

**Debra Thana Sahid Kshudiram Smriti
Mahavidyalaya(Autonomous)
Paschim Midnapore, West Bengal**



***PROPOSED CURRICULUM & SYLLABUS (DRAFT) OF
BACHELOR OF ARTS (HONOURS) MAJOR IN
EDUCATION***

**4-YEAR UNDERGRADUATE PROGRAMME
(w.e.f Academic Year 2024-2025)**

Based on
**Curriculum & Credit Framework for Undergraduate Programmes
(CCFUP), 2023& NEP, 2020**

**DEBRA THANA SAHID KSHUDIRAM SMRITI
MAHAVIDYALAYA (AUTONOMUS)
BACHELOR OF ARTS (HONOURS) MAJOR IN EDUCATION
(under CCFUP, 2023)**

Level	YR.	SEM	Course Type	Course Code	Course Title	Credit	L-T-P	Marks			
								CA	ESE	TOTAL	
BA (Hons.)	2 nd	III	SEMESTER-III								
			Major-3	EDCHMJ03	T: History of Indian Education	4	3-1-0	15	60	75	
			Major-4	EDCHMJ04	T: Sociological Foundation of Education	4	3-1-0	15	60	75	
			SEC	EDCSSEC03	P: Tailoring (Practical)	3	0-0-3	10	40	50	
			AEC	AEC03	Communicative English-2 (common for all programs)	2	2-0-0	10	40	50	
			MDC	MDC03	Multidisciplinary Course -3 (to be chosen from the list)	3	3-0-0	10	40	50	
			Minor -3 (Disc.-I)	EDCMIN03	T: History of the Indian Education System	4	3-1-0	15	60	75	
		Semester-III Total					20				375
		IV	SEMESTER-IV								
			Major-5	EDCHMJ05	T: Educational Planning and Administration	4	3-1-0	15	60	75	
			Major-6	EDCHMJ06	T: Teaching Skills	4	3-1-0	15	60	75	
			Major-7	EDCHMJ07	T: Inclusive Education	4	3-1-0	15	60	75	
			AEC	AEC04	MIL-2 (common for all programs)	2	2-0-0	10	40	50	
			Minor-4 (Disc.-II)	EDCMIN04	T: Educational Sociology	4	3-1-0	15	60	75	
			Internship/ Apprent.	INT	Internship/ Apprenticeship - activities to be decided by the colleges will follow the guidelines to be given later.	4	0-0-4	-	-	50	
		Semester-IV Total					22				400
		TOTAL of YEAR-2					42				775

MJ = Major, MI = Minor Course, SEC = Skill Enhancement Course, AEC = Ability Enhancement Course, MDC = Multidisciplinary Course, CA= Continuous Assessment, ESE= End Semester Examination, T = Theory, P= Practical, L-T-P = Lecture-Tutorial-Practical, MIL = Modern Indian Language,

Semester – III

Semester	Course	Course Code	Name of the Paper
III	4-Year Hons.	Major - 3	History of Indian Education
		Major - 4	Sociological Foundation of Education
		SEC - 3	Tailoring (Practical)
		Minor -3	History of the Indian Education System

Major -3: History of Indian Education

Credit: 4

Full Marks: 75

Course Learning Outcomes: After completion of the course, the learners will be able to

- Evaluate and compare the aims, curriculum, and teaching methods in Vedic, Brahmanic, Buddhistic, and Islamic education in Ancient and Medieval India.
- Explain how key British policies and documents (Charter Act of 1813, Macaulay's Minute, Adam's Report) shaped education in India between 1800 and 1853.
- Critically analyze the effects of the Wood's Despatch (1854), Indian Education Commission (1882), and Sadler Commission (1917-1919) on the Indian education system.
- Describe the concept, characteristics, and impact of the National Education Movement and its role in shaping modern Indian education.
- Discuss the recommendations and impact of key post-independence educational reforms, including the University Education Commission (1948-49), Secondary Education Commission (1952-53), and Indian Education Commission (1964-66).

Course Content:

Unit 1: Education in Ancient and Medieval India

Salient features of Vedic, Brahmanic, Buddhistic and Islamic Education with special reference to-

- a) Aims of Education
- b) Curriculum
- c) Methods of Teaching

Unit 2: Education in India during the British Period (1800-1853)

- a) Sreerampore Trio and their contribution to the field of education
- b) Charter Act of 1813 and Macaulay Minute
- c) Macaulay Minute
- d) Adam's Report

Unit 3: Education in India during the British Period (1854-1946)

- a) Wood's Despatch (1854)
- b) Indian Education Commission or Hunter Commission (1882)
- c) National Education Movement: Concept, Characteristics, and Impact of the National Education Movement
- d) Calcutta University Commission/ Sadler Commission (1917-1919)

Unit 4: Education in India after Independence

With respect to Aims, Structure, and Curriculum of -

- a) University Education Commission (1948-49)
- b) Secondary Education Commission (1952-53)
- c) Indian Education Commission (1964-66)
- d) National Educational Policy (1986, POA) and NEP-2020 (Concept only) .

Suggested Readings:

- J.C. Aggarwal- Modern Indian Education: History, Development and Problems- Shipra Publications
- J.P. Banerjee- Education in India: Past, Present and Future
- Nurulla & Naik- A Student's History in India- S.G. Wasani for Macmillan Company of India.
- Purkait, B.R. -History of Indian Education
- S. S. Ravi – A Comprehensive Study of Education-PHI Learning Ltd.
- K. Nayak- History, Heritage, and Development of Indian Education
- S. C. Ghosh- The History Of Education In Modern India (1757 2012)
- R. N. Sharma and R. K. Sharma. History of Education in India
- M.K. Chattopadhyay, P.K Chakrabarti, D. Banerjee- Bharatiyo Sikshar Itihas, Rita Book Agency (Bengali Version)

Major- 4: Sociological Foundation of Education

Credit: 4

Full Marks: 75

Course Learning Outcomes: After completion of the course, the learners will be able to

- Understand the meaning, nature, and scope of Educational Sociology
- Describe the social factors and their relation to education
- Define social groups and understand the types of Social groups
- Explain the social change and its impact on education.
- Understand the concept of Social Stratification and Social Mobility
- Describe the Social Communication in Education
- Understand the social issues in Education

Course Content:

Unit 1: Introduction to Educational Sociology

- a) Educational Sociology and Sociology of Education: Concept, Scope, and Relationship between Education and Sociology
- b) Education as a Social Process: Social System and Socialization
- c) Social Groups (Primary, Secondary & Tertiary) and its Educational Importance.

Unit 2: Social Change and Education

- a) Social Change: Concept, Factors, and Relationship between Social Change and Education
- b) Social Stratification: Concept, Causes & Role of Education
- c) Social Mobility: Concept, Types, Causes & Role of Education

Unit 3: Social Factors and Education

- a) Culture: Concept, Interrelationship between Education and Culture
- b) Concept of 'Unity in Diversity', Cultural Lag, Cultural Conflict, Acculturation
- c) Values: Concept, Nature, Types, and Role of Education

Unit 4: Social Communication and Social Issues in Education

- a) Social Communication: Concept and Types.
- b) Interrelationship among Technology, Economy, and Education
- c) Modernization, Sanskritization, Westernization and Globalization (concept only).

Suggested Readings:

- Y. K. Sharma- Sociological Philosophy of Education- Classique Books
- S. S. Ravi- A Comprehensive Study of Education- PHI Private Limited
- J. C. Aggarwal- Philosophical and Sociological Bases of Education- Vikash Publishing House
- Mark Abrahamson's theory and Modern Studies Introduction to Sociological theory- PHI Private Limited.
- G.R. Madan-Indian Social Problems-Vikash Publishing House
- R. Ahuja- Social Problems in India- Rawat Publications
- Debasish Paul-Siksha Samajattwa-Rita Publication (Bengali Version)
- Mihir Kumar Chattopadhyay & Kabita Chakraborty-Sikkhar Samajattwik Viiti- Rita Publication (Bengali Version)

SEC- 03: Tailoring

Credit: 3

Full Marks: 50

Course Learning Outcomes: After the completion of this course the learner will be able to.

- Understand the role and responsibilities of a tailor and apply them in a professional setting.
- Identify and describe different sewing machine parts and use them correctly during stitching tasks.
- Recognize various types of fabrics and select suitable ones for different garments.
- Create and use size charts, and accurately take body measurements for custom tailoring.
- Draft and cut patterns for various garments like baby frock, petticoat, kameez, Patiala pant, blouse, and nighty.
- Perform stitching operations for the above-mentioned garments following standard techniques.

Course Content:

Unit 1- Basic Concept of Tailoring

- a) Role and Responsibilities of a Tailor.
- b) Introduction to machine parts.

Unit 2- Classification of fabric, chart making, drafting and cutting

- a) Types of fabric.
- b) size chart making.
- c) Taking measurement.
- d) Different kinds of dress(Baby frock, petticoat, kameez, patiala pant, blouse etc) drafting and cutting.

Unit 3- Various types of stitching process

- a) Frock.
- b) Petticoat.
- c) patiala .
- d) pant.
- e) Kameez.
- f) Nighty.
- g) Blouse.
- h) Making a shirt.

Unit 4- Maintain work area and health safety

- a) Maintain tools and machine.
- b) Maintaining Health safety and security at workplace.

Suggested Readings and Reference Books:

- "Fundamentals of Sewing and Dress Designing" by J. Joseph
Covers basic tailoring, measurements, pattern making, and stitching techniques.
- "Sewing for Beginners" by Chitra Balasubramaniam
Great for understanding types of fabrics, sewing tools, and basic stitches.
- "Reader's Digest Complete Guide to Sewing"
Comprehensive guide with illustrated instructions on garment construction and sewing techniques.
- "Clothing Construction" by Evelyn A. Mansfield
Focuses on drafting, cutting, and stitching processes for various garments.
- NCVT or MES Tailoring Course Module Books
Aligned with Indian vocational curriculum; covers all practical and theoretical aspects.
- "Textile Science" by E.P.G. Gohl and L.D. Vilensky.

Minor -3: History of the Indian Education System

Credit: 4

Full Marks: 75

Course Learning Outcomes: After completion of the course, the learners will be able to

- Evaluate and compare the aims, curriculum, and teaching methods in Vedic, Brahmanic, Buddhistic, and Islamic education in Ancient and Medieval India.
- Explain how key British policies and documents (Charter Act of 1813, Macaulay's Minute, Adam's Report) shaped education in India between 1800 and 1853.
- Critically analyze the effects of the Wood's Despatch (1854), Indian Education Commission (1882), and Sadler Commission (1917-1919) on the Indian education system.
- Describe the concept, characteristics, and impact of the National Education Movement and its role in shaping modern Indian education.
- Discuss the recommendations and impact of key post-independence educational reforms, including the University Education Commission (1948-49), Secondary Education Commission (1952-53), and Indian Education Commission (1964-66).

Course Content:

Unit 1: Education in Ancient and Medieval India

Salient features of Vedic, Brahmanic, Buddhistic and Islamic Education with reference to -

- a) Aims of Education
- b) Curriculum
- c) Methods of Teaching

Unit 2: Education in India during the British Period (1800-1853)

- a) Sreerampore Trio and their contribution to the field of education
- b) Charter Act of 1813
- c) Macaulay Minute
- d) Adam's Report

Unit 3: Education in India during the British Period (1854-1946)

- a) Wood's Despatch (1854)
- b) Indian Education Commission or Hunter Commission (1882)
- c) National Education Movement: Concept, Characteristics, and Impact of the National Education Movement
- d) Calcutta University Commission/ Sadler Commission (1917-1919)

Unit 4: Education in India after Independence

With respect to Aims, Structure, and Curriculum of -

- a) University Education Commission (1948-49)
- b) Secondary Education Commission (1952-53)
- c) Indian Education Commission (1964-66)
- d) National Educational Policy (1986, POA) and NEP-2020 (concept only)

Suggested Readings:

- J.C. Aggarwal- Modern Indian Education: History, Development and Problems- Shipra Publications
- J.P. Banerjee- Education in India: Past, Present and Future
- Nurulla & Naik- A Student's History in India- S.G. Wasani for Macmillan Company of India.
- Purkait, B.R. -History of Indian Education
- S. S. Ravi – A Comprehensive Study of Education-PHI Learning Ltd.
- K. Nayak- History, Heritage, and Development of Indian Education
- S. C. Ghosh- The History Of Education In Modern India (1757 2012)
- R. N. Sharma and R. K. Sharma. History of Education in India
- M.K. Chattopadhyay, P.K Chakrabarti, D. Banerjee- Bharatiyo Sikshar Itihas, Rita Book Agency (Bengali Version)

SEMESTER- IV

Semester	Course	Course Code	Name of the Paper
IV	4-Year Hons.	Major -5	Educational Planning and Administration
		Major - 6	Teaching Skills
		Major - 7	Inclusive Education
		Minor - 4	Educational Sociology
		SEC-4	Internship

Major - 5: Educational Planning & Administration

Credit: 4

Full Marks: 75

Course Learning Outcomes: After completion of the course, the learners will be able to

- Understand the meaning, features, and types of administration, management & planning
- Develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities.
- Develop the ability to make objective decisions in educational administration, management, and planning

Course Content:

Unit 1: Educational Planning

- a) Educational Planning: Concept, Nature, and Scope
- b) Types, Steps, and Significance of Educational Planning
- c) Barriers to the Implementation of Educational Planning

Unit 2: Educational Administration

- a) Educational Administration: Concept, Nature, Scope, and Importance
- b) Supervision Vs Inspection
- c) Administrative Bodies: UGC, NCTE, AICTE, and NCERT (Structure and Functions).

Unit 3: Educational Management

- a) Educational Management: Concept, Nature, and Scope
- b) Types and Significance of Educational Management

c) Total Quality Management: Concept and Importance

Unit 4: Educational Organization

a) Educational Organization: Concept, Nature, and Scope

b) School Plants: Concept and Features

c) Library, Time-Table, School Medical Services, and Laboratories

Suggested Reading:

- Aggarwal, J.C. (2012): Educational Administration and Management Principles and Practices. Doaba House Book Sellers and Publishers, Delhi.
- Dash, B.N. (2013): School Organisation Administration and Management, Neelkamal Publications Pvt. Ltd., Hyderabad.
- Goel, A. and Goel, S.L. (2009): Educational Administration and Management, Deep & Deep Publications Pvt. Ltd., New Delhi
- Das, Bimal Chandra; Sengupta, Debjani; Ray, Pradipta Ranjan; Shikhar Byabasthapana, Pashim Bangya Rajya Pustak Parshad, Kolkata (Bengali Version)
- Chakraborty, Dilip Kumar: Shikagata Byabsthapana O Parikalpana: K. Chakraborty Publishers, Kolkata (Bengali Version)
- Tarafdar, Manjusha: Vidaylay Sangathan O Byabasthapana, Pearson, Kolkata (Bengali Version)

Major-6: Teaching Skills/ Pedagogy

Credit: 4

Full Marks: 75

Course Learning Outcomes: After the completion of this course, the learner will be able to

- understand the meaning and scope of teaching skills and their development in India.
- acquainted with different teaching strategies
- acquainted with the various aspects of levels of teaching
- develop in the practice of teaching skills and pedagogy.
- understand the trainees, the teaching and training techniques & also the professional development of in-service teachers

Course Content:

Unit 1: Overview of Teaching Skills

- a) Teaching Skills: Meaning, Scope, and Characteristics
- b) Origin of teaching skills in education
- c) Need for teaching skills

Unit 2: Teaching & Teaching Skills

- a) Teaching Skills: Concept and Classification
- b) Concept & Levels of Teaching: Memory, Understanding, and Reflective
- c) Criteria of a Reflective teacher

Unit 3: Pedagogy & Teaching Skills

- a) Meaning and concept of Pedagogy
- b) Pedagogy and teaching skills
- c) Stages of Teaching- Pre-active, Interactive, and Post-active

Unit 4: Practice of Teaching Skills

- a) Practice of Teaching Skills
- b) Simulation and Micro-teaching
- c) Pre-service and In-service teacher education programmes for developing teaching skills

Suggested Readings:

- Aggarwal, J. C. (2010). Teacher and Education in a Developing Society (5th ed.) New Delhi: Vikas Publishing House.
- Aggarwal, P. (2010). Teacher Education. New Delhi: Saurabh Publishing House.
- Ali, L. (2011). Teacher Education. New Delhi: APH Publishing Corporation.
- Cohen, Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Routledge Falmer. London and New York.
- David Fulton. UNESCO (2006) : Teachers and Educational Quality : UNESCO Institute for Statistics Montreal.
- Day, C. and J. Sachs, J. (Ed.) (2004). International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brink Open University Press.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach : A Guide to Studying in Teacher Education. Routledge Falmer. London and New York
- Joyce, B. and Weal, M. (2003). Models of Teaching (7th Ed.) Boston : Allyn and Bacon.
- Korthagen, Fred A. J. et al. (2001). Linking Practice and Theory : The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- Mishra, L. (2013). Teacher Education: Issues and Innovation. New Delhi: Atlantic Publications.
- Mohan, R. (2011). Teacher Education. New Delhi: PHI Learning Pvt. Ltd.
- NCTE (1998) : Policy Perspectives in Teacher Education. New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education : Pre-service Education, New Delhi.
- Pany, S. and Mohanty, S. P. (2013). Teacher Education in India. New Delhi: Shipra Publication.
- Ram, S. (1999). Current Issues in Teacher Education. Sarup & Sons Publication, New Delhi.
- Rao, D. B. (1998). Teacher Education in India. Discovery Publishing House, New Delhi.
- Schon, D. (1987). Educating the Reflective Practitioner : Towards a New Design for Teaching and Learning in the Profession. New York, Basic Books.
- Sharma, S. R. (2008). A Handbook of Teacher Education. New Delhi: Sarup & Sons
- The Reflective Teacher : Organisation of In-Service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
- Tomar, S. M. (2004). Teacher Education: Making Education Effective. New Delhi: Isha Books.
- Yadav, M. S. and Lakshmi, T. K. S. (2003) : Conceptual inputs for Secondary Teacher Education : The Instructional Role. India, NCTE.

Major-7: Inclusive Education

Credit: 4

Full Marks: 75

Course Learning Outcomes: After the completion of this course, the learner will be able to

- Develop an understanding of inclusive education and an inclusive society
- Acquaint themselves with the diverse needs of special learners in the light of inclusive education
- Understand the practice of inclusiveness and involvement of all.
- Develop insights into inclusion to apply fully in the practices of education.
- Develop the capacity to build an inclusive society in India.

Course Content:

Unit 1: Overview of Inclusion

- a) Exclusion and Inclusion: Conceptual overview
- b) Obstacles/barriers in Inclusion
- c) Elements necessary for creating an inclusive society

Unit 2: Differently Abled Concept of Impairment

- a) Disability and Handicap, Types of Disabilities- Orthopedic, Visual, Auditory, Cerebral Palsy, Intellectual
- b) Autism, Learning Disability (Concept, Causes, and their specific problems)
- c) Role of school and society in creating a barrier-free environment

Unit 3: Socially Disabled Concept

- a) Concept of disability of SC, ST, and OBC groups.
- b) Causes of social exclusion
- c) Understanding social inclusion: role of education

Unit 4: Inclusive Education and Practice in Reality

- a) Building an Inclusive school: barriers and desired changes in System, Structure, Practice and Culture
- b) Learning for All: Equitable and Inclusive education
- c) Role of NGOs in building an inclusive society

Suggested Readings:

- Allyn and Bacon Sedlak, R. A. & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon
- Bartlett, L. D. and Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Chaote, I. S. (1991). Successful Main streaming. Allyn and Bacon.
- Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon
- Daniels, H. (1999). Inclusive Education. London: Kogan.
- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company
- Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Publication
- Gargiulo, R. M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
- Gartner, A. & Lipsky, D. D. (1997) Inclusion and School Reform Transferring America's Classrooms, Baltimore: P. H. Brookes Publishers.
- Giuliani, G. A. & Pieningelo, R. (2007) Understanding, Developing and Writing IEPs Corwin press. Sage Publishers.
- Gore, M. C. (2004) Successful Inclusion Strategies for Secondary and Middle School Teachers, Corwin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002) Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press. Sage Publishers
- Karant, P. & Rozario, I. (2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
- King-Sears, M. (1994) Curriculum-Based Assessment in Special Education. California
- McCormick, Sandra. (1999) Instructing Students who Have Literacy Problems. 3rd Ed. - New Jersey, Pearson
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996) Curriculum content for Students with Moderate and Severe disabilities in Inclusive Setting Boston,
- Singular Publications. Lewis, R. B. & Doorlag, D. (1995) Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson

Minor- 4: Sociological Foundation of Education

Credit: 4

Full Marks: 75

Course Learning Outcomes: After completion of the course, the learners will be able to

- Understand the meaning, nature, and scope of Educational Sociology
- Describe the social factors and their relation to education
- Define social groups and understand the types of Social groups
- Explain the social change and its impact on education.
- Understand the concept of Social Stratification and Social Mobility
- Describe the Social Communication in Education
- Understand the social issues in Education

Course Content:

Unit 1: Introduction to Educational Sociology

- d) Educational Sociology: Concept, Scope, and Relationship between Education and Sociology
- e) Education as a Social Process: Social System and Socialization
- f) Education and Social Groups (Primary, Secondary & Tertiary)

Unit 2: Social Change and Education

- d) Social Change: Concept, Factors, and Relationship between Social Change and Education
- e) Social Stratification: Concept, Causes & Role of Education
- f) Social Mobility: Concept, Types, Causes & Role of Education

Unit 3: Social Factors and Education

- d) Culture: Concept, Interrelationship between Education and Culture
- e) Concept of 'Unity in Diversity', Cultural Lag, Cultural Conflict, Acculturation
- f) Values: Concept, Nature, Types, and Role of Education

Unit 4: Social Communication and Social Issues in Education

- d) Social Communication: Concept and Agencies
- e) Interrelationship among Technology, Economy, and Education
- f) Modernization, Sanskritization, Westernization and Globalization

Suggested Readings:

- Y. K. Sharma- Sociological Philosophy of Education- Classique Books
- S. S. Ravi- A Comprehensive Study of Education- PHI Private Limited
- J. C. Aggarwal- Philosophical and Sociological Bases of Education- Vikash Publishing House
- Mark Abrahamson's theory and Modern Studies Introduction to Sociological theory- PHI Private Limited.
- G.R. Madan-Indian Social Problems-Vikash Publishing House
- R. Ahuja- Social Problems in India- Rawat Publications
- Debasish Paul-Siksha Samajattwa-Rita Publication (Bengali Version)

Mihir Kumar Chattopadhyay & Kabita Chakraborty-Sikkhar Samajattwik Viiti- Rita Publication (Bengali Version)

Internship

Credit: 4

Full Marks: 50

Course Learning Outcomes: After the completion of this course the learner will be able to

- Understand the process of Internship
- Analysis the different aspects of Internship
- Prepare a comprehensive report on specific field of Internship
- Apart from this, the internship programs should be well conceptualized and interactive for building research capabilities/aptitude/skills of under-graduate students

Guidelines:

In an Internship programme students must cover 15 days (30 Hours) hands-on training/ practices in an institution. Students may cover suggested area and can include following items for preparing the report of the Internship. Report should be within 5000 words (A4 pages) and to be submitted as per University Schedule.

Places of Internship:

- a) Schools/ Colleges
- b) Govt. Organizations / Non-Govt. Organizations
- c) Special Schools
- d) Local Libraries
- e) Publication Houses

Format for Report of Internship:

- a. Front page
- b. Certificate from Supervisor
- c. Student declaration
- d. Acknowledgement
- e. Preface
- f. Content
- g. **Chapter1:**Introduction/theoretical framework
- h. **Chapter2:**Profile of organization
- i. **Chapter3:**Lesson Plans/ Worksheets (atleast 5)
- j. **Chapter4:** Attendance Sheet and Pictorial documents
- k. **Chapter 5:**Conclusion, Limitations and Suggestions