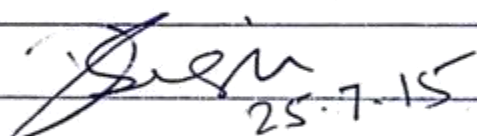
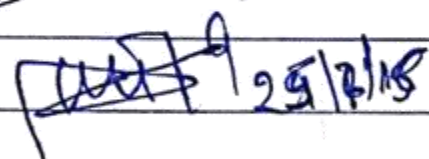
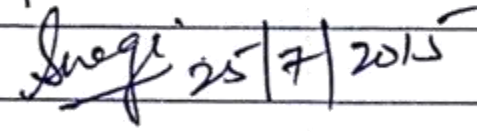
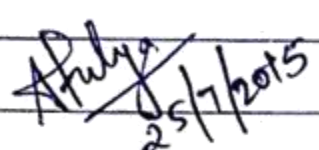


The Board of studies Meeting of Faculty of Education (B.Ed 2nd years program) was held on July 25, 2015 at The ICFAI University Campus, Dehradun.

The following attended the meeting:

1. Dr. Ramesh Lalwani
2. Dr. Daljeet kaur  25.7.15
3. Dr. Dalbeer Gariya  25/7/15
4. Prof. Sarita Negi  25/7/2015
5. Ms. Atulya Verma  25/7/2015

To,

Date: 22-07-2015

Dr. Daljeet Kaur

Principal

Patrician College

Rajpur Road

Dehradun

Subject: Board of Studies meeting (BoS) for B.Ed on 25-07-2015.

Dear Madam,

I am pleased to invite you as an expert for Board of studies (BoS) meeting for B.Ed in Faculty of Education, The ICFAI University, Dehradun. The meeting is scheduled on 25-07-2015 (Saturday) at 3 p.m. in IUD Campus.

You are requested to kindly attend the meeting and give your valuable suggestions. We would be happy to pay honorarium according to IUD norms as a token of our appreciation.

Looking forward to meet you

With best regards

Sincerely Yours

(Prof. Sarita Negi) 

In-Charge

FoE-IUD

To,

Date: 22-07-2015

Dr. Dalbeer S. Gariya

HoD (In-charge)

School of Education

Himgiri Zee University

Dehradun

Subject: Board of Studies meeting (BoS) for B.Ed on 25-07-2015.

Dear Sir,

I am pleased to invite you as an expert for Board of studies (BoS) meeting for B.Ed in Faculty of Education, The ICFAI University, Dehradun. The meeting is scheduled on 25-07-2015 (Saturday) at 3 p.m. in IUD Campus.

You are requested to kindly attend the meeting and give your valuable suggestions. We would be happy to pay honorarium according to IUD norms as a token of our appreciation.

Looking forward to meet you

With best regards

Sincerely Yours

(Prof. Sarita Negi)

In-Charge

FoE-IUD



The ICFAI University, Dehradun

Faculty of Education

July 22, 2015

Agenda items for the meeting of Board of Studies of Faculty of Education, The ICFAI University, Dehradun, to be held on July 25, 2015

Welcome by the Chair Person, The Vice Chancellor, The ICFAI University, Dehradun of Board members

1. Review of Course structure of B.Ed two years campus based program according to NCTE Notification 2014
2. Approval of detailed syllabus of two years B.Ed Program
3. Any other matter with the permission of the chair

Members of BoS

1. Dr. Ramesh Lalwani-
2. Dr. Daljeet Kaur-
3. Dr. Dalbeer Gariya-
4. Prof. Sarita Negi-
5. Ms. Atulya Verma-

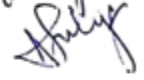

Chairman

External Member

External Member

Member

Member



The ICFAI University, Dehradun
Faculty of Education
Minutes of Meeting of BoS for B.Ed Program

Dated: July 25, 2015

The meeting of Board of Studies (BoS) for B.Ed program was held on July 25, 2015 at the Board Room of IUD. The following members were present at the meeting:

- | | |
|-----------------------------|-----------------|
| 1. Dr. Ramesh Lalwani | Chairman |
| 2. Dr. Daljeet Kaur | External Member |
| 3. Dr. Dalbeer Singh Gariya | External Member |
| 4. Prof. Sarita Negi | Member |
| 5. Ms. Atulya Verma | Member |

The Chairman welcomed the Board members and put the meeting to order. He explained that the purpose of this meeting is to review the course structure of B.Ed two years program according to NCTE Notification 2014.

Agenda and Resolution:

The BoS had gone through the Curriculum Framework of B.Ed program provided by NCTE Notification 2014. The BoS also had a discussion on the syllabus of all four Semesters of B.Ed program prepared by Faculty members of IEdS-IUD. The BoS observed the following points:

1. The purpose of the two year B.Ed programme offered to the student teachers is to make them the reflective practitioners.
2. The B.Ed course structure should include the field engagement of pupil teacher with the child, school and community.
3. Transaction of the B.Ed programme should be done using a variety of approaches like case studies, projects, discussion on various issues, student seminars and interaction with the community

4. Course one on "Childhood and Growing up" should enable the pupil teachers to engage with diverse communities, children and schools. This course should also cover the various aspects of child development.
5. Course two on "Contemporary India and Education" should develop a conceptual understanding of issues of diversity, inequality and marginalization in Indian society. It should also include the policy debates in Indian Education.
6. Course three on "Language across the Curriculum" should understand the language background of the pupil teachers. It should also include the concept of oral and written language used in the class to ensure the optimal learning of the subject area.
7. The aim of this course i.e. "Language across the Curriculum" is to develop strategies for using oral language in the class in a manner that promotes oral learning in the subject area.
8. Course on "Language across the Curriculum" should look at the role of language and the pedagogy of reading and writing across other subjects.
9. Course four on "Understanding disciplines and subjects" should enable student teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum.
10. This course i.e. "Understanding disciplines and Subjects" should enable the pupil teachers to know a school subject and the theory of content i.e. how the content was selected, framed in the syllabus and how it could be transformed so that the learners construct their knowledge.
11. This course five i.e. "Reading and Reflecting on Texts" should be prepared in such a way so that it could serve as a foundation to enable to read and respond to variety of texts in different ways and also learn to think together.
12. The above course will enable pupil teachers to enhance their capacities as readers and writers by becoming participants in the process of reading.
13. Course six i.e. "Learning and Teaching" should offer a site of prospective teachers to reflect on notions of learning and teaching that they have formed from their own experience. It should also enable the pupil teachers to understand the theories of Learning.
14. Course seven i.e. "Pedagogy of a School Subject" should be prepared in such a way so that the pupil teacher should be able to understand the pedagogical basis of their own chosen subjects because pedagogy is to be understood as the integration of knowledge about the learner, the subject and the societal context.
15. Course seven i.e. "Pedagogy of a School Subject" should consider the aims and pedagogical approaches for the teaching of the subjects at different stages at school.
16. Course eight i.e. "Knowledge and Curriculum" should focus on social bases of education. The social bases of Education will be examined by situating in the context of society, culture and modernity. It should also include historical changes introduced by industrialization, democracy and ideas of individual autonomy and reason.

17. The above course should also try to understand education in relation to modern values like equality, individual opportunity, social justice and dignity.

18. Course nine i.e. "Assessment for Learning" should be designed keeping in mind the critical role of assessment in enhancing learning and it situates assessment within a constructivist paradigm. It should also reflect that the assessment cannot be an end of teaching activity. Rather it has to be an ongoing process.

19. Course ten i.e. "Drama and Art in Education" should reflect the fact that the transformational education involves introspection, reflection and action between the head, heart and hand. It should also include the significant implications for the role of art, music and drama in Education.

20. "School Internship" – Having gained some experience with the child, the community and school, the second year would offer intensive engagement with the school in the form of school internship. During this period, the pupil teacher shall work as a regular teacher and participate in all the activities including planning, teaching, interacting with school teachers, communicating with members and students.

21. Case study done in schools during B.Ed internship should involve in-depth and detailed examination of a child as well as its related contextual conditions.

22. Course eleven i.e. "Gender School and Society" should examine how we learn and challenge the gender role in society, through a variety of institutions such as family, caste, religion, culture and the media and law.

23. Course twelve i.e. "Creating an inclusive School" should be framed in such a way so as to bring an understanding of the cultures, policies and practices that needs to be addressed in order to create an inclusive school.

24. Course thirteen i.e. "Critical Understanding of ICT" should focus on moving beyond computer literacy and ICT aided learning, to help pupil teachers interpret and adapt ICT with Educational aims and principles.

25. Course fourteen i.e. "Understanding the Self" should be framed to develop understanding of pupil teachers about themselves – the development of self as a person and as a teacher.

26. Elective Course- Health and Physical Education should reflect that health Education is a process that enables people to find out their health needs leading on to program planning, utilizing the available resources and modifying their health behavior. Physical Education should help in building individual and national character and strength.

27. Elective Course- Value Education should develop the theoretical understanding of values and should be able to make the pupil teachers conversant with the origin of moral values. It

should enable the pupil teachers to know the internal conflicts among values and the remedies for them.

28. Elective Course- Population Education should be framed in such a way that it not only concerned with population awareness but also with the developing values and attitudes which take care of the quality and quantity of population. It must explain to the pupil teachers, the cause and effect relationship, so as to enable them to make rational decision on their own behavior on population matters.

29. Elective Course- Environment Education should connect us to the world around us, teaching us about both natural and built environments. This course should raise awareness of issues impacting the environment upon which we all depend, as well as actions we can take to improve and sustain it.

30. Elective Course- Counseling and Mentoring should encompass a broad set of skills, approaches and techniques that are essentially aimed at helping individuals, groups and organizations with problem solving, problem management, working through or resolving past issues, or working towards developmental aims and goals for the future, which might include improving performance and meeting career and personal aspirations. Related activities such as coaching and consultancy draw from a similar set of core skills and processes.

31. The Board members reviewed the course structure of B.Ed program according to NCTE Notification 2014 and approved the same.

The meeting ended with vote of thanks to the chair.

Dr. Ramesh Lalwani

Chairman, BoS

To,

Date: 28-06-2018

Dr. Dalbeer S. Gariya

HoD (In-charge)

School of Education

Himgiri Zee University

Dehradun

Subject: Board of Studies meeting (BoS) for B.Ed on 29-06-2018.

Dear Sir,

I am pleased to invite you as an expert for Board of studies (BoS) meeting for B.Ed in ICFAI Education School, The ICFAI University, Dehradun. The meeting is scheduled on 29-06-2018 (Friday) at 3 p.m. in IUD Campus.

You are requested to kindly attend the meeting and give your valuable suggestions. We would be happy to pay honorarium according to IUD norms as a token of our appreciation.

Looking forward to meet you

With best regards

Sincerely Yours,

(Prof. Sarita Negi)

In-Charge

IEdS-IUD

Date: 28-06-2018

To,

Dr. Daljeet Kaur

Principal

Patrician College

Rajpur Road

Dehradun

Subject: Board of Studies meeting (BoS) for B.Ed on 29-06-2018.

Dear Madam,

I am pleased to invite you as an expert for Board of studies (BoS) meeting for B.Ed in ICFAI Education School, The ICFAI University, Dehradun. The meeting is scheduled on 29-06-2018 (Friday) at 3 p.m. in IUD Campus.

You are requested to kindly attend the meeting and give your valuable suggestions. We would be happy to pay honorarium according to IUD norms as a token of our appreciation.

Looking forward to meet you

With best regards

Sincerely Yours

(Prof. Sarita Negi)

In-Charge

IEdS-IUD



The ICFAI University, Dehradun
ICFAI Education School

June 28, 2018

**Agenda items for the meeting of Board of Studies of ICFAI
Education School, The ICFAI University, Dehradun, to be held on
June 29, 2018**

Welcome by the Chair Person, The Vice Chancellor, The ICFAI University,
Dehradun of Board members

1. Approval of proposed changes in syllabus of B.Ed 2 Years Program (all four semesters)
2. Any other matter with the permission of the chair

Call

Member of BoS

- 1. Dr. Pawan K. Aggrawal - Chairman *Mohd. M...*
- 2. Dr. Muddu Vinay - Member
- 3. Prof. Sarita Negi - Member *Sarita*
- 4. Ms. Atulya Verma - Member *Atulya*
- 5. ~~Prof.~~ Daljeet Kaur - External Member *[Signature]*
- 6. Dr. Dalbeer Gariya - External Member

[Signature]

Chairman

The ICFAI University, Dehradun

ICFAI Education School

Minutes of Meeting of BoS for B.Ed Program

Dated: June 29, 2018

The meeting of Board of Studies (BoS) for B.Ed program was held on June 29, 2018 at the Board Room of IUD. The following members were present at the meeting:

- | | |
|-----------------------------|-----------------|
| 1. Dr. Pawan K. Aggarwal | Chairman |
| 2. Dr. Muddu Vinay | Member |
| 3. Dr. Daljeet Kaur | External Member |
| 4. Dr. Dalbeer Singh Gariya | External Member |
| 5. Prof. Sarita Negi | Member |
| 6. Ms. Atulya Verma | Member |

The Chairman welcomed the Board members and put the meeting to order. He explained that the purpose of this meeting is to propose some changes in the current 2 years B.Ed syllabus.

Agenda and Resolution:

The BoS had gone through the Curriculum Framework of B.Ed program provided by NCTE. The BoS also had a discussion on the syllabus of all four Semesters of B.Ed program prepared by Faculty members of IEdS-IUD. The BoS observed the following points:

- 1.1 A paragraph on number of compulsory and elective papers should be given in the starting of syllabus.
- 1.2 Semester wise distribution of the course should also reflect the credits, marks and hours of teaching.
- 1.3 Total number of credits of all four Semesters should be mentioned.
- 1.4 In objectives of every course - Pupil teachers will be able to should be replaced by To enable the pupil teachers to.....

- 1.5 Sem-I , Course- I, EDU 401 Childhood and Growing Up, Unit –I, Overview of Child Development, Point no. 1.8 (National Policy for Children 2013) and 1.9 (National Policy on Education 1986 and as modified 1992) should be replaced from Course-I and added in Sem-I, Course-II, EDU 402, Contemporary India and Education.
- 1.6 Sem-I , Course- I, EDU 401 Childhood and Growing Up, Unit –II i.e. Child Development and Significance, Point No. 1.2 i.e. Development of whole child should be replaced by Holistic Development of child.
- 1.7 Sem-I , Course- I, EDU 401 Childhood and Growing Up, Unit –II i.e. Child Development and Significance, Point No. 1.3 i.e. Scope of child development should be removed.
- 1.8 Sem-I , Course- I, EDU 401 Childhood and Growing Up, Unit –II i.e. Child Development and Significance, Point No. 1.5 i.e. Relevance of child development for the teacher and especially the Elementary teacher in understanding the learner and his behavior should be replaced by – Relevance of child development for the teacher.
- 1.9 Sem-I , Course- I, EDU 401 Childhood and Growing Up, Unit –IV i.e. Heredity (Nature) and Environment (Nurture), Point No. 1.9 i.e. Influence of Heredity and Environment compound should be replaced by- Influence of Heredity and Environment Component.
- 1.10 Sem-I , Course- I, EDU 401 Childhood and Growing Up, Unit –V i.e. Common Play activities of Childhood : Their role in growth and development should be removed as it is not relevant in Secondary classes.
- 1.11 Sem-I , Course- I, EDU 401 Childhood and Growing Up, All the development aspects i.e. Physical Development, Motor Development, Emotional Development and Social Development should be placed in sequence.
- 1.12 Sem-I , Course- I, EDU 401 Childhood and Growing Up, Practicum, Point no. 1 –To study the psychology of preprimary, primary and Middle School children should be replaced by – To study the psychology of Secondary school children.
- 1.13 Sem-I, Course- I, EDU 401 Childhood and Growing Up, Practicum, Point no. 7- Visit to special school like Bachpan, Latika Vihar Foundation etc should be added with NIVH and Bajaj Institute of Learning.
- 2.1 Sem-I , Course- II, EDU 402 Contemporary India and Education, Unit –II i.e. Education-National Integration and Global peace, Point No. 1.2 –Measures of National Integration should be replaced by –Measures for National Integration
- 2.2 Sem-I , Course- II, EDU 402 Contemporary India and Education, Unit –II i.e. Education-National Integration and Global peace, Point No. 1.3- Merits of Education for Nationalism should be replaced by- Education to induce Nationalism and should also include the problem of National Integration in India.
- 2.3 Sem-I , Course- II, EDU 402 Contemporary India and Education, Unit –II i.e. Education-National Integration and Global peace, Point No. 1.4- National Integration should be removed.

2.4 Sem-I, Course- II, EDU 402 Contemporary India and Education, Unit –II i.e. Education- National Integration and Global peace, Point No. 1.6- Weapon of mass destruction should be replaced by- Security of Weapon of Mass Destruction.

2.5 Sem-I, Course- II, EDU 402 Contemporary India and Education, Unit –II i.e. Education- National Integration and Global peace, Point No. 1.7- Disarmament should be replaced by- Measures of Disarmament.

2.6 Sem-I, Course- II, EDU 402 Contemporary India and Education, Unit –V i.e. Education Policies in India should be replaced by- Samagra Siksha Abhiyaan

2.7 Sem-I, Course- II, EDU 402 Contemporary India and Education, Unit –V i.e. Education Policies in India, Point no. 1.4- Modern Education in Independent India should be replaced by- Education Pedagogy in Modern India.

2.8 Sem-I, Course- II, EDU 402 Contemporary India and Education, Unit –V i.e. Education Policies in India, Point no. 1.5- Education for Dalits, Tribes and Women- Role of Social Institution in spreading Modern Education should be replaced by – Education for Dalits, Tribes and Women.

2.9 Sem-I, Course- II, EDU 402 Contemporary India and Education, Unit –V i.e. Education Policies in India, Point no. 1.6- Principles of Nai Talim should be removed and Point no. 1.7- Role of teacher in Inclusive Education should be removed.

3.1 Sem-II, Course-I, EDU 406 Learning and Teaching, Unit-I i.e. Learning Process, Point no. 1.5 i.e. Connectionism and Point no. 1.6 i.e. Conditioning should be added in Point no. 1.4 i.e. Theories of Learning ~~to~~ Thorndike, Pavlov, Kohler and Gestalt.

3.2 Sem-II, Course-I, EDU 406 Learning and Teaching, Unit-I i.e. Learning Process, Point no. 1.7 i.e. Maslow Theory of Motivation: Concept and its Educational Implications should include point no. 1.6 (Motivating Learners) of Unit-II i.e. Teaching Principles and Maxims.

3.3 Sem-II, Course-I, EDU 406 Learning and Teaching, Unit-II i.e. Teaching Principles and Maxims, Point no. 1.2 i.e. Various Principles of Teaching and Point no. 1.3 i.e. Maxims of Teaching should be clubbed together.

3.4 Sem-II, Course-I, EDU 406 Learning and Teaching, Unit-II i.e. Teaching Principles and Maxims, Point no. 1.5 i.e. knowing the Psychology of Learners should be followed by point no. 1.4 i.e. Factors affecting the Teaching Process.

3.5 Sem-II, Course-I, EDU 406 Learning and Teaching, Unit-III i.e. Current Trends in Teaching and Learning, Point no. 1.5 i.e. The changing shades of Pedagogy: The Yesterday, The Today, should be replaced by – Micro Teaching and Simulated Social Skill Teaching.

3.6 Sem-II, Course-I, EDU 406 Learning and Teaching, Unit-IV i.e. Methods of Teaching and Learning, Point no.1.1 –Meaning and Definition of Method should be replaced by- Meaning and Definition of Method and Strategies of Teaching.

3.7 Sem-II, Course-I, EDU 406 Learning and Teaching, Unit-IV i.e. Methods of Teaching and Learning, Point no.1.2- Deductive and Inductive Methods, should also include some other methods of Teaching.

3.8 Sem-II, Course-I, EDU 406 Learning and Teaching, Unit-V i.e. Learning in and Out of School, Point no. 1.2 i.e. Life Long, Life Wide and Life Deep learning, should be replaced by Informal Learning.

3.9 Sem-II, Course-I, EDU 406 Learning and Teaching, Unit-V i.e. Learning in and Out of School, Point no. 1.4 i.e. Out of School learning should be replaced by Non Formal Learning.

4.1 Sem-II, Course-7 A, EDM 401 Pedagogy of teaching Mathematics, the point i.e. To create a suitable type of discipline in the minds of children should be added as a point no. 9

4.2 Sem-II, Course-7 A, EDM 401 Pedagogy of teaching Mathematics, Unit-III – Techniques of strengthening Mathematics Learning should be replaced by- Techniques of Strengthening Learning Mathematics

4.3 Sem-II, Course-7 A, EDM 401 Pedagogy of teaching Mathematics, Unit-VI- Teaching Aids for Mathematics, Point no. 1.1 i.e. The needs and importance of Teaching Aids should be replaced by- The needs and importance of Teaching Learning Material.

4.4 Teaching Aids used anywhere in the syllabus should be replaced by Teaching Learning Materials.

5.1 Sem-III, Course-7 B, EDM 406 Pedagogy of teaching Physical Science, Unit-VIII- Teaching Skill, should be replaced by –Micro Teaching- How to develop the skills through Micro Teaching.

6.1 The evaluation pattern should be based upon 70:30 i.e. 70- External and 30- Internal

6.2 The Course Code of all Courseware for all four Semesters of B.Ed two years Campus Based Program should be framed according to Even and Odd Semesters. However, in the running Semester, it should remain the same but the changes should be incorporated in the next BoS Meeting.

6.3 The vocabulary and Terminology used in B.Ed Syllabus should be replaced by fresh one prescribed by NCTE.

The meeting ended with vote of thanks to the chair.

Dr. Pawan K. Aggarwal
Chairman, BoS

The ICFAI University, Dehradun
ICFAI Education School

July 01, 2019

Agenda for the meeting of Board of Studies of ICFAI Education School, The ICFAI University, Dehradun, to be held on July 2, 2019

Welcome by the Chair Person

Item 3.1 Proposal for Introduction of Ability Enhancement Compulsory Courses, Skill Enhancement Courses and CBCS in B.Ed -2 Years program and review of Curriculum for the same

Item 3.2 Proposal for Introduction of the following 4 Years Integrated ✓ Teacher Education Program (ITEP) w.e.f Academic Year 2020-21

3.2.1 BA-B.Ed Pre Primary to Primary, One Unit

3.2.2 B.Sc-B.Ed Pre Primary to Primary, One Unit

3.2.3 BA-B.Ed Upper Primary to Secondary, One Unit

3.2.4 B.Sc-B.Ed Upper Primary to Secondary, One Unit

Item 3.3 Proposed Curricula for the following programs

3.3.1 BA-B.Ed Pre Primary to Primary, One Unit

3.3.2 B.Sc-B.Ed Pre Primary to Primary, One Unit

3.3.3 BA-B.Ed Upper Primary to Secondary, One Unit

3.3.4 B.Sc-B.Ed Upper Primary to Secondary, One Unit

Any other matter with the permission of the chair

Members of BoS (IEDS-IUD) Date 02/07/2019

1. Dr. Pawan K Aggarwal, VC, IUD- Chairperson
 2. Dr. Muddu Vinay, PRO VC, IUD - Member
 3. Dr. Usha Pathak, DAV College, D.Dun- External Member
 4. Dr. Dalbeer Gariya, HoD, HZU, D.Dun- External Member
 5. Ms. Sarita Negi, In-Charge, IEDS-IUD- Member
 6. Ms. Atulya Verma, Faculty Member - Member
- Handwritten notes:*
02/07/19
02/07
Usha Pathak 217119
Sarita Negi 02/07/19
Atulya Verma 2/7/19

Item 45.10

The meeting of Board of Studies (BoS) for B.Ed Program was held on July 02, 2019 at the Board Room of IUD.
(To be briefed by In-charge IEdS)

Date: July 02, 2019

The following members were present at the meeting:

- | | |
|--|-----------------|
| 1. Dr. Pawan K. Aggarwal, VC,IUD | Chairman |
| 2. Dr. Muddu Vinay, Pro VC, IUD | Member |
| 3. Dr. Usha Pathak, DAV (PG) College, Dehradun | External Member |
| 4. Dr. Dalbeer Gariya, HoD, HZU, Dehradun | External Member |
| 5. Ms. Sarita Negi, In Charge, IEDS-IUD | Member |
| 6. Ms. Atulya Verma, Faculty, IEDS-IUD | Member |

The Chairman welcomed the Board members and put the meeting to order. He explained that the agenda of this meeting is to ensure compatibility of B.Ed two years Program with CBCS and to consider the proposal of BA-B.Ed and B.Sc-B.Ed, four years Integrated Teacher Education Program (ITEP) w.e.f. Academic Year 2020-21.

The following items of business were transacted:

3.1 Board reviewed the curriculum framework of B.Ed 2 Years program and suggested/ approved the following:

- Inclusion of the following proposed courses to make the program compatible with CBCS.
 - a. Environmental Science and Disaster Management ES 122
 - b. Soft Skill-I SS 2101
 - c. Soft Skill-II SS 3101
- Inclusion of the following Generic Electives:
 - a. Mobile Computing CST 4214
 - b. Non- Conventional Energy Resources EE 3112
 - c. Digital Marketing SL MM 615
 - d. Right to Information VLH 515
- Reference and suggested readings should come under one common heading and APA System has to be followed while preparing the syllabus.
- Action Research could be introduced in SEM-III.

3.2 The Board approved the proposed introduction of the following four years Integrated Teacher Education Programs w.e.f. Academic Year (2020-21)

- i) BA-B.Ed Pre Primary to Primary, One Unit
- ii) B.Sc-B.Ed Pre Primary to Primary, One Unit
- iii) BA-B.Ed Upper Primary to Secondary, One Unit
- iv) B.Sc-.Ed Upper Primary to Secondary, One Unit

3.3 The Board advised that the Curriculum and the syllabi for the above programs be prepared after receiving program structure and guidelines from NCTE.

The meeting ended with a vote of Thanks to the Chair.

Dr. Pawan K. Aggarwal
Chairman, BoS