

**National Education Policy (NEP) 2020 -
Proposed Curriculum Framework for Four Years
Multidisciplinary Undergraduate Programmes with
Multiple Exit Options: General and Teacher Education**

By

**Task Force Sub-Committee on Curriculum Reform in
Higher Education**

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Submitted to

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Curriculum Framework for Four Years Multidisciplinary Undergraduate Programmes with Multiple Exit Options: General and Teacher Education

1.0 Background

Education plays a significant role in building a nation. There are quite a large number of educational institutions, engaged in imparting education in our country. However, our present education system is churning out youth who have to compete locally, regionally, nationally as well as globally. The 21st Century has opened up many new challenges in the field of Higher Education. The present alarming situation necessitates transformation and/or redesigning of the system, not only by introducing innovations but developing a “learner-centric” approach. But the majority of our higher education institutions have been following the system which obstructs the flexibility for the students to study the subjects/courses of their choice and their mobility to different institutions. Thus, there is a need to allow flexibility in the education system, so that students depending upon their interests can choose inter-disciplinary, intra-disciplinary and skill-based courses. It should be holistic to train the student into a perfect human being and a useful member of society. The aim of higher education is to develop good, well rounded and creative individuals. It has to enable an individual to study one or more specialized areas of interest at a deeper level, while at the same time building character, ethical and constitutional values, intellectual curiosity, spirit of service and capabilities across disciplines including sciences, social sciences, arts, humanities as well as professional, technical and vocational crafts. At the society level higher education must enable development of an enlightened, socially conscious, knowledgeable and skilled nation that can uplift its people and construct and implement solutions to its own problems. It is also to bridge the increasing gap between an undergraduate degree and employability

The New Education Policy (2019) initiated and developed by the Ministry of Human Resource Development (HRD), Govt. of India has been approved by the Central cabinet on 28th July 2020. The New Education Policy (NEP) has brought several reforms in Indian education which also includes broad based multidisciplinary Undergraduate Education with 21st Century skills while developing specialized knowledge with disciplinary rigor. It is to bring equity, efficiency and academic excellence in National Higher Education System. The important ones include innovation and improvement in course- curricula, introduction of paradigm shift in learning and teaching pedagogy, evaluation and education system.

The role of Universities and colleges in the 21st Century extends far beyond traditional knowledge creation and dissemination to encompass new expectations for innovations that will have broader, social and economic benefits. To cater to the needs of students with diverse talents, aspirations and professional requirements, it is necessary to make qualitative changes in its undergraduate and postgraduate programs. In this backdrop, the National Education Policy has recommended a Multi-disciplinary Undergraduate Program with multiple exit and entry options with certificate/Diploma/degrees at each of the exits. A nationwide ecosystem of vibrant multi-disciplinary graded higher educational

institutions (Universities and Colleges) is to be developed. In this context, a liberal approach has to be the basis of undergraduate education in all fields and disciplines at the undergraduate level, including professional education. Undergraduate curriculum needs to be focussed on creativity and innovation, critical thinking and higher order thinking capacities, problem solving abilities, team work, communication skills, more in-depth learning and mastery of curricula across fields

The Karnataka State Higher Education Council proposes to draft the curriculum framework and an implementation plan for the State of Karnataka. It is to suggest and facilitate the implementation of schemes and programs, which improve not only the level of academic excellence but also improve the academic and research environment in the state. The proposed curriculum framework endeavours to empower the students and help them in their pursuit for achieving overall excellence.

The proposed Four-year Multidisciplinary Undergraduate program is a fundamental transformation to the current undergraduate education which replaces the conventional undergraduate programmes of Universities in the State. Outcome Based Education (OBE) practices will be used to design curriculum. It is proposed to develop Graduate Attributes at appropriate level which will act as common denominator for curriculum across universities.

Curriculum shall focus on critical thinking and problem solving. Conscious efforts to develop cognitive and non-cognitive problem-solving skills among the learners shall be part of the curriculum. Use of Bloom's Taxonomy in designing curriculum to move from lower order thinking skills to higher order thinking skills is a desired option. The programmes designed shall empower graduates as expert problem solvers using their disciplinary knowledge and collaborating in multi-disciplinary teams.

2.0. Salient Features of the Proposed Four Years Multidisciplinary Undergraduate Programme with Multiple Entry and Exit Options

- a) The program shall be structured in a semester mode with multiple exit options with Certification, Diploma and Basic Bachelor Degree at the completion of first, second and third years, respectively. The candidate who completes the four years Undergraduate Program, either in one stretch or through multiple exits and re-entries would get a Bachelors degree with Honours.
- b) The four year undergraduate Honours degree holders with research component and a suitable grade are eligible to enter the 'Doctoral (Ph.D.) Program' in a relevant discipline or to enter 'Two Semester Masters Degree programme with project work'.
- c) Candidates who wish to enter the masters/doctoral programme in a discipline other than the major discipline studied at the undergraduate programmes; have to take additional courses in the new discipline to meet the requirement or to make up the gap between the requirement and the courses already studied.
- d) There may be parallel five year integrated Masters Degree programmes with exit options at the completion of third and fourth years, with the undergraduate basic degree and undergraduate Honours degree in a discipline, respectively.

- e) There may also be an integrated doctoral programme with exit options at the end of the fourth and fifth years with the Bachelor degree with Honours and the Masters degree, respectively.
- f) The students who exit with Certification, Diploma and Basic Bachelor Degree shall be eligible to re-enter the Programme at the exit level to complete the programme or to complete the next level. The candidates may have a maximum of two exit options or lateral entries to complete the programme.
- g) The Multidisciplinary Undergraduate Programme may help in the improvement of all the educational outcomes, with a flexible and imaginative curricular approach. The program provides for both breadth and depth in diverse areas of knowledge. A range of courses are offered with rigorous exposure to multiple disciplines and areas, while specializing in one or two areas. The programme fulfils knowledge, vocational, professional and skill requirements along-side humanities and arts, social, physical and life sciences, mathematics, sports etc.
- h) The curriculum combines conceptual knowledge with practical engagement and understanding that has relevant real world application through practical laboratory work, field work, internships, workshops and research projects.
- i) A few courses are common to all students which contribute to the breadth of study and two areas of specialization in disciplinary areas provides for depth of study.
- j) The areas of specialization which the Students are required to choose are either one or two disciplines/subjects or a 'major' (e.g. History or Economics or Philosophy or Physics or Mathematics) and an area of additional discipline called 'minor' (e.g. Music or Sports or Geography). Students gain deep disciplinary knowledge through theory and practical experiences in their area of specialization (major). They gain a reasonable understanding of the area of additional study (minor) that they choose. Students can choose subject combinations across 'streams' (e.g. a student can choose a 'major' in physics and combine it with a 'minor' in history or Music or Sports). One of the disciplines can also be a vocational subject or Teacher Education.
- k) The students may study two disciplines at the same level or breadth up to the sixth semester and choose one of them for study in the fourth year to obtain the Honours degree in that discipline. A student who wishes to get dual degrees may repeat the fourth year of the program in the second discipline.
- l) The students may choose one discipline and vocational subject or Teacher Education for their study in the undergraduate program. This will enable them to get an Honours degree either in the discipline or in the vocational subject/Teacher Education or both, in the discipline and in the vocational subject/Teacher Education.
- m) Skills shall be explicitly integrated, highly visible, taught in context, and have explicit assessment. The skills shall include abilities in language and

communication, working in diverse teams, critical thinking, problem solving, data analysis and life skills.

- n) Students shall be given options to choose courses from a basket of courses which the institution is capable of offering. There shall be no rigidity of combination of subjects.

2.1 Five Alternate options of Study to make the course more broad based:

Option 1	Single Discipline Major along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses including the Extracurricular Activities (Co-curricular and Extension Activities)
Option 2	One Major and one Minor Discipline along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses including the Extracurricular Activities
Option 3	Two Major Disciplines along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses, including the Extracurricular Activities
Option 4	One Major Discipline and One Vocation Discipline along with Languages, Generic Electives, Ability Enhancement and Skill Development and Courses including Extracurricular Activities.
Option 5	One Major Discipline and One Education Discipline along with Languages, Generic Electives, Ability Enhancement and Skill Development Courses including Extracurricular Activities.

2.2 Progressive Certificate, Diploma, Bachelor Degree or Bachelor Degree with Honours provided at the end of each year of Exit of the Four years Undergraduate Programme

Exit with	Credits Requirement*
Certificate at the Successful Completion of First Year (Two Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme	44 - 48
A Diploma at the Successful Completion of the Second Year (Four Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme	88 - 96
Basic Bachelor Degree at the Successful Completion of the Third Year (Six Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme	132 - 144
Bachelor Degree with Honours in a Discipline at the Successful Completion of the Four Years (Eight Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme	176 - 192

*Details of credits are described later in this report

2.3 The Components of Curriculum for Four Years Multidisciplinary Undergraduate Programme: The Category of Courses and Their Descriptions

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 any of 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 Development 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
4	Major Discipline Core Courses	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.
	Major Discipline Elective Courses	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. 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

	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 which are 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/ Internship/ Entrepreneurship	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. Internship/ Entrepreneurship shall be an integral part of the Curriculum
9	Extra Curricular Activities / Co-curricular and 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

The progressive curriculum proposed shall position knowledge and skills required on the continuum of novice problem solvers (at entry level of the program) to expert problem solvers (by the time of graduation):

At the end of first year – Ability to solve well defined problems

At the end of second year – Ability to solve broadly defined problems

At the end of third year – Ability to solve complex problems that are ill-structured requiring multi-disciplinary skills to solve them

During fourth year – Experience of workplace problem solving in the form of internship or Research Experience preparing for higher education or Entrepreneurship Experience

2.4 Proposed Curriculum Framework for Four Years Multidisciplinary Undergraduate Programme

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

The details of Suggestive Curricular and Credits Structures and the Proposed Choice Based Credit System (CBCS) Schemes for all the Five Alternate Options of the Four Year Multidisciplinary Undergraduate Honours Programme and Teacher Education Programmes are given in **Tables 1A, B; 2A, B; 3A, B; 4A, B; 5A, B** and **6A, B** in the **Appendix**. These are suggestive in nature. Each University has complete freedom to suggest their own courses/ papers, except for the core courses, based on their expertise, specialization, requirements, scope and need. The core courses are to be taught uniformly across all universities with minimum deviation as these aim to cover the basics that a student is expected to imbibe in a discipline. It is to ensure that all the institutions follow a minimum curriculum so that each institution adheres to a common minimum standard **which makes credit transfer and mobility of students easier**.

2.5 Pedagogy for Multi-Disciplinary Four Years Undergraduate Program

Effective learning requires appropriate curriculum, an apt pedagogy, continuous formative assessment and adequate student support. The intention is to contextualize curriculum through meaningful pedagogical practices, which determine learning experiences directly influencing learning outcomes. Active, cooperative, collaborative and experiential learning pedagogies are some of the examples. Use of technology in creating learning environment that connects learners with content, peers and instructors all through the learning process respecting the pace of learners is need of the hour

- a. Classroom processes must encourage rigorous thinking, reading and writing, debate, discussion, peer learning and self-learning.
- b. The emphasis is on critical thinking and challenge to current subject orthodoxy and develop 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 and not authorities on knowledge.
- c. Classroom pedagogy should focus on the ‘how’ of things i.e. the application of theory and ideas. All courses including social sciences and humanities should design projects and practicums to enable students get relevant hands-on experiences.
- d. Learning must be situated in the Indian context to ensure that there is no sense of alienation from their context, country and culture.
- e. Classroom processes must address issues of inclusion and diversity since students are likely to be from diverse cultural, linguistic, socio-economic and intellectual backgrounds.
- f. Cooperative and peer-supported activities must be part of empowering students to take charge of their own learning.
- g. Faculty will have the freedom to identify and use the pedagogical approach that is best suited to a particular course and student.
- h. Pedagogies like PBL (Problem / Project Based Learning), Service Learning be brought into practice as part of curriculum. Experiential learning in the form of internship with a specified number of credits is to be made mandatory.

3. Teacher Education Programme

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- i) Pre-service teacher education must be situated within the multi-disciplinary institutions.
- ii) The four-year stage-specific subject-specific teacher education programme post Class 12 will be the minimal degree qualification to become a teacher.

3.1 Approach to Four Years Undergraduate Teacher Education Programme

i) Structure and Eligibility

- a) The four-year integrated teacher education programme will provide for school subjects (e.g. language, mathematics) and educational stage (e.g. early childhood, secondary) specialization.
- b) The entry criteria shall be completion of Class 12 or equivalent.

ii) Teacher education as an integral part of higher education

- a) The isolation of teacher education institutions from both higher education and school education has been inimical to the profession.
- b) Both teacher educators and student teachers would benefit from being an integral part of the larger academic system of higher education.

iii) Equivalence

- a. The Teacher Education programme shall be equivalent to any other multidisciplinary undergraduate degree programme.
- b. In case the student teacher opts to enter a master's programme or for any other purpose where an undergraduate degree is a requirement, this will serve the purpose.
- c. Mobility across programmes and institutions will be assured by equivalence through a credit-based system.

iv) Multi-disciplinary higher education institutions

- b. This programme will be offered only by multidisciplinary higher education institutions.
- c. Good teacher education requires expertise across all areas connected to education - specialists in early childhood education, understanding and pedagogy of school subjects, assessment, curriculum and material development, school leadership and management along with psychology, philosophy, sociology and history of education.
- d. Institutions that can provide for faculty across disciplines and offer different programmes besides teacher education are best suited to run teacher preparation programmes.

v) Direct and continuous connection with schools

- a) Each higher education institution offering this programme will have a network of schools to work with to ensure a strong theory-practice connects.
- b) The association between the schools and the higher education institution could be beneficial to both - opportunities for student teachers to observe and practice, collaborative research, sharing the higher education institution library and offering teachers short courses of interest

3.2 Curricular and Pedagogical Principles of Four Years Undergraduate Teacher Education Programme

1. Teacher education curriculum must provide for rigorous theoretical understanding of educational perspectives, subject and pedagogy along with a strong theory-practice connect.
2. Student teachers must engage deeply with ideas in education - its history, aims, connect with society and its ethical moorings. They need to have an appreciation of issues around child development and the social context of learning in addition to conceptual understanding of the subject and learning how to teach.
3. The curriculum must ensure that every student teacher develops command over content and understanding of curriculum and pedagogy of one school subject area. That will involve nature of knowledge in that subject area, ways of student learning particular to a school stage, effective classroom practices and assessment practices within the social context.
4. The curriculum must have cohesiveness and connections within and across courses and between theory and practice. For example, pedagogy courses must build on perspectives discussed in the foundational courses, while practicum within theory courses must strengthen understanding of theoretical perspectives.
5. Theory must be meaningfully integrated with continuous guided, graded practice. Teaching can never be a mere application of theories generated from different disciplines. An effective teacher is able to make educational judgments based on the perspectives gained through engagement with disciplines. For a novice teacher, educational judgment also develops through guided practice and the ability to critically reflect on her own practice and that of others.
6. Our diversity brings learners from different contexts and with different abilities into classrooms. The curriculum must enable student teachers to see this diversity as a strength, learn curricular and pedagogical approaches that reach every student and address multiple learning needs/levels thus creating an inclusive classroom environment. All student teachers must learn how to identify and support children with disability and other learning difficulties.
7. Pedagogy should be based on a combination of peer-facilitated, expert-led, and self-learning processes. Conceptual understanding, collaboration and creativity must be emphasized both in the teacher education classroom and in the school classroom where student teachers practice.

8. Assessment literacy is critical - projects, rubrics, portfolios, concept maps and mock classroom observations will replace or significantly supplement written tests, so that continuous assessment of higher order objectives will become the norm.
9. Education is a public service contributing to the well-being of individuals. The practice of education involves qualities of open mindedness, empathy, care, humility, patience, respect and a love of learning. The transaction of the curriculum must enable student teachers to create spaces for reflective dialogue so that they can examine their own belief systems and learn to work collaboratively in diverse groups.

3.3 Exit Options of Four Years Undergraduate Teacher Education Programme

1. Students will be required to declare education as their major at the end of the second year (after Semester 4).
2. They will be required to choose education-related courses in the first two years (first four semesters) as a requirement to declare education as a major. This is to ensure their interest and commitment to pursuing teaching as a career.
3. When declaring education as major, students will be required to declare their specialization - subject as well as the school stage.
4. In the first two years, students will get an exposure to various courses in their chosen stream (sciences, humanities, social sciences) through a choice-based credit system.
5. If students want to exit early, they can exit with either Certificate, Diploma or Degree

Equivalence between the Multidisciplinary and Teacher Education Curriculum

Exit with	Credits Requirement – Multidisciplinary Education	Credits Requirement – Teacher Education
Certificate at the Successful Completion of First Year /Two Semesters of the Four Years Undergraduate Degree Programme	44 - 48	44 - 48
Diploma at the Successful Completion of the Second Year / Four Semesters of the Four Years Undergraduate Degree Programme	88 - 96	88 - 96
Basic Bachelor Degree at the Successful Completion of the Third Year / Six Semesters of the Four Years Undergraduate Degree Programme	132 - 144	132 - 144
Bachelor Degree with Honours in a Discipline / Education at the Successful Completion of the Four Years / Eight Semesters of the Four Years Undergraduate Degree Programme	188 - 192	188 - 192

3.4 Components of Curriculum for Four Years Undergraduate Teacher Education Programme: Specialization in a School Subject and a School Stage

	<u>Area</u>	<u>Key Components</u>	<u>Key Areas of Focus</u>
1	Language, and Professional Capacities, and Dispositions	Language and Communication Critical reading and writing Classroom research and data analysis Arts & Aesthetics, Sensitivity to others Working in teams, Ethical compass	Structured opportunities for observation, inquiry, dialogue, reading, writing, collaborative working and self-reflection
2	Understanding of Discipline/ Subject Core Courses	Specialization in one of the Subjects: Mathematics/Science (Physics, Chemistry, Botany, Zoology) Social Sciences (History, Economics, Political Science, Geography) Languages	Engagement with a chosen subject. The core courses provide fundamental knowledge and expertise with a strong scientific, technical and academic acumen. Elective courses provide more depth advanced knowledge in a discipline
3	Foundations of Education	Philosophy, Psychology, Sociology, History and Political Economy of Education, Policy Perspectives Curriculum Studies	Engagement with educational perspectives which are connected to reality through practicum and school experiences
4	Pedagogy of Subject	Nature of subject, Aims and objectives of learning subject Curriculum Pedagogy Assessment Material Development	Understanding how school subjects translate into classroom teaching and learning Analysis of school curricula, syllabi and textbooks Classroom Planning & transaction, Material development, Assessment
5	School Experience	Regular school practicum & Short school practice connected to specific courses Long school internship - immersion in all aspects of school life	Observation and participation in school and classroom processes Guided Teaching Team Teaching Independent Teaching
6	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.	To provide research competencies at UG level. It enables to acquire special/ advanced knowledge. Candidates shall carry out project work on their own with an advisory support by a faculty member to produce dissertation/project report.
7	Extra Curricular Activities (Co-curricular and Extension Activities)	Help in character building, spiritual and physical growth, and 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

3.5 Proposed Curriculum Framework for Four Years Undergraduate Teacher Education Programme: Specialization in a School Subject and a School Stage

Year	Objective	Nature of Courses	Outcome	Credits Load
1st year – 1 st & 2 nd Semesters	Understanding and Exploration	1. Discipline core courses 2. Language and Communication 3. Critical reading & writing 4. Ability Enhancement Compulsory Courses 5. Skill Enhancement/ Development Courses	Understanding of Discipline Language Competency & Communicative abilities Gaining perspective of context Generic skills/Understanding India Basic skills sets to pursue any vocation	44 - 48
Exit option with Certification				44 - 48
2 nd Year - 3 rd & 4 th Semesters	Focus and Immersion	1. Discipline Core Courses 2. Foundation of Education 3. Weekly School Practicum 4. Skill development course 5. Extra Curricular Activities	Understanding of disciplines Gaining Perspective of Education and Practicum Experiential Learning Skill Sets to pursue Vocation Dev. of Various Domains of Mind and Personality	44- 48
Exit Option with Diploma				88 - 96
3 rd Year - 5 th & 6 th Semesters	Real time Learning	1. Discipline Core and Elective Courses 2. Pedagogy of Subject 3. Short School Practice 4. Arts & Aesthetics, and Arts in Education 5. Field based Learning/ Research Project	In depth learning of discipline, Understand how school subjects translate into classroom teaching & learning Experiential learning Structured Opportunities Research Orientation	44 - 48
Exit Option with Bachelor Degree in Education				132-144
4 th Year - 7 th & 8 th Semesters	Deeper Concentration	1. Policy perspectives and Curriculum Studies 2. Teaching Subjects 3. Classroom Research & data analysis, and Journals, Portfolios 4. Long school internship- immersion in all aspects of School life OR Discipline Core and Elective courses Research/Project Work with Dissertation	Gaining Policy perspectives and school experiences Classroom transaction and material development Developing Research competencies Observation & participation in school processes - Guided, team & independent teaching OR Deeper and Advanced Learning of Major Discipline Developing Research competencies	44 - 48
Bachelor Degree with Honours in Education or in a Discipline				176-192

3.6 Components of Curriculum for Four Years Undergraduate Teacher

Education Programme: Specialization: Subject - Literature (English); Stage - Early Childhood Education (Preschool to Grade 2)

	<u>Area</u>	<u>Key Components</u>	<u>Key Areas of Focus</u>
1	Language, and Professional Capacities and Dispositions	Language and Communication Critical Reading and Writing Understanding India Arts and Aesthetics, Arts in Education Classroom Research and Data Analysis, Journals, Portfolios	Structured opportunities for observation, inquiry, dialogue, reading, writing, collaborative working and self-reflection
2	Understanding of Subject / Discipline Core Courses	Specialization in Literature (English): Forms of Literature, Colonial and Post-colonial Literature in India. Indian Literature in English and in Translation, Gender, caste and class in Indian literature. Children's Literature. Literary theory. Classical and Modern Poetry in India. Classical and Modern Drama. Language and the Media. Language Multilingualism and power	Engagement with a chosen subject. The core courses provide fundamental knowledge and expertise with a strong scientific, technical and academic acumen. Elective courses provide more depth advanced knowledge in a discipline
3	Foundations of Education	The Nature and Purpose of Education Language in Education, School & Society. Human Development Teaching & Learning Policy Perspectives. Curriculum Studies.	Engagement with educational perspectives which are connected to reality through practicum and school experiences
	Pedagogy of Subject	Introduction to Curriculum, Pedagogy & Assessment in early education. Methods & materials for early education. Development of language, literacy and mathematical concepts in children. Planning & organizing an early education programme. Working with children with disabilities, parents and community	Understanding how school subjects translate into classroom teaching and learning Analysis of school curricula, syllabi and textbooks Classroom Planning & transaction, Material development, Assessment
	School Experience	Weekly Preschool & Early Primary School practicum connected to specific courses. Short Preschool and Early Primary School practice. Long Preschool & Early Primary School Internship and Immersion in all aspects of school life	Observation and participation in school and classroom processes Guided Teaching Team Teaching Independent Teaching
	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.	To provide research competencies which enable to acquire special/ advanced knowledge? Candidates shall carry out project work with an advisory support by a faculty to produce dissertation/ project report.
8	Extra Curricular Activities	Help in character building, spiritual and physical growth, and 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

3.7 Proposed Curriculum Framework for Four Years Undergraduate Teacher Education

Programme: Specialization: Subject - Literature (English); Stage- Early Childhood Education (Preschool to Grade 2)

Year	Objective	Nature of Courses	Outcome	Credits Load
1 st year – 1 st & 2 nd Semesters	Understanding and Exploration	1. Discipline core courses 2. Language and Communication 3. Critical reading & writing 4. Ability Enhancement Compulsory Courses 5. Skill Enhancement/ Development Courses	Understanding of Discipline Language Competency & Communicative abilities Gaining perspective of context Generic skills/Understanding Basic skills sets to pursue any vocation	44 - 48
Exit Option with Certification				44 - 48
2 nd Year - 3 rd & 4 th Semesters	Focus and Immersion	1. Discipline Core Courses 2. Foundation of Education 3. Weekly Preschool/ Early Primary School Practicum 4. Extra Curricular Activities	Understanding of disciplines Gaining Perspective of Education & Practicum Experiential learning Facilitate development of domains of mind & personality	44 - 48
Exit Option with Diploma				88 - 96
3 rd Year - 5 th & 6 th Semesters	Real time Learning	1. Discipline Core and Elective Courses 2. Pedagogy of Subject 3. Short Preschool & Early Primary School Practice 4. Arts & Aesthetics, and Arts in Education 5. Field based Learning	In depth learning of discipline, Understand how school subjects translate into classroom teaching & learning Experiential learning Structured Opportunities Research Orientation	44 - 48
Exit Option with Bachelor Degree				132-144
4 th Year - 7 th & 8 th Semesters	Deeper Concentration	1. Policy perspectives and Curriculum Studies 2. Planning and organizing Early Education Program. Working with Stakeholders 3. Classroom Research & data analysis, and Journals & Portfolios 4. Long school internship-immersion in all aspects of School life OR Discipline Core and Elective courses, and Research/Project Work with Dissertation	Gaining Policy perspectives and school experiences Classroom transaction and material development Developing Research competencies Observation & participation in school processes - Guided, team & independent teaching OR Deeper and Advanced Learning of the Discipline. Developing Research competencies	44 - 48
Bachelor Degree with Honours in Education or in a Discipline				176-192

The details of Suggestive Curricular and Credits Structures for the Four Years Multidisciplinary Undergraduate Honours and Teacher Education Programmes for different options are given in **Tables 1A,B; 2A,B; 3A,B; 4A,B; 5A,B and 6A,B** in the **Appendix**.

4. Assessment and Evaluation Guidelines

Assessment is an integral part of the teaching learning process. A multidisciplinary program requires a multidimensional assessment to measure the effectiveness of the diverse courses. The assessment process acts as an indicator to both faculty and students to improve continuously. The following are the guidelines for effective assessment of the program:

- a. Student assessment should be as comprehensive as possible and provide meaningful and constructive feedback to faculty and student about the teaching-learning process.
- b. Assessment tasks need to evaluate the capacity to analyze and synthesize new information and concepts rather than simply recall information previously presented.
- c. The process of assessment should be carried on in a manner that encourages better student participation and rigorous study.
- d. Assessment should be a combination of continuous formative evaluation and an end-point summative evaluation, each could have a maximum of 50% weightage.
- e. A range of tools and processes for assessment should be used (e.g. open book tests, portfolios, case study/assignments, seminars/presentations, field work, projects, dissertations, peer and self-assessment) in addition to the standard paper-pencil test. The teachers concerned shall conduct test / seminar / case study, etc. The students should be informed about the modalities well in advance. The evaluated courses / assignments shall be immediately provided to the students.
- f. Paper-pencil tests should be designed rigorously using a range of tools and processes (e.g. constructed response, open ended items, multiple-choice with more than one correct answer). Faculty may provide options for a student to improve his / her performance in the continuous assessment mode.
- g. Continuous/ Internal assessment marks shall be shown separately. A candidate who has failed or wants to improve the result, shall retain the IA marks, provides he/she fulfils the minimum requirements.

5. Choice Based Credit System (CBCS) Structure

The Four Year Multidisciplinary Undergraduate Program follows the choice based credit system (CBCS), which is in practice globally in all the Universities and Colleges at present. CBCS is an internationally acknowledged system, not only offers opportunities and avenues to learn core subjects but also explore additional avenues of learning beyond the core subjects for holistic development of an individual.

The choice based credit system has been adopted to make undergraduate education 'student centric' rather than 'system centric' or 'teacher centric'. It is to create a holistic curriculum. Thus, in addition to dedicated focus on a discipline through core papers,

elective papers have been added which will give students the freedom to choose the allied/applied/broad areas of their discipline and also the areas of other disciplines of their interest. Further, aligning with the vision of the Government, special emphasis has been given to ability enhancement and skill development courses. Students will have complete freedom to choose these courses from a pool.

As per the choice based credit system, 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, etc. In the proposed programmes, the credits shall be based on the number of instructional hours per week, generally 1 credit per hour of instruction in theory and 1 credit for 2 hours of practical or project work or internship per week. All courses that include Language, Ability Enhancement, Core and Elective courses in Major and Minor Specialization, Research based learning, Project/ Practical/ Internships are assigned credits. Based on these, an average of around 24 credits per semester and a total of around 192 credits per under-graduate honors degree programme are assigned.

5.1 Implementation of Choice Based Credit System (CBCS):

- i). The **Choice Based Credit System (CBCS)** shall be followed in all the Universities/ Institutions and the stakeholders follow common minimum curriculum and syllabi of the core papers as suggested by the GEC/ NHERC. The allowed deviation from the syllabi shall be as stipulated by these agencies and SHERC.
- ii). 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.
- iii). Number of Core papers for all Universities has to be same for both UG and PG courses to enable credits transfer and mobility.
- iv). 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 parent university (degree awarding university/institute) or not.
- v). Ability Enhancement (AE) Courses be divided into two categories:
 - a) AE Compulsory Courses (AEC): The universities may have common curriculum for these papers. There may be one paper each at least in the 1st two semester's 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 the universities may frame some papers, in addition to the list suggested by GEC/ NHERC.
- vi). An undergraduate degree with Honors 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 Electives, Generic Electives, Minor Discipline and

Vocational Courses, 2 Language Courses, 2 Ability Enhancement Courses (AEC), a minimum of 2 Skill Enhancement Courses (SEC) and 2 Extra Curricular Activities (ECA), ensuring that the total credits earned is not less than 184 credits.

- vii). 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 in the Appendix in these regulations.
- viii). 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 84 credits in the concerned discipline at the undergraduate level may be deemed sufficient to satisfy such a requirement for admission to the Masters/ Technical/ Professional Programme.

5.2 Classification of Successful Candidates:

The declaration of result is based on the Semester Grade Point Average (SGPA) earned towards the end of each semester or the Cumulative Grade Point Average (CGPA) earned towards the end of all the eight semesters of the programme and the corresponding overall alpha-sign grades.

An alpha-sign grade, the eight point grading system, as described below may be adopted. If some candidates exit at the completion of first, second or third year of the programme with Certificate, Diploma or the Basic Degree, respectively, then the results at the end of second, fourth or sixth semesters shall also be classified on the basis of the CGPA obtained in the two, four or six semesters, respectively.

Table A: Final Result / Grades Description:

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)

The Semester Grade Point Average (SGPA) in a Semester and the CGPA at the end of each year may be calculated as follows:

5.3 Calculation of Semester Grade Point Average (SGPA):

The Grade Points (GP) in a course shall be assigned on the basis of marks scored in that course as per the Table II. Any fraction of mark in the borderline less than 0.50 be ignored in assigning GP and the fractions of 0.50 or more be rounded off to the next integers. The Credit Points (CP) shall then be calculated as the product of the grade points earned and the credits for the course. The total CP for a semester is the sum of CP of all the courses of the semester. The SGPA for a semester is computed by dividing the total CP of all the courses by the total credits of the semester. It is illustrated below with typical examples.

Table B: Conversion of Percentage of Marks into Grade Points in a Course/Paper

% Marks in a paper/practical	Grade Point (GP)	% Marks in a paper/practical	Grade Point (GP)
98-100	10	63-67	6.5
93-97	9.5	58-62	6.0
88-92	9.0	53-57	5.5
83-87	8.5	48-52	5.0
78-82	8.0	43-47	4.5
73-77	7.5	40-42	4.0
68-72	7.0	Below 40	0

An Illustration of Calculation of Semester Grade Point Average (GPA): I Semester (Typical)

Papers	C1	C2	C3	C4	C5	C6	Total
Max. Marks	150	150	100	100	50	50	600
Marks Obtained	115	111	62	78	32	34	432
% Marks Obtained	77	74	62	78	64	68	72.0
Grade Points Earned (G)	7.5	7.5	6.0	8.0	6.5	7.0	-
Credits for the Course (C)	6	6	4	4	2	2	24
Credit Points, CP (G x C)	45.0	45.0	24.0	32.0	13.0	14.0	173.0

Semester Aggregate Marks : $432 / 600 = 72.0\%$

Classification of Result : **First Class Distinction**

SGPA = Total CP / Total Credits = $173.0 / 24 = 7.21$

Semester Alpha Sign Grade: **A**

5.4 Calculation of Cumulative Grade Point Average (CGPA):

The Cumulative Grade Point Average (CGPA) at the end of the second, fourth, sixth and eighth semesters shall be calculated as the weighted average of the semester grade point averages (SGPA) of two, four, six and eight semesters, respectively. The CGPA is obtained by dividing the total of semester credit weightages by the maximum credits for the programme.

i) Calculation of Cumulative Grade Point Average (CGPA) for Certification:

Illustration I

Semester	I	II	Total
Total Marks per Semester	600	600	1200
Total Marks Secured	432	481	913
Semester Alpha Sign Grade	A	A+	-
Semester GPA	7.21	8.02	-
Semester Credits (C)	24	24	48
Semester Credit Points (CP)	173.0	192.5	365.5

Aggregate Percentage of Marks = $913 / 1200 = 76.08\%$

Classification of Result: ***First Class Distinction***

Cumulative Grade Point Average (CGPA) = Total of Semester CP / Total Credits
for the program = $365.5 / 48 = 7.61$

Program Alpha Sign Grade: **A**

ii) Calculation of Cumulative Grade Point Average (CGPA) for the Diploma:

Illustration II

Semester	I	II	III	IV	Total
Total Marks per Semester	600	600	600	600	2400
Total Marks Secured	432	481	498	513	1924
Semester Alpha Sign Grade	A	A+	A+	A+	-
Semester GPA	7.21	8.02	8.30	8.55	-
Semester Credits (C)	24	24	24	24	96
Semester Credit Points (CP)	173.0	192.5	199.2	205.2	769.9

Aggregate Percentage of Marks = $1924 / 2400 = 80.17\%$

Classification of Result: ***First Class Exemplary***

Cumulative Grade Point Average (CGPA) = Total of Semester CP / Total Credits
for the program = $769.9 / 96 = 8.02$

Program Alpha Sign Grade: **A+**

**iii) Calculation of Cumulative Grade Point Average (CGPA) for the Bachelor Degree:
Illustration III**

Semester	I	II	III	IV	V	VI	Total
Total Marks per Semester	600	600	600	600	600	600	3600
Total Marks Secured	432	481	498	513	490	499	2913
Semester Alpha Sign Grade	A	A+	A+	A+	A+	A+	-
Semester GPA	7.21	8.02	8.30	8.55	8.17	8.32	-
Semester Credits (C)	24	24	24	24	24	24	144
Semester Credit Points (CP)	173.0	192.5	199.2	205.2	196.1	199.7	1165.7

Aggregate Percentage of Marks = $2913 / 3600 = 80.92\%$

Classification of Result: ***First Class Exemplary***

Cumulative Grade Point Average (CGPA) = Total of Semester CP / Total Credits
for the program = $1165.7 / 144 = 8.10$

Program Alpha Sign Grade: **A+**

**iv) Calculation of Cumulative Grade Point Average (CGPA) for the Bachelor Degree with
Honours: Illustration IV**

Semester	I	II	III	IV	V	VI	VII	VIII	Total
Total Marks per Semester	600	600	600	600	600	600	600	600	4800
Total Marks Secured	432	481	498	513	490	499	467	506	3886
Semester Alpha Sign Grade	A	A+	A+	A+	A+	A+	A	A+	-
Semester GPA	7.21	8.02	8.30	8.55	8.17	8.32	7.78	8.43	-
Semester Credits (C)	24	24	24	24	24	24	24	24	192
Semester Credit Points (CP)	173.0	192.5	199.2	205.2	196.1	199.7	186.7	202.3	1554.7

Aggregate Percentage of Marks = $3886 / 4800 = 80.96\%$

Classification of Result: ***First Class Exemplary***

Cumulative Grade Point Average (CGPA) = Total of Semester CP /
Total Credits for the program = $1554.7 / 192 = 8.10$

Program Alpha Sign Grade: **A+**

These are the sample illustrations of computing semester grade point averages (SGPA) and cumulative grade point averages (CGPA) and the Alpha – sign grades assigned.

6. Results based on cumulative grade point averages (CGPA)

i) Minimum for a Pass

- A candidate shall be declared to have passed the program if he/she secures at least 40% of marks or a CGPA of 4.0 (Course Alpha-Sign Grade P) in the aggregate of both internal assessment and semester end examination marks put together in each unit such as theory papers / practical's / field work / internship / project work / dissertation / viva-voce, provided the candidate has secured at least 40% of marks in the semester end examinations in each unit.
- The candidates who pass all the semester examinations in the first attempts are eligible for ranks provided they secure at least CGPA of 6.01 (Alpha-Sign Grade B⁺)
- The results of the candidates who have passed the last semester examination but not passed the lower semester examinations shall be declared as NCL (Not Completed the Lower Semester Examinations). Such candidates shall be eligible for the degree only after completion of all the lower semester examinations.
- A candidate who passes the semester examinations in parts is eligible for only Class, CGPA and Alpha-Sign Grade but not for ranking.
- There shall be no minimum in respect of internal assessment.
- A candidate who fails in any of the units such as theory papers/ practical's/ field work/ project work/ dissertation/ viva-voce, shall reappear in that unit and pass the examination subsequently.

ii) Carry Over Provision

The candidates who fail in lower semester examinations may go to the higher semesters and take the lower semester examinations.

iii) Improvement of Results

- A candidate who has passed in all the papers of a semester may be permitted to improve the result by reappearing for the whole examination of that semester.
- The reappearance may be permitted during the period N+2 years (where N refers to duration of the program) without restricting it to the subsequent examination only.
- The student may be permitted to apply for improvement examination 45 days in advance of the pertinent semester examination whenever held.
- If a candidate passes in all the subjects in reappearance, higher of the two aggregate marks secured by the candidate shall be awarded for that semester. In case the candidate fails in the reappearance, candidate shall retain the earlier result.
- A candidate who has appeared for improvement examination is eligible for class only and not for ranking.
- Internal assessment (IA) marks shall be shown separately. A candidate who wants to improve the result or who, having failed, takes the examination again or who has appeared for improvement shall retain the IA marks already obtained.
- A candidate who fails in any of the semester examinations may be permitted to take the examinations again at a subsequent appearance as per the syllabus and scheme of examination in vogue at the time the candidate took the examination for the first time. This facility shall be limited to the following two years.

APPENDIX

Table 1A. Suggestive Curricular and Credits Structure for the Four Years Multidisciplinary Undergraduate Honours Programme - **Option 1:** Single Major Discipline and Other Courses

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

*wherever there is a practical there will be no tutorial and vice-versa

Table 1B. Proposed CBCS Scheme for the Four Years Multidisciplinary Undergraduate Honours Programme - **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

**The University should evolve a system/policy about ECA/ General Interest/ Hobby/ Sports/ NCC/ NSS etc.

Table 2A. Suggestive Curricular and Credits Structure for the Four Years Multidisciplinary Undergraduate Honours Programme - Option 2: One Major and One Minor Disciplines

Subjects	Subjects with Practical's				Subjects without Practical's			
	No. of Courses	Hrs. per wk per course	Credits	Total Credits	No. of Courses	Hrs. per wk per course	Credits	Total Credits
I. Major Discipline Core Courses (DSC): Theory Practicals/ Tutorial*	14	4	14x4	56	14	5	14x5	70
	14	4	14x2	28	14	2	14x1	14
II. Elective Courses								
a) Discipline Specific Electives (DSE):Theory Practicals/Tutorial*	4	4	4x4	16	4	5	4x5	20
	4	4	4x2	8	4	2	4x1	4
b) Generic Electives (GEC): Theory Practicals/ Tutorial*	2	4	2x4	8	2	5	2x5	10
	2	4	2x2	4	2	2	2x1	2
III. Minor Discipline Courses (MDC):Theory Practicals/Tutorial*	6	4	6x4	24	6	5	6x5	30
	6	4	6x2	12	6	2	6x1	6
IV. Languages L1	2	4	2x4	8	2	4	2x4	8
	L2	2	2x4	8	2	4	2x4	8
V. Ability Enhancement Courses (AEC)	4	2	4x2	8	4	2	4x2	8
VI. Skill Enhancement Courses (SEC)	4	2	4x2	8	4	2	4x2	8
VII. Extra Curricular Activities (ECA)**	2	2	2x2	4	2	2	2x2	4
Total credits				192				192

*wherever there is a practical there will be no tutorial and vice-versa

**The University should evolve a system/policy about ECA/ General Interest/ Hobby/ Sports/ NCC/ NSS etc.

Table 2B. Proposed CBCS Scheme for the Four 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 (ECA) (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

Table 3A. Suggestive Curricular and Credits Structure for the Four Years Multidisciplinary Undergraduate Honours Programme - **Option 3: Dual Degrees in Two Disciplines**

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
I. Discipline I/II Core Courses (DSC): Theory Practicals/ Tutorial*	14	4	14x4	56	14	5	14x5	70
	14	4	14x2	28	14	2	14x1	14
II. Discipline II/I Core Courses (DSC):Theory Practicals/Tutorial*	8	4	8x4	32	8	5	8x5	40
	8	4	8x2	16	8	2	8x1	8
III. Elective Courses								
a) Discipline Specific Electives (DSE):Theory Practicals/Tutorial*	2	4	2x4	8	2	5	2x5	10
	2	4	2x2	4	2	2	2x1	2
b) Generic Electives (GEC): Theory Practicals/ Tutorial*	2	4	2x4	8	2	5	2x5	10
	2	4	2x2	4	2	2	2x1	2
IV. Languages L1	2	4	2x4	8	2	4	2x4	8
	L2	2	4	2x4	8	2	4	2x4
V. Ability Enhancement Courses (AEC)	4	2	4x2	8	4	2	4x2	8
VI. Skill Enhancement Courses (SEC)	4	2	4x2	8	4	2	4x2	8
VII. Extra Curricular Activities (ECA)**	2	2	2x2	4	2	2	2x2	4
Total credits				192				192

*wherever there is a practical there will be no tutorial and vice-versa

**The University should evolve a system/policy about ECA/ General Interest/ Hobby/ Sports/ NCC/ NSS etc.

Table 3B. Proposed CBCS Scheme for the Four Years UG 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

Table 4A. Suggestive Curricular and Credits Structure for the Four Years Multidisciplinary Undergraduate Honours Programme- **Option 4: One Major and One Vocational Discipline**

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
I. Discipline Core Courses (DSC): Theory Practicals/ Tutorial*	14	4	14x4	56	14	5	14x5	70
	14	4	14x2	28	14	2	14x1	14
II. Vocational Core Courses (VCC): Theory Practicals/Tutorial*	8	4	8x4	32	8	5	8x5	40
	8	4	8x2	16	8	2	8x1	8
III. Elective Courses								
a) Discipline Specific Electives (DSE):Theory Practicals/Tutorial*	2	4	2x4	8	2	5	2x5	10
	2	4	2x2	4	2	2	2x1	2
b) Generic Electives (GEC): Theory Practicals/ Tutorial*	2	4	2x4	8	2	5	2x5	10
	2	4	2x2	4	2	2	2x1	2
IV. Languages L1	2	4	2x4	8	2	4	2x4	8
	L2	2	2x4	8	2	4	2x4	8
V. Ability Enhancement Courses (AEC)	4	2	4x2	8	4	2	4x2	8
VI. Skill Enhancement Courses (SEC)	4	2	4x2	8	4	2	4x2	8
VII. Extra Curricular Activities (ECA)**	2	2	2x2	4	2	2	2x2	4
Total credits				192				192

*wherever there is a practical, there will be no tutorial and vice-versa

**The University should evolve a system/policy about ECA/ General Interest/ Hobby/ Sports/ NCC/ NSS etc.

Table 4B. Proposed CBCS Scheme for the Four Years UG Honours Programme: **Option 4**

Sem ester	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

Table 5A. Suggestive Curricular and Credits Structure for the Four Years Multidisciplinary Undergraduate Honours Programme - **Option 5: Teacher Education - Structure 1:** *Specialization: Subject- Physics; Stage- Secondary:*

Area	Understanding of Subject	Professional Capacities and Dispositions	Foundations of Education	Pedagogy of Subject	School Experience
Sem. 1	Physics-1 (4) Physics-2 (4) Physics Practicals-1(2) Mathematics-1 for Physics (2)	Language & Communication-1 (4) Critical Reading & Writing-1 (4) Understanding India-1 (4)			
Sem. 2	Physics-3 (4) Physics-4 (4) Physics Practicals-2(2) Mathematics-2 for Physics (2)	Language & Communication-2 (4) Critical Reading & Writing-2 (4) Understanding India-2 (4)			
Sem. 3	Physics-5 (4) Physics-6 (4) Physics Practicals-3(2)	Arts and Aesthetics (2) ECA-1(2)	Nature and Purpose of Education (4) School and Society (4)		Weekly School Practicum connected to specific courses (2)
Sem. 4	Physics-7 (4) Physics-8(4) Physics Practicals-4 (2)	Arts in Education (2) ECA-1 (2)	Human Development Teaching (4) Language in Education (4)		Weekly School Practicum connected to specific courses (2)
Sem. 5	Physics-9 (4) Physics-10(4) Physics Practicals-5 (2) Biology for Physics (4)			Introduction to Curriculum, Pedagogy and Assessment (4) Teaching Upper Primary Mathematics (2)	Short School Practice (4)
Sem. 6	Physics-11 (4) Physics-12 (4) Physics Practicals-6 (2) Data and Computation(4)			Teaching Upper Primary Science(2) Building Experiments and Demonstrations (4)	Short School Practice (4)

Sem. 7		Classroom Research & Data Analysis (4)	Policy Perspectives (4) Elective-1(2)	Teaching Physics (4)	Long school internship-Immersion in all aspects of school life (10)
Sem. 8		Journals, Portfolios (4)	Curriculum Studies (4) Elective-2(2)	Teaching Chemistry (4)	Long school internship (10)
The fourth year courses may also be in a Discipline instead of Education					
Sem. 7	Discipline Core and Elective Courses (24)				
Sem. 8	Discipline Core and Elective Courses (24))				

*The numbers in parentheses indicate credits assigned to the courses

Table 5B: The spread of credits for each area of the curriculum and for each year

Year/Area	Discipline	Elective	Professional capacities and dispositions	Foundations of Education	Pedagogy of Subject	School Experience	Total credits per year	Cumulative credits	
Year 1	20	4	24				48	48	
Year 2	20		8	16		4	48	96	
Year 3	24	4			12	8	48	144	
The fourth year may be with courses in Education or in a Discipline									
Year 4 with Education		4	8	8	8	20	48	192	
Cumulative credits	64	12	40	24	20	32	192	192	
	Education: 76								
OR									
Year 4 with a Discipline	48						48	192	
Cumulative credits	112	8	32	16	12	12	192	192	
	Education: 40								

Table 6A. Suggestive Curricular and Credits Structure for the Four Years Multidisciplinary Undergraduate Honours Programme - **Option 5: Teacher Education - Structure 2:**
Stage- Early Childhood Education (Preschool to Grade 2): Specialization: Subject - Literature (English);

Area	Understanding of Subject	Professional Capacities & Dispositions	Foundations of Education	Pedagogy of Subject	School Experience
Sem. 1	Forms of Literature. (8) Classical poetry in India & across the world (4) Classical drama in India & across the world (4)	Language & Communication-1 (4) Critical Reading & Writing-1 (4) Understanding India-1 (4)			
Sem. 2	Literary theory (4) Colonial literature in India (4) Indian literature in English (4)	Language & Communication-2 (4) Critical Reading & Writing-2 (4) Understanding India-2 (4)			
Sem. 3	Indian literature in translation (4) Modern poetry in India & across the world (4)	Arts and Aesthetics (2) ECA-1(2)	The Nature and Purpose of Education (4) School and Society (4)		Weekly Preschool and Early Primary School Practicum connected to specific courses (2)
Sem. 4	Modern drama in India & across the world (4) Language and the Media (4)	Arts in Education (2) ECA-1 (2)	Human Development Teaching and Learning (4) Language in Education(4)		Weekly Preschool and Early Primary School Practicum connected to specific courses (2)
Sem. 5	Postcolonial literature in India (6) Language, multilingualism and power (6)			Introduction to Curriculum, Pedagogy and Assessment in early education (4) Methods and materials for early education (4)	Short Preschool and Early Primary School Practice (4)

Sem. 6	Gender, caste and class in Indian literature (4) Children's Literature (4) Miscellaneous Literature (4)			Dev. of language and literacy in children (4) Development of Mathematical concepts in children (4)	Short Preschool and Early Primary School Practice (4)
Sem. 7		Classroom Research & Data Analysis (2)	Policy Perspectives (4) Elective-1(2)	Planning & organizing an early education program (2), Working with children with disabilities (4)	Long preschool and Early primary internship - Immersion in all aspects of school life (10)
Sem. 8		Journals, Portfolios (4)	Curriculum Studies (4) Elective-2(2)	Working with parents and community (4)	Long preschool and Early primary internship (10)
The fourth year courses may also be in a Discipline instead of Education					
Sem. 7	Discipline Core and Elective Courses (24)				
Sem. 8	Discipline Core and Elective Courses (24))				

*The numbers in parentheses indicate credits assigned to the courses

Table 6B: The spread of credits for each area of the curriculum and for each year.

Year/Area	Discipline	Elective	Professional capacities and dispositions	Foundations of Education	Pedagogy of Subject	School Experience	Total credits per year	Cumulative credits
Year 1	20	4	24				48	48
Year 2	20		8	16		4	48	96
Year 3	24				16	8	48	144
The fourth year may be with courses in Education or in a Discipline								
Year 4 with Education		4	6	8	10	20	48	192
Cumulative credits	64	12	38	24	26	32	192	192
	Education: 82							
OR								
Year 4 with a Discipline	48						48	192
Cumulative credits	112	8	32	16	12	12	192	192
	Education: 40							

Table 7A. Comparison of Curricular and Credits Structure of the Four Years Undergraduate Teacher Education Programme (**Structure 1: Specialization: Subject- Physics; Stage- Secondary**) with the Multidisciplinary Undergraduate Programme

Area	Multidisciplinary Education: UG Honours Degree in a Discipline /Subject	Teacher Education - Secondary Stage: UG Honours Degree in Education or in a Discipline / Subject
Major Discipline	84	64
Minor Discipline, Generic, Discipline Specific and Vocational Electives	72	12
Languages	16	
Education	NA	72
Ability Enhancement Compulsory /Foundation Courses	8	NA
Skill Enhancement	8	NA
Extra-curricular Activities	4	4
Professional Dispositions	NA	40
Total	192	192

Table 7A. Comparison of Curricular and Credits Structure of the Four Years Undergraduate Teacher Education Programme (**Structure 2: Stage- Early Childhood Education (Preschool to Grade 2): Specialization: Subject - Literature (English)**) with the Multidisciplinary Undergraduate Programme.

Area	Multidisciplinary Education: UG Honours Degree in a Discipline /Subject	Teacher Education Curriculum – Specialization in Language, Early Childhood Stage
Major Discipline	84	64
Minor Discipline, Generic, Discipline Specific and Vocational Electives	72	12
Languages	16	
Education	NA	74
Ability Enhancement Compulsory / Foundation Courses	8	NA
Skill Enhancement	8	NA
Extra-curricular Activities	4	4
Professional Dispositions	NA	38
Total	192	192