
Faculty of Education

Second Semester, 2022 – 23
Course Handouts

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

Course No	Course Title	L	P	U
EDU221	Gender School and Society	5	0	3

Instructor-in-charge: Dr.JAYA SINGH

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 organisation.	T1, Ch-4, Pg..No197-234
20	Schooling of Girls	Schooling of Girls	T2, Ch-12, Pg..No204-234
21	Inequalities and resistances (issues of access, retention and exclusion).	Inequalities and resistances (issues of access, retention and exclusion).	T2, Ch-20, Pg..No327-343
22	Gender, culture and institution.	Gender, culture and institution.	T2, Ch-23, Pg..No367-371
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	AnalysisGender and the hidden curriculum.	An analysisGender 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	Ad Dressing 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 re Dressing sexual harassment and abuse.	Institutions redressing sexual harassment and abuse.	T1, Ch-16, Pg..No277-295

Evaluation Scheme:

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

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	16	31.01.2023	1-15	CB
Test 2	60 Minutes	17	01.03.2023	16- 30	CB
Test 3	60 Minutes	17	03.04.2023	31- 42	OB
Quiz	20 Minutes	10		---	CB
Comprehensive Exam	3 Hours	40	01.05.2023	1- 42	CB

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

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

Date: 15-01-2023

**Dr.JAYA SINGH
Instructor-in-charge**

The ICFAI University, Raipur

Faculty of Education

Second Semester, 2022-2023

Course Handout

Course No	Course Title	L	P	U
EDU222	Language Proficiency English	5	0	3

Instructor-in-charge: Mrs.SEEMA

Learning Outcomes:

After successful completion of the course student will be able to

1. To appreciate the significance of language in education in general and in a classroom in particular in interactions between learners and teachers
2. To identify and understand the elements of dialogue (listening & speaking) and reading comprehension
3. To enhance the ability of student-teachers to share ideas in oral and written form using multiple ways
4. To enable student-teachers to engage with reading variety of texts in diverse ways-fiction, poetry, biographies, ethnographies, field notes, narratives, expository texts, critical reviews ,critique ,summaries, paraphrase etc
5. To read and respond to debates, academic discourses, discussions, present, explain, dialogue, identifying key ideas.
6. To listen to children and infer from their or all responses and conversations

Lecture-wise-plan:

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
1	How do we use language?	Importance of language for communicatio	T: 2Ch-02 pg.No.9-14
2	Elements, purpose and significance of communication	Understanding elements of communication-its purposeand significance of communication -its purpose and significanceeh	T-4 Ch-01 pg.no-01-07
3	communication in social and cultural context use of language in inter cultural communication	Language as communication in social and cultural context ,use and meaning in context Concern with key issues in inter cultural communication and use of language for it	T-4 Ch-03 pg.no-13-21
4	Discussing in stances of everyday an d institutional communication	Discussing in stances of everyday an d institutional communication	T-4 Ch-04 pg.no-25-41

5	Consolidating reading comprehension	What is reading ,key elements of reading,	T-2 Ch-11 pg. no-97-111 www.google.com
6	Concept of Reading comprehension, subtitles, paragraphs	Reading comprehension, subtitles, paragraphs, reading for getting main ideas, making mind maps, finding connections between the ideas	T-3 Ch-7,pg. no-55-66
7	different types of reading skills and strategies reading	different types of reading skills and strategies reading with comprehension strategies reading with comprehension	T-1ch-09 Pg.no-172-177 www.google.com
8	Types of text	Discussing different types of texts in diverse disciplines from school curriculum such as conversations	T-1,ch-22 Pg. no-336-340
9		Biographical sketches ,plays, essays, poems, screenplays,	T-1ch-09 pg.no-156-159,229-231, ch-13 pg no-234-239 www.goole.com
10	Identification of features	letters, articles, reviews, autobiographical narratives, etc. and identifying their features	T-1 ch-09 pg.no-194-195, 202-205
11	dialogue	Discuss different kind of strategies required for generating dialogue with these texts	T-1 ch-08, pg. no-154-155 www.google.com
12	Critical Reading	Reading different types of texts (narrative, expository, descriptive, argumentative)individually and in small group such as conversations	T-1, Ch-20,pg.no-309-312 www.google.com
13		biographical, sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles	BNB pg. no-39 www.google.com
14		Reviews ,notices, ads /matrimonial, brochures, policy documents, autobiographical narratives, field notes, ethnographies etc. and identifying their features	

15	Different kinds of reading strategies	Discuss different kind of strategies required for reading these texts ,forming questions to think about while reading,	T-1Ch-09 pg.no-172-173
16	Purposes of reading Concept of schema	discussion on nature of text and purpose of reading Reading for global and local comprehension Reading and interpreting literary texts with the help of schemas. Extrapolating the texts through making inferences, analyzing ,reflecting	T-5Ch-06 pg.no-49-55
17	Critical thinking Critical reading	Making and appraising arguments and interpretations, creating thoughtful arguments by making conjectures and offering justification for them Understanding the theoretical postulates of critical reading Understanding the process of critical reading	T-1 Ch-23,pg no-371-374
18	Creative expression :Part one	What do we mean by dialogue and discourse	T-1 Ch-08 pg.no-147-149
19	Dialogue and discourses	Examples of dialogues in daily life in school(with teachers, students and parents),intercultural encounters. Engaging in discussions ,dialogues Making oral presentations and constructing different oral discourses.	T-1 Ch-09 pg. no-154-155
20	Concept of writing	What is writing, key elements of writing, writing for specific purposes and specific audience and understand writing as a process	T-3 ch-13 pg. no-115-119
21	Process of writing	Experience the classroom process of writing(individual, collaborative, editing)	T-4 Ch-18 pg.no-263-265

22	Errors of writing in learning process	Recognizing errors as a part of learning process	T-5 Ch-08 pg no-64-66
23		Editing the written texts in terms of discourse features, syntax, morphology and writing conventions	T-1 Ch-08,pg. no-146-149 T-1 Ch-09,pg. no-155-156
24	Creative expression: Part two	Creating oral texts for different purposes such as conversations, descriptions, stories ,plays ,poems, both individually and in groups	T-1 Ch-22 pg. no-358-361 www.google.com
25		Critically examining in collaboration with a group produced the work (oral and written).	T-1 ch-22 pg.no-357-358 T-1Ch-09,pg.no-150-153
26	Writing types	Writing different types of texts (narrative, expository, descriptive, argumentative)individually and in small group such as conversations	T-1 Ch-09 pg no-189-193 BNB pg .no 32-39
27		biographical, sketches, plays ,essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads /matrimonial, brochures, policy documents,	T-1 Ch-09 pg no-194-208 www.google.com T-4 Ch-13,14 pg.no-198-208 , 220-221
28	Field notes, ethnographies	autobiographical narratives ,field notes, ethnographies etc .and identifying their features, ,	www.goole.com T-5 Ch-07 pg no-56-63
29	School curriculum Letter, essay, poems, advertisement	Creating and generating texts in for diverse disciplines of school curriculum such as conversations, biographical, sketches, plays, essays, poems ,screenplays, letters ,articles advertisements, reviews,	T-1 Ch-21 pg no-328-333 T-4 Ch-16 pg.no-222-235

30	Writing kinds Narrative writing resources	, forming questions to think about frame of writing in different kind of writing forms, autobiographical narratives, etc. and identifying challenges	T-1 Ch-23 pg.no-362-371 T-5 Ch-06 pg.no-86-87
	Resources need	experiences and resources needed for creating these texts	T-1,Ch-22 pg no -334-337
	Analyzing text	, analyzing text generated by children and peers in diverse	T-1,Ch-22 pg no -334-337

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Test 3	60 Minutes	17	03.04.2023	29-60	OB
Quizzes (2)	20 Minutes each	10	**		CB
Comprehensive Exam	3 Hours	40	03.05.2023	1-60	CB

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Date: 15-01-2023

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

The ICFAI University, Raipur

Faculty of Education

Second Semester, 2022-2023

Course Handout

Course No	Course Title	L	P	U
EDU222	Language Proficiency Hindi	5	0	3

Instructor-in-charge: Mrs. VARSHA RANI

Course Objectives:

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

Text Books T1	1. Hindi Bhsha me Pravinta	Dr. P.K. Rathi /Thakur publishers
T2	2. Proficiency in Languages: Hindi and English	Dr. Neetu Yadav ,Dr. laxmi Pandey
T3	3. Proficiency in Hindi	Anil Kumar Hudda
T4	4. Hindi Shikshan	Reeta Chauhan/Agrawal publication
	5. https://www.hindisarkariresult.com	
T5	6. शैक्षिक तकनीकी क मूल आधार	डॉ. एस.पी. कुलश्रेष्ठ /आर.लाल. बुक डिपो

Lecture-wise-plan:

Lecture	Learning objectives	Topic to be covered	Reference
01	सम्प्रेषण और हिंदी भाषा के सम्बन्ध को समझाना	संप्रेषण संचार के तत्वों को समझने तथा संचार के लिए भाषा का महत्व, उद्देश्य और सार्थकता	T5ch7.pg.n.(125-160)
02	सम्प्रेषण और हिंदी भाषा के सम्बन्ध को समझाना	सामाजिक और सांस्कृतिक संदर्भ में भाषा का संप्रेषण के रूप, में उपयोग	T5ch7.pg.n.(125-160)
03	भाषा के उपयोग को बताना	अंतः—सांस्कृतिक संप्रेषण के महत्वपूर्ण मुद्दों में भाषा का उपयोग	T5ch7.pg.n.(125-160)
04	भाषा के उपयोग को बताना	अंतः—सांस्कृतिक संप्रेषण के महत्वपूर्ण मुद्दों में भाषा का उपयोगए संस्थागत संचार के उदाहरणों पर प्रतिदिन चर्चा	T5ch7.pg.n.(125-160)
05	शिक्षण कौशल के बारे में	पढ़ना क्या है? पढ़ने के तत्व, पढ़ने के कौशल	T4ch16.pg.n.(10)

	जानकारी देना	प्रमुख विचारों की प्राप्ति के लिये पढ़ना	4-116)
6-7	शिक्षण कौशल के प्रकार के बारे में जानकारी देना	मस्तिष्क मानचित्र बनाना, विचारों, प्रमुख शिक्षण कौशल व व्यूहरचना के मध्य संबंध स्थापित करना।	T5ch5.pg.n.(78-99)
8	हिंदी की विधाओं के बारे में जानकारी देना	शालेयपाठ्यक्रम के विभिन्न विषय की पाठ्यपुस्तक पर चर्चा/वार्तालाप जीवन रेखाचित्र, नाटक, निबंध, कविता, पाठकथाओं	T4,ch.17pg.n.(133-140)
9	हिंदी की विधाओं के बारे में जानकारी देना	निबंध, कविता, पाठकथाओं समीक्षा एवं आत्मकथात्मक आख्यान के रूप में विविध विषयों में ग्रंथों के रूप में चर्चा व पहचान	T4,ch.17pg.n.(133-140)
10	हिंदी की विधाओं के बारे में जानकारी देना	वार्तालाप हेतु आवश्यक व्यूहरचना करना विभिन्न प्रकार की पाठ्य-पुस्तकों का पठन जैसे-जीवनी, रेखाचित्र,	https://www.hin-disarkariresult.com
11	हिंदी की विधाओं के बारे में जानकारी देना	नाटक, निबंध, कविता, पटकथाओं पत्र, रिपोर्ट, समाचार रिपोर्ट, फीचर लेख	T4ch28.pg.n.(278-287)
12	पत्रों के बारे में जानकारी देना	समीक्षा नोटिस, व्यक्तिगत व छोटे समूह में विज्ञापन/वैवाहिक बोधर,	T4ch28.pg.n.(273-275)
13	पत्राचार के बारे में जानकारी देना	दस्तावेज, आत्मकथात्मक आख्यान, फील्डनोट्स, एथ्नोग्राफिक्स आदि की पहचान व विशेषता	T4ch28.pg.n.(273-275)
14	छात्रों में पठन कौशल को विकसित करना	पाठ की प्रकृति और उद्देश्य पर, चर्चा पढ़ने के समय के बारे में सोचने के लिए सवालों के गठन, इन ग्रंथों को पढ़ने के लिए आवश्यक व्यूहरचना पर चर्चा	T4ch3.pg.n.(86-132)
15	छात्रों में पठन कौशल को विकसित करना	वैश्विक और स्थानीय समझ के लिए पढ़ना	T4ch3.pg.n.(86-132)
16	छात्रों में पठन कौशल को विकसित करना	निष्कर्ष, विश्लेषण, प्रतिबंधात्मकता का निर्माण करना। तर्क व स्पष्टीकरण, सृजनात्मक तर्क व संयोजक की न्यायसंगतता।	Tch.pg.n.(-)
17	छात्रों में पठन कौशल को विकसित करना	स्कीमा की मदद से साहित्यिक ग्रंथों का पठन एवं उनकी व्याख्या।	T4ch3.pg.n.(86-132)
18	छात्रों में पठन कौशल को विकसित करना	पढ़ने के सैद्धांतिक तत्वों को समझना,समीक्षात्मक पठन की प्रक्रिया को समझना	T4ch3.pg.n.(86-132)
19	मौखिक वाचन को विकसित करना	संवाद और बहस से क्या अर्थ है?, मुठभेड़ों (शिक्षकों, छात्रों और अभिभावकों के साथ) स्कूल में दैनिक जीवन में संवाद, के उदाहरण	T4ch.25pg.n.(207-214)
20	मौखिक वाचन को विकसित करना	विचार विमर्श, संवाद, व मौखिक प्रस्तुतियों बनाने और विभिन्न मौखिक प्रवचन का हेतु व्यक्त करना	T4ch.25pg.n.(207-214,ch.25,207-214)

21	छात्रों में लेखन कौशल को विकसित करना	लेखन क्या है? विशिष्ट प्रयोजनों और विशिष्ट दर्शकों के लिए लेखन, लेखन के प्रमुख तत्व व प्रक्रिया	T4ch.30pg.n.(31 2-313)
22	छात्रों में लेखन कौशल को विकसित करना	कक्षा में लेखन प्रक्रिया में अनुभव (व्यक्तिगत,सहयोगी,संपादन)	T4ch.30pg.n.(31 2-313)
23	छात्रों में लेखन कौशल को विकसित करना	सीखने की प्रक्रिया में त्रुटियों की पहचान, प्रवचन सुविधाओं, वाक्य रचना, आकृति विज्ञान और लेखन सम्मेलनों के संदर्भ में लिखित ग्रंथों का संपादन	T4ch.30pg.n.(31 2-313)
24	छात्रों में मौखिक वाचन कौशल का विकास करना	वार्तालाप, विवरण, कहानियों, नाटकों, कविताओं, दोनों को व्यक्तिगत और समूहों हेतु विभिन्न प्रयोजनों के लिए मौखिक ग्रंथ बनाना।	T4ch.16pg.n.(10 4-116,314-321)
25	छात्रों में मौखिक वाचन कौशल का विकास करना	सामूहिक उत्पादक कार्य (मौखिक और लिखित) की समीक्षात्मक जांच।	T4ch.16pg.n.(10 4-116,314-321)
26	छात्रों में हिंदी की विभिन्न विधाओं में लेखन का अभ्यास कराना	लेखन स्वरूपों की अलग-अलग तरह से सोचने हेतु जीवनी, रेखाचित्र, नाटक	T4ch16.pg.n.(11 6-130)
27	छात्रों में हिंदी की विभिन्न विधाओं में लेखन का अभ्यास कराना	,निबंध, कविता, पटकथाओं, पत्र, रिपोर्ट, समाचार रिपोर्टों,	T4ch16.pg.n. (130-116)
28	छात्रों में हिंदी की विभिन्न विधाओं में लेखन का अभ्यास कराना	फीचर लेख, समीक्षा, नोटिस के रूप में व्यक्तिगत रूप से और छोटे समूह में, सवालों के गठन वैवाहिक विज्ञापनों, ब्रोषर, नीति दस्तावेज, आत्मकथात्मक आख्यान, फील्ड नोट्स, आदि उनकी विशेषताओं की पहचान करना	T4ch16.pg.n. (130-116)
29	व्यक्तिगत और सामूहिक वाचन और लेखन कौशल का विकास करना	शालेय पाठ्यक्रम के विभिन्न विषयों जैसे बातचीत, जीवनी, रेखाचित्र, नाटक, निबंध, कविता, पटकथाओं, पत्र, लेख, विज्ञापन,	T4ch16.pg.n. (130-116)
30	व्यक्तिगत और सामूहिक वाचन और लेखन कौशल का विकास करना	समीक्षा, आत्मकथात्मक आख्यान, और पहचान चुनौतियों, अनुभव और संसाधनों के रूप में आदि बच्चों एवं साथियों द्वारा कराना	T4ch16.pg.n. (130-116)

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	01.02.2023	1-10	CB
Test 2	60 Minutes	17	01.03.2023	11-22	CB
Test 3	60 Minutes	17	03.04.2023	23-30	OB
Quizzes (2)	20 Minutes each	10	04.04.2023	-	CB
Comprehensive Exam	3 Hours	40	05.05.2023	1-30	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: 15-01-2023

Mrs.Varsha Rani
Instructor-in-charge

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

Course No	Course Title	L	P	U
EDU223	Computer Education	5	0	3

Instructor-in-charge: Mrs.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
Text Book T-2	Anuj Dubey “ Computer Education” Radha Publication . 2016
Text Book 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)
1-2	Information technology	Meaning and definition of Information technology	T1 Ch-9 pg.No.272-273
3-4	Classification of computers by technology	Classification of computers by technology	T2 Ch-1 pg.No.5-13 T1 Ch-1pg.No.6-11
5	scope of computers	scope of computers	T1 Ch-1 pg.No.12-15
6 -7	Characteristics of computer	Characteristics of computer	T2 Ch-1 pg.No.12-13
8-9	Fundamentals of computers	Fundamentals of computers	T2 Ch-1 pg.No.1-5
10- 11	Input devices	Meaning of Input devices	T2 Ch-1 pg.No.03-19
12- 13	Output devices	Meaning of Output devices	T2 Ch-1 pg.No.27

14 – 15	Central processing units to rage devices	Central processing units to rage devices	T2 Ch-1 pg.No.20-22 T1 Ch-1 pg.No.28-30
16 – 17	Operating systems	Operating systems	T2 Ch-2 pg.No.39-51
18-19	Application software	Application software	T2 Ch-2 pg.No.32-35
20 -21	Over view of Modern Operating Systems	Over view of Modern Operating Systems	T2 Ch-2 pg.No.44-49
22	Files and folders	Files and folders	T2 Ch-3 pg.No.79-84
23	Use of pointing devices	Use of pointing devices	T1 Ch-1 pg.No.24-26
24	Cut and paste	Cut and paste	T1 Ch-1 pg.No.98-112
25-26	Shortcuts to applications	Shortcuts to applications	T1 Ch-3 pg.No.88-99
27 - 28	Use and exploring the contents of storage devices-flippy disk, drives, harddiscs,CDROMetc	Use and exploring the contents of storage devices-flippy disk, drives, harddiscs,CDROMetc	T1 Ch-1 pg.No.38-43
29 - 30	Running application sand exiting applications	Running application sand exiting applications	T1 Ch-1 pg.No.1-3 https://www.computerhope.com
31	Modern word processing applications	Modern word processing applications	T1 Ch-1 pg.No.1-3 https://hindi.edudose.com
32	Importance of word processing in education	Importance of word processing in education	T1 Ch-1 pg.No.1-3 https://www.computernetworksite.in
33	Charecteristics of modern word processing applications	Charecteristics of modern word processing applications	T1 Ch-1 pg.No.1-3 https://www.computernetworksite.in
34	Toolbars and menu	Meaning of Toolbars and menu	T1 Ch-3 pg.No.119-125
35	Text and objects	Meaning of Text and objects	T2 Ch-3 pg.No.84-87
36	Text entry-Running text and paragraphs	Text entry-Running text and paragraphs	T1 Ch-3 pg.No.103-106
37	Formatting text-	Bold,Italics,Centreandright,justification,changingfontandfontsize,bullets and numbering	T1 Ch-1 pg.No.1-3 https://hindiguide.tech https://basiccomputerhindi.com
38	Editing document	Applying styles ,spellcheck ,header and footers, footnotes, pagination, subscript and	T1 Ch-3 pg.No.88-89

		superscript	
39-40	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
41	Page setup	Margins, paper size ,and layout ,printing and saving documents.	T1 Ch-1 pg.No.112-114 https://javahindi.com
42	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
43-44	Modern data base management applications	Modern data base management applications	T1 Ch-5 pg.No.240-241
45	Importance of database management in education	Importance of data base management in education	T1 Ch-5 pg.No.241-242
46	Charecteristics of modern data base management applications	Charecteristics of modern data base management applications	T1 Ch-5 pg.No.242-243
47	Fields name,Type,Width	Fields name,Type,Width	T1 Ch-5pg.No.245-246
48-49	Databases	Databases	T1 Ch-5 pg.No.246-247
50	Computers for joyful learning	Computers for joyful learning	T1 Ch-7 pg.No.256-257
51	Need for joyful learning	Need for joyful learning	T1 Ch-7 pg.No.256-257
52-53	Meaning of Computers for joyful learning	Meaning of Computers for joyful learning,	T1 Ch-7 pg.No.256-257
54	Computer games	Computer games	T1 Ch-7pg.No.258-259
55-56	Multimedia capabilities of modern desktop computers,	Multimedia capabilities of modern desktop computers,	T1 Ch-9 pg.No.282-283
57	Internet-importance and need	Internet-importance and need	T2 Ch-4 pg.No.134-135 T1 Ch-6 pg.No.68-72
58	Use and applications of internet	Use and applications of internet	T2 Ch-4 pg.No.136-137
59	component of internet	component of internet	T2 Ch-4 pg.No.150-

			152
60	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 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	01.02.2023	1-17	CB
Test 2	60 Minutes	17	02.03.2023	18-25	CB
Test 3	60 Minutes	17	04.04.2023	26-42	OB
Quizzes (2)	20 Minutes each	10	04.04.2023		CB
Comprehensive Exam	3 Hours	40	05.05.2023	1-42	CB

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

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

Date: 15-01-2023

Mrs.KAVITA SHARMA
Instructor-in-charge

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

Course No	Course Title	L	P	U
EDU224	Inclusive Education	5	0	3

Instructor-in-charge: Ms.SEEMA

Learning Outcomes:

After successful completion of the course student will be able to

1. demonstrate knowledge of different perspectives in the area of education of children with disabilities .
2. reformulate attitudes towards children with special needs;
3. identify needs of children with diversities
4. plan need-based programmers for all children with varied abilities in the classroom;
5. use human and material resources in the class room
6. uses specific strategies involving skills in teaching special needs children in inclusive classrooms.
7. modify appropriate learner-friendly evaluation procedures
8. incorporate innovative practices to respond to education of children with special needs;
9. contribute to the formulation of policy ;and
10. Implement laws pertaining to education of children with special needs.

Text Book T1	Anuradha Sharma “ inclusive education” , Agrawal Publications Edition, 2018/19
Text Book T2	Prof.S.R.Mittal “ Special Education”, Edition,2008
Text Book T3	R.A.Sharma “Education of Exceptional Children” Radha Publication
Text Book T4	Yogendra kumar sharma “special education” Krishna publisher
	https://www.unicef.org
	https://www.education.vic.gov.au

Lecture-wise-plan:

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
1	Paradigms in education of children with special needs	Historical perspectives and contemporary trends	T1 Ch 1- pg.No.1-5 T4 Ch 1- pg.No.1-5
2	Approaches of viewing disabilities:	Approaches of viewing disabilities: The charity model, the bio centric model, the functional	T1 Ch-1 pg.No.5-6 T4 Ch-1 pg.No.23-27
3	Model and the human rights model	Model and the human rights model	T1 Ch 2- pg.No.21-27
4	Concept of special education	Concept of special education	T1 Ch-3pg. No.28-29 T4 Ch 2-pg. No.36-37

5	Meaning of integrated education	integrated education	T1 Ch –3pg. No. 34-35
6	Meaning of inclusive education	inclusive education	T1 Ch-1 pg.No.1-4 T4 Ch-2 pg.No.41-42
7	Different between special education, integrated education, inclusive education	Different between special education, integrated education, inclusive education	T1 Ch 3- pg.No.28-44
8	Philosophy of inclusive education	Philosophy of inclusive education.	T1 Ch 1- pg.No.10-15
9	Legal and policy perspectives	Biwako Millennium Framework (BMF,1993-2012);	T1 Ch 1- pg.No.47-50
10-11	Salamanca Statement	the Salamanca Statement and Framework of Action, 1994;	T1 Ch 4- pg.No.41-45
12-13	Educational Provisions in Persons with Disabilities	Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006;	T1 Ch 4- pg.No.45-48
14	Meaning concept of The Persons with Disabilities Act, 1995	The Persons with Disabilities Act, 1995	
15	Meaning of The Rehabilitation Council of India Act, 1992 (RCI Act);	The Rehabilitation Council of India Act, 1992 (RCI Act);	T1 Ch 4- pg.No.114-117
15	Constitutional Provisions	Mental Retardation and Multiple Disabilities Act, 1999; RTE Act-2009.	T1 Ch 4- pg.No.112-114
16-19	National Policy – Education of Students with Disabilities	the National Policy on Education,1968,1986, POA(1992); Education in the National Policy on Disability,2006.	T1 Ch 4- pg.No.116-117
20-22	Programmes and Schemes of Education of Children with Disabilities	Centrally-Sponsored Scheme for Integrated Education for the Disabled Children(IEDC), 1974; PIED(1986) and District Primary Education Programme(DPEP	T1 Ch 6- pg.No.138-140
23	Scheme for Inclusive Education for the Disabled Children (IEDC, 2000)	Scheme for Inclusive Education for the Disabled Children (IEDC, 2000), Education of Special Focus Group sunder the <i>Sarva Shiksha Abhiyan</i> (SSA,2000);	T1 Ch 6- pg.No.145-147
24-27	Disabilities in Education, MHRD, 2005,Scheme of Inclusive	Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005,Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).	T1 Ch 6- pg.No.45-98

28-30	Special Role of Institutions for the Education of Children with Disabilities Rehabilitation Council of India	Special Role of Institutions for the Education of Children with Disabilities Rehabilitation Council of India, National Institutes of Different Disabilities, Composite RegionalCentres (CRCs), District Disability Rehabilitation Centres (DDRCs	T1 Ch 6- pg.No.45-97
31	Structures like BRCs, CRCs under SSA, National Trust and NGOs.	Structures like BRCs, CRCs under SSA, National Trust and NGOs.	T1 Ch 6- pg.No.45-98
32	Defining Special Needs	Understanding diversities–concepts, characteristics, classification of children with diversities	T1 Ch-16 pg.No.188-195
33	Meaning definations of Visually impairment, Hearing Impairment	VisualIy impairment, Hearing Impairment	T1 Ch-16 pg.No.195-200 T4 Ch-03 pg.No.50-66 T4 Ch-04 pg.No.67-89
34	Meaning of Specific Learning Difficulties, Loco-motor and Neuromuscular	Specific Learning Difficulties, Loco-motor and Neuromuscular	T1 Ch-16 pg.No.200-206
35-37	Meaning Disorders, Mental Retardation, Autism, Leprosy Cured Persons,	Disorders, Mental Retardation, Autism, Leprosy Cured Persons,	T1 Ch-12 pg.No.247-251
38	Meaning & definition Multiple Disabilities	Mental Illness and Multiple Disabilities	T1 Ch-13 pg.No.252-262
39-41	Special needs in terms of the curriculum in the context of different disabilities and their learning styles	Special needs in terms of the curriculum in the context of different disabilities and their learning styles	T1 Ch-11 pg.No.233-246
42	Concept of an inclusive school–infrastructure	Concept of an inclusive school–infrastructure	T1 Ch-16 pg.No.301-308
43	accessibility, human resources, attitudes to disability, whole school approach	accessibility, human resources, attitudes to disability, whole school approach	T1 Ch-16 pg.No.309-312
44	Inclusive practices in classrooms for all	School's readiness for addressing learning difficulties	T1 Ch-16 pg.No.312-315
45	Assessment of children to know their profile	Assessment of children to know their profile	T1 Ch-16 pg.No.315-320
46-48	Technological advancement and its application–ICT, adaptive and assistive devices, equipments and other technologies for different disabilities	Technological advancement and its application–ICT, adaptive and assistive devices, equipments and other technologies for different disabilities	T1 Ch-16 pg.No.320-325

49	Classroom management and organisation	Classroom management and organisation	T1 Ch-16 pg.No.325-330
50	Making learning more meaningful & TLM	Making learning more meaningful—Responding to special needs by developing strategies for differentiating content ,curricular adaptations, lesson planning and TLM	T1 Ch-16 pg.No.33-331
51-52	Pedagogical strategies	Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching ,etc.	T1 Ch-16 pg.No.302-336
53	Supportive services required for meeting special needs in the classroom	Supportive services required for meeting special needs in the classroom —special teacher, speech therapist, physiotherapist, occupational therapist, And counsellor	T1 Ch-17 pg.No.337-346
54	Development and application of learner-friendly evaluation	Development and application of learner-friendly evaluation Procedures ;Different provisions for examination by CBSE and the board in their State	T1 Ch-17 pg.No.337-346
55	Developing support networks	Addressing social climate of the classroom Child-to-child programme	T1 Ch-17 pg.No.337-346
56	Developing partnerships in teaching: Teacher and special teacher;	Developing partnerships in teaching: Teacher and special teacher; Teacher and co-teaching personnel ;Parents as partners—developing positive relationships between school and home	T1 Ch-18 pg.No.352-353
57	Involving community resources	Involving community resources as source of support to teachers	T1 Ch-18 pg.No.353-354
58	appropriate forms of communication with professionals and para professionals	Involving external agencies for networking—setting up appropriate forms of communication with professionals and para professionals	T1 Ch-18 pg.No.354-355

59	Liaising for reciprocal support of pre-school programmes pre-vocational training programmes, social security, different provisions ,concessions, etc.	Liaising for reciprocal support of pre-school programmes ,pre-vocational training programmes ,social security ,different provisions, concessions, etc.	T1 Ch-18 pg.No.353-355
60	pre-vocational training programmes ,social security ,different provisions, concessions, etc.	pre-vocational training programmes, social security ,different provisions ,concessions, etc.	T1 Ch-18 pg.No.353-355

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	01.02.2023	1-18	CB
Test 2	60 Minutes	17	02.03.2023	19-27	CB
Test 3	60 Minutes	17	04.04.2023	28-60	OB
Quizzes (2)	20 Minutes each	10	**		CB
Comprehensive Exam	3 Hours	40	05.05.2023	1-60	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: 15-01-2023

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

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

Course No	Course Title	L	P	U
EDU225	Value Education	5	0	3

Instructor-in-charge: Dr.SHIV NARAYAN

Course Objectives:

1. To understand the nature and sources of nature, and disvalues.
2. To understand the classification of values under different types.
3. 1:0 appreciate Educational values like democratic, secular, and socialist.

TextBook T1	1. Moral and Value Education	S. P. Sharma /kanishka publications new delhi
T2	2. Value Education	Dr.Rajshree Tiwari / Rakhi Prakashan, Agra.
T3	3. Teaching of value Education	Smt R.K. Sharma /Radha Prakashan Agra
T4	4 Human Values and Education	R.A. Sharma/ R. Lall book depot, meerut
T5	4 Teaching of values	Dr. N.Papa Rao

Lecture-wise-plan:

Lecture	Learning objectives	Topic to be covered	Reference
01-02	Giving information about value	Nature and sources of values	T5ch.2pg.no (9-24)
03-04	Giving information about the types of values	Biological, psychological,	T5ch.3pg.no (33-42)
05-06	Giving information about the types of values	Social and ecological determine	T4ch.pg.no (168-188)
07-09	Providing information about the elements of value	Social and ecological determinants of values –their bearing on education in varying degrees	T4ch.pg.no (189-213)
10-12	Providing information about the elements of value	Social and ecological determinants of values –their bearing on education in varying degrees	T4ch.pg.no (189-213)

13-14	Giving information about Classification of values	Classification of values into various types, material	T5ch.6pg.no (58-96)
15-17	Giving information about Classification of values	Classification of values into various types, social, moral values;	T5ch.,8pg.no (65-78)
18-19	Giving information about Classification of values	Spiritual values; status of values,	T5ch.9pg.no .(79-89)
20-21	Giving information about Classification of values	How can these are realized through education.	T5ch.9pg.no (79-89)
22-24	Giving information about evil and devaluation	Corresponding to values there are evils or dis-values- material,	T5ch.11pg.no.(97-109)
25-26	Giving information about types of evil	Social, economic, moral and religious evils leading to faithlessness irreverence.	T5ch.12pg.no (110-126)
27-28	Giving information about types of evil	Social, economic, moral and religious evils leading to faithlessness irreverence.	T5ch.12pg.no (110-126)
29-30	Giving information about negative value	How can education overcome these negative values?	T5ch.11pg.no (97-109)
31-32	Giving information about negative values	How can education overcome these negative values?	T5ch.11pg.no (97-109)
33-34	Giving information about Levels of values	Levels of values realization,	T5ch.13pg.no (127-135)
35-36	Giving information about conflicts among values	How to resolve the conflicts among values.	T5ch.15pg.n. (140-147)
37-38	Giving information about the integration of value	How to work for the integration of values that are embedded in Education.	T5ch.14pg.no (136-139)
39-40	Giving information about the integration of values	How to work for the integration of values \ that is embedded in education.	T5ch.14pg.no (136-139)
41-42	To give information about the process of development of values	Development of values as a personal.	T5ch.17pg.no (165-174)
43-44	To give information about the process of development of values	And life-long process-teaching of values as an integral part of education.	T5ch.17pg.no (165-174)
45-46	To give information about the process of development of values	And life-long process-teaching of values as an integral part of education.	T5ch.17pg.no (165-174)
47-48	Explain the role of teacher in the development of the values	Evaluating that teachers and other school personnel are value laden	T5ch.18pg.no (175-185)

49-50	Explain the role of teacher in the development of the values	Evaluating that teachers and other school personnel are value laden	T5ch.18pg.no (175-185)
51-52	Explain the role of curriculum in the development of the values	Students are value laden, curriculum is value laden Evaluate.	T5ch.19pg.no (186-192)
53-54	Explain the role of curriculum in the development of the values	Parents are value laden, curriculum is value laden Evaluate.	T5ch.20,21pg.no(193-207)
55-56	To give information about the self- sacrifices value	Value of self-sacrifices value of self-centeredness.	T5ch.22pg.no (208-219)
57	Giving information about value	Values of excellence's values of eco-centralism.	T5ch.23pg.no (220-225)
58-59	To give information about the values of selfishness	Values of works values of selfishness.	T5ch.24pg.no (226-240)
60	Telling about the importance of values	Every teacher or all teachers need to teach values.	T5ch.24pg.no (226-240)

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	01.02.2023	20	CB
Test 2	60 Minutes	17	02.03.2023	20	CB
Test 3	60 Minutes	17	04.04.2023	20	OB
Quizzes (2)	10Minutes each	10	04.04.2023	-----	CB
Comprehensive Exam	3 Hours	40	05.05.2023	1-60	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: 15-01-2023

Dr. SHIV NARAYAN
Instructor-in-charge

The ICFAI University, Raipur
Faculty of Education
Second 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.

The means and measures towards the promotion of National integration and protection of human rights

Text Book	Titles Name	Author/Publication
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 , Rabindra Nath Tagore	T1 pg. No Ch- 14,15,16 181 – 191 192-206 207-207 T7 Pg. No Ch-16 203-218

16-17	Idealism and Education	with reference to Plato, Socrates and Advaita Philosophy.	T1 pg. No Ch-7 222-232, 240-250 T7 pg. No Ch-17 219-235
18-19	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
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 Gijju 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 Abul Kalam – technology enhance education	T3 pg. No –Ch- 40 529-539
34-35	Educational Contribution of-JJ Rousseau	WESTERN THINKERS -JJ 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- Gramsci an 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 thewestern and Indian Thinkers	T5 pg. No Ch- 20 261-267
41-42	Introduction of Modernization	Contemporary philosophical perspectives of Modernization inthought 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	14.02.2023	1-17	CB
Test 2	60 Minutes	17	03.03.1013	18- 33	CB
Test 3	60 Minutes	17	27.03.2023	34- 42	OB
Quizzes (2)	20 Minutes each	10	---	**	CB
Comprehensive Exam	3 Hours	40	26.04.2023	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:15-01-2023

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

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

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

Instructor-in-charge: Mrs.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 T-1	Neera pandey " learner and learning process", Rakhi publication .1 st edition 2015
Text Book T-2	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) and SI Model	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.google.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	14.02.2023	1-11	CB
Test 2	60 Minutes	17	03.03.2023	12- 24	CB
Test 3	60 Minutes	17	27.03.2023	25- 42	OB
Quizzes (2)	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	27.04.2023	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:15-01-2023

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

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

Course No	Course Title	L	P	U
EDU113	Nai Talim an Experiential Learning	3	0	3

Instructor-in-charge: Dr.AMENA BANO KHANANI

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	15.02.2023	1-25	CB
Test 2	60 Minutes	17	04.03.2023	26- 33	CB
Test 3	60 Minutes	17	28.04.2023	34- 42	OB
Quiz	Throughout the Semester	10	**	---	CB
Comprehensive Exam	3 Hours	40	29.05.2023	1- 42	CB

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

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

Date:15-01-2023

Dr. AMENA BANO KHANANI
Instructor-in-charge

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

Course No	Course Title	L	P	U
PDG111	Mathematics Teaching-I	3	0	3

Instructor-in-charge: Mrs.ANITA PANDEY

Learning Outcomes:

After successful completion of the course student will be able to

1. Develop insight into the meaning, nature, scope and objective of mathematics education.
2. Appreciate the process of developing a concept.
3. Learn important mathematics: mathematics is more than formulas and mechanical procedures.
4. Channelize, evaluate, explain and reconstruct their thinking.
5. Pose and solve meaningful problems.
6. Appreciate the importance of mathematics laboratory in learning mathematics .
7. Develop competencies for teaching learning mathematics through various measures.

Text Book T1	Arun kumar Kulshrestha, “Pedagogy C”, R. Lall Publication ,
Text Book T2	M.S.Rawat & M.B.Lall Agrawal , “Pedagogy of Mathematics ”, Agrawal Publication ,
Text Book T3	Unnatti Bishnoee, “Pedagogy of Mathematics ”, R. Lall Publication ,
Text Book T4	Payal Bholra Jain & M.B.Lall Agrawal, “Teaching of Mathematics”, ”, Agrawal Publication ,
Text Book 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 Andimplementationofstrategiesintea chingaconceptliketeachingofalgebra, 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	15.02.2023	1-17	CB
Test 2	60 Minutes	17	04.03.2023	18- 28	CB
Test 3	60 Minutes	17	28.03.2023	29- 42	OB
Quizzes (2)	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	29.04.2023	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: 15-01-2023

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

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

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

Instructor-in-charge: Mrs.KAVITA SHARMA

Learning Outcomes:

After successful completion of the course student will be able to

1. Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching learning.
2. Appreciate that science is a dynamic and expanding body of knowledge.
3. Identify and relate everyday experiences with learning biological science.
4. Explore the process skill in science and role of laboratory in teaching learning
5. Use effectively different activities/experiments/demonstrations/laboratory experiences for teaching learning of biological science.
6. Develop process oriented objectives based on the content units
7. 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 " Physical science-I" 1 st edition 2013
NCERT T5	NCERT " Physical science-II" 1 st edition 2013
SWAYAM	https://swayam.gov.in/course/3490-
NPTEL	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.	<u>T1 Ch-2 pg.No.13-18</u>
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.	<u>T1 Ch-1 pg.No.1-3</u>
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	Imbide 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 behavioural terms	Writing learning objectives in behavioural 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 learners innegotiating and mediating learning in biology.	T1 Ch-1 pg.No.1-3
21	Importance ofteaching 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 ,dification 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 centred curriculum in biology	T4 Ch-6 pg No. 156-158 T2 ch-7 pg no. 84-86
26	Importans 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 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	15.02.2023	1-17	CB
Test 2	60 Minutes	17	04.03.2023	18-25	CB
Test 3	60 Minutes	17	28.03.2023	26-42	OB
Quizzes (2)	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	28.04.2023	1-42	CB

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Date: 15-01-2023

Mrs. KAVITA SHARMA
Instructor-in-charge

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

Course No	Course Title	L	P	U
PDG114	Social 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

Text Book T1	Pedagogy of social Science Part 01	Dr. N. Papa Rao / Sudivy prakashan
Text Book T2	Teaching of social Science	Snehlata Chturvedi / Agrawal publications year 2017/18
Text Book 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, desciplines in school curriculum	Distinguishing between Natural and Social Sciences: Major Social Sciences disciplinesin 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 interdisciplinary	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- aims and objectives, content organization and presentation of any State Board and CBSE 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 at the local/global levels.	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
33-34	methods of geography , techniques of geography teaching	METHODS: Interactive verbal learning; Experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator; Engagement with 'places' at an emotional or sensory level using art, poetry and literature. techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.	T2 Ch-11, pg. No 110-126
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. No 244-249

39-40	concept of sustainable development ,economic reforms	<p>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;</p> <p>Economic Reforms and Globalization (discuss these developmental issues with referenceto India).</p> <p>The above content may be used to understand the teaching, learning strategies and skill development in economics.</p>	T2 Ch-23 pg. No 250-270
41	teaching learning methods in economics	<p>Teaching-Learning Methods in Economics</p> <p>In addition to usual methods like lecture, discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, concept mapping, project and activities like field visits (e.g. visit to a construction site for data on wages and employment), 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 learning activities should be encouraged</p>	T1 Ch- pg. No 207-236 T2 Ch.21- pg. No 215-243
42	teaching learning materials in economics	<p>Teaching-Learning Materials</p> <p>Using textbook, analysis of news (Newspaper, TV, and Radio); documents (e.g. Economics Survey, Five Year Plan), Journals and News Magazines.</p>	T1 Ch- pg. No 265-273 T2 Ch.26- pg. No 307-343

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Date:15-01-2023

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

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

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

Instructor-in-charge: Mrs.VARSHA RANI

Course Objectives:1

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

T1	1. Hindi shikshan	Reeta Chauhan/Agrawal Publication
T2	2. Bhasha vgyan	Bholanath Tiwari /kitab mahel Publication
T3	3. Hindi shikshan	Shikha chaturvedi /prakasak vinay rakheja
T4	4. Bhasha and Bhasha Shikshan	Shrimati Rajkumari Sharma ,Dr.Savitri Sharma /Radha Prakashan Mandir(Pri.Li.)
T5	5.Bhasha ,sangyan and samaj	Shrimati Rajkumari Sharma /Radha Prakashan Mandir(Pri.Li.)
T6	6.Lucent`s samanya hindi	Sanjeev kumar /.Lucent Publication
T7	7. Hindi Bhasha ki vidhaon ka Shikshan	Shrimati Rajkumari Sharma/ Radha Prakashan Mandir(Pri.Li.)
T8	8..Hindi Bhasha Shikshan	Shrimati Rajkumari Sharma Radha Prakashan Mandir(Pri.Li.)
T9	9. Bhasha Shikshan Hindi (Bhag 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 भाषाए 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.n.21
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 350इ)	T6 Ch1Pg.No.9-14
07	भाषा नीति को जानना	कोठारी कमीशन (64 से 66इ राष्ट्रीय शिक्षा नीति-1986	T9,unit2-2.2pg.n.55-56
08	भाषा नीति को जानना	पी.ओ. -1992	T9,unit2-2.2pg.n.57-58
09	भाषा नीति को जानना	1- राष्ट्रीय पाठ्यचर्चा- 2005 ;भाषा अमययन)	T1Ch.41Pg.No.438-446
10	हिंदी भाषा की स्थिति को जानना	हिंदी भाषा की भूमिकरूस्वतंत्रता से पहले स्वतंत्रता के बाद हिंदी	T1Ch.6 Pg.No.18-26
11	<ul style="list-style-type: none"> 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.n.69-108
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 विविध पक्ष - नियमबद्ध व्यवस्था के रूप में भाषा	T1Ch 8 Pg.30-42 T5Ch.2Pg.No.59-73
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 पढाए जाएगे)	T3 Ch.6Pg.No.99-102 T9,unit4-4.2pg.n.134-156
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	पढने-पढाने 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	पढना -पढने के कौशल पढने 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 पढने 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 PgNo.116-130

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	15.02.2023	1-17	CB
Test 2	60 Minutes	17	04.03.2023	18-25	CB
Test 3	60 Minutes	17	28.03.2023	26-42	CB
Quizzes (2)	20 Minutes each	10	28.03.2023	**	CB
Comprehensive Exam	3 Hours	40	28.04.2023	1-42	CB

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

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

Date:15-01-2023

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

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

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

Instructor-in-charge: Mrs.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
Text Book T-2	Bhagwanti Gupta ,Agrawal publication ISO: 9001:2008 ,2018-19
Text Book 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 iconological 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 land	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	Organaziation 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	Subskills 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 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	15.02.2023	1-17	CB
Test 2	60 Minutes	17	04.03.2023	18-25	CB
Test 3	60 Minutes	17	28.03.2023	26-42	OB
Quizzes (2)	20 Minutes each	10	28.03.2023	**	CB
Comprehensive Exam	3 Hours	40	28.04.2023	1-42	CB

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

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

Date:15-01-2023

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

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

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

Instructor-in-charge: Mrs. VARSHA RANI

Learning Outcomes:

After successful completion of the course student will be able to

1. Understand 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.

Textbook (s) T1	Method of Educational Research, Dr. Gaya Singh, drAnil 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- Ethono 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 in educational research	Review of related literature- purpose and need at different stages of research, sources of literature	T1, Ch.3, 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 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
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 andContingency 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	31.01.2023	1-10	CB
Test 2	50 Minutes	17	01.03.2023	11-20	CB
Test 3	50 Minutes	17	03.04.2023	21-40	OB
Quizzes (2)	20 Minutes each	5 each	**	continuous	CB
Comprehensive Examination	3 Hrs	40	01.05.2023	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:15-01-2023

Mrs.VARSHA RANI
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education
Second Semester, 2022-2023
Course Handout

Course No	Course Title	L	P	U
EDP122	Psychological Perspectives of Education	5	0	3

Instructor-in-charge: Mrs. ANITA PANDEY

Learning Outcomes:

After successful completion of the course student will be able to

- 1.To develop understanding of the 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 it's 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

Textbook (s) T1	Pro. R.N Manav, "Psychological Perspectives of Education", R. Lall Publication
T2	P.D Pathak , "Educational Psychology ", Agrawal Publication
T3	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	https://en.m.wikipedia.org
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 , Humanistic and Cognitive	T-1 Ch-4 pg. No 45-53

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	https://en.m.wikipedia.org
9.	Theories of Freud’s Psycho-Sexual Development	Freud’s Psycho-Sexual Development	T-1 Ch-8 pg. No 112-114 https://en.m.wikipedia.org
10.	Theories of Erikson’s Psycho-Social Development	Erikson’s Psycho-Social Development	T-1 Ch-8 pg. No 109-112 https://en.m.wikipedia.org
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	https://en.m.wikipedia.org
14.	Theories Of Moral Development	Moral Development-Theories Piaget And Kolhers	https://en.m.wikipedia.org
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 https://en.m.wikipeda.org
29.	Information Processing Theory	Information Processing (Donald Norman)	T-1 Ch-13 pg. No 199- 202 https://en.m.wikiped.org
30.	Mastery Learning Theory	Mastery Learning(Bloom)	T-1 Ch-13 pg. No 221- 224 https://en.m.wikiped .org
31.	Hull’s Reinforcement Theory	Hull’s Reinforcement Theory	T-1 Ch-13 pg. No 170- 176 https://en.m.wikiped .org
32.	Toleman’s Theory Of Learning	Toleman’s Theory Of Learning	T-1 Ch-13 pg. No 179- 187 https://en.m.wikiped .org
33.	Levin’s Field Theory	Levin’s Field Theory	T-1 Ch-13 pg. No 187- 191 https://en.m.wikiped .org
34.	Constructivism & Learning Theory	Constructivism & Learning	T-1 Ch-13 pg. No 212- 217 https://en.m.wikiped .org
35.	Brain Base Learning Theory	Brain Base Learning	T-1 Ch-13 pg. No 208- 211 https://en.m.wikiped .org
36.	Concept Of Educational Implications Of Theories Of Learning	Educational Implications Of Theories Of Learning	https://en.m.wikiped .org
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 https://www.ipl.org
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	https://en.m.wikiped .org
40.	Concept Of Teaching Of Learning Strategies	Student’s Thought Processes Teaching Of Learning Strategies	https://en.m.wikiped .org
41.	Concept Of Teacher Behavior And Student Achievement	Teacher Behavior And Student Achievement Teaching Functions	https://en.m.wikiped .org
42.	Concept Of Classroom Organization And Management	Classroom Organization And Management	https://en.m.wikiped .org

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	31.01.2023	1-14	CB
Test 2	60 Minutes	17	01.03.2023	15- 28	CB
Test 3	60 Minutes	17	03.04.2023	29- 42	OB
Quizzes (2)	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	03.05.2023	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:15-01-2023

Mrs. ANITA PANDEY
Instructor-in-charge

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

Course No	Course Title	L	P	U
EDP123	Educational Guidance and Counseling- I	3	0	3

Instructor-in-charge: Dr.AMENA BANO KHANANI

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.

Textbook T1	Fundamental of guidance and counselling ,Dr. R.A.Sharma ,Dr.Shikha Chaturvedi ,Surya R..Lal book depot.
T2	Shaikchhiknirdeshanevamparamarsh ,Mahaveer Prasad Gupta and Mamta Gupta
T3	Guidance and counseling ,S.N.Sharma and M.K. Solanki .
Reference book(s) R1	Shiksha ka siddhant ,N.R.swaroop Saxena ,R.Lal Book Depot .
R2	Aadunik bhartiya shiksha ,professor suresh Bhatnagar , R.Lal Book Depot
R3	Shikshaaurbhartiyasamaj,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	Guidance and counseling: concept, nature	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 counseling to the students.	Types of counseling 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.

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	16	01.02.2023	1-15	CB
Test 2	60 Minutes	17	02.03.2023	16- 30	CB
Test 3	60 Minutes	17	04.04.2023	31- 42	OB
Quizzes (2)	20 Minutes each	10	**	**	CB
Comprehensive Exam	3 Hours	40	05.05.2023	1- 42	CB

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

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

Date:15-01-2023

Dr.AMENA BANO KHANANI
Instructor-in-charge

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

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

Instructor-in-charge: Mrs.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.

Textbook (s) 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
	https://www.unicef.org
	https://www.education.vic.gov.au

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	National institutes for the handicapped and the role of	T1 ch –pg. no.114-116

	rehabilitation council of India	rehabilitation council of India	
17	Differently abled	Current issues in education for the differently abled	T1 ch –pg. no.188-189
18	Meaning of educational intervention cross disability approach	Meaning of educational intervention cross disability approach	T1 ch.
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.

Date:15-01-2023

Ms.KAVITA SHARMA
Instructor-in-charge

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

Course No	Course Title	L	P	U
EDP125	Teacher Education	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 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.

Textbook T1 T2	1Teacher education ,N.R Saxena ,B.K Mishra ,R.K Mohanti,Vinay rakheja Publisher 2.Teacher education and traning technology, Dr.R.A.Sharma Vinay rakheja Publisher
Reference Books R1	Teacher education and training technology
R2	Teacher Education in our Indian society
R3	Development of teachers in our 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	History of teacher education	Historical development of teacher Education in India	T1 Ch.1 Pg No.1 - 32
3	Major difference in T.E. and T.T.	Difference between teacher education and teacher training	T1 Ch.3 PgNo.42-47
4-5	Brief introduction of teacher education	Teacher education as distinguished from teacher training	T1 Ch.2 and 3 Pg No.33 –47
6-7	Teacher education in different level	Need and importance of teacher education	T1 Ch.4 Pg No.48 – 55
8	Basic concept of teacher education	Teacher Education Concept and structure of teacher	T1 Ch.7 Pg No.95 - 105

9	Need and importance of T.E.	Meaning and nature of teacher education	Ch.1 Pg No.42 - 47
10	Requirement of teacher education	Aims and Objectives of teacher Education at different level	T1 Ch.1 Pg No.48 – 55
11	Need of training	Need for pre-service and in service professional education of teachers	T1 Ch.2 Pg No.33–41
12	Qualifications of teachers.	Qualifications of teachers-pre-primary, primary, Secondary, Higher Secondary	T1 Ch.28 Pg No.445-458
12-13	Basic concept of special teacher	Training of special teacher	T1 Ch.2 and 3 Pg No.33 - 47
14	Basic concept of vocational teaching .	Vocational Technical and work Experience	T1 Ch.30 Pg No.484 – 494
14-15	Theory of teacher education.	Content of Teacher Education	T2 Ch.2 Pg No. 27 – 45
16-17	Concept of Evaluation	Evaluation – Internal and externals	T2 Ch.34 Pg No.678- 696
18	Models of teaching	lecture and discussion programmer learning ,models of teaching	T1 Ch.15 Pg No. 237-252,
19	Models of teaching	Seminars, workshops,, Content—cum methodology approach Virtual and E-mode .	T2 Ch.5 Pg No.89-110
20	Models of teaching	Symposium, group discussion ,Experiments	T2 Ch.5 Pg No.89-110
21-22	New methods in teacher education	Supervised study ,new methods -micro teaching ,macro teaching	T2 Ch.17 Pg No.366-379
23-24	Practice teaching in T.E.	Practice teaching in teacher education Demonstration , experiments ,practice teaching and observation.	T1 Ch.19 Pg No.295-320
25	Concept of supervision	Significance and supervision ofpractice teaching	T2 Ch.34 Pg No.678--696
26	Co-operative schools.	Internship relationship of college of education with co-operative schools.	T2 Ch.34 Pg No.678-696
27-28	Brief history of Evaluation procedure.	Evaluation Procedures in teacher education	T2 Ch.34 PgNo.678-688

29	Introduction of assessment	Assessment, aspect of internal and external assessment New technique of evaluation ,teaching as a profession	T2 Ch.23 Pg No.473-485
29	Brief history of different commission .	Recommendation of various commission ,Kothari commission ,National policy of Education	T2 Ch.4 Pg No.71-88
30	Functions of NCTE of policy.	NCTE policy	T2 Ch.27 Pg No.567-590
31	Concept of professional organization .	Professional Organization for various levels of teacher	T1 Ch.30 Pg No.484-494
32	Meaning of teaching profession	Perfomance appraisal of teacher ,code of conduct and ethics of teaching profession ,faculty improvement programme for teacher education.	T1 Ch.31 PgNo.495-527
33	Meaning and nature of Research	Research and Teacher Education ,Need of Research teacher education	T2 Ch.35 PgNo.697-713
33	Scope of Research	Area of research in teacher education. Action Research in teacher education.	T2 Ch.8 PgNo.148-174
34	Functions of UGC	Role of UGC,,and NCTE Teaching effectiveness ,criteria of admission ,modification of teacher behaviour	T2 Ch.27 Pg.No. 584-586
34	Current situation of teacher and problems of T.E.	School effectiveness . current problems of teacher education .	T1 Ch.5 Pg.No.56-74
35	Role of UGC	Teacher education and practicing schools .teacher education and UGC,NCTE,University	T2 Ch.32 Pg.No.647-661
35	Meaning of teacher orientation programme	Integrating technology in teacher education Orientation and teacher training of teachers	T2 Ch-4 Pg.No.71-88
36	Meaning and scope of open university	Types of teachers Education programme and agencies In service --teacher education programme, meaning scope and need Open university,,need and importance of open university	T2 Ch.19 Pg.No. 398-415
36	Functions of NCERT	Agencies of T.E.-UGC, NCTERT, SCERT, Colleges of T. E.,	T2 Ch.27 pg.No.567-590
37	Importance of Research and teacher education	Research and teacher education Open university,,need and importance of open university	T2 Ch.35 pg.No.697-713
37	Need of research in our present situation.	Need of Research teacher education	T1 Ch.29 Pg.No.459-483

38	Concept of teacher Organisation .	Teacher organization ,academic staff colleges ,university, department of education .	T1 Ch.23 Pg.No.342-372
38-39	Importance of teacher education in India.	Teacher education and teachers training program	T1 Ch.31 Pg No495-527
40	Nature of teacher education	T.E. - Concept, Meaning, Need and nature	T1 Ch.5 Pg.No.56-74
41	Significance of teacher education	Importance of teacher educations	T1 Ch.3 Pg.No.42-47
42	Need of orientation programme.	Orientation and refresh courses	T1 Ch.16 Pg.No.253-262

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	01.02.2023	1-10	CB
Test 2	50 Minutes	17	02.03.2023	11-20	CB
Test 3	50 Minutes	17	04.04.2023	21-40	OB
Quizzes (2)	20 Minutes each	5 each		continuous	CB
Comprehensive Examination	3 Hrs	40	06.05.2023	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:15-01-2023

Dr. SHIV NARAYAN
Instructor-in-charge

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

Course No	Course Title	L	P	U
EDP221	Curriculum Development	5	0	3

Instructor-in-charge: Dr AMENA BANO 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	Udayman bharti samaj meishikshak, Dr. Girish Pachori
T4	Curriculum Development & Assessment, Poonam Madan
R1	Knowledge, language and curriculum, Dr. Shivpal sing, Dr. Rumap Jain
R2	http://uou.ac.in (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 curriculum.	Sociological needs and their implications for curriculum development	T2, Ch-41., 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, No77-86	Pg.
26	Procedure of organizing Content	Periodic revisions of curriculum in view of the knowledge	T1, Ch-5, No77-86	Pg.
27	Procedure of organizing Content	Periodic revisions of curriculum in view of the knowledge	T1, Ch-5, No77-86	Pg.
28	Procedure of organizing Content	Evaluation as an integral part of curriculum development	T1, Ch-7, No103-111	Pg.
29	Procedure of organizing Content	Need for permanent curriculum research unit.	T1, Ch-1, No1-30	Pg.
30	Evaluating the Curriculum	Evaluating the Curriculum	T1, Ch-22, No279-291	Pg.
31	Evaluating the Curriculum	A framework for evaluation	T1, Ch-22, No279-291	Pg.
32	Evaluating the Curriculum	A framework for evaluation	T1, Ch-22, No279-291	Pg.
33	Evaluating the Curriculum	Planning for evaluation	T1, Ch-22, No279-291	Pg.
34	Evaluating the Curriculum	Planning for evaluation	T1, Ch-22, No279-291	Pg.
35	Evaluating the Curriculum	Planning for evaluation	T1, Ch-22, No279-291	Pg.
36	Evaluating the Curriculum	Conducting the Program evaluation	T1, Ch-22, No279-291	Pg.
37	Evaluating the Curriculum	Conducting the Program evaluation	T1, Ch-22, No279-291	Pg.
38	Evaluating the Curriculum	Evaluating the curriculum materials	T1, Ch-22, No279-291	Pg.
39	Evaluating the Curriculum	EEvaluating the curriculum materials	T1, Ch-22, No279-291	Pg.
40	Evaluating the Curriculum	Conducting the Curriculum material evaluation	T1, Ch-22, No279-291	Pg.
41	Evaluating the Curriculum	Conducting the Curriculum material evaluation	T1, Ch-22, No279-291	Pg.
42	Evaluating the Curriculum	Conducting the Curriculum material evaluation	T1, Ch-22, No279-291	Pg.

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.

Date:15-01-2023

Dr.AMENA BANO KHANANI
Instructor-in-charge

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

Course No	Course Title	L	P	U
EDP222	Educational Guidance and Counseling- II	5	0	3

Instructor-in-charge: Mrs.ANITA PANDEY

Learning Outcomes:

After successful completion of the course student will be able to

1. To develop understanding of the interrelationship between Guidance and counseling.
2. To develops 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

Textbook (s) T1	Fundamental of Guidance and counseling, Dr. R.A.Sharma , Dr.Shikha Chaturvedi, Surya R..Lal book depot.
T2	Shaikchhiknirdeshanevamparamarsh ,Mahaveer Prasad Gupta and Mamta Gupta
T3	Guidance and counseling, S.N.Sharma and M.K. Solanki .
Reference book (s) R1	Shikshakasiddhant ,N.R.swaroopSaxena ,R.Lal Book Depot .
R2	Aadunikbhartiyshiksha ,Professor Suresh Bhatnagar , R.Lal Book Depot
R3	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	Concept of Personality	Interest test and Personality measure.	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 Questionnaires	Questionnaires	T1Ch.27 Pg.No.524-546
35	To understand the concept of different types of tools.	Inventories, record and stoichiometric 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.	Outline for job study	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	16	31.01.2023	1-15	CB
Test 2	60 Minutes	17	01.03.2023	16- 30	CB
Test 3	60 Minutes	17	03.04.2023	31- 42	OB
Quiz	Throughout the Semester	10	03.04.2023	**	CB
Comprehensive Exam	3 Hours	40	01.05.2023	1- 42	CB

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

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

Date:15-01-2023

Mrs.ANITA PANDEY
Instructor-in-charge

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

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

Instructor-in-charge: Mrs.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 programmer's equipment and aids for the differently abled.

Textbook (s) 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
	https://www.unicef.org
	https://www.education.vic.gov.au

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) impairment	Concept types and Characteristics of (degree) impairment	T2 Ch-4 pg.No.62-63
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:

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Test 3	60 Minutes	17	03.04.2023	23- 42	OB
Quiz	20 Minutes	10	**	**	CB
Comprehensive Exam	3 Hours	40	03.05.2023	1- 42	CB

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

Date:15-01-2023

Ms.KAVITA SHARMA
Instructor-in-charge