
Faculty of Education

First Semester, 2022 – 23
Course Hand outs

Table of Contents

S.N.	Course Code	Course Name	Page No.
B. Ed First Year First Semester			
1	EDU111	Philosophical perspective of Education	01-04
2	EDU112	Learner and Learning process	05-09
Pedagogy-I			
3	PDG111	Mathematics Teaching -I	10-13
4	PDG112	Biology Teaching-I	14-18
5	PDG114	Social Science Teaching-I	19-23
6	PDG115	Hindi Teaching-I	24-27
7	PDG116	English Teaching-I	28-31
8	EDU113	Nai Talim : An Experiential learning	32-34
B.Ed. Second Year First Semester			
9	EDU211	Assessment in Learning	35-38
Pedagogy-II			
10	PDG211	Mathematics Teaching - II	39-42
11	PDG212	Biology Teaching- II	43-45
12	PDG214	Social Science Teaching- II	46-50
13	PDG215	Hindi Teaching- II	51-54
14	PDG216	English Teaching- II	55-58
M.A First Year First Semester			
15	EDP111	Philosophical Perspectives of Education	59-63
16	EDP112	Sociological Perspectives of Education	64-68
17	EDP113	Education Technology	69-72
18	EDP114	Computer Education	73-76
19	EDP115	Strengthening Language Proficiency (English/Hindi)	77-83
M.A Second Year First Semester			
20	EDP211	History and Development of Education in India	84-87
21	EDP212	Economic and Political Perspectives of Education	88-90
Elective-II			
22	EDP213	Advanced Education Statistics	91-93
23	EDP214	Education Administration	94-97
24	EDP215	Gender Protective in Education	98-100

The ICFAI University, Raipur

Faculty of Education
First Semester, 2022 – 2023
Course Handout

Course No	Course Title	L	P	U
EDU111	Philosophical Perspective of Education	3	0	3

Instructor-in-charge: Dr. SHIV NARAYAN

Learning Outcomes:

After successful completion of the course student will be able to

1. The relationship between Philosophy and Education and implications of philosophy on education.
2. The importance and role of education in the progress of Indian society.
3. The contribution of great educators to the field of education.
4. The need to study education in a sociological perspective. The process of social change and socialization to promote the development of a sense of commitment to the teaching profession and social welfare.
5. Their role in creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.
6. The means and measures towards the promotion of National integration and protection of human rights:

Text Book T1	Teacher in emerging Indian society	Prof. Grish Pachori / R .Lall Publication
T2	Philosophical and Sociological principles of Education	Prof. Raman Bihari Lall/ R. Lall. Book Dipo Merut
T3	Philosophical and Sociological Foundations of Education	Dr. R.A. Sharma /R. Lall. Book dipo Merut
T4	Teacher in emerging Indian society	S. Gupta and J.C. Agrawal / Shipra publications
T5	Philosophical perspectives of Education	Poonam Madan
T6	Educational thought & practice	Prof. Raman Behari lal/ R .Lall. Book dipo Merut
T7	Teacher in emerging Indian society	S. Gupta and J .C. Agrawal/ Shipra Publications
T8	Philosophical & Sociological foundations of Education	Prof. Raman Behari lal R. .Lall..Book dipo Merut

Lecture wise plan:

Lecture Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
1	Introduction of Education	Education - meaning, definition, Nature and its objectives	T 1 Pg.No Ch-01 1-24 T7 Pg.No Ch-01 1-20
2	Introduction of Education	Education aims in relation to the time & place	T1 Pg.No Ch-03 38- 61
3-4	Aim of Education	Educational aims in the Western context: with specific reference to Russell	T1 Pg.No Ch-05 66-67 T7 Pg.No Ch-09 116-125
5-6	Aim of Education	Educational aims in the Western context: with specific reference to Dewey	T1 Pg.No Ch-07 87-100 T7 Pg.No Ch-11 131-142
7	Aim of Education	Educational aims in the Indian context with specific reference to Indian thinkers such As Gandhi,	T1 Pg. No Ch-24 305-319
8-9	Aim of Education	Educational aims in the Indian context with specific reference to Indian thinkers such As Tagore	T1 Pg.No Ch-16 207- 221
10-11	Philosophy and Education	Philosophy and Education: Significance of studying philosophy in understanding Educational problem. Major Philosophical systems - their salient features and their impact on Education. Realism with reference to Aristotle and Jainism. Bhagawat Geeta and education	T1 Pg.No Ch-15 190– 199 T3,ch-18 Pg. no. 298-311
12-13	Realism and Education	Realism with reference to Aristotle and Jainism	T1 Pg.No Ch-15 190– 199
14-15	Naturalism and Education	Naturalism with reference to the view! of Rousseau , Ravindra Nath Tagore	T1 Pg.No Ch-14,15,16 181 – 191,192-206,207-20 T7 Pg.No Ch-16 203-218
16-17	Idealism and Education	With reference to Plato, Socrates and Advaita Philosophy.	T1 Pg.No Ch-7222-232, 240-250 T7Pg.NoCh-17

18-19	Pragmatism and Education	Pragmatism with reference to Dewey “instrumentalism & Experimentalism	T1 Pg.No Ch-07,21 87-100, 265-289 T7Pg.NoCh-18 ,236-242
20-21	Pragmatism and Education	Pragmatism with reference to Dewey “instrumentalism & Experimentalism	T1 Pg.No Ch-07,21 87-100, 265-289 T7 Pg.No Ch-18 ,236-242
22-23	Humanism and Education	Humanism. Historical, Scientific and Buddhists	T1 Pg.No Ch-22, 23 280-290,291-304
24-25	Educational thinker Gandhi	Educational thinkers and their contribution in developing principles of education -M.K. Gandhi : life of education , value	T1 Pg.No Ch-24 305-319
26-27	Educational Contribution of Gijju Bhai	Contribution in developing principles of Education Giju Bhai The world of the child.	T7, Pg.No Ch-20 258-264
28-29	Educational Contribution of Swami Vivekananda	Contribution in developing principles of education- Swami Vivekananda: Man making Education	T1 Pg.No Ch-25 320-332
30-31	Educational Contribution of Sri Aurobindo	Contribution in developing principles of education--Sri Aurobindo Integral education, its basic premises; stages of development	T1 Pg.No Ch-25 333-345
32-33	Educational Contribution of J. Krishna Murthy	Contribution in developing principles of Education-J. Krishna Murthy; Child Centered Education APJ Abdul Kalam technology enhance education	T3 Pg.No, Ch- 40 529-539
34-35	Educational Contribution of- JJ Rousseau	Western Thinkers –J.J. Rousseau	T1 Pg.No Ch-05 66-77 T7 Pg.No Ch- 09 116-125
36-37	Educational Contribution of John Dewey	John Dewey	T1 Pg.No Ch-07 87-100 T7 Pg.No Ch- 11 131-142
38-39	Educational Contribution of Antonio Gramsci	Antonio Gramsci Neo- Gramscian Theory Paulo Friere (Democratic Education	T5, Pg. No Ch-18, 19 248-250,251-260

40	Comparative study Indian Thinkers and western Thinkers	Critical and comparative study of the period and socio- political perspective of the western and Indian Thinkers	T5 Pg.No Ch- 20 261-267
41-42	Introduction of Modernization	Contemporary philosophical perspectives of Modernization in thought and Education	T5 Pg.No Ch-21 268-289

Evaluation Scheme:

Student evaluation is based on the series of Tests (Any one will be open book Test) 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	19/09/2022	1-17	CB
Test 2	60 Minutes	17	17/10/2022	18- 33	CB
Test 3	60 Minutes	17	17/11/2022	34- 42	OB
Quizzes (2)	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	12/12/2022	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.

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

Date: 02/08/2022

**Dr. Shiv Narayan
Instructor-in-charge**

The ICFAI University, Raipur

Faculty of Education

First Semester, 2022 – 2023

Course Handout

Course No	Course Title	L	P	U
EDU112	Learner and Learning Process	3	0	3

Instructor-in-charge: Ms. SEEMA

Learning Outcomes:

After successful completion of the course student will be able to

1. Acquire knowledge and understanding of stages of human development and developmental tasks with special reference to adolescent's learners.
2. Develop understanding of process of children learning in the context of various theories of learning.
3. Understand intelligence motivation and various types of exceptional children.
4. Develop skills for effective teaching learning process and use of psychometrics assessment.

Text Book T1	Neera Pandey “ Learner and learning process”, Rakhi publication .1 st edition 2015
T2	P.D. Pathak “ Education Psychology” Agarwal Publication . 2017/18
R1	Hilgards and Richard Munn “introduction to psychology”
R2	TATAS “introduction to psychology”
com	www.google .com

Lecture-wise plan:

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
1	Nature of psychology and learning	Meaning and definition of psychology	T-1 Pg. 1-14
2	Knowing approaches of psychology	Problems ,goals, approach in psychology	T-1 Pg. 15-17
3	Methods of psychology	Method ,scope characteristics in psychology	T-1 Pg. 17-23-32

4	Function of psychology	Functions of educational psychology	
5	Stages of human development	Stages of human development specific characteristics and developmental tasks.	T-1 Pg. 61-96
6	Adolescent problems	Adolescence in India context characteristics ,problem & adolescents needs and aspirations	T-1 Pg. 97-112
7	Importance of guidance and counseling	Guidance and counseling meaning and definition, characteristics	T-1 Pg. 97 -112
8	Importance of guidance counseling	Guidance and counseling of adolescents	T-1 Pg. 112-114
9	Learning	Meaning, nature, definition ,steps and methods of learning	T-1 Pg. 118-127
10	Theories of learning	Theories of learning with specific reference to piaget theory	T-1 Pg. 128-146
11	Theories of learning	Vygotsky's social learning. And difference between piaget and vygotsky.	T-1 Pg. 147 -161
12	Learning affecting factors	Effective learning ,factors and stagnation	T-2 Pg. 238-242
13	Learning affecting factors	Factors influencing learning & teaching process	T-1 Pg. 163-169
14	Learning in school .result and conditions	Learning in school .result and conditions.	T-2 Pg. 248-249
15	Learner related teacher related process related and content related	Learner related teacher related process related and content related	T-2 Pg. 249-251
16	Intelligence	Definitions ,characteristics & factors of intelligence	T-1 Pg. 170-173

17	Kinds, development and difference between intelligence & knowledge	Kinds, development and difference between intelligence & knowledge	T-1 Pg. 174-176
18	Different theories of intelligence	Theories of intelligence; two factor theory- Multifactor Theory (PMA)	T-1 Pg. 177-185
19	Measuring intelligence	Measuring intelligence	T-1 Pg. 186-189
20	Verbal, non-verbal and Performance tests (one , representative of group test and individual test of each),	Verbal, non-verbal and Performance tests (one , representative of group test and individual test of each),	T-1 Pg. 192-199
21	Importance of intelligence test	Importance of intelligence test	T-1 Pg. 200-205
22	Creativity: meaning and definition	Creativity: meaning and definition	T-1 Pg. 206-207, T-2 Pg. 594-595
23	Theories and identification of creativity	Theories and identification of creativity	T-2 Pg. 596-598
24	Measurement of creativity	Measurement of creativity	T-2 Pg. 599-601
25	Exceptional children	Concept of exceptional children – meaning definition ,types, and characteristics	T-1 Pg. 212-222
26	Each type including Children	Each type including Children(classification, characteristics)	T-1 Pg. 222-227
27	Meaning ,characteristics education of mental retarded child	Meaning, characteristics education of mental retarded child.	T-2 Pg. -547-550
28	Problem, types and definition	Problem, types and definition.	T-2 Pg. -551-554, T-1 Pg. 238-240
29	Learning disabilities problem ,types, identification	Learning disabilities problem ,types, identification	T-1 Pg. 246-251

30	Individual difference meaning, definition, types& importance	Individual difference meaning, definition, types& importance	T-1 Pg. -252-254
31	Individual differences - accommodating individual differences in the classroom	Individual differences - accommodating individual differences in the classroom	T-1 Pg. 255 --258
32	Varieties and causes of Individual difference	Varieties and causes of Individual difference	T-2 Pg. 484-488
33	Personality-Definition meaning development & factor	Personality-Definition meaning development & factor	T-1 Pg. 271-280
34	Types of personality traits and qualities of personality	Types of personality traits and qualities of personality	T-1 Pg. 282-286
35	Approaches to understand personality	Approaches to understand personality	T-1 Pg. 287-289
36	Assessment of personality	Assessment of personality	T-1 Pg. 290-296
37	Group dynamics and psychology meaning, definition characteristics	Group dynamics and psychology meaning, definition characteristics	T-1 Pg. 326-328
38	Classification of groups and psychoanalysis	Classification of groups and psychoanalysis	T-1 Pg. 329-352
39	Socialization, Culture and Education in Indian context	History of Indian psychology	T-1 Pg. 354-372
40	Diversity in India culture	Diversity in India culture	T-1 Pg. 373-382
41	Durganad Sinha's cognitive development	Durganad Sinha's cognitive development	www.google .com
42	Understanding diversity in Indian culture	Understanding diversity in Indian culture	www.gooogle .com

Evaluation Scheme:

Student evaluation is based on the series of Tests (Any one will be open book Test) 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	19/09/2022	1-11	CB
Test 2	60 Minutes	17	17/10/2022	12- 24	CB
Test 3	60 Minutes	17	17/11/2022	25- 42	OB
Quizzes (2)	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	12/12/2022	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.

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

Date 02/08/2022

**Ms. SEEMA
Instructor-in-charge**

The ICFAI University, Raipur
Faculty of Education
First Year / First Semester, 2022– 2023
Course Handout

Course No	Course Title	L	P	U
PDG 111	Mathematics Teaching -I	3	0	3

Instructor-in-charge: Ms. 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 ,
T2	M.S.Rawat & M.B.Lall Agrawal , “Pedagogy of Mathematics ”, Agrawal Publication ,
T3	Unnatti Bishnoee, “Pedagogy of Mathematics ”, R. Lall Publication ,
T4	Payal Bhola Jain & M.B.Lall Agrawal, “Teaching of Mathematics”, ”, Agrawal Publication ,
T5	“Pedagogy of Mathematics ”, National Council of Education Research And Training
Reference	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.	Concept of Mathematics	Meaning ,Definition, Nature And Scope of Mathematics	T-3 Ch-2 Pg. No 17-30 T-1 Ch-2 Pg. No 10-13
2.	Values of Teaching of Mathematics	Values of Teaching of Mathematics, Importance of Mathematics And Relationship Between other	T-1 Ch-2 Pg. No 13-23 T-4 Ch-Pg. No 15-20

3.	Definition The True Table, Venn Diagrams	Definition The True Table, Venn Diagrams	T-5Ch-1 Pg. No10-24
4.	Utility of Mathematics Teaching	Utility of Mathematics Teaching	T-2Ch-5 Pg. No 41-45 T-3 Ch-5 Pg. No 21-25
5.	A Mathematical Theorem	A Mathematical Theorem And Its Variants—Converse ,Inverse And Contra –Positive ,Proofs And Types of Proofs	T-5 Ch-1 Pg. No 1-9 https://hi.m.wikipedia.org
6.	Difference Between Proof And Verification Deductive	Difference Between Proof And Verification ;Deductive Nature of Mathematics	https://en.m.wikipedia.org
7.	History of Mathematics	History of Mathematics With Special Emphasis on Teaching of Mathematics	T-3 Ch-1 Pg. No 3-15 T-2 Ch - 1 Pg. No 1-7
8.	History of Mathematics	History of Mathematics With Special Emphasis on Teaching of Mathematics	T-1 Ch-1 Pg. No 1-8 T-5 Ch-1 Pg. No30-33
9.	Contribution of Indian Mathematicians	Contribution of Indian Mathematicians	T-4 Ch-8 Pg. No 52-68
10.	Contribution of Indian Mathematicians	Contribution of Indian Mathematicians	https://en.m.wikipedia.org
11.	Aesthetic Sense In Mathematics And Beauty In Mathematics	Aesthetic Sense In Mathematics And Beauty In Mathematics	T-5 Ch-1 Pg. No 36-42
12.	Exploring Learners	Exploring Learners	https://en.m.wikipedia.org
13.	Cultivating Learner's Sensitivity Like Intuition	Cultivating Learner's Sensitivity Like Intuition, Encouraging Learner For Probing	http://scert.cg.gov.in
14.	Raising Queries ,Appreciating Dialogue Among Peer –Group	Raising Queries ,Appreciating Dialogue Among Peer -Group,	http://scert.cg.gov.in
15.	Promoting The Student's Confidence	Promoting The Student's Confidence (Carrying Out Examples From Various Mathematical Content Areas, Such As Number Systems, Geometry, Sets ,Etc.)	http://scert.cg.gov.in
16.	Problems of Learning In Mathematics Teaching At Primary Level	Problems of Learning In Mathematics Teaching At Primary Level	T-2 Ch- 9 Pg. No 118-123
17.	Learning Material In Mathematics Teaching	Learning Material In Mathematics Teaching	T-2 Ch-6 Pg. No 159-176
18.	Aims Of Teaching Mathematics	Aims of Teaching Mathematics	T-2 Ch-6 Pg. No 46-71
19.	Role of Mathematics Teacher In Achieving Aims	Role of Mathematics Teacher In Achieving Aims ,Specific objective , Development of The Taxonomy of Instructional	http://scert.cg.gov.in

20.	Need For Establishing General Objectives	Need for Establishing General Objectiv Teaching Mathematics	http://scert.cg.gov.in
21.	Study of The Aims And General Objectives	Study of The Aims And General objectives of Teaching Mathematics Vis-A-Vis The Objectives of School Education	http://scert.cg.gov.in
22.	Writing Specific Objectives And Teaching Points Of Various Content Areas In Mathematics	Writing Specific objectives And Teaching Points of various Content Areas In Mathematics Like Algebra, Geometry, Trigonometry, Etc.	http://scert.cg.gov.in
23.	Writing objectives In Terms of Behavioural outcomes of Students	Writing objectives In Terms of Behavioural Outcomes Of Students	http://scert.cg.gov.in
24.	Teaching Method of Mathematics	Teaching Method of Mathematics	T-3 Ch-4 Pg. No 63-77
25.	Teaching Method of Mathematics	Teaching Method Of Mathematics	T-3 Ch-4 Pg. No 77 - 96
26.	Teaching Method of Arithmetic And Geometry	Teaching Method of Arithmetic And Geometry	T-2 Ch-8 Pg. No 83-116
27.	Written , Oral, Drill Work And Self – Study In Mathematics	Written , Oral, Drill Work And Self – Study In Mathematics	T-3 Ch-5 Pg. No 99-109
28.	Teaching Aids In Mathematics Teaching	Teaching Aids In Mathematics Teaching	T-2 Ch-12 Pg. No 253-280
29.	Concept And Meaning of Curriculum	Concept And Meaning of Curriculum , Definition , Necessity And Importance of Mathematics Curriculum	T-1 Ch-10 Pg. No282-285 http://scert.cg.gov.in
30.	Different Types of Curriculum	Different Types of curriculum, need of Curriculum, Factors Influencing Curriculum	T-1 Ch-10 Pg. No 285-288 https://en.m.wikipedia.org
31.	Various Special Types of Curriculum	Various Special Types of Curriculum ,Scope of Curriculum	T-1 Ch-10 Pg. No 288 -292 http://scert.cg.gov.in
32.	Curriculum of Mathematics	Curriculum of Mathematics	
33.	Objectives Of Curriculum	Objectives of Curriculum, Principles For Designing Curriculum	http://scert.cg.gov.in
34.	Designing Curriculum At Different Stages of Schooling	Designing Curriculum At Different Stages of Schooling, Some Highlights of Curriculum Like Vision of School Mathematics,	http://scert.cg.gov.in
35.	Main Goal of Mathematics Education	Main Goal of Mathematics Education, Core Areas of Concern In School Mathematics,	http://scert.cg.gov.in
36.	Curricular Choices At Different Stages of School Mathematics	Curricular Choices At Different Stages of School Mathematics Education ,Construction of Syllabi In Various Disciplines of Mathematics, For	http://scert.cg.gov.in

37	Analysis of Various Topics In Mathematics At Various Level of Schooling	Analysis of Various Topics In Mathematics At Various Level of Schooling—Arithmetic (Development of Number Systems) ,Algebra, Trigonometry ,Statistics And	http://scert.cg.gov.in
38.	Approaches And Strategies In Teaching And Learning Of Mathematical Concepts	Approaches And Strategies In Teaching And Learning of Mathematical Concepts	http://scert.cg.gov.in
39.	Nature of Concepts, Concept Formation And Concept Assimilation	Nature of Concepts, Concept Formation And Concept Assimilation, Moves In Teaching A Concept	http://scert.cg.gov.in
40.	Defining, Stating Necessary And/ Or Sufficient Condition	Defining, Stating Necessary And/ Or Sufficient Condition, Giving Examples Accompanied By A Reason	http://scert.cg.gov.in
41.	Comparing And Contrasting; Giving Counter Examples	Comparing And Contrasting; Giving Counter Examples; Non-Examples; Planning And implementation of strategies in teach in a concept like teaching of algebra, Geometry, Trigonometry, Mensuration , Etc	http://scert.cg.gov.in
42.	Difference Between Teaching of Mathematics And Teaching of Science	Difference Between Teaching of Mathematics And Teaching of Science.	http://scert.cg.gov.in

Evaluation Scheme:

Student evaluation is based on the series of Tests (Any one will be open book Test) 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	06/09/2022	1-17	CB
Test 2	60 Minutes	17	17/10/2022	18- 28	CB
Test 3	60 Minutes	17	17/11/2022	29- 42	OB
Quizzes (2)	20 Minutes each	10	---	**	CB
Comprehensive Exam	3 Hours	40	14/12/2022	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.

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

Date: 02/08/2022

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

The ICFAI University, Raipur

Faculty of Education

First Semester, 2022 – 2023

Course Handout

Course No	Course Title	L	P	U
PDG112	Biology Teaching -I	3	0	3

Instructor-in-charge: Ms. KAVITA SHARMA

Learning Outcomes:

After successful completion of the course student will be able to

1. Develop in sight 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 related everyday experiences with learning biological science.
4. Explore the process skill in science and role of laboratory in teaching learning use effectively different activities/experiments/demonstrations/laboratory experiences for teaching learning of biological science. Develop process oriented objectives based on the content units
5. Stimulated curiosity inventiveness and creativity in biological science.

Text Book T1	G.K. Tiwari “Teaching of biological science” Agrawal Publications 1 st edition 2016-17
T2	D.N. Shrivastav “Teaching Of Biology” Agrawal Publications 2 nd Edition 2018
T3	Radhika Bhardwaj “Pedagogy Of Zoology” Radha Publication 2016
NCERT T4	NCERT “ Pysical science-I” 1 st edition 2013
NCERT T5	NCERT “ Pysical science-II” 1 st edition 2013
SWAYAM	https://swayam.gov.in/course/3490-
NPTTEL	https://nptel.ac.in/courses/117106086/
MOOC	

Lecture-wise plan:

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
1	Nature and scope of biological science	Meaning ,definition concept of science	T1 Ch-1 Pg.No.1-3
2	Importance of biological science	Nature, importance ,scope of biological science	T1 Ch-2 Pg.No.7-12
3	Constructing knowledge	Science as a domain of enquiry and constructing knowledge	T1 Ch- Pg.No.1-3
4	Biology science for environment	Biology science for environment and health, peace, equity.	T1 Ch-5 Pg.No.49-53
5	Biological science importance of daily life	Importance in daily life of biology	T1 Ch-2 Pg.No.7-21
6	Specific knowledge in biological science	History of Biological Science	T1 Ch-1 Pg.No.4-6
7	Biological science and human application	Its nature a knowledge of biological science independent of human application.	T1 Ch-2 Pg.No.13-18
8	Origin of life and evolution	Origin of life and evolution, experiments in biological sciences.	T1 Ch-1 Pg.No.1-3
9	Introduction & importance of Biodiversity	Need of Biodiversity	T1 Ch-5 Pg.No.49-53
10	Interdisciplinary linkages biological science and society	Interdisciplinary linkages biological science and society.	T1 Ch-1 Pg.No.1-3
11	Aims and objectives of biological science	Meaning, general aims of biology teaching.	T1 Ch-6 Pg.No.54-56
12	Natural curiosity and acquire the skills and method of biology	Scientific attitude, natural curiosity and acquire the skills to understand the method and process that lead to exploration.	T1 Ch-7 Pg.No.1-3 T2 ch-5 Pg.No. 698-69
13	Scientific knowledge in biological science.	Generalization and validation of scientific knowledge in biological science.	<u>T1 Ch-1 Pg..No.1-3</u>

14	Life and preservation of environment	Imbibe the values of honesty, integrity, cooperation concern for life and preservation of environment	<u>T1 Ch-1 Pg.No.1-3</u>
15	Objectives of biological science	Different between aims and objectives	T2 Ch-3 Pg.No.23-30
16	Writing learning objectives in behavioral terms	Writing learning objectives in behavioral terms	T2 Ch-3 Pg.No.32-34
17	Purpose of specification of objectives in biological science	Purpose of specification of objectives	T2 Ch-3 Pg.No.34-35
18	Exploring learners	Motivating learner to bring his previous knowledge in biology gained through class room/environment/parents and peer group cultivating in teacher learner the habit of listening to child	T1 Ch-1 Pg.No.1-3 T4 Ch-1 Pg.No.1-3
19	Concept the local resources. And collect materials	Appreciating dialogue amongst peer group & collect materials from local resources.	T4 Ch-5 Pg.No.128-134
20	Learning in biological science	Role of learner's in negotiating and mediating learning in biology.	T1 Ch-1 Pg.No.1-3
21	Importance of teaching learning process.	Generating discussion, involving learners in teaching learning process.	T1 Ch-1 Pg.No.1-3
22	Explain the Naïve concept in biology	Naïve concept in biology	T4 Ch-5 PG. No.125-133
23	Encouraging learners to raise and ask questions	Encouraging learners to raise and ask questions	T4 Ch-5 Pg. No.128-130
24	School science curriculum in biological science	Meaning ,definition theory of curriculum in biological science	T4 Ch-6 Pg. No.140-142
25	Definition and characteristics of curriculum	Trend in science curriculum, consideration in developing learner centered curriculum in biology	T4 Ch-6 Pg. No. 156-158 T2 ch-7 Pg. no. 84-86
26	Important of school curriculum	The place of biological science in school curriculum at different levels.	T1 Ch-6 Pg.No. 54-56 T2 Ch-7 Pg. .No 86-90
27	Analysis of textbooks and biological science	Analysis of textbooks and biology syllabi of NCERT and states	T1 Ch—6 Pg.No. 56-58

28	Different of Upper primary, secondary and higher secondary stages	Upper primary, secondary and higher Secondary stages.	T1 Ch-6 Pg.No. 58-59 Ch-8 Pg..No.91-92
29	Importance of print and non-print materials.	Meaning and characteristics print and non-print materials.	T5 Ch -10 Pg..No303-305.
30	Analysis of other print and non-print materials in the area of biological science	Analysis of other print and non-print materials in the area of biological science used in various states.	T1 Ch-10 Pg. No. 307-309
31	Approaches and strategies of learning biological science	Meaning of pedagogical science	T4 Ch-8 Pg. No. 207-209
32	Fixed knowledge to process constructing knowledge	Fixed knowledge to process constructing knowledge.	T4 Ch-8 Pg. no. 210-211
33	Importance of scientific method	Meaning and steps and process of scientific method	T1 Ch
34	characteristics of observation	Importance and need of observation	T1 Ch
35	Meaning and definition of enquiry	Limitations of enquiry	T4 Ch-8 Pg. No. 242-245
36	Importance of hypothesis.	Meaning, definition, limitations of hypothesis	T1 Ch
37	Concept of experimentation	Meaning and process of experimentation	T1 Ch-8 Pg. No. 235-237 T2 Ch-13 Pg. No.152-154
38	Meaning and methods of data collection	Nature and objectives of data collection	T4 Ch-
39	Uses of Communication in biological science	Communication in biological science	T4 Ch-8 Pg. No.250-252
40	Concept of problem solving and investigatory approach	Importance of problem solving and investigatory approach	T2 Ch- Pg. No.55-56
41	Importance of concept mapping	Meaning and function of concept mapping	T4 Ch-8 Pg. No.229-232s
42	Concept of collaborative learning	Objectives of collaborative learning in biological science	T4 Ch-8 Pg. no.214-219

Evaluation Scheme:

Student evaluation is based on the series of Tests (Any one will be open book Test) 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	06/09/2022	1-12	CB
Test 2	60 Minutes	17	17/10/2022	13- 23	CB
Test 3	60 Minutes	17	17/11/2022	24- 42	OB
Quizzes (2)	20 Minutes each	10	---	**	CB
Comprehensive Exam	3 Hours	40	14/12/2022	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.

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

Date: 02/08/2022

Ms. KAVITA SHARMA
Instructor-in-charge

The ICFAI University, Raipur
Faculty of Education
First Semester, 2022–2023
Course Handout

Course No	Course Title	L	P	U
PDG114	Social Science Teaching – I	3	0	3

Instructor-in-charge: Dr. SHIV NARAYAN

Learning Outcomes:

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

1. To develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/ interdisciplinary area of study;
2. To acquire a conceptual understanding of the processes of teaching and learning Social Sciences
3. To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;
4. To acquire basic knowledge and skills to analyses and transact the Social Sciences curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life;
5. To sensitize and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuels etc.).

Text Book T1	Pedagogy of social Science part 01	Dr. N. Papa Rao / Sudivy Prakashan
T2	Teaching of social Science	Snehlata Chturvedi / Agrawal publications year 2017/18
T3	Teaching of social Science	Dr. R.A. Sharma ,Dr. Shikha Chaturvedi / R .Lall book dipo

Lecture wise plan

Lecture Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
1-2	Distinguishing between natural and social sciences, types, disciplines in school curriculum	Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools.	T 1 Ch- Pg.No 13-33 T 3 Ch.1- Pg.No 1-24
3-4	Concept of social science,	What is 'social' about various Social Sciences? Uniqueness of disciplines vis-a-vis	T1 Ch- Pg..No 23-28, 29-34

5-6	Linking child's natural curiosity with natural phenomena	Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; Important social and economic issues and concerns of the present-day Indian society.	T1 Ch- Pg..No 35-39,41-45 T2 Ch-3 Pg..No 15-17,273-302
7-8	Multiple approaches of social science acquiring good oral data source Types of primary and secondary sources	Multiple perspectives/plurality of approaches for constructing explanations and arguments. People as resource: The significance of oral data. Types of Primary and Secondary Sources: Data from field, textual materials, journals, magazines, newspapers, etc.	T1 Pg..No Ch- 49-71,52-62
9-10	Library as a secondary source	Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.	T1 Ch- Pg..No 62-71
11-12	Concept of teaching aids concept of audio –visual concept , multimedia	Various teaching aids: Using atlas as a resource for Social Sciences; maps, globe, charts, models, graphs, visuals. Audio-visual aids, CD-ROM, multimedia, internet.	T1 Ch- Pg.No 72-99 T2 Ch- 06 Pg..No 40-65
13-14	Curriculum development process	Curriculum development process: National and State levels.	T1 Pg.No Ch- 102-125
15-17	Aims and objectives of social science	Studying the Social Sciences syllabus- aim and objectives, content organization and presentation of any State Board and CBS for different stages of school education.	T1 Ch- Pg..No 126-137
18-19	Concept of geography	Meaning, Nature and Scope of Geography: Current Trends teaching and Learning Major Themes and Key Concepts in Geography	T1 Ch- Pg..No 138-154 T2 Ch- 08 Pg..No 79-87
20-22	Local geography on home region geography	LOCATION: Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface. Differentiating between sites (location) and situation (place).	T2 Ch-8, Pg..No 88-90
23-24	Human characteristics	PLACE: Distinct physical and human characteristic of places that distinguish one from the other. MOVEMENTS: Interdependence and interaction across space, migration of people, transport and communication; trade and commerce, patterns of centers, pathways and hinterlands.	T2 Ch- 10 Pg..No 98-106

25-26	Learning strategies of geography	REGIONS: Formation and change. The above content may be used to understand teaching, learning strategies and skill development in Geography. Developing Skills in Geography	T2 Ch-10 Pg..No 107-109
27-28	Interpretation of map reading , direction symbols , verbal to visual transformation	Observation, recording and interpretation of physical and social features and phenomena; Reading and interpreting geographical information through tables, figures, diagrams, photographs; Map reading and interpreting using scale (distance), direction, symbols, point,line and area; Visual-to-verbal and verbal-to-visual transformation leading to mental mapping	T2 Ch- 06 Pg..No 41-43
29-30	Developing and gathering relevant information and data analyzing by question –answer session	Identifying, constructing and asking geographical questions; Developing and gathering relevant information and data and analyzing them to answer geographical questions and offering explanations and interpretations of their findings; applying acquired knowledge and skills for understanding the wider world and taking personal decisions; taking up activities to study environmental degradation in the local area and its preservation methods; studying any disaster involving all factors	T1 Ch- Pg.No- 144-154
31-32	Teaching strategies of geography	Teaching Strategies in Geography Questioning; Collaborative strategies; Games, simulations and role plays; Values clarification; Problem-solving and decision-making.	T1 Ch- Pg..No 161-182 T2,Ch12- Pg..No.128-132
35-36	Concept of Economy	As a branch of social science, economics is concerned with people. It studies how to provide them with means to realize their potential. This unit on economics deals with the broad themes of state, market, and development. Market and state are interrelated as instruments of development. The course endeavors to introduce the learners to key economic concepts and issues that affect their everyday lives. Meaning, Nature and Scope of Economics: Current Trends Key Concepts in Economics	T1 Ch- Pg.No -14 194-206 T2 Ch-20 Pg.No 197-214

37-38	Concept of demand, supply and market, cost, division of labour and specialization , classification of economic system	Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialization. Classification of Economic System Capitalism, Socialism, mixed economy (case study: India) Developmental Issues in Economics	T1 Ch- Pg..No T2 Ch-22 Pg.. No244-249
39-40	Concept of sustainable development ,economic reforms	Sustainable Development—economic growth and economic development— indicators of measuring the well-being of an economy; Gross Domestic Product; economic planning; Poverty; Food Security; Price rise; Role and functions of Money—formal and informal financial institutions and budget; Classification of Production Activities—primary,secondary and tertiary; Economic Reforms and Globalization (discuss these developmental issues with referenceto India). The above content may be used to understand the teaching, learning strategies and skilldevelopment in economics.	T2 Ch-23 Pg..No 250-270
41-42	Teaching learning methods in economics	Teaching-Learning Methods in Economics In addition to usual methods like lecture, discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, concept mapping, projectand activities like field visits (e.g. visit to a construction site for data on wages andemployment), collection of data from documents (e.g. Economic Survey, Five Year Plan), analyzing and interpreting data (using simple tables, diagrams and graphs) can be undertaken. Self-study and collaborative lea	T1 Ch- Pg..No 207-236 T2 Ch.21- Pg..No 215-243
43-44	Teaching learning materials in economics	Teaching-Learning Materials Using textbook, analysis of news (Newspaper, TV, and Radio); documents (e.g. Economics Survey, Five Year Plan), Journals and News	T1 Ch- Pg..No 265-273,T2 Ch.26- Pg..No 307

Evaluation Scheme:

Student evaluation is based on the series of Tests (Any one will be open book Test) 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	06/09/2022	1-07	CB
Test 2	60 Minutes	17	17/10/2022	08- 17	CB
Test 3	60 Minutes	17	17/11/2022	18- 44	OB
Quizzes (2)	20 Minutes each	10	---	**	CB
Comprehensive Exam	3 Hours	40	14/12/2022	1- 44	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.

Date: 02/08/2022

Dr. SHIV NARAYAN
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education
First Semester, 2022– 2023
Course Handout

Course No	Course Title	L	P	U
PDG115	Hindi Teaching- I	3	0	3

Instructor-in-charge: Ms. VARSHA RANI

Course Objectives: 1

1. भाषा के अलग –अलग भूमिकाओं को जानना
2. भाषा सीखने की सृजनात्मक प्रक्रिया को जानना

Text Book T	Text books Title	Author/Publication	Remarks
T1	Hindi shikshan	Reeta Chauhan/Agrawal Publication	
T2	Bhasha vigan	Bholanath Tiwari /kitab mahel Publication	
T3	Hindi shikshan	Shikha chaturvedi /prakasak vinay rakheja	
T4	Bhasha and Bhasha Shikshan	Shrimati Rajkumari Sharma ,Dr.Savitri Sharma /Radha Prakashan Mandir(Pri.Li.)	
T5	Bhasha ,sangyan and samaj	Shrimati Rajkumari Sharma /Radha Prakashan Mandir(Pri.Li.)	
T6	Lucent`s samanya hindi	Sanjeev kumar /.Lucent Publication	
T7	Hindi Bhasha ki vidhaon ka Shikshan	Shrimati Rajkumari Sharma/ Radha Prakashan Mandir(Pri.Li.)	
T8	Hindi Bhasha Shikshan	Shrimati Rajkumari Sharma Radha Prakashan Mandir(Pri.Li.)	
T9	Bhasha Shikshan Hindi (Bhag 1)	NCERT	
R1	. Hindi Bhasha Shikshan	DDE-se PDF">https://manuu.ac.in>DDE-se PDF	

Lecture wise plan

Lecture Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
01	भाषा का परिचय	समाज में भाषा – भाषा और लिंग भाषा और सत्ता भाषा और अस्मिताए भाषा और वर्ग	T5Ch.1Pg..No.1-58
02	भाषा की विभिन्न भूमिकाओं को जानना	विद्यालय में भाषा – घर की भाषा और स्कूल की भाषा	T5Ch.2Pg..No.102-106
03	स्कूल की भाषा बच्चों की भाषा और समझ के बीच के संबंध को जानना	समझ का माध्यम (बच्चे की भाषा) समूचे पाठ्यक्रम में भाषाए ज्ञान सृजन और भाषा	T4Ch.4.Pg..No.79-97,Ch.1 Pg..No3-18

04	भाषा के संदर्भ में पढ़ने के अधिकार शांति और पर्यावरण के प्रति सचेत होना	माध्यम भाषा: एक आलोचनात्मक दृष्टि विषय के रूप में भाषा और माध्यम भाषा में अंतर	T9,unit01-1.2Pg.No21
05	हिंदी भाषा के विविध रूपां और अभिव्यक्तियों को जानना	विविध भाषिक प्रयुक्तियाँ बहुभाषिक कक्षा शिक्षक-शिक्षार्थी संबंध के पहलू के रूप में भाषा	T5Ch.3.Pg..No185 - 216,T4Ch.3Pg..No.47-78
06	भाषा के संवैधानिक प्रावधान को जानना	संविधान और शिक्षा समितियों के रिपोर्ट में भाषा की स्थिति (धारा343.351 350द्ध	T6 Ch1Pg..No.9-14
07	भाषा नीति को जानना	कोठारी कमीषन (64 से 66द्ध राष्ट्रीय शिक्षा नीति-1986	T9,unit2-2.2Pg.No55-56
08	भाषा नीति को जानना	पी.ओ. -1992	T9,unit2-2.2Pg.No57-58
09	भाषा नीति को जानना	राष्ट्रीय पाठ्यचर्चा- 2005 ;भाषा अमययन)	T1Ch.41Pg..No.43 8-446
10	हिंदी भाषा की स्थिति को जानना	हिंदी भाषा की भूमिकरूस्वतंत्रता से पहले स्वतंत्रता के बाद हिंदी	T1Ch.6 Pg..No.18-26
11	हिंदी भाषा के विविध रूपां और अभिव्यक्तियों को जानना	हिन्दी के विविध रूप	T1Ch.07 Pg..No.27-29
12	हिंदी भाषा की स्थिति को जानना	अंतर्राष्ट्रीय स्तर पर हिंदी	T8Ch.01 Pg..No.25-26
13-15	हिंदी भाषा के महत्व को जानना	ज्ञान की भाषा के रूप में हिंदी पढ़ने-पढ़ाने की चुनौतियाँ	T8Ch.01 Pg..No.26-41
16-17	भाषा सीखने के विभिन्न दृष्टिकोण को जानना	भाषा सीखने सिखाने की विभिन्न दृष्टियाँ- भाषा अर्जन और अधिगम का दार्शनिक सामाजिक और मनोवैज्ञानिक आधार समग्र भाषा दृष्टि भाषा सीखने-सीखाने की बहुभाषिक दृष्टि आदि रूजॉनडुई ब्रूनर जे. प्याजे	T1Ch.22 Pg..No169-177, T9,unit3-3.1Pg.No69-108
18	भाषा सीखने के दृष्टिकोण को जानना	एल. वायगात्स्की	R1
19	भाषा सीखने के दृष्टिकोण को जानना	चॉम्स्की	R1
20	भाषा सीखने के दृष्टिकोण को जानना	भारतीय भाषा दृष्टि (पाणिनीए कामता प्रसाद गुरु किशोरी दास वाजपेयी आदि)	R1
21-22	भाषा के स्वरूप को जानना	भाषा का स्वरूप रूभाषायी व्यवहार के	T1Ch 8 Pg..30-42 T5Ch.2Pg..No.59-

23-24	भाषा के स्वरूप को जानना	भाषायी परिवर्तनशीलता (उच्चारण वेफ संदर्भ में)	T1Ch31Pg..No314-321 T5Ch.2Pg..No.73-80
25-26	भाषा के स्वरूप को जानना	हिन्दी की बोलियाँ वाक् तथा लेखन।	T1Ch.9 PG..43-55 T6 Ch1Pg..No.14-16
27	भाषा की प्रकृति और व्यवस्था को जानना	भाषायी व्यवस्थाए - सार्वभौमिक व्याकरण की संकल्पनाए अर्थ की प्रकृति तथा संरचना	T7,Ch1Pg..No.45-53 T3 Ch.13Pg..No.240-257
28-30	भाषा की प्रकृति और व्यवस्था को जानना	1- वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाए स्वनिम विज्ञान और रूप विज्ञान, उपयुक्त उदाहरण देकर पढ़ाए जाएंगे)	T3 Ch.6Pg..No.99-102 T9,unit4-4.2Pg.No134-156
31	भाषाई दक्षता विकसित करना	भाषायी दक्षताए संदर्भ में भाषा -संदर्भ में व्याकरण और संदर्भ में शब्द सुनना-सुनने का कौशल	T1Ch23Pg..No.179-195
32	भाषाई दक्षता विकसित करना	बोलना- बोलने का लहजा- भाषाई विविधता और हिन्दी पर इसका प्रभाव	T1Ch16 Pg..No. 97-104
33	भाषाई दक्षता विकसित करना	पढ़ने-पढ़ाने पर इसका प्रभावए सुनने और बोलने के कौशल विकास के स्रोत और सामग्री	T1Ch16 Pg..no. 97-104
34	भाषाई दक्षता विकसित करना	रोलप्ले कहानी सुनाना परिस्थिति के अनुसार संवाद भाषा लैब	T1Ch16 Pg..No . 97-104
35	भाषाई दक्षता विकसित करना	मल्टीमीडिया तथा मौलिक सामग्री की सहायता से संप्रेषणात्मक वातावरण का निर्माण	T1Ch16 Pg..No. . 97-104
36	भाषाई दक्षता विकसित करना	पढ़ना- पढ़ने के कौशल पढ़ने के कौशल विकास में समझ का महत्व	T1Ch16 Pg..No.104-116
37	भाषाई दक्षता विकसित करना	मौन और मुखर पठन गहन-पठन	T1Ch16 Pg..No.104-116
38	भाषा सीखने की सृजनात्मक प्रक्रिया को जानना	विस्तृत पठन आलोचनात्मक पठन पढ़ने के कौशल विकास से सृजनात्मक साहित्य (कहानी कविता आदि)	T1Ch26Pg..No.215-260
39	भाषा और साहित्य को जानना	थिसॉरस शब्दकोश और इन्साइक्लोपीडिया का उपयोग/प्रक्रिया	T1Ch16 Pg..No.104-116
40	भाषाई दक्षता विकसित करना	लिखना -लिखने के चरण, लेखन-प्रक्रिया,	T1Ch16 Pg..No.116-130
41	भाषा और साहित्य को जानना	सृजनात्मक लेखन औपचारिक और अनौपचारिक लेखन (कहानी कविताए संवाद डायरी पत्र रिपोर्ट समाचार आदि	T1Ch16 Pg..No.116-130
42	भाषा और साहित्य को जानना	सृजनात्मक लेखन औपचारिक और अनौपचारिक लेखन (कहानी कविता संवाद डायरी पत्र रिपोर्टए समाचार आदि	T1Ch16 Pg.No.116-130

Evaluation Scheme:

Student evaluation is based on the series of Tests (Any one will be open book Test) 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	06/09/2022	1-10	CB
Test 2	60 Minutes	17	17/09/2022	11- 20	CB
Test 3	60 Minutes	17	17/11/2022	21- 42	OB
Quizzes (2)	20 Minutes each	10	---	**	CB
Comprehensive Exam	3 Hours	40	14/12/2022	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.

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

Date: 02/08/2022

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

The ICFAI University, Raipur

Faculty of Education

First Semester, 2022– 2023

Course Handout

Course No	Course Title	L	P	U
PDG116	English Teaching-I	3	0	3

Instructor-in-charge: Ms. SEEMA

Learning Outcomes: After successful completion of the course student will be able to
1. Understand the different roles of language.
2. Understand the relationship between literature and language .
3. Understand and appreciate different registers of language.
4. Develop creativity among learners.
5. Understand the role and importance of translation.
6. Examine authentic literary and non-literary texts and develop insight and appreciation .

Text Book	
T-1	Heena Siddqui , Agrawal publication ISO :9001: 2008
T-2	Bhagwanti Gupta ,Agrawal publication ISO: 9001:2008 ,2018-19
T-3	Abha Rani Bisht ,Agrawal publication ISO: 9001:2008,2013-14

Lecture-wise plan:

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
1.	Role of language ,teaching English as a second language in India ,need of teaching English as a second language	Language and society	T: 1 Ch-01 Pg. No..2 -3
2.	Concept of language	Language and Gender, language and identity.	T-1,-Ch-03 Pg. No .36-38
3.	Concept of language and its power	Language and power ,language and class	T-1, Ch-03 Pg. No.39-41
4.	School language	Language in school : home language and school language.	T-1,Ch-02 Pg. No. 20-42
5.	Role of language	Language as a means of communication ; critical review of medium of instruction ; multilingual classroom.	T-1,Ch-02 Pg. No. 20-42

6.	Constitutional provisions	Constitutional provisions and policies of education , position of language in India ,Article 343	T-1,Ch-04 Pg. No 43-45
7.	Constitutional provisions	Article 344-349	T-1,Ch-04 Pg. No.45-46
8.	Constitutional provisions	Constitutional provisions and policies of education , position of language in India , Article 350-351	T-1, Ch-04 Pg. No. 46-47
9.	Constitutional provisions	Kothari commission (1964-66)	T-1,Ch-04 Pg. No. 47-53
10.	Constitutional provisions	NPE-1986	T-1 Ch-04 Pg. No.,53-58
11.	Constitutional provisions	NCF -2005	T-1 Ch-04 Pg. No.,58-62
12.	Position of English in india	English as a conological language, English in post-colonial times , english as a language of language	T-1,Ch-02 Pg. No. 32-35
13.	English language as a second language	Position of English as second language in India ; English and Indian languages, as a link language in global context.	T-1,Ch-05 Pg. No. 63-68
14.	Challenges of languages	Challenges of teaching and learning English	T-1,Ch-01 Pg. No. 8-12
15.	An overview of language teaching	Different approaches /theories to lan	T-1, Ch-05 Pg. No.63-68
16.	Approaches of language	Multilingual approaches to language learning	T-1, Ch-05 Pg. No. 68-71
17.	Dewey and Bruner theory	John Dewey, Jerome Bruner	T-1, Ch-05 Pg. No. 71-83
18.	Piaget and vygotsky theory	Jean Piaget ,Lev vygotsky	T-1, Ch-05 Pg. No.83-89
19.	Chomsky and Krashen theory	Noam Chomsky ,Stephen Krashen	T-1, Ch-05 Pg. No.89-93
20.	Panini and Prasad theory	Indian thought in language teaching ,Panini, Kamta Prasad	T-1 Ch-05 Pg. No., 93-97
21.	Critical analysis of the evaluation of language teaching methodologies	Grammar translation method , direct method	T-1, Ch -06 Pg. No.98-104
22.	Concept of bilingual method	The structural –situational method ,bilingual method	T-1 Ch-06 Pg. No.,104,122-125
23.	Concept of communicative approach	Communicative approach	T-1, Ch-06 Pg. No.113-115
24.	Nature of language	Aspects of linguistic behavior , language as rule governed behavior and language variability	T-1,Ch-07 Pg. No.130-134
25.	Linguistic system	Organization of sounds, the structure of sentences	T-1,Ch- 08 Pg. No.135-139

26.	Concept of phonology	Concept of universal grammar, nature and structure of meaning basic concept of phonology	T-1, Ch-08 Pg.No.140-143
27.	Concept of morphology ,syntax semantics ,discourse	Concept of universal grammar, nature and structure of meaning basic concept morphology ,syntax, semantics, discourse	T-1, Ch-08 Pg.No. 143-149
28.	Concept of grammar, structure of sentence	Concept of universal grammar, nature and structure of meaning basic concept morphology ,syntax, semantics, discourse	T-1,Ch-08 Pg. No.143-149
29.	Acquisition of language skills	Listening and speaking: sub skills of listening storytelling, dialogue	T-1, Ch-09 ,Pg. No.150-155
30.	Concept of role play , conversation	Situational conversations , role plays	T-1,Ch-09 ,Pg. No.155-162
31.	Language laboratories , multimedia	Language laboratories , pictures , authentic materials and multimedia resources	www scert
32.	Reading	Sub skills of readings ,importance of reading	T-1 Ch-09,Pg. No.172-177
33.	Concept of reading	Reading aloud , silent reading ,loud reading	T-1, Ch-09,Pg. No.177-182
34.	Types of reading	Extensive reading ,intensive reading	T-1,Ch-09 Pg. No.182-189
35.	Types of reading	Supplementary reading , library reading	T-3 Ch-10 Pg. No.123-
36.	Writing	Process of writing, formal and informal writing	T-1,Ch-09, Pg. No.189-194
37.	Story writing	Such as poetry, short story	T-1 ,Ch- 09, Pg. No.201-202
38.	Letter writing	Letter , diary , notices	T-1 ,Ch – 09, Pg. No.194-200
39.	Report writing	Articles , reports	T-1 ,Ch- 09, Pg. No.202-206
40.	Concept dialogue	Dialogue , speech	T-1 ,Ch- 09, Pg. No.207-208
41.	Advertisement writing	Advertisement	T-1 Ch- 09 , Pg. 197-198
42.	Developing all skills	Study skill , reading writing skill	T-2, Ch-14 Pg. No.110-119

Evaluation Scheme:

Student evaluation is based on the series of Tests (Any one will be open book Test) 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	06/09/2022	1-13	CB
Test 2	60 Minutes	17	17/10/2022	14- 23	CB
Test 3	60 Minutes	17	17/11/2022	24- 42	OB
Quizzes (2)	20 Minutes each	10	---	**	CB
Comprehensive Exam	3 Hours	40	14/12/2022	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.

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

Date: 02/08/2022

**Ms. SEEMA
Instructor-in-charge**

The ICFAI University, Raipur
Faculty of Education
First Year / First Semester, 2022– 2023
Course Handout

Course No	Course Title	L	P	U
EDU113	Nai Talim: An Experimental Learning	3	0	3

Instructor-in-charge: Dr. AMENA BANO KKHANANI

Learning Outcomes:

After successful completion of the course student will be able to

1. Discover latent talents in the traditional occupations to promote them.
2. Explore models of art , craft for entrepreneurship for self-reliance

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

Lecture wise plan:

Lecture Nos	Learning Objective	Topics to be covered	Reference
1	An Introduction	Introduction of Nai Talim	T1, Ch-1, Pg..No13-40
2	An Introduction	Significance of Indian context	T1, Ch-1, Pg..No13-40
3	An Introduction	Significance of Indian context	T1, Ch-1, Pg..No13-40
4	An Introduction	Historical Prospective.	T1, Ch-1, Pg..No13-40
5	An Introduction	Objective of Nai Talim	T1, Ch-1, Pg..No13-40
6	An Introduction	Characteristics of Nai Talim	T1, Ch-1, Pg..No13-40
7	An Introduction	Basic Principles of Education	T1, Ch-1, Pg..No13-40
8	An Introduction	Teaching Method of Nai Talim	T1, Ch-1, Pg..No13-40

9	An Introduction	Teacher in Nai Talim	T1, Ch-1, Pg..No13-40
10	An Introduction	Significance of Nai Talim is Indian context	T1, Ch-1, Pg..No13-40
11	An Introduction	Nai Talim in NCF-2005	T1, Ch-1, Pg..No13-40
12	An Introduction	Introduction of National Curriculum Framework	T1, Ch-1, Pg..No13-40
13	An Introduction	Principle of NCF	T1, Ch-1, Pg..No13-40
14	An Introduction	Frame work of NCF-2005	T1, Ch-1, Pg..No13-40
15	An Introduction	Introduction of National Curriculum Framework Teacher Education 2009	T1, Ch-1, Pg..No13-40
16	An Introduction	Introduction of NCFTE-2009	T1, Ch-1, Pg..No13-40
17	An Introduction	Teachers Preparation of NCTE-2009	T1, Ch-1, Pg..No13-40
18	An Introduction	Right to Education 2009	T1, Ch-1, Pg..No13-40
19	An Introduction	Right to Education 2009	T1, Ch-1, Pg..No13-40
20	Social & Philosophical Perspectives of Nai Talim	Gandhian thought of philosophy	T1, Ch-2, Pg..No41-80
21	Social & Philosophical Perspectives of Nai Talim	Gandhian thought of philosophy	T1, Ch-2, Pg..No41-80
22	Social & Philosophical Perspectives of Nai Talim	Gandhian philosophy of Aims of Education	T1, Ch-2, Pg..No41-80
23	Social & Philosophical Perspectives of Nai Talim	Critical pedagogy and dialog method	T1, Ch-2, Pg..No41-80
24	Social & Philosophical Perspectives of Nai Talim	Course outline in primary middle and Secondary level	T1, Ch-2, Pg..No41-80
25	Social & Philosophical Perspectives of Nai Talim	Course outline in primary middle and Secondary level	T1, Ch-2, Pg..No41-80
26	Work based learning and Community Involvement	Principle of Community Involvement	T1, Ch-3, Pg..No81-128
27	Work based learning and Community Involvement	Nai Talim and Craft Education	T1, Ch-3, Pg..No81-128
28	Work based learning and Community Involvement	Nai Talim and Moral Education	T1, Ch-3, Pg..No81-128
29	Work based learning and Community Involvement	Agencies of school and society	T1, Ch-3, Pg..No81-128
30	Work based learning and Community Involvement	Self-help groups	T1, Ch-3, Pg..No81-128
31	Planning and Organization of Skill Development	Method of Skill development	T1, Ch-4, Pg..No129-171
32	Planning and Organization of Skill Development	Method of Skill development	T1, Ch-4, Pg..No129-171
33	Planning and Organization of Skill Development	Establishment of Experimental Education and Rural Education	T1, Ch-4, Pg..No129-171
34	Planning and Organization of Skill Development	Connecting knowledge to life outside the school	T1, Ch-4, Pg..No129-171

35	Planning and Organization of Skill Development	Execution of digitalization	T1, Ch-4, Pg..No129-171
36	Planning and Organization of Skill Development	Importance of renewable energy	T1, Ch-4, Pg..No129-171
37	Health and Hygiene	Nutrition - Balance Diet	T1, Ch-5, Pg..No172-227
38	Health and Hygiene	Communicable and non-communicable diseases and its prevention	T1, Ch-5, Pg..No172-227
39	Health and Hygiene	Communicable and non-communicable diseases and its prevention	T1, Ch-5, Pg..No172-227
40	Health and Hygiene	Communicable and non-communicable diseases and its prevention	T1, Ch-5, Pg..No172-227
41	Health and Hygiene	First Aids	T1, Ch-5, Pg..No172-227
42	Health and Hygiene	Personal and Community Hygiene	T1, Ch-5, Pg..No172-227

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	16	06/09/2022	1-25	CB
Test 2	60 Minutes	17	17/09/2022	26- 33	CB
Test 3	60 Minutes	17	17/11/2022	34- 42	OB
Quiz	Throughout the Semester	10	---	---	CB
Comprehensive Exam	3 Hours	40	17/12/2022	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.

Date: 02/08/2022

Dr. AMENA BANO O KHANANI
Instructor-in-charge

The ICFAI University, Raipur
Faculty of Education
Second Year / First Semester, 2022 – 2023
Course Handout

Course No:	Course Title:	L	P	U
EDU-211	Assessment in Learning	5	0	3

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

<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 social science and education. To develop appreciation of the basic contents, principles, and developments of the social science .

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

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	Perspective on assessment and evaluation of learning in a constructivist paradigm	T1Ch.3 Pg.No.51-59
4-5	Major differences between learning and assessment	Distinction between 'Assessment of Learning and Assessment for Learning'	T1Ch.4Pg. No.60-65
6-7	To clarify the term evaluation	Clarifying the terms Assessment, evaluation, test, examination, measurement Formative and summative evaluation	T1Ch.4 Pg..No.66-72
8	Concept of grading	Continuous and comprehensive assessment Grading.	T2Ch.2Pg. No.17-20
9	Importance of learning	Dimensions and levels of learning	T2 Ch.2 Pg..No.21-24
10	Concept of specific skills	Retention/recall off acts and concepts; Application of specific skills	T1Ch.8 Pg. No.111– 115
11	Importance of tools	Manipulating tool sand symbols; Problem-solving; applying learning 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.3Pg.No.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 of assessment; Subject-related; Person-related	T1Ch.3Pg. No. 53 – 59
16-17	Dimensions and levels of learning	Dimensions and levels of learning Retention/recall off acts and concepts	T2Ch.4Pg. No.55- 58
18	To give brief history of assessment to the students	Assessment of subject-based learning Enlarging notions of Subject-based Learning in a constructivist perspective	T2Ch.4Pg. No. 59-61,
19	Concept of Assessment tools	Assessment tools	T1 Ch.29 Pg.No.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 by self , by peers, by teacher	T1Ch.30Pg. No.437-439
25	Concept of self –assessment	Self-assessment and peer-assessment	T1 Ch.30 Pg. No.440-443
26	Concept of assessment tools	Enlarging notions of ‘Subject-based Learning ‘in a constructivist perspective Assessment tools	T2 Ch.3 Pg. No.25-28
27-28	Concept of Assignments	assignments, performances Kinds of tests and their constructions Self-assessment and peer-assessment	T2 Ch.3 Pg.No.29-33
29	Concept of Visualization	Teacher competencies in evolving appropriate assessment tools Visualizing 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	Visualizing appropriate assessment tools for specific contexts, content, and student Formulating tasks and questions that engage the learner and demonstrate the process of thinking;	T2Ch.3Pg.No.37-40
30	Criteria for Assessment	Evolving suitable criteria for assessment	T2Ch.3 Pg. No.41-43
31	Concept of port folio	Organizing 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	Using assessment feedback for furthering learning	T2 Ch.3 Pg.No.47-49
33	Concept of demonstration	Visualizing appropriate assessment tools for specific contexts, content, and student Formulating tasks and questions that engage the learner and demonstrate the process of thinking;	T2Ch.3 Pg.No.50-52
33	Scope of assessment	Scope for original responses Evolving suitable criteria for assessment	T2 Ch.3 Pg.No.52-54
34	Planning for port folio	Organizing and planning for student portfolios and developing rubrics for portfolio assessment Using assessment feedback for furthering learning.	T1 Ch.30 Pg.No437-443
34	Importance of assessment	Using assessment feedback for furthering learning.	R1Ch.17 Pg..No.256-260
35	Approach of data analysis	Data analysis, feedback and reporting Feedback as an essential component of formative assessment	R1Ch.17 Pg..No.261-266
35	Use of assessment	Use of assessment for feedback; For taking pedagogic decisions	R1Ch-17 Pg..No.267-271
36	Types of teacher feedback	Types of teacher feedback (written comments, oral);Peer feedback	R1Ch.17Pg.. No.272-275
36	Approach of grading	Place of marks, grades and qualitative descriptions	R1 Ch.17 Pg..No.276-279
37	Description of learner profile	Developing and maintaining a comprehensive learner profile	R1Ch.17Pg.. No.280-282
37	Purpose for Reporting	Developing and maintaining a comprehensive learner profile Purposes of reporting: To communicate	R1Ch.17Pg.. .No.283-285
38	Concept of profile of learner	Progress and profile of Learner	T1Ch.3 Pg..No.42-45
38-39	To understand the approach of pedagogic decisions	Basis for further pedagogic decisions	T1Ch.3 Pg. No.46-48
40	Approach of Reporting	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	Data analysis, feedback and reporting Feedback a nonessential component of formative assessment	T1 Ch.30Pg..No .437-440
42	To understand the importance of feedback	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 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	16	06/09/2022	1-15	CB
Test 2	60 Minutes	17	17/10/2022	16- 30	CB
Test 3	60 Minutes	17	17/11/2022	31- 42	CB
Quiz	20 Minutes	10	17/11/2022	---	CB
Comprehensive Exam	3 Hours	40	12/12/2022	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.

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

Date: 02/08/2022

Dr. AMENA BANO O KHANANI
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2022 - 2023

Course Handout

Course No	Course Title	L	P	U
PGD 211	Mathematics Teaching - II	5	0	3

Instructor-in-charge: Ms. 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

Text Book T	Text books Title
Text Book T1	Arun Kumar Kulshrestha, "Pedagogy C", R. Lall Publication ,
T2	M.S.Rawat & M.B.Lall Agrawal , "Pedagogy of Mathematics ", Agrawal Publication ,
T3	Unnatti Bishnoee, "Pedagogy of Mathematics ", R. Lall Publication ,
T4	Payal Bhola Jain & M.B.Lall Agrawal, "Teaching of Mathematics", Agrawal Publication ,
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	Reference (chapter/sec./Page Nos of Text/Ref. Books)
1.	Organization of concepts for teaching- learning of mathematics	Planning for teaching-learning of mathematics	T-3 Ch-2 Pg..No17-30T-1 Ch-2 Pg..No10-13

2.	Stating instructional objectives, identifying learning experiences	Stating instructional objectives, identifying learning experiences, appropriate strategies	T-1 Ch-2 Pg..No13-23 T-4 Ch-2 Pg..No15-20
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..No41-45 T-3 Ch-5 Pg..No 21-25
5.	Selection of teaching aids 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..No3-15 T-2 Ch- 1 Pg..No1-7
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..No52-68
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
16.	Informal creative evaluation	Informal creative evaluation	T-2 Ch- 9 Pg..No118-123
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..No159-176
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..No46-71
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 evaluations	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	http://scert.cg.gov.in
		to test regular programmers/achievements of learner	
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
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..No63-77
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..No77 -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..No83-116
27.	Framing of conceptual questions from simple questions	Framing of conceptual questions from simple questions.	T-3 Ch-5 Pg..No99-109
28.	Identifying learners strength and weaknesses mathematics teaching	Identifying learners strength and weaknesses mathematics teaching	T-2 Ch-12 Pg..No253-280
29.	Concept of activities enriching mathematics learning	Concept of activities enriching mathematics learning	T-1 Ch-10 Pg..No282-285 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
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 program for mathematics teachers	Types of in-service program 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
Test 1	60 Minutes	16	06/09/2022	1-14	CB
Test 2	60 Minutes	17	17/10/2022	15- 28	CB
Test 3	60 Minutes	17	17/11/2022	29- 42	OB
Quizzes (2)	20 Minutes each	10		**	CB
Comprehensive Exam	3 Hours	40	14/12/2022	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.

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

Date: 02/08/2022

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

The ICFAI University, Raipur

Faculty of Education
First Semester, 2022 - 2023
Course Handout

Course No:	Course Title:	L	P	U
PDG212	Biology Teaching -II	5	0	3

Instructor-in-charge : Dr. AMENA BANOO KHANANI

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 books 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
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
29	formal examination system	Exploring content areas in biological science not assessed in formal examination system and their evaluation nth rough 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 sin 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, and 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	06/09/2022	1-14	CB
Test 2	60 Minutes	17	17/10/2022	15- 28	CB
Test 3	60 Minutes	17	17/11/2022	29- 42	OB
Quizzes (2)	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	14/12/2022	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.

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

Date: 02/08/2022

Dr. AMENA BANOOR KHANANI
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2022 - 2023

Course Handout

Course No:	Course Title	L	P	U
PDG-214	Social Science Teaching- II	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 social science and Education.
2. .To develops appreciation of the basic contents, principles, and developments of the social science .

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

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 Pg.No.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 analyzing History. Social Formation 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
12	Importance of political science.	Broad theme of democracy, development and diversity .	T2Ch.45Pg. No.611- 626
12-13	Social issues	Content of political, economic and social aspects of our daily life .	T2Ch.32 Pg.No.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 deflections and importance of political science	T2 Ch.34 Pg.No.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.568-57
27-28	Basic concept of government	The Working of the Government	T1 Ch.6Pg.No.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
	Structures of Indian government	Relationship among the three organs of the Government, Relationship between the three levels of the Government, Democratic decentralization, citizen participation.	T2 Ch.43 Pg.No.568-574

30	Importance of N.G.O.	society and political in processes, elections, political parties, pressure groups social movements: dalit movement, tribal movement, women's movement, environmental movement ;role of media, role of ngos, rti 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 magazine	T2 Ch-6 Pg..No.40-66
36	To understand the concept of social science Different aspect of social science .	Characteristics of Assessment in Social Sciences: Types of questions best suited for examining assessing/understanding the different aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative analysis; Open-ended questions	T2 Ch.7 Pg..No .67-78 T2 Ch.1 Pg..No.1-6

37	Significance of social science To understand the concept of CCE	Limitations of social science teaching Open-book tests: Strength is and limitations, Evaluating answers: What to look for? Assessing projects: What to look for? Continuous and Comprehensive Evaluation (CCE) in Social Sciences	T2Ch.2 Pg..No.7-14 T2Ch.3Pg..No .15-17
38	Analysis text books in social science .	Analyzing 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
39	How to analysis question paper of any state board	Analyzing 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 visualize das 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; Industrialization in India 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)	T2 Ch.12Pg..No.128-132
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

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	06/09/2022	1-14	CB
Test 2	60 Minutes	17	17/10/2022	15- 28	CB
Test 3	60 Minutes	17	17/11/2022	29- 42	OB
Quizzes (2)	20 Minutes each	10	17/11/2022	**	CB
Comprehensive Exam	3 Hours	40	14/12/2022	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.

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

Date: 02/08/2022

Dr. DEEPIKA CHATTERJEE
Instructor-in-charge

The ICFAI University, Raipur
Faculty of Education
Second Year/First Semester, 2022 - 2023
Course Handout

Course No	Course Title	L	P	U
PDG215	Hindi Teaching - II	5	0	3

Instructor-in-charge: Ms. VARSHA RANI

Learning Objectives:

1. भाषा के अलग –अलग भूमिकाओं को जानना
2. भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
3. भाषा के विविध रूपों से परिचित होना
4. भाषा साहित्य के प्रति रूचि जागृत करना
5. आंकलन के महत्व से परिचित कराना

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

Lecture-wise plan:

Plan 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
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	स्कूली पाठ्यक्रम में साहित्य को पढ़ना .पढ़ानाए	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,Ch 6.1.5 Pg..No.-217
07	प्रशिक्षित करना	प्रशिक्षण के दौरान	T9,unit6.1 Pg.No29
08	शिक्षण देना	कक्षा शिक्षण के दौरान	T9 ,unit6.1 Pg.No-29
09	भाषा साहित्य के प्रति रूचि 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 रूचि 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 रूचि 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
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 कार्यपालाएँ 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	आंकलन की भूमिका और महत्व	T9,CH.10 Pg..no.319-346
34	आंकलन के प्रकार समझाना	भाषा विकास की प्रगति का आंकलन- 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
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:

Student evaluation is based on the series of Tests (Any one will be open book Test) 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	06.09.2022	1-11	CB
Test 2	60 Minutes	17	17.10.2022	12- 26	CB
Test 3	60 Minutes	17	17.11.2022	27- 42	OB
Quizzes (2)	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	13.12.2022	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.

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

Date: 02/08/2022

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

The ICFAI University, Raipur

Faculty of Education
First Semester, 2022 - 2023
Course Handout

Course No	Course Title	L	P	U
PDG-216	English Teaching - II	5	0	3

Instructor-in-charge: Ms. SEEMA

Learning Outcomes:

1. After successful completion of the course student will be able to
2. Develop insight into the meaning, nature, scope and objectives of English language .
3. Appreciate the process of developing a concept of literature.
4. Learn important forms of English literature:
5. Channelize, evaluate, explain and reconstruct their thinking.
6. Pose and solve meaningful problems. 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 in specific are

Text Book T1	Heena Siddqui “English Language Teaching” Agrawal Publication ,
T2	Dr. Geeta Rai “teaching of English”R. Lall Book Depot
http://scert.cg.gov.in	

Lecture-wise plan:

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
1.	Language, Literature and aesthetics–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, Literature and aesthetics–II	Translation as a creativeactivity:throughexamplesof translatedtextsintoEnglishfromdifferentIndia	T-1 ch-21 Pg. No, 324-327

6.	Language ,Literature and aesthetics–II	Teaching of Different Forms of English Literature	T-1 ch-21 Pg. No,328-332
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 Textual materials	Understanding the relationship between curriculum	T-1 ch-22 Pg. No,334-335
11.	syllabus and textbook	syllabus and textbook	T-1Ch-22Pg.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:throughexamples oftranslatedtextsintoEnglishfrom differentIndianlanguages	Translation as a creativeactivity:throughexamples oftranslatedtextsintoEnglishfromdif ferentIndianlanguages	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 outside ;Moving away	Connecting learning to the world outside ;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
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 programmers	ICT– audio-visual aids including CALL programmers	T-3 Ch-4 Pg. No 77 -96
26.	Curricular activities	Curricular activities (discussion, debates, work hops, seminar etc. 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– Its role and 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. 357358 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,36
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
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.	Feed back 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 (Any one will be open book Test) 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	06.09.2022	1-07	CB
Test 2	60 Minutes	17	17.10.2022	08- 21	CB
Test 3	60 Minutes	17	17.11.2022	22- 42	OB
Quizzes (2)	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	13.12.2022	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.

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

Date: 02/08/2022

**Ms. SEEMA
Instructor-in-charge**

The ICFAI University, Raipur

Faculty of Education

First Semester, 2022 - 2023

Course Handout

Course No	Course Title	L	P	U
EDP111	Philosophical Perspectives Of Education	3	0	3

Instructor-in-charge: Ms. VARSHA RANI

Learning Outcomes:

After successful completion of the course student will be able to

1. To develop understanding of the interrelationship between philosophy and Education.
2. To develop appreciation of the basic tenets, principles, and developments of the major Indian schools of philosophy and Educational thoughts of Indian philosophers.

Text Book	Text books Title	Author/Publication	Remarks
T1	Philosophical and Sociological Foundations of Education (Hindi)	1. Dr. R. A. Sharma / R.Lall book dipo.	
T2	Philosophical and Sociological foundations of education (English)	Dr. K.K. Shukla& Dr. A.J.S.Parihar & Dr. K.P. Sigh /. R.Lall book dipo.	
T3	Philosophical and Sociological Foundations of Education (English)	Smt. R.K. Sharma &R.K.Upadhyay & S.K. Duber/ Radha Prakashan Madir,Agra-2	
T4	Educational Thought and practice (Hindi)	Prof.Raman Behari Lal and Sunita /R.Lal book dipo,Merut	
T5	Philosophical and Social foundations of education (English)	N.R.Swaroop suxsena & Dr Mahima Gupta /R.lal book dipo .Merut	
T6	Philosophical and Sociological Foundations of Education (English)	Pro.Raman Bihari Lal /R.Lal book dipo, Merut	
T7	7. Philosophical and Sociological principles of Education	Pro. Raman Bihari Lal /R.Lal book dipo,Merut	
R1	Remembering J.P. Naik `s experiments in health and education	Mainstream,vol LVI NO.38 New Delhi September 8, 2018	

Lecture-wise plan:

Lecture	Learning objectives	Topic to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
01	Introduction of Education and Philosophy	Philosophy of education –Meaning, definition ,elements of philosophy and components of Education	T1,Ch.2Pg.No(20-25)T7,Ch.6Pg..n(10-126)
02	Introduction of Philosophy of Education	Nature and functions of philosophy of Education	T1,Ch.2.Pg.No(30-35)T4,Ch.7Pg.No(84-100)
03	Introduction of Philosophy of Education	Scope and need of educational philosophy	T1,Ch.2 Pg.No (29-41)T7,Ch6Pg.No(121-125)
04	Explaining philosophy in the Modern context	Modern concept of philosophy ;analysis –logical empiricism and positive relativism.	T1,Ch.15Pg.No(261-271)
05	To explain the Importance of Philosophy of Education	Interrelationship between philosophy and Education	T1,Ch.2Pg.No(21-27 T4 Ch7Pg..n,(84P-100)
06	Introduction of Indian schools of philosophy	Indian schools of philosophy- Education Implications of Sankhya	T1,Ch.19Pg. no(312-318)T7,Ch.11Pg.No(178-189)
07	Introduction of Indian schools of philosophy	Education Implications of Sankhya,	T1,Ch.19Pg.No(312-318) T7,Ch.11Pg.No(178-189)
08	Introduction of Indian schools of philosophy	Education Implications of Nyaya	T1,Ch.21Pg.No(326-332)T7,Ch.10Pg.No(167-177)
09	Introduction of Indian schools of philosophy	Education Implications of Vedic	T1,Ch.17Pg.No(282-297) T7,Ch.7Pg.No(127-139)
10	Introduction of Indian schools of philosophy	Education Implications of Buddhist	T1,Ch.26Pg.No(372-387) T7,Ch.9Pg.No(154-166)
11	Introduction of Indian schools of philosophy	Education Implications of Jainism	T1,Ch.25Pg.No(357-371) T7,Ch.8Pg.No(140-153)
12	Introduction of Indian schools of philosophy	Education Implications of Islamic traditios	T1,Ch.27Pg.No(388-397)
13	Educational Contributions of Vivekananda	Contributions of Vivekananda to Educational thinking	T1,Ch.39Pg.No(520-528) T7Ch.21Pg.No(325-341)

14	Educational Contributions of Tagore	Contributions of Tagore, to Educational thinking	T1,Ch.37Pg.No(499-510). T7,Ch.19Pg.No(289-307)
15	Educational Contributions of Gandhi ji	Contributions of Gandhi to Educational thinking	T1,Ch.36Pg.No(486-498) T7,Ch.22Pg.No(342-364)
16	Educational Contributions of J. Krishna murthi	Contributions of J. Krishna murthi to Educational thinking	T1,Ch.40Pg.No(529-539) T6,Ch.42Pg.No(362-367)
17	Educational Contributions of Arbindo	Contributions of Arbindo to Educational thinking	T1,Ch.38Pg.No(511-519) T7Ch.23Pg.No(365-378)
18	Educational Contributions of J.P.Naik,	Contributions of J.P.Naik, to Educational thinking	R1,R2
19	Educational Contributions of Dr. Radhakrishnan	Contributions of Dr. Radhakrishnan to Educational thinking	T6,Ch.43Pg.No(368-373)
20	Educational Contributions of Dr. Ambedkar	Contributions of Dr. Ambedkar to Educational thinking	T6,Ch.40Pg.No(351-355)
21	Metaphysics in the context of different thoughts	Analysis of educational thoughts : Concept of man and the process of developmet metaphysics perspectives of different thoughts	T1,Ch3.Pg.No (43-73)
22	Metaphysics in the context of different thoughts	Concept of man and the process of developmet metaphysics perspectives of different thoughts.	T1,Ch3.Pg.No(43-73)
23	Introduction of Idealism	Western Schools of Philosophy Idealism	T1,Ch.8Pg.No,(147-165)T7,Ch.14Pg.No(215-230)
24	Introduction of Idealism	Western Schools of Philosophy Idealism,	T1,Ch.8Pg.No (147-165) T7,Ch.14Pg.No(215-230)
25	Introduction of Naturalism	Western Schools of Philosophy Naturalism	T1,Ch.9Pg.No,(166-185)T7,ch16Pg.No(247-262)
26	Introduction of Naturalism	Western Schools of Philosophy Naturalism	T1,Ch.9 Pg.No(166-185) T7,Ch.16Pg..n,(247-262)
27	Introduction of Pragmatism	Western Schools of Philosophy Pragmatism	T1,Ch.11Pg.No(204-230) T7,Ch.17Pg.No(263-277)

28	Introduction of Pragmatism	Western Schools of Philosophy Pragmatism	T1,Ch.11 Pg.No (204-230)T7,Ch.17Pg..(263-277)
29	Introduction of Realism	Western Schools of Philosophy Realism	T1,Ch.10 Pg.No, 186-203 T7,Ch.15 Pg. No 231
30	Introduction of Existentialism	Western Schools of Philosophy Existentialism	T1,Ch.12 Pg.No(231-240) T2,Ch.15Pg.No 159-162
31	Introduction of Marxism	Western Schools of Philosophy Marxism	T1,Ch.13Pg.No(241-252)
32	Dewey`s Contribution to Education	Contribution of Dewey	T1Ch.33Pg.No(451-463)T4,Ch.19Pg.No(228-240)
33	Rousseau`s Contribution to Education	Contribution of Rousseau	T1,Ch.31Pg.No(431-442)T4, (190p.-204)
34	Plato`s Contribution to Education	Contribution of Plato	T1,Ch.30Pg.No(421.-430) T2,Ch.22Pg.No (222-234)
35-36	Introduction of Axiology	Meaning of values ,Types of various-spiritual, moral, social, aesthetic values	T1,Ch.6Pg.No(118-134)
37	Introduction of Axiology	Values as mentioned in different schools of philosophy and their educational implications professional ethics of teachers	T1,Ch.6Pg.No(118-134)
38	Introduction of Educational thoughts	Critical analysis of educational thoughts	T1,Ch.4Pg.No (74-91)
39	Introduction of Epistemological thoughts	Concept of man and the process of development With reference to- Epistemological perspectives of different thoughts	T1,Ch.5Pg.No(92-117).T2,Ch.15Pg.No(150-158)
40	Introduction of Epistemological thoughts	Epistemological perspectives of different thoughts	T1, Ch.5Pg.No (92-117)
41	Indian Educational thoughts	Schools of Indian thought	T1,Ch.1Pg.No (1-19)
42	Western Educational thoughts	Schools of western thought	T1, Ch.1Pg..n ((1-19)

Evaluation Scheme:

Student evaluation is based on the series of Tests (Any one will be open book Test) 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	19.09.2022	1-17	CB
Test 2	60 Minutes	17	19.10.2022	18- 33	CB
Test 3	60 Minutes	17	19.11.2022	34- 42	OB
Quizzes (2)	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	16.12.2022	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.

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

Date: 02/08/2022

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

The ICFAI University, Raipur

Faculty of Education

First Semester, 2022 - 2023

Course Handout

Course No	Course Title	L	P	U
EDP112	Sociological Perspectives Of Education	3	0	3

Instructor-in-charge: Ms. ANITA PANDEY

Learning Outcomes:

After successful completion of the course student will be able to

1. To develop understanding of the interrelationship between Sociological Perspective and 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.

Text books T1	1.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 books	Teacher Education in our Indian society
R2	Development of teachers in our Indian society
R3	Education and Indian Society
SWAYAM	https://swayam.gov.in/course/3490-digital-electronics-and-microprocessor
NPTEL	https://nptel.ac.in/courses/117106086/

Lecture-wise Plan

Lecture Nos	Learning Objective	Topics to be covered	Reference
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	T1 Ch.1 Pg.No.7-17
4-5	Diversity in the classroom.	Diversity in this 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 Chap.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 background 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	T1Ch.2 Pg. No.30– 32
12	Terms related to discrimination stratification & exclusion.	Life opportunities, class	T1 Ch.2 Pg. No.35-38
12-13	Frame work of marks & max webbar related to social stratification.	Status and power: frame works of Marx and Max Weber	T1 Ch.2 Pg. No.38 - 40
14	Introduction of Social discrimination	Social discrimination	T1Ch.2 Pg. No.39 – 40
14-15	Brief history of Exclusion and exploitation	Exclusion and exploitation.	T1 Ch.2 Pg. No. 39 – 40
16-17	Factors of social capital by P.Bourdieu	Social capital, cultural capital and economic capital—the approach of P.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.3Pg. No.49-51
20	Brief history of Kothari commission	Mudaliar commission report Kothari commission report	T1Ch.3 Pg. No.50-54
21-22	Concept of National policy on education	Curriculum framework, 1975 National policy on education, 1986	T1Ch.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 framework, 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	T1Ch.2 Pg. No.46-48
27-28	Brief history of Education in our democratic country	Democracy and Education	T1Ch.4Pg.No.6 1-90
29	To understand the term National welfare	National welfare	T1Ch.4Pg. No.88-90
29	Concept of education and human resources	Education and human resources	T1 Ch.5Pg. 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)	T1 Ch.4 Pg.No.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 Pg.No.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.5 Pg..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 in terms of castes, tribes. Disabled, Gender and Minorities:	Ch.5 T1 Pg..No.95-99
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.6T1 Pg..No. 132-152
36	Brief history of PPP	Private public partnership (PPP)	T1Ch.6Pg..No.1 38-152
37	Introduction of Professional ethics	Professional ethics	T1Ch.6 Pg.No.132-138
37	Advantages of privatization	Impact of privatization	T1Ch.6 Pg..No.145-152
38	Disadvantages of privatization.	Impact of privatization and Developments on Human Resources on the institution	T1Ch.6Pg..No.1 32-144
38-39	Casualization & in formalization of teachers	Current concerns of Indian education	T1 Ch.6 Pg. No132-135
40	Concerns & prospects	Casualization and in formalization 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	T1Ch.5 Pg..No.91-92

Evaluation Scheme:

Student evaluation is based on the series of Tests (Any one will be open book Test) 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	19.09.2022	1-10	CB
Test 2	60 Minutes	17	19.10.2022	11- 20	CB
Test 3	60 Minutes	17	19.11.2022	21- 30	OB
Quizzes (2)	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	13.12.2022	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.

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

Date: 02/08/2022

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

The ICFAI University, Raipur
Faculty of Education
First Semester, 2022 - 2023
Course Handout

Course No	Course Title	L	P	U
EDP113	Education Technology	3	0	3

Instructor-in-charge: Dr. DEEPIKA CHATTERJEE

Learning Outcomes:

After successful completion of the course student will be able to

1. To enable the learner to become effective user of technology in education
2. To acquaint the learner with the challenge and opportunities emerging in integrating new technology in education process
3. To make the student familiar with new trends techniques in education along with e learning
4. To enable the student to become good actioner of educational technology and e-learning

Text Book (T1)	Dr. S.P. Kulshrestha “Foundation of educational technology” R. Lall publication
T2	Pro. Girish Pachauri “Education technology” R. Lall publication
T3	Jyotsna chouhan “Education technology and management” 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:

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
1	Meaning & Scope of Educational	Meaning & history of educational technology	T1 Ch-1 Pg. No.4-9 , T2 Ch-1 Pg. No. 1-6
2	Scope and objectives of ET	Educational technology scope, objective, characteristics	T1 Ch-1 Pg. No. 17-28 , T2 Ch-1 Pg. No. 7-10
3	Types and approaches of ET	Educational technology kinds & form ,approaches	T1 Ch-1 Pg. No. 31-48 T2 Ch-1 Pg. No. 11-14
4	Components of education technology	Components of educational technology, software and hardware.	T2 Ch-2 Pg. No. 11-23
5	Types needs and importance of software	Software meaning & types ,need importance	T2 Ch-2 Pg. No. 25-27, T5 Ch-2 Pg. No. 19-24
6	Concept of hardware and software	Meaning of hardware uses need types & importance	T2 Ch-2 Pg. No. 26-28, T5 Ch-2 Pg. No. 25-29

7	Concept of instruction conditioning and training	Modalities of teaching different between teaching and instruction conditioning & training	T5 Ch-4 Pg. No. 33-37, T4 Ch-17- Pg. No. 74-79
8	Concept of pre active and post interactive teaching	Stages of teaching pre- active interactive and post- active.	T1 Ch-4 Pg. No. 55-71, T4 Ch-15 Pg. No. 356-363
9	Teaching at different levels	Teaching at different levels one way understanding and reflective	T1 Ch-9 Pg. No. 197-202, T2 Ch-5 Pg. No 67-77
10	Modification of teaching behavior	Modification of teaching behavior	T1 Ch- 28Pg. No 603-612
11	Concept of micro-teaching	Meaning & concept & definition steps of micro teaching	T 1 Ch-12 Pg. No 256-263, T2 Ch-12 Pg. No. 179-182
12	Significant of micro-teaching	Various skills & significant micro teaching.	T1 Ch-13 Pg. No 272-282, T4 Ch-38 Pg. No. 892-923
13	Flanders interaction model	Flanders interaction analysis simulation.	T1 Ch-14 Pg. No. 284-298, T2 Ch-14 Pg. No. 231-246
14	Its needs and importance	Need, importance & teaching behavior of interactional analysis.	T4 Ch-14 Pg. No 836-865
15	Communication modes in education	Communication : concepts and process of communication	T4 Ch-7 Pg. No. 106-107
16	Communication principles	Principals, nature and characteristics of communication of communications.	T2 Ch-8 Pg. No. 109-120
17	Types and barriers of communication	Types ,process and barriers in communication	T1 Ch-7 Pg. No. 127-137 T3 Ch-2 Pg. No 24-37)
18	Concept of models of communication	Models of communication ,speaking and listing writing and reading visualizing and observing	T4 Ch-5 Pg. No. 107-111
19	Concept of SMCR model	SMCR model of communication, Sharon model of communication	www.google.com
20	Concept of task analysis	Task analysis meaning, definition & characteristics	T1 Ch- Pg. No. 384-390, T2 Ch-1 Pg. No. 311-320
21	Integrating Multimedia in education	Integrating multimedia in education ,multimedia concept and meaning	T4 Ch-5 Pg. No. 281-284
22	Making text, animation ,audio video	Text, graphics, animation, audio, video meaning characteristics & limitations	T3 Ch-8Pg. No. 106-142
23	Multimedia application	Multimedia applications & computer based training	www.google.com
24	Concept of E-Books	Electronic book and references ,information kiosks	www.google.com
25	Multimedia applications and its based learning	Multimedia application for educationist & multimedia WWW and web based training	www.google.com

26	Educational software applications	Concept of educational software & applications	www.google.com
27	Importance of Computer assisted instruction	Computer assisted instruction , meaning characteristics & importance	T1 Ch-27 Pg. No. 695-700, T2 Ch-16 Pg. No. 270-275, T5 Ch-9Pg. No. 261-266
28	Concept of Drill and practice software and its types	Drill & practice software ,concepts ,meaning & types	T1 Ch-27 Pg. No 481-483 www.google.com
29	Concept of educational simulation	Educational simulations ,meaning ,steps, signification &precautions	T1 Ch-11 Pg. No. 250-255
30	Integrated learning system characteristics	Integrated learning system meaning & characteristics	www.google.com
31	Concept of educational technology	Curriculum specific educational technology meaning & importance	T3 Ch-1 Pg. No. 238-259
32	Concept of hardware and software	Educational software ,definition nature & characteristics	www.google.com
33	Concept of E-learning	E-learning meaning & definition. characteristics	T1 Ch-1 Pg. No. 676-678 T2 Ch-1 Pg. No. 410-413
34	Scope and modes of E- learning	Scope trends, & mode of e-learning	T2 Ch-1 Pg. No. 413-416
35	E-Learning , and its opportunities	E- learning Attributes & opportunities	T1 Ch-1 Pg. No. 676-684
36	Pedagogical design of e - learning	Pedagogical design & e- learning	T1 Ch-1 Pg. No. 657-679 T4 Ch-1 Pg. No. 55-72
37	online learning and management	On line learning & management meaning & nature	www.google.com
38	Concept of E-learning and online learning	E- learning & online learning	www.google.com
39	Concept of digital learning and its types	Digital learning meaning & types and objects.	www.google.com
40	Importance of online courses	Online development courses.	www.google.com
41	Models of E-learning	E- learning models	www.google.com
42	E- learning implementation	Management and implementation of e- learning	www.google.com

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	16	20/09/2022	1-15	CB
Test 2	60 Minutes	17	18/10/2022	16- 29	CB
Test 3	60 Minutes	17	18/11/2022	30- 42	OB
Quiz	Throughout the Semester	10	18/11/2022	---	CB
Comprehensive Exam	3 Hours	40	14/12/2022	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.

Date: 02/08/2022

Dr. DEEPIKA CHATTERJEE
Instructor-in-charge

The ICFAI University, Raipur
Faculty of Education
First Semester, 2022 - 2023
Course Handout

Course No	Course Title	L	P	U
EDP114	Computer Education	3	0	3

Instructor-in-charge: Ms. KAVITA SHARMA

Learning Outcomes:

After successful completion of the course student will be able to

1. To appreciate the role of computer education in the context of modern technological society
2. To develop understanding of computer and their application in education
3. To acquire sufficient knowledge of handling computers with a view to impart computers independently at school level,
4. To use computer based learning packages and organize effective classroom instructions
5. To develop skills of creating and managing simple data bases and handling of computers
6. To acquire necessary skills in using of modern word processing software,

Text Book T-1	Smita Shrivastav “ Computer Education ”, Agrawal publication .1 st edition 2018/19
T-2	Anuj Dubey “ Computer Education” Radha Publication . 2016
T-3	Manish madhur “fundamentals of computers & information technology”
NCERT T4	https://ncert.nic.in
	https://hindiguide.tech https://basiccomputerhindi.com

Lecture-wise plan:

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
1	Information technology	Meaning and definition of Information technology	T1 Ch-9 Pg..No.272-273
2	Classification of computers by technology	Classification of computers by technology	T2 Ch-1 Pg..No.5-13 T1 Ch-1Pg..No.6-11
3	scope of computers	scope of computers	T1 Ch-1 Pg..No.12-15
4	Characteristics of computer	Characteristics of computer	T2 Ch-1 Pg..No.12-13
5	Fundamentals of computers	Fundamentals of computers	T2 Ch-1 Pg..No.1-5
6	Input devices	Meaning of Input devices	T2 Ch-1 Pg..No.03-19
7	Output devices	Meaning of Output devices	T2 Ch-1 Pg..No.27-30

8	Central processing units to rage devices	Central processing units to rage devices	T2 Ch-1 Pg..No.20-22
9	Operating systems	Operating systems	T2 Ch-2 Pg..No.39-51
10	Application software	Application software	T2 Ch-2 Pg..No.32-35
11	Over view of Modern Operating Systems	Over view of Modern Operating Systems	T2 Ch-2 Pg..No.44-49
12	Files and folders	Files and folders	T2 Ch-3 Pg..No.79-84
13	Use of pointing devices	Use of pointing devices	T1 Ch-1 Pg..No.24-26
14	Cut and paste	Cut and paste	T1 Ch-1 Pg..No.98-112
15	Shortcuts to applications	Shortcuts to applications	T1 Ch-3 Pg..No.88-99
16	Use and exploring the contents of storage devices-floppy disk, Drives, hard discs, CDROM etc.	Use and exploring the contents of storage devices-floppy disk, Drives, harddiscs, CDROM etc.	T1 Ch-1 Pg..No.38-43
17	Running application sand exiting applications	Running application sand exiting applications	T1 Ch-1 Pg..No.1-3 https://www.compute-rhove.com
18	Modern word processing applications	Modern word processing applications	T1 Ch-1 Pg..No.1-3 https://hindi.edudose.com
19	Importance of word processing in education	Importance of word processing in education	T1 Ch-1 Pg..No.1-3 https://www.compute-networksite.in
20	Characteristics of modern word processing applications	Characteristics of modern word processing applications	T1 Ch-1 Pg..No.1-3 https://www.compute-networksite.in
21	Toolbars and menu	Meaning of Toolbars and menu	T1 Ch-3 Pg..No.119-125
22	Text and objects	Meaning of Text and objects	T2 Ch-3 Pg..No.84-87
23	Text entry-Running text and paragraphs	Text entry-Running text and paragraphs	T1 Ch-3 Pg..No.103-106
24	Formatting text-	Bold,Italics,CentreanDright,justification ,changingfontandfontsize,bullets and numbering	T1 Ch-1 Pg..No.1-3 https://hindiguide.tech https://basiccomputer-hindi.com
25	Editing document	Applying styles ,spellcheck ,header and footers, footnotes, pagination, subscript and superscript	T1 Ch-3 Pg..No.88-89

26	Insertion of objects, pictures, symbols fields ,page break and section	Insertion of objects, pictures, symbols fields ,page break and section	T1 Ch-1 Pg..No.112-113
27	Page setup	Margins, paper size ,and layout ,printing and saving documents.	T1 Ch-1 Pg..No.112-114
28	Editing text-select text, find and replace, cut ,copy and paste	Editing text-select text, find and replace, cut, copy and paste	T1 Ch-1 Pg..No.119-121
29	Modern data base management applications	Modern data base management applications	T1 Ch-5 Pg..No.240-241
30	Importance of database management in education	Importance of data base management in education	T1 Ch-5 Pg..No.241-242
31	Characteristics of modern data base management applications	Characteristics of modern data base management applications	T1 Ch-5 Pg..No.242-243
32	Fields name, Type, Width	Fields name, Type, Width	T1 Ch-5Pg..No.245-246
33	Databases	Databases	T1 Ch-5 Pg..No.246-247
34	Computers for joyful learning	Computers for joyful learning	T1 Ch-7 Pg..No.256-257
35	Need for joyful learning	Need for joyful learning	T1 Ch-7 Pg..No.256-257
36	Meaning of Computers for joyful learning	Meaning of Computers for joyful learning,	T1 Ch-7 Pg..No.256-257
37	Computer games	Computer games	T1 Ch-7Pg..No.258-259
38	Multimedia capabilities of modern desktop computers,	Multimedia capabilities of modern desktop computers,	T1 Ch-9 Pg..No.282-283
39	Internet-importance and need	Internet-importance and need	T2 Ch-4 Pg..No.134-135 T1 Ch-6 Pg..No.68-72
40	Use and applications of internet	Use and applications of internet	T2 Ch-4 Pg..No.136-137
41	Component of internet	component of internet	T2 Ch-4 Pg..No.150-152
42	Use of interactive and educational software.	Use of interactive and educational software.	T1 Ch-6 Pg..No.249-255

Evaluation Scheme:

Student evaluation is based on the series of Tests (Any one will be open book Test) 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	20.09.2022	1-10	CB
Test 2	60 Minutes	17	19.10.2022	11- 20	CB
Test 3	60 Minutes	17	19.11.2022	21- 30	OB
Quizzes (2)	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	15.12.2022	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.

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

Date: 02/08/2022

Ms. KAVITA SHARMA
Instructor-in-charge

The ICFAI University, Raipur
Faculty of Education
First Semester, 2022 - 2023
Course Handout

Course No	Course Title	L	P	U
EDP115	Strengthening Language Proficiency (English)	3	0	3

Instructor-in-charge: Ms. SEEMA

Learning Outcomes:

After successful completion of the course student will be able to
Language is the medium for comprehending ideas, for reflection and thinking as well as for expression and communication. Enhancing ones facility in the language of instruction is thus a vital need of student teachers, irrespective of the subjects areas that they are going to teach .This course is visualized as a range of primarily text-based language activities, which will and its strengthening the ability to “read” , “think” discuss a d communication as well as to “write “ in the levels of language ability ; hence group work that supports different levels of learning in envisaged as a central feature of this course . It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts. They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different context. Overall, areas of language proficiency which are emphasized are those that will lay a foundation for their becoming self- learners, reflective and expressive teachers, and collaborative professionals

Text Book T1	Heena Siddiqi “English language teaching” Agrawal publication
T2	Abha Rani Bisht “Teaching English in India”
T3	Bhagwati Gupta “Language proficiency in English”
T4	Dr. Geeta Rai “teaching of english” R.lal publication
T5	Dr. Lajwanti Patel and Shivani Rai
T-7	Suman Bhanot , “English teaching”kanishka publication 2016
T-6	Dr. Kusum Sharma ,”English teaching “ Radha Prakashan
T-8	S.P .Sharma “Teaching English” kanishka publication 2015
R1	Aruna Koneru

Lecture-wise plan:

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
01	Engaging with narrative and descriptive accounts	Engaging with narrative and descriptive accounts narration types with examples	T-6,Pg. ,No 66-68 T-4 Ch-2 Pg. No.-15-29 grammar.yourdictio nary.com

02	Concept of reading	Reading meaning ,definitions ,types loud reading objectives, process ,advantages , limitations silent reading aims ,process, Advantages , limitations	T-2 , Pg. No. 112-120 T-1 Pg. No. 172-182 T-6 Pg..No.-97-111
03	Types of reading	intensive reading aims, procedure ,advantages , limitations extensive reading aims , process, advantages, limitations supplementary reading , library reading	T-2 , Pg. No. 121 -124Pg. T-1 Pg. No. 182 -189 T-6, Pg. No.-97-111
04	Concept of comprehension	comprehension meaning, abilities included by comprehension ,comprehension strategies	T-3, Pg. No. 55-66
05	Story telling	storytelling , meaning its methods , merits of this method	T-1 Pg. No. 153 --154
06	Chapters from fiction related	chapters from fiction related	www .google . com , T-8 Ch-14 Pg. No.-104-109
07	Well produced comic strip stories	well produced comic strip stories	T-8 Ch-15 Pg. No.-119-120
08	Engaging with popular	Articles , stages of writing an Article	T-1,Pg. No. 202-205
09		, extracts Biographical writing	T-4 ch-16 Pg. No.-209
10	concept of fiction and non-fiction	Non-fiction writing , with themes are from various subjects like sciences, mathematics , history , geography , literature , language pieces	www.google . com ,R-1 Pg. No. 81-92 T-4 Ch-16 Pg. No.-208-213
11	Concept of fiction and non-fiction	Non-fiction writing , with themes are from various subjects like sciences, mathematics , history , geography , literature , language pieces	www. Google . com , R-1 Pg. No. 81-92
12	Engaging with subject-related reference books	Article. Engaging with journalistic writing , newspaper or magazine	T-1, Pg. No.202-207, www.google.com
13	Reading strategies such as scanning , and skimming	Reading strategies such as scanning , and skimming	www.google . com
14	Analysis of structure of the article	Analysis of structure of the article	www.google . com ,T-1 Pg. No. 202-205
15	Critical reading	Critical reading	www.google . com ,T-7Pg. No. ,1-2
16	Researching and writing articles on topics on local interest	Researching and writing articles on topics on local interest	www.google com , T-7 Ch -12, Pg. No.-173-181
17	Engaging with subject	Engaging with subject –related reference books teacher should work in groups according to their subjects	T-7 ,Ch-13 Pg. No.-182-188
18	Choice a specific topic in their subject area	Choice a specific topic in their subject area which they could research from a set of available reference books.	T-4 Ch-23 , Pg. No.-267-272
19	Research work and its presentation	Research work and its presentation, planning display and oral components.	T-8 Ch-16 Pg. No.-121-127

20	Asked some fielding questions	Ask some fielding questions .	www . google .com , T-8 Ch-16, Pg. no.-127-134
21	Educational writing	Engaging with educational writing	www .google.com ,
22	Selected texts could be Drawn from the wide range of popular educational writing	Selected texts could be Drawn from the wide range of popular educational writing in the form of well written essays.	T-1,Pg. No. 229-231, www.google.com , T-8 Ch 12 Pg. No.-86
23	Extracts or chapters	Extracts or chapters	T-3 Pg. No.123
24	Teaching or learning process schooling education	Teaching or learning process schooling education	T-2 Pg. No. 125-144,Pg. T-4 ,Pg. No. 73-74
25	The writing s selected should present a definite point of view	The writing s selected should present a definite point of view	T-3 Pg. No. 116
26	The writing selected should present a definite point of argument about some aspects	The writing selected should present a definite point of argument about some aspects	T-3 Pg. No 117-119
27	Some aspects of the above themes	Some aspects of the above themes	T-5 ,Pg. No. 75-76
28	Reading for discerning the theme and argument of the essay	Reading for discerning the theme and argument of the essay.	T-1 , Pg. No. 223
29	Analyzing the structure of the argument	Analyzing the structure of the argument	T-4 Ch-26 Pg. No.307-317
30	Identifying main ideas, understanding topic sentence of paragraphs	Identifying main ideas, understanding topic sentence of paragraphs.	T-6 Pg. No. 67-68
31	Supporting ideas and examples	Supporting ideas and examples,	www.google . com
32	Terms used as connectors and transitions	Terms used as connectors and transitions.	T-1 Pg. No. 148-149
33	Discussion of the theme	Discussion of the theme	www.google . com
34	Sharing responses and points of view	Sharing responses and points of view	www.google . com
35	Writing a response paper	Writing a response paper	R-1 Pg. No. 66-81
36	Presentation of selected papers	Presentation of selected papers	R-1 Pg. No. 68-69
37	Questions and answer session	Questions and answer session	R-1 Pg. No. 81
38	Writing based on text e.g. summary of a scene.	Writing based on text e.g. summary of a scene.	R-1 Pg. No. 80
39	Extrapolation of story	Extrapolation of story	www.google . Com
40	Situational conversation , dialogue	Situational conversation , dialogue	T-1,Pg. No. 154 - 156

Evaluation Scheme:

Student evaluation is based on the series of Tests (Any one will be open book Test) 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	21.09.2022	1-10	CB
Test 2	60 Minutes	17	19.10.2022	11- 20	CB
Test 3	60 Minutes	17	19.11.2022	21- 30	OB
Quizzes (2)	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	16.12.2022	1- 40	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.

Date: 02/08/2022

**Ms. SEEMA
Instructor-in-charge**

The ICFAI University, Raipur
Faculty of Education
First Semester, 2022 - 2023
Course Handout

Course No	Course Title	L	P	U
EDP115	Strengthening Language Proficiency(Hindi)	3	0	3

Instructor-in-charge: Ms. VARSHA RANI

Learning Outcomes:

1. विद्यार्थियों में भाषा कौशल का विकास करना ।
2. पत्र-पत्रिका लेखन कला का विकास करना
3. पुस्तकों के बारे में जानकारी देना , पुस्तकों के महत्व के बारे में जानकारी देना ।
4. अनुसन्धान विषय का चुनाव ,सन्दर्भ पुस्तकों के बारे में जानकारी देना ।

Text Book T1	BNB (Made Easy)	BNB Publication ,Bhopal
T2	Hindi Bhasha shikshan aur Praveenta	Shreemati Rajkumari Sharma/Radha Prakashan
T3	Hindi ka shikshan Shastra	Shrimati rajkumari sharma /Radha prakashan
R1	1. http://swww.uou.ac.in	
R2	1. http://swww.mpboardonline.com	

Lecture-wise plan:

Lecture No.	Learning objectives	Topic to be covered	Reference (chapter/sec./ Page Nos of Text/Ref. Books)
01-2	विद्यार्थियों में चिंतन का विकास करना	कथा और वर्णात्मक खतों के साथ कार्य करना	T1,CH-1,Pg..1-23
03-4	श्रवण कौशल का विकास करना	चयनित ग्रंथों में कल्पित कहानियां	T1,CH-131-34
05-6	भाषाई कौशल का विकास करना	नाटकीय घटनाएँ वर्णात्मक रचनाएँ	T1,CH-129-30,83-85
07	शब्द संरचना का विकास	वर्णात्मक रचनाएँ	T1,CH-1 31-44,124-126
08-9	कहानी शिक्षण का विकास करना	कामिक ट्रिप कहानियां	T1,CH-1
10	पठन कौशल का विकास करना	स्पष्टीकरण को समझने और खाते दृश्यमान करने के लिए पढ़ना, पात्रों और स्थितियों की चर्चा ,अपने ही जीवन अनुभव से सम्बन्धित घटना का वर्णन	T1,CH-169-72,86-103

11	पठन कौशल का विकास करना	स्पष्टीकरण को समझने और खाते दृश्यमान करने के लिए पढ़ना, पुनः विचार करना, पात्रों और स्थितियों की चर्चा	T1,CH-169-72
12	लेखन कौशल का विकास करना	पाठ के आधार पर लेखन- कहानी लेखन या लोकप्रिय लेखन	T1,CH-173-80,107-108
13	लेखन कौशल का विकास करना	वर्णात्मक लेखन के साथ कार्य करना -चयनित ग्रंथों में लेख ,जीवनी लेखन जो विभिन्न छात्र ,शिक्षकों से लिया गया है	T1,CH-173-80,107-124
14	लेखन कौशल का विकास करना	सरल नोट बनाना ,	T2,ch.4,Pg..99-130
15	लेखन कौशल का विकास करना	पाठ का सारांश , समीक्षा ,टिप्पणी लिखना	T2,ch.4,Pg..99-130
16	पत्र-पत्रिका लेखन कला का विकास करना	पत्रकारिता लेखन के साथ कार्य करना	T2,ch.4,Pg..99-130
17-18	पत्र-पत्रिका लेखन कला का विकास करना	चयनित ग्रंथों में समकालिक रूचि के गविष्यों पर समाचार पत्र या पत्रिका का लेखन	T2,ch.4,Pg..99-130. T1,ch.,Pg..171-180 ,185-196
19-20	स्केनिंग के बारे में जानकारी देना	लेख के प्रारंभिक पढ़ने पर जानकारी या सूचना निकलने के लिए विभिन्न आव्यूहों का उपयोग करना	T1,ch.,Pg..129-138
21-22	शब्द संरचना ,वाक्य संरचना का ज्ञान करना	लेख की संरचना का विश्लेषण करना , उपशीर्षक , मुख्य शब्द , विचारों की सम्बद्धता	T1,ch.,Pg..180-184
23-24	पठन कौशल का विकास करना	लेख की रूपरेखा तैयार करने के लिए आलोचनात्मक पठन	T1,ch.,Pg..180-184
25 -26	शोध आलेख तैयार करना	स्थानीय हित के विषयों से शोध व लेखन लेख (स्थानीय रूचि की पत्रिका में सम्पादित कराना)	T1,CH.Pg..205-210
27-28	पुस्तकों के बारे में जानकारी देना	विषयों से सम्बंधित सन्दर्भ पुस्तकोंके सयकर्म कसा	T3,Pg..59-68,R2
29-30	अनुसन्धान के विभिन्न प्रक्रियाओं एवं प्रस्तुतीकरण को सिखना	सन्दर्भ पुस्तकों से अनुसन्धान कार्य करना	T1,208-209, R2
31-32	अनुसन्धान के विभिन्न प्रक्रियाओं एवं प्रस्तुतीकरण को सिखना	अनुसन्धान विषय का चुनाव करना	R1 , T3,Pg..59-68,R2
३३-34	सम्बंधित साहित्य के बारे में जानकारी देना	सन्दर्भ पुस्तकों का पठन करना	T1,208-209
35 -36	लेखन कौशल का विकास करना	शैक्षिक लेखन के साथ कार्य करना	T1,ch.145-148. T2,ch-5,Pg..131-158
37-38	लेखन कौशल का विकास करना	शिक्षा शिक्षण या शिक्षा स्कूली, लोकप्रिय गया यालि से अधिगम अन्य कोई, निबंध लेखन शिक्षण लेखन से ग्रन्थ चयनित	T1,ch.145-148. T2,ch-5,Pg..131-158

* The course instructor might make minor changes in the session plan. In such case, the class will be informed in advance.

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	21/9/2022	1-10	CB
Test 2	50 Minutes	17	19/10/2022	11-20	CB
Test 3	50 Minutes	17	19/11/2022	21-38	OB
Quizzes (2)	20 Minutes each	5 each	19/11/2022	continuous	CB
Comprehensive Exam	3 Hours	40	16/12/2022	1-38	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: 02/08/2022

**Ms. VRSHA RANI
Instructor-in-charge**

The ICFAI University, Raipur

Faculty of Education
First Semester, 2022 - 2023
Course Handout

Course No	Course Title	L	P	U
EDP211	History and Development of Education in India	5	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 India

Text Book T	Text books Title	Author/Publication
T1	Bharat men shiksha vyavastha ka vikas	1. Dr.Saroj Agrawal & Pushpanjli 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://samanyagyandedu.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 Brahmanism education (a) Aims and Objectives (b) Subject of stud(c) Methods of teaching including teacher – Pupil relationship.(d) Evaluation	T1, Ch-01(A) Pg.No(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.No(41 - 51) T2, Ch.1 Pg..No
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 Ram Mohan 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.	Anglicism –Orientalist controversy – Macaulay’s Minute & Bentinck’s resolution	T1,Ch.2(A,B),Pg.No(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.No(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.No120-121)T2,Ch.2 Pg.No(49-60)
20	To give information about the Curzon Education policy	Qualitative development of Higher education).	T1,Ch.1(E),Pg.No(115-124)T2,Ch.2,Pg.No(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.No(163-168)T2,Ch.2 Pg.No(70-74)
22	To give information about the Basic Education	Basic Education or Wardha Scheme (concept & development)	T1,Ch.3(C),Pg.No(169-184)T2,Ch.2 Pg.No(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.No(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.No(176-191)

27-28	To give information about the University Education Commission	Brief outline of the recommendations made by different Education Commission-	T2,Ch.3Pg.No(89-96)
29-30	To give information about the Rural University	Aims of Higher education & Rural University	T1,Ch.6(h)Pg.No(533)T5,Ch26.Pg.No(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.No(221-241)T2,Ch4 Pg.No(97-107)
33	To give information about the Indian Education Commission	Indian Education Commission (1964-66)	T1,Ch4(C)Pg.No(242-279)T2 Ch.5Pg.No(108-125)
34	To give information about the National knowledge commission	National knowledge commission	T5Ch.9Pg.No(118-121-)T2,Ch.12Pg.No(240-250)
35	To give information about the National Policy on Education	National Policy on Education (1986).	T1,Ch.4(d),Pg.No(280-296)T2,Ch.10Pg.No(202-211)
36	To give information about the Universal Elementary Education	Programmed on Universal Elementary Education (DPEP & SSA	T1,Ch.6(A)Pg.No(375-412)T5,Ch.15Pg.No(155-161)
37	To give information about the Education of women	(4) Non-formal education and alternative schooling, Education of women)T2,Ch.23Pg.No(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.No(413-447,ch.6(E)465-512)T2 Ch.17Pg.No(310-328)T5,Ch.20(185-205)
39	Understanding the problems of environmental education	Problems in Indian Education; Environmental Education	T5,Ch.30Pg.No(295-314)
40	Understanding the problems of Vocational Education	Problems in Indian Education: Vocational Education	T1,Ch.6(C)Pg.No(428-447)
41	To know the Educational history of Shanti Niketan	Experiments in Indian Education ; About eminent Visavidhyalaya in India like- Shanti Niketan	T1Ch.6(H)Pg.No(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 (Lech. No.)	Remarks
Test 1	50 Minutes	16	06/09/2022	1-16	CB
Test 2	50 Minutes	17	17/10/2022	17-29	CB
Test 3	50 Minutes	17	17/11/2022	30-42	CB
Quizzes (2)	20 Minutes each	10	**	**	OB
Comprehensive Examination	3 Hours	40	12/12/2022	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.

Date: 02/08/2022

Dr. SHIV NARAYAN
Instructor-in-charge

The ICFAI University, Raipur
Faculty of Education
First Semester, 2022 - 2023
Course Handout

Course No	Course Title	L	P	U
EDP212	Economic & Political perspective of Education	5	0	3

Instructor-in-charge: Ms. KAVITA SHARMA

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.

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

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 Edu.	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:

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 (Lech. No)	Remarks
Test 1	60 Minutes	16	06/09/2022	1-15	CB
Test 2	60 Minutes	17	17/10/2022	16- 29	CB
Test 3	60 Minutes	17	17/11/2022	30- 42	OB
Quizzes (2)	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	13/12/2022	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.

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

Date: 02/08/2022

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

The ICFAI University, Raipur
Faculty of Education
First Semester, 2022 - 2023
Course Handout

Course No	Course Title	L	P	U
EDP213	Advanced Education Statistics (Elective - II)	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.

T1	Dr. Gaya Singh, “Methods of Educational Research”, R. Lall Publication ,
T2	Dr. R.A Sharma, “Fundamentals of Educational Research& Statistics”, R. Lall Publication ,
T3	Dr. R.A Sharma,“Advanced Statistics in Education and Psychology”, R. Lall Publication ,
T4	Dr.H.KKapil,“Elements of Statistics in social sciences”, Agrawal Publication ,
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 Scenes, 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

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 (Lech. No.)	Remarks
Test 1	60 Minutes	16	07/08/2022	1-19	CB
Test 2	60 Minutes	17	18/10/2022	20- 29	CB
Test 3	60 Minutes	17	18/11/2022	30- 42	OB
Quizzes (2)	20 Minutes each	10		**	CB
Comprehensive Exam	3 Hours	40	14/12/2022	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.

Date: 02/08/2022

Ms. ANITA PANDEY
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education
First Semester, 2022 - 2023
Course Handout

Course No	Course Title	L	P	U
EDP214	Education Administration (Elective - II)	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 administration with education.
2. To develop appreciation of the basic contents, principles of management & impact of education administration in India.
3. To understand aims of education in key policy & documents.
4. To understand democracy & education.

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	T2 Ch.1 Pg. No.1 -20
3	Concept of management	Characteristics of good Management. Management at different levels Elementary Higher, secondary Higher Education	T2 Ch.2 Pg.No.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	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 Pg.No.309-320

29	Methods 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. No.286-301
32	Meaning of Quality management	Quality management in education	T1 Ch.4 Pg.No.45-53
33	Importance of Quality education	Meaning and importance of Quality education in higher education	T1 Ch.4 Pg.No.48-53
33	Meaning of Accreditation	Concept and Parameters of Accreditation.	T1 Ch.6 Pg.No.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

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	07/09/2022	1-15	CB
Test 2	60 Minutes	17	18/10/2022	16- 29	CB
Test 3	60 Minutes	17	18/11/2022	30- 42	OB
Quizzes (2)	20 Minutes each	10	18/11/2022	**	CB
Comprehensive Exam	3 Hours	40	14/12/2022	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.

Date: 02/08/2022

Dr. DEEPIKA CHATTERJEE
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2022 - 2023

Course Handout

Course No	Course Title	L	P	U
EDP215	Gender Perspective in Education	5	0	3

Instructor-in-charge: Dr. AMENA BANOOR KHANANI

Text books 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 back Drop	Historical back Drop: 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	Programmers	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 (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
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 (Lech. No.)	Remarks
Test 1	60 Minutes	16	07/09/2022	1-15	CB
Test 2	60 Minutes	17	18/10/2022	16- 30	CB
Test 3	60 Minutes	17	18/11/2022	31- 42	OB
Quiz	20 Minutes	10	18/11/2022	---	CB
Comprehensive Exam	3 Hours	40	15/12/2022	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.

Date: 02/08/2022

Dr. AMENA BANOOR KHANANI
Instructor-in-charge