

The ICFAI University, Raipur



Faculty of Education

**First Semester, 2024–2025
Course Handouts**

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The ICFAI University, Raipur

Faculty of Education

First Semester, 2024-2025

Course Handouts

Course Code	Course Title	L	P	T	U
EDU111	Philosophical Perspectives of Education	3	0	0	3

Instructor-in-charge: Dr.SHIV NARAYAN

Learning Outcomes:

After successful completion of the course student will be able to

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

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

Lecture-Wise-Plan:

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

Lecture Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
16-17	Idealism and Education	with reference to Plato, Socrates and Advaita Philosophy.	T1 pg. No Ch-7 222-232, 240-250 T7 pg. No Ch-17 219-235
18-19	Pragmatism and Education	Pragmatism with reference to Dewey “instrumentalism & Experimentalism	T1 pg. No Ch-07,21 87-100, 265-289 T7 Pg. No Ch-18 236-242
20-21	Pragmatism and Education	Humanism. Historical, Scientific and Buddhists	T1 pg. No Ch-22, 23 280-290 291-304
22-23	Humanism and Education	Educational thinkers and their contribution in developing principles of education -M.K. Gandhi : basic trends of basic education	T1 pg. No Ch-24 305-319
24-25	Educational thinker Gandhi	Contribution in developing principles of Education Gijju Bhai The world of the child.	T7, pg. No Ch -20 258-264
26-27	Educational Contribution of Gijju Bhai	contribution in developing principles of education- Swami Vivekananda: Man making Education	T1 pg. No Ch-25 320-332
28-29	Educational Contribution of Swami Vivekananda	contribution in developing principles of education--Sri Aurobindo Integral education, its basic premises; stages of development	T1 pg. No Ch-25 333-345
30-31	Educational Contribution of Sri Aurobindo	Contribution in developing principles of Education-J. Krishna murthy; Child Centered Education	T3 pg. No –Ch- 40 529-539
32-33	Educational Contribution of J. Krishna murthy	WESTERN THINKERS -JJ Rousseau	T1 pg. No Ch-05 66-77 T7 pg. No Ch- 09 116-125

Lecture Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
34-35	Educational Contribution of-JJ Rousseau	John Dewey	T1 pg. No Ch-07 87-100 T7 pg. No Ch- 11 131-142
36-37	Educational Contribution of John Dewey	Antonio Gramsci : Neo-Gramscian Theory, Paulo Friere :Democratic Education	T5, Ch-18, 19 Pg. No 248-250, 251-260
38-39	Educational Contribution of Antonio Gramsci	Aristotle ,Socrates	T1, Ch-13 Pg. No 172-189. T1, Ch-18 Pg. No 233-239.
40	comparative study Indian Thinkers and western Thinkers	Critical and comparative study of the period and socio- political perspective of the western and Indian Thinkers	T5 pg. No Ch- 20 261-267
41-42	Introduction of Modernization	Contemporary philosophical perspectives of Modernization in thought and Education	T5 pg. No Ch-21 268-289

Evaluation Scheme:

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

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	50 Minutes	20	20-01-2025	1-21	CB
Test 2	50 Minutes	20	24-02-2025	22-40	OB
Quiz/Assignment/Lab	Throughout the Semester	20	**	---	CB
Comprehensive Exam	3 Hours	40	10-03-2025	1- 42	CB

** To be announced in the class

CB= Close Book Exam

OB= Open Book

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

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

Date: 05/08/2024

Dr.SHIV NARAYAN
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2024-2025

Course Handouts

Course Code	Course Title	L	P	T	U
EDU112	Learner and Learning Process	3	0	0	3

Instructor-in-charge: Dr.DEEPIKA CHATTERJEE

Learning Outcomes:

After successful completion of the course student will be able to

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

Text Book T1	Neera pandey " learner and learning process", Rakhi publication .1 st edition 2015
Text Book T2	P.D.Pathak "Education Psychology" Agarwal Publication. 2017/18
Text Book T3	Learner and learning Process ,Dr.N.Papa Rao,Sudivya Prakashan 2018 ,Bhilai

Lecture-Wise-Plan:

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
1	Nature of Psychology	Meaning, definition and nature of Psychology	T-1 pg 1-14
2	Knowing approaches of Psychology	Problems,goals,,approach in Psychology .	T-1 pg 15-17
3	Methods of Psychology	Method ,scope characteristics in Psychology	T-1 pg 17-23-32
4	Function of Psychology	Functions of Educational Psychology	
5	Stages of human development	Stages of human development,stages specific characteristics.	T-1 pg 61-96

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
6	Adolescent problems	Adolescence in India context characteristics ,problem of adolescents, their needs and aspirations	T-1 pg 97-112
7	Concept of Guidance and Counselling	Guidance and counseling meaning and definition, characteristics.	T-1 pg 97 -112
8	Importance of guidance counselling	Guidance and counseling for adolescents	T-1 pg 112-114
9	Learning	Meaning, nature, definition ,steps and methods of learning	T-1 pg 118-127
10	Theories of learning	Theories of learning with specific reference to Piaget theory (Cognitive)	T-1 pg 128-146
11	Theories of learning	Vygotsky's social learning.	T-1 pg 147 -161
12	Difference between Piaget and Vygotsky' Theory	Difference between Piaget and Vygotsky' Theory	T-2 pg 238-242
13	Learning affecting factors	Factors influencing learning & teaching process	T-1 pg 163-169
14	Learning in school .result and conditions,	Learner related teacher related process related and content related	T-2 pg 248-249
15	Heredity and Environment	Heredity and Environment : Nature and Nurture .Meaning and definition of Heredity,	T-2 pg 249-251
16	Laws of Heredity	Laws of Heredity, Impact of Heredity on child , Meaning and definition of Environment ,Relationship between Heredity and Environment	T-1 pg 170-173
17	Concept of Intelligence	Meaning and definitions of]Intelligence, Measuring of Intelligence .	T-1 pg 174-176

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
18	Nature of Intelligence	Nature ,characteristics of Intelligence and it's development	T-1 pg 177-185
19	Measuring Intelligence	Theories of intelligence; two factor theory- Multifactor Theory (PMA) and SI Model	T-1 pg 186-189
20	Types of Intelligence Test	Verbal, non-verbal and Performance tests (one , representative of group test and individual test of each),	T-1 pg 192-199
21	Concept of creativity	Creativity: meaning and definition	T-1 pg 200-205
22	Measurement of Creativity	Creativity: Measurement	T-1 pg 206-207, T-2 pg 594-595
23	Concept of Exceptional children	Concept of exceptional children – meaning and definition	T-2 pg 596-598
24	Types of Exceptional children	Types, and characteristics of each type including	T-2 pg 599-601
25	Exceptional children	Children with learning disabilities	T-1 pg 212-222
26	Concept of Individual difference	Individual difference: meaning, definition,	T-1 pg 222-227
27	Meaning ,characteristics education of mental retarded child	Individual difference:Nature and characteristics	T-2 pg -547-550
28	Individual differences in the class	Individual difference: accommodating Individual differences in the class.	T-2 pg -551-554, T-1 pg 238-240
29	Significance of Individual differences	Importance of Individual differences in class.	T-1 pg 246-251

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
30	Concept of Exceptional children	Room Learner centered Techniques for teaching exceptional children.	T-1 pg -252-254
31	Concept of Personality	Personality-concept	T-1 pg 255 --258
32	Factors of Personality	Personality-Definition meaning development & factors	T-2 pg 484-488
33	Personality- & factor	Personality-Nature and Characteristics	T-1 pg 271-280
34	Development of Personality	Development of Personality	T-1 pg 282-286
35	Approaches to understand theories of personality	Types and traits theories of Personality	T-1 pg 287-289
36	Concept of Group Dynamics	Concept of Group Dynamics	T-1 pg 290-296
37	Concept of Psychoanalysis	Concept of Psychoanalysis	T-1 pg 326-328
38	To understand History of Indian Psychology	History of Indian Psychology	T-1 pg 329-352
39	To understand History of Indian Psychology	History of Indian Psychology with specific references to religions and epics.	T-1 pg 354-372
40	Durganad Sinha's cognitive development	Durganad Sinha's cognitive development	T-1 pg 373-382
41	To understand the concept of Diversity.	Concept of Diversity	www.google.com
42	Understanding diversity in Indian culture	Understanding diversity in Indian culture	www.gooogle.com

Evaluation Scheme:

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

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	50 Minutes	20	20-01-2025	1-21	CB
Test 2	50 Minutes	20	24-02-2025	22-42	OB
Quiz/Assignment/Lab	Throughout the Semester	20	**	-	CB
Comprehensive Exam	3 Hours	40	12-03-2025	1-42	CB

** To be announced in the class

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OB= Open Book

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

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

Date: 05/08/2024

Dr.DEEPIKA CHATTERJEE
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2024-2025

Course Handouts

Course Code	Course Title	L	P	T	U
EDU113	Nai Talim: An Experiential Learning	3	0	0	3

Instructor-in-charge: Mrs.ANITA PANDEY/Mrs.VARSHA RANI

Learning Outcomes:

After successful completion of the course student will be able to

1. To know the school education programs and policies that has local community engagement aspects.
2. To distinguish traditional from constructivist approaches to local community engagement.
3. To develop insights and field realities on indignity and indigenous models.
4. To promote local occupations with literacy, technology integration, and research to develop entrepreneurs.
5. To understand the concept of local community engagement in teacher education

Text Books T1	Shalini tiwari, Nai Talim-An: Experiential Learning,thakur publication
Text Books T2	N.PAPA Rao “Nai Talim-An :Experiential Learning” Sudhivya publication bhilai
Text Books R1	http://www.bamu.ac.in
Text Books R2	www.mgncre.org
Text Books R3	www.slideshare.net
Text Books R4	https://ncca.ie

Lecture-Wise-Plan:

Lecture Nos	Learning Objective	Topics to be covered	Reference
1-2	Explaining Nai Talim to the students	Introduction of Nai –Talim and its significance in Indian context,	T1,Ch-1,Pg.No. 13-40
3	Explaining Nai Talim to the students	Historical perspectives of Nai – Talim	T1,Ch-1,Pg.No. 13-40
4-5	Explaining Nai Talim to the students	Concept and Aim, of Nai – Talim	T1,Ch-1,Pg.No. 13-40

Lecture Nos	Learning Objective	Topics to be covered	Reference
6-7	To make students understand about the field of Nai Talim	Objectives and Scope of Nai – Talim	T1,Ch-1,Pg.No. 13-40
8	To make students understand about the principles of Basic Education	Main principles of Basic Education.	T1,Ch-1,Pg.No. 13-40
9	To make students understand about the NCF-2005	Nai –Talim in NCF-2005 and its Educational Implication.	T1,Ch-1,Pg.No. 13-40
10	To make students understand about the NCF--2010	NCFTE-2010 and its Educational Implication.	T1,Ch-1,Pg.No. 13-40
11	To make students understand about the RTE 2009	RTE 2009 and its Educational Implication.	T1,Ch-1,Pg.No. 13-40
12	To make people aware of Gandhi's philosophical thoughts	Gandhian thoughts and Philosohy.	T1,Ch-2,Pg.No. 41-80
13	To make people aware of Gandhi's philosophical thoughts	Gandhian Philosophy and Aims of Education.	T1,Ch-2,Pg.No. 41-80
14	Develop the concept of models of education,	Models of Education,	R4
15	Develop the concept of approaches to learning	Approach to Learning-Constructivism	R4
16-17	Paulo Freire's development of critical pedagogy knowledge	Paulo Freire Critical pedagogy and Dialog Method.	R4
18	Knowing about the course outline at Primary	Course outline at Primary	T1,Ch-2,Pg.No. 41-80

Lecture Nos	Learning Objective	Topics to be covered	Reference
19	Knowing about the course outline at Middle	Course outline at Middle	T1,Ch-2,Pg.No. 41-80
20	Knowing about the course outline at Secondary Level	Course outline at Secondary Level	T1,Ch-2,Pg.No. 41-80
21-22	Work Based Learning and Community Involvement	Principle of Community Involvement.	T1,Ch-3,Pg.No. 81-128
23-24	Providing information on Nai –Talim and craft education	Nai –Talim and Craft Education.	T1,Ch-3,Pg.No. 81-128
25	Providing information on Nai –Talim and Moral Education.	Nai –Talim and Moral Education.	T1,Ch-3,Pg.No. 81-128
26	Explain the work of school and social agencies	Agencies of School& Society.	T1,Ch-3,Pg.No. 81-128
27-28	Explain the work of Swayan Sahaayata Samooh	Self -Help Groups.	T1,Ch-3,Pg.No. 81-128
29	Planning and Organization of Skill Development	Methods of Skill Development.	T1,Ch-4,Pg.No. 129-171
30	To develop experiential education and rural education	Establishment of Experimental Education and Rural Education.	T1,Ch-4,Pg.No. 129-171
31	Connecting Knowledge to life outside the school	Connecting Knowledge to life outside the school.	T1,Ch-4,Pg.No. 129-171
32	To Developing digitalization	Execution of digitalization.	T1,Ch-4,Pg.No. 129-171

Lecture Nos	Learning Objective	Topics to be covered	Reference
33	Explaining the importance of renewable energy	Importance of Renewable Energy.	T1,Ch-4,Pg.No. 129-171
34	Health & Hygiene	Nutrition-Balance Diet.	T1,Ch-5,Pg.No. 172-227
35	To make students aware about health and cleanliness	Communicable and non-communicable Disease & its Prevention.	T1,Ch-5,Pg.No. 172-227
36	To make students aware about health	First Aid.	T1,Ch-5,Pg.No. 172-227
37	To make students aware about health and cleanliness	Personal & Community Hygiene	T1,Ch-5,Pg.No. 172-227
38	To make students aware about Personal & Community Hygiene	Personal & Community Hygiene	T1,Ch-5,Pg.No. 172-227
39	Motivating students to become active in the field	Field Engagement	T1,Ch-5,Pg.No. 172-227
40	To acquaint students with environment outside the school	Connecting Knowledge to life from outside the school	T1,Ch-5,Pg.No. 172-227
41	To acquaint students with environment outside the school	Connecting Knowledge to life from outside the school	T1,Ch-5,Pg.No. 172-227
42	Introducing students to the Community	Nai Talim and Field Engagement: Community services and its impact	T1,Ch-5,Pg.No. 172-227
42	Introducing students to the Community	Nai Talim and Field Engagement: Community services and its impact	T1,Ch-5,Pg.No. 172-227

Evaluation Scheme:

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

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	50 Minutes	20	21-01-2025	1-21	CB
Test 2	50 Minutes	20	25-02-2025	22-42	OB
Quiz/Assignment/Lab	Throughout the Semester	20	**	---	CB
Comprehensive Exam	3 Hours	40	19-03-2025	1-42	CB

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Date: 05/08/2024

**Mrs.ANITA PANDEY/Mrs.VARSHA RANI
Instructor-in-charge**

The ICFAI University, Raipur

Faculty of Education

First Semester, 2024-2025

Course Handouts

Course Code	Course Title	L	P	T	U
PDG111	Mathematics Teaching I	3	0	0	3

Instructor-in-charge: Mrs.ANITA PANDEY

Course Outcomes

Upon successful completion of the course, student will be able to:

1. Pupils able to apply Mathematics in day to day life.
2. Pupils able to apply different activities enriching Mathematics learning.
3. Pupils able to understand school Mathematics curriculum.
4. Pupils learn and apply different approaches and strategies for teaching Mathematics

Text Book T1	Arun kumar Kulshrestha, “Pedagogy C”, R. Lall Publication ,
Text Book T2	M.S.Rawat & M.B.Lall Agrawal , “Pedagogy of Mathematics ”, Agrawal Publication ,
Text Book T3	Unnatti Bishnoee, “Pedagogy of Mathematics ”, R. Lall Publication ,
Text Book T4	Payal Bhola Jain & M.B.Lall Agrawal, “Teaching of Mathematics”, ”, Agrawal Publication ,
Text Book T5	“Pedagogy of Mathematics ”, National Council of Education Research And Training
https://hi.m.wikipedia.org	
https://en.m.wikipedia.org	
http://scert.cg.gov.in	

Lecture-Wise-Plan:

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
1	Concept Of Mathematics	Meaning ,Definition, Nature And Scope Of Mathematics	T-3 Ch-2 pg No 17-30T-1 Ch-2 pg No 10-13
2-3	Values Of Teaching Of Mathematics	Values Of Teaching Of Mathematics, Importance Of Mathematics And Relationship Between Other Subjects	T-1 Ch-2 pg No 13-23 T-4 Ch-pg No 15-20

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
4.	Utility Of Mathematics Teaching	Utility Of Mathematics Teaching	T-2Ch-5 pg No 41-45 T-3 Ch-5 Pg No 21-25
5.	Deductive Nature of Mathematics	Deductive Nature Of Mathematics	https://en.m.wikipedia.org
6-7	History Of Mathematics	History Of Mathematics With Special Emphasis On Teaching Of Mathematics	T-3 Ch-1 pg No 3-15 T-2 Ch - 1 pg No 1-7 T-1 Ch-1 pg No 1-8 T-5 Ch-1 pg No30-33
8.	Contribution Of Indian Mathematicians	Contribution Of Indian Mathematicians	T-4 Ch-8 pg No 52-68
9.	Contribution Of Indian Mathematicians	Contribution Of Indian Mathematicians	https://en.m.wikipedia.org
10.	Aesthetic Sense In Mathematics And Beauty In Mathematics	Aesthetic Sense In Mathematics And Beauty In Mathematics	T-5 Ch-1 pg No 36-42
11.	Exploring Learners	Exploring Learners	https://en.m.wikipedia.org
12.	Cultivating Learner's Sensitivity Like Intuition	Cultivating Learner's Sensitivity Like Intuition, Encouraging Learner For Probing	http://scert.cg.gov.in
13.	Raising Queries ,Appreciating Dialogue Among Peer –Group	Raising Queries ,Appreciating Dialogue Among Peer - Group,	http://scert.cg.gov.in
14.	Promoting The Student's Confidence	Promoting The Student's Confidence (Carrying Out Examples From Various Mathematical Content Areas, Such As Number Systems, Geometry, Sets ,Etc.)	http://scert.cg.gov.in

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
15.	Aims Of Teaching Mathematics	Aims Of Teaching Mathematics	T-2 Ch-6 pg No 46-71
16.	Role Of Mathematics Teacher In Achieving Aims	Role Of Mathematics Teacher In Achieving Aims ,Specific Objective , Development Of The Taxonomy Of Instructional Objectives	http://scert.cg.gov.in
17.	Development Of The Taxonomy	Development Of The Taxonomy Of Instructional Objectives	http://scert.cg.gov.in
18.	Specific Objective , Development Of The Taxonomy Of Instructional Objectives	Specific Objective , Development Of The Taxonomy Of Instructional Objectives	http://scert.cg.gov.in
19.	Need For Establishing General Objectives	Need For Establishing General Objectives For Teaching Mathematics	http://scert.cg.gov.in
20.	Study Of The Aims And General Objectives	Study Of The Aims And General Objectives Of Teaching Mathematics Vis-A-Vis The Objectives Of School Education	http://scert.cg.gov.in
21.	Writing Specific Objectives And Teaching Points Of Various Content Areas In Mathematics	Writing Specific Objectives And Teaching Points Of Various Content Areas In Mathematics Like Algebra, Geometry, Trigonometry, Etc.	http://scert.cg.gov.in
22.	Writing Objectives In Terms Of Behavioural Outcomes Of Students	Writing Objectives In Terms Of Behavioural Outcomes Of Students	http://scert.cg.gov.in

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
23.	Concept And Meaning Of Curriculum	Concept And Meaning Of Curriculum , Definition , Necessity And Importance Of Mathematics Curriculum	T-1 Ch-11 pg No282-285 http://scert.cg.gov.in
24.	Different Types Of Curriculum	Different Types Of Curriculum , Need Of Curriculum ,Factors Influencing Curriculum	T-1 Ch-11 pg No 285-288 https://enm.wikipedia.org
25	Various Special Types Of Curriculum	Various Special Types Of Curriculum ,Scope Of Curriculum	T-1 Ch-11 pg No 288 -292 http://scert.cg.gov.in
26.	Curriculum Of Mathematics, Objectives Of Curriculum	Curriculum Of Mathematics Objectives Of Curriculum	T-1 Ch-11 pg No 288 -292 http://scert.cg.gov.in
27	Principles For Designing Curriculum	Principles For Designing Curriculum	T-3 Ch-10 pg No 178-185
28.	Designing Curriculum At Different Stages Of Schooling	Designing Curriculum At Different Stages Of Schooling, Some Highlights Of Curriculum Like Vision Of School Mathematics,	http://scert.cg.gov.in
29.	Main Goal Of Mathematics Education	Main Goal Of Mathematics Education, Core Areas Of Concern In School Mathematics,	http://scert.cg.gov.in
30-31	Curricular Choices At Different Stages Of School Mathematics	Curricular Choices At Different Stages Of School Mathematics Education ,Construction Of Syllabi In Various Disciplines Of Mathematics, For Example, Algebra, Geometry, Etc.	http://scert.cg.gov.in

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
32-33	Analysis Of Various Topics In Mathematics At Various Level Of Schooling	Analysis Of Various Topics In Mathematics At Various Level Of Schooling—Arithmetic (Development Of Number Systems) ,Algebra, Trigonometry ,Statistics And	http://scert.cg.gov.in
34	Approaches And Strategies In Teaching And Learning Of Mathematical Concepts	Approaches And Strategies In Teaching And Learning Of Mathematical Concepts	http://scert.cg.gov.in
35.	Nature Of Concepts, Concept Formation And Concept Assimilation	Nature Of Concepts, Concept Formation And Concept Assimilation, Moves In Teaching A Concept	http://scert.cg.gov.in
36	Planning and Implementation of strategies for teaching a mathematical	Planning and Implementation of strategies for teaching a mathematical concept like Activity based method	http://scert.cg.gov.in
37	Inductive-deductive method	Inductive-deductive method	
38.	Problem posing and solving,	Problem posing and solving, discovering or exploring various options for solving the problems;	http://scert.cg.gov.in
39	Formulation of conjecture and generalisations through several illustrations	Formulation of conjecture and generalisations through several illustrations	http://scert.cg.gov.in
40-41.	Comparing And Contrasting; Giving Counter Examples	And implementation of strategies in teaching a concept like teaching of algebra, Geometry, Trigonometry, Mensuration , Etc.	http://scert.cg.gov.in
42	Difference Between Teaching Of Mathematics And Teaching Of Science	Difference Between Teaching Of Mathematics And Teaching Of Science.	http://scert.cg.gov.in

Evaluation Scheme:

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

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	50 Minutes	20	21-01-2025	1-20	CB
Test 2	50 Minutes	20	25-02-2025	21-42	OB
Quiz/Assignment/Lab	Throughout the Semester	20	**	---	CB
Comprehensive Exam	3 Hours	40	17-03-2025	1-42	CB

** To be announced in the class

CB= Close Book Exam

OB= Open Book

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

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

Date: 05/08/2024

Mrs.ANITA PANDEY
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2024-2025

Course Handouts

Course Code	Course Title	L	P	T	U
PDG112	Biology Teaching I	3	0	0	3

Instructor-in-charge: Mrs.KAVITA SHARMA

Learning Outcomes:

After successful completion of the course student will be able to

1. Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching learning.
2. Develop their essential skills for practicing biological science.
3. Appreciate that science is a dynamic and expanding body of knowledge.
4. Identify and relate everyday experiences with learning biological science
5. Explore the process skill in science and the role of the laboratory in teaching learning Use effectively different activities/ experiments/ demonstrations/ laboratory experiences for teaching learning of biological science.
6. Develop process oriented objectives based on the content units
7. Explore different ways of creating learning situations for different concepts of biological science.

Text Book T1	G.K. Tiwari “Teaching of biological science” Agrawal Publications 1 st edition 2016-17
Text Book T2	D.N. Shrivastav “Teaching Of Biology” Agrawal Publications 2 nd Edition 2018
Text Book T3	Radhika Bhardwaj “Pedagogy Of Zoology” Radha Publication 2016
NCERT T4	NCERT “ Physical science-I” 1 st edition 2013
NCERT T5	NCERT “ Physical science-II” 1 st edition 2013
SWAYAM	https://swayam.gov.in/course/3490-
NPTEL	https://nptel.ac.in/courses/117106086/
MOOC	https://www.slideshare.net/slideshow/textbook-and-reference-book/245907757

Lecture-wise-Plan

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
1	Nature and scope of biological science	Meaning, definition concept of science	T1 Ch-1 pg.No.1-3
2	Nature of biological science	Nature of biological science.	T1 Ch-2 pg.No.7-12
3	Importance of biological science	Importance ,scope of biological science	
4	Biology science for environment	Biology science for environment and health, peace, equity.	T1 Ch-5 pg.No.49-53
5	Specific knowledge in biological science	History of biological science.	T1 Ch-1 pg.No.4-6
6	Biological science and human application	Its nature a knowledge of biological science independent of human application.	T1 Ch-2 pg.No.13-18
7	Independent of human application.	Development of Teaching of Science in India after independent of human society.	T1 Ch-2 pg.No.13-18
8	Origin of life and evolution	Origin of life and evolution, experiments in biological sciences.	T1 Ch-1 pg.No.1-3
9	Introduction & importance of biodiversity	Need of Biodiversity	T1 Ch-5 pg.No.49-53
10	Interdisciplinary linkages biological science and society	Interdisciplinary linkages biological science and society.	T1 Ch-1 pg.No.1-3

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
11	Aims and objectives of biological science	Meaning, general aims of biology teaching.	T1 Ch-6 pg.No.54-56
12	natural curiosity and acquire the skills and method of biology	Scientific attitude, natural curiosity and acquire the skills to understand the method and process that lead to exploration.	T1 Ch-7 pg.No.1-3 T2 ch-5 pg. no. 698-69
13	Scientific knowledge in biological science.	Generalization and validation of scientific knowledge in biological science.	<u>T1 Ch-1 pg.No.1-3</u>
14	Scientific attitude in biological science.	Scientific attitude and methods in biological science.	<u>T1 Ch-1 pg.No.1-3</u>
15	Objectives of biological science	Different between aims and objectives	T2 Ch-3 pg.No.23-30
16	Writing learning objectives in behavioral terms	Writing learning objectives in behavioral terms	T2 Ch-3 pg.No.32-34
17	Purpose of specification of objectives in biological science	Purpose of specification of objectives	T2 Ch-3 pg.No.34-35
18	Exploring learners	Motivating learner to bring his previous knowledge in biology gained through class room/environment/parents and peer group cultivating in teacher learner the habit of listening to child.	T1 Ch-1 pg.No.1-3 T4 Ch-1 pg.No.1-3
19	Concept the local resources. And collect materials	Appreciating dialogue amongst peer group & collect materials from local resources.	T4 Ch-5 pg.No.128-134

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
20	learning in biological science	Role of learners in negotiating and mediating learning in biology.	T1 Ch-1 pg.No.1-3
21	Importance of teaching learning process.	Generating discussion, involving learners in teaching learning process.	T1 Ch-1 pg.No.1-3
22	Explain the Naïve concept in biology	Naïve concept in biology	T4 Ch-5 PG No.125-133
23	Encouraging learners to raise and ask questions	Encouraging learners to raise and ask questions	T4 Ch-5 pg No.128-130
24	School science curriculum in biological science	Meaning, definition theory of curriculum in biological science.	T4 Ch-6 pg No.140-142
25	Definition and characteristics of curriculum	Trend in science curriculum, consideration in developing learner centered curriculum in biology	T4 Ch-6 pg No. 156-158 T2 ch-7 pg no. 84-86
26	Important of school curriculum	The place of biological science in school curriculum at different levels.	T1 Ch-6 pg. No. 54-56 T2 Ch-7 pg .No 86-90
27	Analysis of textbooks and biological science	Analysis of textbooks and biology syllabi of NCERT and states	T1 Ch—6 pg. No. 56-58
28	Different of Upper primary, secondary and higher secondary stages	Upper primary, secondary and higher secondary stages.	T1 Ch-6 pg. No. 58-59 Ch-8 pg.No.91-92
29	Importance of print and non-print materials.	Meaning and characteristics print and non-print materials.	T5 Ch -10 pg. No303-305.

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
30	Analysis of other print and non-print materials in the area of biological science Teaching- Learning Resources	Analysis of other print and non-print materials in the area of biological science used in various states. Teaching-Learning Resources Textbook, reference books, encyclopaedia, newspaper etc.	T1 Ch-10 pg No. 307-309 https://www.slideshare.net/slideshow/textbook-and-reference-book/245907757
31	Approaches and strategies of learning biological science	Meaning of pedagogical science	T4 Ch-8 pg No. 207-209
32	Fixed knowledge to process constructing knowledge	Fixed knowledge to process constructing knowledge.	T4 Ch-8 pg no. 210-211
33	Importance of scientific method	Meaning and steps and process of scientific method	T1 Ch1
34	characteristics of observation	Importance and need of observation	T1 Ch 5
35	Meaning and definition of enquiry	Limitations of enquiry	T4 Ch-8 pg No. 242-245
36	Importance of hypothesis.	Meaning, definition, limitations of hypothesis.	T1 Ch-8 pg No. 235
37	Concept of experimentation	Meaning and process of experimentation	T1 Ch-8 pg No. 235-237 T2 Ch-13 pg No.152-154
38	Meaning and methods of data collection	Nature and objectives of data collection	T4 Ch- Ch-8 pg No. 235
39	Uses of Communication in biological science	Communication in biological science	T4 Ch-8 pg No.250-252

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref. Books)
40	Concept of problem solving and investigatory approach	Importance of problem solving and investigatory approach	T2 Ch- pg No.55-56
41	Importance of concept mapping	Meaning and function of concept mapping	T4 Ch-8 pg No.229-232s
42	Concept of collaborative learning	Objectives of collaborative learning in biological science	T4 Ch-8 pg no.214-219

Evaluation Scheme:

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Test 1	50 Minutes	20	21-01-2025	1-20	CB
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Date: 05/08/2024

Mrs.KAVITA SHARMA
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2024-2025

Course Handouts

Course Code	Course Title	L	P	T	U
PDG113	Social Science Teaching I	3	0	0	3

Instructor-in-charge: Dr.SHIV NARAYAN

Learning Outcomes:

After successful completion of the course student will be able to

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

Text Book T1	Pedagogy of Social Science part 01 Dr. N. Papa Rao / Sudivy prakashan
Text Book T2	Teaching of social Science Snehlata Chturvedi / Agrawal publications year 2017/18
Text Book T3	Teaching of social Science Dr. R..A. sharma ,Dr. shikha chaturvedi /R .Lall book dipo

Lecture-Wise-Plan:

Lecture Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
1-2	Distinguishing between Natural and social sciences , types, disciplines in school curriculum	Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools.	T 1 Ch- pg. No 13-33 T 3 Ch.1- pg. No 1-24

Lecture Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
3-4	Concept of social science,	Natural and social science: major social sciences disciplines in Schools. What is 'social' about various Social Sciences Uniqueness of disciplines vis-a-vis interdisciplinary	T1 Ch- pg. No 23-28, 29-34
5-6	linking child's natural curiosity with natural phenomena	Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; Important social and economic issues and concerns of the present-day Indian society.	T1 Ch- pg. No 35-39,41-45 T2 Ch-3 pg. No 15-17,273-302
7-8	Multiple approaches of social science acquiring good oral data source Types of primary and secondary sources	Multiple perspectives/plurality of approaches for constructing explanations and arguments. People as resource: The significance of oral data. Types of Primary and Secondary Sources: Data from field, textual materials, journals, magazines, newspapers, etc.	T1 pg. No Ch- 49-71 52-62
9-10	Library as a secondary source	Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.	T1 Ch- pg. No 62-71
11-12	concept of teaching aids concept of audio –visual concept , multimedia	Various teaching aids: Using atlas as a resource for Social Sciences; maps, globe, charts, models, graphs, visuals. Audio-visual aids, CD-ROM, multimedia, internet, e- learning and resources in social science& use of ICT	T1 Ch- pg. No 72-99 T2 Ch- 06 pg. No 40-65
13-14	Curriculum development process	Curriculum development process: National and State levels.	T1 pg. No Ch- 102-125

Lecture Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
15-17	aims and objectives of social science	Studying the Social Sciences syllabus- aims and objectives, content organization and presentation of any State Board and CBSE for different stages of school education.	T1 Ch- pg. No 126-137
18-19	Concept of geography	Meaning, Nature and Scope of Geography: Current Trends teaching and Learning Major Themes and Key Concepts in Geography	T1 Ch- pg. No 138-154 T2 Ch- 08 pg. No 79-87
20-22	local geography on home region geography	LOCATION: Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface. Differentiating between sites (location) and situation (place).	T2 Ch-8, pg. No 88-90
23-24	Developing Skills	Developing Skills in Geography: Observation, recording and interpretation of physical. Reading and interpreting geographical information through tables,	T1 Ch- pg. No 144-154
25-26	Developing Skills	figures, diagrams, photographs; Map reading and interpreting using scale (distance), Teaching Strategies in Geography: Questioning; Collaborative strategies;	T1 Ch- pg. No 144-154
27-28	Methods:	Methods: Interactive, verbal learning; Experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator; Engagement with 'places' at an emotional or sensory level using art, poetry and literature.	T1 Ch- pg. No 183-193

Lecture Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
29-30	Techniques:	Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs,	T1 Ch- pg. No 155-160
31-32	Techniques:	satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach	T1 Ch- pg. No 155-160
33-34	Meaning, Nature and Scope of Economics:	Meaning, Nature and Scope of Economics: Current Trends Key Concepts in Economics like Scarcity and choice,	T1 Ch- pg. No 195-206
35-36	Meaning, Nature and Scope of Economics:	Opportunity cost, productivity, demand, supply and market mechanism, Division of labor and specialization.	T1 Ch- pg. No 195-206
37-38	Developmental Issues in Economics	Developmental Issues in Economics: Sustainable Development- economic growth and economic development- indicators of measuring the well-being of an economy; Gross Domestic Product; economic planning; Poverty; Food Security; Price rise; Role and functions of Money formal and informal financial institutions and budget.	T1 Ch- pg. No 194-206
39-40	Teaching-Learning Methods in Economics	Teaching-Learning Methods in Economics: In addition to usual methods like lecture, discussion, story-telling, other methods like problem-solving, simulation, games, use of media and technology, concept mapping, project and activities like field visits.	T1 Ch- pg. No 207-230

Lecture Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
41	Teaching-Learning Materials	Teaching-Learning Materials: Using textbook, analysis of news (Newspaper, TV, and Radio); documents (e.g. Economics Survey, Five Year Plan), Journals and News Magazines.	T1 Ch- pg. No 265-273
42	Teaching-Learning Materials	Classification of Economic System: Capitalism, Socialism, mixed economy (case study: India) –	T1 Ch- pg. No 265-273

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Date: 05/08/2024

Dr.SHIV NARAYAN
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2024-2025

Course Handouts

Course Code	Course Title	L	P	T	U
PDG114	Hindi Teaching I	3	0	0	3

Instructor-in-charge: Mrs.VARSHA RANI

1. हिंदी भाषा शिक्षण के इस पाठ्यक्रम का उद्देश्य विद्यालय स्तर पर हिंदी शिक्षण के लिए प्रभावी शिक्षक तैयार करना है ।
2. स्कूल की भाषा बच्चों की भाषा और समझ के बीच के संबंध को जानना। भाषा के स्वरूप और व्यवस्था को समझना ।
3. पाठ्यचर्या पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना ।
4. हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना । साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना ।

Text Book T1	Hindi shikshan Reeta Chauhan/Agrawal Publication
Text Book T2	Bhasha vigyan Bholanath Tiwari /kitab mahel Publication
Text Book T3	Hindi shikshan Shikha chaturvedi /prakasak vinay rakheja
Text Book T4	Bhasha and Bhasha Shikshan Shrimati Rajkumari Sharma ,Dr.Savitri Sharma /Radha Prakashan Mandir(Pri.Li.)
Text Book T5	Bhasha ,sangyan and samaj Shrimati Rajkumari Sharma /Radha Prakashan Mandir(Pri.Li.)
Text Book T6	Lucent`s samanya hindi Sanjeev kumar /.Lucent Publication
Text Book T7	Hindi Bhasha ki vidhaon ka Shikshan Shrimati Rajkumari Sharma/ Radha Prakashan Mandir(Pri.Li.)
Text Book T8	Hindi Bhasha Shikshan Shrimati Rajkumari Sharma Radha Prakashan Mandir(Pri.Li.)
Reference Book R1	Bhasha Shikshan Hindi (Bhag 1) https://ncert.nic
Reference Book R2	Hindi Bhasha Shikshan https://manuu.ac.in >DDE-se PDF
Reference BookR3	Rashtrya shiksha niti 2020 https://hansshodhsudha.com

Lecture-Wise-Plan:

Lecture Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
01	भाषा का परिचय	समाज में भाषा - भाषा और लिंग भाषा और सत्ता भाषा और अस्मिता, भाषा और वर्ग	T5Ch.1Pg.No.1-58
02	भाषा की विभिन्न भूमिकाओं को जानना	विद्यालय में भाषा - घर की भाषा और स्कूल की भाषा	T5Ch.2Pg.No.102-106
03	स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना	समझ का माध्यम (बच्चे की भाषा) समूचे पाठ्यक्रम में भाषा ज्ञान सृजन और भाषा	T4Ch.4.Pg.No.79-97,Ch.1 Pg.No3-18
04	भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना	माध्यम भाषा: एक आलोचनात्मक दृष्टि विषय के रूप में भाषा और माध्यम भाषा में अंतर	T9,unit01-1.2pg.n.21
05	हिंदी भाषा के विविध रूपां और अभिव्यक्तियों को जानना	विविध भाषिक प्रयुक्तियों बहुभाषिक कक्षा शिक्षक-शिक्षार्थी संबंध के पहलू के रूप में भाषा	T5Ch.3.Pg.No185 - 216,T4Ch.3Pg.No.47-78
06	भाषा के संवैधानिक प्रावधान को जानना	संविधान और शिक्षा समितियों के रिपोर्ट में भाषा की स्थिति (धारा343-351 350)	T6 Ch1Pg.No.9-14
07	भाषा नीति को जानना	कोठारी कमीशन (64 से 66) राष्ट्रीय शिक्षा नीति-1986	T9,unit2-2.2pg.n.55-56
08	भाषा नीति को जानना	पी.ओ 1992	T9,unit2-2.2pg.n.57-58
09	भाषा नीति को जानना	राष्ट्रीय पाठ्यचर्चा-2005 भाषा अमययन) राष्ट्रीय शिक्षा नीति 2020 और भाषा	T1Ch.41Pg.No.438-446, R3
10	हिंदी भाषा की स्थिति को जानना	हिंदी भाषा की भूमिकरूस्वतंत्रता से पहले स्वतंत्रता के बाद हिंदी	T1Ch.6 Pg.No.18-26
11	हिंदी भाषा के विविध रूपां और अभिव्यक्तियों को जानना	हिन्दी के विविध रूप	T1Ch.07 Pg.No.27-29
12	हिंदी भाषा की स्थिति को जानना	अंतर्राष्ट्रीय स्तर पर हिंदी	T8Ch.01 Pg.No.25-26

Lecture Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
13-14	हिंदी भाषा के महत्व को जानना	ज्ञान की भाषा के रूप में हिंदी पढ़ने-पढ़ाने की चुनौतियाँ।	T8Ch.01 Pg.No.26-41
15-16	भाषा सीखने के विभिन्न दृष्टिकोण को जानना	भाषा सीखने सिखाने की विभिन्न दृष्टियाँ- भाषा अर्जन और अधिगम का दार्शनिक सामाजिक और मनोवैज्ञानिक आधार समग्र भाषा दृष्टि भाषा सीखने-सीखाने की बहुभाषिक दृष्टि आदि रूजॉनडुई ब्रूनर जे. प्याजे	T1Ch.22 Pg.No169-177, T9,unit3-3.1pg.n.69-108
17	भाषा सीखने के दृष्टिकोण को जानना	एल. वायगात्स्की	R1
18	भाषा सीखने के दृष्टिकोण को जानना	चॉम्स्की	R1
19-20	भाषा सीखने के दृष्टिकोण को जानना	भारतीय भाषा दृष्टि (पाणिनी, कामता प्रसाद गुरु किशोरी दास वाजपेयी आदि)	R1
21-22	भाषा के स्वरूप को जानना	भाषा का स्वरूप रूभाषायी व्यवहार के विविध पक्ष - नियमबद्ध व्यवस्था के रूप में भाषा	T1Ch 8 Pg.30-42 T5Ch.2Pg.No.59-73
23-24	भाषा के स्वरूप को जानना	भाषायी परिवर्तनशीलता (उच्चारण वेफ संदर्भ में)	T1Ch31Pg.No314-321 T5Ch.2Pg.No.73-80
25-26	भाषा के स्वरूप को जानना	हिन्दी की बोलियाँ वाक् तथा लेखन।	T1Ch.9 PG.43-55 T6 Ch1Pg.No.14-16
27	भाषा की प्रकृति और व्यवस्था को जानना	भाषायी व्यवस्थाएँ - सार्वभौमिक व्याकरण की संकल्पना, अर्थ की प्रकृति तथा संरचना	T7,Ch1Pg.No.45-53 T3 Ch.13Pg.No.240-257
28-29	भाषा की प्रकृति और व्यवस्था को जानना	वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाएँ स्वनिम विज्ञान और रूप विज्ञान S (उपयुक्त उदाहरण देकर पढ़ाए जाएंगे)	T3 Ch.6Pg.No.99-102 T9,unit4-4.2pg.n.134-156
30-31	भाषाई दक्षता विकसित करना	भाषायी दक्षताएँ संदर्भ में भाषा -संदर्भ में व्याकरण और संदर्भ में शब्द सुनना-सुनने का कौशल	T1Ch23Pg.No.179-195

Lecture Nos.	Learning Objective	Topics to be covered	Reference (chapter/sec./Page Nos of Text/Ref. Books)
32	भाषाई दक्षता विकसित करना	बोलना- बोलने का लहजा- भाषाई विविधता और हिन्दी पर इसका प्रभाव	T1Ch16 Pg. No. 97-104
33	भाषाई दक्षता विकसित करना	पढ़ने-पढ़ाने पर इसका प्रभाव, सुनने और बोलने के कौशल विकास के स्रोत और सामग्री	T1Ch16 Pg.no. 97-104
34	भाषाई दक्षता विकसित करना	रोलप्ले कहानी सुनाना परिस्थिति के अनुसार संवाद भाषा लैब	T1Ch16 Pg. No. 97-104
35	भाषाई दक्षता विकसित करना	मल्टीमीडिया तथा मौलिक सामग्री की सहायता से संप्रेषणात्मक वातावरण का निर्माण	T1Ch16 Pg. No. 97-104
36	भाषाई दक्षता विकसित करना	पढ़ना -पढ़ने के कौशल पढ़ने के कौशल विकास में समझ का महत्व	T1Ch16 Pg.No.104-116
37	भाषाई दक्षता विकसित करना	मौन और मुखर पठन गहन-पठन	T1Ch16 Pg.No.104-116
38	भाषा सीखने की सृजनात्मकता को जानना	विस्तृत पठन आलोचनात्मक पठन पढ़ने के कौशल विकास से सृजनात्मक साहित्य (कहानी कविता आदि)	T1Ch26Pg.No.215-260
39	भाषा और साहित्य को जानना	थिसॉरस शब्दकोश और इन्साइक्लोपीडिया का उपयोग/प्रक्रिया	T1Ch16 Pg.No.104-116
40	भाषाई दक्षता विकसित करना	लिखना -लिखने के चरण, लेखन-प्रक्रिया,	T1Ch16 Pg.No.116-130
41	भाषा और साहित्य को जानना	सृजनात्मक लेखन औपचारिक और अनौपचारिक लेखन (कहानी कविता, संवाद डायरी पत्र रिपोर्ट समाचार आदि	T1Ch16 Pg.No.116-130
42	भाषा और साहित्य को जानना	सृजनात्मक लेखन औपचारिक और अनौपचारिक लेखन (कहानी कविता संवाद डायरी पत्र रिपोर्ट, समाचार आदि	T1Ch16 PgNo.116-130

Evaluation Scheme:

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

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	50 Minutes	20	21-01-2025	1-21	CB
Test 2	50 Minutes	20	25-02-2025	22-42	OB
Quiz/Assignment/Lab	Throughout the Semester	20	**	---	CB
Comprehensive Exam	3 Hours	40	17-03-2025	1-42	CB

** To be announced in the class

CB= Close Book Exam

OB= Open Book

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

Date: 05/08/2024

Mrs.VARSHA RANI
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2024-2025

Course Handouts

Course Code	Course Title	L	P	T	U
PDG115	English Teaching I	3	0	0	3

Instructor-in-charge: Mrs.SEEMA

Learning Outcomes:

After successful completion of the course student will be able to

1. Understand the different roles of language .
2. Understand the relationship between literature and language .
3. Understand and appreciate different registers of language .develop creativity among learners .
4. Understand the role and importance of translation .
5. Examine authentic literary and non-literary texts and develop insight and appreciation .

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

Lecture-Wise-Plan:

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/ Ref. Books)
1.	Role of language ,teaching English as a second language in India ,need of teaching English as a second language	Language and society	T: 1 Ch-01 pg No..2 - 3
2.	Concept of language	Language and gender language and identity	T-1,-Ch-03 pg No .36-38
3.	Concept of language and its power	Language and power ,language and class	T-1, Ch-03 pg No.39-41

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/ Ref. Books)
4.	School language	Language in school : home language and school language;	T-1,Ch-02 pg No. 20-42
5.	Role of language	Language as a means of communication ; critical review of medium of instruction ; multilingual classroom	T-1,Ch-02 pg No. 20-42
6.	Constitutional provisions	Constitutional provisions and policies of education , position of language in India , article 343	T-1,Ch-04 pg No 43-45
7.	Constitutional provisions Article 344-349	Article 344-349	T-1,Ch-04 pg No.45-46
8.	Constitutional provisions in article 350-351	Constitutional provisions and policies of education , position of language in India ,article 350-351	T-1, Ch-04 pg No. 46-47
9.	Concept of Kothari commission (1964-66)	Kothari commission (1964-66)	T-1,Ch-04 pg No. 47-53
10.	Concept of NPE-1986	NPE-1986	T-1 Ch-04 pg No.,53-58
11.	Constitutional provisions Nep2020 and english language	NCF -2005, NEP2020 and English Language	T-1 Ch-04 pg No.,58-62
12.	Position of English in India	English as a conological language, English in post-colonial times , English as a language of language,	T-1,Ch-02 pg No. 32-35
13.	English language as a second language	Position of English as second language in India ; English and Indian languages; as a link language in global context.	T-1,Ch-05 pg No. 63-68

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/ Ref. Books)
14.	Challenges of languages	Challenges of teaching and learning English	T-1,Ch-01 pg No. 8-12
15.	An overview of language teaching	Different approaches /theories to language learning	T-1, Ch-05 pg No.63-68
16.	Approaches of language	Multilingual approaches to language learning	T-1, Ch-05 pg No. 68-71
17.	Dewey and Bruner theory	John Dewey, Jerome Bruner	T-1, Ch-05 pg No. 71-83
18.	Piaget and vygotsky theory	Jean Piaget ,Lev vygotsky	T-1, Ch-05 pg No.83-89
19.	Chomsky and Krashen theory	Noam Chomsky ,Stephen Krashen	T-1, Ch-05 pg No.89-93
20.	Panini and Prasad theory	Indian thought in language teaching ,Panini, Kamta Prasad	T-1 Ch-05 pg No., 93-97
21.	Critical analysis of the evaluation of language teaching methodologies	Grammar translation method , direct method	T-1, Ch -06 pg No.98-104
22.	Concept of bilingual method	The structural –situational method ,bilingual method ,	T-1 Ch-06 pg No.,104,122-125
23.	Concept of communicative approach	Communicative approach	T-1, Ch-06 pg No.113-115
24.	Nature of language	Aspects of linguistic behavior , language as rule governed behavior and language variability	T-1,Ch-07 pg No.130-134

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/ Ref. Books)
25.	Linguistic system	Organization of sounds, the structure of sentences	T-1,Ch- 08 pg No.135-139
26.	Concept of phonology	Concept of universal grammar, nature and structure of meaning basic concept of phonology	T-1, Ch-08 pg No.140-143
27.	Concept of morphology ,syntax semantics ,discourse	Concept of universal grammar, nature and structure of meaning basic concept morphology ,syntax, semantics, discourse	T-1, Ch-08 pg No. 143-149
28.	Concept of grammar, structure of sentence	Concept of universal grammar, nature and structure of meaning basic concept morphology ,syntax, semantics, discourse	T-1,Ch-08 pg No.143-149
29.	Acquisition of language skills	Listening and speaking: sub skills of listening storytelling, dialogue	T-1, Ch-09 ,pg No.150-155
30.	Concept of role play , conversation	Situational conversations , role plays	T-1,Ch-09 ,pg No.155-162
31.	Language laboratories , multimedia	Language laboratories , pictures , authentic materials and multimedia resources	www scert
32.	Reading	Sub-skills of readings ,importance of reading	T-1 Ch-09,pg No.172-177
33.	Concept of reading	Reading aloud , silent reading ,loud reading	T-1, Ch-09,pg No.177-182
34.	Types of reading	Extensive reading ,intensive reading	T-1,Ch-09 pg No.182-189

Lecture Nos.	Learning Objective	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/ Ref. Books)
35.	Types of reading	supplementary reading , library reading ,	T-3 Ch-10 pg No.123-
36.	Writing	Process of writing, formal and informal writing	T-1,Ch-09, pg No.189-194
37.	Story writing	Such as poetry, short story	T-1 ,Ch- 09, pg No.201-202
38.	Letter writing	letter , diary , notices	T-1 ,Ch – 09, pg No.194-200
39.	Report writing	articles , reports	T-1 ,Ch- 09, pg No.202-206
40.	Concept dialogue	dialogue , speech	T-1 ,Ch- 09, pg No.207-208
41.	Advertisement writing	advertisement	T-1 Ch- 09 , pg 197-198
42.	Developing all skills	study skill , reading writing skill	T-2, Ch-14 pg No.110-119

Evaluation Scheme:

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

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	50 Minutes	20	21-01-2025	1-20	CB
Test 2	50 Minutes	20	25-02-2025	21-42	OB
Quiz/Assignment/Lab	Throughout the Semester	20	**	---	CB
Comprehensive Exam	3 Hours	40	17-03-2025	1-42	CB

** To be announced in the class

CB= Close Book Exam

OB= Open Book

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

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

Date: 04/08/2024

Mrs.SEEMA
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2024-2025

Course Handouts

Course Code	Course Title	L	P	T	U
EDU211	Assessment for Learning	3	0	0	3

Instructor-in-charge: Dr.P D SHARMA

Learning Outcomes:

After successful completion of the course student will be able to

1. To develop understanding of the interrelationship between social science and education.
2. To develop appreciation of the basic contents, principles and developments of the social science

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

Lecture-Wise-Plan:

Lecture No s.	Learning Objective	Topics to be covered	Reference
1	To understand the term Assessment	over view of assessment and evaluation	T1Ch.3 Pg No.42-50
2	Advantages of Formatting Assessment	Formatting Summative Assessment tensions, Strengthening culture of Evaluation.	T1Ch.2 Pg No.30 -35

Lecture No s.	Learning Objective	Topics to be covered	Reference
3	To understand the concept of Evaluation	Perspective on assessment and evaluation of learning in a constructivist paradigm	T1Ch.3 PgNo.51-59
4	Major differences between learning and assessment	Distinction between 'Assessment of Learning 'and' Assessment for Learning'	T1Ch.4Pg No.60-65
5	To clarify the term evaluation	Clarifying the terms (i) assessment, evaluation, test, examination, measurement (ii) formative and summative evaluation	T1Ch.4 Pg No.66-72
6	Concept of grading	(i) continuous and comprehensive assessment (ii) Grading.	T2Ch.2Pg No.17-20
7	Importance of learning	Dimensions and levels of learning	T2Ch.2 Pg No.21-24
8	Concept of specific skills	Retention/recall of facts and concepts; Application of specific skills	T1Ch.8 Pg No.111–115
9	Importance of tools	Manipulating tool sand symbols, Problem-solving, applying learning to diverse situations	T1Ch.8Pg No.116– 120
10	Significance of tools	Meaning-making propensity, Abstraction of ideas	T1Ch.8Pg No.121-125
11	Concept of Analysis	Inference, Analysis, Reflection Originality and initiative;	T1Ch.3PgNo.4 2-48
12	To understand the concept of Creativity	Collaborative participation, Creativity, Flexibility	T1Ch.3Pg No.49 – 52
13	To understand the significance of learning	Contexts of assessment, Subject-related, Person-related	T1Ch.3Pg No. 53 – 59

Lecture No s.	Learning Objective	Topics to be covered	Reference
14	Dimensions and levels of learning	<ul style="list-style-type: none"> • Dimensions and levels of learning Retention/recall of facts and concepts 	T2Ch.4Pg No.55- 58
15	To give brief history of assessment to the students	Assessment of subject-based learning <ul style="list-style-type: none"> • Enlarging notions of 'Subject-based Learning' in a constructivist perspective 	T2Ch.4Pg No. 59-61,
16	Concept of Assessment tools	Assessment tools, Kinds of tasks: projects, assignments, performances	T1 Ch.29 PgNo.432-436 T1Ch.18Pg No.294-299
17	To understand the concept of tests	Kinds of tests and their constructions	T1Ch.18Pg No.300-304
18	Meaning of Observation	Observation of learning processes by self, by peers, by teacher	T1Ch.30Pg No.437-439
19	Concept of self –assessment	Self-assessment and peer-assessment	T1 Ch.30 Pg No.440-443
20	Concept of assessment tools	Enlarging notions of 'Subject-based Learning' in a constructivist perspective Assessment tools	T2 Ch.3 Pg No.25-28
21	Concept of Assignments	<ul style="list-style-type: none"> • assignments, performances • Kinds of tests and their constructions • Self-assessment and peer-assessment 	T2 Ch.3 PgNo.29-33
22	Concept of Visualisation	Teacher competencies in evolving appropriate assessment tools	T2Ch.3Pg No.34-36

Lecture No s.	Learning Objective	Topics to be covered	Reference
		<ul style="list-style-type: none"> Visualising appropriate assessment tools for specific contexts, content, and student <ul style="list-style-type: none"> Formulating tasks and questions that engage the learner and demonstrate the process of thinking; Scope for original responses 	
23	Approach of visualization	Visualising appropriate assessment tools for specific contexts, content, and student <ul style="list-style-type: none"> Formulating tasks and questions that engage the learner and demonstrate the process of thinking; 	T2Ch.3PgNo.37-40
24	Criteria for Assessment	<ul style="list-style-type: none"> Evolving suitable criteria for assessment 	T2Ch.3 Pg No.41-43
25	Concept of port folio	<ul style="list-style-type: none"> Organising and planning for student portfolios and developing rubrics for portfolio assessment Using assessment feedback for furthering learning. 	T2 Ch.3 Pg No.44-46
26	Concept of assessment feedback	<ul style="list-style-type: none"> Using assessment feedback for furthering learning. 	T2 Ch.3 PgNo.47-49
27	Concept of demonstration	<ul style="list-style-type: none"> Visualising appropriate assessment tools for specific contexts, content, and student Formulating tasks and questions that engage the learner and demonstrate the process of thinking; 	T2Ch.3 PgNo.50-52
28	Scope of assessment	<ul style="list-style-type: none"> Scope for original responses Evolving suitable criteria for assessment 	T2 Ch.3 PgNo.52-54

Lecture No s.	Learning Objective	Topics to be covered	Reference
29-30	Planning for portfolio	<ul style="list-style-type: none"> Organising and planning for student portfolios and developing rubrics for portfolio assessment Using assessment feedback for furthering learning. 	T1 Ch.30 PgNo437-443
31	Importance of assessment	<ul style="list-style-type: none"> Using assessment feedback for furthering learning. 	R1Ch.17 Pg.No.256-260
32	Approach of data analysis	<p>Data analysis, feedback and reporting</p> <ul style="list-style-type: none"> Feedback as an essential component of formative assessment 	R1Ch.17 Pg.No.261-266
33	Use of assessment	<ul style="list-style-type: none"> Use of assessment for feedback, For taking pedagogic decisions 	R1Ch-17 Pg.No.267-271
34	Types of teacher feedback	<ul style="list-style-type: none"> Types of teacher feedback (written comments, oral);Peer feedback 	R1Ch.17Pg.No .272-275
35	Approach of grading	<ul style="list-style-type: none"> Place of marks, grades and qualitative descriptions 	R1 Ch.17 Pg.No.276-279
36	Description of learner profile	<ul style="list-style-type: none"> Developing and maintaining a comprehensive learner profile 	R1Ch.17Pg. No.280-282
37	Purpose for Reporting	<ul style="list-style-type: none"> Developing and maintaining a comprehensive learner profile Purposes of reporting: To communicate 	R1Ch.17Pg .No.283-285
38	Concept of profile of learner	<ul style="list-style-type: none"> Progress and profile of Learner 	T1Ch.3 Pg.No.42-45

Lecture No s.	Learning Objective	Topics to be covered	Reference
39	To understand the approach of pedagogic decisions	<ul style="list-style-type: none"> Basis for further pedagogic decisions 	T1Ch.3 Pg No.46-48
40	Approach of Reporting	<ul style="list-style-type: none"> Progress and profile of Learner Basis for further pedagogic decisions Reporting a consolidated learner profile. 	T1 Ch.3 Pg.No.49-59
41	Approach of data analysis	: Data analysis, feedback and reporting <ul style="list-style-type: none"> Feedback an essential component of formative assessment 	T1 Ch.30Pg.No.43 7-440
42	To understand the importance of feedback	<ul style="list-style-type: none"> Use of assessment for feedback, For taking pedagogic decisions 	T1Ch.30 Pg.No.441-443

Evaluation Scheme:

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Date: 05/08/2024

Dr.P D SHARMA
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2024-2025

Course Handouts

Course Code	Course Title	L	P	T	U
EDU212	Nai Talim Skill Based Learning	3	0	0	3

Instructor-in-charge: Mrs.VARSHA RANI / Mrs.KAVITA SHARMA

Learning Outcomes:

After successful completion of the course student will be able to

1. To develop understanding of the interrelationship between local community with teacher education.
2. To develops appreciation of the basic contents, principles, and developments of local occupations.
3. To develop the understanding of basic theories, importance of technology integration and research to develop our community.

Text Books T1	Nai Talim: An Experimental Learning, Shalini Tiwari
Text Books T2	Gandhiji ki Nai Talim aevam samudaay,S.V Prabhat
Text Books T3	Nai Talim, Dr.Divya Sharma
Text Books T4	Nai Talim, Baleeveda

Lecture-wise Plan:

Lecture Nos	Learning Objective	Topics to be covered	Reference
1-2	To understand the meaning of Autonomy	Meaning of Autonomy.	T1Ch.1 Pg No.1 -19
3	Concept of Autonomy	Concept of Autonomy: Meaning, basic assumptions ,;Need of Autonomy ..	T1Ch.2 PgNo.20-43
4	Teacher autonomy	Concept of Teacher Autonomy Freedom autonomy and.	T2Ch.4Pg No.51-54
5	Characteristics of teacher autonomy	characteristics of teacher autonomy	T2Ch.4Pg No.51-54

Lecture Nos	Learning Objective	Topics to be covered	Reference
6	Teacher autonomy in our community . Domains of Teacher Autonomy	Teacher autonomy in our community. Domains of Teacher Autonomy	T2Ch.4Pg No.51-54
7	To understand the role of teacher	Arguments for teacher Autonomy, Basic types Principles of teacher autonomy.	T1Ch.3Pg No.44-60
8	To understand the factors of teacher autonomy.	Factors affecting Teacher Autonomy .ways to develop the teacher autonomy.	T1Ch.2Pg 20-43
9	Teacher Autonomy help in Enriching learning situation.	How does teacher Autonomy help in Enriching learning situation.	T1Ch.3 Pg No.44--60
10	To understand the term. Accountability.	Meaning, definitions, types and functions of Accountability.	T1Ch.24 Pg No.465--479
11	To understand the process of education.	Education is an activity and process .process of education .	T1Ch.24Pg No.465--479
12	Modes of education	Informal, Formal, Non formal	T1Ch.24Pg No.465--479
13	Distance education	Need & face of Distance Education	T1Ch.24Pg No.465-479
14	Inclusiveness of school education	Inclusiveness of school education	T1Ch.9Pg No.166--199
15	Need of school for all Children	Need of school for all Children	T1Ch.9Pg No.166--199
16	Personality Development	personality Development ,Nai talim	T2Ch.17 PgNo.315—329
17	Nai talim and personality Development	Nai talim and personality Development	T2Ch.17 PgNo.315—329

Lecture Nos	Learning Objective	Topics to be covered	Reference
18	Humanistic Approach to education	Humanistic Approach to education	T2Ch.17 PgNo.315—329
19	Education for citizenship	Education for citizenship character building Values and Ethics	T2Ch.17 PgNo.315—329
20	To understand the concept of different types of creativity. .	Work play act ,craft ,Theater, Music in school curriculum .and the basis of creativity	T3Ch12Pg No115-128
21	To understand the concept of social harmony.	Social harmony, it's implications to develop Head, Heart and hands Role of the teacher in helping such children.	T3Ch.7Pg No. 66-76
22	Significance of child work Vs child labour .	Meaning and definitions of child work Vs child labour.	T3Ch.9Pg No.90-95
23	Try to teach the concept of child labour .	Context, concerns and issues of child work and child labour .	T3Ch.27Pg No.348-360
24	To understand the term education and alienation	Education and alienation.	T1 Ch.27 PgNo.524-546
25	To understand the concept of guidance service.	Reflection in curriculum and pedagogical practices.	T1Ch.7 Pg No.122-143
26	To understand the term curriculum	Relevance of curriculum content to the lives of children.	T1Ch24Pg No.465-479
27	To understand the term sensitization of student	Sensitization of student on global issues	T1Ch.5Pg No.88-97
28	Significance of teacher	Basic assumptions of , Role of teacher .	T1 Ch.24 Pg No465--479

Lecture Nos	Learning Objective	Topics to be covered	Reference
29	Technology and resources. Inequity , Poverty	Resources and technology availability,	T2 Ch.20 Pg No.342—348 T1 Ch.33 PgNo.656-672
30	Try to explain the term climate change . Global warming, value crises	Climate change ,Global warming. Meaning ,need ,purpose of value crises	T3Ch.15Pg No.158-173 T1Ch.24 PgNo.465—479
31	To understand the term food and energy crises.	Food and energy crises.	T2 Ch.16 PgNo.284--314
32	To give proper information of education in non violent school	Education in non violent school /classroom environment	T2Ch.11 PgNo.162--179
33	Concept of curriculum	Implication of above Issues on curriculum and Pedagogy .	T2 Ch.9 PgNo.—130-142
34	Nai Taleem and Field Engagement	Nai Taleem and Field Engagement	T1 Ch.25 PgNo 480-497
35	To understand the concept of Nai talim	Meaning and importance of Nai taleem and Field Engagement	T1Ch.27 Pg.No.524-546
36	To give brief introduction of community service.	Community service and it's implications.	T1Ch-14 Pg.No.274--302T1 Ch.15 Pg.No.303-319
37-38	To understand the topic. National Integration	Significance of National Integration	T1Ch.17Pg.No.342-366
39	To understand the Meaning and importance of value Education	Meaning and importance of value Education	T2Ch.3Pg.No.45-50
40	To give all the information to the students which are related to Significance of value Education	Significance of value Education	T2Ch.4 Pg No.51-54

Lecture Nos	Learning Objective	Topics to be covered	Reference
41	To understand the concept of Nai talim and value education	Nai Talim and Value Education	T3Ch.7Pg No. 66-76
42	To understand the concept of Nai talim and Disaster management	Disaster Management.	T1Ch.9Pg No.166-199

Evaluation Scheme:

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

Evaluation Component	Duration	Weightage	Date	Syllabus (Lec.No.)	Remarks
Test 1	50 Minutes	20	21-10-2024	1-21	CB
Test 2	50 Minutes	20	09-12-2024	22-42	OB
Quiz/Assignment/Lab	Throughout the Semester	20	**	---	CB
Comprehensive Exam	3 Hours	40	08-01-2025	1-42	CB

** To be announced in the class

CB= Close Book Exam

OB= Open Book

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

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

Date: 01/08/2024

Mrs.VARSHA RANI/Mrs.KAVITA SHARMA
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2024-2025

Course Handouts

Course Code	Course Title	L	P	T	U
PDG211	Mathematics Teaching II	3	0	0	3

Instructor-in-charge: Mrs.ANITA PANDEY

Learning Outcomes:

After successful completion of the course student will be able to

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

Text Book T1	Arun kumar Kulshrestha, “Pedagogy C”, R. Lall Publication ,
Text Book T2	M.S.Rawat & M.B.Lall Agrawal , “Pedagogy of Mathematics ”, Agrawal Publication ,
Text Book T3	Unnatti Bishnoee, “Pedagogy of Mathematics ”, R. Lall Publication
Text Book T4	Payal Bhola Jain & M.B.Lall Agrawal, “Teaching of Mathematics”, , Agrawal Publication ,
Text Book T5	“Pedagogy of Mathematics ”, National Council of Education Research And Training
https://hi.m.wikipedia.org	
https://en.m.wikipedia.org	
http://scert.cg.gov.in	

Lecture-Wise-Plan:

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
1.	Organization Of Concepts For Teaching- Learning Of Mathematics	Planning For Teaching-Learning Of Mathematics	T-3 Ch-2 Pg No 17-30T-1 Ch-2 Pg No 10-13

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
2.	Stating Instructional Objectives, Identifying Learning Experiences	Stating Instructional Objectives, Identifying Learning Experiences, Appropriate Strategies	T-1 Ch-2 Pg No 13-23 T-4 Ch-Pg No 15-20
3.	Concept Of Teaching Aids	Teaching Aids- Meaning ,Definition And Characteristics	T-5Ch-1 Pg No10-24
4.	Selection Of Teaching Aids	Selection Of Teaching Aids Principal , Types Of Teaching Materials	T-2Ch-5 Pg No 41-45 T-3 Ch-5 Pg No 21-25
5.	Using Low-Cost Material	Using Low-Cost Material– Preparation Of Various Activities, Such As Verification Of Algebraic Identities ,Surface Areas And Volumes Of Cube	t-5 ch-1 pg no 1-9 https://hi.m.wikipedia.org
6.	Preparation Of Various Activities	Using Low-Cost Material– Preparation Of Various Activities ,Cuboids ,Cylinder ,Cone ,Sphere ,Conic Sections, Etc	https://en.m.wikipedia.org
7.	ICT Applications	ICT Applications; Evaluation Tools And Learners Participation In Developing Instructional Materials, Etc	T-3 Ch-1 Pg No 3-15 T-2 Ch - 1 Pg No 1-7
8.	Learning Resources In Mathematics	Learning Resources In Mathematics	T-1 Ch-1 Pg No 1-8 T-5 Ch-1 Pg No30-33
9.	Text Book Of Mathematics	Text Book Of Mathematics – Meaning, Definition And Characteristics Of Mathematics Text Book	T-4 Ch-8 Pg No 52-68
10.	Textbooks Audio-Visual Multimedia	Textbooks Audio-Visual Multimedia–Selection And Designing	https://en.m.wikipedia.org

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
11.	Classification Of Teaching Media	Classification Of Teaching Media, Use Of Multimedia And Their Integration In Teaching Mathematics	T-5 Ch-1 Pg No 36-42
12.	Using Community Resources For Mathematics Learning	Using Community Resources For Mathematics Learning	https://en.m.wikipedia.org
13.	Pooling Of Learning Resources In School Complex/Block/District Level	Pooling Of Learning Resources In School Complex/Block/District Level ,Handling Hurdles In Utilizing Resources	http://scert.cg.gov.in
14.	Handling Hurdles In Utilizing Resources	Pooling Of Learning Resources In School Complex/Block/District Level ,Handling Hurdles In Utilizing Resources	http://scert.cg.gov.in
15.	Concept Of Assessment And Evaluation	Concept Of Assessment And Evaluation	http://scert.cg.gov.in
16.	Informal Creative Evaluation	Informal Creative Evaluation	T-2 Ch- 9 Pg No 118-123
17.	Encouraging Learner To Examine A Variety Of Methods Of Assessment In Mathematics	Encouraging Learner To Examine A Variety Of Methods Of Assessment In Mathematics So As To Assess Creativity ,Problem-Solving And Experimentation/Activity Performance	T-2 Ch-6 Pg No 159-176
18.	Creativity ,Problem-Solving And Experimentation/Activity Performance Mathematic Teaching	Encouraging Learner To Examine A Variety Of Methods Of Assessment In Mathematics So As To Assess Creativity ,Problem-Solving And Experimentation/Activity Performance	T-2 Ch-6 Pg No 46-71

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
19.	Appreciating Evaluation Through Overall Performance Of The Child	Appreciating Evaluation Through Overall Performance Of The Child; Self And Peer Evaluation	http://scert.cg.gov.in
20.	Formal Ways Of Eva	Formal Ways Of Evaluation: Variety Of Assessment Techniques And Practices Assessing Product Vs Process	http://scert.cg.gov.in
21.	Knowing Vs Doing In Practice Of Midterm/Terminal Examination	Knowing Vs Doing In Practice Of Midterm/Terminal Examination, Practicing Continuous And Comprehensive Evaluation To Test Regular Programmers/Achievements Of Learner	http://scert.cg.gov.in
22.	Practicing Continuous And Comprehensive Evaluation To Test Regular Programmers/Achievements Of Learner	Knowing Vs Doing In Practice Of Midterm/Terminal Examination, Practicing Continuous And Comprehensive Evaluation To Test Regular Programmers/Achievements Of Learner	http://scert.cg.gov.in
23.	Concept Of Assessment Framework	Concept Of Assessment Framework	http://scert.cg.gov.in
24.	Identifying And Organizing Components For Developing Framework Of Question Paper	Identifying And Organizing Components For Developing Framework Of Question Paper At Different Stages Of Learning	T-3 Ch-4 Pg No 63-77
25.	Framing Questions Based On Concepts And Sub Concepts So As To Encourage Critical Thinking	Framing Questions Based On Concepts And Sub Concepts So As To Encourage Critical Thinking ,Promote Logical Reasoning And To Discourage Mechanical Manipulation And Rote Learning	T-3 Ch-4 Pg No 77 -96

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
26.	Promote Logical Reasoning And To Discourage Mechanical Manipulation And Rote Learning	Framing Of Open-Ended Questions Providing The Scope To Learners To Give Responses In Their Own Words	T-2 Ch-8 Pg No 83-116
27.	Framing Of Conceptual Questions From Simple Questions	Framing Of Conceptual Questions From Simple Questions.	T-3 Ch-5 Pg No 99-109
28.	Identifying Learners Strength And Weaknesses Mathematics Teaching	Identifying Learners Strength And Weaknesses Mathematics Teaching	T-2 Ch-12 Pg No 253-280
29.	Concept Of Activities Enriching Mathematics Learning	Concept Of Activities Enriching Mathematics Learning	T-1 Ch-10 Pg No 282-285 http://scert.cg.gov.in
30.	Types Of Activities Enriching Mathematics Learning	Types Of Activities Enriching Mathematics Learning	
31.	Explanation Of Assisting Learning ,Supplementary Text Material ,Summer Programmes' ,Correspondence Course,	Explanation Of Assisting Learning ,Supplementary Text Material ,Summer Programmes' ,Correspondence Course,	t-1 ch-10 pg no 288 -292 http://scert.cg.gov.in
32.	Meaning, Definition And Characteristics Of Mathematics Club Contests And Fairs	Meaning, Definition And Characteristics Of Mathematics Club Contests And Fairs	http://scert.cg.gov.in
33.	Designing Mathematics Laboratory And Its Effective Use	Designing Mathematics Laboratory And Its Effective Use	http://scert.cg.gov.in
34.	Recreational Activities— Games ,Puzzles And Riddles In Mathematics	Recreational Activities— Games ,Puzzles And Riddles In Mathematics	http://scert.cg.gov.in

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
35.	Cooperative Learning Ensuring Equal Partnership Of Learners With Special Needs In Mathematics	Cooperative Learning Ensuring Equal Partnership Of Learners With Special Needs In Mathematics	http://scert.cg.gov.in
36.	Stimulating Creativity.	Stimulating Creativity And Inventiveness In Mathematics.	http://scert.cg.gov.in
37	Inventiveness In Mathematics.	Stimulating Creativity And Inventiveness In Mathematics.	http://scert.cg.gov.in
38.	Professional Development Of Mathematics Teachers	Professional Development Of Mathematics Teachers	http://scert.cg.gov.in
39.	Types Of In-Service Programms For Mathematics Teachers	Types Of In-Service Programms For Mathematics Teachers	http://scert.cg.gov.in
40.	Role Of Mathematics Teacher's Association	Role Of Mathematics Teacher's Association	http://scert.cg.gov.in
41.	Journals And Other Resource Materials In Mathematics Education	Journals And Other Resource Materials In Mathematics Education	http://scert.cg.gov.in
42.	Professional Growth— Participation In conferences / Seminars/Workshops	Professional Growth— Participation In Conferences/Seminars/Workshops	http://scert.cg.gov.in

Evaluation Scheme:

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** To be announced in the class

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

Date: 05/08/2024

Mrs.ANITA PANDEY
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2024-2025

Course Handouts

Course Code	Course Title	L	P	T	U
PDG212	Biology Teaching II	3	0	0	3

Instructor-in-charge: Mrs.KAVITA SHARAMA

Learning Outcomes:

After successful completion of the course student will be able to

1. Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning.
2. Appreciate that science is a dynamic and expanding body of knowledge.
3. Identify and relate everyday experiences with learning biological science.

Text Books T1	Pedagogy of School Subject Biological Science, Dr.Sudha Pahuja,Dr.Ravi Kant
Text Books T2	Teaching of Biology, D.N.Shrivastav
Text Books T3	Teaching of Biological Science,G.K.Tiwari
Text Books T4	Pedagogy of Biological Science, Dr.S.P. Kulshreshtha

Lecture-Wise-Plan:

Lecture Nos	Learning Objective	Topics to be covered	Reference
1	Concepts for teaching-learning of biology	Identification and organization of concepts for teaching-learning of biology	T1, Ch-1,Pg. No27-30
2	Concepts for teaching-learning of biology	Determining acceptable evidences that show learners	T1, Ch-1,Pg. No 2-27
3	Instructional materials	Instructional materials required for planning teaching-learning of biological science and learners' participation in developing them	T1, Ch-8,Pg. No162-198
4	Identifying and designing teaching-learning experiences	Identifying and designing teaching-learning experiences	T1, Ch-8,Pg. No162-198

Lecture Nos	Learning Objective	Topics to be covered	Reference
5	Planning field visits, Zoo, Sea shore life, Botanical garden	Planning field visits, Zoo, Sea shore life, Botanical garden	T1, Ch-8,Pg. No162-198
6	Organizing activities	Organizing activities	T1, Ch-8,Pg. No162-198
7	laboratory experiences	laboratory experiences	T1, Ch-5,Pg.No.114-132
8	Making groups, planning ICT applications in learning biology.	Making groups, planning ICT applications in learning biology.	T4, Ch-3,Pg.No.93-252
9	Use of learning resources	Identification and use of learning resources in biological science from immediate environmental	T1, Ch-9,Pg. No199-235
10	Exploring alternative sources	Developing science kit and biological science laboratory.	T1,Ch5,Pg.No.114-132
11	Designing biology laboratory	Designing biology laboratory Planning and organizing field observation	T1, Ch-5,Pg.No.114-132
12	Collection of materials, Textbooks,	Collection of materials, Textbooks,	T1, Ch-6,Pg. No133-145
13	audio-visual materials	Audio-visual materials, multimedia-selection and designing.	T1, Ch-7,Pg. No146-161
14	Use of ICT experiences	Use of ICT experiences in learning biological science	T4, Ch-3,Pg.No.93-252
15	Using community resources for biology learning	Using community resources for biology learning	T1, Ch-9,Pg. No199-235

Lecture Nos	Learning Objective	Topics to be covered	Reference
16	Pooling of learning resources	Pooling of learning resources in school complex/block/district level	T1, Ch-9,Pg. No199-235
17	Utilization of resources.	Handling hurdles in utilization of resources.	T1, Ch-9,Pg. No199-235
18	Performance-based assessment	Performance-based assessment	T1, Ch-2,Pg. No27-30
19	Performance-based assessment	Developing indicators for performance assessment in biological sciences;	T1, Ch-2,Pg. No27-30
20	Observations Field diary	Learners record of observations Field diary, herbarium and collection of materials;	T1, Ch-8,Pg. No162-198
21	Oral presentation	Oral presentation of learners works in biological science	T1, Ch-17,Pg. No441-451
22	Portfolio	Portfolio	T2, Ch-2,Pg. No14-48
23	Assessment of project work in biology	Assessment of project work in biology (both in the laboratory and in the field)	T1, Ch-11,Pg. No151-163
24	collaborative learning	Assessment of participation in collaborative learning	T2, Ch-2,Pg. No14-48
25-26	Administration of tests	Construction of test items open-ended and structured) in biological science and administration of tests;	T1, Ch-10,11, Pg. No145-163
27-28	Experimental work in biological science	Developing assessment framework in biological science; Assessment of experimental work in biological science	T1, Ch-5 ,Pg.No.114-132

Lecture Nos	Learning Objective	Topics to be covered	Reference
29	formal examination system	Exploring content areas in biological science not assessed in formal examination system and their evaluation through various curricular channels Encouraging teacher	T1, Ch-10, Pg. No236-270
30-31	Methods of assessment	Learners to examine a variety of methods of assessment in biological science Continuous and comprehensive evaluation.	T1, Ch-11, Pg. No272-307
32	Curiosity of observation	natural curiosity of observation, learning progress of learners with various needs in biology	T1, Ch-11, Pg. No272-307
33	Various curricular activities	Stimulating creativity and inventiveness in biology, Organizing various curricular activities, such as debate, discussion, drama, poster making on issues related to science	T1, Ch-8, Pg. No162-198
34	Organizing events on specific day	Organizing events on specific day: Earth Day, Environment Day, etc. field experiences, Science club, Science exhibition.	T1, Ch-8, Pg. No162-198
35	Professional development program	Professional development programmed for science	T1, Ch-10, Pg. No236-270
36-37	Participation in seminar conferences	Participation in seminar conferences, online sharing membership of professional organization	T1, Ch-10, Pg. No236-270
38	Collaboration of school with colleges	Collaboration of school with colleges, Journals and other resource materials in biology education	T1, Ch-7, Pg.No.146-161
39	Field visits, botanical garden	Field visits, botanical garden	T1, Ch-8, Pg.No.162-198
40	Science park, science center, zoo.	Science park, science center, zoo.	T1, Ch-8, Pg.No.162-198

Lecture Nos	Learning Objective	Topics to be covered	Reference
41	National Laboratories etc.	National Laboratories etc.	T1, Ch-8, Pg.No.162-198
42	Action research	Action research in biological science.	T1, Ch-15, Pg.No.419-424

Evaluation Scheme:

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

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Test 1	50 Minutes	20	22-10-2024	1-20	CB
Test 2	50 Minutes	20	10-12-2024	21-42	OB
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Comprehensive Exam	3 Hours	40	10-01-2025	1-42	CB

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CB= Close Book Exam

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

Date: 05/08/2024

Mrs.KAVITA SHARMA
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2024-2025

Course Handouts

Course Code	Course Title	L	P	T	U
PDG214	Social Science Teaching II	3	0	0	3

Instructor-in-charge: Dr.DEEPIKA CHATTERJEE

Learning Outcomes:

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

1. To develop understanding of the interrelationship between social science and education.
2. To develop appreciation of the basic contents ,principles,and developments of the social science

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

Lecture-Wise-Plan:

Lecture Nos	Learning Objective	Topics to be covered	Reference
1	To understand the concept of History .	Continuity and Changeover Time and Historical Construction	T1Ch.1 Pg No.1 - 38
2	To understand the concept of social change	Seminal issues and concepts of social change in Indian and World History	T1Ch.4 PgNo.193- 196
3	To understand the concept of Historical method	Historical Methods Evidence, facts, arguments, categories and perspective;	T1Ch.4Pg No.197-214

Lecture Nos	Learning Objective	Topics to be covered	Reference
4	Concept of fact	Distinctions between fact and opinion .	T1Ch.4 Pg No.215 –222
5	Concept of Primary Sources	Evidence-based History Teaching.Primary sources and the construction of History Thinking in terms of problems for analysis in History.	T1Ch.4 Pg No.223 - 233
6	Concept of social formation	Social Formations in History.Different social formations in History and the periodization of World History;	T1Ch.4 Pg No.234 - 247
7	To understand the concept of class structure	Gender differentials and how these cut across caste and class structures as well as religious communities.	T2Ch.45 Pg No.596 – 602
8	Concept of Primary and Secondary data;	The Lateral Development of Different Skills,Observation of skills relating to primary and secondary data;	T2Ch.45Pg No.603– 610
9	Concept of Political Science	Political Science deals with the broad themes of democracy, development, and diversity.	T2Ch.45Pg No.611-626
10	Inter relationship with Social-Science .	These three interrelated themes are concerned with political, economic, and social aspects of our everyday life.	T2Ch.32 PgNo.379-392
11	Political issues.	Political concepts and issues. Historical and current events, processes and personalities from India and different parts of the world.	T2Ch.34Pg No.426 – 451
12	Concept of democracy	Political Science deals with the broad themes of democracy, development, and diversity.	T2 Ch.35 Pg No. 452 – 476
13	Disciplines of Sociology	Disciplines of Sociology,Economics, and Geography,to highlight the inter relationship between Political Science and these disciplines.	T2 Ch.40 Pg No.525- 533
14	Political Science:Nature and and scope	What is Politics?Political Science:Nature and and scope,key concepts,current trends Elements of State:Population,Territory,Govern ment, and Forms of Government:	T2Ch.42Pg No. 555-567,

Lecture Nos	Learning Objective	Topics to be covered	Reference
		Democratic (Liberal and social), non-democratic, Rule of Law, Authority, Power, Legitimacy, Civil Society, Citizenship, Rights, separation of Powers, Organs of Government: Legislature, Executive, and Judiciary. Constitutional Vision for a Democratic India. The making of the Constitution of India	
15	Concept of fundamental duties .	Justice, and Empowerment Liberty, Equality, Dignity, Socialism, Secularism (Relationship between State and Religion): Western and Indian Versions Fundamental Rights (Prohibition of discrimination; Rights of Dalits, Tribes, minorities [Religious/Linguistic], Women and Children, the Disabled) Directive Principles of State Policy (with special reference to welfare of the people) Fundamental Duties. The Working of the Government	T2 Ch.34 Pg No.426-430
16	and Functions of the Government at different levels	Structures and Functions of the Government at different levels, Union, State/UT, District and Local Bodies (Panchayats and Municipalities) Relationship among the three organs of the Government, Relationship between the three levels of the Government, Democratic decentralisation, citizen participation.	T2 Ch.35 Pg No.452-476
17	To understand the concept of Political parties	Society and Political Processes, Elections, political parties, pressure groups. Social movements: Dalit movement, Tribal movement, Women's movement, environmental movement Role of media, Role of NGOs, RTI The above content may be used to understand the	T2 Ch.40 Pg No.525-530

Lecture Nos	Learning Objective	Topics to be covered	Reference
		teaching-learning strategies and skill development in Political Science.	
18	Concept of Teaching-learning Strategies-	Teaching-learning Strategies- Concepts of Teaching-learning Materials: Constitution of India, Atlas, political maps World, Asia, India, States, Districts, globe,	T2Ch.41Pg No.534-554
19	Basic concept of assessment	Characteristics of Assessment in Social Sciences:,,	T2 Ch.42 Pg No.555-560
20	Basis concept of Open book test .	Open-book tests: Strengths and limitations, Evaluating answers: Continuous and Comprehensive Evaluation (CCE) in Social Sciences.	T2 Ch.43 Pg No.568-574
21	Analysing textbooks in Social Sciences in the light of the syllabus	Analysing textbooks in Social Sciences in the light of the syllabus and from the perspective of the child. Analysing question papers of any State Board/CBSE and NCERT's textbooks	T1 Ch.6 PgNo.1-96
22	Types of Questions	Types of Questions best suited for Examining/assessing/understanding the different aspect of Social Sciences,	T1Ch.6Pg No.1-96
23	Challenges of Teachers while Preparing question paper	Questions for testing quantitative skills	T2Ch.43 PgNo.568-574
24	Difference between qualitative analysis and quantitative skills	Questions for testing qualitative analysis;	T2Ch.31 Pg No.371-378
25	Basic concept of Open-ended questions	Open-ended questions.	T1 Ch.2 Pg No.39--120
26	Analysing textbooks in Social Science	Analysis of textbooks in Social Science	T1 Ch.3 PgNo.121-192
27	Concept of project	Projects in Social Sciences should be selected keeping in view the inter connections between the various disciplines that constitute Social Sciences.	T1Ch.5 PgNo.1-48

Lecture Nos	Learning Objective	Topics to be covered	Reference
28	The Interrelationship among Various aspects of Social Sciences	The Interrelationship among Various aspects of Social Sciences	T2 Ch.34 Pg.No.426-451
29	The Interrelationship among Various aspects of Social Sciences.	The interrelationship among various aspects of Social Sciences may be visualized as follows: Geography and Economics	T2 Ch.35 PgNo 452-476
30	The Interrelationship among Various aspects of Social Sciences	Geography and Economics:	T2Ch.36 Pg.No.477-499
31	Concept of Assessment	Transport and communication in a region-assessing current position with reference to development needs .	T2Ch.40 Pg.No.525-530
32	Structures of the Government	Structures and Functions of the Government at different levels	T2Ch-6 Pg.No.40-66
33	The Interrelationship with Social Sciences	History and Political Science:.,	T2Ch.7Pg.No.67-78
34	Different trends of Political Science .	Past and present trend Political Science	T2 Ch.1 Pg.No.1-6
35	The Interrelationship with Social Sciences	Geography: Sharing resources between regions/ states and nations (e.g. water)	T2Ch.2 Pg.No.7-14
36	The Interrelationship with Social Sciences	Economics and History, Agrarian change in India:.,	T2Ch.3Pg.No.15-17
37	Concept of Women's rights in society.	Women's rights in society	T2Ch.4 Pg.No.18-26
38	Concept of Industrialisation	Socio-Political systems; Industrialisation in India	T2Ch.7 Pg No.67-78
39	The Interrelationship with Social Sciences	History and Geography:.,	T2 Ch.11 Pg.No.110-127
40	Nature of Migration	Migration of people in a particular region- nature of migration.	T2 Ch.12Pg.No.128-132

Lecture Nos	Learning Objective	Topics to be covered	Reference
41	The Interrelationship with Social Sciences	Economics and Political Science:	T2Ch.23 Pg.No.250-272
42	Concept of family budget	Family budget and impact of change in prices of essential Commodities.	

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

Date: 05/08/2024

Dr.DEEPIKA CHATTERJEE
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2024-2025

Course Handouts

Course Code	Course Title	L	P	T	U
PDG215	Hindi Teaching II	3	0	0	3

Instructor-in-charge: Mrs.VARSHA RANI

Course Outcomes:

After successful completion of the course student will be able to

1. भाषा की अलग - अलग भूमिकाओं को जानना |
2. विद्यार्थी पाठ्य-पुस्तकों की महत्ता के बारे में समझ सकेंगे |
3. भाषा विकास में शोध को समझना |
4. विद्यार्थियों में भाषा का विकास और सृजनात्मकता उत्पन्न करना |

Pedagogy:

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

Text Book T1	Hindi shikshan Reeta Chauhan/Agrawal Publication
Text Book T2	Bhasha vigyan Bholanath Tiwari /kitab mahel Publication
Text Book T3	Hindi shikshan Shikha chaturvedi /prakasak vinay rakheja
Text Book T4	Bhasha and Bhasha Shikshan Shrimati Rajkumari Sharma ,Dr.Savitri Sharma /Radha Prakashan Mandir(Pri.Li.)
Text Book T5	Bhasha ,sangyan and samaj Shrimati Rajkumari Sharma /Radha Prakashan Mandir(Pri.Li.)
Text Book T6	Lucent`s samanya hindi Sanjeev kumar /.Lucent Publication
Text Book T7	7. Hindi Bhasha ki vidhaon ka Shikshan Shrimati Rajkumari Sharma/ Radha Prakashan Mandir(Pri.Li.)
Text Book T8	8..Hindi Bhasha Shikshan Shrimati Rajkumari Sharma Radha Prakashan Mandir (Pri.Li.)
R1	9. Bhasha Shikshan Hindi (Bhag-2) https://www.ncert.in

Lecture-Wise-Plan:

Lecture No.	Objectives	Topic	Reference
01	विद्यार्थियों में साहित्य सृजनात्मक क्षमता विकसित करना	सृजनात्मक भाषा के विविध रूप	T9, Ch.6.1 Pg.No.205-222
02	साहित्य सृजनात्मक क्षमता विकसित करना	साहित्य के विविध रूप को जानना,	T9,Ch.6.1.2. Pg.No.210
03	साहित्य सृजनात्मक क्षमता विकसित करना	स्कूली पाठ्यक्रम में साहित्य को पढ़ना-पढ़ाना,	T9,Ch.6.1.3.Pg.No.214.
04	अनुवाद करने की क्षमता विकसित करना	अनुवाद कला और सौंदर्य में भाषा	T9,Ch6.1.5 Pg.No.-217
05	मीडिया में भाषा के महत्व को समझाना	स्कूली पाठ्यचर्या में मीडिया की भूमिका, उद्देश्य प्रासंगिकता, अनुवाद का महत्व और जरूरत	T9,Ch.6.1.4Pg.No.215
06	अनुवाद करने की क्षमता विकसित करना	सृजनात्मक अभिव्यक्ति के रूप में हिन्दी अनुवाद	T9,Ch6.1.5 Pg.No.-217
07	प्रशिक्षित करना	प्रशिक्षण के दौरान	T9,unit6.1 pg.n.29
08	शिक्षण देना	कक्षा शिक्षण के दौरान	T9 ,unit6.1 pg.n.-29
09	भाषा साहित्य के प्रति रुचि जागृत करना	भाषा साहित्य और सौंदर्य	T9,Ch7.1.Pg.No.223-274
10	भाषा के विविध रूपों से परिचित होना	साहित्यिक अभिव्यक्ति के विविध रूप- कविता को पढ़ना-पढ़ाना गद्य की विविध विधाओं को पढ़ना-पढ़ाना,	T9,Ch.7.1.1 Pg.No.-224-235
11	नाटक के महत्व को समझाना	नाटक को पढ़ाना-पढ़ाना, समकालीन साहित्य की पढ़ाई	T9,Ch.7.1.1 Pg.No.-224-235. T1, Ch.33 Pg.No.-338-353.

Lecture No.	Objectives	Topic	Reference
12	कविता के प्रति रुचि विकसित करना	हिन्दी के विविध विधाओं के आधार पर गतिविधियों का निर्माण, कविता,	T9,Ch.7.1.5 Pg.No.-256
13-15	गद्य विधाओं के प्रति रुचि जागृत करना	कहानी, नाटक, निबंध, उपन्यास की पाठ विधि तैयार करना।	T1, Ch.34 Pg.No.-354-368
16-17	प्रशिक्षित करना	प्रशिक्षण के दौरान	T9,Ch.7 Pg.No-81
18	कक्षा में अभ्यास कराना	कक्षा शिक्षण के दौरान	T9,Ch.7 Pg.No-81
19	परियोजना कार्य देना	परियोजना कार्य	T9,Ch.7 Pg.No-81
20	पाठ्यक्रम के बारे में जानकारी देना	पाठ्यचर्या और पाठ्यक्रम एक पाठ्य-सामग्री अनेक-पाठ्यचर्या,	T9,Ch.8.1 Pg.No-276-301
21-22	पाठ्यक्रम और पाठ्यचर्या में सम्बन्ध बताना	पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध, पाठ्यक्रम को बच्चों के अनुरूप ढालना	T1, Ch17,Pg. No.133-140. T9, Ch.8Pg.No.275-308
23-24	प्रशिक्षित करना	प्रशिक्षण के दौरान	R1
25-26	अभ्यास करना	परियोजना कार्य	R1
27	सहायक शिक्षण सामग्री से परिचित करना	सहायक शिक्षण सामग्री प्रिंटमीडिया तथा अन्य पाठ्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री, पत्रिकाएँ, अखबार, कक्षा-पुस्तकालय आदि	T9, Ch.9 Pg.No.309-318 T1 Ch.18Pg.No.141-156

Lecture No.	Objectives	Topic	Reference
28-30	आई.सी.टी. से परिचित करना	आई.सी.टी.-दृश्य-श्रव्य सामग्री, रेडियो, टेलीविजन फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)	T9, Ch.9 Pg.No.309-318 T1 Ch.18Pg.No.141-156
31	प्रशिक्षित करना	प्रशिक्षण के दौरान	T9,Ch.8Pg.No.116, R1
32	कक्षा में अभ्यास कराना	कक्षा शिक्षण के दौरान	T9,Ch.8Pg.No.116, R1
33	आंकलन के महत्व से परिचित करना	आकलन की भूमिका और महत्व	T9,CH.10Pg.no.319-346
34	आंकलन के प्रकार समझाना	भाषा विकास की प्रगति का आकलन- सतत् और समग्र मूल्यांकन,	T9,CH.10.1.2Pg.no.321. T1, Ch.36 Pg.No.377-399
35	आंकलन के प्रकार समझाना	स्वमूल्यांकन,आपसी मूल्यांकन,समूहमूल्यांकन, पोर्टफोलियो	T9,CH.10.1.7 Pg.no.331. T1, Ch.36Pg.No.377-399
36	प्रश्नों के बारे में बताना	प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु-समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न,	T1,CH 14 Pg.no.78-80
37	प्रश्नों के बारे में बताना	समालोचनात्मक चिंतन वाले प्रश्न,कल्पनाशीलता को जीवित करने वाले प्रश्न,	T9,CH.10.1.8 Pg.no.-332
38	प्रश्नों के बारे में बताना,प्रकार बताना	परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)	T9,CH.10.1.8Pg.no.-332
39	फीडबैक लेना	फीडबैक (विद्यार्थी, अभिभावक और अध्यापक और रिपोर्ट)	T9,CH.10.1.\5 Pg.no.-328
40	प्रशिक्षित करना	प्रशिक्षण के दौरा	T9,CH.10 Pg.no.-329, R1

Lecture No.	Objectives	Topic	Reference
41	कक्षा में अभ्यास कराना	कक्षा शिक्षण के दौरान	T9,CH.10 Pg.no.-329, R1
42	अभ्यास करना	परियोजना कार्य	T9,CH.10 Pg.no.-329,R1

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Date: 05/08/2024

Mrs.VARSHA RANI
Instructor-in-charge

The ICFAI University, Raipur

Faculty of Education

First Semester, 2024-2025

Course Handouts

Course Code	Course Title	L	P	T	U
PDG216	English Teaching II	3	0	0	3

Instructor-in-charge: Mrs.SEEMA

Learning Outcomes:

After successful completion of the course student will be able to

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

Text Book T1	Heena Siddqui “English Language Teaching” Agrawal Publication
Text Book T2	Dr. Geeta Rai “teaching of English”R. Lall Book Depot
Text Book T-3	Abha Rani Bisht ,Agrawal publication ISO: 9001:2008,2013-14
http://scert.cg.gov.in	

Lecture-Wise-Plan:

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
1-2	Language ,Literature and aesthetics–I	Different Creative forms of English Language: Understanding different forms of literature; Literature in the school curriculum	T-1 Ch-20 pg No 309-312
3.-4	Understanding different forms of literature ;Literature in the school curriculum	Understanding different forms of literature ;Literature in the school curriculum	T-1 Ch-20 pg No 313-314
5-6	Needs, objectives and relevance	Needs, objectives and relevance	T-1 ch-20 pg No,314-316

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
7-8	Role and relevance of media in school curriculum	Role and relevance of media in school curriculum	T-1 ch-20 pg No, 317-323
9	Language, Literature and aesthetics–II	Translation as a creative activity: through examples of translated texts into English from different Indian languages	T-1 ch-21 pg No, 324-327
10-11	Language, Literature and aesthetics–II	Teaching of Different Forms of English Literature	T-1 ch-21 pg No, 328-332
12-13	Teaching of Different Forms of English Literature	Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English	T-2 Ch-16 pg No, 208-215 T-2 Ch-17 pg No, 217-222
14-15	Lessons planning in prose, poetry	Developing tasks and materials for study skills in English literary forms	T-1 Ch-1 pg No 1-8 T-5 Ch-1 pg No 30-33
16-17	Drama at various school levels.	Drama at various school levels.	T-4 Ch-8 pg No 52-68
18-19	Development And Analysis of Syllabus	Analysis of Syllabus	T-1 ch-22 pg No, 334-335
20	Syllabus And Textual materials	Syllabus And Textual materials	T-1 ch-22 pg No, 334-335
21	syllabus and textbook	syllabus and textbook	T-1 Ch-22 Pg No, 336-337
22	Selection of materials	Selection of materials; Development of activities and tasks	T-1 ch-22 pg No, 338-339

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
23	Instructional materials activities and tasks.	Procedure for selection of instructional materials activities and tasks .	T-1 ch- 22 pg No,339-340
24	Translation as a creative activity: through examples of translated texts in to English from different Indian languages	Translation as a creative activity: through examples of translated texts into English from different Indian languages	http://scert.cg.gov.in T-2 Ch-19 pg No,234-239
25	Poetry, Prose, Drama	Poetry, Prose, Drama	http://scert.cg.gov.in T-2 Ch-16 pg No. 208-215 T-2 Ch-17 pg No,217-222
26	The relative importance of Indian literature	The relative importance of Indian literature classical, popular, and children's literature in English	http://scert.cg.gov.in
27	Connecting learning to the world out-side	Connecting learning to the world out-side	T-1 Ch-22 pg No, 340-342
28	Connecting learning to the world outside ;Moving away	Connecting learning to the world outside ;Moving away	T-1 Ch-22 pg No, 342-349
29	From rote-learning to constructivism ;Teacher as a researcher	From rote-learning to constructivism ;Teacher as a researcher	http://scert.cg.gov.in T-1 Ch- 22 pg No.342-349
30	Develop meaningful strategies keeping in view the needs of the learners	Develop meaningful strategies keeping in view the needs of the learners	http://scert.cg.gov.in T-1 Ch- 22 pg No.334-342
31	Learning materials and aids	Print media; Other reading materials	T-1 Ch- 18 pg No.289
32	learner chosen texts Magazines, News papers	such as learner chosen texts, Magazines, News papers	http://scert.cg.gov.in T-1 Ch- 18 pg No.289-291

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
33	Class libraries	Class libraries, etc.	T-3 Ch-4 pg No 63-77
34	ICT– audio-visual aids including CALL programs	ICT– audio-visual aids including CALL programs	T-3 Ch-4 pg No 77 -96
35	Curricular activities	Curricular activities (discussion, debates, workshops, seminar etc. Language labs ,etc.	T-2 Ch-8 pg No 83-116
36	curricularactivities(discussion,debates,workshops,seminar etc.);Languagelabs,etc	Curricular activities (discussion, debates, workshops, seminar etc.) Language labs, etc.	T-3 Ch-5 pg No 99-109
37	Assessment– Its role and importance	Progress and assessment of development to language	T-1 Ch-23 pg No 350-353
38	Continuous and comprehensive evaluation	Continuous and comprehensive evaluation	T-1 Ch-23 No,353-357 http://scert.cg.gov.in
39	Techniques of evaluation— oral, written Portfolio, Cloze test	Techniques of evaluation— oral, written Portfolio, Cloze test	T-1 Ch-23 pg No 357-358 https://en.m.wikipedia.org
40	Typology of questions; Activities and tasks open-ended questions, MCQ True and false etc.	Typology of questions; Activities and tasks open-ended questions, MCQ True and false etc.	T-1 Ch-23 pg No,362-367 T-1 Ch-23 pg No,367-368 T-1 Ch-23 pg No,368-369
41	Reflecting—Problem solving creative and critical thinking Enhancing imagination Environmental awareness.	Reflecting—Problem solving creative and critical thinking Enhancing imagination Environmental awareness.	T-1 Ch- 23 pg No,369-371 T-1 Ch-23 pg No, 371-374 http://scert.cg.gov.in

Lecture Nos.	Learning Objective	Topics to be covered	Text Books/ Chapter/ Page No
42.	Feedback to students, parents and teachers	Feedback to students, parents and teachers	T-1 ch-23 pg No,374-380

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Date: 06/08/2024

Mrs.SEEMA
Instructor-in-charge