



UNIVERSITY OF JAMMU

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

Academic Section

Email: academicsectionju14@gmail.com

NOTIFICATION

(24/January/Adp./23)

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 Syllabus and Courses of Study of **Semester Vth of B.A.B.Ed Four Year Integrated Degree Programme** for the examinations to be held in the years indicated as under:

| Programme | Semester | For the examinations to be held in the year | % of Change |
|-----------|----------|---|----------------|
| B.A/B.ED | Vth | December 2024, 2025 and 2026 | Less than 20 % |

The Syllabi of the courses are also available on the University website: www.jammuuniversity.ac.in.

Sd/-

DEAN ACADEMIC AFFAIRS

No. F. Acd/II/24/13070-88

Dated: 01/02/24

Copy for information and necessary action to:

1. Dean, Faculty of Education
2. HOD/Convener, Board of Studies in Teacher Education
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
21/1/24
Deputy Registrar (Academic)

3/1/24
31/01/24

UNIVERSITY OF JAMMU

SEMESTER COURSE

FOR

B.A. B.ED

(FOUR YEAR INTEGRATED PROGRAMME)

The following courses of study are prescribed for the Vth, semester of the B.A. B.ED. Programme in Education.

Semester –Wise Distribution of Courses with Credits

Semester –Vth

| Course Code | Course | Credits | Percentage change |
|-------------|----------------------------------|-----------|-------------------|
| BABED 501 | Foundation and Preparatory Stage | 4 | < 20% |
| BABED 502 | Middle Education | 4 | |
| BABED 503 | Secondary Education | 4 | |
| BABED 504 | Higher Education | 4 | |
| BABED 505 | Teacher Education | 4 | |
| BABED 506 | School Internship | 4 | |
| | Total | 24 | |



University of Jammu
B.A.B.ED (Four Year Integrated Programme)
Semester- V
(For the examination to be held in the year 2024, 2025 & 2026)

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:

- Understand the new structure of educational system in India as per National Education policy 2020 at foundation stage.
- Develop the expertise of teaching strategies so that they can handle small students comfortably and easily at the foundation stage.
- Understand the importance of preparatory stage in India as per NEP 2020
- Understand the expertise of teaching strategies used by the teacher for transacting the curriculum at preparatory stage.

Unit -1

Foundation Stage; 5 years (Pre School + class 1-2, Age 3-8 years)

- Education at Foundation stage; Historical Perspective, Importance of Foundation Education, Foundation stage in Indian Context
- 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, Activity based learning, Play based learning, discovery learning, and Interactive learning
- Scholastic Activities (Concept, types and importance)
- Non- Scholastic Activities (Concept, types and importance)

Unit-III

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

- Preparatory Stage: Historical Perspective , Importance of Preparatory Education as per NEP 2020
- Preparatory stage in Indian Context
- NCF for preparatory stage in the light of NEP-2020

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University of Jammu
B.A.B.ED (Four Year Integrated Programme)
Semester- V
(For the examination to be held in the year 2024, 2025 & 2026)

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

Unit: IV
Cognitive Development

- Development of the child at Preparatory stage and Role of the Teacher
- Development of language and numeracy skills at preparatory stage
- Three languages formula based on Regional Language
- Minimum levels of learning, Linkage between Foundation Stage and Preparatory stage

Sessional Work

Activity : Visit to any nearby school and prepare a report on observation of teaching strategies used by the teacher at foundation stage (Observe any two lessons at preparatory stage and 2 lesson on foundation stage)

Modes of Transaction

Lecture-cum-discussion, Material review and presentation

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

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B.A.B.ED (Four Year Integrated Programme)
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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

Suggested Readings :

- 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 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 (Four Year Integrated Programme)
Semester- V
(For the examination to be held in the year 2024, 2025 & 2026)

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 concept of middle school education and its problems and remedial measures.
- Know about various policies & programmes for the upliftment of Middle school education
- Understand the best practices followed at the middle school level
- Know the various evaluation procedures at Middle School Education

Unit I

Middle School Education

- Middle school Education; Historical perspective, Concept, Aims & objectives of Middle school education, changing Scope of Middle School Education.
- Problems related to retention, wastage and stagnation and their remedial measures to overcome them at middle school stage.

Unit II

Policies and Programmes

- Middle Education Programmes –Bharat Shiksha Kosh, Sarva Shiksha Abhiyan, National programmes of Nutritional Support(mid-day meal)
- National policy on Education (1986 and 2020)
- Implementation of NEP 2020 in the present Indian context

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University of Jammu
B.A.B.ED (Four Year Integrated Programme)
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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

Unit III
Educational best practices at Middle School Levels

- Best Practices at the middle level of Education :-
 - I. Activity method
 - II. Heuristic method
 - III. Programmed learning
 - IV. Inductive method & Deductive method
- Multimedia Instructional Packages
- Integrated Approach

Unit IV
Evaluation procedure at Middle School Education

- Basic techniques of Evaluation and use of Evaluation results (Minimum Level of Learning , Continuous and comprehensive evaluation at middle school level)
- Development of MSE (class I to V) 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. Prepare a report on problems of MSE and their solutions

Essential Readings:

- Report of Bharat Shiksha kook

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University of Jammu
B.A.B.ED (Four Year Integrated Programme)
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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

- V.R. Taneja - Elementary Education. Vikas Publication.
- Sarv Shiksha Abhiyan refer.
- NPE, 2020 Report.

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 (Four Year Integrated Programme)
Semester- V
(For the examination to be held in the year 2024, 2025 & 2026)

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

Course No. : BABED503
Total Marks: 100
Maximum Marks (External): 60
Maximum Marks (Internal): 40
Minor I: 20 marks
Minor-II: 20 marks

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

- Analyze and evaluate the policy programmes for the development of secondary education.
- Students will acquaint with the role of secondary school student, teacher and principal.
- Develop understanding of universal secondary education, gender equality and challenges in secondary education.
- Focus attention on curricular structure and course offerings at secondary education level.

Course Contents:

Unit- I

Secondary School Education

- Secondary Education: Historical Perspectives, Concept, Need and Importance
- Role of various agencies in secondary education – CBSE, SCERT, NCERT & DIET
- Issues of quality in secondary education and strategies, Vocationalisation of Secondary Education

Unit II

Role of Secondary School Student, Teacher & Principal

- Secondary School Teacher; Professional Competencies; Role of teacher or facilitator, guide, moderator and evaluator
- Qualities of a good principal, Relevance of an Action Programme – leader, Administrator, supervisor and evaluator
- Role of teacher for transacting the curriculum at the secondary level as per the guidelines of NEP2020

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B.A.B.ED (Four Year Integrated Programme)
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Paper: Secondary Education
Credit 4
Duration of Examination: 3 hours

Course No. : BABED503
Total Marks: 100
Maximum Marks (External): 60
Maximum Marks (Internal): 40
Minor I: 20 marks
Minor-II: 20 marks

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

Modes of Transaction

Lecture-cum-discussion, Material review and presentation

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University of Jammu
B.A.B.ED (Four Year Integrated Programme)
Semester- V

(For the examination to be held in the year 2024, 2025 & 2026)

Paper: Secondary Education

Credit 4

Duration of Examination: 3 hours

Course No. : BABED503

Total Marks: 100

Maximum Marks (External): 60

Maximum Marks (Internal): 40

Minor I: 20 marks

Minor-II: 20 marks

Sessional Work

1. Prepare and present the seminar on problems of vocationalization of Secondary Education.
2. 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/>

University of Jammu
B.A.B.ED (Four Year Integrated Programme)

Semester- V

(For the examination to be held in the year 2024, 2025 & 2026)

Paper: Secondary Education

Credit 4

Duration of Examination: 3 hours

Course No. : BABED503

Total Marks: 100

Maximum Marks (External): 60

Maximum Marks (Internal): 40

Minor I: 20 marks

Minor-II: 20 marks

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.

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University of Jammu
B.A.B.ED (Four Year Integrated Programme)
Semester- V
(For the examination to be held in the year 2024, 2025 & 2026)

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

Course No. :BABED504
Total Marks: 100
Maximum Marks (External): 60
Maximum Marks (Internal): 40
Minor I: 20 marks
Minor-II: 20 marks

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.

UNIT-I
Development of Higher Education in India

- Higher Education- Concept, Aims, Need and Scope
- Higher Education in India before independence:
 - a) Indian University Commission(1902),
 - b) Calcutta University Commission (1917)
- Higher Education in India after Independence:
 - a. Radha Krishan Commission (1948-49),
 - b. Knowledge Commission (2005)
 - c. NEP (2020)

UNIT-II
Agencies for Higher Education

- Problems concerning Higher Education in India and suggestions to overcome them.
- Role of UGC, NCTE, NIEPA, ICSSR, CSIR, NAAC for promotion of Higher Education

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University of Jammu
B.A.B.ED (Four Year Integrated Programme)
Semester- V
(For the examination to be held in the year 2024, 2025 & 2026)

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

Course No. :BABED504
Total Marks: 100
Maximum Marks (External): 60
Maximum Marks (Internal): 40
Minor I: 20 marks
Minor-II: 20 marks

UNIT III
Structure and Types of Institutions in Higher Education

- The structure of Graduation, Post-graduation and Research as per NEP 2020
- Types of university: Structure and Role;
 - a) Central Universities
 - b) State Universities
 - c) Private Universities
 - d) Deemed Universities

UNIT-IV
Instructional Strategies and Innovations in Higher Education

- Instructional Strategies in Higher Education: Meaning, Objectives and Importance;
 - i) Conference technique ii) Seminar Technique iii) Workshop Technique
- Innovations in Higher Education: Concept, Objectives and Importance; SWAYAM, MOOC and Google Classroom

Mode of Transaction:

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

Sessional Work

- 1: Prepare a timeline chart reflecting growth of Higher Education.
- 2: Prepare a PowerPoint presentation on innovations in higher education like SWAYAM, Google Classroom.

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University of Jammu
B.A.B.ED (Four Year Integrated Programme)
Semester- V
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Paper: Higher Education
Credit 4
Duration of Examination: 3 hours

Course No. :BABED504
Total Marks: 100
Maximum Marks (External): 60
Maximum Marks (Internal): 40
Minor I: 20 marks
Minor-II: 20 marks

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.

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

Course No. :BABED504
Total Marks: 100
Maximum Marks (External): 60
Maximum Marks (Internal): 40
Minor I: 20 marks
Minor-II: 20 marks

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.

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University of Jammu
B.A.B.ED (Four Year Integrated Programme)
Semester- V
(For the examination to be held in the year 2024, 2025 & 2026)

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

Course No. :BABED505
Total Marks: 100
Maximum Marks (External): 60
Maximum Marks (Internal): 40
Minor I: 20 marks
Minor-II: 20 marks

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

- Grasps 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:
 - d. University Education Commission (1948-49),
 - e. Kothari commission (1964-66),
 - f. Chattopadhyaya Committee Report (1983-85) (Recommendations)
 - g. Historical development of Teacher Education in Union Territory of Jammu Kashmir

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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
Minor I: 20 marks
Minor-II: 20 marks

Sessional Work

- 1: Prepare a timeline chart reflecting growth of teacher education.
- 2: Prepare and present the seminar on various instructional methods used in teacher education.

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,

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B.A.B.ED (Four Year Integrated Programme)
Semester- V
(For the examination to be held in the year 2024, 2025 & 2026)

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

Course No. :BABED505
Total Marks: 100
Maximum Marks (External): 60
Maximum Marks (Internal): 40
Minor I: 20 marks
Minor-II: 20 marks

- 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.

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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Semester- V
(For the examination to be held in the year 2024, 2025 & 2026)

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 (Anyfive) | 10 | 10 | 20 |
| 6. | Cumulative record of students(Any five) | 10 | 10 | 20 |

