# Banasthali Vidyapith
## Department of Education

Minutes of the meeting of the Board of Studies in Education, held on December 27, 2018 at 3:00 PM in the Meeting Room of Department of Education.

### Members Present

| | | | |
|---|---|---|---|
| 1. | Dr. Ajay Surana | : | Convener |
| 2. | Prof. Kavita Mittal | : | Internal Member |
| 3. | Dr. Mahesh Kumar Gangal | : | Internal Member |
| 4. | Dr. Meena Sirola | : | Internal Member |
| 5. | Dr. Murlidhar Mishra | : | Internal Member |
| 6. | Ms. Neeti Trivedi | : | Internal Member |
| 7. | Ms. Preetam Pyari | : | Internal Member |
| 8. | Dr. Raj Kumar Tripathi | : | Internal Member |
| 9. | Dr. Sapna Sharma | : | Internal Member |
| 10. | Dr. Sapna Verma | : | Internal Member |
| 11. | Prof. Vandana Goswami | : | Internal Member |
| 12. | Dr. Vinita Singh Gopalkrishnan | : | Internal Member |
| 13. | Prof. R. P. Pathak | : | External Member |

External Member Prof. K. C. Vashistha and Internal Member Dr. Shilpi Purohit, Dr. Jyoti Kumari and Dr. Mallika Shekhar couldn't attend the meeting.

The convener of Board of Studies for Education, Dr. Ajay Surana, Head, Department of Education, Banasthali Vidyapith welcomed the members, followed with the proceedings of the agenda.

1. The board confirmed the minutes of the last meeting held on 4th May, 2017.

2. The board reviewed the existing panel of examiners and suggested to update the address and contact numbers of the existing examiners for each subject at every level of examination keeping in view the by-law of the Vidyapith (15.03.02). In view of the above-updated panel is sent to the examination and secrecy section.

3. The board reviewed the Study/Curricula, Scheme of Examination and proposed revisions in various courses of study as follows:

**3.1 B.Sc. B.Ed. / B.A. B.Ed. Examinations 2019-23:**

| | | |
|---|---|---|
| i. | First Semester Examination, December, 2019 | No Change |
| ii. | Second Semester Examination, April/May, 2020 | No Change |
| iii. | Third Semester Examination, December, 2020 | No Change |
| iv. | Fourth Semester Examination, April/May, 2021 | Minor Change [a] |
| v. | Fifth Semester Examination, December, 2021 | Change [a, b,c,d,e,g] |
| vi. | Sixth Semester Examination, April/May, 2022 | Change [a,b,d,e,g] |

| vii. | Seventh Semester Examination, December, 2022 | Change $^{a,c,d,f,g,h,i,j}$ |
|------|-----------------------------------------------|-----------------------------|
| viii. | Eighth Semester Examination, April/May, 2023 | Change $^{k}$ |

The Board reviewed the objectives, syllabi and learning outcomes of the **B.Sc. B.Ed.** and **B.A. B.Ed.** programmes **2019-23** (related to course code 'EDU'). Detail of the changes is given as follows:

**(a)** Minor revision in the syllabus of *Pedagogy of Mathematics* (EDU 428) and *Pedagogy of Hindi (*EDU 425) was proposed. Board discussed the revision proposed and agreed upon the suggested syllabus. Board recommended implementing the proposed revision of the **VII Semester Examination, December, 2022.**

Minor re-organization in the syllabus of *Creating an Inclusive School* (EDU 402) and *Understanding Disciplines and Subjects* (EDU 508) *were* proposed. Board discussed the proposed revision and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **V / VI Semester examination**.

Minor re-organization in the syllabus of *Knowledge and Curriculum (*EDU 413) was proposed. Board discussed the proposed revision and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **IV Semester examination April/ May, 2021**.

**(b)** Inclusion of **Vocational Course** in V and VI semesters of **B.Sc. B.Ed.** and **B.A. B.Ed.** programmes were proposed as per the Undergraduate Programmes policy of Vidyapith. Inclusion of two courses with nomenclature 1. Computer Assisted Learning & Teaching, 2. Emerging Technologies for Learning & Teaching in the list of vocational course was proposed for undergraduate level. Board discussed the proposal in the context of the practical nature of the courses and agreed upon suggested inclusion. Board also recommended inclusion and implementing the proposed vocational courses in the syllabus of **V** and **VI semesters of Undergraduate Programmes from July 2019**.

**(c)** In **B.Sc. B.Ed. and B.A. B.Ed.** Programmes, the shifting of course *Assessment for Learning* (EDU 502) was proposed from the syllabus of V semester to VII semester. Board discussed and agreed in view of balancing of total credit per semester. Board also recommended implementing the proposed revision in the syllabus of **VII Semester, December, 2022**.

**(d)** Re-organisation of elective courses under *Pedagogical Subjects* and *Optional Courses* was proposed as **Discipline Elective Courses** with sub-headings – 1) Main Pedagogy, 2) Subsidiary Pedagogy, 3) Enhancing Professional Capacity and 4) Focal area courses.

The courses **Main Pedagogy-I, Main Pedagogy-II and Subsidiary Pedagogy** (excluding main pedagogy) were proposed under discipline elective in Semester VII, December 2022.

Board discussed and agreed upon suggested changes. Board also recommended implementing the proposed revision in the syllabus of **V Semester, December 2021, VI Semester, April/May, 2022** and **VII Semester, December, 2022**.

**(e)** Under **Discipline Elective (Focal Area)** six courses were proposed for inclusion, 1. Language across the Curriculum, 2. Understanding Disciplines and Subjects, 3. Gender, School and Society, 4. Creating an Inclusive School, 5. Educational Guidance and Counseling, 6. Educational Technology. Board discussed and agreed in the view of the rising demand for elective courses. Under the Discipline Elective (Focal area), the selection of one course each for **Semester V** and **VI** was proposed. Board also recommended implementing the proposed revision in the syllabus of **V Semester, December 2021, VI Semester, April/May, 2022**.

**(f)** Introduction of an **Open Elective Course** in semester VII was proposed. The student may opt any one course with not more than 4 credits as an open elective in semester VII. Board discussed and agreed in the view of rising demand for open elective courses. Board also recommended implementing the proposed revision in the syllabus of **VII Semester, December, 2022**.

**(g)** In **B.Sc. B.Ed.** and **B.A. B.Ed.** Programmes, reorganization by merging of courses *Reading & Reflection on Texts Lab* (EDU 448L) and *Reading & Reflection on Texts* (EDU 448) in the syllabus of 'Enhancing Professional Capacity EPC' course was proposed as **Discipline Elective (Enhancing Professional Capacity)**. It was also proposed to include two other courses in the list of Discipline Elective (Enhancing Professional Capacity) *1) Aesthetic Appreciation through Art & Drama, 2) Understanding the Self and Yoga.* Board discussed the revision proposed in the context of the practical nature of the courses and agreed with suggested changes. Board also recommended implementing the proposed revision in the syllabus of **2019-23**.

**(h)** Detailed syllabus of the pedagogical courses was proposed for 4 year B.A. B.Ed. and B.Sc. B.Ed. programmes. Board discussed the syllabi of three courses 1.*Pedagogy of Physics* 2. *Pedagogy of Computer Science* 3. *Pedagogy of Drawing and Painting* and agreed upon the suggested syllabus. Board recommended implementing the proposed revision of the **VII Semester Examination, December, 2022.**

**(i)** As some optional courses were not selected by the students, these courses were proposed to be removed. Board discussed the revision proposed and agreed upon the removal of the courses 1. *Disaster Management Education* (EDU 404) 2. *Environmental Education* (EDU 407) 3. *Women Education* (EDU 449) 4. *Pedagogy of Textile* (EDU 434) 5. *Pedagogy of Theatre* (EDU 435), 6. *Pedagogy of Commerce* (EDU 418), 7. *Pedagogy of German* (EDU 424), 8. *Pedagogy of Physical Education* (EDU 430). Board also recommended implementing the proposed revision in the syllabus of **VII Semester Examination, December, 2022.**

**(j)** *Critical Understanding of ICT Lab* (EDU 403L) and *Critical Understanding of ICT* (EDU 403), as these courses existed in the list of vocational course (which is compulsory for Under Graduate programmes), were proposed to be removed. Board discussed the revision proposed and agreed upon the removal of the 1. *Critical Understanding of ICT*

*Lab* (EDU 403L) and 2. *Critical Understanding of ICT* (EDU 403). Board also recommended implementing the proposed revision in the syllabus of **VII Semester Examination, December, 2021.**

**(k)** Board proposed following **Reading Electives** in the curricula:

  i.   Disaster Management Education
  ii.  Women Education
  iii. Peace Education

Board discussed and agreed upon the suggested inclusion of reading electives. Board recommended implementing the proposed reading electives in **VIII Semester, April/May, 2023.** Programme specific outcomes and the list of disciplinary courses of the **B.A. B.Ed.** and **B.Sc. B.Ed.** programme **2019-23** is attached and marked as **Annexure-I** and **Annexure II.**

The revised syllabus, learning outcomes, list of suggested books and e-resources of the **B.A. B.Ed. and B.Sc. B.Ed.** programme **2019-23** is attached and marked as **Annexure-III and Annexure IV.**

**3.2. B.Ed. Examinations 2019-21:**

| i.   | First Semester Examination, December, 2019 | Change $^{a, b, c, d, e, f}$ |
|------|---------------------------------------------|------------------------------|
| ii.  | Second Semester Examination, April/May, 2020 | Minor Change $^{a, b, g}$ |
| iii. | Third Semester Examination, December, 2020 | Change$^{g, h}$ |
| iv.  | Fourth Semester Examination, April/May, 2021 | Change$^{1}$ |

The Board reviewed the objectives, syllabi and learning outcomes of the **B.Ed.** programme. Detail of the changes is given as follows:

**(a)** In **B.Ed.** programme, re-organization in the syllabus of 'Enhancing Professional Capacity EPC' courses i.e. merging of 1) *Critical Understanding of ICT Lab* (EDU 403L) and *Critical Understanding of ICT* (EDU 403) in I Semester Examination, December, 2019 and 2) *Reading & Reflection on Texts Lab* (EDU 448L) and *Reading & Reflection on Texts* (EDU 448) in II Semester Examination, April, 2020 were proposed. Board discussed the re-organization proposed and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **I and II Semester examinations, 2019-20.**

**(b)** Re-organisation of elective courses under *Pedagogical subjects* and *Optional Courses* was proposed as **Discipline Elective Courses** with sub-headings – 1) Main Pedagogy, 2) Subsidiary Pedagogy. The courses **Main Pedagogy-I, Main Pedagogy-II and Subsidiary Pedagogy** were proposed under discipline elective in Semester I and Semester II. Board discussed and agreed in the view of the rising demand for elective courses. Board also recommended implementing the proposed revision in the syllabus of **I Semester examinations, December 2019** and **II Semester examinations, April/May, 2020**.

**(c)** Minor revision in the syllabus of *Pedagogy of Mathematics* (EDU 428), *Pedagogy of Hindi (*EDU 425) was proposed. Board discussed the revision proposed and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **I Semester examination December, 2019**.

**(d)** Inclusion of more pedagogical courses was proposed. Demand for more courses of pedagogy justified the inclusion of these courses. Board discussed the syllabi of three courses 1. *Pedagogy of Physics* (EDU 431) 2. *Pedagogy of Computer Science* (EDU 419) 3. *Pedagogy of Drawing and Painting* (EDU 420) and agreed upon the suggested inclusion of these courses in the syllabus. Board recommended implementing the proposed revision of the syllabus of **I Semester Examination, December, 2019.**

**(e)** As some courses were not selected by the students for the last 3 years, these courses were proposed to be removed. Board discussed the revision proposed and agreed upon the removal of the courses 1. *Disaster Management Education* (EDU 404) 2. *Environmental Education* (EDU 407) 3. *Women Education* (EDU 449) 4. *Pedagogy of Textile* (EDU 434) 5. *Pedagogy of Theatre* (EDU 435) 6. *Pedagogy of German* (EDU 424), 7. *Pedagogy of Physical Education* (EDU 430). Board also recommended implementing the proposed revision in the syllabus of **I Semester Examination, December, 2019**.

**(f)** An alternative online course 'Communication Technologies in Education' (offered by SWAYAM) for existing course namely '*Critical Understanding of ICT* (EDU 403L) under Enhancing Professional Capacity EPC' course was proposed. Board discussed the introduction of the aforesaid alternative online course and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **I Semester examinations, 2019-20.   (Annexure-V)**

| S. No | Course Name | Proposed Alternative On-line Course | URL link |
|---|---|---|---|
| **B.Ed. I Semester** | | | |
| 1. | EDU 403L: Critical Understanding of ICT Lab | Communication Technologies in Education | https://swayam.gov.in/courses/3897-communication-technologies-in-education |

**(g)** Minor re-organization in the syllabus of *Creating an Inclusive School* (EDU 402), *Knowledge and Curriculum (*EDU 413) was proposed. Board discussed the revision proposed and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **II Semester examination April, 2020**.

Minor re-organization in the syllabus of *Understanding Discipline and Subjects* (EDU 508) was proposed. Board discussed the revision proposed and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **III Semester examination December, 2020.**

**(h)** In **B.Ed.** programmes, revision in the syllabus of 'Enhancing Professional Capacity EPC' courses i.e. merging of 1.*Aesthetic Appreciation through Art and Drama Lab* (EDU 501L) and *Aesthetic Appreciation through Art and Drama* (EDU 501) in III Semester Examination, December, 2019, 2. *Understanding the Self and Yoga Lab (*EDU 509L) and

*Understanding the Self and Yoga Lab* (EDU 509) in III Semester Examination, December, 2019 were proposed. Board discussed the revision proposed and due to emphasis on practical nature of the course that the theory should be along with the lab work, the board agreed upon the suggested merging of the syllabus. Board also recommended implementing the proposed revision in the syllabus of **III Semester December, 2020.**

(i) Board proposed following **Reading Electives** in the curricula:
- Disaster Management Education
- Women Education
- Environmental Education

Board discussed with and agreed upon the suggested inclusion of Reading Electives. Board recommended implementing the proposed reading electives in the syllabus of **IV Semester, April/May, 2021.**

Programme specific outcomes and the list of courses of the B.Ed. programme is attached and marked as **Annexure-VI**

The revised syllabus, learning outcomes, list of suggested books and e-resources of the B.Ed. programme is attached and marked as **Annexure-VII**.

### 3.3 M.Ed. Examinations 2019-21:

| | | |
|---|---|---|
| i. | First Semester Examination, December, 2019 | Minor Change [a,b] |
| ii. | Second Semester Examination, April/May, 2020 | Minor Change [a,b,c] |
| iii. | Third Semester Examination, December, 2020 | Change [a,b,d,e] |
| iv. | Fourth Semester Examination, April/May, 2021 | Change [a,d,e,f] |

The Board reviewed the objectives, syllabi and learning outcomes of the M.Ed. programme 2019-21. Detail of the changes is given as follows:

**(a)** In M.Ed. programme, re-organization in the syllabus was proposed in the view of total credit scores of a PG course. All the core and discipline elective theoretical **courses of 6 credit points were proposed to be of 5 credit points** each, due to the purpose of consistency with the Vidyapith policy of total semester credit. Board discussed the re-organization proposed and agreed upon the suggestion. Board also recommended implementing the proposed revision in the **syllabus of 2019-21**.

**(b)** In M.Ed. programme, re-organization in the syllabus was proposed in the view of total credits in PG course. Proposal of shifting the course *Historical, Political and Economic Foundations of Education* (EDU 714) to II Semester from I Semester, *Sociological Foundations of Education* (EDU 618) to I Semester from II Semester and Curriculum *Studies* (EDU 703) to II Semester from III Semester was discussed. Board discussed with respect to total semester credits and organisation of the courses and agreed upon the suggested changes. Board also recommended implementing the proposed revision in the **syllabus of I, II and III Semester, 2019-20.**

**(c)** In M.Ed. programme, Removal of lab course, *Education as an Area of Study* (EDU 603) was proposed. Due to the nature of content as self-study, this course content is re-organized as reading elective course. Board discussed and agreed upon the suggested change. Board also recommended implementing the proposed removal of this course in the syllabus of **II Semester Examination, April/May, 2020**.

**(d)** Re-organisation of elective courses under Specialized Area – Courses I, II and IIIA, B was proposed as **Discipline Elective Courses**. These courses were proposed under discipline elective in Semester III and Semester IV. Board discussed and agreed upon the suggested change. Board also recommended implementing the proposed revision in the syllabus of **2019-21**.

**(e)** Board has proposed following reading electives in the curricula:
  i. Conceptual Basis of Education
  ii. Education as Interdisciplinary knowledge
  iii. Socio-Cultural Context of Education
  iv. Supportive Mechanism of Education
  v. School Context
  vi. Peace Education
  vii. Value Education
  viii. Human Right Education
  ix. Action Research for Teachers (SWAYAM Online Course)  **(Annexure-V)**

| S. No | Course Name | Proposed Alternative On-line Course | URL link |
|---|---|---|---|
| **M.Ed. III Semester** | | | |
| 1. | Reading Elective | Action Research for Teachers | https://swayam.gov.in/courses/5886-action-research-for-teachers |

**(f)** Introduction of an **Open Elective Course** in semester VII was proposed. The student may opt any one course with not more than 5 credits as an open elective in semester VII. Board discussed and agreed in the view of rising demand for open elective courses. Board also recommended implementing the proposed revision in the syllabus of **VII Semester, December, 2022**.

Board recommended implementing the proposed reading elective one each in **III Semester Examination, July/December, 2021 and IV Semester Examination, April/May, 2020.**

Programme specific outcomes and the list of courses of the M.Ed. programme is attached and marked as **Annexure-VIII**.

The revised syllabus, learning outcomes, list of suggested books and e-resources of the M.Ed. programme is attached and marked as **Annexure-IX.**

4. The Board reviewed the admission criteria of B.A. B.Ed. and B.Sc. B.Ed. Four Year Integrated programme. Change in Subject Combination of 'B.A. B.Ed., B.Sc. B.Ed. Four Year Integrated course' was proposed. With respect to the selection of three academic subjects options, a variety of subject combinations are available to the students of these programmes. Board discussed the applicability of subjects in school

education and feasibility of time table along with the popularity of combinations. Board discussed the combination of subjects proposed and agreed upon the suggestion. Board also recommended implementing the proposed revision **in the admission process from session July 2019-20 Annexure-X.**

5.  The board proposed to start Three Years Integrated B.Ed. M.Ed. Programme as per regulation of NCTE 2014 from session 2020-21. Board discussed its feasibility and recommended to initiate its approval process from the session 2020-21. Board also recommended and ascertained the immediate need for applying to NCTE in this connection.

6.  The board proposed to increase the existing intake in Four Year Integrated programme B.A. B.Ed. and B.Sc. B.Ed., from 2 to 4 units (that will be from 100 to 200 seats). Board discussed its feasibility and recommended to increase the intake (seats) from the session 2020-21 subject to the approval of NCTE. Board also recommended and ascertained the immediate need for applying to NCTE in this connection.

7.  Keeping in view the observation of the Vice-Chancellor, the board critically examined the question papers of periodical test and annual examination of B.Ed. & M.Ed., 2016-17 in Education. It was noted that the question papers were well framed and quality of question papers mentioned was of satisfactory level for both internal as well as external examinations except paper in B.Ed. (EDU 444) and M.Ed. (EDU 606). It was observed that most of the questions were of the understanding level. The board recommended to include at least one to two application based questions in question papers. It was also found that some of the language translation of the question were transcribed which needed to be rectified.

**Name of Programme: Bachelor of Arts and Bachelor of Education (2019-23)**

**Programme Educational Objectives**

Department of Education aims to develop human resource in terms of effective School Teachers, Educational Researchers, Teacher Educators and Educational Leaders so as to achieve the excellence in teaching, research and innovation with Indian ethos.

Teacher Education program at Banasthali Vidyapith intends to develop knowledge of Teaching Learning Process, competencies to transfer the knowledge, development of skills, organization and management of school system as well as to develop subject content and curriculum and maintain professional ethics and attitude towards Teaching as a 'noble profession'.

Department of Education purports to provide comprehensive inputs which are aimed;

* To study the education as a discipline.
* To prepare competent and enlightened teachers for different levels of education in India.
* To develop responsive, reflective and responsible teachers, educational administrators, researchers and academicians who will be able to work in collaboration with parents and community.
* To develop an understanding of focal concerns of education such as language diversity, inclusive education, gender-neutral attitude and education for sustainable development and global citizenship.
* To prepare teachers having an understanding of interact and instruct in class in the context of school organization and school education system at local and global level.
* Develop a sensitivity and appreciation amongst professionals about the larger societal context in which school education operates, the linkages, mutual pressure and influences of other sub systems.
* To provide a deep understanding of educational research and be competent to carry out independent need based quality field researches.
* To create digital competency amongst professionals in order to enhance their teaching, research, innovation and administration.
* To prepare effective teachers by integrating the academic studies with professional understanding, competencies and reflective visions.
* To nurture a temperament in the professionals to work toward self-driven performance goals, entrepreneurship and academic leadership for a noble mission 'Teaching'.

* To increase the sensitivity of professional ethics, code of conduct, social cultural values, human dignity and humanness.

**Program Outcomes**

Program Outcomes of Four Year Integrated B.A. B.Ed. Program.

PO-1 **Knowledge Integration:** Student- teacher will be able to integrate theoretical and ractical knowledge of their respective subject in classroom practice.

PO-2 **Curriculum and Planning:** Student- teacher will be able to apply their knowledge of core content and pedagogy to set goals and objectives for learning based on Curriculum, and design instruction that engages students in meaningful learning activities

PO-3 **Learner and Learning Environment:** Student- teacher will be able to appreciate the diversity of learners and create appropriate learning environment to assure a focus on learning of all students.

PO-4 **Teaching-Learning Strategies:** Student- teacher will be able to deliver meaningful learning experiences for all students by integrating their knowledge and applying a variety of communication, instructional, and assessment strategies in their teaching.

PO-5 **Professional Development for Self-Renewal:** Student- teacher will be able to demonstrate their commitment for continuous self-improvement by engaging in professional development activities and collaborative and reflective practices to improve teaching and learning that contribute to the revitalization of the teaching profession.

PO-6 **Professional Responsibilities for Schools:** Student- teacher will be able to demonstrate leadership qualities by participating in the curriculum initiatives, student support and school management systems.

PO-7 **Professional Responsibilities for Community:** Student- teacher will be able to demonstrate their associations with school, family and community to foster student and community progression.

PO-8 **ICT integration:** Student- teacher will be able to integrate ICT in teaching-learning and assessment process to enrich professional practice.

PO-9 **Culturally Responsive Teaching Practice:** Student- teacher will be able to engage in value based and culturally responsive teaching practices.

PO-10 **Effective Communication:** Student- teacher will be able to use effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.

PO-11 **Professional Dispositions:** Student- teacher will be able to demonstrate professional ethics and responsibilities as an educational practitioner.

PO-12 **Life-long Learning:** Student- teacher will be able to recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of knowledge explosion and technological change.

**Programme Scheme:**
**Semester: I**

| Existing | | | | | | Proposed | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Course Code | Course Name | L | T | P | C | Course Code | Course Name | L | T | P | C |
| EDU 401 | Childhood and Growing Up | 5 | 0 | 0 | 5 | EDU 401 | Childhood and Growing Up | 5 | 0 | 0 | 5 |

**Semester: II**

| Existing | | | | | | Proposed | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Course Code | Course Name | L | T | P | C | Course Code | Course Name | L | T | P | C |
| EDU 415 | Learning and Teaching | 5 | 0 | 0 | 5 | EDU 415 | Learning and Teaching | 5 | 0 | 0 | 5 |

**Semester: III**

| Existing | | | | | | Proposed | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Course Code | Course Name | L | T | P | C | Course Code | Course Name | L | T | P | C |
| EDU 503 | Contemporary Indian Education | 5 | 0 | 0 | 5 | EDU 503 | Contemporary Indian Education | 5 | 0 | 0 | 5 |

**Semester: IV**

| Existing | | | | | | Proposed | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Course Code | Course Name | L | T | P | C | Course Code | Course Name | L | T | P | C |
| EDU 413 | Knowledge and Curriculum | 5 | 0 | 0 | 5 | EDU 413 | Knowledge and Curriculum | 5 | 0 | 0 | 5 |

**Semester: V**

| Existing | | | | | | Proposed | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Course Code** | **Course Name** | **L** | **T** | **P** | **C** | **Course Code** | **Course Name** | **L** | **T** | **P** | **C** |
| EDU 502 | Assessment for Learning | 5 | 0 | 0 | 5 | | Vocational Course I | 1 | 0 | 2 | 2 |
| EDU 414 | Language across the | 4 | 0 | 0 | 4 | | Discipline Elective (Focal area) - I | 4 | 0 | 0 | 4 |

**Semester: VI**

| Existing | | | | | | Proposed | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Course Code** | **Course Name** | **L** | **T** | **P** | **C** | **Course Code** | **Course Name** | **L** | **T** | **P** | **C** |
| EDU 402 | Creating an Inclusive School | 4 | 0 | 0 | 4 | | Vocational Course II | 1 | 0 | 2 | 2 |
| EDU 448 | Reading and Reflecting on Texts | 1 | 0 | 0 | 1 | | Discipline Elective (Focal area) - II | 4 | 0 | 0 | 4 |
| EDU 448 L | Reading and Reflecting on Texts Lab | 0 | 0 | 4 | 2 | | | | | | |

**Semester: VII**

| Existing | | | | | | Proposed | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Course Code** | **Course Name** | **L** | **T** | **P** | **C** | **Course Code** | **Course Name** | **L** | **T** | **P** | **C** |
| | Pedagogical Subject 1 – Course – I | 4 | 0 | 0 | 4 | EDU 502 | Assessment for Learning | 5 | 0 | 0 | 5 |
| | Pedagogical Subject 2 – Course – II | 4 | 0 | 0 | 4 | | Discipline Elective (Main Pedagogy)-I | 4 | 0 | 0 | 4 |
| | Optional Course | 4 | 0 | 0 | 4 | | Discipline Elective (Main Pedagogy)-II | 4 | 0 | 0 | 4 |
| EDU 403 | Critical Understanding of ICT | 1 | 0 | 0 | 1 | | Discipline Elective (Subsidiary Pedagogy) | 4 | 0 | 0 | 4 |
| EDU 403 L | Critical Understanding of ICT Lab | 0 | 0 | 4 | 2 | | Open Elective | 0 | 0 | 6 | 3 |
| EDU 508 | Understanding Disciplines and Subjects | 4 | 0 | 0 | 4 | | Internship-I :Teaching Practice | 0 | 0 | 24 | 12 |
| EDU 408 L | Internship-I: Teaching Practice | 0 | 0 | 28 | 14 | | **Semester Wise Total:** | **17** | **0** | **30** | **32** |
| | Total | 17 | 0 | 32 | 33 | | | | | | |

**Semester: VIII**

| Existing | | | | | | Course Code | Course Name | L | T | P | C |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Course Code | Course Name | L | T | P | C | | Internship-IIA : School Internship | 0 | 0 | 38 | 19 |
| EDU 506P | Internship II : School Internship | 0 | 0 | 40 | 20 | | Internship-IIB: Field based Research Project | 0 | 0 | 10 | 5 |
| EDU 505 L | Internship II : Field based Research Project | 0 | 0 | 10 | 5 | | Reading Elective | 0 | 0 | 0 | 2 |
| | Total | 0 | 0 | 50 | 25 | | Semester Wise Total: | 0 | 0 | 48 | 26 |

# Existing

## LIST OF COURSES

| Course Code | | OPTIONAL COURSE | L | T | P | C |
|---|---|---|---|---|---|---|
| EDU | 404 | Disaster Management Education | 4 | 0 | 0 | 4 |
| EDU | 405 | Educational Guidance and Counseling | 4 | 0 | 0 | 4 |
| EDU | 406 | Educational Technology | 4 | 0 | 0 | 4 |
| EDU | 407 | Environmental Education | 4 | 0 | 0 | 4 |
| EDU | 418 | Pedagogy of – Commerce | 4 | 0 | 0 | 4 |
| EDU | 419 | Pedagogy of – Computer Science | 4 | 0 | 0 | 4 |
| EDU | 420 | Pedagogy of – Drawing and Painting | 4 | 0 | 0 | 4 |
| EDU | 421 | Pedagogy of – Economics | 4 | 0 | 0 | 4 |
| EDU | 422 | Pedagogy of – English | 4 | 0 | 0 | 4 |
| EDU | 423 | Pedagogy of – Geography | 4 | 0 | 0 | 4 |
| EDU | 424 | Pedagogy of – German | 4 | 0 | 0 | 4 |
| EDU | 425 | Pedagogy of – Hindi | 4 | 0 | 0 | 4 |
| EDU | 426 | Pedagogy of – History | 4 | 0 | 0 | 4 |
| EDU | 427 | Pedagogy of – Home Science | 4 | 0 | 0 | 4 |
| EDU | 428 | Pedagogy of – Mathematics | 4 | 0 | 0 | 4 |
| EDU | 429 | Pedagogy of – Music | 4 | 0 | 0 | 4 |
| EDU | 430 | Pedagogy of – Physical Education | 4 | 0 | 0 | 4 |
| EDU | 432 | Pedagogy of – Political Science | 4 | 0 | 0 | 4 |
| EDU | 433 | Pedagogy of – Sanskrit | 4 | 0 | 0 | 4 |
| EDU | 449 | Women Education | 4 | 0 | 0 | 4 |

| PEDAGOGICAL SUBJECT – COURSE – I & II | | | | | | |
|---|---|---|---|---|---|---|
| EDU | 436 | Pedagogy of English – I | 4 | 0 | 0 | 4 |
| EDU | 437 | Pedagogy of English – II | 4 | 0 | 0 | 4 |
| EDU | 440 | Pedagogy of Hindi – I | 4 | 0 | 0 | 4 |
| EDU | 441 | Pedagogy of Hindi – II | 4 | 0 | 0 | 4 |
| EDU | 442 | Pedagogy of Mathematics – I | 4 | 0 | 0 | 4 |
| EDU | 443 | Pedagogy of Mathematics – II | 4 | 0 | 0 | 4 |
| EDU | 444 | Pedagogy of Sanskrit – I | 4 | 0 | 0 | 4 |
| EDU | 445 | Pedagogy of Sanskrit – II | 4 | 0 | 0 | 4 |
| EDU | 446 | Pedagogy of Social Science – I | 4 | 0 | 0 | 4 |
| EDU | 447 | Pedagogy of Social Science – II | 4 | 0 | 0 | 4 |

 L=Lecture     T=Tutorial     P=Practical   C=Credit
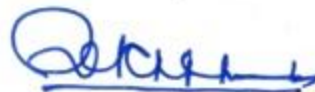
**Proposed**

| | List of Discipline Elective | | | | |
|---|---|---|---|---|---|
| **Course Code** | **Main Pedagogy** | **L** | **T** | **P** | **C** |
| | Pedagogy of English – I | 4 | 0 | 0 | 4 |
| | Pedagogy of English – II | 4 | 0 | 0 | 4 |
| | Pedagogy of Hindi – I | 4 | 0 | 0 | 4 |
| | Pedagogy of Hindi – II | 4 | 0 | 0 | 4 |
| | Pedagogy of Mathematics – I | 4 | 0 | 0 | 4 |
| | Pedagogy of Mathematics – II | 4 | 0 | 0 | 4 |
| | Pedagogy of Sanskrit – I | 4 | 0 | 0 | 4 |
| | Pedagogy of Sanskrit – II | 4 | 0 | 0 | 4 |
| | Pedagogy of Social Science – I | 4 | 0 | 0 | 4 |
| | Pedagogy of Social Science – II | 4 | 0 | 0 | 4 |
| **Course Code** | **Subsidiary Pedagogy** | | | | |
| | Pedagogy of Computer Science | 4 | 0 | 0 | 4 |
| | Pedagogy of Drawing and Painting | 4 | 0 | 0 | 4 |
| | Pedagogy of  Economics | 4 | 0 | 0 | 4 |
| | Pedagogy of English | 4 | 0 | 0 | 4 |
| | Pedagogy of  Geography | 4 | 0 | 0 | 4 |
| | Pedagogy of  Hindi | 4 | 0 | 0 | 4 |

| Course Code | | L | T | P | C |
|---|---|---|---|---|---|
| | Pedagogy of History | 4 | 0 | 0 | 4 |
| | Pedagogy of Home Science | 4 | 0 | 0 | 4 |
| | Pedagogy of Mathematics | 4 | 0 | 0 | 4 |
| | Pedagogy of Music | 4 | 0 | 0 | 4 |
| | Pedagogy of Political Science | 4 | 0 | 0 | 4 |
| | Pedagogy of Sanskrit | 4 | 0 | 0 | 4 |
| **Course Code** | **Enhancing Professional Capacity** | | | | |
| | Reading and Reflecting on Texts | 0 | 0 | 6 | 3 |
| | Aesthetic Appreciation through Art & Drama | 0 | 0 | 6 | 3 |
| | Understanding the Self & Yoga | 0 | 0 | 6 | 3 |
| **Course Code** | **Focal area** | | | | |
| | Language across the Curriculum | 4 | 0 | 0 | 4 |
| | Understanding Disciplines and Subjects | 4 | 0 | 0 | 4 |
| | Gender, School and Society | 4 | 0 | 0 | 4 |
| | Creating an Inclusive School | 4 | 0 | 0 | 4 |
| | Educational Guidance and Counseling | 4 | 0 | 0 | 4 |
| | Educational Technology | 4 | 0 | 0 | 4 |

| | **List of Reading Elective** | | | | |
|---|---|---|---|---|---|
| **Course Code** | **Course Name** | **L** | **T** | **P** | **C** |
| | Disaster Management Education | 0 | 0 | 0 | 2 |
| | Women Education | 0 | 0 | 0 | 2 |
| | Peace Education | 0 | 0 | 0 | 2 |