ch-2 Pg. No 13-23 T-4 Ch-.2 Pg. No 15-20

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
3.	Concept of Teaching Aids	Teaching Aids- Meaning ,Definition And Characteristics	T-5Ch-1 Pg. No10-24
4.	Selection of Teaching Aids	Selection of Teaching Aids Principal , Types Of Teaching Materials	T-2Ch-5 Pg. No 41-45 T-3 Ch-5 Pg. No 21-25
5.	Using Low-Cost Material	Using Low-Cost Material– Preparation Of Various Activities, Such As Verification of Algebraic Identities ,Surface Areas And Volumes of Cube	t-5 ch-1 pg. no 1-9 https://hi.m.wikipedia.org
6.	Preparation of Various Activities	Using Low-Cost Material– Preparation Of Various Activities ,Cuboids ,Cylinder ,Cone ,Sphere ,Conic Sections, Etc	https://en.m.wikipedia.org
7.	ICT Applications	ICT Applications; Evaluation Tools And Learners Participation In Developing Instructional Materials, Etc	T-3 Ch-1 Pg. No 3-15 T-2 Ch - 1 Pg. No 1-7
8.	Learning Resources In Mathematics	Learning Resources In Mathematics	T-1 Ch-1 Pg. No 1-8 T-5 Ch-1 Pg. No30-33
9.	Text Book Of Mathematics	Text Book of Mathematics – Meaning, Definition And Characteristics Of Mathematics Text Book	T-4 Ch-8 Pg. No 52-68
10.	Textbooks Audio-Visual Multimedia	Textbooks Audio-Visual Multimedia–Selection And Designing	https://en.m.wikipedia.org
11.	Classification Of Teaching Media	Classification Of Teaching Media, Use Of Multimedia And Their Integration In Teaching Mathematics	T-5 Ch-1 Pg. No 36-42
12.	Using Community Resources For Mathematics Learning	Using Community Resources For Mathematics Learning	https://en.m.wikipedia.org
13.	Pooling of Learning Resources In School Complex/Block/District Level	Pooling Of Learning Resources In School Complex/Block/District Level ,Handling Hurdles In Utilizing Resources	http://scert.cg.gov.in
14.	Handling Hurdles In Utilizing Resources	Pooling Of Learning Resources In School Complex/Block/District Level ,Handling Hurdles In Utilizing Resources	http://scert.cg.gov.in
15.	Concept of Assessment And Evaluation	Concept Of Assessment And Evaluation	http://scert.cg.gov.in

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
16.	Informal Creative Evaluation	Informal Creative Evaluation	T-2 Ch- 9 Pg. No 118-123
17.	Encouraging Learner To Examine A Variety Of Methods of Assessment In Mathematics	Encouraging Learner To Examine A Variety Of Methods Of Assessment In Mathematics So As To Assess Creativity ,Problem-Solving And Experimentation/Activity Performance	T-2 Ch-6 Pg. No 159-176
18.	Creativity ,Problem-Solving And Experimentation/Activity Performance Mathematic Teaching	Encouraging Learner To Examine A Variety of Methods Of Assessment In Mathematics So As To Assess Creativity ,Problem-Solving And Experimentation/Activity Performance	T-2 Ch-6 Pg. No 46-71
19.	Appreciating Evaluation Through Overall Performance of The Child	Appreciating Evaluation Through Overall Performance Of The Child; Self And Peer Evaluation	http://scert.cg.gov.in
20.	Formal Ways of Eva	Formal Ways of Evaluation: Variety of Assessment Techniques And Practices Assessing Product Vs Process	http://scert.cg.gov.in
21.	Knowing Vs Doing In Practice of Midterm/Terminal Examination	Knowing Vs Doing In Practice of Midterm/Terminal Examination, Practicing Continuous And Comprehensive Evaluation To Test Regular Programmers/Achievements Of Learner	http://scert.cg.gov.in
22.	Practicing Continuous And Comprehensive Evaluation To Test Regular Programmers/Achievements of Learner	. Knowing Vs Doing In Practice Of Midterm/Terminal Examination, Practicing Continuous And Comprehensive Evaluation To Test Regular Programmers/Achievements Of Learner	http://scert.cg.gov.in
23.	Concept of Assessment Framework	Concept of Assessment Framework	http://scert.cg.gov.in

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
24.	Identifying And Organizing Components For Developing Framework of Question Paper	Identifying And Organizing Components For Developing Framework Of Question Paper At Different Stages Of Learning	T-3 Ch-4 Pg. No 63-77
25.	Framing Questions Based on Concepts And Sub Concepts So As To Encourage Critical Thinking	Framing Questions Based on Concepts And Sub Concepts So As To Encourage Critical Thinking ,Promote Logical Reasoning And To Discourage Mechanical Manipulation And Rote Learning	T-3 Ch-4 Pg. No 77 -96
26.	Promote Logical Reasoning And To Discourage Mechanical Manipulation And Rote Learning	Framing Of Open-Ended Questions Providing The Scope To Learners To Give Responses In Their Own Words	T-2 Ch-8 Pg. No 83-116
27.	Framing of Conceptual Questions From Simple Questions	Framing of Conceptual Questions From Simple Questions.	T-3 Ch-5 Pg. No 99-109
28.	Identifying Learners Strength And Weaknesses Mathematics Teaching	Identifying Learners Strength And Weaknesses Mathematics Teaching	T-2 Ch-12 Pg. No 253-280
29.	Concept of Activities Enriching Mathematics Learning	Concept of Activities Enriching Mathematics Learning	T-1 Ch-10 Pg. No 282-285 http://scert.cg.gov.in
30.	Types of Activities Enriching Mathematics Learning	Types of Activities Enriching Mathematics Learning	
31.	Explanation of Assisting Learning ,Supplementary Text Material ,Summer Programmes' ,Correspondence Course,	Explanation of Assisting Learning ,Supplementary Text Material ,Summer Programmes' ,Correspondence Course,	t-1 ch-10 pg. No 288 - 292 http://scert.cg.gov.in
32.	Meaning, Definition And Characteristics of Mathematics Club Contests And Fairs	Meaning, Definition And Characteristics of Mathematics Club Contests And Fairs	
33.	Designing Mathematics Laboratory And Its Effective Use	Designing Mathematics Laboratory And Its Effective Use	http://scert.cg.gov.in
34.	Recreational Activities—Games ,Puzzles And Riddles In Mathematics	Recreational Activities— Games ,Puzzles And Riddles In Mathematics	http://scert.cg.gov.in
35.	Cooperative Learning Ensuring Equal Partnership Of Learners With Special Needs In Mathematics	Cooperative Learning Ensuring Equal Partnership Of Learners With Special Needs In Mathematics	http://scert.cg.gov.in

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
36.	Stimulating Creativity.	Stimulating Creativity And Inventiveness In Mathematics.	http://scert.cg.gov.in
37	Inventiveness In Mathematics.	Stimulating Creativity And Inventiveness In Mathematics.	http://scert.cg.gov.in
38.	Professional Development of Mathematics Teachers	Professional Development of Mathematics Teachers	http://scert.cg.gov.in
39.	Types Of In-Service Programmrs For Mathematics Teachers	Types Of In-Service Programmrs For Mathematics Teachers	http://scert.cg.gov.in
40.	Role Of Mathematics Teacher's Association	Role Of Mathematics Teacher's Association	http://scert.cg.gov.in
41.	Journals And Other Resource Materials In Mathematics Education	Journals And Other Resource Materials In Mathematics Education	http://scert.cg.gov.in
42.	Professional Growth— Participation In conferences/Seminars/Workshops	Professional Growth— Participation In Conferences/Seminars/Workshops	http://scert.cg.gov.in

Evaluation Scheme:

Student evaluation is based on the series of Tests and Quizzes conducted during the course of semester followed by a comprehensive examination.

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
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Project	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	11-12-2023	1-42	CB

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General: It shall be the responsibility of individual students to attend all sessions, to take prescribed Assessment Tests, Tests and Comprehensive Examinations, etc.

Date: 03/08/2023

**Mrs.ANITA PANDEY
Instructor-in-charge**

The ICFAI University, Raipur

Faculty of Education

First Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
PDG212	Biology Teaching II	3	0	3

Instructor-in-charge: Mrs.KAVITA SHARMA

Learning Outcomes:

After successful completion of the course student will be able to

1. Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning.
2. Appreciate that science is a dynamic and expanding body of knowledge.
3. Identify and relate everyday experiences with learning biological science.

Text Book T1	Pedagogy of School Subject Biological Science, Dr.Sudha Pahuja,Dr.Ravi Kant
T2	Teaching of Biology, D.N.Shrivastav
T3	Teaching of Biological Science,G.K.Tiwari
T4	Pedagogy of Biological Science, Dr.S.P. Kulshreshtha

Lecture-wise-plan:

Lecture Nos	Learning Objective	Topics to be covered	Reference
1	Concepts for teaching-learning of biology	Identification and organization of concepts for teaching-learning of biology	T1, Ch-1,Pg. No27-30
2	Concepts for teaching-learning of biology	Determining acceptable evidences that show learners	T1, Ch-1,Pg. No 2-27
3	Instructional materials	Instructional materials required for planning teaching-learning of biological science and learners' participation in developing them	T1, Ch-8,Pg. No162-198
4	Identifying and designing teaching-learning experiences	Identifying and designing teaching-learning experiences	T1, Ch-8,Pg. No162-198
5	Planning field visits, Zoo, Sea shore life, Botanical garden	Planning field visits, Zoo, Sea shore life, Botanical garden	T1, Ch-8,Pg. No162-198
6	Organizing activities	Organizing activities	T1, Ch-8,Pg. No162-198
7	laboratory experiences	laboratory experiences	T1, Ch-5,Pg.No.114-132

Lecture Nos	Learning Objective	Topics to be covered	Reference
8	Making groups, planning ICT applications in learning biology.	Making groups, planning ICT applications in learning biology.	T4, Ch-3, Pg.No.93-252
9	Use of learning resources	Identification and use of learning resources in biological science from immediate environmental	T1, Ch-9, Pg. No199-235
10	Exploring alternative sources	Developing science kit and biological science laboratory .	T1, Ch-5, Pg.No.114-132
11	Designing biology laboratory	Designing biology laboratory Planning and organizing field observation	T1, Ch-5, Pg.No.114-132
12	Collection of materials, Textbooks,	Collection of materials, Textbooks,	T1, Ch-6, Pg. No133-145
13	audio-visual materials	audio-visual materials, multimedia-selection and designing.	T1, Ch-7, Pg. No146-161
14	Use of ICT experiences	Use of ICT experiences in learning biological science	T4, Ch-3, Pg.No.93-252
15	Using community resources for biology learning	Using community resources for biology learning	T1, Ch-9, Pg. No199-235
16	Pooling of learning resources	Pooling of learning resources in school complex/block/district level	T1, Ch-9, Pg. No199-235
17	Utilization of resources.	Handling hurdles in utilization of resources.	T1, Ch-9, Pg. No199-235
18	Performance-based assessment	Performance-based assessment	T1, Ch-2, Pg. No27-30
19	Performance-based assessment	Developing indicators for performance assessment in biological sciences;	T1, Ch-2, Pg. No27-30
20	Observations Field diary	Learners record of observations Field diary, herbarium and collection of materials;	T1, Ch-8, Pg. No162-198
21	Oral presentation	Oral presentation of learners works in biological science	T1, Ch-17, Pg. No441-451
22	Portfolio	Portfolio	T2, Ch-2, Pg. No14-48
23	Assessment of project work in biology	Assessment of project work in biology (both in the laboratory and in the field)	T1, Ch-11, Pg. No151-163
24	collaborative learning	Assessment of participation in collaborative learning	T2, Ch-2, Pg. No14-48
25-26	Administration of tests	Construction of test items open- ended and structured) in biological science and administration of tests;	T1, Ch-10,11, Pg. No145-163
27-28	Experimental work in biological science	Developing assessment framework in biological science; Assessment of experimental work in biological science	T1, Ch-5, Pg.No.114-132

Lecture Nos	Learning Objective	Topics to be covered	Reference
29	formal examination system	Exploring content areas in biological science not assessed in formal examination system and their evaluation through various curricular channels Encouraging teacher	T1, Ch-10, Pg. No236-270
30-31	Methods of assessment	Learners to examine a variety of methods of assessment in biological science Continuous and comprehensive evaluation.	T1, Ch-11, Pg. No272-307
32	Curiosity of observation	natural curiosity of observation, learning progress of learners with various needs in biology	T1, Ch-11, Pg. No272-307
33	Various curricular activities	Stimulating creativity and inventiveness in biology, Organizing various curricular activities, such as debate, discussion, drama, poster making on issues related to science	T1, Ch-8, Pg. No162-198
34	Organizing events on specific day	Organizing events on specific day: Earth Day, Environment Day ,etc. field experiences, Science club, Science exhibition.	T1, Ch-8, Pg. No162-198
35	Professional development program	Professional development programmed for science	T1, Ch-10, Pg. No236-270
36-37	Participation in seminar conferences	Participation in seminar conferences, online sharing membership of professional organization	T1, Ch-10, Pg. No236-270
38	Collaboration of school with colleges	Collaboration of school with colleges, Journals and other resource materials in biology education	T1, Ch-7, Pg.No.146-161
39	Field visits, botanical garden	Field visits, botanical garden	T1, Ch-8, Pg.No.162-198
40	Science park , science center, zoo.	science park , science center, zoo.	T1, Ch-8, Pg.No.162-198
41	National Laboratories etc.	National Laboratories etc.	T1, Ch-8, Pg.No.162-198
42	Action research	Action research in biological science.	T1, Ch-15, Pg.No.419-424

Evaluation Scheme:

Student evaluation is based on the series of Tests and Quizzes conducted during the course of semester followed by a comprehensive examination.

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	16	29-09-2023	1-17	CB
Test 2	60 Minutes	17	16-10-2023	18-25	OB
MCQ	60 Minutes	17	20-11-2023	26-42	CB
Project	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	11-12-2023	1-42	CB

Make-up Policy: Make –up will be given only under genuine circumstances for Tests Only. However prior and proper intimation to the concerned instructor is must.

General: It shall be the responsibility of individual students to attend all sessions, to take prescribed Assessment Tests, Tests and Comprehensive Examinations, etc.

Date: 03/08/2023

**Mrs.KAVITA SHARMA
Instructor-in-charge**

The ICFAI University, Raipur

Faculty of Education

First Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
PDG214	Social Science Teaching II	3	0	3

Instructor-in-charge: Dr.DEEPIKA CHATTERJEE

Learning Outcomes:

After successful completion of the course student will be able to

1. To develop understanding of the interrelationship between social science and education.
2. To develop appreciation of the basic contents, principles and developments of the social science .

Text books T1	Pedagogy of History and Civics ,Radha Prakashan Mandir,Mrs. Rajkumari Sharma
Text books T2	Teaching of Social Science ,Agrawal Publication ,Snehlata Chaturvedi
Reference Book R1	Pedagogy of Economics ,Radha Prakashan Mandir ,B.K.Sharma
Reference Book R2	Pedagogy of History ,Radha Prakashan Mandir ,S.K.Dubey
Reference Book R3	Social Science teaching ,Agrawal Publication,S.K.Dubey

Lecture-wise-plan:

Lecture Nos	Learning Objective	Topics to be covered	Reference
1-2	To understand the concept of history .	Continuity and Changeover Time and Historical Construction	T1Ch.1 Pg No.1 -38
3	To understand the concept of historical method	Historical methods .	T1Ch.4 PgNo.193- 196
4-5	Types of history teaching	Evidence based history teaching .	T1Ch.4Pg No.197-214
6-7	Concept of primary sources .	Primary sources and the construction of History Thinking in terms of problems for analysisinHistory. Social Formationsin History	T1Ch.4 Pg No.215 –222
8	Concept of capitalism	different types of states in History Capitalism	T1Ch.4 Pg No.223 - 233
9	Concept of observation	Observation of skills relating to primary and secondary data	T1Ch.4 Pg No.234 - 247
10	To understand the concept of democracy	Meaning definitions concept of democracy	T2Ch.45 Pg No.596 – 602
11	Concept of democracy	Development and diversity of democracy	T2Ch.45Pg No.603– 610

Lecture Nos	Learning Objective	Topics to be covered	Reference
12	Importance of political science .	Broad theme of democracy, development and diversity .	T2Ch.45Pg No.611-626
12-13	Social issues .	Content of political, economical and social aspects of our daily life .	T2Ch.32 PgNo.379-392
14	Political issues.	Discipline of sociology, political science and economics.	T2Ch.34Pg No.426 – 451
14-15	Scope of social science .	Key concept ,meaning definitions and importance of political science .	T2 Ch.35 Pg No. 452 – 476
16-17	Significance of social system	Constitution of India ,democratic and non democratic	T2 Ch.40 Pg No.525- 533
18	Significance of basic rights	Forms of govt. fundamental rights ,	T2Ch.42Pg No. 555-567,
19	Scope of social science .	Meaning definitions and importance of political science	T2 Ch.34 PgNo.426-430
20	Concept of citizenship	Forms of Government: Democratic (Liberal and social), non-democratic, Rule of Law, Authority, Power, Legitimacy, Civil Society, Citizenship,	T2Ch.35Pg No.452-476
21-22	To understand the concept of civil society	Constitutional Vision for a Democratic India. The making of the Constitution of India.	T2Ch.40Pg No.525-530
23-24	Concept of secularism	Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism, Secularism	T2Ch.41Pg No.534-554
25	Basic concept of fundamental rights	Fundamental Rights (Prohibition of discrimination; Rights of Dalits,	T2 Ch.42 Pg No.555-560
26	Basis concept of fundamental duties .	Directive Principles of State Policy (with special reference to welfare of the people) Fundamental duties.	T2 Ch.43 Pg No.568-574
27-28	Basic concept of government	The Working of the Government	T1 Ch.6 PgNo.1-96
29	Functions of government	Structures and Functions of the Government at different levels Union, State/UT, District and Local Bodies (Panchayats and Municipalities)	T1Ch.6Pg No.1-96
29	Structures of Indian government	Relationship among the three organs of the Government, Relationship between the three levels of the Government, Democratic decentralisation, citizen participation.	T2Ch.43 PgNo.568-574

Lecture Nos	Learning Objective	Topics to be covered	Reference
30	Importance of N.G.O.	society and political processes, elections, political parties, pressure groups social movements: dalit movement, tribal movement, women's movement, environmental movement ; role of media, role of NGOs, etc. The above content may be used to understand the teaching-learning strategies and skill development in political science	T2 Ch.31 Pg No.371-378
31	Basic concept of N.G.O.	Women progress	T1 Ch.2 Pg No.39--120
32	Live experience of this topic	Teaching-learning Strategies The teaching-learning process needs to take into account the lived experiences of student-teachers. The issues in this Unit can be introduced by referring to the relevant items from daily newspapers	T1 Ch.3 Pg No.121-192
33	Scope of political science	The contents are to be transacted through participatory methods involving all participants. 'Learning by discussing' is to be followed as a regular practice in the classroom	T1 Ch.5 Pg No.1-48
33	Approach of political science	Social inquiry approaches can be used in teaching, learning of Political Science	T2 Ch.34 Pg No.426-451
34	Approach of political science	The student-teachers may be encouraged to observe actual functioning of the institutions	T2 Ch.35 Pg No 452-476
34	Concept of research	They may also be encouraged to undertake field research, conduct in-depth interviews, and interpret field data and critically understand political concepts.	T2 Ch.36 Pg.No.477-499
35	Teaching learning process	Teaching-learning Materials: Constitution of India	T2 Ch.40 Pg.No.525-530
35	Very important tool atlas	atlas, political maps (World, Asia, India, States, Districts), globe, two daily newspapers, news magazines.	T2 Ch-6 Pg.No.40-66
36	To understand the concept of social science	Characteristics of Assessment in Social Sciences: Types of questions best suited for examining	T2 Ch.7 Pg.No. 67-78

Lecture Nos	Learning Objective	Topics to be covered	Reference
36	Different aspect of social science .	assessing/understanding the different aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative analysis; Open-ended questions	T2 Ch.1 Pg.No.1-6
37	Significance of social science	Limitations of social science teaching	T2Ch.2 Pg.No.7-14
37	To understand the concept of CCE	.Open-book tests: Strengths and limitations, Evaluating answers: What to look for? Assessing projects: What to look for? Continuous and Comprehensive Evaluation (CCE) in Social Sciences	T2Ch.3Pg.No.15-17
38	Analysis text books in social science .	Analysing textbooks in Social Sciences in the light of the syllabus and from the perspective of the child (Textbooks of the same class may be taken up for all subjects in Social Sciences)	T2Ch.4 Pg.No.18-26
38-39	How to analysis question paper of any state board	Analysing question papers of any State Board/CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills.	T2Ch.7 Pg No.67-78
40	Project in social science	Projects in Social Sciences should be selected keeping in view the interconnections between the various disciplines that constitute Social Sciences. The interrelationship among various aspects of Social Sciences may be visualised as follows: Geography and Economics: Transport and communication in a region – assessing current position with reference to development needs	T2 Ch.11 Pg.No.110-127
41	Difference between history and political science	History and Political Science: Socio-political systems; Women's rights in society Economics and History: Agrarian change in India; Industrialisation in India	T2 Ch.12Pg.No.128-132

Lecture Nos	Learning Objective	Topics to be covered	Reference
		History and Geography: Migration of people in a particular region— nature of migration, past and present trends Political Science and Geography: Sharing resources between regions/states and nations (e.g. water)	
42	Concept of family budget	Economics and Political Science: Family budget and impact of change in prices of essential commodities. These projects are just a few examples. Similar projects may be designed by student-teachers for better understanding of various issues	T2Ch.23 Pg.No.250-272

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Date: 03/08/2023

Dr.DEEPIKA CHATTERJEE
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
PDG215	Hindi Teaching II	3	0	3

Instructor-in-charge: Mrs.VARSHA RANI

Course Objectives:

1. भाषा के अलग –अलग भूमिकाओं को जानना
2. भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
3. अनुवाद करने की क्षमता विकसित करना
4. आकलन के महत्व से परिचित करना

Remarks	Text Book	Author/Publication
Text Book T1	1. Hindi shikshan	Reeta Chauhan/Agrawal Publication
T2	2. Bhasha vigan	Bholanath Tiwari /kitab mahel Publication
T3	3. Hindi shikshan	Shikha chaturvedi /prakasak vinay rakheja
T4	4. Bhasha and Bhasha Shikshan	Shrimati Rajkumari Sharma ,Dr.Savitri Sharma /Radha Prakashan Mandir(Pri.Li.)
T5	5.Bhasha ,sangyan and samaj	Shrimati Rajkumari Sharma /Radha Prakashan Mandir(Pri.Li.)
T6	6.Lucent`s samanya hindi	Sanjeev kumar /.Lucent Publication
T7	7. Hindi Bhasha ki vidhaon ka Shikshan	Shrimati Rajkumari Sharma/ Radha Prakashan Mandir(Pri.Li.)
T8	8..Hindi Bhasha Shikshan	Shrimati Rajkumari Sharma Radha Prakashan Mandir (Pri.Li.)
T9	9. Bhasha Shikshan Hindi (Bhag-2)	NCERT

Lecture-wise-plan:

Lecture No	Objectives	Topic	Reference
01	विद्यार्थियों में साहित्य सृजनात्मक क्षमता विकसित करना	सृजनात्मक भाषा के विविध रूप	T,9Ch.6.1 Pg.No.205-222
02	साहित्य सृजनात्मक क्षमता विकसित करना	साहित्य के विविध रूप को जानना,	T9Ch.6.1.2. Pg.No.210

Lecture No	Objectives	Topic	Reference
03	साहित्य सृजनात्मक क्षमता विकसित करना	स्कूली पाठ्यक्रम में साहित्य को पढ़ना-पढ़ाना,	T9Ch.6.1.3.Pg.No.214.
04	अनुवाद करने की क्षमता विकसित करना	अनुवाद कला और सौंदर्य में भाषा	T9,Ch6.1.5 Pg.No.-217
05	मीडिया में भाषा के महत्व को समझाना	स्कूली पाठ्यचर्या में मीडिया की भूमिका, उद्देश्य प्रासंगिकता, अनुवाद का महत्व और जरूरत	T9Ch.6.1.4Pg.No.215
06	अनुवाद करने की क्षमता विकसित करना	सृजनात्मक अभिव्यक्ति के रूप में हिन्दी अनुवाद	T9,Ch6.1.5 Pg.No.-217
07	प्रशिक्षित करना	प्रशिक्षण के दौरान	T9,unit6.1 pg.n.29
08	शिक्षण देना	कक्षा शिक्षण के दौरान	T9 ,unit6.1 pg.n.-29
09	भाषा साहित्य के प्रति रुचि जागृत करना	भाषा साहित्य और सौंदर्य	T9, Ch7.1.Pg.No.223-274
10	भाषा के विविध रूपों से परिचित होना	साहित्यिक अभिव्यक्ति के विविध रूप- कविता को पढ़ना-पढ़ाना गद्य की विविध विधाओं को पढ़ना-पढ़ाना,	T9,Ch.7.1.1 Pg.No.-224-235
11	नाटक के महत्व को समझाना	नाटक को पढ़ाना-पढ़ाना, समकालीन साहित्य की पढ़ाई	T9,Ch.7.1.1 Pg.No.-224-235. T1, Ch.33 Pg.No.-338-353.
12	कविता के प्रति रुचि विकसित करना	हिन्दी के विविध विधाओं के आधार पर गतिविधियों का निर्माण, कविता,	T9 Ch.7.1.5 Pg.No.-256
13-15	गद्य विधाओं के प्रति रुचि जागृत करना	कहानी, नाटक, निबंध, उपन्यास की पाठ विधि तैयार करना।	T1, Ch.34 Pg.No.-354-368
16-17	प्रशिक्षित करना	प्रशिक्षण के दौरान	T9,Ch.7 Pg.No-81
18	कक्षा में अभ्यास कराना	कक्षा शिक्षण के दौरान	T9,Ch.7 Pg.No-81
19	परियोजना कार्य देना	परियोजना कार्य	T9,Ch.7 Pg.No-81
20	पाठ्यक्रम के बारे में जानकारी देना	पाठ्यचर्या और पाठ्यक्रम एक पाठ्य-सामग्री अनेक-पाठ्यचर्या,	T9,Ch.8.1 Pg.No-276-301

Lecture No	Objectives	Topic	Reference
21-22	पाठ्यक्रम और पाठ्यचर्या में सम्बन्ध बताना	पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध, पाठ्यक्रम को बच्चों के अनुरूप ढालना	T1 Ch17 Pg.NO-133-140. T9, Ch.8Pg.No.275-308
23-24	प्रशिक्षित करना	प्रशिक्षण के दौरान	T ChPg.No T Ch.Pg.No.-
25-26	अभ्यास करना	परियोजना कार्य	T Ch. PG. T Ch Pg.No.
27	सहायक शिक्षण सामग्री से परिचित करना	सहायक शिक्षण सामग्री प्रिंट मीडिया तथा अन्य पाठ्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री, पत्रिकाएँ, अखबार, कक्षा-पुस्तकालय आदि	T9, Ch.9 Pg.No.309-318 T1 Ch.18Pg.No.141-156
28-30	आई.सी.टी से परिचित करना	आई.सी.टी. – दृश्य – श्रव्य सामग्री, रेडियो, टेलीविजन फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)	T9, Ch.9 Pg.No.309-318 T1 Ch.18Pg.No.141-156
31	प्रशिक्षित करना	प्रशिक्षण के दौरान	T9, Ch.8Pg.No.116
32	कक्षा में अभ्यास कराना	कक्षा शिक्षण के दौरान	T9, Ch.8Pg.No.116
33	आंकलन के महत्व से परिचित करना	आकलन की भूमिका और महत्व	T9,CH.10 Pg.no.319-346
34	आंकलन के प्रकार समझाना	भाषा विकास की प्रगति का आकलन- सतत् और समग्र मूल्यांकन,	T9,CH.10.1.2 Pg.no.321. T1, Ch.36Pg.No.377-399
35	आंकलन के प्रकार समझाना	स्वमूल्यांकन,आपसी मूल्यांकन,समूहमूल्यांकन, पोर्टफोलियो	T9,CH.10.1.7 Pg.no.331. T1, Ch.36Pg.No.377-399
36	प्रश्नों के बारे में बताना	, प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु-समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न,	T1,CH 14 Pg.no.78-80
37	प्रश्नों के बारे में बताना	समालोचनात्मक चिंतन वाले प्रश्न,कल्पनाशीलता को जीवित करने वाले प्रश्न,	T9,CH.10.1.8 Pg.no.-332
38	प्रश्नों के बारे में बताना, प्रकार बताना	परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)	T9,CH.10.1.8Pg.no.-332
39	फीडबैक लेना	फीडबैक (विद्यार्थी, अभिभावक और अध्यापक और रिपोर्ट	T9,CH.10.1.\5 Pg.no.-328

Lecture No	Objectives	Topic	Reference
40	प्रशिक्षित करना	प्रशिक्षण के दौरान	T9,CH.10 Pg.no.-329
41	कक्षा में अभ्यास कराना	कक्षा शिक्षण के दौरान	T9,CH.10 Pg.no.-329
42	अभ्यास करना	परियोजना कार्य	T9,CH.10 Pg.no.-329

Evaluation Scheme:

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General: It shall be the responsibility of individual students to attend all sessions, to take prescribed Assessment Tests, Tests and Comprehensive Examinations, etc.

Date: 03/08/2023

Mrs.VARSHA RANI
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
PDG216	English Teaching II	3	0	3

Instructor-in-charge: Mrs.SEEMA

Learning Outcomes:

After successful completion of the course student will be able to

1. Develop insight into the meanin , nature ,scope and objectives of English language .
2. Appreciate the process of developing a concept of literature.
3. Learn important forms of English literature: .
4. Channelize, evaluate, explain and reconstruct their thinking.
5. Pose and solve meaningful problems.
6. Appreciate the importance of language laboratory in learning English.
7. Develop competencies for teaching-learning English language through various measures.
8. Examine the language of English language ,engaging with research on children's learning

Text Book T1	Heena Siddqui “English Language Teaching” Agrawal Publication ,
Text Book T2	Dr. Geeta Rai “teaching of English”R. Lall Book Depot

Lecture-wise-plan:

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
1.	Language,Literatureandaesthetics-I	Different Creative forms of English Language: Understanding different forms of literature; Literature in the school curriculum	T-1 Ch-20 pg No 309-312
2.	Understanding different forms of literature ;Literature in the school curriculum	Understanding different forms of literature ;Literature in the school curriculum	T-1 Ch-20 pg No 313-314
3.	Needs, objectives and relevance	Needs, objectives and relevance	T-1 ch-20 pg No,314-316
4.	Role and relevance of media in school curriculum	Role and relevance of media in school curriculum	T-1 ch-20 pg No, 317-323
5.	Language,Literatureandaesthetics-II	Translation as a creativeactivity:throughexamples oftranslatedtextsintoEnglishfrom differentIndianlanguages	T-1 ch-21 pg No, 324-327
6.	Language,Literatureandaesthetics-II	Teaching of Different Forms of English Literature	T-1 ch-21 pg No,328-332

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
7.	Teaching of Different Forms of English Literature	: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English	T-2 Ch-16 pg No,208-215 T-2 Ch-17 pg No,217-222
8.	::Lessons planning in prose, poetry and drama at various school levels.	Developing tasks and materials for study skills in English literary forms	T-1 Ch-1 pg No 1-8 T-5 Ch-1 pg No30-33
9.	Development And Analysis Of Syllabus And Textual materials	Development And Analysis Of Syllabus And Textual materials	T-4 Ch-8 pg No 52-68
10.	Development And Analysis Of Syllabus And Textualmaterials	Understanding the relationship between curriculum	T-1 ch-22 pg No,334-335
11.	syllabus and textbook	syllabus and textbook	T-1 Ch-22 Pg No, 336-337
12.	Selection of materials	Selection of materials; Development of activities and tasks	T-1ch- 22 pg No,338-339
13.	instructional materials activities and tasks .	Procedure for selection of instructional materials activities and tasks .	T-1 ch- 22 pg No,339-340
14.	Translation as a creativeactivity:throughexampl esoftranslatedtextsintoEnglishfr omdifferentIndianlanguages	Translation as a creativeactivity:throughexamples oftranslatedtextsintoEnglishfrom differentIndianlanguages	http://scert.cg.gov.in T-2 Ch-19 pg No,234-239
15.	Poetry, Prose, Drama	Poetry, Prose, Drama	http://scert.cg.gov.in T-2 Ch-16 pg No. 208-215 T-2 Ch-17 pg No,217-222
16.	The relative importance of Indian literature	The relative importance of Indian literature	http://scert.cg.gov.in
17.	literature in English	. classical, popular, and children's literature in English	http://scert.cg.gov.in
18.	Connecting learning to the world out-side	Connecting learning to the world out-side	T-1 Ch-22 pg No, 340-342
19.	Connecting learning to the world out side ;Moving away	Connecting learning to the world out side ;Moving away	T-1 Ch-22 pg No, 342-349
20.	From rote-learning to constructivism ;Teacher as a researcher	From rote-learning to constructivism ;Teacher as a researcher	http://scert.cg.gov.in
21.	Develop meaningful strategies keeping in view the needs of the learners	Develop meaningful strategies keeping in view the needs of the learners	http://scert.cg.gov.in

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
22.	Learning materials and aids	Print media; Other reading materials	T-1 Ch-23 pg No,
23.	learner chosen texts Magazines, News papers	such as learner chosen texts, Magazines, News papers	http://scert.cg.gov.in
24.	Class libraries	Class libraries, etc.	T-3 Ch-4 pg No 63-77
25.	ICT– audio-visual aids including CALL programmes	ICT– audio-visual aids including CALL programmes	T-3 Ch-4 pg No 77 - 96
26.	Curricular activities	Curricular activities (discussion,debates,workshops,seminaretc. Language labs,etc	T-2 Ch-8 pg No 83-116
27.	curricularactivities(discussion,debates,workshops,seminaretc.); Language labs,etc	curricularactivities(discussion,debates,workshops,seminaretc.);Language labs,etc	T-3 Ch-5 pg No 99-109
28.	Assessment– Itsroleand importance	Progress and assessment of development to language	T-1 Ch-23 pg No 350-353
29.	Continuous and comprehensive evaluation	Continuous and comprehensive evaluation	T-1 Ch-23 No,353-357 http://scert.cg.gov.in
30.	Techniques of evaluation—oral,	Techniques of evaluation—oral, written	T-1 Ch-23 pg No 357-358 https://en.m.wikipedia.org
31.	Portfolio, Cloze test	Portfolio, Cloze test	T-1 Ch-23 pg No 358 -359 http://scert.cg.gov.in
32.	Self evaluation	Self evaluation	T-1 Ch-23 pg No,360-361
33.	Peer evaluation	Peer evaluation	T-1 Ch-23 pg No,361-362
34.	Group evaluation	Group evaluation	T-1 Ch-23 pg No,362
35.	Typology of questions; Activities and tasks	Typology of questions; Activities and tasks	T-1 Ch-23 pg No,362-367
36.	open-ended questions, MCQ	open-ended questions, MCQ	T-1 Ch-23 pg No,367-368
37.	true and false etc	true and false etc	T-1 Ch-23 pg No,368-369
38.	reflecting—Problem solving	reflecting—Problem solving	T-1 Ch- 23 pg No,369-371

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
39.	creative and critical thinking	creative and critical thinking	T-1 Ch-23 pg No, 371-374
40.	Enhancing imagination	Enhancing imagination	http://scert.cg.gov.in
41.	Environmental awareness.	environmental awareness.	http://scert.cg.gov.in
42.	Feedback to students, parents and	Feedback to students, parents and	T-1 ch-23 pg No,374-380

Evaluation Scheme:

Student evaluation is based on the series of Tests and Quizzes conducted during the course of semester followed by a comprehensive examination.

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	16	29-09-2023	1-17	CB
Test 2	60 Minutes	17	16-10-2023	18-25	OB
MCQ	60 Minutes	17	20-11-2023	26-42	CB
Project	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	11-12-2023	1-42	CB

Make-up Policy: Make –up will be given only under genuine circumstances for Tests Only. However prior and proper intimation to the concerned instructor is must.

General: It shall be the responsibility of individual students to attend all sessions, to take prescribed Assessment Tests, Tests and Comprehensive Examinations, etc.

Date: 03/08/2023

**Mrs.SEEMA
Instructor-in-charge**

The ICFAI University, Raipur

Faculty of Education

First Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDP211	History and Development of Education in India	3	0	3

Instructor-in-charge: Dr.SHIV NARAYAN

Learning Outcomes:

1. To be acquainted with the salient features of Education.in india in ancient & medieval times .
2. To be acquainted with the development of Education in British indian Indian .

The faculty plans to use a combination of lectures, case studies & group assignments to achieve the course objectivs

Text Book T1	1. Bharat men shiksha vyavastha ka vikas	1. Dr.Saroj Agrawal & Pushpanjli Agrawal/R.Lal book dipo ,Merut
Text Book T2	2.Historical and Political perspectives of education	. Dr. Mohan Lal `Arya` /. R.Lall book dipo.Merut
Text Book T3	3. Education in modern India	Basu, A.N.
Text Book T4	4. The history of education in modern India(1757- 2012)	Suresh Chadra Ghos/Publisher-orient blackswan.
Text Book T5	5.Shaikshik vyavastha ka vikas	Dr.Kulvindar Pal
Reference Book R1	google) https://nalandauniv.edu.in) https://nalandauniv.edu.in
Reference Book R2	google wiki>">https://hi.m.wikipedia.org>wiki>	wiki>">https://hi.m.wikipedia.org>wiki>
Reference Book R3	Google	https://en.m.wikipediya.org
Reference Book R4	Google	https://samanyagyaneedu.in
Reference Book R5	Google	https://hindi.gktoday.in

Lecture-wise-Plan:

Lecture	Learing objectives	Topic to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
01-02	To give information about vedic period Education	Synoptic study of Brahmanica education (a) Aims and Objectives (b) Subject of stud(c)Methods of teaching including teacher – Pupil relationship.(d) Evaluation	T1, Ch-01(A) Pg.n.(1-39) T2, Ch.1. pg. N. (1-15)

Lecture	Learning objectives	Topic to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
03-04	To give information about Buddhist period Education	Buddhist Education India.characteristics of Matha/Vihar	T1,Ch1(B),Pg.N.(41 - 51) T2, Ch.1 Pg.no (15-24)
05-06	To give information about Islamic period Education	Islamic Educationa	T1,Ch.1(C),Pg.no(54.70) T2, Ch.1(Pg.no. (24-33)
07-08	State the status of education in the missionary prriod	Missionaries activities :Srirampur Trio (3) Charter Act of 1813 H.L.V. Derozio,Bengal Renaissance – Contribution ofRammohan Ray. And Vidyasagar.	R3,R4,R5
09-10	To give information about British period Education	Adams Report	T1,Ch.2(C)(90-102)
11-12	To give information about the Education policy of Lord Macaulay.	Anglicist –Orientalist controversy – Macaulay’s Minute & Bentinck’s resolution	T1,Ch.2(A,B),Pg.n.(72-87) T2, Ch2.Pg.no. (35-41)
13-14	To give information about the Education policy of Wood dispatch.	Wood dispatch	T1,Ch.1(D)Pg.no(103-114) T2, Ch.2Pg.no. (41-49)
15-16	To give information about the Education policy of Hunter Commission	Brief outline of Hunter Commission 1882-83 (Primary and Secondary Education),	T2,Ch.n.2pg.n.(48-55)
17-18	To give information about the Curzon Education policy	Curzon Policy Quantitative development ofPrimary education	T1,Ch.1(E),Pg.no(115-124) T2, Ch.2(57-63)
19	To give information about the Curzon Education policy	Quantitative and Qualitative development of Secondary education,	T1,Ch.2,pg.n.120-121) T2,Ch.2 pg.n.(49-60)
20	To give information about the Curzon Education policy	Qualitative development of Higher education).	T1,Ch.1(E),Pg.n.(115-124) T2,Ch.2,pg.n.(59)
21	To give information about the Sadler commission	National Education Movement (cause and effect)Calcutta University Commission(Sadler commission)(1917-1919),	T1,Ch.2,pg.n.(163-168) T2,Ch.2 pg.n.(70-74)
22	To give information about the Basic Education	Basic Education or Wardha Scheme (concept & development)	T1,Ch.3(C),pg.n.(169-184) T2,Ch.2 pg.n.(77-82)
23	To give information about the Sargent Education Plan	Sargent Plan	T2,Ch.2 pg No (82-86)

Lecture	Learning objectives	Topic to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
24	Suggestion of Gokhale-bill related to Education	Gokhale-bill	T1,Ch2.(G)pg.N.(133-136,563-565)T2Ch2.pg.n.(67-70)
25-26	To give information about the constitutional provisions of Education	1. Constitutional provision for Education in India	T2,Ch.9,pg.n.(176-191)
27-28	To give information about the University Education Commission	Brief outline of the recommendations made by different Education Commission- University Education Commission (1948-49)	T2,Ch.3pg.n.(89-96)
29-30	To give information about the Rural University	Aims of Higher education & Rural University	T1,Ch.6(h)pg.n.(533)T5,Ch26.pg.n.(258-266-)
31-32	To give information about the Secondary Education Commission	Secondary Education Commission (1952-53 Current issues in education: Equalization of Education Opportunities Aims, Structure & Curriculum of Secondary education)	T1,Ch.4(b)pg.n.(221-241)T2,Ch4 pg.n.(97-107)
33	To give information about the Indian Education Commission	Indian Education Commission (1964-66)	T1,Ch4(C)pg.n.(242-279)T2 Ch.5pg.n.(108-125)
34	To give information about the National knowledge commission	National knowledge commission	T5Ch.9pg.n.(118-121-)T2,Ch.12pg.n.(240-250)
35	To give information about the National Policy on Education	. National Policy on Education (1986).	T1,Ch.4(d),pg.n.(280-296)T2,Ch.10pg.n.(202-211)
36	To give information about the Universal Elementary Education	Programmes on Universal Elementary Education (DPEP & SSA)	T1,Ch.6(A)pg.n.(375-412)T5,Ch.15pg.n.(155-161)
37	To give information about the Education of women	(4) Non-formal education and alternative schooling, Education of women)T2,Ch.23pg.n.(385-400)
38	To make aware of the problems of secondary and higher education	Problems in Indian Education ; Secondary & Higher Secondary Education	T1,Ch.6(B)pg.n.(413-447, ch.6(E)465-512)T2 Ch.17pg.n.(310-328)T5,Ch.20(185-205)
39	Understanding the problems of environmental education	Problems in Indian Education ; Environmental Education	T5,Ch.30pg.n.(295-314)
40	Understanding the problems of Vocational Education	Problems in Indian Education: Vocational Education	T1,Ch.6(C)pg.n.(428-447)

Lecture	Learning objectives	Topic to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
41	To know the Educational history of Shanti Niketan	Experiments in Indian Education ; About eminent Viswa Vidhyalaya in India like- Shanti Niketan	T1Ch.6(H)pg.n.(527-529)
42	To know the Educational history of Nalanda University , Vanasthali University	Nalanda University , Vanasthali University	R1,R2

Evaluation Scheme:

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Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	16	11-09-2023	1-17	CB
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Test 3	60 Minutes	17	20-11-2023	26-42	CB
Project	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	08-12-2023	1-42	CB

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General: It shall be the responsibility of individual students to attend all sessions, to take prescribed Assessment Tests, Tests and Comprehensive Examinations, etc.

Date: 02/08/2023

**Dr.SHIV NARARYAN
Instructor-in-charge**

The ICFAI University, Raipur

Faculty of Education

First Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDP212	Economic and Political of Education	3	0	3

Instructor-in-charge: Mrs.KAVITA SHARAMA

Learning Outcomes:

After successful completion of the course student will be able to

1. This Introductory course in education is designed to help students learn the basic concepts and practices of modern teaching as used in a wide variety of situation.
2. The focus of this course is to understand educational economy and economic planning
3. The focus of this course is to enable to students to telling them that where can get educational finance
4. The focus of this course to introduce the students with political perspectives of education.

The focus of this course to make students aware about educational policies.

Text Book T1	History of Indian Education and Economic issues	Dr Sanjay kumar / R .Lall publication
R1	BNB Publication	BNB Publication
Text Book T3	Historical and political perspective of Education	Dr. Mohan Lal Aarya//R. .Lall..Book dipo Merutsince 1991
Text Book T4	Curriculum And Knowledge	payal bhola jain/Agrawal publication
Text Book T5	Teacher Education & Training Technology	Dr. R.A sharma / R. Lall..Book dipo Merut
Text Book T6	Educational Administration & School Management	S.P Sukhiya N& K.P Mathur / Agrawal publication . first edition 2017-18
Text Book T7	Educational Administration & School Management	Dr. Mohan Lal Aarya//R. .Lall..Book dipo Merutsince 2014
Text Book T8	development of education system in India	DR. Saroj Agrawal & Pusapanjali Agrawal /

Lecture-wise-plan:

Lecture Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
1-2	Introduction of economics	Economics of Education Financing of Education	BNB Ch- pg. No (1-2)
3-4	Financing of Education	Financing Higher Education in India Finance Commission and Allocation of Resources to the states for Education	BNB Ch- pg. No

Lecture Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
5-6	Economic problems of Education	Economic problems of Education – related to quality and quantity.	T1 Ch- pg. No
7-8	Education Economy	Education Economy & Planning Meaning and nature of Economic Planning with special reference to Education	T7 Ch-26 pg. No 321-329
9-10	Introduction of Educational Budget	National Budget of Education Principles of Educational Finance	T7 Ch-25 pg. No 309-320
11-12	Introduction of Educational Budget	Methods of Financing Education Cost of Education	T7 Ch-17 pg. No 209-220
13-14	Sources of income in Education	Sources of income in Education – Govt., Private & Cooperative patterns of investment in Education	T1 Ch-30 pg. No 663-670
15-17	Introduction Grants-in-Aide	Grants-in-Aide – Types, principles, practices & procedure	T8 Ch-2 pg. No 109 R1 Ch- pg. No 62-66
18-19	Introduction Educational Finance	Educational Finance – Need, Significance & Principles Concept of Educational Finance	T1 Ch- pg. No
20-22	Introduction Educational Finance	Demand for Education Supply of Education Educational Financing in India – a historical perspective	T1 Ch-4 pg. No
23-24	Political perspective of Education	Political perspective of Education Needs of education of Free India World New Trends of Education	T1 Ch- pg. No
25-26	Introduction of plans in India	Five Year plans in India – Its historical background Main features of Five Year Plans with special reference to Education	T1 Ch- pg. No
27-28	Introduction of plans in India	Impact of Five Year Plans on Education Perspective Plan for education in the 11th Five Year Plan	T1 Ch- b pg. No

Lecture Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
29-30	Educational Policy Indian Constitution	Educational Policy Indian Constitution & Its provisions for Education, Various articles related to Education, RTE	T1 Ch-12 pg. No 291-309
31-32	Need and importance of Education Policy	Need and importance of Education Policy Types of Educational Policy – National, State Level & Institutional Level	T1 Ch- pg. No
33-34		Role, Function & Impact of following organizations in upliftment of Education	T1 Ch- pg. No
35-37	Introduction of various Educational commission	NCTE UGC NCERT SCERT	T4Ch. 12 pg. No 173-175 165-168 T5 Ch. 32 pg. No 648-649 R1 Ch- pg. No 234-237, 237-239, 233-234 T6 Ch. 23 pg. No 359-360
38-40	Introduction of NUEPA	NUEPA Recent Initiatives in Education	T1 Ch- pg. No
41-42	Introduction of NUEPA	At National level At Chhattisgarh State Level At District Level	T1 Ch- pg. No

Evaluation Scheme:

Student evaluation is based on the series of Tests and Quizzes conducted during the course of semester followed by a comprehensive examination.

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	16	11-09-2023	1-17	CB
Test 2	60 Minutes	17	16-10-2023	18-25	OB
Test 3	60 Minutes	17	20-11-2023	26-42	CB
Project	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	11-12-2023	1-42	CB

Make-up Policy: Make –up will be given only under genuine circumstances for Tests Only. However prior and proper intimation to the concerned instructor is must.

General: It shall be the responsibility of individual students to attend all sessions, to take prescribed Assessment Tests, Tests and Comprehensive Examinations, etc.

Date: 02/08/2023

**Mrs.KAVITA SHARMA
Instructor-in-charge**

The ICFAI University, Raipur

Faculty of Education

First Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDP213	Advanced Education Statistics	3	0	3

Instructor-in-charge: Mrs.ANITA PANDEY

Learning Outcomes:

After successful completion of the course student will be able to

1. To understand the role and use of advanced statistics in educational research.
2. Select appropriate statistical methods in educational research.
3. To understand various Statistical measures for interpretation of data.
4. To interpret the Statistical data

Text Book T1	Dr. Gaya Singh, “ Methods of Educational Research”, R. Lall Publication ,
Text Book T2	Dr. R.A Sharma, “Fundamentals of Educational Research & Statistics”, R. Lall Publication ,
Text Book T3	Dr. R.A Sharma,“ Advanced Statistics in Education and Psychology”, R. Lall Publication ,
Text Book T4	Dr.H.KKapil,“Elements of Statistics in social sciences”, Agrawal Publication ,
Text Book T5	Dr.A.B Bhatnagar,“Methodology of Educational Research ”, R. Lall Publication ,
	www.statisticshowto.com
	https://assess.com

Lecture-wise-plan:

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page Nos.
1.	Concept of Normal Probability Curve	The Normal distribution – Meaning ,Definitions ,Characteristics Assumptions	T2 Ch-33 pg No 650-656 T1 Ch-9 pg No 439-446
2.	Properties of N.C.P	Properties of normal probability Distribution	T2 Ch-33 pg No 657-668
3.	Concept of Skewness , Kurtosis	Defects in normality 1 Skewness , 2.Kurtosis , normal probability use	T1 Ch- 9 pg No 457-462 T3 Ch-6 pg No130-139
4.	Applications of normal probability curve	Applications of normal probability curve	T3 Ch-6 pg No 142-158
5.	Applications of normal probability curve	Applications of normal probability curve	T1 Ch-9 pg No 447-457

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page Nos.
6.	Concept of Statistical Measures	Statistical Measures : Meaning ,Definitions ,Characteristics ,use	T2 Ch-29 pg No 551-560
7.	Difference between Statistical Measures	Difference between Statistical Measures	T1 Ch-9 pg No 386-410
8.	Difference between Statistical Measures	Difference between Statistical Measures	T1 Ch-9 pg No 410-426
9.	The significance of Measures	The significance of mean, median, standard deviation	T3 Ch-7 pg No 161-179
10.	The significance of Measures	The significance of Quartile deviation, percentage	T3 Ch-8 pg No 180-200
11.	Concept of correlation	Concept of correlation, Methods of correlation	T1 Ch-9 pg No 471-497
12.	The significance of difference, coefficient of correlation	The significance of difference, coefficient of correlation	T4 Ch-5 pg No 361-363 T3 Ch-8 pg No 194-211
13.	Meaning of partial and multiple correlation	Meaning of partial and multiple correlation	T3 Ch-15 pg No 390-407
14.	applications of partial and multiple correlation	Simple applications of partial and multiple correlation	T3 Ch-15 pg No 408-427
15.	Concept of Biserial Correlation	Biserial Correlation – Point biserial correlation	T3 Ch-17 pg No 474 -486
16.	Concept of phi-correlation	phi-correlation- contingency coefficient	T3 Ch-17 pg No 486-504
17.	Concept of The scaling of tests	The scaling of tests – meaning , types	https://assess.com
18.	standard scores	Sigma scaling and standard scores	T1 Ch-9 pg No 462-470
19.	T-Scaling ,Stanine Scaling	T-Scaling , Stanine Scaling	www.statisticshowto.com
20.	Concept of Percentile Scaling	Percentile Scaling	T2 Ch-31 pg No 616-623
21.	Concept of Reliability	The reliability of test scores and methods of determining it	T1 Ch-9 pg No 498-510
22.	Concept of Validity	Validity of test scores and determining validity	T1 Ch-9 pg No 511-523
23.	significance of different Statistical Measures	significance of different Statistical Measures	T1 Ch9 pg No 524-537
24.	Concept of Item analysis	Item analysis	www.statisticshowto.com
25.	Analysis of Variance	Concept of Analysis of Variance	T1 Ch-9 pg No 559-566
26.	Meaning of variance	Meaning of variance	T 2 Ch-38 pg No 761-776
27.	Method of analyzing variance	Method of analyzing variance	T 3 Ch-10 pg No 244-260

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page Nos.
28.	Meaning of Covariance	Meaning of Covariance	T4 Ch-12 pg No 419-435
29.	Analysis of Co- variance	Analysis of Co- variance	T3 Ch-11 pg No 278-300
30.	Concept of hypothesis	Concept of hypothesis	T1 Ch-4 pg No 102-120
31.	Testing of Experimental hypothesis	Testing of , Experimental hypothesis by, parametric tests.	T 5 Ch-16 pg No 236-264
32.	Testing of Experimental hypothesis	Testing of Experimental hypothesis by, non parametric tests.	T3 Ch-18 pg No 510-520
33.	Concept of Chi-Square Test	Chi-Square Test	T2 Ch-36 pg No 716-732
34.	Sign Test	Sign Test	www.statisticshowto.com
35.	Median test	Median test	T 1 Ch-16 pg No 601-608
36.	U test	Man whitney U test	www.statisticshowto.com
37.	Concept of Regression	Meaning of Regression , Linear Regression	T 4 Ch-10 pg No 347-360
38.	Regression Coefficient	Regression Coefficient	T 4 Ch-10 pg No361-380
39.	Regression and prediction	Regression and prediction	T2 Ch-35 pg No 694-712
40.	Nature of Scatter- diagram	Nature of Scatter- diagram	T 1 Ch-9 pg No 488-496
41.	Regression equations	Regression equations	www.statisticshowto.com
42.	Application of regression equations in prediction	Application of regression equations in prediction	www.statisticshowto.com

Evaluation Scheme:

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Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	16	12-09-2023	1-17	CB
Test 2	60 Minutes	17	17-10-2023	18-25	OB
Test 3	60 Minutes	17	21-11-2023	26-42	CB
Project	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	13-12-2023	1-42	CB

Make-up Policy: Make –up will be given only under genuine circumstances for Tests Only. However prior and proper intimation to the concerned instructor is must.

General: It shall be the responsibility of individual students to attend all sessions, to take prescribed Assessment Tests, Tests and Comprehensive Examinations, etc.

Date: 03/08/2023

**Mrs.ANITA PANDEY
Instructor-in-charge**

The ICFAI University, Raipur

Faculty of Education

First Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDP214	Gender Perspective in Education	3	0	3

Instructor-in-charge: Mrs.VARSHA RANI

Learning Outcomes:

After successful completion of the course student will be able to

1. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).
2. Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and, patriarchy and feminism.

Text Book T1	Gender, School and Society By Smt. Rajkumari Sharma
Text Book T2	Gender, School and Society By Smt. Pratima Tripathi
Text Book T3	Gender, School and Society By Girish Pachauri

Lecture-wise Plan

Lecture Nos	Learning Objective	Topics to be covered	Reference
1	Gender, sex, sexuality	Concepts and terms and relate them Gender, sex, sexuality	T2, Ch-1, Pg. No1-20
2	Patriarchy	Concept of patriarchy	T1, Ch-1, Pg. No1-104
3	Masculinity	Concept of masculinity	T1, Ch-1, Pg. No1-104
4	Feminism	Concept of feminism	T1, Ch-1, Pg. No1-104
5	Gender bias	Gender bias, gender stereotyping	T1, Ch-1, Pg. No1-104
6	Women Empowerment	Women Empowerment	T1, Ch-1, Pg. No1-104
7	Caste, class, religion equality	Equity and equality in relation with caste, class, religion	T1, Ch-1, Pg. No1-104

Lecture Nos	Learning Objective	Topics to be covered	Reference
8	Disability and region	Equity and equality in relation with ethnicity, disability and region.	T1, Ch-1, Pg. No1-104
9	Paradigm shift	Paradigm shift from women's studies to gender studies	T1, Ch-5, Pg. No235-304
10	Historical backdrop	Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education	T1, Ch-5, Pg. No235-304, T2,Ch-5Pg.No 262-276
11	Recommendations of policy	Contemporary period: Recommendations of policy	T1, Ch-5, Pg. No235-304
12	Initiatives commissions	Initiatives commissions.	T1, Ch-5, Pg. No235-304
13	Programmes	committees,schemes, programmers and plans.	T1, Ch-5, Pg. No235-304
14	Theories on Gender and Education	Theories on Gender and Education: Application in the Indian Context.	T1, Ch-4, Pg. No197-234
15	Socialization theory	Socialization theory	T1, Ch-4, Pg. No197-234
16	Gender difference	Gender difference	T1, Ch-4, Pg. No197-234
17	Structural theory	Structural theory	T1, Ch-4, Pg. No197-234
18	Deconstructive theory	Deconstructive theory	T1, Ch-4, Pg. No197-234
19	Formal and informal organization	Gender: Identities and Socialization Practices in: Family,Schools,other formal and informal organisation.	T1, Ch-4, Pg. No197-234
20	Schooling of Girls	Schooling of Girls	T2, Ch-12, Pg. No204-234
21	Inequalities and resistances (issues of access, retention and exclusion).	Inequalities and resistances (issues of access, retention and exclusion).	T2, Ch-20, Pg. No327-343
22	Gender, culture and institution.	Gender, culture and institution.	T2, Ch-23, Pg. No367-371

Lecture Nos	Learning Objective	Topics to be covered	Reference
23	Intersection of class.	Intersection of class.	T2, Ch-23, Pg. No367-371
24	Intersection of caste.	Intersection of caste.	T2, Ch-23, Pg. No367-371
25	Intersection of religion.	Intersection of religion.	T2, Ch-10, Pg. No158-185
26	Intersection of region.	Intersection of region.	T2, Ch-10, Pg. No158-185
27	Curriculum and the gender question.	Curriculum and the gender question.	T2, Ch-10, Pg. No158-185
28	Curriculum framework since Independence.	Construction of gender in curriculum framework since Independence.	T1, Ch-1, Pg. No1-104
29	Analysis Gender and the hidden curriculum.	An analysis Gender and the hidden curriculum.	T1, Ch-2, Pg. No105-150
30	Gender in text and context	Gender in text and context (textbooks' inter-sectionalist)	T2, Ch-11, Pg. No186-203
31	Gender in text and context	Gender in text and context (other disciplines,)	T2, Ch-11, Pg. No186-203
32	Gender in text and context	Gender in text and context (classroom processes, including pedagogy)	T2, Ch-11, Pg. No235-247
33	Teacher as an agent of change	Teacher as an agent of change	T1, Ch-2, Pg. No105-150
34	Life skills and sexuality.	Life skills and sexuality.	T1, Ch-18, Pg. No304-313
35	Reproductive rights and sexual rights	Linkages and differences between reproductive rights and sexual rights	T1, Ch-17, Pg. No296-303
36	Development of sexuality	Development of sexuality including primary influences in the lives of children (such as gender, body image, role models)	T2, Ch-4, Pg. No197-234
37	Sites of conflict: Social and emotional	Sites of conflict: Social and emotional	T2, Ch-4, Pg. No197-234
38	Addressing sexual harassment	Understanding the importance of addressing sexual harassment in family	T2, Ch-5, Pg. No235-304

Lecture Nos	Learning Objective	Topics to be covered	Reference
39	Harassment in neighborhood	Sexual harassment in neighborhood and other formal and informal institutions	T2, Ch-5, Pg. No235-304
40	Agencies perpetuating violence: Family, school.	Agencies perpetuating violence: Family, school.	T1, Ch-16, Pg. No277-295
41	Agencies perpetuating violence: work place and media (print and electronic)	Agencies perpetuating violence: work place and media (print and electronic)	T1, Ch-16, Pg. No277-295
42	Institutions redressing sexual harassment and abuse.	Institutions redressing sexual harassment and abuse.	T1, Ch-16, Pg. No277-295

Evaluation Scheme:

Student evaluation is based on the series of Tests and Quizzes conducted during the course of semester followed by a comprehensive examination.

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	16	12-09-2023	1-17	CB
Test 2	60 Minutes	17	17-10-2023	18-25	OB
Test 3	60 Minutes	17	21-11-2023	26-42	CB
Project	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	15-12-2023	1-42	CB

Make-up Policy: Make –up will be given only under genuine circumstances for Tests Only. However prior and proper intimation to the concerned instructor is must.

General: It shall be the responsibility of individual students to attend all sessions, to take prescribed Assessment Tests, Tests and Comprehensive Examinations, etc.

Date: 03/08/2023

**Mrs.VARSHA RANI
Instructor-in-charge**