

Faculty of Education

Second Semester, 2023–2024
Course Handouts

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The ICFAI University, Raipur

Faculty of Education

Second Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDU121	Sociological Perspective of Education	3	0	3

Instructor-in-charge: Dr.DEEPIKA CHATTERJEE

Learning Outcomes:

After successful completion of the course student will be able to

1. To develop understanding of the interrelationship between sociological perspective, teacher and education.
2. To develop appreciation of the basic contents, principles, and developments of the teacher education and educational situation of teachers in our Indian society.
3. To understand aims of education in key policy & documents.
4. To understand democracy & education.

Text Book T1	Sociological Perspective of education, Dr. Reeta Chouhan, Agrawal ,Latest Edition 2017/18
Text Book2	Community and School, Smt. R.K Sharma, R.K Upadhyay, Dr.Savitri Sharma, Radha Prakashan , Edition 2010
Reference Book R1	Teacher Education in our Indian society
Reference Book R2	Development of teachers in our Indian society
Reference Book R3	Education and Indian Society

Lecture-wise-plan:

Lect Nos.	Learning Objectives	Topics to be Covered	Reference (Ch./Sec./ Page Nos. of Text Book)
1-2	Diversity in Chhattisgarh	Understanding diversity in Indian society with special reference to Chhattisgarh	T1 Ch.1 Pg No.1 -6
3	Profile of different communities in terms of their economy, language, culture & educational status.	Diversity in Indian society, especially in Chhattisgarh, would be explored through case studies of some villages, regions or cities.	T1 Ch.1 PgNo.7- 17

Lect Nos.	Learning Objectives	Topics to be Covered	Reference (Ch./Sec./ Page Nos. of Text Book)
4-5	Diversity in the classroom.	Diversity in the class room. Getting to know the diverse socio-cultural and linguistic background of fellow students.	T1 Ch.1 Pg No.18 – 22
6-7	Ethnographic profiling of some five communities of the state.	Ethnographic profiling of some five communities of the state (for example, one tribal, one scheduled caste, one artisanal community, one farming caste, one minority religious community)	T1 Ch.1 Pg No.23–25
8	Profiling communities of children.	Children at risk educationally – profiling communities of children who have not been integrated well into schooling(non-enrolment, early dropout, low achievement	T1 Ch.1 Pg No.18 - 21
9	Profile of different communities.	Profiling of the society of one's own village or town in terms of communities, professional groups, economic status, social respect, power, etc.	Ch.1 Pg No.24 - 25
10	Social diversity in the class room.	How can a teacher use the social back ground of diverse students as a resource for teaching in the class room?	T1 Ch.1 Pg No.27 – 29
11	Profiling related to sociological concept.	Sociological concepts relating to social stratification	T1 Ch.2 Pg No.30– 32
12	Terms related to discrimination stratification & exclusion.	Life opportunities, class	T1Ch.2 PgNo.35-38
12-13	Frame work of marks & max weber related to social stratification.	Status and power: frameworks of Marx and Max Weber	T1 Ch.2 Pg No.38 - 40
14	Introduction of Social discrimination	Social discrimination	T1 Ch.2 Pg No.39 – 40

Lect Nos.	Learning Objectives	Topics to be Covered	Reference (Ch./Sec./ Page Nos. of Text Book)
14-15	Brief history of Exclusion and exploitation	Exclusion and exploitation.	T1 Ch.2Pg No. 39 – 40
16-17	Factors of social capital by P.Bourdieu	Socialcapital,culturalcapitalandeconomiccapital– theapproachofP.Bourdieu	T1 Ch.2 Pg No.41- 46
18	Concept of Equality of opportunities and capabilities approach of Amartya sen.	Equality of opportunities and capabilities approach of Amartya Sen	T1Ch.2 Pg No. 46-48
19	Introduction of Aims of Education	Aims of Education in key policy and documents: Mudaliar commission report	T1 Ch.3 Pg No.49-51
20	Brief history of Kothari commission	Mudaliar commission report Kothari commission report	T1 Ch.3 Pg No.50-54
21-22	Concept of National policy on education	Curriculum framework, 1975 National policy on education, 1986	T1 Ch.3 Pg No.54-55
23-24	Introduction of Aims of Education	Aims of Education in key policy and documents: Mudaliar commission report Curriculum framework, 1975 National policy on education, 1986	T1Ch.3 Pg No.50-60
25	Concept of National policy on education	Curriculum frame work, 1975 National policy on education, 1986	T1 Ch.3 Pg No.54-55
26	Introduction of discrimination, life opportunities by Amartya Sen	Equality of opportunities and capabilities approach of Amartya Sen	T1 Ch.2 Pg No.46-48

Lect Nos.	Learning Objectives	Topics to be Covered	Reference (Ch./Sec./ Page Nos. of Text Book)
27-28	Brief history of Education in our democratic country	Democracy and education	T1 Ch.4 PgNo.61-90
29	To understand the term National welfare Concept of education and human resources	National welfare Education and human resources	T1Ch.4 Pg No.88-90 T1 Ch.5 Pg No.91-92
30	Objectives of NAEP	NAEP NEP 2020(Chapter –II,chapter-I, School Administration)	T1Ch.5 Pg No.129-131
31	Concept of Sociological changes in India	Sociological basis of education	T1 Ch.1 Pg No.1-29
32	Introduction of the term“ National and Emotional integration”	Meaning of the term “National and Emotional integration”	T1 Ch.4 Pg”No.61-65
33	Importance and contributions of different religions in India	Contributions of different religions (Hinduism,- Buddhism, Sikhism, Islam, Christianity and Jainism)	T1Ch.4 PgNo.73-77
33	Concept of Social order	Meaning of a new social order, eradication of illiteracy, objectives of NAEP; provisions made and channels started for education	T1 Ch.5 PgNo.93-95
34	Importance of Social order Differences between the term national & emotional integration	Meaning of a new social order, eradication of illiteracy ,objectives of NAEP; provisions made and channels started for education Meaning of the term“ National integration and Emotional integration	T1 Ch.5Pg.No. 93-99 T1 Ch.4 Pg.No.61-72

Lect Nos.	Learning Objectives	Topics to be Covered	Reference (Ch./Sec./ Page Nos. of Text Book)
35	Equality of opportunities Religious diversity in India	Culturally and economically deprived; Means and measures taken for equality of opportunities In terms of castes, tribes. Disabled, Gender and Minorities: contributions of different religions (Hinduism,- Buddhism, Sikhism, Islam, Christianity and Jainism)	Ch.5 T1 Pg.No.95-99 Ch.4 T1 Pg.No.73-79
36	Introduction of current situation in India Brief history of PPP	Current concerns of Indian education Private public partnership (PPP)	Ch.6 T1 Pg.No. 132-152 T1 Ch.6 pg.No.138-152
37	Introduction of Professional ethics Advantages of privatization	Professional ethics Impact of privatization	T1 Ch.6 pg.No.132-138 T1 Ch.6 Pg.No.145-152
38	Disadvantages of privatization.	Impact of privatization and Developments on Human Resources on the institution	T1Ch.6 Pg.No.132-144
39	Casualization & informalisation of teachers	Current concerns of Indian education	T1 Ch.6 Pg No132-135
40	Concerns & prospects	Casualization and informalisation of teachers. Student teachers will be given an opportunity.	T1 Ch.6 Pg.No.136-138
41	The current concern of Indian education	Indian education	T1 Ch.6 Pg.No.138-141
42	Comparison between Indian and Britain education	Britain education	T1 Ch.5 Pg.No.91-92

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	19-01-2024	1-10	CB
Test 2	60 Minutes	17	08-02-2024	11- 24	OB
Test 3	60 Minutes	17	11-03-2024	25- 38	CB
Presentations/Lab	Continuous	10	**	**	**
Comprehensive Exam	3 Hours	40	22-03-2024	1- 42	CB

** To be announced in the class OB Open Book CB- Closed Book Exam

Make-up Policy: Make-up will be given only under genuine circumstances for Test only however prior 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 Test, Tests and Comprehensive Examination etc.

Date: 06/01/2024

Dr.DEEPIKA CHATTERJEE
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

Second Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDU122	Curriculum and Knowledge	3	0	3

Instructor-in-charge: Dr.PRABHU DAYAL SHARMA

Learning Outcomes:

After successful completion of the course student will be able to

1. To understand the nature of curriculum and its relation to syllabi, text books and class room practices.
2. To understand the nature of knowledge, moral values and skills.
3. To examine the place of work in education.
4. To understand the implications of constructivism for education.
5. To develop and apply a framework for studying curriculum documents.

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

Lecture-wise-plan:

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

Lect Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
4	Scope of curriculum	The scope of curriculum: Knowledge, values	T1, Ch-2, Pg.No.31-35
5	Curriculum: Skills	Curriculum: Skill, dispositions, etc. Some general discussions about each.	T3,Ch-2,Pg,No.126-168
6	Cultural embeddedness	The context/cultural embeddedness of curriculum.	T1,Ch-3,Pg.No.336-62
7	Cultural embeddedness	Curriculum as a mode of transmission of culture and social norms.	T1, Ch-3,Pg.No.36-62
8	Cultural choices and their implications for curriculum.	Diverse strands of culture and contestations and debates within them. Problems involved in questions about cultural choices and their implications for curriculum.	T1, Ch-9,Pg.No.138-144
9	Culture relate to the curriculum	Who defines culture? Who defines curriculum?(relate this to the discussion on negotiating diversity in aims of education.	T1, Ch-1,Pg. No1-30
10	Type of curriculum	Types of curriculum	T1, Ch-4,Pg. No63-76
11	Liberal, vocational, mixed curriculum	Liberal curriculum which seeks to develop understanding and perspectives, vocational curriculum which focuses on skills and is geared towards livelihood, mixed curriculum	T1, Ch-4,Pg. No63-76
12	Introduction to discussions about knowledge	Introduction to discussions about knowledge: What is knowledge? Knowledge as human endeavor: Curiosity, Practice and Dialogue. The nature of human curiosity, its limits; the complex interaction between knowledge and social practice; knowledge being formed through dialogues and shared with a larger community.	T1, Ch-5, Pg. No77-86
13	Nature of disciplines	Nature of disciplines/subjects and forms of inquiry in each.	T4, Ch-12, Pg. No188-201
14	Sociology of knowledge	Sociology of knowledge: privileging of certain kinds of knowledge through curriculum and	T1, Ch-7, Pg. No103-111

Lect Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
		its impact upon unequal learning opportunities.	
15	Nature of value, concept and classification.	Nature of value and morality: values are what make people consider life worthwhile. Values and morality involve choices which are arrived at by balancing diverse and often contradictory values. Even so, the choice made by one person may be very different from that made by another	T1, Ch-8, Pg. No112-137
16	Moral decisions	Most educators agree that students need to engage seriously with the task of taking moral decisions; they also agree that preaching a set of values is tantamount to indoctrination at best or promoting hypocrisy at worst.	T1, Ch-8, Pg. No112-137
17	Moral Ideas in multicultural society	Morality in a multi-cultural.	T1, Ch-10, Pg. No145-150
18	Nature of religious and moral education	Morality in a multi religious.	T1, Ch-9, Pg. No138-144
19	Democratic Dealing	Morality in a democratic society.	T2, Ch-2, Pg. No14-48
20	Cultural and religious value system	Different cultures/religions have different value systems and preferences.	T1, Ch-8, Pg. No112-144
21	Moral Education	Can any one of them become the basis of moral education in schools?	T1, Ch-11, Pg. No151-163
22	Moral Education	Can there be democratic norms of dialogue between different value systems	T2, Ch-2, Pg. No14-48
23	Objectives of moral education	Objective of moral education. Is it to impart information about what is valuable or to train the student how to take moral decisions or is it to instill in the student a desire to be moral person?	T1, Ch-11, Pg. No151-163
24	Moral Education	Should investigation into why it is difficult to be moral be a part of curriculum?	T2, Ch-2, Pg. No14-48

Lect Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
25-26	Behavior-cultural factors	Factors influencing consumer buying behavior-cultural factors. social factors , personal factors ,psychological factors.	T1, Ch-10,11, Pg. No145-163
27-28	Productive work	Understanding work as a productive activity which aims at producing tangible goods or services. Changing nature of work in recent times. Is 'work' in compatible with education?	T1, Ch-12, Pg. No164-176
29	Gandhian notion of education	Gandhian notion of education through productive work and a review of experience of its actual implementation	T1, Ch-13, Pg. No177-190
30-31	Productive work' (SUPW).	Can we substitute traditional crafts with modern industrial work? From Gandhian notion to 'Socially useful productive work'(SUPW).	T1, Ch-14, Pg. No191-202
32	Vocational Education	Vocational Education	T1, Ch-15, Pg. No203-220
33	Liberal education	Education as preparation for a particular field of employment Vs liberal education to prepare for adult life in general.	T2, Ch-11, Pg. No202-208
34	Work skills	Possibility of combining work skills of several fields as a part of general education.	T1, Ch-14, Pg. No191-202
35	Productive work	The place of work in curriculum.	T1, Ch-16, Pg. No221-233
36-37	Cultural embeddedness	Its role in integrating knowledge, skill and values in real life like contexts. The implication of its absence from curriculum.	T1, Ch-3, Pg.No.336-62
38	Social factors, Curriculum development, sociological tendency in education	Visioning human beings and just society.	T1, Ch-17, Pg.No.234-241
39	Importance of teachers, Responsibility of teachers.	Visioning the role of students and teachers	T1, Ch-18, Pg.No.242-252
40	Meaning of knowledge,	Visioning the nature of knowledge and learning	T1, Ch-19, Pg.No.253-262

Lect Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
	Importance of knowledge.		
41	Views of Education Commission	Areas of study(subjects)and the objectives of learning them	T1, Ch-20, Pg.No.263-269
42	Assessment and Evaluation in education.	Visioning the role of assessment and evaluation in education.	T1, Ch-22, Pg.No.279-284, T2, Ch-19, Pg292-302

Evaluation Scheme:

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Date: 08/01/2024

Dr.PRABHU DAYAL SHARMA
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

Second Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDU123	Educational Administration and Management	3	0	3

Instructor-in-charge: Dr.DEEPIKA CHATTERJEE

Learning Outcomes:

After successful completion of the course student will be able to

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

Text Book T1	Educational Administration & Management
Text Book T2	Educational Administration & School Management
Text Book T3	Educational Management & School Organization
Text Book T4	Educational Administration & School Management
Reference Book R1	School Cultural management & Teacher
Reference Book R2	Educational Administration & Management

Lecture-wise-plan:

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

Lect Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
4	Nature of educational management	Nature of educational management	T1, Ch-1, Pg. No1-20
5	Objective of educational management	Objective of educational management	T2, Ch-3, Pg. No39-48
6	Scope of educational management	Scope of educational management	T2, Ch-1, Pg. No.1-18
7	Role and functions of headmaster	Role and functions of headmaster	T1, Ch-4, Pg. No.49-62
8	Role and functions of teacher	Role and functions of teacher	T2, Ch-11, Pg. No.141-187
9	Basic functions administration planning	Basic functions administration planning	T3, Ch-3, Pg. No.95-144
10	Role of headmaster	Organizing directing and controlling role of headmaster	T1, Ch-4, Pg. No.49-62
11	Role of teacher	Organizing directing and controlling role of teacher	T2, Ch-11, Pg. No.141-187
12	Maintenance of discipline, Types of discipline	Maintenance of discipline, Types of discipline	T4, Ch-12, Pg. No.188-201
13	Control management	Control management	T1, Ch-7, Pg. No.81-92
14	Coordination and growth, development	Coordination and growth, development	T1, Ch-8, Pg. No.93-102
15	Supervision, Scope of educational supervision.	Supervision, Scope of educational supervision.	T1, Ch-9, Pg. No.103-118
16	Inspection, Defects in the present supervision and inspection.	Inspection, Defects in the present supervision and inspection.	T1, Ch-9, Pg. No.103-118
17	Types of supervision.	Types of supervision.	T2, Ch-8, Pg. No.99-115
18	Crisis in management, Decision making	Providing guidance; leadership function Crisis in management, Decision making	T1, Ch-13, Pg. No.157-164
19	Communication in Educational Administration	Communication in Educational Administration, Types of Communication	T1, Ch-15, Pg. No.181-196
20	Role of communication in effective management and administration.	Role of communication in effective management and administration.	T1, Ch-15, Pg. No.181-196
21	Methods of communication	Methods of communication	T1, Ch-15, Pg. No.181-196
22	Barriers of communication	Barriers of communication in educational administration.	T1, Ch-15, Pg. No.181-196

Lect Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
23	Overcoming barriers to communication	Overcoming barriers to communication	T1, Ch-15, Pg. No.181-196
24	Effective communication	Effective communication in educational administration.	T1, Ch-15, Pg.No.181-196
25	Management of School	Management of School	T1, Ch-16, Pg. No.197-208
26	Role of headmaster in planning	Role of headmaster in planning of school activities approaches to management	T2, Ch-4, Pg. No.45-53
27	Man power approach, cost benefit approach	Man power approach, cost benefit approach	T1, Ch-17, Pg. No.209-220
28	Social demand approach, and social justice approach.	Social demand approach, and social justice approach.	T1, Ch-17, Pg. No.209-220
29	Involvement of other functionaries and agencies	Involvement of other functionaries and agencies in the preparation of a plan	T1, Ch-18, Pg. No.221-232
30	Delegation of authority and accountability.	Delegation of authority and accountability.	T1, Ch-19, Pg. No.233-240
31	Role of headmaster in monitoring,	Role of headmaster in monitoring,	T1, Ch-21, Pg. No.251-260
32	Role of headmaster supervision and evaluation.	Role of headmaster supervision and evaluation.	T1, Ch-21, Pg. No.251-260
33	Motivating the staff, in resolution of interpersonal conflicts.	Motivating the staff, in resolution of interpersonal conflicts.	T1, Ch-22, Pg. No.261-274
34	Role of headmaster in creating resources and managing financial matters.	Role of headmaster in creating resources and managing financial matters.	T2, Ch-20, Pg. No.312-334
35	Use of available resources for growth and development of the school.	Use of available resources for growth and development of the school.	T2, Ch-21, Pg. No.335-350
36	Role of teachers in school management and administration.	Role of teachers in school management and administration.	T2, Ch-22, Pg. No.351-355
37	Staff development programs.	Staff development programs.	T1, Ch-23, Pg. No.275-296
38	The administrative structure in the field of education in the state.	The administrative structure in the field of education in the state.	T1, Ch-28, Pg. No.359-370

Lect Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
39	Control of school education in the state-a critical analysis.	Control of school education in the state-a critical analysis..	T1, Ch-30, Pg. No.379-390
40	Function of the state government	Function of the state government in relation to secondary and higher secondary schools.	T1, Ch-30-31, Pg. No.379-404
41	Function of the board of secondary education	Function of the board of secondary education in controlling secondary schools.	T1, Ch-30-31, Pg. No.379-404
42	Problem of secondary school administration	Problem of secondary school administration in government schools.	T1, Ch-30-31, Pg. No.379-404

Evaluation Scheme:

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

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	60 Minutes	16	20-01-2024	1-10	CB
Test 2	60 Minutes	17	09-02-2024	11- 24	OB
Test 3	60 Minutes	17	12-03-2024	25- 38	CB
Presentations/Lab	Continuous	10	**	**	**
Comprehensive Exam	3 Hours	40	30-03-2024	1- 42	CB

** To be announced in the class OB Open Book CB- Closed Book Exam

Make-up Policy: Make-up will be given only under genuine circumstances for Test only however prior 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 Test, Tests and Comprehensive Examination etc.

Date: 08/01/2024

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

The ICFAI University, Raipur

Faculty of Education

Second Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDU124	Educational Mental Measurement and Evaluation	3	0	3

Instructor-in-charge: Mrs.ANITA PANDEY

After successful completion of the course student will be able to

1. To acquaint the student teacher with the basic scientific concepts and prentices in Educational and Mental Measurement
2. To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures
3. To develop skills and competencies in the student teacher for the use of the techniques in the field.
4. To enable the student teacher to interpret the result of educational measurement.
5. To enable the student understand about various educational and mental measurement tool.

Text Book T1	Jyoti Sharma “Measurement And Evaluation In Education”, Agrawal Publications ,
Text Book T2	Dr. Bipin Asthana , “Assessment ,Measurement And Evaluation In Education”, Agrawal Publications ,
Text Book T3	P.K Panda, “Measurement ,Evaluation And Assessment in Education”, Agrawal Publication ,
Text Book T4	R.K Sharma ,S.K Dubey, “Educational And Mental Measurement And Evaluation”, Radh Publication ,

Lecture-wise-plan:

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/Chapter/Page No
1.	Concept of Measurement	Concept of Measurement – Meaning, Definition, Elements, Characteristics ,Limitations	T-1 Ch-1 pg No 1-7 T-4 Ch-1 pg No 6-7
2.	Type of Measurement	Measurement -Type , Functions, Errors	T-4 Ch-1 pg No5 - 7-10 T-1Ch-1pg No 10-14

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/Chapter/Page No
3.	Level of Measurement	Level of Measurement, Types of variables	T-3 Ch-1pg No 3-7 T-4 Ch- 1 pg No 11-13
4.	Concept of Evaluation	Concept of Evaluation - Meaning, Definition, Purposes, characteristics	T-1Ch-3 pg No 25-31
5.	Evaluation need , aims	Evaluation – Need, Aims, Scope of evaluation	T-4Ch-2 pg No 61-71
6.	Concept of Educational Evaluation	Educational Evaluation, type	T-2Ch-2 pg No 25-34
7.	Differences Between Evaluation , Measurement And Examination	Differences Between Evaluation And Measurement , Differences Between Evaluation And Examination	T-1Ch-3 pg No 36-40 T- 4 Ch-2 pg No 72-73
8.	Concept of Test	Concept of Test - Meaning, Definition, Quality of test	T-4 Ch-1 pg No 19 - 24
9.	Characteristics Of Good Test	Characteristics Of Good Test , Item Analysis	T-2 Ch-3 pg No 42-51 T-1 Ch-7 pg No 91-103
10.	Concept of Reliability, Validity	Reliability, Validity	T-4 Ch-1 pg No 24-44 T-3 Ch-4 pg No 90-96
11.	Concept of Educational Statistics	Educational Statistics - Meaning, Definition, Statistical Terms	T-1 Ch-9 pg No 115-118 T-4Ch-6 pg No 133-135
12.	Measures of Central Tendencies	Measures of Central Tendencies – Importance of Central Tendencies – Mean (Group Data & Ungroup Data)	T-1Ch-9 pg No 119-124 T-2Ch-1pg No1-15
13.	Median , Mode	Median , Mode (Group Data & Ungroup Data)	T-1 Ch-9 pg No 124- 130 T-3 Ch-8 pg No219-230
14.	Measures of Variability	Measures of Variability – Kinds of Measures of Variability – Range, Quartile Deviation	T-4Ch-6 pg No 156-165 T-1Ch-9 pg No 130-133
15.	Concept of Mean Deviation	Mean Deviation (Group Data & Ungroup Data), Standard Deviation (Group Data & Ungroup Data	T-1 Ch-9 pg No 134 140 T-4 Ch-6 pg No 165-178
16.	Concept of Graphical Representation	Graphical Representation - – Meaning , Importance , Limitations , Types	T-1Ch-10 pg No 145-160

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/Chapter/Page No
17.	Techniques of Test Conduct	Techniques of Test Conduct – Seating Arrangement ,Establishment of Rapport With Students	T-4 Ch-7 pg No 181- 187 T- 2 Ch-11 pg No 169-174
18.	Techniques of Test Conduct	Distribution of Questions , Checking Pillage or Whisper	T-1 Ch-11 pg No 168-169 T-4 Ch-7 pg No 188-192
19.	Concept of Objective Scoring	Checking Copying In The Examination, Objective Scoring	T-4 Ch-7 pg No 192-196 T-1 Ch-11 pg No 172- 174
20.	Techniques of Test Conduct	Avoiding Tendency of Guessing in Answering	T-4 Ch- 7 pg No 197-199T-2 Ch-11pg No 170-177
21.	Concept of Normal Probability Curve	Interpreting Measurement–Normal Probability Curve -Meaning, Definition, Characteristics ,Use	T-1Ch-12 pg No 177-183 T-4 Ch-8 pg No 201-207
22.	Theory of Normal Probability Curve	Normal Probability Curve - Nature, Probability Theory	T-2 Ch-6 pg No 95-99 T-3 Ch-14 pg No 288-295
23.	Normal Probability Curve	Skewness And Kurtosis	T-4 Ch-8 pg No 207-210 T-1 Ch-12 pg No 185-187
24.	Applications of Normal Probability Curve	Applications of Normal Probability Curve	T-1 Ch-12 pg No 188-194 T-2 Ch-6 pg No 100-104
25.	Applications of Normal Probability Curve	Applications of Normal Probability Curve	T-1Ch-12 pg No 195-203 T-2 Ch-6 pg No104-112
26.	Concept of Percentiles	Percentiles - Percentile Ranks	T-3Ch-16 pg No 303-309 T-1Ch-13 pg No 206-210
27.	Meaning of Standard Scores	Standard Scores - Meaning, Definition, Types Z- Scores , T- Scores	T-1Ch-14 pg No 213-216 T-4 Ch-8 pg No 214-216
28.	Types of Standard Scores	C- Scores Sten – Scores , Stenine– Scores, Percentile – Scores	T-1Ch-14 pg No 217-222 T- 4Ch-8 pg No217-219
29.	Concept of Correlation	Concept of Correlation - Meaning, Definition, Types	T-1Ch-14 pg No 223-227 T-4Ch-9 pg No 222-224

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/Chapter/Page No
30.	Methods of Coefficient (Rank difference Method)	Methods of Coefficient of correlation (Rank difference Method)	T-1Ch-14 pg No 228-230 T-2Ch-5pg No 80-86
31.	Methods of Coefficient (Product Moment Method)	Methods of Coefficient of correlation (Product Moment Method)	T-1 Ch-14 pg No 231-242 T-2Ch-5 pg No 78-81
32.	Concept of Achievement Test	Achievement Test - Meaning, Definition, Importance Characteristics Types	T-1Ch-16 pg No 249-252 T-4 Ch-1 pg No 233-244
33.	Meaning of Standardized Achievement Test	Standardized Achievement Test- Meaning, Definition, Characteristics ,Steps	T-1Ch-16 pg No 252-266
34.	Types of Test Items	Types of Test Items	T-3Ch-4 pg No 82-99
35.	Concept of Measurement of Intelligence	Measurement of Intelligence- Meaning, Definition , Characteristics ,Kind of Intelligence	T-1Ch-17pg No 276-279 T-4Ch-10 pg No 250-256
36.	Theories of Intelligence	Theories of Intelligence , Classification of Intelligence Test	T-3Ch-7 pg No 154-18T-4Ch-10pg No 250-265
37	Intelligence Test	Individual Intelligence Test , Group Intelligence Test	T-1 Ch-17 pg No 290-300T-4 Ch-10 pg No 265-275
38.	Concept of Aptitude Test	Aptitude Test - Meaning, Definition , Characteristics ,Types	T-1 Ch-18 pg No 302-312 T-4Ch-11 pg No 288-289
39.	Meaning of Interest	Interest- Meaning, Definition, Characteristics	T-1Ch-19 pg No 313-322 T-4Ch-11 pg No 279-287
40.	Concept of Personality	Concept of Personality- Meaning, Definition, Factors ,Characteristics	T-1Ch-20 pg No 323-334
41.	Classification of Personality	Classification of Personality, Assessment of personality: interview	T-1Ch-20 pg No 335-337 T-4Ch-11 pg No 294-303
42.	Assessment of personality	Assessment of personality - self-report inventories, rating scale, projective techniques	T-1Ch-20 pg No 338-345 T-4 Ch-11 pages 304-309

Evaluation Scheme:

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

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
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Test 3	60 Minutes	17	12-03-2024	25- 38	CB
Presentations/Lab	Continuous	10	**	**	**
Comprehensive Exam	3 Hours	40	30-03-2024	1- 42	CB

** To be announced in the class OB Open Book CB- Closed Book Exam

Make-up Policy: Make-up will be given only under genuine circumstances for Test only however prior 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 Test, Tests and Comprehensive Examination etc.

Date: 08/01/2024

Dr.DEEPIKA CHATTERJEE
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

Second Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDU125	Educational Technology and Management	3	0	3

Instructor-in-charge: Dr.SHIV NARAYAN

After successful completion of the course student will be able to

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

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

Lecture-wise-plan:

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

Lec t Nos	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
3	Approaches of technology	Educational technology kinds & form ,approaches	T1 Ch-1 pg No.9-16,T2Ch-1 pg No.7-10
4	Function of educational technology	Functions of educational technology	T3 Ch- pg No. 31-48 T2 Ch-1 pg No.20-23
5	Concept of educational software	Components of educational technology ,software and hardware	T2 Ch-1 pg No11-23,T3 Ch- 3 pg No.17-30
6	Importance of software	Software meaning & types ,need importance	T2 Ch-2 pg No.25-27, T5 Ch- 2 pg No.19-24
7	Need and types of hardware	Meaning of hardware uses need types & importance	T2 Ch- 2 pg No.26-28, T5 Ch-2 pg No.25-29
8	Hardware & software difference between	Differences between hardware& software	T4 Ch-2 pg No.30-39
9	Types of hardware and software	Types & examples of hardware and software	T2 Ch-2 pg No.26-39
10	Educational technology need in the schools of Chhattisgarh	Need for educational technology in the schools of Chhattisgarh. role of SCERT	T1 Ch-1 pg No16-18
11	Communication technology	Communication : concepts and natures of communication	T1 Ch-2 pg No19-21
12	Principals of communications	Principals ,process of communications	T 1 Ch-2 pg No.20-36,T2 Ch-8 pg No.109-120
13	Types of communication	Components & types of communication	T2 Ch -8 pg No.110-113
14	Overcome communication	Suggestion to overcome communication	T1 Ch- 2 pg No.28-30
15	Classification of the communication	Other classification of the communication	T2 Ch-8 pg No.113-118 T4 Ch -4 pg No.117-124
16	Importance of communication	Barriers & importance of communication	T2 Ch-8 pg No.119-121, T3 Ch-7 pg No.134-137

Lec t Nos	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
17	Concept of teaching skills	Introduction of skills; meaning & definitions of teaching skills	T1 Ch- 4 pg No.47-48
18	Types of teaching skills	Types & some important teaching skills	T1 Ch-4 pg No.49-77
19	History of micro teaching	Micro teaching history & development	T1 Ch-3 pg No.38-41 ,T3 Ch-13 pg No.256-260
20	Concept of micro teaching	Meaning ,definition,& aims of micro teaching	T1 Ch-3 pg No.42-44, T3 Ch-13 pg No.261-265
21	Importance of micro teaching	components & steps of micro teaching	T1 Ch-3 pg No..44-46
22	System approach	System approach : concept and characteristics	T1 Ch-5 pg No.78-81,T3 Ch-25 pg No.525-545
23	Forms of system approach	System approach , system analysis , system design steps characteristics and advantages of approach	T1 Ch-5 pg No.82-105 T3 Ch-23 pg No. 546-553
24	Instructional system meaning & concept physical resources	Physical resources of instructional system meaning & concept	T1 Ch-6 pg No.106-107
25	Importance of projected and none projected	Classification of project & none project	T1 Ch-6 pg No.108-109
26	Objectives of hardware	Hardware; tape recorder, educational radio, Television, slide maker ,OHP ,reprographic etc.	T1 Ch-6 pg No.109-126
27	Objectives of software	Software : E-News paper slide programs transparencies, E-book , ALM Etc.	T2 Ch-6 pg No.127-141
28	Innovation in educational technology	Meaning & concept of innovation in educational technology	T1 Ch-8 pg No.156-157, T3 Ch-27 pg No.574-578
29	Importance of video lessons	Video lessons and talk back	T1 Ch-8 pg No.172-173 T3 Ch-27 pg No.578-581)
30	Characteristics Computer assisted instruction CAI	Computer assisted instruction CAI meaning ,types and modes	T1 Ch-8 pg No.157-160 T2 Ch-16 pg No.207-275

Lec t Nos	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
31	Objectives of Language laboratory and teleconferencing	Language laboratory and teleconferencing	T1 Ch-9 pg No.161-166
32	Digital Learning	Digital Learning platform	T1 Ch-9 pg No.167-169
33	Create LMS, Google classroom	Create LMS, Google classroom	T1 Ch-9 pg No.170-183
34	Ms Word, Excel, Power Point	Ms Word, Excel, Power Point	T1 Ch-9 pg No.185-187
35	E-Learning	E-Learning , Online Learning Management System, Digital Learning Objectives, Webex, Zoom, Google Meet	T1 Ch- 10pg No.188-196
36	Human resources of an educational system & management	Human resources of an educational system & management Meaning and concept	T1 Ch- 12 pg No.199-200
37	Concept of human resources	Identification of the human resources within and outside the school system	T1 Ch- 12 pg No.200-206
38	Objective of management	Meaning ,function, scope & objectives of management in Education, CPM	T1 Ch-12 pg No.208-236
39	Characteristics of co-curriculum	Characteristics ,principal,& importance of co-curriculum	T1 Ch-15 pg No.238-279
40	Importance of discipline	Meaning ,concept, types & importance and need of discipline	T1 Ch- 16 pg No.280-298
41	Principals & need of physical resources	Principals& need of management of physical resources, Areas ,characteristics steps of developing institutional plan PERT	T1 Ch- 17 pg No.299-334
42	Importance of profile developing	Elements for consideration in developing performance profile. Developing and implementing institutional plan	T1 Ch- 18 pg No.338-339 T2 Ch- 30 pg No.417-419

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Comprehensive Exam	3 Hours	40	30-04-2024	1- 42	CB

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Date: 08/01/2024

Dr.SHIV NARAYAN
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

Second Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDU126	Art Education	3	0	3

Instructor-in-charge: Dr.PRABHU DAYAL SHARMA

Learning Outcomes:

After successful completion of the course student will be able to

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

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

Lecture-wise-plan:

Lecture Nos	Learning Objective	Topics to be covered	Reference
1-2	Brief introduction on sculptures.	Sculptures :(Any 2 Sculptures of every period giving brief introduction	T1 Ch.1 Pg No.122 -129
3	Bhartiya Murtikala	Indus valley	T1Ch.1 PgNo.3- 4
4-5	Hadappa ki Sabhyata	Maurya period, Gupta period	T1 Ch.1 Pg No.6 – 15
6-7	Gufa chitro ki parampara	Ajanta and the mural traditions	T1Chap.1 Pg No.25 - 30

Lecture Nos	Learning Objective	Topics to be covered	Reference
8	Adhunik chitrakala ka prarambh.	Modern/Contemporary Art	T1 Ch.1 Pg No.17 - 24
9	Aantrik bhawana avam kalpana chitra kala dwara	Paintings	Ch.1 Pg No.24 - 25
10	Process of miniature painting	Miniature Paintings	T1 Ch.1 Pg No.30 – 32
11	About Collage, poster, adhunik paintings avam shailiyan	Contemporary Paintings, Folk Art	T1 Ch.1 Pg No.33 – 34
12	Introduction of visual art	Visual arts.	T1 Ch.2 Pg No.41
12-13	Details of visual art	History of visual arts	T1 Ch.2 Pg No.38 - 41
14	Visual experience of beauty & express feelings	The concept and meaning of visual art	T1 Chap.2 Pg No.41 – 46
14-15	About lines ,forms, appearance & depth	2DArts,methods and techniques	T1 Chap.3 Pg No.50-62
16-17	Introduction of drawing painting, about model & still life group & graphics.	Drawing, Painting, Still-life, printing, life drawing	T1 Ch.3 Pg No.84 - 96
18	An Introduction to art activity. Aadhunik chitra shaily. Method of wall painting.	Composition, collage, all painting, posters	T1Ch.3 Pg No.96-104, 83-84 106
19	Famous art of different states & importance of art in Indian ladies.	Alpana / Rangoli / Mandna/ Folk art forms etc.	T1 Ch.3 Pg No.105-107,132-133 Ch.115-16
20	Introduction on animation	Tribal Computer Graphics: Animations	T1Ch.4Pg No.130-132
21-22	Preparation of stone, woods, clay, saancha. Use of tools.	3DArts; Methods and techniques : Relief work, clay modeling, Hand pottery, molding	T1Ch.4 Pg No.109-121

Lecture Nos	Learning Objective	Topics to be covered	Reference
23-24	Introduction of sculpture, Types of sculpture and knowledge of tools.	Sculpture, Terra cotta construction with mixed materials	T1Ch.4 Pg No.122-129
25	Importance of art & relation of art with primitive man	3-D animation. Folk/Tribal Art	T1Ch.4 Pg No.131-132
26	Role play	Sense of theoretical/dramatic self:	T1Ch.5 Pg No.150-151
27-28	Important points about drama.	Factors Street plays; script writing of Drama; the plot, structure,characters	T1Ch.5 PgNo.152-157,142-146
29	Presentation of street play & 'pattern of writing script	Street plays; script writing	T1Ch.5 Pg No.152-157
29	Presentation of Role play	Natak ka path (antar ki pukar),song writing	T1 Ch.5 Pg No.150-151
30	Characters of drama presenting relationships.	Issues of identity, gender, relation ships	T1 Ch.5 Pg No.157-158
31	Bengol ki lok parampara ke bare me	Alpana	T1 Ch.3Pg.No.105-106
31	Life style of primitive man & language development & birth of art	Myth, Primitive Man Language Development	T1 Ch.5 Pg No.168-170
32	Brief description about theatre	The roots of theatre; Ritual	T1 Ch.5 PgNo.158-168
33	Introduction on Music & Dance	MUSIC AND DANCE	T1Ch.6 PgNo.207-215
33	Bharat me prachlit wadya yantra ke bare me	Musical Instruments; categorization	T1 Ch.6 PgNo.191-192
34	Sangit ka mool bhav aur lok ggeton k a shetra	Music of different geographical areas	T1 Ch.6 Pg.No.204-205
34	About posture	Movement of different parts of the body	T1Ch.7 Pg.No.211

Lecture Nos	Learning Objective	Topics to be covered	Reference
35	About Nritya mudraye, lok nritya, shashtiyi nritya	Expression and literature	Ch.7 T1 Pg.No.208-209
35	Indian folk dances	Any two regional dances	Ch.7 T1 Pg.No.213-215 ,231-232 Ch.7
36	About regional dances	Description of the region	Ch.7 T1 Pg.No. 213-215
36	About language, History of music Importance of Music in life & knowledge of pitch,rhythm,etc and importance of costume.	Dialect, music , costume	T1 Ch.6 pg.no.179, Ch.7 212-214
37	Important Folk Dance of Rajasthan	Discussion Rajasthani folk dance ,	T1 Ch.9 pg.no.224-226
37	Knowledge of famous Folk dance of Himachal Pradesh	Himachal Pradesh ke lok nritya	T1Chap.9 pg.no.226
38	Heritage crafts	Introduction to the crafts traditions of India, details	T1Ch.10 pg.no.233-235
38-39	Preparation of clay & stone, process of metal casting, materials using for jewellery making & fibre weaving, jewellery & textile marketing.	Clay, Stonework, Metal crafts, jewelry, natural fiber weaving and textile weaving.	Ch.3 Pg no.111-112, Ch.10 pg.no.245-247
40	Introduction to the crafts traditions of India	Heritage crafts	T1,Chap.10 pg.no. .233-247
41	Process of making 3D drawings	Chiaroscuro, shade light & perspective	T1 Chap.3 pg.no.73 - 74
42	Method of creating drawing on stone, about tools & wood carving.	Relief work	T1,Chap.4 pg.no.109-111

Evaluation Scheme:

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Presentations/Lab	Continuous	10	**	**	**
Comprehensive Exam	3 Hours	40	01-05-2024	1- 42	CB

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Date: 09/01/2024

Dr.PRABHU DAYAL SHARMA
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

Second Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDU221	Gender, School and Society	3	0	3

Instructor-in-charge: Mrs.ANITA PANDEY

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

Lecture-wise-plan:

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

Lecture Nos	Learning Objective	Topics to be covered	Reference
8	Disability and region	Equity and equality in relation with ethnicity, disability and region.	T1, Ch-1, Pg..No1-104
9	Paradigm shift	Paradigm shift from women's studies to gender studies	T1, Ch-5, Pg..No235-304
10	Historical 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

Lecture Nos	Learning Objective	Topics to be covered	Reference
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	Analysis Gender and the hidden curriculum.	An analysis Gender and the hidden curriculum.	T1, Ch-2, Pg..No105-150
30	Gender in text and context	Gender in text and context (textbooks' inter-sectionalist)	T2, Ch-11, Pg..No186-203

Lecture Nos	Learning Objective	Topics to be covered	Reference
31	Gender in text and context	Gender in text and context (other disciplines,)	T2, Ch-11, Pg..No186-203
32	Gender in text and context	Gender in text and context (classroom processes, including pedagogy)	T2, Ch-11, Pg..No235-247
33	Teacher as an agent of change	Teacher as an agent of change	T1, Ch-2, Pg..No105-150
34	Life skills and sexuality.	Life skills and sexuality.	T1, Ch-18, Pg..No304-313
35	Reproductive rights and sexual rights	Linkages and differences between reproductive rights and sexual rights	T1, Ch-17, Pg..No296-303
36	Development of sexuality	Development of sexuality including primary influences in the lives of children (such as gender, body image, role models)	T2, Ch-4, Pg..No197-234
37	Sites of conflict: Social and emotional	Sites of conflict: Social and emotional	T2, Ch-4, Pg..No197-234
38	Addressing sexual harassment	Understanding the importance of addressing sexual harassment in family	T2, Ch-5, Pg..No235-304
39	Harassment in neighborhood	Sexual harassment in neighborhood and other formal and informal institutions	T2, Ch-5, Pg..No235-304
40	Agencies perpetuating violence: Family, school.	Agencies perpetuating violence: Family, school.	T1, Ch-16, Pg..No277-295
41	Agencies perpetuating violence: work place and media (print and electronic)	Agencies perpetuating violence: work place and media (print and electronic)	T1, Ch-16, Pg..No277-295
42	Institutions redressing sexual harassment and abuse.	Institutions redressing sexual harassment and abuse.	T1, Ch-16, Pg..No277-295

Evaluation Scheme:

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Date: 08/01/2024

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

The ICFAI University, Raipur

Faculty of Education

Second Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDU222	Language Proficiency (English)	3	0	3

Instructor-in-charge: Mrs.SEEMA BHARADWAJ

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 and teachers.
2. To identify and understand the elements of dialogue (listening and 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 form their or all responses and conversations.

Text Book T1	Heena Siddiqui “English language teaching” Agrawal publication,Agra,Edition 2018/19
Text Book T2	Dr. kusum Sharma “a hand book of English teaching” Radha Prakashan, Agra
Text Book T3	Bhagwanti Gupta “language proficiency in english” Edition 2018/19
BNB	BNB publication
Text Book T4	Krishna Mohan and Meera Banerji “Developing communication skills”
Text Book T5	S.P.Sharma “teaching English” Edition 2015

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 communication,	T: 2Ch-02 pg.No.9-14

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
2	Elements, purpose and significance of communication	Understanding elements of communication-its purpose and significance of communication -its purpose and significance	T-4 Ch-01 pg.no-01-07
3	communication in social and cultural context	Language as communication in social and cultural context ,use and meaning in context	T-4 Ch-03 pg.no-13-21
4	use of language in inter cultural communication	Concern with key issues in inter cultural communication and use of language for it	www.google.com
5	Discussing in stances of everyday and institutional communication	Discussing in stances of everyday and institutional communication	T-4 Ch-04 pg.no-25-41
6	Consolidating reading comprehension	What is reading ,key elements of reading, skimming and scanning	T-2 Ch-11 pg. no-97-111 www.google.com
7	Concept of Reading comprehension, subtitles, paragraphs	Reading comprehension, subtitles, paragraphs,	T-3 Ch-7,pg. no-55-66
8	finding connections between the ideas	reading for getting main ideas, making mind maps, finding connections between the ideas	
9	different types of reading skills and strategies reading	different types of reading skills and strategies reading with comprehension strategies reading with comprehension	T-1 Pg.no-172-177 www.google.com
10	Types of text	Discussing different types of texts in diverse disciplines from school curriculum such as conversations	T-1, Pg. no-336-340
11		Biographical sketches ,plays, essays, poems, screenplays,	T-1 pg.no-156-159,229-231, ch-13 pg no-234-239 www.goole.com

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
12	Identification of features	letters, articles, reviews, autobiographical narratives, etc. and identifying their features	T-1 ch-09 pg.no-194-195, 202-205
13	dialogue	Discuss different kind of strategies required for generating dialogue with these texts	T-1 ch-08, pg. no-154-155 www.google.com
14	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
15	Critical Reading	biographical, sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles	BNB pg. no-39 www.google.com
16	Critical Reading	Reviews ,notices, ads /matrimonial, brochures, policy documents, autobiographical narratives, field notes, ethnographies etc. and identifying their features	BNB pg. no-39 www.google.com
17	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
18	Purposes of reading	discussion on nature of text and purpose of reading Reading for global and local comprehension	T-5Ch-06 pg.no-49-55
19	Concept of schema	Reading and interpreting literary texts with the help of schemas.	www.google.com
20		Extrapolating the texts through making inferences, analyzing ,reflecting	www.google.com
21	Critical thinking	Making and appraising arguments and interpretations, creating thoughtful arguments by making conjectures and offering justification for them	T-1 Ch-23,pg no-371-374
22	Critical reading	Understanding the theoretical postulates of critical reading	www.google.com

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
23		Understanding the process of critical reading	www.google.com
24	Creative expression :Part one	What do we mean by dialogue and discourse	T-1 Ch-08 pg.no-147-149
25		Examples of dialogues in daily life ,in school(with teachers, students and parents),intercultural encounters.	T-1 Ch-09 pg. no-154-155
26	Dialogue and discourses	Engaging in discussions, dialogues Making oral presentations and constructing different oral discourses.	www.google.com
27	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
28	Process of writing	Experience the classroom process of writing(individual, collaborative, editing)	T-4 Ch-18 pg.no-263-265
29	Errors of writing in learning process	Recognizing errors as a part of learning process	T-5 Ch-08 pg no-64-66
30		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
31	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
32		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
33	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
34		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

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
35	Field notes, ethnographies	autobiographical narratives ,field notes, ethnographies etc. and identifying their features, ,	www.google.com T-5 Ch-07 pg no-56-63
36	School curriculum	Creating and generating texts in for diverse disciplines of school curriculum	T-1 Ch-21 pg no-328-333
37	Letter, essay, poems,	such as conversations, biographical, sketches, plays, essays, poems ,screenplays, letters ,articles,	www.google.com
38	advertisement	advertisements, reviews,	T-4 Ch-16pg.no-222-235
39	Writing kinds	forming questions to think about frame of writing in different kind of writing forms,	T-1 Ch-23pg.no-362-371 T-5 Ch-06pg.no-86-87
40	Narrative writing	autobiographical narratives, etc. and identifying challenges	www.google.com
41	Resources	experiences and resources needed for creating these texts	T-1,Ch-22 pg no -334-337
42	Analyzing text	analyzing text generated by children and peers in diverse subjects	T-1, Ch-22 pg.no-361-367

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	22-02-2024	1-10	CB
Test 2	60 Minutes	17	19-03-2024	11- 24	OB
Test 3	60 Minutes	17	15-04-2024	25- 38	CB
Presentations/Lab	Continuous	10	**	**	**
Comprehensive Exam	3 Hours	40	11-05-2024	1- 42	CB

** To be announced in the class OB Open Book CB- Closed Book Exam

Make-up Policy: Make-up will be given only under genuine circumstances for Test only however prior 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 Test, Tests and Comprehensive Examination etc.

Date: 07/01/2024

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

The ICFAI University, Raipur

Faculty of Education

Second Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDU222	Language Proficiency (Hindi)	3	0	3

Instructor-in-charge: Mrs.VARSH RANI

Course Objectives:

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

Text Book T1	Dr. P.K. Rathi /Thakur publishers Hindi Bhasha me Pravinta
Text Book T2	Dr. Neetu Yadav ,Dr. laxmi Pandey Proficiency in Languages: Hindi and English
Text Book T3	Anil Kumar Hudda Proficiency in Hindi
Text Book T4	Reeta Chauhan/Agrawal publication Hindi Shikshan
Text Book T5	डॉ. एस.पी. कुलश्रेष्ठ /आर.लाल. बुक डिपो शैक्षिक तकनीकी क मूल आधार

Lecture-wise-plan:

Lecture	Learning objectives	Topic to be covered	Reference
01-02	सम्प्रेषण और हिंदी भाषा के सम्बन्ध को समझाना (e) Centre of Learning (f) Education of woman (g) Education in Ancient India, characteristics of Gurukul	संप्रेषण संचार के तत्वों को समझने तथा संचार के लिए भाषा का महत्व, उद्देश्य और सार्थकता	T5ch7.pg.n.(125-160)
03-04	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)
05-06	भाषा के उपयोग को बताना	अंतः-सांस्कृतिक संप्रेषण के महत्वपूर्ण मुद्दों में भाषा का उपयोग	T5ch7.pg.n.(125-160)

Lecture	Learning objectives	Topic to be covered	Reference
07-08	भाषा के उपयोग को बताना	अंतः-सांस्कृतिक संप्रेषण के महत्वपूर्ण मुद्दों में भाषा का उपयोग संस्थागत संचार के उदाहरणों पर प्रतिदिन चर्चा	T5ch7.pg.n.(125-160)
09-10	शिक्षण कौशल के बारे में जानकारी देना	पढ़ना क्या है? पढ़ने के तत्व, पढ़ने के कौशल प्रमुख विचारों की प्राप्ति के लिये पढ़ना	T4ch16.pg.n.(104-116)
11-12	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)
13-14	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)
15-16	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)
17-18	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.hindisarkariresult.com
19	हिंदी की विधाओं के बारे में जानकारी देना	नाटक, निबंध, कविता, पटकथाओं पत्र, रिपोर्ट, समाचार रिपोर्ट, फीचर लेख	T4ch28.pg.n.(278-287)
20	पत्रों के बारे में जानकारी देना	समीक्षा नोटिस, व्यक्तिगत व छोटे समूह में विज्ञापन/वैवाहिक बोधर,	T4ch28.pg.n.(273-275)
21	पत्राचार के बारे में जानकारी देना	दस्तावेज, आत्मकथात्मक आख्यांन, फील्डनोट्स, एथ्नोग्राफिक्स आदि की पहचान व विशेषता	T4ch28.pg.n.(273-275)
22	छात्रों में पठन कौशल को विकसित करना	पाठ की प्रकृति और उद्देश्य पर, चर्चा पढ़ने के समय के	T4ch3.pg.n.(86-132)

Lecture	Learning objectives	Topic to be covered	Reference
		बारे में सोचने के लिए सवालों के गठन, इन ग्रंथों को पढ़ने के लिए आवश्यक व्यूहरचना पर चर्चा	
23	छात्रों में पठन कौशल को विकसित करना	वैश्विक और स्थानीय समझ के लिए पढ़ना	T4ch3.pg.n.(86-132)
24	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.(-)
25-26	छात्रों में पठन कौशल को विकसित करना	स्कीमा की मदद से साहित्यिक ग्रंथों का पठन एवं उनकी व्याख्या।	T4ch3.pg.n.(86-132)
27-28	छात्रों में पठन कौशल को विकसित करना	पढ़ने के सैद्धांतिक तत्वों को समझना, समीक्षात्मक पठन की प्रक्रिया को समझना	T4ch3.pg.n.(86-132)
29	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)
31-32	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)
33	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.(312-313)
34	छात्रों में लेखन कौशल को विकसित करना	कक्षा में लेखन प्रक्रिया में अनुभव (व्यक्तिगत, सहयोगी, संपादन)	T4ch.30pg.n.(312-313)
35	छात्रों में लेखन कौशल को विकसित करना	सीखने की प्रक्रिया में त्रुटियों की पहचान, प्रवचन सुविधाओं, वाक्य रचना, आकृति विज्ञान और लेखन	T4ch.30pg.n.(312-313)

Lecture	Learning objectives	Topic to be covered	Reference
		सम्मेलनों के संदर्भ में लिखित ग्रंथों का संपादन	
36	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.(104-116,314-321)
37	छात्रों में मौखिक वाचन कौशल का विकास करना	सामूहिक उत्पादक कार्य (मौखिक और लिखित) की समीक्षात्मक जांच।	T4ch.16pg.n.(104-116,314-321)
38	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.(116-130)
39	छात्रों में हिंदी की विभिन्न विधाओं में लेखन का अभ्यास कराना	,निबंध, कविता, पटकथाओं, पत्र, रिपोर्ट, समाचार रिपोर्टों,	T4ch16.pg.n.-116) (130)
40	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, ब्रोशर, नीति दस्तावेज, आत्मकथात्मक आख्यान, फील्ड नोट्स, आदि उनकी विशेषताओं की पहचान करना	T4ch16.pg.n.-116) (130)
41	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.-116) (130)
42	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.-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.

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Date: 07/01/2024

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

The ICFAI University, Raipur

Faculty of Education

Second Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDU223	Computer Education	3	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 sand their application in education
3. 3.To acquire sufficient knowledge of handling computers with a view to impart computers in dependently 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 T1	Smita Shrivastav “ Computer Eduction ”, Agrawal publication .1 st edition 2018/19
Text Book T2	Anuj Dubey “Computer Education” Radha Publication . 2016
Text Book T3	Manish madhur “fundamentals of computers & information technology”
NCERT T4	https://ncert.nic.in
Link	https://hindiguide.tech https://basiccomputerhindi.com

Lecture-wise-plan:

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
1	Information technology	Meaning and definition of Information technology	T1 Ch-9 pg.No.272-273

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
2	Classification of computers by technology	Classification of computers by technology	T2 Ch-1 pg.No.5-13 T1 Ch-1pg.No.6-11
3	scope of computers	scope of computers	T1 Ch-1 pg.No.12-15
4	Characteristics of computer	Characteristics of computer	T2 Ch-1 pg.No.12-13
5	Fundamentals of computers	Fundamentals of computers	T2 Ch-1 pg.No.1-5
6	Input devices	Meaning of Input devices	T2 Ch-1 pg.No.03-19
7	Output devices	Meaning of Output devices	T2 Ch-1 pg.No.27-30
8	Central processing units to rage devices	Central processing units to rage devices	T2 Ch-1 pg.No.20-22 T1 Ch-1 pg.No.28-30
9	Operating systems	Operating systems	T2 Ch-2 pg.No.39-51
10	Application software	Application software	T2 Ch-2 pg.No.32-35
11	Over view of Modern Operating Systems	Over view of Modern Operating Systems	T2 Ch-2 pg.No.44-49
12	Files and folders	Files and folders	T2 Ch-3 pg.No.79-84
13	Use of pointing devices	Use of pointing devices	T1 Ch-1 pg.No.24-26
14	Cut and paste	Cut and paste	T1 Ch-1 pg.No.98-112
15	Shortcuts to applications	Shortcuts to applications	T1 Ch-3 pg.No.88-99
16	Use and exploring the contents of storage devices-floppy disk, drives, hard discs, CDROM etc.	Use and exploring the contents of storage devices-floppy disk, drives, hard discs, CDROM etc.	T1 Ch-1 pg.No.38-43

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
17	Running application sand exiting applications	Running application sand exiting applications	T1 Ch-1 pg.No.1-3 https://www.computerhope.com
18	Modern word processing applications	Modern word processing applications	T1 Ch-1 pg.No.1-3 https://hindi.edudose.com
19	Importance of word processing in education	Importance of word processing in education	T1 Ch-1 pg.No.1-3 https://www.computernetworksite.in
20	Characteristics of modern word processing applications	Characteristics of modern word processing applications	T1 Ch-1 pg.No.1-3 https://www.computernetworksite.in
21	Toolbars and menu	Meaning of Toolbars and menu	T1 Ch-3 pg.No.119-125
22	Text and objects	Meaning of Text and objects	T2 Ch-3 pg.No.84-87
23	Text entry-Running text and paragraphs	Text entry-Running text and paragraphs	T1 Ch-3 pg.No.103-106
24	Formatting text-	Bold,Italics,Centreandright,justification,changingfontandfontsize,bullets and numbering	T1 Ch-1 pg.No.1-3 https://hindiguide.tech https://basiccomputerhindi.com
25	Editing document	Applying styles ,spellcheck ,header and footers, footnotes, pagination, subscript and superscript	T1 Ch-3 pg.No.88-89
26	Insertion of objects, pictures, symbols fields ,page break and section	Insertion of objects, pictures, symbols fields ,page break and section	T1 Ch-1 pg.No.112-113
27	Page setup	Margins, paper size, and layout, printing and saving documents.	T1 Ch-1 pg.No.112-114 https://javahindi.com
28	Editing text-select text, find and replace, cut, copy and paste	Editing text-select text ,find and replace, cut, copy and paste	T1 Ch-1 pg.No.119-121

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
29	Modern data base management applications	Modern data base management applications	T1 Ch-5 pg.No.240-241
30	Importance of database management in education	Importance of data base management in education	T1 Ch-5 pg.No.241-242
31	Characteristics of modern data base management applications	Characteristics of modern data base management applications	T1 Ch-5 pg.No.242-243
32	Fields name, Type, Width	Fields name, Type, Width	T1 Ch-5pg.No.245-246
33	Databases	Databases	T1 Ch-5 pg.No.246-247
34	Computers for joyful learning	Computers for joyful learning	T1 Ch-7 pg.No.256-257
35	Need for joyful learning	Need for joyful learning	T1 Ch-7 pg.No.256-257
36	Meaning of Computers for joyful learning	Meaning of Computers for joyful learning,	T1 Ch-7 pg.No.256-257
37	Computer games	Computer games	T1 Ch-7pg.No.258-259
38	Multimedia capabilities of modern desktop computers,	Multimedia capabilities of modern desktop computers,	T1 Ch-9 pg.No.282-283
39	Internet-importance and need	Internet-importance and need	T2 Ch-4 pg.No.134-135 T1 Ch-6 pg.No.68-72
40	Use and applications of internet	Use and applications of internet	T2 Ch-4 pg.No.136-137
41	component of internet	component of internet	T2 Ch-4 pg.No.150-152
42	Use of interactive and educational software.	Use of interactive and educational software.	T1 Ch-6 pg.No.249-255

Evaluation Scheme:

Student evaluation is based on the series of Tests 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	23-02-2024	1-10	CB
Test 2	60 Minutes	17	20-03-2024	11- 24	OB
Test 3	60 Minutes	17	16-04-2024	25- 38	CB
Presentations/Lab	Continuous	10	**	**	**
Comprehensive Exam	3 Hours	40	13-05-2024	1- 42	CB

** To be announced in the class OB Open Book CB- Closed Book Exam

Make-up Policy: Make-up will be given only under genuine circumstances for Test only however prior 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 Test, Tests and Comprehensive Examination etc.

Date: 08/01/2024

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

The ICFAI University, Raipur

Faculty of Education

Second Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDU224	Inclusive Education	3	0	3

Instructor-in-charge: Mrs.SEEMA BHARDWAJ

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. Use 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
Link	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
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
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
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
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	Salamanca Statement	the Salamanca Statement and Framework of Action, 1994;	T1 Ch 4- pg.No.41-45
11	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

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
12	Meaning concept of The Persons with Disabilities Act, 1995	The Persons with Disabilities Act, 1995	
13	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
14	Constitutional Provisions	Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.	T1 Ch- 4- pg.No.112-114
15	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
16	Programs 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 Program (DPEP)	T1 Ch 6- pg.No.138-140
17	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 under the <i>Sarva Shiksha Abhiyan</i> (SSA, 2000);	T1 Ch- 6- pg.No.145-147
18	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
19	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 Regional Centers (CRCs), District Disability Rehabilitation Centers (DDRCs)	T1 Ch- 6- pg.No.45-97

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
20	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
21	Defining Special Needs	Understanding diversities– concepts, characteristics, classification of children with diversities	T1 Ch-16 pg.No.188-195
22	Meaning definitions of Visually impairment, Hearing Impairment	Visually impairment, Hearing Impairment	T1 Ch-16 pg.No.195-200
23	Meaning of Specific Learning Difficulties, Locomotors and Neuromuscular	Specific Learning Difficulties, Locomotors and Neuromuscular	T1 Ch-16 pg.No.200-206
24	Meaning Disorders, Mental Retardation, Autism, Leprosy Cured Persons,	Disorders, Mental Retardation, Autism, Leprosy Cured Persons,	T1 Ch-12 pg.No.247-251
25	Meaning & definition Multiple Disabilities	Mental illness and Multiple Disabilities	T1 Ch-13 pg.No.252-262
26	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
27	Concept of an inclusive school– infrastructure	Concept of an inclusive school– infrastructure	T1 Ch-16 pg.No.301-308

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
28	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
29	Inclusive practices in classrooms for all	School's readiness for addressing learning difficulties	T1 Ch-16 pg.No.312-315
30	Assessment of children to know their profile	Assessment of children to know their profile	T1 Ch-16 pg.No.315-320
31	Technological advancement and its application– ICT, adaptive and assistive devices, equipment's and other technologies for different disabilities	Technological advancement and its application–ICT, adaptive and assistive devices, equipment's and other technologies for different disabilities	T1 Ch-16 pg.No.320-325
32	Classroom management and organization	Classroom management and organization	T1 Ch-16 pg.No.325-330
33	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
34	Pedagogical strategies NEP2020 for Disabled children	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. NEP2020 for Disabled children, Suno Radio.	T1 Ch-16 pg.No.302-336

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
35	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 counselor	T1 Ch-17 pg.No.337-346
36	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
37	Developing support networks	Addressing social climate of the classroom Child-to-child programme	T1 Ch-17 pg.No.337-346
38	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
39	Involving community resources	Involving community resources as source of support to teachers	T1 Ch-18 pg.No.353-354
40	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
41	Liaising for reciprocal support of pre-school programs, pre-vocational training programs, 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

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
42	Pre-vocational training programs, social security, different provisions, concessions, etc.	Pre-vocational training programs, 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	23-02-2024	1-10	CB
Test 2	60 Minutes	17	20-03-2024	11- 24	OB
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Presentations/Lab	Continuous	10	**	**	**
Comprehensive Exam	3 Hours	40	13-05-2024	1- 42	CB

** To be announced in the class OB Open Book CB- Closed Book Exam

Make-up Policy: Make-up will be given only under genuine circumstances for Test only however prior 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 Test, Tests and Comprehensive Examination etc.

Date: 07/01/2024

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

The ICFAI University, Raipur

Faculty of Education

Second Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDU225	Value Education	3	0	3

Instructor-in-charge: Dr.SHIV NARAYAN

Course Objectives:

1. Sounder stand the nature and sources of nature, and disvalues
2. To under-stand the classification of values under different types
3. Appreciate Educational values like democratic, secular, and socialist.

Text Book T1	S. P. Sharma /kanishka publications New Delhi Moral and Value Education
Text Book T2	Dr.Rajshree Tiwari / Rakhi prakashan, Agra . Value Education
Text Book T3	Smt R.K. Sharma /Radha prakashan Agra Teaching of value education
Text Book T4	R.A. Sharma/ R.Lall book depot, Meerut Human Values and Education
Text Book T5	Dr. N. Papa Rao Teaching of values

Lecture-wise-plan:

Lecture No.	Learning objectives	Topic to be covered	Reference
01-02	Giving information about value (e) Centre of Learning (f) Education of woman (g) Education in Ancient India, characteristics of Gurukul	Nature and sources of values	T5ch.2pg.n.(9-24)
03-04	Giving information about the types of values	biological ,psychological,	T5ch.3pg.n.(33-42)
05-06	Giving information about the types of values	Social and ecological determine	T4ch.pg.n.(168-188)
07-08	Providing information about the elements of value	. Social and ecological determinants of values – their bearing on education in varying degrees	T4ch.pg.n.189-213

Lecture No.	Learning objectives	Topic to be covered	Reference
09-10	Providing information about the elements of value	Social and ecological determinants of values – their bearing on education in varying degrees	T4ch.pg.n.189-213
11-12	Giving information about Classification of values	Classification of values into various types, material	T5ch.6pg.n.(58-96)
13-14	Giving information about Classification of values	Classification of values into various types, social, moral values;	T5ch.,8pg.n.(65-78)
15-16	Giving information about Classification of values	spiritual values; status of values,	T5ch.9pg.n.(79-89)
17-18	Giving information about Classification of values	How can these be realized through education.	T5ch.9pg.n.(79-89)
19	Giving information about evil and devaluation	Corresponding to values there are evils or dis-values- material,	T5ch.11pg.n.(97-109)
20	Giving information about types of evil	social, economic, moral and religious evils leading to faithlessness irreverence;	T5ch.12pg.n.(110-126)
21	Giving information about types of evil	social, economic, moral and religious evils leading to faithlessness irreverence;	T5ch.12pg.n.(110-126)
22	Giving information about negative value	how can education overcome these negative values.	T5ch.11pg.n.(97-109)
23	Giving information about negative values	how can education overcome these negative values.	T5ch.11pg.n.(97-109)
24	Giving information about Levels of values	Levels of values realization,	T5ch.13pg.n.(127-135)
25-26	Giving information about conflicts among values	how to resolve the conflicts among values	T5ch.15pg.n.(140-147)
27-28	Giving information about the integration of value	how to work for the integration of values that are embedded in education.	T5ch.14pg.n.(136-139)

Lecture No.	Learning objectives	Topic to be covered	Reference
29-30	Giving information about the integration of values	how to work for the integration of values \that are embedded in education.	T5ch.14pg.n.(136-139)
31-32	To give information about the process of development of values	Development of values as a personal	T5ch.17pg.n.(165-174)
33	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.n.(165-174)
34	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.n.(165-174)
35	Explain the role of teacher in the development of the values	Evaluating that teachers and other school personnel are value laden	T5ch.18pg.n.(175-185)
36	Explain the role of teacher in the development of the values	Evaluating that teachers and other school personnel are value laden	T5ch.18pg.n.(175-185)
37	Explain the role of curriculum in the development of the values	students are value laden, curriculum is value laden Evaluate	T5ch.19pg.n.(186-192)
38	Explain the role of curriculum in the development of the values	parents are value laden, curriculum is value laden Evaluate	T5ch.20,21pg.n.(193-207)
39	To give information about the self-sacrifices value	Value of self -sacrifice vs. value of self -centeredness.	T5ch.22pg.n.(208-219)
40	Giving information about value	Values of excellences values of eco-centralism.	T5ch.23pg.n.(220-225)
41	To give information about the values of selfishness	Values of work vs. values of selfishness.	T5ch.24pg.n.(226-240)
42	Telling about the importance of values	Every teacher oral teacher need to teach values.	T5ch.24pg.n.(226-240)

Evaluation Scheme:

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Date: 08/01/2024

Dr.SHIV NARAYAN
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

Second Semester, 2023-2024

Course Handouts

Course Code	Course Title	L	P	U
EDU226	Teacher Education	3	0	3

Instructor-in-charge: Mrs.KAVITA SHARMA

Learning Outcomes:

After successful completion of the course student will be able to

1. To develop understanding of the interrelationship between sociological perspective teacher and education
2. To develop appreciation of the basic contents, principles, and developments of the teacher education situation of teachers in our Indian Society.

T1 T2	1Teacher education ,N.R Saxena ,B.K Mishra ,R.K Mohanti,Vinay rakheja Publisher 2.Teacher education and training technology, Dr.R.A.Sharma Vinay rakheja Publisher
Reference Book R1	Teacher education and training technology
Reference Book R2	Teacher Education in our Indian society
Reference Book 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

Lecture Nos	Learning Objective	Topics to be covered	Reference
			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 Program learning ,models of teaching	T1 Ch.15 Pg. No. 237-252,

Lecture Nos	Learning Objective	Topics to be covered	Reference
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 of practice 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

Lecture Nos	Learning Objective	Topics to be covered	Reference
32	Meaning of teaching profession	Performance appraisal of teacher ,code of conduct and ethics of teaching profession ,faculty improvement program 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 behavior	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 program	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 program and agencies In service --teacher education program, 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

Lecture Nos	Learning Objective	Topics to be covered	Reference
38	Concept of teacher Organization.	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 program.	Orientation and refresh courses	T1 Ch.16 Pg.No.253-262

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	23-02-2024	1-10	CB
Test 2	60 Minutes	17	20-03-2024	11- 24	OB
Test 3	60 Minutes	17	16-04-2024	25- 38	CB
Presentations/Lab	Continuous	10	**	**	**
Comprehensive Exam	3 Hours	40	15-05-2024	1- 42	CB

** To be announced in the class OB Open Book CB- Closed Book Exam

Make-up Policy: Make-up will be given only under genuine circumstances for Test only however prior 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 Test, Tests and Comprehensive Examination etc.

Date: 08/01/2024

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