



UNIVERSITY OF JAMMU

(NAAC ACCREDITED 'A' GRADE' UNIVERSITY)
Baba Sahib Ambedkar Road, Jammu-180006 (J&K)

Academic Section

Email: academicsectionju14@gmail.com

NOTIFICATION (23/April/Adp./10)

It is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Academic Council, is pleased to authorize the adoption of the Syllabi and Courses of Study of **B.A.B.Ed Four Year Integrated Degree Programme** for Semester Vth for the examinations to be held in the years indicated against each semester as under:-

Subject	Semester	for the examinations to be held in the year
B.A.B.Ed	Semester-V	December 2022, 2023 and 2024

Sd/-

DEAN ACADEMIC AFFAIRS

No. F. Acd/II/23/1366-1381

Dated: 03/5/23

Copy for information and necessary action to:

- 1) Dean, Faculty of Education
- 2) HOD/Convener, Board of Studies in Teacher Education | S.H.P.A to C.O.E
- 3) All members of the Board of Studies
- 4) C.A. to the Controller of Examinations
- 5) Director, Computer Centre, University of Jammu
- 6) Asst. Registrar (Conf. /Exams. B.Ed/CDC/UG/Exam. Prof.)
- 7) Incharge University Website for necessary action please

Sumita Sharma
25/5/23
Deputy Registrar (Academic)

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28/4/23
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28/4/23
NY
28/4/23

University of Jammu
B.A. B.Ed Integrated
Semester- V

(For the examination to be held in the year 2020, 2021 & 2022)

Paper: Foundation and Preparatory Stage
Credit 4
Duration of Examination: 3 hours

Course No :BABED501
Total Marks: 100
Maximum Marks (External): 60
Maximum Marks (Internal): 40

Learning Outcomes: On completion of the course, pupil teacher will be able to:

1. Understand the new structure of educational System in India as per National Education policy 2020
2. Develop the expertise of teaching strategies so that they can handle small students comfortably and very easily.
3. Understand the importance of foundation and preparatory stage for good citizenship

Unit-I

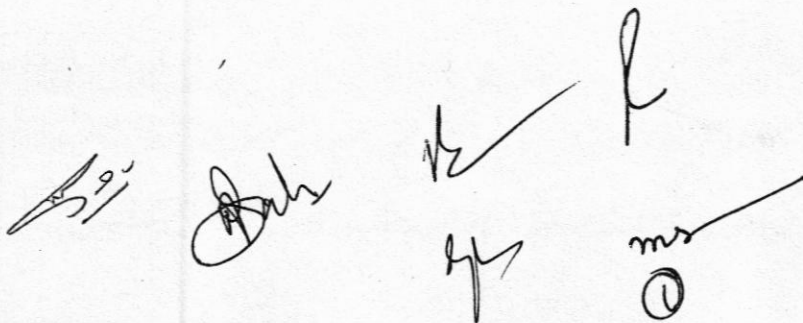
Foundation Stage: 5 years (age 3-8, pre-school + class 1-2)

Concept of Education, Foundation Stage: Historical Perspective, Importance of Foundation Education, Foundation stage in Indian Context, Inclusion of Early Childhood Education, Learning as an art of institutionalised education in the light of NEP 2020, National Curriculum Framework for Foundational Stage 2022

Unit-II

Child-Centric Education

Child-Centric Education: Concept and Characteristics, Non-Scholastic Activities: Concept and Types, Non-Scholastic Activities in Foundation Stage, Activity based learning, Play based learning, discovery learning, and Interactive learning: importance and Implications

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University of Jammu
BA B.Ed Integrated
Semester- V

(For the examination to be held in the year 2020, 2021 & 2022)

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Credit 4
Duration of Examination: 3 hours

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Total Marks: 100
Maximum Marks (External): 60
Maximum Marks (Internal): 40

Unit-III

Preparatory Stage: 3 years (age 8-11, class 3-5)

Preparatory Stage: Background, Importance of Preparatory Stage as per NEP 2020,
Preparatory stage in Indian Context, Education as a Fundamental Right

Unit: IV

Cognitive Development

Holistic development of the child and Role of the Teacher

Development of language and numeracy skills in preparatory stage.

Three languages formula based on Regional Language

Minimum levels of learning, Linkage between Foundation Stage and Preparatory stage

Sessional Work

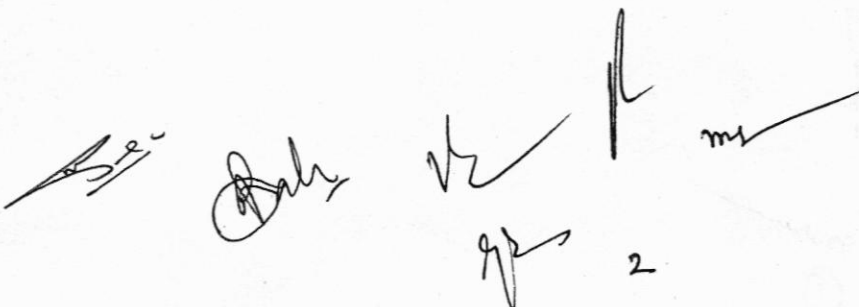
Pupil teacher will perform at least one activity out of two activities

Activity 1: Prayer, Celebration of National Days, Organise events on Birth and Death Anniversary of Great Persons, Folk Songs

Activity 2: Drama, Role Playing, Dancing and Drawing on Road safety, and Disaster management

Modes of Transaction

Lecture-cum-discussion, Material review and presentation

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University of Jammu
BA B.Ed Integrated
Semester- V

(For the examination to be held in the year 2021, 2022 & 2023)

Paper: Foundation and Preparatory Stage
Credit 4
Duration of Examination: 3 hours

Course No :BABED501
Total Marks: 100
Maximum Marks (External): 60
Maximum Marks (Internal): 40

Essential Readings :

Aggarwal, J.C. (2003) *Elementary Education and Teacher Functions*. New Delhi, Shipra Publications

Aggarwal, J.C. & Gupta S (2013) *Early Childhood Care and Education*. New Delhi, Shipra Publications

Charyulu V K (2018) *Moving Towards Universalisation of Elementary Education*. Hyderabad, Neelkamal Publications Pvt. Ltd.

Suggested Readings :

Krishnamachryulu, V (2006) *Elementary Education*. Hyderabad, Neelkamal Publications Pvt. Ltd.

MHRD (2020). *National Education Policy 2020*. Govt. of India

Mohanty Jagannath (2002) *Primary and Elementary Education*. New Delhi, DEEP and DEEP Publication Pvt Ltd

Nayak, A.K. & Rao V.K. (2002) *Primary Education*. New Delhi, APH Publishing Corporation.

NCERT (2022) *National Curriculum Framework for Foundational Stage*, New Delhi.

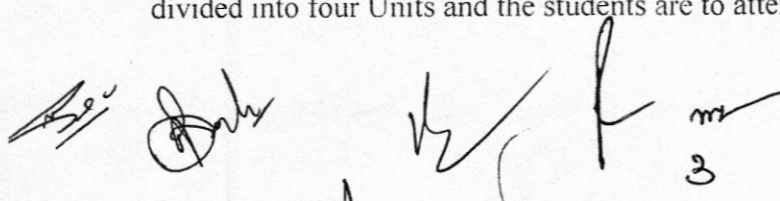
Sahoo, Amarresh Chandra, (2018) *Early Childhood Care and Education: Law Policy, Practice*. New Delhi, Delta Book World.

Sing, Bhoodev (1997) *Pre School Education*. New Delhi, APH Publishing Corporation

Venktachary, P, Reddy K. S, Sridevi, K (2018) *Early Childhood Care and Education*. Hyderabad, Neelkamal Publications Pvt. Ltd.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the



**University of Jammu BA B.Ed Integrated
Semester- V
(For the examination to be held in the year 2021, 2022 & 2023)**

**Paper: Foundation and Preparatory Stage
Credit 4
Duration of Examination: 3 hours**

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Total Marks: 100
Maximum Marks (External): 60
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internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper. Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the sessional work are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness. The Theory paper is to have 60 marks (external) and 40 marks are for the In House activities.



University of Jammu
B.A. B.Ed Integrated
Semester- V

(For the examination to be held in the year 2021, 2022 & 2023)

Paper: Middle Education
Credit 4
Duration of Examination: 3 hours

Course No. :BABED502
Total Marks: 100
Maximum Marks (External): 60
Maximum Marks (Internal): 40

Learning Outcomes: On completion of the course, pupil teacher will be able to:-

- understand the meaning of primary and basic education.
- know the problems and issues of Middle school education.
- know about various policies & programmes for the upliftment of Middle school education
- understand the best practices of the middle school education.
- know the various educational research action of Middle School Education .

Unit I

Concept Objectives & Rationalism Middle Education

- Meaning of Middle Education, Historical perspectives, Aims & objectives of Middle school education, changing Scope of Middle School Education.
- Rationale of Middle School Education.
- Problems and remedial measures of non-enrolment and non-retention of Middle Education System.

Unit II

Policies and Programmes

- Middle Education Programmes –Bharat Shiksha kosh Sarva Shiksha Abhiyan, National programmes of Nutritional Support (mid-day meal) District Primary Education programme, Minimum Level of Learning, Continuous and Comprehensive evaluation of middle level
- National policy on Education (1986, revised 1992 and 2020) their implications for middle Education, Yashpal committee Report (1993). Y.N. Chaturvedi report, Report of Rama Krishna Rao.

University of Jammu
BA B.Ed Integrated
Semester- V

(For the examination to be held in the year 2021, 2022 & 2023)

Paper: Middle Education
Credit 4
Duration of Examination: 3 hours

Course No. :BABED502
Total Marks: 100
Maximum Marks (External): 60
Maximum Marks (Internal): 40

Unit III

Educational practices & Evaluation Procedures

- Best Practices at the middle level of Education :-
 - I. Activity method
 - II. Heuristic method
 - III. Project method
 - IV. Programmed learning
 - V. Inductive method
 - VI. Deductive method
- Audio – Visual aids for learning.
- Multimedia Instructional Packages.
- Basic techniques of Evaluation and use of Evaluation results.

Unit IV

Educational Research in Middle School Education

- The Goals of Education for all (EFA) in research activities with special reference to structure of MSE, Problem of MSE wastage and Stagnation, Integrated approach, vocationalisation of MSE.
- Development of MSE (class VI to VIII) in India.

Modes of Transaction

Lecture-cum-discussion, Material review and presentation

Sessional Work

- 1: Prepare a timeline chart reflecting growth of middle education in India.
- 2: Visit to middle schools and prepare report on mid day meal.
- 3: Prepare and present the seminar on best practices in middle schools.
- 4: Prepare a PowerPoint presentation on problems of MSE.

Essential Readings:

- Report of Bharat Shiksha kook
- V.R. Taneja - Elementary Education. Vikas Publication.
- Sarv Shiksha Abhiyan refer.
- NPE, 2002 Report.

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University of Jammu
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Paper: Middle Education
Credit 4

Duration of Examination: 3 hours

Course No. :BABED502

Total Marks: 100

Maximum Marks (External): 60

Maximum Marks (Internal): 40

Suggested Readings:

<https://ncee.org/wp-content/uploads/2013/10/India-Education-Report.pdf>

<https://www.unicef.org/india/what-we-do/education>

<https://www.shiksha.com/teaching-education/middle-school-chp>

Note for Paper Setters

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University of Jammu
B.A. B.Ed Integrated
Semester- V

(For the examination to be held in the year ^{Dec} 2022, 2023 & 2024)

Paper: Secondary Education
Credit 4
Duration of Examination: 3 hours

Course No. :BABED503
Total Marks: 100
Maximum Marks (External): 60
Maximum Marks (Internal): 40

Learning outcomes: On completion of the course, pupil teacher will be able to:

1. analyze and evaluate the policy programmes for the development of secondary education.
2. understand the role of secondary school student, teacher and principal.
3. develop understanding of universal secondary education, gender equality and challenges in secondary education.
4. focus attention on curricular structure and course offerings at secondary education level.

Unit- I

Secondary Education Policy & Programmes for its Development

Secondary Education: Concept, Need and Importance.

Policy and programmes for development of secondary education, RMSA, ICT at school and Rashtriya Avishkar Abhiyan, Role of various agencies in secondary education – CBSE, SCERT, NCERT & DIET.

Issues of quality in secondary education and strategies, Vocationalization of Secondary Education.

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Total Marks: 100
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Unit II

Role of Secondary School Student, Teacher & Principal

Secondary School Student: Physical characteristics, typical drives & interests, mental development, emotional attitudes, social adjustments, influences on adolescence development.

Secondary School Teacher: Role of Secondary School teacher, Personal qualifications, teacher preparation, certification of secondary school teachers, professional relationships of secondary school teachers, salaries, teacher tenure, pension & retirement, teacher self-evaluation.

Secondary school Principal: Principal as administrator, Qualification for administrative and supervisory leadership, administrative duties of a secondary school principal, supervisory functions, evaluation of administrative and supervisory skills.

Unit-III

Universal Secondary Education, Gender Equality and Challenges in Secondary Education

Concept, nature, scope and guiding principles of universal secondary education.

Education for multiple intelligence, problems and education of the adolescence, guidance in secondary schools and development of behavior controls.

Gender equality in secondary education and girls' education and sustainable development.

Unit IV

Curricular Structure & Course offerings

Work and education, common school system, three language formula instructional processes, student assessment, evaluation and schooling facility.

Challenges and future of secondary education, out of class activities, audio-visual aids, text books and libraries

Technology in secondary curriculum, advent of new technology & Role of ICT in secondary education.

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University of Jammu
B.A. B.Ed Integrated
Semester- V

Dec

(For the examination to be held in the year, ~~2022-2023~~ & 2024)

Paper: Secondary Education

Credit 4

Duration of Examination: 3 hours

Course No. :BABED503

Total Marks: 100

Maximum Marks (External): 60

Maximum Marks (Internal): 40

Modes of Transaction

Lecture-cum-discussion, Material review and presentation

Sessional Work

- 1: Prepare and present the seminar on problems of vocationalization of Secondary Education.
Prepare a timeline chart reflecting growth of middle education in India.
- 2: Visit to secondary schools and prepare report on functioning of school.
- 3: Case study of guidance services in a secondary school.
- 4: Prepare a PowerPoint presentation on role of ICT in secondary education.

Essential Readings:

Crow, L.D., Ritchie, H.E., & Crow, A. (1961). *Education in the secondary school*. Kolkata: Eurasia Publishing House.

Srivastava, D.S., & Tomar, M. (2006). *Secondary education*. India: Isha Books.

Uniyal, G.K., & Sengupta, P. (2014). *Secondary education system*. New Delhi: Common Wealth Publishers.

Suggested Readings:

<https://indianculture.gov.in/reports-proceedings/report-secondary-education-commission-october-1952-june-1953>

<https://egyankosh.ac.in/bitstream/123456789/8526/1/Unit%205.pdf>

<https://www.education.gov.in/en/rashtriya-avishkar-abhiyan>

https://www.education.gov.in/sites/upload_files/mhrd/files/raa/Order_of_RAA_Guidelines.pdf

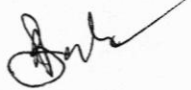
<https://www.india.gov.in/spotlight/rashtriya-madhyamik-shiksha-abhiyan#tab=tab-1>

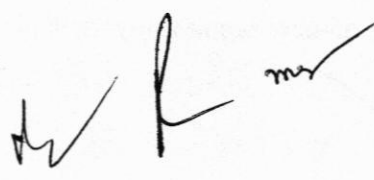
<https://www.education.gov.in/en/rmsa>

<https://ncert.nic.in/>

<http://scertjk.online/web/>







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University of Jammu
B.A. B.Ed Integrated
Semester- V

(For the examination to be held in the year ^{Dec} 2023, 2024 & 2025)

Paper: Secondary Education

Credit 4

Duration of Examination: 3 hours

Course No. :BABED503

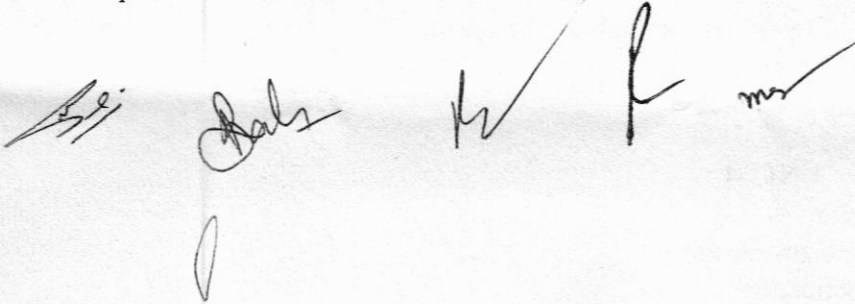
Total Marks: 100

Maximum Marks (External): 60

Maximum Marks (Internal): 40

Note for Paper Setters

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University of Jammu
B.A. B.Ed Integrated
Semester- V

(For the examination to be held in the year ^{Dec} 2022, 2023 & 2024)

Paper: Higher Education
Credit 4
Duration of Examination: 3 hours

Course No. :BABED504
Total Marks: 100
Maximum Marks (External): 60
Maximum Marks (Internal): 40

Learning Outcomes: On completion of the course, pupil teacher will be able to:

- ❖ Know about the development of Higher Education in India
- ❖ Familiarize themselves with recommendations made by the various committees and their use in present day.
- ❖ Acquire knowledge about higher education and suggest the remedial measures to overcome the problem of higher education.
- ❖ Learn the role and benefit of various agencies of higher education programme at state and national level.
- ❖ Understand the structure and types of institution in higher education.
- ❖ Learn about research activities and current issues in higher education.

UNIT-I

Development of Higher Education in India

1. Higher Education - Concept, Aims, Need and Scope
2. Higher Education in India before independence:
 - a) Indian University Commission (1902),
 - b) Calcutta University Commission (1917)
3. Higher Education in India after Independence:
 - a. Radha Krishan Commission (1948-49),
 - b. National Policy on Education (1968, 1986 and 1992),
 - c. Knowledge Commission (2005)
 - d. NEP (2020)

UNIT-II

Agencies for Higher Education

1. Problems concerning Higher Education in India and suggestions to overcome them.
2. Ministry of Education: Major initiatives, Policies related to Higher Education
3. Role of UGC, NCTE, NIEPA, ICSSR, CSIR, NAAC for promotion of Higher Education



University of Jammu
B.A. B.Ed Integrated
Semester- V ^{Dec}

(For the examination to be held in the year ~~2022~~, 2023 & 2024)

Paper: Teacher Education
Credit 4
Duration of Examination: 3 hours

Course No. :BABED505
Total Marks: 100
Maximum Marks (External): 60
Maximum Marks (Internal): 40

Learning Outcomes: On the completion of the course, pupil teacher will be able to:

- ❖ Grasp knowledge about Teacher Education in India with special reference to Ancient period, medieval period, and British era.
- ❖ Familiarize themselves with recommendations made by the various committees and their use in present day.
- ❖ Acquire knowledge about teacher education and suggest the remedial measures to overcome the problem of teacher education at different level of education
- ❖ Learn the role and benefit of various agencies of teacher education programme at state, national and international level.
- ❖ Apply various methods of teaching for transacting the curriculum in school
- ❖ Become aware of various programmes for professional growth of teachers.
- ❖ Assess the purpose of research in Teacher Education.

UNIT-I

Growth of Teacher Education in India

Teacher Education - Concept, Aims, Need and Scope

Teacher Education in India with Special Reference-

- a) Ancient period
- b) Medieval period
- c) British period

Teacher Education in India after Independence:

- a) University Education Commission (1948-49),
- b) Kothari commission (1964-66),
- c) Chattopadhyaya Committee Report (1983-85) (Recommendations)

Historical development of Teacher Education in Union Territory of JammuKashmir

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Semester- V

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Paper: Teacher Education

Credit 4

Duration of Examination: 3 hours

Course No. :BABED505

Total Marks: 100

Maximum Marks (External): 60

Maximum Marks (Internal): 40

UNIT-II

Agencies for Teacher Education

Problems concerning Teacher Education in India and suggestions to overcome them .

Agencies for In-service and Pre-service Teacher Education and Training:

a. NCERT

b. SCERT

c. DIET

National Council of Teacher Education (NCTE) and National Institute of Open Schooling (NIOS): current issues & shortcomings in teacher education.

UNIT III

Innovations and Instructional Techniques

Instructional Methods in Teacher Education: Lecture method, Group discussion and Brain storming

Innovations in Teacher Education: Constructivist and Reflective Teacher Education.

Student Teaching/ Practice Teaching: Objectives, structures, organisation and Evaluation

UNIT-IV

Professionalism and Research in Teacher Education

Professionalism in teacher education, Professional Ethics and Professional Code of Ethics for Teacher Educators

Programmes for professional growth of Teachers: Orientation cum Refresher courses and Action research

Research in Teacher Education: Nature, scope and trends

Modes of Transaction:

- Lecture and organised planned discussions .
- Power point presentation
- Visits to different agencies.

Sessional Work

1: Prepare a timeline chart reflecting growth of teacher education.

2: Visit to different agencies like DIET and SCERT & list out their role and responsibly.

3: Prepare and present the seminar on various instructional methods used in teacher education.

4: Take any problem of school related to children and conduct a comparative study of any two methods of teaching through action research and compile a report.

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University of Jammu
B.A. B.Ed Integrated

Semester- V

(For the examination to be held in the year, ^{Dec} 2022, 2023 & 2024)

Paper: Teacher Education
Credit 4

Duration of Examination: 3 hours

Course No. :BABED505

Total Marks: 100

Maximum Marks (External): 60

Maximum Marks (Internal): 40

Essential Readings:

- Saxena, N. R., Mishra, B.K., & Mohanty, R.K. (1999-2000).Teacher Education. Surya publications: Meerut.
- Sharma, S.P. (2009).Teacher Education, principles, theories and practices. Kanishka Publishers: New Delhi
- Garg, B.R.(2000). Issues in Teacher Education. The Indian Publications: Ambala Cant- 133001(India)
- Verma, M.(2006). Teacher Education. Murari Lal & Sons: New Delhi-110002
- Singh, L. C. & Sharma, P. C. (1995).Teacher Education and the Teacher, New Delhi: Vikas Publishing House
- Singh, R. P. (1990).Studies in Teacher Education, New Delhi: Bahri Publication
- Mangla, Sheela (2010).Teacher Education: Trends & Strategies, Radha Publishing, New Delhi.

Suggested Readings:

- Ministry of Education (1964-66).Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
- MHRD (1986).National Policy on Education and Programme of Action, Govt. of India, New Delhi.
- MHRD (1990): Rama Murti Committee Report, Department of Education, Govt. of India, New Delhi.
- MHRD (1992): Programme of Action, Department of Education, Govt. of India, New Delhi.
- Nayar, D.P. (1989). Towards a National System of Education, Mital Publishing, New Delhi.
- NCERT (1987): In service Training Package for Secondary Teachers MHR, New Delhi.
- NCTE (1998): Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.
- Sikula, J. (Ed.) (1985). Handbook of Research on Teacher Education, New York, MacMillan Publishing.
- MHRD (1990): Towards and Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.
- Singh, L.C. et al. (1990).Teacher Education in India, New Delhi, NCERT.
- Singh, T.(1978).Diffusion of Innovations among Training Colleges of India, Varanasi, Bharat Bharati Prakashan.

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(For the examination to be held in the year ~~2022~~ 2023 & 2024)

Paper: Teacher Education
Credit 4
Duration of Examination: 3 hours

Course No. :BABED505
Total Marks: 100
Maximum Marks (External): 60
Maximum Marks (Internal): 40

WEB REFERENCES

www.ncte-india.org/
www.mu.ac.in/
www.britishcouncil.in/sites/britishcouncil.in2/files/ncfte-2010.pdf
www.oxydiane.net/IMG/pdf/OCSE_DIVERSITA.pdf

Note for Paper Setters

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University of Jammu
B.A./ B.Ed Integrated
Semester- V

(For the examination to be held in the year, ^{Dec} 2022, 2023 & 2024)

Paper: School Internship
Credit 4

Course No. :BABED506
Total Marks:100
Maximum Marks Internal: 50

Maximum Marks External: 50

Sr No.	Activities	Internal Marks	External Marks	Total Marks
1.	Time table (For Teacher, Class)	05	05	10
2.	School record and attendance register	05	05	10
3.	Conduct of morning assembly with different activities	10	10	20
4.	School report	10	10	20
5.	Organisation of co-curricular activities (Any five)	10	10	20
6.	Cumulative record of students(Any five)	10	10	20

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B.A. B.Ed Integrated
Semester- V

(For the examination to be held in the year 2022, 2023 & 2024)

Paper: Higher Education

Credit 4

Duration of Examination: 3 hours

Course No. :BABED504

Total Marks: 100

Maximum Marks (External): 60

Maximum Marks (Internal): 40

UNIT III

Structure and Types of Institutions in Higher Education

1. The existing structure of Graduation, Post-graduation and Research Studies
2. Structure of Graduation, Post-graduation and Research Studies as per NEP 2020
3. Types of Institutions: Aims, Structure and Role;
 - a) Central Universities
 - b) State Universities
 - c) Private Universities
 - d) Deemed Universities

UNIT-IV

Instructional Strategies and Innovations in Higher Education

1. Instructional Strategies in Higher Education: Meaning, Objectives and Importance;
 - i) Conference technique ii) Seminar Technique iii) Workshop Technique iv) Collaborative Learning
2. Innovations in Higher Education: Concept, Objectives and Importance; SWAYAM, MOOC, Google Meet, Zoom App, Google Classroom and e-pg- Pathshala
3. Research Activities in Higher Education with reference to: i) Constructivist Approach ii) Blended Learning iii) NEP 2020
4. Current issues in Higher Education

Modes of Transaction:

- I. Lecture and organised planned discussions
- II. Power point presentation
- III. Visits to different agencies.

Sessional Work

- 1: Prepare a timeline chart reflecting growth of Higher Education.
- 2: Visit to different agencies like NCTE and UGC and list out their role and responsibilities.
- 3: Prepare and present the seminar on various instructional strategies used in higher education.
- 4: Prepare a PowerPoint presentation on innovations in higher education like SWAYAM, Google Classroom.

University of Jammu
B.A. B.Ed Integrated
Semester- V

(For the examination to be held in the year, ^{Dec} 2022, 2023 & 2024)

Paper: Higher Education
Credit 4

Duration of Examination: 3 hours

Course No. :BABED504

Total Marks: 100

Maximum Marks (External): 60

Maximum Marks (Internal): 40

Essential Readings:

- Bhushan, S. (2019). The Future of Higher Education in India, Spring Nature Publication
- Deka, B. (2000). Higher Education in India: Development and Problems, Atlantic Publishers & Dist
- Jandhyala, B.G. (2021). Education in India: Policy and Practice, SAGE Publication India
- Saranya, P.L., Gedala, S.N.R. (2021). Assessment, Accreditation and Ranking Methods for Higher Education Institutes in India: Current Findings and Future Challenges, Bentham Science Publication
- Varghese, N.V., & Malik, G. (2020). Governance and Management of Higher Education in India, SAGE Publishing India

Suggested Readings:

- MHRD (1992): Programme of Action, Department of Education, Govt. of India, New Delhi.
- MHRD (1990): Rama Murti Committee Report, Department of Education, Govt. of India, New Delhi.
- MHRD (1990): Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.
- MHRD (1986). National Policy on Education and Programme of Action, Govt. of India, New Delhi.
- Ministry of Education (1964-66). Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
- Nayar, D.P. (1989). Towards a National System of Education, Mital Publishing, New Delhi
- NCTE (1998): Curriculum Framework for Quality Higher Education, NCTE, Publishing, New Delhi.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper. Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the sessional work are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness. The Theory paper is to have 60 marks (external) and 40 marks are for the In House activities.

