

# National Education Policy (NEP) 2020 – Curriculum Framework for Holistic and Multidisciplinary Undergraduate Education etc.



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# Background and Objectives

- We should concentrate on value based education program.
- It should be built up based on the five core universal values **Truth (Sathya), righteous conduct (Dharma) Peace (Shanthi), love (Prem) and non-violence (Ahimsa)** which they represent the five domains of human personality- **intellectual, physical, emotional, psychological and spiritual.**
- They also represent five major objectives of **education, knowledge, skill, balance, vision and identity.**
- We in the University and Colleges concentrate on **Knowledge Creation, Knowledge Dissemination & Knowledge Application.**
- These are three inter-related. Knowledge Application leads into productively beneficial uses and activities. It would accelerating both economic growth & human development.



# Background and Objectives

- The world is undergoing rapid changes in the knowledge landscape.
  - With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines,
  - while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand.
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# Background and Objectives

- With the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, learn how to learn.
- Education must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields.
- Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, of course, enjoyable.
- The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner.
- Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

# Background and Objectives

- The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education.
- NEP-2020 proposes the revision and revamping of all aspects of the education structure, regulation & governance, to create a new system aligned with aspirational goals of 21<sup>st</sup> century education, including SDG4, based on India's traditions and value systems.
- It lays particular emphasis on the development of the creative potential of each individual.
- It is based on the principle that education must develop both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking & problem solving, social, ethical, emotional capacities and dispositions.

# Background and Objectives

- The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy.
- The pursuit of knowledge (*Jnan*), wisdom (*Pragyaa*), and truth (*Satya*) was always considered in Indian thought and philosophy as the highest human goal.
- The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization & liberation of the self.
- World-class institutions of ancient India such as Takshashila, Nalanda, etc. set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries.



The fundamental principles that guide both the education system and the individual institutions :

- **Recognizing, Identifying & Fostering the Unique Capabilities of Each Student**, by sensitizing teachers & parents to promote each student's holistic development in both academic & non-academic spheres;
- **According the highest priority to Achieve Foundational Literacy and Numeracy** by all students by Grade 3;
- **Flexibility**, so that learners have the ability to choose their learning trajectories and programs, and thereby choose their own paths in life according to their talents and interests;
- **No Hard Separations** between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;
- **Multidisciplinarity** and a **Holistic education** across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- **Emphasis on Conceptual Understanding** rather than rote learning & learning-for-exams
- **Creativity, Critical thinking** to encourage logical decision-making & innovation



## The fundamental guiding principles for both the education system & the individual institutions :

- **Ethics and Human & Constitutional values** like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality & justice;
- **Promoting multilingualism & the power of language** in teaching & learning;
- **Life Skills** - communication, cooperation, teamwork & resilience;
- **Focus on Regular Formative Assessment for Learning** rather than the summative assessment that encourages today's 'coaching culture
- **Extensive use of technology** in teaching and learning, removing language barriers, increasing access for *Divyang* students, and educational planning and management;
- **Respect for Diversity & the Local Context** in all curriculum, pedagogy, and policy, keeping in mind that education is a concurrent subject;



The fundamental guiding principles for both the education system & the individual institutions :

- **Full equity and inclusion** is the cornerstone of all educational decisions to ensure that all students thrive in the Edu. system;
  - **Synergy in curriculum across all levels of education** from early childhood care and education to school education to HE;
  - **Teachers and faculty as the heart of the learning process** – their recruitment, continuous professional development, positive working environments and service conditions;
  - a **'light but tight' regulatory framework** to ensure **integrity, transparency,** and **resource efficiency** of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through **autonomy, good governance, and empowerment;**
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The fundamental guiding principles for both the education system & the individual institutions :

- **outstanding research** as a corequisite for outstanding education and development;
- **continuous review** of progress based on sustained research and regular assessment by educational experts;
- **A rootedness and pride in India**, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;
- **Education is a public service**; access to quality education must be considered a basic right of every child;
- Substantial investment in a strong, vibrant public education system, as well as the encouragement and facilitation of true philanthropic private and community participation

# Vision of National Education Policy (NEP) 2020

- NEP envisions an education system rooted in Indian ethos that contributes directly to transform India, the Bharat, sustainably into an equitable & vibrant knowledge society, by providing high-quality education to all, to make India a global knowledge superpower.
- NEP envisages that the curriculum and pedagogy must develop among the students a deep sense of respect towards Fundamental Duties, Constitutional values, bonding with country, & a conscious awareness of one's roles and responsibilities in a changing world
- Vision of the Policy is to instill among learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect & deeds
- To develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, to reflect a truly global citizen.



# NEP 2020 – Highlights – Higher Education

- New vision and architecture for higher education
  - Large, well-resourced, multidisciplinary institutions
  - Research-Intensive Universities, Teaching-Intensive Universities, & Autonomous Degree-Granting Colleges
- Broad-based holistic undergraduate education
  - Flexible curricular structures
  - Creative combinations of study
  - Multiple entry and exit points
- Strong focus on equity and inclusion
- Empowered governance: Autonomy for HEIs

# NEP 2020 – Highlights – Higher Education

- ‘Light but tight’ regulation
  - Separation of functions for 4 verticals under HECI to eliminate conflicts of interest: 1. NHERC, 2. NAC, 3. HEGC and 4. GEC
- NEP envisions New Regulatory System for higher education to foster overall culture of empowerment and autonomy to innovate, by gradually phasing out the system of ‘affiliated colleges’ over a period of 15 years through graded autonomy.
- Create enabling legislative, administrative structure and mentoring institutions to facilitate this transformation,
- Each existing affiliating university has to mentor its affiliated colleges to develop their capabilities and achieve minimum benchmarks in academic & curricular matters; teaching & assessment; administrative efficiency, to become anAC

# Key Recommendations in NEP 2020

- Moving towards holistic multidisciplinary UG education
- Revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;
- Promote Imaginative and flexible curricular structures;
- Offer multiple entry and exit points, removing currently prevalent rigid boundaries & creating new possibilities for life-long learning;
- The flexible and innovative curricula of all HEIs shall include credit-based courses and projects;
- Reimagining Vocational and Teacher Educations
- As part of a holistic education and employability of graduates, students at all HEIs will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., and research internships with faculty and researchers at their own or other HEIs/ research institutions;

# Key Recommendations in NEP 2020

- The UG degree will be of either 3 or 4-year duration, with multiple exit options, e.g., with a certificate after completing 1 year of the 4-year multidisciplinary UG program, or a diploma after 2 years of study, or a Bachelor 's degree after a 3-years of study
- Students can opt for a discipline, majors and a minors or a major & Vocational Subject or a discipline and Teacher Education aspects in multidisciplinary education;
- An Academic Bank of Credit (ABC) is being established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account the credits earned.
- Effective learning requires a comprehensive approach involving appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support.

# Key Recommendations in NEP 2020

- The curriculum must be interesting and relevant, be updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes;
- High-quality pedagogy to successfully impart the curricular material to students;
- The assessment methods must be scientific, designed to continuously improve learning & test application of knowledge
- To promote creativity, HEIs & faculty will have autonomy to innovate in the matters of curriculum, pedagogy & assessment within a broad framework of NHEQF that ensures consistency across institutions & programs
- The CBCS will be revised to instill innovation and flexibility.

# Key Recommendations in NEP 2020

- HEIs shall move to a criterion-based grading system that assesses student achievement based on learning goals for each program making the system fairer & outcomes more comparable;
- HEIs shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation;
- As teacher education requires multidisciplinary inputs - with high-quality content and pedagogy. All teacher education programs shall be conducted in the composite multidisciplinary institutions;
- The 4-year integrated B.Ed. will be a dual-major holistic UG degree in Education as well as in a specialized subject
- Vocational education will be integrated into school & HE

# Salient Features of 4 Years Multi-disciplinary UG Program

- The UG programs shall be structured in a semester mode with multiple exit options with Certification, Diploma & Basic Bachelor Degree at the completion of first, 2nd & third years, respectively;
- The candidate who completes the 4 years UG Program, in one stretch or through multiple exits and re-entries will get a Bachelors degree with Honours;
- 4 years UG Hons. degree holders with suitable grades and research component will be eligible to enter the Ph.D. Program or a 'Two Semester Masters Degree program with project work';
- Candidates who wish to enter the masters/Ph.D. program in a discipline other than the major discipline studied at the UG program, have to take additional courses in the new discipline to meet the requirement;
- There may be parallel five year integrated Masters degree programs with exit options at the completion of 3rd & 4th years, with UG basic degree & Hon. degree in a discipline, respectively

## Salient Features of 4 Years Multi-disciplinary UG Program

- There may also be an integrated doctoral program with exit options at the end of the 4<sup>th</sup> and 5<sup>th</sup> years with a Bachelor degree with Honours and the Masters degree, respectively;
- Students who exit with Certification, Diploma or Basic Bachelor Degree shall be eligible to re-enter the Program at the exit level to complete the program or to complete the next level. Candidates may have a maximum of two exit options or lateral entries to complete the program
- Multidisciplinary UG Program will help in the improvement of all the educational outcomes, with a flexible and imaginative curricular approach;
- A range of courses are offered with rigorous exposure to multiple disciplines and areas, while specializing in one or two areas;
- The programs shall fulfil knowledge, vocational, professional and skill requirements along-side humanities, arts, social, physical and life sciences, mathematics, sports etc



## Salient Features of 4 Years Multi-disciplinary UG Program

- The curriculum shall combine conceptual knowledge with practical engagement and understanding with relevant real world application through practical laboratory/field work, internships, workshops and research projects;
- A few courses may be common to all students which contribute to the breadth of study and specialization in disciplinary areas provides for depth of study;
- The Students can choose either one or two disciplines/ subjects or a 'major' (e.g. History or Economics or Physics) and an area of additional discipline called 'minor' (e.g. Music or Sports or Geography);



## Salient Features of 4 Years Multi-disciplinary UG Program

- There shall be no rigidity of combination of subjects. The Students can choose subject combinations across 'streams' (e.g. a student can choose a 'major' in physics & combine it with a 'minor' in history or Music or Sports);
  - Skills shall be explicitly integrated, highly visible, taught in context, and have explicit assessment;
  - The skills shall include abilities in language & communication, working in diverse teams, critical thinking, problem solving, data analysis and life skills;
  - Students shall be given options to choose courses from a basket of courses which the institution is capable of offering.
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## FOUR ALTERNATE OPTIONS

Option 1	Single Discipline Major along with Languages, Generic, Ability Enhancement, Skill Development and Vocational courses including Extracurricular Activities
Option 2	One Major and one Minor Disciplines along with Languages, Generic. Ability Enhancement, Skill Development and Vocational courses including Extracurricular Activities
Option 3	Two Major Disciplines along with Languages, Generic, Ability Enhancement, Skill Development and Vocational courses including Extracurricular Activities
Options 4 & 5	One Major Discipline and One Vocation Discipline/Teacher Education, with Ability enhancement and skill development courses along with Languages, Generic. Ability Enhancement and Skill Development Courses including Extracurricular Activities

## Four years Undergraduate Programme - Exit Awards

Exit with	Credits Requirement*
Certificate in General/Teacher Education at the Successful Completion of First Year/Two Semesters of the 4 Years Multidisciplinary UG Degree Programme	40-44
A Diploma in General/Teacher Education at the Successful Completion of the 2nd Year/4 Semesters of 4 Years Multidisciplinary UG Degree Program	80-88
Basic Bachelor Degree in General/Teacher Education at the Successful Completion of the Third Year/6 Sem. of 4 Years Multidisciplinary UG Degree Program	120-132
Bachelor Degree with Honours in a Discipline at the Successful Completion of the 4 Years/8 Semesters of 4 Years Multidisciplinary UG Degree Program	160-176

# Components of Curriculum for 4 Years Multidisciplinary Undergraduate Program

1	Languages	Languages provide the medium of fresh and free thinking, expression and clarity in thought and speech. It forms as a foundation for learning other courses. Helps fluent communication. In addition to English, a candidate shall opt for the languages studied at the Pre-University or equivalent level.
2	Foundation Courses/ Ability Enhancement Courses	Foundation Courses enable students to develop a deeper sense of commitment to oneself and to the society and nation largely. These courses will supplement in better understanding of how to integrate knowledge to application into a society. Ability enhancement courses are the generic skill courses which are basic and needed to all to pursue any career. These courses ensure progression across all careers.
3	Skill Dev. Courses/ Vocational courses	Skill Enhancement/Development courses are to promote skills pertaining to a particular field of study. The purpose of these courses is to provide students life-skills in hands-on mode so as to increase their employability/ Self-employment. The objective is to integrate discipline related skills in a holistic manner with general education. These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge. Each University has complete freedom to suggest their own papers under this category based on their expertise, specialization, requirements, scope and need.
	Discipline based Introductory Courses	Introductory courses bridge the gap for a student if he/she has not got a basic groundwork in a specific area of discipline

## Components of Curriculum for 4 Years Multidisciplinary Undergraduate Program

4	Major Discipline Core Courses	<p>A Major discipline is the field in which a student focuses during the course of his/her degree. A course in a discipline, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. The core courses aim to cover the basics that a student is expected to imbibe in that particular discipline. They provide fundamental knowledge and expertise to produce competent, creative graduates with a strong scientific, technical and academic acumen. The courses under this category are to be taught uniformly across all universities with minimum deviation. The purpose of fixing core courses is to ensure that all the institutions follow a minimum common curriculum so that each institution adheres to a common minimum standard which makes credit transfer and mobility of students easier.</p>
	Major Discipline Elective Courses	<p>Elective Course is a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or enables an exposure to some other discipline/ subject/domain or which nurtures the candidate's proficiency/skill.</p> <p>Elective courses offered under the main discipline are referred to as Discipline Specific Electives. These courses provide more depth within the discipline itself or within a component of the discipline and provide advanced knowledge and expertise in an area of the discipline. The institutions have freedom to have their own courses based on their expertise, specialization, requirements, scope and need. The elective courses may be of interdisciplinary nature</p>

# Components of Curriculum for 4 Years Multidisciplinary UG Program

	Minor Discipline Courses	A Minor Discipline is a secondary specialization that one may choose to pursue in addition to a Major Discipline. They may be related areas of studies or two distinct areas of studies not interrelated at well.
5	Generic Elective Courses	Generic Elective Courses are courses chosen from an unrelated discipline/ subject, with an intention to seek exposure beyond discipline/s of choice. The purpose of these is to offer the students the option to explore disciplines of interest beyond the choices they make in Core and Discipline Specific Elective Courses. Note: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Electives.
8	Project work/ Dissertation	Project work is considered as a special course involving application of knowledge in solving / analyzing / exploring a real life situation / difficult problem/ data analysis. Project Work has the intention to provide research competencies at Undergraduate level. It enables to acquire special/ advanced knowledge through supplement / support study to a project work. Candidates shall carry out project work on his/her own with an advisory support by a faculty member to produce a dissertation/ project report.
	Extra Curricular / Co-curricular & Extension Activities	These activities help in character building, spiritual growth, physical growth, etc. They facilitate development of various domains of mind and personality such as intellectual, emotional, social, moral and aesthetic developments. Creativity, Enthusiasm, and Positive thinking are some of the facets of personality development and the outcomes of these activities

# Proposed Curriculum Framework

Year	Objective	Nature of Courses	Outcome	No. of courses
1st year – 1st & 2nd Semesters	Understanding and Exploration	1. Major Core Courses	Understanding of Disciplines	1+1
		2. Minor/Related Discipline		1+1
		3. Languages,	Language Competency	2+2
		4. Ability Enhancement Compulsory Courses	Gaining perspective of context/Generic skills	1+1
		5. Skill Enhancement/ Development Courses	Basic skills sets to pursue any vocation	1+1
<b>Exit option with Certification</b>				
2nd Year - 3rd & 4th Semesters	Focus and Immersion	1. Major Core Courses	Understanding of disciplines	2+2
		2. Minor/ Related Discipline		1+1
		3. Ability Enhancement	Gaining perspective of context	1+1
		4. Skill based Vocational	Skill sets to pursue vocation	1+1
		5. Extra Curricular Activities	Development of various domains of mind & personality	1+1
<b>Exit Option with Diploma</b>				
3rd Year - 5th & 6th Semesters	Real time Learning	1. Major Discipline Core and Elective Courses	In depth learning of major and minor disciplines, Skill sets for employability.	2+2
		2. Minor Discipline/ Generic or Vocational Electives /Field based Learning/ Res. Project	Exposure to discipline beyond the chosen Subject	1+1
			Experiential learning/ Res.	1+1
<b>Exit option with Bachelor Degree</b>				
4th Year - 7th & 8th Semesters	Deeper Concentration	Major Discipline Core and Elective courses Research/Project Work with Dissertation	Deeper and Advanced Learning of Major Discipline Foundation to pursue Doctoral Studies & Developing Research competencies	4+4

# Pedagogy for the Multi-Disciplinary 4 Year UG Program

- Classroom processes must encourage rigorous thinking, reading and writing, debate, discussion, peer learning and self-learning;
- The emphasis is on critical thinking and developing innovative solutions. Curricular content must be presented in ways that invite questioning and not as a body of ready knowledge to be assimilated or reproduced. Faculty should be facilitators of questioning;
- Classroom pedagogy to focus on the application of theory and ideas. All courses including social sciences and humanities design projects & practicums to enable students get relevant hands-on experiences;
- Learning must be situated in the Indian context to ensure that there is no sense of alienation from their context, country and culture;
- Classroom processes must address issues of inclusion and diversity since students are from diverse cultural, linguistic, socio-economic and intellectual backgrounds;
- Cooperative and peer-supported activities must be part of empowering students to take charge of their own learning;
- Faculty will have the freedom to identify and use the pedagogical approach that is best suited to a particular course and student.

# Assessment and Evaluation Guidelines

- Student assessment should be as comprehensive as possible and provide meaningful and constructive feedback;
- The process of assessment should be carried on in a manner that encourages better student participation & rigorous study
- Assessment should be a combination of continuous formative evaluation & an end-point summative evaln., 50% each;
- A range of tools and processes for assessment should be used in addition to the standard paper-pencil test;
- Faculty to provide options for a student to improve his/her performance in the continuous assessment mode;
- A candidate who has failed or wants to improve the result, shall retain the IA marks, provides he/she fulfils the min. requirements

# Choice Based Credit System (CBCS) Structure

- The Four Year Multidisciplinary Undergraduate Program follows the revisited choice based credit system (CBCS);
- As per the CBCS, each course shall carry certain number of credits. Credits normally represent the weightage of a course and are a function of teaching, learning and evaluation strategies such as number of contact hours, the course content, teaching methodology, learning expectations;
- In the proposed programs, the credits shall be based on the number of instructional hrs per week, generally 1 credit per hr of instruction in theory & 1 credit/2 hrs of practical/project work/wk;
- An average of around 22/24 credits per semester and a total of around 160/176 credits per UG Hon. degree program assigned

# IMPLEMENTATION

- The CBCS shall be followed in all the Universities/Institutions & the stakeholders follow common minimum curriculum and syllabi of the core papers as suggested in NHEQFW by UGC/GEC/NHERC.
- The universities are allowed to design their own syllabi for the core and elective papers subject to point no. 1. The GEC/ NHERC may prepare a list of elective papers but the universities may further add to the list of elective papers they want to offer as per the need, expertise and the facilities available;
- Number of Core papers for all Universities has to be the same for both UG & PG courses to enable credits transfer & mobility;
- Credit score earned by a student for any course shall be included in the student's overall score tally irrespective of whether the course is offered by the degree awarding univ./not

# IMPLEMENTATION

- Ability Enhancement (AE) Courses be divided into two categories;
  - An UG degree with Ha) AE Compulsory Courses (AEC):  
The universities may have common curriculum for these papers. There may be one paper each at least in the 1st 2 semesters viz. (i) English/ Communication, (ii) Environmental Science;
  - b) Skill Enhancement Courses (SEC): The universities may offer from a common pool of papers listed by GEC/ NHERC or they may frame some papers, in addition to the list suggested by GEC/ NHERC;
- An UG Hon. in a discipline may be awarded if a student completes 14 Core Courses in that Discipline, a minimum of 10 courses under the category of Discipline Specific/Generic Electives, Minor Discipline & Vocational Courses, 2 Language Courses, 2 Ability Enhancement Courses (AEC), a minimum of 2 Skill Enhancement Courses and 2 Extra Curricular Activities, with a total min. credits of not less than 176 credits.



## IMPLEMENTATION

- The credit(s) for each theory paper/ practical/ tutorial/ project/ dissertation will be as per the norms followed globally. The suggestive details are given in Tables;
- Wherever a University requires that an applicant for a particular Masters/ Technical/ Professional course should have studied a specific discipline at the undergraduate level,
- It is suggested that obtaining about 80 credits in the concerned discipline at the UG level may be deemed sufficient to satisfy such a requirement for admission to the Masters Program.

## CLASSIFICATION OF SUCCESSFUL CANDIDATES

Semester/ Program Marks	Result / % Class Description	Semester GPA Program CGPA	Alpha-Sign/ Letter Grade
90.1 - 100	Outstanding	9.01 - 10.00	O (Outstanding)
80.1 - 90.0	First Class Exemplary	8.01 - 9.00	A+ (Excellent)
70.1 - 80.0	First Class Distinction	7.01 - 8.00	A (Very Good)
60.1 - 70.0	First Class	6.01 - 7.00	B+ (Good)
55.1 - 60.0	High Second Class	5.51 - 6.00	B (Above average)
50.1 - 55.0	Second Class	5.01 - 5.50	C (Average)
40.0 - 50.0	Pass Class	4.00 - 5.00	P (Pass)
Below 40	Fail / Reappear	Below 4.00	F (Fail/Reappear)
Absent	Ab (Absent)	0	Ab (Absent)

# Teacher Education

- **By 2030 Teacher education will gradually be moved into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will house outstanding Education Depts. that offer B.Ed., M.Ed. & Ph.D. degrees in education.**
- **By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools.**
- **The 2-year B.Ed. programs will also be offered, by the same multidisciplinary institutions offering 4-year integrated B.Ed. & will be intended only for those who have already obtained Bachelor's Degrees.**
- **These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programs, and will be offered only to those who have a 4-year multidisciplinary Bachelor's Degrees or who have a Master's degree in a specialty and wish to become a subject teacher in that specialty.**



# Teacher Education

- All such B.Ed. degrees would be offered only by accredited multidisciplinary HEIs offering 4-year integrated B.Ed. programs.
  - Multidisciplinary HEIs offering 4-year in-class integrated B.Ed. program and having accreditation for ODL may also offer high-quality B.Ed. programs in blended or ODL mode to students in remote or difficult-to-access locations and also to in-service teachers who are aiming to enhance their qualification, with suitable robust arrangements for mentoring and for the practicum- training and student-teaching components of the program.
  - All B.Ed. programs will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning.
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# Teacher Education

- All B.Ed. programmes will include strong practicum training in the form of in-classroom teaching at local schools.
- All B.Ed. programs will emphasize the practice of the Fundamental Duties of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity.
- The school curricula will also appropriately integrate environmental awareness, sensitivity towards its conservation and sustainable development, to make environment education an integral part of school education
- Shorter post-B.Ed. certificate courses will also be made widely available at multidisciplinary colleges and universities, to teachers who wish to move into more specialized areas of teaching, such as teaching of students with disabilities or into leadership/management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle and secondary stages

# Teacher Education

- **By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, based on the principles of NEP-2020.**
- **As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programs must be conducted within composite multidisciplinary institutions.**
- **To achieve this, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programs, in collaboration with other departments.**



# Teacher Education

- Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation program.
- By 2030, the 4-year integrated B.Ed. offered by multidisciplinary HEIs will become the minimal degree qualification for school teachers.
- The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc.



# Teacher Education

- **All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/ education/pedagogy/ writing related to their Ph.D subject.**
  - **Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication etc. will be ensured since many research scholars will become faculty or public representatives/communicators of their disciplines**
  - **Ph.D students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships etc. Ph.D. programs at universities around the country will be re- oriented for this purpose.**
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# Teacher Education

- **In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education.**
- **The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, to administer standardized training programmes to large numbers of teachers within a short span of time.**
- **A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty—including those with ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university /college teachers.**



# Teacher Education Program

- Pre-service teacher education must be situated within the multi-disciplinary institutions;
- The four-year stage-specific subject-specific teacher education program post Class 12 will be the minimal degree qualification to become a teacher;
- Approach
  - Structure and Eligibility
  - The 4-year integrated teacher education program will provide for school subjects (e.g. language, mathematics) and educational stage specialization (early childhood, secondary).
  - The entry criteria shall be completion of Class 12 or equivalent.

## Equivalence between General & Teacher Education Curriculum

<b>Exit with</b>	<b>Credits Requirement – General Education</b>	<b>Credits Requirement – Teacher Education</b>
<b>Certificate at the Successful Completion of First Year (Two Semesters) of 4 Years UG Degree Program</b>	40-44	40-44
<b>Diploma at the Successful Completion of the Second Year (Four Semesters) of the Four Years UG Degree Programme</b>	80-88	80-88
<b>Basic Bachelor Degree at the Successful Completion of the Third Year (Six Sem.) of the 4 Years UG Degree Program</b>	120-132	120-132
<b>Bachelor Degree with Honours in a Discipline at the Successful Completion of 4 Years (8 Semesters) of UG Program</b>	160-176	160-176

## Option A: Single Major Discipline and Other Courses

Subjects	Subjects with Practicals				Subjects without Practicals			
	No. of Courses	Hrs. per wk per course	Credits	Total Credits	No. of Courses	Hrs. per wk per course	Credits	Total Credits
<b>I. Major Discipline Core Courses (DSC): Theory Practicals/ Tutorial*</b>	14	4	14x4	56	14	5	14x5	70
	14	4	14x2	28	14	2	14x1	14
<b>II. Elective Courses</b> <b>a) Discipline Specific Electives (DSE):Theory Practicals/Tutorial*</b>	4	4	4x4	16	4	5	4x5	20
	4	4	4x2	8	4	2	4x1	4
<b>b) Generic Electives (GEC): Theory Practicals/ Tutorial*</b>	4	4	4x4	16	4	5	4x5	20
	4	4	4x2	8	4	2	4x1	4
<b>III. Vocational Elective Courses(VCC): Theory Practicals/Tutorial*</b>	4	4	4x4	16	4	5	6x5	20
	4	4	4x2	8	4	2	6x1	4
<b>IV. Languages L1</b>	2	4	2x4	8	2	4	2x4	8
	L2	2	4	2x4	8	2	4	2x4
<b>V. Ability Enhancement Courses (AEC)</b>	4	2	4x2	8	4	2	4x2	8
<b>VI. Skill Enhancement Courses (SEC)</b>	4	2	4x2	8	4	2	4x2	8
<b>VII. Extra Curricular Activities (ECA)**</b>	2	2	2x2	4	2	2	2x2	4
<b>Total credits</b>				192				192

## B) Proposed CBCS Scheme for the Four Years Multidisciplinary UG Program - **Option 1: Single Major Discipline and Other Courses**

Semester	Major Discipline: 14 Core Courses of 6 credits each (DSC) (14x6=84)	4 Generic & 4 Discipline Specific Electives (GEC/DSE) (4+4)x6=48	4 Vocational Specific Electives of 6 credits each (VCC) (4x6=24)	2 Languages of 2 Courses each of 4 credits (2+2)x4=16	4 Ability enhancement Courses of 2 credits each (AEC) (4x2=8)	4 Skill Enhancement Courses of 2 credits each (SEC) (4x2=8)	2 Extra-Curricular Activities of 2 credits each (ECA) (2x2=4)	Credit Hour Load
I	DSC-1	GEC-1		L1-1, L2-1	AEC-1	SEC-1		24
II	DSC-2	GEC-2		L1-2, L2-2	AEC-2	SEC-2		24
III	DSC-3, DSC-4	GEC-3			AEC-3	SEC-3	ECA-1	24
IV	DSC-5, DSC-6	GEC-4			AEC-4	SEC-4	ECA-2	24
V	DSC-7, DSC-8	DSE-1	VEC-1					24
VI	DSC-9, DSC-10	DSE-2	VEC-1					24
VII	DSC-11, DSC-12	DSE-3	VEC-1					24
VIII	DSC-13, DSC-14	DSE-4/ Res. Project	VEC-1					24

**A) Details of Courses and Credit Assignments in 4 Years UG Honours Program-  
Option 2: One Major and One Minor Disciplines/Subjects.**

Subjects	Subjects with Practicals				Subjects without Practicals			
	No. of Courses	Hrs. per wk per course	Credits	Total credits	No. of Courses	Hrs. per wk per course	Credits	Total Credits
<b>I. Major Discipline Core Courses (DSC): Theory Practicals/ Tutorial*</b>	14	4	14x4	56	14	5	14x5	70
	14	4	14x2	28	14	2	14x1	14
<b>II. Elective Courses</b>								
<b>a) Discipline Specific Electives (DSE):Theory Practicals/Tutorial*</b>	4	4	4x4	16	4	5	4x5	20
	4	4	4x2	8	4	2	4x1	4
<b>b) Generic Electives (GEC): Theory Practicals/ Tutorial*</b>	2	4	2x4	8	2	5	2x5	10
	2	4	2x2	4	2	2	2x1	2
<b>III. Minor Discipline Courses (MDC):Theory Practicals/Tutorial*</b>	6	4	6x4	24	6	5	6x5	30
	6	4	6x2	12	6	2	6x1	6
<b>IV. Languages L1</b>	2	4	2x4	8	2	4	2x4	8
	2	4	2x4	8	2	4	2x4	8
<b>V. Ability Enhancement Courses (AEC)</b>	4	2	4x2	8	4	2	4x2	8
<b>VI. Skill Enhancement Courses (SEC)</b>	4	2	4x2	8	4	2	4x2	8
<b>VII. (ECA)**</b>	2	2	2x2	4	2	2	2x2	4
<b>Total credits</b>				192				192

## B) Proposed CBCS Scheme for 4 Years UG Honours Programme:

### Option 2

Semester	Major Discipline: 14 Core Courses of 6 credits each (DSC) (14x6=84)	Minor Discipline 6 Courses of 6 credits each (MDC) (6x6=36)	2 Generic & 4 Discipline Specific Electives (GEC/DSE) (2+4)x6=36	2 Languages of 2 Courses each of 4 credits (2+2)x4=16	4 Ability Enhancement Courses of 2 credits each (AEC) (4x2=8)	4 Skill Enhancement Courses of 2 credits each (SEC) (4x2=8)	2 Extra-Curricular Activities of 2 credits each (2x2=4)	Credit Hour Load
I	DSC-1	MDC-1		L1-1, L2-1	AEC-1	SEC-1		24
II	DSC-2	MDC-2		L1-2, L2-2	AEC-2	SEC-2		24
III	DSC-3, DSC-4	MDC-3			AEC-3	SEC-3	ECA-1	24
IV	DSC-5, DSC-6	MDC-4			AEC-4	SEC-4	ECA-2	24
V	DSC-7, DSC-8	MDC-5/ Voc-1	GEC-1					24
VI	DSC-9, DSC-10	MDC-6/ Voc-2	GEC-2					24
VII	DSC-11, DSC-12		DSE-1 / DSE-2					24
VIII	DSC-13, DSC-14		DSE-3 DSE-4/Res. Project					24

**A) Details of Courses & Credits Assignments in 4 Years UG Honours Program -  
Option 3: Dual Degrees in Two Disciplines/ Subjects.**

Subjects	Subjects with Practicals				Subjects without Practicals			
	No. of Courses	Hrs. per wk per course	Credits	Total Credits	No. of Courses	Hrs. per wk per course	Credits	Total Credits
<b>I. Discipline I/II Core Courses (DSC): Theory Practicals/ Tutorial*</b>	14	4	14x4	56	14	5	14x5	70
	14	4	14x2	28	14	2	14x1	14
<b>II. Discipline II/I Core Courses (DSC): Theory Practicals/Tutorial*</b>	8	4	8x4	32	8	5	8x5	40
	8	4	8x2	16	8	2	8x1	8
<b>III. Elective Courses</b>								
<b>a) Discipline Specific Electives (DSE): Theory Practicals/Tutorial*</b>	2	4	2x4	8	2	5	2x5	10
	2	4	2x2	4	2	2	2x1	2
<b>b) Generic Electives (GEC): Theory Practicals/ Tutorial*</b>	2	4	2x4	8	2	5	2x5	10
	2	4	2x2	4	2	2	2x1	2
<b>IV. Languages L1</b>	2	4	2x4	8	2	4	2x4	8
	2	4	2x4	8	2	4	2x4	8
<b>V. Ability Enhancement Courses (AEC)</b>	4	2	4x2	8	4	2	4x2	8
<b>VI. Skill Enhancement Courses (SEC)</b>	4	2	4x2	8	4	2	4x2	8
<b>VII. ECA</b>	2	2	2x2	4	2	2	2x2	4
<b>Total credits</b>				192				192

## Proposed CBCS Scheme for Four Years Undergraduate Honours Programme: Option 3

Semester	Discipline I 14 Discipline Specific Core Courses of 6 credits each (DSC), (14x6=84)	Discipline II 8 Discipline Specific Core Courses of 6 credits each (DSC), (8x6=48)	2 Generic & 2 Discipline Specific Electives of 6 credits each (DSE) (2+2)x6=24	2 Languages of 2 Courses each of 4 credits (2+2)x4=16	4 Ability Enhancement Courses of 2 credits each (AEC) (4x2=8)	4 Skill Enhancement Courses of 2 credits each (SEC) (4x2=8)	2 Extra-Curricular Activities of 2 credits each (ECA) (2x2=4)	Credit Hour Load
I	DSC I-1	DSC II-1		L1-1, L2-1	AEC-1	SEC-1		24
II	DSC I-2	DSC II-2		L1-2, L2-2	AEC-2	SEC-2		24
III	DSC I-3,	DSC II-3	GEC-1		AEC-3	SEC-3	ECA-1	24
IV	DSC I-4,	DSC II-4	GEC-2		AEC-4	SEC-4	ECA-2	24
V	DSC I-5, DSC I-6	DSC II-5 DSC II-6/Voc						24
VI	DSC I-7, DSC I-8	DSC II-7 DSC II-8/Voc						24
VII	(DSC I-9, DSC I-10, DSC I-11) / (DSC II-9, DSC II-10, DSC II-11)		DSE-1					24
VIII	(DSC I-12, DSC I-13 & DSC I-14) / (DSC II-12, DSC II-13 & DSC II-14)		DSE-2/Res. Project					24

Details of Courses and Credits Assignments in 4 Years UG Honours Program –

**Option 4: One Major and One Vocational Disciplines/ Subjects**

Subjects	Subjects with Practicals				Subjects without Practicals			
	No. of Courses	Hrs.per wk per course	Credits	Total Credits	No. of Courses	Hrs. per wk per course	Credits	Total Credits
<b>I. Discipline Core Courses (DSC): Theory Practicals/ Tutorial*</b>	14	4	14x4	56	14	5	14x5	70
	14	4	14x2	28	14	2	14x1	14
<b>II. Vocational Core Courses (VCC): Theory Practicals/Tutorial*</b>	8	4	8x4	32	8	5	8x5	40
	8	4	8x2	16	8	2	8x1	8
<b>III. Elective Courses</b> <b>a) Discipline Specific Electives (DSE):Theory Practicals/Tutorial*</b>	2	4	2x4	8	2	5	2x5	10
	2	4	2x2	4	2	2	2x1	2
<b>b) Generic Electives (GEC): Theory Practicals/ Tutorial*</b>	2	4	2x4	8	2	5	2x5	10
	2	4	2x2	4	2	2	2x1	2
<b>IV. Languages</b> L1	2	4	2x4	8	2	4	2x4	8
	L2	2	4	2x4	8	2	4	2x4
<b>V. Ability Enhancement Courses (AEC)</b>	4	2	4x2	8	4	2	4x2	8
<b>VI. Skill Enhancement Courses (SEC)</b>	4	2	4x2	8	4	2	4x2	8
<b>VII. ECA</b>	2	2	2x2	4	2	2	2x2	4
<b>Total credits</b>				192				192

## Proposed CBCS Scheme for 4 Years UG Honours Programme: Option 4

Semester	14 Discipline Specific Core Courses of 6 credits each (DSC), (14x6=84)	8 Vocational Core Courses of 6 credits each (VCC) (8x6=48)	2 Generic & 2 Discipline/ 2 Vocational Electives of 6 credits each (DSE/VEC), (2+2)x6=24	2 Languages of 2 Courses each of 4 credits (2+2)x4=16	4 Ability Enhancement Courses of 2 credits each (AEC) (4x2=8)	4 Skill Enhancement Courses of 2 credits each (SEC) (4x2=8)	2 Extra-Curricular Activities of 2 credits each (ECA) (2x2=4)	Credit Hour Load
I	DSC-1	VCC-1		L1-1, L2-1	AEC-1	SEC-1		24
II	DSC-2	VCC-2		L1-2, L2-2	AEC-2	SEC-2		24
III	DSC-3,	VCC-3	GEC-1		AEC-3	SEC-3	ECA-1	24
IV	DSC-4	VCC-4	GEC-2		AEC-4	SEC-4	ECA-2	24
V	DSC-5, DSC-6	VCC-5 VCC-6						24
VI	DSC-7, DSC-8	VCC-7 VCC-8						24
VII	(DSC-9, DSC-10 & DSC-11) / (VCC-9, VCC-10 & VCC-11)		DSE-1/ VEC-1					24
VIII	(DSC-12, DSC-13 & DSC-14) / (VCC-12, VCC-13 & VCC-14)		DSE-2/ VEC-2					24