

VIDYASAGARUNIVERSITY

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 2023-2024)

Based on

Curriculum & Credit Framework for Undergraduate Programmes

(CCFUP), 2023& NEP, 2020

VIDYASAGAR UNIVERSITY, PASCHIM MIDNAPORE, WEST BENGAL

VIDYASAGAR UNIVERSITY
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: Computer Application in Education (Practical) | | | 3 | 0-0-3 | 10 | 40 | 50 |
| | | | AEC | AEC03 | Communicative English -2 (<i>common for all programmes</i>) | | | 2 | 2-0-0 | 10 | 40 | 50 |
| | | | MDC | MDC03 | Multidisciplinary Course -3 (<i>to be chosen from the list</i>) | | | 3 | 3-0-0 | 10 | 40 | 50 |
| | | | Minor -3 (Disc.-I) | EDCMIN03 | T: History of 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 (<i>common for all programmes</i>) | | | 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 following 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-Years Hons. | Major - 3 | History of Indian Education |
| | | Major - 4 | Sociological Foundation of Education |
| | | SEC - 3 | Computer Application in Education |
| | | Minor -3 | History of 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 w.r.t.

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

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

VIDYASAGAR UNIVERSITY, PASCHIM MIDNAPORE, WEST BENGAL

- a) Sreerampore Trio and their contribution in the field of education
- b) Charter Act of 1813 and Macaulay Minute
- c) Adam's Report (3rd Report)

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

- a) Wood's Despatch (1854) and Indian Education Commission or Hunter Commission (1882)
- b) National Education Movement: Concept, Characteristics and Impact of the National Education Movement
- c) 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)

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 Students History in India- S.G. Wasani for Macmilan 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 Group
- 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: Concept, Scope and Relationship between Education and Sociology
- b) Education as a Social Process: Social System and Socialization
- c) Education and Social Groups (Primary, Secondary & Tertiary)

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 Agencies
- b) Interrelationship among Technology, Economy and Education
- c) Modernization, Sanskritization and Westernization

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-Classical 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 Samajtattwa-Rita Publication (Bengali Version)
- Mihir Kumar Chattopadyay & Kabita Chakraborty-Sikkhar Samajtattwik Viiti- Rita Publication (Bengali Version)

SEC-3: Computer Application in Education

Credit: 3

Full Marks: 50

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

- Describe the process of mail merging in MS Word, including how to link a data source, design a document template, and execute the merge to generate personalized output.
- Design and format balance sheets in MS Excel, incorporating essential elements such as assets, liabilities, and equity, and ensuring accuracy in financial reporting.
- Create and design engaging PowerPoint presentations, incorporating elements such as text, images, charts, and multimedia to effectively communicate ideas.
- Design and set up Google Forms for collecting data, including creating various types of questions and configuring form settings.
- Set up and manage a Google Classroom environment, including creating classes, assigning tasks, and organizing course materials.
- Design and produce high-quality visual content using Canva, including social media graphics

Course Content:

Any two of the following:

- a) Mail Merge using MS Word
- b) Balance Sheet Preparation using MS Excel
- c) Powerpoint Presentation using MS Powerpoint
- d) Preparation of Google Forms
- e) Operational Mechanism of Google Classroom
- f) Graphic Design Basics using Canva

Guideline of the Practical Activity:

Writing a report on A4 page and to be submitted as per University Schedule as per following format.

- a) Front Page: Name of the Activity
- b) Acknowledgement

- c) Content/ Index
- d) Introduction
- e) Basic Concept related to the Activity
- f) Steps to conduct the Activity along with Screenshots
- g) References/ Bibliography

Suggested Readings:

- "Microsoft Word Step by Step" by Joan Lambert
- "Microsoft PowerPoint 365 Step by Step" by Joan Lambert
- "Google Forms: Your Ultimate Guide" by Top Skills Academy
- "The Non-Designer's Design Book" by Robin Williams

Minor- 3: History of 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 and Buddhistic education in Ancient 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.
- 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 India

Salient features of Vedic, Brahmanic and Buddhistic w.r.t.

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

Unit 2: Education in India during Early British Period

- a) Sreerampore Trio and their contribution in the field of education
- b) Charter Act of 1813 and Macaulay Minute
- c) Adam's Report (3rd Report)

Unit 3: Education in India during Later British Period

- a) Wood's Despatch (1854)
- b) Indian Education Commission or Hunter Commission (1882)
- c) Calcutta University Commission/ Sadler Commission (1917-1919)

Unit 4: Education in India after Independence

- a) University Education Commission (1948-49) [Aims, Structure and Rural University]
- b) Secondary Education Commission (1952-53) [Aims and Structure]

c) Indian Education Commission (1964-66) [Aims and Structure]

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 Students History in India- S.G. Wasani for Macmilan 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-Years Hons. | Major -5 | Educational Planning and Administration |
| | | Major - 6 | Teaching Skills |
| | | Major - 7 | Inclusive Education |
| | | Minor - 4 | Educational Sociology |
| | | Internship | 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 of making 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 of 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 and AICTE (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

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 skill and its development in India.
- acquaint with different teaching strategies
- acquaint with the various aspects of levels of teaching
- develop in practice of teaching skill and pedagogy.
- understand the trainees the teaching and training techniques & also 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 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, Brinkley 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 about the inclusive education and inclusive society
- Acquaint themselves with the diverse needs of special learners in the light of inclusive education
- Understand practice of inclusiveness and involvement of all.
- Develop insights of inclusion to apply fully in the practices of education.
- Develop 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- Orthopaedic, 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: Educational Sociology

Credit: 4

Full Marks: 75

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

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

Course Content:

Unit 1: Introduction to Educational Sociology

- a) Educational Sociology: Concept and Scope
- b) Education and Socialization
- c) Education and Social Groups (Primary, Secondary & Tertiary)

Unit 2: Social Change and Education

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

Unit 3: Social Factors and Education

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

Unit 4: Social Communication and Social Issues in Education

- a) Social Communication: Concept and Agencies
- b) Interrelationship among Technology, Economy and Education
- c) Education and Modernization

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-Classical 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 Samajtattwa-Rita Publication (Bengali Version)
- Mihir Kumar Chattopadyay & Kabita Chakraborty-Sikkhar Samajtattwik 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