
Faculty of Education

First Semester, 2021 – 22
Course Handouts

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The ICFAI University, Raipur

Faculty of Education

First Semester, 2021 – 2022

Course Handout

Course No	Course Title	L	P	U
EDU121	Sociological Perspective of Education	5	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 sociological perspective, teacher and education.
2. To develop appreciation of the basic contents, principles, and developments of the teacher education and educational situation of teachers in our Indian society.
3. To understand aims of education in key policy & documents.
4. To understand democracy & education.

Scope & Objective of the course:

Textbook (s) T1	Sociological Perspective of education, Dr. Reeta Chouhan, Agrawal ,Latest Edition 2017/18
T2	Community and School, Smt. R.K Sharma, R.K Upadhyay, Dr.Savitri Sharma, Radha Prakashan , Edition 2010
Reference book (s) R1	Teacher Education in our Indian society
R2	Development of teachers in our Indian society
R3	Education and Indian Society

Lecture-wise plan:

Lect Nos.	Learning objectives	Topics to be covered	Reference (Ch./Sec./ Page Nos. of Text Book)
1-2	Diversity in Chhattisgarh	Understanding diversity in Indian society with special reference to Chhattisgarh	T1 Ch.1 Pg No.1 -6
3	Profile of different communities in terms of their economy, language, culture & educational status.	Diversity in Indian society, especially in Chhattisgarh, would be explored through case studies of some villages, regions or cities.	T1 Ch.1 PgNo.7- 17
4-5	Diversity in the classroom.	Diversity in the class room. Getting to know the diverse socio-cultural and linguistic background of fellow students.	T1 Ch.1 Pg No.18 – 22

6-7	Ethnographic profiling of some five communities of the state.	Ethnographic profiling of some five communities of the state (for example, one tribal, one scheduled caste, one artisanal community, one farming caste, one minority religious community)	T1 Ch.1 Pg No.23–25
8	Profiling communities of children.	Children at risk educationally – profiling communities of children who have not been integrated well into schooling(non-enrolment, early dropout, low achievement	T1 Ch.1 Pg No.18 - 21
9	Profile of different communities.	Profiling of the society of one’s own village or town in terms of communities, professional groups, economic status, social respect, power, etc.	Ch.1 Pg No.24 - 25
10	Social diversity in the class room.	How can a teacher use the social back ground of diverse students as a resource for teaching in the class room?	T1 Ch.1 Pg No.27 – 29
11	Profiling related to sociological concept.	Sociological concepts relating to social stratification	T1 Ch.2 Pg No.30– 32
12	Terms related to discrimination stratification & exclusion.	Life opportunities, class	T1Ch.2 PgNo.35-38
12-13	Frame work of marks & max weber related to social stratification.	Status and power: frameworks of Marx and Max Weber	T1 Ch.2 Pg No.38 - 40
14	Introduction of Social discrimination	Social discrimination	T1 Ch.2 Pg No.39 – 40
14-15	Brief history of Exclusion and exploitation	Exclusion and exploitation.	T1 Ch.2Pg No. 39 – 40
16-17	Factors of social capital by P.Bourdieu	Socialcapital,culturalcapitalandeconomiccapital–theapproachofP.Bourdieu	T1 Ch.2 Pg No.41- 46
18	Concept of Equality of opportunities and capabilities approach of Amartya sen.	Equality of opportunities and capabilities approach of Amartya Sen	T1Ch.2 Pg No. 46-48
19	Introduction of Aims of Education	Aims of Education in key policy and documents: Mudaliar commission report	T1 Ch.3 Pg No.49-51
20	Brief history of Kothari commission	Mudaliar commission report Kothari commission report	T1 Ch.3 Pg No.50-54

21-22	Concept of National policy on education	Curriculum framework, 1975 National policy on education, 1986	T1 Ch.3 Pg No.54-55
23-24	Introduction of Aims of Education	Aims of Education in key policy and documents: Mudaliar commission report Curriculum framework, 1975 National policy on education, 1986	T1Ch.3 Pg No.50-60
25	Concept of National policy on education	Curriculum frame work, 1975 National policy on education, 1986	T1 Ch.3 Pg No.54-55
26	Introduction of discrimination, life opportunities by Amartya Sen	Equality of opportunities and capabilities approach of Amartya Sen	T1 Ch.2 Pg No.46-48
27-28	Brief history of Education in our democratic country	Democracy and education	T1 Ch.4 PgNo.61-90
29	To understand the term National welfare	National welfare	T1Ch.4 Pg No.88-90
29	Concept of education and human resources	Education and human resources	T1 Ch.5 Pg No.91-92
30	Objectives of NAEP	NAEP	T1Ch.5 Pg No.129-131
31	Concept of Sociological changes in India	Sociological basis of education	T1 Ch.1 Pg No.1-29
32	Introduction of the term“ National and Emotional integration”	Meaning of the term “National and Emotional integration”	T1 Ch.4 Pg”No.61-65
33	Importance and contributions of different religions in India	Contributions of different religions (Hinduism,- Buddhism, Sikhism, Islam, Christianity and Jainism)	T1Ch.4 PgNo.73-77
33	Concept of Social order	Meaning of a new social order, eradication of illiteracy, objectives of NAEP; provisions made and channels started for education	T1 Ch.5 PgNo.93-95
34	Importance of Social order	Meaning of a new social order, eradication of illiteracy ,objectives of NAEP; provisions made and channels started for education	T1 Ch.5Pg.No. 93-99
34	Differences between the term national & emotional integration	Meaning of the term“ National integration and Emotional integration”	T1 Ch.4 Pg.No.61-72
35	Equality of opportunities	Culturally and economically deprived; Means and measures taken for equality of opportunities interms of castes, tribes. Disabled,	Ch.5 T1 Pg.No.95-99

		Gender and Minorities:	
35	Religious diversity in India	contributions of different religions (Hinduism,- Buddhism, Sikhism, Islam, Christianity and Jainism)	Ch.4 T1 Pg.No.73-79
36	Introduction of current situation in India	Current concerns of Indian education	Ch.6 T1 Pg.No. 132-152
36	Brief history of PPP	Private public partnership (PPP)	T1 Ch.6 pg.No.138-152
37	Introduction of Professional ethics	Professional ethics	T1 Ch.6 pg.No.132-138
37	Advantages of privatization	Impact of privatization	T1 Ch.6 Pg.No.145-152
38	Disadvantages of privatization.	Impact of privatization and Developments on Human Resources on the institution	T1Ch.6 Pg.No.132-144
38-39	Casualization & informalisation of teachers	Current concerns of Indian education	T1 Ch.6 Pg No132-135
40	Concerns & prospects	Casualization and informalisation of teachers. Student teachers will be given an opportunity.	T1 Ch.6 Pg.No.136-138
41	Need of privatization in education	Impact of privatization	T1 Ch.6 Pg.No.138-141
42	Introduction of human resources development	Human resources	T1 Ch.5 Pg.No.91-92

Evaluation Scheme:

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

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	8	22.09.2021	1-15	CB
Test 2	60 Minutes	8	29.09.2021	16-29	CB
Test 3	60 Minutes	8	25.10.2021	30-42	CB
Quiz	Throughout the Semester	20			CB
Comprehensive Exam	3 Hours	56	23.11.2021	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.

Dr.DEEPIKA CHATTERJEE
Instructor-In-charge

The ICFAI University, Raipur
Faculty of Education
First Semester, 2021 – 2022
Course Handout

Course No	Course Title	L	P	U
EDU122	Curriculum and Knowledge	5	0	3

Instructor-in-charge: Ms. AMENA BANO O KHANANI

Learning Outcomes:

After successful completion of the course student will be able to

1. To understand the nature of curriculum and its relation to syllabi, text books and class room practices.
2. To understand the nature of knowledge, moral values and skills

Textbook (s) T1	Curriculum and knowledge, Payal bhola Jain
T2	Curriculum Development & Assessment, Poonam Madan
T3	Teaching and learning
Reference book (s) R1	Educational administration and school management
R2	Knowledge, language and curriculum, Dr.shivpal sing ,Dr.Rumap Jain

Lecture wise plan

Lect Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
1	Introduction to curriculum	Aims, need, objective of curriculum	T1,Ch-1, Pg.No1-30
2	Objectives behind framing	Objectives behind framing, developing a curriculum. Aims and curriculum; the relationship between the two. Relationship between these two and pedagogy.	T1, Ch-1,Pg. No1-30,T2, Pg.No.14-48
3	Relationship between these	Curriculum, syllabi and text books: what's the relationship between these? What are implications of this for a teacher?	T1,Ch-1,Pg. No1-30
4	Scope of curriculum	The scope of curriculum: Knowledge, values	T1, Ch-2, Pg.No.31-35

5	Curriculum: Skills	Curriculum: Skill, dispositions,etc. Some general discussions about each.	T3,Ch-2,Pg.No.126-168
6	Cultural embedded ness	The context/cultural embeddedness of curriculum.	T1,Ch-3,Pg.No.336-62
7	Cultural embedded ness	Curriculum as a mode of transmission of culture and social norms.	T1, Ch-3,Pg.No.36-62
8	Cultural choices and their implications for curriculum.	Diverse strands of culture and contestations and debates within them. Problems involved in questions about cultural choices and their implications for curriculum.	T1, Ch-9,Pg.No.138-144
9	Culture relate to the curriculum	Who defines culture? Who defines curriculum?(relate this to the discussion on negotiating diversity in aims of education.	T1, Ch-1,Pg. No1-30
10	Type of curriculum	Types of curriculum	T1, Ch-4,Pg. No63-76
11	Liberal, vocational, mixed curriculum	Liberal curriculum which seeks to develop understanding and perspectives, vocational curriculum which focuses on skills and is geared towards livelihood, mixed curriculum	T1, Ch-4,Pg. No63-76
12	Introduction to discussions about knowledge	Introduction to discussions about knowledge: What is knowledge? Knowledge as human endeavor: Curiosity, Practice and Dialogue. The nature of human curiosity ,its limits; the complex interaction between knowledge and social practice; knowledge being formed through dialogues and shared with a larger community.	T1, Ch-5, Pg. No77-86
13	Nature of disciplines	Nature of disciplines/subjects and forms of inquiry in each.	T4, Ch-12, Pg. No188-201
14	Sociology of knowledge	Sociology of knowledge: privileging of certain kinds of knowledge through curriculum and its impact upon unequal learning opportunities.	T1, Ch-7, Pg. No103-111
15	Nature of value, concept and classification.	Nature of value and morality: values are what make people consider life worthwhile. Values and morality involve	T1, Ch-8, Pg. No112-137

		choices which are arrived at by balancing diverse and often contradictory values. Even so, the choice made by one person may be very different from that made by another	
16	Moral decisions	Most educators agree that students need to engage seriously with the task of taking moral decisions; they also agree that preaching a set of values is tantamount to indoctrination at best or promoting hypocrisy at worst.	T1, Ch-8, Pg. No112-137
17	Moral Ideas in multicultural society	Morality in a multi-cultural.	T1, Ch-10, Pg. No145-150
18	Nature of religious and moral education	Morality in a multi religious.	T1, Ch-9, Pg. No138-144
19	Democratic Dealing	Morality in a democratic society.	T2, Ch-2, Pg. No14-48
20	Cultural and religious value system	Different cultures/religions have different value systems and preferences.	T1, Ch-8, Pg. No112-144
21	Moral Education	Can any one of them become the basis of moral education in schools?	T1, Ch-11, Pg. No151-163
22	Moral Education	Can there be democratic norms of dialogue between different value systems	T2, Ch-2, Pg. No14-48
23	Objectives of moral education	Objective of moral education. Is it to impart information about what is valuable or to train the student how to take moral decisions or is it to instill in the student a desire to be moral person?	T1, Ch-11, Pg. No151-163
24	Moral Education	Should investigation into why it is difficult to be moral be a part of curriculum?	T2, Ch-2, Pg. No14-48
25-26	Behavior-cultural factors	Factors influencing consumer buying behavior-cultural factors. social factors , personal factors ,psychological factors.	T1, Ch-10,11, Pg. No145-163
27-28	Productive work	Understanding work as a productive activity which aims at producing tangible goods or services. Changing nature of work in recent times. Is 'work' in compatible with education?	T1, Ch-12, Pg. No164-176
29	Gandhian notion of	Gandhian notion of education through productive work and a review of	T1, Ch-13, Pg. No177-

	education	experience of its actual implementation	190
30-31	Productive work' (SUPW).	Can we substitute traditional crafts with modern industrial work? From Gandhi annotation to 'Socially useful productive work'(SUPW).	T1, Ch-14, Pg. No191-202
32	Vocational Education	Vocational Education	T1, Ch-15, Pg. No203-220
33	Liberal education	Education as preparation for a particular field of employment Vs liberal education to prepare for adult life in general.	T2, Ch-11, Pg. No202-208
34	Work skills	Possibility of combining work skills of several fields as a part of general education.	T1, Ch-14, Pg. No191-202
35	Productive work	The place of work in curriculum.	T1, Ch-16, Pg. No221-233
36-37	Cultural embeddedness	Its role in integrating knowledge, skill and values in real life like contexts. The implication of its absence from curriculum.	T1, Ch-3, Pg.No.336-62
38	Social factors, Curriculum development, sociological tendency in education	Visioning human beings and just society.	T1, Ch-17, Pg.No.234-241
39	Importance of teachers, Responsibility of teachers.	Visioning the role of students and teachers	T1, Ch-18, Pg.No.242-252
40	Meaning of knowledge, Importance of knowledge.	Visioning the nature of knowledge and learning	T1, Ch-19, Pg.No.253-262
41	Views of Education Commission	Areas of study(subjects)and the objectives of learning them	T1, Ch-20, Pg.No.263-269
42	Assessment and Evaluation in education.	Visioning the role of assessment and evaluation in education.	T1, Ch-22, Pg.No.279-284, T2, Ch-19, Pg292-302

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	17	23/09/2021	1-15	CB
Test 2	60 Minutes	17	30/09/2021	16- 30	CB
Test 3	60 Minutes	16	26/10/2021	31- 42	CB
Quiz	Throughout the Semester	10	---	---	CB
Comprehensive Exam	3 Hours	40	24/11/2021	1- 42	CB

** To be announced in the class

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.

Ms. AMENA BANO O KHANANI
Instructor-In-charge

The ICFAI University, Raipur
Faculty of Education
First Semester, 2021 – 2022
Course Handout

Course No	Course Title	L	P	U
EDU123	Educational Administration and Management	5	0	3

Instructor in charge: Ms. AMENA BANO O KHANANI

Learning Outcome –

After successful completion of the course student will be able to:

1. To acquaint the student teachers with the concept and concerns of educational administration.
2. To develop an understanding of the role of the headmaster and the teacher in school management.

Textbook T1	Educational Administration & Management
T2	Educational Administration & School Management
T3	Educational Management & School Organization
T4	Educational Administration & School Management
Reference book(s) R1	School Cultural management & Teacher
R2	Educational Administration & Management

Lecture-wise plan:

Lect Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
1	Concept of educational administration	Conceptual framework concept of educational administration	T1, Ch-1, Pg.No1-20
2	Concept of educational management	Concept of educational management	T1, Ch-1, Pg. No1-20
3	Concept of educational management	Concept of educational management human beings as inputs, process and products inputs	T2, Ch-3, Pg. No39-48
4	Nature of educational management	Nature of educational management	T1, Ch-1, Pg. No1-20

5	Objective of educational management	Objective of educational management	T2, Ch-3, Pg. No39-48
6	Scope of educational management	Scope of educational management	T2, Ch-1, Pg. No.1-18
7	Role and functions of headmaster	Role and functions of headmaster	T1, Ch-4, Pg. No.49-62
8	Role and functions of teacher	Role and functions of teacher	T2, Ch-11, Pg. No.141-187
9	Basic functions administration planning	Basic functions administration planning	T3, Ch-3, Pg. No.95-144
10	Role of headmaster	Organizing directing and controlling role of headmaster	T1, Ch-4, Pg. No.49-62
11	Role of teacher	Organizing directing and controlling role of teacher	T2, Ch-11, Pg. No.141-187
12	Maintenance of discipline, Types of discipline	Maintenance of discipline, Types of discipline	T4, Ch-12, Pg. No.188-201
13	Control management	Control management	T1, Ch-7, Pg. No.81-92
14	Coordination and growth, development	Coordination and growth, development	T1, Ch-8, Pg. No.93-102
15	Supervision, Scope of educational supervision.	Supervision, Scope of educational supervision.	T1, Ch-9, Pg. No.103-118
16	Inspection, Defects in the present supervision and inspection.	Inspection, Defects in the present supervision and inspection.	T1, Ch-9, Pg. No.103-118
17	Types of supervision.	Types of supervision.	T2, Ch-8, Pg. No.99-115
18	Crisis in management, Decision making	Providing guidance; leadership function Crisis in management, Decision making	T1, Ch-13, Pg. No.157-164
19	Communication in Educational Administration	Communication in Educational Administration, Types of Communication	T1, Ch-15, Pg. No.181-196
20	Role of communication in effective management and administration.	Role of communication in effective management and administration.	T1, Ch-15, Pg. No.181-196

21	Methods of communication	Methods of communication.	T1, Ch-15, Pg. No.181-196
22	Barriers of communication	Barriers of communication in educational administration.	T1, Ch-15, Pg. No.181-196
23	Overcoming barriers to communication	Overcoming barriers to communication	T1, Ch-15, Pg. No.181-196
24	Effective communication	Effective communication in educational administration.	T1, Ch-15, Pg.No.181-196
25	Management of School	Management of School	T1, Ch-16, Pg. No.197-208
26	Role of headmaster in planning	Role of headmaster in planning of school activities approaches to management	T2, Ch-4, Pg. No.45-53
27	Man power approach, cost benefit approach	Man power approach, cost benefit approach	T1, Ch-17, Pg. No.209-220
28	Social demand approach, and social justice approach.	Social demand approach, and social justice approach.	T1, Ch-17, Pg. No.209-220
29	Involvement of other functionaries and agencies	Involvement of other functionaries and agencies in the preparation of a plan	T1, Ch-18, Pg. No.221-232
30	Delegation of authority and accountability.	Delegation of authority and accountability.	T1, Ch-19, Pg. No.233-240
31	Role of headmaster in monitoring,	Role of headmaster in monitoring,	T1, Ch-21, Pg. No.251-260
32	Role of headmaster supervision and evaluation.	Role of headmaster supervision and evaluation.	T1, Ch-21, Pg. No.251-260
33	Motivating the staff, in resolution of interpersonal conflicts.	Motivating the staff, in resolution of interpersonal conflicts.	T1, Ch-22, Pg. No.261-274
34	Role of headmaster in creating resources and managing financial matters.	Role of headmaster in creating resources and managing financial matters.	T2, Ch-20, Pg. No.312-334
35	Use of available resources for growth and development of the school.	Use of available resources for growth and development of the school.	T2, Ch-21, Pg. No.335-350
36	Role of teachers in school management and administration.	Role of teachers in school management and administration.	T2, Ch-22, Pg. No.351-355
37	Staff development programs.	Staff development programs.	T1, Ch-23, Pg. No.275-296

38	The administrative structure in the field of education in the state.	The administrative structure in the field of education in the state.	T1, Ch-28, Pg. No.359-370
39	Control of school education in the state-a critical analysis.	Control of school education in the state-a critical analysis..	T1, Ch-30, Pg. No.379-390
40	Function of the state government	Function of the state government in relation to secondary and higher secondary schools.	T1, Ch-30-31, Pg. No.379-404
41	Function of the board of secondary education	Function of the board of secondary education in controlling secondary schools.	T1, Ch-30-31, Pg. No.379-404
42	Problem of secondary school administration	Problem of secondary school administration in government schools.	T1, Ch-30-31, Pg. No.379-404

Evaluation Scheme:

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

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	17	24/09/2021	1-15	CB
Test 2	60 Minutes	17	01/10/2021	16- 30	CB
Test 3	60 Minutes	16	27/10/2021	31- 42	CB
Quiz	Throughout the Semester	10	---	---	CB
Comprehensive Exam	3 Hours	40	25/11/2021	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.

Ms.AMENA BANOO KHANANI
Instructor-In-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2021 – 2022

Course Handout

Course No	Course Title	L	P	U
EDU124	Educational Technology and Management	5	0	3

Instructor In-charge: Ms.KAVITA SHARMA

Learning Outcomes:

After successful completion of the course student will be able to

1. To obtain a total perspective of the role of technologies in modern educational practices.
2. To equip the student- teacher with his various technological application available to him/her for improving instructional practices
3. To help the teacher to obtain a total gender of his role of scientific management in education.
4. To provide the teacher the skill required for effective instructional and institutional management
5. To develop the professional skills required for guiding pupils in the three initial areas educational penal and victual.

Textbook (s)	
T1	Jyotsna chouhan “Education technology and management” Agrwal publication
T2	Pro.Girish Pachauri “Education technology” R. Lall publication
T3	Dr. S.P. Kulshreshtha “Foundation of educational technology” R. Lall publication
T4	R.A.Sharma “Technological foundation of education” R. Lall publication
T5	Dr. Bhatnagar “Educational technology” R. Lall publication

Lecture-wise plan:

Lect Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
1	Concept of educational technology	Concept of educational technology meaning & nature	T1 Ch-1 pg. No..1-7 T3Ch-1 pg. No. 4-9
2	Scope of educational technology	Educational technology scope, objective, characteristics	T1Ch-1 pg No.9-16, T2 Ch-1 pg.No.7-10

3	Approaches of technology	Educational technology kinds & form ,approaches	T1 Ch-1 pg No.9-16,T2Ch-1 pg No.7-10
4	Function of educational technology	Functions of educational technology	T3 Ch- pg No. 31-48 T2 Ch-1 pg No.20-23
5	Concept of educational software	Components of educational technology ,software and hardware	T2 Ch-1 pg No11-23,T3 Ch- 3 pg No.17-30
6	Importance of software	Software meaning & types ,need importance	T2 Ch-2 pg No.25-27, T5 Ch- 2 pg No.19-24
7	Need and types of hardware	Meaning of hardware uses need types & importance	T2 Ch- 2 pg No.26-28, T5 Ch-2 pg No.25-29
8	Hardware & software difference between	Differences between hardware& software	T4 Ch-2 pg No.30-39
9	Types of hardware and software	Types & examples of hardware and software	T2 Ch-2 pg No.26-39
10	Educational technology need in the schools of Chhattisgarh	Need for educational technology in the schools of Chhattisgarh.	T1 Ch-1 pg No16-18
11	Communication technology	Communication : concepts and natures of communication	T1 Ch-2 pg No19-21
12	Principals of communications	Principals ,process of communications	T 1 Ch-2 pg No.20-36,T2 Ch-8 pg No.109-120
13	Types of communication	Components & types of communication	T2 Ch -8 pg No.110-113
14	Overcome communication	Suggestion to overcome communication	T1 Ch- 2 pg No.28-30
15	Classification of the communication	Other classification of the communication	T2 Ch-8 pg No.113-118 T4 Ch -4 pg No.117-124
16	Importance of communication	Barriers & importance of communication	T2 Ch-8 pg No.119-121, T3 Ch-7 pg No.134-137
17	Concept of teaching skills	Introduction of skills; meaning &definitions of teaching skills	T1 Ch- 4 pg No.47-48
18	Types of teaching skills	Types & some important teaching skills	T1 Ch-4 pg No.49-77
19	History of micro teaching	Micro teaching history & development	T1 Ch-3 pg No.38-41 ,T3 Ch-13 pg No.256-260
20	Concept of micro teaching	Meaning ,definition,& aims of micro teaching	T1 Ch-3 pg No.42-44, T3 Ch-13 pg No.261-265
21	Importance of micro teaching	components & steps of micro teaching	T1 Ch-3 pg No..44-46

22	System approach	System approach : concept and characteristics	T1 Ch-5 pg No.78-81,T3 Ch-25 pg No.525-545
23	Forms of system approach	System approach , system analysis , system design steps characteristics and advantages of approach	T1 Ch-5 pg No.82-105 T3 Ch-23 pg No.546-553
24	Instructional system meaning & concept physical resources	Physical resources of instructional system meaning & concept	T1 Ch-6 pg No.106-107
25	Importance of projected and none projected	Classification of project & none project	T1 Ch-6 pg No.108-109
26	Objectives of hardware	Hardware; tape recorder, educational radio, Television, slide maker ,OHP , film strip, epidiascope ,reprographic etc.	T1 Ch-6 pg No.109-126
27	Objectives of software	Software : scripts slide programs transparencies, text book , maps Etc.	T2 Ch-6 pg No.127-141
28	Innovation in educational technology	Meaning & concept of innovation in educational technology	T1 Ch-8 pg No.156-157, T3 Ch-27 pg No.574-578
29	Importance of video lessons	Video lessons and talk back	T1 Ch-8 pg No.172-173 T3 Ch-27 pg No.578-581)
30	Characteristics Computer assisted instruction CAI	Computer assisted instruction CAI meaning ,types and modes	T1 Ch-8 pg No.157-160 T2 Ch-16 pg No.207-275
31	Objectives Of Language laboratory and teleconferencing	Language laboratory and teleconferencing	T1 Ch-9 pg No.161-166
32	Concept of Tel-text & video text	Meaning of Tel- text and video text	T1 Ch-9 pg No.167-169
33	Importance of computer networking	Telephone conferencing and computer networking	T1 Ch-9 pg No.170-183
34	Characteristics of strategies	Concept of Strategies tutorial, seminar brain-storming	T1 Ch-9 pg No.185-187
35	Importance of role play, conference ,workshop	Role-play discussion conference ,workshop	T1 Ch- 10pg No.188-196
36	Human resources of an educational system & management	Human resources of an educational system & management Meaning and concept	T1 Ch- 12 pg No.199-200
37	Concept of human resources	Identification of the human resources within and outside the school system	T1 Ch- 12 pg No.200-206
38	Objective of management	Meaning ,function, scope & objectives of management in education	T1 Ch-12 pg No.208-236
39	Characteristics of co-curriculum	Characteristics ,principal,& importance of co-curriculum	T1 Ch-15 pg No.238-279
40	Importance of discipline	Meaning ,concept, types & importance and need of discipline	T1 Ch- 16 pg No.280-298

41	Principals & need of physical resources	Principals & need of management of physical resources, Areas ,characteristics steps of developing institutional plan	T1 Ch- 17 pg No.299-334
42	Importance of profile developing	Elements for consideration in developing performance profile. Developing and implementing institutional plan	T1 Ch- 18 pg No.338-339 T2 Ch- 30 pg No.417-419

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	17	24/09/2021	1-15	CB
Test 2	60 Minutes	17	1/10/2021	16- 30	CB
Test 3	60 Minutes	16	27/10/2021	31- 42	CB
Quizzes (2)	20 Minutes each	10	27/10/2021		CB
Comprehensive Exam	3 Hours	40	25/11/2021	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.

Ms.KAVITA SHARMA
Instructor-In-charge

The ICFAI University, Raipur
Faculty of Education
First Semester, 2021 – 2022
Course Handout

Course No	Course Title	L	P	U
EDU124	Art Education	5	0	3

Instructor In-charge: Ms. ADITI DANI

Learning Outcomes:

After successful completion of the course student will be able to

1. Create composition in perspective.
2. Draw 2D & 3D drawings with strokes, hatching and shading process.
3. Organize group still life & draw as well.
4. Prepare clay modeling and hand pottery.
5. Do role play, street play & also able to write script of any play.

Textbook (s) T1	Art education ,Snehlata Chaturvedi, Agrawal, 1st Edition, 2016/17
Reference book (s) R1	Bharat Ki Chitrakala(Hindi), Rai Krishna Das.
R2	Lines and colours, Ella Dutta
R3	Indian Sculpture , Chintaman Kar

Lecture-wise Plan

Lecture Nos	Learning Objective	Topics to be covered	Reference
1-2	Brief introduction on sculptures.	Sculptures :(Any 2 Sculptures of every period giving brief introduction	T1 Ch.1 Pg No.122 -129
3	Bhartiya murtikala	Indus valley	T1Ch.1 PgNo.3- 4
4-5	Hadappa ki sabhyata	Maurya period, Gupta period	T1 Ch.1 Pg No.6 – 15
6-7	Gufa chitro ki parampara	Ajanta and the mural traditions	T1Chap.1 Pg No.25 - 30
8	Adhunik chitrakala ka prarambh.	Modern/Contemporary Art	T1 Ch.1 Pg No.17 - 24
9	Aantrik bhawana avam kalpana chitra kala dwara	Paintings	Ch.1 Pg No.24 - 25
10	Process of miniature painting	Miniature Paintings	T1 Ch.1 Pg No.30 – 32

11	About Collage, poster, adhunik paintings avam shailiyan	Contemporary Paintings, Folk Art	T1 Ch.1 Pg No.33 – 34
12	Introduction of visual art	VISUALARTS.	T1 Ch.2 Pg No.41
12-13	Details of visual art	History of visual arts	T1 Ch.2 Pg No.38 - 41
14	Visual experience of beauty & express feelings	The concept and meaning of visual art	T1 Chap.2 Pg No.41 – 46
14-15	About lines ,forms, appearance & depth	2DArts,methods and techniques	T1 Chap.3 Pg No.50-62
16-17	Introduction of drawing painting, about model & still life group & graphics.	Drawing,Painting,Stilllife,printing,life drawing	T1 Ch.3 Pg No.84 - 96
18	An Introduction to art activity. Aadhunik chitra shaily. Method of wall painting.	Composition, collage, all painting, posters	T1Ch.3 Pg No.96-104, 83-84 106
19	Famous art of different states & importance of art in Indian ladies.	Alpana / Rangoli / Mandna/ Folk art forms etc.	T1 Ch.3 Pg No.105-107,132-133 Ch.115-16
20	Introduction on animation	Tribal Computer Graphics: Animations	T1Ch.4Pg No.130-132
21-22	Preparation of stone, woods, clay,saancha. Use of tools.	3DArts; Methods and techniques : Relief work, clay modeling, Hand pottery, molding	T1Ch.4 Pg No.109-121
23-24	Introduction of sculpture, Types of sculpture and knowledge of tools.	Sculpture, Terra cotta construction with mixed materials	T1Ch.4 Pg No.122-129
25	Importance of art & relation of art with primitive man	3-D animation. Folk/Tribal Art	T1Ch.4 Pg No.131-132
26	Role play	Sense of theoretical/dramatic self:	T1Ch.5 Pg No.150-151
27-28	Important points about drama.	Factors Street plays; script writing of Drama; the plot,structure,characters	T1Ch.5 PgNo.152-157,142-146
29	Presentation of street play & 'pattern of writing script	Street plays; script writing	T1Ch.5 Pg No.152-157
29	Presentation of Role play	Natak ka path (antar ki pukar),song writing	T1 Ch.5 Pg No.150-151
30	Characters of drama presenting relationships.	Issues of identity, gender, relationships	T1 Ch.5 Pg No.157-158

31	Bengol ki lok parampara ke bare me	Alpana	T1 Ch.3Pg.No.105-106
31	Life style of primitive man & language development & birth of art	Myth, Primitive Man Language Development	T1 Ch.5 Pg No.168-170
32	Brief description about theatre	The roots of theatre;Ritual	T1 Ch.5 PgNo.158-168
33	Introduction on Music & Dance	<i>MUSICANDDANCE</i>	T1Ch.6 PgNo.207-215
33	Bharat me prachlit wadya yantra ke bare me	Musical Instruments; categorization	T1 Ch.6 PgNo.191-192
34	Sangit ka mool bhav aur lok ggeton k a shetra	Music of different geographical areas	T1 Ch.6 Pg.No.204 - 205
34	About posture	Movement of different parts of the body	T1Ch.7 Pg.No.211
35	About Nritya mudraye,lok nritya,shashtiyi nritya	Expression and literature	Ch.7 T1 Pg.No.208-209
35	Indian folk dances	Any two regional dances	Ch.7 T1 Pg.No.213-215 ,231-232 Ch.7
36	About regional dances	Description of the region	Ch.7 T1 Pg.No. 213-215
36	About language, History of music Importance of Music in life & knowledge of pitch,rhythm,etc and importance of costume.	Dialect, music , costume	T1 Ch.6 pg.no.179, Ch.7 212-214
37	Important Folk Dance of Rajasthan	Discussion Rajasthani folk dance ,	T1 Ch.9 pg.no.224-226
37	Knowledge of famous Folk dance of Himachal Pradesh	Himachal Pradesh ke lok nritya	T1Chap.9 pg.no.226
38	Heritage crafts	Introduction to the crafts traditions of India, details	T1Ch.10 pg.no.233-235
38-39	Preparation of clay &stone, process of metal casting, materials using for jewellery making & fibre weaving, jewellery & textile marketing.	Clay, Stonework, Metal crafts, jewelry, natural fiber weaving and textile weaving.	Ch.3 Pg no.111-112, Ch.10 pg.no.245-247

40	Introduction to the crafts traditions of India	HERITAGECRAFTS	T1,Chap.10 pg.no. .233-247
41	Process of making 3D drawings	Chiaroscuro, shade light & perspective	T1 Chap.3 pg.no.73 - 74
42	Method of creating drawing on stone, about tools & wood carving.	Relief work	T1,Chap.4 pg.no.109-111

Evaluation Scheme:

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

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	17	28/09/2021	1-15	CB
Test 2	60 Minutes	17	04/10/2021	16- 32	CB
Test 3	60 Minutes	16	28/10/2021	31- 42	CB
Quizzes (2)	20 Minutes each	10	28/10/2021		CB
Comprehensive Exam	3 Hours	40	26/11/2021	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.

Ms.ADITI DANI
Instructor-In-charge

The ICFAI University, Raipur
Faculty of Education
First Semester, 2021 – 2022
Course Handout

Course No	Course Title	L	P	U
EDU215	Gender Perspectives in Education	5	0	3

Instructor-in-charge: Ms.AMENA BANO KHANANI

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.

Textbook (s) T1	Gender, School and Society By Smt. Rajkumari Sharma
T2	Gender, School and Society By Smt. Pratima Tripathi
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
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 century's 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 organization.	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
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 (class room 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
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 Lab Tests conducted during the course of semester followed by a comprehensive examination.

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	17	29/09/2021	1-15	CB
Test 2	60 Minutes	17	19/11/2021	16- 30	CB
Test 3	60 Minutes	16	10/12/2021	31- 42	CB
Quiz	20 Minutes	10	31/12/2021	---	CB
Comprehensive Exam	3 Hours	40	10/01/2021	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.

Ms.AMENA BANOOR KHANANI
Instructor-In-charge

The ICFAI University, Raipur
Faculty of Education
First Semester, 2021 – 2022
Course Handout

Course No	Course Title	L	P	U
EDP 211	History and Development of Education in India	5	0	3

Instructor-in-charge: MS. VARSHA RANI

Learning Outcomes:

- To be acquainted with the salient features of Education in India in ancient & medieval times.
- To be acquainted with the development of Education in British India

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

Lecture-wise plan:

Lecture No.	Learning 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)
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 Education	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 period	Missionaries Activities: Srirampur Trio (3) Charter Act of 1813 H.L.V. Derozio, Bengal Renaissance – Contribution of Rammohan 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 of Primary 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)
24	Suggestion of Gokhle-bill related to Education	Gokhle-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	Constitutional provision for Education in India	T2,Ch.9,Pg.N.(176-191)
27-28	To give information about theUniversity 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 SecondaryEducation Commission	SecondaryEducation Commission (1952-53 Current issues in education: Equalization of Education Opportunities Aims, Structure & Curriculum of Secondaryeducation)	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)
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:

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

Evaluation Component	Duration	Weightage (%)	Date	Syllabus (Lec.No.)	Remarks
Test 1	50 Minutes	16	22/09/2021	1-16	CB
Test 2	50 Minutes	17	16/11/2021	17-29	CB
Test 3	50 Minutes	17	7/12/2021	30-42	CB
Quizzes (2)	20 Minutes each	10	31/12/2021		CB
Comprehensive Examination	3 Hrs	40	04/01/2022	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.

Ms.VARSHA RANI
Instructor-In-charge

The ICFAI University, Raipur
Faculty of Education
First Semester, 2021 – 2022
Course Handout

Course No	Course Title	L	P	U
EDP212	Economic & Political Circuits	3	0	3

Instructor-in-charge: Mr. SHIV NARAYAN

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

Text Book T	Text books Title	Author/Publication
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 Merut since 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 Merut since 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

5-6	Economic problems of Education	Economic problems of Education–related to quality and quantity.	T1Ch- 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	T7Ch-25pg. No 309-320
11-12	Introduction of Educational Budget	Methods of Financing Education Cost of Education	T7Ch-17pg.No209- 220
13-14	Sources of income in Education	Sources of income in Education – Govt., Private & Cooperative patterns of investment in Education	T1Ch-30 pg. No 663-670
15-17	Introduction Grants-in-Aide	Grants-in-Aide – Types, principles, practices & procedure	T8Ch-2pg.No 109 R1 Ch-pg.No 62-66
18-19	Introduction Educational Finance	Educational Finance–Need, Significance & Principles Concept of Educational Finance	T1Ch- pg.No
20-22	Introduction Educational Finance	Demand for Education,Supply of Education Educational Financing in India– a historical perspective	T1Ch-4pg.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	T1Ch- 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	T1Ch- b pg.No
29-30	Educational Policy Indian Constitution	Educational Policy, Indian Constitution & Its provisions for Education, Various articles related to Education, RTE	T1Ch-12pg.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	T1Ch- pg.No
33-34	Need and importance of Education Policy	Role, Function & Impact of following organizations in upliftment of Education	T1Ch- pg.No
35-37	Introduction of various Educational commission	NCTE UGC NCERT SCERT	T4Ch. 12pg. No 173- 175 165-168 T5 Ch. 32 pg. No 648-649 R1 Ch-pg.No234- 237,237-239,233- 234T6 Ch. 23 pg. No 359-360

38-40	Introduction of NUEPA	NUEPA Recent Initiatives in Education	T1Ch- pg.No
41-42	Introduction of NUEPA	At National level At Chhattisgarh State Level At District Level	T1Ch- pg.No

Evaluation Scheme:

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Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	17	23/09/2021	1-15	CB
Test 2	60 Minutes	17	17/11/2021	16- 29	CB
Test 3	60 Minutes	16	8/12/2021	30- 42	CB
Quizzes (2)	20 Minutes each	10	31/12/2021		CB
Comprehensive Exam	3 Hours	40	6/1/2022	1- 42	CB

** To be announced in the class

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.

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Mr.SHIV NARAYAN
Instructor-In-charge

The ICFAI University, Raipur
Faculty of Education
First Semester, 2021 – 2022
Course Handout

Course No	Course Title	L	P	U
EDP213	Advanced Education Statistics	5	0	3

Instructor-in-charge: Ms. 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 ,
Web Links	www.statisticshowto.com , https://assess.com

Lecture-wise plan:

Lect 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 1Skewness,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
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	T1Ch-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 standardscores	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
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

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Comprehensive Exam	3 Hours	40	08/01/2022	1- 42	CB

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Ms.ANITA PANDEY
Instructor-In-charge

The ICFAI University, Raipur
Faculty of Education
First Semester, 2021 – 2022
Course Handout

Course No	Course Title	L	P	U
EDP214	Education Administration	5	0	3

Instructor In-charge: Dr. DEEPIKA CHATTERJEE

<p>Learning Outcomes: After successful completion of the course student will be able to</p> <ol style="list-style-type: none"> To develop understanding of the interrelationship between administration with education. To develop appreciation of the basic contents, principles of management & impact of education administration in India. To understand aims of education in key policy & documents. To understand democracy & education.
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Text books T1	Educational Administration and school Management. S.P Sukhiya, Agrawal, 1 st Edition 2017-18
T2	Educational Administration and Management. Dr. Mohanlal Arya, R.Lal, 1 st Edition 2014.
Reference books	
R1	Teacher Education in our Indian society
R2	Development of teachers in our Indian society
R3	https://youtu.be /iduMgxdrVtw-R1

Lecture-wise Plan

Lect Nos	Learning Objective	Topics to be covered	Reference
1-2	Historical background of management	Management concept and process Management – concept, Need of Management	T2Ch.1 Pg No.1 -20
3	Concept of management	Characteristics of good Management. Management at different levels Elementary Higher, secondary Higher Education	T2Ch.2 PgNo.21- 38
4-5	Importance of management	Time Management, Functions of Management, Meaning and nature of Leadership theory and style of leadership and Measurement of Leadership.	T2 Ch.3 Pg No.39 – 48
6-7	Brief history of effective management	Role of Management/Principal characteristics of effective Educational leadership,	T2 Ch.4 Pg No. –41-62

8	Concept of motivation	Time management techniques, manager as a good leader, group dynamics and motivation.	T2 Ch.5 Pg No.- 63-68
9	Meaning of educational system	Application of Management – concept in academic areas of the educational systems.	T1 Ch-10 Pg No.123 - 140
10	Concept of curriculum development	Curriculum development /evaluation teaching learning process	T2 Ch.23 Pg No.275 – 296
11	Nature of Evaluation assessment.	Evaluation assessment.	T1 Ch.6 Pg No.62– 89
12	Concept of self appraisal	Self Appraisal Professional growth	T1 Ch.6 Pg No.74-77
12-13	Approach of planning of education	Planning in education –approaches to educational planning	T1 Ch.23 Pg No.356 - 362
14	Need and meaning of communication	Communication skills, modern information technology. Communication skills.(Verbal, non-verbal	T1 Ch.17 Pg No.249 – 285
14-15	Educational agencies	Machinery for educational Administration	T2 Ch.27 Pg No. 333 – 358
16-17	Functions of UGC	Central Machinery(CABE,NCTE,UGC,)	T2 Ch.28 Pg No.358- 370
18	Trends of educational management	Roll of Central Govt., State Govt., and local bodies in education at all levels. Trends in Educational management	T1 Ch.23 Pg No.356-362
19	SCOPE OF UGC	State Machinery for educational Administration, Organization and functions of directorate of Education	T2 Ch.28 Pg No. 360-370
20	Concept and nature of Decision Making	Decision Making – Nature, division of work	T1Ch.16 Pg No.244-248
21-22	Merits and limitation of decision making	Centralization action and Decentralization of decision making, their merits and limitations	T2 Ch.14 Pg No.165-180
23-24	Concept of organizational compliance	Organizational compliance	T1 Ch.7 Pg No.90-98
25	Concept of organizational development	Organizational development	T1 Ch.7 Pg No.95-98
26	Concept of Finance Management	Finance Management	T1 Ch.20 Pg No.312-334

27-28	Meaning of National budget of Education	National budget of Education	T2 Ch.25 PgNo.309-320
29	Methods of of Financing Education	Principles of Educational finance Methods of Financing Education	T1 Ch.20 Pg No.330-334
30	Meaning of investment in education	Source of Income: Govt, Private and co-operative patterns of investment in education-past, present and future	T2 Ch.17 Pg No.209-220
31	Concept of Grant in aid	Grant–in-aid principles, practices, types and procedure.	T1 Ch.18 Pg No286-301
32	Meaning of Quality management	Quality management in education	T1 Ch.4 PgNo.45-53
33	Importance of Quality education	Meaning and importance of Quality education in higher education	T1 Ch.4 PgNo.48-53
33	Meaning of Accreditation	Concept and Parameters of Accreditation.	T1 Ch.6 PgNo.62-89
34	NAAC Process	Role and Functions of NAAC	R3
34	Meaning of inspection	Historical Back ground of inspection system in India	T1 Ch.8 Pg.No.99
35	Difference between educational supervision and inspection	Educational supervision and inspection	T1 Ch.8 Pg.No.100-102
35	Nature of supervision	Meaning and nature of Educational Supervision	T1Ch.8 Pg.No.102-104
36	Scope of educational supervisor	Functions of educational supervisor	T1Ch.8 Pg.No. 104-115
36	Concept of traditional inspection	Difference between Traditional inspection and Modern Supervision	T1 Ch.8 pg.No.104
37	Defects and remedies of supervision	Defects in existing system of supervision and Remedies	T1 Ch.8 pg.No.100-102
37	Kinds of supervision	Types of supervision	T1Ch.6 Pg.No.145-152
38	Suggestions for improvement in inspection system in India	Suggestions for the improvement of Prevalent Inspection system	T1 Ch.8 Pg.No.113-114
38-39	Concept of internal supervision	Meaning of internal Supervision	T1 Ch.8 Pg No105
40	Importance of supervision	Scope of Educational Supervision	T1 Ch.8 Pg.No.107-109

41	Supervision in school management	Need of Supervision	T2 Ch.9 Pg.No.112-113
42	Qualities & suggestions	Qualities of educational supervisor	T1 Ch.8 Pg.No.109-111

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