ACADEMIC ORDINANCES

DOLPHIN (PG) INSTITUTE OF BIOMEDICAL & NATURAL SCIENCES

(AN AUTONOMOUS INSTITUTE)
OF
HNB GARHWAL UNIVERSITY
(A Central University)

Conferred by

ज्ञान-विज्ञान विमुक्तये

University Grants Commission (U.G.C.) New Delhi

Notified by

H.N.B. Garhwal University (A Central University)

(Effective From Session 2024-25)

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ACADEMIC ORDINANCES

FOR UNDER GRADUATE AND POST GRADUATE COURSES OF STUDY

Preamble:

Higher education significantly contributes towards sustainable livelihoods as well as societal well beings and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and large number of youth are likely to aspire for higher education.

A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement and productive contribution to the society. It must prepare students for more meaningful and satisfying lives with economic independence. For the purpose of developing holistic individual, it is essential that an identified set of skills and values shall be incorporated at each level of learning, from preschool to higher education.

To accomplish the above, Government of India, in its Union Cabinet meeting held on 29th of July, 2020, approved 'National Education Policy' (NEP – 2020) which outlines the vision of India's new education system. The main features incorporated in New Policy, with reference to academic framework is as under:-

- A step forward towards a more holistic and multidisciplinary education Students centric curriculum
- Flexible and innovative curriculum (integrate humanities with science/commerce/ Technology/engineering/mathematics/vocational courses/skill enhancement courses/ Management courses and vice versa)
- Students may select their learning trajectories and program as per their talent and interest.
- Extensive use of technology in teaching and learning process
- ME-ME (multiple entry and exit options during the program)
- Inclusiveness approach towards the curriculum framework)
- Design curriculum such that students must be employable or initiate own start-up
- Emphasis on industry need curriculum which should be regularly updated and modified as per industrial demand or requirement

Curriculum must integrate credit based course in:

- Core/Major
- Minor
- Vocational
- Multidisciplinary
- Skill enhancement based
- Ability enhancement
- Value added
- Internship
- Dissertation/Research Project

To achieve the NEP – 2020 goals and objectives, UGC proposed certain guidelines for academic framework which are required to be followed for getting optimum results. Following guidelines are to be considered while framing curriculum:

- Curriculum and Credit Framework for Undergraduate Programs – 2022.
- National credit framework (NCrF) – 2023.
- National Higher Education Qualification Framework (NHEQF) – 2023
- Draft submission on SOP for operationalization of National Credit Framework (NCrF) in higher education.
- Curriculum & Credit Framework for Postgraduate Programs 2024.

We proudly uphold our academic autonomy and our commitment to delivering quality education and to take our academic Programs to further heights. There are so many different autonomous institutes in the country, but DIBNS is different as we believe that there are infinite opportunities of learning beyond the academic periphery and the same things reflected in our novel motto of *"**Honours Beyond Education**"* which allows our students to harness their skills, realize their dreams and ignite their passion to excel and earn respect from the society. The vision and mission of our institute empowers us to effectively implement the National Education Policy (NEP) 2020 across all disciplines and Programs. As far as NEP 2020 concerned to higher

educational Institutions, it aims to integrate different fields of study and allowing students to explore diverse subjects and gain a broader understanding of knowledge.

We at DIBNS offer a flexible program structure while ensuring students gets a solid foundation and acquire comprehensive knowledge of the subject. The curriculum across the disciplines and Programs is the combination of courses such as Major core courses (MCC), Minor Courses (MC), Vocational Courses (VC), Multidisciplinary Courses (MDC), Ability Enhancement Courses (AECs), Skill Enhancement Courses (SECs), and Value-Added Courses (VACs). Through rigorous planning and collaboration, we have restructured our curriculum and ensure that every aspect of NEP 2020, from its emphasis on multidisciplinary learning to its focus on experiential learning and research, becomes an integral part of our curriculum framework. Our commitment in this direction not only enriches the academic experience but also equips our students with the multidisciplinary skills and knowledge.

An effective education system relies on the integrity and efficacy of the existing evaluation system. Unless evaluations are designed to be the best identifiers of the performance of students; students won‘t put in their best efforts in learning and understanding concepts.

It is imperative that an Educational Institute has a robust, yet flexible, evaluations system which is also in consonance with NEP2020 objectives. These objectives, in the context of evaluation, can be summarized as:

1. Continuous and Comprehensive Evaluation
2. Criterion-based grading system
3. Learning Outcome-Based Education and Evaluation

NEP 2020 proposes that HEIs should adopt continuous and comprehensive evaluation rather than high stake examinations. Continuous and comprehensive evaluation embraces horizontal assessment modes instead of one single vertical mode. It can be used to assess the overall development of students, for example, critical thinking, problem-solving ability, right application of knowledge, and adherence to ethics.

We fervently do hope that through our academic exercises the vision of the NEP-2020, “To mould Indian student, a truly global citizen” may be visualized. To ensure the successful implementation of NEP-2020, the Institute has formed a committee chaired by Prof. Shailja Pant, Principal of the Institute. This committee has been assigned to drafting an ordinance that will govern all undergraduate and Prost graduate programs under NEP-2020 at DIBNS.

1. TITLE AND COMMENCEMENT

a. This ordinance will be named “Academic Ordinance Governing Under-Graduate and Post Graduate Programs under NEP-2020 of DIBNS”.
b. This ordinance shall come into force from Academic Session 2024-2025.

2. APPLICABILITY

This Academic Ordinance shall applicable to all certificate programs, diploma programs, undergraduate (3 or 4 years) programs, postgraduate diploma programs and postgraduate programs (1 or 2 years) offered by the Institute except those programs where any concerned statutory council stated otherwise.

3. DEFINITION AND KEYWORD

i. “Ordinance” means the Academic Ordinance Governing Under-Graduate and Post Graduate Programs under NEP-2020 of DIBNS.
ii. "University" means the Parent University to which Dolphin (PG) Institute of Biomedical & Natural Sciences affiliated to i.e. H.N.B. Garhwal Central University, Sringar (Garhwal).
iii. “College/Institute” means Dolphin (PG) Institute of Biomedical & Natural Sciences, Dehradun and affiliated to H.N.B. Garhwal Central University for conducting the different academic programs.
iv. "Student" means one who has been admitted in the various prograrnme of this Institute as per procedure decided by Dolphin (PG) Institute of Biomedical & Natural Sciences, Dehradun for Admission to undergraduate/postgraduate degree and postgraduate diploma courses from time to time.
v. "Choice Based Credits System (CBCS)" means a program that provides choice for students to select from the prescribed courses (Core Courses, Mandatory Courses,

Professional Core, Professional Elective, Open Elective, Minor Track, Value Added, Skill Enhancement Courses etc.) as per the guidelines issued by UGC / relevant regulatory body where ever applicable and as approved by the appropriate bodies of the Institute.

vi. "Course" means "papers" through different modes of delivery and is a component of a program as detailed out in the respective program structure.

vii. "Credits Point" means the product of grade point and number of credits for a course.

viii. "Credits" means a unit by which the course work is measured. It determines the number of hours of instructions required per week. one credit is equivalent to one hour of teaching (lecture, tutorial or seminar) per week or two hours of practical work /field work/project etc. per week. The number of credits for each course shall be defined in the respective examination scheme.

ix. "Cumulative Grade Point Average (CGPA)" means a measure of overall cumulative performance of a student in all semesters. The CGPA is the ratio of total credits points secured by a student in various courses registered up to the semester concerned and the sum of the total credit points of all the registered courses in those semesters concerned. It shall be expressed up to two decimal places.

x. "Semester Grade Point Average (SGPA)" means a measure of performance of a student in a particular semester. It is the ratio of total credits points secured by a student in various courses registered in a semester and the total credits of all courses in that semester. It shall be expressed up to two decimal places.

xi. "Grade Point" means a numerical weight allotted to each letter grade on a 10-point scale or as prescribed by the Institute from time to time.

xii. “Letter Grade" means an index of the performance of students in a course. Grades are denoted by letters O, A+, A, B+, B, C, P, F and AB.

xiii. "Semester" means an academic session spread over 15-16 weeks of teaching work. The odd semester may normally be scheduled from August to December and even semester from January to May.

xiv. "Grade Sheet" means a certificate based on the grades earned. Grade sheet shall be issued to all the students registered for the examination after every semester. The grade sheet shall contain the course details (code, title, number of credits, grade secured) along with SGPA of the semester and CGPA earned till that semester. The final semester grade sheet

shall also reflect the cumulative total of marks obtained by the student in all semesters out of maximum marks allocated for which the grades of the program were evaluated. However, the final result shall be based on the grades/CGPA.

xv. "Transcript" means a certificate issued to all enrolled students in a program after successful completion of the program. It contains the SGPA of all semesters and the CGPA.

xvi. "NEP" means National Education policy-2020.

xvii. "NSQF" means National Skills Qualifications Framework defined in NEP 2020.

xviii. "NHEQF" National Higher Education Qualification Framework defined in NEP 2020.

xix. " NCrF " means National Credits Framework 2023 issued by UGC.

xx. "Undergraduate Certificate Course" means students who completed the requirement of NHEQF/ NCrF Level 4.5.

xxi. "Undergraduate Diploma Course means students who completed the requirement of NHEQF/ NCrF Level 5.

xxii. "Bachelor Degree" means students who completed the requirement of NHEQF/NCrF Level 5.5.

xxiii. "Bachelor Degree (Honours/Research)" means students who completed the requirement of NHEQF/ NCrF Level 6.

xxiv. "Post Graduate Degree Course" 2 year PG: Students entering 2 year PG after a 3 year UG Program or 1 year PG: Students entering 1 year PG after a 4 year UG Program with Honors / Research.

xxv. "Post Graduate Diploma Course" For the PG Program, there shall only be one exit point for those who join two-year PG Program. Students who exit at the end of 1st year shall be awarded a Postgraduate Diploma.

xxvi. "Course Registration" refers to the registration to courses of study in every semester by every student under the supervision of a faculty advisor (also called mentor, counsellor, class teacher, etc.), in the Institute to maintain the proper record.

xxvii. "Course Evaluation" represents the measurement of the impact of the teaching-leaning process and offers an opportunity for improving the quality of learning in courses and teaching performance. Courses evaluation is done by adopting different methods such as tests, quizzes, assignments, etc., during the teaching-learning period at the end of some modules or chapters of syllabus contents and at the end of the semester. While the former

part of the evaluation is called the continuous internal assessment and the later part of the evaluation is called end semester assessment.

xxviii. “Credit Based Course Structure” Each course carries a defined number of credits. The credits are based on the course structure, including the teaching mode and the number of contact hours for lecture, tutorial, and practical classes. Credits are based on the number of contact hours, course content, and teaching methodology and allotted maximum marks. The credits shall be awarded by the Institute. The credits can be calculated as follows:

- One hour of theory or one hour of tutorial or two hours of laboratory work per week for 15 weeks resulting in the award of one credit.
- Credits for internship shall be one credit per week of training, subject to a maximum of four credits in a semester.
- Project/Dissertation: two hours of Project/Research work per week for 15 weeks resulting in the award of one credit.

xxix. "Academic Bank of Credits (ABC)" is a national-level facility which shall promote the flexibility of the curriculum framework and interdisciplinary/multidisciplinary academic mobility of students across the higher education institutions (HEIs) in the country with appropriate "credit transfer" mechanism.

xxx. "Multiple Entry Exit" means the multiple entries and exit points in the academic programs offered at HEIs that would remove rigid boundaries and create new possibilities for students. There are occasions when learners have to give up their education mid-way for various reasons. To facilitate flexible learning within the stipulated period, multiple exit and entry options are given to the needy students. The student can exit from the program only at the end of the even semester/s (2nd, 4th, and 6th semester) and the entry option is provided to the students at the beginning of the odd semester/s (3rd, 5th and 7th semester).

xxxi. “MIL” means Modern Indian Language.

xxxii. “Academic Session” means academic year from 1st August to 31st July.

xxxiii. “Enroll” means enrolment of a student for appearing at Semester-End Examination.

xxxiv. “Department” the term department is used to mean a department of Dolphin (PG) Institute of Biomedical & Natural Sciences.

xxxv. "Program" the term program is used to mean the whole learning experience or combination of courses in a particular field of study.

xxxvi. "Lateral Entry" means a student being admitted into an ongoing program of the Institute otherwise than in the first year of the program.

xxxvii. "RPL" a process that involves the assessment of an individual's relevant prior learning (including through formal, informal, and non-formal learning).

xxxviii. The Words and Expressions used but not defined will be interpreted to have the same meaning as they have in the UGC different guidelines issued from time to time.

4. ADMISSIONS TO COURSES OF STUDY

1. The admission of candidates to courses of study in the Institute shall not be made, except in accordance with the provisions of this ordinance.

2. (a) **Admission to Undergraduate and Postgraduate Programs**:

(i) The candidate must apply online by filling the application form, upload his/her signature and photograph.

(ii) He/she should submit the printout of admission form duly signed along with CUET score to the Admission Cell.

(iii) Weightage will be given to NSS/NCC/Sports etc certificate holders as per Parent University Academic Ordinances.

(iv) First merit list will be declared as per CUET score earned by the aspirants.

(v) If seats remain vacant after the first counseling, the next list will be prepared on the basis of the merit of qualifying examination.

(vi) For the seats remaining vacant after second counseling, admission will be done on the basis of first come first serve criteria for eligible candidates.

(vii) Admission to the next semester will be as per academic ordinances of the program(s).

(viii) The verification of the documents will be done at the time of admission. In case of inconsistent information provided online, the candidature stands cancelled.

(ix) Admission process shall be deemed complete after payment of fees for the program allotted by the competent authority of the Institute.

(x) All other rules and regulations for admission will be as per guidelines of the Parent University / UGC.

(b) Notwithstanding anything to the contrary contained in this Ordinance, or in the general or particular Ordinances or Regulations governing the courses of study to which this Ordinance applies, seats shall be reserved in each course of study for different categories of candidates, in accordance with the directions of the University Grants Commission and the Government of India and with the provisions of laws made by Parliament.

3. (a) There shall be an Admission Committee of the Institute for the course of study which shall comprise –

(i) Principal,

(ii) Chief Admission Officer

(iii) Head of Departments.

(iv) Coordinator, IQAC

(v) Dean Student Welfare

(vi) Controller of Examination

4. (a) Subject to the provisions of this Ordinance or Regulations governing courses of study in the Institute, the Admission Committee shall, in respect of the courses of study within their respective jurisdiction: -

(i) lay down the principles or norms governing the policy of admission and determine the criteria, Program and procedure of admission thereto, in general or for each academic year;

(ii) frame the Admission Rules and revise them from time to time;

(iii) except in cases where the seats in a course of study have been specified in the Ordinance or the Regulations governing it, determine, for each academic year, the seats in the courses of study concerned the seats in different subjects under each course of study;

(iv) lay down the last date for admissions to the course of study concerned, which shall, in the case of academic Programs in the case of an academic Program on the Semester system, not be more than three weeks after the date of commencement of the concerned Semester;

(v) appoint such number of sub-committees as it thinks fit and nominate a person or a Committee as the admitting authority in respect of each such course of study; and

(vi) To consider matters referred to it by any authority or other body of the Institute.

(b) The rules and procedure of admissions, including the structure, organization and conduct of Admission Tests, in respect of different courses of the study in the Institute' Provided that all such adaptations and modifications shall be reported by the Principal to the Academic Council for approval.

(c) Every student admitted to a course of study in the shall be required to complete the prescribed formalities of enrollment in the Institute, not later than one week from the date of his/her admissions:

Provided that the Principal, may extend the last date for the completion of such formalities, but no such extension shall be granted beyond two weeks of the last date for admission.

5. (a) The admissions Committee shall function under the general superintendence of the Academic Council, and their proceedings shall be reported to Academic Council, which may review any decisions taken by them and issue directions to them.

(b) The Academic Council may constitute a Standing Committee on Admissions, to deal, on its behalf, with matters relating to admissions.

6. Admission of foreign nationals/ NRI candidates will be subject to the guidelines of Parent University.

7. All other Rules and Regulations for admission based on the guidelines of Parent University and UGC will be followed.

5. GENERAL PROVISIONS ON COURSES OF STUDY

1. The Ordinances and Regulations governing courses of study for Degrees, Diplomas, Certificates of Proficiency and Special Certificates, as were in force on the date immediately preceding the commencement of this ordinance, or as had been approved by the Academic Council on or before the said date, shall continue to apply, or shall apply, as the case may be,

to the courses of study concerned, up to their amendment, notification or repeal by the Governing Body on the recommendations of the Academic Council.

2. (a) The Academic Council may constitute a committee to review the Ordinance and Regulations referred to in clause 1, and recommend such changes in them as may be appropriate to effect structural rationality and uniformity in the same, and also to recommend the norms that may be followed in the framing of such Ordinances and Regulations and the distribution of the subject-matter thereof between each such Ordinance and the related Regulations.

(b) The Principal, shall take all necessary steps towards the application and observance of the recommendation of the Committee referred to in sub-clause (a), as approved by the Academic Council.

6. ADMISSIONS

Admissions to the Masters Programs and Undergraduate Programs shall be through Common University Entrance Test (CUET), and/or on the basis of merit of the qualifying Program, if seats remain vacant, after the first counseling of CUET qualified candidates. Each Program shall be based on the choice-based credit system on the guidelines of UGC from time to time in which Credit defines the quantum of contents/ syllabus prescribed for a course and determines the number of hours of instruction required per week.

7. COURSES (CBCS, AS REVISED BY UGC)

(a) **A Master's program** shall consist of a number of courses and a `Course' shall be a component (a paper) of a program.

(b) Every course offered by any department shall be identified by a unique course code. A course may be designed to involve lectures / tutorials / laboratory work / seminar / project work / practical training / report writing / viva voce, etc or a combination of these, to meet effectively the teaching and learning needs and the credits may be assigned suitably.

8. CREDITS

(a) Credit defines the quantum of contents / syllabus prescribed for a course and determines the number of hours of instruction required per week. Thus, normally in each of the courses, credits shall be assigned on the basis of the number of lectures / tutorials / laboratory work/ project work and other forms of learning required to complete the course contents in a 15-week schedule:

(b) 1 Credit = 1 hour of lecture/instruction per week (1 Credit course = 15 hours of lectures per semester). Instruction can be in the form of lectures / tutorials / laboratory work / fieldwork or other forms. In determining the number of hours of instruction required for a course involving laboratory/field-work, 2 hours of laboratory /field work shall be considered equivalent to 1 hour of lecture.

9. ROLL NUMBERS AND ENROLLMENT NUMBERS

Principal/ Controller of Examination shall allot a roll number to the students after payment realization, thorough scrutiny and verification of the required documents for a particular course. After the completion of the admission procedure the enrolment numbers for the students shall be allotted by the University at the entry point which shall remain same for the entire period of study in the Institute/University.

Course Numbering

Every course offered by any Department shall be identified by a unique course code.

Illustration

		L	T	P	C
PHYS/MAJ/101	Classical Mechanics	4	0	0	4

In this example:

PHYS/MAJ/101 is the course code in which:

PHYS Subject Code is the subject code;

MAJ/101 is the serial number of the Major course;

Or VOC/101, MIN/101, MDC/101, SEC/101, AEC/101, VAC/101 may similarly be the serial number of the Vocational, Minor, Multidisciplinary, Skill Enhancement, Ability Enhancement, Value Added courses respectively

Classical Mechanics - is the title of the course

The figures under L, T and P indicate the weight (credits) attached to lectures, tutorials and practical work respectively. The figure under C indicates the total number of credits that the course carries (4 credits in this case)

10. MANAGEMENT AND ADMINISTRATION OF CHOICE BASED CREDIT SYSTEM

i. Advertisement of Programs offered by the Institute for admission, Approval of Admission of Students made by Departments, Course Registration, issue of Identity Cards, Coordination of Time Table and preparation of Academic Calendar, Attendance and Consolidation of awards in First Assessment and Second Assessment and forwarding the consolidated awards lists to the Controller of Examinations for scrutiny and distribution of Grade Sheets, Cumulative Grade Sheets and Provisional Pass Certificates shall be done by the Principal.

ii. In order to optimize the use of resources and talents, to avoid duplication of courses and, for effective coordination of NEP Programs within a department/discipline, there shall be a Committee consisting of all the teachers of all departments headed by the Principal of the Institute.

iii. The Institutional Committee shall prepare the common time-table in consultation with the Head of the Departments.

iv. The Departmental Committee consisting of all the teachers of Department shall be responsible for admission to all the Programs offered by the Department.

v. The Departmental Committee will deliberate on courses and specify the distribution of credits semester-wise and course-wise, for each course. It will also specify the number of credits for lecturers, tutorials, practical, seminars etc.

vi. Courses (Core/Elective) shall be designed by the Board of Studies and approved by the Academic Council.

vii. Course teacher: A teacher offering a course will also be responsible for maintaining attendance and performance sheets of all the students registered for the courses.

viii. Each teacher offering a course will give the attendance and performance sheets for Internal Assessment to the Head of the Department who shall consolidate all such performance sheets of courses pertaining to the Programs offered by the department including the end semester and forward it to the Controller of Examination through the Principal.

11. STUDENT ADVISOR

Every student shall have a teacher of the Department as his/her Student Advisor. All teachers of the department shall function as Student Advisors and will have more or less equal number of students. The Student Advisor will advise the students in choosing Elective courses and offer all possible student support services.

12. CURRICULUM FRAMEWORK FOR UNDERGRADUATE PROGRAMS

A. Main features of Curriculum Framework is as follows:

i. Flexibility to move from one discipline of study to another;
ii. Opportunity for learners to choose the courses of their interest in all disciplines;
iii. Facilitating multiple entry and exit options with UG certificate/ UG diploma/ or degree depending upon the number of credits secured;
iv. Flexibility for learners to move from one institution to another to enable them to have multi and/or interdisciplinary learning;
v. Flexibility to switch to alternative modes of learning (offline, ODL, and Online learning, and hybrid modes of learning).

Regulations for Academic Bank of Credit (ABC) and guidelines for Multiple Entry and Exit are already in place.

B. Definitions, Eligibility, and Duration of the Program

1. Semester/Credits:

- A semester comprises 90 working days and an academic year is divided into two semesters.

- A summer term is for eight weeks during summer vacation. Internship/ apprenticeship /work-based vocational education and training can be carried out during the summer term, especially by students who wish to exit after two semesters or four semesters of study. Regular courses may also be offered during the summer on a fast-track mode to enable students to do additional courses or complete backlogs in coursework. The HEIs can decide on the courses to be offered in the summer term depending on the availability of faculty and the number of students.

C. Major and Minor disciplines

Major discipline is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (about 50% of total credits) through core courses in the major discipline.

Minor discipline helps a student to gain a broader understanding beyond the major discipline. For example, if a student pursuing an Economics major obtains a minimum of 12 credits from a bunch of courses in Statistics, then the student will be awarded B.A. degree in Economics with a Minor in Statistics.

D. Awarding UG Certificate, UG Diploma, and Degrees

i. **UG Certificate:** Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree Program within three years and complete the degree Program within the stipulated maximum period of seven years.

ii. **UG Diploma:** Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree Program within the maximum period of seven years.

iii. **3-year UG Degree:** Students who wish to undergo a 3-year UG Program will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement as given in table 2 (Section 5).

iv. **4-year UG Degree (Honours):** A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree Program with 160 credits and have satisfied the credit requirements as given in table 2 in Section 5.

v. **4-year UG Degree (Honours with Research):** Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

vi. **Infrastructure Requirement:** The Departments offering a 4-year UG Degree (Honours with Research) must have the required infrastructure such as the library, access to journals, computer lab and software, laboratory facilities to carry out experimental research work, and at least two permanent faculty members who are recognized as Ph.D. supervisors. The Departments already recognized for conducting the Ph.D. Program may conduct a 4-year UG Degree (Honours with Research) without obtaining any approval from the affiliating University.

vii. **UG Degree Programs with Single Major:** A student has to secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major. For example, in a 3-year UG Program, if the total number of credits to be earned is 120, a student of Physics with a minimum of 60 credits will be awarded a B.Sc. in Physics with a single major. Similarly, in a 4-year UG Program, if the total number of credits to be earned is 160, a student of Physics with a minimum of 80 credits will be awarded a B.Sc. (Hons./Hon. With Research) in Physics in a 4-year UG Program with single major.

viii. **UG Degree Programs with Double Major:** A student has to secure a minimum of 40% credits from the second major discipline for the 3-year/4-year UG degree to be awarded a double major. For example, in a 3-year UG program, if the total number of credits to be

earned is 120, a student of Physics with a minimum of 48 credits will be awarded a B.Sc. in Physics with a double major. Similarly, in a 4-year UG program, if the total number of credits to be earned is 160, a student of Physics with a minimum of 64 credits will be awarded a B.Sc. (Hons./Hon. With Research) in Physics in a 4-year UG program with double major.

ix. **Interdisciplinary UG Programs:** The credits for core courses shall be distributed among the constituent disciplines/subjects so as to get core competence in the interdisciplinary program. For example, a degree in Econometrics requires courses in economics, statistics, and mathematics. The total credits to core courses shall be distributed so that the student gets full competence in Econometrics upon completion of the program. The degree for such students will be awarded as B.Sc. in Econometrics for a 3-year UG program or B.Sc. (Honours) / B.Sc. (Honours with Research) in Econometrics for a 4-year UG program.

x. **Multidisciplinary UG Programs:** In the case of students pursuing a multidisciplinary program of study, the credits to core courses will be distributed among the broad disciplines such as Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc., For example, a student who opts for a UG program in Life sciences will have the total credits to core courses distributed across Botany, Zoology and Human biology disciplines. The degree will be awarded as B.Sc. in Life Sciences for a 3-year program and B.Sc. (Honours) in Life Sciences or B.Sc. (Honours with Research) for a 4-year program without or with a research component respectively.

13. Credit hours for different types of courses

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

Each course may have only a lecture component or a lecture and tutorial component or a lecture and practical component or a lecture, tutorial, and practicum component, or only practicum component. For example, a three-credit lecture course in a semester means three one-hour lectures per week with each one-hour lecture counted as one credit. In a semester of 15 weeks duration, a three-credit lecture course is equivalent to 45 hours of teaching.

One credit for tutorial work means one hour of engagement per week. In a semester of 15 weeks duration, a one-credit tutorial in a course is equivalent to 15 hours of engagement.

A one-credit course in practicum or lab work, community engagement and services, and fieldwork in a semester mean two-hour engagement per week. In a semester of 15 weeks duration, a one-credit practicum in a course is equivalent to 30 hours of engagement.

A one-credit of Seminar or Internship or Studio activities or Field practice/projects or Community engagement and service means two-hour engagements per week. Accordingly, in a semester of 15 weeks duration, one credit in these courses is equivalent to 30 hours of engagement.

A course can have a combination of lecture credits, tutorial credits, and practicum credits. For example, a 4–credit course with three credits assigned for lectures and one credit for practicum shall have three 1-hour lectures per week and one 2-hour duration field-based learning/project or lab work, or workshop activities per week. In a semester of 15 weeks duration, a 4-credit course is equivalent to 45 hours of lectures and 30 hours of practicum. Similarly, a 4 –credit course with 3- credits assigned for lectures and one credit for tutorial shall have three 1-hour lectures per week and one 1-hour tutorial per week. In a semester of 15 weeks duration, a four-credit course is equivalent to 45 hours of lectures and 15 hours of tutorials.

The following types of courses/activities constitute the Programs of study. Each of them will require a specific number of hours of teaching/guidance and laboratory/studio/workshop activities, field-based learning/projects, internships, and community engagement and service

(a) **Lecture courses:** Courses involving lectures relating to a field or discipline by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.
(b) **Tutorial courses:** Courses involving problem-solving and discussions relating to a field or discipline under the guidance of qualified personnel in a field of learning, work/vocation, or professional practice.
(c) **Practical or Laboratory work:** A course requiring students to participate in a project or practical or lab activity that applies previously learned/studied principles/theory related to the chosen field of learning, work/vocation, or professional practice under the supervision of an expert or qualified individual in the field of learning, work/vocation or professional practice.

(d) **Seminar:** A course requiring students to participate in structured discussion/conversation or debate focused on assigned tasks/readings, current or historical events, or shared experiences guided or led by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.

(e) **Internship:** A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations. Internships involve working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

(f) **Studio activities:** Studio activities involve the engagement of students in creative or artistic activities. Every student is engaged in performing a creative activity to obtain a specific outcome. Studio-based activities involve visual- or aesthetic- focused experiential work.

(g) **Field practice/projects:** Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity.

(h) **Community engagement and service:** Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity. The curricular component of 'community engagement and service' will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.

14. Number of Credits by Type of Course

The hallmark of the new curriculum framework is the flexibility for the students to learn courses of their choice across various branches of undergraduate Programs. This requires that all departments prescribe a certain specified number of credits for each course and common instruction hours (slot time).

a. **Major and Minor Courses:**

All discipline-specific courses (major or minor) may be 4 credits or as appropriate. An additional one to two credits may be allotted for tutorials or practicals.

b. **Other Courses:**

All courses under the Multi-disciplinary, Ability Enhancement (language), and Skill Enhancement categories may be of 3-credits or as appropriate;

c. **Common Value-Added Courses:**

Courses under Value Added, Summer Internship/ Apprenticeship/ Community outreach activities, etc., for all majors, may be of 2-credits or as appropriate;

d. **Final year Research project / Dissertation etc., may be of 12 credits.**

Tables 2 and 3 in the following sections provide the minimum credit requirements under each category and the distribution of course levels across 6/8 semesters.

15. Eligibility for the UG Programs

(a) Entry requirements in first year of UG Program entry level 4.5

Certificate obtained after successful completion of Grade 12 or equivalent state of education corresponding to Level-4.

Admission to the first year of the undergraduate Program will be open to those who have met the entrance requirements, including specified levels of attainment, in the Program admission regulations. Admission will be based on the evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and validation of prior learning outcomes) of the applicant's ability to pursue an undergraduate Program of study.

(b) Entry requirements in second year of UG Program entry level 5

Continuation of study or lateral entry in the second year of the undergraduate Program will be possible for those who have met the entrance requirements, including specified levels of attainment, specified in the Program regulations. The continuation of the study will be based on the evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and certification of prior learning) of the applicant's ability to pursue an undergraduate Program of study. Lateral entry into the

Program of study at NHEQF level 5 will be based on the validation of prior learning outcomes achieved, including those achieved outside of formal learning or through learning and training in the workplace or in the community, through continuing professional development activities, or through independent/self-directed learning activities.

(c) Entry requirements in third year of UG Program entry level 5.5

Continuation of study or lateral entry into the third year of the undergraduate Program will be possible for those who have met the specified levels of attainment, specified in the Program admission regulations. The continuation of the study will be based on the evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and certification of prior learning) of the applicant's ability to pursue and complete the undergraduate Program of study. Lateral entry into the Program of study at NHEQF level 5.5 will be based on the validation of prior learning outcomes, including those achieved outside of formal learning or through learning and training in the workplace or in the community, through continuing professional development activities, or through independent/self-directed learning activities.

(d) Entry requirements in fourth year of UG Program entry level 6

- An individual seeking admission to the bachelor's degree (Honours/ Honours with Research) in a specified field of learning would normally have completed all requirements of the relevant 3-year Bachelor's degree. (After completing the requirements of a 3-year bachelor's degree, candidates who meet a minimum 75% marks or its equivalent grade will be allowed to continue studies in the fourth year of the undergraduate Program leading to the bachelor's degree (Honours with Research).
- Continuation of undergraduate Program leading to the bachelor's degree (Honours/ Honours with Research) will be open to those who have met the entrance requirements, including specified levels of attainment, in the Program admission regulations. Continuation of the Program of study will be based on the evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and certification of prior learning) of the applicant's ability to pursue study during the fourth year (semesters 7 & 8) of the 4-year Bachelor's degree (Honours/

Honours with Research) Program. Lateralentry into the Program of study at NHEQF level 6 will be based on the validation of prior learning outcomes, including those achieved outside of formal learning or through learning and training in the workplace, through continuing professional development activities, or through independent/self-directed/self-managed learning activities.

16. Duration of the Program

i. The duration of the UG Program is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Program will be allowed to exit after completion of the 3rd year. If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits (as given in table 3). Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree Program.

ii. Students may be permitted to take a break from the study during the period of study but the total duration for completing the Program shall not exceed 7 years.

17. Structure of the Undergraduate Program

The UG Program will consist of the following categories of courses and the minimum credit requirements for 3-year UG and 4-year UG (Honours) or UG (Honours with Research) Programs are given below:

Minimum Credit Requirements to Award Degree under Each Category

S. No.	Broad Category of Course	Minimum Credit Requirement	
		3-year UG	4-Year UG
1	Major (Core)	60	80
2	Minor Stream	24	32
3	Multidisciplinary	09	09
4	Ability Enhancement Courses (AEC)	08	08
5	Skill Enhancement Courses (SEC)	09	09
6	Value Added Courses common for all UG	06 - 08	06 – 08
7	Summer Internship	02 - 04	02 – 04

8	Research Project / Dissertation	-	12
	Total	120	160

Note:* Honours students not undertaking research will do 3 courses for 12 credits in lieu of a research project / Dissertation.

18. CURRICULAR COMPONENTS OF THE UNDERGRADUATE PROGRAM

The curriculum consists of major stream courses, minor stream courses and courses from other disciplines, language courses, skill courses, and a set of courses on Environmental education, understanding India, Digital and technological solutions, Health & Wellness, Yoga education, and sports and fitness. At the end of the second semester, students can decide either to continue with the chosen major or request a change of major. The minor stream courses include vocational courses which will help the students to equip with job- oriented skills.

(a) Disciplinary/interdisciplinary major:

The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary Program of study or an interdisciplinary topic.

(b) Disciplinary/interdisciplinary minors:

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses relating to a chosen vocational education Program. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor and vocational stream at the end of the second semester, after exploring various courses.

Vocational Education and Training: Vocational Education and Training will form an integral part of the undergraduate Program to impart skills along with theory and practical. A minimum of 12 credits will be allotted to the 'Minor' stream relating to Vocational Education and Training and these can be related to the major or minor discipline or choice of the student. These courses will be useful to find a job for those students who exit before completing the Program.

(c) Courses from Other Disciplines (Multidisciplinary) (9 credits):

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

i. **Natural and Physical Sciences:** Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.
ii. **Mathematics, Statistics, and Computer Applications:** Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.
iii. **Library, Information, and Media Sciences:** Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)
iv. **Commerce and Management:** Courses include business management, accountancy, finance, financial institutions, fintech, etc.,
v. **Humanities and Social Sciences:** The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey

methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses that can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's and Gender Studies, etc. will be useful to understand society.

(d) Ability Enhancement Courses (AEC) (08 credits): Modern Indian Language (MIL) & English language focused on language and communication skills.

Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

(e) Skills Enhancement Courses (SEC):

These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students. The institution may design courses as per the students' needs and available institutional resources.

(f) Value-Added Courses (VAC) Common to All UG Students (6-8 credits)

i. **Understanding India:** The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional

obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

ii. **Environmental science/education:** The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

iii. **Digital and technological solutions:** Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

iv. **Health & Wellness, Yoga education, sports, and fitness:** Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self- discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement

skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

The HEIs may introduce other innovative value-added courses relevant to the discipline or common to all UG Programs.

(g) Summer Internship /Apprenticeship (2 – 4 credits)

A key aspect of the new UG Program is induction into actual work situations. All students will also undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term. Students will be provided with opportunities for internships with local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work- based learning/internship during the summer term in order to get a UG Certificate.

(h) Community engagement and service

The curricular component of 'community engagement and service' seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline.

(i) Field-based learning/minor project

The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio- economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and Programs that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative

practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

(j) Research Project / Dissertation

Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.

(k) Other Activities:

This component will include participation in activities related to National Service Scheme (NCC), National Cadet Corps (NCC), adult education/literacy initiatives, mentoring school students, and other similar activities.

19. LEVELS OF COURSES:

Courses shall be coded based on the learning outcomes, level of difficulty, and academic rigor. The coding structure is as follows:

i. **0-99:** Pre-requisite courses required to undertake an introductory course which will be a pass or fail course with no credits. It will replace the existing informal way of offering bridge courses that are conducted in some of the colleges/ universities.

ii. **100-199:** Foundation or introductory courses that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be prerequisites for courses in the major subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses. These courses seek to equip students with the general education needed for advanced study, expose students to the breadth of different fields of study; provide a foundation for specialized higher-level coursework; acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of vocational or professional fields; and to lay the foundation for higher- level coursework.

iii. **200-299:** Intermediate-level courses including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be pre-requisite courses for advanced-level major courses.

iv. **300-399:** Higher-level courses which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.

v. **400-499:** Advanced courses which would include lecture courses with practicum, seminar-based course, term papers, research methodology, advanced laboratory experiments/software training, research projects, hands-on-training, internship/ apprenticeship projects at the undergraduate level or First year Post- graduate theoretical and practical courses.

vi. **500-599:** Courses at first-year Master's degree level for a 2-year Master's degree Program

vii. **600-699:** Courses for second-year of 2-year Master's or 1-year Master's degree Program

viii. **700 -799 & above:** Courses limited to doctoral students.

20. PROGRAM/ CURRICULAR COMPONENTS

The undergraduate Program seeks to equip students with the capacities in fields across arts, humanities, languages, natural sciences, and social sciences; an ethic of social engagement; soft skills such as complex problem solving, critical thinking, creative thinking, and communication skills, along with rigorous specialization in a chosen disciplinary or interdisciplinary major and minor(s).

i. **Semesters 1 & 2:** The students will undergo courses in 4 broad disciplines (major stream, minor stream, 2 broad disciplines (multidisciplinary category) to have basic knowledge not only in major areas but also in two other disciplines broadly grouped under Natural and Physical Sciences, Mathematics, Statistics and Computer Applications, Library, Information and Media Sciences, Commerce and Management, and Social Sciences. With exposure to basic courses in four disciplines, a student can decide to continue the chosen major or change the major and minor areas of interest at the end of the second semester. Additionally, these students will also take up courses of their interest from Ability Enhancement (language), Skill Enhancement, and Value-Added categories.

ii. **Change of Major:** Students can opt for a change of major within the broad discipline (Natural and Physical Sciences, Mathematical, Statistics, and Computational Sciences,

Library, Information and Media Sciences, Commerce and Management, and Humanities and Social Sciences) at the end of the first year.

iii. **Additional Seats:** The Institute may create 10% additional seats over and above the sanctioned strength to accommodate the request for a change of major. Any unfilled or vacant seats may be filled with those seeking a change of Major. Preference will be given to those who have got highest CGPA with no arrears in the first year.

iv. **Semesters 3 & 4:** Students will choose courses of their interest in major and minor to build a career of their interest. They also pursue courses to strengthen their language skills and other skill-augmenting courses and vocational training.

v. **Semesters 5 & 6:** Students will undergo higher level courses and related courses during the 5th and 6th semesters in order to gain in-depth knowledge in the major and also in the related disciplines through the minor stream. Students will also gain work-related skills through courses in vocational education. The Program structure will enable the students to gain sufficient knowledge and skills to meet the industry/society requirements.

vi. ***Semesters 7 & 8:*** During the 4th and final year, students will undertake advanced level courses in both major and minor streams to get a UG Degree (Honours). Students choose a research component with courses relating to research methodology, advanced courses in theory and applied areas, and seminar presentations. Students may be permitted to carry out a research project or dissertation in another department of the same institution or another institution provided the required facilities are available.

21. STRUCTURE OF THE UG PROGRAM

The Semester-wise and Broad Course Category-wise Distribution of credits of the Undergraduate Program:

Semester	Discipline Specific Courses - Core	Minor	Inter-disciplinary courses	Ability Enhancement courses (language)	Skill Enhancement courses /Internship /Dissertation	Common Value-Added Courses	Total Credits
I	(100 level)	(100 Level)	(1 course)	1 course)	(1 course)	(1 or 2 courses)	20
II	(100 level)	(100 Level)	(1 course)	(1 course)	(1 course)	(1 or 2 courses)	20

	Students exiting the Program after securing 40 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.						40
III	(200 level)	(200 & above)	(1 course)	(1 course)	(1 course)	-	20
IV	(200 level)	(200 & above)	-	(1 course)	-		20
	Students exiting the Program after securing 80 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credit in skill based vocational courses offered during first year or second year summer term.						80
V	(300 Level)	(200 & above)	-	-	(Internship)	-	20
VI	(300 Level)	(200 & above)	-	-	-	-	20
	Students who want to undertake 3-year UG Program will be awarded UG Degree in the relevant Discipline /Subject upon securing 120 credits						120
VII	(400 Level)	(300 & above)	-		-	-	20
VIII	(400 Level)	(300 & above)	-		(Research Project/ Dissertation)		20
	Students will be awarded UG Degree (Honours) with Research in the relevant						160
	Discipline /Subject provided they secure 160 credits						

Note:

i. Only the minimum total number of credits in each semester is indicated above. The HEIs may decide the number of credits for each course (e.g. Major, Minor, Multidisciplinary, etc.) to fulfill the minimum number of credit requirements.

ii. Students may be permitted to audit course(s) of their choice offered by the HEI provided they meet the pre-requisite for the course.

iii. Minor stream courses can be from the 3rd 300 or above level and 50% of the total credits from minors must be secured in the relevant subject/discipline and another 50% of the total credits from a minor can be earned from any discipline as per students' choice.

iv. Students are not allowed to take the same courses studied in the 12th class under the interdisciplinary category.

v. 40% of the credits in any category may be earned through online courses approved by the Department and Institution as per the existing UGC regulations.

vi. VIII-Semester core major may be seminar-based with students' presentations and discussions.

vii. Students may be encouraged to enroll in activities such as NSS / NCC.

22. CURRICULUM FRAMEWORK FOR POSTGRADUATE PROGRAMS

(a) Main Features of the PG curriculum framework

- Flexibility to move from one discipline of study to another;
- Flexibility for students who qualify UG with a major and minor (s) to opt for either major or minor(s) subject or any other subject if they are able to prove their competence in PG Program;
- Opportunity for learners to choose the courses of their interest;
- Flexibility to switch to alternative modes of learning (offline, ODL, Online learning, and hybrid modes of learning).
- Mobility and flexibility as per the UGC (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021, and UGC Guidelines for Multiple Entry and Exit in Academic Programs offered in Higher Education Institutions.

(b) Credit Requirement and Eligibility for the PG Program

- A bachelor's degree with Honours/ Honours with Research with a minimum of 160 credits for a 1-year/2-semester PG Program at level 6.5 on the NHEQF.
- A 3-year/6-semester bachelor's degree with a minimum of 120 credits for a 2-year/4-semester PG Program at level 6.5 on the NHEQF.
- A 4-year Bachelor's degree with a minimum of 160 credits for a 2-year/4-semester PG Program at level 7 of NHEQF.
- A student is eligible for a PG Program in a discipline corresponding to either major or minor(s) discipline in UG Program. In this case, the University can admit the students in the PG Program based on the student's performance in the UG Program or through an entrance examination. However, irrespective of the major or minor disciplines chosen by a student in a UG Program, a student is eligible for admission in any discipline of PG Programs if the student qualifies the National level or University level entrance examination in the discipline of the PG Program.

23. CURRICULAR COMPONENTS

For 2-year PG: Students entering 2-year PG after a 3-year UG Program can choose to do (i) only course work in the third and fourth semester or (ii) course work in the third semester and research in the fourth semester or (iii) only research in the third and fourth semester.

1-year PG: Students entering 1-year PG after a 4-year UG Program can choose to do (i) only coursework or (ii) research or (iii) coursework and research.

5-year Integrated Program (UG+PG): At the PG level, the curricular component of 5- year integrated Program will be similar to that of 2-year PG mentioned above.

Programs that are intended to sharpen the students' analytical abilities to optimally solve problems, the curriculum, in general, comprises advanced skills and real-world experience and less of a research component. Such Programs should have a curriculum that is different from other Programs.

24. CREDIT DISTRIBUTION

(a) For 1-year PG

Curricular Components	PG Program (one year) for 4-yr UG (Hons./Hons. with Research) Minimum Credits			
	Course Level	Coursework	Research thesis/project/Patent	Total Credits
Coursework + Research	500	20	20	40
Coursework	500	40	--	40
Research	-	-	40	

(b) For 2-year PG

Curricular Components	Two-Year PG Program (Generic and Professional) Minimum Credits			
	Course Level	Coursework	Research thesis/project/Patent	Total Credits
PG Diploma	400	40	--	40
1st Year (1st & 2nd Semester)	400 500	24 16	--	40

Students who exit at the end of 1st year shall be awarded a Postgraduate Diploma					
2nd Year (3rd & 4th Semester)	Coursework & Research	500	20	20	40
	Coursework (or)	500	40	--	40
	Research	--	--	40	40

25. EXIT POINT:

For those who join 2 year PG Programs, there shall only be one exit point. Students who exit at the end of 1st year shall be awarded a Postgraduate Diploma.

The PG Program should include vocational courses relevant to the chosen discipline.

26. FLEXIBILITY

Flexibility is the hallmark of NEP 2020. The benefit of PG degree is that they offer great flexibility viz. enrolling in online Programs, pursuing two postgraduate Programs simultaneously, creditizing work experience, etc.

Postgraduate Programs which are entirely online, allow students to participate in the Program along with their current responsibilities. This makes earning a postgraduate degree while continuing to work easier and more accessible to individuals.

Another opportunity for students is the facility to pursue two academic Programs imultaneously 1) in two full-time academic Programs in the physical mode provided that there is no overlap of class timings between the two Programs 2) two academic Programs, one in full-time physical mode and another in Open and Distance Learning (ODL)/Online mode; or up to two ODL/Online Programs simultaneously. Degree or diploma Programs under ODL/Online mode shall be pursued with only such HEIs which are recognized by UGC/Statutory Council/Govt. of India for running such Programs.

Creditization of relevant work experience is another initiative to make education more holistic. The NCrF enables the assignment of credits for the experience attained by a person after undergoing a particular educational Program. In case a learner through employment gains experience relevant to the PG Program he/she wants to pursue, the work experience can be

creditized after assessment. Accordingly, the duration can be adjusted by the Institute. The maximum weightage provided for under this dimension is two (2) i.e. a candidate/ trained person can at best earn credits equal to the credits acquired for the base qualification/ skill, provided he has more than a certain number of years of work experience. The redemption of credits so earned, however, shall be based on the principle of assessment bands given in the NCrF.

The credit points may be redeemed as per Academic Bank of Credit (ABC) guidelines for entry or admission in higher education at multiple levels enabling horizontal and vertical mobility with various lateral entry options

The principle of calculating credits acquired by a candidate by virtue of relevant experiential learning including relevant experience and professional levels acquired and attaining proficiency levels (post-completion of an academic grade/ skill-based program) gained by the learner/student in the industry is given in the Table below:

Credit Assignment for relevant experience / proficiency

Experience cum Proficiency Levels	**Description of the relevant Experiential learning including relevant experience and professional levels acquired and attaining proficiency levels**	**Weightage/ multiplication Factor**	**No. of years of experience (Only indicative)**
Trained/ Qualification attained	Someone who has completed the coursework/ education/ training and has been taught the skills and knowledge needed for a particular job or activity	1	Less than or equal to 1 year
Proficient	Proficient would mean having the level of advancement in a particular profession, skillset, or knowledge	1.33	More than 1 less than or equal to 4
Expert	Expert means having high level of knowledge and experience in a trade or profession	1.67	More than 4 less than or equal to 7
Master	Master is someone having exceptional skill or knowledge of a subject/domain	2	More than 7

Example: a learner who has undertaken training of 1200 hours (40 credits) of level 3 program attains 120 credit point (40*3). Presuming that this candidate works in a related field for 3 years, then the overall credit points earned shall be- 120 X 1.33 = 159.6 or rounded of to 160 credit points.

Similarly, in case of student/learner with more than 7 years' experience, the maximum credit points earned will be 120 X 2 = 240

27. SWITCHING SUBJECTS IN POSTGRADUATE PROGRAM

The first degree often makes students think of a different career path that requires a change of subject. Changing direction with a postgraduate degree has its challenges, but NEP gives enough freedom to make it a possibility. The postgraduate Programs provide an opportunity for students to change the field and realize their vision, as per the pathways given below:

A student is eligible for admission in a PG Program either in the major or minor discipline taken by the student in his/her UG Program.

Irrespective of the major or minor disciplines taken by a student in a UG Program, a student is eligible for admission in any discipline of PG Programs if the student qualifies the National level or University level entrance examination in the discipline of PG Program.

Candidates who have completed 4-year UG Program or a 3 year UG and 2 year PG Program or 5 year integrated Program (UG + PG) in STEM subjects will be eligible for admission in M.E., M. Tech. in allied areas.

28. MULTIPLE ENTRY MULTIPLE EXIT OPTIONS BY UGC

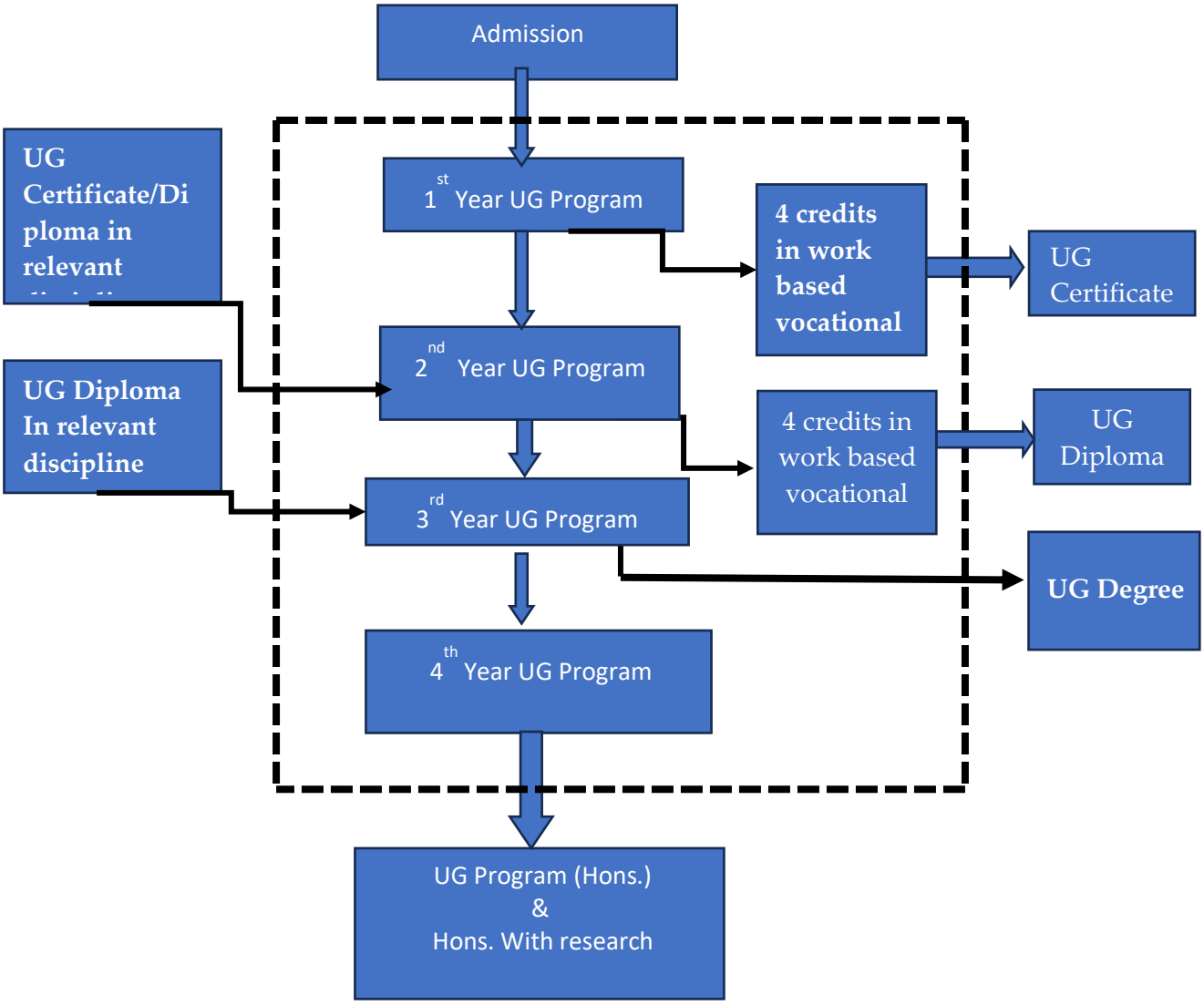
Following multiple entry exist option can be availed by students any point of time as mentioned in following table

ACADEMIC LEVEL	ENTRY QUALIFICATION *	EXIT QUALIFICATION AND CREDITS required for the level	NATIONAL CREDIT LEVEL (NCrF)
	Higher Education		
UNDER-GRADUATE 1st year (B. General/B. Voc)	12th pass certificate or equivalent state of education	Under-Graduate Certificate will be awarded and Minimum 40 credit-hours followed by an exit 4-credit skills-enhancement course	4.5
UNDER-GRADUATE 2nd year (B. General/ B. Voc)	Under-Graduate Certificate	Under-Graduate Diploma will be awarded and Minimum of 80 credit-hours followed by an exit 4-credit skills-enhancement course	5
UNDER-GRADUATE 3rd year (B. General/ B.Voc	Under-Graduate Diploma	Bachelor Degree will be awarded and Minimum of 120 credit-hours	5.5

UNDER-GRADUATE 4 th year (B. General/ B.Voc)	Bachelor's Degree (3 year)	Bachelor's degree (Honors/ Honors with Research); and Minimum of 160 credits, with minimum of 40 credits each at level 4.5, 5, 5.5 and 6 of the NHEQF	6
POST GRADUATE DIPLOMA **Or 1st year of 2- year PG program**	Bachelor's degree (3 years)	Post Graduate Diploma after completion of 1st year of 2-year PG program; and Minimum of 40 credits for individuals who have completed a bachelor's Program	6.0
MASTERS (M. General / M. Voc) **2 year of master program**	Bachelor degree (after 3 years of UG)	Master's degree; and Minimum of 80 credits from the first and second years of the program, with minimum of 40 credits in the first year and minimum of 40 credits in the second year of the program at level 6.5 on the NHEQF	6.5
MASTER'S (General/ M. Voc) **One year program after 4 year UG**	Bachelor's degree (honors/ honors with research) or Post Graduate Diploma	Master's degree; and Minimum of 40 credits for individuals who have completed a bachelor's degree (Honors/ Honors with Research)	6.5
Master's Program (Eng M.E., M. Tech	Bachelor's degree (honors/ honors with research)	Master's degree; and Minimum of 80 credits from the first and second years of the Program, with minimum of 40 credits in the first year and minimum of 40 credits in the second year of the Program at level 6 on the NHEQF	7
Ph.D.	PG Diploma OR Master's Degree OR a Bachelor's degree (honors with research)	Doctorate degree will include course work and a thesis with published work and/or creative work	8

**Admission will be open to those who have met the entrance requirements, including specified levels of attainment, in the Program admission regulations along with evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and validation of prior learning outcomes) of the applicant's ability to pursue an undergraduate Program of study.*

The ME-ME can be understand by this simple graph



29. PEDAGOGICAL APPROACHES

The Learning Outcomes-Based Approach to curriculum planning and transaction requires that the pedagogical approaches are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a Program. The outcome- based approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centric to learner-centric pedagogies, and from passive to active/participatory pedagogies. Every Program of study lends itself to the well- structured and sequenced acquisition of knowledge and skills. Practical skills, including an appreciation of the link between theory and practice, will constitute an

important aspect of the teaching-learning process. Teaching methods, guided by such a framework, may include lectures supported by tutorial work; practicum and field-based learning; the use of prescribed textbooks and e-learning resources and other self-study materials; field-based learning/project, open-ended project work, some of which may be team-based; activities designed to promote the development of generic/transferable and subject- specific skills; and internship and visits to field sites, and industrial or other research facilities etc.

30. OUTCOMES-BASED APPROACH TO HIGHER EDUCATION

The National Higher Education Qualifications Framework (NHEQF) envisages that students must possess the quality and characteristics of the graduate of a Program of study, including learning outcomes relating to the disciplinary area(s) in the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the Program(s) of study.

The graduate attributes include capabilities that help broaden the current knowledge base and skills, gain and apply new knowledge and skills, undertake future studies independently, perform well in a chosen career, and play a constructive role as a responsible citizen in society. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum and learning experience, the total college/university experience, and a process of critical and reflective thinking.

Graduate attributes include learning outcomes that are specific to disciplinary areas relating to the chosen field(s) of learning within broad multidisciplinary/interdisciplinary/ transdisciplinary contexts and generic learning outcomes that graduates of all Programs of study should acquire and demonstrate.

31. THE NHEQF QUALIFICATION SPECIFICATIONS

The NHEQF qualification specifications for the certificate, diploma, and degree Programs inform the design and accreditation of qualifications used by the standard-setting and accrediting authorities in the higher education sub-sector, industry, and professional bodies, regulatorybodies, students, and employers.

NHEQF Qualification specifications

Qualification type	Purpose of the qualification
Undergraduate Certificate	The certificate (in a field of learning or a disciplinary area) qualifies students who can apply technical and theoretical concepts and specialized knowledge and skills in a broad range of contexts to undertake skilled or paraprofessional work and/or to pursue further study/learning at higher levels.
Undergraduate Diploma	The diploma (in a field of learning or a disciplinary area) qualifies students who can apply specialized knowledge in a range of contexts to undertake advanced skilled or paraprofessional work and/or to pursue further learning/study at higher levels.
Bachelor's degree	The bachelor's degree qualifies students who can apply a broad and coherent body of knowledge and skills in a range of contexts to undertake professional work and/or for further learning.
Bachelor's degree (Honours/ Honours with Research)	Bachelor's degree (Honours): Prepare individuals who can apply a body of knowledge in a specific context to undertake professional work and for research and further learning.
	Bachelor's degree (Honours with Research): Prepare individuals who can apply an advanced body of knowledge in a range of contexts to undertakeprofessional work and apply specialized knowledge and skills for research and scholarship, and/or for further learning relating to the chosen field(s) of learning, work/vocation, or professional practice.
Post-Graduate Diploma	The Post-Graduate Diploma qualifies students who can apply a body of advanced knowledge and skills in a range of contexts to undertake professional or highly skilled work and/or further learning.
Master's degree (1 year/2 semesters of study)	The Master's degree qualifies students who can apply an advanced body of knowledge in a range of contexts for professional practice, research, and scholarship and as a pathway for further learning. Graduates at this level are expected to possess and demonstrate specialized knowledge and skills for research, and/or professional practice and/or for further learning.
Master's degree (2 years /4 semesters of study)	The Master's degree qualifies students who can apply an advanced body of knowledge in a range of contexts for professional practice, research, and scholarship and as a pathway for further learning. Graduates at this level are expected to possess and demonstrate specialized knowledge and skills for research,

	and/or professional practice and/or for further learning. Master's degree holders are expected to demonstrate the ability to apply the established principles and theories to a body of knowledge or an area of professional practice.

32. PROGRAM LEARNING OUTCOMES ALIGNED WITH NHEQF LEVEL DESCRIPTORS

The outcomes described in NHEQF level descriptors are attained by students through learning acquired on the completion of a Program of study relating to the chosen fields of learning, work/vocation, or an area of professional practice. The term 'Program' refers to the entire scheme of study followed by learners leading to a qualification. Individual Programs of study will have defined learning outcomes that must be attained for the award of a specific certificate/diploma/degree.

The curriculum development agencies are responsible for ensuring that individual Program learning outcomes align with the relevant qualification descriptor in the relevant NHEQF level. Program learning outcomes (PLOs) include outcomes that are specific to disciplinary areas of learning associated with the chosen field (s) of learning, work/vocation, or professional practice. They also include generic learning outcomes, including transferable skills and competencies, that graduates of all Programs of study should acquire and be able to demonstrate for the award of the Certificate/Diploma/Degree.

The Program learning outcomes would also focus on knowledge and skills that prepare students for further study, employment, and responsible citizenship. They would help ensure comparability of learning levels and academic standards across colleges/universities in India and provide a broad picture of the level of competence of graduates of a given Program of study. A Program of study may be related to monodisciplinary, multidisciplinary or interdisciplinary areas of learning; work or vocational education; or technical/professional education or an area of professional practice.

33. COURSE LEARNING OUTCOMES (CLOS)

The Program learning outcomes are attained by learners through the essential learnings acquired on the completion of selected courses of study within a Program of study. The term 'course' is used to mean the individual courses of study that make up the scheme of study for a Program.

The curriculum development agencies are expected to consider the relevant Program learning outcomes when setting the course learning outcomes for the undergraduate certificate/diploma, Bachelor's degree, Bachelor's degree with honours/ honours with research or master's degree Programs.

Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-disciplinary area of learning. Some courses of study are highly structured, with a closely laid down progression of compulsory/core courses to be taken at different phases/stages of learning. The NHEQF envisages Programs that would allow learners much more freedom to take a combination of courses of study within the multidisciplinary contexts according to the preferences of the individual student that may be very different from the courses of study pursued by another student of the same Program.

Course-level learning outcomes are expected to be aligned with relevant Program learning outcomes. At the course level, each course may well have links to some but not all graduate attributes as these are developed through the totality of student learning experiences across the period/ semesters of their study.

34. LEARNING OUTCOMES DESCRIPTORS FOR HIGHER EDUCATION QUALIFICATION AT LEVELS 4.5-8 ONTHE NHEQF

(Certificate/Diploma/Degree both undergraduate and postgraduate is awarded to students who have demonstrated the achievement of the outcomes associated with the specific NHEQF level)

Elements of the descriptor	Level 4.5 Undergraduate Certificate	Level 5 Undergraduate Diploma	Level 5.5 Bachelor's Degree
The graduates should be able to demonstrate the acquisition of:			
Knowledge and understanding	• knowledge of facts, concepts, principles, theories, and processes in broad multidisciplinary learning contexts within the chosen fields of learning, • understanding of the linkages between the learning areas within and across the chosen fields of study, • procedural knowledge required for performing skilled or para professional tasks associated with the chosen fields of learning.	• theoretical and technical knowledge in broad multidisciplinary contexts within the chosen fields of learning, • deeper knowledge and understanding of one of the learning areas and its underlying principles and theories, • Procedural knowledge required for performing skilled or paraprofessional tasks associated with the chosen fields of learning.	• Comprehensive, factual, theoretical, and specialized knowledge in broad multidisciplinary contexts with depth in the underlying principles and theories relating to one or more fields of learning. • Knowledge of the current and emerging issues and developments within the chosen fields of learning. • Procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.
The graduates should be able to demonstrate the acquisition			
Skills required to perform and accomplish tasks	• A range of cognitive and technical skills required for accomplishing assigned tasks relating to the chosen fields of learning in the context of broad multidisciplinary contexts. • Cognitive skills required to identify, analyze and synthesize information from a range of sources. • Cognitive and technical skills required for selecting and using relevant methods, tools, and materials to assess theappropriateness of approaches to solving problems associated with the chosen fields of learning.	• Cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning. • Cognitive and technical skills required to analyze and synthesize ideas and information from a range of sources. • Act on information to generate solutions to specific problems associated with the chosen fields of learning.	• Cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning. • Cognitive and technical skills required to evaluate and analyze complex ideas. • Cognitive and technical skills required to generate solutions to specific problems associated with the chosen fields of learning.

Level 6 Bachelor's Degree (Honours/ Honours with Research)	Level 6.5 Master's Degree	Level 7 Master's Degree (M.Tech./M.E.)	Level 8 Doctoral Degree
	The graduates should be able to demonstrate the acquisition of:		
• advanced knowledge about a specialized field of enquiry, with depth in one or more fields of learning within a broad multidisciplinary/interdisciplinary context. • a coherent understanding of the established methods and techniques of research and enquiry applicable to the chosen fields of learning. • an awareness and knowledge of the emerging developments and issues in the chosen fields of learning, • procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.	• advanced knowledge about a specialized field of enquiry with a critical understanding of the emerging developments and issues relating to one or more fields of learning, • advanced knowledge and understanding of the research principles, methods, and techniques applicable to the chosen fields of learning or professional practice, • procedural knowledge required for performing and accomplishing complex and specialized professional tasks relating to teaching, and research and development.	• advanced knowledge about a specialized field of enquiry with a critical understanding of the emerging developments and issues relating to one or more fields of learning, • advanced knowledge and understanding of the research principles, methods, and techniques applicable to the chosen fields of learning or professional practice, • procedural knowledge required for performing and accomplishing complex and specialized professional tasks relating to teaching, and research and development.	• Highly specialized knowledge, including knowledge at the most advanced frontiers of the chosen fields of study. • mastery of the established research methods and techniques applicable to the chosen fields oflearning. • procedural knowledge required for complex research and development activities.
	The graduates should be able to demonstrate the acquisition of:		
• a range of cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning, • cognitive and technical skills relating to the established research methods and techniques, • cognitive and technical skills required to evaluate complex ideas and undertake research and investigations to generate solutionsto real-life problems, • generate solutions to complex problems independently, requiring the exercise of full personal judgement, responsibility, and accountability for the output of the initiatives taken as a practitioner.	• advanced cognitive and technical skills required for performing and accomplishing complex tasks related to the chosen fields of learning, • advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge, • specialized cognitive and technical skills relating to a body of knowledge and practice to analyze and synthesize complex information and problems.	• advanced cognitive and technical skills required for performing and accomplishing complex tasks related to the chosen fields of learning, • advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge, • specialized cognitive and technical skills relating to a body of knowledge and practice to analyze and synthesize complex information and problems.	• most advanced and highly specialized cognitive and technical skills required for performing and accomplishing complex tasks related to research and development that make original contribution to knowledge, professional practice,and innovations, • cognitive and technical skills required for conceptualizing, designing, and implementing fundamental and/or applied research at the forefront of the chosen field(s) of learning to generate original knowledge. • cognitive and technical skills required for doing transdisciplinary research.

Elements of the descriptor	Level 4.5 Undergraduate Certificate	Level 5 Undergraduate Diploma	Level 5.5 Bachelor's Degree
The graduates should be able to demonstrate the acquisition of:			
Application of knowledge andskills	• apply the acquired operational or technical and theoretical knowledge, and a range of cognitive and practical skills to select and use basic methods, tools, materials, and information to generate solutions to specific problems relating to the chosen fields of learning.	• apply the acquired specialized or theoretical knowledge, and a range of cognitive and practical skills to gather quantitative and qualitative data, • select and apply basic methods, tools, materials, and information to formulate solutions to problems related to the chosen field(s) of learning.	• apply the acquired specialized technical or theoretical knowledge, and cognitive and practical skills to gather and analyze quantitative/ qualitative data to assess the appropriateness of different approaches to solving problems, • employ the right approach to generate solutions to problems related to the chosen fields of learning.
The graduates should be able to demonstrate the ability to:			
Generic learning outcomes	• listen carefully, read texts related to the chosen fields of study analytically and present information in a clear and concise manner to different groups/audiences. • express thoughts and ideas effectively in writing and orally and present the results/findings of the experiments carried out in a clear and concise manner to different groups.	• listen carefully, read texts related to the chosen fields of learning analytically and present complex information in a clear and concise manner to different groups/audiences, • communicate in writing and orally the information, arguments, and results of the experiments and studies conducted accurately and effectively to specialist and non-specialist audience.	• listen carefully, to read text related to the chosen fields of learning analytically and present complex information in a clear and concise manner to different groups/audiences. • communicate in writing and orally the constructs and methodologies adopted for the studies undertaken relating to the chosen fields of learning, • make coherent arguments to support the findings/ results of the study undertaken to specialist and non-specialist audience.
	• meet own learning needs relating to the chosen fields of learning. • pursue self-directed and self-managed learning to upgrade knowledge and skills required to pursue higher level of education and training.	• meet own learning needs relating to the chosen field(s) of learning, work/ vocation, and an area of professional practice, • pursue self-paced and self-directed learning to upgrade knowledge and skills required for pursuing higher level of education and training.	• meet own learning needs relating to the chosen field(s) of learning, • pursue self-paced and self-directed learning to upgrade knowledge and skills that will help adapt to changing demands of workplace and pursue higher level of education and training.

Level 6 Bachelor's Degree (Honours/ Honours with Research)	Level 6.5 Master's Degree	Level 7 Master's Degree (M.Tech./M.E.)	Level 8 Doctoral Degree
	Graduates should demonstrate the ability to:		
• Apply the acquired advancedtechnical and/or theoreticalknowledge and a range ofcognitive and practical skillsto analyze the quantitativeand qualitative data gathered drawing on a wide range of sources for identifying problems and issues relating to the chosen fields of learning, • Apply advanced knowledge relating to research methods to carryout research and investigations to formulate evidence-based solutions to complex and unpredictable problems.	• Apply the acquired advanced theoretical and/or technical knowledge about a specialized field of enquiry or professional practice and a range of cognitive and practical skills to identify and analyze problems and issues, including real-life problems, associated with the chosen fields of learning. • Apply advanced knowledge relating to research methods to carryout research and investigations to formulate evidence-based solutions to complex and unpredictable problems.	• Apply the acquired advanced theoretical and/or technical knowledge about a specialized field of enquiry or professional practice and a range of cognitive and practical skills to identify and analyze problems and issues, including real-life problems, associated with the chosen fields of learning. • Apply advanced knowledge relating to research methods to carryout research and investigations to formulate evidence-based solutions to complex and unpredictable problems.	• Apply the acquired highly specialized knowledge, skills, and methods of research to design and conduct original and high quality disciplinary or multidisciplinary or interdisciplinary research to generate evidence-based solutions to complex problems, including real-life problems, relating to the chosen field(s) of study.
	The graduates should be able to demonstrate the ability to:		
• listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/ audiences, • communicate technical information and explanations, and the findings/results of the research studies relating to specialized fields of learning, • Present in a concise manner one's views on the relevance and applications of the findings of research and evaluation studies in the context of emerging developments and issues.	• listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, • communicate, in a well-structured manner, technical information and explanations, and the findings/ results of the research studies undertaken in the chosen field of study, • present in a concise manner one's views on the relevance and applications of the findings of recent research and evaluation studies in the context of emerging developments and issues.	• listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, • communicate, in a well-structured manner, technical information and explanations, and the findings/ results of the research studies undertaken in the chosen field of study, • Present in a concise manner one's views on the relevance and applications of the findings of recent research and evaluation studies in the context of emerging developments and issues.	• Listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to non-specialist and specialist groups/ audiences. • Present, in a well-structured and logical manner, technical information and explanations pertaining to the results/findings of research studies undertaken. • Present views on the relevance and application of recent research and their applications in the context of the emerging developments and issues related to the chosen field(s) of study or professional practice.

• meet one's own learning needs relating to the chosen fields of learning, • Pursue self-paced and self- directed learning to upgrade knowledge and skills that will help accomplish complex tasks and pursue higher level of education and research.	• meet one's ownlearning needs relatingto the chosen fields oflearning, work/vocation, and an area of professional practice, • Pursue self-paced and self- directed learning to upgrade knowledge and skills, including research-related skills, required to pursue higher level of education and research.	• meet one's own learning needs relating to the chosen fields of learning, work/vocation, and an area of professional practice, • pursue self-paced and self- directed learning to upgrade knowledge and skills, including research-related skills, required to pursue higher level of education and research.	• meet one's own learning needs relating to research and investigations in the chosen fields of study. • pursue self-paced and self- directed learning to upgrade knowledge and skills, including research- related skills, required to pursue higher level of research related to new frontiers of knowledge.

Elements of the descriptor	Level 4.5 Undergraduate Certificate	Level 5 Undergraduate Diploma	Level 5.5 Bachelor's Degree
The graduates should be able to demonstrate the acquisition of:			
	• Gather and interpret relevant quantitative and qualitative data to identify problems, • Critically evaluate principles and theories associated with the chosen fields of learning.	• Critically evaluate the essential theories, policies, and practices by following scientific approach to knowledge development.	• Critically evaluate evidence for taking actions to generate solutions to specific problems associated with the chosen fields of learning based on empirical evidence.
	• Make judgement and take decision, based on analysis of data and evidence, for formulating responses to issues/problems associated with the chosen fields of learning, requiring the exercise of some personal responsibility for action and outputs/outcomes.	• Make judgement and take decision, based on the analysis and evaluation of information, for determining solutions to a variety of unpredictable problems associated with the chosen fields of learning, taking responsibility for the nature and quality of outputs.	• make judgement and take decisions based on the analysis and evaluation of information for formulating responses to problems, including real-life problems, • Exercise judgement across a broad range of functions based on empirical evidence, for determining personal and/or group actions to generate solutions to specific problems associated with the chosen fields of learning.

Level 6 Bachelor's Degree (Honours/ Honours with Research)	Level 6.5 Master's Degree	Level 7 Master's Degree (M.Tech./M.E.)	Level 8 Doctoral Degree
	The graduates should be able to demonstrate the acquisition of:		
• Demonstrate a keen sense of observation, inquiry,and capability for asking relevant and appropriate questions, • problematize, synthesize and articulate issues and design researchproposals, • define problems,formulate appropriate and relevant research questions, • formulate hypotheses, testhypotheses using quantitative and qualitative data, and establish hypotheses, make inference based onthe analysis and interpretation of data, and predict cause-and-effect relationships , • develop appropriate toolsfor data collection, • Examine and assess the implications and consequences of emerging developments and issues relating to the chosen fields of study based on empirical evidence.	• problematize, synthesize and articulate issues and design research proposals, • define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inference based on the analysis and interpretation of data, and predict cause-and- effect relationships, • develop appropriate tools for data collection for research, • use appropriate statistical and other analytical tools and techniques for analysis of data collected for research andevaluation studies, • plan, execute and report the results of an investigation, • Follow basic research ethics and skills and practice ethics in the field/ in one's own research work.	• problematize, synthesize and articulate issues and design research proposals, • define problems, formulateappropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inference based on the analysis and interpretation of data, and predict cause-and- effect relationships, • develop appropriate tools for data collection for research, • use appropriate statistical and other analytical tools and techniques for analysis of data collected for research and evaluation studies, • plan, execute and report the results of an investigation, • Follow basic research ethics and skills and practice ethics in the field/ in one's own research work.	• critically analyze and synthesize a body of knowledge in their major and allied fields, identify critical gaps and ask new questions, • Develop new tools and techniques of datagathering and analysis,and at the end of it beable to conduct research independently.

• make judgement in a range of situations by critically reviewing and consolidating evidences, • exercise judgement based on evaluation of evidence from a range of sources to generate solutions to complex problems, including real-life problems, associated with the chosen fields of learning requiring the exercise of full personal responsibility and accountability for the initiatives undertaken and the outputs/ outcomes of own work as well as of the group asa team member.	• Make judgements and take decisions regarding the adoption of approaches to solving problems, including real-life problems, based on the analysis and evaluation of information and empirical evidence collected. • Make judgement across a range of functions requiring the exercise of full responsibility and accountability for personal and/ or group actions to generate solutions to specific problems associated with the chosen fields/subfields of study, work, or professionalpractice.	• make judgements and take decisions regarding the adoption of approaches to solving problems, including real-life problems, based on the analysis and evaluation of information and empirical evidence collected. • make judgement across a range of functions requiring the exercise of full responsibility and accountability for personal and/ or group actions to generate solutions to specific problems associated with the chosen fields/ subfields of study, work, or professional practice.	• make judgements and take decisionsregarding the formulation of responses to problems, including real-life problems,based on the analysis and evaluation of information and empirical evidencerelating to the problems. • Make significant judgement across broad range of functions requiring the exercise of responsibility for determining personal and/or group actions to generate solutions tospecific problems associated with the chosen field(s) of study, work, or professional practice.

Elements of the descriptor	Level 4.5 Undergraduate Certificate	Level 5 Undergraduate Diploma	Level 5.5 Bachelor's Degree
The graduates should be able to demonstrate the acquisition of:			
Constitutional, humanistic, ethicaland moral values	• Embrace constitutional, humanistic, ethical, and moral values in one's life, and practice these values in real- life situations, • Put forward convincing arguments to respond to the ethical and moral issues associated with the chosen fields of learning.	• embrace constitutional, humanistic, ethical, and moral values, and practice these values in life, • take a position regarding these values, • Formulate arguments in support of actions to address issues relating the ethical andmoral issues relating to the chosen fields of learning,including environmentaland sustainabledevelopment issues, frommultiple perspectives.	• Embrace the constitutional, humanistic, ethical, and moral values, and practice these values in life. • identify ethical issues related tothe chosen fields of study, • Formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues, from multiple perspectives. • Follow ethical practices in all aspects of research and development, including avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
The graduates should be able to demonstrate the acquisition of:			
Employment-ready skills, and entrepreneurship skills and mindset	• knowledge and a basket of essential skills, required to: • perform effectively in a defined job relating to the chosen fields of study, • Ability to exercise responsibility for the completion of assigned tasks and for the outputs of own work, and to take some responsibility for group work and output as a member of the group.	• knowledge and essential skills set that are necessary to: • take up job/employment relating to the chosen fields of study or professional practice requiring the exercise of full personal responsibility for the completion of tasks and for the outputs of own work, and full responsibility for the group task/work as a member of the group/ team. • Exercise self- management within the guidelines of study and work contexts. • Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.	• knowledge and essential skills set and competence that are necessary to: take up a professional job relating to the chosen field of learning and professional practice, • entrepreneurship skills and mindsetrequired for setting up and runningan economic enterprise or pursuingself-employment requiring theexercise of full personal responsibility for the outputs of own work, and full responsibilityfor output of group, • Exercise management and supervision in the contexts of work or study activities involving unpredictable work processes and working environment.

Level 6 Bachelor's Degree (Honours with Research/Honours)	Level 6.5 Master's Degree	Level 7 Master's Degree (M.Tech./M.E.)	Level 8 Doctoral Degree
The graduates should be able to demonstrate the ability to:			
• Embrace and practice constitutional, humanistic, ethical, and moral values in one's life. • adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field(s) of learning and professional practice. • Present coherent arguments in support of relevant ethical and moral issues. • Participate in actions to address environmental and sustainable development issues. • Follow ethical practices in all aspects of research and development, including avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.	• embrace and practice constitutional, humanistic, ethical and moral values in one's life, • adopt objective and unbiased actions in all aspects of work related to the chosen fields/subfields of study and professional practice, • participate in actions to address environmental protection and sustainable development issues, • support relevant ethical and moral issues by formulating and presenting coherent arguments, • Follow ethical principles and practices in all aspects of research and development, including inducements for enrolling participants, avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.	• embrace and practice constitutional, humanistic, ethical and moral values in one's life, • adopt objective and unbiased actions in all aspects of work related to the chosen fields/subfields of study and professional practice, • participate in actions to address environmental protection and sustainable development issues, • support relevant ethical and moral issues by formulating and presenting coherent arguments, • Follow ethical principles and practices in all aspects of research and development, including inducements for enrolling participants, avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.	• practice constitutional, humanistic, ethical, and moral values in conducting one's life, • adopt objective and unbiased actions in all aspects of work, • identify ethical issues related to the chosen fields of research, including those relating to environmental and sustainable development issues, • follow ethical practices in all aspects of research and development, including avoiding practices such as fabrication, falsification or misrepresentation of data or committing plagiarism, and not adhering to intellectual property rights, • Acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/in one's own research work, regardless of the funding authority or field of study.

The graduates should be able to demonstrate the acquisition of:			
knowledge and skills set and competencies required for: • adapting to the future of work and to the demands of the fast pace of technological developments and innovations that drive shift in employers' demands for skills, particularly with respect to transition towards more technology-Assisted work involving the creation of new forms of work and rapidly changing work and production processes. • Managing complex technical or professional activities or projects, requiring the exercise of full personal responsibility for output of own work as well as for the outputs of the group as a member of the group/team. • Exercising supervision in the context of work having unpredictable changes.	knowledge and essential skills set required for: • adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive shift in employers' demands for skills, particularly with respect to transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes. • exercising full personal responsibility for output of own work as well as for group/ team outputs and for managing work that are complex and unpredictable requiring new strategic approaches.	knowledge and essential skills set required for: • adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive shift in employers' demands for skills, particularly with respect to transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes. • exercising full personal responsibility for output of own work as well as for group/ team outputs and for managing work that are complex and unpredictable requiring new strategic approaches	knowledge and essential skills set required for: • adapting to the future of work and respond to the demands of the fast pace of technological developments and innovations that drive shift in skill needs relating to work and professional practices, including those relating to teaching, research, and development, • exercising full personal responsibility for outputs/ outcomes of own work and outputs/outcomes of group efforts, • exercising substantial Authority, innovation, autonomy, professional integrity, and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.

35. NATIONAL CREDIT FRAMEWORK- THE BASIC PRINCIPLES

The basic principles and provisions of National Credit Framework (NCrF) would apply to all the qualification frameworks (NHEQF and NSQF are already aligned with NCrF), particularly with respect to the following aspects:

i. Creditization of all types of learnings; Assignments of Credit levels for all learnings for seamless integration,

ii. Integration of learning in all dimensions of academics and skilling along with experiential learning including relevant experience and proficiency/ professional levels acquired.

iii. **Assignment of one single Credit level** i.e. NCrF Credits Levels applicable **across** all qualification frameworks; no other separate Credit levels to be assigned by any stakeholders.

iv. **Assignment, Accumulation, Storage, Transfer & Redemption of Credit**s- Assignment of credits to be independent of the streams, subjects or any learning, of course subject to assessment.

v. Assignment of Credits for online, digital and blended learning.

vi. Operationalization of NCrF through **Academic Bank of Credits (ABC)** encompassing school education higher education and vocational / skill education.

vii. The total **Notional Learning Hours** for assignment of credits to be uniform across school education, higher education and vocational education & training/skilling.

viii. The assessment is mandatory for earning credits.

ix. **Equivalence of academic and vocational education & skilling Programs.**

x. Multiple entry and multiple exit (ME-ME) options; ensuring **horizontal and vertical mobility.**

xi. Provision of **multi-disciplinary and holistic education** across sciences, social sciences, arts, humanities and sports.

xii. **No hard separation between different areas of learning**, i.e. arts, commerce, humanities and sciences etc., vocational and academic streams, curricular and extra-curricular for the purpose of assignment of credits and credit levels.

xiii. Allow imaginative and flexible curricular structures, enables creative combinations of disciplines.

xiv. Provision for **integration of vocational education & skilling into academic education** at all levels.

xv. Empowerment of students for flexibility in choice of courses/choosing their own learning trajectories and Program. Option for mid-way course corrections.

xvi. Provision for Recognition of Prior Learning, and NCrF credit levels and credit assignment for the same for main streaming the learners who are out of formal education and skilling ecosystem. Provision for RPL with or without upskilling

xvii. Caters to creditization, subject to assessments, for creating opportunities, progression pathways for other learnings not creditized earlier for award of a certificate, diploma, degree and encourage lifelong learning:

a. Informal learning (takes place outside schools/ colleges and arises from learner's involvement in activities that are not undertaken with a learning purpose in mind.)
b. Non-formal learning (takes place outside formal learning environments but within organizational framework. A conscious decision & intentional effort by learner to master a particular activity, skill or area of knowledge.).
c. Learning through any means including non-government organizations (NGOs) (like informal slum schools, alternative/ home/ open/ online/ distance learning and in some cases self-study/self-learning through open schooling. This could be formal, informal or non-formal.

xviii. Supports educational acceleration for students with gifted learning abilities; also supports the same level and number of credits for Divyangs, even though it may require higher learning hours for achieving the same outcome levels for Divyangs.

xix. Supports provision for hackathons, and subject Olympiads etc. for exceptional children/ students/ learners/individuals through learning outcome based special assessments.

xx. Provides scope for creditizing national/ international achievers in any fields including but not limited to Sports, Indian Knowledge System, Music, Heritage and Traditional Skills, Performing & Fine Arts, Master Craftsmen, etc

The NCrF therefore would integrate the credits earned through learning from the different qualification frameworks i.e. higher education including technical education (NHEQF), vocational education, training & skilling (NSQF) and for school education NCF/ NSEQF. Therefore, these Qualification Frameworks would be necessary to be maintained, inter-alia, for the following purposes for implementation of the intent of National Education Policy (NEP) 2020 as also for the operationalization of the National Credit Framework (NCrF) by the school education, higher education and vocational education & skilling:

a. The curricular structure for accreditation/ approval of qualifications.
b. Planning and delivery of education/ skilling Programs.
c. Developing, designing of curriculum, courses, qualifications.

d. Developing syllabus, content, pedagogy, teaching and learning resources.
e. Information about the broad equivalence of qualifications.
f. Defining Learning outcomes, which the learner must possess, (regardless of whether they were acquired through formal, non-formal or informal learning).
g. The level descriptors for school education, higher education and vocational education & skilling. These levels are defined in terms of learning outcomes.
h. Defining entry criteria and academic equivalence.
i. Nomenclature and award of certificates, diplomas and degrees.

The National Credit Framework (NCrF) shall act as a broad enabling framework for all regulatory organizations (UGC, AICTE, NCVET, NCERT etc.), CBSE, NIOS, State Open Schooling, State School Boards, State Technical Education Boards, etc and autonomous institutions, including Universities, Institutes of National Importance (INIs), who may, wherever required and as applicable. Notify their detailed implementation guidelines with respect to following major provisions within the contours of this Framework. Thus, the National Credit Framework (NCrF) empowers institutions and enables them with the required flexibility for catering to their specific academic requirements for creating imaginative and flexible curricular structures, creative combinations of disciplines and other special needs. The Institute shall apply all provision of NCrF in Academic Curriculum.

36. CREDIT AND CREDIT POINTS

'Credit' is recognition that a learner has completed a prior course of learning, corresponding to a qualification at a given level. For each such prior qualification, the student would have put in a certain

Volume of institutional or workplace learning, and the more complex a qualification, the greater the volume of learning that would have gone into it. Credits quantify learning outcomes that are subject achieving the prescribed learning outcomes to valid, reliable methods of assessment.

The **credit points** will give the learners, employers, and institutions a mechanism for describing and comparing the learning outcomes achieved. The credit points can be calculated as credits attained multiplied with the credit level.

37. TOTAL NOTIONAL LEARNING HOURS IN A YEAR FOR ASSIGNMENT OF CREDITS

In line with the philosophy of NEP 2020, which emphasizes on considering any kind of learning as part of the overall learning and doing away with the distinction between curricular, co-curricular, and extra- curricular, it was felt that the overall notional learning hours across the academic classes including pre- school, school and higher education should be aligned. This would lead to consistency and standardization in the entire education and vocational ecosystem, mainstreaming both formal and informal education system and also smoothen the process of implementation of the proposed credit framework.

Accordingly, under the National Credit Framework (NCrF), the total Notional Learning Hours for assignment of credits across school education, higher education and vocational education & training/skilling have been agreed to be 1200 hrs per year (except for pre-school up to grade 5th wherein the learning hours range from 800 to 1000 hours) for which the students shall be awarded 40 Credits.

Thus, 20 Credits shall be awarded for a six-month semester with 600 Notional Learning Hours. Assignment of credits is independent of the streams, subjects or any learning and is subject to achieving the prescribed learning outcomes at a particular NCrF credit level posts successful assessment. Students also have the flexibility to take 1 courses/ programs/subjects/projects beyond 40 credits (within the curricular design) to get additional credits. For the purpose of calculations under the National Credit Framework (NCrF), in general, **30 notional learning hours will be counted as one Credit.**

38. WHAT CONSTITUTES LEARNING HOURS - COMPONENTS OF LEARNING

NCrF recognizes no hard separation between different areas/streams of learning, i.e., arts, commerce and sciences, vocational and academic streams, or type of learning i.e. curricular and extra-curricular for the purpose of assignment of credits and credit levels. Accordingly, the learning shall not be limited to only the instructional hours but also encompass all the other activities in the educational institutions, earlier categorized as curricular, co-curricular, and extra-curricular. In the true spirit of National Education Policy 2020, the total outcome based

learning hours for credits shall, subject to assessment, include:

i. Classroom teaching/ learning hours/ tutorials
ii. Lab work/ practical/ innovation labs/ projects/ incubation labs
iii. Yearly and half-yearly examinations/ class tests/ quiz/ other assessments including formative assessments
    a. Activities as part of the curricular structure leading to experiential learning like relevant experience and proficiency/ professional levels, Performing arts/ fine arts, music, handicraft, traditional, heritage work,
    b. Debate and Discussion/ Essay Writing / Recitation/Story Writing etc.
    c. Celebration of festivals in institutes, music performance, Drama etc.
    d. Self-defence classes, value education classes, Career Counselling sessions etc. Other Contests/ Events/ Competitions like Hackathons & Olympiads etc.
iv. Sports/ games / physical activity / yoga
v. Life skills based education like employment skills, basic operational skills like learning to fix a bulb, basic carpentry, classes on morals/etiquettes, constitutional values, environmental sensitivity etc.
vi. Social/ community work (like adult education, teaching in NGOs or Out of school students, environment related, gender sensitization), NCC/ shramdan (School cleaning, building, decoration)
vii. Bag less days, field visits organised by the institution
viii. vocational education/ training, skilling, minor/ major project work, assignments
ix. Field visits/ Projects/ Industry attachment by institutions
x. Internship and apprenticeship hours, on the job training (OJT), and experiential learning including relevant experience and proficiency/ professional levels acquired
xi. Programs offered through blended/ online/ digital learning
xii. Self-study/ Home assignments (only for open schooling, out of school students)
xiii. Any other type of learning as may be notified by the regulators concerned

The consideration and formulation of bouquet of programs/ subjects and activities will be done by the concerned regulator/ autonomous institution / board. They may also prescribe the learning outcomes for every NCrF level/ program which are aligned with the overall national credit framework to enable effective operationalization of the credit framework. Such an approach

would also close the gap in achievement of learning outcomes, shifting the classroom education towards competency and learning outcome-based learning and education.

Thus, under the National Credit Framework (NCrF) every learning can be creditized subject to achieving the prescribed learning outcomes is determined by successful assessment. For earning credits, the following shall be applicable:

i. The course/ qualification should be NSQF/ NHEQF aligned and approved with a defined NCrF level, clearly indicating the desired outcomes expected.
ii. Also, the learning outcome shall be assessed after completing the course/ qualification for assignment of credits.
iii. The basis of assessing credits related to sports, fine arts etc. shall be defined and determined by the Institute.
iv. The curriculum must align with principles as defined in NEP including life skills such as communication, cooperation, teamwork, etc.

A snapshot of learning hours across grades (from UG first year to Ph.D.) is given in table below. Learning hours across academic classes:

S.No.	**Stakeholders of Education, Higher Education, Technical Education, and Vocational education and training/ skilling System**	**Total Notional Learning Hours in/ by the Institution per year***	**Remarks**
1.	UGC: 1-Year Undergraduate Certificate after 12th	1200	This does not include self-study hours but includes industry attachments/ internships
2.	UGC: 2-Years Undergraduate Diploma after 12th	1200	This does not include self-study hours but includes industry attachments/ internships
3.	UGC: 3-Yyears Bachelor's degree after 12th	1200	This does not include self-study hours but includes industry attachments/ internships
4.	UGC: 4-year UG with Honours / Honours with Research, after 12th	1200	This does not include self-study hours but includes industry attachments/ internships

5.	UGC: 1-Year Post-Graduate Diploma after 3-years Bachelor's degree	1200	This does not include self-study hours but includes industry attachments/ internships
6.	UGC: 2-Years Master's Degree after 3- years Bachelor's degree OR 1-Years Master's Degree 4-year UG with Honours / Honours with Research	1200	This does not include self-study hours but includes industry attachments/ internships
7.	UGC: Doctoral program - Ph.D. (3 to 5 Years) after Master's degree	1200	-

39. NOTIONAL HOURS AND CREDIT ASSIGNMENT

In accordance with the international best practice and the current recommendations of NHEQF, the framework proposes that the number of credits per year for 1200 learning hours will be 40. Accordingly, every semester will comprise of 20 credits for 600 hours of notional learning hours. Any additional program/ course undertaken by the student/ learner beyond the 1200 learning hours or

Beyond the purview of the course syllabus, shall be considered for additional credits that can be earned by the student/ learner. Therefore, the minimum credits that a student/learner can earn in a year shall be 40. However, in case of multiple exit options, the student may require undertaking additional exit module over and above the 40 credits of learning undertaken, as will be prescribed by the concerned regulator.

E.g. A student clearing the assessment of 1st year UG programs and pursuing regular education, moves to 2nd year UG will be awarded 40 credits for 1st year of UG education.

E.g. A student desirous of exiting after 1st year of Graduation (UG program) will require to undertake an exit module of 4 credits subject to achieving the prescribed learning outcomes determined by successful assessment before being awarded UG Certificate. The total credits earned by this student/learner in this case will 44.

Wherever necessary and if the curriculum so demands, the concerned Board of Study (BOS) may consider having more than 40 credits for a particular program. However, the minimum credits for any program against 1200 hours of learning in a year will be 40.

40. CREDITS ASSIGNMENT FOR ADDITIONAL LEARNING HOURS

Any additional program/ course undertaken by the student/ learner beyond the prescribed 1200 learning hours or beyond the purview of the course syllabus, shall be considered for assignment of additional credits that can be earned by the student/ learner. Such programs could include academic subjects, vocational courses, industry based trainings etc. run either directly by the institution, through the industry/ organization or any other. Hence depending on the interest, talent and capability, a student may earn credits beyond the ceiling of 40 subject to achieving prescribed learning outcomes determined by successful assessment. This provision will enable the student to undertake the dual degree/ dual Qualification programs as notified by UGC/ permitted by NCVET and allow students further flexibility, mobility and opportunities including ME-ME and establishing eligibility for further progression for various educational programs.

41. HIGHER EDUCATION INCLUDING TECHNICAL EDUCATION

In case of higher education, all one year programs offered will have notional learning hours of 1200 hours with 40 credits. The concerned regulator (UGC and AICTE) may add more programs in the one- year program thereby leading to increased learning hours beyond 1200 notional hours of learning and higher overall credits while ensuring that the broad contours of the National Credit Framework are adhered to.

Additional activities like community-based activities, career counselling, tutorials etc may also be creditized. The regulators/ autonomous institution may consider having baskets of courses/ activities to offer the students along with the flagship programs/ defined curricular programs keeping in view the industry and user organizations.

Accordingly, the assignment of credits with respect to Higher education as prescribed under NHEQF, for all streams including science/ commerce/ arts and Engineering (technical) is as given below:

NCrF levels and Credit Assignment in Higher Education

Sr. No	EXAMPLES OF HIGHER EDUCATION QUALIFICATIONS LOCATED WITHIN EACH LEVEL (Including Science/ Arts/ Commerce and Vocational)	TOTAL LEANING HOURS PER YEAR	TOTAL CREDITS PER YEAR	NATIONAL CREDIT FRAMEWORK (NCRF) CREDIT LEVELS	CREDITS POINTS
C-1	C-2	C-3	C-4	C-5	C-6 (C-4 X C- 5)
1	**Undergraduate Certificate** Program duration: first year (first two semesters) of any undergraduate Program	1200	40	4.5	180
2	**Undergraduate Diploma** Program duration: first two years (first four semesters) of any Under-graduate Program.	1200	40	5	200
3	**Bachelor's Degree** Program duration: three years (Six semesters) of any undergraduate Program.	1200	40	5.5	220
4	**Bachelor's Degree (Honours/ research / Engineering).** Program duration: four years (eight semesters) of any undergraduate Program.	1200	40	6	240

5	**Post-Graduate Diploma.** Program duration: One year (2 semesters) after any bachelor's degree i. PGD after 3-year Bachelor degree/ 2 semesters of the 2-year master's degree Program. ii. PGD after 4-year bachelor degree	1200	40	i. 6 ii. 6.5	i. 240 ii. 260
6	**Master's Degree.** Program duration: One year (two semesters) after obtaining a Bachelor's degree (Honours/Research).	1200	40	6.5	260
7	**Master's Degree.** Program duration: two years (four semesters) after obtaining a 3 yr Bachelor's degree;	1200	40	6.5	260
8	**Master's degree;** Program duration: two years (four semesters) after obtaining a Bachelor's Engineering degree.	1200	40	7.0	280
9	Doctoral degree	1200	40	8.0	320

42. OTHER LEARNING LIKE ONLINE/ BLENDED/ OPEN & DISTANCE LEARNING

The Credit assignment is a function of total hours of learning put in by a student in a year versus total credits available in a year. The learning hours irrespective of the mode of learning (offline, online or blended) shall continue to follow the broad principles specified in previous sections which also form the core of the NCrF. The only exception being the hours may include the self-study hours, as applicable in the case of distance education, home-schooling, special schooling, alternative schooling, and open education.

In case of online programs such as those being offered through MOOC (Massive Open Online Courses), NPTL or Swayam Platform, it is important that these online courses be defined in terms of learning outcomes against an appropriate NCrF level along with indicative mapping with the other academic/ regular programs. Such mapping would be prescribed by the concerned

regulator. Creditization of these courses and redemption of such credits against a degree/diploma/certificate will further be defined by universities/autonomous institutions/ regulators.

Assignment of Credits for programs being implanted in online or blended mode in academic/vocational education and skilling will enhance the scope of expand the open /distance learning and will promote extensive use of technology in learning & skilling. This would help in overcoming the constraints of physical infrastructure & scalabili62-ty while enhancing access, equity, and affordability and ensuring quality and accountability. The blended learning option shall also enhance accessibility of learning for out of school students as well as for Divyangs.

43. CREDITS ASSIGNMENT FOR VOCATIONAL EDUCATION AND TRAINING & SKILLING

For the vocational education and training/ skilling ecosystem, with respect to credit assignment, the following shall be applicable:

- Total notional learning hours in a year (for purpose of calculating credits): 1200
- Credits to be allocated in a year with 1200 notional learning hours: 40 (however for each year of learning the number of hours may go up and correspondingly the number of credits will also go up to say 44 or 48)
- Therefore, for the purpose of overall credit calculations number of notional hours leading to one credit unit= 1200/ 40 = 30

The credit assignment for vocational/ skill education as per NSQF levels & credit assignment at different levels is reflected in the Table No. 6.

44. CREDIT ACCUMULATION AND TRANSFER, CREDIT EXPIRY AND RENEWAL (OPERATIONALIZATION OF CREDIT FRAMEWORK)

a. **Credits Accumulation,**

The credits will be earned by each student and learner after going through the course qualification or program subject to assessment. The credits would be given for every kind of learning which are for each subject or qualifications. These credits can be accumulated Indian Academic Bank of Credits.

There is also a concept of credit points which could be subsequently used for various purposes. The total credit points earned by a student/learner is a multiplication of total credits earned at a level of study/ skilling and NCrF level assigned to that level of skilling/ academic class. The Framework also envisions to consider the cases wherein the student opts out of the education ecosystem and gains employment.

Such a student, if desirous of returning to mainstream education shall benefit as the experience gained by the student during his active employment shall also be assigned credits which can be redeemed to establish eligibility for further mobility in accordance with the assessment band. The weightage assigned to relevant experience shall be multiplied with the credit points to calculate the final credits available to a student.

Accordingly, at any point of time, the overall credit points accumulated by a student shall be calculated as 'total credit points earned' multiplied by the 'weightage assigned to the relevant experience acquired by the student'.

E.g. A learner completing grade 11 and grade 12 from regular schooling earns 40 **credits** for each grade.

The **credit points** accumulated by the learners would be 3.5 X 40= 140 and 4X40= 160 for each grade.

Therefore, the **accumulated credit points for the assessment band**

b. **Credits Storage**

Credits accumulated by an individual shall be stored through Academic Bank of Credits (ABC) as envisaged under by NEP. ABC shall enable an individual to digitally keep record of all the learning acquired and accumulated throughout life in a common account. ABC shall provide for storage of credits irrespective of type of learning i.e. academic, vocational or experiential and thus shall enable lifelong learning. Information regarding ABC have been further detailed down in Section 3.5 of this document.

c. **Credits Transfer**

The transfer of credits may be defined as the process of mutual acceptance of credits between two entities. This would mean that the competencies acquired by a learner/ student after completion of qualification/s are acknowledged in numerical values. The transfer of credits is

possible only when credits are recognized by concerned awarding bodies and there is a mutual agreement on credits between the body allocating credits and the body accepting those credits. To enable such transfer, it is imperative that learning outcomes for every NCrF level and every program/course be defined by the concerned regulators/board to facilitate effective operationalization. While having the requisite number of credits shall make a learner fulfil the eligibility criteria for entry to a program, the accepting institution will have flexibility to prescribe the modalities and process for admission which may include merit based listing, an entrance test/ examination or simply first come-first serve basis.

In addition, it would be the responsibility of the Institute to define the need of abridge module while defining the admission criterion.

i. The transfer of Establish equivalence between General education and Vocational Education and Training/ Skilling, without further certification of equivalence
ii. Define Entry criteria for various qualifications
iii. Define and establish Multiple entry and exit possibilities
iv. Enhance International Mobility
v. Other benefits like establishing minimum requirements for a job/ employment or projects, if applicable credits shall fulfil the following objectives:

(d) Credit Expiry and Renewal

The validity of credits earned and kept in the Academic Credit Account will be to a maximum period of seven years or as specified by the ABC for different disciplinary or fields of learning to allow the redemption of credits after the date of earning such credits. After seven years, re-entry into a Program of study will be based on the validation of prior learning outcomes. Lateral entry into the Program of study at a particular NHEQF level will be based on the validation of prior learning outcomes, including those achieved outside of formal learning or through learning and training in the workplace or in the community, through continuing professional development activities, or through independent/self- directed/self-managed learning activities.

45. ESTABLISHING ACADEMIC EQUIVALENCE WITHIN AND BETWEEN GENERAL EDUCATION AND VOCATIONAL EDUCATION AND TRAINING/ SKILLING

One of the objectives of the National Credit Framework is to establish equivalence between various streams of education by ensuring equivalence between different types of existing programs/ qualifications and this equivalence sets the base for establishing eligibility of students and/ or establishing multiple entry and exit pathways. The following are the basic principles to be followed while establishing equivalence:

i. The learner must have accumulated credit required for a particular level either through regular informal and formal education, vocational education and training/ skilling or through relevant work experience or a combination of all.
ii. Equivalence is possible only within the same assessment band.
iii. The learner would need to clear/pass the previous assessment band in order to move to the next assessment band
iv. The accumulated credits are with respect to each assessment band.
v. For establishing equivalence (including academic) for a level, the requirement of any additional learning will be defined by the concerned regulator.

Such an equivalence shall be applicable to all kinds of program including those being implemented within school education, Higher education (both general and technical) and vocational education (ITI- DGT based programs). This would mean that even an ITI pass out will be able to get academic equivalence to 9th, 10th, 11th and 12th grades, subject to additionally fulfilling the requirements for such equivalence/ equivalence criteria. The equivalence table (below) in addition to the existing equivalence post completion of 2 year ITI after 8th and 2 year ITI after 10thwith 10th and 12th grade respectively also establishes requirements/ process for academic equivalence for ITI pass student for grade 9 and grade 11.

E.g. 1st year UG and 1st year BE/ B.Tech to be treated equivalent for seeking admission in the second year of any UG program.(with/ without any bridge courses)

E.g. An ITI pass out (2 years after 10th) along with an additional language course from NIOS attains equivalence of Class 12th certificate along with ITI-NTC

46. PROVISION FOR CREDITIZING NATIONAL/ INTERNATIONAL ACHIEVERS IN VARIOUS FIELDS

a. Creditization for achievers at the national and international levels in various fields is one of the objectives of National Education Policy 2020. The practice of creditizing national/ international achievers in various fields, including but not limited to sports & games, science, technology, social work, performing arts, fine arts, tradition & heritage, literature, Indian knowledge system etc. is it required to promote excellence in various fields of national and international importance which in-turn will encourage promotion of high level general abilities and specific talents in such fields.

b. The special achievements could be way of winning medals/ positions in national or international events, Padma or other awards conferred by the central or state governments or other recognized bodies, high impact high priority social work which could be duly assessed through independent assessment methods.

c. The indicative list of various fields for such special achievers could be:

   i. Games and Sports, for example National/ Federation Games, National Championships, Commonwealth/Asian Championships, Asian Games, World Championship, World Cup, Olympic Games, etc

   ii. Performing Arts, viz dance drama, music, including Indian classical music,

   iii. Master Craftsmen of Heritage and Traditional Skills,

   iv. Social work with high impact or in priority areas, for example education, environment, healthcare, anti-drug, etc

   v. Special achievements in the Innovation and start-up ecosystem with high impact or in priority areas for example innovation development of indigenous technologies in agriculture and rural development

   vi. Special expertise in Indian Knowledge System: The tradition mentions 18 major vidyas, or theoretical disciplines; and 64 kalas, applied sciences or vocational disciplines, crafts. The 18 vidyas are: the four Vedas, the four subsidiary Vedas (Ayurveda - medicine, Dhanurveda - weaponry, Gandharvaveda - music and Silpa - architecture), Purana, Nyaya, Mimamsa, Dharmasastra and Vedanga, the six auxiliary sciences, phonetics, grammar, metre, astronomy, ritual, and philology — these formed the basis of the 18 sciences in ancient India.

   vii. The learning outcomes will have to be pre-defined in each case at appropriate

national credit framework levels along with the criteria for special achievements, and method of assessments to measure/ establish the achievement of the desired outcomes.

d. The learning outcomes will have to be pre-defined in each case at appropriate national credit framework levels along with the criteria for special achievements, and method of assessments to measure/ establish the achievement of the desired outcomes.

E.g. If a person has won a gold medal in the Olympic Games, his preparation and practice for this outcome and achievement could be equated with the skilling credits requirements (say 70% credits) for a B. Voc. degree in physical education. Just by accumulating 30 percent remaining academics credits (say in Hindi), the person could get vocational degree in physical education.

47. PROVISION FOR RECOGNITION FOR PRIOR LEARNING (RPL)

There exists a large section of students/ learners/ persons/ workers who have acquired knowledge, skills, and work competencies through either informal or mix of formal and informal experiential learning including relevant experience and proficiency levels acquired or other learning through family/ traditional inheritance etc.

However, they have no formal certifications for the same. As a result, they are unable to be integrated with the formal education and skill ecosystem for further progression in the academic stream or through up-skilling or re-skilling. Moreover, they do not get appropriately paid and get limited opportunities for revenue generation for their knowledge and skills in the absence of any formal recognition of their skills and skill certifications.

E.g. Another example in the social work could be that a student, who has successfully planted 10 trees in his/her village and has successfully looked after these trees for a certain period, say one or 2 years, and the plants have survived well, he or she could be given certain credits for this work subject to the assessment with credible visual evidence by the village panchayat or the local forest Ranger or is the school principal that the trees planted have actually survived.

To enable such students/ learners/ persons/ workers, NCrF provides for 'Recognition of Prior Learning' (RPL) which refers to the process for recognizing learning that have been developed from experiential learning including relevant experience and proficiency/ professional levels acquired and/or previous formal, non-formal and informal learning contexts subject to assessment of their existing knowledge, skills, competencies, learning outcomes. The Learning outcomes are appropriately assessed leading to the certification of the same through a pre-prescribed, well-defined, credible, objective and established process/ mechanism. RPL, therefore will enable such students/learners/persons/workers to formalize their previous formal, non-formal and informal learning and provide them the opportunities for personal and career development through career progression and skill upgradation by their integration into formal education and skilling ecosystem.

As envisaged under NEP 2020, the NCrF provides for earning and accumulation of credits through education, skill development and experiential learning including relevant experience and proficiency/ professional levels acquired on outcome-based assessment approach (rather than criteria based on learning hours alone). However, for earning and accumulation of credits, assessment of students/ learners/ persons/ workers, corresponding to a particular NCrF level assessment is a mandatory requirement. The level descriptors clearly define the levels of knowledge, skills, competencies and learning outcomes for each Credit level under NCrF. Moreover, the National Higher Education Qualification Framework (NHEQF) and National Skill Qualification Framework (NSQF) level descriptors are also in place.

Thus, NCrF shall provide a gateway to the students/ learners/ persons/ workers to creditise their informal or mix of formal and informal experiential learning, including relevant experience and proficiency/ professional levels acquired or learning through other methods, into credits at pre-designated NCrF levels through a pre-defined, well-established outcome-based assessment process called Recognition of Prior Learning (RPL). This provision shall also enable the goal of lifelong learning, open further progression pathways to higher education for such persons and enhance the employability and/or entrepreneurial opportunities as envisaged under NEP 2020.

Under the framework of NCrF, the Institute shall develop the mechanisms through a well-defined, credible, objective and established process/ for RPL evolving out of NEP principles of outcome-based learning and assessment.

The similar concept of RPL may also be extended to the general education, including school education and higher education domain, to create options for students/ learners/ persons/ workers to get assessed for a subject/ qualification at a NCrF level, subject to meeting the competency and outcome levels in-line with the level descriptors and regulatory compliances prescribed by the regulator concerned. Such a provision shall effectively provide them with opportunities and options of examination/ Assessment-On-Demand.

The students should also have option to get themselves assessed for learning /subject/ skills acquired outside the formal education system. This shall, in the true sense, promote multidisciplinary learning and innovation while opening pathways from vocational education training & skills to general education, and vice versa to achieve the objective of holistic approach in education. The concept of On- Demand-Assessment (RPL on-demand) along with the general RPL would form the basic pillars of creditization of learning through informal/ non-formal/ other methods.

The NEP discusses the rich traditions &heritage of ancient Indian eternal knowledge and promotes the nurturing of traditional and heritage skills. It furthermore emphasizes on researching, enhancing and putting new uses through our education system. Recognition of Prior Learning (RPL) for various traditional (indigenous) skills and occupations is an integral approach to acknowledge and recognise the potential of scholars of the Indian knowledge system, traditional and heritage skill masters, craftsmen and artists, exponents of classical music and performing and fine art forms, as also paving the way for the local artisans and craft persons for upskilling and mainstreaming them in formal education and skill sectors. NCrF shall empower them to improve and upgrade their skills and competencies.

However, the Recognition of Prior Learning (RPL) would require trained master assessors and assessors along with a well-defined, credible, objective, reliable, rational and established assessment processes. Such assessment shall also have to be carried out through credible assessment agencies and must be evidence based. In a few traditional and heritage skill areas, such assessments may be carried out using very unconventional methods like relying on the Guru-Shishya Parampara.

Globally recognised reputed industry bodies and OEMs, who are themselves the big consumers of the output of the skilling ecosystem, may also play a vital role as designated assessment agencies/ centres for some of the RPL. However, Institute will be develop and notify suitable guidelines.

Thus, RPL is based on the Learning Outcome (LO) based assessment approach recognizing learning through informal methods, providing access and opportunity for further education and skilling.

In conclusion, credibility of RPL is based on the high quality assessment consisting of a well-defined, credible, objective, reliable and rational and established assessment processes. Assessment against pre-defined learning outcomes at pre-defined NCrF levels, as per Level Descriptors of respective regulator. Such RPL can be assessed through the dedicated assessment centres of with state of art infrastructure & robust assessment mechanism with proper evidence. RPL allows transition from training centres to higher education institutions in both directions and increase educational choices and career opportunities specially for the deprived section of the society.

Name: A, **Job role:** Helper/ Assistant Automobile repairing Mechanic (level 2, 2.5, 3),

Age: 22 ,

Education: Ability to read and write, **Experience:** 4 years

'A' gets enrolled in the RPL program and goes through the RPL assessment process. He was declared successful in the assessment and awarded with the RPL certificate of NSQF level 2.5 along with credits.

Name: B, **Job role:** Automobile repairing Mechanic (level 4.5) , **Age:** 25,

Education: 5th Grade pass, **Experience:** 6 years

'B' got to know that RPL can provide a certificate for his skills gained from work experience of 6 years in automobile repairing domain and got enrolled in the RPL program.After enrolment, a master assessor was assigned to him, and he goes through the RPL assessment process. Post clearing the assessment 'B' is awarded with the RPL certificate of NSQF level 4 along with credits.

48. PROVISIONS FOR CREDITIZATION OF SPECIAL CASES OF LEARNING: DIVYANGS/ PERSONS WITH DISABILITY

The National Credit Framework supports the same level and number of credits for Divyangs (Loco, Visual, Mental etc.), even though it may require higher learning notional hours (Theory and/or Practical as the need be) with special assistance (like Audio Visual contents) for achieving the same outcome levels for these individuals.

These learners' basis the skilling level and certification attained post successful completion of assessments shall be competent to carry out various job roles like those by the general candidates.

49. PROVISION FOR SPECIAL EVENTS LIKE HACKATHON, OLYMPIADS

National Credit Framework (NCrF) also enables hackathons, and subject Olympiads. The provision and detailed guidelines would also be developed for handling hackathons, and subject Olympiads etc. for exceptional children/ students/ learners.

a. **Hackathons, and subject Olympiads**, both would need special assessment methods and credit assignments on the basis of achievement of outcome based learning outcomes subject to such special assessment.

b. For such special events, **instead of the learning hours,** it is the **learning outcome which would decide the assignment of credits and the credit levels**. However, the **assessment has to be very objective, credible, strict, above board and adhere to high standard** so as to keep the integrity of the NCrF, and the credits earned through **Hackathons, and subject Olympiads** intact.

c. Assignment of credits as per the defined NSQF levels of the learning outcomes or the qualification, the commensurate NCrF level may be calculated on the basis the academic qualifications which are relevant for the respective skill learning outcome.

d. In this type of RPL the organization will register for Hackathon based RPL (to be conducted either internally or externally by the bodies recognized for such assessments. There will be submission of a Problem statement that may have cross sectoral and/or multi sectoral academic, NOSs/Skills involved. The Hackathon shall be aligned with standards created by respective regulators, institutes or Awarding Bodies. Awarding Body will validate the alignment of problem statement with Qualifications that are NSQF

aligned. The assessments shall be carefully calibrated to measure the exact learning outcomes and commensurate credits add credit levels emerging out of the learning outcomes from the event.

e. **The institute shall constitute a high level committee for developing different guidelines with respect to implementation and operationalization of NCRF, NHEQF and NSQEF provisions as explain above**

f. **Course Advisement**

i. In P.G. and U.G. (Honors) classes every student shall register in the concerned department (in consultation with his/her advisor) and for the UG courses in the office of the concerned Dean/Principal for the courses he/she intends to undergo in that semester by applying in the prescribed proforma (duly signed by the candidate, student advisor and the Head of the Department), within the deadline notified in the Academic Calendar by the concerned Dean/Principal.

ii. After registration, a student shall be allowed to drop an elective course agreed to earlier and substitute it by another elective course for valid reasons with the consent of the Student Advisor, but before the deadline for withdrawal of courses provided that the candidate is able to fulfill the required minimum attendance in the substitute course. Withdrawal from a course will not be permitted for those who undergo late registration. Cancellation of a course (Core / Elective/ Self-study) may be permitted before the conduct of First Sessional test.

iii. From the Second Semester onwards, registration for the courses should be completed by students on or before a specified date in consultation with their Student Advisors. A student will become eligible for registration only if he/she has cleared all dues to the Institution, during the previous semester.

iv. The courses registered after withdrawal should enable the student to earn a minimum of 15 credits.

v. A student shall register for a minimum of 15 credits and can register for a maximum of 24 credits in a semester, however, in the final semester, a student shall register for a minimum of 12 credits. Late registration may be permitted by the Dean up to two weeks after the commencement of the semester.

50. ATTENDANCE (PROVISIONS APPLICABLE TO ALL PG AND UG PROGRAMS

(a) The teacher handling a course shall be responsible for maintaining a record of attendance of students who have registered for the course.

(b) All teachers shall intimate the Head of the Department at least seven calendar days before the last instruction day in the semester, the particulars of all students who have less than 75% attendance in one or more courses.

(c) A candidate who has less than 75% attendance shall not be permitted to sit for the End¬-semester examination in the course in which the shortfall exists. However, it shall be open to the Principal, to grant exemption to a candidate who has failed to obtain the prescribed 75% attendance for valid reasons on payment of prescribed fee and such exemptions shall not under any circumstances be granted for attendance below 65%.

(d) A candidate who fails to put in least 75% attendance in I semester shall not be allowed to pursue the studies in II semester. Such candidates may apply to the Dean/Principal of the concerned school for re-registration in the I semester in the next academic session. A candidate who fails to put in at least 75% attendance in the II semester shall not be promoted to III semester. Such candidates may apply to the Dean of the school/ Principal for re-registration in the II semester in the next academic session.

A Candidate who puts in 75% attendance in the I and II semesters separately but fails to acquire 20 credits (for PG Programs) in the I and II semester examination taken together shall not be promoted to the III semester. Similarly, for UG Programs, if the candidate puts in 75% attendance but fails to acquire minimum required credits in the relevant semester examinations taken together shall not be promoted to the next Even semester. He/ She shall cease to be a regular student.

However, he/she may appear as an ex-student only in End Semester Examination of the course(s) in which he/she has failed, at the next semester examinations and subject to permission by the Academic Council/Principal at any further subsequent examination. A candidate who thus having ceased to be a regular student, acquires the minimum number of credits for promotion to III semester/next semester, shall re-register himself/herself as a regular student for appearing at the examination of III/next semester.

Provided that a regular candidate who having fulfilled the minimum attendance requirement, fails to secure the required number of credits for promotion to the III semester/ next semester, may apply for re-registration as a regular student in the I or/and II/or related semester. He/ She shall have to fulfill the attendance requirement afresh and shall again perform sessional work and practical and shall appear in the End Semester Examination of all the courses at the next examination of I and II semesters/ or any related semester in case of undergraduate Programs. Any marks obtained in the immediately preceding year and the attendance being disregarded. Similarly a regular candidate who having fulfilled the minimum attendance requirement, fails to secure the required number of credits for attaining degree, may apply for re registration as a regular student in III and/or IV semester or any other related semesters in case of UG Programs. He/She shall have to fulfill the attendance requirement afresh and shall again perform Sessional work and practical and shall appear in the End Semester Examination of all the courses at the next examination of III and/or IV semesters etc. Any marks obtained in the immediately preceding year and the attendance being disregarded. However, no candidate shall be permitted to continue as a regular student for more than two times in any semester.

(e) The Head of the Department shall announce the names of all students who will not be eligible to take the End ¬semester examinations in the various courses and send a copy of the same to the Principal's Office. Registrations of such students for those courses shall be treated as cancelled. If the course is a core course, the candidate should register for and repeat the course when it is offered next.

51. ASSESSMENT/ EXAMINATION & EVALUATION

As stipulated in NEP-2020 – NCRF (National Credit Framework – 2023) no credit can be earned by the student unless the student is assessed for the achievement of desired competencies and outcome of a program assessment is an integral part of the teaching learning process. A multi-disciplinary program requires a multidimensional assessment to measure the effectiveness of diverse courses. The assessment process act as an indicator to both faculty and students to improve continuously. The following are the guidelines for effective assessment of the programs –

a. Student assessment should be as comprehensive as possible and provide meaningful and constructive feedback to faculty and student about the teaching and 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.
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.

52. ELIGIBILITY TO APPEAR IN SEMESTER END EXAMINATION –

A student will be eligible for appearing at any end-semester exams, if fulfilling the following essential conditions –

1. Students must have at least 75% attendance in all courses, except in cases where the Principal grants an exemption. The Principal can make exceptions only in exceptional circumstances where the student could not meet the minimum attendance requirement due to factors beyond their control.
2. Students should be passed in internal assessment of all subjects/course in respective end semester exams.

3. Students must qualify the mandatory, self assessment test conducted during the semester. As explained in detail in continuous internal assessments.

53. ASSESSMENT BANDS

The credit framework is based on the basic principle that **credits are a function of achieving the desired learning outcome/s for a program/ course/training determined by the successful assessment**. No credit can be earned by the student unless the student is assessed for the achievement of the desired competencies and outcome of a program.

In case of academic education for both school and higher education, progression to the next grade is

dependent on the assessment of the stage student is in which are the major assessment stages which are mandatory before the student goes to the next step. For e.g., in case of higher education, for enrolling in a Higher Education Institute (HEI) "Certificate obtained after successful completion of Grade 12 or equivalent state of education" is a must.

The learner wood need to clear/pass the previous assessment band in order to move to next assessment band

The **assessment is thus mandatory for earning credits** for all types of learning and progression. The assessments may include routine/ regular assessment after completion a program/course; assessment for recognition of prior learning; and on demand assessment for special provisions like accelerated and slow learning etc.

Assessment is a compulsory after each academic year/semester/session and also after a skilling course to enable implementation of multiple entry-multiple exit (ME-ME) options, which would normally be available at the end of each academic year or end of a short term or long term skilling course.

Accordingly, NCrF proposes that the NCrF levels be equated with the assessment/major assessment stage which will be a mandatory stage for a student/learner to clear. Between two mandatory stages there may be 2-5 levels depending on whether it falls in purview of school or higher education. The clubbing of these levels has been referred to as **Assessment bands**. The Credits earned for the two courses/ qualifications/ programs or through experiential learning may be accumulated and added if earned in the same assessment band.

Accordingly, the assessment bands so formulated are as indicated in following Table….

Table 3: NCrF levels for different academic grades/ Vocational Education & Training/ Skilling* and Assessment Bands

Academic Band/ Hours of Learning per year	Academic Grade/ Levels- School Education & Higher Education	Vocational Education Long Term Training/ Short Term Training (LTT/STT)	National Credit Framework (NCrF) Credit levels	Credits Earned/ year	Credit Points Earned	Assessment Stage and equivalence
Doctoral Degree	Ph.D.	NSQF Level 8 STT	8.0	40	320	
PG degree (1/2 years)/ ME/ M Tech (1200 Hrs./yr)	PG- 2nd (Engg)	NSQF Level 7 STT	7.0	40	280	MTech. 2nd Yr/ Engg PG Degree
	PG – 2nd yr/ PG 1st yr (Engg)	NSQF Level 6.5 STT	6.5	40	260	PG Degree/ M. Voc / M.Sc. (Engg)
4-year UG with honors/ Honors with Research / B.E./ B.Tech. OR 3 year UG (1200 Hrs/yr)	**4-year UG with honors/ Honors with Research /** PG – 1st yr	NSQF Level 6 STT	6.0	40	240	UG- Degree (Hons)/ PG – Diploma/B.Tech/B.E
	UG- 3rd Year	10th+5-Yr NTC/NAC/CITS, 12th+3-Yr NTC/NAC/CITS, NSQF Level 5.5 STT	5.5	40	220	UG- Degree/ B. Voc/ B.Sc. Eng
	UG- 2nd Year	10th+4-Yr NTC/NAC/CITS, 12th+2-Yr NTC/NAC/CITS, NSQF Level 5 STT	5.0	40	200	UG- Diploma
	UG- 1st Year/equivalent	10th+3-Yr NTC/NAC/CITS, 12th+1-Yr NTC/NAC/CITS, NSQF Level 4.5 STT	4.5	40	180	UG- Certificate
2 year- Senior Secondary (1200 Hrs/yr)	Class XII	10th+2-Yr NTC/NAC/CITS, NSQF Level 4 STT	4.0	40	160	Class XII (Thru CBSE/ School Boards/ NIOS) Diploma Vocation
	Class XI	10th+1-Yr NTC/NAC/CITS, NSQF Level 3.5 STT	3.5	40	140	Class XI (Thru CBSE/ School Boards/ NIOS) Certificate of Vocation
2 Year- Secondary (1200 Hrs/yr)	Class X	8th+2-Yr NTC/NAC, NSQF Level 3 STT	3.0	40	120	Class X (Thru CBSE/School Boards/ NIOS)
	Class IX	8th+1-Yr NTC/NAC, NSQF Level 2.5 STT	2.5	40	100	Class IX (Thru CBSE/ School Boards/ NIOS)
3 year- Middle (1200 Hrs/yr)	Class VIII	NSQF Level 2 STT	2.0	40	80	Class VIII (thru School Boards/ NIOS)
	Class VII		1.67	40	67	
	Class VI		1.33	40	53	
3 year- Preparatory (1000 Hrs/yr)	Class V	NSQF Level 1 STT	1.0	33	33	Class V (thru School Boards/ NIOS)
	Class IV		0.8	33	26.4	
	Class III		0.6	33	19.8	
5 year Foundational (800 Hrs / yr)	Class II		0.4	27	10.8	
	Class I		0.2	27	5.4	
	Pre-School (3 years)		0.1x3	27x3=81	8.1	

54. TYPES OF ASSESSMENTS

Assessment broadly can be classified into the following types:

a. **Diagnostic assessments:** Diagnostic assessments are intended to help teachers identify what students know and can do in different domains to support their students' learning. These help teachers determine strengths of students in various areas to better address their specific needs.

b. **Formative assessments:** Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or a course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

c. **Summative assessments:** Summative assessment is an assessment administered at the end of an instructional unit in a course. These assessments are intended to evaluate student learning by comparing performance to a standard or benchmark.

d. **Ipsative assessments:** Ipsative assessment involves comparisons between past and current work to identify a learner's growth over time, rather than progress toward an external set of criteria. Therefore, Ipsative assessment is an internal or self-referenced assessment.

e. **Norm-referenced assessments:** Norm-referenced tests report whether test takers performed better or worse than a hypothetical average student, which is determined by comparing scores against the performance results of a statistically selected group of test takers, typically of the same age or grade level, who have already taken the exam.

f. **Criterion-referenced assessments: Criterion-Reference tests measure** the performance of test takers against the criteria covered in the curriculum.

g. **Peer-to-Peer randomised Assessments:** Peers will be able to provide assessment in this case

h. **Industry Validation of Effectiveness**: In the Vocation Education, Industry validation of effectiveness of training is particularly important.

i. **Self-assessments:** To evaluate how much the learner has grasped by self-learning.

2. **Other Assessment Methods:** Conducting an assessment takes time, thought, attention, planning, and often collaboration. Each assessment tool, whether a short survey or detailed rubric, will be useful only insofar as it both addresses the outcomes well and is feasible to use.

a. **Rubrics:** For assessing qualitative student work such as essays, projects, reports, or presentations. Rubrics serve well to clearly denote the specific expectations for an assignment, for collecting data for assessment of student learning outcomes. and for student performance. Rubrics can be used for grading, for providing feedback to students, and for informing and encouraging students to think about their own learning.

b. **Portfolios and E-Portfolio:** Portfolios can provide a window into the process of student learning across a semester-long project that can be assessed (usually by using a rubric).

c. **Curriculum Mapping:** A good curriculum map can serve to focus assessment, and the improvements that follow, where it will be most useful, informative, or effective.

d. **Structured Interviews:** While time-consuming, structured interviews are useful when specific questions need to be asked. It also leaves room for unplanned topics or ideas to emerge.

e. **Student Experience Surveys:** Student experience in research universities (SERU), including administration of on-line census SERU Undergraduate and Graduate Surveys, can yield important information about student perceptions and experiences.

55. CONDUCT OF THE EXAMINATION –

In each and every semester the following examinations shall be conducted to evaluate the performance of the faculty and students both and also to establish the attainment of the desired outcomes of the program and courses

- Continuous Formative Assessment /Continuous Internal assessment
- Semester Penal Exams/ End Semester Exams.

Total marks for each course shall be based on CIA and End Semester Exams and marks will be as follows-

	CIA	End Semester Exams	Total
For All UG Courses	30%	70%	100%
For All PG Courses	40%	60%	100%
The above scheme will be applicable both in Theory and Practical.			

56. CONTINUOUS FORMATIVE EVALUATION/ CONTINUOUS INTERNAL ASSESSMENT –

Student assessment should be based on learning goals for cash program and emphasis should be more as a continuous and comprehensive evaluation rather than only high stated end semester examinations, thus focus should be on formative assessment by internal evaluation.

- Departments have to choose from a basket of options like Essays, Tutorials, Home Assignments, Seminars, Presentations, Laboratory Work, Workshop, Project based learning, peer reviews, quizzes and other elements of participatory learning for activity-based assessment.
- All the undergraduate program offered by the Institute are to have specified components for internal evaluation. There is no one size that fits all and therefore, relevant types of internal assessment have to be developed suiting the needs and requirement of each specific subject.
- Following the principle of "those who teach should evaluate", the approach/pattern of continuous internal assessment/evaluation (activity assessment) may be decided and conducted by the concerned teacher under the Internal Evaluation policy of the Academic Monitoring/Supervisory/Advisory committee of the College. Teachers should have discretion to access the paper-specific learning objectives and take quantifiable remedial measures to achieve desired learning outcomes, paper outcomes and course outcomes.

57. INTERNAL ASSESSMENT MAY BE EVALUATE THROUGH -

- Online self assessment test
- Class assignment
- Home assignment
- Unit test
- Field work
- Group discussion
- Seminar presentation
- Research papers
- Participation in class discussion and attendance etc.

58. EVALUATION PROCESS OF INTERNAL ASSESSMENT (IA) SHALL BE AS FOLLOWS –

1. Self Assessment Test (SAT) Through Online Mode

For continuous internal assessment, students should be aware of their standing after completing each course unit. The faculty will prepare multiple-choice question papers for each unit, which will be uploaded to the ERP system. Each paper will be randomized for each student and must be accessed on a specific date and time, as communicated through ERP, Whatsapp groups, email, or notices. Students must complete the paper within the designated time; otherwise, it will be locked once the time expires. To be eligible for the final end-of-semester exam, students must pass at least 3 out of 5 papers. Failure to pass the required number of papers will result in ineligibility to appear in the final exams.

2. Internal Assessment for all subjects shall be done as per the following scheme of marks for UG course:

A. Theory (UG)

Sl. No.	Details	Marks	Marking Scheme	remarks
1	Home Assignments	5	As per valuation of the subject teacher	
2	Overall conduct as a responsible learner, manners, sincerity, skill inarticulation, leadership qualities demonstrated through organizing, co-curricular activities, active participation in routine class	5	As per valuation of the subject teacher	Principal to condone attendance to meet the minimum attendance criterion of 75%only in exceptional cases where he/she is convinced that meeting the minimum attendance mark was beyond the control of the student and subject to the condition that the student will make up for attendance in subsequent semester.
3	Seminars/group discussion/field work/quiz	5	As per valuation of the subject teacher	
4	Three Unit Tests with weightage 5% each	15	16-20: 05 12-15: 04 09-11: 03 06-08: 02 04-05: 01 00-03: Nil	Unit test will be of 20 marks each and marking scheme will be calculated at 5 point or 5%

	Total	**30**		

B. Practical

Sl. No.	Details	Marks (30)	Marking Scheme	Remarks
1	Duly certified practical record book	15	As per valuation of subject teacher	Students will to perform at least 75% of the practical exercises held in laboratory. The student must record the details of performed experiments in the format given by the college/department. The record should be regularly evaluated by teachers. The students should submit duly certified by teachers and head of the departments.
2	Internal Viva-Voce	15	As per valuation of subject teacher	Students will face viva voce on the topics/themes as prescribed by the subject teacher as per the schedule given by the college/department.
	Total Marks	**30**		

3. Internal Assessment for all subjects shall be done as per the following scheme of marks for PG course:

A. Theory (PG)

Sl. No.	Details	Marks	Marking Scheme	remarks
1	Home Assignments	5		Students will submit Home assignments on the topics/themes as prescribed by the subject teacher as per the schedule given by the college/department.
2	Seminar/ Presentation/ group discussion/field work/quiz	5		As per evaluation of the subject teacher
3	Overall conduct as a	5	As per valuation	Principal to condone attendance to

	responsible learner, manners, sincerity, skill inarticulation, leadership qualities demonstrated through organizing, co1curricular activities, active participation in routine class		of the subject teacher	meet the minimum attendance criterion of 75%only in exceptional cases where he/she is convinced that meeting the minimum attendance mark was beyond the control of the student and subject to the condition that the student will make up for attendance in subsequent semester.
4	Project work/ Research work/ Field work/ Field work	15		This will be evaluated by the concerned faculty in the regular intervals.
5	Two Unit Tests (weightage 5% each)	10	16-20: 05 12-15: 04 09-11: 03 06-08: 02 04-05: 01 00-03: Nil	Unit test will be of 20 marks each and marking scheme will be calculated at 5 point or 5%
	Total	**40**		

B. Practical (PG)

Sl. No.	**Details**	**Marks (30)**	**Marking Scheme**	**Remarks**
1	Duly certified practical record book	25	As per valuation of subject teacher	Students will to perform at least 75% of the practical exercises held in laboratory. The student must record the details of performed experiments in the format given by the college/department. The record should be regularly evaluated by teachers. The students should submit duly certified by teachers and head of the departments.
2	Internal Viva1Voce	15	As per valuation of subject teacher	Students will face viva voce on the topics/themes as prescribed by the subject teacher as per the schedule given by the college/department.
	Total Marks	**40**		

Notes:

1. Students will be given opportunity to take unit tests, submit the assignment, give presentation, take a part in group discussion in special schedule given by the teachers only in case of medical emergency or if they have been engaged by the college for any of its official Programs like NSS, NCC, Sports, ECA participation etc. on production of stipulated documents.
2. The internal marks of the student will be intimated through ERP.
3. The internal assessment marks shall be communicated to Controller of Examination atleast 10 days before the commencement of the semester end examination. The Controller of Examination shall have access to the records of the periodical assessments.
4. Passing marks for internal examination is 35% of total marks.
5. The internal assessment marks shall retain, even if student fails in respective course/subject.
6. If a student scores more than 80% marks, a justification must be given by the respective teacher on the internal test answer sheet and the record of both sessional test answer sheets shall be preserved by the concerned Head for a period of 90 days (one semester).

59. SEMESTER END EXAMINATIONS

1. For appearing in the semester end examination, a candidate shall fill the examination form as notified by the examination cell through Controller of Examination along with prescribed fees of the examination as notified by the concern authority from time to time.
2. Submission of fees and examination forms are valid subject to qualify the eligibility criteria for appearing in the semester end examinations.
3. Semester End Examination will be conducted by the Institute.
4. The examinations shall be held at college premises only.
5. There shall be Theory and Practical examinations at the end of each semester, ordinarily during December for odd semesters and during May for even semesters, as prescribed in the Scheme of Examinations.
6. Unless otherwise stated in the schemes of examination, practical examinations shall be conducted at the end of each semester. The statement of marks sheet and the answer books of practical examinations shall be sent to the Controller of Examinations immediately after the practical examinations.
7. A student has to complete 4 years Undergraduate Program within 7 years, and 3 years Undergraduate Program within 5 years span.
8. The minimum percentage of marks to pass the program in each semester shall be 35% in each course end semester examination and Continuous Internal Evaluation (CIE).

9. Semester examination results shall have following categories:
    a. Passed, i.e., those who have passed in all courses of the semester examination in internal and external examination separately.
    b. Promoted (with back), i.e., those who have earned minimum 50% of credits in a particular year including both the semesters (even and odd) or those who have earned any number of credit in odd semester.
    c. Detained, i.e., those who are not promoted as per the above provisions shall be detained. Such students have to appear in the examination of next academic session to 24 earn required credits (excluding the credits already earned) as per the provisions of this ordinance and only then he/she may continue the Program within stipulated period as per the provisions of this ordinance.
10. Examination of back paper shall be conducted as follows –
    a. Supplementary/ back paper exams will be held within one month of the declaration of the result of that specific semester, student allowed to clear his/her back paper or re-exam after paying the prescribed fees. If any student detained due to less attendance and clear the attendance as per rules & regulations of the Institute through attending extra classes may also appear in the supplementary examinations after paying the prescribed fees.
    b. If a student filled the examination form but due to some reasons not appeared in the examinations will also be allowed the appear in the examinations, if the principal allowed after proper justification received from the students concern.

11. Back paper examination shall also be conducted along with odd semester end semester examination/ even semester end examination as the case may be (for odd semester with odd and even semester with even).
12. If student has passed both the practical exam by securing prescribed marks, need not re-appear for practical exams, if he/she failed in the theory examination.
13. No grace marks to be given in any circumstances.

60. PATTERN FOR SEMESTER AND EXAMINATIONS

1. Each theory paper of semester and examination for all subjects/courses in all semester will be carry total 70 marks of in UG and 60 marks in PG.
2. Question papers will be unit wise and all question shall be compulsory and choice between the questions only.
3. The duration of the examinations of a paper shall be 2 hrs. or 3 hrs.
4. Each practical papers shall carry 70 marks.

5. The end semester practical examination shall normally be held before the theory examinations. The internal faculty shall associated themselves with the external examinations for conduct the practical exam.

61. PROJECT/ FIELD PROJECTS/ ON THE JOB TRAINING (OJT)/ CEP/ PHYSICAL EDUCATION/ RESEARCH PROJECT/CO-CURRICULAR COURSES

- **On Job Training (OJT):** Under the supervision of teacher, students will participate in an on-the-job training/internship program relevant to their major subject. The college will assign a group of 10 students to the teacher to monitor the progress of the OJT. The students are required to submit a detailed report, ranging from 30 to 40 pages, to their supervisor or guide. The report should encompass their learning outcomes, experiences, challenges encountered, real-life solutions proposed, and other relevant aspects related to the OJT and the subject teachers will conduct the Viva-voce of the student.
- **FIELD PROJECT:** Every student is required to undertake a field project related to their major subject under the supervision of a teacher. The college will allocate a group of 10 students to the teacher in order to monitor the progress of the field project. The students are required to submit a detailed report, ranging from 15 to 20 pages, to their supervisor or guide. The report should encompass their learning outcomes, experiences, challenges encountered, real-life solutions proposed, and other relevant aspects related to the FP and the subject teachers will conduct the Viva-voce of the student.
- **Community Engage Program (CEP):** In order to comprehend socio-economic problems and develop the skills to identify real-life solutions, each student must undertake a project focused on social issues under the guidance of a teacher. The students are required to submit a detailed report, ranging from 20 to 25 pages, to their supervisor or guide. The report should encompass their learning outcomes, experiences, challenges encountered, real-life solutions proposed, and other relevant aspects related to the CEP and the subject teachers will conduct the Viva-voce of the student.
- **RESEARCH PROJECT:** The student who wishes to opt four year UG Degree Honours with Research is required to undergo rigorous research on the topic related to Major subject under the supervision of Guide/Teacher allotted by the college/department. The college will assign a group of 10 students to teacher to oversee the progress of the research project.

- Assessment for OJT/Field Project/CEP/Research Project shall be done as per the following Scheme

Sr. No.	Details	OJT	FP/CEP	Research Project
1.	Certificate/Periodical Presentation	20	20	20
2.	Report Writing/Dissertation	60	60	60
3.	Viva-Voce	20	20	20
	TOTAL	100	100	100

- Dissertation/project report shall be evaluate jointly by external and one internal examiner
- Final year research project/dissertation in undergraduate course shall be of 12 credits

62. CO-CURRICULAR COURSES

To enhance physical fitness, such as strength, speed, coordination, endurance, and flexibility, the college mandates a compulsory sports and physical education course for all students in the program. Additionally, students can participate in other co- curricular activities like NSS/NCC/Cultural activities on their personal interests. The college will provide specific information about enrolling in these activities through separate circulars whenever necessary.

- Assessment for Sports & Physical education shall be done as per the following scheme:

Sr. No.	**Details**	**Marks**	**Marking Scheme**
1.	Theory/ Workshop	30	As per valuation of the teachers
2.	Attendance	10	00- 74 = NIL, 75-84 = 03, 85-100 = 05
3.	Sport Quiz	30	00- 04 = NIL, 05-10 = 10, 11-15 = 15
4.	Interclass Sports Competitions	30	As per participation of students in various interclass sport competitions conducted by the college/department.
Total		100	

Note: *The Institute will issue separate direction/notification regarding project/field projects/on the job training (OJT)/CEP/physical education/research project/co-curricular courses as when required.*

63. GRADING SYSTEM

- The marks obtained by a student in a course shall be indicated by a grade point and a letter grade.
- A student is considered to have completed a course successfully and earned the prescribed credits if he/she secures a letter grade P or higher.
- The F-grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student will be indicated in the grade sheet of the subsequent semester in which the candidate has appeared for clearance of the arrears.
- A student who secures F-grade in a core course has to pass it compulsorily. A candidate who does not pass a core course in the stipulated period, may be permitted to re-register for the same course or a substitute core course by paying the prescribed fee when it is offered next, in consultation with the student advisor.
- If a student secures F-grade in the project Work/Dissertation, either he/she shall improve it and re-submit if it involves only re-writing/ incorporating the revisions suggested by the evaluators or the student can re-register by paying the prescribed re-registration fee and complete the same in the subsequent semesters.

64. CONVERSION OF PERCENTAGE OF MARKS TO GRADE POINTS AND LETTER GRADE

For UG and PG Courses

- The percentage of marks obtained by a student in a course will be indicated by a grade point and a letter grade. A Ten (10) point scale shall be used for the evaluation of the performance of the student as given below:

Table I

MARKS	GRADE POINT	Letter Grade
$m > (\bar{x} + 2.5\ \sigma)$ or $m \geq 95$.	10	O (Outstanding)
$m > (\bar{x} + 2.0\ \sigma)$ and $m \leq (\bar{x} + 2.50\ \sigma)$ or $m \geq 85$.	9	A+ (Excellent)
$m > (\bar{x} + 1.5\ \sigma)$ and $m \leq (\bar{x} + 2.0\ \sigma)$ or $m \geq 75$.	8	A (Very good)
$m > (\bar{x} + 1.0\ \sigma)$ and $m \leq (\bar{x} +$	7	B+ (Good)

1.5 σ) or m ≥ 65.		
m > ($\bar{x}$) and m ≤ ($\bar{x}$ + σ) or m ≥ 55.	**6**	**B (Above average)**
m > ($\bar{x}$ – 0.5 σ) and m ≤ ($\bar{x}$) or m ≥ 45.	**5**	**C (Average)**
m > ($\bar{x}$ –σ) and m ≤ ($\bar{x}$ -0.5 σ) or m ≥ 35	**4**	**P (Pass)**
m ≤ ($\bar{x}$ – σ) or m< 35.	**0**	**F (fail)**
	0	**Ab (absent)**

Note: where $\bar{x}$ is the **Mean** of the marks of all the examinee appeared in that course and σ is the **Standard Deviation.**

- **Calculation of Standard Deviation (σ)**
- Let the mark obtained by 8 examinees are 2,4,4,4,5,5,7.9.
- Mean = (2+4+4+4+5+5+7+9)/8 =5
- First calculate the deviation of each data point from the mean, and square the result of each e.g. $(2-5)^2 = 9$ $(4-5)^2 = 1$ $(5-5)^2 = 0$ $(5-5)^2 = 0$

  $(4-5)^2 = 1$

  $(4-5)^2 = 1$ $(7-5)^2 = 4$ $(9-5)^2 = 16$
- **Variance** is the mean of these values. e.g. (9+1+1+ 1+0+0+4+16)/8 =4
- And the population Standard Deviation is the square root of the **Variance.**
- In this case √4 =2

Example 1:

Examinee	Marks obtained	Letter Grade	Grade Point
1	78	B	6
2	76	B	6
3	77	B	6
4	80	B	6
5	54	F	0
6	59	F	0

7	65	P	4
8	76	B	6
9	86	B+	7
10	72	C	5

- Mean ($\bar{x}$) = 72.3, Standard Deviation = 9.967
- Based on the above values Letter Grade and calculated Grade points are given in the following table:

S.No.	Calculated values for Grade point/Letter Grades	Letter Grade	Grade Point
1	97.22	O = outstanding	10
2	92.23	A+ = Excellent	9
3	87.25	A = Very good	8
4	82.27	B+ = Good	7
5	72.3	B = Above Average	6
6	67.31	C = Average	5
7	62.33	P = Pass	4
8	Less than 62.33	F = Fail	0

Example 2:

Examinee	Marks obtained %	Letter Grade	Grade Point
1	62	B	**6**
2	36	P	**4**
3	45	C	**5**
4	72	B	**6**
5	54	B	**6**
6	15	F	**0**
7	34	P	**4**
8	76	B+	**7**
9	86	A+	**9**
10	55	B	**6**

- Based on the above values Letter Grade and calculated Grade points are given in the following table:

S. No.	Calculated values for Grade point/Letter Grades	Letter Grade	Grade Point
1	107.63	O = Outstanding	10
2	96.81	A+ = Excellent	9
3	85.98	A = Very good	8
4	75.16	B+ = Good	7
5	53.50	B = Above Average	6
6	47.67	C = Average	5
7	31.64	P = Pass	4
8	< 31.64	F = Fail	0

- It is evident from the above tables that the passing marks in the first set of examinees is 62.33 while it is 31.64 in second set of examinees.
- Therefore, it is reasonable, to calculate Letter Grade and Grade Point on the basis of marks obtained directly without using Mean (x bar) and Standard Deviation (sigma) method, in case of small number of examinees in a course, using the alternative method given in Table I. Mean and Standard Deviation Method may be followed, where the number of examinees is large.
- 23. Computation of SGPA, CGPA and Weighted Average Marks (WAM)

i. WAM is calculated by multiplying each unit of study by its credit point value, then adding these totals together. It is then divided by the sum of all credit points attempted**.**

ii. The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by the student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

- **SGPA(Si) = (Ci x Gi)/ Ci**

  Where Ci is the number of credits of the ith course and Gi is the grade point scored by the student in the ith course.

iii. The **CGPA** is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a Program, i.e.

- **CGPA = (Ci xSi)/ Ci**

  where Si is the SGPA of the ith semester and Ci is the total number of credits in that semester.

iv. The **SGPA** and SGPA shall be rounded off to 2 decimal points and reported in the transcripts.

- **Illustration of Computation of SGPA and CGPA and Format for Transcripts**

Semester	Course Name	Course code	Credit	Marks obtained Percentage	Letter Grade	Grade Point	Credit Point
I	Course 1		3	80	A	8	3X8=24
I	Course 2		4	66	B+	7	4x4=28
I	Course 3		3	60	B	6	3x6=18
I	Course 4		3	95	O	10	3x10=30
I	Course 5		3	43	C	5	3x5=15
I	Course 6		4	54	B	6	4x6=24
			20				139
	SGPA						139/20=6.95

- **WAM (Illustration in the above case) [**80x3 +66x4 +60x3 +97x3 +43x3 +54x4] divided by [3+4+3+3+3+4] = **66**
- **Example of Computation of CGPA**
- Illustration for CGPA

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit:20 SGPA: 6.71	Credit:22 SGPA: 7.8	Credit:25 SGPA: 5.6	Credit:26 SGPA: 6.0	Credit:26 SGPA: 6.3	Credit:25 SGPA: 8.0

Thus, CGPA= $\frac{20x6.71 + 22x7.8+ 25x5.6+ 26x6.0 + 26x6.3 + 25x8.0}{144}$

= 6.71

65. SETTING OF QUESTION PAPERS

Three/Four different sets of question papers shall be drawn with the model answer paper and assessment scheme per course for every Semester End Examination. One of which shall be used for the regular examination, the second set can be used for the back paper examination and one of the sets can be used for the examination for the ex-student. Similarly two sets of question papers shall be drawn for every examination conducted per course, considering the requirement of time table.

1. The question papers shall be set and evaluated by the course teacher, as well as by the external faculty members from reputed institute, as approved by the Institute's board of examination. Preferably ratio for setting of questions for each course paper will be 40% by internal examiners and 60% by external examiners.
2. If the course is taught by more than one teacher, the question paper shall preferably be set jointly and assessment of the sections/ questions shall be done by the respective teacher.

66. COMPENSATORY TIME FOR PERSON WITH DISABILITY (PWD) CANDIDATES:

- PWD Candidates are provided extra time of 20 minutes for every hour of examinations subject to maximum limit of one hour as Compensatory time.
- PWD Candidates are allowed the use of a scribe (amanuensis) who holds lesser qualification than the candidate. Scribe is allowed to candidates who have disability in the upper limbs or have loss of finger /hands thereby preventing them from writing.
- Who are blind or have impaired vision.
- who is dyslexic
- who are autistic
- If a PWD candidate wants to avail compensatory time or scribe he/she/transgender must apply with all relevant documents to the Principal/TIC during form fill up of each part/semester

examination and the same application be forwarded by the Principal/TIC to the Controller of Examinations in time.

- If it is found that a candidate has used the service of a scribe and/or extra time but does not possess the extent of disability that warrants of use the service of a scribe and/or extra time, he/ she/transgender will be excluded from the process of evaluation and legal action may be initiated by the authority in this regard

67. CENTRALIZED PROGRAM:

The entire work of assessment of the answer papers at the Semester End Examinations shall be centralized within the premises of the concerned Institute and shall be open to inspection by the University, The Institute can appoint a Committee of members to plan and conduct the CAP Centre to ensure smooth, efficient and effective conduct of CAP and Completion of the Assessment.

68. DECLARATION OF THE RESULTS

- The results of all Semester End examinations will be declared preferably within 30 days after the conclusion of examination and will be notified on the college notice boards and website.
- An unsuccessful examinee at a Semester End examination shall be eligible for re-examination on payment of a fresh Examination Fee prescribed by the College and will appear for re-examination in the next Examination Schedule of the said semester examination.
- The results of the candidates who have passed the Semester-VIII examination but not passed the lower semester examinations shall be declared as NCL (not completed lower semester examinations). Such candidates shall be eligible for the Degree only after successful completion of all the lower semester examinations.
- Only those candidates who pass all the semester examinations in the First Attempt will be eligible for ranks/awards etc. to be announced by the college.

69. RE-EVALUATION/PROVISIONS FOR REVIEW

i. A candidate may apply for Post-Publication Review (PPR) of his/her answer-script(s) in the prescribed form and manner and a submission of fees prescribed for the purpose within the date as per notification to be issued by the Controller of Examinations at the time of publication of result. Such applications must be checked and verified by the college(s) concerned as regards to the eligibility of the candidate(s) applying for review. All such applications must be forwarded by the Principal/Teacher-in-Charge of the college concerned.

ii. There shall be no Post-Publication Review of Practical Papers, Oral Examinations and Project Work/Field Work, if any.

iii. Incomplete and faulty application is liable to be rejected without assigning any reason or without any intimation to the candidate/college concerned.

iv. Under no circumstances fees for Post-Publication Review once paid be refunded. Student may apply for review of maximum two theoretical courses in the prescribed form in a particular Semester Examination.

v. Post-Publication Review (PPR) and Post-Publication Scrutiny (PPS) of the same paper(s) in a course shall not be allowed.

vi. Finalization Of Review Results:

If the marks awarded by Post-Publication Review Examiner in a Paper do not exceed the original award by more than 20% of the full marks in that Paper, the Review Examiner's award will be accepted as final marks in that Paper. If the increase of marks exceeds 20% of the full marks in that Paper, the answer script will be evaluated by a third examiner (external) and the final marks will be the average of the three examiners. However, if it is found that there was error in calculating total marks of the original award, the increase of marks to the full extent will be accepted as corrected original award of the candidate. If the marks awarded by Post-Publication Review Examiner in a Paper do not reduce the original award by more than 20% of the full marks in that Paper, the Review Examiner's award will be accepted as final marks in that Paper. If the decrease of marks exceeds 20% of the full marks in that Paper, the answer script will be evaluated by a third examiner (external) and the final marks will be the average of the three examiners. However, if it is found that there was error in 25 calculating total marks of the original award, the change of marks to the full extent will be accepted as corrected original award of the candidate.

Any addition or subtraction of marks as declared by the Institute after Post-Publication Review shall be treated as final and shall be binding on the candidate. No further application for consideration of Post-Publication Review result shall be entertained.

70. SCRUTINY OF ANSWER-SCRIPTS (SAS)

- If the results of a candidate of Honours Program/Program of any part of his/her examination do not come under the purview of Post-Publication Review, he/she/transgender may apply for Post Publication Scrutiny of his/her one or more answer-scripts irrespective of marks. ii.
- "Post-Publication Scrutiny (PPS)" does not imply re-examination or re-assessment of scripts but involve verification of scripts and records to ascertain1Marks have been assigned to each of the

required number of answers made by an examinee as per instruction printed on the question paper; Totaling of marks awarded by the examiners on the scripts/marks-slips, as the case may be, has correctly been done.

71. RULES FOR PROMOTION –

1. A Student shall be promoted and may take admission in the 2nd semester immediately after the 1st semester end examination irrespective of any number of back papers.
2. A student may take admission in the 3rd semester provisionally, immediately after the 2nd semester end examination and his/her admission shall be confirmed and she/he shall be promoted to the 3rd semester provided he/she has earned minimum 50% credits including both 1st and 2nd semesters.
3. A student shall be promoted and may take admission in the 4th semester immediately after the 3rd semester irrespective of any number of back papers in 3rd semester.
4. A Student may take admission in the 5th semester provisionally, immediately after the 4th Semester examination and his/her admission shall be confirmed and he/she shall be promoted to the 5th semester provided he/she has earned minimum 50% credits including both 3rd and 4th semesters.
5. A student shall be promoted and may take admission in the 6th semester immediately after the 5th semester with any number of back papers.
6. A Student may take admission in the 7th semester provisionally, immediately after the 6th Semester examination and his/her admission shall be confirmed and he/she shall be promoted to the 7th semester provided he/she has earned minimum 50% credits including both 5th and 6th semesters.
7. A student shall be promoted and may take admission in 8th semester (Fourth year of UG) provisionally, immediately after the 7th semester examination irrespective of number of back papers in the 7th semester.
8. A special examination of the 8th semester shall be conducted soon after declaration of the semester results. Any student having back papers in 8th semester shall be eligible to appear in this special examination.
9. A student can avail maximum of fourth attempts excluding the first appearance to clear his/her backlogs of back papers in the subsequent examinations to be held. The sessional marks obtained shall be carry over for declaring the result of back papers.
10. Further students who secure 75% marks or above or equivalent 7.5 CGPA in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the department. The research project/dissertation shall be in the major discipline. The research outcomes

of their project work may be published in peer-reviewed journals or may be- presented in conferences/ seminars or may be patented.

11. In case a student is detained or not promoted to higher semester, he/she shall be held up till the backlog papers are cleared for which he/she can take attempt in the next appropriate examination provided that the same is done within the maximum duration allowed for the Program. Continuous internal assessment marks of such students shall be carried forward for the corresponding course in which he/she is appearing.
12. For counting 50% credits both theory as well as practical courses shall be considered and 0.5 shall be rounded up.

72. 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 shall be permitted only once in each semester.
- The reappearance for the examination of any semester shall be permitted during the subsequent examination of that semester.
- Application for reappearance along with payment of prescribed fees shall be submitted to the College along with the original statement of marks within 30 days from the declaration of results. 26
- If a candidate passes in all subjects in the reappearance, higher of the two aggregate marks secured by the candidate shall be awarded to the candidate for that semester. In case the candidate fails in reappearance, he shall retain his first appearance result.
- A candidate who appears for improvement of results shall be eligible for grade/division but not for ranking.
- Internal assessment marks shall remain the same and they are not included in the improvement of result scheme.
- No improvement be granted where exam taken on OMR sheet

73. AWARD OF MARK SHEET(S)

- All Mark Sheets for all semesters shall be awarded by the college at the end of each semester.
- The format of mark sheet is given in illustration of computation of SGPA and CGPA in clause no. ……
- Each Semester End Mark Sheet shall reflect both the actual marks and the Credits of each subject along with the Grade Letter designated for the marks obtained and SGPA.

74. AWARD OF DEGREE

- Students shall receive Degree from the H.N.B. Garhwal Central University, Srinagar on payment of the prescribed fee.
- The Degree shall be issued at the end of successful completion of the program i.e. after passing all semester end examinations. It shall be signed by the Hon'ble Vice-Chancellor and shall have the college's name on it.

75. ISSUE OF TRANSCRIPT

Based on the recommendations on Letter grades, grade points and SGPA and CGPA, the Institute shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

76. PRESERVATION OF ANSWER BOOKS

The answer papers of the every examinations shall be preserved for a period of at least SIX MONTHS (06 Months) from the date of declaration of results of the examinations concerned.

77. GRIEVANCE REDRESSAL MECHANISM

- There shall be a Grievance Redressal Committee for all grievances related to examinations and assessment.
- The Committee shall be headed by the Director, Board of Examination/ Controller of Examination and shall have as members all HOD's/Course Coordinators.
- In case of any dispute, the Director, Board of Examination/ Controller of Examinations/Principal shall decide the matter and his decision shall be final.

78. UNFAIR MEANS

1. Cheating defined under clause – shall be treated as unfair means in the examination.
2. The invigilators in the examination Room/Hall shall taken the cheating material and Answer Sheet from the examination during examination and shall allot another Answer Sheet to the candidate.
3. One of the Invigilator will inform the centre examination superintendent who will ask for unfair means by the examinee in which she/he will explain his point of view on the cheating.
4. The examinee will be allowed to attempt the examination paper on a fresh Answer Sheet in which he/she shall be advised to attempt remaining part of the question paper leaving already attempted question.

5. After the completion of the allotted time for a paper, both Answer Sheets say A and B will be collected by the Invigilators.
6. The details of finding the cheating materials will be recorded on the prescribed form and duly signed by the both the invigilators and counter signed by the Principal.
7. Both Answer Sheet (A & B) and prescribed form will be handed over to the controller of Exam in a sealed cover.
8. The COE will send the sealed envelope to the Examiner for evaluation and the report on the prescribed form which will have the followings:
   (01) Whether the cheating material is relevant to the question paper ……Yes/No
   (02) If cheating material is relevant whether it is used…….. Yes/No
   (03) Whether the cheating material is used ……..
   (04) Whether the candidate has misbehaved with the persons conducting exams Yes/No

UR-01: If all the above are 'No', the result of examinee will be declared after evaluation of both A and B Answer sheets.

UR-02: If (01) is yes, and (02), (03) and (04) are No. A answer sheet will be discarded and on B answer sheet will be evaluated and a strict warning will be given to the examinee.

UR-03: If (01), (02) and (03) are 'Yes' and (04) is 'No'. In this case, examination result of that paper of examinee will be cancelled under Un Fair Means (UFM).

UR-04: If (01, (02), (03), (04) all 'Yes' as evaluated by examiner and the report by the Principal the examinee semester result will be cancelled.

The UFM committee may recommend further ban on appearing in examination up to 3 years.

79. ADMINISTRATIVE RESPONSIBILITIES

(1) ROLES AND RESPONSIBILITIES OF CONTROLLER OF EXAMINATIONS

The Controller of Examinations (CoE) shall be responsible for the conduct of all examinations of the College, and it shall be his duty to arrange for the preparation, scheduling, conduct of examinations of the College, and all other contingent matters connected with examinations.

1. The Controller of Examination shall be the Principal Officer in charge of conducting examinations, tests, and declaration results. He shall discharge his functions under the direct superintendence, direction and guidance of the Principal. In the absence of CoE by virtue of any reason anyone from Dy. CoE(s) recommended by the Principal will look after the work of CoE in addition to his own work;

2. The CoE will be the supervisor of the Examination Committee constituted by the Academic Council;
3. The Controller of the Examinations may inform the proceeding of the Board of Examination to the Academic Council as and when required;
4. He shall receive and deal with the applications for admission to the Examinations of the Board and carry on all correspondence connected with such examination and issue necessary documents as admissible under the regulations;
5. To prepare the academic calendar including the examination schedule and implement the same
6. He shall be responsible for getting the question papers set in time, translated, moderated, and printed and their safe custody and secrecy of the contents at all stages;
7. Proper distribution of question papers and examination materials to all Examination centers in time;
8. Collection of all answer scripts, surplus examination materials and reports, and other documents from all centers;
9. To arrange for evaluation and to process the results;
10. Issue Grade Cards to the successful candidates in time; provided that the Board may authorize a Deputy Controller of Examinations to issue certificates;
11. He shall be responsible for ensuring and maintaining strict secrecy of all information regarding the examinations;
12. He shall perform such other duties as may be assigned to him by the Principal;
13. The Controller of Examinations attend all meetings in which matter relating to the examinations of the Board are included in the agenda;
14. The Controller of Examinations shall have administrative control over the employees working under him;
15. Subject to the superintendence of the Examination Committee, the Controller of Examination shall conduct the examinations and make all other arrangements thereto and be responsible for the due execution of all processes connected there with;
16. The Controller of Examinations shall be responsible for making all the arrangements necessary for holding examinations, tests and timely declaration of results;
17. To finalize the mode of examination for different courses in consultation with concerned Faculty/ School/ Department/ Academic Council;
18. To ensure confidentiality and to make assessment/ improvement in the process of the Institute examination/ evaluation;
19. To appoint external agency(s)/ observer(s) for conducting and monitoring the examinations;
20. To appoint external agency(s)/ evaluator(s) for evaluation of examination;
21. To postpone or cancel examination in part or in whole, in the event where such need arises;
22. To submit report regarding examination(s) to the Principal;

23. The Controller of Examinations shall exercise such other powers and perform such other duties as may be assigned to him, from time to time, by the Principal as the case may be;
24. The Additional Controller of Examinations and the Deputy Controller of Examinations may be appointed to aid and assist the Controller of Examination on the conditions prescribed under the Statutes, against the strength sanctioned by the Principal

(2) DEPUTY CONTROLLER OF EXAMINATIONS

The primary duties of the Deputy Controller of Examinations will include examination planning, scheduling, maintenance of examination and students' physical records, and student record verifications. He/she will ensure strict compliance with institutional policies and procedures during examinations and will ensure and monitor the examination invigilation process. He/she will also coordinate with respective program coordinators/directors and administrative departments in this regard.

Duties And Responsibilities

1. Planning, scheduling, and organization of examinations.
2. Strictly complying with the institutional policies and procedures on the conduct of examinations.
3. Coordinating with the different departments for conducting exams.
4. Managing physical records of results and examination answer books with respective class information.
5. Monitoring invigilation duties during examinations.
6. Maintaining a record of invigilation duties and ensuring strict compliance of the use of unfair means policy during each exam.
7. Maintaining and verifying students' academic credential records.
8. Providing transcript issuance-related information to the students.
9. Managing physical records of examination results and answer books of each student (term-wise)
10. Maintaining confidentiality and integrity of students' academic records.
11. Managing blank answer books and class result sheets.
12. Handling records of transcripts and degrees issued.
13. Managing records of alumni and dropouts.
14. Ensuring compliance with the Charter, HEC and other such requirements.
15. Liaising with authorities keeping records of all official documents/ minutes/ agenda etc.

Assisting with specialized assignments, new initiatives, and other duties as assigned by the Chief Controller of Examinations or Controller of Examinations.

(3) Appointment of Paper setters, Examiners, Senior Supervisors and Conduct of Examination etc.

1. No person can claim appointment as a paper setter /examiner/moderator or any other examination work as a matter of right. Appointments of persons as paper setters/examiners/ moderators shall be ordinarily made at the time of the annual examination. However, if it is necessary to do so, the appointment of paper setters may be made at the time of the October examinations.
2. The paper setters/examiners/moderators shall not refuse to accept the assignment of the examination work.
3. They shall also ensure that their availability for assignment is communicated to the College, in the prescribed time limit, it will be presumed that the assignment is accepted by the paper setter / examiner/ moderator.
4. The paper setters/ examiners/ moderators shall follow all the directions given by the College from time to time in respect of the pattern of question papers, setting of question papers, model answers, scheme of marking etc.
5. He shall ensure that the stationery required for the conduct of examinations, question papers, etc. are received at the examination center.
6. He shall also ensure that the packets of question papers are intact and duly sealed and are opened in his presence 20 minutes before the start of examinations.
7. He shall also ensure that the students are not resorting to unfair means/practices. In case incidents occur, he shall immediately report the cases of unfair means to the Controller of Examinations along with his report.
8. He should not leave the examination center during the examination period.
9. He shall ensure that the answer book is distributed to the students 10 minutes before the start of the examination.
10. The Principal shall, immediately after the examination is over, dispatch the answer books to the CAP center / concerned examiner, as per the instructions of the College from time to time.
11. The directors of the CAP appointed by the college shall receive the bundles of answer books sent by the Principal of the concerned examination center.
12. The CAP in charge shall arrange for the assessment of the answer books centrally as per the central assessment program prescribed by the college.
13. The director of the CAP shall submit the mark lists to the Controller of Examinations as provided in the CAP scheme and as per the instructions received by the College from time to time. As soon as the mark lists are received, the same should be processed immediately.

80. CODE OF CONDUCT FOR STUDENTS DURING EXAMINATION

All Students are required to follow the following Code of Conduct during the examination. These rules are indicative and not an exhaustive set of rules.

1. Students must report to the examination centre well in advance and carry out extensive and compulsory frisking before entering the Examination Hall.
2. The Candidate must occupy the seat in Examination Hall on allotted seat 15 minutes before the scheduled time.
3. They are required to be seated inside the examination hall 15 minutes before the commencement of the examination. They are not allowed to be in the corridor reading their notes etc. No students will be allowed inside the hall once the examination has started, without a valid reason. The decision of the senior supervisors is final.
4. No student is allowed to bring any communication devices in the examination hall.
5. Admit card / Identity Card is compulsory to enter the examination.
6. Strictly follow the seating arrangement.
7. Mobile phones / books / bags are not allowed in the examination hall.
8. Possession of mobile phones during an examination will be treated as use of unfair means and liable for punishment.
9. Permissible materials allowed inside the examination hall are writing materials, non1programmable calculators, transparent writing pads, drawing materials, erasers, transparent pouches, small purses containing money, or any other material as mentioned in the question paper.
10. No valuables will be allowed to be brought inside the examination hall other than those mentioned in the above point. All other materials (including graph papers/ logarithm tables / any other booklet) if brought are to be kept inside their bags (mobiles in switched1off mode). College will not be responsible if any such valuables are lost.
11. No student will be allowed inside the examination hall with smart watches.
12. The students are required to produce their proper hall tickets during all examinations. The student will not be allowed to write the examination without valid hall tickets. If the students have misplaced/lost their hall tickets, then they are required to obtain a duplicate hall ticket.
13. No student will be allowed to receive their mark sheets without producing their hall tickets and fee receipts. They are required to keep their hall tickets safely till they have obtained all the documents from the college.
14. Students are strictly warned not to use any unfair means during examinations. Use of unfair means can lead to dismissal/ loss of term etc.

15. Students are informed that they can be checked physically for any copy materials during the examination in case of any suspicion and if found with prohibited material during the examination then it will be treated as an unfair means.
16. Mobiles or any communicating devices if found on person will be confiscated and it will be treated as the students have used unfair means and they will be returned back only after the inquiry is completed and the Principal has signed the inquiry report. Such devices will be returned to their parents/guardians as mentioned in the admission forms. Students are informed that it can take time for the devices to be returned, hence they are strictly informed to not bring such devices during the examination.
17. Students are required to bring their own materials needed for the examination. No student will be allowed to borrow any materials from any other student during the examination.
18. All students are required to check their surroundings for any materials lying around. They are required to give such materials to the block supervisors before the commencement of examination. Once the examination has begun if any incriminating materials are found near the student, then they will be charged with using unfair means.
19. Students are informed that they should not be writing anything on the benches/hands/legs or any other part of their body or dress, this will be considered as use of unfair means. If any material is written on the bench, then it should be brought to the notice of the block supervisors.
20. No student is allowed to write their name/roll number on the answer paper unless specifically asked to be written. If they have written their names/roll number or made any symbols not required in the answer paper, then it will be treated as revealing identity. They will also be required to defend their case in front of the unfair means inquiry committee.
21. Students cannot take any supplements or answer booklets outside the examination hall. This can lead to debarment or cancellation of their examination.
22. No student is allowed to leave the examination hall before the first half hour and last 10 minutes of the examination. If a student leaves in the first half of the examination, then they are required to submit their question paper to the supervisor writing their seat number on the question paper.
23. Students found to misbehave in the examination hall can be asked to leave the examination hall and they will be required to bring their parent/guardian for granting permission to be given to appear for their subsequent examinations.
24. Students are not allowed to chew anything during examinations. If they are required for medical reasons, then proper permission to be taken before the commencement of the examination from the senior supervisors (they will have to produce the Doctor’s prescription). Students are required to inform the senior supervisors before the commencement of examination if there is any medical problem faced by them. They are required to bring the list of substances not allowed to be given if any

problem arises and this list to be submitted to the senior supervisors. This list should contain the contact details of the person to be informed if required.

25. Once the student has submitted their answer papers to the block supervisor then it will not be given back to them once they leave the block.
26. Once the students leave the block after submitting their answer papers they are not allowed to loiter in the corridor, and they are required to leave the premises without making any disturbances.
27. Wear open footwear like chapels/Slippers and sandals.
28. Gossiping/talking will not be allowed in the examination hall. In case of repeated acts, the student will be expelled from the examination.
29. Students found cheating in the examination hall, will be reported to the Examination section.
30. Student misbehaviour with faculty members/supervisors will be reported to Examination section.
31. Exchange of pens / pencils / drawing instruments / calculators, tables, are not allowed.
32. Do not write anything on tables and question paper except Seat number on question paper.
33. Temporary absence from examination hall will not be allowed. In case of emergency conditions, students can leave examination hall after submission of answer book.
34. In case of any grievances regarding question paper, students can discuss with concerned faculty member after the examination.
35. Students should follow the college dress code.
36. For practical's, students should be in neat, ironed apron with displayed roll numbers and carry necessary practical kit in a transparent box.

81. THE FOLLOWING THINGS ARE ALLOWED IN EXAMINATION HALL:

- Writing material
- Transparent writing pad
- Transparent pouch
- Water bottle

82. FOLLOWING THINGS ARE NOT ALLOWED IN EXAMINATION HALL

- Mobile, smart watches or any electronic device
- Chits
- Aprons

83. ACADEMIC INTEGRITY

Academic integrity is essential for the success of an Institution and its research missions as well, and hence its violation constitutes a serious offense. The Policy on Academic Integrity forms an integral part of the Code which applies to all students of the Institution to which they should adhere. Failure to uphold these principles threatens both the reputation of the Institution and the value of the degrees awarded to its students. Every pupil of the Institution should feel responsible for ensuring the highest standards of academic integrity.

84. CHEATING

Cheating includes, but is not limited to:

(1) Copying during examinations, and copying of homework assignments, term papers, theses or manuscripts.
(2) Allowing or facilitating copying or writing a report or taking the examination for someone else.
(3) Using unauthorized material, copying, collaborating when not authorized, and purchasing or borrowing papers or material from various sources.
(4) Fabricating (making up) or falsifying (manipulating) data and reporting them in thesis and publications.
(5) Creating sources, or citations that do not exist
(6) Altering previously evaluated and re-submitting the work for re-evaluation
(7) Signing another student's name on an assignment, report, research paper, thesis or attendance

85. OTHER MODALITIES AND INCLUSIONS

a) Academic Bank of Credit (ABC): It is the platform developed by National e-Governance Division (NeGD) of the Ministry of Electronics and Information Technology, Government of India, having the facility/functionality of opening Academic Account by students and on boarding of eligible Higher Education Institutions (HEIs), in accordance with "The University Grants Commission (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021". ABC will digitally store the academic credits earned by students from HEIs registered with ABC for awarding degrees/diplomas/certificates taking into account credits earned by students. ABC will ensure the opening, closure and validation of Academic Bank Accounts, credit verification, credit accumulation, and credit transfer, redemption for students.

b) Accumulation of Credits: Every student shall open an account in the Academic Bank of Credits which will provide him/her/transgender with a unique ID and will allow access to the Standard Operating

Procedure (SOP). The Credits awarded to a student for the courses pursued in the Institute shall be accumulated in the Academic Bank Account of the student. The procedure for accumulation of credits earned, shelf life, redemption of credits, would be as per the UGC (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021 and their subsequent amendments. The validity of credits earned will be to a maximum period of seven years or as specified by the Academic Bank of Credits.

c) Foreign Nationals: The candidate (Foreign Nationals) will have to show "Original Copy" of Certificate of Madhyamik (or equivalent), Certificate of Higher Secondary (or equivalent) and original Passport (along with Visa) at the time of admission. **Foreign Nationals will have to pay the fees equivalent to or higher than the Indian Nationals, as decided by the individual Colleges.** Their papers must be duly endorsed by the local Embassies/Consulates/High Commissions, whichever is applicable and their visa period must cover the period required to complete the course.

d) ***SWAYAM/NPTEL/MOOCS Courses*****:** The Institute may allow up to 40% of the total courses being offered in a particular program in a Semester through the online learning courses offered through the SWAYAM*/NPTEL/MOOCS* platform, subject to the following conditions:

i. The course contents are alike
ii. The courses are not offered in the College;
iii. There is non-availability of suitable teaching staff to run the course in the College.
iv. The Institute shall give the equivalent credit weightage to the student for the credits earned vide online learning credit courses through the SWAYAM platform, in the credit plan of the program.

Illustration for different curriculum structure for UG Program

Abbreviation:

DSC:- Discipline specific core course and number 1, 2, 3 means different papers of these courses.

DSC A, DSC B, DSC C:- Means for there different core discipline, A - for one core subject, B - for IInd core subject and C for IIIrd core subject.

MC: Minor Course
VC: Vocational Courses } No 1, 2, 3…… stand for different papers

MDC: Multidisciplinary Course

AEC: Ability Enhancement Course

VAC: Value-Added Course

IKSC: Indian Knowledge System Course

MIL: Modern Indian Language (any one language included in 8th schedule of constitution of India)

NOTE:

1. Credit assignment to core/major course or other courses to be decided by concern BOS
   Preferably for Major Course – 4, Minor Course/Vocational Course
   Multidisciplinary Course – 3 Credit, Skill Enhancement Course – 3 Credit
   AEC – 2-3 Credit, VAC 2-3 Credit, Internship – 4 Credit
   This is only example, if there is need of course credit may increase by the BOS say DSC may be 5 or 6 credit.
2. L+T+P to be decided by the concerned BOS. Here L for the lecture, T for Tutorials + P for Practicals (Tutorials usually take place in class rooms and are less formal them lectures tutorial's might be structural around particular activities or be more free flowing giving students the opportunity to raise Topics, ask questions and explore ideas. All students are to be present in tutorials classes.
3. Maximum marks for all courses will always 100 irrespective of credit assignment to the course.

Options of Study

Option 1: UG degree Program with single major a student has to secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major.

(A) SEMESTER WISE COURSE STRUCTURE FOR UG AND UG (HONS) WITH SINGLE MAJOR

Semester	Levels of Teaching	Major Disciplinary Courses (Total Credits: 60/80)	Minor Disciplinary Courses (Total Credits: 24/32)	Multi-Disciplinary Courses (Total Credits: 9)	Ability Enhancement Courses (Total Credits: 8)	Skill Enhancement Courses (Total Credits: 9)	Value added/ Common Course (Total Credits: 8	Internship	Research	Total Credits
I	100 Level	DSC-1 – 5 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4	Choose from DIBNS MDC Pool Credit 3	Choose from DIBNS AEC Pool Credit 3	Choose from DIBNS SEC Pool Credit 3	Choose from VAC DIBNS Pool Credit 2			20
II	100 Level	DSC-2 - 5 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4	Choose from DIBNS MDC Pool Credit 3	Choose from DIBNS AEC Pool Credit 3	Choose from DIBNS SEC Pool Credit 3	Choose from VAC DIBNS Pool Credit 2			20
	Students exiting the Program after securing 40 credits will be awarded UG Certificate in the relevant Disciplinary/ Subject provided they secure 4 credits in work based vocational courses offered during summer term or internship/ Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.									
III	200 Level	DSC-3 - 5 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4	Choose from DIBNS MDC Pool Credit 3	Choose from DIBNS AEC Pool Credit 2	Choose from DIBNS SEC Pool Credit 3	Choose from VAC DIBNS Pool Credit 2			19
IV	200 Level	DSC-4- 4 Credit DSC-5- 4 Credit DSC-6- 4 Credit DSC-7- 5 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4							21
	Students existing the Program after securing 80 credits will be awarded UG Diploma in the relevant Discipline/Subject provided they secure additional 4 credit in skill based vocational courses offered during first year or second year summer term.									

V	300 Level	DSC-8- 4 Credit DSC-9- 4 Credit DSC-10 - 4 Credit DSC-11- 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4							20
VI	300 Level	DSC-12- 4 Credit DSC-13- 4 Credit DSC-14 - 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4					Internship Credit 4		20
	Students who want to undertake 3-year UG Program will be awarded UG Degree in the relevant Discipline/Subject upon securing 120 credits									
VII	400 Level	DSC-15- 4 Credit DSC-16- 4 Credit DSC-17- 4 Credit DSC-18- 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4							20
VIII	400 Level	DSC-19- 4 Credit DSC-20- 4 Credit DSC-21- 4 Credit DSC-22- 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4						Research Project/ Dissertation	20
	Students will be awarded UG Degree (Honours) with Research in the relevant Discipline/Subject provided they secure 160 credits									
	If eligible students choose UG degree in honours with research then the following courses to be cleared									
VIII	400 Level	DSC- 19 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4						12 Credits for research work	20

Note:* Honours students not undertaking research will do 3 courses for 12 credits in lieu of a research project / Dissertation.

Students who secure 7.5 CGPA and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

Option 2: UG Degree Program with Double Major

In a double major undergraduate program, students can choose two subjects or disciplines for their Major/Core courses. Each discipline will constitute 40% of the total credits of 120/160—48 credits for each major to get only UG degree, or 64 credits for each major to get UG degree with HONS/Research. The remaining 20% of the credits will be allocated to courses in the MDC/SEC/AEC/VAC categories

If students decide to exit the program after the 6th semester, they must complete one core course with the required number of credits in each of their chosen core subjects. This requirement ensures they fulfil 40% of the total minimum credit requirement of 120 credits needed to earn a UG degree with a double major. For example: If the student choose two courses (Biotechnology and Chemistry) under the core category at the end of the UG Program the degree will be awarded as B.Sc. in Biotechnology with Chemistry.

(B) SEMESTER WISE COURSE STRUCTURE FOR UG AND UG (HONS) COURSES WITH DOUBLE MAJOR

Semester	**Levels of Teaching**	**Major Disciplinary Courses (Total Credits: 60/80)**	**Minor Disciplinary Courses (Total Credits: 12+12=24/16 +16=32)**	**Multi-Disciplinary Courses (Total Credits: 9)**	**Ability Enhancement Courses (Total Credits: 8)**	**Skill Enhancement Courses (Total Credits: 9)**	**Value added/ Common Course (Total Credits: 6**	**Internship**	**Research**	**Total Credits**
I	100 Level	DSC-A -1 -5 Credit DSC-B -1 - 5 Credit		Choose from DIBNS MDC Pool Total Credit 3	Choose from DIBNS AEC Pool Total Credit 2	Choose from DIBNS SEC Pool Total Credit 3	Choose from VAC DIBNS Pool Total Credit 2			20
II	100 Level	DSC-A -2 -5 Credit DSC-B -2 - 5 Credit		Choose from DIBNS MDC Pool Total Credit 3	Choose from DIBNS AEC Pool Total Credit 2	Choose from DIBNS SEC Pool Total Credit 3	Choose from VAC DIBNS Pool - Total Credit 2			20
	Students exiting the Program after securing 40 credits will be awarded UG Certificate in the relevant Disciplinary/ Subject provided they secure 4 credits in work based vocational courses offered during summer term or internship/ Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.									
III	200 Level	DSC-A -3 -5 Credit DSC-B -3 - 5 Credit		Choose from DIBNS MDC Pool Total Credit 3	Choose from DIBNS AEC Pool Total Credit 2	Choose from DIBNS SEC Pool Total Credit 3	Choose from VAC DIBNS Pool - Total Credit 2			20
IV	200 Level	DSC-A -4 -5 Credit DSC-B -4 - 5 Credit DSC-A-5 4 credits DSC-B-5 4 credits			Choose from the DIBNS AEC Pool Total Credit 2					20

	Students existing the Program after securing 80 credits will be awarded UG Diploma in the relevant Discipline/Subject provided they secure additional 4 credit in skill based vocational courses offered during first year or second year summer term.									
V	300 Level	DSC-A- 6 5 Credit DSC-A- 7 5 Credit DSC-B-6 5 credit DSC-B-7 5credit								20
VI	300 Level	DSC-A- 8 5 Credit DSC-A- 9 5 Credit DSC-B-8 5 credit DSC-B-9 5credit	Choose from the DIBNS Pool of Minor/ Vocational Courses					Internship 4 credits		24
	Students who want to undertake 3-year UG Program will be awarded UG Degree in the relevant Discipline/Subject after clearing one one core subjects of DSC-A and DSC-B courses of 4 credits each for making up 80% of the minimum credit required to get B.Sc degree i.e 120 credits.									
VII	400 Level	DSC-A- 10 5 Credit DSC-A- 11 5 Credit DSC-B-10 5 credit DSC-B-11 5credit								20
VIII	400 Level	DSC-A- 12 5 Credit DSC-A- 13 5 Credit DSC-B-12 5 credit DSC-B-13 5credit								20
	Students will be awarded UG Degree (Honours) in the relevant Disciplines/Subjects after securing 164 credits									
	If eligible students choose UG degree in honours with research then the following courses to be cleared									
VIII	400 Level	DSC-A- 12 5 Credit DSC-B-12 5 credit							12 Credits for research work	22
	Total 166 credit required to award B.Sc. honours with research in two major subject									

Option 3: UG Degree Program with Inter Disciplinary Core Subject

For an Inter Disciplinary undergraduate degree that is if student want to do Biotechnology as major subject along with its inter disciplinary subjects for the application of Biotechnology in that area like Botany student can choose Botany and Biotechnology as Inter disciplinary subjects in such case he/she will entitle degree of B.Sc. in Plant Biotechnology or B.Sc. (Hons./Hons. With research).

The total credits for core courses will be distributed among these constituent disciplines to ensure students gain comprehensive expertise in plant biotechnology. Internships and research work will be conducted across these disciplines to integrate and apply the knowledge effectively.

(C) SEMESTER WISE COURSE STRUCTURE FOR UG AND UG (HONS) COURSES WITH INTER DISCIPLINARY

Semester	Levels of Teaching	Major Disciplinary Courses (Total Credits: 60/80)	Minor Disciplinary Courses (Total Credits: 12+12=24/16+16=32)	Multi-Disciplinary Courses (Total Credits: 9)	Ability Enhancement Courses (Total Credits: 8)	Skill Enhancement Courses (Total Credits: 9)	Value added/ Common Course (Total Credits: 6	Internship	Research	Total Credits
I	100 Level	DSC-A 1- 4 Credit DSC-B 1- 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4	Choose from DIBNS MDC Pool Credit 3	Choose from DIBNS AEC Pool Credit 2	Choose from DIBNS SEC Pool Credit 3	Choose from VAC DIBNS Pool Credit 2			22
II	100 Level	DSC-A 2- 4 Credit DSC-B 2- 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4	Choose from DIBNS MDC Pool Credit 3	Choose from DIBNS AEC Pool Credit 2	Choose from DIBNS SEC Pool Credit 3	Choose from VAC DIBNS Pool Credit 2			22
	Students exiting the Program after securing 40 credits will be awarded UG Certificate in the relevant Disciplinary/ Subject provided they secure 4 credits in work based vocational courses offered during summer term or internship/ Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.									
III	200 Level	DSC-A 3- 4 Credit DSC-B 3- 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4	Choose from DIBNS MDC Pool Credit 3	Choose from DIBNS AEC Pool Credit 2	Choose from DIBNS SEC Pool Credit 3	Choose from VAC DIBNS Pool Credit 2			22
IV	200 Level	DSC-A 4- 4 Credit DSC-A 5- 4 Credit DSC-B 4 – 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4		Choose from the DIBNS AEC Pool Credit 2					18
	Students existing the Program after securing 80 credits will be awarded UG Diploma in the relevant Discipline/Subject provided they secure additional 4 credit in skill based vocational courses offered during first year or second year summer term.									

V	300 Level	DSC-A 6- 4 Credit DSC-A 7- 4 Credit DSC-B 5 – 4 Credit DSC-B 6 – 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4							20
VI	300 Level	DSC-A 8- 4 Credit DSC-B 7 – 4 Credit DSC-B 8 – 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4					Internship 4 Credit		20
	Students who want to undertake 3-year UG Program will be awarded UG Degree in the relevant Discipline/Subject upon securing 124 credits									
VII	400 Level	DSC-A 9- 4 Credit DSC-A 10- 4 Credit DSC-B 9 – 4 Credit DSC-B 10 – 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4							20
VIII	400 Level	DSC-A 11- 4 Credit DSC-A 12- 4 Credit DSC-B 11 – 4 Credit DSC-B 12 – 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4							20
	Students will be awarded UG Degree (Honours) with Research in the relevant Discipline/Subject provided they secure 164 credits									
	If eligible students choose UG degree in honours with research then the following courses to be cleared									
VIII	400 Level	DSC-A 11- 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4						12 Credits for research work	20

Option 4: Multidisciplinary UG Program: in the case of students pursuing a multidisciplinary Program of study, the credits to core courses will be distributed among the broad disciplines such as life sciences. For example, a students who opts for UG Program in Life sciences will have the total credits to core courses distributed across botany, zoology and chemistry. Internships and research work will be conducted across these disciplines to integrate and apply the knowledge effectively. If students opt for research, 6 credits will be subtracted from the total credits allocated to the two core courses.

(D) SEMESTER WISE COURSE STRUCTURE FOR UG AND UG (HONS) COURSES WITH MULTI DISCIPLINARY

Semester	**Levels of Teaching**	**Major Disciplinary Courses (Total Credits: 60/80)**	**Minor Disciplinary Courses (Total Credits: 12+12=24/16+16=32)**	**Multi-Disciplinary Courses (Total Credits: 9)**	**Ability Enhancement Courses (Total Credits: 8)**	**Skill Enhancement Courses (Total Credits: 9)**	**Value added/ Common Course (Total Credits: 6**	**Internship**	**Research**	**Total Credits**
I	100 Level	DSC A -1 – 2 Credit DSC B -1 – 2 Credit DSC C -1 – 2 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4	Choose from DIBNS MDC Pool Credit 3	Choose from DIBNS AEC Pool Credit 2	Choose from DIBNS SEC Pool Credit 3	Choose from VAC DIBNS Pool Credit 2			20
II	100 Level	DSC A -2 – 2 Credit DSC B -2 – 2 Credit DSC C -2 – 2 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4	Choose from the DIBNS MDC Pool Credit 3	Choose from the DIBNS AEC Pool Credit 2	Choose from DIBNS SEC Pool Credit 3	Choose from VAC DIBNS Pool Credit 2			20
	Students exiting the Program after securing 40 credits will be awarded UG Certificate in the relevant Disciplinary/ Subject provided they secure 4 credits in work based vocational courses offered during summer term or internship/ Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.									
III	200 Level	DSC A -3 – 4 Credit DSC B -3 – 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4	Choose from the DIBNS MDC Pool Credit 3	Choose from the DIBNS AEC Pool Credit 2	Choose from DIBNS SEC Pool Credit 3	Choose from VAC DIBNS Pool Credit 2			22
IV	200 Level	DSC A -4 – 4 Credit DSC B -4 – 4 Credit DSC C -3 – 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4		Choose from the DIBNS AEC Pool Credit 2					18
	Students existing the Program after securing 80 credits will be awarded UG Diploma in the relevant Discipline/Subject provided they secure additional 4 credit in skill based vocational courses offered during first year or second year summer term.									

V	300 Level	DSC A -5 – 4 Credit DSC B -5 – 4 Credit DSC C -4 – 4 Credit DSC C -5 – 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4							20
VI	300 Level	DSC A -6 – 4 Credit DSC B -6 – 4 Credit DSC C -6 – 4 Credit DSC A -7 – 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4					Internship 4 Credit		20
	Students who want to undertake 3-year UG Program will be awarded UG Degree in the relevant Discipline/Subject upon securing 120 credits									
VII	400 Level	DSC C -7 – 4 Credit DSC A -8 – 4 Credit DSC B -7 – 4 Credit DSC A -9 – 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4							20
VIII	400 Level	DSC C -8 – 4 Credit DSC A -10 – 4 Credit DSC B -8 – 4 Credit DSC C -9 – 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4							20
	Students will be awarded UG Degree (Honours) with Research in the relevant Discipline/Subject provided they secure 160 credits									
	If eligible students choose UG degree in honours with research then the following courses to be cleared									
VIII	400 Level	DSC-A 11- 4 Credit	Choose from the DIBNS Pool of Minor/ Vocational Courses Credit 4						12 Credits for research work	20

86. REVISION OF COURSES

- The college is offering a number of courses as per the following classification/Verticals as per National Education Policy 2020:
- Major Core
- Minor (inter-disciplinary)

- Multidisciplinary Courses
- Vocational Skill Courses
- Skill Enhancement Courses
- Ability Enhancement Courses
- Indian Knowledge System
- Value Education Courses
- On-the-Job Training
- Field Project
- Community Engagement Program
- Co-Curricular Courses
- The above courses have been designed by the college's Boards of Studies and approved by the college's Academic Council and Governing Body. They have also been communicated to the H.N.B. Garhwal Central University, Srinagar to which the college is affiliated.
- Further, existing courses will be modified or the new courses would be introduced or new major will be offer as per the requirements of students and other stakeholders from time to time.
- All the courses designed by the college are deemed to have the approval of H.N.B. Garhwal Central University and UGC.

87. POWER TO REMOVE ANY DIFFICULTIES

In any case of any situation or not covered under these Ordinance, the Principal may, by order, make such provisions not inconsistent with the Act, Statutes, Ordinances or other Regulations of UGC, as appears to be necessary or expedient to remove the difficulty, however, subject to ratification of such order by the Appropriate Authorities.