

---

# **Faculty of Education**

---

**Second Semester, 2021 – 22**  
**Course Handouts**

---

## Table of Contents

<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Page No.</b>
1	EDP121	Introduction to Research Methodology in Education	01-03
2	EDP122	Psychological Perspectives of Education	04-07
3	EDP123	Guidance and Counseling Part I	08-11
4	EDP124	Education for Differently Abled-I	12-16
5	EDP222	Guidance and Counseling Part-II	17-20
6	EDP223	Education for Differently Abled-II	21-24
7	EDU221	Curriculum Development	25-28
8	PDG211	Pedagogy of Mathematics - II	29-32
9	PDG216	Pedagogy of English - II	33-36

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

Course No	Course Title	L	P	U
EDP121	Introduction to Research Methodology in Education	5	0	3

**Instructor In-charge: Ms. VARSHA RANI**

**Learning Outcomes:**

After successful completion of the course student will be able to

1. Understand the concept of research and educational research
2. Understand the types and methods of educational research
3. Understand the role and use of statistics in educational research.
4. Review the educational research articles.

<b>Textbook (s)</b> T1	Method of Educational Research, Dr. Gaya Singh, dr. Anil Kumar/R.Lal book depo
T2	Fundamentals of Educational Research and statistics, Dr.R.A.Sharma /R.Lal book depo

**Lecture-wise plan:**

Lect Nos.	Learning objectives	Topics to be covered	Reference (Ch./Sec./ Page Nos. of Text Book)
01-02	To understand the concept of research and educational research	Concept of Educational Research: Meaning and nature, need and importance	T1, Ch. 1 Pg No.1-50
03-04	To understand the concept of research and educational research	Scope of educational research Scientific Inquiry :Theory Development- some emerging trends in research	T1, Ch. 1 Pg No.1-50
05-06	To understand the concept of research and educational research	Areas of educational research, different source of generating knowledge, Research Proposal	T1, Ch. 1 Pg No.1-50
07-08	To understand the types and methods of educational research	Types of Educational research :Fundamental research Applied, Action research	T1, Ch. 6, Pg No.213-220
09-10	To understand the types and methods of educational research	Methods of Educational Research: Qualitative Research- Ethno methodical, Quantitative Research	T1, Ch. 6, Pg No.208-201
11-12	To understand the steps involved in educational research	Research problems, Variables and Hypothesis, Population and Sampling	T1, Ch. 4, Pg No.102-128
13-14	To understand the steps involved	Review of related literature- purpose and need at different stages of	T1, Ch. 3,

	in educational research	research, sources of literature	Pg No.75-101
15-16	To understand the steps involved in educational research	Tools and Techniques of Educational Research- meaning and types of tools	T1,Ch.7, Pg No.282-362
17-18	To know qualities of a good data	Qualities of a good measuring tool and standardization procedure	T1,Ch.7, Pg No.282-362
19	To understand the use of different tools and techniques in educational research	Collection of Data, Methods of collection of data, Analysis and Interpretation of Data	T1,Ch.8, Pg No.363-372
20	To understand the use of different tools and techniques in educational research	Qualities of a good measuring tool and standardization procedure	T1,Ch.7, Pg No.282-362
21	To know the data analysis	Collection of Data Methods of collection of data.	T1,Ch.8, Pg No.363-372
22	To use the library, Internet services	Analysis and Interpretation of Data	T1,Ch.8, Pg No.363-372
23	To know the uses of NPC	NPC- Properties and uses, Skewness and Kurtosis	T1,Ch.9, Pg No.373-613
24	To know Significance To understand the role and use of statistics in educational research	Descriptive Statistics – Significance and uses of: Measures of Central tendency – Mean, Median, Mode	T1,Ch.9, Pg No.373-613
25	To know Statistics	Measures of variability – Range, Q.D. , S.D. Correlation – Concepts, types and uses;	T1,Ch.9, Pg No.373-613
26-27	To know Correlation	assumption and uses of rank difference ,computationof rank difference correlation and Product Moment Method,	T1,Ch.9, Pg No.373-613
28	To know percentile Use computers for data analysis.	Measures of relative positions: Quartile, Deciles, Percentile and percentile rank, standardscores and T scores.	T1,Ch.12 Pg No.646-656
29	To know correlation	Correlation – Concepts, types and uses; assumption and uses of rank difference ,computationof rank difference correlation and Product Moment Method,	T1,Ch.9, Pg No.373-613
30	To know correlation	Concepts- Bi-serial, point bi-serial- partial and multiple correlation and phi-coefficient., Regression equation and predictions	T1,Ch.9, PgNo.520-522 T2,Ch.35, Pg No.694-715
31	To know sampling	Inferential Methods: Concept of parameter, statistic, sampling distribution, sampling error, and standard error	T1,Ch.9, Pg No.373-613
32	To know Levels of significance	Levels of significance, confidence, limits and intervals, degrees of freedom	T1,Ch.9, Pg No.373-613
33-34	To know the statistics	types of error- Types I, Type II; Tests	T1,Ch.9,

		of significance of mean and of difference between means (both large and small samples) one and two tailed tests.	Pg No.373-613
35-36	To know the statistics	types of error- Types I, Type II; Tests of significance of mean and of difference between means (both large and small samples) one and two tailed tests.	T1,Ch.9, Pg No.373-613
37-38	To know the statistics Use computers for data analysis.	Parametric and non-parametric Statistics: uses and computation of Chi-square test and Contingency coefficient. Educational Research Report Writing	T1,Ch.9, Pg No.373-613 T2,Ch.27, Pg No.507 -540 T1,Ch.25, Pg No. 477 -495
39-40	To use the library, Internet services other sources of knowledge for educational research	Format, Style, content and chapterisation	T1Ch.6(H) Pg No.527-529
41-42	To use the library, Internet services other sources of knowledge for educational research	Bibliography, Appendices, Characteristics of a good research report.	T1,Ch.13, Pg No.657-671

\* 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 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	50 Minutes	16	21.03.2022	1-10	CB
Test 2	50 Minutes	17	25.04.2022	11-20	CB
Test 3	50 Minutes	17	16.05.2022	21-40	CB
Quizzes (2)	20 Minutes each	5 each		continuous	CB
Comprehensive Examination	3 Hrs	40	06.06.2022	1-40	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 10/03/2022

Ms. VARSHA RANI  
Instructor-In-charge

# The ICFAI University, Raipur

Faculty of Education  
Second Semester, 2021 – 2022  
Course Handout

Course No	Course Title	L	P	U
EDP 122	Psychological Perspectives of Education	5	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 Psychological basis of Education
2. To understand the Cognitive, Affective and Psychomotor development of adolescents and youth.
3. To develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of personality.
4. To understand the Changing Concept of Intelligence and its application.
5. To understand the theories of Learning and their Utility in the Teaching Learning Process
6. To understand the Concept and Process of teaching

<b>Textbook (s) T1</b>	Pro. R.N Manav, "Psychological Perspectives of Education", R. Lall Publication
<b>T2</b>	P.D Pathak , "Educational Psychology ", Agrawal Publication
<b>T3</b>	Dr.Mahesh Bhargava , "Modern Psychological testing & Measurement ", H.P.Bhargava Book House

### Lecture wise plan

Lect Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
1.	Introduction To Psychological Education	Introduction To Psychological Basis Of Education	T-1 Ch-2 pg. No 9-21
2.	Psychology As Scientific Study	Psychology As Scientific Study, Its Concerns-Mind, Consciousness, Behavior, And Experience	<a href="https://en.m.wikipedia.org">https://en.m.wikipedia.org</a>
3.	Methods Of Study In Psychology	Methods Of Study In Psychology- Introspection/Self-Reporting- Observation, Survey, Case/Study ,Interview ,Testing ,Experimental	T-1 Ch-3 pg. No 22-44
4.	Major Schools Of Psychology	Major Schools Of Psychology- Structuralism, Associations Behaviorism, Gestalt, Psycho-Analytic	T-1 Ch-4 pg. No 45-53

		, Humanistic and Cognitive	
5.	Contribution of these Schools to Education	Contribution of these schools to Education	T-1 Ch-4 pg. No 53-65
6.	Concept of Development	Development–Concept, Stages , Dimensions	T-1 Ch-5 pg. No 66-75
7.	Factors Influencing Development	Factors Influencing Development – Genetic, Biological Environmental And Physical.	T-2 Ch-11 pg. No 113-122
8.	Theories of Development	Theories Of Development Piaget’s Cognitive Development	<a href="https://en.m.wikipedia.org">https://en.m.wikipedia.org</a>
9.	Theories of Freud’s Psycho-Sexual Development	Freud’s Psycho-Sexual Development	T-1 Ch-8 pg. No 112-114 <a href="https://en.m.wikipedia.org">https://en.m.wikipedia.org</a>
10.	Theories of Erikson’s Psycho-Social Development	Erikson’s Psycho-Social Development	T-1 Ch-8 pg. No 109-112 <a href="https://en.m.wikipedia.org">https://en.m.wikipedia.org</a>
11.	Theories of Kohlberg’s Moral Development	Kohlberg’s Moral Development	T-1 Ch-9 pg. No 115-124
12.	Language Development With Reference to Syntax and Structure	Language Development With Reference To Syntax And Structure	T-1 Ch-11 pg. No 130-138
13.	Theories Of Social Development	Social Development– Erisco’s Psycho-Socio Test	<a href="https://en.m.wikipedia.org">https://en.m.wikipedia.org</a>
14.	Theories Of Moral Development	Moral Development-Theories Piaget And Kolhers	<a href="https://en.m.wikipedia.org">https://en.m.wikipedia.org</a>
15.	Concept Of Personality	Concept Of Personality	T-2 Ch-50 pg. No 463-473
16.	Theories Of Personality	Theories Of Personality	T-1 Ch-21 pg. No 396- 433
17.	Measurement Of Personality	Measurement Of Personality	T-1 Ch-22 pg. No 434- 447 T-3 Ch-29 pg. No 440--458
18.	Concept Of Intelligence	Concept Of Intelligence	T-2 Ch-44 pg. No 415- 421
19.	Theories Of Intelligence	Nature And Theories Of Intelligence	T-1 Ch-18 pg. No 281- 312
20.	Measurement Of Intelligence	Measurement Of Intelligence – Verbal, Non-Verbal Performance	T-1 Ch-18 pg. No 313- 326 T-3 Ch-19 pg. No 289-300
21.	Test Of Intelligence	Individual And Group Test Of Intelligence Developed In India	T-1 Ch-18 pg. No 326- 334 T-2 Ch-45 pg. No 423- 432

22.	Concept Of Creativity	Concept Of Creativity	T-2 Ch-61 pg. No 594 - 602 T-3 Ch-20 pg..No 323-332
23.	Factors And Process Of Creativity	Factors And Process, Techniques For Development Of Creativity	T-1 Ch-20 pg. No 364- 373
24.	Techniques For Development Of Creativity	Techniques For Development Of Creativity Brain-Storming, Synectics, Attribute–Listing.	T-1 Ch-20 pg. No 374- 389
25.	Concept Of Learning	Concept Of Learning	T-2 Ch-22 pg. No 195- 207
26.	Theories Of Learning	Theories Of Learning	T-1 Ch-13 pg. No 153- 164
27.	Operant Conditioning Theory	Operant Conditioning (Skinner)	T-1 Ch-13 pg. No 164-170
28.	Conditions Of Learning Theory	Conditions Of Learning (Gagne)	T-1 Ch-14 pg. No 234-237 <a href="https://en.m.wikipeda.org">https://en.m.wikipeda.org</a>
29.	Information Processing Theory	Information Processing (Donald Norman)	T-1 Ch-13 pg. No 199- 202 <a href="https://en.m.wikiped.org">https://en.m.wikiped.org</a>
30.	Mastery Learning Theory	Mastery Learning(Bloom)	T-1 Ch-13 pg. No 221- 224 <a href="https://en.m.wikiped .org">https://en.m.wikiped .org</a>
31.	Hull’s Reinforcement Theory	Hull’s Reinforcement Theory	T-1 Ch-13 pg. No 170- 176 <a href="https://en.m.wikiped .org">https://en.m.wikiped .org</a>
32.	Toleman’s Theory Of Learning	Toleman’s Theory Of Learning	T-1 Ch-13 pg. No 179- 187 <a href="https://en.m.wikiped .org">https://en.m.wikiped .org</a>
33.	Levin’s Field Theory	Levin’s Field Theory	T-1 Ch-13 pg. No 187- 191 <a href="https://en.m.wikiped .org">https://en.m.wikiped .org</a>
34.	Constructivism & Learning Theory	Constructivism & Learning	T-1 Ch-13 pg. No 212- 217 <a href="https://en.m.wikiped .org">https://en.m.wikiped .org</a>
35.	Brain Base Learning Theory	Brain Base Learning	T-1 Ch-13 pg. No 208- 211 <a href="https://en.m.wikiped .org">https://en.m.wikiped .org</a>
36.	Concept Of Educational Implications Of Theories Of Learning	Educational Implications Of Theories Of Learning	<a href="https://en.m.wikiped .org">https://en.m.wikiped .org</a>
37.	Factors Influencing Learning	.Factors Influencing Learning	T-1 Ch-14 pg. No 237- 245
38.	Concept Of Models Of Teaching	Models Of Teaching–Concept And 4families Of Models	T-1 Ch-16 pg. No 253- 257 <a href="https://www.ipl.org">https://www.ipl.org</a>
39.	Educational Implications Of Researcher In The Following Areas In Teaching	Educational Implications Of Researcher In The Following Areas In Teaching: Teacher’s Thought Processes	<a href="https://en.m.wikiped .org">https://en.m.wikiped .org</a>



40.	Concept Of Teaching Of Learning Strategies	Student's Thought Processes Teaching Of Learning Strategies	<a href="https://en.m.wikiped.org">https://en.m.wikiped.org</a>
41.	Concept Of Teacher Behavior And Student Achievement	Teacher Behavior And Student Achievement Teaching Functions	<a href="https://en.m.wikiped.org">https://en.m.wikiped.org</a>
42.	Concept Of Classroom Organization And Management	Classroom Organization And Management	<a href="https://en.m.wikiped.org">https://en.m.wikiped.org</a>

**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	01.04.2022	1-14	CB
Test 2	60 Minutes	17	05.05.2022	15- 28	CB
Test 3	60 Minutes	17	27.05.2022	29- 42	CB
Quizzes (2)	20 Minutes each	10		**	CB
Comprehensive Exam	3 Hours	40	12.06.2022	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.

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

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

Course No	Course Title	L	P	U
EDP123	Guidance and Counseling Part I	5	0	3

**Instructor in charge: Dr.DEEPIKA CHATTERJEE**

**Learning Outcome –**

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

1. To develop understanding of the interrelationship between Guidance and counseling.
2. To develop appreciation of the basic contents, principles, and developments of Guidance and counseling.

<b>Textbook T1</b>	Fundamental of guidance and counselling ,Dr. R.A.Sharma ,Dr.Shikha Chaturvedi ,Surya R..Lal book depot.
<b>T2</b>	Shaikhhiknirdeshanevamparamarsh ,Mahaveer Prasad Gupta and Mamta Gupta
<b>T3</b>	Guidance and counseling ,S.N.Sharma and M.K. Solanki .
<b>Reference book(s) R1</b>	Shiksha ka siddhant ,N.R.swaroop Saxena ,R.Lal Book Depot .
<b>R2</b>	Aadunik bhartiya shiksha ,professor suresh Bhatnagar , R.Lal Book Depot
<b>R3</b>	Shikshaaurbhartiya samaj,Dr.D.L.Sharma , R.Lal Book Depot

**Lecture-wise plan:**

Lect Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
1-2	To understand the concept of Guidance and counseling	<b>Guidance and counseling: concept, nature</b>	T1Ch.1 PgNo.1 -19
3	To understand the need of Guidance and counseling	Guidance and counseling :need ,scope and purpose ,	T1Ch.2PgNo.20-43
4-5	To get the knowledge of education issues	Relationship with education issues and problems.	T2Ch.4Pg No.51-54
6-7	Types of guidance	Role of a teacher, Basic types of guidance and the underlying Principles.	T1Ch.3Pg No.44-60
8	Concept of guidance	Nature, scope and purpose of Guidance.	T1Ch.2Pg 20-30

9	Concept of counseling	Basic approaches of counseling and their underlying assumptions.	T1Ch.28Pg No.547--567
11	To understand the principles of guidance.	Basic assumptions and Principles .curricular choice and it's implications for career guidance.	T3Ch.3Pg No.24--37
12	Importance of Guidance and curriculum.	Guidance and curriculum and the class room learning	T2Ch.1Pg No.1--33
12-13	To understand the principles of Vocational guidance.	Vocational guidance: Nature, scope and purpose of Vocational Guidance.	T1Ch.14 PgNo.274--302
14	To understand the principles of Vocational guidance.	Basic principles of Vocational guidance	T1Ch.14Pg No.282--302
14-15	Scope of Vocational Guidance	Vocational choice as a development process.	T1Ch.17Pg No. 342--366
16-17	Significance of Vocational Guidance	Nature of work and job analysis dissemination of occupational information	T3Ch.23Pg No.279--298
18	Significance of career development	Vocationalisation of secondary education and career development	T1Ch.20Pg No.412--422
19	To understand the problems of school stage students.	Personal Guidance: basic assumptions, types of behavioral problems of school stage students.	T1 Ch.24 PgNo.465--479
20	Methods and strategies of personal guidance.	Methods and strategies of personal guidance.	T2Ch.2Pg No.34-44
21	To understand the concept of Group Guidance	Group Guidance :concept, nature	T1Ch5Pg No.73--87
22	To understand the need of Group Guidance	Group Guidance : need ,scope and purpose	T1Ch.5Pg No.88-97
23	Basic concept of Group Guidance	Basic assumptions of group guidance and individual guidance	T1 Ch.24 Pg No465--479
24	To understand the Techniques of Group Guidance	Techniques of group guidance.	T3 Ch.9 Pg No.90-95
25	Basic concept of counseling	counseling : concept, nature	T1 Ch.28 PgNo.547-549
26	To understand the need of counseling	counseling : need ,scope and purpose	T1Ch.28Pg No.551-553
27	To understand the meaning and definitions of counseling	counseling : meaning and definitions	T1Ch.28 PgNo.547-567

28	To understand the Characteristics , Principles of : counseling	counseling :Characteristics ,Principles	T1Ch.28Pg No.547-554
29	To understand the Characteristics, Principles of : counseling and process of guidance.	process of guidance	T1 Ch.28 Pg No.547-567
30	To understand the types and ,Principles of : counseling	Process and types of counseling	T1 Ch.28 PgNo.557-565
31	To give proper information of counseling theories.	counseling theories	T3Ch.20 PgNo.218-253
32	Concept of Guidance and counseling in groups	Guidance and Counseling in groups	T3 Ch.24PgNo.— 299-314
33	To understand the Nature and , Aims of : counseling	Nature ,aim ,of counseling	T2 Ch.19PgNo207-217
34	To understand the Principles and Procedures of : counseling	Principles and procedures of counseling	T2Ch.20 Pg.No.218-253
35	To understand the concept of counseling	Counseling v/s Individual counseling. counseling v/s Individual counseling .meaning ,Definitions	T1Ch.24- Pg.No.465-479 T1Ch-24 Pg.No.465-479
36	To understand the Importance of Individual counseling. Significance of counseling.	counseling v/s Individual counseling .importance , Significance of counseling	T1Ch-24 Pg.No.465-479 T2Ch.7 Pg.No.70-106
37	Try to explain the types of <b>counseling to the students.</b>	<b>Types of counseling</b> Importance of guidance and counseling in groups.	T2Ch.7 Pg.No.70-104 T3Ch.24Pg.No.299-314
38	How to do counseling	Counseling for adjustment.	T3Ch.24Pg.No.299-314
39	To give all the information to the students which are related to group guidance?	Types of group activities their merits and demerits.	T1Ch.33 Pg No.656-672
40	Current problems in guidance	Current Trends and demands in Guidance	T1 Ch.34 Pg.No.673-691
41	Problems and solutions of education issues.	Relationship with education issues and problems.	T2 Ch.4Pg.No.51-54
42	Types of guidance	Role of a teacher, Basic types of guidance and the underlying Principles.	T2Ch.1 Pg.No.1-33

**Evaluation Scheme:**

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

<b>Evaluation Component</b>	<b>Duration</b>	<b>Weightage</b>	<b>Date</b>	<b>Syllabus (Lec.No.)</b>	<b>Remarks</b>
Test 1	60 Minutes	16	02.04.2022	1-15	CB
Test 2	60 Minutes	17	06.05.2022	16- 30	CB
Test 3	60 Minutes	17	28.05.2022	31- 42	CB
Quizzes (2)	20 Minutes each	10		**	CB
Comprehensive Exam	3 Hours	40	12.06.2022	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.

**Dr.DEEPIKA CHATTERJEE**  
**Instructor-In-charge**

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

Course No	Course Title	L	P	U
EDP124	Education For Differently Abled-I	5	0	3

**Instructor In-charge: Ms.KAVITA SHARMA**

**Learning Outcomes:**

After successful completion of the course student will be able to

1. Enable the learner to understand the concept of inclusive, integrated and special education need of special education and its practices.
2. Understand the various suggestions of recent commission of education for the differently abled for realizing the concept of universities of education.
3. Enable the learner with the new trends in education for the differently abled with respect to the curriculum.
4. Enable the learner to identify the specific needs characteristics
5. Enable the learner with the educational programmers equipment and aids for the differently abled.

<b>Textbook (s)</b> T1	Anuradha Sharma “ inclusive education”, Agrawal Publications Edition, 2018/19
T2	Prof.S.R.Mittal “ Special Education”, Edition,2008
T3	R.A.Sharma “Education of Exceptional Children” Radha Publication
	<a href="https://www.unicef.org">https://www.unicef.org</a>
	<a href="https://www.education.vic.gov.au">https://www.education.vic.gov.au</a>

**Lecture-wise plan:**

Lect Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
1	Meaning and definition of inclusive	Meaning and definition of inclusive history and era of inclusive education	T1 ch-1 pg.no.1-4
2	The period of special education	The period of special education	T1 ch - pg.no.6-10

3	Special and inclusive education in indian perspective	Special and inclusive education in indian perspective	T1 ch –pg.no.10- 14
4	Integrated education	Meaning definition & concept of integrated education	T1 ch –pg. no. 32-33
5	Characteristics of integrated education	Characteristics of integrated education	T1 ch –pg. no.33-34
6	Special education	Meaning definition & concept of integrated education special education	T1 ch–pg. no.28-29
7	Concept of mainstreaming from segregated integrated to inclusive.	Concept of mainstreaming from segregated integrated to inclusive.	T1 ch –pg. no.30-32
8	Different between inclusive education integrated education special education	Different between inclusive education integrated education special education	T1 ch –pg. no.42-43
9	Meaning of disabled	Introduction to education for the disabled	T1 ch –pg. no.180-182
10	Meaning definition characteristics of disabled	Meaning definition characteristics of disabled	T1 ch –pg. no.181-182
11	Assumptions and scope of disabled	Assumptions and scope of disabled Meaning definition characteristics handicap , impairment and disabled	T1 ch –pg. no.189-204
12	Historical perspectives of special education.	Historical perspectives of special education.	T1 ch –pg. no.5-7
13	Special education in india constitutional provisions government policies and legislations	Special education in india constitutional provisions government policies and legislations	T1 ch –pg. no.100-136
14	Recommendations of various committees and commissions- NPE(1986), POA (1992),	Recommendations of various committees and commissions- npe(1986), poa (1992),	T1 ch–pg. no.117-132
15	PWD(person’s with disability) act (1995)	PWD(person’s with disability) act (1995)	T1 ch –pg. no.100-112
16	National institutes for the handicapped and the role of rehabilitation council of india.	National institutes for the handicapped and the role of rehabilitation council of india.	T1 ch –pg. no.114-116
17	Differently abled	Current issues in education for the differently abled	T1 ch –pg. no.188-189
18	Meaning of educational	Meaning of educational intervention	T1 ch.

	intervention cross disability approach	cross disability approach	
19	Nature and objectives of objectives of schools and support services for differently abled	Nature and objectives of objectives of schools and support services for differently abled	T1 ch.
20	Support services for differently abled	Support services for differently abled	T1 ch –pg. no.336-340
21	Role of family and counselor	Role of family and counselor	T1 ch –pg. no. 340-346
22	Peer member and the community in educating the child	Peer member and the community in educating the child	T1 ch –pg. no.305-307
23	Types of special children	Types of special children with exceptional abilities	T1 ch
24	Meaning definition on creative and gifted child	Meaning definition on creative and gifted child	T1 ch –pg. no.210-212
25	With deficiency and handicaps	With deficiency and handicaps	T1 ch
26	Mentally retarded	Mentally retarded	T1 ch –pg. no.216-220
27	Sensory and physically disabled	Sensory and physically disabled	T1 ch –pg. no. 187-205
28	Meaning and definition of learning disabilities	Meaning and definition of learning disabilities	T1 ch –pg. no. 229-232
29	Slow learners under achievers and other types of learning disabled	Slow learners under achievers and other types of learning disabled	T1 ch –pg. no.23
30	Social and emotional problem - truant, delinquents , drug addicts.	Social and emotional problem - truant, delinquents , drug addicts.	T1 ch –pg. no240-244.
31	Easy identification and educational programmers and their placement.	Easy identification and educational programmers and their placement.	T1 ch –pg. no.
32	Children with exceptional abilities	Children with exceptional abilities	T1 ch –pg. no.181-183
33	Types- gifted and creative meaning characteristics and identification of each type	Types- gifted and creative meaning characteristics and identification of each type	T1 ch –pg. no.207-211



34	Measurement of creativity and fostering activities and programmers for creativity	Measurement of creativity and fostering activities and programmers for creativity	T1 ch –pg. no.212-216
35	Psychology of teaching and learning in respect to the gifted and the creative.	Psychology of teaching and learning in respect to the gifted and the creative.	T1 ch–pg. no.
36	Curriculum pedagogy Making learning meaningful by developing strategies and content curriculum	Curriculum pedagogy Making learning meaningful by developing strategies and content curriculum	T1 ch –pg. no.301-320
37	Evaluation and placement for each type	Evaluation and placement for each type	T1 ch –pg. no.332-334
38	Problem children	Meaning and concept problem children	T1 ch –pg. no.235-238
39	Characteristics and meaning of truants delinquents, durg addicts and other types of problem children.	Characteristics and meaning of truants delinquents, durg addicts and other types of problem children.	T1 ch –pg. no.239-242
40	Etiology and prevention preventive measures and educational programmers.	Etiology and prevention preventive measures and educational programmers.	T1 ch –pg. no. 138-150
41	Placement of delinquents children	Placement of delinquents	T1 ch –pg. no.241-245
42	Types of drugs addicts and others types.	Types of drugs addicts and others types.	T1 ch –pg. no.

**Evaluation Scheme:**

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

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	60 Minutes	16	02.04.2022	CB
Test 2	60 Minutes	60 Minutes	17	06.05.2022	CB
Test 3	60 Minutes	60 Minutes	17	28.05.2022	CB
Quizzes (2)	20 Minutes each	20 Minutes each	10		CB
Comprehensive Exam	3 Hours	3 Hours	40	16.06.2022	CB

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

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

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

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

Course No	Course Title	L	P	U
EDP222	Guidance and Counseling Part-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 Guidance and counseling.
2. To develop appreciation of the basic contents, principles, and developments of Guidance and counseling.
3. To develop the understanding of basic theories, importance of Guidance and counseling

<b>Textbook (s)</b> <b>T1</b>	Fundamental of Guidance and counseling, Dr. R.A.Sharma ,Dr.Shikha Chaturvedi, Surya R..Lal book depot.
<b>T2</b>	Shaikchhiknirdeshanevamparamarsh ,Mahaveer Prasad Gupta and Mamta Gupta
<b>T3</b>	Guidance and counseling, S.N.Sharma and M.K. Solanki .
<b>Reference book (s)</b> <b>R1</b>	Shikshakasiddhant ,N.R.swaroopSaxena ,R.Lal Book Depot .
<b>R2</b>	Aadunikbhartiyshiksha ,Professor Suresh Bhatnagar , R.Lal Book Depot
<b>R3</b>	Shikshaaurbhartiyasamaj,Dr.D.L.Sharma , R.Lal Book Depot

**Lecture-wise Plan**

Lecture Nos	Learning Objective	Topics to be covered	Reference
1-2	To understand the bases of Guidance	Bases of Guidance: Philosophical, Sociological, Pedagogical, psychological	T1Ch.1 PgNo.1 -19
3	To understand the basic assumptions of Guidance	Concept of Guidance: Meaning, basic assumptions: Need of Guidance.	T1Ch.2 PgNo.20-43
4-5	To get the knowledge of education issues	Influence of family and community on guidance.	T2Ch.4 Pg No.51-54
6-7	To understand the role of teacher	Role of a teacher, Basic types of guidance and the underlying Principles.	T1Ch.3 Pg No.44-60

8	To understand the functions of guidance.	Functions and purpose of Guidance.	T1Ch.2 Pg 20-43
9	Try to explain the types of guidance to the students.	Types of Guidance.	T1Ch.3 Pg No.44--60
10	To understand the Guidance area in different levels.	Major Guidance areas –personal, educational, career, social, health,	T1Ch.24 Pg No.465--479
11	To understand the Guidance area in different levels.	Marital ,moral ,adjective guidance :	T1Ch.24 Pg No.465--479
12	To understand the concept of problematic students.	Identification of mala adjusted children and the principles of dealing with them.	T1Ch.9 Pg No.166--199
12-13	To understand the concept of problematic students.	Guidance of children, with problems and special needs.	T2Ch.17 PgNo.315—329
14	To understand the concept of gifted child.	Gifted and creative children.	T3Ch12 Pg No115-128
14-15	Role of teacher in guidance	Role of the teacher in helping such children.	T3Ch.7 Pg No. 66-76
16-17	Significance of group Guidance	Group Guidance: concept and techniques of group guidance	T3Ch.9 Pg No.90-95
18	Identification of mala adjusted children and the principles of dealing with them.	Principles of mental hygiene and their implications of effective adjustment	T3Ch.27 Pg No.348-360
19	To understand the problems of school stage students .	Mental health and development of integrated personality.	T1 Ch.27 PgNo.524-546
20	To understand the concept of guidance service .	Guidance service :Individual inventory and information counseling ,	T1Ch.7 Pg No.122-143
21-22	To understand the objectives of Group Guidance	Group Guidance services, :concept, nature placement service	T1Ch24 Pg No.465-479
23-24	To understand the need of Group Guidance	Group Guidance : need ,scope and purpose ,guidance of children with special needs	T1Ch.5 Pg No.88-97
25	Basic concept of Group Guidance	Basic assumptions of group guidance and individual guidance, role of teacher.	T1 Ch.24 Pg No465--479
26	To understand the Techniques of Group Guidance	Techniques of group guidance .follow –up services.	T2 Ch.20 Pg No.342--348
27-28	Basic concept of Guidance Program	Organization of a Guidance Program and its Principles –at elementary, secondary college and university levels.	T1 Ch.33 PgNo.656-672
29	Evaluation of guidance program	Evaluation of guidance program	T3Ch.15 Pg No.158-173

29	To understand the meaning and definitions of self-appraisal	Guidance and Appraisal of the individual :	T1Ch.24 PgNo.465--479
30	To understand the Characteristics, Principles of Appraisal in guidance.	Meaning, need, purpose and place of Appraisal in guidance.	T1Ch.24 Pg No.470--479
31	To understand the Characteristics, Principles of: appraisal guidance.	nature	T1 Ch.26 Pg No.498--523
32	To understand the technique and ,Principles of : Appraisal	Techniques of Appraisal :testing techniques --	T2 Ch.16 PgNo.284--314
33	To give proper information of different types of tests.	Tests—(intelligence ,Aptitude ,knowledge and achievement )	T2Ch.11 PgNo.162--179
33	<b>Concept of Personality</b>	<b>Interest test and Personality measure.</b>	T2 Ch.9 PgNo.—130-142
34	To understand the Nature and ,Aims of : non-teaching techniques	Non –teaching techniques –Rating, scales	T1 Ch.25 PgNo480-497
34	To understand the concept of Questionairs	Questionnaires	T1Ch.27 Pg.No.524-546
35	To understand the concept of different types of tools.	Inventories, record and sociometric tools.	T1Ch.25- Pg.No.480-497
36	To give proper information of job analysis .	Job analysis	T1Ch-14 Pg.No.274--302
36	To give brief introduction of job analysis.	Meaning and objectives of job analysis.	T1Ch.15 Pg.No.303-319
37	Try to explain the term.	<b>Outline for job study</b>	T1Ch.16 Pg.No.320--341
37	To understand the topic job profile.	Job profiles	T1Ch.17 Pg.No.342-366
38	Concept of job profile .	Meaning and importance of job profile	T2Ch.3 Pg.No.45-50
38-39	To give all the information to the students which are related to job profile .	Significance of job profile.	T2Ch.4 Pg No.51-54

40	Mental hygiene .	Principles of mental hygiene and their implications of effective adjustment	T2 Ch.17 Pg.No.315-329
41	Problems and solutions of education issues.	Role of a teacher, Basic types of guidance and the underlying Principles.	T3Ch.7 Pg No. 66-76
42	Types and Principles of guidance	Identification of mala adjusted children and the principles of dealing with them.	T1Ch.9 Pg No.166--199

**Evaluation Scheme:**

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

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	17	23/02/22	1-15	CB
Test 2	60 Minutes	17	21/03/22	16- 30	CB
Test 3	60 Minutes	16	25/04/22	31- 42	CB
Quiz	Throughout the Semester	10		---	CB
Comprehensive Exam	3 Hours	40	17/05/22	1- 42	CB

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

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

**Dr.DEEPIKA CHATTERJEE**  
**Instructor-In-charge**

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

Course No	Course Title	L	P	U
EDP223	Education For Differently Abled-II	5	0	3

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

**Learning Outcomes:**

After successful completion of the course student will be able to

1. Enable the learner to understand the concept of inclusive, integrated and special education need of special education and its practices.
2. Understand the various suggestions of recent commission of education for the differently abled for realizing the concept of universation of education.
3. Enable the learner with the new trends in education for the differently abled with respect to the curriculum.
4. Enable the learner to identify the specific needs characteristics
5. Enable the learner with the educational programmers equipment and aids for the differently abled.

<b>Textbook (s)</b> T1	Anuradha Sharma “ inclusive education” , Agrawal Publications Edition, 2018/19
T2	Prof.S.R.Mittal “ Special Education”, Edition,2008
T3	R.A.Sharma “Education of Exceptional Children” Radha Publication
	<a href="https://www.unicef.org">https://www.unicef.org</a>
	<a href="https://www.education.vic.gov.au">https://www.education.vic.gov.au</a>

**Lecture-wise Plan**

Lecture Nos	Learning Objective	Topics to be covered	Reference
1	Meaning And Definition Of Inclusive	Children with physical disabilities	T1 Ch-1 pg.No.1-4
2	Basis of classification physiological, social, and mental	Basis of classification physiological, social, and mental	T1 Ch-1 pg.No.1-4
3	Characteristics and etiology of each type and difference between them	Characteristics and etiology of each type and difference between them	T1 Ch-1 pg.No.1-4
4	Education of visually impaired	Meaning & definition of Education visually impaired	T2 Ch-4 pg.No.61-62
5	Concept types and Characteristics of (degree)	Concept types and Characteristics of (degree)	T2 Ch-4 pg.No.62-63

	impairment	impairment	
6	Etiology and prevention of impairment children	Etiology and prevention of impairment children	T2 Ch-4 pg.No.64-66
7	Psychology of teaching and learning in relation to the disability and their specific needs	Psychology of teaching and learning in relation to the disability and their specific needs	T2Ch-4 pg.No.68-69
8	Curriculum pedagogy evaluation and placement impairment children	Curriculum pedagogy evaluation and placement impairment children	T2 Ch-4 pg.No.69-75
9	Role of national institute for the visually impaired	Role of national institute for the visually impaired	T2 Ch-13 pg.No.270-272
10	Education for the hearing impaired	Concept meaning and Characteristics of hearing impaired	T1 Ch-1 pg.No.1-4 T2 Ch-5 pg.No.81-82
11	Etiology and prevention of hearing impaired	Etiology and prevention of hearing impaired	T2 Ch-5 pg.No.82-83,99
12	Psychology of teaching and learning in relation to the disability and their specific needs	Psychology of teaching and learning in relation to the disability and their specific needs	T2Ch-5 pg.No.84-86
13	Curriculum pedagogy evaluation and placement of hearing impaired	Curriculum pedagogy evaluation and placement of hearing impaired	T2 Ch-5 pg.No. 94-96
14	Role of national institute for the hearing impaired	Role of national institute for the hearing impaired	T2 Ch-13 pg.No.270-272
15	Education for the orthopedically handicapped	Education for the orthopedically handicapped	T1 Ch-1 pg.No.1-4 T2 Ch-6 pg.No.107-107
16	Concept & Characteristics orthopedically handicapped	Concept & Characteristics orthopedically handicapped	T1 Ch-1 pg.No.1-4 T2 Ch-6 pg.No.108-109
17	Identification and causes of orthopedically handicapped	Identification and causes of orthopedically handicapped	T1 Ch-1 pg.No.1-4 T2 Ch-6 pg.No.109-110
18	Types of orthopedically handicapped	Types of orthopedically handicapped	T1 Ch-1 pg.No.1-4 T2 Ch-1 pg.No.112-116
19	Etiology and prevention of orthopedically handicapped	Etiology and prevention of orthopedically handicapped	T1 Ch-1 pg.No.1-4 T2 Ch-6 pg.No.123-124
20	Psychology of teaching and learning in relation to the disability and their	Psychology of teaching and learning in relation to the disability and their specific needs	T1 Ch-1 pg.No.1-4 T2 Ch-6 pg.No.124-126
21	Curriculum pedagogy evaluation and placement orthopedically handicapped	Curriculum pedagogy evaluation and placement orthopedically handicapped	T1 Ch-1 pg.No.1-4
22	Role of national institute for the orthopedically handicapped	Role of national institute for the orthopedically handicapped	T1 Ch-1 pg.No.1-4 T2 Ch-13 pg.No.270-271
23	Education for mentally retarded	Education for mentally retarded	T2 Ch-3 pg.No.36-37
24	Meaning concept & definition of mentally retarded	Meaning concept & definition of mentally retarded	T2Ch-3 pg.No.37-38
25	Causes of mental retarded	Causes of mental retarded	T2 Ch-3pg.No.39-40



26	Meaning and slow learners and backward and learning disabled children	Meaning and slow learners and backward and learning disabled children	T2 Ch-8 pg.No.150-154
27	Concept Characteristics Etiology and prevention of mentally retarded	Concept Characteristics Etiology and prevention of mentally retarded	T2 Ch-3 pg.No.48-49
28	Psychology of teaching and learning in relation to the disability and their specific needs	Psychology of teaching and learning in relation to the disability and their specific needs	T2 Ch-3 pg.No.52-53
29	Curriculum pedagogy evaluation and placement	Curriculum pedagogy evaluation and placement	T2 Ch-3pg.No.58-59
30	Role of national institute for the mentally retarded	Role of national institute for the mentally retarded	T2 Ch-3 pg.No.59-60
31	Socially deprived and emotionally disturbed children	Socially deprived and emotionally disturbed children	T2Ch-10 pg.No.206-208
32	Concept & Characteristics of Socially deprived	Concept & Characteristics of Socially deprived	T2 Ch-10 pg.No.209-213
33	Concept & Characteristics of emotionally disturbed children	Concept & Characteristics of emotionally disturbed children	T2 Ch-10 pg.No.212-214
34	Causes & identification of emotionally disturbed children	Causes & identification of emotionally disturbed children	T1 Ch-1 pg.No.214-216
35	Meaning and definition of disability	Meaning and definition of disability	T1 Ch-1 pg.No.1-4 T2 Ch-2 pg.No.21-22
36	Characteristics & types of disability	Characteristics & types of disability	T1 Ch-1 pg.No.1-4 T2 Ch-2 pg.No.22-23
37	Psychology of teaching and learning in relation to the disability	Psychology of teaching and learning in relation to the disability	T1 Ch-1 pg.No.1-4 T2 Ch-2 pg.No.23-27
38	Specific need of disability	Specific need of disability	T1 Ch-1 pg.No.1-4 T2 Ch-2 pg.No.30-31
39	Short description Curriculum & pedagogy of disability children	Short description Curriculum & pedagogy of disability children	T1 Ch-1 pg.No.1-4 T2 Ch-13 pg.No.262-263
40	Important pedagogical strategies of disability children	Important pedagogical strategies of disability children	T1 Ch-1 pg.No.1-4 T2 Ch-14pg.No.281-286
41	Supportive network for the development and Evaluation of disabled children	Supportive network for the development and Evaluation of disabled children	T1 Ch-1 pg.No.1-4 T2 Ch-2 pg.No.22-27
42	placement for disable children	placement for disable children	T1 Ch-1 pg.No.1-4 T2 Ch-13 pg.No.263-265

### 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.

<b>Evaluation Component</b>	<b>Duration</b>	<b>Weightage</b>	<b>Date</b>	<b>Syllabus (Lec.No.)</b>	<b>Remarks</b>
Test 1	60 Minutes	16	23/02/2022	1-12	CB
Test 2	60 Minutes	17	22/03/2022	13- 22	CB
Test 3	60 Minutes	17	25/04/2022	23- 42	CB
Quiz	20 Minutes	10	**	**	CB
Comprehensive Exam	3 Hours	40	17/05/2022	1- 42	CB

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

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

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

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

Course No	Course Title	L	P	U
EDU221	Curriculum Development	5	0	3

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

**Learning Outcomes:**

After successful completion of the course student will be able to

1. To understand the concept and principles of curriculum development.
2. To understand the nature of knowledge, moral values and skills.
3. To gain insight in to the development of new curriculum.

Text books	
T1	Curriculum and knowledge, Payal bhola Jain
T2	Philosophical and sociological foundations of Education, R.A.Sharma
T3	Udaymanbhartiysamajmeishikshak, Dr. Girish Pachori
T4	Curriculum Development & Assessment, Poonam Madan
R1	Knowledge, language and curriculum, Dr. shivpal sing , Dr. Rumap Jain
R2	<a href="http://uou.ac.in">http://uou.ac.in</a> (knowledge and curriculum)

**Lecture-wise plan:**

Lecture No.	Learning objectives	Topic to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
1	Introduction to curriculum	Meaning and Concept of Curriculum	T1, Ch-1, Pg. No1-30
2	Introduction to curriculum	Concept of Curriculum development	T1, Ch-1, Pg. No1-30
3	Principles of Curriculum development	Principles of Curriculum development	T1, Ch-1, Pg. No1-30
4	Principles of Curriculum development	Scope of Curriculum	T1, Ch-2, Pg.No.31-35
5	Principles of Curriculum development	Stages in the Process of Curriculum development Curriculum Syllabus and Units	T1, Ch-3, Pg, No.36-62
6	Philosophical foundation of curriculum.	Philosophical theories	T3, Ch- 10., Pg.No.135-370
7	Philosophical foundation of curriculum.	Philosophical theories and their implications to Curriculum	T3, Ch- 10., Pg.No.135-370
8	Sociological foundation of	Sociological needs and their implications for	T2, Ch-41.,

	curriculum.	curriculum development	Pg. No.540-
9	Sociological foundation of curriculum.	Sociological needs and their implications for curriculum development	T2, Ch-41., Pg. No.540-
10	Psychological foundation of curriculum.	Psychological needs their implications for curriculum development.	T2, Ch-49, Pg. No.650-667
11	Psychological foundation of curriculum.	Psychological needs their implications for curriculum development	T2, Ch-49, Pg. No.650-667
12	Curriculum development and teaching-learning process.	Curriculum development and teaching-learning process.	T1, Ch-20, Pg. No263-269
13	Curriculum Development	Need and Scope for Curriculum development	T4, Ch-12, Pg. No188-201
14	Curriculum Development	Criteria for Future Curriculum development and Characteristics of a good Curriculum.	T1, Ch-23, Pg. No285-291
15	Curriculum Development	Strategies of Curriculum development	T1, Ch-23, Pg. No285-291
16	Guiding Principles for Curriculum development	Guiding Principles for Curriculum development	T1, Ch-17, Pg. No234-241
17	Organization of Curriculum	Organization of Curriculum	T1, Ch-1, Pg. No1-30
18	Procedure of organizing Content	Formation of general objectives at School stage and their specification.	T1, Ch-6, Pg. No87-102
19	Procedure of organizing Content	Formation of instructional objectives and their specifications	T1, Ch-1, Pg. No1-30
20	Procedure of organizing Content	Terms of expected behavior changes in the students	T1, Ch-20, Pg. No263-269
21	Procedure of organizing Content	Suggesting appropriate content to fulfill the objectives	T1, Ch-20, Pg. No263-269
22	Procedure of organizing Content	Factors responsible for innovations in curriculum development	T1, Ch-6, Pg. No87-102
23	Procedure of organizing Content	Factors responsible for innovations in curriculum development	T1, Ch-6, Pg. No87-102
24	Procedure of organizing Content	Factors responsible for innovations in curriculum development	T1, Ch-6, Pg. No87-102
25	Procedure of organizing Content	Problems of curriculum reform	T1, Ch-5, Pg. No77-86
26	Procedure of organizing Content	Periodic revisions of curriculum in view of the knowledge	T1, Ch-5, Pg. No77-86
27	Procedure of organizing Content	Periodic revisions of curriculum in view of the knowledge	T1, Ch-5, Pg. No77-86
28	Procedure of organizing	Evaluation as an integral part of curriculum	T1, Ch-7,

	Content	development	Pg. No103-111
29	Procedure of organizing Content	Need for permanent curriculum research unit.	T1, Ch-1, Pg. No1-30
30	Evaluating the Curriculum	Evaluating the Curriculum	T1, Ch-22, Pg. No279-291
31	Evaluating the Curriculum	A framework for evaluation	T1, Ch-22, Pg. No279-291
32	Evaluating the Curriculum	A framework for evaluation	T1, Ch-22, Pg. No279-291
33	Evaluating the Curriculum	Planning for evaluation	T1, Ch-22, Pg. No279-291
34	Evaluating the Curriculum	Planning for evaluation	T1, Ch-22, Pg. No279-291
35	Evaluating the Curriculum	Planning for evaluation	T1, Ch-22, Pg. No279-291
36	Evaluating the Curriculum	Conducting the Program evaluation	T1, Ch-22, Pg. No279-291
37	Evaluating the Curriculum	Conducting the Program evaluation	T1, Ch-22, Pg. No279-291
38	Evaluating the Curriculum	Evaluating the curriculum materials	T1, Ch-22, Pg. No279-291
39	Evaluating the Curriculum	EEvaluating the curriculum materials	T1, Ch-22, Pg. No279-291
40	Evaluating the Curriculum	Conducting the Curriculum material evaluation	T1, Ch-22, Pg. No279-291
41	Evaluating the Curriculum	Conducting the Curriculum material evaluation	T1, Ch-22, Pg. No279-291
42	Evaluating the Curriculum	Conducting the Curriculum material evaluation	T1, Ch-22, Pg. No279-291

**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	23.02.2022	1-15	CB
Test 2	50 Minutes	17	21.03.2022	16- 30	CB
Test 3	50 Minutes	17	25.04.2022	31- 42	CB
Quizzes (2)	20 Minutes each	10			CB
Comprehensive Examination	3 Hrs	40	16.05.2022	31- 42	CB

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

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

**Dr.AMENA BANO O KHANANI**  
**Instructor-In-charge**

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

Course No	Course Title	L	P	U
PGD 211	Pedagogy of Mathematics-II	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 .

Text Book T	Text books Title
T1	Arun Kumar Kulshrestha, “Pedagogy C”, R. Lall Publication ,
T2	M.S.Rawat & M.B.Lall Agrawal , “Pedagogy of Mathematics ”, Agrawal Publication ,
T3	Unnatti Bishnoe, “Pedagogy of Mathematics ”, R. Lall Publication ,
T4	Payal Bholra Jain & M.B.Lall Agrawal, “Teaching of Mathematics”, Agrawal Publication ,
T5	“Pedagogy of Mathematics ”, National Council of Education Research and Training
	<a href="https://hi.m.wikipedia.org">https://hi.m.wikipedia.org</a>
	<a href="https://en.m.wikipedia.org">https://en.m.wikipedia.org</a>
	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>

**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	Stating instructional objectives,	T-1 Ch-2 Pg.No13-23 T-4

	objectives, identifying learning experiences	identifying learning experiences, appropriate strategies	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 <a href="https://hi.m.wikipedia.org">https://hi.m.wikipedia.org</a>
6.	Preparation of various activities	using low-cost material–preparation of various activities ,cuboids ,cylinder ,cone ,sphere , conic sections, etc	<a href="https://en.m.wikipedia.org">https://en.m.wikipedia.org</a>
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	<a href="https://en.m.wikipedia.org">https://en.m.wikipedia.org</a>
11.	Classification of teaching media	Classification of teaching media, use of multimedia and their integration in teaching mathematics	<b>T-5 Ch-1 Pg. No 36-42</b>
12.	Using community resources for mathematics learning	Using community resources for mathematics learning	<a href="https://en.m.wikipedia.org">https://en.m.wikipedia.org</a>
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	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
14.	Handling hurdles in utilizing resources	Pooling of learning resources in school complex/block/district level , handling hurdles in utilizing resources	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
15.	Concept of assessment and evaluation	Concept of assessment and evaluation	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
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	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
20.	Formal ways of evaluations	Formal ways of evaluation: variety of assessment techniques and practices assessing product vs process	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
21.	Knowing vs doing in practice of midterm/terminal examination	Knowing vs doing in practice of midterm/terminal examination, practicing continuous and comprehensive evaluation	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>



		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	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
23.	Concept of assessment framework	Concept of assessment framework	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
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 <a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
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 <a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
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	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
34.	Recreational activities— games ,puzzles and riddles in mathematics	Recreational activities—games ,puzzles and riddles in mathematics	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
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	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
36.	Stimulating creativity.	Stimulating creativity and inventiveness in mathematics.	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>

37	Inventiveness in mathematics.	Stimulating creativity and inventiveness in mathematics.	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
38.	Professional development of mathematics teachers	Professional development of mathematics teachers	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
39.	Types of in-service program for mathematics teachers	Types of in-service program for mathematics teachers	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
40.	Role of mathematics teacher's association	Role of mathematics teacher's association	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
41.	Journals and other resource materials in mathematics education	Journals and other resource materials in mathematics education	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
42.	Professional growth— participation in conferences /seminars/workshops	Professional growth—participation in conferences/seminars/workshops	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>

### 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	07.01.2022	1-14	CB
Test 2	60 Minutes	17	24.02.2022	15- 28	CB
Test 3	60 Minutes	17	11.03.2022	29- 42	CB
Quizzes (2)	20 Minutes each	10		**	CB
Comprehensive Exam	3 Hours	40	24.03.2022	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.

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

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

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

**Instructor In-charge: Ms.SEEMA**

**Learning Outcomes:**

After successful completion of the course student will be able to

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

Text books	
T1	Heena Siddqui "English Language Teaching" Agrawal Publication
T2	Dr. Geeta Rai "Teaching of English" R. Lall Book Depot
	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>

**Lecture-wise Plan**

Lect Nos	Learning Objective	Topics to be covered	Reference
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 creative activity: through examples of translated texts into English from different Indian	T-1 ch-21 pg No, 324-327

		languages	
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 No 30-33
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-1 Ch-22 PgNo, 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 creative activity: through examples of translated texts into English from different Indian languages	Translation as a creative activity: through examples of translated texts into English from different Indian languages	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a> T-2 Ch-19 pg No,234-239
15.	Poetry, Prose, Drama	Poetry, Prose, Drama	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a> 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	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
17.	literature in English	classical, popular, and children’s literature in English	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
18.	Connecting learning to the world out-side	Connecting learning to the world outside	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	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
21.	Develop meaningful strategies keeping in view the needs of the learners	Develop meaningful strategies keeping in view the needs of the learners	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
22.	Learning materials and aids	Print media; Other reading materials	T-1 Ch-23
23.	learner chosen texts Magazines, News papers	such as learner chosen texts, Magazines, News papers	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
24.	Class libraries	Class libraries, etc.	T-3 Ch-4 pg No 63-77
25.	ICT– audio-visual aids	ICT– audio-visual aids including	T-3 Ch-4 pg No 77 -96

	including CALL programmes	CALL programmes	
26.	Curricular activities	Curricular activities (discussion, debates, workshops, seminar etc. Language labs, etc	T-2 Ch-8 pg No 83-116
27.	Curricular activities (discussion, debates, workshops, seminar etc.) Language labs, etc	Curricular activities (discussion, debates, workshops, seminar etc.) 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 <a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
30.	Techniques of evaluation- oral,	Techniques of evaluation- oral, written	T-1 Ch-23 pg No 357-358 <a href="https://en.m.wikipedia.org">https://en.m.wikipedia.org</a>
31.	Portfolio, Cloze test	Portfolio, Cloze test	T-1 Ch-23 pg No 358 -359 <a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
32.	Self evaluation	Self evaluation	T-1 Ch-23 pg No, 360-361
33.	Peer evaluation	Peer evaluation	T-1 Ch-23 pg No, 361-362
34.	Group evaluation	Group evaluation	T-1 Ch-23 pg No, 362
35.	Typology of questions ; Activities and tasks	Typology of questions; Activities and tasks	T-1 Ch-23 pg No, 362-367
36.	open-ended questions, MCQ	open-ended questions, MCQ	T-1 Ch-23 pg No, 367-368
37.	true and false etc	true and false etc	T-1 Ch-23 pg No, 368-369
38.	reflecting—Problem solving	reflecting—Problem solving	T-1 Ch- 23 pg No, 369-371
39.	creative and critical thinking	creative and critical thinking	T-1 Ch-23 pg No, 371-374
40.	Enhancing imagination	Enhancing imagination	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
41.	Environmental awareness.	Environmental awareness.	<a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>
42.	Feedback to students, parents	Feedback to students, parents	T-1 ch-23 pg No, 374-380

### Evaluation Scheme:

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

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	16	05/01/2022	1-14	CB
Test 2	60 Minutes	17	23/02/2022	15- 28	CB
Test 3	60 Minutes	17	10/03/2022	29- 42	CB
Quizzes (2)	20 Minutes each	10		**	CB
Comprehensive Exam	3 Hours	40	23/03/2022	1- 42	CB

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

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

**Ms.SEEMA  
Instructor-In-charge**